

Annual Administrative Unit Program Review Template for 2011-2012
Introduction to The Program Review Process for Administrative Units Programs

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increases 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 directly related to institutional goals.

Process

Foothill College administrative units (below) are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. Program review for administrative units involves the participation of administrators, faculty and staff who directly serve in or contribute to, the program areas. Upon completion of the template, vice presidents (president) provide feedback and will forward the program review on to the next stage of the process, including resource prioritization at OPC and PaRC.

The Foothill College Administrative Units

Educational Resources and Instruction
Foothill Global Access
Instruction and Institutional Research
International and Distance Learning
Marketing and Communications
Middlefield Campus
President's Office
Student Development and Instruction
Workforce Development and Instruction

Annual program review addresses five core areas, with a final section for administrator comments and reflections regarding 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

Foothill College Program Review Cycle:

2011-2012: All programs participate in an annual program review

2012-2013: 1/3 of programs/units participate in a comprehensive review, remaining 2/3 of programs update their annual program review

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

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

Submission Deadline: All program review documents are due to Deans by December 16

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Basic Program Information

Administrative Unit Program Name: Academic Senate

Administrative Unit Mission: The California Education Code and Title 5 grant local academic senates the authority and responsibility to make recommendations to the Foothill Administration and the District Board of Trustees on academic and professional matters. We work collegially with the board of trustees to develop policies and procedures concerning academic and professional matters either by primary reliance upon the advice and judgment of the senate or by reaching mutual agreement with the senate.

Administrative sub-units covered in this program review:

Sub-Unit Name	Personnel	Position
Curriculum Committee	Representatives from all divisions, led by the chair	Chair, Carolyn Holcroft
All non-negotiation committees	Faculty from across the college	Chairs, co-chairs, and members

Program Review Team:

Name	Department	Position
Dolores Davison	History/Women's Studies	President
Carolyn Holcroft	Biology	Vice President
Robert Cormia	Engineering	Secretary/Treasurer

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2008-2009	2009-2010	2010-2011
Students Served			
Faculty Served	All	All	All
Staff Served			
Full-time FTEF	1.5 (1.0 contractual)	1.5 (1.0 contractual)	1.5 (1.0 contractual)
Part-time FTEF			
Full-time Staff			
Part-time Staff			

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 Vice President.

1. Numbers of Students/Faculty/Staff served (How was this tracked? What is the trend?): By definition, we serve all of the Foothill College faculty members, both full time and adjunct. At this time, there are approximately 200 full time faculty, and over 200 part time faculty (down from nearly 400 in previous years, due to reductions in sections).
2. Staffing structure (Does the staffing structure meet the program’s or department’s needs? **YES.** If yes, please explain. If not, consider the following prompts in framing your answer.)
 - a. Which aspects of the work are key to the institution’s mission? The Academic Senate’s purview over academic and professional matters is guaranteed by Ed Code and Title 5. The support of the Academic Senate in these areas allows the faculty the academic freedom to teach their courses and continue to promote the missions of the institution. In addition, the Vice President leads the college curriculum committee in work that is essential to the college: creating and maintaining excellent curriculum.
 - b. Has the staff increased, decreased or remained the same to meet those changes? The Academic Senate used to have the use of the Dean of Faculty’s administrative assistant to serve as secretary; however, when that was removed, the Senate was forced to covert its treasurer position to a secretary/treasurer position with only limited additional release time.
 - c. Has technology made it possible to do more work with the same staff? Or, has technology increased your workload (adding web features which need updating for example)? In what way? The secretary/treasurer is responsible for maintaining the Senate’s website, which is very labor intensive. Because there are no full time or part time email lists, the Senate secretary is required to maintain these lists, which is not only time consuming but often inaccurate due to the number of adjuncts that change jobs, etc.

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- d. Does the workload have significant peaks and valleys during the fiscal year? If so, describe. No, the workload is consistent throughout.
 - e. Do you anticipate the workload will increase, decrease or remain constant in the upcoming one to three years? Is this a temporary situation? With tighter scrutiny from the State Chancellor's Office, implementation of the first two transfer degrees, and changes to Title 5 regulations regarding repeatability, repetition, and prerequisites, the work of the curriculum committee has already increased substantially. It is also likely that the workload of the curriculum committee and the academic senate will continue to increase due to the implementation of additional transfer degrees and the Student Success Task Force recommendations, and the implementation of our new Program Review Processes and shared governance structures.
 - f. If the administrative unit workload is increasing how what actions are being taken to meet the demand with existing and or new resources and staffing? Currently the college provides the Academic Senate with an additional .5 reassigned time above the contractually mandated amount; that has enabled the officers to continue to perform their jobs as the workload has increased.
 - g. What steps can be taken to improve your unit's organizational efficiency within its current budget? Duplication of efforts has been eliminated as possible, with the officers more effectively sharing the responsibilities of the offices. Online communication has also allowed for more effective use of resources.
 - h. What strategies have been used to improve the delivery of services within the program or department? Continued expansion of the use of online communication has aided us in keeping members informed of developments locally and across the state. The frequent updating of the website also allows faculty both on and off the Senate to remain informed.
3. Budget analysis categories of *expenditures* (A Budget, Equipment, Supplies)
- a. Senate receives ~750 a month from faculty dues. Currently our annual expenses are slightly less than dues, so we are adding about \$2,000 a year to our annual balance. See attached budget for academic year 2010-2011. The ending balance at the end of academic year 2010-2011 is 27,144.94. We plan to decrease dues to \$5 per month and increase participation from 60% to 75% of full-time faculty. We typically contribute \$2,500 annually to student scholarships, may pay \$2,500 in travel and potentially \$2,500 in Statewide Academic Senate dues (depending on whether the College is or isn't able to continue to support this). The part-time senate representative receives \$300 per quarter for service, and we typically spend up to \$600 a year in miscellaneous expenses. Our target balance with \$5 monthly dues and increased expenses will decrease about \$3,000 to \$4,000 per year. Our balance at the end of February 2012 is \$28,578, with ~650 per month in dues contributions.
4. Basic skills programs (If applicable) N/A
 5. Transfer programs: (If applicable) N/A
 6. CTE programs: Labor/Industry alignment (If applicable) N/A

Section 2. Learning Outcomes Assessment Summary

2.1. Insert – Previous year’s Four Column Report for AU-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.
To be added.

2.3 Please provide observations and reflections below.

2.3.a Administrative Unit Student Learning Outcomes
What findings can be gathered from the AU-SLOs assessments?
Administrative outcomes to be done this year.

2.3.b Does any of the data suggest that revisions might be necessary in order to support faculty, staff and/or students to successfully achieve the AU-SLOs?
Administrative outcomes to be done this year.

2.3.c Do the AU-SLOs reflect the support faculty, staff and/or students need from those services in order to succeed?
Administrative outcomes to be done this year.

2.3.d How has assessment of AU-SLOs led to improvement in student success at the institution?
Learning outcomes to be done this year.

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

Action Step	Related AU-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?
Updating of constitution	Ongoing	All	Allowing faculty greater knowledge of their rights under the 10 +1
Continued participation in shared governance	Ongoing	All	Faculty voice remaining relevant in areas such as hiring will continue to improve student success.
CCC reps will work with faculty to implement pedagogically appropriate alternatives to repeats	Ongoing	All	Ensure that students are receiving proper credit in pedagogically sound courses.

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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.

3.1 Program relation to college mission/core missions

Primary voice of all faculty in academic and professional matters, and therefore core to all of the missions.

3.2 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
Provide leadership to faculty in academic and professional matters	Ongoing	The Senate remains the primary academic and professional matters committee on campus.	Increased inclusion of faculty from all areas of campus.
Develop at least two transfer degrees for Fall 2012 implementation	Winter and Spring quarters, 2011	College curriculum committee (CCC) worked under a very short deadline to develop AA-T degrees in psychology and sociology	Both degrees were approved by the State and we began offering them Fall '12.
Review courses for inclusion in Foothill GE Pattern under newly adopted criteria	Work began in Fall 2009 with planned completion Winter 2012	Reps worked with faculty to complete new applications, subcommittees reviewed all applications	Complete
Review credit by exam (CBE) policy	2010-2011 academic year	CCC revised Foothill College CBE policy, wrote catalog language to make policy transparent and accessible to students	Complete
Ensure that course outlines of record are compliant with Title 5	Ongoing	Multiple workshops offered to educate faculty about title 5 requirements and how to write excellent CORs; CCC reps working with faculty authors in ongoing	Ongoing

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		review of CORs	
Development of pedagogical effective practices for distance education classes	Ongoing	COOL committee continues to sponsor conversations about far reaching pedagogical practices	Ongoing
Create an environment of academic integrity	Ongoing	Academic integrity committee reconstituted with a new mission and goals	Ongoing
Begin succession planning for future Senate leaders	Ongoing	Resolution to sponsor senators to attend ASCCC events	Ongoing

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3.3 New Goals: Goals can be multi-year

Goal	Timeline (long/short-term)	Supporting Action Steps from section 2.4 (if applicable)	How will this goal improve student success?
Continued involvement of faculty in all areas of shared governance	Long term		Faculty remain at the core of the missions of the college, which by definition includes student success.
Develop additional AA/AS-T degrees to meet student need	Both short and long term	CCC reps working with discipline faculty to continue to create transfer degrees that are aligned with available TMCs. More TMCs expected over next several years.	Facilitates transfer among institutions, offers roadmap for educational planning which has been identified as a best practice in promoting student success
General Education Student Learning Outcomes (GELOs)	Short and long term	CCC reviewing current GELOs and discussing potential revisions	Identifying, assessing and reflecting on our GELOs helps faculty improve teaching and learning
Develop process for interdisciplinary courses	Short term	CCC developed policy in Fall 2011	Greatly reduces potential for redundancy in curriculum, encourages interdisciplinary collaboration which strengthens quality of curriculum
Prerequisites	Short and long term	CCC to examine content review process and revise to ensure compliance with recent Title 5 changes. Reps will work with faculty to identify courses for which a prerequisite would significantly improve student success and then facilitate process of implementation	Rigorous content review anticipated to improve quality of Course Outlines of Record. Adding basic skills prerequisites in particular is a best practice for increasing student success and is one of the Student Success Task Force recommendations.
College-Level Exam Program (CLEP) policy	Short term	CCC to examine CLEP policy, revise as appropriate, and ensure that the catalog language is clear and accessible to students	

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Section 4: Program Resources and Support

4.1 Use the tables below to summarize your program’s resource requests.

Full Time Faculty and/or Staff

Position	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
Office Computer	Market Rate	Continued involvement of faculty	

One-time/Other: (Release time, training, etc.)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
.5 release time	Dependent on salary	All	

Program:

Updated:

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Section 5: Program Strengths/Opportunities for Improvement

5.1 Use the matrix provided below and reflecting on the program relative to faculty, staff and/or 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	Excellent faculty serving as representatives from the divisions.	Statewide involvement of officers and others have ensured that Foothill's Academic Senate is viewed as one of the strongest in the state.
Weaknesses	Difficulty for some divisions in providing Senators for meetings and other responsibilities; continued dismantling of divisions means a reduction in the number of faculty serving. The reductions in the total number of faculty in many divisions, coupled with the increased amount of non-instructional work (SLOs, accreditation, training in software such as TracDat, etc) has left some faculty unable to participate in shared governance and will potentially reduce their excellence in the classroom.	Statewide Academic Senate (ASCCC) budget woes may diminish the overall power of the Senate in the state.
Opportunities	Potential bylaw changes to allow for at-large senators might increase total number of faculty involved.	Statewide role of current officers have increased visibility and made Foothill one of the "go-to" colleges for a variety of resources, including curriculum and accreditation.
Threats	The state of the budget and potential reduction of release time would prevent officers from serving.	Continued challenges to academic freedom and other 10 + 1 matters have the potential of diminishing the Senate's role within the governance structure.

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges? The continued budget crisis will pose challenges, as faculty are being asked to do more and may not have the time to serve on committees such as the Senate; this needs to be addressed immediately to prevent a further decline in attendance and involvement.

Program:

Updated:

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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? None

5.4 Address the concerns or recommendations that were made in prior program review cycles.
N/A

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program? The Senate remains the primary voice for academic and professional matters for the college faculty. In the past three years, the Senate has created textbook and materials policies, is working on discontinuance procedures, and has continued to work with De Anza, the FA, and the administration on issues such as evaluations. Senate representatives continue to serve on every committee on campus, from hiring to tenure and everything in between. The curriculum committee has approved two AA-T degrees and is working on others, as well as re-approving numerous GE courses, agreeing to AP and CLEP requirements, and reviewing curriculum throughout the college.

Section 6: 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:

6.2 Areas of concern, if any:

6.3 Recommendations for improvement:

6.4 Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Program:

Updated: