Accreditation Survey Results

Mallory Newell, De Anza College, Accreditation Liaison Officer
Survey Administration

- Developed jointly by the De Anza and Foothill Offices of Research and Planning
- Shared with governance groups at both colleges
- Survey included:
  - Questions pertaining to Standards I, II, III and IV
  - Additional student questions regarding overall satisfaction
    - Institutional Core Competencies at each college
    - Opportunity to provide feedback on an open-ended question
- Emailed to students and employees via an online link in May 2016
  - Open for two weeks with one reminder sent after the first week
- Employee responses: 145
- Students responses: 864
Student Survey Results
Student Ethnicity

Left Bar = Survey Respondents

Right Bar = Spring Student Population

African American
Asian
Filipino
Latino/a
White

Not graphed: Native American, Other, Prefer not to respond. Spring census enrollment.
Student Educational Goal

- Transfer w/wo Degree
- Degree/Certificate
- Job Advancement/Training
- Basic Skills Development

Not graphed: Basic skills development, Personal Enrichment, Undecided.

Left Bar = Survey Respondents
Right Bar = Spring Student Population
I.B.2. Instructors clearly list and define student learning outcomes (SLOs) on their course syllabi.

I.C.9. Instructors present data and information fair and objectively.

II.A.6. The college schedules courses in a manner that allows students to complete certificate and degree requirements within a realistic period of time.

II.C.3. The college assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students who attend courses face-to-face or online.

II.C.5. The college provides sufficient counseling and/or academic advising to support students.
Institutional Core Competencies

My experience at this college has increased my ability to:

Express myself creatively
- Very Much/Quite A Bit: 56%
- Some/Very Little: 39%
- Don't Know/Doesn't Apply: 5%

Interpret ideas or issues thoughtfully and logically
- Very Much/Quite A Bit: 72%
- Some/Very Little: 26%
- Don't Know/Doesn't Apply: 2%

Understand the significance of both environmental sustainability and social justice
- Very Much/Quite A Bit: 58%
- Some/Very Little: 35%
- Don't Know/Doesn't Apply: 7%

Write clearly and effectively
- Very Much/Quite A Bit: 72%
- Some/Very Little: 24%
- Don't Know/Doesn't Apply: 4%

Solve numerical problems
- Very Much/Quite A Bit: 66%
- Some/Very Little: 26%
- Don't Know/Doesn't Apply: 8%
### My experience at this college contributed to my ability to understand people from other racial and ethnic backgrounds.

<table>
<thead>
<tr>
<th></th>
<th>Very much/Quite a bit</th>
<th>Percent</th>
<th>Some/Very little</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted</td>
<td>184</td>
<td>86%</td>
<td>361</td>
<td>14%</td>
<td>215</td>
</tr>
<tr>
<td>Not Targeted</td>
<td>462</td>
<td>71%</td>
<td>186</td>
<td>29%</td>
<td>648</td>
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</tbody>
</table>

### My experience at this college contributed to my ability to think critically and analytically.

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<thead>
<tr>
<th></th>
<th>Very much/Quite a bit</th>
<th>Percent</th>
<th>Some/Very little</th>
<th>Percent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Targeted</td>
<td>183</td>
<td>85%</td>
<td>31</td>
<td>15%</td>
<td>2154</td>
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<tr>
<td>Not Targeted</td>
<td>478</td>
<td>74%</td>
<td>162</td>
<td>25%</td>
<td>640</td>
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</table>
Overall Satisfaction

My interactions with faculty at this college are generally helpful, encouraging, and supportive.

My interactions with student support services (such as admissions and records, financial aid, counseling, tutoring, student activities, library) are generally helpful, friendly, and supportive.

My relationship with other students at this college are generally friendly and supportive.

Strongly Agree/Agree

Disagree/Strongly Disagree

Don’t Know/Doesn’t Apply not graphed
Employee Survey Results
Employee Ethnicity

Not graphed: Native American, other, Prefer not to respond. Only Fall data for employees is published.
Employment Category

Left Bar = Survey Respondents

Right Bar = Fall Employee Population

Administrator: 6% (Survey) / 2% (Fall)
Full-Time Faculty: 2% (Survey) / 33% (Fall)
Part-Time Faculty: 24% (Survey) / 29% (Fall)
Classified: 33% (Survey) / 50% (Fall)

Legend:
- Red: Administrator
- Blue: Full-Time Faculty
- Purple: Part-Time Faculty
- Green: Classified
I.A.3. The college mission statement is used to guide institutional planning and resource prioritization.

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

I.B.9. 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).

II.A.7. The college uses delivery modes and teaching methodologies appropriately to better reflect the diverse needs and learning styles of students.
III.A.1. The college employs individuals who are qualified for their position, with appropriate education, training, and experience.

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

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

IV.A.6. There is effective (i.e. clear, current, and widely available) communication at the college.
What do I do with this information?

- Use the survey results to respond to your Standards -- each question is aligned with a particular Standard

- Use the questions and responses as a starting point for conversations within your group to inform your own practice

- The full results are available here:


Employees: http://www.deanza.edu/ir/deanza-research-projects/2016-17/Employee_Accreditation_Survey_Spring2016.pdf
1. Train new members on the Standards and Self-Study process

2. Finalize your matrix -- it will be part of the report
   a. Review and update the ‘Notes’ section
   b. Paste the same links from the report into the ‘Evidence’ section of the matrix
   c. The matrix is housed in your OneDrive folder

3. Set a schedule for completion of the Self-Study Report
   a. Work backwards from December 31 (11:59 p.m.) due date
   b. See monthly deadlines and enter your progress here: http://bit.ly/2dx5TE2

4. Review the Eligibility Requirements (ERs) that apply to your Standards
   a. All ERs are posted here: http://deanza.edu/accreditation/2017/pdf/Eligibility_Requirements_Adopted_June_2014.pdf

5. Write the Self-Study report
   a. We have created a report template for each group to work from — it is in your OneDrive folder

6. Ask questions if you are unclear on anything: newellmallory@fhda.edu