



Santa Ana College
Institutional Effectiveness Survey Results, Fall 2013
Total Respondents = 317

INSTITUTIONAL MISSION AND EFFECTIVENESS

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
I know where to access a copy of the SAC mission statement.								
Administrator/Supervisor	19	0%	0%	0%	11%	89%	0%	4.89
Classified	84	2%	2%	5%	29%	60%	2%	4.44
Faculty	138	1%	4%	3%	28%	63%	1%	4.50
Other	74	4%	0%	5%	38%	49%	4%	4.32
TOTAL	315	2%	3%	4%	30%	60%	2%	4.47
I am knowledgeable about the mission of Santa Ana College.								
Administrator/Supervisor	19	0%	0%	0%	32%	68%	0%	4.68
Classified	83	1%	6%	11%	37%	42%	2%	4.16
Faculty	136	1%	2%	9%	38%	50%	0%	4.35
Other	74	4%	4%	14%	50%	26%	3%	3.92
TOTAL	312	2%	4%	10%	40%	43%	1%	4.22
I am aware of people and groups using the mission statement as a guide when they plan, work, and make decisions.								
Administrator/Supervisor	19	0%	0%	5%	42%	53%	0%	4.47
Classified	83	2%	6%	17%	39%	29%	7%	3.92
Faculty	138	1%	6%	13%	35%	42%	3%	4.13
Other	74	5%	8%	16%	39%	22%	9%	3.70
TOTAL	314	3%	6%	14%	37%	34%	5%	4.00

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
SAC faculty and staff frequently engage in dialogue about improvement of the student learning process.								
Administrator/Supervisor	19	0%	0%	0%	37%	63%	0%	4.63
Classified	82	4%	9%	20%	37%	24%	7%	3.75
Faculty	138	1%	3%	7%	37%	52%	1%	4.38
Other	73	3%	5%	11%	34%	40%	7%	4.10
TOTAL	312	2%	5%	11%	36%	43%	4%	4.17
SAC provides clear and accurate information about its courses, programs, and degree and certificate programs to its students.								
Administrator/Supervisor	19	0%	0%	16%	26%	58%	0%	4.42
Classified	83	1%	6%	16%	40%	34%	4%	4.03
Faculty	137	1%	2%	7%	45%	45%	1%	4.32
Other	73	1%	5%	19%	45%	27%	1%	3.93
TOTAL	312	1%	4%	13%	43%	38%	2%	4.16
The SAC mission statement is reviewed and updated regularly.								
Administrator/Supervisor	18	0%	0%	11%	39%	44%	6%	4.35
Classified	83	0%	4%	33%	17%	20%	27%	3.74
Faculty	137	1%	4%	18%	31%	30%	17%	4.04
Other	72	0%	0%	26%	24%	18%	32%	3.88
TOTAL	310	0%	3%	23%	26%	25%	22%	3.95
The institutional mission is central to institutional planning and decision-making.								
Administrator/Supervisor	19	0%	0%	5%	37%	58%	0%	4.53
Classified	81	1%	6%	21%	40%	22%	10%	3.84
Faculty	137	1%	2%	15%	40%	36%	7%	4.16
Other	73	0%	3%	14%	41%	22%	21%	4.03
TOTAL	310	1%	3%	15%	40%	30%	10%	4.07

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
Student learning programs and services are alignment with the mission of Santa Ana College.								
Administrator/Supervisor	19	0%	0%	5%	47%	47%	0%	4.42
Classified	83	1%	4%	14%	43%	28%	10%	4.03
Faculty	137	2%	1%	17%	35%	37%	7%	4.12
Other	72	1%	4%	15%	49%	19%	11%	3.91
TOTAL	311	2%	3%	15%	41%	31%	8%	4.07
I am aware of the goals established by my area and department.								
Administrator/Supervisor	19	0%	0%	0%	32%	68%	0%	4.68
Classified	83	4%	10%	8%	28%	47%	4%	4.09
Faculty	137	1%	3%	4%	34%	58%	1%	4.46
Other	73	3%	7%	8%	36%	45%	1%	4.15
TOTAL	312	2%	5%	6%	33%	53%	2%	4.31
In my area or department we regularly discuss progress towards our goals.								
Administrator/Supervisor	19	0%	0%	11%	32%	58%	0%	4.47
Classified	83	8%	16%	13%	30%	31%	1%	3.61
Faculty	137	1%	7%	8%	33%	50%	1%	4.25
Other	73	4%	11%	14%	30%	40%	1%	3.92
TOTAL	312	4%	10%	11%	31%	43%	1%	4.02
Decisions in my area and department are based upon our department goals.								
Administrator/Supervisor	19	0%	0%	0%	37%	63%	0%	4.63
Classified	83	10%	10%	16%	31%	31%	2%	3.67
Faculty	134	1%	3%	9%	39%	46%	2%	4.30
Other	73	3%	5%	14%	34%	40%	4%	4.07
TOTAL	309	4%	5%	11%	36%	42%	3%	4.10

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
I have seen documents that assess the effectiveness of my department and area.								
Administrator/Supervisor	19	0%	0%	0%	47%	53%	0%	4.53
Classified	82	13%	17%	16%	28%	21%	5%	3.27
Faculty	138	5%	7%	10%	33%	42%	4%	4.04
Other	73	8%	12%	14%	37%	26%	3%	3.62
TOTAL	312	8%	10%	12%	33%	33%	4%	3.77
I am aware of technology planning for the faculty and staff at the college.								
Administrator/Supervisor	19	0%	0%	11%	53%	37%	0%	4.26
Classified	82	7%	16%	16%	37%	12%	12%	3.35
Faculty	137	7%	10%	16%	33%	29%	5%	3.72
Other	73	8%	15%	26%	33%	16%	1%	3.35
TOTAL	311	7%	12%	18%	35%	22%	6%	3.57
I know that broad discussions have been held regarding campus facilities and planning.								
Administrator/Supervisor	19	0%	0%	0%	42%	58%	0%	4.58
Classified	81	2%	4%	14%	49%	22%	9%	3.93
Faculty	136	2%	3%	13%	34%	45%	4%	4.21
Other	72	3%	3%	14%	47%	25%	8%	3.97
TOTAL	308	2%	3%	12%	42%	35%	6%	4.11
Student learning outcomes have been a focus of activity in my department as well as many others.								
Administrator/Supervisor	19	0%	0%	5%	32%	63%	0%	4.58
Classified	83	6%	6%	14%	33%	33%	8%	3.87
Faculty	136	1%	1%	3%	27%	68%	0%	4.62
Other	72	4%	4%	8%	32%	49%	3%	4.20
TOTAL	310	3%	3%	7%	30%	54%	3%	4.33

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
I am aware that budget, technology, and personnel allocations are directly linked to department and area planning efforts.								
Administrator/Supervisor	19	0%	0%	5%	32%	63%	0%	4.58
Classified	83	6%	5%	19%	40%	24%	6%	3.76
Faculty	137	1%	4%	13%	34%	45%	3%	4.21
Other	72	3%	6%	13%	46%	26%	7%	3.94
TOTAL	311	3%	4%	14%	38%	36%	5%	4.05
The college evaluates the success of its programs and services by conducting many surveys and focus groups and by requiring program review activities.								
Administrator/Supervisor	19	0%	0%	11%	37%	53%	0%	4.42
Classified	82	5%	11%	24%	28%	21%	11%	3.55
Faculty	138	2%	4%	16%	35%	37%	7%	4.08
Other	73	5%	5%	22%	36%	15%	16%	3.59
TOTAL	312	4%	6%	19%	33%	29%	10%	3.86

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

Comments regarding Institutional Mission and Effectiveness

- I believe that there has been significant improvement in this area since I began working here eight years ago, but there is a lot of room for improvement, and I'd like to see this dialogue continue when we are not in the Self-Study year.
- Many of the Agrees would have been disagrees if asked 2 years ago. Over the last 2 years I have become more involved in the accreditation process and have become more knowledgeable in the areas questioned here.
- Because I am adjunct faculty, I am aware of most of this through discussions with full time faculty and small group meetings.
- As adjunct faculty there are many decisions made in the department that I have no access to. I just hear about them from some of my faculty mentors and if I can go to the "All Hand" meetings for the division.
- I am fully aware that our college has been doing the best to accommodate student success. I am lucky and proud to be part of the team
- I am aware of most of the information above from Board documents.
- I am extremely proud of the work done at Santa Ana College.
- Student learning programs and services are alignment with the mission of Santa Ana College.
- I have a lot of "neutrals" not because of anything that SAC is not doing actively to inform me but because I am adjunct faculty (relatively new) and still getting to know people within my own department let alone department goals.
- Of course we are focused on mission and SLOs...it is mandated. My answers do not infer endorsement of these in any way.
- As is apparent the only area where I see a need is to link planning to the activities of the campus.
- As an adjunct faculty, I feel that the English department communicates its goals well, but I am not as familiar with the college's goals.
- I think people at SAC do well on writing plans, but there is a disconnect between all the administrative meetings/rewriting and faculty that are teaching.
- We have talked about alignment of programs and goals, but I am concerned that we are not addressing the needs of low level students. Perhaps I should say we are aligned in words, but not in actions.
- We are still lacking in making decisions about personnel and budgets based on actual need. There is a lot of "behind the scenes" work and politicking that goes on. And a LOT of that with our college president. Many times, those who are more concerned with their personal goals skirt the procedures in place and circumvent the appropriate channels. This is evident in the current process to hire new faculty.
- Desperately need a plan for updating and implementing classroom technology, need more faculty training in the area of instructional technology, need leadership in this area. - need a campus based researcher to assist faculty with the development of effective assessment instruments, data collection, and analysis. We do a lot of surveys but rarely use alternative assessment methods (focus groups, etc).
- I think faculty engagement in the accreditation meetings helped us develop a better understanding of how the district and colleges work.
- I feel that I am fully informed about the school's mission statement and projected future plans.
- The college still lacks support, honesty, and does not respond to faculty. This was the same issue brought out in our last accreditation. Nothing has changed.
- I think an area of improvement would be for better planning of technology sustainability for the campus. Large cuts were made in this area during the budget crisis and it does not appear that things were re-directed to technology on campus.
- I am aware that budget, technology, and personnel allocations are directly linked to department and area planning efforts, but I am not aware of why certain items are prioritized and other items are deferred. It would be helpful to the entire community if this information and processes were communicated directly to all of us. How about creating and sharing a document that shows the link between the Strategic Plan and specific budget items?
- I think this area applies more to faculty. I am a staff member and don't feel the majority of questions pertain to me.
- I am not involved with most of these decisions but have heard discussions going in especially in our department regarding these topics.

- Lack of communication between classified and management and other areas in ITS dept. seriously impede our effectiveness. I'm retiring in a few weeks and my email will be gone. For more contact me at acmefixer@yahoo.com. This should also keep me anonymous, maybe.
- I am aware that these discussions are supposed to take place, but they don't. I was responsible for certain statistical information in my department for the last 5 years, and no one review it, not faculty or dean. Yet each year I am asked to continue keeping statistics.
- 4: I hear conversations about ideas to improve student learning but never see those ideas followed through. 6: I never that mission trickled down to any level other then on paper. 8: Our current coordinator does not understand their job therefore we are all confused. 9: There is a lot of chatter without action. 14: Only reason I checked agreed was because of the word "broad".
- I find it very different to find, hear or obtain recent or relevant information pertaining to this campus. Other departments around me have regular staff meetings; however I am among one of a large number of departments who don't have regular meetings with our administrator. Even though there are emails NOW (thank you) depicting conditions and changes to the construction on campus, this still does not go far enough to keep staff updated on new developments with this district. I find the only way to stay informed is to be part of a shared governance committee or attend late night board meetings. I'd like to see an email from either my direct administrator (preferable) or the president of this college depicting or highlighting state impacts to this district or the specific direction and goals for this campus.
- I answered I don't know on several questions because I am not involved directly in planning, budget or student goals. While I believe that my department is doing everything they can, to always meet student needs and stick to the mission statement of the college. I have no clue about other departments or what the college is doing as a whole. I am so busy I rarely get out of my office to talk to anyone.
- Decisions in my area and department are based upon our department goals: Decisions in our area are based on what the dean in our department wants or needs.
- The SAC Mission Statement is a good plan for the overall institution. However, it should be considered that not all departments have direct interaction with students and so some pieces of the SAC Mission Statement may not directly apply. Each department should have their own mission goals that if they do not apply directly to the overall SAC goals they will at least apply indirectly in helping our institution become more effective and efficient (e.g. the department may provide services that empower the instructors to be more effective and efficient or improves and maintains the operational flow which in the end will benefit the students). SAC is like a show car, keeping all the parts in working condition and occasionally doing upgrades will make for a great driving experience and gives pride to those who help make every piece in top condition.
- In our office we have lost many employees due to being hired for higher positions in our office, and they were never replaced with new employees. Which this makes it a lot more difficult on the rest of us; we have covered those lower positions. It seems our boss doesn't care if we have enough help. So we lose those funds for those jobs, which I feel is totally unfair. We need a lot more help. Which we are not getting, also some people have retired. Why these positions have not replaced???
- I'm sorry, but at this point it feels like just because we have a mission statement and talk about it doesn't mean that it's followed like it should be. Also, I have no clue about what planning occurs for my department and area. It feels like there is no planning at all. I also can't remember the last time our VP (Student Services) even bothered to come to our department to see how things are actually going, or took any kind of interest in how policies are affecting classified staff and how they are able to serve students. My department is woefully understaffed and has been so for years now. Yes, some of that was due to budget cuts, but let's not kid ourselves. A lot of that was also due to budget mismanagement. Morale is poor here because we are doing more work than ever with only a couple of extra clerks to try to help (we need other staff, not clerks), and there is no end in sight. And do you know who loses the most when we are understaffed? If you guessed students, you would be absolutely correct. And it shows. Our students are angry, frustrated, and taking it out on us. Thanks a lot.
- We get the emails about what happen at meetings. What we need is to know ahead of time when meetings are? Are they open to anyone in the college? (i.e. full-time / part-time classified, students, chair only) [In regards to campus facilities and planning]
- Improve information flow about operational systems to all levels of SAC employees

STUDENT LEARNING PROGRAMS/SERVICES

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
In general, I am aware of the educational needs of students at SAC.								
Administrator/Supervisor	19	0%	0%	5%	26%	68%	0%	4.63
Classified	83	0%	2%	14%	47%	31%	5%	4.13
Faculty	138	1%	0%	5%	36%	58%	0%	4.51
Other	38	0%	0%	13%	47%	37%	3%	4.24
TOTAL	278	0%	1%	9%	40%	48%	2%	4.37
I am familiar with the demographics of the SAC community.								
Administrator/Supervisor	19	0%	0%	0%	32%	68%	0%	4.68
Classified	83	0%	1%	12%	35%	49%	2%	4.36
Faculty	137	1%	0%	4%	28%	66%	1%	4.61
Other	37	0%	3%	5%	46%	46%	0%	4.35
TOTAL	276	0%	1%	6%	33%	59%	1%	4.51
I am aware that program staff and faculty address student needs and community demographics specifically in their plans, work, and decision- making.								
Administrator/Supervisor	19	0%	0%	5%	42%	53%	0%	4.47
Classified	83	1%	8%	18%	39%	27%	7%	3.87
Faculty	138	1%	1%	14%	41%	43%	1%	4.26
Other	36	3%	8%	17%	50%	17%	6%	3.74
TOTAL	276	1%	4%	15%	41%	36%	3%	4.10
SAC uses different modes of delivery to meet the current and future knowledge and skill needs of its students.								
Administrator/Supervisor	18	0%	0%	0%	39%	61%	0%	4.61
Classified	83	1%	7%	12%	52%	22%	6%	3.91
Faculty	138	1%	1%	9%	46%	41%	2%	4.29
Other	35	0%	3%	11%	57%	20%	9%	4.03
TOTAL	274	1%	3%	10%	49%	34%	4%	4.17

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
There is ample opportunity for interested faculty to be involved in making plans and setting priorities for their respective departments and programs.								
Administrator/Supervisor	19	0%	0%	0%	42%	58%	0%	4.58
Classified	82	1%	2%	30%	27%	17%	22%	3.72
Faculty	138	2%	7%	16%	36%	37%	2%	4.01
Other	35	3%	11%	11%	43%	14%	17%	3.66
TOTAL	274	2%	5%	19%	35%	30%	10%	3.94
Courses at SAC are offered on a regular basis and provide students the opportunity to complete programs in a reasonable time frame.								
Administrator/Supervisor	19	0%	0%	0%	42%	58%	0%	4.58
Classified	83	2%	10%	19%	47%	16%	6%	3.68
Faculty	137	1%	6%	18%	40%	33%	2%	4.01
Other	37	0%	5%	5%	57%	16%	16%	4.00
TOTAL	276	1%	7%	16%	45%	27%	5%	3.95
Programs at SAC are assessed, reviewed, and modified as needed on a regular basis.								
Administrator/Supervisor	19	0%	0%	0%	58%	42%	0%	4.42
Classified	83	1%	5%	28%	41%	12%	13%	3.67
Faculty	138	2%	0%	14%	38%	37%	9%	4.18
Other	37	5%	5%	11%	30%	24%	24%	3.82
TOTAL	277	2%	2%	17%	39%	28%	12%	4.01
I can identify examples demonstrating that the environment at SAC is conducive to student learning.								
Administrator/Supervisor	19	0%	0%	0%	47%	53%	0%	4.53
Classified	83	0%	6%	20%	48%	19%	6%	3.86
Faculty	138	1%	2%	12%	45%	41%	0%	4.22
Other	36	0%	3%	28%	44%	17%	8%	3.82
TOTAL	276	0%	3%	16%	46%	32%	3%	4.09

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
Most faculty and staff are engaged in identifying and assessing student learning outcomes.								
Administrator/Supervisor	19	0%	0%	11%	42%	47%	0%	4.37
Classified	82	2%	10%	18%	39%	16%	15%	3.66
Faculty	136	1%	2%	15%	43%	34%	5%	4.12
Other	36	3%	6%	25%	39%	19%	8%	3.73
TOTAL	273	1%	5%	17%	41%	27%	8%	3.96
I am aware that support services at SAC enrich the educational experiences of students and help them grow.								
Administrator/Supervisor	19	0%	0%	16%	26%	58%	0%	4.42
Classified	83	2%	4%	12%	41%	36%	5%	4.10
Faculty	137	1%	1%	11%	36%	48%	2%	4.31
Other	36	0%	3%	8%	56%	25%	8%	4.12
TOTAL	275	1%	2%	11%	39%	42%	4%	4.23
SAC students receive appropriate assistance in developing an educational plan designed to help them complete their educational goals.								
Administrator/Supervisor	19	0%	5%	11%	47%	32%	5%	4.11
Classified	83	2%	10%	14%	43%	24%	6%	3.82
Faculty	138	4%	4%	22%	37%	27%	6%	3.82
Other	36	3%	14%	17%	44%	14%	8%	3.58
TOTAL	276	3%	7%	18%	41%	25%	6%	3.81
The SAC Library provides sufficient hours of operation to support student learning.								
Administrator/Supervisor	19	0%	5%	21%	47%	16%	11%	3.82
Classified	83	7%	8%	19%	37%	13%	14%	3.48
Faculty	137	3%	12%	17%	32%	21%	15%	3.66
Other	36	0%	3%	22%	22%	17%	36%	3.83
TOTAL	275	4%	9%	19%	33%	18%	17%	3.63

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
The SAC Library provides sufficient materials to support student learning.								
Administrator/Supervisor	19	0%	5%	11%	42%	32%	11%	4.12
Classified	83	1%	4%	19%	42%	17%	17%	3.84
Faculty	138	1%	2%	12%	40%	28%	17%	4.09
Other	36	3%	0%	14%	25%	14%	44%	3.85
TOTAL	276	1%	3%	14%	39%	23%	20%	3.99
The SAC Library provides sufficient technology to support student learning.								
Administrator/Supervisor	19	0%	5%	26%	37%	21%	11%	3.82
Classified	82	4%	5%	21%	35%	15%	21%	3.66
Faculty	138	1%	2%	12%	36%	28%	22%	4.13
Other	36	3%	3%	11%	25%	14%	44%	3.80
TOTAL	275	2%	3%	15%	34%	22%	24%	3.93
The SAC Library provides sufficient services (e.g., checking and reserving books, study space) to support student learning.								
Administrator/Supervisor	19	0%	0%	11%	42%	32%	16%	4.25
Classified	83	4%	6%	17%	41%	16%	17%	3.71
Faculty	137	1%	2%	14%	35%	28%	19%	4.07
Other	36	0%	0%	17%	22%	14%	47%	3.95
TOTAL	275	2%	3%	15%	36%	23%	22%	3.96
The SAC Library provides sufficient instruction (e.g., reference desk and workshops) to support student learning.								
Administrator/Supervisor	19	0%	0%	16%	37%	32%	16%	4.19
Classified	82	4%	5%	17%	38%	12%	24%	3.66
Faculty	137	1%	0%	15%	31%	30%	23%	4.14
Other	36	0%	0%	17%	22%	14%	47%	3.95
TOTAL	274	2%	1%	16%	32%	23%	26%	3.98

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
The Academic Computing Center provides sufficient staff to support student learning.								
Administrator/Supervisor	19	0%	0%	16%	32%	32%	21%	4.20
Classified	81	2%	9%	21%	27%	9%	32%	3.45
Faculty	138	1%	2%	17%	33%	16%	30%	3.85
Other	36	0%	0%	25%	17%	8%	50%	3.67
TOTAL	274	1%	4%	19%	29%	14%	33%	3.74
The Academic Computing Center provides sufficient hours of operation to support student learning.								
Administrator/Supervisor	19	0%	5%	11%	37%	26%	21%	4.07
Classified	83	8%	2%	20%	30%	11%	28%	3.45
Faculty	138	4%	5%	20%	28%	17%	27%	3.67
Other	36	0%	0%	25%	14%	8%	53%	3.65
TOTAL	276	4%	4%	20%	28%	14%	30%	3.63
The Academic Computing Center provides sufficient technology to support student learning.								
Administrator/Supervisor	19	0%	0%	21%	32%	26%	21%	4.07
Classified	83	2%	5%	25%	31%	11%	25%	3.58
Faculty	138	1%	2%	17%	38%	16%	27%	3.90
Other	36	3%	0%	17%	19%	8%	53%	3.65
TOTAL	276	1%	3%	20%	33%	14%	29%	3.79
The Academic Computing Center provides sufficient services to support student learning.								
Administrator/Supervisor	19	0%	0%	16%	32%	32%	21%	4.20
Classified	83	5%	5%	23%	30%	8%	29%	3.46
Faculty	138	2%	2%	19%	30%	14%	32%	3.78
Other	35	3%	0%	20%	17%	9%	51%	3.59
TOTAL	275	3%	3%	20%	29%	13%	33%	3.69

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
The new SAC Learning Center provides sufficient staff to support student learning.								
Administrator/Supervisor	19	0%	11%	11%	42%	21%	16%	3.88
Classified	83	1%	11%	19%	35%	6%	28%	3.47
Faculty	138	4%	9%	21%	25%	12%	30%	3.46
Other	35	0%	6%	17%	23%	11%	43%	3.70
TOTAL	275	2%	9%	19%	29%	11%	30%	3.52
The new SAC Learning Center provides sufficient hours of operation to support student learning.								
Administrator/Supervisor	19	0%	11%	11%	32%	26%	21%	3.93
Classified	83	2%	8%	20%	34%	6%	29%	3.46
Faculty	138	4%	9%	22%	22%	14%	30%	3.49
Other	34	0%	0%	18%	26%	15%	41%	3.95
TOTAL	274	3%	8%	20%	27%	13%	30%	3.57
The new SAC Learning Center provides sufficient technology to support student learning.								
Administrator/Supervisor	19	0%	11%	16%	21%	32%	21%	3.93
Classified	83	1%	5%	23%	35%	8%	28%	3.62
Faculty	137	2%	4%	23%	26%	13%	32%	3.66
Other	35	0%	3%	14%	23%	14%	46%	3.89
TOTAL	274	1%	4%	21%	28%	13%	32%	3.69
The new SAC Learning Center provides sufficient services to support student learning.								
Administrator/Supervisor	19	0%	11%	16%	21%	32%	21%	3.93
Classified	83	2%	5%	22%	35%	8%	28%	3.58
Faculty	137	4%	6%	20%	26%	15%	30%	3.59
Other	35	0%	0%	17%	29%	17%	37%	4.00
TOTAL	274	3%	5%	20%	28%	14%	30%	3.66

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
The Math Success Center provides sufficient staff to support student learning.								
Administrator/Supervisor	19	0%	5%	16%	26%	32%	21%	4.07
Classified	82	2%	9%	11%	37%	15%	27%	3.72
Faculty	136	1%	4%	15%	26%	21%	32%	3.88
Other	35	3%	3%	23%	29%	11%	31%	3.63
TOTAL	272	2%	6%	15%	30%	18%	29%	3.81
The Math Success Center provides sufficient hours of operation to support student learning.								
Administrator/Supervisor	19	0%	0%	21%	32%	26%	21%	4.07
Classified	83	4%	6%	11%	37%	14%	28%	3.73
Faculty	137	1%	8%	17%	23%	19%	31%	3.73
Other	34	3%	6%	24%	24%	12%	32%	3.52
TOTAL	273	2%	7%	16%	28%	17%	30%	3.73
The Math Success Center provides sufficient technology to support student learning.								
Administrator/Supervisor	19	0%	0%	21%	26%	32%	21%	4.13
Classified	83	4%	6%	14%	31%	16%	29%	3.69
Faculty	138	1%	4%	14%	24%	20%	36%	3.88
Other	35	0%	0%	23%	29%	11%	37%	3.82
TOTAL	275	2%	4%	16%	27%	18%	33%	3.83
The Math Success Center provides sufficient services to support student learning.								
Administrator/Supervisor	18	0%	0%	17%	33%	33%	17%	4.20
Classified	83	2%	6%	13%	36%	16%	27%	3.77
Faculty	135	1%	4%	16%	27%	21%	33%	3.93
Other	34	0%	0%	21%	26%	18%	35%	3.95
TOTAL	270	1%	4%	16%	30%	20%	30%	3.90

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
The Testing Center provides sufficient staff to support student learning.								
Administrator/Supervisor	19	0%	5%	11%	47%	26%	11%	4.06
Classified	83	7%	7%	14%	31%	8%	31%	3.39
Faculty	137	4%	2%	18%	31%	20%	24%	3.83
Other	35	0%	11%	37%	14%	6%	31%	3.21
TOTAL	274	4%	5%	19%	30%	15%	26%	3.65
The Testing Center provides sufficient hours of operation to support student learning.								
Administrator/Supervisor	19	0%	5%	16%	47%	21%	11%	3.94
Classified	82	11%	7%	12%	34%	9%	27%	3.30
Faculty	138	7%	8%	20%	30%	14%	20%	3.45
Other	35	0%	17%	29%	17%	11%	26%	3.31
TOTAL	274	7%	9%	19%	31%	12%	22%	3.43
The Testing Center provides sufficient technology to support student learning.								
Administrator/Supervisor	18	0%	6%	17%	39%	28%	11%	4.00
Classified	82	6%	9%	18%	30%	9%	28%	3.37
Faculty	134	4%	4%	24%	29%	14%	25%	3.60
Other	35	0%	9%	31%	20%	6%	34%	3.35
TOTAL	269	4%	6%	23%	29%	12%	26%	3.54
The Testing Center provides sufficient services to support student learning.								
Administrator/Supervisor	18	0%	6%	6%	44%	33%	11%	4.19
Classified	82	7%	5%	20%	33%	9%	27%	3.42
Faculty	137	5%	5%	20%	30%	15%	25%	3.60
Other	35	0%	9%	31%	17%	11%	31%	3.46
TOTAL	272	5%	6%	20%	30%	14%	25%	3.58

*Average of responses from 1 to 5, 5 being “strongly agree” and 1 being “strongly disagree.” “Don’t know” responses were excluded from the calculation of the mean.

Comments regarding Student Learning Programs/Services

- Again, I have a lot of “neutral” responses because I am a newer adjunct faculty member and I have not looked into these services nor have used them in my classes.
- The questions answered neutral regarding the learning center were done so because I know they are doing a great job so far but are somewhat understaffed.
- Part-time faculty, which comprises a large portion of the SAC faculty, are not made to feel part of the staff in terms of support and access to services and training at the same level as full-time staff.
- As an adjunct faculty member, I continue to be impressed by the number and quality of programs and services available to students. My wish is that they would come to us understanding that these services are for them and that it is important to use them.
- The SLO process and the process of institutional, division, program and course evaluation keeps changing. This is a major issue and concern. Cannot keep up with all the changes and the evaluation process. An example would be a simple thing like should SLOs be on the course modules or not to major issues of what are the SLOs and what is the process of evaluating outcomes!!!! Very confusing, frustrating, and time consuming.
- My NEUTRAL ratings above indicate my lack of knowledge or awareness in those programs.
- If we have courses offered at night, during intersession, and during the summer, the support services need to be available or we are systematically hindering student success.
- I am on staff at CEC and am not aware of all the services available to students at SAC.
- Citing examples of where the environment is conducive to student learning is not difficult, but, sadly, I am able to cite far too many examples of where we are lacking such an environment.
- We need to have hours for all of these centers later in the evening, on Fridays, and on weekends. The Testing Center needs to be open the same hours M-H. There needs to be a quiet place for a learning disabled student to take a test. The Testing Center does not provide such a distraction-free environment. This place needs a whiteboard and the student can talk aloud to answer a question.
- The Testing Center is NOT a "user friendly" resource. The hours are erratic, insufficient and unreliable. The management of this area is often disengaged, unresponsive, and/or unwilling to meet the needs of faculty and students. It's an embarrassment.
- Library should be open on all days that there are classes in session- it is currently closed on Saturdays. Staff at the SAC Learning Center needs to be more regimented and available. I had several students tell me they were unable to meet with faculty due to confusing information about when staff was going to be at the center.
- I thought the Math Center and the Success Center were two different spaces.
- The new Learning Center needs additional staff to ease the wait-time for the students.
- I am not familiar with several departments, so I couldn't answer. I just don't know.
- It's unfortunate that the tutoring services offered to SAC students have been drastically reduced. What was once a viable and successful program has been dismantled, which is truly sad for our student body.
- Due to the budget cuts of several years ago, DSPS has still not been able to provide sufficient staffing to assist disabled students with study help/tutoring, class scheduling, and testing preparation. Although other departments and student services have started to recover from the budget cuts, DSPS has remained limited as a resource for disabled students.
- SAC's library research staff is first rate. The workshops provided are informative and most helpful. The Learning Center is very good and working hard to meet the needs of all students.

- There needs to be more funding allocated for tutors in a diversity of disciplines.
- Technology support - equipment and training - for classroom instruction is almost completely inadequate.
- Science lab class offerings are slim and difficult to register for especially for athletes because most of the lab times are during practice. SAC needs to offer more lab times in the mornings and evenings.
- All Learning Centers need to be open sufficient hours to serve the community. Please reinstate Friday, Saturday, and evening hours to provide sufficient coverage.
- There is no Math Success Center, there is a Success Center and the Math Center, but no Math Success Center. My answers were for the Math Center.
- The new learning center has become very popular, but we do not have enough support staff to serve students. We need more faculty, tutors, and staff to work there to better serve our students.
- Library and ACC should be open on Saturdays
- The question: "The SAC Library provides sufficient services (e.g., checking and reserving books, study space) to support student learning", is difficult to answer. The library does not have sufficient individual or group study areas for students. The study space portion of the question has nothing to do with "Checking and reserving books". Examples under this "sufficient services" question could have been "lending of library materials, library-use of textbooks and other reserve materials, in-house and remote access to full-text databases, research assistance, interlibrary loans, use of wireless laptops, etc...". Here's an observation for the student learning programs/services questions.... as staff, faculty and administrators we do not tend to use these services ourselves... so how can we evaluate something we know nothing about? These would be questions that should be addressed by students, and they are addressed via the District Research surveys.
- Students who use the computer center have mentioned that there has never been anything said about staff being available to help you. Staff spends much of their time at front desk talking amongst themselves.
- I know our department has someone who guides students to seek help with their educational plan, but am not aware if other departments do the same.
- From the long lines I see of students waiting to use a PC, I would say that the Library needs more PCs.
- I agree that the support service at SAC enrich the educational experiences of students and help them grow. But I strongly disagree when it comes to the student services available to students at CEC. Student services such as Library, Academic Computing Center, and other services available at SAC are not equally available at CEC. Suggest to consider questions that are specific to services in various location/site.
- The library should open before classes and stay open later. Because the Academic Computer Lab does not open until 9:00 a.m. students come to the library to use the library computers to complete assignments, print homework; not really using the library as a information resource department.
- Not too familiar with most of the areas mentioned above since I work at a site other than SAC. Four years ago I worked at SAC, all my answers would have been "Strongly Agree", but since I am not there anymore they are "I don't know". I hope these answers do not skew the outcome as negative.
- Counselors are giving wrong information to students.
- Again, I know that these services are available to students, but any specific knowledge of their services I have no clue, because I have no time to visit these places to find out what is happening with their areas.

- 1. Staff should be encouraged to take class at SAC or other areas to learn what other departments are doing or simply to learn something new. Staff who are students have now found trouble because they have lost their priority for classes. Thus, making it harder to not transfer or graduate. 2. Graduation office needs updating and more staff. Maybe computerized some of the tasks in order to send notices out to department staff or students on status of graduating or transferring. 3. There is no "board" that shows any upcoming events, meetings, or gatherings. 4. The new website is a little hard to navigate, as if you get transfer to the CEC you can't get back to SAC WebPages. 5. There are few areas where staff can move up in positions (i.e: part-time to full-time) - I am a student and employee. I was told by other staff and professors that it would be better for me to take classes at other colleges than to take classes here. (They were unaware that I also work for the college they are speaking down upon) 6. What does the Student Learning Center do? What does the Math Success Center do? What does the Testing Center do? Does professor grade students different if they ask to go the testing center or get outside assist? (Answer: yes, you may not see it as a college but being a student; you can see it)
- I recently went to check out the new SAC Learning Center and although the staff was extremely accommodating and pleasant neither of them spoke clear English. Before I continue I would like to express that I love cultural diversity, it is one of the best characteristics of the SAC campus environment. However, as I waited to introduce myself, I witnessed a situation that I felt was an unnecessary challenge and barrier to a student's academic progress. A student from another region than the Learning Center's staff had the hardest time checking into the Center to receive help because between his accent and those of the staff there was a complete communication breakdown. I am really not trying to single out anybody or get anyone in trouble, but perhaps placing someone at the front counter who can communicate with incoming students may be extremely helpful!
- SAC facilities (buildings) need to be much improved to provide optimal learning environment

HUMAN, PHYSICAL, TECHNOLOGY, FINANCIAL RESOURCES

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
The grounds of SAC are maintained in a safe and secure manner.								
Administrator/Supervisor	19	0%	11%	11%	26%	53%	0%	4.21
Classified	83	2%	6%	8%	54%	28%	1%	4.00
Faculty	137	3%	9%	11%	47%	28%	1%	3.90
Other	31	16%	3%	6%	48%	26%	0%	3.65
TOTAL	270	4%	8%	10%	48%	30%	1%	3.92
My workspace is maintained in a safe and secure manner.								
Administrator/Supervisor	19	0%	0%	16%	26%	58%	0%	4.42
Classified	83	2%	6%	17%	49%	25%	0%	3.89
Faculty	136	5%	3%	12%	46%	33%	1%	4.00
Other	30	7%	13%	10%	43%	27%	0%	3.70
TOTAL	268	4%	5%	13%	46%	32%	0%	3.96
I have the supplies and equipment I need to perform my job.								
Administrator/Supervisor	19	0%	11%	5%	53%	32%	0%	4.05
Classified	82	5%	15%	13%	44%	23%	0%	3.66
Faculty	136	5%	15%	14%	46%	21%	0%	3.62
Other	31	6%	10%	16%	52%	16%	0%	3.61
TOTAL	268	5%	14%	13%	46%	22%	0%	3.66
SAC provides sufficient professional development opportunities for faculty and staff.								
Administrator/Supervisor	19	0%	21%	5%	37%	37%	0%	3.89
Classified	83	10%	17%	22%	36%	12%	4%	3.25
Faculty	137	6%	15%	15%	37%	27%	1%	3.65
Other	30	7%	20%	20%	37%	13%	3%	3.31
TOTAL	269	7%	16%	17%	37%	22%	2%	3.51

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
SAC makes certain that the criteria, qualifications, and procedures for the selection of all personnel are clearly and publicly stated.								
Administrator/Supervisor	19	0%	0%	0%	42%	58%	0%	4.58
Classified	83	4%	7%	27%	42%	16%	5%	3.62
Faculty	137	2%	5%	14%	41%	34%	4%	4.03
Other	30	10%	7%	20%	50%	10%	3%	3.45
TOTAL	269	3%	6%	17%	42%	27%	4%	3.88
Personnel are regularly and systematically evaluated.								
Administrator/Supervisor	19	0%	5%	11%	37%	47%	0%	4.26
Classified	83	6%	18%	25%	30%	16%	5%	3.33
Faculty	137	4%	9%	10%	37%	37%	2%	3.96
Other	30	3%	7%	27%	43%	13%	7%	3.61
TOTAL	269	4%	11%	17%	36%	29%	3%	3.75
SAC integrates human resource planning with institutional planning.								
Administrator/Supervisor	19	0%	5%	16%	37%	42%	0%	4.16
Classified	83	2%	11%	42%	16%	10%	19%	3.24
Faculty	137	1%	4%	22%	24%	19%	29%	3.77
Other	29	7%	3%	17%	34%	7%	31%	3.45
TOTAL	268	2%	6%	27%	24%	16%	24%	3.60
All constituencies at SAC have an appropriate opportunity to contribute input to institutional plans and budgets.								
Administrator/Supervisor	19	0%	5%	11%	37%	47%	0%	4.26
Classified	83	5%	8%	31%	28%	10%	18%	3.35
Faculty	136	5%	8%	22%	28%	22%	15%	3.63
Other	30	10%	17%	20%	27%	7%	20%	3.04
TOTAL	268	5%	9%	24%	28%	18%	15%	3.54

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
SAC faculty and staff are encouraged to take initiative in improving the services in which they are involved.								
Administrator/Supervisor	19	0%	0%	11%	47%	42%	0%	4.32
Classified	83	7%	12%	20%	37%	18%	5%	3.49
Faculty	137	2%	9%	11%	43%	34%	1%	3.99
Other	30	10%	10%	17%	40%	17%	7%	3.46
TOTAL	269	4%	9%	14%	41%	28%	3%	3.80
SAC maintains, upgrades, or replaces its technology infrastructure (hardware and software) to meet student learning and staff needs.								
Administrator/Supervisor	19	0%	42%	11%	26%	21%	0%	3.26
Classified	82	15%	21%	23%	28%	11%	2%	3.00
Faculty	137	12%	17%	24%	32%	9%	6%	3.09
Other	31	6%	16%	23%	32%	10%	13%	3.26
TOTAL	269	12%	20%	23%	30%	10%	5%	3.09
SAC provides appropriate technology training for its staff and faculty.								
Administrator/Supervisor	19	0%	32%	11%	37%	21%	0%	3.47
Classified	82	11%	21%	20%	35%	9%	5%	3.10
Faculty	135	7%	12%	17%	44%	19%	1%	3.58
Other	30	10%	13%	23%	27%	13%	13%	3.23
TOTAL	266	8%	16%	18%	39%	15%	3%	3.39
SAC provides assistance to faculty in the integration of technology into the delivery of the curriculum.								
Administrator/Supervisor	19	0%	16%	11%	42%	32%	0%	3.89
Classified	83	6%	4%	24%	29%	8%	29%	3.42
Faculty	137	6%	9%	15%	47%	20%	1%	3.68
Other	30	3%	3%	17%	30%	10%	37%	3.63
TOTAL	269	5%	7%	18%	39%	16%	14%	3.63

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
SAC technology planning is coordinated with SAC master planning.								
Administrator/Supervisor	19	0%	5%	21%	58%	11%	5%	3.78
Classified	83	2%	4%	24%	22%	7%	41%	3.47
Faculty	135	4%	6%	20%	23%	13%	33%	3.52
Other	30	7%	0%	17%	30%	7%	40%	3.50
TOTAL	267	4%	4%	21%	26%	10%	34%	3.53
SAC technology planning is coordinated with District ITS master planning.								
Administrator/Supervisor	18	0%	0%	33%	44%	17%	6%	3.82
Classified	82	1%	1%	24%	22%	7%	44%	3.59
Faculty	137	4%	3%	19%	20%	11%	43%	3.53
Other	30	7%	0%	13%	27%	3%	50%	3.40
TOTAL	267	3%	2%	21%	23%	9%	42%	3.56
SAC's budget process is open, transparent, and includes input from staff.								
Administrator/Supervisor	19	0%	11%	11%	32%	47%	0%	4.16
Classified	82	18%	11%	23%	21%	11%	16%	2.94
Faculty	137	6%	8%	28%	28%	11%	20%	3.37
Other	29	14%	24%	28%	17%	3%	14%	2.68
TOTAL	267	10%	11%	25%	25%	13%	16%	3.23
Program review is used as part of the planning, budgeting, and resource allocation process at SAC.								
Administrator/Supervisor	19	0%	0%	11%	37%	53%	0%	4.42
Classified	83	6%	5%	23%	29%	14%	23%	3.53
Faculty	137	3%	3%	15%	42%	22%	15%	3.91
Other	30	7%	7%	13%	47%	10%	17%	3.56
TOTAL	269	4%	4%	17%	38%	20%	17%	3.80

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
Appropriate and timely financial information is provided regularly to SAC constituencies.								
Administrator/Supervisor	19	0%	5%	16%	37%	42%	0%	4.16
Classified	82	11%	5%	34%	22%	7%	21%	3.12
Faculty	137	4%	12%	23%	31%	14%	16%	3.45
Other	30	13%	17%	20%	27%	7%	17%	2.96
TOTAL	268	7%	10%	26%	28%	13%	16%	3.36

*Average of responses from 1 to 5, 5 being “strongly agree” and 1 being “strongly disagree.” “Don’t know” responses were excluded from the calculation of the mean.

Comments regarding Human, Physical, Technology, Financial Resources

- I feel financial decisions are being made without input from all that are involved. It had just been in the past year that the message to program informing budgetary needs has truly been happening. There has not been an effective campus wide explanation of this process.
- I would like to see more professional development workshops offered at SAC and we are in need of updated technology in some classrooms (newer computers and programs, etc).
- Part-time faculty, which comprises a large portion of the SAC faculty, are not made to feel part of the staff in terms of support and access to services and training at the same level as full-time staff.
- I am bothered by the inconsistencies in the technology in the classrooms. I teach two sections of the same class. One room has a PC connected to a projector but involves a really difficult procedure to use your laptop. It has no document camera, but has an overhead parked in a corner which tends to be a place to stack the rags we use to clean the boards. The division has not bought overhead transparencies for years. I realize those who have been teaching for a long time may use some old transparencies. The other classroom (in a much newer building) has a projector, PC, and document camera. Setting up a laptop is easy in that room. I am also bothered by the inconsistencies in the computers in the two rooms. One has the basics and works well for me, the other has something called "Bing" which does nothing for me except slow down my ability to get to the website I wish to use. I believe all computers in classrooms should be loaded with consistent software that cannot be changed by anyone except the technology department. My life would certainly be much easier. Things that would be great on the doc camera don't get done because it is such a chore to scan them to have them available to project and moving from a website to the documents on my flash drive wastes valuable class time.
- The budget and planning process is progressing in its transparency and the input of faculty.
- Our technology infrastructure is not keeping up. I go to many classrooms that are not fully mediated and functional.
- At department level, human resource needs are integrated into planning; don't know how it integrates above that level.

- At my campus, CEC, more computers are needed for staff and students.
- There needs to be some improvement on the planning process and the transparency of the planning process. While I don't feel the need to know everything about the budget process it seems difficult to figure out how the budget priorities match up with planning.
- There are areas on campus and around the perimeter that are not properly lit. This is especially true during the construction. Every year as it gets dark the campus lights do not come on early enough. It usually takes a computer to stop working to receive a new one. This is mostly true for faculty. We need to have expo pens and erasers available in larger quantities per visit. Some departments use the boards more than others.
- Budget and Planning seems to be controlled by a small but vocal few who have their own agenda and do not necessarily report the opinions of the rest. Academic Senate (as represented by _____, _____, _____) seems to have their own private agenda and does a poor job of forwarding information regarding the needs and concerns of faculty. It would be nice to see better and more diverse representation on SAC and RSCCD committees.
- Some of the buildings are just really run down, and aren't cleaned well. Could use just a little paint in many areas, and some of the bathrooms are very unappealing, nothing some new tile and paint couldn't fix.
- I'm not sure whether the lighting in the CEC parking lot has improved in the last three years because I am now teaching in the mornings, but the lighting used to be horrible (almost non-existent) and therefore extremely unsafe for teachers and students, male and female.
- Our computer software and hardware is dated, and it takes weeks to get ITS to come put in a password so that faculty can download much needed software. Budget cuts and budget reinstatement has been cloudy at best
- Why isn't there an evaluation from staff/faculty of their supervisors? Staff or faculty has never been asked for input on programs, budget, facilities or vision.
- More classrooms need to be mediated.
- Lack of technology support - both equipment and training - in the instruction area. New software and innovative programs are not utilized due to inadequate hardware provided for classrooms and faculty use.
- We need a formal mechanism for budget requests that impact the entire SAC community. For example, the new Learning Center is housed in the Humanities and Social Sciences Division, but the quality of services in this center is important for all divisions. All divisions should be involved in planning and making budget requests for this center. Also, we need to provide institutional support for grant-funded programs that have proven effective including the Freshman Experience Program and Math Center tutoring. These programs should not be grant reliant.
- I feel that the evaluation process currently in place for students to evaluate instructors is not working at all. The prior process worked well in that students were a "captive audience" when all in class took time to complete the evaluation process. Now, with the evaluation process being online, the majority of students do not follow through on the evaluation process. This online process should be evaluated.
- Since I've been working at SAC, I have seldom been offered books or training to upgrade my skills. I have, on my own, obtained books, manuals, and training to accomplish my job in ITS. We used to have an open PO for such things, but it was discontinued long ago.
- Suggest considering questions that are specific to services in various location/site or at least some kind of distinction.
- Budget information is rarely shared with staff. Unless we go out of our way to view the Board Minutes online, where the VP of Fiscal Services provides regular District wide updates, we at SAC are not provided with information. When classified staff was rehired from the recent layoffs, staff just had to accept that administration knew what it was doing. We have two on-going positions in the Library that have not been refilled, and behind the scene services are not finished in a timely manner. We had to point out the safety issue to our administrator, before a part-time clerk was hired for the evening.

- 1) Staff is expected to perform certain functions without proper equipment. I have stated and ordered the needs of the department; however, those needs have been denied or given the "run around". 2) There seems to be a "tug of war" for power at our center with administrators. Staffs are confused as to what should be done since the "higher ups" cannot come to agreements. 3) Administrators will set rules and bend them for certain people, leaving classified staff to "be the bad person".
- I have received a new upgraded computer to be able to do my job better. The last job training I attended was when the college went to the new phone system. As far as having any say in how the money is spent at the college I have no input. I do understand that I could attend the facilities and budget planning committee meetings, but I do not have the luxury time to leave my desk to spend at a meeting.
- 1. If I need a guard I can usually find them in their car or at the coffee locations. The college is secure, however, if something was to happen I believe the classified staff / professor would faster to respond then 1 or 2 security officers. 2. My department has security cameras that don't work. 3. It hard for me to get ITS to allow me to do updates to my computers that I oversee and get pay to update those computers. Can't do my job if the door is locked. 4. Part-Times are not allowed to attend development opportunities. Every time I ask for Datatel training to just get to know the programs limits. The question in return is What do you need that training for? You are not full-time so What do you need it? - I have been in location where people that have been train to use Datatel, still doesn't know how to really use it. 5. Every Three years some that hardly comes to my department evaluates my performance. How about once a year or once a semester evaluation or on-going evaluations? - If you can fix the issue/problem before it becomes a problem/issue then you have less issues later. 6. SAC integrates Human resource in what way? How come we have a district if both colleges have the same departments and don't communicate their ideas. 7. SAC technology planning does not have a master plan. It has a plan for now but not for the future. For examples, Doesn't SAC have a TV department? Why doesn't the TV department air the Sports games or events on TV? 8. Not all departments have the same PC towers...
- Need a better budget. Been here over 30 years and it is half of what we had when I began. It makes me worry about students' safety.
- I am a graduate of SAC and have been an employee since 2007 with a 3yr break in between 2009 and 2012 due to budget cuts. In 2008 I got my bachelors and hoped to move up on campus and perhaps give back to my community. I have applied for several jobs on campus and by the contract language in the CSEA I am supposed to be honored with an interview because of my current status as an employee, if I meet the minimum qualifications. I have been given ONE interview. I have asked HR to clarify the policy and procedure, as well as my Union Delegates, and no one has been able to do so. So when you ask the above question if " SAC makes certain criteria, qualifications, and procedures for the selection of all personnel are clearly and publicly stated." my answer has to be "NO!" For an example, my major is in Humanities and I applied for an instructional assistant position in the Humanities Dept. and never got an interview....hmmmm?????
- I would be very helpful to somehow get the budget allocations and salary increases tied more closely for effective dates. When salary increases are not known until several months into the fiscal year it results in an inability to properly plan program budgets as it is a "guess" as to how much to try allocate into the salary and benefit GL's. This results in more time and paperwork for recalculations, budget transfers and TOE's post advisement of actual increase amounts.
- When we have grounds crew working at times when the majority of our students are entering and leaving the campus, I hardly think that qualifies as grounds being maintained in a safe and secure manner. When we have panels falling off of buildings... that certainly doesn't qualify either. When we have little or no communication given to us about delays in construction, I can't even begin to describe how frustrating that is. And when staff identify soft spots in the floor, *show* them to the maintenance crew, and all we get is "we didn't feel it," I can't say that I feel particularly safe in my workplace.

GOVERNANCE & LEADERSHIP

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
The collegial governance structure of SAC follows an organized process.								
Administrator/Supervisor	19	0%	0%	0%	53%	47%	0%	4.47
Classified	82	1%	1%	23%	46%	10%	18%	3.76
Faculty	137	2%	5%	20%	38%	22%	13%	3.83
Other	27	0%	4%	26%	37%	15%	19%	3.77
TOTAL	265	2%	3%	20%	42%	19%	14%	3.86
Faculty, staff, administrators, and students at SAC have clearly defined roles in institutional governance.								
Administrator/Supervisor	19	0%	0%	5%	37%	58%	0%	4.53
Classified	81	5%	5%	19%	44%	10%	17%	3.60
Faculty	135	1%	4%	16%	44%	22%	11%	3.92
Other	27	0%	4%	44%	19%	19%	15%	3.61
TOTAL	262	2%	4%	19%	41%	21%	13%	3.84
I know how the SAC collegial governance process works.								
Administrator/Supervisor	19	0%	0%	5%	47%	47%	0%	4.42
Classified	83	4%	8%	20%	30%	10%	28%	3.47
Faculty	135	4%	8%	22%	33%	21%	12%	3.68
Other	27	4%	11%	26%	19%	11%	30%	3.32
TOTAL	264	3%	8%	21%	31%	19%	18%	3.65
SAC leadership encourages participation in the decision-making process.								
Administrator/Supervisor	19	0%	0%	5%	42%	53%	0%	4.47
Classified	83	10%	12%	20%	36%	11%	11%	3.30
Faculty	137	4%	11%	24%	34%	19%	8%	3.59
Other	27	11%	15%	26%	26%	15%	7%	3.20
TOTAL	266	6%	11%	22%	35%	18%	8%	3.53

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
I know how to participate in the SAC collegial governance process.								
Administrator/Supervisor	19	0%	5%	11%	26%	58%	0%	4.37
Classified	83	7%	13%	20%	25%	8%	25%	3.19
Faculty	137	4%	7%	21%	32%	26%	10%	3.76
Other	27	0%	11%	30%	19%	15%	26%	3.50
TOTAL	266	4%	9%	21%	28%	21%	16%	3.63
Planning processes at SAC are reviewed to identify needed areas of improvement.								
Administrator/Supervisor	19	0%	0%	11%	42%	47%	0%	4.37
Classified	83	6%	7%	25%	30%	11%	20%	3.41
Faculty	136	2%	4%	20%	36%	21%	18%	3.84
Other	26	8%	4%	31%	35%	8%	15%	3.36
TOTAL	264	4%	5%	22%	34%	18%	17%	3.71
The President of SAC provides effective leadership.								
Administrator/Supervisor	19	0%	0%	5%	32%	63%	0%	4.58
Classified	82	4%	4%	26%	33%	28%	6%	3.83
Faculty	137	3%	4%	17%	34%	36%	6%	4.04
Other	27	15%	4%	15%	44%	15%	7%	3.44
TOTAL	265	4%	3%	18%	35%	34%	6%	3.96
The President of SAC delegates authority to appropriate personnel.								
Administrator/Supervisor	19	0%	0%	0%	37%	63%	0%	4.63
Classified	82	4%	4%	12%	40%	24%	16%	3.93
Faculty	137	3%	1%	18%	30%	29%	18%	3.99
Other	27	11%	0%	11%	33%	19%	26%	3.65
TOTAL	265	4%	2%	14%	34%	29%	17%	4.00

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
The President of SAC communicates on a regular basis with all constituencies.								
Administrator/Supervisor	19	0%	0%	0%	32%	68%	0%	4.68
Classified	82	4%	7%	17%	37%	28%	7%	3.84
Faculty	137	2%	4%	23%	33%	33%	5%	3.95
Other	28	7%	4%	14%	39%	21%	14%	3.75
TOTAL	266	3%	5%	18%	35%	33%	6%	3.95
The SAC administration provides effective and productive leadership.								
Administrator/Supervisor	18	0%	0%	0%	33%	67%	0%	4.67
Classified	82	11%	12%	23%	27%	22%	5%	3.38
Faculty	137	3%	6%	25%	39%	24%	3%	3.78
Other	27	26%	7%	15%	37%	7%	7%	2.92
TOTAL	264	8%	8%	22%	35%	25%	4%	3.64
Information regarding decisions of the Board of Trustees and District Operations is received by SAC constituencies in a timely and efficient manner.								
Administrator/Supervisor	19	0%	0%	0%	42%	58%	0%	4.58
Classified	83	4%	2%	22%	40%	19%	13%	3.79
Faculty	137	2%	4%	15%	41%	26%	11%	3.95
Other	27	15%	15%	4%	48%	7%	11%	3.21
TOTAL	266	4%	5%	15%	41%	24%	11%	3.88
The Chancellor of RSCCD gives full responsibility and authority to the SAC President to implement and administer assigned district/college policies and procedures.								
Administrator/Supervisor	19	0%	0%	0%	42%	53%	5%	4.56
Classified	82	0%	4%	17%	30%	15%	34%	3.85
Faculty	137	1%	0%	15%	26%	23%	35%	4.04
Other	27	4%	0%	19%	26%	15%	37%	3.76
TOTAL	265	1%	1%	15%	28%	22%	33%	4.01

	Total	Strongly Disagree 1	2	3	4	Strongly Agree 5	Don't Know	Mean Rating*
Institutional leaders create an environment for empowerment, innovation, and institutional excellence.								
Administrator/Supervisor	19	0%	0%	11%	37%	53%	0%	4.42
Classified	81	10%	9%	21%	32%	17%	11%	3.43
Faculty	137	4%	6%	23%	43%	20%	5%	3.73
Other	27	22%	7%	11%	33%	7%	19%	2.95
TOTAL	264	7%	6%	20%	38%	20%	8%	3.63
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.								
Administrator/Supervisor	19	0%	5%	11%	42%	42%	0%	4.21
Classified	83	4%	7%	28%	27%	8%	27%	3.39
Faculty	137	4%	2%	27%	26%	15%	26%	3.63
Other	27	15%	7%	30%	22%	4%	22%	2.90
TOTAL	266	5%	5%	26%	27%	14%	24%	3.54
The district provides appropriate distribution of resources that are adequate to support the effective operation of the college.								
Administrator/Supervisor	19	0%	16%	5%	37%	37%	5%	4.00
Classified	83	12%	14%	29%	18%	11%	16%	3.01
Faculty	136	5%	12%	20%	32%	13%	18%	3.45
Other	27	15%	7%	15%	41%	0%	22%	3.05
TOTAL	265	8%	12%	21%	29%	13%	17%	3.32

*Average of responses from 1 to 5, 5 being “strongly agree” and 1 being “strongly disagree.” “Don’t know” responses were excluded from the calculation of the mean.

Comments regarding Governance & Leadership

- Top down leadership is the going model here. It feels like things happen to us instead of with us, faculty. I have seen more coming to us and asking for input, but then I have not seen the explanation of decisions. It's frustrating.
- I would like to know more about the roles of the academic senators and more about different resolutions and titles involved in the education system.
- Part-time faculty, which comprises a large portion of the SAC faculty, are not made to feel part of the staff in terms of support and access to services and training at the same level as full-time staff.
- I have strong feelings that the SAC President has done a remarkable job of seeing that many areas that have bothered me in the past have been cleared up. That the "transformation" of our campus taking place now has gone relatively smoothly for people like me says everything about having leadership that is effective and productive, but I have not experienced this closely enough to feel I can judge how well it works overall.
- The allocation of resources and the authority given to the SAC president from the district office is improving with the new chancellor.
- The president and vice presidents rarely communicate to faculty unless you are on specific committees. This administration is much more top-down than previous ones.
- There is no "collegial governance" at SAC. Academic Senate thinks they own the school and have created a clique-ish, bully environment that, unless you're part of the "in" crowd your voice will not be heard.
- SAC has been the rock of this district, yet SCC gets more financial benefit.
- Leadership has NEVER asked its staff/faculty what they need to be more successful.
- Would like to see more information (updates) coming from our President/Leaders. Maybe each of the VP's could each take turns sending out at least a monthly update on behalf of the administration on various topics to communicate with the campus at large. Just an "Updates and Accolades" email from Academic Affairs, Student Services, Facilities and Finance to let folks know what's happening in these respective areas and to highlight program and employee successes. If the President and each VP took a month, we'd have an update each month for each semester without too much work. Just a thought.....
- It is difficult to assess "appropriate distribution of resources," as we have not had time to assess the new budget allocation model yet. SAC administration is varied and complex. Some are very effective, while others are not. It was difficult to respond to this question as a result.
- Santa Ana College lacks some of the resources that are available to Santiago Canyon College. We need at least one institutional research and a dean to oversee institutional research and learning resources at SAC.
- If we took a snap shot today, one might be able to say the governance system is being followed - however before that, many committees did not post minutes. Leadership does not encourage participation. Managers are two-faced on this issue, they agree Classified Staff are important to the college community, yet when one of "their department" members wants to participate, managers allow disrespect & rumors to affect the individual.
- When the budget model changed, no additional personnel resources i.e. Accounting, Budget Specialists, Purchasing, etc. were designated to solely cover the colleges. Merely the budget duties were absorbed by already overwhelmed campus staff...so what are they managing at the district if 90% of the district budget and all the responsibility is now held at the college level??
- While Dr. Martinez gives opportunities all the time for open discussions, I DO NOT take those opportunities because I do not feel I have the right to leave the work I need to finish on my desk to spend at a meeting that may or maynot be important.

- 1. Its hard to find where the meetings are at. It's harder to voice an action without a plan of attack. If you do voice, other staff and administration will not take it with open arms. 2. Leadership at SAC does not show the meaning of leaders. The teams don't ask IT personnel or people who work in that department for ideas on how to improve the department or student understanding. (One tip: Why don't you have people in the department provide presentations for new ideas?) 3. Are we leading by example or are the leaders leading by retirement? The pay-check shouldn't be what is driving you to work in education! 4. Pushing your work onto other staff employees is not being affect leader! It's lazy. 5. SAC seems to throw a lot of parties; it seems like they have a lot more free time on their hands than other departments that have only one part-time employee keeping a hands-on department from being lost.
- Stop withholding my budget. Let me have it to use.
- SAC has a wonderful pool of compassionate, dedicated and innovative staff already, how about giving some of us a try and perhaps the statement above: "Institutional leaders create an environment for empowerment, innovation, and institutional excellence." would be more accurate. SAC is who fostered my desire for academic growth, I did as many students have done in the past...I went beyond SAC and received my bachelors yet I sit here in my General Office Clerk position waiting for an opportunity to do the same for other students, while my abundant skill set goes to waste.
- Right now, it seems more like our administration is focused on making our campus "pretty" and making desperate bids to increase enrollment without actually taking into account how that affects the people who will have to actually deal with those changes. Adding an intersession at the last possible moment hardly feels like a well-planned or coordinated change, and now student services departments are scrambling to keep up, at a time when at least some of them are bogged down with an awful lot of other worries at the moment. If decisions are going to be made with no actual consideration for how the *entire* campus community will be affected, why have shared governance at all?
- Administration does not communicate with or seek staff input. The atmosphere is "do not communicate with us", almost like we will get in trouble if we approach them.
- I feel that the district office always has more power than that of SAC evident by the fact that it is always so easy for them to create, reorganize, increase grade/salary steps district office staff and managers. The district has utterly failed in it's obligation to support disabled student services. Under SAC student services leadership, resources have been cut so dramatically that remaining staff are overburdened and unable to adequately meet student needs. This has resulted in OCR complaints and has made the college liable. Leadership has played a prominent role as no genuine concern has been given to the needs of disabled students and the staff who service them.

Additional Comments Regarding SAC's Institutional Effectiveness:

- What you have here is a very frustrated and disgruntled employee, and I assure you I am not the only one. Many will answer nicely just to get this survey out of the way, but the fact is that many of my co-workers are voicing some major frustration at how SAC is being run, especially in Student Services.
- We can do better.
- The new Facilities Master Plan is greatly appreciated. It was beautifully designed and vetted. The campus perimeter is already a more welcoming atmosphere. Concern about aging buildings, however, still looms. Although they are on ""the list"" for repair or replacement, I am counting on proper measures have been taken so that no more ""pieces of any buildings"" will fall, potentially causing injury or fatality.
- Professional development needs to be re-envisioned. Some opportunities for training, conference attendance are provided and in the past there was occasionally effective leadership. However, we do not have a shared vision or plan for professional development that is in line with our mission. All faculty and staff need be united in a 24-7 focus on fulfilling student needs and ensuring student success.
- Part of institutional effectiveness is visionary leadership paired with the sense of 'we are all in this together,' / teamwork. In the past several years, there seems to be a growing focus on formal channels of communication, chains of command, and isolation of the segments of the institution. For example, the highest leadership on campus is not visible to the faculty and staff on any informal, day to day basis. It is creating a 'they have their place and I have mine' attitude, which is not fostering trust. I hear people say often that the morale of the campus is down and the feeling of being part of a vibrant campus-wide team has significantly diminished.
- Our greatest strength is that our employees at all levels have students' best interests at heart in all they do.
- Often the same faculty seems to be involved with all decision making. In some cases others choose not to get involved, many have responsibilities such as classes to teach or programs to coordinate and do not have time to get involved. Not sure what the solution to this is.
- Most managers do not understand how Datatel works and what type of information their staff uses to perform their work.
- It's improving as more and more accountability measures are clarified and made public. We still have a long way to go to be truly shared governance and have clear communications! An email from the Board Secretary is not sufficient for communicating to the worker bees!
- It seems obvious that those of us in SAC School of Continuing Education are working and living in a completely different world from the main campus. I know that our program is excellent in many ways, but I am unable to speak to the main campus program.
- If you're not encouraged to rock to the boat then how would you know if the boat will float? Have we fixed the communication issues? Not addressing the problem is not fixing the problem. Let's improve our downfalls and become the ""Apple"" to other colleges.
- I do believe that college leadership is doing a very good job of make sure SAC meets all regulations and help students meet their goals.
- I am here
- Given that CC's seem to be judged in general by their transfer rates putting pressure to succeed in this area, I believe that we have a number of excellent programs that prepare students for careers that support the community. In particular, I know the nursing program and fire tech programs are absolutely top rate. I think we get criticized for some things that we have no control over. Our demographic is such that the expectation for our students to be ready to transfer as soon as those in other institutions with different demographics.
- Faculty and staff need freedom to innovate, but college, district and department policies unnecessarily hinder innovation.
- Compared to other schools, the overall ""institutional effectiveness"" is top tier. At SAC, it is easy to navigate the ""paper work"" and technology as an entry level teacher. Overall explanations for where to go and what to do have been most helpful.
- As a college, we need to begin to seriously address the area of classroom technology and what role (if any) we see it integrating into the fabric of SAC. We also need to bring back a leader (like Maria Sugranes' old position) that can keep advancing the work in this critical area.

About the Respondents

	Administrator/ Supervisor n=19	Classified n=84	Faculty n=139	Not Reported n=75	Total n=317
Status					
Full-time	100%	86%	63%	0%	56%
Part-time	0%	14%	37%	0%	21%
Not reported	0%	0%	0%	100%	23%
Division					
Administrative Services	0%	6%	0%	0%	2%
Business	5%	2%	5%	0%	3%
Counseling	0%	5%	6%	0%	4%
Fine & Performing Arts	5%	2%	6%	1%	4%
Humanities & Social Sciences	5%	5%	17%	0%	9%
Human Services/Technology	11%	7%	9%	1%	7%
Kinesiology, Health & Athletics	0%	5%	7%	0%	4%
Library	0%	4%	2%	0%	2%
Science, Mathematics & Health Sciences	5%	5%	29%	1%	15%
Student Services	26%	37%	4%	0%	13%
School of Continuing Education	26%	1%	9%	0%	6%
Not Reported	16%	21%	6%	96%	32%