FOOTHILL COLLEGE
Institutional Research and Planning

DATE: June 21, 2017
TO: Planning & Resource Council (PaRC)
FROM: Lisa Ly, Acting College Researcher
RE: 2017 Governance Survey

The purpose of the 2017 Governance Survey[1] is to gather feedback on Foothill's governance process. The survey covered the following topics: (1) familiarity and interest in learning more about the governance structure, (2) participation in committees and (3) experience with the planning and resource prioritization process as it is an area for governance participation. The survey was administered on June 1 to 14, 2017. Marketing & Public Relations emailed the online survey link to all 2016-17 administrators, full-time and part-time faculty, professional staff and student representatives. A total of 93 respondents completed the survey.

Survey Outline

- Survey respondent characteristics
- Governance structure
- 2016-17 committee participation
- 2016-17 planning and resource activities participation
    - Annual Program Review
    - Comprehensive Program Review
    - Student Learning Outcomes
- Foothill's planning and resource
- Academic Senate
- Classified Senate
- 2016-17 Discussions Pertaining to Planning & Resource and Student Success
- 2017-18 Suggestions for Integrated Planning & Budget to consider

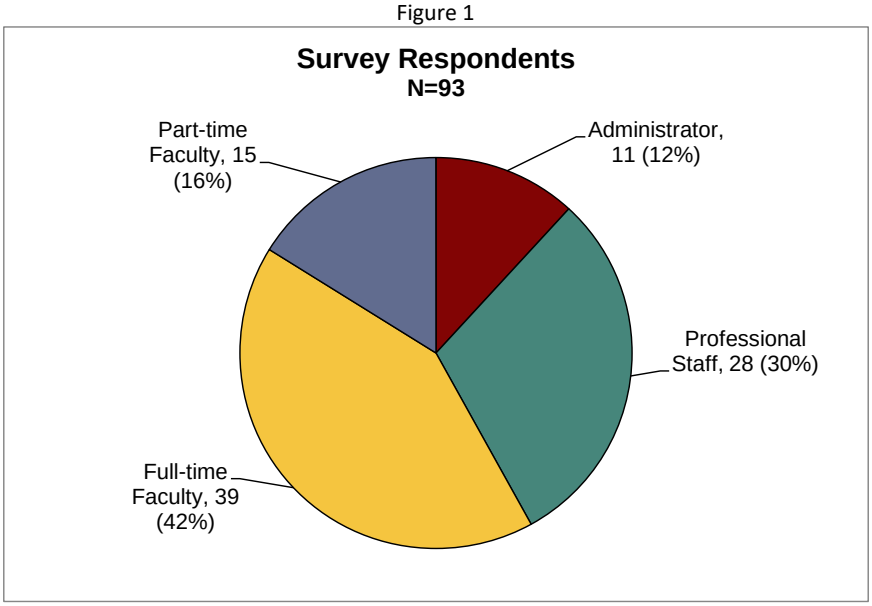
[1] The survey was developed with input and review from the following people: Micaela Agyare, Rachelle Campbell, Anthony Cervantes, Elaine Kuo, Carolyn Holcroft, Andrew LaManque, Debbie Lee, Erin Ortiz, Justin Schultz and Karen Smith.

Survey Respondent Characteristics

Current and Primary Role at Foothill

- 42% (39) full-time faculty
- 30% (28) professional staff
- 16% (15) part-time faculty
- 12% (11) administrators
- There were no student representative respondents.

Figure 1



Years of Service at Foothill

- The majority of the respondents are employed at Foothill for 11 or more years.
  - 38% (35) employed 11 or more years
  - 27% (25) employed 5 to 10 years
  - 16% (15) employed 3 to 4 years
  - 8% (7) employed 1 to 2 years
  - 12% (11) employed less than a year
- Administrators: most employed 5 to 10 years (55%)
- Professional staff: most employed 11 or more years (32%), followed by 3 to 4 years (29%)
- Full-time faculty: most employed 11 or more years (62%)
- Part-time faculty: most employed less than a year (40%)

Table 1: Number of Years Employed at Foothill by Employee Group

	Less than a year		1 to 2 years		3 to 4 years		5 to 10 years		11 years or more		Total	
	HC	Row %	HC	Row %	HC	Row %	HC	Row %	HC	Row %	HC	Row %
Administrator	2	18%	0	0%	2	18%	6	55%	1	9%	11	100%
Professional Staff	3	11%	5	18%	8	29%	3	11%	9	32%	28	100%
Full-time Faculty	0	0%	1	3%	2	5%	12	31%	24	62%	39	100%
Part-time Faculty	6	40%	1	7%	3	20%	4	27%	1	7%	15	100%
Total	11	12%	7	8%	15	16%	25	27%	35	38%	93	100%

Governance Structure

Familiarity

- 72% (67) of respondents indicated they are familiar with the governance structure at Foothill.
- The majority of administrators (73%), professional staff (68%) and full-time faculty (90%) reported they are familiar.
- Most part-time faculty indicated they are not familiar (67%).

Table 2: Familiarity with Foothill's Governance Structure by Employee Group

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Yes	8	73%	19	68%	35	90%	5	33%	67	72%
No	3	27%	9	32%	4	10%	10	67%	26	28%
Total	11	100%	28	100%	39	100%	15	100%	93	100%

Governance Orientation

Respondents were asked if they were interested in attending an orientation meeting to become familiar with Foothill's governance structure.

- Of those who reported they were <u>not</u> familiar with the governance structure, 77% (20 of 26) expressed interest in attending an orientation.
- Even among those who already feel they are familiar with the governance structure, nearly half, 43% (29 of 67) would like an orientation with most part-time faculty and professional staff respondents expressing interest.

Table 3: Foothill's Governance Orientation: Interest by Employee Group

Interest in a Governance Orientation	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Familiar with governance structure										
Yes	2	25%	11	58%	13	37%	3	60%	29	43%
No	6	75%	8	42%	22	63%	2	40%	38	57%
Subtotal	8	100%	19	100%	35	100%	5	100%	67	100%
Not familiar with governance structure										
Yes	3	100%	9	100%	2	50%	6	60%	20	77%
No	0	0%	0	0%	2	50%	4	40%	6	23%
Subtotal	3	100%	9	100%	4	100%	10	100%	26	100%

2016-17 Committee Participation

Respondents were provided a list of some of the committees at Foothill, and they were asked to mark all the committee(s) they regularly participated in this academic year. Respondents could also fill in other committees not listed.

- Most respondents marked they did not participate in any committees (19%).
- The top 5 committees selected:
  - 10% (16) Curriculum Committee
  - 9% (14) Planning & Resource Council
  - 8% (12) Academic Senate
  - 7% (11) Student Equity Workgroup
  - 6% (9) Classified Senate

Table 4: Regularly Participated in Committees by Employee Group

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
None	3	14%	11	23%	6	8%	11	79%	31	19%
Other	3	14%	3	6%	16	21%	2	14%	24	15%
Curriculum Committee	1	5%	1	2%	13	17%	1	7%	16	10%
Planning and Resource Council (PaRC)	4	18%	6	13%	4	5%	0	0%	14	9%
Academic Senate	1	5%	1	2%	10	13%	0	0%	12	8%
Student Equity Workgroup	3	14%	1	2%	7	9%	0	0%	11	7%
Classified Senate	0	0%	9	19%	0	0%	0	0%	9	6%
Professional Development Committee	0	0%	4	9%	5	7%	0	0%	9	6%
Program Review Committee	2	9%	1	2%	5	7%	0	0%	8	5%
Operations Planning Committee (OPC)	1	5%	3	6%	2	3%	0	0%	6	4%
Student Success Collaborative	2	9%	1	2%	2	3%	0	0%	5	3%
Workforce Workgroup	1	5%	1	2%	3	4%	0	0%	5	3%
Basic Skills Workgroup	0	0%	2	4%	2	3%	0	0%	4	3%
Associated Students of Foothill College (ASFC)	1	5%	2	4%	0	0%	0	0%	3	2%
Transfer Workgroup	0	0%	1	2%	1	1%	0	0%	2	1%
Total	22	100%	47	100%	76	100%	14	100%	159	100%

- While 24 respondents marked “other,” the committees specified had 1 to 5 respondents; and therefore are not included in the top 5 committees list. These “other” committees include:
  - Assessment Taskforce
  - Bachelor Degree Program
  - Behavioral Evaluation Strategies Team (BEST)
  - Committee on Online Learning (COOL)
  - Distance Education Advisory (DEAC)
  - Dual Enrollment
  - Graduation
  - Hiring
  - Integrated Planning & Budget (IP&B)
  - Scholarships
  - Student Learning Outcomes
  - Sustainability
  - Technology
  - Tenure Review

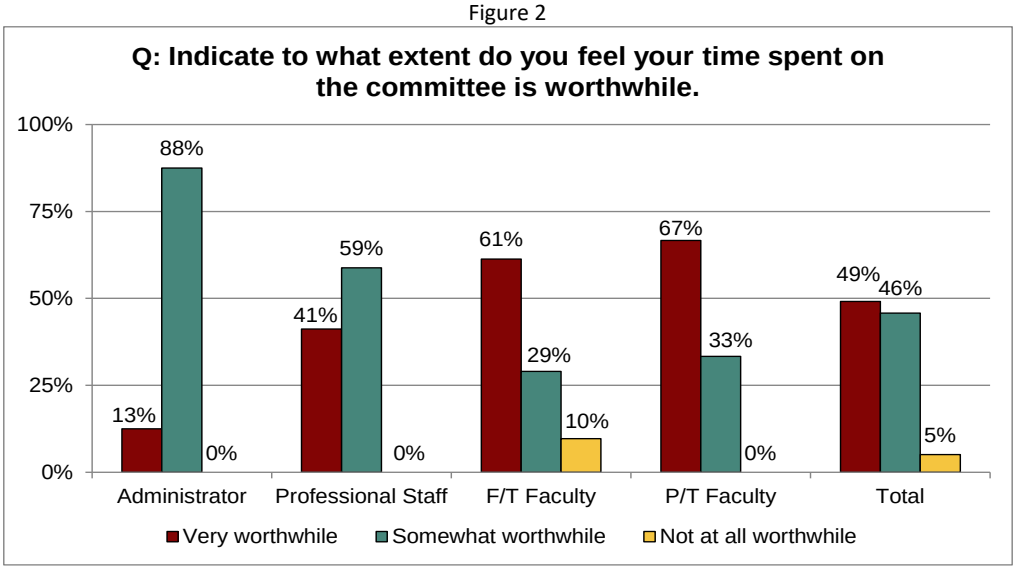
Committee Participation Worthwhile

Respondents who reported they participated in any committee were asked to assess whether they felt their time spent on the committee is worthwhile.

- Overall the response was favorable with nearly half indicating their time was “very worthwhile” (49% or 29), followed by “somewhat” (46% or 27) and “not at all” (5% or 3).

- The majority of administrators (88%) and professional staff (59%) reported their time spent on committees is "somewhat worthwhile," whereas the majority of full- (61%) and part-time (67%) faculty reported their time is "very worthwhile."

Figure 2



Respondents were then asked to elaborate on their answer selection. Individual responses can be found in Appendix section A. Some themes that derived from individual feedback include the following:

- "Very worthwhile": respondents mentioned their committee participation enables them to have a voice, to expand their committee's visibility within the governance process and to learn about processes and the work the college is doing.
- "Somewhat worthwhile": respondents noted the effectiveness of a committee varies by committee and its members; they feel an orientation to better understand the roles and responsibilities of the committee as well its participants would be helpful.
- "Not at all worthwhile": respondents feel the work is not meaningful; feels like busy work.

Barriers to Committee Participation

Respondents who did not participate in any committee (N=31) were prompted to indicate what barriers prevent them from participating. Details of the responses can be found in Appendix section B. Some themes that derived from individual feedback include the following:

- Most reported they have other responsibilities and limited time.
- Some indicated they are not aware of the committees or opportunities to participate, whereas a few expressed disinterest.

2016-17 Planning and Resource Allocation Participation

Respondents were asked to mark all the planning and resource allocation activities they participated in during this academic year.

- Top 5 planning and resource allocation activities selected:
  - 26% (48) Annual Program Review
  - 18% (34) Student Learning Outcomes
  - 9% (17) Comprehensive Program Review
  - 9% (17) Student Equity resource request
  - 6% (12) Facilities Master Plan

Table 5: Planning and Resource Allocation Participation by Employee Group

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Annual Program Review	7	32%	13	30%	27	26%	1	7%	48	26%
Student learning outcomes	3	14%	2	5%	27	26%	2	14%	34	18%
None	3	14%	12	27%	3	3%	11	79%	29	16%
Comprehensive Program Review	1	5%	4	9%	12	11%	0	0%	17	9%
Student equity resource request	2	9%	2	5%	13	12%	0	0%	17	9%
Other	2	9%	3	7%	8	8%	0	0%	13	7%
Facilities Master Plan	2	9%	4	9%	6	6%	0	0%	12	6%
Educational Master Plan	2	9%	2	5%	6	6%	0	0%	10	5%
Basic skills resource request	0	0%	2	5%	3	3%	0	0%	5	3%
Total	22	100%	44	100%	105	100%	14	100%	185	100%

- 13 respondents marked “other” and the activities they specified had 1 to 4 respondents; and therefore are not included in the top 5 activities list. These “other” activities include:
  - Accreditation
  - Distance education plan
  - FYE and Learning Community planning
  - Heritage Month
  - OPC review of program review requests
  - Professional development plan
  - Program level outcomes
  - Strong Workforce and Perkins
  - Summer Bridge
  - Technology plan

Respondents who reported they participated in Annual Program Review, Comprehensive Program Review or Student Learning Outcomes received additional questions to assess their experience in these three areas.

Annual Program Review Participation (N=48)

Feedback/Dialogue

- 96% (46) reported they collaborated and/or received feedback from within their department.
- 60% (29) reported they received feedback from their Dean/Vice President.
- Of these 29 respondents, 83% (24) felt the feedback was useful.
- 59% (26) reported they have not yet received any updates about their resource request.

Table 6: Annual Program Review Feedback/Dialogue

Q: Did you collaborate and/or receive feedback from within your department regarding the Annual Program Review document?

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Yes	7	100%	12	92%	26	96%	1	100%	46	96%
No	0	0%	1	8%	1	4%	0	0%	2	4%
Total	7	100%	13	100%	27	100%	1	100%	48	100%

Q: Did you receive feedback from your Dean/Vice President regarding the Annual Program Review document?

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Yes	2	29%	6	46%	21	78%	0	0%	29	60%
No	3	43%	6	46%	3	11%	1	100%	13	27%
Unsure	2	29%	1	8%	3	11%	0	0%	6	13%
Total	7	100%	13	100%	27	100%	1	100%	48	100%

Q: If you received feedback from your Dean and/or Vice President, did you find it useful?

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Yes	1	50%	5	83%	18	86%	0	-	24	83%
No	1	50%	1	17%	3	14%	0	-	5	17%
Total	2	100%	6	100%	21	100%	0	0%	29	100%

Q: Have you received any updates regarding the resource request you made in your Annual Program Review document?

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Yes	0	0%	2	20%	6	23%	0	0%	8	18%
No	6	86%	4	40%	15	58%	1	100%	26	59%
Unsure	1	14%	4	40%	5	19%	0	0%	10	23%
Total	7	100%	10	100%	26	100%	1	100%	44	100%

No response = 4

Areas that has Improved

Respondents were asked which areas in the Annual Program Review have improved. Respondents were then asked to specify their response, and these individual responses are provided after table 7.

- 35% (19) felt none of the areas listed had improved; these respondents did not elaborate or provide further details.
- 24% (13) felt the template directions or prompts have improved.
- 16% (9) felt the collaboration from colleagues within department/division has improved.
- 15% (8) felt the data has improved.
- 9% (5) felt the feedback from Dean/Vice President has improved.
- 2% (1) felt time has improved.

Table 7: Annual Program Review – Areas that has Improved

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
None of the above	1	11%	6	60%	12	33%	0	-	19	35%
Directions or prompts from template	3	33%	1	10%	9	25%	0	-	13	24%
Collaboration from colleagues within department or division	2	22%	3	30%	4	11%	0	-	9	16%
Data	3	33%	0	0%	5	14%	0	-	8	15%
Feedback from Dean/Vice President	0	0%	0	0%	5	14%	0	-	5	9%
Time	0	0%	0	0%	1	3%	0	-	1	2%
Other	0	0%	0	0%	0	0%	0	-	0	0%
Total	9	100%	10	100%	36	100%	0	0%	55	100%

- Has Improved (individual responses)
  - Collaboration from colleague
    - I got collaboration.
    - This is the first year that all full time faculty participated in the program review.
  - Data
    - Data is clear and presented in an easy to use fashion.
    - I LOVE the new data tool.
    - I like the ability to pull my own data with the new tool, but I know I am probably the only one.
    - Easier to access.
    - Getting better access to data.
    - Student success
  - Feedback from Dean/Vice President
    - More direct comments with specific suggestions for future aims.
  - Time
    - Much shorter this year, thank you.

Areas that Still Need Improvements

Respondents were asked which areas in the Annual Program Review still need improvements. They were then asked to specify their response, and only those who selected "other" elaborated on their response.

- Top 5 areas selected for improvements:
  - 17% (26) would like to have a preliminary trend analysis/interpretation of the data.
  - 15% (23) would like a shorter template.
  - 14% (22) would like to receive the data sooner.
  - 12% (19) would like additional time to complete the template.
  - 12% (19) would like clearer instructions on the template.
- Among the 6 respondents who chose "other," they specified:
  - Better data
  - Flex Days needed to have uninterrupted time to focus on this.
  - I think the template needs to have more of a focus on Quality.
  - Less paperwork; more focused discussion.
  - Time of the year needs to change to complete the program review.

Table 8: Annual Program Review – Areas that Still Need Improvements

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Receive preliminary trend analysis and interpretation of program data	3	14%	7	18%	16	17%	0	-	26	17%
Shorter program review document/template	3	14%	5	13%	15	16%	0	-	23	15%
Receive the data sooner	3	14%	4	10%	15	16%	0	-	22	14%
Additional time for completing the document	4	18%	4	10%	11	12%	0	-	19	12%
Clearer instructions regarding the program review document/template	0	0%	7	18%	12	13%	0	-	19	12%
More discussions/feedback at department and/or division levels	5	23%	5	13%	7	8%	0	-	17	11%
More feedback from Dean/Vice President	3	14%	5	13%	7	8%	0	-	15	10%
Additional data	1	5%	2	5%	5	5%	0	-	8	5%
Other	0	0%	1	3%	5	5%	0	-	6	4%
Less data	0	0%	0	0%	0	0%	0	-	0	0%
Total	22	100%	40	100%	93	100%	0	-	155	100%

Annual Program Review (open-ended feedback)

The survey solicited respondents to provide any feedback they wanted regarding the Annual Program Review. Individual responses can be found in Appendix section C. Some themes that derived from individual feedback include the following:

- The process has become meaningless, checkbox item; uncertain of the purpose
- More time (e.g. flex days, spring rather than fall quarter)
- Data assistance (e.g. access, interpretation)
- More communication/discussion
- Revise template

Changes being Discussed/Implemented

Respondents were asked to provide examples of changes being discussed or implemented as a result of the Annual Program Review. Individual responses can be found in Appendix section D. Some themes that derived from individual feedback include the following:

- Discussing goals and processes
- Managing resources/services and funding of resources
- Unsure of any changes

How to Improve Student Equity Discussions

Respondents were asked to provide examples of how student equity discussions could be improved in the Annual Program Review. Individual responses can be found in Appendix section E. Some themes that derived from individual feedback include the following:

- Defining student equity; examples of equitable practices
- Dedicating time for discussion
- Increasing discussions/collaboration across employee groups
- More detailed data analysis; identifying gaps and establishing plans to address them
- Unsure

Comprehensive Program Review Participation (N=17)

Feedback/Dialogue

- 82% (14) reported they collaborated and/or received feedback from within their department.
- 65% (11) reported they received feedback from their Dean/Vice President.
- Of these 11 respondents, 80% (8) felt the feedback was useful.
- 41% (7) reported they have received feedback from the Program Review Committee (PRC); another 41% (7) reported they have not.
- Of the 7 respondents who have received feedback from PRC, 71% (5) felt the feedback was not useful.
- 65% (11) reported they have not yet received any updates about their resource request.

Table 9: Comprehensive Program Review Feedback/Dialogue

Q: Did you collaborate and/or receive feedback from within your department regarding the Comprehensive Program Review document?

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Yes	1	100%	3	75%	10	83%	0	-	14	82%
No	0	0%	1	25%	2	17%	0	-	3	18%
Total	1	100%	4	100%	12	100%	0	0%	17	100%

Q: Did you receive feedback from your Dean/Vice President regarding the Comprehensive Program Review document?

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Yes	1	100%	2	50%	8	67%	0	-	11	65%
No	0	0%	1	25%	2	17%	0	-	3	18%
Unsure	0	0%	1	25%	2	17%	0	-	3	18%
Total	1	100%	4	100%	12	100%	0	0%	17	100%

Q: If you received feedback from your Dean and/or Vice President, did you find it useful?

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Yes	0	0%	2	100%	6	86%	0	-	8	80%
No	1	100%	0	0%	1	14%	0	-	2	20%
Total	1	100%	2	100%	7	100%	0	0%	10	100%

No response = 1

Q: Did you receive feedback from the Program Review Committee (PRC) regarding the Comprehensive Program Review document?

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Yes	1	100%	1	25%	5	42%	0	-	7	41%
No	0	0%	3	75%	4	33%	0	-	7	41%
Unsure	0	0%	0	0%	3	25%	0	-	3	18%
Total	1	100%	4	100%	12	100%	0	0%	17	100%

Q: If you received feedback from PRC, did you find it useful?

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Yes	0	0%	0	0%	2	40%	0	-	2	29%
No	1	100%	1	100%	3	60%	0	-	5	71%
Total	1	100%	1	100%	5	100%	0	0%	7	100%

Table 9: Comprehensive Program Review Feedback/Dialogue (continued).

Q: Have you received any updates regarding the resource request you made in your Comprehensive Program Review document?

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Yes	0	0%	1	25%	0	0%	0	-	1	6%
No	0	0%	2	50%	9	75%	0	-	11	65%
Unsure	1	100%	1	25%	3	25%	0	-	5	29%
Total	1	100%	4	100%	12	100%	0	0%	17	100%

Areas that has Improved

Respondents were asked which areas in the Comprehensive Program Review have improved. Respondents were asked to specify their response, and these individual responses are provided after table 10.

- 24% (4) felt the collaboration from colleagues within department/division has improved.
- 24% (4) felt the template directions or prompts have improved.
- 24% (4) felt none of the areas listed had improved; these respondents did not elaborate or provide further details.
- 18% (3) felt the data has improved.
- 18% (3) felt the feedback from Dean/Vice President has improved.
- No one selected time has improved.
- No one selected "other."

Table 10: Comprehensive Program Review – Areas that has Improved

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Collaboration from colleagues within department or division	0	0%	1	33%	3	23%	0	-	4	24%
Directions or prompts from template	1	100%	1	33%	2	15%	0	-	4	24%
None of the above	0	0%	0	0%	4	31%	0	-	4	24%
Data	0	0%	1	33%	2	15%	0	-	3	18%
Feedback from Dean/Vice President	0	0%	0	0%	2	15%	0	-	2	12%
Time	0	0%	0	0%	0	0%	0	-	0	0%
Other	0	0%	0	0%	0	0%	0	-	0	0%
Total	1	100%	3	100%	13	100%	0	0%	17	100%

- Has Improved (individual responses)
  - Collaboration from colleague
    - General Science PR has many depts.
    - More collaboration with dean prior to completing the program review, productive rotation of workgroup within the department, which then shared out in dept meeting.
    - All parties within our group were called upon to brainstorm content and review final draft.
  - Data
    - Data tool is useful.
    - GS PR data not connected to program.
  - Feedback from Dean/Vice President
    - Better.
  - Directions or Prompts from Template
    - Still more work needed.

Areas that Still Need Improvements

Respondents were asked which areas in the Annual Program Review still need improvements. They were then asked to specify their response, and only those who selected "other" elaborated on their response.

- Top 5 areas selected for improvements:
  - 20% (12) would like a shorter template.
  - 17% (10) would like clearer instructions on the template.
  - 14% (8) would like to have a preliminary trend analysis/interpretation of the data.
  - 12% (7) would like more discussions from department/division.
  - 12% (7) would like additional time to complete the template
  - 12% (7) would like to receive the data sooner
- The 1 respondent who chose "other" requested for qualitative data.

Table 11: Comprehensive Program Review – Areas that Still Need Improvements

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Shorter program review document/template	1	20%	2	15%	9	22%	0	-	12	20%
Clearer instructions regarding the program review document/template	1	20%	2	15%	7	17%	0	-	10	17%
Receive preliminary trend analysis and interpretation of program data	1	20%	1	8%	6	15%	0	-	8	14%
More discussions/feedback at department and/or division levels	0	0%	2	15%	5	12%	0	-	7	12%
Additional time for completing the document	1	20%	1	8%	5	12%	0	-	7	12%
Receive the data sooner	1	20%	3	23%	3	7%	0	-	7	12%
Additional data	0	0%	2	15%	4	10%	0	-	6	10%
Other	0	0%	0	0%	1	2%	0	-	1	2%
More feedback from Dean/Vice President	0	0%	0	0%	1	2%	0	-	1	2%
Less data	0	0%	0	0%	0	0%	0	-	0	0%
Total	5	1	13	1	41	100%	0	0	59	100%

Comprehensive Program Review (open-ended feedback)

The survey solicited respondents to provide any feedback they wanted regarding the Comprehensive Program Review. Individual responses can be found in Appendix section F. Some themes that derived from individual feedback centered on the aforementioned findings, including:

- Shorter template; adjust the process
- Data available sooner
- More communication/discussion

Changes being Discussed/Implemented

Respondents were asked to provide examples of changes being discussed or implemented as a result of the Comprehensive Program Review. Individual responses can be found in Appendix section G. Some themes that derived from individual feedback include the following:

- Discussing improvements and goals (e.g. online, student retention, student success)
- Unsure of change/value of program review process
- No changes

How to Improve Student Equity Discussions

Respondents were asked to provide examples of how student equity discussions could be improved in the Comprehensive Program Review. Individual responses can be found in Appendix section H. Some themes that derived from individual feedback include the following:

- Defining student equity
- Difficult to force discussions
- Unsure

Student Learning Outcomes Participation (N=34)

Changes being Discussed/Implemented

Respondents were asked to provide examples of changes being discussed or implemented as a result of student learning outcomes (SLO). Individual responses can be found in Appendix section I. Some themes that derived from individual feedback include the following:

- Updating SLOs; making adjustments to curriculum, pedagogy and grading
- Discussing student success rates
- Need to improve the SLO process, its discussion, its data tracking and SLO for student services
- No changes

Ways to Link SLO Assessment Data to Program Objectives and Resource Request

Respondents were asked what would help them link SLO assessment data to program objectives and resource request. Respondents could select more than one area.

- 28% (18) want clearer instruction in the program review template.
- 25% (16) want to integrate the program review resource request with the SLO data in TracDat.
- 23% (15) want to designate normal working hours to discuss SLO data in program review.
- 20% (13) want more training to effectively use SLO data to support resource requests.
- Among the 3 respondents who chose "other," they specified the following:
    - More faculty buy-in of the SLO process.
    - Spread out the comprehensive reviews to 5 years.
    - I haven't found this process to be helpful and preferred the era when the college did not use it.

Table 12: SLO Assessment Linked to Program Objectives and Resource Request

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Clearer instructions in the program review template in connecting SLO with resource requests	2	33%	2	25%	12	25%	2	67%	18	28%
Integration of program review resource request with the SLO data in TracDat	2	33%	2	25%	12	25%	0	0%	16	25%
Designate normal working hours for faculty and staff to discuss SLO data in their program review	2	33%	2	25%	10	21%	1	33%	15	23%
More training to effectively use SLO data to support resource requests	0	0%	2	25%	11	23%	0	0%	13	20%
Other	0	0%	0	0%	3	6%	0	0%	3	5%
Total	6	100%	8	100%	48	100%	3	100%	65	100%

SLO (open-ended feedback)

The survey solicited respondents to provide any feedback they wanted regarding SLO. Individual responses can be found in Appendix section J. Some themes that derived from individual feedback include the following:

- SLO feels bureaucratic
- Lack of connection with SLO and resource requests; program review templates do not require linkages
- Support for SLO analysis (e.g. Trac Dat training, integrated system, time)

Foothill's Planning and Resource

Respondents were given 12 statements and asked to what extent they agreed or disagreed with each statement.

Q: The college has a planning and resource model that undergoes continuous evaluation in order to promote student success.

- 68% of respondents agreed with this statement, 7% disagreed and 25% were unsure.
- The majority of each employee group (52% or higher) agreed with this statement.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Strongly Agree/Agree	6	55%	14	52%	31	79%	12	80%	63	68%
Strongly Disagree/Disagree	3	27%	1	4%	2	5%	0	0%	6	7%
Unsure	2	18%	12	44%	6	15%	3	20%	23	25%
Total	11	100%	27	100%	39	100%	15	100%	92	100%

No response = 1

Q: The college's planning and resource prioritization process is informed by data/evidence.

- 55% of respondents agreed with this statement, 10% disagreed and 35% were unsure.
- While the majority of administrators (45%), full-time faculty (64%) and part-time faculty (67%) agreed with this statement, most professional staff (59%) was unsure.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Strongly Agree/Agree	5	45%	11	41%	25	64%	10	67%	51	55%
Strongly Disagree/Disagree	4	36%	0	0%	5	13%	0	0%	9	10%
Unsure	2	18%	16	59%	9	23%	5	33%	32	35%
Total	11	100%	27	100%	39	100%	15	100%	92	100%

No response = 1

Q: The college's planning and resource model requires the documentation, assessment and reflection of its instructional and student support programs and services on a regular basis.

- 69% of respondents agreed with this statement, 3% disagreed and 27% were unsure.
- The majority of each employee group (59% or higher) agreed with this statement.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Strongly Agree/Agree	7	64%	16	59%	29	74%	11	79%	63	69%
Strongly Disagree/Disagree	1	9%	0	0%	2	5%	0	0%	3	3%
Unsure	3	27%	11	41%	8	21%	3	21%	25	27%
Total	11	100%	27	100%	39	100%	14	100%	91	100%

No response = 2

Q: The college makes planning and resource prioritization decisions based on whether students will gain skills, knowledge and/or abilities related to the institutional learning outcomes (i.e. communication, computation, creative/critical/analytical thinking, and community).

- 48% of respondents agreed with this statement, 18% disagreed and 34% were unsure.
- The majority of administrators (45%) and professional staff (56%) were unsure, whereas the majority of full- and part-time faculty agreed, 49% and 79%, respectively.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Strongly Agree/Agree	2	18%	12	44%	19	49%	11	79%	44	48%
Strongly Disagree/Disagree	4	36%	0	0%	12	31%	0	0%	16	18%
Unsure	5	45%	15	56%	8	21%	3	21%	31	34%
Total	11	100%	27	100%	39	100%	14	100%	91	100%

No response = 2

Q: The college makes planning and resource prioritization decisions through a process that centers on student success.

- 51% of respondents agreed with this statement, 19% disagreed and 30% were unsure.
- Most professional staff (52%) and part-time faculty (71%) agreed with this statement.
- Most full-time faculty disagreed or was unsure (54%).
- Administrators were divided: 36% agreed, 36% disagreed and 27% were unsure.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Strongly Agree/Agree	4	36%	13	52%	18	46%	10	71%	45	51%
Strongly Disagree/Disagree	4	36%	2	8%	11	28%	0	0%	17	19%
Unsure	3	27%	10	40%	10	26%	4	29%	27	30%
Total	11	100%	25	100%	39	100%	14	100%	89	100%

No response = 4

Q: The college's planning and resource discussions are inclusive.

- 38% of respondents agreed with this statement, 21% disagreed and 41% were unsure.
- The majority of administrators disagreed (45%).
- The majority of professional staff was unsure (63%).
- The majority of full- and part-time faculty agreed, 42% and 50%, respectively.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Strongly Agree/Agree	4	36%	7	26%	16	42%	7	50%	34	38%
Strongly Disagree/Disagree	5	45%	3	11%	10	26%	1	7%	19	21%
Unsure	2	18%	17	63%	12	32%	6	43%	37	41%
Total	11	100%	27	100%	38	100%	14	100%	90	100%

No response = 3

Q: The college's planning and resource discussions are transparent.

- 39% of respondents agreed with this statement, 24% disagreed and 37% were unsure.
- The majority of administrators disagreed (45%).
- The majority of professional staff was unsure (63%).
- The majority of full-time faculty agreed (47%).
- Part-time faculty either agreed (43%) or was unsure (43%).

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Strongly Agree/Agree	4	36%	7	26%	18	47%	6	43%	35	39%
Strongly Disagree/Disagree	5	45%	3	11%	12	32%	2	14%	22	24%
Unsure	2	18%	17	63%	8	21%	6	43%	33	37%
Total	11	100%	27	100%	38	100%	14	100%	90	100%

No response = 3

Q: The college's planning and resource discussions and decisions are disseminated to constituents in a timely manner.

- 32% of respondents agreed with this statement, 30% disagreed and 38% were unsure.
- The majority of administrators disagreed (60%).
- The majority of professional staff was unsure (63%).
- Full-time faculty either agreed (38%) or disagreed (38%).
- Part-time faculty either agreed (47%) or was unsure (47%).

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Strongly Agree/Agree	2	20%	5	19%	15	38%	7	47%	29	32%
Strongly Disagree/Disagree	6	60%	5	19%	15	38%	1	7%	27	30%
Unsure	2	20%	17	63%	9	23%	7	47%	35	38%
Total	10	100%	27	100%	39	100%	15	100%	91	100%

No response = 2

Q: If someone asked me to provide an overview of the college's planning and resource process, I feel knowledgeable about the process to do so.

- 33% of respondents agreed with this statement, 52% disagreed and 15% were unsure.
- The majority of each employee group (46% or higher) disagreed with this statement.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Strongly Agree/Agree	4	36%	7	26%	17	44%	2	13%	30	33%
Strongly Disagree/Disagree	6	55%	16	59%	18	46%	8	53%	48	52%
Unsure	1	9%	4	15%	4	10%	5	33%	14	15%
Total	11	100%	27	100%	39	100%	15	100%	92	100%

No response = 1

Q: I know where I could contribute in the college planning and resource process.

- 41% of respondents agreed with this statement, 38% disagreed and 21% were unsure.
- The majority of administrators (45%) and full-time faculty (55%) agreed with this statement.
- The majority of professional staff (44%) and part-time faculty (53%) disagreed with this statement.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Strongly Agree/Agree	5	45%	8	30%	21	55%	3	20%	37	41%
Strongly Disagree/Disagree	3	27%	12	44%	12	32%	8	53%	35	38%
Unsure	3	27%	7	26%	5	13%	4	27%	19	21%
Total	11	100%	27	100%	38	100%	15	100%	91	100%

No response = 2

Q: My manager/supervisor encourages me to participate in the college's planning and resource process.

- 56% of respondents agreed with this statement, 23% disagreed and 21% were unsure.
- The majority of full-time faculty agreed with this statement (71%).
- Administrators either agreed (44%) or disagreed (33%).
- Professional staff either agreed (44%) or was unsure (36%).
- Part-time faculty either agreed (45%) or disagreed (36%).

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Strongly Agree/Agree	4	44%	11	44%	25	71%	5	45%	45	56%
Strongly Disagree/Disagree	3	33%	5	20%	6	17%	4	36%	18	23%
Unsure	2	22%	9	36%	4	11%	2	18%	17	21%
Total	9	100%	25	100%	35	100%	11	100%	80	100%

No response = 10

Q: I feel that my input during the college planning and resource discussions is valued.

- 41% of respondents agreed with this statement, 21% disagreed and 38% were unsure.
- The majority of full-time faculty agreed with this statement (58%).
- The majority of administrators disagreed (55%).
- The majority of professional staff (54%) and part-time faculty (64%) were unsure.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Strongly Agree/Agree	3	27%	8	31%	21	58%	4	29%	36	41%
Strongly Disagree/Disagree	6	55%	4	15%	7	19%	1	7%	18	21%
Unsure	2	18%	14	54%	8	22%	9	64%	33	38%
Total	11	100%	26	100%	36	100%	14	100%	87	100%

No response = 6

Areas that has Improved

Respondents were asked which areas in the college's Planning & Resource process have improved. Individual responses can be found in Appendix section K.

- The majority of responses 28% (28) reveal that respondents do not feel the college's planning and resource has improved. These respondents did not elaborate on their response.
- The areas that have improved include:
  - 16% (16) communication
  - 13% (13) program review
  - 10% (10) resource allocation
  - 8% (8) participation
  - 8% (8) discussion between instruction and student services
  - 8% (8) openness/flexibility to address unforeseen resource requests.

Table 13: Foothill's Planning & Resource – Areas that has Improved

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
None of the above	3	25%	9	36%	11	20%	5	83%	28	28%
Communication	1	8%	4	16%	11	20%	0	0%	16	16%
Program Review	1	8%	2	8%	10	18%	0	0%	13	13%
Resource allocation	0	0%	3	12%	7	13%	0	0%	10	10%
Participation	1	8%	1	4%	6	11%	0	0%	8	8%
Discussion between instruction and student services	3	25%	2	8%	3	5%	0	0%	8	8%
Openness or flexibility to address unforeseen resource requests	1	8%	1	4%	6	11%	0	0%	8	8%
Other	2	17%	3	12%	2	4%	1	17%	8	8%
Total	12	100%	25	100%	56	100%	6	100%	99	100%

Areas that Still Need Improvements

Respondents were asked which areas in the college's Planning & Resource process still need improvements. They were asked to specify their response. Individual responses can be found in Appendix section L.

- Top 5 areas selected for improvements:
  - 20% (35) communication
  - 20% (35) participation
  - 17% (30) discussion between instruction and student services
  - 14% (25) resource allocation
  - 13% (22) program review

Table 14: Foothill's Planning & Resource – Areas that Still Need Improvements

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Communication	6	19%	10	21%	17	19%	2	29%	35	20%
Participation	4	13%	12	26%	18	20%	1	14%	35	20%
Discussion between instruction and student services	4	13%	7	15%	18	20%	1	14%	30	17%
Resource allocation	6	19%	6	13%	13	15%	0	0%	25	14%
Program Review	4	13%	5	11%	13	15%	0	0%	22	13%
Openness or flexibility to address unforeseen resource requests	5	16%	5	11%	6	7%	1	14%	17	10%
Other	2	6%	2	4%	4	4%	2	29%	10	6%
Total	31	100%	47	100%	89	100%	7	100%	174	100%

Foothill's Planning and Resource (open-ended feedback)

Respondents were solicited to provide any other feedback about Foothill's planning and resource. Individual responses can be found in Appendix section M. Some themes that derived from individual feedback include the following:

- Lack of clarity of the college process and committees
- Revisit the structure/timing of program review
- Need for transparency and more participation

Academic Senate

Respondents were given 5 statements and asked to what extent they agreed or disagreed with each statement.

Q: The academic senate actively participates in the shared governance process by making recommendations related to academic and professional matters (such as curriculum, standards regarding student preparation and success, planning and budget development processes, etc.).

- 65% of respondents agreed with this statement, 2% disagreed and 33% were unsure.
- Administrators as well as full- and part-time faculty (56% or higher) agreed with this statement.
- The majority of professional staff was unsure (63%).

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Strongly Agree/Agree	5	56%	9	38%	33	85%	9	64%	56	65%
Strongly Disagree/Disagree	0	0%	0	0%	2	5%	0	0%	2	2%
Unsure	4	44%	15	63%	4	10%	5	36%	28	33%
Total	9	100%	24	100%	39	100%	14	100%	86	100%

No response = 7

Q: The academic senate facilitates timely communication between the senate and the administration.

- 45% of respondents agreed with this statement, 1% disagreed and 53% were unsure.
- The majority of full-time faculty agreed with this statement (62%).
- Part-time faculty was equally split, either agreeing (50%) or unsure (50%).
- The majority of administrators (56%) and professional staff (79%) were unsure.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Strongly Agree/Agree	4	44%	4	17%	24	62%	7	50%	39	45%
Strongly Disagree/Disagree	0	0%	1	4%	0	0%	0	0%	1	1%
Unsure	5	56%	19	79%	15	38%	7	50%	46	53%
Total	9	100%	24	100%	39	100%	14	100%	86	100%

No response = 7

Q: The academic senate facilitates timely communication between the senate and the district board of trustees.

- 40% of respondents agreed with this statement, 1% disagreed and 59% were unsure.
- The majority of full-time faculty agreed with this statement (54%) and another 44% was unsure.
- The majority of administrators (56%) professional staff (88%) and part-time faculty (57%) were unsure.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Strongly Agree/Agree	4	44%	3	13%	21	54%	6	43%	34	40%
Strongly Disagree/Disagree	0	0%	0	0%	1	3%	0	0%	1	1%
Unsure	5	56%	21	88%	17	44%	8	57%	51	59%
Total	9	100%	24	100%	39	100%	14	100%	86	100%

No response = 7

Q: The academic senate facilitates timely communication between the senate and the academic divisions.

- 59% of respondents agreed with this statement, 2% disagreed and 39% were unsure.
- The majority of full-time faculty agreed with this statement (90%).
- The majority of administrators (56%) professional staff (79%) and part-time faculty (54%) were unsure.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Strongly Agree/Agree	4	44%	5	21%	35	90%	6	46%	50	59%
Strongly Disagree/Disagree	0	0%	0	0%	2	5%	0	0%	2	2%
Unsure	5	56%	19	79%	2	5%	7	54%	33	39%
Total	9	100%	24	100%	39	100%	13	100%	85	100%

No response = 8

Q: The academic senate facilitates timely communication between the senate and the De Anza faculty senate.

- 24% of respondents agreed with this statement, 27% disagreed and 73% were unsure.
- The majority of each employee group (58% or higher) were unsure.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Strongly Agree/Agree	2	22%	2	9%	14	37%	2	17%	20	24%
Strongly Disagree/Disagree	0	0%	0	0%	2	5%	0	0%	2	2%
Unsure	7	78%	21	91%	22	58%	10	83%	60	73%
Total	9	100%	23	100%	38	100%	12	100%	82	100%

No response = 11

Areas that has Improved

Respondents were asked which areas in the Academic Senate process have improved. Individual responses can be found in Appendix section N.

- The majority of responses 37% (22) reveal that respondents do not feel the Academic Senate has improved. These respondents did not elaborate on their response.
- The areas that have improved include:
  - 33% (20) communication
  - 17% (10) participation
  - 13% (8) "other" (e.g. productive, leadership, unsure/did not specify)

Table 15: Academic Senate – Areas that has Improved

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
None of the above	3	27%	4	50%	11	32%	4	57%	22	37%
Communication	2	18%	1	13%	15	44%	2	29%	20	33%
Participation	2	18%	2	25%	6	18%	0	0%	10	17%
Other	4	36%	1	13%	2	6%	1	14%	8	13%
Total	11	100%	8	100%	34	100%	7	100%	60	100%

Areas that Still Need Improvements

Respondents were asked which areas in the Academic Senate process still need improvements. They were then asked to specify their response. Individual responses can be found in Appendix section O.

- 39% (17) communication
- 39% (17) participation
- 23% (10) other (e.g. all areas, unsure/did not specify)

Table 16: Academic Senate – Areas that Still Need Improvements

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Communication	2	29%	5	42%	9	41%	1	33%	17	39%
Participation	3	43%	4	33%	10	45%	0	0%	17	39%
Other	2	29%	3	25%	3	14%	2	67%	10	23%
Total	7	100%	12	100%	22	100%	3	100%	44	100%

Academic Senate (open-ended feedback)

Respondents were solicited to provide any other feedback about Academic Senate. Individual responses can be found in Appendix section P. Some themes that derived from individual feedback include:

- Praise
- Communication (e.g. solicit feedback from faculty, senate feels silo)
- Difficult to participate/engage due to commitment

Classified Senate

Respondents were given 5 awareness statements and 2 agree/disagree statements.

Q: Are you aware that Classified Senate is the professional staff's government body?

- 85% of respondents are aware.
- The majority of each employee group (57% or higher) indicated they are aware.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Yes	9	90%	24	89%	34	92%	8	57%	75	85%
No	1	10%	3	11%	3	8%	6	43%	13	15%
Total	10	100%	27	100%	37	100%	14	100%	88	100%

No response = 5

Q: Are you aware that Classified Senate has a voting voice for professional staff in the governance process?

- 83% of respondents are aware.
- The majority of administrators, professional staff and full-time faculty (80% or higher) are aware.
- 50% of part-time faculty is aware.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Yes	8	80%	25	93%	34	89%	7	50%	74	83%
No	2	20%	2	7%	4	11%	7	50%	15	17%
Total	10	100%	27	100%	38	100%	14	100%	89	100%

No response = 4

Q: Are you aware that Classified Senate is contributing to the accreditation self-study?

- 75% of respondents are aware.
- The majority of each employee group (64% or higher) indicated they are aware.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Yes	7	70%	21	78%	30	79%	9	64%	67	75%
No	3	30%	6	22%	8	21%	5	36%	22	25%
Total	10	100%	27	100%	38	100%	14	100%	89	100%

No response = 4

Q: Are you aware that Classified Senate is working to increase professional development opportunities for professional staff?

- 74% of respondents are aware.
- The majority of each employee group (57% or higher) indicated they are aware.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Yes	8	80%	23	88%	26	68%	8	57%	65	74%
No	2	20%	3	12%	12	32%	6	43%	23	26%
Total	10	100%	26	100%	38	100%	14	100%	88	100%

No response = 5

Q: Are you aware that Classified Senate is working to provide onboarding for newly hired staff?

- 50% of respondents are aware.
- The majority of professional staff is aware (59%).
- 50% of administrators are aware.
- The majority of full-time faculty (51%) and part-time faculty (64%) are unaware.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Yes	5	50%	16	59%	18	49%	5	36%	44	50%
No	5	50%	11	41%	19	51%	9	64%	44	50%
Total	10	100%	27	100%	37	100%	14	100%	88	100%

No response = 5

Q: The classified senate facilitates timely communication between the senate and staff.

- 32% of respondents agreed with this statement, 7% disagreed and 61% were unsure.
- The majority of professional staff agreed with this statement (62%).
- The majority of administrators, full- and part-time faculty were unsure (60% or higher).

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Strongly Agree/Agree	2	20%	16	62%	5	13%	5	36%	28	32%
Strongly Disagree/Disagree	2	20%	3	12%	1	3%	0	0%	6	7%
Unsure	6	60%	7	27%	32	84%	9	64%	54	61%
Total	10	100%	26	100%	38	100%	14	100%	88	100%

No response = 5

Q: The classified senate facilitates timely communication between the senate and the administration.

- 26% of respondents agreed with this statement, 5% disagreed and 69% were unsure.
- The majority of each employee group (50% or higher) indicated they were unsure.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Strongly Agree/Agree	2	20%	11	42%	6	16%	4	29%	23	26%
Strongly Disagree/Disagree	2	20%	2	8%	0	0%	0	0%	4	5%
Unsure	6	60%	13	50%	31	84%	10	71%	60	69%
Total	10	100%	26	100%	37	100%	14	100%	87	100%

No response = 6

Classified Senate (open-ended feedback)

Respondents were solicited to provide any other feedback about Classified Senate. Individual responses can be found in Appendix section Q. Themes that derived from individual feedback include:

- Praise
- Need to define purpose, regular report/minutes, more participation
- Lack of equity for this senate

2016-17 Discussions Pertaining to Planning & Resource and Student Success

Non-Personnel Resource Request

- The majority of respondents were unsure of the order in which non-personnel requests gets reviewed at Foothill (49%).

Table 17: Non-Personnel Requests – Order of Review

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Deans, Vice Presidents, PaRC, OPC and then President	0	0%	3	11%	7	18%	2	13%	12	13%
Deans, Vice Presidents, OPC, PaRC and then President	5	45%	8	29%	15	38%	1	7%	29	31%
Unsure	5	45%	15	54%	16	41%	10	67%	46	49%
No response	1	9%	2	7%	1	3%	2	13%	6	6%
Total	11	100%	28	100%	39	100%	15	100%	93	100%

New Online Data Tools

Q: The Program Review Data Tool provides course outcomes for the past 4 academic years and data is disaggregated by student demographics. Did you know the Program Review Data Tool is available online via MyPortal for all faculty, staff and administrators to access at any time?

- The majority of respondents were not aware about the Program Review Tool (55%).
- Administrators (55%) and full-time faculty (54%) are more likely to be aware than professional staff (28%) and part-time faculty (46%).

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Yes	6	55%	7	28%	21	54%	6	46%	40	45%
No	5	45%	18	72%	18	46%	7	54%	48	55%
Total	11	100%	25	100%	39	100%	13	100%	88	100%

No response = 5

Q: The Inquiry Data Tool provides course outcomes as recent as the last term (i.e. winter 2017 data is available now). The data is disaggregated by student characteristics and course characteristics (e.g. face-to-face, online, vocational, degree, transfer). Did you know the Inquiry Tool is available online via MyPortal for all faculty, staff and administrators to access at any time?

- The majority of respondents were not aware about the Inquiry Data Tool (63%).
- Full-time faculty was just as likely to be aware (50%) as unaware (50%).
- Most administrators (55%), professional staff (81%) and part-time faculty (69%) respondents were unaware.

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Yes	5	45%	5	19%	19	50%	4	31%	33	38%
No	6	55%	21	81%	19	50%	9	69%	55	63%
Total	11	100%	26	100%	38	100%	13	100%	88	100%

No response = 5

Q: Did you know that the Inquiry Data Tool enables faculty to access their section-level data?

- The majority of respondents were not aware faculty could access their section-level data (68%).

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Yes	5	45%	1	4%	19	49%	3	23%	28	32%
No	6	55%	24	96%	20	51%	10	77%	60	68%
Total	11	100%	25	100%	39	100%	13	100%	88	100%

No response = 5

Topics Discussed to Achieve Educational Master Plan (EMP) Goals

Respondents were asked to select all the topics they heard being discussed to help achieve the EMP goals (i.e. equity, community and stewardship of resources).

- Top 5 areas selected topics:
  - 14% (63) increasing overall enrollment/FTES
  - 13% (58) improving student course success particularly for disproportionately impacted student populations
  - 12% (52) ensuring that Foothill achieves fully accredited status
  - 10% (44) increasing FTES at Sunnyvale Center
  - 10% (43) improving degree/certificate/transfer-related outcomes

Table 18: Educational Master Plan/Strategic Plan – Topics Discussed to Achieve Goals

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Increasing overall enrollment/FTES	7	13%	17	14%	32	14%	7	21%	63	14%
Improving student course success particularly for disproportionately impacted student populations	6	11%	15	13%	31	13%	6	18%	58	13%
Ensuring that Foothill achieves fully accredited status	6	11%	15	13%	25	11%	6	18%	52	12%
Increasing FTES at Sunnyvale Center	6	11%	13	11%	24	10%	1	3%	44	10%
Improving degree/certificate/transfer-related outcomes	3	6%	12	10%	23	10%	5	15%	43	10%
Improving persistence rates	5	9%	12	10%	23	10%	2	6%	42	10%
Becoming a designated Hispanic-serving institution HSI	7	13%	11	9%	22	9%	1	3%	41	9%
Developing service learning	6	11%	6	5%	23	10%	2	6%	37	8%
Increasing professional development participation	4	8%	11	9%	15	6%	2	6%	32	7%
Increasing governance participation	3	6%	6	5%	16	7%	2	6%	27	6%
Total	53	100%	118	100%	234	100%	34	100%	439	100%

2017-18 Suggestions for Integrated Planning & Budget (IP&B) to Consider

Respondents were asked to indicate up to three items they would like the IP&B to consider for 2017-18.

- The top 5 items respondents would like IP&B to address:
  - 17% (21) faculty/staff prioritization process
  - 14% (17) annual program review template
  - 13% (16) comprehensive program review template
  - 13% (16) program review process
  - 12% (15) resource prioritization process
- When compared to program review and resource allocation processes (70% or N=85), items pertaining to the Foothill's Educational Master Plan/Strategic Plan as well as its associated institutional goals, metrics and standards were not prioritized as much by respondents (19% or N=23).

Table 19: 2017-18 Suggested Items for IP&B to Consider

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Faculty/Staff Prioritization process	3	17%	6	20%	11	16%	1	17%	21	17%
Annual Program Review template	0	0%	3	10%	13	19%	1	17%	17	14%
Comprehensive Program Review template	0	0%	2	7%	13	19%	1	17%	16	13%
Program Review process	3	17%	5	17%	8	12%	0	0%	16	13%
Resource Prioritization process	3	17%	5	17%	6	9%	1	17%	15	12%
Other	4	22%	2	7%	6	9%	1	17%	13	11%
Identify the metrics and set the institutional goals	4	22%	2	7%	4	6%	0	0%	10	8%
Institutional standards i.e. minimum levels of achievement process	1	6%	2	7%	4	6%	0	0%	7	6%
Strategies for the Educational Master Plan/Strategic Plan	0	0%	3	10%	2	3%	1	17%	6	5%
Total	18	100%	30	100%	67	100%	6	100%	121	100%

- Those who selected "Other" (N=13), specified the following items:
  - A process that triggers discussion/information sharing about future program planning goals, prior to working on a new program idea.
  - Curriculum process.
  - I have never heard of this committee.
  - I would like to know examples and options since none of this information make sense since there is not substance.
  - President alone should not develop college goals.
  - QFE Topic - Governance Structure
  - Resources to help departments/ divisions write effective SLO/SAO in order to provide effective program review input.
  - More help and training for new faculty.
  - Seamless and timely communication.

<u>Faculty/Staff Prioritization Process (individual responses)</u>

Some themes that derived from individual feedback centered on the need for transparency and a criterion to evaluate requests.

- Be more transparent in how these decisions are being made, including out of cycle hires.
- Find funding for more full time faculty.
- Fine Art Faculty requests need to be valued!
- I know nothing about the transparent process.

- I think this should go back through OPC to rank.
- This still needs to become more data driven, rather than who has the loudest voice in the room.
- What criteria are used by the VP's and President to rank the faculty/staff requests? i.e., what are the metrics used?
- Consider holistic picture ~ no formula can be applied.
- Set criterion for approval of faculty positions.
- Small programs should not be penalized as they are now.

Annual Program Review Template (individual responses)

Some themes that derived from individual feedback centered on the need for a shorter and simplified template as well as assistance with data.

- Document should contain prior year's data and simply require updates, rather than essentially requiring faculty to reenter all data from prior years.
- From beginning to the end, not just the end. List all members of department. In case of Language Arts, all faculty, pt faculty, staff whether in Library or TLC. Give option for all to comment in program review/ or actively decline the opportunity.
- If the questions could be looked at for those department who don't have a lot of student contact if the questions could be rephrased to better fit to those departments.
- Review how the annual program review could be better utilized. Seems like a requirement that checks a box, but nothing more.
- Simplify/clarify.
- Align questions with data provided.
- Both templates still need work.
- Receive some data interpretation (i.e. tell faculty where gaps are), and greater emphasis on plans to respond to gaps.
- See my comments above.
- Shorten, integrate with curriculum, trac dat.
- Simplify and make specific.
- What is the goal of this process?

Comprehensive Program Review Template (individual responses)

Some themes that derived from individual feedback centered on the need for a shorter and simplified template, reassess the comprehensive program review process/cycle and assistance with data.

- Document should contain data from prior two annual program reviews, with room to add new data and comprehensive summary information.
- From the beginning to the end, not just the end. List all members of department. In case of Language Arts, all faculty, pt faculty, staff whether in Library or TLC. Give option for all to comment in program review/ or actively decline the opportunity.
- Review the triggers for the comprehensive...do all programs need to do one, such as the Allied Health Programs. Their accreditation reviews exceed the CPR, so why duplicate. Is it a good use of resources (time & money)?
- Simplify/clarify.
- Add more measures associated with quality & participation of faculty in committees.
- Align questions with data provided.
- It might help to downplay the difference between "annual" and "comprehensive." They're not that different.

- Look at how to get better correlation between SLOs and Resource requests. Find way to do annual reviews as an addendum to the last comprehensive review to help departments align their improvements and processes over time.
- Make it shorter ~ some sections are redundant.
- Needs to be even more carefully distinguished from annual -- does it really have to be "every 3 years"? Why not every 5?
- Receive some data interpretation (i.e. tell faculty where gaps are), and greater emphasis on plans to respond to gaps.
- Short, do every 5 years.

Program Review Process (individual responses)

Responses centered on the need for adequate time to reflect on the process and to have meaningful dialogues.

- Be sure deep learning occurs.
- From the beginning to the end, not just the end. List all members of department. In case of Language Arts, all faculty, pt faculty, staff whether in Library or TLC. Give option for all to comment in program review/ or actively decline the opportunity.
- Simplify/clarify.
- Again not sure of end goal, other than to check up on departments, and use it to red flag departments that are doing poorly.
- Establish realistic timelines for template and data availability; schedule campus day for department discussions.
- Find way to introduce more dialogue into the process.
- See my earlier timeline comment (i.e. This is supposed to be a reflective process, but the quick fall timeline usually squeezes the thoughtfulness out.)
- Where to begin?

Resource Prioritization Process (individual responses)

Feedback centered on the need for transparency.

- Get more people involved in OPC.
- I'd like to see more communication about this.
- The process is a checking off process. It needs to be real and meaningful.
- Once again behind doors seems more influential than transparency.
- Transparent decision making process.

Identify Metrics & Set Institutional Goals (individual responses)

- Need to accomplish this years first.
- Evidence and data.

Institutional Standards/Minimum Levels of Achievement (individual responses)

- The college puts out a minimum standard but there should be discussion as to why it is. What does it mean for a student to succeed?

Preferred Communication Method for Planning & Resource Process, Recommendations and Decisions

- 54% (44) of respondents prefer email.
- 22% (18) of respondents prefer the *Fusion* e-newsletter via Marketing & Public Relations.
- 5% or fewer respondents (about 2 to 5) selected flyers, department/division meetings, PaRC website/meeting minutes, ASFC meeting minutes, or via Classified or Academic Senate.
- Of the available Academic Senate communication options, respondents only selected Senator Communications.
- 6% (5) chose "other" and specified communication channels such as brown bag, forums and multiple methods (e.g. email, flyer, division/senate meetings, minutes).

Table 20: 2017-18 Suggested Areas for IP&B to Consider

	Administrator		Professional Staff		Full-time Faculty		Part-time Faculty		Total	
	HC	Percent	HC	Percent	HC	Percent	HC	Percent	HC	Percent
Email	9	90%	10	43%	18	47%	7	70%	44	54%
Fusion e-newsletter distributed by Marketing	1	10%	8	35%	7	18%	2	20%	18	22%
Flyers either posted on campus or in mailbox	0	0%	1	4%	2	5%	0	0%	3	4%
Department/Division Meetings	0	0%	1	4%	3	8%	0	0%	4	5%
PaRC website/meeting minutes	0	0%	1	4%	1	3%	1	10%	3	4%
ASFC meeting minutes	0	0%	0	0%	0	0%	0	0%	0	0%
Classified Senate meeting minutes	0	0%	2	9%	0	0%	0	0%	2	2%
Academic Senate meeting minutes	0	0%	0	0%	0	0%	0	0%	0	0%
Academic Senate senator communications	0	0%	0	0%	2	5%	0	0%	2	2%
Academic Senate bi-weekly committee minutes	0	0%	0	0%	0	0%	0	0%	0	0%
Other	0	0%	0	0%	5	13%	0	0%	5	6%
Total	10	100%	23	100%	38	100%	10	100%	81	100%

Foothill's Planning & Budget Process (open-ended feedback)

This last portion of the survey solicited respondents to provide any feedback they wanted regarding Foothill's planning and budget process. Themes that derived from individual feedback centered on the communication and process.

<u>Communication (e.g. method, frequency)</u>

- Electronic information is superior to in-person information. More emails and fewer division meetings, for example, enable faculty to access older information and to understand more clearly the new information being provided.
- There needs to be more email communication.
- It would be great if more of our committees sent out highlights of meetings or decisions with link(s) to the full info if interested. The Board highlights work very well for me this way.
- Updated hard copy of staff directory. How can you plan if you can't communicate with all the players?
- No flyers posted on campus! Not sustainable and someone has to clean them up!
- I'm not sure you meant for 16 to be a "choose only one option"? I'd actually like several of these (Fusion, bi-weekly committee reports, email)
- Item 16 - Give us the prioritization process recommendations in several ways. It often takes exposure more than once for data to sink in.

<u>Process (e.g. understanding, transparency)</u>

- Have workshops to explain the process and why this is done.

- I would like to know more about the process while there is still time to be a part of and influence the process, not after the fact.
- I'd like to know more about how this process works.
- I feel as though decisions are made unilaterally by the Cabinet without taking into consideration faculty input/program review.

Miscellaneous

- Keep striving for "positive presentation" (as noted in comments above). Thanks for the (many!) improvements this year
- Question 14 asked for strategies, but the choices were all goals. Nothing about how to meet them, which is what I'd think of as a "strategy."

Appendix

A. 2016-17 Committee Participation

Time "Very Worthwhile"

- Affords an opportunity for ACE representation in the decision making process.
- As the liaison between the college and the state for curriculum and programs, I have a lot of knowledge to offer the committee.
- Assessment Taskforce, COOL, and Curriculum committees are very well-organized and focused. The BSW focus seems too narrow in scope, and meetings sometimes focus on tasks that could be done asynchronously and remotely (e.g., editing flyers), but I appreciated when the BSW went from a twice monthly to once monthly meeting schedule. I fully support the current efforts to integrate BSW, SEW, and 3SP, with basic skills being the overarching "umbrella."
- Being on Senate has helped me find people who care about the campus.
- Faculty need to a voice at the table.
- Generally, meetings are focused and productive. I find there is usually a healthy balance between current issues and longer range processes, esp on the CCC and Academic Senate.
- I am able to provide a voice to the needs of my students through my participation.
- I really understood how curriculum is important and created. It was very interesting to see how the curriculum is one of the most important parts of the college and its relationship with other colleges.
- I serve on OPC as the V.P. for ACE. OPC reports out to PaRC. Along with Professional Staff Senate reps, these two committees are the basis of the shared governance process and it is vital to be included and involved at that level. PaRC is where our main ideas, processes, and procedures are developed and moved along.
- I've learned that the Faculty member who represents the division can greatly shape the way information is conveyed to our division.
- Important for program implementation and accreditation.
- It takes FH Faculty out of silos and offers opportunities for Faculty to voice opinions and understand other community member's perspectives.
- Learning from experienced colleagues in other disciplines.
- Our academic senate president has been great at making sure Faculty senate time is well used. Committee time is well spent discussing relevant topics, and is only used for information sharing when necessary (otherwise, information sharing is done in an electronic manner). It's about respecting and valuing everyone's time being physically present at the meeting, and taking advantage of folks being in one room and having robust discussion.
- Participation in the planning for the dual enrollment program for high school students helped me become more aware of the work the college is doing with CTE.
- Sustainability is listed as one of the three primary pillars of the College's EMP and is a Core Value of the College. The Sustainability Committee is working this year to expand our visibility and impact within the College governance structure -- including an upcoming presentation at PaRC this week. During just the last month we have met as a committee with President Nguyen and VPI LaManque to seek their input and advice.
- The Academic Senate provides a vital voice for Faculty in campus governance. Kudos to Carolyn Holcroft for her dedication and graceful leadership.
- There's no better way to know what's going on than to attend/serve on committees. I know there ARE other ways, but to me this is best.
- To me, the academic senate is the Faculty voice on issues related to what we do for students. The equity workgroup embodies our mission of raising student success while closing achievement gaps. For Faculty, professional development is key to realizing those outcomes.

Time “Somewhat Worthwhile”

- A majority of the items are Faculty related or are systemic issues that take a long time to address.
- At times I'm unsure about specific duties outside of meeting times. In BSW I've been particularly active in developing a few projects, and in Assessment, I've been on a smaller taskforce that was very productive, but as to the day-to-day or even weekly/monthly follow-up, my role becomes less clear, which leads me to take a back seat to other more active members. I have also been deeply involved in the development of the learning communities pathways and the push for a coordinator. Since I'm teaching in these communities, I've been pleased to participate, but as soon as the immediate request for information has passed, the usual duties of teaching, meetings, professional development, etc. take priority.
- Challenging to answer this question because I participated in so many committees, so have different experiences on each one. The comment that I can make in general to all of them is that I would like to see more leadership training for the chairs of committees, and more agreements about the roles and responsibilities (especially around communication to others outside of the committee) of all committee members. I think committees could be SO much more productive and have more lasting effects if chairs and members were provided with the training and tools that will better help them: a) prepare for meetings; b) create agendas that are action-oriented; c) know clearly their roles for meeting follow-up and communication out.
- Professional Staff Senate has no release time for our president or executive members. Representing on committees can be hit-and-miss depending on the timing, i.e., can someone get away from their office? So, while the committee I am on is worthwhile, I'm not sure we are regularly represented on the other important committees. And due to the lack of release time, we don't have much 'fresh' new members wanting to participate.
- Committees are beneficial to increase collegiality and cross-discipline collaboration. The actual decisions made by most committees have very little to no effect on actual classroom teaching or student success (this comes from having served in the past on Academic Senate, PARC (the predecessor to PaRC and other college initiative committees that are now defunct.
- Depends on the committee and other members within the committee.
- Depends on the committee and the agenda. PaRC has been much more worthwhile this year. SEW is slowly getting better since we are trying to spend less time on money issues.
- Don't think much shared governance is going on.
- Good leaders are inclusive and keep committee work transparent.
- I recently joined the committee, so it feels too early to say more.
- I've been here a couple of years now, and I feel like I'm just getting a grasp on the different committees and their roles. I can't believe that, as a new Professional Staff staff member a few years ago, I didn't get any type of orientation. My time spent on committees over that past few years would have been more worthwhile had I gained an understanding of the committee roles and structures earlier on.
- It always feels like decisions are made by tri-chairs already. We seem to make decisions based on who is most vocal.
- It's more of a cross between not at all and somewhat.
- Our annual report is rarely of interest, except at Accreditation. We are working to become part of the shared governance structure for more visibility.
- Seems like plenty of work is done 'behind the scenes' and just comes to these groups to give the impression of a collaborative process.
- Smaller, more focused committees seem to be effective. On the large committees, it is often unclear what the priorities and focus should be. Open discussions do not typically yield effective results.
- The committees vary in effectiveness. Some undertake important duties and decide how resources should be spent and take into consideration the impact of students. Others seem to be check boxes for accreditation.
- Well organized committee; would like to see more departments use Tech committee as a primary resource for tech needs e.g. when acquiring new software check with committee first.

- When first started at Foothill, I went straight into PARC without having any kind of prior knowledge. Because I was new, I did not know anyone who could explain to me what was going on.
- Each committee is different.. different facilitators.. different charge... different issues discussed. PaRC is not worthwhile.. WFWG could be very impactful if better organized.. OPC is really not a good way to do resource allocation.

Time "Not At All Worthwhile"

- I find this committee bogged down in bureaucracy, rather than doing the hands-on work. Ironically, very few people who work on this committee have any interaction with the students they serve.
- The way we rank resource requests is like checking off boxes for the sake of accreditation. This year, we received the VP rankings very late and we basically zoomed through ranking the requests. It seems that we just go through the motions to rank requests. In the end, it is a process that isn't very meaningful. People who are in the know on how to write a request and justify a request can get higher rankings than those who are not in the know. Also, I don't see what ends up getting funded. We are simply an advisory committee.
- Time spent on committees is busy work, and it takes away from time that could be spent working with students or developing instructional content to improve outcomes.

B. Barriers to Committee Participation

Other Responsibilities/Limited Time

- I have other responsibilities and I live 35 miles from the campus.
- Distance of commute.
- I'm teaching online and not on campus.
- Commuting with a second job and volunteer community work.
- Day and times often conflict with teaching or department responsibilities. Prefer to work with just a few people instead of large committees. Really like to work independently.
- As a part-timer I work in multiple other locations.
- I am brand new, not introduced to any of these yet, and work PT off campus (limited time).
- I have had experience as an Academic Senate Committee member as a part-time Faculty, but had to re-sign due to teaching schedule conflicts. Recently hired as full-time Faculty, and encouraged to focus on teaching during first phase of tenure process. Intend to pursue Academic Senate, Curriculum Committee, or other committee participation soon.
- I participated on the curriculum committee 2 years ago, however because I am an adjunct I teach more courses at another campus. I do not have the time at present.
- Lack of time since I am a one person office there is no one to cover the work.
- On boarding to a new position. No time to participate in committees.
- Time availability and office coverage.
- Work Responsibilities.
- Workload.
- I do other committee work.
- I participate in my Division committees, not on campus wide committees. I am part of 3 committees in my division. I also regularly teach overload.
- Do not understand my role in the school governance, being adjunct and an employee at will, not having a clear or regular schedule quarter to quarter.

Unaware of Committees

- I didn't know about the opportunities to participate in these committees. I didn't know they existed at Foothill.
- I didn't know they existed.

- Knowing about them.
- No knowledge of what committee does.
- Was unaware of the committees and when they meet. Didn't know that I could participate.
- New to the campus and teaching but want to become involved.
- Very new to FH, don't know where to begin.

Disinterest in Participating

- Are you kidding. I have been at this college for 26 years and all along have had to fight my administrators for attending committees. Most right out just said "no" so, to compensate, I volunteered on my own time. One administrator always said that either it was not in my job duty or denied my request due to the "needs of the program" From hiring committees, to PaRC, to simple workshops like retirement. Finally, there is no similar types of coverage compared to our co-worker Faculty, which have meals and training provided while professional staff get none. No thank you.
- I just don't have faith that participation in a committee results in positive action.
- None. I'm just not interested.

Miscellaneous

- I've participated in other years but decided to let some other folks to have a chance to participate.

C. Annual Program Review: Open-ended Feedback

- Based on the experience in my department/division, I'm afraid the whole process has become rather meaningless. I think in general (there are definitely exceptions) people are motivated to complete this as quickly as possible, to check off that it's been done, and it gets put away until the next year when they're asked to do another one. I think the potential of this process is huge...but needs more much leadership.
- Frankly seems like more of an exercise to get homework completed than to actually reflect and improve.
- It doesn't show that we value the process when we are doing it in between helping students. We should be given a Flex Day to focus.
- Often feels like a busy work project. Budget requests are often not fully funded, or funded at all. It is not apparent that the program reviews are read that carefully or used effectively.
- This is supposed to be a reflective process, but the quick fall timeline usually squeezes the thoughtfulness out.
- Help with preliminary trend analysis and interpretation of program data would be invaluable in completing an Annual Program Review with results that can demonstrate where to make effective/productive changes.
- I find our biggest stumbling block with Program Review is 1. Not having data 2. Not being able to get data because our researcher is booked 3. Not understanding the data we get. We need someone to help us interpret and understand the numbers we're looking at.
- I've worked at Foothill College for 16 years and don't understand why the Annual Program Review is not completed during the Spring quarter. Since curriculum is due for updates at the end of the Spring quarter, why can't we also do the Program review during this time. The fall quarter is very busy and is not the best time to add more work for faculty. If you want better results we need to have the quarter changes to complete this work.
- It always seems to arrive late fall quarter and then it is due Dec. 1. The turn-around time is short.
- The data provided does not match the questions on the template (again... this is an annual problem). The data is late, and is often provided in early/mid November, right when the academic quarter is most intense. It would be VERY helpful if the data were available in September. Faculty are balancing maintaining academic standards to ready students to transfer to four year schools, with the need to build in accommodations for our many students who arrive in class under prepared to take on college level work. The program review process has in the past few years over-emphasized high levels of students success, often to the detriment of supporting transfer level skill mastery. We can have 100% success

rates, but our students will fail when they transfer or enter the workforce. Program review needs to acknowledge and support academic standards.

- I am still quite new to the process, so I don't feel I can accurately comment on any areas in which it may need improvement. Other than some poor communication within my own division, I thought the process was quite robust.
- In the Faculty Senate over the last decade, I've repeatedly urged an even more comprehensive redesign of the Program Review process than we received this year, including the following features: 1) Build collaboration and communication into the front-end (not just the backend) of the Program Review process. In other words, meet early with admins and other stakeholders -- rather than turning in a "finished report" and then awaiting a distant reply delivered in writing only. In other words, foster informal and collegial discussion and collaboration as opposed to the current hyper-formalized and rather "cold" one-way Shelf Document production process. I'm aware that some Deans have begun doing this routinely (and with excellent effect) but I don't feel it should be left to chance or inspiration. Build it into the process -- as in fact it once was in decades past. 2) Build in greater emphasis on asking programs for their annual "Bragging List" of accomplishments -- as well as their ongoing achievements. What are Programs most proud of? What do they consider their finest achievements -- and not just "this year" but always? Often our greatest efforts and achievements seem to go unremarked and unmeasured and unrewarded (and hence faculty and staff can feel unappreciated or unseen) simply because they are not per se "brand new" and hence don't fall within the current annualized reporting structure easily. Asking for five-year and ten-year longitudinal "look-backs" would also bring a far greater sense of perspective and avoid the chronic Institutional Alzheimer's from which we've increasingly been suffering. 3) Reformat and redesign the Program Review Packet to make it less relentlessly data-driven and dense-looking up front and far more qualitative/reflective and user-friendly. This is not a great deal different than careful Syllabus and First Day Classroom Activity design in an instructional setting. Specifically, I think a carefully presented, colorful, attractive, thoughtful, engaging "cover letter" or first pages design could do wonders in alleviating the angst and confusion and often outright resentment that the current highly-technical and officious-sounding presentation offers. Among other things, I think far greater emphasis could and should be placed on the Program Review Committee's structure and membership -- given that faculty in my division almost universally feel that Program Review is somehow unilaterally designed and driven by Admins. Yes, I know this is true -- but virtually nothing in the paper-document presentation to faculty does anything to undermine this. 4) Two excellent models of what I have in mind are the pre-meetings that Elaine Kuo and her colleagues conducted with Dept Faculty to walk us through the revised and improved data tools this year. This created conversation and made the process seem so much less forbidding. Similarly, my Dept took the (for us highly unusual) step of meeting for 90 minutes with our Dean -- rather than leaving him outside the process until the very end. Asking about his concerns and suggestions and observations in an informal and collaborative conversational setting helped to reset what had been, to be honest, a sometimes disturbingly contentious process (I am reporting perceptions here, not necessarily institutional realities), and allowed us to do a far superior job in framing our overall findings and requests in language that matched the concerns and perceptions of administrators. 5) Along the same lines, providing a better template for the report itself would "change the conversation" completely if thoughtfully designed. I have repeatedly suggested that the College invest in Professional Document Design for crucial written communications such as they Program Review packet. Instead of "Bureaucratic Boilerplate" and a completely colorless, dense, and off-putting presentation, why can't we pay (yes, pay) for competent modern Document Design -- this is a professional skillset -- such as was provided (gratis) by my colleague Valerie Fong in an oft-cited example from our 2014-2015 English Dept Program Review? We would, I hope, never dream of presenting our Accreditation Self-Study, the President's of VPI's email Communiques, or any other crucial communication document in such a dense and effectively dispiriting format. Why, then, do we continue to package the equally-crucial Program Review packets as a kind of hasty afterthought, with no care to how it will be perceived -- and how it sets a Tone for the whole process -- when it lands on the e-desk of every faculty member in the college?

- It is said that staff are not required/expected to participate in the Annual Program Review and that it is optional. I am not sure why this is the case.
- Vice President never reviewed annual program review.
- The template is still much too "boxy". There should be an area for an executive summary and introduction. Data is supposed to tell the story. The program review process is a check box and template that does not serve to tell the story. Perhaps useful for some departments, but it really doesn't work for others.
- I do not believe that programs with external accreditors that are accredited by external site visitors should be required to do comprehensive program reviews. Program directors spend inordinate amounts of time writing detailed self studies that are exhaustive in their depth and breadth. These self studies are submitted by the accrediting bodies that then visit the college on a regular basis to do deep dives into the all student records, completion rates and internal processes. These should be considered in place of the comprehensive program reviews. Annual program reviews are appropriate each year to evaluate college specific goals and year to year data that speaks to student success and gaps in achievement.
- If an answer to every resource request is to "show me how we will fund this" then why bother. If funding is the only reason something isn't funded, then have us participate in the budget process.
- It feels like we are finally getting somewhere and that the process and discussions matter.
- It gets a little better every year ~ small changes to improve the template, instructions, are appreciated; larger overhauls are not!

D. Annual Program Review: Changes being Discussed/Implemented

- Additional funding for Print Shop.
- Finding funding for additional positions, due to lack of district funding to support office.
- New equipment/technology.
- The annual program review has resulted in the hiring of a full time faculty member, bringing the Full time percentage in our department up from less than 30% of the courses taught by full time faculty.
- How to better manage resources and services.
- I see program review as a means to justify needs for our department. We make changes to our curriculum when we have the funds to pay for equipment or software that is requested in PR.
- We are more thoughtful about the overlap between agendas and resource requests, and we are capable of prioritizing and evaluating the best paths.
- We are moving to open-resource textbooks.
- We use the program review tool as a way to think globally about where the program is and where we would like it to go. For instance, we received a donated piece of equipment. Program review allowed us to think critically about how to use it and what else in needed in order to implement.
- Program review is generally a useful vehicle for all department members to engage collaboratively in setting goals. This year it resulted in an additional faculty member.
- Starting earlier and working more closely with IR at the onset to determine what data needs collecting.
- We are reviewing and updating our SAOs.
- We discuss Division goals and processes on a regular basis. Program Review is a way to put what we're doing on paper, but the changes we made/make are not necessarily a result of program review.
- We had a verbal discussion from our new dean on the need for a new art faculty member. In the past 7 years we never received any verbal feedback from our former dean. We received a few sentences at the end of the program review. The last few years, we did have our program review marked up digitally by our former VP and we had to follow up on these follow questions. I would say this is the first time it seemed that our new dean cares about our department by making time to meet with us face to face.
- We talk a lot. Sometimes that's good.
- We've increased efforts around dept-wide staff development -- with the goal of improving consistency and equity outcomes. For example, the English Dept just completed its second full-day Retreat (there

were two in Spring Qtr alone; and one in each of the preceding quarters) designed to carry out training/staff development/community-building goals outlined in our annual program review.
- In a department meeting, our dean discussed our resource requests, then a few weeks later changed our resource request entirely. He then told our department he has asked for positions we did not even ask for in our program review.
- I actually can't say, as I haven't been updated on the results of the process.
- I do not feel as if the program review process makes changes in our program. We meet frequently and make changes during the year as necessary based on the information we have. The program review is more of a reflection of the year and not a catalyst of change.
- None.

E. Annual Program Review: How to Improve Student Equity Discussions

- As a member of the English Department, the conversation frequently revolves around issues of equity. We take this mission seriously in almost all of our planning and considerations for resources and new programs or positions. Perhaps there could be drop down menus that clarify the types of equitable practices or assessments needed.
- If faculty do not understand the meaning behind equity how can they apply or answer questions in a program review. It would help to have a representative from the Equity committee to meet or give a presentation in our division meeting. We need examples on how to discuss equity concerns specifically in the arts.
- Ensure dean's feedback specifically includes comments re: equity analysis and goals. Set the standard expectation that not only will gaps be identified, but there will be a plan to address them with interventions for not just students, but pedagogy too. Use SEW and new PD coordinator to set faculty up for success in their planning.
- I think a facilitated discussion with questions from staff, faculty, and/or admins would help frame questions from a more objective, less "insider," perspective. I would also like to see increased participation by admins -- not as managers but as colleagues -- in the Program Review process. In very large depts such as English, it is difficult to "see the whole picture" because we operate almost one dozen sub-programs simultaneously (and few if any faculty members interact with all these sub-programs on a regular basis).
- I think providing an opportunity for increased discussions regarding SLOs which relate directly to the Program Review template would be helpful. We are trying to increase our collaboration with other departments.
- I think the key word here is "discussions" ~ I think there needs to be a dedicated day for departments to meet strictly for program review. A campus-wide day, not to be scheduled independently. Any discussion, whether student equity or other matter, needs real face-to-face time.
- Improve the collaborative process at the department & division levels in conversations about the program reviews...well before they're due and also AFTER they're due.
- Require more stakeholders at the table or require more department discussions/participation.
- This is an issue we're discussing right now. Currently, we do not target "targeted" groups so we are thinking if we should do that, and how.
- Require every staff member to participate in program review. As it is now, he treats it as totally optional participation process.
- Give extra priority to funding request that assist a large population of students, but also have accountability measures for the following years program review.
- Force departments to look at their own equity data.
- The data for allied health programs often seems incorrect. Our students are very diverse & the data doesn't capture this well.
- Disaggregation of data (student success, SLOs) is the only way for us to assess our progress (or lack thereof) toward our program goals of improving student success and closing achievement gaps.

- More detailed analysis of gaps in success rates.. and understanding whether or not they have enough student data to be meaningful. Success rates with only 2 or 3 African American students simply cannot be adequately evaluated to look at trends or evaluate impact of certain initiatives.
- It's shoehorned into the document. Needs more thoughtful integration.
- Student equity needs to focus on support services and college readiness. The transfer departments can continue to collaborate with the TLC to provide support services to back-fill college readiness skills that incoming students are lacking.
- I do not think equity discussions can be improved through the review process. The data is there but the mindset has not shifted. It is still somehow someone else's responsibility.
- I think that Program Review actually detracts from the productive conversations about student success. It takes so much time to fill out those forms and gather data that we spend a good portion of our meeting time throughout the year doing program review SAOs or SLOs. This needs to be dialed back to give faculty time to reflect and make some improvements.
- I have no idea. Equity is more of a student-by-student or class-by-class issue, you can make accommodations with a class, but I don't see how the program review can make equitable decisions.
- Not sure. All our students are equal in all opportunities & resources our department & faculty have to offer.
- We don't typically work in this arena.
- Unsure

F. Comprehensive Program Review: Open-ended Feedback

- It should be shorter and more specific. That ways, goals are clear and achievable.
- Please make this shorter.
- This is really a beast to work on ~ a lot of time is needed to do this right and the General Science PR was especially complex with the various departments needed to collaborate. Also, a main stumbling block with the word PROGRAM (is it just a department? all departments?).
- It could be interesting to split the process up into two stages - reflection, then review/discussion with dean/vp that is more collaborative with respect to resources, then submission of resource requests.
- The forms and data need to be available at the Start of Fall quarter if we're going to be expected to have the process done at the end of Fall quarter.
- Is the point of the data analysis simply for us to re-confirm what you already know?
- Regular discussions between Deans and departments along with some sort of defined response/planning document that tracks progress on proposed and implemented changes during the year.
- We have to find a way to make discussions meaningful and something folks want to do on their own without being forced to. My department is a large one and it's always the same people working on the program review or others letting the rest of the department do the program review. We put everybody's name on the template but that doesn't mean everybody put into the review.

G. Comprehensive Program Review: Changes being Discussed/Implemented

- Per the PRC, we need to incorporate data analysis and reflection in the narrative of the program review and discuss student equity and evaluations role in relation to the college's student equity efforts.
- We are discussing how to promote our online classes to attract a larger number of students from a broader geographic area.
- We decided to balance the online and f2f course offerings and also that we greatly need a new full time art faculty member. We have not received this new faculty member but plan to put this request in the following year. We did appreciate that our new dean discuss the need for this faculty member and that we were taken serious.

- Don't know.
- It is all very general so that it is unclear what specific action should be taken.
- No changes, but continuation of ongoing efforts in student retention, success, and persistence: learning communities, pathways, professional development, etc. We held a department treat, focusing on norming, online pedagogy, and classroom management. And We have had discussions about a more formal mentoring/partnership program between full-timers and part-timers.
- None. We review our processes and the way we work fairly regularly. The comprehensive does not serve as a catalyst for change.
- Our department is good at filling out templates, because we know it needs to get done. As for real changes, that hasn't happened. We notice an equity gap but we don't talk about it as a department. We notice that there are race issues but we don't talk about it as a department. It is really up to the individual to talk about these issues elsewhere. We really are a very nice, collegial department which has pros and cons. Collegial means we strive to get along, but collegial also means we tend to avoid controversy and uncomfortable topics.
- Professional staff was not part of the writing process of this year's program review.
- We have seen nothing concrete from the Program Review process.

H. Comprehensive Program Review: How to Improve Student Equity Discussions

- Educate art faculty what equity means and then discuss specifically how this applies to teaching art. This needs to be done face to face with art faculty and not in the program review instructions.
- I don't know.
- I'm not sure since our group processes work and does not generate work.
- This is an odd process whereby we take data that is online and comment on the data. Isn't this something that the office of instructional research could do?
- There are ongoing issues with the lack of a defined and regular feedback loop within the program review process. There is little accountability from year to year, or even within the cycle. There is a feeling that the reviews are read and comments are received and little needs to be done until the following review. I think this is especially true of the annual reviews. The length of the planning and review process means that change is often haphazard and analysis is delayed for too long. Departments make changes with good intentions but by the time there is any data or review, it is 2 years later and we have moved onto other focus areas.
- You can't force people to talk about them. People see the program review process as something bureaucratic that needs to get done. It's about filling out a template and satisfying accreditation.
- I do not think it can be improved, or done through the program review process. The data is there, but mindsets do not change. It always appears to be a lot of work or too much to take on.

I. Student Learning Outcomes: Changes being Discussed/Implemented

- Altering the SLO's; retiring the old ones
- Curriculum updates
- I can tell you about my classroom, not so much about the rest of my department. Over the last several years, SLO reasoning has led me to develop more authentic assessments of student learning, which in turn has resulted in a class that students can pass.
- In line with the Program Review process, the English Dept has been emphasizing Reading Instruction Pedagogy in a series of quarterly Staff Development Retreats. This is the kind of practical, hands-on, classroom-focused training that can make a daily difference in achieving our reading-focused SLOs.
- Reorganization of a summer class. This change in content delivery schedule is due to the heavy load the students carry in the summer. Through feedback and failing to meet the benchmark faculty have taken time to interview students to create opportunity for increased focus. The summer campus courses have been staggered to allow midterms and finals to be scheduled for different days and to decrease the end of quarter procrastination.

- We are considering a title change to several courses that we believe will provide further clarity to students who do not read course descriptions that follow. We considering writing several new courses that we believe will garner higher enrollment.
- We are establishing norming sessions to align our grading policies, and we've developed peer faculty mentoring and professional development activities to bring more faculty and staff into the discussion of courses.
- We talk about student success rates more than that we did before SLO. The SLO process gets us talking about our teaching methods and we're more collaborative with our resources.
- Resource requests being made in program review. Requests to update equipment, technology and ongoing program specific tutoring for retention, especially underrepresented students.
- We don't have time to discuss changes because we spend all our time assessing the SLOs.
- Better ways to obtain, maintain date on programs and services, stations for feedback about services, student evaluations of services, etc.
- How to track students using services.
- I think there is still a disconnect on how to approach SLO's so that productive/effective changes can be made.,
- Our new art faculty that have been hired only communicate face to face. I had to hold a meeting face to face to hear verbally their reflections. This process is taking longer than needed since new faculty are not able to communicate using email. Since adjuncts are required to complete slos, there have been many complaints from adjuncts that they are not being compensated for completing SLOS. Some new art faculty are expecting their adjuncts to come to 2 hour meetings and this is creating a problem. We don't have a coordinator who is helping new faculty understand SLOS and they are very scattered. I have a new art faculty member who doesn't understand how to use the tracdat system. This had taken on countless extra hours of my time outside of my normal workload to help her. I wish there was a coordinator that could help new faculty who are hired. Perhaps this can be part of their weekly class they take to be oriented in their tenure process. The new tracdat system is not intuitive. A video Camtasia instructional video would be the best way to convey to new faculty, long time faculty and adjunct faculty on how to use the tracdat system.
- The SLO process is still poorly defined and implemented, largely due to the overwhelming number of part time faculty (80% FTEF are part time).
- NONE! Good teachers talk about learning outcomes among themselves. I'm tired of being forced to check off boxes and fit myself into what someone else determined should be looked at. And, I'm tired of listening to people say that certain faculty should stop whining about needing to do SLO's. People wouldn't whine if they actually found the process helpful. Maybe we should find out how to make them meaningful and let it be organically driven rather than top down. When SLO's first came out, I thought they were great so that faculty could have meaningful dialogue about student success. But, the reality and the way SLO's have played out has become quite bureaucratic. It's fill out these boxes, make up your own determination of what success is, and make up something to justify the resource request. It has become a game and who's willing to play it.
- Not many, but for specific classes yes this works
- Nothing major.
- We already had a great program. I have not found the SLO process to be particularly helpful.
- None/No changes (x8)

J. Student Learning Outcomes: Open-ended Feedback

- Again, based on my experience reading SLO assessments in the program review process, this, very frankly, has become simply a bureaucratic task with little to no meaning for most people who are completing SLO assessments. So how could we link this resource requests?
- Aren't accrediting agencies moving away from scrutiny of the SLO process?

- At present, it appears that newer faculty members are in the process of understanding their duties in writing SLOs. They have continually asked part-time faculty to participate, which is useful on the one hand, yet it is asking a lot considering there is no actual compensation. I believe there needs to be a clearer delineation between part-time and full-time expectations and responsibilities. Full time faculty ideally should take on this kind of responsibility, as their contracts would suggest.
- Slos need to really address the difference between teaching fully online, hybrid and f2f. I find that I am constantly writing in my slos that we need different resource requests to assist students to learn more online than f2f. Since in the program review there are questions that specifically asking about learning online I'm not sure why we are not asked to have at least one SLO that discusses online offerings.
- Better training with TracDat.
- There is a place in TracDat to put in resources. That does not seem to be looked at, so why have that box.
- I have never seen this work for resource requests, it always that there is a scramble to spend funds, but that nothing from the SLO requests gets funded.
- Sometimes there just isn't a link between SLO's and resource requests. Our department desperately needs a chair to help the dean out with scheduling, hiring part-time faculty and mentor part-time faculty. How is this major request linked to SLO's? OK, someone might find a way to link them but it's really pushing my class success rates with a department chair. At some point, I don't want to tie in SLO's with the need to have colored paper or white out, which has not been purchased at all this year for my division. I cannot prove that having colored paper or white out will improve my students' success but I would love to have these provided so that I can just do my job without having to buy these items myself. Do I really need to justify making copies for my students? That would just be ludicrous.
- The Program Review templates do not demand that there be any linkage, it is left completely up to the department or service area. It often feels as if the resource requests are created and then reverse engineered for justification.
- The curriculum management system, trac dat & program review should be an integrated system. The faculty often do not understand that resource requests & allocations stem from SLOs and resource requests.
- Increasing student success and closing achievement gaps takes human resources. I need time to assess students authentically, and I can't do it for large numbers of them. Yet productivity pressures are far more important to our institutional resource allocations, regardless of student outcomes. If student outcomes really did drive resource requests, my seat counts wouldn't have increased last year. That was a real setback to the quality of the educational experience I offer to students.
- We need more support with Student Services SLOs.

K. Foothill's Planning & Resource: Areas that has Improved

<u>Has Improved: Communication</u>

- New dean communicates with faculty.
- Our former dean in FA did not communicate to us in the art department. Since we have a new dean, we have clear communication and our dean seems to care.
- Research Staff pre-meetings with my Department.
- There has been more focus on providing multiple venues for information sharing.
- Two of our presidents, Nguyen and Holcroft have been proactive.
- Visits to department and division meetings.
- Academic senate committee reports help, president's communique helps, the Office of Instruction newsletter is great.
- Generally better at Division level.

<u>Has Improved: Program Review</u>

- Each year the committee tries to make changes that make it a less cumbersome & confusing document.

- In the past 7 years with our previous dean, I had to do all of the work on the program review. With our new dean, he encouraged all members to contribute to the Program review. He gave assistance and explanation to all faculty members on how to complete and understand the program review.
- New dean gave us verbal feedback on our program review.
- Same template helped.
- Assistance was provided.
- Form improved.
- More collaboration with Admins.
- Template is improving. Thanks to the people working on that.
- There was a very robust discussion about the Program Review process and exploring ideas to close feedback loops.

Has Improved: Resource Allocation

- Our new dean met with us F2F and valued our program review requests. He said that it is important to have a new art faculty member. He made us feel heard and valued. This has not been the case the past 7 years with our previous dean.
- "Out-of-cycle" hiring has been addressed.
- I like that there is criteria that departments must meet before they can receive funds. Example, hold Advisory Board Meetings.
- New dean discusses resource allocation with all faculty.
- OPC has reviewed it's process & submitted suggestions to PaRC.
- Better understanding of how to frame requests based on Dean's prior input.
- Release time/

Has Improved: Participation

- Direct requests for input are made.
- New dean encourages participation.
- PRC had several new members, so did CCC and Academic Senate, as well as new leadership in these areas.
- Our former dean in FA did not want to meet with us F2F. I felt like in the past, our department was not valued. This past year having a new dean our department has cared to participate in f2f meetings.
- Wider faculty participation.

Has Improved: Discussion between Instruction and Student Services

- Appears excellent this year.
- More collaboration around learning communities, SOAR events, Equity.
- Our new dean had us create a two year schedule to work directly with counseling. This will help students with knowing and planning their classes. This was a huge change from our last dean who changed courses every quarter. Being asked to make a two year schedule made me feel like our department was part of the process. I felt like our dean was student centered rather than enrollment or numbers centered.
- Student services is contributing a lot more to instruction-centered planning.

Has Improved: Openness/Flexibility to Address Unforeseen Resource Requests

- SEW
- Since more service learning opportunities have come up the past year for ART such as murals and community projects, the new dean has showed is openness to help fund these projects. I have seen more students involved in these projects and there has been more feelings of openness and flexibility in our department.

Has Improved: “Other”

- I don't want to say none of the above, but I am not aware of any improvements over the last year.
- Thuy bridges the gap! She's amazing at communication and openness!

- We needed to change to a new model's guild. Our new dean was open to this change. The cost was half the cost. He has show his willingness to also attend all of the meetings for this change. We appreciate how open and helpful our new dean has been for our department.
- Don't know/Unsure (x5)

L. Foothill's Planning & Resource: Still Needs Improvement

Still Needs Improvement: Communication

- Better document design; required pre-meetings with Admins prior to writing Review (not just after)
- I never heard of the VPs prioritization and what the outcomes were.
- Marketing??? Sorry, for years we have been told that the website will change for all departments to edit. Still waiting.
- More understanding of why information or input is needed.
- Most communication is vaguely stated in emails. I'd like to see more forums, where people can ask direct questions about the planning and resource process.
- Orientation for Classified Staff is non-existent, so new staff don't know about committees. New faculty go to meetings for an entire year, new staff are ignored.
- Thuy does not understand and value process.
- How and why resources are allocated.
- Spotty campus wide.
- The 5 W's on the process and need for participation.
- Timely and widespread dissemination.
- Various media sources & times.

Still Needs Improvement: Participation

- Encourage professional staff participate with actual incentives, like provided to faculty. This is anecdotal, but, more and more jobs are perceived to be predetermined. Whether by crafty requirements that only fit certain applicants, or a determination by the head of committee which goes against grain of what majority has chosen.
- Less off-putting design and presentation with encourage greater participation.
- Need new faces to join conversation.
- Who gets to participate? How are they chosen.
- Within the departments.
- Despite gains, broader campus participation is needed.
- Mostly the same people year in and year out on committees, need to bring in newbies.
- Not sure who participates and who actually gets a 'vote'.
- Opening day, allow faculty time for meeting to start program review.
- Require participation by all .
- The 5 W's on the process and need for participation.
- The same people do the work.
- No response.

Still Needs Improvement: Discussion between Instruction and Student Services

- Don't they hate each other?
- Even with Messina gone, still siloed.
- I don't see any mechanism for this in the current program review structure.
- Need new faces to join conversation.
- Student services still excludes instruction from meaningful participation in planning.
- There are still silos and protectionism instead of collaboration.

- There was once a brief request for ideas regarding keeping the TLC open more hours. The answer was all faculty based, and cost through the roof. If using professional staff costs would be far less.
- Um, what's this? I don't see this happening at all.
- Very little happens.
- Counseling services for students needs to be evaluated by programs.
- Just that we need to distinguish those as separate tells of a problem.
- Maybe a PD activity?
- Not nearly enough.
- Not sure where this discussion occurs and what the outcomes are.
- No response.

Still Needs Improvement: Resource Allocation

- Made in a bubble. Enrollment is down but emergency hires for faculty are being approved.
- Perhaps add an "ideal resources" section just to make it clear "what is really needed" vs. "what it is feasible under the current funding structure to request"
- Politically charged.
- Process takes a long long long time.
- The timing is terrible. The lag time between requesting a resource and the actual resource arriving is way too long.
- These decisions seem whimsical.
- How and why resources are/are not allocated.
- If not a pet project, not sure how resources get allocated.
- Response to PR requests from VP.
- Tie more clearly to SLO's.

Still Needs Improvement: Program Review

- Could the research site be made to be a little more user friendly?
- It seems like every year program review is being revised, depending on the changing college priorities. Also, I am very disturbed that it's being used to shame faculty who do not serve on committees.
- No accountability for not doing program review: Dean Student Activities.
- Specific evidence of resources allocated based on PR requests.
- We need a new faculty member.
- Broader campus participation is needed.
- Dedicated time to complete.
- Directions, shorten it, integrate with curriculum, trac dat.
- Require participation by al.
- Shorter.
- No response.

Still Needs Improvement: Openness/Flexibility to Address Unforeseen Resource Requests

- From a staff perspective, this is non-existent. Way down the food chain.
- Sometimes people retire in the middle of the year. Should we have to wait to put this in the following year's program review so that the faculty request could be ranked the following year?
- There are times when something is not on a program review resource request, but becomes critical, this needs to be allowable, esp. in allied health programs (health, safety, retention).
- No response.

Still Needs Improvement: “Other”

- All of the above
- Give faculty a paid leave day if they are the primary person responsible for the program review document
- Don't know/Unsure (x4)

M. Foothill's Planning & Resource: Open-ended Feedback

- Can we just start with an updated version of staff directory, hard copy version. Also, could everyone be required to be in it, whether or not their extension, telephone number, office number is not? At least a way to reach them, how their name/nick name might be in outlook.
- I am still too new to the college to accurately comment on improvements that have been made to the process.
- I am unfamiliar with the potential and possibilities for my participation except when I was teaching in the classroom and submitted data on learning outcomes. Currently I am in the TLC.
- I am unsure about the college process and so don't feel capable of commenting on most of it.
- I was a TEA for the past few years and not involved with planning/resource governance. I am now a full time employee but had limited time to participate until I've finished on boarding.
- As a new employee unaware of process; confusing; don't know how I can help even if I would like to.
- Needs to be more transparent.
- Murky and ill-defined. Has improved over the years, but still needs major improvements, especially in the area of transparency.
- U don't think this process is understood by most faculty.
- I would ask that IP&B again recommend to PaRC the usage of a new program creation notification sheet/form/process. We've seen a couple examples in recent history of programs beginning to be discussed and planned for implementation prior to robust discussion.
- PaRC is not a decision making body; it's more of an information session. This is not governance in my mind. If PaRC is called upon to make a decision, it is usually a rubber stamp. Most decisions are really top down. In some sense, it has to be. Let's just say it is and not make the pretense of calling it governance.
- The part of program review where you list goals, objectives & funding requests should be integrated into one table, not two separate tables.
- The structure and timing gets in the way of real changes developing out of the process as well as making any dialogue along the way very difficult. Perhaps draft Program Reviews should be submitted to the Deans earlier for Division review and later adjusted once data is finalized. Might get more reflection. Maybe we need to treat it as a living document that is revised each year rather than starting over.
- This year of transition with a new President has brought less clarity to the governance structure, not more. Something called the S.H.E.A. goals were added to the governance structure without going through the proper channels and PaRC. Decisions to change reporting structures and adding more administrators was done without proper procedure.
- With the arrival of a new President and new VPI, we have a historic opportunity to re-think the Program Review process. The College would also benefit by examining model program-review processes from other similar institutions -- as a way to "shake up our groupthink" and inspire out-of-the-box redesign of the existing, much maligned, process.
- Hopefully when permanent senior administrators are in place, decision making will be more timely.
- Training should be provided on the roles and functions of Foothill's committees.
- The planning and resource planning process are open, which makes them "inclusive" and "transparent." However, my perception is that many individuals do not participate, for a variety of reasons, many of them understandable. Those who do participate feel involved and valued, but also overworked.
- True shared governance is both a right and responsibility and requires enormous commitment from faculty and staff - a lot to ask on top of one's normal responsibilities. I see the same people at various meetings, and while I respect their dedication, I'm sorry that the burden of shared governance falls on a dedicated few.
- We need more faculty to step up to major committees. Most of our long time full time faculty members never step up to major committees like the curriculum committee and the academic senate. If these committees were compensated or allowed for release time I believe more faculty would step up. The curriculum committee may be one of the most time consuming committees on campus. To make the faculty member feel valued, the college needs to compensate them.

- We are getting there.
- Instruction and student services are actively collaborating.
- Very hard for part-timers to participate because they work several jobs.

N. Academic Senate: Areas that has Improved

Has Improved: Communication

- Carolyn is an excellent leader; Always responds in a timely manner to concerns.
- Multiple ways.
- President Holcroft has been instrumental.
- We have a speech instructor who is our Academic Senate Rep. She gives very clear communication.
- We not only hear from the division representative but also the president of the senate.
- Good email summaries of important decisions/discussions.

Has Improved: Participation

- Don't know how I can help.
- New faculty members stepped forward as Senators for the first time in a decade (in my dept).
- New reps from several divisions including Apprenticeship.
- Was able to attend a meeting, and consistently receive meeting notes and information.

Has Improved: "Other"

- Productivity.
- Excellent leadership.
- Very constructive and proactive leadership.
- Don't know/Don't know enough/Unsure (x4)

O. Academic Senate: Still Needs Improvement

Still Needs Improvement: Communication

- I am still learning to determine what are high priority items to take action on.
- I'm not sure how they communicate to the campus at large.
- Not sure where to find information.
- Since we live in 2017 and some of our committees have the option of ZOOM, I don't understand why we can't have the option to attend the Academic Senate virtually. If the college allows for interviews to be through Skype, why can't we also have this option. This would allow more folks to be part of the conversations in the Senate. This would also allow for more participation and transparency.
- A Newsletter and Annual Report and Welcome to the New Academic Year refresher.
- Email minutes college wide each meeting.
- Would be nice to have new employee orientation (under 1 year).

Still Needs Improvement: Participation

- Compensate the faculty and you will have more faculty who will step up.
- Representation can be difficult.
- Wish to see different instructors participating, including adjunct.
- There are still divisions who don't fill their representative seats on the body.

Still Needs Improvement: "Other"

- None.
- ALL
- Not sure/Unsure/Don't Know (x4)

P. Academic Senate: Open-ended Feedback

- Academic Senate continues to be a forum for reasoned discussion of issues relevant to the faculty, College and District.
- I hope to serve on this committee in the future.
- I think the Senate does a great job.
- Improvement in communication to the campus at large, i.e. monthly emailed newsletters
- It is great how they receive back fill/release/reassign time to appear professional and always participate. It is not equitable to have Classified Senate Pres. and leaders at the same meetings while providing no support for them.
- Overall, the senate is an inclusive body that works diligently on transparency. I am proud to be a member.
- The do pretty well.
- These guys are awesome.
- The academic senate is the best managed committee on the campus..
- I would like to see the Academic Senate prepare a Best Practices Tip-Sheet to be distributed with each Book order each quarter -- a great time to showcase Senate initiatives on Honor Code; Lowering Textbook costs for students; Equity and Inclusion; Syllabus Design; and so forth. Set the Tone and remind faculty (every quarter) of what the Senate does, what it is, and what it Stands For.
- It would be nice for Senate to ask faculty what they think are the issues and what should be addressed. I think this way it could be more inclusive and it would not appear as if the agenda were driven by just 1 or 2 people. I also think that Senate needs to present multiple perspectives on issues. In my division, our Senate rep had a vote on an issue after only one side of the issue was presented. We need to know what the issue is about and why we are voting on it. I'm not sure the Senate rep was clear on what the issue was maybe?
- It's a big commitment & divisions that teach labs & clinics have a hard time getting representatives due to the large number of hours we teach. This leads to some imbalance on AS.
- The senate has a difficult task, to engage faculty in institutional decision-making that may only impact an individual faculty member indirectly. It's a real frustration when faculty only become involved late in the process when they perceive some potential impact on their own habits and practices.
- Sometimes it feels like what happens in Senate stays in Senate....and not in a good way. While Senators do communicate out, it doesn't feel like what actions Senate is taking is resonating more broadly around campus.
- We get the minutes about what happened in Senate but sometimes I feel I'm missing the context so it is hard for me to provide an opinion or input.
- Ditto, what I already said. As a new permanent employee I have not yet had the time to learn about Academic Senate.
- I am not a faculty member. I know our division AS reps have a lot to report in the Division meetings, but cannot comment on the questions marked 'unsure' here.
- I am not sure much has changed over the years, but this is because I feel disconnected from the process of shared governance.
- I am uninformed.
- Unaware of how I can help Senate or what its purpose is.

Q: Classified Senate: Open-ended Feedback

- Classified Senate does not seem to serve much of a purpose beyond being a committee for the sake of being a committee. The Senate group again failed to turn in a completed comprehensive program review.
- I've participated in the past but felt it was a waste of time and nothing got accomplished and it turned me off to ever wanting to be a part of it again.
- Classified Senate is not even respected by ACE, the union body for FHDA. Release/reassign time anyone?

- Senate informs Thuy as needed and she shares with her administrators as needed. The Classified Senate has a similar list of meetings/expectations/ responsibility as Academic Senate with no support/back fill/ release/reassign time. Equity lacks there and they don't have the prep time the Academic Senate gets.
- To be truly in the spirit of equity, the Classified Senate should be given release time for their president and vice-president and/or secretary. In order to fully participate in the governance process, the classified senate needs release time the same as the Academic Senate. Why are we treated as two groups, without equity in participation?
- I feel that the Classified Senate members are doing an excellent job in keeping everyone informed and on board with what is happening in the college.
- This has been a high-functioning and professional partner in College Governance -- great leadership over the last few years!!
- I would like to know more about the Classified Senate regarding what they need, think, etc.
- Might be useful if there was a campus wide - not just staff- regular report/minutes from this body.
- Need more participation from classified staff.
- It is sad that the Classified Senate has to take on the district's role of training new staff.
- Unaware of "working to provide onboarding for newly hired staff".