

## PROGRAM REVIEW 2015-16 SYSTEM UPDATES

Note: The deadline for submission is **Friday, May 29, 2015.**

ACCESS Section > Enrollment Screen

- Percentages have been added to the historical tables showing **Enrollment by Ethnicity, Enrollment by Age, Enrollment by Gender and Enrollment by Primary Language.**

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**Access - Enrollment**

[Data Description](#)

• Click here for [Section Status Report](#) to see current and prior section information by discipline.

Year/Semester	Day	Evening	Online	Total	% Change in Total
Fall 2010	1529	386	61	1976	0.0 %
Spring 2011	1135	262	59	1456	-26.3 %
Fall 2011	1445	283	55	1783	22.5 %
Spring 2012	1023	238	95	1356	-23.9 %
Fall 2012	1387	290	165	1842	35.8 %
Spring 2013	1106	195	98	1399	-24.0 %
Fall 2013	1515	309	35	1859	32.9 %
Spring 2014	1186	201	35	1422	-23.5 %
Fall 2014	1632	339	64	2035	43.1 %

**Enrollment by Ethnicity**

Yr/Sem	Asian/Pacific Islander	African American	Hispanic	White	American Indian	Other
Fall 2010	111 (5.6 %)	62 (3.1 %)	1563 (79.1 %)	133 (6.7 %)	10 (0.5 %)	97 (4.9 %)
Spring 2011	93 (6.4 %)	50 (3.4 %)	1121 (77.0 %)	103 (7.1 %)	7 (0.5 %)	82 (5.6 %)
Fall 2011	108 (6.1 %)	47 (2.6 %)	1383 (77.6 %)	134 (7.5 %)	8 (0.4 %)	103 (5.8 %)
Spring 2012	76 (5.6 %)	44 (3.2 %)	1062 (78.3 %)	103 (7.6 %)	4 (0.3 %)	67 (4.9 %)
Fall 2012	103 (5.6 %)	42 (2.3 %)	1487 (79.6 %)	138 (7.5 %)	5 (0.3 %)	87 (4.7 %)
Spring 2013	81 (5.8 %)	52 (3.7 %)	1085 (77.6 %)	122 (8.7 %)	3 (0.2 %)	56 (4.0 %)
Fall 2013	88 (4.7 %)	44 (2.3 %)	1487 (80.0 %)	147 (7.9 %)	8 (0.4 %)	87 (4.7 %)
Spring 2014	76 (5.3 %)	44 (3.1 %)	1113 (78.3 %)	115 (8.4 %)	3 (0.2 %)	67 (4.7 %)
Fall 2014	101 (5.0 %)	46 (2.3 %)	1647 (80.9 %)	161 (7.9 %)	8 (0.4 %)	72 (3.5 %)

**Enrollment by Age**

Yr/Sem	Under 20	20 to 24	25 to 34	35 to 54	55 And Over	Unknown
Fall 2010	923 (46.7 %)	702 (35.5 %)	238 (12.0 %)	103 (5.2 %)	10 (0.5 %)	0 (0.0 %)
Spring 2011	582 (40.0 %)	568 (39.0 %)	194 (13.3 %)	106 (7.3 %)	6 (0.4 %)	0 (0.0 %)
Fall 2011	700 (39.3 %)	750 (42.1 %)	219 (12.3 %)	106 (6.1 %)	6 (0.3 %)	0 (0.0 %)
Spring 2012	478 (35.3 %)	621 (45.8 %)	170 (12.5 %)	81 (6.0 %)	6 (0.4 %)	0 (0.0 %)
Fall 2012	633 (34.4 %)	891 (48.4 %)	209 (11.3 %)	102 (5.5 %)	7 (0.4 %)	0 (0.0 %)
Spring 2013	438 (31.3 %)	645 (46.1 %)	197 (14.1 %)	110 (7.9 %)	9 (0.6 %)	0 (0.0 %)
Fall 2013	602 (32.4 %)	903 (48.6 %)	247 (13.3 %)	102 (5.5 %)	5 (0.3 %)	0 (0.0 %)
Spring 2014	406 (28.6 %)	700 (49.2 %)	220 (15.5 %)	85 (6.0 %)	11 (0.8 %)	0 (0.0 %)
Fall 2014	790 (38.8 %)	852 (41.9 %)	272 (13.4 %)	113 (5.6 %)	8 (0.4 %)	0 (0.0 %)

**Enrollment by Gender**

Yr/Sem	Male	Female
Fall 2010	824 (41.7 %)	1152 (58.3 %)
Spring 2011	564 (38.7 %)	892 (61.3 %)
Fall 2011	734 (41.2 %)	1049 (58.8 %)
Spring 2012	549 (40.5 %)	807 (59.5 %)
Fall 2012	766 (41.6 %)	1076 (58.4 %)
Spring 2013	587 (42.0 %)	812 (58.0 %)
Fall 2013	730 (39.3 %)	1129 (60.7 %)

STUDENT SUCCESS Section > Successful Course Completion Screen

2) Success and retention data are now broken out by ethnicity, age, gender and primary language.



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**Student Success - Successful Course Completion**

- To see success and retention rates at the course level, click the following link: <http://academic.lamission.edu/reports/gradedistribution/> and select the relevant years, terms, and discipline and check "Report by Course" below the list of disciplines, then click "View Report"
- LACCD District-wide Success & Retention Rates by Discipline, Fall 14'

[Data Description](#)

College Institution-Set Standards

- Successful Course Completion Rate: 64%
- Course Retention Rate: 85%

**Student Success Totals**

Year/Semester	Day	Evening	Weekend	Online	Total	% Change in Total	College Avg.
Fall 2010	69.3%	61.4%	47.1%	78.7%	67.6%	0.0%	67.6%
Spring 2011	88.3%	67.9%	0.0%	76.3%	68.5%	1.4%	68.3%
Fall 2011	73.8%	61.3%	64.1%	69.1%	71.4%	4.2%	69.1%
Spring 2012	69.8%	69.7%	75.7%	67.4%	69.8%	-2.3%	69.5%
Fall 2012	72.1%	60.0%	66.8%	74.5%	70.1%	0.5%	69.3%
Spring 2013	70.9%	62.1%	76.9%	83.7%	70.7%	0.9%	69.3%
Fall 2013	70.8%	59.2%	71.1%	51.4%	68.5%	-3.1%	66.7%
Spring 2014	66.6%	55.2%	65.8%	62.9%	64.8%	-5.3%	64.8%
Fall 2014	65.0%	61.7%	73.7%	62.5%	64.5%	-0.5%	64.9%

**Student Retention Totals**

Year/Semester	Day	Evening	Weekend	Online	Total	% Change in Total	College Avg.
Fall 2010	87.5%	81.6%	94.1%	82.0%	86.3%	0.0%	87.2%
Spring 2011	83.0%	80.5%	0.0%	78.0%	82.3%	-4.6%	87.0%
Fall 2011	89.3%	77.7%	92.3%	78.2%	87.2%	5.9%	86.0%
Spring 2012	85.6%	82.8%	97.3%	81.1%	85.1%	-2.4%	87.9%
Fall 2012	86.9%	78.3%	91.9%	84.2%	85.4%	0.3%	87.8%
Spring 2013	85.9%	79.5%	89.7%	90.8%	85.5%	0.1%	87.3%
Fall 2013	85.2%	78.3%	76.3%	62.9%	83.4%	-2.4%	85.2%
Spring 2014	83.4%	72.6%	81.6%	68.6%	81.5%	-2.3%	83.9%
Fall 2014	82.2%	77.6%	86.8%	67.2%	81.0%	-0.6%	85.3%

**Student Success/Retention by Ethnicity**

Yr/Sem	Asian/Pacific Islander	African American	Hispanic	White	American Indian	Other
Fall 2010	S:74.8% R:90.1%	S:73.8% R:96.7%	S:66.6% R:85.9%	S:72.2% R:82.0%	S:70.0% R:80.0%	S:66.0% R:88.7%
Spring 2011	S:78.5% R:84.9%	S:70.0% R:84.0%	S:66.9% R:81.9%	S:74.8% R:85.4%	S:100.0% R:100.0%	S:68.3% R:79.3%
Fall 2011	S:81.5% R:92.6%	S:72.3% R:91.5%	S:70.2% R:87.0%	S:79.9% R:85.8%	S:87.5% R:100.0%	S:65.0% R:83.5%
Spring 2012	S:76.3% R:84.2%	S:61.4% R:81.8%	S:68.6% R:85.0%	S:80.6% R:91.3%	S:100.0% R:100.0%	S:67.2% R:79.1%
Fall 2012	S:75.7% R:89.3%	S:85.7% R:92.9%	S:68.7% R:84.7%	S:79.0% R:87.7%	S:40.0% R:60.0%	S:66.7% R:67.4%
Spring 2013	S:79.0% R:95.1%	S:57.7% R:75.0%	S:71.0% R:85.7%	S:70.5% R:83.8%	S:33.3% R:66.7%	S:67.9% R:82.1%
Fall 2013	S:75.0% R:84.1%	S:73.8% R:81.0%	S:67.4% R:83.1%	S:74.8% R:86.4%	S:75.0% R:87.5%	S:66.7% R:85.1%
Spring 2014	S:65.8% R:82.9%	S:56.8% R:61.4%	S:63.4% R:81.6%	S:76.5% R:85.7%	S:100.0% R:100.0%	S:70.1% R:83.6%
Fall 2014	S:68.3% R:82.2%	S:56.5% R:82.6%	S:63.2% R:80.8%	S:77.0% R:83.2%	S:100.0% R:100.0%	S:62.5% R:77.8%

**Student Success/Retention by Age**

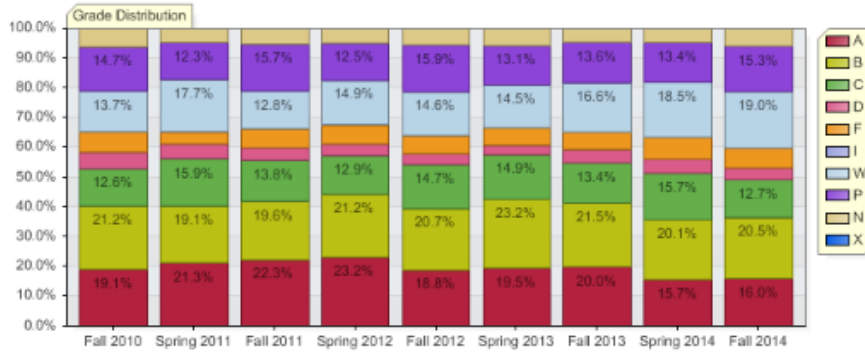
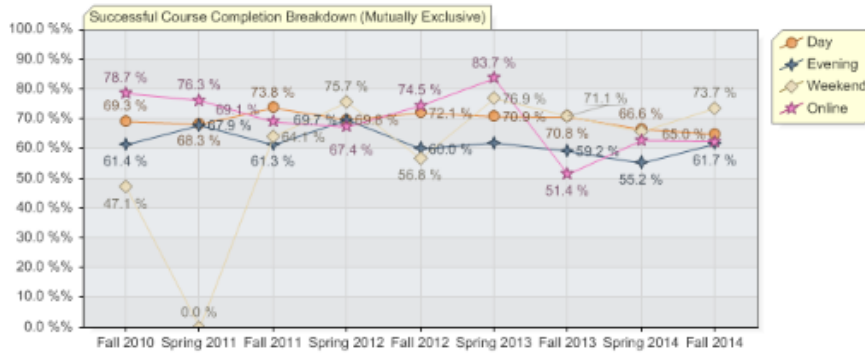
Yr/Sem	Under 20	20 to 24	25 to 34	35 to 54	55 And Over	Unknown
Fall 2010	S:69.3% R:99.6%	S:66.7% R:93.6%	S:60.3% R:79.7%	S:74.8% R:89.3%	S:80.0% R:90.0%	S:0.0% R:0.0%
Spring 2011	S:71.1% R:84.7%	S:65.1% R:90.3%	S:63.9% R:78.4%	S:82.1% R:89.6%	S:50.0% R:50.0%	S:0.0% R:0.0%
Fall 2011	S:73.1% R:90.9%	S:69.6% R:86.0%	S:70.8% R:81.3%	S:75.0% R:85.2%	S:66.7% R:66.7%	S:0.0% R:0.0%
Spring 2012	S:72.0% R:88.9%	S:66.2% R:82.6%	S:70.0% R:81.2%	S:81.5% R:89.9%	S:100.0% R:100.0%	S:0.0% R:0.0%
Fall 2012	S:74.7% R:90.4%	S:66.0% R:82.2%	S:72.2% R:82.4%	S:70.6% R:82.4%	S:100.0% R:100.0%	S:0.0% R:0.0%
Spring 2013	S:68.7% R:88.4%	S:72.4% R:85.4%	S:66.5% R:83.2%	S:71.8% R:79.1%	S:55.6% R:77.8%	S:0.0% R:0.0%
Fall 2013	S:71.6% R:88.5%	S:65.3% R:80.1%	S:68.8% R:80.6%	S:78.4% R:90.2%	S:40.0% R:80.0%	S:0.0% R:0.0%
Spring 2014	S:65.8% R:83.7%	S:61.4% R:81.1%	S:70.9% R:79.1%	S:72.9% R:81.2%	S:63.6% R:72.7%	S:0.0% R:0.0%
Fall 2014	S:65.7% R:84.4%	S:62.0% R:78.5%	S:66.5% R:79.6%	S:71.7% R:81.4%	S:50.0% R:50.0%	S:0.0% R:0.0%

Don't forget to click on **+ Show Detailed Breakdown Graphs** to see visual data on course completion by time of day and grade distribution.

Grade Distribution

Year/Semester	A	B	C	D	F	I	W	P	N	X
Fall 2010	19.1 %	21.2 %	12.6 %	5.5 %	6.9 %	0.0 %	13.7 %	14.7 %	6.2 %	0.0 %
Spring 2011	21.3 %	19.1 %	15.9 %	4.9 %	4.0 %	0.1 %	17.7 %	12.3 %	4.7 %	0.0 %
Fall 2011	22.3 %	19.6 %	13.8 %	4.2 %	6.3 %	0.1 %	12.8 %	15.7 %	5.2 %	0.0 %
Spring 2012	23.2 %	21.2 %	12.9 %	3.8 %	6.4 %	0.1 %	14.9 %	12.5 %	4.9 %	0.0 %
Fall 2012	18.8 %	20.7 %	14.7 %	3.6 %	6.2 %	0.0 %	14.6 %	15.9 %	5.5 %	0.0 %
Spring 2013	19.5 %	23.2 %	14.9 %	3.1 %	5.9 %	0.0 %	14.5 %	13.1 %	5.8 %	0.0 %
Fall 2013	20.0 %	21.5 %	13.4 %	4.4 %	5.9 %	0.0 %	16.6 %	13.6 %	4.6 %	0.0 %
Spring 2014	15.7 %	20.1 %	15.7 %	4.6 %	7.4 %	0.0 %	18.5 %	13.4 %	4.6 %	0.0 %
Fall 2014	16.0 %	20.5 %	12.7 %	4.0 %	6.6 %	0.0 %	19.0 %	15.3 %	5.8 %	0.0 %

→ [+ Show Detailed Breakdown Graphs](#)



- 3) **Additional questions** have been added to the **Data Review and Analysis for Student Success** section of the **Successful Course Completion** screen.

**NEW!**

Data Review and Analysis for Student Success	
	<p>Respondent(s)</p> <input type="text"/>
<b>NEW!</b>	<p>1) Has your discipline chosen to set its own discipline-specific standards for student success and retention? A standard is defined as a level of performance to meet educational quality and institutional effectiveness expectations – a level below which you would be concerned about your performance.</p> <p><input type="radio"/> Yes <input type="radio"/> No</p> <p><b>If yes</b>, please indicate your discipline-specific standard(s) and your justification for why they are different than the college institution-set standard(s) for:</p> <p>Successful Course Completion Rate: <input type="text"/></p> <p>Course Retention Rate: <input type="text"/></p> <p>Please provide your justification, grounded in evidence/data, for why your discipline chose to set standards that differ from the college institution-set standards.</p> <input style="width: 100%; height: 40px;" type="text"/>
<b>Revised</b>	<p>2) Analyze trends in Student Success over the period for which data were provided, using detailed breakdowns as necessary. Where college-wide data is provided, compare discipline to college-wide trends and institution-set standards for course success and retention. If your discipline set its own discipline-specific standard(s), please also compare your performance to those standards. Discuss college-wide or discipline-/department-specific factors as they relate to these trends and note the implications on your discipline/department operations or planning.</p> <input style="width: 100%; height: 40px;" type="text"/>
<b>Revised</b>	<p>3) In areas you've identified as needing improvement, describe strategies and/or interventions that you will implement to help bring about improvement in achievement outcomes</p> <input style="width: 100%; height: 40px;" type="text"/>
<b>Revised</b>	<p>4) Please assess the effectiveness of the strategies and/or interventions you implemented in prior years, in part by analyzing the discipline's most recent success and retention rates compared to the prior year's performance and to the institution- and/or discipline-set standards.</p> <input style="width: 100%; height: 40px;" type="text"/>
<b>NEW!</b>	<p>5) If your program collects data on other criteria of importance to your program (e.g., Skills Certificates), please use the box below to document the criteria and your performance on them. If you have set a standard (a level of performance to meet educational quality and institutional effectiveness expectations) for your performance on each criteria, please also specify the standard.</p> <input style="width: 100%; height: 40px;" type="text"/>
<b>NEW!</b>	<p>6) If your program offers any certificates and/or CTE degrees, please list the job placement rates for students completing these certificates/degrees (if you collect such information). Please list each certificate/degree in which there were at least 10 students who completed the program in a given year. State your standard for expected job placement rate. Also, state the job placement rate, as measured in the year following graduation, of students who graduated from the program.</p> <input style="width: 100%; height: 40px;" type="text"/>
<b>NEW!</b>	<p>7) Please evaluate your performance and describe any plans for improvement on the measures identified in question 5 and 6 above (program-specific measures and/or job placement rates). Also, discuss any improvements that have resulted from prior program improvement plans.</p> <input style="width: 100%; height: 40px;" type="text"/>

LEARNING & TEACHING Section > SLO/Assessment Update Screen

- 4) The term of the **last assessment** has been added to the **SLO/Assessment Update** screen and a new **Modifications Follow-Up** column has been added to the **SLO spreadsheet** under question 2 (to access the spreadsheet, click where it says "Click Here for Available Data").

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**Learning & Teaching - SLO Updates**

[SLO Website](#)

**SLO & Assessment Update**

3-Year Assessment Plan For Course SLOs (CSLOs)

**ENGLISH**

Course	SLO Information	# Assessments	Last Assessment	Next Assessment
ENGLISH 021	Produce an essay of at least 250 words, which has a thesis, an introduction, body, and conclusion. Sentence structure will be diversified.	23	Fall 2014	Spring 2015
ENGLISH 021	Self edit and correct grammar, spelling, and punctuation errors in his/her essays.	15	Fall 2014	Fall 2014
ENGLISH 021	Differentiate fact from opinion, identify and paraphrase the main ideas and supporting points in a reading, generalize meaning by recognizing and interpreting inferences, and predict meaning of vocabulary through contextual clues in readings.	13	Fall 2014	Fall 2014
ENGLISH 028	Produce a 350-500 word essay, utilizing standard rhetorical modes and maintaining unity and coherence.	22	Fall 2014	Spring 2015
ENGLISH 028	Produce a 4 to 5 page research paper which supports an argument.	13	Fall 2014	Fall 2014
Totals:	Courses w/All SLOs Assessed: 11/11 (100 %) Courses w/at least one SLO Assessed: 11/11 (100 %)			

**Summary:**  
**Courses w/All SLOs Assessed: 11/11 (100 %)**  
**Courses w/at least one SLO Assessed: 11/11 (100 %)**

Respondent(s)

1. Describe the status of the SLO Assessment in this discipline.

2. Summarize the changes that have been implemented based on SLO and PLO assessments from the past year.  
[Click Here For Available Data](#)

3. Have the outcomes been re-evaluated since the implemented changes, and if so, has there been an improvement in student learning? Are any further changes scheduled?

Validation Team Response

Save



### Annual Planning Evaluation Screen

- 5) **Additional questions** on Student Equity and Master Planning have been added to the Annual Planning Evaluation screen.

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<ul style="list-style-type: none"> <li>Description of System</li> <li>Annual Unit Update               <ul style="list-style-type: none"> <li>Response to Recs.</li> <li>Objectives &amp; Resources</li> </ul> </li> <li>Access               <ul style="list-style-type: none"> <li>Enrollment</li> </ul> </li> <li>Student Success               <ul style="list-style-type: none"> <li>Succ. Course Completion</li> <li>Awards (Deg. &amp; Cert.)</li> </ul> </li> <li>Learning &amp; Teaching               <ul style="list-style-type: none"> <li>SLO/Assessment Update</li> <li>Advisory Board</li> </ul> </li> <li>Fiscal Responsibility               <ul style="list-style-type: none"> <li>FTEs</li> <li>FTEF (Reg,Hourly,Tot)</li> <li>Enrollment Per Section</li> </ul> </li> <li>Effective Use of Technology</li> <li>Curriculum Status</li> <li>Dept./Disc./Unit Goals</li> <li style="background-color: #FFD700;">Annual Planning Evaluation</li> <li>Challenges &amp; Opportunities</li> <li>Supplemental Files</li> <li>Feedback</li> <li>Submit / Finalize</li> </ul>	<div style="text-align: center; border: 1px solid black; background-color: #FFF2CC; padding: 5px; margin-bottom: 10px;"> <h4>Annual Planning Evaluation</h4> </div> <p>1) Provide a summary statement concerning the success of the unit in meeting the objectives identified in the previous year's program review. If budgetary recommendations were made by the Budget &amp; Planning Committee, please include in your summary whether those recommendations have been implemented.</p> <div style="border: 1px solid gray; height: 40px; margin-bottom: 10px;"></div> <p>2) Summarize significant results/outcomes or improvements that have been implemented of any projects or improvement plans identified in the previous year's program review, and discuss if you are going to continue these improvements or change them based on the results/outcomes. You may also discuss projects/plans/accomplishments from your unit over the past year, even if they were not mentioned in your previous program review.</p> <div style="border: 1px solid gray; height: 40px; margin-bottom: 10px;"></div> <p>3) If your program received Student Equity funds and/or have activities included in the Student Equity Plan, please report on the status and success of those activities.</p> <div style="border: 1px solid gray; height: 40px; margin-bottom: 10px;"></div> <p>4) Do you recommend any goals/objectives/measures/activities etc. for inclusion in any of the College's Master Planning documents? If yes, what wording do you suggest and where in the plan should your recommendation be placed?</p> <div style="border: 1px solid gray; height: 40px; margin-bottom: 10px;"></div> <p>5) Describe the unit's status regarding professional accreditation (if applicable)</p> <div style="border: 1px solid gray; height: 40px; margin-bottom: 10px;"></div> <p style="text-align: center;">Respondent(s)</p> <div style="border: 1px solid gray; height: 20px; margin-bottom: 10px;"></div> <div style="border: 1px solid gray; padding: 2px; width: fit-content; margin-bottom: 10px;">Validation Team Response</div> <div style="text-align: right; margin-top: 10px;"> <input type="button" value="Save"/> </div>

**NEW!**

**NEW!**