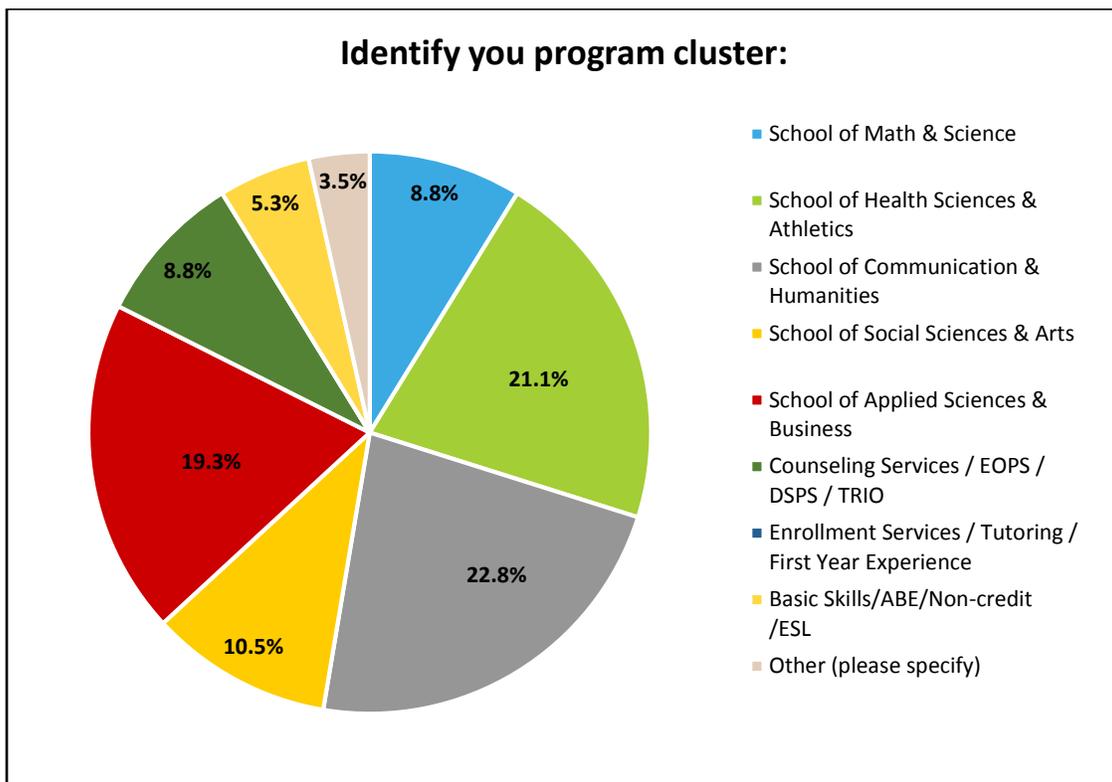


EMP Outcomes & Assessment Committee DRAFT

Spring 2017

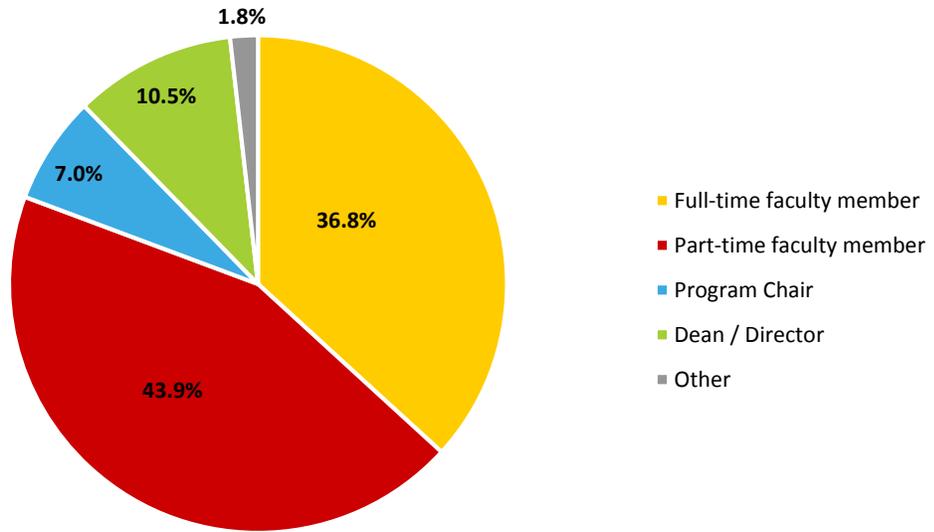
Recently, the “EMP Outcomes & Assessment Committee Survey” was sent out to College of the Desert (COD) Program Review users to review upon the review processes and program data. To assist the 2017-2022 Educational Master Plan Initiative, the Collaborative Brain Trust surveyed members of the College’s Outcomes and Assessment Committee to assist on improving the processes and tools for reviewing programs and assessing program viability, as well as engaging in short and long-term planning.

There were 57 respondents to the survey. Respondents came from a variety of program clusters; the top 3 were from, the School of Communications and Humanities (22.8%), the School of Health Sciences and Athletics (21.1%) and the School of Applied Sciences and Business (19.3%). The other program clusters were School of Health & Education and Libraries

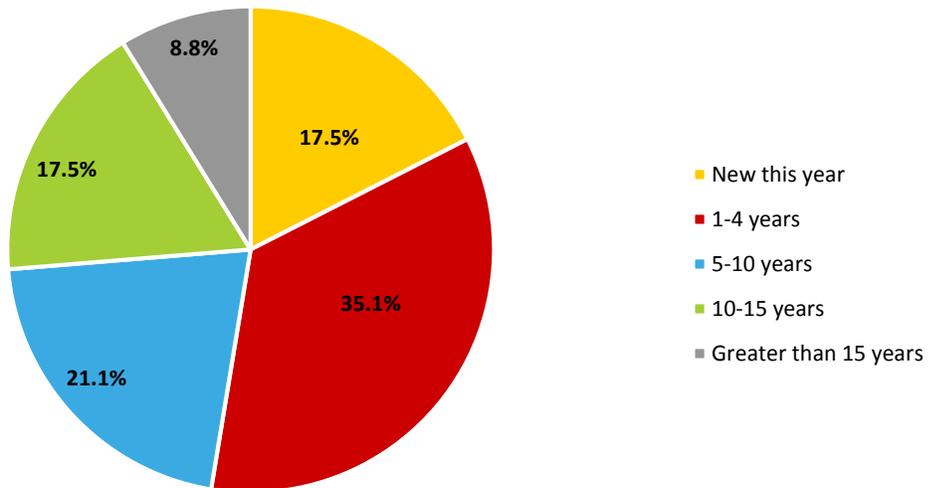


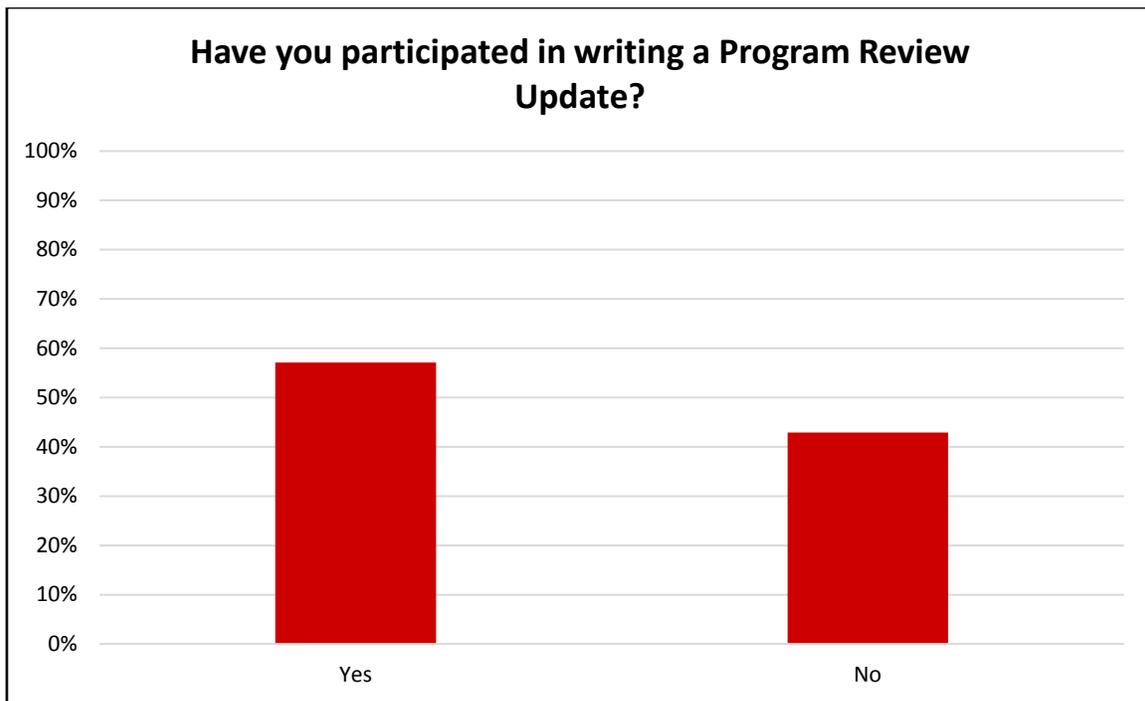
A large portion of respondents (80.7%) were faculty members, where 43.9% were part-time and 36.85% were full-time. A majority of respondents have worked for COD for less than 5 years (52.6%) and have participated in writing a Program Review Update (57.1%). The “Other” position was Baseball Coach.

Identify your position:



Identify the length of time in your current position:





Program Review Update Instrument and the Process

Next, the respondents were asked a series of open-ended questions in regards to the instrument and the process of completion for the Program Review Update. When asked what is the most important aspect of the PRU, 22.6% of respondents stated “identify program needs” and 16.1% stated “planning for the future”. This question was then followed by, “*What do you see as its main purpose*”, where responses varied more. Responses varied from, “PRU identifies what is needed in staffing, facilities, equipment and budget for the future...” to “improve outcomes of programs; maintain relevancy; improve efficiency of programs and departments”.

One-quarter (25.0%) of respondents want data provided to answer “student success” and 12.5% want data to answer “student enrollments”. Other questions wished for the data to answer, such as “program visibility” or “institutional outcomes”.

Respondents were then asked what is working well with the PRU and responses such as, “helpful as we plan for growth and relevancy in our field” and “faculty spend time reviewing their programs and thinking about the future”, were given. When asked what is not working well, 18.5% of respondents stated that the form is too long and/or redundant.

Responses to “*how long is the length of time to complete the PRU*” varied greatly, from “2-3 hours” to “1 year”; as well as responses to “*how long do you think it should take to complete the PRU*”, with responses from “4-5 hours” to “1 year”.

Following this, respondents were asked in what way(s) the PRU could be made easier to complete while still being useful. 21.7% respondents stated to make the PRU simpler and/or less redundant and 13.0% mentioned reformatting or restructuring the form.

Over three-quarters (78.1%) of respondents believed that “Faculty” should be involved in completing the PRU, where 56.2% should be both full-time and part-time faculty and 21.9% for full-time faculty only. 9.4% believed “Staff” should be involved in completing the PRU.

Role for Individuals in Completion and Review of PRU

Respondents were then asked to describe what they think the role for 5 positions should be in the completion and review of the PRU. The 5 positions were; Faculty, Program Chair, School Dean, Vice President, and Program Advisory Committee.

28.6% believed that Faculty should have an “active”, “hands-on”, and “primary” role in the completion and review of the PRU. Other responses stated ranged from, “identify needs” to “initial analysis”.

Over one-quarter (28.6%) of respondents believed the Program Chair should take on a “facilitator” and/or “guiding” role while a little less than one-quarter (21.4%) believed that the Program Chair should take more of a “review and revise” role.

Over one-third (37.0%) of respondents believed the School Dean should provide insight and oversight to the completion and review of the PRU.

28.0% of respondents felt the role of the Vice President and the role of the Program Advisory Committee should be to “review” to PRU.

Needs in Areas to Assist Those Completing PRU

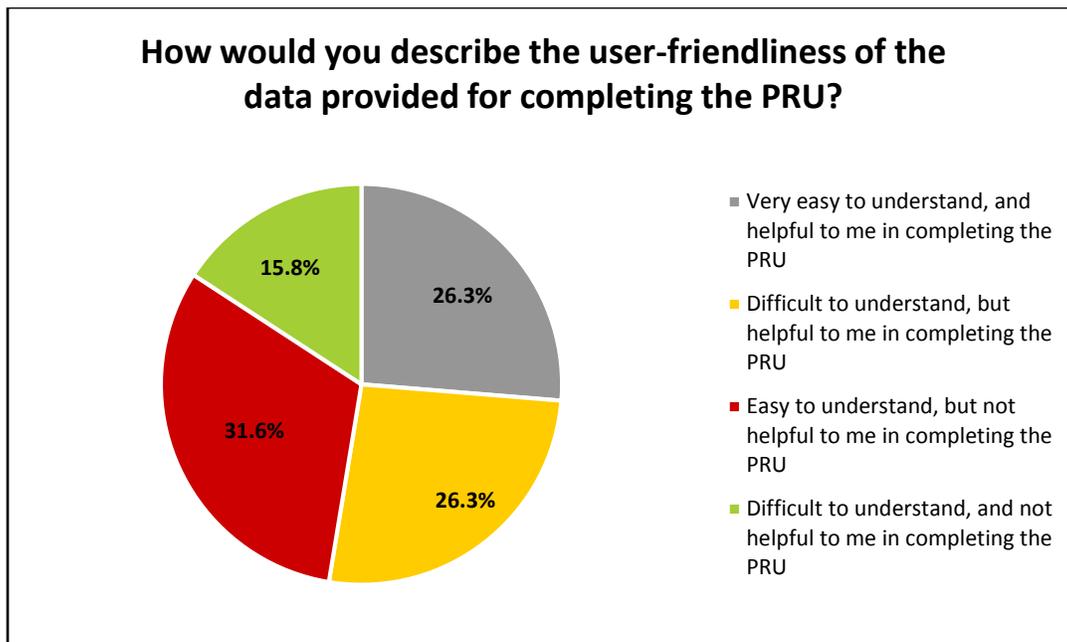
Next, respondents were asked what was needed in the areas of Training and Support to assist those who are completing the Program Review Update.

29.6% of respondents felt more training, workshops, and work sessions would be beneficial to those completing the PRU.

Responses varied for what is needed in Support to assist those completing the PRU. “...having few experts in each ‘school’ or division...”, “getting accurate information when asked as soon as we can”, and “response promptness” were just 3 out of the 24 responses given.

Data

Respondents were then asked questions regarding the data provided to them for completing the Program Review Update. The majority (57.9%) feel it is easy to understand the data but of this majority, only 26.3% feel it is helpful to them in completing the PRU. A total of 52.9% feel the data are helpful to completing the PRU but of this 52.9%, only 26.3% feel it is easy to understand.



Suggestions to make the data easier to understand included, “definitions included with the stats” and “summaries of the trends”. Suggestions to make the data more helpful in completing the PRU included, “more in-depth course level information”, “enrollment projections based on SEP data” and “...looking at Coachella Valley labor market”.

Additional suggestions in regards to the data provided included, “we should get the data every summer for the previous academic year...”, “the format is unpleasing...it is too wordy...” and “it just needs to be consistent and provide everything that will be used for prioritization”.

Program Viability

In order to bring early action on improvements and decision-making, adding alerts, such as a visual dashboard or a flag system (green, yellow and red indicators), to the data provided had been a discussion.

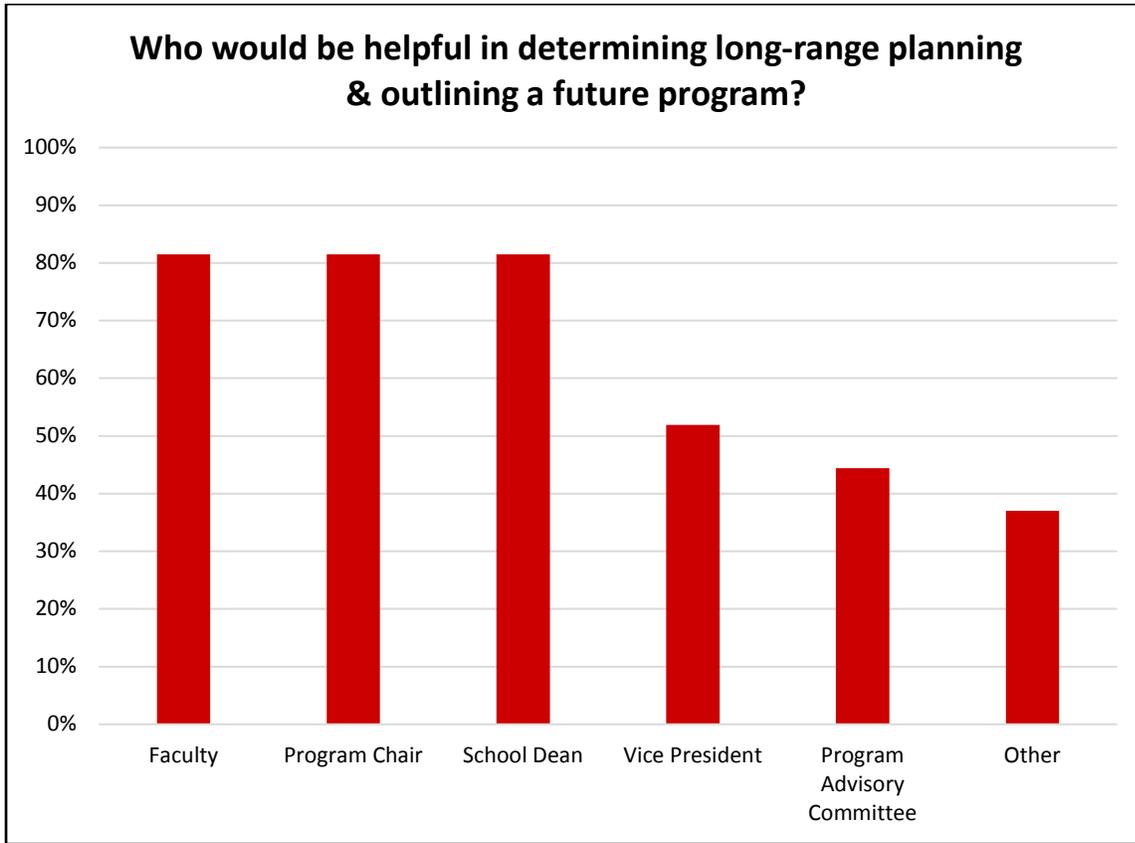
Respondents were then asked to state what data elements would be the most indicative of program viability if such alerts were added. Elements such as, “compare our population to the general” and “enrollment trends, programs at other colleges that are doing well, student populations that are disproportionately impacted” were just 2 of several recommendations given by respondents.

Short and Long-Term Planning

When asked what improvements to the PRU would be helpful for short and long-term planning, data and the process were the two most stated (54.5%) improvements. Some examples of what respondents had mentioned were, “help us get relevant data automatically each year”, “industry trends”, and “streamline the process”.

“Bar graphs” (30.0%) was the most popular answer from respondents when asked, if visual elements were added to the data for the PRU what type would be the most helpful in short and long-term planning.

Respondents were then asked to select all resource people who would be helpful in determining long-range planning in addition to describing and/or outlining a future 3-5 year program. 81.5% of respondents felt “Faculty”, “Program Chair” and “School Dean” would all be helpful in this role.



Lastly, additional feedback was asked to the respondents. “Keep it meaningful” and “...there are other ways to do things and get what we need without relying solely on this process” were two comments stated by members of the Outcomes and Assessment Committee.