

Annual Administrative Unit Program Review Template for 2011-2012
Introduction to The Program Review Process for Administrative Units Programs

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increases student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is directly related to institutional goals.

Process

Foothill College administrative units (below) are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. Program review for administrative units involves the participation of administrators, faculty and staff who directly serve in or contribute to, the program areas. Upon completion of the template, vice presidents (president) provide feedback and will forward the program review on to the next stage of the process, including resource prioritization at OPC and PaRC.

The Foothill College Administrative Units

Educational Resources and Instruction
Foothill Global Access
Instruction and Institutional Research
International and Distance Learning
Marketing and Communications
Middlefield Campus
President's Office
Student Development and Instruction
Workforce Development and Instruction

Annual program review addresses five core areas, with a final section for administrator comments and reflections regarding next steps:

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

Foothill College Program Review Cycle:

2011-2012: All programs participate in an annual program review

2012-2013: 1/3 of programs/units participate in a comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Submission Deadline: All program review documents are due to Deans by December 16

Annual Administrative Unit Program Review Template for 2011-2012

Basic Program Information

Administrative Unit Program Name: Marketing and Communications

Administrative Unit Mission:

The Foothill College Marketing & Communications Office creates and implements communications and marketing strategies to enhance public awareness of and participation in the college’s many programs, services and activities. The office contributes to the overall mission of the college by providing high-quality communications, timely service and by responding to new trends and technologies.

Administrative sub-units covered in this program review:

Sub-Unit Name	Personnel	Position
Example: Payroll Office		
Example: Grants Office		

Program Review Team:

Name	Department	Position
Lee Collings	Marketing and Communications	Senior Web Coordinator
Kurt Hueg	Marketing and Communications	Associate Vice President
Pamela Parker	Marketing and Communications	Graphic Design Technician
Shelley Schreiber	Marketing and Communications	Web and Print Design Coord
Lori Thomas	Marketing and Communications	Publications and Publicity Coord
Peter Wall	Marketing and Communications	Graphic Design Technician
Chris White	Marketing and Communications	Program Coordinator, Marketing

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2008-2009	2009-2010	2010-2011
Students Served			
Faculty Served			
Staff Served			
Full-time FTEF			
Part-time FTEF			
Full-time Staff/Managers	8	8	7
Part-time Staff	0	0	1

1.2 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.

1. Numbers of Students/Faculty/Staff served (How was this tracked? What is the trend?):

The core activities of the Marketing and Communications office include marketing/advertising and internal/external communications, government relations, media relations, website supervision and maintenance, college publications and coordination of Banner portal content. The Marketing & Communications mission is directly aligned with the college mission as its activities are critical to providing access to Foothill’s educational opportunities; building public awareness of basic skills, career preparation and lifelong learning opportunities available at the college; and through high-quality communications, building community and engagement for students, faculty, staff and the public. Thus, the department serves all members of the campus community and members of the external community of policy leaders, community leaders, government officials, voters, community members and potential students. The department serves students, faculty, administrators, district staff, board members and others, through its diverse activities such as creating web pages, implementing quarterly marketing campaigns to attract new students, writing press releases and publishing information and publicity materials through numerous channels and in conducting community and government relations activities. In terms of tracking the number of students, faculty, staff, administrators and community members served, it is not viable to find metrics in these areas. However, we have other sources of assessment such as surveys, job tracking, and web analytics. Overall trends show an increase in demand for web support and web content, continued strong demand for marketing, publicity and information dissemination throughout campus, and a weakening demand for print production. In addition, the increase in demand for web server support has stretched the one server support position and additional resources are needed in this area immediately to ensure campus needs are met.

Annual Administrative Unit Program Review Template for 2011-2012

2. Staffing structure (Does the staffing structure meet the program's or department's needs? If yes, please explain. If not, consider the following prompts in framing your answer.)

The recession and state budget cuts have impacted Marketing and Communications in terms of the total number of positions, and the frequency and type of activities that we are engaging in. Due to a district wide reduction in positions, the marketing department lost a critical position as of July 1, 2010, the Web Content Coordinator. With demand for web services increasing, the loss of this position is impacting the department's ability to serve college needs related to updating and creating Web pages, creating online tools and database solutions, providing support for Banner portal and related functions and in providing adequate server support. When the Senior Web Coordinator is on vacation or ill, there is limited server support in terms of diagnosing problems, dealing with security issues and other high-level programming support issues.

With enrollment demand softening in some areas, the need for competitive enrollment marketing campaigns has remained strong. As another fee increase goes into effect for Summer 2012, and the district faces subsequent potential enrollment losses, marketing budgets will need to be available to implement advertising campaigns. External trends such as the growing importance of electronic media and mobile devices have also shifted the focus on the department. Web communications and other online venues continue to emerge and require attention and resources. This trend will continue. Due to funding losses throughout the college, and the switch to electronic venues for many communications vehicles, the marketing office has seen a decline in the number of print jobs that have been requested and an increase in needs related to electronic media and publications. We anticipate this trend to continue as demand and interest in online marketing tools and venues will increase, including needs related to social networking sites, email communications, and support for electronic communications media such as flat panel televisions. To address these issues the department will be hiring a temporary web coordinator in February 2012, to provide support to the Senior Web Coordinator. This temporary support will need to be replaced by a full-time position in the 2012-2013 academic year.

3. Budget analysis categories of *expenditures* (A Budget, Equipment, Supplies)

The Marketing and Communications B budget is attached.

4. Basic skills programs (If applicable)
5. Transfer programs: (If applicable)
6. CTE programs: Labor/Industry alignment (If applicable)

Section 2. Learning Outcomes Assessment Summary

2.1. Insert – Previous year’s Four Column Report for AU-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

See Attached

2.3 Please provide observations and reflections below.

2.3.a Administrative Unit Student Learning Outcomes

What findings can be gathered from the AU-SLOs assessments?

The Marketing and Communications department assessed both of its AUOs in the 2011 survey. Both AUOs are broad in scope, and therefore determining granular action items and tasks is difficult using the survey data. Nevertheless, the assessments demonstrated that the department is meeting the needs of the campus in terms of “access to timeline communication through multiple channels,” and in “keeping the campus community informed about college programs, services, news, events and governance activities.” The survey found 81 percent of respondents either agreed or strongly agreed with the AUO. This is a high response rate given the diverse nature of the AUO. Improving our communications reach to the college community remains an ongoing goal and process, and the department will continue to look for ways to use the content it is generating in more effective ways, and to reach students and community members, through multiple channels.

The second AUO attempts to gauge the department’s performance in terms of informing prospective students about opportunities available at the college, in providing information to prospective students that is easily accessible and in providing websites and systems that are easy to navigate for new students to find services and information. Given the diverse nature of this AUO, which brings into play availability of information for prospective students and college processes such as registration, the online application, Banner and Web pages students must navigate prior to registering in to find key services, this AUO received 70 percent of respondents agreeing or strongly agreeing. This is still a strong positive response, but given the diverse nature of the AUO, it will be important in the next assessment to adjust our AUOs to “unpack” this one into component parts such as, “prospective students have access to accurate and timeline information,” and “registration systems and web pages are easy to navigate for new students.” With a new registration system in place, it is not surprising the campus community would not be in agreement it is easy to navigate. To provide more insight into this assessment, we will be conducting a web survey in Winter Quarter 2012 to find out specifically how students think our website and registration system is performing.

2.3.b 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?

Annual Administrative Unit Program Review Template for 2011-2012

While both assessments showed a relatively high satisfaction level regarding communication and access to information, it is important to always be revising our strategy and adapting it to emerging technologies and communications methods.

2.3.c Do the AU-SLOs reflect the support faculty, staff and/or students need from those services in order to succeed?

The AUOs reflect the needs of students, faculty and staff, to have a robust system of communication on campus and a strong marketing component to remain competitive and viable in our community, and to keep our public and prospective students informed about college opportunities. They also reflect the needs of students to have access to information and registration systems that are easy to navigate.

2.3.d How has assessment of AU-SLOs led to improvement in student success at the institution?

The assessment of the Marketing and Communications AUOs has provided important feedback to the department regarding how it is carrying out its mission and how it is serving the needs of the campus. The department will continue to assess its performance through additional means, such as the upcoming website survey.

2.4 Annual Action Plan and Summary: Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

Action Step	Related AU-SLO assessment (Note applicable data)	Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)	How will this action improve student learning/success?
Implement Website Survey	70 percent agreement with AUO 2.	Relates to all goals in terms of the broad scope of this AUO.	Improving the website facilitates student access and success
Mobile Apps Implementation	AUO 1 and 2	Relates to all goals.	Improving access to information through mobile devices improves student access and retention.

Annual Administrative Unit Program Review Template for 2011-2012

Section 3: Program Goals and Rationale

Program 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.

3.1 Program relation to college mission/core missions

The Foothill College Marketing & Communications Office provides high value to the college community by implementing targeted marketing and communications campaigns, by presenting a clear and powerful visual and editorial identity for college communications, and by utilizing technology to reach students and community members. The department's diverse and numerous activities support all college goals and provide direct support to college initiatives.

3.2 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
Refine newly redesigned website	Ongoing	Pages updated, new areas added such as AskFoothill	Ongoing, with web survey results expected in March.
Create competitive marketing campaigns	2011-2012 year	Implement aggressive fall/winter /spring campaigns	Ongoing
Complete implementation of new campus portal system (Luminis/Banner)	Fall 2011	Portal implementation complete, Course Studio and Group Studio functions active	Portal management team now in place to implement modifications for 2012 year.

3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success?
Introduce new college logo and new mobile app	Winter 2012 concept review.		Improve brand identify and college image. Improve access.
Update website utilizing survey feedback	Winter-Spring-Summer 2012		Improved student access and success
Increase enrollment in career workforce programs	Ongoing		Improved access to information for students and higher visibility for career programs

Draft Annual AU Program Review Template for 2011-2012

Section 4: Program Resources and Support

4.1 Use the tables below to summarize your program’s resource requests.

Full Time Faculty and/or Staff

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Web Coordinator	\$100,000	Supports all goals	Campus A Budget

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
160002	35,000	Increase enrollment in workforce programs.	Perkins

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

One-time/Other: (Release time, training, etc.)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Additional Web support	\$20,000	Improve website and support faculty and staff	College B, Virtual Campus Center Fund

Program:

Updated:

Draft Annual AU Program Review Template for 2011-2012

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and reflecting on the program relative to faculty, staff and/or students’ needs, briefly analyze the program’s strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
Strengths	Marketing Communications continues to see strong demand for marketing, publicity and publications services. The program B-budget has been spared dramatic cuts, which would have significantly reduced its capacity to perform its functions. The demand for web services continues to increase and evolve.	The Foothill College brand continues to strong in the community. The public is aware of the high quality education Foothill offers although there is always much work to do in educating more people about programs and services. The state budget crisis has eroded public confidence in higher education and the belief that students have access to classes and services.
Weaknesses	The Marketing and Communications area supervises the college web servers but has only one dedicated position for web server support. The quickly changing pace of technology presents a challenge in terms of the resources we can direct at new communication vehicles such as mobile applications and interactive videos.	While much effort and many resources go into branding the college and informing the public, a significant portion of the population does not understand the role of the community colleges in California, nor do they understand the quality Foothill provides, the diversity of opportunities available, nor how low our fees are.
Opportunities	1) After four moves in six years, department has a permanent, centrally-located home in 1900. 2) New methods of digital information delivery offer cost savings advantages.	New software on the market offers opportunities to reach and track potential students in far more powerful ways.
Threats	College budget cuts threaten personnel, B-budget and overall scope of work performed.	The California budget crisis threatens the non-instructional operations of the college, such as marketing and communications. Rapid changes in technology, stretch our capabilities.

Program:

Updated:

Draft Annual AU Program Review Template for 2011-2012

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

The department is addressing the critical issue of providing more web support by hiring a part-time web coordinator.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

The greatest concern within the department is the lack of backup support for the web coordinator. When this person is on vacation or ill, we have limited server support. This concern is being addressed by the hiring of a part-time web coordinator in Winter Quarter. Beyond this concern, budget cuts and fee increases threaten college operations on many levels, and marketing and communications functions are at risk in a deep cutting scenario. For instance, loss of B-budget would significantly reduce department operations and its ability to carry out marketing functions.

5.4 Address the concerns or recommendations that were made in prior program review cycles. Concerns raised in previous cycles are outlined below.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

As identified in the AUO assessment, college communications, brand strategy, enrollment marketing, publications and website continue to be an area of strength for Foothill College. The department will continue to build on its work by focusing on technology, communications trends and by assessing its work through internal and external surveys. The 2011 Accreditation Self Study, which was commended by the Site Evaluation Team for its overall quality, design, editorial excellence and organization, is a good example of this strength and its direct impact on college and student success. In addition, through a strong publicity and communications program, the college enjoys strong media relations support, a high volume of information being published about college achievements, programs, classes, students and faculty, and opportunities to interact with the college electronically through social networking and other online environments. During a time of declining enrollments, the department implements high-visibility advertising campaigns, that attract new students and encourage former students to register for classes. The advertising campaigns, coupled with other efforts such as publishing open classes prior to the quarter, push the reach of our college to potential students who otherwise would not attend. The Marketing and Communications department played a critical role in the implementation of the new Banner student portal, Luminis, with the Associate Vice President serving as the team lead in the Luminis/Banner implementation. This leadership role continues, and the marketing communications team will continue to supervise the portal function, information content and overall ease of use and utility, along with ETS managers and staff.

As preferences change in terms of how students, faculty and staff receive information, and technology enables new platforms and devices for communicating and accessing information, the department is changing its focus and priorities. In 2010, the college stopped printing its schedule of classes and the response was overwhelmingly positive. The demand shift from print

Program:

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Draft Annual AU Program Review Template for 2011-2012

materials to electronic materials has occurred over time and was addressed in previous program reviews. Traditional recruitment materials such as brochures and viewbooks, while still relevant and useful in some applications, are no longer in high demand from high schools and other venues where they were traditionally used. Resources are therefore shifting to electronic communication vehicles.

As the student portal enables new functions and tools for students, such as Degreeworks, the department needs to focus on aligning its efforts to utilize the portal, to create new student-tailored marketing functions within the portal, and to integrate information on its public website, with information provided within the portal.

Section 6: Feedback and Follow Up

This section is for the President to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

The quality of work is consistently outstanding and creates awareness in the external community that is a source of pride.

6.2 Areas of concern, if any:

The severe decline in FTES for 11-12 requires deeper cuts in non-instructional programs for the 12-13 fiscal year. The challenge will be determining what reductions would have the least impact on enrollment.

6.3 Recommendations for improvement:

Evaluate the impact of losing web support and prioritize its importance relative to other functions of the department.

6.4 Recommended next steps:

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

Program:

Updated:

Unit Assessment Report - Four Column

Foothill College

AU - Marketing & Communications

Mission Statement: The Foothill College Marketing & Communications Office creates and implements communications and marketing strategies to enhance public awareness of and participation in the college's many programs, services and activities. The office contributes to the overall mission of the college by providing high-quality communications, timely service and by responding to new trends and technologies.

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>AU - Marketing & Communications - 1 - Access - Students, faculty and staff have access to timely information through multiple channels and are informed about college programs, services, news, events and governance activities.</p> <p>Year(s) to be Assessed: 2010-2011 2011-2012</p> <p>AU-SLO Status: Active</p>	<p>Assessment Method: Spring 2011 a survey will be distributed to all Faculty, Staff and Administrators containing a question for each AUO with 5 possible responses: Strongly disagree, Disagree, Agree, Strongly agree and Not Applicable/Other.</p> <p>Assessment Method Type: Survey</p> <p>Target: The target is to achieve an 80% agreement (Agree or Strongly Agree) rating among all respondents.</p>	<p>09/07/2011 - Agree = 60% Strongly Agree = 21.1%</p> <p>Total = 81.1%</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Related Documents: Spring 2011 AUO Survey Results</p>	
<p>AU - Marketing & Communications - 2 - Community - The community and prospective students are informed about opportunities available to them at the college. Information is easily accessible and prospective and current students can navigate systems quickly to apply and register, find services and access information.</p> <p>Year(s) to be Assessed: 2010-2011 2011-2012</p> <p>AU-SLO Status: Active</p>	<p>Assessment Method: Spring 2011 a survey will be distributed to all Faculty, Staff and Administrators containing a question for each AUO with 5 possible responses: Strongly disagree, Disagree, Agree, Strongly agree and Not Applicable/Other.</p> <p>Assessment Method Type: Survey</p> <p>Target: The target is to achieve an 80% agreement (Agree or Strongly Agree) rating among all respondents.</p>	<p>09/07/2011 - Agree = 54.4% Strongly Agree = 15.6%</p> <p>Total = 70%</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Resource Request: Fund web content coordinator position eliminated in July 2010.</p> <p>Related Documents: Spring 2011 AUO Survey Results</p>	<p>09/12/2011 - This survey result needs to be broken down to provide better information. Students navigating registration systems easily needs to be separated out from assessing the information available to the community and to prospective students. We need to evaluate external survey tools and come up with consistent tools to assess these outcomes.</p>
<p>AU - Marketing & Communications - Student Portal - Students and employees can navigate services and functions within</p>	<p>Assessment Method: Conduct focus groups with portal users to assess their experience and identify areas</p>		

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
<p>the Luminis-Banner portal easily and efficiently. Through the portal, students can access numerous services, information and functions.</p> <p>Year(s) to be Assessed: 2011-2012</p> <p>AU-SLO Status: Active</p>	<p>that lack clarity and need to be improved to increase access.</p> <p>Assessment Method Type: Interviews/Focus Groups</p> <p>Target: Identify areas for improvement within the portal, and create action steps to effect change and improve student access and portal efficiency.</p>		