Employee Accreditation Survey Spring 2016

This survey is part of the self-evaluation effort to determine whether our college meets the four standards set by the Accrediting Commission for Community and Junior Colleges (ACCJC) and is administered once every six years. Your feedback will help identify areas for improvement as they relate to these Standards. All responses are anonymous and confidential. The survey results will be incorporated into the college’s self-study report due June 2017 in advance of the site visit scheduled for October 2017. Thank you for completing the 2016 Accreditation Survey.

Questions may be directed to David Ulate, Executive Director of Institutional Research & Planning, at ulatedavid@fhda.edu.

**What is your employment classification?**

O Classified Professional

O Full-time Faculty

O Part-Time Faculty

O Administrator

**How long have you worked in any capacity within the FHDA District?**

O 0 – 2 years

O 3 – 5 years

O 6 – 9 years

O 10 or more years

**Where is your primary place of work?**

O De Anza

O Foothill

O Foothill Middlefield Campus

**To which ethnic group do you MOST identify?**

O African American/Black

O Asian

O Filipino/Pacific Islander

O Latino

O Native American

O White

O Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I identify my gender as:**

O Man

O Woman

O Trans

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| **Please indicate whether you agree or disagree with the following statements as it relates to each Standard.** **[Each statement is accompanied by its corresponding Standard listed within the parenthesis.]**  |
| Standard 1: Mission, Academic Quality and Institutional Effectiveness, and Integrity | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t Know/ Doesn’t Apply** |
|  | The college mission statement is used to guide institutional planning and resource prioritization. (I.A.3.) |  |  |  |  |  |
|  | The college mission statement is reviewed and updated as necessary. (I.A.4.) |  |  |  |  |  |
|  | The college maintains ongoing dialogue about the continuous improvement of student learning and institutional processes. (I.B.1.) |  |  |  |  |  |
|  | The college reviews student data to identify achievement gaps. (I.B.4.) |  |  |  |  |  |
|  | The college reviews data to identify and evaluate strategies promoting equity in student outcomes. (I.B.6.) |  |  |  |  |  |
|  | The college documents its program review, planning, and resource prioritization processes (broadly communicated using website, emails, newsletters, shared governance discussions, etc.). (I.B.8.) |  |  |  |  |  |
|  | Program review, planning, and resource prioritization processes highlight how each program/unit serves students, and how it can serve them better (short-and long-term). (I.B.9.) |  |  |  |  |  |
|  | Student learning and student achievement outcomes are shared and reviewed regularly as a means to continuous improvement in order to better serve students' educational needs. (I.C.3.) |  |  |  |  |  |
|  | College employees interact with students in manner that presents information in a fair an objective manner. (I.C.9.) |  |  |  |  |  |

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| Standard 2: Student Learning Programs and Support Services | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t Know/ Doesn’t Apply** |
|  | Educational programs are regularly reviewed (program review) for consistency with the college mission and master plan goals. (II.A.1) |  |  |  |  |  |
|  | Educational programs reflect the educational needs of students. (II.A.7.) |  |  |  |  |  |
|  | The college uses delivery modes and teaching methodologies appropriately to better reflect the diverse needs and learning styles of students. (II.A.7.) |  |  |  |  |  |
|  | Educational programs are regularly assessed (via program review data) to better promote student success and equity. (II.A.16) |  |  |  |  |  |
|  | The college library resources are sufficient for students to complete academic assignments. (II.B.1.) |  |  |  |  |  |
|  | The college provides students sufficient access to the library and other learning support services, whether face-to-face or in an online (web-based, internet) format. (II.B.1./II.C.3.) |  |  |  |  |  |
|  | The college evaluates the quality of student support services to assure they meet student needs. (II.C.1.) |  |  |  |  |  |
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| Standard 3: Resources | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t Know/ Doesn’t Apply** |
|  | The college employs individuals who are qualified for their position, with appropriate education, training and experience. (III.A.1.) |  |  |  |  |  |
|  | The college evaluates all personnel systematically and at stated intervals. (III.A.5.) |  |  |  |  |  |
|  | Sufficient training opportunities are provided by the college in state/federal regulations, such as Title 5 Ed Code, Title IX, and sexual harassment. (III.A.14.) |  |  |  |  |  |
|  | Sufficient training opportunities are provided by the college on health and safety issues, such as emergency situation training, active shooter training, etc. (III.A.14.) |  |  |  |  |  |
|  | Sufficient training opportunities are provided by the college in institutional planning, including program review, accreditation standards, institutional standards and goals. (III.A.14.) |  |  |  |  |  |
|  | Facilities in my area are adequately constructed and maintained to address safety. (III.B.1.) |  |  |  |  |  |
|  | In the planning, design, and implementation of new and remodeled facilities, the needs of my program/unit are adequately considered. (III.B.2.) |  |  |  |  |  |
|  | 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. (III.C.1.) |  |  |  |  |  |
|  | I receive sufficient training in the use of technology (hardware and software) so that I can effectively carry out my work responsibilities, including supporting student learning. (III.C.1.) |  |  |  |  |  |
|  | The college replaces and maintains technological equipment on a previously determined basis to ensure that my program/unit needs are met. (III.C.1.) |  |  |  |  |  |
|  | Financial planning is linked to college mission and goals. (III.D.2.) |  |  |  |  |  |
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| Standard 4: Leadership and Governance | **Strongly Agree** | **Agree** | **Disagree** | **Strongly Disagree** | **Don’t Know/ Doesn’t Apply** |
|  | Faculty and staff are empowered to develop programs and services that will enhance student learning. (IV.A.1.) |  |  |  |  |  |
|  | The college evaluates its governance and decision-making structures in order to identify weaknesses and to make improvements. (IV.A.7.) |  |  |  |  |  |
|  | There is effective (clear, current, and widely available) communication at the college. (IV.A.6.) |  |  |  |  |  |
|  | The college president provides leadership in promoting continuous improvement of the teaching and learning environment. (IV.B.3.) |  |  |  |  |  |
|  | The college president engages in collaborative decision-making with an emphasis on collegiality and open communication between and among all constituents. (IV.B.6.) |  |  |  |  |  |
|  | The Board of Trustees advocates for and defends the college and protects it from undue influence or pressure. (IV.C.4.) |  |  |  |  |  |
|  | The district chancellor provides leadership in setting expectations of education excellence and the support needed to sustain these efforts. (IV.D.1) |  |  |  |  |  |
|  | The district chancellor ensures sufficient district support is allocated so the colleges can achieve their mission and goals. (IV.D.2.)  |  |  |  |  |  |
|  | There is effective (clear, current, and widely available) communication between the colleges and the district, allowing the college to achieve its mission and goals. (IV.D.6.)  |  |  |  |  |  |