Program Review 2021-2022:
Writer Training

Office of Instruction and Student Services

Rev. 10.25.2021

Training Modules

- Program Review Purpose

- Structural Overview

- Writing the Self-Study Report

- Reader Evaluation

- College-Level Presentation

- Annual Report

- Program Review Templates

Program Review Mission

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

Program Review Structure

Program Review

Progress Report (annual)

Self-Study (every 5 years)

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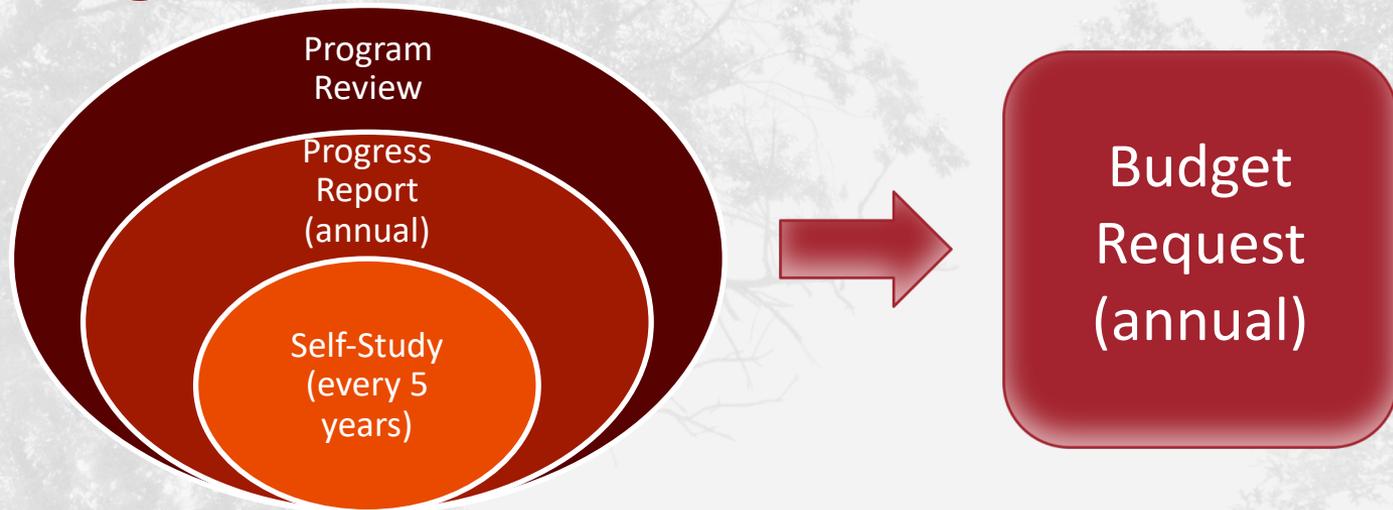
Programs/Departments Fall into Two Categories for Review

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

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

Program Review Programs

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

2021-22 Role Appointments

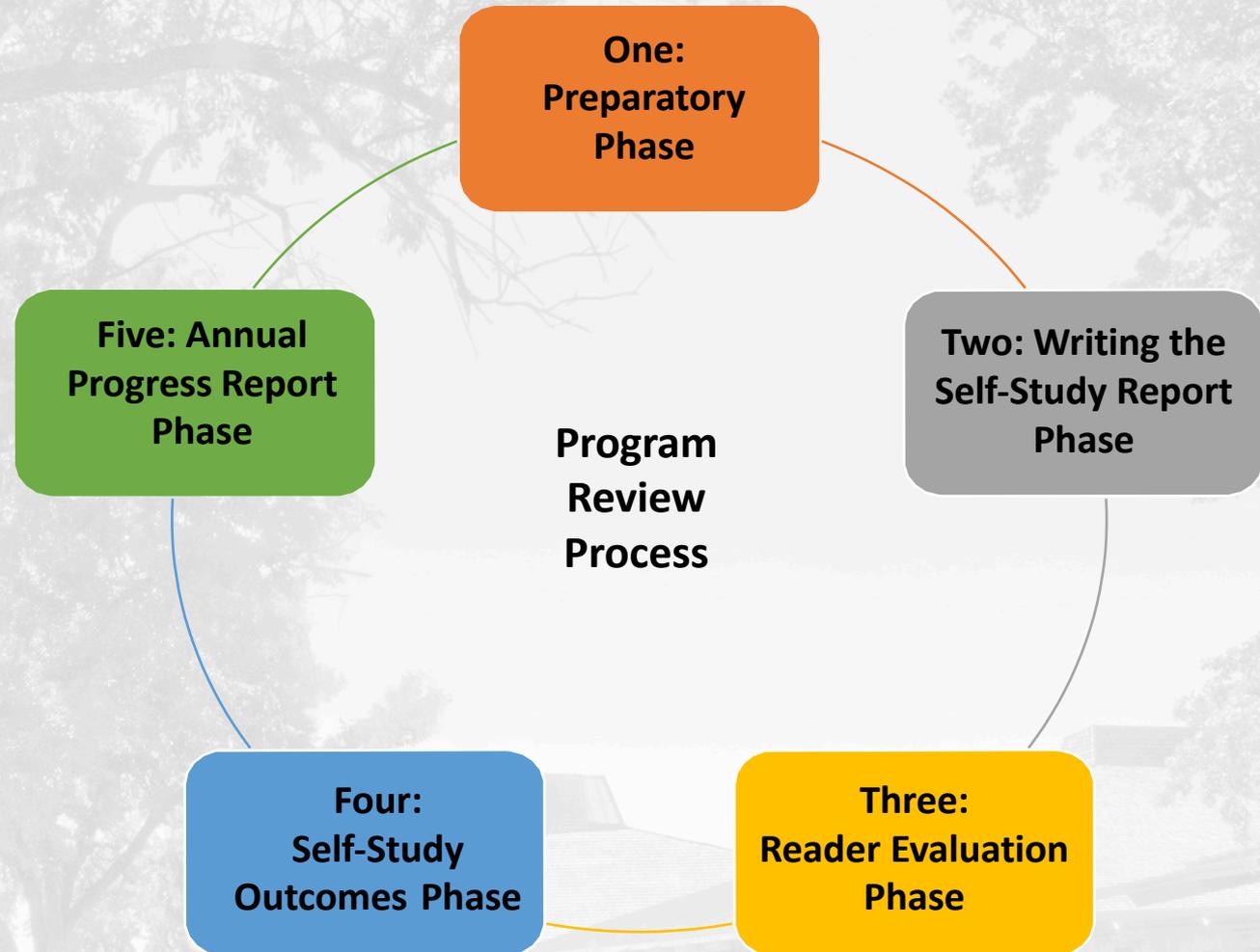| Program Name	Writer	Administrator	IR Coach
Astronomy	Geoff Mathews	Ram Subramaniam	Doreen Finkelstein
Biology	Gillian Schultz	Ram Subramaniam	Doreen Finkelstein
Business	Laurence Lew	Natasha Mancuso	Elaine Kuo
Computer Science	Bita Mazloom	Ram Subramaniam	Doreen Finkelstein
GID	Carolyn Brown	Debbie Lee	Elaine Kuo
History	Bill Ziegenhorn	Natasha Mancuso	Elaine Kuo
KCI	Cassandra Pereira	Natasha Mancuso	Elaine Kuo
Kinesiology	Katy Ripp	Debbie Lee	Elaine Kuo
Philosophy	Brian Tapia	Natasha Mancuso	Elaine Kuo
Physics	David Marasco	Ram Subramaniam	Doreen Finkelstein
Tools for Transition and Work	JP Schumacher	Laurie Scolari	Doreen Finkelstein
Community Based Ed	JP Schumacher	Laurie Scolari	Doreen Finkelstein
Psych Services	Alexis Donato	Laurie Scolari	Elaine Kuo

Program Review Manual

Five Year Self-Study

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

The Self-Study process will provide:
- a framework for **continuous improvement** and excellence;
- an opportunity to explore, enhance, and **integrate student learning and faculty; teaching into the program's mission and program-level student learning outcomes**;
- an opportunity for **full participation** involving faculty, students, staff, administrators, and relevant stakeholders as mutually agreed upon by the college senates and administration;
- an opportunity to facilitate and execute **short-term and long-term strategic planning**
- evidence for the college to meet the obligations of **institutional accreditation** and account for its efficient **use of public resources**.
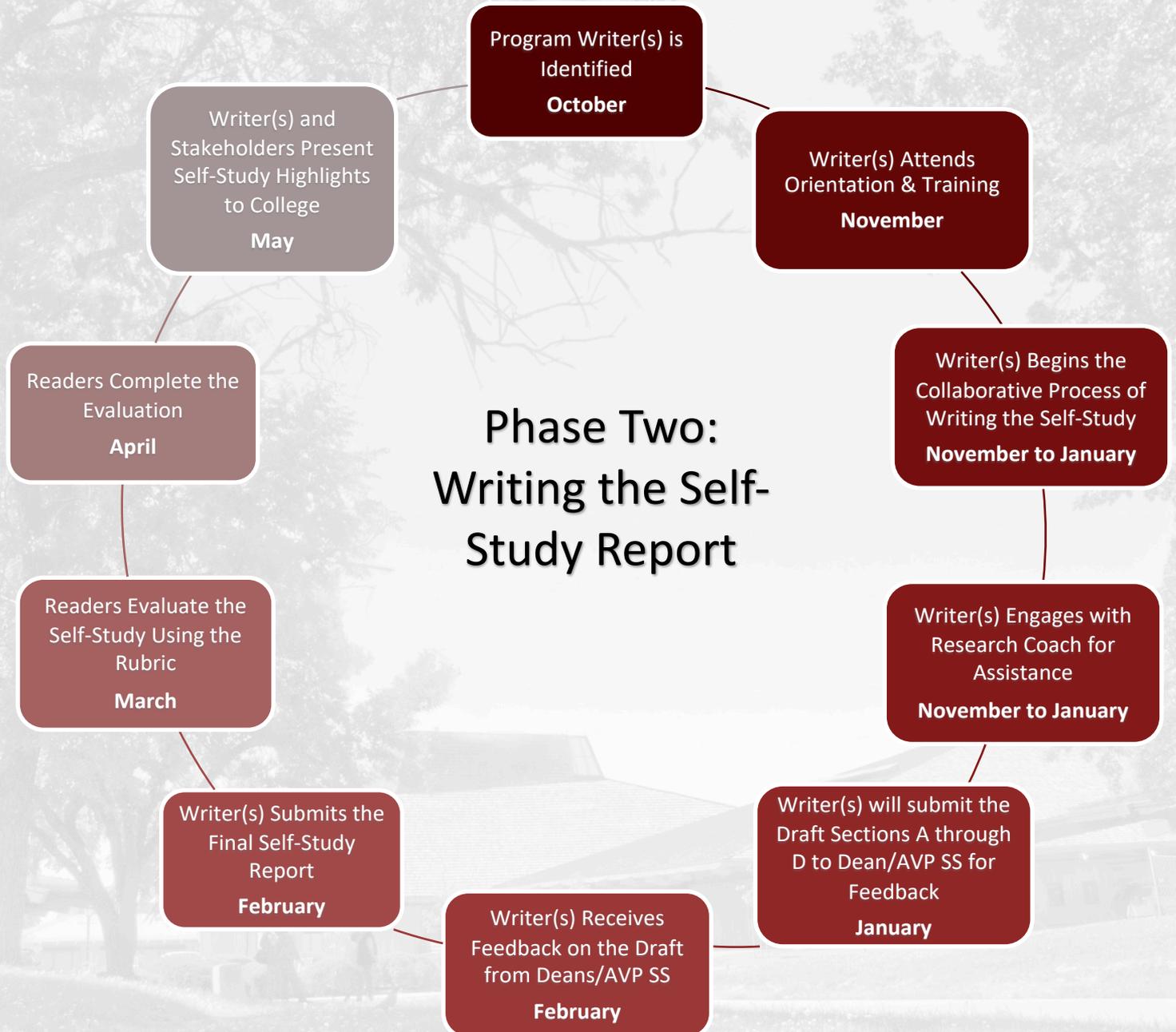
Program Review Operational Phases

Program Review Process

One: Preparatory Phase

Two: Writing the Self-Study Report Phase

Three: Reader Evaluation Phase

Four: Self-Study Outcomes Phase

Five: Annual Progress Report Phase

Timeline and Due Dates

Month	Due Date	Action	Who is Responsible
September	9-27-21	Notification to Deans, Academic Senate, and Classified Senate Requesting Writers and Readers	Office of Instruction
October	10-22-21	Deans send confirmation of the Writers to the Office of Instruction	Deans & AVPs
November	11-3-21 11-4-21	Orientation and Training of the Writers	Office of Instruction
	11-3-21	Writer(s) Draft the Self-Study Report - Start 11-3-21 to 2-25- 22	Writers
	11-12-21	Confirmation of the Readers from Academic and Classified Senates	Academic Senate Classified Senate
January	1-14-22	Sections A through D of the Self-Study Template is due to the Dean for review and feedback	Writers
February	2-4-22	Deans provide feedback to the Writer(s) on Sections A through D of the completed Self-Study Template	Deans & AVPs
	2-4-22 2-8-22	Orientation and Training of the Readers	Office of Instruction
	2-15-22 2-18-22	Reader Norming Sessions	Office of Instruction
	2-25-22	Final Draft (All sections) of the Program Review Template is Due	Writers
	2-28-22	Readers are provided the Program Review Template and the Evaluation Rubric and begin the evaluation	Office of Instruction
April	4-1-22	Readers complete the Evaluation and submit their Final Rubric	Readers
	4-4-22 to 4-15-22	Writers and Readers discuss feedback	Writers and Readers
	4-15-22 to 4-22-22	IR and Writers discuss PowerPoint Presentation	Writers
	4-22-22	PowerPoint Presentation and Revised Program Review is Due	Writers
May	TBD	College-Level Review of Programs' Self-Study Reports and Presentations	The Advisory Council
June	6-17-22	Final Program Review with Revisions Due	Writers

Phase Two: Writing the Self-Study Report

Phase Two: Writing the Self-Study Report

Program Writer(s) is Identified
October

Writer(s) Attends Orientation & Training
November

Writer(s) Begins the Collaborative Process of Writing the Self-Study
November to January

Writer(s) Engages with Research Coach for Assistance
November to January

Writer(s) will submit the Draft Sections A through D to Dean/AVP SS for Feedback
January

Writer(s) Receives Feedback on the Draft from Deans/AVP SS
February

Writer(s) Submits the Final Self-Study Report
February

Readers Evaluate the Self-Study Using the Rubric
March

Readers Complete the Evaluation
April

Writer(s) and Stakeholders Present Self-Study Highlights to College
May

Template Access

- Access the electronic template on **MyPortal**

- **Data is integrated** into the electronic template

- Look longitudinally at the last five years of performance data, reflect and analyze the data

- Respond in the narrative prompts to identify program strengths, weaknesses, opportunities, and potential challenges.

*Five years of data may not be available for Student Success programs

The Writer's Role

- Writers are responsible for **documenting the process by collaborating with program stakeholders and authoring the Self-Study report** via an electronic template titled, "*The Program Review Template*."

  - Goal is to **tell the story** of the program.

  - Program can include other relevant data and information in addition to the template data.

  - **CTE and Learning Community programs** can have an **additional addendum** that must be completed. The report is interpretive and should include program faculty input.

Program Review as Collaboration

- The Self-Study process is **not an exercise of compliance**; although it is required for institutional accreditation, it is meant to bring value and meaning to the everyday operations of a program.

- The collaborative process of writing the Self-Study provides an **opportunity to identify strengths, weaknesses, and opportunities**.

- Data can inform our decisions, but it is really only valuable when we can translate what is uncovered into actionable insights. Data are valuable only if Foothill programs **enact change to improve** performance outcomes.

- A Self-Study report resulting from careful analysis, and incorporating feedback from program stakeholders has potential to **influence a program's resource allocation decisions and strategic direction** for the next five years.

Action Plan

- After reviewing feedback, reflecting, presenting findings, and engaging in discussions about the Self-Study, programs will create an Action Plan for **future program development and improvements**.

- A program's plan is comprised of actions for improvement generated at the Self-Study's conclusion and taken directly from template sections where actions were determined as needed. The plan should:

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

  - Clearly outline actions to take including relevant **activities and needs;**

  - Actions are **dynamic and open to revision** as circumstances change over the five-year period. Each program will implement improvements it has identified, then assesses its progress, and the cycle continues each year, for five years.

Reader Evaluation Team

Each program under review has a distinct Evaluation Team membership. The team will provide an evaluation of the overall quality of the program based on the Self-Study Report using the Evaluation Rubric.

Instructional Program Review Team	Student Success Program Review Team
• Faculty from the same division • Faculty at large • Classified staff at large • Division Dean	• Student success program faculty or staff member from the same division • A classified Staff member at large • Faculty at Large • VPSS/Division Dean

Review the Readers' Evaluation

Programs will have **three (3) opportunities for feedback** during the Self-Study process:

- **Dean Review** – Sections A-D of the Self-Study template is due to the program's Dean/VP SS on Jan 14, 2022. The Dean/VP SS provides feedback by Feb 4, 2022.

- **Readers Review** – Readers begin their evaluation using the Program Review Rubric after receiving submission of the Self-Study on Feb 28, 2022. Readers evaluation is completed by Apr 1, 2022. Writers are encouraged to contact Readers to discuss Readers feedback.

- **College-Level Review** – Short overview of the Self-Study is shared out as a part of the shared governance process and accreditation requirements. A summative copy of the Readers' rubric review will be provided

College-Level Presentation

The role of the presentations is to hold programs accountable and to **demonstrate critical college engagement** in the program review process. The presentation should provide:

- an ability to **understand the emergent themes, issues, and or needs** being experienced by programs under review;
- an overview about **how the program contributes to the College mission** and makes a difference for the students' it serves;
- an understanding of the individual **program's areas of improvement** as well as the overall weaknesses across all programs under review.

College-Level Presentation

Presenting also provides the program the opportunity to:

- **Tell the story** of the programs' strengths and ask for the resources/help needed to continue great work, fix areas of weakness, and/or to scale.

- The presentations will be conducted in 20-minute intervals during two meeting sessions.

- Writer presentation will **be no longer than 10 minutes** with an **additional 10 minutes for Q&A**.

- Presenters are to use the template provided, with no additional or deleted slides, which will be strictly followed due to the number of presentations and to allow for questions during the time allotted.

Presentation Screenshots

Programs Strengths

- Directions for the Slide - From the Self-Study Report, please identify all program strengths/outcomes as outlined in the document.

3

Programs' Actions for Improvement Identified

- Directions for the Slide - From the Self-Study Report, please identify all actions for improvement outlined in the document.

3

Program Data

- Slide Direction – please add any data table you would you like to share

5

Resources Needed

- Directions for this slide - What do you need to make the improvements and or take actions

6

PowerPoint template and directions can be found here

Annual Progress Report

ANNUAL PROGRESS REPORT

Program Name:
Person Submitting this Report:
Date of the Five-Year Self Study:

Recommended Actions for Improvement (copy from original Five- Year Self-Study Report)	Actions Taken and Progress Made in Accomplishing the Improvement	Evidence used to Evaluate Progress (what data are you using to make your progress judgment?)
Action:		
Action:		
Action:		
Action:		

New Trends, Policies, or State Initiatives	Actions Needed/Designed to Address the Area of Work or Improvement	
Action:		
Action:		

Program Review Documents

- Program Review Manual

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

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

Template and Logistics

- Software questions
  - Contact: **Kelaiah Harris** harriskelaiah@fhda.edu
  - See also Software User Guide https://foothill.edu/programreview/prg-rev-docs/pr-software-guide-2020-10-26.pdf

Data Analysis Questions

- Deans/VP SS

- Institutional Research and Planning (IRP) Coach
  - Doreen Finkelstein
  - Elaine Kuo

Questions?

Student Success Template

Table of Contents

- Program Information
  - Program Mission Statement
  - Program Level Outcomes

- Customized Program Data

- Service Areas Outcomes Addendum

Questions?

[Programs with only non-instructional components can leave the training]

Instructional Template

Table of Contents

- Program Mission Statement

- Program Level SLOs

- FTES – Enrollment Trends

- Sections – Enrollment Trends

- Productivity – Enrollment Trends

- Enrollment by Student Demographics

- Student Course Success

- Student Course Success by Demographics

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ENROLLMENT TRENDS

Enrollment Trends
FHDA District->Foothill College

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

FTES – ENROLLMENT TRENDS

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

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

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

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

150 Words or Less

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

Questions?

[Non-CTE Instructional programs can leave the training]

CTE Addendum

Table of Contents

- A. Re-Accreditation Information

- B. Advisory Board

- C. Regional Labor Demand

- D. Regional Labor Supply

- E. Regional Wages

- F. Program 13.5 Course Completion

- G. Program Graduate Employment Rates

Questions?