**Introduction to The Program Review Process for Instructional Programs**

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis

2. Outcomes assessment

3. Program goals and rationale

4. Program resources and support

5. Program strengths/opportunities for improvement

6. Dean/Administrator’s comments/reflection/next steps

7. Vice President Comments

**Foothill College Program Review Cycle:**

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

Website: <http://foothill.edu/staff/irs/programplans/index.php>

**2012-2013 Submission Deadline**:

All program review documents are due to Deans by December 14 for completion of section 6

**Basic Program Information**

Department Name:

Program Mission(s):

Program Review team members:

|  |  |  |
| --- | --- | --- |
| Name | Department | Position |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **Total number of Full Time Faculty:** |  |
| **Total number of Part Time Faculty:** |  |

|  |
| --- |
| **Existing Classified positions:** |
| Example: Administrative Assistant I |
| Example: Program Coordinator |

Programs\* covered by this review

|  |  |  |
| --- | --- | --- |
| Program Name | Program Type (A.S., C.A., Pathway, etc.) | Units\*\* |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

\*\*Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

**Section 1. Data and Trend Analysis**

* 1. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Transcriptable Program | 2009-2010 | 2010-2011 | 2011-2012 | % Change |
|  |  |  |  |  |
|  |  |  |  |  |

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Non-Transcriptable Program | 2009-2010 | 2010-2011 | 2011-2012 | % Change |
| Example: Career Certificate |  |  |  |  |
|  |  |  |  |  |

1.2 Department Data(Attach data provided by IR or manually complete chart below)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Dimension | 2009-2010 | 2010-2011 | 2011-2012 | % Change |
| Enrollment |  |  |  |  |
| Productivity (Goal: 546) |  |  |  |  |
| Success |  |  |  |  |
| Full-time FTEF |  |  |  |  |
| Part-time FTEF |  |  |  |  |

Department Course Data

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2009-2010 | | | 2010-2011 | | | 2011-2012 | | |
| Course | Enroll. | Prod. | Success | Enroll. | Prod. | Success | Enroll. | Prod. | Success |
| Ex. ART 1 |  |  |  |  |  |  |  |  |  |
| Ex. ART 2 |  |  |  |  |  |  |  |  |  |

Possible new data point: Level of Education (the breakdown of the education level of the students enrolled in the program's courses)

1.3 Using the data and prompts, provide a short narrative analysis of the following indicators.

1. Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.
2. Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.
   1. AA, AS, transcriptable certificates
   2. Local, non-State approved certificates
   3. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.
3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions. For reference, the college productivity goal is 546.
4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)
5. Curriculum and SLOs
   1. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance? As a division, how do you ensure that all faculty are teaching to the COR?
   2. Discuss how the objectives and outcomes in your courses relate to the program learning outcomes and to the college mission. (possibly attach TracDat mapping report)
   3. If you are offering both an associate’s degree and a certificate of achievement, please provide a rationale for offering both? If you are offering a local associate’s degree and a transfer degree in the same discipline, please comment on your rationale for offering both? If you are offering any interdisciplinary courses or program, please comment on i.e. team teaching, or duplication across campus
   4. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?
   5. Title 5 Updates (Cori provides list)
   6. COR Updates (Cori provides list)
6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>
   1. Please describe existing ladder programs, alternative pathways, Non-credit to credit transitions within your program.
   2. Please comment on existing ARCC data
7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>
   1. Please include Transfer data regarding this program
   2. Articulation updates? Bernie?
   3. Please discuss current outcomes or initiatives related to this core mission.
8. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>
   1. Please Address Title V Workforce Program Mandates (List)
   2. Labor Market Report/Employment Projections
      1. Elaine- To establish linkages to community/society need, I am assuming we are discussing employment opportunities. You might be able to look at employment projections and compare them to recent graduation trends to see if there is a matching trend line. Foothill is thinking about participating in the CTE Outcomes survey this coming year, which does ask before and after questions regarding employment status, salary, etc. Perhaps some of that data could be helpful to programs with a vocational emphasis.
   3. Program accreditation (Please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.
   4. Service to the community: Please describe community service, outreach and special projects or initiatives that the program provides.
   5. Outcomes assessments: Please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.
   6. Please attach minutes from your advisory board meeting(s).
9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college’s progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website:
   * 1. (Elaine- In regards to teasing out information about underserved populations, we can look at parental education levels as a proxy for first generation college going. Additionally, if you wanted, we could look at the income level that was reported off the application as well. Both these pieces are self-reported so there are limits to its reliability but it would certainly provide a general sense about the students being served. We can also look at students' ethnic backgrounds.This piece could be similar to what was provided on this years program review data sheets, where enrollment by ethnicity was reported by targeted (Latino, African American, Filipino) and non-targeted groups. We could disaggregate this data for the comprehensive review. What may be more useful would be to add the success rates by these targeted and non-targeted groups within a program (this would be more for the instructional side: for student services, we could look at points of contact or completion of tasks, such as an ed plan). We can also track progression in sequenced courses--this is may be a more useful approach in the basic skills courses--to see how many students make it through--like the ESL sequence. )

**Section 2. Learning Outcomes Assessment Summary**

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

:Unit Assessment Report - Four Column.pdf

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

:Unit Course Assessment Report - Four Column 1.pdf

**Section 2 Continued: SLO Assessment and Reflection**

2.3 Please provide observations and reflection below.

**2.3.a Course-Level SLO**

1. What findings can be gathered from the Course Level Assessments?

2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

5. If your program has other outcomes assessments at the course level, comment on the findings.

**2.3.b Program-Level SLO**

1. What summative findings can be gathered from the Program Level Assessments?

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

3. If your program has other outcomes assessments at the program level, comment on the findings.

2.4 Annual Action Plan and Summary: Using the information above, list the program’s action steps, the related [Core Mission objective](http://foothill.edu/staff/irs/ESMP/index.html), SLO assessment data and the expected impact on student success.

|  |  |  |  |
| --- | --- | --- | --- |
| Action Step | Related SLO assessment (Note applicable data) | Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources) | How will this action improve student learning/success? |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

**Section 3: Program Goals and Rationale**

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill’s core missions, [Educational & Strategic Master Plan (ESMP)](http://foothill.edu/staff/irs/ESMP/index.html), the division plan, and SLOs. Goals will be linked to resource requests.

3.1 Previous Program Goals from last academic year

|  |  |  |  |
| --- | --- | --- | --- |
| Goal | Original Timeline | Actions Taken | Status/Modifications |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

3.2 New Goals: Goals can be multi-year

|  |  |  |  |
| --- | --- | --- | --- |
| Goal | Timeline (long/short-term) | Supporting Action Steps from section 2.4 (if applicable) | How will this goal improve student success or respond to other key college initiatives |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

**Section 4: Program Resources and Support**

4.1 Using the tables below, summarize your program’s new, unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

|  |  |  |
| --- | --- | --- |
| Position | $ Amount | Related Goal from Table in section 3.2 |
|  |  |  |
|  |  |  |
|  |  |  |

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

|  |  |  |
| --- | --- | --- |
| Position | $ Amount | Related Goal from Table in section 3.2 |
|  |  |  |
|  |  |  |
|  |  |  |

One-time B Budget Augmentation

|  |  |  |
| --- | --- | --- |
| Description | $ Amount | Related Goal from Table in section 3.2 |
|  |  |  |
|  |  |  |
|  |  |  |

Ongoing B Budget Augmentation

|  |  |  |
| --- | --- | --- |
| B Budget FOAP | $ Amount | Related Goal from Table in section 3.2 |
|  |  |  |
|  |  |  |
|  |  |  |

Facilities and Equipment

|  |  |  |
| --- | --- | --- |
| Facilities/Equipment Description | $ Amount | Related Goal from Table in section 3.2 |
|  |  |  |
|  |  |  |
|  |  |  |

**Section 5: Program Strengths/Opportunities for Improvement**

5.1 Use the matrix provided below and, reflect on the program relative to students’ needs, briefly analyze the program’s strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

|  |  |  |
| --- | --- | --- |
|  | **Internal Factors** | **External Factors** |
| **Strengths** | Example: Program has begun to update paperwork and become aligned with College processes. | Example: Program has an excellent reputation in the surrounding dental community. Graduates find employment easily. |
| **Weaknesses** | Example: In the past, the Program was left on its own without enough administrative support and/or guidance. This has left the Program with a lot of catching up and repair work to accomplish. The Program has been ignorant, but is quickly learning, to the many processes and protocols the College is responsible for. | Example: Students are often unaware that FH has a Dental Assisting Program or are told that FH does not have a Dental Assisting Program. |
| **Opportunities** | Example: 1) Program is moving into a new building with new equipment with a more centralized location.  2) Professional Development through CADAT to strengthen current faculty | Example: A local dentist wants to donate $30,000.00 to the Dental Assisting Program. |
| **Threats** | Example: The state of the budget, VTEA funds are threatened, and Dental Assisting has little to no supplies budget. | Example: Proprietary Schools that offer Dental Assisting Programs |

5.2 Address the concerns or recommendations that were made in prior program review cycles.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

5.4 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

**Section 6: Feedback and Follow Up**

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

6.2 Areas of concern, if any:

6.3 Recommendations for improvement:

6.4 Recommended Next steps:

\_\_\_ Proceed as planned on program review schedule

\_\_\_ Further review/Out of cycle in-depth review

**Section 7: Feedback and Follow Up**

This section is for the Vice President to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

6.2 Areas of concern, if any:

6.3 Recommendations for improvement:

6.4 Recommended Next steps:

\_\_\_ Proceed as planned on program review schedule

\_\_\_ Further review/Out of cycle in-depth review

Upon completion of section 7, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.