

Program Review Data Integration Workshop: Service Areas



**SAN DIEGO MESA COLLEGE
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SPECIAL THANKS TO SUSAN MUN**

Program Review and Data



- **What is the purpose of Program Review?**
 - Looking ahead not in the rear view mirror
- **What is the analysis about?**
 - It is the context that leads to the plan
 - Practitioner engagement in student learning and meeting student learning or support needs
 - Providing the *infrastructure* to support learning
 - Providing the resources to meet goals

Program Review Question 4: The Locus for Assessment



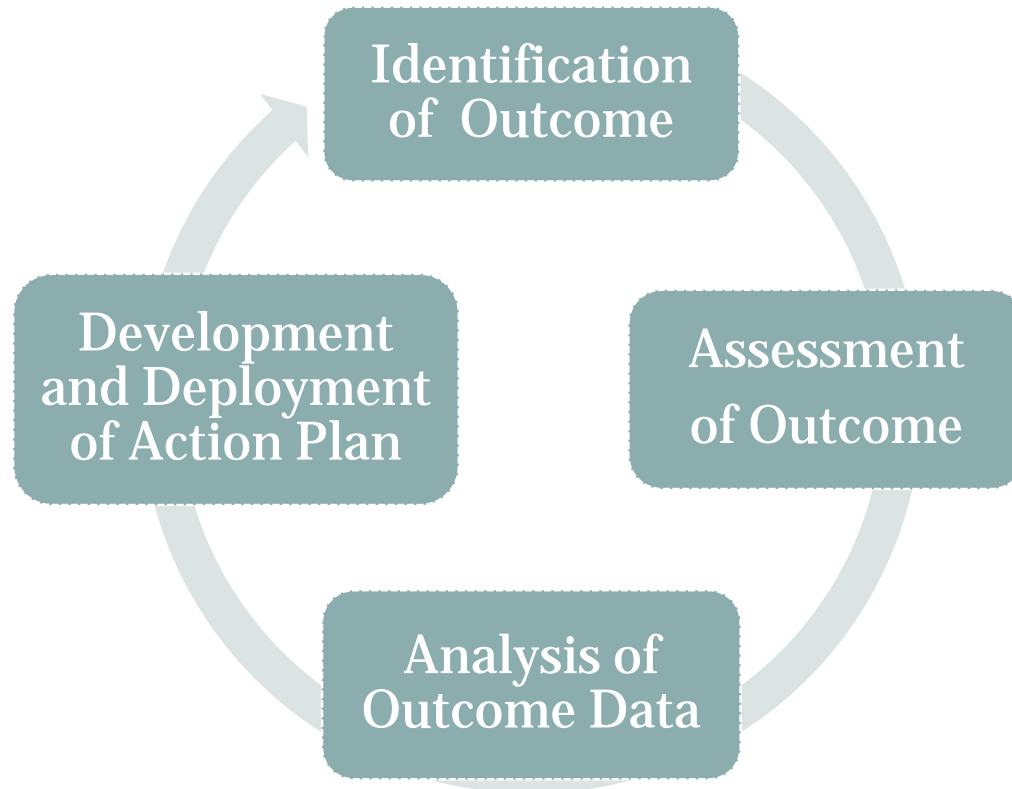
- **SITUATION: Describe the current state of the program/service area**
 - Connect to College Mission, Vision, Values and Goals
 - Connect to College's Annual Objectives/Priorities and Performance Indicators
 - Describe how your program serves students, the College, and the community
 - ✦ Provide the context of what you do, how you do it, and how it impacts learning
 - ✦ Provide multiple factors –become holistic in process

Program Review Question 4: The Locus for Assessment



- Tell the story of your program/service area's Strengths, Challenges, and External Influences
 - ***Achievement Data:***
 - ✦ Program outcomes (retention, success, productivity, awards, disaggregated when possible)
 - ✦ Point of Service Surveys, process numbers, students served by specific service
 - ***Qualitative Data:***
 - ✦ **IT'S ALL ABOUT THE DIALOGUES SURROUNDING LEARNING OR SUPPORTING LEARNING!**
 - Demonstrate how closing the loop got us to student success –this involves SLOs and more

Closing the Loop on SLOs



Program Review Question 5



- **TARGET:** Describe where you want the program or service area to be in five years –these are your goals, based upon your analysis in Question 4

Program Review Question 6



- **PROPOSAL:** Describe what you need in order to achieve the Target (five years out) listed in Question 5

Goals Matrices



- Identify SMART goals associated with the PROPOSAL –what you need in order to achieve this
- Include specific resources
 - Financial and Non-financial Resources
 - Examples Include:*
 - ✦ Professional Development based upon a Needs Assessment
 - ✦ Curriculum Support –capacity and content
 - ✦ Learning Support
 - ✦ Personnel –Faculty and Classified
 - ✦ Equipment and Supplies

Service Areas



DATA SOURCES AND APPLICATIONS

Service Area Internal Data



- **Data collected internally by the LRC and Student and Administrative Services may be integrated into Service Area Plans, e.g., San Diego Mesa College's Student Services Annual Report, 2009/2010**
 - Number of documents processed
 - Circulation/reserves/usage stats in LRC
 - Number of students/faculty/staff served
 - Number of students who vote in ASG elections
 - Number of clubs & club members
 - Student activities & events

Point-of-Service Surveys



- **Point-of-Service Surveys**
 - **Comprehensive Report:** Results may be generalized to the population and used for planning and decision-making.
 - **Executive Summary:** Results may be generalized to survey respondents only and should be used with that caution in mind.
 - **Item Analysis:** Results should be used only as a pilot for future POS surveying.

Accreditation Surveys



- Employee Perception Survey and Student Satisfaction Survey
 - Findings may be generalized to the larger employee / student populations
 - Findings and Conclusions include many references to items directly related to Administrative and Student Services
 - Appendix D comprises verbatim comments from employees and students

Useful Formulas and Calculations, Part 1 of 2



- **Average or mean =**

of observances / Total # of observations

- Useful for summarizing large amounts of data, esp. when you collect the data regularly, e.g., average dollars disbursed per month during Fall 2009 term = (Total dollars for Fall 2009 / # of months in Fall 2009) = average \$x.xx dollars disbursed per month in Fall 2009. Then, you can compare the average \$ disbursed per month in Fall 2009 vs. that of Fall 2010, which provides a succinct summary of dollars disbursed per month in Fall 2009 vs. Fall 2010. Also useful for calculating average number of contacts per full-time staff member in your service area.

Useful Formulas and Calculations, Part 2 of 2



- **Percent Change in Growth or Decline =**
$$\frac{(\text{recent figure} - \text{past figure})}{\text{past figure}} * 100$$
- Useful for comparing rates of growth (or decline) between your service area and that of the College, esp. when it is not an exact matched comparison, e.g., comparing the percent change in growth, or rate of increase, in the number of contacts made or dollars disbursed between Fall 2009 and Fall 2010 v. the percent change in growth, or rate of increase, in College enrollment between Fall 2009 and Fall 2010. Then you can see whether your service area's growth "outpaces" that of the College.

Outcomes-Based Program Review



THE VALUE, THE PROCESS, & THE OUTCOMES

Outcomes-Based Program Review



- **Articulate your outcomes**
 - Measureable, meaningful, and manageable statements describing what your students will know or do
- **Purposefully plan so that the outcomes can be achieved**
- **Implement methods systematically over time to determine whether the outcomes have been achieved**
- **Use the results to plan improvements and make requests for additional resources as needed**

Key Questions to Address in Outcomes-Based Program Review



- What are we trying to do and why are we doing it?
- What do we expect the student to know or do as a result of our service area?
- How well are we– the students, faculty, and professionals– doing it?
- How do we know?
- How do we use the information to improve?
- Does that work?

Adapted by Bresciani & Zelna from the CUPR Guidelines

Data Defined



- Systematically collected or observed (this distinguishes data from anecdote)
- Quantitative $\leftarrow \rightarrow$ Qualitative
 - Two ends of a continuum, not opposites
 - Quantitative data should lead to qualitative inquiry
 - Qualitative data are often summarized quantitatively

How does business-as-usual become outcomes-based assessment?



- Collectively and collaboratively articulate the intended contribution of your program or service area to the learning process, i.e., your outcome
- Plan deliberately to achieve your outcome
 - Identify and take advantage of opportunities
- Gather “data” to show the nature and depth of learning that has occurred
 - Remember, data collection is a means to an end, not an end in itself
 - Strike a balance between focusing data to answer your research question and being open to new discoveries
- Evaluate the situation to determine how to improve or maintain your successes and to address your challenges