IP&B
Student Service Retreat
May 2, 2019

Program Review

The program review process improves the quality of the instructional disciplines and support-service programs offered at Foothill College. The process follows a timeline that includes a Program Self-Study every 5 years and Annual Update Reports to track and monitor student success, strategic planning and budget allocation at the program and discipline level, and overall improvement

The primary goals for Program Review at Foothill are to:

1. Assess how well we serve our students and how we can improve

2. Demonstrate program effectiveness through continuous improvement.

3. Align academic and service program needs, campus resources and priorities within the planning and budgeting processes.

4. Ensure that program priorities are driven by the College and District mission and planning documents.

Overview of Program Review Categories

Programs being reviewed fall into four different categories: Instructional Disciplines; Instructional Support Disciplines; and Student Support Services. Foothill uses the following definitions to clarify the categories:

Instructional Disciplines
The instructional disciplines represent the courses and sequences of courses leading to degrees and certificates that represent programs within the academic divisions of the college.

Instructional Support Disciplines
Instructional support disciplines represents programs and services designed to provide instructional support to students to help them achieve success in the classroom and ensure they meet their academic goals.

Student Success Services
Student support services represent programs that provide services to support students to ensure they achieve their educational and developmental potential to reach their academic goals.

PaRC charged Summer 2018 IP&B to develop two proposals for the new Governance Council:

1) **Program Elimination for Budget Reduction**: Develop a proposal for determining program discontinuance necessary to meet targets for budget savings. The proposal may include criteria, the rationale for their inclusion, as well as suggestions for a process of review. The Council may use the proposal as a foundation for consideration, or reject the proposal in part or in whole.

1) **Redesign of Program Review**: Outline a proposal to the new governance for a process to develop new program review guidelines for implementation 2019-20, including suggestions for a purpose, process, and templates.

IP&B Accomplishments

- Developed a program review mission statement and identified primary goals for program review
- Defined the three different program review categories:
    1. <u>Instructional Disciplines</u> – one template with a CTE addendum. Began draft template and rubric.
    2. <u>Instructional Support Disciplines</u> - common template and rubric will be developed with individualized items specific to support discipline
    3. <u>Student Support Services</u> – common template and rubric will be developed with individualized items specific to the support service
- Developed proposal for the Council to move the college to a five year program review cycle (was every three years)
- Completed
    1. Instructional Template
    2. CTE Addendum Template
    3. Rubric to evaluate the Instructional Template and the CTE Addendum
    4. Annual Budget Request Form

Instructional Discipline Template

Two types of response prompts:

1. **General questions** – mission statement, SLOs

2. **Questions based on data elements,** typically falling into one of two categories:

   - Category A: General question explaining the data trends

   - Category B : Prompt to identify actions for improvement

PROGRAM REVIEW INSTRUCTIONAL DISCIPLINE TEMPLATE

PROGRAM MISSION STATEMENT

Mission Statement:

PROGRAM LEVEL STUDENT LEARNING OUTCOMES

Please list the program level student learning outcomes:

ENROLLMENT TRENDS

Enrollment Trends

	2013-14	2014-15	2015-16	2016-17	4-yr %Inc
〰️Unduplicated Headcount	63,822	62,794	62,533	61,757	-3.2%
〰️Census Enrollment	320,652	321,674	318,528	305,177	-4.8%
〰️Sections	10,149	10,402	10,453	10,718	5.6%
〰️WSCH	1,468,212	1,481,583	1,478,113	1,418,313	-3.4%
〰️FTES (end of term)	32,609	32,890	32,811	31,483	-3.5%
〰️FTEF (end of term)	917.3	939.4	939.7	941.3	2.6%
〰️Productivity (WSCH/FTEF)	534	526	524	502	-5.9%

100 Words or Less

FTES – ENROLLMENT TRENDS

A.   In the data table above, what does the FTES data trend indicate?
☐ the data trend shows an increase in FTES
☐ the data trend shows a decrease in FTES
☐ the data trend shows no change

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for the increase or decrease. (100 words or less)

B. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

yes ☐ no ☐

If yes, describe the proposed actions for stabilizing/increasing the FTES. (100 words or less)

Instructional Discipline Template Evaluation Rubric

Structured to provide:

1. Examples and definitions

2. Criteria to understand the levels of program effectiveness

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
Mission Statement	**Criteria** The mission statement 1. Clearly states the purpose of the program 2. Indicates the primary function 3. Indicates the activities of the program 4. Describes the programs' aspirational goals for the future and what the program hopes to achieve 5. Reflects the program's priorities and values 6. Indicates who the students and/or stakeholders are 7. Is aligned to the college mission statement 8. Is clear and concise **Definitions** The program mission statement is a concise statement of the general values and principles which guide the curriculum. It sets a tone and a philosophical position from which follow a program's goals and objectives. The program mission statement should define the broad purposes the program is aiming to achieve, describe the community the program is designed to serve, and state the values and guiding principles which define its standards. The mission statement is a public declaration that community colleges use to describe their founding purpose and major organizational commitments (i.e., what they do and why they do it). It may describe a school's day-to-day operational objectives, its instructional values, or its public commitments to its students and community. (https://www.edglossary.org/mission-and-vision/; https://assessment.uconn.edu/wp-content/uploads/sites/1804/2016/06/HowToWriteMission.pdf; also based on material from the UCF Academic Program Assessment Handbook and material from the University of San Diego)	Exceeds expectations for all 8 criteria	Addresses all 8 criteria	Addresses 4 to 7 of the criteria	Addresses fewer than 4 of the criteria

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
FTES - Enrollment Trends	What does the FTES data trend indicate?	FTES has improved over the time span	The FTES has decreased no more than 10%	FTES has decreased over the time span by 10% to 30%	FTES has decreased over the time span is greater than 30%
FTES – Narrative Explanation	**Narrative Criteria – The A Category** Narrative demonstrates… 1. An understanding of the trend 2. Reason for the trend(s) are provided 3. Reasons include items within department control **Definitions, Examples and Explanations** Narrative reasons could reflect: • Culturally relevant pedagogy and/or curriculum • The curriculum and course materials are current • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes fewer than 2 of the criteria
FTES – Action Narrative (if needed)	**Narrative Criteria – The B Category** Proposed actions in the narrative demonstrates… 1. Actions are informed by data 2. Actions are within department control 3. Actions are demonstrable 4. Outcomes are measurable 5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than 4 of the criteria

IP&B Requests the Council consider the following:

1. Suspend the Program Review Cycle for the 2018-19 Academic Year (includes all programs regardless of color rating in years past)

   a) Programs that received a yellow or red rating during their last program review will complete a new program review in the first year of implementation. Implementation is planned for 2019-2020 academic year.

   b) If the college must make program elimination(s) due to budget cuts in the future we will not use program review as a measure but instead request The Council commission a Viability Study Group. The Viability Study Group would determine the criteria and process for determining program evaluation and elimination including reviewing all programs.

      • This will ensure the culture of continuous improvement and reflective practice is embedded in Program Review rather than one that is fear-based. Program Review will focus on institutional and program effectiveness.

Council charges IP&B to continue as a Council Study Group to develop:

- The Annual Budget Planning Template. This work should occur in collaboration with the Finance and Revenue Resource Committee, and include a budget planning timeline. This should be a priority for use this 2018-2019 year.

- Program Review Manual to include (but not limited to) timelines, schedule for each program in the new five year cycle, definition of institutional effectiveness, roles, responsibilities, and explanations. Including the roles and responsibilities for the Institutional Effectiveness Coaches.

- Drafting templates for all three categories:
    - o Instructional Disciplines and a CTE addendum
    - o Instructional Support Disciplines
    - o Student Support Services

Student Services Template

1. Service/Office/Program Mission Statement
2. Operational Outcomes
3. Student Learning Outcomes
4. How many students does the office serve each quarter and annually?
   a. Demographic breakdown of students served
   b. Reason for the service
5. Important metrics unique to the service/office function/program outcomes

Exercise

Work Collaboratively to Determine

1. What are the three major functions/ activities the office staff/faculty engage in with students?

Learning Outcomes

- Services that provide a teaching element provided to increase students' knowledge or understanding of specific concepts. Building a student knowledge, skills, or abilities.

Operational Outcomes are metrics that document how well the operational aspects of a program or activity are functioning; they are useful however they do not document learning (Henning & Roberts, 2016)

- statements that describe the desired quality (timeliness, accuracy, responsiveness, etc.) of key functions and services within the program, support, or service

- Define exactly what the services/support should promote (understanding, knowledge, awareness, appreciation, etc.)

- Address regular operational or procedural tasks

- Relate to providing a service or product

- Have direct and indirect effects on students

Student Learning Outcomes vs. Operational Outcomes

Examples of Operational Outcomes:
1. Tracking – number of student's served, number and type of appointments with students, number of advisees.
2. Satisfaction – Level of satisfaction with the services provided, whether student or community
3. Cost effectiveness - Are the benefits worth the cost?
4. Needs – did students receive the Promise Grant?

Examples of Student Learning Outcomes:
1. Cognitive skills - critical thinking, reflective thought
2. Knowledge acquisition – Subject matter mastery
3. Intrapersonal development – values, identity, self-esteem, maturity
4. Interpersonal development – Understanding and appreciating differences, ability to relate to others.
5. Practical competence – career preparation, economic self-sufficiency, and managing one's personal affairs
6. Civic responsibility – Responsibilities as a citizen in a democratic society and commitment to democratic ideals

Exercise

Work Collaboratively to Determine

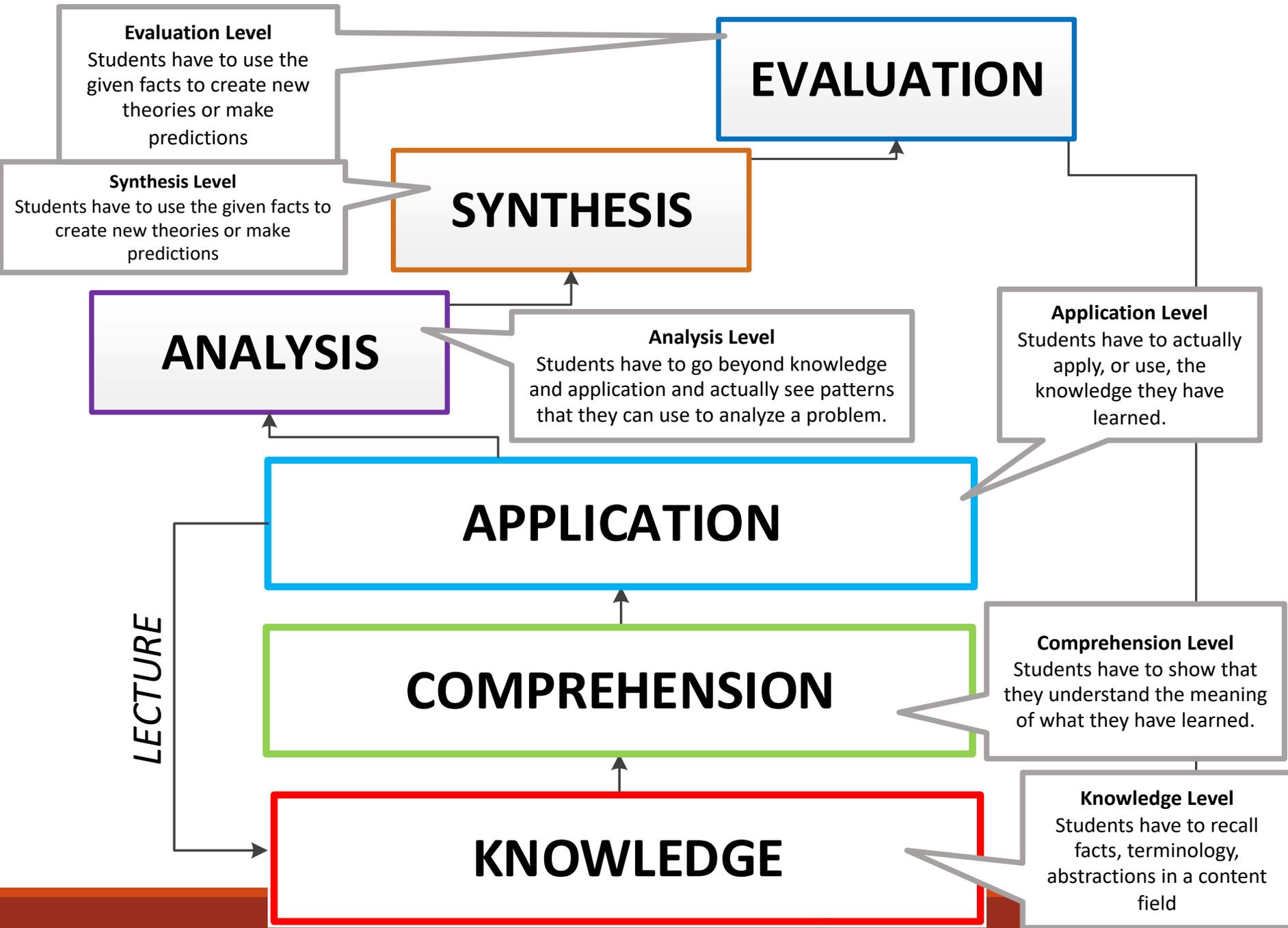1. Define three to five operational outcomes for each function/activity.

Why are We Concerned With Student Learning Outcomes?

1. By taking an outcomes-based approach we are able to make targeted changes to continuously and strategically improve our programming and services.

2.

Learning outcomes demonstrate impact!

- To assess learning, we ask students to demonstrate what they learn both during and after participating in a student services or instructional support sponsored program, service, activity, experience, or class.

- When designing learning outcomes we ask

    - *"what do we want students to know, be able to do, and experience after engaging?"*

    - *"what did the students actually learn?"*

Learning Taxonomies

1. **Cognitive**: mental skills

2. **Psychomotor**: manual or physical skills

3. **Affective**: growth in feelings or emotional areas

Evaluation Level
Students have to use the given facts to create new theories or make predictions

EVALUATION

Synthesis Level
Students have to use the given facts to create new theories or make predictions

SYNTHESIS

ANALYSIS

Analysis Level
Students have to go beyond knowledge and application and actually see patterns that they can use to analyze a problem.

Application Level
Students have to actually apply, or use, the knowledge they have learned.

APPLICATION

LECTURE

COMPREHENSION

Comprehension Level
Students have to show that they understand the meaning of what they have learned.

KNOWLEDGE

Knowledge Level
Students have to recall facts, terminology, abstractions in a content field

NATURALIZATION	automated, unconscious mastery of activity and related skills at strategic level	**Key Words:** arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates. design, specify, manage, invent, project-manage
ARTICULATION	adapt, integrate, expertise to satisfy a non-standard objective	**Key Words**: adapts, alters, changes, rearranges, reorganizes, revises, varies. construct, solve, combine, coordinate, integrate, adapt, develop, formulate, modify, master
PRECISION	execute skill reliably, independent of help	**Key Words:** assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches. demonstrate, complete, show, perfect
MANIPULATION	reproduce activity from instruction or memory	**Key Words:** re-create, build, perform, execute, implement, explains, moves, proceeds, reacts, shows, states, volunteers
IMITATION	copy action of another; observe and replicate	**Key Words**: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects. copy, follow, replicate, repeat, adhere

Internalizing Values

Has a value system that controls their behavior.

Examples: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving.

Organization

The emphasis is on comparing, relating, and synthesizing values.

Examples: Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards.

Valuing

The worth or value a person attaches to a particular object, phenomenon, or behavior.

Examples: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences. Shows the ability to solve problems. Follows through with commitment.

Responding to Phenomena

Active participation on the part of the learners.

Examples: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practices them.

Receiving Phenomena

Awareness, willingness to hear, selected attention.

Examples: Listen to others with respect. Listen for and remember the name of newly introduced people.

What Student Learning Outcomes Do You Want?

- Knowledge acquisition
- Interpersonal competence
- Service leadership/learning
- Ethics and integrity
- Clarification of values
- Self-awareness
- Identity development
- Critical thinking
- Problem solving
- Interdependence
- Social justice
- Career development
- Intrapersonal development

- Social responsibility
- Civic responsibility
- Life skills
- Increase collaboration
- Communication skills
- Health and wellness
- Analytical thinking
- Empathy skills
- Civic engagement
- Increase in interdependence
- Positive sense of self
- Understand the importance of an appointment

Activities which give evidence of knowing - Define, describe, identify, label, list, name, outline, reproduce, recall, select, state, present, extract, organize, recount, write, measure, relate, match, record.

Activities giving evidence of comprehension - Interpret, translate, estimate, justify, clarify, defend, distinguish, explain, generalize, exemplify, infer, predict, rewrite, summaries, discuss, perform, report, present, indicate, find, represent, formulate, contrast, classify, express, compare, recognize, account.

Activities giving evidence of application of knowledge/understanding - Apply, solve, demonstrate, change, compute, manipulate, use, employ, modify, operate, predict, produce, relate, show, select, choose, assess, operate, illustrate, verify.

Activities giving evidence of analysis - Recognize, distinguish between, evaluate, analyze, break down, differentiate, identify, illustrate how, infer, outline, point out, relate, select, separate, divide, compare, contrast, justify, resolve, examine, conclude, criticize, question, diagnose, categories, elucidate.

Activities giving evidence of synthesis - Arrange, assemble, organize, plan, prepare, design, formulate, construct, propose, present, explain, modify, reconstruct, relate, reorganize, revise, write, summaries, account for, report, alter, argue, order, select,
manage, generalize, derive, synthesize, enlarge, suggest.

Activities giving evidence of creativity - Originate, image, begin, design, invent, initiate, state, create, pattern, elaborate, develop, devise, generate, engender

Activities giving evidence of evaluation - judge, evaluate, assess, discriminate, appraise, conclude, compare, contrast, criticize, justify, defend, rate, determine, choose, value, question, measure

Psycho-motor skills - Perform, execute, operate, manipulate

Self Appraisal and Reflection on Practice - Reflect, identify, recognize, evaluate, criticize, judge

Planning and Management of Learning - Plan, priorities, access, use, select, explore, identify, decide

Problem-solving - Identify, choose, select, recognize, implement, define, apply, assess, resolve, propose, formulate, plan

Communication/Presentation Skills
Communicate, express, articulate, question, examine, argue, debate, explain, formalize, respond, rebut, justify, defend, listen, illustrate, demonstrate, organize, pace, model, summaries

Interactive and Group skills
Accommodate, interact, collaborate, participate, cooperate, coordinate, structure, arbitrate, initiate, lead, direct, guide, support, decide, set goals, motivate, reflect, evaluate, recognize, enable

Exercise

Work Collaboratively to Determine

1. Define three to five student learning outcomes for the cognitive, psycho-motor and affective domains for the three majors functions/activities in your office

Activities which give evidence of knowing - Define, describe, identify, label, list, name, outline, reproduce, recall, select, state, present, extract, organize, recount, write, measure, relate, match, record.

Activities giving evidence of comprehension - Interpret, translate, estimate, justify, clarify, defend, distinguish, explain, generalize, exemplify, infer, predict, rewrite, summaries, discuss, perform, report, present, indicate, find, represent, formulate, contrast, classify, express, compare, recognize, account.

Activities giving evidence of application of knowledge/understanding - Apply, solve, demonstrate, change, compute, manipulate, use, employ, modify, operate, predict, produce, relate, show, select, choose, assess, operate, illustrate, verify.

Activities giving evidence of analysis - Recognize, distinguish between, evaluate, analyze, break down, differentiate, identify, illustrate how, infer, outline, point out, relate, select, separate, divide, compare, contrast, justify, resolve, examine, conclude, criticize, question, diagnose, categories, elucidate.

Activities giving evidence of synthesis - Arrange, assemble, organize, plan, prepare, design, formulate, construct, propose, present, explain, modify, reconstruct, relate, reorganize, revise, write, summaries, account for, report, alter, argue, order, select,
manage, generalize, derive, synthesize, enlarge, suggest.

Activities giving evidence of creativity - Originate, image, begin, design, invent, initiate, state, create, pattern, elaborate, develop, devise, generate, engender

Activities giving evidence of evaluation - judge, evaluate, assess, discriminate, appraise, conclude, compare, contrast, criticize, justify, defend, rate, determine, choose, value, question, measure

Psycho-motor skills - Perform, execute, operate, manipulate

Self Appraisal and Reflection on Practice - Reflect, identify, recognize, evaluate, criticize, judge

Planning and Management of Learning - Plan, priorities, access, use, select, explore, identify, decide

Problem-solving - Identify, choose, select, recognize, implement, define, apply, assess, resolve, propose, formulate, plan

Communication/Presentation Skills
Communicate, express, articulate, question, examine, argue, debate, explain, formalize, respond, rebut, justify, defend, listen, illustrate, demonstrate, organize, pace, model, summaries

Interactive and Group skills
Accommodate, interact, collaborate, participate, cooperate, coordinate, structure, arbitrate, initiate, lead, direct, guide, support, decide, set goals, motivate, reflect, evaluate, recognize, enable

Exercise

Facilitated Discussion

1. Common operational and learning outcomes discussion

Why Is It Important to Assess Student Learning and Operational Outcomes

Assessment methods should help the staff or faculty answer the questions:

1. How do I know the required learning has taken place?

2. What might I need to modify about the course to best support student learning?

Approaches to Measuring Student Learning

Methods of measuring student learning are often characterized as summative or formative assessments:

Summative assessments - tests, quizzes, and other graded course activities that are used to measure student performance. They are cumulative and often reveal what students have learned at the end of a unit or the end of a course. Within a course, summative assessment includes the system for calculating individual student grades.

Formative assessment - any means by which students receive input and guiding feedback on their relative performance to help them improve. It can be provided face-to-face in office hours, in written comments on assignments, through rubrics, and through emails.

Exercise

Work Collaboratively to Determine

1. Based on the student learning and operational outcomes developed for the three majors functions/activities in your office, please outline how you will assess if the learning has occurred

The Council for the Advancement of Standards in Higher Education Learning and Development Outcomes

The student learning and development outcomes model includes six broad categories (called domains):

1. knowledge acquisition
2. construction
3. integration and application
4. cognitive complexity
5. intrapersonal development
6. interpersonal competence
7. humanitarianism and civic engagement
8. practical competence

Reference: Council for the Advancement of Standards in Higher Education (2015). CAS learning and development outcomes. In J. B. Wells (Ed.), *CAS professional standards for higher education* (9th ed.). Washington, DC: Author.