

## Section 1: Data and Trend Analysis

ADPIE Model	Definition
Assessment	A formal, systematic, and ongoing collection and analysis of data to identify effectiveness.
Diagnose Problem	Reach conclusions based on all available assessment data.
Planning	The establishment of realistic goals and strategies.
Implement	Put plan into effect.
Evaluate	Measure to the extent to which goals identified in the plan were achieved.

### Cara's comments:

I was looking at page two Carolyn Holcroft's document which says "Does the college have a program review process in place? Is it cyclical, i.e. does it incorporate systematic, ongoing evaluation of programs and services using data on student learning and achievement, **improvement planning, implementation and re-evaluation?**"

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

- d. **Enrollment trends:** Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends. **This goes from data to analyze (diagnose) – If there is a problem shouldn't it continue on and ask for a plan?**
- e. **Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree. **This one goes from the data to observations. Needs an analysis of the data, diagnose any problems and come up with a conclusion and a plan if there are problems**
- f. **Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity. **This one goes from the data then directly to implement. It should ask for an analysis of the trends, an identification of a problem (if any) and then a strategy (if problems)**
- g. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue. **If a program has low enrollment it's asking for a strategy (plan) without a thoughtful analysis of why there's low enrollment and a conclusion based on the analysis. From the conclusion a plan can be formed.**
- h. **Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)? **This is an entirely different animal. I liked Carolyn's document because it seems to me that SLO's should be based on currency, improving teaching and learning strategies and promoting student success. Right now I feel the slo's are all over the place and it gives instructors an idea of where they should focus their slos. Also, shouldn't the PLOs and SLO's be moved to this section since they collect data?**