Foothill College Faculty and Staff Accreditation Survey
Overall Observations, Foothill Research, November 2010

Survey Administration

The faculty and staff survey was developed in conjunction with De Anza College to provide evidence of employee perceptions of the colleges for the accreditation self-study process. The initial questions were based on those questions asked in the 2004 Accreditation Survey, with additions and modifications made by both Foothill and De Anza College administrators, faculty, staff, and students. Many of the modifications strove to follow the Accreditation Standards provided by the Accrediting Commission for Community and Junior Colleges (ACCJC). The Foothill College survey was reviewed and approved by the shared governance process (Academic Senate, Accreditation Committee, Administrative Council, Associated Students of Foothill College, Classified Senate, and Planning and Resource Council) in Fall 2010.

The survey was administered electronically during the last week of October 2010. An email was sent to all employees from President Judy Miner with a link to the survey site. The shared governance organizations, such as Faculty and Classified Senates, made verbal and or electronic announcements about the survey.

General Observations

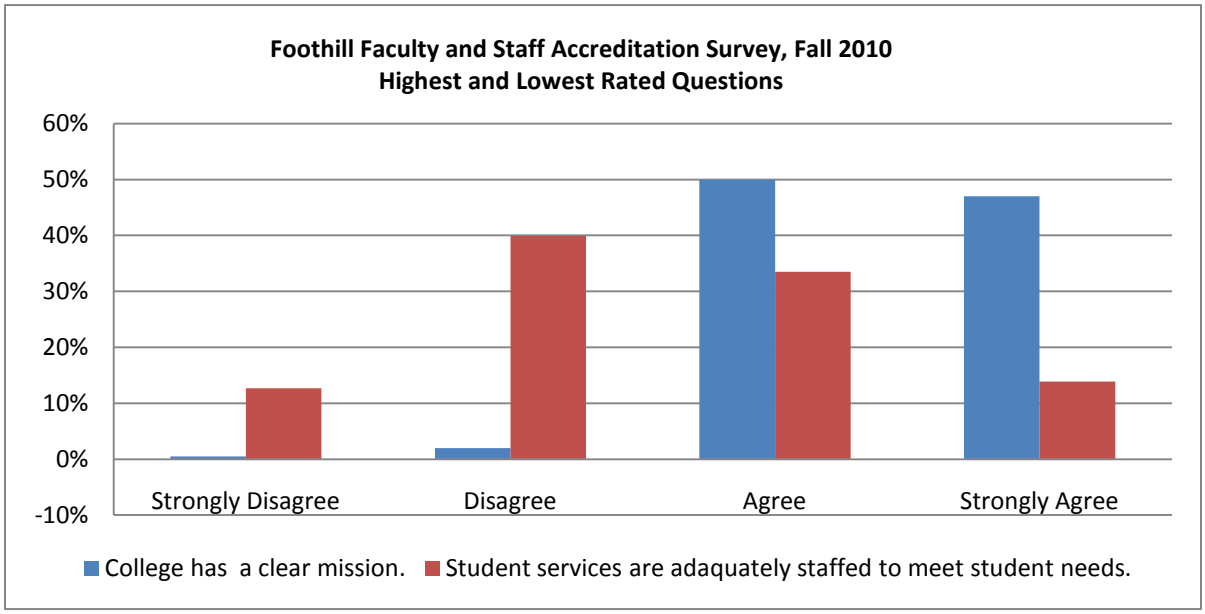
Two hundred three Foothill College employees responded to the survey. Classified employees represented 22% of respondents, with full-time faculty representing about 35% of respondents. Overall, full and part-time faculty represented 70% of total respondents. Almost half of the respondents (46%) have worked at the College for 11 or more years. Total respondents represent a 54% response rate from 373 employees.

The survey had 44 questions in four primary sections: Institutional Mission and Effectiveness, Student Learning Programs and Services, Resources, and Leadership and Governance. Survey respondents were asked about their degree of agreement with each statement and the scaled responses included Strongly Agree, Agree, Disagree, Strongly Disagree and Don't Know/Doesn't Apply. There were also two demographic questions and one open-ended question at the end of the survey for comments and suggestions. The largest number of questions (15) related to Resources. For reporting purposes, the Do Not Know/Doesn't Apply responses and the non-responses were subtracted from the final tallies of each question to get a more accurate representation of the difference between the valid responses and the total responses.

Within the Institutional Mission and Effectiveness section, "the college has a clear mission" received the highest mean score rating while "institutional planning is broad-based" received the lowest mean score. "High-quality instruction" received the highest mean score in the Student Learning Programs and Services section, while "student services adequately staffed" received the lowest mean score. In the Resources section, "commitment to diversity" received the highest mean score rating while "financial management system creates appropriate control mechanisms" received the lowest mean score. Lastly,

in the Leadership and Governance section, the "Board of Trustees establishes broad institutional policies" received the highest mean score, while "effective communication at the college" received the lowest mean score.

Statements receiving the highest percentage in each of the response areas.



Selective Highlights

Strong "Positive" Ratings (Agree and Strongly Agree Responses)

- The highest positive rating for both agree and strongly agree was that "The college has a clear and publicized mission that identifies its educational objectives" with 97% of respondents in agreement.
- The next most positive rating was that 96% of respondents agree or strongly agree that "Instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity."
- 95% of respondents agree or strongly agree that "The college relies on faculty and expertise and the assistance of advisory committees to identify competency levels and measureable student learning outcomes."
- 94% of respondents agree or strongly agree that "The college offers high-quality instruction with appropriate breadth, depth, rigor, characterized in all programs."
- 94% of respondents agree or strongly agree that "Consistent with its mission, the college demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity."

Strong "Negative" Ratings (Disagree and Strongly Disagree Responses)

- The highest negative response came from 53% of respondents who disagreed or strongly disagreed that "Student services are adequately staffed to meet student needs."
- 28% of respondents disagree or strongly disagree that "The college provides quality training in the effective application of its information technology to students and personnel."

- 27% of respondents disagree or strongly disagree "There is effective (clear, current, and widely available) communication at the college."
- 26% of respondents disagree or strongly disagree that "Campus facilities are well maintained and problems are corrected promptly."
- 25% of respondents disagree or strongly disagree that "The physical resources (layout, lighting, temperature control) meet and enhance learning needs."

Student Learning

- 95% of respondents agree and strongly agree that "Instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity."
- 93% of respondents agree and strongly agree that "The college ensures its programs and curricula are current."
- 92% of respondents agree and strongly agree that "The college identifies and publishes student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements."
- 21% of respondents disagree and strongly disagree that "Students receive academic advising and personal counseling that support their educational and/or career goals."
- 17% of respondents disagree and strongly disagree that "The college provides students and personnel responsible for student learning programs and services, adequate access to the library and other learning support services, regardless of their location or means of delivery."

Foothill Faculty/Staff Accreditation Survey Tables

Note: There were 203 respondents to the survey - tables listed here only give valid, non-missing responses on each question.

Table 1. Employment Classification

Classification	N	%
Full-Time Faculty	70	35%
Part-Time Faculty	71	35%
Classified	45	22%
Administrator	17	8%
Total	203	100%

Table 2. Years Worked in FHDA District

Years Worked in FHDA	N	%
0 - 2	28	14%
3 - 5	40	20%
6 - 10	41	20%
11 or more	94	46%
Total	203	100%

Table 3. Summary of Responses to Institutional Mission and Effectiveness Items

Institutional Mission and Effectiveness Item	Valid N	Mean Score	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know Does Not Apply N
1. The college has a clear and publicized mission that identifies its educational objectives. (IA)	195	3.44	0%	2%	50%	47%	7
2. The college's learning programs and services are aligned with its purposes, character and student population. (IA1)	196	3.28	2%	7%	52%	39%	5
3. The college maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. (IB1)	192	3.19	5%	7%	53%	36%	0
4. The institutional planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. (IB4)	180	3.07	5%	16%	48%	32%	21
Total	203						

Note: Mean scores are calculated on SA=4, A=3, D=2, SD=1 scale.
Note 2: Mean scores are calculated using Valid Ns.
Note 3: Percentages may not add up to 100 due to rounding.

Table 4A. Summary of Responses to Student Learning Programs and Services Items

Student Learning Programs and Services Item	Valid N	Mean Score	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know Does Not Apply N
1. Instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. (IIA1)	181	3.33	1%	4%	56%	40%	18
2. The college relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes. (IIA1a)	153	3.05	3%	14%	59%	25%	44
3. The college identifies and publishes student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. (IIA1c)	171	3.20	2%	5%	63%	29%	29
4. The college relies on faculty expertise and the assistance of advisory committees to identify competency levels and measureable student learning outcomes. (IIA2b)	175	3.32	0%	5%	58%	37%	24
5. The college offers high-quality instruction with appropriate breadth, depth, rigor, characterized in all programs. (IIA2c)	181	3.39	1%	5%	47%	47%	19
6. The college uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. (IIA2d)	187	3.30	4%	6%	46%	44%	13
7. The college ensures that its programs and curricula are current. (IIA2e)	186	3.30	0%	7%	55%	38%	12
Total	203						

Note: Mean scores are calculated on SA=4, A=3, D=2, SD=1 scale.
Note 2: Mean scores are calculated using Valid Ns.
Note 3: Percentages may not add up to 100 due to rounding.

Table 4B. Summary of Responses to Student Learning Programs and Services Items, Cont.

Student Learning Programs and Services Item	Valid N	Mean Score	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know Does Not Apply N
8. The college assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. (IIA6)	171	3.23	2%	9%	53%	36%	26
9. Student services are adequately staffed to meet student needs. (IIB3)	173	2.48	13%	40%	34%	14%	25
10. Students receive academic advising and personal counseling that support their educational and/or career goals. (IIB3c)	164	2.94	7%	14%	57%	22%	32
11. The college designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. (IIB3d)	177	3.17	5%	6%	58%	32%	20
12. The Library book collection is adequate for a college of this size. (IIC1)	141	3.14	2%	9%	62%	28%	53
13. The college provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery. (IIC1c)	159	3.06	4%	13%	56%	27%	36
14. The college evaluates library and other learning support services to assure their adequacy in meeting identified student needs. (IIC2)	113	3.03	5%	12%	58%	26%	81
Total	203						

Note: Mean scores are calculated on SA=4, A=3, D=2, SD=1 scale.
Note 2: Mean scores are calculated using Valid Ns.
Note 3: Percentages may not add up to 100 due to rounding.

Table 5A. Summary of Responses to Resources Items

Resources Item	Valid N	Mean Score	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know Does Not Apply N
1. Consistent with its mission, the college demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. (IIIA)	183	3.33	1%	6%	52%	42%	16
2. The college assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. (IIIA1b)	173	3.04	6%	11%	54%	28%	24
3. Student evaluations are used in the process to improve instruction and counseling. (IIIA1c)	164	3.12	6%	7%	56%	31%	33
4. The college creates and maintains appropriate programs, practices, and services that support its diverse personnel. (IIIA4a)	175	3.18	2%	9%	59%	31%	22
5. The college plans professional development activities to meet the needs of its personnel. (IIIA5a)	186	3.21	4%	11%	55%	33%	10
6. Human resources planning is integrated with institutional planning. (IIIA6)	109	3.02	4%	17%	51%	28%	89
7. The physical resources (e.g., layout, lighting, temperature control, furnishings) meet and enhance learning needs. (IIIB1)	189	2.93	5%	20%	50%	24%	8
8. Campus facilities are well maintained and problems are corrected promptly. (IIIB1a)	190	2.95	3%	23%	51%	24%	10
Total	203						

Note: Mean scores are calculated on SA=4, A=3, D=2, SD=1 scale.
Note 2: Mean scores are calculated using Valid Ns.
Note 3: Percentages may not add up to 100 due to rounding.

Table 5B. Summary of Responses to Resources Items, Continued

Resources Item	Valid N	Mean Score	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know Does Not Apply N
9. The college assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. (IIIB1b)	183	3.14	3%	11%	56%	31%	15
10. The college assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. (IIIC1)	184	3.08	5%	8%	60%	27%	12
11. The college provides quality training in the effective application of its information technology to students and personnel. (IIIC1b)	177	2.95	2%	26%	46%	26%	19
12. Financial planning is linked to college strategic planning and supports the college's goals. (IIID1a)	134	3.14	2%	9%	60%	28%	62
13. Institutional guidelines and process for financial planning and budget development are clearly defined and followed. (IIID1d)	131	2.95	5%	18%	56%	22%	64
14. Administrators, faculty, and staff have appropriate opportunities to participate in and influence the development of college financial plans and budgets. (IIID1d)	153	2.95	7%	18%	50%	26%	43
15. The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making. (IIID2)	117	2.90	6%	15%	61%	18%	76
Total	203						

Note: Mean scores are calculated on SA=4, A=3, D=2, SD=1 scale.
Note 2: Mean scores are calculated using Valid Ns.
Note 3 : Percentages may not add up to 100 due to rounding.

Table 6. Summary of Responses to Leadership and Governance Items

Leadership and Governance Item	Valid N	Score	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know Does Not Apply N
1. There is effective (clear, current, and widely available) communication at the college. (IVA3)	194	2.85	11%	16%	51%	23%	5
2. Collaborative decision-making procedures are respected and followed at the college. (IVA2a)	176	2.90	7%	17%	55%	22%	23
3. The college President engages in collaborative decision-making with an emphasis on collegiality and open communication between and among all constituents. (IVB2b)	155	3.03	8%	13%	45%	34%	41
4. The FHDA District clearly delineates the responsibilities and functions of the District from those of the college, and consistently adheres to this delineation in practice. (IVB3a)	128	3.12	3%	9%	60%	28%	69
5. The Chancellor fosters effective communication between the Board of Trustees, Administration, Faculty, and Students. (IVb3f)	106	3.13	3%	9%	59%	28%	89
6. The Board of Trustees advocates for and defends the institution and protects it from undue influence or pressure. (IVB1a)	112	3.25	1%	6%	59%	34%	86
7. The Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions. (IVB1a)	113	3.22	4%	4%	58%	34%	84
8. The Board of Trustees establishes broad institutional policies and appropriately delegates responsibility to implement them. (IVB1)	103	3.26	3%	3%	59%	35%	93
Total	203						

Note: Mean scores are calculated on SA=4, A=3, D=2, SD=1 scale.
Note 2: Mean scores are calculated using Valid Ns.
Note 3: Percentages may not add up to 100 due to rounding.