Program Overview and Forecast (PrOF)
THE NEXT GENERATION
OVERVIEW OF PRESENTATION

- Role of PrOF
- Impact of PrOF
- Structure of PrOF
- Navigating the online environment
- Data review tips (instructional programs)
ROLE OF PrOF

- Opportunity to reflect and dialog about
  - program effectiveness
  - changes in the internal and external environment
- Opportunity to plan for the future
  - Identifying changes that will improve the program
  - Identifying resources needed to implement changes
IMPACT OF PrOF

- General Planning Benefits
- Specific Program Benefits
  - Establishes Program Outcomes
  - Organizes workflow (curriculum and outcomes assessment)
  - Identifies resource needs and future plans
- Provides data to inform
  - Unit Planning and Resource Allocation Processes
  - Professional Development, Facilities, Technology and College-wide Strategic planning, decision-making and assessment
  - Administrative Goal Setting and the Research and Grants Agenda
STRUCTURE OF PrOF

- Section I - Setting a Foundation
  - Program Role, Outcomes Review and Planning, Curriculum Review and Planning (Instructional programs)
- Section II - Getting Ready
  - Status of previous plans, identification of other accomplishments, review of outcomes and achievement data
- Section III - Planning for the Future
  - Brainstorming ideas, winnowing the list, providing details about plans
- Section IV - Resources
  - Identifying resources needed to accomplish plans
NAVIGATING THE ONLINE ENVIRONMENT

- Log-in Information
  - Faculty Staff; College Integrated Planning System; Enter ID and Password; Select PrOF
- Overview of PrOF editing screen
- Overview of the format of a question (question, directions, purpose)
- Two types of questions
  - Narrative (Question IA, IE, IIB, IIC, IID, IIE)
  - Tables (All others!)
- Examples
A GUIDE TO ANALYZING
PrOF INSTRUCTIONAL
DATA PACKETS

CRC Research Office 2013
### Student Access and Demographics

- Departmental Student Enrollment by:
  - Age group
  - Age group (collapsed)
  - Gender
  - Ethnic group
  - Educational goal
  - Educational level
  - Instructional mode
  - Course level
  - Freshman status
  - English primary language

### Student Success

- Departmental Ave. Course Success by:
  - Age group
  - Age group (collapsed)
  - Gender
  - Ethnic group
  - Educational goal
  - Educational level
  - Instructional mode
  - Course level
  - Freshman status
  - English primary language

#### Additional Data

- Semester-to-semester persistence rates
- Departmental WSCH/Instructional FTE/Productivity
- Degree and/or Certificates Awarded

The PrOF data packets graphically and numerically represent each of the demographic and outcome measures listed above. The past four academic years are analyzed and displayed in the charts to allow you to track trends over time.
THE BIG PICTURE

- As you review your data
  - Look for trends, patterns or interesting differences
    - in your program/department data
    - when your data is compared to college-wide data
  - Think about what might contribute to these trends
    - factors such as scheduling, new interventions, curricular or instructional mode changes
    - challenges such as facilities issues, decreased FTE, full to part time ratios, etc.
- These observations should inform the identification of program strengths, opportunities and planning ideas in PrOF.
Look for:

- Increases over the past four years (upward tendency in the graph)
- Decreases over the past four years (downward tendency in the graph)
- Cycles in the data (an up and down pattern in the graph)
- Noticeable changes over a shorter time period may warrant further investigation, particularly if present on multiple slides
This graph shows that the department is experiencing an increase in the percentage of Hispanic students and a corresponding decrease in the percentage of Asian/Pacific Islander and White students.
This graph shows that in general, average course success rates have decreased in all Instructional Modes. It should be noted, however, that a small number of online classes in the department may exaggerate observed trends.
EXAMINING DIFFERENCES

- Within your data
  - Look for group(s) for which the data exceeds or is below the data for other groups
  - Look for years where the data differs from the other years
  - Look for data points that don’t follow an observed trend
- When comparing your data with College-wide data
  - Look for trends that differ from College-wide trends
  - Look for situations where program data exceeds or is less than College-wide data
- Examples
This graph shows the department’s course success rates by the student’s enrollment status (whether or not the student was a “first-time” freshman). Course success rates have varied over the five years.
Comparing the department data with college-wide data shows that the department is serving a younger student clientele compared to the rest of the college (note that the scales on the two graphs are not the same).
IMPLICATIONS OF THE DATA

- Program strengths can be identified from
  - Increases/upward trends (overall or in one group)
  - Areas in which the departmental data exceeds college-wide data
  - Differences within the departmental data

- Opportunities can be identified from
  - Decreases/downward trends (overall or in one group)
  - Areas in which the departmental data is below college-wide data
  - Differences within the departmental data
  - Factors that might be limiting the growth and/or the success of students in the department.
RESOURCES

- Consultation/Support from Research Office
- Special Research Requests
- Work in CASSL!
- Help Tabs/Issues Tracker
- Other PrOFs
- Online Resources
  - http://www.crc.losrios.edu/Faculty_and_Staff/Planning/Program_Review.htm
    - PrOF Manual
    - Training Video for Data Analysis