PROGRAM OVERVIEW

Program Title: Faculty Senate and Curriculum

Program Code: 6016 - FACULTY SENATE

Review Type: Administrative

Does this review contain any career technical education (occupational) programs? No

External Regulations: No

Chaffey College Mission Statement

Chaffey College improves lives within the diverse communities it serves through equal access to quality occupational, transfer, general education, and foundation programs in a learning-centered environment where student success is highly valued, supported, and assessed.

Please describe how your program supports the college's mission and discuss how your program evaluates its effectiveness in meeting the college mission:

The Faculty Senate is by law and custom, the primary vehicle for expressing faculty views and for participating in recommendations on academic and professional matters. It is the joint responsibility of the Faculty Senate and CCFA to ensure that the faculty have meaningful input into the decision-making processes of the college. It is further the joint responsibility of the two organizations to ensure that the positions advanced by either organization are representative of the views of the collective faculty. The Curriculum Committee, which functions under the purview of the Faculty Senate, has primary responsibility for reviewing, approving, and facilitating curriculum. By law faculty have primacy in matters regarding curriculum. Faculty members have the responsibility to assure that curriculum is appropriate to the College mission and applicable to lower division or occupational college study. Faculty determine course and program design, course content, instructional methodology, student learning objectives, degree and certificate requirements, grading standards, and appropriate rigor. The Curriculum Committee is a shared governance committee that is made up of faculty, management, and classified representatives. The effectiveness of our programs in meeting the college mission is demonstrated through weekly
minutes (distributed campus-wide), Governing Board monitoring reports, curriculum compliance, as well as end-of-year reports.

**Review Team Response**
The Faculty Senate and Curriculum Office is to be commended for ensuring that faculty is involved in college decision-making, and the Curriculum Committee is to be commended for facilitating and enabling the vital curriculum process.

**PROGRAM DATA**

Enrollment

Enrollment by Day, Evening, Online, Arranged ()

![enrollment chart]

<table>
<thead>
<tr>
<th></th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
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<tbody>
<tr>
<td>Total</td>
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<tr>
<td>Day</td>
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<tr>
<td>Arrange</td>
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<tr>
<td>Measure</td>
<td>2008-09 to 2009-10</td>
<td>2009-10 to 2010-11</td>
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<td>Total Census Enrollment</td>
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<td>Arranged</td>
<td>N/A</td>
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Given the data, what changes can be identified in enrollment patterns? Identify any important trends and explain them.

Retention
Given the data, what changes can be identified in retention patterns? Identify any important trends and explain them.

Success
Given the data, what changes can be identified in student success patterns? Identify any important trends and explain them.

Review Team Response

DEGREE/CERTIFICATE DATA

Review Team Response

STUDENT LEARNING OUTCOMES

Discuss how the number, type, depth, and breadth of the courses support program SLO's.

Discuss how courses in the program articulate with or complement each other.

Discuss how courses in the program interact with other programs on campus (for example: cross-listing, overlapping content, or shared resources).

How and when has your department assessed Program SLO's' and how have you responded to the
results?
What program or course changes have been made based on the result of the assessed outcome?
Review Team Response
Discuss how your services help maintain a high level of student satisfaction.
Discuss how you evaluate your effectiveness in meeting students' needs.
How and when has your service reviewed or revised SLO?s and/or AUO?s.
How has your program utilized SLO/AUO assessment results for program improvement?
Review Team Response

**CURRICULUM UPDATE**

<table>
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<tr>
<th>Courses</th>
<th>Last Modified</th>
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<table>
<thead>
<tr>
<th>Programs</th>
<th>Last Modified</th>
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</table>

Courses should be updated every six years; if course updates are due, please describe your plan and timeline for updating courses:

What steps has your program taken to proactively respond to changing and emerging student and community needs?
Briefly explain:
Review Team Response
Review Team Response

**NON-INSTRUCTIONAL PROGRAM INFORMATION**

How does your program improve, expand, or support student learning? How do you know?
The Faculty Senate President and Curriculum Chair attend statewide and regional training to make sure that we are compliant with Title V and statewide practices. We are engaged in the review process with board policies & administrative procedures to assure that local practice is in compliance with Title V and the Community College League of California's best practices. The Faculty Senate serves as a forum for the faculty in academic and professional matters, and through its programs/activities/events, provides a vehicle to bring varying entities of the campus and community together to dialog, discuss, exchange, and disseminate ideas, innovations, and recommendations. Faculty Senate has a long and productive tradition of shared governance. This tradition corresponds to current law and rights and responsibilities conferred by the legislation. Shared governance will
continue to have a positive impact on student learning and the successful operation of the college. The appointment of faculty members to serve on college committees, task forces, or other groups dealing with academic and professional matters is made by the Faculty Senate in consultation with the superintendent/president or designee. Committee appointments and faculty participation is regularly monitored and tracked by the Senate Office. This addresses one of our AUO's that 50% of Chaffey College full-time faculty members will participate in shared governance through membership on a campus committee dealing with academic and professional matters. Senate exceeded this AUO in 2010-11 with 93.4% of full-time regular contract faculty participating in shared governance through membership on a campus committee dealing with academic and professional matters. Faculty Senate develops and supports faculty professional development activities. Faculty Senate provides numerous and varied forums of cross-discipline interaction for faculty (ex. Meritorious Service Awards, Faculty Lecturer of the Year, Tenure Reception, Faculty Connections, Faculty Get-Togethers, etc.). Participation in these opportunities are monitored and tracked annually and the results of this data help to develop and refine Faculty Senate professional development activities/community building activities for faculty. The Senate President and the VP of Instruction conduct the semester-long fall workshops for the New Faculty Orientation Program. This program addresses the AUO that new faculty are more aware of teaching, learning, and pedagogy as well as campus-wide issues and services available to students and faculty by their participation in the New Faculty Orientation Program. An evaluation tool has been used. This program is modified and refined each year based on the results of the evaluation responses and the changes in the environment of the institution. Because of the economic climate, this program has been on hiatus. One of Senate's VIPs is to seek funding to hire new faculty and reinstate this valuable program.

Describe staff functions and services (these can include diversity, specialties, staff preparation and training, professional activities and committee participation, accomplishments, grants, new programs etc.)

How does your program evaluate its effectiveness?

The Faculty Senate and Curriculum staff perform a broad range of administrative, and technical assistance functions for the Senate/Curriculum offices; function as office coordinators for a major college service area; provide training for faculty; serve as liaisons between supervisor, program, and various groups; and attend regular training/classes to keep current on software updates as well as enhancing their skills. Both are actively involved in the shared governance process at Chaffey. They both were elected by their constituents to the Classified Senate and also serve as classified representatives on the Professional Development Committee. The Faculty Senate President serves as the official spokesperson and advocate for the faculty in academic and professional matters; ensures the effective participation of faculty in the joint development of institutional policy; identifies and addresses regulatory issues (Ed Code/Title 5, etc.) as they relate to academic and professional matters; provides initiative in identifying and pursuing important institutional issues; works to resolve concerns of individual faculty members; meets regularly with the Superintendent/President and the Vice President and with other administrative staff as needed; and remains vigilant about legislation affecting the California community colleges. The Curriculum Chair develops, implements, and facilitates a coordinated curriculum process; develops and plans a college-wide innovative curriculum; serves as a resource for faculty regarding curriculum and CurricUNET issues; facilitates oversight and development of the college curriculum management system, CurricUNET; reviews all documentation for Title 5 compliance, Chancellor's requirements, and CCC Academic Senate good practices; ensures application of the SLO process through curriculum modification and development; serves as an officer of the Faculty Senate and
represents Faculty Senate regarding curriculum-related matters at the Academic Senate of California Community Colleges; serves on various college committees; and coordinates/liaisons with articulation officer and appropriate administrators on curriculum-related matters affecting the development of the college catalog, schedule of classes, and for the integration and planning of curriculum offerings and services into the instructional units of the college. The Faculty Senate and Curriculum Chair attend Academic Senate of California Community Colleges fall and spring plenary sessions, various webinars, as well as regional and statewide meetings. The Curriculum Chair attends regional and statewide curriculum training sessions, Curriculum Institute, webinars, etc. The SLO Chair goes to regional SLO training. The Faculty Senate President and Curriculum Chair participate in the state listserv, engage in CurricUNET training, serve on numerous campus committees such as PSR to make sure we are in compliance. Effectiveness is measured in terms of compliance with Title V through such things as accreditation, Chancellor's Office audit of our curriculum, review process of board policies/administrative procedures, etc.

Review Team Response
Faculty Senate and the Curriculum Office are to be commended for their hard work staying abreast of current community college developments throughout the state and nation, for creating forums for faculty interactions across disciplines, and for facilitating shared governance.

STUDENT SUPPORT - ACCESS
How do the services you provide to students facilitate access to learning? (e.g. admissions applications, payment processing, pre-requisite clearances, assessment testing, adaptive technology, program applications, healthcare, student activities, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>Description of Service</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
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<tbody>
<tr>
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<td></td>
<td>08-09</td>
<td>09-10</td>
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</table>

Additional information:

Review Team Response

STUDENT SUPPORT - SUPPORT
How do the services you provide to students support student learning? (e.g. counseling, orientations, workshops, financial assistance (scholarships, grants, etc'), career assessments, health education, service learning, advisory committees, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>What knowledge, skills, and/or abilities are learned?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
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<tr>
<td></td>
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<td>08-09</td>
<td>09-10</td>
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</table>
Additional information:

Review Team Response

STUDENT SUPPORT - OTHER

How do the services you provide to students promote transfer, completion, specialized services, and/or future success? (e.g. graduation ceremony, CSU/IGETC certifications, university transfer, securing employment, transcript requests, enrollment verification, conferring of degrees/certificates, scanning/imaging documents, phone calls received, face-to-face contacts, refunds granted, and other specialized services.)

<table>
<thead>
<tr>
<th>Type of Service</th>
<th>How does this contribute to student success?</th>
<th>How many students received this service?</th>
<th>Measured with?</th>
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<td>08-09</td>
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<td>10-11</td>
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</tbody>
</table>

Additional information:

Review Team Response

VISIONARY IMPROVEMENT PLAN (VIP)

Please identify 1-3 program improvement goals for the next three years. Goals should state 'what' you plan to achieve and the rationale 'why' for doing so. 'How' you achieve your goals will be entered under Steps to Success. Keep in mind that your VIP should be SMART:

- Specific
- Measurable
- Action-oriented
- Realistic
- Time-bound

All plans should improve or expand student learning.

Year Three Goal:
Reestablish the viable and engaging New Faculty Orientation Program to provide new faculty with in-depth information on campus resources, and introduce our new faculty to the strong culture of teaching and learning at Chaffey College.

To which planning direction does this goal apply?
Excellence in teaching and learning
Connectedness
Establish funding or institutional support.
New faculty hired.

New faculty hired and new faculty orientation program reestablished.

Obtain funding to purchase 30 tablets.

several points of success would be measured: 1. turnaround time on curriculum modifications; 2. diminished demand for paper supplies; 3. increased interest and requests to serve on the Curriculum Committee during Spring recruitment;

1. create flow-chart for paperless curriculum approval process as well as for a paperless Curriculum Committee agenda/minutes; 2. create procedures and policies for the use of the tablets; 2. train Curriculum Committee members in the use of tablets;
1. reduction of paper demand for Curriculum Committee efforts; 2. measurements of the "affective domain" for Curriculum Committee members;

Year Three Goal:
In line with the college's sustainability plan, conduct paperless curriculum meetings and Faculty Senate meetings.

To which planning direction does this goal apply?  
Excellence in teaching and learning  
Connectedness  
Sustainability

Year 1 Steps to Success (activities) and VIP Assessment:  
Obtain funding to purchase 30 tablets.

Year 2 Steps to Success (activities) and VIP Assessment:  
1. create flow-chart for paperless curriculum approval process as well as for a paperless Curriculum Committee agenda/minutes; 2. create procedures and policies for the use of the tablets; 2. train Curriculum Committee members in the use of tablets;
1. reduction of paper demand for Curriculum Committee efforts; 2. measurements of the "affective domain" for Curriculum Committee members;

Year Three Goal:
In order for the online faculty handbook to be a more effective and accessible resource for faculty, we want to increase the faculty usage, create a tutorial on how to use the handbook for new and adjunct faculty, and develop a mechanism to track the usage.

To which planning direction does this goal apply?  
Excellence in teaching and learning  
Connectedness

Year 1 Steps to Success (activities) and VIP Assessment:  
1. Identify additional information deemed relevant to faculty for inclusion in the handbook; 2. communicate and work collaboratively with the campus community to obtain the most current/up-to-date information; 3. conduct internal and external research on how to develop a tracking system for usage of the faculty handbook 4. Obtain funding for a FOSA to develop the tutorial  
1. Develop a survey for faculty on current usage of the handbook and what they would like to see in the handbook to enhance their teaching & learning; seek 85% response of the faculty on this survey; 2. create workgroup to gather current/up-to-date information which will complete task within specified timeframe; 3. evaluate information located from internal and external research for usefulness/appropriateness
**Year 2 Steps to Success (activities) and VIP Assessment:**
1. Procure funding source for tracking system and on-demand training and FOSA.
   Success will be measured in several ways: 1. The number of log-ins or hits to the faculty handbook; 2. The number of times the on-demand feature was utilized by faculty; 3. A reduction in the amount of time taken to answer questions individually face-2-face.

**Review Team Response**
The goals are clear, concise, attainable, measurable, and are clearly tied to data and SLO assessment results. They follow the handbook instructions: First, describe your goal with a verb. Next, include what you plan to achieve (what) and the rationale (why) in one sentence.
Faculty Senate and the Curriculum Office are to be commended for VIP goals that are clearly tied to their vital functions of gathering important information and disseminating it to the Chaffey community.

**PROFESSIONAL DEVELOPMENT ACTIVITIES THAT SUPPORT STUDENT LEARNING OR IMPROVE YOUR PROGRAM**
List Recent departmental professional development activities connected to student learning.

<table>
<thead>
<tr>
<th>Recent activities</th>
<th>Recent workshops/courses taken</th>
<th>Recent conferences/training</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLEX SLO training and presentations January &amp; August 2011</td>
<td>Strengthening Student Success Conference October 2011</td>
<td>Regional Curriculum Training March &amp; September, 2011 offered by ASCCC &amp; Chancellor's Office</td>
<td>Student Success Task Force Webinars</td>
</tr>
<tr>
<td>Shane Lopez - Convocation August 2011</td>
<td></td>
<td>Statewide Academic Senate Plenary Sessions, March &amp; October 2011; &amp; Academic Senate Area D Meetings</td>
<td>Webinar training on SB 1440 Feb., March, April, &amp; May 2011 offered by Chancellor's Office and ASCCC</td>
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<tr>
<td>Marvin Denbo - Convocation January 2012</td>
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<td>Accreditation Institute 2/11 offered by ASCCC</td>
<td>Department Meetings</td>
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<tr>
<td>Program &amp; Services Review Training</td>
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<td>SLO Institute 7/11 offered by ASCCC</td>
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<td></td>
<td></td>
<td>Curriculum Institute 7/11 offered by ASCCC</td>
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</tbody>
</table>
How are student learning outcomes affected by these professional activities? What steps are recommended for improvement?

Student Learning Outcomes were impacted by a more engaged and informed faculty. Faculty awareness results from the participation in the numerous state-wide training opportunities offered by both the Chancellor’s Office and the state Academic Senate for California Community Colleges (ASCCC). The Academic Senate Plenary sessions provide an opportunity to become informed as the the issues and details regarding a myriad of state-wide issues involving curriculum, student learning outcomes, accreditation. The plenary sessions provide an opportunity to hear both sides of the debate as provided by colleagues through the state. The SLO and Curriculum Institutes provide an opportunity for training given by SLO and Curriculum experts from both the Chancellor's Office and the ACCJC accrediting agency. All this information finds its way back to the campus to information colleagues at all levels of the institution.

Discuss departmental engagement on campus in connection to student learning.

<table>
<thead>
<tr>
<th>Governance committees</th>
<th>Other college-related committees</th>
<th>Other campus participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Governing Board Meetings</td>
<td>Academic Issues Group</td>
<td>Numerous Screening/Hiring Committees</td>
</tr>
<tr>
<td>Board Agenda Review</td>
<td>Curriculum</td>
<td>Bi-monthly meetings with VP of Instruction</td>
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<tr>
<td>President’s Cabinet</td>
<td>Green Earth Movement (GEM)</td>
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<tr>
<td>College Council</td>
<td>Honors Program</td>
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<tr>
<td>Faculty Senate</td>
<td>President’s Equity Council</td>
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<td>Classified Senate</td>
<td>Trees, Plants, and Grounds</td>
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<td>Technology</td>
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<td>Program and Services Review</td>
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<td>Professional Development</td>
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<td>CCFA Rep Council</td>
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How does your program benefit from your campus engagement?

Senate and Curriculum committees have broad representation and hold weekly meetings using telecommunication and videoconferencing. This enables our programs to reach constituents at all three campus sites for better communication, faculty are more informed, and improved research and resolution of issues. The State Academic Senate Plenary Sessions attended by both the Faculty Senate President and the Curriculum Chair ensures that they remain current on issues affecting Faculty Senate and Curriculum and keeps them apprised on hot topics/issues facing community colleges. The office's engagement in campus committees/activities, etc., provides many benefits to our program; the breadth of involvement of the Senate President in the committee structure keeps us informed on campus issues/concerns; indicates our commitment to shared governance. All of these committees play an important role in Chaffey's decision making process.

Teaching/Years of Service
Given the data how has your program been impacted?
N/A

Does your program anticipate retirements within the next 3 years?
Yes, the Faculty Senate Administrative Assistant is planning on retiring in 2014.

Review Team Response
Faculty Senate and the Curriculum Office are to be commended for attending important regional and national meetings concerning curriculum, student learning outcomes and accreditation, and ensuring that the important information gained thereby is disseminated.

PROJECTED NEEDS

Is any part of the program funded by sources other than the instructional budget (such as grants, partnerships, or other means)? If yes, please identify the source, amount, and length of funding.
Faculty Senate/Curriculum is also funded by the Senate Foundation Account. This account is funded totally on faculty payroll deductions and faculty donations. These donations vary in dollar amounts. Payroll deductions are monthly for a 10-month period. Funding is ongoing.

After reviewing and analyzing the data and assessment results in this report, please describe and provide rationale for any projected resource needs required to accomplish your Visionary Improvement Plan using the boxes below. Your requests should be based on student need.

FT Faculty:

Year 1:
Hiring Criteria:

Year 2:
Hiring Criteria:

Year 3:
Hiring Criteria:

STAFF
Year 1
Year 2
Year 3

EQUIPMENT
Year 1
Year 2
Year 3

TECHNOLOGY
Year 1
Laptop computer for Faculty Senate Office with which to complete electronic Faculty Handbook; laptop is needed for weekly Senate meetings (presenters with PowerPoints/reviewing board policies/procedures from the web, etc.) Currently regular laptop requests go through ITS or one is borrowed from the Faculty Success Center. Having our own laptop would be more effective and efficient. Total cost for notebook & carrying case $1366.06 (See attached Chaffey College Equipment Standards for specifications) There are no software or licensing fees associated with this need.

Year 2
Year 3

30 tablets for Curriculum Committee & Senate memebers with which to conduct paperless Curriculum and Senate Committee meetings; Total cost approximately $20,125 (see attached unofficial quote from Apple Store) Also, a H3635LL/A Bretford Bretford PowerSync Cart for iPad (Assembled) capable of storing, charging, and syncing up to 30 iPad devices, $2,801.45 (total includes tax shipping free). There are no licensing or software costs associated with this need.

SOFTWARE
Year 1
Year 2
Year 3

OTHER
Year 1
Program funding for the New Faculty Orientation Program, one class reassigned time for each new faculty member hired. There are too many variables to project costs for this need. Costs also depend on the number of new faculty hired. An average cost of a 3-unit lecture class is $3727.50.

Year 2
Year 3

Review Team Response
Faculty Senate and the Curriculum Office are to be commended for requests that are clearly tied to their important VIP goals, and for providing estimates of costs.

Review Team Response
The program contains excellent information and analysis to be useful for planning, supporting and improving student achievement and SLO’s. The review contains clear, measurable goals and resource requests. Faculty Senate and the Curriculum Office are to be commended for an informative program review that is focused on their vital function of gathering important information and disseminating it to the Chaffey community.