Program Review FAQs

Why do we do program reviews?

Program Review is an integral part of institutional effectiveness and the strategic and budget planning process. Program Review offers an opportunity to gauge successes and design improvement actions to ensure the quality of academic and student success programs. The process improves the quality of the instructional disciplines and student success programs offered at Foothill College. The Program Review 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.

What are my responsibilities in the program review process?

The writer(s) is responsible for documenting the review by program stakeholders by authoring the Self-Study Report via an outlined template titled, The Program Review Template. The Self-Study is interpretive and thus collaboration from all program stakeholders is essential. The writing of the report and associated processes are an important opportunity for the program faculty and staff to come together to evaluate their own performance with respect to the ability to achieve the program mission and student learning outcomes. The Self-Study is an introspective review of the program's strengths and weakness. When engaged in the Self-Study, program faculty should make a candid evaluation of the current situation and future while engaging in collegial constructive dialogue to discuss and design actions to improve on weaknesses, while also taking advantage of future opportunities and innovation. The Self-Study Report should be evaluative rather than merely descriptive. It is not enough for the report to simply describe the operation of the program. The template requires the Writer to review and appraise the operations and performance with due recognition of both problems and achievements. Being critical and courageous in recognizing and writing from the lens of self-judgment is the single most significant activity of the self-study process.

The reader(s) is responsible for completing an individual review and rating the Self-Study based on the Evaluation Rubric, including providing a score for each item in the rubric. In general, the readers' role should provide an evaluation of the overall quality of the program based on the Self-Study report and the aligned rubric. Readers will rate and provide written responses in the Self-Study Evaluation about the program's strengths, weaknesses, and actions for improvement identified in the Self Study Report narrative. The other important aspect of the Readers' role is to outline unidentified strengths and areas needing improvement. Feedback can be a very powerful tool for program improvement, and when viewed from this perspective the Reader should approach the evaluation work as helping the program and college to improve rather than to equate it as being a harsh judge.

How are my written responses evaluated?

Each program under Self-Study will be provided with a Reader Evaluation Team with a distinct membership. The reader(s) will provide an evaluation of the overall quality of the program based on the Self-Study Report and the aligned rubric. Each Reader on the Evaluation Team will complete an individual review and rate the Self-Study based on the Evaluation Rubric, including providing a score for each item in the rubric. Readers will rate and provide written responses in the Self-Study Evaluation Rubric about the program's strengths, weaknesses, and actions for improvement identified in the self-study report narrative. Based on each reader's area of expertise, s/he can also provide narrative reflections related to the strengths and challenges facing the program, including:

- The need for resources to assist with program challenges and improvements
- Trends in the discipline that could affect future planning for the program
- Strengths and weaknesses in the program's plan to improve teaching and learning with an emphasis on the disproportionate impact of students of color

Where can I find my template?

The Office of Instruction provides access to the template on My Portal, in the Program Review tile, which allows the Writer to type in the narrative responses directly in the platform. The data is integrated into the online template and Writers will use the data tables to assess previous and current program outcomes along with predicting the challenges and opportunities for the program's future. The space provided for each question has a word count limit to elicit a meaningful response. It is important to note, there is no right or wrong response. Writers should be concise; the narrative should be succinct. In essence, the template will help the Writers and faculty collaborators to know who, what, when, where, and why to address needed information.

Support is available from Institutional Research and The Office of Instruction staff and administrators when needed; this coaching and support team is available to help ensure each program going through the Self-Study process is successful.

Why can't I access my template?

If you cannot access your template, please contact Kelaiah Harris at harriskelaiah@fhda.edu.

Can I share the template with others?

Multiple people can work on the template simultaneously. To share your template with others, contact Kelaiah Harris at harriskelaiah@fhda.edu.

The template can also be downloaded into a PDF file and shared with others. (See Program Review Software User Guide)

I don't see my data in the template?

Data tables are embedded in the template, click the blue tab "Show Data Trends" found under the header of each section. Some data may also be hyperlinked. Hyperlinked data is indicated by the comment, "Click the link to view the data table and respond to the questions below."

If you're unable to locate the data in your template, please contact Kelaiah Harris at harriskelaiah@fhda.edu.

When is the program review due?

The Self-Study has multiple deadlines and opportunities for feedback:

- 1st Deadline - Program Review Sections A-D of the Self-Study due for Dean Review
- 2nd Deadline - All Sections due for Reader Review
- 3rd Deadline - All Sections due for Final Submission

(See the Program Review Manual for Deadlines)

What do I need to do for the presentation?

Presenting to the Advisory Council is part of the shared governance process and is a part of ensuring compliance with the accreditation process. The Program Review presentations 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;
- provide an overview about how the program contributes to the College mission and makes a difference for the students' it serves;
- Provide an understanding of the program's areas of improvement as well as weaknesses.

The Advisory Council 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. To be mindful of the allotted time, the template should be strictly followed due to the number of presentations and to allow for questions during the time allotted.

(See Powerpoint Presentation Template for Advisory Council)

What should my action plan should include?

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. 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 the improvements it has identified, then assesses its progress, and the cycle continues each year, for five years.