

Foothill Classified Senate 2020

Establishing a Process for Considering Non-Instructional Programs for Possible Reduction or Elimination

Context: Foothill must reduce its ongoing operating budget by \$4.025 million. To this end, faculty, staff, and administrator are developing criteria for evaluating programs. Academic Senate led the way by creating a list of criteria for instructional programs. Classified Senate has modified the criteria developed by Academic Senate, so it applies to non-instructional programs predominantly run and supported by classified staff.

Definition/Scope: We are using the following definition of a “**non-instructional program**” for purposes of budget reduction: student services and instructional services predominantly staffed by classified professionals supporting students working toward a defined objective(s), degree(s), certificate(s), diploma(s), or License(s), or leading to eligibility for transfer to another institution of higher education.

Process: We propose establishing a set of criteria that can be used to evaluate the strength of programs. In other words, programs that score the “lowest” in the full set of criteria we decide on would emerge as programs to be considered for reduction or elimination at Foothill, should that be required to produce cuts of the magnitude that would result in non-instructional program reduction.

How well any given program meets the criteria for program “strength” will be determined by available data. Some data may be quantitative (rendered in numerical/statistical form, and likely accessible via in-house or regional databases); other data might be qualitative (rendered in words, and likely only generated via interviews, including “anecdotal data,” or surveys). It will be important to be transparent with data we do/do not have available to determine a given criterion. We recognize that it is likely impossible to acquire all of the data, particularly the qualitative data. This means an actual list produced with an incomplete data set will necessitate further discussion with a broad group of stakeholders prior to deciding on program cuts.

Classified proposed criteria for ranking programs:

- 1) **Equity:** The program supports Foothill’s Mission and Strategic Vision to enable the equitable success of all students (quantitative/qualitative)
- 2) **Program Outcomes:** A high number of program participants graduate/transfer/find work/stay at Foothill/build confidence/feel at home on campus/are able to define success for themselves (quantitative/qualitative)
- 3) **Impact on Other Programs:** The program offers resources and services that are “critical” to students in other programs/majors to complete their programs (qualitative)¹
- 4) **Program Duplication:** There is no other program at the College that offers redundant services (qualitative)

¹ This may include a wide array/high enrolled GE courses.

- 5) **Enrollment Trends:** Program helps to retain students and/or increase enrollment (quantitative/*qualitative*)
- 6) **Labor Market:** Program supports students in Workforce pathways (quantitative/*qualitative*)
- 7) **Importance:** The program is of high importance to students (*qualitative*)
- 8) **Program Size:** Program serves a significant number of students (*quantitative*)
- 9) **Cost:** The program total cost and/or relative cost to students served (*quantitative*)
 - *The program invests its resources in what Foothill values*
- 10) **Staff Availability:** A sufficient number of full-time staff exists to offer a viable program and support (*qualitative*)

Next Steps: TBD