## Process

**Program Review** is a continuous process of collecting, evaluating, and using information to determine if and how well performance matches learning or service outcomes which occurs on at least a quadrennial basis. We gather evidence of student learning; discover the degree to which courses, programs, and administrative and educational support services accomplish intended outcomes; and probe the achievement of institutional projects, core themes, and mission. Southwestern conducts program reviews of all programs and services on a quadrennial basis (every 4 years) and uses the results of the assessments to enhance and improve current programs and services.

**Resources**

Program Review detailed instructions
Report Documentation – myLakerLink on the Resource Center tab

Program review consists of the following elements
- Unit - Program Mission
- Unit – Program Operational Checklist
- Unit - Program Operational Outcomes including indicators and thresholds for achievement
- Outcome and Operational Quantitative Data analysis
  - I.     Quantitative Data
  - II.    Financial Viability
  - III.   Qualitative Analysis
  - IV.   Mandatory Reporting and Compliance
  - V.    Operational Policies, Procedures, and Processes
- Reflection of the data
- Projects planned based on evidence
- Association with core themes and other planning processes/projects
- Activity Timeline

All reports are available within myLakerLink and are located on the Resource Center tab. Links to all reports are located within each section title of this document. Program Review requirements for certain sections include multiple reports with additional links to the reports located within the specific section of the report.

# Unit-Program Mission

Provide access to college credit earning opportunities while fulfilling high school graduation requirements for in-district high school students while cultivating a college going.

# Unit-Program Operational Checklist Analysis

- Review the checklist and self-assess the threshold level for each section
- Reflect on what has been accomplished, what needs to be enhanced, and what needs to be developed
- List the overall achievement
  - 7 were at a green level
    - 3 within the Mandatory Reporting and Compliance
    - 3 within the Policies, Procedures, Process
    - 1 within the Qualitative
    - 0 within the Resource and Staffing Review
  - 21 were at a yellow level
    - 3 within the Mandatory Reporting and Compliance
    - 3 within the Policies, Procedures, Process
    - 4 within the Qualitative
    - 8 within the Resource and Staffing Review
  - 1 were at a red level
    - 0 within the Mandatory Reporting and Compliance
    - 1 within the Policies, Procedures, Process
    - 0 within the Qualitative
    - 0 within the Resource and Staffing Review
- List plans to enhance and develop operational checklist items – add to project timeline

# Unit-Program Operational Outcomes for Analysis_____

## Operational Outcomes - Indicators – Threshold:  Reviewed every 4 years

**List program outcomes in this section (from prior program review process/add any new outcomes – generally 3 or 4 outcomes):**
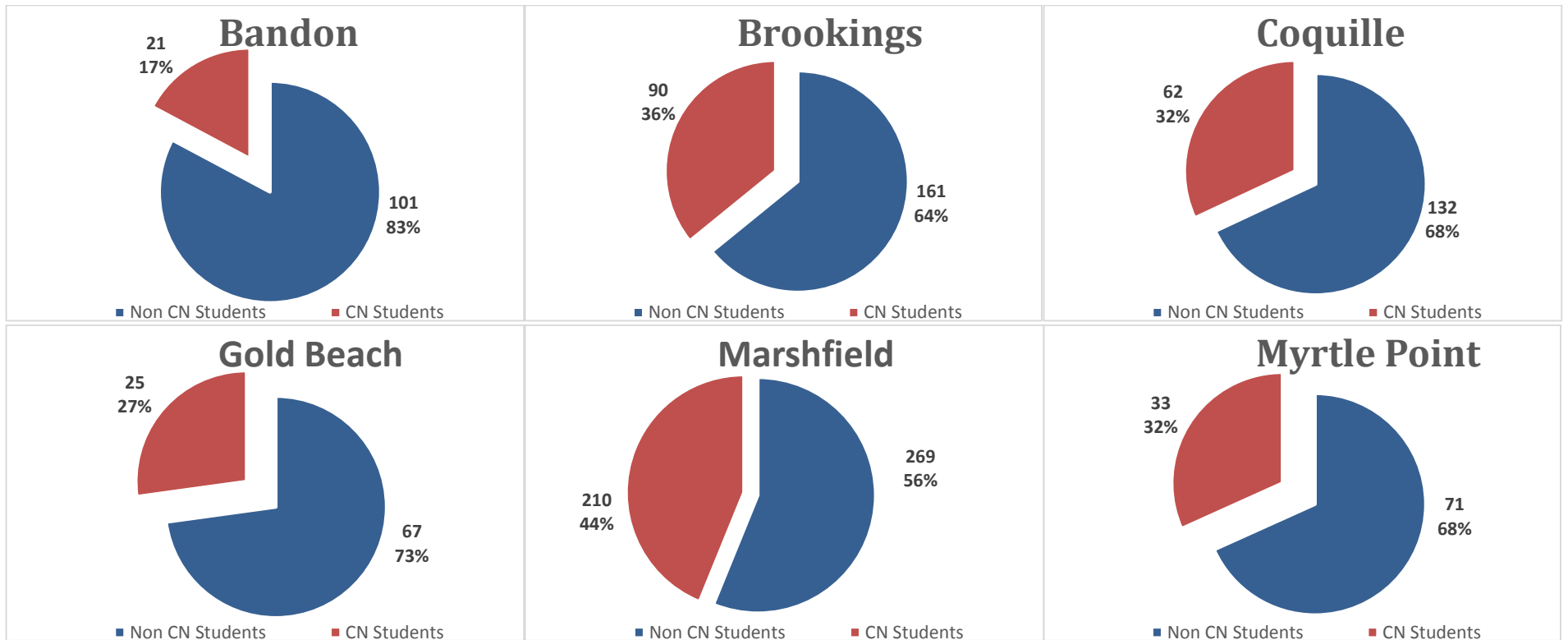
- Outcome 1: Provide access to college learning opportunities for high school students.
    - Measured by penetration rates within in-district high school juniors and seniors (SI29).
    Green ≥40% of high school juniors and seniors    <mark>Yellow between 39% and 26%</mark>    Red ≤ 25%
    **Percent of in-district juniors and seniors taking some form of college credit courses – 2014: 34%**
    - Measured by the dual credit and CTE courses offered at the high school as percentage of all LDC and CTE courses.
    Green ≥15%        <mark>Yellow between 10% and 5%</mark>        Red ≤5%
    **Percent of dual credit courses of all LDC & CTE courses by year – 2011: 6.41%, 2012: 7.64%, 2013: 9.22%, 2014: 7.55%.**
- Outcome 2: Support in-district high school success and transition.
    - Measured by number of student who complete courses successfully (based on "C" or better).
    <mark style="background-color:lime">**Green >90%**</mark>            Yellow between 89% and 80%        Red ≤79%
    **Percent of students with "C" or better by year: 2011– 91.31%, 2012: 90.83%, 2013: 92.89%, 2014: 92.21%**
    - Measured by percentage of students matriculating to a community college or four-year college.
    Green ≥ 75%        <mark>Yellow between 74% and 51%</mark>        Red ≤ 50%
    **Percentage of in-district students matriculating by year – 2011: 64%, 2012: 62%, 2013: 59%, 2014: 53%**
    - Measured by percentage of students matriculating to Southwestern.
    <mark style="background-color:lime">**Green ≥ 35%**</mark>            Yellow between 34% and 21%        Red ≤ 20%
    **Percentage of in-district students matriculating to Southwestern by year – 2011: 45%, 2012: 50%, 2013: 54%, 2014: 48%**
    - Measured by the average total college credits earn by individual College Now students.
    <mark style="background-color:lime">**Green ≥15 credits**</mark>        Yellow between 14 and 9 credits        Red ≤ 8
    ***Per year average credit per student – 2011: 13, 2012: 15, 2013: 19, 2014: 19.***
- Outcome 3: Sustainable resource management.
    - Measured by the reimbursable FTE gained through College Now as a percentage of the college reimbursable FTE.
    Green ≥15%    <mark>Yellow between 14% and 8%</mark>        Red ≤7%
    **Percentage of overall FTE gained through the College Now by year – 2012: 9%, 2013: 11%, and 2014: 11%**
    - Measured by staffing FTE.
    Green ≥ 1.5        <mark>Yellow 1.49 to 1</mark>                Red ≤ .9

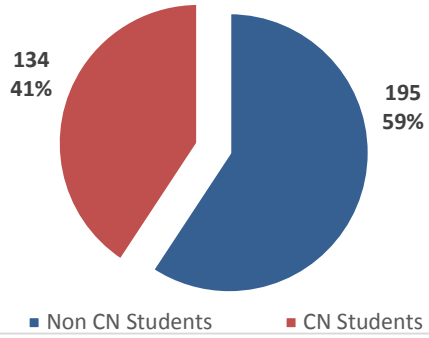**Review indicator data for the full four-year cycle**

- Reflect on trends
- Respond to data
- Affirm or change indicators as needed including thresholds

- Outcome 1: Provide access to college learning opportunities for high school students.
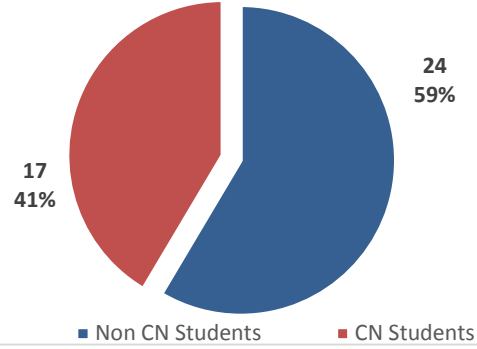    - Measured by penetration rates within in-district high school juniors and seniors (SI29).

The College Now overall penetration rate of high school juniors and seniors is 34%. This outcome is contingent on instructor availability, qualifications, and student capacity. Previously, this outcome was measured by looking at overall in-district high school students when gauging penetration; however, the Dual Credit standards specifically call for high school juniors and seniors as the concentration.
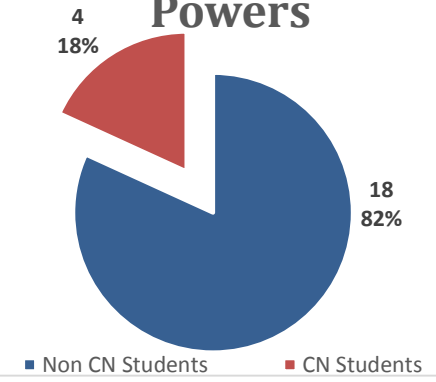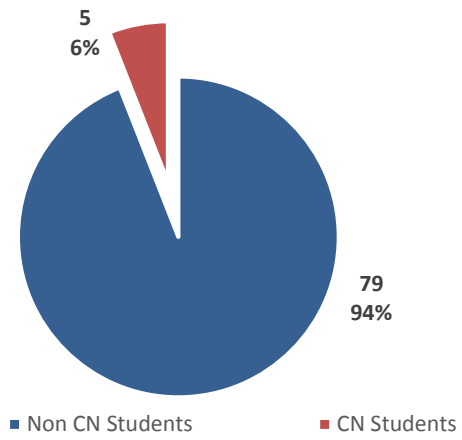
## Bandon
21 17%
101 83%
■ Non CN Students  ■ CN Students

## Brookings
90 36%
161 64%
■ Non CN Students  ■ CN Students

## Coquille
62 32%
132 68%
■ Non CN Students  ■ CN Students

## Gold Beach
25 27%
67 73%
■ Non CN Students  ■ CN Students

## Marshfield
269 56%
210 44%
■ Non CN Students  ■ CN Students

## Myrtle Point
33 32%
71 68%
■ Non CN Students  ■ CN Students

## North Bend

- 134 41% CN Students
- 195 59% Non CN Students

Legend: ■ Non CN Students ■ CN Students

## Pacific

- 24 59% Non CN Students
- 17 41% CN Students

Legend: ■ Non CN Students ■ CN Students

## Powers

- 4 18% CN Students
- 18 82% Non CN Students

Legend: ■ Non CN Students ■ CN Students

## Reedsport

- 5 6% CN Students
- 79 94% Non CN Students

Legend: ■ Non CN Students ■ CN Students

- Measured by the dual credit and CTE courses offered at the high school as percentage of all LDC and CTE courses.

This outcome is greatly dependent on high school instructor qualifications. The Dual Credit approval qualification requirements and TSPC (Oregon teacher licensure) are not aligned in qualification requirements creating a gap between general high school teacher credentials and those requirement to be Dual Credit certified. Currently, there is proposed legislation that may alleviate some of the misalignment of credential requirements, but that remains to be revealed.

## Percent of High School Course
### compared to overall course offering
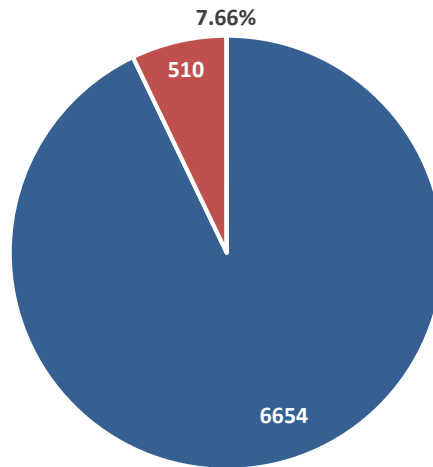
7.66%

510

6654

- Outcome 2: Support in-district high school success and transition.
    - Measured by number of student who complete courses successfully (based on "C" or better).

The overall Southwestern student success (based on the definition of completing course with a "C" or better) **4-year average is** 83% (ranges from 81% to 84% in 2014-2015); while the College Now student success 4-year average is 92%.

## College Now Student Success
### passing with a C or better
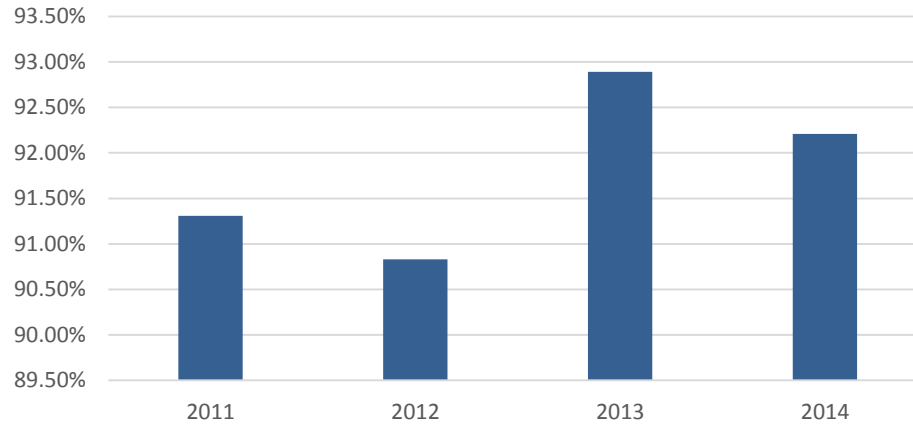


- Measured by percentage of students matriculating to a community college or four-year college.
- Measured by percentage of students matriculating to Southwestern.

## Matriculated/Transfered
### to Southwestern or 2- or 4-Year School
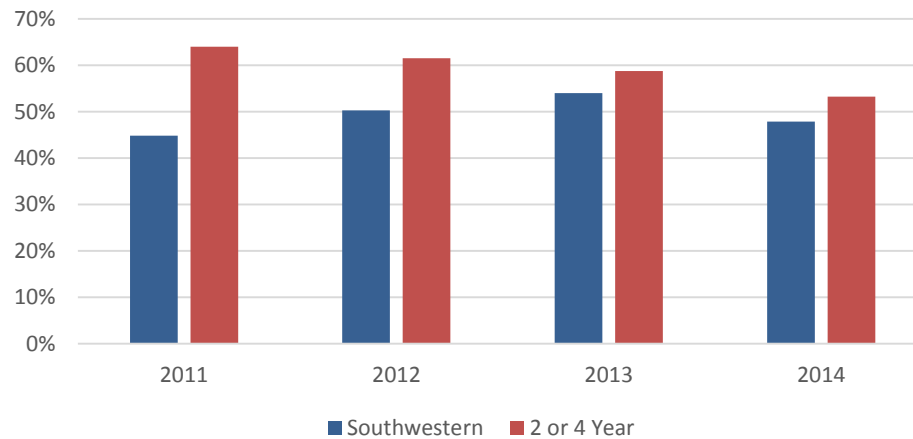
Though the percent of students continuing on to a 2- or 4-year college decreased over four years, the percent of students matriculating to Southwestern has increased. The overall 4-year average is 59% and the 4-average of those matriculating to Southwestern is 49%.

- ▪ Measured by the average college credits earned by individual College Now students.

## Average College Credits
### per student participant
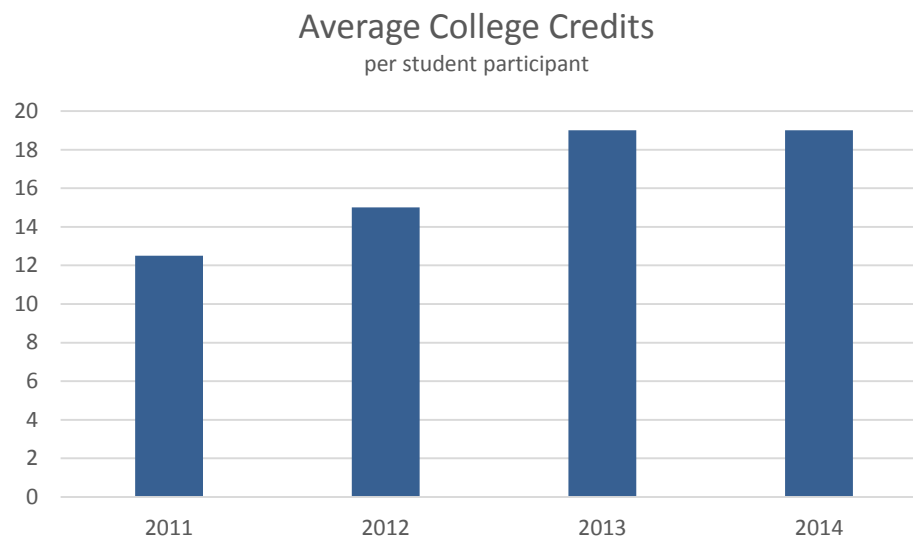


A green thresholds was identified as 15 credits or more based on the Community College Research Center – Columbia University study showing that students with 15 college credits or more are more likely to persist in college.  The current 4- year, per student credit average is 16.75 credit with 2013 and 2014 averages at 19 credits per student participating in the College Now program. http://ccrc.tc.columbia.edu/media/k2/attachments/redefining-full-time-in-college.pdf

- ▪ Outcome 3: Sustainable resource management.
    - ▪ Measured by the reimbursable FTE gained through College Now as a percentage of the college reimbursable FTE.

The College Now program contributes on average (based on a 4-year spread) 10% of the overall FTE.

# Percentage of FTE

10%

582

5556

- **Overall Southwestern FTE**
- **In-district High School FTE**
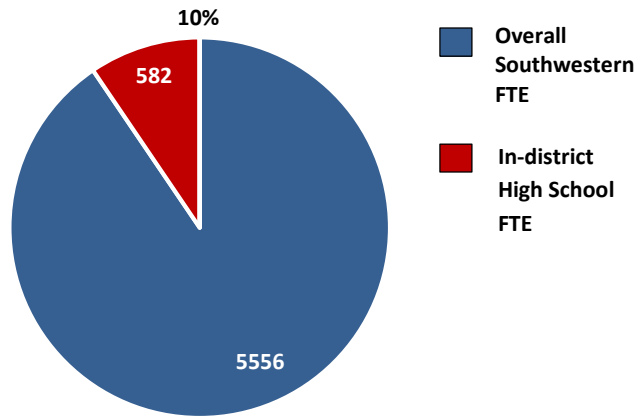
- ▪ Measured by staffing FTE.
  - ○ This position currently performs managerial, administrative and support functions at an average of 50 hours per week. The primary focus of this position is creating college credit opportunities for high school students; however, this position also performs advising and recruitment for Southwestern. Opportunities to expand this program exist with more focus on priority duties. Currently legislative interests may increase requirements in addition to high schools requesting even more interaction and support.

## Executive Summary:

The College Now program serve the communities of the college district by providing early start college opportunities for high students, thereby helping to reduce the cost of a college education for the sons and daughters of the residents on the Southern Oregon coast. The program includes 15 different disciplines with the largest student concentrations in Writing, Mathematics, Humanities, Social Services, Science, and Allied Health. This is in alignment with the proposed state high school graduation requirement of nine college credits in writing, mathematics, and science. (See SI29 for more information: https://mylakerlink.socc.edu/ICS/icsfs/SI_29_ConnectionsHS_2014_2015.pdf?target=46a81503-1d9d-4d4a-bcb8-42fe013e59f3).

Three areas were chosen to assess the College Now program's high performing strategies and to identify opportunities for improvement. Though this report spans a four year period, this information will be assessed yearly for real time gap identification helping to build yearly project and action plans. Where accessible, data was collected for the years 2011, 2012, 2013, and 2014 (unless noted). The three key outcomes were reviewed which include providing access to college learning opportunities for high school students in our district; support of in-district high school students success and transition; and ensuring sustainable resource management.

The first outcome identified as significant for program assessment was providing access to college opportunities for high school students in our district. This outcome was then

measured by the penetration rates within in high school juniors and seniors as well as the percentage of courses offered to those students as compared to those offered overall at Southwestern narrowed to concentrate on LDC and CTE courses as those would be the categories of courses offered to high school students for credit. The data was focused on juniors and seniors due to the Oregon Dual Credit Standards http://www.oregon.gov/HigherEd/Documents/HECC/06_Jun-12-14/9.1%20Oregon_Dual_Credit_Standards_Revised.pdf that were built on the premise that juniors and seniors were the target demographic to earn early college credits. Significantly, the 2014 rate of penetration for these students was 34%, which falls within the acceptable range (yellow level) of outcomes for the program previously identified. Additionally, the percentage of College Now courses of the overall LDC and CTE courses falls within the acceptable level of achievement range (yellow level) with room for improvement.

The second of the three outcomes identified is to support in-district high school success and transition. To assess that College Now program in meeting this outcome four measurements were identified, which include the number of student who completed college credited courses successfully (with a grade "C" or better); percentage of students matriculating to a community college or four-year college; percentage of students matriculating to Southwestern; and the average total college credits earn by individual College Now students. Student success is significant when participating in the College Now program with the 4-year average of 91.81% of the students who participated earning a "C" or better, which places the program in the green level of performance (expected level of achievement). Of the students who participated in the program 59% went on to a 2-year or 4-year institution placing performance in the yellow range (acceptable level of achievement) and 49% of those students came to Southwestern to finish their degrees placing the program in the green level (expected level of achievement). On average the College Now students graduated from high school with over 16 college credits earning a Green level of performance as well.

The third and final outcome identified is sustainable resource management. Two measurements were identified to evaluate this outcome, which are the reimbursable FTE gained through College Now as a percentage of the college reimbursable FTE and staffing FTE. The College Now program contributes on average (based on a 3-year spread) 10% of the overall FTE for Southwestern and is at the yellow threshold level (acceptable level of achievement).Additionally, the percent of College Now courses has consistently been at least 2% of all Southwestern class offerings over the past three years. The College Now program has one full-time employee (1 FTE) and is operating in the yellow level (acceptable level of achievement). The College Now Coordinator currently performs managerial, administrative and support functions at an average of 50 hours per week. The primary focus of this position is creating college credit opportunities for high school students; however, this position also performs advising and recruitment for Southwestern. Opportunities to expand the College Now program exist with more focus on priority duties. Currently legislative initiatives and recent CTE grant awards may increase requirements for the position, in addition to the high schools requesting even more interaction and support.

The College Now program is currently operating at an acceptable level overall with all outcomes falling within yellow or green levels of performance. The on-going evaluation of the program may provide additional information and processes to move the College Now Program to an overall green level in the future. Several projects have been outlined to in the table below to ensure program performance.

## Program Project Timeline – All Projects

Activity Timeline that includes core theme association, staff lead responsibility, start and projected end dates, association with other planning activities (academic master plan, technology plan, facilities plan), association with instructional projects.

| Project | Person Responsible | Start Date | End Date | Core Theme | Associated Plans | Associated Projects |
|---|---|---|---|---|---|---|
| Confirm ADA Statement is on all documents | Jenny Silva | 01/04/2016 | 01/30/2016 | Access | SP – A.2 | Program Review Checklist compliance |
| Create Course Evaluation Survey Procedure | Jenny Silva | 08/01/2016 | 12/10/16 | Sustainability | SP – S.3 AMP | |
| Develop data plan to increase data-driven prioritization | Jenny Silva | 01/04/2015 | On-going | Sustainability | SP – S.2 | Title III |
| Student Survey Procedure | Jenny Silva | 08/01/2016 | 05/01/2017 | Community Engagement | SP – CE. | |
| Procedure Manual | Jenny Silva | 06/15/2016 | 9/15/2016 | Sustainability | SP – S.2 | Program Review Checklist compliance |
| Student/Faculty Handbooks Updated | Jenny Silva | 06/15/2016 | 9/15/2016 | Access | SP – A.2 AMP | Program Review Checklist compliance |
| Create Professional Development Plan | Jenny Silva | 01/04/2016 | On-going | Sustainability | SP – S.2 AMP | |