Allan Hancock College
Administrative Department Program Review

2021-22 Comprehensive Self-Study

Program review is intended to be a reflective process that builds on the extensive information gathered for the Annual Updates and lays out the program's major directions for the future. It is based on data and evidence to assess and improve performance on established functions and Service Area Outcomes. Service Area Outcomes reflect the measures of effectiveness of the department functions. (Place your responses in the text boxes below each question.)

Date:	11/3/2021
Program/Department:	Institutional Effectiveness
Team Chair:	Paul Murphy
Team Members:	Steven Butler, Erica Biely, Armando Cortez, Janet McGee

I.   Program Scope (must align with college mission)

I.a.   Scope of Services – list and describe primary types of services and functions, including primary clients.

Program Service/ Outcome	Measuring Method	Findings	Action Plan
Objective 1: Respond to requests for data, surveys, research, and learning outcomes. **SAO 1:** Faculty and staff will receive a response and completion to a request for data, research, and surveys within 14 days.	Counts of request form submissions, both formal and informal with completion.	Previous findings, as seen below in standard II, indicate a need of collecting informal responses as most requests come via email or personal requests.	In addition to maintaining the Qualtrics request form submissions, staff members will forward any requests to the office's administrative assistant who will then input the request via the Qualtrics form.
Objective 2: Complete regulatory reporting, such as annual accreditation and state initiatives. **SAO 2:** Faculty, staff, and administration will have regular access to needed regulatory reporting like accreditation and state initiatives, including completed reports and progress updates.	Count of reporting completed maintained on a spreadsheet.	In the past, the number and extent of these projects has not been tracked.	A spreadsheet on the office's SharePoint site will be added to with each additional report completed.
Objective 3: Maintain public and institutional data resources, including program	The IE website will serve as evidence of surveys and	Much progress has been made to maintain both the	Both public and SharePoint sites will continue to act as

review, internal and external research reports, external data accesses, and internal and external survey results.

SAO 3: Faculty, staff, and administration will have regular access to public and institutional data resources, including program review, internal and external research reports, external data accesses, and internal and external survey results. | reports. The site will be updated on a needed basis with data dashboard, surveys, and reports. | public and SharePoint sites in the past years. Data, surveys, and reports have been regularly updated. | repositories for data, surveys, and reports. |
| **Objective 4:** Support and integrate institutional planning by hosting the planning retreat, providing access to planning integration technology, and providing necessary training and support institutional groups.

SAO 4: Faculty, staff, and administration will report satisfaction with the support and integration of institutional planning, including hosting the planning retreat, providing access to planning integration technology, and providing necessary training and support institutional groups. | IE has hosted the annual planning retreat.

IE has adopted SPOL as the software to integrate planning processes on campus. This tool can be implemented to illustrate the extent of program planning through planning reports generated by it.

IE has provided necessary training for planning and software and continues to do so as needed. | During the COVID pandemic, IE was forced to host the retreat virtually. This had benefits such as increased attendance by providing multiple times to attend.

SPOL has been adopted for assessment to replace eLumen and has been selected by program review committee to facilitate program review and resource allocation processes. | Program review committee is amid revamping program review processes which will be housed in SPOL. IE will continue to provide the needed support and training to users. |
| **Objective 5:** Support campus initiatives, like Guided Pathways, by providing data and facilitating necessary data coaching.

SAO 5: Faculty, staff, and administration will report satisfaction with support of campus initiatives, like Guided | Documentation of support will be made via a spreadsheet. | This is a new outcome so no results yet. | There have been many campus initiatives that IE has had to provide support for via data and coaching or consultation. This was not part of previous outcomes and will be measured and |

Pathways, by providing data and facilitating necessary data coaching.			reported on in upcoming reporting.

I.b.   Location &Time (check all that apply). Indicate where support is provided – not necessarily where you have a physical office.

Time	Santa Maria	Lompoc Valley	Santa Ynez	Other	Online
	Always Sometimes Never	Always Sometimes Never	Always Sometimes Never	Always Sometimes Never	
M-F 8-4:30	x ☐ ☐	x ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	
M-F 4:30 on	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	
Weekends	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	
Other	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	☐ ☐ ☐	

I.c.   Admin Unit data

	2017-18	2018-19	2019-20	2020-21	2021-22
FT Employees	4	5	5	5	5
PT Employees					
Student Workers					
Temporary Workers					

II.   Past Program Service Area Outcomes (SAOs)

II.a.   List program objectives (not resource requests) from past program reviews and provide an update:

SAO	YEAR	STATUS
1. Respond to requests for data by date needed.	2016 2017 2018 2019 2020 2021	Count of requests: 9 22 28 60 (Only Oct., Nov., Dec.) 32 32 In 2019, we moved the request link into Qualtrics so that we can keep track of requests. This also allows us to

			better analyze the nature of the requests. Request descriptions have been thematic coded into 4 parent categories: 1. Students: 48% 2. Data: 27% 3. Program: 20% 4. Email: 10% The top 4 child categories: 1. Email addresses: 10% 2. LAP Students: 8% 3. Veteran Students: 8% 4. Comprehensive student: 6%
2.	Complete federal and state reports by due dates		
3.	Provide access to program review / annual update data		Count of Annual Updates / Count of Comprehensive Program Reviews 2015-16　48　27 2016-17　67　2 2017-18　61　11 2018-19　83　0 2019-20　59　7 2020-21　42　7
4.	Ensure consistency of learning outcomes in eLumen and other systems		Both instructional and student service outcomes stewardship has been updated due to popular demand. For instructional outcomes, the institution moved from eLumen to SPOL which would allow us to examine the program learning outcomes. Moreover, a learning outcome dashboard has been created to house historical data and provide dynamic reporting for programs. Student services opted to use a Power App created by our office to facilitate data input. The outcome scores and historical data are housed in SPOL and the student services dashboards.
5.	Support assessment of student learning outcomes		This outcome has been retired. IE hired a new institutional Effectiveness Analyst that serves on learning outcome committees, supporting

			assessment efforts. Support includes creating surveys, writing reports, presenting equity, facilitating SLO webinars, analyzing data, developing data centers and data dashboards.
6. Support accreditation self-evaluation report (ISER)		2020	Currently, IE is facilitating the writing of the next ISER. IE facilitated the mid-term ACCJC report and completed annual reporting for accreditation.
7. Support enrollment management			(This has not been a group that has met recently)
8. SSSP, Student Equity, STEM/TRIO/other grants			IE has provided data and guidance for several grants. The Grants Office has attended IE staff meeting to discuss needs and regularly includes IE staff on current projects through Microsoft Teams.

II.b.   Comment on challenges and/or obstacles in achieving the outcomes

Challenges:

- **SAO 1:** *Respond to requests for data by date needed.*
    - o Tracking incoming requests became a challenge since a large portion of the incoming requests came via personal email.
    - o A large portion of requests are email contact lists that are not technically research requests and can largely be facilitated by already built Argos reports.
- **SAO 2:** *Complete federal and state reports by due dates*
    - o There has been an increase in the number of regulatory reporting that needs to be completed. Requests are no longer limited to state and national reporting and are required by different bodies including local, research groups, and others.
- **SAO 3:** *Provide access to program review / annual update data*
    - o The original site that we used to provide documentation for program review was an html creation, but we moved every document over to SharePoint.
- **SAO 4:** *Ensure consistency of learning outcomes in eLumen and other systems*
    - o Faculty and staff had difficulty accessing eLumen software and frequently required training. Moreover, the data in eLumen could not be retrieved in a raw form and had cumbersome reporting, especially for the assessments we were doing as a college.
- **SAO 5:** *Support assessment of student learning outcomes*
    - o The LOAC committees had recommended process improvements. These improvements were made by the faculty committee. However, ratification of the recommendations made by faculty committees has taken longer than anticipated.
- **SAO 6:** *Support accreditation self-evaluation report (ISER)*
    - o An obstacle that we have encountered this year with the ISER is the appointment of faculty and staff representatives for completing the ISER report.

II.c. Based on assessment of the past 6 years, what are the current department strengths and weaknesses?

SAO 1: *Respond to requests for data by date needed.*
- Strengths: By curating data dashboards available on our IE website, much of the data that was requested through our office is available on our website.
- Weaknesses: Tracking the amount of resource requests has been inaccurate because many requests do not come through our online form.

SAO 2: *Complete federal and state reports by due dates*
- Strengths: IE has been completing reports on time; The mid-term ACCJC accreditation report was accepted without changes needed.
- Weaknesses: Facilitating reports from other departments has been challenging; however, with the use of Teams, we have been able to create a virtual space for this work.

SAO 3: *Provide access to program review / annual update data*
- Strengths: IE created a SharePoint site to acta as the repository for these documents that archives as well.
- Weaknesses: Documents need to be constantly updated.

SAO 4: *Ensure consistency of learning outcomes in eLumen and other systems*
- Strength: The support of analysis of program learning outcomes gives a more focused analysis rather than the thin spread of course outcome analysis.
- Weakness: The changes have taken more time to complete than anticipated.

SAO 5: *Support assessment of student learning outcomes*
(Same as above)

SAO 6: *Support accreditation self-evaluation report (ISER)*
- Currently undergoing this SAO
- There has been difficulty with having representatives appointed from Academic Senate and gaining participation from college departments.

III.   Performance, Stated functions & Demand for Service

III.a.   Quantitative data collected:
(See below for numbers)
- Research requests
  - Originally, two forms of collection were used: Google Forms and Qualtrics. However, these numbers are not entirely representative of what we do since the majority of what we accomplish is completed and requested through informal means like work emails. So, we have determined a new collection method is needed. The method is outlined in the plans of action below.
- Surveys
  - Many of the requests we receive are for surveys. Generally, these are not distinctly counted from out other research requests and, like research requests, many of these are reque4sted through informal means rather than the request form.
- Data dashboards
  - Dashboard views are new metric since our last program review. We have begun collecting these, but Tableau does not disaggregate views by date, so the collective views will need to be collected annually from Tableau Public. Data indicates that our

highest viewed dashboard resources are for program review and a few chapters in the factbook.

- Annual update completion
  - There has been a drop in updates completed since the last accreditation reporting cycle. Much of this has to do with the changes and requirements that programs have had to do with COVID. However, a new process is up for approval that should increase the completion rate by providing an online repository and collection of updates.
- Comprehensive program review completion
  - Examining this metric on an annual basis is not helpful since there are different amounts of programs that are due to complete this item every year. For example, one year may over 20 programs due for completion, while another may have 5. However, we have been diligent in providing services to programs each year, including data coaching, survey creation and facilitation, and document storage and tracking.

III.b.   What workload metrics do you collect (i.e. number of surveys, help desk requests, purchase orders)

Service	2017	2018	2019	2020	2021	Goals*
Research Requests	22	28	60	32	32	
Surveys						
Dashboard activity***	See the chart below for dashboard activity data					
Annual update completion	67	61	83	59	42	
Comprehensive Program review Completion	2	11	0	7	7	

* If you have an established benchmark (e.g. statewide recommendations, program goals)
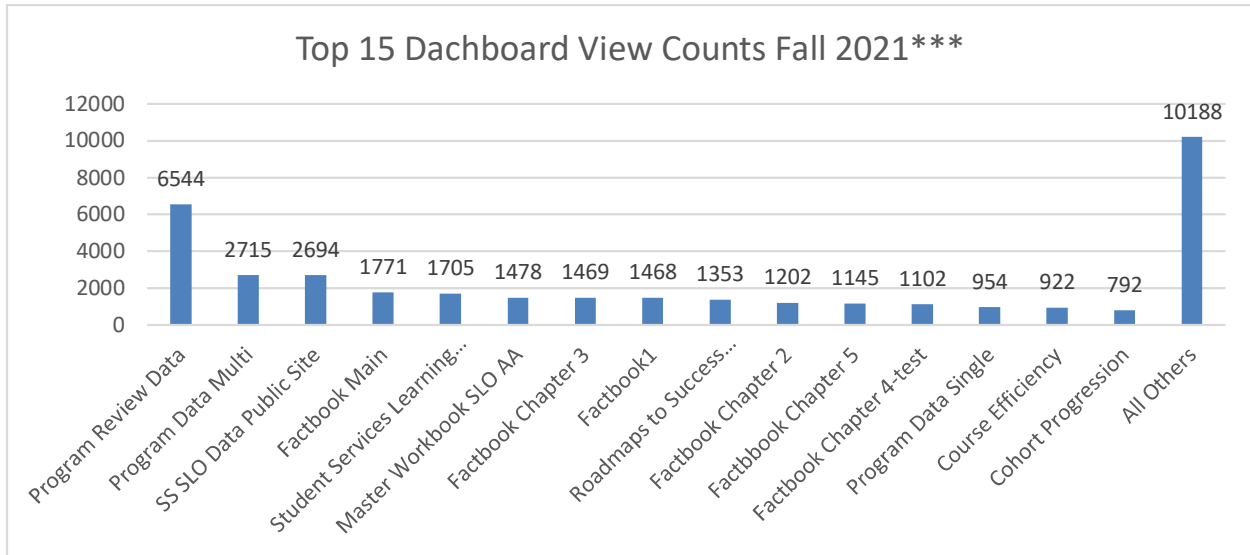**In 2019, we moved the request link into Qualtrics so that we can keep track of requests. This also allows us to better analyze the nature of the requests.
Request descriptions have been thematic coded into 4 parent categories:
5. Students: 48%
6. Data: 27%
7. Program: 20%
8. Email: 10%
The top 4 child categories:
5. Email addresses: 10%
6. LAP Students: 8%
7. Veteran Students: 8%
8. Comprehensive student: 6%

Top 15 Dachboard View Counts Fall 2021***

Dashboard	Count
Program Review Data	6544
Program Data Multi	2715
SS SLO Data Public Site	2694
Factbook Main	1771
Student Services Learning...	1705
Master Workbook SLO AA	1478
Factbook Chapter 3	1469
Factbook1	1468
Roadmaps to Success...	1353
Factbook Chapter 2	1202
Factbook Chapter 5	1145
Factbook Chapter 4-test	1102
Program Data Single	954
Course Efficiency	922
Cohort Progression	792
All Others	10188

III.c.   Survey data collected:

Describe the demand and satisfaction based on the results from surveys, focus groups, customer feedback, or other means of feedback.

This survey was conducted on a Likert scale of 1 to 5, 1 being not satisfied/important at all, and 5 being very satisfied/important. The numbers reported below are the mean of each response to services.

Service	Level of Satisfaction	Importance	Analysis
Responding to research and data request	4.38 Rank 2	4.68 Rank 1	This service was determined to be 1st in importance, but it is 2nd in satisfaction.
Responding to survey development	4.46 Rank 1	4.47 Rank 4	This was ranked 1st in satisfaction, and 4th in importance.
Maintaining and developing data dashboards	4.22 Rank 5	4.51 Rank 3	This was ranked 5th in satisfaction and 3rd in importance.
Providing data for program review	4.25 Rank 4	4.62 Rank 2	This was ranked 3rd in satisfaction, but 2nd in importance.
Maintaining Institutional Effectiveness website	4.22 Rank 5	4.42 Rank 6	This was ranked 5th in satisfaction, but 6th in importance.
Facilitating institutional planning, like the Educational Master Plan	4.19 Rank 6	4.47 Rank 4	This was ranked 6th in satisfaction, but 4th in importance.

Supporting campus initiatives.	4.33 Rank 3	4.45 Rank 5	This was ranked 3rd in satisfaction, but 5th in importance.
Facilitating annual planning retreat.	4.19 Rank 6	4.23 Rank 7	This was ranked 6th in satisfaction, but 7th in importance.

Based on the survey results, what are the main gaps that form your SAOs for the next six years?

All our services were rated above a 4 in mean. This would rank all services between satisfied and very satisfied, with no services falling under dissatisfaction. This is supported with the responses to our text question: "What improvements can IE make to services provided?" The responses to these questions were generally indicating that there were no improvements to be made. The few responses that indicated a need for improvements said that they could be made in the following areas:
- Developing all surveys in an online form and eliminating paper-based surveys. This is something we have already accomplished.
- Having patience with non "tech-savvy" employees
- Assisting with data coaching
- Assisting with program review data analysis
- Promoting dashboards and website as resources
- Designing Tableau dashboards to be more intuitive

IV.   Equity
IV.a.
How does your program support equity?

IE supports many functions of the college with equity analysis and consultation:
- Staff members serve on committees such as the Student Equity Committee, EEO committee, and the DEI taskforce. Staff members have given presentations to committees on equity driven assessment practices.
- Staff members curate data sets for analysis of equity data. The office develops data dashboards that disaggregate program, course, and institutional outcomes for gap analysis.
- IE facilitated training and data coaching where disaggregated data was analyzed for equity purposes.
- IE conducted a housing and homelessness research study where the data was analyzed through and equity lens.
- IE conducted a DEI obstacle survey for the DEI taskforce.
- IE supported Human Resources by conducting an analysis on hiring data for the Equal Employment Opportunities report.
- IE supported the institutional planning with equity lens.
- IE supported development of program planning processes with an emphasis of examining programs with an equity lens.
- IE conducts analysis of disproportionate impacted populations for the college.

V. New Program Outcomes & Plan of Action

V.a.   Identify recommendations to improve department performance in its functions and service outcomes (SAOs).

For example, if the function is payroll, an effective objective may be to process payroll on time with 99% accuracy. Example two, if the function is Plan Services repairs, an effective objective may be to complete all work orders in a timely manner. Example three, if the function is grant applications, an effective objective may be to file 'X' amount of grant applications and complete the application process on time.

EXAMPLE:

SAO 1: Reduce wait time for research requests		
Activity	*Timeline*	*Progress Measure*
Work with IT to create useful data views	*Fall 2017*	*Turnaround time for all requests*

Objective 1: Respond to requests for data, surveys, research, and learning outcomes.

SAO 1: Faculty and staff will receive a response and completion to a request for data, research, and surveys within 14 days.

Activity	Timeline	Progress Measure	Link to Educational Master Plan
Developed request log and processes to capture incoming requests.	2021-2027	Count of completed requests	B.5, C.3, C.1
Use the Qualtrics request form to track incoming requests.	2021-2027	Count of completed requests	B.5, C.3, C.1
Use text analysis of requests to analyze types of requests made.	2021-2027	Thematic coding of test responses	B.5, C.3, C.1

Objective 2: Complete regulatory reporting, such as annual accreditation and state initiatives.

SAO 2: Faculty, staff, and administration will have regular access to needed regulatory reporting like accreditation and state initiatives, including completed reports and progress updates.

Activity	Timeline	Progress Measure	Link to Strategic Plan
Establish a Project Log where we can keep track of large projects. Complete projects added to log,	2021-2027	Count of completed projects on log.	A.9, C.1, E.6
Complete ISER	2021-2023	Completion	
Complete annual ACCJC reporting	2021-2027	Completion	
Complete ACCJC Mid-term report	2025	Completion	

Objective 3: Maintain public and institutional data resources, including program review, internal and external research reports, external data accesses, and internal and external survey results.

SAO 3: Faculty, staff, and administration will have regular access to public and institutional data resources, including program review, internal and external research reports, external data accesses, and internal and external survey results.

Activity	Timeline	Progress Measure	Link to Strategic Plan
Support and maintain public dashboards	2021-2027	Dashboard log completion	B.5, C.3, C.1
Maintain external data site	2021-2027	Website	B.5, C.3, C.1
Maintain and update survey lists	2021-2027	Website	B.5, C.3, C.1

Objective 4: Support and integrate institutional planning by hosting the planning retreat, providing access to planning integration technology, and providing necessary training and support institutional groups.

SAO 4: Faculty, staff, and administration will report satisfaction with the support and integration of institutional planning, including hosting the planning retreat, providing access to planning integration technology, and providing necessary training and support institutional groups.

Activity	Timeline	Progress Measure	Link to Strategic Plan
Host annual planning retreat	2021-2027	Retreat survey; retreat products	
Facilitate, maintain, and support SPOL	2021-2027	Planning reports out of SPOL	C.1
Train faculty and staff on SPOL	2021-2027	Training surveys	B.5, C.3
Train faculty and staff on planning	2021-2027	Training surveys	B.5, C.3

Objective 5: Support campus initiatives, like Guided Pathways, by providing data and facilitating necessary data coaching.

SAO 5: Faculty, staff, and administration will report satisfaction with support of campus initiatives, like Guided Pathways, by providing data and facilitating necessary data coaching.

Activity	Timeline	Progress Measure	Link to Strategic Plan
Data coaching and support for success teams	2021-2027	Satisfaction survey	A.9, C.1, E.6
Join committees and councils to better understand and support campus processes	2021-2027	Count number of committees and councils and serve	A.9, C.1, E.6

VI.   Resource Needs

VI.a.   To implement the actions above, list any resources needed (please include corresponding cost estimates):

	SAO	Strategic Planning Goal	*Specific Resource*	*Estimated Cost*	*Health and Safety (Y/N)*	*Priority*
Facility Needs						
Technology Needs			• Infographics (Venngage) Maintenance • Tableau • Stata • Canva • Venngage (Subscription) • SPOL	$186 $9568 $118 $120 $1638 $27,000		1 1 1 1 1 1
Staffing Needs						
Equipment (non-technology)						
Other Resources						

Validation

To ensure institutional input, and when appropriate, the program review chair should solicit input from a validation team comprised of the following members:
1. One faculty appointed by AS
2. One staff appointed by CSEA
3. One manager appointed by the Management Association

The validation team will prepare a memo regarding validation of the program review.

1. Does the report include the program scope, relevant data related to program functions and services, findings and an action plan?

2. Is the information in the program review valid and accurate? Is there any important information missing?

3. Are there any areas in which the program deserves a commendation for performance excellence?

Program Review Committee

The program review committee must be approved by the superintendent/president or cabinet level administrator.

Department Manager: Paul Murphy

Committee Member: _Erica Biely_
Erica Biely (Nov 10, 2022 11:37 PST)

Committee Member: _Armando Cortez_
Armando Cortez (Nov 10, 2022 12:19 PST)

Committee Member: _Steven Butler_
Steven Butler (Nov 10, 2022 12:53 PST)

External Member: _Laurene Lee_
Laurene Lee (Nov 10, 2022 14:24 PST)

Approval

The written report will be submitted to the appropriate cabinet member for approval. The program review and annual updates will be used for planning and budgeting purposes.

Cabinet Member:
Paul Murphy (Nov 10, 2022 14:30 PST)