# Program Review & Planning Committee 10/10/24 Agenda and Notes

## Outcomes:

- Approve revised committee description
- Develop program review survey
- Review Institution Set Standards
- Review 2021 Instructional Self-Study and plan revisions for 2025 Instructional Self-Study

## Attendees:

*Co-Chairs:* ~~Mary Bogan~~, Bridget Kominek, Daniel Berumen; *Faculty Representatives:* Stefani Okonyan--substitute for Deborah Paige (Humanities), Anya Shyrokova (LLRSPS), Luciano Rodriguez (Math & Computer Science), Rachel Nevarez (Tech & Engineering), Bradley Dawson (Natural Sciences),  David Lopez (Fine Arts), Josh Ashenmiller (Social Sciences), Olivia Barajas (Counseling), Yolanda Duron (Physical Education); *Classified Representatives*: VACANT, VACANT; *Management Representatives:* Sam Foster, Bridget Salzameda, Kristine Nikkhoo, Jessica Johnson; *Resource Members*: Kesha Shadwick

## MAIN AGENDA

| TIME | TOPIC | PRESENTER | PURPOSE, ACTION, and NOTES |
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| 3-3:05 | Call to order, approval of the agenda, approval of the notes | Bridget, Daniel, or Mary | Notes for 9/26/24<br><br>Actions: Agenda approved, notes approved |
| 3:05-3:10 | Public comments | Bridget, Daniel, or Mary | None |
| 3:10-3:25 | Co-chair report | Bridget, Daniel, or Mary | 10/25 PRAU training sessions are scheduled. Flier is linked in resources section below to share with constituents. Make sure department coordinators and area leads have the documents and links.<br><br>Co-chairs are working with Planning and Budget Steering Committee co-chairs to find software to adopt in Fall 2025 to be used for program review and resource allocation processes. Expect presentation of options at a future meeting.<br><br>Bridget/Daniel will email the link to the form back to the committee. They will also post it on the PRPC committee page. |
| 3:25-3:30 | Committee description | Bridget | Review the revised committee description and vote to approve before it's brought to Faculty Senate and PAC for consideration.<br><br>Action: Committee Approved, next steps bring to PAC and Faculty Senate for consideration and approval by the end of this semester. |
| 3:30-3:40 | Survey draft | Daniel | Review survey draft and offer feedback—Daniel shared the draft with the committee discussed<br><br>Update the language to make it clear the difference between the self-study and the annual update—use "four-year comprehensive self-study" in place of "self-study"? Or simply ask about "program review forms and process" or "program |

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| | | | review process"? Committee recommends simply asking about program review process rather than specific forms or templates.<br><br>Idea: have a question about the form, have a question about the process, have a question about the college's strengths/challenges.<br><br>In the survey, add links to the past forms for self-studies for people to reference. Embed this in the question itself for people to reference.<br><br>Suggest preamble to the survey—"In the interest of improving the program review process…"<br><br>In the preamble link the committee description and/or include it so people know what the PRPC is about and understand why we're asking about these topics.<br><br>Plan to keep the survey open through January and present it at all PRPC-related meetings (10/25 training, opening day sessions, etc.)<br><br>Second question—suggestion not to connect to the program review cycle specifically (just say "in the last four years") and reword to include in your area or the college as a whole.<br><br>Avoiding the language of "success:" Change wording to "What are we doing well—in your area or in the college as a whole?"<br><br>Distribution: share at PAC and Senate with committee descriptions. |
| 3:40-4 | Institution-set standards and ISLOs | Daniel | Discussion of follow-up questions from 9/26/24 and ongoing ISS analysis<br><br>Context: the "planning" in Program Review and Planning is looking at Key Performance Indicators/Institution-Set Standards and offering. The committee is working toward identifying strategic goals and priorities for 2025-2029, which will offer high-level plans that are operationalized with other plans such as the SEA |

| | | | | plan and the strategic enrollment management plan. This semester we are looking at data to inform the committee to do this work.

Daniel shared follow-up information in response to questions that came at the 9/26 meeting.
- Comparative data on successful enrollment after completing application from other local colleges (Region 8)
- FC dropped the most in the area (down 18%) from 2018-2019/2021-2022. What might cause that? Proximity to CSU means students who might have otherwise gone to FC went to CSU (similar pattern at Mt. SAC). Perhaps something to include in our environmental scan?
- How might course modality impact this? Was FC slower to move to face-to-face classes than other schools?
- How might covid impacted this?
- How might SES impact this?
- Possible goal: moving back to 2018-2019 numbers for successful enrollment after completing application, emphasis on closing gaps particularly for Black/African American students
- Modality discussion: all student demographic groups except Asian have lower success rates in online classes; the gap is significant for Black/African American studies
- English and math first year completion just for students who intend to get a degree and transfer are similar to those of all students
- Fill rate on math classes is 89%—seems to indicate that there are enough seats.
- Fill rate on English class is 98%—seems to indicate that access to classes might be more limited though there are sections available
- Lower math and English completion does not seem to be a function of lack of access to classes though it may have an impact especially in English
- Success rates in courses with embedded tutoring—students who attend at least one session have increased success rates |

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| | | | • Deeper dive for data: breaking out Asian, Latinx, and two or more races needs to happen to give a more accurate picture, and data doesn't allow for us to looking specifically at SWANA students<br>• Goal of this conversation: to set a foundation the committee to develop strategic goals/priorities in Spring 2025<br>• As this committee and PBSC considers funding requests, this data can be a big-picture consideration to help us develop our priorities<br><br>Daniel led a discussion of Institutional SLOs<br>• FC has five ISLO categories mapped to program and course SLOs<br>• For consideration with self-study form—do we want to reconsider the questions related to SLOs/ISLOs<br>• Persistent gaps exist based on race for ISLOA attainment of mastery<br>• Work is happening at the SLOA Committee to streamline how course SLOs are assessed, which will affect the data that goes into ISLOs<br>• There are different ways to assess ISLOs (portfolios, etc.) but |
| 4-4:25 | Instructional self-study template and plan for revisions | Bridget, Daniel, or Mary | This agenda item was postponed to the next meeting. Committee members are encouraged to review the 2021 Instructional comprehensive self-study and share with constituents to come with ideas for revisions. |
| 4:25-4:30 | Future agenda planning | Bridget, Daniel, or Mary | Continue to work on drafting the 2025 Instructional Self-Study Template as a main focus for the semester<br><br>On 11/14 the committee will give feedback on any draft PRAUs that are submitted |

**RESOURCES**

- [Committee description final draft](#)
- [October 25 PRAU Training Flier](#)
- [Survey draft](#)
- [2021 Instructional Self-Study Template](#)
- [2024 ACCJC Accreditation Standards](#)
- [PDF version of Fall 2024 Instructional PRAU](#)
- [PDF version of Fall 2024 Student Services/Admin & Operational PRAU](#)