

**Basic Unit 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

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position

**Section 1: Data and Trend Analysis**

Program/Department Data:

Dimension	2010-2011	2011-2012	2012-2013
Students Served			
Faculty Served			
Staff Served			
Full-time FTEF			
Part-time FTEF			
Full-time Staff			
Part-time Staff			

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.

- a. Describe the faculty, staff and/or students you primarily serve.

- b. Locations/times of service (Day, Evening, Off Campus, etc.)

- c. How was this tracked?

- d. What is the trend?

- e. How have you adjusted your course offerings, programs or services to align with the Core Missions of Basic Skills, Transfer and Workforce?

- f. If the staffing structure of your Administrative Unit does not meet the program or department's needs, please explain.

- g. Describe changes in technology/regulations/processes that impact your administrative unit, and the impact of those changes on your unit.

- h. What strategies has your AU used to improve support services within the program or department?

- i. Please describe the process used to prioritize resource allocations in your administrative unit and comment on its effectiveness.

- j. Are the training and professional development opportunities available to your administrative unit sufficient? Why or why not?

**For administrative units that supervise instructional programs, please complete items k through r. All others, skip to section 2.**

**Curriculum:**

k. Does your division curriculum committee meet regularly?  Yes  No

If yes, how often do you meet? Please check all that apply:

Once a quarter

Twice a quarter

Once per month

Other, please explain:

l. Does your division curriculum committee meet? Please check all that apply:

Face to face

Email/online

Hybrid

m. Do you post the agenda and minutes for your division committee meetings?

Yes

No

n. If yes, where? Please check all that apply:

Division website

Google docs/file sharing

Other, please explain:

o. Do your division curriculum committee members receive training on curriculum regulations, processes, etc?

Yes

No

p. What is functioning well with the division curriculum committee?

- q. What resources and/or other support would make this division curriculum committee more effective?

- r. How do you ensure that faculty are teaching to the COR? Check all that apply:

- Refer all faculty to the website
- Provide new faculty with copy of COR
- Review COR with faculty during evaluation
- Other, please describe:

**Section 2: Student Equity and Institutional Standards**

**As part of an accreditation requirement, the college has established institutional standards across specific indicators that are annual targets to be met and exceeded. Please comment on how your unit is contributing to the institutional standards.**

**If you directly supervise instructional programs, please include your analysis of the programs and how they contribute to the institutional standards and student equity.**

**If you directly supervise services, please include your analysis of the services and how they contribute to the institutional standards and student equity. (For a complete description of the institutional standard, please see the administrative unit cover sheet)**

**Section 3: Core Mission and Support**

**The College’s core missions are reflected below. Please respond to each mission using the prompts below.**

**Basic Skills:** (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. How is your administrative unit supporting basic skills students or programs? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

**Transfer:** For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

- b. How is your administrative unit supporting students’ transfer goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

**Workforce:** For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

- c. How is your administrative unit supporting students’ workforce goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

**Section 4: Learning Outcomes Assessment Summary**

Attach 2012-2013 Four Column Report for AU-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

**Section 5: SLO Assessment and Reflection**

- a. Please provide observations below after reflecting on your AU-SLOs in TracDat and reviewing the Program-Level SLOs that are a part of your administrative unit.

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

- c. 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?

- d. How has the assessment of your AU-SLOs contributed to student success at the institution and/or within your unit?

**Section 6: Administrative Goals and Rationale**

Administrative unit 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. Goals are not resource requests.

List Previous Program Goals from last academic year; check the appropriate status box & provide explanation in the comment box

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
1.			

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1.			

**Section 7: Resources and Support**

Using the tables below, summarize your administrative unit’s unfunded resource requests. Only make requests that are not already included in any of the departmental program reviews in your administrative unit. 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 Section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)



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

<b>Has the program received college funding for reassign time in the last three years? (y/n)</b>	<b>If yes, indicate percent of time.</b>
<b>Has the program used division or department B-budget to fund reassign time? (y/n)</b>	

Indicate duties covered by requested reassign time:

<b>Responsibility</b>	<b>Estimated \$</b>	<b>Related Goal from Section 6 and how this resource request supports this goal.</b>	<b>Est hours per month</b>	<b>% Time</b>

One Time B Budget Augmentation

<b>Description</b>	<b>\$ Amount</b>	<b>Related Goal from Section 6 and how this resource request supports this goal.</b>	<b>Previously funded in last 3 years? (y/n)</b>

Ongoing B Budget Augmentation

<b>Description</b>	<b>\$ Amount</b>	<b>Related Goal from Section 6 and how this resource request supports this goal.</b>	<b>Previously funded in last 3 years? (y/n)</b>

Facilities and Equipment

<b>Facilities/Equipment Description</b>	<b>\$ Amount</b>	<b>Related Goal from Section 6 and how this resource request supports this goal.</b>	<b>Previously funded in last 3 years? (y/n)</b>

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

**Section 8: Program Review Summary**

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1.	

Please describe how your administrative unit’s goals and initiatives address these institutional priorities. Indicate how you are measuring the success of these initiatives.

a. Student Outreach and Support

b. Enrollment

c. Student Equity

- d. After reviewing the data, what would you like to highlight about your administrative unit?

- e. What do you see on the horizon that could impact your administrative unit, and how do you intend to address that impact?

### Section 9: Feedback and Follow Up

This section is for the Vice President/President to provide feedback.

- a. Strengths and successes of the program as evidenced by the data and analysis:

- b. Areas of concern, if any:

c. Recommendations for improvement:

d. Recommended next steps:

- Proceed as planned on program review schedule
- Further review/Out of cycle in-depth review

*Upon completion of section 9 by the Vice President or President, the Program Review should be returned to the administrative unit for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.*