

Basic Unit 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 |
| Elaine Kuo | Institutional Research & Planning | College Researcher |
| Bernie Day | Instruction and Institutional Research | Articulation/Curriculum Officer Honors Institute Director |
| Corinne Nunez | Instruction and Institutional Research | Curriculum Coordinator |
| Craig Gawlick | Instruction and Institutional Research | Instructional Services Coordinator |
| Teresa De La Cruz | Instruction and Institutional Research | Program Assistant |
| Vacant (Formerly Jean McCarron) | Instruction and Institutional Research | Academic Services Technician |
| Denise Perez | Instruction and Institutional Research | Academic Scheduling Coordinator |

Please list all Program Review team members who participated in this Program Review:

| Name | Department | Position |
|--------------------------|--|--|
| Kimberlee Messina | Instruction and Institutional Research | Vice President |
| Elaine Kuo | Institutional Research & Planning | College Researcher |
| Bernie Day | Instruction and Institutional Research | Articulation/Curriculum Officer Honors Institute Director |
| Corinne Nunez | Instruction and Institutional Research | Curriculum Coordinator |
| Craig Gawlick | Instruction and Institutional Research | Instructional Services Coordinator |
| Denise Perez | Instruction and Institutional Research | Academic Scheduling Coordinator |

Section 1: Data and Trend Analysis

Program/Department Data:

| Dimension | 2010-2011 | 2011-2012 | 2012-2013 |
|------------------------|------------------|------------------|------------------|
| Students Served | All/Honors | All/Honors | All/Honors |
| 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 | 5 | 6 | 6 |
| Part-time Staff | 0 | 0 | 0 |

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.

a. Describe the faculty, staff and/or students you primarily serve.

As a whole, I&IR serves the entire college, either directly or indirectly. Primary contact starts with faculty and staff, which filters to the student population. Direct contact with students happens through articulation/Honors, as well as resolving student concerns and complaints. The Honors Institute and Articulation Offices had approximately 1850 individual contacts with students during the academic year. These occur through drop-in and scheduled appointments, student workshops (e.g. transfer to selective colleges, UCLA Transfer Alliance Program), honors program orientation sessions, preparation for the annual honors research symposium, CNSL and EOPS in-class presentations, and more. The Articulation Office also supports individual students with issues by referral from the Counseling Center and/or Transfer Center. The honors program supports faculty with the development of honors curriculum. The articulation office regularly supports instructional faculty with curriculum development and course articulation. A tremendous amount of time was spent during the past year helping individual faculty revise curriculum in order to obtain C-ID approval and with the development and implementation of the legislatively mandated Associate Degrees for Transfer (ADT).

b. Locations/times of service (Day, Evening, Off Campus, etc.)

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. In addition to normal work hours, articulation and honors programs sometimes necessitate supporting students evenings and weekends for student events such as the annual Community College Honors Research Symposium to which we take approximately 50 honors faculty and students, annual College Expo and occasional outreach/recruiting events.

c. How was this tracked?

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, accreditation and student learning outcomes (SLO) processes whose deadlines occur year-round, including during summer and winter breaks. The Honors Institute maintains a student sign-in sheet for drop-in visits, orientation sessions, and most workshops, although students do not always remember to sign in. Communication with honors students also occurs regularly via email. The office maintains an up-to-date student email distribution list of honors students. The Program Assistant communicates regularly with prospective and current honors students. (Email traffic is very heavy.) The articulation office maintains a file for each academic division and records all faculty requests for articulation/curriculum assistance.

d. What is the trend?

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. The fall quarter is extremely busy with tenure activities and the curriculum deadlines. Winter and Spring Quarter are occupied by the program review, and resource allocation processes, processing of all curricular changes and production of the Catalog information. and the Summer is when IP&B meets to revise the program review templates, and other college processes as recommended through the annual governance survey. Ongoing projects include accreditation, college planning, and master plan updates. The Community College Survey of Student Engagement (CCSSE) is conducted biannually out of I&IR and this year the office will also support the administration of the district-led campus climate survey to employees and students. Summer presents a challenge for the honors program because the 11-month program assistant is gone when many prospective students and parents request information and guidance. Ongoing articulation projects include reviewing new and revised Foothill curriculum, preparing and submitting proposals for UC transferability, CSU GE, IGETC, C-ID and course-to-course or major articulation. These deadlines occur throughout the academic year and summer, with some deadlines conflicting with internal curriculum deadlines. The College Curriculum Committee is currently exploring an alternative curriculum cycle in order to address some of these concerns. With the absence of a college Transfer Center Director, the Articulation Officer is involved with an increasing number of responsibilities such as establishing transfer admission agreements, co-chairing the college-wide Transfer Work Group, providing professional development training to counselors as well as student workshops related to transfer. Unable to obtain a counseling appointment, an increasing number of students are seeking assistance from our office.

- e. How have you adjusted your course offerings, programs or services to align with the Core Missions of Basic Skills, Transfer and Workforce?

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 intensifies with the accreditation cycle, especially with the upcoming midterm report, 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. The Office of Instruction oversees the tenure process, and currently there are 29 active tenure committees. As competition for coveted spaces at CA public universities has become increasingly fierce, student enrollment in honors course has become more important. This year, the honors program supported the creation of several new honors courses. In addition, the articulation office has been integrally involved in the development of the new associate degrees for transfer. In the first year of the inception of our ADT degrees, Foothill transfers to CSU increased by 16%. An advisory committee comprised of faculty, students and administrators provides the honors program with feedback regarding policy and curriculum.

- f. If the staffing structure of your Administrative Unit does not meet the program or department's needs, please explain.

With the anticipated hiring of the Associate Vice President of Instruction and the replacement of the Academic Services Technician, the staffing will improve greatly. There is a real need for additional research support, as one full time college researcher is not able to meet the increasing demands for data and analysis. Student workers have been used to meet the increasing research load but they are temporary employees, limited in their capacity in terms of knowledge/training and availability. A dedicated staff researcher at full or half time would increase efficiency and capacity. A 10% faculty overload to oversee the Honor's program 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 offered for the position. A comparable local honors program with one-half of our student population has a 65% faculty release for honors program coordination. There is a critical need for long-term program/staff planning to ensure program growth and support. When the two full-time program assistants assigned to articulation and honors were reduced to one 11-month program assistant, the efficiency was impacted. Closing the office for four consecutive weeks during the summer due to the 11-month program assistant assignment impacts incoming student access and workflow.

- g. Describe changes in technology/regulations/processes that impact your administrative unit, and the impact of those changes on your unit.

Trac Dat has become more institutionalized. However, since most faculty only use it once a year, and there are many changes, the need for training and support has not decreased. There is an increased demand for program review training as well as a need to develop better tools for the program review process to make it more user friendly and less labor intensive.. Additionally, with the institution of State curriculum software and the change in Requisite regulations, the impact is still being felt in the curriculum area. Ongoing training for faculty has a high priority for the coming Spring.

- h. What strategies has your AU used to improve support services within the program or department?

The office continues to seek a more automated way for faculty, staff and administrators to complete the program review templates. Workshops were held in the fall to assist with any concerns related to the latest program review template and sessions are planned in winter to document feedback related to this year's cycle. These comments will be used to guide IP&B regarding any changes to the next cycle's template.

- i. Please describe the process used to prioritize resource allocations in your administrative unit and comment on its effectiveness.

The prioritization process for I&IR begins with discussion in the department, leading up to requesting resources in the program review process. All resource allocation requests are tied to a goal for the department, which serves the college as a whole. Balancing budget accounts and ensuring that funds are being utilized effectively and minimizing carryover is done throughout the year. This process has proved to be effective, with the college funded requests for new expenses like SLO Coordinators and the ongoing fees of TracDat.

- j. Are the training and professional development opportunities available to your administrative unit sufficient? Why or why not?

The college provides conference and travel funds for faculty, administrators and staff. The diverse missions of Instruction and Institutional Research often require us to attend various state and regional conferences and meetings, as presenters as well as attendees.

For administrative units that supervise instructional programs, please complete items k through r. All others, skip to section 2.

Curriculum: NA

- k. Does your division curriculum committee meet regularly? ___Yes ___No
If yes, how often do you meet? Please check all that apply:
____ Once a quarter
____ Twice a quarter
____ Once per month
____ Other, please explain:

- l. Does your division curriculum committee meet? Please check all that apply:
____ Face to face
____ Email/online
____ Hybrid

- m. Do you post the agenda and minutes for your division committee meetings?
____ Yes
____ No

- n. If yes, where? Please check all that apply:
____ Division website
____ Google docs/file sharing
____ Other, please explain:

- o. Do your division curriculum committee members receive training on curriculum regulations, processes, etc?
____ Yes
____ No

- p. What is functioning well with the division curriculum committee?

- q. What resources and/or other support would make this division curriculum committee more effective?

- r. How do you ensure that faculty are teaching to the COR? Check all that apply:

- Refer all faculty to the website
- Provide new faculty with copy of COR
- Review COR with faculty during evaluation
- Other, please describe:

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institutional standards across specific indicators that are annual targets to be met and exceeded. Please comment on how your unit is contributing to the institutional standards.

If you directly supervise instructional programs, please include your analysis of the programs and how they contribute to the institutional standards and student equity.

If you directly supervise services, please include your analysis of the services and how they contribute to the institutional standards and student equity. (For a complete description of the institutional standard, please see the administrative unit cover sheet)

The Program review template/process requires units/programs to discuss these standards as related to their program. The reestablishment of the Program Review Committee and the creation of a rubric to evaluate the comprehensive program reviews includes a detailed analysis of these standards.

I&IR guides discussion at PaRC regarding the establishment of these standards and provides recommendations regarding methodology and minimum targets to be set at the college level.

Section 3: Core Mission and Support

The College's core missions are reflected below. Please respond to each mission using the prompts below.

Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

- a. How is your administrative unit supporting basic skills students or programs? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

This office is the lead administrator of the Basic Skills Initiative. 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.

Transfer: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

- b. How is your administrative unit supporting students' transfer goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

The Office of I & IR oversees curriculum, student learning outcomes assessment, the honors program, and Articulation, all of which support the transfer mission. Institutional Research plays a key role in data analysis regarding student success, as well as identifying disproportionate impact with regards to pre requisites and validating cut scores. The articulation/curriculum officer serves as the faculty tri-chair for the Transfer Workgroup while the college researcher is a member of this group. One of the primary goals of the articulation office is to create streamlined transfer pathways for students. To that end, we A) develop and maintain comprehensive articulation agreements (course-to-course, major and GE articulation) with both public and private institutions; B) Maintain information in ASSIST - the official repository of articulation information for California's public institutions of higher education; C) Conduct curriculum research and work with faculty (one-on-one or via workshops) to support the development of transferable courses appropriate for IGETC, CSU GE, and course-to-course/major preparation articulation; D) Secure critical UC/IGETC and CSU GE approval for Foothill courses; D) Support creation of mandated transfer degrees. The articulation officer is currently serving on a statewide advisory group as part of a CCCC grant designed to establish new transfer articulation with Historically Black Colleges and Universities which will increase access for students. In addition, the articulation officer was designated as the official Foothill College representative to work with College Track, a national college completion nonprofit that empowers students from historically underserved communities to obtain a college degree. We support a College Track student cohort by coordinating appropriate services and meeting with College Track representatives and students to assess their needs and progress.

Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

- c. How is your administrative unit supporting students' workforce goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

The office of I & IR oversees all curriculum and program development, as well as the research efforts with regards to accountability, gainful employment and employer surveys. The college researcher is also a member of this group.

Section 4: Learning Outcomes Assessment Summary

Attach 2012-2013 Four Column Report for AU-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Unit Assessment Report - Four Column

Foothill College

AU - Instruction & Institutional Research

Mission Statement: The mission of the Office of Instruction and 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 Unit SLOs (AU-SLOs) | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|--|--|
| AU - Instruction & Institutional Research - Core Mission Instruction - Students are offered transfer, workforce and basic skills instruction with approved college curriculum in accordance to Title 5 and the Educational Code. AU-SLO Status: Active | Assessment Method: An annual spring 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. Assessment Method Type: Survey Target: The target is to achieve an 80% agreement (Agree or Strongly Agree) rate among all respondents. Assessment Method: The Office of Instruction will review annual transfer data and review with the Transfer Work Group. Assessment Method Type: Data | 11/14/2013 - The Office of Instruction, Articulation and the faculty have worked diligently to complete our mandated ADTs, and are on track to complete all of them by spring, 2014. In reviewing the data, it is clear that students are taking advantage of these new degrees in increasing numbers as they are approved. In the upcoming year, the Vice President of Instruction will increase participation with the Transfer Workgroup. Result: Target Met Year This Assessment Occurred: 2012-2013 Resource Request: None. | 11/14/2013 - The VPI will increase participation in the Transfer Work Group. |
| | Assessment Method: The Office of Instruction will analyze workforce program review data and review with VP of Workforce Development and | 11/14/2013 - The Office of Instruction has created a new process for approving new programs, and increased the Workforce Workgroup's role in this process. This involves analyzing labor market | |

Annual Administrative Unit Program Review Template for 2013-2014 (updated 9/26/13)

| Administrative Unit SLOs (AU-SLOs) | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|--|-------------------------|
| | Institutional Advancement/Workforce work group. Assessment Method Type: Data | data, as well as student success data. The Office of Instruction will continue to work with the VP of Workforce and the workgroup. Result: Target Met Year This Assessment Occurred: 2012-2013 | |
| | Assessment Method: The Office of Instruction will analyze basic skills program review data, Chancellor's Office datamart and review with Instructional deans with basic skills responsibilities and the Basic Skills work group. Assessment Method Type: Data | 11/14/2013 - The Basic Skills Workgroup continues to dedicate resources to the Math Summer Bridge, and is adding an English component as well. The group has also supported curricular changes, and is currently working on imbedded supplemental instruction. The Office of Instruction will continue to work closely with the workgroup. Result: Target Met Year This Assessment Occurred: 2012-2013 | |
| AU - Instruction & Institutional Research - Student Success - The Office of Instruction works effectively with faculty and instructional deans to increase student success through the development and implementation of targeted non credit curriculum. AU-SLO Status: Active | Assessment Method: The office of Instruction will survey all faculty re awareness of non credit curriculum requirements, and impact on student success. Assessment Method Type: Survey Target: 80% of survey respondents will be aware of the requirements and steps for non credit approval of courses at the local and state level. | | |
| | Assessment Method: Working with the office of Institutional Research, we will analyze student success data comparing results for students who received the non credit intervention with those who did not in our developmental sequences. Assessment Method Type: | 11/14/2013 - This is an ongoing process. The majority of noncredit curriculum was approved late in the academic year, so the data collection will need to occur in spring, 2014 to inform the fall reflections. Result: Target Not Met | |

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Page 2 of 5

| Administrative Unit SLOs (AU-SLOs) | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|-------------------------|
| | Data | Year This Assessment Occurred: 2012-2013 | |
| AU - Instruction & Institutional Research - Faculty Evaluations - Faculty and instructional deans are aware of the evaluation and tenure processes, and receive adequate training and assistance with the process. AU-SLO Status: Inactive | Assessment Method: An annual spring survey will include questions related to the tenure and evaluation processes, and the training and support related to them. The respondents will indicate if they strongly agree, agree, disagree, strongly disagree, or have no opinion. Assessment Method Type: Survey Target: 80% of faculty and deans surveyed with report that they agree or strongly agree that the process is clear and that they have adequate training and assistance. | | |
| AU - Instruction & Institutional Research - 4 Cs - As a result of their experience at Foothill, students develop knowledge and gain skills related to the four core competencies (IL-SLOs): communication, computation, critical thinking and community. Year(s) to be Assessed: End of Quarter AU-SLO Status: Active | Assessment Method: An annual spring survey will include questions related to the tenure and evaluation processes, and the training and support related to them. The respondents will indicate if they strongly agree, agree, disagree, strongly disagree, or have no opinion. Assessment Method Type: Survey Target: 80% of faculty and deans surveyed with report that they agree or strongly agree that the process is clear and that they have adequate training and assistance. | | |
| | Assessment Method: The Office of Instruction will work with the Office of Institutional Research to analyze IL-SLO data, and to share with the College Curriculum Committee and the Academic | 11/14/2013 - The college assessed the ILOs through the CCSSE exam, and we will do so again this academic year. The data has been shared with the constituent groups, and we will be developing a body of data that will be more | |

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Page 3 of 5

Annual Administrative Unit Program Review Template for 2013-2014 (updated 9/26/13)

| Administrative Unit SLOs (AU-SLOs) | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|---|-------------------------|
| | Senate. Assessment Method Type: Data | informative as we have more years of results. Result: Target Met Year This Assessment Occurred: 2012-2013 | |
| AU - Instruction & Institutional Research - Access to Student Learning Outcomes - Faculty, students and staff can easily access and review SLOs on the college's website. AU-SLO Status: Active | Assessment Method: The Office of Instruction will work with the webmaster to make the necessary changes to the website placement. We will follow up with a survey of faculty and staff to determine how well they can correctly access SLOs with the updated web. Assessment Method Type: Survey Target: 70% of the respondents will correctly identify location of SLOs. | 11/14/2013 - This target was not met. There were changes in staffing in the Office of Instruction, and technology updates as well. This AUO is very important, and this will be a high priority for this academic year. Result: Target Not Met Year This Assessment Occurred: 2012-2013 | |
| AU - Instruction & Institutional Research - Student Information - Students have access to current college catalog, course outlines and Student Learning Outcomes. AU-SLO Status: Inactive | Assessment Method: An annual spring 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. Assessment Method Type: Survey Target: The target is to achieve an 80% agreement (Agree or Strongly Agree) rate among all respondents. | | |
| AU - Instruction & Institutional Research - Tenure Process - Faculty have fair and equitable evaluation and tenure processes. AU-SLO Status: Inactive | Assessment Method: An annual 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 | | |

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Page 4 of 5

| Administrative Unit SLOs (AU-SLOs) | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|------------------------------------|--|---------------------------------|-------------------------|
| | Applicable/Other. Assessment Method Type: Survey Target: The target is to achieve an 80% agreement (Agree or Strongly Agree) rate among all respondents. | | |

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Page 5 of 5

Section 5: SLO Assessment and Reflection

- a. Please provide observations below after reflecting on your AU-SLOs in TracDat and reviewing the Program-Level SLOs that are a part of your administrative unit.

The current year's goals are based on the summative assessments of our AUOs. There is an ongoing need to increase collaboration between basic skills, transfer and workforce, as well as to provide training, communication and support to faculty and staff.

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

The Office of Instruction has had many successes, but there is still work to be done with regards to supporting SLO assessment.

- c. 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?

The AUOS are reviewed on an annual basis, and are revised as needed.

- d. How has the assessment of your AU-SLOs contributed to student success at the institution and/or within your unit?

The non-credit curriculum and supplemental instruction are supports for our students that resulted from our AUOs and the assessment.

Section 6: Administrative Goals and Rationale

Administrative unit 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. Goals are not resource requests.

List Previous Program Goals from last academic year; check the appropriate status box & provide explanation in the comment box

| Goal/Outcome (This is NOT a resource request) | Completed? (Y/N) | In Progress? (Y/N) | Comment on Status |
|---|---|--------------------|---|
| 1. Continue efforts to improve the assessment of program reviews and the evaluation mechanisms used in improving instructional and non-instructional programs and services. | Ongoing. This is the 3 rd year of the new program review process, whose templates were revised again over summer 2013. | Yes | Continuing to connect program review process to SLO assessments has been successful, with plans to streamline and automate program review process. Student services program reviews have increased in compliance. |
| 2. Further institutionalize the new governance structure. | Ongoing. | Yes | The college has become much more comfortable with PaRC and the program review processes. |
| 3. Establish an institutional research agenda | Ongoing | Yes | An institutional research agenda can help with strategic planning and provide focus regarding resource prioritization. |

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

| Goal/Outcome (This is NOT a resource request) | Timeline (long/short-term) | How will this goal improve student success or respond to other key college initiatives? | How will progress toward this goal be measured? |
|--|--|---|--|
| <p>1. Transition the ALO and curriculum to the new AVP to provide stronger support for these critical needs. This will enable the VPI to: Increase enrollment management efforts with the division deans and in collaboration with district and DA.</p> | <p>Short term (new AVP should be in place by July, 2014)</p> | <p>All instructional goals and initiatives related to student success will be improved based on this much needed support.</p> | <p>The AVP and the VPI will work with internal stakeholders to establish benchmarks.</p> |
| <p>2. Increase the visibility of our SLO processes and continue to exceed accreditation standards.</p> | <p>Short term/ongoing</p> | <p>The newly revised accreditation standards are even more prescriptive regarding SLOs and communication.</p> | <p>Employee survey/focus groups?</p> |
| <p>3. Continue to work with PaRC and IP&B to improve the program review process.</p> | <p>Ongoing</p> | <p>This is a critical accreditation process that supports all student learning.</p> | <p>Annual governance survey.</p> |

| | | | |
|--|---------------------------|---|--|
| <p>4. Increase collaboration between Transfer, Basic Skills, and Workforce to increase student equity and success.</p> | <p>Ongoing</p> | <p>Directly tied to mission</p> | <p>Hold joint meetings, involve workgroups in Office of Instruction Newsletter</p> |
| <p>5. Create and maintain a user-friendly web page and other technical tools for communicating information to students and faculty regarding articulation agreements.</p> | <p>Short term/ongoing</p> | <p>Related to transfer mission</p> | <p>Meet with marketing/web staff, solicit input from Transfer Work Group, Transfer Center, Counseling Division.</p> |
| <p>6. Create and maintain a user-friendly web page and other tools for communicating information to prospective students and faculty regarding the honors Institute.</p> | <p>Short term/ongoing</p> | <p>Related to transfer mission. Will provide additional self-service access to honors information for prospective students, high school counselors and parents.</p> | <p>Meet with marketing staff, solicit input from Honors students, Honors Advisory.</p> |
| <p>7. Develop and maintain honors student database and better tools to monitor student progress</p> | <p>Short term/ongoing</p> | <p>Directly related to Student Success, will ensure students are following educational plans and allow us to be proactive in providing appropriate interventions.</p> | <p>Collaborate with Institutional Researcher, program Assistant will obtain additional Banner, Excel and other appropriate training. Will monitor honors student retention/attrition and make changes based upon data.</p> |

Section 7: Resources and Support

Using the tables below, summarize your administrative unit’s unfunded resource requests. Only make requests that are not already included in any of the departmental program reviews in your administrative unit. 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 Section 6 and how this resource request supports this goal. | Was position previously approved in last 3 years? (y/n) |
|--------------------|-----------|---|---|
| Research assistant | 50% | All | N |
| | | | |
| | | | |

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

| Has the program received college funding for reassign time in the last three years? (y/n) | If yes, indicate percent of time. |
|---|-----------------------------------|
| Has the program used division or department B-budget to fund reassign time? (y/n) | |

Indicate duties covered by requested reassign time:

| Responsibility | Estimated \$ | Related Goal from Section 6 and how this resource request supports this goal. | Est hours per month | % Time |
|----------------|--------------|---|---------------------|--------|
| | | | | |
| | | | | |
| | | | | |

One Time B Budget Augmentation

| Description | \$ Amount | Related Goal from Section 6 and how this resource request supports this goal. | Previously funded in last 3 years? (y/n) |
|-------------------------------|---|---|--|
| 6 Divisional SLO Coordinators | \$3,000 per academic year per coordinator, one for each | Goal #1 | y |

| | | | |
|--|--|--|--|
| | participating academic division, \$18,000 total | | |
| | | | |
| | | | |

Ongoing B Budget Augmentation

| Description | \$ Amount | Related Goal from Section 6 and how this resource request supports this goal. | Previously funded in last 3 years? (y/n) |
|--------------------------------|-------------|---|--|
| TracDat License Renewal | \$11,080.55 | Goal #1 | Yes |
| | | | |
| | | | |

Facilities and Equipment

| Facilities/Equipment Description | \$ Amount | Related Goal from Section 6 and how this resource request supports this goal. | Previously funded in last 3 years? (y/n) |
|----------------------------------|-----------|---|--|
| | | | |
| | | | |
| | | | |

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Add feedback from Judy from last program review

| Recommendation | Comments |
|---|---|
| 1. 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. | I&R has provided leadership in enrollment management and curricular development to respond to the changing regulations, and in order to support students. Some examples are the non-credit ESL curriculum, the Supplemental Instruction, and the ADTs. For example. |

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| <p>2. 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.</p> | <p>Although we have done presentations at Admin Council, we have found that our presentations to Academic Divisions, Opening day presentations, have been more successful.</p> |
| | |

a. After reviewing the data, what would you like to highlight about your administrative unit?

The Office of Instruction has highly dedicated faculty and staff who are united in serving our students and supporting faculty and staff in fulfilling our mission. We continue to be highly productive in spite of limited staffing and an extremely broad workload, and increasing state regulations and responsibilities.

b. What do you see on the horizon that could impact your administrative unit, and how do you intend to address that impact?

Our current curriculum system is "in-house" developed and has reached capacity in scope. This year, we intend to research and recommend for purchase a prepared curriculum system to which we could transition. The intent is to find a system that could accommodate our process and possibly allow for direct upload of our MIS information to the State Chancellor's Curriculum Inventory thereby reducing the workload in the Curriculum Office and ensure error-free submissions to the State. We are not including the request for funds at this time, but may have a resource request in the next cycle.

Section 9: Feedback and Follow Up

This section is for the Vice President/President to provide feedback.

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

b. Areas of concern, if any:

c. Recommendations for improvement:

d. Recommended next steps:

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

Upon completion of section 9 by the Vice President or President, the Program Review should be returned to the administrative unit for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.