

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 administrative units are reviewed annually, 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. Administrative Units include the Office of the President and Vice Presidents, as well as Division Offices. 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.

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. Vice President/President's comments

2012-2013 Submission Deadline:

- Program review documents are due to Vice President/President by January 25, 2012 for completion of Section 6.
- Vice President/President completes section 6 and returns documents to program review team by February 8, 2013.
- Program review documents are due to the Office of Instruction by February 15, 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

Administrative Unit Name: **Foothill College Classified Senate**

Administrative Unit Mission: **It shall be the mission of the Classified Senate to work in partnership with faculty and administrators to provide students with the support needed to achieve excellent educational experiences and learning opportunities by promoting excellence in all aspects of support provided to the college community, and especially to staff.**

The Foothill-De Anza Community College District Board Policy 2224 outlines the rights, responsibilities, and duties of the classified senates, as required by Title V regulations.

Administrative Members and Departments covered in this program review (Please list all members of your Administrative Unit along with position title):

Name	Department	Position
Erin Ortiz	Classified Senate	Classified Senate President
Roberto Sias	Classified Senate	Classified Senate President-Elect
Sherri Mines	Classified Senate	Classified Senate Treasurer
Karen Smith	Classified Senate	Classified Senate Secretary
Christine Mangiameli	Classified Senate	Senator – Academic Divisions
Jean Mccarron	Classified Senate	Senator – Administration Bldg.
Sirisha Pingali	Classified Senate	Senator – Campus Center
Linda Robinson	Classified Senate	Senator – Library, Distance Learning, DSPS & KCI
Al Guzman	Classified Senate	Senator – Middlefield Campus
Kathleen Turner	Classified Senate	Senator – Student Services Bldg.
Chris White	Classified Senate	Classified Senate Past President

Administrative sub-units covered in this program review:

Sub-Unit Name	Personnel Position	Position
All non negotiation committees (currently 25 committees)	Staff from across the college appointed and confirmed by the Classified Senate	Chairs, tri-chairs and members

Program Review Team:

Name	Department	Position
Erin Ortiz	Classified Senate	Classified Senate President
Christine Mangiameli	Classified Senate	Senator – Academic Divisions
Leslye Noone	Classified Senate	Past President, Classified Senate
Maureen Chenoweth	Classified Senate	Transfer Work Group Co-Chair and Past President, Classified Senate

Section 1. Data and Trend Analysis

1.1. Program/Department Data

Dimension	2009-2010	2010-2011	2011-2012
Students Served			
Faculty Served			
Staff Served	All	All	All
Full-time FTEF			
Part-time FTEF			
Full-time Staff	0	0	0
Part-time Staff	0	0	0

***Note currently there is no re-assigned time for any senate officer to complete this work. Officers “fit it in” to their normal work week.**

1. Population served /Locations/times of service How was this tracked/ What is the trend?

By definition, the Classified Senate serves all existing full-time staff including those from the different bargaining units, by participating in the college’s governance structure as defined by Title V and Board Policy. Currently there are 115 classified staff members at Foothill College (down 25% from 2009). The Classified Senate meets the second and fourth Thursdays of each month from 2:30 – 4:00 p.m. Agendas are posted a minimum of 72 hours in advance to meet requirements of the Brown Act. Minutes are posted on the website.

2. Staffing structure (Does the staffing structure of your Administrative Unit meet the program 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? **All segments of the college work areas have representation in the governance structure required by the college.**
- b) Has the staff increased, decreased or remained the same to meet those changes? **Staffing in general has decreased significantly the past few years causing additional strain on the ability of the executive officers to fulfill the demands of the office without reassigned time.**
- c) How has technology affected the workload in your office? **There has been an increasing need for the website to meet college expectations and the requirements of accreditation, yet there is less time to do that work.**
- d) Does the workload have significant peaks and valleys during the year? If so, describe. **No, the workload is constantly increasing due to increased responsibilities associated with Accreditation and the accompanying governance requirements.**
- 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 the changes required by the passage of the Student**

Success Task Force legislation, there will be a significant increase in the need for the Classified Senate to provide leadership, support, and direction in providing professional development activities for classified staff, in addition to increased responsibilities in the governance structure (ex: new Program Review and Professional Development committees).

- f) What steps can be taken to improve your program or department's organizational efficiency within its current budget? **There is too little of a budget to make any changes.**
 - g) What strategies have been used to improve the delivery of support services within the program or department? **For several years, now, the President, without reassigned time, has had decreasing time to prepare agendas and prepare for meetings. With additional responsibilities being added, and fewer staff to accomplish them, the situation has become untenable. The President and President must obtain reassigned time in order to function.**
3. Budget analysis:
- a. In light of budget constraints and fewer college resources, please describe the process used to make adjustments and reallocations of budgets between departments in your administrative unit. If you have not reallocated budgets within your unit, please describe how that would work in your AU in future resource allocation cycles.
4. Administrative Professional Development: Please describe any areas of training or resources needed (for example: Tenure, Evaluation, Enrollment Management). **There is an ongoing need for classified leadership to be included in Accreditation training in participation in governance. Training is provided by the annual Classified Leadership Institute, but the funding has not been consistent, and limits participation. Per Board Policy 2224, the District should be making provisions for that training.**
5. 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.
6. 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.
7. 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.
8. 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.

Section 2. Learning Outcomes Assessment Summary
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2.1. Insert – 2011-2012 Four Column Report for AU-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
AU - Classified Senate

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
AU - Classified Senate - Professional Development - The classified senate will support staff in developing working skills that benefit students. Year(s) to be Assessed: End of Academic Year AU-SLO Status: Active	Assessment Method: Amounts of Travel and Conference funds utilized will be tracked and assessed every year. Assessment Method Type: Data Target: Increased number of staff utilize Travel and Conference funds.		
AU - Classified Senate - Shared Governance - Classified Senate will advocate and promote participation of staff in decision-making and shared governance at the college Year(s) to be Assessed: End of Academic Year AU-SLO Status: Active	Assessment Method: All seats for representation will be counted and compared to those that were filled by staff. Assessment Method Type: Data Target: 100% of available seats are filled.		
AU - Classified Senate - Communication - Classified Senate will communicate and inform staff on college and shared governance issues on a regular basis. Year(s) to be Assessed: End of Academic Year AU-SLO Status: Active	Assessment Method: The Senate will implement new communication strategies such as a Communiqué, more directed communication items for segment reps to share and targeted announcements regarding night/evening professional development opportunities, etc. Assessment Method Type: Survey		

2.3 Administrative Unit Student Learning Outcomes: Please provide observations and reflections below after reflecting on your AU-SLOs in TracDat and reviewing your divisional Program-Level SLOs. **Administrative outcomes to be done this year.**

2.3.a What findings or themes can be gathered from the AU-SLOs or departmental Program-Level SLO assessments? **AU-Program Level assessments 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? **Learning outcomes to be done this year.**

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

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 Previous program goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1. Maintain representation on governance committees			Goal mostly met. There was some turnover on committees due to layoffs and reorganizations.
2. Improve attendance and participation by staff			Goal mostly met. Quorum was met for most meetings.
3. Provide orientation for new senate members			Goal met.

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. The Classified Senate will advocate and promote participation of staff in decision-making.	Long term	Help meet college goals with this area	Coordinate with faculty and administration
2. Improve coordination of service to constituents with De Anza and Central Services Classified Senates	Long term	Eliminate duplication of services and combine resources	Coordinate with De Anza and Central Services Classified Senate officers
3. Create Professional Development Committee	Long term	Help meet college goals for this area	Coordinate with faculty and administration
4. Obtain reassigned time for the President and President-Elect	Short term	Help the college meet governance requirements	Meet with union representatives

Section 4: Program Resources and Support

4.1 After reviewing the requests from the programs within this Administrative Unit, use the tables below to summarize any unfunded resource requests. These requests should only be for needed items that cannot be funded out of your existing AU budgets. 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
n/a		

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
Classified Senate President	.50 reassigned time	In addition to the goals in 3.2, the strain of reduced staff in addition to increased governance responsibilities and absence of executive officers at key meetings requires time.
Classified Senate President –Elect	.25 reassigned time	In addition to the goals in 3.2, this position requires training to be effective the following year.

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Fund 4CS President for travel to required meetings	\$1,000	Contribute to state-wide leadership, mentor new leaders

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

5.2 What statements of concern have been raised in the course of conducting the program review? **Lack of training, low participation**

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your Administrative Unit? **The Classified Senate has grown leaders to serve on statewide governance structures and provides a robust involvement in the college's governance structure that was noted by the Accreditation Team Visit. The senate has for many years, provided all of the on campus professional development activities for classified staff. In addition, the senate has provided staff with the opportunity to contribute to and maintain a scholarship for students.**

Section 6: Feedback and Follow Up

This section is for the Vice President and/or 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