Program Review 2020-2021: Reader Training

Office of Instruction and Student Services

Training Modules

- Program Review Purpose

- Structural Overview

- The Self-Study Report

- Reader Evaluation

- Reader Evaluation Rubric

Program Review Mission

The program review process **improves the quality** of the instructional disciplines and student success programs offered at Foothill College. The process follows a timeline that includes a Program Self-Study every five years and Annual Progress Reports to track and monitor student success, strategic planning and budget allocation at the program and discipline level, and overall improvement.

Program Review Structure

Program Review

Progress Report (annual)

Self-Study (every 5 years)

Budget Request (annual)
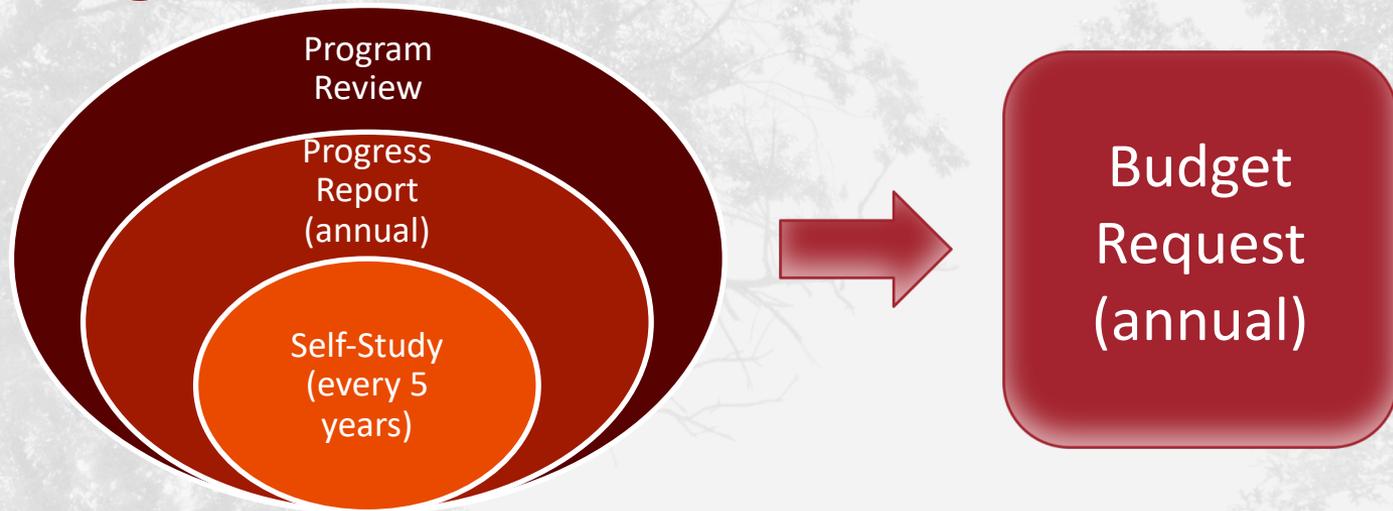
Programs/Departments Fall into Two Categories for Review

1. **Instructional Programs -** include degrees and certificates (or pathways) that comprise programs within the academic divisions of the college.

2. **Student Success Programs -** represent programs and services designed to provide support to students, helping them achieve success in the classroom and ensuring they meet their educational and professional goals.

FOOTHILL COLLEGE

FOOTHILL COLLEGE

Instructional Programs		Student Success Programs
Accounting	History	Admissions & Records
Adaptive Fitness Therapy	Horticulture	Athletics
Anthropology	Humanities	Counseling
Art & Art History	Japanese	Disability Resource Center
Astronomy	Kinesiology	Evaluations
Biology	Mathematics	EOPS
Business	Media Tech	Family Engagement Institute
Chemistry	Music --- General	Financial Aid
Child Development	Music Technology	Honors
Communication Studies	Personal Training	Judicial Affairs
Computer Science	Pharmacy Technology	Marketing & Outreach
Dance	Philosophy	Library
Dental Assisting	Photography	Online Learning
Dental Hygiene	Physical Education	Pass the Torch
Diagnostic Medical Sonography	Political Science	Professional Development
Economics	Psychology	Psychological Services
Emergency Medical Service	Physics	Puente
Engineering	Radiologic Technology	Science Learning Institute
English	Respiratory Therapy	STEM Center
Enterprise & Networking	Social Justice Studies	Student Activities
ESLL	Sociology	Teaching & Learning Center
General Studies --- Science	Sports Medicine	Testing & Assessment Center
General Studies --- Social Science	Spanish	Transfer Center
Geography	Theatre Arts &Theater Tech	Transition to Work
Geospatial Technology	Veterinary Assisting	Umoja
Global Studies	Veterinary Technology	Veteran's Resource Center
Graphic & Interactive Design	Women's Studies	

Role Appointments

Instructional Programs

Program Name	Writer	Reader – Faculty From the Division	Reader – Faculty at Large	Reader – Classified Staff at Large	Dean or AVP	IR Coach
Art (Studio)	Hilary Gomes	Elizabeth Barkley	David Marasco	Josh Pelletier	Debbie Lee	Elaine
Economics	Brian Evans/Jay Patyk	Brian Tapia	Carolyn Brown	Manuel Diaz-Alvares	Jose Nava	Elaine
English	Hilda Fernandez	Katie Ha	Lisa Eshman	Katherine Lee	Valerie Fong	Doreen
ESLL	Michelle McNeary	Patricia Crespo	Rosa Nguyen	Hayley Davidson	Valerie Fong	Doreen
Geospatial Tech	Allison Meezan, Alexis Aguilar	Lisa Drake	Brian Lewis	Konstantin Kalaitzidis	Jose Nava	Elaine
Music - General	Elizabeth Barkley	Bruce McLeod	Lisa Schultheis	Andre Meggerson	Debbie Lee	Doreen
Puente	Susie Huerta & Martiza Jackson Sandoval	Amy Sarver	Laura Gamez	Alex Favela	Valerie Fong	Elaine
Sports Medicine	Warren Voyce	Katy Ripp	Mary Thomas	Pauline Brown	Debbie Lee	Elaine

Student Success Programs

Program Name	Writer	Reader – Faculty or Staff From the Division	Reader – Faculty at Large	Reader – Classified Staff at Large	Dean or AVP	IR Coach
Admissions & Records	Anthony Cervantes, Asha Jossis, Rachel Tai	Al Guzman	Cleve Freeman	Melia Arken	Laurie Scolari	Doreen
Financial Aid	Kevin Harral	Chris Chavez	Kathryn Maurer	Al Guzman	Laurie Scolari	Doreen

Program Review Manual

2020-2021

Five Year Self-Study

The purpose of the five-year Self-Study is to improve the quality of programs and identify potential areas for improvement within individual programs and/or the college as a whole. The process offers opportunities for each program to review, reflect, and self-assess. As a part of the Foothill process, there are important principles to guide expectations and interaction of the Self-Study process.
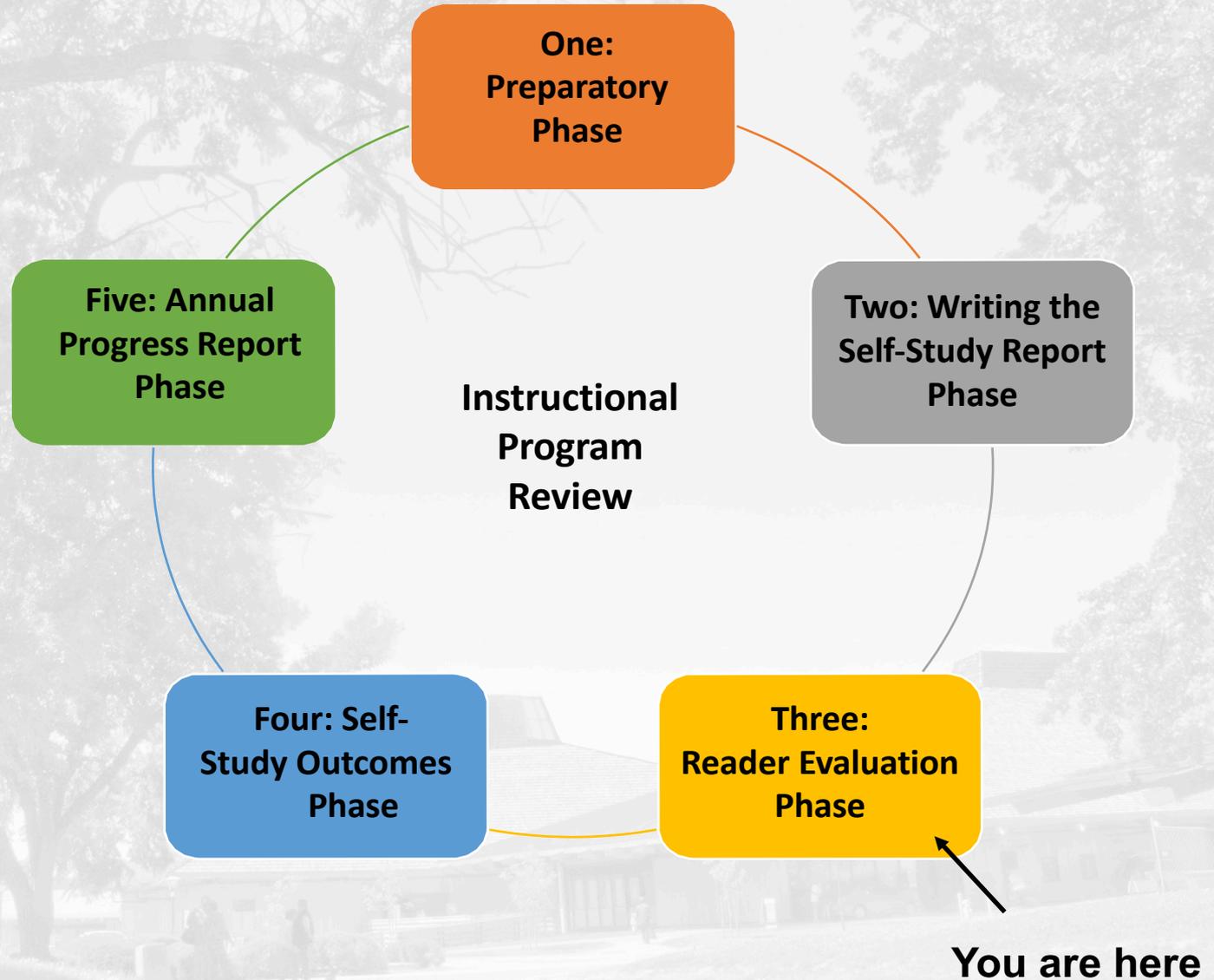
The Self-Study process will provide

- a framework for continuous improvement and excellence

- an opportunity to explore, enhance, and integrate student learning and faculty teaching into the program's mission and program-level student learning outcomes

- an opportunity for full participation involving faculty, students, staff, administrators, and relevant stakeholders as mutually agreed upon by the college senates and administration

- an opportunity to facilitate and execute short-term and long-term strategic planning

- evidence for the college to meet the obligations of institutional accreditation and account for its efficient use of public resources.
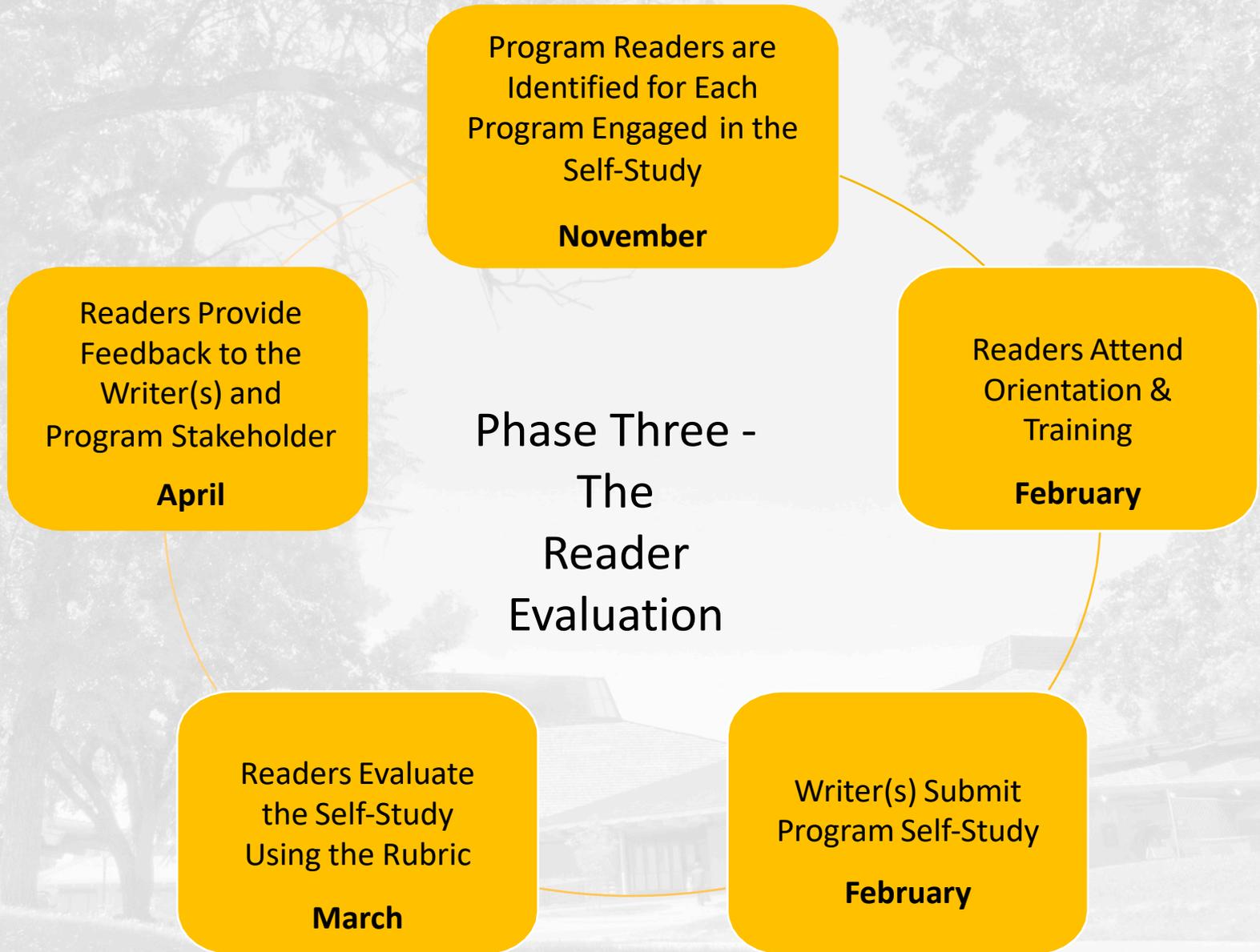
The Reader's Role

- The Reader will be provided with a PDF of the program's Self Study Report and will have access the electronic Instructional Evaluation Rubric.

- The Readers' role should provide an evaluation of the overall quality of the program based on the Self-Study report. Using the software platform, each Reader on the Evaluation Team will:

  - complete an individual review of the program's Self-Study Evaluation

  - rate and provide feedback in written responses about the program's strengths, weaknesses, and actions for improvement identified in the Self-Study Report narrative

  - provide a score for each item in the rubric

  - outline unidentified strengths and areas needing improvement

Program Review Operational Phases

**One:
Preparatory
Phase**

**Two: Writing the
Self-Study Report
Phase**

**Five: Annual
Progress Report
Phase**

**Instructional
Program
Review**

**Four: Self-
Study Outcomes
Phase**

**Three:
Reader Evaluation
Phase**

You are here

FOOTHILL
COLLEGE

Phase Three: Reader Evaluation

Program Readers are Identified for Each Program Engaged in the Self-Study

November

Readers Attend Orientation & Training

February

Phase Three - The Reader Evaluation

Readers Provide Feedback to the Writer(s) and Program Stakeholder

April

Readers Evaluate the Self-Study Using the Rubric

March

Writer(s) Submit Program Self-Study

February

2020-21 Timeline and Due Dates

Month	Due Date	Action	Who is Responsible
September	9-28-20	Notification to Deans, Academic Senate, and Classified Senate Requesting Writers and Readers	Office of Instruction
October	10-23-20	Deans send confirmation of the Writers to the Office of Instruction	Deans & AVPs
November	11-4-20 11-5-20	Orientation and Training of the Writers	Office of Instruction
	11-4-20	Writer(s) Draft the Self-Study Report - Start 11-4-20 to 2-26- 21	Writers
	11-13-21	Confirmation of the Readers from Academic and Classified Senates	Academic Senate Classified Senate
January	1-15-21	Sections A through D of the Self-Study Template is due to the Dean for review and feedback	Writers
February	2-5-21	Deans provide feedback to the Writer(s) on Sections A through D of the completed Self-Study Template	Deans & AVPs
	2-5-21 2-9-21	Orientation and Training of the Readers	Office of Instruction
	2-23-21 2-26-21	Reader Norming Sessions	Office of Instruction
	2-26-21	Final Draft (All sections) of the Program Review Template is Due	Writers
March	3-1-21	Readers are provided the Program Review Template and the Evaluation Rubric and begin the evaluation	Office of Instruction
April	4-2-21	Readers complete the Evaluation and submit their Final Rubric	Readers
	4-5-21 to 4-16-21	Writers and Readers discuss feedback	Writers and Readers
	4-16-20 to 4-23-20	IR and Writers discuss PowerPoint Presentation	Writers
	4-23-21	PowerPoint Presentation and Revised Program Review is Due	Writers
May	TBD	Advisory Council Reviews Programs' Self-Study Reports and Presentations	The Advisory Council
June	6-18-21	Final Program Review with Revisions Due	Writers

Resources

- ## Program Review Manual

  - See Program Review Manual https://foothill.edu/programreview/prg-rev-docs/program-review-manual-rev10.26.20.pdf

- ## Evaluation Rubric/Criteria:

  - See Program Review Evaluation Rubric https://foothill.edu/programreview/prg-rev-docs/program-rev-rubric-2020-10-22.pdf

- ## Software questions:

  - Contact: **Kelaiah Harris** harriskelaiah@fhda.edu (650) 949-7240

  - See also Software User Guide https://foothill.edu/programreview/prg-rev-docs/pr-software-guide-2020-10-26.pdf

- ## Data questions:

  - Contact Institutional Research Coach:

  Doreen Finkelstein finkelsteindoreen@fhda.edu (650) 949-7142

  Elaine Kuo kuoelaine@fhda.edu (650) 949-6198

Evaluation Rubric Template

- Access the electronic template on MyPortal
  - Readers will be provided with a PDF of the program's Self Study Report

- Evaluation Rubric is integrated into the electronic template

- Review, rate, and provide feedback on:
  - performance data, looking longitudinally at the last five years
  - the narrative prompts about program strengths, weaknesses, opportunities, and potential challenges.

Instructional Template

Table of Contents

- Program Mission Statement

- Program Level SLOs

- FTES – Enrollment Trends

- Sections – Enrollment Trends

- Productivity – Enrollment Trends

- Enrollment by Student Demographics

- Student Course Success

- Student Course Success by Demographics

Student Success Template

Table of Contents

- A. Program Information
  - Program Mission Statement
  - Program Level Outcomes

- B. to I. Customized Program Data

- J. Service Areas Outcomes Addendum

CTE Addendum

Table of Contents

- A. Re-Accreditation Information

- B. Advisory Board

- C. Regional Labor Demand

- D. Regional Labor Supply

- E. Regional Wages

- F. Program 13.5 Course Completion

- G. Program Graduate Employment Rates

ENROLLMENT TRENDS

Enrollment Trends
FHDA District->Foothill College

	2015-16	2016-17	2017-18	2018-19	2019-20	5-yr %Inc
Unduplicated Headcount	30,821	32,598	34,576	32,577	32,448	5.3%
Census Enrollment	127,227	129,087	129,706	120,074	113,403	-10.9%
Sections	4,930	5,153	5,036	4,631	4,453	-9.7%
WSCH	199,731	199,559	190,463	181,832	173,738	-13.0%
FTES (end of term)	13,311	13,276	12,671	12,108	11,566	-13.1%
FTEF (end of term)	383.0	393.2	378.3	334.1	326.7	-14.7%
Productivity (WSCH/FTEF)	521	507	504	544	532	2.0%

FTES – ENROLLMENT TRENDS

A.   In the data table above, what does the FTES data trend indicate?
   ☐ the data trend shows an increase in FTES
   ☐ the data trend shows a decrease in FTES
   ☐ the data trend shows no change and/or is flat in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for the increase or decrease. (150 words or less)

150 Words or Less

B. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?
   yes ☐ no ☐

If yes, describe the proposed actions for stabilizing/increasing the FTES. (150 words or less)

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
FTES - Enrollment Trends	**What does the FTES data trend indicate?**	FTES has improved over the time span	FTES has not changed or has decreased over the time span no more than 1% to 10%	FTES has decreased over the time span by 11% to 30%	**FTES has decreased over the time span by greater than 30%**
FTES – Narrative Explanation	**Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.** **Narrative Criteria** Narrative demonstrates… ☐ An understanding of the trend ☐ Reason for the trend(s) are provided ☐ Reasons include items within department control ☐ Explained in the context of the size of the program (i.e., number of students, number of sections) **Definitions, Examples and Explanations** Narrative reasons could reflect: • Culturally relevant pedagogy and/or curriculum • The curriculum and course materials are current • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 4 of the criteria	The narrative includes 3 of the criteria	**The narrative includes fewer than 3 of the criteria**
FTES – Action Narrative (if needed)	**Describe the proposed actions for stabilizing/increasing the FTES.** **Narrative Criteria** Proposed actions in the narrative demonstrates… ☐ Actions are informed by data ☐ Actions are within department control ☐ Actions are demonstrable (what are the deliverables) ☐ Outcomes are measurable ☐ Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)	**The narrative exceeds expectations – the narrative could be used as an exemplar**	**The narrative includes all 5 of the criteria**	**The narrative includes 4 of the criteria**	**The narrative includes fewer than 4 of the criteria**

Providing Feedback

Feedback can be a very powerful tool for program improvement

The Reader should approach the evaluation work as helping the program and college to improve

Feedback should encourage programs to improve the quality of their efforts on a regular basis

Have an outcome that motivates a program to identify and analyze good practices and then adapt the best to their own circumstances

Feedback Context

- The tone of the feedback and the context in which it is given matters a great deal. Feedback can be corrective, suggest an alternative strategy, provide encouragement, codify ideas, and evaluate correctness.

- It is 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

Dates of Norming Sessions

- Attend **one** of the sessions:
  - February 23, 2021
  - February 26, 2021

- Kelaiah will send meeting invites shortly

Questions?