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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

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



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

PHASE ONE - THE

Notification Overview of the Process

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

Confirmation of Writers

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 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
Ⓜ

Orientation and Training

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.

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

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-

Orientation and Training Expected Learning Outcomes Chart

Orientation and Training Sessions	Learning Objectives
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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.

Overview for Writing the Self-Study Report

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-

Acknowledging Program Weaknesses

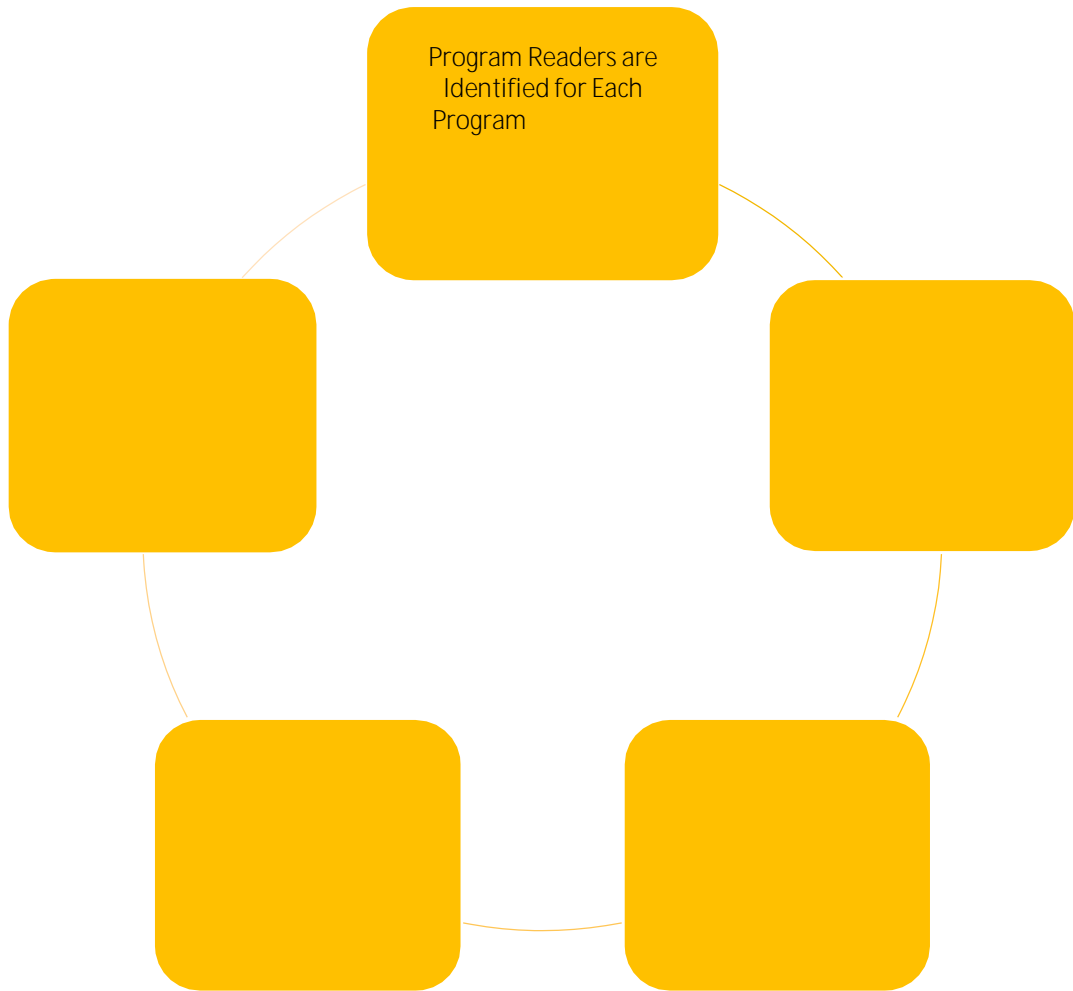
The Foothill Program Review and Five-Year Self-Study Report are no longer attached to punitive actions, such as program elimination and should not be viewed from a fear-based perspective. This process is not about judging, shaming, or a program getting into trouble. Program Review is for acknowledging 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 narrative

THREE: THE READER EVALUATION PHASE



The Readers Evaluation Operational Overview

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 –

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

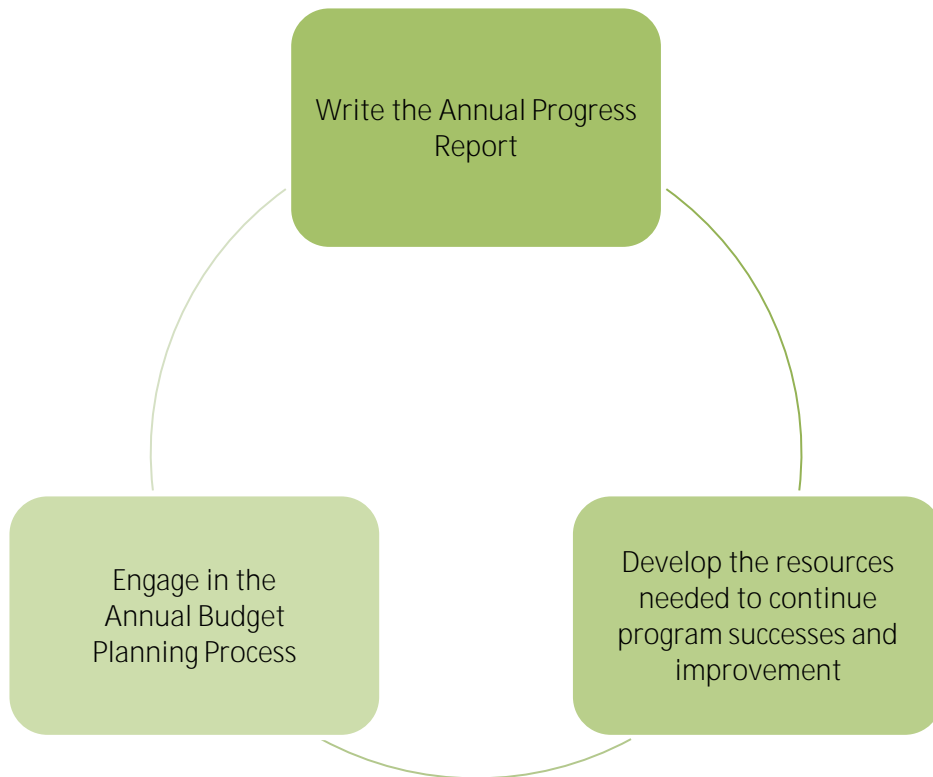
The Advisory Council presentations will be conducted in 20-minute intervals during two meeting sessions. The Advisory Council requests program presenters use the template provided, with no additional or deleted slides. which will be strictly followed due to the number of presentations and to allow for 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 spirit 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



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:		

Division	Program	Year 1	Year 2	Year 3
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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 -

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). $200 WSCH \times 11.67 = 2334$ 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).

