FOOTHILL COLLEGE

Instructional

Program
Review
Manual

2019-2020

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Foothill College Mission, Vision, Values, and Purpose

Foothill College Mission

Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in the achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Foothill College Vision

Foothill College educates students from diverse backgrounds that represent the demographics of the Bay Area, with particular attention to underserved and underrepresented populations. Foothill students master content and skills which are critical for their future success. They develop and act upon a sense of responsibility to be stewards of the public good.

Foothill College Values

Honesty | Integrity | Trust | Openness | Transparency | Forgiveness | Sustainability

Foothill College Purpose

To provide access to educational opportunity for all with innovation and distinction.

Program Review Introduction, Structural Overview, Mission Statement, Goals

Program Review Introduction

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. Annually and every five-years, program faculty and staff reflect collaboratively on educational practices and performance outcomes while completing the template forms.

Program Review Structural Overview

Every five years, all programs must engage in the Program Review Self-Study process. The self-study requires all program stakeholders to participate in a reflective review using the template prompts and performance data provided. The self-study is designed to encourage a program to look longitudinally at the last five years of performance data in order to identify program strengths, weaknesses, opportunities, and potential challenges. The narrative prompts ask the program to reflect on and analyze the data and outline actions for innovation and improvement.

Program Review Mission Statement

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 Goals

The primary goals for Program Review are to:

1. Assess how well we serve our students and how we can improve.

2. Demonstrate program effectiveness through continuous improvement.

3. Align academic and service program needs, campus resources, and priorities within the planning and budgeting processes.

4. Ensure that program priorities are driven by the College and District missions and planning documents.

Program Review Categories

All programs are integral to supporting the college mission. For the purpose of the program review process, programs fall into two categories: Instructional Programs and Student Success Programs. As outlined in the chart below, Foothill uses the following definitions to clarify the categories:

Instructional Programs

The instructional programs include degrees and certificates that comprise programs within the academic divisions of the college.

Student Success Programs

Student success programs represent programs and services designed to provide support to students and faculty to help them achieve success in the classroom and ensure they meet their educational and professional goals.

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	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	

The Five-Year Self-Study Report

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, **t**here 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

Roles and Responsibilities for Program Review

The review process intentionally involves multiple stakeholders in reviewing programs: faculty, staff, and administrators who are directly involved at the operational and strategic levels, and readers from the different departments and disciplines who bring peer perspective to the evaluation of each program.

Writer - The writer(s) is responsible for documenting the review by program stakeholders by authoring the Self-Study Report via an outlined template titled, The Instructional Program Review Template. For Career Technical Education (CTE) programs, there is an additional addendum that must be completed. The report is interpretive and should include program faculty input.

Reader - The readers' role in Program Review is to 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 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

Office of Instruction – The Office of Instruction coordinates the planning and program review process for each year. The Office will:

- Provide documentation and training on the program review process
- Document and communicate the program review schedule to the campus community
- Evaluate the process annually – evaluate the forms and rubrics used in the process, all documentation, and the implementation of the process itself. This also includes presenting the evaluation to the stakeholders to make recommendations for continuous, sustainable improvement

Program Review Operational Phases

Program Review has five phases:

One: Preparatory Phase
Two: Writing the Self-Study Report Phase
Three: Reader Evaluation Phase
Four: Self-Study Outcomes Phase
Five: Annual Progress Report Phase

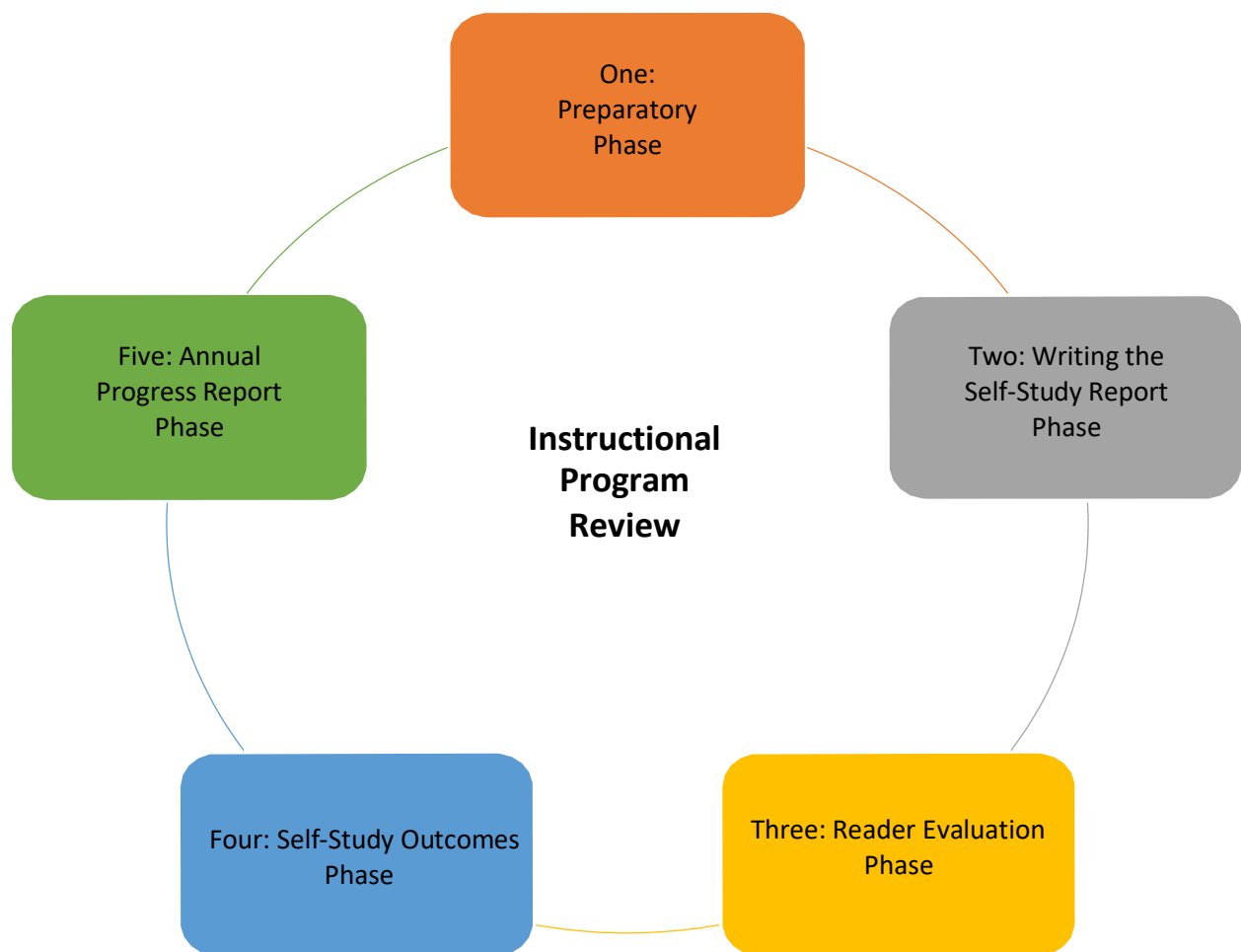**Instructional Program Review**

One: Preparatory Phase

Two: Writing the Self-Study Report Phase

Three: Reader Evaluation Phase

Four: Self-Study Outcomes Phase

Five: Annual Progress Report Phase
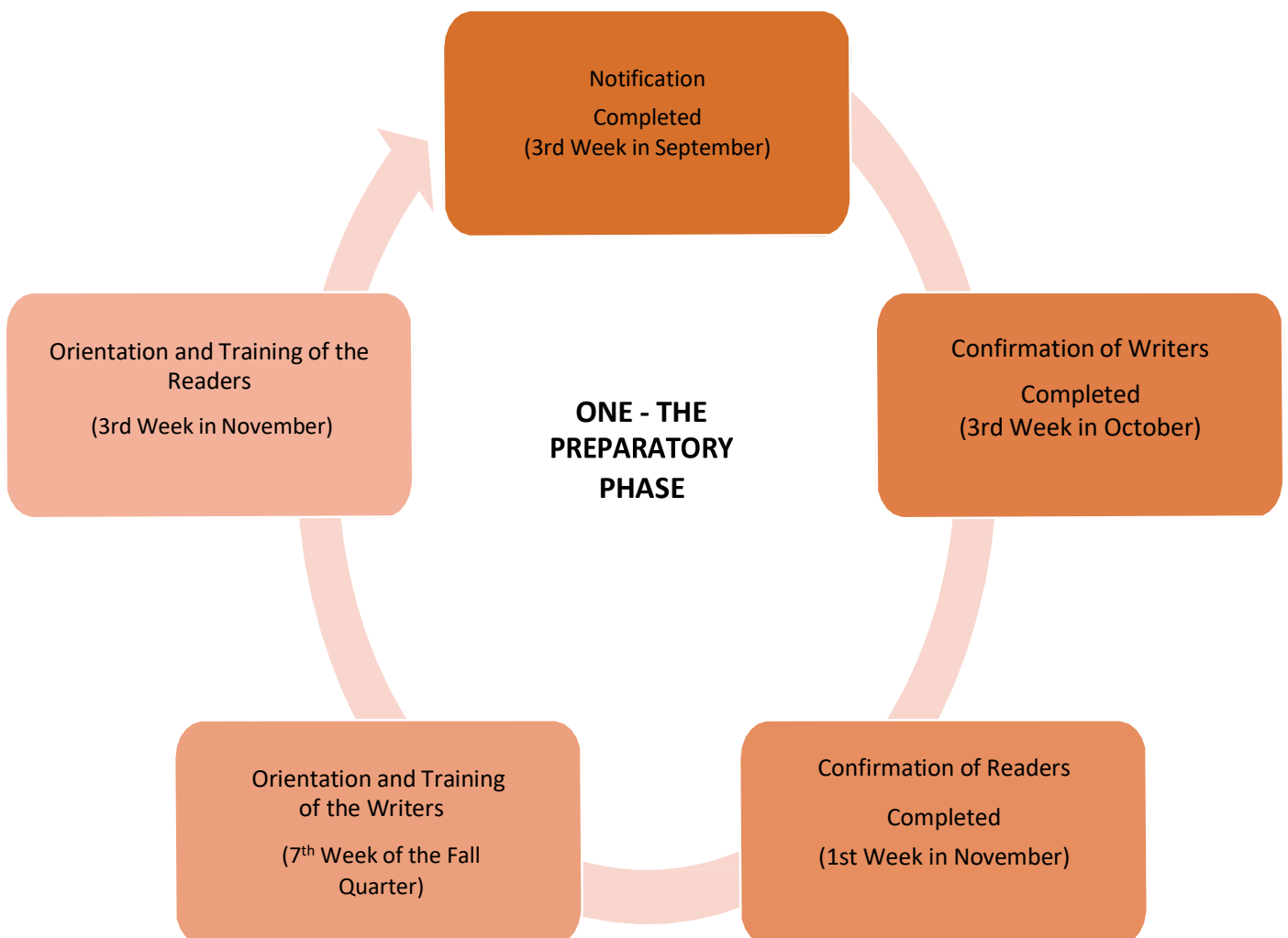
Program Review Visual Timeline and Due Dates

Month	Due Date	Action	Who is Responsible
September	9-30-19	Notification to Deans, Academic Senate, and Classified Senate Requesting Writers and Readers	Office of Instruction
October	10-25-19	Deans send confirmation of the Writers to the Office of Instruction	Deans & AVPs
	10-31-19	Orientation and Training of the Writers	Office of Instruction
November	11-1-19	Writer(s) Draft the Self-Study Report - Start 11-1-19 to 2-28-20	Writers
	11-8-19	Confirmation of the Readers from Academic and Classified Senates	Academic Senate Classified Senate
	11-22-19	Orientation and Training of the Readers	Office of Instruction Readers
January	1-17-20	Sections A through D of the Self-Study Template is due to the Dean for review and feedback	Writer
	2-7-20	Deans provide feedback to the Writer(s) on Sections A through D of the completed Self-Study Template	Deans & AVPs
February	2-29-20	Final Draft (All sections) of the Program Review Template is Due	Writer
March	3-2-20	Readers are provided the Program Review Template and the PR Evaluation Rubric to begin the evaluation	Office of Instruction
	3-2-20	Readers begin the evaluation of the Program Review Template	Readers
April	4-3-20	Readers complete the Evaluation and submit their Final Rubric	Readers
	4-15-20	PowerPoint Presentation Due to the Office of Instruction	Writers
April/May	TBD	College Council Reviews Programs' Self-Study Reports and Presentations	The College Council

PHASE ONE - THE PREPARATORY PHASE

The Preparatory Phase has several segments as outlined below, including:

- Notification
- Confirmation of Writers
- Confirmation of Readers
- Orientation and Training the Writers
- Orientation Training the Readers

Notification
Completed
(3rd Week in September)

Confirmation of Writers
Completed
(3rd Week in October)

ONE - THE PREPARATORY PHASE

Orientation and Training of the Readers
(3rd Week in November)

Orientation and Training of the Writers
(7th Week of the Fall Quarter)

Confirmation of Readers
Completed
(1st Week in November)

Notification Overview of the Process

| Notify Division Deans | Notify Academic Senate & Request Readers | Notify Classified Senate & Request Readers |
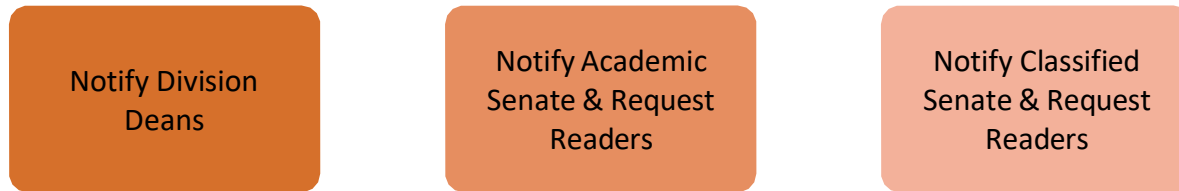
Division Dean Notification

- The Office of Instruction will email the Division Deans that a program in the division has been scheduled during that year to complete the Self-Study Report. See page 26-28 for the Program Review Schedule-5 Year Cycle.

Academic Senate Notification and Request for Readers

- The Office of Instruction will notify the Academic Senate of the programs scheduled for the self-study requesting Readers for The Reader Evaluation Phase.

  - For each program scheduled for review, the Academic Senate will recruit and appoint one faculty from the same division and one at-large faculty member to the Reader Evaluation Team. The Academic Senate will compile the names of the readers for each program scheduled for the Self-Study. See page 12 of the manual section titled: Evaluation Teams for the Program Review Self-Study for more details.

  - It is recommended that senate recruits Readers from programs scheduled to complete the self-study report the following year.

    - The Office of Instruction will include the list of programs scheduled for the self-study the following year along with the notification.

Classified Senate Notification and Request for Readers

- The Office of Instruction will notify the Classified Senate of the programs scheduled for the self-study requesting Readers for The Reader Evaluation Phase for each Program.

  - For each program scheduled for review, the Classified Senate will recruit and appoint one at-large staff member to the Reader Evaluation Team. Classified Senate will compile the names of the readers for each program scheduled for the Self-Study. See page 12 of the manual section titled: Evaluation Teams for the Program Review Self-Study for more details.

  - It is recommended that the senate recruits Readers from programs scheduled to complete the self-study report the following year.

    - The Office of Instruction will include the list of programs scheduled for the self-study the following year along with the notification.

Confirmation of Writers

> Division Deans Confirm and Notify the Office of Instruction of the Writers for each of the Programs scheduled for the Self-Study

Division Deans Confirmation of Writers

Division Deans will provide The Office of Instruction the names of the Writer(s) for each of the programs scheduled to complete the Self-Study by the 3rd week in October.

Appointment of Readers

> Academic Senate Confirms and Notifies The Office of Instruction of the Readers for each of the Programs Scheduled for the Self-Study

> Classified Senate Confirms and Notifies The Office of Instruction of the Readers for each of the Programs Scheduled for the Self-Study

Academic and Classified Senates Appointment of Readers

Academic and Classified Senates will appoint and provide The Office of Instruction with the names of the Readers for each of the programs scheduled to complete the Self-Study as outlined in the chart below.

Instructional Program Review Team
• Faculty from the same division
• Faculty at large
• Classified staff at large
• Division Dean

Orientation and Training

Orientation and Training of the Writers The Writer's Role	Orientation and Training of the Readers The Reader's Role
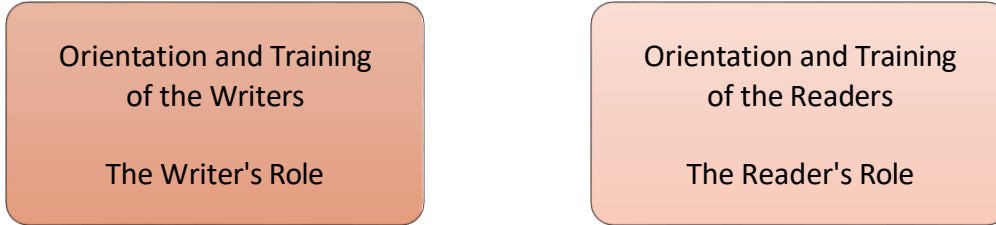
Orientation and Training of the Writers

Prior to starting the work of writing the Self-Study, each program writer(s) will participate in an orientation and training session with The Office of Instruction Staff, the Executive Vice President, and the Institutional Research Coaches. Learning outcomes for the sessions are outlined in the chart below (see page 13). The orientation session will provide Writers with an overview of the format and process of preparing the Self-Study report, and an opportunity to ask questions and understand the overall importance of Program Review.

The Writer's Role

The writer(s) is responsible for documenting the review by program stakeholders by authoring the Self-Study Report via an outlined template titled, The Instructional Program Review Template. For CTE programs, there is an additional addendum that must be completed. The report is interpretive and should include program faculty input.

Access the electronic Instructional Program Review Template from My Portal by selecting 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.

Orientation and Training of the Readers

Prior to engaging in the work of reviewing and evaluating the program Self-Study, each Reader will participate in an orientation and training session with The Office of Instruction Staff, the Executive Vice President, and the Institutional Research Coaches. Learning outcomes for the sessions are outlined in the chart below (see page 13). The sessions will provide Readers with an overview of the format and process of the Self-Study report, and an opportunity to ask questions and understand the overall importance of Program Review. Readers will also engage in a norming session to ensure inner-rater reliability of the evaluation process.

The Reader's Role

The goal of the evaluation process is to provide an evaluation of the overall quality of the program. Each Reader on the Evaluation Team will review the Self-Study using the Instructional Evaluation Rubric and provide a rating for each item in the rubric. Readers will rate and provide written responses in the 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
- Outline unidentified strengths and areas needing improvement

Evaluation Teams for the Program Review Self-Study

As noted in the chart below, each program under Self-Study will be provided with an Evaluation Team with a distinct membership.

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

Orientation and Training Expected Learning Outcomes Chart

Orientation and Training Sessions	Learning Objectives
Writer Orientation and Training This training is for the authors of the program review. The session also includes an orientation to the new program review software system.	**Writer Orientation and Training** Participants in the training will • understand/identify/articulate new purpose of program review • understand/identify/articulate the purpose and elements of a program level mission statement (see rubric) • understand/identify/articulate key terms and concepts • understand/identify/articulate the process after completion • understand/identify/articulate various audiences • understand/identify/articulate narrative criteria in the rubric and be able to analyze the data through the framework of the narrative criteria • interpret data in order to draw conclusions about causality • write actionable and demonstrable plans • interpret instructions for the program review • Facilitate collaborative process • Identify where to find resources for support **Software Training** Participants in the training will • know where the template exists • know how to enter, delete, edit, save, and submit data • know who to ask questions regarding tech support, and questions about the template • know which browser supports the form • know how to create a hard copy of the form, before and after completion
Reader Orientation and Training This session is for anyone who is engaged in the evaluation of a departments' program review	**Reader Orientation and Training** Participants in the training will • Identify and discuss evaluation criteria and description of the rubric • Reliably apply the scoring range (excellent, meets the standard, etc.) • Provide constructive feedback to the authors of the program review to support continuous program improvement • Critically analyze the responses from program review authors as it related to the question and the scoring range • Reflect on the program review process and provide feedback on its effectiveness

PHASE TWO: WRITING THE SELF-STUDY REPORT

Program Writer(s) is Identified
October

Writer(s) and Stakeholders Present Self-Study Highlights to Advisory Council
April and May

Writer(s) Attends Orientation & Training
October

Readers Complete the Evaluation
April

Phase Two: Writing the Self-Study Report

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

Readers Evaluate the Self-Study Using the Rubric
March

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

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

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

Writer(s) will submit the Draft Section A through D to Dean for Feedback
January

"When you have mastered numbers, you will in fact no longer be reading numbers, any more than you read words when reading books. You will be reading meanings."
W.E.B. Du Bois

Overview for Writing the Self-Study Report

| Engage Program Faculty in Drafting the Self-Study Report | Authentic Assessment of the Data | Tips for Reviewing the Data | Acknowledging Program Weaknesses | Finalizing the Self-Study Report | Self-Study Checklist |
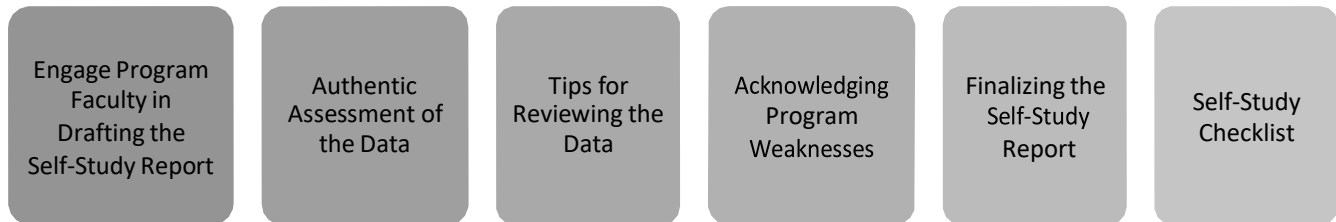
The Self-Study process is not an exercise of compliance; although it is required for institutional accreditation, it is meant to bring value and meaning to the everyday operations of a program. The collaborative process of writing the Self-Study provides an opportunity to identify strengths, weaknesses, and opportunities. Ultimately, going through the process will guide short and long-term strategic planning along with setting goals for sustaining successful operations and actions, and improving on areas of weakness.   A Foothill Self-Study Report resulting from careful analysis that incorporates feedback from many program stakeholders has the potential to influence a program's resource allocation decisions and strategic direction for the next five years.

Engage Program Faculty in Drafting the Self-Study Report

The Program Review Self-Study Report is completed using the template titled The Instructional Program Review Template. For CTE programs, there is an additional addendum template that must be completed. 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.

The Office of Instruction will provide each Writer access to the platform via an email with access details. For all Writers, an orientation and training session will be held in October to provide an overview of the template and the software platform. 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.

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.

Authentic Assessment of the Data

The Self-Study is a very focused look at the most basic performance data of a program. The data presented in the template allows the Writer and program faculty and staff an opportunity to gain insight from the data, but the important aspect of engaging in the writing of the Self-Study is to unlock the value from the data by acting on it, by gleaning patterns, trends, and anomalies. Stephen Tuthill, (1990) in his book, *The Data Hierarchy*, states, "Once we have the data, we can sort and organize it into information. Knowledge is then derived from the patterns that result from understanding the relationships between the data and other factors. Wisdom comes when we understand what to pay attention to and what has meaning for us. We need to analyze the data in a way that gives us the power to see (knowledge) and act (wisdom)."

From data we recognize our program successes and weaknesses. Data also allows us to identify problems that need to be resolved to ensure program effectiveness and student success. Data can inform our decisions, but it is really only valuable when we can translate what is uncovered into actionable insights. Data is valuable only if it helps Foothill programs enact change to improve performance outcomes.

Tips for Reviewing the Data

• Focus on trends, not data points: The best insights often come from looking not at singular data points but at trends, especially when they change direction.

• Compare time ranges such as quarter to quarter or year to year. Be careful when using comparable ranges, for example, comparing Fall to Fall might pose problems if a change in the curriculum happened, which makes the comparison not valid as it is not the same each quarter.

• Search for strong relationships: Often, the most powerful and insightful discoveries in data analysis are the relationships between variables, or a significant correlation. Seek help from your Institutional Research Coach for assistance with ideas and ways of thinking about possible relationships.

• Try different perspectives: Because one individual can't interpret or fully understand everything that happens across the five-year time-period or what other faculty in the program are engaged in, invite program faculty and staff to delve into the data collaboratively. It is vital to have other's insight and interpretation of the data to then understand how to write the narrative sections.

Acknowledging Program Weaknesses

The Foothill Program Review and Five-Year Self-Study Report are no longer attached to punitive actions, such as program elimination and should not be viewed from a fear-based perspective. This process is not about judging, shaming, or a program getting into trouble. Program Review is for acknowledging and asking for help and resources, if needed, based on an authentic evaluation of the program performance outcomes and operations.

Acknowledge program weaknesses in the narrative in a straightforward, non-defensive tone. The narrative sections in the template also provide the Writer an opportunity to explain what the program plans to do to address weaknesses or problems. Assigning blame for problems or weaknesses should be avoided. All programs have shortcomings; the idea is to demonstrate that program faculty and staff are aware of those weaknesses and underperformance. A program cannot remedy weaknesses if it does not acknowledge they exist.

Finalizing the Self-Study Report

Before the report is finalized, ask at least one person to read and edit the report for clarity, syntax, and congruency across the narrative responses. A well-organized, thoughtful, and collaboratively written Self-Study Report can serve as a significant resource for the program as faculty and staff engage in goal setting and planning to address their priorities, initiate innovative solutions, and find ways to positively impact student success.

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Self-Study Checklist

Writers can use this final checklist for ensuring quality control before hitting the final submit button. Remember to email the Office of Instruction if you submit and then need to further edit the report.

- ☐ Are statements supported with evidence?
- ☐ Is it clear when statements are based on anecdotal evidence versus valid and reliable data?
- ☐ Was the Self-Study Report written collaboratively with other program stakeholders?
- ☐ Was the Report proofread by a collaborator?

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THREE: THE READER EVALUATION PHASE

Program Readers are Identified for Each Program Engaged in the Self-Study

November

Readers Attend Orientation & Training

November

Writer(s) Submit Program Self-Study

February

Readers Evaluate the Self-Study Using the Rubric

March

Readers Provide Feedback to the Writer(s) and Program Stakeholder

April

THREE - THE READER EVALUATION PHASE
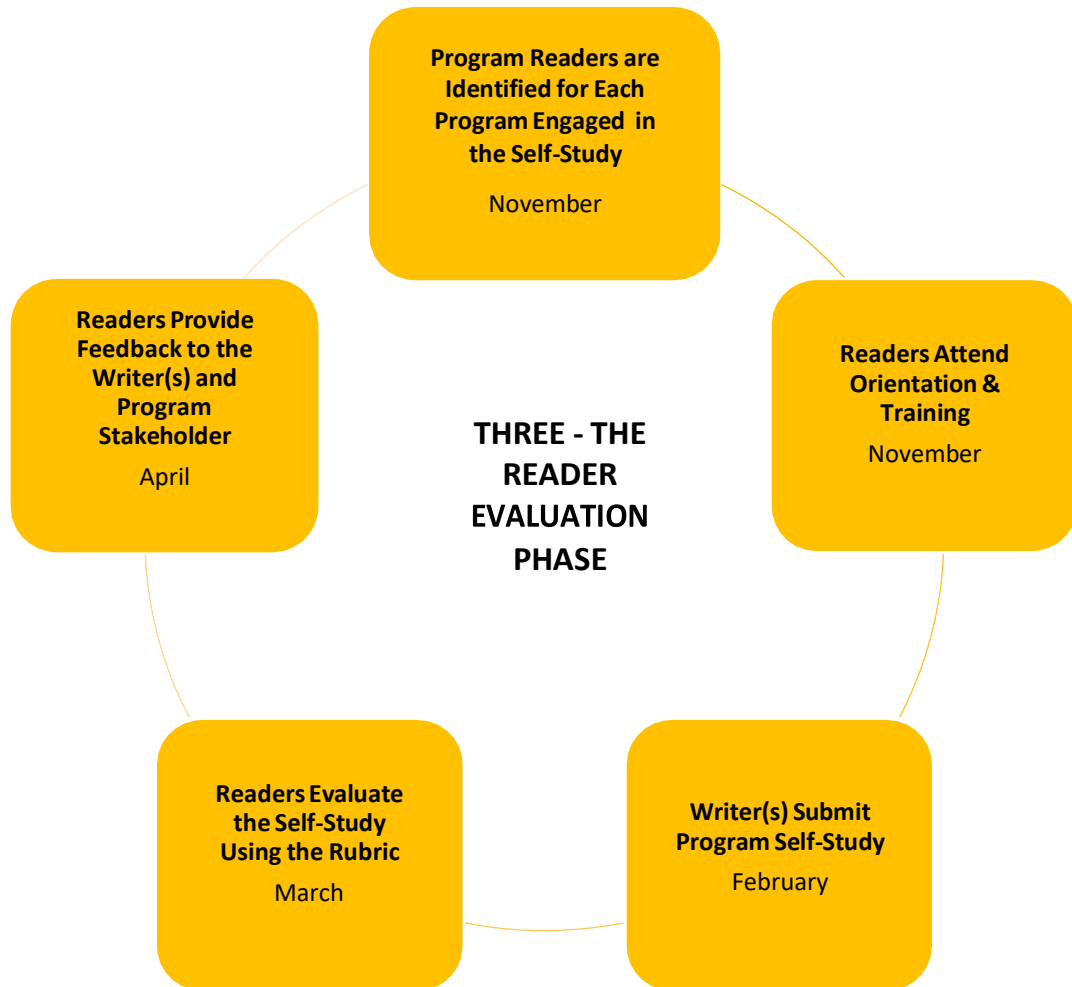
The Readers Evaluation Operational Overview

| Reader Evaluation Team Composition | Reader Orientation & Training | Tips for Reviewing the Data | The Reader's Role | Providing Good Feedback |

Reader Evaluation Team Composition

The third phase of the Program Review process requires a team of Readers to provide an internal review of the program's Self-Study Report. Each program engaged in the 5-Year Self-Study process will be provided with an Evaluation Team with a distinct membership. As outlined in the chart below, the Instructional Readers Evaluation Team is composed of two faculty members, one from the same division and one faculty at-large appointed by the Academic Senate. One classified staff member will also serve on the team and is appointed by the Classified Senate. The Division Dean will serve on the team and in a case when the Dean is not available, the Associate Vice President or Executive Vice President will serve as a Reader.

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

Reader Orientation and Training

Prior to engaging in the work of reviewing and evaluating the Program Self-Study, each Reader will participate in an orientation and training session. The session will provide Readers with an overview of the format and process of the Self-Study report, an opportunity to ask questions and understand the overall importance of Program Review. Readers will also engage in a norming session to ensure inner-rater reliability of the evaluation   process. This includes a sample Self-Study Reports with opportunities to practice evaluating a section along with an open discussion with other Readers about how and why scores were given.

The Reader's Role

Using the software platform, each Reader on the Evaluation Team will complete an individual review and rate the Self-Study based on the Instructional 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.
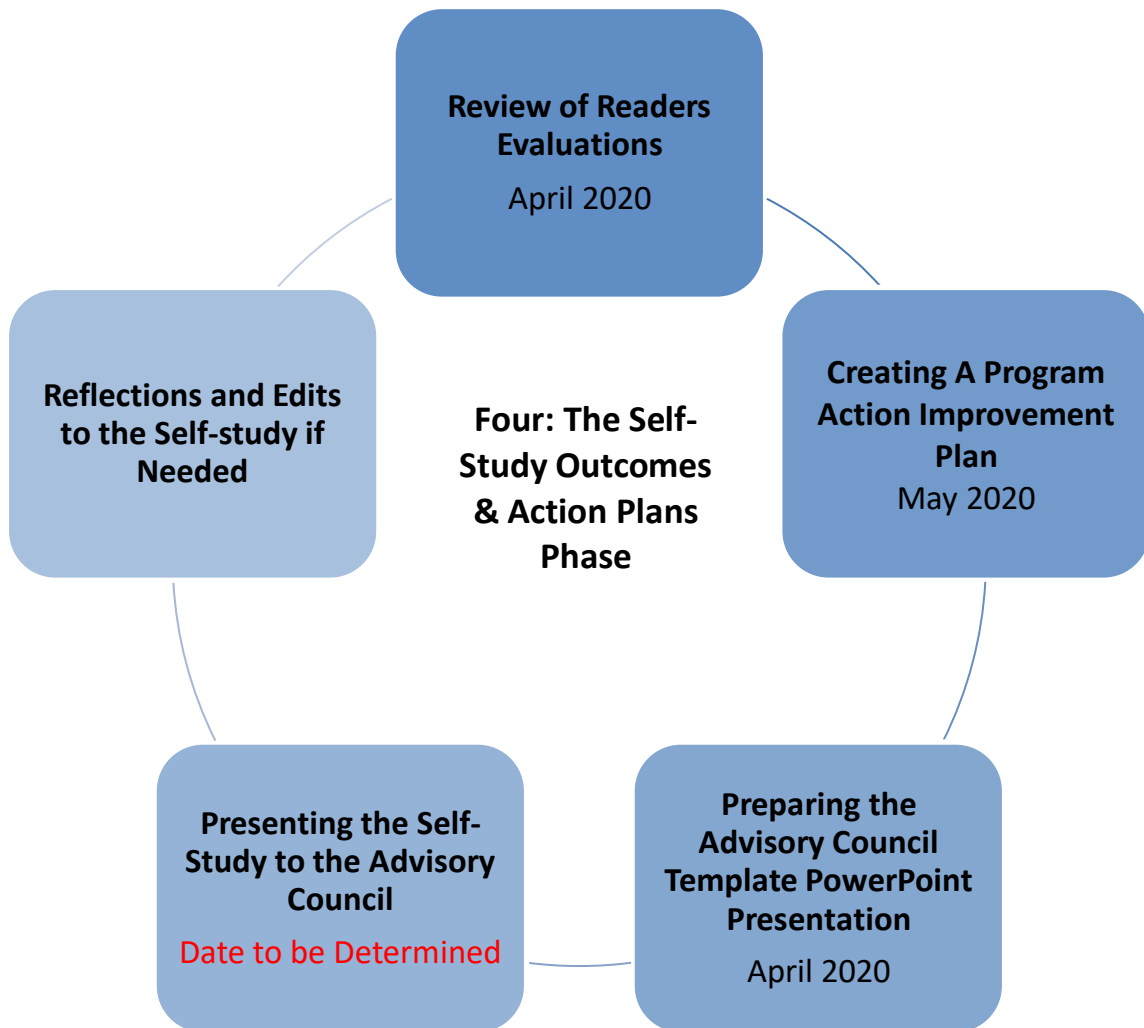
Providing Good Feedback

The feedback provided when evaluating a Self-Study Report should have an outcome that motivates a program to identify and analyze good practices in comparable programs and efforts across the college, and then adapt the best to their own circumstances. They should compare good versus average or poor-performing practices within their own department, assess the causes of the differences, and seek ways to improve the lesser performers (Massey, 2003). The ratings and feedback need to be written in such a way as to encourage programs to improve the quality of their efforts on a regular basis.

The tone of the feedback and the context in which it is given therefore, matters a great deal. Feedback can be corrective, suggest an alternative strategy, provide encouragement, codify ideas, and evaluate correctness. The feedback a Reader provides to a program is a consequence of its performance based on a set of determined metrics within the template. It is therefore important to provide authentic feedback; both positive and negative. Based on each Reader's area of content expertise s/he can also provide narrative reflections related to 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

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.

FOUR: THE SELF-STUDY OUTCOMES & ACTION PLANS PHASE

Review of Readers Evaluations
April 2020

Creating A Program Action Improvement Plan
May 2020

Four: The Self-Study Outcomes & Action Plans Phase

Reflections and Edits to the Self-study if Needed

Presenting the Self-Study to the Advisory Council
Date to be Determined

Preparing the Advisory Council Template PowerPoint Presentation
April 2020

The Self-Study Outcomes & Action Plans Phase

| Review of Readers Evaluations | Creating A Program Improvement Action Plan | Preparing the Advisory Council Template PowerPoint Presentation | Presenting the Self-Study to the College Advisory Council | Reflections and Edits to the Self-study if Needed |

Review the Readers' Evaluation

Programs will have three opportunities for feedback during the Self-Study process:

1. **Dean Review** – Sections A through D of the Self-Study Template is due to the program's division Dean/AVP on 1-7-20. The Dean or AVP provides feedback to the Writers by 2-7-20.

2. **Readers Rubric Review** – after submission of the final draft of the Self-Study 2-29-20, Readers will begin the review and will complete the Program Review Evaluation Rubric. Readers will return completed rubrics to the Office of Instruction by 4-3-20.

3. **Advisory Council Review** – as a part of the shared governance process and accreditation requirements the Program Writers will provide a short overview of the Self-Study Report using the PowerPoint template provided. The Council members will also be provided a summative copy of the Readers' rubric evaluation.

Creating A Program Improvement 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 that are generated at the conclusion of the Self-Study and are taken directly from the 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.

Preparing and Presenting the Template PowerPoint to The Advisory Council

Presenting to the Advisory Council is part of the shared governance process and is a part of ensuring compliance with the accreditation process. The Advisory Council's role is to hold programs' accountable to critical engagement as they participate in the program review process, as well as the presentation should provide The Advisory Council with

- 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

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

Structure and Time of the Advisory Council Presentation

The Advisory Council presentations will be conducted in 20-minute intervals during two meeting sessions. The Advisory Council requests program presenters 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. The Writer presentation will be no longer than 10 minutes, with an additional 10 minutes for Questions and Answers.

The powerpoint template and directions can be found here https://foothill.edu/programreview/index.html

Reflection and Edits to the Self-Study if Needed

Approaching the feedback provided by the Deans/AVP, Readers and the Advisory Council is an important part of the Program Review process and should be viewed in the spirt intended, for improvement rather than defending a position, rationalizing results, or gaining status. Reflecting can provide an opportunity for uncovering insights, connections, and/or solutions not considered. When considering others perspectives there is an opportunity for heightening awareness and provoking new ideas.

Five: Annual Progress Report Phase

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                    ┌─────────────────────┐
                    │  Write the Annual   │
                    │  Progress Report    │
                    └─────────────────────┘

  ┌──────────────────┐          ┌──────────────────────┐
  │  Engage in the   │          │  Develop the resources│
  │  Annual Budget   │          │  needed to continue   │
  │  Planning Process│          │  program successes and│
  └──────────────────┘          │  improvement          │
                                └──────────────────────┘
```
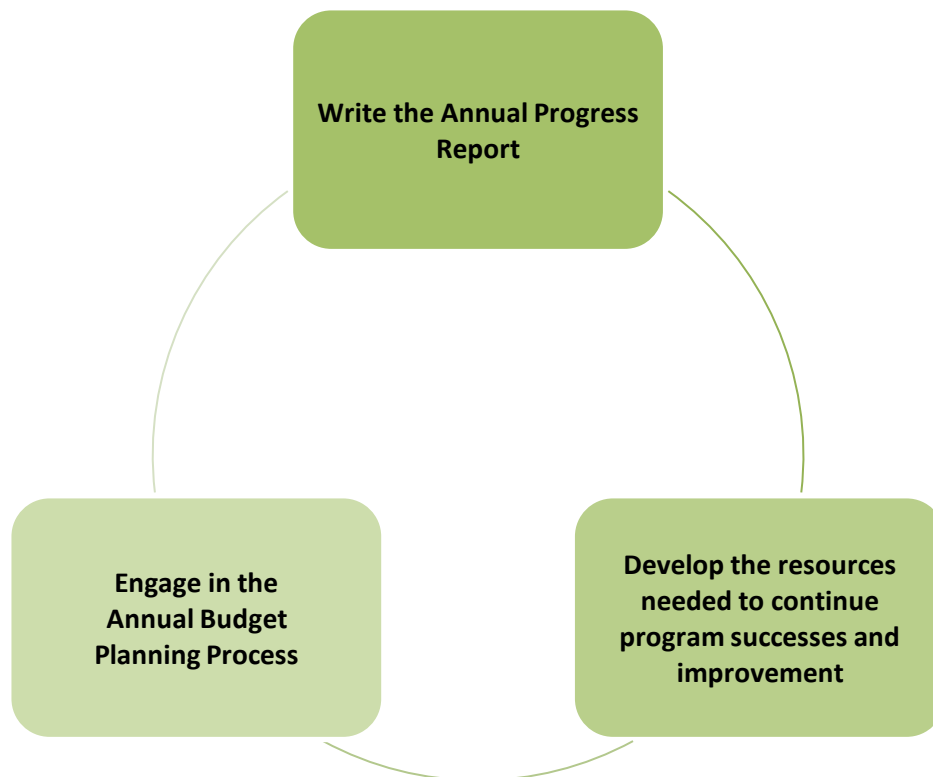
Write the Annual Progress Report

The purpose for the annual progress report is to describe the short-term progress made in implementing the identified recommendations and action steps outlined in the Self-Study 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 Actions Identified as Needed – changes in state policy, ??, ??	Actions Needed/Designed to Address the Area of Work or Improvement
Action:	
Action:	

Program Review Schedule

Division	Program	Year 1	Year 2	Year 3	Year 4	Year 5
		Program Review Schedule **5 Year Cycle**				
Division	**Program**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
BHS	Biology	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form
	Dental Assisting	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Dental Hygiene	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**
	Diagnostic Med Sonog	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Horticulture	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form
	EMS	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Pharmacy Technology	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Radiologic Technology	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**
	Respiratory Therapy	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Veterinary Tech/Assisting	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form
Division	**Program**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
BSS	Accounting	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form
	Anthropology	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form
	Business	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form
	Child Development	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**
	Economics	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form
	General Studies- SS	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form
	Geography	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Geospatial Tech	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form
	History	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form
	Humanities	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Philosophy	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form
	Political Science	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**
	Psychology	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**
	Sociology	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**
	Women's Studies	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Social Justice studies	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form
	Global studies	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form
	Krause Center	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form

Division	Program	Year 1	Year 2	Year 3	Year 4	Year 5
FAC	Art & Art History	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Comm Studies	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form
	Graphic & Inter Design	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form
	Music Technology	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Music - General	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Photography	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**
	Theater Arts & Theat Tech	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Media Tech	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**
Division	**Program**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
KA	Adaptive Fit Therapy	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form
	Personal Training	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form
	Dance	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form
Division	**Program**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
LA	English	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form
	ESLL	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Japanese	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**
	Spanish	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form
Division	**Program**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
PSME	Computer Science	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form
	Chemistry	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form
	General Studies – Science	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Engineering	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Physics	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form
	Mathematics	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**
	Astronomy	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form
	Enterprise & Network	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form
Division	**Program**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
STUDENT SUCCESS PROGRAMS	Admissions & Records	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form
	Evaluations	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form
	Transfer Center	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form
	Financial Aid	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Athletics	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form
	Health Services	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Judicial Affairs	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form
	Psychological Services	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form

Division	Program	Year 1	Year 2	Year 3	Year 4	Year 5
STUDENT SUCCESS PROGRAMS	Student Activities	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**
	SLI	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Marketing & Outreach	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Veteran's Resource	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**
	Disability Resource	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Library	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form
	STEM Center	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form
	Puente	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Honors	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Umoja	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form	Annual Budget Form
	Counseling	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form
	Teaching & Learn Cnt	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form
	Pass the Torch	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form	Annual Budget Form
	Testing & Assess Cnt	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form
	Online Learning	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**
	Family Engagement Inst	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**	Annual Budget Form
	Transition to Work	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**
	EOPS	Annual Budget Form	Annual Budget Form	Annual Budget Form	Annual Budget Form	**Self-Study & Annual**

Glossary

Actionable - Capable of being acted upon.

Course Success - Receiving a passing grade in the class (C or above, or P)

Disproportionate impact - Occurs when a subgroup of students attains an outcome at a rate substantially lower than the student subgroup attaining that outcome at the highest rate. Resource for further exploration: https://visionresourcecenter.cccco.edu/sites/default/files/wp-content/uploads/2017/01/ASK-DD-DisproportionateImpact-GSosa-Revised-1707-Remediated.pdf

Distinctive - Characteristics of a program, serving to distinguish it from others.

Demonstrable - Capable of being demonstrated, proven, or illustrated through concrete evidence.

Equity Gap - The quantifiable disparity between a disproportionately impacted group and the most successful group. Often used in reference to achievement rates.

Full Time Equivalent Faculty (FTEF) - Generally equal to the sum of teaching load. A department offering 10 courses at .111 load uses 10x.111 = 1.11 FTEF, regardless of the number of full-time and part-time status of actual instructors.

Full Time Equivalent Students (FTES) - Equal to the number of total student contact hours divided by 525 (annual number of hours of full-time students). 40 students in a 5 unit lecture course accumulate 40 (number of students) x 5 (number of lecture units) x 11.67 (number of weeks in a standard quarter) = 2334 course contact hours, or 2334/525 = 4.4 FTES

Learning Outcomes - Statements that articulate knowledge, skills, or abilities students should have after completing an educational activity (this can range from an individual exercise to a degree or certificate). Outcomes focus on what students can *do* and should be crafted to reflect an appropriate cognitive level.
- **Institutional Learning Outcomes (ILOs)** - Broad, "big-picture" outcomes woven through all aspects of the college that represent the knowledge, skills, and abilities that students will gain as a result of completing their studies. At Foothill, the ILOs cover the 4Cs:
    o Communication
    o Computation
    o Creative, Critical, and Analytical Thinking
    o Community/Global Consciousness and Responsibility
- **Program Learning Outcomes (PLOs**) - broad and overarching, but speak specifically to knowledge, skills, abilities, and/or attitudes students should acquire after completing a program or using a student service.
- **Student Learning Outcomes (SLOs)** – Are knowledge, skills, abilities, and/or attitudes that students have at the completion of a course, program, or service.

Non-Success - Receiving a non-passing grade (D, F, FW, W) in the class with the exception of MW and EW

Persistence - Staying enrolled for consecutive terms (e.g., fall to winter persistence is enrolling in both fall and winter quarters)

Productivity (including mathematical explanation) - 4-term total Weekly Student Contact Hours (WSCH) / 4-term total Full Time Equivalent Faculty (FTEF), excluding all release/re-assignments. Prod = WSCH/FTEF

Program - An overarching term that intentionally encompasses both educational programs (courses leading to a defined objective such as a degree, certificate, transfer, etc.) and services that support student success.

Programmatic factor - An element specific to a program

Region (CTE related) - California is grouped into seven different areas. Foothill, together with 27 other colleges, is in the Bay region. We are part of the Bay Area California Community Colleges Consortium.

Regional living wage – The minimum income necessary for a worker to meet their basic needs. This living wage is calculated, by CCCCO, California Workforce Development board and various state agencies. The regional living wage is different for each region.

Rubric - The program review rubric articulates institutional expectations, provides formative feedback, and supports self-assessment by carefully articulating goals and standards.

Stabilize – To maintain at a given or flat level or quantity

Trend - The general movement of a statistically detectable change over time (i.e., upward, downward, or steady)

Unduplicated headcount – The number of individual students receiving a service or taking a class. Students may be enrolled in more than one class or receive a service more than once, but they are counted only once.

Weekly Student Contact Hours (WSCH) – For a section calculation, the number of students enrolled multiplied by the number of contact hours. 40 students in a 5 unit lecture course contribute 200 Weekly Student Contact Hours. Total contact hours for a course is found by multiplying WSCH by TLM (Term Length Multiplier = 11.67). 200 WSCH x 11.67 = 2334 total contact hours.

Within Department Control – Can be acted upon by those in the department through programmatic, curricular, and/or pedagogical activities/actions/goals (e.g., not attributed to the students or the marketing office).

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