FOOTHILL COLLEGE
Institutional Research and Planning

DATE: June 12, 2014

TO: Andrew Lamanque, Associate Vice President for Instruction

FROM: Nergal Issaie, Office Assistant

RE: 2014 Foothill Governance Survey Result

<u>Overview</u>

The Governance Survey was sent to Foothill administrators, classified staff, full-time faculty, part-time faculty, and four student government representatives. The total of 149 respondents completed the survey. The survey was made available from Wednesday, May 28 to Friday, June 6.

Important highlights:

- 100% of administrators, 94% of part-time faculty, 75% of full-time faculty, and 69% of classified staff strongly agreed and agreed that the college's planning model requires the documentation, assessment and reflection of its instructional and student support programs and services on a regular basis. None of the students answered to this question.

- 95% of part-time faculty, 92% of administrators, 60% of classified staff, and 57% of full-time faculty strongly agreed and agreed that the college has a planning model that is accessible and undergoes continuous evaluation in order to promote student success. None of the students answered to this question.

- 92% of administrators, 80% of part-time faculty, 40% of classified staff, 37% of full-time faculty strongly agreed and agreed that the college's planning discussions are inclusive and transparent. None of the students answered to this question.

- 91% of part-time faculty, 76% of administrators, 66% of classified staff, 62% of full-time faculty strongly agreed and agreed that the college's planning and resource prioritization process is driven by data/evidence (e.g. program review). None of the students answered to this question.

- 62% of respondents selected "The annual Program Review template," 57% selected "The timeline of these processes," 56% selected "The comprehensive Program Review template," and 51% selected "The Program Review Committee process," as topics they would like to see IP&B review this coming summer. Also 7% of respondents selected "Other." Note: Participants were able to select more than one response, so percentages do not equal 100%.

- 36% of respondents were full-time faculty, 30% were classified staff, 24% were part-time faculty, 9% were administrators, and 1% were students.

Foothill Governance Survey 2014

1. What is your primary role at Foothill?

Response	N	%
Administrator	13	9%
Classified Staff	45	30%
Full-time Faculty	53	36%
Part-time Faculty	36	24%
Student	2	1%
Total	**149**	**100%**
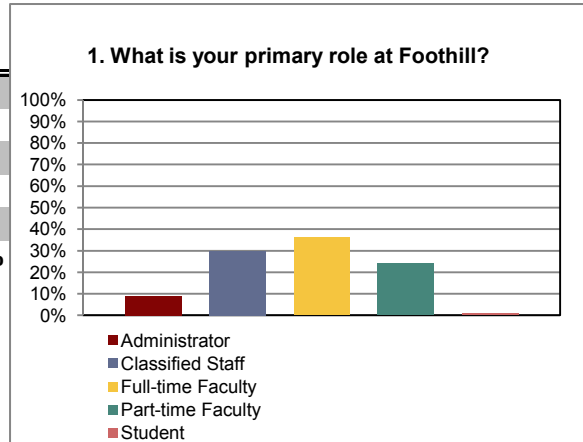
2. Please indicate how you are informed about college planning discussions and decisions.

a. College website

Response	Yes		No		Total	
	N	%	N	%	N	%
Administrator	8	21%	1	9%	9	18%
Classified Staff	7	18%	5	45%	12	24%
Full-time Faculty	10	26%	3	27%	13	27%
Part-time Faculty	11	29%	2	18%	13	27%
Student	2	5%	0	0%	2	4%
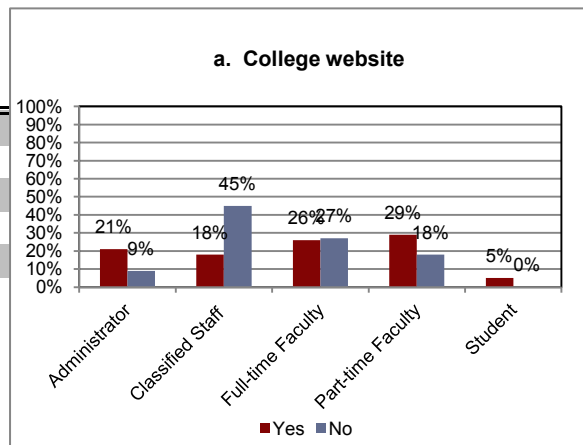
b. Division meetings

Response	Yes		No		Total	
	N	%	N	%	N	%
Administrator	5	9%	0	0%	5	7%
Classified Staff	10	18%	2	15%	12	17%
Full-time Faculty	31	54%	11	85%	42	60%
Part-time Faculty	11	19%	0	0%	11	16%
Student	0	0%	0	0%	0	0%
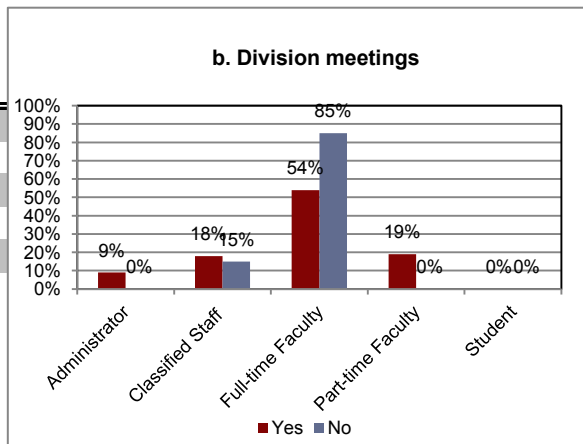
Foothill Governance Survey 2014

c. Department meetings

Response	Yes N	Yes %	No N	No %	Total N	Total %
Administrator	5	13%	0	0%	5	10%
Classified Staff	6	15%	5	63%	11	23%
Full-time Faculty	20	50%	3	38%	23	48%
Part-time Faculty	9	23%	0	0%	9	19%
Student	0	0%	0	0%	0	0%

c. Department meetings
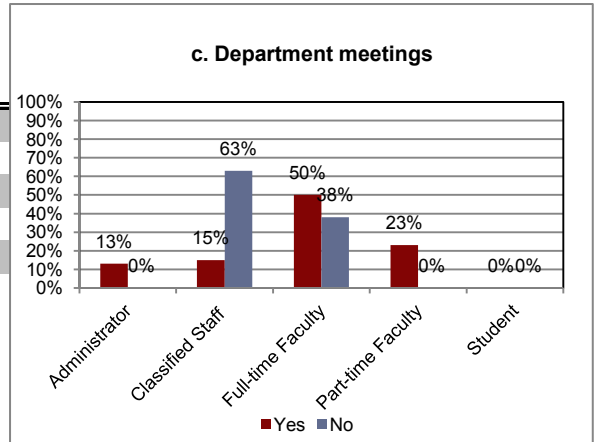
d. Email

Response	Yes N	Yes %	No N	No %	Total N	Total %
Administrator	12	15%	1	7%	13	14%
Classified Staff	12	15%	7	50%	19	20%
Full-time Faculty	25	31%	5	36%	30	32%
Part-time Faculty	31	38%	1	7%	32	34%
Student	1	1%	0	0%	1	1%

d. Email
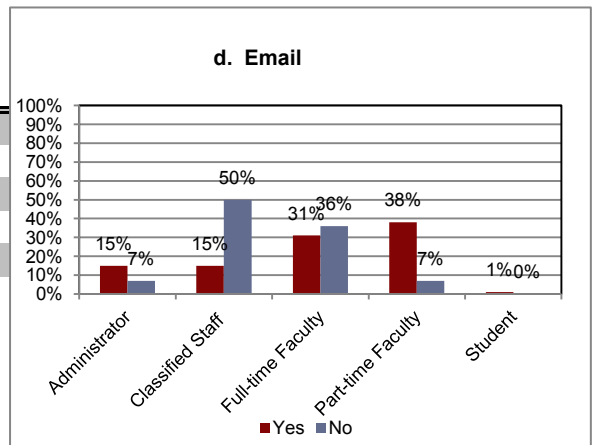
e. MyPortal

Response	Yes N	Yes %	No N	No %	Total N	Total %
Administrator	4	13%	1	9%	5	12%
Classified Staff	4	13%	4	36%	8	20%
Full-time Faculty	6	20%	6	55%	12	29%
Part-time Faculty	15	50%	0	0%	15	37%
Student	1	3%	0	0%	1	2%

e. MyPortal
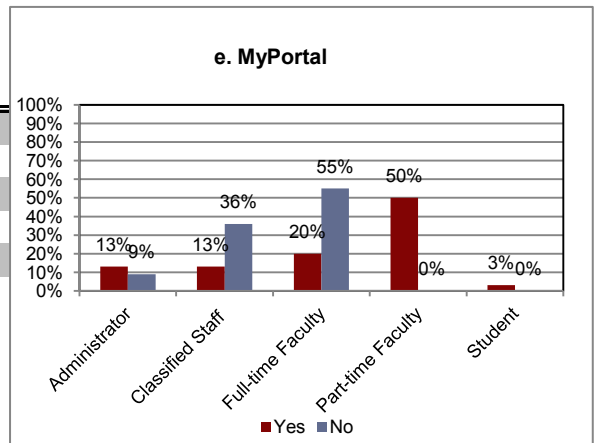
f. PaRC meetings

Response	Yes		No		Total	
	N	%	N	%	N	%
Administrator	7	44%	1	10%	8	31%
Classified Staff	4	25%	2	20%	6	23%
Full-time Faculty	3	19%	5	50%	8	31%
Part-time Faculty	2	13%	2	20%	4	15%
Student	0	0%	0	0%	0	0%
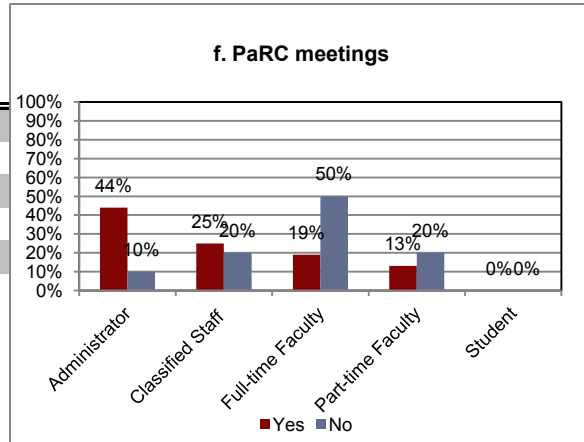
g. PaRC website

Response	Yes		No		Total	
	N	%	N	%	N	%
Administrator	5	45%	1	9%	6	27%
Classified Staff	3	27%	2	18%	5	23%
Full-time Faculty	1	9%	6	55%	7	32%
Part-time Faculty	2	18%	2	18%	4	18%
Student	0	0%	0	0%	0	0%
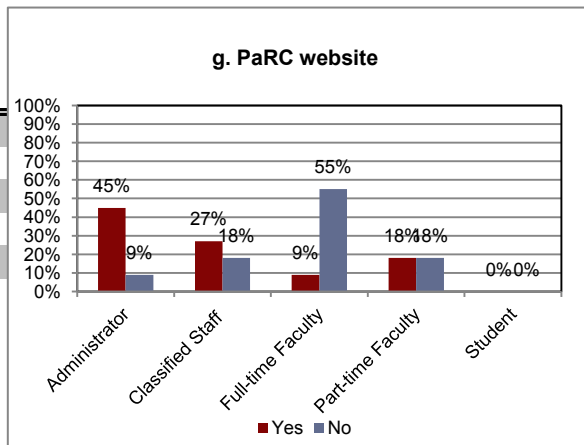
h. Senate meetings (Academic, Classified, ASFC)

Response	Yes		No		Total	
	N	%	N	%	N	%
Administrator	2	7%	0	0%	2	5%
Classified Staff	11	41%	3	23%	14	35%
Full-time Faculty	10	37%	7	54%	17	43%
Part-time Faculty	4	15%	3	23%	7	18%
Student	0	0%	0	0%	0	0%
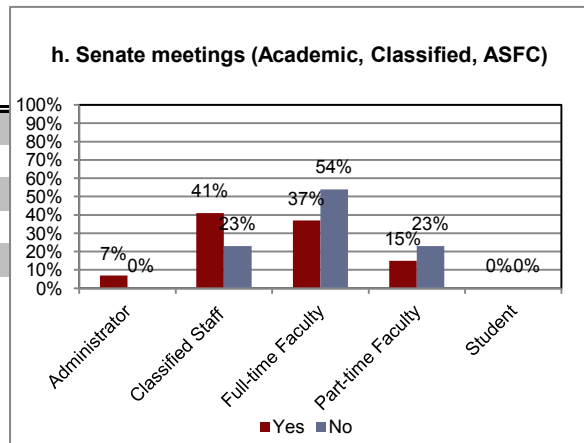
i. Other

Response	Yes		No		Total	
	N	%	N	%	N	%
Administrator	2	29%	0	0%	2	11%
Classified Staff	1	14%	5	45%	6	33%
Full-time Faculty	3	43%	4	36%	7	39%
Part-time Faculty	1	14%	2	18%	3	17%
Student	0	0%	0	0%	0	0%
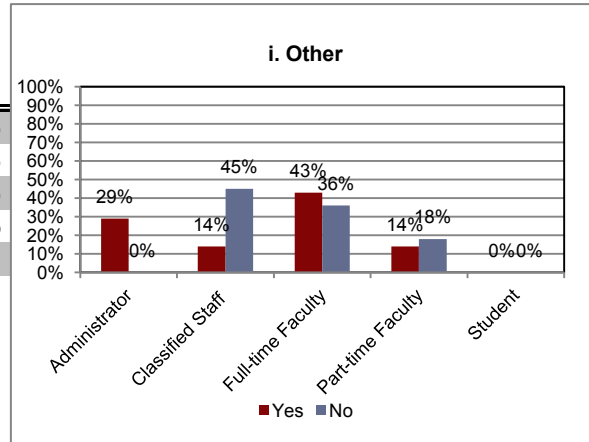
Other

Workforce Work Group
grapevine, Board notes
Our opinion is not requested
On PRC
Colleagues
Word of mouth
discussions with colleagues
FA, conversations with colleagues
CCC Meetings and Division Newsletter
other shared governance meetings
Paper Memo
From colleagues after the fact.
I'm not sure what is considered planning discussions and decisions
Other meetings
FA Executive Council
Dean sometimes informs personally

Foothill Governance Survey 2014

President's AUO

3. Please indicate your agreement with the following statements:

a. The college has a planning model that is accessible and undergoes continuous

Response	Administrator N	%	Classified N	%	Full-time N	%	Part-time N	%	Student N	%	Total N	%
Strongly Agree	5	38%	1	2%	3	6%	8	24%	0	0%	17	12%
Agree	7	54%	25	58%	26	51%	24	71%	0	0%	82	58%
Disagree	1	8%	16	37%	20	39%	2	6%	0	0%	39	28%
Strongly Disagree	0	0%	1	2%	2	4%	0	0%	0	0%	3	2%
Total	13	100%	43	100%	51	100%	34	100%	0	0%	141	100%

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

Response	Administrator N	%	Classified N	%	Full-time N	%	Part-time N	%	Student N	%	Total N	%
Strongly Agree	5	38%	1	2%	5	10%	9	26%	0	0%	20	15%
Agree	5	38%	27	64%	25	52%	22	65%	0	0%	79	58%
Disagree	2	15%	11	26%	13	27%	3	9%	0	0%	29	21%
Strongly Disagree	1	8%	3	7%	5	10%	0	0%	0	0%	9	7%
Total	13	100%	42	100%	48	100%	34	100%	0	0%	137	100%

c. The college's planning model requires the documentation, assessment and reflection

Response	Administrator N	%	Classified N	%	Full-time N	%	Part-time N	%	Student N	%	Total N	%
Strongly Agree	5	38%	3	7%	5	10%	9	26%	0	0%	22	16%
Agree	8	62%	26	62%	31	65%	23	68%	0	0%	88	64%
Disagree	0	0%	11	26%	9	19%	2	6%	0	0%	22	16%
Strongly Disagree	0	0%	2	5%	3	6%	0	0%	0	0%	5	4%
Total	13	100%	42	100%	48	100%	34	100%	0	0%	137	100%

d. The college makes planning and resource prioritization decisions based on whether

Response	Administrator N	%	Classified N	%	Full-time N	%	Part-time N	%	Student N	%	Total N	%
Strongly Agree	3	25%	2	5%	1	2%	9	26%	0	0%	15	11%
Agree	7	58%	24	56%	21	44%	24	71%	0	0%	76	55%
Disagree	1	8%	15	35%	20	42%	1	3%	0	0%	37	27%
Strongly Disagree	1	8%	2	5%	6	13%	0	0%	0	0%	9	7%
Total	12	100%	43	100%	48	100%	34	100%	0	0%	137	100%

Foothill Governance Survey 2014

e. The college makes planning and resource prioritization decisions through a process

Response	Administrator N	%	Classified N	%	Full-time N	%	Part-time N	%	Student N	%	Total N	%
Strongly Agree	3	25%	2	5%	3	6%	9	26%	0	0%	17	13%
Agree	7	58%	24	59%	18	38%	22	65%	0	0%	71	53%
Disagree	1	8%	13	32%	23	48%	3	9%	0	0%	40	30%
Strongly Disagree	1	8%	2	5%	4	8%	0	0%	0	0%	7	5%
Total	12	100%	41	100%	48	100%	34	100%	0	0%	135	100%

f. The college's planning discussions are inclusive and transparent.

Response	Administrator N	%	Classified N	%	Full-time N	%	Part-time N	%	Student N	%	Total N	%
Strongly Agree	5	38%	0	0%	2	4%	6	18%	0	0%	13	9%
Agree	7	54%	17	40%	16	33%	21	62%	0	0%	61	44%
Disagree	1	8%	18	43%	22	45%	6	18%	0	0%	47	34%
Strongly Disagree	0	0%	7	17%	9	18%	1	3%	0	0%	17	12%
Total	13	100%	42	100%	49	100%	34	100%	0	0%	138	100%

g. The college's planning discussions and decisions are disseminated to constituents in a timely manner.

Response	Administrator N	%	Classified N	%	Full-time N	%	Part-time N	%	Student N	%	Total N	%
Strongly Agree	5	38%	1	2%	2	4%	9	29%	0	0%	17	13%
Agree	7	54%	17	40%	22	46%	19	61%	0	0%	65	49%
Disagree	1	8%	20	48%	16	33%	3	10%	0	0%	40	30%
Strongly Disagree	0	0%	4	10%	8	17%	0	0%	0	0%	12	9%
Total	13	100%	42	100%	48	100%	31	100%	0	0%	134	100%

Comments

The recent emergency hires have seemed less thought through than in the past.

A is a two-part question. I believe the model undergoes continuous evaluation, but I don't consider it accessible. Regarding b, we're encouraged to spoend time on program review because it will drive decisions about resource allocation, but the decisions ultimately seem completely divorced from the program review.

While the planning model is, in theory, inclusive, few members of the community are engaged. There is too much emphasis on providing data and too little on truly understanding what the data means. Even members of PaRC seem disengaged and rarely, if ever, offer feedback when work groups provide reports. The process seems more pro forma than meaningful and relevant.

As a member of PRC, I played a big role in creating the current rubric - after using it to review all of this year's submissions, I realize it is cumbersome and the difference between the amount of review we request from the annual vs comprehensive is minimal. We really need to substantially streamline the annual. We also need to further simplify the process for tying the data and responses together. The narratives that were submitted varied so substantially that making objective evaluations was very difficult. I did not participate in the resource prioritization conversations and as a result feel as if answering questions d & e would purely speculative.

There should be a neither agree or disagree option for answers.

From a planning perspective, I'm not involved but the department seems aware of they needs of the students. Therefore i answered each question as agree but would have marked NA if that was an option

Prioritization decisions do not seem transparent at all.

don't know

The process is fine but unfortunately the actual decisions and actions do not always follow the process. For example, several new positions have been created that were never even mentioned in any Program Reviews much less on the basis of any sort of transparent discussion/debate or documented need. Similarly resource allocations have been made that had no justification in any Program Reviews or even group discussion in Admin Council. We are still operating in "crisis" mode and letting so-called emergency situations dictate staffing and resource allocation decisions. In effect, this approach rewards poor planning, low productivity, and inefficiency.

I have only been here one quarter and can't answer these questions well.

1) The decision to eliminate most computer courses in 2010 was very damaging to student success. Just to take one example, the decision not to offer a basic course in HTML continues to hinder our students' ability to get jobs. 2) The decision not to recruit for vacant deans' positions from the largest hiring pool possible handicaps a division for at least a year. Placing someone only temporarily in the all-important dean's position creates a loss of continuity in the division. When a division dean leaves, that division is used as a training ground for people who may want to become administrators. A year is a long time to be without a qualified, experienced manager.

It is not clear to me how any of this process works, nor do I see that student success is really considered as a component.

The program review document is suppose to reflect resource allocation. A department which has a necessary function i.e. counseling or financial aid even though they may be deficient in their program review seem to get resources despite deficiencies in their program review The process is vague and undefined. The PRC, PARC and IB and B, and OPC committees need to figure out who will do what and when and who has the power to allocate resources.

I entered agree for the processes that I have heard of, and disagree for the others, because there is no option for 'don't know' . poor survey design.

There is a disconnect between our words and our actions. We say we value student success first and foremost, but at the end of the day it is funding that rules. I also sense a troubling tendency to always go for the lowest hanging fruit to reach objectives, there does not seem to be much energy or willingness to try approaches that might require more effort in spite of having better payoffs for students. Transparency is increasing very significantly, although still has a long way to go. Even so, it's heartening to see us headed in the right direction and being more mindful of transparency.

These questions are too perscriptive and geared toward accreditation requirements. Ultimately these answers are meaningless as they merely document what is being done and not how effective the process is or how it could be improved. These questions merely justify a process without a qualitative evaluation.

I wanted to put N/A as I have no idea about these items but it doesnt have that option and I cannot unclick the button so please disregard the answers aboove.

Based on what I've seen the last 3 years, it appears that decisions have been made based on generating WSCH rather than looking at student success. If we are an institution truly looking at student success, more of the funds would be spent getting counselors and getting students face-to-face assistance. If we are really looking at student success, more funds would be spent on meaningful teacher training and pedagogy and investing in developing the teaching skills of both FT and PT faculty. We provide lip service in the name of "equity" and "diversity" rather than actually taking meaningful action. And, as far as I can tell, the process of prioritizing resources is not transparent. Faculty usually find out after the fact. Program review happens in levels, where faculty provide the first document, then deans, then VP's. This is a very top-down structure, where there is no meaningful discussion between faculty and the VP to make decisions.

I don't know anything about the above statements. "Don't know" would have been a great addition to the above choices.

Not always are planning discussions transparent, not always is planning directly related to student success. Sometimes there are cuts made to staff that adversely affect student success, but help the bottom line.

Program review documents are a mess & ineffective for determining resource allocation.

I really don't know anything about the college's planning model, so I can't answer these questions.

While listing 'agree' for the answers there are exceptions and times I would not agree with each statement.

I answered "Agree" but I would have preferred to answer "I do not know". I see from the interaction with the Dean, Administrator, and students that the items listed above are followed but I have never really seen the exact docs. This may be all my fault because I teach one/two classes intermittenly (the summer session and an occasional official quarter). What I do notice is the high quality of organization to get the students educated and the hig standard of excellence and expectation at Foothill College. Since I notice this, I am presuming that the items are being followed, therefore I marked "Agree". I hope this is an acceptable explanation for my choice. Thank you.

The process can be confusing and unclear. Department meetings are often not centered around the changes happening at Foothill College and how these affect our work. Instead, they focus on the "new practices" as opposed to the vision and goal of Foothill College.

There is room for improvement. Too few people do way too much work and that is why it is not as inclusive and productive as it can be. We need a Staff Development Office, and we need a Diversity program coordinator and more help with with documenting in general.

Because I am a part-time faculty member who does not live in the area, many of the meetings are only available in person.

I don't know anything about any of this.

Despite the college's multiple planning processes, I have seen far too many unilateral decisions made by higher administration to believe - any more -that the planning documents are paid attention to. Back door deals, ulterior motives, expediancy, and "power plays" pretty much rule the day in this current administration. Decisions seem to be made based upon who has the power at the moment. I believe the multiple meetings and committees are truly "window dressing" for acreditation.

I really have no idea.

I'd say that unless a person is directly involved with administrative meetings, everything is pretty opaque to the average employee.

Planning Model Review

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

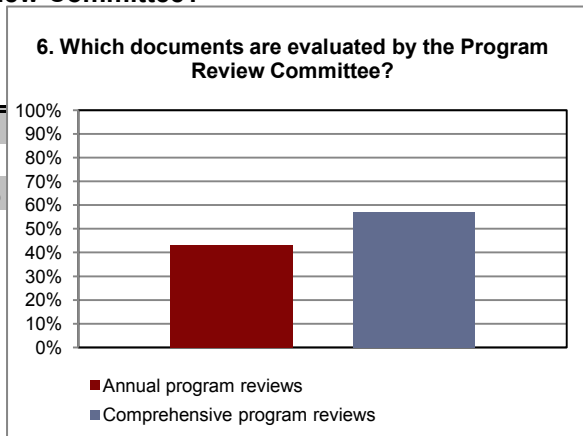| Response	N	%
ACE representative	28	30%
ASFC president	47	50%
ASFC student representatives	42	45%
ASFC student trustee	37	39%
Academic Senate president	76	81%
CSEA representative	17	18%
Classified Senate presiden	67	71%
College preseident	63	67%
College vice presidents	45	48%
Core mission workgroup tri-chairs	63	67%
FA representative	29	31%
MSA representative	18	19%
Operating engineer representative	13	14%
Teamsters representative	12	13%
Other	12	13%
Total respondents	**94**	
Total responses	**569**	
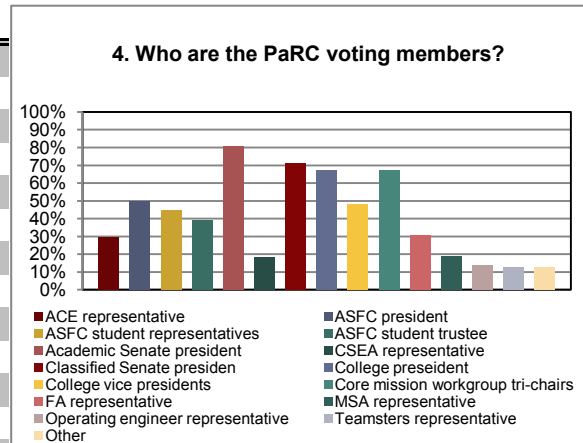
4. Who are the PaRC voting members?

5. The number of eligible PaRC voting members increased this year with the creation of a new core mission workgroup. Identify this workgroup's focus.

Response	N	%
Professional Development	1	1%
Program Review	3	2%
Student Equity	55	44%
Technology	3	2%
Not Sure	62	50%
Total	**124**	**100%**

5. The number of eligible PaRC voting members increased this year with the creation of a new core mission workgroup. Identify this workgroup's focus.
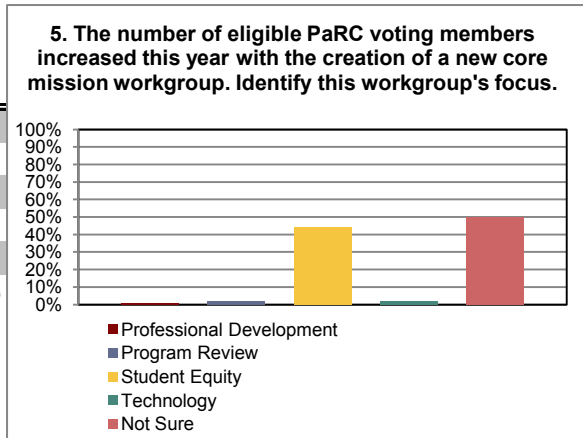
6. Which documents are evaluated by the Program Review Committee?

Response	N	%
Annual program reviews	46	43%
Comprehensive program reviews	60	57%
Total	**106**	**100%**

6. Which documents are evaluated by the Program Review Committee?

7. Which funding requests are NOT prioritized by the Operations Planning Committee?

Response	N	%
"B" budget requests	23	23%
Equipment requests	4	4%
New faculty/staff requests	19	19%
Reassign time requests	12	12%
All funding requests are prioritized by the OPC	42	42%
Total	**100**	**100%**

7. Which funding requests are NOT prioritized by the Operations Planning Committee?
- "B" budget requests
- Equipment requests
- New faculty/staff requests
- Reassign time requests
- All funding requests are prioritized by the OPC
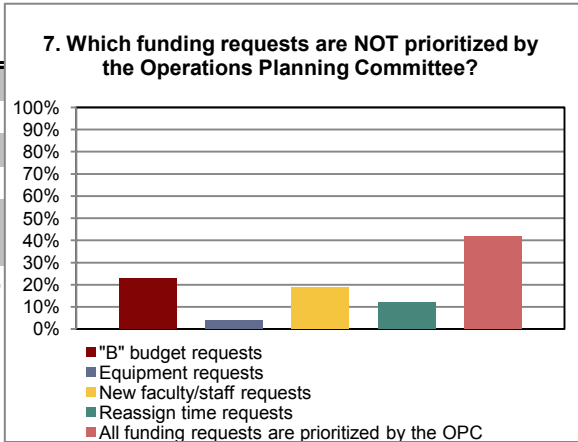
8. What part of the accreditation process is to occur in Fall 2014?

Response	N	%
Our follow-up report is due	32	33%
Our mid-term report is due	50	51%
Our self-study is due	10	10%
Our site visit will occur	6	6%
Total	**98**	**100%**
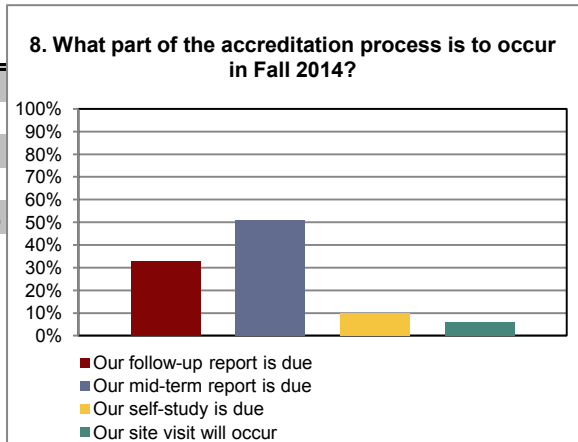
8. What part of the accreditation process is to occur in Fall 2014?
- Our follow-up report is due
- Our mid-term report is due
- Our self-study is due
- Our site visit will occur

9. Indicate if you participated in any of the following planning activities in this academic year (check all that apply).

Response	N	%
Writing an annual program review	53	37%
Writing a comprehensive program review	29	20%
Submitting a Perkins resource request	12	8%
Submitting a resource request (not Perkins)	17	12%
Identifying/Assessing/Reflecting on student learning outcomes	55	39%
None of the above	60	42%
Other	5	4%
Total respondents	**142**	
Total responses	**231**	

9. Indicate if you participated in any of the following planning activities in this academic year.
- Writing an annual program review
- Writing a comprehensive program review
- Submitting a Perkins resource request
- Submitting a resource request (not Perkins)
- Identifying/Assessing/Reflecting on SLO
- None of the above
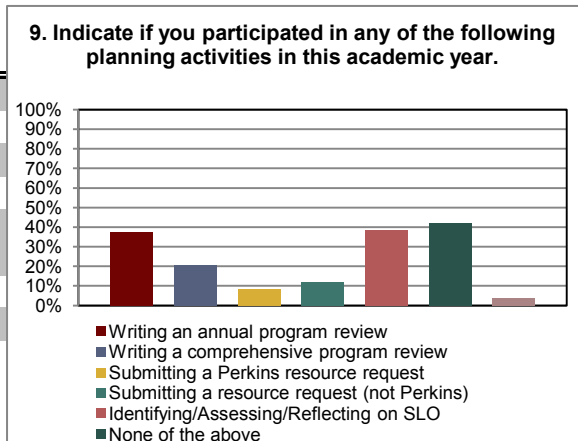
Other

midterm report
My predecessor did all this
equity
Identifying/Assessing/Reflecting on SAOs

Annual Program Review

9.1a. Did you receive feedback regarding the program review document and/or process?

Response	N	%
Yes	34	65%
No	18	35%
Total	**52**	**100%**

9.1a. Did you receive feedback regarding the program review document and/or process?
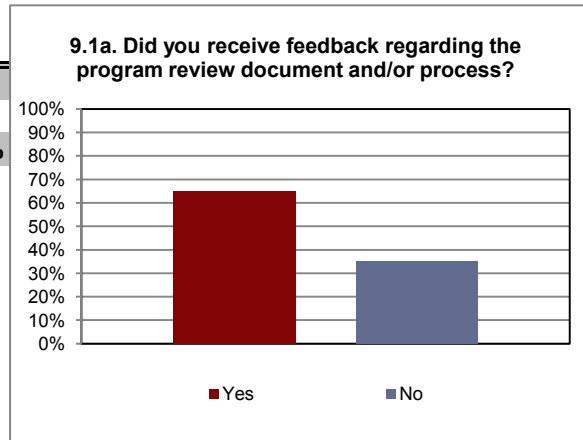
9.1b. If you received feedback, did you find it useful?

Response	N	%
Yes	21	55%
No	17	45%
Total	**38**	**100%**
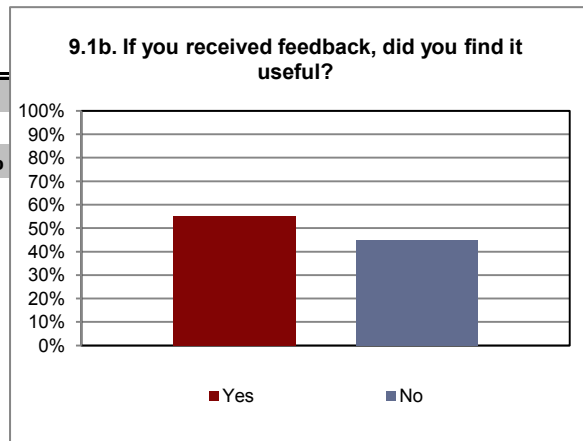
9.1b. If you received feedback, did you find it useful?

9.1c. Select all the options you think might improve the annual program review process.

Response	N	%
Additional data	18	35%
Additional time	14	27%
Clearer instructions regarding the program review document/template	28	55%
Less Data	6	12%
More discussion/feedback at department and division levels	25	49%
More feedback from dean/VP	26	51%
Shorter program review template/document	29	57%
Other	7	14%
Total respondents	**51**	
Total responses	**153**	

9.1c. Select all the options you think might improve the annual program review process.
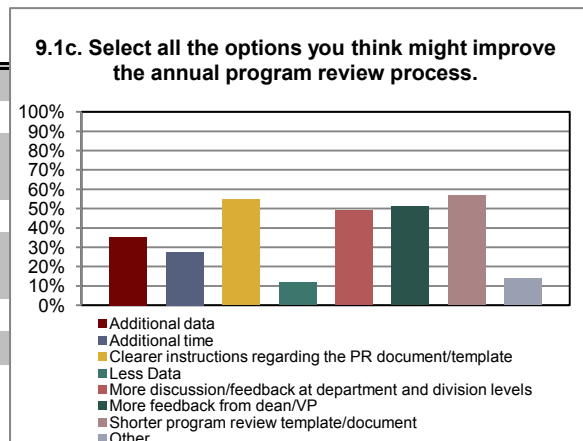
Other

keep the template consistent year to year!

Release time to complete; Program Review dominates our entire Fall quarter; we have not completed any curriculum revisions in several years because we have always been working on program review.

reassigned time for completion

Program Review expert walk through process

Providing data that matches the evaluation items on the program review. Multiple evaluation metrics were requested for which data was not provided.

Some programs are not quantifiable and student-learning-outcomes should not be required

Comments

The proscribed Program Review process is inefficient and confusing; the data we received did not directly correlate with the information requested on the Program Review form, and many of the categories as described in the Program Review document were redundant. Also unclear: who exactly is responsible for completing Program Review? Responsibilities for the completion of this document are not clearly assigned.

We need to have a campus-wide understanding that program review is an expected duty of FT faculty, and that all should be playing a role, rather than farming the document off to one or two members of the department.

It should be taken more seriously. Dean/VP should be more knowledgeable about it and not just "delegate" responses sections among staff.

Theoretically, program review could be a meaningful experience; however, I have never received any feedback from anyone regarding my program reviews, which renders the process somewhat meaningless to me. It's hard to take it seriously if it's just a report that gets checked off a list and filed somewhere rather than reflected and acted upon.

We do not usually get feedback until the end of the school year or sometimes we get it when we are completing the next year's program review. The Program Review form itself is cumbersome and awkward, and makes the process more tedious and time-consuming. Text boxes expand to cover the text you are trying to read. The data is confusing and is not explained anywhere, which also slows down the process. For example, we were asked for our "retention rate;" however, this was not explained anywhere, and the information was not provided. We finally were informed that we would have to manually calculate by adding our "success" rate and our "non-success" rate to determine our "retention" rate. Since this was not explained anywhere, it added several days and steps into the process. Another unclear point: Section 5b: How do the objectives and outcomes in your courses relate to the program-level SLOs and college mission? It was not clear whether "college mission" here referred to the college "mission statement" or the college's "mission objectives Basic Skills, Transfer, Work Force, Stewardship.

The form needs revision. It is difficult and confusing to complete.

Information carryover on template from prior submission.

The annual program review template is way too long and needs to be simplified. The formatting of the template needs improvement esp. the text boxes used to enter the information. The rubric for the comprehensive needs a major overhaul to reflect what is being asked in the template and the template needs to be overhauled to reflect what is being asked in the rubric.

Program review is a very time consuming process made MUCH MUCH worse by the fact that the form CHANGES EVERY YEAR! In addition we are asked to evaluate metrics such as number of program graduates, degrees and certificates awarded, and FT/PT faculty ratios for which data is not provided or data is clearly inaccurate.

Again, the template is terrible, both the annual & comprehensive.

Some programs are not quantifiable and student-learning-outcomes should not be required

Program review is no longer the responsibility of Faculty, or at least filling out the forms, per an agreement with FA and FHDA and as a result of the useless PR we just did.

I feel isolated in my area

Comprehensive Program Review

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

Response	N	%
Yes	13	50%
No	13	50%
Total	**26**	**100%**

9.2a. Did you receive feedback from the Program Review Committee (PRC) regarding the program review document and/or process?
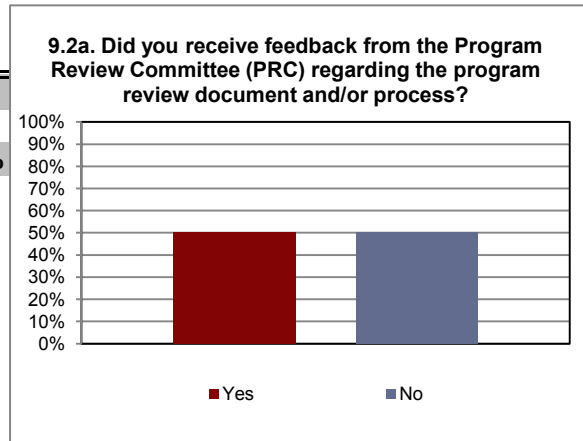
9.2b. If you received feedback from the PRC, did you find it useful?

Response	N	%
Yes	10	56%
No	8	44%
Total	**18**	**100%**
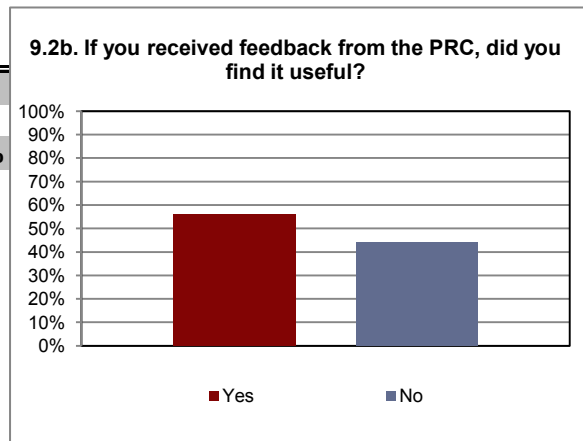
9.2b. If you received feedback from the PRC, did you find it useful?

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

Response	N	%
Additional data	10	42%
Additional time	4	17%
Clearer instructions regarding the program review document/template	16	67%
Less Data	2	8%
More discussion/feedback at department and division levels	9	38%
More feedback from dean/VP	7	29%
More communication with Program Review Committee (PRC)	12	50%
Other	3	13%
Total respondents	**24**	
Total responses	**63**	

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

- Additional data
- Additional time
- Clearer instructions regarding the PR document/template
- Less Data
- More discussion/feedback at department and division levels
- More feedback from dean/VP
- More communication with PRC
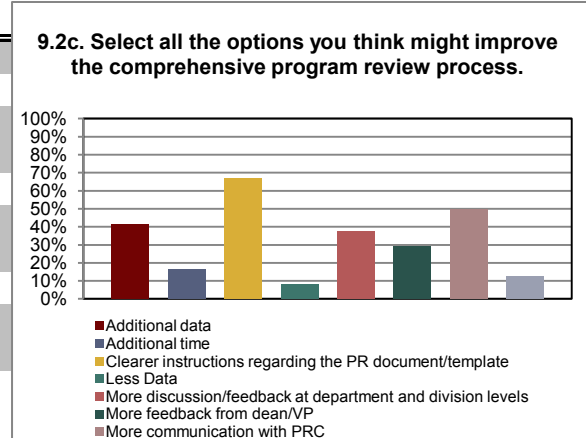
Other

It was fine.
Not doing it
Much better template

Comments

| |
|---|
| I took copious notes on how to improve the form and rubric. I think there is definite room for improvement which will lead to better/more authentic program review responses |
| The program review needs to be a digital form. The form needs "help me" buttons that explain each section of the program review. The process should be similar to updating course outlines on a C3MS system. This would allow groups of instructors in a department to contribute to the same document. Within this online system, we need much clearly explanations on how to complete the process. There needs to be a welcome video by a PARC member explaining the purpose of completing each section of the document. This video can act as training for completion of the documents. Instructors do not have time to attend the on campus trainings to complete the Program Review. |
| The process is very top down. We need to understand what it is that the committee is looking for. How can we get funding for what we feel are very important to student success? |
| More guidance during the drafting of the program review |
| The feedback I received was from the VP of Instruction and the Dean. I'm not sure if they were acting on behalf of the PRC or on their own. Mostly, I did not find the feedback useful, except for one of the dean's comments. The comprehensive program review is mostly a thinly-veilled attempt to get us to buy into a pedagogical style that I don't agree with. I'd like to see more of a conversation rather than comments on the review as feedback. In other words, let's discuss it over coffee. |

Perkins Allocation

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

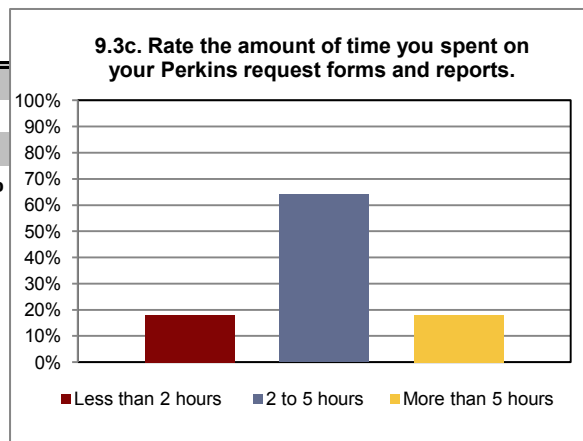| Response	N	%
Yes	11	92%
No	1	8%
Total	12	100%
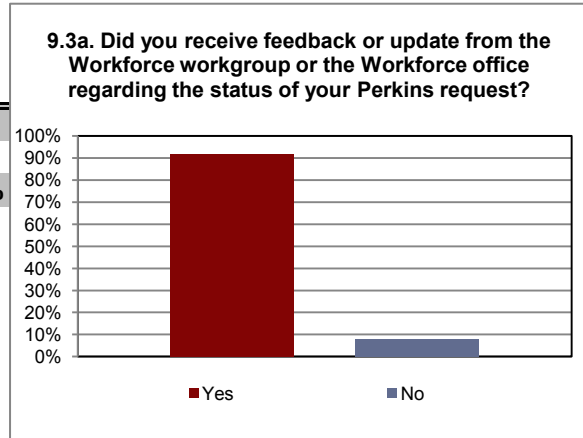
9.3b. If you received feedback or update, did you find the feedback or update useful?

Response	N	%
Yes	9	82%
No	2	18%
Total	11	100%
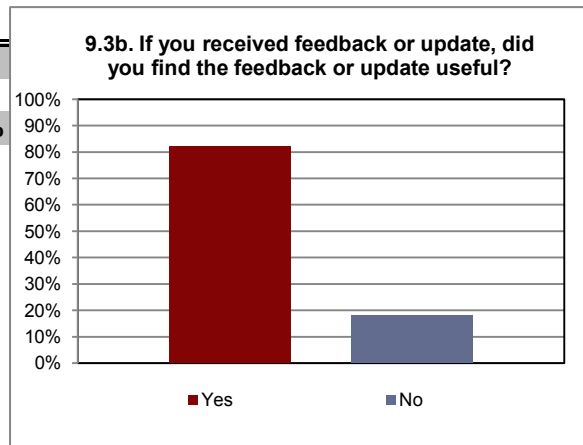
9.3c. Rate the amount of time you spent on your Perkins request forms and reports.

Response	N	%
Less than 2 hours	2	18%
2 to 5 hours	7	64%
More than 5 hours	2	18%
Total	11	100%

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

Response	N	%
Clearer understanding about the Perkins process	3	38%
Clearer understanding about the Perkins criteria	6	75%
Clearer understanding about the Perkins timeline	1	13%
Clearer understanding of the Workforce workgroup's role	3	38%
Clearer understanding of PaRC's role	3	38%
Other	1	13%
Total respondents	**8**	
Total responses	**17**	
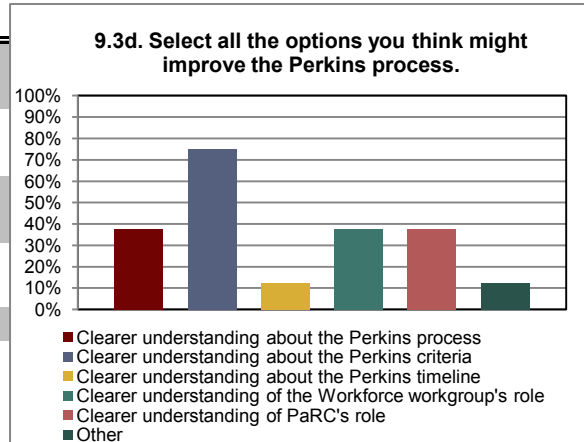
Other

Perkins following government guidleines

Comments

Any dept. receiving perkins funding needs an advisory board and minutes of their meetings. I hope this is being monitored.

Some Perkins requests should not be allowed, they are supplanting what should be funded by other district funds

Resource Prioritization (Non-Perkins)

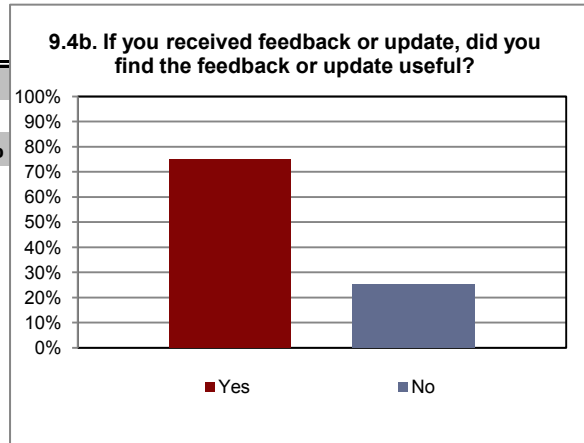**9.4a. Did you receive feedback or update from OPC or PaRC regarding the status of your request?**

Response	N	%
Yes	6	40%
No	9	60%
Total	**15**	**100%**
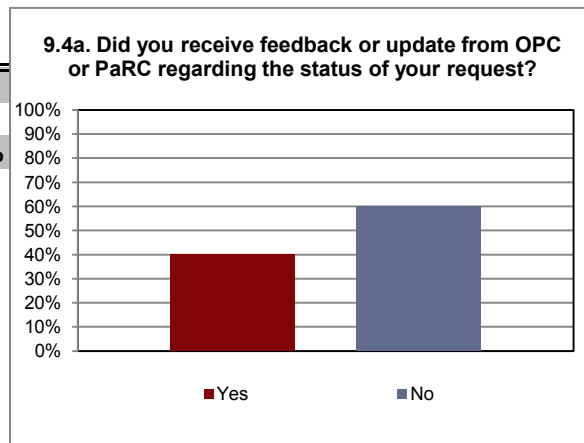
9.4b. If you received feedback or update, did you find the feedback or update useful?

Response	N	%
Yes	6	75%
No	2	25%
Total	**8**	**100%**

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

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

Response	N	%
Clearer understanding about the resource prioritization process	7	78%
Clearer understanding about the rubric used by OPC	8	89%
Clearer understanding regarding OPC's role	6	67%
Clearer understanding of the VPs' role	5	56%
Clearer understanding of PaRC's role	6	67%
Other	1	11%
Total respondents	**9**	
Total responses	**33**	
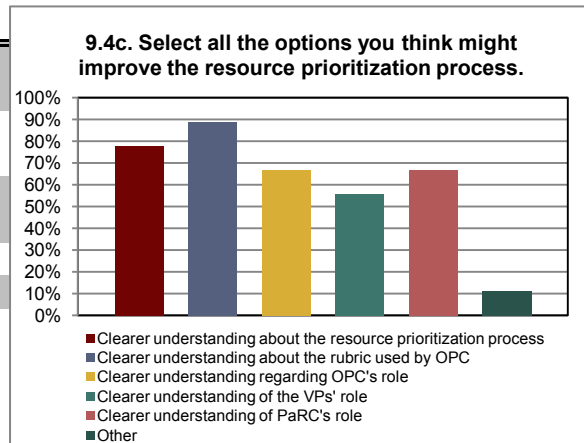
Other

More review of requests prior to them coming to OPC by areas such as technology.

Comments

The OPC is still reviewing requests for large ticket items that are not reviewed for viability prior to going to OPC. Large technology purchases come through to OPC with no objective or third party review in terms of the viability, so that OPC must simply rely on the person submitting the request.
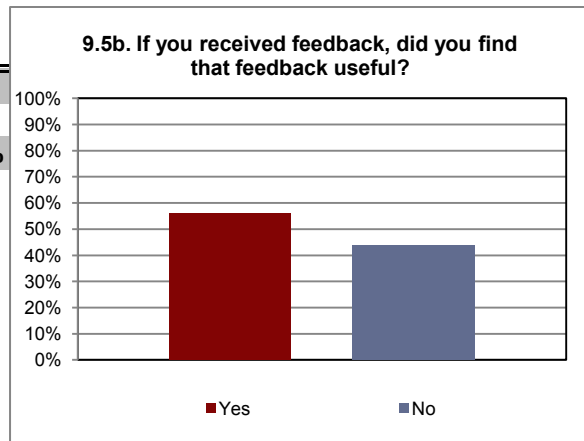
Student Learning Outcomes

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

Response	N	%
Yes	19	36%
No	34	64%
Total	**53**	**100%**

9.5a. Did you receive feedback regarding the SLO process?
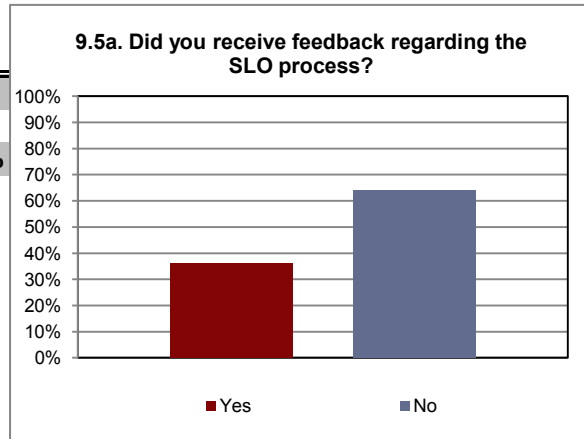
9.5b. If you received feedback, did you find that feedback useful?

Response	N	%
Yes	15	56%
No	12	44%
Total	**27**	**100%**

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

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

Response	N	%
More department/division support	16	38%
Clearer instructions	16	38%
More SLO discussion (department, division and campus levels)	24	57%
Increased TracDat training	15	36%
Other	6	14%
Total respondents	**42**	
Total responses	**77**	

9.5c. Select all the options you think might improve the student learning outcomes process .

- More department/division support
- Clearer instructions
- More SLO discussion (department, division and campus levels)
- Increased TracDat training
- Other
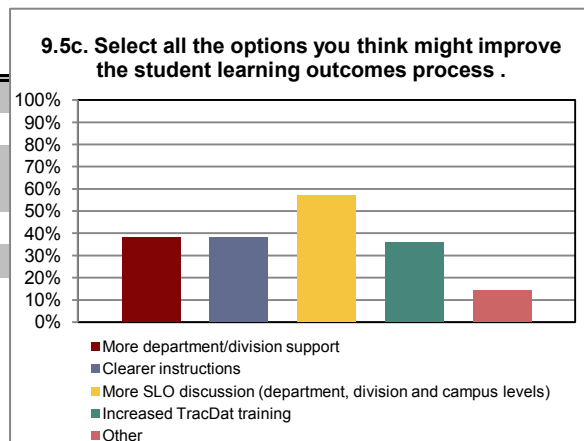
Other

more relevancy. I think most faculty just do it because they have to. It does not change their teaching.

It doesn't seem very important, or utilized for change, improvement

Integration of SLO Discussion with Course Design in a collaborative model

TracDat software

Support is excellent

Comments

FT faculty need to remember that this is a part of their job.

Making sure the documentation/uploading information results in an actionable and supported activity, program, exercise on campus.

TracDat is not that easy to navigate. PT faculty have difficulty with it.

SLOs have completely fallen off the map. There's virtually no emphasis, discussion or importance about them at a collegewide level. If SLOs are being used in a meaningful way it's because individual faculty or departments are taking the initiative themselves - this is great, but completely squanders the opportunity to use SLOs to improve interdisciplinary teaching and learning. There's tremendous potential benefit to use the SLO process to improve our general education program and overall institutional outcomes and increase completion, success rates etc! but there's zero attention to these. It seems like there is a complete leadership void or disinterest? in this area.

Right now, SLOs are seen as something that is totally bureaucratic. We need time to have meaningful dialogue with our colleagues. Although SLO's are used in program review, we don't see any connection between what we write and what actually gets funded. And, what's worse is that people are just writing down anything without giving any serious thoughts to the matter because we don't see the connection between funding and what is written.

Many of my colleagues feel that the SLO process is simply an administrative burden and has no value for instruction. I disagree, but do not feel that I can do this in a vacuum. All faculty in the Department at a minimum need to have full buy-in to make it meaningful. Right now, it IS only an administrative burden.

Develop a more user friendly TracDat system. Current software is difficult to navigate.

Tracdat is not really doing what it's intended to do.

Trac Dat is a cryptic program that makes the process much more confusing than it should be. It is difficult to understand who has access to the materials in the program. At present the SLO process may be fulfilling the needs of the state but it serves little purpose for faculty. If we had a program or process that would allow faculty to share data outcomes of specific strategies and/or assignments SLOs might give faculty information that would allow us to shape our course content in a way that could positively impact student learning and outcomes.

The initial instructions were confusing, but I received swift, careful, and specific answers to my questions, and all was made clear.
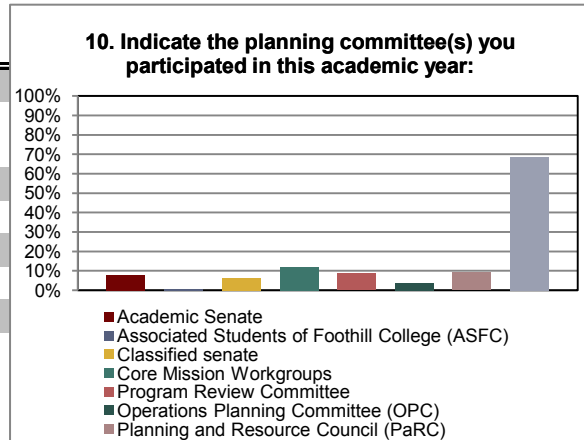
I am still looking for any evidence or study that this SLO process helps any student. Until then, I participate fully because I have to, but grudgingly. I resent administrators and other faculty who push this on us without emperical support-- it reminds me of religious fanatics who knock on my door. I know it's a state requirement and I do the best I can, but until you PROVE to me that it's a superior form of education, I'm not going to like

Participation- Planning Committees

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

Response	N	%
Academic Senate	11	8%
Associated Students of Foothill College (ASFC)	1	1%
Classified senate	9	6%
Core Mission Workgroups	17	12%
Program Review Committee	12	9%
Operations Planning Committee (OPC)	5	4%
Planning and Resource Council (PaRC)	13	9%
None	97	69%
Total respondents	**141**	
Total responses	**165**	

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

- Academic Senate
- Associated Students of Foothill College (ASFC)
- Classified senate
- Core Mission Workgroups
- Program Review Committee
- Operations Planning Committee (OPC)
- Planning and Resource Council (PaRC)

PaRC Communication

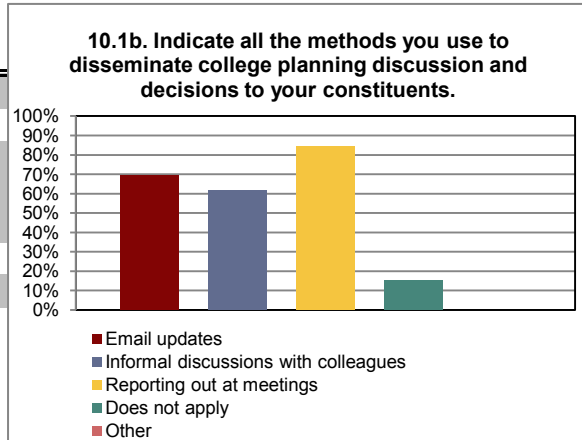**10.1a. Indicate how often you disseminate college planning discussions and decisions to your constituents.**

Response	N	%
Weekly	4	31%
Bi-Weekly	0	0%
Monthy	7	54%
Quarterly	0	0%
Does not apply	2	15%
Total	**13**	**100%**
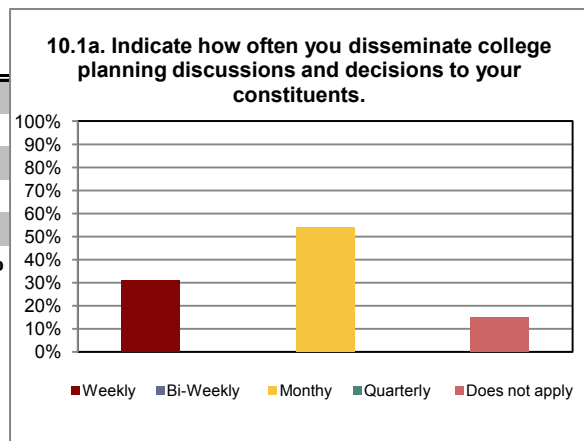
10.1a. Indicate how often you disseminate college planning discussions and decisions to your constituents.

- Weekly
- Bi-Weekly
- Monthy
- Quarterly
- Does not apply

10.1b. Indicate all the methods you use to disseminate college planning discussion and decisions to your constituents.

| Response	N	%
Email updates	9	69%
Informal discussions with colleagues	8	62%
Reporting out at meetings (Academic/Classified senate, ASFC, division/department meetings)	11	85%
Does not apply	2	15%
Other	0	0%
Total respondents	**13**	
Total responses	**30**	

10.1b. Indicate all the methods you use to disseminate college planning discussion and decisions to your constituents.

- Email updates
- Informal discussions with colleagues
- Reporting out at meetings
- Does not apply
- Other

As part of the college's efforts to continuously improve our planning and resource allocation processes, Integrated Planning and Budget (IP&B) meets throughout the summer.

11. From the list below, please select all of the topics you would like to see IP&B review this coming summer:

Response	N	%
The annual Program Review template	53	62%
The comprehensive Program Review template	48	56%
The Program Review Committee process	44	51%
The timeline of these processes	49	57%
Other	6	7%
Total respondents	**86**	
Total responses	**200**	

11. From the list below, please select all of the topics you would like to see IP&B review this coming summer:

- The annual Program Review template
- The comprehensive Program Review template
- The Program Review Committee process
- The timeline of these processes
- Other
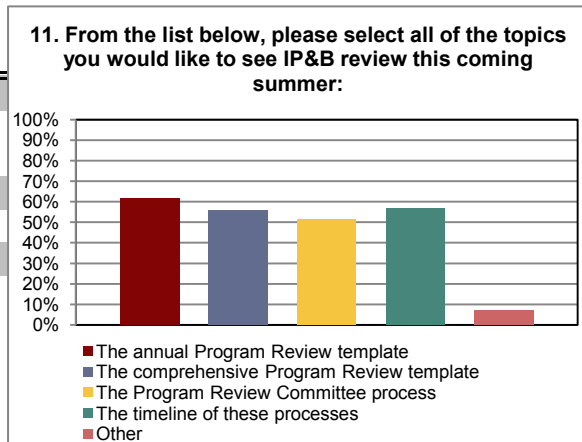
Other

keep staff updated.
fix rubric for comprehensive

12. What suggestions do you have for improving participation in the process?

Comments

The rubric should be developed in the spring and shared with those writing the Program Reviews before they begin.

Faculty and others need to be aware that failure to participate can have actual consequences. Reducing the size of the annual program review template would potentially make the process less onerous and allow for greater and more enthusiastic participation from a larger number of faculty.

It is difficult to commment on aprocess you do not understand.

Please keep changes to the template absolutely minimal and only make changes for extremely important reasons.

Make decision making process transparent. Read and evaluate information provided by all participants. In case of doubts, ask for more information.

See previous response - I took notes and am planning to work with the team this summer to improve both the template and the rubric

Faculty behave just like the students we try and motivate. To increase success with faculty you need to show relevancy, and how it will benefit their students. Without that motivation your only option to increase participation is to force people. If it feels forced faculty will not give it the proper reflective energy it may deserve.

It would help OPC prioritize resource requests if there were some sort of box/space to indicate more specific information like: 1. a breakdown of specific software needs and each anticipated cost, 2. length of time a specific request will 'fullfill' if granted 3. a check box if a request is reoccuring 4. potential life expectancies of certain equipment

Announce meetings on the MyPortal announcement/news page.

The budget planning process needs include relevant stakeholders.

If the work/participation results in programs, events, or institutional changes that align with the process recommendations, then more faculty, classified, and staff will participate.

The charge given to the PRC is not that clear. What exactly is the PRC suppose to do? PARC is in charge of remediation but it seems like PRC is doing that? Should remediation really be doing a comprehensive program review the following year. In my opinion the process should be more like accreditation. The PRC can submit "must" statements and "suggestions". The must have to be addressed and then the programs can be given titles such as "approved with reporting standards", or "approved without reporting standards". This way another whole comprehensive report has to be submitted and read.

1. Please add more Equity explanations to the program review. The Equity section is essential part of the program review. Before adding a section to a program review, the program review committee may consider training the faculty on Equity. The program review committee offered training at the same time as the deadline of the program review. This is not the best way to prepare faculty or get the best results. Some departments have never addressed the issue of Equity.   2. Please create a simple digital program review that has video tutorial training. 3. The deadline for the Program Review does not improve the success of the program review. 4. Changing the template each year may improve the content of the program review but creates more problems in the process. To create continuity in the process, a suggestion would be to keep the same template for 4 years. Place the template on a digital platform like the C3MS system. On the C3MS system you can see the previous course outline and the changes to the course outline on the top menu bar.The Tracdat system is a confusing navigation system for faculty. If the program review was put on a digital platform, it needs to be easy to use. The faculty should not have to go through extensive trainings to figure out how to navigate a system.

well, for starters, you could let us know what any of this means

Include clearer directions in the template. Let faculty know how the process works.

It would be very helpful if institutional research would coordinate with program review to provide data on the evaluation items that the program review asks for. Also STOP CHANGING THE FORM EVERY YEAR!!!

I would like to see a campus-wide meeting to discuss Program Review, the overall process, how the information affects resource allocations, and how to become involved in the process.

Greater transparency always helps. This is not news.

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

Comments

There need to be criteria for emergency hires that are clearly spelled out and adhered to.

I clearly don't have an understanding of who PaRC works. I'm guessing other faculty are in the same boat. Perhaps an workshop could be scheduled to review the process.

Please provide students services some priority.

I think the dissemination of college decisions is weak. For example, the announcement of the new AVP of Instruction came to me only when the position had been filled. I don't recall a campus-wide announcement or even a widely disseminated job announcement. The decision-making processes are opaque. The departments do program reviews and make recommendations, but then these recommendations are ignored or rejected. Program review then feels like a waste of time.

As a temporary employee, I was unaware of this committee and its purpose.

need more student support--tutoring, computer labs, services for night and weekend students

in document help would be great a Microsoft Word template that used the Form Fields instead of floating text boxes

Prioritizing the trade-offs that must be made during each budget planning cycle. Regards, dfthreet, MBA

Conduct the program review process more like an accreditation site visit and the PRC can submit "Recommendations" which need to be acted on to PARC.

4.The current comprehensive program review template is not confusing but redundant. The Program Review Committee may want to remove some of the questions that are overlaps. 5. We need more contribution from all faculty members to complete the program review process. Not all faculty are contributing to the completion of the program review and the work falls on one person in the department. If each member was assigned a section of the program review,like the SLOS on the tracdat system, the process would be more fair. In my department some faculty are confused with the Program Review language and are unable to complete the work. 6. The timeline is a key issue why faculty are not participating in the process. Move the deadline away from final exams in the Fall quarter. Have sections of the program review due at different times of the year. Have workshops on sections of the program review during the year. Create video tutorials that explain the sections of the program review during different times of the year. 7. Invite more people to be part of the process of designing the template. Ask a Graphic Design or LINC teacher to give the Program Review Committee feedback on the actual design of the layout.

please include 'have no clue about any of this, because we are not informed' to the survey options

I don't know anything about the planning and budget process. I'd like to think that it is fair to classified staff.

I'd like to say that our planning an budgeting are driven by student success, but I don't think it's really true. We're really driven by revenue and expense, and the pendulum swings from WSCH one year to productivity the next depending on whether revenue or expense concerns are paramount. We often take actions to enhance student success, but only when those actions don't conflict with our driving concerns. It's our choices in times of conflict that make our values evident.

FOOTHILL COLLEGE

Foothill Governance Survey 2014

This survey will gather feedback to ensure continuous improvement of the college's planning and budgeting structure and its processes. Your thoughts and suggestions help increase efficiency and transparency in the coming academic year. Additionally, the results will inform and guide Integrated Planning and Budget's (IP&B) agenda this summer.

This survey will close on Friday June 6, 2014.

---

1. What is your primary role at Foothill?

○ Administrator

○ Classified Staff

○ Full-time Faculty

○ Part-time Faculty

○ Student

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

	Check the box if you use this method	If checked, do you receive information in a timely manner?	
		Yes	No
a. College website.	☐	○	○
b. Division meetings.	☐	○	○
c. Department meetings.	☐	○	○
d. Email.	☐	○	○
e. MyPortal.	☐	○	○
f. PaRC meetings.	☐	○	○
g. PaRC website.	☐	○	○
h. Senate meetings (Academic, Classified, ASFC).	☐	○	○
i. Other.	☐	○	○

If Other, please specify:

[   ]

[Save Session]   [Next Page]

[   ]
21% Complete

Foothill Institutional Research and Planning

Updated 05/27/2014

FOOTHILL COLLEGE

Foothill Governance Survey 2014

President's AUO

3. Please indicate your agreement with the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree
a. The college has a planning model that is accessible and undergoes continuous evaluation in order to promote student success.	○	○	○	○
b. The college's planning and resource prioritization process is driven by data/evidence (e.g. program review).	○	○	○	○
c. The college's planning model requires the documentation, assessment and reflection of its instructional and student support programs and services on a regular basis.	○	○	○	○
d. 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 (4 Cs).	○	○	○	○
e. The college makes planning and resource prioritization decisions through a process that emphasizes student success.	○	○	○	○
f. The college's planning discussions are inclusive and transparent.	○	○	○	○
g. The college's planning discussions and decisions are disseminated to constituents in a timely manner.	○	○	○	○

Comments:

[Previous Page]   [Save Session]   [Next Page]

38% Complete

FOOTHILL INSTITUTIONAL RESEARCH AND PLANNING

FOOTHILL COLLEGE

Foothill Governance Survey 2014

Planning Model Review

PaRC (Planning and Resource Council) is a Foothill College shared governance group that meets on the first and third Wednesdays at 1:30 pm during the academic year, and is responsible for overseeing and driving the institutional planning agendas.

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

☐ Academic Senate president

☐ ACE representative

☐ ASFC president

☐ ASFC student trustee

☐ Classified Senate president

☐ ASFC student representatives

☐ College president

☐ College vice presidents

☐ Core mission workgroup tri-chairs

☐ CSEA representative

☐ FA representative

☐ MSA representative

☐ Operating engineer representative

☐ Teamsters representative

☐ Other

As an integral part of the planning and resource prioritization process, all instructional, student services and administrative programs complete an annual program review.

5. The number of eligible PaRC voting members increased this year with the creation of a new core mission workgroup. Identify this workgroup's focus.

○ Professional Development

○ Program Review

○ Student Equity

○ Technology

○ Not Sure

As an integral part of the planning and resource prioritization process, all instructional, student services and administrative programs participate in the program review process.

6. Which documents are evaluated by the Program Review Committee?

○ Annual program reviews

○ Comprehensive program reviews

7. Which funding requests are NOT prioritized by the Operations Planning Committee?

○ "B" budget requests

○ Equipment requests

○ New faculty/staff requests

○ Reassign time requests

○ All funding requests are prioritized by the OPC

Accreditation is a key component of Foothill's planning calendar.

   8. What part of the accreditation process is to occur in Fall 2014?

   ○ Our follow-up report is due

   ○ Our mid-term report is due

   ○ Our self-study is due

   ○ Our site visit will occur

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   50% Complete

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Participation- Planning Activities

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9. Indicate if you participated in any of the following planning activities in this academic year (check all that apply).

☐ Writing an annual program review

☐ Writing a comprehensive program review

☐ Submitting a Perkins resource request

☐ Submitting a resource request (not Perkins)

☐ Identifying/Assessing/Reflecting on student learning outcomes

☐ None of the above

☐ Other [   ]

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Annual Program Review

9.1a. Did you receive feedback regarding the program review document and/or process?

○ Yes

○ No

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

○ Yes

○ No

9.1c. Select all the options you think might improve the annual program review process.

☐ Additional data

☐ Additional time

☐ Clearer instructions regarding the program review document/template

☐ Less data

☐ More discussion/feedback at department and division levels

☐ More feedback from dean/VP

☐ Shorter program review template/document

☐ Other [   ]

Comments:

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Comprehensive Program Review

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

○ Yes

○ No

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

○ Yes

○ No

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

☐ Additional data

☐ Additional time

☐ Clearer instructions regarding the program review document/template

☐ Less data

☐ More discussion/feedback at department and division levels

☐ More feedback from dean/VP

☐ More communication with Program Review Committee (PRC)

☐ Other [ ]

Comments:

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67% Complete

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Perkins Allocation

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

○ Yes

○ No

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

○ Yes

○ No

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

○ Less than 2 hours

○ 2 to 5 hours

○ More than 5 hours

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

☐ Clearer understanding about the Perkins process

☐ Clearer understanding about the Perkins criteria

☐ Clearer understanding about the Perkins timeline

☐ Clearer understanding of the Workforce workgroup's role

☐ Clearer understanding of PaRC's role

☐ Other [_____]

Comments:

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Resource Prioritization (Non-Perkins)

9.4a. Did you receive feedback or update from OPC or PaRC regarding the status of your request?
- ○ Yes
- ○ No

9.4b. If you received feedback or update, did you find the feedback or update useful?
- ○ Yes
- ○ No

9.4c. Select all the options you think might improve the resource prioritization process.
- ☐ Clearer understanding about the resource prioritization process
- ☐ Clearer understanding about the rubric used by OPC
- ☐ Clearer understanding regarding OPC's role
- ☐ Clearer understanding of the VPs' role
- ☐ Clearer understanding of PaRC's role
- ☐ Other [   ]

Comments:

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Student Learning Outcomes

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

○ Yes

○ No

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

○ Yes

○ No

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

☐ More department/division support

☐ Clearer instructions

☐ More SLO discussion (department, division and campus levels)

☐ Increased TracDat training

☐ Other [   ]

Comments:

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Participation- Planning Committees

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

☐ Academic Senate

☐ Associated Students of Foothill College (ASFC)

☐ Classified senate

☐ Core Mission Workgroups

☐ Program Review Committee

☐ Operations Planning Committee (OPC)

☐ Planning and Resource Council (PaRC)

☐ None of the above

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PaRC Communication

10.1a. Indicate how often you disseminate college planning discussions and decisions to your constituents.

- ○ Weekly
- ○ Bi-Weekly
- ○ Monthly
- ○ Quarterly
- ○ Does not apply

10.1b. Indicate all the methods you use to disseminate college planning discussion and decisions to your constituents.

- ☐ Email updates
- ☐ Informal discussions with colleagues
- ☐ Reporting out at meetings (Academic/Classified senate, ASFC, division/department meetings)
- ☐ Does not apply
- ☐ Other _____

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As part of the college's efforts to continuously improve our planning and resource allocation processes, **Integrated Planning and Budget (IP&B) meets throughout the summer.**

11. **From the list below, please select all of the topics you would like to see IP&B review this coming summer:**

☐ The annual Program Review template
☐ The comprehensive Program Review template
☐ The Program Review Committee process
☐ The timeline of these processes
☐ Other [   ]

12. **What suggestions do you have for improving participation in the process?**

[   ]

Comments

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

[   ]

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[   ]
100% Complete

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