Santa Ana College
Summary of the Staff and Faculty Responses to the
Institutional Effectiveness Survey, Spring 2015

June 2015

Though Santa Ana College (SAC) fully reaffirmed its accreditation status from the October 2014 peer team visit, the college continues its work to ensure institutional effectiveness. At the end of spring 2015, the President invited staff and faculty, full- and part-time, to voice their opinions to an online survey, that was also implemented in 2008 and 2013, in four areas of institutional effectiveness: institutional mission and effectiveness, student learning programs and services, human, physical, technology, financial resources, and governance and leadership.

Two hundred fifty-three individuals participated (50% faculty, 21% confidential/classified, 5% administration/supervisory and 24% "not reported") with representation from all divisions of the college, including the School of Continuing Education. The following is a summary for areas of strengths and areas in need of attention.

<u>**AREAS OF STRENGTHS**</u>: (institutional mean ratings of 4.00 or higher on a scale of 1-5, 5 being highest)
Staff and faculty were more confident in the areas of "institutional mission and effectiveness" and "student learning programs and services".

Institutional Mission and Effectiveness
- I know where to access a copy of the SAC mission statement (4.56)
- I am knowledgeable about the mission of Santa Ana College (4.40)
- I am aware of the goals established by my area and department (4.32)
- Student learning outcomes have been a focus of activity in my department (4.18)
- SAC faculty and staff frequently engage in dialogue about improvement of the student learning process. (4.11)
- Decisions in my area and department are based upon our department goals. (4.07)
- I am aware that the college is engaged in closing student equity gaps where disproportionate impact exists.(4.04)
- In my area/department we regularly discuss progress towards our goals. (4.01)

Student learning programs and services
- I am familiar with the demographics of the SAC community. (4.45)
- In general, I am aware of the educational needs of students at SAC. (4.36)
- I am aware that support services at SAC enrich the educational experiences of students and help them grow. (4.14)
- I can identify examples demonstrating that the environment at SAC is conducive to student learning. (4.08)
- SAC uses different modes of delivery to meet the current and future knowledge and skill needs of its students. (4.07)
- I am aware that program staff and faculty address student needs and community demographics specifically in their plans, work, and decision-making. (4.04)

AREAS OF INQUIRIES: (institutional mean ratings of 3.50 or lower on a scale of 1-5, 5 being highest)
Staff and faculty were more critical in the areas of "human, physical, technology, financial resources" and "governance and leadership" and "student learning programs and services".

Student Learning Programs and Services
- The Testing Center provides sufficient services to support student learning. (3.47)
- The Testing Center provides sufficient hours of operations to support student learning. (3.41)

Human, Physical, Technology, Financial Resources
- SAC integrates human resource planning with institutional planning. (3.50)
- SAC technology planning is coordinated with SAC master planning. (3.48)
- SAC provides appropriate technology training for its staff and faculty. (3.44)
- All constituencies at SAC have an appropriate opportunity to contribute input to institutional plans and budgets. (3.35)
- SAC maintains, upgrades, or replaces its technology infrastructure (hardware and software) to meet student learning and staff needs. (3.24)
- Appropriate and timely financial information is provided regularly to SAC constituencies. (3.20)
- SAC's budget process is open, transparent, and includes input from staff. (3.15)

Governance and Leadership
- Institutional leaders create an environment for empowerments, innovation, and institutional excellence. (3.42)
- SAC leadership encourages participation in the decision-making process. (3.37)
- 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. (3.21)
- The district provides appropriate distribution of resources that are adequate to support the effective operation of the college. (3.07)

EMPLOYEE GROUPS:
- Administrative/Supervisory, though a small group in comparison to others, are most agreeable in responding to most of the statements.
- Classified were less agreeable to the statements asked.
- One-third of the respondents choose not to identify their position and more than one-fifth did not identify their full-time or part-time status at the college.

RESPONDENTS' COMMENTS:

Comments are organized by employee group at the end of each of the four areas of institutional effectiveness: institutional mission and effectiveness, student learning programs and services, human, physical, technology, financial resources, and governance and leadership. Many comments were isolated; however, there were issues to be considered:

Institutional Mission and Effectiveness
- Faculty voiced concern that institutional decision-making and planning efforts are made without participation of faculty and classified staff and the lack of communication and transparencies of decisions made.
- Classified stated their need to participate in decisions and lack of support from management,
- Several respondents from across employee groups commented on the lack of student interest in carrying out the institutional mission, in budgeting, hiring and other decision-making processes.

Student Learning Programs and Services
- Respondents from all employee groups suggest more hours of operations, staff and facilities to support the library and the various centers, specifically the math lab, learning center, testing center, so that they can better serve students.
- Many respondents were not familiar with the different centers and support services that the college offers to students and suggest a resource fair to share these services to faculty and to students.

Human, Physical, Technology, Financial Resources
- Faculty voiced concern for the lack of technology support for the classroom, personal workspace and the institutional system.
- Respondents would like to see budget discussions that are transparent and distributed across the college in a more appropriate manner.
- Safety, facilities and grounds maintenance are concerns of some employees.

Governance and Leadership
- Faculty stated dissatisfaction in college and district administration on various issues, such as leadership, budgeting, decision-making.
- Communication and transparency of committee work is of concern for some employees. Posting meeting minutes for college and district committees was suggested as a good method to build trust.
- Staff development for all employee groups on communication, management styles, etc. could be a good channel to facilitate better understanding among all.

The results of a survey should not be considered the only evaluation to measure institutional effectiveness; however, it can lead to issues and directions that may result in additional areas of studies. Results can change when a team of representatives review this and other data to develop an action plan for areas needing attention. It is recommended this survey be administered on a regular basis to ensure progress has been made over time.

Detailed data and comments for the four areas of institutional effectiveness by employee group are listed below.

Santa Ana College
Institutional Effectiveness Survey Results, Spring 2015
Total Respondents = 253

INSTITUTIONAL MISSION AND EFFECTIVENESS

	Valid Reponses							Don't Know
	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	
I know where to access a copy of the SAC mission statement.								
Faculty	125	69%	25%	3%	2%	1%	4.60	1
Classified/Confidential	48	54%	44%	0%	0%	2%	4.48	4
Administrative/Supervisory	13	92%	8%	0%	0%	0%	4.92	0
Not Reported	57	56%	33%	9%	2%	0%	4.44	4
Total	243	64%	30%	4%	1%	1%	4.56	9
I am knowledgeable about the mission of Santa Ana College.								
Faculty	125	62%	30%	6%	0%	2%	4.51	1
Classified/Confidential	52	40%	50%	8%	0%	2%	4.27	0
Administrative/Supervisory	13	92%	8%	0%	0%	0%	4.92	0
Not Reported	59	39%	41%	17%	3%	0%	4.15	2
Total	249	54%	35%	9%	1%	1%	4.40	3
I am aware of people and groups using the mission statement as a guide when they plan, work, and make decisions.								
Faculty	118	38%	37%	18%	3%	4%	4.02	7
Classified/Confidential	50	28%	34%	22%	6%	10%	3.64	2
Administrative/Supervisory	13	69%	31%	0%	0%	0%	4.69	0
Not Reported	56	21%	39%	25%	11%	4%	3.64	5
Total	237	34%	37%	19%	5%	5%	3.89	14

	Valid Responses							Don't Know
	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	
SAC faculty and staff frequently engage in dialogue about improvement of the student learning process.								
Faculty	125	46%	38%	10%	4%	2%	4.21	1
Classified/Confidential	45	29%	36%	21%	7%	7%	3.73	7
Administrative/Supervisory	12	83%	17%	0%	0%	0%	4.83	1
Not Reported	56	36%	43%	9%	12%	0%	4.02	4
Total	238	42%	38%	11%	6%	3%	4.11	13
SAC provides clear and accurate information about its courses, programs, and degree and certificate programs to its students.								
Faculty	120	39%	41%	11%	8%	1%	4.09	6
Classified/Confidential	49	33%	35%	18%	8%	6%	3.80	2
Administrative/Supervisory	13	54%	39%	7%	0%	0%	4.46	0
Not Reported	54	15%	48%	22%	15%	0%	3.63	7
Total	236	33%	41%	15%	9%	2%	3.94	15
The SAC mission statement is reviewed and updated regularly.								
Faculty	91	31%	36%	27%	3%	3%	3.88	34
Classified/Confidential	34	27%	27%	37%	6%	3%	3.68	18
Administrative/Supervisory	13	62%	31%	7%	0%	0%	4.54	0
Not Reported	40	18%	30%	44%	5%	3%	3.55	20
Total	178	29%	33%	32%	4%	2%	3.81	72
The institutional mission is central to institutional planning and decision-making.								
Faculty	115	27%	44%	19%	6%	4%	3.84	11
Classified/Confidential	45	18%	47%	21%	7%	7%	3.62	7
Administrative/Supervisory	13	54%	46%	0%	0%	0%	4.54	0
Not Reported	46	24%	44%	21%	7%	4%	3.76	14
Total	219	26%	44%	20%	6%	4%	3.82	32
	Valid Responses							Don't

	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	Know
Student learning programs and services are in alignment with the mission of Santa Ana College.								
Faculty	120	36%	41%	16%	3%	4%	4.01	5
Classified/Confidential	48	29%	42%	21%	0%	8%	3.83	4
Administrative/Supervisory	13	46%	46%	8%	0%	0%	4.31	0
Not Reported	51	20%	53%	23%	4%	0%	3.88	9
Total	232	32%	44%	18%	3%	3%	3.96	18
I am aware of the goals established by my area and department.								
Faculty	124	61%	27%	7%	3%	2%	4.42	0
Classified/Confidential	51	37%	41%	8%	6%	8%	3.94	0
Administrative/Supervisory	13	92%	8%	0%	0%	0%	4.92	0
Not Reported	57	47%	42%	7%	2%	2%	4.32	2
Total	245	55%	33%	6%	3%	3%	4.32	2
In my area or department we regularly discuss progress towards our goals.								
Faculty	123	53%	29%	6%	6%	6%	4.17	3
Classified/Confidential	50	32%	28%	16%	10%	14%	3.54	1
Administrative/Supervisory	13	69%	23%	8%	0%	0%	4.62	0
Not Reported	57	35%	39%	13%	9%	4%	3.93	3
Total	243	45%	31%	11%	7%	6%	4.01	7
Decisions in my area and department are based upon our department goals.								
Faculty	118	53%	28%	11%	3%	5%	4.19	4
Classified/Confidential	46	30%	33%	19%	9%	9%	3.67	4
Administrative/Supervisory	13	84%	8%	8%	0%	0%	4.77	0
Not Reported	55	40%	35%	12%	9%	4%	3.98	5
Total	232	47%	29%	13%	6%	5%	4.07	13
	Valid Responses							**Don't**

	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	Know
I have seen documents that assess the effectiveness of my department and area.								
Faculty	119	42%	32%	13%	6%	7%	3.97	6
Classified/Confidential	49	22%	27%	16%	25%	10%	3.27	2
Administrative/Supervisory	13	85%	15%	0%	0%	0%	4.85	0
Not Reported	53	36%	28%	16%	11%	9%	3.70	7
Total	234	39%	29%	14%	10%	8%	3.81	15
I am aware of technology planning for the faculty and staff at the college.								
Faculty	119	25%	41%	20%	9%	5%	3.72	6
Classified/Confidential	48	19%	35%	23%	15%	8%	3.42	4
Administrative/Supervisory	13	31%	54%	15%	0%	0%	4.15	0
Not Reported	52	23%	35%	20%	12%	10%	3.50	7
Total	232	24%	39%	20%	10%	7%	3.63	17
I know that broad discussions have been held regarding campus facilities and planning.								
Faculty	117	29%	44%	16%	7%	4%	3.86	7
Classified/Confidential	47	23%	47%	22%	4%	4%	3.81	5
Administrative/Supervisory	13	85%	15%	0%	0%	0%	4.85	0
Not Reported	50	24%	42%	24%	8%	2%	3.78	10
Total	227	30%	42%	18%	6%	4%	3.89	22
Student learning outcomes have been a focus of activity in my department.								
Faculty	122	53%	37%	3%	3%	4%	4.30	2
Classified/Confidential	51	35%	37%	12%	14%	2%	3.90	1
Administrative/Supervisory	13	62%	31%	7%	0%	0%	4.54	0
Not Reported	55	40%	38%	14%	6%	2%	4.09	4
Total	241	47%	37%	8%	5%	3%	4.18	7
	Valid Response							**Don't**

	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	Know
I am aware that the college is engaged in closing student equity gaps where disproportionate impact exists.								
Faculty	121	41%	46%	4%	4%	5%	4.12	4
Classified/Confidential	47	36%	28%	19%	11%	6%	3.77	5
Administrative/Supervisory	12	50%	42%	8%	0%	0%	4.42	1
Not Reported	50	32%	40%	24%	4%	0%	4.00	9
Total	230	38%	40%	13%	5%	4%	4.04	19
I am aware that budget, technology, and personnel allocations are directly linked to department and area planning efforts.								
Faculty	116	35%	34%	15%	10%	6%	3.81	8
Classified/Confidential	47	23%	38%	27%	6%	6%	3.66	4
Administrative/Supervisory	13	62%	31%	0%	7%	0%	4.46	0
Not Reported	50	22%	42%	24%	8%	4%	3.70	9
Total	226	31%	36%	20%	8%	5%	3.79	21
The college evaluates the success of its programs and services by conducting many surveys and focus groups and by requiring program review activities.								
Faculty	109	34%	39%	14%	7%	6%	3.88	14
Classified/Confidential	46	20%	48%	16%	9%	7%	3.65	6
Administrative/Supervisory	13	54%	46%	0%	0%	0%	4.54	0
Not Reported	48	19%	52%	23%	2%	4%	3.79	11
Total	216	29%	44%	16%	6%	5%	3.85	31

*Average of responses from 1 to 5, 5 being "strongly agree" and 1 being "strongly disagree." "Don't know" responses were excluded from calculation of means.

Comments regarding Institutional Mission and Effectiveness

Faculty
- 1. The series of discussions and evaluations of student learning are done by a few people in areas of administration. These are not required of all faculty.   2. The presence of a _____ is rarely seen as a support for faculty and a position for listening to faculty and their needs inside the classroom and with students.   3. The Equity Program for the College for which a grant is ongoing has as one of its target areas to bring about equity with regards to ethnicity. An Ethnic Studies Department that has struggled for decades with only part-time faculty was denied a full-time position by the President of the College after the Senate had recommended this position and placed the Department as 7th in line of the some 30 or 40 positions that were opened. There is lack of transparency if not institutional racism in ignoring the needs of the student body in this crucial area.
- Answering as an adjunct, this is where I stand. I'm sure the results would be very different had I been answering as a full-timer. This might be something that needs closer inspection -- how to still carry through the mission, goals, etc. when it comes to adjuncts.
- Funds for athletics is greatly needed (more support) - No funds then we should not have athletics!
- Given the community that SAC serves (socioeconomic disadvantage, first generation students, parents don't strongly encourage their children to pursue higher education...), SAC is doing an extraordinary job of making SAC a conducive, welcoming learning environment for students. Not only does SAC focus, discuss, regularly evaluate student learning outcome and student learning effectiveness, SAC also has many very helpful and game-changing programs and services to help its students succeed.
- Having more full-time tenure track faculty positions is key to these integrated planning efforts
- I am a part-time faculty member who has been with the college for about a year now. I can say in that year my opinion of the college has grown more and more negative. As a part-time faculty member I am not kept in the loop about what I need to be doing, who I should talk to with questions, or how the college is run. It seems that if you are not a member of the inner circle that knows how things are run then there is no breaking in. There is very little incentive for me to stay a member of the staff and what will probably happen is once I find employment elsewhere I will just drift away from the college. Which I find a shame because I really do like working with the students and believe in what the college is doing. However, I don't see how it would be possible for me to stay and actually earn a living.
- My department, although it does planning, really doesn't use it as a guide for decision making. It seems everything revolves around accreditation and program review but simply as a requirement to complete. We complete all the processes we are supposed to, but the same old time contingencies in the department dictate what and how we do things. And while we perform assessments for our required documents (accreditation and program review) we really do not use it in our area to plan improvements.
- A part of our mission is economic development, yet I think the college underemphasizes CTE.
- Statements beginning with "I am aware" and answered with "Disagree" indicate that I am not aware, not that I disagree with the implication of the statement.
- The greatest obstacle to our students' success is their poor academic reading skills. We do not have the kind of reading requirement they should have to be more successful in general education courses and it appears that conversation is not supported or encouraged. Consequently, students in our department suffer low esteem when they perform poorly and think there is something "wrong with them". However, the real issue is that they have not been made sufficiently aware at the institutional level or via counseling that reading success equals other types of success, particularly writing.

- The 8th question has poor grammar. Emblematic of the institution. Hopefully WASC likes this little survey or we'll all be put on double secret probation.
- The campus does a good job regarding shared governance. Staff, more specifically classified, are rarely included in the conversations that will require the most from them. Innovation is not encouraged, SAC continues to do the same thing and just re-package it under a new name or new funding. Student equity is non-existent. Millions of dollars are being invested with very little consideration to core services. This is just the lipstick on a pig. Change in job titles with the same people. SCC has done a great job identifying at-risk populations and investing the money towards those endeavors. Cultural awareness is not considered important yet the mission and vision speaks to inclusion. It has been paraded that services are extended across student services through longer hours but are they really benefiting students? Do they know of changes? Is it enough? SAC has several evening students who pay the same fees and get limited resource. Student life and development exists on the backs of students not investment of the college. Outreach department needs an overhaul and new leadership. How can high school graduates encourage high school students to pursue higher education? Change is not valued. We are a lip service campus, we receive millions of dollars in grants and special programs, it is a shame our numbers do not reflect such investments.
- The college seems to be concentrating only on transfer certificate programs and life-long learning should still have a place in the community college.
- Student needs seem to be last on list when hiring or cuts come in play! DSPS has been decimated and the services are minimal. We as an educational system should take care of those that need support! The hiring needs should be based on best qualified candidate, NOT on Nepotism!
- The students are the school and the mission is important, but what about the teachers? The cap on extra hours we can work each week makes it difficult to survive and pay the bills. Please don't forget the school consists of the students and also the teachers.
- There is a disconnect between the current administration, faculty and students. There has been a movement away from transparency and care about the students we serve. There used to be a tremendous feeling of SAC being a family, that feeling is gone.
- There is now a strong Equity Plan, which is moving forward very positively. Questions on equity are now also included in the academic program review.
- Unfortunately, the administration at this college, and in this district, has consistently shown a lack of transparency, inability, or more cynically -- a refusal, to communicate authentically and in partnership with its faculty and students. This institution, and its leadership, has shown that they can make decisions as they wish, and THEN communicate the plan to the students and faculty AFTER the decisions have already been made. Then when students and faculty raise concerns about these decisions, administrators and board members berate the faculty and students for being "misinformed", for being too late in the game because the information was already made available to them (through which channels?), and that the district, board and college president have the students' best interests at heart. Saudi Arabia? Arming safety officers? Doing nothing to support Ethnic Studies? Lack of transparency in regards to the planning for the STEM building? A _____ who does not advocate ferociously supporting our Fire Tech and other CTE programs when it comes to state approval. If we are going to celebrate the 100 years of SAC's past, at least make it CLEAR that we are actually AUTHENTIC PARTNERS as we move into the future.

Classified/Confidential

- I really haven't seen any improvement in the management of the student services departments since the last time we took this survey. While student learning outcomes were mentioned in a meeting awhile back, it is not something that we, as staff, are reminded of.
- Realistic statements need to be a part of our mission statement. It seems that only the department chairs and deans are involved in decisions, as well as administrators... people who only Talk-the-Talk. They do not Walk-the-Talk or they would be able to see that the system needs revamping, constant revision to meet student needs not what SURVEYS say should work. DO THE EXPERIMENT!!!!
- Staff meetings within department need to be held to discuss concerns and improvements to the department so that we are all on the same page with regards to student outcomes and progress.
- The University Transfer Center and Counseling have strong working faculty and staff! We are a strong team who love to serve students.
- There seems to be a definite disinterest in what students really need. If the college truly looked at programs and what students wanted, certificated programs with only 8 students enrolled would not be allowed. Surveys, focus groups, and program review activities are "talk". Administrators need to "walk the walk and walk the talk". Someone needs to walk through classes as they are happening. Do the students look engaged or are they playing with their phones? Why are there huge waiting lists for classes at the beginning of the semester, and at the end of the semester, why have half the students dropped? Why are there 20 people on the books, but only 8 in the classroom? Why are certificated classes allowed to continue, when there are only 10 students in the basic level courses? Who will be left to take the advanced certificated classes? More classes for students to teach them how to study are needed. If a student fails a class, or is doing poorly, maybe these classes should be mandatory - show students that their education is important and that they are cared about. There are excellent instructors on campus who teach the students how to study a particular course, while they are teaching the class.
- Student learning programs and services ARE alignment? What does this mean?

Administrative/Supervisory

- The current budget situation that creates a hiring freeze for classified staff makes for a real disconnect between the institutional goals or targets (SLOs, identified underserved groups and program needs) and what is actually accomplished. It is discouraging to be involved in planning efforts (3SP, Equity) only to see that these ambitious initiatives get stalled because of the hiring freeze and/or limitations to recruitment efforts (e.g. internal searches only). At statewide and regional meetings, it becomes clear that RSCCD is now in the minority of districts that are still in "lockdown" mentality; unable to increase staffing resources to better serve students and faculty.

'Not Reported"

- Effectiveness is one measure but actions to improve effectiveness need greater clarity and accountability.
- I believe many internal discussions leave out college mission outcomes altogether and instead focus on selfish goals and personal priorities. This includes search committees which should be focused on fulfilling mission goals.
- Mission statements and SLO are terms that SAC is trying to use. But they are not how we teach students or serve student needs. We are so caught up in these terms and this process that we are missing what matters most for students and their success. We are no longer logically prioritizing needs, we are looking at who wrote the best mission statement or SLOs.
- Sorry, but I'm not familiar with focus groups or surveys, other than the present survey, asking about mission statements or the practice of compliance with the mission statement or reviews of program activities results.
- The college needs to spend money on getting proper support staff such as technicians in proper departments. At present many of the instructors are busy juggling many roles, lab tech is not a role they should be focusing on when students have questions about content, etc. The other item that is a MAJOR hindrance is the expectations of faculty to generate SLO's and other written verbiage in order to placate the folks up in Sacramento. We need to be in the class to deliver content - to teach, writing SLO's for hours on end only zaps energy from doing what we were hired to do in the first place - plus it leads to resentment. Thank you for asking for candid comments. I appreciate it much.

STUDENT LEARNING PROGRAMS/SERVICES

	Valid Responses							Don't Know
	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	
In general, I am aware of the educational needs of students at SAC.								
Faculty	125	54%	38%	4%	2%	2%	4.40	0
Classified/Confidential	51	29%	63%	8%	0%	0%	4.22	0
Administrative/Supervisory	13	69%	31%	0%	0%	0%	4.69	0
Not Reported	32	31%	66%	3%	0%	0%	4.28	0
Total	221	46%	47%	5%	1%	1%	4.36	0
I am familiar with the demographics of the SAC community.								
Faculty	126	60%	35%	2%	1%	2%	4.52	0
Classified/Confidential	51	35%	61%	2%	2%	0%	4.29	0
Administrative/Supervisory	13	77%	23%	0%	0%	0%	4.77	0
Not Reported	31	48%	42%	7%	0%	3%	4.32	0
Total	221	54%	41%	3%	1%	1%	4.45	0
I am aware that program staff and faculty address student needs and community demographics specifically in their plans, work, and decision-making.								
Faculty	124	43%	42%	9%	3%	3%	4.18	2
Classified/Confidential	48	15%	58%	15%	4%	8%	3.67	3
Administrative/Supervisory	13	46%	39%	15%	0%	0%	4.31	0
Not Reported	29	28%	48%	17%	7%	0%	3.97	2
Total	214	35%	46%	12%	4%	3%	4.04	7
SAC uses different modes of delivery to meet the current and future knowledge and skill needs of its students.								
Faculty	124	41%	45%	10%	2%	2%	4.20	2
Classified/Confidential	47	19%	51%	13%	11%	6%	3.66	3
Administrative/Supervisory	13	54%	46%	0%	0%	0%	4.54	0
Not Reported	30	30%	50%	14%	3%	3%	4.00	2
Total	214	36%	47%	10%	4%	3%	4.07	7

	Valid Responses							Don't Know
	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	
There is ample opportunity for interested faculty to be involved in making plans and setting priorities for their respective departments and programs.								
Faculty	122	30%	43%	13%	9%	5%	3.84	3
Classified/Confidential	36	22%	44%	20%	8%	6%	3.69	15
Administrative/Supervisory	10	80%	20%	0%	0%	0%	4.80	3
Not Reported	29	24%	48%	15%	10%	3%	3.79	3
Total	197	30%	43%	13%	9%	5%	3.85	24
Courses at SAC are offered on a regular basis and provide students the opportunity to complete programs in a reasonable time frame.								
Faculty	119	28%	52%	13%	4%	3%	3.98	5
Classified/Confidential	49	29%	31%	28%	10%	2%	3.73	2
Administrative/Supervisory	12	58%	42%	0%	0%	0%	4.58	1
Not Reported	29	35%	52%	10%	3%	0%	4.17	3
Total	209	31%	46%	16%	5%	2%	3.99	11
Programs at SAC are assessed, reviewed, and modified as needed on a regular basis.								
Faculty	109	30%	50%	13%	4%	3%	4.01	17
Classified/Confidential	43	19%	49%	16%	9%	7%	3.63	8
Administrative/Supervisory	12	58%	42%	0%	0%	0%	4.58	1
Not Reported	25	40%	36%	16%	8%	0%	4.08	7
Total	189	31%	47%	14%	5%	3%	3.97	33
I can identify examples demonstrating that the environment at SAC is conducive to student learning.								
Faculty	122	41%	45%	10%	1%	3%	4.20	2
Classified/Confidential	49	20%	45%	23%	4%	8%	3.65	2
Administrative/Supervisory	13	69%	31%	0%	0%	0%	4.69	0
Not Reported	30	37%	37%	23%	3%	0%	4.07	1
Total	214	37%	43%	14%	2%	4%	4.08	5

	Valid Responses							Don't Know
	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	
Most faculty and staff are engaged in identifying and assessing student learning outcomes.								
Faculty	117	27%	50%	15%	3%	5%	3.91	9
Classified/Confidential	47	19%	40%	21%	11%	9%	3.51	4
Administrative/Supervisory	12	42%	33%	17%	8%	0%	4.08	1
Not Reported	29	28%	38%	21%	10%	3%	3.76	3
Total	205	26%	45%	18%	6%	5%	3.80	17
I am aware that support services at SAC enrich the educational experiences of students and help them grow.								
Faculty	117	39%	44%	11%	3%	3%	4.14	6
Classified/Confidential	48	35%	50%	7%	6%	2%	4.10	3
Administrative/Supervisory	13	54%	39%	0%	7%	0%	4.38	0
Not Reported	30	30%	53%	14%	3%	0%	4.10	1
Total	208	38%	47%	9%	4%	2%	4.14	10
SAC students receive appropriate assistance in developing an educational plan designed to help them complete their educational goals.								
Faculty	113	32%	44%	11%	8%	5%	3.89	13
Classified/Confidential	45	27%	47%	15%	2%	9%	3.80	6
Administrative/Supervisory	13	23%	69%	0%	8%	0%	4.08	0
Not Reported	26	31%	35%	22%	12%	0%	3.85	4
Total	197	30%	45%	13%	7%	5%	3.88	23
The SAC Library provides sufficient hours of operation to support student learning.								
Faculty	108	24%	43%	15%	11%	7%	3.67	17
Classified/Confidential	42	21%	36%	19%	12%	12%	3.43	9
Administrative/Supervisory	10	30%	40%	10%	20%	0%	3.80	3
Not Reported	25	28%	36%	12%	12%	12%	3.56	4
Total	185	24%	40%	16%	12%	8%	3.61	33

	Valid Responses							Don't Know
	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	
The SAC Library provides sufficient materials to support student learning.								
Faculty	103	29%	45%	16%	4%	6%	3.87	22
Classified/Confidential	39	21%	44%	31%	2%	2%	3.77	12
Administrative/Supervisory	10	30%	50%	20%	0%	0%	3.90	3
Not Reported	25	24%	44%	24%	8%	0%	3.84	5
Total	177	27%	45%	19%	5%	4%	3.85	42
The SAC Library provides sufficient technology to support student learning.								
Faculty	101	29%	43%	20%	3%	5%	3.87	25
Classified/Confidential	38	21%	34%	32%	8%	5%	3.58	13
Administrative/Supervisory	10	40%	30%	0%	30%	0%	3.80	3
Not Reported	23	30%	39%	22%	9%	0%	3.91	8
Total	172	28%	40%	22%	6%	4%	3.81	49
The SAC Library provides sufficient services (e.g., checking and reserving books, study space) to support student learning.								
Faculty	104	31%	43%	15%	5%	6%	3.88	22
Classified/Confidential	40	23%	50%	23%	2%	2%	3.88	11
Administrative/Supervisory	10	30%	60%	0%	10%	0%	4.10	3
Not Reported	20	25%	55%	10%	10%	0%	3.95	11
Total	174	28%	47%	16%	5%	4%	3.90	47
The SAC Library provides sufficient instruction (e.g., reference desk and workshops) to support student learning.								
Faculty	101	29%	49%	16%	2%	4%	3.96	24
Classified/Confidential	35	26%	46%	22%	0%	6%	3.86	16
Administrative/Supervisory	9	33%	56%	0%	11%	0%	4.11	4
Not Reported	20	30%	50%	10%	10%	0%	4.00	11
Total	165	29%	49%	15%	3%	4%	3.95	55

	Valid Responses							Don't Know
	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	
The Academic Computing Center provides sufficient staff to support student learning.								
Faculty	80	18%	45%	28%	4%	5%	3.66	44
Classified/Confidential	32	19%	38%	24%	13%	6%	3.50	19
Administrative/Supervisory	10	30%	50%	20%	0%	0%	4.10	3
Not Reported	18	33%	39%	22%	6%	0%	4.00	12
Total	140	21%	43%	26%	6%	4%	3.70	78
The Academic Computing Center provides sufficient hours of operation to support student learning.								
Faculty	85	15%	45%	32%	2%	6%	3.61	41
Classified/Confidential	33	18%	49%	21%	6%	6%	3.67	18
Administrative/Supervisory	9	44%	44%	12%	0%	0%	4.33	4
Not Reported	20	30%	25%	20%	20%	5%	3.55	10
Total	147	20%	43%	27%	5%	5%	3.66	73
The Academic Computing Center provides sufficient technology to support student learning.								
Faculty	83	22%	43%	29%	1%	5%	3.76	43
Classified/Confidential	33	18%	49%	24%	3%	6%	3.70	18
Administrative/Supervisory	9	45%	33%	11%	11%	0%	4.11	3
Not Reported	19	32%	32%	26%	5%	5%	3.79	11
Total	144	24%	42%	26%	3%	5%	3.77	75
The Academic Computing Center provides sufficient services to support student learning.								
Faculty	82	20%	46%	27%	2%	5%	3.73	44
Classified/Confidential	30	21%	33%	33%	10%	3%	3.57	21
Administrative/Supervisory	10	40%	30%	20%	10%	0%	4.00	3
Not Reported	19	32%	26%	26%	16%	0%	3.74	11
Total	141	23%	40%	27%	6%	4%	3.72	79

	Valid Responses							Don't Know
	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	
The new SAC Learning Center provides sufficient staff to support student learning.								
Faculty	98	25%	43%	18%	9%	5%	3.72	27
Classified/Confidential	31	23%	39%	22%	13%	3%	3.65	19
Administrative/Supervisory	11	36%	55%	0%	9%	0%	4.18	2
Not Reported	20	25%	35%	30%	5%	5%	3.70	10
Total	160	25%	42%	20%	9%	4%	3.74	58
The new SAC Learning Center provides sufficient hours of operation to support student learning.								
Faculty	99	22%	47%	20%	6%	5%	3.75	25
Classified/Confidential	33	24%	42%	22%	9%	3%	3.76	18
Administrative/Supervisory	11	36%	55%	0%	9%	0%	4.18	2
Not Reported	21	24%	33%	24%	19%	0%	3.62	9
Total	164	24%	45%	19%	8%	4%	3.76	54
The new SAC Learning Center provides sufficient technology to support student learning.								
Faculty	99	21%	46%	20%	6%	7%	3.68	26
Classified/Confidential	29	28%	45%	17%	7%	3%	3.86	21
Administrative/Supervisory	11	36%	46%	0%	18%	0%	4.00	2
Not Reported	20	25%	40%	20%	15%	0%	3.75	10
Total	159	24%	45%	18%	8%	5%	3.74	59
The new SAC Learning Center provides sufficient services to support student learning.								
Faculty	101	22%	49%	18%	6%	5%	3.76	25
Classified/Confidential	31	26%	39%	22%	10%	3%	3.74	18
Administrative/Supervisory	11	36%	55%	9%	0%	0%	4.27	2
Not Reported	20	25%	45%	15%	15%	0%	3.80	10
Total	163	24%	47%	18%	7%	4%	3.80	55

	Valid Responses							Don't Know
	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	
The Math Center provides sufficient staff to support student learning.								
Faculty	90	24%	38%	32%	2%	4%	3.76	33
Classified/Confidential	32	31%	41%	16%	6%	6%	3.84	18
Administrative/Supervisory	11	27%	64%	9%	0%	0%	4.18	2
Not Reported	17	24%	41%	23%	6%	6%	3.71	14
Total	150	26%	41%	25%	3%	5%	3.80	67
The Math Center provides sufficient hours of operation to support student learning.								
Faculty	91	19%	41%	31%	3%	6%	3.64	33
Classified/Confidential	33	27%	52%	18%	0%	3%	4.00	16
Administrative/Supervisory	11	27%	64%	9%	0%	0%	4.18	2
Not Reported	19	21%	47%	21%	11%	0%	3.79	12
Total	154	21%	46%	26%	3%	4%	3.77	63
The Math Center provides sufficient technology to support student learning.								
Faculty	90	23%	41%	32%	0%	4%	3.79	33
Classified/Confidential	32	31%	44%	16%	6%	3%	3.94	18
Administrative/Supervisory	10	30%	60%	10%	0%	0%	4.20	3
Not Reported	19	26%	53%	16%	5%	0%	4.00	12
Total	151	26%	44%	25%	2%	3%	3.87	66
The Math Center provides sufficient services to support student learning.								
Faculty	91	24%	44%	26%	2%	4%	3.81	33
Classified/Confidential	32	31%	47%	19%	0%	3%	4.03	18
Administrative/Supervisory	10	30%	60%	10%	0%	0%	4.20	3
Not Reported	17	29%	47%	18%	6%	0%	4.00	14
Total	150	27%	46%	22%	2%	3%	3.91	68

	Valid Responses							Don't Know
	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	
The Testing Center provides sufficient staff to support student learning.								
Faculty	101	17%	39%	21%	13%	10%	3.40	24
Classified/Confidential	34	27%	32%	20%	15%	6%	3.59	16
Administrative/Supervisory	9	33%	44%	11%	11%	0%	4.00	4
Not Reported	17	24%	47%	17%	6%	6%	3.76	12
Total	161	21%	39%	20%	12%	8%	3.51	56
The Testing Center provides sufficient hours of operation to support student learning.								
Faculty	105	13%	39%	23%	14%	11%	3.30	20
Classified/Confidential	36	25%	33%	22%	14%	6%	3.58	14
Administrative/Supervisory	9	33%	44%	11%	11%	0%	4.00	4
Not Reported	19	21%	37%	11%	20%	11%	3.37	12
Total	169	18%	38%	20%	15%	9%	3.41	50
The Testing Center provides sufficient technology to support student learning.								
Faculty	93	16%	38%	25%	13%	8%	3.42	33
Classified/Confidential	34	27%	35%	23%	12%	3%	3.71	16
Administrative/Supervisory	9	33%	44%	11%	11%	0%	4.00	4
Not Reported	19	21%	36%	21%	11%	11%	3.47	11
Total	155	20%	37%	24%	12%	7%	3.52	64
The Testing Center provides sufficient services to support student learning.								
Faculty	97	18%	38%	22%	13%	9%	3.41	26
Classified/Confidential	34	27%	35%	20%	9%	9%	3.62	16
Administrative/Supervisory	8	38%	38%	12%	12%	0%	4.00	4
Not Reported	19	16%	37%	26%	5%	16%	3.32	11
Total	158	20%	37%	22%	11%	10%	3.47	57

*Average of responses from 1 to 5, 5 being "strongly agree" and 1 being "strongly disagree." "Don't know" responses were excluded from calculation of means.

Comments regarding Student Learning Programs/Services

Faculty

- DSPS students in my Friday afternoon class cannot take weekly quizzes at the same time as the rest of the class because the Testing Center closes at noon on Friday. I have no idea how Saturday teachers handle the "quiet environment" problem for DSPS students.
- For meaningful responses, these questions should be directed to the students.
- Having the Library open more hours during evenings and weekends would better serve SAC's working student population. Of course, more staffing would need to be allocated for this increase in service hours. Thank you for considering.
- I am not familiar with all of the centers.
- I do not think the Learning Center is ineffective. I think its problems are mainly because the center has been displaced and staffing needs are still being figured out. Kathy is doing a great job with what she has to work with.
- I have been impressed with all of the new support services students can access to improve their academic skills. One example are the discussion circles and the help for resumes. It would be helpful to have the staff who conduct these services come to the classrooms to encourage attendance. I advertise them, but I am unsure how many students are taking advantage of it. I may add an extra point opportunity next semester for students who do attend these workshop opportunities. Also, personal invitations to these services seem to have more of an impact than whole class presentations.
- I'm not familiar with the schedule and services at SAC.
- It is very difficult for students to get an appointment with counselors. There is a tremendous need for more counselors to effectively meet the needs of students in completing an educational plan.
- A Student Resource Fair that includes the participation of support services at SAC would be beneficial for students and faculty/staff who are unaware of these services.
- FYI, the success center is no longer available.
- Testing Center needs more staff and more space. Staff needs to be kinder to students & staff. They need to be worked less.
- The environment in the Testing Center needs to be improved. It is NOT a friendly and welcoming place.
- The Learning Center has been a wonderful addition to our support services.
- The Learning Center could always use more budgeting support of tutors and updated technology. Math Center may need expanded hours to accommodate student interest.
- The Learning Center has been underfunded since its beginning. It is difficult to honestly evaluate such a vitally important program when its success has been in jeopardy due to funding limitations. What they accomplish is impressive given the constraints they have.
- The Learning Center needs more tutors, both in English and in subjects currently not served. There have been minimal workshops and study groups because of lack of space. Once the Learning Center returns to Dunlap Hall, hopefully those services will resume.
- The Math Center has improved with great tutors due largely to Elaine Pham. We are dismayed and shocked she did not get full time job!
- The Testing Center should be available during all hours that classes are in session.
- There is not ample opportunity for adjunct to be involved at SAC. I do not know what the Academic Computing Center is or where?
- SAC has very good people working as hard as they can to try and meet the needs of students but they are working in a very broken system. There are many different parts (departments) and they all seem to working against each other rather than together.
- We need a bigger testing center with more space for students. Many 8-week classes give tests in Week 4 and Week 8, and demand for space exceeds capacity. My students reported substantial waiting times for admittance to the Testing Center. Waiting for an available space to take a test does NOT enhance student learning outcomes. We also need additional accounting tutors with late afternoon hours for working students. Students report the one available tutor is frequently overwhelmed and has little time to help struggling students.

Classified/Confidential

- Ask the students how they feel about these directed questions. You do not know how well these groups are helping the students unless you ask the students if their GPA has improved, if they understand the information from their classes and can apply it to real world issues/concerns/problems/solutions, if they are ready to go to a 4-year degree program based on advising from that institution, not our counselors.
- I have called the Testing Center many times and have always gotten voicemail, is there not enough staff to answer the phone?
- There seems to be a definite disinterest in what students really need. If the college truly looked at programs and what students wanted, certificated programs with only 8 students enrolled would not be allowed. Surveys, focus groups, and program review activities are "talk". Administrators need to "walk the walk and walk the talk". Someone needs to walk through classes as they are happening. Do the students look engaged or are they playing with their phones? Why are there huge waiting lists for classes at the beginning of the semester, and at the end of the semester, why have half the students dropped? Why are there 20 people on the books, but only 8 in the classroom? Why are certificated classes allowed to continue, when there are only 10 students in the basic level courses? Who will be left to take the advanced certificated classes? More classes for students to teach them how to study are needed. If a student fails a class, or is doing poorly, maybe these classes should be mandatory - show students that their education is important and that they are cared about. There are excellent instructors on campus who teach the students how to study a particular course, while they are teaching the class.
- There should be more testing facilities available to students with special needs.
- This survey is too long and you are asking for subjective answers. How many students use these programs? Is there a number? You need to know the demand for a service before you can plan on staffing and funding a program.

"Not Reported"

- I myself have not used the above services. I have not heard from faculty or students any negative comments about the above services.
- Library time of operation should be extended. Electronic copies of all required textbooks for each semester should be made available at the library. Web based classes are meager and need to be expanded post haste to capture the working grunts. Very little on faculty student retention efforts. A FARSCD endorsed program should be in place and faculty evaluated on student retention. And good teachers do not need tenure.
- More support on Saturday needed everywhere. Computers all over campus are out-of-date and with old software. Can always use more tutoring support and study skills/test taking workshops (workshops, not classes), the Testing Center should have more staffing to watch for cheating.
- Students and staff cannot get a response or call back when contacting the Testing Center via telephone. There is insufficient tutoring for Computer Science and Accounting.
- The hours of operation for the Library, Math, Learning, Success and Testing Centers are not conducive to many night students. I have repeatedly heard night students complain that they cannot get to these places during their open hours because they have to work. They take classes at night because they cannot be here during the day. The Library has recently expanded its hours, which will help, but the other centers don't seem to be able to do the same thing. This is a disservice to a large portion of our students.

HUMAN, PHYSICAL, TECHNOLOGY, FINANCIAL RESOURCES

	Valid Responses							Don't Know
	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	
The grounds of SAC are maintained in a safe and secure manner.								
Faculty	125	26%	55%	9%	8%	2%	3.95	1
Classified/Confidential	47	26%	47%	12%	4%	11%	3.72	3
Administrative/Supervisory	13	46%	23%	8%	15%	8%	3.85	0
Not Reported	24	38%	50%	0%	8%	4%	4.08	0
Total	209	28%	51%	9%	8%	4%	3.91	4
My workspace is maintained in a safe and secure manner.								
Faculty	125	26%	52%	8%	9%	5%	3.86	1
Classified/Confidential	50	26%	46%	12%	6%	10%	3.72	0
Administrative/Supervisory	13	46%	46%	8%	0%	0%	4.38	0
Not Reported	24	46%	33%	13%	0%	8%	4.08	0
Total	212	30%	48%	9%	7%	6%	3.89	1
I have the supplies and equipment I need to perform my job.								
Faculty	125	14%	50%	21%	11%	4%	3.60	0
Classified/Confidential	49	18%	47%	15%	10%	10%	3.53	1
Administrative/Supervisory	13	39%	54%	0%	7%	0%	4.23	0
Not Reported	24	17%	42%	17%	21%	3%	3.46	0
Total	211	17%	49%	17%	12%	5%	3.61	1
SAC provides sufficient professional development opportunities for faculty and staff.								
Faculty	124	22%	42%	18%	13%	5%	3.63	1
Classified/Confidential	48	17%	46%	14%	19%	4%	3.52	2
Administrative/Supervisory	13	39%	54%	7%	0%	0%	4.31	0
Not Reported	24	13%	42%	28%	13%	4%	3.46	0
Total	209	21%	44%	18%	13%	4%	3.63	3

	Valid Responses							Don't Know
	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	
SAC makes certain that the criteria, qualifications, and procedures for the selection of all personnel are clearly and publicly stated.								
Faculty	124	27%	46%	15%	7%	5%	3.83	1
Classified/Confidential	49	10%	43%	29%	10%	8%	3.37	1
Administrative/Supervisory	13	54%	46%	0%	0%	0%	4.54	0
Not Reported	22	18%	41%	18%	23%	0%	3.55	2
Total	208	24%	45%	17%	9%	5%	3.74	4
Personnel are regularly and systematically evaluated.								
Faculty	117	24%	52%	9%	9%	6%	3.79	9
Classified/Confidential	47	13%	30%	35%	13%	9%	3.26	2
Administrative/Supervisory	13	54%	46%	0%	0%	0%	4.54	0
Not Reported	21	29%	48%	9%	5%	9%	3.81	3
Total	198	24%	46%	14%	9%	7%	3.72	14
SAC integrates human resource planning with institutional planning.								
Faculty	81	15%	40%	25%	15%	5%	3.44	45
Classified/Confidential	33	15%	21%	43%	6%	15%	3.15	16
Administrative/Supervisory	12	58%	42%	0%	0%	0%	4.58	1
Not Reported	15	20%	47%	26%	0%	7%	3.73	9
Total	141	19%	36%	28%	10%	7%	3.50	71
All constituencies at SAC have an appropriate opportunity to contribute input to institutional plans and budgets.								
Faculty	101	15%	36%	27%	14%	8%	3.36	24
Classified/Confidential	40	13%	30%	32%	10%	15%	3.15	10
Administrative/Supervisory	12	33%	67%	0%	0%	0%	4.33	1
Not Reported	18	11%	28%	33%	17%	11%	3.11	6
Total	171	15%	36%	28%	12%	9%	3.35	41

	Valid Reponses							Don't Know
	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	
SAC faculty and staff are encouraged to take initiative in improving the services in which they are involved.								
Faculty	121	22%	47%	13%	13%	5%	3.67	5
Classified/Confidential	44	25%	30%	23%	11%	11%	3.45	5
Administrative/Supervisory	13	46%	54%	0%	0%	0%	4.46	0
Not Reported	24	25%	21%	24%	17%	13%	3.29	0
Total	202	24%	41%	16%	12%	7%	3.63	10
SAC maintains, upgrades, or replaces its technology infrastructure (hardware and software) to meet student learning and staff needs.								
Faculty	119	10%	35%	28%	19%	8%	3.22	4
Classified/Confidential	45	18%	33%	18%	11%	20%	3.17	5
Administrative/Supervisory	12	25%	42%	8%	17%	8%	3.58	0
Not Reported	22	36%	9%	18%	23%	14%	3.32	2
Total	198	16%	32%	24%	17%	11%	3.24	11
SAC provides appropriate technology training for its staff and faculty.								
Faculty	123	13%	47%	24%	10%	6%	3.52	2
Classified/Confidential	47	18%	34%	28%	15%	10%	3.23	2
Administrative/Supervisory	13	15%	55%	15%	15%	0%	3.69	0
Not Reported	22	18%	32%	18%	23%	9%	3.27	2
Total	205	14%	43%	23%	13%	7%	3.44	6
SAC provides assistance to faculty in the integration of technology into the delivery of the curriculum.								
Faculty	120	15%	46%	26%	6%	7%	3.57	4
Classified/Confidential	35	17%	35%	34%	3%	11%	3.43	15
Administrative/Supervisory	11	18%	46%	18%	18%	0%	3.64	2
Not Reported	21	29%	19%	19%	23%	10%	3.33	4
Total	187	17%	41%	26%	8%	8%	3.52	25

	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	Don't Know
				Valid Responses				
SAC technology planning is coordinated with SAC master planning.								
Faculty	82	13%	42%	30%	5%	10%	3.44	44
Classified/Confidential	33	12%	36%	37%	9%	6%	3.39	17
Administrative/Supervisory	12	25%	50%	8%	17%	0%	3.83	1
Not Reported	16	25%	38%	25%	0%	12%	3.63	8
Total	143	15%	41%	30%	6%	8%	3.48	70
SAC technology planning is coordinated with District ITS master planning.								
Faculty	73	14%	40%	31%	3%	12%	3.40	53
Classified/Confidential	29	14%	41%	35%	3%	7%	3.52	21
Administrative/Supervisory	11	18%	64%	9%	9%	0%	3.91	2
Not Reported	14	14%	57%	22%	0%	7%	3.71	10
Total	127	14%	44%	30%	3%	9%	3.50	86
SAC's budget process is open, transparent, and includes input from staff.								
Faculty	105	12%	28%	30%	18%	12%	3.10	21
Classified/Confidential	40	8%	40%	24%	15%	13%	3.15	9
Administrative/Supervisory	13	31%	54%	0%	15%	0%	4.00	0
Not Reported	17	18%	12%	17%	41%	12%	2.82	6
Total	175	13%	31%	26%	19%	11%	3.15	36
Program review is used as part of the planning, budgeting, and resource allocation process at SAC.								
Faculty	103	18%	49%	16%	7%	10%	3.55	20
Classified/Confidential	40	10%	53%	27%	3%	7%	3.55	10
Administrative/Supervisory	13	38%	62%	0%	0%	0%	4.38	0
Not Reported	18	22%	33%	33%	6%	6%	3.61	6
Total	174	18%	49%	19%	5%	9%	3.62	36

	Valid Responses							Don't Know
	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	
Student learning outcomes assessment results are aligned to the college's integrated planning process as part of the resource allocation request (RAR) process.								
Faculty	107	20%	43%	21%	8%	8%	3.59	18
Classified/Confidential	35	14%	57%	20%	3%	6%	3.71	15
Administrative/Supervisory	13	31%	69%	0%	0%	0%	3.31	0
Not Reported	18	28%	39%	21%	6%	6%	3.78	5
Total	173	20%	47%	21%	6%	6%	3.69	38
Appropriate and timely financial information is provided regularly to SAC constituencies.								
Faculty	101	11%	25%	33%	22%	9%	3.07	25
Classified/Confidential	39	8%	44%	25%	10%	13%	3.23	10
Administrative/Supervisory	12	33%	42%	17%	8%	0%	4.00	1
Not Reported	17	17%	17%	54%	0%	12%	3.29	7
Total	169	12%	30%	32%	16%	10%	3.20	43

*Average of responses from 1 to 5, 5 being "strongly agree" and 1 being "strongly disagree." "Don't know" responses were excluded from calculation of means.

Comments regarding Human, Physical, Technology, Financial Resources

Faculty
- Budgets are a secret. Budgets do not reflect student investment. While services are being, the President has a $70,000 hospitality fund. Day to day services for students have diminished. Shared governance is merely PR, most decisions have been made prior to meetings.
- Faculty requires more technology training and more involvement in technology needed for the classroom.
- How can we hire a chief when we are in debt?
- I wish I could say "strongly agree" to these questions but I can't. I think leadership wants us to believe they are "including" faculty and staff in the budget process is real but I don't. I think it's for show/looks only. I don't see real collaboration taking place that are faculty driven. You do what you want regardless of what we say we need.
- Maintaining program effectiveness is extremely difficult due to lack of sufficient support staff. Hiring freeze has crippled program.
- Personal technology assistance should be provided when requested by faculty. It seems to be difficult for a faculty to get one-to-one assistance, especially if that person has a special need. Some faculty cannot benefit from a classroom presentation.
- Planning of semesters is done all in relation to the budget. While the budget is important, the student needs are not considered and many times the cuts in courses and sections have diminished the strength of departments, and since faculty retire, it is very hard to build up the program again to meet the needs of students and the programs that are announced in the Catalogue.
- Please update the computers in the accounting labs in the A building! Requiring students to use technology means SAC must have functional computers in the classroom.
- Program review is just silly the way it is done here at SAC, and on top of just being useless, it is a waste of far too much time to jump thru all the needless hoops. It should be a process that has some value added and right now it does not seem to.
- SAC and CEC is not open with financial, budgets, and especially hiring!!!
- SAC is lacking a technology/instructional design center and is behind many colleges in providing technology assistance to faculty.
- The campus is supposed to be "NON-SMOKING". This policy is not enforced; especially outside of the H and W buildings. There is an abundance of smoking usually in the early to later evening hours.
- The college has difficulty in locating the best program and the best techniques to assess student performance and program performance. We are given new instructions and new policies that promote more paperwork and as faculty we have less time to dedicate to students because we are so busy completing reports.
- The Distance Education Office is very helpful to faculty and students. The DE program has gotten consistently stronger. The RAR process has been refined and demonstrates good alignment between planning and budget. We need to continually assess the effectiveness of it.
- The loudest voice with the best connections gets the money. Period. Needs, no matter how or in what manner justified, are not related.
- There is a backlog when it comes to getting ITS to address Datatel issues.
- Very hard to get accurate budget information, hiring processes in our district are challenging and time consuming, to say the least.

Classified/Confidential
- When I arrive at 7:30, the grounds are still being maintained. There are often leaves everywhere as people arrives, we often have to dodge the machines being used. Some of our grounds crew continue operating the leaf blowers and edgers as people are walking by. This is neither safe nor secure. Additionally, it seems that maintenance is only done in extreme circumstances to buildings scheduled to be demolished. I have overheard students making negative remarks about the carpeting (old, worn, stained, and bubbling up). I couldn't blame them. The departments do not have enough people to serve the volume of students we see, and we are well aware that there is no end in sight for this. The people that ultimately lose out are the students as they wait much longer than necessary for us to review their files. I have heard from several who have indicated that they dropped in a given semester due to the long wait in our department.

- Start-up orders for the semesters are held back so there is not sufficient material to start the semester, or scheduled class exercises are adapted to use what is available, even when the student learning experience is not what is expected, or per district/state documentation/requirement. As to personnel evaluations, they are done regularly. However, are not always truthful (time and date of the actual infraction occurrence), and do not include constructive criticism and a timeline to be met. Not everyone involved walks the talk about student equity for all demographics, or learning outcomes. Many instructors find it is too difficult to meet Disabled Student requirements so those students are not treated in an equitable manner. Student learning outcome assessments do not give a true picture of what the students are learning or retaining when it comes to life-long learning. Program reviews are aligned with what the lead instructor and/or the dean thinks they should be, not what the students need.
- I always thought that the hiring committees in a department should consist of a variety of staff from the department and some staff from other departments. In my department it has become the practice to include only the administrator and his two coordinators. So no one else gets involved in the paper screening, interviewing and selecting process of new co-workers. This has been going on for the last nine years. We don't feel employees are part of the selection process because we are not considered in any part of it.
- The college needs more support staff. The maintenance workers are the best, and keep the campus as safe as possible. However, there are too few staff members of facilities and maintenance. The students should always come first. Personnel evaluations are often based on perception not documentation. Why hire more instructors when enrollment is decreasing, while threatening to lay off support staff?

"Not Reported"
- Budget comparisons for the college and district should be made available monthly electronically together with the cash position and estimated ending balance by fund. Selection process at times is contrived and used only to comply with the code. Much talk about budget cut backs, but the executive cabinet keeps getting annual bumps and there are reorgs to compensate more for essentially the same work. Set the proper example and start belt tightening at the top.
- I have often reported unsafe situations I have observed on campus. To date, very few have been addressed. There are multiple light fixtures that are broken or burnt out leaving several areas in the dark. This is not only a personal safety hazard for students and staff walking around the campus but also a physical hazard. The danger for tripping over unseen cracks or uneven sidewalks, especially for the disabled, is very high. Many of these areas are also ideal for people to hide. As for the training and planning, since I'm not a full time employee, I get no information about these opportunities. Even if I knew about them, I wouldn't qualify to attend.
- I have worked for some time to get a room in my department mediated and it has been put on the "back burner" for so long I have almost given up. It is very hard to teach in a room where I have to check out a laptop and projector from Media Services. Additionally, the large rooms/trailers in the "Village" are a joke to use as a lecture hall. Yes, many students can sit in one of them as a classroom but the screens are very small and those in the middle to back of the room cannot see the images I project. Furthermore the media cart is in the way so that the two middle rows of the classroom cannot be used when I use the projector. Very poor layout. It is a little frustrating to see the same plumbing problems year after year, sewage back up, flooding, sink problems, etc. The staff is GREAT but there needs to be a fix, not a Band-Aid. Also some of the bathrooms are very run down. I have seen a fair amount of homeless people using the facilities, which is fine but they leave it a mess sometimes. It would be nice if there was money to spend on cleaning the bathrooms thoroughly, almost a renovation where the tile floor is scrubbed and the grout cleaned, graffiti removed - even from the mirrors. Thank you
- Our manager provides quarterly updates at our staff meetings. Also the planning process and RARs process has been explained.
- Please cut bushes around parking lots so people without SUVs can see. Faculty planning adequate. Support staff planning not adequate. Computers and software available in classrooms always an issue. Also as new equipment is acquired no training is ever given (elmo, projection systems, etc.) We never feedback as to why some things are funded over other things.

GOVERNANCE & LEADERSHIP

	Valid Responses							Don't Know
	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	
The collegial governance structure of SAC follows an organized process.								
Faculty	108	19%	51%	17%	10%	3%	3.74	16
Classified/Confidential	36	8%	50%	33%	3%	6%	3.53	14
Administrative/Supervisory	13	38%	62%	0%	0%	0%	4.38	0
Not Reported	18	17%	33%	33%	6%	11%	3.39	5
Total	175	18%	50%	21%	7%	4%	3.71	35
Faculty, staff, administrators, and students at SAC have clearly defined roles in institutional governance.								
Faculty	109	19%	51%	19%	7%	4%	3.74	13
Classified/Confidential	42	10%	57%	19%	2%	12%	3.50	9
Administrative/Supervisory	13	46%	54%	0%	0%	0%	4.46	0
Not Reported	18	17%	67%	10%	0%	6%	3.89	5
Total	182	18%	54%	17%	5%	6%	3.75	27
I know how the SAC collegial governance process works.								
Faculty	111	22%	41%	25%	6%	6%	3.66	11
Classified/Confidential	39	8%	41%	25%	13%	13%	3.18	12
Administrative/Supervisory	13	46%	46%	8%	0%	0%	4.38	0
Not Reported	17	12%	41%	35%	12%	0%	3.53	5
Total	180	19%	42%	24%	8%	7%	3.59	28
SAC leadership encourages participation in the decision-making process.								
Faculty	112	11%	43%	23%	13%	10%	3.31	9
Classified/Confidential	43	12%	44%	23%	5%	16%	3.30	8
Administrative/Supervisory	13	62%	38%	0%	0%	0%	4.62	0
Not Reported	20	5%	25%	40%	25%	5%	3.00	3
Total	188	14%	41%	23%	12%	10%	3.37	20

	Valid Responses							Don't Know
	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	
I know how to participate in the SAC collegial governance process.								
Faculty	110	19%	44%	22%	9%	6%	3.60	12
Classified/Confidential	40	10%	35%	22%	18%	15%	3.08	11
Administrative/Supervisory	13	54%	39%	7%	0%	0%	4.46	0
Not Reported	18	17%	28%	38%	17%	0%	3.44	5
Total	181	19%	40%	23%	11%	7%	3.53	28
Planning processes at SAC are reviewed to identify needed areas of improvement.								
Faculty	100	10%	54%	22%	8%	6%	3.54	22
Classified/Confidential	40	10%	45%	27%	5%	13%	3.35	11
Administrative/Supervisory	13	54%	39%	7%	0%	0%	4.46	0
Not Reported	19	16%	27%	37%	10%	10%	3.26	4
Total	172	14%	48%	23%	7%	8%	3.53	37
The President of SAC provides effective leadership.								
Faculty	115	33%	40%	16%	4%	7%	3.89	7
Classified/Confidential	46	26%	46%	19%	7%	2%	3.87	5
Administrative/Supervisory	13	39%	45%	8%	8%	0%	4.15	0
Not Reported	20	25%	30%	35%	0%	10%	3.60	3
Total	194	31%	41%	18%	4%	6%	3.87	15
The President of SAC delegates authority to appropriate personnel.								
Faculty	90	28%	37%	23%	8%	4%	3.76	30
Classified/Confidential	41	27%	44%	25%	2%	2%	3.90	10
Administrative/Supervisory	13	39%	54%	7%	0%	0%	4.31	0
Not Reported	17	29%	35%	24%	6%	6%	3.76	6
Total	161	29%	40%	21%	6%	4%	3.84	46

	Valid Responses							Don't Know
	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	
The President of SAC communicates on a regular basis with all constituencies.								
Faculty	105	25%	42%	18%	6%	9%	3.69	16
Classified/Confidential	44	18%	52%	20%	5%	5%	3.75	7
Administrative/Supervisory	13	39%	54%	0%	0%	7%	4.15	0
Not Reported	20	25%	40%	20%	5%	10%	3.65	3
Total	182	24%	45%	18%	5%	8%	3.73	26
The SAC administration provides effective and productive leadership.								
Faculty	111	16%	42%	21%	14%	7%	3.47	10
Classified/Confidential	47	17%	47%	17%	10%	9%	3.53	4
Administrative/Supervisory	13	31%	62%	7%	0%	0%	4.23	0
Not Reported	23	13%	22%	48%	13%	4%	3.26	0
Total	194	17%	42%	22%	12%	7%	3.51	14
Information regarding decisions of the Board of Trustees and District Operations is received by SAC constituencies in a timely and efficient manner.								
Faculty	99	17%	42%	21%	11%	9%	3.47	21
Classified/Confidential	45	16%	53%	16%	7%	8%	3.60	6
Administrative/Supervisory	13	31%	53%	8%	8%	0%	4.08	0
Not Reported	17	18%	24%	28%	24%	6%	3.24	6
Total	174	18%	44%	19%	11%	8%	3.53	33
The Chancellor of RSCCD gives full responsibility and authority to the SAC President to implement and administer assigned district/college policies and procedures.								
Faculty	75	21%	29%	30%	11%	9%	3.43	47
Classified/Confidential	34	21%	44%	26%	0%	9%	3.68	17
Administrative/Supervisory	12	42%	50%	8%	0%	0%	4.33	1
Not Reported	11	9%	36%	46%	0%	9%	3.36	12
Total	132	22%	36%	28%	6%	8%	3.57	77

	Valid Responses							Don't Know
	Count	Strongly Agree (5)	Agree	Neutral	Disagree	Strongly Disagree (1)	Mean Rating*	
Institutional leaders create an environment for empowerment, innovation, and institutional excellence.								
Faculty	109	18%	42%	20%	12%	8%	3.50	12
Classified/Confidential	44	11%	48%	23%	0%	18%	3.34	7
Administrative/Supervisory	13	46%	39%	15%	0%	0%	4.15	0
Not Reported	21	5%	14%	43%	24%	14%	2.71	2
Total	187	17%	40%	21%	11%	11%	3.42	21
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.								
Faculty	90	16%	26%	31%	17%	10%	3.20	33
Classified/Confidential	33	16%	33%	33%	9%	9%	3.36	18
Administrative/Supervisory	13	22%	31%	31%	8%	8%	3.54	0
Not Reported	14	0%	21%	44%	14%	21%	2.64	9
Total	150	15%	27%	33%	14%	11%	3.21	60
The district provides appropriate distribution of resources that are adequate to support the effective operation of the college.								
Faculty	93	14%	29%	23%	20%	14%	3.09	28
Classified/Confidential	41	12%	29%	20%	17%	22%	2.93	10
Administrative/Supervisory	13	23%	31%	23%	23%	0%	3.54	0
Not Reported	19	5%	32%	32%	20%	11%	3.00	4
Total	166	13%	30%	22%	20%	15%	3.07	42

*Average of responses from 1 to 5, 5 being "strongly agree" and 1 being "strongly disagree." "Don't know" responses were excluded from calculation of means.

Comments regarding Governance & Leadership

Faculty
- From the top down this institution appears corrupt.
- I hate to say this, but the hiring of the new _____ has been a disaster. He seems to lack competence and is a total top-down administrator (a bad combo). Rumblings from all directions indicate many, many people would like to see him move on to some different place not called SAC. At first his m.o. led to decreased morale, now he has become someone whose emails are deleted without having been read and his general dictates ignored (and not just by yours truly). He is making himself irrelevant.
- I have met with a dean who appears to promote the "silo effect" where divisions act as silos unto themselves and are unwilling to reach out to other divisions to work cooperatively.
- I truly, truly hope that whoever compiles this report will not see any extreme responses as being "one offs" or outliers. The decisions of the Board, the Chancellor and the SAC President in the last year or so have been so egregious that it is time for the administrators to really reflect on HOW their decisions impact students first.   And if the faculty were to give a no confidence vote when it comes to being truly and authentically supported by our administrators, especially in the area of instruction, I don't think it should come as a surprise.   Thank you very much for the opportunity to share my opinions. I feel so dedicated to the work of teaching and serving our student body. I hope that all concerned feel the same.
- Lack of transparency goes from the chancellor down to each college. The SAC President does not own decisions and lacks the courage to back them up.
- Large gap between faculty/administrations ability to work effectively together as a true team seems to be growing significantly wider than past history over the last few years. Don't know why, but it is creating a toxic feel that did not exist previously.
- Leadership? Let our Deans do their job and don't micro-manage them - -This needs to be addressed to _____.
- Many times monies have been apportioned to SCC in spite of the needs of SAC with the higher population.
- SCC seems to get resources/needs disproportionately relative to their size & programs.
- The administration is mostly top-down, communicating through deans and the academic senate; more effort should be given to communication to departments, we hear a lot about success and persistence, but not about the quality of what is learned.
- The hiring freeze for classified staff is burning out the full-time permanent employees. We have money to institute new initiatives but no support staff to make it happen. Faculty and staff are working double time in the hopes that things will change soon but morale and energy are beginning to seriously fail.
- The _____ never leaves her office to walk the campus and engage with students. Her presence exist when the board members are present or a special guest. The lack of connectedness speaks to leadership style.
- Very concerned about Saudi deal; it seems like some decisions are being made at the top at district without following any shared governance rules.
- _____'s leadership style doesn't seem consistent with the overall goals of the institution or its spirit of collaboration that SAC has embraced over the last 100 years. Even though dean and faculty advice is sought it is rarely taken into consideration and seems more of a lip service than a genuine inclusion in the decision making process for planning academic affairs.
- We have had very poor hiring results in our _____.
- When offices and departments moved from Dunlap Hall, the District did not get input from the departments such as the Learning Center. The move would have gone much smoother if we had been involved in the planning.

Classified/Confidential

- Collegial Governance does not exist as a truism. When an administrator or trustee says that THEY will revisit the credo for Shared Governance and make sure it is written properly, that says that Collegial Governance only exists if the Administrators or Trustees allow it. The Chancellor has total control and no group or individual in this district has VETO power over him, unlike the Legislative, Executive and Judicial branches of our state and federal governments. There must be a system of checks and balances so that the needs of all constituencies are reviewed and met on a level playing field. If an administrator or supervisor feels that their thoughts and beliefs are the only correct method, even when faced with the fact(s), they will not back down or defer as they are the most correct. Even when their methods result in abject failures, they cannot recognize the futility of their ideas.
- It is the perception of the general populace that the administrators live on their own Mt. Olympus; rarely do they drop into classes or walk around campus. If they did, they would see that classrooms need new ceiling tiles and instructors need to teach - not sit at the front of the classroom while the students worked on computers.
- Some materials are available, but most of the staff are not aware where they are located or how they get access to them such as student folders and paper to use for lessons
- The district implemented and approved a budget system that would allow the colleges to manage their own budgets, but transferred no personnel resources to help with this. Our Administrative Services team is highly impacted and I don't believe some of our district counterparts are very helpful, only restrictive when it isn't no longer their budget to worry about? I don't believe they have truly transferred the duties when our campus budget manager has limited rights when it comes to budget overrides/changes...these processes/tasks still go through budget channels. So what changed?

Administrative/Supervisory

- Leadership skills vary by division and department. Most administrators could benefit from management training.

"Not Reported"

- As an instructor, my job teach, to share my passion of my subject matter. But what I have found over the years is that at least 50% of my energy is spent on paperwork to satisfy the demands of state legislators or the like. Doing this work completely kills the passion I have for teaching and from time to time when it is time to go lecture I am drained because I have spent hours doing SLO and PA/PR writing. Which in another semester it will be something else. Same animal (project) just a different name/title. If paperwork on this scale is so important then it would be helpful if we hired people for this specific job. I know I would be a great teacher if all I mostly had to do was to teach. The president showed a video once at one of the welcome back meetings - it showed a group of people trying to build an airplane while it was in the air - that is what this feels like - which is NOT a good approach.   Well, thanks at least for asking for our input
- Some leadership here is good, some is bad. SAC will always find the most complicated way to get things done. Logic is rarely in evidence. There are absolutely no instructions on how anything should get done at SAC or district. Therefore everyone does things differently.
- Planning and Budget committee provides a robust website, meeting announcements and minutes are readily available to everyone. Meeting announcements also states that they are open and inclusive to the entire college community. The Facilities Committees meeting announcements also state that meetings are open and inclusive to everyone. This practice promotes transparency. These are the only two committees that follow the college's shared governance handbook that is located on the Shared Governance web page.

Additional Comments Regarding SAC's Institutional Effectiveness:

Faculty
- Although the majority of our leadership/administrator supports and encourage a collegial governance process, there are administrators that are being allowed to create hostile, divisive work environments to the point of demoralizing and destroying the positive work that has been done to serve our community and further hindering the "environment for empowerment, innovation, and institutional excellence". Given that our institution has always valued and encouraged a collegial governance, there should be zero tolerance for such behavior from any administrators who just want to abuse their authority.
- Flow of information from administrators to faculty should be more timely and frequent. Administrators could help address faculty needs more timely, effectively. Immediate area administrators should communicate more frequently, effectively (relay all info accurately for example) to faculty and staff in his immediate areas.
- No communication, no leadership from chancellor and selective leadership from president. Academic Senate President et al are fantastic!
- Overall, I think we have made solid progress on improvement in some areas. Would like to see more transparency and integrity.
- It is an honor to be connected with a distinguished facility like SAC.

Classified/Confidential
- People wonder why student enrollment is dropping at SAC, which used to be a highly regarded community college. The students are not being given the proper BASIC tools to succeed. Many of our students have trouble reading - in any language. There needs to be more outreach to high schools and elementary schools. Success starts at a young age. The value of an education needs to be demonstrated to people before they come to college. Also, the monetary value of a community college education is not clearly stated anywhere.

"Not Reported"
- SAC is becoming more and more paralyzed by the constraints of one ineffective system after another. Why do we purchase the worst software imaginable (Datatel, Adastra, etc.) and then suffer with it for years? Resources we have cannot get used efficiently because of some of the ridiculous procedures we have in place. We are required to do things and then are not given the resources to do it. Working here is getting to be a bigger and bigger exercise in frustration.

About the Respondents

	Faculty n=127	Classified n=52	Administrator/ Supervisor n=13	Not Reported n=61	Total n=253
Status					
Full-time	69%	75%	100%	5%	57%
Part-time	28%	25%	0%	2%	20%
Not reported	3%	0%	0%	93%	23%
Division					
Administrative Services	0%	10%	0%	0%	2%
Business	4%	2%	8%	8%	3%
Counseling	6%	8%	0%	0%	5%
Fine & Performing Arts	6%	4%	0%	0%	4%
Humanities & Social Sciences	20%	4%	8%	8%	11%
Human Services/Technology	11%	6%	8%	8%	8%
Kinesiology, Health & Athletics	4%	0%	8%	8%	3%
Library	2%	6%	0%	0%	2%
Science, Mathematics & Health Sciences	20%	8%	8%	8%	12%
Student Services	4%	30%	23%	23%	9%
School of Continuing Education	9%	11%	23%	23%	8%
Not Reported	14%	11%	14%	14%	33%