



**FOOTHILL
COLLEGE**

Foothill Program Review 2020-2021

Overview of Program Review for New Members of IP&B

Office of Instruction and Student Services
Kristy Lisle, Ph.D.

12345 El Monte Road
Los Altos Hills, CA 94022

foothill.edu

Foothill College, 12345 El Monte Road, Los Altos Hills, CA 94022 | foothill.edu

Training Modules

- Program Review Mission and Purpose
- Structural Overview
- Program Review Template Overview
- Timelines
- Presentation to Advisory Council

Program Review Mission

The program review process improves the quality of the instructional disciplines and student success programs offered at Foothill College. The process follows a timeline that includes a Program Self-Study every five years and Annual Progress Reports to track and monitor student success, strategic planning and budget allocation at the program and discipline level, and overall improvement.



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**Instructional
Program
Review
Manual
2019-2020**

Program Review Structure



Programs and Departments Fall into Two Categories for Review

1. **Instructional Programs** - include degrees and certificates that comprise programs within the academic divisions of the college.
2. **Student Success Programs** - represent programs and services designed to provide support to students and faculty to help them achieve success in the classroom and ensure they meet their educational and professional goals.



Instructional Programs		Student Success Programs
Accounting	History	Admissions & Records
Adaptive Fitness Therapy	Horticulture	Athletics
Anthropology	Humanities	Counseling
Art & Art History	Japanese	Disability Resource
Astronomy	Kinesiology	Center Evaluations
Biology	Mathematics	EOPS
Business	Media Tech	Family Engagement
Chemistry	Music --- General	Institute
Child Development	Music Technology	Financial Aid
Communication Studies	Personal Training	Honors
Computer Science	Pharmacy Technology	Judicial Affairs
Dance	Philosophy	Marketing & Outreach
Dental Assisting	Photography	Library
Dental Hygiene	Physical Education	Online Learning
Diagnostic Medical	Political Science	Pass the Torch
Sonography	Psychology	Professional
Economics	Physics	Development
Emergency Medical Service	Radiologic Technology	Psychological Services
Engineering	Respiratory Therapy	Puente
English	Social Justice Studies	Science Learning Institute
Enterprise & Networking	Sociology	STEM Center
ESLL	Sports Medicine	Student Activities
General Studies --- Science	Spanish	Teaching & Learning
General Studies --- Social Science	Theatre Arts & Theater	Center
Geography	Tech	Testing & Assessment
Geospatial Technology	Veterinary Assisting	Center
Global Studies	Veterinary Technology	Transfer Center
Graphic & Interactive Design	Women's Studies	Transition to Work
		Umoja
		Veteran's Resource
		Center

Role Appointments for Last Year

Program Review 2019-2020 Appointment of Roles Form			
Program Name	Writer	Dean or AVP	IR Coach
Chemistry	Richard Daley	Ram Subramaniam	Doreen F.
Dental Assisting	Cara Miyasaki	Ram Subramaniam	Lisa L.
Engineering	Sarah Parikh, Sue Wang	Ram Subramaniam	Doreen F.
Geography	K Allison Meezan	Kurt Hueg	Lara T.
Humanities	Falk Cammin	Kurt Hueg	Lara T.
Music Tech	Bruce Tambling	Debbie Lee	Doreen F.
Theater Arts & Theater Tech	Bruce McLeod	Debbie Lee	Lisa L.
Pharmacy Tech	Angela Su	Ram Subramaniam	Lisa L.
Respiratory Therapy	Brenda Hanning	Ram Subramaniam	Lisa L.
Spanish	Julio Rivera, Patricia Crespo Martin	Valerie Fong	Doreen F.

Role Appointments for 2020-2021

Program Review 2019-2020 Appointment of Roles Form			
Program Name	Writer	Dean or AVP	IR Coach
EMS/Paramedic			
Economics			
Geospatial Tech			
Women's Studies			
Art (doesn't include Art History)			
Music - General			
Sport Medicine			
English			
ESLL			
Financial Aid			
Admissions & Records			
Disability Resource			
Puente			

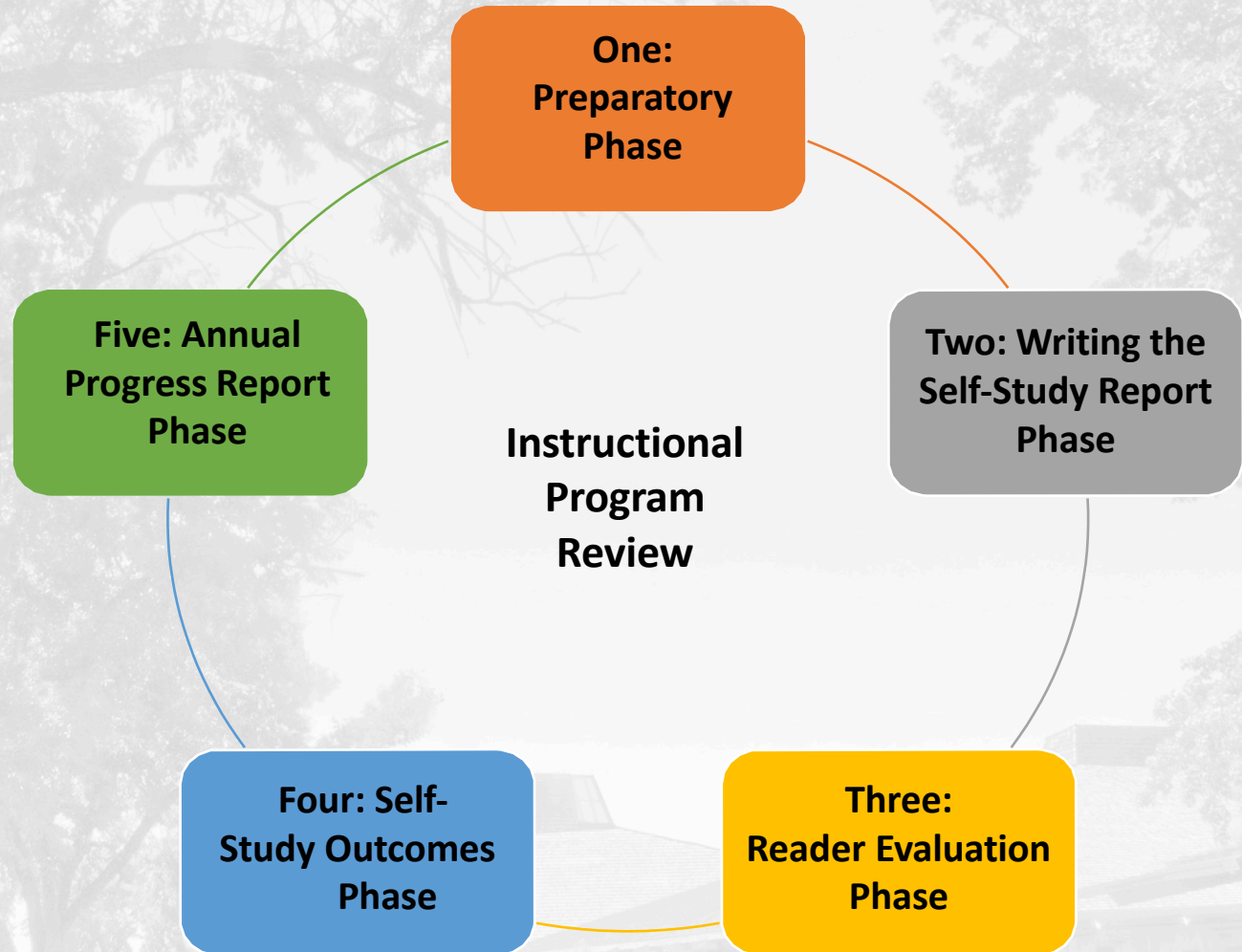
Five Year Self-Study

The purpose of the five-year Self-Study is to improve the quality of programs and identify potential areas for improvement within individual programs and/or the college as a whole. The process offers opportunities for each program to review, reflect, and self-assess. As a part of the Foothill process, there are important principles to guide expectations and interaction of the Self-Study process.

The Self-Study process will provide

- a framework for continuous improvement and excellence
- an opportunity to explore, enhance, and integrate student learning and faculty teaching into the program's mission and program-level student learning outcomes
- an opportunity for full participation involving faculty, students, staff, administrators, and relevant stakeholders as mutually agreed upon by the college senates and administration
- an opportunity to facilitate and execute short-term and long-term strategic planning
- evidence for the college to meet the obligations of institutional accreditation and account for its efficient use of public resources.

Program Review Operational Phases

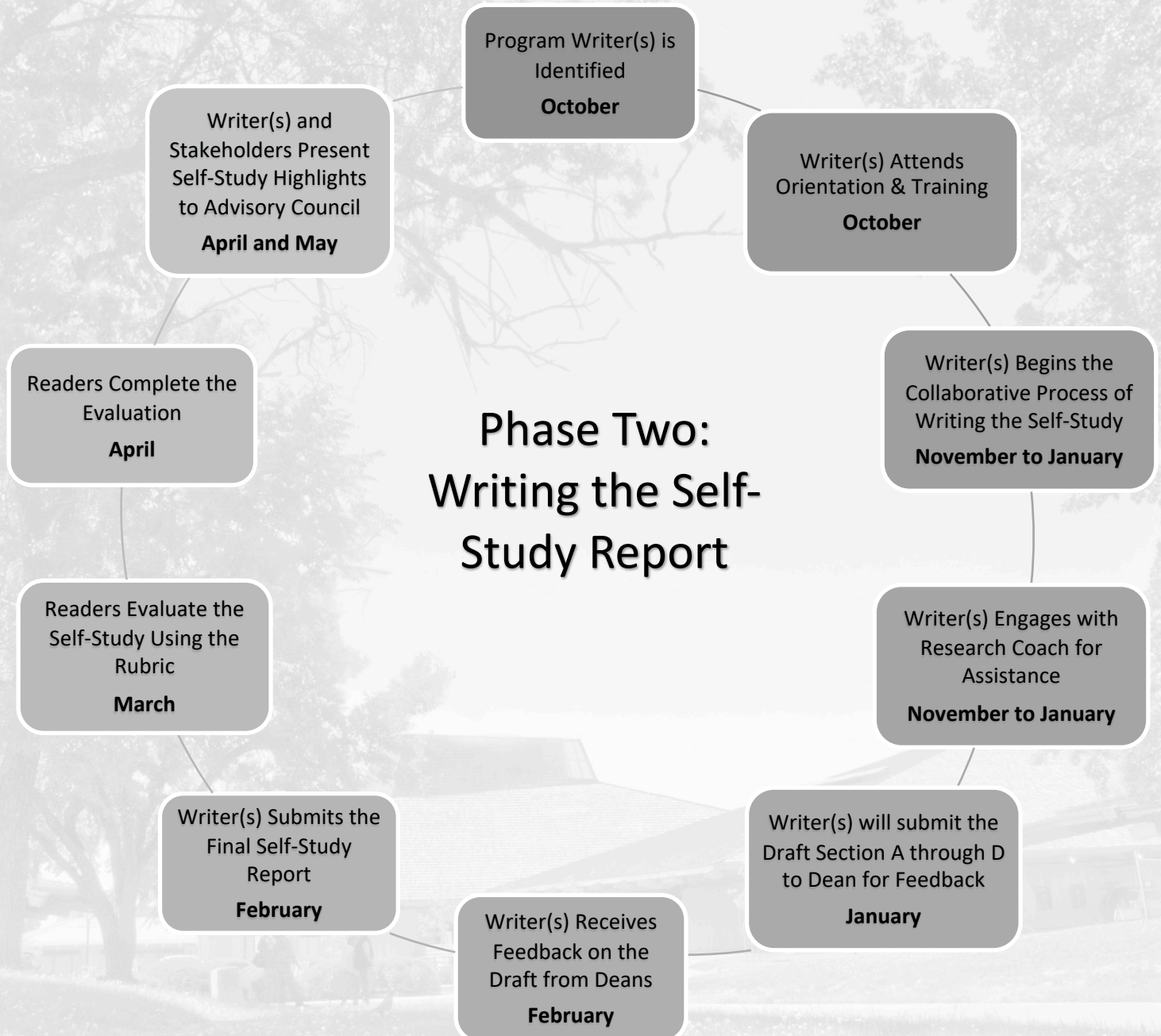




Timeline and Due Dates 2020-2021

Month	Due Date	Action	Who is Responsible
September	9-28-20	Notification to Deans, Academic Senate, and Classified Senate Requesting Writers and Readers	Office of Instruction
October	10-23-20	Deans send confirmation of the Writers to the Office of Instruction	Deans & AVPs
November	11-4-20 11-6-20	Orientation and Training of the Writers	Office of Instruction
	11-4-20	Writer(s) Draft the Self-Study Report - Start 11-4-20 to 2-26-21	Writers
January	1-15-21	Confirmation of the Readers from Academic and Classified Senates	Academic Senate Classified Senate
	1-15-21	Sections A through D of the Self-Study Template is due to the Dean for review and feedback	Writer
February	2-5-21	Deans provide feedback to the Writer(s) on Sections A through D of the completed Self-Study Template	Deans & AVPs
	2-5-21 2-9-21	Orientation and Training of the Readers	Office of Instruction Readers
	2-26-21	Final Draft (All sections) of the Program Review Template is Due	Writer
March	3-1-21	Readers are provided the Program Review Template and the PR Evaluation Rubric to begin the evaluation	Office of Instruction
	3-1-21	Readers begin the evaluation of the Program Review Template	Readers
April	4-2-21	Readers complete the Evaluation and submit their Final Rubric	Readers
	4-16-21	PowerPoint Presentation Due to the Office of Instruction	Writers
April/May	TBD	College Council Reviews Programs' Self-Study Reports and Presentations	The College Council

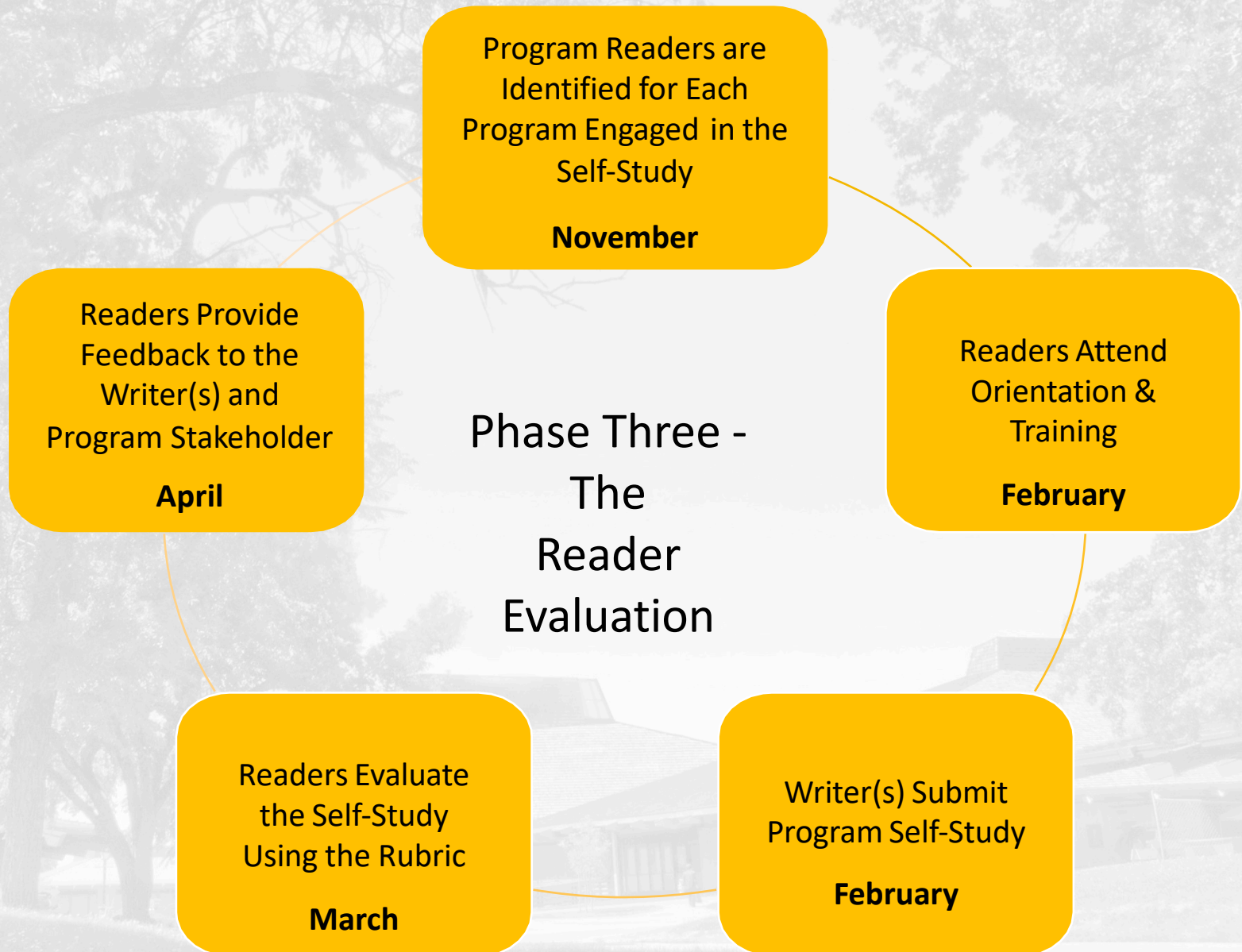
Phase Two: Writing the Self-Study Report



The Writer's Role

- The writer(s) is responsible for documenting the review by collaborating with program stakeholders and authoring the Self-Study Report via an electronic template titled, The Instructional Program Review Template.
- For CTE programs, there is an additional addendum that must be completed. The report is interpretive and should include program faculty input.

Phase Three: Reader Evaluation



Reader Evaluation Team

Each program under review has a distinct Evaluation Team membership. The team will provide an evaluation of the overall quality of the program based on the Self-Study Report using the Evaluation Rubric.

Instructional Program Review Reader Team

- Faculty from the same division
- Faculty at large
- Classified staff at large
- Division Dean

Collaboration

- The Self-Study process 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 Self-Study provides an opportunity to identify strengths, weaknesses, and opportunities.
- 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 Foothill programs enact change to improve performance outcomes.
- A Foothill Self-Study Report 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.

Instructional Template

- Access the electronic template on MyPortal
- Data is integrated into the electronic template
- Look longitudinally at the last five years of performance data, reflect and analyze the data
- Respond in the narrative prompts to identify program strengths, weaknesses, opportunities, and potential challenges.

Instructional Template

Table of Contents

- Program Mission Statement
- Program Level SLOs
- FTES – Enrollment Trends
- Sections – Enrollment Trends
- Productivity – Enrollment Trends
- Enrollment by Student Demographics
- Student Course Success
- Student Course Success by Demographics

ENROLLMENT TRENDS

Enrollment Trends					
	2013-14	2014-15	2015-16	2016-17	4-yr %Inc
📈 Unduplicated Headcount	63,822	62,794	62,533	61,757	-3.2%
📈 Census Enrollment	320,652	321,674	318,528	305,177	-4.8%
📈 Sections	10,149	10,402	10,453	10,718	5.6%
📈 WSCH	1,468,212	1,481,583	1,478,113	1,418,313	-3.4%
📈 FTES (end of term)	32,609	32,890	32,811	31,483	-3.5%
📈 FTEF (end of term)	917.3	939.4	939.7	941.3	2.6%
📈 Productivity (WSCH/FTEF)	534	526	524	502	-5.9%

FTES – ENROLLMENT TRENDS

A. In the data table above, what does the FTES data trend indicate?

- ☐ the data trend shows an increase in FTES
- ☐ the data trend shows a decrease in FTES
- ☐ the data trend shows no change

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for the increase or decrease. (100 words or less)

B. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

yes ☐ no ☐

If yes, describe the proposed actions for stabilizing/increasing the FTES. (100 words or less)

100
Words
or Less



Rubric

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
FTES - Enrollment Trends	What does the FTES data trend indicate?	FTES has improved over the time span	The FTES has decreased over the time span no more than 10%	FTES has decreased over the time span by 10% to 30%	FTES has decreased over the time span by greater than 30%
FTES – Narrative Explanation	<p>Narrative Criteria Narrative demonstrates...</p> <ol style="list-style-type: none"> 1. An understanding of the trend 2. Reason for the trend(s) are provided 3. Reasons include items within department control 4. Explained in the context of the size of the program (i.e., number of students, number of sections) <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Culturally relevant pedagogy and/or curriculum • The curriculum and course materials are current • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends 	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 4 of the criteria	The narrative includes 3 of the criteria	The narrative includes fewer than 3 of the criteria
FTES – Action Narrative (if needed)	<p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ol style="list-style-type: none"> 1. Actions are informed by data 2. Actions are within department control 3. Actions are demonstrable (what are the deliverables) 4. Outcomes are measureable 5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) 	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than 4 of the criteria
Sections - Enrollment Trends	What does the data trend indicate about the number of sections offered?	This data trend is not evaluated			

Three Opportunities for Feedback

Programs will have three opportunities for feedback during the Self-Study process:

- **Dean Review** – Sections A-D of the Self-Study Template is due to the program's division Dean/AVP on 1-17-20. The Dean or AVP provides feedback to the Writers by 2-7-20.
- **Readers Rubric Review** – after submission of the final draft of the Self-Study 2-29-20, Readers will begin the review and will complete the Program Review Evaluation Rubric. Readers will submit completed rubrics by 4-3-20.
- **Advisory Council Review** – as a part of the shared governance process and accreditation requirements the Program will provide a short overview of the Self-Study Report using the PowerPoint template provided (see Appendix ?). The Council members will also be provided a summative copy of the readers' rubric review.

Program Action Plan

- After reviewing feedback, reflecting, presenting findings and engaging in discussions about the Self-Study, 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 Self-Study 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.

Presentation to Council

Presenting to the Advisory Council is part of the shared governance process and is a part of ensuring compliance with the accreditation process. The Advisory Council's role is to hold programs' accountable to critical engagement as they participate in the program review process as well as the presentation should provide The Advisory Council with

- an ability to understand the emergent themes, issues, and or needs being experienced by programs under review
- an overview about how the program contributes to the College mission and makes a difference for the students' it serves
- an understanding of the individual program's areas of improvement as well as the overall weaknesses across all programs under review

Presenting also provides the program the opportunity to

- Tell the story of the programs' strengths and ask for the resources/help needed to continue great work, fix areas of weakness, and/or to scale

Presentation to Council

- The Advisory Council presentations will be conducted in 20 minute intervals during two meeting sessions.
- **Writer presentation will be no longer than 10 minutes with an additional 10 minutes for Questions and Answers**
- The Advisory Council requests program presenters use the template provided, with no additional or deleted slides, which will be strictly followed due to the number of presentations and to allow for questions during the time allotted.
- The powerpoint template and directions can be found here <https://foothill.edu/programreview/index.html>


Presentation Slides for Advisory Council Presentation



Programs Strengths

- Directions for the Slide - From the Self-Study Report, please identify all program strengths/outcomes as outlined in the document.

3



Programs' Actions for Improvement Identified

- Directions for the Slide - From the Self-Study Report, please identify all actions for improvement outlined in the document.

3



Program Data

- Slide Direction – please add any data table you would you like to share

5



Resources Needed

- Directions for this slide - What do you need to make the improvements and or take actions

6

Annual Progress Report

ANNUAL PROGRESS REPORT



Program Name:

Person Submitting this Report:

Date of the Five-Year Self Study:

Recommended Actions for Improvement (copy from original Five-Year Self-Study Report)	Actions Taken and Progress Made in Accomplishing the Improvement	Evidence used to Evaluate Progress (what data are you using to make your progress judgment?)
Action:		
Action:		
Action:		
Action:		
New Actions Identified as Needed – changes in state policy, ??, ??	Actions Needed/Designed to Address the Area of Work or Improvement	
Action:		
Action:		



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Questions?

CTE Addendum

Table of Contents

- A. Re-Accreditation Information
- B. Advisory Board
- C. Regional Labor Demand
- D. Regional Labor Supply
- E. Regional Wages
- F. Program 13.5 Course Completion
- G. Program Graduate Employment Rates