

Reflections on SBCC 2015-16

Introduction and Instructions

This is the third annual Reflections on SBCC survey, a short anonymous questionnaire seeking your opinions on how SBCC is doing in terms of our mission and institutional effectiveness, student learning, resources, and governance. You can complete it in about 5 minutes, or take more time to provide additional comments and suggestions for improvement.

When answering these questions, please do your best to *consider the institution and our students as a whole, from a long-range perspective*, rather than focus on issues in your particular area or department.

The survey is anonymous, and administered by our Institutional Research department. It is being sent to all SBCC employees, including the Board of Trustees, and excluding part-time student workers. The results will be distributed campus-wide, and will be brought to each of our participatory governance bodies for discussion.

This survey is part of our continued self-examination in order to improve our effectiveness as an institution. Originated in Fall 2013, the survey is repeated each academic year in order to provide us with a perspective over time within our regular evaluation cycles. Results from previous years can be viewed at the [SBCC IR Data Center](#) under the heading Surveys and Analysis.

Your input is valuable and important. Thank you for your time and consideration!

* 1. What is your primary role?

- ☐ Board of Trustees
- ☐ Classified Staff
- ☐ Faculty Full-time
- ☐ Faculty Part-time
- ☐ Management
- ☐ Other (please specify)

Reflections on SBCC Survey Response Rate History

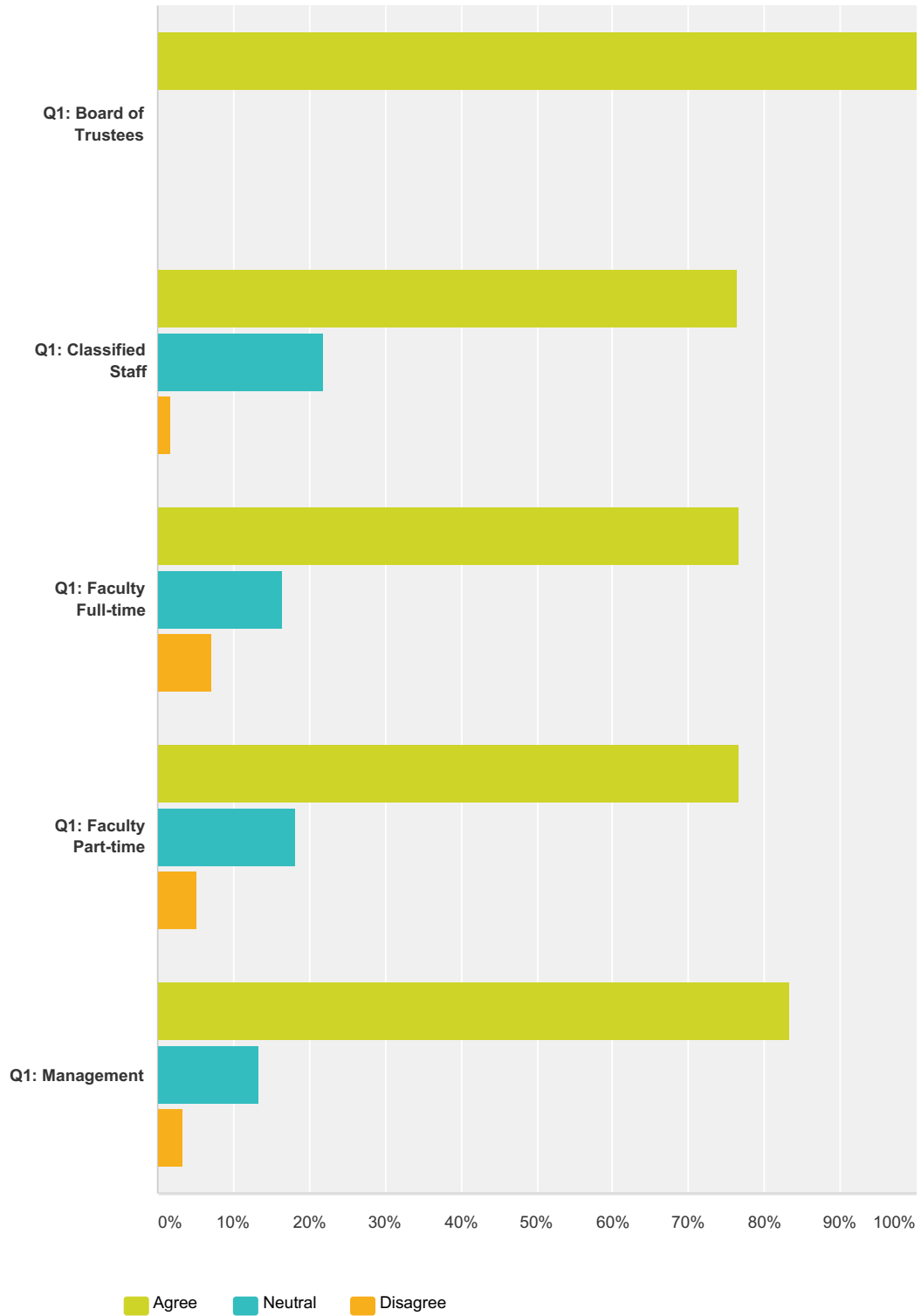
Responses to survey question #1: What is your primary role?

	2015			2014			2013		
	Members	Responses	% Response	Members	Responses	% Response	Members	Responses	% Response
Faculty Full-time	230	139	60%	236	110	47%	250	73	29%
Faculty Part-time	473	100	21%	540	79	15%	561	58	10%
Classified Staff	311	122	39%	319	96	30%	288	82	28%
Board of Trustees	7	2	29%	7	5	71%	7	7	100%
Management	45	30	67%	45	29	64%	49	27	55%
Other	0	0	0%	16	16	100%	8	8	100%
Overall	1,066	393	37%	1,163	335	29%	1,163	255	22%

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: 373 Skipped: 20

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	Agree	Neutral	Disagree	Total
Q1: Board of Trustees	100.00% 2	0.00% 0	0.00% 0	0.54% 2
Q1: Classified Staff	76.47% 91	21.85% 26	1.68% 2	31.90% 119
Q1: Faculty Full-time	76.56% 98	16.41% 21	7.03% 9	34.32% 128

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Q1: Faculty Part-time	76.60% 72	18.09% 17	5.32% 5	25.20% 94
Q1: Management	83.33% 25	13.33% 4	3.33% 1	8.04% 30
Total Respondents	288	68	17	373
Additional comments and suggestions for improvement				Total
Q1: Board of Trustees	0			0
Q1: Classified Staff	11			11
Q1: Faculty Full-time	13			13
Q1: Faculty Part-time	13			13
Q1: Management	3			3

#	Q1: Board of Trustees	Date
	There are no responses.	
#	Q1: Classified Staff	Date
1	I think periodic reminder emails with the mission statement and an expected reply,,as to how we see we are fulfilling our roles, personal or dept., would be helpful	3/16/2016 7:32 PM
2	Sounds great, but are we doing it, especially when it comes to global responsibility	3/16/2016 3:03 PM
3	We are a Hispanic Service Institution, but I do not see much efforts being put into Spanish materials.	3/16/2016 2:01 PM
4	I'm not sure that we foster opportunity for all	3/16/2016 1:52 PM
5	The college needs to offer additional services to students with learning disabilities and unrepresented students.	3/15/2016 11:41 AM
6	I am full-time staff as well as a full-time student. I am so grateful for SBCC. Not only is it an opportunity to work here, it is also a great opportunity going to school here. The Faculty at SBCC are awesome and take the time to help their students succeed. I have witnessed this first hand. If you come to SBCC with a seed of dreams with the support of faculty, staff, and other students, you have the opportunity to blossom. I have had so much support and for that I am thankful.	3/3/2016 5:01 PM
7	I believe SBCC provides all of the above, however there are some students who fall through the cracks, especially african-american students. We need to be aware, reach out, put everything down, stop, observe and help the best way we can.	3/2/2016 1:32 PM
8	Promotes Global Responsibility?! In what way?	3/2/2016 1:24 PM
9	It can always be improved & I feel we should constantly be striving to improve.	2/23/2016 6:59 PM
10	Overall, I think we give it the best attempt with what we have. I think we could do better.	2/23/2016 12:50 PM
11	Our resources aren't always available to students when the students need them, and they often aren't organized.	2/23/2016 12:20 PM
#	Q1: Faculty Full-time	Date
1	I am a relatively new full time faculty, but the more I get to know my colleagues, the more I believe that we are passionately dedicated to fulfilling our joint mission.	3/16/2016 9:19 PM
2	Sounds great, but I don't feel convinced that this is really what we are doing. Is it a higher priority to provide a diverse learning environment than to just teach well? What is a "diverse learning environment" anyway? And how are we promoting global responsibility? Aren't we mostly providing a stepping stone and another chance for our students? I agree that we are fostering opportunity.	3/16/2016 8:01 PM
3	Political and grant driven choices are being made by administrators that are to the detriment of the students and faculty.	3/15/2016 2:18 PM
4	I think we need to find a way to include all student views, even if they disagree with ours. I think the handling of the teepee incident last year was demoralizing. There were so many opportunities for real dialogue and real teaching, but instead faculty were "brought into line," and I write this as a moderate-left leaning Democrat.	3/15/2016 12:41 PM
5	Neutral only because we can always do better.	3/15/2016 11:44 AM
6	More diverse faculty are needed in order to promote a diverse learning environment.	3/15/2016 11:12 AM

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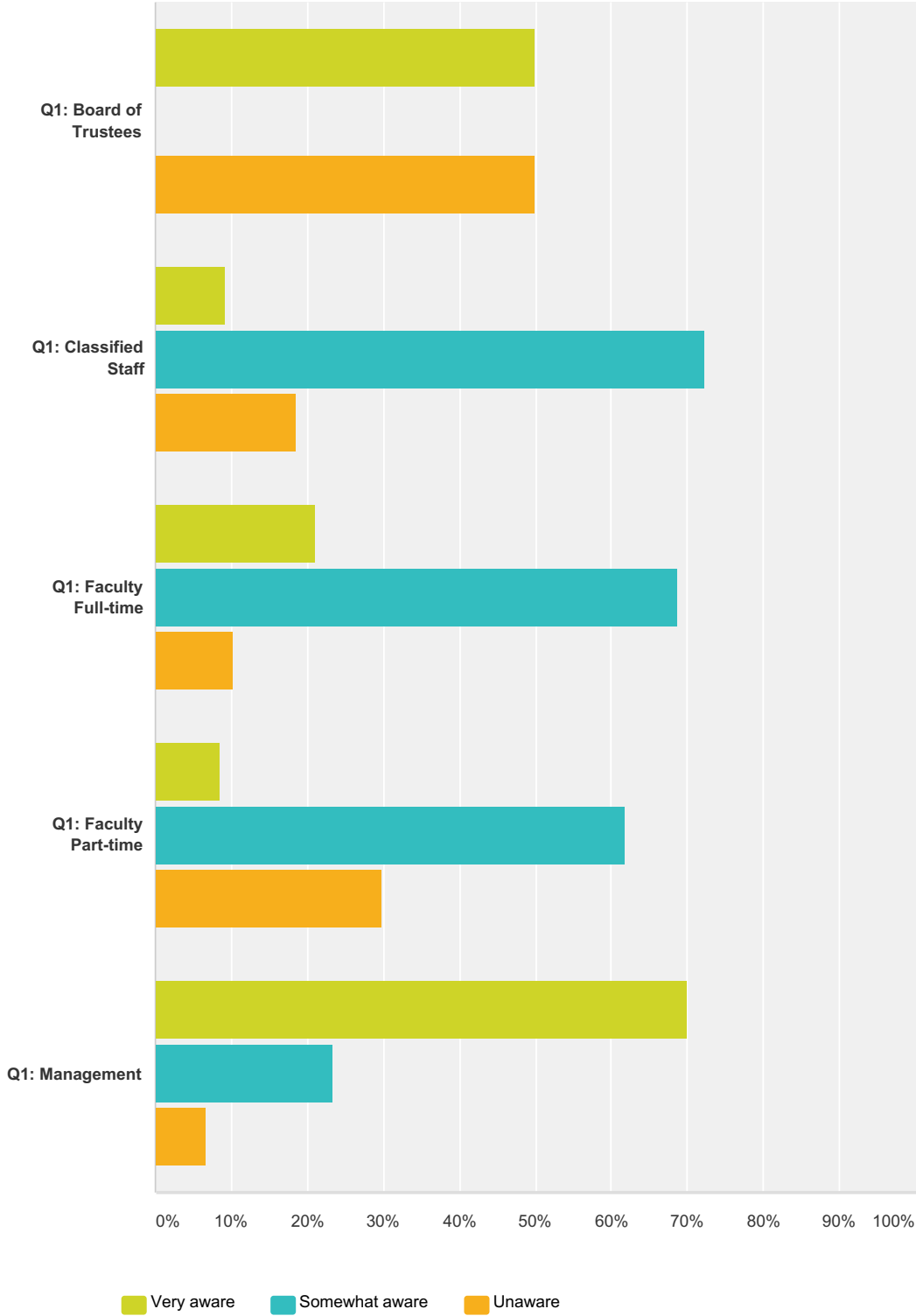
7	It is impossible to have every student succeed unless you define success in a way that is not academic. And since we are a college, the word "success" implies academic success. Students have things pop up in their lives that make it impossible to succeed academically during that particular time of their life. It is an impossible goal so why dedicate to that. Rather, try to help every student to succeed academically through quality instruction and supportive resources (tutors, counselors, etc). When you ask feedback on on how we are fulfilling our mission, but the mission statement is kind of silly, then it is really hard to want to participate. And what the heck is a "diverse learning environment". Is it that some of our buildings are falling down and are in disrepair? Is it that some instructors use chalkboards and some use white boards and others use powerpoint? Or is it pertaining to the ethnicity of the students and/or faculty? Or different methodologies of teaching? Because we are so successful (as a college) in transferring students to the 4-year university or our 2-year technical programs, perhaps that should be part of our mission statement.	3/15/2016 10:04 AM
8	In an institution that has embraced, to a very significant degree, the use of Student Learning Outcomes; I do not see any Institutional Outcomes that actively demonstrates how the institution is promoting global responsibility in our students.	3/7/2016 7:59 AM
9	We have never provided service to EACH student - we work to the success of the "average" student. And that average is not to certain racial/ethnic minority groups, whether they are students or faculty.	3/6/2016 7:37 PM
10	The mission is unclear—too much ambiguity—what kind of diversity in learning environments? Promoting global responsibility sounds like a liberal political goal. What kind of "opportunity"? It is a cliché mission, but I cannot say the college fulfills even this ambiguous mission.	3/3/2016 6:15 PM
11	What are we doing to "promotes global responsibility"? AYWYW isn't sufficient.	2/24/2016 10:01 PM
12	Some teachers work long and hard trying to meet the mission and achieve new approaches to student success. Others do not. The evaluation process does not measure these efforts. The evaluation process is flawed in that we are supposed to work with colleagues and also have to evaluate them which could cause major harm in a long term relationship. Evals for adjuncts we can be more objective. Horrible online classes with just a quiz, powerpoint and a participation forum is rampant with the adjuncts I have evaluated.	2/23/2016 6:43 PM
13	I can answer only with respect to my own classes and what I hear from students. I don't have an adequate sample to address this.	2/23/2016 4:40 PM
#	Q1: Faculty Part-time	Date
1	Instructors don't have buy in and aren't supported	3/16/2016 2:03 PM
2	In spite of our President's efforts (which I commend) many members of faculty are indifferent to this aspect of inspiring curiosity & discovery by simply following books and not discussing the richness of the material beyond the pages.	3/4/2016 8:56 AM
3	Very well	3/2/2016 5:35 PM

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4	<p>Adjunct faculty comprise the majority of faculty on this campus. Yet ironically we have little to no voice or representation, or privileges that full time faculty have (e.g. serving on committees, access to dept. office printers after hours, if teaching night classes, eligible for sabbaticals and conference funding, having the opportunity to voice their ideas and opinions at dept. meetings). Therein lies another irony, as we are expected to perform to the same standards as full time faculty yet do not have offices, the same resources (e.g. computers, four walls and a door, for some quiet to prep. and concentrate, grade, do research, etc, easy and limitless access to printer), or the same pay. This is also not okay. Adjuncts who have loyally served SBCC for five years or longer need to have these things in order to perform at the same level as full time faculty, and need to be valued. When we cannot access these resources (for ex. my English Dept. office closes and locks up every day at 5 pm, so our access to the department's computers and printer, in that office is limited) in order to do our jobs, that's a problem. Suggestions for improvement are two install more computers and another printer in the department office (or some other place) that does not get locked at 5 pm, or provide us with passes on our faculty ID cards so we can access this office after hours to check our emails, prep files for class, work on Moodle, print class files, etc. There are only two computers, and they are for both English and English Skills departments, two of the biggest departments on campus, and about 50 plus adjuncts. To run around campus to perform these basic duties, and then be made to pay 10 cents a copy for anything we print needs to change asap. Please open up a dialogue with the CLRC for example, to find a way to work around this 'go print' system they have installed that demands this payment before you can print anything. It's absurd to charge faculty this fee for doing their job. Another suggestion for improvement is to tell full time English faculty members to 'share the floor' with adjunct faculty members at dept. meetings and functions. Their opinions and ideas are important, but ours are too, and to shut down over 60% of their work force by dismissing them, or just sucking up all the meeting time with voicing their own thoughts is not okay. Show some respect. We are all working towards the same goal here, and need to work more as a team, and be supportive of each other. I've been here 16 going on 17 years, and these situations have been like this this whole time! These things really need to change if my dept. wants to grow, and fulfill the school's mission. Another suggestion is providing adjuncts with some kind of budget at the campus bookstore so they can buy pencils, books, and other supplies for their work. It's so demoralizing to be asked if we are full time or adjunct, and as soon as we say adjunct, we are dismissed as if 'adjunct' is a dirty word. Full timers have these accounts that are replenished each semester. Admittedly, we cannot teach the same load full timers can, but at least show us some respect and create some funds, so that we can do this. I don't know an exact fee, but say half of whatever full timers get per semester to make their purchases from the bookstore.</p>	3/2/2016 4:44 PM
5	I don't like this mission statement. I didn't agree with the changes when Lori proposed them and I still don't like them. "inspires curiosity and discovery"? "promotes global responsibility"? Huh???	3/2/2016 3:00 PM
6	Now that we are one college, we've been not serving the most underserved in the ESL community because we have made enrolling in classes more difficult than it used to be and we close enrollment after just a few weeks. When we were open entry/open exit, students enrolled throughout most of the term and our classes grew. They are smaller than they used to be now.	2/28/2016 4:44 PM
7	I live to teach and SBCC has provided me the best tools to do it and I love the gateway tutors in my classroom to provide the highest quality experiences for teaching and for learning for our students. I love SBCC.	2/25/2016 12:38 PM
8	Answer varies with department, some are excellent and some are poor, others in between. I have limited experience in several.	2/25/2016 12:37 PM
9	I don't know to what degree 'global responsibility' is taught, and honestly, I doubt that most teachers are pushing that perspective, although it would be ideal if they were. The learning environment strongly supports diversity and fosters opportunities (negative plus positive = neutral)	2/23/2016 6:29 PM
10	We need to be applying what actually works based on science. We have a number of programs for helping at risk students but they do not seem to touch the road. A student of mine could not afford a textbook and the fact that it was in the library was stated to be enough. It's not practical for students who work, for example, or students who need to highlight or annotate to engage brain cells that help them retain material. Online testing relies on multiple choice, true/false and matching, types of questions that leave the frontal lobes unengaged: .	2/23/2016 12:25 PM
11	I feel that some of the recent practices push students too fast .. if many of our students were capable of working faster and taking more classes each semester, they probably would not be here.	2/23/2016 12:00 PM
12	I feel I am given the freedom, and guidance when required to fulfill the SBCC mission statement.	2/23/2016 11:48 AM
13	I agree, though I think we could be doing even more to inspire curiosity and discovery.	2/23/2016 11:42 AM
#	Q1: Management	Date
1	We need to do a lot more in attracting more minorities to the college.	3/16/2016 4:15 PM
2	Kicking Kaplan off campus makes the environment less diverse.	3/15/2016 10:26 AM
3	I know information about supporting student success can be found on the Partnership for Student Success website, but I'm not sure if this information is widely known by students. It could be helpful if Lori's Monday Morning update highlighted one program each week, so that students became more aware of the opportunities that each one offers.	2/24/2016 8:45 AM

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

Answered: 373 Skipped: 20



	Very aware	Somewhat aware	Unaware	Total
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Q1: Board of Trustees	50.00% 1	0.00% 0	50.00% 1	0.54% 2
Q1: Classified Staff	9.24% 11	72.27% 86	18.49% 22	31.90% 119
Q1: Faculty Full-time	21.09% 27	68.75% 88	10.16% 13	34.32% 128
Q1: Faculty Part-time	8.51% 8	61.70% 58	29.79% 28	25.20% 94
Q1: Management	70.00% 21	23.33% 7	6.67% 2	8.04% 30
Total Respondents	68	239	66	373
		Additional comments	Total	
Q1: Board of Trustees			0	0
Q1: Classified Staff			9	9
Q1: Faculty Full-time			6	6
Q1: Faculty Part-time			5	5
Q1: Management			0	0

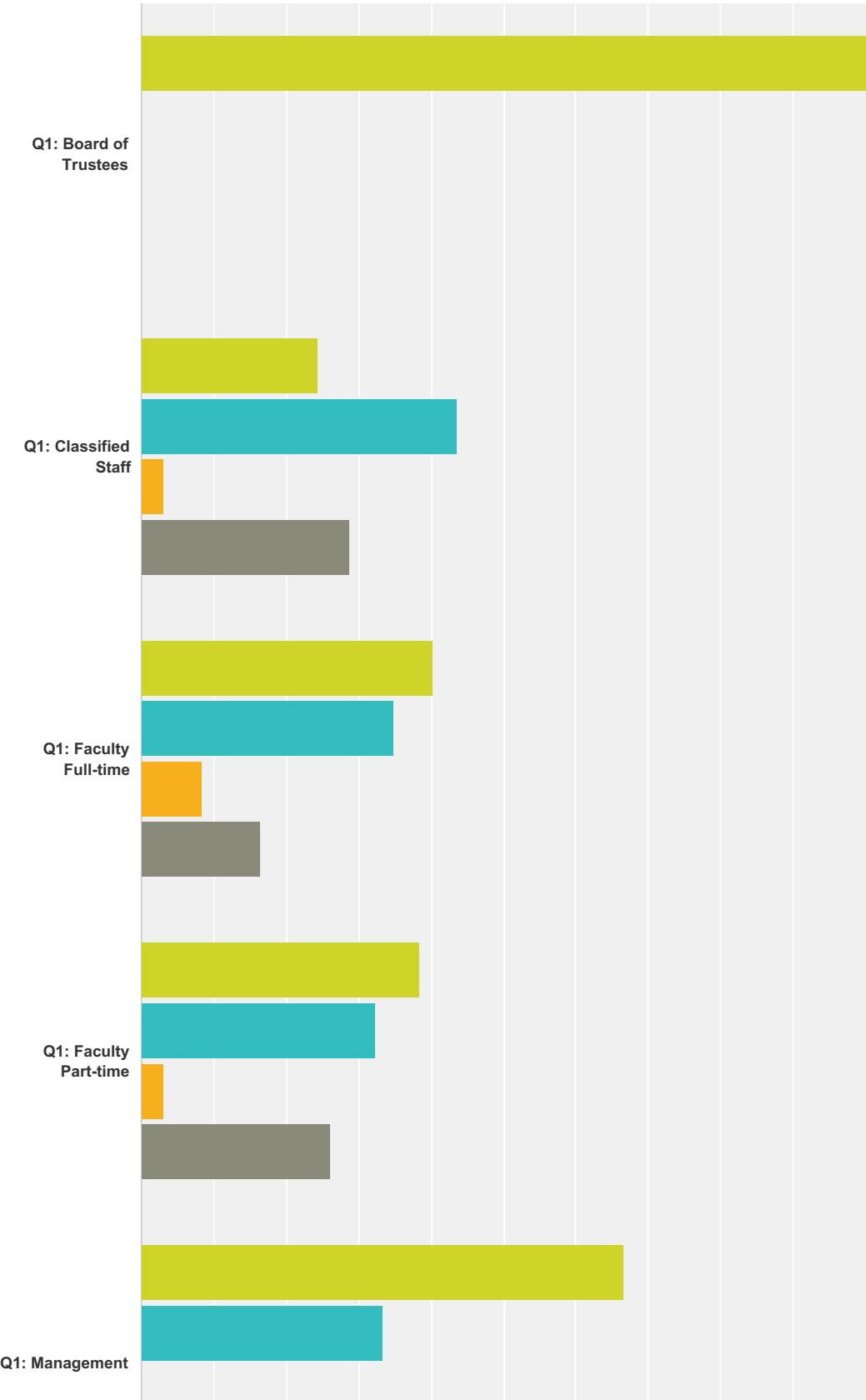
#	Q1: Board of Trustees	Date
	There are no responses.	
#	Q1: Classified Staff	Date
1	As far as the state goes, I'd say I am less aware, but in comparison to what our FS Accountant states, very aware and even then, I am not too sure that those numbers are truly correct.	3/17/2016 8:24 AM
2	Not involved. Always interested in information shared	3/16/2016 7:32 PM
3	I am not as aware as I would like to be. I don't know if I see all emails that go out or if there are small reports in the Pipeline portal that I'm not looking at. I think better outreach, especially to those who are new employees (like me) and don't necessarily know where to look for this information.	3/16/2016 4:58 PM
4	We (the department) never have quarterly meetings or semi annual meetings regarding the budget with our VP so I feel that I am always in the dark about budgets.	3/16/2016 2:12 PM
5	I would like to know where the money comes for many of the physical plant projects on campus, i.e. LED lighting, installation of pavers on walkways years ago, etc. Administration seems to communicate regularly that we are short of funds or the budget is very tight. Yet there are always seems to be money for projects that are not directly connected to student learning.	3/15/2016 9:20 AM
6	I have to work in service so I do not get to hear about plans and budgets.	3/3/2016 5:01 PM
7	Excellent updates by the president.	2/24/2016 11:08 AM
8	No time to attend meetings. Depend on Pres. Gaskin's Monday updates.	2/23/2016 1:25 PM
9	I would like to think I am an active participant (volunteer, member of SBCC community, professional growth, follow board meeting both written and recorded). As such, I do not appreciate learning from others what going on at SBCC - "Promise", housing?	2/23/2016 12:50 PM
#	Q1: Faculty Full-time	Date
1	I am on the P&R committee and I still feel like planning and budgeting is a process that is a black box to me. I was told at our last meeting that the administration has no idea yet what our budget for next year will look like. Really?	3/16/2016 8:01 PM
2	i have been or are on several of the major policy making committees and have been at SBCC for over 15 years.	3/15/2016 2:18 PM
3	My job is to teach and have my students meet their educational goals. We have people whose job it is to deal with the budget and I hope that they are doing a good job or, if they aren't, that they are replaced since this is such an important aspect of the business side of running a college. I really don't need to know anything about this just as the people in charge of the budget don't need to know anything about when my next exam is.	3/15/2016 10:04 AM

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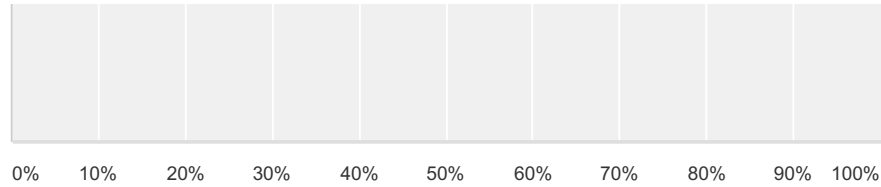
4	More categories are needed here. I am between "somewhat aware" and "very aware". Imagine a grade scale of A, C, or F...	3/3/2016 8:52 AM
5	Our team has a P and R rep	2/23/2016 6:43 PM
6	I'm pretty active on several committees around campus, which is why I am somewhat aware. I also take what people say as their word. It surprises me when our leaders say things like "We will not be investing in dorms" and then find out that developers are discussing things with the Board. It's infuriating and undermines transparency.	2/23/2016 3:17 PM
#	Q1: Faculty Part-time	Date
1	what I get through e-mail	3/16/2016 3:59 PM
2	As an adjunct, with a full-time retiring next year, I have been trying to gauge if the position will be replaced or not, and the process or likelihood is not clear. I am trying for awareness, but does not seem clear.	3/16/2016 11:31 AM
3	The only information I receive is from our Faculty and Staff In-service.	3/16/2016 6:44 AM
4	As an adjunct faculty member who works outside the college in my primary field, my allotted time at SBCC is focused mainly on my teaching duties and my interactions with my students. As a result, I read information about the SBCC planning and budgeting process (mostly what Lori sends in the Monday updates -- love those), but do not engage with the budgetary / planning process at a higher level. And to be honest, I haven't been asked to engage at a higher level. Adjuncts rarely are.	2/23/2016 9:10 PM
5	Adjuncts are not kept in the loop.	2/23/2016 12:25 PM
#	Q1: Management	Date
	There are no responses.	

Q4 Does SBCC have effective planning processes?

Answered: 296 Skipped: 97



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■ Yes
 ■ Somewhat
 ■ No
 ■ I don't know

	Yes	Somewhat	No	I don't know	Total
Q1: Board of Trustees	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.34% 1
Q1: Classified Staff	24.47% 23	43.62% 41	3.19% 3	28.72% 27	31.76% 94
Q1: Faculty Full-time	40.37% 44	34.86% 38	8.26% 9	16.51% 18	36.82% 109
Q1: Faculty Part-time	38.46% 25	32.31% 21	3.08% 2	26.15% 17	21.96% 65
Q1: Management	66.67% 18	33.33% 9	0.00% 0	0.00% 0	9.12% 27
Total Respondents	111	109	14	62	296

	Additional comments and suggestions for improvement	Total
Q1: Board of Trustees	1	1
Q1: Classified Staff	7	7
Q1: Faculty Full-time	13	13
Q1: Faculty Part-time	4	4
Q1: Management	4	4

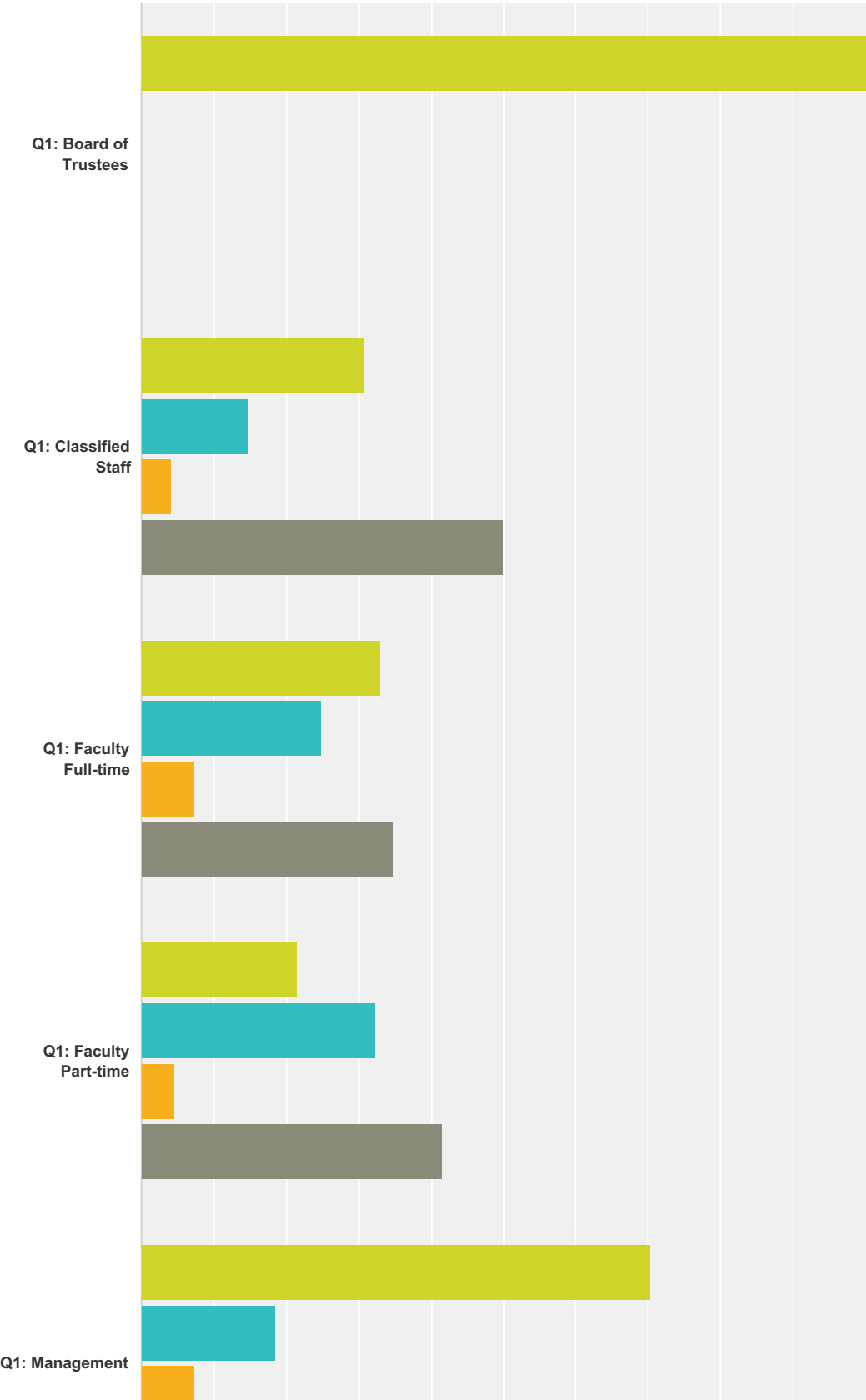
#	Q1: Board of Trustees	Date
1	The structure is now very inclusive and makes the results much more responsive. However, the environment of funding and the shifting political sands make planning even with inclusion very difficult for any college.	2/23/2016 4:06 PM
#	Q1: Classified Staff	Date
1	So many building projects on campus have been over budget and missed the completion schedule. In fact, virtually all projects in the last 10 years have fallen into this category. Empirically, it would appear that we do not have an effective planning process.	3/15/2016 9:32 AM
2	Effective, but not in a way that benefits the population majority. 'Ideas' are promoted that tend in time to prove a disservice and inefficient. Long-range planning, and realistically defining clients and actual conditions seem wanting, favoring instead quick 'bright ideas' that favor select groups and agendas. The ideal and real don't seem to mesh too effectively.	3/2/2016 3:29 PM
3	I've been aware of instances where it was difficult to get certain people to follow the processes.	3/2/2016 2:20 PM
4	First month at SBCC, just started working	2/25/2016 10:22 AM
5	From the little I've been involved in: yes, effective enough. I don't feel qualified to truly answer, though.	2/24/2016 11:10 AM
6	compared to what?	2/23/2016 12:36 PM
7	Infrastructure needed to support other projects often get neglected, which leads to problems with project completion.	2/23/2016 12:23 PM
#	Q1: Faculty Full-time	Date
1	As a member of the P&R committee, I would say that some of the way we plan as an institution seems strange.	3/16/2016 8:02 PM

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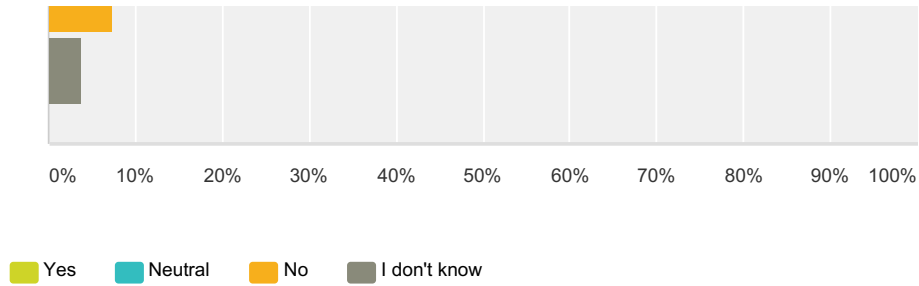
2	Administrative and Dean agendas dominate in some divisions or departments with some new deans striving to make a splash for themselves without the background or big picture to balance what is best for faculty, teachers and pedagogy..	3/15/2016 2:45 PM
3	There are still too few general faculty involved. It feels as if the same people are making the same decisions.	3/15/2016 12:42 PM
4	In particular, SBCC does not seem to have consistent and effective planning processes when it comes to t	3/7/2016 8:39 AM
5	Redundancy is built on other redundancies; the same people are in multiple roles, rubber stamping the plans from one meeting to another. Gives the appearance of governance by diverse groups, but it is largely white and non-diverse. Too much make-work that is not used because decisions are pre-made at the top.	3/6/2016 7:43 PM
6	It's redundant, packed with the same people at different levels of the organization, and poor communication about the process. Information goes up but does not come down.	3/3/2016 6:19 PM
7	The college got too big too fast. What happened reminded me of credit card debt. There weren't enough classrooms for students; there wasn't adequate housing for students; there wasn't enough parking for anyone. It created chaos on all fronts. We need to be sure we have what we need to serve students before we bring them here.	2/23/2016 10:01 PM
8	The planning process appears to be somewhat isolated. If you were to poll the faculty who are actually involved (reasonably informed) in the planning process the number of faculty involved would be minimal. In my opinion less than 5% of all faculty. We plan, and therefore, operate as a series of silos. Each academic division/department is completely isolated in the planning process. This creates an adversarial environment wherein faculty are competing for resources than collaborating on how to more effectively, and fairly, use our scarce resources.	2/23/2016 6:58 PM
9	It seems very time-consuming. It seems that many of us are so involved with planning and governance that we have little time for teaching.	2/23/2016 4:08 PM
10	Mu understanding is that the college is responsive to needs and trends.	2/23/2016 1:28 PM
11	I know this because of all the email that I have received on campus planning. I appreciate all the information.	2/23/2016 1:26 PM
12	We go through quite a bit of activity, with little or no change.	2/23/2016 11:57 AM
13	Since I do not participate in the planning process, I cannot affirmatively say yes to this question. Through email and word-of-mouth communication, I can assume that the college has a somewhat effective planning process.	2/23/2016 11:51 AM
#	Q1: Faculty Part-time	Date
1	The One College plan was impetuous and not well thought out at all, causing innumerable problems at every level of staffing and administration, plus managing to underserving a multitude of continuing education students.	3/16/2016 4:19 PM
2	Part timers are not invited to these. Some of us are committed and interested.	3/4/2016 8:58 AM
3	INVOLVE THE LOCAL COMMUNITY. We're getting a little better at it. Have regular community surveys and task forces to gather community input and publish the results.	3/2/2016 3:08 PM
4	Planning processes are never going to be better than "somewhat" effective. I think our processes are a bit slow (though that might be more of a feature than a bug), and having to put even fairly minor purchases into program review makes doing things like replacing furniture a huge chore. That said, in a larger sense (which buildings are going to be refurbished/built, etc.) the processes are pretty good.	2/23/2016 11:45 AM
#	Q1: Management	Date
1	Communication from the president is high and transparent	3/15/2016 1:39 PM
2	Too many simultaneous and integrated projects....	3/15/2016 9:15 AM
3	This has evolved over the last few years.	3/4/2016 5:27 AM
4	I think that effective processes are in place, but sometimes it's difficult to plan appropriately without knowing the impact that major changes will have on our services (e.g. double summer sessions - we were staffed and ready, but we didn't see the traffic that we expected). Hopefully this will become more apparent as we receive additional data in the upcoming years.	2/24/2016 9:05 AM

Q5 Do our planning processes drive budget allocation?

Answered: 296 Skipped: 97



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	Yes	Neutral	No	I don't know	Total
Q1: Board of Trustees	100.00% 1	0.00% 0	0.00% 0	0.00% 0	0.34% 1
Q1: Classified Staff	30.85% 29	14.89% 14	4.26% 4	50.00% 47	31.76% 94
Q1: Faculty Full-time	33.03% 36	24.77% 27	7.34% 8	34.86% 38	36.82% 109
Q1: Faculty Part-time	21.54% 14	32.31% 21	4.62% 3	41.54% 27	21.96% 65
Q1: Management	70.37% 19	18.52% 5	7.41% 2	3.70% 1	9.12% 27
Total Respondents	99	67	17	113	296

	Additional comments and suggestions for improvement	Total
Q1: Board of Trustees	1	1
Q1: Classified Staff	6	6
Q1: Faculty Full-time	6	6
Q1: Faculty Part-time	6	6
Q1: Management	3	3

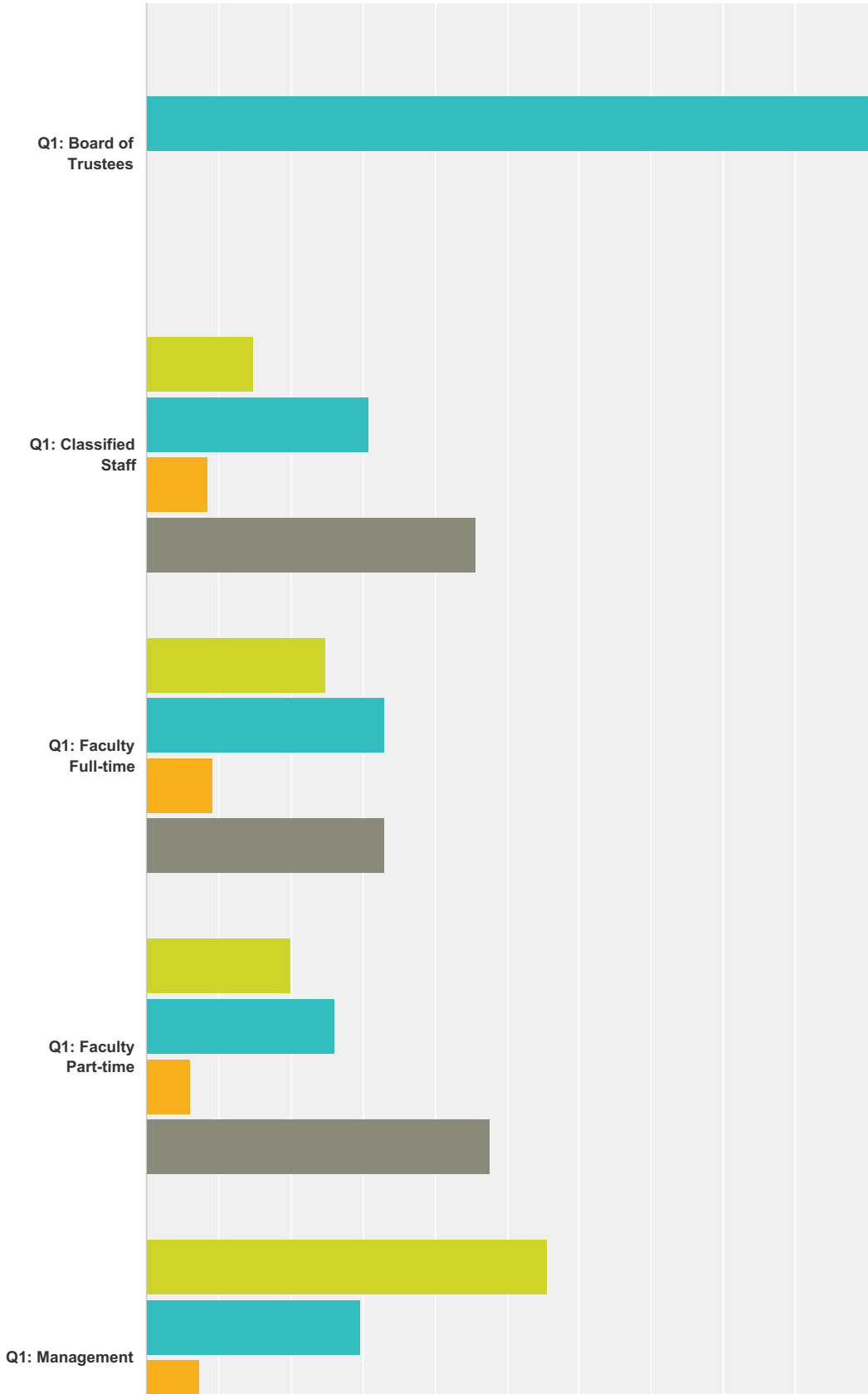
#	Q1: Board of Trustees	Date
1	Again the issue is the constantly changing funding situation, growing, getting smaller, more state funding, less state funding, more construction issues, less construction issues.	2/23/2016 4:06 PM
#	Q1: Classified Staff	Date
1	seems to be reflected in the numbers	3/16/2016 7:33 PM
2	When projects have gone over budget, a relatively frequent occurrence, there always seems to be money to pay for them. So, seemingly, SBCC's planning processes do not drive budget allocation.	3/15/2016 9:32 AM
3	Probably. But the plans are too narrow in scope to be globally beneficial. Oftentimes facts seem to be glossed, resulting in inaccurate perceptions, with problems incorrectly identified based on skewed stats, resulting in solutions that cannot possibly address focus areas in a meaningful way.	3/2/2016 3:29 PM
4	Budget allocation seems to be driven entirely by new projects at the college, and very rarely takes into account the long-term upkeep and maintenance of projects.	2/24/2016 10:55 AM
5	Sometimes yes and sometimes no	2/23/2016 7:00 PM
6	Who's whim? I think we need to plot, measure and rework (based on what is learned and experienced). Determined by the inclusive community not, we versus them mentality. Get rid of the fluff. We need more nuts and bolts.	2/23/2016 1:06 PM
#	Q1: Faculty Full-time	Date
1	To a limited extent, yes.	3/16/2016 2:08 PM
2	Allocations are justified by "appearance"-planning rather than genuine planning driving allocations.	3/6/2016 7:43 PM
3	They are becoming more directly tied together.	2/23/2016 1:45 PM

Reflections on SBCC 2015-16

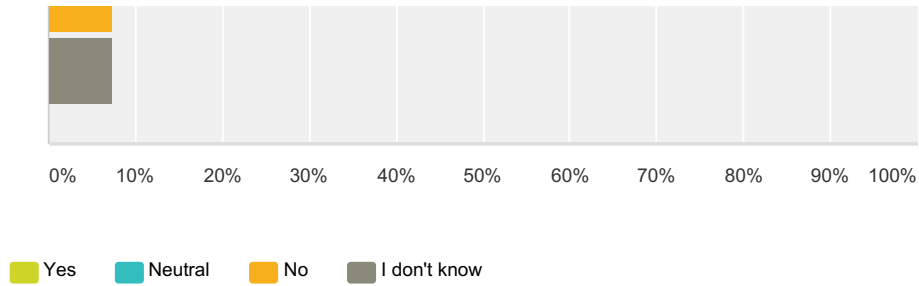
4	This is my understanding.	2/23/2016 1:28 PM
5	We are still in "rollover budget" mode.	2/23/2016 11:57 AM
6	I am not involved in the budget of our department.	2/23/2016 11:51 AM
#	Q1: Faculty Part-time	Date
1	I think it does in some respects.	3/16/2016 4:59 PM
2	Assume so	3/15/2016 3:37 PM
3	more money should be allocated for part time instructors to get more than one class	3/4/2016 8:58 AM
4	not necessarily	3/2/2016 4:45 PM
5	Available funds are often dedicated by Sacramento to their priorities -- not always the same as ours	2/24/2016 12:58 PM
6	I couldn't really say. It appears so from the outside, but I'm not privy to the inner workings.	2/23/2016 11:45 AM
#	Q1: Management	Date
1	It appears that well connected individuals have the ability to leverage budgets that result in favorable outcomes for their area.	3/15/2016 1:39 PM
2	Yes, to a large degree but not always.	3/15/2016 9:15 AM
3	We have finally gotten here.	3/4/2016 5:27 AM

Q6 Do we have an effective budget allocation process?

Answered: 296 Skipped: 97



Reflections on SBCC 2015-16



	Yes	Neutral	No	I don't know	Total
Q1: Board of Trustees	0.00% 0	100.00% 1	0.00% 0	0.00% 0	0.34% 1
Q1: Classified Staff	14.89% 14	30.85% 29	8.51% 8	45.74% 43	31.76% 94
Q1: Faculty Full-time	24.77% 27	33.03% 36	9.17% 10	33.03% 36	36.82% 109
Q1: Faculty Part-time	20.00% 13	26.15% 17	6.15% 4	47.69% 31	21.96% 65
Q1: Management	55.56% 15	29.63% 8	7.41% 2	7.41% 2	9.12% 27
Total Respondents	69	91	24	112	296

	Additional comments and suggestions for improvement	Total
Q1: Board of Trustees	1	1
Q1: Classified Staff	7	7
Q1: Faculty Full-time	9	9
Q1: Faculty Part-time	7	7
Q1: Management	4	4

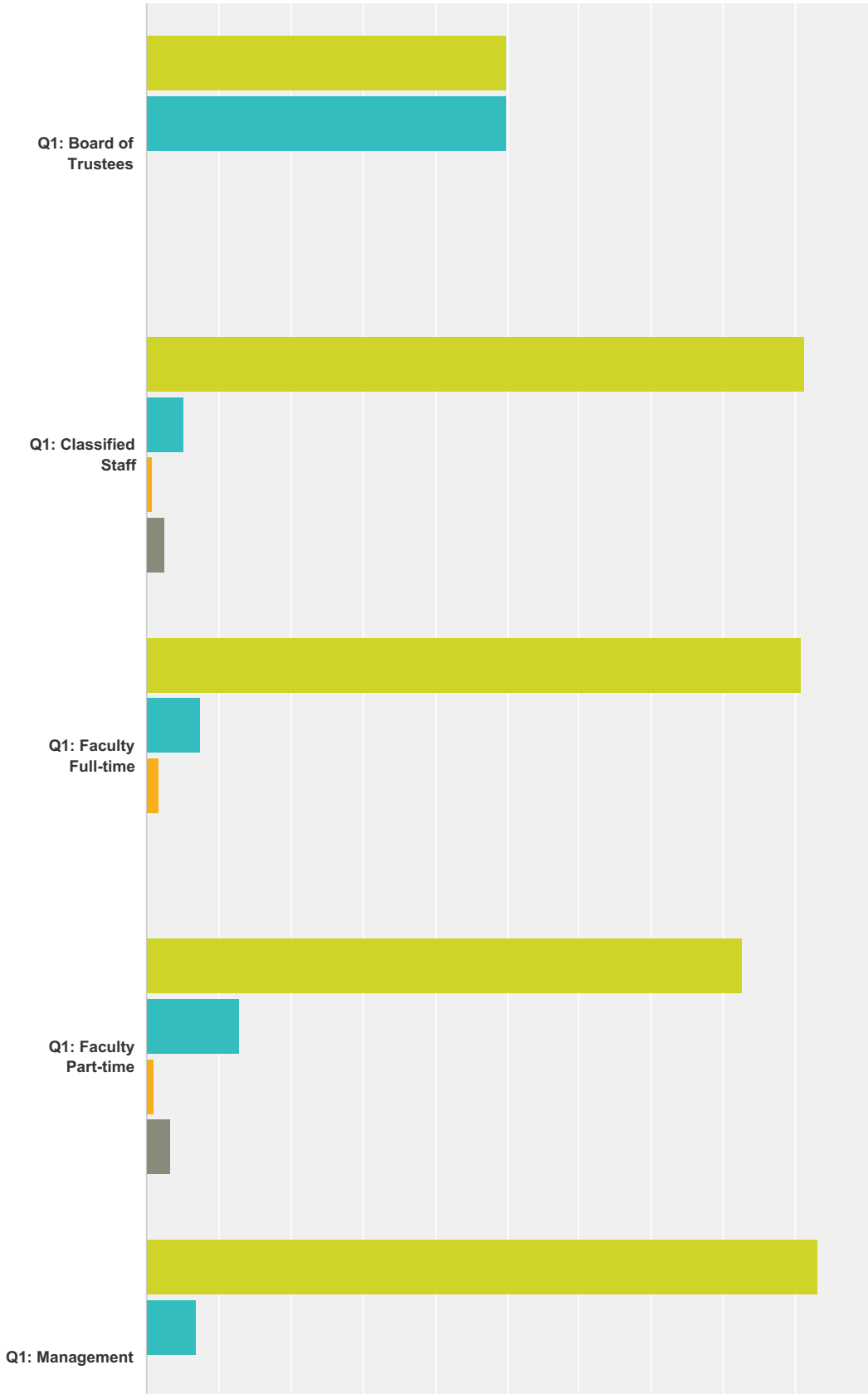
#	Q1: Board of Trustees	Date
1	I think it is probably the most effective any college could have.	2/23/2016 4:06 PM
#	Q1: Classified Staff	Date
1	Not expert enough to comment	3/16/2016 7:33 PM
2	The Continuing Education Program has suffered	3/16/2016 2:11 PM
3	There are some departments that are getting a lot of stuff such as new furniture when other departments don't even have money to pay for staff salaries.	3/15/2016 11:43 AM
4	Referencing the answers to 5 and 6, I am left with the conclusion that we do not have an effective budget allocation process. I have been told of multiple instances when budget items in specific categories or budget areas have been ranked by several groups on campus, only to have the ranking significantly change by a higher committee.	3/15/2016 9:32 AM
5	Effective relative to what expectation?	3/2/2016 3:29 PM
6	The right had does not know what the left had is doing. Input and consequences after spending.	2/23/2016 1:06 PM
7	If critical infrastructure upgrades and maintenance aren't funded, then other budgets can waste money dealing with those shortfalls.	2/23/2016 12:23 PM
#	Q1: Faculty Full-time	Date
1	Somewhat. I think that the shared governance works well, but there are some decisions that get made and involve large budget allocations over which they faculty has had not input which I think is unfortunate. If we are about to make a huge purchase (like going to electronic doors) I think the community should be involved in that decision.	3/16/2016 4:17 PM
2	I think it's a bit clunky, but I also think that it is driven by a spirit of fairness, which is laudable.	3/15/2016 12:42 PM

Reflections on SBCC 2015-16

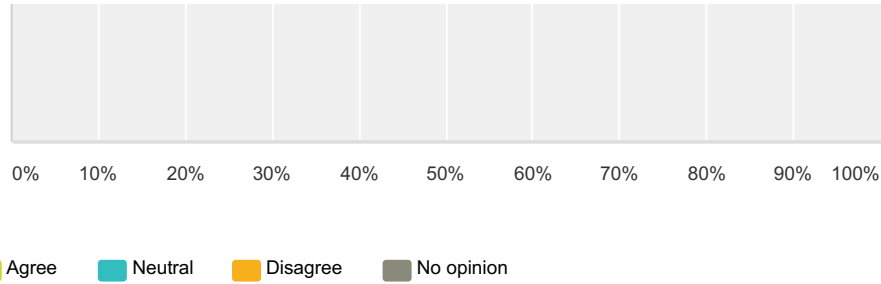
3	Allocate budgets to the programs/majors that are in demand!!	3/15/2016 9:10 AM
4	Almost incomprehensible to faculty members. Not really well communicated to faculty/staff.	3/6/2016 7:43 PM
5	Faculty members complete the budget wish list in program review. But there's little connection between the program review and budget allocation. Plus, side deals are always made that throws the budget allocation process into the gutter.	3/3/2016 6:19 PM
6	Too many times, decisions are made "on the fly", and too many times there seems to be a lot of waste.	3/2/2016 2:26 PM
7	I believe so.	2/23/2016 1:28 PM
8	In general. But sometimes some of those making the decisions have a lack of knowledge about student and faculty needs, or they serve only their particular constituency at the expense of our mission.	2/23/2016 12:44 PM
9	I am not involved in the budget of our department.	2/23/2016 11:51 AM
#	Q1: Faculty Part-time	Date
1	I think there are changes that occur which cause restructuring to happen.	3/16/2016 4:59 PM
2	Non-credit program needs to receive adequate funding for support for the "One College" concept if it is to succeed- especially in IT and in the office with registration	3/16/2016 2:29 PM
3	We don't put the budget on things the college is evaluated on. SLO's and curriculum that supports the SLO's Instructors are doing more with less support.	3/16/2016 2:04 PM
4	Assume yes	3/15/2016 3:37 PM
5	I mentioned some above	3/2/2016 4:45 PM
6	Yes and no: when new monies came in the last couple of years, more was spent on administrative positions and support staff than instruction. Where is the dollar allocation to bring part-time instructors up to parity with regards to pay, paid office hours, support for professional development? These things all correlate to greater student success.	3/2/2016 3:08 PM
7	See #4.	2/23/2016 11:45 AM
#	Q1: Management	Date
1	Weak points may be SSP and Student Equity - allocation process is not transparent.	3/15/2016 1:39 PM
2	Yes, we have moved away from hoarding and "who you know" gets you what you want. Transparency!	3/4/2016 5:27 AM
3	Sometimes it appears that budgets are rolled over from year to year without really analyzing if these funds are allocated to the appropriate areas.	2/24/2016 9:05 AM
4	It's impossible to be an effective budget allocation voice when we budget with only 1/2 the information (i.e. As a manager, I do not know my departments' revenue, and have no way to derive a cost-benefit analysis, understand my break even, and have no real authority over budgeting for adjuncts). Perhaps the administration needs to allocate a budget to each department based on overall college metrics and program (or division) revenue and leave managers accountable for managing hourly and all non-labor expenditures only.	2/23/2016 12:38 PM

Q7 SBCC offers high quality instructional programs.

Answered: 358 Skipped: 35



Reflections on SBCC 2015-16



	Agree	Neutral	Disagree	No opinion	Total
Q1: Board of Trustees	50.00% 1	50.00% 1	0.00% 0	0.00% 0	0.56% 2
Q1: Classified Staff	91.30% 105	5.22% 6	0.87% 1	2.61% 3	32.12% 115
Q1: Faculty Full-time	90.83% 109	7.50% 9	1.67% 2	0.00% 0	33.52% 120
Q1: Faculty Part-time	82.61% 76	13.04% 12	1.09% 1	3.26% 3	25.70% 92
Q1: Management	93.10% 27	6.90% 2	0.00% 0	0.00% 0	8.10% 29
Total Respondents	318	30	4	6	358

	Additional comments and suggestions for improvement	Total
Q1: Board of Trustees	1	1
Q1: Classified Staff	5	5
Q1: Faculty Full-time	14	14
Q1: Faculty Part-time	10	10
Q1: Management	0	0

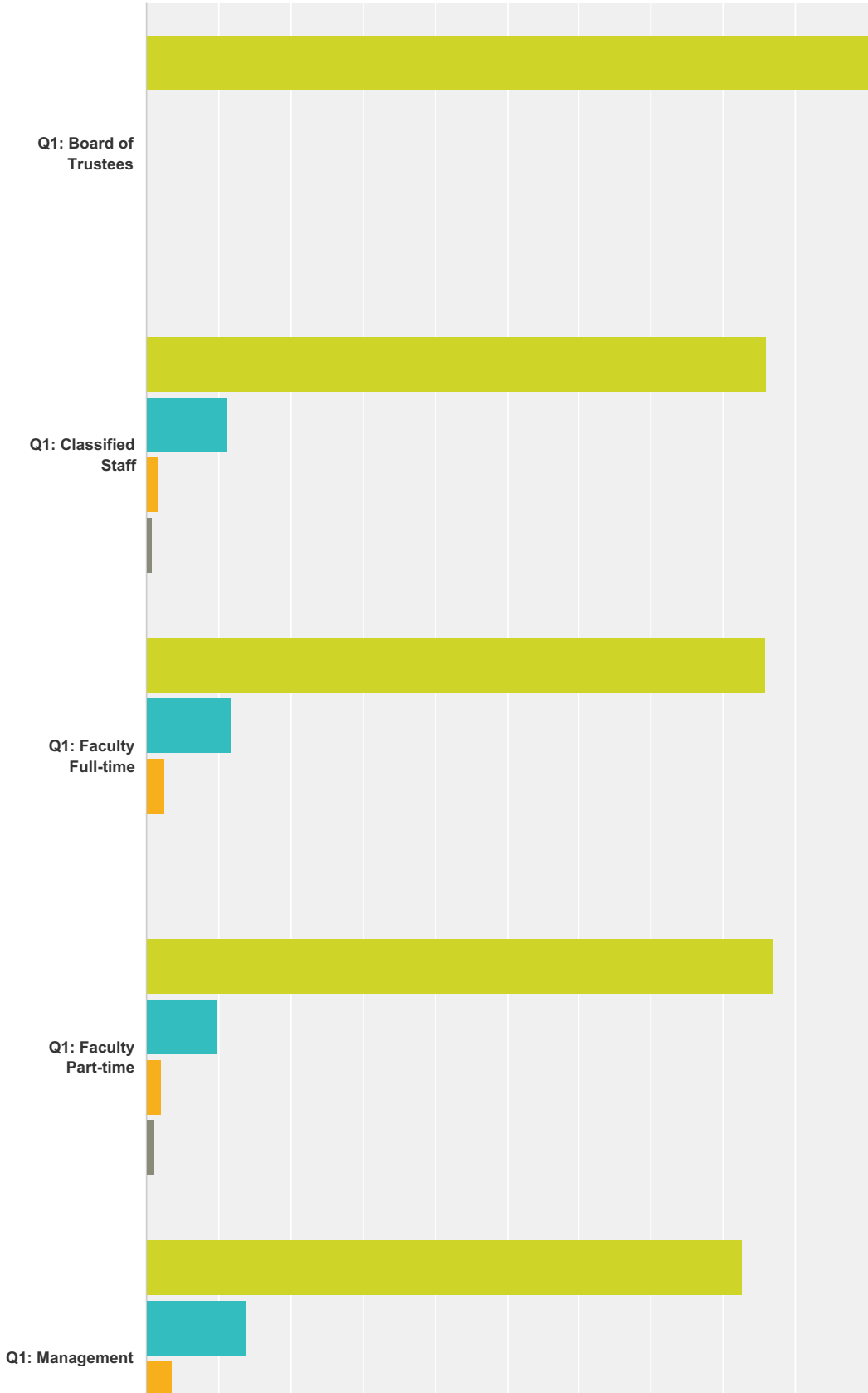
#	Q1: Board of Trustees	Date
1	I am continually impressed!!	2/23/2016 4:08 PM
#	Q1: Classified Staff	Date
1	It has always had a commitment to excellence., as demonstrated by colleagues and employees I know.	3/16/2016 7:37 PM
2	Some programs appear to be inhibited by obsolete tradition, whereby program leaders are too invested or lack incentive/ time to consider alternative approaches. Discussions may be held but no improvements are forthcoming. In some cases the levels are not set for optimum results, by way of open enrollment rather than set prerequisites that will more likely ensure student success. Programs should reconsider any course that suffers a 25% pass rate as probably too advanced for the students' entry level, hence need for prereq's.	3/2/2016 3:57 PM
3	I have heard from many sources that the quality of our culinary program has really gone downhill. Notably that the basic and fundamental instruction regarding workstation and kitchen cleanliness is barely covered. These sources have been internal SBCC, internal culinary and external customer and external food service business. That would be a shame as the culinary program had been renowned.	2/25/2016 11:57 AM
4	Seems like it but not sure yet	2/25/2016 10:23 AM
5	I completed a course that was taught by an adjunct who was not motivated or proud to be an SBCC instructor. I had hoped for an opportunity to rate this person at the end of the term, but that was never offered to the class. I think student feedback is important.	2/23/2016 1:07 PM
#	Q1: Faculty Full-time	Date
1	YES!	3/16/2016 9:21 PM
2	In this area we are strong.	3/16/2016 8:03 PM

Reflections on SBCC 2015-16

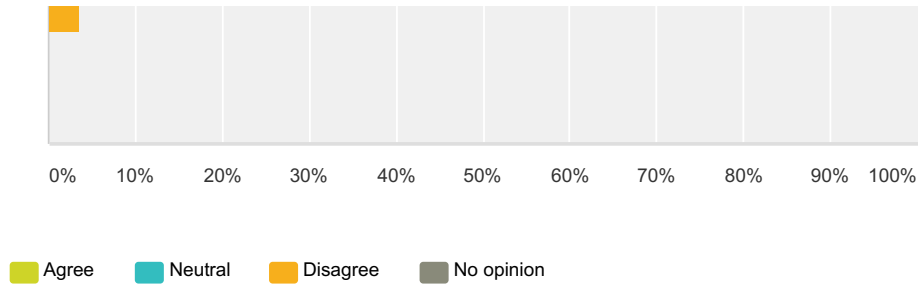
3	Yes, but students are coming less prepared to work and so do not always get as much from their education as they can.	3/15/2016 12:45 PM
4	About 15% of the students in my class drive past other community colleges to come here because of our high-quality programs. They say that the level of instruction at SBCC is high and the quality is good. And those students, who are commuting to get here, are committed to learning.	3/15/2016 10:11 AM
5	We're almost as good as we think we are.	3/7/2016 8:40 AM
6	SBCC has some good programs - e.g., sciences - but other programs are blase.	3/6/2016 7:50 PM
7	Some programs are strong, but many programs are average or mediocre, and some programs are just bad.	3/3/2016 6:28 PM
8	The math department is excellent and the math lab is a very helpful and supportive resource. The tutors are wonderful.	2/27/2016 2:00 PM
9	Sadly, the feedback I hear from students is that some of our courses lack rigor, that teachers often don't keep students the entire time, and that teacher feedback is late, sporadic and unhelpful.	2/24/2016 11:14 AM
10	Weak in some areas.	2/24/2016 8:04 AM
11	Wow- loaded. It depends on the individuals and their personal commitment. The college does not seem to have a standard that is followed. Other institutions evaluated have more advanced programs like Guttman College. They have paid days built in for teachers to work together to develop assignments, edit assignments, provide feedback etc - These are designed to meet objectives. This college has SLO's that literally have no meaning to the department I am in. They are based on grades. Adjuncts don't get paid - so I have heard- to help make meaning of all of this. Nor do they participate in college initiatives etc. Individuals on this campus are making a difference. SBCC has much to learn about other Community College initiatives and successes.	2/23/2016 7:15 PM
12	I think one of our greatest weaknesses is that we believe we are exceptional. In my opinion, exceptional organizations, and the people within these organizations, remain hungry and innovative. As an institution we seem to be driven by accolades and awards. In reality there are programs that should be dismantled and faculty who should be relieved of their duties. We are either student centered and quality driven or we aren't. I am not convinced we hold ourselves accountable for developing and delivering "high quality" instructional programs.	2/23/2016 7:08 PM
13	There seems to be inconsistency across our programs. Online classes seem to be lacking the rigor and interaction our face to face classes have. I say this as a person who has taken several SBCC online classes.	2/23/2016 3:19 PM
14	inconsistent. unwilling to address poor teachers	2/23/2016 12:11 PM
#	Q1: Faculty Part-time	Date
1	I like the fact that we have gateway tutors in the classroom and we can provide the highest and best quality of education to our students.	3/16/2016 2:56 PM
2	The quality is inconsistent. Multiple instructors teaching different sections of the same course provide varying levels of quality.	3/16/2016 2:26 PM
3	Of course some- Not measured.	3/16/2016 2:05 PM
4	I know this first-hand, as I am a 1994 graduate, AS Business Administration. The Business teachers are phenomenal, especially Professor Bonnie Chavez, who has been such an incredible mentor. Additionally, I am currently enrolled in a creative non-fiction class in the evenings... Dr. Chella Courington is an amazing professor! How lucky we are to have such wonderful, knowledgeable and encouraging professors on our campus!	3/16/2016 6:52 AM
5	I can't speak to this in general. I can only say that I do my best to create a classroom environment that is inclusive and up to date on the latest discoveries in astronomy and astrophysics, and includes data from recent NASA and ESA missions.	3/7/2016 9:18 AM
6	Some high, some low, both departments and individual instructors.	2/25/2016 12:39 PM
7	I would like to think so, but I am aware that the expectations from the instructors in some classes are rather low for a community college. This makes me wonder if we are really preparing our students for future career/4-year universities.	2/24/2016 9:30 AM
8	I think that some programs are very high quality and others are not, per student report	2/23/2016 6:30 PM
9	From the limited teachers that I know, I think so.	2/23/2016 2:18 PM
10	Generally, I agree. I do think there are faculty (both full-time and part-time) who are less than effective teachers. AND I think chairs and administrators know who they are but their hands are tied in terms of changing the situation.	2/23/2016 12:53 PM
#	Q1: Management	Date
	There are no responses.	

Q8 SBCC offers high quality student support services.

Answered: 358 Skipped: 35



Reflections on SBCC 2015-16



	Agree	Neutral	Disagree	No opinion	Total
Q1: Board of Trustees	100.00% 2	0.00% 0	0.00% 0	0.00% 0	0.56% 2
Q1: Classified Staff	86.09% 99	11.30% 13	1.74% 2	0.87% 1	32.12% 115
Q1: Faculty Full-time	85.83% 103	11.67% 14	2.50% 3	0.00% 0	33.52% 120
Q1: Faculty Part-time	86.96% 80	9.78% 9	2.17% 2	1.09% 1	25.70% 92
Q1: Management	82.76% 24	13.79% 4	3.45% 1	0.00% 0	8.10% 29
Total Respondents	308	40	8	2	358
Additional comments and suggestions for improvement					Total
Q1: Board of Trustees					1
Q1: Classified Staff					15
Q1: Faculty Full-time					16
Q1: Faculty Part-time					14
Q1: Management					6

#	Q1: Board of Trustees	Date
1	I believe student support services have gotten better and better!	2/23/2016 4:08 PM
#	Q1: Classified Staff	Date
1	I agree in most area but not in all. How many place on city college campus are available for just studying? the library and campus center come to mind but both are rather small area that quickly fill up and at least in the case of campus center studying is not the primary reason for said building.	3/16/2016 9:45 PM
2	SBCC is exceptional in resources compared to other schools, i am familiar with.	3/16/2016 7:37 PM
3	As someone from Student Services, I believe that we are really there for our students. I think that if more faculty and staff (based on student involvement) told students about us we would have a stronger student base that really uses all of the programs on campus to their full potential.	3/16/2016 5:11 PM
4	My daughter went through SBCC for two years and used their support services (Counseling department, Tutorial Center - LRC, and EBS tutors, writing lab). She is now at UCLA.	3/16/2016 2:16 PM
5	I Agree, but some of the services are not well known to the student.	3/16/2016 1:54 PM
6	It does for some students not for others. Students in the ESP, international students and EOPS programs get a lot of support, but student who don't qualify for those programs don't.	3/15/2016 11:45 AM
7	I agree with this statement. However, staff's role in this effort appears to be routinely ignored or minimized by faculty and administration. Staff problems created by dual summer sessions is a good example. A staff survey indicated roughly 3/4 of staff were negatively affected by dual summer sessions. The "answer" was for managers to work with staff to come up with ways to minimize difficulties. Only time will tell how well that will work.	3/15/2016 10:16 AM

Reflections on SBCC 2015-16

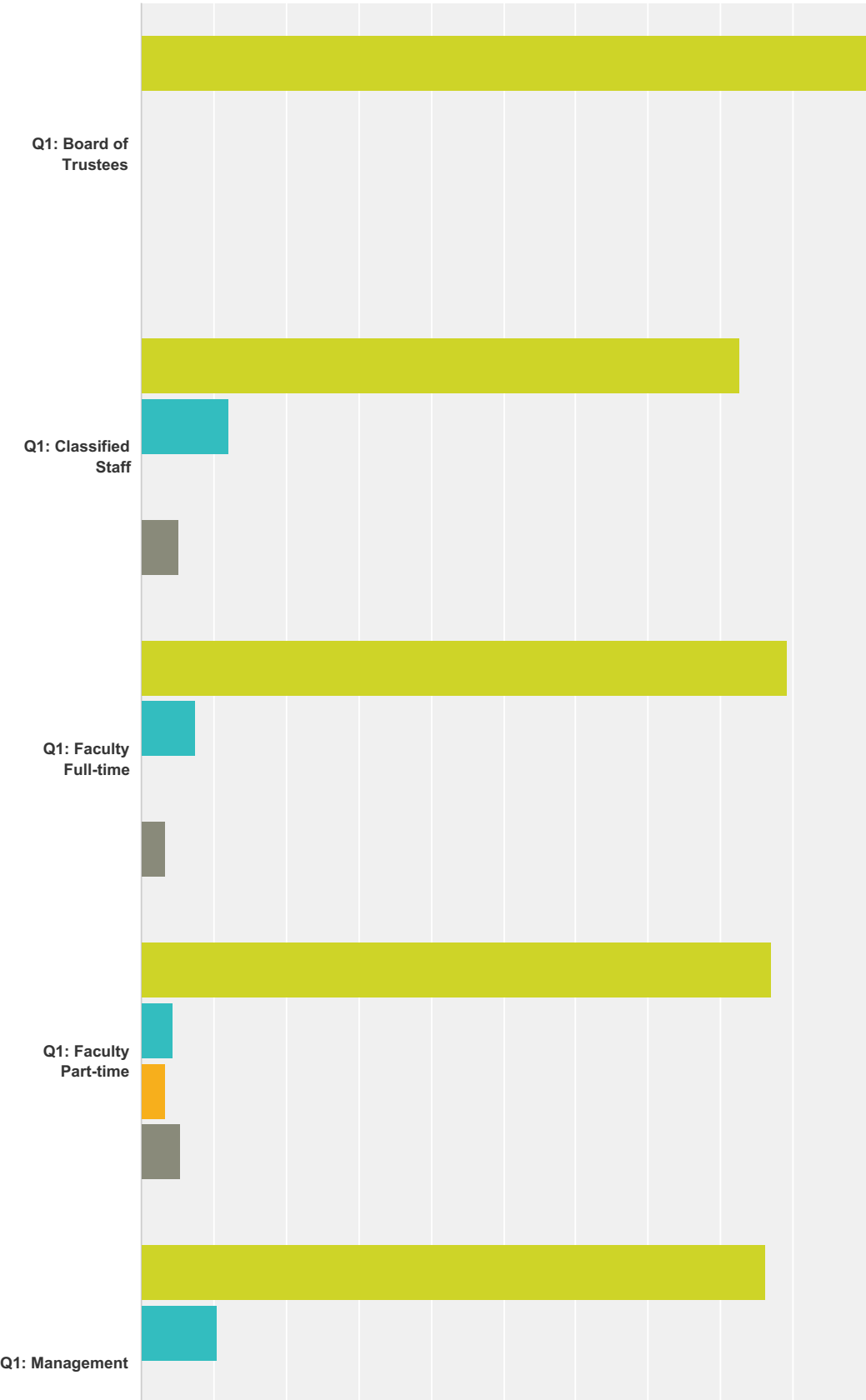
8	Student support services are high quality. However this quality is being strained by the problems caused by having dual summer sessions.	3/4/2016 8:22 AM
9	May or may not, it may be a moot point if said services are not available when the clients are.	3/2/2016 3:57 PM
10	Yes, SBCC offers high quality student support services but better communication is needed on what those services are and how to take advantage of them.	3/2/2016 1:36 PM
11	People needing Admissions, Financial Aid, Cashier, Academic Counseling have a difficult time calling into these Departments. Many say they do not get a return call even when they leave several messages. More staff is needed.	2/26/2016 8:09 AM
12	What is meant by support services? I think the counslers and advisers do a good job. but do we have enough open study areas for people to use? are our foods service faculties adiquate for the number of students on campus?	2/23/2016 9:55 PM
13	I would like see more priority/focus given to our local citizens (tax base).	2/23/2016 1:24 PM
14	Why does the SS building still close on Fridays at 1 pm? This is a disservice to our students, and a waste of the taxpayers money.	2/23/2016 1:07 PM
15	The hours of operation for student services don't work for students with non-traditional schedules, and those students represent a large part of our student body.	2/23/2016 12:25 PM
#	Q1: Faculty Full-time	Date
1	I'm very proud of the student support services SBCC provides.	3/16/2016 4:18 PM
2	There has been some concern about students not being able to make appointments for Academic Counseling and not having a dedicated counselor.	3/16/2016 1:59 PM
3	The most important thing to my students is to be able to get help either from tutors or the instructor (me). I'm not sure that this question is about that, however....	3/15/2016 10:11 AM
4	Very supportive	3/15/2016 9:11 AM
5	SBCC has some good programs - e.g., EOPS, CAP - but other programs are blase.	3/6/2016 7:50 PM
6	Some programs are strong, but many programs are average or mediocre, and some programs are just bad.	3/3/2016 6:28 PM
7	The counseling department is problematic. It seems they keep getting more and more counselors but the effectiveness of their service is questionable.	3/2/2016 12:43 PM
8	Additional funding is needed in the Transfer Center.	2/27/2016 10:08 AM
9	Students consistently complain to me about counseling services. Often, as a department chair, I have to counter incorrect information provided students by counselors.	2/24/2016 11:14 AM
10	I agree, but need to be sure online education students receive the same support services.	2/24/2016 10:49 AM
11	Mostly agree, but many of these services are not evident to our disadvantaged students. They get lost sometimes and cannot navigate the system. Often the high quality support services don't communicate with each other and so students fall through the loop holes. Thus, is it really high quality? Some instructors on campus have created pilot programs attempting to connect these dots. Based on our student population, it would be prudent for the support services to be collaborative in a structured way.	2/23/2016 7:15 PM
12	Unfortunately, our Academic and Counseling unit, library, etc., are not adequately staffed. Only a few, e.g., EOPS and a few other support programs seem to have sufficient staffing.	2/23/2016 4:44 PM
13	I think if you are a student from a targeted population or related to a special program (Honors, STEM, etc.) there are wonderful services and support. I think it is less clear what type of service other students are getting. The hours of student services are too limited to daytime only.	2/23/2016 12:57 PM
14	Some student support services appear to be understaffed.	2/23/2016 11:58 AM
15	more mental health/crisis intervention support needed	2/23/2016 11:43 AM
16	Need to improve student access to academic counseling.	2/23/2016 11:43 AM
#	Q1: Faculty Part-time	Date
1	Definitely not at the non-credit level.	3/16/2016 4:21 PM
2	Students are not always aware of the services available. Too many students abuse DSPS.	3/16/2016 2:26 PM
3	Access and equity are the barriers.	3/16/2016 2:05 PM
4	Programs such as DSPS, EOPS and Gateway provide exceptional support to students with challenges.	3/16/2016 8:14 AM

Reflections on SBCC 2015-16

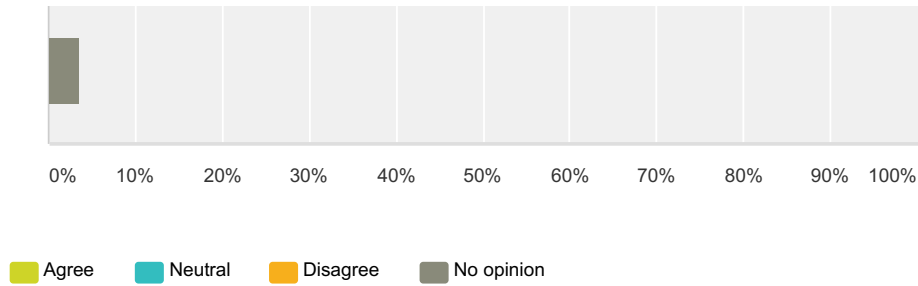
5	I work in student services, and take pride in being genuine, and offering high quality service to our students.	3/16/2016 6:52 AM
6	I love the Gateway tutors program helping me in my classroom while teaching.	3/3/2016 11:35 AM
7	The services should be extended to ALL students, not reserved solely for Credit students. Because I work in Noncredit, I see lots of emails praising and publicizing student services for which NONE of my own students are eligible. Health services and psychological counseling are two examples. We have a very long way to go in order to become "ONE CAMPUS." I chose "disagree" because of my Noncredit perspective and the number of times I've received emails about something that sounded very good, but was restricted to Credit students only.	2/25/2016 1:21 PM
8	limited experience	2/25/2016 12:39 PM
9	I am very glad that the college hired additional academic counselors. I came from a 4-year institution where students could not register for classes each term until they had met with their academic advisor, and it made a huge difference in reducing the type of scheduling / enrollment mistakes that often keep people in school for a year longer than necessary. I was baffled by the lack of this sort of academic support of our students when I came to SBCC 5+ years ago, especially given that many of our students are first-generation college students and may not have family members who can tell them how these systems work. I think we need to expand these advising services for our students.	2/23/2016 9:14 PM
10	Very high!	2/23/2016 6:30 PM
11	I really don't know.	2/23/2016 2:18 PM
12	Every student I have referred to DSPS for evaluation of possible learning differences has been grateful for the referral. The staff there are excellent.	2/23/2016 12:53 PM
13	... but not strongly. I sense too much overlap in programs and a reticence to examine them to optimize them. Too much overlap means more admin employees than necessary and that means higher costs to students without a reasonable return.	2/23/2016 12:29 PM
14	The quality is definitely high, but I would like to see more support for students who don't fit into a particular group (underserved STEM, first generation, single parents, etc.) Support for students with no particular disadvantages can be lacking sometimes, and they need help, too.	2/23/2016 11:53 AM
#	Q1: Management	Date
1	The campus focuses on instruction and student support services support is spotty and feels unequal an importance.	3/15/2016 1:39 PM
2	Need a case management system in counseling.	3/4/2016 5:29 AM
3	I think we need to have more online options for students needing learning and student support.	2/24/2016 1:58 PM
4	We have seen the need for a case management approach, and greater ease for face-to-face interaction and overall better "customer service." I think we are moving in this direction.	2/23/2016 12:40 PM
5	Some of the student support service units seem to be under-staffed. Other student support service units could be more student-centered by allowing students to schedule appointments in advance and by serving students on a case-load model.	2/23/2016 11:45 AM
6	Counseling Services need to come up to the level of the rest of the college.	2/23/2016 11:42 AM

Q9 SBCC offers high quality library and learning support services.

Answered: 358 Skipped: 35



Reflections on SBCC 2015-16



	Agree	Neutral	Disagree	No opinion	Total
Q1: Board of Trustees	100.00% 2	0.00% 0	0.00% 0	0.00% 0	0.56% 2
Q1: Classified Staff	82.61% 95	12.17% 14	0.00% 0	5.22% 6	32.12% 115
Q1: Faculty Full-time	89.17% 107	7.50% 9	0.00% 0	3.33% 4	33.52% 120
Q1: Faculty Part-time	86.96% 80	4.35% 4	3.26% 3	5.43% 5	25.70% 92
Q1: Management	86.21% 25	10.34% 3	0.00% 0	3.45% 1	8.10% 29
Total Respondents	309	30	3	16	358

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

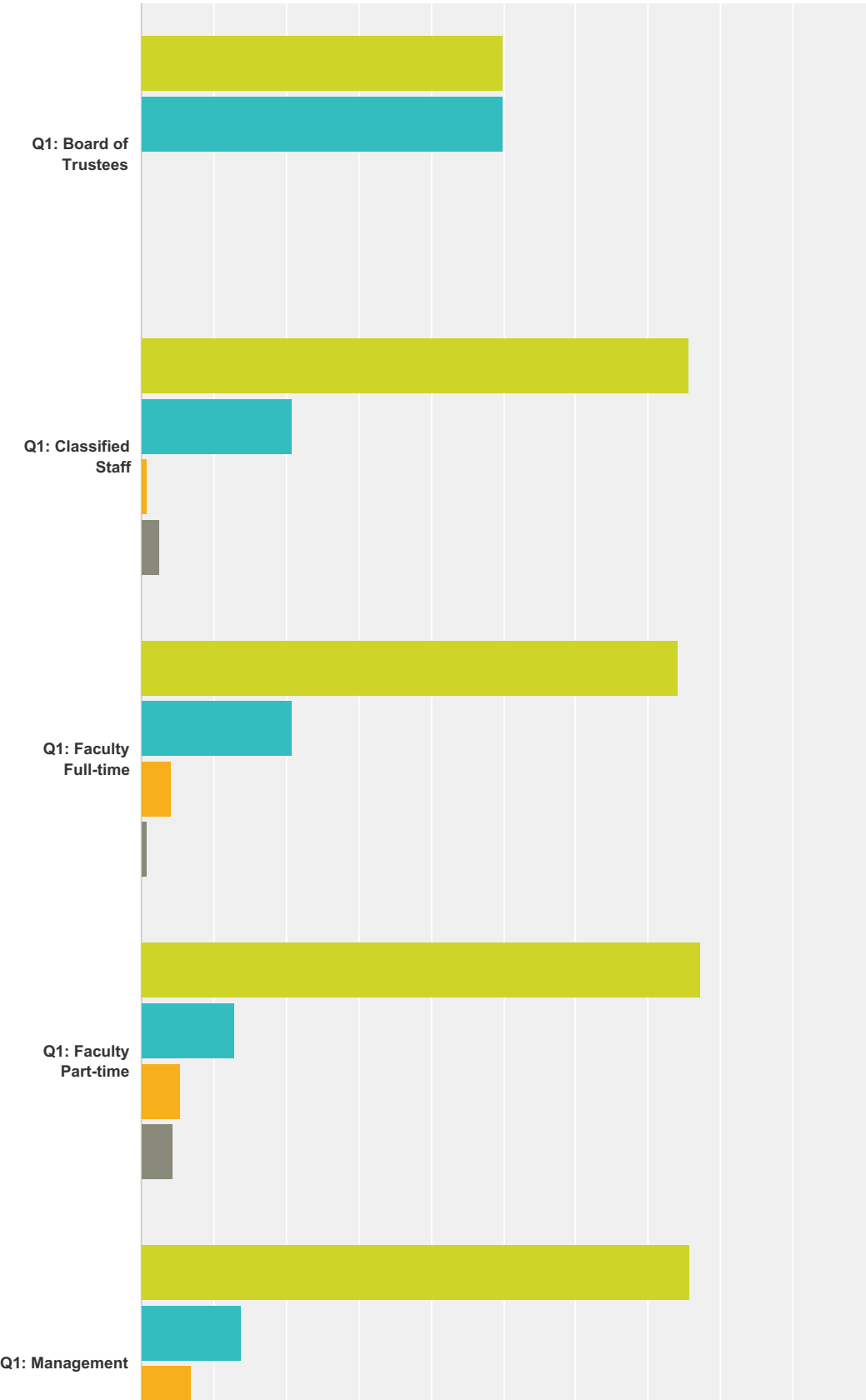
#	Q1: Board of Trustees	Date
1	Students tell me the library is terrific!	2/23/2016 4:08 PM
#	Q1: Classified Staff	Date
1	Gets better each year	3/16/2016 7:37 PM
2	I have not been to the library. I have seen the DSPS computer lab and their main office. They do a phenomenal job helping their students.	3/16/2016 5:11 PM
3	My daughter went through SBCC for two years and used their support services (Counseling department, Tutorial Center - LRC, and EBS tutors, writing lab). She is now at UCLA.	3/16/2016 2:16 PM
4	I don't know.	3/16/2016 1:54 PM
5	I know the Luria Library gets special funding for its long hours. In light of possibly lower budgets, it would seem that cutting back Library hours (mainly to close at 10 pm instead of 11 pm) would be a reasonable thing to do. Less need for Security to stay late, less need to hire part time librarians, etc. Library does not appear to be as busy as it was previously.	3/15/2016 10:16 AM
6	SBCC offers the best library and learning support services!	3/15/2016 9:15 AM
7	Library needs more study areas, perhaps at the expense of the coffee bar. Learning support services, seem to have suffered budget cuts, which the planning process has probably effected to serve higher priorities. Student demographics have changed dramatically the past seven years, with an increase in needy clients. Case in point, extending Library hours to accommodate greater student homeless population.	3/2/2016 3:57 PM
#	Q1: Faculty Full-time	Date

Reflections on SBCC 2015-16

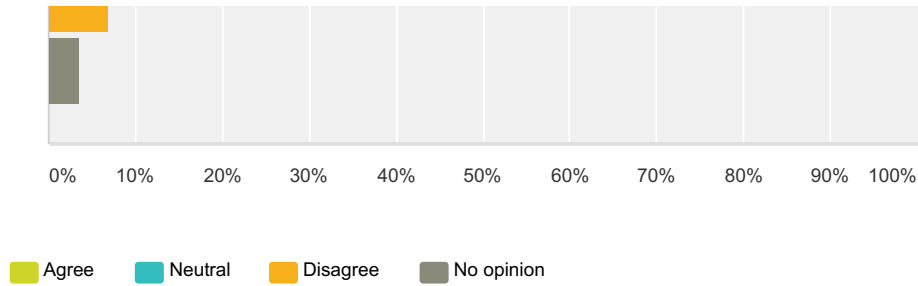
1	I'm disappointed the library closes early on Friday and is not open on the weekends.	3/16/2016 8:03 PM
2	These are FANTASTIC!!!	3/16/2016 2:01 PM
3	Very supportive	3/15/2016 9:11 AM
4	Some aspects are good—library loan. But other services are average—LRC. And some services need improvement—writing center. Students need to get feedback about several aspects of writing including grammar; not just how to structure an essay. But LRC staff refuse to read essays and correct the grammatical errors in the essay. This is a problem.	3/3/2016 6:28 PM
5	The library needs another floor...	3/3/2016 8:54 AM
6	It appears that the library is keeping up on trends and making accommodations to support students.	2/23/2016 7:15 PM
7	What the library offers is excellent. However, more staffing would make this better.	2/23/2016 4:44 PM
8	I agree, but we need MORE support for the library.	2/23/2016 3:19 PM
9	It's amazing and exciting how popular the library has become over the past several years.	2/23/2016 1:27 PM
10	In the future, this question should be divided into library and ... whatever else "learning support services" is. Does the latter refer just to the CLRC? also Gateway? Tutoring in labs and within disciplines? Unclear and unhelpful to lump together. Much data missed.	2/23/2016 12:57 PM
#	Q1: Faculty Part-time	Date
1	Once again, not for non-credit. Which shows how much not One College we truly still are.	3/16/2016 4:21 PM
2	I have no opinion, but I feel that the MOST important service, that of xeroxing tests, is very difficult to find on the website. It should be listed under faculty services, but I can't find it!	3/7/2016 9:18 AM
3	Library resources lack up to date information and resources. The internet should not be the most valued resource - it is not in terms of academically supported information.	3/4/2016 9:00 AM
4	We have a great library and staff but we need more access to it for non-traditional students. (nights, weekends)	3/2/2016 3:11 PM
5	The library is great for main campus people.	2/25/2016 1:21 PM
6	The Library and its staff are amazing! Hooray for Elizabeth Bowman. They are fantastic over there!	2/23/2016 9:14 PM
7	The library is the star in our SBCC sky ..	2/23/2016 12:02 PM
8	The librarians, particularly, are fantastic to work with.	2/23/2016 11:53 AM
#	Q1: Management	Date
1	We try to accommodate different types of learners, and we're working to adapt our programs to changes in the landscape. We just need to continue to get the word out to students so they know about and use our services!	2/24/2016 9:08 AM

Q10 SBCC is doing a good job supporting student success.

Answered: 358 Skipped: 35



Reflections on SBCC 2015-16



	Agree	Neutral	Disagree	No opinion	Total
Q1: Board of Trustees	50.00% 1	50.00% 1	0.00% 0	0.00% 0	0.56% 2
Q1: Classified Staff	75.65% 87	20.87% 24	0.87% 1	2.61% 3	32.12% 115
Q1: Faculty Full-time	74.17% 89	20.83% 25	4.17% 5	0.83% 1	33.52% 120
Q1: Faculty Part-time	77.17% 71	13.04% 12	5.43% 5	4.35% 4	25.70% 92
Q1: Management	75.86% 22	13.79% 4	6.90% 2	3.45% 1	8.10% 29
Total Respondents	270	66	13	9	358

	Additional comments and suggestions for improvement	Total
Q1: Board of Trustees	1	1
Q1: Classified Staff	12	12
Q1: Faculty Full-time	14	14
Q1: Faculty Part-time	11	11
Q1: Management	4	4

#	Q1: Board of Trustees	Date
1	Teachers could do a better job of communicating there material needs to campus store	2/23/2016 12:45 PM
#	Q1: Classified Staff	Date
1	Faculty is aware of the importance of each instructor's role. We are here to help students be successful and rally around their challenges	3/16/2016 7:37 PM
2	I don't agree as much as I would like to. I don't feel that the campus community (faculty, staff, departments) really support one another. How can we improve on things (for our students, campus, college) that we are asked to do or participate in that are supposed to be for the betterment of the college, if people don't show an interest in it, or request some kind of compensation for doing something that is for the benefit of the students and/or the college as a whole. These members of the college community are not really supporting the machine and the all of the parts that make it work. This survey is a good example. How many times have you had to send out these emails? Another example is the scholarship committees. This is one of the best ways of supporting student success. We have students that are working two jobs and still can't afford to come here, but are here regardless because they realize how important an education is now-a-days. Yet, I feel like the faculty and staff have forgotten why they are here and that their main focus is helping students succeed.	3/16/2016 5:11 PM
3	Staff and faculty do an extraordinary excellent job at providing student guidance and support. I have heard from students who have left SBCC that it is better than what they are currently receiving where they are now.	3/16/2016 2:16 PM
4	for some students, not all	3/15/2016 11:45 AM
5	I do not know if students are completing their degrees or transferring to 4-year colleges and universities sooner. I have not seen any real data on this subject. The group doing statistical analysis may be able to provide some insight on this subject.	3/15/2016 10:16 AM

Reflections on SBCC 2015-16

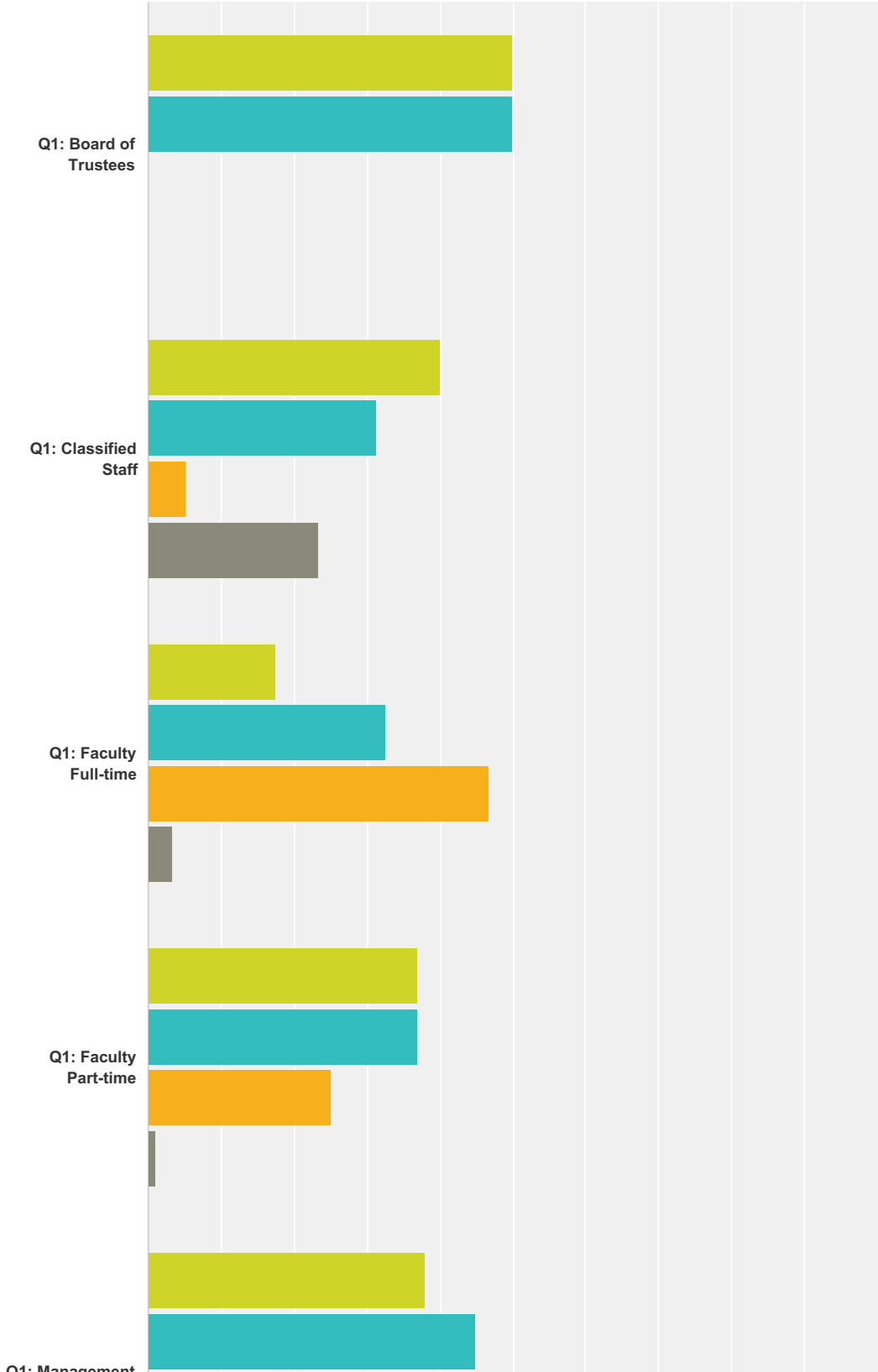
6	SBCC needs to work on improving the counseling services it provides to students.	3/4/2016 8:22 AM
7	If students are aware and utilize the programs and help provided they will succeed no doubt.	3/3/2016 5:03 PM
8	The term is stale. It's been overused in such a general way without effectively addressing the myriad obstacles for students entering JC with a diploma and a 6th grade education that its meaning is a relative obscurity still bandied about as 'correct' lip service to an ill-defined concept.	3/2/2016 3:57 PM
9	We are trying....we need to remember why we are here...work will always be on the desk but we need to stop and serve the student no matter how busy we get!	3/2/2016 1:36 PM
10	Student success is not just memorizing text book and taking tests. It is a wholesome awareness and deep knowledge.	3/2/2016 1:26 PM
11	I think we are trying. Certain programs have been in place for many years now, yet we still hear the same things over and over again - low enrollment in underrepresented programs, drop out rates, etc. I don't understand.	2/23/2016 1:07 PM
12	Some programs are good, others are a waste of time. On top of that, not all faculty bother learning about either kind.	2/23/2016 12:25 PM
#	Q1: Faculty Full-time	Date
1	Hmmmm--the question is always how this is defined. Do we have many boutique programs, yes. Does that affect the majority of our students? I don't know.	3/15/2016 12:45 PM
2	we seem to have an institutional opinion that ALL students DESERVE success in our programs and fail to recognize that some may not be qualified nor a proper fit in certain disciplines.	3/15/2016 12:23 PM
3	That SBCC is funding tutors is a very good thing as tutors help my students to succeed. I wish that we had more funding to support more hours, however. Again, I'm not sure that this question is asking about tutors.	3/15/2016 10:11 AM
4	It could do better by focusing on departments other than English and Math. There are duplicative programs, it's hard to know which are effective and which are fluff. There are not sufficient resources for online students. Tutoring, readers, proctoring services all need greater financial support.	3/6/2016 7:50 PM
5	There are several duplicative programs, and many that have fancy names, but there is no information about whether the goals are actually achieved and for how many students. There is a lot of hype, but insufficient real outcomes, and it's not clear that the programs are actually causing the student success.	3/3/2016 6:28 PM
6	We could be doing better.	3/2/2016 5:06 PM
7	For English and Math yes, everything else doesn't seem to have the same level of support.	3/2/2016 12:43 PM
8	I think we've almost gone overboard. It's starting to feel a little bit like Big Brother for students. Programs like Grades First leave paper trails forever. Leaving decisions re. the fate of students in the hands of many staff members does not ensure confidentiality for students. At some point we need to let students save themselves. Intervening in/on their behalf by contacting teachers about grades feels threatening to students no matter what the intention of the process. I feel it is insulting.	2/23/2016 10:12 PM
9	Again loaded question- Student success needs teacher involvement. I started teaching 20 years ago. The amount of work for a teacher today is exponentially greater than even 10 years ago. We need to develop new teaching methodologies which is extremely time consuming. Then test them out. Then edit them. Students appear less responsible to me. Example, rather than look at their syllabus they call and email me. The statistics given to faculty by the college infer they have more emotional issues than other colleges and really than other generations. The student updates etc are not connected and require new passwords making it difficult to keep up. Password for pipeline, for hr hiring, for curricunet. Could the college evaluate the possibility of less TLU teaching requirements so that the college can demand/ measure/ or teach instructors to be more involved in the student success initiatives? Other ideas. SBCC-	2/23/2016 7:15 PM
10	The budget likely makes this difficult to accomplish.	2/23/2016 4:44 PM
11	Hooray for all the tutoring opportunities for our students.	2/23/2016 1:27 PM
12	emphasis on success at SBcc rather than success in life	2/23/2016 12:11 PM
13	Need to bring the services given to "boutique" programs to ALL students.	2/23/2016 11:43 AM
14	We are working on this for all students, not just those who fall into specific cohorts.	2/23/2016 11:43 AM
#	Q1: Faculty Part-time	Date
1	Only for credit students	3/16/2016 9:56 PM
2	Students are not aware of the services available. SBCC doesn't always help instructors in this area.	3/16/2016 2:26 PM
3	However, tutoring needs to be where the student is... not a scavenger hunt.	3/4/2016 9:00 AM
4	Some of the people, some of the time	2/25/2016 1:21 PM

Reflections on SBCC 2015-16

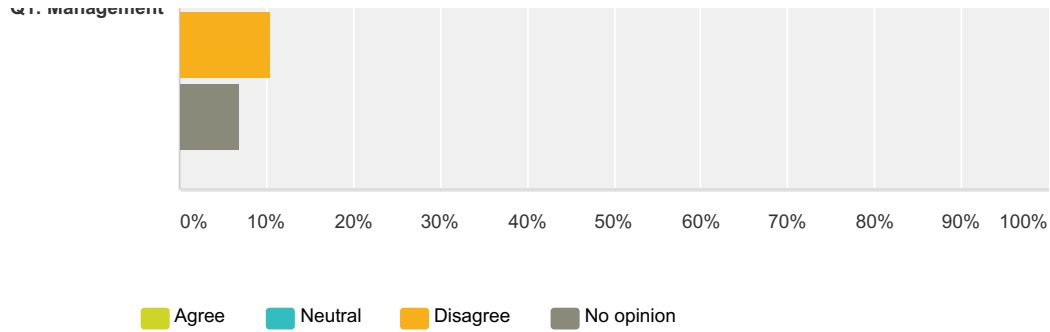
5	Do students avail themselves of the offerings?	2/24/2016 11:33 AM
6	More funding or better allocation of funds is needed to provide adequate support in student services. You have great people working the best they can under difficult situations. The ratio of service provider to student is not adequate to say the least.	2/24/2016 3:32 AM
7	I really don't know.	2/23/2016 2:18 PM
8	Yes, especially considering our limited resources.	2/23/2016 1:52 PM
9	Generally I agree, but my course is transferable to the UCs and I see too many students who have been "passed up" and who would have benefited from remedial instruction.	2/23/2016 12:53 PM
10	For some value of "good". We could always do better, but I'm generally happy with the level of support our students get.	2/23/2016 11:53 AM
11	SBCC makes an effort....students need to make an additional effort in response.	2/23/2016 11:51 AM
#	Q1: Management	Date
1	SBCC supports high achieving students, and it seems to struggle with non-traditional students; training on how to work with these type of students would be a step in the right direction, such as the past flex activity, with Just Communities.	3/15/2016 1:39 PM
2	Yet always more to do.	3/4/2016 5:29 AM
3	Maybe even too many options going; everyone is very busy.	2/24/2016 1:58 PM
4	We need to be more coordinated in our student success efforts and we need to do a better job of serving the middle majority.	2/23/2016 1:35 PM

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

Answered: 358 Skipped: 35



Reflections on SBCC 2015-16



	Agree	Neutral	Disagree	No opinion	Total
Q1: Board of Trustees	50.00% 1	50.00% 1	0.00% 0	0.00% 0	0.56% 2
Q1: Classified Staff	40.00% 46	31.30% 36	5.22% 6	23.48% 27	32.12% 115
Q1: Faculty Full-time	17.50% 21	32.50% 39	46.67% 56	3.33% 4	33.52% 120
Q1: Faculty Part-time	36.96% 34	36.96% 34	25.00% 23	1.09% 1	25.70% 92
Q1: Management	37.93% 11	44.83% 13	10.34% 3	6.90% 2	8.10% 29
Total Respondents	113	123	88	34	358
	Additional comments and suggestions for improvement				Total
Q1: Board of Trustees	0				0
Q1: Classified Staff	8				8
Q1: Faculty Full-time	25				25
Q1: Faculty Part-time	16				16
Q1: Management	4				4

#	Q1: Board of Trustees	Date
	There are no responses.	
#	Q1: Classified Staff	Date
1	I haven't had experience with these.	3/16/2016 5:11 PM
2	If its hands on yes, if it is paper driven then no.	3/16/2016 2:12 PM
3	What I have seen of SLOs is that many faculty consider this "make work", that is, meaningless paperwork. I believe the concept is a good one, I am just not convinced that many faculty actually use the process.	3/15/2016 10:16 AM
4	Isn't the purpose of SLOs to 1) assure academic compliance, and 2) contribute to student learning? If they don't then at least they provide QA points of accountability, a fairly new concept here which caused a reverberating shock wave when first instituted. The mission statement, with all due respect to its creators, reads like a quotation from the statue of Liberty rather than reflective of its primary service and value to the local community.	3/2/2016 3:57 PM
5	The education and work environments are changing so quickly that SLOs will have to evolve quickly as well. I hope there is a feedback mechanism in place to help that evolution keep up.	3/2/2016 2:24 PM
6	SLOs, while a good idea in theory, in practice generate more busywork for instructors and can cut into quality instructional time.	2/24/2016 10:56 AM
7	Where can I find; current SLOs, who is responsible for the gathering of the information for the, data used to create, and how often are they are being measured. What is the follow up?	2/23/2016 1:24 PM
8	They mostly seem to be extra paperwork, and don't seem to change lesson plans for many classes.	2/23/2016 12:25 PM

Reflections on SBCC 2015-16

#	Q1: Faculty Full-time	Date
1	I know that not everyone sees the point, but I am constantly reminding myself of the SLOs as I prepare lessons and make my exams.	3/16/2016 9:21 PM
2	I think the SLOs are a burden. I teach well in spite of them.	3/16/2016 7:26 PM
3	Unfortunately the good intentions and ideas lead by Mark Ferrer many years ago have dwindled to the point where SLOs seem to mostly be a matter of compliance now.	3/16/2016 4:18 PM
4	For some areas that might be true, for others not so much.	3/16/2016 2:09 PM
5	I think that SLO's may be giving the wrong message to students. While it is important that instructors do their job, it is equally important that students do theirs....I love the idea of constantly evaluating what works and what doesn't work in structuring and teaching my course AND I do this each time I teach BUT my students are responsible for their outcomes.	3/16/2016 2:01 PM
6	I believe it is valuable for faculty to define the SLOs for their course, program, and the institution and course improvement plans are valuable because they provide the opportunity to reflect on how to improve instruction. However, the collection and analysis of data did not reveal new information in my particular department after our first cycle. We could use help in how to make the data collected more meaningful.	3/16/2016 1:59 PM
7	They absolutely could. Right now, they do not.	3/15/2016 12:45 PM
8	despite the effort put into this by large numbers of departments and faculty, the students largely ignore outcomes completely and focus on letter grades versus what they can actually do.	3/15/2016 12:23 PM
9	What a waste of time.	3/15/2016 10:36 AM
10	SLO's are nothing but an additional layer of documentation /red tape. It is redundant and unnecessary.	3/15/2016 10:30 AM
11	SLOs are required by law and I have instituted them into my classroom and evaluation process to be in compliance. I understand that the goal is to know what the point and purpose of the material presented in a course. And for some disciplines, this was very necessary. Not so much for mine (science) as we have a strict curriculum that we cover as subsequent classes rely on material in previous courses.	3/15/2016 10:11 AM
12	Most faculty think they are a bureaucratic waste of time.	3/3/2016 6:28 PM
13	SLOs have been a humongous waste of time and energy. Not just here, but everywhere at least in California. I am not aware of any research study that shows that SLOs have had any effect. It has been just busy work to be in compliance.	3/2/2016 2:28 PM
14	SLO's continue to be an ineffective time-waster.	3/2/2016 1:58 PM
15	In the years we have been dealing with SLOs I have yet to really apply whatever findings I have come up with. It feels as a futile exercise although I acknowledge its importance if we were to have the time to do the necessary follow ups.	3/2/2016 12:43 PM
16	They're not different from the objectives and procedures every graduate program in education teaches teachers to write for each lesson. They're ridiculous and a waste of time and money. There are tons of ways of getting around them. They're ambiguous. The state is way off on this mandate.	2/23/2016 10:12 PM
17	Horrible. A waste of time how it is set up. Adjuncts have no clue how to use the SLO's, what they mean, why they have to fill in the bubble. Other colleges like Guttman college in New York have made SLO's part of the culture. While SBCC is better than most CC's - It does not mean they are doing a great job. Instructors, administration, the deans, the budget and planning process could and should be looking more closely at what it takes to actually achieve student success. Budget resources for faculty to reach these needs realistically- I always hear - that is your job. 10 years ago - I could do it in 40 hours a week. It takes me 50+ hours weekly to even come close to addressing and piloting ways to teach, edit my course materials, reflect on what happened in the classroom, create new assessment tools to measure "learning, application". What percentage of our faculty only use multiple choice tests. What does that measure? Should this be a discussion? Student success for me it to help students develop and apply the skills, use critical thinking etc. Mostly, that what we are teaching helps them to be productive citizens of our societies and have a satisfying career and meaningful relationships. (Do these all seem to be connected.?)	2/23/2016 7:15 PM
18	SLO's are truly a waste of time. The reporting process and review process is nothing more than a bureaucratic mandate with no direct benefit to students or faculty.	2/23/2016 7:08 PM
19	Unfortunately, they are just another layer of paperwork and bureaucracy, that takes teachers away from teaching.	2/23/2016 4:11 PM
20	SLOs are useless, even with all of our attempts and resources trying to make them useful.	2/23/2016 3:19 PM
21	For an imperfect data collecting system (based on often faulty teacher recollection and a wide range of investment in the process), I suspect it helps more than hurts.	2/23/2016 1:29 PM
22	SLOs are a faddish crock	2/23/2016 12:31 PM

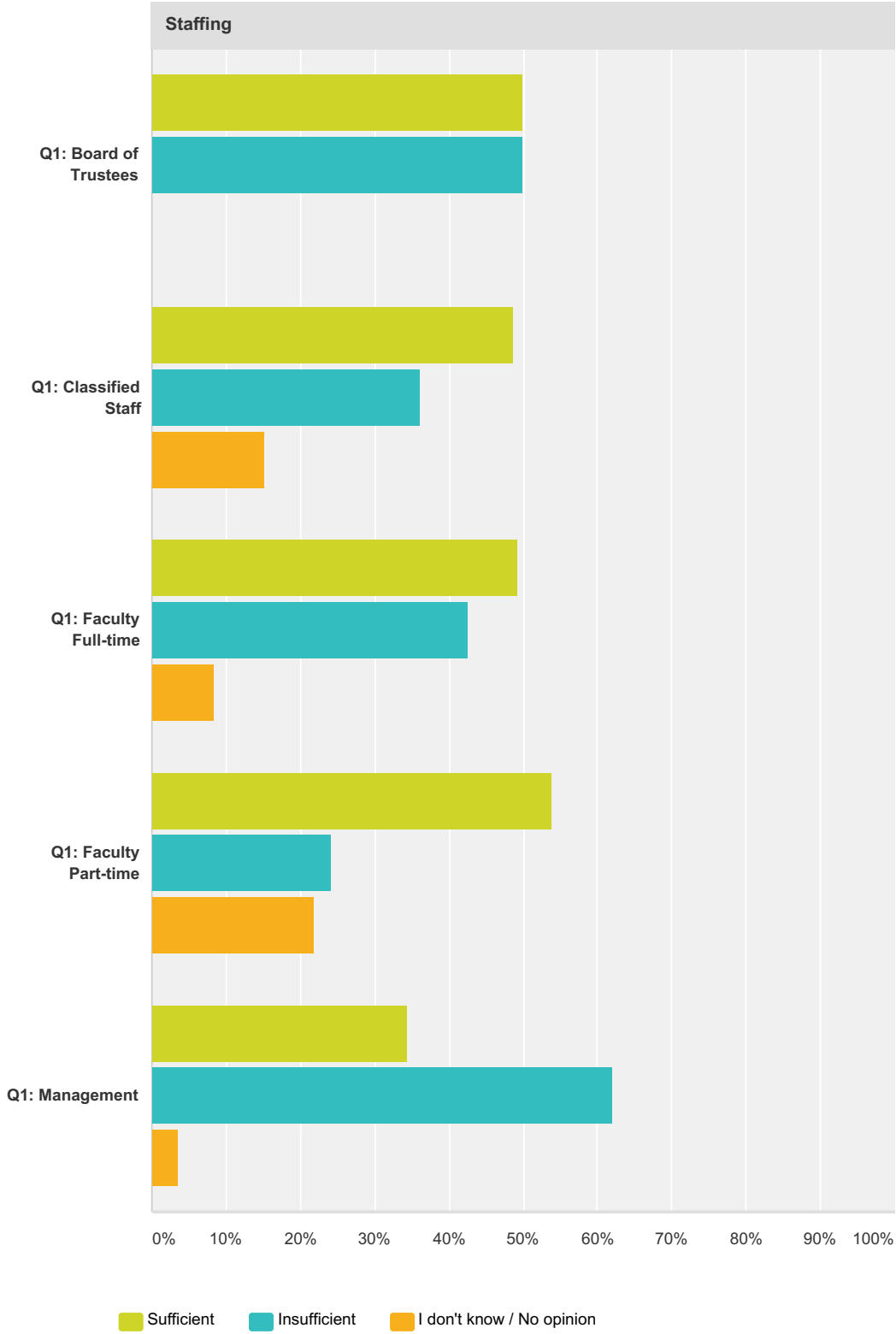
Reflections on SBCC 2015-16

23	I see SLOs as an extra burden to overcome. We can spend that time in better ways to help the students	2/23/2016 12:14 PM
24	responsible teachers are constantly aware of the issues and adapting to them. reporting is a waste of time and resources	2/23/2016 12:11 PM
25	A total waste of time....We all do this anyway; there is no reason to document it.	2/23/2016 11:58 AM
#	Q1: Faculty Part-time	Date
1	Most teachers I know fill these out haphazardly at the end of the semester and don't use them to drive curriculum. With classes of over 100, it is very difficult to get to know each student and provide more qualitative drivers of success.	3/16/2016 10:51 PM
2	I love the idea of them. I have not seen yet any results. Time will tell.	3/16/2016 4:21 PM
3	The SLO program is a mystery.	3/16/2016 2:26 PM
4	This is a hard one to tackle. During my tenure here, I have observed many instances is institutionalized racism on this campus towards minority groups of students. The Asian student population seems to be the most 'targeted' group. Crazy! How can this college fulfill its mission of diversity when this is going on? Not good. Its a hard issue to solve since the culprits will deny any instances they could be asked to recall where they exhibited racism towards a student (One example is a faculty member rounding up all the Asian students in her class a few weeks into the semester, and telling each one of them that they will fail her course b/c they do not have the skills to pass). So maybe a policy can be written, that encourages students to report these instances, and the faculty members in question can then be disciplined this way.	3/2/2016 4:51 PM
5	Strongly disagree. SLO's are a waste of time and money. Get rid of these!	3/2/2016 3:11 PM
6	What is the evidence?	2/25/2016 12:39 PM
7	The process of defining the SLOs for your class is interesting however it is unclear to me whether the data can be interpreted to support a specific SLO. Largely a pointless exercise.	2/24/2016 1:01 PM
8	I agree that SLOs are useful in helping us develop coursework, but why are they a separate tool and not reflected in grades in classes? I cannot wrap my head around this one.	2/23/2016 9:14 PM
9	I don't use them as they are intended to be used.	2/23/2016 7:33 PM
10	They are entirely a bunch of crap. Zero usefulness, and an absolute insult to the faculty.	2/23/2016 2:11 PM
11	Yes and no. The program is too wide-ranging. However, I find it useful to do a self-evaluation of each class.	2/23/2016 1:31 PM
12	Most faculty I know hate who teach university freshman classes hate filling out the SLO reports. It is very difficult to evaluate students on an individual basis at the end of the semester. I usually rely on the final grade.	2/23/2016 12:53 PM
13	I do not have facts on which to base a reasonable conclusion that SLOs help at all. Instructors simply attest to whether each student meets them. There's no metric, no definitions.	2/23/2016 12:29 PM
14	SLOs are a waste of time. I don't believe that instructors can adequately evaluate student learning. Methodologically, it makes no sense and contributes nothing and takes time away from important tasks.	2/23/2016 11:54 AM
15	SLO's are a complete waste of time. They aren't standardized, are gathered too infrequently to make for good statistics, are different from teacher to teacher, and are a big hassle to keep track of. Additionally, I understand that the idea is to see how each class is doing as far as hitting main instructional points, but each class is made up of different students, and data from one section is not comparable to data from another single section. We would need standardization of metrics, hundreds of data points, and generally better sampling to use SLOs effectively, and then they would be a HUGE drain on the time of our already overworked faculty (especially the full-time faculty). SLO's are my single biggest complaint about working as a college professor. As currently instituted, they're worse than worthless - they give us no useful information and also eat up a bunch of resources. I understand they are mandated by the accreditation process, so we can't abolish them, but I hope we get rid of them or radically change them at the first opportunity.	2/23/2016 11:53 AM
16	The SLOs have required me to think, and then rethink my semester learning objectives and occasionally change them. At first I resisted more reports, but now see the benefit.	2/23/2016 11:51 AM
#	Q1: Management	Date
1	If we take them seriously as a tool for assessment of learning.	2/24/2016 1:58 PM
2	I think we could do a better job of making SLOs visible to students.	2/24/2016 9:08 AM
3	SLO's have the potential to contribute to student learning and the fulfillment of our mission, but as with anything, it's all about the implementation and buy-in.	2/23/2016 1:35 PM
4	Only if done as a true academic exercise, and not as some sort of compliance issue.	2/23/2016 12:40 PM

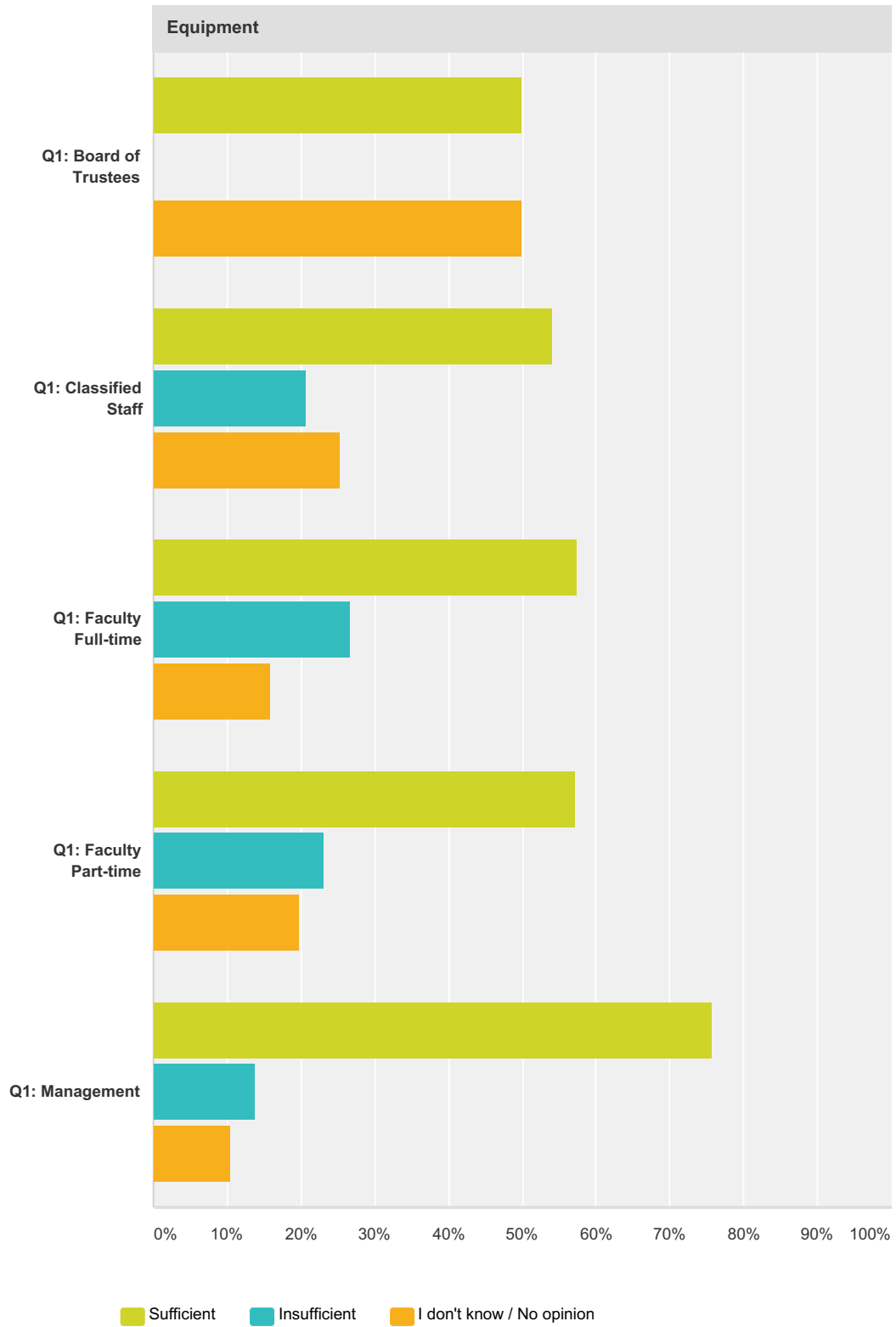
Q12 For each of the following areas, please rate the extent to which we provide sufficient resources to support student success.

Answered: 353 Skipped: 40

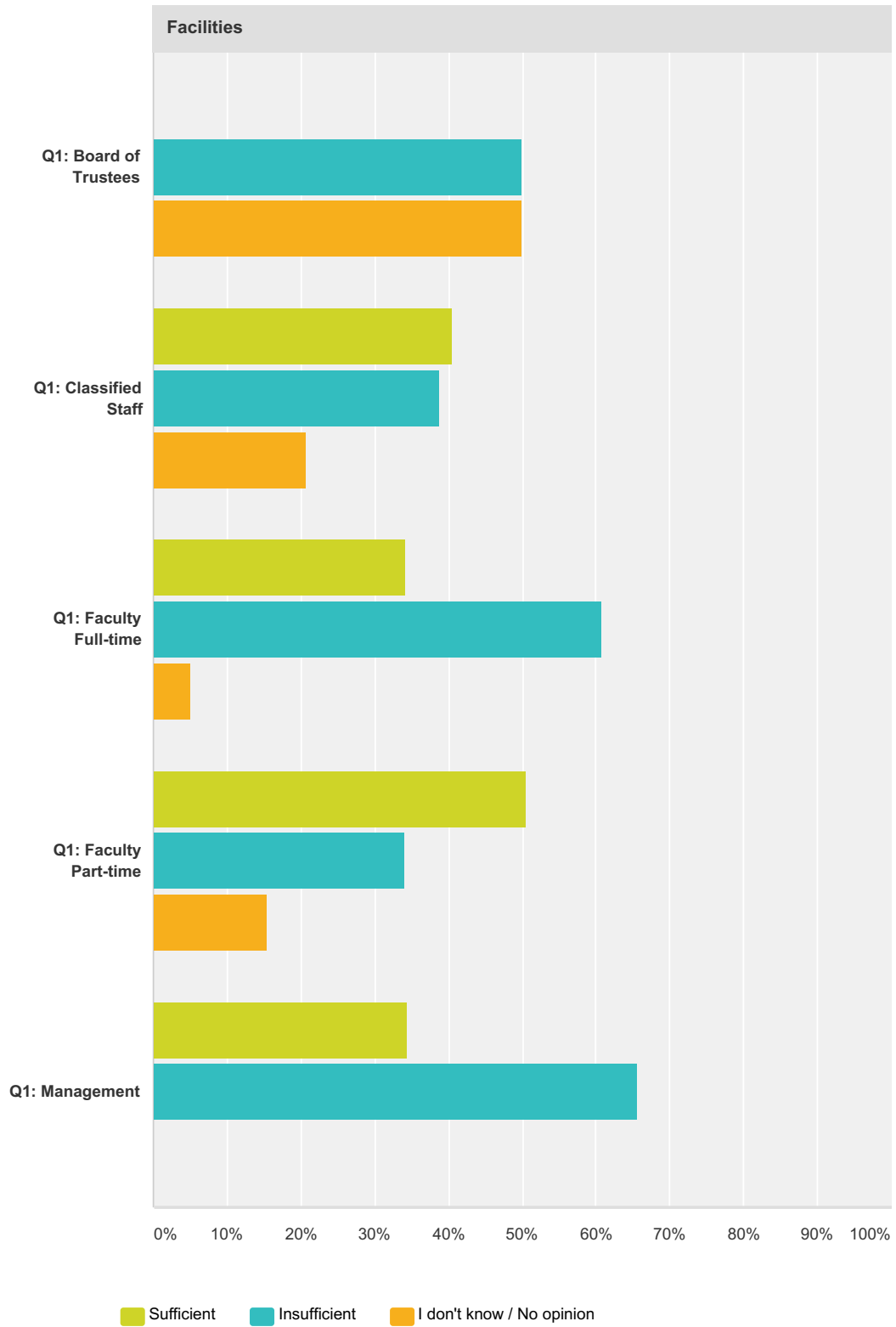
Reflections on SBCC 2015-16



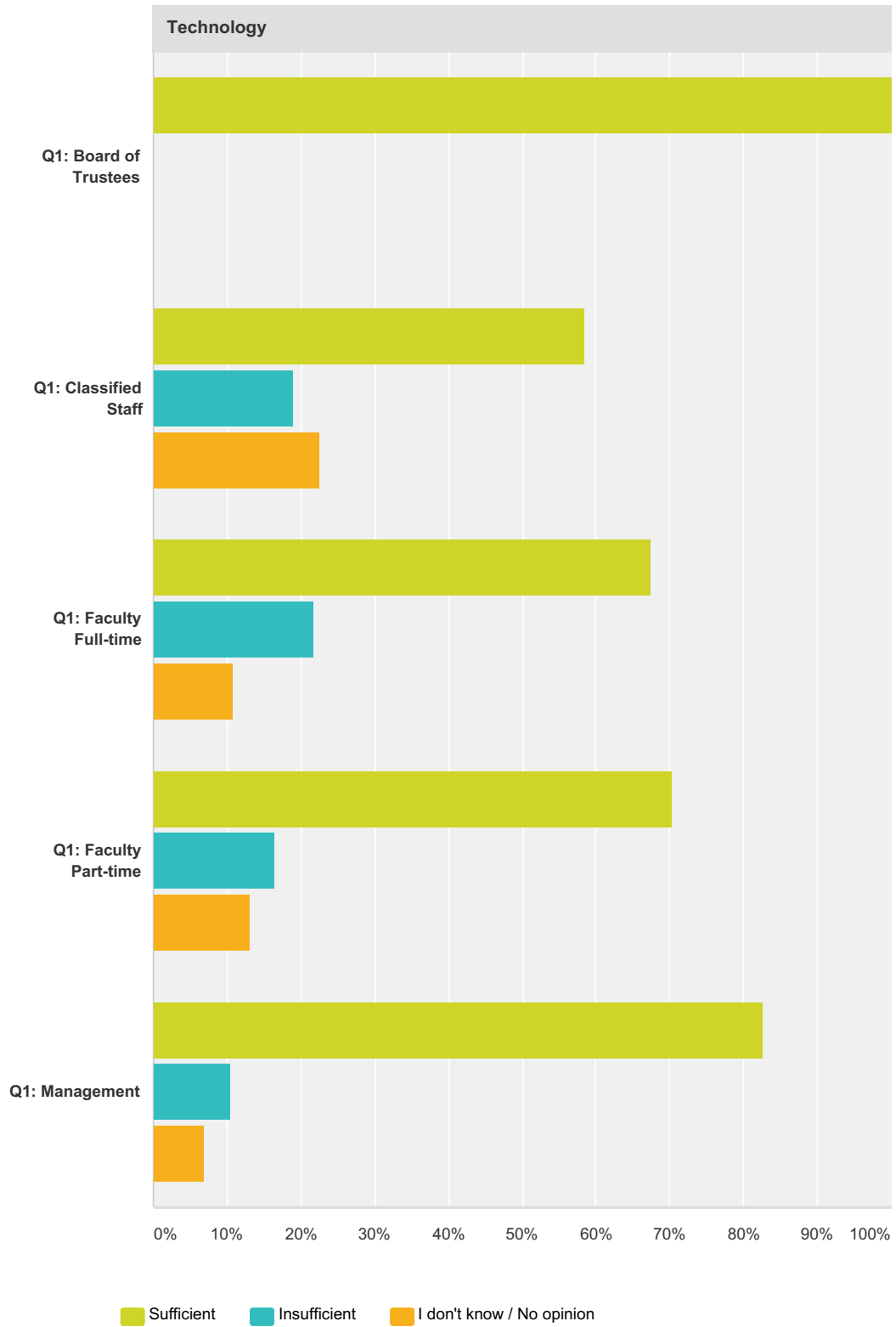
Reflections on SBCC 2015-16



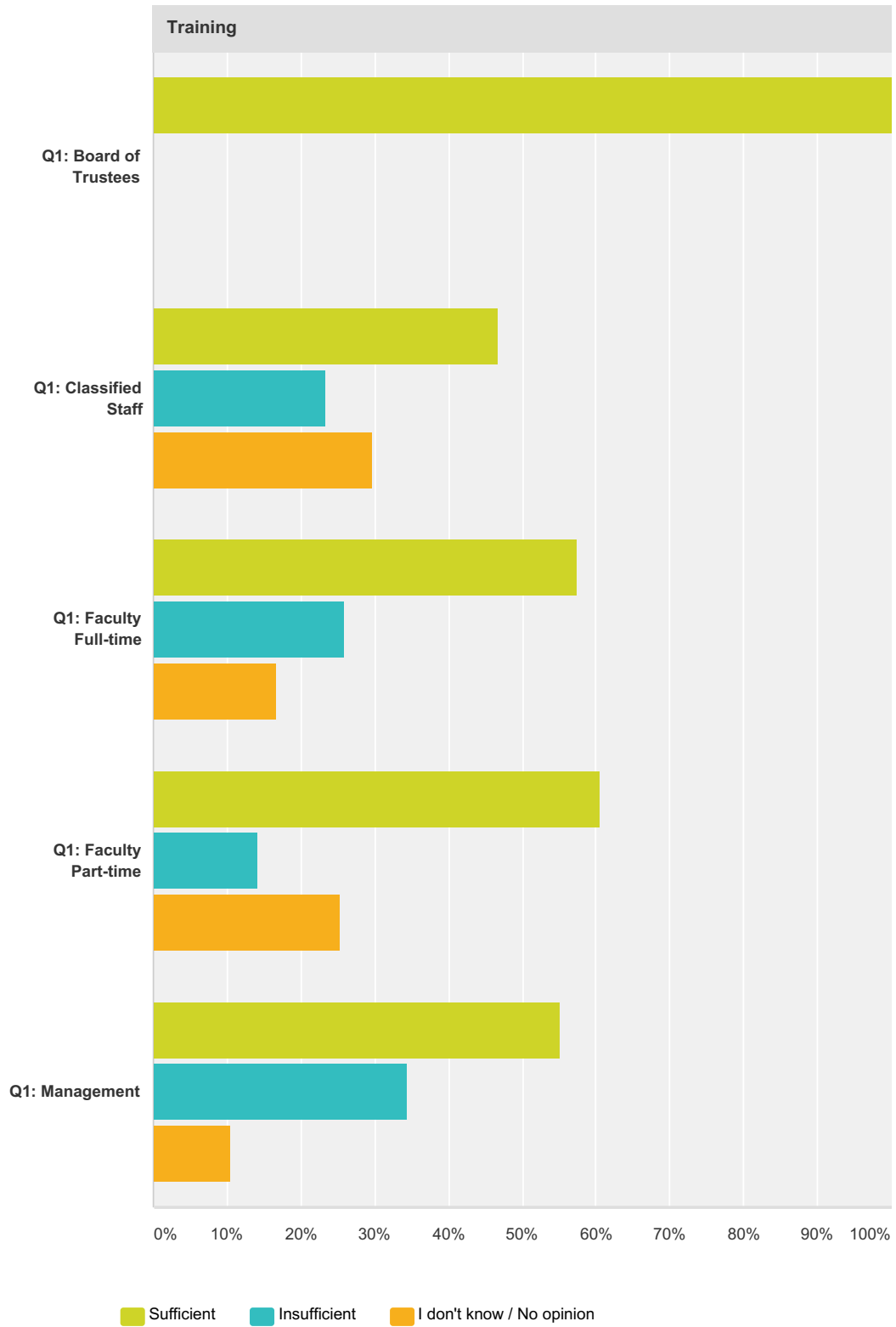
Reflections on SBCC 2015-16



Reflections on SBCC 2015-16



Reflections on SBCC 2015-16



Staffing				
	Sufficient	Insufficient	I don't know / No opinion	Total
Q1: Board of Trustees	50.00% 1	50.00% 1	0.00% 0	0.57% 2
Q1: Classified Staff	48.65% 54	36.04% 40	15.32% 17	31.44% 111

Reflections on SBCC 2015-16

Q1: Faculty Full-time	49.17% 59	42.50% 51	8.33% 10	33.99% 120
Q1: Faculty Part-time	53.85% 49	24.18% 22	21.98% 20	25.78% 91
Q1: Management	34.48% 10	62.07% 18	3.45% 1	8.22% 29
Equipment				
	Sufficient	Insufficient	I don't know / No opinion	Total
Q1: Board of Trustees	50.00% 1	0.00% 0	50.00% 1	0.57% 2
Q1: Classified Staff	54.05% 60	20.72% 23	25.23% 28	31.44% 111
Q1: Faculty Full-time	57.50% 69	26.67% 32	15.83% 19	33.99% 120
Q1: Faculty Part-time	57.14% 52	23.08% 21	19.78% 18	25.78% 91
Q1: Management	75.86% 22	13.79% 4	10.34% 3	8.22% 29
Facilities				
	Sufficient	Insufficient	I don't know / No opinion	Total
Q1: Board of Trustees	0.00% 0	50.00% 1	50.00% 1	0.57% 2
Q1: Classified Staff	40.54% 45	38.74% 43	20.72% 23	31.44% 111
Q1: Faculty Full-time	34.17% 41	60.83% 73	5.00% 6	33.99% 120
Q1: Faculty Part-time	50.55% 46	34.07% 31	15.38% 14	25.78% 91
Q1: Management	34.48% 10	65.52% 19	0.00% 0	8.22% 29
Technology				
	Sufficient	Insufficient	I don't know / No opinion	Total
Q1: Board of Trustees	100.00% 2	0.00% 0	0.00% 0	0.57% 2
Q1: Classified Staff	58.56% 65	18.92% 21	22.52% 25	31.44% 111
Q1: Faculty Full-time	67.50% 81	21.67% 26	10.83% 13	33.99% 120
Q1: Faculty Part-time	70.33% 64	16.48% 15	13.19% 12	25.78% 91
Q1: Management	82.76% 24	10.34% 3	6.90% 2	8.22% 29
Training				
	Sufficient	Insufficient	I don't know / No opinion	Total
Q1: Board of Trustees	100.00% 2	0.00% 0	0.00% 0	0.57% 2
Q1: Classified Staff	46.85% 52	23.42% 26	29.73% 33	31.44% 111

Reflections on SBCC 2015-16

Q1: Faculty Full-time		57.50% 69	25.83% 31	16.67% 20		33.99% 120
Q1: Faculty Part-time		60.44% 55	14.29% 13	25.27% 23		25.78% 91
Q1: Management		55.17% 16	34.48% 10	10.34% 3		8.22% 29
	Q1: Board of Trustees	Q1: Classified Staff	Q1: Faculty Full-time	Q1: Faculty Part-time	Q1: Management	Total
Additional comments and suggestions for improvement	1	11	22	16	3	53

#	Q1: Board of Trustees	Date
1	The facilities have not received much basic repair attention until the last few years and the college is still behind in this area.	2/23/2016 4:10 PM
#	Q1: Classified Staff	Date
1	Some departments are understaffed but do not have enough in the budget to higher full time employees to help alleviate the load of the current employees. For the others, I am not sure how used they are.	3/16/2016 5:12 PM
2	Need to have more money to send staff to training. Going back to budget monies that I am unaware of. Always told not enough money to send folks to conference/training.	3/16/2016 2:20 PM
3	At the beginning of each term, it would be good to have more staff helping students with simple questions such as how to get in to their pipeline or how to look up their K#.	3/15/2016 11:47 AM
4	I believe have nearly all the components necessary in place. I do not believe that our resources are used effectively or efficiently. Every day, especially Friday, there are empty classrooms available. Years ago there were regular Friday and Saturday classes but rarely,if at all, now. If parking and other problems exist Monday through Thursday, why not alleviate some of them by scheduling Friday and even Saturday classes?	3/15/2016 10:25 AM
5	The library could use more attention when it comes to cleaning. Lots of surfaces need dusting!	3/15/2016 9:17 AM
6	Many areas of the college are understaffed. Facilities need to be improved.	3/4/2016 8:24 AM
7	More funds need to be allotted to facilities and training to allow staff and faculty to support student success.	3/2/2016 2:26 PM
8	Some facilities are sorely outdated. Others are great.	2/24/2016 11:11 AM
9	Infrastructure (particularly facilities, staff, and training) is in sore need of improvement at the college.	2/24/2016 10:57 AM
10	I will only speak to my area.	2/23/2016 1:26 PM
11	Once again, SS should be open on Friday afternoons.	2/23/2016 1:08 PM
#	Q1: Faculty Full-time	Date
1	We need more chemistry lab space.	3/16/2016 8:04 PM
2	Our class rooms are FILTHY! The floors in my department have not seen a mop in over a year. The desks are disgraceful...small and uncomfortable. I have the same small crappy desks in my assigned classroom that have been there since I started teaching over 20 years ago...really? Is this the best we can do? Now, with that said, the equipment for these classrooms has improved considerably, with every classroom I teach in having internet access, projectors, and computers. I use to have to bring in my own projector "back in the day"! I would like to see more updates with quicker access for the classroom computers.	3/16/2016 2:05 PM
3	I marked "insufficient" for staffing but this is not true across all areas: some areas are woefully understaffed while others may be a little over-staffed. For training: what we provide is sufficient but I am not sure that all faculty take advantage of it.	3/16/2016 2:00 PM
4	Sufficient means enough. In the cases above, It's not quite the same as good.	3/15/2016 12:46 PM
5	Classrooms need to have AC; it's not a luxury. Classrooms need to be in good shape or else students and instructors feel demoralized.	3/15/2016 11:13 AM
6	The FRC does an amazing job keeping faculty up to date and aware of new pedagogical tools.	3/15/2016 10:30 AM

Reflections on SBCC 2015-16

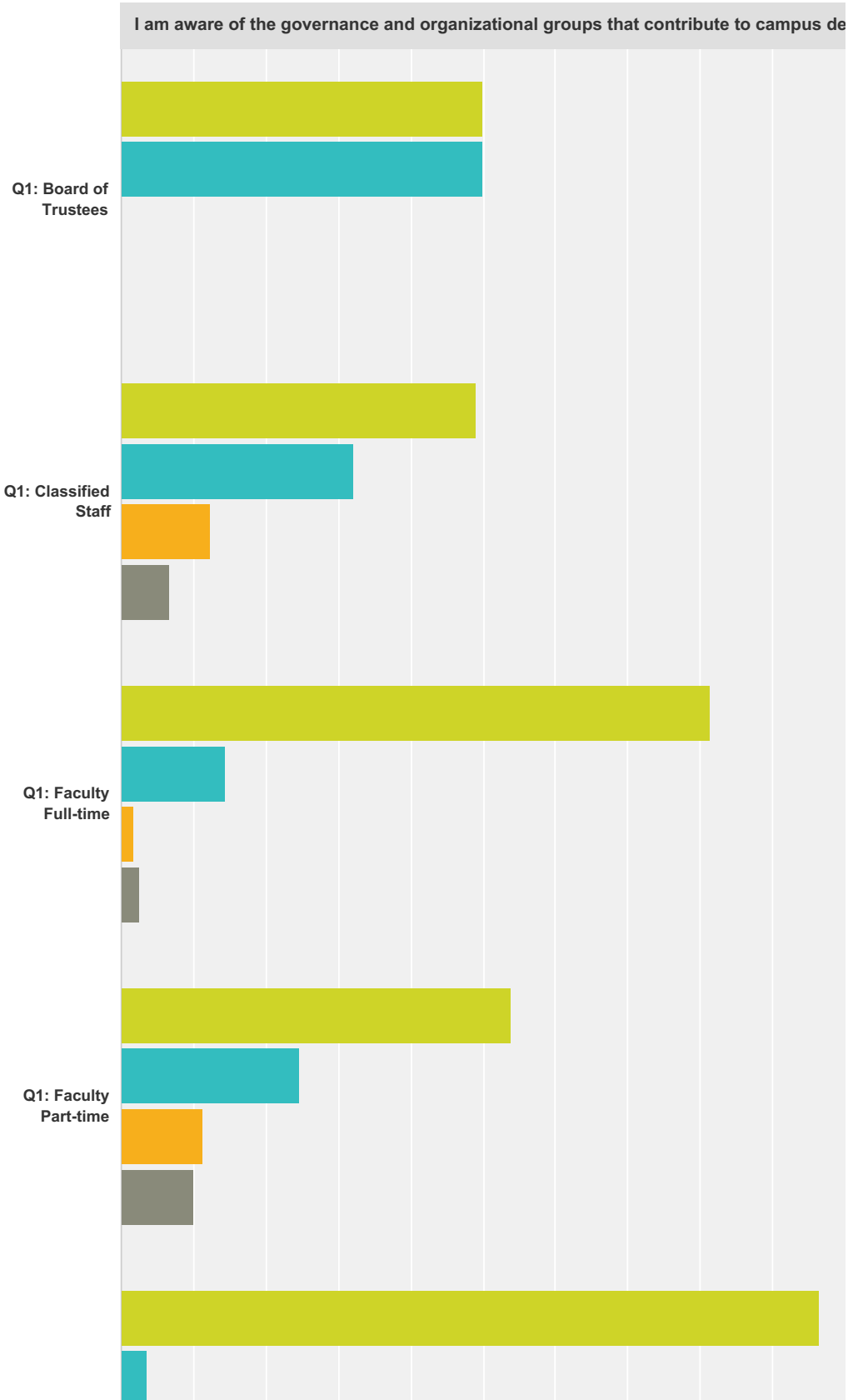
7	Many buildings on campus are old and in disrepair. The deferred maintenance that has been going on for years is now staring us in the face. Students are still excellent as are many faculty and that is the shining star that is SBCC. The facilities are pretty dismal.	3/15/2016 10:14 AM
8	Facilities is a constant battle.	3/7/2016 8:41 AM
9	My understanding is that some students reported were not able to enroll in the classes / sections they needed, due to insufficient offerings. I understand we are making progress at addressing this need.	3/2/2016 1:17 PM
10	Vague questions. Training for what? We have a lot of services but that aren't integrated and many people don't know how to connect to different programs or how programs can complement each other.	2/28/2016 11:13 AM
11	We should help part time faculty more with training so they know what to expect and they should be compensated for this. It seems unreasonable that adjunct faculty can spend over 5-10 years working here and are not hired full time when an opportunity arises; this seems to indicate that they aren't being trained properly.	2/24/2016 12:34 PM
12	Training tends to happen after implementation of a new process or application. By then, the semester has begun and students are using the application. There is not enough advance notice.	2/24/2016 10:50 AM
13	We need more full-time teachers. Parking remains problematic.	2/23/2016 10:13 PM
14	Equipment - My computer is outdated and due to staff shortages it has not been updated. I submitted my computer in June to be reimaged. It is February 7+ months later. The college would not provide a software to unzip files that were zipped to me. The expense came out of my pocket. Again - Communication about resources and help is so ambiguous. Who do we call for what? Training - 1. The staff is AWESOME and Always willing to help - Moodle Stuff etc. Cannot say enough about their support and commitment!! 2. The college does not have an infrastructure to make training enticing. Faculty seems to be led toward mediocracy. Example, A dean that is more interested in making his mark than supporting faculty. It is easier to go with the flow than to deal with the Bureaucracy. It can seem more important to check off a box much like instructors do with the SLO's than to actually make it mean ANYTHING! What do you mean by technology? If our computer are old then are we able to use it? Do we get training in our technology? Can our tech provide resources - for example- easier ways to track attendance. Private in class polling resources etc?	2/23/2016 7:27 PM
15	Lack of designated classrooms and "homes" for smaller departments. We can't set up meetings with students or provide study locations as we have no designated classrooms, no computer lab, and no study rooms. We know they are all important to support student success.	2/23/2016 1:48 PM
16	Some of the classrooms are so outdated.	2/23/2016 1:27 PM
17	Unclear questions, and thus difficult to answer. What is equipment? Furniture in classrooms? Training of whom? staff to support students? training of students? Staffing of whom? Classroom faculty? if so, "insufficient" full-time Staff/faculty working in the support services? That is a difficult question since people NOT working in support services generally have a limited idea of what the support services personnel do (thus, they react "why another counselor?" since they may not understand the needs of students) Is staffing handled with an eye toward reducing duplication of services around campus?	2/23/2016 1:01 PM
18	There is a need for more support staff, academic counselors and departmental support. There is a need to find faculty in terms of technology, laptops and tablets.	2/23/2016 12:38 PM
19	Several buildings on campus and some specific rooms are in desperate need of remodeling and technology upgrades.	2/23/2016 12:33 PM
20	avoid unnecessary bureaucratic stuff (like so many deans) and put it into "boots on the ground" activities.	2/23/2016 12:32 PM
21	Based on the wireless connectivity issue and the age of some of our buildings on campus, I would say that we need to do a better job at supporting student success.	2/23/2016 11:54 AM
22	more space needed for DSPS and wellness more crisis intervention training	2/23/2016 11:46 AM
#	Q1: Faculty Part-time	Date
1	The teachers don't have all the resources	3/17/2016 2:08 AM
2	From what I have seen (albeit limited) facilities and technology seem sufficient.	3/16/2016 5:01 PM
3	My comments usually refer to the Non-Credit programs	3/16/2016 4:22 PM
4	Parking sucks, but you knew that. Also my department lacks sufficient office space to carry out our advising duties to the best of our abilities.	3/16/2016 3:05 PM
5	More instructor training in the non-credit program is needed in technology and support. The office at Wake needs more staff that can enter student registration forms	3/16/2016 2:30 PM
6	Parking is awful after 9am and I teach in CC126 and had to go to my department head to get it cleaned - for the last 2 years that room has head leaks - is very dirty - it is embarrassing to have a room in this condition	3/16/2016 1:54 PM

Reflections on SBCC 2015-16

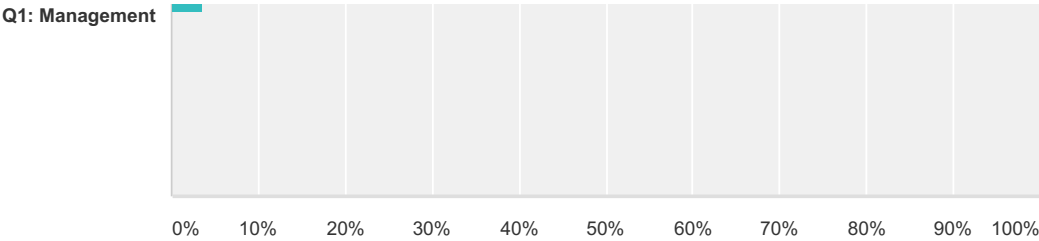
7	Our school is run on adjunct faculty. We need to hire more full-time faculty! If I work in Student Services, am good at my job, and build relationships with students, they will come looking for me during drop-in hours. If I work only part-time, I am often times unavailable when they drop in. A good counselor / teacher is always in demand. Help us out by helping our students - that is creating more full-time positions for high traffic / high need areas.	3/16/2016 7:00 AM
8	Astronomy needs more equipment - I borrow from the physics department regularly. We need better access to computers for whole-class activities. I ask students to bring their laptops to class to share, so we can do group work using the latest simulations, astronomical data, and software available. We need to update the "i-clicker" software in the classroom to the latest version so that instructors can use their own laptops and thus take home the ">grader" data. At this time, I have to upload my powerpoint every night, and then download my data after class. I don't know about the training. I've taught myself how to use everything, or had the Moodle training at UCSB on their "GauchoSpace."	3/7/2016 9:22 AM
9	access to wi-fi in some buildings is UNRELIABLE.	3/4/2016 9:02 AM
10	Very basic facility upkeep has fallen way behind. Besides the big issues (leaking roofs, needing new building, etc), can't we fix leaky faucets? And what about the horrible looking seats in the lobby of the cafeteria? I think I may catch a disease sitting on those things. Why can't we at least do the best with what we have. The landscaping crew does a great job, though. Three cheers to them!	3/2/2016 3:18 PM
11	Technology is excellent in some locations, barely there in others. (Again, I have a Noncredit perspective.) Some of the Noncredit ESL classes are held at elementary schools. A couple of those schools let our classes use their computer labs. But most don't. Could some arrangement be worked out to change this?	2/25/2016 1:24 PM
12	We need a bigger lab in the School of Modern Languages because many teachers have to share their room with computers, and changing rooms during a period of class sometimes it is a waste a time.	2/24/2016 3:57 PM
13	A second summer session was added without funding any additional staff. We have one lab tech. He is now supposed to give up all available summer vacation time? Completely unfair.	2/24/2016 1:04 PM
14	Would like more structured pedagogical training opportunities for faculty. Few of us have degrees in education, and for those of us also employed elsewhere, learning about tested educational theory and how to implement it in the classroom would be great! The FRC and its staff have been great, but a more structured process / seminar process would be wonderful.	2/23/2016 9:15 PM
15	I have not been able to have a TA for several years. In a class where students are learning software, a TA is very necessary.	2/23/2016 7:34 PM
16	"Sufficient" vs. "Insufficient" is a false dichotomy. You're basically asking "is there an emergency in this area", and if there was, I presume you'd know and fix it. This should be a continuum, not an either/or. I have attempted to read your mind and answered "should we allocate more resources to this area?" rather than the question you asked.	2/23/2016 11:55 AM
#	Q1: Management	Date
1	There are certain positions that are crucial to the success of our services, and we are still hopeful that we'll be able to take those from part-time to full-time.	2/24/2016 9:47 AM
2	I think we could have more professional development focused on best practices in engaging students in learning.	2/23/2016 1:36 PM
3	Too many grant funds that don't support staffing. Too cumbersome a process (program review) for departments to meet technology and equipment needs.	2/23/2016 12:42 PM

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

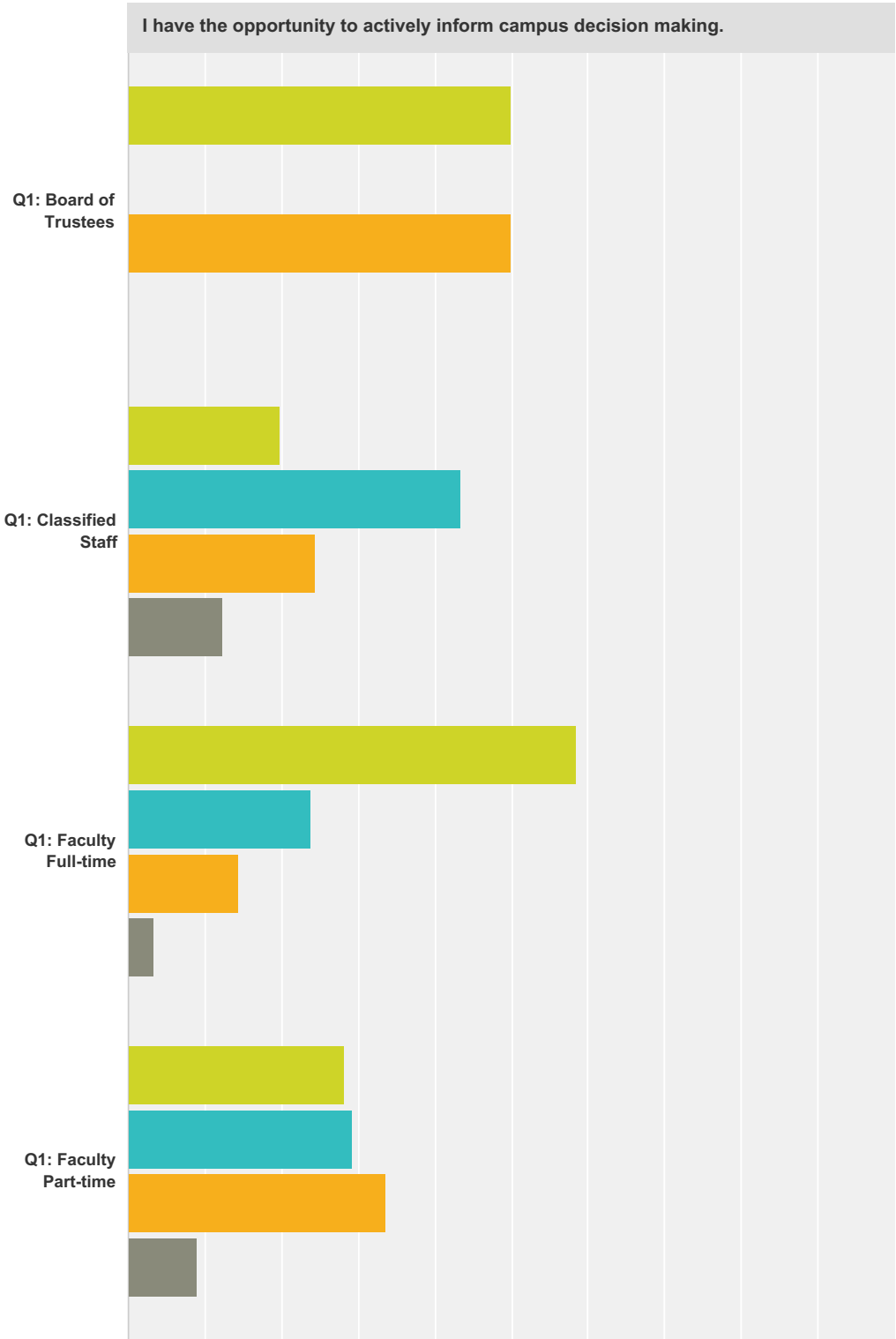
Answered: 344 Skipped: 49



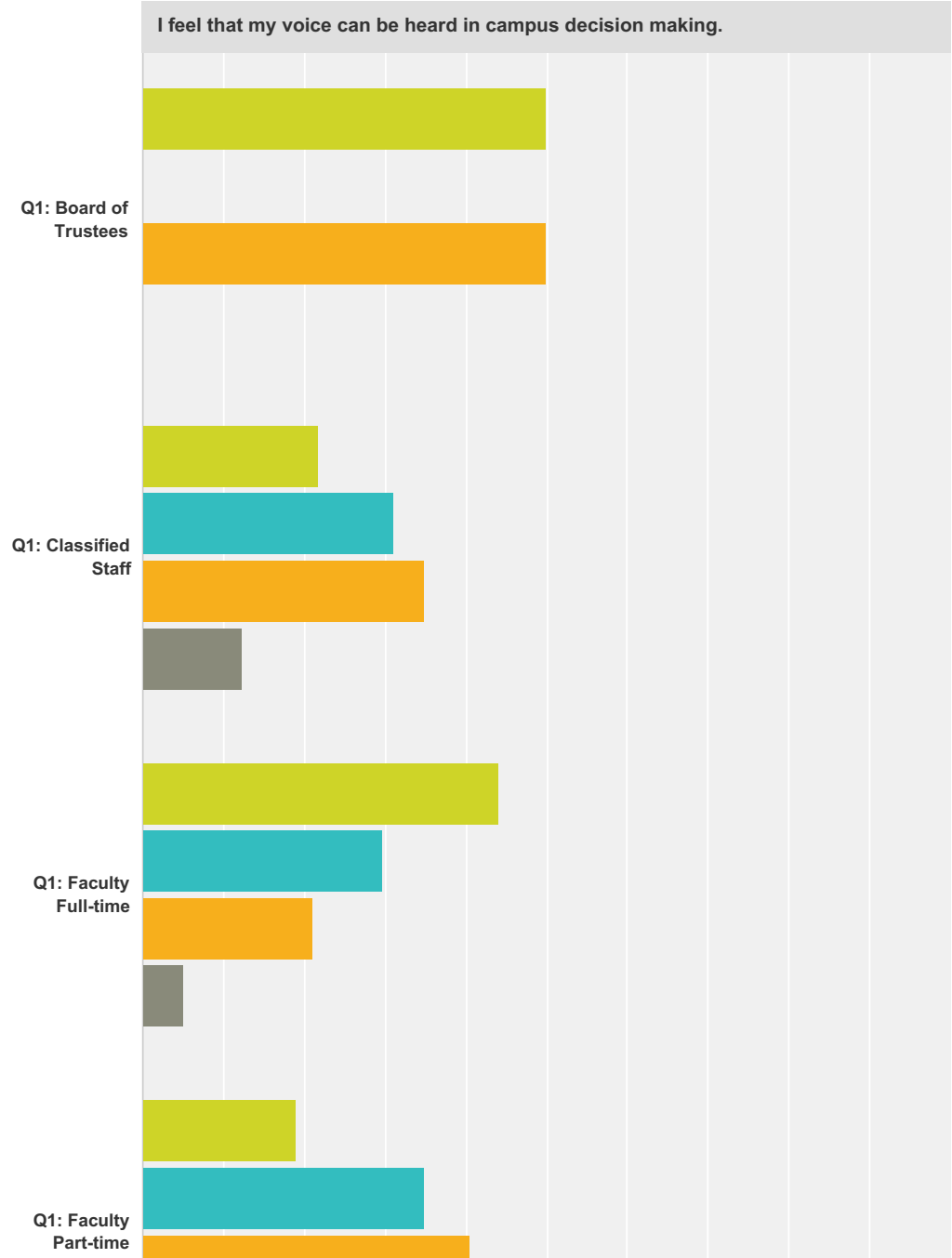
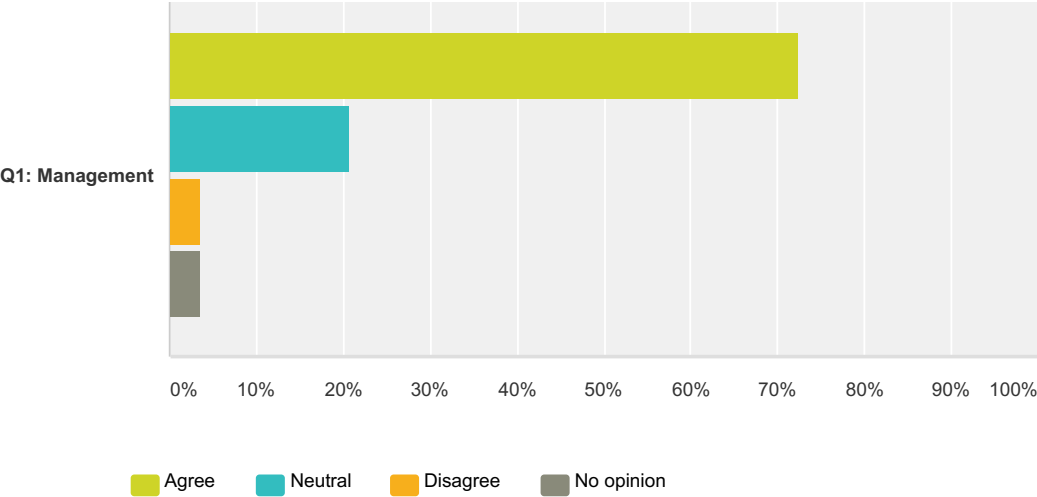
Reflections on SBCC 2015-16



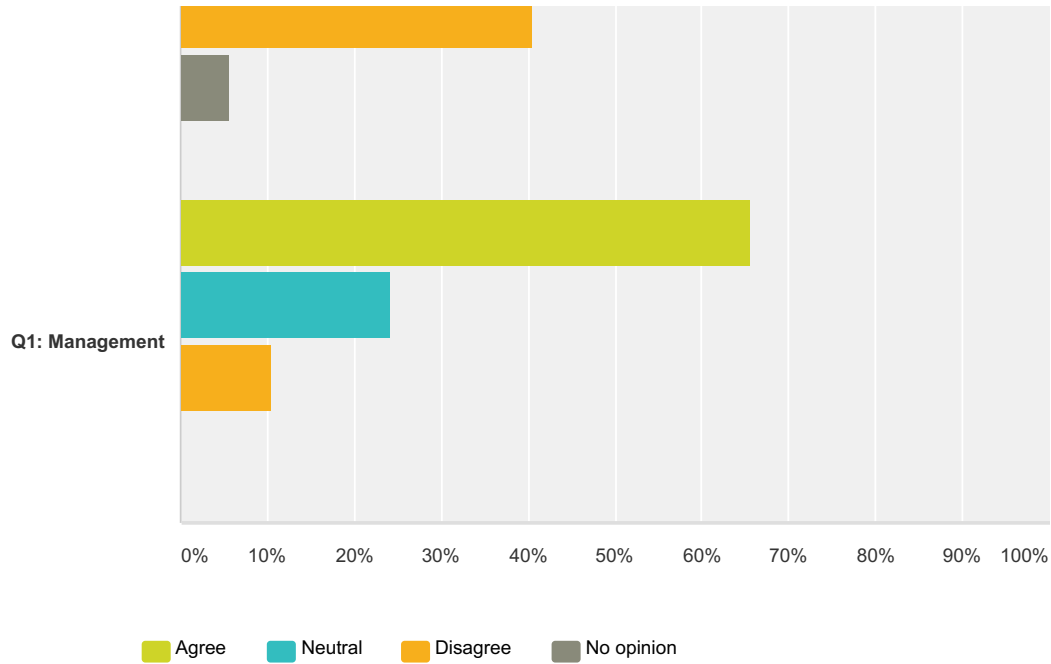
Agree Neutral Disagree No opinion



Reflections on SBCC 2015-16



Reflections on SBCC 2015-16



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	50.00% 1	50.00% 1	0.00% 0	0.00% 0	0.58% 2
Q1: Classified Staff	49.06% 52	32.08% 34	12.26% 13	6.60% 7	30.81% 106
Q1: Faculty Full-time	81.36% 96	14.41% 17	1.69% 2	2.54% 3	34.30% 118
Q1: Faculty Part-time	53.93% 48	24.72% 22	11.24% 10	10.11% 9	25.87% 89
Q1: Management	96.55% 28	3.45% 1	0.00% 0	0.00% 0	8.43% 29
I have the opportunity to actively inform campus decision making.					
	Agree	Neutral	Disagree	No opinion	Total
Q1: Board of Trustees	50.00% 1	0.00% 0	50.00% 1	0.00% 0	0.58% 2
Q1: Classified Staff	19.81% 21	43.40% 46	24.53% 26	12.26% 13	30.81% 106
Q1: Faculty Full-time	58.47% 69	23.73% 28	14.41% 17	3.39% 4	34.30% 118
Q1: Faculty Part-time	28.09% 25	29.21% 26	33.71% 30	8.99% 8	25.87% 89
Q1: Management	72.41% 21	20.69% 6	3.45% 1	3.45% 1	8.43% 29
I feel that my voice can be heard in campus decision making.					
	Agree	Neutral	Disagree	No opinion	Total
Q1: Board of Trustees	50.00% 1	0.00% 0	50.00% 1	0.00% 0	0.58% 2

Reflections on SBCC 2015-16

Q1: Classified Staff	21.70% 23	31.13% 33	34.91% 37	12.26% 13	30.81% 106
Q1: Faculty Full-time	44.07% 52	29.66% 35	21.19% 25	5.08% 6	34.30% 118
Q1: Faculty Part-time	19.10% 17	34.83% 31	40.45% 36	5.62% 5	25.87% 89
Q1: Management	65.52% 19	24.14% 7	10.34% 3	0.00% 0	8.43% 29

	Q1: Board of Trustees	Q1: Classified Staff	Q1: Faculty Full-time	Q1: Faculty Part-time	Q1: Management	Total
Additional comments and suggestions for improvement	1	6	6	11	0	24

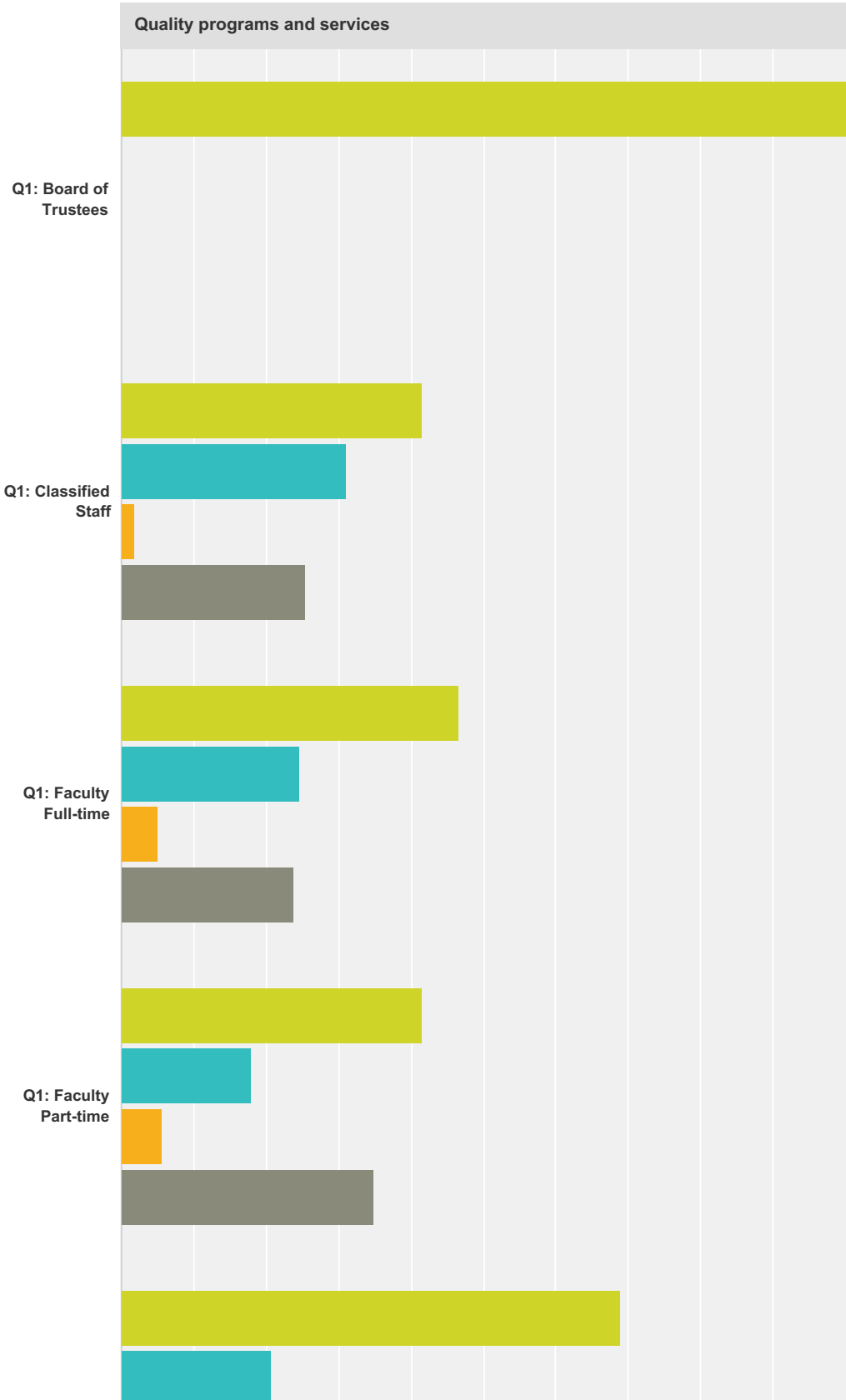
#	Q1: Board of Trustees	Date
1	two summer schools we do not have the staffing	2/23/2016 12:47 PM
#	Q1: Classified Staff	Date
1	CSEA keeps us informed. The President has an open door policy and is easily approachable and available	3/16/2016 7:41 PM
2	Membership in most of the committees is dominated by a select set of classified employees who happen also to be officers in the CSEA union.	3/16/2016 3:40 PM
3	Suggest that folks have term limits in committees that they sit in so that others can have opportunities to serve.	3/16/2016 2:22 PM
4	What is the definition of "heard?"	3/16/2016 2:14 PM
5	Actually listen to staff. Involve staff in decisions.	3/15/2016 10:41 AM
6	Why is the CCG run by the same people as CSEA? Isn't that a conflict of interest?	3/15/2016 9:14 AM
#	Q1: Faculty Full-time	Date
1	The politics are difficult to navigate. Administration and specifically deans are getting too much power given that some have very self focused, self promoting agendas without concern for the bigger picture or other individuals involved. Giving more power to new deans some with little or no experience is dangerous to start with and then add the factor of self promoting agendas combined with lack of judgement.	3/15/2016 2:53 PM
2	The teepee incident was about silencing voices that some groups resented. That was a huge moment of campus decision making, though I understand that that is not what this question has in mind.	3/15/2016 12:49 PM
3	Faculty have a duty to serve on Committees. However, my experience is that the cost of living is so high in SB and the surrounding communities that faculty in particular need to work overloads or in other jobs. This is slowly eroding the quality of education at SBCC. Involvement is only possible when individuals have a commitment and can afford that commitment.	3/7/2016 8:44 AM
4	I don't think managers really want faculty and staff members to have a voice. They want faculty and staff to parrot the managers.	3/6/2016 8:00 PM
5	Most faculty do not have meaningful input in campus decision processes. It's the same faculty leaders and administrators who control the dialogue and decisions. Besides, most decisions are already made by administrators and faculty members are used to give the illusion of faculty inclusion. It's an echo chamber.	3/3/2016 6:42 PM
6	Not until there is a problem. Decision making and my voice has no clear link. Powerful voices are heard and other members seem punished for speaking up.	2/23/2016 7:34 PM
#	Q1: Faculty Part-time	Date
1	In my experience, adjuncts have no say in any decision making at the level where it might truly make a difference. Decisions for adjuncts are usually taken by full time faculty, who cannot relate to our issues.	3/16/2016 4:27 PM

Reflections on SBCC 2015-16

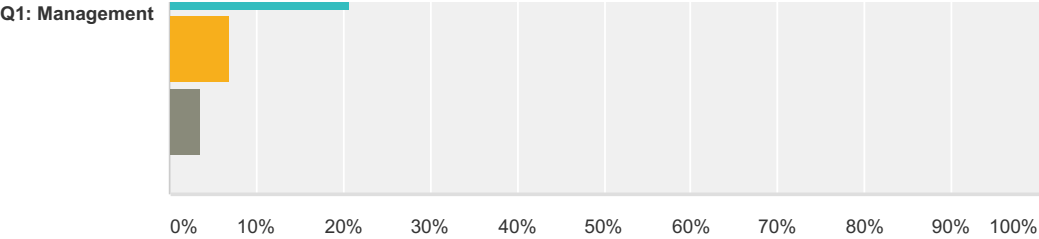
2	Please give adjunct faculty an equal voice in decision making. We make up over 1/2 the faculty head count, yet we have no job security or benefits. Many of us actually work full time when you consider all of the part-time positions we hold on campus. How is it fair that full time faculty can work overload when part time faculty are limited to only 9 TLUs? Adjunct are also often disallowed to attend Leadership and Governance committee meetings - depending on their supervisor's approval. To me, this feels like inequity, and does not allow for the adjuncts' voices to be heard.	3/16/2016 7:11 AM
3	I am a NC instructor. We really have no voice. but should.	3/15/2016 3:40 PM
4	I just found email about taking out dues from everyone's paychecks. I FEEL THIS IS TREMENDOUSLY UNFAIR TO ADJUNCTS. We have multiple jobs, and are not able to be at SBCC full time. Please DO NOT withhold any union dues from our paychecks. I will fight this legally if I have to. I'm serious. I am not a union member, and don't agree that it is fair for you to take out dues when you don't even cover benefits for adjuncts and do not guarantee us an income.	3/7/2016 9:24 AM
5	This is mostly true for full time employees.	3/4/2016 9:03 AM
6	Mentioned above	3/2/2016 5:08 PM
7	At the credit division, I have opportunities to make my voice heard. However, as a part-time instructor who has a very domineering department chair, I can't speak my mind as freely as my full time colleagues unless I want to suffer negative consequences. I do not feel I have a voice at the CLL or non-credit division. All the teachers I know there feel disenfranchised, much more so than a few years ago when there was a teachers association and a more inclusionary attitude. Now it's top-down decisions and no sense of collaboration.	3/2/2016 3:33 PM
8	I've written to higher-ups regarding the underserved ESL population and suggestions to improve enrollment and increase FTES and have received no response - not a word, except from one person, who just said she hoped there would be an answer soon. I've written to at least 5 people. That is like a slap in the face. I've been an administrator and I can't imagine just ignoring an email from an instructor.	2/28/2016 4:50 PM
9	Adjuncts cannot vote within departments, are most often not asked for their opinions. Adjuncts are most often prevented from participating on committees. On the occasions they are allowed, they are typically not paid, but participate for free. This is a problem.	2/23/2016 2:49 PM
10	Up to a point. Not if I suggest that we scrap SLOs, or dump "block scheduling" and return to MWF scheduling, which was actually vastly better.	2/23/2016 2:14 PM
11	I'm on the IA executive board, so I have reasonable input in that context. As an adjunct instructor, however, all of these would be "disagree". Not that that's necessarily a bad thing - we have 700 teachers, and many are very opinionated. You can't please everyone, and you shouldn't try.	2/23/2016 12:04 PM
#	Q1: Management	Date
	There are no responses.	

Q14 The Board of Trustees establishes policies to assure:

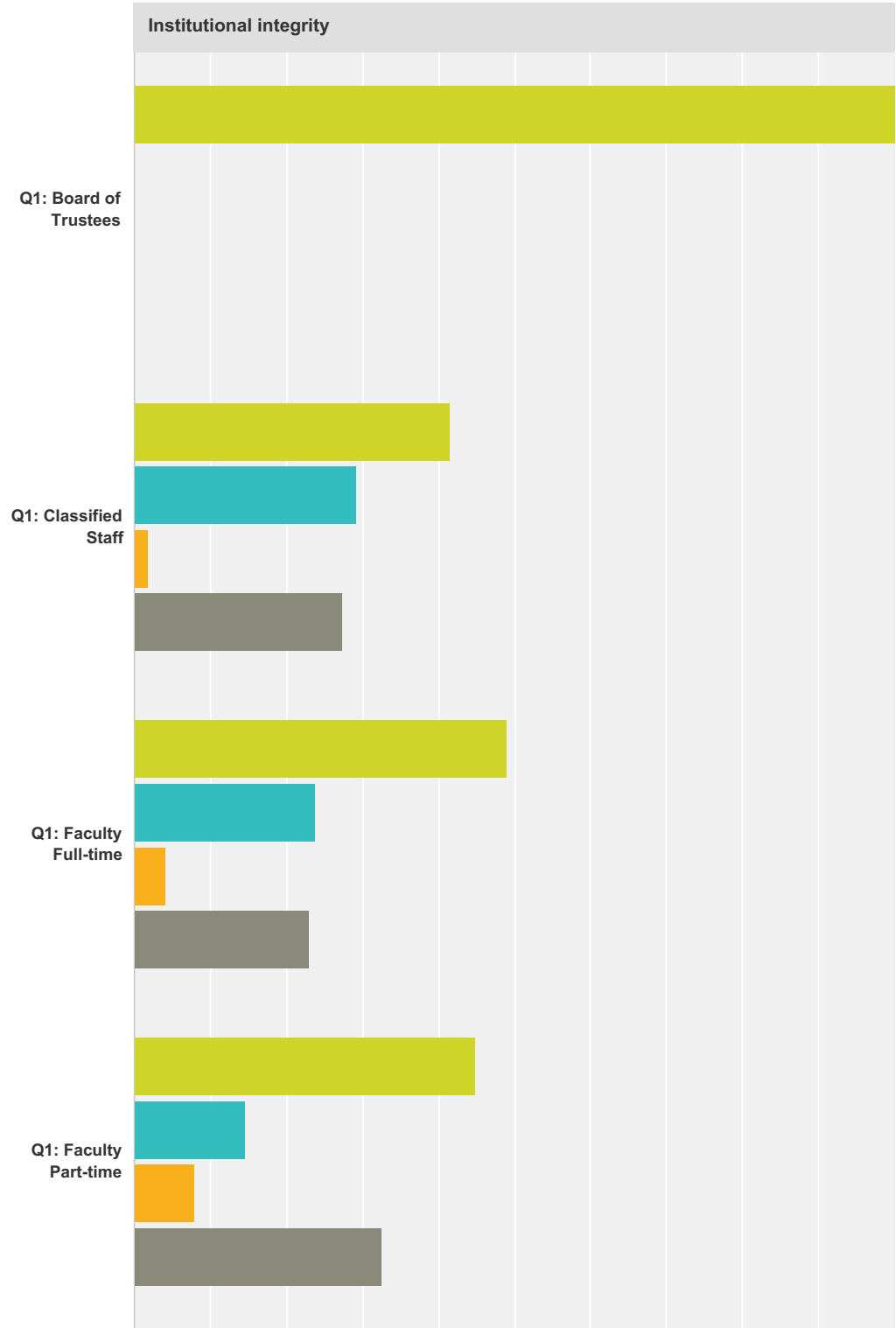
Answered: 344 Skipped: 49



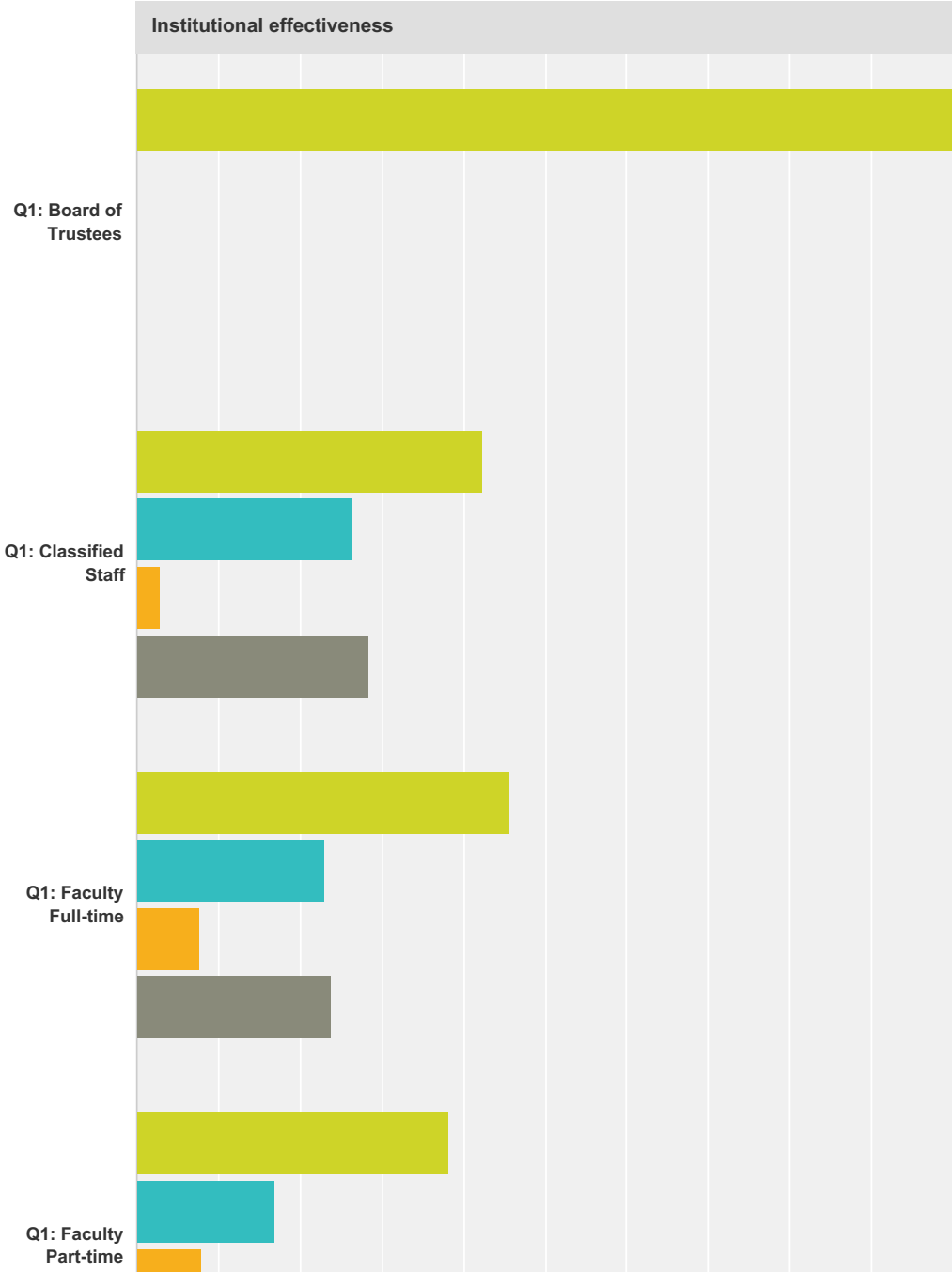
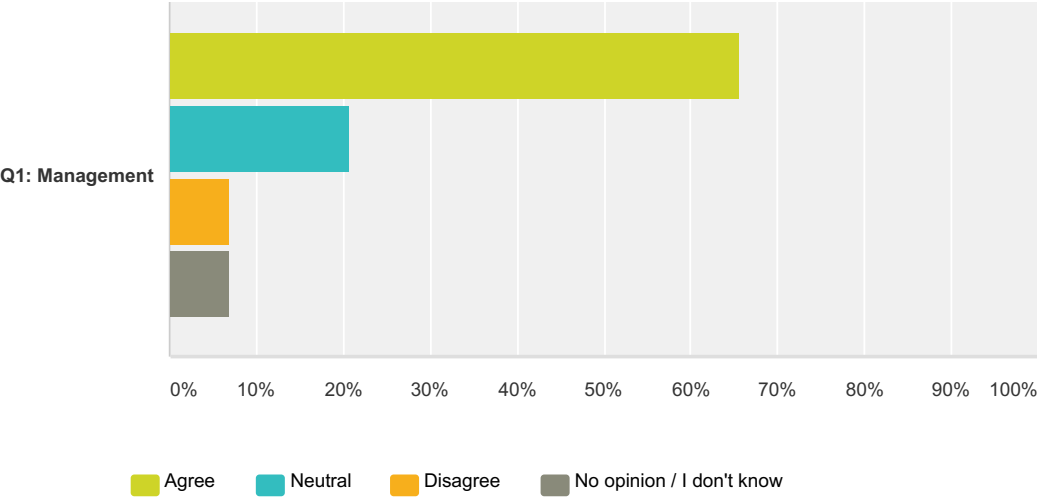
Reflections on SBCC 2015-16



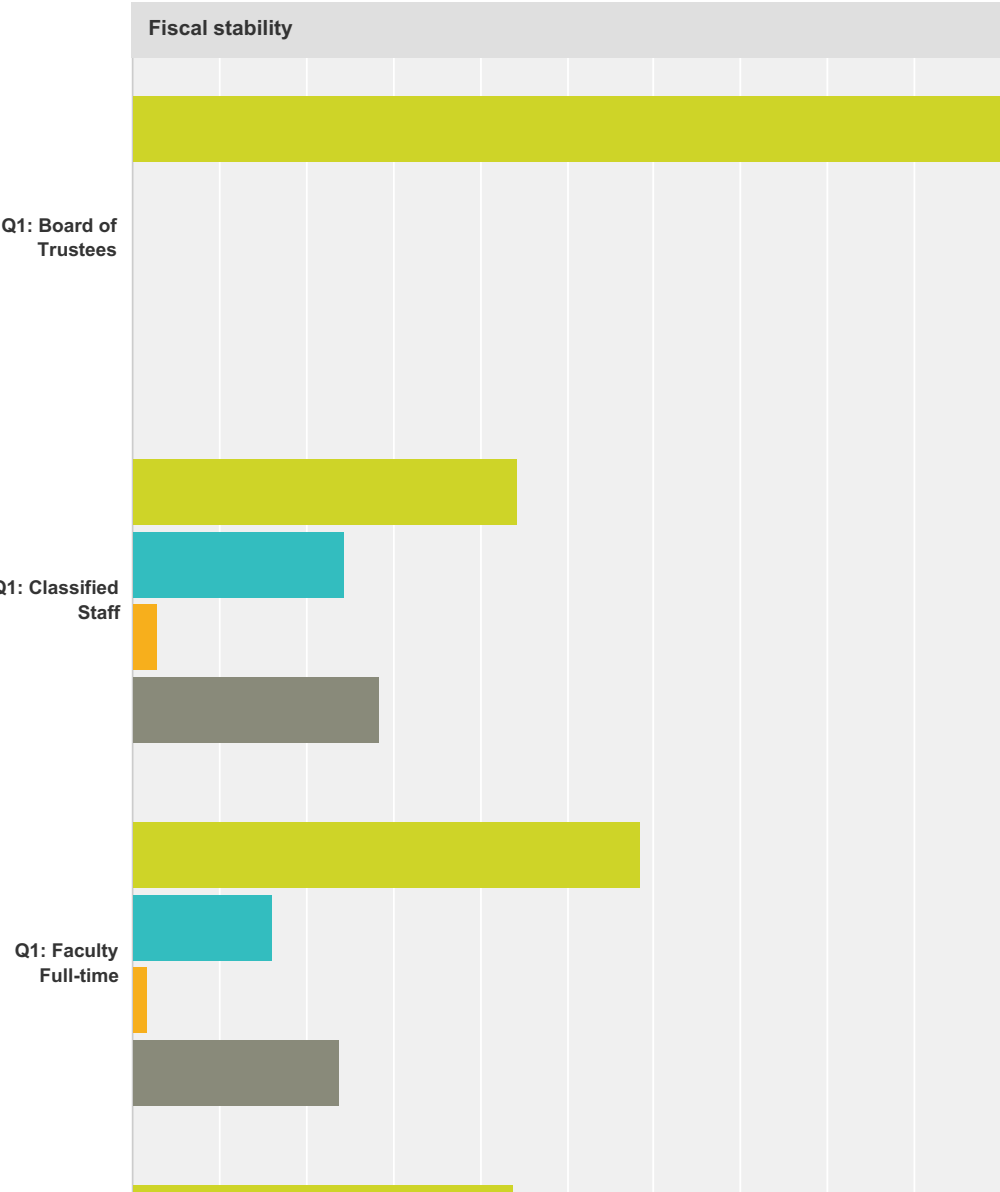
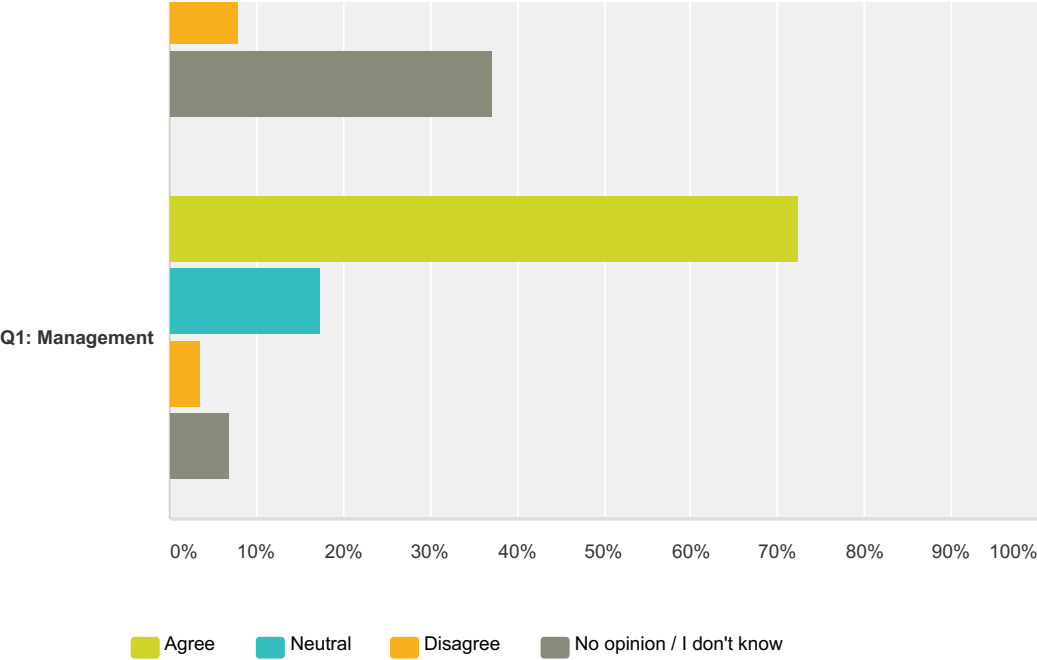
Agree Neutral Disagree No opinion / I don't know



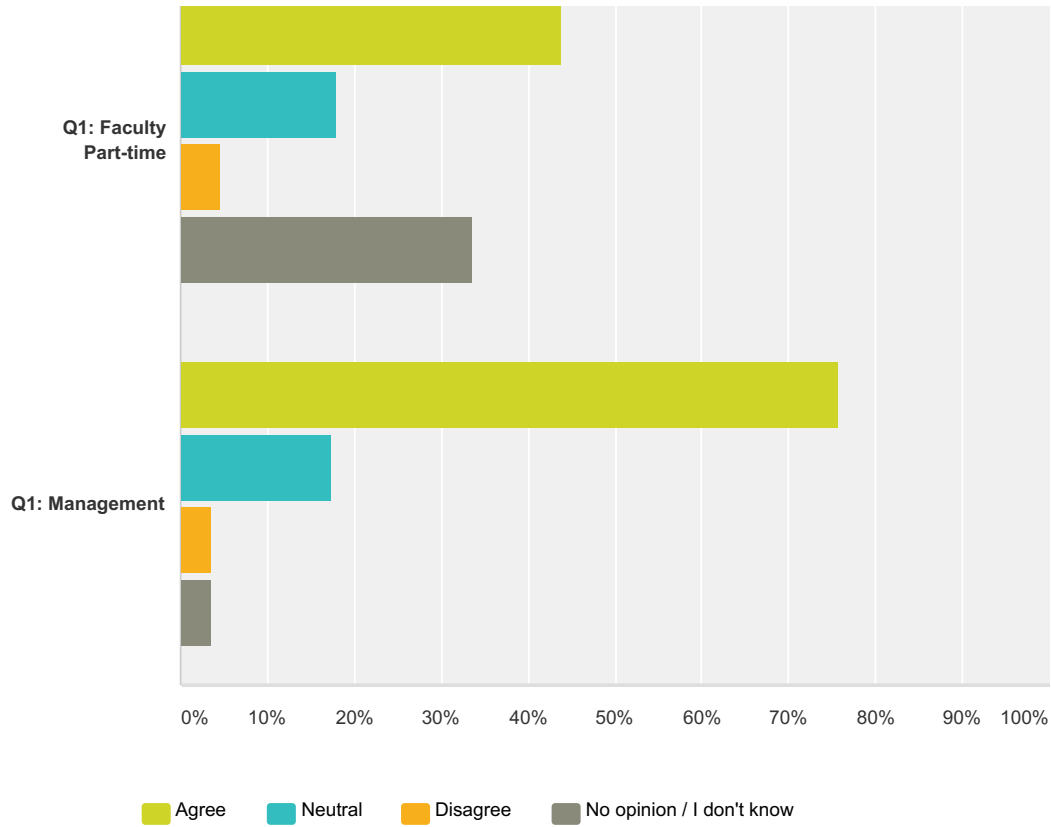
Reflections on SBCC 2015-16



Reflections on SBCC 2015-16



Reflections on SBCC 2015-16



Quality programs and services					
	Agree	Neutral	Disagree	No opinion / I don't know	Total
Q1: Board of Trustees	100.00% 2	0.00% 0	0.00% 0	0.00% 0	0.58% 2
Q1: Classified Staff	41.51% 44	31.13% 33	1.89% 2	25.47% 27	30.81% 106
Q1: Faculty Full-time	46.61% 55	24.58% 29	5.08% 6	23.73% 28	34.30% 118
Q1: Faculty Part-time	41.57% 37	17.98% 16	5.62% 5	34.83% 31	25.87% 89
Q1: Management	68.97% 20	20.69% 6	6.90% 2	3.45% 1	8.43% 29
Institutional integrity					
	Agree	Neutral	Disagree	No opinion / I don't know	Total
Q1: Board of Trustees	100.00% 2	0.00% 0	0.00% 0	0.00% 0	0.58% 2
Q1: Classified Staff	41.51% 44	29.25% 31	1.89% 2	27.36% 29	30.81% 106
Q1: Faculty Full-time	49.15% 58	23.73% 28	4.24% 5	22.88% 27	34.30% 118
Q1: Faculty Part-time	44.94% 40	14.61% 13	7.87% 7	32.58% 29	25.87% 89
Q1: Management	65.52% 19	20.69% 6	6.90% 2	6.90% 2	8.43% 29

Reflections on SBCC 2015-16

Institutional effectiveness					
	Agree	Neutral	Disagree	No opinion / I don't know	Total
Q1: Board of Trustees	100.00% 2	0.00% 0	0.00% 0	0.00% 0	0.58% 2
Q1: Classified Staff	42.45% 45	26.42% 28	2.83% 3	28.30% 30	30.81% 106
Q1: Faculty Full-time	45.76% 54	22.88% 27	7.63% 9	23.73% 28	34.30% 118
Q1: Faculty Part-time	38.20% 34	16.85% 15	7.87% 7	37.08% 33	25.87% 89
Q1: Management	72.41% 21	17.24% 5	3.45% 1	6.90% 2	8.43% 29

Fiscal stability					
	Agree	Neutral	Disagree	No opinion / I don't know	Total
Q1: Board of Trustees	100.00% 2	0.00% 0	0.00% 0	0.00% 0	0.58% 2
Q1: Classified Staff	44.34% 47	24.53% 26	2.83% 3	28.30% 30	30.81% 106
Q1: Faculty Full-time	58.47% 69	16.10% 19	1.69% 2	23.73% 28	34.30% 118
Q1: Faculty Part-time	43.82% 39	17.98% 16	4.49% 4	33.71% 30	25.87% 89
Q1: Management	75.86% 22	17.24% 5	3.45% 1	3.45% 1	8.43% 29

	Q1: Board of Trustees	Q1: Classified Staff	Q1: Faculty Full-time	Q1: Faculty Part-time	Q1: Management	Total
Additional comments and suggestions for improvement	1	3	9	6	0	19

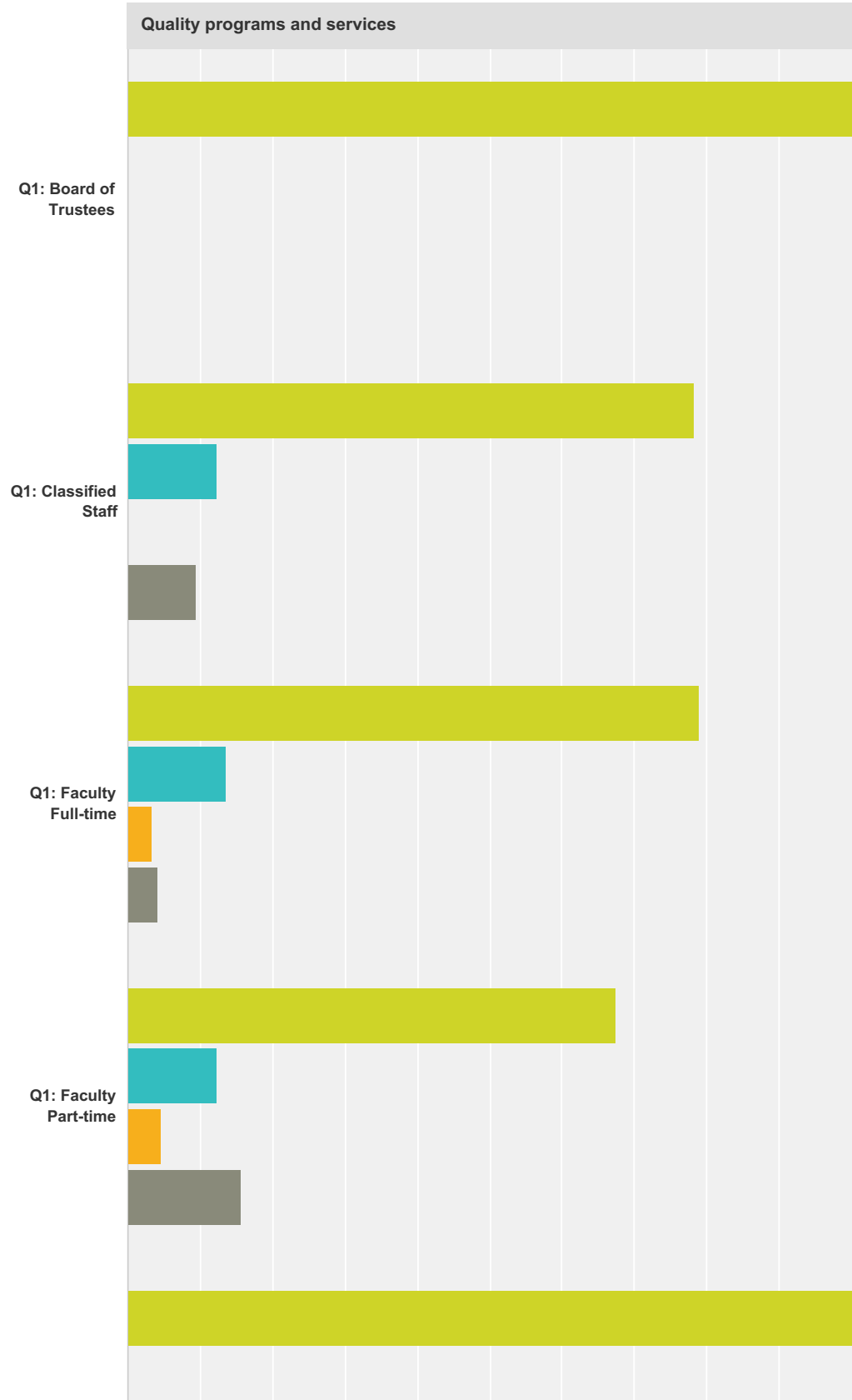
#	Q1: Board of Trustees	Date
1	Several trustees have worked on policies with the committee to assure these areas of policy are clear and constructive.	2/23/2016 4:12 PM
#	Q1: Classified Staff	Date
1	Again, it seems that Continuing Education has been suffering and declining numbers show that.	3/16/2016 2:14 PM
2	The Board should set policy. But it is not that difficult for a President to do what he/she wants anyway. This particular board has gone beyond its role by get into too much detail, and has been reprimanded for it. The Board is not Administration; I still do not believe they understand that.	3/15/2016 10:41 AM
3	The reduction in FTES may cause a problem with maintaining fiscal stability. Work should have begun on dealing with this issue at the time the college decided to stop marketing to out of area students.	3/4/2016 8:41 AM
#	Q1: Faculty Full-time	Date
1	I don't know what the board of trustees does.	3/16/2016 8:05 PM
2	What they are supposed to do is not always the same as what they do do.	3/15/2016 12:49 PM
3	The Board brought SBCC to new lows with the community by pushing the failed Measure S. Too many in the community see the board as ineffective and without integrity. Losing support from community members has created a negative attitude toward SBCC and its goals because those goals are for expanded enrollments and more international students and out of area students.	3/6/2016 8:00 PM

Reflections on SBCC 2015-16

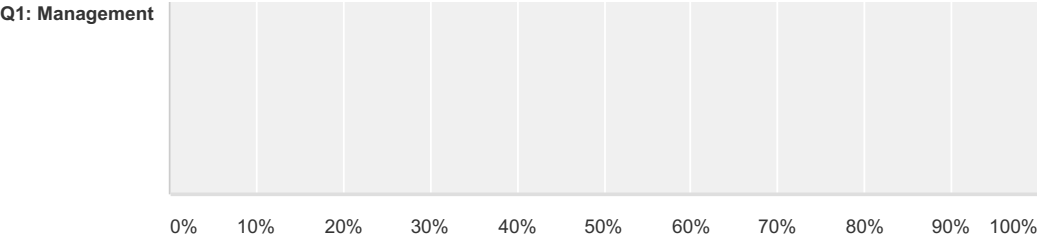
4	The institution lost its integrity by the Board and Superintendent/President failing to listen to the community, and sending proposition S for a vote. The Board also lost its integrity and effectiveness by inserting itself into college affairs, and this brought a sanction from accrediting agency. It will take several years for the community to regain trust in the Board.	3/3/2016 6:42 PM
5	The role of the board is a mystery	3/3/2016 8:55 AM
6	We are fortunate to have such an outstanding board of trustees.	3/2/2016 1:18 PM
7	I picked "Agree" because in theory that's what the Board of Trustees is supposed to do. This particular Board seems to be playing local politics more than acting like a Board.	3/2/2016 12:46 PM
8	I do not feel that reducing out of state and international students is contributing to fiscal stability. It is actually contributing to fiscal instability.	2/24/2016 10:51 AM
9	A grant was provided to accomplish a certain goal and it did not accomplish the institutional goal and nobody revisits it. Deans can lie and the administration backs them even with proof. Pat English is only in support of the college which is fine but she lied about her role getting adjuncts to open up and then be retaliated against. (Per opinions and observations)	2/23/2016 7:34 PM
#	Q1: Faculty Part-time	Date
1	I don't believe the Board of Trustees has chosen to study the One College program in depth.	3/16/2016 4:27 PM
2	The evaluation policy and procedure for adjuncts is flawed and needs re-hauling. For example, for an evaluator to go into your class, and in your absence informs students to write the most negative comments about their instructor on their student survey comments section is a violation of the whole concept and reason for the evaluations: to support each other with helpful advice on any improvements we can make to our teaching. Purposely steering our students to write condemning comments pre-determines bad evaluations, which has the knock on effect of being let go or demoted somehow (e.g. only given one class instead of two in future semesters). My suggestion for improvement of this evaluation procedure is to have a neutral person in the room when the evaluator is alone with the students, to act as an arbiter of justice basically, to remind the evaluator of the purpose of these evaluations, and keep them on track with their role in it, to evaluate us objectively and fairly. The mere presence of this neutral party would ensure that evaluators do not influence students to write bad evals. or do anything else that would make the evaluation unfair. Without this additional person, we have no proof that evaluators are doing their jobs properly. I've recently had to file a grievance due to an unfair evaluation that I was given, and this revealed itself as one of the problems, and why I got a bad eval. I would hate any other adjunct to go through what I had to go through, so revising this policy this way would be a step forward to ensuring that all adjuncts get 'fairly' evaluated.	3/2/2016 5:08 PM
3	I would like to see the BoT be more informed and more independent of the president. I'd like to see them reach out to community members to get a balanced opinion and not depend on the SBCC insiders to inform them. Go directly to the faculty, community members, students, etc who may be affected by their decisions. (Ex's: cutting all of Adult Ed; how student success money is being allocated)	3/2/2016 3:33 PM
4	I agree for the old board, and not for the new board, a bunch of political hacks.	2/23/2016 2:14 PM
5	Assure is the wrong word. "Assure" means to state that something is so. "Ensure" means to make sure something happens. Ensure is what I think the question means. "Insure" means to accept payment in return for a promise to pay out if a specific risk occurs. Precision in language matters in an educational institution.	2/23/2016 12:35 PM
6	Not sure how I feel about the board. I think they're generally good people, but I'm not convinced they're particularly well informed or have a coherent plan. Also, it's hard to compare what they actually decide with the alternatives they may have considered.	2/23/2016 12:04 PM
#	Q1: Management	Date
	There are no responses.	

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

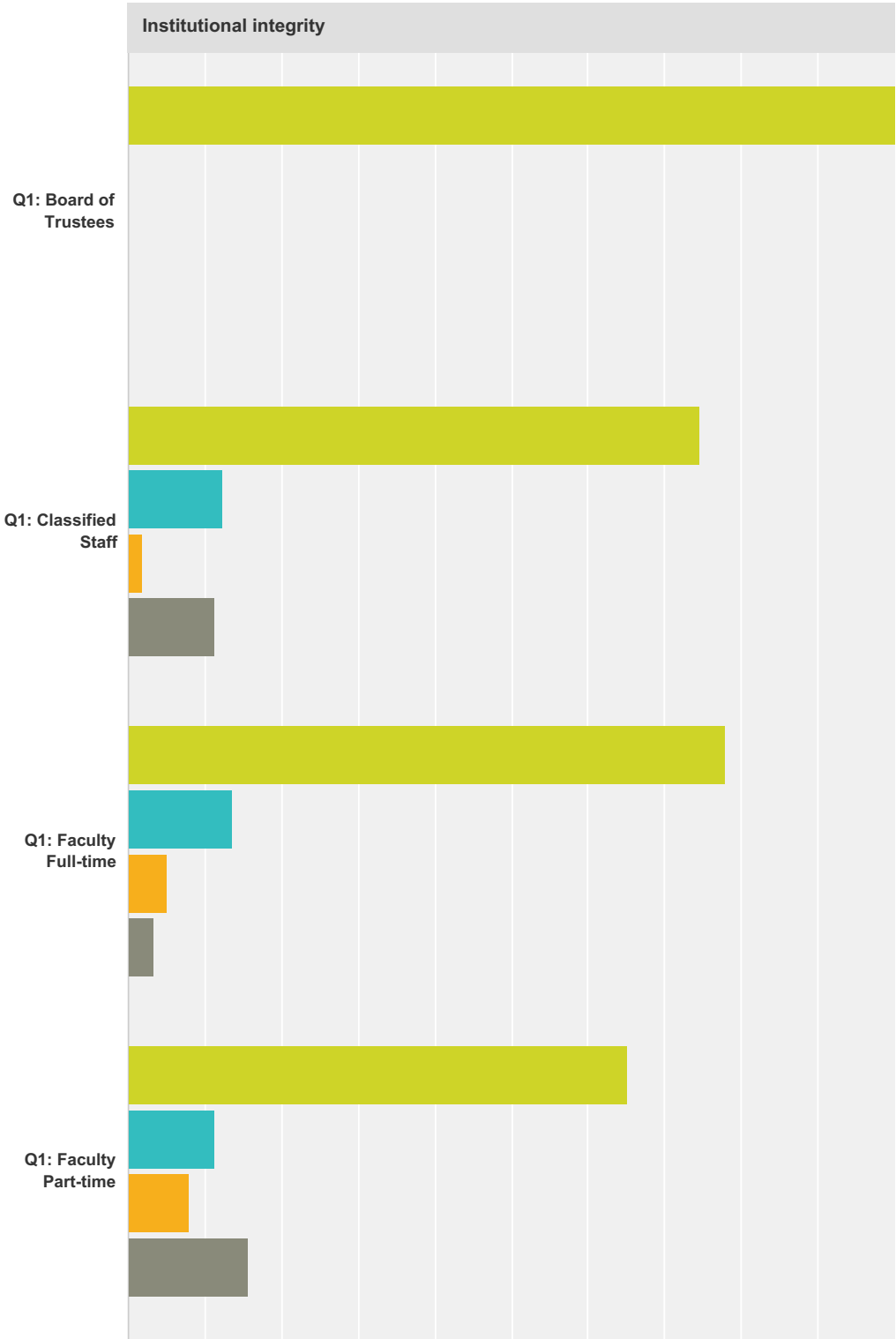
Answered: 344 Skipped: 49



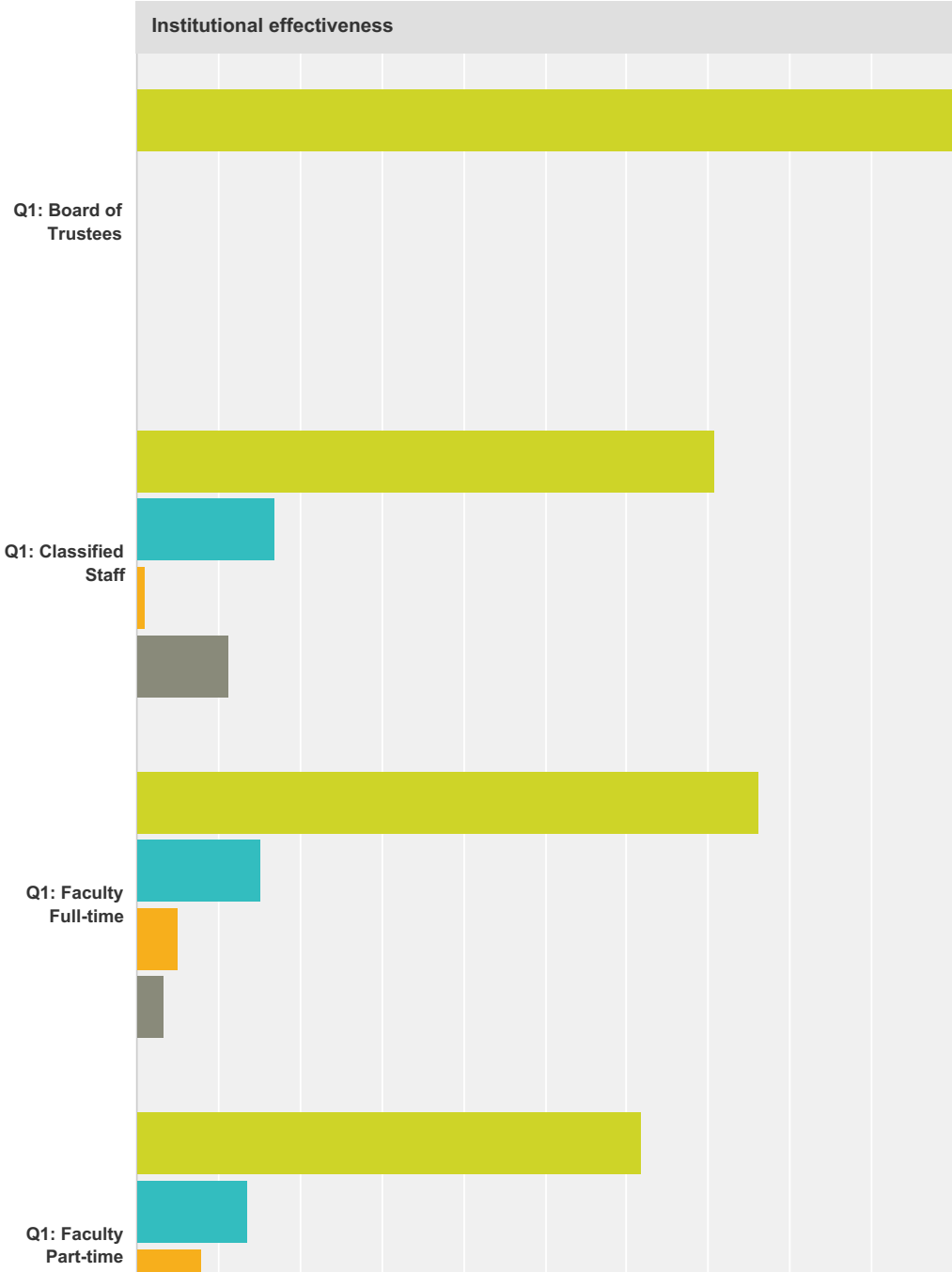
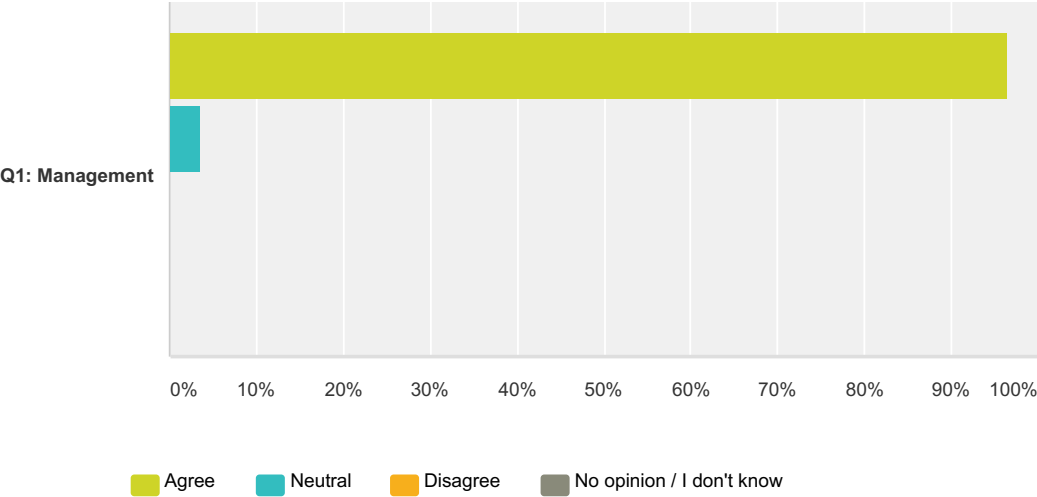
Reflections on SBCC 2015-16



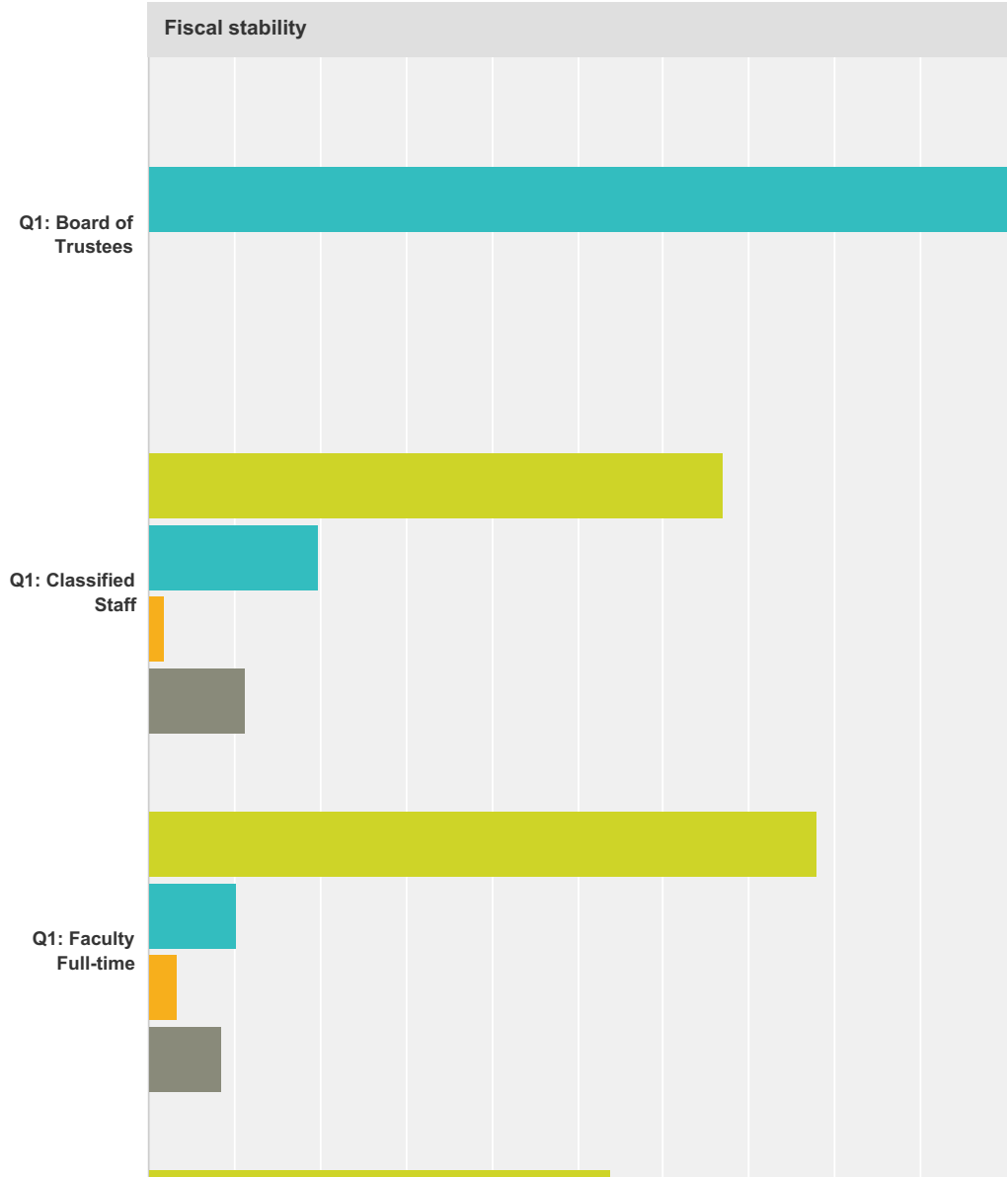
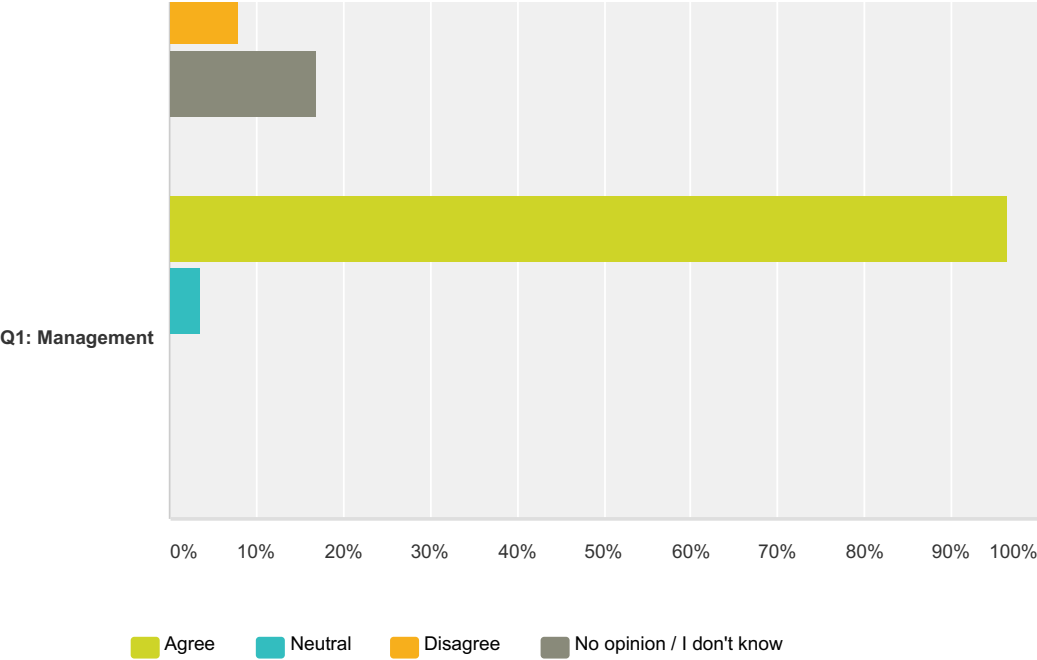
Agree Neutral Disagree No opinion / I don't know



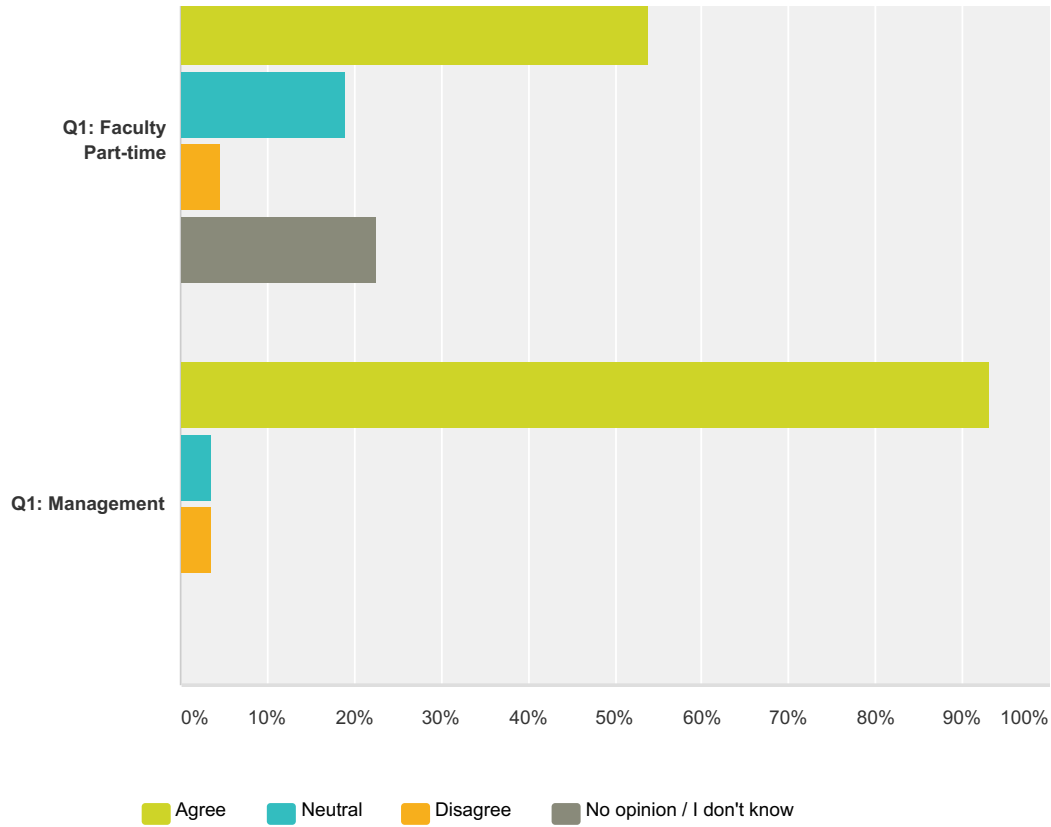
Reflections on SBCC 2015-16



Reflections on SBCC 2015-16



Reflections on SBCC 2015-16



Quality programs and services					
	Agree	Neutral	Disagree	No opinion / I don't know	Total
Q1: Board of Trustees	100.00% 2	0.00% 0	0.00% 0	0.00% 0	0.58% 2
Q1: Classified Staff	78.30% 83	12.26% 13	0.00% 0	9.43% 10	30.81% 106
Q1: Faculty Full-time	78.81% 93	13.56% 16	3.39% 4	4.24% 5	34.30% 118
Q1: Faculty Part-time	67.42% 60	12.36% 11	4.49% 4	15.73% 14	25.87% 89
Q1: Management	100.00% 29	0.00% 0	0.00% 0	0.00% 0	8.43% 29
Institutional integrity					
	Agree	Neutral	Disagree	No opinion / I don't know	Total
Q1: Board of Trustees	100.00% 2	0.00% 0	0.00% 0	0.00% 0	0.58% 2
Q1: Classified Staff	74.53% 79	12.26% 13	1.89% 2	11.32% 12	30.81% 106
Q1: Faculty Full-time	77.97% 92	13.56% 16	5.08% 6	3.39% 4	34.30% 118
Q1: Faculty Part-time	65.17% 58	11.24% 10	7.87% 7	15.73% 14	25.87% 89
Q1: Management	96.55% 28	3.45% 1	0.00% 0	0.00% 0	8.43% 29

Reflections on SBCC 2015-16

Institutional effectiveness					
	Agree	Neutral	Disagree	No opinion / I don't know	Total
Q1: Board of Trustees	100.00% 2	0.00% 0	0.00% 0	0.00% 0	0.58% 2
Q1: Classified Staff	70.75% 75	16.98% 18	0.94% 1	11.32% 12	30.81% 106
Q1: Faculty Full-time	76.27% 90	15.25% 18	5.08% 6	3.39% 4	34.30% 118
Q1: Faculty Part-time	61.80% 55	13.48% 12	7.87% 7	16.85% 15	25.87% 89
Q1: Management	96.55% 28	3.45% 1	0.00% 0	0.00% 0	8.43% 29

Fiscal stability					
	Agree	Neutral	Disagree	No opinion / I don't know	Total
Q1: Board of Trustees	0.00% 0	100.00% 2	0.00% 0	0.00% 0	0.58% 2
Q1: Classified Staff	66.98% 71	19.81% 21	1.89% 2	11.32% 12	30.81% 106
Q1: Faculty Full-time	77.97% 92	10.17% 12	3.39% 4	8.47% 10	34.30% 118
Q1: Faculty Part-time	53.93% 48	19.10% 17	4.49% 4	22.47% 20	25.87% 89
Q1: Management	93.10% 27	3.45% 1	3.45% 1	0.00% 0	8.43% 29

	Q1: Board of Trustees	Q1: Classified Staff	Q1: Faculty Full-time	Q1: Faculty Part-time	Q1: Management	Total
Additional comments and suggestions for improvement	1	5	11	8	3	28

#	Q1: Board of Trustees	Date
1	We have had more funding than most colleges. I don't know how we would/will do in fostering these areas if the funding gets tight.	2/23/2016 4:12 PM
#	Q1: Classified Staff	Date
1	She is the Best advocate for students, staff and the community. She has brought to this campus, additional safety measures and emergency training. She is an excellent communicator at all levels. I am proud to know her.	3/16/2016 7:41 PM
2	I've heard Lori speak about these things, however, I don't know the extent to which things happen "behind closed doors."	3/16/2016 5:15 PM
3	She is excellent. Hoping the next president is of this caliber.	3/16/2016 3:40 PM
4	The current President has been a cheerleader for SBCC but has not always gotten what makes SB and SBCC different than community colleges in other areas. And I question the current President's effectiveness. Planning and fiscal processes do not seem to have improved much.	3/15/2016 10:41 AM
5	I wish the President would have told us that she is just going to be here for few years? Not just coming here to retire with higher salary?! Specially raise all salaries in beginning of here tenure here, including her self's..	3/2/2016 1:31 PM
#	Q1: Faculty Full-time	Date
1	I think Lori is a wonderful leader. I use her as a personal role model.	3/16/2016 9:22 PM
2	What a difference Lori has made. She had vision and I hope we find someone with the integrity and grit of Lori Gaskin.	3/16/2016 2:07 PM

Reflections on SBCC 2015-16

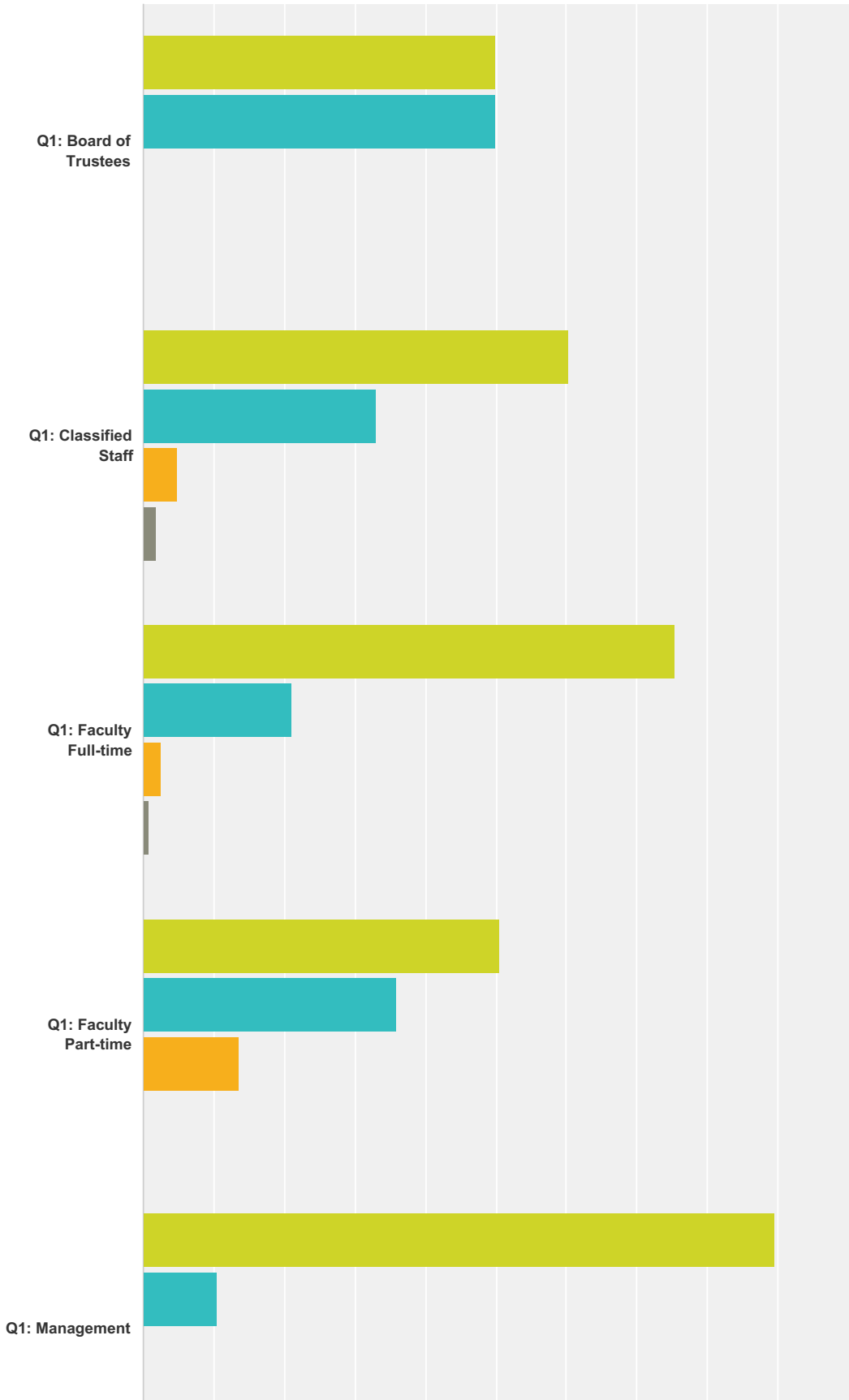
3	There are programs that are not financially or student justified that exist for political reasons.	3/15/2016 2:53 PM
4	I'm assuming you mean the position vs President Gaskin? (I would give her the same marks as I gave the position.)	3/15/2016 12:49 PM
5	Lori Gaskin is a supportive person, but I don't know what she is doing to insure institutional integrity. What does this even mean? As far as fiscal stability, I am a teacher and that is my job expertise. I don't know about the budget and expect those that were hired to do so to deal with it.	3/15/2016 10:16 AM
6	Lori brought SBCC to new lows with the community by pushing the failed Measure S. Too many in the community see Lori Gaskin as dishonest and without integrity. Losing support from community members has created a negative attitude toward SBCC and its goals because those goals are for expanded enrollments and more international students and out of area students.	3/6/2016 8:00 PM
7	The institution lost its integrity in the Superintendent/President because she failed to listen to the community. The community feels lied to by the president and college when Proposition S was pushed on them. This breach of trust will require a new president and years of service for the community to regain trust in the college.	3/3/2016 6:42 PM
8	The Monday Morning Updates emails are very informative. I always read them. Thank you very much for sending.	2/27/2016 2:03 PM
9	Lori has been great!	2/23/2016 10:15 PM
10	The president has never been involved in the large initiatives that I have been part of. I have never had a conversation with the president even though I am part of HUGE SBCC programs. Faculty voices don't seem to be heard by the president. Effectiveness of the institution based on what? Fiscal stability I cannot comment on- What I know is only through the grapevine.	2/23/2016 7:34 PM
11	Lori is amazing. She is going to be a hard act to follow.	2/23/2016 12:32 PM
#	Q1: Faculty Part-time	Date
1	Once again, I only speak to the One College badly managed program and its implementation, which Lori Gaskin seems to have had no hand in it, thus letting it be a disaster. I wish she had taken it on, since she seems a marvelous leader who could have had things go differently.	3/16/2016 4:27 PM
2	Laurie in my opinion, so I could be wrong, but it seemed that she was not invested in this institution, just passing her time. So it did not surprise me to read her notice of retirement. We are not doing enough to be more connected with and supportive of our community. For example, we could hold farmers markets on campus, many more activities that bring members of the community to campus, like a 'plant and garden day' once a month that's free to SB residents, and they get a tour of the plants and flowers etc in bloom that time of the year in SBCC horticultural gardens and areas of flora and fauna around campus, another month could be on how to go 'green' or stay green. The Ceramics or Sculpture dept. could to a demonstration of making these things one day out of the semester, another free activity, and then we could serve refreshments afterwards, which funds to go towards these depts. to help them buy art materials or for students to help them buy their art supplies. The list goes on, ...	3/2/2016 5:08 PM
3	The integrity of SBCC has been down for the last 2 presidents. Maybe the new one will restore trust by better serving the community in which it sits.	3/2/2016 3:33 PM
4	The record has been mixed; some attitudes/policies have been destructive.	2/25/2016 12:43 PM
5	Lori has been amazing. I answer these questions this way based purely on her leadership over the past four years.	2/23/2016 9:16 PM
6	Under our last President, we achieved the status of being the number one CC in the country. However, all that glory went to this President who did nothing to achieve it that honor. Furthermore, the last President (Andrea) knew me and many other adjuncts, always spoke to us and made me feel included at this college. The current President has frequently made it clear that adjuncts and their contributions are not even on her radar. So glad we will get someone new and hopeful for a better leader.	2/23/2016 2:49 PM
7	I think we have been well led by Lori Gaskin. I am sorry that she will be leaving this year.	2/23/2016 12:35 PM
8	This question is horrendously worded. Am I answering whether the president's leadership promotes/fosters these things? Or am I answering whether the president is the leader of the college in promoting/fostering these things? Those are totally different questions. My answer is: the president works very hard to do what she thinks is best in these areas. The school in general does a decent job in these areas. The actual areas are way too broad to answer the question in any meaningful way, however. You want to know about "quality", "integrity", "effectiveness", and "stability" but provide no useful comparisons or alternatives or definitions of those things. I therefore cannot answer this ridiculous question. Instead, I will say that the president is a good person who does her best. I don't always agree with her or love her management style, but I trust her vision of what she wants the school to be and am happy to follow her.	2/23/2016 12:04 PM
#	Q1: Management	Date
1	Her strong point.	3/15/2016 1:39 PM

Reflections on SBCC 2015-16

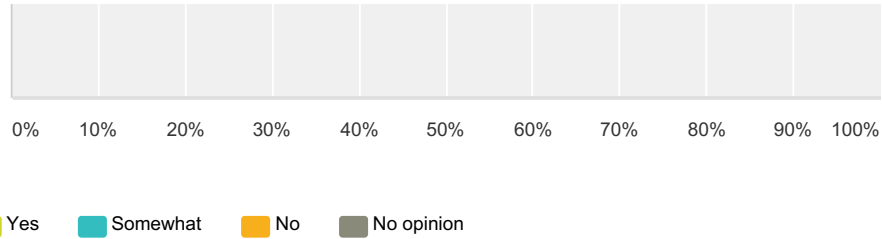
2	Lori's retirement is truly a loss for the college. I hope we move in the right direction hiring a new president that fosters a decentralized leadership model.	2/23/2016 12:44 PM
3	Lori has provided outstanding leadership and has helped the institution to redefine its vision.	2/23/2016 11:46 AM

Q16 Do you feel a part of SBCC?

Answered: 344 Skipped: 49



Reflections on SBCC 2015-16



	Yes	Somewhat	No	No opinion	Total
Q1: Board of Trustees	50.00% 1	50.00% 1	0.00% 0	0.00% 0	0.58% 2
Q1: Classified Staff	60.38% 64	33.02% 35	4.72% 5	1.89% 2	30.81% 106
Q1: Faculty Full-time	75.42% 89	21.19% 25	2.54% 3	0.85% 1	34.30% 118
Q1: Faculty Part-time	50.56% 45	35.96% 32	13.48% 12	0.00% 0	25.87% 89
Q1: Management	89.66% 26	10.34% 3	0.00% 0	0.00% 0	8.43% 29
Total Respondents	225	96	20	3	344
Additional comments					Total
Q1: Board of Trustees	0				0
Q1: Classified Staff	7				7
Q1: Faculty Full-time	2				2
Q1: Faculty Part-time	20				20
Q1: Management	0				0

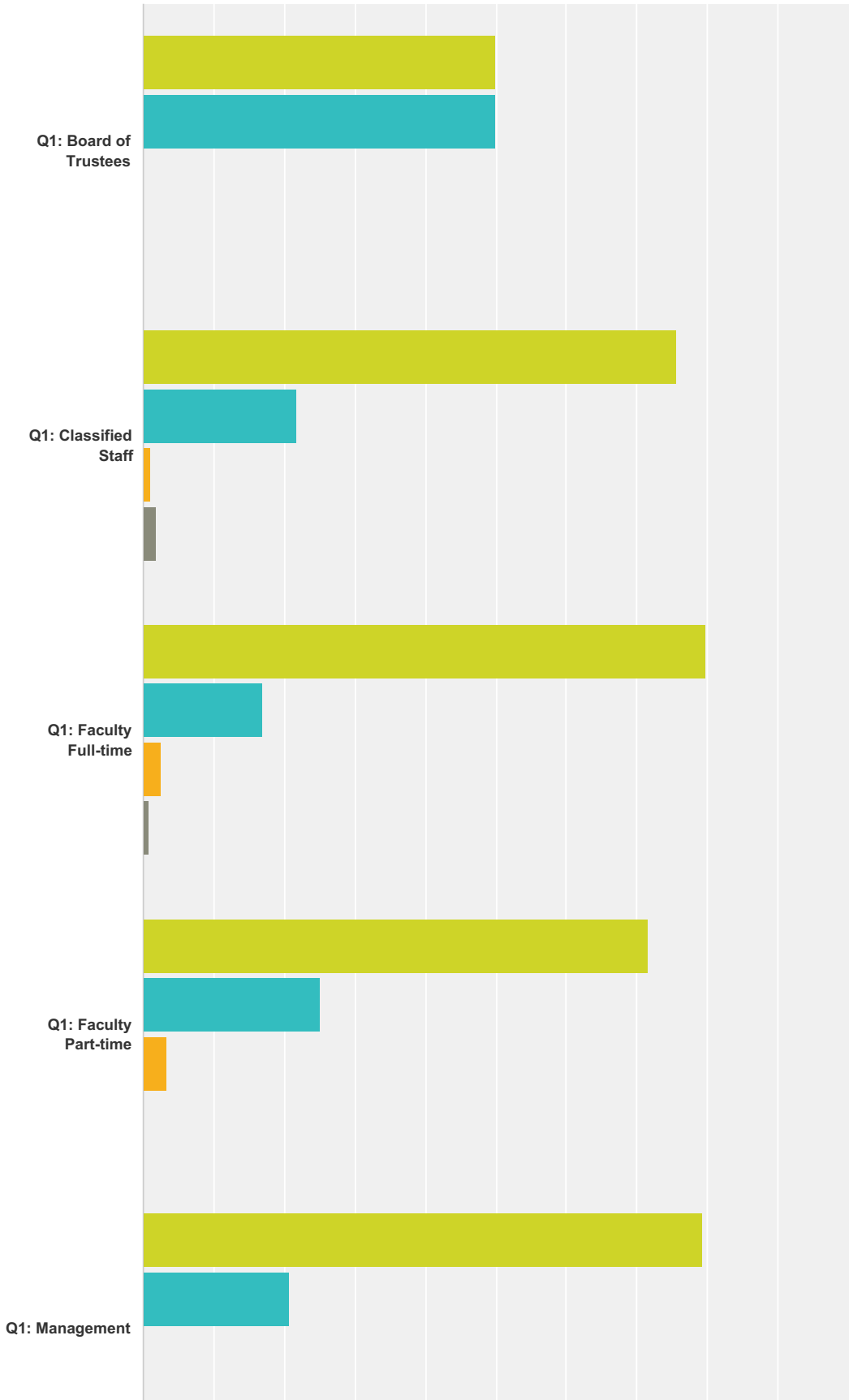
#	Q1: Board of Trustees	Date
	There are no responses.	
#	Q1: Classified Staff	Date
1	I am constantly having trouble with my pay. I know Banner sucks, but I am only one of hundreds of employees on campus and sometimes I feel singled out. I have been here 5 years and have some issue with my pay every year.	3/17/2016 8:30 AM
2	Though I feel like my voice may not be hear, I do feel a part of SBCC because I work so closely with the students. I see the successes they make and this helps me to see that my department is doing a good job and that the student is the driving force behind the continuation of this college. Without the students, we would all be without a job.	3/16/2016 5:17 PM
3	I work in Human Resources and feel a very large part of this campus	3/16/2016 1:55 PM
4	Staff is important only when they are overworked, but in reality they don't have a voice.	3/15/2016 11:50 AM
5	I do feel a part of SBCC. That is why I am frustrated that there isn't more and better planning for what happens on campus.	3/15/2016 10:50 AM
6	Loved when needed, hated when not.	2/23/2016 1:28 PM
7	It depends. There is definitely a division between administrators, faculty and staff.	2/23/2016 1:13 PM
#	Q1: Faculty Full-time	Date
1	Not supported by Administration. Particularly Dean. And no mechanism to provide candid feedback at dean level because there is suddenly this year no anonymous or professional based Dean evaluation procedure.	3/15/2016 2:56 PM
2	Too many changes have occurred that exclude staff in decision processes. The consultation of staff, when it occurs, is superficial. Little meaningful consultation is done because it really isn't wanted. Administrators do just enough to give the appearance of consultation, but most of the time decisions are already made.	3/3/2016 6:47 PM

Reflections on SBCC 2015-16

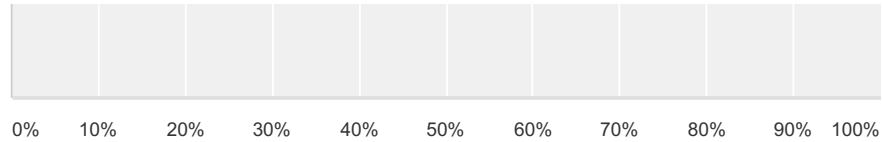
#	Q1: Faculty Part-time	Date
1	Though, as an adjunct, I am a second-class citizen and have little or no voice in decision making, even at the departmental level.	3/17/2016 7:42 AM
2	The beginning of the semester kickoff is wonderful. It makes me feel energized and ready to start the new semester.	3/16/2016 4:36 PM
3	I wish I could teach full time at SBCC	3/16/2016 2:59 PM
4	I am at Wake so we are out of the loop with Main Campus except for constant emails about events on Main Campus that don't concern us.	3/16/2016 2:32 PM
5	I would like to be more involved, but I only work part-time. I wish that I could work here full-time.	3/16/2016 7:14 AM
6	I just started working at SBCC this semester as an adjunct faculty after working at UCSB for 20+ years.	3/15/2016 10:55 PM
7	Not really. I feel part of my small department, but I don't even have an office in which to hold office hours. I hold office hours in the little preparation room behind PS 101.	3/7/2016 9:27 AM
8	I started at SBCC 17 years ago as a ESL student and now, I am teaching a Spanish class here. I love SBCC.	3/3/2016 11:39 AM
9	Adjunct faculty	3/2/2016 5:38 PM
10	Based on my comments thus far, I think it's evident! But if these suggestions (or similar ones) are put in place , yes, I would feel like part of SBCC.	3/2/2016 5:12 PM
11	If I only worked at non-credit or CLL, I would say NO I don't feel a part of SBCC. But since I now work at the credit side too I feel more included.	3/2/2016 3:40 PM
12	As a dedicated adjunct faculty member who has consistently excellent evaluations (and a PhD), I am horrified at the lack of job security. All we ask is a guarantee of two classes per semester and even that is not provided. It's an exploitative system.	3/2/2016 12:20 PM
13	Absolutely	2/28/2016 8:50 AM
14	Yes and No. Yes, because I love working here. No because I do not have job security as an adjunct.	2/24/2016 3:39 AM
15	I am very thoughtfully included by my co-workers in my department and campus-wide and have felt very engaged to the extent that my schedule allows.	2/23/2016 9:17 PM
16	I have made a place for myself at SBCC and have made much effort to be a part of this institution. After many years of collegial efforts, I still encounter full-time faculty in my department who act as if I don't even exist and won't respond when I say hello. After many years of attending every faculty meeting in my department and contributing to discussions and extra efforts, I am excluded from the decision not to attend, when our chair excluded all adjuncts from decision making, after she lured us into a lively discussion about whether portfolio papers should be 2 or 2.5 pages long. Very insulting, very discouraging. Makes me feel invisible and makes me feel excluded. So, I could not honor myself or my teaching and continue to degrade my professional life by allowing someone to treat me and my contributions as if they meant nothing. This happens all over campus. Open your eyes!!!	2/23/2016 3:22 PM
17	I have taught at SBCC for 44 years and feel more disassociated with it as time goes on.	2/23/2016 2:16 PM
18	Who wrote these questions? In a literal sense, yes. In a metaphorical sense, probably? I mean, I guess so?	2/23/2016 12:05 PM
19	Adjuncts are treated as second class citizens.	2/23/2016 12:03 PM
20	I am part-time, but feel that I am informed and part of the SBCC community.	2/23/2016 11:52 AM
#	Q1: Management	Date
	There are no responses.	

Q17 Are you happy working here?

Answered: 343 Skipped: 50



Reflections on SBCC 2015-16



■ Yes
 ■ Somewhat
 ■ No
 ■ No opinion

	Yes	Somewhat	No	No opinion	Total
Q1: Board of Trustees	50.00% 1	50.00% 1	0.00% 0	0.00% 0	0.58% 2
Q1: Classified Staff	75.47% 80	21.70% 23	0.94% 1	1.89% 2	30.90% 106
Q1: Faculty Full-time	79.66% 94	16.95% 20	2.54% 3	0.85% 1	34.40% 118
Q1: Faculty Part-time	71.59% 63	25.00% 22	3.41% 3	0.00% 0	25.66% 88
Q1: Management	79.31% 23	20.69% 6	0.00% 0	0.00% 0	8.45% 29
Total Respondents	261	72	7	3	343
Additional comments					Total
Q1: Board of Trustees					1
Q1: Classified Staff					10
Q1: Faculty Full-time					18
Q1: Faculty Part-time					19
Q1: Management					2

#	Q1: Board of Trustees	Date
1	Note: As a Trustee	2/23/2016 4:13 PM
#	Q1: Classified Staff	Date
1	I love my job, I love most of my coworkers, but communication with some coworkers has unfortunately fallen into a 3 way conversation between coworker and my manager. I feel some who know how to play the Union get away with doing only a fraction of their job description and are constantly able to change their duties although their job description clearly states that it is their responsibility. In other words, I do the work of Accounting Tech II although I am only Accounting Tech I.	3/17/2016 8:30 AM
2	I do love working here. For the same reason I stated above.	3/16/2016 5:17 PM
3	I love this college and the ethics it represents. I will be here until retirement	3/16/2016 1:55 PM
4	I just wish there was more room for growth and funding for these positions in certain departments.	3/16/2016 9:18 AM
5	I love working with students.	3/15/2016 11:50 AM
6	I enjoy what I do here. Otherwise I would be working somewhere else. I would still like to see SBCC's planning process improve and be able to have real input in planning.	3/15/2016 10:50 AM
7	I love working at SBCC.	3/4/2016 8:42 AM
8	The people who work here are amazing! We have a very open, welcoming and inclusive culture. It is an honor and a privilege to be part of the SBCC family.	3/1/2016 2:57 PM
9	I love SBCC, wonderful staff and students	2/29/2016 11:03 AM
10	Very political.	2/23/2016 1:28 PM
#	Q1: Faculty Full-time	Date

Reflections on SBCC 2015-16

1	This is the best work I have ever had the pleasure of doing. It is a JOY to work with the students. I only wish there was more time in a day so that I could do an even better job for them!	3/16/2016 9:23 PM
2	I feel overworked. Standards or expectations of involvement in a myriad of departmental activities are high.	3/16/2016 8:06 PM
3	I love working here!	3/16/2016 5:08 PM
4	In spite of the old furniture in my classrooms and the filthy floors, I love SBCC! The faculty are indeed fortunate to have the forward thinking administrators (Lori!) and the amazing supportive staff that make our jobs a lot easier.	3/16/2016 2:09 PM
5	The current dean related politics and abuse of power make it a hostile environment which is unfortunate because for many years it was a very supportive and happy place to work.	3/15/2016 2:56 PM
6	My job is my life. I work at it all the time. I get about 5 hours of sleep a night. This is not healthy, but to do a good job for my students and to make enough money to live in SB county, this is what I need to do. So, I love my job. I love my students. I like SBCC, but what I/we are asked to do is too much.	3/15/2016 12:52 PM
7	The core to my job is teaching. I love my students and feel that I am helping them towards their academic goals. However, the facilities leave much to be desired.	3/15/2016 10:17 AM
8	working at SBCC is a honor	3/6/2016 1:53 PM
9	I've seen a serious decline in employee satisfaction with administrators and with the college. People are not really happy but they don't think there is anything that can be done to change the college culture. So they just mark the clock waiting for retirement.	3/3/2016 6:47 PM
10	I would be happier if: 1) Lori is NOT allowed to retire! 2) Robert Else plays grand piano every Friday in the Friendship Plaza.	3/3/2016 8:56 AM
11	I am very grateful to have the opportunity to work at SBCC. It is a great college at which to be a student or an employee. I feel I am always treated very fairly and am well supported. All of my colleagues are professional , competent and pleasant people with whom to work.	2/27/2016 2:12 PM
12	Lately, there seems to be more tension between faculty and administration. I don't understand where this is coming from.	2/26/2016 1:34 AM
13	I love SBCC!	2/24/2016 10:03 PM
14	I love my students and the work I do. I love my office.	2/23/2016 10:16 PM
15	I work until wee hours of the night because ethically I believe I owe it to the students. The college does not support faculty in general and thus many instructors will not do what it takes to meet our mission! NOTE: Deans are charged with more and may not be able to effectively support faculty Or may be evaluated on different measures thus focusing on what they are measured on. SBCC needs a reset button to look at the institutional goals, budget, dean and faculty requirements and the connectedness of the support services.	2/23/2016 7:37 PM
16	This is a fantastic place to work!	2/23/2016 6:11 PM
17	Absolutely.	2/23/2016 1:49 PM
18	Very happy!!!	2/23/2016 1:28 PM
#	Q1: Faculty Part-time	Date
1	Yes, I love being in the classroom. All adjuncts, however, carry a certain degree of anxiety based upon job insecurity and lack of voice. This past semester's class cancellations, for example, were particularly painful to many adjuncts in my department and across the campus.	3/17/2016 7:42 AM
2	As an adjunct, I'm very happy at sbcc. The people are supportive and friendly. The students are wonderful too. Some try very hard and some need extra support.	3/16/2016 4:36 PM
3	I am happy when teaching. I am not happy when politics matter more than offering quality education to our students. Nor when internal mismanagement cause me and my students to suffer the consequences.	3/16/2016 4:29 PM
4	I love SBCC and my American Dream is to teach full time at this magnificent institution one day.	3/16/2016 2:59 PM
5	Because of the students. Otherwise, the politics are a cess pool of favoritism, saving face and strong egos, especially among women.	3/16/2016 2:40 PM
6	I am grateful to have my job! I have wonderful colleagues and am able to use my skills, talents, and abilities to help students succeed.	3/16/2016 7:14 AM

Reflections on SBCC 2015-16

7	Yes because I love the students and I love my department members. I don't participate in governance because I don't have the time nor interest, but I enjoy my time here and the freedom my department gives me to do my best to use the latest data, technology, and teaching methods to the best extent that I can, given the limited resources available. And I am so appreciative of Don Ion, the physics demonstration technologist, for lending me his equipment whenever I ask for physics demos for my astronomy classes.	3/7/2016 9:27 AM
8	I love it!, It has been my dream come true; although my utopia would be teaching full time.	3/3/2016 11:39 AM
9	not right now due to the grievance I was forced to file, and the hardships it created (loss of employment, depression, stress-related illnesses...), and due to this mistreatment being ongoing.	3/2/2016 5:12 PM
10	I love teaching and appreciate the high quality of instruction and support services we offer our students. The vast majority of my colleagues are wonderful, dedicated workers who are a pleasure to work with. There are some teachers who should retire and some who play favorites and abuse their power. This makes it unpleasant to work in my department and is a great disservice to the students. There should be term limits for department chairs to minimize the abuse of power.	3/2/2016 3:40 PM
11	I love teaching. I do not love feeling dispensable.	3/2/2016 12:20 PM
12	I love the teaching, but find some aspects, such as mentioned above, frustrating. I find it very frustrating to not be serving students we could be without a good reason to do so.	2/28/2016 4:51 PM
13	Ecstatic	2/28/2016 8:50 AM
14	I love SBCC. I began as foreign student here 17 years ago, and now I am a teacher. The American dream is true. Thank you SBCC for the opportunity.	2/25/2016 12:43 PM
15	I love SBCC!	2/24/2016 3:57 PM
16	Awesome job. Love it.	2/23/2016 9:17 PM
17	I love teaching.	2/23/2016 7:35 PM
18	Long time adjunct instructors are treated extremely poorly in my department.	2/23/2016 2:16 PM
19	My department (math) is fantastic. They put the students first and have high standards. 95% of what I do here is math- or IA-related, and both of those organizations are wonderful.	2/23/2016 12:05 PM
#	Q1: Management	Date
1	VERY!	3/2/2016 1:29 PM
2	A bit more overworked than in the past. Feel overwhelmed much of the time with the pace and the demands placed on us for new projects, etc.	2/23/2016 11:46 AM