FOOTHILL COLLEGE
Institutional Research and Planning

DATE: July 2, 2013

TO: Integrated Planning and Budget (IP&B)

FROM: Elaine Kuo, College Researcher
Thomas Margesson, Student Assistant

RE: 2013 Governance Survey

Overview

Foothill administrators, classified staff, full-time faculty, and part-time faculty were surveyed to provide an evaluation of the college's planning and resource prioritization process. Students who participate in the shared governance process were also included but none completed the survey. There were 71 respondents with full faculty representing almost half of the participants (33 of 71 or 46%).

Survey Highlights:

- The majority of respondents (69%) are informed about college planning discussions and decisions by email. Of those informed by email, 94% felt they received the information in a timely manner.

- Of the respondents who are informed about college planning discussion and decisions through the PaRC website, only 11% felt they received the information in a timely manner.

- At least three-fourths of respondents "strongly agreed" or "agree" that the college's planning process requires documentation, assessment, and reflection (82%); is accessible and undergoes continuous improvement (75%); and is driven by evidence (73%). However, full-time faculty responded “strongly agree" or "agree” at a lower percentage rate compared to the other respondents – at least 20 percentage points difference.

- Over half of respondents "strongly agree" or "agree" that the college's decisions are based on student learning (67%); made through a process emphasizing student success related to ILOs (67%); and disseminated in a timely manner (55%). However, full-time faculty responded “strongly agree" or "agree" at a lower percentage rate compared to the other respondents – at least 10 percentage points difference.

- Less than one-third of classified staff and full-time faculty "strongly agree" or "agree" that college decisions are inclusive and transparent (33% and 29%). In comparison, over half of administrators and part-time faculty "strongly agree" or "agree" that college decisions are inclusive and transparent (86% and 70%).

- When feedback was provided for program review, Perkins requests, resource requests, and/or SLOs, it was generally considered helpful.

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1. What is your primary role at Foothill?

Reponses	N	%
Administrator	7	10%
Classified Staff	21	30%
Full-time Faculty	33	46%
Part-time Faculty	10	14%
Student	0	0%
Total	71	100%

2. Please indicate how you are informed about college planning discussions and decisions.

2a. Check the box if you use this method.

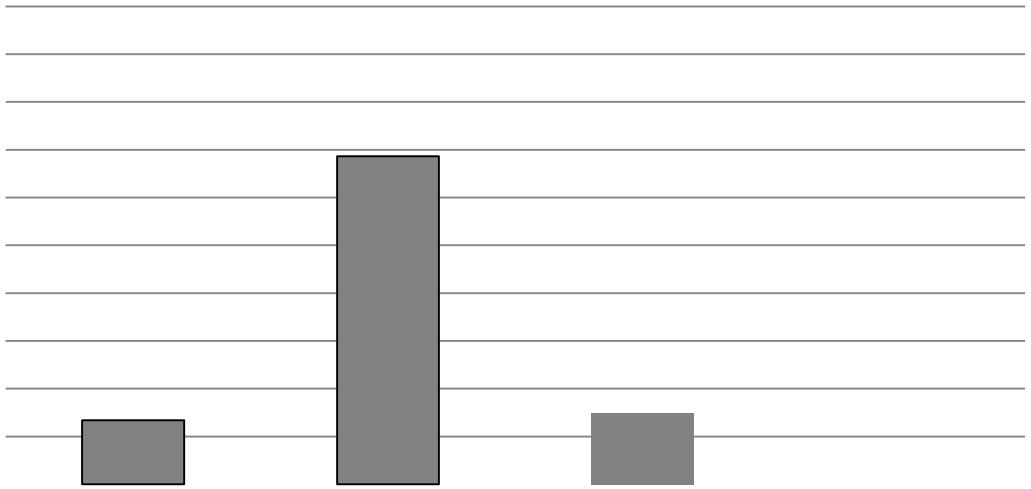
Reponses	N	%
Email	49	69%
Division mtgs	35	49%
College website	25	35%
Senate mtgs	25	35%
Dept mtgs	21	30%
MyPortal	17	24%
Other	10	14%
PaRC mtgs	8	11%
PaRC website	7	10%

3b. The college's planning and resource prioritization process is driven by data/evidence (e.g. program review).

Reponses	N	%
Strongly Agree	7	11%
Agree	41	62%
Disagree	15	23%
Strongly Disagree	3	5%
Total	66	100%

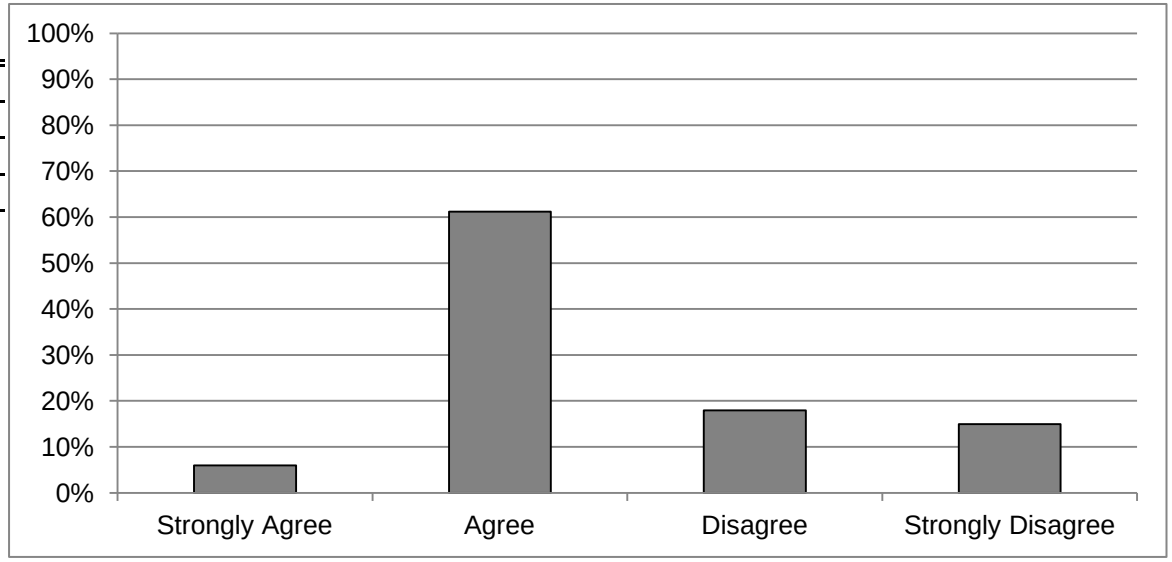
3c. The college's planning model requires the documentation, assessment and reflection of its instructional and student support programs and services on a regular basis.

Reponses	N	%
Strongly Agree	9	13%
Agree	46	69%
Disagree	10	15%
Strongly Disagree	2	3%
Total	67	100%



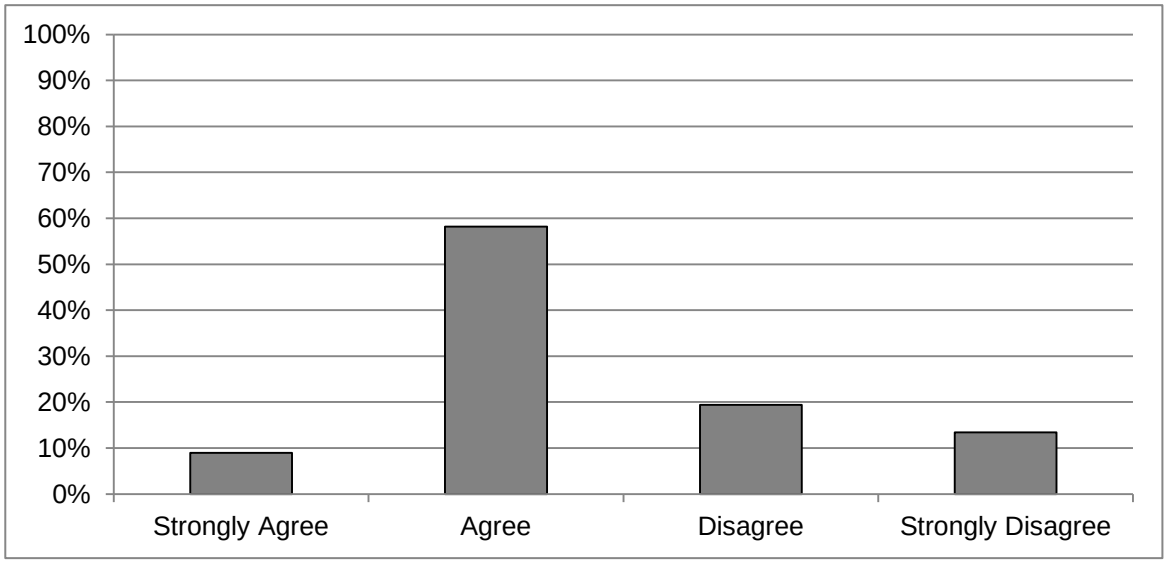
3d. The college makes planning and resource prioritization decisions based on whether students will gain skills, knowledge and/or abilities related to the institutional learning outcomes.

Reponses	N	%
Strongly Agree	4	6%
Agree	41	61%
Disagree	12	18%
Strongly Disagree	10	15%
Total	67	100%



3e. The college makes planning and resource prioritization decisions through a process that emphasizes student success.

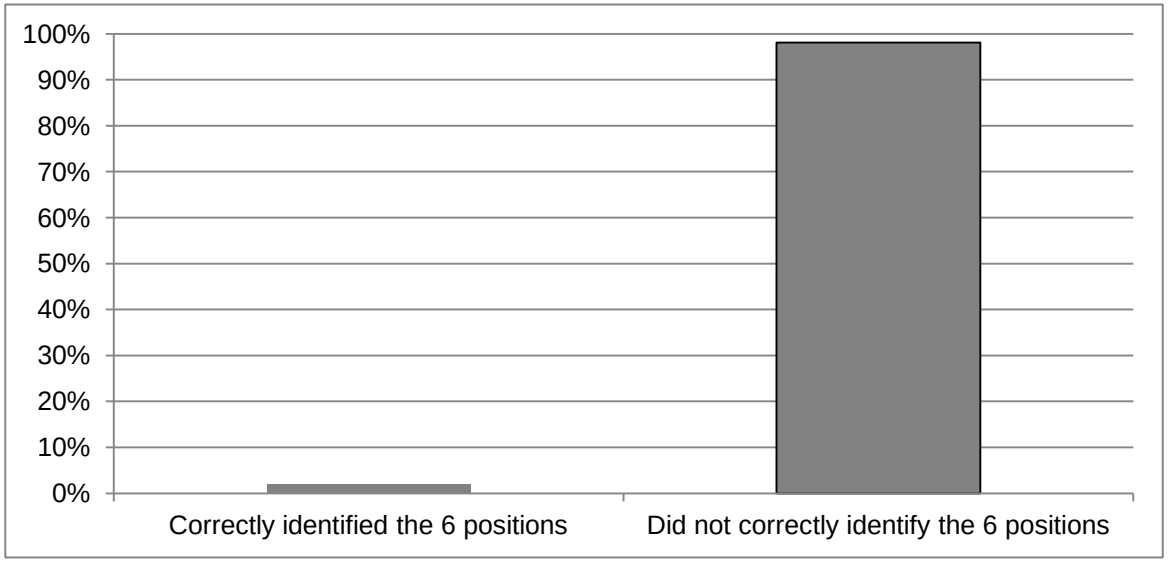
Reponses	N	%
Strongly Agree	6	9%
Agree	39	58%
Disagree	13	19%
Strongly Disagree	9	13%
Total	67	100%



4. Who are the PaRC voting members? (check all that apply)

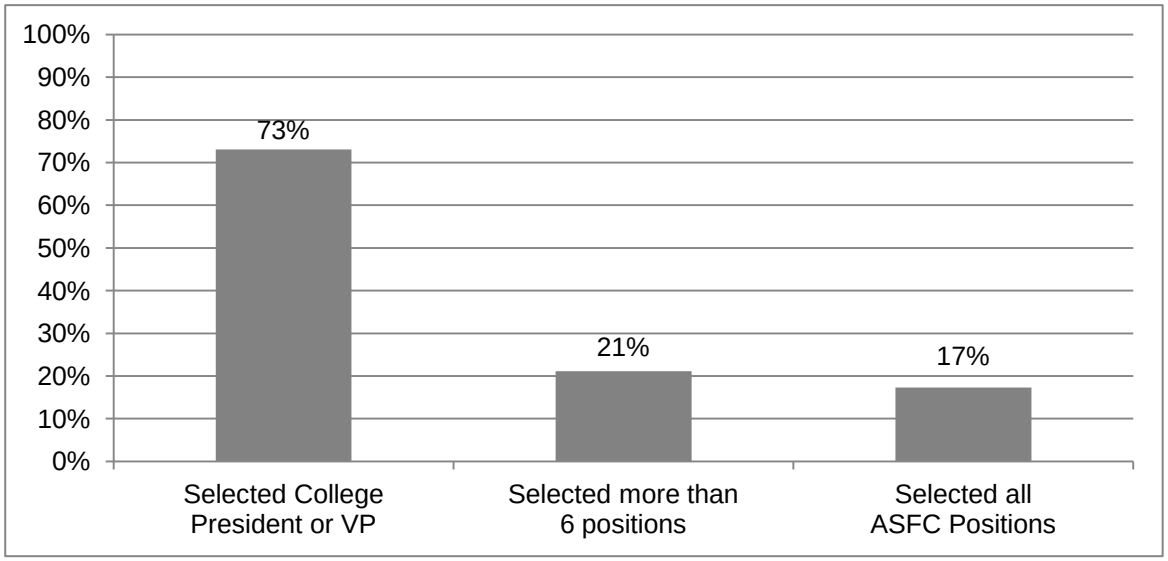
Correct responses: Academic Senate president, ASFC president, ASFC student trustees, ASFC student representatives, Classified Senate president, and Core mission workgroup tri-chairs.

Results	N	%
Correctly identified the 6 positions	1	2%
Did not correctly identify the 6 positions	51	98%
Number of responses	52	100%



Frequency table

Reponses	N	%
*Academic Senate president	34	65%
*Core mission workgroup tri-chairs	34	65%
College president	34	65%
*Classified Senate president	31	60%
*ASFC president	26	50%
College vice presidents	23	44%
*ASFC student trustee	16	31%
*ASFC student representatives	16	31%
FA representative	12	23%
ACE representative	9	17%
Other	7	13%
CSEA representative	6	12%
Teamsters representative	6	12%
MSA representative	3	6%
Operating engineer representative	3	6%



NOTE: Participants were able to select more than one response, so percentages do not equal 100%

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

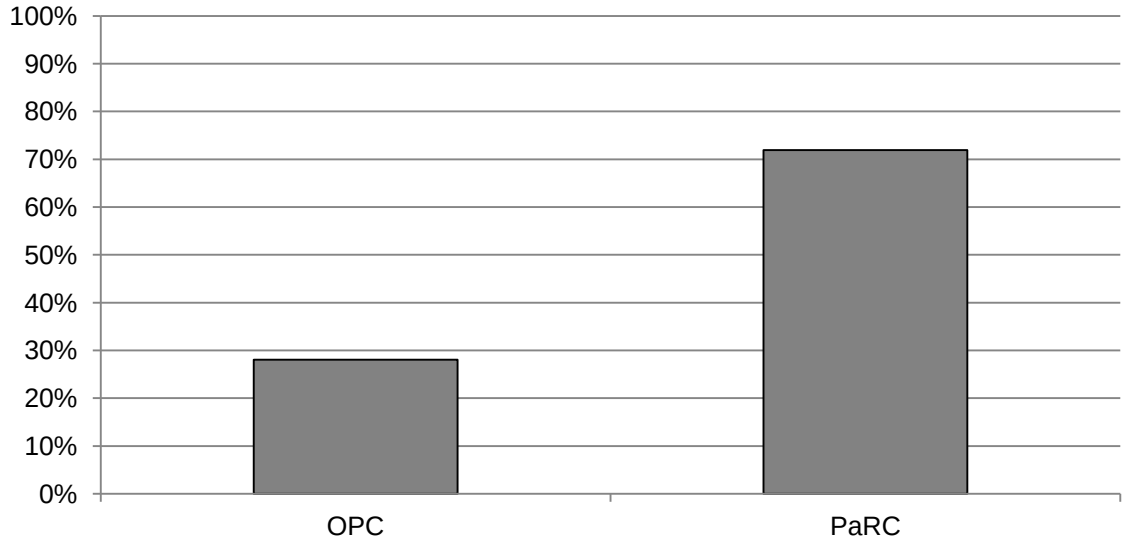
Reponses	N	%
Once a year	19	29%
Every other year	4	6%
Every third year	27	41%
Once per accreditation cycle	2	3%
Not sure	14	21%
Total	66	100%

6. Where do requests for B-budget augmentation get prioritized?

Reponses	N	%
OPC	40	70%
PaRC	17	30%
Total	57	100%

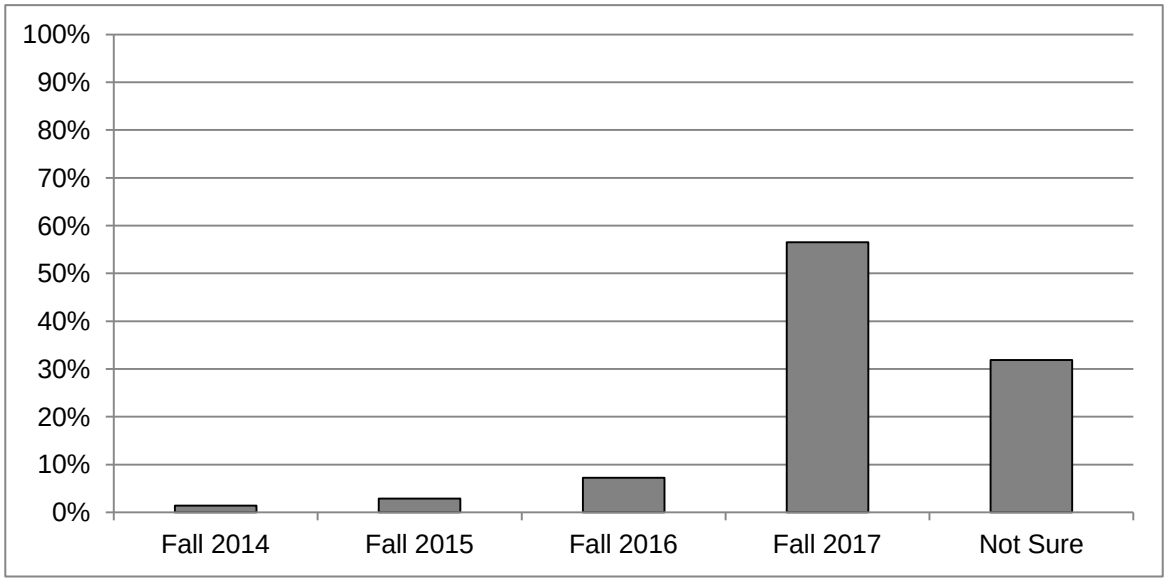
7. Where do requests for new faculty get prioritized?

Reponses	N	%
OPC	16	28%
PaRC	41	72%
Total	57	100%



8. When is the next accreditation site visit scheduled?

Reponses	N	%
Fall 2014	1	1%
Fall 2015	2	3%
Fall 2016	5	7%
Fall 2017	39	57%
Not Sure	22	32%
Total	69	100%



9.1b. If you received feedback, did you find it useful?

Reponses	N	%
Yes	4	57%
No	3	43%
Total	7	100%

9.1c. Other responses:

More faculty input in what is included in program reviews and changing the wording of questions to make them less leading.

9.1c. Comments:

Program Review Committee was overly negative and unnecessarily threatening. This was the first year and a few committee members were over the top with criticism. This did not work well.

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

Program review would feel more meaningful to me if it seemed connected to the granting of resource requests.

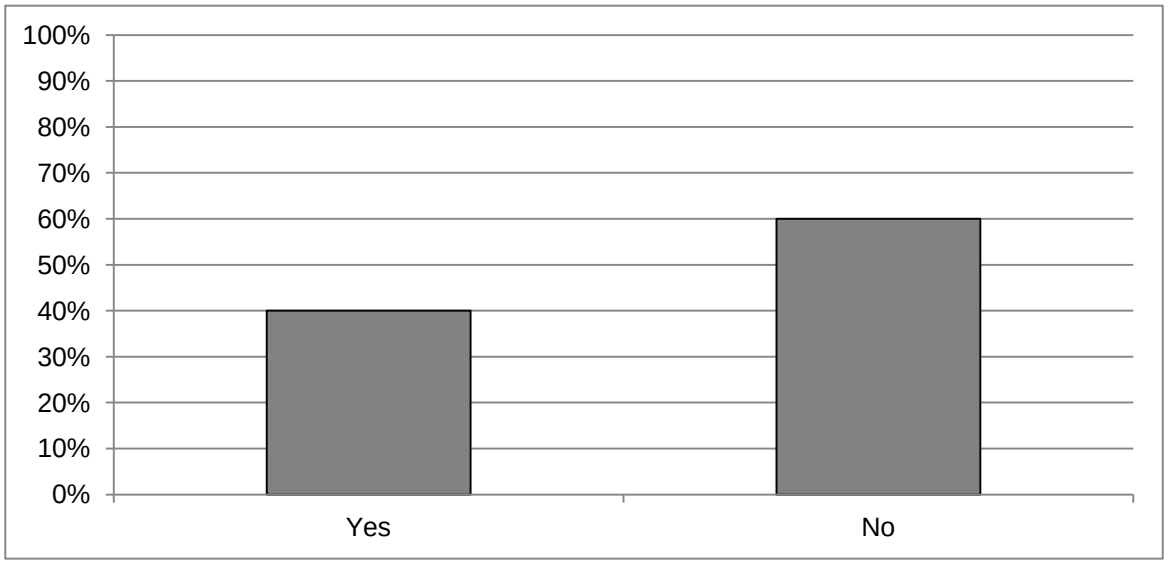
"The document should be clear and succinct as to what we are being asked to do. The feedback I got regarding the program review document was only from the dean and these comments were mainly in response to the department's resources requests. We got back nothing from the dean. And, I can't find the final division program review document from in the Dropbox at all. Apparently, the division document is the one used by OPC to determine resource allocation, but since faculty never see this document, the process itself isn't very transparent."

The program review process has become so onerous that we have given up having entire programs because it is too much work to do the program review. This does not benefit students.

Comprehensive Program Review Process

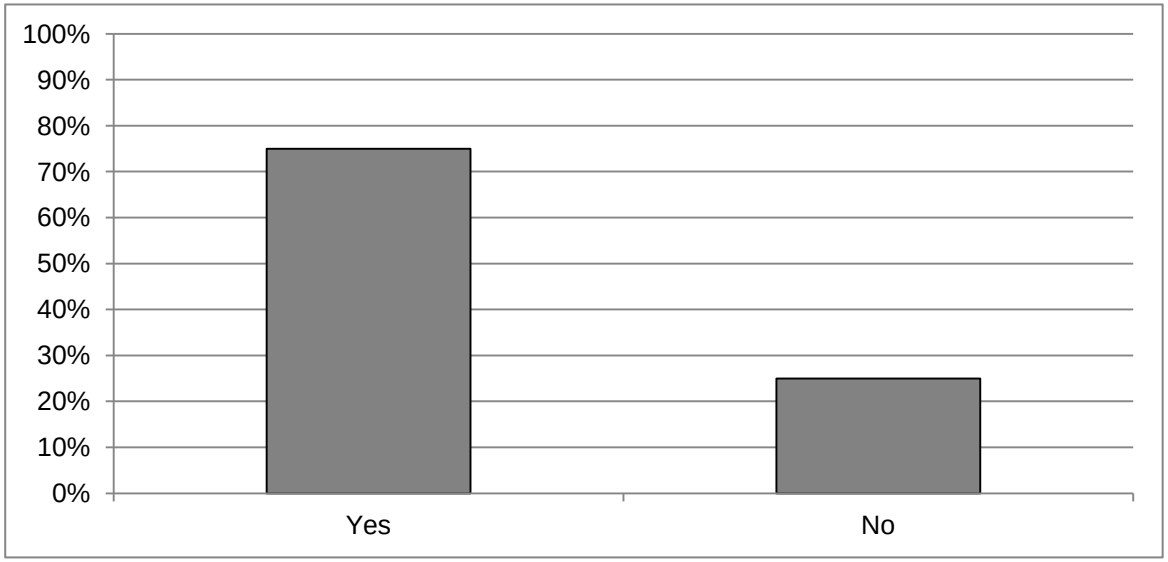
9.2a. Did you receive feedback from the Program Review Committee (PRC) regarding the program review document and/or process?

Reponses	N	%
Yes	4	40%
No	6	60%
Total	10	100%



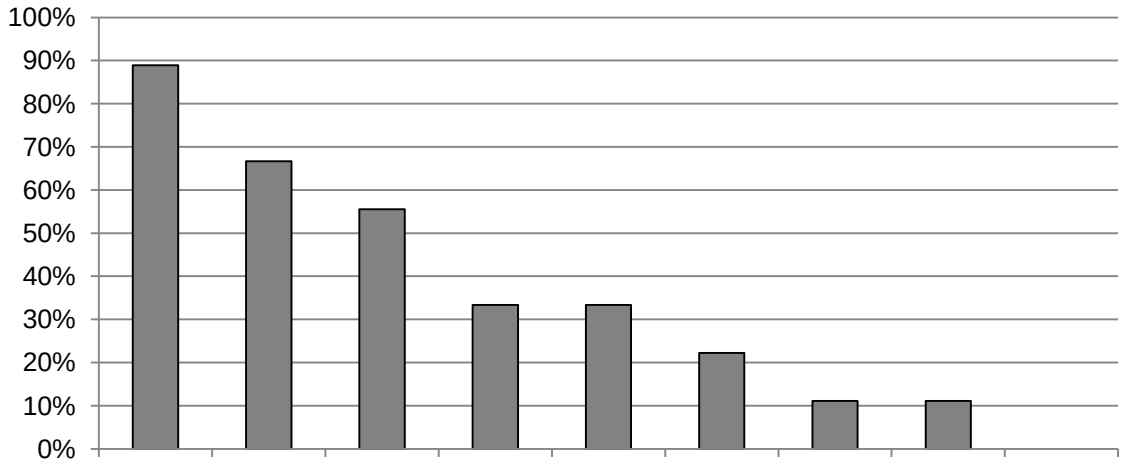
9.2b. If you received feedback from the PRC, did you find it useful?

Reponses	N	%
Yes	3	75%
No	1	25%
Total	4	100%



9.2c. Select all the options you think might improve the comprehensive program review process.

Response	N	%
Clearer instructions regarding the program review document/template	8	89%
More discussion/feedback at department and division levels	6	67%
Additional time	5	56%
Additional data	3	33%
More feedback from dean/VP	3	33%
More communication with PRC	2	22%
Less data	1	11%
Other	1	11%
Shorter program review template/document	0	0%
Number of respondents	9	
Number of responses	29	



NOTE: Participants were able to select more than one response, so percentages do not equal 100%

9.2c. Other responses:

The PRC needs more time for review of these documents; hopefully next year's process will seem less rushed.

9.2c. Comments:

Have an administrator complete the program reviews and then have a dialogue with related faculty to finalize.

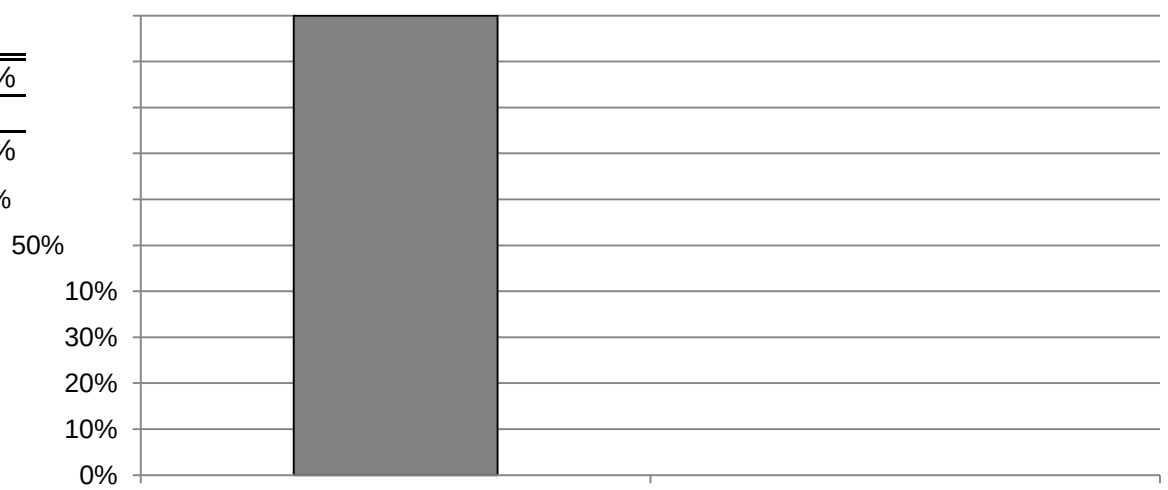
New committee with better guidance on their role. Less focus on punitive consequences. More of a learning experience.

The process was unclear. There was an opportunity to revise the PR doc after the feedback from the Dean and VP comments that was not advertised.

Perkins Request Process

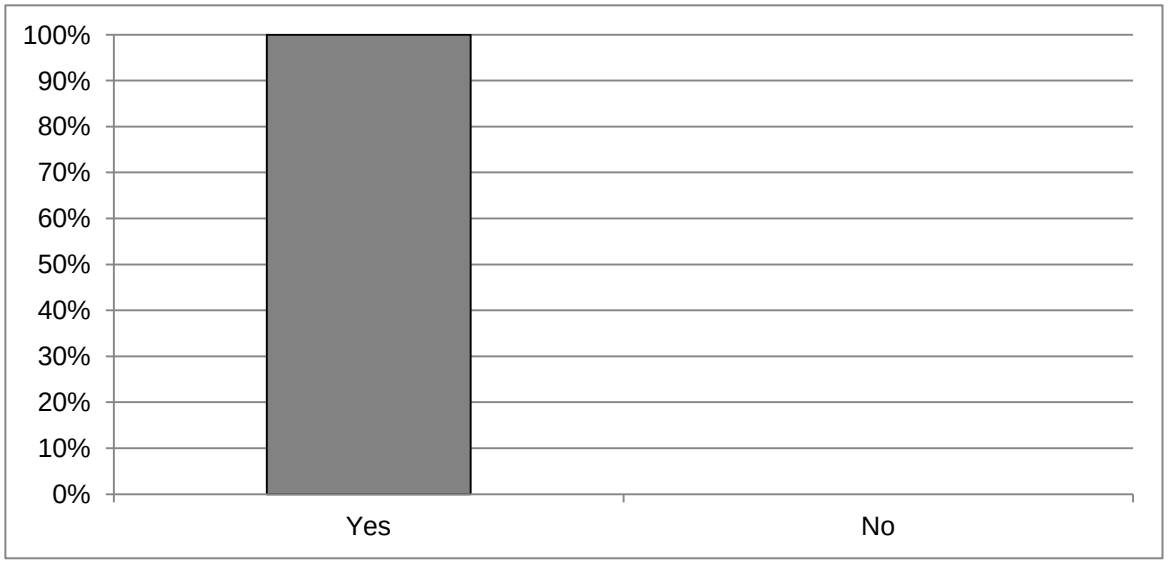
9.3a. Did you receive feedback or update from the Workforce workgroup or the Workforce office regarding the status of your Perkins request?

Reponses	N	%
Yes	5	100%
No	0	0%
Total	5	100%



9.3b. If you received feedback or update, did you find the feedback or update useful?

Reponses	N	%
Yes	5	100%
No	0	0%
Total	5	100%



9.3c. Rate the amount of time you spent on your Perkins request forms and reports.

Reponses	N	%
Less than 2 hours	2	50%
2 to 5 hours	0	0%
More than 5 hours	2	50%
Total	4	100%

9.3d. Select all the options you think might improve the Perkins process.

Reponses	N	%
Other	1	25%
Clearer understanding of PaRC's role	0	

Reponses	%
Clearer un	50%
Clearer un	50%
Clearer un	50%
Clearer un	25%
Other	25%
Clearer un	0%
Number of Responses	

9.3d. Other responses:

more vetting of the perkins requests, more funds for allied health

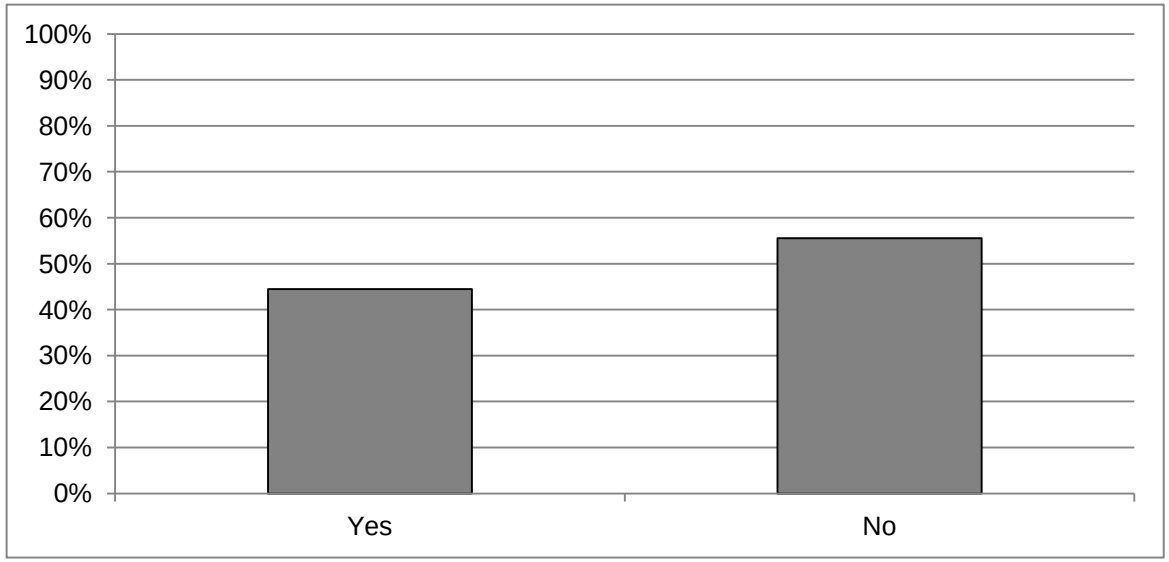
9.3d. Comments:

Other colleges dedicate much more of their perkins funding to allied health programs. These programs are excellent, but must have funding for tutoring (retention), faculty development (accreditation), and equipment (to teach to current standards). Our college is reducing the Perkins funding that was traditionally granted to allied health. With national health care plan coming into effect, this needs to be recalibrated in favor of more funding for allied health programs.

Resource Prioritization Process

9.4a. Did you receive feedback or update from OPC or PaRC regarding the status of your request?

Reponses	N	%
Yes	4	44%
No	5	56%
Total	9	100%



9.4b. If you received feedback or update, did you find the feedback or update useful?

Reponses	N	%
Yes	4	57%
No	3	43%
Total	7	100%

9.4c. Select all the options you think might improve the resource prioritization process.

Reponses	N	%
Clear understanding about the resource prioritization process	4	57%
Clearer understanding regarding OPC's role	4	57%
Clear understanding about the rubric used by OPC	3	43%
Clearer understanding of PaRC's role	3	43%
Clearer understanding of the VP's role	1	14%
Other	0	0%
Number of respondents	7	
Number of responses	15	

Clear unde	57%
Clearer un	57%
Clear unde	43%
Clearer un	43%
Clearer un	14%
Other	0%
Number of Responses	

NOTE: Participants were able to select more than one response, so percentages do not equal 100%

9.4d. Comments:

Consistency. Do not allow certain deans to go around the process and do what they want.

Funding decisions & faculty positions are being granted so late, it's difficult for implementation at the division & dept. level in a timely manner.

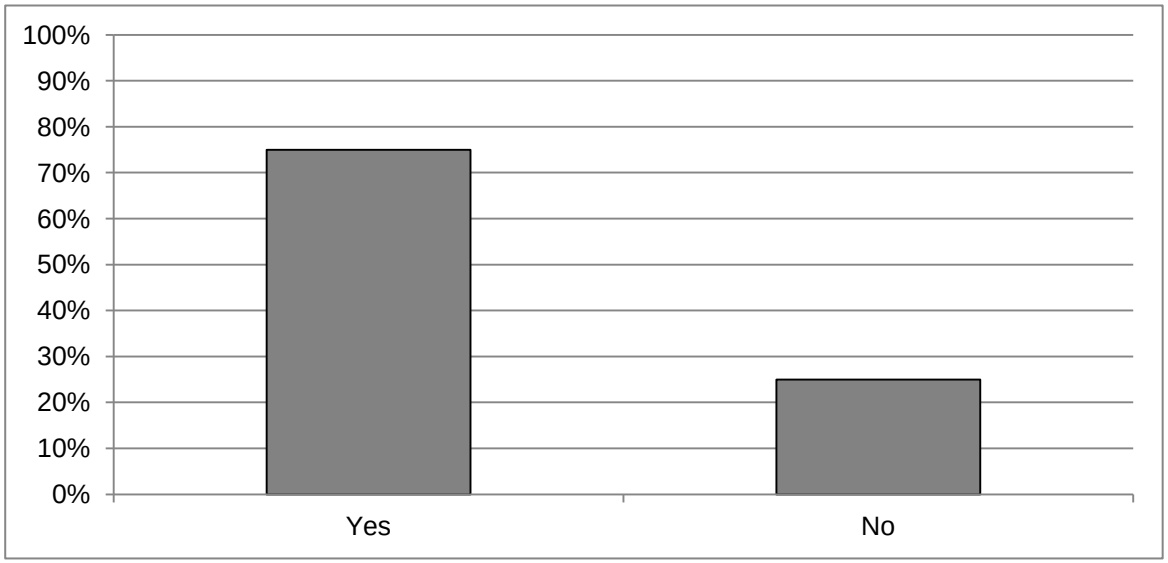
Student Learning Outcomes Process

9.5a. Did you receive feedback regarding the SLO process (from department, division and/or administrative levels)?

Reponses	N	%
Yes	13	35%
No	24	65%
Total		

9.5b. If you received feedback, did you find that feedback useful?

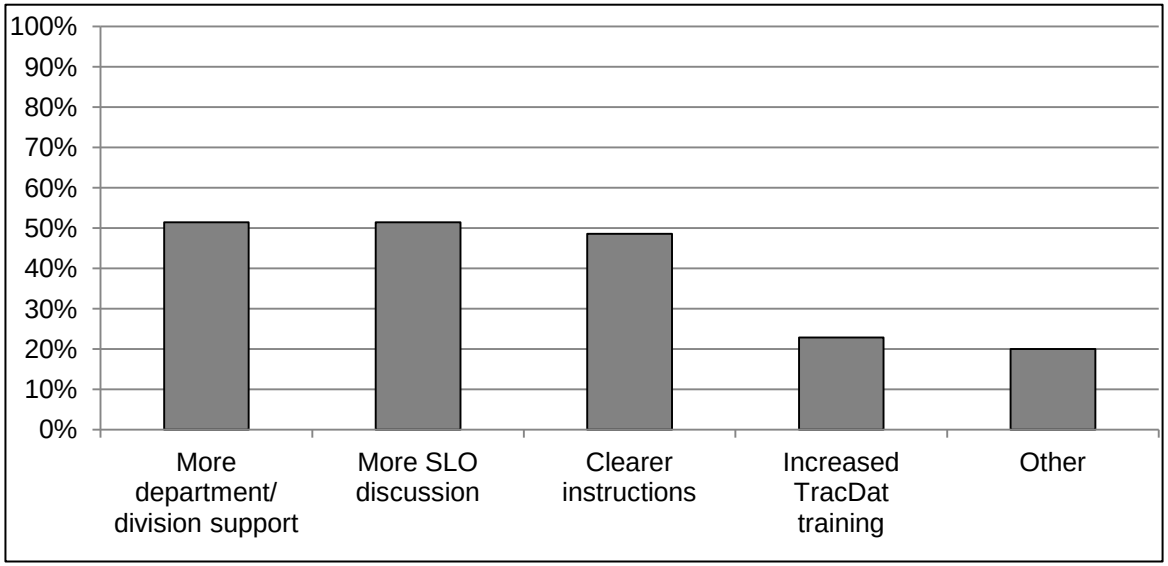
Reponses	N	%
Yes	12	75%
No	4	25%
Total	16	100%



9.5c. Select all the options you think might improve the student learning outcomes process (course, program, administrative, service, institutional).

Reponses	N	%
More department/division support	18	51%
More SLO discussion (department, division and campus levels)	18	51%
Clearer instructions	17	49%
Increased TracDat training	8	23%
Other	7	20%
Number of respondents	35	
Number of responses	68	

NOTE: Participants were able to select more than one response, so percentages do not equal 100%



9.5d. Other responses:

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9.5d. Comments, continued:

There is no evidence that SLOs are necessary or improve student learning AND the process requires an onerous amount of paperwork that takes faculty away from working with students. Have an administrator complete the paperwork and then have faculty approval. We are drowning in administrative paperwork at the faculty level.

"TracDat, like any other technology, requires consistent use to become proficient."

"When writing our administrative SLO for campus committee, we had to refer to other SLO's to figure out what was really being asked for. It wasn't as clear as it could have been, especially when adapting a template designed for faculty (to evaluate classroom performance) to the same issues in committee terms. They don't necessarily translate easily or equally."

10. Indicate the planning committee(s) you participated in this academic year:

Reponses	N	%
Academic Senate	9	13%
Classified Senate	9	13%
Planning and Resource Council (PaRC)	8	12%
Program Review Committee	8	12%
Core Mission Workgroups	6	9%
Operations Planning Committee (OPC)	3	4%
None of the above	43	62%
Number of respondents	69	

9
1
9
6
8
3
8
43

Reponses	N	%
Academic Senate	9	13%
Classified Senate	9	13%
PaRC	8	12%
Program review Committee	8	12%
Core Mission Workgroups	6	9%
OPC	3	4%

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11. Please include any additional comments about the planning and budget process:

Do what you say you are going to do. Do not let deans submit requests out of the process. Have consequences for deans that overspend.

11. Please include any additional comments about the planning and budget process, continued:

"Overall, PaRC is a great idea, but there needs to be clarity about the relationship between PaRC and the executive cabinet. There needs to be more transparency with the executive cabinet and more communication from the EC--especially when the EC overrules a campus committee recommendation. The president and EC need to be more proactive in communicating the highlights of each meeting (akin to a brief synopsis or communique) so that the campus is kept up to speed on the most relevant events and decisions. Finally, we need more opportunity to have open dialogues and give feedback. It feels as if the faculty and staff are under a microscope with program reviews, SLOs, and constant evaluations, but the administration seems insulated from these processes. The level of scrutiny, assessment and critique needs to be comparable at all levels for faculty, staff and administrators. This extends to the planning and budget process as well. If faculty and staff resource and hiring requests have to be supported with data, then the same should be true of administrators. Overall, I'm sure that more communication, openness and transparency will resolve many of these issues and get us closer to the model of transparency that PaRC offers."

Thank you your survey. I'm new and know very little of the process. I hope to hear more.

"We must try that as many part time faculty gets involved in this process by departmental meetings, which can then be summarized by the Division Dean and forwarded to decision makers. Also, we should be informed of the outcome."

"What is the purpose of filling out a program review, if those who don't still get resources they request? It still appears that favored programs, or those with the loudest cheerleader, get what they want and those who don't eader,ds processthe.hey-2(p-7(t)R)-6aisde."