

## 2004 Accreditation Survey Summary

### Response Rates

	Total Population	Total Responses	Percentage
Academic Faculty (FT)	83	57	69%
Academic Faculty (PT and LOA)	481	26	5%
Administrative Faculty	39	25	64%
Classified Staff	107	26	24%
Executive Faculty	4	1	25%
Total	714	135	19%
Total excluding LOA and PT Faculty	233	135	58%

Margin of error:  $\pm 8.6\%$

### Survey Purpose and Methodology

The 2004 Accreditation survey was designed at the request of the Accreditation Steering Committee chaired by Michelle Rousselle. The purpose of the survey was to gather data for the 2005 Accreditation interim report to Northwest Commission on Colleges and Universities. The survey was designed as a web instrument and the URL was distributed via the all college email list. The list contains 236 college employee email addresses. Because the college does not have an effective email list for part-time academic faculty, the survey URL was also distributed by letter to each mail box on the Carson campus, and the Fallon and Douglas campus coordinators used additional means to distribute the survey on their campuses. As a result of these efforts, the total employee population (all full-time and part-time employees) at the college was used in the response rate calculations. When you exclude LOA and part-time faculty from the response rate calculation, the rate is 58%.

The survey was comprised of sixty-eight questions divided into six sections that applied to specific standards in the accreditation report. Each section also contained an area for comments. Questions twenty through thirty-nine on Academic Advisement and Educational Planning and Assessment were only seen and answered by academic faculty respondents. The report is designed to exclude all questions not answered in order to provide an accurate percentage of responses on each question. All answer percentages in this summary are rounded.

### Survey Sections

1. Strategic Planning and Institutional Effectiveness
2. Budget Planning
3. Academic Advisement (answered by academic faculty only)
4. Governance
5. Facilities
  - a. Buildings and Grounds
  - b. Computing Services
  - c. Computer Labs and public workstations
6. Educational Planning and Assessment (answered by academic faculty only)
  - a. Classrooms
  - b. Educational Programs
  - c. Office space

## Summary of Section Results

### ***Strategic Planning and Institutional Effectiveness***

119 out of 135 respondents agreed or strongly agreed the college effectively publishes its mission and goals (88%). Over 95% of respondents have read the college mission and goals and the most popular suggestion for revising the mission and goals in the future is to use college forums, email, etc (36%). The second most popular answer was to use the various representative bodies as the primary vehicles (25%). 74% of respondents felt there are opportunities to participate in the strategic planning process while 21% did not know. 60% of respondents did not attend the strategic planning meeting in March, 2004. Comments in this section indicated that many respondents feel the current mission and goals statement should be shortened.

<b>Acad Faculty (FT)</b>	91% indicated there are opportunities to participate in the strategic planning process.
<b>Acad Faculty (PT)</b>	32% answered that the best way to suggest revisions to the college's mission and goals is to involve departments and divisions as the primary vehicles at twice the rate of other groups.
<b>Admin Faculty</b>	100% either agreed or strongly agreed the college effectively publishes its mission and goals
<b>Classified Staff</b>	36% did not see a clear link between the strategic planning process, the development of strategic goals, and the college's mission and goals.

### ***Budget Planning***

56% of respondents knew that there was a written budget process with only 29% of respondents reporting that they have read the written budget process. Questions in this area received the highest percentage of "I don't know" and "neither agree nor disagree" responses indicating that there is a great deal of uncertainty surrounding the budget process at the college. Comments in this section indicate that some respondents feel the budget process does not work consistently.

<b>Acad Faculty (FT)</b>	Other than part-time faculty, academic faculty had the lowest number of respondents indicating they have read the college's documented budget process.
<b>Acad Faculty (PT)</b>	"I don't know" responses in this section averaged 66%.
<b>Admin Faculty</b>	Administrative faculty disagreed with the statement "I understand my role and responsibilities in the new budget planning process" at a higher rate than other groups (32%).
<b>Classified Staff</b>	Indicated that they did not agree nor disagree with the statement "I understand my role and responsibilities in the new budget planning process at a higher rate than other groups (46%).

### ***Academic Advisement***

This set of questions was seen only by full and part-time academic faculty. 63% of respondents report that they are involved in academic advisement within their educational program for majors and programs at the college. Part-time academic faculty members account for 31% of all respondents in this section. Overall, the majority of academic faculty agreed or strongly agreed that they felt comfortable providing advisement in the following areas; career information (66%), career advisement (70%), course scheduling (52%), study skills (70%), and tutoring and support (75%). Academic faculty agreed and disagreed in equal numbers (23%) to the question: "I am adequately trained to advise students in my educational program for majors and programs within the institution." Responses indicate that academic faculty members are less comfortable

providing transfer information (40%), personal counseling (34%), and disability resources (37%). 48% either agreed or strongly agreed with the statement, "The college has designed an effective academic advisement program to meet my students needs" while 18% neither agreed nor disagreed with the statement, and 23% disagreed or strongly disagreed with the statement. 11% of respondents responded either "I don't know" or "Doesn't apply." Comments in the area of academic advisement reflect a level of discomfort by some academic faculty in providing counseling in areas outside of their program.

<b>Acad Faculty (FT)</b>	FT academic faculty (35%) and part-time faculty (36%) feel equally comfortable providing degree progress counseling to students.
<b>Acad Faculty (PT)</b>	19% indicate they are adequately trained to advise students in their educational program for majors and programs within the institution as compared with 54% of full-time academic faculty.

### ***Educational Planning and Assessment***

This set of questions was seen only by full and part-time academic faculty. 70% of all respondents agreed or strongly agreed that classrooms are sufficiently equipped and designed for teaching and student learning. 78% agreed or strongly agreed that there are a sufficient number of classrooms available for their program to fulfill its mission. 65% agreed or strongly agreed there is adequate equipment available. Roughly 70% of respondents agreed or strongly agreed they have adequate workspace and equipment to do their job. Almost 20% of respondents disagreed with the statement that adequate human resources are available for their program to fulfill its mission. Comments in this section indicate the desire for more smart classrooms at the college.

<b>Acad Faculty (FT)</b>	74% indicate that enough space has been allocated to their program to fulfill its mission.
<b>Acad Faculty (PT)</b>	77% indicate they have adequate equipment to do their job.

### ***Governance***

36% of all respondents agreed or strongly agreed that institutional decision making is timely while 23.3% disagreed or strongly disagreed with that statement. 55% understood their role in the collegial governance system while 17.78 indicated that they did not. 60% report that they understood the difference between college governance and administration. 37% agreed or strongly agreed that the college governance system provides an appropriate level of accountability for all individuals who make or recommend decisions. 25% of respondents neither agreed nor disagreed with that statement and 25% disagreed or strongly disagreed with that statement. For the questions regarding cooperation and coordination between and within departments, over 50% of respondents agreed or strongly agreed except when responding to the statement "Coordination is encouraged between departments and divisions." 47% agreed or strongly agreed with that statement. 67% of respondents agreed or strongly agreed that departments and divisions are encouraged to meet goals. 37% of respondents agreed or strongly agreed that data and research are used effectively in planning and decision making. 28% of respondents neither agreed nor disagreed with that statement and 22% disagreed or strongly disagreed with that statement. Comments in this section indicate a sense of confusion about governance at the college and what role each entity should or does play.

<b>Acad Faculty (FT)</b>	FT Academic faculty indicated a higher level of agreement with the statement "Coordination is encouraged within departments and divisions" than other groups (63%).
<b>Acad Faculty (PT)</b>	Answered "Neither agree nor disagree" and "I don't know" more often than other groups.
<b>Admin Faculty</b>	Administrative faculty agreed with the statement "I understand my role in

	the collegial governance system” at a higher rate than other groups (76%).
<b>Classified Staff</b>	Classified staff disagreed that open communication is encouraged between departments and divisions more often than other groups (35%).

## **Facilities**

### **Buildings and Grounds**

64% agreed or strongly agreed that work requests are addressed in a timely manner. 76% responded that the work done by Buildings and Grounds staff met their expectations. 63% agreed or strongly agreed that college facilities are effectively maintained while 22% disagreed or strongly disagreed with that statement. Comments in this area indicate that respondents would like to see a faster turnaround time on requests.

### **Computer Services**

44% of respondents agreed or strongly agreed that work requests are addressed in a timely manner. 33% did not agree with this statement. 66% agreed or strongly agreed that work done by staff meets their expectations. 50% agreed that computer equipment in their work area meets their needs. 26% of respondents disagreed with that statement. Less than 33% of respondents agree with the statement “computer purchasing works well.” 76% of respondents were not aware there is a work group of academic and administrative faculty and classified staff developing a new computer purchasing policy. 76% would like to see a new computer purchasing process that maintains a reserve pool of computers. 79% would like to see the new computer purchasing policy and process published on the intranet. Comments in this area indicate support for a new computer purchasing policy and process that reduces wait time.

### **Computer Labs**

The responses to the questions in this area were widely distributed among all possible answers and contain a high number of “I don’t know,” “Doesn’t apply,” and “Neither agree nor disagree” answers. There was more disagreement with statements about the adequacy of lab access times (13%) and staffing (21%). Comments in this area indicate support for more lab attendants, better lab equipment, and published lab hours at all locations.

<b>Acad Faculty (FT)</b>	58% agree with the statement: “Current computer equipment in my work area/s meets my needs.”
<b>Acad Faculty (PT)</b>	42% indicate the statement “Current computer equipment in my work area/s meets my needs” does not apply to them.
<b>Admin Faculty</b>	36% disagree with the statement: “Current computer equipment in my work area/s meets my needs.”
<b>Classified Staff</b>	35% disagree with the statement: “Current computer equipment in my work area/s meets my needs.”