



FOOTHILL COLLEGE

Program Review Manual

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Foothill College Mission

Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in the achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Foothill College Vision

Foothill College educates students from diverse backgrounds that represent the demographics of the Bay Area, with particular attention to underserved and underrepresented populations. Foothill students master content and skills which are critical for their future success. They develop and act upon a sense of responsibility to be stewards of the public good.

Foothill College Values

Honesty | Integrity | Trust | Openness | Transparency | Forgiveness | Sustainability

Foothill College Purpose

To provide access to educational opportunity for all with innovation and distinction.

Program Review Introduction

Program Review is an integral part of institutional effectiveness and the strategic and budget planning process. Program Review offers an opportunity to gauge successes and design improvement actions to ensure the quality of educational and educational support programs. Annually and every five-years, program faculty and staff reflect collaboratively on educational practices and performance outcomes while completing the template forms.

Program Review Structural Overview

Every five years, all programs must engage in the Program Review process. The Comprehensive Program Review requires all program stakeholders to participate in a reflective review using the template prompts and performance data provided. The Comprehensive Program Review is designed to encourage a program to look longitudinally at the last five years of performance data in order to identify program strengths, weaknesses, opportunities, and potential challenges. The narrative prompts ask the program to reflect on and analyze the data and outline actions for innovation and improvement.

Program Review Mission Statement

The program review process improves the quality of the educational programs and educational support programs offered at Foothill College. The process follows a timeline that includes a Comprehensive Program Review every five years and an Annual Program Review to track and monitor student success, strategic planning and budget allocation at the program and discipline level, and overall improvement.

Program Review Goals

The primary goals for Program Review are to:

1. Assess how well we serve our students and how we can improve.
2. Demonstrate program effectiveness through continuous improvement.
3. Align academic and service program needs, campus resources, and priorities within the planning and budgeting processes.
4. Ensure that program priorities are driven by the College and District missions and planning documents.

Program Review Council

The Program Review Council (PRC) is responsible for reading and evaluating the Comprehensive Program Review. The PRC is composed of the following members: Vice President of Instruction, Vice President of Student Services, Associate Vice President of Instruction, Deans of all Instruction and Student Service areas, and two representatives (faculty and/or classified staff) from each area.

The Vice Presidents of Instruction and Student Services will serve as the co-chairs of the PRC. The Deans are responsible for recruiting the two representatives (faculty and/or classified staff) from their respective areas. The term of service for the representatives serving on the PRC will be determined by the respective division and dean. The faculty representatives are confirmed by Academic Senate and classified representatives are confirmed by Classified Senate prior to the annual PRC meeting.

The PRC co-chairs (Vice President of Instruction and Vice President of Student Services) will convene an annual meeting of the Council on the last Friday of October. There are two agenda items for the meeting: 1) Formation of reader teams that will evaluate each Comprehensive Program Review and 2) Training & Orientation for the reader teams.

Prior to engaging in the work of reviewing and evaluating the Comprehensive Program Review, each reader team will participate in an orientation and training session facilitated by The Offices of Instruction and Institutional Research & Planning (IRP). This training is conducted during the annual PRC meeting. The session will provide reader teams with an overview of the format and process of the Comprehensive Program Review, and an opportunity to ask questions and understand the overall importance of Program Review. Reader teams will also engage in a norming session to ensure inner-rater reliability of the evaluation process.

Each reader team will have three members: 1) the Dean or Vice President of the division where the Program Review originates, 2) faculty or classified staff from the division where the Program Review originates, and 3) faculty or classified staff from outside the division where the Program Review originates.

Faculty and classified staff who serve on the PRC will serve on two reader teams at maximum. Each reader team receives the Comprehensive Program Review for evaluation by the second Monday in December. Upon receiving the program review, the reader teams will meet, review, and evaluate the Comprehensive Program Review collaboratively using the respective Program Review Rubric and submit the evaluation to the Office of Instruction by the last Friday in January. The reader teams will have access to Institutional Research & Planning office support.

Components of the Comprehensive Program Review

The Comprehensive Program Review contains three different components:

1. Program Review Template (required): Programs will construct their goals in consultation with their deans. To understand how they performed in relation to their goals, programs will analyze longitudinal data from the previous five years and indicate their observations and inferences. Following this, programs will identify actions to maintain or improve program performance metrics. Programs will then identify resources needed (finance or staffing or other) to execute the actions. The program review is reviewed and evaluated by reader teams of the PRC.
2. Budget request (optional): The Budget Request process should be used to request new items (equipment, software etc.). The need for this item should be identified and referenced in the Program Review and must be aligned with the College's Strategic Vision for Equity. The budget request is reviewed by the Finance Allocation Team. For more information visit [Resource Allocation Guidelines](#).
3. Staffing request (optional): If the program identifies staffing needs then faculty and/or staff will need to complete the staffing request form that is made available during the program review process. The staff request is reviewed by the Prioritization Committee. For more information visit [Resource Allocation Guidelines](#).

Program Review Categories

All programs are integral to supporting the college mission. For the purpose of the program review process, programs fall into two categories: Educational Programs and Educational Support Programs. As outlined in the chart below, Foothill uses the following definitions to clarify the categories:

Educational Programs

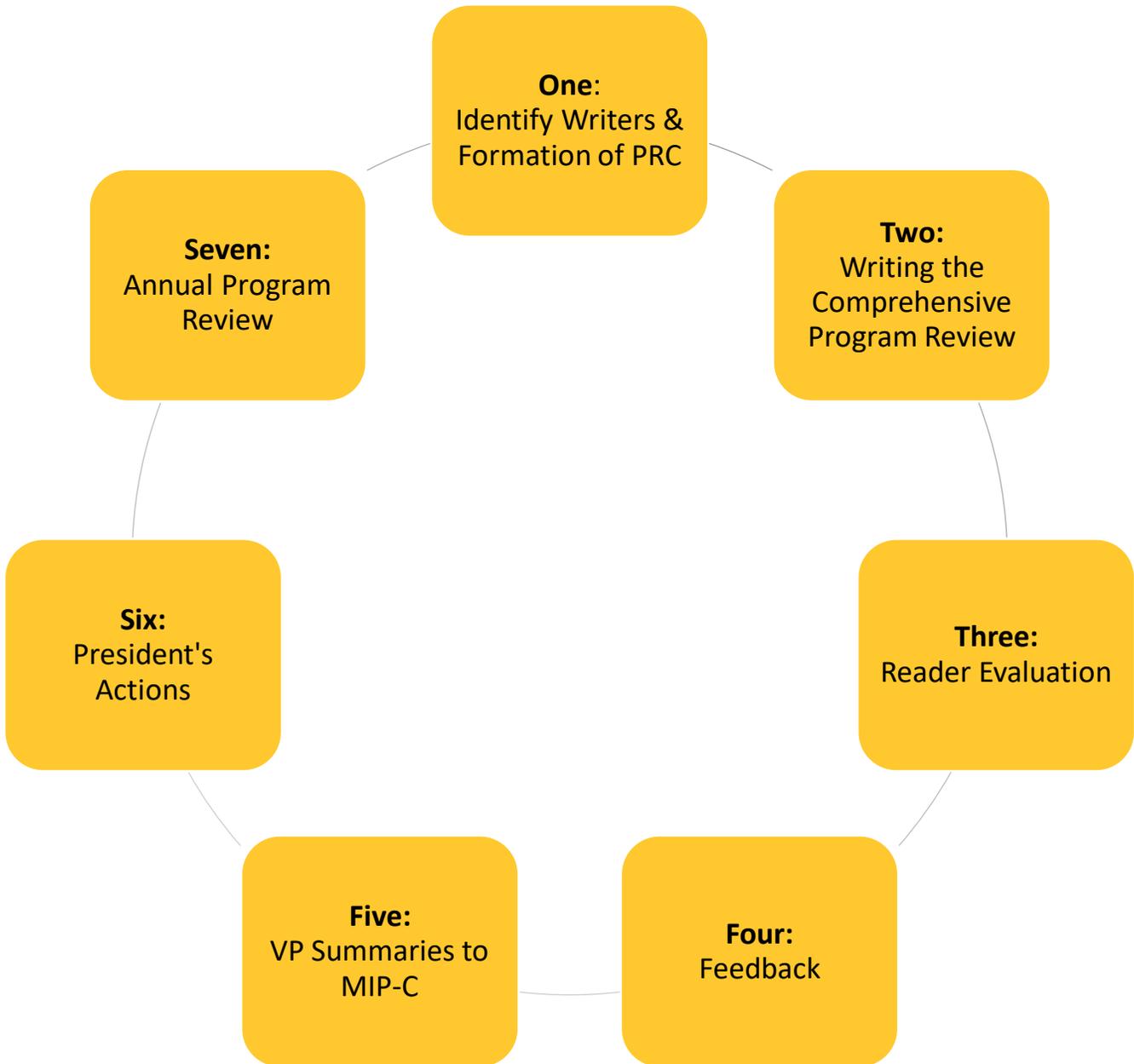
An organized sequence of courses leading to a defined objective, a degree, a certificate, a diploma, a license, or transfer to another institution of higher education.

Educational Support Programs

Service designed to enhance student success and support students in achieving their educational goals.

Educational Programs		Educational Support Programs
Accounting	Horticulture	Admissions & Records
Anthropology	Humanities	Articulation
Art (studio)	Japanese	Athletics
Art History	Kinesiology	Community Based Ed
Astronomy	Krause Center	Counseling
Biology	Mathematics	Disability Resource
Business	Media Studies	Dual Enrollment
Chemistry	Music - General	EOPS
Child Development	Music Technology	Evaluations
Communication Studies	Personal Training	Financial Aid
Computer Science	Pharmacy Technology	Health Services
Dental Assisting	Philosophy	Honors
Dental Hygiene	Photography	Judicial Affairs
Diagnostic Medical Sonography	Physical Education	Library
Economics	Physics	Marketing & Outreach
Emergency Medical Service	Political Science	Online Learning
Engineering	Psychology	Pass the Torch
English	Radiologic Technology	Psychological Services
ESLL	Respiratory Therapy	Puente
Ethnic Studies	Sociology	Science Learning Inst
Geography	Spanish	STEM Center
Geospatial Tech	Sports Medicine	Student Activities
Graphic & Inter Design	Theater Arts & Tech	Testing & Assess Cnt
Health	Veterinary Tech/Assisting	Transfer Center
History	Women's Studies	Transition to Work
		Umoja
		Veteran's Resource
		Writing & Language Cnt

Program Review Operational Phases



Timeline and Due Dates

Month	Due Date	Action	Who is Responsible
March	2 nd week	Notification to Deans requesting Writers	Office of Instruction
	4 th week	Deans send confirmation of the Writers to the Office of Instruction	Deans
April	3 rd week	Orientation and Training of the Writers: Writer(s) begin working on the Comprehensive Program Review (CPR) - April to December 1st	Office of Instruction
	3 rd week	Notification to Deans requesting faculty and staff volunteers for PRC	Office of Instruction
October	4 th week	Confirmation from Senates of faculty and/or staff serving on PRC	Senates
	4 th week	PRC is formed: Orientation and Training provided	Office of Instruction
December	1 st week	Writers submit CPR	Writers
	2 nd week	Readers are provided the CPR and the Evaluation Rubric and begin the evaluation	Office of Instruction
January	4 th week	Readers complete and submit the Evaluation	Readers
February	2 rd week	Writers will receive Comprehensive Program Review feedback	Writers
March	3 rd week	Finance Allocation Team completes decisions	Finance Allocation Team
April	3 rd week	<p>The vice president of Instruction and the vice president of student services present an annual report to MIP-C during the spring quarter about the Comprehensive Program Reviews from their respective areas.</p> <p>The vice president of finance presents an annual report to MIP-C during the spring quarter about that year's budget requests.</p>	Administrators

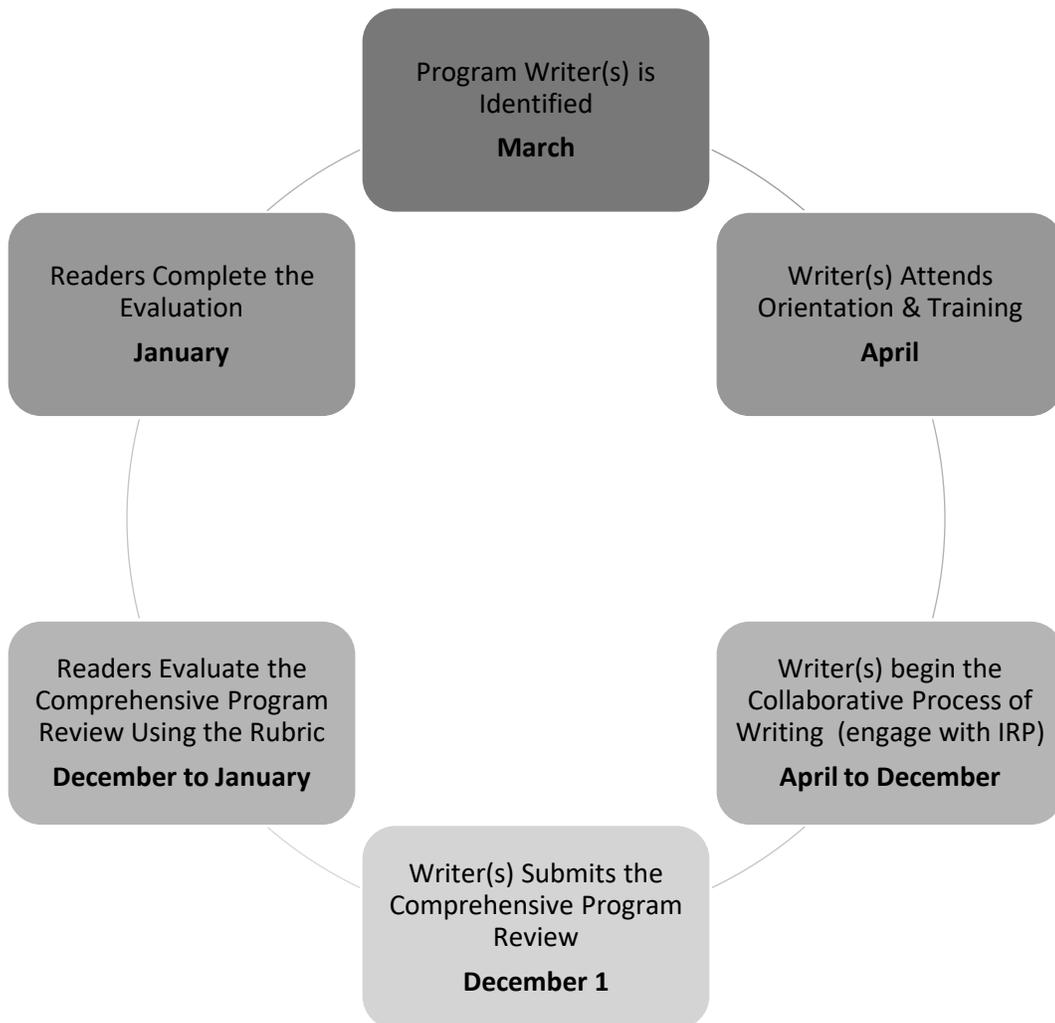
Phase One

During the winter quarter, the Office of Instruction will contact the Deans and ask them to identify a lead writer for each Comprehensive Program Review. During the spring quarter, the deans will request volunteers to serve on the PRC and forward the names of the volunteers to either the Academic Senate or Classified Senate for confirmation.

Phase Two

The writers will work with the other members of their program during the spring and fall quarters to complete the program review template and if needed the budget and staffing request forms.

Phase Two Overview



Overview of Writing the Comprehensive Program Review

Writer - The writer(s) is responsible for documenting the review by program stakeholders by authoring the Self-Study Report via an outlined template titled, The Comprehensive Program Review Template.



The Comprehensive Program Review is not an exercise of compliance; although it is required for institutional accreditation, it is meant to bring value and meaning to the everyday operations of a program. The collaborative process of writing the Comprehensive Program Review provides an opportunity to identify strengths, weaknesses, and opportunities. Ultimately, going through the process will guide short and long-term strategic planning along with setting goals for sustaining successful operations and actions, and improving on areas of weakness. A Comprehensive Program Review resulting from careful analysis that incorporates feedback from many program stakeholders has the potential to influence a program's resource allocation decisions and strategic direction for the next five years.

Orientation and Training of the Writers

Prior to starting the work of writing the Comprehensive Program Review, each program writer(s) will participate in an orientation and training session with The Office of Instruction and Institutional Research & Planning. The orientation session will provide Writers with an overview of the format and process of preparing the Comprehensive Program Review, and an opportunity to ask questions and understand the overall importance of Program Review.

Engage Program Faculty in Drafting the Comprehensive Program Review

The Comprehensive Program Review is completed using the template titled Program Review Template. The Office of Instruction provides access to the template on My Portal, which allows the Writer to type in the narrative responses directly in the platform. The data is integrated into the online template and Writers will use the data tables to assess previous and current program outcomes along with predicting the challenges and opportunities for the program's future. The space provided for each question has a word count limit to elicit a meaningful response. It is important to note, there is no right or wrong response. Writers should be concise; the narrative

should be succinct. In essence, the template will help the Writers and faculty collaborators to know who, what, when, where, and why to address needed information.

The Office of Instruction will provide each Writer access to the platform via an email with access details. For all Writers, an orientation and training session will be held to provide an overview of the template and the software platform. Support is available from the Offices of Institutional Research and Planning and Instruction. The coaching and support is available to help ensure each program going through the Comprehensive Program Review process is successful.

The Comprehensive Program Review is interpretive and thus collaboration from all program stakeholders is essential. The writing of the report and associated processes are an important opportunity for the program faculty and staff to come together to evaluate their own performance with respect to the ability to achieve the program mission and student learning outcomes. The Comprehensive Program Review is an introspective review of the program's strengths and weakness. When engaged in program review, program faculty should make a candid evaluation of the current situation and future while engaging in collegial constructive dialogue to discuss and design actions to improve on weaknesses, while also taking advantage of future opportunities and innovation.

The Comprehensive Program Review should be evaluative rather than merely descriptive. It is not enough for the report to simply describe the operation of the program. The template requires the Writer to review and appraise the operations and performance with due recognition of both problems and achievements. Being critical and courageous in recognizing and writing from the lens of self-judgment is the single most significant activity of the program review process.

Authentic Assessment of the Data

The Comprehensive Program Review is a very focused look at the most basic performance data of a program. The data presented in the template allows the Writer and program faculty and staff an opportunity to gain insight from the data, but the important aspect of engaging in the writing of the Comprehensive Program Review is to unlock the value from the data by acting on it, by gleaning patterns, trends, and anomalies. Stephen Tuthill, (1990) in his book, *The Data Hierarchy*, states, "Once we have the data, we can sort and organize it into information. Knowledge is then derived from the patterns that result from understanding the relationships between the data and other factors. Wisdom comes when we understand what to pay attention to and what has meaning for us. We need to analyze the data in a way that gives us the power to see (knowledge) and act (wisdom)."

From data we recognize our program successes and weaknesses. Data also allows us to identify problems that need to be resolved to ensure program effectiveness and student success. Data can inform our decisions, but it is really only valuable when we can translate what is uncovered

into actionable insights. Data is valuable only if it helps Foothill programs enact change to improve performance outcomes.

Tips for Reviewing the Data

- Focus on trends, not data points: The best insights often come from looking not at singular data points but at trends, especially when they change direction.
- Compare time ranges such as quarter to quarter or year to year. Be careful when using comparable ranges, for example, comparing Fall to Fall might pose problems if a change in the curriculum happened, which makes the comparison not valid as it is not the same each quarter.
- Search for strong relationships: Often, the most powerful and insightful discoveries in data analysis are the relationships between variables, or a significant correlation. Seek help from your Institutional Research Coach for assistance with ideas and ways of thinking about possible relationships.
- Try different perspectives: Because one individual can't interpret or fully understand everything that happens across the five-year time-period or what other faculty in the program are engaged in, invite program faculty and staff to delve into the data collaboratively. It is vital to have other's insight and interpretation of the data to then understand how to write the narrative sections.

Acknowledging Program Weaknesses

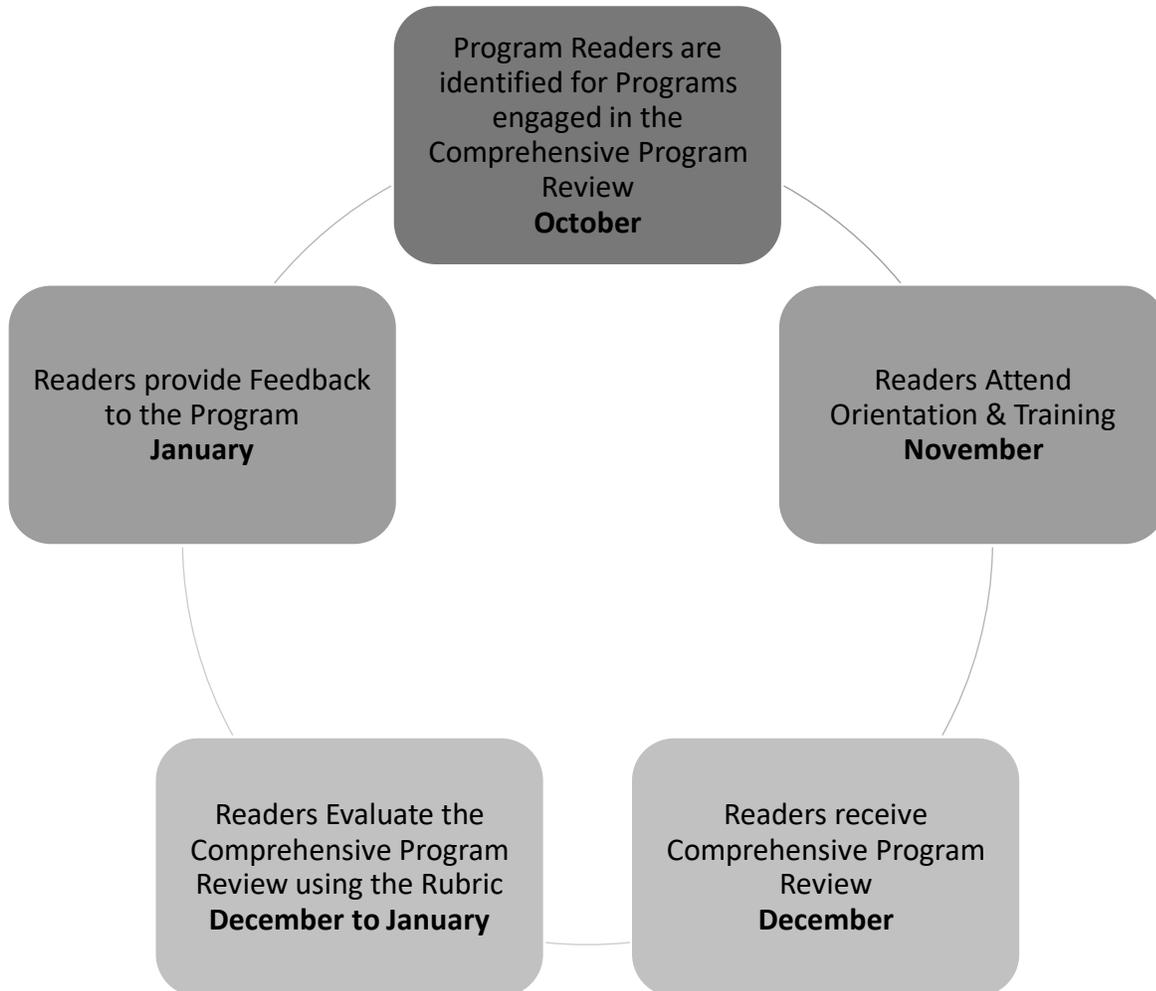
Program Review is no longer attached to punitive actions, such as program elimination and should not be viewed from a fear-based perspective. This process is not about judging, shaming, or a program getting into trouble. Program Review is for acknowledging and asking for help and resources, if needed, based on an authentic evaluation of the program performance outcomes and operations.

Acknowledge program weaknesses in the narrative in a straightforward, non-defensive tone. The narrative sections in the template also provide the Writer an opportunity to explain what the program plans to do to address weaknesses or problems. Assigning blame for problems or weaknesses should be avoided. All programs have shortcomings; the idea is to demonstrate that program faculty and staff are aware of those weaknesses and underperformance. A program cannot remedy weaknesses if it does not acknowledge they exist.

Phase Three

The reader teams will receive the Comprehensive Program Review that they will need to evaluate by the second Monday in December. Reader teams will collaboratively complete the evaluation by the last Friday in January.

Phase Three Overview



Phase Four

Programs will receive the feedback from the reader teams by the second week in February. Programs will use this feedback to develop any needed improvement plans during the next Annual Program Review update.

Providing Feedback

The feedback provided when evaluating the Comprehensive Program Review should have an outcome that motivates a program to identify and analyze good practices in comparable programs and efforts across the college, and then adapt the best to their own circumstances. They should compare good versus average or poor-performing practices within their own department, assess the causes of the differences, and seek ways to improve the lesser performers (Massey, 2003). The ratings and feedback need to be written in such a way as to encourage programs to improve the quality of their efforts on a regular basis.

The tone of the feedback and the context in which it is given therefore, matters a great deal. Feedback can be corrective, suggest an alternative strategy, provide encouragement, codify ideas, and evaluate correctness. The feedback the Readers provide to a program is a consequence of its performance based on a set of determined metrics within the template. It is therefore important to provide authentic feedback; both positive and negative. Based on each Reader's area of content expertise s/he can also provide narrative reflections related to strengths and challenges facing the program including:

- The need for resources to assist with program challenges and improvements
- Trends in the discipline that could affect future planning for the program
- Strengths and weaknesses in the program's plan to improve teaching and learning with an emphasis on the disproportionate impact of students of color

Feedback can be a very powerful tool for program improvement, and when viewed from this perspective the Reader should approach the evaluation work as helping the program and college to improve rather than to equate it as being a harsh judge.

Creating A Program Improvement Action Plan

After reviewing feedback, reflecting, presenting findings, and engaging in discussions about the Comprehensive Program Review, programs will create an Action Plan for future program development and improvements. A program's plan is comprised of actions for improvement that are generated at the conclusion of the Comprehensive Program Review and are taken directly from the template sections where actions were determined as needed. The plan should:

- Set clear expectations for improvement during the next five-year cycle

- Clearly outline actions to take including relevant activities and needs
- Actions are dynamic and open to revision as circumstances change over the five-year period. Each program will implement improvements it has identified, then assesses its progress, and the cycle continues each year, for five years.

Reflection and Edits to the Comprehensive Program Review

Approaching the feedback provided by the Reader Team and Vice President is an important part of the Program Review process and should be viewed in the spirit intended, for improvement rather than defending a position, rationalizing results, or gaining status. Reflecting can provide an opportunity for uncovering insights, connections, and/or solutions not considered. When considering others perspectives there is an opportunity for heightening awareness and provoking new ideas.

Writers are encouraged to contact Readers to discuss the feedback and evaluation if necessary.

Phase Five

The Vice Presidents of Instruction and Student Services will receive the Comprehensive Program Review and the feedback from the reader teams by the second week in February. The Vice Presidents of Instruction and the Vice President of Student Services present an annual report to MIP-C during the spring quarter about the Comprehensive Program Reviews from their respective areas. The Vice President of Finance presents an annual report to MIP-C during the spring quarter about that year's budget requests.

Phase Six

Members of MIP-C make recommendations to the college President based on presentations from the Vice Presidents of Instruction, Student Services, and Finance. The college President determines next steps based on the recommendations from members of MIP-C.

Phase Seven

Programs will use the reader team feedback from the most recent Comprehensive Program Review and the next steps identified by the college President to create an action plan when necessary and complete their Annual Program Review.

Writing the Annual Program Review

The purpose for the Annual Program Review is to describe the short-term progress made in implementing the identified recommendations and action steps outlined in the Comprehensive Program Review. Each program is asked to provide an annual update on their action plans until their next comprehensive program review.

The Office of Instruction will provide each Writer access to the platform via an email with access details. The coaching and support team is available to help ensure each program going through the Comprehensive Program Review process is successful. The annual program reviews are evaluated by the respective program administrator, typically a Dean or Vice President.

Program Review Schedule 5-Year Cycle

Educational Programs

Division	Program	Year 1 2024	Year 2 2025	Year 3 2026	Year 4 2027	Year 5 2028
HSH	Dental Assisting	Comprehensive	Annual	Annual	Annual	Annual
	Dental Hygiene	Annual	Annual	Annual	Annual	Comprehensive
	Horticulture	Annual	Annual	Annual	Comprehensive	Annual
	Emergency Medical Service	Annual	Annual	Annual	Annual	Comprehensive
	Diagnostic Medical Sonography	Annual	Annual	Annual	Annual	Comprehensive
	Pharmacy Technology	Comprehensive	Annual	Annual	Annual	Annual
	Radiologic Technology	Annual	Annual	Annual	Annual	Comprehensive
	Respiratory Therapy	Annual	Annual	Comprehensive	Annual	Annual
	Veterinary Tech/Assisting	Annual	Annual	Comprehensive	Annual	Annual
	Health	Comprehensive	Annual	Annual	Annual	Annual
	Community Health Worker	Annual	Annual	Comprehensive	Annual	Annual
Division	Program	Year 1 2024	Year 2 2025	Year 3 2026	Year 4 2027	Year 5 2028
BSS	Accounting	Annual	Annual	Annual	Comprehensive	Annual
	Anthropology	Annual	Annual	Annual	Comprehensive	Annual
	Business	Annual	Annual	Comprehensive	Annual	Annual
	Child Development	Annual	Annual	Annual	Annual	Comprehensive
	Economics	Annual	Comprehensive	Annual	Annual	Annual
	Geography	Comprehensive	Annual	Annual	Annual	Annual
	Geospatial Tech	Annual	Comprehensive	Annual	Annual	Annual
	History	Annual	Annual	Comprehensive	Annual	Annual
	Humanities	Comprehensive	Annual	Annual	Annual	Annual
	Philosophy	Annual	Annual	Comprehensive	Annual	Annual
	Political Science	Annual	Annual	Annual	Annual	Comprehensive
	Psychology	Annual	Annual	Annual	Annual	Comprehensive

Division	Program	Year 1 2024	Year 2 2025	Year 3 2026	Year 4 2027	Year 5 2028
BSS	Sociology	Annual	Annual	Annual	Annual	Comprehensive
	Women's Studies	Annual	Annual	Annual	Annual	Comprehensive
	Krause Center	Annual	Annual	Comprehensive	Annual	Annual
	Global Studies	Annual	Comprehensive	Annual	Annual	Annual
	Social Justice Studies	Annual	Annual	Annual	Comprehensive	Annual
Division	Program	Year 1 2024	Year 2 2025	Year 3 2026	Year 4 2027	Year 5 2028
FAC	Art (studio)	Annual	Comprehensive	Annual	Annual	Annual
	Art History	Annual	Annual	Annual	Comprehensive	Annual
	Communication Studies	Annual	Annual	Annual	Comprehensive	Annual
	Graphic & Inter Design	Annual	Annual	Comprehensive	Annual	Annual
	Music Technology	Comprehensive	Annual	Annual	Annual	Annual
	Music - General	Annual	Comprehensive	Annual	Annual	Annual
	Photography	Annual	Annual	Annual	Annual	Comprehensive
	Theater Arts & Tech	Comprehensive	Annual	Annual	Annual	Annual
	Media Studies	Annual	Annual	Annual	Annual	Comprehensive
Division	Program	Year 1 2024	Year 2 2025	Year 3 2026	Year 4 2027	Year 5 2028
KA	Personal Training	Annual	Annual	Annual	Comprehensive	Annual
	Kinesiology	Annual	Annual	Comprehensive	Annual	Annual
	Sports Medicine	Annual	Comprehensive	Annual	Annual	Annual
	Physical Education	Annual	Annual	Annual	Comprehensive	Annual
Division	Program	Year 1 2024	Year 2 2025	Year 3 2026	Year 4 2027	Year 5 2028
LA	English	Annual	Comprehensive	Annual	Annual	Annual
	ESLL	Annual	Comprehensive	Annual	Annual	Annual
	Japanese	Annual	Annual	Annual	Annual	Comprehensive
	Ethnic Studies	Annual	Annual	Annual	Annual	Comprehensive

Division	Program	Year 1 2024	Year 2 2025	Year 3 2026	Year 4 2027	Year 5 2028
STEM	Computer Science	Annual	Annual	Comprehensive	Annual	Annual
	Chemistry	Comprehensive	Annual	Annual	Annual	Annual
	Engineering	Comprehensive	Annual	Annual	Annual	Annual
	Physics	Annual	Annual	Comprehensive	Annual	Annual
	Mathematics	Annual	Annual	Annual	Annual	Comprehensive
	Astronomy	Annual	Annual	Comprehensive	Annual	Annual
	Biology	Annual	Annual	Comprehensive	Annual	Annual

Educational Support Programs

Division	Program	Year 1 2024	Year 2 2025	Year 3 2026	Year 4 2027	Year 5 2028
STUDENT AFFAIRS & ACTIVITIES	Judicial Affairs	Annual	Annual	Annual	Annual	Comprehensive
	Student Activities	Annual	Annual	Annual	Annual	Comprehensive
	Health Services	Annual	Annual	Annual	Annual	Comprehensive
	Psychological Services	Annual	Annual	Annual	Comprehensive	Annual
COUNSELING	Counseling	Annual	Annual	Annual	Annual	Comprehensive
	Articulation	Annual	Annual	Annual	Annual	Comprehensive
	Transfer Center	Annual	Annual	Annual	Annual	Comprehensive
	Testing & Assess Cnt	Annual	Annual	Annual	Annual	Comprehensive
	EOPS	Comprehensive	Annual	Annual	Annual	Annual
DRC & VRC	Disability Resource	Annual	Annual	Annual	Comprehensive	Annual
	Veteran's Resource	Annual	Annual	Annual	Comprehensive	Annual
	Transition to Work	Annual	Annual	Comprehensive	Annual	Annual
	Community Based Ed	Annual	Annual	Comprehensive	Annual	Annual
LRC	Writing & Language Cnt	Annual	Annual	Annual	Annual	Comprehensive
	Library	Annual	Annual	Annual	Comprehensive	Annual
	STEM Center	Annual	Annual	Annual	Annual	Comprehensive

Division	Program	Year 1 2024	Year 2 2025	Year 3 2026	Year 4 2027	Year 5 2028
LRC	Pass the Torch	Annual	Annual	Annual	Annual	Comprehensive
ADMISSIONS & RECORDS	Admissions & Records	Annual	Comprehensive	Annual	Annual	Annual
	Evaluations	Annual	Comprehensive	Annual	Annual	Comprehensive
SUPPORT PROGRAMS	Athletics	Comprehensive	Annual	Annual	Annual	Annual
	Financial Aid	Annual	Comprehensive	Annual	Annual	Annual
	Science Learning Inst	Annual	Annual	Annual	Comprehensive	Annual
	Online Learning	Comprehensive	Annual	Annual	Annual	Annual
MARKETING & PR	Dual Enrollment	Comprehensive	Annual	Annual	Annual	Annual
	Marketing & Outreach	Comprehensive	Annual	Annual	Annual	Annual
LEARNING COMMUNITIES	Honors	Comprehensive	Annual	Annual	Annual	Annual
	Umoja	Comprehensive	Annual	Annual	Annual	Annual
	Puente	Annual	Comprehensive	Annual	Annual	Annual

References

Waisberg, D. (2014) From data to insights: The blueprint for your business. Data & Measurement <https://www.thinkwithgoogle.com/marketing-resources/data-measurement/data-to-insights-blueprint-for-your-business/>

Massy, W.F. (2003). Honoring the Trust: Quality and Cost Containment in Higher Education

Glossary

Actionable - Capable of being acted upon.

Course success - course success rate is the number of students receiving an A, B, C or P grade divided by the total number of students receiving a grade.

Disproportionate impact - Occurs when a subgroup of students attains an outcome at a rate substantially lower than the student subgroup attaining that outcome at the highest rate.

Resource for further exploration:

<https://visionresourcecenter.cccco.edu/sites/default/files/wp-content/uploads/2017/01/ASK-DD-DisproportionateImpact-GSosa-Revised-1707-Remediated.pdf>

Distinctive - Characteristics of a program, serving to distinguish it from others.

Demonstrable - Capable of being demonstrated, proven, or illustrated through concrete evidence.

Enrollment - Enrollment is duplicated; a student is counted for each class they are enrolled in within the timeframe. Example: A student enrolled in 4 classes in a quarter. The headcount is 1 and the enrollment is 4.

Equity Gap - The quantifiable disparity between a disproportionately impacted group and the most successful group. Often used in reference to achievement rates.

Ethnicity - multi-ethnic students using a segmentation hierarchy: Latinx, Black, Filipinx, Pacific Islander, Native American, Asian and White.

Full Time Equivalent Faculty (FTEF) - Generally equal to the sum of teaching load. A department offering 10 courses at .111 load uses $10 \times .111 = 1.11$ FTEF, regardless of the number of full-time and part-time status of actual instructors.

Full Time Equivalent Students (FTES) - Equal to the number of total student contact hours divided by 525 (annual number of hours of full-time students). 40 students in a 5 unit lecture course accumulate 40 (number of students) \times 5 (number of lecture units) \times 11.67 (number of weeks in a standard quarter) = 2334 course contact hours, or $2334/525 = 4.4$ FTES

Headcount - distinct count of student. A student is counted only once in the respective time frame.

Learning Outcomes - Statements that articulate knowledge, skills, or abilities students should have after completing an educational activity (this can range from an individual exercise to a

degree or certificate). Outcomes focus on what students can *do* and should be crafted to reflect an appropriate cognitive level.

- **Institutional Learning Outcomes (ILOs)** - Broad, “big-picture” _outcomes woven through all aspects of the college that represent the knowledge, skills, and abilities that students will gain as a result of completing their studies. At Foothill, the ILOs cover the 4Cs:
 - Communication
 - Computation
 - Creative, Critical, and Analytical Thinking
 - Community/Global Consciousness and Responsibility

Program Learning Outcomes (PLOs) - broad and overarching, but speak specifically to knowledge, skills, abilities, and/or attitudes students should acquire after completing a program or using a student service

Student Learning Outcomes (SLOs) - Are knowledge, skills, abilities, and/or attitudes that students have at the completion of a course, program, or service.

Non-Success - Receiving a non-passing grade (D, F, FW, W) in the class with the exception of MW and EW

Persistence - Staying enrolled for consecutive terms (e.g., fall to winter persistence is enrolling in both fall and winter quarters)

Productivity (including mathematical explanation) - 4-term total Weekly Student Contact Hours (WSCH) / 4-term total Full Time Equivalent Faculty (FTEF), excluding all release/re-assignments.
Prod = WSCH/FTEF

Program - An overarching term that intentionally encompasses both educational programs (courses leading to a defined objective such as a degree, certificate, transfer, etc.) and services that support student success.

Programmatic factor - An element specific to a program

Region (CTE related) - California is grouped into seven different areas. Foothill, together with 27 other colleges, is in the Bay region. We are part of the Bay Area California Community Colleges Consortium.

Regional living wage - The minimum income necessary for a worker to meet their basic needs. This living wage is calculated, by CCCCO, California Workforce Development board and various state agencies. The regional living wage is different for each region.

Rubric - The program review rubric articulates institutional expectations, provides formative feedback, and supports self-assessment by carefully articulating goals and standards.

Stabilize - To maintain at a given or flat level or quantity

Trend - The general movement of a statistically detectable change over time (i.e., upward, downward, or steady)

Unduplicated headcount - The number of individual students receiving a service or taking a class. Students may be enrolled in more than one class or receive a service more than once, but they are counted only once.

Weekly Student Contact Hours (WSCH) - For a section calculation, the number of students enrolled multiplied by the number of contact hours. 40 students in a 5 unit lecture course contribute 200 Weekly Student Contact Hours. Total contact hours for a course is found by multiplying WSCH by TLM (Term Length Multiplier = 11.67). $200 \text{ WSCH} \times 11.67 = 2334$ total contact hours.

Withdrew - the number of students receiving an EW, MW or W grade divided by the total number of students receiving a grade.

Within Department Control - Can be acted upon by those in the department through programmatic, curricular, and/or pedagogical activities/actions/goals (e.g., not attributed to the students or the marketing office).