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, 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/Administrator's comments/reflection/next steps
7. Vice President Comments

2012-2013 Submission Deadline:
• Program review documents are due to Dean by December 14 for completion of Section 6.
•Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
 • Vice President completes section 7 and returns documents to program review team by January 18, 2013.
• Program review documents are due to the Office of Instruction by January 25, 2013.

Foothill College Program Review Cycle:
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

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

Basic Program Information

Department Name:

Program Mission(s):

Program Review team members:

Name	Department	Position

Total number of Full Time Faculty:	
Total number of Part Time Faculty:	

Existing Classified positions:
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).

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 Program	2010-2011	2011-2012	% Change

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
Example: Career Certificate			

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

Dimension	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)

	2010-2011			2011-2012		
Course	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 two 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.
   a. Please analyze the data and comment with regards to student ethnicity, gender, age and highest degree.

2. Completion Rates: Has the number of students completing degrees/certificates held steady, or increased or declined in the last two years? Please comment on the data and analyze the trends, including completion rates by student demographic.
    a. AA, AS, transcriptable certificates
    b. Local, non-State approved certificates
    c. 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: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size 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?)
5. Curriculum and SLOs
    a. 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? (Please use reports from the Curriculum Office to help you complete this prompt)
    b. As a department/program, how do you ensure that all faculty are teaching to the COR?
    c. Discuss how the objectives and outcomes in your courses relate to the program learning outcomes and to the college mission. (Recommendation: attach TracDat mapping report)
    d. If you are offering both an associate's degree and a certificate of achievement, please provide a rationale for offering both. If you are offering a local associate's degree and a transfer degree in the same discipline, please comment on your rationale for offering both.
    e. If you are offering any interdisciplinary or cross-listed courses or program, please comment on collaborative efforts such as team-teaching or learning communities.
    f. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum.
6. Basic Skills Programs (English, ESLL and Math). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: http://foothill.edu/president/basicskills.php
    a. Please describe existing ladder programs, alternative pathways, Non-credit to credit transitions within your program.
    b. Please comment on progression in sequenced courses.
    c. 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. (Link to Equity Report)

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 analyze and discuss Transfer data regarding this program.
    b. Please analyze and discuss on Articulation data regarding this program.
    c. Please discuss the status of your program's AS-T or AA-T degrees.
    d. 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. (Link to Equity Report)
8. Workforce Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: http://www.foothill.edu/president/workforce.php
    a. Education Code section 78016 requires that colleges review the effectiveness of Career Technical Education (CTE) programs. Verify that this program:
        i. Continues to meet a documented labor market demand as referenced by industry/occupational report provided.
        ii. Does not represent unnecessary duplication of other manpower training programs in the college's service area.
        iii. Is of demonstrated effectiveness as measured by the employment and completion success of its students.
        iv. Please analyze and comment on average salary/wage data in the region.
    b. Program accreditation (Please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.
    c. Service to the community: Please describe community service, outreach and special projects or initiatives that the program provides.
    d. Outcomes assessments: Please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.
    e. Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.
    f. 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. (Link to Equity Report)
9. 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. 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. **PL-SLO Status:** 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. **PL-SLO Status:** Active			

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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** Active	**Assessment Method:** 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. **Assessment Method Type:** 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. **Result:** Target Not Met **Reporting Year:** 2010-2011 **Resource Request:** Hire knowlgeable 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)) **Assessment Cycles:** 2011-2012 2012-2013 **Course-Level SLO Status:** 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)) **Assessment Cycles:** 2011-2012			

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

1. Give an assessment of the past three years of annual Course Level SLO reflections.

2. 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.

2.4 Annual Action Plan and Summary: Using the information above, list the program'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 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. Goals will be linked to resource requests.

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

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 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 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	Example: Students are often unaware that FH has a Dental Assisting Program or are told that FH does not have a Dental Assisting Program.

	protocols the College is responsible for.	
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 by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

5.4 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

Section 7: Feedback and Follow Up

This section is for the Vice 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

Upon completion of section 7, 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.