

**De Anza College Faculty and Staff Accreditation Survey  
Overall Observations, De Anza Research, November 2010**

Survey Administration

The faculty and staff survey was developed in conjunction with Foothill College to provide evidence of employee perceptions of the colleges for the accreditation self-study process. The questions were based on those asked in the 2004 Accreditation Survey, with additions and modifications made by both Foothill and De Anza College administrators, faculty, staff, and students. Many of the modifications strove to follow the Accreditation Standards provided by the Accrediting Commission for Community and Junior Colleges (ACCJC). The De Anza College survey was reviewed and approved by the shared governance process (Academic Senate, College Council, Classified Senate, and De Anza Student Body) in Fall 2010.

The survey was administered electronically during the last week of October 2010. An email was sent to all employees from President Brian Murphy, Academic Senate President Gregory Anderson, and Classified Senate President Lois Jenkins, with a link to the survey site. The Faculty and Classified Senates and College Council made verbal and or electronic announcements about the survey.

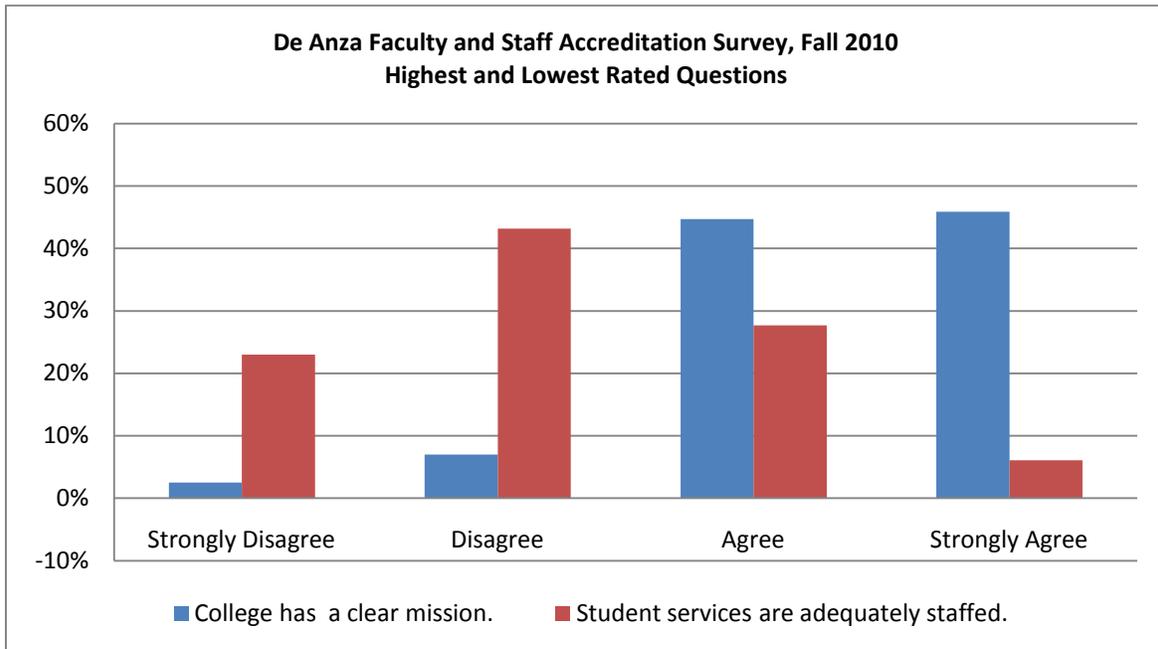
General Observations

Two hundred fifty-one De Anza College employees responded to the survey. Classified employees represented 27% of respondents, with full-time faculty representing about 43% of respondents. Overall, full and part-time faculty represented 66% of total respondents. Sixty-one percent of respondents have worked at the College for 11 or more years. Total respondents represent a 38% response rate from 657 employees.

The survey asked 44 questions in four primary sections: Institutional Mission and Effectiveness, Student Learning Programs and Services, Resources, and Leadership and Governance. Survey respondents were asked about their degree of agreement with each statement and the scaled responses included Strongly Agree, Agree, Disagree, Strongly Disagree and Don't Know/Doesn't Apply. There were also two demographic questions and one open-ended question at the end of the survey for comments and suggestions. The largest number of questions (15) related to Resources. For reporting purposes, the Do Not Know/Doesn't Apply responses and the non-responses were subtracted from the final tallies of each question to get a more accurate representation of the difference between the valid responses and the total responses.

The "college has a clear mission" received the highest mean score rating in the Institutional Mission and Effectiveness section, while "institutional planning is broad-based" received the lowest mean score in that section. "High-quality instruction" received the highest mean score in the Student Learning Programs and Services section, while "student services adequately staffed" received the lowest mean score in that section. "Commitment to diversity" received the highest mean score rating in the Resources section, while "physical resources meet and enhance leaning needs" received the lowest mean score in that section. Lastly, in the Leadership and Governance section, the "Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions" received the highest mean score, while "there is effective communication" received the lowest mean score.

Statements receiving the highest “positive” and highest “negative” ratings.



#### Selective Highlights

##### Strong “Positive” Ratings (Agree and Strongly Agree Responses)

- The highest positive rating, which 95% of respondents agree or strongly agree with is, “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.”
- The next highest positive rating for both agree and strongly agree was “The college offers high-quality instruction with appropriate breadth, depth, and rigor, characterized in all programs,” with 93% of respondents in agreement.
- 92% of respondents agree or strongly agree that “Instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.”
- 91% of respondents agree or strongly agree that “The college has a clear and publicized mission that identifies its educational objectives.”
- 91% of respondents agree or strongly agree that the “Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions.”

##### Strong “Negative” Ratings (Disagree and Strongly Disagree Responses)

- The highest negative response came from 66% of respondents who disagreed or strongly disagreed that “Student services are adequately staffed to meet student needs.”
- 34% of respondents disagree or strongly disagree that “The physical resources (layout, lighting, temperature control, furnishings) meet and enhance learning needs.”
- 34% of respondents disagree or strongly disagree that “Campus facilities are well maintained and problems are corrected promptly.”
- 32% of respondents disagree or strongly disagree that “Students receive academic advising and personal counseling that support their educational and/or career goals.”

## Student Learning

- 92% of respondents agree or strongly agree that “Instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. “
- 89% of respondents agree or strongly agree that “The college ensures that its programs and curricula are current.”
- 86% of respondents agree or strongly agree that “The college relies on faculty expertise and the assistance of advisory committees to identify competency levels and measurable student learning outcomes.”
- 86% of respondents agree or strongly agree that “The college designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.”
- 66% of respondents disagree or strongly disagree that “Student services are adequately staffed to meet student needs.”

## De Anza Faculty/Staff Accreditation Survey Tables

Note: There were 251 respondents to the survey - tables listed here only give valid, non-missing responses on each question.

### Table 1. Employment Classification

Classification	N	%
Full-Time Faculty	109	43%
Part-Time Faculty	57	23%
Classified	68	27%
Administrator	16	7%
Total	251	100%

### Table 2. Years Worked in FHDA District

Years Worked in FHDA	N	%
0 - 2	21	8%
3 - 5	41	16%
6 - 10	36	15%
11 or more	153	61%
Total	251	100%

**Table 3. Summary of Responses to Institutional Mission and Effectiveness Items**

Institutional Mission and Effectiveness Item	Valid N	Mean Score	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know Does Not Apply N
1. The college has a clear and publicized mission that identifies its educational objectives. (IA)	244	3.34	3%	7%	45%	46%	5
2. The college's learning programs and services are aligned with its purposes, character and student population. (IA1)	239	3.19	3%	8%	56%	33%	8
3. The college maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. (IB1)	240	3.10	4%	15%	48%	33%	8
4. 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)	223	2.98	5%	19%	49%	27%	23
<b>Total</b>	<b>251</b>						

Note: Mean scores are calculated on SA=4, A=3, D=2, SD=1 scale.

Note 2: Mean scores are calculated using Valid Ns.

Note 3: Percentages may not add up to 100 due to rounding.

**Table 4A. Summary of Responses to Student Learning Programs and Services Items**

<b>Student Learning Programs and Services Item</b>	<b>Valid N</b>	<b>Mean Score</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Do Not Know Does Not Apply N</b>
1. Instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity. (IIA1)	226	3.22	2%	6%	59%	33%	20
2. The college relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes. (IIA1a)	202	3.01	3%	15%	59%	23%	40
3. 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)	216	2.96	3%	21%	52%	24%	28
4. The college relies on faculty expertise and the assistance of advisory committees to identify competency levels and measurable student learning outcomes. (IIA2b)	221	3.15	2%	12%	55%	31%	23
5. The college offers high-quality instruction with appropriate breadth, depth, rigor, characterized in all programs. (IIA2c)	222	3.35	2%	6%	49%	44%	23
6. The college uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. (IIA2d)	228	3.26	2%	8%	51%	39%	18
7. The college ensures that its programs and curricula are current. (IIA2e)	223	3.25	1%	10%	51%	38%	21
<b>Total</b>	<b>251</b>						

Note: Mean scores are calculated on SA=4, A=3, D=2, SD=1 scale.

Note 2: Mean scores are calculated using Valid Ns.

Note 3: Percentages may not add up to 100 due to rounding.

**Table 4B. Summary of Responses to Student Learning Programs and Services Items, Cont.**

<b>Student Learning Programs and Services Item</b>	<b>Valid N</b>	<b>Mean Score</b>	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Does Not Apply N</b>
8. The college assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. (IIA6)	214	2.98	5%	17%	51%	26%	28
9. Student services are adequately staffed to meet student needs. (IIB3)	213	2.16	23%	43%	28%	6%	32
10. Students receive academic advising and personal counseling that support their educational and/or career goals. (IIB3c)	208	2.73	10%	22%	52%	15%	34
11. The college designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity. (IIB3d)	224	3.09	3%	10%	60%	26%	17
12. The Library book collection is adequate for a college of this size. (IIC1)	149	2.88	7%	19%	54%	21%	91
13. 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)	188	3.05	2%	13%	61%	23%	54
14. The college evaluates library and other learning support services to assure their adequacy in meeting identified student needs. (IIC2)	112	2.97	5%	14%	61%	21%	131
<b>Total</b>	<b>251</b>						

Note: Mean scores are calculated on SA=4, A=3, D=2, SD=1 scale.

Note 2: Mean scores are calculated using Valid Ns.

Note 3: Percentages may not add up to 100 due to rounding.

**Table 5A. Summary of Responses to Resources Items**

Resources Item	Valid N	Mean Score	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know Does Not Apply N
1. 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)	232	3.36	3%	3%	50%	45%	11
2. The college assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. (IIIA1b)	202	2.87	8%	18%	52%	22%	40
3. Student evaluations are used in the process to improve instruction and counseling. (IIIA1c)	201	3.06	4%	14%	54%	28%	41
4. The college creates and maintains appropriate programs, practices, and services that support its diverse personnel. (IIIA4a)	213	3.05	4%	11%	61%	24%	24
5. The college plans professional development activities to meet the needs of its personnel. (IIIA5a)	232	3.00	4%	15%	57%	24%	6
6. Human resources planning is integrated with institutional planning. (IIIA6)	125	2.83	7%	21%	54%	18%	111
7. The physical resources (e.g., layout, lighting, temperature control, furnishings) meet and enhance learning needs. (IIIB1)	235	2.67	9%	25%	55%	11%	8
8. Campus facilities are well maintained and problems are corrected promptly. (IIIB1a)	233	2.70	9%	25%	54%	13%	8
<b>Total</b>	<b>251</b>						

Note: Mean scores are calculated on SA=4, A=3, D=2, SD=1 scale.

Note 2: Mean scores are calculated using Valid Ns.

Note 3: Percentages may not add up to 100 due to rounding.

**Table 5B. Summary of Responses to Resources Items, Continued**

Resources Item	Valid N	Mean Score	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know Does Not Apply N
9. 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)	226	2.84	6%	16%	65%	13%	16
10. 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)	224	2.88	6%	17%	60%	17%	17
11. The college provides quality training in the effective application of its information technology to students and personnel. (IIIC1b)	221	2.74	8%	24%	53%	15%	20
12. Financial planning is linked to college strategic planning and supports the college's goals. (IIID1a)	159	2.87	7%	16%	59%	18%	80
13. Institutional guidelines and process for financial planning and budget development are clearly defined and followed. (IIID1d)	143	2.75	12%	18%	54%	17%	93
14. Administrators, faculty, and staff have appropriate opportunities to participate in and influence the development of college financial plans and budgets. (IIID1d)	199	2.75	10%	23%	48%	19%	42
15. The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making. (IIID2)	149	2.69	11%	20%	57%	12%	89
<b>Total</b>	<b>251</b>						

Note: Mean scores are calculated on SA=4, A=3, D=2, SD=1 scale.

Note 2: Mean scores are calculated using Valid Ns.

Note 3: Percentages may not add up to 100 due to rounding.

**Table 6. Summary of Responses to Leadership and Governance Items**

Leadership and Governance Item	Valid N	Mean Score	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know Does Not Apply N
1. There is effective (clear, current, and widely available) communication at the college. (IVA3)	239	2.72	12%	21%	50%	17%	3
2. Collaborative decision-making procedures are respected and followed at the college. (IVA2a)	217	2.81	9%	22%	48%	21%	23
3. The college President engages in collaborative decision-making with an emphasis on collegiality and open communication between and among all constituents. (IVB2b)	204	2.91	9%	16%	48%	27%	37
4. 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)	175	2.88	6%	17%	60%	17%	64
5. The Chancellor fosters effective communication between the Board of Trustees, Administration, Faculty, and Students. (IVb3f)	154	3.07	4%	7%	67%	22%	86
6. The Board of Trustees advocates for and defends the institution and protects it from undue influence or pressure. (IVB1a)	147	3.05	4%	8%	66%	22%	92
7. The Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions. (IVB1a)	155	3.10	5%	4%	68%	23%	86
8. The Board of Trustees establishes broad institutional policies and appropriately delegates responsibility to implement them. (IVB1)	144	3.07	4%	8%	67%	22%	91
<b>Total</b>	<b>251</b>						

Note: Mean scores are calculated on SA=4, A=3, D=2, SD=1 scale.

Note 2: Mean scores are calculated using Valid Ns.

Note 3: Percentages may not add up to 100 due to rounding.

## De Anza Accreditation Survey Comparison Tables--Faculty and Staff Survey

Note: Percentages may not add up to 100 due to rounding.

**Table 1. Comparison of 2004 and 2010 Faculty and Staff Survey Respondents by Employment Classification**

Classification	2004		2010	
	N	%	N	%
Full-Time Faculty	94	33%	109	43%
Part-Time Faculty	51	18%	57	23%
Classified	120	43%	68	27%
Administrator	16	6%	16	7%
<b>Total</b>	<b>281</b>	<b>100%</b>	<b>251</b>	<b>100%</b>

**Table 2. Comparison of 2004 and 2010 Student Survey Respondents by Years Worked in FHDA District**

Years Worked in FHDA District	2004		2010	
	N	%	N	%
0 - 2	18	6%	21	8%
3 - 5	73	26%	41	16%
6 - 10	49	17%	36	14%
11 or more	141	50%	153	61%
<b>Total</b>	<b>281</b>	<b>100%</b>	<b>251</b>	<b>100%</b>

**Table 3A. Comparison of 2004 and 2010 Faculty and Staff Survey Responses**

Item	Valid N		Strongly Disagree		Disagree		Agree		Strongly Agree	
	2004	2010	2004	2010	2004	2010	2004	2010	2004	2010
1. The college has a clear and publicized mission that identifies its educational objectives. (IA)	271	244	1%	3%	7%	7%	58%	45%	34%	46%
2. Students receive academic advising and personal counseling that support their educational and/or career goals. (IIB3A)	238	208	3%	10%	19%	22%	63%	52%	16%	15%
3. Student services are adequately staffed to meet student needs. (IIB3)	233	213	18%	23%	45%	43%	28%	28%	9%	6%
4. The Library book collection is adequate for a college of this size. (IIC1)	202	149	20%	7%	32%	19%	41%	54%	7%	21%
5. Student evaluations are used in the process to improve instruction and counseling. (IIIA1c)	183	201	6%	4%	30%	14%	55%	54%	10%	28%
6. The physical resources (e.g., layout, lighting, temperature control, furnishings) meet and enhance learning needs. (IIIB1)	266	235	20%	9%	41%	25%	37%	55%	2%	11%
7. Campus facilities are well maintained and problems are corrected promptly. (IIIB1a)	270	233	10%	9%	39%	25%	47%	54%	4%	13%
8. Institutional guidelines and process for financial planning and budget development are clearly defined and followed. (IIID1d)	169	143	13%	12%	33%	18%	50%	54%	4%	17%
9. Financial planning is linked to college strategic planning and supports the college's goals. (IIID1d)	166	159	13%	7%	29%	16%	55%	59%	4%	18%
10. Administrators, faculty, and staff have appropriate opportunities to participate in and influence the development of college financial plans and budgets. (IIID1d)	211	199	14%	10%	29%	23%	50%	48%	7%	19%

**Table 3B. Comparison of 2004 and 2010 Faculty and Staff Survey Responses, Cont.**

Item	Valid N		Strongly Disagree		Disagree		Agree		Strongly Agree	
	2004	2010	2004	2010	2004	2010	2004	2010	2004	2010
11. The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making. (IIID2)	161	149	13%	11%	35%	20%	46%	57%	6%	12%
12. There is effective (clear, current, and widely available) communication at the college. (IVA3)	261	239	10%	12%	27%	21%	56%	50%	7%	17%
13. Collaborative decision-making procedures are respected and followed at the college. (IVA2a)	226	217	8%	9%	29%	22%	57%	48%	6%	21%
14. The college President engages in collaborative decision-making with an emphasis on collegiality and open communication between and among all constituents. (IVB2b)	128	204	6%	9%	6%	16%	70%	48%	18%	27%
15. The Chancellor fosters effective communication between the Board of Trustees, Administration, Faculty, and Students. (IVb3f)	196	154	5%	4%	11%	7%	59%	67%	25%	22%
16. The Board of Trustees establishes broad institutional policies and appropriately delegates responsibility to implement them. (IVB1)	149	144	10%	4%	21%	8%	62%	67%	7%	22%

## Faculty and Staff Accreditation Survey Fall 2010

Thank you for completing the 2010 Accreditation Survey. Your feedback will help us identify areas for improvement as they relate to the Standards.

**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 – 10 years
- 11 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>4.</b>	The college's learning programs and services are aligned with its purposes, character and student populations. (IA1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>5.</b>	The college maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. (IB1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<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 resources 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 process 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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>37.</b>	Collaborative decision-making procedures are respected and followed at the college. (IVA2a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>40.</b>	The Chancellor fosters effective communication between the Board of Trustees, Administration, Faculty, and Students.(IVB3f)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>41.</b>	The Board of Trustees advocates for and defends the college and protects it from undue influence or pressure. (IVB1a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>42.</b>	The Board of Trustees is an independent policy-making body that reflects the public interest in board activities and decisions. (IVB1a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>43.</b>	The Board of Trustees establishes broad institutional policies and appropriately delegates responsibility to implement them.(IVB1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

October 26, 2010

From: Brian Murphy, President  
To: Faculty and Staff Members  
Subject: Accreditation Survey

In preparation for our upcoming accreditation site visit in 2011, the Office of Institutional Research and Planning is conducting a faculty and staff survey to inform our work on the self study document. It is critical that all faculty and staff members complete the survey to ensure the data is accurate. The information gathered from the survey will be crucial to the self-study teams as they complete their first drafts this fall.

The survey will be available through Monday, Nov. 1, 2010. It should take you 10-15 minutes to complete. Your responses are anonymous, confidential, and will only be reported in the aggregate. Participation is not mandatory and you may skip questions you do not feel comfortable answering. However, your participation is crucial.

You will find the survey at the link listed below:

<http://www.research.fhda.edu/cgi-bin/rws3.pl?FORM=accreditationfh>

If you have any questions please do not hesitate to contact Mallory Newell, College Researcher, at [newellmallory@fhda.edu](mailto:newellmallory@fhda.edu).

Thank you in advance for your participation in this very important survey.