

**BASIC PROGRAM INFORMATION**

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.*

**Program/Department Name:**

**Division Name:**

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

Name	Department	Position
Isaac Escoto	Counseling	Academic Senate President
Rachelle Campbell	Radiologic Technology	Academic Senate Vice President
Katherine Schaefer	Anthropology	Academic Senate Secretary/Treasurer

**Number of Full Time Faculty:**  **Number of Part Time Faculty:**

**Please list all existing Classified positions:** *Example: Administrative Assistant I*

**SECTION 1: PROGRAM REFLECTION**

**1A. Program Update:** Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

Though the academic senate doesn't have designated data to share, it's function is to make recommendations regarding the 10+1 faculty areas of responsibility as referenced in Title 5. Academic senate achievements for the 2016-2017 academic year include:

Provided six scholarships for Foothill students in the areas of basic skills, transfer and CTE.  
 Adjusted our senate structure in order to add voting representation from the Student Resource Center as well as the apprenticeship programs.  
 Via the college curriculum committee, reached agreement on recommendations for a new apprenticeship curriculum committee.  
 In collaboration with our De Anza colleagues, informed senate officers regarding how to vote on statewide senate resolutions.  
 Discussed/vetted recommendations to: revise PaRC's process of ranking full time faculty hires, continue three year cycle for comprehensive program reviews, and implement a new initiative proposal process.  
 Appointed faculty to shared governance/tenure review/search committees throughout the year.  
 Appointed faculty to new hire committees.  
 Provided input/recommendations re: accreditation/self study throughout the year, including the accreditation retreat held during the Fall quarter.  
 Participated in/helped guide/helped write the accreditation Quality Focus Essay.  
 Appointed a faculty rep to the Online Education Initiative.

Planned and implemented the first senate sponsored part-time faculty celebration.  
Senate officers and senate reps aided in updating a draft of the full time and part time faculty hiring procedures (draft updating will continue throughout the 17-18 year).  
Discussed and made recommendations regarding dual enrollment efforts.  
Recommended changes to FHDA Board Policy and Admin Policy on Student Equity.  
Adopted a resolution in support of asking ASCCC leadership to rely primarily on discipline faculty to determine appropriate minimum qualifications, with specific regard to apprenticeship faculty.  
Adopted a resolution asking that dental hygiene baccalaureate students be allowed to receive credit for prior learning as demonstrated by passing licensure exams.

We continue to collaborate with our De Anza senate colleagues both by having two joint senate meetings a year, as well as ongoing district senate meetings.

College Curriculum Committee achievements:

Discussed best practices for division wide inclusion in curriculum sheet review/approval.  
Discussed criteria/process for local General Education pattern course consideration, and approved multiple courses for inclusion in the following year's local GE pattern.  
Created a process for creating cross listing courses, to help minimize unintended consequences from cross listing a course.  
Made recommendation to/created the apprenticeship curriculum committee.  
Discussed and approved the creation of new course families in the Theater Arts department.  
Discussion re: division wide feedback regarding specific course outline of records content.

**1B. Program Improvement:** What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

The senate reviewed and updated it's representative structure during the 16/17 year. Representation/voting rights were added for the Student Resource Center (DRC, etc), and Apprenticeship programs. Senate felt that these additional groups hold a unique perspective on our campus, therefore should be represented independently both by voice and vote.

An item senate is focusing on this year is an increased focus on faculty community. The hope is that the more senate is able to support faculty coming together, the more comfortable our faculty colleagues will feel in getting engaged in the senate process and hopefully increase awareness of senate related communication. One example of these efforts is the senate president's commitment to meeting with each senate representative, 1 on 1, with the goal of increasing senate representatives' sense of feeling heard/valued. Another example of planned faculty community building efforts is the goal to host discussions/meet-ups on a variety of topics of shared interest.

The succession transition from the 16-17 year to the 17-18 year has been a smooth process, with new officers appointed to all three senate officer positions (President, Vice President, Secretary/Treasurer).

Senate has appointed two full time faculty representatives as well as two part time representatives to the Leadership Council on governance redesign. We are closely involved in the campus effort to redesign our governance structure, so as to decrease unnecessary overlap, improve communication, and support an overall clarity and efficiency to our structure.

**1C. Measures of Success:** What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

Senate measures success in large part by the governance survey, but also on a personal feedback level by having individual discussions or by engaging in discussions in shared governance meetings/department meetings.

College success indicators such as student success metrics as well as institutional effectiveness indicators are also referenced when discussing measures of senate success. Though the causation/correlation of student success is difficult to directly attribute to any specific effort/group, discussion/reflection is ongoing as to how the academic senate’s actions support the previously noted metrics.

**1D. EMP Goal:** The 2015-2020 Educational Master Plan (EMP) includes the following goal:  
*“Create a culture of equity that promotes student success, particularly for underserved students.”*

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

Though there is no available data specific to the academic senate, we are strongly supportive of equity efforts across campus as evidenced by: faculty tri-chair appointment and supported discussions at the Student Equity Workgroup, and senate support for and discussions regarding the Black Minds Matter course series. Efforts and discussions regarding student equity and the achievement gap are regularly discussed at senate, and division representatives are asked to relay discussions/information with their constituents. Senate is also closely involved in the writing and implementation of the Integrated Plan (3SP, Basic Skills, Student Equity).

**SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS**

**2A. New Program Objectives:** Please list any new objectives (do not list your resource requests).

<b>Program Objective</b>	<b>Implementation Timeline</b>	<b>Progress Measures</b>
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2017 Term</i>	<i>Course Enrollment</i>
Help lead/coordinate Guided Pathways efforts in all matters pertaining to the “10+1.”	Efforts ramping up in Winter 18.	Faculty appointment/representation on groups/committees discussing Guided Pathways efforts.
Increase discussion amongst faculty regarding service learning and leadership	Winter/Spring 2018	Committee/division service learning/leadership agenda items for discussion.

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**2B. Resource Requests:** Using the table below, summarize your program’s unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Summer Stipend for Senate Officers	3,000	Ongoing objective of supporting faculty senate work throughout the summer.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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**2C. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

The senate officers are greatly appreciative of the 1.0 budgeted and .5 unbudgeted reassigned time allotted to us. We respectfully ask for a continuance of the .5 unbudgeted reassigned time to meet basic requirements of our senate office duties. It is important to note that senate officer responsibility continues to increase from year to year as is evidenced by added statewide initiatives and new campus projects/efforts. Our senate officers are well aware of our district budget challenges, but feel that in order to best serve our faculty and campus as a whole, we respectfully ask for additional release time (0.3 FTEF). We currently allocate 1.5 FTEF as .75 for the president, .5 for the vice president and curriculum committee co-chair, and .25 for secretary/treasurer.

Our senate officers continually put in more time than is allotted by our current FTEF. With so many moving parts amongst the campus that require heavy faculty involvement, our current FTEF allotment is not enough. An increase in our reassigned time could greatly benefit Foothill’s overall efforts, by allowing more bandwidth for our officers to lead/coordinate/communicate across campus. It’s important to note that as the campus works to plan and implement a new governance structure, this will result in an increased need for senate officer time, as our officers help in leading the implementation and faculty understanding of a redesigned structure/process.

If our additional release time is granted, senate officers plan to allocate 1.0 for the president, .5 for the vice president, and .3 for the secretary/treasurer.

**At the requested 1.8 FTEF level, Foothill College would still be within how many academic senates operate throughout the CCC system. Senate officers at multiple CCCs are allocated FTEF above 2.0. We feel that 1.8 FTEF is a reasonable request for our campus to show its commitment to shared governance, as we brave this budgetary climate.**

### **SECTION 3: LEARNING OUTCOMES ASSESSMENT SUMMARY**

**3A. Attach 2016-2017 Course-Level Outcomes:** Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**3B. Attach 2016-2017 Program-Level Outcomes:** Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**SECTION 4: FEEDBACK AND FOLLOW-UP**

This section is for the Dean/Supervising Administrator to provide feedback.

**4A. Strengths and successes of the program as evidenced by the data and analysis:**

**4B. Areas of concern, if any:**

**4C. Recommendations for improvement:**

**4D. Recommended Next Steps:**

- Proceed as Planned on Program Review Schedule
- Further Review / Out-of-Cycle In-Depth Review

*Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*