

Program Review – How to Develop Findings and Initiatives

We have created this document to help you understand the important ingredients needed for program review and how they mix together to create findings and initiatives. The important ingredients are:

1. Program Description
2. Program Expectations
3. Data Analysis
4. Findings
5. Initiatives

As you know, the findings and initiatives are key components of program review. The program description, expectations and data analysis are used to help create your findings and initiatives (see pages 5-7).

The Diesel Technology Program is used as an example throughout this document. If you still need additional assistance after reviewing this example, please feel free to contact your dean or Dean Tim Harrison at 805-289-6121 tharrison@vccd.edu .

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Findings

Findings should be seen as general statements about your program or department after analyzing institutional or external related data. Findings can have one or multiple initiatives. A finding directly links to one or multiple VC Educational Master Plan Goal(s), which in turn links to VCCCD Strategic Goal(s). Below are the current VC Educational Master Plan Goals:

- VC Educational Master Plan Goal #1 - Continuously improve educational programs and services to meet student, community, and workforce development needs. This goal aligns with VCCCD Strategic Goal 1 (increase access and student success).
- VC Educational Master Plan Goal #2 - Provide students with information and access to diverse and comprehensive support services that lead to their success. This goal aligns with VCCCD Strategic Goal 1 (increase access and student success).
- VC Educational Master Plan Goal #3 - Partner with local and regional organizations to achieve mutual goals and strengthen the College, the community, and the area's economic vitality. This goal aligns with VCCCD Strategic Goal 2 (partner more effectively to meet community needs).
- VC Educational Master Plan Goal #4 - Continuously enhance institutional operations and effectiveness. This goal aligns with VCCCD Strategic Goal 3 (promote effective use of organizational resources).
- VC Educational Master Plan Goal #5 - Implement the Ventura College East Campus educational plan. This goal aligns with District Goals 1, 2, and 3 (increase access and student success, partner more effectively to meet community needs, and promote effective use of organizational resources).

Create one or multiple findings for your area. Findings for your area/department typically fall under the following categories:

- Resources (facilities, human resources, equipment, information technology)
- Curriculum
- Student Success (access, retention, persistence, completion)
- Outside Factors (to meet accreditation standards)
- Institutional Outcomes (factors outside of your department's control)

See the examples to follow and notice the key words underlined. Also note that some findings may be already met by current activities (see example finding #4).

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Example: Diesel Technology

Findings

Finding Examples for Diesel Technology

Finding 1

The Diesel program needs to enroll and retain more females and diverse students.

This finding aligns with the College's Educational Master Plan Goals 1 and 2.

Finding 2

The Diesel Technology program needs to maintain the learning environment and laboratory equipment. The total laboratory equipment inventory value is \$861,500. The average annual replacement and upgrade cost should average \$68,183. Nine pieces of critical equipment need to be replaced through purchasing new or acquiring donations.

This finding aligns with the College's Educational Master Plan Goal 4.

Finding 3

The Diesel Technology program needs to continuously improve its curriculum and operations. The program should acquire new technologies to keep current with advances in diesel and instructional technologies.

This finding aligns with the College's Educational Master Plan Goals 1 and 4.

Finding 4

The Diesel Technology program is meeting its learning, student success and operating goals. Students are completing the program, passing the ASE certification exams, and finding employment in the industry. The program is efficient in the use of resources to accomplish its goals.

This finding aligns with the College's Educational Master Plan Goals 1, 3, and 4.

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Initiatives

Initiatives are a key component for program review. Initiatives will help address the findings discovered when analyzing your program or department. One finding can have one or multiple initiatives.

The following is an example of one initiative. The highlighted area is new from last year. We need to link the findings to the VC Educational Master Plan and link the initiative(s) with a finding. These links are needed in order to show how initiatives are in alignment with VC and VCCCD goals and why we fund college initiatives. This link is also important to show for accreditation.

Initiative Example (*directions in italics*):

Initiative Title: Replace Power Train Lab Station. (*provide a brief title*)

Initiative ID: DT1507 (*program abbreviation + 2 digit fiscal year + 2 digit initiative number. Maintain initiative ID from prior PR's if any are being carried forward into this review*)

Links to Finding: Finding #3 - The Diesel Technology program needs to maintain its laboratory equipment. (*New step this year. Choose the department finding related to this initiative*)

Initiative Finding Link: DTF1503 (*This is new for tracking purposes. Abbreviation + F for "finding" + 2 digit fiscal year + 2 digit finding number*)

Initiative Action: Purchase and install a replacement Power Train Lab Station = \$20,000. This is an Allison automatic transmission training module, mounted on a stand, with full authority diagnostic control systems. (*Basic description and action for this initiative. Two brief sentences*)

Timeline: 2014-15 (*This is the academic year. The fiscal year is FY15. These timelines will create a multi-year plan for your program/department.*)

Expected Benefits: The current power train lab station is obsolete and failing. Students will benefit by learning to industry entry-level how to operate equipment that they will be expected to operate as they obtain employment in the field for which they are being trained. They will benefit by having access to dependable, safe, and current technology. They will benefit by learning to work efficiently with efficient equipment. (*3-4 sentences on expected benefits*)

Funding Resource Category: Equipment-non computer

Estimated Cost: \$20,000

Ranking: H

R = Required – mandated or unavoidable needs – only put in if pre-approved by EVP or VP (litigation, contracts, unsafe to operate conditions, etc.)

H = High – Approximately 1/3 of the total program/department/division's initiatives by resource category

M = Medium – Approximately 1/3 of the total program/department/division's initiative by resource category

L = Low – Approximately 1/3 of the total program/department/division's initiatives by resource category

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Program Description, Expectations, and Data Analysis

Program Description, Program Expectations, and Data Analysis are used to create the findings and initiatives. These components should be completed at your department level with some dean input if appropriate and kept on file if needed for evidence (accreditation).

Example: Program Description for Diesel Technology

The Diesel Technology program is a professional technical education credit program that provides career training and advising. Students in the program can complete a two-year Associate of Science degree or a two-year certificate. The program is taught on the main campus in an 8,000 square foot shop/classroom facility serving over 80 students per year. The program includes both classroom and industry equivalent laboratory instruction using current equipment and technologies. The program also includes instruction in employability, applied academic and technical skills.

Example: Program Expectations for Diesel Technology

Student Learning Outcomes

Successful graduates of the program are able to:

- 1) Demonstrate employability skills required for initial employment and advancement in the industry that include: attendance, proper attire, customer relations, following directions, working in teams, and understanding work rules, safety and ethics.

80% of the first year students will qualify for the "employability" status by receiving a recommendation from a full-time contracted faculty member. 90% percent of the second year students will complete their programs with "employability" status. Criteria to qualify for the "employability" status will be determined and published by the faculty prior to the start of the academic year.

- 2) Demonstrate safe work practices and tool usage while performing operations in a shop environment.
90% of all students will pass an industry standard safety written and demonstration test.

Student Success Outcomes

- 1) Students who declare their major in this program will increase as a percentage of the total students enrolled.

60% of the unduplicated headcount of students enrolled in diesel courses will be declared majors (performance indicator).

- 2) Program graduates will increase as a percentage of the total students enrolled.

25% of the program declared majors will graduate with an Associate Degree each yea (performance indicator).

- 3) The percentage of enrolled female students in the program will increase or exceed the percentage of females in the all of the CTE division programs.

15% of students enrolled in the CTE division were female with only 5% female enrollment in the diesel program last year (performance indicator).

Program Operating Outcomes

- 1) Students will have access to the program.

The program will achieve the following student to faculty ratios:

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- *FTES/Faculty FTE = 35/1 = 2 faculty will enroll an equivalent of 70 FT students.*
- *WSCH/Faculty FTE = 525/1*

2) The course offerings will be scheduled to allow a student to graduate within four consecutive semesters.

All required diesel courses are scheduled at least once within any two-year time block. Sufficient general education and distribution requirements (or course substitutions) are also available for any diesel student major to complete the program within two years.

Operating Information

Institutional Information

The Vice Presidents' offices will produce detail and disaggregated data reports in the following areas:

- *Enrollment (5 year trends for FTES, headcounts, fill-rates)*
- *Productivity Ratios (525 and targets)*
- *Student Success Rates (completion, persistence, retention)*
- *Student Equity Metrics*

Program Information

- *The programs will have to collect information required to assess their Student Learning Outcomes (SLO) or Service Unit Outcomes (SUO).*
- *Course or Program Outcomes not provided by the Institutional Reports*
- *Non-instructional Performance Measures*
- *Information provided by advisory committees and state and federal program standards*
- *Assessment Review Process Documentation (minutes, decisions)*

Example: Data Analysis for Diesel Technology (Performance Assessment)

Student Learning Outcome

1) Demonstrate employability skills required for initial employment and advancement in the industry that include: attendance, proper attire, customer relations, following directions, working in teams, and understanding work rules, safety and ethics.

- *Performance Indicators*

80% of the first year students will qualify for the "employability" status by receiving a recommendation from a full-time contracted faculty member. 90% percent of the second year students will complete their programs as "employability" status. Criteria to qualify for the "employability" status will be determined and published by the faculty prior to the start of the academic year.

- *Operating Information*

54 new students enrolled in courses during the fall term. We reviewed the employability skills initiative with the students, stressing these skills are expected by the local diesel technician employers. 45 of the students successfully passed the employability interview and have demonstrated "entry level" work ethics. This is 83% of the new first year students. 18 of the 22 second year students completed the program as "select students". This is 81% of the second year students.

- *Analysis – Assessment*

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The results are mixed. The first year students exceed our expectations. However, four of the second year students did not want to participate in the employability initiative. When asked, they said they were not going to be independent mechanics and not need to work for or impress anyone. We stressed that these employability skills will help them with their own business image, since customers want to know their mechanics are reliable and professional. Two of the students said they had drug problems and could not pass the employers' drug tests. They were only seeking the skills necessary to work as independent mechanics. We suggested they deal with their drug problem and advised them to seek counseling assistance. We will now alert all new students that if they have a problem with drugs or a poor driver's license, they should deal with these issues early in their program so they can complete the program with the desirable employability certification.