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| **BASIC PROGRAM INFORMATION** |

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.*

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| **Administrative Unit Name:** |  |

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

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| --- | --- | --- |
| **Name** | **Department** | **Position** |
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Please list all members of your Administrative Unit along with position title.

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| **Name** | **Department** | **Position** |
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**Please list all departments covered in this Program Review.**

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| **SECTION 1.1: ADMINISTRATIVE UNIT DATA** |

**1.1A. Administrative Unit Data**

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|  | **2012-2013** | **2013-2014** | **2014-2015** |
| **Number of Students Served** |  |  |  |
| **Number of Faculty Served** |  |  |  |
| **Number of Staff Served** |  |  |  |
| **Full-Time Load (FTEF)** |  |  |  |
| **Part-Time Load (FTEF)** |  |  |  |
| **Full-Time Staff** |  |  |  |
| **Part-Time Staff** |  |  |  |

**1.1B. Staffing:** If the staffing structure of your administrative unit does not meet the program needs, please discuss your program objectives aimed at addressing this.

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**1.1C. Service Type:** Describe the faculty, staff and/or students you primarily serve.

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**1.1D. Location/Time:** Indicate the locations/times of services provided. (Check all that apply)

Daytime  Evening  Off-Campus  Online  Other:

**1.1E. Service Tracking:** How was quantity/level of service tracked?

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**1.1F. Service Trend:**

Individuals Served (Over Past 3 Years):  Increase  Steady/No Change  Decrease

**1.1G. Unit Impact:** Describe changes in technology/regulations/processes that impact your administrative unit, and the impact of those changes on your unit.

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**1.1H. Admin Unit:** What finding or themes can be gathered from the administrative unit Student Learning Outcomes (AU-SLOs) or departmental program-level SLO assessments?

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What strategies has your administrative unit used to improve support services within the program or department?

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**1.1I. SLO Assessment:** If your AU-SLOs or program-level SLOs are not being met, please indicate your program objectives aimed at addressing this.

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**1.1J. Professional Development:** Are the training and professional development opportunities available to your administrative unit sufficient?  Yes  No If No, please explain:

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| **SECTION 1.2: INSTRUCTIONAL PROGRAM DATA & ENROLLMENT** |

If your unit has an instructional component (e.g. KCI, Apprenticeship), please complete Section 1.2.

If your program does not have an instructional component, please skip to Section 2.

**1.2A. Transcriptable Program Data:** Data will be posted on Institutional Research’s [website](http://www.foothill.edu/staff/irs/programplans/programreviewdata.php) for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

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| --- | --- | --- | --- |
| **Transcriptable Program** | **2012-2013** | **2013-2014** | **2014-2015** |
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**1.2B. Non-Transcriptable Program Data:** Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

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| **Non-Transcriptable Program** | **2012-2013** | **2013-2014** | **2014-2015** |
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Please provide the rationale for offering a non-transcriptable program and share the most recent program completion data.

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**1.2C. Department Level Data:**

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| --- | --- | --- | --- |
|  | **2012-2013** | **2013-2014** | **2014-2015** |
| **Enrollment** |  |  |  |
| **Productivity** |  |  |  |
| **Course Success** |  |  |  |
| **Full-Time Load (FTEF)** |  |  |  |
| **Part-Time Load (FTEF)** |  |  |  |

**1.2D. Enrollment Trend:**

Program Enrollment (Over Past 3 Years):  Increase  Steady/No Change  Decrease

**1.2E. Course Success Trends:** Please describe course success trends for the following student groups and compare the program-level data with the college-level data.

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| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Program-Level Trend** | | |  | **College-Level Comparison** | | |
|  | **Increase** | **Steady/No Change** | **Decrease** |  | **Above** | **At Level** | **Below** |
| African American |  |  |  |  |  |  |  |
| Asian |  |  |  |  |  |  |  |
| Filipino |  |  |  |  |  |  |  |
| Latino/a |  |  |  |  |  |  |  |
| Native American |  |  |  |  |  |  |  |
| Pacific Islander |  |  |  |  |  |  |  |
| White |  |  |  |  |  |  |  |
| Decline to State |  |  |  |  |  |  |  |

**1.2F. Course Success Demographics:** Please compare the program-level course success rate data for the following student groups with the college-level data.

Male:  Above Level  At Level  Below Level

Female:  Above Level  At Level  Below Level

<25 Years Old:  Above Level  At Level  Below Level

>25 Years Old:  Above Level  At Level  Below Level

**1.2G. Equity:** One of the goals of the College’s Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipinos/Pacific Islanders. If the course success rates for these students (or other groups not listed above, such as foster youth, veterans, and students with disabilities) is below that of the College, what is your program doing to address this?

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**1.1H Course Enrollment:** If there are particular courses that are not getting sufficient enrollment, are regularly cancelled due to low enrollment, or are not scheduled, discuss how your program is addressing this issue.

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**1.1I. Productivity**: Although the college productivity goal is **535**, there are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions).

Program Productivity Trend:  Increase  Steady/No Change  Decrease

Program Productivity (Compared to College Goal):  Above Goal  At Goal  Below Goal

Please discuss what factors may be affecting your program’s productivity.

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If your program’s productivity is below that of the College, please discuss your program objectives aimed at addressing this.

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**1.1J. Institutional Standard:** This represents the lowest course completion (success) rate deemed acceptable by the College’s accrediting body (ACCJC). The institutional standard is **55%**.

Program Level Course Completion:  Above Standard  At Standard  Below Standard

Targeted Student Course Completion:  Above Standard  At Standard  Below Standard

Online Student Course Completion:  Above Standard  At Standard  Below Standard

In-Person/Hybrid Course Completion:  Above Standard  At Standard  Below Standard

**1.1K. Institutional Effectiveness (IEPI) Goal:** This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **71%**.

Program Level Course Completion:  Above Goal  At Goal  Below Goal

Targeted Student Course Completion:  Above Goal  At Goal  Below Goal

Online Student Course Completion:  Above Goal  At Goal  Below Goal

In-Person/Hybrid Course Completion:  Above Goal  At Goal  Below Goal

Please comment on your program’s efforts to continually improve course completion (success) rates, especially for students with basic skills needs.

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If your program’s course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

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**1.1L. Faculty Discussion:** Does meaningful dialogue currently take place in shaping, evaluating, and assessing your program’s Student Learning Outcomes (SLOs)?  Yes  No

If yes, in what venues do these discussions take place? (Check all that apply)

Department Meetings  Opening Day  Online Discussions  Other:

If no, please discuss what is missing and/or the obstacles to ensuring dialogue takes place.

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**1.1M. Course-Level:** How has assessment and reflection of CL-SLOs led to course-level changes?

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If your program’s CL-SLOs are not being met, please indicate your program objectives aimed at addressing this.

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| **SECTION 1.3 ADMINISTRATIVE UNIT – INSTRUCTIONAL REFLECTION** |

If your unit supervises instructional programs (e.g. instructional divisions), please complete Section 1.3.

If your administrative unit does not supervise instructional programs, please skip to Section 2.

**1.3A. Curriculum:** Does your division curriculum committee meet regularly?  Yes  No

If Yes, how often do you meet?  1x/Quarter  2x/Quarter  1x/Month  Other:

How does your division curriculum committee meet? (Check all that apply)

Face-to-Face  Email/Online  Other:

Do you post the agenda and minutes for your division committee meetings?  Yes  No

If yes, where? (Check all that apply)  Division Website  Google Docs  Other File Sharing

**1.3B. Training:** Do your division curriculum committee members receive training on curriculum regulations, processes, etc.?  Yes  No

**1.3D. Summary:** What is functioning well with the division curriculum committee?

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How do you ensure faculty are teaching to the Course Outline of Record (COR)? (Check all that apply)

Refer faculty to website  Provide a copy of COR  Review with faculty  Other:

**1.3E. Curriculum Objectives:** Please discuss any program objectives aimed at making the division curriculum committee more effective?

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| **SECTION 2: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS** |

**2A. Past Program Objectives/Outcomes:** Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

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| --- | --- | --- | --- | --- |
|  | Year: | Completed | Ongoing | No Longer a Goal |
|  | Year: | Completed | Ongoing | No Longer a Goal |
|  | Year: | Completed | Ongoing | No Longer a Goal |
|  | Year: | Completed | Ongoing | No Longer a Goal |
|  | Year: | Completed | Ongoing | No Longer a Goal |
|  | Year: | Completed | Ongoing | No Longer a Goal |
|  | Year: | Completed | Ongoing | No Longer a Goal |
|  | Year: | Completed | Ongoing | No Longer a Goal |

Please comment on any challenges or obstacles with ongoing past objectives.

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Please provide rationale behind any objectives that are no longer a priority for the program.

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**2B. New Program Objectives:** Please list all new program objectives discussed in Sections 1-3; do not list resource requests in this section.

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| **Program Objective** | **Implementation Timeline** | **Progress Measures** |
| *Example: Reduce Wait Time for Counselors* | *Winter 2016 Term* | *Student Surveys* |
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**2C. EMP Goals.** Please refer to the Educational Master Planning (EMP) [website](http://www.foothill.edu/president/parc/esmp.php) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

Create a culture of equity that promotes student success, particularly for underserved students.

Strengthen a sense of community and commitment to the College’s mission; expand participation from all constituencies in shared governance.

Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

**2D. Equity:** One of the goals of the College’s Student Equity plan is to close the performance gap for disproportionately impacted students, including African-American, Hispanic/Latino, and Filipino/Pacific Islanders. Tell us some of the things your program will be doing this year to support this specific goal.

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**2E. Resource Requests:** Using the table below, summarize your program’s unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](http://www.foothill.edu/president/operations.php) for current guiding principles, rubrics and resource allocation information. Be sure to mention the resource request in your narrative above when discussing your program so the request can be fully vetted.

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| **Resource Request** | **$** | **Program Objective (Section 2B)** | **Type of Resource Request** | | | |
| **Full-Time Faculty/Staff Position** | **One-Time B-Budget Augmentation** | **Ongoing B-Budget Augmentation** | **Facilities and Equipment** |
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**2F. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

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**2G. Review:** Review the 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.

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| **SECTION 3: ADMINISTRATIVE UNIT SUMMARY** |

**3A. Prior Feedback:** Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

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| **Concern/Recommendation** | **Comments** |
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**3B. Summary:** What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

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| **SECTION 4: LEARNING OUTCOMES ASSESSMENT SUMMARY** |

**4A. Attach 2013-2014 Admin-Unit Outcomes:** Four Column Report for AU-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

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| **SECTION 5: FEEDBACK AND FOLLOW-UP** |

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

**5A. Strengths and successes of the program as evidenced by the data and analysis:**

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**5B. Areas of concern, if any:**

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**5C. Recommendations for improvement:**

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**5D. Recommended Next Steps:**

Proceed as Planned on Program Review Schedule

Further Review / Out-of-Cycle In-Depth Review

*Upon completion of Section 5, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*