

Faculty-Staff Accreditation Self-Study Survey: Executive Summary

Process: The Faculty-Staff survey was developed from the actual language of the Accreditation standards, with most questions based on a 5-point agreement scale ranging from Strongly Disagree (1) to Strongly Agree (5). Survey questions were initially drafted by the Office of Institutional Research, then reviewed and approved by the Accreditation Steering Committee and its standard-specific subcommittees. The survey was deployed using Zoomerang's web-based software; this deployment guaranteed respondent confidentiality and eliminated the normal data entry phase of the project. The survey was launched 11/12/2004. Initially scheduled to close on 12/10/2004, the survey was extended through 12/16/2004 to increase the overall response rate. Respondents were solicited through broadcast campus-wide emails and paper notices in adjunct faculty mailboxes.

Results: In total, 228 respondents completed the survey. This total included 17 administrators, 80 classified staff, and 117 faculty members. Results were tabulated using SPSS and MS Access. Means were calculated and graphs prepared by accreditation standard/sub-standard.

Three major areas show consistent agreement among respondents; these areas include **Standard 1**, Institutional Mission and Effectiveness; **Standard 2a**, Instructional Programs; and **Standard 2b**, Student Support Services. All respondent groups agreed that FCC meets the accreditation standards in these areas, showing means on all questions of 3.5 or greater.

Other areas show mixed results.

Standard 2C, Library and Learning Support Services: only administrators feel that FCC library and tutorial resources are sufficient for the needs of the College. Both faculty and classified staff were neutral (means between 2.5 and 3.5). All groups agreed that students who receive tutorial or library instruction are better prepared for their classes and to use library resources.

Standard 3a, Human Resources: all respondent groups agree that they are provided opportunities for professional development; however, most respondents were neutral about systematic evaluation of those professional activities. While administrators and faculty agree that they are treated equitably, classified staff are neutral on this issue. Both administrators and faculty agree that faculty evaluations are formal, timely, and documented, but only administrators agree that classified evaluations formal, timely, and documented. All groups are neutral about administrator evaluations. Finally, all groups agree that the College makes positive efforts to encourage diversity.

Standard 3b, Physical Resources: all respondent groups feel that the grounds and the exterior of buildings are pleasing and well-maintained, and that student learning needs are central to physical resource planning. Although largely positive, respondent groups varied slightly in their agreement that physical resources are constructed and maintained to assure access, safety, and security. Only administrators agreed that the College maintains resources to assure effective utilization, that physical resources are constructed and maintained to assure a healthy environment, that maintenance is adequate in the interior of buildings, or that the facilities at their worksite are well-maintained. All respondents were neutral about the adequacy of parking; most respondents leaned toward disagreement in this area.

Standard 3c, Technology Resources: while there is agreement that the College's technology resources are used to support student learning and that there is sufficient technology support to enable its use, only administrators feel that FCC is current in that technology. In addition,

technology training meets the needs of administrators and faculty, but classified staff are neutral in this area.

Standard 3d, Financial Resources: Administrators showed agreement with aspects of the budget process including awareness, consistency, and having input. While classified staff showed slight awareness of the budget process, faculty were neutral. Both classified staff and faculty were neutral about budget process consistency, and tended to disagree about having input. Administrators also indicated that the College mission and goals are the foundation for financial planning and that the distribution of resources supports programs and services. Classified staff and faculty were neutral in these areas. All respondents were neutral regarding the sufficiency of financial resources and the effectiveness of the Institutional Planning and Budget Committee.

Standard 4a, Decision Making Roles and Processes: all respondent groups agree that FCC relies on the academic senate for recommendations about student learning programs, however, respondents are neutral about any such reliance on students or the classified senate.

Standard 4b, Board and Administrative Organization: only administrators indicate that District and College roles are clearly defined or that the District Board regularly evaluates its policies and practices; faculty and classified respondents were neutral in these areas. However, all groups agree that the College President provides leadership, encourages initiative, and works effectively with the communities served by the College. This agreement is particularly strong among administrators.

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Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Don't Know
1	2	3	4	5	0

Standard I: Institutional Mission and Effectiveness

- 1a. FCC has a strong commitment to a mission that emphasizes achievement of student learning.
- 1b. FCC makes a conscious effort to produce and support student learning.
- 1c. FCC makes a conscious effort to assess how well learning is occurring.
- 1d. FCC makes a conscious effort to make changes to improve student learning.
- 1e. FCC assesses progress toward achieving its goals in an ongoing cycle of evaluation, planning, resource allocation, implementation, and re-evaluation.
- 1f. FCC works collaboratively with our community.

Standard II: Student Learning Programs and Services

2A: Instructional Programs

- 2a. FCC ensures that all instructional programs address and meet the mission of the institution and uphold its integrity.
- 2b. FCC programs and services are high quality and appropriate to an institution of higher education.
- 2c. FCC seeks to meet the varied educational needs of students through programs consistent with their educational preparation and community demographics.
- 2d. FCC has identified student learning outcomes.
- 2e. FCC recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.
- 2f. FCC evaluates all courses and programs in an ongoing systematic review of their relevance, appropriateness, and future needs.
- 2g. FCC students completing vocational and occupational certificates and degrees are prepared for external licensure and certification.
- 2h. FCC students completing academic transfer requirements are prepared for Transfer.
- 2i. Published policies on academic freedom demonstrate FCC's commitment to the free pursuit and dissemination of knowledge.
- 2j. FCC is committed to enforcing published policies on student academic honesty.
- 2k. FCC represents itself clearly, accurately, & consistently through catalogs, statements, & publications including both electronic and printed formats.

2B: Student Support Services

- 3a. Student support services address the identified needs of students and enhance a supportive learning environment.
- 3b. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success.
- 3c. The FCC environment encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.
- 3d. FCC assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services.

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2C: Library and Learning Support Services

- 4a. Library resources are sufficient to support FCC's instructional programs.
- 4b. Library resources are sufficient to support FCC's intellectual, aesthetic, & cultural activities.
- 4c. Tutorial Services are sufficient to support FCC's instructional programs.
- 4d. Students who receive tutorial services are better prepared for their classes.
- 4e. Students who receive classroom-based instruction from librarians are better prepared to use the library.

Standard III: Resources

3A: Human Resources

- 5a. I am treated equitably.
- 5b. Faculty evaluations are formal, timely, and documented.
- 5c. Classified professionals evaluations are formal, timely, and documented.
- 5d. Administrators/managers evaluations are formal, timely, and documented.
- 5e. Faculty are provided opportunities for professional development.
- 5f. Classified professionals are provided opportunities for professional development.
- 5g. Administrators/managers are provided opportunities for professional development.
- 5h. FCC systematically evaluates professional development activities and uses the results for improvement.
- 5i. FCC demonstrates commitment to the educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity.
- 6. Do you participate in any professional organizations?
 - Yes
 - No

3B: Physical Resources

- 7a. FCC plans, builds, maintains, upgrades & replaces physical resources to assure effective utilization necessary to support its programs and services.
- 7b. FCC assures that physical resources are constructed & maintained to assure access.
- 7c. FCC assures that physical resources are constructed & maintained to assure safety and security
- 7d. FCC assures that physical resources are constructed & maintained to assure a healthful learning and working environment.
- 7e. Student learning needs are central to the planning, development, and design of new facilities.
- 7f. The grounds are pleasing and adequately maintained.
- 7g. The exterior features of the campus buildings are well-maintained.
- 7h. The interior of the classrooms, offices, and restrooms are adequately maintained.
- 7i. The exterior lighting of the college is adequate and kept in working order.
- 7j. The facilities at my work-site are well-maintained.
- 7k. Parking facilities at my primary work site are adequate for my needs.

3C: Technology Resources

The next few questions deal with technology resources. Technology here is defined as equipment or software such as computers, digital projectors, Blackboard, internet connectivity, imaging devices, scanners, digital cameras, digital video cameras, and similar devices.

- 8a. Technology resources are used to support student learning programs and services and to improve institutional effectiveness.
- 8b. FCC is current in its technology.
- 8c. There is sufficient support of technology to enable me to use it adequately in my job.

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8d. The training I receive for the technology I use in my job meets my needs.

3D: Financial Resources

9a. FCC relies upon its mission and goals as the foundation for financial planning.

9b. Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness.

9c. The distribution of resources supports the development, maintenance, and enhancement of programs and services.

9d. I am aware of the budget approval process.

9e. The budget approval process is consistently followed.

9f. I have input into the budget process.

9g. The Institutional Planning and Budget Committee (IPBC) was an effective tool for FCC's planning and budget process.

Standard IV: Leadership and Governance

4A: Decision-Making Roles and Processes

10a. FCC relies on the faculty for recommendations about student learning programs and services.

10b. FCC relies on the academic senate (curriculum committee) for recommendations about student learning programs and services.

10c. FCC relies on the students for recommendations about student learning programs and services.

10d. FCC relies on the classified senate for recommendations about student learning programs and services.

10e. Faculty, administrators, staff, and students all have established effective mechanisms or organizations for providing input into institutional decisions.

10f. I have adequate information about how shared governance works on this campus.

10g. Department and/or division recommendations in the hiring process are given adequate weight by the administration.

10h. Department and/or division recommendations in determining the final wording in job announcements for faculty positions are given adequate weight by the administration.

10i. Faculty recommendations in curriculum implementation, including scheduling decisions, are given adequate weight by the administration.

10j. I am satisfied with the level of faculty participation in the process of hiring administrators.

10k. I am given the opportunity to evaluate my immediate supervisor/administrator.

10l. Participation in the campus committee structure is worthwhile (i.e., the effort that goes into committee work is matched by an equally valuable output.)

10m. I am satisfied with faculty roles in grant writing, grant approval, and grant administration for grants that directly affect curriculum and/or instructions.

4B: Board and Administrative Organization

11a. District and College organizational roles are clearly defined.

11b. The District Board regularly evaluates its policies and practices and revises them as necessary.

11c. The District Board has a code of ethics.

11d. FCC's President provides leadership in creating an environment for empowerment, innovation, and institutional excellence.

11e. FCC's President encourages staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved.

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11f. FCC's President works and communicates effectively with the communities served by the College.

11g. The District provides effective services that support the College in its mission and functions.

11h. The District provides fair distribution of resources.

Demographics

12. What is your work role on campus?

- Administrator
- Faculty
- Classified staff

13. Do you work:

- Full time
- Part time / adjunct

14. What is your primary work location:

- FCC - Main campus
- Manchester Center
- CTC
- Other / off-campus

15. How long have you been employed by FCC?

- Less than a year
- 1-3 years
- 4-6 years
- 7-10 years
- 11-15 years
- 16 or more years

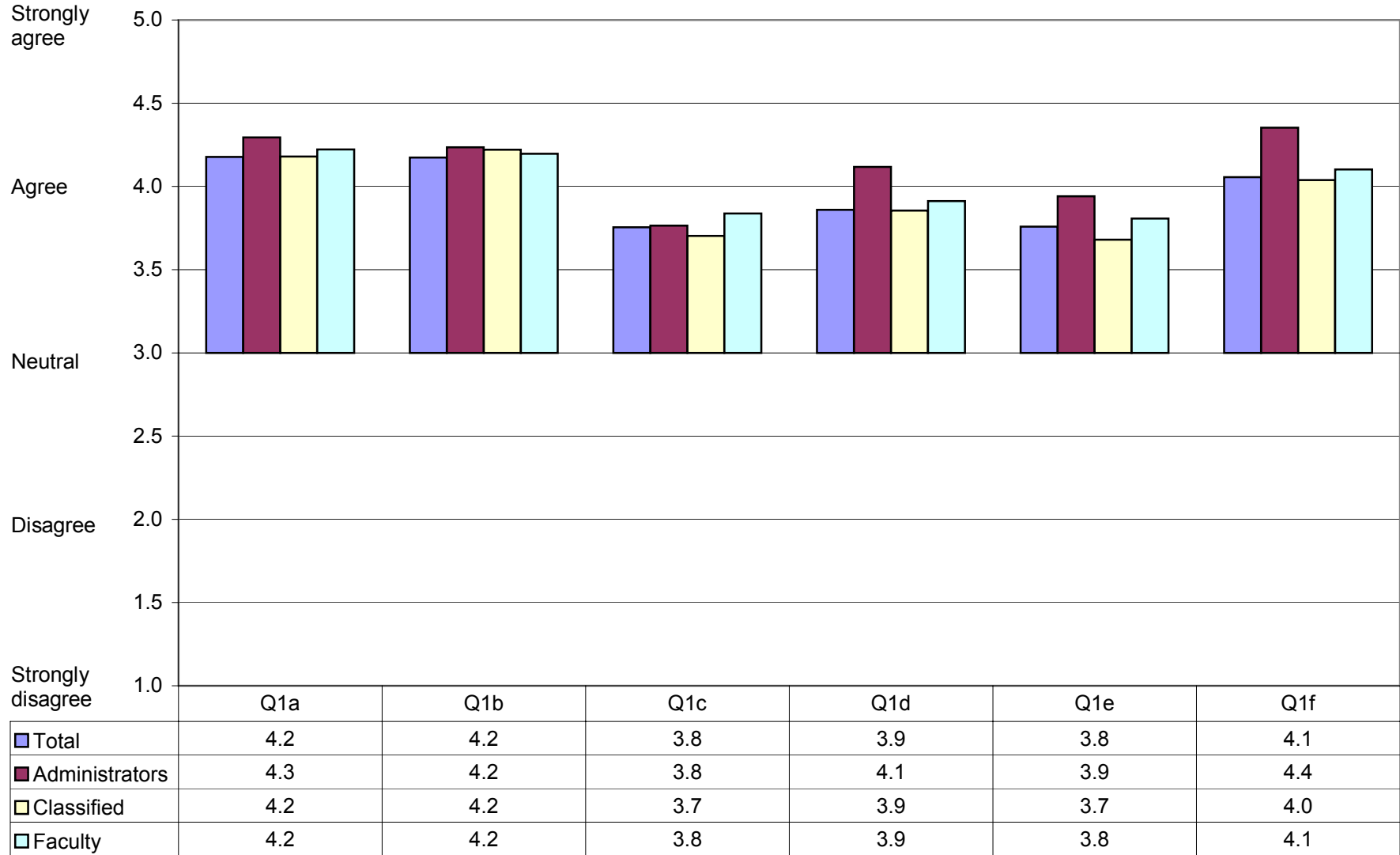
16. What is your gender:

- Female
- Male

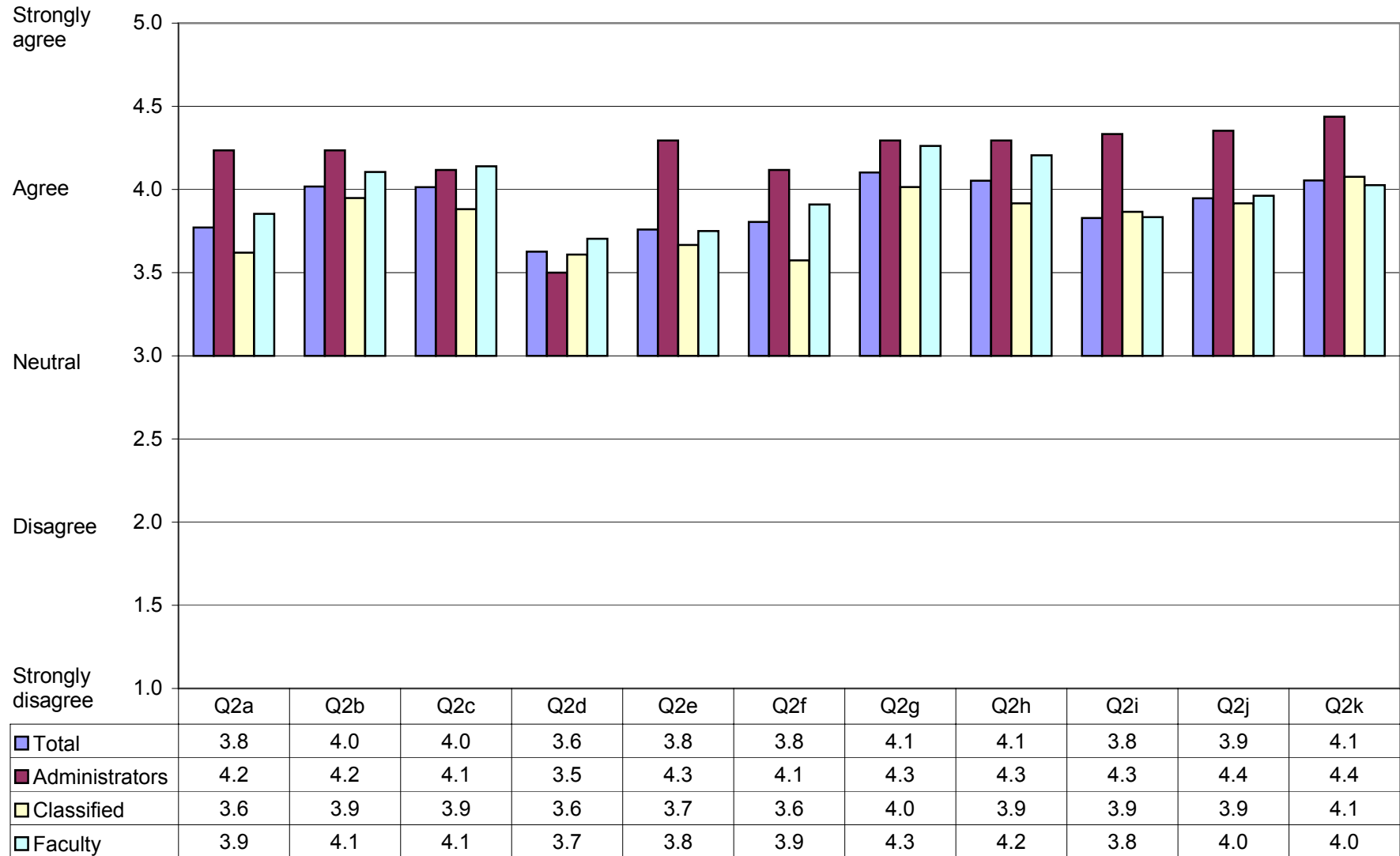
17. Please indicate your ethnicity:

- African-American / non-Hispanic
- American Indian / Alaskan Native
- Asian / Pacific Islander
- Hispanic
- White / non-Hispanic
- Other

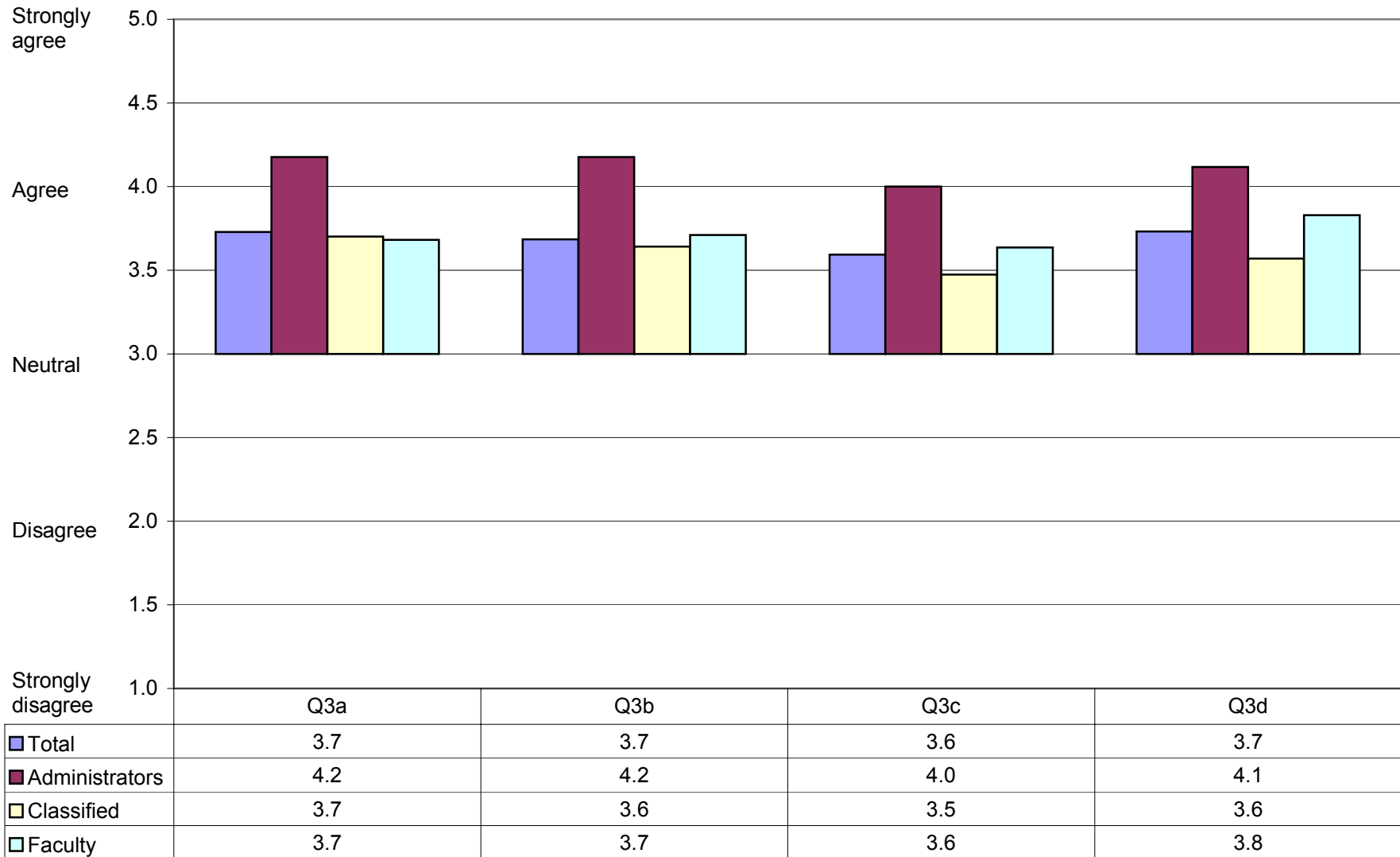
Standard 1: Institutional Mission and Effectiveness



Standard 2a: Instructional Programs



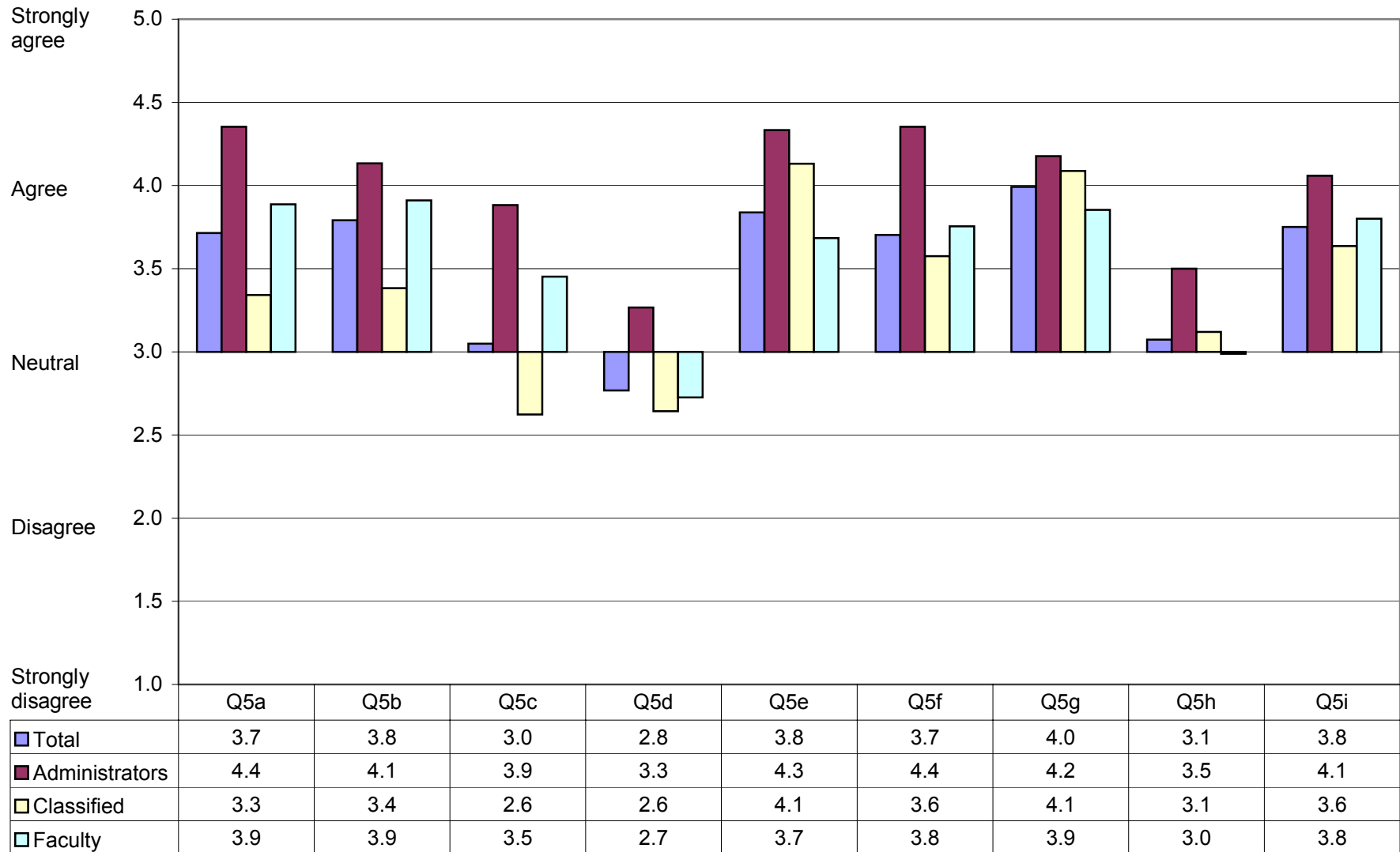
Standard 2b: Student Support Services



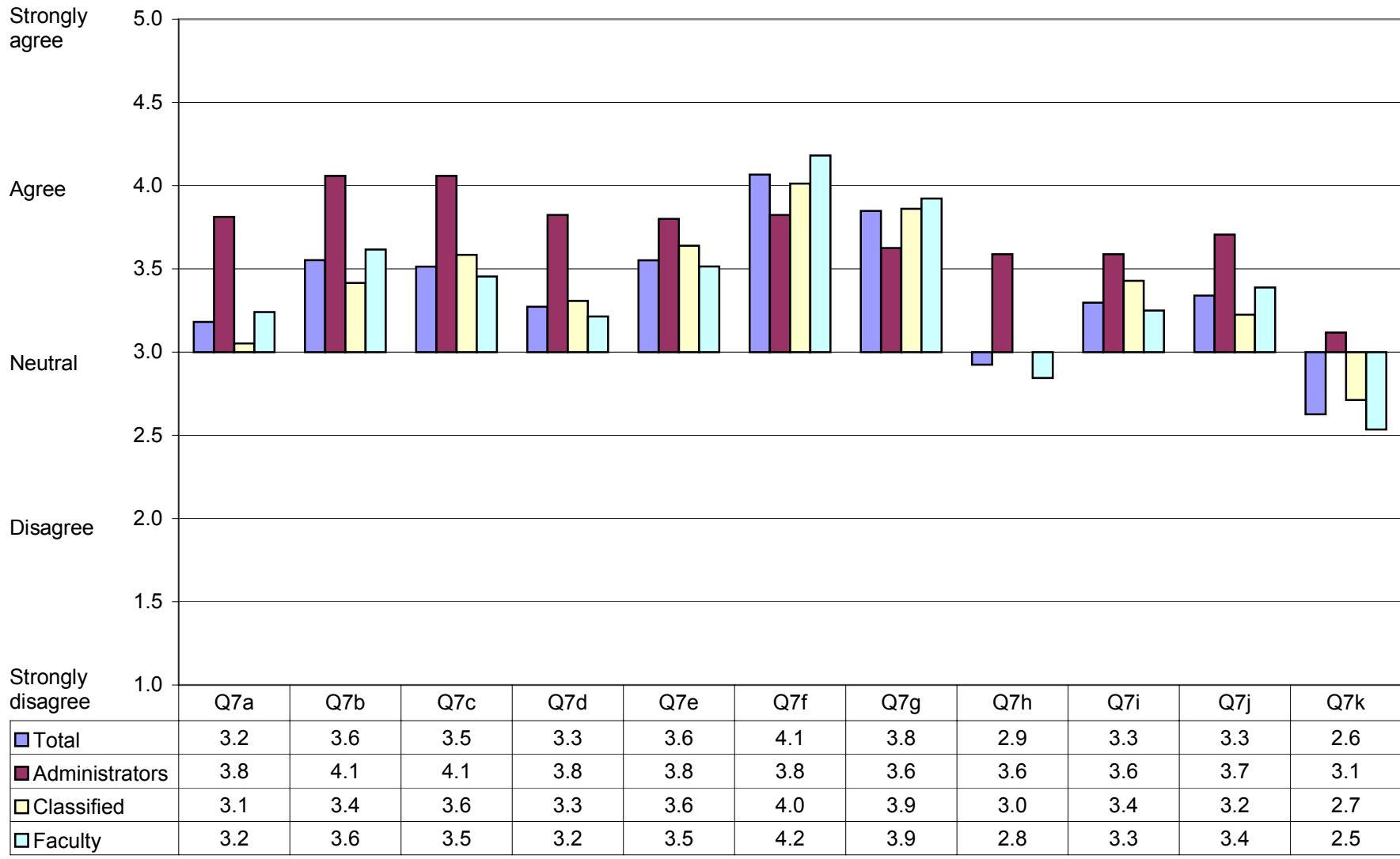
Standard 2c: Library and Learning Support Services



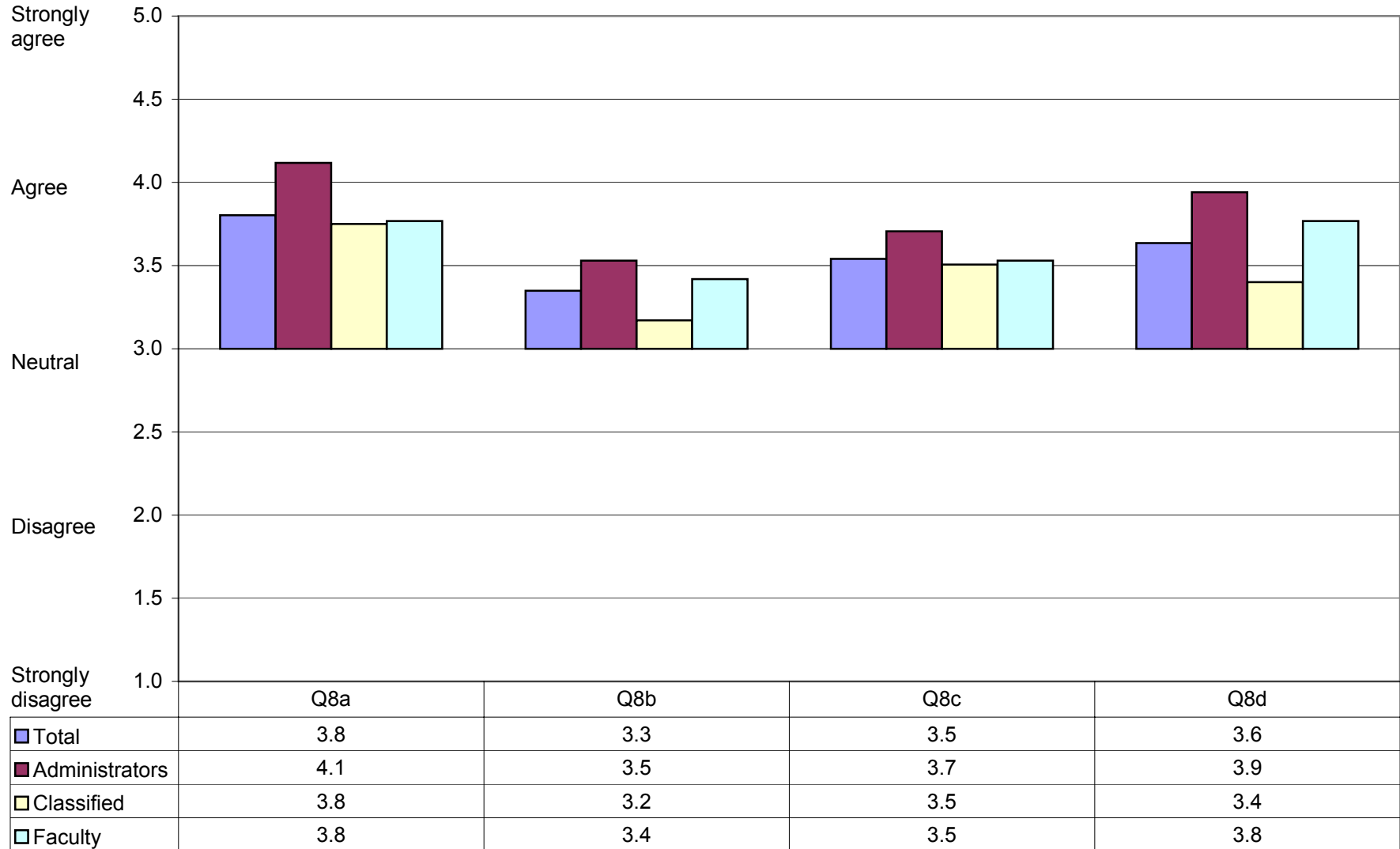
Standard 3a: Human Resources



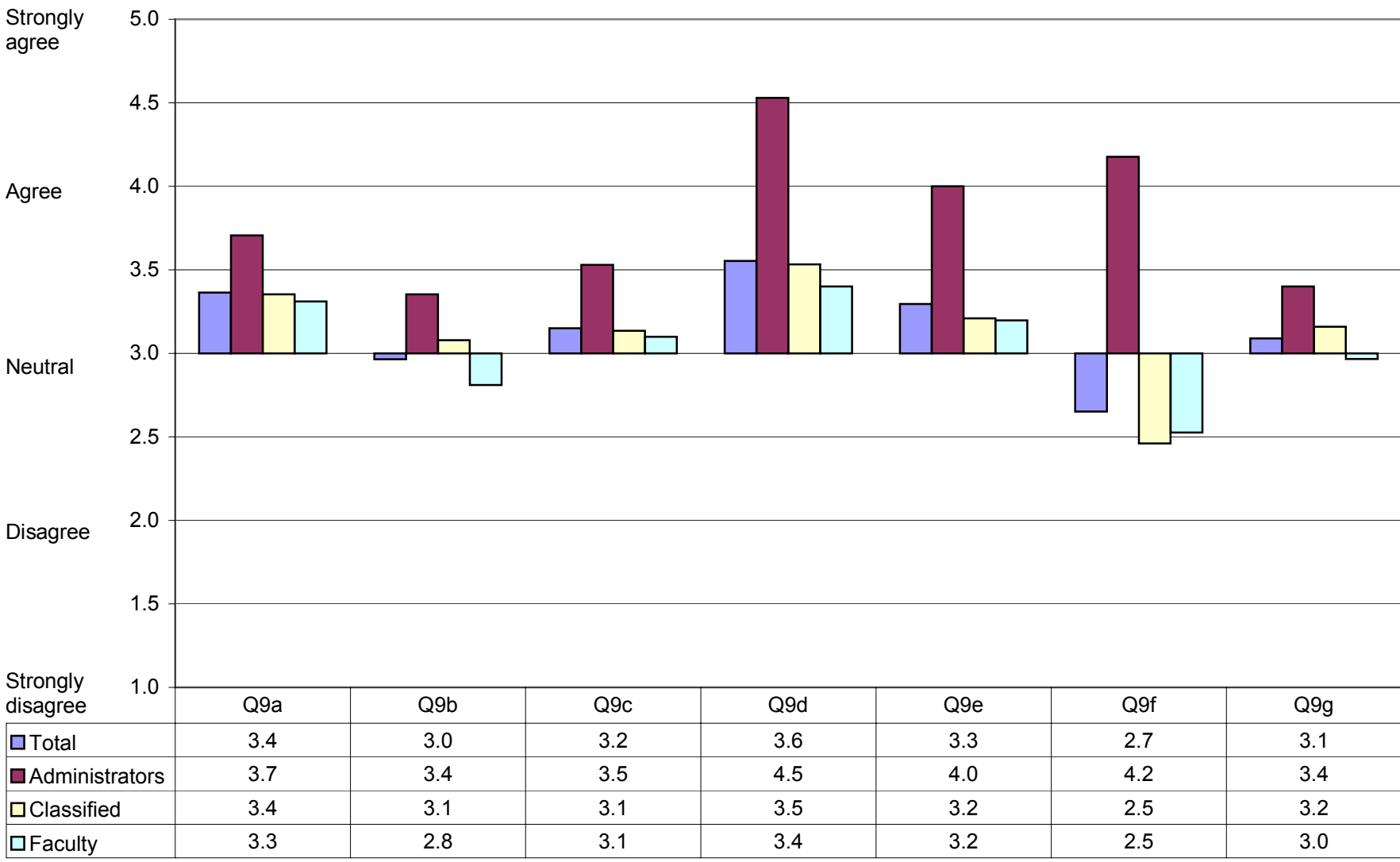
Standard 3b: Physical Resources



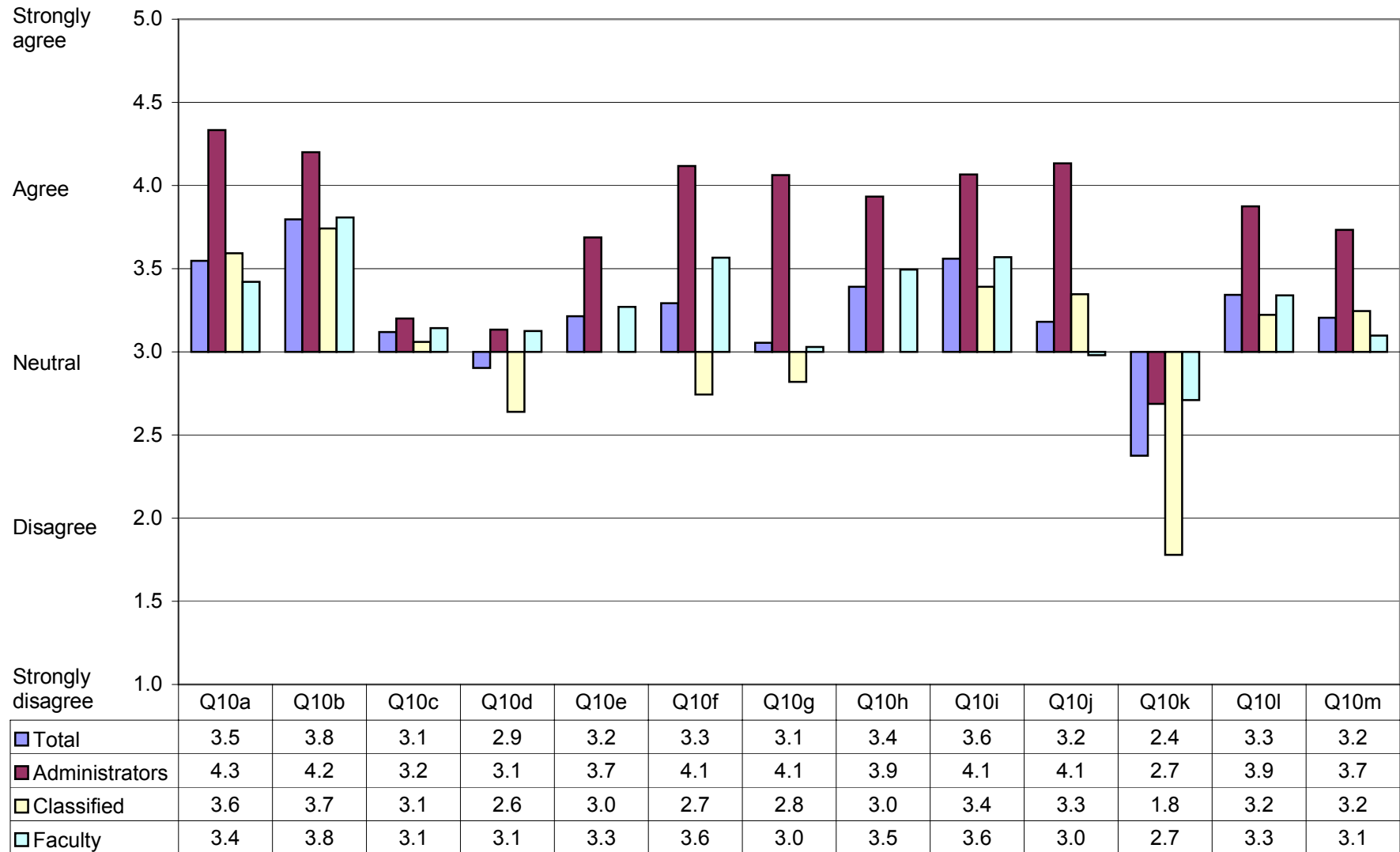
Standard 3c: Technology Resources



Standard 3d: Financial Resources



Standard 4a: Decision Making Roles and Processes



Standard 4b: Board and Administrative Organization

