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ACT College Outcome Survey and Faculty/Staff Survey

Institutional Research and Planning – Spring 2011

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OUTLINE

- **ACT COLLEGE OUTCOME SURVEY – FALL 2010**
  - **Survey instrument**
  - **Sampling and response rate**
  - **2010 survey results**
  - **Comparison with 2004 and 2008 survey data**

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Survey Instrument

- Developed by ACT
- To assess students' perceptions of the importance of, progress toward, and college contribution to a variety of college outcomes including satisfaction with selected aspects of the college's programs and services.
- College outcome survey questions are clustered in three major areas:
  - College outcomes – 26 items
  - Personal growth – 36 items
  - Satisfaction with college – 39 items

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Sampling and Response Rate

- 50 upper level classes were selected to include more students nearing completion of their course work.
- Survey packets were sent to faculty and surveys were administered by faculty
- 49 classes returned the survey and 888 students completed survey
- Same survey was also conducted in spring 2004 (808 responses) and spring 2008 (868 responses) and results were compared

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2010 COLLEGE OUTCOME SURVEY RESULTS

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Importance of attaining outcomes

- **Top 5 important outcomes at FCC:**
  1. **Acquiring knowledge and skills needed for a career**
  2. **Becoming competent in my major**
  3. **Learning to think and reason**
  4. **Developing problem-solving skills**
  5. **Speaking more effectively**

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Progress made toward attaining outcomes

- To 5 outcomes made most progress at FCC:
  1. Learning to think and reason
  2. Acquiring knowledge and skills needed for a career
  3. Listening to and understanding what others say
  4. Developing problem-solving skills
  5. Developing openness to new ideas and practices

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Personal growth since entering FCC

- Top 5 areas of personal growth at FCC
  1. **Taking responsibility of my own behavior**
  2. **Setting long-term or 'life' goals**
  3. **Acquiring a well-rounded General Education**
  4. **Learning how to become a more responsible family member**
  5. **Interacting well with people from cultures other than my own**

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FCC contribution to student growth

- Top 5 areas of personal growth contributed by FCC
  1. **Acquiring a well-rounded General Education**
  2. **Becoming academically competent**
  3. **Increasing my intellectual curiosity**
  4. **Interacting with people from cultures other than my own**
  5. **Setting long-term or 'life' goals**

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Satisfaction with FCC

- Top 5 satisfaction areas at FCC
  1. **Library/learning resource center services**
  2. **Quality of instruction**
  3. **Faculty respect for students**
  4. **This college in general**
  5. **Quality of my program of study**

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Satisfaction with FCC

- Bottom 5 satisfaction areas at FCC
  1. **Job placement services**
  2. **Practical work experiences offered in areas related to my major**
  3. **Campus AIDS education program**
  4. **Residence hall services and programs**
  5. **Personal counseling services**

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COMPARISON OF 2004, 2008, & 2010 RESULTS

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Comparison with previous survey data

- Survey data were compared for 2004, 2008, and 2010. There is a positive change on almost all survey questions with very few exceptions on student satisfaction.

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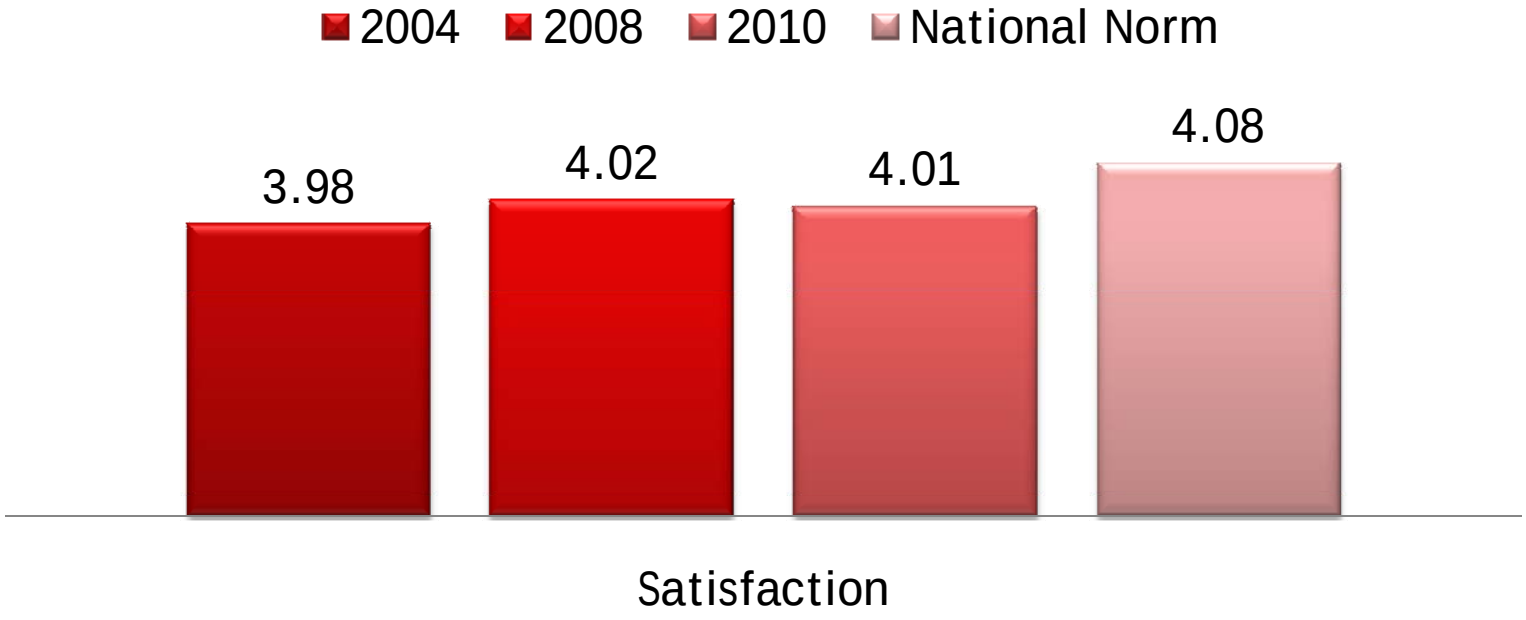
Satisfaction with FCC – top 5

1.Library/learning resource center services



Satisfaction Scale: 5=very satisfied, 4=satisfied, 3=neutral, 2=dissatisfied, 1=very dissatisfied

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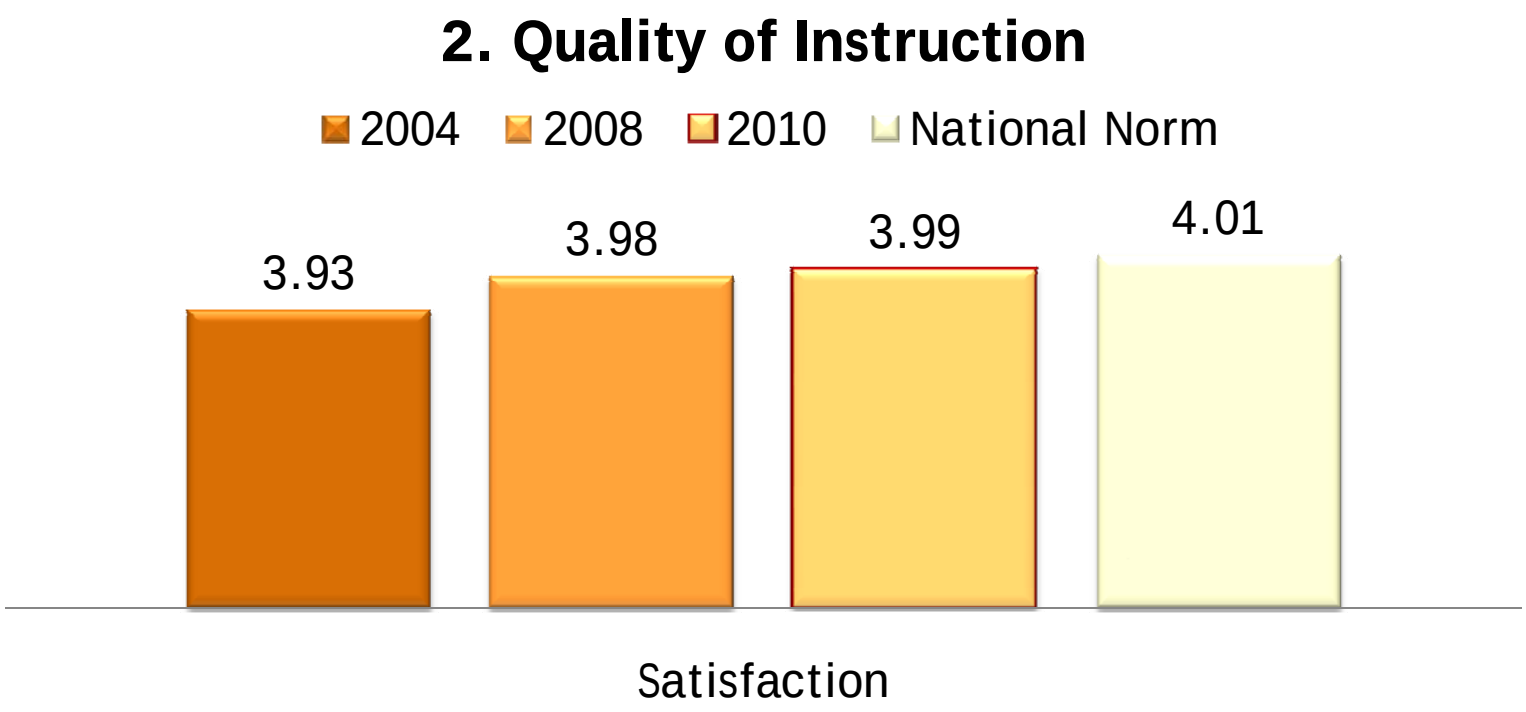
Satisfaction with FCC – top 5



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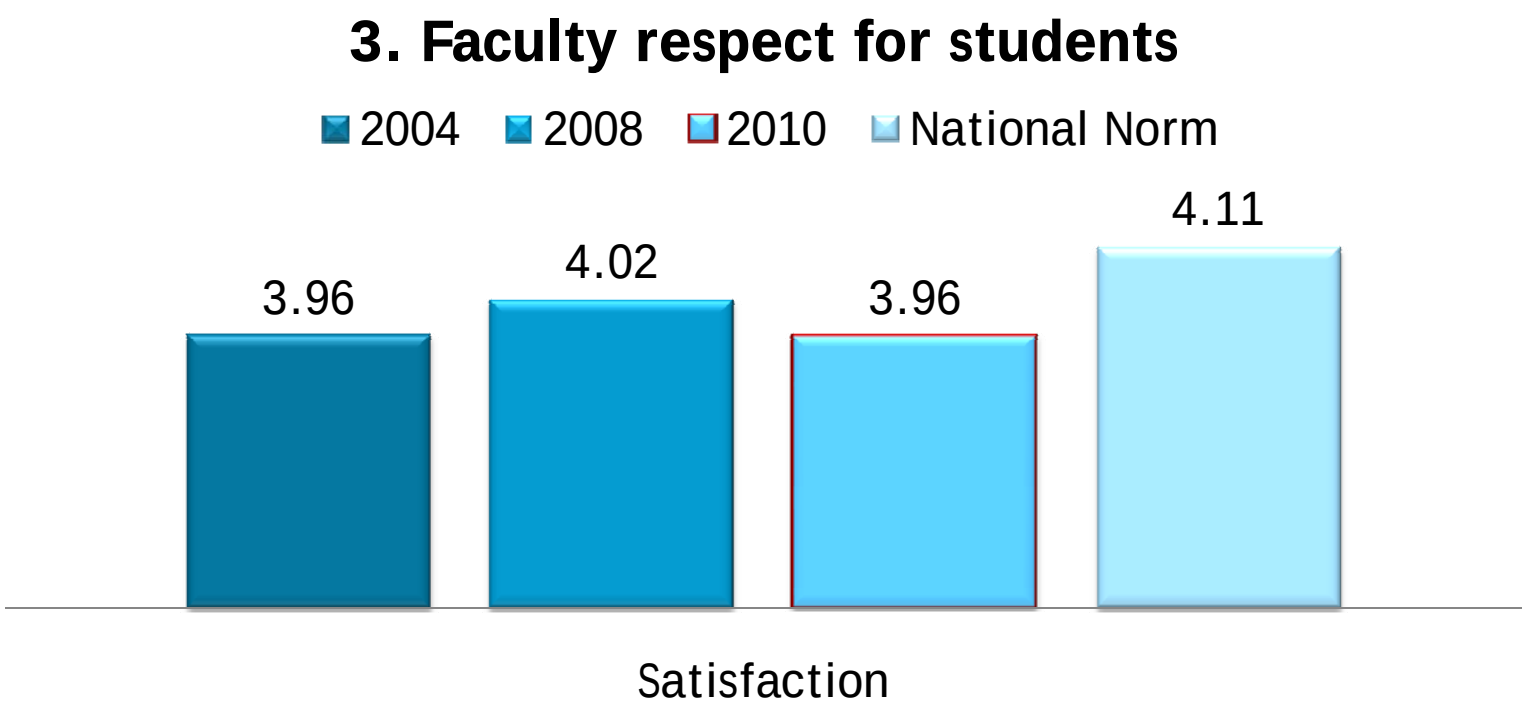
Satisfaction with FCC – top 5



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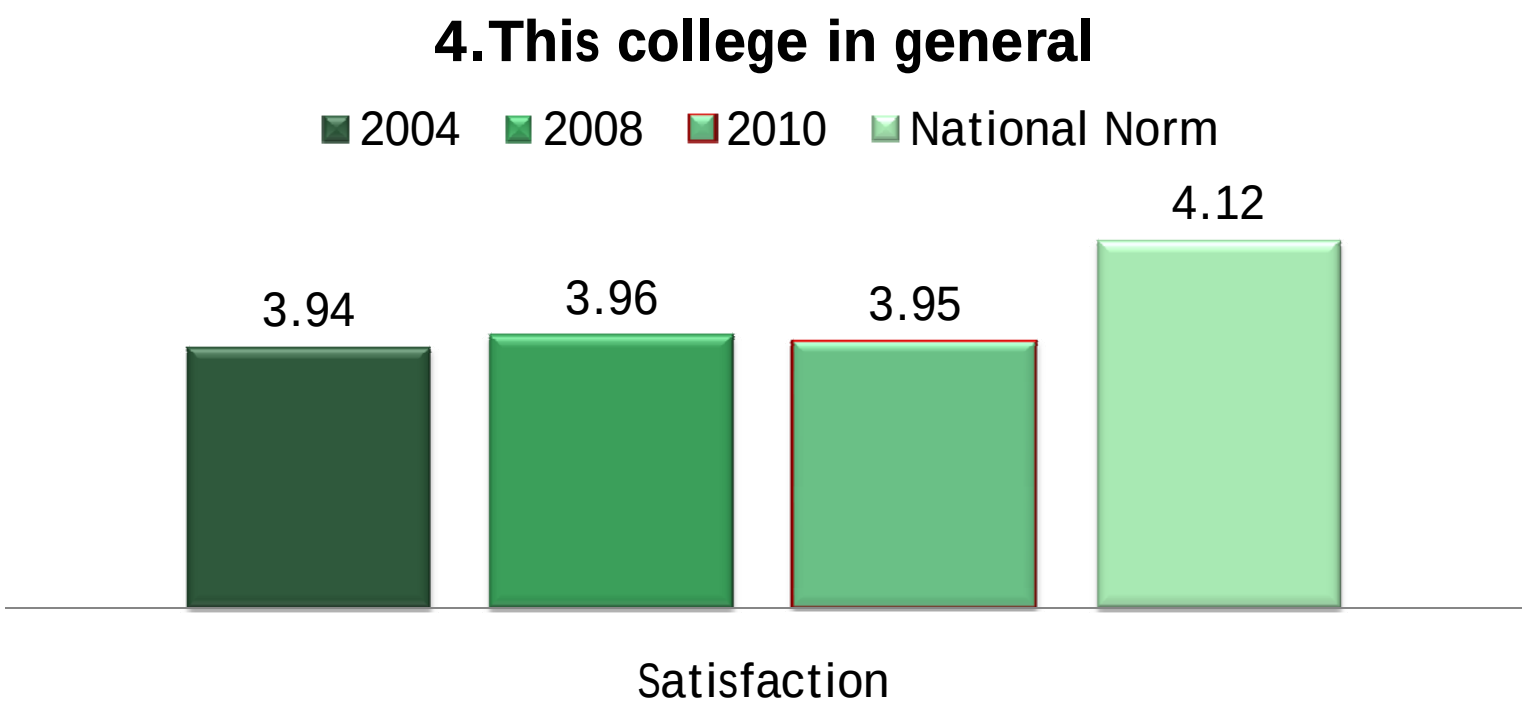
Satisfaction with FCC – top 5



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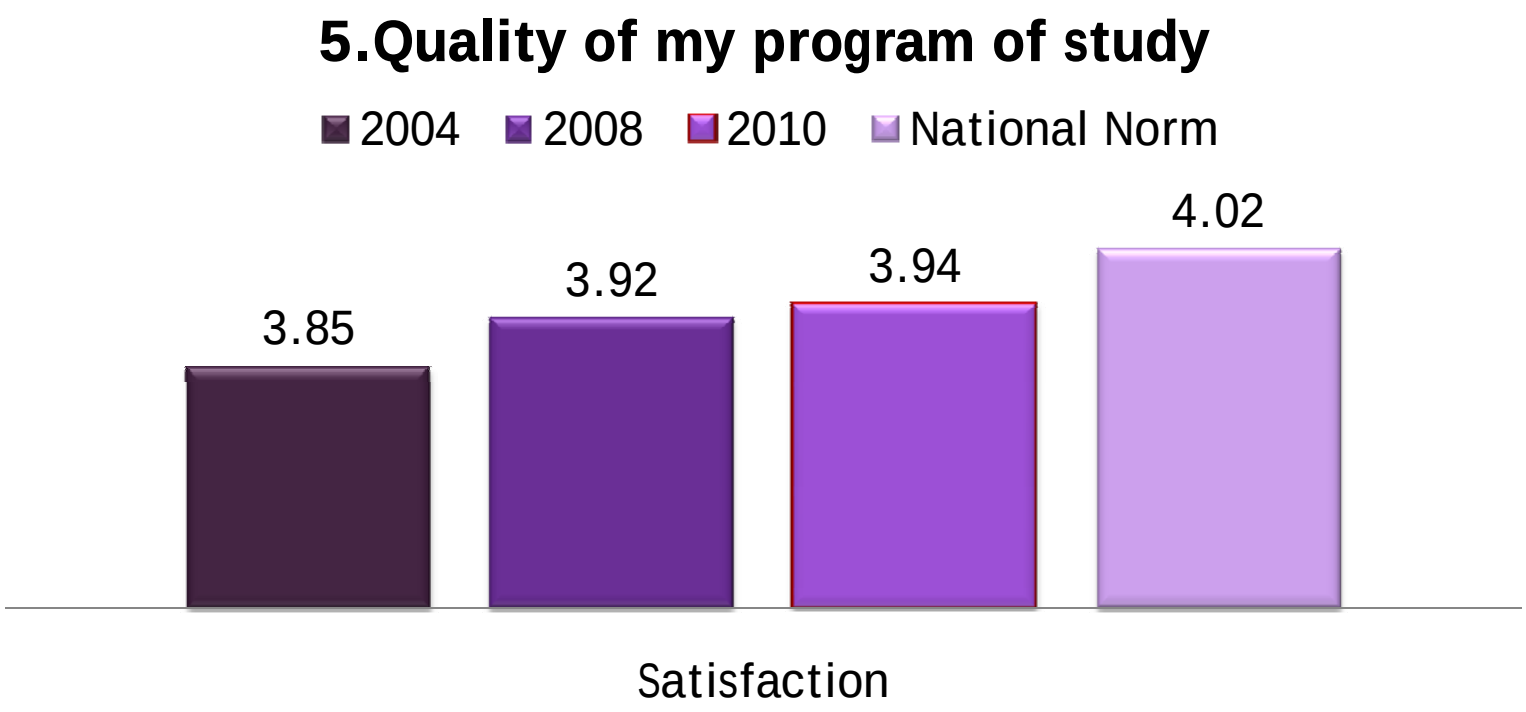
Satisfaction with FCC – top 5



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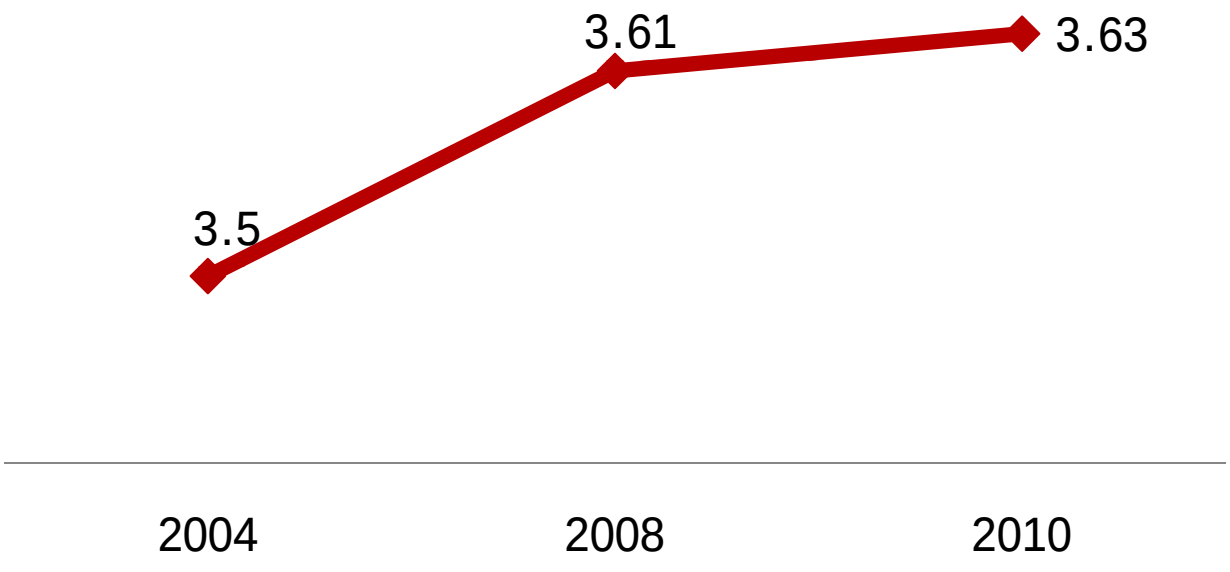
Biggest Increase in Satisfaction – top 5

1. Quality of academic advising +0.13



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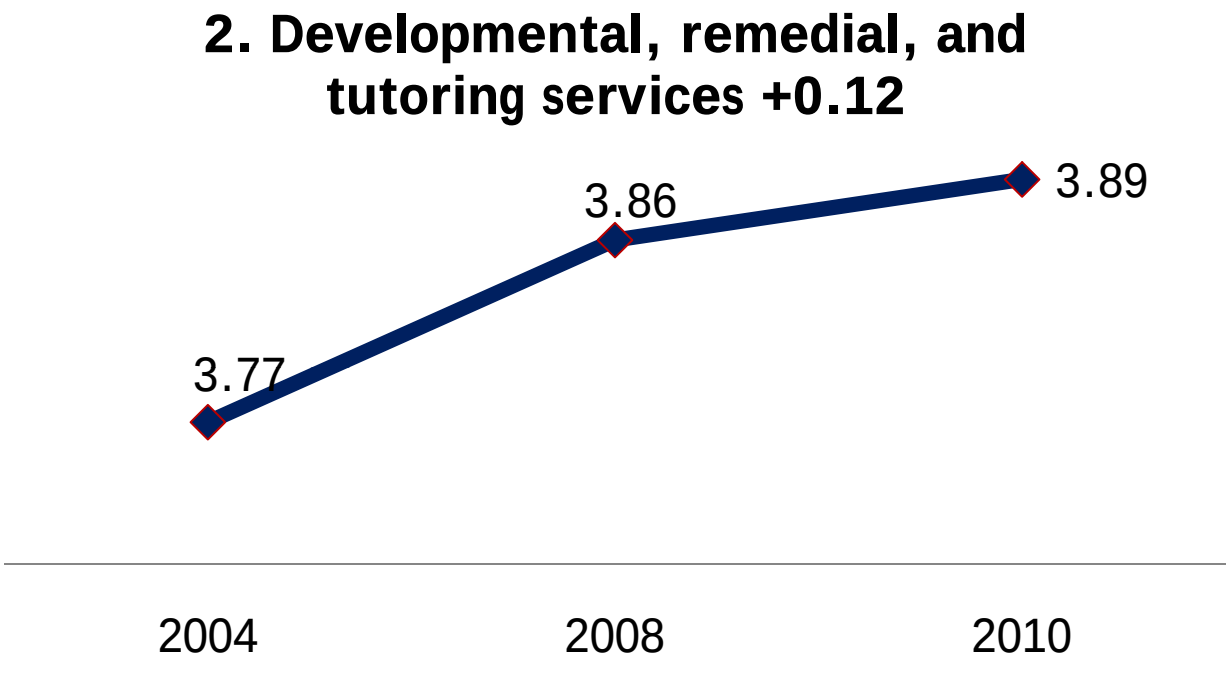
Biggest Increase in Satisfaction – top 5



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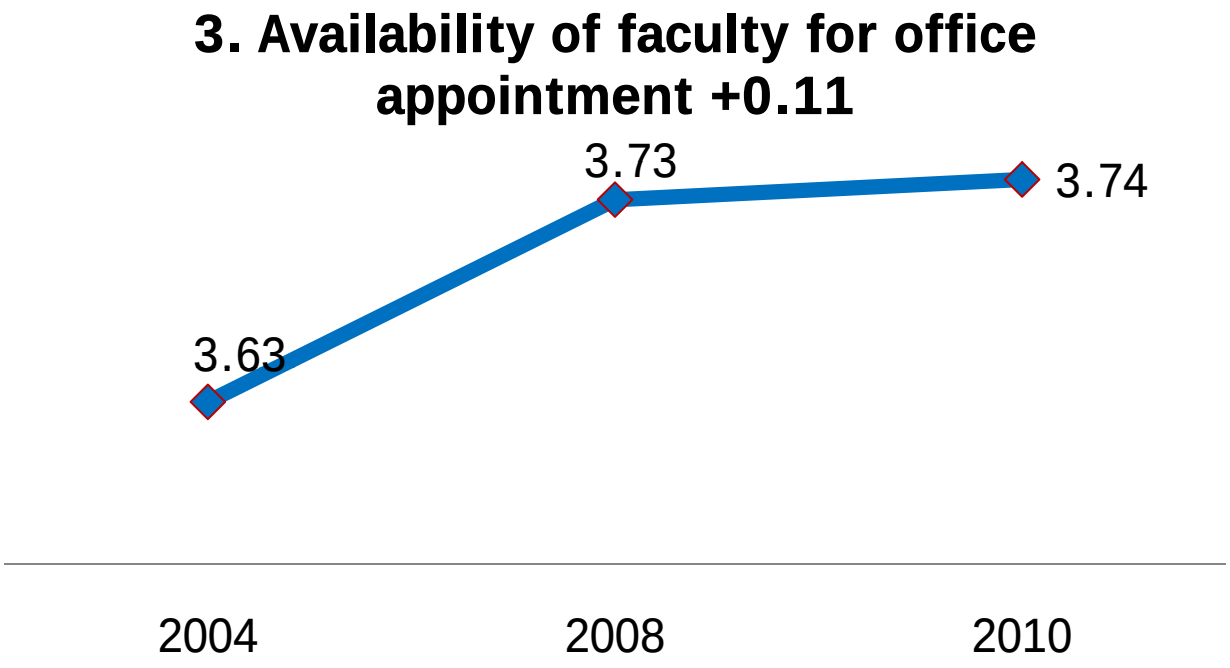
Biggest Increase in Satisfaction – top 5



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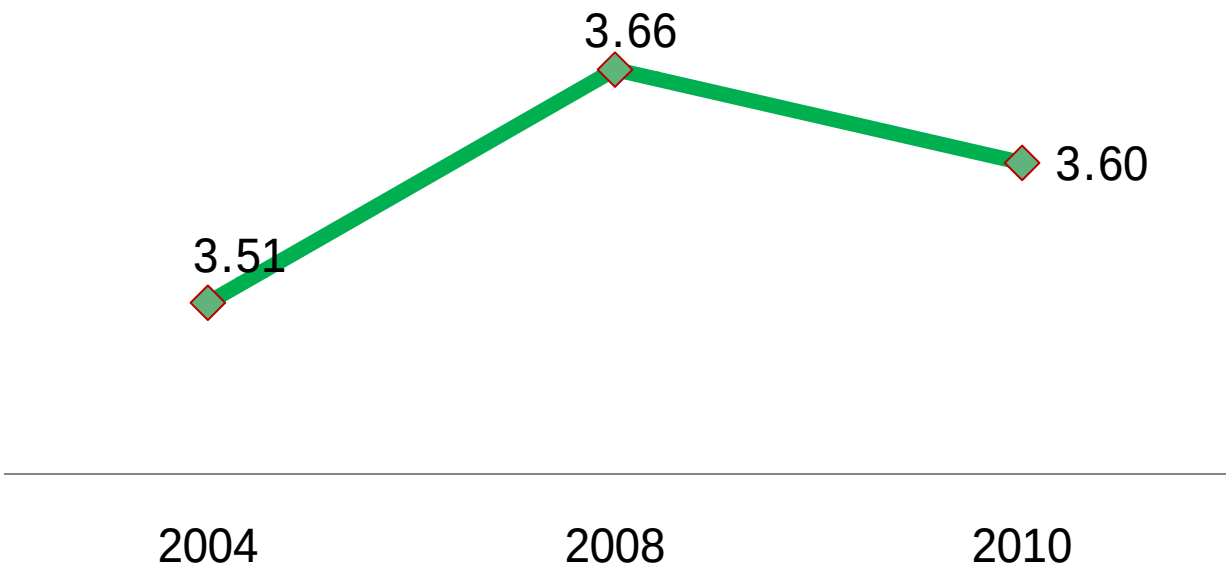
Biggest Increase in Satisfaction – top 5

4. Flexible degree requirements +0.09



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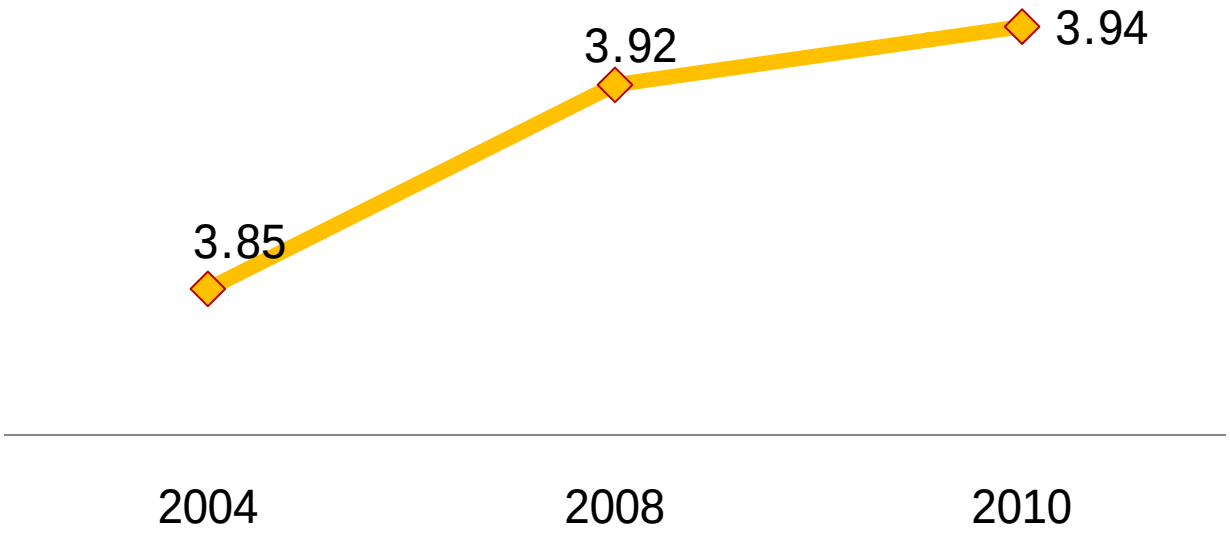
Biggest Increase in Satisfaction – top 5

5. Quality of my program of study +0.08



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Additional data

- For more detailed information on each survey question, please see executive summary and attached data tables for three years.

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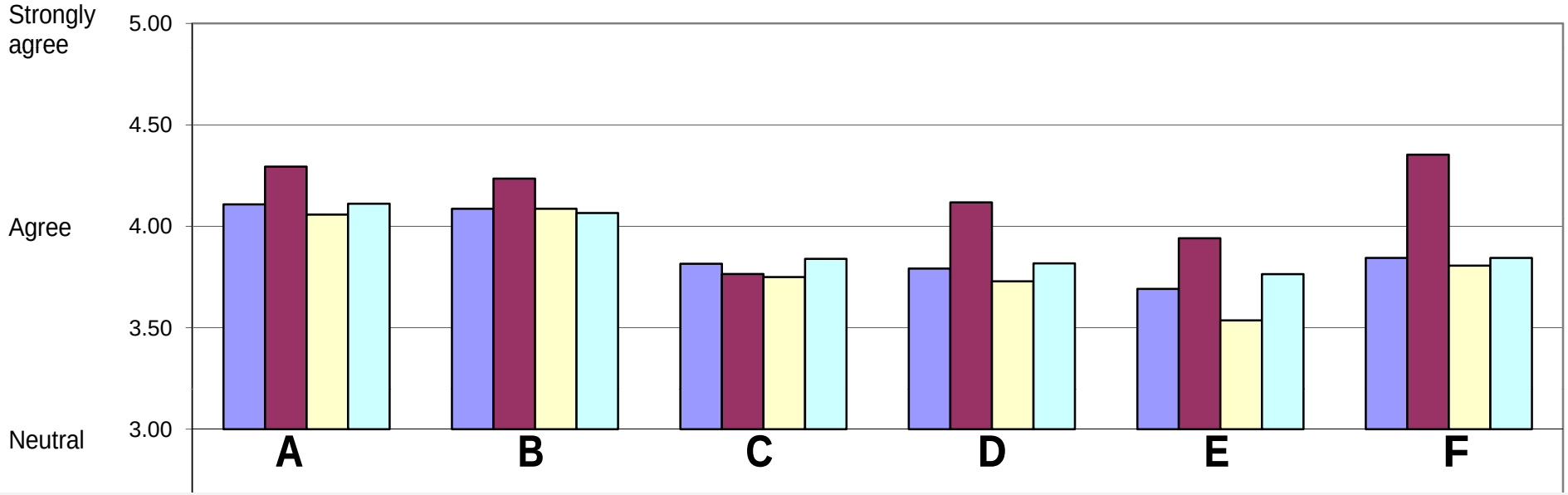
Fall 2010

FACULTY STAFF SURVEY

Standard 1: Institutional Mission and Effectiveness



A. FCC has a strong commitment to a mission that emphasizes achievement of student learning.

B. FCC makes a conscious effort to produce and support student learning.

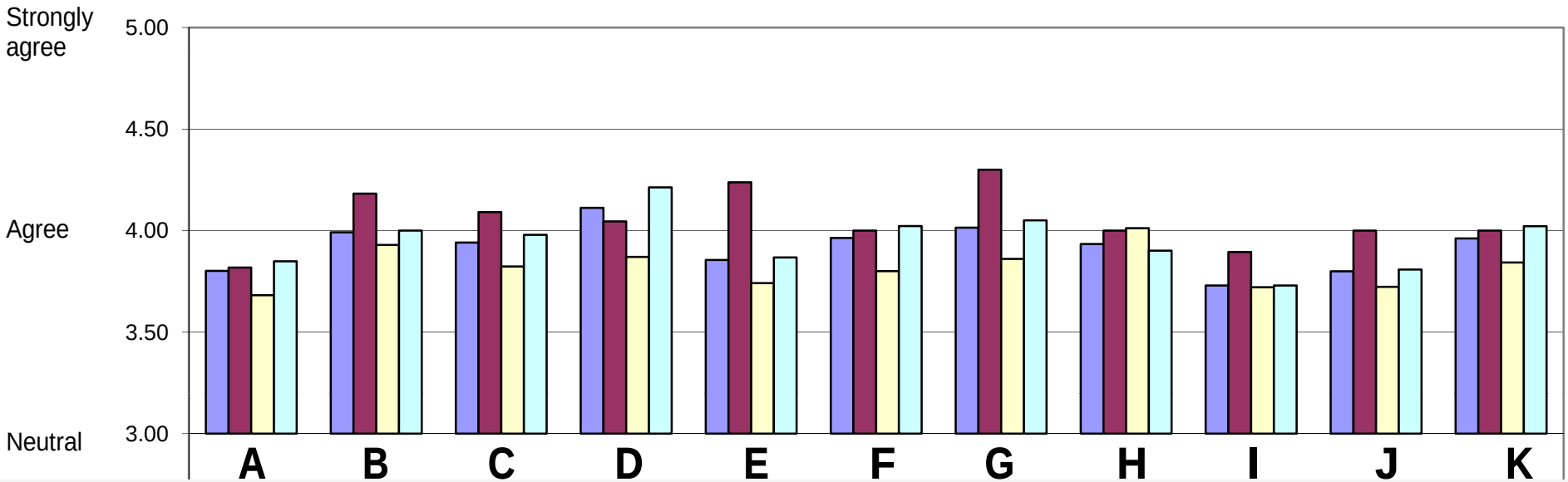
C. FCC makes a conscious effort to assess how well learning is occurring.

D. FCC makes a conscious effort to make changes to improve student learning.

E. FCC assesses progress toward achieving its goals in an ongoing cycle of evaluation, planning, resource allocation, implementation, and re-evaluation.

F. FCC works collaboratively with our community.

Standard 2a: Instructional Programs



A. FCC ensures that all instructional programs address and meet the mission of the institution and uphold its integrity.

B. FCC programs and services are high quality and appropriate to an institution of higher education.

C. FCC seeks to meet the varied educational needs of students through programs consistent with their educational preparation and community demographics.

D. FCC has identified student learning outcomes.

E. FCC recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

F. FCC evaluates all courses and programs in an ongoing systematic review of their relevance, appropriateness, and future needs.

G. FCC students completing vocational and occupational certificates and degrees are prepared for external licensure and certification.

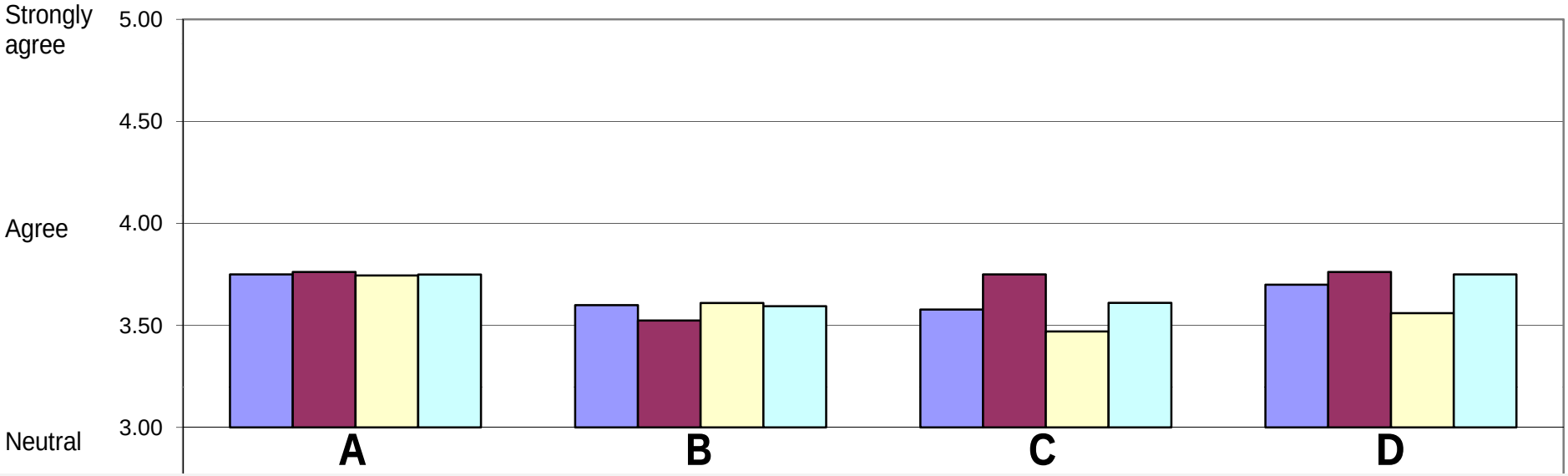
H. FCC students completing academic transfer requirements are prepared for Transfer.

I. Published policies on academic freedom demonstrate FCC's commitment to the free pursuit and dissemination of knowledge.

J. FCC is committed to enforcing published policies on student academic honesty.

K. FCC represents itself clearly, accurately, & consistently through catalogs, statements, & publications including both electronic and printed formats.

Standard 2b: Student Support Services



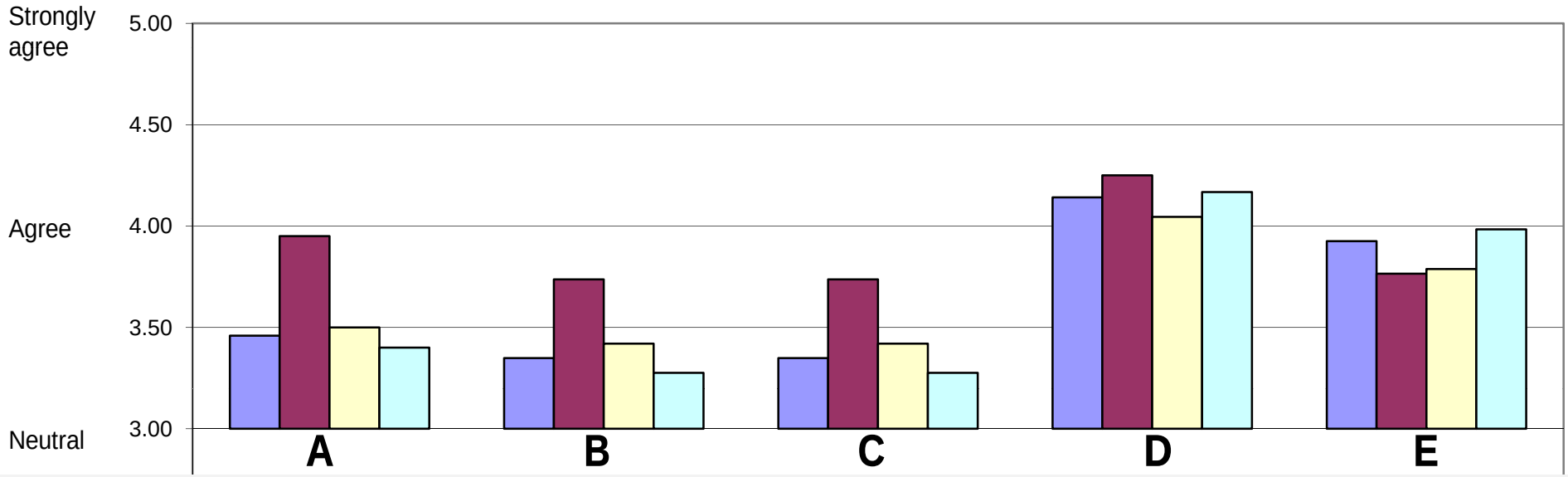
A. Student support services address the identified needs of students and enhance a supportive learning environment.

B. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success.

C. The FCC environment encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of it students.

D. FCC assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services.

Standard 2c: Library and Learning Support Services



A. Library resources are sufficient to support FCC's instructional programs.

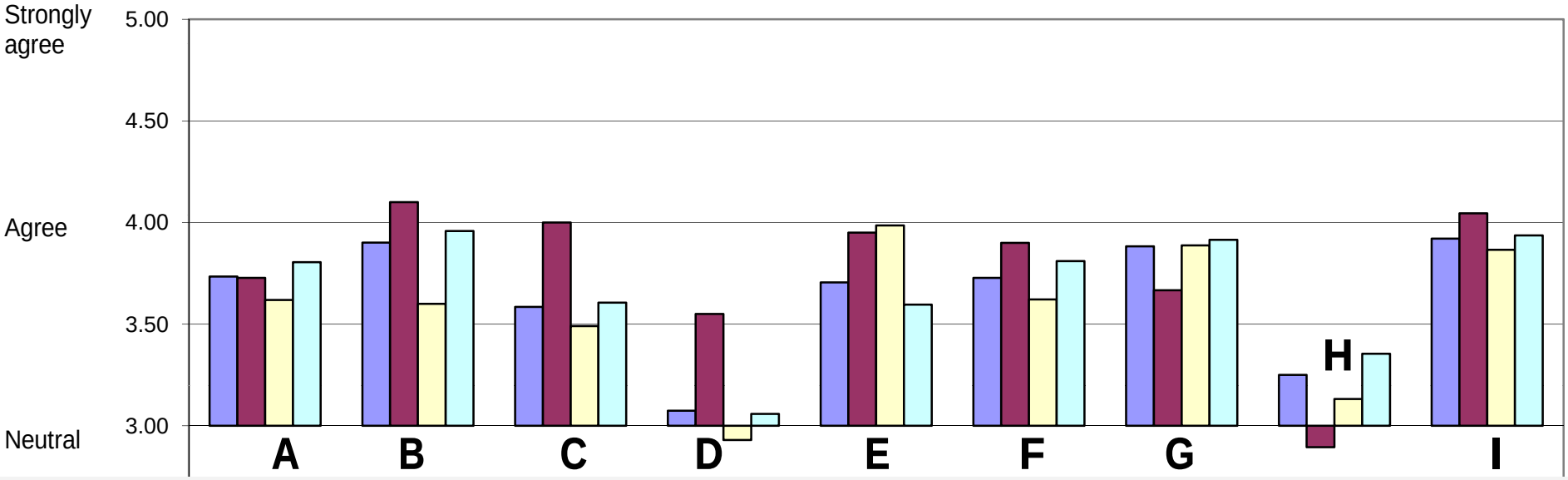
B. Library resources are sufficient to support FCC's intellectual, aesthetic, & cultural activities.

C. Tutorial Services are sufficient to support FCC's instructional programs.

D. Students who receive tutorial services are better prepared for their classes.

E. Students who receive classroom-based instruction from librarians are better prepared to perform course-related research.

Standard 3a: Human Resources



A, I am treated equitably.

B. Faculty evaluations are formal, timely, and documented.

C. Classified professionals evaluations are formal, timely, and documented.

D. Administrators/managers evaluations are formal, timely, and documented.

E. Faculty are provided opportunities for professional development.

F. Classified professionals are provided opportunities for professional development.

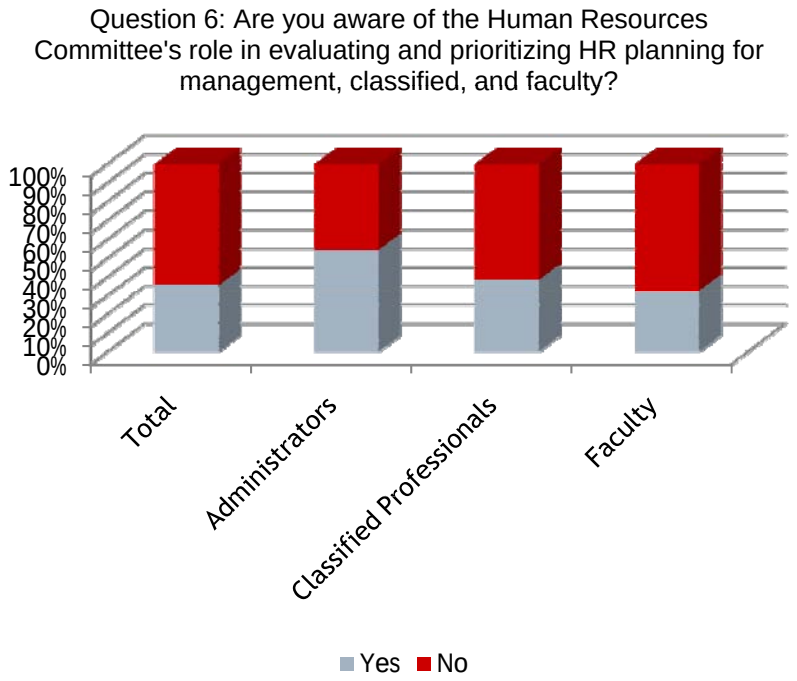
G. Administrators/managers are provided opportunities for professional development.

H. FCC systematically evaluates professional development activities and uses the results for improvement.

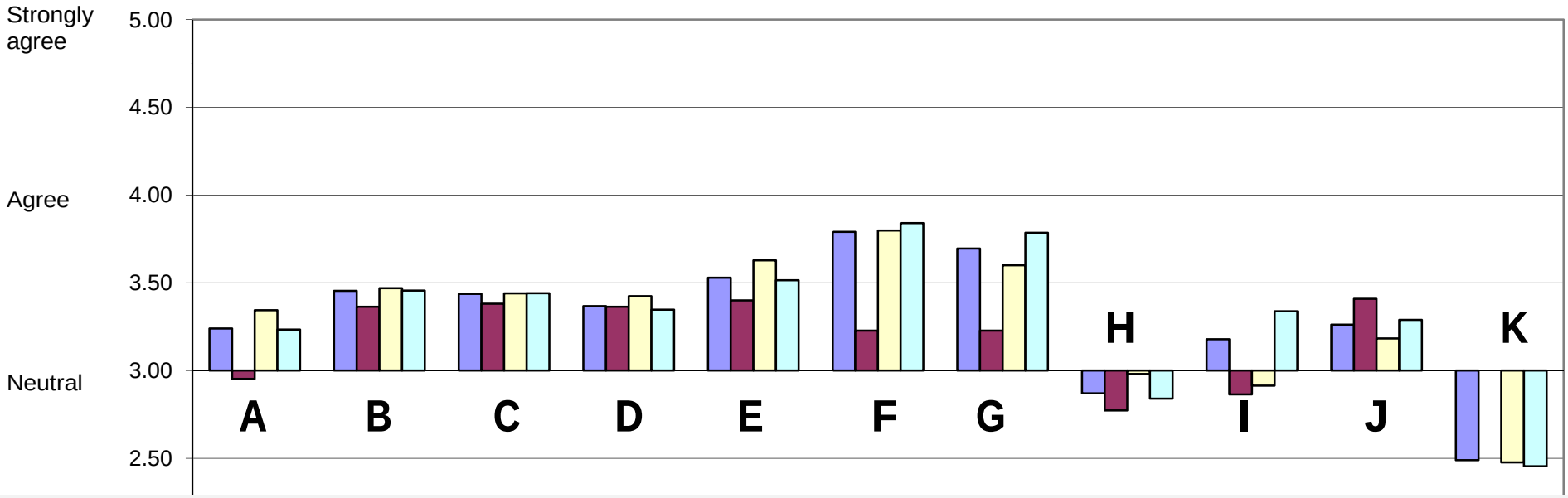
I. FCC demonstrates commitment to the educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity.

Standard 3a: Human Resources

- Fewer than half the respondents understand the role of the HR Committee; even among administrators, awareness was just over half.
- Participation in professional organizations is high at FCC; nearly three quarters of administrators and faculty report participation, and just over half of classified professionals.



Standard 3b: Physical Resources



A. FCC plans, builds, maintains, upgrades & replaces physical resources to assure effective utilization necessary to support its programs and services.

B. FCC assures that physical resources are constructed & maintained to assure access.

C. FCC assures that physical resources are constructed & maintained to assure safety and security

D. FCC assures that physical resources are constructed & maintained to assure a healthful learning and working environment.

E. Student learning needs are central to the planning, development, and design of new facilities.

F. The grounds are pleasing and adequately maintained.

G. The exterior features of the campus buildings are well-maintained.

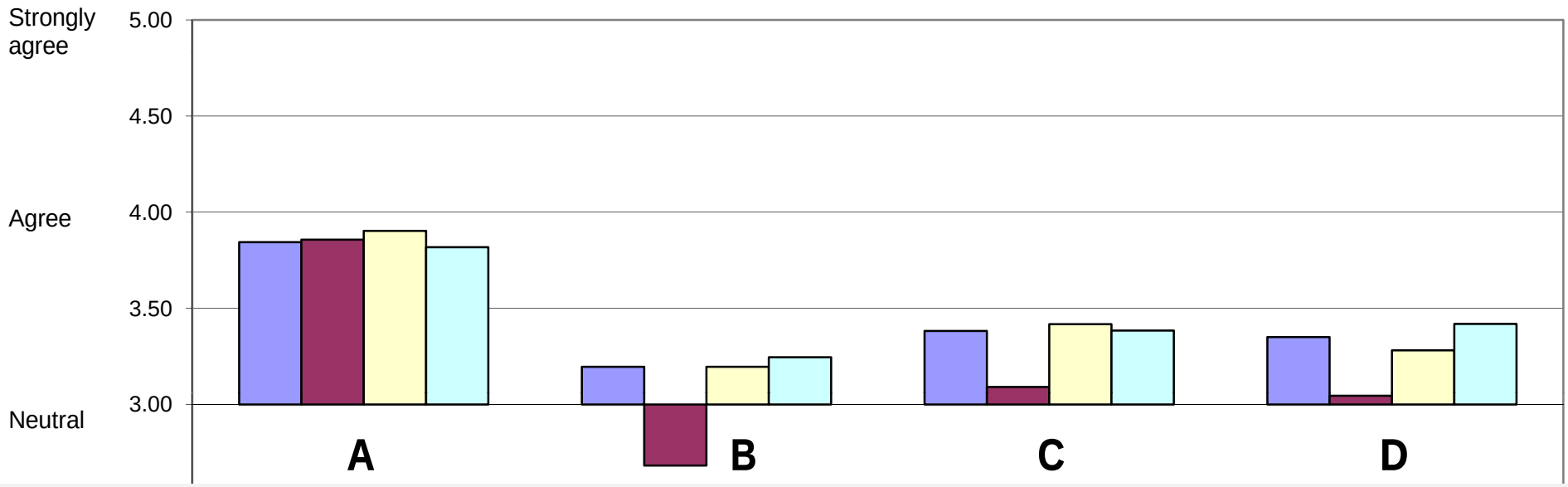
H. The interior of the classrooms, offices, and restrooms are adequately maintained.

I. The exterior lighting of the college is adequate and kept in working order.

J. The facilities at my work-site are well-maintained.

K. Parking facilities at my primary work site are adequate for my needs.

Standard 3c: Technology Resources



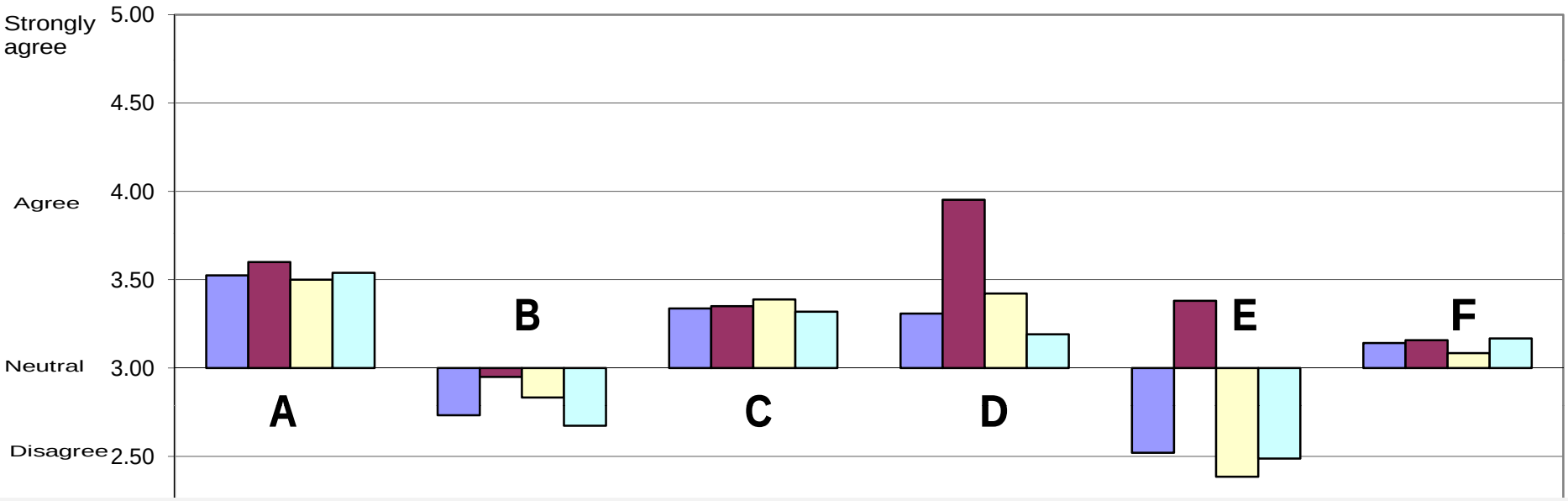
A. Technology resources are used to support student learning programs and services and to improve institutional effectiveness.

B. FCC is current in its technology.

C. There is sufficient support of technology to enable me to use it adequately in my job.

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

Standard 3d: Financial Resources



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

B. Financial resources are sufficient to support learning programs and services and to improve institutional effectiveness.

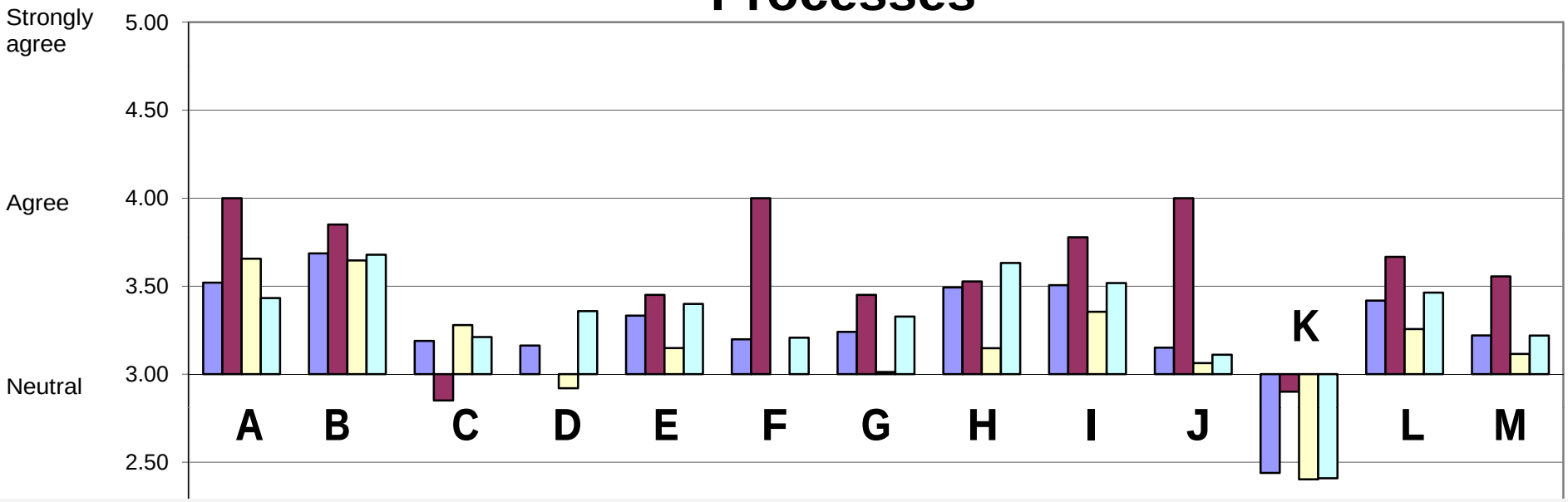
C. There is a connection between program review and future funds allocation.

D. I have access to information about the budgeting process on campus.

E. I have input into the budget process.

F. Strategic Planning Council (SPC) is an effective tool for FCC's planning and budget process.

Standard 4a: Decision Making Roles and Processes



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

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

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

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

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

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

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

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

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

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

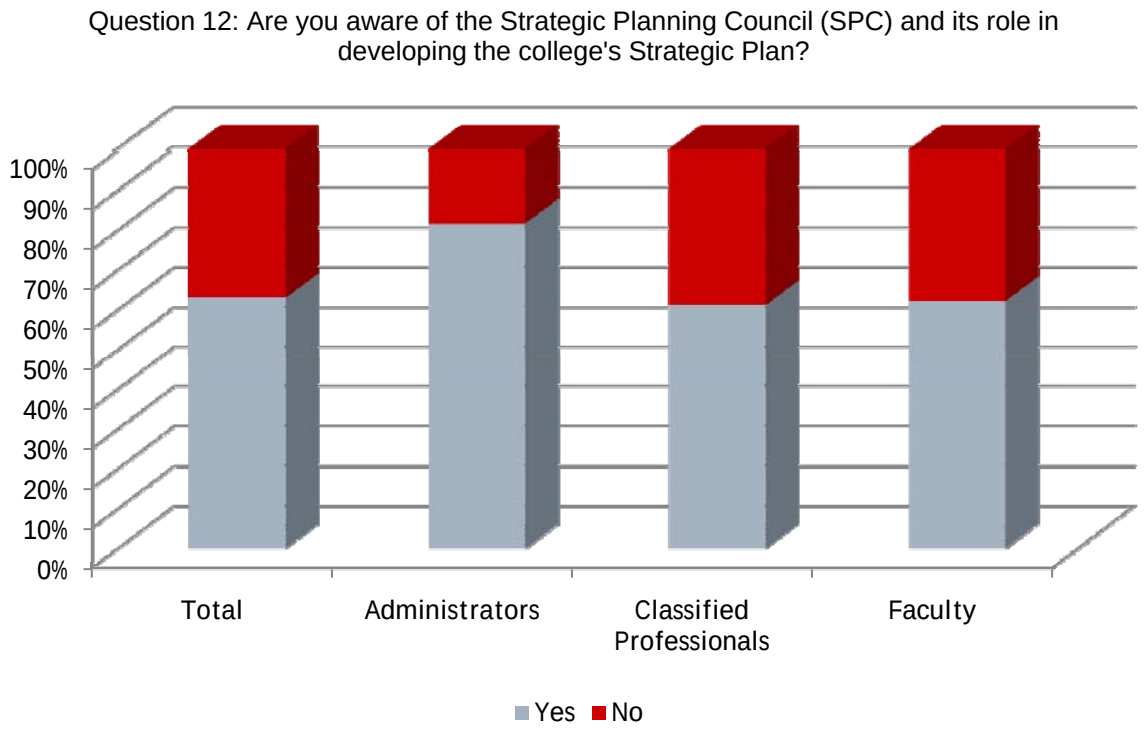
K. I am given the opportunity to evaluate my immediate supervisor/administrator.

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

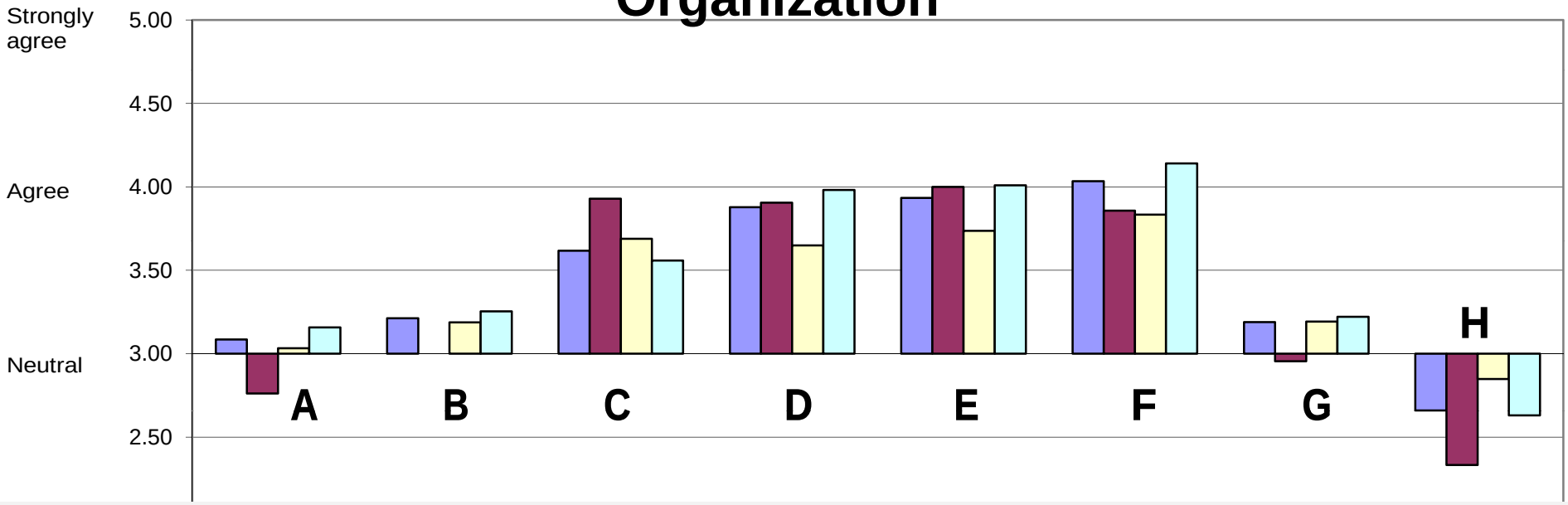
M. I am satisfied with faculty roles in grant writing, grant approval, and grant administration for grants that directly affect curriculum and/or instructions.

Standard 4a: Decision Making Roles and Processes

- Awareness of the SPC role in developing the college's strategic plan varies quite a bit among different constituencies; administrators show the highest awareness while awareness among both classified professionals and faculty is significantly lower.



Standard 4b: Board and Administrative Organization



A. District and College organizational roles are clearly defined.

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

C. The District Board has a code of ethics.

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

E. 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.

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

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

H. The District provides fair distribution of resources.