

Basic Unit Information

Administrative Unit Name:

Academic Senate and Curriculum Committee

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

Name	Department	Position
All non-negotiation committees	Varies by committee	NA

Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Dolores Davison	Academic Senate/History	Senate President
Isaac Escoto	Academic Senate/Counseling	Senate Vice-President Curriculum Chair
Robert Cormia	Academic Senate/PSME	Senate Secretary/Treasurer

Section 1: Data and Trend Analysis

Program/Department Data:

Dimension	2010-2011	2011-2012	2012-2013
Students Served			
Faculty Served			
Staff Served			
Full-time FTEF			
Part-time FTEF			
Full-time Staff			
Part-time Staff			

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/President.

- a. Describe the faculty, staff and/or students you primarily serve.

As the primary organization responsible for academic and professional matters, we serve all of the Foothill College faculty members, both full time and adjunct.

- b. Locations/times of service (Day, Evening, Off Campus, etc.)

The Academic Senate meets every other Monday from 2-4pm in the Toyon Room. The Curriculum Committee meets on alternating Tuesdays, 5 times a quarter, from 2-3:30pm in the President's Conference Room. The Academic Senate also maintains an

- c. How was this tracked?

NA

- d. What is the trend?

The Senate's workload has increased given the emphasis on program review and accountability/assessment over the past several years.

- e. How have you adjusted your course offerings, programs or services to align with the Core Missions of Basic Skills, Transfer and Workforce?

The Academic Senate continues to be involved with all areas of the core missions by representing faculty in all of those areas.

- f. If the staffing structure of your Administrative Unit does not meet the program or department's needs, please explain.

Previously, the Academic Senate shared the administrative assistant of the Dean of Faculty and Staff; with that support gone, the Senate has received reassigned time for the secretary position. In 2011-12, the Senate requested a reduction in that time to aid the college during the budget crisis; ideally, that reassigned time should be restored.

- g. Describe changes in technology/regulations/processes that impact your administrative unit, and the impact of those changes on your unit.

The Academic Senate is responsible for remaining connected with statewide decisions and regulations; recent processes, including the development of ADTs and consistent changes to repeatability and other issues have led to an increased workload the Senate and the Curriculum Committee.

- h. What strategies has your AU used to improve support services within the program or department?

The Academic Senate continues to update its website to provide information to as many faculty as possible; reports from various constituent groups and committees provide information to faculty throughout the college.

- i. Please describe the process used to prioritize resource allocations in your administrative unit and comment on its effectiveness.

The officers meet to discuss the disbursement of reassigned time annually; this method has worked well, as the officers require different amounts of reassigned time dependent on each officer's load.

- j. Are the training and professional development opportunities available to your administrative unit sufficient? Why or why not?

Yes, the Academic Senate provides funding for senators to attend many professional development opportunities offered through the ASCCC (statewide academic senate).

For administrative units that supervise instructional programs, please complete items k through r. All others, skip to section 2.

Curriculum:

k. Does your division curriculum committee meet regularly? Yes No

If yes, how often do you meet? Please check all that apply:

Once a quarter

Twice a quarter

Once per month

Other, please explain:

l. Does your division curriculum committee meet? Please check all that apply:

Face to face

Email/online

Hybrid

m. Do you post the agenda and minutes for your division committee meetings?

Yes

No

n. If yes, where? Please check all that apply:

Division website

Google docs/file sharing

Other, please explain:

o. Do your division curriculum committee members receive training on curriculum regulations, processes, etc?

Yes

No

p. What is functioning well with the division curriculum committee?

- q. What resources and/or other support would make this division curriculum committee more effective?

- r. How do you ensure that faculty are teaching to the COR? Check all that apply:

- Refer all faculty to the website
- Provide new faculty with copy of COR
- Review COR with faculty during evaluation
- Other, please describe:

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institutional standards across specific indicators that are annual targets to be met and exceeded. Please comment on how your unit is contributing to the institutional standards.

If you directly supervise instructional programs, please include your analysis of the programs and how they contribute to the institutional standards and student equity.

If you directly supervise services, please include your analysis of the services and how they contribute to the institutional standards and student equity. (For a complete description of the institutional standard, please see the administrative unit cover sheet)

The AS does not directly supervise programs or services, but the Senate firmly supported the inclusion of Equity as a work group and appointed the faculty members and faculty tri-chair of the equity work group. In addition, we strive to include equity into our committee structures and membership, including the active participation of adjunct faculty and non-tenured faculty.

Section 3: Core Mission and Support

The College's core missions are reflected below. Please respond to each mission using the prompts below.

Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

- a. How is your administrative unit supporting basic skills students or programs? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

The AS strongly supports the college's basic skills programs, including a public resolution in support of the Pass the Torch program. We also provide scholarships for students in the basic skills area.

Transfer: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

- b. How is your administrative unit supporting students' transfer goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

The AS strongly supports the college's Mission of Transfer, including involvement in the transfer celebration and significant involvement in the creation of the ADT degrees through the curriculum committee. We also provide scholarships for students seeking to transfer.

Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

- c. How is your administrative unit supporting students' workforce goals? Please discuss current outcomes or initiatives related to this core mission and analyze how they are contributing to student equity and success.

The AS strongly supports the college's basic skills programs, including support and participation in various workforce meetings and committees. We also provide scholarships for students in workforce fields.

Section 4: Learning Outcomes Assessment Summary

Attach 2012-2013 Four Column Report for AU-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Section 5: SLO Assessment and Reflection

- a. Please provide observations below after reflecting on your AU-SLOs in TracDat and reviewing the Program-Level SLOs that are a part of your administrative unit.

To be assessed in 14-15.

- b. What findings or themes can be gathered from the AU-SLOs or departmental Program-Level SLO assessments?

To be assessed in 14-15.

- c. 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?

To be assessed in 14-15.

- d. How has the assessment of your AU-SLOs contributed to student success at the institution and/or within your unit?

To be assessed in 14-15.

Section 6: Administrative Goals and Rationale

Administrative unit 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 are not resource requests.

List Previous Program Goals from last academic year; check the appropriate status box & provide explanation in the comment box

Goal/Outcome (This is NOT a resource request)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
Continued involvement of faculty in all areas of shared governance	N	Y	This will be a constant goal going forward
Develop additional AA/AS-T degrees to meet student need	N	Y	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.
General Education Student Learning Outcomes (GELOs)	N	Y	CCC reviewing current GELOs and discussing potential revisions
Develop process for interdisciplinary courses	Y	N	CCC has created and implemented a process for notification when a pre-requisite for a certain course is being considered that is housed in a different discipline.
Prerequisites	N	Y	CCC is examining content review process and revising 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
College-Level Exam	Y	N	CCC revised CLEP policy

Program (CLEP) policy			to ensure that the catalog language is clear and accessible to students
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New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
Increase faculty participation in committees and other groups on campus	Long Term	More engaged faculty means better response to initiatives and other changes	Overall participation in committee work.
Succession planning will result in the election of a new president	Short Term	New faculty leadership will allow for new perspectives for the Senate going forward	Election of a new senate president.
Continued improvement of web resources including minutes, resolutions, etc	On going	Access to materials will allow faculty greater information to share with constituents and to inform decision making for students	Increased traffic on web site.

Section 7: Resources and Support

Using the tables below, summarize your administrative unit’s unfunded resource requests. Only make requests that are not already included in any of the departmental program reviews in your administrative unit. 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 Section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Senate officers	.65 reassigned time	All of the above; an incoming Senate president will have a significant learning curve and will require time to become familiar with the many intricacies of the Senate. In addition, the Senate has been funded at a lower rate over the previous two years than	.35 of the request has been approved over the past two years.

		in years past, making it more difficult to attract potential successors to the officer positions.	

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

Has the program received college funding for reassign time in the last three years? (y/n) Y	If yes, indicate percent of time. .35 (in addition to 1.0 contractual)
Has the program used division or department B-budget to fund reassign time? (y/n) No	

Indicate duties covered by requested reassign time:

Responsibility	Estimated \$	Related Goal from Section 6 and how this resource request supports this goal.	Est hours per month	% Time
Senate President: Attendance at all meetings (Academic Senate, PaRC, Board of Trustees, New Faculty Orientation, APM, CAC, others as required). Creation of agendas, supervision of vice president and secretary, responses to the field, attendance at statewide and regional senate meetings and institutes, accreditation co-chair, creation of policies and other documents related to the 10+1, others as needed.	.75	All goals are supported by this reassigned time	Impossible to estimate hours: .75 reassigned	
Senate VP/Curriculum Chair: Oversee all curriculum related meetings, edit CCC meeting minutes, help to prepare agendas for senate and curriculum, attend meetings in place of president, remain current on all curricular matters, attend regional and statewide meetings regarding curriculum, attend statewide plenary sessions, others as needed.	.65	All goals are supported by this reassigned time	Impossible to estimate hours: .65 reassigned	
Senate Secretary/Treasurer: Maintain Senate accounts and senate website, take and prepare	.25	All goals are supported by this reassigned time	Impossible to estimate hours: .25	

minutes, attend meetings when President and VP are not available, attend ASCCC plenary and other institutes, others as needed.			reassigned
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One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Summer stipend for officers	Varies by summer	B Budget supports officers work during summer	Y

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

Recommendation	Comments
1. No previous recommendations	

a. After reviewing the data, what would you like to highlight about your administrative unit?

The Senate remains the primary body for all issues of academic and professional matters for all faculty at the college. The current senate leadership and membership are dedicated to ensuring that the faculty voice is heard both locally and statewide. Please see committee reports at the end of this section for more information about specific committee work.

b. What do you see on the horizon that could impact your administrative unit, and how do you intend to address that impact?

The change in Senate leadership, and the departure of the current president, will result in more reliance on the other officers (at least initially), but will ultimately benefit the college and the Senate.

The following reports highlight the accomplishments and goals of the major committees overseen by the Senate (Academic Integrity, Commencement, COOL, and Professional Development):

Membership

Faculty Chair	Patrick Morriss
Faculty Members	Steve Batham, John Fox, Carolyn Holcroft, Eta Lin Young Hee Park Lee, Mary Thomas
Administrative Liaison	Pat Hyland
Student Affiliates	Jack Jacoby, Ariel Berwaldt, Evelyn Chun

Meeting Times

Face-to-Face	As needed
Asynchronous	Ongoing through Group Studio and email contact

Committee has no regularly scheduled meeting time because of scheduling conflicts with members' primary responsibilities. For instance, in Fall quarter 2013, there was no time during regular working hours (8-5 M-F) when the entire committee could assemble.

Recent meetings

April 24, 2013	Agenda attached
January 8, 2014	Agenda attached, minutes to follow
Regular postings	Group Studio "FH Integrity Committee" Folders "Agendas" and "Minutes"

Recent accomplishments

- > New academic integrity policy written and published as Z-card®
(<http://www.foothill.edu/services/honor.php>)
- > Z-cards® made available to faculty and staff opening day
- > Z-cards® distributed to students at orientation events

- > New policy gained attention of the International Conference for Academic Integrity (ICAI)
<http://www.academicintegrity.org>
- > ICAI recognized Foothill with its "Campus of Integrity" award.
- > ICAI accepted the committee's proposal to present at the international conference Feb 2014.
"From Punitive to Positive: Foothill College's New Approach to Academic Integrity"

- > Online integrity pledge now available to students, with automatic notification of faculty.
<http://foothill.pledge.sgizmo.com/s3/>
- > Google image search for "academic integrity policy" shows Foothill policy on page 1.

- > Committee proposal accepted to present a breakout session at the Foothill Professional Development Day, spring quarter 2014
- > Offered to designate "Academic Integrity" as the Foothill Professional Development theme
for 2014-2015. Decision pending with the PDC.
- > Invited student leaders to prepare Professional Development breakout sessions on academic
integrity in 2014-2015. Decision pending with ASFC.

2013-14 goals

- > Finalize ICAI conference presentation (drafts circulating)

- > Prepare Foothill PD breakout session presentation

- > Plan faculty and staff professional development activities for themed PD year, including
 - Opening day activities
 - PD presentations and breakout sessions
 - ad hoc brownbags
 - workshop series

- > Develop online module on academic integrity and explore credentialing possibilities

> Leverage ICAI Campus of Integrity award through outreach and marketing

> Coordinate with ASFC to

- expose cheating rings through student-led investigations
- explore student involvement in disciplinary hearing process
- work to change student culture from punitive to positive
- help faculty create a classroom environment that fosters integrity

COMMENCEMENT COMMITTEE REPORT

- Faculty Senate Rep – Richard Morasci
- Meetings: Fall Quarter: roughly once a month; Winter Quarter: alternate Tuesdays

2012-2013 Accomplishments and Achievements

1. Auditioning students in order to choose the student speaker for the ceremony.
2. Aiding student government in their choosing a faculty speaker – checking if the nominees had tenure, and if so, if they had spoken at commencement before.
3. Publicizing commencement through the Foothill website and video screens which are placed around the campus. Making sure deadlines are posted around campus to alert prospective graduates.
4. Making sure students and faculty have caps and gowns.
5. Programs are ordered.
6. Assessment of the 2013 commencement ceremony.
 - a. Keynote speaker was disappointing and spoke for too long – this led to rethinking the whole idea of a keynote speaker.
 - b. Live music in the form of a brass quartet was brought back to the ceremony.
 - c. Water was made free this time during the ceremony due to the extreme heat.
 - d. A pre-ceremony reception for board members and other dignitaries and another pre-ceremony faculty reception were planned and successfully held. Sandwiches and drinks were provided. The faculty reception was designed to increase faculty participation in the commencement ceremony.
 - e. A post-ceremony reception for graduates and their family, friends, and instructors was also planned and held with light refreshments provided.
 - f. A drop in graduate participation at the ceremony was noted compared to the previous year.
 - g. An increase in faculty participation was noted compared to the previous year.

2013-2014 Goals

1. Increase student participation in commencement
 - a. Regalia Day (1-15-14) Faculty and staff wore graduation regalia on campus in order to promote commencement. A photo booth was set up in the cafeteria to take pictures of prospective graduates with cap and gown. Another photo booth was set up at PSME the following day.
 - b. More events are planned to promote graduation including ordering cookies with “commencement” written on them
 - c. Each counselor’s desk was provided with a stand holding flyers promoting commencement with deadlines included.

- d. A proposal to have faculty email their students and former students congratulating them on graduating and hoping to see them at the ceremony
 - e. A proposal to help create cohorts of students within divisions or departments. This might increase participation if students don't have to do it alone.
 - f. Eliminating the keynote speaker. This will shorten the ceremony without taking much away from the ceremony, given the disappointment in the last few speakers.
 - g. Making sure that the cost to the student does not prevent the student from participating in the ceremony. Perhaps the committee could pay for half the cost for students with economic difficulties.
 - h. Changing the start of the ceremony from 6:00 to 6:30 so that graduating students who are taking final exams during the 4:00-6:00 time slot have enough time to line up for commencement.
2. Buying banners to replace the signs designating divisions, faculty, board of trustees, etc.
 3. Continuing to provide live music at the ceremony.
 4. Making sure that deadlines for petitioning to graduate are publicized.

Committee Name: Committee on Online Learning

Faculty Chair or Co-Chairs: Kate Jordahl

Administrator: Judy Baker

Schedule of Meeting Times, along with Dates or Days (required for all standing committee under the Brown Act). For something like commencement, simply "Alternative Mondays during the quarter" is sufficient

We schedule according to committee members availability via a survey at the start of quarter - - This quarter we are one Tuesday a month from 1-2 pm. Last quarter we were one Wednesday a month from 12:30-1:30 pm.

A link to previous minutes and agendas (the agendas and minutes are required under the Brown Act for all committees under the Senate purview)

<http://www.foothill.edu/fga/DEACmtg.php>

A brief (less than one page) report of 2012-13 accomplishments and achievements, and 2013-14 goals (bullet points are fine)

A brief (less than one page) report of 2012-13 accomplishments and achievements, and 2013-14 goals (bullet points are fine)

2012-2013 accomplishments and achievements

The Committee on Online Learning (COOL) had lively discussions and rich participation from many divisions on campus. The membership and goals have moved into improving quality and accessibility of our online classes. By meeting jointly with the Distance Education Advisory Committee, we been able to develop and approve as appropriate the following documents:

- "Examples of Effective Practices for Online and Hybrid Courses"
- "Examples of Effective Practices for Online and Hybrid Courses SAMPLES"

- Suggested Effective Practices for Online Courses
- Examples of Effective Practices for Online and Hybrid Courses
- Guidelines for Administrator and Peer Review of Online Courses

The committees also had a part in continued support and encouragement of student evaluations of online courses and beginning the discussions about equity in online. Work on the urgent need for accessibility compliance in online and hybrid classes also made forward progress.

2013-2014 Goals

- Equity in online and participating in the larger campus conversations.
- Effective multimedia for engaging online courses.
- Planning for a one-day conference on online learning with the use of multimedia.
- Work on membership. Can we get divisional representation at our meetings?
- Be part of building a culture of shared information and positive teaching/learning experiences.
- Resolution for support of online learning and online teaching
- Development of an online teaching certification program

Section 9: Feedback and Follow Up

This section is for the Vice President/President to provide feedback.

- a. Strengths and successes of the program as evidenced by the data and analysis:

b. Areas of concern, if any:

c. Recommendations for improvement:

d. Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Upon completion of section 9 by the Vice President or President, the Program Review should be returned to the administrative unit for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.