



# Program Review Training

*September 25, 2020*

# Contact Information

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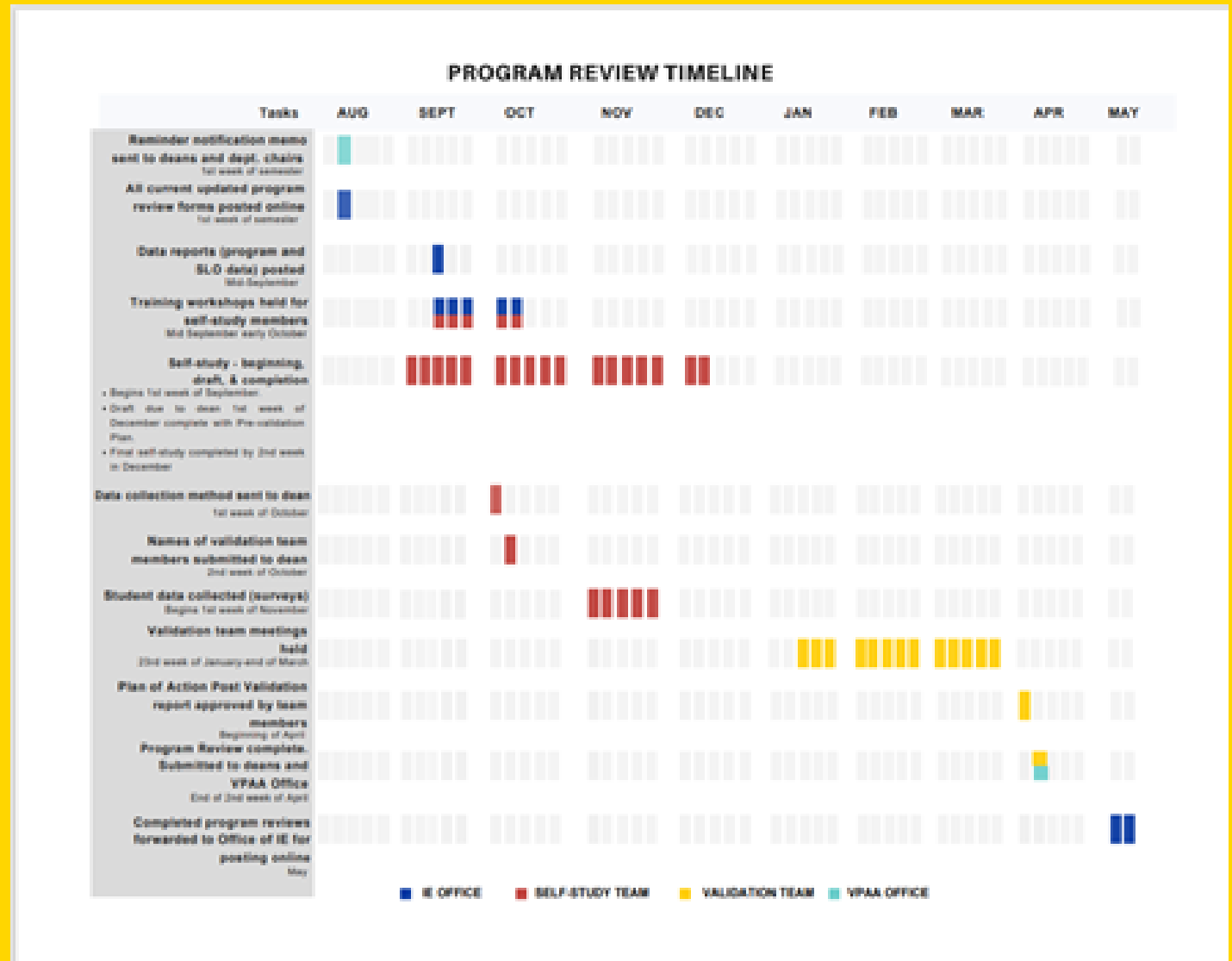
Steven Butler – Comprehensive SLO Data  
[Steven.butler1@hancockcollege.edu](mailto:Steven.butler1@hancockcollege.edu)

Janet McGee – General Information  
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# Program Review Timeline

Program Review Timeline is located on the Program Review page which can be accessed from the Institutional Effectiveness website.

<https://www.hancockcollege.edu/ie/programreview-new.php>



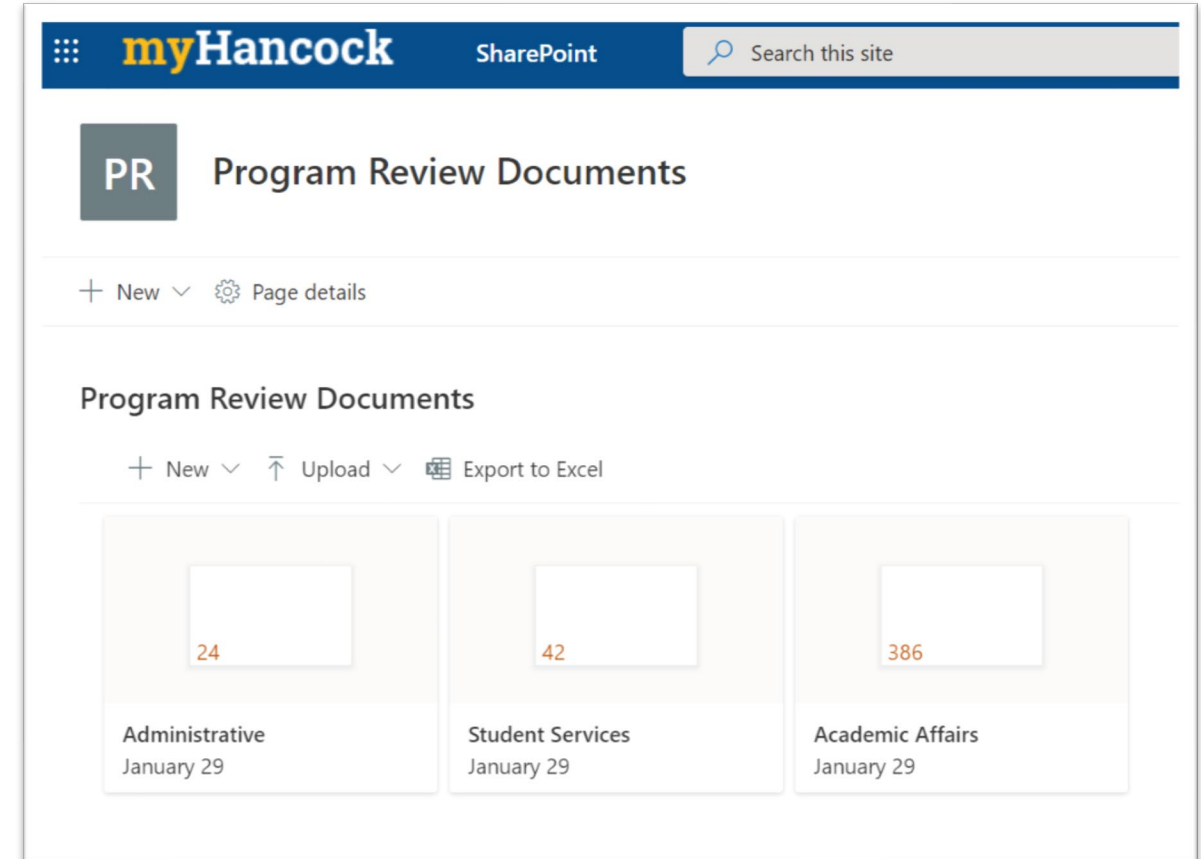
# Program Review SharePoint Site

How to get there

# SharePoint Site

- Last completed program review
- SLO and 6-year data
- Guides and templates

Program review documents for Administrative, Student Services, and Academic Affairs are located here.



You can access the SharePoint site from the myHancock portal.

On the home page of the portal,  
the Group SharePoint Sites is  
located on the lower right.  
Select 'Other Sites'

## Group SharePoint Sites

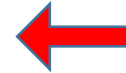
[Group Sites Home](#)

[Advisory Committees](#)

[Committees](#)

[Councils](#)

[Other Sites](#)





## Click on Program Review



Advisory Committees



Board Policies Under Review



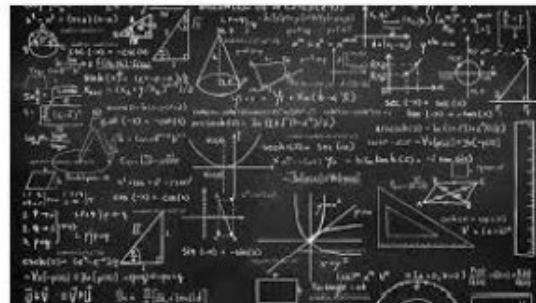
CSEA Chapter #251



Deans and Directors



Food Security Action Team



Mathematical Sciences Department



Planning Retreat 2020



Program Review

Documents and data are listed by dept. in the folders below. Click on the Academic Affairs folder for instructional programs



## Program Review Documents

+ New ▾ ↑ Upload ▾ 📄 Export

24

Administrative  
January 29

41

Student Services  
January 29

381

Academic Affairs  
January 29

| ✓ ▾ | 📄 Name ▾                    | Modified ▾ | Modified By ▾  | Next Comprehen... |
|-----|-----------------------------|------------|----------------|-------------------|
| ✓ ▾ | Department : Unassigned (4) |            |                |                   |
| 📁   | Academic Affairs            | January 29 | Armando Cortez |                   |
| 📁   | Administrative              | January 29 | Armando Cortez |                   |
| 📁   | Student Services            | January 29 | Armando Cortez |                   |
| 📄   | program data topcode.xlsx   | January 29 | Armando Cortez |                   |

<https://hancockcollege.sharepoint.com/sites/Groups/other/ProgramReview>

Guides and templates are located below to program review document files

## Guides & Templates

+ New ▾ ↑ Upload ▾ ✎ Quick edit 📄 Export to Excel

| 📄 | Name ▾            | Modified ▾ |
|---|-------------------|------------|
| 📁 | Academic Programs | March 17   |
| 📁 | Administrative    | March 17   |
| 📁 | Student Services  | March 17   |



## Program Review Documents &gt; Academic Affairs

+ New ▾ ↑ Upload ▾ Share Copy link Download Export to Excel

≡ All Documents

Click on this  
arrow to  
collapse view  
as shown  
below to  
easily scroll to  
your  
department.

| ▼ | Name ▾                                     | Modified ▾ | Modified By ▾  | Next Comprehensive... | Document Type ▾                |
|---|--------------------------------------------|------------|----------------|-----------------------|--------------------------------|
| ▼ | Department : Accounting (6)                |            |                |                       |                                |
|   | Accounting.pdf                             | March 4    | Janet McGee    |                       | SLO data for annual update     |
|   | ACCT_6YR_2015-16.pdf                       | March 3    | Armando Cortez | 2021-22               | Last Comprehensive             |
|   | ACCT_PRAU_S2019.pdf                        | March 4    | Janet McGee    |                       | Last Annual Update             |
|   | ACCT_PRAU_TemplateData_S2019...            | March 9    |                |                       | Student data for annual update |
|   | ACCT_SLO_Data_F15.pdf                      | March 4    |                |                       | SLO data for comprehensive     |
|   | Full_Data_Accounting.pdf                   | March 4    | Janet McGee    |                       | Student data for comprehensive |
| ▼ | Department : Administration of Justice (5) |            |                |                       |                                |
|   | Administration of Justice.pdf              | March 4    | Janet McGee    |                       | SLO data for annual update     |
|   | AJ_6Yr_2014-15.pdf                         | March 4    | Janet McGee    | 2021-22               | Last Comprehensive             |
|   | AJ_PRAU_S2017.pdf                          | March 4    | Janet McGee    |                       | Last Annual Update             |
|   | AJ_PRAU_TemplateData_S2019.do...           | March 4    | Janet McGee    |                       | Student data for annual        |

Document types are  
listed here for easy  
identification

## Program Review Documents &gt; Academic Affairs

+ New ▾ ↑ Upload ▾ ↗ Share ↻ Copy link ↓ Download 📄 Export to Excel

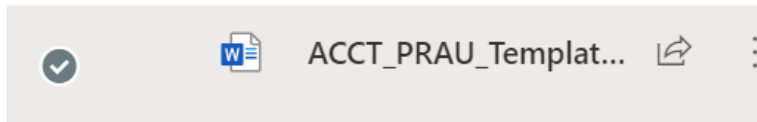
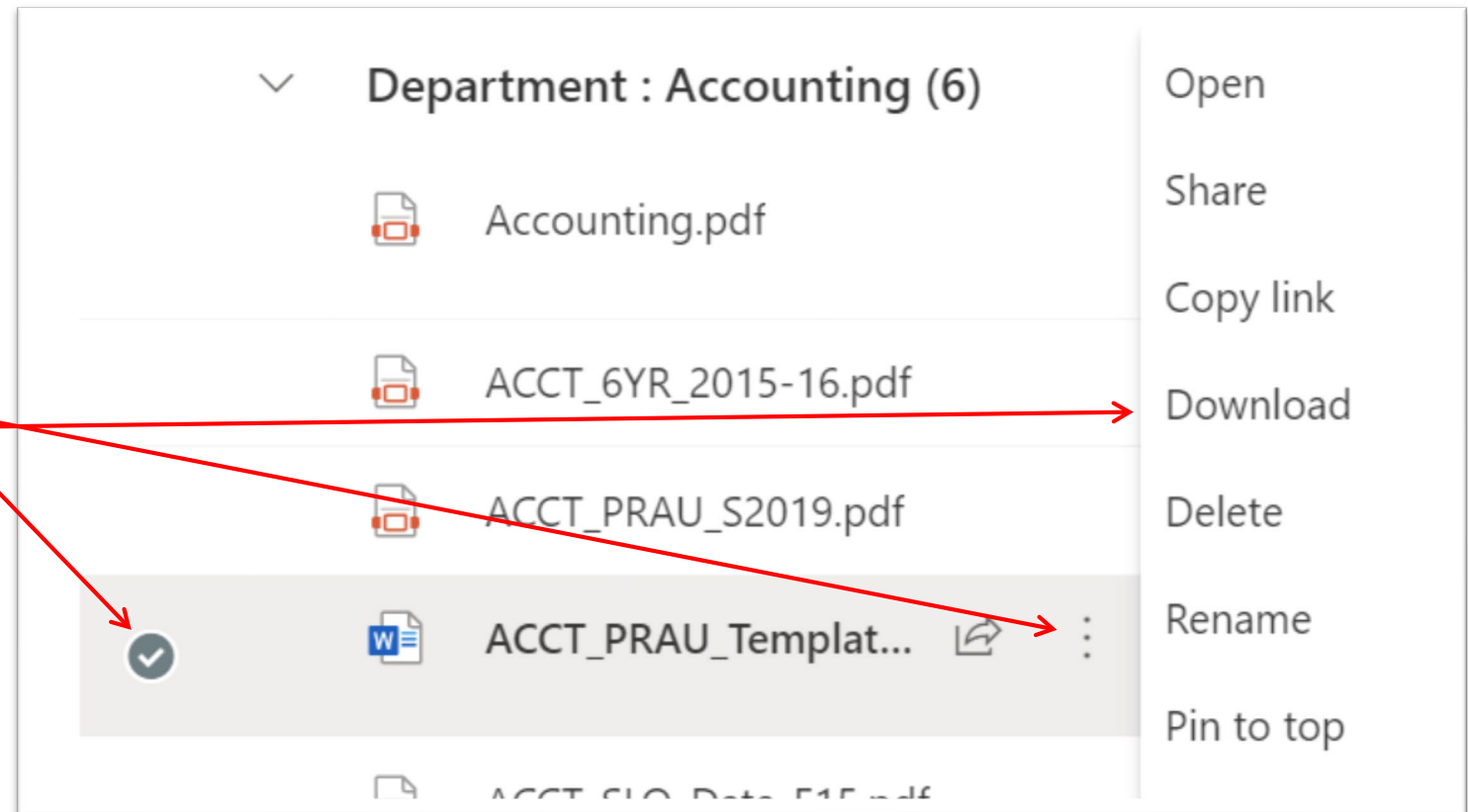
> 📄 Name ▾ Modified ▾ Modified By ▾ Next Comprehensi... ▾ Document Type

Collapsed view

- > Department : Accounting (6)
- > Department : Administration of Justice (5)
- > Department : Adults with Disabilities (NC) (3)
- > Department : Agribusiness (6)
- > Department : American Sign Language (5)
- > Department : Anthropology (6)
- > Department : Applied Design Media: Graphics (6)

To download a document,  
select the document you  
wish to download

Next click on the vertical  
ellipses dots and select  
download.

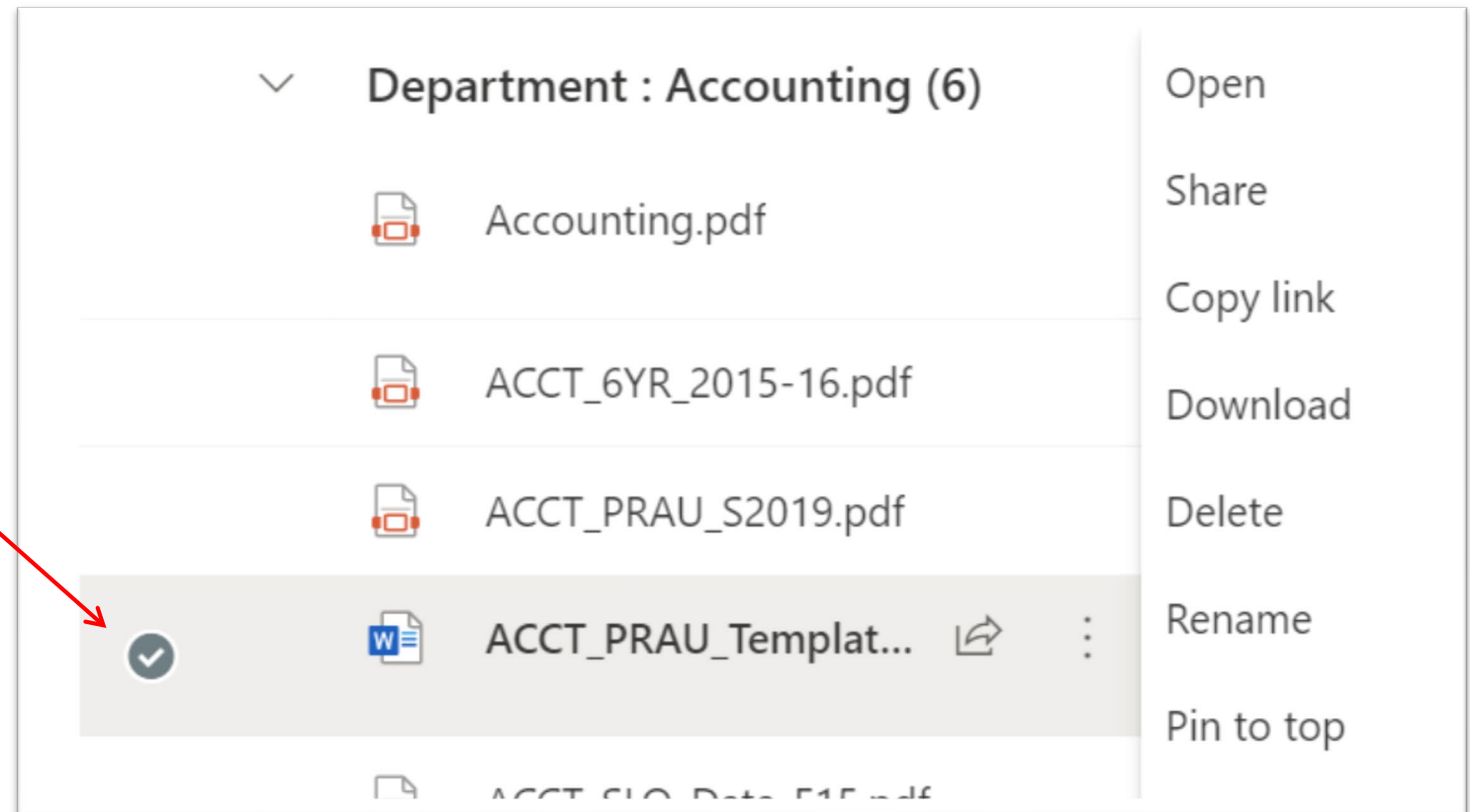


ACCT\_PRAU\_Tem....docx

Document will appear on the lower left of your screen  
(click to open)

To download a document,  
select the document you  
wish to download

Next click on the vertical  
ellipses dots and select  
download.



# Student Surveys

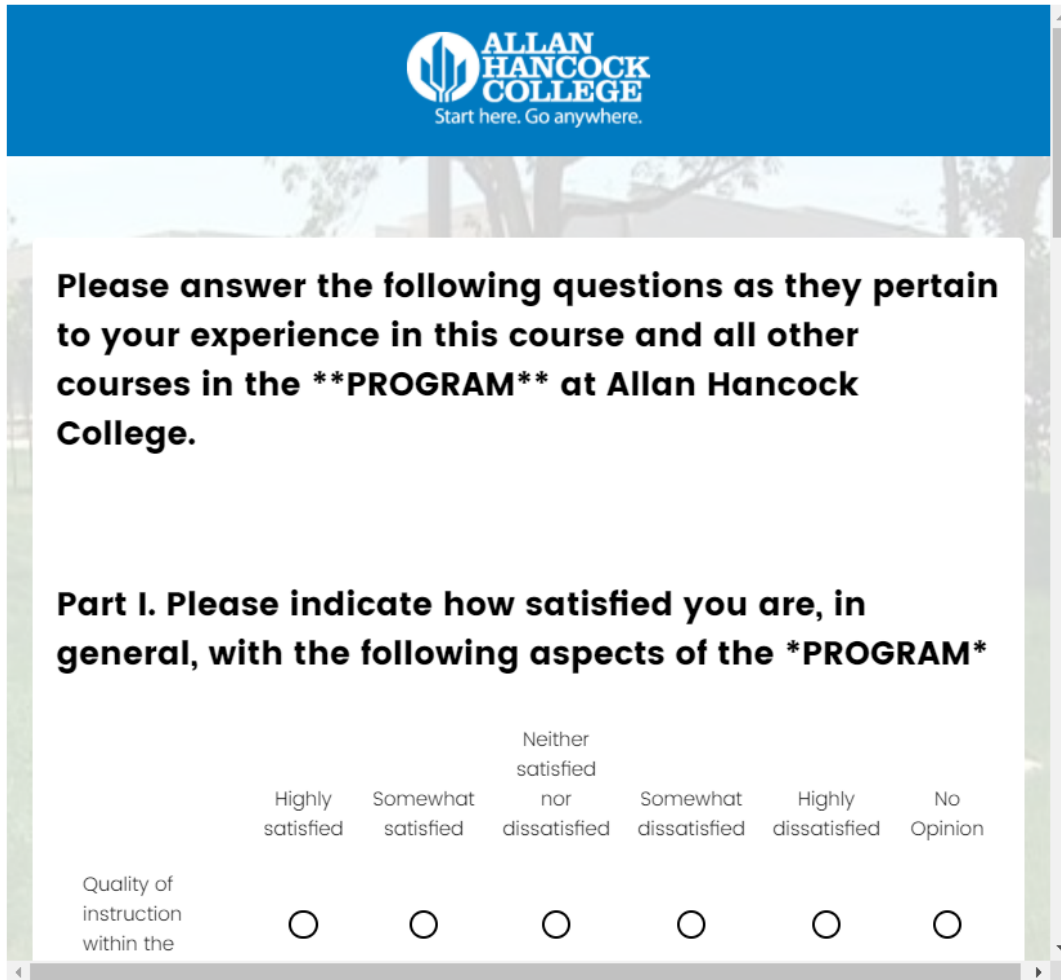
How to get there and How-to examples





**Aim for November for  
program review surveys.**

**Plan to keep them open  
for two weeks.**

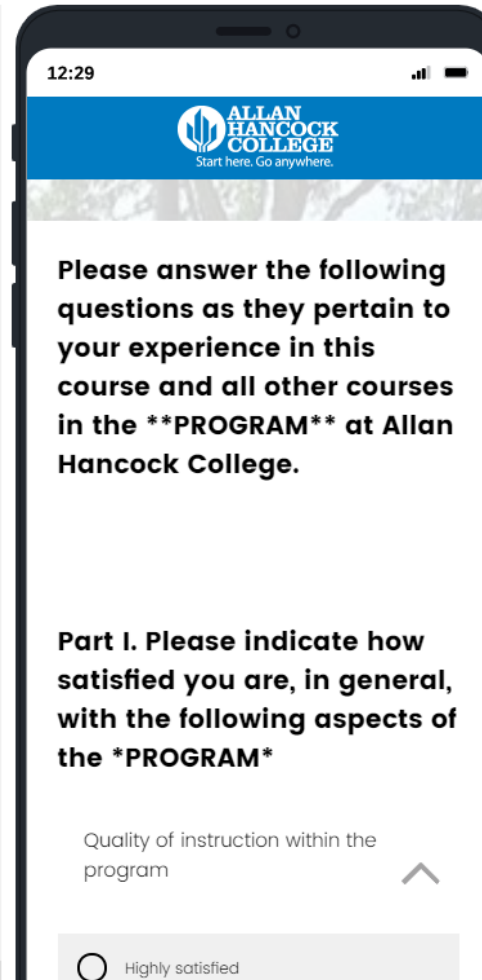


**ALLAN HANCOCK COLLEGE**  
Start here. Go anywhere.

Please answer the following questions as they pertain to your experience in this course and all other courses in the **\*\*PROGRAM\*\*** at Allan Hancock College.

**Part I. Please indicate how satisfied you are, in general, with the following aspects of the \*PROGRAM\***

|                                   | Highly satisfied      | Somewhat satisfied    | Neither satisfied nor dissatisfied | Somewhat dissatisfied | Highly dissatisfied   | No Opinion            |
|-----------------------------------|-----------------------|-----------------------|------------------------------------|-----------------------|-----------------------|-----------------------|
| Quality of instruction within the | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



12:29

**ALLAN HANCOCK COLLEGE**  
Start here. Go anywhere.

Please answer the following questions as they pertain to your experience in this course and all other courses in the **\*\*PROGRAM\*\*** at Allan Hancock College.

**Part I. Please indicate how satisfied you are, in general, with the following aspects of the \*PROGRAM\***

Quality of instruction within the program

☐ Highly satisfied

**Program  
Review  
Surveys  
have gone  
online!**

Please answer the following questions as they pertain to your experience in this course and all other courses in the \*\*PROGRAM\*\* at Allan Hancock College.

**Part I. Please indicate how satisfied you are, in general, with the following aspects of the \*PROGRAM\***

|                                                                                                                                     | Highly satisfied      | Somewhat satisfied    | Neither satisfied nor dissatisfied | Somewhat dissatisfied | Highly dissatisfied   | No Opinion            |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|------------------------------------|-----------------------|-----------------------|-----------------------|
| Quality of instruction within the program                                                                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The way textbooks and other materials used in courses within the program help me learn                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Advice about the program from counselors                                                                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The way this program meets your educational goals                                                                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Contribution towards your intellectual growth                                                                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Clarity of course goals and learning objectives                                                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Feedback and assessment of progress towards learning objectives                                                                     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The availability of courses offered in the **PROGRAM**                                                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The content of courses offered in the **PROGRAM**                                                                                   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The coordination of courses offered in the **PROGRAM** and courses offered in other departments that may be required for your major | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|                                                                                                                                     | Highly satisfied      | Somewhat satisfied    | Neither satisfied nor dissatisfied | Somewhat dissatisfied | Highly dissatisfied   | No Opinion            |
| The physical facilities and space (e.g., classrooms, labs)                                                                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Instructional equipment (e.g., computers, lab equipment)                                                                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Presentation of classes via the college's Canvas course management system                                                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Course assistance through tutorial services (e.g. through the Tutorial Center, Math Lab, Writing Center)                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Availability of appropriate resources in the libraries                                                                              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>              | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

# Part 1 is required

Part II. Please answer the following questions about the \*\*PROGRAM\*\*.

Which of the following best describes your reason for taking this and other courses in \*\*PROGRAM\*\*?

- ☐ Recommended by a counselor
- ☐ Recommended by a friend
- ☐ To meet general education requirements
- ☐ Offered at a convenient time
- ☐ Other, please specify:

Compared to the beginning of the semester, your attitude about \*\*PROGRAM\*\* has

- ☐ Improved
- ☐ Remained the same
- ☐ Decreased

Please answer the following questions.

|                                                    | Strongly agree        | Somewhat agree        | Neither agree nor disagree | Somewhat disagree     | Strongly disagree     |
|----------------------------------------------------|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| I would recommend taking courses in **PROGRAM**    | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |
| I plan on taking additional courses in **PROGRAM** | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>      | <input type="radio"/> | <input type="radio"/> |

Which of the following courses have you taken in \*\*PROGRAM\*\*?

- ☐ \*\*Course 1\*\*
- ☐ \*\*Course 2\*\*

Which courses are you taking this semester in \*\*PROGRAM\*\*?

- ☐ \*\*Course 1\*\*
- ☐ \*\*Course 2\*\*

## Part 2 and 3 is optional

Part III. Background questions.

How many units have you completed prior to this semester?

0-15 units

☐

16-30 units

☐

31-45 units

☐

46-60 units

☐

61 or more units

☐

In how many units are you currently enrolled?

less than 5 units

☐

5 - 8.5 units

☐

9 - 11.5 units

☐

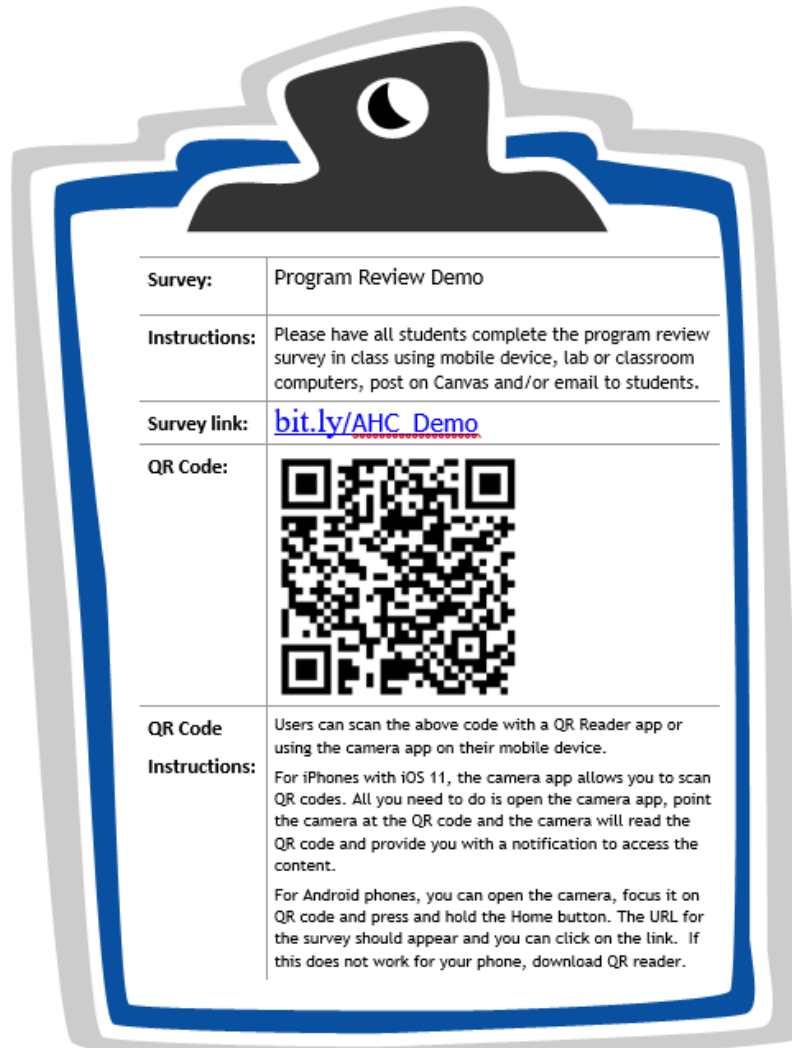
12 or more units

☐

What is your final academic goal?

- ☐ Certificate
- ☐ AA/AS
- ☐ Bachelors
- ☐ Masters or higher
- ☐ Not certain

## And you can add questions!



# URL and QR codes

Aim your phone at the QR code or click [here](https://bit.ly/AHC_Demo) to try it out.

# Student Learning Outcome Data

How to get there and How to examples



AHC  
Homepage



Institutional  
Effectiveness



Institutional  
Data



Program  
Data



**INSTITUTIONAL EFFECTIVENESS**

Office of Institutional Effectiveness (IE) supports the in Hancock College cyclic process of continuous quality improvement. Institutional effectiveness is the term used to describe the integrated, and ongoing process of planning, evaluation and resource allocation, and data analysis to inform decision making in support of the college mission.

**ie**

**Tweets by @AHC\_IE**

**QUICK FACTS**

Looking for quick facts about AHC? Find them here with our new desktop.

**INSTITUTIONAL DATA**

This is where you will find everything data related - dashboards, data definitions, and more.

**RESEARCH RESOURCE REQUEST FORM**

Need data? Submit a request with our research request form.

**INSTITUTIONAL DATA**

**Chapter 1 - Community**

**Chapter 2 - Headcount Total and Historical**

**Chapter 3 - AHC District Profile**

**Chapter 4 - Student Profile by Location and Credit Status**

**Chapter 5 - Performance Indicators**

**Chapter 6 - Categorical Programs**

**ACT BOOK**

The AHC Interactive Fact Book is intended to answer frequently asked questions about the college's service area, students, programs, faculty, and staff.

**PROGRAM DATA**

Program information on demographics, outcomes, SLOs and more.

[Program Data](#)

[SLO Data Academic Affairs](#)

[SLO Data Student Services](#)

**REGISTRATION DATA**

Weekly/daily reports on student registration including demographics, FTES and term to term comparison.

[Daily Reg Report](#)

[Weekly Reg Report](#)

[August Reg/Drop Comparison](#)

**Program Data**

**STEP 1|Choose subjects:**

Subjects: None

**STEP 2|Choose awards:**

Awards: None

**STEP 3|Choose majors:**

Student Majors: None

**PROGRAM DATA**

Program information on demographics, outcomes, SLOs and more.

[Program Data](#)

[SLO Data Academic Affairs](#)

[SLO Data Student Services](#)

## Dashboard Contents

### PLO, CLO, ILO, & Course Performance charts and tables

- PLO performance by demographics
- # met and not met standards
- % met and not met standards
- Charts disaggregated by term and tables aggregated past 6 years

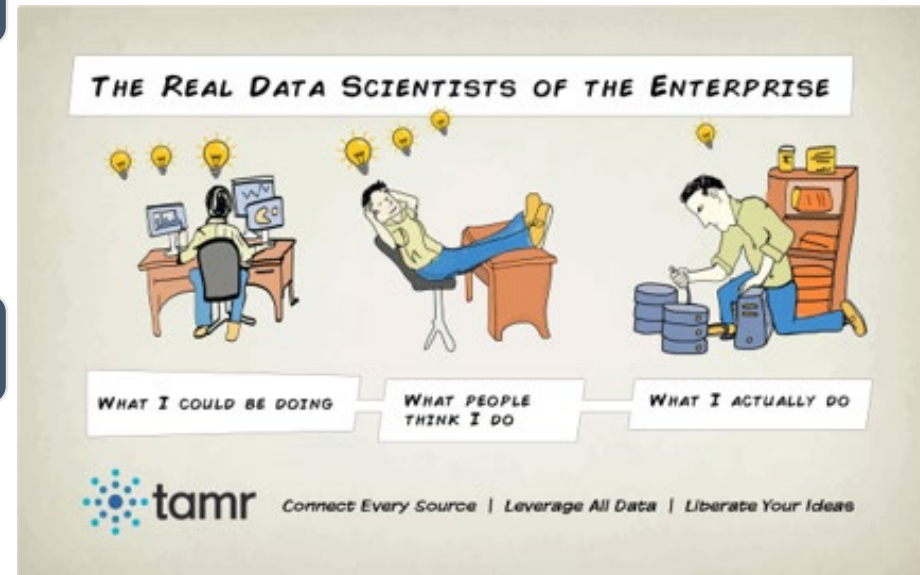
### Outcome Associations

- CLO to PLO & ILO
- PLO to ILO
- Course to ILO

### Course Improvement Plans

- Reports for each course by term

### CLO & PLO lists



#### IV. Program SLOs/Assessment

What are your program student learning outcomes? Have each of these been assessed since the last comprehensive program review? Describe changes you have made to courses or the program based on these data.

#### VII. Trend Analyses/Outlook

Using the information already gathered in the Annual Updates s (e.g., enrollment and achievement data; student learning outcomes **assessment** and analysis; input by advisory boards; existing articulation agreements; labor market trends) summarize the major trends, challenges, and opportunities that have emerged in the program since the last comprehensive program review. Explain possible causes for any identified gaps or trends and actions taken or needed to address these.

#### VIII. Long-Term Program Goals and Action Plans (Aligned With the College Educational Master Plan)

Describe the long-term plans for changing or developing new courses and programs, other actions being taken to enhance student success, and the need for professional development activities and other resources to implement program goals. Be sure to show how these plans are related to **assessment** results. (Plan should cover five- year period and include target dates and resources needed.)

#### IV. Describe assessment processes and progress.

- Course Improvement plans
- Annual updates
- Meeting notes



#### VII. Describe any data patterns

- **Outcome Performance:** Courses, PLOs, or CLOs that have scored below or consistently above benchmark
- Courses and Outcomes that have been assessed more than others



#### VIII. How might these trends inform goals

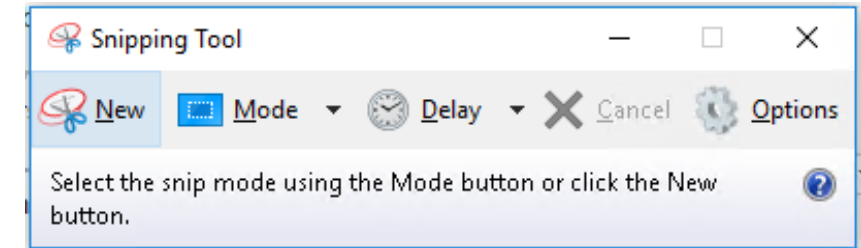
- Future focus of assessment and processes

## Possible Data Sources

- Data packet used in conjunction with department discussion (*Dashboard, and Program review SharePoint*)
- Meeting notes from relevant dept meetings (*Dept records*)
- Past annual updates have questions about year to year assessment changes. (*Program review SharePoint*)
- 6 Year assessment plan (*Program review SharePoint*)
- Any newer documents from switching to a PLO focus on analysis (*LOAC-AA representative*)

## Writing tips

- Ask for help
  - Steven.butler1@hancockcollege.edu
- Concision more than length
  - We give a lot of data, and it is all not needed
- Snipping tool is your friend
- Get input from other faculty





## Sample Excerpt

All course student learning outcomes (CSLOs) are assessed annually. **All CSLOs are mapped to the program learning outcomes (PLO's). All PLOs meet the 70% college-benchmark for meeting the standards.** To assess the CSLOs, the nursing faculty used a variety of measures that included standard testing (Assessment Technology Institute NCLEX-RN test plan based content mastery), clinical evaluation tools, written assignments, midterms and final examinations, and specific test items questions. More specifically, based on the standardized ATI RN predictor tests, **the AHC nursing students meet the national benchmark.** Graduates of the program, as a group, scored similarly to the students from comparable nursing programs across the United States. **In 2013, the assessment tool used for Nursing 109 (Medical Surgical Nursing 2) was changed to better reflect course learning.** This resulted in a change in the trend of the data obtained. **All faculty have identified declining trends in student academic preparedness in math and English (reading, writing, and comprehension).** Recommendations for tutoring and help for remediation were repeatedly identified in multiple course improvement plans. There continues to be minimal adjustments in the course content since nursing content is approved by the California BRN as well as aligned with the national licensure test plan. Meanwhile, the nursing faculty continue to innovate strategies to promote student learning. **Dose calculations and medication word problems continue to be ongoing problem areas that warrant tutoring, remediating, and overall support**

# Academic Outcome Data

FTES, Enrollment/Headcount, Retention, Success, etc...



## INSTITUTIONAL EFFECTIVENESS

The office of institutional effectiveness (IE) supports the Allan Hancock College cyclic process of continuous quality improvement. Institutional effectiveness is the systematic, integrated, and ongoing process of planning and data analysis to inform decision making in support of the college mission.



The goal of the Office of Institutional Effectiveness is to assist units in the integration of the planning, evaluation and resource allocation processes into a sustained, ongoing, and comprehensive practice in all college activities.



### QUICK FACTS

Looking for quick facts about AHC? Find them here with our new infographics.



### INSTITUTIONAL DATA

This is where you will find everything data related - dashboards, data definitions, and



### RESEARCH RESOURCE REQUEST FORM

Need data? Submit a request with our research request form.

[Español](#)

## INSTITUTIONAL DATA

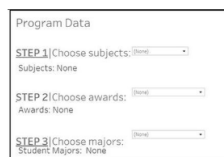


### FACT BOOK

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[FACT BOOK](#)

[DATA DICTIONARY](#)



### PROGRAM DATA

Program information on demographics, outcomes, SLOs and more.

[Program Data](#)

[SLO Data Academic Affairs](#)

[SLO Data Student Services](#)



### REGISTRATION DATA

Weekly/daily reports on student registration including demographics, FTES and term to term comparison.

Daily Reg Report

- [Summer](#) | [Fall](#) | [Winter](#) | [Spring](#)

[Weekly Reg Report](#)

[August Reg/Drop Comparison](#)

[Español](#)

## PROGRAM DATA

[Intro](#) | [1 Outcomes](#) | [1.1 Outcomes](#) | [1 Ret Suc Acd Year Graph](#) | [1 Ret Suc summer graph](#) | [1 Ret Suc fall graph](#) | [1 Ret Suc s](#)

### Program Data

**STEP 1** | Choose subjects:

Subjects: ACCT

**STEP 2** | Choose awards:

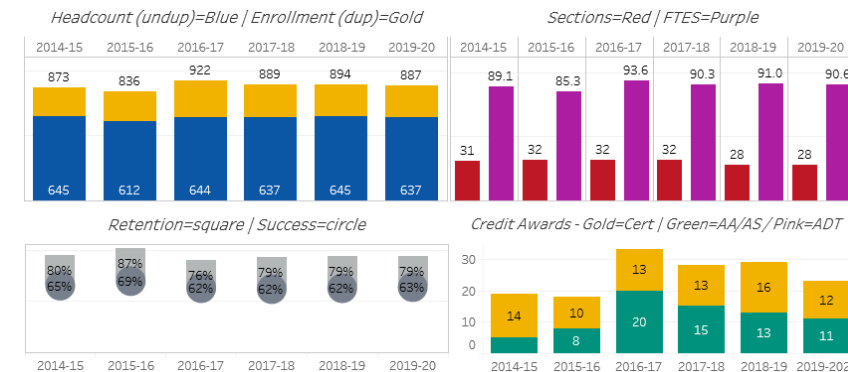
Awards: Accounting

**STEP 3** | Choose majors:   
Student Majors: Accounting

### Contents

- 1 - Enrollment, headcount, sections, FTES, retention, success
- 2 - Demographics
- 3 - Equity outcomes
- 4 - Online\Face to face comparison
- 5 - Efficiency
- 6 - Program awards & majors
- 7 - Faculty load
- A - Course demographic detail
- B - Awards by major detail

### Quick Program Facts



**DATA TIME!**

# Other Resources for Program Review Data

- [Other IE Tableau Dashboards](#)
  - Factbook (Historical AHC data)
  - Scheduling (Course offerings, FTEF, FTES/FTEF)
  - High School & Concurrent (Incoming student data)
  - Cohort (first time students by program) \*soon\*
- [External Data](#)
  - Data Mart (MIS data for AHC)
  - CTE Perkins IV
  - CCCCO Launchboard (Multiple dashboards)
  - Bureau of Labor Statistics

If all else fails...



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