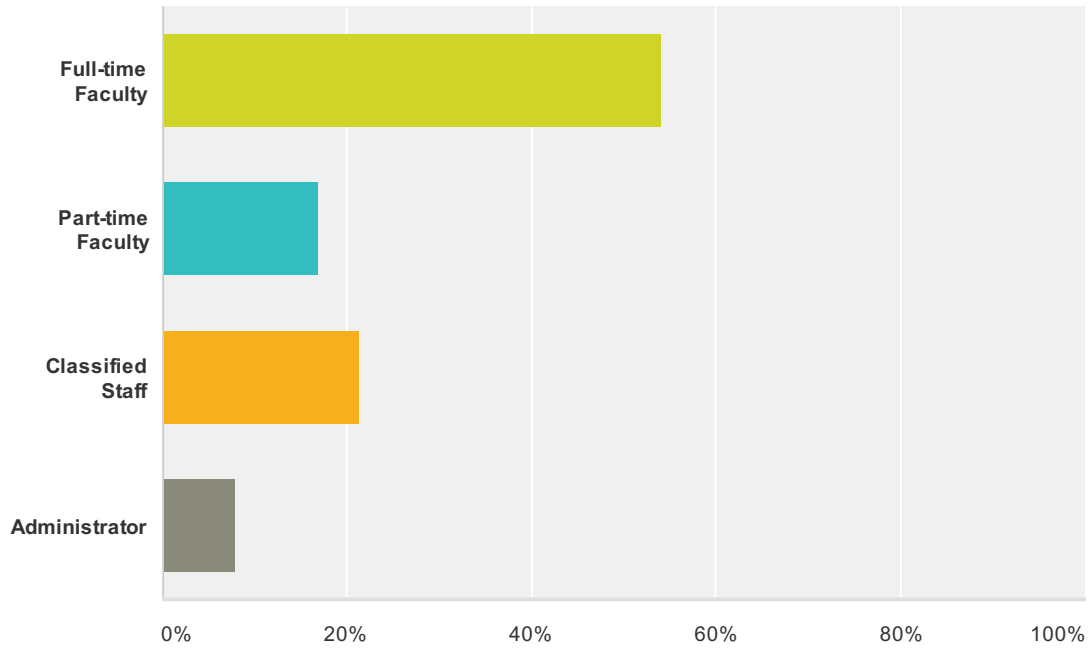


### Q1 Which college constituency do you belong to?

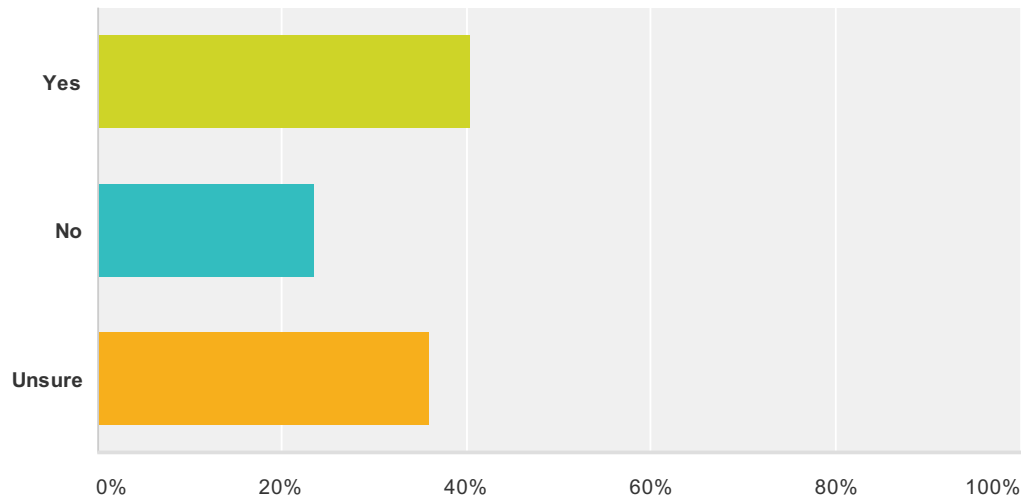
Answered: 89 Skipped: 0



Answer Choices	Responses	Count
Full-time Faculty	53.93%	48
Part-time Faculty	16.85%	15
Classified Staff	21.35%	19
Administrator	7.87%	7
<b>Total</b>		<b>89</b>

**Q2 Do you know the method used to set and implement institutional goals at Santiago Canyon College?**

Answered: 89 Skipped: 0



Answer Choices	Responses	
Yes	40.45%	36
No	23.60%	21
Unsure	35.96%	32
<b>Total</b>		<b>89</b>

**Q3 If possible, please describe your understanding of the process used to set and implement institutional goals at Santiago Canyon College.**

Answered: 32 Skipped: 57

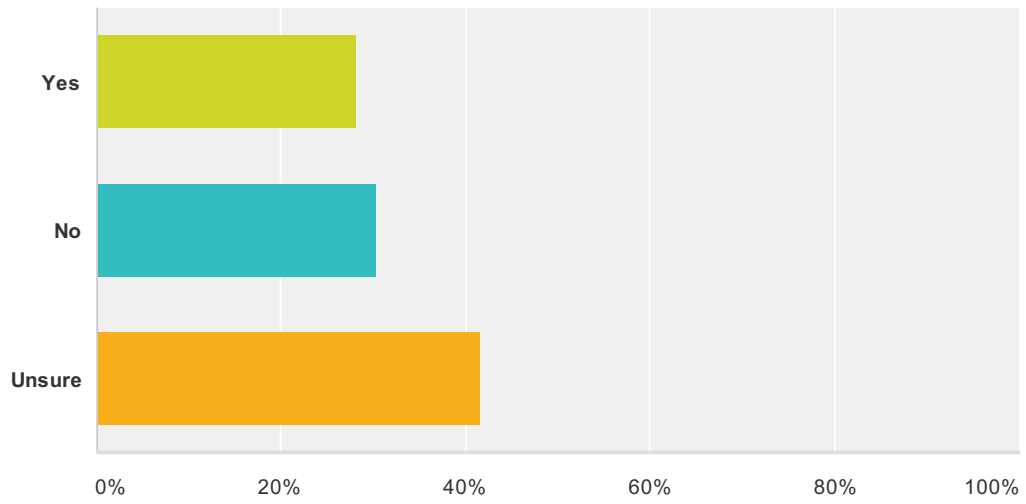
#	Responses	Date
1	Participatory governance. Institutional goals set by the District planning in conjunction with State regulations and budget.	10/16/2013 9:05 PM
2	The EMP or Educational Master Plan is the primary document the college uses to gather and assess the institutional goals and effectiveness of how past goals and effectiveness was met. This document or plan looks at student learning outcomes as well as various exterior and interior environments to assess how well the college implemented previous goals and will adjust planning and setting goals based on a variety of internal and external influences. The document will cover external influences like changes in the external environment; demographics; business needs and other changes that could influence what is being taught, how the subjects are being taught or delivered to students and look at the timelines involved in assessing the needs of this external environment.	10/16/2013 6:12 PM
3	I know that in the past, there have been some requests for institutional goals. However, I do not recall any similar discussion happening recently.	10/16/2013 3:45 PM
4	We set institutional goals through the process of creating the Educational Master Plan document. Our most recent EMP came to fruition after getting recommendations from focus groups—faculty, students, classified, administration—and the entire college community regarding the "state of the college" and its goals. Our institutional goals were a main focus of the focus groups and town hall-style meetings. Each goal was discussed and analyzed and then voted on by Academic Senate and College Council.	10/16/2013 2:15 PM
5	We are transitioning to a PIE committee which will be our college planning group - so I assume future institutional goals will be set there.	10/15/2013 1:58 PM
6	It is the final stage of the Educational Master Planning Process	10/15/2013 7:39 AM
7	EMPC and Office of IE&A facilitated focus groups, forums, and subgroups came up with themes, goals and objectives. EMPC coordinated the wording. These goals are part of the 2012-2016 EMP document. The document was circulated and approved within the collegial governance framework.	10/14/2013 9:44 PM
8	I am unsure of the how the goals come into existence, I am assuming that they stem from the mission statement. The mission is created via participatory governance. The goals are probably formalized by the empc and then implemented through the individual dpp and program pps	10/14/2013 3:00 PM
9	DPP; Program Review; EMP;	10/14/2013 2:14 PM
10	I believe our EMP is updated through the planning committee.	10/14/2013 1:10 PM
11	Goals are driven from the individual DPPs which roll up into the Divison goals and eventually the institutional goals.	10/14/2013 11:34 AM
12	Goals are set at the department level with the Depart Planning Portfolio. Other goals are set through the Academic Senate and shared-governance committees.	10/14/2013 11:23 AM
13	Determined through collegial governance and the Educational Master Plan Committee.	10/10/2013 1:30 PM
14	Through a collaborative governance process the discussions happen at teh division and department level the concepts are discussed at the College Cpuncil and adapted through a consensus proces.	10/9/2013 1:35 PM
15	College wide discourse in participatory governance committees, primarily Academic Senate, EMPC, and College Council. Review District mission and goals, SCC's previous mission and goals, and discuss future mission and goals. List goals in the EMP document.	10/9/2013 1:09 PM
16	I am still learning about this process, but I know it involves committees who bring forth recommendations from various groups (i.e. students, staff, faculty)	10/9/2013 11:44 AM
17	Goals are relayed at department meetings.	10/9/2013 11:16 AM
18	Gathering/meeting of various constituencies where brainstorming, dialogue occur and eventually an agreement and then implementation	10/9/2013 9:05 AM

## SCC 2014 Self Evaluation Survey

19	I'm not sure if this question is referring to the collegial governance processes, or those goals possibly from the College? Is it related to the outcomes goals? Does this include SLO being completed and on a cycle?	10/8/2013 9:52 PM
20	i would think that it would be a shared governance meeting	10/8/2013 2:54 PM
21	It starts with the college mission statement, then it moves on to the EMP and the DPP for each department	10/8/2013 1:41 PM
22	Short description: Campus EMP is major group responsible for process. Academic Senate receives input & recommendations from EMP & other governance committees—process moves to college council. Our newly adopted structures may alter this past practice a bit.	10/8/2013 11:24 AM
23	done through participatory governance	10/8/2013 11:17 AM
24	Shared Governance committees / councils	10/8/2013 10:31 AM
25	through various committee structures-e.g. EMP, College Council	10/8/2013 9:19 AM
26	????	10/8/2013 8:59 AM
27	I'm fairly new and still learning about all the process.	10/8/2013 8:53 AM
28	College Council would be the entity that would establish intitutional goals. Our shared governance system would handle the implementation.	10/8/2013 8:17 AM
29	The goals are part of the Educational Master Plan and were developed after the internal scan, external scan, focus groups and campus wide dialogue. Each goal is assigned to a person, committee, or other group.	10/8/2013 6:19 AM
30	A committee writes a draft, discusses it, makes changes, submits it to the senate for a vote?	10/7/2013 9:03 PM
31	DDP's and EMP were used in the past.	10/7/2013 7:57 PM
32	I	10/7/2013 5:42 PM

**Q4 Are constituents sufficiently aware of the college's goals and the methods used to implement them?**

Answered: 89 Skipped: 0



Answer Choices	Responses	
Yes	28.09%	25
No	30.34%	27
Unsure	41.57%	37
<b>Total</b>		<b>89</b>

# SCC 2014 Self Evaluation Survey

## Q5 If possible, please describe how constituents are made aware of the college's goals and the methods used to implement them.

Answered: 26 Skipped: 63

#	Responses	Date
1	Through Academic Senate, various committees (EMPC, Planning), President, VPs, Deans, chairs.	10/16/2013 9:05 PM
2	There are various committees and meetings set up to deliver information and to get the involvement of all constituents in the college's community both internally and externally. Information is published and shared with constituents frequently.	10/16/2013 6:12 PM
3	The EMP Document was made available to the college community for feedback before the final approval and was posted on the SCC website for the public to view after the final approval. Goals and action plans are a main focus of the EMP document. In the Mapping the Goals section of the document, each goal is clearly stated along with corresponding action items and which individual or group is responsible for achieving the goal. Those responsible parties focus on their goal(s) as part of their annual goals.	10/16/2013 2:15 PM
4	Seems like mostly emails are sent requesting further action on the part of a department (especially the chairs)	10/16/2013 1:15 PM
5	When going over our department and program objectives, we are told to check with the college objectives to see how our students fulfill college goals.	10/15/2013 1:58 PM
6	The goals are in the EMP document which was widely circulated and approved. This document is available at the EMPC web page.	10/14/2013 9:44 PM
7	The EMPC reports to College Council directly and to the senate via reports. The EMPC reports should then be made public to the constituency by their delegates that receive the EMPC reports first hand.	10/14/2013 3:00 PM
8	Unsure because the College and district are currently experiencing great change. One comment that has been made that impedes awareness is the fact that up until now, the DPP was not sufficiently linked to other documents so that real change and planning could occur. What, some asked, complete the DPP when it "was never looked at."	10/14/2013 2:14 PM
9	The Administration at SCC consistently changes the goals. There is a process and a plethora of busy work for faculty in the way of meetings, report writing and committee work however, the process is a theory and not one that is implemented. The Administration conducts business based on personalities and not process. Faculty are asked to conduct program review, revise DPP and write Senate resolutions without any support for implementation.	10/14/2013 11:53 AM
10	I believe constituents are made aware of the goals by not only hearing updates from the convocation meetings and division meetings, but also by participating on college committees. By getting involved, they become more aware of the progress of goals.	10/14/2013 11:34 AM
11	Department goals are set in department meeting with input from department members, both full- and part-time. Goals set in Academic Senate and other shared-governance committees are made available through the minutes sent to all faculty members.	10/14/2013 11:23 AM
12	Constituents have the ability to find the goals and learn of the implementation, but I'm not sure they choose to look.	10/10/2013 1:30 PM
13	Through the division and department meetings. On the Institutional Master Plan Web site.	10/9/2013 1:35 PM
14	The goals and methods used to implement them are posted to the college website.	10/9/2013 11:44 AM
15	The classified constituency is made aware by the president and his classified leaders.	10/9/2013 9:05 AM
16	since the budget cuts on staffing, it's hard enough to keep up with the daily operational work, let alone be aware of the college's goals. the only time i look at them is when an SLO is due or being done.	10/8/2013 2:54 PM
17	department meetings, mostly	10/8/2013 1:41 PM
18	as a faculty member who is involved I am aware of the process & methods. My guess is that much of our classified staff are unaware.	10/8/2013 11:24 AM

## SCC 2014 Self Evaluation Survey

19	they are posted everywhere and in the E building	10/8/2013 11:17 AM
20	Our supervisors tell us what the goals are. We are somewhat involved in the SLO and Program Review process.	10/8/2013 9:27 AM
21	through Academic Senate, EMP, department chairs' meetings, college council	10/8/2013 9:19 AM
22	?????	10/8/2013 8:59 AM
23	Constituents serve on committees as part of our shared governance system. Decisions are reported and discussed at every level. Information flows down.	10/8/2013 8:17 AM
24	The goals have been mentioned multiple times, but I am not sure whether most constituents would know what they were and where to find them.	10/8/2013 6:19 AM
25	Via email? Via senate to be passed on to the depts.	10/7/2013 9:03 PM
26	Constituent groups include: Curriculum Council Academic Senate Educational Master Planning Planning and Institutional Effectiveness committee Technology College Council Management Council	10/7/2013 5:42 PM

# SCC 2014 Self Evaluation Survey

## Q6 If possible, please provide a list of evidence that illustrates consistent awareness.

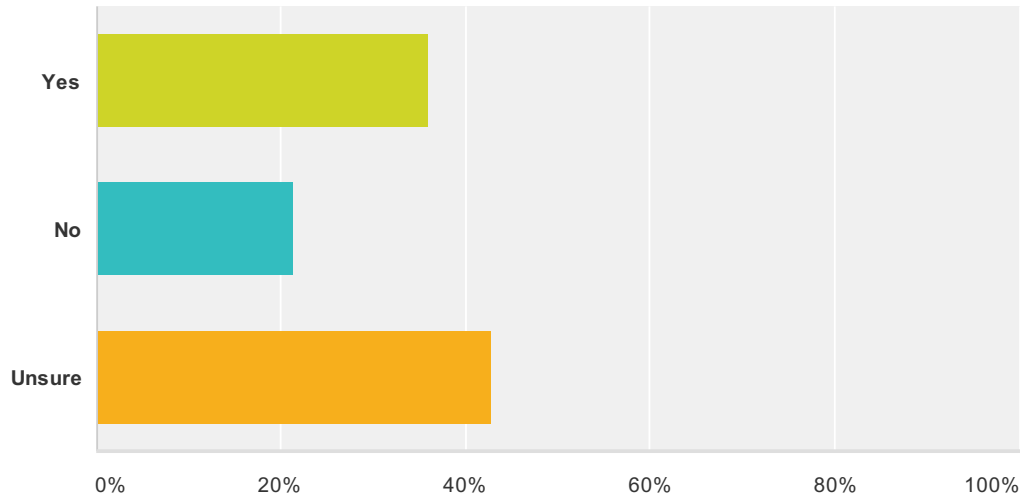
Answered: 15 Skipped: 74

#	Responses	Date
1	Various web sites on sccollege.edu. Convocation, program review, master plans	10/16/2013 9:05 PM
2	Emails; town hall gatherings on campus; meetings engaging our neighborhood, association with various government entities like the Community College Chancellor's office and registry; emails from the President of the college keeps us informed, classified staff are invited to participate and go to meetings held by the college president to keep them informed of changes and directions.	10/16/2013 6:12 PM
3	<a href="http://www.sccollege.edu/Departments/AcademicSenate/Documents/EMP/SCC%20Educational%20Master%20Plan%20hl%202012-2016.pdf">http://www.sccollege.edu/Departments/AcademicSenate/Documents/EMP/SCC%20Educational%20Master%20Plan%20hl%202012-2016.pdf</a>	10/16/2013 2:15 PM
4	Reports of department minutes from mathematics as well as course revisions in the curriculum council show SLO and then department assessment.	10/15/2013 1:58 PM
5	EMPC document EMPC website Minutes from EMPC, College Council, CIC, Academic Senate	10/14/2013 9:44 PM
6	There are four posters with the goals in many (if not most) of the classrooms throughout the college.	10/14/2013 3:00 PM
7	Active participation in the writing the DPP, program Review, and EMP. Active participation in subsequent assessment so that good/ bad that came out of the documents could be addressed and effectively addressed.	10/14/2013 2:14 PM
8	Educational Master Plan - revised reports	10/10/2013 1:30 PM
9	I use the College goals to design and write my Student Learning Outcomes. I have access to the website where the materials are listed. I have incorporated the mapping categories 1-3 to ensure the highest level of compliance with my survey tool for measuring my SLO post test.	10/9/2013 1:35 PM
10	SLO charts and templates	10/8/2013 2:54 PM
11	anecdotal conversations I have with the classified employees in my division	10/8/2013 11:24 AM
12	???	10/8/2013 8:59 AM
13	I think the President's weekly eblast is one example of information dissemination.	10/8/2013 8:17 AM
14	Minutes. Any evidence that a goal was completed or worked on.	10/8/2013 6:19 AM
15	The signs posted all over campus and in offices and classrooms...Learn, Communicate, Act and Think	10/7/2013 5:42 PM



### Q7 Do you understand Santiago Canyon College's planning process?

Answered: 89 Skipped: 0



Answer Choices	Responses	
Yes	35.96%	32
No	21.35%	19
Unsure	42.70%	38
<b>Total</b>		<b>89</b>

# SCC 2014 Self Evaluation Survey

## Q8 If possible, please describe the college's planning process.

Answered: 27 Skipped: 62

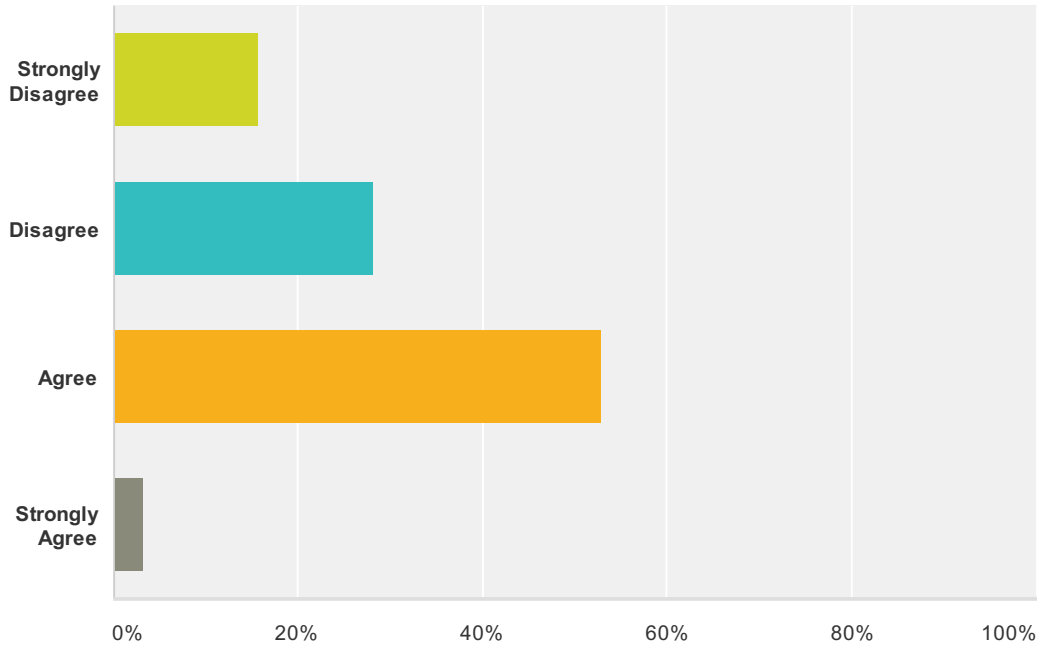
#	Responses	Date
1	departments develop goals and write DPP Division planning looks at all DPPs EMPC looks at all DPPs All VP look at Divisions District informs Presidents who then coordinates VPs Who coordinate with faculty and staff via participatory governance committees	10/16/2013 9:09 PM
2	There are various committees set up to discuss and evaluate specified areas of the college's planning and effectiveness with input from the District, our sister campuses. Each committee has a separate agenda to work on such technology, web planning, student learning outcomes, facilities and budgeting. Planning is evaluated annually.	10/16/2013 6:55 PM
3	While the college has been working on a planning process, I do not feel that the college plans. The departments do fill out DPPs annually, program reviews, and the EMPs, however, I do not know how that all comes together to for the college planning process.	10/16/2013 3:48 PM
4	The planning process begins at the department level. Each department reviews and updates its DPP (Department Planning Portfolio) on a yearly basis. Each departmental goals have tasks that will be completed in order to achieve the goal. Any request from the department must be requested in the DPP. Every four years (two until 2018 due to change in cycle) each department writes its Program Review, using information from the DPP. The Educational Master Plan Committee invites a department representative to a dialogue regarding its current Program Review. From this discussion, the EMPC reports to College Council, providing the opportunity for college-wide discussion. The new Planning and Institutional Effectiveness Committee will (in the process of implementation) review the planning documents and make recommendations to the Budget committee which will decide on budgetary allocations.	10/16/2013 2:45 PM
5	As of now- the departments compile their list of needs which goes to the division where the chairs discuss and rank them. Afterwards, it goes to the college chair's meeting where items are ranked without much discussion—only the briefest explanations are available. I don't believe this process works that well.	10/16/2013 1:22 PM
6	I understand parts of it. I know that it goes through an approval process in various committees and governing bodies, such as the CIC, Senate, College Council, and now PIE.	10/15/2013 3:31 PM
7	We try, but in general we react rather than plan. Much of our decision making occurs at the last minute in response to "opportunities" dangled before us by the district or because funds are diverted to other district sites and we have to scramble to cover our needs. Locally we have really been trying, but we are continuously sabotaged in our attempts by the lack of planning done at higher levels. When in doubt, we run scared.	10/15/2013 3:23 PM
8	I think the planning process is supposed to be driven by the Departmental Planning Portfolios. But I have yet to see that happen in practice.	10/15/2013 7:41 AM
9	Departments annually create/review goals in their DPPs. DPP goals are informed by previous program reviews, learning outcomes assessment results, feedback from accreditation. Every 3 (or 2 temporarily) years, departments conduct program review. This is informed by the prior 3 years' DPPs. The program review also leads to new goals in the next annual DPP. The EMP document is published every 6 (or 4 temporarily) years. It is informed by the DPPs, the program reviews, and feedback from accreditation. The EMP document contains institution-wide goals.	10/14/2013 10:03 PM
10	"THE PROCESS" does not exactly exist yet. There is the ideal we are moving towards and there is current practice. Current practice is individual departments/programs create planning portfolios. These then filter up in department chairs meetings for equipment/facilities requests. Staffing needs are communicated in the planning portfolios and go to the deans for prioritization. Last year the staffing requests were prioritized by the budget committee and then sent to college council and senate for approval. In the future that task should be performed by PIE. Faculty requests are identified in DPPs and that is used as evidence in the formal faculty request process (all requests are sent to the Senate Executive Board and then distributed by the Exec Board to all faculty, the Senators will then rank the positions, the rankings is given to the President for consideration)	10/14/2013 3:09 PM

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11	Sea-change right now, so this is somewhat difficult to do. PIE, POE and other such planning committees effectively gather members across the stratum to discuss issues and make decisions. The new budget model and the new Enrollment Management Committee all work toward aligning planning with other facets, such as budget.	10/14/2013 2:24 PM
12	There is a PIE committee which was formed one year ago and is still formulating proper procedure for appropriation and allocation. Meanwhile, the ██████████ run the college budgeting based on favored programs. Why has it taken this long to formulate a process? Why do the VPs make all of the budgeting decisions without faculty input?	10/14/2013 12:00 PM
13	It's a similar process to goal setting; it's driven from departments and rolled up into Division planning, and then college planning. The prioritization list is ranked and resources allocated accordingly.	10/14/2013 11:37 AM
14	Departmental plans are made in department meetings with input from all department members and formalized in the Department Planning Portfolio. Other plans are made in shared governance committees and distributed to the college through the minutes of those committees.	10/14/2013 11:30 AM
15	Yes partially, I believe the discussion occurs in a little bit of a vacume so if I am not at the table I hear third party what was decided and try to comply.	10/9/2013 1:38 PM
16	The planning process has been precarious at best and ever changing. In fact, until recently, there really hasn't been a consistent process that has been followed. Currently, we had our interim process last year and are working to create new processes via the PIE committee.	10/9/2013 1:12 PM
17	Departments bring their needs and concerns to committees, and the committees decide the priorities for the campus.	10/9/2013 11:46 AM
18	After what happened with changing the instructional calendar in the middle of the Fall semester and including an intersession to chase FTES, the planning process does not seem to include ample discussion from faculty and staff. There was not adequate research done to see how the inclusion of intersession would affect the workload for faculty and staff to change classes to offer intersession. The process for planning I thought was in place was clearly not what happened with intersession and changing the instructional calendar. I have lost track of where the faculty voice is heard at the College and at the District.	10/8/2013 10:14 PM
19	I don't think I am a part of it, so i am going to guess that it is done in college council?	10/8/2013 2:56 PM
20	I think so—it goes back to the committees for the EMP, and the departments for the DPP and reviews annually	10/8/2013 1:44 PM
21	college council and cabinet	10/8/2013 11:18 AM
22	Through committees and councils with shared governance	10/8/2013 10:34 AM
23	Departments submit plans for the years ahead via DDPs. Priorities are established through shared governance. Resources are allocated based on those priorities	10/8/2013 8:24 AM
24	Departments/Programs annually complete DPPs. Forms for personnel and equipment requests are filled out (the requests should have been in the DPPs). Program review is completed every few years. There are various prioritization processes. A decision is made as to how much money is available. Final decisions are made by the president	10/8/2013 6:25 AM
25	Planning is done by top mgmt.	10/8/2013 5:26 AM
26	It's still vague and unclear.	10/7/2013 5:45 PM
27	A subset of people fill out what they expect to need (and possibly others they are supposed to represent). This can be by fomal department or area. These requests get combined as they head up the chain of command. They detail what it costs, when they will need it, and why they need it for everything for the next several years. These are reviewed by commitee and approved, delayed, or denied. Then they are supposed to be funded. In my experience breakdowns occures in the funding portion either through no funds or underfunding.	10/7/2013 5:30 PM

**Q9 Please rate the degree to which you agree with the following statement:  
Resource allocation at Santiago Canyon College is driven by planning.**

Answered: 89 Skipped: 0



Answer Choices	Responses	
Strongly Disagree	15.73%	14
Disagree	28.09%	25
Agree	52.81%	47
Strongly Agree	3.37%	3
<b>Total</b>		<b>89</b>

# SCC 2014 Self Evaluation Survey

## Q10 If possible, please describe how resource allocation is driven by planning.

Answered: 28 Skipped: 61

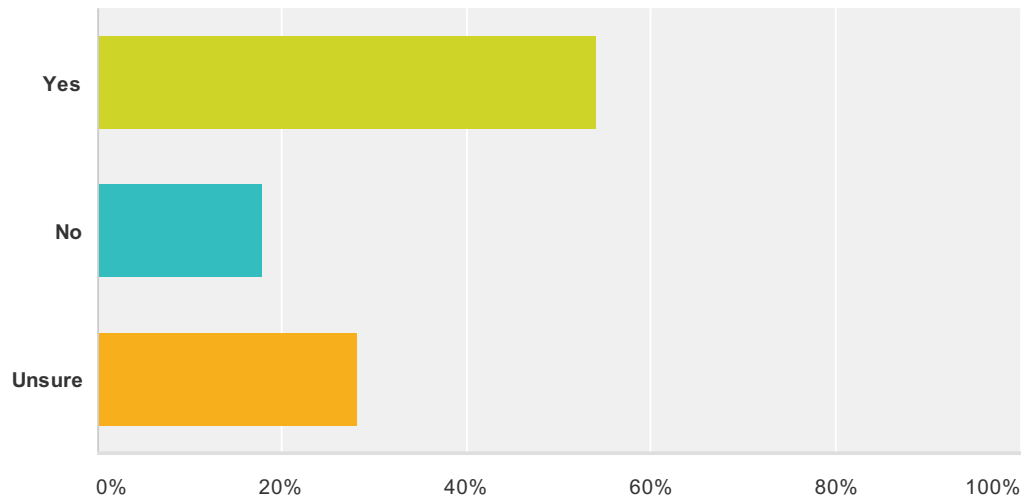
#	Responses	Date
1	Resource allocation is driven by district and college administration in response to their perceived needs at the time.	10/17/2013 10:42 AM
2	DPPs are brought forward to the divisions. Each division ranks needs. Then the VP measure against budget and EMPC. The breakdown is within the Academic division, the ranking process is flawed. No clear system for gathering information and ranking.	10/16/2013 9:09 PM
3	I think it is more effective to utilize program-based approach to identify planning priorities. Or at least to integrate program-based approach with resources like budget, technology, and actual facilities. If you have a gym and pool then those resources will have an impact on planning the direction of Kinesiology and what programs can be offered to the public, as an example. But allocating the resources for the gym allows for program-based activities in the gym. :) You have to see what resources you have in order to effectively plan the direction of the institution however resource alone should not determine the direction of the college. We all have a wish list and sometimes you have to change implementation of certain resources by looking at the needs of the people we serve.	10/16/2013 6:55 PM
4	Planning does not drive the budget on this campus.	10/16/2013 3:48 PM
5	The Budget Committee in conjunction with the PIE committee to assesses the planning documents and ranks requests/	10/16/2013 2:45 PM
6	I believe the college is attempting to improve this position but I do not think that planning has driven resource allocation in the near past. The recent attempt to rank needs by department then division then college was a start (although faulty, in my opinion). Hopefully a better planning process will be put in place	10/16/2013 1:22 PM
7	When we start the year, a preliminary budget is given for us to match to plans, but this year external conditions, the chancellor wishing for an inter-session threw plans and budget out the window.	10/15/2013 2:00 PM
8	SCC is making significant progress in this area but is not completely there yet. Resource allocation for individual departments is tied to goals in the DPP. Aside from exceptional circumstances, requests not part of the DPP are not funded. A prioritization rubric was introduced in Spring 2013 for resource requests from joint chairs. The campus does have a facilities master plan and a technology plan. To the best of my understanding, major facilities and technology allocations are based around goals in these plans.	10/14/2013 10:03 PM
9	Facilities master plan, Educational Master plan, DPP's and Program PP's	10/14/2013 3:09 PM
10	We are working toward this happening, but are a long way to seeing it a reality. The broken economy 2008-2013 has been a large factor. In the past, when money was available, we perhaps planned less strategically than we did before. Plus now we have distance education as a factor. So, now more than ever, it is important to take a tough new look at priorities and the meaning essential programs. Forensics? MUN? Honors? We need to make decisions, not based on whether the money is available, but our core mission and whom we want to serve.	10/14/2013 2:24 PM
11	The ██████████ run the college budgeting based on favored programs. There is little to no faculty input and where is the ██████████ of the College?	10/14/2013 12:00 PM
12	I believe that the new PIE committee is committed to coordinate resource allocation and planning.	10/14/2013 11:49 AM
13	After planning, the prioritization list is ranked and resources allocated accordingly.	10/14/2013 11:37 AM
14	The majority of college monies is distributed according to plans approved in Academic Senate and College Council.	10/14/2013 11:30 AM
15	DDPs indicate the departments needs, the instructional division determines the overall priorities, which are submitted to Budget Committee, and the priorities are then determined and recommended to the president.	10/10/2013 1:32 PM
16	I don't believe it is	10/9/2013 1:38 PM

## SCC 2014 Self Evaluation Survey

17	<p>It isn't. We experienced a huge shift in the agreed upon plan for the 2013-2014 year by changing the instructional calendar to allow for the scheduling of intersession. The reason given for even suggesting the change was to "chase growth FTES." Without fully considering what would happen to the workload of faculty and staff to change the calendar, impact to spring enrollments, or fully discussion other options the decision was made and approved by the Board to change the calendar and include intersession. Further, we have received grants and hired new faculty to add new and expand old programs, including Organic Chemistry and Microbiology. These programs are happily added/expanded however they have not had their own program budgets separated out from Chemistry and Biology. There is no budget for these programs to work with and plan out their year's supply or chemicals and equipment. Countless issues are reported to deans, VPs and committees about problems with the Science Center and Humanities buildings. The Science Center has been online for over three years and there are still constant problems with the doors, HVAC and classroom hoods systems and other individual classroom issues that have been known since before SCC took possession of the building. It has also been reported that orders for furniture for the Humanities building were submitted at the beginning of the year and the building opening has been delayed for another semester.</p>	10/8/2013 10:14 PM
18	<p>you can only replace staff when the money is available and there are lists for faculty that are ranked in priority order for hiring</p>	10/8/2013 2:56 PM
19	<p>Mainly, we stick to our plans but there are too many last-minute decisions on all levels that are made without proper planning</p>	10/8/2013 1:44 PM
20	<p>Since arriving at SCC, the budget allocation for our department has NOT been transparent and certainly not driven by our dept. planning. Administration has had total control and does not appear to want to change. Last year's budget process was a disaster.</p>	10/8/2013 11:30 AM
21	<p>the PIE committee</p>	10/8/2013 11:18 AM
22	<p>The mission statement is the driving force of all decisions. Through a shared governance body the resources are presented and voted upon by all committee members.</p>	10/8/2013 10:34 AM
23	<p>We must plan out what resources the students &amp; college need and then go after what is needed.</p>	10/8/2013 9:28 AM
24	<p>at the 11th hour administrators at time hire, move faculty or move staff around without the true spirit of governance and claim: right of assignment. the same with the hiring process, the academic senate works really hard at ranking all positions and then they are the discretion of the president at times, which I guess has the last word. So, at times ranking faculty positions seems a waste of time.</p>	10/8/2013 7:51 AM
25	<p>We are not there yet. We have pieces in place, but it has not yet become our culture.</p>	10/8/2013 6:25 AM
26	<p>Depts present their DPPs to senate and its voted on</p>	10/7/2013 9:05 PM
27	<p>Budgets may be driven by planning, but actual resource allocation is driven by administrators with control over those budgets.</p>	10/7/2013 5:30 PM
28	<p>Resource planning is being driven by budget.</p>	10/4/2013 10:31 AM

### Q11 Have you observed changes that resulted from the implementation of plans?

Answered: 89 Skipped: 0



Answer Choices	Responses	
Yes	53.93%	48
No	17.98%	16
Unsure	28.09%	25
<b>Total</b>		<b>89</b>

# SCC 2014 Self Evaluation Survey

## Q12 If possible, please describe the changes that have occurred as a result of implemented college plans.

Answered: 28 Skipped: 61

#	Responses	Date
1	Reinstatement of Forensics, MUN and Honors Hiring faculty Technology updates	10/16/2013 9:09 PM
2	Adding more title V programs promoting STEM, SI, STAR resources.	10/16/2013 6:55 PM
3	Requests will not be met unless they are documented in the DPP. Departments are more cognizant of the importance of the Program Reviews because of the implemented collegial dialogues.	10/16/2013 2:45 PM
4	Title V grant proposed (planned) a number of activities relating to STEM student success as well as assessment of learning outcomes. This huge umbrella of plans has had a positive impact on many areas as far as i can tell.	10/16/2013 1:22 PM
5	We have meetings and try harder, but when push comes to shove, all of our planning comes to naught, because of the lack of planning at the district level.	10/15/2013 3:23 PM
6	See #10	10/15/2013 2:00 PM
7	Especially beginning in 2009 in the aftermath of the 2008 accreditation site visit, the college realized that it needed more effective ways to deal with outcomes assessment, planning, and institutional effectiveness. This is documented in various places: Accreditation Task Force minutes, 2009 Accreditation Follow Up report, EMPC minutes, An office of institutional effectiveness and assessment was established together with a new dean position and support positions. The college committed funds for Taskstream and Parscore.	10/14/2013 10:03 PM
8	All of the building as a result of the facilities master plan, especially after the "footprint" was determined.	10/14/2013 3:09 PM
9	More willingness to appreciate the importance of strategic planning, to link budget to planning.	10/14/2013 2:24 PM
10	For the last 5 years, the college has been in a "cut-and-slash" mode. Faculty have taken on more duties and classified staff have been fired. Yet, SCC has 3 VPs and a 1/2 dozen Deans, all of whom survived the cuts. New faculty hires were frozen, programs cancelled and the ██████████ plan last year was a 1 year AA degree. ██████ arrived at this plan without any input from the Academic Senate or discussion with faculty. SCC's leadership does not lead or plan for the students nor the faculty.	10/14/2013 12:00 PM
11	Creation and implementation of new committees, PIE and POE.	10/14/2013 11:49 AM
12	Some departments have hired new faculty, others have received new equipment. Some programs continue to grow even in a reduced budgetary climate.	10/14/2013 11:30 AM
13	The building of the new buildings, for instance.	10/13/2013 4:28 PM
14	I know that the college has made good, conservative financial plans which have allowed us to stay afloat during recent economic instability, more so than other community college districts.	10/11/2013 11:06 PM
15	Hiring priorities for the overall campus, as opposed to division or area separately.	10/10/2013 1:32 PM
16	Intersession was discussed, planned and implemented.	10/9/2013 3:02 PM
17	Meetings where we are asked to write our request in teh DPP	10/9/2013 1:38 PM
18	As a result of last year's late, interim planning process, various classified positions and equipment needs were planned for.	10/9/2013 1:12 PM
19	The construction that has occurred on this campus is a perfect example of the planning and implementation process at the college.	10/9/2013 11:17 AM
20	when the college received total control of the budget, faculty were hired according to the college plans and not the chancellors choices	10/8/2013 2:56 PM
21	Changing the school calendar in the middle of a school term seems like poor planning.	10/8/2013 11:34 AM
22	I see that we are trying to move to a better process.	10/8/2013 11:30 AM
23	with regard to the class schedule and FTES production	10/8/2013 11:18 AM

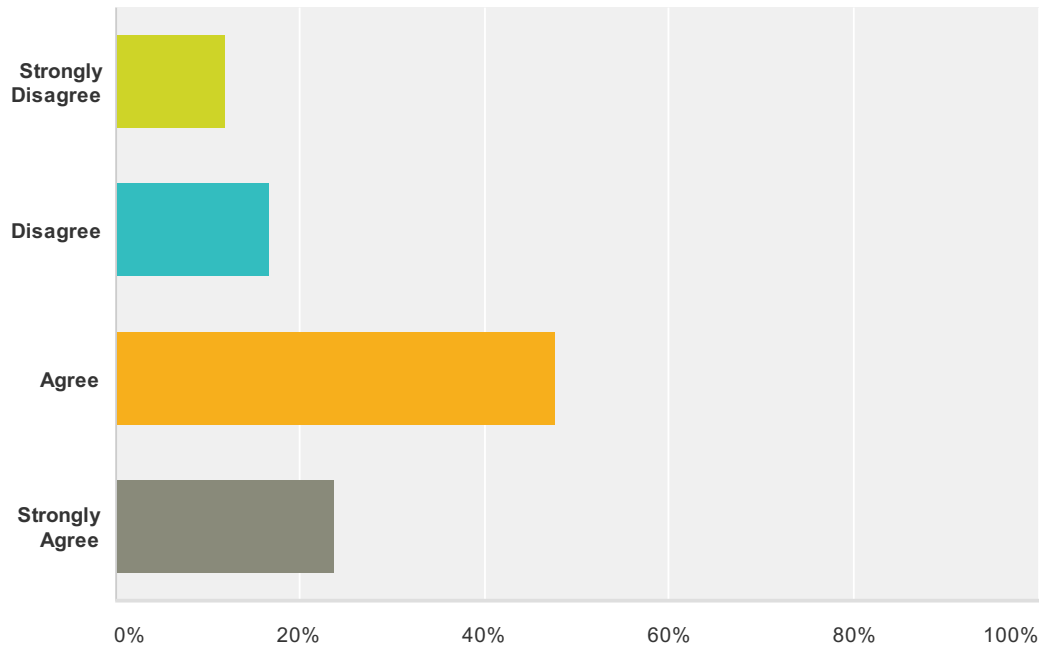


## SCC 2014 Self Evaluation Survey

24	When budget cuts were mandated, the availability of resources was looked at very closely and the mission goals of the college were followed in the decision making process of budget cuts.	10/8/2013 10:34 AM
25	Answered No because I have been here such a short time.	10/8/2013 8:54 AM
26	The new buildings on campus. The overall appearance of the campus (from parking lots to landscaping.) Hiring of new fulltime faculty.	10/8/2013 8:24 AM
27	A whole lot more paperwork and justifications, but virtually no changes in spending or funding.	10/7/2013 5:30 PM
28	New committees have been formed to oversee planning (PIE and POE)	10/2/2013 9:08 AM

**Q13 Please rate the degree to which you agree with the following statement:  
Ongoing dialogue within your Department/Division stimulates a heightened awareness of the value of evidence, data, and research in evaluating student learning.**

Answered: 84 Skipped: 5



Answer Choices	Responses
Strongly Disagree	11.90% 10
Disagree	16.67% 14
Agree	47.62% 40
Strongly Agree	23.81% 20
<b>Total</b>	<b>84</b>

**Q14 If possible, please provide specific instances in which ongoing dialogue within your Department/Division stimulated a heightened awareness of the value of evidence, data, and research in evaluating student learning.**

Answered: 29 Skipped: 60

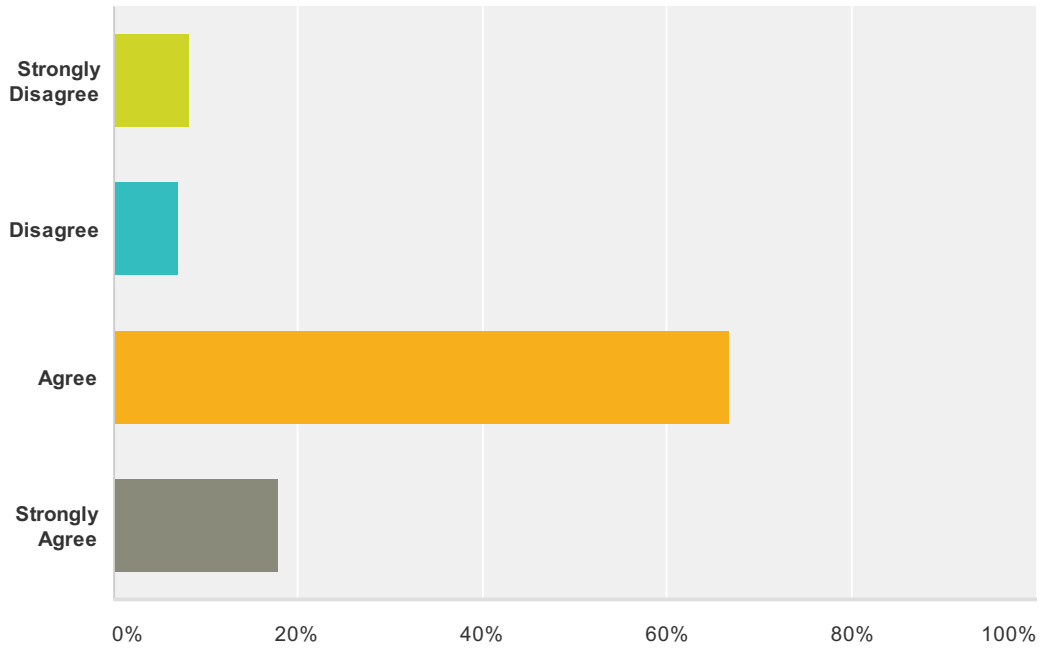
#	Responses	Date
1	SLO's, though cumbersome and at times bureaucratic, have resulted in on-going discussion in a group setting regarding the effectiveness of teaching.	10/17/2013 10:44 AM
2	After accessing SLOs, discussion ensued within the faculty to discuss and adjust teaching accordingly.	10/16/2013 9:11 PM
3	The word "your" throws me off however what I can say about this is that I work in an area of support for faculty. We have been asked how to use scheduling software for optimization of the resources we have. We have added more tutors have expanded the tutoring available to students to not only our MASH tutoring but the sciences and technology. We have added tutoring for students in science as well as math on Saturdays. This is in response to student learning outcomes.	10/16/2013 7:05 PM
4	Each year, our department evaluates our SLO assessments and analyzes the data and its relationship to our classroom pedagogy.	10/16/2013 2:50 PM
5	Truthfully, we are doing what we are asked and have been told we are doing a pretty good job, but at the department level, it feels very superficial. We do the work required but it is not having a great impact on what we already were doing. Things have not significantly changed (except in the increased amount of paperwork) when it comes to individual courses in the department.	10/16/2013 1:34 PM
6	Discussing SLO data and assessment strategies at each English Department meeting lets us know how our students are doing and where, based on the outcomes evidence, we could be focusing more instructional time.	10/15/2013 3:34 PM
7	Discussion of objectives in courses with limited enrollment has made the statisticians in the group question results. Ensuing discussion during department meetings gave our department a goal of obtaining sufficient data on persistence and we are still searching for ways to look at graduation rates - and whatever that means to a department.	10/15/2013 2:02 PM
8	I think SLOs are supposed to stimulate this discussion, but the actual result is a dearth of administrative work that actually impedes meaningful discussion.	10/15/2013 7:48 AM
9	My department has analyzed quantitative and qualitative data from SLO assessment to determine how to improve student learning. We increasingly recognize the importance of analyzing data so that we can measure progress or lack thereof. If the assessment results do not improve over time, we gain a better understanding of what is not working and we attempt to modify teaching and the learning environment. Likewise, if the assessment results do show improvement after implementing a change, we have a increased awareness of what is working and attempt to implement more similar/related changes. One specific example in our department was trying to motivate students to apply concepts. This has traditionally been left to students to do on their own via homework. We are now using more applications in class where students get practice applying concepts with feedback from each other and from the instructor.	10/14/2013 10:34 PM
10	Assessment of SLOs showed us that we might want to emphasize some learning skills more than others. It was enlightening and we plan to implement changes in future instruction.	10/14/2013 2:27 PM
11	Every department meeting, SLOs are discussed and ideas to better improve student retention and success are discussed.	10/14/2013 1:11 PM
12	Faculty in my department meet to discuss SLOs and data analysis. We do this despite the fact that the last IE Director was abusive, uncivil and rude. [REDACTED] are better but the lack of direction from the ACCJC makes it difficult to plan effectively and maintain the course. We are constantly performing "crisis management" rather than having a well thought out plan. I do not fault the above personnel on this, they are doing their best. However, I do fault the SCC Administration for hiring a horrible Director two years ago and causing all of us to lose valuable time and direction.	10/14/2013 12:05 PM

## SCC 2014 Self Evaluation Survey

13	At the end of each term, a summary of the evidence and data is discussed at ESL meetings and subsequent workshops.	10/14/2013 11:53 AM
14	Our division hosted an adjunct training workshop during the Summer of 2013, which focused greatly on student learning outcomes. The workshop allowed for the sharing of knowledge and ideas on the topic.	10/14/2013 11:40 AM
15	Members of my department have known all along that evidence, data, and research play a role in evaluating student learning. Continually beating them with the SLO evaluation stick does not result in "heightened awareness."	10/14/2013 11:34 AM
16	Presentation of program review to Educational Master Plan Committee. Curriculum changes to provide student learning outcomes on all courses.	10/10/2013 1:34 PM
17	At nearly each department meeting, we discuss SLOs, assessment, and evaluation and how evidence and data and what types of evidence and data will assist us with having rich dialog about improving student learning in and out of the classroom.	10/9/2013 1:14 PM
18	We discuss the value of evidence, data, and research in all of our division meetings. We are also encouraged to discuss these topics with our colleagues for feedback and ideas.	10/9/2013 11:47 AM
19	I can't give specific instances because our department does not share information with the whole department. Most information attained is done through from a colleague or in passing or from another department	10/9/2013 9:08 AM
20	This topic is always an agenda item at our department meetings. It is always a big discussion point (with a surplus of vital data provided from our continual SLO assessment).	10/8/2013 4:22 PM
21	i do not feel like Student Services is as directly related to student leaning as the faculty divisions, but as part of the Stuent Services Divison, i am very aware of using data durin the SL process.	10/8/2013 2:59 PM
22	department SLO data has shown us areas of success and areas in need of improvement	10/8/2013 1:46 PM
23	Monthly meetings	10/8/2013 9:29 AM
24	Each semester the faculty review SLO data and discuss strategies to improve results. Our conversations are driven by the results that we see on our SLO assessments, which have been much easier to gather and analyze since the implementation of ParScore.	10/8/2013 9:23 AM
25	Within our department, we have discussed questions to be placed on a student survey. Additionally, evidence of student learning has been mentioned while we discussed department policy.	10/8/2013 8:56 AM
26	Workshops have been offered to teach how to write an effective SLO, to how collect and evaluate data, and how to implement changes based on that data.	10/8/2013 8:27 AM
27	I sit down with my department chair to review enrollment data and explain my decisions are based on information and data that can be seen on the screen.	10/7/2013 5:47 PM
28	The Student Services Program Leaders group regularly discusses methods of gathering and evaluating data and utilizing it in decision making and planning.	10/3/2013 12:30 PM
29	As a result of collecting and sharing the data from SLO assessment, the ESL Department has involved adjunct instructors in this discussion. Flex workshops have been offered to provide a forum to discuss the results for the purpose of improving student learning.	10/2/2013 9:12 AM

**Q15 Please rate the degree to which you agree with the following statement: The college engages in ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

Answered: 84 Skipped: 5



Answer Choices	Responses	
Strongly Disagree	8.33%	7
Disagree	7.14%	6
Agree	66.67%	56
Strongly Agree	17.86%	15
<b>Total</b>		<b>84</b>

**Q16 If possible, please describe specific instances in which the college has engaged in ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

Answered: 25 Skipped: 64

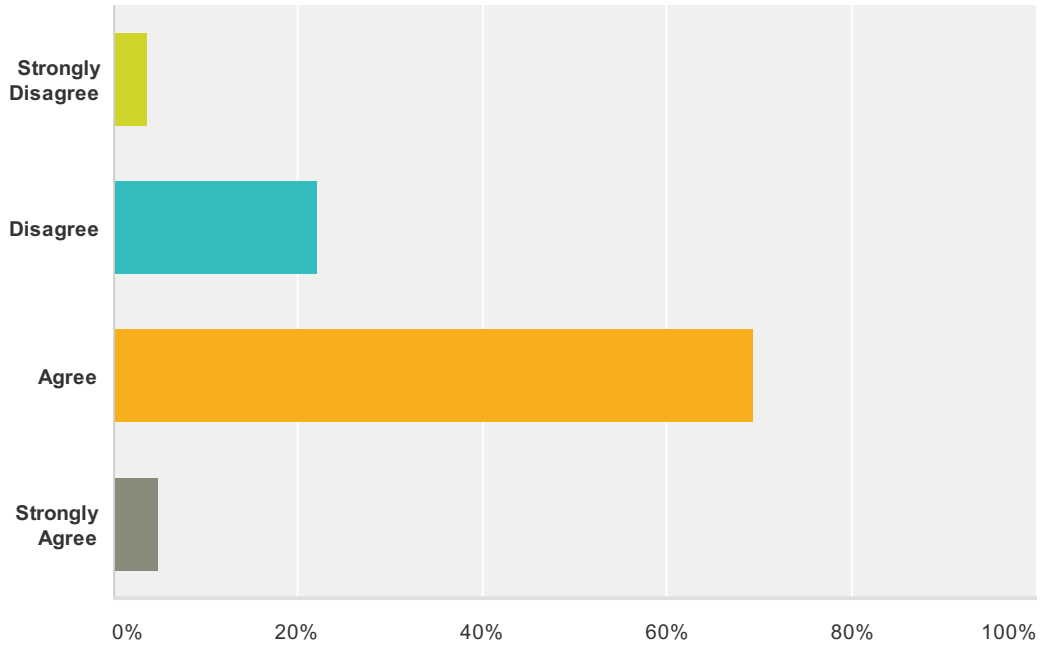
#	Responses	Date
1	As 15	10/17/2013 10:44 AM
2	Workshops on assessment EMPC Program Review discussions with department chairs Department meetings	10/16/2013 9:11 PM
3	Providing additional areas where students can go for expansion of tutoring needs.	10/16/2013 7:05 PM
4	Yes, at the department level. However, not all departments are necessarily the same. I would not say that this happens on a campus-wide basis.	10/16/2013 3:49 PM
5	The EMP document creation was a perfect example. The dialogue was available to the college community. Participants in sub-groups and focused groups were honest and analytical. It was truly a group effort.	10/16/2013 2:50 PM
6	There is a lot of dialogue for certain. During Flex week presentations, at chairs meetings, email blasts. However, I am not convinced it is truly self reflective. It feels more reactionary to "mandates" to do what has been asked and lately the discussions have turned into complaint sessions about the amount of paperwork and requests that must be met.	10/16/2013 1:34 PM
7	The college is very consistent about the importance of data collection and the goal of improving student learning by continually requesting new SLO reports. Whenever I think that my department has completed the requirements for SLOs, there is a new deadline for some new report. For example, the Cycle of Assessment, and the confusion about how often departments need to assess each SLO. One would think that the first answers the second, but I am not convinced.	10/15/2013 7:48 AM
8	The process through which the 2012-2016 EMP was created (focus groups, forums, subgroups) Committees: SLOARC, EMPC, CIC, College Council, PIE, EM FIGs, Summer SLO Institutes, establishment of Office of IE&A Academic Program Review Template revision for 2013, EMPC PR discussions Planning cycle documents (Year at a Glance, Long Term Planning Highlights), 2009 Accreditation Task Force and 2009 Follow Up Report	10/14/2013 10:34 PM
9	As we are a young college, many of our collective conversations are about how are we going to become what we have yet to determine what we want to be. It seems that in most meetings we are constantly identifying the strengths and weakness of our collegial governance framework.	10/14/2013 3:13 PM
10	SLOARC. Flex activities. The inclusion of SLOs in catalog, syllabi, etc. Rvision fo the College mission statement.	10/14/2013 2:27 PM
11	This is faculty lead and directed. My department have active and robust dialogue.	10/14/2013 12:05 PM
12	The ESL Department has always been involved in continuous improvement of student learning since I've been here. Courses are revised, new courses are added according to need, textbooks are updated, flex workshops are given - all to improve student learning. The past few years we have added the discussion of SLO data to drive discussions at the department level.	10/14/2013 11:53 AM
13	The minutes from any shared-governance committee will demonstrate that our college is working hard towards "ongoing, collegial, self-reflective dialogue."	10/14/2013 11:34 AM
14	Ongoing discussions at College Council.	10/10/2013 1:34 PM
15	Division and department meeting discuss the SLO improvement cycle.	10/9/2013 1:39 PM
16	The many workshops that SLOARC held, many conversations in various participatory governance committees, such as Academic Senate, EMPC, College Council, Student Success, etc.	10/9/2013 1:14 PM
17	I see this dialogue in college council and the many emails that are provided by faculty, faculty leaders, administrators.	10/9/2013 9:08 AM

## SCC 2014 Self Evaluation Survey

18	i am thinking that these types of dialogues are conducted during Student Success meetings, college council meetings, deans' divisional meetings, curriculum council, EMPC, etc.	10/8/2013 2:59 PM
19	I have personally been involved in discussion regarding the "good of the student" and how to continue serving students to be successful in their educational goals.	10/8/2013 10:35 AM
20	We could do more	10/8/2013 9:29 AM
21	Primarily, this has been a focus of department meetings. I do not sit on any committees where this would be a topic of discussion. However, I do know that these discussions do take place.	10/8/2013 9:23 AM
22	We discuss it in accreditation meetings, department meetings to review slo/pslo's, advisory meetings, etc.	10/7/2013 5:47 PM
23	The college has numerous committee and meetings about student learning and institutional processes.	10/4/2013 10:33 AM
24	Departmental staff meetings, Student Services Program Leaders, the Student Success Committee, the Honors Committee, the Educational Master Plan Committee, and the Accreditation Steering Committee are all examples of this process.	10/3/2013 12:30 PM
25	Because I have been a member of CIC and SLOARC, I have been involved in the dialogue about continuous improvement of learning and processes. There are training workshops, FIGS, and one-on-one meetings to inform everyone of these.	10/2/2013 9:12 AM

**Q17 Please rate the degree to which you agree with the following statement: The college effectively communicates information about institutional quality to the public.**

Answered: 81 Skipped: 8



Answer Choices	Responses
Strongly Disagree	3.70% 3
Disagree	22.22% 18
Agree	69.14% 56
Strongly Agree	4.94% 4
<b>Total</b>	<b>81</b>



# SCC 2014 Self Evaluation Survey

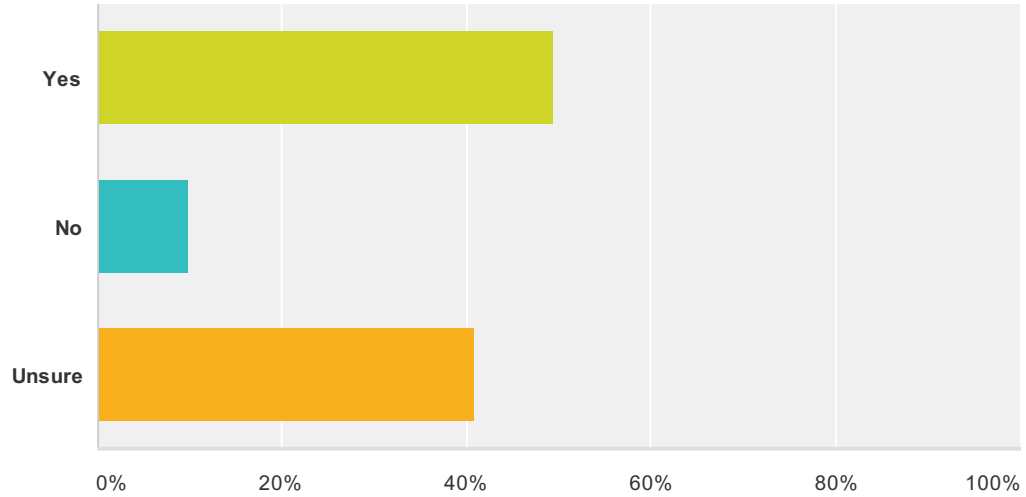
## Q18 If possible, please describe how the college assess whether it is effectively communicating information about institutional quality to the public.

Answered: 21 Skipped: 68

#	Responses	Date
1	Website scorecards etc	10/17/2013 10:47 AM
2	I honestly don't know except for the web page and press releases.	10/16/2013 9:13 PM
3	Feedback and interaction with the public. I believe our goal in meeting and exceeding our FTES goal is an illustration of our effective communication with the public.	10/16/2013 7:10 PM
4	In our Annual Report? Maybe we should have a Highlights Letter or Postcard that goes out to local communities once a semester.	10/15/2013 3:35 PM
5	While we use the scorecard as put forth from the state chancellor's office, I'm unsure if the results are widely known.	10/15/2013 2:08 PM
6	Revamping the website is important. You could collect data about the traffic on the website, and see how the behavior of users on the website changes as the website changes.	10/15/2013 7:51 AM
7	SCC website contains an Accreditation page with documents relating to accreditation CIC website and college catalog In some cases, departments post their SLOs and assessment results online	10/14/2013 10:39 PM
8	Early enrollment. Night at SCC. CAMP. Basic Skill Initiatives. Academic Success Center. Use of gym by outside groups - A variety of such outreach programs are communicate information and I assume that statistics on these programs assess how well the outreach is succeeding.	10/14/2013 2:33 PM
9	The college does not engage the community except to send VPs to conferences.	10/14/2013 12:07 PM
10	Articles published through Public Affairs. Presentations at Foundation meetings. Presentations at community meetings.	10/10/2013 1:36 PM
11	The Presidents eblasts on Friday	10/9/2013 1:41 PM
12	Really, I am unsure about this question. Therefore, since I am unsure, I just went with disagree.	10/9/2013 1:18 PM
13	I don't believe there is sufficient coverage about all of the positive things happening at SCC. This is due to a lack of personnel on campus to promote this.	10/9/2013 11:20 AM
14	I see it in press release, local papers	10/9/2013 9:09 AM
15	While I know from students and parents that SCC is viewed as a quality institution, I do not feel that this is adequately conveyed to the community since we lost the public information person. This is a full time job in itself. No Dean or director can adequately do a very good job of working with their division and providing continuous quality communications to the community.	10/8/2013 3:01 PM
16	unsure would have been preferred answer on last question.	10/8/2013 11:53 AM
17	Since our outreach efforts have minimized, we are no longer making an impact on the community. SCC Outreach efforts have been publicized only to select schools/students. Not everyone receives our information. Community outreach has really been lost. I feel that our leaders must make a commitment to reaching out to the community and getting involved; for example highlighting our services to the local Lions club, or Rotary club, getting involved with local community groups, etc..	10/8/2013 9:35 AM
18	PR is important to the campus	10/8/2013 9:01 AM
19	It's difficult to access what we don't have. The college is lacking a public relations/marketing officer and as such do not send information forth on an on-going basis.	10/7/2013 5:48 PM
20	I know that such information is published online by the college and by the district. I don't know the extent to which the effectiveness of this communication has been evaluated.	10/3/2013 12:32 PM
21	Regarding continuing education: class schedules are mailed to nearby areas for the fall, spring, and summer terms. Flyers are also posted in neighborhoods close to the community sites.	10/2/2013 9:14 AM

**Q19 The institution assesses the effectiveness of its cycle of evaluation, integrated planning, resource allocation implementation, and re-evaluation.**

Answered: 81 Skipped: 8



Answer Choices	Responses	
Yes	49.38%	40
No	9.88%	8
Unsure	40.74%	33
<b>Total</b>		<b>81</b>

# SCC 2014 Self Evaluation Survey

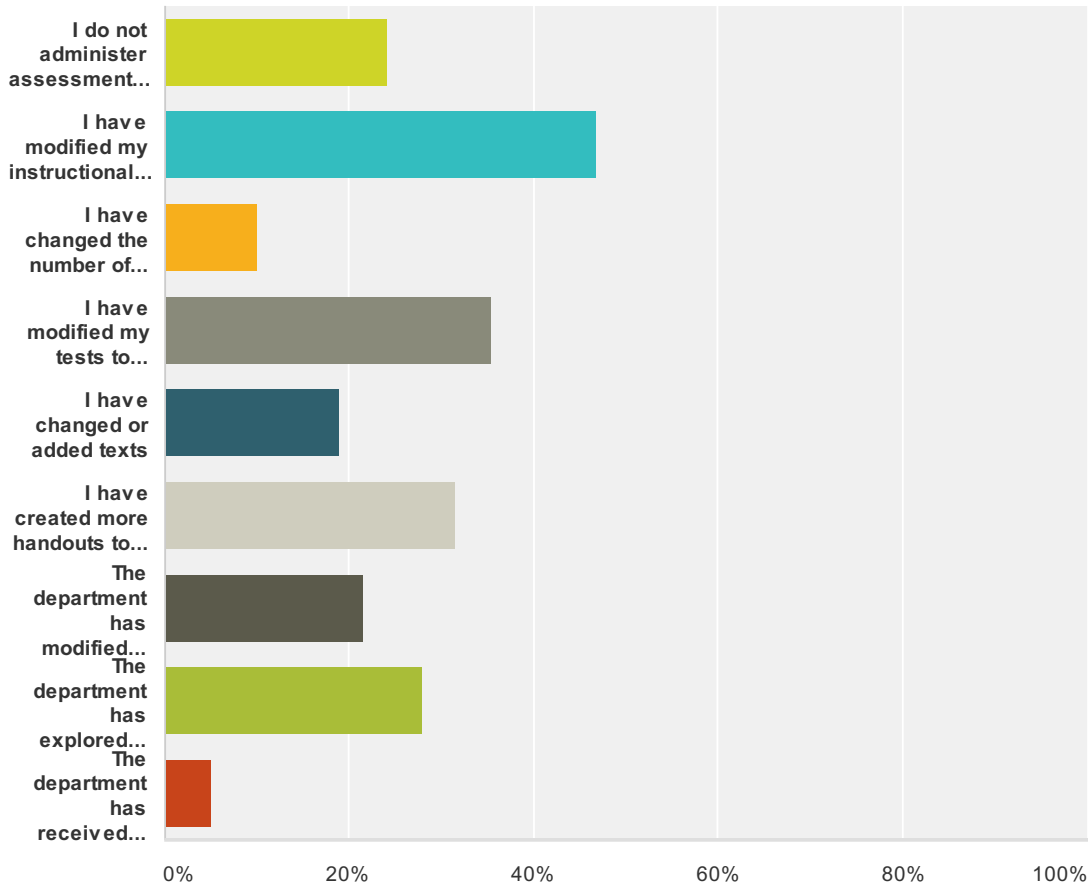
## Q20 If possible, please describe the process the institution uses to assess the effectiveness of its cycle of evaluation, integrated planning, resource allocation implementation, and re-evaluation.

Answered: 19 Skipped: 70

#	Responses	Date
1	Ongoing attempts to redefine processes in an attempt to be a more effective learning institution	10/17/2013 10:47 AM
2	I believe the cycle is in place for some departments and committees but not consistent across the institution.	10/16/2013 9:13 PM
3	Annual evaluation in all areas of the institution, working with the Community College Chancellor's office interacting with the community. Self evaluation studies and the accreditation process.	10/16/2013 7:10 PM
4	No, I do not think that the college assess its planning process on a predictable and consistent basis. However, as the college has recently revamped its planning process with the formation a few new committees, the college has the opportunity to also develop and implement a new evaluation process.	10/16/2013 3:53 PM
5	In Academic Senate, College Council and all major committees, the processes are constantly evaluated and are systematically up for review.	10/16/2013 2:53 PM
6	The main driving force behind instituting a PIE group which has the responsibility of integrating all these components.	10/15/2013 2:08 PM
7	Discussions in EMPC, College Council, CIC Accreditation self evaluations are also a tool used to assess the college's processes and the effectiveness of those processes.	10/14/2013 10:39 PM
8	I know we have a timeline for when these things are to be done, but I am unsure if we have yet to follow through on it.	10/14/2013 3:14 PM
9	This is difficult to answer at this time, as we are in such a period of transition. I would say that we are not fully effective yet, as in several areas, evaluation, integrated planning, and resource allocation have not come full bloom - meaning that results have not been fully met. A great deal still needs to be done in terms of resource allocation in response to DPPs and Program Reviews.	10/14/2013 2:33 PM
10	SCC's leadership does not lead or plan for the students nor the faculty. There is no vision only top down directives without faculty input.	10/14/2013 12:07 PM
11	We spend a great deal of energy evaluating, planning, and allocating. I'm just not sure how much is left in the tank for a meta-analysis.	10/14/2013 11:35 AM
12	PARS program	10/9/2013 3:03 PM
13	I believe the EMP Committee and the Office of Institutional Effectiveness is attempting this. I am not fully aware of what the new committees PIE, POE etc are doing or will do.	10/8/2013 10:18 PM
14	I would say that this is the Program Review and SLO process that eventually ends up with the presentation to the EMPC group.	10/8/2013 3:01 PM
15	we have cycles that make sense; we integrate plans, but our weak spot, in my opinion, is the allocation implementation.	10/8/2013 11:32 AM
16	This survey for example and others that have come across are a great example that the institution evaluates itself.	10/8/2013 9:35 AM
17	We are beginning to do so.	10/7/2013 5:48 PM
18	I haven't seen any assessment aside from accreditation related matters. Many parts of the evaluation cycle seem to exist solely for accreditation. But it could be happening at a higher level I'm unaware of.	10/7/2013 5:30 PM
19	I'm not really clear about the whole planning process, but I know there is a lot of work behind the scenes going on!	10/2/2013 9:14 AM

**Q21 How have you used the results of student learning outcomes assessment to improve student achievement of the SLOs for your course(s)? Select all that apply.**

Answered: 79 Skipped: 10



Answer Choices	Responses
I do not administer assessment at the course level	24.05% 19
I have modified my instructional methods	46.84% 37
I have changed the number of graded activities my students complete	10.13% 8
I have modified my tests to include more SLO-related tasks/questions	35.44% 28
I have changed or added texts	18.99% 15
I have created more handouts to help students with difficult concepts	31.65% 25
The department has modified curriculum in specific courses	21.52% 17
The department has explored ways to support student learning with supplemental instruction, grant applications, learning center tasks, etc.	27.85% 22

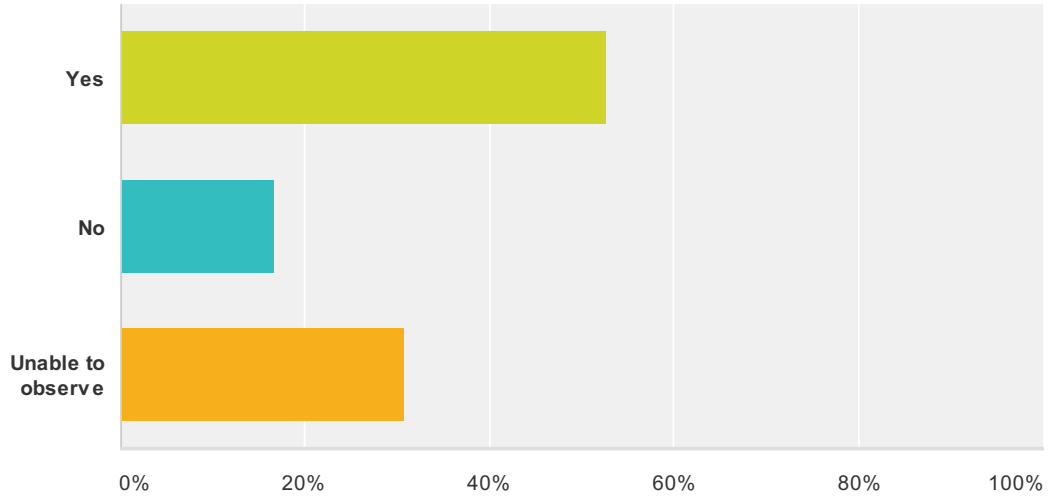
# SCC 2014 Self Evaluation Survey

The department has received funding to implement activities related to SLO assessment results	<b>5.06%</b> 4
<b>Total Respondents: 79</b>	

#	Other (please specify)	Date
1	Ongoing review of teacher competencies; filming of teacher in classroom session for peer review, continually looking to engage more students at a higher level for a higher percentage of classtime	10/17/2013 10:49 AM
2	The ESL Department is holding a flex workshop in Spring 2013 to discuss 2012-2013 SLO results/	10/14/2013 11:55 AM
3	I do not work directly with SLOs	10/14/2013 11:44 AM
4	I do not teach any courses	10/9/2013 11:49 AM
5	does not apply to me	10/9/2013 9:10 AM
6	Our course SLOs have been met, so the Department encourages faculty to continue learner-centered activities.No major changes have been implemented.	10/8/2013 10:20 PM
7	i do not teach	10/8/2013 3:02 PM
8	n/a	10/4/2013 10:34 AM
9	Our Student Services department has modified the types, frequency, and content of the services we offer as a result of information gathered through the SLO process.	10/3/2013 12:35 PM

**Q22 Do you feel that the evaluation processes for personnel have been applied consistently and in the approved manner?**

Answered: 78 Skipped: 11



Answer Choices	Responses
Yes	52.56% 41
No	16.67% 13
Unable to observe	30.77% 24
<b>Total</b>	<b>78</b>

# SCC 2014 Self Evaluation Survey

## Q23 If possible, please describe an instance, without identifying the personnel involved, that supports your answer to question #22.

Answered: 16 Skipped: 73

#	Responses	Date
1	As per contract....	10/17/2013 10:49 AM
2	The input on faculty evaluations is inconsistent. That is, some faculty give in-depth and specific reviews while others are cliché driven and seem pro forma.	10/16/2013 9:15 PM
3	The evaluation process for personnel has not been applied consistently here and there are instances of processes not being applied fairly. We have disgruntled staff that think the process for evaluation is not fairly applied to all.	10/16/2013 7:13 PM
4	Regular evaluation is part of every faculty's job. With adjunct faculty we have agreed that the demonstrated use of SLOs be part of their evaluation process. After initial hire, these folks are evaluated every 3 semesters so that the process should be consistently applied. However, our college has had a rapid turnover in deans, those responsible ultimately for the evaluation process for full-time tenured faculty, and those timelines have slipped and are only now becoming more consistent.	10/15/2013 2:12 PM
5	In our department, several complaints were made about one of the instructors. The division office facilitated a plan to help the instructor remedy the behavior that was being complained about.	10/14/2013 10:43 PM
6	Has been uneven in the past - some people doing more work than others in submitting documentation, evidence. In the distant past, the evaluation process allowed comments from peers that were of a personal nature, not a professional nature - something that I hope does not continue.	10/14/2013 2:36 PM
7	The SCC Administration is not reviewed by faculty, only other staff. In many cases the VPs and Deans review each other. When will the VPs and Deans be evaluated by the faculty? Why is the process hidden from faculty? The VPs and Deans are direct supervisors and yet they are not properly vetted or reviewed by the faculty. In polling my peers, none of the 12 people I spoke to had ever reviewed a VP's performance and only 1 had reviewed a Dean. This is an outrage and I will be discussing this exact issue with the Accreditation team.	10/14/2013 12:10 PM
8	My own evaluations have always been conducted in a timely manner, every 3 years.	10/14/2013 11:44 AM
9	It is my understanding that instructors (at least in my department) are to be evaluated once every three semesters. I have only been evaluated 4 times in 14 years.	10/11/2013 11:10 PM
10	Appropriate process followed to evaluate, recommend improvement plan, and, if not met, suspension, and possible termination.	10/10/2013 1:38 PM
11	There are no ongoing evaluations for staff and faculty after the initial time of probation.	10/9/2013 1:43 PM
12	When administrators are evaluated the problems/issues are really aren't resolved.	10/9/2013 9:11 AM
13	The Math & Sciences Division has been thorough with giving notices of who is being evaluated, what the evaluation needs to be, and any associated deadlines with those evaluations. There are no surprises with who or when evaluations are to take place and what is required.	10/8/2013 10:22 PM
14	I can only speak for my area within the College and there have been no problems to resolve....	10/8/2013 3:03 PM
15	Personnel issues are very obscure at times with administrators moving staff at will or hiring faculty/staff during summer and winter breaks. Some faculty evaluations have been very biased on personal issues and not work issues. In fact, thank God for FARSCCD who is the voice of the faculty which essentially protects faculty from some of the administrators decisions.	10/8/2013 7:54 AM
16	We evaluate part time instructors and classified personnel according to the timeline set.	10/2/2013 9:16 AM

## Q24 What physical improvements could be made to provide a better learning environment for students?

Answered: 43 Skipped: 46

#	Responses	Date
1	Updated technology, new screen in room 305, classroom temperature controls	10/17/2013 10:51 AM
2	Upkeep of restrooms. Consistent AC in D-building Get rid of mold in D-building D-building has worn carpets that can be tripped over. Updated projectors and screens. The pictures are getting harder and harder to see.	10/16/2013 9:19 PM
3	We have a wonderful campus and do our best to provide the best learning environment to our students but we are not perfect and I do not believe any institution is perfect. We have opened up new parking lots to take care of over crowded parking lots; we have completed just completed adding a new roof to D building to take care of issue with old roof; we are working on a/c issues and looking into providing more resources through solar energy.	10/16/2013 7:21 PM
4	The design and construction of buildings could rely more on the input from the end-user (the teachers and students).	10/16/2013 3:55 PM
5	Older buildings (A, B, D) need physical upgrades—painting, new lecterns, upgraded computers and media centers. Classrooms in B are too small for classes of 30 or more. Not enough room between aisles for students to comfortable travel to their seats.	10/16/2013 2:56 PM
6	Fix the problems in the various buildings. Some are being addressed (D building roof). the science center has ongoing issues that were never addressed when it opened. Things like the fume hoods and the air flow and other itmes have been discussed by the faculty. This affects the students taking classes in that and other buildings.	10/16/2013 1:40 PM
7	tf	10/15/2013 5:23 PM
8	A cafeteria open longer and in a permanent building would keep night students here on campus. Our math study center computers ought to be upgraded, but funding is scarce. opening the new humanities building will greatly improve classroom and study conditions for students.	10/15/2013 2:17 PM
9	The D building is falling apart.	10/15/2013 7:55 AM
10	I can't think of anything that would directly improve learning at this time. Indirectly: more parking, more common areas for students to congregate and eat, a student center with all student services consolidated and easy to locate.	10/14/2013 10:53 PM
11	Completion of the facilities master plan.	10/14/2013 3:16 PM
12	Better heating/cooling system campus-wide. Reinstallation of a computer lab. Installation of a Student Center where students can congregate, study, relax. Better signage on the outside fo the E Building.	10/14/2013 2:40 PM
13	The college is growing. There is room for improvement.	10/14/2013 12:12 PM
14	For Contiuing Education, we recently had to move to a temporary site so that repairs could be made to the center on Batavia. Our temporary location is much smaller but we are making it work. The sooner the repairs could be finished, the better for Continuing Ed.	10/14/2013 11:58 AM
15	The portable U-buildings need to be updated. The A/C and heating units in them are loud, dusty, and not effective. We receive several complaints.	10/14/2013 11:46 AM
16	A larger facility for providing accommodated testing to students with disabilities is needed to meet the demand for this service.	10/14/2013 10:29 AM
17	I teach at OEC. We are currently offsite. Money has been allocated to fix OEC in a few years. Hopefully we will in fact return to that site. While the offsite is not bad, it is definitely not as good as OEC on Batavia. The students are now spread out over multiple sites, there is less of a feeling of "community" and space is limited. We now have only one room with computers instead of each room having 15 computers. Using computers in the classroom is currently not an option. Also, there is no place for students to take a break and we therefore forego the break and send them home early. Parking is also difficult at the Chapman site. We are making it work, but we all long to return to our old location. So, there really isn't much that can be changed; we just have to wait it out and hope to return to OEC on Batavia Stree.	10/11/2013 11:15 PM



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18	Installation of track and field facility. Installation of baseball facility. Full scale cafeteria. Full scale Bookstore/Convenience store.	10/10/2013 1:39 PM
19	More places to sit down outside protected from the rain and sun. A real cafeteria with well prepared healthy food. beyond pizza candy and soft drinks An opportunity to participate in the decisions about funding and revenue beyond the Ivory Tower budget committees.	10/9/2013 1:46 PM
20	Properly working air conditioner—regularly, rooms are too cold (ice cold) or too warm (sweaty warm), and either extreme creates a most difficult environment for student learning.	10/9/2013 1:21 PM
21	There should be more study space available for students, and improved dining. I believe improvements in both of these areas would keep more students on campus during the day.	10/9/2013 11:56 AM
22	Better facilities.	10/9/2013 10:23 AM
23	better lighting, more modernized equipment especially in bldgs A, B and D	10/9/2013 9:22 AM
24	There has been a list of repairs or corrections needed in the Science Center given to the Facilities Committee that would improve the learning environment. It is a compilation list from all the faculty teaching in the building. Many items are needed in order to teach some labs in the classroom. A proper filtration/hood system in the biology and chemistry lab rooms needs to be installed as the chemical and organic vapors/odors leak into the hallways and offices creates a very uncomfortable work environment.	10/8/2013 10:34 PM
25	classroom layout (space), student desks, better parking	10/8/2013 8:07 PM
26	smart classrooms and text messaging rather than emails.	10/8/2013 3:03 PM
27	Bigger lab rooms	10/8/2013 12:49 PM
28	More access to technology in the classroom. Somehow integrate their smart phones, tablets, and laptops into learning.	10/8/2013 11:54 AM
29	First and foremost, current facilities need to be open longer hours to accommodate student needs. Specific examples include the fact that the library and math lab both close at 7:00 P.M. and are not open on Fridays. The gym closes early and is only open until 11:00 A.M. on Fridays. Limiting access to resources hinders students' ability to make full use of them. Additionally, a student union with a cafeteria or full service snack bar would better foster a sense of community on campus and encourage students to be on campus longer hours. This might impact retention of students over time.	10/8/2013 11:49 AM
30	improve the eating facilities for students	10/8/2013 11:37 AM
31	More class offerings	10/8/2013 9:39 AM
32	none	10/8/2013 9:26 AM
33	The U-building classrooms are in disrepair—from noisy air conditioning to over-crowding. Students would learn better in a "real" classroom.	10/8/2013 8:35 AM
34	More space	10/8/2013 7:55 AM
35	This College does a great job in this area.	10/8/2013 5:30 AM
36	Less portables. Updated technology.	10/7/2013 9:08 PM
37	Better mice and mousepads.	10/7/2013 6:02 PM
38	The modular buildings need to be removed and replaced with either a new building or something that meets health and building code standards.	10/7/2013 6:00 PM
39	None Known	10/7/2013 5:22 PM
40	Longer library hours.	10/7/2013 5:15 PM
41	Media and IT support should be available when classroom instruction is taking place and not before or after hours. Hire a Facilities Manager.	10/4/2013 10:37 AM
42	Temperatures vary greatly from room to room, often creating uncomfortable settings in many classrooms.	10/3/2013 12:42 PM
43	Because Continuing Education had to move from the OEC location so that structural issues could be repaired, our new main site is the second floor of an office building. To make it work, walls were taken down and put up, but the lighting and thermostats were not changed to match the new configurations. Instructors in adjacent classrooms share the same lighting and heating/cooling systems. Although it has worked on a temporary basis, most of the complaints I hear are about the shared system.	10/2/2013 9:19 AM

**Q25 What physical improvements could be made to your work environment to make SCC a better place to work?**

Answered: 46 Skipped: 43

#	Responses	Date
1	Better response and response times to multiple building issues.	10/17/2013 10:51 AM
2	Upkeep of restrooms. Consistent AC in D-building Get rid of mold in D-building D-building has worn carpets that can be tripped over. Updated projectors and screens. The pictures are getting harder and harder to see. An additional or expanded capacity server so that Blackboard and WebAdvisor do not lock. A scheduling software that is designed for scheduling. Datatel has tripled the amount of time it takes to input a schedule.	10/16/2013 9:19 PM
3	I just named a few items above.	10/16/2013 7:21 PM
4	Buildings could be constructed and refurbished so that HVAC systems work in an appropriate manner.	10/16/2013 3:55 PM
5	Hot water in the bathrooms, Faculty/Staff Lounge.	10/16/2013 2:56 PM
6	Ensure enough staff parking during the day so that we can come and go from campus. Right now it is good since there is enough parking behind the new humanities building—but it hasn't always been this way and I am afraid it will not stay this way for long.	10/16/2013 1:40 PM
7	Brighter paint in hallways and consistent temperature in building. Continue to build with windows in mind. Improve maintenance of restrooms.	10/15/2013 2:33 PM
8	Offices would be nice. also, rooms that are mediated often do not have working "elmo" units and it is nearly impossible to go wireless in classrooms so teachers cannot use tablets or iPads while walking around the class.	10/15/2013 2:17 PM
9	My office needs renovation. There is an ant infestation, and the furniture is getting old.	10/15/2013 7:55 AM
10	Climate control needs improvement. My office in the D-Building and, to a lesser extent, my classroom are uncomfortably hot in the winter and uncomfortably cold in the summer. I generally avoid working in my office and prefer to work at home in part because of this.	10/14/2013 10:53 PM
11	Better heating/cooling system campus-wide. Better/more custodial help so that buildings are kept clean. More attention to settling/sinking of facilities and the resultant wear and tear on the fabric of the buildings.	10/14/2013 2:40 PM
12	Allow faculty to choose Apple computers over Dell.	10/14/2013 12:12 PM
13	Same as above.	10/14/2013 11:58 AM
14	More staff parking spaces please, especially near the U buildings.	10/14/2013 11:46 AM
15	Similar to my answer to #24. We lack space, but we are making it work for now.	10/11/2013 11:15 PM
16	Full scale cafeteria Full scale Bookstore/Convenience store. Break rooms that are separate from the work area.	10/10/2013 1:39 PM
17	More space	10/9/2013 1:46 PM
18	More ergonomic-minded and designed desk areas.	10/9/2013 1:21 PM
19	More office space and storage space New paint and carpet in older buildings Clean the air ducts (many people are always sneezing in the buildings)	10/9/2013 11:56 AM
20	We are lacking support staff.	10/9/2013 11:21 AM
21	Private counseling space.	10/9/2013 10:23 AM
22	Better chairs, more thoughtful planning for drawers/files	10/9/2013 9:22 AM

## SCC 2014 Self Evaluation Survey

23	As stated in question 24, a proper HVAC filtration/hood system in the Science Center. The week this survey came out, there was a fire in Santiago Hills. The smoke seeped its way into the building, and the air conditioning was unable to filter the air. For two days, students and faculty had to sit in classrooms, prop open doors only to hear outside events/music in the room. The result was a lot of coughing the class, complaints of tight chests, and sore throats. Faculty had difficulty projecting their voice over 50 students in the room, and in some cases their voices gave out before class was completed. The list given to the Facilities Committee for the Science Center also needs to be addressed to improve the work environment. Mostly to allow faculty to teach the labs that need to be taught.	10/8/2013 10:34 PM
24	more space	10/8/2013 8:07 PM
25	more physical space	10/8/2013 3:03 PM
26	open the h building	10/8/2013 1:47 PM
27	Food court	10/8/2013 12:49 PM
28	More access to technology in the classroom. Somehow integrate their smart phones, tablets, and laptops into teaching.	10/8/2013 11:54 AM
29	Better air quality in buildings.	10/8/2013 11:54 AM
30	As far as physical improvements, the restrooms in the older buildings and in the portables are not properly cleaned and maintained. I also believe that employees would appreciate having a nice place on campus to get lunch or dinner.	10/8/2013 11:49 AM
31	my building is either too hot or too cold year-round. Personally, I find it to be an awful work environment.	10/8/2013 11:37 AM
32	Bathrooms are a particular pet peeve of mine. Understandably, students use and abuse them in a manner they wouldn't in their own homes. However, basic stocking of supplies can feel random as well as repairs. For instance there is a broken seat in one bathroom that has been consistently broken in varying degrees for months.	10/8/2013 10:48 AM
33	The school is doing a great job. I am happy where I am and I am happy to come to work every morning.	10/8/2013 9:39 AM
34	None	10/8/2013 9:26 AM
35	We have a leaky roof that needs repair.	10/8/2013 8:59 AM
36	A permanent home for BCTE division office.	10/8/2013 8:35 AM
37	More space	10/8/2013 7:55 AM
38	Less moldy smell in the U buildings. Less roof leaks. A door on my office. A way to teach with an iPad.	10/7/2013 9:08 PM
39	Better internet or Wi-fi capabilities in the classrooms.	10/7/2013 8:00 PM
40	Better fire-drill announcement systems.	10/7/2013 6:02 PM
41	More windows, quieter air conditioning, tear down modular's and create work space that is conducive for meetings and is professional in appearance.	10/7/2013 6:00 PM
42	None	10/7/2013 5:22 PM
43	None	10/7/2013 5:15 PM
44	Hire a Facilities Manager.	10/4/2013 10:37 AM
45	Then D building roof replacement is almost complete, which hopefully will eliminate the chronic leaking problems. I remain concerned about the health of the environment within the building, specifically regarding the possibility of mold and the air quality. The D building (and A & B buildings) also seems overdue for interior renovations - paint, flooring, lighting, etc., to bring it up to par with the rest of the campus.	10/3/2013 12:42 PM
46	If the repairs could be made to the above issues in #24, it would help a lot!	10/2/2013 9:19 AM

# SCC 2014 Self Evaluation Survey

## Q26 How do you use technology in your area?

Answered: 52 Skipped: 37

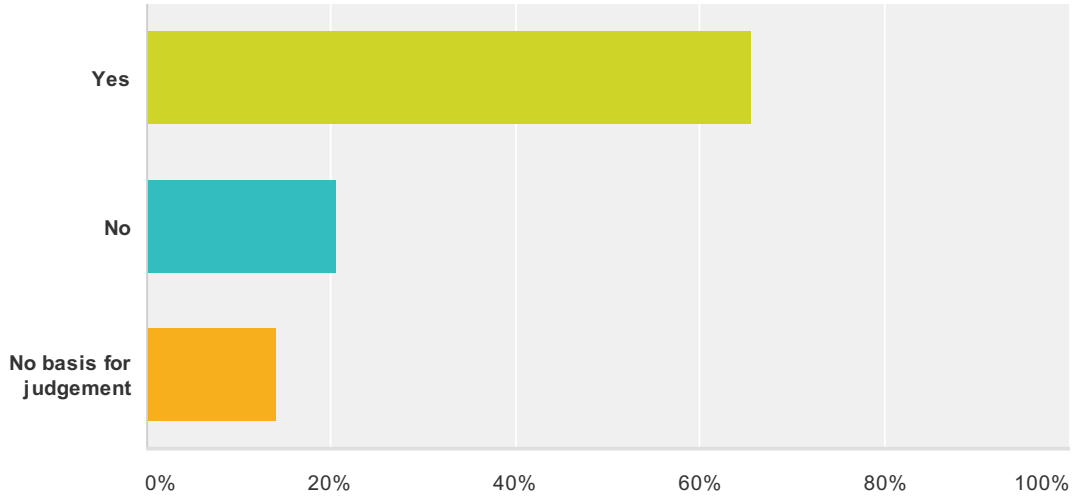
#	Responses	Date
1	Everyday in every class; internet, video/dvd, powerpoint etc.....	10/17/2013 10:52 AM
2	Blackboard, Power Point, Outlook, Office	10/16/2013 9:19 PM
3	Communication daily; emails working to improve the look of our web pages.	10/16/2013 7:23 PM
4	Power point and other office applications. Internet.	10/16/2013 3:56 PM
5	Blackboard in all classes, computer projector	10/16/2013 2:57 PM
6	Computers, blackboard for course site	10/16/2013 1:41 PM
7	f	10/15/2013 5:24 PM
8	PPTs, emails, video clips.	10/15/2013 3:37 PM
9	Scanning is used to improve accuracy, efficiency and minimize storage.	10/15/2013 2:36 PM
10	I try to incorporate youTube videos in classes and i am working on a set of trig videos to accompany our course math 160, but the lack of wireless connectivity (see #25) makes bringing material in almost impossible. Otherwise i use graphing calculators, online math programs and help students using computer based instruction and problem sets from our text publishers.	10/15/2013 2:20 PM
11	Very well. Recorded lectures. Digital books. Online applications. Video capture.	10/15/2013 7:55 AM
12	In the classroom: projector, PowerPoint, Excel, Word, internet searches for news, data. Blackboard for announcements, grades, and distribution of documents (e.g. lecture notes, additional handouts). Online study sites maintained by publisher of textbook.	10/14/2013 10:56 PM
13	Blackboard, email, word processing, excel, grades submission, utube.	10/14/2013 3:16 PM
14	Instruction. Communication. Outreach (announcements, etc.).	10/14/2013 2:41 PM
15	Use blackboard for communication and assignments. I use doc cameras and presentation software to present certain topics.	10/14/2013 1:14 PM
16	We have computers only. It would be nice to have a Faculty Resource Center.	10/14/2013 12:14 PM
17	For improved and effective communication. I use the wi-fi also.	10/14/2013 11:47 AM
18	It is a standard tool of the 21st century.	10/14/2013 11:36 AM
19	Technology is used to complete most program functions, maintain records and provide students with access to assistive technologies.	10/14/2013 10:32 AM
20	I am unable to use technology at my current site (with the students, that is)	10/11/2013 11:15 PM
21	Communication tool, creating documents, reports, correspondence, both via e-mail and hard copy. Scanning using the copier that is extremely helpful to send documents received as hard copy. Phone communication. Updating and creating web pages.	10/10/2013 1:42 PM
22	Extensively.	10/9/2013 5:24 PM
23	Computers Survey Monkey	10/9/2013 1:47 PM
24	Related to the classroom, I use the following to enhance class discussions and student learning: Turnitin.com Blackboard YouTube Websites Videos--online Films TV Shows--entire and excerpts PPT Computers Internet Projectors Twitter Music--ipod, mp3 players, CDs, speakers	10/9/2013 1:23 PM
25	We use desktop and laptop computers for all daily operations. We also make use of classroom technology as needed.	10/9/2013 11:57 AM
26	I teach some hybrid and online sections which means technology is of vital importance. In the classroom I have integrated the use of social media and interactive video clips.	10/9/2013 11:23 AM
27	Students use class computers. I purchase current software for use at home and for preparing lessons.	10/9/2013 11:01 AM

## SCC 2014 Self Evaluation Survey

28	to make appointments, 'research majors and schools. Look for a particular program at another institution.	10/9/2013 9:24 AM
29	Limited blackboard use to give students a copy of the lecture powerpoint slides, website learning platforms for at home studying is also encouraged and demonstrated in the classroom.	10/8/2013 10:36 PM
30	I use Blackboard, Turnitin, and PowerPoints (shown in class and posted on Blackboard).	10/8/2013 4:24 PM
31	Appointment Program, SARS Grid, and LaserFiche for student records transcripts	10/8/2013 4:11 PM
32	in everything we do.	10/8/2013 3:04 PM
33	Blackboard as a mode of communication.	10/8/2013 12:49 PM
34	To assess understanding via document reader or using my personal iPad	10/8/2013 11:55 AM
35	I use technology for attendance, grading, teaching, lesson plan preparation, etc.	10/8/2013 11:49 AM
36	to teach--I use Bb to communicate	10/8/2013 11:39 AM
37	I use a PC with dual monitors and access a multitude of software which is utilized and supported by the District. I obviously utilize typical office equipment. Presentation media equipment for PowerPoint presentations, and the Internet.	10/8/2013 10:50 AM
38	classroom and meeting presentations	10/8/2013 9:26 AM
39	To do my work, enter students' records, stay current with technology.	10/8/2013 9:03 AM
40	Email communication, Internet access, PC for Microsoft Office (forms, written policy, spreadsheets). Library software for circulation management,	10/8/2013 9:02 AM
41	day to day communications creating promotional materials for the division instructional support maintaining a web presence	10/8/2013 8:38 AM
42	constantly and thank God for ██████████ who is a multi-tasker because without him most faculty would have a really hard time with online instruction. He is a true supporter of faculty technology needs in the classroom and ██████████ is a great support for office issues related.	10/8/2013 7:56 AM
43	On line courses.	10/8/2013 5:30 AM
44	I use the district's ESL programs and free online sites to supplement my teaching of grammar and pronunciation. Students listen to communications to practice language in a social context.	10/7/2013 10:16 PM
45	I use a very old PC tablet to write notes. (Circa 2005?) I post them on my website for student access.	10/7/2013 9:10 PM
46	Teach with my own personal iPad. Software systems for homework. On-line textbooks.	10/7/2013 8:01 PM
47	With Adobe software day in and day out.	10/7/2013 6:03 PM
48	Technology is campus wide, we use it in our office, assisting students and faculty. We use iPADS, Email Exchange, cell phone, MAC's, and different software varieties.	10/7/2013 6:02 PM
49	for powerpoint, presentations, and email communication	10/7/2013 5:16 PM
50	Rep	10/4/2013 10:37 AM
51	Our center has a comprehensive web site and actively communicates with students via social media. We add as much content as possible to our web site in ways that are accessible to all students.	10/3/2013 12:45 PM
52	Every ESL classroom at Chapman has an instructor computer station and ELMo connected to an overhead projector. We also have purchased software that supports the current text book being used.	10/2/2013 9:20 AM

**Q27 Are there sufficient training opportunities available for using and/or integrating technology in your classes or workplace?**

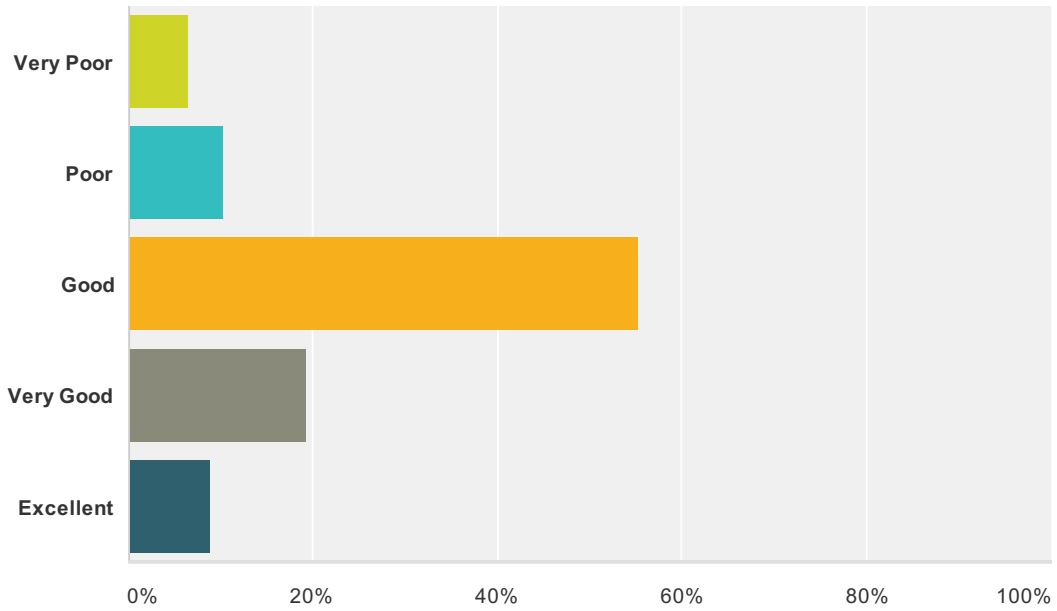
Answered: 78 Skipped: 11



Answer Choices	Responses
Yes	65.38% 51
No	20.51% 16
No basis for judgement	14.10% 11
<b>Total</b>	<b>78</b>

**Q28 Please rate the quality of training opportunities available for using and/or integrating technology in your classes or workplace.**

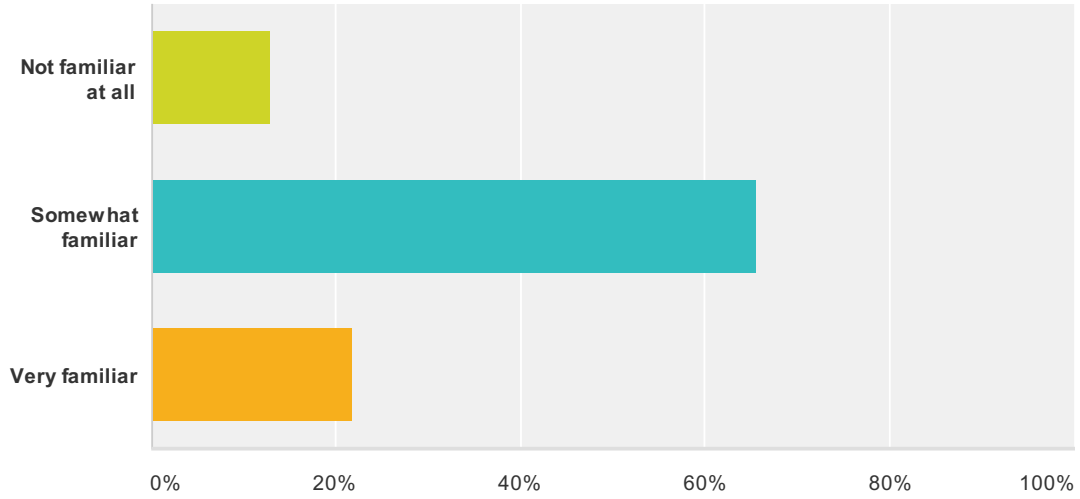
Answered: 78 Skipped: 11



Answer Choices	Responses
Very Poor	6.41% 5
Poor	10.26% 8
Good	55.13% 43
Very Good	19.23% 15
Excellent	8.97% 7
<b>Total</b>	<b>78</b>

**Q29 How familiar are you with general safety regulations/procedures (district/state/federal) for the campus (or any off-campus site)?**

Answered: 78 Skipped: 11



Answer Choices	Responses
Not familiar at all	12.82% 10
Somewhat familiar	65.38% 51
Very familiar	21.79% 17
<b>Total</b>	<b>78</b>



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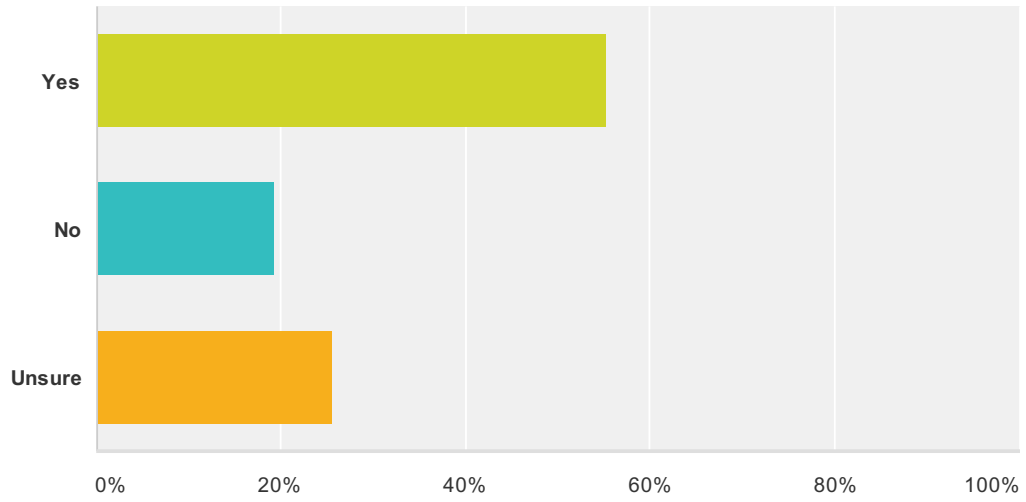
## Q30 If possible, please describe your understanding of how (and how often) campus safety regulations/procedures are evaluated.

Answered: 19 Skipped: 70

#	Responses	Date
1	In our area, safety considerations for athletes and traveling teams are part of an annual test prior to each academic year.	10/17/2013 10:54 AM
2	I believe it is on a regular basis but I don't know if it is yearly or once every two years (program review)	10/16/2013 9:20 PM
3	I know there are state safety regulations as far as maintaining equipment like fire extinguishers, cafeterias, fire codes for classrooms on maximum occupation; boilers and power equipment maintenance and we have safety community and safety officers who inspect equipment such as fire extinguishers on a regular basis. I know there are warranties on some equipment and we have service contracts to make certain equipment like elevators are safe.	10/16/2013 7:26 PM
4	There are emergency drills on a regular basis. I assume those drills are discussed in an appropriate committee.	10/15/2013 2:21 PM
5	I do not know how safety regulations are evaluated.	10/14/2013 10:58 PM
6	Fire inspection of extinguishers regularly. Evacuations plans posted. Annual security reports.	10/14/2013 2:42 PM
7	My understanding is safety regulations/procedures are evaluated every semester. We have training and updates every semester as well.	10/14/2013 1:15 PM
8	This information is not shared with the faculty.	10/14/2013 12:15 PM
9	All safety regulations and procedures are posted in the classrooms at OEC Batavia. They are still working to update the new Chapman site.	10/14/2013 11:58 AM
10	As needed?	10/14/2013 11:47 AM
11	The Safety Committee (don't know the formal name) reviews the outcome of each safety exercise.	10/14/2013 11:37 AM
12	Safety complete a report and submits to the college president on a regular basis. Incident reports are filed into risk management for evaluation of safety risks. Employee health provides a triage service for employees injured at the work place. Workers compensation services are provided in writing by my supervisor or through the health office.	10/9/2013 1:49 PM
13	We do the annual shakeout and other emergency tests each semester.	10/9/2013 1:24 PM
14	I am not sure.	10/9/2013 11:57 AM
15	I have no idea when safety regulations/procedures are evaluated.	10/8/2013 10:37 PM
16	i can only think of fire and earthquake drills that promote safety....	10/8/2013 3:04 PM
17	I do not know how often they are regulated, but I do promote the AlertU program.	10/8/2013 9:41 AM
18	I have observed District Safety personnel conducting inspections of the campus.	10/8/2013 8:39 AM
19	At the new Chapman location, evacuation procedures and routes are being created right now to prepare for the Great Shake Out this month.	10/2/2013 9:21 AM

### Q31 Do you understand how the college receives its operating funds?

Answered: 78 Skipped: 11



Answer Choices	Responses	
Yes	55.13%	43
No	19.23%	15
Unsure	25.64%	20
<b>Total</b>		<b>78</b>

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## Q32 If possible, please describe your understanding of how the college receives its operating funds.

Answered: 24 Skipped: 65

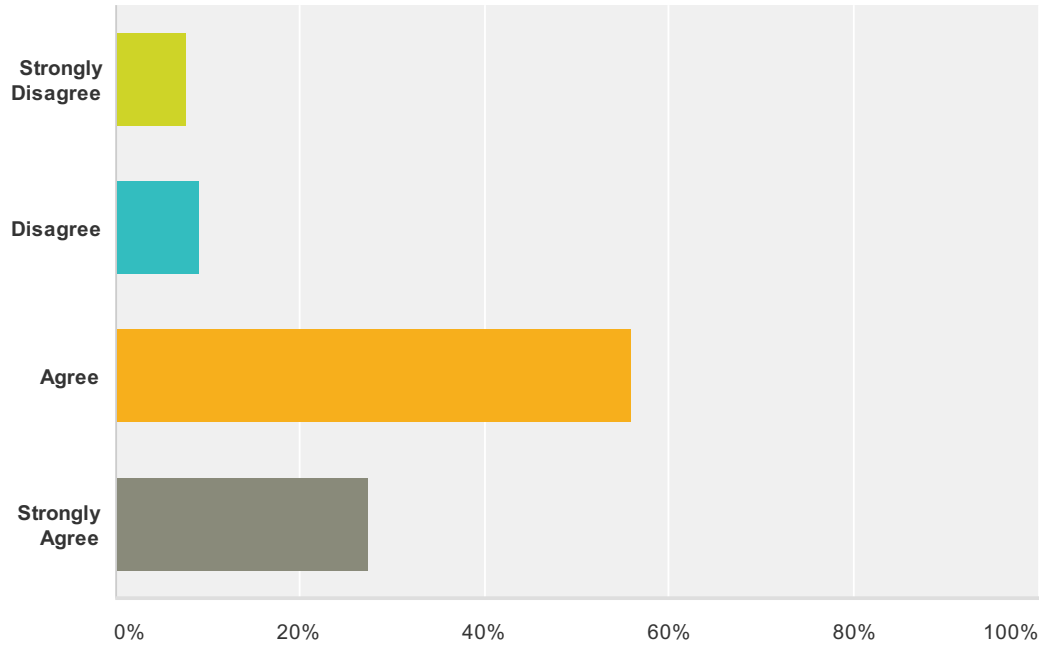
#	Responses	Date
1	Largely dependent on FTES generated by student population attending SCC and grants.	10/17/2013 10:54 AM
2	We are apportioned money based on our FTES State Allocations come to the District. District give a portion to each of the centers (SAC, SCC, OEC)	10/16/2013 9:21 PM
3	From the state and our allocation is approximately 70/30 with SAC receiving the bulk.	10/16/2013 7:27 PM
4	I have a very good understanding of how the college receives its operating funds.	10/16/2013 3:58 PM
5	Resources coming to the district are split along enrollment lines with a percentage coming off the top to provide for district services. At the college, if extraordinary expenditures are anticipated, the case is made for a budget augmentation at the district wither through the budgeting committee or through the planning group. Should funds become available, the programs or needs are carried out. When extra funding is denied, the college palling committees are charged with putting that request into the next cycle. The difficulty arises when funding is not one-time (and the district receptive to such requests) but on-going. In the latter case, we have found very little help in augmenting funds from year to year even tough we are a growing institution.	10/15/2013 2:27 PM
6	At the district level, funds are allocated to SAC and to SCC proportional to size/FTES at each college?	10/14/2013 11:01 PM
7	Primary funding comes from the state for every "full time equivalent" student. I think every 15 units is considered a "full time equivalent" student. It is approximately 4500 for every FTES on the credit side, 3250 for the noncredit. All of the funded FTES is given to the District for distribution. After the District takes its cut for District Office and District Wide Operations the colleges get what is left according to the agreed upon split (roughly 70/30)	10/14/2013 3:21 PM
8	District allocations, although this will be modified with the new BAM.	10/14/2013 2:42 PM
9	General Fund, Bond Measures and Local Taxes.	10/14/2013 12:16 PM
10	Two sources primarily for Continuing Education: apportionment and WIA funding.	10/14/2013 11:59 AM
11	General apportionment from the State based on our FTES calculations is given to the District, at which point is split between SCC & SAC based on the new funding allocation model.	10/14/2013 11:49 AM
12	There are many factors. Some money comes from the State Government. Some of that is from property taxes. Other money from student fees. Other money from bonds, grants, etc. And sometimes donations from community businesses or maybe individuals.	10/11/2013 11:17 PM
13	The college is allocated a percentage of funds (approx 30%) the district receives from the state. The receipt of funds is based on the FTES at each college. The district does not create income, except through grants.	10/10/2013 1:44 PM
14	State Apportionment according to FTES	10/9/2013 1:50 PM
15	based on enrollment	10/9/2013 11:58 AM
16	From state, lotto, RSCCD district, taxes	10/9/2013 9:32 AM
17	FTES and various apportionment methods for class offerings, as well as non-resident funds	10/8/2013 3:05 PM
18	I do not understand this process at all.	10/8/2013 9:42 AM
19	FTES, categorical funding and grant allocations	10/8/2013 9:27 AM
20	Possess somewhat of an understanding...	10/8/2013 9:03 AM
21	The college is paid by the State based on the number of FTES (full time equivalent student) we generate. We have annual FTES goals. Non-credit is calculated at a lower dollar amount. We also receive income from our Apprenticeship program. We receive a percentage of the federal funds given to reimburse Training Trusts based on positive attendance hours. Other funding sources such as Perkins and various grants also contribute.	10/8/2013 8:46 AM

## SCC 2014 Self Evaluation Survey

22	The District receives money from the state based mainly on FTES. In our new budget allocation money, SCC receives about 30% of this money. There are different state funds for buildings. We also received some money from bonds.	10/8/2013 6:29 AM
23	We receive funds from the state of California. The school receives money when the state sees improvement in the scores of the students, in the form of gains on the CASAS and EL Civics.	10/7/2013 10:19 PM
24	Different funding allocations are based on the FTES from credit, enhanced noncredit and noncredit classes. WIA funds are given based on CASAS benchmarks and EL Civics Paypoints.	10/2/2013 9:22 AM

**Q33 Please rate the degree to which you agree with the following statement:  
Institutional leaders at SCC create an environment for empowerment, innovation, and institutional excellence.**

Answered: 77 Skipped: 12



Answer Choices	Responses
Strongly Disagree	7.79% 6
Disagree	9.09% 7
Agree	55.84% 43
Strongly Agree	27.27% 21
<b>Total</b>	<b>77</b>

**Q34 If possible, please describe the way institutional leaders at SCC create an environment for empowerment, innovation, and institutional excellence. Please provide specific examples.**

Answered: 22 Skipped: 67

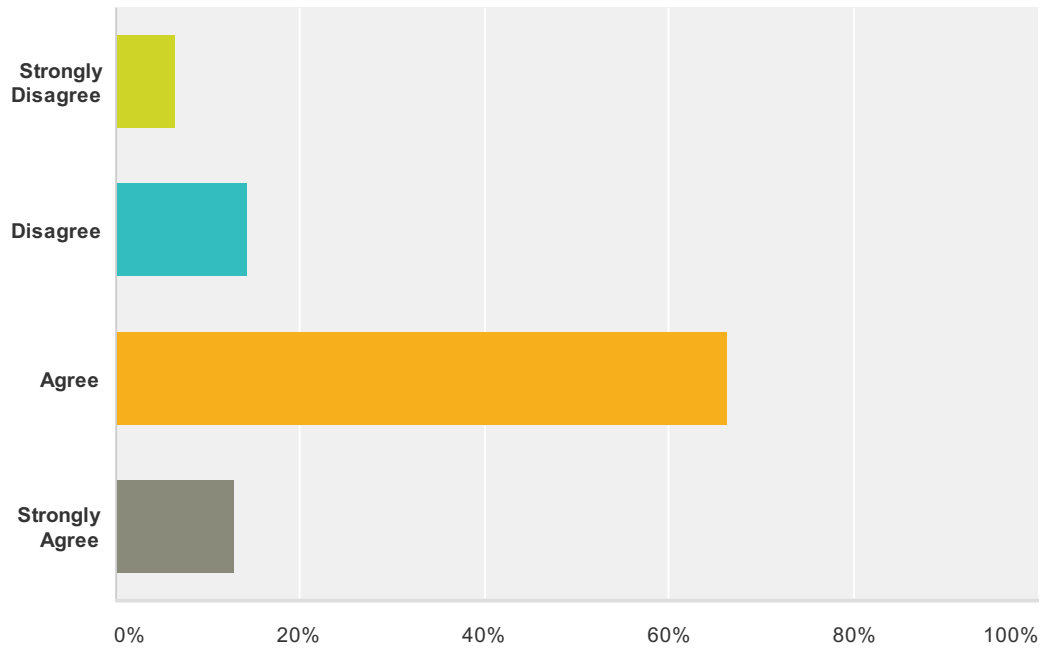
#	Responses	Date
1	The critical piece to good administration is that administrators listen to users and provide the support and resources necessary for providing the best quality student experience we as instructors and a college are capable of. We have a marvelous new gymnasium, and a respected athletic program. The institution continues to support athletics, although resources are stretched to the limit and the athletics programs funding has been cut considerably. The Kinesiology program has begun but not received the support required in critical moments for it to find a firm footing. However, administrators are sometimes faced with difficult choices and honest communication has occurred during difficult decision-making times.	10/17/2013 11:05 AM
2	Open dialogue on all governance committees Open-door policy by administrators Senate representation	10/16/2013 9:27 PM
3	Every committee on our local campus as well as shared governance committees through the District encourage staff to participate and report back to constituents on campus. We could improve staff effectiveness by providing for additional professional development in areas such as technology.	10/16/2013 7:33 PM
4	At the beginning, the president's weekly eblast telling what people are up to and what awards, conferences and meetings we've attended gives credence to innovations. Leaders work with the senate to fill committees with interested faculty who help drive innovation on campus. Vice-presidents regularly bring grant proposals and special projects forward to the college council for dissemination and approval, which helps maintain a creative environment. After a long hiatus, a faculty coordinator has been returned to the honors committee, a program with a long history of excellence.	10/15/2013 2:37 PM
5	They are very supportive of me modernizing my teaching techniques	10/15/2013 7:57 AM
6	The environment is collegial and everyone is welcome to contribute and be a part of the process. Lots of responsibility is delegated throughout the collegial governance framework (it is not the case that a few individuals make most of the decisions). This responsibility creates an atmosphere where individual participants take ownership and pride in their contributions and rise to the challenge with bold, innovative ideas. We have leadership that is very knowledgeable about current issues in student learning and planning and institutional processes. In areas where knowledge might not be as strong, the college and district is supportive of providing resources for training, conferences, workshops, etc.	10/14/2013 11:13 PM
7	Almost all have an open door policy. Faculty and staff are encouraged to creatively solve problems. Faculty and staff accomplishments are publicized.	10/14/2013 3:25 PM
8	First and foremost, they put forth the idea that student success is our number one goal.	10/14/2013 2:46 PM
9	The Administration conducts business based on personalities and not process. The ██████████ ██████████ run the college budgeting based on their favored programs. Conference attendance and faculty development does not exist at SCC. According to Accreditation standards, faculty, staff and administrators need to participate in development and yet, faculty and staff are excluded. However, the VPs and Deans constantly blast the college with news of their conference attendance. ██████████ ██████████ is never on campus, ██████████ is always away at a conference. Where does this money come from? How is it allocated? Where is the equity? There is no money for faculty development, only Flex activities which are conducted by a few low level administrators and most of the faculty. More busy work for faculty. Conference attendance enriches the teaching dynamic which then translates to student success. This is key to our retention and student enrichment goals. SCC does not provide for faculty empowerment, just busy work. SCC does not engage the community or care about equity. Ask any faculty or classified staff and you can feel the low morale on campus, it is palpable.	10/14/2013 12:27 PM
10	Open door policy, support for grant initiatives, and flex week programming.	10/14/2013 11:52 AM
11	Title V Title III STEM STAR Pathways to Teaching Art Gallery	10/10/2013 1:48 PM
12	Collaborative governance structure is well publicized. Representation is well divided	10/9/2013 1:56 PM

## SCC 2014 Self Evaluation Survey

13	Through encouragement for all constituents to participate in shared governance: College President's weekly newsletters, Academic Senate President's convocation speeches and email communications to faculty and some newsletters, flex activities for accreditation, faculty committee co-chairs, Academic Senate retreat, and other participatory governance related committees and flex activities.	10/9/2013 1:29 PM
14	I am on the fence on this statement. I believe a few leaders create this type of environment; most leaders, in my opinion, do not.	10/9/2013 9:43 AM
15	████████████████████ has continually supported his faculty in attending conferences.	10/8/2013 10:49 PM
16	I have never worked under a better administration - this groups listens to its operational managers and classified staff and have created a very positive work environment that is noticed by students, parents, and the public	10/8/2013 3:18 PM
17	What are institutional leaders? Admin or faculty or both?	10/8/2013 11:56 AM
18	They include us in on the conversations and ask for our opinion. They value our opinions and it shows. If things need to be changed, they try their best to change or address it right away. They encourage us to attend professional development conferences if feasible. They make SCC feel like a nurturing and caring family. They support our decisions and try to work with us so that we can feel and do better at work.	10/8/2013 9:50 AM
19	not all the time, At times they do when it is convenient to them. It feels like a true hierarchy at times	10/8/2013 7:59 AM
20	There is better communication than there has been in the past. The Academic Senate seems stronger.	10/8/2013 6:31 AM
21	Continuos communications.	10/8/2013 5:33 AM
22	I would say mostly this is true, although I have heard that there are serious disagreements at the district level that affects attitudes.	10/2/2013 9:25 AM

**Q35 Please rate the degree to which you agree with the following statement: The institution documents the roles of students, classified, faculty, and administrators for planning and budget development as well as curriculum and other educational matters.**

Answered: 77 Skipped: 12



Answer Choices	Responses
Strongly Disagree	6.49% 5
Disagree	14.29% 11
Agree	66.23% 51
Strongly Agree	12.99% 10
<b>Total</b>	<b>77</b>



**Q36 If possible, please identify documents that describe the roles of students, classified, faculty and administrators for planning and budget development.**

Answered: 20 Skipped: 69

#	Responses	Date
1	Unsure	10/17/2013 11:05 AM
2	We have job descriptions but individuals are working out of class in Classified. Department chairs duties are not clearly defined and the reassigned time is very inconsistent. Planning is done with these two inconsistencies and this becomes an inherently disproportionate process.	10/16/2013 9:27 PM
3	SLO committees, EMP document; Technology committee PIE committees curriculum development meetings open to all and posted minutes Academic senate reports	10/16/2013 7:33 PM
4	Our student government is active and finds students to serve on all college committees. We have been lucky to have student trustees come from this, the smaller college.	10/15/2013 2:37 PM
5	Collegial governance handbook. Descriptions of committee memberships and the chart that shows which groups report to and provide recommendations to other groups or individuals.	10/14/2013 11:13 PM
6	Collegial Handbook, ASG constitution and bylaws, Senate Constitution and bylaws, CESA and FARSCCD bargaining agreements and constitution/bylaws	10/14/2013 3:25 PM
7	Committee participation; committee flow charts.	10/14/2013 2:46 PM
8	The VPs run the college budgeting.	10/14/2013 12:27 PM
9	Faculty and students are invited to participate on most shared governance committees.	10/14/2013 12:06 PM
10	Minutes of Budget Committee, PIE Committee, Curriculum and Instruction Council, Facility Committee, College Council, Educational Master Plan Committee, Enrollment Management Committee - all on collegial governance matrix.	10/10/2013 1:48 PM
11	Curriculum Council is led by faculty and supported by faculty constituents for development. Associate Students have a governance structure that allows them to vote in the collaborative governance structure. Classified staff have regular meetings with the president to obtain and share information. Faculty requests are prioritized by faculty, ranked and submitted for additional ranking	10/9/2013 1:56 PM
12	The Collegial Governance Structure (flow chart), EMP, DPP	10/8/2013 10:49 PM
13	not sure what kind of documents these would be.....the whole statement of "roles of students"...who knows the intent of that statement? i would assume that the role is to have everyone participate.	10/8/2013 3:18 PM
14	i dont know	10/8/2013 1:48 PM
15	I am unsure what question 35 is asking...	10/8/2013 11:52 AM
16	planning & budget are not yet linked—we are trying, but have not achieved the linkage to date	10/8/2013 11:40 AM
17	A comprehensive understanding of classified employees' roles and the tools needed to complete their job duties could be approved upon. There ought to be more learning/training opportunities for classified employees. Also, there is a schism between the value placed on classified employees versus faculty and administrators. It often feels as if classified employees are treated as if they lack sophisticated educations and are not entitled to comparable accommodations for education or training which would allow them to progress in their careers.	10/8/2013 11:22 AM
18	Through minutes of our shared governance meetings posted on the website.	10/8/2013 8:49 AM
19	not really	10/8/2013 7:59 AM
20	I think this is an evolving and improving process with the formation of the new committees.	10/2/2013 9:25 AM

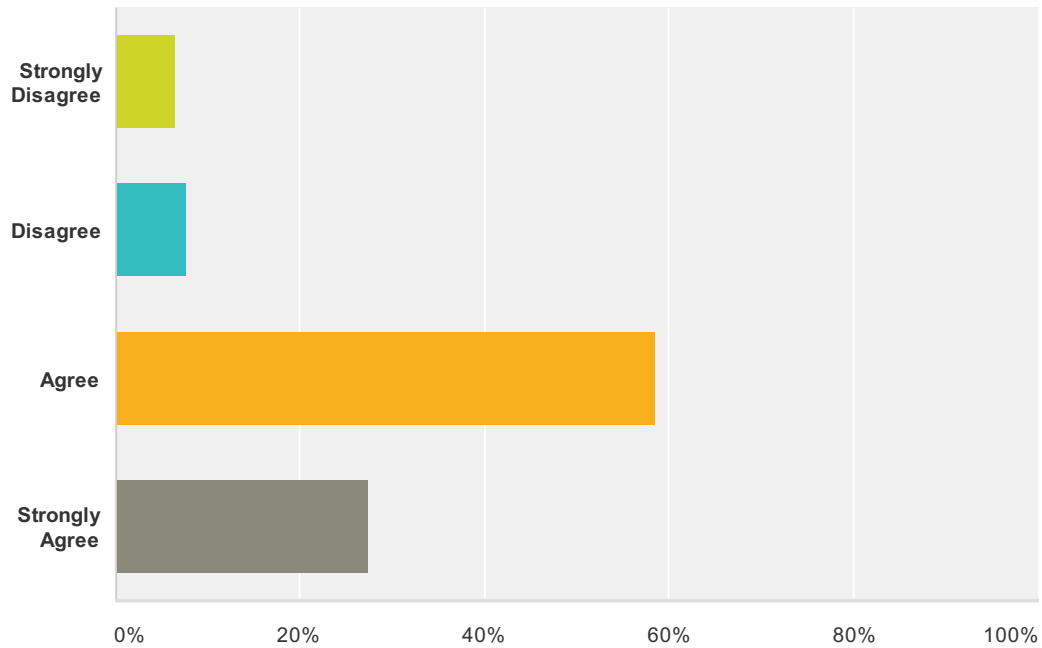
**Q37 If possible, please identify documents that describe the roles of students, classified, faculty and administrators for curriculum and other educational matters.**

Answered: 16 Skipped: 73

#	Responses	Date
1	Unsure	10/17/2013 11:05 AM
2	Catalog EMPC	10/16/2013 9:27 PM
3	EMP doc; SLO;	10/16/2013 7:33 PM
4	There is a governance handbook which lists faculty , staff and student participation on each college committee.	10/15/2013 2:37 PM
5	Collegial governance handbook. CIC website and SCC CIC Handbook	10/14/2013 11:13 PM
6	Ed code and Title V, Collegial Handbook, ASG constitution and bylaws, Senate Constitution and bylaws, CESA and FARSCCD bargaining agreements and constitution/bylaws,	10/14/2013 3:25 PM
7	College Catalog. Committee participation; committee flow charts.	10/14/2013 2:46 PM
8	C&I Handbook specifies the policies for curriculum matters. Faculty handbooks are posted to the college website.	10/14/2013 12:06 PM
9	Collegial Governance Handbook	10/10/2013 1:48 PM
10	Educational Master Plan InstitutionalGoals Institutional LEarning Outcomes	10/9/2013 1:56 PM
11	Board Policy, 10+1, Academic Regulation	10/9/2013 1:29 PM
12	Program Review, DPP, CORs	10/8/2013 10:49 PM
13	have not got a clue	10/8/2013 3:18 PM
14	i dont know	10/8/2013 1:48 PM
15	Annual Report	10/8/2013 8:49 AM
16	C & I Handbook, college catalog, website	10/2/2013 9:25 AM

**Q38 Please rate the degree to which you agree with the following statement: The institution provides opportunities within the college's governance structure, processes and practices for college constituents to dialogue, communicate and make recommendations.**

Answered: 77 Skipped: 12



Answer Choices	Responses
Strongly Disagree	6.49% 5
Disagree	7.79% 6
Agree	58.44% 45
Strongly Agree	27.27% 21
<b>Total</b>	<b>77</b>

**Q39 If possible, please identify the opportunities that exist within the college's governance structures, processes and practices for college constituents to dialogue, communicate and make recommendations.**

Answered: 24 Skipped: 65

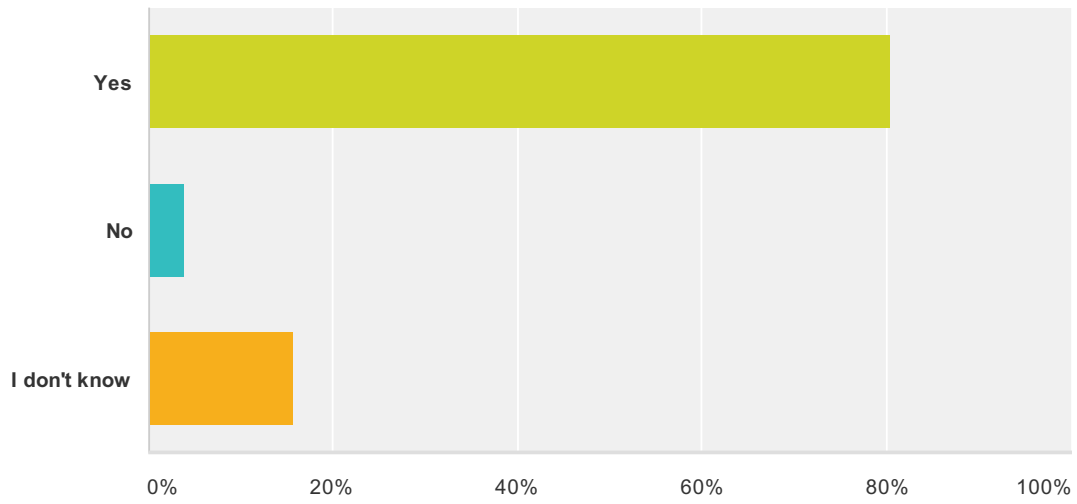
#	Responses	Date
1	Senate	10/17/2013 11:05 AM
2	Cross populating of committees Posting of agendas and minutes on line Senate	10/16/2013 9:27 PM
3	Shared governance structure with members from all classes of staff and faculty interacting.	10/16/2013 7:33 PM
4	All faculty are represented on Academic Senate. Their are faculty reps on College Council and on all major committees.	10/16/2013 3:00 PM
5	Follow changes from the curriculum committee or the SLO committee as they have percolated through the college as seen in minutes of committees and councils or the academic senate.	10/15/2013 2:37 PM
6	All collegial governance committees are open to all constituents and all allow for public comments. Collegial governance handbook. Descriptions of committee memberships and the chart that shows which groups report to and provide recommendations to other groups or individuals.	10/14/2013 11:13 PM
7	PARTICIPATORY governance is highly encouraged	10/14/2013 3:25 PM
8	Senate. Forums.	10/14/2013 2:46 PM
9	There is only dialogue and then the Administrators go into the Pres. Cabinet and make all of the decisions. Case in point: The ██████████ plan last year was a 1 year AA degree. ██████ arrived at this plan without any input from the Academic Senate or discussion with faculty.	10/14/2013 12:27 PM
10	There are opportunities at various college-wide meetings that cultivate opportunities for dialogue. Examples are College Council, EMP, C&I, PIE and POE.	10/14/2013 12:06 PM
11	The college committee structure allows for constituents to participate in the college planning in almost any area.	10/14/2013 11:52 AM
12	All committees/councils in the Collegial Governance Handbook.	10/10/2013 1:48 PM
13	College and district wide committees	10/9/2013 1:56 PM
14	Open attendance to all participatory governance committee meetings--open communication from college leaders to constituents--encouraged participation for all.	10/9/2013 1:29 PM
15	Through various committees where all constituent groups serve	10/9/2013 9:43 AM
16	Senate President reporting the will of the Senate to College Council and to the Board of Trustees	10/8/2013 10:49 PM
17	College Council, Classified Hawks, Open Forum meetings...i feel there are many opportunities to be heard	10/8/2013 3:18 PM
18	Academic senate, FARCCD	10/8/2013 1:48 PM
19	My reality is that I must participate in these types of activities on my own time. I am not allotted time from my daily work schedule to participate. Classified employees should be allowed to participate in these types of activities during their shifts (with pay). Classified employees have a unique perspective of what works and what doesn't that really is invaluable. Their is a mutual dependency upon all types of employees to acheive our goals and provide an exemplary education for our students--we all need each other realize our mission. It's a shame that there is a class system (which can feel like a caste system) at an institution of higher learning. Choosing not to teach or administrate does not equate with lack of ambition or the worth of our contributions.	10/8/2013 11:22 AM
20	We are encouraged to attend board meetings	10/8/2013 9:50 AM
21	The President's Classified Hawks meetings.	10/8/2013 8:49 AM

## SCC 2014 Self Evaluation Survey

22	not all the time, only when it seems convenient	10/8/2013 7:59 AM
23	Faculty and staff are encouraged to participate in shared governance, meetings are open to visitors, and minutes and outcomes are shared via the web site and are often noted in campus-wide emails.	10/3/2013 12:48 PM
24	Continuing Education is invited to participate on all the major committees.	10/2/2013 9:25 AM

**Q40 Does the college comply and respond to accreditation requirements with honesty and integrity?**

Answered: 76 Skipped: 13



Answer Choices	Responses	
Yes	80.26%	61
No	3.95%	3
I don't know	15.79%	12
<b>Total</b>		<b>76</b>

# SCC 2014 Self Evaluation Survey

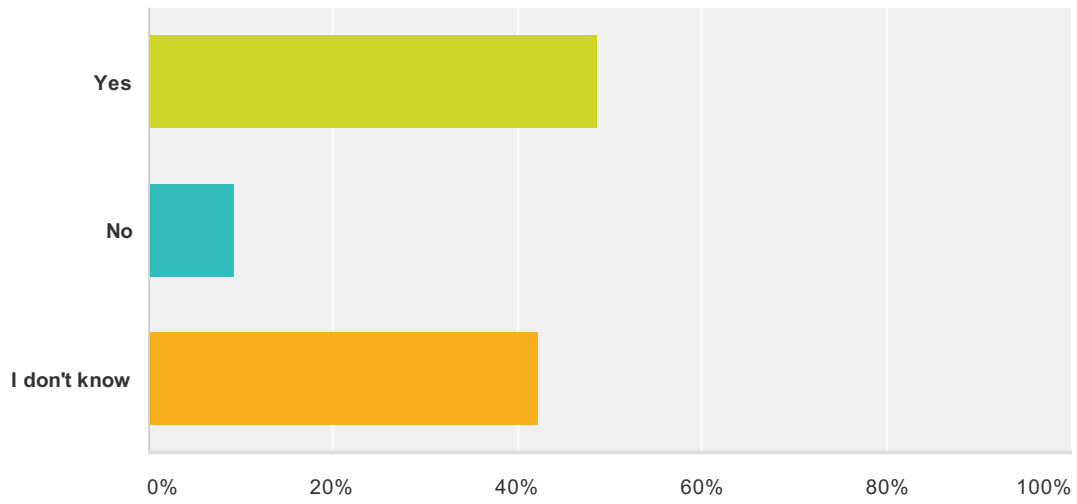
## Q41 If possible, please describe an instance that supports your answer to question #40.

Answered: 22 Skipped: 67

#	Responses	Date
1	Just by knowing the people involved in the process I have absolutely no doubt there is integrity in our process	10/17/2013 11:05 AM
2	Major checks and balances because the information is public and central to planning.	10/16/2013 9:28 PM
3	The administrators and committees do seek input and attempt to compile honest answers	10/16/2013 1:44 PM
4	I was part of an accreditation committee. They all took the task very seriously	10/15/2013 7:58 AM
5	In previous self studies, SCC has honestly mentioned areas where it is making progress but is not quite at the stage of fully satisfying a standard. In the past, linking planning with resource allocation is a specific example that comes to mind.	10/14/2013 11:17 PM
6	This survey. The divvying up of the standards, creation of the groups responsible and the highly public systematic approach,	10/14/2013 3:27 PM
7	Accreditation is to insure a quality education for our students. Therefore, our practices, to the best of our abilities, reflect our dedication to our students.	10/14/2013 2:47 PM
8	The faculty has an accreditation team and they will no doubt begin their propaganda to train the faculty. however, the low morale on campus is not something you can hide. Many faculty are planning to speak in closed door session with the visiting accreditation team members. SCC's VPs have created a toxic working environment and it has to stop.	10/14/2013 12:29 PM
9	As I'm on the accreditation committee, I have observed and participated in discussions. I believe that SCC is committee to address the requirements with honesty and integrity.	10/14/2013 12:11 PM
10	Ongoing discussion and planning with colleagues.	10/14/2013 11:52 AM
11	All previous accreditations.	10/14/2013 11:49 AM
12	Past reports were received and approved by visiting teams.	10/10/2013 1:49 PM
13	Open and candid discussion with ample time to ask questions and develop program effectiveness.	10/9/2013 1:57 PM
14	Really, the answer ought to be mostly, sometimes, and/or in most cases. In the past, some areas were made to sound better than they were. Currently, I think that requirements are being responded to more honestly.	10/9/2013 1:30 PM
15	I see the work, thought and process that is put in by each constituency in regards to accreditation.	10/9/2013 9:46 AM
16	Recently i wrote a reply for a couple of accreditation standards....i wrote down what currently is and how the processes are done daily....why lie? there is nothing to be gained.	10/8/2013 3:20 PM
17	We quickly make up new (half-baked) procedures just before accreditation and then pretend we've had procedures in place all along.	10/8/2013 11:57 AM
18	The college ensures to get feedback from all departments around campus. I do not feel like anyone is left out in the process. Honesty and integrity is what we are all about and compiling an accreditation committee made up of different staff, faculty, administrators shows that we are all working together so that we may have the best college for our students. I admire the work that our accreditation staff does to try and get everyone involved.	10/8/2013 9:54 AM
19	Our leadership is intentional about meeting accreditation requirements.	10/8/2013 8:51 AM
20	It appears that they are working really hard to make sure they turn in a great paper	10/8/2013 7:59 AM
21	SCC takes accreditation seriously. We all work toward giving support documents to the study as well as work collegially together to find our strengths and weaknesses.	10/7/2013 8:05 PM
22	Portraying an accurate picture of SLOs, assessments, and evaluation of data has been an important discussion in the IIA committee.	10/2/2013 9:26 AM

### Q42 Does the institution evaluate its governance and decision-making processes?

Answered: 76 Skipped: 13



Answer Choices	Responses	
Yes	48.68%	37
No	9.21%	7
I don't know	42.11%	32
<b>Total</b>		<b>76</b>



# SCC 2014 Self Evaluation Survey

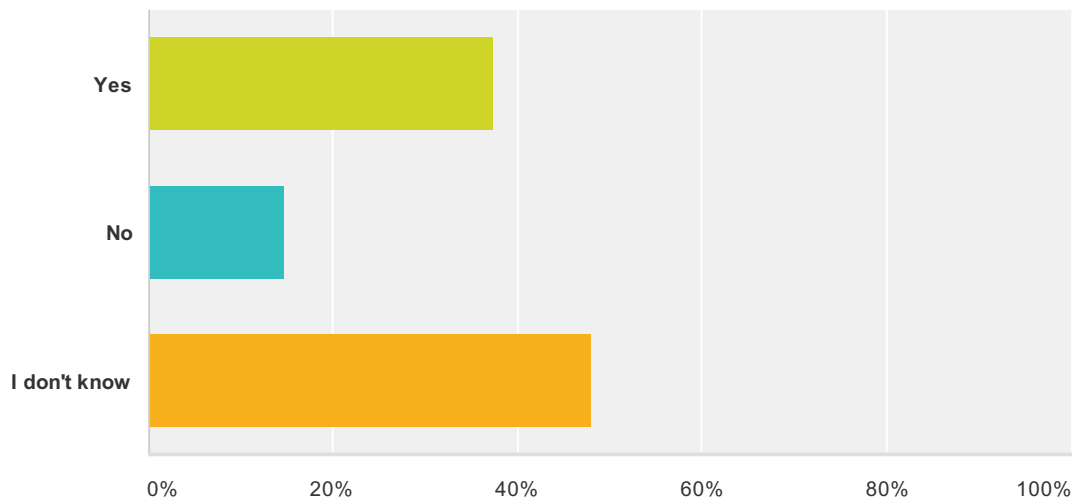
## Q43 If you answered "Yes" to the previous question, please identify any evidence that documents this evaluation.

Answered: 14 Skipped: 75

#	Responses	Date
1	Even if it's after the fact. I believe district and college administrators will continue to manipulate processes to suit their own agendas. But I also believe administrators should administrate and pressors should teach.	10/17/2013 11:06 AM
2	Our new committee and shared governance structure points to this.	10/15/2013 2:38 PM
3	Committee missions and responsibilities are reviewed each academic year. The collegial governance handbook is revised and updated. Example: Budget committee, PIE committee, and EM committee established to fill voids in the governance framework.	10/14/2013 11:22 PM
4	All committees demonstrate self reflection when setting yearly goals and assessing completion	10/14/2013 3:28 PM
5	The self evaluation that the college writes partially in anticipation of accreditation.	10/14/2013 2:51 PM
6	No the Senate is unable to enforce the will of the faculty:	10/14/2013 12:30 PM
7	Recently, a number of new committees were created in response to just these kinds of evaluations.	10/14/2013 11:50 AM
8	But I would imagine they do!	10/11/2013 11:20 PM
9	The survey monkey!	10/9/2013 1:57 PM
10	Possibly with the current leaders but I am not sure	10/9/2013 9:47 AM
11	I think this is done daily through operational processes and collaborative meetings among departments on campus. when a new regulation goes into effect, the "teams" form to implement the changes.	10/8/2013 3:22 PM
12	Creation of the Website Committee.	10/8/2013 8:52 AM
13	This survey is an example!	10/3/2013 12:51 PM
14	I believe this is why PIE and POE were created.	10/2/2013 9:27 AM

**Q44 Are the results of such an evaluation communicated to the rest of the campus community?**

Answered: 75 Skipped: 14



Answer Choices	Responses	
Yes	37.33%	28
No	14.67%	11
I don't know	48%	36
<b>Total</b>		<b>75</b>

**Q45 If you answered "Yes" to the previous question, please identify any evidence that documents the communication of results.**

Answered: 7 Skipped: 82

#	Responses	Date
1	Academic Senate minutes, minutes documenting information shared with department chairs.	10/14/2013 11:22 PM
2	Email updates. Communication(s) from the college president.	10/14/2013 2:51 PM
3	I'm not sure, but I do always feel like I'm being informed of what's going on, mostly through email from the President and the Chancellor, but also during annual fall faculty meetings.	10/11/2013 11:20 PM
4	sometimes yes and sometimes it is not necessary to inform everyone as not everyone is always affected by the changes.	10/8/2013 3:22 PM
5	Through e-mails and on the website	10/8/2013 9:56 AM
6	Through the President's weekly eblast.	10/8/2013 8:52 AM
7	Past educational master plan and accreditation reports are posted on the campus web site for public access.	10/3/2013 12:51 PM