

Basic Unit Information

Administrative Unit Name:

President's Office

Administrative Unit Mission:

The mission of the President's Office is to provide leadership, stewardship, and accountability for all operations of Foothill College.

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

Name	Department	Position
Judy C. Miner	President's Office	President
Mia Casey	President's Office	Special Assistant to the President
Casie Wheat	President's Office	Executive Assistant

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

Name	Department	Position
Judy C. Miner	President's Office	President
Casie Wheat	President's Office	Executive Assistant

Section 1: Data and Trend Analysis

Program/Department Data:

Dimension	2010-2011	2011-2012	2012-2013
Students Served	All	All	All
Faculty Served	All	All	All
Staff Served	All	All	All
Full-time FTEF	0	0	0
Part-time FTEF	0	0	0
Full-time Staff	3	3	3
Part-time Staff	0	0	0

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 a whole, the President's Office serves the entire college, either directly or indirectly. Direct contact with students, faculty, staff, community members, and external stakeholders happens on a daily basis.

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

The President's Office typically functions in a traditional workday/week schedule; however, the president does attend on and off campus events and conferences during non-traditional working hours (early morning, late evening, weekends, and holidays). During the Summer Quarter, the President's Office operates on a four-day, ten-hour workweek.

The staff is located in the 1900 administration building for student, faculty, staff, and public access. The served population contacts the President's Office via phone, email, and in person during all hours and days of the week. With the exception of the president, who often replies to correspondence and requests during the early morning, late evening, weekends, holidays, vacation, and sick days (in addition to regular work hours), the executive assistant and special assistant to the president typically reply to requests during workday hours.

As the President's Office maintains relationships with the Foothill-De Anza Community College District Central Services, the Foothill- De Anza College Foundation, De Anza College, as well as external organizations, there is a constant flow of requests for assistance and coordination. Thus, the President's Office is essentially an office that never closes.

- c. How was this tracked?

Formal tracking on email, phone, and walk-in requests for assistance does not always occur, but there are indicators of demand for the office based on the numerous responsibilities that the office oversees, including:

- Events and meetings that the President's Office hosts and/or helps plan, such as: Opening Day Ceremonies, Foothill's Holiday Celebration, Graduation, End of the Year Celebration, Celebrity Forum Lecture Receptions, STEM Lecture Series, President's Quarterly Open Office Hour (Foothill Campus and Middlefield Campus), the Fine Arts Division Mardi Gras, and campus visits by external organizations
- The Planning and Resources Committee (PaRC)— organization and documentation of each meeting; PaRC achieve; the president is a PaRC tri-chair; the executive assistant is the secretary to PaRC
- The creation, collection, and analysis of vice president performance evaluations
- Tenure review candidate classroom visits

- Final interviews for faculty and administrator positions
- Faculty, staff, and student disciplinary rulings
- President's Office website
- The Office of Instruction & Institutional Research, the Office of Workforce & Institutional Advancements, the Office of Student Services, the Office of Finance & Administrative Services, and the Marketing Office

In addition, the President's Office provides direct support to the president so to ensure that the president fulfills her responsibilities for both internal and external committees, organizations, and offices including:

- Foothill College liaison at the Chancellor's Cabinet, the Chancellor's Advisory Council, Foothill-De Anza Community College District Board of Trustees Regular Meetings, the Foothill-De Anza Community College Foundation Board, and the Foothill Commission
- Board member for Year Up Bay Area, Chamber of Commerce Mountain View, American Council of Education, and Council for Higher Education Accreditation
- Advisor for PaRC (tri-chair) and the Krause Center for Innovation
- Host of President's Cabinet, Foothill Administrative Council, Celebrity Forum Lecture Series Foothill Reception
- Participant in the activities with the Town of Los Altos Hills, Los Altos, Mountain View, Palo Alto, San Jose, Sunnyvale
- Supporter of Foothill College campus events, such as: Heritage Months, Club Day, Transfer Day, etc.

d. What is the trend?

The President's Office attends, hosts, and also plans meetings and events (independently and with other offices on campus) throughout the calendar year. During the academic year, the President's Office oversees PaRC, Administrative Council, and various events listed in the previous section above.

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

All aspects of the President's Office serve the core missions of transfer, basic skills and workforce.

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

The structure of the President's Office is adequate at this time.

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

Increases in compliance and accountability at the state and federal level require more internal administrative coordination and responsiveness to external auditors and regulatory agencies.

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

The addition of Casie Wheat to our team has increased customer service to casual visitors and more timely response to requests for information and service. The President has designated more on campus hours to classroom, committee, and program visits in addition to attending more cultural and athletic events.

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

Basic operations are supported with the existing budget.

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

The college provides conference and travel funds for faculty, administrators and staff. The vast majority of the President's travel expenses are funded by the organizations seeking her involvement, e.g., Council for Higher Education Accreditation, National Science Foundation, and National Academy of Sciences.

In addition, the President's Office participates in the staff development opportunities offered by the Professional Development Committee.

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 President supported the establishment of the Student Equity Committee (SEC) and assigned an administrative tri-chair, Paul Starer, who is deeply committed to student equity. A special allocation of \$5,000 was provided to supplement staff development under the aspects of the SEC in addition to covering the expenses of the Opening Day speaker. The President and Vice President of Instruction have offered staff development workshops with a goal of hiring more diverse faculty.

The President routinely meets with administrative hiring committees to stress diversity and cultural competency. She uses a diversity lens when considering the hiring of tenure track faculty. Phase 2 Tenure track faculty classroom visits afford her another opportunity to discuss and encourage student equity foci.

Nationally, the President has served for the past four years on the Committee for Inclusion for the American Council on Education. In 2013, the National Science Foundation invited her to speak to their board on the role of community colleges in attracting and retaining students in STEM. Her comments reflected her participation in the 2011 Workgroup of the President's Council of Advisors on Science and Technology and her guest editorial for Science magazine in 2012. Student equity has been a strong theme in her participation in national venues.

Internationally, the President had opportunities to further highlight the student equity agenda of America's community colleges. She was part of the U.S. State Department delegation to India, a panelist in Chile at the invitation of the Fundación Ciencia & Vida, and a reviewer of the Krause Center of Innovation's teacher training program in the Philippines.

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 President's Office is responsible for assessing and acting on the Basic Skills Workgroup's recommendation in the best interests of the college.

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 President's Office is responsible for assessing and acting on the Transfer Workgroup's recommendation in the best interests of the college.

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 President's Office is responsible for assessing and acting on the Workforce Workgroup's recommendation in the best interests of the college.

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.

Unit Assessment Report - Four Column
 Foothill College
 AU - President's Office

Mission Statement: The Office of the President is responsible for student learning through the creation and implementation of a vision that inspires and engages internal and external stakeholders.

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
AU - President's Office - 1 - Programs and Services - Students achieve their educational goals through programs and services that undergo an ongoing and systematic cycle of evaluation, integrated planning, implementation, and reevaluation to verify and improve the effectiveness by which the institutional mission is accomplished. NEW AU-SLO Status: Active	Assessment Method: Spring: a survey will be distributed to all Faculty, Staff and Administrators containing a question for each AUO with 5 possible responses: Strongly disagree, Disagree, Agree, Strongly agree and Not Applicable/Other. Assessment Method Type: Survey Target: The target is to achieve an 80% agreement (Agree or Strongly Agree) rate among all respondents. Related Documents: Spring 2011 AUO Survey	11/26/2013 - After reflecting on the AUO data and analysis, it appears that a majority of survey respondents "strongly agree" or "agree" that the college planning process is accessible and undergoes continuous evaluation (75%), and is driven by data/evidence (73%). As these results (from both questions) are still short of the 80% target, efforts will be made to try to improve in this next cycle. Strategies for next year include having more discussions regarding data-driven planning at PaRC--such as the role data plays within PRC and OPC and encouraging institutional research to present data outside of PaRC in a more systematic manner. Admin Council, ASFC, Academic Senate, and Classified Senate are desirable venues. These survey questions will be asked again on the 2014 Governance Survey to document any changes. Result: Target Not Met Year This Assessment Occurred: 2012-2013 Related Documents: 2013 AUO Survey Results	<hr/> 08/02/2012 - 57.1% Agree and 20.2% strongly agree with this SLO statement. Result: Target Not Met Year This Assessment Occurred: 2011-2012 Related Documents:

Annual Administrative Unit Program Review Template for 2013-2014 (updated 9/26/13)

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2012 AUO Survey Results</p> <p>09/07/2011 - 52.6% Agree 27.8% Strongly Agree</p> <p>80.4% of respondents chose Agree or Strongly Agree</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Related Documents: Spring 2011 AUO Survey Results</p>	<p>10/06/2011 - Evaluate revised program review process in Spring 12</p>
<p>AU - President's Office - 2 - Student Skills and Abilities - Students gain skills and abilities through high quality instructional programs, student support services, and library and learning support services that facilitate student learning and cultivate creative expression, cultural competency, intellectual curiosity, and personal and civic responsibility.</p> <p>AU-SLO Status: Active</p>	<p>Assessment Method: Spring: a survey will be distributed to all Faculty, Staff and Administrators containing a question for each AUO with 5 possible responses: Strongly disagree, Disagree, Agree, Strongly agree and Not Applicable/Other.</p> <p>Assessment Method Type: Survey</p> <p>Target: The target is to achieve an 80% agreement (Agree or Strongly Agree) rate among all respondents.</p> <p>Related Documents: Spring 2011 AUO Survey</p>	<p>11/26/2013 - After reflecting on the AUO data and analysis, it appears that a majority of survey respondents "strongly agree" or "agree" that the college planning model requires documentation, assessment and reflection on a regular basis (82%) and that the resource prioritization process is based on the impact on students as related to the institutional learning outcomes (67%). While agreement regarding the planning cycle process has met the 80% target, there is less agreement regarding how resource requests are being prioritized and whether it is student-focused.</p> <p>For the next cycle, efforts will be made to publicize the OPC rubric at PaRC and to communicate more actively through shared governance regarding the President's Office decision-making process regarding new employee hires. These survey questions will be asked again on the 2014 Governance Survey to document any changes.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Related Documents:</p>	

Annual Administrative Unit Program Review Template for 2013-2014 (updated 9/26/13)

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2013 AUO Survey Results</p> <p>08/02/2012 - 48.3% Agree, 36.7% Strongly Agree.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>Related Documents: 2012 AUO Survey Results</p> <hr/> <p>09/07/2011 - Agree = 42.7% Strongly Agree = 45.8%</p> <p>Total = 88.5%</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>Related Documents: Spring 2011 AUO Survey Results</p>	<p>10/06/2011 - Utilize ARCC data in 2012 to identify priority areas for further examination and possible response</p> <p>Administer the CCSSE in Spring 2012</p>

AU - President's Office - 3 - Resources - Students will access learning opportunities with the support of strategically deployed human, physical, technological, and financial resources.

AU-SLO Status:
Active

Assessment Method:
Spring: a survey will be distributed to all Faculty, Staff and Administrators containing a question for each AUO with 5 possible responses: Strongly disagree, Disagree, Agree, Strongly agree and Not Applicable/Other.

Assessment Method Type:
Survey

Target:
The target is to achieve an 80% agreement (Agree or Strongly Agree) rate among all respondents.

Related Documents:
[Spring 2011 AUO Survey](#)

11/26/2013 - After reflecting on the AUO data and analysis, it appears that about half of survey respondents "strongly agree" or "agree" that the college planning discussions are inclusive and transparent (44%) and that these discussions and their resulting decisions are disseminated in a timely manner (55%). Neither results meeting the 80% agreement target.

In fact, this was the lowest rated outcome out of the four AUOs, so additional focus will be placed on here. Efforts will be made by the President's Office to post all PaRC documentation online and in a timely manner. Additionally, a regular newsletter will be distributed for all campus constituents to enhance outreach. The new Marketing Director brings numerous ideas and will be a key contributor to improved communication. These survey questions will be asked again on the 2014 Governance Survey to document any

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Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>changes.</p> <p>Result: Target Not Met Year This Assessment Occurred: 2012-2013</p> <p>Related Documents: 2013 AUO Survey Results</p> <hr/> <p>08/02/2012 - 61.3% Agree, 21.8% Strongly Agree. Result: Target Met Year This Assessment Occurred: 2011-2012</p> <p>Related Documents: 2012 AUO Survey Results</p> <hr/> <p>09/07/2011 - Agree = 53.2% Strongly Agree = 30.9%</p> <p>Total = 84.1% Result: Target Met Year This Assessment Occurred: 2010-2011</p> <p>Related Documents: Spring 2011 AUO Survey Results</p>	<p>10/06/2011 - Analyze proportionality of resource allocations to core missions</p>
<p>AU - President's Office - 4 - Governance and Leadership - Faculty, classified staff, students, and administrators, collaborate in the design of governance roles that acknowledge the contributions of leadership throughout the organization and facilitate decisions that support student learning and institutional effectiveness.</p> <p>AU-SLO Status: Active</p>	<p>Assessment Method: Spring: a survey will be distributed to all Faculty, Staff and Administrators containing a question for each AUO with 5 possible responses: Strongly disagree, Disagree, Agree, Strongly agree and Not Applicable/Other.</p> <p>Assessment Method Type: Survey</p> <p>Target: The target is to achieve an 80% agreement (Agree or Strongly Agree) rate among all</p>	<p>11/26/2013 - The Student Skills and Abilities AUO was assessed through question 3f and 3g of the 2013 Governance Survey. Question 3f: The college's planning discussions are inclusive and transparent; found that 6% of participants strong agree and 35% of participants agree. Question 3g: The college's planning discussion and decisions are disseminated to constituents in a timely manner; found that 4% of participants strong agree and 51% of participants agree. According to the data, the 80% agreement among all respondents was not met.</p>	

Annual Administrative Unit Program Review Template for 2013-2014 (updated 9/26/13)

Administrative Unit SLOs (AU-SLOs)	Means of Assessment & Target/ Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>respondents. Related Documents: Spring 2011 AUO Survey</p>		<p>After reflecting on the AUO data and analysis, the President's Office learned that the questions asked on the survey were too broad. Moving forward, the President's Office will administer an AUO survey in 2014-15 to determine if the 2013-14 initiatives improve campus-wide assessment.</p>	
<p>Result: Target Not Met</p>		<p>Year This Assessment Occurred: 2012-2013</p>	
<p>Related Documents: 2013 AUO Survey Results</p>		<p>Related Documents: 2013 AUO Survey Results</p>	
<p>09/17/2012 - 46.7% Agree, 15% Strongly Agree.</p>		<p>Only 51% of full-time faculty agree. I want to understand the specific areas of disagreement so that I might improve faculty engagement.</p>	<p>09/17/2012 - Administer a survey in Winter 2013 in collaboration with the Academic Senate and the Office of Institutional Research to determine appropriate follow-up tasks.</p>
<p>Result: Target Not Met</p>		<p>Year This Assessment Occurred: 2011-2012</p>	<p>Discuss results with the Academic Senate in Spring 2013.</p>
<p>Related Documents: 2012 AUO Survey Results</p>		<p>Related Documents: 2012 AUO Survey Results</p>	
<p>09/07/2011 - Agree = 47.9% Strongly Agree = 21.3%</p>		<p>Total = 69.2%</p>	<p>09/12/2011 - Share assessment results with PaRC to solicit their ideas for follow-up actions.</p>
<p>Result: Target Not Met</p>		<p>Year This Assessment Occurred: 2010-2011</p>	<p>Communicate shared governance accomplishments more broadly and frequently.</p>
<p>Related Documents: Spring 2011 AUO Survey Results</p>		<p>Related Documents: Spring 2011 AUO Survey Results</p>	<p>Follow-Up: 10/06/2011 - Provide progress report to PaRC in Spring 12</p>
<p>Spring 2011 AUO Survey Results</p>			<p>Resurvey Spring 2013</p>

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.

SLOs will be revised to reflect measurable priorities to be articulated in the ESMP.

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

Communication and transparency of processes continue to be a challenge.

- 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?

Focus groups may help to identify specific strategies to increase successful communication.

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

The reflections underscore the importance of measurable outcomes in order to provide evidence of impact.

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
1. N/A			2012-2013 is the first year that the President’s Office is completing an AUO
2.			
3.			

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?
1. Improved communication	Through Spring 2015	Good communication and transparency of processes are key elements of institutional integrity, which is an accreditation standard.	Focus groups and a follow-up survey will assess improvement over the ratings in the 2012 survey.
2. Resource development	Through Spring 2019	State funding is insufficient to support innovation and labor intensive student interventions. Donor cultivation and strategic partnerships are essential for acquiring the resources to provide students with high	Targets have been established for donor prospects and external funding. Partnership successes are assessed against their contribution in meeting educational master plan and core mission workgroup metrics.

		quality instruction and services.	

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.

This section is not applicable as the President’s Office will not be submitting any resource requests.

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)

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)	If yes, indicate percent of time.
Has the program used division or department B-budget to fund reassign time? (y/n)	

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

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)

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. N/A	2012-2013 is the first year that the President's Office is completing an AUO
2.	
3.	

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

N/A; 2012-2013 is the first year that the President's Office is completing an AUO.

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

N/A; 2012-2013 is the first year that the President's Office is completing an AUO.

Section 9: Feedback and Follow Up

This section is for the Academic Senate President and Classified Senate President to provide feedback.

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

The president's office does well in representing the college. The president, with the president's office, is the public face of the college, and both the president and her administrative assistant do a strong job of providing information and context for the college. The transparency of President Miner's schedule, her willingness to hold open office hours throughout the campus, and her work in promoting Foothill to the public all stand as testament to the strength of the office.

b. Areas of concern, if any:

- Communication could continue to improve, but it has gotten far better in the past few years, and I am sure it will continue to do so.
- The elimination of the Special Assistant to the President's position.

c. Recommendations for improvement:

- More information for the general campus community about PaRC, rather than relying exclusively on representatives to report out (which is not always as timely as it could be). Continued use of the campus and governance surveys to gauge areas for improvement and areas of strength.
- More timely access to the various constituent groups by the academic year end.
- Not depending totally on surveys as a measure to gauge the campus community.
- Perhaps utilizing the PaRC venue in to engaging some of the stated needs to meet the 80% goal.

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.