

Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and ultimately, increase 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 related to goals at the institutional and course levels.

Process

Foothill College administrative units are reviewed annually, 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. Administrative Units include the Office of the President and Vice Presidents, as well as Division Offices. 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.

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. Vice President/President's comments

2012-2013 Submission Deadline:

- Program review documents are due to Vice President/President by January 25, 2012 for completion of Section 6.
- Vice President/President completes section 6 and returns documents to program review team by February 8, 2013.
- Program review documents are due to the Office of Instruction by February 15, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

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

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

Basic Program Information

Administrative Unit Name: Instruction & Institutional Research (I&IR)

Administrative Unit Mission: The mission of the Office of Instruction & Institutional Research is to shape the future direction and environment of student learning at Foothill through the implementation of creative solutions and innovative ideas in conjunction with evidence-based decision making and research.

Administrative Members and Departments covered in this program review (Please list all members of your Administrative Unit along with position title):

Name	Department	Position
Kimberlee Messina	Instruction and Institutional Research	Vice President
Vacant (formerly Darya Gilani)	Instruction and Institutional Research	Coordinator
Cori Nunez	Instruction and Institutional Research	Administrative Assistant II
Jean McCarron	Instruction and Institutional Research	Academic Services Technician
Bernie Day	Instruction and Institutional Research	Articulation/Curriculum Officer Honors Institute Director
Teresa De La Cruz	Instruction and Institutional Research	Program Assistant
Elaine Kuo	Institutional Research & Planning	College Researcher

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2009-2010	2010-2011	2011-2012
Students Served Directly	Honors	Honors	Honors
Students Served Indirectly	All	All	All
Faculty Served	All	All	All
Staff Served	All	All	All
Full-time FTEF	1.5	1.5	1.5
Part-time FTEF	0	0	0
Full-time Staff	6	5	6
Part-time Staff	0	0	0

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/President.

1. Population served (Please use prompts below to describe the faculty, staff and/or students you primarily serve):
 - a. Locations/times of service (Day, Evening, Off Campus, etc.)
 - i. I&IR typically functions in a traditional workday/week schedule. The staff are all located in the 1900 administration building for faculty and staff access. Occasionally the staff will shift working hours to accommodate conferences, campus events or reporting deadlines. Faculty primarily contact the staff during non-teaching hours, which can range from early morning to late evening, and staff typically contact the office during workday hours. As deans and directors also contact I&IR for support, these demands add up to a constant flow of requests for assistance. Hence, I&IR is essentially an office that never closes.
 - ii. The articulation office is open daily; however, much of the articulation information is disseminated to students and faculty electronically.
 - iii. Interest and participation in the Honors Institute has increased dramatically in the past ten years. In 2000, there were approximately 100 or fewer honors students, with 14 students completing the Honors Scholar program. In 2012, there were nearly **450** regular honors students and an estimated additional **200** provisional honors students. The number of courses offered quarterly has increased dramatically as well, with an average of 13-15 courses that fill very quickly offered each quarter. Student traffic is high. Examples of contact with students and faculty include:
 - A. 15-50 individual student conferences/week with staff (varies depending upon the time of quarter). Contact hours vary significantly during registration periods.

- B. Communication with honors students also occurs regularly via email. The office maintains an up-to-date student email distribution list. The Program Assistant communicates regularly with prospective and current honors students. The email load can be very heavy, necessitating hours of email response time on some days.
 - C. Present approximately 36 Honors CNSL classroom presentations per academic year. With an average of 25 students (+/-) per CNSL class, this represents contact with approximately **900 additional students** per year. This outreach has been instrumental in recruiting underrepresented students.
 - D. Serving students through numerous Honors workshops that include: UCLA Transfer (2); UCLA TAP (5); Honors Symposium Proposal Writing (3); New Honors Student Orientation sessions (8); Selective College Transfer (2); Research Symposium Rehearsal Workshops (3); and more. Workshops average 20-50 students per session.
 - E. Staff presentations at New Student Orientation, local high schools, and various Foothill outreach events.
 - F. Honors faculty development workshops (1-3 annually)
 - G. Honors counselors (4) also provide specialized counseling; however, data is unavailable regarding the number of honors students served. Student feedback suggests that students do not have adequate access to honors counselors due to a long waiting period for appointments.
- b. How was this tracked?
- i. Formal tracking on email, phone and walk-in requests for assistance does not always occur, but there are indicators of demand for the office based on the number of research requests submitted (<http://foothill.edu/staff/irs/FHresearch/requestcompleted.php>) and the coordination of the Integrated Planning and Budget (IP&B) task force, which meets during the summer to respond to the governance survey results that guide strategic planning. Other initiatives that are documented include the program review, curriculum, and student learning outcomes (SLO) processes whose deadlines occur year-round, including during summer and winter breaks.
 - ii. Student contact is monitored in the Honors Institute. The Program Assistant maintains a record of office student contacts that includes students' names and ID. Sign in sheets are distributed at workshops and orientation sessions. Communication with honors students also occurs regularly via email. The office maintains an up-to-date student email distribution list. The Program Assistant communicates regularly with prospective and current honors students. The email load can be very heavy, necessitating hours of email response time on some days.

- iii. The need for articulation agreements and related information increases annually. Usage of the articulation database (primarily by students and counselors) is staggering. According to official **ASSIST** records, **Foothill articulation information was requested nearly 250,000 times between Jan. 1 2011 and Dec. 31 2012.** These figures **do not** include the number of times articulation information was utilized for information related to private and out-of-state colleges and universities through the Foothill articulation/transfer web page and through contact with Foothill counselors.

Articulation information supported the 2700 students who received assistance from the Transfer Center in 2012. Any of the thousands of students who meet with counselors each year educational plans related to transfer are recipients of our efforts. With increases in enrollment (especially the increasing number of students who are transfer-directed but who are unable to enroll at impacted state universities), the number of students requiring accurate articulation information increases.

Based upon ASSIST historical data, it is estimated that ASSIST usage for Foothill articulation information has been **increasing steadily at a rate of 8-10 percent annually.** Maintaining our existing articulation while developing and implementing new articulation agreements in response to campus expectations is challenging with current staffing.

The following articulation agreements with CSU and UC campuses were developed and/or maintained:

11-12 Articulation Agreements	Majors		
Depts GE	-----		
To: California Polytechnic University, Pomona	90	55	
To: California Polytechnic University, San Luis Obisp	63	93	
To: California State University, Bakersfield	33	45	
To: California State University, Chico	132	59	1
To: California State University, Dominguez Hills	56	42	1
To: California State University, East Bay	101	39	1
To: California State University, Fullerton	59	38	
To: California State University, Long Beach	135	93	
To: California State University, Los Angeles	58	82	
To: California State University, Northridge	74	58	2
To: California State University, Sacramento	48	42	
To: California State University, San Bernardino	72	59	1
To: California State University, San Marcos	31	38	
To: California State University, Stanislaus	14	14	
To: Humboldt State University	59	32	
To: San Diego State University	133	49	
To: San Francisco State University	83	82	
To: San Jose State University	136	69	
To: Sonoma State University	30	18	
To: UCSF School of Dentistry	1		
To: UCSF School of Pharmacy	1		
To: University of California, Berkeley	103	62	3
To: University of California, Davis	132	111	8
To: University of California, Irvine	85		
To: University of California, Merced	22	22	3
To: University of California, Riverside	82	59	3

To: University of California, San Diego	137	39	
To: University of California, Santa Barbara	97	61	2
To: University of California, Santa Cruz	78	52	1

For 2011-2012, the articulation office secured UC approval for 23 additional Foothill courses, CSU GE/Breadth articulation approval for 11 additional courses, and IGETC approval for 11 additional courses. The Articulation Office submitted 149 courses for the new Course Identification System (C-ID). To date, 35 courses have been approved or conditionally approved, while the majority of the remaining submissions are still under review.

Evaluating our productivity and effectiveness using the same measures for direct student or instruction services is inappropriate because the goal of the articulation office is to establish articulation agreements and provide relevant resources and instruments to support student transfer. Since all of the transfer-directed student programs utilize our products, it is not unreasonable to conclude that the diversity of our service recipients reflects the diversity of the transfer-bound student Foothill College student population.

- c. What is the trend?
 - i. The trend differs by department. SLO reporting takes up a larger portion of the workload demand at the end of each academic year, along with preparations for the upcoming Fall quarter that involve preparing program review materials and data.
2. Scheduling of services and/or offerings (Please use the following prompts to describe the scheduling of your Administrative Unit):
 - a. How have you adjusted your scheduling to align with the Core Missions of Basic Skills, Transfer and Workforce? N/A
 - b. For Instructional AU, please comment on the effectiveness of your divisional curriculum processes, including any suggested areas of improvement or needed support. N/A
3. Staffing structure (Does the staffing structure of your Administrative Unit meet the program or department's needs? If yes, please explain. If not, consider the following prompts in framing your answer.)
 - i. Which aspects of the work are key to the institution's mission?
 1. All aspects of I&IR serve the core missions of transfer, basic skills and workforce. The office plays a critical role in program review, student learning outcomes, curriculum, program development, accreditation and enrollment management. I&IR historically serve faculty and staff in the areas of SLO identification, assessment and tracking, program review and curriculum support. While the workload involved with these services intensified with accreditation and the accompanying follow up visit, I&IR continues to provide coordination and training in these support areas, even for programs and services not in the specific purview of this office, such as Student Services and Workforce.
 - ii. Has the staff increased, decreased or remained the same to meet those

changes?

1. Since the 2011-2012 program review, the office added a position to serve as support to the curriculum and scheduling offices. This addition raised the number of FTEF and full-time staff back to seven (1 VP, 1 faculty, 1 researcher, 4 classified staff), which was the staffing level before the height of the budget crisis in 2009 when I&IR merged with the Faculty and Staff administrative unit.
2. Most recently, as of Jan 2013, the key coordinator position for the office of Instruction was vacated due to resignation. This is a critical position that must be replaced in order to continue to provide quality service to the college.
3. The Tenure Coordinator's reassigned time was decreased from .5 to .375 in response to the ongoing budget challenges, acknowledging that the reduction in FT positions fewer tenure committees are needed.
4. With the additional demand for research requests, the Institutional Research office requested more support. Two part-time student assistants were added in Fall 2012 and are being funded by work study funding as well as a small portion of the Basic Skills Initiative funding. Along with responding to research requests submitted by faculty, staff and administrators, institutional research expanded its role in both research and planning initiatives, as seen with the revision and expansion of program review data sheets, the development of labor market reports and the formalization of the resource allocation process.
5. For the past several years, the Articulation/Curriculum Officer has served a temporary 10% overload assignment to direct the honors institute until an appropriate person is appointed to serve as the permanent honors director. A 10% faculty overload is insufficient to effectively operate a program of this size. The current faculty lead agreed to coordinate the program when no other faculty would accept the 40% release position. (In 2012, one faculty member expressed interest if the position was increased to 100% release time). Several faculty who were recruited declined to accept the honors assignment. Note: A local CCC campus with a comparable honors program (but one-half the student population of Foothill's) has 65% faculty release for program coordination. There is a critical need for long-term program/staff planning to ensure program continuance, especially if the current program director decides not to continue with the overload assignment. When both of the two full-time Articulation and Honors program assistant positions were reduced to only one 11-month program assistant, the ability for the programs to complete timely reporting, plan and implement innovative activities, and be proactive in program development were adversely impacted. Closing the office for four consecutive weeks during the summer (?) impacts student access and workflow.

- iii. How has technology affected the workload in your office?
1. Curriculum: The district's implementation of the Sungard's Banner system in the 2010-2011 academic year saw a substantial workload increase as this new system increased the number of screens for each course from one screen to fifteen. Meanwhile, the State Chancellor's Office also instituted a new software package for reporting curriculum information. The navigation of this software involved a steep learning curve that required considerable staff time. This software change, which enforces Title V curriculum rules, now requires a formal State approval process before a new course can be taught. Each piece of curriculum for new and updated courses now requires multiple approvals by various committees/bodies and multiple addendums that necessitates hand tracking of the paperwork involved. Given the changes in the State curriculum reporting requirements, an additional classified staff was needed to support the increased curriculum and scheduling workload. This is our first annual cycle with our new staff and we anticipate being able to better meet demand and improve on the timeliness of course and program approval.
 2. SLOs: The implementation of the TracDat software beginning in 2011-12 that replaced C3MS for SLOs further added to the current workload especially in regards to faculty and staff training. While this technology is easier and more user friendly compared to C3MS, there is an ongoing maintenance and updating function that has been added to I&IR's existing workload.
 3. Research: The migration to Banner saw an increase in workload for IR as the new database system required the development of queries to replace those previously set up to extract data from the old Student Information system. Merging the two databases and increasing familiarity with the new database structure continues to be ongoing.
 4. Articulation and Honors: Technology has helped streamline the articulation proposal process by reducing time for course approval and cutting mailing costs because curriculum materials such as course outlines can be distributed electronically; however, additional time and staff training is needed to adequately update and maintain the appropriate articulation-related web pages accessed by students. The Honors Institute web page is in dire need of an update; however, limited staff time has prevented this from becoming a priority.
- iv. Does the workload have significant peaks and valleys during the year? If so, describe.
1. I&IR's workload is constant. The fall and winter terms are typically very busy due to program review and the spring term involves resource allocation requests and prioritization process, as well as state reporting requirements for basic skills. Fall 2011 saw an additional workload increase due to the TracDat system

implementation, which also necessitated holding numerous trainings for faculty and staff.

2. Curriculum: The curriculum updating process does have peaks and valleys for the various parts of the process. Between December and March, course outlines are updated for the next catalog, where corrections to approximately 900 courses and their corresponding curriculum sheets are made. From February through May the course catalog is prepared for print and this process involves reviewing several drafts. Program information is updated with the State Chancellor's Office in July and August to ensure proper state reporting.
3. Research: IR has a steady workload throughout the year, with spikes in requests primarily in the fall with program review and spring with planning and resource allocation (e.g. EMSP, core mission objectives/reflections, OPC funding process, etc.).
4. Articulation: There are extremely heavy articulation/curriculum periods from October through December when Foothill curriculum review deadlines coincide with the annual Chancellor's Office articulation report, ASSIST database updates, and university articulation deadlines (such as submitting courses for UC and CSU GE review). Meeting these fall deadlines is an overwhelming task that results in much of the other articulation responsibility coming to a screeching halt. Articulation reporting continues regularly throughout the remainder of the year, with quarterly updates to the ASSIST database, reporting annual curriculum changes to the universities, and submitting courses for review with other external groups such as C-ID, the common course numbering system. In 2012, the office was also heavily involved in helping programs respond to Title 5 changes resulting from the passage of SB 1440, which requires the college to develop Associate Degrees for Transfer. The articulation office is instrumental in working with discipline faculty as they obtain C-ID approval for courses, determine degree requirements for the AA-T and AS-T degrees, and write degree applications for submission to the CCCCCO. The Honors Institute is overwhelmed with students in February-March in response to the UCLA Transfer Alliance Program certification deadline, Honors Symposium abstract preparation, and writing letters of recommendation for transfer students to independent and out-of-state institutions.
5. Accreditation requirements are also a heavy workload for I&IR. During the last two years the office provided the primary support for the self-study, the follow up report, as well as the ongoing requirements for annual SLO reports and the substantive change documents for new programs.
6. While the Vice President of Instruction (VPI) has always worked with the instructional deans with regards to enrollment management, the recent revision of duties has added an increased workload with

regards to training and reporting.

- v. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation?
 1. Program Review and SLOs: Now that TracDat has been fully implemented for service areas, instructional programs and administrative units (Deans were added beginning Fall 2012), the workload has plateaued regarding training. Reporting, however, has increased with the implementation of an annual SLO report to the ACCJC. Hence, the accreditation process continues to impact workload as follow up and mid-term reports require significant effort, and as work continues with institutional strategic planning per accreditation recommendations I (e.g. integrated planning and budget process). Enrollment management also has become increasingly important with the ongoing budget crisis and the drop in FTES. Additional institutional research requests are occurring as the program review process becomes more data-driven. IR's involvement in research and planning initiatives may affect efficiency in both areas, especially limiting the amount of research requests that can be completed.
 2. The workload in Curriculum should remain steady but there will be a definite shift from learning the new software programs, both on campus and at the state level, to refining the campus procedures in processing curriculum. Reorganization of the current processes will be needed to increase the speed at which curriculum is processed and to educate the faculty to lessen the number of corrections needed during the course approval process. Training for faculty authors will also need to occur to ensure compliance with Title 5 requirements.
 3. Based upon available data, it appears that the need for articulation services in support of transfer students will continue to increase. Foothill is engaged in new curriculum developments to support both transfer and basic skills students by developing integrated curriculum that streamlines the road to universities. Articulating these (innovative) non-traditional courses is both labor and time-intensive. Articulation approval is an integral part of ensuring enrollment in these new basic skills to transfer courses.

Due to decreased access, the number of Foothill students transferring to CSU has decreased 40 percent in the past five years. (Source: CPEC) With decreased access to the CSU and UC campuses due to overcrowding and budget restrictions, more students are seeking opportunities at Foothill College for transfer to independent and out-of-state colleges and universities. The most recent CCCCO data (published March, 2012) reported that 505 Foothill students transferred to independent and out-of-state colleges and universities in 2009-2010, an eleven percent increase over the previous year. In

order to facilitate course transferability for these students, it is incumbent upon us to establish additional articulation agreements and transfer pathways. Establishing new transfer/articulation relationships with institutions requires additional time.

As access to universities becomes more competitive, students are looking for transfer pathways that give them an edge in admission. The Honors Institute staff expects that its growing population will continue to surge as students see program participation as a benefit in university selection. More than ever, universities are encouraging prospective students to participate in honors programs to demonstrate their transfer readiness.

4. Accreditation is becoming more and more labor intensive, with the commission requiring more reports and paperwork for new and discontinued programs. The prior process of a 6-year cycle has really changed to an ongoing process. This has implications for the office.
 5. The VPI has assumed increased responsibility for enrollment management, which was formerly assumed by the Vice President of Educational Resources. This workload is shared with the Vice President of Workforce and Institutional Advancement.
- vi. What steps can be taken to improve your program or department's organizational efficiency within its current budget?
1. I&IR staff continue to work collaboratively and productively. For example, increased collaboration has taken place between Curriculum, Scheduling and the Academic Services staff. Prioritization of IR requests may not meet all research demands. Funds are being reviewed.
- vii. What strategies have been used to improve the delivery of support services within the program or department?
1. Close collaboration between Curriculum and SLOs has been extremely helpful in coordinating communications and processes during a change in technology platforms and state regulations. Efforts have been made in Fall 2012 to make tracking and budgeting more efficient. Without an administrative assistant, the budgeting and tracking of B budgets has not been as high of a priority. Additionally, there are FOAPs that experience high rollover amounts, and these accounts can be reviewed and discussed at the unit level to improve resource allocation.
 2. The office continues to experience a high level of questions and training requests from faculty and staff, in addition to an intensified regulatory environment in the state that requires increased documentation and data. To balance the multiple demands, the office staff maintains close communication and may need to rotate home office days in order to complete the required reporting.
 3. A more concerted effort is being made to formalize and prioritize research requests. The VP of Instruction (VPI), the Executive Director

of Institutional Research & Planning (IR&P) and the College Researcher work collaboratively to ensure all research requests are documented (via a web request form) and discussed to determine prioritization.

4. Articulation and honors staff tend to push themselves to meet the demands, although we must prioritize the requests for articulation and assistance, recognizing that some projects may need to be revised or deleted. The articulation officer and program assistant conduct an annual retreat to plan the academic year's goals and to prioritize projects. Being on the same page is critical. Engaging staff in professional development training related to web page management, Banner, database management, etc. might increase efficiency and reduce time to task completion.

4. Budget analysis:

- a. Please attach a spreadsheet with your expenditures by categories for the past three years.

Account	Average Expenses	Common Expenses
Instruction (Includes SLOs and Tenure)	\$23,373	TracDat License and renewal, Tenure supplies, Travel and Conference, Office Supplies, Printing, Dues & Memberships
Curriculum	\$1,000	Travel and Conference, Office Supplies, Printing
Articulation	\$3,400	Travel and conference, catalog mailing, memberships and dues, Foothill promotional materials, supplies for workshops and presentations, printing, office supplies
Honors	\$3,000	Office supplies, printing, faculty/student registration at research symposium, dues and support of Community College Research Symposium, faculty development workshops, conference and travel.

- b. In light of budget constraints and fewer college resources, please describe the process used to make adjustments and reallocations of budgets between departments in your administrative unit. If you have not reallocated budgets within your unit, please describe how that would work in your AU in future resource allocation cycles.

- i. An intense review of all budget accounts occurred in Fall quarter. The study included a 3-year review of expenses and average allocations. It was found that Tenure, for example, was given an allocation that was not being used, while another account, the SLO account, was constantly in the red. A similar case occurred with carryover balances, both negative and positive. The Budget Analyst for the college requested that the I&IR Coordinator review the balances with the VPI and eliminate negative carryover balances. This was handled by transferring funds between Orgs. (FOAPS) through budget transfers. As of the writing of this document, the SLO account is the only account in negative standing because it reflects one year of TracDat Licensing that the office did not receive funds for as well as an encumbered amount for the license fee that will hit in March 2013.

5. Administrative Professional Development: Please describe any areas of training or resources needed (for example: Tenure, Evaluation, Enrollment Management).
 - a. The current budget is sufficient to allow the VPI and the Coordinator to attend critical conferences such as the Student Success conference, the CIO conference, The League for Innovation and ACCCA. The existing travel and conference funds and budget have been also sufficient for the Honors and Curriculum staff to attend required meetings/conferences. With a new staff member, resources may need to be allocated to include professional development for this position. It would be beneficial to attend more workshops and conferences on accreditation and program development, as well as enrollment management. The primary resource lacking is not financial, but rather the time to attend these important conferences.
6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.
 - i. This office is the lead administrator of the Basic Skills Initiative. The College Skills Committee was reorganized in Fall 2010 into the Basic Skills workgroup, which is one of the college's four core mission workgroups. The Basic Skills workgroup continues to lead the Basic Skills Initiative planning at the college, and is represented at the Planning and Resource Council (PaRC). The VPI serves as ex-officio on this committee while the I&IR Coordinator and College Researcher serve as members. The workgroup reports to the Chancellor's office every summer and monitors an annual budget of about \$90K.
7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.
 - i. Honors: In keeping with the Foothill College mission to prepare a well-educated population that sustains and enhances a democratic society, the Foothill College Honors Institute is committed to providing access to outstanding enhanced educational opportunities for all students. The program provides enhanced transfer opportunities for students, which is closely aligned with the College transfer mission. Many students have struggled through adversity to achieve intellectual growth. The Honors Institute recruits and cultivates honors students, nurturing and encouraging those students who might never have considered themselves capable of success in an enhanced learning environment or transferring to a selective university. Rather than presenting itself as a selective entity, the Honors Institute welcomes all students and especially encourages students remediating through Basic Skills courses to strive toward participation in the honors program.
 - ii. Articulation: The Articulation Office facilitates student transfer by collaborating with Foothill College and university faculty; intersegmental articulation officers, staff, college and university evaluators; segmental (UC Office of the President, CSU Chancellor's Office, CCC Chancellor's Office, AICCU- independent colleges and universities, and system-wide programs (e.g. C-ID, ASSIST)) to ensure maximum transferability of Foothill courses; and to communicate articulation information clearly to students. The

articulation office is responsible for the development of internal policies and practices to support articulation and the dissemination of articulation information to students, counselors, faculty, staff, administrators and the campus community.

Articulation provides the mechanism for seamless student transfer--one of the primary missions of Foothill College. This office provides a critical service to other service providers. The articulation office serves as a resource for counseling and instructional faculty, staff and administrators on all matters related to articulation and the creation of transferable curriculum in an effort to strengthen the relationship between Foothill curriculum and transfer requirements. In support of the Foothill College mission, a sound articulation program with an extensive articulation base is the foundation for a successful transfer program as it establishes course equivalencies between Foothill College and 4-year institutions and provides students with course curriculum that will meet their transfer requirements. Students who are able to access important information and to establish clear and accurate educational plans are more likely to become engaged in college, maintain their enrollment and make progress toward their transfer goals.

Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://foothill.edu/president/workforce.php>

- b. Please discuss current outcomes or initiatives related to this core mission.
8. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: <http://foothill.edu/staff/irs/ESMP/index.php>
 - a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.
 - i. I&IR, through the efforts of the Coordinator and the College Researcher, has been very active on the Basic Skills workgroup, and was an active participant in the Math Summer Bridge program in July 2012. While this program sought to serve all students, emphasis was placed on underrepresented students and those who previously tested into beginning algebra or lower or had not enrolled in a math course over the past year. Planning is currently occurring for Summer 2013. Data about these students, changes in their math placement resulting from the intervention and subsequent academic performance are being tracked longitudinally, reported out and discussed on an ongoing basis.
9. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

- i. I&IR has collaborated with the divisions to increase non-credit offerings, to formalize the internship curriculum and to revise curriculum to best serve students and to comply with new repetition and repeatability legislation.

Section 2. Learning Outcomes Assessment Summary

2.1. Insert – 2011-2012 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 report.

2.3 Administrative Unit Student Learning Outcomes: Please provide observations and reflections below after reflecting on your AU-SLOs in TracDat and reviewing your divisional Program-Level SLOs.

2.3.a What findings or themes can be gathered from the AU-SLOs or departmental Program-Level SLO assessments?

The targets were met for 3 of the 5 AU-SLOs. However, the means of assessment (currently a satisfaction survey) is not a valid means of assessing our goals. The action plan is to identify a better assessment method.

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?

For the AU-SLO of quality of instruction, the new means of assessment will include collaboration with the transfer, basic skills and workforce groups as well as an analysis of existing data sets. To better assess the impact of our non-credit curriculum, we will compare the success of basic skills students who received the intervention of non-credit with those who did not.

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

The assessment of AU-SLOs is leading to more collaboration with the workgroups, and an emphasis on data driven decisions with regards to curriculum, and other student support services.

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

Action Step	Related 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?
1 Define new assessment method	1, 2, and 4	All	Greater dialogue and data driven interventions for student success.
2 new AU-SLOs	5	All	Working with webmaster to make SLOs more accessible to students will enable

			them to be better prepared to succeed.

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 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
Continue efforts to improve the assessment of program reviews and the evaluation mechanisms used in improving instructional and non-instructional programs and services.	2-3 Years (This is year 2 of the new program review process, which utilizes comprehensive SLO assessment reports whose templates were revised over the summer 2012-13 will be the first year of the re-envisioned Program Review Committee (PRC).)	-TracDat Trainings -SLO Accessibility	Comprehensive SLO assessment embedded in the annual program review process will strengthen the institution’s ability to make informed planning and budget decisions.
Further institutionalize the new governance structure.	1 year/Ongoing (Currently in year four of the new “PaRC” structure, revisions continue to be made. This year, expected refinement will occur in the resource allocation and program review processes. Note that the college mission is up for review as part of the 3-year cycle)		More informed resource allocation and documentation of decisions and processes will enable all shared governance participants to understand how decisions are made and where further refinement is needed.
Establish an institutional research agenda	Ongoing		An institutional research agenda can help with strategic planning and provide focus regarding resource prioritization.

3.2 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to	Action Steps
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		other key college initiatives	

Section 4: Program Resources and Support

4.1 After reviewing the requests from the programs within this Administrative Unit, use the tables below to summarize any unfunded resource requests that have not been requested through your individual programs. These requests should only be for needed items that cannot be funded out of your existing AU budgets. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Administrative Assistant 2	100% to fill the vacant position in the Office of Instruction. (Classification of N-46)	An additional position could alleviate some of the lighter administrative duties such as scheduling Deans' meetings, Program Review Committee, Workgroups, hiring committees, Web support and basic HTML operations, web content management for the I&IR website, newsletters, communications, printing and mailing, office supplies ordering, appointments and calendaring for VPI, organizing visits and events that are requested from external and internal groups. This alleviation could result in more dedicated time supporting Institutional Research.
Coordinator (Darya position)	100% to replace	Most critical need

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
7 Divisional SLO Coordinators	\$3,000 per academic year per coordinator, one for each academic division and one for student services. In the past, I&IR paid for this cost out of a grant. Now need institutional support to offset cost.	TracDat trainings and workshops, assessment strategies and analysis, continued improvement of program review process.

Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
TracDat License Renewal (SLO Account, 120041)	\$10,758	TracDat trainings and workshops, continued improvement of Program Review process. This is an ongoing institutional expense and should be budgeted, rather than requested annually from one time money.

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Designated space for honors students.		Building honors community and to adhere to UCLA TAP participation guidelines.

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and reflect on the program relative to 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	Highly qualified and dedicated staff. Existing committee and governance structures. TracDat and other technological support. Additional position added to office to support Curriculum and Scheduling.	Foothill College's instruction has an excellent reputation in community.
Weaknesses	Not enough staff to support increased workload.	
Opportunities	Programmatic development, collaborative partnerships with industry and other colleges and institutions.	Changing labor market and continuing weak economy are both a threat and an opportunity as we consider programmatic development.
Threats		Reduced enrollment and funding. Increased workload expectations from CCCCO. Changing legislation that impacts funding and student success.

5.2 Address the concerns or recommendations that were made in prior program review cycles.

5.3 What statements of concern have been raised in the course of conducting the program review?

Enrollment challenges continue to be an issue as the program review process becomes further defined.

5.4 After reviewing the data, what strengths or positive trends would you like to highlight about your Administrative Unit?

I&IR is dedicated and committed to serving student learning and success. The office works collaboratively improving systems and processes to better facilitate and support instruction. Great strides have been made in curriculum, SLOs, program review and data driven decision-making. I&IR continues to be the primary support for critical institutional initiatives, the accreditation process and the shared governance processes along with the follow through required for its success.

Section 6: Feedback and Follow Up
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This section is for the Vice President and/or President to provide feedback.

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

I&IR has risen to the challenge of increased responsibilities in the midst of decreased resources. Appropriate priorities have been established that reflect strategic decision making on behalf of the greatest good for the greatest number of students. Growth in articulation agreements and Honors Program participants is an important indicator of the vibrancy of Foothill's transfer mission.

6.2 Areas of concern, if any:

Enrollment declines and the uncertainty of the Governor's 2013-14 budget proposals create an unprecedented challenge to forecasting and planning. I&IR bears a particular burden in supporting evidence based decision making that responds to student needs and state mandates.

6.3 Recommendations for improvement:

Use Admin Council meetings as a venue to discuss key research findings. Such dialogue would be a strong complement to the excellent presentations that have been given at PaRC and Board of Trustees meetings.

6.4 Recommended next steps:

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