Introduction

<u>Purpose</u>
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.

<u>Process</u>
Foothill College administrative units are reviewed annually, with an in-depth review occurring on a three-year cycle. Program review for administrative units involves the participation of administrators, faculty and staff who directly serve in or contribute to, the program areas. Administrative Units include the Office of the President and Vice Presidents, as well as Division Offices. Upon completion of the template, vice presidents (president) provide feedback and will forward the program review on to the next stage of the process, including resource prioritization at OPC and PaRC.

Annual program review addresses five core areas, with a final section for administrator comments and reflections regarding 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. Vice President/President's comments

<u>2012-2013 Submission Deadline:</u>
• Program review documents are due to Vice President/President by January 25, 2012 for completion of Section 6.
• Vice President/President completes section 6 and returns documents to program review team by February 8, 2013.
• Program review documents are due to the Office of Instruction by February 15, 2013.

<u>Foothill College Program Review Cycle:</u>
To see which template your department is scheduled to complete, check the Program Review Schedule: http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf

<u>Questions?</u>
Contact: Office of Instruction and Institutional Research (650) 949-7240
Website: http://foothill.edu/staff/irs/programplans/index.php

Basic Program Information

Administrative Unit Name:

Administrative Unit Mission:

Administrative Members and Departments covered in this program review (Please list all members of your Administrative Unit along with position title):

Name	Department	Position

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2009-2010	2010-2011	2011-2012
Students Served			
Faculty Served			
Staff Served			
Full-time FTEF			
Part-time FTEF			
Full-time Staff			
Part-time Staff			

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Vice President/President.

1. Population served (Please use prompts below to describe the faculty, staff and/or students you primarily serve):
    a. Locations/times of service (Day, Evening, Off Campus, etc.)
    b. How was this tracked?
    c. What is the trend?
2. Scheduling of services and/or offerings (Please use the following prompts to describe the scheduling of your Administrative Unit):
    a. How have you adjusted your scheduling to align with the Core Missions of Basic Skills, Transfer and Workforce?
    b. For Instructional AU, please comment on the effectiveness of your divisional curriculum processes, including any suggested areas of improvement or needed support.
3. Staffing structure (Does the staffing structure of your Administrative Unit 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. How has technology affected the workload in your office?
    iv. Does the workload have significant peaks and valleys during the 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. What steps can be taken to improve your program or department's organizational efficiency within its current budget?
    vii. What strategies have been used to improve the delivery of support services

within the program or department?

4. Budget analysis:
   a. Please attach a spreadsheet with your expenditures by categories for the past three years.
   b. In light of budget constraints and fewer college resources, please describe the process used to make adjustments and reallocations of budgets between departments in your administrative unit. If you have not reallocated budgets within your unit, please describe how that would work in your AU in future resource allocation cycles.
5. Administrative Professional Development: Please describe any areas of training or resources needed (for example: Tenure, Evaluation, Enrollment Management).
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.
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.
10. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

Section 2. Learning Outcomes Assessment Summary

2.1. Insert – 2011-2012 Four Column Report for AU-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

AU - Instruction & Institutional Research

Mission Statement: The mission of the Office of Instruction and Research is to shape the future direction and environment of student learning at Foothill through the implementation of creative solutions and innovative ideas in conjunction with evidence-based decision making and research.

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
AU - Instruction & Institutional Research - 1 - Student Information - Students have access to current college catalog, course outlines and Student Learning Outcomes. **Year(s) to be Assessed:** 2010-2011 2011-2012 **AU-SLO Status:** Active	**Assessment Method:** An annual spring survey will be distributed to all Faculty, Staff and Administrators containing a question for each AUO with 5 possible responses: Strongly disagree, Disagree, Agree, Strongly agree and Not Applicable/Other. **Assessment Method Type:** Survey **Target:** The target is to achieve an 80% agreement (Agree or Strongly Agree) rate among all respondents.	09/07/2011 - Agree = 46.7% Strongly Agree = 38.9% Total = 85.6% **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Resource Request:** The Office of Instruction is not sufficiently staffed to serve the overall flow of curriculum and state accounting. There is a need for a FT classified staff member to assist with curriculum and scheduling.. **Related Documents:** Spring 2011 AUO Survey Results	10/14/2011 - Although the target was met, there are many areas for improvement. The Office of Instruction will continue to provide training on Tracdat, and improve the accessibility of SLOs to the internal and external audience via the website. _____
AU - Instruction & Institutional Research - 2 - Core Mission Instruction - Students are offered career, workforce and basic skills instruction with approved college curriculum in accordance to Title 5 and the Educational Code. **Year(s) to be Assessed:** 2010-2011 2011-2012 **AU-SLO Status:** Active	**Assessment Method:** An annual spring survey will be distributed to all Faculty, Staff and Administrators containing a question for each AUO with 5 possible responses: Strongly disagree, Disagree, Agree, Strongly agree and Not Applicable/Other. **Assessment Method Type:** Survey **Target:** The target is to achieve an 80% agreement (Agree or Strongly Agree) rate among all respondents.	09/07/2011 - Agree = 52.3% Strongly Agree = 33% Total = 85.3% **Result:** Target Met **Year This Assessment Occurred:** 2010-2011 **Related Documents:** Spring 2011 AUO Survey Results	

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2.3 Administrative Unit Student Learning Outcomes: Please provide observations and reflections below after reflecting on your AU-SLOs in TracDat and reviewing your divisional Program-Level SLOs.

2.3.a What findings or themes can be gathered from the AU-SLOs or departmental Program-Level SLO assessments?

2.3.b Does any of the data suggest that revisions might be necessary in order to support faculty, staff and/or students to successfully achieve the AU-SLOs?

2.3.c How has assessment of AU-SLOs led to improvement in student success at the institution?

2.4 Annual Action Plan and Summary: Using the information above, list the Administrative Unit's action steps, the related Core Mission objective, 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 and incorporate some sort of measurable action that connects 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

3.2 New Goals: Goals can be multi-year

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

Section 4: Program Resources and Support

4.1 After reviewing the requests from the programs within this Administrative Unit, use the tables below to summarize any underlined resource requests that have not been requested through your individual programs. These requests should only be for needed items that cannot be funded out of your existing AU budgets. 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 and/or rationale

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	$ Amount	Related Goal from Table in section 3.2 and/or rationale

One-time B Budget Augmentation

Description	$ Amount	Related Goal from Table in section 3.2 and/or rationale

Ongoing B Budget Augmentation

B Budget FOAP	$ Amount	Related Goal from Table in section 3.2 and/or rationale

Facilities and Equipment

Facilities/Equipment Description	$ Amount	Related Goal from Table in section 3.2 and/or rationale

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

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

5.3 What statements of concern have been raised in the course of conducting the program review?

5.4 After reviewing the data, what strengths or positive trends would you like to highlight about your Administrative Unit?

Section 6: Feedback and Follow Up

This section is for the Vice President and/or President 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