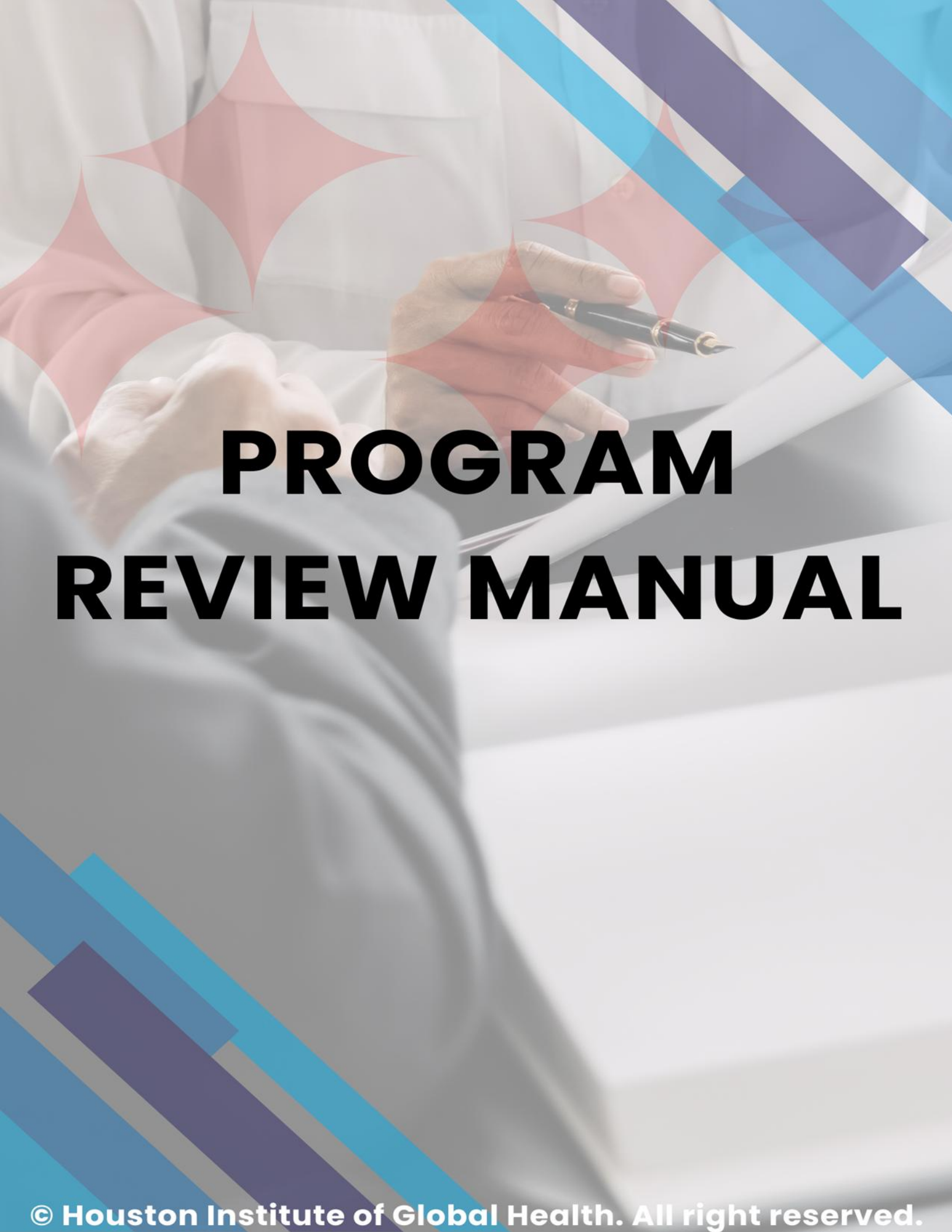




# **PROGRAM REVIEW MANUAL**

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# Vision, Mission, and Values

## Houston Institute of Global Health Vision

The **Vision** of Houston Institute of Global Health is to empower students with the knowledge, skills, and opportunities needed to drive personal success, generate income, and contribute to economic development.

## Houston Institute of Global Health Mission

The **Mission** of the Houston Institute of Global Health (HIGH) is to deliver exceptional, practice-based educational programs that are accessible, affordable, and aligned with the evolving market demands.

## Houston Institute of Global Health Values

We are committed to the principles of:

- **Honesty:** Upholding transparency and ethical behavior in all that we do, ensuring trust and openness across the institution.
- **Integrity:** Adhering to the highest standards of ethics, professionalism, and accountability in every decision and action.
- **Equality:** Committing to equitable access to education, resources, and opportunities for all individuals.
- **Fairness:** Ensuring impartial treatment of everyone, regardless of background, circumstances, or identity.
- **Respect for Diversity of Ethnicity:** Acknowledging, valuing, and embracing the unique backgrounds, traditions, and perspectives that individuals from different ethnic groups bring to a community, workplace, or society.

## Houston Institute of Global Health Purpose

To provide access to educational opportunity for all with innovation and distinction.

# **Program Review Introduction**

Program Review is an integral part of institutional effectiveness and the strategic and budget planning process. Program Review offers an opportunity to gauge successes and design improvement actions to ensure the quality of educational and educational support programs. Annually and every five years, program faculty and staff reflect collaboratively on educational practices and performance outcomes while completing the template forms.

## **Program Review Structural Overview**

Every five years, all programs must engage in the Program Review process. The Comprehensive Program Review requires all program stakeholders to participate in a reflective review using the template prompts and performance data provided. The Comprehensive Program Review is designed to encourage a program to look longitudinally at the last five years of performance data in order to identify program strengths, weaknesses, opportunities, and potential challenges. The narrative prompts ask the program to reflect on and analyze the data and outline actions for innovation and improvement.

## **Program Review Mission Statement**

The program review process improves the quality of the educational programs and educational support programs offered at Houston Institute of Global Health. The process follows a timeline that includes a Comprehensive Program Review every five years and an Annual Program Review to track and monitor student success, strategic planning and budget allocation at the program and discipline level, and overall improvement.

## **Program Review Goals**

The primary goals for Program Review are to:

1. Assess how well we serve our students and how we can improve.
2. Demonstrate program effectiveness through continuous improvement.
3. Align academic and service program needs, campus resources, and priorities within the planning and budgeting processes.
4. Ensure that program priorities are driven by the institute's mission and planning documents.

## Program Review Council

The Program Review Council (PRC) is responsible for reading and evaluating the Comprehensive Program Review. The PRC is composed of the following members: Director, Student Services, Instructional Designer, and two representatives (faculty and/or classified staff) from each area.

The Director and Instructional Designer will serve as the co-chairs of the PRC. The Student Services are responsible for recruiting the two representatives (faculty and/or classified staff) from their respective areas. The term of service for the representatives serving on the PRC will be determined by the director. The faculty representatives are confirmed by the Director prior to the annual PRC meeting.

The PRC co-chairs (Director and Instructional Designer) will convene an annual meeting of the Council on the last Friday of October. There are two agenda items for the meeting: 1) Formation of reader teams that will evaluate each Comprehensive Program Review and 2) Training & Orientation for the reader teams.

Prior to engaging in the work of reviewing and evaluating the Comprehensive Program Review, each reader team will participate in an orientation and training session facilitated by Instructional Designer. This training is conducted during the annual PRC meeting. The session will provide reader teams with an overview of the format and process of the Comprehensive Program Review, and an opportunity to ask questions and understand the overall importance of Program Review. Reader teams will also engage in a norming session to ensure inner-rater reliability of the evaluation process.

Each reader team will have three members: 1) the Instructional Designer, 2) faculty or classified staff from the division where the Program Review originates, and 3) faculty or classified staff from outside the division where the Program Review originates.

Faculty and classified staff who serve on the PRC will serve on two reader teams at maximum.

Each reader team receives the Comprehensive Program Review for evaluation by the second Monday in December. Upon receiving the program review, the reader teams will meet, review, and evaluate the Comprehensive Program Review collaboratively using the respective Program Review Rubric and submit the evaluation to the Instructional Designer by the last Friday in January.

## Components of the Comprehensive Program Review

The Comprehensive Program Review contains three different components:

1. **Program Review Template (required):** Programs will construct their goals in consultation with their deans. To understand how they performed in relation to their goals, programs will analyze longitudinal data from the previous five years and indicate their observations and inferences. Following this, programs will identify actions to maintain or improve program performance metrics. Programs will then identify resources needed (finance or staffing or other) to execute the actions. The program review is reviewed and evaluated by reader teams of the PRC.
2. **Budget request (optional):** The Budget Request process should be used to request new items (equipment, software etc.). The need for this item should be identified and referenced in the Program Review and must be aligned with the institute's Strategic Plan. The budget request is reviewed by the Finance Allocation Team.
3. **Staffing request (optional):** If the program identifies staffing needs, then faculty and/or staff will need to complete the staffing request form that is made available during the program review process. The staff request is reviewed by the Committee.

## Program Review Categories

All programs are integral to supporting the institute's mission. For the purpose of the program review process, programs fall into two categories: Educational Programs and Educational Support Programs. As outlined in the chart below, The Houston Institute of Global Health uses the following definitions to clarify the categories:

### Educational Programs

An organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

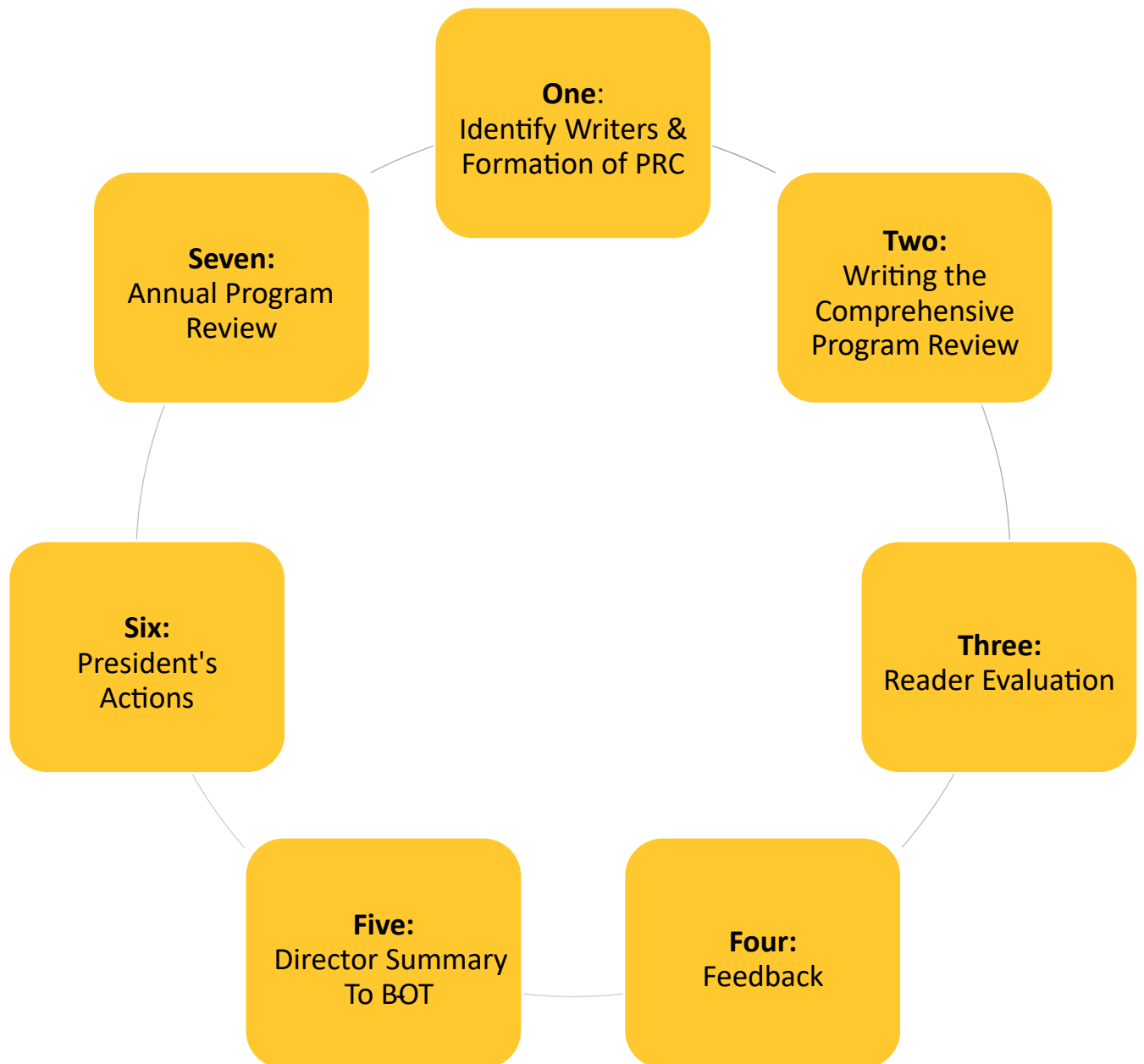
### Educational Support Programs

Service designed to enhance student success and support students in achieving their educational goals.

| Educational Programs                                      |                                                                   |  | Educational Support Programs |
|-----------------------------------------------------------|-------------------------------------------------------------------|--|------------------------------|
| <b>Medical Assistant</b>                                  |                                                                   |  | Admissions & Records         |
| MAT102                                                    | Introduction to Medical Assisting                                 |  | Articulation                 |
| HIT135                                                    | Legal Aspects of Healthcare                                       |  | Admissions & Records         |
| HIT215                                                    | Medical Coding and Insurance                                      |  | Counseling                   |
| HST111                                                    | Medical Terminology                                               |  | Disability Resource          |
| HST116                                                    | Human Structure and Function                                      |  | Evaluations                  |
| HST140                                                    | Pharmacology                                                      |  | Externship                   |
| HST165                                                    | Cultural Competence and Communication for Health Professionals    |  | Financial Aid                |
| HST200                                                    | Diseases of the Human Body                                        |  | Health Services              |
| MAT250                                                    | Professionalism in Healthcare                                     |  | Library                      |
| MAT265                                                    | Clinical Competencies I                                           |  | Marketing & Outreach         |
| MAT275                                                    | Clinical Competencies II                                          |  | Online Learning              |
| MAT280                                                    | Clinical Competencies III                                         |  | Placement                    |
| MAT295                                                    | Medical Assisting Externship                                      |  | Recruitment                  |
| <b>Medical Office Administration (Billing and Coding)</b> |                                                                   |  | Student Activities           |
| HIT135                                                    | Legal Aspects of Health Information                               |  |                              |
| HIT215                                                    | Medical Coding and Insurance                                      |  |                              |
| HIT220                                                    | Reimbursement Methodologies                                       |  |                              |
| HIT253                                                    | Medical Coding I                                                  |  |                              |
| HIT255                                                    | Medical Coding II                                                 |  |                              |
| HIT292                                                    | Billing and Coding Practicum                                      |  |                              |
| HST111                                                    | Medical Terminology                                               |  |                              |
| HST116                                                    | Human Structure and Function                                      |  |                              |
| HST200                                                    | Diseases of the Human Body                                        |  |                              |
| <b>Phlebotomy Technician</b>                              |                                                                   |  |                              |
| PBY102                                                    | Introduction to Phlebotomy Practice and Quality Assessment Basics |  |                              |
| PBY101                                                    | Ethical, Legal and Regulatory Issues                              |  |                              |

|        |                                                                                 |
|--------|---------------------------------------------------------------------------------|
| PBY100 | Basic Medical Terminology, the Human Body, and the Cardiovascular System        |
| PBY104 | Safety and Infection Control                                                    |
| PBY103 | Documentation, Specimen Handling, Transportation and Blood Collection Equipment |
| PBY105 | Pre-examination/Preanalytical Complications                                     |
| PBY106 | Obtaining Blood Samples                                                         |
| PBY107 | Specimen Collection and Processing                                              |

## Program Review Operational Phases



## Timeline and Due Dates

| Month    | Due Date             | Action                                                                                                                                                                                                                                                                                                 | Who is Responsible     |
|----------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|
| March    | 2 <sup>nd</sup> week | Notification to Instructional Designer requesting Writers                                                                                                                                                                                                                                              | Director               |
|          | 4 <sup>th</sup> week | Director sends confirmation of the Writers to the Instructional Designer                                                                                                                                                                                                                               | Director               |
| April    | 3 <sup>rd</sup> week | Orientation and Training of the Writers: Writer(s) begin working on the Comprehensive Program Review (CPR) - April to December 1st                                                                                                                                                                     | Instructional Designer |
|          | 3 <sup>rd</sup> week | Notification to Instructional Designer requesting faculty and staff volunteers for PRC                                                                                                                                                                                                                 | Instructional Designer |
| October  | 4 <sup>th</sup> week | Confirmation from Senates of faculty and/or staff serving on PRC                                                                                                                                                                                                                                       | Instructional Designer |
|          | 4 <sup>th</sup> week | PRC is formed: Orientation and Training provided                                                                                                                                                                                                                                                       | Instructional Designer |
| December | 1 <sup>st</sup> week | Writers submit CPR                                                                                                                                                                                                                                                                                     | Writers                |
|          | 2 <sup>nd</sup> week | Readers are provided the CPR and the Evaluation Rubric and begin the evaluation                                                                                                                                                                                                                        | Instructional Designer |
| January  | 4 <sup>th</sup> week | Readers complete and submit the Evaluation                                                                                                                                                                                                                                                             | Readers                |
| February | 2 <sup>nd</sup> week | Writers will receive Comprehensive Program Review feedback                                                                                                                                                                                                                                             | Writers                |
| March    | 3 <sup>rd</sup> week | Finance completes decisions                                                                                                                                                                                                                                                                            | Finance                |
| April    | 3 <sup>rd</sup> week | <p>The Director and the Instructional Designer present an annual report to BOT during the spring semester about the Comprehensive Program Reviews from their respective areas.</p> <p>The President presents an annual report to BOT during the spring semester about that year's budget requests.</p> | Administrators         |

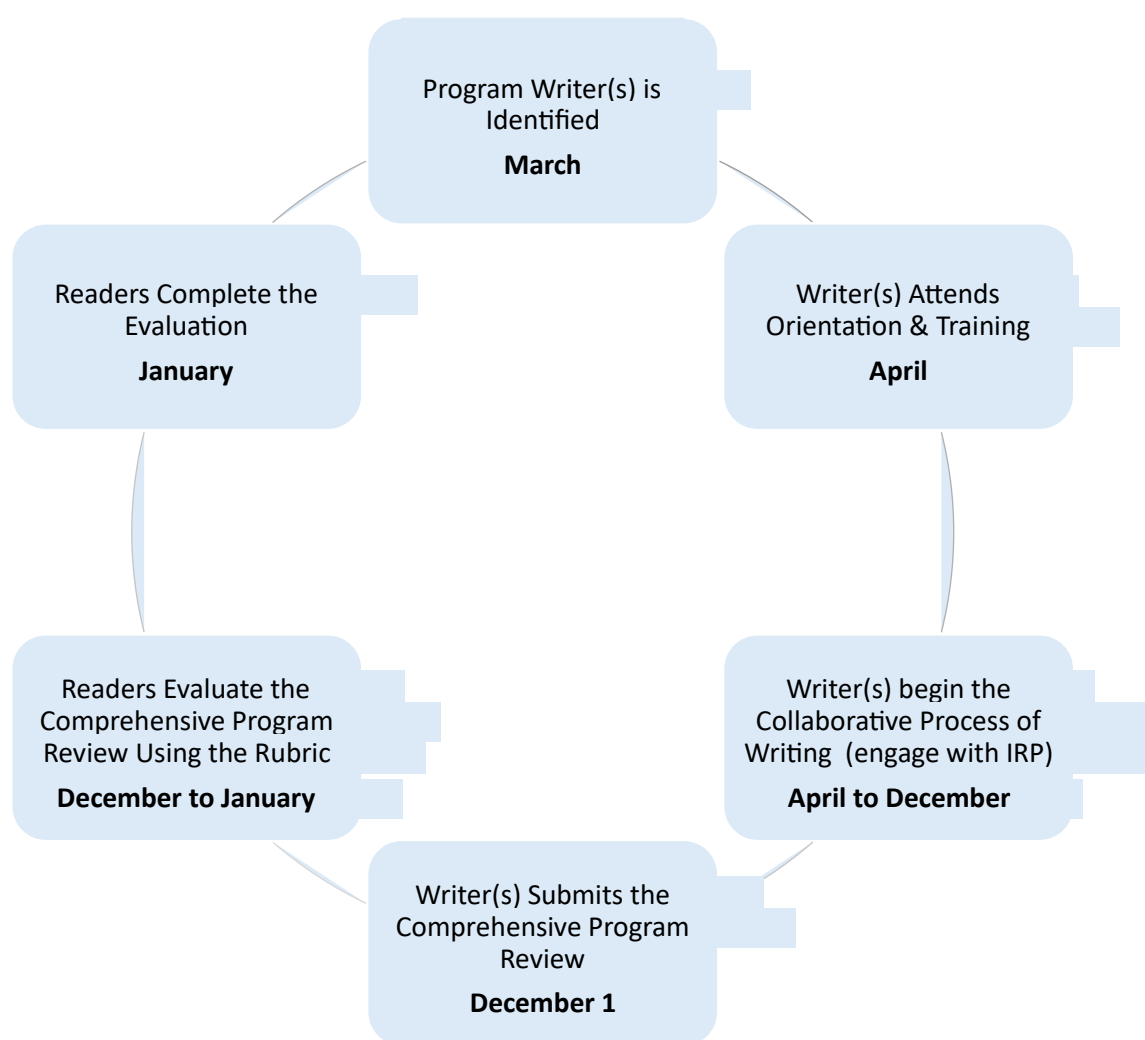
## Phase One

During the fall semester, the Instructional Designer will contact the Director and ask to identify a lead writer for each Comprehensive Program Review. During the spring semester, the Instructional Designer will request volunteers to serve on the PRC and forward the names of the volunteers to the Director for confirmation.

## Phase Two

The writers will work with the other members of their program during the spring and fall semesters to complete the program review template and if needed the budget and staffing request forms.

### Phase Two Overview



## Overview of Writing the Comprehensive Program Review

Writer - The writer(s) is responsible for documenting the review by program stakeholders by authoring the Self-Study Report via an outlined template titled, The Comprehensive Program Review Template.

Engage Program  
Faculty in  
Drafting the  
Comprehensive  
Program Review

Authentic  
Assessment of  
Data

Tips for  
Reviewing the  
Data

Acknowledging  
Program  
Weaknesses

Finalizing the  
Comprehensive  
Program Review

The Comprehensive Program Review is not an exercise of compliance; although it is required for institutional accreditation, it is meant to bring value and meaning to the everyday operations of a program. The collaborative process of writing the Comprehensive Program Review provides an opportunity to identify strengths, weaknesses, and opportunities. Ultimately, going through the process will guide short and long-term strategic planning along with setting goals for sustaining successful operations and actions, and improving areas of weakness. A Comprehensive Program Review resulting from careful analysis that incorporates feedback from many program stakeholders has the potential to influence a program's resource allocation decisions and strategic direction for the next five years.

### Orientation and Training of the Writers

Prior to starting the work of writing the Comprehensive Program Review, each program writer(s) will participate in an orientation and training session with the Instructional Designer. The orientation session will provide Writers with an overview of the format and process of preparing the Comprehensive Program Review, and an opportunity to ask questions and understand the overall importance of Program Review.

### Engage Program Faculty in Drafting the Comprehensive Program Review

The Comprehensive Program Review is completed using the template titled Program Review Template. The Instructional Designer provides access to the template on One Drive, which allows the Writer to type in the narrative responses directly in the platform. The data is integrated into the online template and Writers will use the data tables to assess previous and current program outcomes along with predicting the challenges and opportunities for the program's future. The space provided for each question has a word count limit to elicit a meaningful response. It is important to note, there is no right or wrong response. Writers should be concise; the narrative should be succinct. In essence, the template will help the Writers and faculty collaborators to know who, what, when, where, and why to address needed information.

The Instructional Designer will provide each Writer access to the platform via an email with access details. For all Writers, an orientation and training session will be held to provide an overview of the template and the software platform. Support is available from the Offices of Institutional Research and Planning and Instruction. The coaching and support is available to help ensure each program going through the Comprehensive Program Review process, is successful.

The Comprehensive Program Review is interpretive and thus collaboration from all program stakeholders is essential. The writing of the report and associated processes are an important opportunity for the program faculty and staff to come together to evaluate their own performance with respect to the ability to achieve the program mission and student learning outcomes. The Comprehensive Program Review is an introspective review of the program's strengths and weakness. When engaged in program review, program faculty should make a candid evaluation of the current

situation and future while engaging in collegial constructive dialogue to discuss and design actions to improve on weaknesses, while also taking advantage of future opportunities and innovation.

The Comprehensive Program Review should be evaluative rather than merely descriptive. It is not enough for the report to simply describe the operation of the program. The template requires the Writer to review and appraise the operations and performance with due recognition of both problems and achievements. Being critical and courageous in recognizing and writing from the lens of self-judgment is the single most significant activity of the program review process.

### **Authentic Assessment of the Data**

The Comprehensive Program Review is a very focused look at the most basic performance data of a program. The data presented in the template allows the Writer and program faculty and staff an opportunity to gain insight from the data, but the important aspect of engaging in the writing of the Comprehensive Program Review is to unlock the value from the data by acting on it, by gleaning patterns, trends, and anomalies. Stephen Tuthill, (1990) in his book, *The Data Hierarchy*, states, “Once we have the data, we can sort and organize it into information. Knowledge is then derived from the patterns that result from understanding the relationships between the data and other factors. Wisdom comes when we understand what to pay attention to and what has meaning for us. We need to analyze the data in a way that gives us the power to see (knowledge) and act (wisdom).”

From data we recognize our program successes and weaknesses. Data also allows us to identify problems that need to be resolved to ensure program effectiveness and student success. Data can inform our decisions, but it is really only valuable when we can translate what is uncovered into actionable insights. Data is valuable only if it helps the Houston Institute of Global Health programs enact change to improve performance outcomes.

#### **Tips for Reviewing the Data**

- Focus on trends, not data points: The best insights often come from looking not at singular data points but at trends, especially when they change direction.
- Compare time ranges such as semester to semester or year to year. Be careful when using comparable ranges, for example, comparing Fall to Fall might pose problems if a change in the curriculum happened, which makes the comparison not valid as it is not the same each semester.
- Search for strong relationships: Often, the most powerful and insightful discoveries in data analysis are the relationships between variables, or a significant correlation. Seek help from your Institutional Research Coach for assistance with ideas and ways of thinking about possible relationships.
- Try different perspectives: Because one individual can't interpret or fully understand everything that happens across the five-year time-period or what other faculty in the program are engaged in, invite program faculty and staff to delve into the data collaboratively. It is vital to have other's insight and interpretation of the data to then understand how to write the narrative sections.

## **Acknowledging Program Weaknesses**

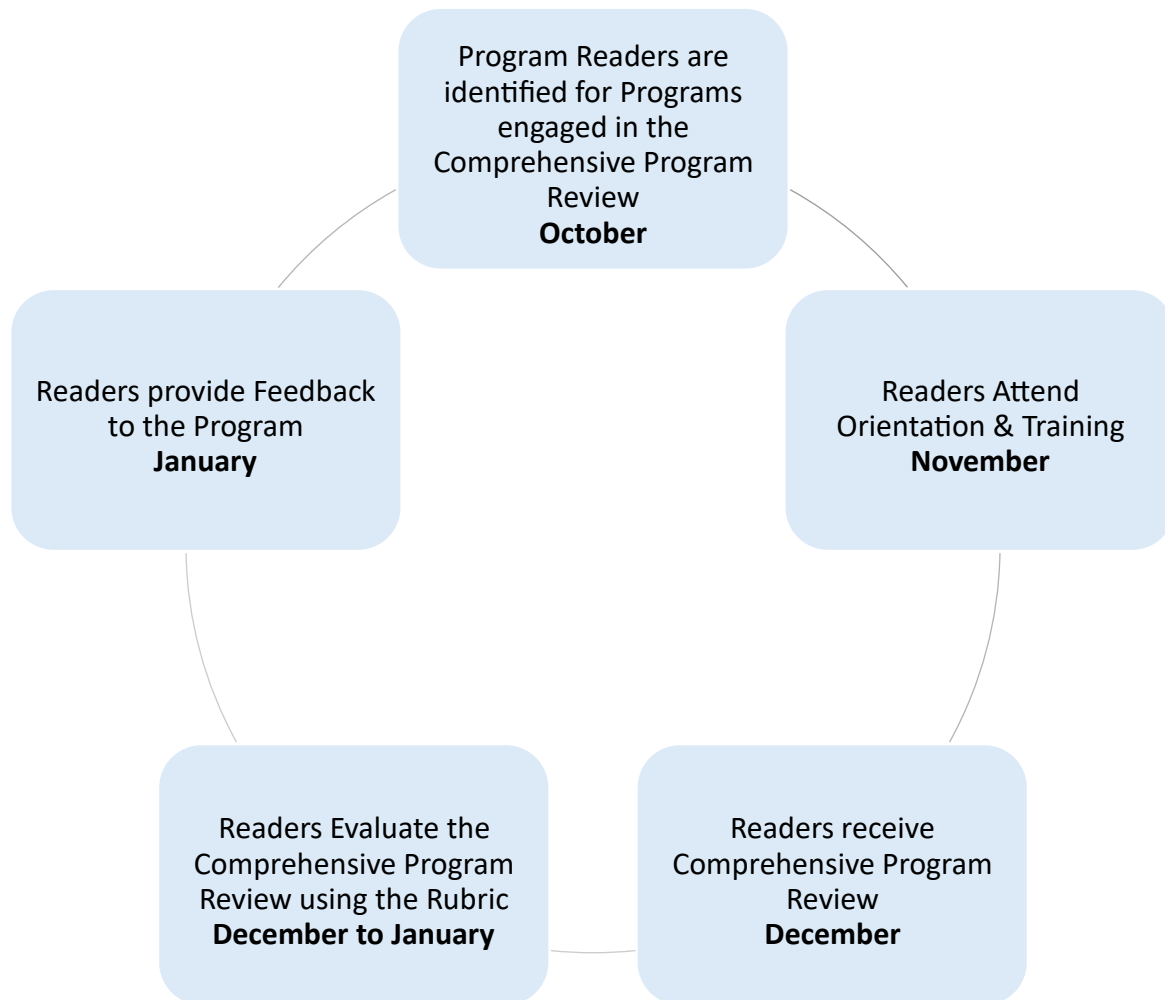
Program Review is no longer attached to punitive actions, such as program elimination and should not be viewed from a fear-based perspective. This process is not about judging, shaming, or a program getting into trouble. Program Review is for acknowledging and asking for help and resources, if needed, based on an authentic evaluation of the program performance outcomes and operations.

Acknowledge program weaknesses in the narrative in a straightforward, non-defensive tone. The narrative sections in the template also provide the Writer an opportunity to explain what the program plans to do to address weaknesses or problems. Assigning blame for problems or weaknesses should be avoided. All programs have shortcomings; the idea is to demonstrate that program faculty and staff are aware of those weaknesses and underperformance. A program cannot remedy weaknesses if it does not acknowledge they exist.

## Phase Three

The reader teams will receive the Comprehensive Program Review that they will need to evaluate by the second Monday in December. Reader teams will collaboratively complete the evaluation by the last Friday in January.

### Phase Three Overview



## Phase Four

Programs will receive the feedback from the reader teams by the second week in February. Programs will use this feedback to develop any needed improvement plans during the next Annual Program Review update.

### Providing Feedback

The feedback provided when evaluating the Comprehensive Program Review should have an outcome that motivates a program to identify and analyze good practices in comparable programs and efforts across the institution and then adapt the best to their own circumstances. They should compare good versus average or poor-performing practices within their own department, assess the causes of the differences, and seek ways to improve the lesser performers (Massey, 2003). The ratings and feedback need to be written in such a way as to encourage programs to improve the quality of their efforts on a regular basis.

The tone of the feedback and the context in which it is given therefore matters a great deal. Feedback can be corrective, suggest an alternative strategy, provide encouragement, codify ideas, and evaluate correctness. The feedback the Readers provide to a program is a consequence of its performance based on a set of determined metrics within the template. It is therefore important to provide authentic feedback; both positive and negative. Based on each Reader's area of content expertise s/he can also provide narrative reflections related to strengths and challenges facing the program including:

- The need for resources to assist with program challenges and improvements
- Trends in the discipline that could affect future planning for the program
- Strengths and weaknesses in the program's plan to improve teaching and learning with an emphasis on the disproportionate impact of students of color

Feedback can be a very powerful tool for program improvement, and when viewed from this perspective the Reader should approach the evaluation work as helping the program and institute to improve rather than to equate it as being a harsh judge.

### Creating A Program Improvement Action Plan

After reviewing feedback, reflecting, presenting findings, and engaging in discussions about the Comprehensive Program Review, programs will create an Action Plan for future program development and improvements. A program's plan is comprised of actions for improvement that are generated at the conclusion of the Comprehensive Program Review and are taken directly from the template sections where actions were determined as needed. The plan should:

- Set clear expectations for improvement during the next five-year cycle
- Clearly outline actions to take including relevant activities and needs
- Actions are dynamic and open to revision as circumstances change over the five-year period. Each program will implement improvements it has identified, then assesses its progress, and the cycle continues each year, for five years.

### Reflection and Edits to the Comprehensive Program Review

Approaching the feedback provided by the Reader Team and Vice President is an important part of the Program Review process and should be viewed in the spirit intended, for improvement rather than defending a position, rationalizing results, or gaining status. Reflecting can provide an opportunity for uncovering insights, connections, and/or solutions not considered. When considering other perspectives there is an opportunity for heightening awareness and provoking new ideas.

Writers are encouraged to contact Readers to discuss the feedback and evaluation if necessary.

## **Phase Five**

The Director and Instructional Designer will receive the Comprehensive Program Review and the feedback from the reader teams by the second week in February. The Director and Instructional Designer present an annual report to the Board of Trustees during the spring semester about the Comprehensive Program Reviews from their respective areas. The President presents an annual report to BOT during the spring semester about that year's budget requests.

## **Phase Six**

Members of Board of Trustees make recommendations to the President based on presentations from the Director and Instructional Designer, and Finance. The President determines next steps based on the recommendations from members of Board of Trustees.

## **Phase Seven**

Programs will use the reader team feedback from the most recent Comprehensive Program Review and the next steps identified by the President to create an action plan when necessary and complete their Annual Program Review.

### **Writing the Annual Program Review**

The purpose for the Annual Program Review is to describe the short-term progress made in implementing the identified recommendations and action steps outlined in the Comprehensive Program Review. Each program is asked to provide an annual update on their action plans until their next comprehensive program review.

The Instructional Designer will provide each Writer access to the platform via an email with access details. The coaching and support team is available to help ensure each program going through the Comprehensive Program Review process is successful. The annual program reviews are evaluated by the respective program administrator, typically the Director.

Program Review Schedule

EDUCATIONAL PROGRAMS

| Program Review Schedule 5-Year Cycle |                       |               |             |             |               |               |
|--------------------------------------|-----------------------|---------------|-------------|-------------|---------------|---------------|
| Division                             | Program               | Year 1 2025   | Year 2 2026 | Year 3 2027 | Year 4 2028   | Year 5 2029   |
| HCP                                  | Medical Assistant     | Comprehensive | Annual      | Annual      | Annual        | Annual        |
|                                      | Dilling and Coding    | Annual        | Annual      | Annual      | Annual        | Comprehensive |
|                                      | Phlebotomy Technician | Annual        | Annual      | Annual      | Comprehensive | Annual        |

EDUCATIONAL SUPPORT PROGRAMS

| Division                     | Program                 | Year 1 2024   | Year 2 2025 | Year 3 2026 | Year 4 2027   | Year 5 2028   |
|------------------------------|-------------------------|---------------|-------------|-------------|---------------|---------------|
| STUDENT AFFAIRS & ACTIVITIES | Placement               | Annual        | Annual      | Annual      | Annual        | Comprehensive |
|                              | Student Activities      | Annual        | Annual      | Annual      | Annual        | Comprehensive |
|                              | Work Based Affiliations | Annual        | Annual      | Annual      | Annual        | Comprehensive |
|                              | Externships             | Annual        | Annual      | Annual      | Annual        | Comprehensive |
| COUNSELING                   | Career Counseling       | Annual        | Annual      | Annual      | Annual        | Comprehensive |
|                              | Academic Advising       | Annual        | Annual      | Annual      | Annual        | Comprehensive |
|                              | Articulation            | Annual        | Annual      | Annual      | Annual        | Comprehensive |
|                              | Retention Services      | Annual        | Annual      | Annual      | Annual        | Comprehensive |
|                              | Transition to Work      | Comprehensive | Annual      | Annual      | Annual        | Annual        |
|                              | Disability Resource     | Annual        | Annual      | Annual      | Annual        | Comprehensive |
| LEARNING RESOURCE CENTER     | Writing & Language      | Annual        | Annual      | Annual      | Annual        | Comprehensive |
|                              | Library                 | Annual        | Annual      | Annual      | Comprehensive | Annual        |
|                              | Computer Room           | Annual        | Annual      | Annual      | Annual        | Comprehensive |

Program Review Schedule

|                      |                      |               |               |        |        |               |
|----------------------|----------------------|---------------|---------------|--------|--------|---------------|
|                      | Clinical Labs        | Annual        | Annual        | Annual | Annual | Comprehensive |
| ADMISSIONS & RECORDS | Admissions & Records | Annual        | Comprehensive | Annual | Annual | Annual        |
|                      | Evaluations          | Annual        | Comprehensive | Annual | Annual | Comprehensive |
| SUPPORT PROGRAMS     | Financial Aid        | Comprehensive | Annual        | Annual | Annual | Annual        |
|                      | Online Learning      | Annual        | Comprehensive | Annual | Annual | Annual        |
| MARKETING & PR       | Social Media         | Comprehensive | Annual        | Annual | Annual | Annual        |
|                      | Marketing & Outreach | Comprehensive | Annual        | Annual | Annual | Annual        |

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Massy, W.F. (2003). Honoring the Trust: Quality and Cost Containment in Higher Education

# Glossary

**Actionable** - Capable of being acted upon.

**Course success** - course success rate is the number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade.

**Disproportionate impact** - Occurs when a subgroup of students attains an outcome at a rate substantially lower than the student subgroup attaining that outcome at the highest rate. Resource for further exploration: <https://visionresourcecenter.cccco.edu/sites/default/files/wp-content/uploads/2017/01/ASKDD-DisproportionateImpact-GSosa-Revised-1707-Remediated.pdf>

**Distinctive** - Characteristics of a program, serving to distinguish it from others.

**Demonstrable** - Capable of being demonstrated, proven, or illustrated through concrete evidence.

**Enrollment** - Enrollment is duplicated; a student is counted for each class they are enrolled in within the timeframe. Example: A student enrolled in 4 classes in a semester. The headcount is 1 and the enrollment is 4.

**Equity Gap** - The quantifiable disparity between a disproportionately impacted group and the most successful group. Often used in reference to achievement rates.

**Ethnicity** - multi-ethnic students using a segmentation hierarchy: Latinx, Black, Filipinx, Pacific Islander, Native American, Asian and White.

**Full Time Equivalent Students (FTES)** - Equal to the number of total student contact hours divided by 525 (annual number of hours of full-time students). 40 students in a 5 unit lecture course accumulate  $40 (\text{number of students}) \times 5 (\text{number of lecture units}) \times 11.67 (\text{number of weeks in a standard semester}) = 2334 \text{ course contact hours}$ , or  $2334/525 = 4.4 \text{ FTES}$

**Headcount** - distinct count of student. A student is counted only once in the respective time frame.

**Learning Outcomes** - Statements that articulate knowledge, skills, or abilities students should have after completing an educational activity (this can range from an individual exercise to a degree or certificate). Outcomes focus on what students can *do* and should be crafted to reflect an appropriate cognitive level.

**Institutional Learning Outcomes (ILOs)** - Broad, “big-picture” \_outcomes woven through all aspects of the institute that represent the knowledge, skills, and abilities that students will gain as a result of completing their studies. At the Institute of Global Health, the ILOs cover the 4Cs:

- Communication
- Computation
- Creative, Critical, and Analytical Thinking
- Community/Global Consciousness and Responsibility

**Program Learning Outcomes (PLOs)** - broad and overarching, but speak specifically to knowledge, skills, abilities, and/or attitudes students should acquire after completing a program or using a student service

**Student Learning Outcomes (SLOs)** - Are knowledge, skills, abilities, and/or attitudes that students have at the completion of a course, program, or service.

**Non-Success** - Receiving a non-passing grade (D, F, FW, W) in the class with the exception of MW and EW

**Persistence** - Staying enrolled for consecutive terms (e.g., fall to winter persistence is enrolling in both fall and winter semesters)

**Program** - An overarching term that intentionally encompasses both educational programs (courses leading to a defined objective such as a degree, certificate, transfer, etc.) and services that support student success.

**Programmatic factor** - An element specific to a program

**Regional living wage** - The minimum income necessary for a worker to meet their basic needs. This living wage is calculated, by Department of Labor board and various state agencies. The regional living wage is different for each region.

**Rubric** - The program review rubric articulates institutional expectations, provides formative feedback, and supports self-assessment by carefully articulating goals and standards.

**Stabilize** - To maintain at a given or flat level or quantity

**Trend** - The general movement of a statistically detectable change over time (i.e., upward, downward, or steady)

**Unduplicated headcount** - The number of individual students receiving a service or taking a class. Students may be enrolled in more than one class or receive a service more than once, but they are counted only once.

**Withdrew** - the number of students receiving an EW, MW or W grade divided by the total number of students receiving a grade.

**Within Department Control** - Can be acted upon by those in the department through programmatic, curricular, and/or pedagogical activities/actions/goals (e.g., not attributed to the students or the marketing office).

