



## **SPARC – Instructional Programs Service and Program Area Review - Comprehensive Template and Instructions**

**Due Date: August-September of the Academic Year Assigned**

**Submission year:**

**Program Name:**

**Instructions:** SPARCs are due in August/September of the scheduled year. They consist of:

- a look back and evaluation of assessment outcomes and goals/objectives from your previous SPAREs (annual reports)
- identification of long-term goals (upcoming four year cycle) and short-term objectives (to support the achievement of these goals)
- funding requests for the next fiscal year, subsequent to the reporting year.

**Degrees and Certificates offered within Program:**

### **Statement of Collaboration**

The program faculty listed below collaborated in an open and forthright dialogue to prepare this Program Review. Statements included herein accurately reflect the conclusions and opinions of the program faculty.

**Participants in the review:**

### **Authorization:**

After the document is complete, it must be signed by the Department Faculty and Chief Academic Officer prior to submission to the Instructional Leadership Team and the Assessment Task Force.

Signatures of Department Faculty

Signature of Chief Academic Officer

Date of Submission

## **1.0 Mission and Goals**

*1.1 Briefly describe the relationship of your program to the college's Mission, Vision, and Core Themes.*

### **Program Description**

### **College Mission**

### **College Vision**

### **Core Themes**

## **2.0 Program Data and Trends Analysis**

**2.1** For each data point listed below, summarize the trend. (Attach three year longitudinal data to appendix.)

**Program Name:**

<b>Data Point</b>	<b>Trend</b>	<b>Highest Year</b>
Enrollment		
Number Program Majors		
Total FTE		
Number Sections Offered		
FTEF		
Fill Rate		
WSCH/FTEF		
% Students Retained from Fall to Fall		
Successful Completion Rate		

## 2.2 Program Peer Comparison

**How does your program compare with peers?** (Peers include similar programs at the college or programs at peer institutions as identified by the Office of Institutional Research)

**Program Name:**

**Analysis:**

## 2.3 Student Enrollment and Achievement by Gender and Race/Ethnicity

**Analyze the achievement levels for each of the groups listed below. Are there differences in achievement levels across groups? Are there strategies you can implement to provide more support for these populations?**

*(Attach to Appendix or provide below the Retention and Completion Rates by Gender and Race/Ethnicity as identified by the Office of Institutional Research)*

**Program Name:**

Group	Number of Students Enrolled	% Students Retained from Fall to Fall	Successful Completion Rate
Males			
Females			
Asian-American			
African-American			
Filipino			
Hispanic			
Native American			
Other Non-White			
Pacific Islander			
White			
Unknown			

**Analysis:**

**2.4 (CTE Programs Only) List the certifications students are able to earn through participation in your program.**

### **2.5 Other Data**

*Please include any other data (internal or external) that may be relevant to student achievement, learning, and trends within your Basic Skills, CTE, or Transfer Education program.*

### **Analysis**

### **2.6 Strengths, Weaknesses, Opportunities, Challenges (SWOC)**

*2.6.1 What are the strengths of your program as indicated in the supplied data?*

*2.6.2 What are the weaknesses of your program as indicated in the supplied data?*

*2.6.3 What are the opportunities for your program as indicated in the supplied data?*

*2.6.4 What challenges exist for your program based on the supplied data?*

### **3.0 Student Learning Outcomes Assessment**

**3.1 How has assessment of course level SLOs led to improvements in student learning and achievement?**

**3.2 How has assessment of program-level SLOs led to improvements in transfer or certificate/degree awards?**

**3.3 What challenges remain to make course and program level Student Learning Outcome Assessment more effective for your program?**

## **4.0 Evaluation of Progress Toward Achievement of Previous Program Plans**

**4.1 Evaluate steps taken to achieve plans established in the last annual program review (SPARE).**

**4.2 In cases where resources were allocated toward goals, evaluate the efficacy of that spending.**

## **5.0 Program Plans**

### **5.1 Program Goals (four year cycle)**

5.1.1 *Based on the above data and analyses, identify 2 or more concrete goals, measurable outcomes, and activities that you would anticipate resulting in improvements to the program in the next four year cycle.*

5.1.2 *Identify two or more long-term objectives below that will continue to promote progress toward the institution's mission of achieving equitable outcomes for students at the College. Where are the largest equity gaps in your program/discipline? Which groups are most impacted? Where in the educational pathway are the largest gaps (enrollment, retention/drop rates, success, transfer)?*

5.1.3 *What specific aspects of these plans can be accomplished without additional financial resources? (See 5.1.1 and 5.1.2 above)*

**5.2 Short-term Objectives (updated annually)**

5.2.1 Based on the goals you identified in 5.1.1, identify two or more objectives associated with your goals that will help your program make progress toward goal achievement.

5.2.2 What specific aspects of these plans can be accomplished without additional financial resources?

**6.0 Requests for Resources for the Next Fiscal Year (Subsequent to Reporting Year)**

For any specific aspect of a plan listed in 5.0 that would require additional financial resources, complete the form below. If you are aware of a potential funding source other than college general funds, identify the potential source below.

Type of Resource	Requested Amount	Potential Funding Source
Personnel		
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other (promotion)		
Total Requested Amount		



**6.1 Describe the resource request.**

**6.2 What measurable outcome(s) will result from filling this resource request?**

**6.3 How does this request further college fulfillment of the college mission and its Core Theme objectives?**

## **7.0 Advisory Committee and Employer Input (CTE Programs Only):**

*7.1 List Current Advisory Program Membership*

*7.2 Discuss the process your program followed to ensure advisory committee membership involvement in and contributions to this program review. Report on comments and concerns shared by members of the advisory committee.*

*7.3 Date final program review to be shared with advisory committee membership:*

## **8.0 High School, Community, and Employer Outreach**

*8.1 (CTE Programs Only) List the largest employers within the service area for your program completers. How do these employers provide input to the program curriculum and information about industry trends?*

*8.2: (CTE Programs Only) Discuss local employer perceptions of your program and its graduates. What mechanism did you use to gather this input during the program review process?*

*8.3 (CTE Programs Only) What employment opportunities are available to your program completers (list specific positions)? To your certificate completers?*

*8.4 (CTE Programs Only) Provide labor market data regarding the projected number of job openings in the region (northwest Oregon and Portland metropolitan area). Cite the source of this data.*

*8.5 (CTE and Transfer Programs) What dual credit offerings does your program support? In which area high schools are these dual credit courses offered? How will your program support the expansion of dual credit offerings at area high schools?*

## **9.0 Executive Summary**

## Chief Academic Officer Program Review Summary Page

### Data Definitions:

**Student headcount** – Student headcount is an unduplicated count of students. It is actual number of individual students enrolled. Students may enroll in one more courses in a term, but they are counted only once for the term.

**Student Enrollment** – Student enrollment is a duplicated count of students. Students may be enrolled in more than one course and would be counted in each course for the term.

**Full-Time Equivalent Student (FTE)** – FTE is a standard statewide measure of student enrollment at an academic department, or an institution. FTE is a key performance indicator, productivity measure, and funding rate. FTE represents neither student headcount nor student enrollment, but it is a conceptual measure of student enrollment. The formula to calculate FTE is expressed by the equation below:

$$\text{FTES} = (\text{Census enrollment} \times \text{Weekly student contact hours} \times \text{Term Length Multiplier}) / 510 \text{ where TLM} = 11$$

Example: FTE for a 4 credit class that meets 6 hours/week with 30 students enrolled at census FTE =  $(30 \times 6 \text{ hours/week} \times 11 \text{ weeks/semester}) / 510 = 3.88$

**Full-Time Equivalent Faculty (FTEF)** – In a FTEF, a faculty member’s actual workload is standardized against the teaching load. Thus, FTEF does not represent an actual number of faculty members; it is a conceptual measure workload at an academic department, or an institution. The formula to calculate FTEF is expressed by the equation below:

$$\text{FTEF} = \text{WFCH} / \text{Contract teaching load of the discipline where WFCH} = \text{standard course hours}$$

Example:  $3/15 = 0.20$

**Weekly Student Contact Hours (WSCH)** – WSCH is acronym for weekly student contact hours. It presents a total number of hours faculty contacted students weekly in an academic department or an institution.  $\text{WSCH} = \text{census enrollment} \times \text{class hours per week}$

**Instructional Efficiency (WSCH/FTEF)** – WSCH is a proxy for revenue generated by the class. FTEF is a proxy for instructional cost. The ratio, WSCH per FTEF could be interpreted in terms of program cost-efficiency.

**Average Class Size (ACS)** – ACS is a measure of the enrollment per faculty contact hour. The District has established 34 as the college-wide target for average class size. The formula to calculate ACS is expressed as follows:

$$\text{ACS} = \text{WSCH} / \text{WFCH} \text{ or } \text{ACS} = (\text{WSCH}/\text{FTEF}) / \text{Teaching load}$$

**Success Rate** - The percentage of students who received a passing grade of A, B, C, P at the end of the semester.

$$\text{Success rate} = (\text{A,B,C,P})/(\text{A,B,C,D,F,P,N,W,I})$$

**Retention Rate** - The percentage of students retained in a class at the end of the semester.

$$\text{Retention rate} = (\text{A,B,C,D,F,N,P,I})/(\text{A,B,C,D,F,P,N,I,W})$$

**Fall to Winter Persistence Rate** – The percentage of students enrolled in winter term out of students who first enrolled at the college in the fall term.

$$\text{Fall to Winter Persistence rate} = (\text{number of students with at least one course in next term}) / (\text{number of students with at least one course in the first term})$$

**Fall to Fall Persistence Rate** – The percentage of students enrolled in the subsequent fall term out of students who first enrolled at the college in the preceding fall term.

Fall to Fall Persistence rate = (number of students with at least one course in next term)  
/ (number of students with at least one course in the first term)

**Graduation Rate** – The percentage of entering fall students who complete the requirements for a degree or certificate within 150% of time.