Draft Annual Student Services Program Review Template for 2011-2012
Introduction to The Program Review Process for Student Services Programs

Program Review at Foothill College

Purpose
A highly effective program review is sustainable, continuous quality improvement, with ongoing and systematic processes used to assess and improve student learning and achievement. Program review processes are disseminated, reviewed, and discussed to undergo ongoing institutional review and refinement to improve institutional effectiveness and program practices, resulting in improvements in student achievement and learning. The goal is to achieve ongoing deep reflection of programs and link program planning to program goals, institutional goals, strategic initiatives, student learning outcomes, resource allocation, accreditation, and the educational master plan.

Process
The following Foothill College Student Services programs are to be reviewed annually using this template. These programs will participate in an in-depth review every 3 years. Faculty and staff in contributing departments to these programs will participate in the process. Deans will provide feedback upon completion of the template and will forward the program review on to the next stage of the process.

Adaptive Learning	EOPS	Outreach & Retention
Admissions & Records	Evaluations	Pass the Torch
Assessment	Financial Aid	Psychological Services
Career Center	Health Services	Puente Program
Counseling	Judicial Affairs	Student Affairs
Disability Resource Center	Mfumo Program	Transfer Center

Annual review will address 5 core areas, with a final section for dialogue and next steps:
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 programs participate in an Annual Program Review
2012-2013: 1/3 of programs participate in In-Depth Review, remaining
            2/3 of Programs update their Annual Program Review

Contact:
Instructions:
Website:
Submission Deadline: All Program Review documents are due to Deans by December 16

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Basic Program Information

Student Service Program Name:

Student Service Program Mission:

Names of all those who participated in this annual update:

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2008-2009	2009-2010	2010-2011
Students Served			
Full-time FTEF			
Part-time FTEF			
Full-time Staff			
Part-time Staff			

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

1. Students Served (How was this tracked? What is the trend?):
2. Demographics Analysis (Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?)
3. Staffing Structure (Does the staffing structure meet the program or department's needs? If yes, please explain. If not, consider the following prompts in framing your answer.)
    i. Which aspects of the work are key to the institution's mission?
    ii. Has the staff increased, decreased or remained the same to meet those changes?
    iii. Has technology made it possible to do more work with the same staff? Or, has technology increased your workload (adding web features which need updating for example)? In what way?
    iv. Does the workload have significant peaks and valleys during the fiscal year? If so, describe.
    v. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation?
    vi. If your workload is increasing and resources will not allow for increased staffing, how do you anticipate being able to ameliorate the negative consequences of too much work and maintain a positive atmosphere?
    vii. What steps can be taken to improve your program or department's organizational efficiency within its current budget?
    viii. What strategies have been used to improve the delivery of support services within the program or department?
4. Workload measures (includes budget details). Describe the program's workload measures as developed within the Student Services process. (Budget analysis categories of *expenditures* (A Budget, Equipment, Supplies)
5. Basic Skills Programs (If applicable)
6. Transfer Programs: (If applicable)
7. CTE Programs: Labor/Industry Alignment (If applicable)

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Section 2. Learning Outcomes Assessment Summary

2.1. Insert – Four Column Report for SAO/SLO Assessment from TracDat

Unit Assessment Report - Four Column

Foothill College

SA - Admissions & Records

Service Area Outcomes (SAOs)	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
SA - Admissions & Records - 1 - Students that come to A&R to add classes will leave understanding how to utilize the online add code process. **SAO Status:** Active			
SA - Admissions & Records - 2 - Students are able to easily navigate the online transcript ordering system. **SAO Status:** Active			
SA - Admissions & Records - 3 - New students that attend Day on the Hill will be educated on the registration process. **SAO Status:** Active			

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2.3 Please provide observations and reflection below.

2.3.a Service Area and/or Student Learning Outcomes
What findings can be gathered from the SAO Assessments?

Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SAOs/SLOs?

Do the SAOs/SLOs reflect the knowledge, skills and abilities students need from those services in order to succeed?

How has assessment of SAOs/SLOs led to improvement in student success at the institution?

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related Core Mission goal, assessment data and the expected impact on student success.

Action Step	Related SAO/SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force)	How will this action improve student learning/success?

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate <u>some sort of measurable action</u> and should connect to Foothill's *Core Missions*, *Educational & Strategic Master Plan*, 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

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?

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's resource requests.

Full Time Faculty and/or Staffing

Position	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Consult OPC to complete this column)

B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Consult OPC to complete this column)

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Consult OPC to complete this column)

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

Description	$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Consult OPC to complete this column)

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

5.1 Using the matrix provided below and reflecting on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities for and possible threats to the program. Consider both external and internal factors. For example, if applicable, consider changes in our community and beyond (demographic, educational, social, economic, workforce, and, perhaps, global trends); look at the demand for the program; program review links to other campus and District programs and services; look at similar programs at other area colleges; and investigate 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 CSM has a Dental Assisting Program or are told that CSM 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?

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

Recommended Next steps:
___ Proceed as planned on Program Review Schedule
___ Further review/Out of Cycle In-Depth Review