**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 using this template, 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. Administrator’s comments/reflection/next steps

**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>

2011-2012 Submission Deadline:

All program review documents are due to Deans by December 16

**Basic Program Information**

Department Name:

Program Mission(s):

Program review team:

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

Programs\* covered by this review

|  |  |  |
| --- | --- | --- |
| Program Name | Program Type (A.S., C.A., Pathway, etc.) | Units\*\* |
|  |  |  |
|  |  |  |
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\*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. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

**Section 1. Data and Trend Analysis**

* 1. Program 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 | 2008-2009 | 2009-2010 | 2010-2011 | % Change |
|  |  |  |  |  |
|  |  |  |  |  |

Please provide any non-transcriptable completion data you have available.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Non-Transcriptable Program | 2008-2009 | 2009-2010 | 2010-2011 | % Change |
|  |  |  |  |  |
|  |  |  |  |  |

1.2 Department Data

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Dimension | 2008-2009 | 2009-2010 | 2010-2011 | % Change |
| Enrollment |  |  |  |  |
| Productivity (Goal: 546) |  |  |  |  |
| Success |  |  |  |  |
| Full-time FTEF |  |  |  |  |
| Part-time FTEF |  |  |  |  |
| Full-time Staff |  |  |  |  |
| Part-time Staff |  |  |  |  |

Department Course Data

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 2008-2009 | | | 2009-2010 | | | 2010-2011 | | |
| Course | Enroll. | Prod. | Success | Enroll. | Prod. | Success | Enroll. | Prod. | Success |
| Ex. ART 1 |  |  |  |  |  |  |  |  |  |
| Ex. ART 2 |  |  |  |  |  |  |  |  |  |

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 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: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)
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?
   2. Comment on program mapping and how it ties to the college Mission(s).
   3. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.
   4. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?
   5. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these?
6. Basic Skills Programs (Please describe your Program’s connection to this core mission, if applicable):
7. Transfer Programs: Articulation (Please describe your Program’s connection to this core mission, if applicable)
8. CTE Programs: Labor/Industry Alignment (Please describe your Program’s connection to this core mission, if applicable)

**Section 2. Learning Outcomes Assessment Summary**

2.1. Attach 2010-2011 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 2010-2011 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

What findings can be gathered from the Course Level Assessments?

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

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

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

2.3.b Program-Level SLO

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

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

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.

3.1 Program relation to college mission/core missions

3.2 Previous Program Goals from last academic year

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

3.3 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 resource requests.

Full Time Faculty and/or Staff Positions

|  |  |  |  |
| --- | --- | --- | --- |
| Position | $ Amount | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Reassigned Time

|  |  |  |  |
| --- | --- | --- | --- |
| Position | $ Amount | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
|  |  |  |  |
|  |  |  |  |
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B Budget Augmentation

|  |  |  |  |
| --- | --- | --- | --- |
| B Budget FOAP | $ Amount | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
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|  |  |  |  |
|  |  |  |  |

Facilities and Equipment

|  |  |  |  |
| --- | --- | --- | --- |
| Facilities/Equipment Description | $ Amount | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

One-time/Other: (Release time, training, etc.?

|  |  |  |  |
| --- | --- | --- | --- |
| Description | $ Amount | Related Goal from Table in section 3.3 | Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.) |
|  |  |  |  |
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|  |  |  |  |

**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** | 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. | Students are often unaware that FH has a Dental Assisting Program or are told that FH does not have a Dental Assisting Program. |
| **Opportunities** | 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 | A local dentist wants to donate $30,000.00 to the Dental Assisting Program. |
| **Threats** | The state of the budget, VTEA funds are threatened, and Dental Assisting has little to no supplies budget. | Proprietary Schools that offer Dental Assisting Programs |

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

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

5.5 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