1. What is your primary role at Foothill?

Response	N	%
Full-time Faculty	39	48%
Classified Staff	30	37%
Administrator	9	11%
Part-time Faculty	3	4%
Student	1	1%
Total	82	100%
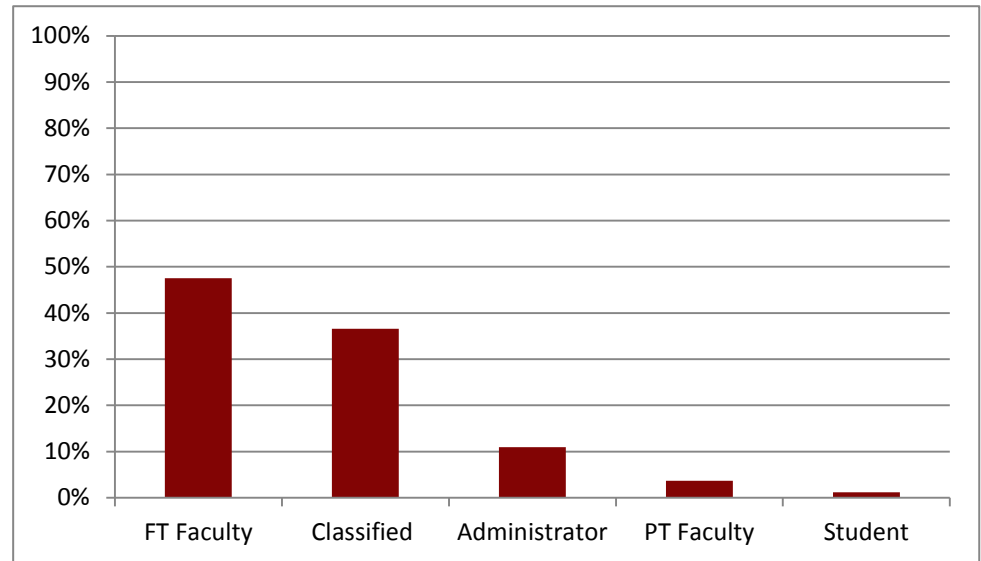
President's AUOs

2a. The college has a planning model that is accessible and undergoes continuous evaluation in order to promote student success.
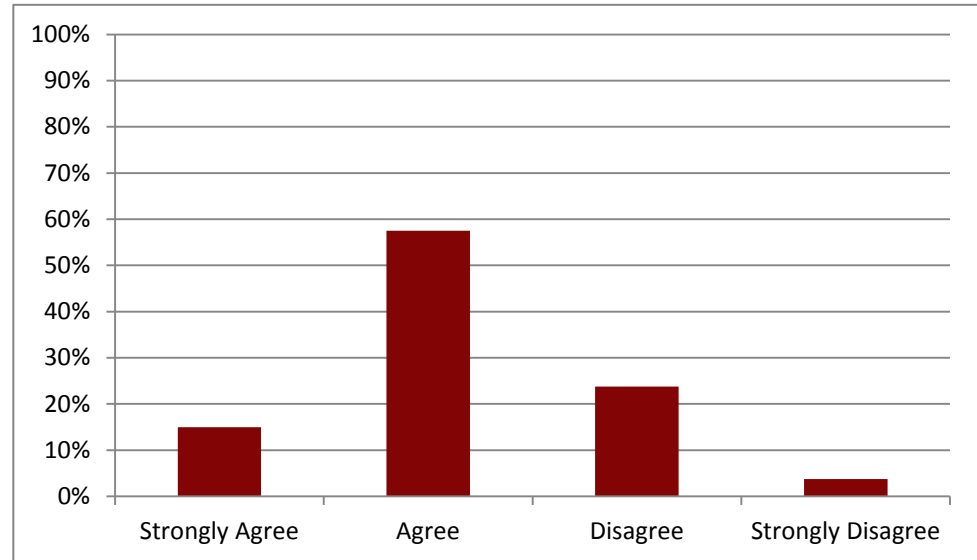
| Response	N	%
Strongly Agree	11	14%
Agree	56	69%
Disagree	13	16%
Strongly Disagree	1	1%
Total	81	100%
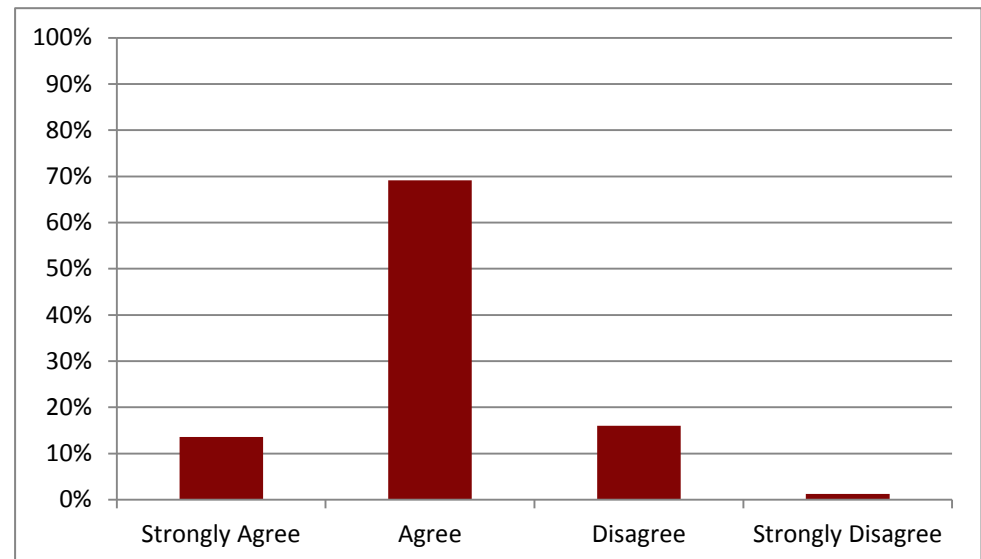
2b. The college's planning and resource prioritization process is driven by data/evidence (e.g. program review).

Response	N	%
Strongly Agree	12	15%
Agree	46	58%
Disagree	19	24%
Strongly Disagree	3	4%
Total	80	100%

2c. The college's planning model requires the documentation, assessment and reflection of its instructional and student support programs and services on a regular basis.
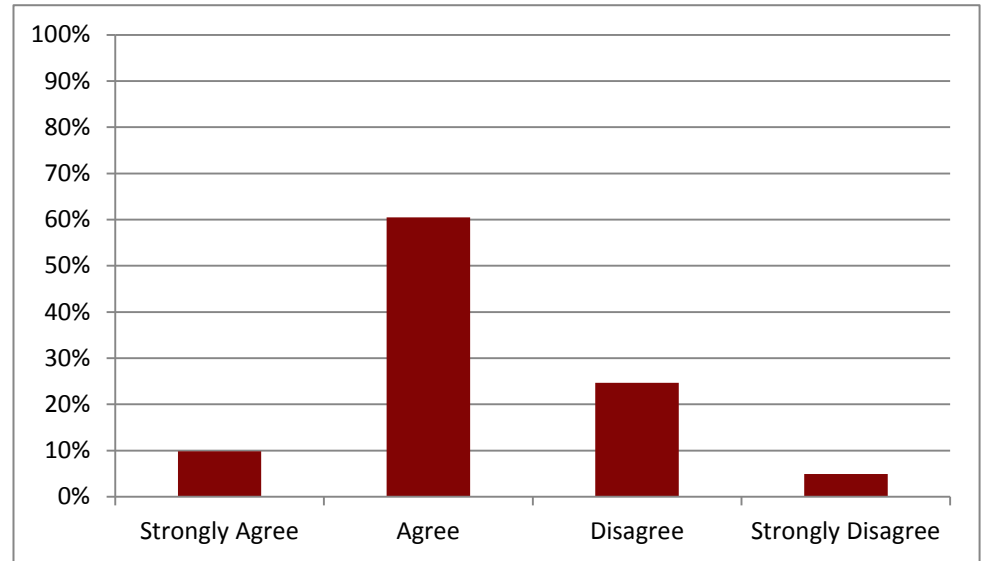
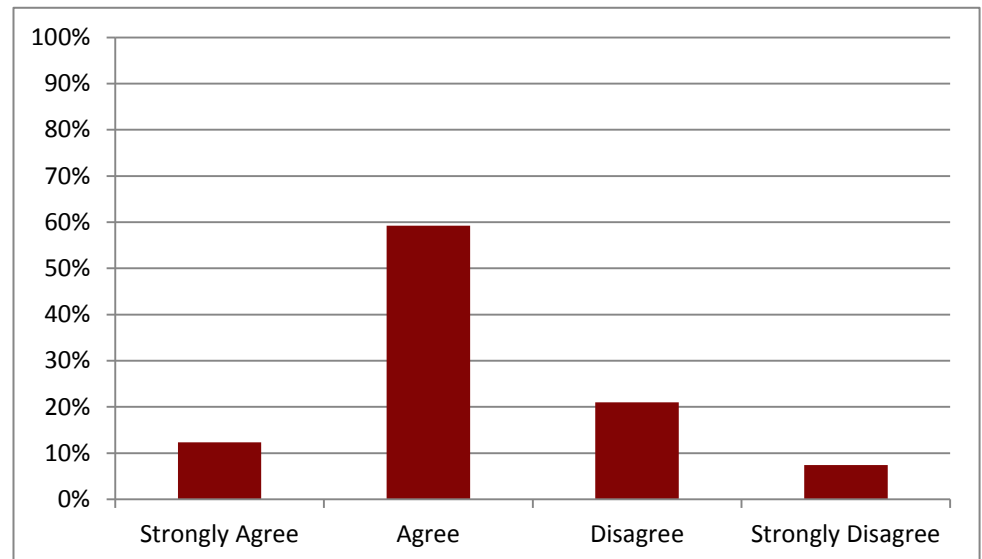| Response	N	%
Strongly Agree	15	19%
Agree	55	68%
Disagree	10	12%
Strongly Disagree	1	1%
Total	81	100%

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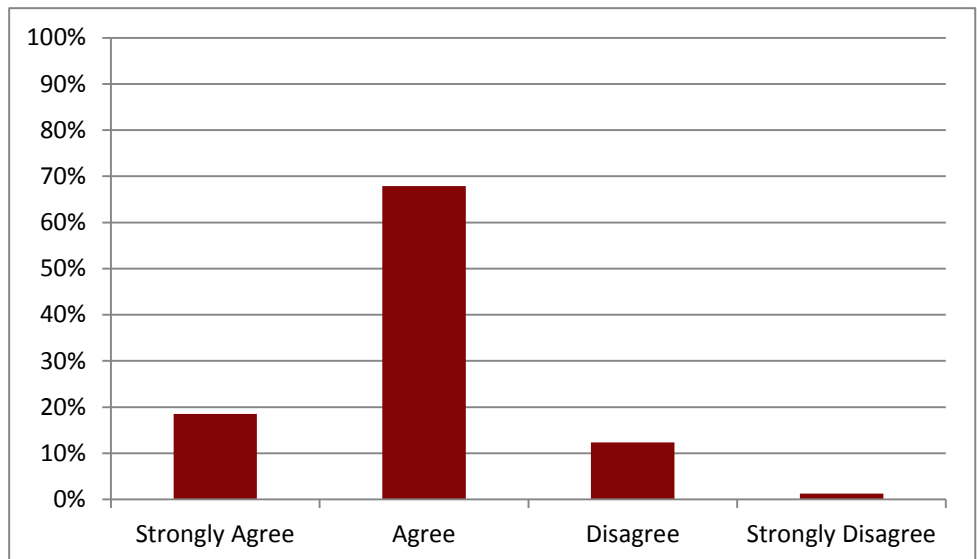
2d. The college makes planning and resource prioritization decisions on whether students will gain skills, knowledge and/or abilities related to the institutional learning outcomes (4Cs).

Response	N	%
Strongly Agree	8	10%
Agree	49	60%
Disagree	20	25%
Strongly Disagree	4	5%
Total	81	100%

2e. The college makes planning and resource prioritization decisions through a process that emphasizes student success.
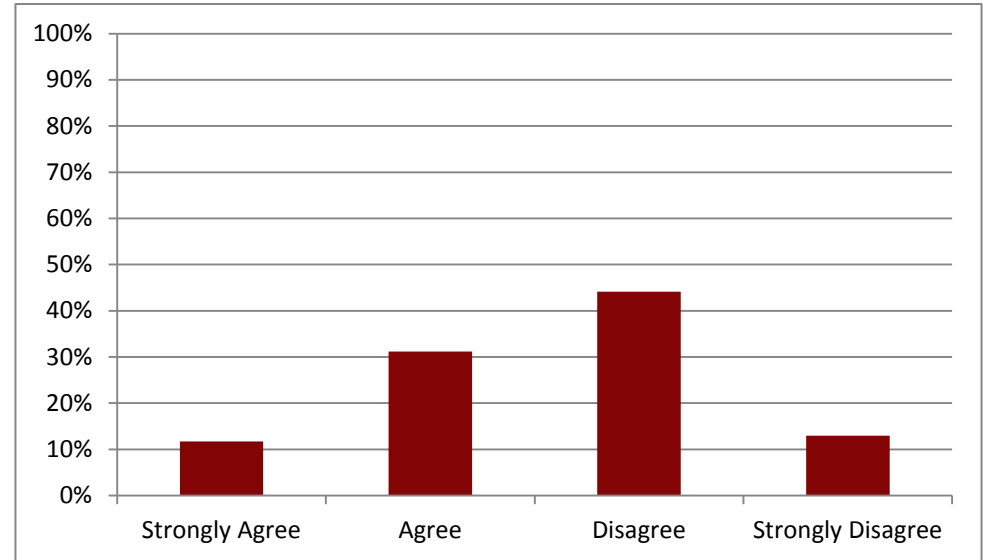
Response	N	%
Strongly Agree	10	12%
Agree	48	59%
Disagree	17	21%
Strongly Disagree	6	7%
Total	81	100%

2f. The college's planning discussions are inclusive and transparent.

Response	N	%
Strongly Agree	9	12%
Agree	24	31%
Disagree	34	44%
Strongly Disagree	10	13%
Total	77	100%

2g. The college's planning discussions and decisions are disseminated to constituents in a timely manner.

Response	N	%
Strongly Agree	7	9%
Agree	43	53%
Disagree	25	31%
Strongly Disagree	6	7%
Total	81	100%

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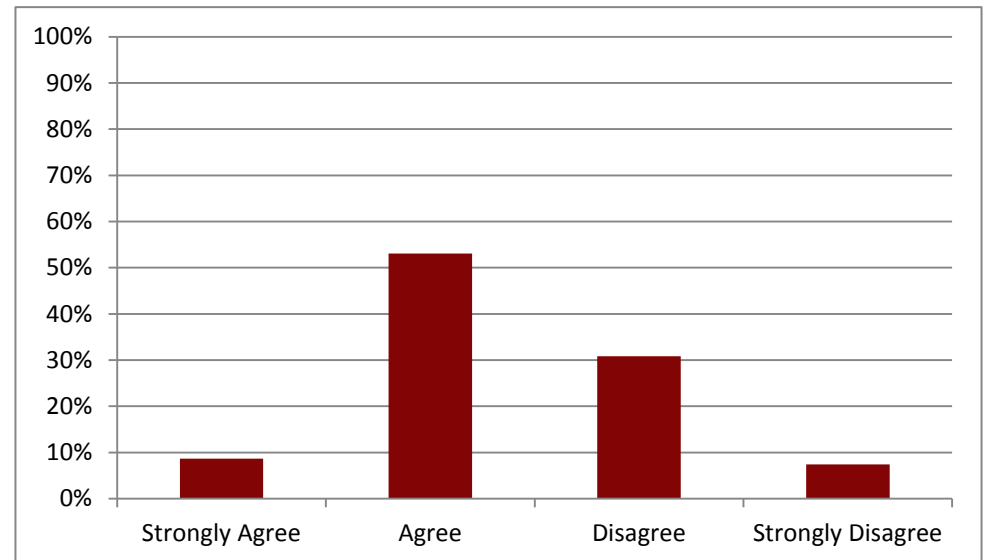
Comments:

Administrators in our dept make insular decisions with little to no dissemination of information. Our names are on flyers that we have never seen.

Although information is disseminated promptly, it is typically done in an ineffective way. Getting an email forward that only says "FYI" and with no context or guidance is not useful for many faculty and simply gets deleted. We need to find ways to engage people with important information and initiatives rather than just relentlessly firehosing them with information.

Aside from one email, I don't remember ever getting information about what PaRC actually does. The program review process is cumbersome and it's not very clear how it relates to what PaRC decides. I get the feeling that the administration makes its decisions separate from any process.

Because Foothill's website is not easily searchable, it is not easy to find information about anything. For that reason, I disagreed with "the college's planning discussions are inclusive and transparent". My senators do not email out minutes in a timely manner if they email them out at all. Some time ago, they were told, if I remember correctly, that they were not supposed to just forward the main senate emails, they were supposed to write their own. Who has time for that?

Decisions appear to be made by administrators with little constituent input and little regarding for opinions expressed by faculty or staff.

Developing cross-campus communication that is timely, meaningful, inclusive, and sustainable is the greatest challenge and key facet to supporting student success.

However there is still some transparency issues but this has improved greatly from the past.

I feel that most of these questions are too broad for me to answer and/or I would have to be in on a particular committee (such as PARC) to be able to answer.

It is difficult to prioritize resource exclusively on its impact on student success. Sometimes we just need to buy a new washer and dryer. Or we have to replace obsolete equipment. These are needed for the ongoing success of our programs, and are not SPECIFICALLY going to increase student success over what we are already achieving, however this does not mean that we are NOT prioritizing based on careful reflection with the best interest of students as our priority.

It seems like administration will listen to discussions and input from staff and faculty, but some of the decisions appear to ignore such feedback. There are also so many meetings held by different groups about the same issues that it is impossible to know if the powers that be are actually receiving the feedback from faculty and staff.

It seems like we are so focused on creating reports that there is little time to actually work on improvement of programs. Also, I don't see how the committees that collect those reports can feel any different from the faculty and staff who are creating them. So, while there might be a lot of data floating around, it's not clear that it's meaningful data.

My department (CS at Foothill) needs new faculty really badly, I'm not sure how the instructional resources did not allocate a new hire to our department.

Not all grant processes go through a pre-determined rubric

Foothill College
2016 Governance Survey Results

OPC only makes recommendations in terms of prioritizing resources and PaRC votes on it as a recommendation to the president, who gets the final say. I do wonder if this type of governance is the most effective use of time and resources. To say that these decisions are data-driven is really a stretch. Do departments base their requests on data? Is there data to be had to determine their requests? And, who determines what resources might help student success? As a faculty member, I find that these decisions are so far removed from the students and my classroom. And, do people on PaRC actually go through the data and documentation to vote on these decisions. Is PaRC actually a place to have discussion on these topics?

PaRC is as transparent as it wishes to be but the other programs led by administrators are not. The 3SP Committee is completely disorganized and the AVP has no idea where her funding is from day to day. The coordinator has had that position for more than 6 months and does not do what she should, does not what she should do and what she attempts is only half-done. She either needs more direction or she doesn't realize how complete her tasks successfully.

Related to 2F and 2G is generally related to dated accessible directory information. Even Outlook is dated. All the interim and temporary positioning just exacerbates the situation. Some numbers are wrong, and some information is left that way sometimes by wish of the user (to be more inaccessible?) The lack of urgency for accurate information - especially with respect to people, numbers, area of responsibility, location - breaks down the ability to organize all information.   2F. Improving, but, many minutes/agendas not timely or just plain missing. Important groups like "Presidents Cabinet" is practically ungoogleable. When, why, how, where, what, are some questions one might have if not part of group...how can that be? Program Review is supposedly open, but, just to navigate the labyrinth of information takes knowledge, practice and finesse. Even just getting to program review info on the Institutional Research page takes practice. 2G Related to above comments on lack of consistent agendas/minutes. No central location or format for information. Yes, website exists, but, content varies with when information is created, who is creating it, and what group. Even within the same group, information can vary with time and style of web page.

The admin last year were ready to implement a new EMP and had unilaterally removed crucial elements of the previous EMP. Thanks to research on the part of astute faculty, the previous material, which actually reflected Foothill values, was re-included. This first move was not transparent, but after it was brought to the attention of the administration that this was not going to be good for the college, and after much persistence the process became more open. Still, it looks like it was a fluke that someone caught this active omission, and so I do not have faith in the process. PLs minimize governance by email, but if you have to do it, send more than one notification.

The college's planning and resource prioritization process is too driven by data, to the point that departments have to invent ways to measure student and/or departmental success that don't always align for the real needs of the students and/or department.

The questions did not give the option for needs improvement.

We say the right things, but we're not yet at the point of aligning our decisions and actions with our stated values. We're moving in the right direction, though. Two years ago, I would have disagreed strongly. Baby steps?

While many decisions are discussed and plans made, it's difficult time-wise to go to each committee website and read the minutes. It would be helpful if there was a "snapshot" page of the overall direction decisions are going. I don't need to know what each decision was along the way, but the overall chain in a snapshot would be helpful. If a sub-committee or division makes a recommendation that goes up the chain to the committee, and that committee makes a decision or recommendation to the next committee, I'd like to see that in a summary. I don't have time to search all the various committees to see what went on. A bottom line summary weekly/monthly would help keep us in the loop. If something catch my eye, I can then go to that part of the chain in detail at their web site if it's available.
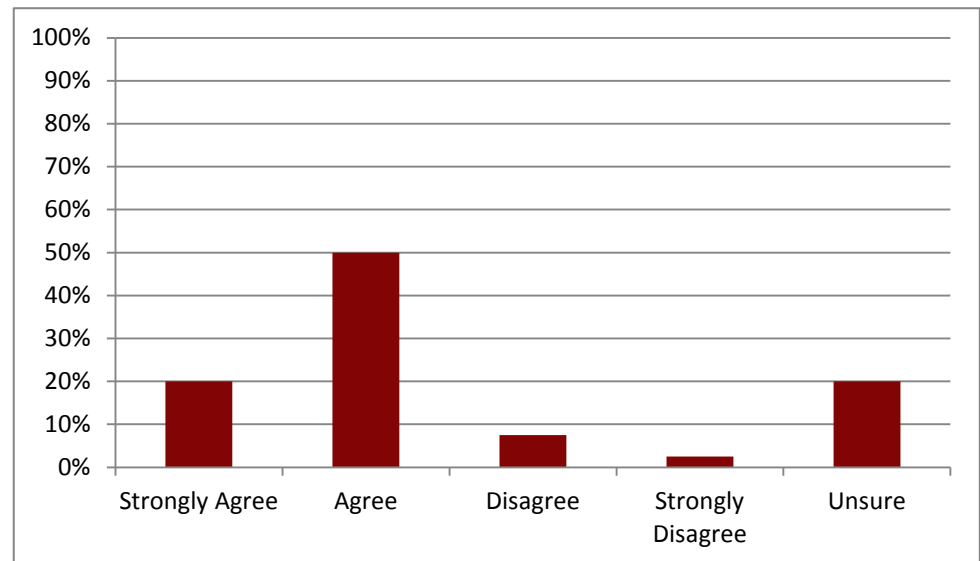
Academic Senate's AUOs

3a. The academic senate actively participates in the shared governance process by making recommendations related to academic and professional matters (such as curriculum, standars regarding student preparation and success, planning and budget development processes, etc.).

Response	N	%
Strongly Agree	22	27%
Agree	45	56%
Disagree	4	5%
Strongly Disagree	0	0%
Unsure	10	12%
Total	81	100%
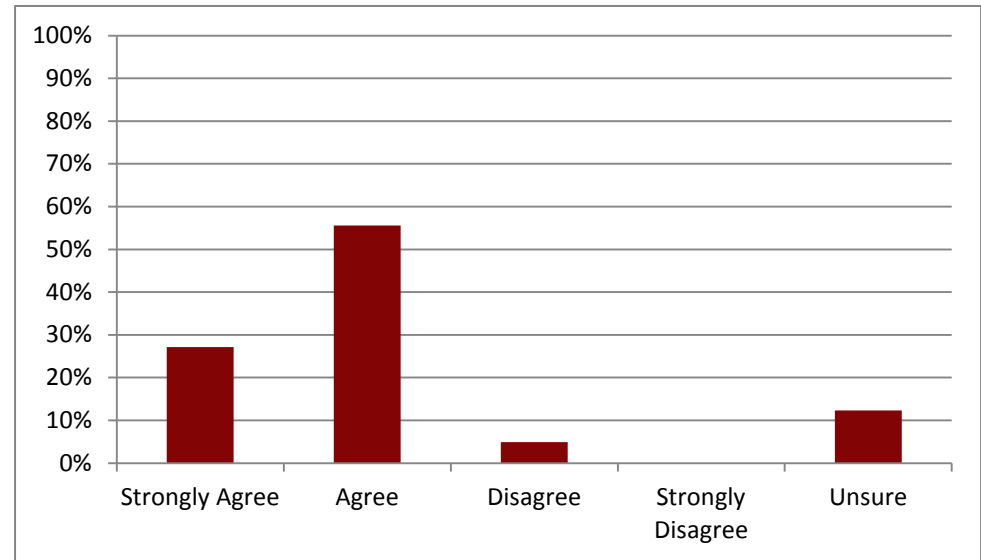
3b. The academic senate facilities timely communication between the senate and the administration, district board of trustees, academic divisions and the De Anza faculty senate.

Response	N	%
Strongly Agree	16	20%
Agree	40	50%
Disagree	6	8%
Strongly Disagree	2	3%
Unsure	16	20%
Total	80	100%

<u>**Comments:**</u>
De Anza faculty senate?

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I feel the academic senate allows for a place to discuss issues, but I'm just not sure how the agenda is driven. Sometimes big issues don't make it on the agenda while trivial issues do. An inordinate amount of time is spent discussing the SLO process instead of dealing with real-time issues. I find that the decisions made seem to be driven by funding rather than what's the right thing to do. Equity is such a buzzword now. Resource requests are made in the name of equity, but are they really? How can the banner in front of the library displaying Cesar Chavez's words be in English, Chinese and French, but not in Spanish? How is it that year after year our faculty commencement speaker is a white male, but the Senate wants my feedback on being more inclusive to people of color? How is it that the Academic Senate wants to give athletes priority registration after discussions about equity and how PT students can not simply decide to become FT students, which is the case to be an athlete?

I think the goals are great but I am not really sure that faculty keep up with the agendas and minutes of PaRC or the Senate--might want more combined town halls to disseminate information.

In my opinion, academic senate is a role model for shared governance.

Limited communication, agendas are not posted, website is not updated.

Thanks for working so hard, Senators.

The academic senate is the most functional part of our decision-making processes.

The Senate discussions are often the best source of information about the Governance process

## Planning Model Review

4. Who are the PaRC voting members?

Response	N	%
Core mission workgroup tri-chairs	72	97%
Academic Senate president	62	84%
Classified Senate president	60	81%
ASFC president	44	59%
College president	41	55%
ASFC student trustee	27	36%
ASFC student representatives	26	35%
FA representative	24	32%
ACE representative	20	27%
CSEA representatives	8	11%
MSA representative	8	11%
Teamsters representative	7	9%
Other	7	9%
Operating engineer representative	6	8%
Total	340	74 respondents

2 correct responses (3 additional responses exclude the college president)

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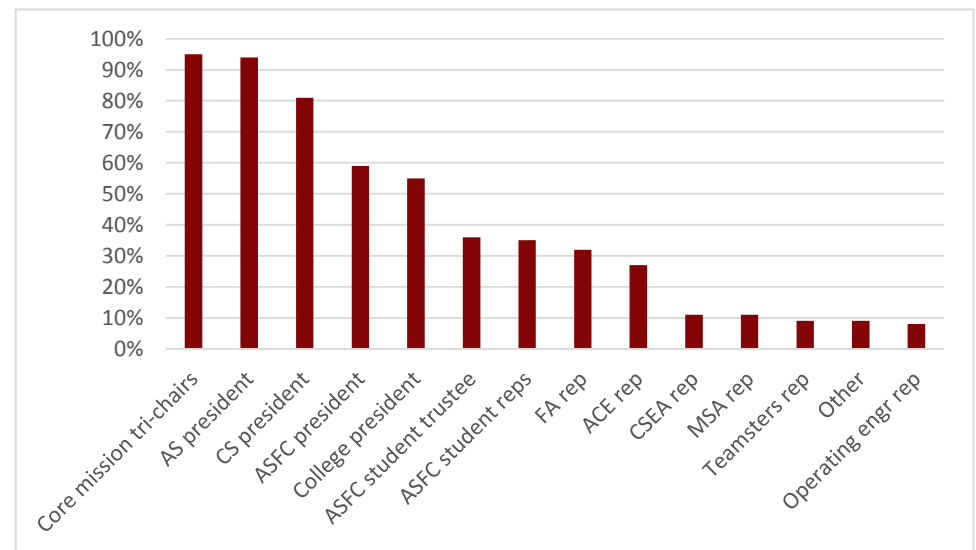
5. How often is the comprehensive program review conducted for each program?

Response	N	%
Once a year	14	18%
Every third year	58	73%
Once per accreditation cycle	1	1%
Not sure	6	8%
Total	79	100%
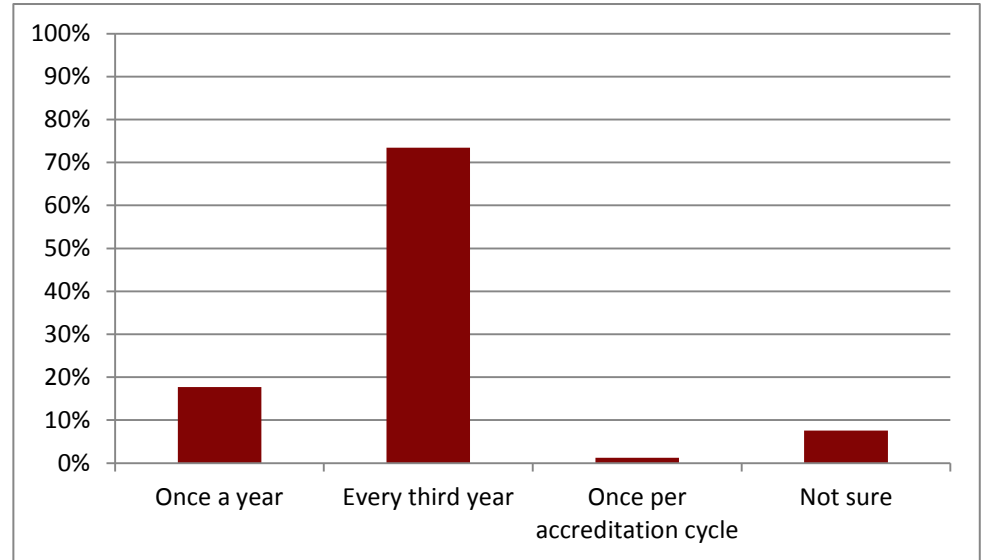
6. Who reviews the annaul program reviews after it is completed by the program?

Response	N	%
Program Review Committee	22	28%
Deans/Vice Presidents	18	23%
PRC and Deans/VPs	38	49%
Total	78	100%
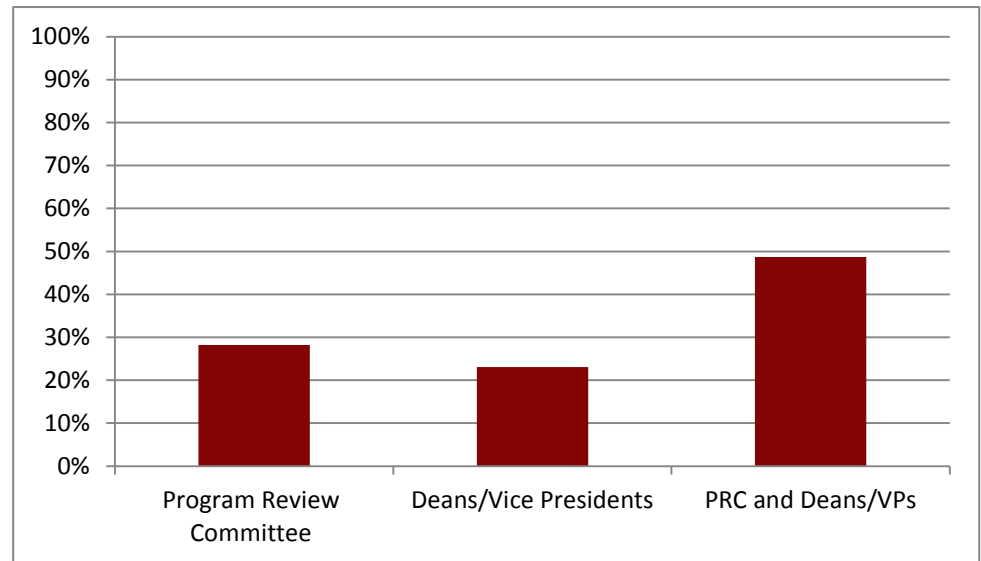
7. Where do requests for B-budget augmentation get prioritized?

Response	N	%
OPC	55	73%
PaRC	20	27%
Total	75	100%
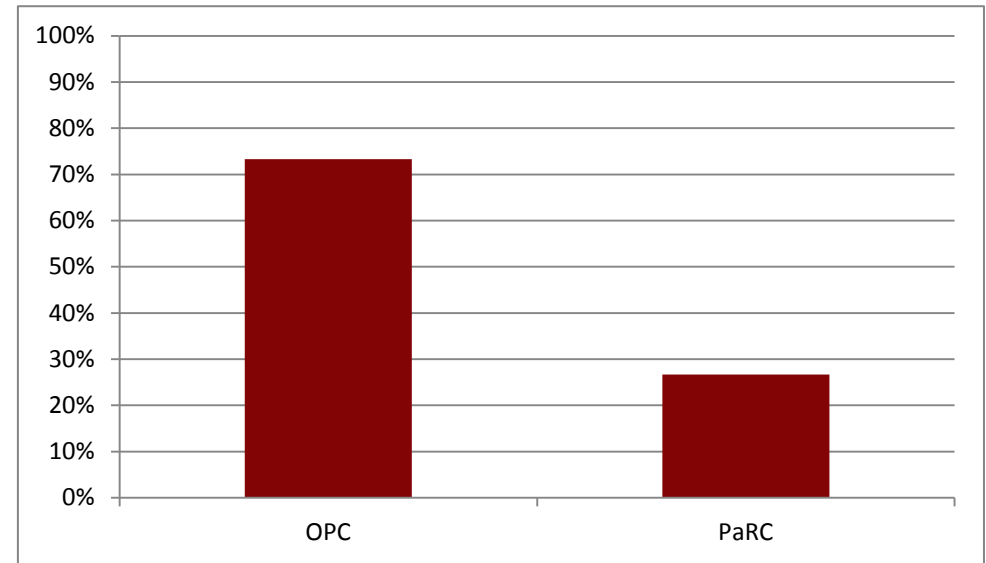
8. Where do requests for new faculty get prioritized?

Response	N	%
OPC	15	20%
PaRC	61	80%
Total	76	100%

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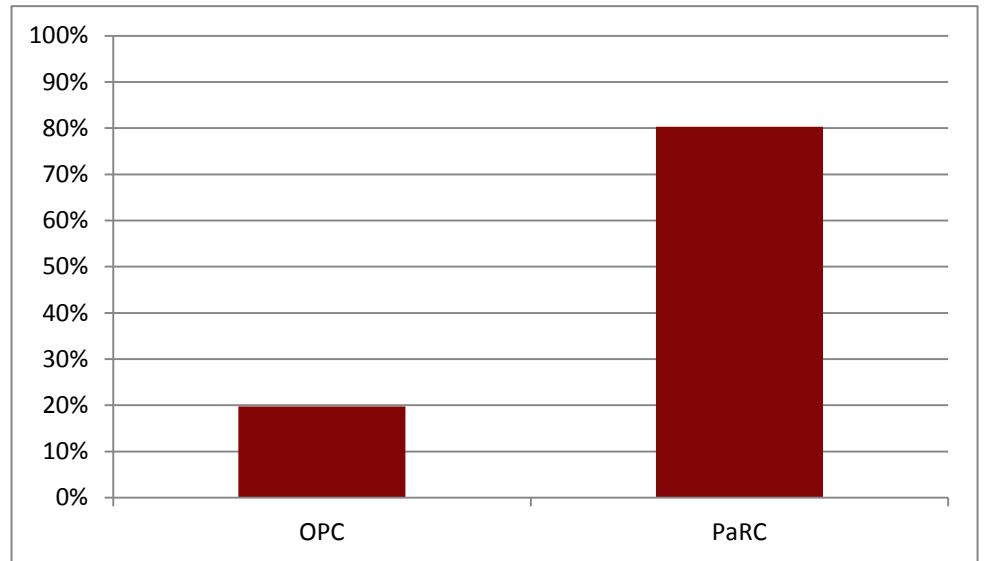
9. When is Foothill's next accreditation site visit scheduled?

Response	N	%
Fall 2016	7	9%
Fall 2017	46	59%
Fall 2018	10	13%
Not sure	15	19%
Total	78	100%
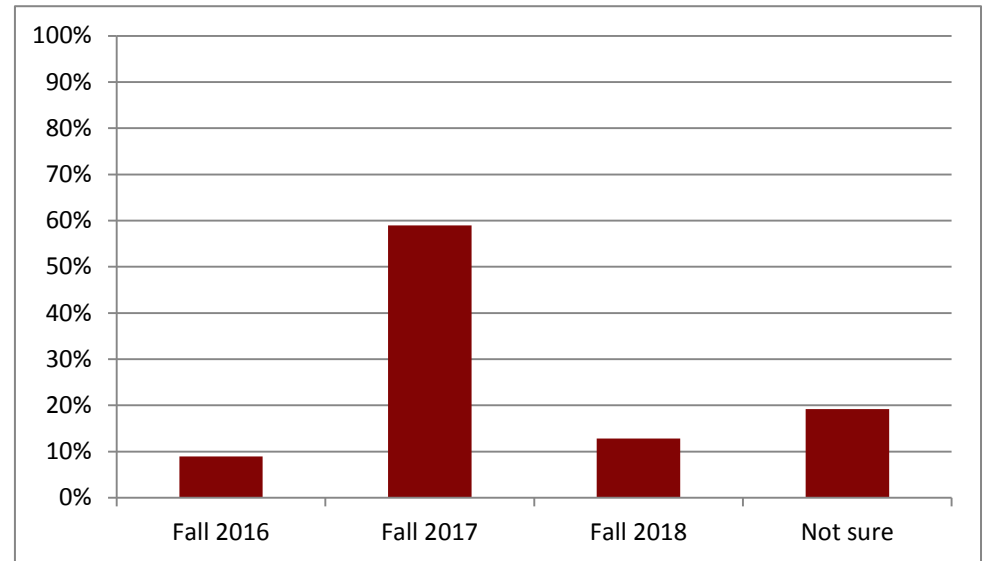
Planning Committees and Activitites

10. Indicate the planning committee(s) you participated in this academic year:

Response	N	%
Academic Senate	20	18%
Associated Students of Foothill College	1	1%
Classified Senate	10	9%
Core Mission Workgroup	21	19%
Program Review Committee	5	5%
Operations Planning Committee	6	5%
Planning and Resource Council	17	15%
None of the above	30	27%
Total	110	100%
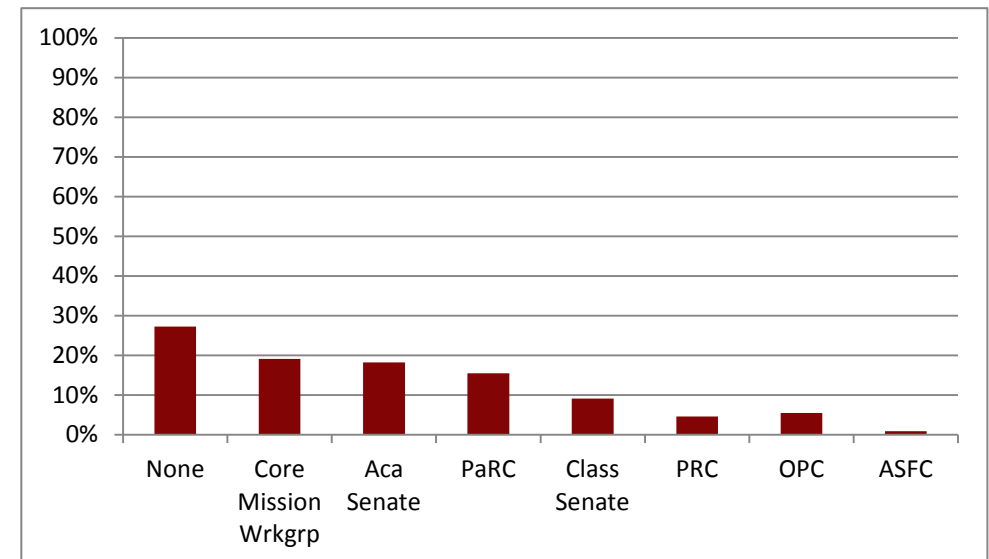
Note: Respondents can respond to more than one committee.
N=75 respondents

11. Indicate if you participated in any of the following planning activities in this academic year:

Response	N	%
Writing an annual program review	36	25%
Writing a comprehensive program review	26	18%
Submitting a Perkins resource request	5	3%
Submitting a resource request (not Perkins)	18	12%
Identifying /Assessing/Reflecting on student lear	41	28%
None of the above	12	8%
Other	7	5%
Total	145	100%

Note: Respondents can select more than one activity.
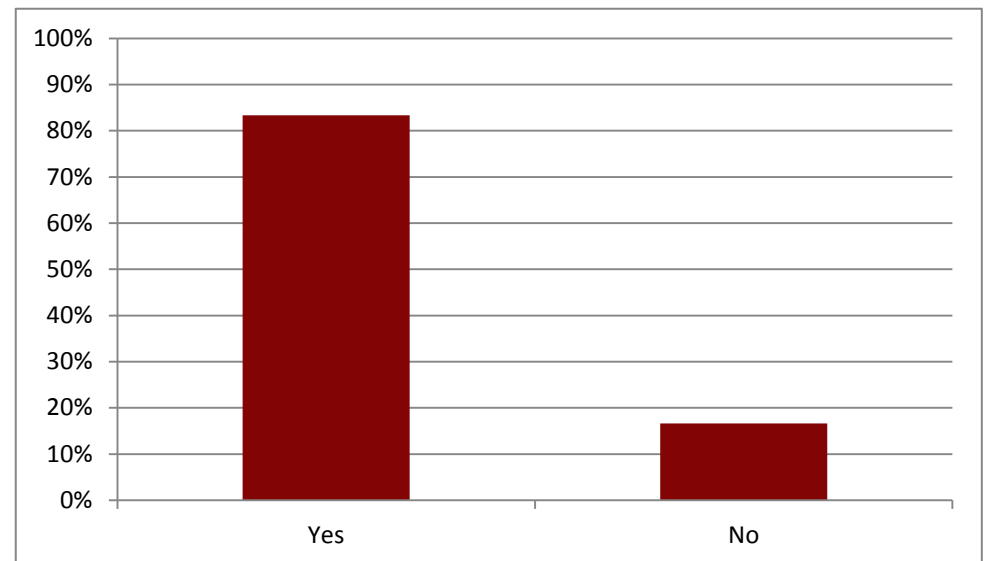N=80 respondents

Other responses include:
AUOs, Campus-Wide Professional Development, Facility Master Plan,
Categorial funding plans (Student Equity, SSSP, Basic Skills)
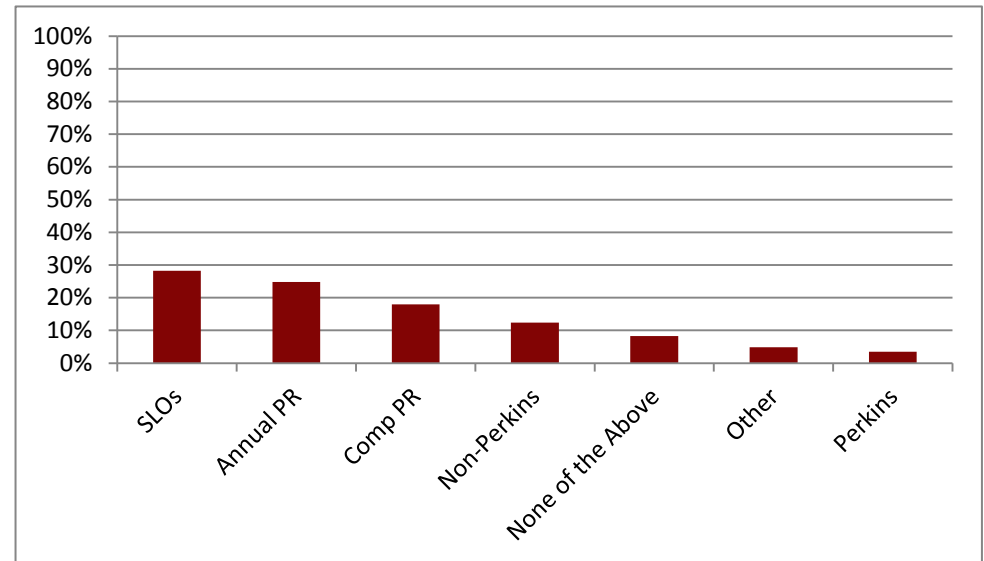
Annual Program Review

11.1a. Did you receive feedback regarding the program review document and/or process?
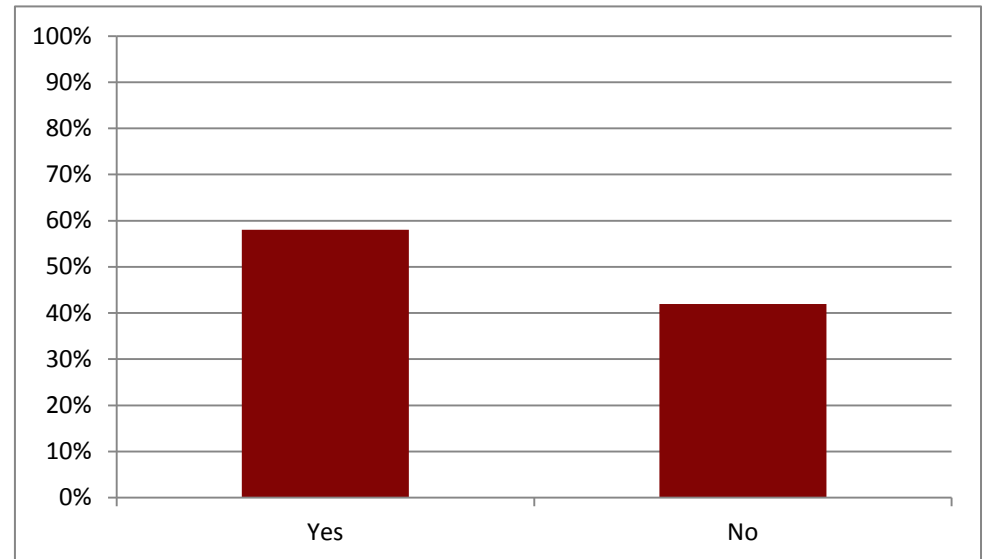
Response	N	%
Yes	30	83%
No	6	17%
Total	36	100%

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11.1b. If you received feedback, did you find it useful?

Response	N	%
Yes	18	58%
No	13	42%
Total	31	100%

11.1c. Select all the options you think might improve the annual review progress.

Response	N	%
Additional data	14	14%
Additional time	10	10%
Clearer instructions	13	13%
Less data	6	6%
More discusssion/feedback	21	21%
More feedback from Dean/VP	12	12%
Shorter program review template/document	21	21%
Other	4	4%
Total	101	100%

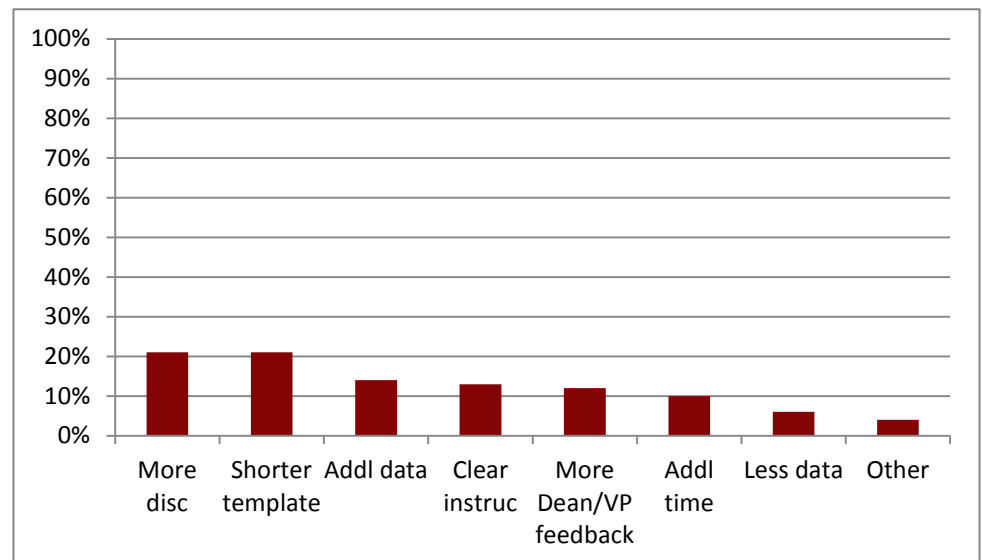Note: Respondents can select more than one option.
N=36 respondents

Other responses include:
a better PR webpage

Clear examples of good and bad program review documents

Greater focus collegewide on reflective improvement and its role in both program review and slo process.

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Would like to see more room for targeted subjective reflections on programs in the PR document

Comments:
Extend the program review cycle.

Face to face feedback from deans and/or VPs is the key to helping faculty understand the importance of program review. If administrative leaders communicate (verbally or nonverbally) that PR is not valued as a helpful and reflective practice, faculty pick up on this immediately.

Feedback was given to our chair. She was told that we had cleared the problem areas, nothing more specific.

I don't think there is a clear link between program review and student success. Is doing program review going to help student success? Some people reflect on the year's programs but is there follow through? Are people willing to put down the elephants in the room or make the document look nice because it's a public document?

I guessed on some items. I still don't have a good picture of our organizational structure. Do we have a diagram that I could refer to?

In our focus on data-driven decision making, we often skip over any subjective and reflective thinking that might inform our decisions.

It is often difficult to find the data reports needed for program review on the FH website.

Program review continues to be a failure. We can't have ANY conversation about anything without being told to put that into your Program review. Then we do, and the request gets rejected, and suture conversations are again silenced with the order to put it into program review. It's an absurd and insulting cycle that wastes faculty time that could be spent in working more with our students and/or innovating our curricula. It reminds me of the Wizard of Oz. and Deans should be REQUIRED to speak to the faculty who work so hard on the PR before they comment. It's not a good experience to get negative feedback in writing that a VP sees before we the faculty get to see. YUK.

The annual program review template has improved significantly. Its continued revision year after year reflects thoughtful feedback and conscientious monitoring

The program review data is not as fluid as I would prefer. There are a lot of data that I would want that are not included in the standard program review data document.

The program review template seems to change ever year. How can we get good at it if is always changing? Every year there is the same learning curve because the template changes. Also, a VP said, when asked about PR, well, "everything is on the website". Have we acknowledged our website is useless for searching? If so, how can we be smug about saying, the information is "on the website" since we know it is not easily accessible. It would be helpful to have rationale's for why we do what we do. For example, who am I printing out the 4 column SLO report for? I am happy to do it, but would like to ensure it is making someone's life easier.   Data: We don't always know what data we need/want but if we don't ask early enough,there is no time to get it.I understand everyone is overworked but is the process working then?
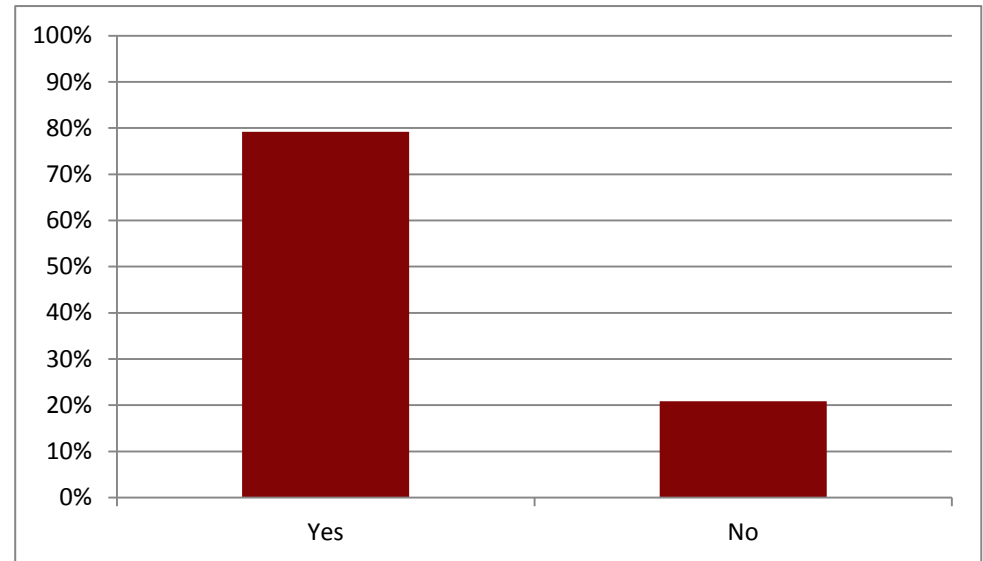
This process does not effect change. The decision is made at the top and our input is ignored.

Comprehensive Program Review

11.2a. Did you receive feedback regarding the program review document and/or process?

Response	N	%
Yes	19	79%
No	5	21%
Total	24	100%

11.2b. If you received feedback, did you find it useful?

Response	N	%
Yes	15	71%
No	6	29%
Total	21	100%
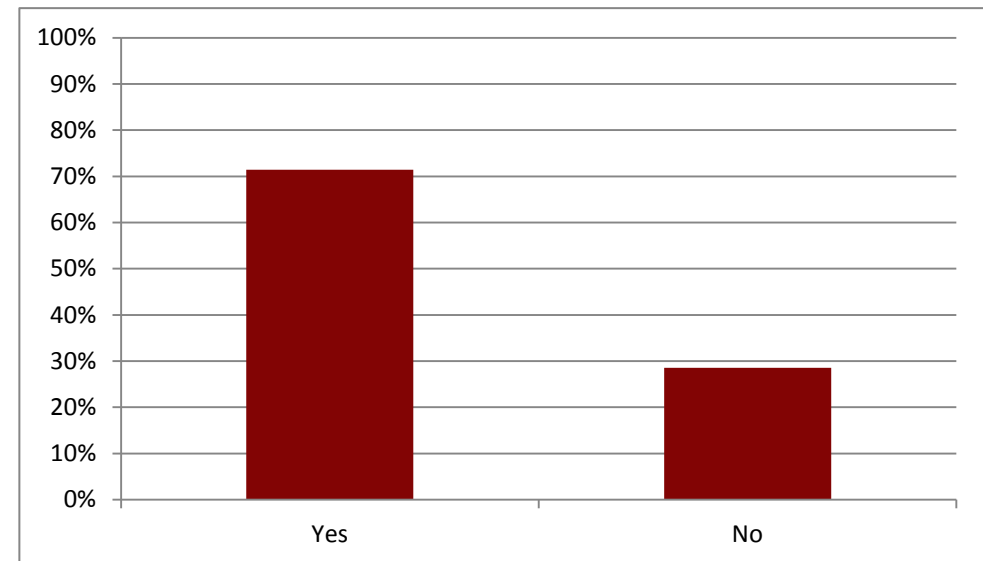
11.2c. Select all the options you think might improve the comprehensive program review progress.

Response	N	%
Additional data	11	18%
Additional time	11	18%
Clearer instructions	9	15%
Less data	3	5%
More discusssion/feedback	9	15%
More feedback from Dean/VP	8	13%
More communication with PRC	7	12%
Other	2	3%
Total	60	100%

Note: Respondents can select more than one option.
N=22 respondents

Other responses include:
Being allowed or encouraged to participate

templates already completed with available data

Comments:

a wider time span between reviews would allow more perspective, every other year for review, every 5th year for comprehensive

I have been with the district for 26 years and, except for Classified Senate, an have not be asked to participate in either annual or comprehensive reviews. The majority of my Classified Senate counterparts also have not participated or have been asked. This is a college wide oversight and should be addressed more directly by management.

I would like to see comprehensives scheduled less frequently--maybe every 4 years?

PRC, while staffed with hardworking and good people, has been very friendly but disorganized and ineffective the two times I have been before this body. No offense, but if you are going to call people to the table, there should be a real reason for it -- make it useful or simply skip it.
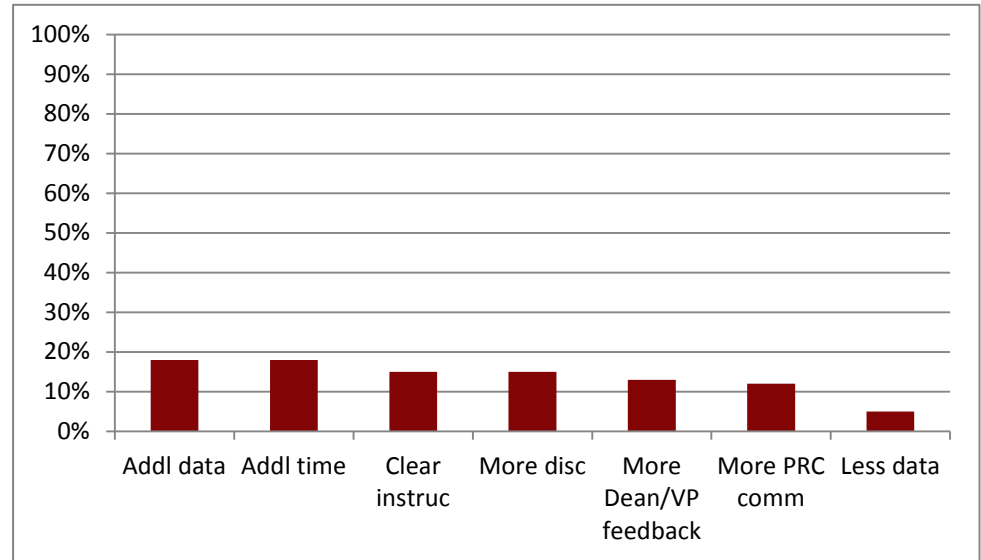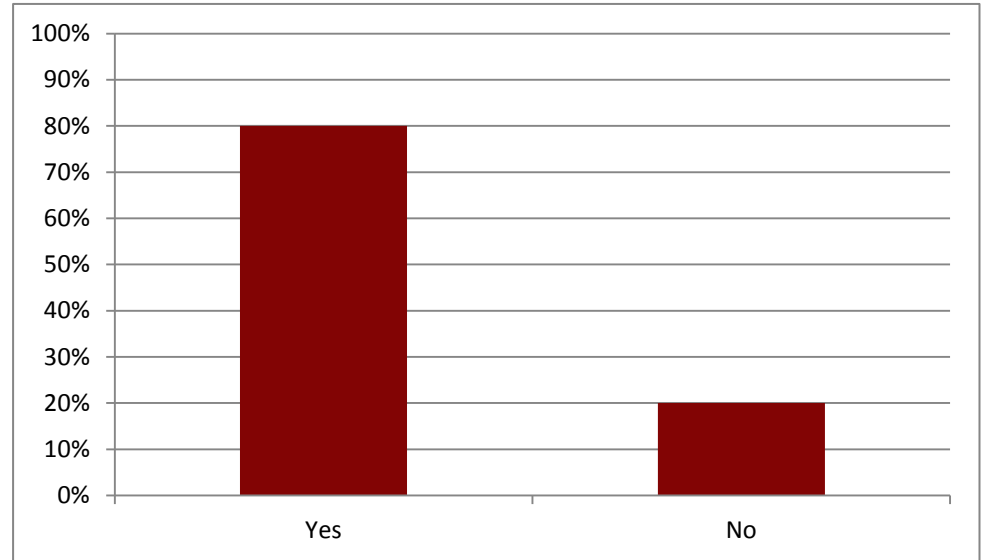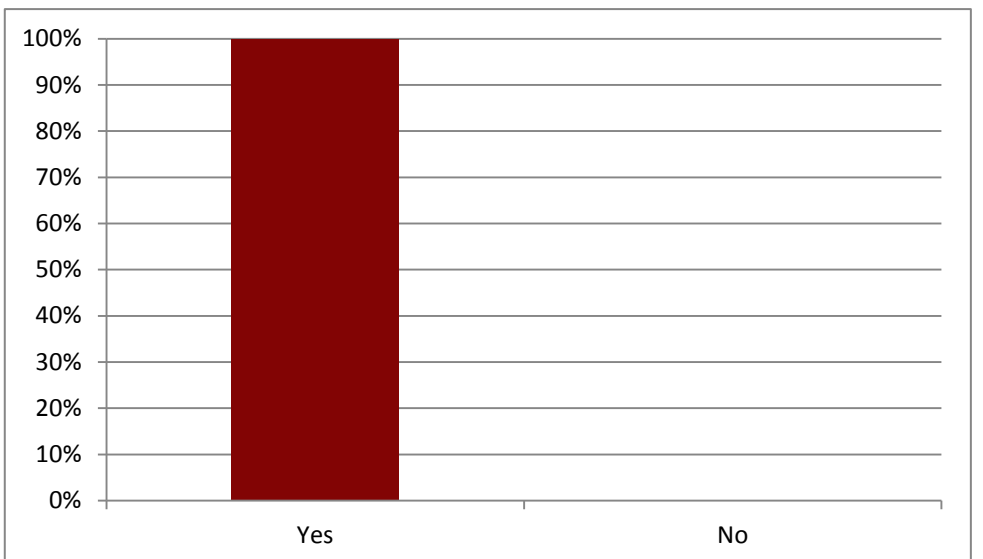
Perkins Allocation

11.3a. Did you receive feedback or update from the Workforce workgroup or the did the Workforce office regarding the status of your Perkins request?

Response	N	%
Yes	4	80%
No	1	20%
Total	5	100%

113b. If you received feedback or update, did you find the feedback or update useful?

Response	N	%
Yes	3	100%
No	0	0%
Total	3	100%

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11.3c. Rate the amount of time you spent on your Perkins request forms and reports.

Response	N	%
Less than 2 hours	2	40%
2 to 5 hours	2	40%
More than 5 hours	1	20%
Total	5	100%
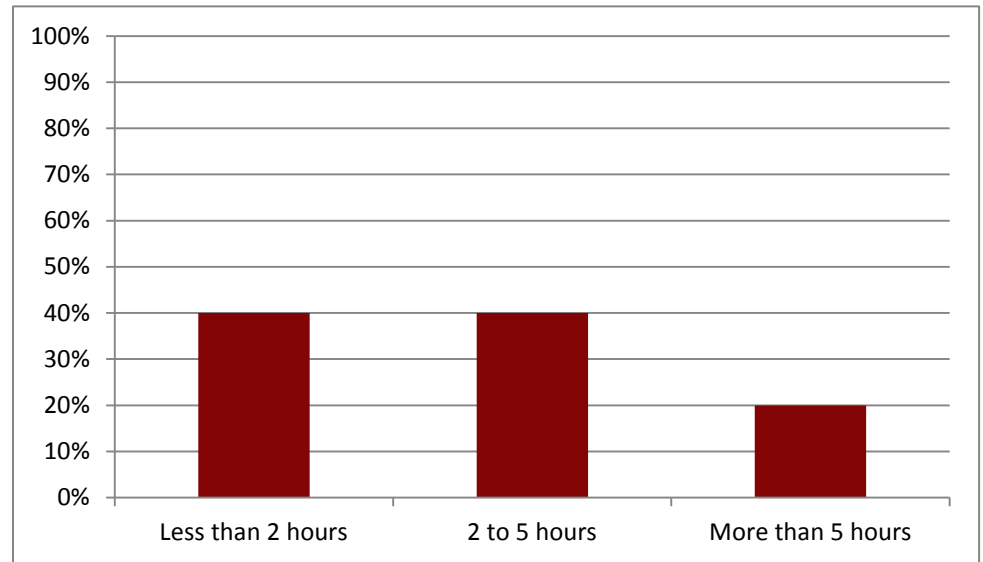
11.3d. Select all the options you think might improve the Perkins process. Focus on areas where you want to develop a clearer understanding.

Response	N	%
Perkins criteria	2	33%
Perkins process	1	17%
Perkins timeline	1	17%
PaRC's roles	1	17%
Other	1	17%
Workforce workgroup' s role	0	0%
Total	6	100%
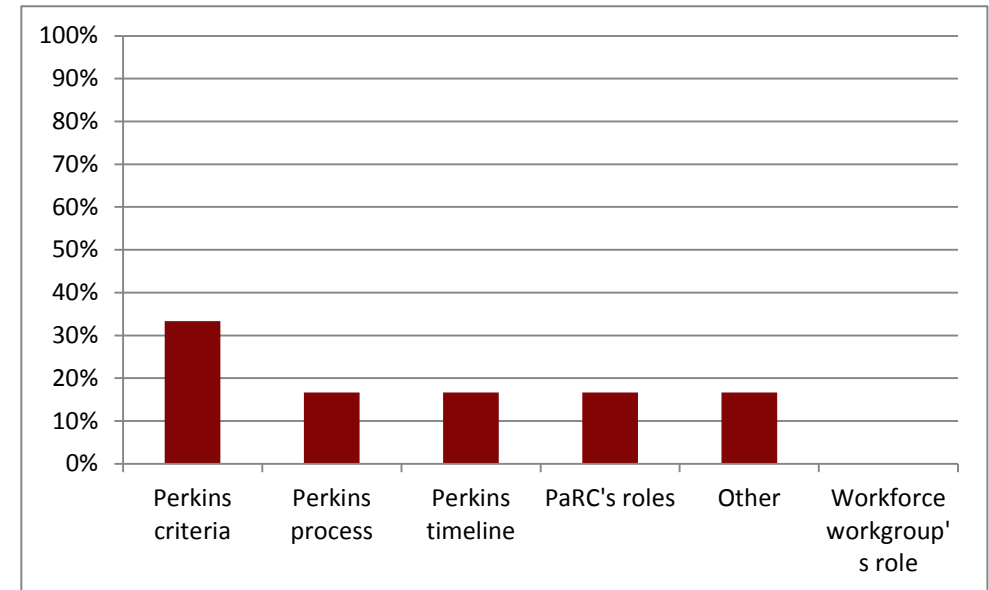
Note: Respondents can select more than one option.
N=3 respondents

Other response includes:
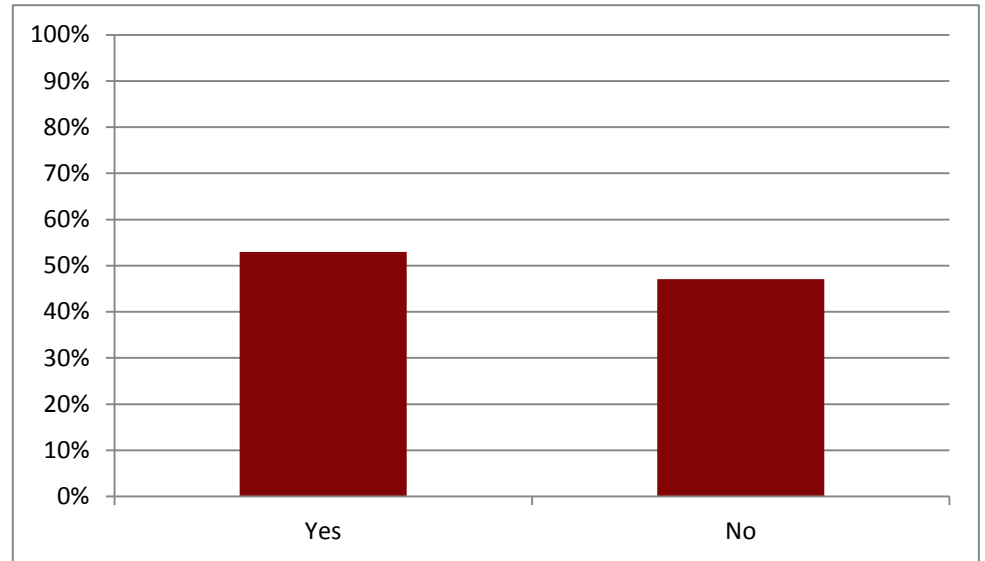Great job, concise deadlines and rubrics

Comments:
less paperwork

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Resource Prioritization (non-Perkins)

11.4a. Did you receive feedback or update from OPC or PaRC regarding the status of your request?

Response	N	%
Yes	9	53%
No	8	47%
Total	17	100%

11.4b. If you received feedback or update, did you find the feedback or update useful?

Response	N	%
Yes	6	55%
No	5	45%
Total	11	100%
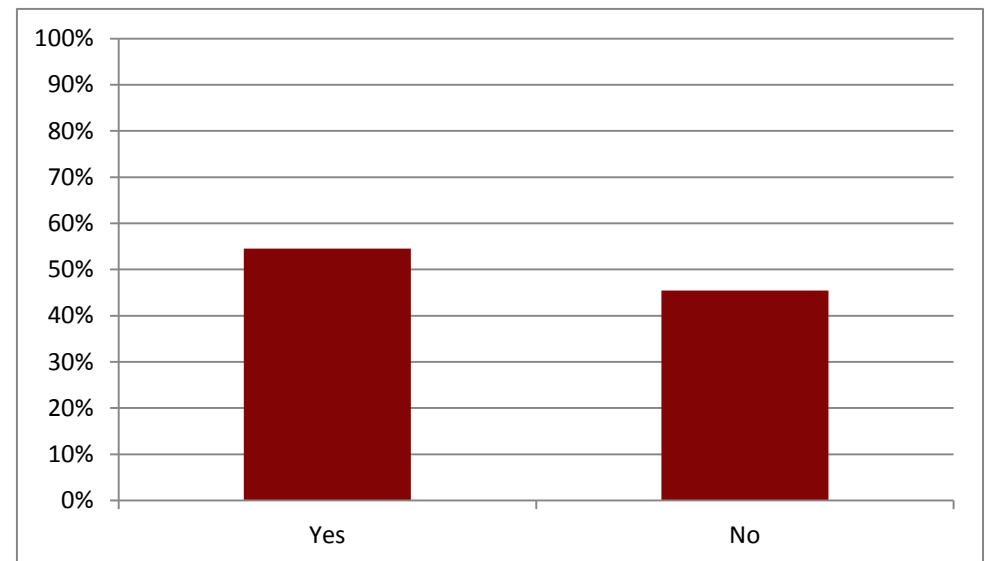
11.4c. Select all the options you think might improve the resources prioritization process. Focus on areas where you want to develop a clearer understanding.

Response	N	%
PaRC's role	11	22%
Resource prioritization process	10	20%
Rubric used by OPC	10	20%
OPC's role	9	18%
VPs' role	8	16%
Other	3	6%
Total	51	100%

Note: Respondents can select more than one option.
N=17 respondents

Other responses include:
better rubric

Comments:
Decisions were made prior to meeting/discussion. Tone of discussion was dismissive and unprofessional.

Disconnect exists - many faculty make requests that are ultimately not prioritized (i.e. they get "medium" or "low") and there's little/no feedback or understanding about why, or what happens then - is there any other way to get those resources or not? Loop never gets closed.

I have no idea when the requestors get back information and update about their requests. When does funding take place if the request is approved?

Thank you for asking!
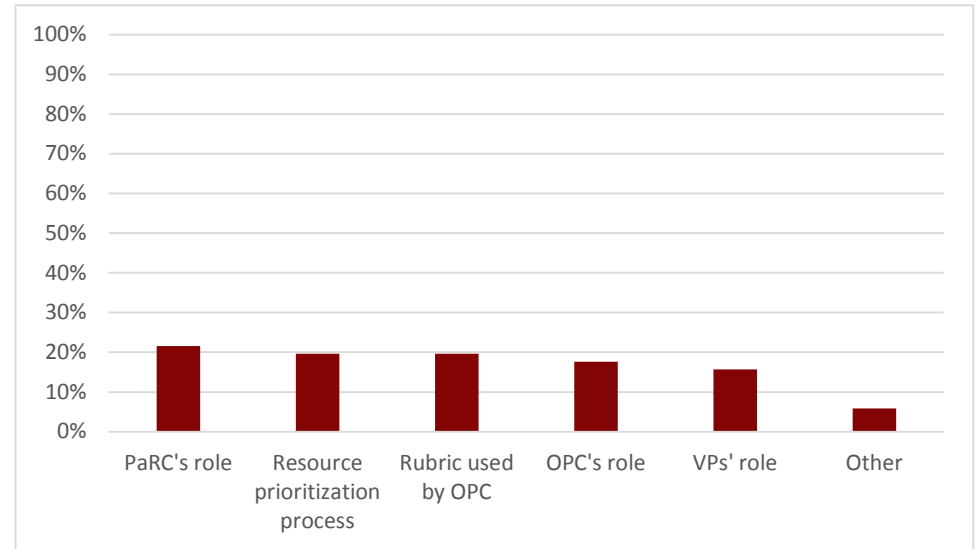
Student Learning Outcomes

11.5a. Did you receive feedback regarding the SLO process (from department, division and/or administrative)?

Response	N	%
Yes	18	46%
No	21	54%
Total	39	100%
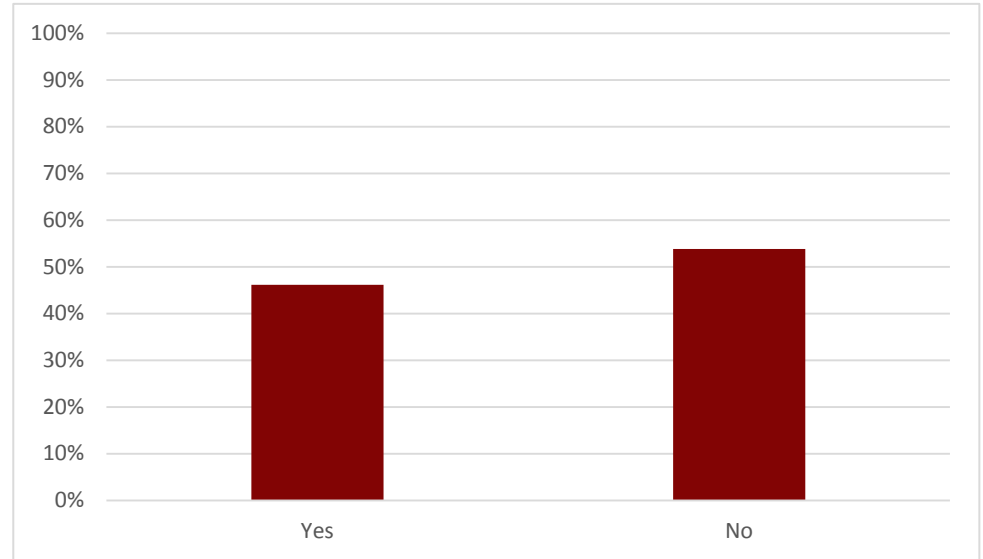
11.5b. If you received feedback, did you find that feedback helpful?

Response	N	%
Yes	14	67%
No	7	33%
Total	21	100%

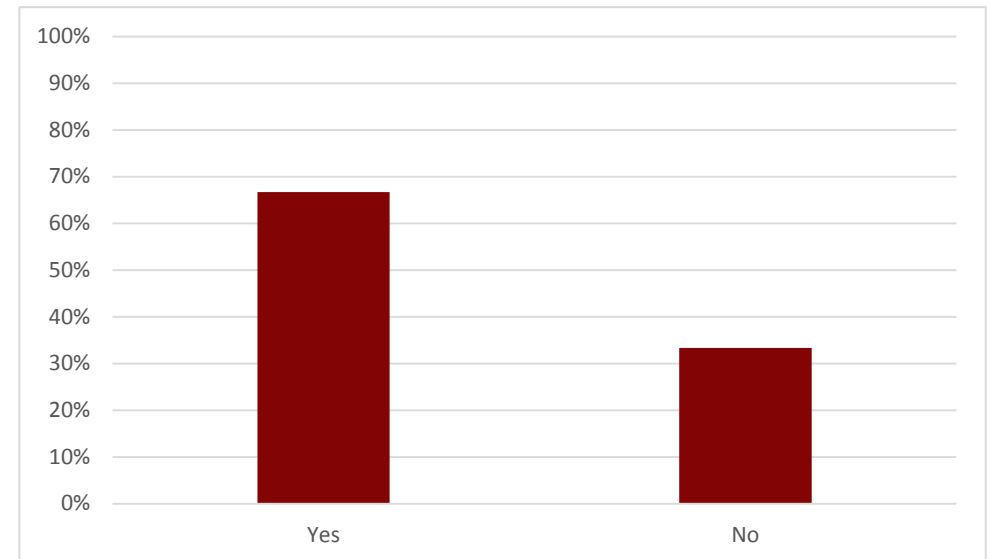**11.5c. Select all the options you think might improve the student learning outcomes process (course, program, administrative, service, institutional).**

Response	N	%
More SLO discussion	27	33%
More departments/division support	22	27%
Clearer instructions	14	17%
Increased Trac Dat training	10	12%
Other	9	11%
Total	82	100%

Note: Respondents can select more than one option.
N=38 respondents

Other responses include:
Campus-wide focus on reflective improvement. Training on how their are many levels of slos: course, program, institutional, GE,...that all fit together.

I am comfortable with current process

[The SLO committee chair] is amazing!

more ESL services

more reflective in nature; less tracking Dat

release time at college or division level and workshops

Replace TracDat with something more useful

something better than TracDat?

Comments:
I like the ideas that [the SLO committee chair] has been speaking about. I hope the college will get behind her vision and support the great work she has been doing! For the first time since I have been here at Foothill, I am starting to take ownership of the SLO process and get interested in the ideals behind this. I can trace my interest directly to [the SLO committee chair].

I think there is a lot of confusion about SLOs--there needs to be more information about the best SLOs and the pedagogy supporting them

less subjective
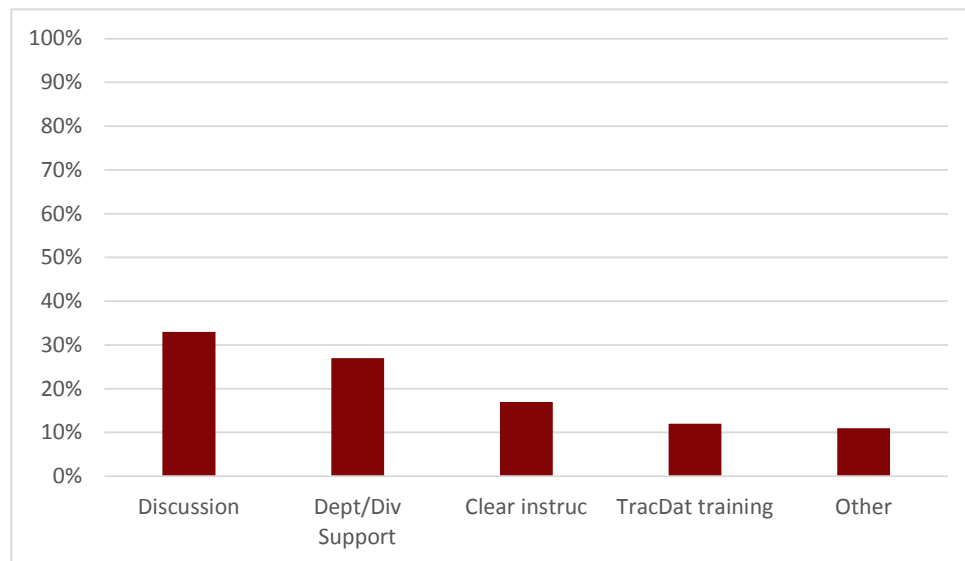
Many faculty in my area feel the SLO's are intrusive and difficult. A larger conversation focused on how the process can be useful would be helpful. Also, again, the data-driven focus neglects observations that might bring out additional reflections. TracDat is non-intuitive.

Our Dean is wonderful and she has given us all the time we need to work on SLOs. What will improve the process is more training for the SLO coordinators so they can train their departments/divisions.

SLOs are too bureaucratic in nature. The reality of trying to meet 6 or 7 other faculty member to discuss SLOs is difficulty. In addition, there is disagreement as to what SLOs really are. Are they looking at student success with a wider lens? What types of assessments are we using? Can a single multiple-choice or even two multiple-choice questions really determine if students have met an SLO? Faculty need to buy into this process and there isn't buy-in yet because the nature of SLOs is bureaucratic, unfortunately.

TracDat is cumbersome. I've lost track of how many times I thought things were entered and completed only to find out that my entry was not saved. There is no easy way to coordinate with other instructors that teach at night.

12. Select the top three items you'd like to see the Integrated Planning & Budget task force review this summer.

Response	N	%
Faculty/Staff prioritization process	39	18%
Resource Prioritization process	34	16%
Program Review process	33	15%
Annual program review template	22	10%
Institutional Goals process	22	10%
Education Master Plan/Strategic Planning proces	21	10%
Comprehensive program review template	20	9%
Institutional Standards process	17	8%
Other	9	4%
Total	217	100%
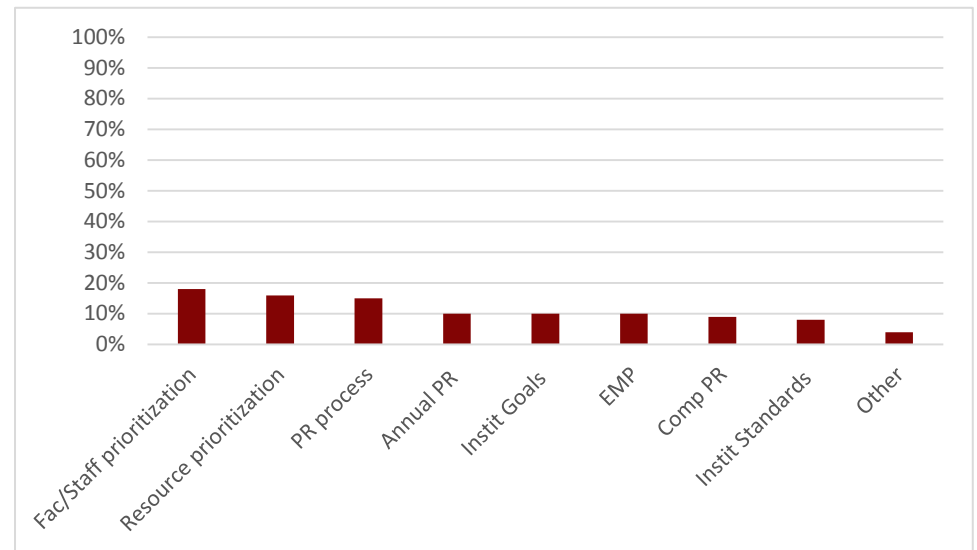
Note: Respondents can select more than one option.
N=78 respondents

Other responses include:

evaluate all workgroups and committees and better define roles and responsibilities and reporting structure in terms of decision making

Governance Structure

I don't know enough to have an opinion

I don't know what the IPB does, so I can't really make a recommendation. I have no idea what is meant by Standards process or Goals process.

integrating processes/planning for all the disparate plans

E. Kuo
06.14.2016

looking at classified staffing and making up for layoffs during tough budget times.

stipends/reassigned/release time for everyone (even students give themselves stipends)

verbage showing supervisors have brought classified staff to the table seeking their input in their department's program review

Why are they working in the summer?

13. What is the most effective way to inform you about college planning and resource prioritization processes, recommendations, and decisions?

Response	N	%
Email	44	54%
Department/Division meetings	18	22%
PaRC website/minutes	8	10%
Fusion (e-newsletter distibutedy Marketing,	7	9%
Senate minutes (Academic, ASFC, Classified)	2	2%
Other	2	2%
Flyers (either posted on campus or in mailbox)	0	0%
Total	81	100%

Other responses include:
Perhaps via a newsletter or website. But I am completely overwhelmed by the amount of information I need to manage as part of my job. It would be nice if we have a "Reporting out portal" where we could go to see current and past versions of all the newsletters that have key campus info.

Whatever means you use, it should be limited. Email works if I don't get a message everyday.
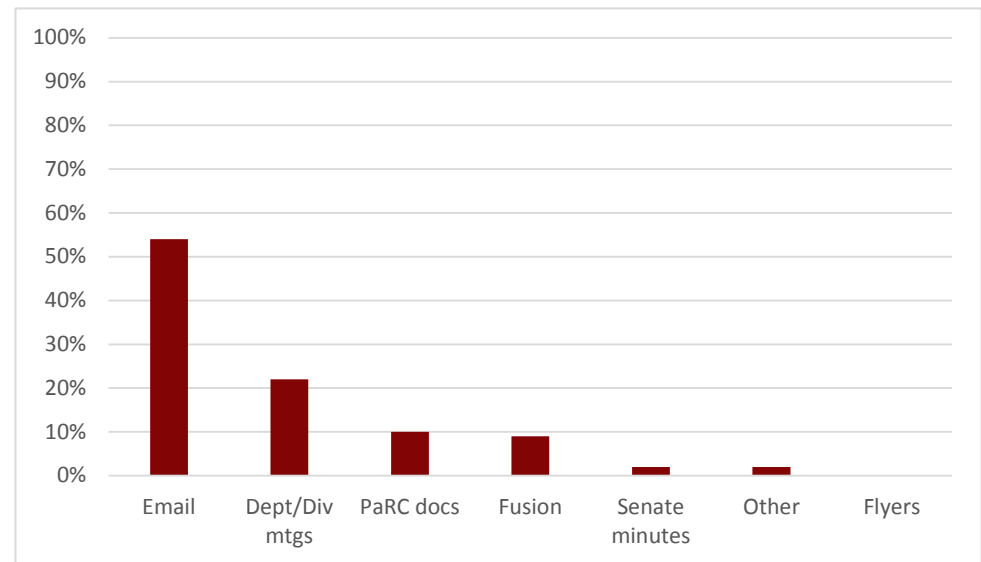
14. Please include any additional comments about planning and budget process:

Since I participate in PaRC I get these updates on the website; I wonder if other staff and faculty know where to find this information??? I'm often asked..."Do you know what's happening with our request" and direct them to the PaRC website for OPC review.

As I stated in my earlier comments, a quick overview "snapshot" summary by email would be great. Greater detail can be heard in division meetings, and by going to the website.

Could there be more of a priority for all Core Groups to have up to date agenda/minutes on website? It would also help if all groups be encouraged to have current agendas/minutes accessible online.

Could you make an information management plan a priority? If so, I think it would improve the job satisfaction and efficiency of EVERYONE! Observations in case you decide to tackle this: There is WAY too much small print on most of our webpages. With info coming out of President's Office, Office of Instruction, Fusion, (More?), it would be nice if there was one page that housed all of this communication with links to past versions. We could then get email notifications with a link to that page when a new newsletter came out.

Division meeting and email: Both

Email has gotten so cluttered now that sending emails is a good way to have information get lost.

Get the data and templates to the programs earlier. We should be able to start working on our program reviews in the first few weeks of the quarter, waiting until the busiest part of the quarter (often during the last three weeks) sets us up to do a poor job with minimal input from everyone. I would propose that it be possible to work on the program reviews the week before classes start if desired.

I think there should possibly be a newsletter--maybe Bernata could have an assistant to put it together--giving some overview about funding available, funding awarded, and basic strategy behind the choices.

Opening Day can have sessions that go over how shared governance works. There should also be organizational charts on the website listing positions and titles. Lastly, we should have a new hard copy (not email) phone book/email list. there are so many staff changes every year that I can't keep track of who is where. Since I don't know who is in what position, communication breaks down because I don't know who to go to for questions/answers/help/support.

PT faculty make up far more than 50% of all teachers, yet we are largely left out of decision making priorities, etc. I try to learn what is going on, but it isn't easily accessible material.

repeat important emails. And say -- this is a repeat from x/y. Also, if you are meeting over the summer, pls consider that faculty are 10-month employees.

Thank you for this opportunity to share my ideas.

The communications from marketing have been a tremendous improvement in terms of providing important information in a more engaging manner this year.

There should be minutes from each PaRC meeting distributed via email (just as the Academic Senate does) since this is the most important functioning body on campus.

We have a communication disconnect on this campus. Fewer faculty are on campus for fewer hours leaving less time for interdepartmental discussions. We all understand the reasons for this; more online instruction and longer commutes are the primary culprits usually cited. We are inundated with large amounts of data and information every day that must be sorted and digested. Anything that can distill this information and clarify the issues will be helpful.