

## Foothill College Student Accreditation Survey v14 – Draft 5/28/04

Thank you for completing the Foothill College 2004 Accreditation Survey. Accreditation involves college students, faculty, and staff examining how well we are doing in meeting student needs for a quality educational experience. **Your input is critical.** Please tell us how we are doing and where we could do better.

### Section 1: Tell us about yourself

1. **Age:**     18 or younger       19 – 24               25 – 29               30 – 34  
                   35 – 39               40 – 49               50 – 59               60 or over
  
2. **Gender:**       Male               Female
  
3. **Ethnicity (Choose One):**     Asian               Black               Filipino       Hispanic  
                   Native American     Pacific Islander     White               Other               Decline to State
  
4. **Highest Degree You Have Now:**  
 No High School Degree     High School Degree/GED               AA/AS Degree  
 Bachelor’s Degree               Masters/Doctorate
  
5. **Citizenship:**     International               Permanent Resident               US Citizen
  
6. **Number of Quarters Attended Foothill:**     1-3               4-6               7-9               10 or more

### Section 2: Tell us about your learning experiences

Do you agree or disagree that Foothill classes and services have improved your knowledge, skills, and abilities in the following areas?		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ Doesn't Apply
1.	Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Public Speaking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Basic computer skills (e.g. word processing, spreadsheets, internet research)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Using library resources for a research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Mathematical skills essential to my program/interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Understanding people from different cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Knowledge related to my academic field of interest	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Working in a group or team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Learning on my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	Creativity and artistic expression	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### Section 3: Tell us about these other experiences

Do you agree or disagree that the College has provided the resources that meet your needs as a student in the following areas?		Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/ Doesn't Apply
12.	Computers with Internet and word processing programs	○	○	○	○	○
13.	Food services	○	○	○	○	○
14.	Bookstore	○	○	○	○	○
15.	Student activities and campus life	○	○	○	○	○
16.	Clean campus	○	○	○	○	○
17.	Safe and secure campus	○	○	○	○	○
18.	Parking	○	○	○	○	○
19.	Public transportation	○	○	○	○	○
20.	Access for students with disabilities	○	○	○	○	○
21.	Health services	○	○	○	○	○
22.	Library books, periodicals, and other materials and resources	○	○	○	○	○
23.	Laboratory equipment	○	○	○	○	○
24.	Places to study	○	○	○	○	○
25.	Tutoring	○	○	○	○	○
26.	Help in getting financial assistance to pay for college	○	○	○	○	○
27.	Help in selecting classes and developing an educational plan	○	○	○	○	○
28.	Providing services and instruction online	○	○	○	○	○

29. Would you recommend Foothill College to your family and friends? Please list the most important reasons for your answer:

30. Please include suggestions or examples for improvement on items that you disagreed or strongly disagreed with above.

**Foothill College**  
**Faculty and Staff Accreditation Survey v8 – draft 06/14/04**

Thank you for completing Foothill College’s 2004 Accreditation Survey. Please feel free to express your views honestly – it’s the only way we’ll be able to identify strengths and weaknesses and be able to make substantive change. There are open-ended text questions for you to further explore ideas that aren’t captured by the questions we’ve provided. Thanks again!

**1. What is your employment classification?**

- Full-time Faculty
- Part-Time Faculty
- Classified
- Administrator

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

- 0 – 2 years
- 3 – 5 years
- 6 – 10 years
- 11 or more years

<b>Section 1: Mission and Institutional Effectiveness</b>						
<b>Do you agree or disagree with the following statements about mission and institutional effectiveness?</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know/ Doesn't Apply</b>
1.	Foothill has a clear and publicized mission that identifies its educational objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Foothill has appropriate resources available to assist students in meeting their educational and career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Processes for establishing and evaluating educational and support service programs are clearly defined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Students who complete degrees or certificates at Foothill have received instruction and support services to assist them in mastering the four core competencies: Communication, Computation, Critical Thinking, and Citizenship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Additional Comments on Mission and Institutional Effectiveness:					

<b>Section 2: Student Learning</b>						
<b>Do you agree or disagree with the following statements about direct support for student learning?</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know/ Doesn't Apply</b>
1.	Foothill supports its educational programs with adequate resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Students with diverse ethnic and cultural backgrounds are respected at Foothill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Students with a diversity of abilities/disabilities are respected at Foothill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Students receive academic advising and personal counseling that support their educational and/or career goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Student services are adequately staffed to meet student needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	I am aware of the various student support programs on campus: Disabled Student Programs, Transfer Center, EOPS, Health Services, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Student Services' communications with other departments and divisions are appropriate and effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	The program review process for instructional and student services is effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	The resource allocation process fairly provides for allocation of materials, resources, equipment, and personnel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	The Library book collection is adequate for a college of this size.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	College web sites are effective in providing information that is easy to locate for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	Faculty and staff are adequately supported in their efforts to utilize the web to provide and develop resources for student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	Learning support services (labs, tutoring, etc.) consistently evaluate student learning outcomes and adjust strategies for maximum effectiveness.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	Additional Comments on Student Learning:					

<b>Section 3: Resources</b>						
<b>Do you agree or disagree with the following statements about campus and district resources?</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know/ Doesn't Apply</b>
1.	The institution adequately identifies the teaching, learning and professional development needs of its faculty and staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Human resources planning is integrated with institutional planning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Student evaluations are used in the process to improve instruction and counseling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Efforts are exerted to hire persons of diverse background for all the programs and services of the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Hiring and promotional/recruitment practices are fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	The processes used to evaluate administrators are adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	The processes used to evaluate faculty in the tenure and review process are adequate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Foothill provides quality professional development through continuous on-campus training that supports the College mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	Diversity is integrated into the course content, curriculum and support services of the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Employees from diverse ethnic and cultural backgrounds are respected at Foothill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Employees with a diversity of abilities/disabilities are respected at Foothill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	The campus food service meets student, faculty and staff needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	The Campus Center meets student, faculty and staff needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	The Campus Bookstore meets student, faculty and staff needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	Classroom and non-classroom facilities and environment meet the needs of staff or students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	Signs on campus are readily visible and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	Campus parking is satisfactory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	The physical resources (e.g., layout, lighting, temperature control, furnishings) meet and enhance learning needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	Campus facilities are well maintained and problems are corrected promptly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	Exterior lighting is sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21.	The infrastructure and technical services provide adequate software, hardware, and telecommunications to each employee's desktop.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22.	Classrooms and labs have adequate computer equipment and technical resources to support teaching and learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23.	The campus provides sufficient hardware and software training opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24.	Technical support is available on a timely basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25.	Institutional guidelines and process for financial planning and budget development are clearly defined and followed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26.	Financial planning is linked to college strategic planning and supports institutional goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27.	Administrators, faculty, and staff have appropriate opportunities to participate in and influence the development of college financial plans and budgets.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28.	The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29.	Additional Comments on Resources:					

<b>Section 4: Leadership</b>						
<b>Do you agree or disagree with the following statements about campus and district leadership?</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know/ Doesn't Apply</b>
1.	Foothill's planning efforts provide adequate opportunities for participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	There is effective (clear, current, and widely available) communication at Foothill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	Collaborative decision-making procedures are respected and followed at Foothill.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Foothill's President engages in collaborative decision-making with an emphasis on collegiality and open communication between and among all constituents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Foothill's President is visible and accessible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	The FHDA District clearly delineates the responsibilities and functions of the District from those of the college, and consistently adheres to this delineation in practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	The Chancellor fosters effective communication between the Board of Trustees, Administration, Faculty, and Students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	The Chancellor provides effective leadership to define goals, develop plans, and establish priorities for the District.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	The Board of Trustees provides the vision necessary to lead the District effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	The Board of Trustees establishes broad institutional policies and appropriately delegates responsibility to implement them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Additional Comments on Leadership:					

