

Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College student services programs are reviewed annually, with an in-depth review occurring on a three-year cycle. Faculty and staff in departments who contribute to these programs will participate in program review. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual program review addresses five core areas, with a final section for administrator comments and their reflections about the next steps:

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps
7. Vice President's comments

2012-2013 Submission Deadline:

- Program review documents are due to Director/Dean by December 14 for completion of Section 6.
- Director/Dean completes section 6 and forwards documents to Vice President for completion of Section 7 by January 4, 2013.
- Vice President completes section 7 and returns documents to program review team by January 18, 2013.
- Program review documents are due to the Office of Instruction by January 25, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

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

| |
|----------------------------------|
| Basic Program Information |
|----------------------------------|

Student Service Program Name: **Student Activities**

Student Service Program Mission: The mission of the Student Activities program is to provide leadership experiences and instruction that reinforce academic learning; prepare students for civic engagement, transfer and careers; promote appreciation of cultural diversity; to improve the quality of campus life and contribute to community building

| | |
|---|---|
| Total number of Full Time Faculty: | 1 |
| Total number of Part Time Faculty: | 0 |

| |
|---|
| Existing Classified positions: 2 |
| Example: Administrative Assistant I |
| Example: Program Coordinator |

Program Review Team and Departments:

| Name | Department | Position |
|------------------------|------------------------------|-----------------------|
| Daphne Small | Student Activities | Director |
| Sirisha Pingali | Student Accounts | Accountant |
| Erin Ortiz | Student Activities | Activities Specialist |
| Pat Hyland | Student Affairs & Activities | Dean |

| |
|---|
| Section 1. Data and Trend Analysis |
|---|

1.1. Program/Department Data

| Dimension | 2009-2010 | 2010-2011 | 2011-2012 |
|------------------------|-----------|-----------|-----------|
| Students Served | * | * | * |
| Full-time FTEF | 1 | 1 | 1 |
| Part-time FTEF | 0 | 0 | 0 |
| Full-time Staff | 3 | 3 | 2 |
| Part-time Staff | 0 | 0 | 0 |

*There is no formal head count at events & activities.

1.2 Using the data provided above, include a short narrative analysis of the following indicators. Please attach supporting studies or data to the final program review submitted to your Dean.

1. Students served (How was this tracked? What is the trend?):

The Student Activities program has to a varying degree, impacted every student on campus. It is the Activities program that was initially responsible for the installation of campus-wide printing options, a service used by the vast majority of on-campus students. Another example of the impact of student activities is the ride-sharing program that is available to all card-carrying members of the student body, known collectively as the Associated Students of Foothill College (ASFC).

Tracking for our program is problematic as many of the students served are invisible – they participate in events and activities where tracking is unrealistic (free events, food give-aways, entertainment open to all).

Some data is tracked however. That includes:

- a) The number of students who have received student body membership cards (Owl Cards) – 2011-12: 4,309. July 1 – November 12, 2012: 2,279.
- b) The number of movie tickets (a non-profit ASFC member service) sold: 2011-12: 2,586. July 1, 2012 – November 30, 2012: 995.
- c) The number of ASFC member users of Zimride, the ASFC sponsored ride-sharing service 2011-2012: 1,885. July 1, 2012 – December 1, 2012: 2,317 (this includes roll-over users from 2011-2012)
- d) In 2011-2012 Student Accounts Office has issued checks in support of student programs and activities totaling \$1,040,138.61
- e) For fiscal year 2011-2012 the Student Accounts Office dealt with the financial needs of 35 active clubs, 68 active trust accounts and 110 Associated Student accounts

2. Demographics analysis (Is the ethnic breakdown of students you serve proportional to the general college ethnic distribution?)

We do not require any demographic information for participation.

3. Please describe services offered off campus and how these services are assessed and measured.

The Activities Program generally does not offer services off campus. However, at Middlefield Campus students can obtain their Owl Cards and movie tickets. Some events are also supported at MC.

4. Staffing structure (Does the staffing structure meet the program or department's needs? If yes, please explain. If not, consider the following prompts in framing your answer.)

- i. Which aspects of the work are key to the institution's mission?
- ii. Has the staff increased, decreased or remained the same to meet those changes?
- iii. How has technology affected the workload in your office?
- iv. Does the workload have significant peaks and valleys during the year? If so, describe.
- v. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation?
- vi. What steps can be taken to improve your program or department's organizational efficiency within its current budget?
- vii. What strategies have been used to improve the delivery of support services within the program or department?

Staffing for the Activities Program has undergone a recent reduction. The student leadership voted to discontinue funding for the Intramural Activities Coordinator position, and as a result that individual was laid off. The result has been the closure of the Intramural Activities Room and a discontinuance of that aspect of the activities program. We are still in the process of assessing the impact but have heard from students that the reduction resulted in a number of unintended consequences such as the disbandment of the Brother-to-Brother and Sister-to-Sister programs. This has had a direct impact on the number of at-risk African American and Latino students served by our program.

We are unable to ascertain how the reduction in "outlet activities" and support programs such as the Intramural Program and Brother-to-Brother impact retention but suspect that there is a negative correlation.

5. General budget analysis by category of expenditures.

a. Use table below to list expenditure categories and budgeted amounts for the past three years (add categories if needed, or attach spreadsheet)

| Account Category | Budgeted Amount | Description of Common Charges (breakdown ProCard expenses) |
|---------------------------|-----------------|--|
| Contractor | | |
| Copy Costs/Printing | \$2,000 | Paper, toner, office supplies |
| Equipment | \$1,500 | Replacement Fax, printer |
| Software | \$3,000 | Accounting Software License |
| Stipends | \$0 | |
| Travel | \$0 | |
| Other (please note) | | |
| All Category Total | \$6,500 | |

- b. Comment on your expenditures for the past three years.

By far the largest expenditure category for the Activities Program is staffing. We operate on a very limited budget but have the great fortune that much of what we need and do is paid for by student government funds.

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.
7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.

A recent focus of our Activities Program is an attempt to achieve CSU Transfer status and a transcript-able certificate for our Leadership program. The courses have undergone the approval process at both division and campus curriculum committees and are now being submitted to the State. Virtually every university application asks students what co-curricular activities they have undertaken as well as information about their civic engagement. By formalizing their involvement in our program they will have documented participation as well as measurable outcomes.

Here are the program goals and objectives:

The goal of this certificate is to provide students with a basic comprehension of what makes a successful leader who can effectively serve their community. Students who earn this certificate will have gained the core skills and values needed for development of leadership and community service skills, preparation for civic responsibility, exploration of diverse cultures, and/or participation in building communities.

This certificate provides students the core skills and values needed for development of leadership and communication skills, preparation for civic responsibility, exploration of diverse cultures, and participation in building communities. The courses offer training and experiences in planning, policy development and implementation, decision-making, goal and objective development, leadership theory and styles, organizational development, cultural programming, time management, problem solving and conflict resolution, budget development, team building, group dynamics, event planning, student rights and responsibilities, governance alternatives, parliamentary procedures, and community service.

8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://foothill.edu/president/workforce.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.
9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest

draft of the Student Equity Report, please see the ESMP website:

<http://foothill.edu/staff/irs/ESMP/index.php>

a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

The Student Activities Program is the sponsor of each of Foothill College's Heritage Month programs. Every effort is made to engage as many students of diverse backgrounds as possible in the process of planning, staging and evaluating the effectiveness of all activities. The Heritage Month series has worked with the President's Office to coordinate author visits appropriate for each sponsored month when possible.

10. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

The Activities Program has shown great innovation by supporting financially, physically and politically, a significant number of campus commitments. Examples include:

a) Zimride – the ride-sharing program that helps reduce carbon emissions by removing cars from the road. Zimride estimates that Foothill rides have been responsible for these statistics:

| | |
|--|---------|
| Gallons of Gas Saved | 18,059 |
| Pounds of CO2 Emissions Saved | 350,346 |
| Grams of Volatile Organic Compound (VOC) Emissions Saved | 195,254 |
| Grams of Nitrogen Oxides (NOx) Emissions Saved | 247,752 |
| Pounds of Carbon Monoxide (CO) Emissions Saved | 5,065 |
| Grams of Particulate Matter (PM) Emissions Saved | 100,390 |
| Grams of Sulfur Dioxide (SO2) Emissions Saved | 32,695 |

b) The upcoming campus-wide election is focusing on bringing EcoPass – the Santa Clara County transportation pass, to our students. This would enable students to avail themselves of County Transit for a very reduced rate, thus reducing further the number of drivers on the roads daily.

c) Financial support for innovative book-renting services to assist students with limited resources.

d) A financial commitment by the ASFC student government to extend library hours beyond those paid for by the campus.

e) ASFC support for Emergency Loans to Owl Card holders needing assistance.

- f) The recent effort to have leadership courses become a transcript-able certificate program
- g) The ASFC commitment of \$50,000 in support of Measure E
- h) Support for free access to legal counsel for ASFC Owl Card members

Section 2. Learning Outcomes Assessment Summary

2.1. Insert – 2011-2012 Four Column Report for SA-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Unit Assessment Report - Four Column

Foothill College SA - Student Activities

Mission Statement: The mission of the Student Activities program is to provide leadership experiences and instruction that reinforce academic learning; prepare students for civic engagement, transfer and careers and promote appreciation of cultural diversity improve the quality of campus life and contribute to community building

Primary Core Mission: Transfer
Secondary Core Mission: Workforce

| Service Area SLOs (SA-SLOs) | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action & Follow-Up |
|---|---|---|---|
| <p>SA - Student Activities - 1 - Communication Skills - Communicate effectively in a variety of settings within a diverse community, through an understanding and appreciation of cultural diversity, student organizations, and community.</p> <p>Start Date: 07/05/2011</p> <p>End Date: 06/29/2012</p> <p>SA-SLO Status: Active</p> | <p>Assessment Method: Oral presentations, group facilitation, meeting management and written summary</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: All students who have participated by presenting, facilitating or managing a meeting will reflect on their performance indicating personal growth and how communication skills have improved</p> | | |
| <p>SA - Student Activities - 2 - Leadership - Provide leadership with an understanding of group dynamics including conflict resolution and group decision making processes.</p> <p>Start Date: 07/05/2011</p> <p>End Date: 06/29/2012</p> <p>SA-SLO Status: Active</p> | <p>Assessment Method: Each student prepares a written reflection, and presentation, which provides testimony on the learning that took place during each event, conference or weekly meeting.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: 90% of students in their written reflection will indicate that participation has enhanced their ability to work in a group</p> | | |
| <p>SA - Student Activities - 3 - Budgets - Develop and manage annual organizational budgets and events.</p> <p>Start Date:</p> | <p>Assessment Method: Development, production and presentation of the annual Associated Students of Foothill College budget</p> | <p>09/06/2012 - The Associated Students of Foothill College budget categories and allocated amounts were found to be significantly out of alignment with the wishes of the students. As a result, the</p> | <p>09/06/2012 - The review has prompted significant changes in the structure and allocations in the student budget. It was a thoughtful</p> |

12/18/2012 5:12 PM

Generated by TracDat a product of Nuventive.

Page 1 of 2

| Service Area SLOs (SA-SLOs) | Means of Assessment & Target / Tasks | Assessment Findings/Reflections | Action & Follow-Up |
|---|--|--|----------------------------|
| <p>07/05/2011 End Date: 06/29/2012 SA-SLO Status: Active</p> | <p>Assessment Method Type: Data Target: Balanced budget approved by district board</p> | <p>students contracted with an outside parliamentarian to help them review and reorganize their budget. The resultant budget was balanced and approved by the Board in June, 2012.</p> <p>Result: Target Met Year This Assessment Occurred: 2011-2012 Resource Request: None</p> | albeit, emotional process. |
| <p>SA - Student Activities - 4 - Community - Demonstrate an awareness of one's community, and the role and responsibility that he or she plays within the community.</p> <p>Start Date: 07/05/2011 End Date: 06/29/2012 SA-SLO Status: Active</p> | <p>Assessment Method: Following these events, students reflect on their experience in a required leadership/service journal.</p> <p>Assessment Method Type: Essay/Journal Target: 90% of students will report that they have developed an increased sense of community awareness and engagement</p> | | |

2.3 Service Area Student Learning Outcomes: Please provide observations and reflections below.

2.3.a What findings can be gathered from the SA-SLOs assessments?

An end-of-quarter survey in the Leadership courses showed that 100% of the students feel that participation in the Leadership Program has enabled them to participate more fully in their community. The same survey found that 100% of the students who participated in the Leadership Program in the fall quarter feel that their participation has increased their communication and leadership skills.

The budget development process taught us that even greater attention to training students to understand budgets and the implications of their decisions on programs and personnel is needed. Students still participate reluctantly in many of the budget conversations, leaving a very limited number of students to do most of the speaking and ultimately decision-making when it comes to the allocation of resources.

2.3.b Does any of the data suggest that revisions might be necessary in order for students to successfully achieve the SA-SLOs?

Indeed, the data suggests that training is absolutely necessary for student leaders. Many come to Foothill having never held an elected position, let alone one in a U.S. college setting. In addition to finding some way to "require" training, we need a better way to gather baseline

data on what students know about legal processes, budget analysis and more. With that information we would be better able to customize training sessions for student leaders.

2.3.c Do the SA-SLOs reflect the knowledge, skills and abilities students need from those services in order to succeed?

As part of this process the Student Activities team is coming to the realization that we need to look more carefully at what data we want to collect for what purpose. The program has run for many years on anecdotal information and while the feedback we have received is vastly positive, it does little to document who we are serving, to what extent and whether we are addressing the “right” goals.

2.3.d How has assessment of SA-SLOs led to improvement in student success at the institution? The budget development process is far more transparent, more information is available as to the exact nature of all expenditures. This has enabled student leaders to see more clearly where their money is going and use that information to inform their budgeting decisions for the following fiscal year.

2.4 Annual Action Plan and Summary: Using the information above, list the Service Area’s action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

| Action Step | Related SLO assessment (Note applicable data) | Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources) | How will this action improve student learning/success? |
|--|---|--|---|
| 1 Hold a goals review/development work session with employees and student leadership | This relates to all of our goals. We need to zero in on how our program benefits both, the student leaders and the campus in general. With more focused and relevant goals we can more accurately assess progress | Transfer Workforce development Stewardship of resources | This will help us customize our trainings and activity offerings. By doing so, involved students will become more civically able, more workforce ready and more attractive as potential transfer admits to other colleges |
| 2 Develop a template to assist student leaders in their efforts to place value on submitted budget requests | Budget development & management | Stewardship of resources, transfer, workforce and basic skills | Students will experience a “real-life” needs assessment and valuing process – a skill that will greatly aid them in their personal and professional lives |
| 3 | | | |

Section 3: Program Goals and Rationale

Program goals should be broad and incorporate some sort of measurable action that connects to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals will be linked to resource requests.

3.1 Previous program goals from last academic year

| Goal | Original Timeline | Actions Taken | Status/Modifications |
|-------------------------------|-------------------|--|--|
| Communicate effectively | June 2012 | Students participated in numerous speaking/presenting events | Goal needs to be reviewed for measurability |
| Budget development/management | June 2012 | A highly structured budget development process was undertaken with a budget sent to the Board for approval in June 2012. | The budget process continues to undergo revision as students are becoming more knowledgeable about their finances, their role in managing those finances. This continues to be a viable goal but could use a better tool for assessing effectiveness |

3.2 New Goals: Goals can be multi-year

| Goal | Timeline (long/short-term) | How will this goal improve student success or respond to other key college initiatives | Action Steps |
|---|----------------------------|---|---|
| 1) Convert from our existing Student Identification card system to a district-developed system (this is being driven at the district level) | July 1, 2013 | This goal will enable us to gather information about whom we are serving and in what capacity. With that information we will be able to determine the best use of assets. | 1. Participate in Needs Assessment meetings 2. Develop New & Improved Owl Card marketing campaign 3. Survey students about desires/uses for their Owl Cards |
| 2) Complete the process of obtaining official certification status for the Leadership Program | July 1, 2013 | By obtaining this status, more students will be able to document their leadership participation and skills, a highly sought after | 1. Receive final approval from the Campus Curriculum Committee 2. Submit to Chancellor's Office for approval |

| | | | |
|--|--------------|--|---|
| | | | 3. If approved, submit for inclusion in college catalogue |
| 3) Develop a comprehensive skills/knowledge assessment instrument that can be used to determine training needs | July 1, 2013 | Helping students move to a higher level in their personal skills development will benefit them as they move on to the world of work and/or transfer to other universities. | <ol style="list-style-type: none"> 1. Research existing skills assessment documents 2. Adopt or adapt existing documents 3. Issue survey to current leaders for feedback 4. Refine survey as necessary 5. Prepare potential workshops for emerging leaders |

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

| Position | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|--|-----------|---|
| Student Businesses Manager – staff position | \$88,000 | Goal 1 – as a result of the district conversion to an in-house card system we will no longer have access to a contracted employee from Capture Inc. We will be required to employ an individual similar to the position held by an individual at DeAnza. The students have been budgeting \$50,000 each year to pay for the time of a Capture employee. They cannot be asked to absorb an entire position when our sister college has one funded by the District. |

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

| Position | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|----------|-----------|---|
| n/a | | |

One-time B Budget Augmentation

| Description | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|-------------|-----------|---|
| n/a | | |

Ongoing B Budget Augmentation

| B Budget FOAP | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|---------------|-----------|---|
| n/a | | |

Facilities and Equipment

| Facilities/Equipment Description | \$ Amount | Related Goal from Table in section 3.2 and/or rationale |
|----------------------------------|-----------|---|
| n/a | | |

Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and reflect on the program relative to students' needs, briefly analyze the program's strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

| | INTERNAL FACTORS | EXTERNAL FACTORS |
|----------------------|---|---|
| Strengths | The student activities program provides students an opportunity to learn about leadership and civic engagement in a “safe” environment. The student leaders have enjoyed a fairly stable amount of funding that comes from Owl Card sales. This in-turn has enabled them to undertake a number of ambitious projects. | Foothill student leaders are highly regarded at transfer institutions. |
| Weaknesses | The formally “required” leadership courses were vulnerable to the will of currently elected officers. Activities and events staged by the students/program are difficult to evaluate, making them subject to unsubstantiated opinion. | “External” in the case of the activities program can be much of the campus. In times of limited resources, programs without hard data are particularly vulnerable. |
| Opportunities | Our most promising opportunity comes if we receive approval for a certificate in leadership. The opportunity to collaborate with other divisions is limited only by our imaginations. | An officially approved leadership certificate will bring additional notoriety to Foothill College and with that expanded opportunities to work in collaborate with other institutions and businesses. |
| Threats | The District’s internal effort to restructure how students access printing has potential to negatively impact Owl Card sales. | As noted above, in times of limited resources, programs such as ours can be vulnerable if they are not adequately publicized and supporting data is not communicated. |

5.2 Address the concerns or recommendations that were made in prior program review cycles.

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

We have some major concerns about upcoming District changes to printing and identification card systems. We want to make certain that the students who initiated the identification/print card system are appropriately represented in all conversations. Thus far major changes are being contemplated and yet no students have been invited to participate in the conversations.

The recent loss of staffing for the intramural program made us very aware of the vulnerability of such programs. It also raised significant concerns about the manner in which some positions have been funded.

5.4 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

We are aggressively seeking approval for a certificate in leadership. If we reach this milestone we will be the first in the State to achieve this goal.

Our efforts to make our budget process more transparent have brought many students into the conversations about effective spending. These are life skills that so many students do not learn in other environments.

Section 6: Feedback and Follow Up

This section is for the Director and/or Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:
The student activities program and all its related events are tremendous marketing efforts that benefit the entire college. Our students frequently serve as unofficial ombudsmen for the campus, giving tours, meeting with visitors and serving on committees.

The Heritage Month series organized by the activities program brings an impressive array of talent to the campus, helping to raise cultural awareness campus-wide.

The students have become increasingly knowledgeable regarding their ability to impact programs and activities on campus via strategic funding. This growing knowledge is leading to more campus-wide involvement and data-driven decision-making.

6.2 Areas of concern, if any:

I have significant concerns about our lack of hard data but also realize that measuring events that have been staged purely for enjoyment is impractical.

6.3 Recommendations for improvement:

The Student Activities personnel need to take more ownership of the program review process.

6.4 Recommended next steps:

X Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Section 7: Feedback and Follow Up

This section is for the Vice President to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis:

Student Affairs and Activities are doing a commendable job working holistically with the student leaders making certain that they have appropriate training and understanding of their roles and the impact of their decisions. The Dean's direct involvement and guidance in this overall process has and will continue to be critical to success.

6.2 Areas of concern, if any:

There needs to be department-wide participation in the annual program review process. The expectation for next year is that all faculty and staff contribute to the Program Review.

6.3 Recommendations for improvement:

Continue efforts to determine methods to gather data when possible.

6.4 Recommended next steps:

Proceed as planned on program review schedule
 Further review/Out of cycle in-depth review

Upon completion of section 7, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.