

# Annual Instructional Program Review Template for 2012-2013

## Introduction

### 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 and 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'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>

### 2012-2013 Submission Deadline:

- Program review documents are due to Deans by December 14 for completion of Section 6.
- Deans complete section 6 and return documents to program review team by January 7, 2013.
- Program review documents are due to the Office of Instruction by January 18, 2013.

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<b>Basic Program Information</b>
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Department Name:

Program Mission(s):

Program Review team members:

Name	Department	Position

<b>Total number of Full Time Faculty:</b>	
<b>Total number of Part Time Faculty:</b>	

<b>Existing Classified positions:</b>
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).

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**Section 1. Data and Trend Analysis**

1.1. 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 Programs	2009-2010	2010-2011	2011-2012	% Change
Example: A.S Degree				
Example: Certificate of Achievement				

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

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

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

Course	2009-2010			2010-2011			2011-2012		
	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, concise 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.
  - a. AA, AS, AA-T, AS-T, Certificates of Achievement

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- b. Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval 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, seat count/facilities/accreditation 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?
  - a. Please comment on the data from any online course offerings.
5. Curriculum and Student Learning Outcomes (SLOs)
  - a. Comment on the currency of your curriculum, i.e. are all Course Outline of Record (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?
  - b. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?
  - c. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission.
  - d. As a division, how do you ensure that all faculty are teaching to the COR and SLOs?
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>
  - a. Please discuss current outcomes or initiatives related to this core mission.
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>
  - a. Please discuss current outcomes or initiatives related to this core mission.
8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://foothill.edu/president/workforce.php>
  - a. Please discuss current outcomes or initiatives related to this core mission.
  - b. 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: <http://foothill.edu/staff/irs/ESMP/index.php>
  - a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

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**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  
 Foothill College  
 Program (BHS-DA) - Dental Assisting AS/CA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Program (BHS-DA) - Dental Assisting AS/CA - 1 - Upon completion of the Dental Assisting Program graduates will demonstrate entry-level competency skills mandated by the Commission on Dental Accreditation and the Dental Board of California. <b>PL-SLO Status:</b> Active			
Program (BHS-DA) - Dental Assisting AS/CA - 2 - Upon completion of the Dental Assisting Program graduates will value and implement proper radiation safety for patients, self, and others. <b>PL-SLO Status:</b> Active			

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

Unit Course Assessment Report - Four Column  
 Foothill College  
 Program (BSS-ACTG) - Accounting AA/CA

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Department - Accounting (ACTG) - ACTG 1A - FINANCIAL ACCOUNTING I - SLO 1 - General Theory - Explain financial accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG)) <b>Assessment Cycles:</b> 2011-2012 2012-2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Per our decision from last academic year, we did away with the pre-test. We only administered a set of 30 departmental questions integrated by each instructor into their individual final exams. The 30 post-test questions were from the publisher's test bank. <b>Assessment Method Type:</b> Departmental Questions	11/17/2010 - The 30 post-test questions (from the publisher's test bank), although aligned to the chapter topics, do not appropriately align to the learning objectives. The results of the tests, we felt, do not validly measure the learning outcomes. <b>Result:</b> Target Not Met <b>Reporting Year:</b> 2010-2011 <b>Resource Request:</b> Hire knowledgeable tutors for traditional, hybrid and online courses to help students reinforce what they have learned in the classroom.	11/17/2010 - Time spent developing or adapting textbook comprehensive problems into a practice set with adjustments, working papers, Excel sheets, etc.
Department - Accounting (ACTG) - ACTG 1A - FINANCIAL ACCOUNTING I - SLO 2 - Application - Perform related calculations and demonstrate the ability to use methods and/or procedures to solve financial accounting problems. (Created By Department - Accounting (ACTG)) <b>Assessment Cycles:</b> 2011-2012 2012-2013 <b>Course-Level SLO Status:</b> Active			
Department - Accounting (ACTG) - ACTG 1B - FINANCIAL ACCOUNTING II - SLO 1 - General Theory - Explain financial accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG)) <b>Assessment Cycles:</b> 2011-2012			

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**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.

<b>Section 3: Program Goals and Rationale</b>
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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 \(ESMP\)](#), the division plan, and SLOs.

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 (in Section 4 you will detail resources needed)

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

Draft Annual Program Review Template for 2011-2012

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

5.2 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?

5.3 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

Upon completion of section 6, 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.