

## Faculty and Staff Accreditation Survey Fall 2010

This survey is part of the self-evaluation effort to determine whether our college meets the four standards set by the Accrediting Commission for Community and Junior Colleges (ACCJC). All responses are anonymous and confidential. Your feedback will help identify areas for improvement as they relate to these Standards. The survey results will be incorporated in the institution's self-study report due out June 2011. Thank you for completing the 2010 Accreditation Survey.

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

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

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

- 0 – 2 years
- 3 – 5 years
- 6 – 9 years
- 10 or more years

Please indicate whether you agree or disagree with the following statements as it relates to each Standard. Each statement is accompanied by its corresponding standard that is listed within the parenthesis.

<b>Standard 1: Institutional Mission &amp; Effectiveness</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know/ Doesn't Apply</b>
<b>3.</b>	The college has a clear and publicized mission that identifies its educational objectives. (IA)	○	○	○	○	○
<b>4.</b>	The college's learning programs and services are aligned with its purposes, character and student populations. (IA1)	○	○	○	○	○
<b>5.</b>	The college maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. (IB1)	○	○	○	○	○
<b>6.</b>	The institutional planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness. (IB4)	○	○	○	○	○

<b>Standard 2: Student Learning Programs &amp; Services</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know/ Doesn't Apply</b>
<b>7.</b>	Instructional programs, regardless of location or means of delivery, address, and meet the mission of the institution and uphold its integrity. (IIA1)	O	O	O	O	O
<b>8.</b>	The college relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes. (IIA1a)	O	O	O	O	O
<b>9.</b>	The college identifies and publishes student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. (IIA1c)	O	O	O	O	O
<b>10.</b>	The college relies on faculty expertise and the assistance of advisory committees to identify competency levels and measureable student learning outcomes. (IIA2b)	O	O	O	O	O
<b>11.</b>	The college offers high-quality instruction with appropriate breadth, depth, rigor, characterized in all programs. (IIA2c)	O	O	O	O	O
<b>12.</b>	The college uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. (IIA2d)	O	O	O	O	O
<b>13.</b>	The college ensures that its programs and curricula are current. (IIA2e)	O	O	O	O	O
<b>14.</b>	The college assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. (IIA6)	O	O	O	O	O
<b>15.</b>	Student services are adequately staffed to meet student needs. (IIB3)	O	O	O	O	O
<b>16.</b>	Students receive academic advising and personal counseling that support their educational and/or career goals. (IIB3c)	O	O	O	O	O
<b>17.</b>	The college designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. (IIB3d)	O	O	O	O	O
<b>18.</b>	The Library book collection is adequate for a college of this size. (IIC1)	O	O	O	O	O
<b>19.</b>	The college provides students and personnel responsible for student learning programs and services, adequate access to the library and other learning support services, regardless of their location or means of delivery. (IIC1c)	O	O	O	O	O
<b>20.</b>	The college evaluates library and other learning support services to assure their adequacy in meeting identified student needs. (IIC2)	O	O	O	O	O

<b>Standard 3: Resources</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know/ Doesn't Apply</b>
<b>21.</b>	Consistent with its mission, the college demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. (IIIA)	O	O	O	O	O
<b>22.</b>	The college assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. (IIIA1b)	O	O	O	O	O
<b>23.</b>	Student evaluations are used in the process to improve instruction and counseling. (IIIA1c)	O	O	O	O	O
<b>24.</b>	The college creates and maintains appropriate programs, practices, and services that support its diverse personnel. (IIIA4a)	O	O	O	O	O
<b>25.</b>	The college plans professional development activities to meet the needs of its personnel. (IIIA5a)	O	O	O	O	O
<b>26.</b>	Human resource planning is integrated with institutional planning. (IIIA6)	O	O	O	O	O
<b>27.</b>	The physical resources (e.g., layout, lighting, temperature control, furnishings) meet and enhance learning needs. (IIIB1)	O	O	O	O	O
<b>28.</b>	Campus facilities are well maintained and problems are corrected promptly. (IIIB1a)	O	O	O	O	O
<b>29.</b>	The college assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. (IIIB1b)	O	O	O	O	O
<b>30.</b>	The college assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems. (IIIC1)	O	O	O	O	O
<b>31.</b>	The college provides quality training in the effective application of its information technology to students and personnel. (IIIC1b)	O	O	O	O	O
<b>32.</b>	Financial planning is linked to college strategic planning and supports the college's goals. (IIID1a)	O	O	O	O	O
<b>33.</b>	Institutional guidelines and processes for financial planning and budget development are clearly defined and followed. (IIID1d)	O	O	O	O	O
<b>34.</b>	Administrators, faculty, and staff have appropriate opportunities to participate in and influence the development of college financial plans and budgets. (IIID1d)	O	O	O	O	O
<b>35.</b>	The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making. (IIID2)	O	O	O	O	O

<b>Standard 4: Leadership &amp; Governance</b>		<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>	<b>Don't Know/ Doesn't Apply</b>
<b>36.</b>	There is effective (clear, current, and widely available) communication at the college. (IVA3)	O	O	O	O	O
<b>37.</b>	Collaborative decision-making procedures are respected and followed at the college. (IVA2a)	O	O	O	O	O
<b>38.</b>	The college President engages in collaborative decision-making with an emphasis on collegiality and open communication between and among all constituents. (IVB2b)	O	O	O	O	O
<b>39.</b>	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. (IVB3a)	O	O	O	O	O
<b>40.</b>	The Chancellor fosters effective communication between the Board of Trustees, Administration, Faculty, and Students.(IVB3f)	O	O	O	O	O
<b>41.</b>	The Board of Trustees advocates for and defends the college and protects it from undue influence or pressure. (IVB1a)	O	O	O	O	O
<b>42.</b>	The Board of Trustees is an independent policy-making body that reflects the public interest in Board activities and decisions. (IVB1a)	O	O	O	O	O
<b>43.</b>	The Board of Trustees establishes broad institutional policies and appropriately delegates responsibility to implement them.(IVB1)	O	O	O	O	O

**44.** Comments or suggestions regarding any of the four Standards: