

Program Review Findings & Trends



2022-2023 Program Review Cycle

Program Review Preface

- **17 Instructional full program reviews were submitted and reviewed.**
- **5 Non-instructional full program reviews were submitted and reviewed.**
- **13 instructional program reviews and 4 non-instructional program reviews were moved from the 2022-2023 cycle to the 2023-2024 cycle.**
 - **This shift was due to new staff overseeing areas.**
- **During this “closer look” at both instructional and non-instructional Program Review data, a number of common findings and trends came to the surface.**
- **An emphasis on student equity, retention, and success was highlighted.**
- **A focus on program growth, marketing, and use of data for decision-making along with a need for time were expressed.**

**Career Technical Education (CTE)
Instructional Programs**

**Administration
of Justice, AS,
AST, Cert**

**Corrections,
Cert**

**Entrepreneurship
and Innovation,
Cert**

**Cosmetology,
AS, Cert**

**Pipe Welding,
Cert**

**Welding
Technology, AS,
Certs**



**General Education (GE)
Instructional Programs**



Art History, AAT



English, AAT



Philosophy, AAT



Political Science, AAT

Non-Instructional Program Reviews



Adult Education



Counseling



Institutional Effectiveness



Mental Health/Mindful Space



Teaching and Learning Support Center (TLSC)

Categories

- **Instructional Program Enrollment Data**
- **Student Equity Data**
- **Instructional Program Data Comparison to Institution-Set Standards**
- **Program Learning Outcomes (PLO)/Service Area Outcomes Data (SAO)**
- **Guided Pathways and Collaboration with Other Areas**
- **SWOT Analysis**
- **Overall Observations**

Instructional Program Enrollment Data

- College-wide enrollment has rebounded to pre-COVID-19 levels.
- Instructional programs like Administration of Justice and English have seen growth in their online course offerings.
- Hybrid and live enrollments appeared to be increasing in all submitted CTE program reviews.

Student Equity Data

- Across instructional and non-instructional programs, professional development on the topic of equity (in a variety of contexts like teaching practices and equity training) was mentioned.
- Collaboration between the Instructional Technology Team and the Public Information Office and Access resulted in an equity-focused project—the development of an ADA training course: ACED IT!.
- Across instructional programs, the following DI groups—Pacific Islander and Black/African American—were highlighted as experiencing lower success rates than other groups but overall, these groups are slowing trending upwards.
- Moving courses and programs to OER was reflected as an equity strategy across instructional programs.

Institution-Set Standards

	2021-2022	
	Institution-Set Standard (Floor)	Stretch Goal (Aspirational)
Course Completion Rates	74%	76%
Certificates	81	97
Degrees	437	524
Transfers	213	287
Licensure Examination Pass Rates*	70%	79%
Employment Rates*	73%	74%
*Applicable to CTE Programs		

Instructional Program Data Comparison

➤ **Art History, AAT**

- **Course success rates averaged 80%, higher than Institution-Set Standard for completion. Retention rates averaged even higher at 89.8%. When broken out by modality, online courses averaged 90.2% while traditional courses averaged 82.1%. Since 2019, award counts averaged 4 per year.**

➤ **English, AAT**

- **While success rates dropped 6% in 2020-21, a 12% increase surfaced in 2021-22. Overall course success rate in 2021-22 was 68.5%, lower than Institution-Set Standards. Literature courses alone experienced an increase—84.2%, higher than Institution-Set Standard for completion. Award counts have almost doubled since 2019 with 7 awards in 2021-22.**

➤ **Political Science, AAT**

- **Retention and completion rates in the low 70% range—slightly lower Institution-Set Standards but remained stable and growing. Since 2019, award counts averaged 2 per year.**

➤ **Welding Technology, AS (Local)**

- **Course success rates have increased from 69.1% in 2019 to 83.8% in 2021-22, higher than Institution-Set Standard for completion. Retention rates averaged 84% during same period.**

Program Learning Outcomes (PLOs) & Service Area Outcomes (SAOs) Data

➤ *Program Learning Outcomes (PLOs)*

- 14 out of 17 instructional programs had PLO data available.
- 11 CTE programs (Administration of Justice, Corrections, Entrepreneurship and Innovation, Welding) and 2 GE programs (English, Philosophy) included PLO data.
- Overall PLO data reflected successful student retention and completion.

➤ *Service Area Outcomes (SAOs)*

- 4 out of 5 non-instructional programs had little or no SAO/AUO data available.
- 1 non-instructional program (Teaching and Learning Support Center) included SAO data.
- Overall SAO/AUO data reflected future goals for general improvement of services. SAOs for non-instructional areas varied greatly.

Guided Pathways & Collaboration with Other Areas

- Several instructional and non-instructional programs highlighted collaboration between programs within specified pathways and across the College.
- More collaboration between full-time and part-time faculty is taking place.
- Expansion of programs and services at Fort Irwin was also highlighted in several program reviews.
- Collaboration between CTE instructional programs and regional, industry, and community partners was discussed in several program reviews.
- A majority of non-instructional programs discussed collaboration with a variety of partners (other non-instructional/service areas and faculty across pathways). Collaboration via committee was also highlighted.

SWOT Analysis - Strengths

➤ Within non-instructional areas, strengths highlighted included:

- Partnerships
- Strong counseling program
- Teamwork and vision
- Conference attendance
- Newer facilities
- More support (mental health)
- Caring staff

➤ Within instructional programs, strengths highlighted included:

- Diverse and knowledgeable faculty
- Faculty collaboration
- Small class sizes
- Online/traditional flexibility
- Fort Irwin offerings
- OER for students
- Program growth
- TLSC

SWOT Analysis - Weaknesses

➤ **Within non-instructional areas, weaknesses highlighted included:**

- Working space needs/lack of space
- Lack of capacity/understaffed
- Limited professional development
- Communication internally and externally.

➤ **Within instructional programs, weaknesses highlighted included:**

- Lack of efficient reporting processes
- Limited diversity in course offerings
- Need for full-time faculty in certain programs
- Limited professional development for adjuncts
- Low efficiency rates and low enrollment.

SWOT Analysis - Opportunities

➤ Within non-instructional areas, opportunities highlighted included:

- Provide more opportunities for professional development
- Community support
- Expanding services to Fort Irwin
- Grant funding
- Expanded academic support
- Support for and collaborative efforts in recruitment.

➤ Within instructional programs, opportunities highlighted included:

- Collaboration with other departments
- State and federal funding
- Expanded enrollment area with online
- Professional development opportunities
- Hyflex technology
- Partnership with Barstow High School
- Marketing efforts
- Shortage of skilled labor in the area
- Create learning communities.

SWOT Analysis - Threats

➤ Within non-instructional areas, threats highlighted included:

- Distance from urban areas and the university systems
- Lack of mentoring
- Lack of staff with limited funding
- Lack of job growth for staff
- Reporting requirements and state initiatives are ever evolving
- Community acceptance

➤ Within instructional programs, threats highlighted included:

- Low socio-economic area
- Increased crime and addiction
- Community buy-in
- Need remote work policy
- Low enrollment
- Student plagiarism
- OER access
- Increase in COVID-19 cases
- Underprepared students
- Lack of face-to-face instruction for hands-on courses

Overall Observations (Common Findings)

Instructional Program Data



Two DI groups (Black/African and Pacific Islander) identified as needing more early intervention and support.



More data—PLO and SLO, in particular, is needed to inform program development.



Online courses and programs continue to be in demand



Student success and retention are trending upwards in CTE programs.



Desire to expand Open Educational Resources (OER) to more courses and create more Zero Textbook Cost (ZTC) programs



Across many instructional programs, courses taught predominantly by part-time faculty

**Overall Observations
(Common Findings)**
Non-Instructional Programs



More time for professional development, leverage Vision Resource Center



Focus on expansion in general and at Fort Irwin



Need for Service Area Outcomes (SAOs) data



Serving more students/great work happening, but staffing shortages across areas impacting sustainability

Overarching Takeaways



More Program Review
Process Training and Support



More Data (Disaggregated,
PLO) Being Requested



Focus on Collaboration
and Communication



Online Course Offerings
in Demand



Student Equity-based
Professional Development



Continue to Explore Hyflex

A Special “Thank You” to our small but mighty Program Review Subcommittee and its Tri-Chairs!

