

Foothill College Program Review Training

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Types of Program Review

- Annual
 - An update to the comprehensive
 - Shorter
 - Required for resource allocation requests
- Comprehensive (emphasized in this training)
 - Every 3 years
 - Covers multiple aspects of the program
 - Required for resource allocation requests

Training Outcomes

- Participants will be able to articulate program review goals and purposes
- Participants will be able to draw the steps in the comprehensive program review process
- Participants will be able to describe the elements included in the Program Review Committee recommendation

Program Review Goals

Program review is an opportunity for the college to:

- Examine the extent to which a ***program is meeting its mission*** and ***contributing to the college core missions***;
- Develop an understanding of the ***program's strengths, successes and challenges***;
- Use data and evaluation findings to develop goals and actions leading to ***program improvement***;
- Help the college meet ***accreditation requirements*** and accountability mandates; and
- Provide information to facilitate program--- and college---level ***planning and resource prioritization and allocation***.

Purposes of Program Review

Program review is the process by which instructional and non-instructional programs systematically assess themselves to ensure currency, relevance, appropriateness, and achievement of stated goals and outcomes related to student learning and institutional effectiveness.

Source: PRC Charter

Source: adapted from
<http://www.chea.org/>



ACCJC Program Review Rubric

Sustainable Continuous Quality Improvement

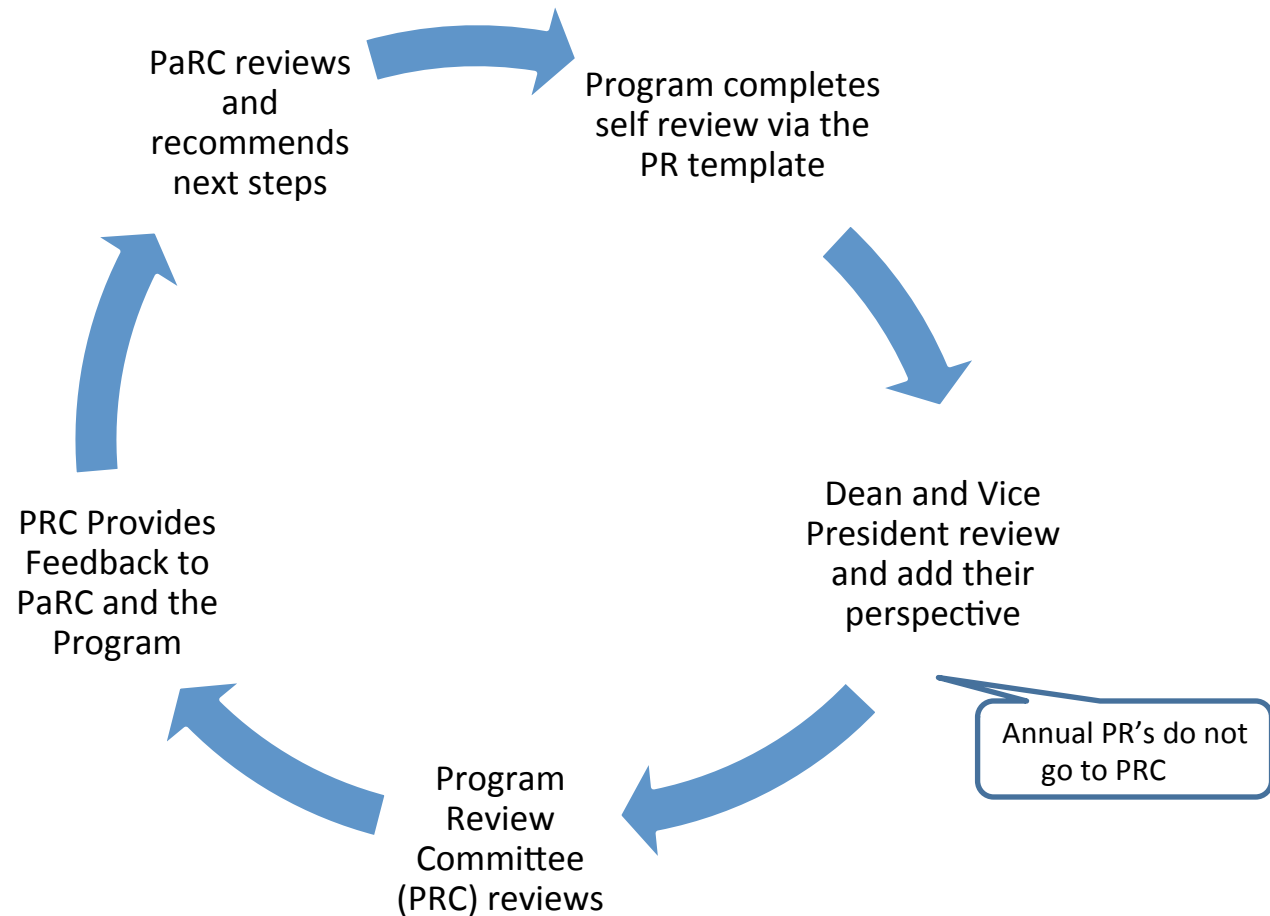
- Program review processes are ongoing, systematic and used to assess and improve student learning and achievement.
- The institution reviews and refines its program review processes to improve institutional effectiveness.
- The results of program review are used to continually refine and **improve program practices** resulting in appropriate improvements in student achievement and learning.

Its About Improvement!

***“even great programs can
keep improving!”***

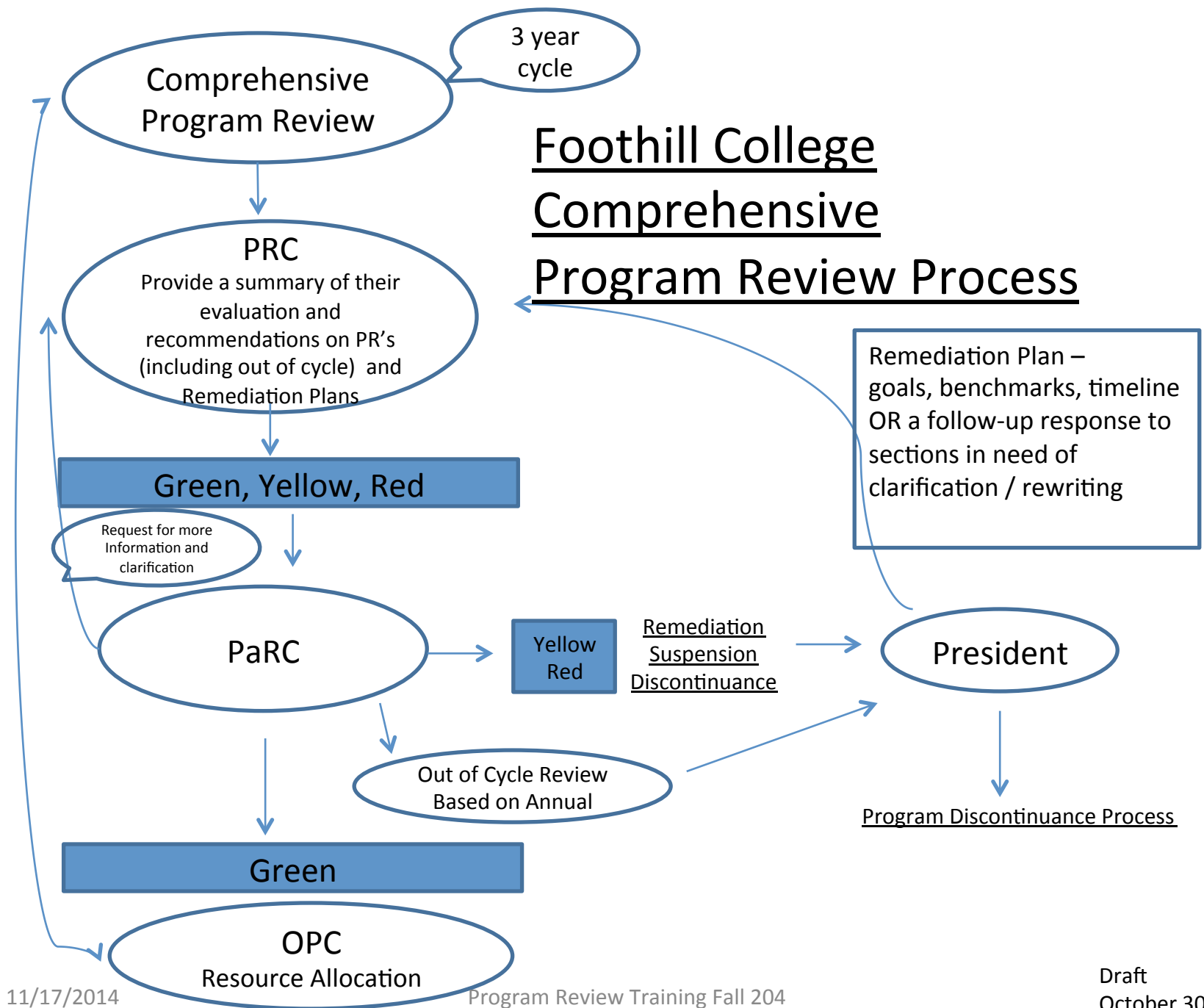
Carolyn Holcroft, Foothill College Academic Senate President, October 31, 2014

Comprehensive Program Review Steps



<http://foothill.edu/staff/irs/programplans/index.php>

Foothill College Comprehensive Program Review Process



Program Review FAQs

What information is included in program review?

This process requires several distinct steps:

- A snapshot of the program at this point in time;
- Evaluation and reflection of the progress toward achieving program goals and supporting the college core missions; and
- Planning for program improvement.

Who completes an student services program review?

- Departments' whose primary purpose and function is to contribute to students' development outside the context of the formal instructional program. Some student services may include instructional components.

How often is program review completed?

- The program review process is a three---year cycle where instructional programs are reviewed annually, with a comprehensive review occurring every third year.

Who participates in the instructional program review process?

- While faculty and staff of the student services program complete the program review template, the program review process also includes Deans, Vice Presidents, President, Program Review Committee (PRC), Operations Planning Committee (OPC) and Planning and Resource Council (PaRC).

Program Review Sections

<u>Comprehensive</u>	<u>Annual</u>
Data and Trend Analysis	Data and Trend Analysis
Institutional Standards	
Core Mission and Support/Student Equity	Student Equity
Learning Outcomes Assessment Summary	Outcomes Assessment Summary
Student Learning Outcomes Assessment and Reflection	Assessment and Reflection
Program Goals and Rationale	Program Goals
Program Resources and Support	Program Resources and Support
Program Review Summary	Program Review Summary
Feedback and Follow---up	Deans Feedback and Follow Up

Program Review Writing Suggestions

- ***The audience for program review documents includes people outside of your program*** who may not be equally familiar with every program. Please provide as much detail and explanation as needed, minimizing use of acronyms, abbreviations or other jargon specific to your program. If program---specific language is used in the document, please provide an explanation for these terms.
- ***All prompts must be completed.*** If a prompt does not apply, please explain why. “Not applicable” is not an appropriate response.
- All program review documents are ***public documents***, which are posted and accessible on the Foothill College website, to be viewed by internal and external members of our community. These documents are also used by shared governance groups in college planning and resource prioritization.
- ***Use the format provided*** in this template when completing program review. Programs not utilizing the given template will be rejected.
- Cite all data sources other than the program review datasheets. Include/attach these external data source (s) cited in the program review documents. Discussion of data should ***include analysis or hypothesis regarding trend lines.***

Program Review Suggestions (cont)

- ***Insert the four---column reports*** for program---level and course---level student learning outcome (SLO) assessment into the Learning Outcomes Assessment Summary Section.
- ***All resources requests must be documented in program review.*** The resource prioritization process begins at the divisional level, proceeds to the Vice Presidents, OPC and finally PaRC who makes final recommendations to the College President. No resource requests will be funded if they are not listed in Program Resources and Support Section.
- The ***Program Review Summary provides an opportunity to highlight aspects of the program.*** Discuss ***strengths, initiatives, concerns and changes*** that currently affect or may affect the program in the coming cycle. Examples may include increasing student enrollment; gaps in student success; issues related to measuring progress toward program goals; changes in state regulations, etc.

Section 3: Core Missions

- **Basic Skills Programs:**
 - English, ESLL and Math
- **Transfer Programs:**
 - Provide students with a pathway to a four year degree
 - All programs with an Associate Degree for Transfer (ADT)
- **Workforce Programs:**
 - Provide students with a pathway to a four year degree and / or employment directly upon graduation
 - All Certificate programs

Examples From Service Data Sections

<http://foothill.edu/staff/irs/programplans/programreviewdata.php>

Example from 2013-14

Section 1: Data and Trend Analysis

Students who visited the Transfer Center during 2012-13 academic year were identified by their SID (entered when checking into the Transfer Center) and matched with their demographic information. The number of visits recorded by the Transfer Center (846), noting that slightly over one-third of the visits were repeat visits.

Student Visits to the Transfer Center, 2012-13.	Student Headcount	Headcount as Percent of Visits
846	535	63%

Transfer Center students were primarily Asian (43%), White (23%) or Latino (16%) These three ethnicities composed over 80% of all students visiting the Center.

When ethnicity is disaggregated by financial aid and international student status, it appeared that while the percentage rate of Asian students may decrease (among financial aid [FA] recipients) or increase (among F1 visa students), this population continued to represent the largest group among these subpopulations. A comparison of Transfer Center and college-level student ethnicity shows that Transfer Center students were overrepresented among Asians (43% vs. 26%) and underrepresented among Whites (23% vs. 36%), Latinos (16% vs. 20%), and African Americans (3% vs. 5%).

The representation among females and males are relatively more consistent and comparable at both the Transfer Center and college-level. Compared to the overall number of females who visited the Transfer Center, female students were slightly more represented among those who visited the Transfer Center and were also financial aid recipients (58% vs. 53%).

Section 1: Data and Trend Analysis

1. Students served (How was this tracked? What is the trend?):

This was tracked based on number of applicants, number of recipients, and dollars paid.

- Financial aid applicants are up 41% (based on FAFSAs received at conclusion of 09-10 compared to 11-12 end of year) and up 91% since the 08-09 year (4754 Vs. 9060).
- Headcount of unduplicated recipients up 24% (over 1150 more students) from 09-10 to 11-12, based on Institutional Research as of conclusion of 11-12 (October 12th, 2012).
 - Up 52% unduplicated headcount and up almost 2100 more recipients compare to 08-09.
- Financial aid dollars awarded up 58% from 09-10 to 11-12, based on Institutional Research as of conclusion of 11-12 (October 12th, 2012)
 - Up 111% in dollars paid compared to conclusion of 08-09.

2. Demographics analysis (Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?)

Overall our served population is similar to the general college population as a whole. One example of our populations being disproportionate to the college is that the reported African Ancestry of the college is ~5% while that group represents 12% of all financial aid recipients. We also serve more females and fewer males than the college breakdown.

Section 1: Data and Trend Analysis

a. **Students served** (How was this tracked? What is the trend over the last 3 years?):

The Evaluations department has served about 3,000 students. This was tracked via the number of equivalence applications, certification requests, petitions for substitution, academic renewal requests, and the establishment of incoming course equivalency in Banner. The trend of students served is a steady increase each year.

The number of students served with Degree Works™ has also increased and will continue to increase with the 3SP encouraging students to have a Student Education Plan (SEP).

The Evaluations staff has reviewed 8,994 prerequisites applications in the 2012-13 academic year. The trend is increasing as in the past only a limited number of the prerequisites that were listed in the College Catalog were being enforced. Currently, all prerequisites specified in the College Catalog are being enforced. As such, the number of students requiring clearance of prerequisites has significantly increased.

Example Instructional Data Sections

<http://foothill.edu/staff/irs/programplans/programreviewdata.php>

b. Department Level Data:

	2011-2012	2012-2013	2013-2014	% Change
Enrollment				
Productivity (College Goal 2013-14: 535)				
Success				
Full-time FTEF				
Part-time FTEF				



PROGRAM REVIEW DATA			10/29/14
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Foothill College

Spanish-FD

Language Arts

Enrollment Trends

	2011-2012	2012-2013	2013-2014	% Inc
Unduplicated Headcount	699	664	635	-4.4%
Enrollment	879	883	837	-5.2%
Sections	51	53	42	-20.8%
WSCH	4,310	4,374	4,166	-4.8%
FTEF	96	97	93	-4.8%
FTEF	3.7	4.2	3.4	-17.3%
Productivity	393	351	404	15.2%

Course Success

	All Students					
	2011-2012		2012-2013		2013-2014	
	Grades	Percent	Grades	Percent	Grades	Percent
Success	566	69%	617	72%	609	73%
NonSuccess	102	13%	93	11%	79	9%
Withdraw	148	18%	152	18%	146	18%
Total	816	100%	862	100%	834	100%

Full and Part Time Faculty Load

	2011-2012	2012-2013	2013-2014	% Inc
Full Time Load	3.0	3.0	3.0	1.2%
Full Time %	81%	71%	87%	22.4%
Overload	0.4	0.6	0.2	-60.0%
Overload %	12%	13%	6%	-51.6%
Part Time Load	0.3	0.6	0.2	-65.5%
Part Time %	7%	16%	6%	-58.3%
Total FTEF	3.7	4.2	3.4	-17.3%

Release/Re-assign Time

FTEF

‘Load’ for the year is the same as FTEF

Student Services programs can work with IR for tracking data

- 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.

Department

Distribution by Ethnicity

2013-2014		
	Enr	Percent
African American	61	7%
Asian	133	16%
Decline to State	54	6%
Filipino	22	3%
Latino/a	228	27%
Native American	6	1%
Pacific Islander	10	1%
White	323	39%
Total	837	100%

Gender

2013-2014		
	Enr	Percent
Female	509	61%
Male	328	39%
Total	837	100%

Age

2013-2014		
	Enr	Percent
19 or less	139	17%
20-24	408	49%
25-39	190	23%
40 +	100	12%
Total	837	100%

Highest Degree

2013-2014		
	Enr	Percent
BA/BS +	132	16%
AA/AS	15	2%
HS/Special Admit	2	0%
All Other	688	82%
Total	837	100%

College

Distribution by Ethnicity

2012-2013		
	Enr	Percent
African American	6,323	5%
Asian	32,781	26%
Decline to State	11,608	9%
Filipino	4,976	4%
Latino/a	25,277	20%
Native American	886	1%
Pacific Islander	1,590	1%
White	41,965	33%
Total	125,406	100%

Gender

2012-2013		
	Enr	Percent
Female	67,356	54%
Male	58,050	46%
Total	125,406	100%

Age

2012-2013		
	Enr	Percent
19 or less	24,918	20%
20-24	49,438	39%
25-39	32,505	26%
40 +	18,545	15%
Total	125,406	100%

Highest Degree

2012-2013		
	Enr	Percent
BA/BS +	19,740	16%
AA/AS	5,127	4%
HS/Special Admit	2,738	2%
All Other	97,801	78%
Total	125,406	100%

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

Course Success by Targeted Ethnic Groups

	Targeted Groups						Not Targeted Groups					
	2011-2012		2012-2013		2013-2014		2011-2012		2012-2013		2013-2014	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	177	61%	228	71%	233	75%	389	74%	389	72%	376	72%
NonSuccess	37	13%	33	10%	28	9%	65	12%	60	11%	51	10%
Withdrew	75	26%	62	19%	50	16%	73	14%	90	17%	96	18%
Total	289	100%	323	100%	311	100%	527	100%	539	100%	523	100%

Success Rates by Ethnicity (multiple years)

		Success		NonSuccess		Withdrew		Total	
		Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	2011-2012	21	43%	11	22%	17	35%	49	100%
	2012-2013	27	54%	9	18%	14	28%	50	100%
	2013-2014	40	66%	5	8%	16	26%	61	100%
Asian	2011-2012	97	82%	8	7%	13	11%	118	100%
	2012-2013	115	79%	14	10%	16	11%	145	100%
	2013-2014	91	69%	10	8%	31	23%	132	100%
Decline to State	2011-2012	39	83%	2	4%	6	13%	47	100%
	2012-2013	39	81%	3	6%	6	13%	48	100%
	2013-2014	42	79%	10	19%	1	2%	53	100%
Filipino	2011-2012	14	74%	2	11%	3	16%	19	100%
	2012-2013	24	71%	2	6%	8	24%	34	100%
	2013-2014	16	73%	1	5%	5	23%	22	100%
Latino/a	2011-2012	142	64%	24	11%	55	25%	221	100%
	2012-2013	177	74%	22	9%	40	17%	239	100%
	2013-2014	177	78%	22	10%	29	13%	228	100%
Native American	2011-2012	2	40%	1	20%	2	40%	5	100%
	2012-2013	3	60%			2	40%	5	100%
	2013-2014	5	83%			1	17%	6	100%
Pacific Islander	2011-2012	7	41%	7	41%	3	18%	17	100%
	2012-2013	3	33%	4	44%	2	22%	9	100%
	2013-2014	5	50%			5	50%	10	100%
White	2011-2012	244	72%	47	14%	49	14%	340	100%
	2012-2013	229	69%	39	12%	64	19%	332	100%
	2013-2014	233	72%	31	10%	58	18%	322	100%

Success Rates by Gender

	2013-2014							
	Success		NonSuccess		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	371	73%	50	10%	86	17%	507	100%
Male	238	73%	29	9%	60	18%	327	100%

Success Rates by Age Group

	2013-2014							
	Success		NonSuccess		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	114	83%	14	10%	10	7%	138	100%
20-24	300	74%	28	7%	80	20%	408	100%
25-39	123	65%	27	14%	40	21%	190	100%
40 +	72	73%	10	10%	16	16%	98	100%

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.

		2011-2012	2012-2013	2013-2014	% Inc
F001.	Enrollment	428	404	465	15%
	Productivity	460	379	413	9%
F002.	Enrollment	205	212	176	-17%
	Productivity	390	357	383	7%
F002T	Enrollment	22			
	Productivity	309			
F003.	Enrollment	93	118	81	-31%
	Productivity	282	256	382	49%
F004.	Enrollment	42	57	39	-32%
	Productivity	210	285	195	-32%
F005.	Enrollment	21	27	22	-19%
	Productivity	#INF	#INF	#INF	#NAN
F006.	Enrollment	19	11	17	55%
	Productivity	#INF	#INF	#INF	#NAN
F013A	Enrollment	19	32	14	-56%
	Productivity	95	160	210	31%
F013B	Enrollment	9	8	4	-50%
	Productivity	#INF	#INF	#INF	#NAN
F014A	Enrollment	10	9		-100%
	Productivity	#INF	#INF		#NAN
F014B	Enrollment	4	4		-100%
	Productivity	#INF	#INF		#NAN
F025A	Enrollment	6	1	15	1,400%
	Productivity	#INF	#INF	#INF	#NAN
F025B	Enrollment	1		4	
	Productivity	#INF		#INF	

Consider On-line course trends as well

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website:

<http://www.foothill.edu/president/workforce.php>

Discuss how this program continues to meet a documented labor market demand?

Institution	Degrees	Certificates	Total Completions
Carrington College California-San Jose	54	0	54
Foothill College	50	0	50

Veterinary Technology Occupation Performance

Target Occupations	Regional Openings (2012)	Average Hourly Earnings	Growth (2013-2016)
Veterinary Technologists and Technicians (29-2056)	43	\$19.96	4.6%
Veterinary Assistants and Laboratory Animal Caretakers (31-9096)	26	\$15.55	-2.5%

Regional Openings (2012)**	69
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Regional Program Completions (2012)	104
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Program Review Rubric

Each of the critical sections (Trend Analysis, Equity, Institutional Standards, Core Missions, Outcomes Assessment, Outcomes Reflection, and Program Goals) will be analyzed and evaluated based on the following criteria.

Purpose

- Provide feedback to all programs
- Identify programs with potential viability problems

"Improvement"

- * the act or process of making something better
- * a the quality of being better than before
 - b an addition or change that makes something better or more valuable

<http://www.learnersdictionary.com/definition/improvement>

A Green:

- Response is clear and addresses the question, AND
- Results document improvements in program practices, AND
- Any trends in the data are steady or increasing.

B Yellow:

- Response is incomplete or unclear. OR
- Issues are identified along with ideas for improvement. OR
- Trends show a decline.

C Red:

- Response is missing. OR
- Response identifies issues but does not demonstrate a viable plan for improvement. OR
- Trends show an abrupt change or persistent decline.

Program Review Rubric (Cont.)

Overall Rating (from the Program Review Committee Charter)

- Green signifies the program is recommended to continue in the regular program review cycle.
- Yellow signifies that trend analysis indicates the program is not meeting targets and/or indicators identified within the program review document, or that the program review document is incomplete.
- Red signifies that trend analysis indicates a notable and persistent decline in viability, an abrupt change to one or more of the targets and/or indicators, or that a program previously categorized as yellow has not successfully implemented its remediation plan.

PRC Recommendations

I. Color categorization (green, yellow, or red)

II. Areas of commendation and / or concern

III. Recommendations for follow-up by the program, to include:

- i. Continuing or resuming the regularly scheduled 3-year comprehensive program review cycle
- ii. An out-of-cycle comprehensive program review with remediation plan
- iii. Annual program review with remediation plan

IV. The nature and timing of the remediation plan (if one is recommended), including:

- i. When it is due (e.g. end of June in current year, or the next fall quarter, etc).
- ii. Who will initially review the plan (e.g. submitted to the supervising administrator by the end of June with PRC reviewing an update in the fall, or plan submitted to PRC in the fall).
- iii. Whether the remediation plan should explicitly identify goals, benchmarks and timelines for improving areas of concern, or whether it should focus on a follow-up response to sections in need of clarification / rewriting.

Timeline

December 12: Instructional and Student Services program reviews due to the Dean or Director.

<http://foothill.edu/staff/irs/programplans/index.php>

Questions?