



FOOTHILL COLLEGE

2013 Governance Survey Results

PaRC Presentation

June 19, 2013

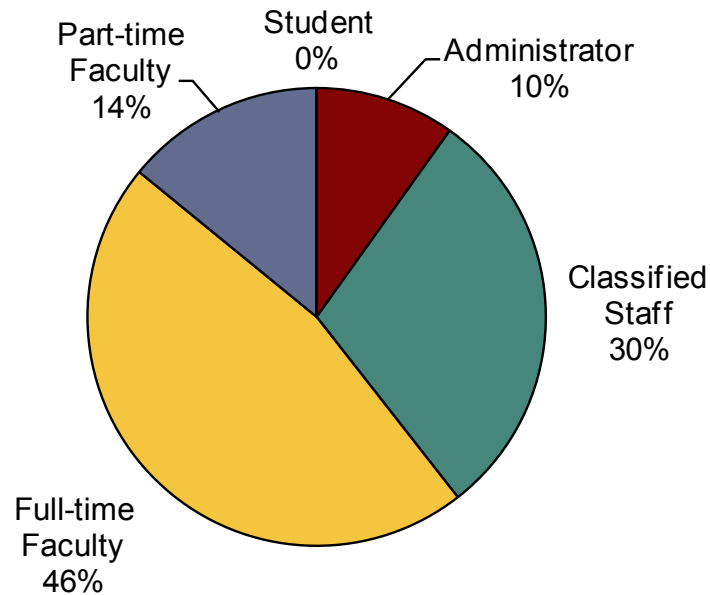
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FH IR&P

Overview

- Purpose: Evaluate college planning and resource prioritization process
- Outcome: Allow for continuous improvement by informing IP&B's summer agenda
- Administration:
 - Electronic survey
 - Posted on MyPortal
 - Email to Foothill employees
 - Monday, 6/10/2013 to Friday, 6/14/2013



Survey Respondents



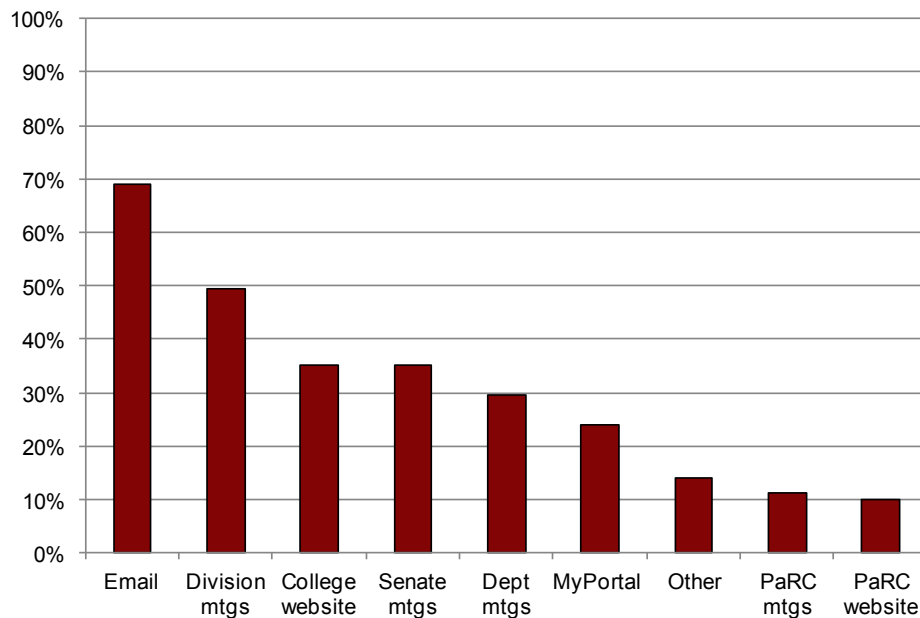
Administrators	7
Classified Staff	21
Full-time Faculty	33
Part-time Faculty	10
Student	0
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Total respondents:	71



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Communication

Indicate how you are informed about college planning discussions and decisions.



Admin

College
website

PaRC mtgs

Classified

Email

Division mtgs

FT Faculty

Division mtgs

Email

PT Faculty

Email



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Question allows respondents to select multiple methods.

Communication

<u>Method</u>	<u>Timely Source</u>
Email	94%
Senate meetings	85%
MyPortal	80%
PaRC meetings	70%
College website	67%
Division meetings	59%
Department meetings	58%
PaRC website	11%



Communication

How does PaRC members disseminate college planning discussions and decisions with their constituents?

<u>Method</u>	<u>Percent</u>
Email updates	67%
Reporting out at meetings	67%

PaRC: N=8

Question allows respondents to select multiple methods.

Suggestions for improving communication

Disseminate PaRC meeting minutes to entire college

Regular newsletter

Reminder of where minutes can be accessed/updated

Reporting out at division meetings



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Planning & Resource Process

College's planning process is: Strongly Agree/Agree

Requires documentation, 82%

assessment, reflection

Accessible and undergoes 75%

continuous improvement

Driven by evidence 73%

Full-time faculty responded “strongly agree/agree” at a lower percentage rate compared to the other employee categories—at least 20 percentage points difference.



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Planning & Resource Process

<u>College decisions are:</u>	<u>Strongly Agree/Agree</u>
Based on student learning related to ILOs	67%
Made through a process emphasizing student success	67%
Disseminated in a timely manner	55%
Are inclusive and transparent	41%

Less than half of full-time faculty responded “Strongly Agree/Agree.”

Less than one-third of classified staff and full-time faculty strongly agree or agree that discussions are inclusive and transparent (33% and 29%).



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Planning & Resource Process

Who are the PaRC voting members?

Academic Senate president

ACF representative

ASFC president

ASFC student trustee

ASFC student reps

Classified Senate president

College president

College vice presidents

Core mission workgroup
tri-chairs

CSEA representative

FA representative

MSA representative

Operating engineer rep

Teamsters representative

One person identified all voting members correctly



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Planning & Resource Process

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

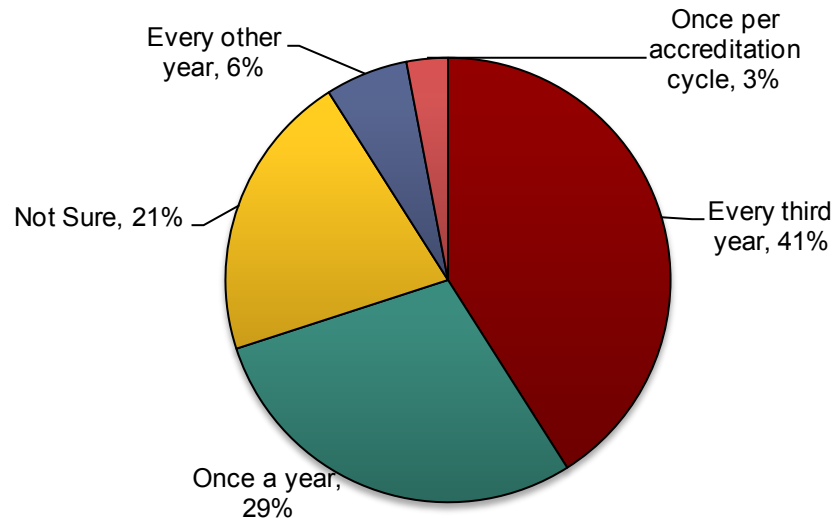
Once a year

Every third year

Every other year

Once per accreditation cycle

Not Sure



About one-third of full-time and part-time faculty responded “once a year”



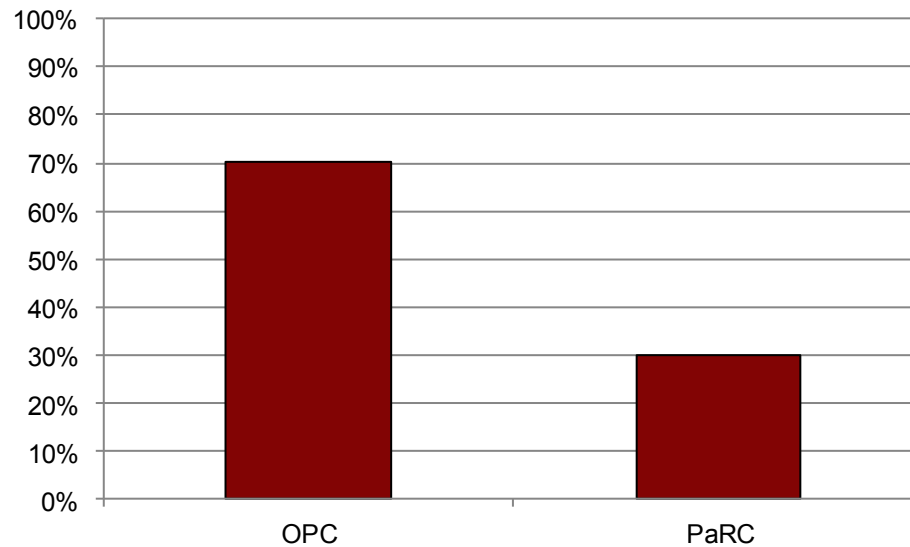
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Planning & Resource Process

Where do requests for B-budget augmentation get prioritized?

OPC

PaRC



Two-thirds of part-time faculty answered this question incorrectly



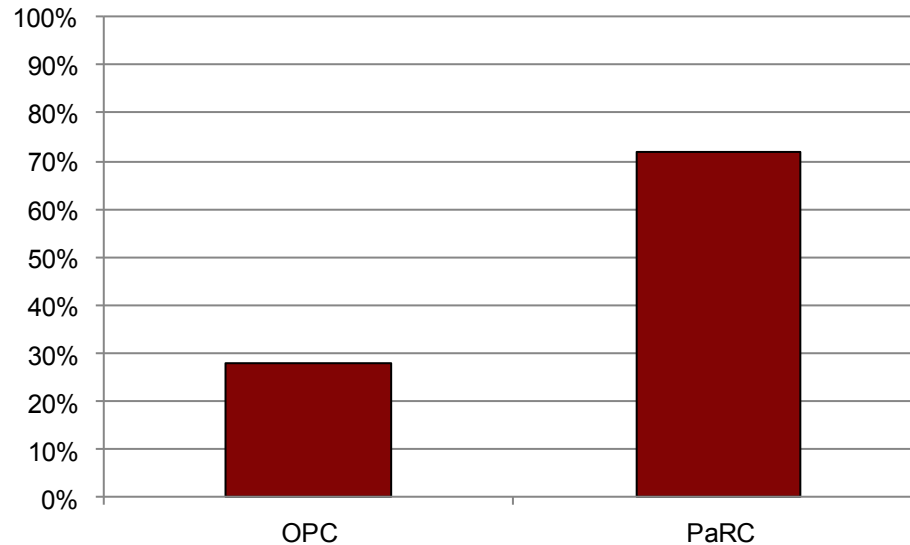
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Planning & Resource Process

Where do requests for new faculty get prioritized?

OPC

PaRC



Two-thirds of part-time faculty answered this question incorrectly



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Planning & Resource Process

When is the next accreditation site visit scheduled?

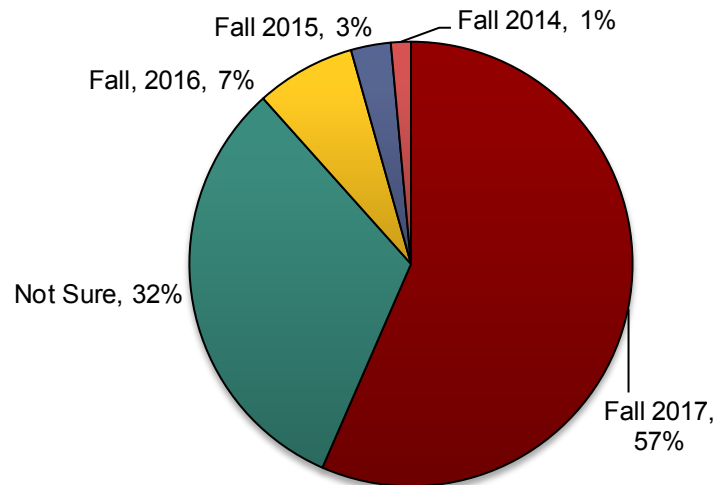
Fall 2014

Fall 2015

Fall 2016

Fall 2017

Not Sure



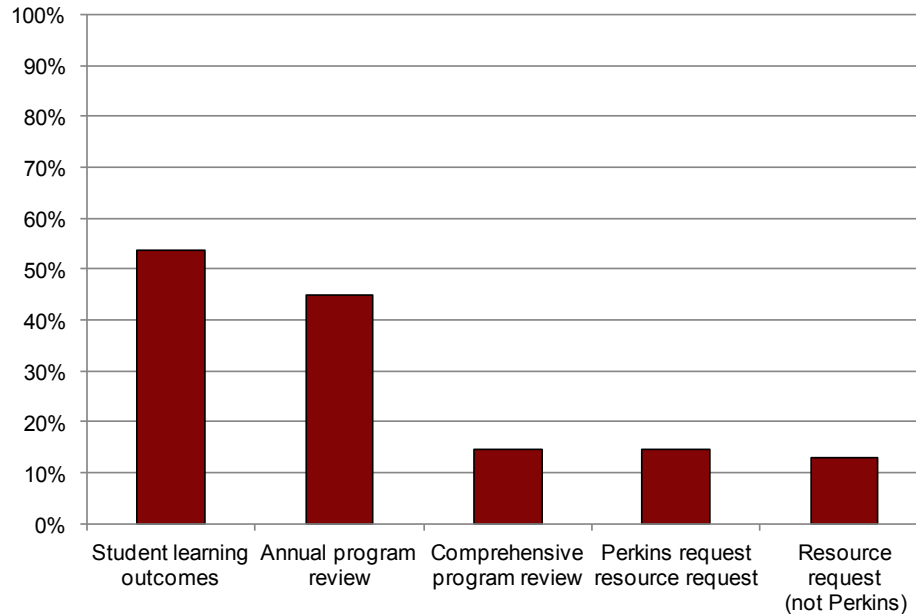
Almost two-thirds of part-time faculty were “not sure” how to answer this question



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Participation

Indicate the planning activities you participated in this academic year.



Program Review

Administrators

Classified staff

Full-time faculty

Student learning outcomes

Part-time faculty



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Question allows respondents to select multiple planning activities.

Program Review

<u>Received Feedback</u>	<u>Yes</u>
Annual	61%
Comprehensive	40%
<u>Helpful Feedback</u>	<u>Yes</u>
Annual	57%
Comprehensive	75%

Annual: N=31
Comprehensive: N=10



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Program Review Suggestions

<u>Suggestions</u>	<u>Annual</u>	<u>Comprehensive</u>
Clearer template	65%	89%
Shorter template	65%	0%
More division discussion	61%	61%
More dean/VP feedback	39%	33%
Additional time	35%	56%

“Program review document is remarkably complicated and not particularly intuitive without assistance. There is no significant difference between the comprehensive document and the annual review.”



Perkins

<u>Feedback</u>	<u>Yes</u>
Received feedback	100%
Helpful feedback	100%
<u>Time Spent</u>	<u>Yes</u>
Less than 2 hours	50%
2 to 5 hours	0%
More than 5 hours	50%

Perkins: N=5



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Perkins Suggestions

<u>Suggestions</u>	<u>Percent</u>
Clearer understanding about criteria	25%
Clearer understanding about timeline	25%
Clearer understanding about WWG role	25%

“Our college is reducing Perkins funding that was traditionally granted to allied health. With [the] national health care plan coming into effect, this needs to be recalibrated in favor of more funding for allied health programs.”



Resource Requests

Feedback	Yes
Received feedback	44%
Helpful feedback	57%

Resource Requests (non-Perkins): N=9

Resource Request Suggestions

<u>Suggestions</u>	<u>Percent</u>
Clearer understanding about process	25%
Clearer understanding about OPC role	25%
Clearer understanding about OPC's rubric	25%
Clearer understanding about PaRC's role	25%

“Consistency. Do not allow [programs/administrators] to go around the process and do what they want.”

“Funding decisions and faculty positions are being granted so late, it's difficult for implementation at the division/departement level in a timely manner.”



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Question allows respondents to select multiple suggestions.

Student Learning Outcomes (SLO)

<u>Feedback</u>	<u>Yes</u>
Received feedback	35%
Helpful feedback	75%

“I feel that SLOs are completely bureaucratic and at best, minimally, contribute to resource prioritization.”

“They [SLOs] do not contribute to our students' success nor do they contribute to the improvement of our teaching.”

“Are we still doing SLOs? I haven't heard about them since we finished our accreditation report and follow-up.”

Student Learning Outcomes: N=37



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SLO Suggestions

<u>Suggestions</u>	<u>Percent</u>
More department/division support	51%
More SLO discussion	51%
Clearer instructions	49%
Increased TracDat training	23%

“A library of samples that other divisions and colleges have done.”



Feedback Themes

- Consistency
- Transparency
- Part-time faculty participation/involvement
- Focus on students
- Timely reporting from PaRC



Your Thoughts?

- What's your takeaway?
- What points can guide IP&B's work this summer?

