Q1 What is your primary role?

Answered: 319   Skipped: 0

	Board of Trustees	Classified Staff	Faculty Full-time	Faculty Part-time	Management	Other (please specify)	Total
Q1: Board of Trustees	**100%** 5	**0%** 0	**0%** 0	**0%** 0	**0%** 0	**0%** 0	5
Q1: Classified Staff	**0%** 0	**100%** 96	**0%** 0	**0%** 0	**0%** 0	**0%** 0	96
Q1: Faculty Full-time	**0%** 0	**0%** 0	**100%** 110	**0%** 0	**0%** 0	**0%** 0	110
Q1: Faculty Part-time	**0%** 0	**0%** 0	**0%** 0	**100%** 79	**0%** 0	**0%** 0	79
Q1: Management	**0%** 0	**0%** 0	**0%** 0	**0%** 0	**100%** 29	**0%** 0	29
Total Respondents	5	96	110	79	29	0	319

#	Q1: Board of Trustees	Date
	There are no responses.	

#	Q1: Classified Staff	Date
	There are no responses.	

#	Q1: Faculty Full-time	Date
	There are no responses.	

#	Q1: Faculty Part-time	Date
	There are no responses.	

#	Q1: Management	Date
	There are no responses.	

Q2 SBCC's mission statement reads:"As a public community college dedicated to the success of each student . . . Santa Barbara City College provides students a diverse learning environment that inspires curiosity and discovery, promotes global responsibility, and fosters opportunity for all."To what extent do you agree that we are fulfilling our mission?

Answered: 301　Skipped: 18

	Agree	Neutral	Disagree	Total
Q1: Board of Trustees	**100%** 5	**0%** 0	**0%** 0	5
Q1: Classified Staff	**76%** 68	**20%** 18	**3%** 3	89
Q1: Faculty Full-time	**81%** 83	**13%** 13	**7%** 7	103
Q1: Faculty Part-time	**76%** 57	**13%** 10	**11%** 8	75
Q1: Management	**97%** 28	**0%** 0	**3%** 1	29
Total Respondents	241	41	19	301

	Additional comments	Total
Q1: Board of Trustees	1	1
Q1: Classified Staff	14	14
Q1: Faculty Full-time	14	14
Q1: Faculty Part-time	19	19
Q1: Management	2	2

#	Q1: Board of Trustees	Date
1	Our President is very good at reminding the Board, and the college community, of our mission. I appreciate how she references the mission and puts into context the decisions we make at the board level, and the choices the college makes through its shared governance processes.	11/7/2014 11:28 PM

#	Q1: Classified Staff	Date
1	No emphasis on a student's personal responsibility.	11/7/2014 3:06 PM
2	It is my observation that it is getting more difficult to serve our target "diversity" students when they are coming to us in less numbers and less prepared. And, some of the resources available are being diluted or duplicated/crossing over for the same population that are here already.	11/7/2014 12:27 PM
3	I always strive to provide students with the best resources and knoweldge to facilitate their success at sbcc.	11/7/2014 12:17 PM
4	Learning environment is not only within the classroom. It is also about creating an event or a space outside the classroom and we are very far from it.	11/7/2014 10:45 AM

5	I am not so sure about global responsibility. There could be more programs developed on this campus that promote the responsibility of individuals to the Earth and to one another. In classrooms, restrooms, and on campus students leave behind trash. They also don't seem to understand how to RECYCLE.	11/7/2014 10:03 AM
6	I believe that we as a campus community have persevered and those of us who work for the college aspire to helping all students that we connect with. It brings me great pleasure to witness the success of a student I have helped. I personally and I know many others who share the same work ethic will go out of their way to assist a student who is struggling and keep in contact with that student until they are confident and can navigate the campus and the resources on their own.	11/7/2014 9:38 AM
7	I believe FACULTY do their very best.	11/7/2014 9:00 AM
8	I am not completely convinced that we are providing an environment that inspires curiosity and discovery. It appears to me that there are a number of teachers who give the same lectures year after year and do not keep current in their fields. Student success is not their first priority, they are more interested in hearing themselves talk.	11/5/2014 7:06 PM
9	I don't about "ALL"	10/24/2014 11:00 PM
10	responsibility is a huge area of learning and an indicator of success in any field..........personal responsibilities regarding how our behavior makes an impact on others is a key to caring on a larger basis Can we truthfully answer that teaching personal responsibility for our actions and how they affect others on a day to day basis is part of our curriculum?	10/23/2014 9:21 AM
11	I find this, like most "mission statements", to be vague and largely pointless. I think most people have a pretty good idea of what a school is supposed to do.	10/23/2014 12:19 AM
12	There is no support for the programs the truly demonstrate this.	10/22/2014 8:56 PM
13	This college is great of full ideas and goals that never materialized, but make the college look great on paper.	10/22/2014 2:02 PM
14	It's fine, except I don't know about the "fosters opportunity for all" part. We seem to have many programs that only let in certain qualified types of students.	10/22/2014 2:00 PM
#	**Q1: Faculty Full-time**	**Date**
1	a diverse learning environment - although the college tows the line on this value and states it in the public documents that the public and accreditation committee members will review, the college is hardly diverse. Just look at the numbers - few african-americans or asians. The faculty is not diverse. The administration is not diverse. But all public relations are that we value diversity. Words versus actions.	11/7/2014 10:11 PM
2	Not all new students that step up to the Admissions Office counter for the first time are treated equally nor with respect by a few staff members in Admissions. This has been happening for the past 30 years with no real changes made thus far. In short, some brown faces are not treated equally. Let's hope the culture at Admissions finally changes during a time that the College is considered a Hispanic Serving Institution and receiving grant money because of this.	11/7/2014 9:30 PM
3	I think global responsibility is very important--I'm not sure we do that much of it in my department. The other aspects definitely are ones that I see every day.	11/7/2014 7:39 PM
4	Yet, I also celebrate our commitment to doing better--especially given recent state initiatives and changes in financial aid and how they impact our most vulnerable students. We need to continue to strive to help those who stumble early on, help those with limited experience of academic success prior to enrollment, help those who are unfamiliar with the academic culture and are unsure how to claim their place here, help those who cannot attend full-time, and so on.	11/7/2014 4:59 PM
5	We are really needing to expand our opportunities for our ESL and Spanish speaking student are extremely limited and in some cases non exsistant as it relates to career and personal counseling services. As we look at goals for 3SP we need to revisit what is bring offered for them as a Hispanic serving institution.	11/7/2014 12:48 PM
6	I want to state that, in my classes, the diversity comes from the presence of International students that bring their culture, experiences and points of view to every discussion in class. Diversity pertains to racial/cultural background but also to ways of learning and I observe an old-style academic learning system in our college.	11/7/2014 10:13 AM
7	We are not serving properly our local students and at-risk populations; we concentrate on serving out-of-area and international students that would be successful regardless of where they are and use them to pad our success rates.	11/6/2014 10:46 AM
8	How do we promote global responsibility?	11/4/2014 1:59 PM

9	I believe that we could be doing a better job serving low income, under represented students. I am very much aware of the support programs (EOPS, ESP, STEM, TAP, iPATH, etc) however, I don't feel that the belief of supporting these students is truly institutionalized among teaching faculty. I believe that we could be doing a better job teaching multicultural and diversity awareness to our faculty and staff so that we really are fostering opportunity for ALL.	11/4/2014 10:01 AM
10	We are not doing enough to promote global responsibility. We should figure out a way to teach a little Civic engagement and understanding and applying sustainability concepts/practices in every class.	11/4/2014 9:06 AM
11	we neglect the needs of low income locals for life skills and cater to international students who distract resources.	11/4/2014 8:19 AM
12	I believe we can do much more to foster global responsibility but believe we need to do more to promote personal responsibility first. I'm not really sure what global responsibility refers to - responsibility to others in all situations? responsibility to the self in all situations? Responsibility to all people at all times in all places?	11/3/2014 10:35 PM
13	I'm not aware of a strong impact we are having on promoting global responsibility.	10/27/2014 9:48 PM
14	"Diversity" in the learning environment is an extremely broad topic, so hard to assess with a 3-choice answer. The elements of diversity in my classroom is the only one over which I have any control, and I feel like I am doing a reasonably good job. As always, more funds allows for the purchase of more materials to promote diversity in learning.	10/23/2014 10:47 AM
#	**Q1: Faculty Part-time**	Date
1	The English as a Second Language Program provides an essential service towards promoting diversity and global responsibility.	11/9/2014 5:39 PM
2	The students continue to get worse and worse. They refuse to do homework and are basically not interested in our classes. Many are only here to collect financial aid.	11/7/2014 3:40 PM
3	The mission unfortunately changed from one focused on community to one of "inspiring curiosity" ? and "global responsibility..." So it's a bit hard to tell if we are doing that.	11/7/2014 2:56 PM
4	I think the community's feedback vis-a-vis Measure S should be taken seriously. The increase in out-of-area students is negatively impacting a small community with limited rental housing. The middle class is heavily burdened and endures stagnant or declining wages. Don't assume that Santa Barbara is wealthy. A few are, but most aren't.	11/7/2014 10:25 AM
5	SBCC needs to be more community oriented first and foremost. That was it's first responsibility. Leave the, "Global" Rhetoric/ideology to the Universities. Take care of the local populace first.	11/7/2014 9:01 AM
6	Certainly that is our mission however not every class (and not every instructor) is able to achieve such a lofty goal. I teach GE classes and I am frequently concerned about the lack of curiosity on the part of my students. I am inclined to blame myself however I think that is only a small part of a much larger story.	11/4/2014 2:32 PM
7	But the pressure our students feel to move as fast as possible through college toward "success" - and the consequent emphasis on grades and getting credit for classes, rather than really learning - detracts from their curiosity and sense of discovery, and is ultimately not good for their intellectual development or competence in their societal roles. In other words, the joy of truly learning has been largely replaced by pressure to succeed, fear of failure, and the erosion of competence and mastery.	11/4/2014 10:56 AM
8	I love that we take everyone who wants to come. I think this is our greatest strength -- that anyone can come for a fresh start or a chance to complete something they started elsewhere.	11/4/2014 9:09 AM
9	The students have not had an opportunity to learn intermediate level of Chinese. The last CHIN103 class was offered in 2009 and those who really want to continue has to look for it elsewhere, when CC can easily offer. We have been told that there is not enough this or that, but other foreign language are not affected by this or that. I do not understand why when so many institutions are promoting and facilitating the needs of the community learner, we, SBCC, the number 1 city college in the nation, is not!!	11/4/2014 7:20 AM
10	A 75% adjunct ratio does not fulfill the mission of the college.	11/4/2014 6:16 AM
11	The variety off SBCC programs for helping students to be successful are amazing. I wish I could find a way to get more students to take advantage of them.	10/25/2014 1:17 AM
12	Agree somewhat. 75%	10/23/2014 11:38 AM
13	All about passing students NO QUALITY WHATSOEVER in materials / requirements. Just pass them.	10/22/2014 10:07 PM

14	I am for student success, as long as it isn't a platitude, defined by Edward Abbey as a statement that denies by implication what it proclaims in public.I am for high academic standards that was once the measuring stick of success. That has king since gone out the window since California raised the tuition thanks to Reagan and lowered the standards thanks to Dewey.	10/22/2014 9:59 PM
15	That mission statement, while pretty, has no actual meaning. I can find hundreds of ways in which we have a "diverse learning environment", but they won't necessarily agree with anyone else's evaluation of what a "diverse learning environment" is, or what the original meaning of the statement is. The other clauses are similar.	10/22/2014 3:28 PM
16	It bothers me that SBCC doesn't the best use of its adjunct faculty. A fair number are Ph.D's who have much to offer students. I am thinking of the restrictions preventing adjuncts from teaching higher level (sophomore) courses when a fair number are more qualified than their colleagues. That's not in the students' best interests.	10/22/2014 3:01 PM
17	I have been looking for training in PEDAGOGY as well as in the tech tools of teaching. David Wong does a great job on the latter. It is assumed that expertise in our fields somehow automatically confers good teaching. It doesn't. I am always reading nonfiction about the brain, and other outside sources of methods to engage my students, and my perf evals are excellent, but I know I could engage more of them. Could someone present the current state of SCIENCE on PROVEN pedagogy methods as a Flex class?	10/22/2014 2:11 PM
18	Academically I agree, but we should be paying more attention to the issue of LEARNING ENVIRONMENT. The "portable classrooms" that many classes are taught in are unsafe, unsanitary, dysfunctional, dreary environments and have a noticeably negative effect on the students morale and their ability to learn.	10/22/2014 1:56 PM
19	I feel that the diversity of Santa Barbara used to be represented well, but that the huge number of Asian students has skewed that ratio. I feel that our own community students often suffer (do not get classes they want) because of this	10/22/2014 1:44 PM
#	**Q1: Management**	**Date**
1	We consistently consider the need to re-examine programs, processes, and procedures in order to increase access for a diverse group of learners.	11/5/2014 2:27 PM
2	Partner with Just Communities.	10/24/2014 4:16 PM

Q3 What is your general level of awareness of SBCC's planning and budgeting processes?

Answered: 301　　Skipped: 18

	Very aware	Somewhat aware	Unaware	Total
Q1: Board of Trustees	**100%** 5	**0%** 0	**0%** 0	5
Q1: Classified Staff	**21%** 19	**69%** 61	**10%** 9	89
Q1: Faculty Full-time	**34%** 35	**58%** 60	**8%** 8	103
Q1: Faculty Part-time	**11%** 8	**59%** 44	**31%** 23	75
Q1: Management	**69%** 20	**31%** 9	**0%** 0	29
Total Respondents	87	174	40	301

	Additional comments	Total
Q1: Board of Trustees	3	3
Q1: Classified Staff	7	7
Q1: Faculty Full-time	4	4
Q1: Faculty Part-time	4	4
Q1: Management	1	1

#	Q1: Board of Trustees	Date
1	We are provided ample opportunities to be involved in and educated about planning, both long and short-term. This was evident in the processes used for development of the educational master plan and facility plans. As we look to the longer term of how to best use our three campuses, the President has created an excellent process, spanning over nine months, to have dialogue and exchange ideas. This time will be used to assure input and consideration of all stakeholders and from that produce an end product and plan that I am confident will reflect the collective wisdom of those involved. The budgeting process is complex, rightly so given the size and complexity of our institution. However, we have the opportunity to review and consider the large budgeting decisions for the college and campus forums are very informative.	11/7/2014 11:28 PM
2	With the budget formats we are now using we have the tools to understand the budget like never before.	10/22/2014 4:11 PM
3	Because of the intentional and very helpful level of transparency Lori has fostered I feel that I know and support the processes that have been developed.	10/22/2014 3:30 PM

#	Q1: Classified Staff	Date
1	Some college employees are apathetic.	11/7/2014 12:27 PM
2	I gather my information via the updates provided by Lori Gaskin and links provided.	11/7/2014 12:17 PM
3	I think this could be better explained to new hires.	11/7/2014 10:03 AM
4	I think there needs to be more transparency to dispel rumors of what truly is SBCC's planning and budgeting process.	11/7/2014 9:38 AM
5	Although it is often difficult to get information on planning and budgeting processes, I put in the effort to know as much as I can. These processes are not always transparent, as they should be, and sometimes seem arbitrary. Occasionally, committees do not follow their own rules about agenda items, such voting on something that has not been read at enough meetings.	11/5/2014 7:06 PM

6	Due to frequent changes in the planning and budgeting processes, I never actually know what the *current* process is.	10/22/2014 2:23 PM
7	Lori's Monday morning updates are helpful, but seem to halt when faculty leave.	10/22/2014 2:00 PM

#	Q1: Faculty Full-time	Date
1	Information is not easily accessible. Sometimes it seems like it is hidden. There is not great communication at the college and it does not get disseminated in any organized fashion. All information should be placed in a central location on the college web site.	11/7/2014 10:11 PM
2	As a small department in the college (with huge technological implications in the work-market), We are constantly explaining our peculiar needs, that are not immediately understandable by our colleagues in the different committees.	11/7/2014 10:13 AM
3	Serving on key faculty governance groups provides knowledge and appreciation of all campus processes. I often wonder, though, how much the rank and file knows or cares.	11/4/2014 12:47 PM
4	somewhere between somewhat aware and unaware would be a better description	10/27/2014 9:48 PM

#	Q1: Faculty Part-time	Date
1	I think the administrators and union reps make a very good attempt at trying to reach all of us with updates in this area. It is a lot of information to consume for those of us who have other obligations. But I do agree that the information is getting sent to us.	11/4/2014 7:37 PM
2	SBCC gets money for one thing and spends it on another. 90 million for Prop V for a new Digital Media building and complex equaled new stadium seating for the bosses so they can NOT watch the football games, but be there so we all think they care. Who planned creating a mountain out in front of the library to put in a vanity named memorial speech area WHICH DESTROYED THE MULTIMILLION DOLLAR VIEW! Idiots! Creating 4 stories out of the East Cafeteria will do the same thing. The views MAKE the place. Duh.	10/22/2014 10:07 PM
3	Too much gobbledegok to make any sense. Whatever the statements, the news is usually an announcement of cuts or poor planning How is it that the college is short of space yet still cannot keep the bungalows on East because the state of California orders them razed Need I say more?	10/22/2014 9:59 PM
4	I see from the planning and budgeting committee agendas that the PUBLIC COMMENT period required by the CA Brown Act for most public meetings is absent. If we had 3 minutes to propose solutions through a public comment, we would have no excuse to feel excluded. Why not add a public comment period to the agenda? All it takes is speaker slips and a few extra minutes. Without public comment, 2/3 of instructors are UNMINED ORE.	10/22/2014 2:11 PM

#	Q1: Management	Date
1	I am still relatively new to the management group, so I know that it will take some time to understand processes in place for planning and budgeting.	11/5/2014 2:27 PM

Q4 Does SBCC have effective planning processes?

Answered: 256   Skipped: 63

	Yes	Somewhat	No	I don't know	Total
Q1: Board of Trustees	**100%** 5	**0%** 0	**0%** 0	**0%** 0	5
Q1: Classified Staff	**38%** 30	**42%** 33	**5%** 4	**15%** 12	79
Q1: Faculty Full-time	**42%** 40	**42%** 40	**4%** 4	**12%** 11	95
Q1: Faculty Part-time	**30%** 15	**36%** 18	**14%** 7	**20%** 10	50
Q1: Management	**81%** 22	**19%** 5	**0%** 0	**0%** 0	27
Total Respondents	112	96	15	33	256

	Additional comments	Total
Q1: Board of Trustees	4	4
Q1: Classified Staff	10	10
Q1: Faculty Full-time	11	11
Q1: Faculty Part-time	8	8
Q1: Management	3	3

#	Q1: Board of Trustees	Date
1	Especially over the past two years in which efforts have been made to address plans which needed attention. The time commitment has been huge for those involved, but well worth it. From these model efforts, we can move forward with planning in other areas as needed on an ongoing basis.	11/7/2014 11:37 PM
2	Long range planning is essential for the long term health of the college. Convincing the voting public of that should become a primary goal.	11/7/2014 9:12 AM
3	There is room for continued improvement.	10/22/2014 4:14 PM
4	Much better than most educational institutions. I am sure they will continue to positively evolve as the years go by.	10/22/2014 3:33 PM

#	Q1: Classified Staff	Date
1	Doing the best it can with what it has.	11/7/2014 12:31 PM
2	The planning process does not appear to be particularly effective. More consensus driven planning would an improvement. Too much of SBCC planning is done by one or two people, hoping that everyone else will follow along.	11/5/2014 7:06 PM
3	Work in progress	10/24/2014 11:05 PM
4	I'm so low in the food chain that I've no idea who or how things are authorized. but have had classrooms full of students that have complained about the lack of cold beverages on the west campus. Having been here a few years I remember when the west snack shop had lots of space for cold drinks alll of which went away after the remodle and have to wonder at the short sightedness of the planners	10/23/2014 12:07 PM
5	with our present leadership yes........oversights from the past still plague us	10/23/2014 9:27 AM

6	As a classified staff member in student services, I find myself disillusioned with the way the Administration does things at times. For instance, moving forward with two summer sessions with little to no input or support for the people on the front lines actually serving the students is frustrating. We keep taking on more work with no reprieve in sight. I love my job and am happy to go above and beyond for our students, but planning processes from above could use some work.	10/23/2014 9:12 AM
7	I think PLLUMP will help formalize effective planning.	10/22/2014 2:43 PM
8	The frequent changes to the processes make them difficult to actually use for planning.	10/22/2014 2:35 PM
9	I think SBCC's planning process is sound. However I think the decision process and implimentation process after the plan often falls short.	10/22/2014 2:06 PM
10	It's getting there.	10/22/2014 2:02 PM
#	**Q1: Faculty Full-time**	**Date**
1	We jump through a lot of hoops to give the appearance of planning, but many faculty members and departments are excluded from decisions. The decisions are made at higher levels without feedback about why the recommendations from lower levels were not accepted. The college uses two different processes - the formal written plan that gives cover to management when the accreditation reviewers come around, and the informal top-down decision process that is what really drives the college.	11/7/2014 10:25 PM
2	At this point, I have quite a bit of trust in the senators, the administrators and the BOT. That hasn't always been the case. However, I do feel that some choices are made without full transparency and I think some decisions could be discussed more openly.	11/7/2014 7:42 PM
3	I'd like to see a bit more emphasis on classroom to budget rather than budget to what happens in the classroom and in student services. For example, a survey of students asking what they perceive as major stumbling blocks to student success (beyond parking (:), and a survey of faculty having them identify the major pedagogical challenges they face in the classroom, and possible solutions from both groups?	11/7/2014 5:00 PM
4	Some discussions that effect the entire college are not open for discussion. Some colleges have hired student equity coordinators and 3sp directors and we are not. How we plan to meet unmet needs is often out of the discussion. Absorbed by an easiest if dean or vp to take in when they are already so busy.	11/7/2014 12:51 PM
5	I think there needs to be more of a campus vision for the student support services and that vision needs to be made explicit. Many services are separated from one another or over lapped and it is not efficient.	11/7/2014 11:00 AM
6	There seems to be a renewed energy towards planning.	11/7/2014 10:18 AM
7	I believe that SBCC is improving its efforts to include all faculty and staff in the planning process. I hope that all of the input that is received is seriously taken into consideration and not just given lip service.	11/4/2014 10:03 AM
8	involvement of EVP in Faculty Senate stifles candor.	11/4/2014 8:21 AM
9	Sometimes processes get in the way of teaching, too many meetings	10/23/2014 5:15 AM
10	Too much "bottom-up" planning.	10/22/2014 4:25 PM
11	Planning for what? Can you be more specific?	10/22/2014 1:45 PM
#	**Q1: Faculty Part-time**	**Date**
1	Need to involve the community at large and part time faculty more in the discussion and process.	11/7/2014 2:57 PM
2	While I don't know if it is effective, it's mostly because I'm not involved enough with the process. I've worked at 5 different institutions, some private some public, and SBCC has the most transparent system I've ever seen.	11/5/2014 1:24 PM
3	It's hard to anticipate what can be realistic when planning when you are not certain about funding.	11/4/2014 12:17 PM
4	I was discouraged to submit class request year after year for intermediate level Chinese.	11/4/2014 7:21 AM
5	If it had effective planning processes,, continuing education would not be charging tuition to senior citizens whose lifetime of work entitles them to the free education as was the case in the past, resident students would not be limited to 100 units or less before being charged out-of-state tuition, and community members would be allowed to take any course without having to sign up for a major. This is a penny-wise and pound foolish policy. The preference for vocational courses over academic ones is an indictment of the standards of this instutution. Why prepare students for a vocation for which there are unlikely to be jobs in at the end? Academic courses increases one's resilience.	10/22/2014 10:07 PM

#		Date
6	This question is very vague. Planning what? Why is "effective" a yes/no option? Processes can be more or less effective, but effective as a yes/no question doesn't make much sense. I guess we do end up with plans, so our process is "somewhat" effective, I guess?	10/22/2014 3:33 PM
7	Because there is no public comment period at the beginning of each meeting. See the CA Brown Act, California Government Code §54960	10/22/2014 2:15 PM
8	I think SBCC has effective planning processes concerning the college itself. I do not think it effectively takes into consideration its impact on the local neighborhood.	10/22/2014 1:45 PM
#	**Q1: Management**	**Date**
1	As mentioned previously, I am still learning how institutional and department processes overlap. I recently began to understand the process of Program Review, but I know that it will take multiple cycles to truly understand flow.	11/5/2014 2:38 PM
2	The processes are transparent and all constituency groups are invited to participate in them.	11/4/2014 5:52 AM
3	It has been evolving and improving. Effective planning is very time consuming!	11/4/2014 5:16 AM

Q5 Do our planning processes drive budget allocation?

Answered: 256   Skipped: 63

	Yes	Neutral	No	I don't know	Total
Q1: Board of Trustees	100% 5	0% 0	0% 0	0% 0	5
Q1: Classified Staff	52% 41	18% 14	8% 6	23% 18	79
Q1: Faculty Full-time	44% 42	27% 26	6% 6	22% 21	95
Q1: Faculty Part-time	34% 17	24% 12	6% 3	36% 18	50
Q1: Management	85% 23	4% 1	0% 0	11% 3	27
Total Respondents	128	53	15	60	256

	Additional comments	Total
Q1: Board of Trustees	4	4
Q1: Classified Staff	8	8
Q1: Faculty Full-time	5	5
Q1: Faculty Part-time	6	6
Q1: Management	2	2

#	Q1: Board of Trustees	Date
1	Yes. At SBCC fulfillment of the Mission drives planning, planning drives the budget. It is difficult given how much overlap there is in programs and services, but it would be very interesting to look at the monies and how they are spent in different ways i.e. specific student services, counseling, remediation.	11/7/2014 11:37 PM
2	In a sense, my vote is aspirational. Long range planning as we know it today is relatively new.	11/7/2014 9:12 AM
3	To some extent, not fully.	11/3/2014 11:31 PM
4	We now have an excellent budget platform that should allow us to do even better.	10/22/2014 4:14 PM

#	Q1: Classified Staff	Date
1	Sometimes, a lot of the time it is driven by situation at hand.	11/7/2014 12:31 PM
2	I know we have meetings that are open to the campus regarding budget allocation but it's hard to get away from work especially when you are assisting students. I think budget allocation needs to be explained in layman's terms.	11/7/2014 9:59 AM
3	Planning processes do drive budget allocation. However, since planning is not done as well as it could be, having it drive budgets is not always good.	11/5/2014 7:06 PM
4	Sometimes ideas of those power win over planning process.	10/24/2014 11:05 PM
5	I get the impression that's what the Program Review process is about.	10/22/2014 2:43 PM
6	Not exclusively. This seems to be a mixed bag where budget allocations sometimes drive planning processes, and planning processes sometimes drive budget allocations.	10/22/2014 2:35 PM
7	I generally agree with this statement, though I know there are cases where budget is allocated without the planning process. I'm not sure if this is justified or not, it probably is justified in many cases when needed to quickly respond to unplanned circumstances.	10/22/2014 2:06 PM

8	It depends of which meeting you go to and who is heading it ... on one hand you have the growth cap advocates and on the other is the continuation of adding more more programs and bodies.	10/22/2014 2:02 PM

#	Q1: Faculty Full-time	Date
1	What is on paper does not match what actually happens.	11/7/2014 10:25 PM
2	I have still not seen one positive outcome coming from my department's program reviews during the recent years. We keep on being misinformed about what we should place in the program review and the tips always come After we submit it. taking 1-2-3 lists to committees is a good/democratic idea but it disables the possibility of a bargain (I don't get the material I need this year but I will be in a better position next).	11/7/2014 10:18 AM
3	I don't know to what extent they drive budget allocation.	11/3/2014 10:15 PM
4	Sometimes yes, sometimes no.	10/22/2014 6:20 PM
5	Budgets, for the most part, have been in place for years. Departmental plans are rarely considered when allocating budgets.	10/22/2014 4:25 PM

#	Q1: Faculty Part-time	Date
1	I believe there is a community perception that budget allocation planning is not always communicated clearly to the public.	11/9/2014 5:43 PM
2	Jack is instrumental	11/7/2014 10:09 AM
3	When resources are sufficient.	11/4/2014 2:33 PM
4	With the failed planning process governing this institution, you bet.,	10/22/2014 10:07 PM
5	Do you mean "do the PLANS drive budget allocation" or "do the PLANNING PROCESSES drive budget allocation? I hope the plans themselves drive the allocation, and not the processes by which we make the plans.	10/22/2014 3:33 PM
6	Not based on Measure S.	10/22/2014 2:15 PM

#	Q1: Management	Date
1	The shared governance processes take too long between program review submissions and the ability to order needed items.	11/4/2014 6:47 AM
2	It drive some of the budget process but a small % of the total. 97% is locked for salary,benefits and the ever lucrative faculty stipends..	10/23/2014 1:30 PM

Q6 Do we have an effective budget allocation process?

Answered: 256　Skipped: 63

	Yes	Neutral	No	I don't know	Total
Q1: Board of Trustees	**100%** 5	**0%** 0	**0%** 0	**0%** 0	5
Q1: Classified Staff	**29%** 23	**32%** 25	**11%** 9	**28%** 22	79
Q1: Faculty Full-time	**31%** 29	**36%** 34	**11%** 10	**23%** 22	95
Q1: Faculty Part-time	**20%** 10	**18%** 9	**16%** 8	**46%** 23	50
Q1: Management	**74%** 20	**15%** 4	**4%** 1	**7%** 2	27
Total Respondents	87	72	28	69	256

	Where could we improve?	Total
Q1: Board of Trustees	2	2
Q1: Classified Staff	8	8
Q1: Faculty Full-time	11	11
Q1: Faculty Part-time	8	8
Q1: Management	2	2

#	Q1: Board of Trustees	Date
1	It will take practice and evaluation.	11/7/2014 9:12 AM
2	The zero based budgeting was an eye-opener for departments and programs, a good process to go through. I think the Board of Trustees needs a session in what is expected from a trustee with respect to the budget. Some trustees are "in the weeds" of the budget.	11/3/2014 11:31 PM

#	Q1: Classified Staff	Date
1	Some budget allocations are done outside the planning process.	11/7/2014 1:35 PM
2	Doing the best with what we have.	11/7/2014 12:31 PM
3	I need more information on this area to properly give my opinion.	11/7/2014 12:17 PM
4	I seriously question the priorities used in budget allocation. SBCC seems to spend a lot of money on things that do not really matter while shorting more important areas. An example would be replacing well functioning equipment because it is in program review but cutting department tutor budgets. I would venture that good class tutors have more impact on a class's success than having a new printer does.	11/5/2014 7:06 PM
5	Working on it.	10/24/2014 11:05 PM
6	When it takes hours of investigation to find out what an individual budget actually is, how can we be sure about allocations and their efficacy?	10/23/2014 9:27 AM
7	At least for our department, there's a lot of thought that goes into Program Review.	10/22/2014 2:43 PM

8	It seems there is a lot of "rollover" and not an indepth determination of needs of each department. I know there is a time challenge for administrators to drill down into budgets and discuss with the departments their needs to get this accurate. When changes are needed, it seems like it goes "round and round" in discussion and if this is going to happen, we can't address all the areas of the budget that need to be viewed. One problem is a few departments/chairs are not even sure how to access their budgets or are aware of how they work, etc. Nor do they monitor their resources. Lyndsay is doing a great job though.	10/22/2014 1:47 PM
#	**Q1: Faculty Full-time**	**Date**
1	Deals are still made behind closed doors. You only sometimes find out when someone complains about the unequal allocations. Grants are being used to reward some departments and to pay some faculty members more than others. Departments are forced to enroll more students without a corresponding budget increase. How to improve - prevent Friedlander from making side deals.	11/7/2014 10:25 PM
2	At the moment, I feel that there is a lot of commitment by the administration to fund the departments and the campus programs to the fullest extent possible. Nevertheless, I think there are some inefficiencies and duplication of effort that could be curtailed.	11/7/2014 7:42 PM
3	But planning needs to focus even more on serving students.	11/7/2014 2:52 PM
4	It is a huge and complex process but there is a nice area of improvement in our current system.	11/7/2014 10:18 AM
5	Representation skews toward the wealthy programs and administration preferences. Strategic Planning annual review to improve focus would help.	11/4/2014 8:21 AM
6	It's effective for a short term model but needs to involve a longer term one (more than 15 years, 50 or more, in my opinion).	11/4/2014 8:14 AM
7	Would need information to know how to respond with understanding. It would be easy to say no based on what I see, but I have no idea what it's like to be in the position of those making decisions.	11/3/2014 10:15 PM
8	Better notification when Program Review items have been budgeted (for reasons of which I am unaware, notification that certain items had been funded didn't seem to reach our department chair earlier -- we became aware only after several months, through "backdoor" channels during other committee meetings). Perhaps deans can provide follow-up when items don't come through for purchase several months into the process.	10/31/2014 2:19 PM
9	ZBB in theory is a good idea, but not in practice.	10/22/2014 6:20 PM
10	Not always; sometimes, the "last person" heard is the one who gets funding.	10/22/2014 4:25 PM
11	I don't have any sense of the overall process for the college. I have only participated in the process on the department level.	10/22/2014 1:44 PM
#	**Q1: Faculty Part-time**	**Date**
1	The creation of committees within the community to advise on budget allocation may be a positive step toward community buy-in for future projects.	11/9/2014 5:43 PM
2	Faculty should be treated with greater reverence, and paid more for their performance.	11/7/2014 9:04 AM
3	As an adjunct, I feel that my opportunities for engagement in the budget process at the department level and other levels are limited, by both the institution and by my own time.	11/4/2014 9:10 AM
4	It's nice to have a fancy campus, but better to have a solid core of faculty secure in their work and with the ability to forge long term relationships with the student body.	11/4/2014 6:18 AM
5	The allocation should provide the greatest public service for the greatest number. It doesn;t	10/22/2014 10:07 PM
6	Since I don't know the details of exactly how the money gets allocated, I can't comment on where we could improve specifically. I will say that there is a fair amount of red tape to getting money for various projects, but I'm not sure if that's a good or bad thing, so I can't really say if lessening the bureaucracy involved would be a net positive or negative.	10/22/2014 3:33 PM
7	The budget seems to be more driven toward outcomes than quality education. What we used to call a "liberal education." The sophomore level courses are diminishing. Rather than quality, it's about speed. How do we move them out mentality. And, little interest in developing new courses, new departments.	10/22/2014 3:09 PM
8	FIRST ID what NEEDS to be done, then quantify the cost, then prioritize the items, then add up the ones that are most important.	10/22/2014 2:15 PM
#	**Q1: Management**	**Date**

1	There appear to be controls in place to manage allocation of funds.	11/5/2014 2:38 PM
2	No, most of our budget is just rolled from year to year and is not necessarily in line with goals, trends, etc. We seldom step up and make the hard changes. We just wait for bad people to quit or retire.	10/23/2014 1:30 PM

Q7 SBCC offers high quality instructional programs.

Answered: 293   Skipped: 26

	Agree	Neutral	Disagree	No opinion	Total
Q1: Board of Trustees	**100%** 5	**0%** 0	**0%** 0	**0%** 0	5
Q1: Classified Staff	**92%** 81	**3%** 3	**0%** 0	**5%** 4	88
Q1: Faculty Full-time	**88%** 91	**12%** 12	**0%** 0	**0%** 0	103
Q1: Faculty Part-time	**89%** 63	**8%** 6	**3%** 2	**0%** 0	71
Q1: Management	**100%** 26	**0%** 0	**0%** 0	**0%** 0	26
Total Respondents	266	21	2	4	293

	Additional comments	Total
Q1: Board of Trustees	2	2
Q1: Classified Staff	7	7
Q1: Faculty Full-time	8	8
Q1: Faculty Part-time	10	10
Q1: Management	1	1

#	Q1: Board of Trustees	Date
1	We have the very best faculty on the planet!	11/7/2014 9:14 AM
2	The faculty are terrific!!	10/23/2014 10:09 AM

#	Q1: Classified Staff	Date
1	Need more flexibility in serving student needs (weekend and evening) instruction.	11/7/2014 12:38 PM
2	Some online courses need restructuring. Instructors should be required to post more than powerpoints that mirror the textbook.	11/7/2014 10:06 AM
3	Are existing instructional programs are of high quality but with new technology I would like to see more innovative new programs especially geared towards integrative medicine/health.	11/7/2014 10:01 AM
4	Excellent	11/7/2014 9:19 AM
5	It's not the money spent on the program it is the quality of the INSTRUCTION. Money cannot buy a great mind and a caring teacher.	11/7/2014 9:04 AM
6	With the exception of comments regarding faculty in question above, we do offer high quality instructional programs. Career Technology programs in particular must be updated regularly to track industry changes. In addition to English and Math assessment (driven by state and federal requirements), an assessment of keyboarding skills should be done in the interest of student success. I have seen students unfamiliar with key locations not finish a class. Suggesting they take a typing class is too little too late. Typing is necessary for many classes.	11/5/2014 7:53 PM
7	Overall, I think SBCC provides a quality education. I do hear occasional student complaints about instructors who are not available to their students ie. don't keep office hours, don't answer email or phone messages.	10/22/2014 3:17 PM
#	Q1: Faculty Full-time	Date

1	Very uneven. Some are high quality, others are not high quality. Several are just average. There is little cutting-edge majors or technological areas. The programs are just average.	11/7/2014 10:35 PM
2	I think there are many excellent teachers on campus and I'm proud to be a part of this campus.	11/7/2014 7:47 PM
3	Yet, we can improve them. A study of how, when, and who enrolls in what classes and why and student success rates in those classes may be a starting point: e.g., who enrolls primarily in evening classes or online classes or once a week math/English classes and why--what faculty and students services are available to these students? What are the success rates?	11/7/2014 5:03 PM
4	Compared to what? I think that we serve and teach better than a 4 year institution (more attention to the student). I do not agree with our Huge "remedial role" because it stops us from preparing students for the current work market. I think we still teach in a very traditional way. We can be more flexible than a 4 year institution, therefore we should be more in-tune with the current market and new definitions of fields: we should be very strong in inter-disciplinary studies and technology driven classes/activities: We are not.	11/7/2014 10:34 AM
5	Overall, yes, but student still talk about teachers who end class early or cancel frequently; provide much delayed or minimal feedback; or who fail to keep office hours. Our evaluation process needs to do its job to correct these deficiencies.	11/4/2014 12:51 PM
6	inconsistent. Some programs are rigorous, others are trivial even within the same department. There is no enforcement of consistent standards.	11/4/2014 8:23 AM
7	exceptional	10/23/2014 10:01 AM
8	I do not believe that all of our instructional programs maintain the highest standards or provide all of our students with an exceptional educational experience.	10/22/2014 7:11 PM
#	**Q1: Faculty Part-time**	**Date**
1	But faculty are feeling forced to "dumb down" our offerings to insure student "success." This is especially true because students are a) so overcommitted, and b) so ill-prepared for college.	11/4/2014 11:11 AM
2	We serve a wide range of students who have a wide range of preparation, motivation, and abilities. I think we have programs that will be useful to many of these students. I wonder (but do not know) if there is any way we could improve our outreach.	10/25/2014 1:28 AM
3	Gateway tutoring is great at helping students succeed.	10/24/2014 12:28 PM
4	Agree somewhat 75%	10/23/2014 11:41 AM
5	SBCC also offers some mediocre instructional programs.	10/23/2014 1:51 AM
6	It's the faculty that provides high quality academic instruction despite the administrative constraints from college and state. More than half of that comes from the so-called contingent or part-time faculty.	10/22/2014 10:19 PM
7	Nope. Pass them. Make it easy, don't enforce deadlines and don't use "difficult" texts. SBCC student transfers have the distinction of being the majority of fail outs and drop outs at UC.	10/22/2014 10:11 PM
8	Again, this question is so vague that the only reasonable answer is "yes". I'm sure we have some instructional programs that are of "high quality", though "high quality" is undefined, so it's hard to say what that even means. I think we do a good job (relative to other institutions) in many areas, so I guess I agree.	10/22/2014 3:54 PM
9	Srtudents who are recruited for athletic teams and do not have the funds for a textbook are left to twist in the wind with "The textbook is in the library. Read it there". This is impractical, ESPECIALLY for financially challenged students, who, in order to use the library copy, have to incur additional costs and logistics challenges. I inquired into how a textbook could be made available to such students and was left with the sense that my only option is to buy extras out of my own pocket and hand them out.	10/22/2014 2:24 PM
10	I think this is an uneven area. Some classes are indeed high quality. Some others are minimally effective and some teachers are not strict enough when it comes to the SLOs	10/22/2014 1:48 PM
#	**Q1: Management**	**Date**

1	I will agree and disagree at the same time..... I believe some of our programs are outstanding and you could find none better. There are some however that have been skating along on the accomplishments of the past and are substandard when it comes to content and how that content is delivered. If one truly loves to teach, and truly loves people then how could you not want nothing more than to figure out new ways to deliver your knowledge and the knowledge of your instructors to fill these empty vessels.... And I can tell you right now.. these students "vessels" are emptier than they have ever been... What an opportunity to work as a community and fill them with knowledge and experiences of each of us.... giving our personal strengths and accomplishments, wisdom and sharing our failures..... Sometimes failures are a huge learning experience.... We need to remember... the students are our employers... Without them we have no employment... And the students are entrusting us to give them the content they need to move forward in a productive life... In a nutshell.... we as faculty and staff need to care...	11/4/2014 7:04 AM

Q8 SBCC offers high quality student support services.

Answered: 293   Skipped: 26

	Agree	Neutral	Disagree	No opinion	Total
Q1: Board of Trustees	100% 5	0% 0	0% 0	0% 0	5
Q1: Classified Staff	86% 76	8% 7	3% 3	2% 2	88
Q1: Faculty Full-time	85% 88	9% 9	5% 5	1% 1	103
Q1: Faculty Part-time	77% 55	14% 10	3% 2	6% 4	71
Q1: Management	92% 24	8% 2	0% 0	0% 0	26
Total Respondents	248	28	10	7	293

	Additional comments	Total
Q1: Board of Trustees	2	2
Q1: Classified Staff	11	11
Q1: Faculty Full-time	17	17
Q1: Faculty Part-time	12	12
Q1: Management	3	3

#	Q1: Board of Trustees	Date
1	Absolutely, but we need adequate space and facilities to support these services.	11/7/2014 11:44 PM
2	We need more counselors but the support services are expanding and the staff are dedicated and caring.	10/23/2014 10:09 AM

#	Q1: Classified Staff	Date
1	Need more flexibility in serving student needs (weekend and evening) services.	11/7/2014 12:38 PM
2	Very much so.	11/7/2014 9:19 AM
3	I believe we do offer student support services. I am told that international students use support services such as counseling extensively. U.S. students use fewer support services but probably need them more. How can you reach out to more U.S. students to use support services and increase their chances of success?	11/5/2014 7:53 PM
4	Generally high quality, though more staffing is needed to accommodate the number of students served. Wait times are too long and programs to highly impacted.	10/24/2014 9:16 AM
5	I love working in an atmosphere where so many other employees are sincerely striving to help students in so many different ways......and openly are excited to be able to do so.	10/23/2014 9:32 AM
6	Student support needs more support themselves, however. We keep doing more with less.	10/23/2014 9:17 AM
7	however we don't necessarily have enough staff to accommodate all students needs	10/23/2014 8:01 AM
8	I agree, but I do hear students complaining about certain departments and the lack of assistance or rude behavior they've endured there, particularly the Financial Aid and Admissions departments.	10/22/2014 3:17 PM
9	I agree with this over all and maybe it has improved but I think the counseling area, as to their advising them as to their classes and what will transfer may be improved. Awhile ago my son just gave up and became very good at it himself. My daughter had trouble with it and also a current student. In the other counseling areas I think we are strong. Just not so much in the student services building and that may lead to lots of anger and frustration.	10/22/2014 2:56 PM

10	I believe that PLLUMP will improve these services even more.	10/22/2014 2:45 PM
11	It depends on whether you qualify to receive it. We have many high quality support services that are geared ONLY certain segments of the student demographic.	10/22/2014 2:09 PM
#	**Q1: Faculty Full-time**	**Date**
1	This is one area where the college excels.	11/7/2014 10:35 PM
2	With respect to counseling services, "high quality student support services" for all students depends on who is chair of the Counseling Department.	11/7/2014 9:32 PM
3	Here I feel SBCC really excels. I have spoken with colleagues on many campuses where that is not the case, and programs like our DSPS and EOPS are exceptional.	11/7/2014 7:47 PM
4	Because I have seen first hand the difference students support services can make (academic, health, financial aid counseling, library instruction, and tutoring to name a few), I continue to be impressed by the work of these committed professionals. Yet, the caseloads of counsellors, the differences time and type of instructional delivery methods can result in students falling through the holes of our safety nets.	11/7/2014 5:03 PM
5	As #1 college in the nation out students deserve to have a smaller counselor to student ratio. Santa Monica has 350 students to counselor and we have 1400 to one counselor. We could reach the middle majority if we had more counselors	11/7/2014 12:54 PM
6	Individually they are high quality, but they are not a cohesive unit (ex. tutoring, special programs, counseling, transfer) are not always working together and are sometimes overlapping services.	11/7/2014 11:04 AM
7	Gateway serves well academic classes. There is NO support for online classes besides a small budget for readers. In my department we need online tutors, not readers. There is very little to read :)	11/7/2014 10:34 AM
8	I'd like to see more academic counselors.	11/4/2014 2:00 PM
9	We need more counselors in every area. It's way too hard to students to get the information they need, and the online resources are rarely as effective as face-to-face meetings.	11/4/2014 12:51 PM
10	I believe that we could improve our financial aid processes and procedures to be more student friendly and student oriented.	11/4/2014 10:05 AM
11	Perhaps too much support undermines the independence and initiative of our clients.	11/4/2014 8:23 AM
12	But only on campus, same services should be provided to online students.	11/4/2014 7:46 AM
13	Additional staffing is need in the Transfer Center. There are over 12,000 SBCC students that identified transfer as their educational goal.	10/28/2014 4:38 PM
14	exceptional	10/23/2014 10:01 AM
15	I truly believe we coddle the students too much. We hand hold and don't expect them to take responsibility for their learning. They need to be treated like adults not children. Instructors are expected to always do more for them when they don't read the syllabus, turn in their work on time etc. this is part of learning about the real world. We do them a disservice when we do not hold them accountable for their actions. Too much assistance does not prepare them for the real world work ethics.	10/23/2014 5:30 AM
16	Unfortunately, we have not recovered from budget cuts over the last 5 years or so. It would be great if we could allocate more money to our various support endeavors.	10/22/2014 6:21 PM
17	Fantastic student support services--as a faculty member, I am grateful for the level of support that we can guide our students to when needed. This support is simply invaluable for my "non-traditional" students who have many challenges.	10/22/2014 2:10 PM
#	**Q1: Faculty Part-time**	**Date**
1	However, I strongly think EVERY student should be tracked by, and be answerable to, a counselor. That way, if a student is struggling in any course, prompt constructive intervention can take place.	11/4/2014 11:11 AM
2	I agree with the caveat that I think we do not provide the bulk of our students with the academic advising that they need to figure out the SBCC system and efficiently move through our programs. Many of my students bobble around in general ed classes and lack information about whom to contact when they have questions about their programs. I'm amazed that we don't require everyone who is currently enrolled to meet with an academic advisor at least once a year for a game plan.	11/4/2014 9:15 AM

3	DSPS at SBCC is one of the greatest student support systems that I have ever had the pleasure to work with.	11/4/2014 8:05 AM
4	I don't know about this either. I have a student who is suicidal and depressed. I wrote an email to ask for help, but never heard back from this person....	11/4/2014 7:27 AM
5	The potential is enormous	11/4/2014 6:20 AM
6	Hooray for Gateway program and the Learning Resource Center.	10/25/2014 1:28 AM
7	Mostly agree 80%	10/23/2014 11:41 AM
8	I don't know the counseling services that well.	10/22/2014 10:19 PM
9	Jerry Pike refuses to help international students with "english phrasing". We don't do that he says. THAT'S WHAT THEY NEED, Idiot.	10/22/2014 10:11 PM
10	Same answer as #7. I do think our student support staff do a better job of supporting students than some other institutions, so I guess I agree.	10/22/2014 3:54 PM
11	Except for the textbook issue in #7 above, student support services are excellent.	10/22/2014 2:24 PM
12	I think the student support services are too helpful and do not let students experience hardships on their own enough to provide learning opportunities.	10/22/2014 1:48 PM
#	**Q1: Management**	**Date**
1	A great deal of progress has been made in restoring resources in this area.	11/4/2014 5:54 AM
2	Need more funding for counselors and advisors, especially noncredit.	10/24/2014 4:17 PM
3	Some areas are excellent like EOPS. Academic counseling, Career Center, Transfer Center is mediocre at best.	10/23/2014 1:31 PM

Q9 SBCC offers high quality library and learning support services.

Answered: 293   Skipped: 26

	Agree	Neutral	Disagree	No opinion	Total
Q1: Board of Trustees	**100%** 5	**0%** 0	**0%** 0	**0%** 0	5
Q1: Classified Staff	**88%** 77	**8%** 7	**0%** 0	**5%** 4	88
Q1: Faculty Full-time	**91%** 94	**5%** 5	**2%** 2	**2%** 2	103
Q1: Faculty Part-time	**86%** 61	**7%** 5	**3%** 2	**4%** 3	71
Q1: Management	**88%** 23	**4%** 1	**0%** 0	**8%** 2	26
Total Respondents	260	18	4	11	293

	Additional comments		Total
Q1: Board of Trustees		2	2
Q1: Classified Staff		5	5
Q1: Faculty Full-time		9	9
Q1: Faculty Part-time		10	10
Q1: Management		0	0

#	Q1: Board of Trustees	Date
1	Outstanding! Lets keep the Library front and center when planning facilities requirements in the future. We want to be sure our resources are current in terms of technology.	11/7/2014 11:44 PM
2	The students seem to really enjoy the library setting.	10/23/2014 10:09 AM
#	Q1: Classified Staff	Date
1	Completely	11/7/2014 9:19 AM
2	City College does provide a high quality services in these areas. I do question however two areas in the Library. When the last class weekdays ends at 10:00 pm, is it really necessary for the Library stay open to 11:00 pm? Even if funds are donated to absorb the extra costs, this is a community college not a university where a library may be open 24/7 (and will that be next?). My second concern is having a cafe in the Library. While I am sure it generates money, it is by far the largest contributor to noise and mess in the Library. To me it causes more problems than it solves.	11/5/2014 7:53 PM
3	Could use updating and additional resources. Assist needy students with class books. Address the high cost of text books.	10/24/2014 11:14 PM
4	Library needs more staffing to address student needs, especially in light of the increasing number of students making use of library services. Also, study space in the library is regularly filled beyond capacity with students sitting on the floor and blocking walkways. A larger facility or addition is needed.	10/24/2014 9:16 AM
5	The library is the hub of the campus as it should be. Just balance out the amount of student Macs with some PCs man!	10/22/2014 2:09 PM
#	Q1: Faculty Full-time	Date
1	There are some good features in the library, but learning support has become just average. The services - especially LRC - are not available to distant education students.	11/7/2014 10:35 PM

2	Absolutely!	11/7/2014 5:03 PM
3	Again it would be great if these learning support services worked more with other student services.	11/7/2014 11:04 AM
4	We do not need Library support: we need training videos. There is 0 budget to support instructors in the making of training videos for their classes. We should have Libraries of training videos in the field. In the absence of that we should have access to already made online resources like lynda.com I have heard the old-school critique about professional training videos used to supplant the instructor's lecture. I need support for my students in other areas that what I exactly cover in my class. There is no-where to send them for help. In my lab, there is ONE person to help and attend a complete lab at any given time: that is one Lousy support.	11/7/2014 10:34 AM
5	The library is something this school should be very proud of. The library staff is enthusiastic and helpful, even at the last minute.	11/4/2014 2:00 PM
6	Online students do not have the same learning support services as on campus students. Particularly tutoring and writing lab.	10/23/2014 11:45 AM
7	exceptional	10/23/2014 10:01 AM
8	Though I would like to see the designation of an "arts" section (performing and visual) in the library and an expansion of book and multimedia resources. The staff is great and service is excellent.	10/22/2014 5:36 PM
9	High quality for both students AND staff!	10/22/2014 2:10 PM
#	**Q1: Faculty Part-time**	**Date**
1	Outstanding library and computer support services.	11/9/2014 5:44 PM
2	This is a fabulous resource for students. They just claim they are too busy to take advantage.	11/4/2014 7:46 PM
3	The library is amazing.	11/4/2014 11:48 AM
4	Elizabeth Bowman is outstanding. I get detailed, personal, effective support from her and the library staff. They are amazing.	11/4/2014 9:15 AM
5	Ever since Kenley Newfield took the helm, this has been a superior, well-library, and Elizabeth Bowman seems to bee maintaining that qualitye.	10/22/2014 10:19 PM
6	not enough hours, only fifteen minutes per student for tutors, are you kidding?	10/22/2014 10:11 PM
7	I like our library, but I'm not sure it's better than average. If that counts as "high quality", I agree. I'm not sure where to draw the line between "learning support" and "student support". In general, I feel like we support our students as well as we can on our budget. We could do more, but we have finite resources.	10/22/2014 3:54 PM
8	Our library and its staff are among the best things about our college. So, hire more librarians: full-time and credentialed. The library is the heart of the campus. Give them what they ask for.	10/22/2014 3:14 PM
9	Our library staff is STELLAR. They are smart and dedicated and ON IT. I went to a class they offered 2 years ago about library resources.	10/22/2014 2:24 PM
10	In the last 8 or so years the library has become an outstanding center for learning and studying ..the librarians are well-educated and very knowledgeable ..	10/22/2014 1:48 PM
#	**Q1: Management**	**Date**
	There are no responses.	

Q10 SBCC is doing a good job supporting student success.

Answered: 293   Skipped: 26

	Agree	Neutral	Disagree	No opinion	Total
Q1: Board of Trustees	**100%** 5	**0%** 0	**0%** 0	**0%** 0	5
Q1: Classified Staff	**80%** 70	**14%** 12	**3%** 3	**3%** 3	88
Q1: Faculty Full-time	**77%** 79	**18%** 19	**3%** 3	**2%** 2	103
Q1: Faculty Part-time	**69%** 49	**21%** 15	**6%** 4	**4%** 3	71
Q1: Management	**81%** 21	**15%** 4	**0%** 0	**4%** 1	26
Total Respondents	224	50	10	9	293

	Where could we improve?	Total
Q1: Board of Trustees	2	2
Q1: Classified Staff	12	12
Q1: Faculty Full-time	14	14
Q1: Faculty Part-time	19	19
Q1: Management	2	2

#	Q1: Board of Trustees	Date
1	Yes. Lets continue to identify those students struggling with life and studies and create and grow innovative programs which give them the best chance at success.	11/7/2014 11:44 PM
2	We simply need to continue emphasizing that we are here to help. Convincing students that they can succeed is often the challenge.	11/7/2014 9:14 AM

#	Q1: Classified Staff	Date
1	We need to improve the number of students who complete and/or transfer. We should consider offering more classes on Friday.	11/7/2014 1:37 PM
2	I think we could work at expecting more responsibility of our students both on and off campus. Assisting them in becoming good citizens. Working with our mission.	11/7/2014 12:38 PM
3	For which students?	11/7/2014 10:46 AM
4	Noncredit	11/7/2014 10:37 AM
5	Outstanding, the writing center, tutors, LRC, counseling, student support. I think we are doing a good job supporting teacher success as well.	11/7/2014 9:19 AM
6	Need more local outreach (student) and invite (family) community onto campus so it becomes part of the culture.	10/24/2014 11:14 PM
7	obviously	10/23/2014 9:32 AM
8	There seems to be a lot of talk around student success, and now access and equity, but I don't see much action. Administration seems quick to adapt "one-size-fits-all" approached to learned (i.e. ESP) without, IMO, honestly taking stock of the REAL reasons at-risk students are unsuccessful. A disconnect exists, and it needs to be addresses if success (rather than just the funding) is truly our aim.	10/23/2014 9:17 AM

9	however some of the support staff is in the middle of making changes to better serve the students, so we have yet to see how the changes will work	10/23/2014 8:01 AM
10	Support would likely benefit from more coordination across departments. We have a lot of specialized programs that offer similar things but to different student populations. More communication between programs helps with the spread of good ideas and effective practices, and makes it easier for staff in one program to refer students to another when a problem is identified.	10/22/2014 3:14 PM
11	Stop adding programs that only allow for CERTAIN types of students to utilize. If these programs work, then let's make them available for ALL students.	10/22/2014 2:09 PM
12	Need more staff.	10/22/2014 1:47 PM
#	**Q1: Faculty Full-time**	**Date**
1	In SBCC research in terms of enrollment patterns in non-traditional course offerings and their success rates (online, evening only, once a week); in the support we offer students enrolled in these classes; in SBCC support for and incorporation of adjunct faculty--especially in core disciplines such as English, Math, and ESL that rely most heavily on adjuncts. I have never been an adjunct (except for TA-ship), but if it's true that connection with a faculty member is critical to student success, our adjuncts need private space (at minimum sound proof panels) for conferencing with students; instruction in Student Services support available to students; and compensation for devoting extra office hours (or documented student appointments beyond office hours?) as they struggle to provide much needed individualized instruction in core instruction. Most importantly, I believe that the research I suggested above would allow SBCC to create a comprehensive plan that will help faculty insure that students in EVERY class and delivery method receives equal support, those students who are currently marginalized (the under-performers, the part-timers and the "night hawks") discover ways to choose a major best suited to their talents and interests, learn how to integrate the variety of course offerings that will further their progress and success, and be offered avenues and support that will permit them to follow the current success model of enrollment, i.e., full-time, daytime student.	11/7/2014 5:03 PM
2	But, again, it should be a focus of all on the campus. Silos still exist here even though we've come a long way in breaking them down.	11/7/2014 2:54 PM
3	For some students. Yes. For others not so much.	11/7/2014 12:54 PM
4	I am doing a great job building a network of SLOs and PSLOs. In my discipline, You need an additional type of support to help students come up to market standard.	11/7/2014 10:34 AM
5	Please see response to question #1.	11/4/2014 10:05 AM
6	Guiding students to develop their own life goals and consistent application of behavioral norms is needed.	11/4/2014 8:23 AM
7	Expand student services like tutoring, note taking workshops, etc to ALL students.	11/4/2014 7:46 AM
8	I often wonder if we are not doing TOO much for 'student success'. It's beginning to feel as if we have taken the reigns and removed nearly all accountability from the students.	11/4/2014 12:03 AM
9	Students are not held sufficiently accountable for their success. This sustains a culture in which resources are used to support students who are unwilling or incapable of doing the hard work necessary to be educated.	10/23/2014 11:57 PM
10	Students need a more realistic understanding of what will be required of them in college. Many aren't at all familiar with college culture and don't know how to advocate for themselves or take responsibility for their own success	10/23/2014 2:47 PM
11	exceptional	10/23/2014 10:01 AM
12	Stop blaming instructors if students do not succeed. Teach more personal responsibility. Offer our great services them let them decide how much they wish to use and participate in those services. We should not be dragging them toward the finish line unless they can walk there themselves.	10/23/2014 5:30 AM
13	See answer to #8	10/22/2014 6:21 PM
14	Provide childcare at a reduced rate (or free up to X hours?) in the library so students can come to the library and study more!	10/22/2014 2:10 PM
#	**Q1: Faculty Part-time**	**Date**
1	We support student success, but the majority of students are not successful.	11/7/2014 3:41 PM
2	We just need more Student Support personnel. The students who can get in to utilize the services are getting incredible service.	11/5/2014 1:25 PM

3	If the students want to engage in the support services, these are great resources.	11/4/2014 7:46 PM
4	It can be difficult for students who aren't in a special program to get academic counseling at times.	11/4/2014 5:12 PM
5	We need to make sure students really learn, rather than just receive a passing grade. Gaining credit for a course should mean well learning all the material, rather than what it currently means: temporarily learning just enough to pass dumbed-down exams. This kind of "learning" will not bring real success in life!	11/4/2014 11:11 AM
6	beyond student services and programs students need to feel more connected to the college from the very start. Many students have trouble finding drug-free and alcohol free activities to meet other students. The college should make more of an attempt to provide these activities for students. UCSB has an excursion club/activities for students several times a week and on weekends so students are engaged in their campus/community- Have we made this effort?	11/4/2014 9:32 AM
7	Mandatory academic advising for all students (or especially for first-semester students). We also need to do new student orientation. For all new students.	11/4/2014 9:15 AM
8	Although we have a tracking system, those students on the list are not the students of concern. So, I don't really know how they pick them. Why not let the teacher submit names of concerns? Or, just look at the teacher's grade book to find out where the concern is needed. How do we take care of the problem when students with low performance who simply do not do homework, or any work, and yet keep showing up in class?	11/4/2014 7:27 AM
9	There are many good programs on campus for student support except, perhaps, for the primary interactions they will have, which is with teachers.	11/4/2014 6:20 AM
10	"A" for effort from SBCC. However, I see so many students who drop classes because of their full-time work and family obligations. I wonder if there could be a way to meet those students' needs for fianacial aid and also help them take a reduced number of units. ...... I also see some students who are not able to meet college work demands because they are not academically prepared by their high school education. Some are just immature, but many are unprepared and unaccustomed to having to put in an effort.	10/25/2014 1:28 AM
11	Adding more hours to the tutoring center.	10/24/2014 12:28 PM
12	Agree somewhat 75%	10/23/2014 11:41 AM
13	Instilling a sense of responsibility and commitment among the students. The first order of business would be to eliminate the no-show automatic drop policy. If the students don't show up, they should be given an FW, which would eliminate their funding. A second priority is toe establish academic policies to enable students to transfer to the UCs without a hitch And get rid of that damn tuition. ?When I went to college in the state, there was none. The higher educational administration and policymakers have been remiss in their responsibilities., No wonder my Chinese students outperform my Anglo ones.	10/22/2014 10:19 PM
14	If student success means the student passes then fails at any transfer school, yeah, great job. My students who were A here are C at UC.	10/22/2014 10:11 PM
15	Appears to be getting better each year. Students do not 'disappear' as they have in the past due to encouragement from instructors and then from, if referred, other support services. Students seem to be aware of what services are available to them and willing to take advantage of such services with less coaxing than in the past.	10/22/2014 5:31 PM
16	Again, this is quite vague. I'm not sure what constitutes a "good job" or what constitutes "student success". Overall, I think SBCC does as good or better at helping students realize their goals as other institutions that I'm familiar with. Whether that counts as a "good job at supporting student success", I couldn't say. That said, I wish we would concentrate more on helping our student body as a whole rather than trying to specifically help subsets of students. For example: DSPS test proctoring. I love DSPS, and I love the fact that my students with diagnosed cognitive issues can get extra time on tests. I wish ALL my students could get that; no two students are alike, and assuming that the presence of a diagnosed cognitive disability is the single determining factor in how long a student should have to take an exam is just silly. I could go on and on about this, but there are many, many programs on campus, often extremely successful, that only hit a subset of students (DSPS, EOPS, STP, etc.), and I wish we could concentrate on supporting all our students similarly. I'm not sure the resources exist to do that, but it's the direction I think we should move in.	10/22/2014 3:54 PM
17	There is not enough here for the average student. The one who gets pretty good grades, may or may not work outside the school. Our nation as a whole has forgotten the middle class, and we are paying the price. I see the same in the college. The majority of students are being short-changed. And I absolutely disagree with special services for international / out-of-state students. This is a community college. We are here for students between Carpinteria and Gaviota.	10/22/2014 3:14 PM

18	See #7.	10/22/2014 2:24 PM
19	Offer more support to dual enrollment instructors and students.	10/22/2014 1:44 PM
#	**Q1: Management**	**Date**
1	As the college seems to have NO control over or ability to discipline and or managing out the staff and faculty that do not fit within our mission, goals, progress and support which allows them to rest on the fact that the "process" will always protect them and allow them to live in a "status quo" state of employment.....we will always lack a certain degree of support both for our students and peers.	11/4/2014 6:31 AM
2	Mainly through grant-funded initiatives; these should be expanded.	10/24/2014 4:17 PM

Q11 Student learning outcomes (SLOs) contribute to student learning and the fulfillment of our mission.

Answered: 293   Skipped: 26

	Agree	Neutral	Disagree	No opinion	Total
Q1: Board of Trustees	**80%** 4	**0%** 0	**20%** 1	**0%** 0	5
Q1: Classified Staff	**44%** 39	**25%** 22	**9%** 8	**22%** 19	88
Q1: Faculty Full-time	**16%** 16	**26%** 27	**53%** 55	**5%** 5	103
Q1: Faculty Part-time	**34%** 24	**27%** 19	**35%** 25	**4%** 3	71
Q1: Management	**46%** 12	**23%** 6	**12%** 3	**19%** 5	26
Total Respondents	95	74	92	32	293

	Additional comments	Total
Q1: Board of Trustees	3	3
Q1: Classified Staff	7	7
Q1: Faculty Full-time	26	26
Q1: Faculty Part-time	19	19
Q1: Management	4	4

#	Q1: Board of Trustees	Date
1	I agree, but lets continue to listen to those in shared governance and revisit the efforts and processes to assure ourselves the SLOs remain an effective tool for student success.	11/7/2014 11:44 PM
2	A well intentioned process in need of careful evaluation.	11/7/2014 9:14 AM
3	Absolutely	10/23/2014 10:09 AM

#	Q1: Classified Staff	Date
1	We ALL do our part.	11/7/2014 12:38 PM
2	But I do not have the data.	11/7/2014 9:19 AM
3	My impression is that many faculty consider the SLO process a make-work process. They go the forms as quickly as they can and with as little thought as possible. It could be a useful tool to improve teaching but I do not believe it actually is.	11/5/2014 7:53 PM
4	it is a start	10/23/2014 8:01 AM
5	I don't know what this means (though I have to say it has the ring of BS).	10/23/2014 12:20 AM
6	SLOs as implemented seem to be primarily redundant work with limited use at the institutional level. We already collect very similar data aggregated in the form of grades, which we use extensively to measure aggregate student learning, progress and success. This model may be helpful at the departmental or program level for some programs but it is not universally useful due to fundamental differences in the way some programs are structured.	10/22/2014 3:14 PM
7	On paper they sound great, insightful, maybe even inspiring, but like those agreements you click through on many sites, we just don't read through them.	10/22/2014 2:09 PM

#	Q1: Faculty Full-time	Date
1	Most faculty mouth the value of SLOs and comply with them, but when outside the college and talking informally they believe the SLOs are a complete waste of time and effort. They do them because it is required by accreditation.	11/7/2014 10:35 PM
2	I was a part of the earliest SLO efforts and I think there is something extremely positive about focusing on the skill sets which will be mastered by the end of the semester--HOWEVER, sadly, the process has become mostly one more administrative detail which seems to take away from the whole point of the initial idea--I don't want to spend time away from thinking about how to improve my classes and creating material which will support that improvement by filling out bubbles and crafting CIPs. I don't think that Elumen provides insight as to how to improve my class--rather, student feedback and self reflection do.	11/7/2014 7:47 PM
3	A waste of time, and despite what anyone says, is essentially redundant with grading. It punishes good teachers who already assess and reflect on student learning and effectiveness of curriculum within their classrooms. I was in the original SLO Cohort, and most of us in the cohort were dismayed when we found out truly what SLO's are, and what it would mean for us to implement them. SLO's were a waste of time then, and they are still a waste of time now.	11/7/2014 5:12 PM
4	SLO's help faculty convey to students not just what is expected of them, but what they will have achieved by completing the course. As a faculty member, I've used it both as a carrot and a stick. It allows me to say, I'm not saying you need to do this, the department and the state are. I'm here to help you achieve those goals. I can also say--look at the SLO's--have you kept them in mind as you complete your assignments? Does my assessment make sense based on what the course goals are and what you've submitted?	11/7/2014 5:03 PM
5	Some times SLO's distract from just plain old teaching well.	11/7/2014 11:04 AM
6	They make clear to the student were the bar is in the class. They make the instructor think, debate and tweak the class. Students still need to make the sometimes considerable effort of maturing in 16 weeks.	11/7/2014 10:34 AM
7	I believe SLOs have not added any benefit to learning. Time consuming and no benefit to the students.	11/7/2014 9:42 AM
8	silly waste of time. competent instructors and student motivation are all that is needed.	11/4/2014 8:23 AM
9	To me, these are an accounting system for the state, not an avenue of course improvement.	11/4/2014 8:15 AM
10	Not seeing how SLOs and data is shared with all faculty campus wide. Only see within our department. Not seeing any evidence of how SLOs are impacting student success or college mission.	11/4/2014 7:46 AM
11	I do not feel SLO's are taken seriously enough by enough departments for them to contribute significantly to student learning, success, and fulfillment of the mission.	11/4/2014 7:06 AM
12	Just more records to keep. We know our jobs and SLO's, although they mirror this, simply add another layer of admin work.	11/4/2014 12:03 AM
13	I doubt it.	11/3/2014 10:16 PM
14	I only do these because I have to. I think they are a waste of time and really don't help me do a better job of teaching my students at all.	10/27/2014 9:50 PM
15	SLOs do not offer information of any statistical value. You cannot compare SLOs from year to year, or even from section to section within a given semester, due to the changing student/teacher populations. They are worthless and a complete waste of time. A perfect example of bureaucratic meddling in education, and also of the movement towards accountability in education (note: accountability of the supervised, but never of the supervisors) I believe that I am by no means alone in this opinion, and very few faculty members would voluntarily participate in such nonsense.	10/25/2014 2:14 PM
16	These mean nothing to students. They care about grades. How they do on SLOs are not what determines whether or not they reach their goals of an AA, a transfer or certification. Until they see the connection, and their goals depend on making that connection, they won't be partners in the SLO process.	10/23/2014 2:47 PM
17	I think the process of an instructor reflecting on success and failure is helpful. Consideration and implementation of methods of improvement is invaluable. The logistics of the instructor ranking each student's performance, the actual importing of the data, seems problematic. It strikes me as imprecise and inconsistent. I worry that it is inaccurate as a measurement.	10/23/2014 1:17 PM
18	SLOs are an unnecessary alternate grading system that is less robust, less meaningful, and that has lower resolution than the grading system we already use. It is a bureaucratic hoop we jump through that takes our time away from activities that actually *would* contribute to student success. As an institution, we should do everything in our power to do away with SLOs.	10/23/2014 10:50 AM

19	Total busywork, something admin needs to justify to the state for reimbursement	10/23/2014 5:30 AM
20	I agree with this statement when the assessments in the courses directly determine the extent to which the SLOs have been met.	10/22/2014 5:38 PM
21	SLO's need to be more engaging. I personally feel they are just glorified objectives. We need to revamp SLO's. More engagement and student involvement	10/22/2014 4:58 PM
22	SLOs add no value to fulfilling our mission. No fault of SBCC. SLOs are just a second grading process - unnecessary. SLOs tell me/us nothing that grades don't already tell us.	10/22/2014 3:23 PM
23	I think they *could* contribute to student learning and I've had many talks with Mark Ferrer and others about how they *should* contribute to student learning, but the way most faculty seem to approach SLOs is as a necessary but obnoxious administrative burden that just has to be done ... and has no real use or value.	10/22/2014 2:37 PM
24	Not for our program--they are a waste of time. We have a highly structured program that has many guidelines that MUST be followed in order to remain accredited by our state agency and these SLO's are simply not applicable. I understand that in huge departments with numerous sections and many instructors, this approach may have some merit.	10/22/2014 2:10 PM
25	They contribute to wasted valuable faculty time which could be better put use on instructional planning	10/22/2014 1:56 PM
26	SLOs are a waste of time. The original creation of them was useful in getting the department to think about teaching goals. But filling out SLOs on eLumen each semester does little to address the real academic problems -- poor reading, writing and analytical skills; students simply not turning in work and not completing classes, etc.	10/22/2014 1:45 PM
#	Q1: Faculty Part-time	Date
1	SLO's are a bunch of bunk!!!	11/7/2014 3:41 PM
2	SLO's are a waste of time, resources and money. We already do this as teachers and shouldn't have to kowtow to a low regarded accreditation group. Let's get out from under the ACCJC.	11/7/2014 3:00 PM
3	Too Subjective	11/7/2014 9:05 AM
4	I am discouraged with the SLO process. We are held accountable to ensure compliance with this process and I agree with that. However, I have high levels of success or passing scores--yet I am still required to do CIP's for the minority of students who are lazy, don't care, and are only here for the parties and social activities. What is an acceptable level of performance on our parts in our instruction? There is no way to develop CIP's for those minority of students who just don't care. Statistically speaking, there should be some consideration for this "outlier" students who will never succeed when they don't want to. I resent having to complete plans for these types of students at the risk of losing the others' success in the process.	11/4/2014 7:46 PM
5	I have done my SLOs every semester. I was one of the first faculty in my department to complete the process. However after years of dutiful recording, I find them of no value. Once you have written the SLOs, it is difficult to change or delete them. You must have help from the FRC. If you do decide to change them because one or more have proved inadequate, then you don't have a true basis for comparison from year to year. There is no easy way to compare them from year to year. I had thought we would be able to see some long term data.	11/4/2014 2:37 PM
6	On paper, perhaps.	11/4/2014 12:18 PM
7	The continual improvement of our courses that all good faculty members naturally do is a necessary part of our work. However, the SLO process is administratively burdensome and focused on passing students through, rather than on real learning. A better process would be to ask faculty to periodically evaluate their course in whatever way is most meaningful, and to make whatever improvements they feel are most significant.	11/4/2014 11:11 AM
8	SLOs are important because they help me identify how and what I am going to cover in the course, and they provide a priority map for our class time together. However, I find it redundant to enter SLO scores at the end of the semester. To be honest, I have not yet figured out why these are different from grades. My assignments, tests, and grading are specifically tied to my students' mastery of their student learning outcomes, and I have a whole semester's worth of evaluated student work to back this up. Why do I have to enter this information twice?	11/4/2014 9:15 AM
9	I know of no faculty who takes these seriously. They are considered just extra work and a product generated by administrative, evaluation needs and not the needs of students. If possible, students have even less respect for SLOs.	11/4/2014 8:38 AM
10	SLOs are absolute bullshit, and an insult to professional teachers. A gigantic waste of time and money!	11/4/2014 7:36 AM
11	It doesn't really address problems such as the one I mentioned above.	11/4/2014 7:27 AM

12	Very useful for teachers, keeping us focussed on the same goals, even if we do not get together all that often to compare notes.	10/25/2014 1:28 AM
13	Bureaucratic waste of time	10/23/2014 11:41 AM
14	SLOs are a waste of time and they only compromise academic freedom at best. The sooner they are abolished, the better off the institutions will be, at all levels. They do nothing to ensure or enhance academic standards.	10/22/2014 10:19 PM
15	complete B.S. No way to track truth.	10/22/2014 10:11 PM
16	inconsistent focus given to them	10/22/2014 8:14 PM
17	Perhaps there will be accountability to the SLOs in the future, but up to now, just seems to be mandated 'busy work'.	10/22/2014 5:31 PM
18	SLOs are complete garbage statistics for a few reasons: 1) The sample size is absurdly small. Evaluating whether a particular student has met a particular SLO usually boils down to 1 or 2 specific questions on the final exam or one tiny aspect of a project. Trying to draw a reasonable conclusion about any given student is essentially just guessing. 2) SLOs are not written in a reasonable manner. Many SLOs are multi-part statements like "The student will be able to manipulate algebraic expressions utilizing the properties of real numbers"; well, what if a student is able to manipulate an algebraic expression using SOME of the properties of real numbers, but not others? And I have to boil my opinion on this student down to a single number? 3) Actually collecting real, statistically valid, SLO data would be impossibly difficult. It's already quite the hassle to collect grades, and SLOs are essentially 5 - 6 subgrades for each student in each class. If you want an actual picture of how well students are doing on 5 - 6 subtopics, evaluating that would be an absolute nightmare for any individual teacher. You'd need to have everything computerized just to have any hope of managing it, and you would need every single class to use the same metrics and be taught similarly. None of these things are reasonable. We should stop trying to lie to ourselves that SLOs are helping. SLOs are a waste of time and resources generating numbers that don't mean anything and don't get used for anything.	10/22/2014 3:54 PM
19	Ask any teacher, anywhere. Most will say they are a waste, especially a waste of our precious time.	10/22/2014 3:14 PM
#	**Q1: Management**	**Date**
1	Reporting and reviewing has become an industry that takes away from the fulfillment of our mission.	11/4/2014 5:18 AM
2	When taken seriously by faculty.	10/24/2014 4:17 PM
3	I don't feel that Student Learning Outcomes are a good way of measuring success.	10/24/2014 9:46 AM
4	I work on the operational side of the house and am do not know enough about SLOs or the success faculty members have experienced, in terms of student success.	10/23/2014 3:27 PM

Q12 For each of the following areas, please rate the extent to which we provide sufficient resources to support student success.

Answered: 291   Skipped: 28

Staffing				
	Sufficient	**Insufficient**	**I don't know / No opinion**	**Total**
Q1: Board of Trustees	**80%** 4	**20%** 1	**0%** 0	5
Q1: Classified Staff	**47%** 41	**41%** 36	**11%** 10	87
Q1: Faculty Full-time	**47%** 48	**48%** 49	**6%** 6	103
Q1: Faculty Part-time	**53%** 37	**31%** 22	**16%** 11	70
Q1: Management	**42%** 11	**54%** 14	**4%** 1	26

Equipment				
	Sufficient	**Insufficient**	**I don't know / No opinion**	**Total**
Q1: Board of Trustees	**40%** 2	**0%** 0	**60%** 3	5
Q1: Classified Staff	**62%** 54	**23%** 20	**15%** 13	87
Q1: Faculty Full-time	**59%** 61	**29%** 30	**12%** 12	103
Q1: Faculty Part-time	**71%** 50	**17%** 12	**11%** 8	70
Q1: Management	**77%** 20	**15%** 4	**8%** 2	26

Facilities				
	Sufficient	**Insufficient**	**I don't know / No opinion**	**Total**
Q1: Board of Trustees	**0%** 0	**100%** 5	**0%** 0	5
Q1: Classified Staff	**37%** 32	**52%** 45	**11%** 10	87
Q1: Faculty Full-time	**36%** 37	**55%** 57	**9%** 9	103
Q1: Faculty Part-time	**56%** 39	**36%** 25	**9%** 6	70
Q1: Management	**46%** 12	**54%** 14	**0%** 0	26

Technology				
	Sufficient	**Insufficient**	**I don't know / No opinion**	**Total**

Q1: Board of Trustees	100% 5	0% 0		0% 0	5
Q1: Classified Staff	67% 58	20% 17		14% 12	87
Q1: Faculty Full-time	68% 70	23% 24		9% 9	103
Q1: Faculty Part-time	71% 50	17% 12		11% 8	70
Q1: Management	88% 23	12% 3		0% 0	26

Training

	Sufficient	Insufficient	I don't know / No opinion	Total
Q1: Board of Trustees	80% 4	0% 0	20% 1	5
Q1: Classified Staff	47% 41	32% 28	21% 18	87
Q1: Faculty Full-time	61% 63	22% 23	17% 17	103
Q1: Faculty Part-time	54% 38	20% 14	26% 18	70
Q1: Management	65% 17	27% 7	8% 2	26

	Q1: Board of Trustees	Q1: Classified Staff	Q1: Faculty Full-time	Q1: Faculty Part-time	Q1: Management	Total
Additional comments	2	14	21	21	4	62

#	Q1: Board of Trustees	Date
1	We clearly have some facilies needs.	11/7/2014 9:15 AM
2	We are adding staff as carefully and quickly as possible as far as I can tell. Facilities definitely need to be redesigned and expanded. Hopefully Measure S will make that possible.	10/23/2014 10:11 AM

#	Q1: Classified Staff	Date
1	Of course, having more resources to do better would be ideal.	11/7/2014 12:40 PM
2	I believe some areas on this campus are understaffed. The college is about to shift to a 2 summer session schedule, yet there have not been many new hires to accommodate for the increase in courses that will most likely be offered. Some of the facilities here are in bad shape. Ceiling panels with holes and watermarks that have yet to be fixed... etc.	11/7/2014 10:11 AM
3	I think we provide or have the capacity to provide anyone the chance for success if they are willing to put in the work. Technology is always changing and we do our best to keep up with it.	11/7/2014 9:19 AM
4	While I agree that we have adequate staffing, I am somewhat perplexed as to why the Student Services building still closes at 1 pm on Fridays. Wasn't this closure originally due to budget cuts? Perhaps it's time to again open up these services on Friday afternoons to benefit the students.	11/7/2014 9:02 AM
5	Training for who (students, staff,) or what purpose?	11/4/2014 8:49 AM
6	All areas could use improvement.	10/24/2014 11:18 PM
7	Increasing student need (demand) calls for increasing funding for necessary resources.	10/24/2014 9:16 AM

8	in so much as if the staff we have, had the support & training. However with the added 2nd summer session this will all change again and the, the demand on staff will be sorrily tested. Burnout and the inability to take vacation time earned, with even less time in the year to take it with out ill effect on the department they work for.	10/23/2014 8:12 AM
9	The particular location where I work has worn blackboards, cheesy chairs and tables, and a door that slams and has to be "fixed" every week or two, while god-knows-how-much money was spent on poorly designed, troublesome electronic door locks which are largely pointless (there's a window within a few inches of the door).	10/23/2014 12:25 AM
10	On technology: Hardware is not as much of a concern, because that is the easy part of technology. What we tend to lack is software and support for software use, and this is tied to issues of staffing. Software when done well can make processes more efficient and require less staffing, however, we don't always have support for purchasing software licenses to do this and if we do have the software, support for actually using it tends to be poor both from an access and training perspective.	10/22/2014 3:25 PM
11	I can only speak for my area....	10/22/2014 2:57 PM
12	The staffing issue is a function of time of year (crunch times), and there appear to be interdepartmental political issues that interfere with the proper distribution of staff. The facilities are aging. Training budgets should be bigger.	10/22/2014 2:50 PM
13	Our Facilities are serverly insuficient, buildings and other physical services (bathrooms, locker rooms, etc) are dilapitated.	10/22/2014 2:14 PM
14	Capping growth is the key here. For the last ten years, we've be in love with growing and adding more programs, but don't provide adequate support all the way down through the line when it happens. Doing this leaves gaps and those in support are in catch up mode which results in poor support. But believe whatever statistic suits you...	10/22/2014 2:11 PM
#	**Q1: Faculty Full-time**	**Date**
1	The college is amazingly under-staffed and has been for years. A strong part of the college culture is to deprive staff of resources, pay them low, and let them know they are expendable. Administrators operate by destabilizing the workplace - they believe that more work should be piled on staff and if staff complains they are made to feel something is wrong with them or that they can go somewhere else. They make staff believe that they should be glad to work even in inadequate working conditions.	11/7/2014 10:42 PM
2	Equipment will never be enough because Technology changes all the time (in my case both are very related). Technology without the proper personnel, that also has to be constantly re-trained is also useless. My department is placed in facilities that age and we have to room to grow.	11/7/2014 10:38 AM
3	We are woefully understaffed in student services compared to other colleges. We are in triage mode in counseling services and are never able to get out in front to reach out to students who may need help but who have not sought us out. We need additional office space for counselors and advisors.	11/7/2014 9:11 AM
4	The Academic Senate did not rank at least a half-dozen critical faculty positions. We need to improve our full-time, tenured track faculty numbers.	11/4/2014 12:52 PM
5	Clearly with SSSP, there is a need for more academic counseling and related technology. Additionally, as mentioned previously, I believe that we could improve our diversity and multicultural awareness training for faculty and staff.	11/4/2014 10:06 AM
6	We should define student success in terms of life goals not just completing programs at SBCC or transfers.	11/4/2014 8:24 AM
7	Part time staff departmental does not meet needs of students ALL faculty should have tools they need to do their jobs, remote faculty do not get computers or hardware or many software upgrades.	11/4/2014 7:48 AM
8	Deptarments struggle to find classrooms for the classes they need to offer based on student demand. There is not sufficient parking for students and faculty to make it to class on time, every time. The discouragement to attend class has negative impact on student success.	11/4/2014 7:08 AM
9	Staffing and facilities seem to go hand in hand: you cannot hire more staff without the facilities to house them.	11/4/2014 12:04 AM
10	We don't need state-of-the art technology.	11/3/2014 10:18 PM
11	IT needs additional staff!!! The college has visions for increases in technology and online teaching but does not provide IT with the staffing necessary to support all of these goals. They are overworked! We need classroom space and the fair distribution of priority classrooms! Our full time to part time ratio is out of compliance!	10/25/2014 7:47 PM

12	Sometimes when I go into class, I actually feel anger that I have to put up with such facilities, as well as shame that my students have to put up with them. When I go into the administration building, I only feel the anger. That building looks very nice, much nicer than my own.	10/25/2014 2:15 PM
13	We do not have enough full time faculty to support student success and many of our buildings are in a terrible state of disrepair. Most of our students take a class in IDC for example (English, Math, or Social Sciences), and the building is literally falling apart. This sends a message that we are an institution that is not important enough to deserve funds for clean or functional halls and classrooms.	10/24/2014 12:06 AM
14	We need more counselors	10/23/2014 2:48 PM
15	Staffing for online programs is not sufficient. I do not think the staffing ratio for completely online students is equivalent to that of on campus students. Training for online programs is insufficient. I do not think that the training for online students is timely or made a priority, i.e., Moodle 2 training for students. When the training is available, it is excellent.	10/23/2014 11:50 AM
16	There should be a "barely sufficient" option. I would have selected "barely sufficient" for staffing and technology, since we are getting by with what we have but we could do more with more.	10/23/2014 10:52 AM
17	I think we do a lot with the resources that we have. However, a lot of the student services, computer labs and tutoring services could easily be expanded by extra staffing and support, particularly in the evening.	10/22/2014 2:56 PM
18	More staffing is always needed, but I realize it requires more money.	10/22/2014 2:38 PM
19	Our facilities and equipment need updating (great Bond measure and thanks to our Leadership, especially Lori Gaskin, who put the Bond together!) Our college does so much with so little...super support, but more money for support staff would be fantastic!	10/22/2014 2:11 PM
20	The bathrooms are filthy around campus. There needs to be more computers for student use during class time.	10/22/2014 1:48 PM
21	Students need computer training. The assumption is that this generation is tech savvy, but the reality is they can Google and text but cannot navigate any kind of system that is more complex than that.	10/22/2014 1:46 PM
#	**Q1: Faculty Part-time**	**Date**
1	Many improvements to facilities have taken place recently. There are, however, buildings which leak and/or truly need repair. For learning to take place, students must have access to safe and clean facilities.	11/9/2014 5:47 PM
2	paid training for PT staff and faculty Upgrade/correct dilapidated facilities	11/7/2014 3:02 PM
3	Training? ah-ah!	11/7/2014 9:07 AM
4	I would like a ladybug and interactive boards in our classrooms	11/7/2014 8:56 AM
5	We add classes and hire additional adjunct faculty but our department still has only one classified staff member to provide support to the vastly increased pool of faculty. And now we have added another summer session and we still have no additional classified support. Our lab tech will not even be able to take any vacation time during the summer. This seems unfair.Perhaps we could increase the number of student workers to fill in if no new staff can be hired.	11/4/2014 2:41 PM
6	Only as valuable as students perceive and access them.	11/4/2014 12:19 PM
7	I marked "training" as insufficient because most of our faculty are adjuncts like myself and there is a huge lack of adjunct orientation, engagement, and incorporation at SBCC. This is a tremendous lost opportunity for our school.	11/4/2014 9:17 AM
8	Training of whom?	11/4/2014 6:21 AM
9	Student Services at Schott are seriously understaffed. Find monies to beef up this department. We are supposedly one campus, but this campus is a foster child who is begging for funds. Re-establish Student Services at Wake Campus, they need it over there and should have support at their campus.	11/3/2014 11:41 PM
10	It seems like we always could use more of all these things, but if we don't have the funds to provide more, I don't want to give us a bad grade. And many students succeed now, so we are supporting their success. And maybe students success depends more on better housing and easier parking.	11/3/2014 10:18 PM
11	We need more compuaters. More full-time faculty positions	10/27/2014 5:47 PM

12	I see a place for more training of teachers in learning to recognize students with learning disabilities and ADD/ADHD and getting those students the help they need. Many teachers do not understand these disabilities and their responses kill the motivation of the students (I hear this from students). Perhaps training sessions for instructiors by DSPS, or some other method to raise staff awareness would help.	10/25/2014 1:32 AM
13	I am a part time Spanish teacher teaching at the Shott center without air conditioning at 6 p.m. no good classrooms and no copy machine, no computer lab.	10/23/2014 11:33 AM
14	too much reliance on part time faculty -- need to increase ratio to increase "buy in"	10/23/2014 8:32 AM
15	The staffing is OK; everyone seems qualofied what they do. Equipment is less than optimal; the monitor of the computer in my room goes out without warning and comes on whenever it feels. like it Oterwise, the technology is adequate but policies for its use are not. Two years ago, without notice the VCRs in the classrooms were replaced by a system that was hard to learn and wasted my entire collection of videos.This occurred in mid semester without even a day's warning. Three of us that I know of were compromised by this sudden change. That messed up our teaching effectiveness.	10/22/2014 10:26 PM
16	All are "sufficient" but not ideal.	10/22/2014 8:15 PM
17	How can I possibly answer this? More would be better in every area. If you want a legitimate comparative analysis, I can't help you. I'll try to make reasonable comments on each area: Staffing: we don't have enough teachers. I know there's no money for more, but we need more. I teach in the math department, and I'll tell you that we could probably give 15+ units to at least 4 more FT faculty just to meet current student demand, and that's not even counting offering less popular (more advanced) classes. Equipment: I put sufficient, but, again, I teach in the math department. I basically just need whiteboard markers and paper. I have no idea what a marine diving instructor would say. Facilities: We need more space for offices and classrooms. Where we would get such space, I have no idea, but we do need it. Technology: I'm not totally sure what this means. We have numerous computer labs available to students at a wide variety of times, but more availability would be good for students with odd work hours. We could also stand to spread around the computer programs better - the CLAW group was working on that when they were disbanded - but overall I think we do a reasonable job. Training: For who? Students or faculty or staff? I think we could do a better job in all 3 areas, so my answer is "insufficient" either way, but this is quite unclear.	10/22/2014 4:19 PM
18	How is it that every classroom has computers and other IT stuff up the hoo-hah; yet, if one requests a basic podium, no such animal. Or, you have to place a requisition order. Or, you are shunted from person to person. Eventually, no podium arrives. We should have basic equipment in every classroom,not just computer gizmos.	10/22/2014 3:17 PM
19	Textbooks are needed for the financially challenged. See #7.	10/22/2014 2:25 PM
20	As part-time faculty I have never received any training at all.	10/22/2014 1:54 PM
21	I feel that staffing in student services is too high.	10/22/2014 1:49 PM
#	**Q1: Management**	**Date**
1	While the facilities on campus are currently "sufficient" to support student success, they could be better and are quickly aging.	11/7/2014 8:31 AM
2	In Staffing we do provide the quantity of staff but we do not in some areas provide the quality. Very poor work ethic and attitude in a small but significant percentage of staff. This does not allow as much support as there could be and slows the progress of this #1 community college. And I do believe we are #1 !	11/4/2014 6:35 AM
3	Wifi is glitchy all through campus.	10/24/2014 4:18 PM
4	We do not have the classified staff necessary to sufficiently support the operational processes and services we have available for students. SBCC needs to either cap FTES growth at a level that can be supported as a district, and by individual campus, or increase staffing levels to meet the needs of our district current expectations.	10/23/2014 3:31 PM

Q13 Please rate the extent to which you agree with the following statements:

Answered: 286   Skipped: 33

I am aware of the governance and organizational groups that contribute to campus decision making.

	Agree	Neutral	Disagree	No opinion	Total
Q1: Board of Trustees	100% 5	0% 0	0% 0	0% 0	5
Q1: Classified Staff	64% 54	20% 17	7% 6	9% 8	85
Q1: Faculty Full-time	86% 88	11% 11	2% 2	1% 1	102
Q1: Faculty Part-time	60% 41	22% 15	9% 6	9% 6	68
Q1: Management	92% 24	0% 0	8% 2	0% 0	26

I have the opportunity to actively inform campus decision making.

	Agree	Neutral	Disagree	No opinion	Total
Q1: Board of Trustees	100% 5	0% 0	0% 0	0% 0	5
Q1: Classified Staff	29% 25	35% 30	27% 23	8% 7	85
Q1: Faculty Full-time	55% 56	27% 28	16% 16	2% 2	102
Q1: Faculty Part-time	34% 23	22% 15	40% 27	4% 3	68
Q1: Management	65% 17	27% 7	4% 1	4% 1	26

I feel that my voice can be heard in campus decision making.

	Agree	Neutral	Disagree	No opinion	Total
Q1: Board of Trustees	100% 5	0% 0	0% 0	0% 0	5
Q1: Classified Staff	25% 21	31% 26	35% 30	9% 8	85
Q1: Faculty Full-time	50% 51	27% 28	22% 22	1% 1	102
Q1: Faculty Part-time	25% 17	19% 13	50% 34	6% 4	68
Q1: Management	69% 18	23% 6	4% 1	4% 1	26

	Q1: Board of Trustees	Q1: Classified Staff	Q1: Faculty Full-time	Q1: Faculty Part-time	Q1: Management	Total
Additional comments	1	8	11	11	2	33

#	Q1: Board of Trustees	Date
1	Lori has moved the college a long way in the direction of transparency and cooperative discussion and decisions.	10/23/2014 10:15 AM

#	Q1: Classified Staff	Date
1	This isn't communicated very well.	11/7/2014 10:13 AM
2	Administration pays lip service to soliciting advice from constituency groups but routinely discounts or ignores that advice.	11/5/2014 8:17 PM
3	Confidential employees have no voice - are consider "neither fish nor fowl" or "orphans" and have a voice only through CSEA.	11/4/2014 9:17 AM
4	I feel that the same classified staff are asked to be involved on committees. I'm not sure just what committees classified staff can serve on. Those that I'm aware of seem to have the same people for several years. We need new voices with fresh ideas to be heard. I tried to be involved but was told I am not a good advocate. Also classified staff that are not able to attend every CSEA meeting aren't aware of openings on committees. Better communication is needed. We need agendas and minutes on the CSEA website.	10/24/2014 10:54 AM
5	Somewhat, but limited, especially as a staff member.	10/24/2014 9:17 AM
6	As staff, I usually hear about relevant decisions after the fact because relevant decisions to me do not necessarily register as relevant to faculty. This makes it impossible to actively inform decision making. I do not have sufficient time to attend meetings, and meeting documentation tends to be extremely cumbersome to use (poor summary of actual issues being discussed in agendas, minutes aren't always very thorough, minutes are often only available in an extremely cumbersome format if at all.)	10/22/2014 3:58 PM
7	Hearing vs Listening: people voice opinions and are heard; but is administration really listening....?	10/22/2014 2:08 PM
8	I feel that the squeaky wheel gets the oil at our institution which is not always the most accurate way of improvement/addressing issues.	10/22/2014 1:56 PM

#	Q1: Faculty Full-time	Date
1	Administrators dissuade faculty and staff from making comments or having a genuine role in decision making. Decisions are top down. Almost always top down. Then faculty and staff are expected to jump on board. But if concerns are expressed or alternative suggestions made, administrators react harshly. Friedlander and Gaskin use the same few faculty and staff members to drive others to agree and implement the decisions. Many faculty members are not pleased but go along.	11/7/2014 11:04 PM
2	The terms "shared governance" and "collegiality" are thrown about quite liberally at the College. I have noticed that certain administrative decisions are at times made during the summer when most faculty are away.	11/7/2014 9:46 PM
3	While full-time faculty can be heard, it seems like it takes an extraordinary effort. The Senate's policy of shared governance should, in fact, work. However, given that our last presidents have moved into administrative positions (deans, grant administrator) and given that many department meetings across disciplines start with: "'the state'" or 'our administration,' or 'our Senate' is proposing thus and such and what do we think about this?" I believe faculty are rightfully concerned that some Senate Reps don't report initial discussions to departments because they perceive issues as already decided or their departments don't require Senate reports and so they believe they should just vote on an issue based on their knowledge of their discipline as reps of their departments and have little understanding of how such decisions impact curriculum and (possible collaborations) across disciplines. Given all of the meaty matters that come before the Senate, I understand why the above happens. But I would argue that the Senate should an advocacy group for faculty, a place where reps can work together to increase their knowledge of how a discipline relies on or supports another. We get very few such reports back. And a comprehensive student success report relies on cross and inter-disciplinary collaboration.	11/7/2014 5:07 PM
4	What it counts for is a different matter but I agree that participation is clearly established.	11/7/2014 10:41 AM
5	There is an inner circle who serve the EVP. Other opinions are ignored.	11/4/2014 8:26 AM
6	I often have class during many of the meetings that take place on campus.	10/27/2014 9:52 PM
7	There have been many changes implemented recently that come from a money-centered, bean-counting point of view that directly contravene effective teaching and learning. These have been implemented with minimal input from faculty, or at least with a lack of the complete picture given to faculty. It has left me feeling very demoralized about my teaching here.	10/25/2014 2:18 PM
8	I think the voice of online instructors is more prevalent now than ever before, but needs to be seriously considered when given.	10/23/2014 11:52 AM

9	I do not understand the second question.	10/22/2014 4:49 PM
10	I don't always feel that the academic senate hears the voice of the faculty. Often decisions are hastily made without proper consultation of individual departments.	10/22/2014 3:01 PM
11	The Academic Senate is crucial here.	10/22/2014 1:47 PM

#	Q1: Faculty Part-time	Date
1	As a PT faculty my voice may be heard sometimes but they rarely act on it! I am not invited to our department meetings and would be intimidated to say anything anyway, since the department chair has the power to drop me from teaching. PT faculty should have the right to vote in department meetings and the department chair should be required to vacate the position (rotate chairs) so they do not become a monolith.	11/7/2014 3:09 PM
2	Adjunct faculty simply are not permitted to actively engage in campus decision making. There is really no ability to contribute at the department level nor at the college level. From a practical standpoint, having one representative on the Academic Senate is close to having no representative. As much as I've tried to influence decision making in my department and in committees, I have realized that I can have no effect whatsoever.	11/7/2014 11:58 AM
3	Issues important to my group (adjunct faculty) while represented by well-intentioned people, seem to always get put on the backburner, or rather than finding immediate -- if only stopgap solutions -- lengthy planning sessions/discussions slowly emerge in response.	11/4/2014 12:23 PM
4	What I need is very humble: classes to be offered at the preferable time and location. Chinese program has been not-so-important as to time. classroom allocation. The students have collected many petition over the years for CHIN103, but we have not yet get any support from school.	11/4/2014 7:30 AM
5	Clearly, I'm an adjunct. Sadly, even the IA seems to relegate adjunct issues to the bottom of the priority list.	11/4/2014 6:26 AM
6	I know that the administration has a lot of power and probably has more to do with what decisions are made than the trustees or the Academic Senate, but that's just a guess. As an adjunct I don't have the time to get more involved but I think I could if I wanted to spend the time. But since I don't have enough knowledge, I don't try to make my voice heard.	11/3/2014 10:32 PM
7	Like Eliza in My Fair Lady, the administration listens very nicely, then goes out to do precisely what it wants--that is, bury the matter in some committee, such as what they did when I raised the issue of the sudden change in media technology referred to earlier in the last comment. The sudden decision not to hire adjuncts for Gateway teaching programs was another issue, which the Academic Senate chose not to investigate. We seem to have a managerial mass of quicksand.	10/22/2014 10:41 PM
8	Money drives every decision. Period.	10/22/2014 10:13 PM
9	I'm not sure how the 2nd and 3rd questions are different.	10/22/2014 4:26 PM
10	As a longtime and dedicated adjunct instructor, I resent that I am not permitted to vote in my department. And, that the 2/3 of teachers here are given minimal -- token -- representation in governance. You wouldn't tolerate students being treated this way, why your own teachers?	10/22/2014 3:19 PM
11	Meetings of committees with large scale decision- and policy-making functions need to have a public comment period. See the CA Brown Act, CA Govt Code 54950, et seq.	10/22/2014 2:40 PM

#	Q1: Management	Date
1	I am still learning about all the acronoymns and who is responsible for what after 8 years.	11/4/2014 4:06 PM
2	I can say it is heard because I talk so much but many times it falls on deaf ears....	11/4/2014 7:27 AM

Q14 The Board of Trustees establishes policies to assure:

Answered: 286   Skipped: 33

Quality programs and services

	Agree	Neutral	Disagree	No opinion / I don't know	Total
Q1: Board of Trustees	**100%** 5	**0%** 0	**0%** 0	**0%** 0	5
Q1: Classified Staff	**46%** 39	**27%** 23	**2%** 2	**25%** 21	85
Q1: Faculty Full-time	**60%** 61	**20%** 20	**4%** 4	**17%** 17	102
Q1: Faculty Part-time	**44%** 30	**24%** 16	**7%** 5	**25%** 17	68
Q1: Management	**77%** 20	**19%** 5	**4%** 1	**0%** 0	26

Institutional integrity

	Agree	Neutral	Disagree	No opinion / I don't know	Total
Q1: Board of Trustees	**80%** 4	**0%** 0	**0%** 0	**20%** 1	5
Q1: Classified Staff	**44%** 37	**26%** 22	**4%** 3	**27%** 23	85
Q1: Faculty Full-time	**55%** 56	**22%** 22	**6%** 6	**18%** 18	102
Q1: Faculty Part-time	**49%** 33	**21%** 14	**9%** 6	**22%** 15	68
Q1: Management	**77%** 20	**19%** 5	**4%** 1	**0%** 0	26

Institutional effectiveness

	Agree	Neutral	Disagree	No opinion / I don't know	Total
Q1: Board of Trustees	**100%** 5	**0%** 0	**0%** 0	**0%** 0	5
Q1: Classified Staff	**35%** 30	**34%** 29	**6%** 5	**25%** 21	85
Q1: Faculty Full-time	**60%** 61	**16%** 16	**7%** 7	**18%** 18	102
Q1: Faculty Part-time	**44%** 30	**24%** 16	**10%** 7	**22%** 15	68
Q1: Management	**73%** 19	**15%** 4	**8%** 2	**4%** 1	26

Fiscal stability

	Agree	Neutral	Disagree	No opinion / I don't know	Total
Q1: Board of Trustees	**100%** 5	**0%** 0	**0%** 0	**0%** 0	5
Q1: Classified Staff	**41%** 35	**29%** 25	**5%** 4	**25%** 21	85

Q1: Faculty Full-time	**62%** 63	**14%** 14	**7%** 7		**18%** 18	102
Q1: Faculty Part-time	**56%** 38	**13%** 9	**9%** 6		**22%** 15	68
Q1: Management	**81%** 21	**19%** 5	**0%** 0		**0%** 0	26

	Q1: Board of Trustees	Q1: Classified Staff	Q1: Faculty Full-time	Q1: Faculty Part-time	Q1: Management	Total
Additional comments	**4**	**1**	**8**	**11**	**1**	25

#	Q1: Board of Trustees	Date
1	The board over the past year has continued it's efforts to be an engaged and effective team. Our President is excellent in identifying priority policy items requiring Board consideration and review.	11/7/2014 11:48 PM
2	Not sure what is meant by institutional integrity.	11/3/2014 11:34 PM
3	The staff is doing a fine job of informing the Board while staying at a policy level for the trustees.	10/23/2014 10:15 AM
4	The challenge is to do even better.	10/22/2014 4:20 PM

#	Q1: Classified Staff	Date
1	The Board of Trustees is very political by nature of the election process. They have a history of involving themselves too much in details rather than big picture policy making. Other times they appear to rubber stamp the President's wishes.	11/5/2014 8:17 PM

#	Q1: Faculty Full-time	Date
1	The board is years over due in completing and posting college policies. They have not completed this even though 2 accreditation reviews found the college deficient. Fiscal stability is unclear - this year's budget has a 2 million deficit. Institutional effectiveness - we won an award, but many college faculty and staff members think the board is out of touch with the community and college needs.	11/7/2014 11:04 PM
2	While we all applaud the College being rated number one by the Aspen Institute for a year, let's not be swept away with only percentages of those students that succeed and what grant monies can come to the College. The College has to become reacquainted with what community it serves and the residents that live here and not be so enamored with how many out of district, out of state and international students we can attract and recruit. Dr. Friedlander mentioned twice at the fall in-service that many students enroll at SBCC "...and are not interested in a degree nor in transferring". He gave the impression that serving these students was a function of SBCC and perfectly fine. He also needs to apply this thinking to all students that enroll at the college. Another topic for discussion for the Board of Trustees and the College administration is while SBCC is number one for at least a year based on student success, how does the College rank in salaries for faculty and staff? We did not see that ranking on a banner in front of the college.	11/7/2014 9:46 PM
3	Not sure about their complete capacity on this, they need to attend very diverse problems without specific training or time to get a full perspective but I agree with the Presence of a Board of Trustees.	11/7/2014 10:41 AM
4	I'm sorry to say I don't follow the board closely. I depend on other faculty leaders to keep us briefed on key positions and issues.	11/4/2014 12:54 PM
5	good BofT now.	11/4/2014 8:26 AM
6	I know a lot of people feel the new Board failed them.	11/3/2014 10:21 PM
7	Quality programs and services come from the talented faculty and staff that work here, not the Board. I have no idea what you mean by institutional integrity or effectiveness. I guess things are better now fiscally, but that is the state, not the board.	10/25/2014 2:18 PM
8	The current Board seems very functional with good long-term thinking.	10/22/2014 1:47 PM

#	Q1: Faculty Part-time	Date

1	I do feel that institutional integrity would be enhanced if the college did not house a private language school on our campus. I hear many comments from students and their families about the overcrowding of our classrooms and facilities, and many feel that a tax-supported institution should concentrate on educating our local resident population.	11/9/2014 5:58 PM
2	There are way too many administrators who make high salaries taking away from money that could be spent on student education and upgrading the facilities. It's totally ridiculous!	11/7/2014 3:45 PM
3	The Board of Trustees should invite interaction with faculty and staff, as well as the community.	11/7/2014 3:09 PM
4	Please see comments to #2.	11/7/2014 10:27 AM
5	The trustees are very responsible and engaged. They are doing an excellent job.	11/4/2014 2:44 PM
6	The current board is composed of political hacks. I lament the loss of the old board.	11/4/2014 7:38 AM
7	I think the board members have a difficult job and deserve respect. However, institutional integrity, one would assume, begins with teacher/student relationships, so, again, a 75% adjunct ratio undermines the integrity of SBCC.	11/4/2014 6:26 AM
8	I have no contact with that level of decision-making and do not care to speculate.	10/25/2014 1:34 AM
9	I voted for the reform candidates in the last general election of the Board of Trustees, but they seem not to have addressed the issues that turfed out the last Board of Trustees. Their policies toward Continuing Education has only exacerbated the issues that brought the public and continuing education out in protest three years ago in response to the high-handed policies of Andrea Serban and the policies of the Board of Trustees at that time.	10/22/2014 10:41 PM
10	I don't specifically know which policies the board of trustees institutes in general. I do know that they fired Andrea Serban essentially because she was being fiscally responsible, however, so I disagree with the "fiscal stability" question.	10/22/2014 4:26 PM
11	I see that the Board of Trustees has on its agenda a Public Comment item called "Hearing of Citizens." I appreciate this. I'll try it out soon.	10/22/2014 2:40 PM
#	**Q1: Management**	**Date**
1	I feel we as an institution need a way of seeing if information is being delivered to our students....	11/4/2014 7:27 AM

Q15 The Superintendent/President leads the institution in promoting and fostering:

Answered: 286   Skipped: 33

Quality programs and services

	Agree	Neutral	Disagree	No opinion / I don't know	Total
Q1: Board of Trustees	100% 5	0% 0	0% 0	0% 0	5
Q1: Classified Staff	79% 67	12% 10	2% 2	7% 6	85
Q1: Faculty Full-time	79% 81	12% 12	1% 1	8% 8	102
Q1: Faculty Part-time	63% 43	15% 10	7% 5	15% 10	68
Q1: Management	96% 25	0% 0	0% 0	4% 1	26

Institutional integrity

	Agree	Neutral	Disagree	No opinion / I don't know	Total
Q1: Board of Trustees	80% 4	0% 0	0% 0	20% 1	5
Q1: Classified Staff	75% 64	11% 9	1% 1	13% 11	85
Q1: Faculty Full-time	76% 78	14% 14	2% 2	8% 8	102
Q1: Faculty Part-time	57% 39	16% 11	10% 7	16% 11	68
Q1: Management	96% 25	4% 1	0% 0	0% 0	26

Institutional effectiveness

	Agree	Neutral	Disagree	No opinion / I don't know	Total
Q1: Board of Trustees	100% 5	0% 0	0% 0	0% 0	5
Q1: Classified Staff	69% 59	18% 15	4% 3	9% 8	85
Q1: Faculty Full-time	79% 81	9% 9	4% 4	8% 8	102
Q1: Faculty Part-time	63% 43	15% 10	9% 6	13% 9	68
Q1: Management	96% 25	4% 1	0% 0	0% 0	26

Fiscal stability

	Agree	Neutral	Disagree	No opinion / I don't know	Total
Q1: Board of Trustees	100% 5	0% 0	0% 0	0% 0	5
Q1: Classified Staff	64% 54	20% 17	5% 4	12% 10	85

Q1: Faculty Full-time	**78%** 80	**8%** 8	**3%** 3	**11%** 11	102
Q1: Faculty Part-time	**57%** 39	**18%** 12	**6%** 4	**19%** 13	68
Q1: Management	**96%** 25	**4%** 1	**0%** 0	**0%** 0	26

	Q1: Board of Trustees	Q1: Classified Staff	Q1: Faculty Full-time	Q1: Faculty Part-time	Q1: Management	Total
Additional comments	**3**	**9**	**8**	**15**	**3**	38

#	Q1: Board of Trustees	Date
1	A+. She does the work of three people. We are lucky to have her guiding this institution.	11/7/2014 11:48 PM
2	Lori is very aware of equity and access issues and has done a fine job of supporting faculty and staff in their efforts, including a very impressive school year opening set of workshops and speeches.	10/23/2014 10:15 AM
3	I do not believe that SBCC has ever had a President that addresses the needs over as complete a spectrum.	10/22/2014 4:20 PM

#	Q1: Classified Staff	Date
1	My response has nothing to do with this fine institution and its dedicated and caring faculty and staff. The instittion will always be greater than its Superintendent/President. My response has to with how I feel about the leadership and qualities of the Superintendent/President. The contrived sincerity put forth is so overwhelmingly self centered and manipulative. A controlling persuasiveness that can fool many. Something you see in politicians not necessarily in a teaching and learning environment. I am extremely disappointed in the Superintendent/President as a person and a leader. Extremely.	11/7/2014 9:22 AM
2	Occasionally misguided in her efforts. While being part of the California Community College System, each community and community college is unique. Because something worked well at another community college, it may not work well here.	11/5/2014 8:17 PM
3	Lori is a very welcome and much needed leader at SBCC.	11/4/2014 10:28 AM
4	The most optimistic, hardworking, caring leadership that Ive seen in my 10 yrs of employment here.	10/23/2014 9:37 AM
5	I like Pres. Gaskin, however, I still do not believe we have realized the transparency we were promised.	10/23/2014 9:19 AM
6	Dr. Gaskin is passionate about sustaining our #1 status through quality academic programs, student services and top facilities.	10/22/2014 3:19 PM
7	So far so good. Lori gets it and I think we're on the right path for the future.	10/22/2014 2:13 PM
8	Dr Gaskin is the best president I have worked with yet. She communicates effectively and has reasonable and high standard expectations that shows the inefficiency in some of our areas.	10/22/2014 1:56 PM
9	Dr. Gaskin is stretched too thin. There are too many off campus activities that take her time (lunches, Board meetings, Cottage involvement). This are all for the promotion of the college but we need her here more to engage with the staff at hand. She works extremely hard.	10/22/2014 1:49 PM

#	Q1: Faculty Full-time	Date
1	The recent election and failure of bond measure S revealed a serious disconnect between the college administrators and board and the community. Many comments from community members about the college and president Gaskin indicate that she has serious problems in judgment and integrity. She is not trusted because much of what she does is for appearance sake. The bond issue revealed that the public thinks the college's mission and goals are in the wrong direction. President Gaskin, Jack Friedlander and the board are responsible for the error in direction and judgment problems.	11/7/2014 11:04 PM
2	great intentions, but becoming intolerant of differing opinions. Arrogance may trip her up.	11/4/2014 8:26 AM
3	Lori is great and I feel she is doing a great job	10/27/2014 12:34 PM
4	Ditto what I said above.	10/25/2014 2:18 PM

5	Please tone down the rah rah, sometimes feels like a high school pep rally	10/23/2014 5:34 AM
6	President Gaskin is outstanding.	10/22/2014 2:38 PM
7	Lori Gaskin has my vote of confidence.	10/22/2014 2:12 PM
8	I continue to be impressed with Lori Gaskin.	10/22/2014 1:47 PM

#	Q1: Faculty Part-time	Date
1	The president lives in la-la land.	11/7/2014 3:45 PM
2	The president SHOULD lead the college in all these areas. Unfortunately, I know of too many instances where there has been a lack of integrity and disregard for faculty and community concerns.	11/7/2014 3:09 PM
3	Please see comment to #2.	11/7/2014 10:27 AM
4	The Superintendent/President should lead by example and take a pay cut like the Faculty	11/7/2014 9:10 AM
5	I have worked at 5 different institutions, some private and some public . . . President Gaskin is the most effective, responsive, communicative, and supportive leader I have seen (and I used to work at the #2 public university in the US - at least according to a national ranking people care about).	11/5/2014 1:30 PM
6	The president is terrific. She tries to establish a sense of community on campus. She is visible and available (a very user-friendly CEO).	11/4/2014 2:44 PM
7	Too soon to judge.	11/4/2014 1:29 PM
8	Lori is doing a great job!	11/4/2014 7:38 AM
9	Same as above. I like and respect the President, but changes in adjunct ratios are needed before the college can truly call itself a success.	11/4/2014 6:26 AM
10	The only part that I'm disappointed in is that the President has not provided a commitment to the community to fight to maintain the CLL. Without that unwavering commitment, she cannot hope to have the kind of community support that the college needs. We see the commitment at the college, but no getting to know those who provide the excellent adult ed programs that so many seniors have come to love and would be devastated if they were gone. There are no believable assurances that she has that understanding and commitment.	11/3/2014 10:32 PM
11	I have answered "agree" to those areas I am aware of. The other two areas, I have no knowledge of.	10/25/2014 1:34 AM
12	Dr Gaskin is a vast improvement over Andrea Serban, and she is very approachable. It remains to be seen if she is but a veneer for the questionable policy and program making and implementation, such as the inadequate space at the college and overreliance on such gimmickry as the SLOs. The problems are systemic and there doesn't seem to be much Dr. Gaskin can do about them.	10/22/2014 10:41 PM
13	She's all about the money, honey.	10/22/2014 10:13 PM
14	I don't understand this question. Are you asking if the president leads the college? Or are you asking if the president tries to implement policies that promote "quality programs and services", et al.? I do think she tries to do those things. I don't know if she succeeds at it.	10/22/2014 4:26 PM
15	1. LG is fearless and sophisticated about seeking resources for her school She is likely to suceed where the City of SB failed, i.e. securing electoral approval of a bond measure adding 1-2% to the average SB property owner's tax bill. The city badly needs a new police department HQ and failed about 10 years ago to get voter approval of an analogous bond measure for less than half of the Measure S. 2. Why would directing a dept head to implement a procedure change that would to free up parking spaces and reduce car trips to campus by adjuncts be micro-managing even where implementation involves no obligation to seek permission from an outside entity, an operating cost of less than $500/semester, zero capital cost, and an implementation period of less than 2 weeks?	10/22/2014 2:40 PM

#	Q1: Management	Date
1	I truly believe the President is doing all she can to change the face of SBCC to a institution like no other..... I have seen her bring a change to this campus with increased morale and a feeling of fiscal stability.... Unfortunately here at this institution as well as most there is always an opposing force which combats common sense and change and ultimately wears people down.... She has done a wonderful job though has had to battle every step of the way and probably has not received enough kudos from her staff (all of us) Sometimes it is lonely at the top and it should not be.... We should all feel we are on the top with her...	11/4/2014 7:27 AM

| 2 | Lori is an excellent leader. She models caring, strength and integrity and she is always focused on student success and faculty/staff professional growth and satisfaction. | 11/4/2014 5:20 AM |
| 3 | The change in culture that we have experienced at SBCC over the last three years is a direct result of the enthusiasm, leadership, and experience Dr. Gaskin has brought to her role as the Superintendent/President of SBCC. It is truly my pleasure to work for her. I honestly do not believe SBCC would have experienced this culture growth without her leadership support. Dr. Gaskin is an incredible leader and should be commended for her efforts. | 10/23/2014 3:39 PM |

Q16 Do you feel a part of SBCC?

Answered: 283 Skipped: 36

	Yes	Somewhat	No	No opinion	Total
Q1: Board of Trustees	**100%** 5	**0%** 0	**0%** 0	**0%** 0	5
Q1: Classified Staff	**63%** 52	**30%** 25	**5%** 4	**2%** 2	83
Q1: Faculty Full-time	**77%** 78	**19%** 19	**4%** 4	**0%** 0	101
Q1: Faculty Part-time	**49%** 33	**40%** 27	**12%** 8	**0%** 0	68
Q1: Management	**85%** 22	**15%** 4	**0%** 0	**0%** 0	26
Total Respondents	190	75	16	2	283

	Additional comments	Total
Q1: Board of Trustees	0	0
Q1: Classified Staff	4	4
Q1: Faculty Full-time	5	5
Q1: Faculty Part-time	8	8
Q1: Management	1	1

#	Q1: Board of Trustees	Date
	There are no responses.	

#	Q1: Classified Staff	Date
1	I love this school and would like to contribute to its improvement!	11/7/2014 10:14 AM
2	In spite of problems here, I do feel a part of SBCC. There are problems so solve at every educational institution and corporation. One hopes to be part of the solution and have modest input in the governing process.	11/5/2014 8:28 PM
3	Would like more opportunities to connect with other staff and faculty on campus.	10/22/2014 7:22 PM
4	I grew up in SB, graduated from here, and have worked here for a long time, so I'll always feel a part of this place. Although over the last few years, I'm feeling more detached because I continue to see more and more exclusive programs that target only certain students because of their qualification criteria. If effective programs work for these groups, why not make them available to all students?	10/22/2014 2:38 PM

#	Q1: Faculty Full-time	Date
1	Decreasingly so. There are so many disincentives to being part of the college. There is no real community. Many faculty and staff think the college has lost its "soul".	11/7/2014 11:08 PM
2	We are kind of the "different" ones that bring the intellectual diversity but, yes, we are part of it.	11/7/2014 10:45 AM
3	All decisions are left to the EVP whose judgment is very poor. Progams are watered down to generate "success" rather than learning. Policies are selectively enforced.	11/4/2014 8:28 AM
4	I know I'm a part of it but I don't "feel" a part of it. I do not regard SBCC as a family or a team.	11/3/2014 10:30 PM
5	It took a few years, and I really started feeling a part of SBCC when I became involved with committees and evaluations.	10/22/2014 2:41 PM

#	Q1: Faculty Part-time	Date
1	Adjuncts are considered 2nd class citizens. The full timers in my department treat us incredibly poorly.	11/7/2014 3:46 PM

2	I feel a part of it but separate and treated unequally as a part time teacher.	11/7/2014 3:11 PM
3	I use to be happier, but now money/ideology governs over implementing higher education.	11/7/2014 9:13 AM
4	I have made an effort to be involved. It is not that easy as an adjunct to feel that you are an integral part of the community.	11/4/2014 3:05 PM
5	I love this college and feel grateful for the opportunity it has given me as a teacher, but at the same time, I am in limbo for year upon year.	11/4/2014 6:30 AM
6	I took courses in computer information systems when I was working for a publisher back in the mid-1990s and I started teaching there around the turn of the current century. I introduced a new course in 2005, and made improvements in a course that was started long before by one of the living legends of the college.	10/22/2014 10:47 PM
7	What? I'm a teacher here, so, yes, I feel like I'm a part of SBCC. Is that really the question?	10/22/2014 4:27 PM
8	Adjunct instructor IDs say "ADJUNCT". Full time instructor IDs say "FACULTY". Are adjuncts not faculty? Is faculty defined, somewhere official, not to include adjuncts? If "faculty" officially does not include adjunct instructors, my bad. If "faculty" does not exclude adjuncts, why choose labeling that implies that adjuncts are not faculty?	10/22/2014 2:51 PM
#	**Q1: Management**	**Date**
1	I do, I say somewhat right now because I am righting my ship that went of course just a tad... I have always felt part of this institution and have treated this place and my dealing as if it was my own... I have never had the "I dont care" attitude nor have I said "its not my job" If I was presented with a task and I could deal with or fix it I did....	11/4/2014 7:27 AM

Q17 Are you happy working here?

Answered: 282   Skipped: 37

	Yes	Somewhat	No	No opinion	Total
Q1: Board of Trustees	**80%** 4	**20%** 1	**0%** 0	**0%** 0	5
Q1: Classified Staff	**80%** 66	**16%** 13	**2%** 2	**1%** 1	82
Q1: Faculty Full-time	**84%** 85	**14%** 14	**2%** 2	**0%** 0	101
Q1: Faculty Part-time	**76%** 52	**19%** 13	**4%** 3	**0%** 0	68
Q1: Management	**88%** 23	**12%** 3	**0%** 0	**0%** 0	26
Total Respondents	230	44	7	1	282

	Other (please specify)	Total
Q1: Board of Trustees	1	1
Q1: Classified Staff	13	13
Q1: Faculty Full-time	17	17
Q1: Faculty Part-time	17	17
Q1: Management	3	3

#	Q1: Board of Trustees	Date
1	I did not expect the responsibilities of Trusteeship to be as exciting and challenging as they are. I am very pleased to be a member of this Board and proud of the high quality of the College and its leadership.	10/23/2014 10:17 AM

#	Q1: Classified Staff	Date
1	I love the environment, my co-workers and the community offered at sbcc. It is highly professional, productive and positive.	11/7/2014 12:23 PM
2	The department I work in and the people I work with	11/7/2014 10:49 AM
3	Very	11/7/2014 9:20 AM
4	Considering the educational requirements that were needed to "land" my job here as well as the cost-of-living in this area, my gripe is that as a classified employee, I am at the low end of the wage scale. If our wages were more consistent with those within the professional community, it would help tremendously.	11/7/2014 9:17 AM
5	I am generally happy here. I have been fortunate in life and have had a wide range of experience. As long as I am able to make a contribution and accomplish things, I will continue to enjoy working at SBCC	11/5/2014 8:28 PM
6	I have a good attitude!	10/24/2014 11:21 PM
7	I'm happy helping students, and I definitely feel valued by them, but I do not feel valued by the school.	10/23/2014 12:29 AM
8	Would like more opportunities for professional growth and development.	10/22/2014 7:22 PM
9	I feel fortunate to be part of such a wonderful institution that provides an invaluable service to the community.	10/22/2014 3:21 PM
10	I like my colleagues and the environment. I would like more specialized training for my job, but I feel like there isn't a budget for that.	10/22/2014 2:58 PM

11	Some days ... although it's hard to be happy when you're asked to work in an office with no windows. ATTENTION PLLUMP PEOPLE: All employees, especially the one who spend the majority of their day in an office, need windows. To recap: Windowless boxes = unhappy working here. Box with window = less unhappiness leading to possible happiness.	10/22/2014 2:38 PM
12	Love my job. I do however feel that we could be better than what we are behind the scenes. This is because some things are done in sedentary ways since people have been here forever. Being #1 we need to act #1. learn how to be a step ahead of our past and improve processes. We need to be teaching students in our actions. Staffing is needed for support services.	10/22/2014 1:58 PM
13	Very happy working here, although I feel like SBCC is getting away from focusing on improving local education. It seems as though the allure of receiving higher tuitions from out-of-state and foreign students has been too great for the school to overcome. I know we need the money, but it's hard to keep taxing local homeowners to provide education for folks who are going to take their valuable education somewhere else.	10/22/2014 1:52 PM
#	**Q1: Faculty Full-time**	**Date**
1	The faculty and staff are seriously demoralized. Increasingly so. You see it in their withdrawal from campus life and interaction with their peers.	11/7/2014 11:08 PM
2	I am at the college for my students, who are the most pleasant and rewarding part of my job. The College needs to find out who are community members are and what kind of lives the live especially those that have to work, have families, are low income, are new to the college, are single parents or are foster youth. We are a community college, not a university. The fact that over 70% of students that usually assess in math, reading and writing are below college level makes my job more challenging and much more rewarding. Some colleagues at time complain about these students, but since we are the "big experts" in our fields, let's help these students reach their goals.	11/7/2014 9:51 PM
3	When I considered making the leap from a 4-year Research I Institution, my mentors warned me that this would be a "step down" and "you'll never do research again." Honestly, I hesitated. But, in fact, I've found my dream job. I continue to research, I continue to publish, and I have had more freedom to implement ideas here than I ever would have at the research universities that had employed me and who offered me jobs. I'm REALLY happy here. But I came here with the mission of improving success rates of the underrepresented and the underserved, and my research has focused on this SBCC mission. We've made progress there; but we have the obligation to do more and to continue to do more. And that means that we face as an institution, how the Student Success Initiative (and our response) privileges students who can follow the 19th Century profile of a FT college student who has carved a clear path toward degree or transfer and consider how that model and our course offerings and adjunct/student services support may disadvantage students who may, of necessity, be permanently PT or by semester PT.	11/7/2014 5:35 PM
4	Happy, and feel lucky to be here.	11/7/2014 5:14 PM
5	But feel like we have no community for faculty and staff unless you already belong. We need bbqs and other events	11/7/2014 12:59 PM
6	Yes but I feel stressed to get too much done in the time allotted.	11/7/2014 11:07 AM
7	There is an enormous area of improvement in my field but that situation is a hold for hope in itself. I get to teach some incredible people and I give the opportunity to many that may not be able to benefit from it right now but may be will do in the future.	11/7/2014 10:45 AM
8	I am basically happy but have had several things happen in my position here at SBCC over the past few months that have decreased my sense of satisfaction and happiness.	11/4/2014 2:46 PM
9	teaching is a great privilege.	11/4/2014 8:28 AM
10	Love it!!!	11/4/2014 6:29 AM
11	Ha ha ha	11/3/2014 11:27 PM
12	I'm grateful to be working here, and I'm happy with what I do here.	11/3/2014 10:30 PM

13	My morale is really low lately. I am grateful to be at SBCC. It is a great place to work. True, I am underpaid, especially considering the cost of living in Santa Barbara. Our benefits are very strong, however, and my colleagues and fellow staff workers are mostly wonderful to work with. However, recently there have been a string of decisions that have left me baffled at what is happening. All decisions seem to be based on money, even at the expense of teaching. Furthermore, some departments get away with huge inefficiencies, while others who work harder and get more accomplished are not acknowledged and sometimes punished. Two quick examples: 1. I cannot for the life of me figure out how anyone involved in education would think that having 15 minutes between final exams is acceptable. Anyone with that opinion does not belong in education in my opinion. I know that this decision has been revisited, but only after one department raised a stink. We shouldn't have to do that. The administration should be focused on students to the extent they would realize this themselves. 2. My department serves a tremendous number of students, and does so more efficiently than other departments (we teach on Fridays, we use our rooms 8am-10pm with 10 minutes between classes, we go over our cap routinely) while other departments are dedicated to teaching 10am-2pm 4 days a week. Why should we work so hard and serve so many extra students when others do not? I used to go over my cap of 33 to 38 or 40, but I've realized the administration is relying on us to take care of additional students without giving us additional resources, rewards, or even recognition. I do not do this anymore. I take the students that I have to by contract. I do exactly what my responsibilities are, and I do not go the extra mile for my students anymore. Do not misunderstand me: I am an excellent teacher. I give quality lectures. I help my students in office hours. I support my students and work hard to see them succeed. I just see the administration caring more about money than anything else, so I am doing the same. For me, time is money. I spend more time on recreation and with my family. I do not grade all night or on the weekends anymore. My position at SBCC is just a job that I am very good at, and not a special calling anymore.	10/25/2014 2:32 PM
14	I love SBCC. But Santa Barbara is so expensive and our salaries not enough so that I must teach as many overloads as possible each semester and during summer school just to keep up. I often put in 70 hours a week. It's burning me out.	10/22/2014 6:29 PM
15	I couldn't think of a better place to work.	10/22/2014 3:01 PM
16	Generally yes, though the teaching load is pretty exhausting. My colleagues are outstanding and supportive. I am happy to be at an institution with such high standards and that is trying so hard to help students succeed.	10/22/2014 2:41 PM
17	Extremely--great colleagues and support staff.	10/22/2014 2:13 PM
#	**Q1: Faculty Part-time**	**Date**
1	This is indeed a wonderful place to work.	11/9/2014 5:59 PM
2	I have no choice in the courses I teach. I can't even believe I put up with what gets dished out to me.	11/7/2014 3:46 PM
3	I love teaching but the imbalance of power and lack of integrity of some shown at the department chair level and administration is a bit depressing.	11/7/2014 3:11 PM
4	I am very happy to teach the students here and I feel fortunate to be able to teach here but as an adjunct instructor, I have to worry each semester if I have classes to teach next semester in spite of my hard devoted work. Besides teaching we work for some events, clubs, a scholarship for the students and spend a lot of time. I am happy to do all those efforts for the students but the insecurity each semester is suffering.	11/7/2014 11:53 AM
5	That is mostly due to the fact that I have a fantastic department chair.	11/7/2014 10:28 AM
6	I love my JOB!	11/4/2014 7:48 PM
7	Contract faculty at SBCC are rather elitist. Many (but by no means all) of the faculty view adjuncts as second rate faculty. There is a resentment of adjuncts arising from the belief that resources that are spent for fair compensation for adjuncts are being diverted from the paychecks of contract faculty. A very discouraging situation. I have also worked with many of our deans and VPs and I find that they are fairer and more respectful of the adjunct faculty than many of our FT "colleagues".	11/4/2014 3:05 PM
8	Poor department leadership. Promotions are not based on competence.	11/4/2014 1:30 PM
9	Very little sense of belonging to a "team" of colleagues. We come and go with no interaction. What makes me happy are the students in my classes.	11/4/2014 12:26 PM
10	I love this job, and have enjoyed nothing but positive interactions with my fellow staff and faculty members.	11/4/2014 9:18 AM
11	Lack of income and security have made my life a guessing game as each semester approaches, and this has been going on for years, but the CC system is essential to a healthy democracy, so yes, I am very happy to do the work I do. Plus, there are many dedicated and remarkable people on campus whom I am proud to be associated with. Finally, I love the profession of teaching in terms of personal fulfillment.	11/4/2014 6:30 AM

12	I had been very happy with my job until last January when circumstances outside of the college affected the way that I could deliver instruction to my students. At that point I became less enchanted with the position and expect to leave education soon	11/3/2014 10:20 PM
13	As an contingent faculty member, I have had ideal relations with a department that is not only supportive of its adjuncts, but encourages their active participation in the department's decision making processes and other function. So hell yes, I am happy working here, despite my criticisms.	10/22/2014 10:47 PM
14	It could be better, but overall this job is good.	10/22/2014 4:27 PM
15	Despite my previous comments, yes, I am happy. I've been here 20 years. I appreciate that I can be creative in my classroom style and syllabus. I especially find the staff campus-wide to be supportive of faculty.	10/22/2014 3:21 PM
16	I have the best Dept Heads an instructor could ask for. Profs Redding and Mahoney are responsive, smart, diligent, forward-thinking and committed. The classroom hardware is outstanding. Higher leadership is committed to pulling in resources to improve SBCC.	10/22/2014 2:51 PM
17	This is my 10th year teaching at SBCC and I very much enjoy my work and my students, but I do not feel (as an adjunct professor) that I am taken seriously as a voice or presence in the college. There is no opportunity to gain full time status within my department and I often feel that adjunct professors are seen as disposable / replaceable. It can at times be very demoralizing.	10/22/2014 2:02 PM
#	**Q1: Management**	**Date**
1	I have never hated coming to work... I have always felt supported, though not always agreed with which I have to learn to accept. I am like a spoiled child sometimes.... It is because of Hiccups in my personal life that has caused friction here at work.... But I have to remember.... I made that friction...so for a brief moment I may have been unhappy but ultimately I was unhappy with myself not my employer. Those hiccups are over and on I move . So yes I am happy here and will continue to give of myself to this institution and the people whom work here because without this place I would not have been able to live such a blessed life....	11/4/2014 7:27 AM
2	I have always been happy at SBCC. My only concern at this time is the incredible workload. As a manager, it is expected that we put in whatever time is needed to get the job done. However, my attitude is not as positive as its been in the past because I do not see how current expectations are sustainable. I am feeling burned out and I see burn out among my colleagues.	10/27/2014 9:44 AM
3	Very I am happy to work at SBCC and proud to be a member of the campus community.	10/23/2014 3:40 PM