



Foothill has amazing faculty, staff, administrators, 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 Members for 2017-18:**

- Administrators { Andrew LaManque  
Paul Starer  
Teresa Ong  
Carolyn Holcroft
- Classified Staff { Craig Gawlick  
Jackie Brown  
Melia Arken  
Elaine Kuo (Ex Officio)
- Faculty { Bruce McLeod  
K Allison Meezan;

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
Warren Voyce	Sports Medicine	Program Director, Head Athletic Trainer
Michelle Schukraft	Sports Medicine	Assistant Athletic Trainer
Gary Lang	Sports Medicine	Faculty

**Number of Full Time Faculty:**  **Number of Part Time Faculty:**

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

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

Sports Medicine	<input checked="" type="checkbox"/> Certificate	X 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

Not sure? Check: <https://foothill.edu/programs/> and click to sort using the "Areas of study/Divisions" button  
 Current pathways at Foothill College include: ESLL, NCEL, ENGL pathways (ENGL 209-110-1A; ENGL 209-1A; ENGL 1S/1T); MATH pathways (NCBS 401A/B; MATH 235-230-220-105; MATH 217-57).

**COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE 2017**

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

Data for certificates and degrees 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.

<b>Transcriptable Program</b>	<b>Five-year trend in degrees/certificates awarded</b>	<b>Comments</b>
e.g. Associate Degree for Transfer	The number AD-Ts awarded has been steadily increasing each year, up to a high of 39 degrees awarded in 16-17	We are pleased to see this trend and believe it will continue as more students pursue AD-Ts
Associate of Science Degree – Sports Medicine	The number of degrees has stayed relatively constant, around 2-3 per year, with a spike of 7 in 2014-15	We are pleased that students continue to complete our degree on a consistent basis. Changes in the educational requirements has led us to encourage more students to also consider the KINS Associate of Arts for Transfer Degree as it will benefit them in gaining admission to the 4 year level. The KINS AA-T has increased its awards in the last 2 years (10 2015-16, 18 2016-17).

\*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.

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

## COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE 2017

The 2017-18 College Strategic Objectives (E<sup>2</sup>SG) operationalize the college's 3 EMP goals and include:

**Equity**– 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.

**Enrollment Growth** – Achieve more than 1.5% FTES growth at 500 productivity (+/- 25) with attention to integrating equity efforts related to enrollment, CTE, and Sunnyvale Center.

**1C. Course Enrollment:** Enrollment is a count of every student who received a final grade (A, B, C, D, F, P, NP, W) in your program's courses. It also serves as an indicator for program viability. Please use your program review data to examine your course enrollment trends and check the appropriate box below.

The link to the program review data tool can be found on the Employee tab of the portal: [myportal.fhda.edu](http://myportal.fhda.edu) (Program Review Application).

5-year Enrollment Trend:  Increase  Steady/No Change  Decrease

Our college goal is to increase enrollment by 1.5% FTES this year. What steps might you take to increase the numbers of students enrolling in your courses? Steps might include cross department collaborations, actions to increase retention, service learning projects, support for student clubs, participation at recruitment events, examination of pre-requisites, review of assessment results, etc.

Enrollment shows a mild decrease over the 5 year period. However, enrollment has increased from the low of 407 in 2015-16, adding 55 more students in 2016-17. Enrollment numbers for 2017-18 should further increase with the addition of classes at Fremont and Mountain View High Schools. We see this as a positive trend in enrollment and look to continue that trend. Actions taken to further increase enrollment include participation in recruitment events at Fremont High School, Mountain View High School, Silicon Valley CTE, and on-campus at information tables and in speaking to related programs such as the Foothill Personal Training Program or the International Student Office. Foothill Sports Medicine students have also participated in Service Learning Projects, providing services to local homeless, raising money for sick children and participating in support groups for college students. These projects lead to an increased sense of team that strengthens their bond with the program and the school.

**1E. Productivity:** Productivity is a measure of students served per full-time equivalent faculty and is a factor in program viability. Please use your program review data sheet to examine your productivity trends and check the appropriate box below.

5-year Program Productivity Trend:  Increase  Steady/No Change  Decrease

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, especially if they are declining.

## COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE 2017

As with Enrollment, Productivity shows a 5 year decrease, but an increase from the low of 268 in 2015-16 to 284 in 2016-17. Again, with added enrollment in 2017-18, productivity should also increase.

It should be noted that the biggest factor in low productivity in the Sports Medicine Program is in the Head Athletic Trainer position. This faculty position is responsible for providing instruction in the KINS 62 Clinical Experiences in Sports Medicine internship classes as well as for providing medical care for the 300 Intercollegiate Athletes. This dual role is funded completely through faculty load. Maintaining that load supports the Head Athletic Trainer in the extensive work of maintaining the health and safety of all Foothill Student-Athletes. This work is often in excess of 70 hours per week across the entire school year. Changes to this system would result in decreased medical services for student-athletes, increased liability for Foothill College and the district, and ultimately to the reduction or elimination of Intercollegiate Athletics at Foothill College, costing the school hundreds of FTES.

### SECTION 2: COURSE COMPLETION & STUDENT ACHIEVEMENT

**2A. Institutional Standard:** This percentage represents the lowest course completion (success) rate deemed acceptable by the College's accrediting body (ACCJC). The institutional standard during the year for which this program review is being written (2016-17) is **57%**.

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.

Student success continues to be a highlight for the Foothill College Sports Medicine Program.

**2B. Institutional Effectiveness (IEPI) Goal:** This percentage represents an aspirational goal for course completion (success) rates; all programs should strive to reach/surpass this goal. The IEPI goal for which this program review is being written (2016-17) is **77%**.

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 (we hope to learn from your effective practices!).

The tremendous student success enjoyed by the Foothill College Sports Medicine Program can be attributed to many factors:

- Extensive time spent with the students, often in excess of 70 hours per week
- Personal interaction with the students on a daily basis
- Team development through collaborative learning, interaction with athletics and in service learning projects.
- Individualized specialization of curriculum and experiences to match their career goals

## COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE 2017

**2C. Course Success Demographics:** Please examine the “Disproportionate Impact data by year” shared with your department and discuss actions you are taking, or plan to take, to address any achievement disparities identified in your program. If you are uncertain about actions faculty can take, please take a look at Appendix A.

<https://foothill.edu/staff/irs/programplans/docs/appendix-a.pdf>

Student success for Targeted Groups is slightly lower than Non-Targeted groups, though still higher than the Institutional Standard and near the Institutional Effectiveness Goal. One area where we will focus with all of our students this year is identifying how their career goals can help their local community. In making the connections between their education, career paths and community, we can increase the relevance of how each class can make a difference in their lives. This will lead to greater buy-in and success. Example: Facilitating communication with Master’s Program Directors to identify the criterion for program acceptance may magnify the importance of success in courses such as Anatomy and Physiology, leading to greater focus in those courses. Connecting that class-level success to success in the educational pathway and finally to an individualized career goal that can benefit their local community, family, etc fosters great understanding and attention. This will make increase the success of our students.

Be sure to include the resources you need to implement or sustain your action plans in Section 3.

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

Reflections indicate that increased instruction time is needed to promote student success in SLOs in KINS 62 series. In the past this approach has led to increased success and targets met. We will once again employ more instructional opportunities focused on key skills identified by SLOs in the 2017-18 school year. We anticipate increased success and targets met.

**COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE 2017**

**2E. Faculty Discussion: Program-Level Outcomes:** Please provide examples of what is being done at the program-level to assist students in achieving your Program-Level Learning Outcomes, degree/certificate completion, and/or transferring to a four-year institution (e.g. review of progress through the program, “career days”/open houses, mentoring, education pathways (clear, structured academic program maps (suggested courses for each term) for all academic programs), etc.). 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.

- Individualized career and degree planning has led us to promote more students to consider the KINS AA-T to attain guaranteed admission to a 4-year Kinesiology Program, opening up more options for students to transfer on their pathway towards a sports medicine career.
- Development of a local certificate to identify students who complete our Sports Medicine Curriculum but pursue a related degree (such as the KINS AA-T) or who do not need an AA Degree (already have a BA/BS, etc) and are preparing for a Master’s Program.
- Clarification of the pathways available in sports medicine, including course mapping along the pathway will increase student success in achieving program completion as well as transfer and workforce goals.
- Expansion of staff knowledge and skills to include new techniques in sports medicine in both the educations of our students and in the treatment of our student-athletes.
- Collaboration with students from our Sports Medicine classes held at the high schools to promote sports medicine careers and the Foothill College Sports Medicine Program

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

**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 five-year projected occupational growth for your program?

What is being done at the program-level to meet/adjust to the projected labor market changes?

The purpose of the Foothill College Sports Medicine Program is to introduce, train and develop sports medicine professionals to meet the growing demand for these careers in the workforce. Everything we do with our students is focused on that goal.

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

One of the strengths of the Foothill College Sports Medicine Program is the Internship component. Students gain hands-on experience in a variety of sports medicine fields, including athletic training, physical therapy, personal training, strength and conditioning, orthopedic medicine and more. Discussions this past year with program directors in Athletic Training and officials involved in the National Athletic Trainers’ Association Board of Certification has identified the need to increase the clinical competency of athletic training students. Our internship program meets that need!

**COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE 2017**

In addition to preparing students with knowledge and skills, we also work with them on career planning tools. Students submit resumes and cover letter, application materials and scholarship forms for review and revision. We also conduct mock interviews help prepare students for the interview process. These strategies will help prepare our students for success in gaining employment and attaining success once they are there!

Be sure to include the resources you need to implement or sustain your action plans in Section 3.

**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.

Grow Athletic Trainer Intern Position in to a Full-Time Classified Position	Year: <input type="checkbox"/> Completed <input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> No Longer a Goal
Maintain appropriate level of medical services for Intercollegiate Athletics	Year: <input type="checkbox"/> Completed <input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> No Longer a Goal
Increase Course Enrollment	Year: <input type="checkbox"/> Completed <input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> No Longer a Goal
Development of a Transcriptable Certificate in Sports Medicine	Year: <input type="checkbox"/> Completed <input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> No Longer a Goal
Increase interaction between Core Classes and Internship Program	Year: <input type="checkbox"/> Completed <input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> No Longer a Goal
Increase support for At-Risk Groups	Year: <input type="checkbox"/> Completed <input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> No Longer a Goal
Increase support for Online Classes	Year: <input type="checkbox"/> Completed <input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> No Longer a Goal
Increase growth of Duel Enrollment Programs with local high school	Year: <input type="checkbox"/> Completed <input checked="" type="checkbox"/> Ongoing <input type="checkbox"/> No Longer a Goal

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

- Staffing limitations and budget constraints limit our ability to expand our Athletic Trainer Intern position. We are working with Athletics to plan for funding to ensure appropriate medical services for Athletics at all times.
- Increasing enrollment is a constant challenge across the campus, as evidenced by continued decrease in enrollment campus-wide. We are pleased to have increased enrollment in the face of this challenge for 2016-17 and anticipate further increase in 2017-18 and beyond.

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

All objectives are still ongoing.



**COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE 2017**

**3B. Current Program Objectives and Resource Requests:** Please list all new and ongoing program objectives based on discussion in Sections 1 and 2, including your objectives to eliminate any achievement disparities in course success for student subgroups (Section 2A). If additional resources are needed, indicate them in the table below. Refer to the Operations Planning Committee (OPC) [website](#) for rubrics and resource allocation information.

<b>Resource Request</b>	<b>Program Objective</b>	<b>Implementation Timeline</b>	<b>Progress Measures</b>	<b>Resource Type Requested*</b>	<b>Estimated cost</b>
	<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>		
Athletic Trainer Intern Position	Athletic Trainer Intern Position; Maintain appropriate medical services for Athletics	2017-18 School Year	Health and Safety of Intercollegiate Athletes	One-Time B Budget Augmentation	\$20,000
Re-Floor Athletic Treatment Center	Facility for all program goals	Summer 2018	Health and Safety of Intercollegiate Athletics	Facilities / Equipment	\$10,000
2 New Vans	Vans used for transport of faculty, staff and students to away games to provide medical services	2017-18 School Year	Health and Safety of Intercollegiate Athletics	Facilities / Equipment	\$40,000

\*Resource type should indicate one of the following: One-time B-budget; Ongoing B-budget augmentation; Facilities/Equipment; New faculty/staff.

**3C. Faculty/Staff Position Requests:** Please describe the rationale for any new faculty or staff positions your program is requesting:

No new positions requested. We are requesting funding to maintain our current Athletic Trainer Intern Position. This position is critical to ensure appropriate medical services for Intercollegiate Athletics. Without this position, there will be a decrease in medical services resulting in increased district liability and a decrease in the ability for Intercollegiate Athletic teams to be able to hold events and participate safely.

**3D. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

No reassigned time requested.

**COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE 2017**

**3E.** Please review any resource requests granted over the last five years and whether it facilitated student success.

- Funding for the Athletic Trainer Intern position has allowed for an appropriate level of medical services for Intercollegiate Athletics. This has resulted in decreased district liability and increased patient care. This support is critical to the success of every Athletic program. (example: 9 teams advanced to post-conference competition)
- Support from Career and Technical Education and the Workforce Group has led to facility upgrades that allow for more effective implementation of medical services and an updated classroom for students to learn and experience in.

**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
Update Facilities	Facilities updated through work with CTE and Workforce groups!
Increase success in underrepresented populations	Success increased for Targeted Group
Increase Productivity	Productivity increased for 2017-18
More effective tracking of student	Program working with CTE tools to track students.
PRC suggests further discussion and refinement of strategies related to student success and student equity	Student success increased in both Targeted and Non-Targeted Groups.
PRC suggests further discussion around the Certified Athletic Trainer degree completion mandate and its potential effects on program viability.	Met with PRC to discuss future of Athletic Training Education. Meetings within Sports Medicine Program and with Division Dean have occurred and will continue. Development of a Certificate in Sports Medicine will be of benefit as we continue to develop the pathway by which students achieve become Certified Athletic Trainers and other Sports Medicine Professionals.
PRC suggests further discussion around enrollment and overall program viability.	Enrollment increased for 2016-17 and we anticipate further increases in 2017-18. Ideas for further increases in enrollment: Increased Dual Enrollment opportunities Increased interactions and marketing to interested populations (high school classes, international student office, etc) Collaborate with Personal Training and Adaptive Fitness Programs to encourage student cross-over (both programs will be included in proposed Certificate)

## COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE 2017

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

The Foothill College Sports Medicine Program is a Career and Technical Education Program that provides students with a strong foundation in knowledge and experience in a variety of sports medicine careers. The Foothill Sports Medicine Program can be looked at as a pathway to many sports medicine careers, with opportunities along the way to branch off in to areas of related study or in to the workforce. (see attached diagram)

It is important to remember that, in addition to being an education program where students can pursue careers in sports medicine, Foothill Sports Medicine also serves as the medical staff for all of Foothill College Athletics. The services we provide are critical to the daily health and safety for the 300 student-athletes and to protecting the district liability in providing appropriate medical services for those athletes.

### Program Highlights for 2016-17

- 11 Students were recognized as Scholar Athletes, maintaining a 3.5 GPA while working with Athletics
- 3 former students graduated with Bachelor's Degrees from Four Year Universities
- 1 student gained admission to a Bachelor's Level Athletic Training Education Program (San Diego State)
- 1 student gained admission to an Entry-Level Master's Athletic Training Program (University of Hawaii, Manoa)
- 1 student gained admission to Palmer Chiropractic College
- 1 student completed an internship with the San Francisco Giants Sports Medicine Staff
- After previously completing a sports medicine internship with the Giants, 1 student was hired by the Giants as part of their Nutrition Staff
- Foothill Sports Medicine Students volunteered their time providing clothing and food for the homeless in San Jose
- 2 Foothill Sports Medicine Students and Assistant Athletic Trainer Michelle Schukraft were recognized by the Fellowship of Christian Athletes for their excellence in service to athletics

**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:**

Foothill College should be very proud of the Athletic Training/Sports Medicine program. The two full-time Athletic Trainers (one faculty, one Classified) keep the Athletic Training Center (ATC) open five to six days each week. In addition, they travel to away games and support 13 teams (250-280 FTES). They provide a level of care that most UCs would envy and they work long hours with a limited budget and older facilities. The Athletic Training program was structured so that the head athletic trainer is paid with load, but actually spends most of his time working with the teams. Thus, on paper, his classes are unproductive and this means that the program is structurally incapable of attaining 450+ productivity. Having said that, Athletic Training classes (the KINS 16 series) are very popular with our local Dual Enrollment partners (MVLA and FHS) accounting for 150+/- enrollments each year and 2016/17 enrollment was the highest it has been for five years.

More recently Perkins/SW funding has helped update some equipment and provided funds to subsidize internships in the ATC. The college pays \$20k per year to fund a SJSU graduate intern and this is money well spent as it allows us to staff the ATC at all hours at a third of the cost of another classified Trainer.

Foothill and De Anza athletic trainers formulated a new concussion policy that puts our staff at the cutting edge of concussion assessment and treatment (world-wide) adding extra levels of assessment to our, already, advanced protocols.

Finally, The Athletics Trainers have spearheaded the college's Service Learning efforts and the athletes are campus leaders in this endeavor, typically organizing at least one Service Learning opportunity every month.

To recap, the ATC serves 250-280 FTES (athletes). Without the Athletic Training program, we would not have an athletic program and the college would lose 250+ FTES. Also, for many of our students, the medical care they receive from our trainers and the licensed doctors who support the teams is the only medical care they can access.

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

I would like to see more KINS classes offered as hybrid or online offerings whenever possible. As noted, the head Athletic Trainer is primarily responsible for supporting 13 teams, but the second full-time faculty member teaches low-enrolled classes (18 – 22) much of the time. There is no reason why these classes could not be hybrid (meet one day, the balance online) to make it easier for more students to enroll.

It is important for us to replace the floor in the ATC with a medical-grade replacement. This is a medical facility and it should not be carpeted.

Success rates have improved (across the board), but there is still a 10-point achievement gap. Closing this gap should be a department priority.

**6C. Recommendations for improvement:**

- Offer more hybrid options (KINS 16A/B/C)
- Offer more online courses

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW TEMPLATE 2017

- Continue to aggressively market classes to Dual Enrollment partners
- Develop closer ties with more local teams (we have a relationship with the Giants, but could also arrange internships with the Quakes, 49ers, etc.)
- Develop the program as part of a possible Medical Pathway

**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.*