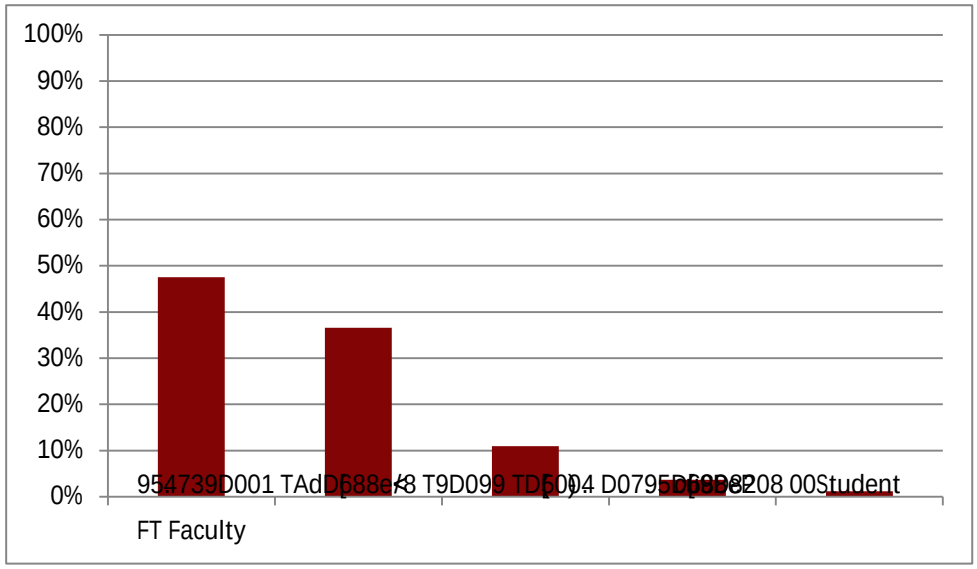
Foothill College
2016 Governance Survey Results

1. What is your primary role at Foothill?

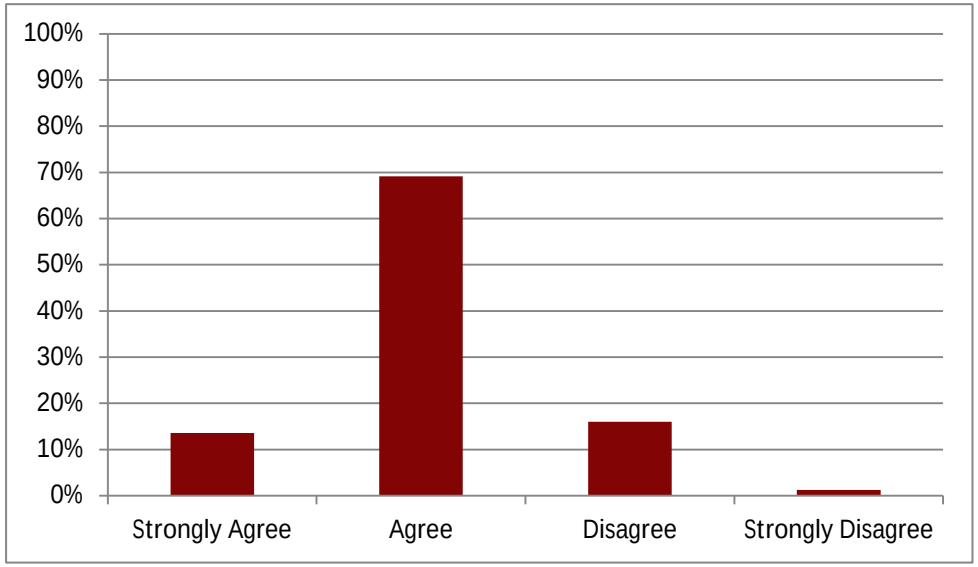
Response	N	%



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%



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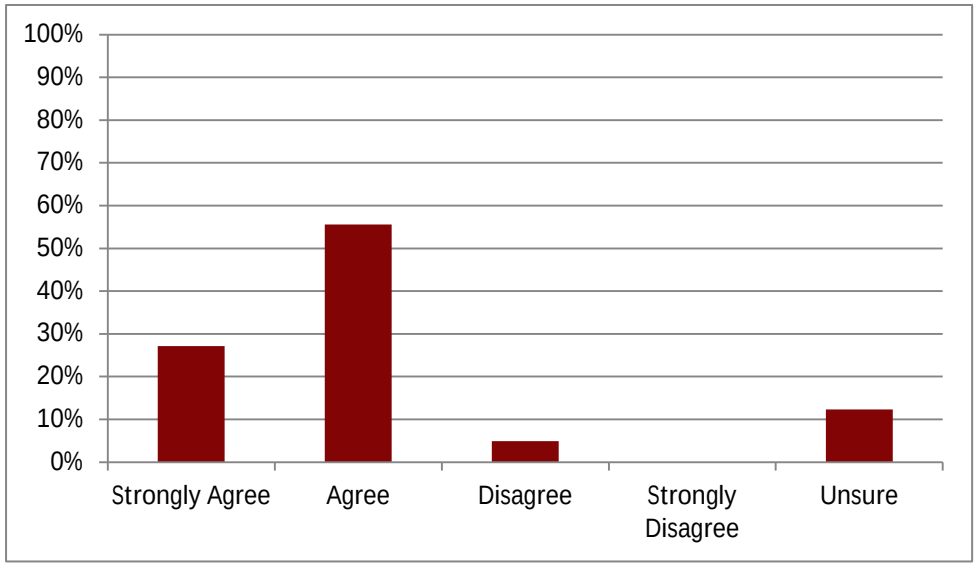
Academic Senate's AUOs

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%

Comments:
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
trivial issues do. An inordinate amount of time is spent discussing the SLO process inste
driven by funding rather than what's the right thing to do. Equity is such a buzzword now.
can the banner in front of the library displaying Cesar Chavez's words be in English, Chi
commencement speaker is a white male, but the Senate wants my feedback on being m
give athletes priority registration after discussions about equity and how PT students ca

I think the goals are great but I am not really sure that faculty keep up with the agendas
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

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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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	None

None	27%
Core Missi	19%
Aca Senate	18%

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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%	SLOs	28%
Writing a comprehensive program review	26	18%	Annual PR	25%
Submitting a Perkins resource request	5	3%	Comp PR	18%
Submitting a resource request (not Perkins)	18	12%	Non-Perkin	12%
Identifying /Assessing/Reflecting on student lear				

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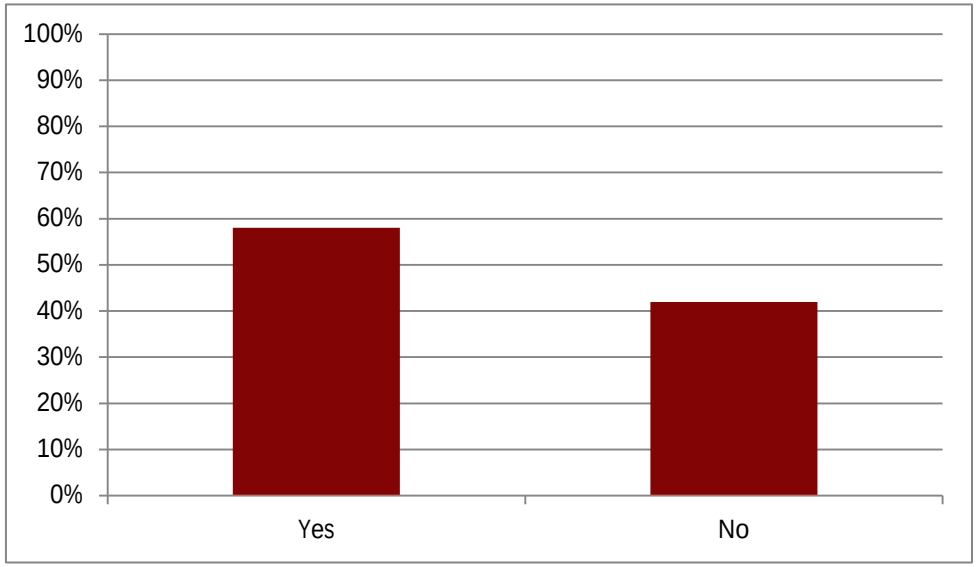
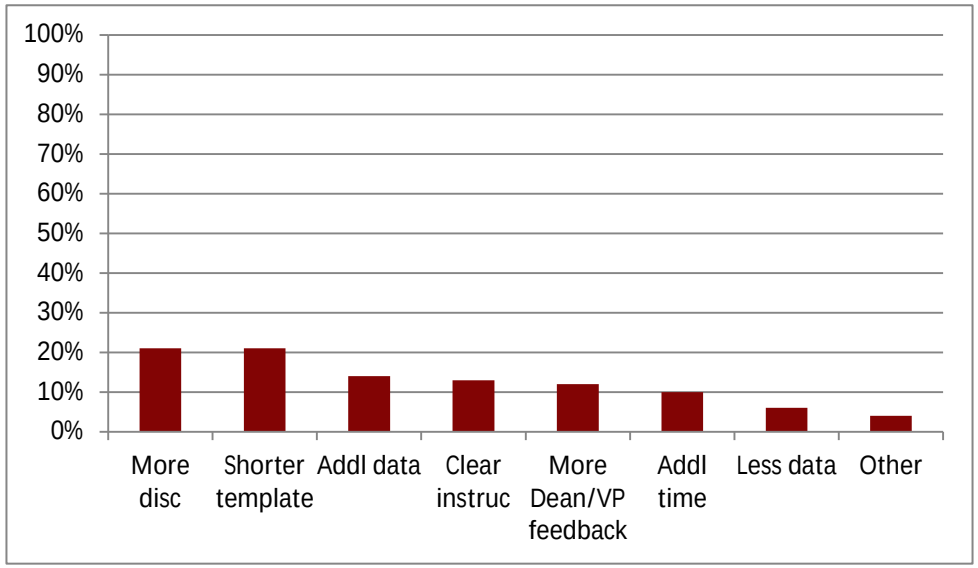
11.1b. If you received feedback, did you find it useful?

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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Comprehensive Program Review

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

Response	N	%
Yes		

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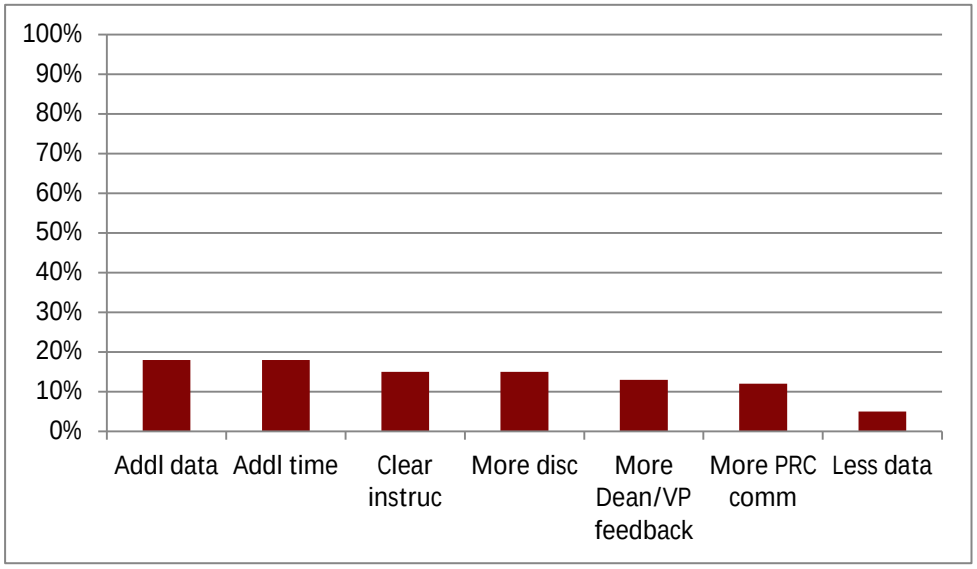
11.2c. Select all the options you think might improve the comprehensive program review progress.

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.

Foothill College
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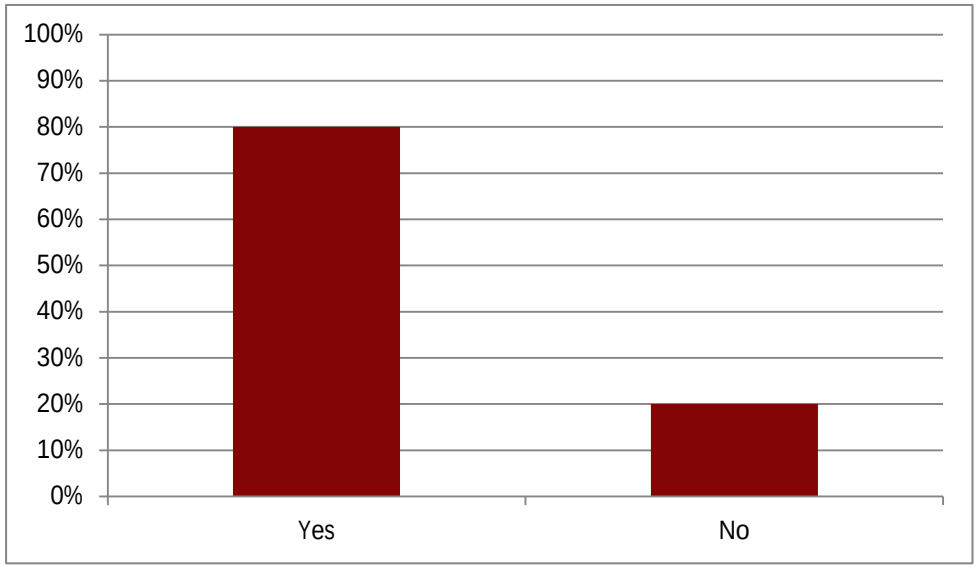
Perkins Allocation

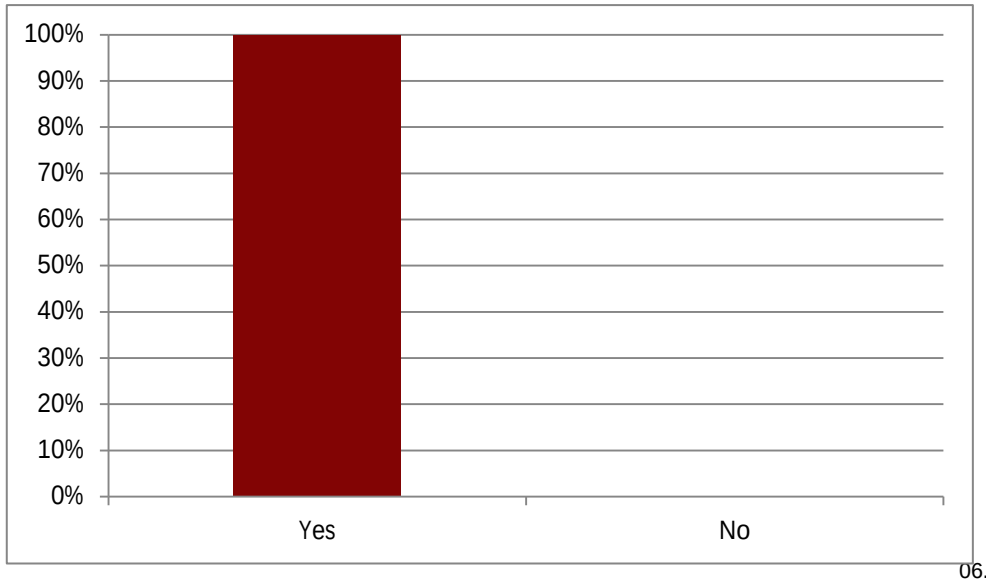
11.3a. Did you receive feedback or update from the Workforce workgroup or the did the Workforce office regarding the status of your Perkins request?

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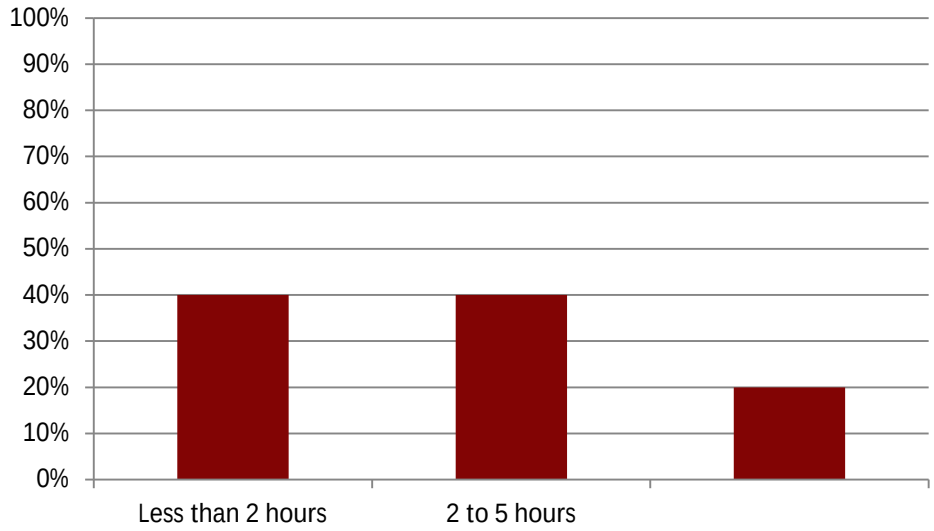
11.3c. Rate the amount of time you spent on your Perkins request forms and reports.

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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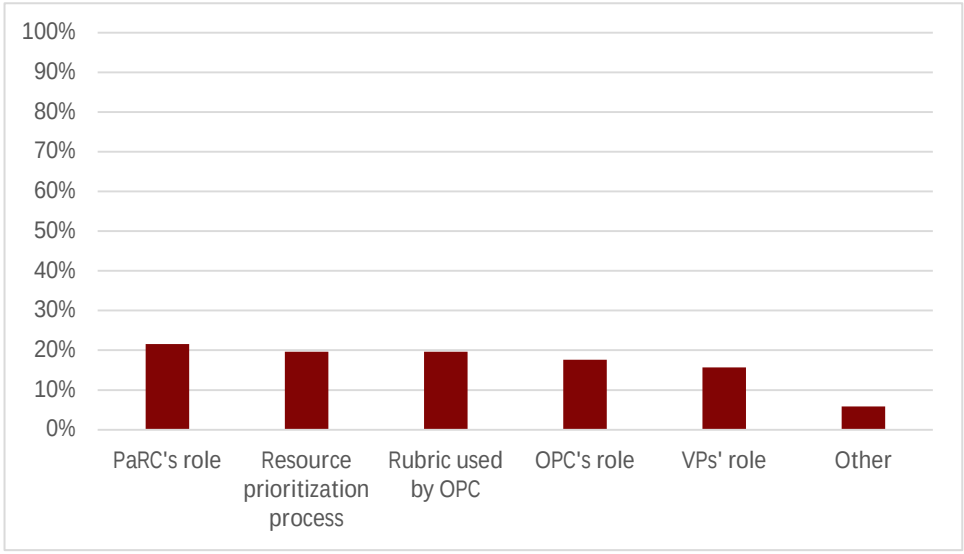
11.4c. Select all the options you think might improve the resources prioritization process. Focus on areas where you want to develop a clearer understanding.

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!

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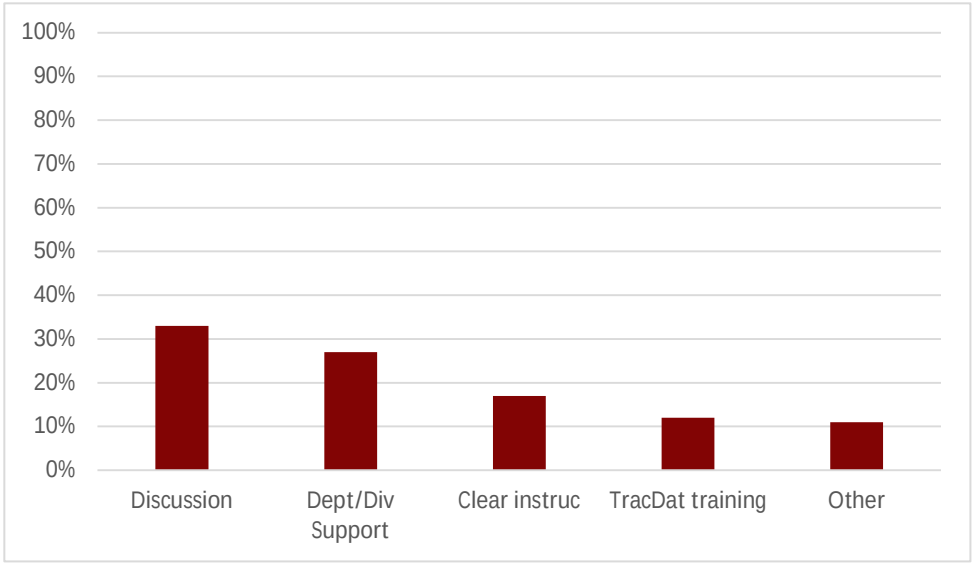
11.5c. Select all the options you think might improve the student learning outcomes process (course, program, administrative, service, institutional).

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

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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.