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| **BASIC PROGRAM INFORMATION** |

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.*

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| **Department Name:** |  |

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| **Division Name:** |  |

Please list all team members who participated in this Program Review:

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| --- | --- | --- |
| **Name** | **Department** | **Position** |
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| --- | --- | --- | --- |
| **Number of Full Time Faculty:** |  | **Number of Part Time Faculty:** |  |

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| --- |
| **Please list all existing Classified positions:** *Example: Administrative Assistant I* |
|  |

**List all programs covered by this review and indicate the program type:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Certificate | AA / AS | AD-T | Pathway |
|  | Certificate | AA / AS | AD-T | Pathway |
|  | Certificate | AA / AS | AD-T | Pathway |
|  | Certificate | AA / AS | AD-T | Pathway |
|  | Certificate | AA / AS | AD-T | Pathway |

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| **SECTION 1: PROGRAM DATA & ENROLLMENT** |

**1A. Transcriptable Program Data:** Data will be posted on Institutional Research’s [website](http://www.foothill.edu/staff/irs/programplans/programreviewdata.php) for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

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| --- | --- | --- | --- |
| **Transcriptable Program** | **2013-2014** | **2014-2015** | **2015-2016** |
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**1B. Non-Transcriptable Program Data:** Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

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| **Non-Transcriptable Program** | **2013-2014** | **2014-2015** | **2015-2016** |
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Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data available.

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**1C. Department Level Data:**

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|  | **2013-2014** | **2014-2015** | **2015-2016** |
| **Enrollment** |  |  |  |
| **Productivity** |  |  |  |
| **Course Success** |  |  |  |
| **Full-Time Load (FTEF)** |  |  |  |
| **Part-Time Load (FTEF)** |  |  |  |

**1D. Enrollment Trend:**

Program Enrollment (Over Past 3 Years):  Increase  Steady/No Change  Decrease

**1E. Course Success Trends:** Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Program-Level Trend** | | |  | **College-Level Comparison** | | |
|  | **Increase** | **Steady/No Change** | **Decrease** |  | **Above** | **At Level** | **Below** |
| African American |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |  |
| Filipino |  |  |  |  |  |  |  |
| Latino/a |  |  |  |  |  |  |  |
| Native American |  |  |  |  |  |  |  |
| Pacific Islander |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |
| Decline to State |  |  |  |  |  |  |  |

**1F. Course Success Demographics:** Please compare the program-level course success rate data for the following student groups with the college-level data.

Male:  Above Level  At Level  Below Level

Female:  Above Level  At Level  Below Level

<25 Years Old:  Above Level  At Level  Below Level

>25 Years Old:  Above Level  At Level  Below Level

**1G. Equity:** One of the goals of the College’s Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

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**1H. Course Enrollment:** If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this.

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**1I. Productivity**: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend:  Increase  Steady/No Change  Decrease

Program Productivity (Compared to College):  Above Goal  At Goal  Below Goal

Please discuss what factors may be affecting your program’s productivity.

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If your program’s productivity is below that of the College, please discuss your program objectives aimed at addressing this.

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| **SECTION 2: COURSE COMPLETION & PROGRAM IMPROVEMENT** |

**2A. Institutional Standard:** This represents the lowest course completion (success) rate deemed acceptable by the College’s accrediting body (ACCJC). The institutional standard is **57%**.

Program Level Course Completion:  Above Standard  At Standard  Below Standard

Targeted Student Course Completion:  Above Standard  At Standard  Below Standard

Online Student Course Completion:  Above Standard  At Standard  Below Standard

In-Person/Hybrid Course Completion:  Above Standard  At Standard  Below Standard

**2B. Institutional Effectiveness (IEPI) Goal:** This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **77%**.

Program Level Course Completion:  Above Goal  At Goal  Below Goal

Targeted Student Course Completion:  Above Goal  At Goal  Below Goal

Online Student Course Completion:  Above Goal  At Goal  Below Goal

In-Person/Hybrid Course Completion:  Above Goal  At Goal  Below Goal

Please comment on your program’s efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

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If your program’s course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

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**2C. Faculty Discussion:** Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program’s Student Learning Outcomes (SLOs)?  Yes  No

Does meaningful dialogue currently take place around equity and course success rates?  Yes  No

If yes, in what venues do these discussions take place? (Check all that apply)

Department Meetings  Opening Day  Online Discussions  Other:

If no, please discuss what is missing and/or the obstacles to ensuring meaningful dialogue takes place.

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**2D. Course-Level:** How has assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) and course completion data led to course-level changes?

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If your program’s CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

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**2E. Program-Level:** How has assessment and reflection of program-level Student Learning Outcomes (PL-SLOs) led to certificate/degree program changes and/or improvements?

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What is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution?

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If your department has a Workforce/CTE program, please complete Section 2F.

If your department does not have a Workforce/CTE program, please skip to Section 3.

**2F. Workforce/CTE Programs:** Refer to the program review [website](http://foothill.edu/staff/irs/programplans/programreviewdata.php) for labor market data.

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| What is the regional three-year projected occupational growth for your program? |  |

What is being done at the program-level to assist students with job placement and workforce preparedness?

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If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

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| **SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS** |

**3A. Past Program Objectives:** Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

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| --- | --- | --- | --- | --- |
|  | Year: | Completed | Ongoing | No Longer a Goal |
|  | Year: | Completed | Ongoing | No Longer a Goal |
|  | Year: | Completed | Ongoing | No Longer a Goal |
|  | Year: | Completed | Ongoing | No Longer a Goal |
|  | Year: | Completed | Ongoing | No Longer a Goal |
|  | Year: | Completed | Ongoing | No Longer a Goal |
|  | Year: | Completed | Ongoing | No Longer a Goal |
|  | Year: | Completed | Ongoing | No Longer a Goal |

Please comment on any challenges or obstacles with ongoing past objectives.

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Please provide rationale behind any objectives that are no longer a priority for the program.

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**3B. New Program Objectives:** Please list all new program objectives discussed in Sections 1-2; do not list resource requests in this section.

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| **Program Objective** | **Implementation Timeline** | **Progress Measures** |
| *Example: Offer 2 New Courses to Meet Demand* | *Winter 2016 Term* | *Course Enrollment* |
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**3C. EMP Goals.** Please refer to the Educational Master Planning (EMP) [website](http://www.foothill.edu/president/parc/esmp.php) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

Create a culture of equity that promotes student success, particularly for underserved students.

Strengthen a sense of community and commitment to the College’s mission; expand participation from all constituencies in shared governance.

Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

**3D. Resource Requests:** Using the table below, summarize your program’s unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](http://www.foothill.edu/president/operations.php) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

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| **Resource Request** | **$** | **Program Objective (Section 3B)** | **Type of Resource Request** | | | |
| **Full-Time Faculty/Staff Position** | **One-Time B-Budget Augmentation** | **Ongoing B-Budget Augmentation** | **Facilities and Equipment** |
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**3E. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

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**3F.** Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

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| **SECTION 4: PROGRAM SUMMARY** |

**4A. Prior Feedback:** Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

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| **Concern/Recommendation** | **Comments** |
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**4B. Summary:** What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

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| **SECTION 5: LEARNING OUTCOMES ASSESSMENT SUMMARY** |

**5A. Attach 2015-2016 Course-Level Outcomes**: Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**5B. Attach 2015-2016 Program-Level Outcomes**: Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

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| **SECTION 6: FEEDBACK AND FOLLOW-UP** |

**This section is for the Dean/Supervising Administrator to provide feedback.**

**6A. Strengths and successes of the program as evidenced by the data and analysis:**

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**6B. Areas of concern, if any:**

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**6C. Recommendations for improvement:**

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**6D. Recommended Next Steps:**

Proceed as Planned on Program Review Schedule

Further Review / Out-of-Cycle In-Depth Review

**This section is for the Vice President/President to provide feedback.**

**6E. Strengths and successes of the program as evidenced by the data and analysis:**

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**6F. Areas of concern, if any:**

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**6G. Recommendations for improvement:**

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**6H. Recommended Next Steps:**

Proceed as Planned on Program Review Schedule

Further Review / Out-of-Cycle In-Depth Review

*Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*