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Foothill has amazing faculty, staff and programs. Program Review is about documenting the discussions and plans you have for sustaining and improving student success in your program. It is also about linking your plans to decisions about resource allocations. Thank you for taking the time to review your program and sharing your findings with the college community!

Program Review Committee 2017-18:

Andrew LaManque  
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Let us know how we can help you!

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

# COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE 2017

## BASIC PROGRAM INFORMATION

Department Name:

Division Name:

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

Name	Department	Position

Number of Full Time Faculty:

Number of Part Time Faculty:

Please list all existing Classified positions: *Example: Administrative Assistant*

List all programs covered by this review and indicate the program type:

<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway
<input type="checkbox"/> Certificate	<input type="checkbox"/> AA / AS	<input type="checkbox"/> AD-T	<input type="checkbox"/> Pathway

The screenshot shows the Foothill College website with the following content:

- Header:** Foothill College logo, navigation menu with links like Home, About, Academic Programs, Student Support, and Contact.
- Page Title:** Degrees & Certificates
- Left Sidebar:** DEGREE TYPE dropdown menu with options: AA Degrees, AA for Transfer, AS Degrees, AS for Transfer, Bachelor in Science, Certificate, and Apprenticeships.
- Center Content:** A section titled "Degrees & Certificates" with a sub-section for "AA-T = Associate in Arts for Transfer Degree" and "AS-T = Associate in Science for Transfer Degree". It also includes a note: "Select the program title to see degree requirements, core courses, support courses, certificates and more." Below this are lists of programs starting with letters A, K, L, M, and S.
- Right Sidebar:** Links to College Catalog, GE Requirements, Academic Divisions, Academic Calendar, and Helpful Links (Campus Map, Priority Registration, Help Paying for College).

**SECTION 1: PROGRAM ENROLLMENT, PRODUCTIVITY, AND COMPLETION**

Data will be posted on Institutional Research's [website](#) for all measures except non-transcriptable completion.

**1A. Analysis of Transcriptable Program Completion Data:** Please use your data to complete the following table.

Transcriptable Program	Three-year trend in degrees/certificates awarded	Comments	# of students declaring as their ed goal in 16-17*
e.g. Associate Degree for Transfer	Completion rates have shown a slight increase over the past three years, from 10% to 14%	We are pleased to see this trend and believe it will continue as more students pursue AD-Ts	

\*according to CCCApply data

**1B. Non-Transcriptable Program Data:** If your program offers any non-transcriptable programs, please complete the following table. Institutional Research does not track this data; each program is responsible for tracking its own data.

Non-Transcriptable Program	Rationale	Three-year trend	Comments
e.g. Certificate of Proficiency in xx	This credential boosts potential for job advancement in the xx industry. We receive positive feedback from employers (link to advisory committee minutes)	The number of completers has remained steady at around 9 per year	We anticipate that this trend will continue because enrollment in the core classes for this certificate is holding steady

**1C. Department-Level Data:**

	2014-2015	2015-2016	2016-2017	Trend
<b>Enrollment</b>				
<b>Productivity</b>				
<b>Full-Time Load (FTEF)</b>				
<b>Part-Time Load (FTEF)</b>				

## COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE 2017

The 2017-18 Annual College Strategic Objectives that will operationalize these 3 EMP goals for academic year 2017-18 are “E2SG” and include:

- I. **Equity plan** – Develop an integrated plan, identify goals for alignment with equity, student success, and basic skills; and focus on efforts to integrate with enrollment strategies (access, retention, and persistence) to close equity gaps while increasing enrollments at the same.
- II. **Enrollment Growth** – Achieve more than 1.5% FTES growth at 500 productivity (+/- 25) with attention to integrating equity efforts related to enrollment, CTE, Sunnyvale Education Center, and education pathway.

**1D. Course Enrollment:** Discuss plans your program has for ensuring access from all student groups to courses included in the program (both program and GE courses). This might include cross department collaborations, service learning projects, support for student clubs, participation at recruitment events, examination of pre-requisites, review of assessment results, etc.

**1E. Productivity:** Productivity is a measure of student's served per full-time equivalent faculty and is a factor in program viability. Please use the program review data sheets to examine your productivity trends. Please check the appropriate box for program review committee readers:

Program Productivity Trend:  Increase  Steady/No Change  Decrease

Program Productivity (Compared to College):  Above Goal  At Goal  Below Goal

The college productivity goal is **500 (+-25)**. There are many factors that affect productivity (i.e. seat count / facilities / accreditation restrictions, curriculum, etc). Please discuss factors that may be affecting your program's productivity trends and any plans you have for addressing the trends.

**SECTION 2: COURSE COMPLETION & STUDENT ACHIEVEMENT**

**2A. Course Success Demographics:** The College is committed to eliminating differences in achievement and of learning outcomes between student groups. Please examine the Disaggregated Achievement Data Analysis shared with your department and discuss actions you are or plan to take in your department to address and gaps identified in your program. If you are uncertain about actions faculty can take, please take a look at Appendix A.

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What resources do you need to implement or sustain your action plans?

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	Fall 2015				Fall 2016			
	Course Enrollment	Course Completion	Completion Rate	Percentage Point Gap	Course Enrollment	Course Completion	Completion Rate	Percentage Point Gap
<b>Gender</b>								
Female	16,878	13,164	78%	0	16,701	13,166	79%	0
Male	17,919	13,966	78%	0	17,517	13,973	80%	0
Unknown	326	250	77%	-1	322	272	84%	5
<b>Ethnicity</b>								
African American	1,699	1,059	62%	-16	1,653	1,147	69%	-10
Asian	7,689	6,271	82%	4	9,243	7,531	81%	2
Filipino	1,955	1,506	77%	-1	1,994	1,581	79%	0
Latino/a	8,607	6,206	72%	-6	9,052	6,718	74%	-5
Native American	229	169	74%	-4	208	164	79%	-1
Pacific Islander	345	228	66%	-12	467	319	68%	-11
White	10,735	8,764	82%	4	10,268	8,526	83%	4
Decline to State	3,864	3,177	82%	4	1,655	1,425	86%	7
<b>Special Student Groups</b>								
Low income	8,603	6,040	70%	-8	8,775	6,329	72%	-7
DSPS	915	733	80%	2	847	672	79%	0
Foster Youth	140	93	66%	-12	157	94	60%	-19
Veterans	436	303	69%	-8	440	297	68%	-12
<b>College Total</b>	<b>35,123</b>	<b>27,380</b>	<b>78%</b>	<b>-</b>	<b>34,540</b>	<b>27,411</b>	<b>79%</b>	<b>-</b>

**2B. Institutional Standard:** This represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard is **58%**.

Please check the appropriate box:

Program Level Course Completion:  Above Standard  At Standard  Below Standard

If your program's course completion (success) rates are below the institutional standard (see above), please discuss your program objectives aimed at addressing this.

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**2C. Institutional Effectiveness (IEPI) Goal:** This represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal is **78%**.

Please check the appropriate box:

Program Level Course Completion:  Above Goal  At Goal  Below Goal

If your program's course completion (success) rate is ABOVE the IEPI goal please share your thoughts about why / how this is so.

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**2C. Faculty Discussion:**

**Please attach Course and Program-Level Outcomes** (Four Column Report from TracDat). Please contact the Office of Instruction if you need help.

**2D. Course-Level:** Please share examples of how assessment and reflection of course-level Student Learning Outcomes (CL-SLOs) has led to changes in curriculum or teaching.

**2E. Program-Level:** Please provide examples of how your assessment and dialogue / reflection of program-outcomes (PL-SLOs) have led to certificate/degree program changes and/or improvements?

Please provide examples of what is being done at the program-level to assist students in achieving degree/certificate completion and/or transferring to a four-year institution (e.g. review of progress through the program, “career days” / open houses, mentoring, term by term mapping of suggested courses, etc).

If your department has a Workforce/CTE program, please complete Section 2F.

If your department does not have a Workforce/CTE program, please skip to Section 3.

**2F. Workforce/CTE Programs:** Refer to the program review [website](#) for labor market data.

What is the regional three-year projected occupational growth for your program?

What is being done at the program-level to assist students with job placement and workforce preparedness?

If your program has other program-level outcomes assessments (beyond SLOs and labor market data), discuss how that information has been used to make program changes and/or improvements.

**SECTION 3: SUMMARY OF PROGRAM OBJECTIVES & RESOURCE REQUESTS**

**3A. Past Program Objectives:** Please list program objectives (not resource requests) from past program reviews and provide an update by checking the appropriate status box.

Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal
Year:	<input type="checkbox"/> Completed	<input type="checkbox"/> Ongoing	<input type="checkbox"/> No Longer a Goal

Please comment on any challenges or obstacles with ongoing past objectives.

Please provide rationale behind any objectives that are no longer a priority for the program.

**3B. New Program Objectives and Resource Requests:** Please list all new program objectives discussed in Sections 1-2, including your objectives to eliminate disproportionate impact ("achievement gaps") in course success for student subgroups. If additional resources are needed, indicate them in column 4. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Program Objective	Implementation Timeline	Progress Measures	Additional Resources Needed*	Estimated cost
<i>Example: Offer 2 New Courses to Meet Demand</i>	Winter 2016 Term	Course Enrollment		

\*specify one-time versus ongoing B-budget augmentation, or facilities/equipment request

**3C. EMP Goals.** Please refer to the Educational Master Planning (EMP) [website](#) for more information. Indicate which EMP goals are supported by your program objectives (Check all that apply).

- Create a culture of equity that promotes student success, particularly for underserved students.
- Strengthen a sense of community and commitment to the College's mission; expand participation from all constituencies in shared governance.
- Recognize and support a campus culture that values ongoing improvement and stewardship of resources.

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**3D. Faculty/Staff Position Requests:** In the space below, please describe the rationale for any new faculty or staff positions your program is requesting:

**3E. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassigned time.

**3F.** Please review the resource requests that were granted over the last three years and provide evidence that the resource allocations supported your objectives and led to student success.

### SECTION 4: PROGRAM SUMMARY

**4A. Prior Feedback:** Address the concerns or recommendations made in prior program review cycles, including any feedback from the Dean/VP, Program Review Committee (PRC), etc.

Concern/Recommendation	Comments

**4B. Summary:** What else would you like to highlight about your program (e.g. innovative initiatives, collaborations, community service/outreach projects, etc.)?

**SECTION 6: FEEDBACK AND FOLLOW-UP**

This section is for the Dean/Supervising Administrator to provide feedback.

**6A. Strengths and successes of the program as evidenced by the data and analysis:**

**6B. Areas of concern, if any:**

**6C. Recommendations for improvement:**

**6D. Recommended Next Steps:**

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

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

**6E. Strengths and successes of the program as evidenced by the data and analysis:**

**6F. Areas of concern, if any:**

**6G. Recommendations for improvement:**

**6H. Recommended Next Steps:**

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

*Upon completion of Section 6, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*