

## Institutional Effectiveness Survey, Spring 2015

Santa Ana College is in the process of conducting its Institutional Effectiveness review to assess our strengths and weaknesses and pursue continuous quality improvement. We would like to include your candid responses as part of the assessment of our college. Your feedback will assist us in providing a holistic picture of Santa Ana College so we may plan effectively for the future.

We recognize that the survey is long and will take some of your valuable time; however, the self-evaluation process is important and requires everyone's participation. Your individual responses will be strictly anonymous, and no individual will be identified in the findings. Thank you for your commitment to the success of our students and to the success of Santa Ana College.

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## INSTITUTIONAL MISSION AND EFFECTIVENESS

|  | Strongly Agree        | Agree                 | Neutral               | Disagree              | Strongly Disagree     | Don't Know            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| I know where to access a copy of the SAC mission statement.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am knowledgeable about the mission of Santa Ana College.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am aware of people and groups using the mission statement as a guide when they plan, work, and make decisions.                                       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SAC faculty and staff frequently engage in dialogue about improvement of the student learning process.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SAC provides clear and accurate information about its courses, programs, and degree and certificate programs to its students.                          | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The SAC mission statement is reviewed and updated regularly.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The institutional mission is central to institutional planning and decision-making.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student learning programs and services are alignment with the mission of Santa Ana College.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am aware of the goals established by my area and department.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| In my area or department we regularly discuss progress towards our goals.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Decisions in my area and department are based upon our department goals.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have seen documents that assess the effectiveness of my department and area.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am aware of technology planning for the faculty and staff at the college.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know that broad discussions have been held regarding campus facilities and planning.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student learning outcomes have been a focus of activity in my department.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am aware that the college is engaged in closing student equity gap where disproportionate impact exists.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I am aware that budget, technology, and personnel allocations are directly linked to department and area planning efforts.                             | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The college evaluates the success of its programs and services by conducting many surveys and focus groups and by requiring program review activities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments you have regarding this section:



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support student learning.

The new SAC Learning Center provides sufficient technology to support student learning.

The new SAC Learning Center provides sufficient services to support student learning.

The Math Success Center provides sufficient staff to support student learning.

The Math Success Center provides sufficient hours of operation to support student learning.

The Math Success Center provides sufficient technology to support student learning.

The Math Success Center provides sufficient services to support student learning.

The Testing Center provides sufficient staff to support student learning.

The Testing Center provides sufficient hours of operation to support student learning.

The Testing Center provides sufficient technology to support student learning.

The Testing Center provides sufficient services to support student learning.

Comments you have regarding this section:

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## HUMAN, PHYSICAL, TECHNOLOGY, FINANCIAL RESOURCES

|   | Strongly Agree        | Agree                 | Neutral               | Disagree              | Strongly Disagree     | Don't Know            |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The grounds of SAC are maintained in a safe and secure manner.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My workspace is maintained in a safe and secure manner.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I have the supplies and equipment I need to perform my job.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SAC provides sufficient professional development opportunities for faculty and staff.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SAC makes certain that the criteria, qualifications, and procedures for the selection of all personnel are clearly and publicly stated.                         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personnel are regularly and systematically evaluated.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SAC integrates human resource planning with institutional planning.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| All constituencies at SAC have an appropriate opportunity to contribute input to institutional plans and budgets.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SAC faculty and staff are encouraged to take initiative in improving the services in which they are involved.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SAC maintains, upgrades, or replaces its technology infrastructure (hardware and software) to meet student learning and staff needs.                            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SAC provides appropriate technology training for its staff and faculty.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SAC provides assistance to faculty in the integration of technology into the delivery of the curriculum.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SAC technology planning is coordinated with SAC master planning.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SAC technology planning is coordinated with District ITS master planning.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SAC's budget process is open, transparent, and includes input from staff.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Program review is used as part of the planning, budgeting, and resource allocation process at SAC.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student learning outcomes assessment results are aligned to the college's integrated planning process as part of the resource allocation request (RAR) process. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Appropriate and timely financial information is provided regularly to SAC constituencies.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments you have regarding this section:

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## GOVERNANCE & LEADERSHIP

|  | Strongly Agree        | Agree                 | Neutral               | Disagree              | Strongly Disagree     | Don't Know            |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The collegial governance structure of SAC follows an organized process.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Faculty, staff, administrators, and students at SAC have clearly defined roles in institutional governance.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know how the SAC collegial governance process works.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| SAC leadership encourages participation in the decision-making process.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I know how to participate in the SAC collegial governance process.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Planning processes at SAC are reviewed to identify needed areas of improvement.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The President of SAC provides effective leadership.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The President of SAC delegates authority to appropriate personnel.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The President of SAC communicates on a regular basis with all constituencies.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The SAC administration provides effective and productive leadership.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Information regarding decisions of the Board of Trustees and District Operations is received by SAC constituencies in a timely and efficient manner.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The Chancellor of RSCCD gives full responsibility and authority to the SAC President to implement and administer assigned district/college policies and procedures.                                  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Institutional leaders create an environment for empowerment, innovation, and institutional excellence.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The district clearly delineates and communicates the operational responsibilities and functions of the district from those of the colleges and consistently adheres to this delineation in practice. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The district provides appropriate distribution of resources that are adequate to support the effective operation of the college.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments you have regarding this section:

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**Additional comments regarding SAC's institutional effectiveness:**

A large, empty text input field with a vertical scrollbar on the right side. The field is currently blank, indicating that no comments have been entered yet.

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## OPTIONAL

### Your Employment Classification:

- Faculty
- Classified
- Administrative/Supervisory
- Confidential

### Your Employment Status:

- Full-time
- Part-time

### Your Division:

- Administrative Services
- Business
- Counseling
- Fine & Performing Arts
- Humanities & Social Sciences
- Human Services/Technology
- Kinesiology, Health & Athletics
- Library
- Science, Mathematics & Health Sciences
- Student Services
- School of Continuing Education

Other (please specify)