



# FOOTHILL COLLEGE

## Institutional Research and Planning

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DATE: December 6, 2016  
TO: Accreditation Steering Committee  
FROM: Lisa Ly, Acting Researcher  
Joanne Du, Research Assistant  
RE: 2016 Employee Accreditation Survey by Employee Classification

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### Overview

The employee accreditation survey was developed collaboratively by the Foothill and De Anza Offices of Institutional Research and Planning. The survey, which included demographic and accreditation questions pertaining to accreditation standards I-IV, was finalized with the Foothill Office of Instruction and approved by the Planning and Resource Council (PaRC) in Spring 2016 prior to administration. In May 2016, employees with a FHDA email were sent an email invite with the survey link embedded. Among the 3,000 employees, 112 completed the survey. This memo disaggregates the data by employee classification.

### Employee Demographics (Q1-Q4)

- **Employee classification:** 40 (36%) are full-time faculty, followed by 31 (28%) classified professional, 26 (23%) part-time faculty and 15 (13%) administrator.
- **Years of Service:** 67 (60%) have been employed within FHDA for at least 6 or more years. Specifically, those employed 10 or more years (49 or 44%) comprised the majority, followed by 0 to 2 years (32 or 29%), 6 to 9 years (18 or 16%) and 3 to 5 years (13 or 12%).
- **Ethnicity:** 68 (61%) self-identify as White, followed by 14 (13%) Asian, 8 (7%) Latino/a, 7 (6%) Other, 4 (4%) African American and 2 (2%) Filipino/Pacific Islander. Nine respondents (8%) declined to specify their ethnicity.
- **Gender:** 65 (59%) and 39 (35%) females and males, respectively.

### Highlights

- **Standard I:** Among the 8 questions surveyed, the majority of respondents, about 70% or more, strongly agreed/agreed with each statement. The three most favorable responses are from the following questions:
  - 87% agreed “The college maintains ongoing dialogue about the continuous improvement of student learning and institutional processes.” (Q7)
  - 87% agreed “The college reviews student data to identify achievement gaps.” (Q8)
  - 81% agreed “College employees interact with students in a way that presents information in a fair and objective manner.” (Q12)
- **Standard II:** Among the 7 questions surveyed, the majority of respondents, about 60% or more strongly agreed/agreed with each statement. The three most favorable responses are from the following questions:
  - 77% agreed “Educational programs are regularly reviewed (e.g. program review, program learning outcomes) for consistency with the college mission and master plan goals.” (Q13)
  - 76% agreed “Educational programs reflect the educational needs of students.” (Q14)

- 76% agreed “The college provides students sufficient access to the library and other learning support services, whether face-to-face or in an online (i.e. web-based, internet) format.” (Q18)
- **Standard III:** Among the 11 questions surveyed, 5 questions had 53% to 57% of respondents who strongly agreed/agreed. These questions include:
  - 53% agreed “The college evaluates all personnel systematically and at stated intervals.” (Q21)
  - 53% agreed “In the planning, design, and implementation of new and remodeled facilities, the needs of my program/unit are adequately considered.” (Q26)
  - 54% agreed “Sufficient training opportunities are provided by the college in institutional planning, including program review, accreditation standards, institutional standards and goals.” (Q24)
  - 55% agreed “Financial planning is linked to college mission and goals.” (Q30)
  - 57% agreed “Sufficient training opportunities are provided by the college in state/federal regulations, such as Title 5 Ed Code, Title IX, and sexual harassment.” (Q22)
- **Standard IV:** Among the 9 questions surveyed, 5 questions received less than 50% respondents who strongly agreed/agreed. These questions include:
  - 40% agreed “There is effective (i.e. clear, current, and widely available) communication between the colleges and the district, allowing the college to achieve its mission and goals.” (Q39)
  - 44% agreed “The college president provides leadership in promoting continuous improvement of the teaching and learning environment.” (Q34)
  - 44% agreed “The college president engages in collaborative decision-making with an emphasis on collegiality and open communication between and among all constituents.” (Q35)
  - 45% agreed “The Board of Trustees advocates for and defends the college and protects it from undue influence or pressure.” (Q36)
  - 47% agreed “There is effective (i.e. clear, current, and widely available) communication at the college.” (Q33)

## Methodology

The employee accreditation survey was developed using Remark survey software and was administered between May 25, 2016 and June 25, 2016. Employees with a FHDA email were sent an email invitation by the Marketing and Public Relations Department with an embedded survey link.

Source: FHDA IR&P, Employee Accreditation Survey [Remark Survey]

## Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity (Q5-Q12)

Table 1 summarizes the results from the employee accreditation survey for Standard I. The majority of respondents (about 70% or more) strongly agreed/agreed with each statement.

- **Q5: The college mission statement is used to guide institutional planning and resource prioritization.**
  - 75% of employee respondents agreed with this statement.
  - Employee groups with more than 75% agreement include administrator (93%) and classified professional (84%) compared to full-time (73%) and part-time (58%) faculty.
- **Q6: The college mission statement is reviewed and updated as necessary.**
  - 70% of employee respondents agreed with this statement.
  - Employee groups with more than 70% agreement include administrator (87%), classified professional (81%) and full-time faculty (74%) compared to part-time (42%) faculty. Most of the part-time faculty chose do not know/does not apply (54%).
- **Q7: The college mission maintains ongoing dialogue about the continuous improvement of student learning and institutional processes.**
  - 87% of employee respondents agreed with this statement.
  - Employee groups with more than 87% agreement include administrator (100%) and classified professional (93%) compared to full-time (83%) and part-time (81%) faculty.
- **Q8: The college reviews student data to identify achievement gaps.**
  - 87% of employee respondents agreed with this statement.
  - Employee groups with more than 87% agreement include administrator (100%) and full-time faculty (95%) compared to classified professional (87%) and part-time (65%) faculty.
- **Q9: The college reviews data to identify and evaluate strategies promoting equity in student outcomes.**
  - 77% of employee respondents agreed with this statement.
  - Employee groups with more than 77% agreement include full-time faculty (85%), classified professional (84%) and administrator (79%) compared to part-time faculty (58%).
- **Q10: The college communicates its program review, planning and resource prioritization processes (e.g. using website, emails, newsletters, shared governance, etc.).**
  - 78% of employee respondents agreed with this statement.
  - Employee groups with more than 78% agreement include administrator (87%) and part-time faculty (80%) compared to full-time faculty (78%) and classified professional (74%).
- **Q11: Program review, planning and resource prioritization highlight how each program/unit serves students, and how it can serve them better (short- and long-term).**
  - 68% of employee respondents agreed with this statement.
  - Employee groups with more than 68% agreement include administrator (87%) and part-time faculty (69%) compared to classified professional (65%) and full-time faculty (63%).
- **Q12: College employees interact with students in a way that presents information in a fair and objective manner.**
  - 81% of employee respondents agreed with this statement.
  - Employee group with more than 81% agreement include administrator (93%) compared to classified professional (81%), part-time faculty (81%) and full-time faculty (78%).

Table 1: Standard I by Employee Classification

Employee Accreditation Survey Questions	Strongly Agree/ Agree		Strongly Disagree/ Disagree		Do not know/ Does not apply		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Q5</b> The college mission statement is used to guide institutional planning and resource prioritization.								
Administrator	14	93%	1	7%	0	0%	15	100%
Classified Professional	26	84%	2	6%	3	10%	31	100%
Faculty: full-time	29	73%	8	20%	3	8%	40	100%
Faculty: part-time	15	58%	0	0%	11	42%	26	100%
Subtotal	84	75%	11	10%	17	15%	112	100%
<b>Q6</b> The college mission statement is reviewed and updated as necessary.								
Administrator	13	87%	1	7%	1	7%	15	100%
Classified Professional	25	81%	2	6%	4	13%	31	100%
Faculty: full-time	29	74%	4	10%	6	15%	39	100%
Faculty: part-time	11	42%	1	4%	14	54%	26	100%
Subtotal	78	70%	8	7%	25	23%	111	100%
<b>Q7</b> The college maintains ongoing dialogue about the continuous improvement of student learning and institutional processes.								
Administrator	15	100%	0	0%	0	0%	15	100%
Classified Professional	28	93%	0	0%	2	7%	30	100%
Faculty: full-time	33	83%	6	15%	1	3%	40	100%
Faculty: part-time	21	81%	2	8%	3	12%	26	100%
Subtotal	97	87%	8	7%	6	5%	111	100%
<b>Q8</b> The college reviews student data to identify achievement gaps.								
Administrator	15	100%	0	0%	0	0%	15	100%
Classified Professional	27	87%	0	0%	4	13%	31	100%
Faculty: full-time	38	95%	0	0%	2	5%	40	100%
Faculty: part-time	17	65%	3	12%	6	23%	26	100%
Subtotal	97	87%	3	3%	12	11%	112	100%
<b>Q9</b> The college reviews data to identify and evaluate strategies promoting equity in student outcomes.								
Administrator	11	79%	3	21%	0	0%	14	100%
Classified Professional	26	84%	0	0%	5	16%	31	100%
Faculty: full-time	34	85%	5	13%	1	3%	40	100%
Faculty: part-time	15	58%	1	4%	10	38%	26	100%
Subtotal	86	77%	9	8%	16	14%	111	100%
<b>Q10</b> The college communicates its program review, planning, and resource prioritization processes (e.g. using website, emails, newsletters, shared governance discussions, etc.)								
Administrator	13	87%	2	13%	0	0%	15	100%
Classified Professional	23	74%	6	19%	2	6%	31	100%
Faculty: full-time	31	78%	9	23%	0	0%	40	100%
Faculty: part-time	20	80%	1	4%	4	16%	25	100%
Subtotal	87	78%	18	16%	6	5%	111	100%
<b>Q11</b> 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).								
Administrator	13	87%	2	13%	0	0%	15	100%
Classified Professional	20	65%	4	13%	7	23%	31	100%
Faculty: full-time	25	63%	14	35%	1	3%	40	100%
Faculty: part-time	18	69%	1	4%	7	27%	26	100%
Subtotal	76	68%	21	19%	15	13%	112	100%
<b>Q12</b> College employees interact with students in a way that presents information in a fair and objective manner.								
Administrator	14	93%	1	7%	0	0%	15	100%
Classified Professional	25	81%	2	6%	4	13%	31	100%
Faculty: full-time	31	78%	3	8%	6	15%	40	100%
Faculty: part-time	21	81%	1	4%	4	15%	26	100%
Subtotal	91	81%	7	6%	14	13%	112	100%

## Standard II: Student Learning Programs and Support Services (Q13-Q19)

Table 2 summarizes the results from the employee accreditation survey for Standard II. The majority of respondents (about 60% or more) strongly agreed/agreed with each statement.

- **Q13: Educational programs are regularly reviewed (e.g. program review, program learning outcomes) for consistency with the college mission and master plan goals.**
  - 77% of employee respondents agreed with this statement.
  - Employee groups with more than 77% agreement include administrator (100%) and full-time faculty (80%) compared to classified professional (77%) and part-time (58%) faculty.
- **Q14: Educational programs reflect the educational needs of students.**
  - 76% of employee respondents agreed with this statement.
  - Employee groups with more than 76% agreement include administrator (87%) and classified professional (77%) compared to part-time (73%) and full-time (72%) faculty.
- **Q15: The college uses delivery modes and teaching methodologies appropriately to better reflect the diverse needs and learning styles of students.**
  - 75% of employee respondents agreed with this statement.
  - Employee group with more than 75% agreement include part-time faculty (81%) compared to full-time faculty (74%), administrator (73%) and classified professional (71%).
- **Q16: Educational programs are regularly assessed (via program review data) to better promote students success and equity.**
  - 70% of employee respondents agreed with this statement.
  - Employee groups with more than 70% agreement include administrator (93%), classified professional (74%) compared to full-time faculty (70%) and part-time faculty (54%).
- **Q17: The college library resources are sufficient for students to complete academic assignments.**
  - 64% of employee respondents agreed with this statement.
  - Employee group with more than 64% agreement include full-time faculty (78%) compared to administrator (60%), classified professional (58%) and part-time faculty (54%).
- **Q18: The college proves students sufficient access to the library and other learning support services, whether face-to-face or in an online (i.e. web-based, internet) format.**
  - 76% of employee respondents agreed with this statement.
  - Employee groups with more than 76% agreement include full-time faculty (80%), administrator (79%) and part-time faculty (77%) compared to classified professional (68%).
- **Q19: The college evaluates the quality of student support services to assure they meet student needs.**
  - 61% of employee respondents agreed with this statement.
  - Employee group with more than 61% agreement include administrator (87%) compared to classified professional (61%), full-time faculty (59%) and part-time faculty (50%). Another 50% of part-time faculty respondents stated do not know/does not apply.

Table 2: Standard II by Employee Classification

Employee Accreditation Survey Questions	Strongly Agree/ Agree		Strongly Disagree/ Disagree		Do not know/ Does not apply		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Q13 Educational programs are regularly reviewed (e.g. program review, program learning outcomes) for consistency with the college mission and master plan goals.</b>								
Administrator	15	100%	0	0%	0	0%	15	100%
Classified Professional	24	77%	1	3%	6	19%	31	100%
Faculty: full-time	32	80%	6	15%	2	5%	40	100%
Faculty: part-time	15	58%	1	4%	10	38%	26	100%
<b>Subtotal</b>	<b>86</b>	<b>77%</b>	<b>8</b>	<b>7%</b>	<b>18</b>	<b>16%</b>	<b>112</b>	<b>100%</b>
<b>Q14 Educational programs reflect the educational needs of students.</b>								
Administrator	13	87%	2	13%	0	0%	15	100%
Classified Professional	24	77%	3	10%	4	13%	31	100%
Faculty: full-time	28	72%	9	23%	2	5%	39	100%
Faculty: part-time	19	73%	3	12%	4	15%	26	100%
<b>Subtotal</b>	<b>84</b>	<b>76%</b>	<b>17</b>	<b>15%</b>	<b>10</b>	<b>9%</b>	<b>111</b>	<b>100%</b>
<b>Q15 The college uses delivery modes and teaching methodologies appropriately to better reflect the diverse needs and learning styles of students.</b>								
Administrator	11	73%	1	7%	3	20%	15	100%
Classified Professional	22	71%	2	6%	7	23%	31	100%
Faculty: full-time	29	74%	9	23%	1	3%	39	100%
Faculty: part-time	21	81%	0	0%	5	19%	26	100%
<b>Subtotal</b>	<b>83</b>	<b>75%</b>	<b>12</b>	<b>11%</b>	<b>16</b>	<b>14%</b>	<b>111</b>	<b>100%</b>
<b>Q16 Educational programs are regularly assessed (via program review data) to better promote student success and equity.</b>								
Administrator	13	93%	1	7%	0	0%	14	100%
Classified Professional	23	74%	1	3%	7	23%	31	100%
Faculty: full-time	28	70%	10	25%	2	5%	40	100%
Faculty: part-time	14	54%	1	4%	11	42%	26	100%
<b>Subtotal</b>	<b>78</b>	<b>70%</b>	<b>13</b>	<b>12%</b>	<b>20</b>	<b>18%</b>	<b>111</b>	<b>100%</b>
<b>Q17 The college library resources are sufficient for students to complete academic assignments.</b>								
Administrator	9	60%	1	7%	5	33%	15	100%
Classified Professional	18	58%	2	6%	11	35%	31	100%
Faculty: full-time	31	78%	4	10%	5	13%	40	100%
Faculty: part-time	14	54%	2	8%	10	38%	26	100%
<b>Subtotal</b>	<b>72</b>	<b>64%</b>	<b>9</b>	<b>8%</b>	<b>31</b>	<b>28%</b>	<b>112</b>	<b>100%</b>
<b>Q18 The college provides students sufficient access to the library and other learning support services, whether face-to-face or in an online (i.e. web-based, internet) format.</b>								
Administrator	11	79%	1	7%	2	14%	14	100%
Classified Professional	21	68%	2	6%	8	26%	31	100%
Faculty: full-time	32	80%	6	15%	2	5%	40	100%
Faculty: part-time	20	77%	0	0%	6	23%	26	100%
<b>Subtotal</b>	<b>84</b>	<b>76%</b>	<b>9</b>	<b>8%</b>	<b>18</b>	<b>16%</b>	<b>111</b>	<b>100%</b>
<b>Q19 The college evaluates the quality of student support services to assure they meet student needs.</b>								
Administrator	13	87%	2	13%	0	0%	15	100%
Classified Professional	19	61%	6	19%	6	19%	31	100%
Faculty: full-time	23	59%	11	28%	5	13%	39	100%
Faculty: part-time	13	50%	0	0%	13	50%	26	100%
<b>Subtotal</b>	<b>68</b>	<b>61%</b>	<b>19</b>	<b>17%</b>	<b>24</b>	<b>22%</b>	<b>111</b>	<b>100%</b>

### Standard III: Resources (Q20-Q30)

Table 3 summarizes the results from the employee accreditation survey for Standard III. Among the 11 questions surveyed, 5 questions had 53% to 57% of respondents who strongly agreed/agreed.

- **Q20: The college employs individuals who are qualified for their position, with appropriate education, training and experience.**
  - 83% of employee respondents agreed with this statement.
  - Employee groups with more than 83% agreement include administrator (93%) and full-time faculty (90%) compared to classified professional (77%) and part-time faculty (73%).
- **Q21: The college evaluates all personnel systematically and at stated intervals.**
  - 53% of employee respondents agreed with this statement.
  - Employee groups with more than 53% agreement include part-time (62%) and full-time (55%) faculty compared to classified professional (48%) and administrator (43%).
- **Q22: Sufficient training opportunities are provided by the college in state/federal regulations, such as Title 5 Ed Code, Title IX and sexual harassment.**
  - 57% of employee respondents agreed with this statement.
  - Employee groups with more than 57% agreement include administrator (79%) and part-time faculty (60%) compared to full-time faculty (55%) and classified professional (47%).
- **Q23: Sufficient training opportunities are provided by the college on health and safety issues (e.g. emergency situation training, active shooter training, etc.).**
  - 73% of employee respondents agreed with this statement.
  - Employee groups with more than 73% agreement include administrator (86%) and classified professional (77%) compared to full-time (69%) and part-time (69%) faculty.
- **Q24: Sufficient training opportunities are provided by the college in institutional planning, including program review, accreditation standards, institutional standards and goals.**
  - 54% of employee respondents agreed with this statement.
  - Employee groups with more than 54% agreement include administrator (71%) and full-time faculty (58%) compared to part-time faculty (50%) and classified professional (43%).
    - Another 27% and 23% of part-time faculty stated do not know/does not apply and disagree, respectively.
    - Another 40% of classified professional stated strongly disagree/disagree.
- **Q25: Facilities in my area are adequately constructed and maintained to address safety.**
  - 68% of employee respondents agreed with this statement.
  - Employee groups with more than 68% agreement include administrator (79%) and part-time faculty (73%) compared to full-time faculty (65%) and classified professional (63%).
- **Q26: In the planning design, and implementation of new and remodeled facilities, the needs of my program/unit are adequately considered.**
  - 53% of employee respondents agreed with this statement.
  - Employee groups with more than 53% agreement include administrator (64%) and full-time faculty (60%) compared to part-time faculty (50%) and classified professional (40%).
    - Another 46% of part-time faculty stated do not know/does not apply.
    - Another 37% and 23% of classified professional stated strongly disagree/disagree and do not know/does not apply, respectively.

- Q27: The college assures that any technology support it provides is designed to meet the needs of the learning, teaching, college-wide communications, research and operational systems.
  - 72% of employee respondents agreed with this statement.
  - Employee groups with more than 72% agreement include administrator (79%) and full-time faculty (78%) compared to classified professional (70%) and part-time faculty (62%).
- Q28: Sufficient training in the use of technology (hardware and software) is provided to effectively carry out work responsibilities, including supporting student learning.
  - 62% of employee respondents agreed with this statement.
  - Employee groups with more than 62% agreement include administrator (71%) and part-time faculty (69%) compared to full-time faculty (60%) and classified professional (53%).
- Q29: The college replaces and maintains technological equipment on a previously determined basis to ensure that my program/unit needs are met.
  - 65% of employee respondents agreed with this statement.
  - Employee groups with more than 65% agreement include administrator (86%) and full-time faculty (70%) compared to classified professional (63%) and part-time faculty (50%). Another 38% of part-time faculty stated do not know/does not apply.
- Q30: Financial planning is linked to college mission and goals.
  - 55% of employee respondents agreed with this statement.
  - Employee groups with more than 55% agreement include administrator (86%) and classified professional (63%) compared to full-time (53%) and part-time (35%) faculty. Another 62% of part-time faculty stated do not know/does not apply.



Table 3: Standard III by Employee Classification

Employee Accreditation Survey Questions	Strongly Agree/ Agree		Strongly Disagree/ Disagree		Do not know/ Does not apply		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Q20</b> The college employs individuals who are qualified for their position, with appropriate education, training and experience.								
Administrator	14	93%	1	7%	0	0%	15	100%
Classified Professional	24	77%	6	19%	1	3%	31	100%
Faculty: full-time	36	90%	4	10%	0	0%	40	100%
Faculty: part-time	19	73%	4	15%	3	12%	26	100%
Subtotal	93	83%	15	13%	4	4%	112	100%
<b>Q21</b> The college evaluates all personnel systematically and at stated intervals.								
Administrator	6	43%	8	57%	0	0%	14	100%
Classified Professional	15	48%	12	39%	4	13%	31	100%
Faculty: full-time	22	55%	17	43%	1	3%	40	100%
Faculty: part-time	16	62%	4	15%	6	23%	26	100%
Subtotal	59	53%	41	37%	11	10%	111	100%
<b>Q22</b> Sufficient training opportunities are provided by the college in state/federal regulations, such as Title 5 Ed Code, Title IX, and sexual harassment.								
Administrator	11	79%	3	21%	0	0%	14	100%
Classified Professional	14	47%	13	43%	3	10%	30	100%
Faculty: full-time	22	55%	15	38%	3	8%	40	100%
Faculty: part-time	15	60%	7	28%	3	12%	25	100%
Subtotal	62	57%	38	35%	9	8%	109	100%
<b>Q23</b> Sufficient training opportunities are provided by the college on health and safety issues (e.g. emergency situation training, active shooter training, etc.).								
Administrator	12	86%	2	14%	0	0%	14	100%
Classified Professional	23	77%	6	20%	1	3%	30	100%
Faculty: full-time	27	69%	11	28%	1	3%	39	100%
Faculty: part-time	18	69%	6	23%	2	8%	26	100%
Subtotal	80	73%	25	23%	4	4%	109	100%
<b>Q24</b> Sufficient training opportunities are provided by the college in institutional planning, including program review, accreditation standards, institutional standards and goals.								
Administrator	10	71%	4	29%	0	0%	14	100%
Classified Professional	13	43%	12	40%	5	17%	30	100%
Faculty: full-time	23	58%	14	35%	3	8%	40	100%
Faculty: part-time	13	50%	6	23%	7	27%	26	100%
Subtotal	59	54%	36	33%	15	14%	110	100%
<b>Q25</b> Facilities in my area are adequately constructed and maintained to address safety.								
Administrator	11	79%	3	21%	0	0%	14	100%
Classified Professional	19	63%	11	37%	0	0%	30	100%
Faculty: full-time	26	65%	13	33%	1	3%	40	100%
Faculty: part-time	19	73%	5	19%	2	8%	26	100%
Subtotal	75	68%	32	29%	3	3%	110	100%
<b>Q26</b> In the planning, design, and implementation of new and remodeled facilities, the needs of my program/unit are adequately considered.								
Administrator	9	64%	4	29%	1	7%	14	100%
Classified Professional	12	40%	11	37%	7	23%	30	100%
Faculty: full-time	24	60%	15	38%	1	3%	40	100%
Faculty: part-time	13	50%	1	4%	12	46%	26	100%
Subtotal	58	53%	31	28%	21	19%	110	100%
<b>Q27</b> 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.								
Administrator	11	79%	2	14%	1	7%	14	100%
Classified Professional	21	70%	5	17%	4	13%	30	100%
Faculty: full-time	31	78%	8	20%	1	3%	40	100%
Faculty: part-time	16	62%	2	8%	8	31%	26	100%
Subtotal	79	72%	17	15%	14	13%	110	100%

Table 3: Standard III by Employee Classification (continued)

Employee Accreditation Survey Questions	Strongly Agree/ Agree		Strongly Disagree/ Disagree		Do not know/ Does not apply		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Q28 Sufficient training in the use of technology (hardware and software) is provided to effectively carry out work responsibilities, including supporting student learning.								
Administrator	10	71%	4	29%	0	0%	14	100%
Classified Professional	16	53%	12	40%	2	7%	30	100%
Faculty: full-time	24	60%	14	35%	2	5%	40	100%
Faculty: part-time	18	69%	6	23%	2	8%	26	100%
Subtotal	68	62%	36	33%	6	5%	110	100%
Q29 The college replaces and maintains technological equipment on a previously determined basis to ensure that my program/unit needs are met.								
Administrator	12	86%	2	14%	0	0%	14	100%
Classified Professional	19	63%	7	23%	4	13%	30	100%
Faculty: full-time	28	70%	10	25%	2	5%	40	100%
Faculty: part-time	13	50%	3	12%	10	38%	26	100%
Subtotal	72	65%	22	20%	16	15%	110	100%
Q30 Financial planning is linked to college mission and goals.								
Administrator	12	86%	2	14%	0	0%	14	100%
Classified Professional	19	63%	2	7%	9	30%	30	100%
Faculty: full-time	21	53%	10	25%	9	23%	40	100%
Faculty: part-time	9	35%	1	4%	16	62%	26	100%
Subtotal	61	55%	15	14%	34	31%	110	100%

#### **Standard IV: Leadership and Governance (Q31-Q39)**

Table 4 summarizes the results from the employee accreditation survey for Standard IV. Among the 9 questions surveyed, 5 questions received less than 50% respondents who strongly agreed/agreed.

- **Q31: Faculty and staff are empowered to develop programs and services that will enhance student learning.**
  - 77% of employee respondents agreed with this statement.
  - Employee groups with more than 77% agreement include classified professional (81%), administrator (80%) and full-time faculty (80%) compared to part-time faculty (64%).
- **Q32: The college evaluates its governance and decision-making structures in order to identify weaknesses and to make improvements.**
  - 55% of employee respondents agreed with this statement.
  - Employee group with more than 55% agreement include classified professional (71%) compared to full-time faculty (54%), administrator (53%) and part-time faculty (40%). Another 44% of part-time faculty stated do not know/does not apply.
- **Q33: There is effective (i.e. clear, current, and widely available) communication at the college.**
  - 47% of employee respondents stated strongly agree/agree, 46% strongly disagree/disagree and 7% do not know/does not apply.
  - Employee groups with more than 47% agreement include part-time faculty (60%) and classified professional (52%) compared to full-time faculty (40%) and administrator (33%).
    - Another 53% of full-time faculty stated strongly disagree/disagree.
    - Another 60% of administrator stated strongly disagree/disagree.
- **Q34: The college president provides leadership in promoting continuous improvement of teaching and learning environment.**
  - 44% of employee respondents stated strongly agree/agree, 29% strongly disagree/disagree and 27% do know know/does not apply.
  - Employee group with more than 44% agreement include classified professional (55%) compared to full-time faculty (41%), administrator (40%) and part-time faculty (36%).
    - Another 44% of full-time faculty stated strongly disagree/disagree.
    - Another 40% of administrator stated strongly disagree/disagree.
    - Another 56% of part-time faculty stated do not know/does not apply.
- **Q35: The college president engages in collaborative decision-making with an emphasis on collegiality and open communication between and among all constituents.**
  - 44% of employee respondents stated strongly agree/agree, 32% strongly disagree/disagree and 23% do know know/does not apply.
  - Employee groups with more than 44% agreement include classified professional (55%) and administrator (47%) compared to part-time (44%) and full-time (35%) faculty.
    - Another 47% of administrator stated strongly disagree/disagree.
    - Another 44% of part-time faculty stated do not know/does not apply.
    - Another 45% of full-time faculty stated strongly disagree/disagree.
- **Q36: The Board of Trustees advocates for and defends the college and protects it from undue influence or pressure.**
  - 45% of employee respondents stated strongly agree/agree, 8% strongly disagree/disagree and 47% do not know/does not apply.

- Employee groups with more than 45% agreement include administrator (73%) and full-time faculty (48%) compared to classified professional (43%) and part-time faculty (24%).
    - Another 35% of full-time faculty stated do not know/does not apply.
    - Another 57% of classified professional stated do not know/does not apply.
    - Another 76% of part-time faculty stated do not know/does not apply.
- **Q37: The direct chancellor provides leadership in setting expectations of education excellence and the support needed to sustain these efforts.**
  - 56% of employee respondents agreed with this statement.
  - Employee groups with more than 56% agreement include classified professional (70%), administrator (64%) and full-time faculty (59%) compared to part-time faculty (32%). Another 64% of part-time faculty stated do not know/does not apply.
- **Q38: The district chancellor ensures sufficient district support is allocated so the colleges can achieve their mission and goals.**
  - 58% of employee respondents agreed with this statement.
  - Employee groups with more than 58% agreement include administrator (80%), classified professional (73%) and full-time faculty (59%) compared to part-time faculty (25%). Another 67% of part-time faculty stated do not know/does not apply.
- **Q39: There is effective (i.e. clear, current, and widely available) communication between the colleges and the district, allowing the college to achieve its mission and goals.**
  - 40% of employee respondents stated strongly agree/agree 28% strongly disagree/disagree and 32% do not know/does not apply.
  - Employee groups with more than 40% agreement include administrator (53%) and classified professional (47%) compared to full-time (35%) and part-time (32%) faculty.
    - Another 30% of classified professional stated do not know/does not apply.
    - Another 40% of full-time faculty stated strongly disagree/disagree.
    - Another 60% of part-time faculty stated do not know/does not apply.

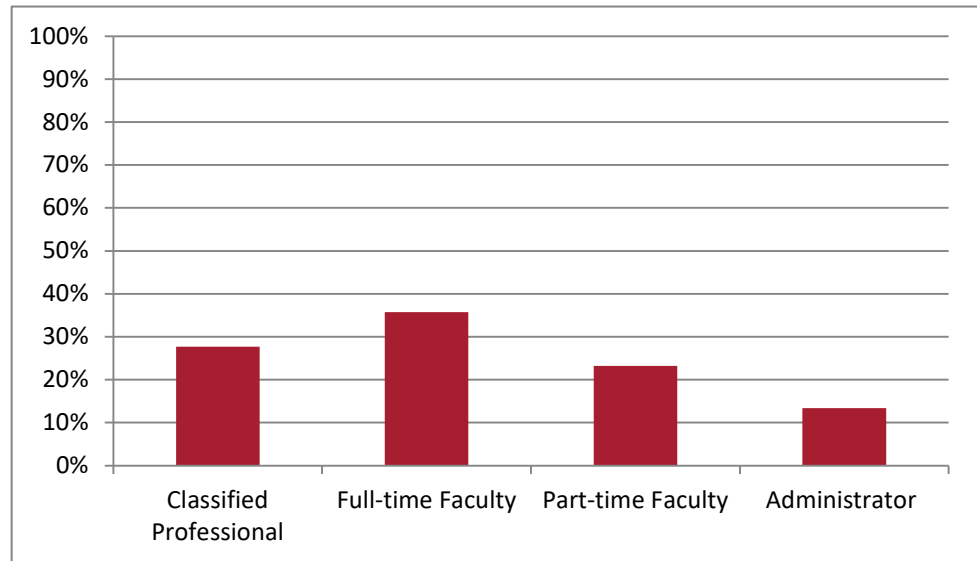
Table 4: Standard IV by Employee Classification

Employee Accreditation Survey Questions	Strongly Agree/ Agree		Strongly Disagree/ Disagree		Do not know/ Does not apply		Total	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
<b>Q31 Faculty and staff are empowered to develop programs and services that will enhance student learning.</b>								
Administrator	12	80%	3	20%	0	0%	15	100%
Classified Professional	25	81%	6	19%	0	0%	31	100%
Faculty: full-time	32	80%	8	20%	0	0%	40	100%
Faculty: part-time	16	64%	6	24%	3	12%	25	100%
<b>Subtotal</b>	<b>85</b>	<b>77%</b>	<b>23</b>	<b>21%</b>	<b>3</b>	<b>3%</b>	<b>111</b>	<b>100%</b>
<b>Q32 The college evaluates its governance and decision-making structures in order to identify weaknesses and to make improvements.</b>								
Administrator	8	53%	6	40%	1	7%	15	100%
Classified Professional	22	71%	4	13%	5	16%	31	100%
Faculty: full-time	21	54%	12	31%	6	15%	39	100%
Faculty: part-time	10	40%	4	16%	11	44%	25	100%
<b>Subtotal</b>	<b>61</b>	<b>55%</b>	<b>26</b>	<b>24%</b>	<b>23</b>	<b>21%</b>	<b>110</b>	<b>100%</b>
<b>Q33 There is effective (i.e. clear, current, and widely available) communication at the college.</b>								
Administrator	5	33%	9	60%	1	7%	15	100%
Classified Professional	16	52%	15	48%	0	0%	31	100%
Faculty: full-time	16	40%	21	53%	3	8%	40	100%
Faculty: part-time	15	60%	6	24%	4	16%	25	100%
<b>Subtotal</b>	<b>52</b>	<b>47%</b>	<b>51</b>	<b>46%</b>	<b>8</b>	<b>7%</b>	<b>111</b>	<b>100%</b>
<b>Q34 The college president provides leadership in promoting continuous improvement of the teaching and learning environment.</b>								
Administrator	6	40%	6	40%	3	20%	15	100%
Classified Professional	17	55%	7	23%	7	23%	31	100%
Faculty: full-time	16	41%	17	44%	6	15%	39	100%
Faculty: part-time	9	36%	2	8%	14	56%	25	100%
<b>Subtotal</b>	<b>48</b>	<b>44%</b>	<b>32</b>	<b>29%</b>	<b>30</b>	<b>27%</b>	<b>110</b>	<b>100%</b>
<b>Q35 The college president engages in collaborative decision-making with an emphasis on collegiality and open communication between and among all constituents.</b>								
Administrator	7	47%	7	47%	1	7%	15	100%
Classified Professional	17	55%	8	26%	6	19%	31	100%
Faculty: full-time	14	35%	18	45%	8	20%	40	100%
Faculty: part-time	11	44%	3	12%	11	44%	25	100%
<b>Subtotal</b>	<b>49</b>	<b>44%</b>	<b>36</b>	<b>32%</b>	<b>26</b>	<b>23%</b>	<b>111</b>	<b>100%</b>
<b>Q36 The Board of Trustees advocates for and defends the college and protects it from undue influence or pressure.</b>								
Administrator	11	73%	2	13%	2	13%	15	100%
Classified Professional	13	43%	0	0%	17	57%	30	100%
Faculty: full-time	19	48%	7	18%	14	35%	40	100%
Faculty: part-time	6	24%	0	0%	19	76%	25	100%
<b>Subtotal</b>	<b>49</b>	<b>45%</b>	<b>9</b>	<b>8%</b>	<b>52</b>	<b>47%</b>	<b>110</b>	<b>100%</b>
<b>Q37 The direct chancellor provides leadership in setting expectations of education excellence and the support needed to sustain these efforts.</b>								
Administrator	9	64%	5	36%	0	0%	14	100%
Classified Professional	21	70%	1	3%	8	27%	30	100%
Faculty: full-time	23	59%	10	26%	6	15%	39	100%
Faculty: part-time	8	32%	1	4%	16	64%	25	100%
<b>Subtotal</b>	<b>61</b>	<b>56%</b>	<b>17</b>	<b>16%</b>	<b>30</b>	<b>28%</b>	<b>108</b>	<b>100%</b>
<b>Q38 The district chancellor ensures sufficient district support is allocated so the colleges can achieve their mission and goals.</b>								
Administrator	12	80%	2	13%	1	7%	15	100%
Classified Professional	22	73%	0	0%	8	27%	30	100%
Faculty: full-time	23	59%	6	15%	10	26%	39	100%
Faculty: part-time	6	25%	2	8%	16	67%	24	100%
<b>Subtotal</b>	<b>63</b>	<b>58%</b>	<b>10</b>	<b>9%</b>	<b>35</b>	<b>32%</b>	<b>108</b>	<b>100%</b>
<b>Q39 There is effective (i.e. clear, current, and widely available) communication between the colleges and the district, allowing the college to achieve its mission and goals.</b>								
Administrator	8	53%	6	40%	1	7%	15	100%
Classified Professional	14	47%	7	23%	9	30%	30	100%
Faculty: full-time	14	35%	16	40%	10	25%	40	100%
Faculty: part-time	8	32%	2	8%	15	60%	25	100%
<b>Subtotal</b>	<b>44</b>	<b>40%</b>	<b>31</b>	<b>28%</b>	<b>35</b>	<b>32%</b>	<b>110</b>	<b>100%</b>

## Foothill College Employee Accreditation Survey

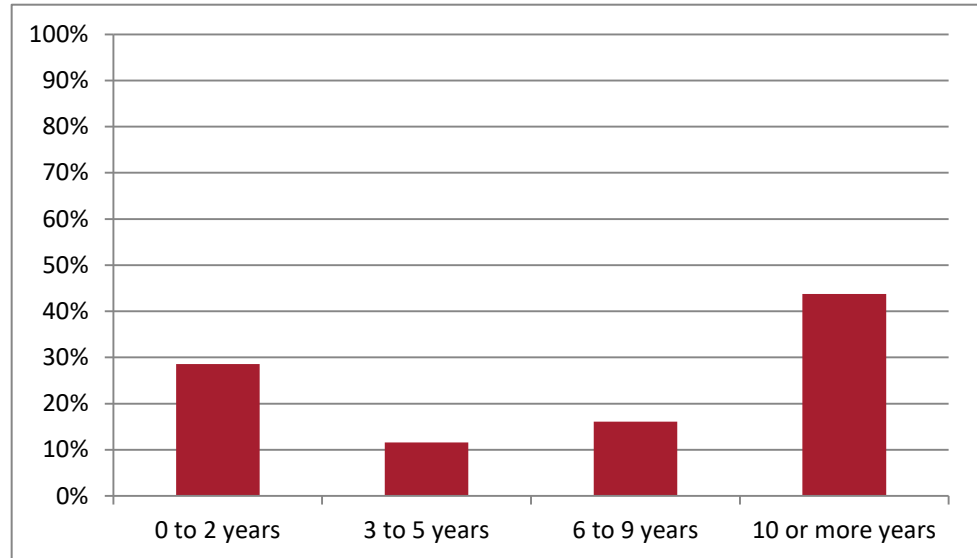
### 1. What is your employee classification?

Response	N	%
Classified Professional	31	28%
Full-time Faculty	40	36%
Part-time Faculty	26	23%
Administrator	15	13%
<b>Total</b>	<b>112</b>	<b>100%</b>



### 2. How long have you worked in any capacity within the FHDA District?

Response	N	%
0 to 2 years	32	29%
3 to 5 years	13	12%
6 to 9 years	18	16%
10 or more years	49	44%
<b>Total</b>	<b>112</b>	<b>100%</b>

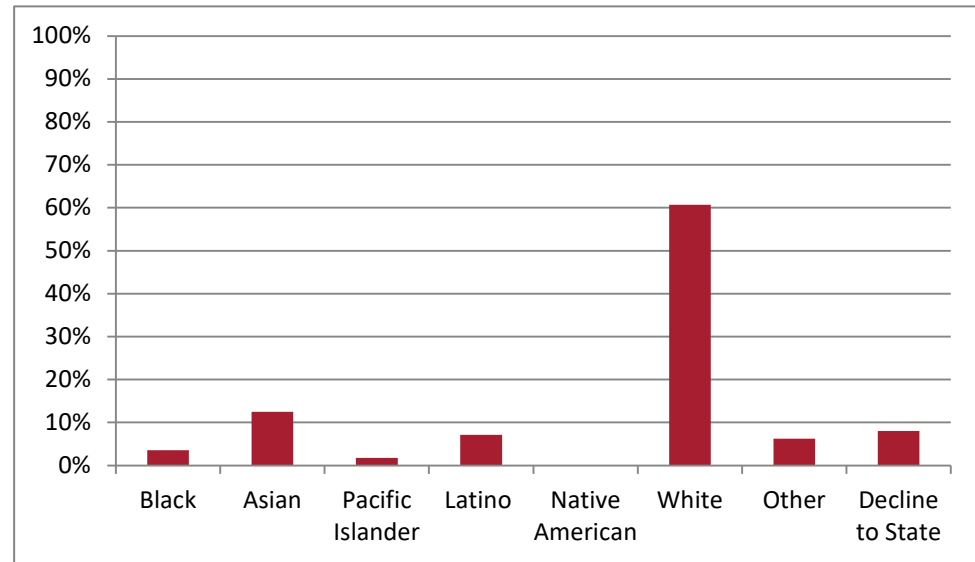


## Foothill College Employee Accreditation Survey

### 3. To which ethnic group do you MOST identify?

Response	N	%
African American/Black	4	4%
Asian	14	13%
Filipino/Pacific Islander	2	2%
Latino	8	7%
Native American	0	0%
White	68	61%
Other	7	6%
Decline to State	9	8%
<b>Total</b>	<b>112</b>	<b>100%</b>

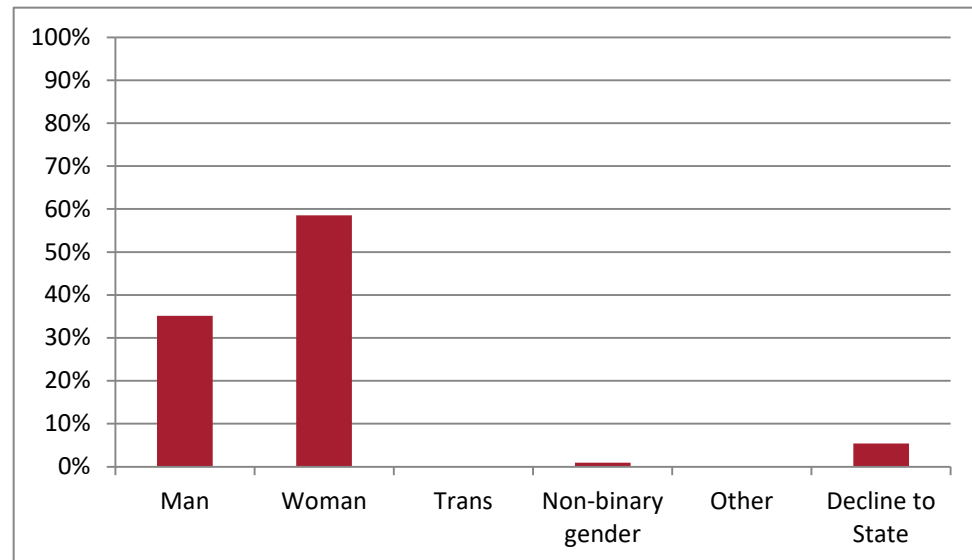
Other: European, Melting pot American, Middle Eastern, Mexican/Filipino, Greek/Swedish/Mexican/Japanese



### 4. To which gender do you MOST identify?

Response	N	%
Man	39	35%
Woman	65	59%
Trans	0	0%
Non-binary gender	1	1%
Other	0	0%
Decline to State	6	5%
<b>Total</b>	<b>111</b>	<b>100%</b>

Note: One person did not respond



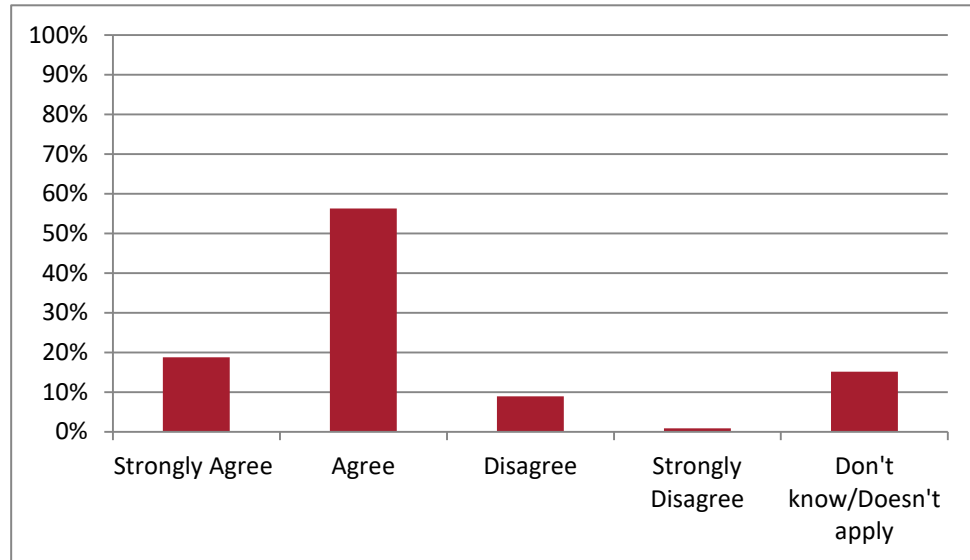
## Foothill College Employee Accreditation Survey

For questions 5-12, please indicate whether you agree or disagree with the following statements as it relates to each standard.

### Standard 1: Mission, Academic Quality and Institutional Effectiveness, and Integrity

#### 5. The college mission statement is used to guide institutional planning and resource prioritization

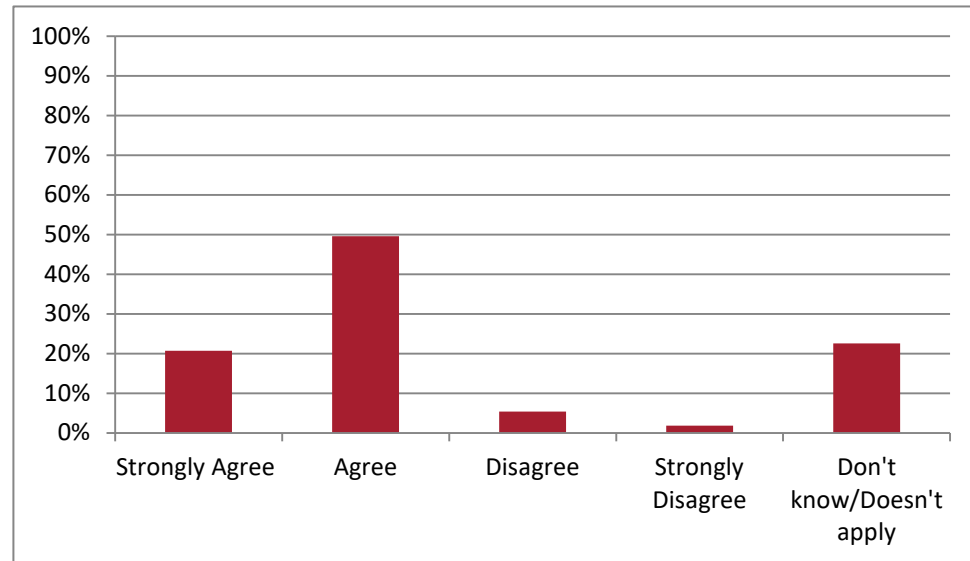
Response	N	%
Strongly Agree	21	19%
Agree	63	56%
Disagree	10	9%
Strongly Disagree	1	1%
Don't know/Doesn't apply	17	15%
<b>Total</b>	<b>112</b>	<b>100%</b>



#### 6. The college mission statement is reviewed and updated as necessary

Response	N	%
Strongly Agree	23	21%
Agree	55	50%
Disagree	6	5%
Strongly Disagree	2	2%
Don't know/Doesn't apply	25	23%
<b>Total</b>	<b>111</b>	<b>100%</b>

Note: One person did not respond



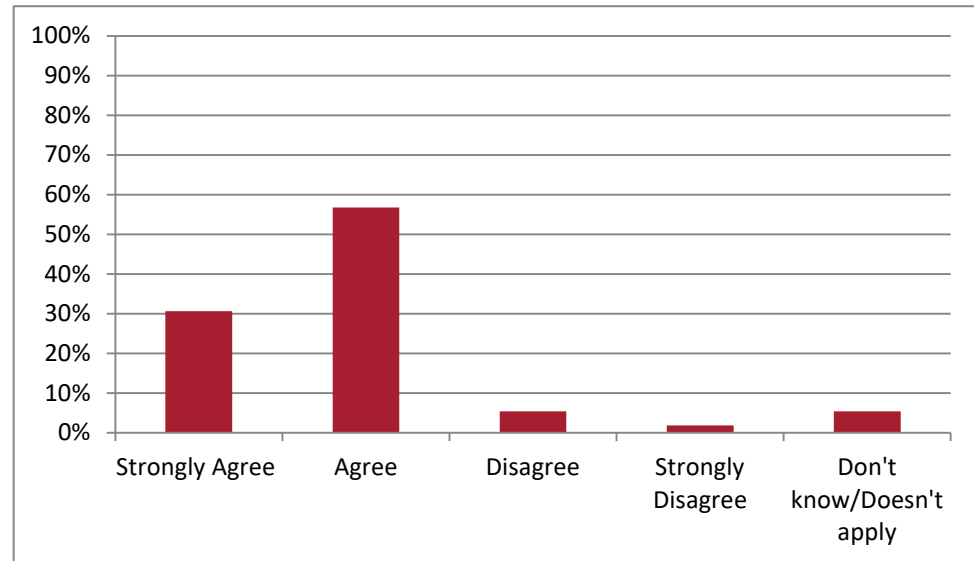


## Foothill College Employee Accreditation Survey

### 7. The college maintains ongoing dialogue about the continuous improvement of student learning and institutional processes

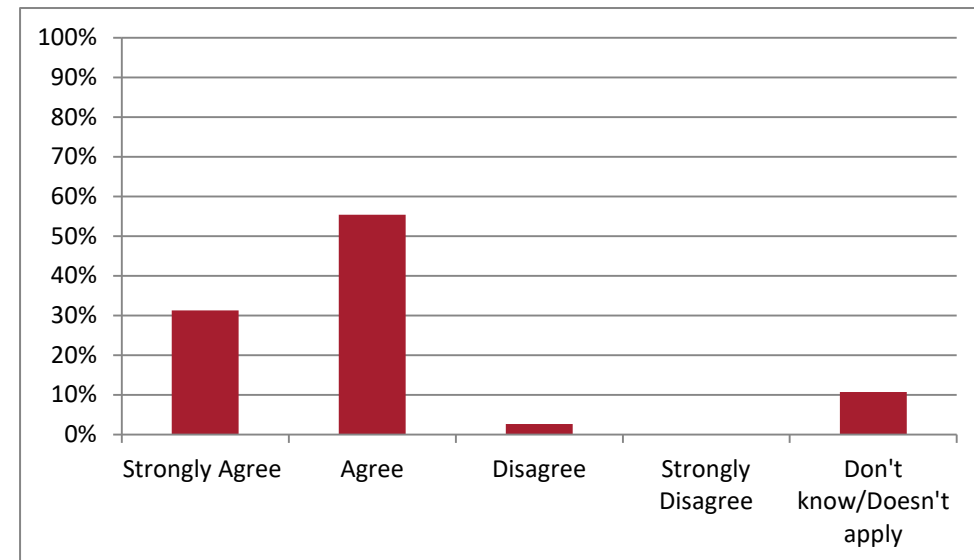
Response	N	%
Strongly Agree	34	31%
Agree	63	57%
Disagree	6	5%
Strongly Disagree	2	2%
Don't know/Doesn't apply	6	5%
<b>Total</b>	<b>111</b>	<b>100%</b>

Note: One person did not respond



### 8. The college reviews student data to identify achievement gaps

Response	N	%
Strongly Agree	35	31%
Agree	62	55%
Disagree	3	3%
Strongly Disagree	0	0%
Don't know/Doesn't apply	12	11%
<b>Total</b>	<b>112</b>	<b>100%</b>

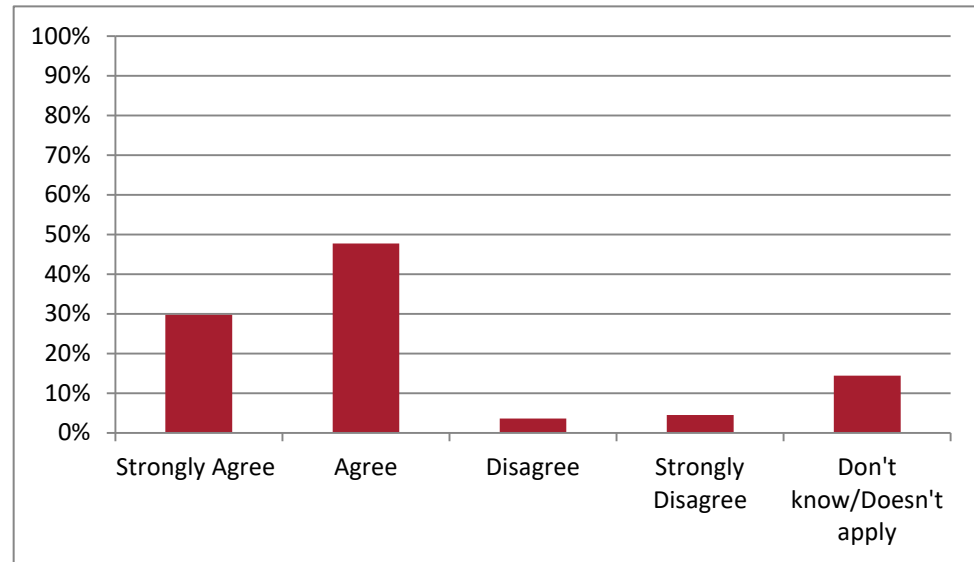


## Foothill College Employee Accreditation Survey

### 9. The college reviews data to identify and evaluate strategies promoting equity in student outcomes

Response	N	%
Strongly Agree	33	30%
Agree	53	48%
Disagree	4	4%
Strongly Disagree	5	5%
Don't know/Doesn't apply	16	14%
<b>Total</b>	<b>111</b>	<b>100%</b>

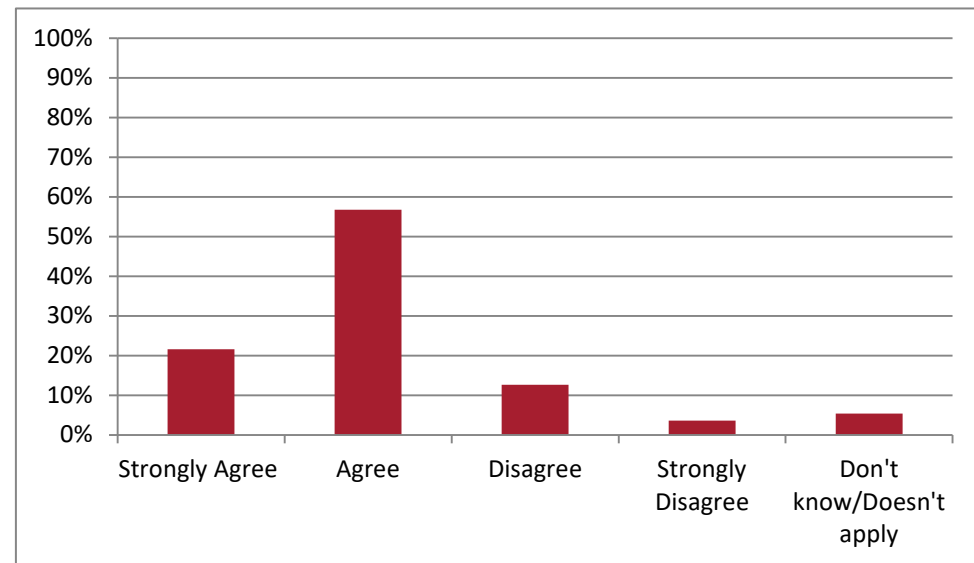
Note: One person did not respond



### 10. The college communicates its program review, planning, and resource prioritization processes (e.g. using website, emails, newsletters, shared governance discussions, etc.)

Response	N	%
Strongly Agree	24	22%
Agree	63	57%
Disagree	14	13%
Strongly Disagree	4	4%
Don't know/Doesn't apply	6	5%
<b>Total</b>	<b>111</b>	<b>100%</b>

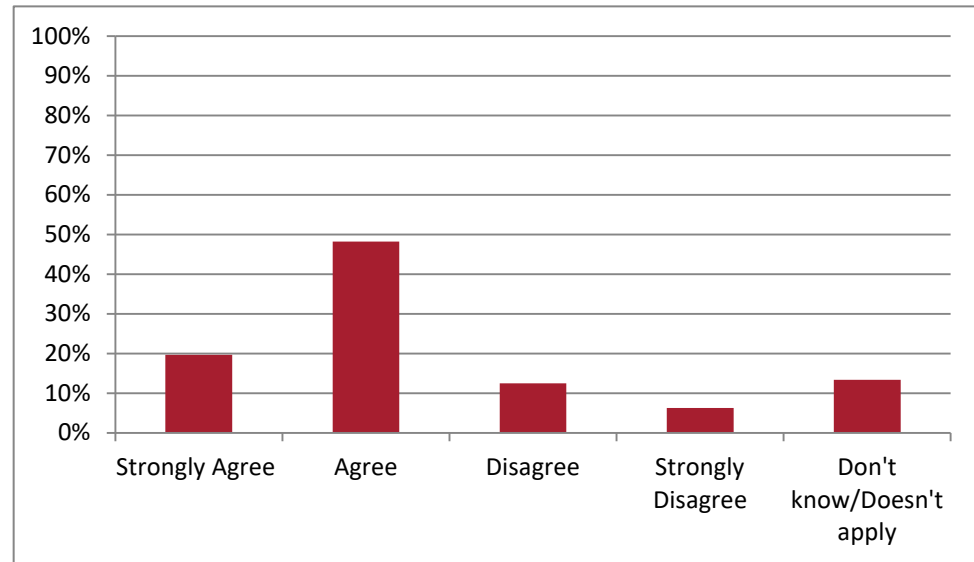
Note: One person did not respond



## Foothill College Employee Accreditation Survey

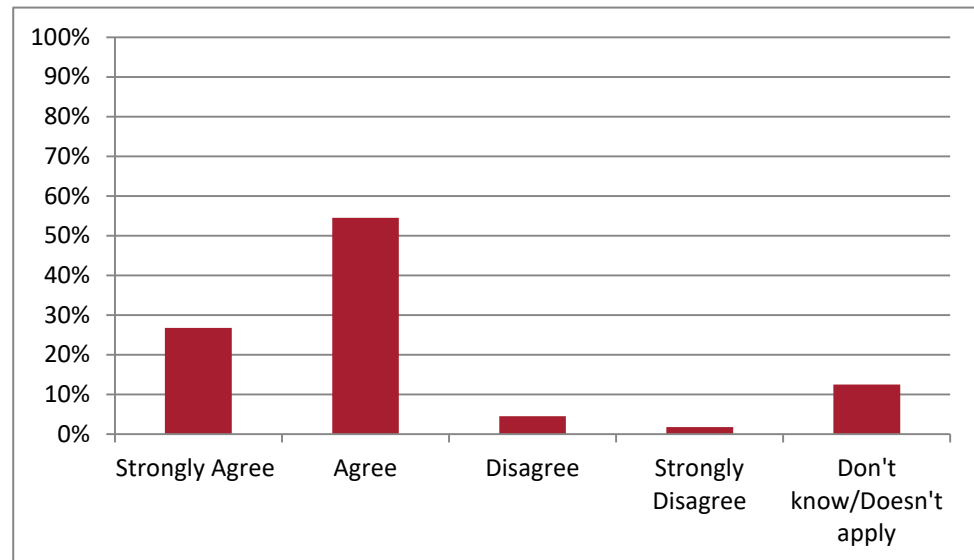
**11. Program review, planning, and resource prioritization processes highlight how each program/unit serves students, and how it can serve them better (short-and long-term)**

Response	N	%
Strongly Agree	22	20%
Agree	54	48%
Disagree	14	13%
Strongly Disagree	7	6%
Don't know/Doesn't apply	15	13%
<b>Total</b>	<b>112</b>	<b>100%</b>



**12. College employees interact with students in a way that presents information in a fair and objective manner**

Response	N	%
Strongly Agree	30	27%
Agree	61	54%
Disagree	5	4%
Strongly Disagree	2	2%
Don't know/Doesn't apply	14	13%
<b>Total</b>	<b>112</b>	<b>100%</b>



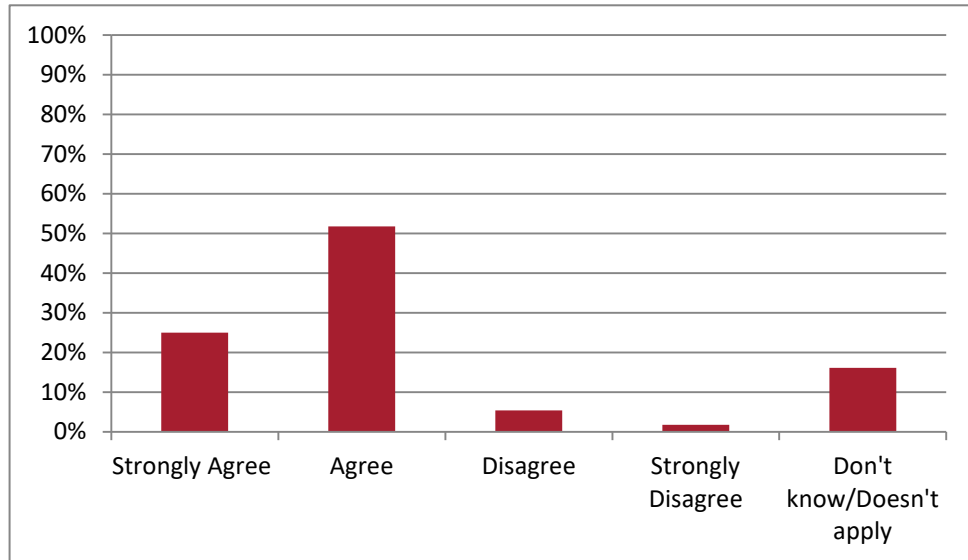
## Foothill College Employee Accreditation Survey

For questions 13-19, please indicate whether you agree or disagree with the following statements as it relates to each Standard

### Standard 2: Student Learning Programs and Support Services

13. Educational programs are regularly reviewed (e.g. program review, program learning outcomes) for consistency with the college mission and master plan goals

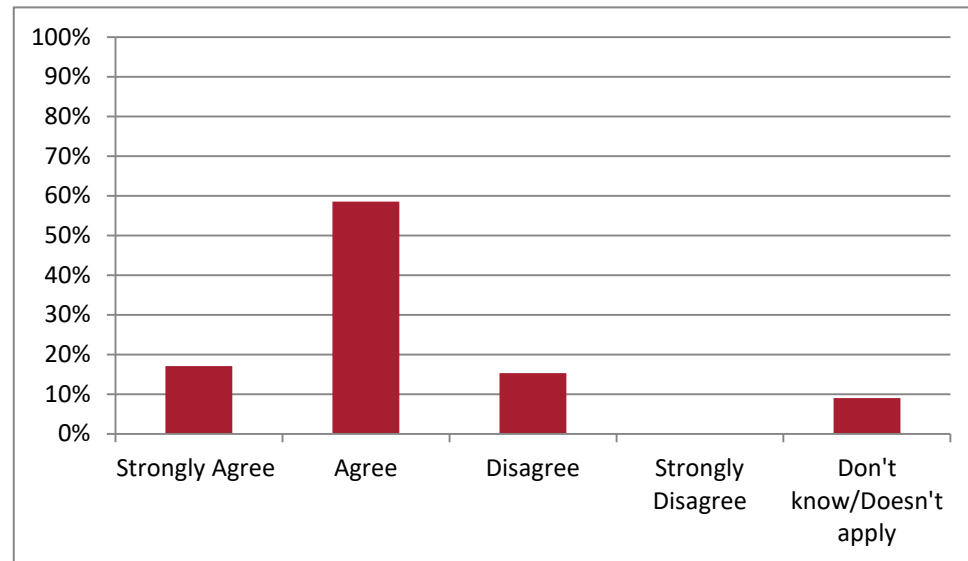
Response	N	%
Strongly Agree	28	25%
Agree	58	52%
Disagree	6	5%
Strongly Disagree	2	2%
Don't know/Doesn't apply	18	16%
<b>Total</b>	<b>112</b>	<b>100%</b>



14. Educational programs reflect the educational needs of students

Response	N	%
Strongly Agree	19	17%
Agree	65	59%
Disagree	17	15%
Strongly Disagree	0	0%
Don't know/Doesn't apply	10	9%
<b>Total</b>	<b>111</b>	<b>100%</b>

Note: One person did not respond

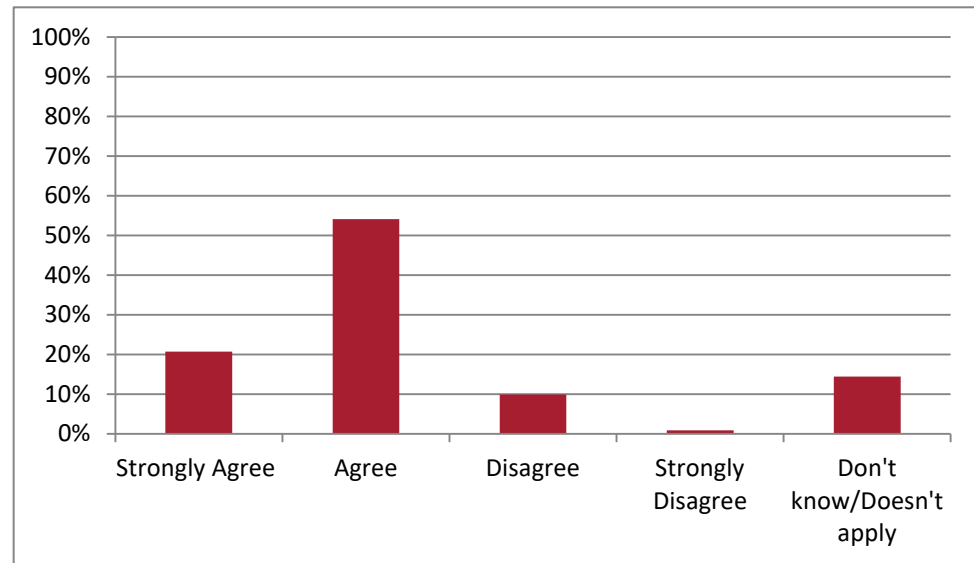


## Foothill College Employee Accreditation Survey

**15. The college uses delivery modes and teaching methodologies appropriately to better reflect the diverse needs and learning styles of students**

Response	N	%
Strongly Agree	23	21%
Agree	60	54%
Disagree	11	10%
Strongly Disagree	1	1%
Don't know/Doesn't apply	16	14%
<b>Total</b>	<b>111</b>	<b>100%</b>

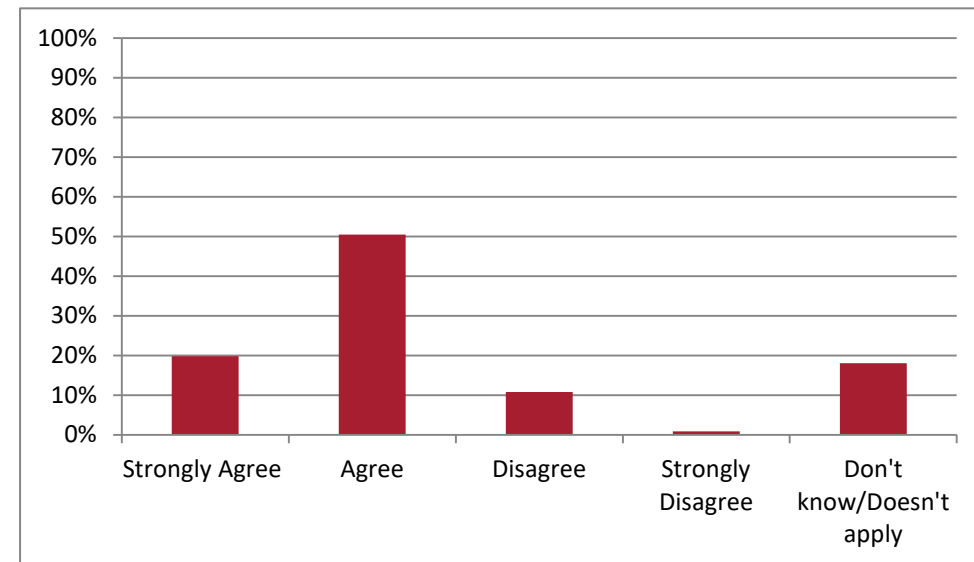
Note: One person did not respond



**16. Educational programs are regularly assessed (via program review data) to better promote student success and equity**

Response	N	%
Strongly Agree	22	20%
Agree	56	50%
Disagree	12	11%
Strongly Disagree	1	1%
Don't know/Doesn't apply	20	18%
<b>Total</b>	<b>111</b>	<b>100%</b>

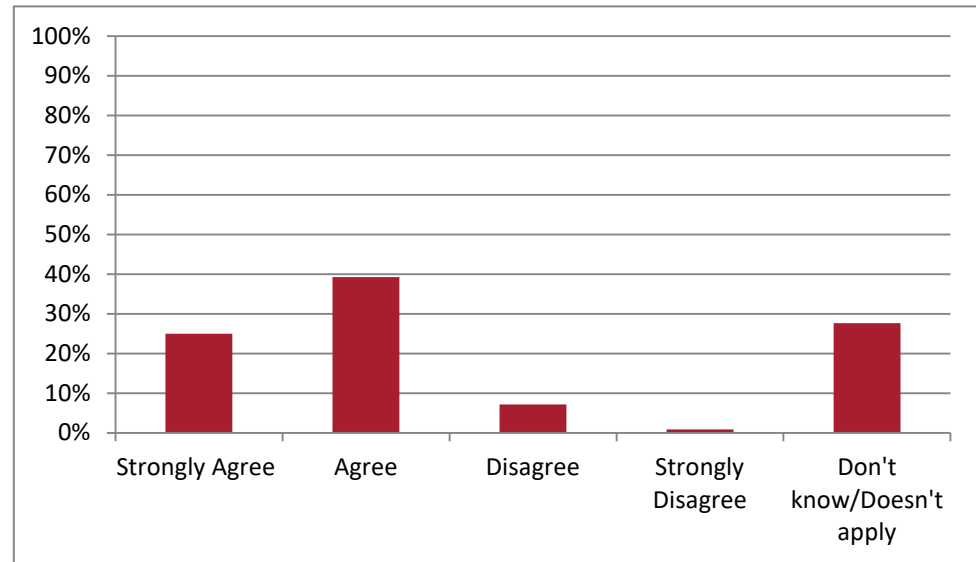
Note: One person did not respond



## Foothill College Employee Accreditation Survey

### 17. The college library resources are sufficient for students to complete academic assignments

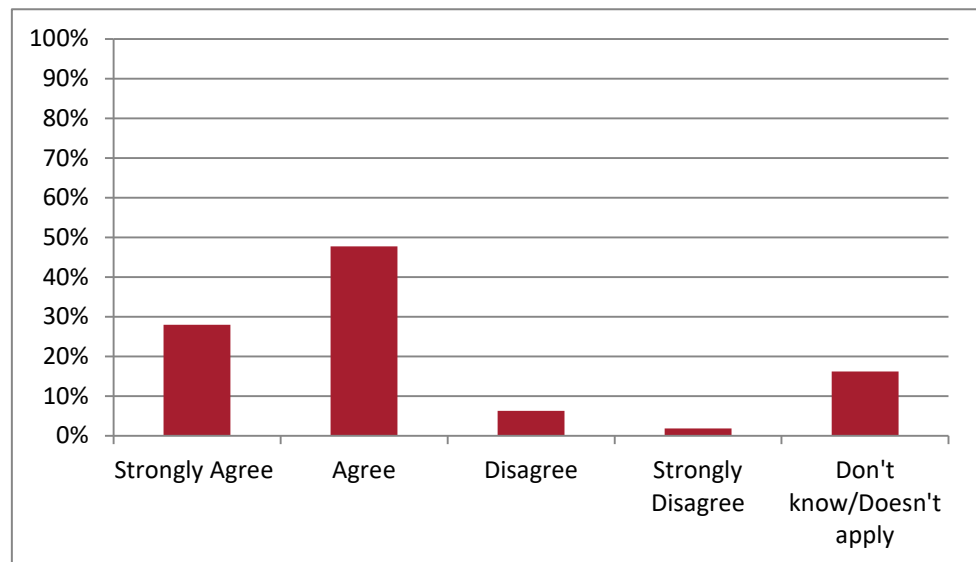
Response	N	%
Strongly Agree	28	25%
Agree	44	39%
Disagree	8	7%
Strongly Disagree	1	1%
Don't know/Doesn't apply	31	28%
<b>Total</b>	<b>112</b>	<b>100%</b>



### 18. The college provides students sufficient access to the library and other learning support services, whether face-to-face or in an online (i.e. web-based, internet) format

Response	N	%
Strongly Agree	31	28%
Agree	53	48%
Disagree	7	6%
Strongly Disagree	2	2%
Don't know/Doesn't apply	18	16%
<b>Total</b>	<b>111</b>	<b>100%</b>

Note: One person did not respond

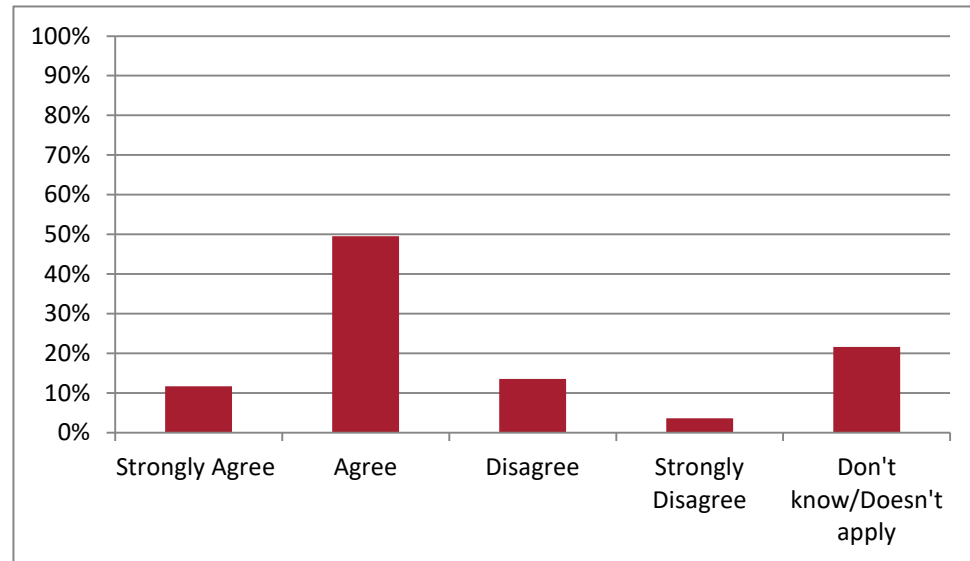


## Foothill College Employee Accreditation Survey

### 19. The college evaluates the quality of student support services to assure they meet student needs

Response	N	%
Strongly Agree	13	12%
Agree	55	50%
Disagree	15	14%
Strongly Disagree	4	4%
Don't know/Doesn't apply	24	22%
<b>Total</b>	<b>111</b>	<b>100%</b>

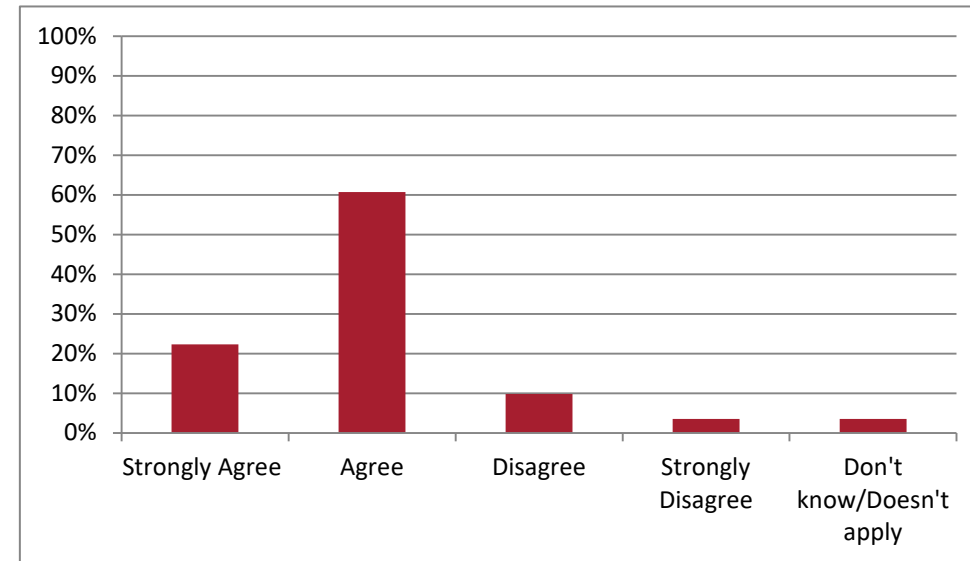
Note: One person did not respond



For questions 20-30, please indicate whether you agree or disagree with the following statements as it relates to each Standard  
Standard 3: Resources

### 20. The college employs individuals who are qualified for their position, with appropriate education, training and experience

Response	N	%
Strongly Agree	25	22%
Agree	68	61%
Disagree	11	10%
Strongly Disagree	4	4%
Don't know/Doesn't apply	4	4%
<b>Total</b>	<b>112</b>	<b>100%</b>

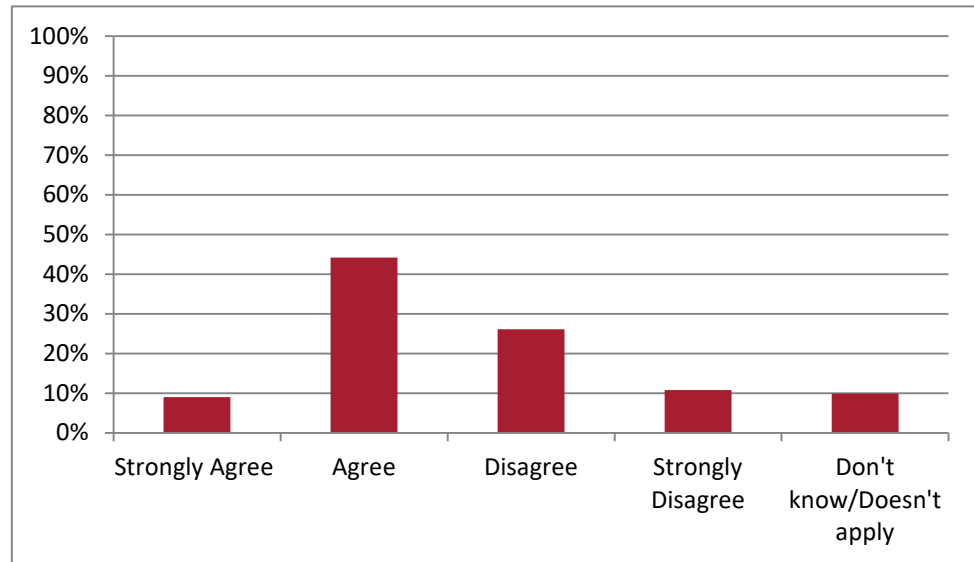


## Foothill College Employee Accreditation Survey

### 21. The college evaluates all personnel systematically and at stated intervals

Response	N	%
Strongly Agree	10	9%
Agree	49	44%
Disagree	29	26%
Strongly Disagree	12	11%
Don't know/Doesn't apply	11	10%
<b>Total</b>	<b>111</b>	<b>100%</b>

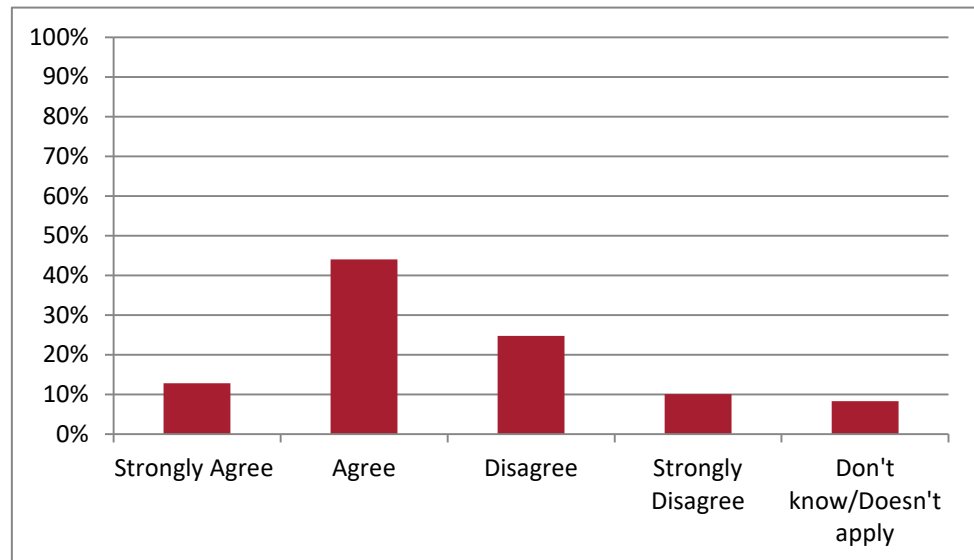
Note: One person did not respond



### 22. Sufficient training opportunities are provided by the college in state/federal regulations, such as Title 5 Ed Code, Title IX, and sexual harassment

Response	N	%
Strongly Agree	14	13%
Agree	48	44%
Disagree	27	25%
Strongly Disagree	11	10%
Don't know/Doesn't apply	9	8%
<b>Total</b>	<b>109</b>	<b>100%</b>

Note: Three people did not respond



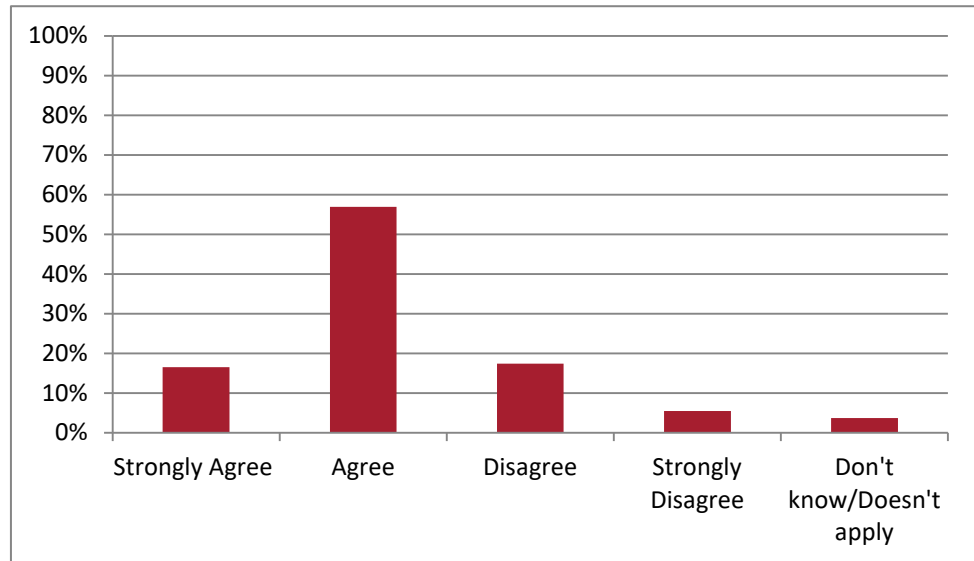


## Foothill College Employee Accreditation Survey

**23. Sufficient training opportunities are provided by the college on health and safety issues (e.g. emergency situation training, active shooter training, etc.)**

Response	N	%
Strongly Agree	18	17%
Agree	62	57%
Disagree	19	17%
Strongly Disagree	6	6%
Don't know/Doesn't apply	4	4%
<b>Total</b>	<b>109</b>	<b>100%</b>

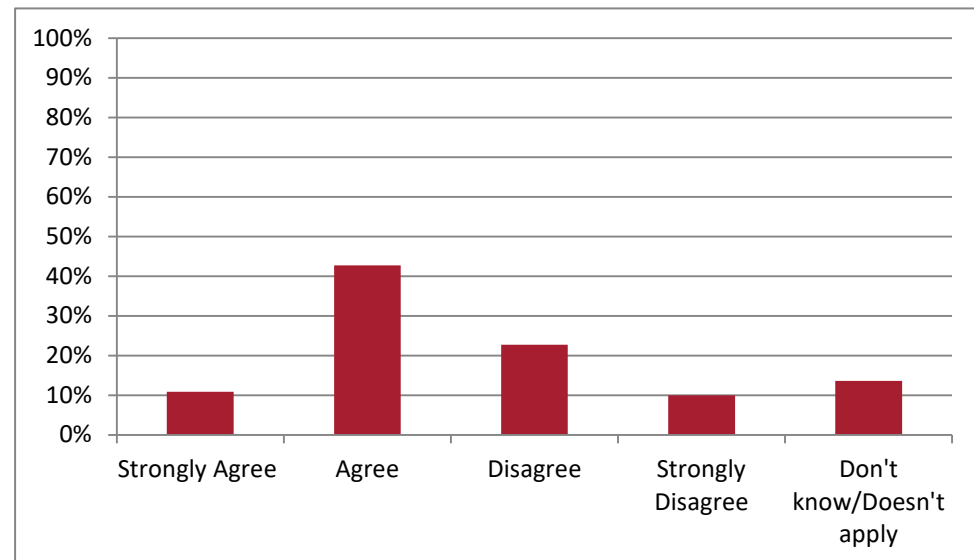
Note: Three people did not respond



**24. Sufficient training opportunities are provided by the college in institutional planning, including program review, accreditation standards, institutional standards and goals**

Response	N	%
Strongly Agree	12	11%
Agree	47	43%
Disagree	25	23%
Strongly Disagree	11	10%
Don't know/Doesn't apply	15	14%
<b>Total</b>	<b>110</b>	<b>100%</b>

Note: Two people did not respond

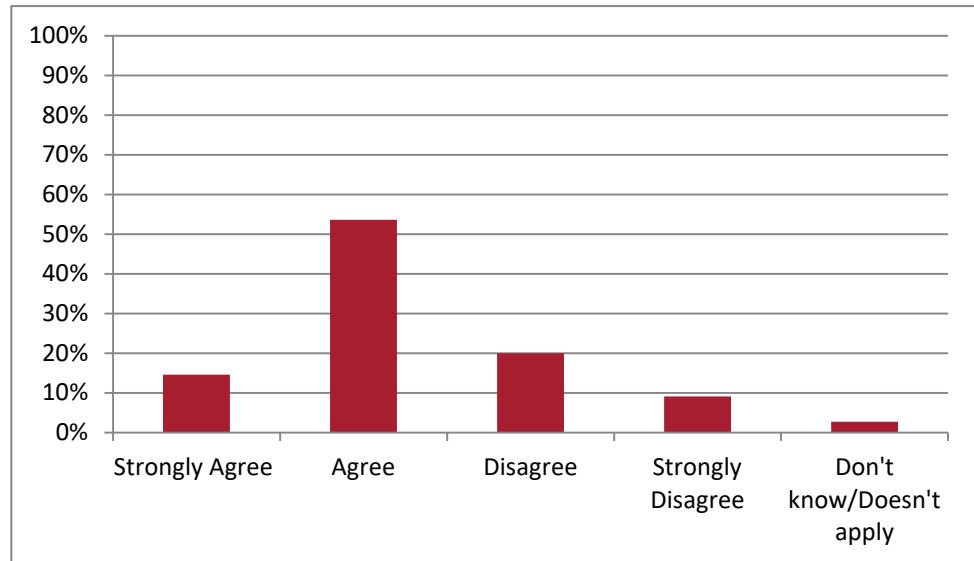


## Foothill College Employee Accreditation Survey

### 25. Facilities in my area are adequately constructed and maintained to address safety

Response	N	%
Strongly Agree	16	15%
Agree	59	54%
Disagree	22	20%
Strongly Disagree	10	9%
Don't know/Doesn't apply	3	3%
<b>Total</b>	<b>110</b>	<b>100%</b>

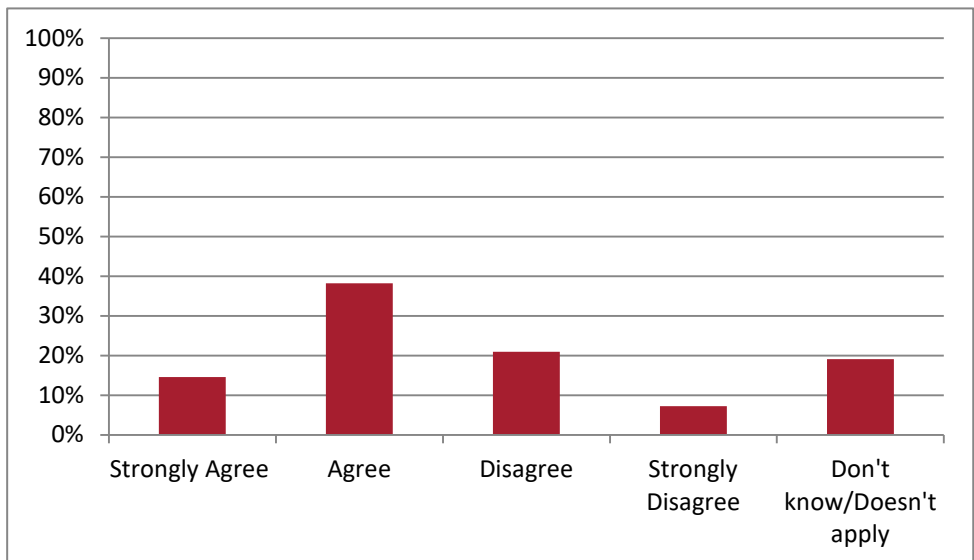
Note: Two people did not respond



### 26. In the planning, design, and implementation of new and remodeled facilities, the needs of my program/unit are adequately considered

Response	N	%
Strongly Agree	16	15%
Agree	42	38%
Disagree	23	21%
Strongly Disagree	8	7%
Don't know/Doesn't apply	21	19%
<b>Total</b>	<b>110</b>	<b>100%</b>

Note: Two people did not respond

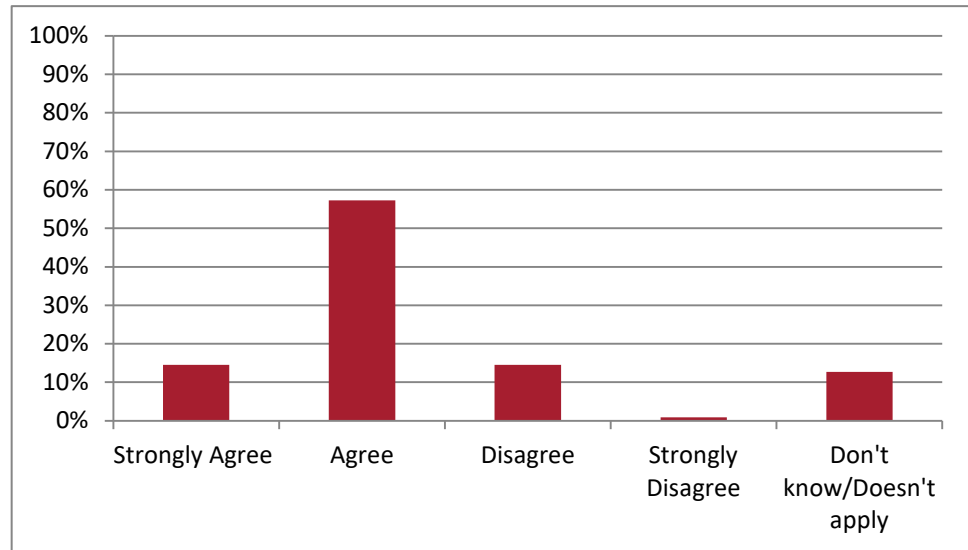


## Foothill College Employee Accreditation Survey

**27. 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**

Response	N	%
Strongly Agree	16	15%
Agree	63	57%
Disagree	16	15%
Strongly Disagree	1	1%
Don't know/Doesn't apply	14	13%
<b>Total</b>	<b>110</b>	<b>100%</b>

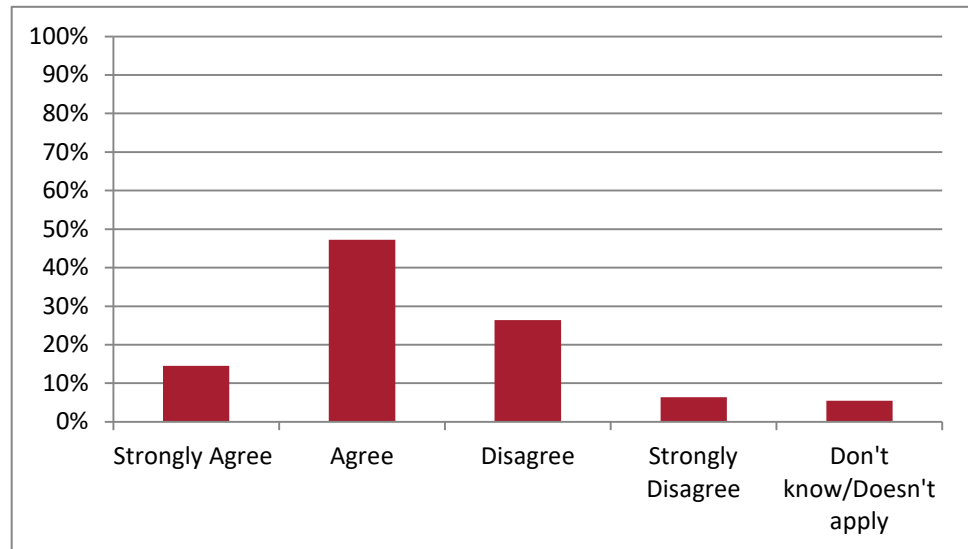
Note: Two people did not respond



**28. Sufficient training in the use of technology (hardware and software) is provided to effectively carry out work responsibilities, including supporting student learning**

Response	N	%
Strongly Agree	16	15%
Agree	52	47%
Disagree	29	26%
Strongly Disagree	7	6%
Don't know/Doesn't apply	6	5%
<b>Total</b>	<b>110</b>	<b>100%</b>

Note: Two people did not respond

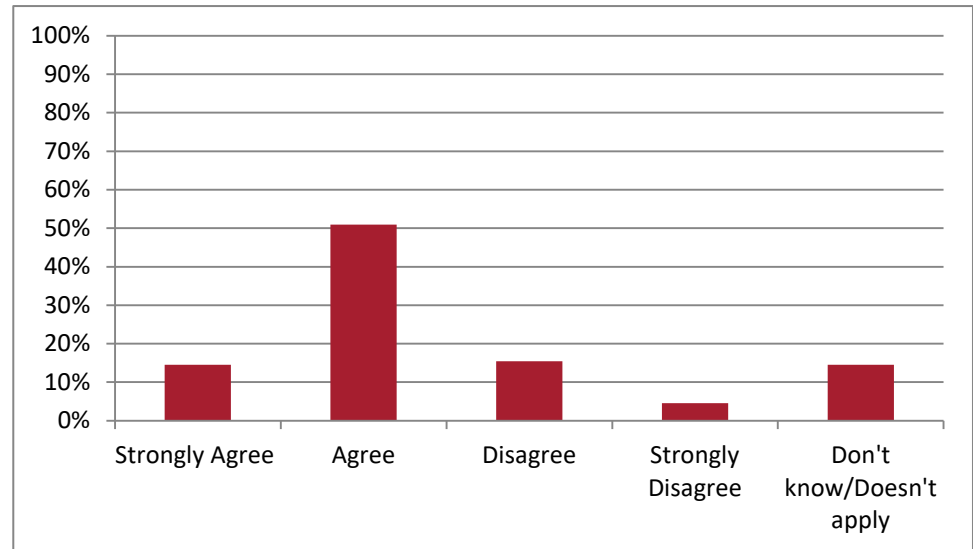


## Foothill College Employee Accreditation Survey

**29. The college replaces and maintains technological equipment on a previously determined basis to ensure that my program/unit needs are met**

Response	N	%
Strongly Agree	16	15%
Agree	56	51%
Disagree	17	15%
Strongly Disagree	5	5%
Don't know/Doesn't apply	16	15%
<b>Total</b>	<b>110</b>	<b>100%</b>

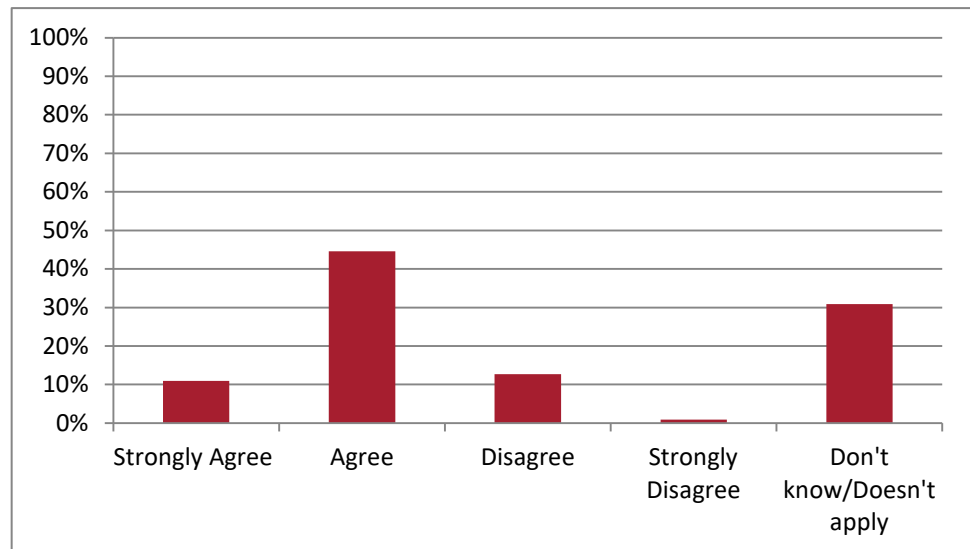
Note: Two people did not respond



**30. Financial planning is linked to college mission and goals**

Response	N	%
Strongly Agree	12	11%
Agree	49	45%
Disagree	14	13%
Strongly Disagree	1	1%
Don't know/Doesn't apply	34	31%
<b>Total</b>	<b>110</b>	<b>100%</b>

Note: Two people did not respond



## Foothill College Employee Accreditation Survey

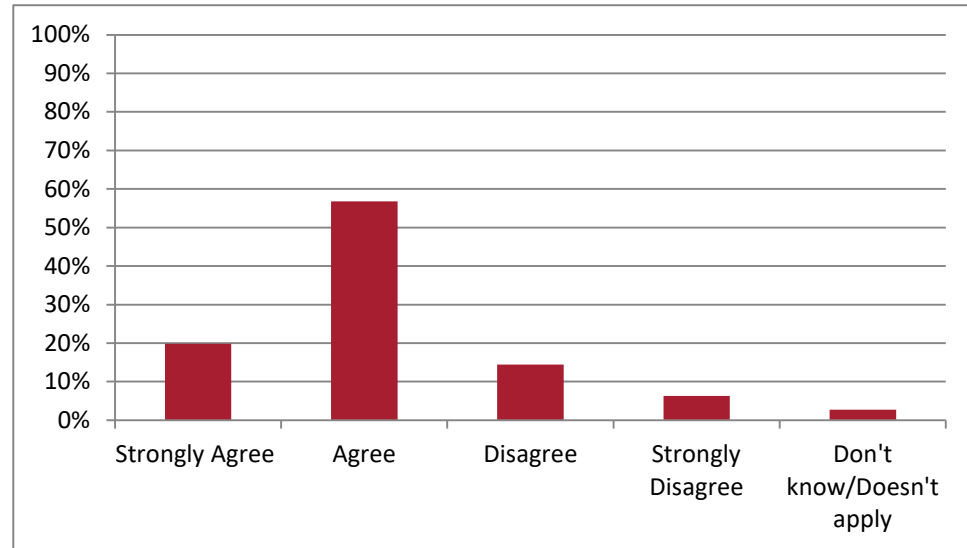
For questions 31-39, please indicate whether you agree or disagree with the following statements as it relates to each Standard

### Standard 4: Leadership and Governance

#### 31. Faculty and staff are empowered to develop programs and services that will enhance student learning

Response	N	%
Strongly Agree	22	20%
Agree	63	57%
Disagree	16	14%
Strongly Disagree	7	6%
Don't know/Doesn't apply	3	3%
<b>Total</b>	<b>111</b>	<b>100%</b>

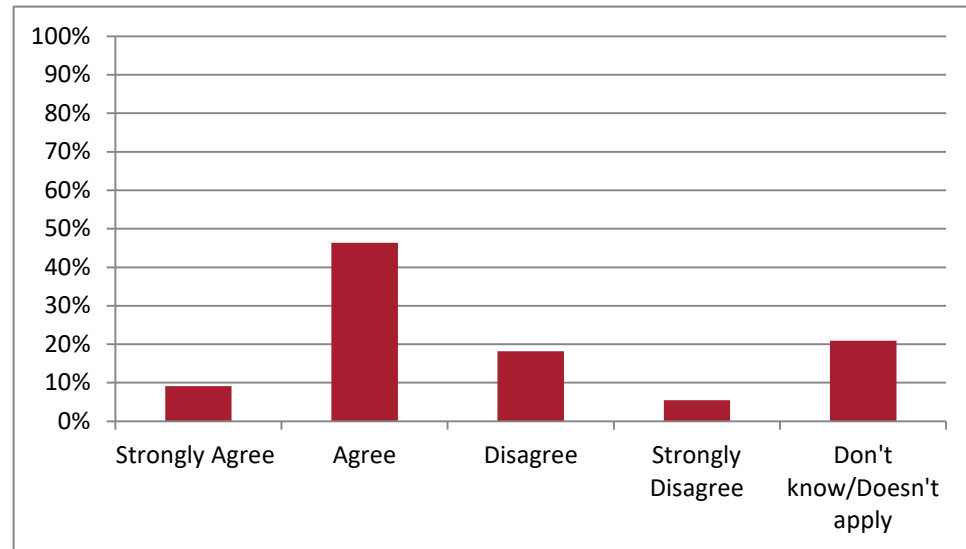
Note: One person did not respond



#### 32. The college evaluates its governance and decision-making structures in order to identify weaknesses and to make improvements

Response	N	%
Strongly Agree	10	9%
Agree	51	46%
Disagree	20	18%
Strongly Disagree	6	5%
Don't know/Doesn't apply	23	21%
<b>Total</b>	<b>110</b>	<b>100%</b>

Note: Two people did not respond

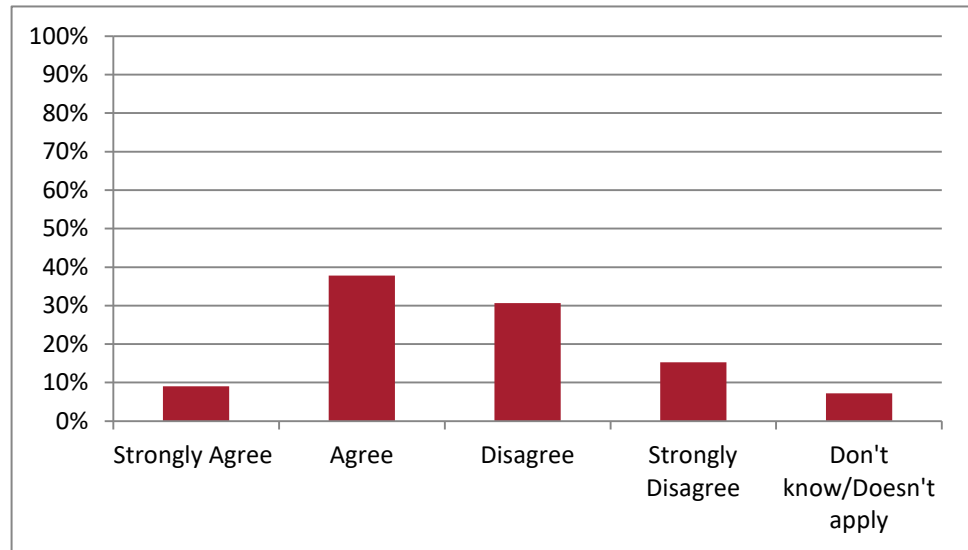


## Foothill College Employee Accreditation Survey

### 33. There is effective (i.e. clear, current, and widely available) communication at the college

Response	N	%
Strongly Agree	10	9%
Agree	42	38%
Disagree	34	31%
Strongly Disagree	17	15%
Don't know/Doesn't apply	8	7%
<b>Total</b>	<b>111</b>	<b>100%</b>

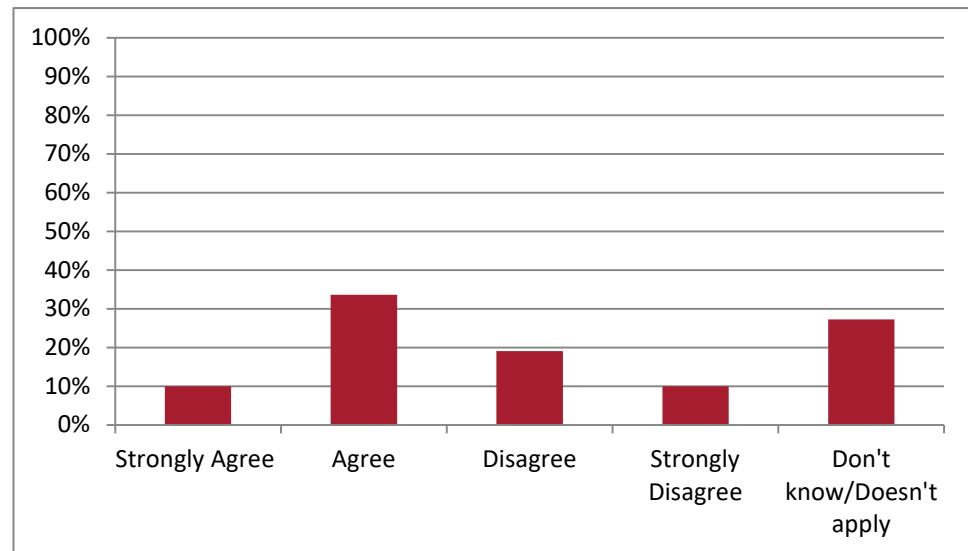
Note: One person did not respond



### 34. The college president provides leadership in promoting continuous improvement of the teaching and learning environment

Response	N	%
Strongly Agree	11	10%
Agree	37	34%
Disagree	21	19%
Strongly Disagree	11	10%
Don't know/Doesn't apply	30	27%
<b>Total</b>	<b>110</b>	<b>100%</b>

Note: Two people did not respond

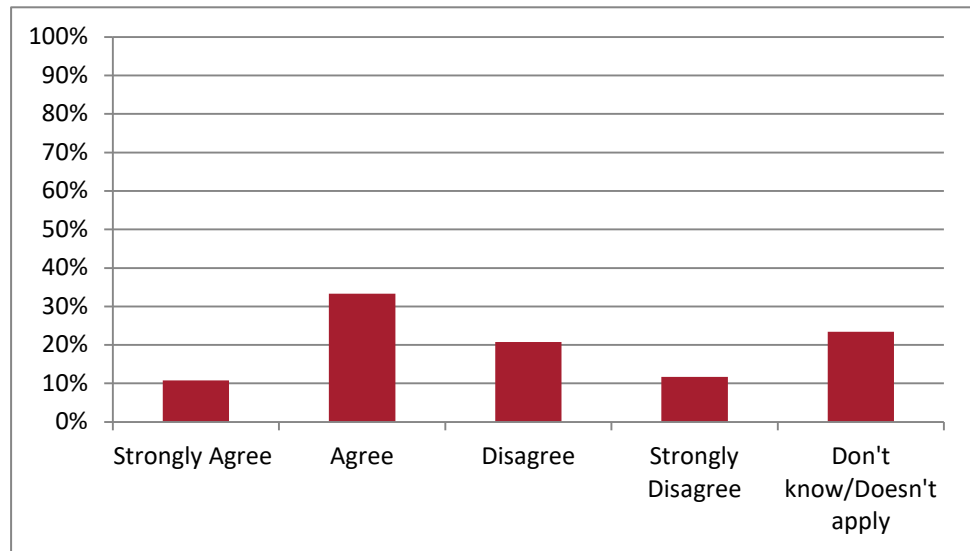


## Foothill College Employee Accreditation Survey

### 35. The college president engages in collaborative decision-making with an emphasis on collegiality and open communication between and among all constituents

Response	N	%
Strongly Agree	12	11%
Agree	37	33%
Disagree	23	21%
Strongly Disagree	13	12%
Don't know/Doesn't apply	26	23%
<b>Total</b>	<b>111</b>	<b>100%</b>

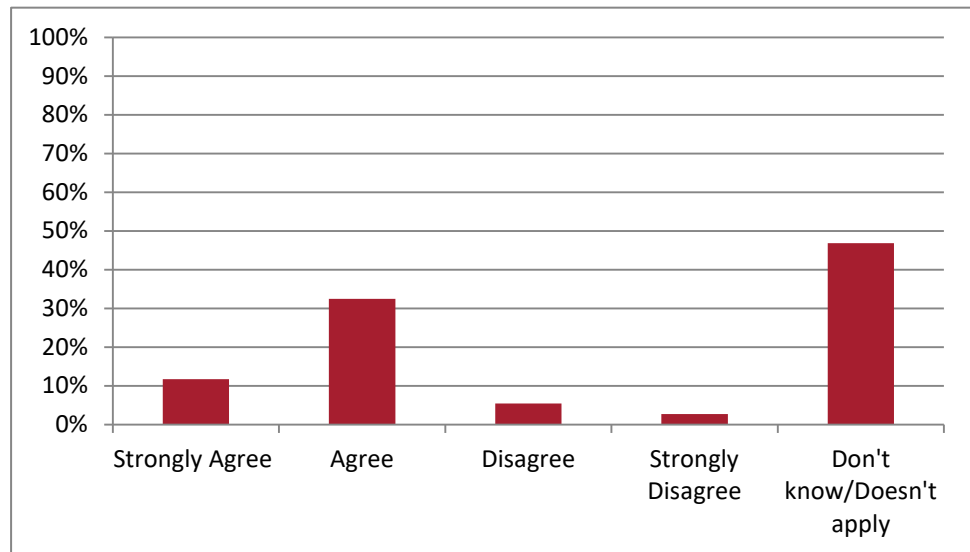
Note: One person did not respond



### 36. The Board of Trustees advocates for and defends the college and protects it from undue influence or pressure

Response	N	%
Strongly Agree	13	12%
Agree	36	32%
Disagree	6	5%
Strongly Disagree	3	3%
Don't know/Doesn't apply	52	47%
<b>Total</b>	<b>110</b>	<b>100%</b>

Note: Two people did not respond

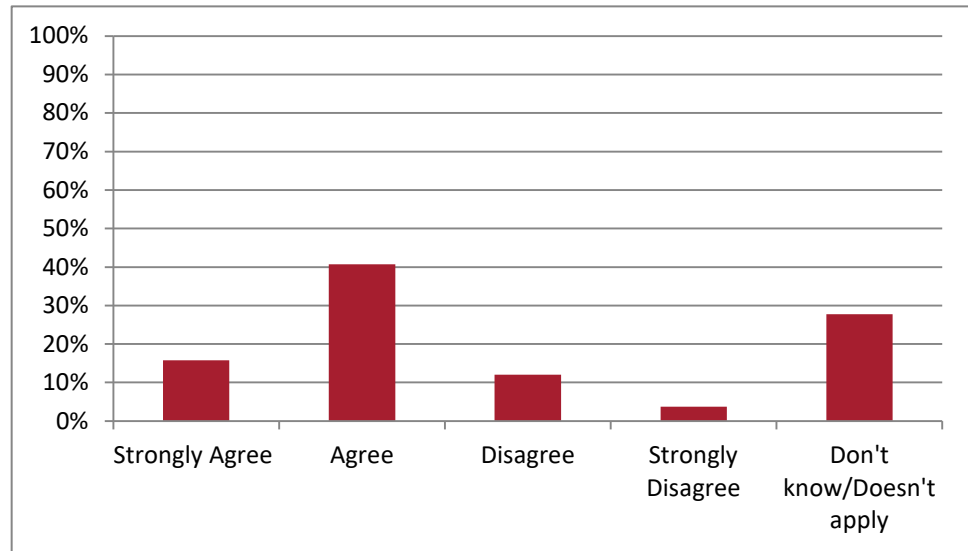


## Foothill College Employee Accreditation Survey

**37. The direct chancellor provides leadership in setting expectations of education excellence and the support needed to sustain these efforts**

Response	N	%
Strongly Agree	17	16%
Agree	44	41%
Disagree	13	12%
Strongly Disagree	4	4%
Don't know/Doesn't apply	30	28%
<b>Total</b>	<b>108</b>	<b>100%</b>

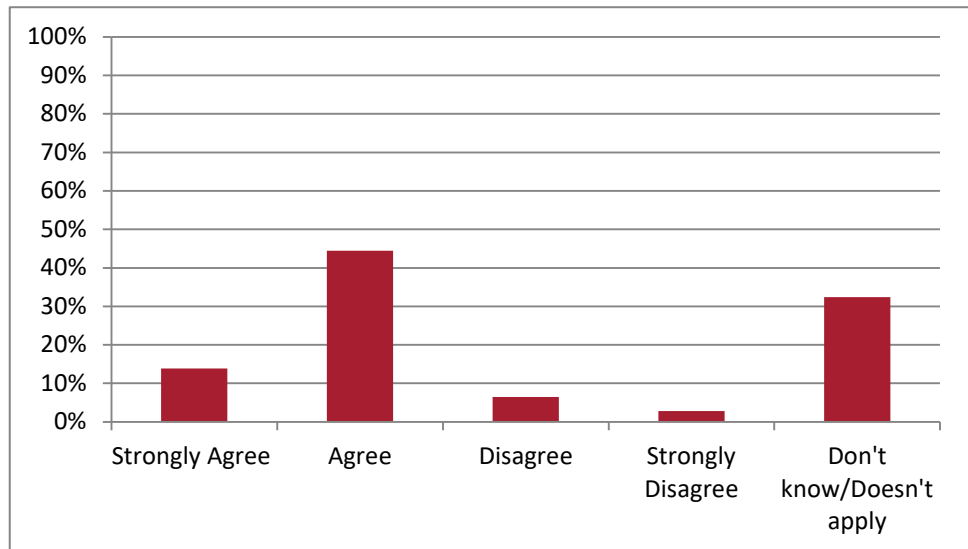
Note: Four people did not respond



**38. The district chancellor ensures sufficient district support is allocated so the colleges can achieve their mission and goals**

Response	N	%
Strongly Agree	15	14%
Agree	48	44%
Disagree	7	6%
Strongly Disagree	3	3%
Don't know/Doesn't apply	35	32%
<b>Total</b>	<b>108</b>	<b>100%</b>

Note: Four people did not respond





## Foothill College Employee Accreditation Survey

**39. There is effective (i.e. clear, current, and widely available) communication between the colleges and the district, allowing the college to achieve its mission and goals**

Response	N	%
Strongly Agree	7	6%
Agree	37	34%
Disagree	17	15%
Strongly Disagree	14	13%
Don't know/Doesn't apply	35	32%
Total	110	100%

Note: Two people did not respond

