

AGENDA ITEM B3: STUDENT DEVELOPMENT
BOARD RULE 400.0100.00
PROGRAM REVIEW
BOARD OF TRUSTEES MEETING: MAY 1, 2014

The academic program review process assesses the overall health, viability and endurance of instructional programs. It examines the gaps between the actual performance on key indicators and the benchmarks for each; develops a strategic plan to address any program performance measures that fall short of the established benchmarks; and documents the review processes annually in order to track progress. This report presents the data for key performance indicators for fall semester 2013. It discusses the meaning of the data in the context of past, present and anticipated future performance of the programs, and sites improvements/targets for improvement.

Presentation of Data

Four Key Performance Indicators (KPIs) are established for associate degree programs. Benchmarks are set for each of the four KPIs and are shown below:

2012/2013 Benchmarks and the Criterion Standard for each Benchmark:

Enrollment: <25% decrease from fall to fall

Persistence Rate: 55% or higher persistence of students at the college

Graduation Rate: 8 or more graduates per year

Placement: 75% or greater hold jobs in a field related to the major field of study

KPIs and benchmarks are shown in Table I where data are organized by academic disciplines and arranged alphabetically. There are four columns of data displaying KPIs for each program. From left to right, these columns show program performance in the following areas: 1.) **Enrollment**: Fall 2013 headcount by program and the **Enrollment Trend**: Percent increase or decrease in enrollment from Fall 2012 to Fall 2013; 2.) **Persistence Rate**: Percent of students who were enrolled in a first level course in Fall 2012 and continued into a second level course in 2013; 3.) **Graduation rate**: The number of degrees awarded in each program during the 2012/2013 academic year; 4.) The final column, **Placement**, shows the number of 2013 graduates who were employed six months after graduation and the percentage of graduates who are continuing their education after graduating from Belmont College.

Table I, Program Review Summary of *Key Performance Indicators*

Academic Programs	Key Performance Indicators					
	Enrollment		Persistence	Graduation	Placement	
	Fall 2013 Headcount	Enrollment Trend Fall to Fall Headcount Percent change	1st level course to 2nd level course	Degrees awarded 7/1/2012 - 6/30/2013	Placement rate* December 2013 Report Data	Percent of grads continuing education** December 2013 Report Data
Associate of Arts	26	-38.1%	28.6%	3	50%	100%
Associate of Science	41	-30.5%	23.7%	3	0%	100%
Business Programs						
Accounting	31	-20.5%	64.7%	16	50%	60%
Business Administration and Leadership	50	-38.3%	68.4%	16	70%	30%
Business Management: SBA	13	-60.6%	40%	5	67%	67%
Office Administration	18	-41.9%	75.0%	5	100%	0%
Real Estate	6	-45.5%	0%	5	0%	0%
Building Preservation and Restoration	18	0%	72.7%	5	60%	0%
Computer and Information Technology Programs						
Cyber Security & Computer Forensics	24	4.3%	100%	5	50%	25%
Electronic Media	17	-48.5%	16%	9	75%	25%
Library Paraprofessional	26	36.8%	100%	6	100%	33%
Networking	46	-33.3%	68.8%	22	67%	33%
Engineering Programs						
Civil Engineering	40	-7%	95%	5	100%	0%
Industrial Electronics	50	-28.6%	73.9%	10	100%	33%
Public Service Programs						
Criminal Justice	38	-29.6%	52.6%	10	25%	50%
Emergency Medical Services - Paramedic	25	25%	18.2%	2	100%	100%
Firefighter	35	-35.2%	75%	0	0%	0%
Industrial Technology Programs						
Industrial Trades - Heating, Ventilation, Air Conditioning	21	-25%	55.6%	12	60%	0%
Industrial Trades - Welding Technology	60	46.3%	75%	8	66.7%	33%
Medical Assisting	82	-21.9%	84.6%	43	94%	40%
Mental Health						
Early Childhood Education	37	-22.9%	51.5%	10	70%	60%
Mental Health Technology	44	-39.7%	69.2%	15	79%	86%
Nursing						
Practical Nursing	56	12%	80.6%	36	92%	38%
Registered Nursing	128	-19.0%	65.1%	78	97%	43%
*Placement rate is based upon number of graduates reached and employed in November 2013						
** Percent of graduates continuing their education is based upon the number reached and reported in November 2013						

General Highlights

1. Twelve programs did not meet the *Enrollment* benchmark. Programs that experienced a decline in enrollments of greater than 25% included: Associate of Arts (-38.1%); Associate of Science (-30.5%); Business Administration and Leadership (-38.3%); Small Business Administration (-60.6%); Real Estate (-45.5%); Electronic Media (-48.5%); Networking (-33.3%); Industrial Electronics (-28.6%); Criminal Justice (-29.6%); Firefighter (-35.2%); and Mental Health Technology (-39.7%).
2. Sixteen of the 24 programs met the *Persistence* benchmark in 2013.
3. Eleven of the degree programs did not meet the *Graduation* benchmark of “8 or more graduates per year.”

4. Ten of the degree programs met the *Placement* benchmark of “75% or greater of graduates working in the field.” The data for placement in this report are consistent with data reported in the December 5, 2013 monitoring report. Placement rates were based upon responses to the placement survey. According to data in the December placement report, forty-two percent of the graduates who responded to the placement survey stated they are either continuing their education or planning to continue their education at this time, and this may be affecting the placement rates.
5. Medical Assisting met all benchmarks in 2013.
6. Four of the programs did not meet benchmarks for the 2013 year. Those programs include: Associate of Arts; Associate of Science; Small Business Administration; and Real Estate.

Conclusions and Targets for Improvement

The 2013/2014 Program Review process was approached differently than in previous years. The model was revised to include more precise decision-making guides and metrics for measurement of program performance. Faculty and program chairs were led through a new way of analyzing the data they received for each program. They were challenged to review the data against the backdrop of the U.S. Department of Labor environmental scanning and jobs outlook information for each program. They also were challenged to think through past performance, current status, future projections for performance and what the ten year net loss/net gain trends for the programs mean. They were charged with documenting their analysis and communication with industry stakeholders, employers and the program advisory committees to assess curriculum and program content for relevancy and stakeholder needs. After thorough assessment and data analysis, the faculty then designed strategic plans for the programs to: 1.) Fill curriculum gaps, 2.) Properly market/communicate the programs, 3.) Modify, deactivate or suggest new programs/majors to meet stakeholder needs.

Each program chair was asked to embed in the plans measurable objectives, actions to attain the objectives, responsible people assigned to each objective and metrics to measure the outcomes. All strategic plans were completed and work has begun to attain the objectives. Some faculty began work on the objectives before the plans were due. Examples of results are as follows:

1. The Early Childhood Education Program, modified and approved by the Ohio Board of Regents last February to become eligible for Ohio Department of Education (ODE) pre-Kindergarten licensure and certification, was approved by ODE just recently. Graduates are now eligible to take the education praxis certification exam to gain education licensure for teaching in the pre-Kindergarten age group. Next year the program will move toward national accreditation as an additional goal.
2. Electronic Media and Networking are newly modified programs. Faculty are hopeful that the implementation of expanded and improved website pages will be realized and will assist with the repackaging of the modified curriculum.
3. Real Estate will be moved to the Workforce Development Department where courses can be run on demand, since there is no need for an associate degree program. The current demand is for the fundamental Real Estate technical courses required for basic practice.
4. The transfer advising function at the college will undergo revision to facilitate earlier intervention with pre-baccalaureate transfer students, case management of the students for

retention to degree completion, a seamless transition to the upper division baccalaureate programs, and maximum potential for success points in the college funding formula.

5. With the retirement of the long-time program Business Management Program Chair, strong leadership will be assigned in this area through reorganizing the area. In addition, the Office Administration Program will become embedded in the Business Management Degree as a major to facilitate close program and course oversight, and economize section enrollment.
6. Currently there is ongoing expansion of new experiential learning sites for internships. Recent new sites include the following: Ohio Hills Health Services, Perry CPA Group, William Knox CPA, Hall Engineering Company, and Marshall County Historical Society.
7. New Program Development remains a priority. Advanced manufacturing and health programming (among others) remain on the top of the list as areas to explore for feasibility.
Recent New Programs Developed: Natural Resources Associate Degree (Major, Civil Engineering), Natural Resources Certificate (Civil Engineering), Instrumentation Associate Degree (Proposal ready for approval – Major, Industrial Electronics), Instrumentation Certificate (Industrial Electronics), Propane Mechanics Certificate (A-Plus Grant Proposal with K-12 Partners submitted to OBR March, 2014), CDL (All locations), Process Technician (Shared Degree with WSCC – Online).
Recent Transfer and Articulation Agreements: YSU (Associate of Arts – Accounting and Business Management); University of Akron (Associate of Science – Information Technology {In Progress}, Associate of Arts – Accounting and Business Management {In Progress})
Examples of New Credit Courses: Oil and Gas Accounting I and II (Approved by Ohio Accounting Board for Continuing Professional Accounting Education for CPA's); Introduction to Geographic Information Systems; Geology of Coal, Oil and Gas; Introduction to Oil and Gas; Workplace Safety (OSHA and CPR Cards), Construction Estimating.
8. The placement rate of 75% or greater in the field is a new KPI this year and performance at this benchmark seems to be the most challenging for programs. This may be due to the high percentage of graduates who are now pursuing education toward a Bachelor's Degree as soon as they leave Belmont. Graduates are opting not to work in the field as they do so.
9. It is recommended that the current Program Review benchmarks be evaluated to determine their efficacy and usefulness, and whether a "one size fits all" benchmarking model makes sense for Belmont.
10. Investigate collaboration with the Department of Enrollment Services and Strategic Communications to develop effective recruitment and communication plans for new program initiatives.
11. Cross train recruitment and admissions employees and others to facilitate a seamless pathway for new students from inquiry to registration in order to promote student engagement and success.
12. Engage faculty in the recruitment and admissions process for new, returning and continuing students.
13. Implement faculty training related to their role in enrollment management and data analysis.
14. Investigate implementing the Community College Faculty Survey of Student Engagement to elicit information from faculty about their perceptions regarding students' educational experiences and to bring faculty into the analysis of CCSSE student data.
15. Increase current program enrollment by 3% by fall 2015.
16. Increase program retention by 3% by fall 2014.