

Instructional Program Review Cover Page

Program Review Purpose

Program review is an opportunity for the college to:

1. Examine the extent to which a ***program is meeting its mission and contributing to the college core missions***;
2. Develop an understanding of the ***program's strengths, successes and challenges***;
3. Use data and evaluation findings to develop goals and actions leading to ***program improvement***;
4. Help the college meet ***accreditation requirements*** and accountability mandates; and
5. Provide information to facilitate program- and college-level ***planning and resource prioritization and allocation***.

Program Review Process

What information is included in program review?

This process requires several distinct steps:

1. A snapshot of the program at this point in time;
2. Evaluation and reflection of the progress toward achieving program goals and supporting the college core missions; and
3. Planning for program improvement.

Who completes an instructional program review?

Instructional programs that offer a transcriptable certificate, an associate's degree or are part of a specialized pathway, such as ESL, Developmental English, Math My Way.

How often is program review completed?

The program review process is a three-year cycle where instructional programs are reviewed annually, with a comprehensive review occurring every third year.

Who participates in the instructional program review process?

While faculty and staff of the instructional program complete the program review template, the program review process also includes Deans, Vice Presidents, President, Program Review Committee (PRC), Operations Planning Committee (OPC) and Planning and Resource Council (PaRC).

Program Review Sections

1. Data and Trend Analysis
2. Student Equity and Institutional Standards
3. Core Mission and Support
4. Learning Outcomes Assessment Summary
5. Student Learning Outcomes Assessment and Reflection
6. Program Goals and Rationale
7. Program Resources and Support
8. Program Review Summary
9. Feedback and Follow-up

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Overview of Program Review Process

1. **The audience for program review documents includes people outside of your program** who may not be equally familiar with every program. Please provide as much detail and explanation as needed, minimizing use of acronyms, abbreviations or other jargon specific to your program. If program-specific language is used in the document, please provide an explanation for these terms.
2. **All prompts must be completed.** If a prompt does not apply, please explain why. "Not applicable" is not an appropriate response.
3. All program review documents are **public documents**, which are posted and accessible on the Foothill College website, to be viewed by internal and external members of our community. These documents are also used by shared governance groups in college planning and resource prioritization.
4. **Use the format provided** in this template when completing program review. Programs not utilizing the given template will be rejected.
5. Cite all data sources other than the program review datasheets. Include/attach these external data source(s) cited in the program review documents. Discussion of data should **include analysis or hypothesis regarding trend lines**.
6. **Insert the four-column reports** for program-level and course-level student learning outcome (SLO) assessment into section 4.
7. **All resources requests must be documented in program review.** The resource prioritization process begins at the divisional level, proceeds to the Vice Presidents, OPC and finally PaRC who makes final recommendations to the College President. No resource requests will be funded if they are not listed in Program Resources and Support (section 7).
8. The **Program Review Summary** (section 8.a.) **provides an opportunity to highlight aspects of the program.** Discuss **strengths, initiatives, concerns and changes** that currently affect or may affect the program in the coming cycle. Examples may include increasing student enrollment; gaps in student success; issues related to measuring progress toward program goals; changes in state regulations, etc.

Program Review Definitions

1. **Transcriptable:** Certificates and degrees that are state-approved. For questions regarding whether your program is transcriptable, contact the Office of Instruction. Source: Program Review data (Institutional Research and Planning Office)
2. **Non-Transcriptable:** Certificates that require less than 27 units and are not state-approved. These are not Certificates of Achievement and do not appear on a student's transcript. Data Source: Program data (collected by each program, department or division awarding these certificates)
3. **Productivity:** Calculation based on weekly student contact hours (WSCH) divided by faculty load. The college's productivity goal for 2013-14 is 535, which is based on a formula that identifies what is needed to fund a course. Not all courses fit this model for

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funding. Data Source: Program Review data sheets (Institutional Research and Planning Office)

4. **Institutional standards:** Minimum targets established by the college across a variety of indicators. These numbers are reported as part of the college's annual accreditation report. An ongoing and annual dialogue occurs in shared governance groups to review these standards. Data Source: Program review data sheet (Institutional Research and Planning)

Course Completion: 55%

Defined as course success, based on the percentage of students receiving a passing/satisfactory grade ("A," "B," "C," "P") from all grades received (including "W").

Degree Completion: 450

Defined as the number of AA, AS, AA-T, AS-T degrees awarded annually by the college.

Certificate Completion: 325

Defined as the number of state-approved/transcriptable certificates awarded annually by the college.

Transfer to four-year colleges/universities: 775

Defined as the number of students who transfer from Foothill and enroll in a four-year institution. Other Data Sources: Articulation, program data (perhaps collected at departmental level)

5. **Student Equity:** Emphasizes student outcomes where fair treatment, access, opportunity, and advancement is guaranteed for all students, acknowledging that there are historically underserved and underrepresented populations and that fairness regarding (and efforts addressing) these unbalanced conditions is needed to assist equality in the provision of effective opportunities to all groups. (Data Source: 2013 College Opening Day, <http://diversity.berkeley.edu/glossary-terms>)

6. **Core missions:** All instructional programs will be asked to address how they support the key college missions.

Basic Skills

Defined as foundational skills in reading, writing, mathematics, and English as a Second Language (ESL), as well as learning skills and study skills, which are necessary for students to succeed in college-level work. Data Source: CCCCO Data Mart (basic skills tracking)

Transfer

Defined as the rate in which students successfully transfer to a four-year institution. Data Sources: Articulation, program data (perhaps collected at departmental level)

Workforce

Defined as workforce, career and technical education preparation that is needed to fulfill the vocational education and instructional needs of California business and industry. Data Sources: Labor Market Reports (Institutional Research and Planning), CTE Outcomes Survey, Workforce Workgroup, program data (perhaps collected at departmental level)

7. **Program goals:** These goals are related to the core missions, the institution's goals, the institutional learning outcomes (4 Cs: Communication, Computation, Critical Thinking, Community). Examples of goals may include student equity, degree

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completion, program creation, enrollment management, etc. Progress toward these goals need to be measurable as they will need to be included in the program review document.

8. **Unfunded resource requests:** Requests not currently part of the existing budget. Such requests must include rationale for funding and support a program goal identified in Program Goals and Rationale (section 6).

Program Review Timeline: 2013-2014

- December 13, 2013: Program review documents are due to Dean
- January 13, 2014: Dean completes section 9, and forwards documents to Vice President for review
- Week of January 20, 2014: Dean shares completed program review documents including (Dean and VP) feedback with department faculty and staff, allowing for discussion and review.
- Week of January 27, 2014: Program review documents due to the Office of Instruction for public posting
- February 13, 2014: Divisions submit prioritized resource request lists to their Vice President
- Week of February 24, 2014: Vice Presidents meet with Deans to review each division's prioritized resource requests
- Week of March 3, 2014: Vice Presidents meet with each other to create one prioritized resource request list
- Week of March 17, 2014: Vice Presidents present their prioritized resource request list to OPC
- April 16, 2014: Vice Presidents to share their prioritized resource request list with PaRC, with a presentation on new faculty and staff requests
- May 7, 2014: Vice Presidents to update their prioritized resource list, especially all new faculty and staff requests, if needed (depending on PRC's recommendations to PaRC regarding the comprehensive program reviews on April 16, 2014)
- May 21, 2014: OPC presents resource prioritization recommendations to PaRC
- June 4, 2014: PaRC approves OPC's resource prioritization recommendations

Program Review Cycle

To see which template a department/service/unit is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2013-2014/2013-2014ProgramReview3yrCycle.pdf>

Questions?

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