Program Review 2012

A Dialogue on Success - Revised
Re-Interpreting the results

- The previous report was not incorrect, but the inferences we drew from them were not sustained in the data.
Negative Correlation Coefficient - What’s that?

- Hours of video games played (in a week)
- Grade Point Average

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Re-Interpreting the results

- A test of correlation was conducted and departments which have a high level of laboratory instruction which carry a significantly higher level of efficiency due to their lower loads were removed.

- The following departments were removed: Photography, Physical Sciences, Chemistry, and Biology.
Re-Interpreting the results with new subset of departments

- Success - the strength and direction of the correlations was very similar to those of the whole group: -0.499
- Retention, the strength and direction of the correlations was very similar to those of the whole group: -0.387
Success and Retention Themes

Fall 2008 to Fall 2011 Success Trends by Program
(Program Names Redacted)
A Dialogue on Success

Three arguments in Response to improving success:

- **Rigor** – “Our programs are simply more rigorous than others”

- **Students** – “West Valley students are not college ready”

- **Academic Freedom** – Implies Instructor protection from being asked to improve pedagogy
A Dialogue on Success

- Three arguments in Response to improving success:
  - **Rigor** – “Our programs are simply more rigorous than others.”
    - False Dilemma Fallacy. You can have both Rigor and Success.
    - How do we know whose programs are more rigorous?
    - No empirical evidence to support this claim.
    - Does low success = Rigor
    - In some cases, programs are 10% below their peer programs.
A Dialogue on Success

- Three arguments in Response to improving success:
  - **Students** – “West Valley students are simply not prepared.”
  - How do we know this to be true?
  - “Prerequisites hinder Access - we let anyone in”
    - Is Access a program burden or an Institutional burden?
    - Low success impacts real efficiency, as those students must re-take the section. With “3-strikes,” are we doing students a disservice with Access?
  - State Senate welcomes prerequisites with efficiency protection.
  - Based of student diversity gap data, LA City College should perform worse…
Three programs compared 3 semesters (Spring 10, Fall 10 & Spring 11)

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<th>College</th>
<th>Program</th>
<th>Success</th>
<th>State</th>
<th>Retention</th>
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</table>

WV Math Program Success is above State Avg. at 56% and LA City is below State Avg. @ 46%
A Dialogue on Success

Three arguments in Response to improving success:

- **Academic Freedom** – “Academic Freedom protects faculty from being asked about curriculum & pedagogy changes”
- The State Academic Senate Paper 2010 - Recommendations for improving Success.
- American Federation of Teacher (AFT) 2011 - Recommendations for improving student success in higher education.
A Dialogue on Success

- Questions for dialogue
  - Why do programs with efficiency above their College goal believe that they are being driven to these higher levels of efficiency?
  - Why do many of the higher efficiency programs with rigorous academic requirements also have no course pre-requisites?
  - Should the Academic Directions Committee (& PGC) recognize Success as a factor for revitalization?
A Dialogue on Success

- Questions for dialogue
  - How can programs with high efficiency experiment with success strategies such as adopting pre-requisites in reading and writing without fearing ramifications of lower efficiency? State Senate affirms. The real issue is fear of low enrollment.

- Is there a way to evaluate a program’s quality based on a ratio of efficiency to student success?