2013 Program Review Annual Report
A Thematic Content Analysis
Purpose

The Program Review Committee’s purpose is:

Provide and refine procedures that enable the systematic evaluation of programs to continuously improve student learning, student achievement, and institutional planning and effectiveness.

The Program Review Committee’s goals are:

- To provide an opportunity for programs to demonstrate their contributions to the mission of West Valley College;
- To improve linkage and accountability between program review and resource allocation; and
- To strengthen the quality of program reviews leading to improved program practices.
Introduction

Each year, the Program Review Committee presents an annual report that continues to build upon West Valley College’s systematic processes. This report serves to inform planning, resource allocation and decision making. It is presented to the Academic Senate and to College Council and is shared broadly for college-wide dialog.

The report is organized along several components:

1. Executive Summary
2. Methods
3. Themes
4. Informing Budget and Planning
5. A Dialogue on Student Success

Executive Summary
The Program Review Committee (PRC) observes that even more so than in the 2012 program review cycle, the financial circumstances affecting West Valley College continue to take a toll on morale, as evidenced through concerns for completing key faculty tasks such as curriculum review, program review and student learning outcomes.

The PRC switched its data collection platform from Zoho Database to Survey Monkey. This proved to be highly successful.

In 2013 the Academic Senate adopted a new Program Review Policy which requires the PRC to present the names of programs that do not submit a program review evaluation or whose submissions were found not satisfactory. Those programs are included in this report. The final submission report shows that all but one program submitted program evaluations, while, a total of eight programs did not achieve a satisfactory rating.
Finally, the analysis revealed that there is no correlation between success & retention when compared to efficiency with those programs which completed the bi-annual Full Review.

**Methods**

**The Instrument**

*Survey Monkey*

This year, the PRC moved from Zoho.com database to Survey Monkey. This proved to be a tremendously successful change. Survey Monkey provided a more stable user friendly interface. Each user received an individual e-mail login. If a user lost their original e-mail link, an update link with the login information was quickly sent out.

**Data Analysis**

Data was analyzed using a mixed methods approach.

**Quantitative**

Quantitative data such as Success, Retention, and Efficiency were evaluated using appropriate statistics.

**Qualitative**

Qualitative data reduction consisted of the responses to 15 key questions from the Instructional questionnaire and a handful from the Non-Instructional and Administrative questionnaires. These questions focused on responses to Efficiency, Success, Mission and SLO questions. PRC members were assigned questions and were provided with a cloud analysis of the most frequently occurring words and all the narrative responses for those questions. PRC members then identified categories and frequencies. This resulted in a top tier set of themes grounded in high frequency and significant content.

**Program Review Submission Results**

*No submission made*

- Office of Administrative Services

*On time submission*

- Instructional 57%
- Non-Instructional 55%
- Administration 21%

*Non-Satisfactory Submissions*

- Instructional Technology
- Park Management
- Campus Center
- EOPS
- Outreach Services
- Veteran’s Resource Center
Themes

New Faculty and Staff Hiring
The hiring of new faculty and staff is a repeated theme from 2012. Through the use of text analysis, it emerged as the strongest concern from the all groups (instructional, non-instructional, and administrative). This theme developed out of various SLO questions and budget needs. The need for more faculty to replace retirees and to improve the department’s ability to update curriculum and improve student success and retention. This coincides with a need for replacement clerical and administrative support. Lack of faculty and staff is identified as a key barrier to implementing SLO program practices and in supporting Student Success Act initiatives.

Development and revision of program curriculum
Creating and revising curriculum is seen repeatedly in response to various SLO, and Success & Retention responses. Programs seem to be addressing success and retention issues through curriculum and program revision. Programs are creating and consolidating courses. Some programs are revising courses to add hybrid or online components. Finally, some programs are restructuring degree and certificates and adding prerequisites. Many of these changes seem to be in line with the overall curriculum movement to create Associate Degrees for Transfer (ADTs) which facilitate student transfer success.

Additionally, many programs are restructuring curriculum to meet or optimize student demand for both transfer and career training. For example, Theater and the Writing Center are adding focus in career skills.

Technology integration and upgrade
Technology is understood differently across programs. For some programs, this involves the creation of online components, while for other programs it means experimenting with technology to increase student to student interactions. Still others require specialty software applications such as Rivet Architecture and Aplia. In addition to the integration of new technology into courses, a number of programs are struggling to update and replace older instructional software like Quick Books and Auto CAD.

Improvement in Teaching Quality, Pedagogy
Several programs also identified through their SLO assessments the need to improve the quality of instruction and pedagogy. Some of the suggested pedagogical improvements include increased individualized contact with struggling students, student-centered pedagogies and interdisciplinary approaches to learning across the curriculum.
**Professional Development**

Many programs asserted the need for more professional development to learn best practices. Additionally, faculty need to receive training that will help them to stay abreast of current technologies.

**Informing Planning and Budget**

The Program Review Chair met with the Interim-Vice President of Administrative Services in late Fall 2012 to explain how data would be provided to the Office of Administrative Services (OOAS). The Vice President requested that budget data be provided in a simple narrative rather than sorted by account codes. Additionally, as requested by the OOAS, this narrative data will now be provided earlier in the spring to better accommodate the budget process. The PRC Chair will again meet with College Council to report on themes and to collaborate in its 2014-2015 annual college goals planning retreat.

**A Continued Dialogue on Success & Retention**

Last year, the PRC found that there was a moderate negative correlation between efficiency and retention and a strong negative correlation between efficiency and success. However, there was no correlation between efficiency and retention, and efficiency and success in the programs that submitted full reviews this year. We then ran the correlation combining data for both years, and found that there is no college-wide correlation between efficiency and retention †. There was a weak negative correlation association between efficiency and success ††.

We believe that the moderate negative association between program efficiency and the delta in success with the Fall 2012 full review programs was due to the heavier concentration of programs in that cycle that had more online offerings. Online offerings typically have lower success and retention rates but higher efficiency.

**The Data on Success & Retention**

**Correlation Coefficient of Efficiency**

- For all programs the correlation between the delta in retention rates between the WVC program and equivalent programs statewide is $r = -0.072$, indicating no statistically significant association. †

- For all programs the correlation between the delta in success rates between the WVC program and equivalent programs statewide is $r = -0.313$, indicating a weak negative association. ††
Student Performance

- Fall 2012, 11/23 (48%) programs had a higher success rate than comparable programs statewide.
- Fall 2012, 12/23 (52%) programs had a higher retention rate than comparable programs statewide.

Program Review Process Improvements

In the spring 2014 Program Review cycle, we will improve our process in a number of ways:

- We intend to begin the review process in mid-February. This will allow for programs to complete the process sooner in the semester. While State data will not be available at that time, programs completing full reviews will be able to make progress on a number of questions. Those completing updates will have no restrictions.
- Because of the earlier start date, budgetary data will be available to the Office of Administrative Services sooner.
- We are adding questions to both the update and full reviews which will have the program “looking back” on previously stated improvement goals, and reporting progress in meeting those goals.