De Anza College Office of Institutional Research and Planning

To: Accreditation Steering Committee

From: Mallory Newell, De Anza Researcher
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Date: 7/18/2016

Subject: Employee Accreditation Survey – Spring 2016

Survey Administration

The employee survey was developed collaboratively by the De Anza and Foothill Offices of Institutional Research and Planning. The survey was then shared with the De Anza Accreditation Steering Committee in spring 2016 prior to administration. In May 2016, all De Anza employees were provided the opportunity to participate in the survey and this resulted in 145 responses.

The survey included questions about employee demographics and Standards I-IV.

Demographic Comparisons

Survey respondents comprised of a proportionate percentage of full-time faculty (33%), part-time faculty (29%), and classified professionals (33%). 71% of survey respondents have worked at De Anza for 6 years or more while 29% have worked for De Anza 0-5 years. Of all survey respondents 59% identified as female, the same as the total percentage within the De Anza employee population. 18% of respondents identified as an Asian category compared to 24% in the overall employee population, compared to 41% of respondents identifying as White, compared to 46% in the total population.

Standard I

- Standard I.A.3 – 74% (106) of respondents stated they strongly agree/agree that the college mission statement is used to guide institutional planning and resource prioritization, while 7% (8) strongly disagree/disagree, 17% don't know/does not apply.
- Standard I.B.1 – 72% (103) of respondents stated they strongly agree/agree that the college maintains ongoing dialogue about the continuous improvement of student learning and institutional processes, while 21% (29) strongly disagree/disagree.
- Standard I.B.4 – 80% (113) of respondents stated they strongly agree/agree that the college reviews student data to identify achievement gaps, while 5% (7) strongly disagree/disagree; 15% stated don't know/does not apply.
- Standard I.B.8 – 68% (98) of respondents stated they strongly agree/agree that the college documents its program review, planning, and resource prioritization

processes (broadly communicated using website, emails, newsletters, shared governance discussion, etc.), while 21% (31) strongly disagree/disagree.

- Standard I.B.9. – 62% (88) of respondents stated they strongly agree/agree that the program review, planning, and resources prioritization processes highlight how each program/unit serves students, and how it can serve them better (short-and long-term), while 21% (30) strongly disagree/disagree; 17% stated don't know/does not apply.

Standard II

- Standard II.A.7 – 73% (105) of respondents stated they strongly agree/agree that the college uses delivery m odes and teaching methodologies appropriately to better reflect the diverse needs and learning styles of students, while 13% (19) strongly disagree/disagree; 14% stated don't know/does not apply.
- Standard II.B.1 – 67% (96) of respondents stated they strongly agree/agree that the college library resources are sufficient for students to complete academic assignments, while 4% (7) strongly disagree/disagree; 28% stated don't know/does not apply.
- Standard II.B.1/II.C.3 – 78% (102) of respondents stated they strongly agree/agree that the college provides students sufficient access to the library and other learning support services, whether face-to-face or in an online (i.e. web-based, internet) format, while 9% (13) strongly disagree/disagree.
- Standard II.C.1 – 54% (78) of respondents stated they strongly agree/agree that the college evaluates the quality of student support services to assure they meet student needs, while 23% (32) strongly disagree/disagree; 24% stated don't know/does not apply.

Standard III

- Standard III.A.1 – 77% (111) of respondents stated they strongly agree/agree that the college employs individuals who are qualified for their position, with appropriate education, training, and experience, while 21% (29) strongly disagree/disagree.
- Standard III.B.14 – 66% (96) of respondents stated they strongly agree/agree that sufficient training opportunities are provided by the college in state/federal regulations, such as Title 5 Ed Code, Title IX, and sexual harassment while 26% (37) strongly disagree/disagree.
- Standard III.A.14 – 58% (84) of respondents stated they strongly agree/agree that sufficient training opportunities are provided by the college on health and safety issues (e.g., emergency situation training, active shooter training, etc.), while 32% (47) strongly disagree/disagree.

- Standard III.A.14 – 54% (78) of respondents stated they strongly agree/agree that sufficient training opportunities are provided by the college in institutional planning, including program review, accreditation standards, institutional standards and goals, while 30% (43) strongly disagree/disagree; 17% stated don't know/does not apply.
- Standard III.C.1 – 76% (110) of respondents stated they strongly agree/agree that sufficient training in the use of technology (hardware and software) is provided to effectively carry out work responsibilities, including supporting student learning, while 20% (29) strongly disagree/disagree.

Standard IV

- Standard IV.A.1 – 68% (97) of respondents stated they strongly agree/agree that faculty and staff are empowered to develop programs and services that will enhance student learning, while 21% (30) strongly disagree/disagree; 11% stated don't know/does not apply.
- Standard IV.A.6 – 51% (73) of respondents stated they strongly agree/agree that there is effective (i.e. clear, current, and widely available) communication at the college, while 44% (64) strongly disagree/disagree.
- Standard IV.B.6 – 39% (57) of respondents stated they strongly agree/agree that the college president engages in collaborative decision-making with an emphasis on collegiality and open communication between and among all constituents, while 35% (50) of respondents strongly disagree/disagree; 26%stated don't know/does not apply.
- Standard IV.C.4 – 42% (60) of respondents stated they strongly agree/agree that the Board of Trustees advocates for and defends the college and protects if rom undue influence or pressure, while 10% (15) strongly disagree/disagree, and 48% stated don't know/does not apply.
- Standard IV.D.1 – 56% (80) of respondents stated they strongly agree/agree that the district chancellor provides leadership in setting expectations of education excellence and the support needed to sustain these efforts, while 10% (14) strongly disagree/disagree, and 34% stated don't know/does not apply.
- Standard IV.D.2 – 54% (78) of respondents stated they strongly agree/agree that the district chancellor ensures sufficient district support is allocated so the colleges can achieve their mission goals, while 7% (11) strongly disagree/disagree; 38% stated don't know/does not apply.
- Standard IV.D.6 – 40% (56) of respondents stated they strongly agree/agree that there is effective (i.e. clear, current, and widely available) communication between the college and the district, allowing the college to achieve its mission and goals, while 27% (38) strongly disagree/disagree; 33% stated don't know/does not apply.

Employee Accreditation Survey

What is your primary job classification at De Anza?   Mean: 2

Response	Value	Frequency	Percent	Graph
Full-time faculty	1	47	33	
Part-time faculty	2	42	29	
Classified professional	3	47	33	
Administrator	4	8	6	
Total Valid		**144**	**100**	

How long have you worked at De Anza?   Mean: 3

Response	Value	Frequency	Percent	Graph
0-2 years	1	27	19	
3-5 years	2	15	10	
6-9 years	3	23	16	
10 or more years	4	79	55	
Total Valid		**144**	**100**	

To which ethnic group do you MOST identify?   Mean: 5

Response	Value	Frequency	Percent	Graph
African American/Black	1	5	3	
Asian	2	21	15	
Filipino/Pacific Islander	3	5	3	
Latino/a	4	24	17	
Native American	5	2	1	
White	6	59	41	
Other	7	8	6	
Prefer not to repond	8	20	14	
Total Valid		**144**	**100**	

What is your gender?   Mean: 2

Response	Value	Frequency	Percent	Graph
Male	1	51	35	
Female	2	85	59	
Other	3	0	0	
Prefer not to respond	4	9	6	
Total Valid		**145**	**100**	

The college mission statement is used to guide institutional planning and resource prioritization. (I.A.3.)   Mean: 2

Response	Value	Frequency	Percent	Graph
Strongly Agree	1	39	27	
Agree	2	67	47	
Disagree	3	9	6	
Strongly Disagree	4	3	2	
Dont Know/Doesnt Apply	5	25	17	
Total Valid		**143**	**100**	

The college maintains ongoing dialogue about the continuous improvement of student learning and institutional processes. (I.B.1.)

Mean: 2

Response	Value	Frequency	Percent	Graph
Strongly Agree	1	46	32	
Agree	2	57	40	
Disagree	3	18	13	
Strongly Disagree	4	11	8	
Dont Know/Doesnt Apply	5	11	8	
Total Valid		143	100	

The college reviews student data to identify achievement gaps. (I.B.4.)

Mean: 2

Response	Value	Frequency	Percent	Graph
Strongly Agree	1	56	40	
Agree	2	57	40	
Disagree	3	2	1	
Strongly Disagree	4	5	4	
Dont Know/Doesnt Apply	5	21	15	
Total Valid		141	100	

Employee Accreditation Survey

The college documents its program review, planning, and resource prioritization processes (broadly communicated using website, emails, newsletters, shared governance discussions, etc.). (I.B.8.)

Mean: 2

Response	Value	Frequency	Percent	Graph
Strongly Agree	1	37	26	
Agree	2	61	42	
Disagree	3	22	15	
Strongly Disagree	4	9	6	
Dont Know/Doesnt Apply	5	15	10	
Total Valid		144	100	

Program review, planning, and resource prioritization processes highlight how each program/unit serves students, and how it can serve them better (short-and long-term). (I.B.9.)

Mean: 3

Response	Value	Frequency	Percent	Graph
Strongly Agree	1	34	24	
Agree	2	54	38	
Disagree	3	21	15	
Strongly Disagree	4	9	6	
Dont Know/Doesnt Apply	5	25	17	
Total Valid		143	100	

The college uses delivery modes and teaching methodologies appropriately to better reflect the diverse needs and learning styles of students. (II.A.7.)

Mean: 2

Response	Value	Frequency	Percent	Graph
Strongly Agree	1	37	26	
Agree	2	68	47	
Disagree	3	13	9	
Strongly Disagree	4	6	4	
Dont Know/Doesnt Apply	5	20	14	
Total Valid		144	100	

The college library resources are sufficient for students to complete academic assignments. (II.B.1.)

Mean: 3

Response	Value	Frequency	Percent	Graph
Strongly Agree	1	41	29	
Agree	2	55	38	
Disagree	3	5	3	
Strongly Disagree	4	2	1	
Dont Know/Doesnt Apply	5	40	28	
Total Valid		143	100	

Employee Accreditation Survey

The college provides students sufficient access to the library and other learning support services, whether face-to-face or in an online (i.e. web-based, internet) format. (II.B.1./II.C.3.)

Mean: 2

Response	Value	Frequency	Percent	Graph
Strongly Agree	1	52	36	
Agree	2	60	42	
Disagree	3	8	6	
Strongly Disagree	4	5	3	
Dont Know/Doesnt Apply	5	18	13	
Total Valid		143	100	

The college evaluates the quality of student support services to assure they meet student needs. (II.C.1.)

Mean: 3

Response	Value	Frequency	Percent	Graph
Strongly Agree	1	25	17	
Agree	2	53	37	
Disagree	3	21	15	
Strongly Disagree	4	11	8	
Dont Know/Doesnt Apply	5	34	24	
Total Valid		144	100	

The college employs individuals who are qualified for their position, with appropriate education, training, and experience. (III.A.1.)

Mean: 2

Response	Value	Frequency	Percent	Graph
Strongly Agree	1	45	31	
Agree	2	66	46	
Disagree	3	21	15	
Strongly Disagree	4	8	6	
Dont Know/Doesnt Apply	5	3	2	
Total Valid		143	100	

Sufficient training opportunities are provided by the college in state/federal regulations, such as Title 5 Ed Code, Title IX, and sexual harassment. (II.B.14.)
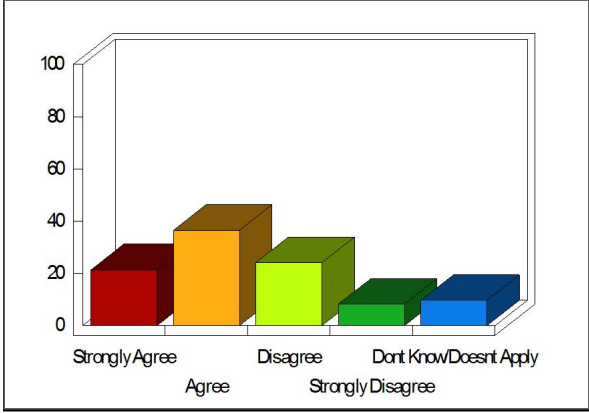
Mean: 2

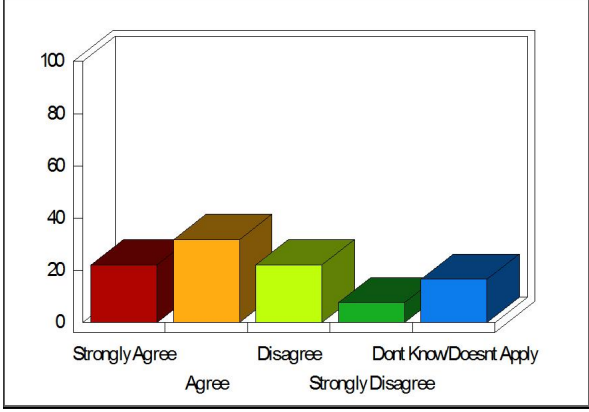| Response	Value	Frequency	Percent	Graph
Strongly Agree	1	34	23	
Agree	2	62	43	
Disagree	3	26	18	
Strongly Disagree	4	11	8	
Dont Know/Doesnt Apply	5	12	8	
Total Valid		145	100	

Sufficient training opportunities are provided by the college on health and safety issues (e.g. emergency situation training, active shooter training, etc.). (III.A.14.)

Mean: 2

Response	Value	Frequency	Percent	Graph
Strongly Agree	1	31	21	
Agree	2	53	37	
Disagree	3	35	24	
Strongly Disagree	4	12	8	
Dont Know/Doesnt Apply	5	14	10	
Total Valid		**145**	**100**	

Sufficient training opportunities are provided by the college in institutional planning, including program review, accreditation standards, institutional standards and goals. (III.A.14.)

Mean: 3

Response	Value	Frequency	Percent	Graph
Strongly Agree	1	32	22	
Agree	2	46	32	
Disagree	3	32	22	
Strongly Disagree	4	11	8	
Dont Know/Doesnt Apply	5	24	17	
Total Valid		**145**	**100**	

Employee Accreditation Survey

Sufficient training in the use of technology (hardware and software) is provided to effectively carry out work responsibilities, including supporting student learning. (III.C.1.)

Mean: 2

Response	Value	Frequency	Percent	Graph
Strongly Agree	1	39	27	
Agree	2	71	49	
Disagree	3	21	14	
Strongly Disagree	4	8	6	
Dont Know/Doesnt Apply	5	6	4	
Total Valid		145	100	

Faculty and staff are empowered to develop programs and services that will enhance student learning. (IV.A.1.)

Mean: 2

Response	Value	Frequency	Percent	Graph
Strongly Agree	1	26	18	
Agree	2	71	50	
Disagree	3	14	10	
Strongly Disagree	4	16	11	
Dont Know/Doesnt Apply	5	15	11	
Total Valid		142	100	

Employee Accreditation Survey

There is effective (i.e. clear, current, and widely available) communication at the college. (IV.A.6.)   Mean: 3

Response	Value	Frequency	Percent	Graph
Strongly Agree	1	20	14	
Agree	2	53	37	
Disagree	3	35	24	
Strongly Disagree	4	29	20	
Dont Know/Doesnt Apply	5	7	5	
Total Valid		**144**	**100**	

The college president engages in collaborative decision-making with an emphasis on collegiality and open communication between and among all constituents. (IV.B.6.)   Mean: 3

Response	Value	Frequency	Percent	Graph
Strongly Agree	1	22	15	
Agree	2	35	24	
Disagree	3	21	15	
Strongly Disagree	4	29	20	
Dont Know/Doesnt Apply	5	37	26	
Total Valid		**144**	**100**	

The Board of Trustees advocates for and defends the college and protects it from undue influence or pressure. (IV.C.4.)

Mean: 3

Response	Value	Frequency	Percent	Graph
Strongly Agree	1	18	13	
Agree	2	42	29	
Disagree	3	9	6	
Strongly Disagree	4	6	4	
Dont Know/Doesnt Apply	5	69	48	
Total Valid		144	100	

The district chancellor provides leadership in setting expectations of education excellence and the support needed to sustain these efforts. (IV.D.1)
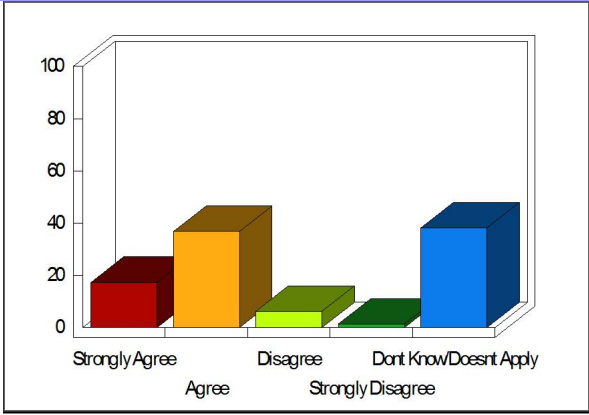
Mean: 3

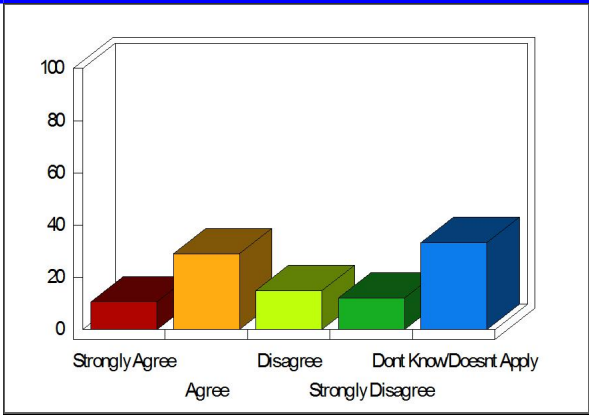| Response	Value	Frequency	Percent	Graph
Strongly Agree	1	26	18	
Agree	2	54	38	
Disagree	3	11	8	
Strongly Disagree	4	3	2	
Dont Know/Doesnt Apply	5	48	34	
Total Valid		142	100	

The district chancellor ensures sufficient district support is allocated so the colleges can achieve their mission and goals. (IV.D.2.)

Mean: 3

Response	Value	Frequency	Percent	Graph
Strongly Agree	1	25	17	
Agree	2	53	37	
Disagree	3	9	6	
Strongly Disagree	4	2	1	
Dont Know/Doesnt Apply	5	55	38	
Total Valid		144	100	

There is effective (i.e. clear, current, and widely available) communication between the colleges and the district, allowing the college to achieve its mission and goals. (IV.D.6.)

Mean: 3

Response	Value	Frequency	Percent	Graph
Strongly Agree	1	15	11	
Agree	2	41	29	
Disagree	3	21	15	
Strongly Disagree	4	17	12	
Dont Know/Doesnt Apply	5	47	33	
Total Valid		141	100	