COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE 2017

BASIC PROGRAM INFORMATION

Department Name: Dental Hygiene

Division Name: Biology & Health Sciences

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

Name	Department	Position
Phyllis Spragge	Dental Hygiene	Program director, instructor
Patti Chan	Dental Hygiene	Clinic coordinator, instructor
Z. Pia Staana	Dental Hygiene	Supervising dentist, instructor
Judy Yamamoto	Dental Hygiene 50%/Dental Assisting 50%	Dental radiology instructor

Number of Full Time Faculty: 3.5   **Number of Part Time Faculty:** 10

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

Administrative assistant I - RDA for Dental Hygiene Clinic Truc Nguyen, Front Desk DH clinic and other duties (shared position with dental assisting program). Support mandated by program accreditation.

Administrative Assistant: Jenevive Alvarez, Allied Health Programs Coordinator
Shared among all allied health programs at the Foothill Campus

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

Program	Type			
Dental Hygiene: Bachelor of Science <mark>degree type not listed to the right</mark>	Certificate	AA / AS	AD-T	Pathway
Dental Hygiene AS discontinued 2017	Certificate	AA / AS	AD-T	Pathway
	Certificate	AA / AS	AD-T	Pathway
	Certificate	AA / AS	AD-T	Pathway
	Certificate	AA / AS	AD-T	Pathway

Not sure? Check: https://foothill.edu/programs/ and click to sort using the "Areas of study/Divisions" button
Current pathways at Foothill College include: ESLL, NCEL, ENGL pathways (ENGL 209-110-1A; ENGL 209-1A; ENGL 1S/1T); MATH pathways (NCBS 401A/B; MATH 235-230-220-105; MATH 217-57).

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SECTION 1: PROGRAM ENROLLMENT, PRODUCTIVITY, AND COMPLETION

Data for certificates and degrees will be posted on Institutional Research's website for all measures except non-transcriptable completion.

1A. Analysis of Transcriptable Program Completion Data: Please use your data to complete the following table.

Transcriptable Program	Five-year trend in degrees/certificates awarded	Comments
Bachelor of Science	We accept 24 students to the entry level track each fall. Future plan: implement the BS-DH completion degree track.	First BS-DH degrees to be awarded June 2018. We will have 23 BS-DH graduates, 95.8% retention/graduation rate. We are very happy with this result for our first BS-DH graduates.
Associate of Science	AS degree inactivated 2017/18, replaced with BS-DH degree. We accept 24 students to the entry level track each fall.	Last AS degrees awarded June 2017. AS degrees over the last 5 years have ranged from 24-20 graduates, with a five-year average of 22, 91.6% retention/graduation rate.

*according to CCCApply data

1B. Non-Transcriptable Program Data: If your program offers any non-transcriptable programs, please complete the following table. Institutional Research does not track this data; each program is responsible for tracking its own data.

Non-Transcriptable Program	Comments	Five-year trend	Rationale for program
N/A			

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The 2017-18 College Strategic Objectives (E[2]SG) operationalize the college's 3 EMP goals and include:

Equity– Develop an integrated plan; identify goals for alignment with equity, student success, and basic skills; and focus on efforts to integrate with enrollment strategies (access, retention, and persistence) to close equity gaps while increasing enrollments at the same.

Enrollment Growth – Achieve more than 1.5% FTES growth at 500 productivity (+/- 25) with attention to integrating equity efforts related to enrollment, CTE, and Sunnyvale Center.

1C. Course Enrollment: Enrollment is a count of every student who received a final grade (A, B, C, D, F, P, NP, W) in your program's courses. It also serves as an indicator for program viability. Please use your program re-view data to examine your course enrollment trends and check the appropriate box below.

The link to the program review data tool can be found on the Employee tab of the portal: myportal.fhda.edu (Program Review Application).

5-year Enrollment Trend: Increase   Steady/No Change   Decrease

Our college goal is to increase enrollment by 1.5% FTES this year. What steps might you take to increase the numbers of students enrolling in your courses? Steps might include cross department collaborations, actions to increase retention, service learning projects, support for student clubs, participation at recruitment events, ex-amination of pre-requisites, review of assessment results, etc.

> The dental hygiene department offers two paths for awarding a baccalaureate in dental hy-giene. The conventional route is the d**ental hygiene entry level** program which is a closed cohort model with CODA accreditation limits on class sizes. We cannot increase the number of students we ad-mit to the entry level BS-DH cohorts without receiving approval from CODA accreditation which would likely be linked to a required increase in the number of DH faculty. However, we do extensive tutoring to help with retention and in the first BS-DH cohort we admitted (fall 2016, n= 24), we had attrition of only 1 student. We expect to graduate 23 students with the BS-DH degree in June 2018. This is an excellent retention rate in an allied health program.
>
> A second path for awarding a baccalaureate in dental hygiene was identified in fall 2017. This route is called the **dental hygiene completion program** and is separate from the entry level program, is not a co-hort model and is not limited by CODA accreditations on class size.
> We received confirmation from ACCJC that Foothill College has authority to grant equivalent credits for prior learning that meets the student learning outcomes of the course, therefore practicing dental hy-gienists who previously received an AS degree in DH can receive credit for prior learning applied to the baccalaureate degree. Furthermore, a substantive change proposal was not required as the students in the completion program will receive the same degree as students in the entry level program. Given these changes, we will offer our first series of classes in the completion program in Spring 2018. This will greatly increase the enrollment and productivity in the dental hygiene program.

1E. Productivity: Productivity is a measure of students served per full-time equivalent faculty and is a factor in program viability. Please use your program review data sheet to examine your productivity trends and check the appropriate box below.

5-year Program Productivity Trend: Increase   Steady/No Change   Decrease

The college productivity goal is **500 (+-25)**. There are many factors that affect productivity (i.e. seat count/ facilities/accreditation restrictions, curriculum, etc**.**). Please discuss factors that may be affecting your program's productivity trends and any plans you have for addressing the trends, especially if they are declining.

> The productivity of the entry level dental hygiene program is never at the college productivity level of 500, due to the Commission on Dental Accreditation mandates of 1:5 instructor to student ratio in clinic and 1:10 instructor to student ratio in labs. Our productivity over the last 5 years has ranged from 264-370, with a five-year average 312. The FHDA program review data provided also did not take into account that we have inactivated our AS degree courses & implemented our BS degree courses. This has skewed the numbers in the program review data. Our retention rate is excellent, so our productivity is relatively stable. It should also be noted that we have upper division GE courses, BIO 300, HLTH 300 and IDS 300, which bring in FTES/WSCH that isn't attributed to the Dental Hygiene Program. It should also be considered that dental hygiene students need two years of pre-requisites, some of which must be taken at Foothill College and contribute to the college productivity. We have a four-year education plan posted on the DH program website for students who would like to do the entire BS degree at Foothill College. These are examples of dental hygiene contributing to college productivity that aren't reflected in our specific DH program review data.
>
> The Dental Hygiene department will offer the first series of courses in the dental hygiene completion program in Spring 2018. This will not be a cohort based model, will be largely online courses, does not have CODA mandated limits on class size and from the response from our local DH community, there are many interested and highly motivated students. We expect that the completion track will greatly increase the productivity of the DH program.

SECTION 2: COURSE COMPLETION & STUDENT ACHIEVEMENT

2A. Institutional Standard: This percentage represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard during the year for which this program review is being written (2016-17) is **57%**.
Please check the appropriate box:

Program Level Course Completion: Above Standard   At Standard   Below Standard

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

Course level completion rates for dental hygiene courses are very high for the core curriculum, ranging from 95% to 100%. Our attrition is quite low, ranging from 0 to 2 students typically. Attrition may be due to a personal reason a student decides to leave the program, or they fail, which may be for academic &/or clinical incompetence. In general, students fail early in the program. We have not had a senior year student fail in over a decade. In addition, students take a Dental Hygiene National Board Examination toward the end of the program. We have a 100% pass rate on this examination.

We do have a pre-requisite course, DH 200L. The five-year course success for this course has ranged from 52% to 67% success rates, with a five-year average of 59%. The success rates for targeted groups ranged from 41% to 76%, with a five-year average of 55%. Targeted groups did have a lower success rate than non-targeted groups. In reviewing the data, we noted that non-success tended to be higher in Latino/a populations, although the non-success rates were also fairly high in Asian, Pacific Islander, and White populations. The faculty feel that one major challenge for dental hygiene students is the reading level and proficiency in English that is required to read, understand and apply dental hygiene theory. This can cause students who are ESL and/or read at below college level to struggle with the DH curriculum. The DH 200L course is important to determine academic readiness for the dental hygiene program. If students do not pass the DH 200L course they can retake it and improve their grade, and be eligible to apply to the dental hygiene program.

2B. Institutional Effectiveness (IEPI) Goal: This percentage represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal for which this program review is being written (2016-17) is **77%**.
Please check the appropriate box:

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Program Level Course Completion: Above Goal   At Goal   Below Goal

If your program's course completion (success) rate is **ABOVE** the IEPI goal, please share your thoughts about why/how this is so (we hope to learn from your effective practices!).

AS-DH degrees over the last 5 years has ranged from 24-20, with a five-year average of 22, 91.6% retention/graduation rate. We will have 23 BS-DH students who graduate in June 2018, a projected 95.8% retention/graduation rate. These are excellent completion/success rates. Some of the reasons for the high success rates include: pre-requisite courses, DH 200L our introduction course, DH 50 our orientation course for provisionally accepted students, and an extensive tutoring program for DH students.

2C. Course Success Demographics: Please examine the **"**Disproportionate Impact data by year**"** shared with your department and discuss actions you are taking, or plan to take, to address any achievement disparities identified in your program. If you are uncertain about actions faculty can take, please take a look at Appendix A. https://foothill.edu/staff/irs/programplans/docs/appendix-a.pdf

There is not a disproportionate impact in the dental hygiene program in terms of student success. We continue to recruit diverse students to increase the numbers of targeted students, including males to the program. In the current class admitted fall 2017 we have 3 males and 6 Latina students, which is an achievement toward the equity goals of the college in these targeted populations. We still need to continue outreach to targeted populations, especially African Americans and Latino populations. We made a DH program information video that shows diverse students talking about the DH program. This is posted on our website. We have a tutoring program to help DH students who need clinical or academic assistance. We intend to continue these programs.

We have begun implementation of a program wide syllabus design based on the recommendations from the September syllabus workshop. We are also working on a standardized Canvas template to make online learning resources accessible and comfortable for DH students.

Be sure to include the resources you need to implement or sustain your action plans in Section 3.

2E. Faculty Discussion: Course-Level Outcomes: Please share examples of how assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) has led to changes in curriculum or teaching.

We review course level SLOs at the end of each quarter because we teach our courses once a year. Each faculty member reviews their SLOs outcomes and feedback from student course level surveys and then writes a reflection and plan for any changes planned for their course. Results are also entered in TracDat. Below are some examples of changes made to various courses based on SLO outcomes:

- Introduce the topic with a pre-lecture assignment
- Pre-quiz to introduce the topic.
- Post-quiz to reinforce the topic and identify what needs further study.
- To improve the SLO outcome, we plan to add a section in the module that gives more in-depth information about how to write a literature review supplemented by an in-class session to further discuss the topic.
- I plan to include more hands-on time for practice with these advanced instruments covered in winter quarter in the lab portion of the course. I might also include some national board case study type questions for this section too.
- The only change that I plan to make for this section of the course is to increase the number of lab sessions that are devoted to the students placing ITRs on patients. I had two days designated for this quarter and plan to increase it to 3 lab sessions for next winter. This will give the students more time to complete the requirement.
- The planned revision was implemented this year to exclude film based radiography.
- I believe that having calibration sessions regularly on the techniques as well as on the evaluation, and also reviewing the videos made by the lead instructor will help everyone involved in the course to be consistent. This in turn will improve student outcomes/satisfaction.

2E. Faculty Discussion: Program-Level Outcomes: Please provide examples of what is being done at the program-level to assist students in achieving your Program-Level Learning Outcomes, degree/certificate completion, and/or transferring to a four-year institution (e.g. review of progress through the program, "career days"/open houses, mentoring, education pathways (clear, structured academic program maps (suggested courses for each term) for all academic programs), etc.). 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.

Dental Hygiene students are continuing to graduate at high numbers, pass licensing board exams and enter the job market. Our PLO outcomes measurements include passing the following exams for licensure: (1) Dental Hygiene National Board Examination, (2) Dental Hygiene Clinic Board Exam – WREB, (3) California Law & Ethics Exam for Dental Hygiene. All students have passed these exams for the last five years & for the history of the program. We also have an e-portfolio capstone project that spans the two years of the dental hygiene program. A research based project is due each quarter. At the end of the program the e-portfolio is evaluated by three separate faculty members with a rubric to determine student competency in the four Dental Hygiene Program Competencies.

BLS labor market data is very positive for dental hygiene. Job growth in dental hygiene is projected to be between 7-9% in Santa Clara & San Mateo Counties, with a median hourly earnings of $50 per hour, with a range from $41/hour at the 25% earnings to $57/hour at the 75% earnings. Cal-PASS Plus data showed that 99% of Foothill College Dental Hygiene graduates were working in their field. The remaining 1% may be out of state, staying home with children, in graduate school, or unknown. Additionally, the earning power of the dental hygiene graduate typically is $35,000-$80,000 higher than before the dental hygiene degree & licensure, depending if the graduate chooses to work part-time or full-time.

We have an articulation agreement with UCSF Masters in Dental Hygiene Program. We have had about ten of our DH alumni graduate from the Master's Degree in Dental Hygiene program at UCSF. Some of these alumni have returned to work as tutors or part-time faculty for our program. We are proud of their published research and growth as dental hygiene professions. This is also beneficial for faculty succession planning, program continuity and diversifying the faculty.

Please attach Course and Program-Level Outcomes (Four Column Report from TracDat). Contact the Office of Instruction if you need help.

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 for labor market data.

What is the regional five-year projected occupational growth for your program? | Region growth is projected at 7.8%, Santa Clara County is projected at 8.7%.

What is being done at the program-level to meet/adjust to the projected labor market changes?

No changes planned for the entry level DH track. We are implementing the BS-DH completion track. The graduates of this track would meet minimum qualifications in related dental hygiene jobs in the fields of sales/marketing, business, education/teaching, and public health. These related professions are not included in the projected job growth for dental hygienists, but are important part of the career picture for the licensed dental hygienist who may choose to work in a non-clinical setting part or full time.

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

Students are very well prepared for dental hygiene employment upon graduation. Foothill College graduates are highly regarded by local employers. Throughout the program they are educated in the skills, attitudes and ethics needed to be an excellent dental hygienist. They create an e-portfolio highlighting their best work and a resume for employment. We have guest speakers in to talk about interviewing and the realities of dental office employment. Students also participate in community service during the two years and are familiar with the dental environment, employee expectations and appropriate/professional behavior with colleagues and patients/clients.

Be sure to include the resources you need to implement or sustain your action plans in Section 3.

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.

Hire full-time supervising dentist	Year: 17	Completed	Ongoing	No Longer a Goal
Start DH completion program	Year: 17	Completed	Ongoing	No Longer a Goal
State of art dental clinic equipment	Year: 17	Completed	Ongoing	No Longer a Goal
Improve student services, especially academic counseling	Year: 17	Completed	Ongoing	No Longer a Goal
Increase number of targeted students in DH program	Year: 17	Completed	Ongoing	No Longer a Goal

Develop IPE for allied health	Year: 17-18	Completed	Ongoing	No Longer a Goal
Prepare for CODA site visit	Year: 18	Completed	Ongoing	No Longer a Goal
Develop a CE program	Year: 18	Completed	Ongoing	No Longer a Goal

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

We have been awarded a temporary full time faculty to help launch the new dental hygiene completion program. We will need this position to be permanent if we attract the number of students to the completion program that we expect.

DH students have told ACCJC site visitors that they felt academic counseling needed improvement. The counseling department has identified four counselors who will work with dental hygiene students, but we still do not have a designated counselor for dental hygiene. It should be noted that of the 15 pilot baccalaureate programs in CA, we are the only pilot program that does not have a designated counselor. We also need ongoing support from an evaluator who can transcribe prerequisite courses from other colleges and universities. We will evaluate the counseling department's solution of four counselors and see if this improves student satisfaction with counseling services.

IPE (Interprofessional Education) development is in the early stages for our allied health programs. Program directors need adequate release time & funding to attend workshops and purchase resources to teach IPE, which is a newer accreditation standard for all allied health programs.

Our CODA (Commission on Dental Accreditation) self-study is being written now. Our site visit is June 13-15, 2018. This is a huge undertaking for faculty and requires hundreds of hours beyond the usual teaching requirements. Our CODA accreditation cycle is every 7 years.

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

N/A

3B. Current Program Objectives and Resource Requests: Please list all new and ongoing program objectives based on discussion in Sections 1 and 2, including your objectives to eliminate any achievement disparities in course success for student subgroups (Section 2A). If additional resources are needed, indicate them in the table below. Refer to the Operations Planning Committee (OPC) website for rubrics and resource allocation information.

Resource Request	Program Objective	Implementation Timeline	Progress Measures	Resource Type Requested*	Estimated cost
Funding to pay tutors, dental hygiene specific	Maintain student success	Ongoing, each quarter	Retention	BS-DH differential fees	$12,000/annually
Full time faculty for DH completion program	Implement completion track	ASAP upon demonstration of strong demand in completion program	Enrollment completion track	New faculty	$95,000/annually
Dental equipment for DH clinic EMS perio flow polishers, intraoral cameras, dental stools, cure lights, dental instruments, etc	State of art dental clinic equipment	Ongoing, clinic equipment must be replaced & purchase of new technology	Accreditation	Perkins & BS degree funding	$35,000
Funding for marketing	Increase targeted students	Ongoing	Student demographics	Perkins & BS degree funding	$2,500
Funding for IPE development DH & other allied health programs.	IPE for allied health Accreditation mandate	Ongoing	Scheduled activities, accreditation recognition	Perkins, Strong Workforce funds	$2,000 DH program only
Instructional materials & models	Maintain student success	Ongoing	Retention	Perkins & BS degree funding	$5,000

*Resource type should indicate one of the following: One-time B-budget; Ongoing B-budget augmentation; Facilities/Equipment; New faculty/staff.

3C. Faculty/Staff Position Requests: Please describe the rationale for any new faculty or staff positions your program is requesting:
Full-time dental hygiene instructor when the BS-DH completion track is started; teaching assignments and reassigned time for completion track coordination, marketing, reporting data, scheduling of courses & instructors, maintaining curriculum updates, program review, SLO & PLO outcomes, etc.

3D. Unbudgeted Reassigned Time: Please list and provide rationale for requested reassign time.

> The DH program director's reassigned time is budgeted. CODA standards state that the majority of a program director's time must be for the administrative duties associated with a dental hygiene program. The entry level program director has 50% reassigned time and this must be on-going. This should be budgeted from the BS-DH differential fees.

3E. Please review any resource requests granted over the last five years and whether it facilitated student success.

> We have received budget allocations for tutoring for many years. This has helped greatly with student retention and is a critically important resource for student success. We need this as an ongoing resource and should be budgeted from the BS-DH differential fees that the students pay for upper division courses.

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.

Concern/Recommendation	Comments
Targeted outreach to targeted communities (males, Latino/a, African American) is needed and will diversify the applicant pool.	Last year one of our goals was to increase the number of males, Latino/a and African American students in the Dental Hygiene program. The class that entered in fall 2017 includes 3 males and 6 Latina students, so that was a nice improvement. To accomplish this we continue to diversify our faculty, use marketing materials that show diverse students and hold quarterly program information nights to recruit diverse, qualified students.

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

The program received the Innovation Program Award from the League of Innovation and our DH program was one of 15 state CTE programs to be selected for participation in the Baccalaureate Pilot program. The first cohort of students in the entry level program will be awarded a baccalaureate degree in DH in June 2018.

We received clarification from ACCJC in late fall of 2017 that the completion track could be launched and in less than 6 months from this notification, the first series of courses in the completion program will be offered.   This represents an incredible effort from the DH faculty and program director in developing appropriate curriculum, outreach to local dental hygienists who will be the student population and hiring appropriate faculty to teach these courses.

The Dental Hygiene program has a long and extensive history of community service. Senior students rotate to low-cost and sliding scale clinics to provide dental hygiene care to the underserved community every Friday. We also do a large number of visits to schools and other organizations to do dental screenings and oral health education. The program has participated each year in the Medical-Dental Brigade trip to Central America each summer. We host an annual Oral Cancer Awareness Walk each April with all fundraising going to the Oral Cancer Foundation, a highly regarded non-profit research and support organization. Many of our faculty participate in free dental clinic events, such as CDA Cares.

The Dental Hygiene program runs a fully functioning dental hygiene clinic that serves students and community members. We charge very small fees to cover the supplies, materials and expenses of running the clinic. The DH clinic is self-supporting with the nominal fees collected; the DH program doesn't receive any B budget for the DH clinic expenses.

From a student success perspective, there is no achievement gap for targeted vs non-targeted students once in the dental hygiene program. There is a slight difference in success in the non-targeted to targeted groups, with the success of the targeted groups being slightly less in the DH 200L, Introduction to Dental Hygiene, pre-requisite course. As stated previously, we feel this is often due to language or reading weaknesses.

The dental hygiene students pay an additional $56 per unit for the upper division dental hygiene courses. These funds stay with the district, however the expectation is that these fees should be used to support the students and program. A formal agreement on the use of these funds for DH program support should be established. We feel the upper division differential fees should be designated to the DH department for tutoring, purchase of dental clinic equipment (maintenance, repair, new purchases), and CODA mandated program director reassigned time.

SECTION 6: FEEDBACK AND FOLLOW-UP

This section is for the <u>Dean/Supervising Administrator</u> to provide feedback.

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

Students in the dental hygiene program exhibit no achievement gaps. All students succeed regardless of ethnicity, gender or socioeconomic factors. Students routinely have 100% pass rates on their licensing exams, enjoy high rates of employment and earn living wages upon graduation.

In response to last years feedback, the program director has pursued multiple approaches to further diversify the program by expanding outreach, offering multiple information nights to provide easy access for all students with questions and continue to diversify the teaching staff. This has resulted in a larger proportion of males and Latina students in the current class.

The program has been enthusiastic to begin the dental hygiene completion program and once given the "green light" to launch has demonstrated incredible deftness and will be ready to offer the first series of classes in Spring 2018.

6B. Areas of concern, if any:

The program is encouraged to continue the efforts to diversify the faculty and the applicant pool to ensure that the program continues to provide dental hygienists to the community that reflect the diverse nature of the bay area.

With the launch of the dental hygiene completion program, there is a need for an additional staffing, particularly a new full time faculty to help ensure that the programmatic excellence of the dental hygiene program continues.

6C. Recommendations for improvement:

The program director is encouraged to consider other innovative strategies to increase enrollment in the "entry level" cohort. This includes making go/no go decision chart for establishing the options that might be available with and without additional faculty or changes to the current dental hygiene clinic space.

6D. Recommended Next Steps: Proceed as Planned on Program Review Schedule

This section is for the <u>Vice President/President</u> to provide feedback.

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

6F. Areas of concern, if any:

6G. Recommendations for improvement:

6H. Recommended Next Steps:
      Proceed as Planned on Program Review Schedule
      Further Review / Out-of-Cycle In-Depth Review

Upon completion of <u>Section 6</u>, 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.