

Taft College
Institutional Effectiveness Survey 2014

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The 2014 Taft College Institutional Effectiveness Survey was conducted and analyzed as part of the ongoing efforts to improve effectiveness in all areas of the College.

The survey consisted of 99 questions addressing areas of interest to thirteen departments of the College. Each department's survey questions were presented sequentially within the same section. Each section concluded with a comment box. The survey was distributed and collected through SurveyMonkey, an online survey resource that allows participant selection, restricted options for responses, data capture, and data compilation for download and analysis.

Survey respondents were presented with the following instructions prior to taking the survey:
The following questionnaire lists several functions for each non-instructional or administrative program at Taft College (Bookstore, Fiscal Services, Food Services, etc.). Reflecting on the effectiveness of the listed program over the last 12 months, please use the following scale to rate each function of the program:
1=Not Very Effective to 5=Highly Effective.
If you have had no contact with that program, mark DK=Don't know.

A total of 65 people responded to the Institutional Effectiveness Survey in May 2014. Responses of 1 (not Very Effective) through 5 (Highly Effective) were collected and documented in pdf form for analysis. Responses marked Dk (Do Not Know).

Comments made in the comment boxes were not included in the pdf. Therefore this document provides analysis of only those responses (ratings of 1-5) reported in the original pdf document.

Likert scale responses from each of the thirteen departments were used to generate an *efficiency indicator* for that department.

Each departmental analysis is presented as a separate and complete analysis such that each department may pull a separate report for ease of use.

Analysis for: TAFT COLLEGE BOOKSTORE (Q1-Q7)

Summary: Taft College Bookstore’s performance was perceived as effective in all areas.

Respondents

The effectiveness of the Taft College Bookstore was evaluated on six areas by the 65 respondents. Survey respondents could elect select ‘Do Not Know’ as a response to any question within a section of the survey. The table below shows the number of respondents who selected ‘Do Not Know’ for each question in the Taft College Bookstore section of the survey.

Table 1. Number and Percentage of All Respondents Selecting ‘Do Not Know’ for Each Question

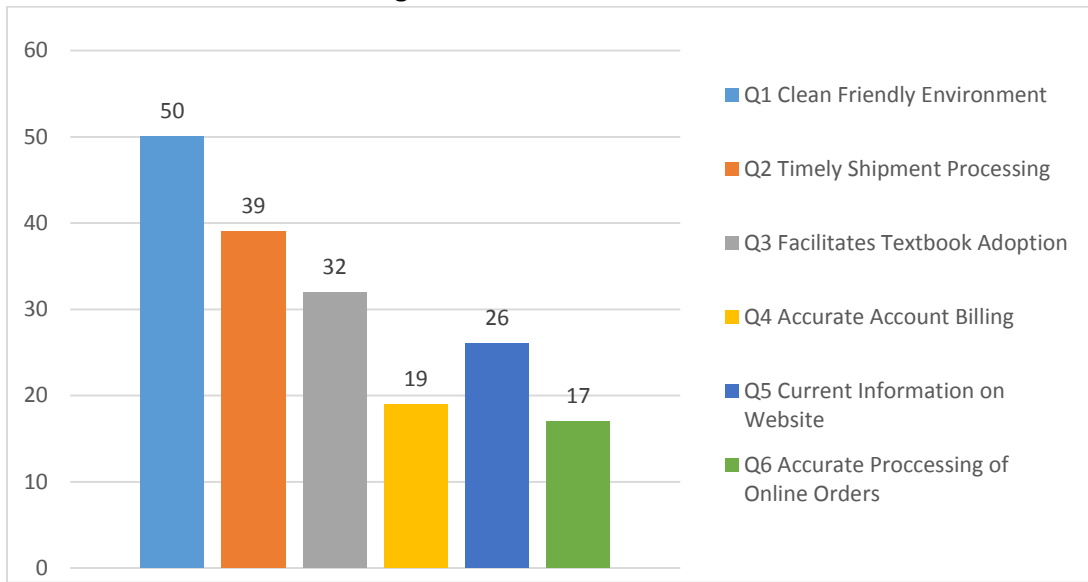
	Q1 Clean Friendly Environment	Q2 Timely Shipment Processing	Q3 Facilitates Textbook Adoption	Q4 Accurate Account Billing	Q5 Current Information on Website	Q6 Accurate Processing of Online Orders
Did Not Rate	3	18	25	32	21	44
Percentage of Respondents	5%	28%	38%	49%	32%	68%

The percentages reported in this table provide information about the general awareness of activities in the Taft College Bookstore. Notice the large percentage of respondents who selected ‘Do Not Know’ for all but the first question. This suggests many respondents have not used the services asked about in the subsequent questions.

Effectiveness Indicators

The number of respondents who selected 1 and 2 (below baseline effectiveness = $n_{r,1}+n_{r,2}$) were combined as were the number of respondents who selected 4 and 5 (above baseline effectiveness = $n_{r,4}+n_{r,5}$). The total of respondents indicating below baseline effectiveness was subtracted from the total of respondents indicating above baseline effectiveness (effectiveness difference score = $(n_{r,4}+n_{r,5})-(n_{r,1}+n_{r,2})$). The number of respondents who selected baseline effectiveness was subtracted from the difference between above and below effectiveness (effectiveness indicator = $[(n_{r,4}+n_{r,5})-(n_{r,1}+n_{r,2})] - n_{r,3}$). These calculations resulted in an *effectiveness indicator* where a positive result indicates satisfactory effectiveness and a negative score indicates a need for improvement of effectiveness. [See original report for number of responses rated 1- 5 on each question.] The figure below shows the effectiveness indicators for each question area.

Figure 1. Effectiveness Indicators for Taft College Bookstore



As can be seen in the figure above, the Taft College Bookstore was rated as effective in all areas.

Qualitative Responses

Question 7 provided an optional comment box for respondents to add additional information. Comments, if any, were not available for this analysis.

Analysis for: FISCAL SERVICES (Q8-Q15)

Summary: Fiscal Services' performance was perceived as effective in all areas.

Respondents

The effectiveness of Fiscal Services was evaluated on seven areas by the 65 respondents. Survey respondents could elect select 'Do Not Know' as a response to any question within a section of the survey. The table below shows the number of respondents who selected 'Do Not Know' for each question in the Fiscal Services section of the survey.

Table 3. Number and Percentage of All Respondents Selecting 'Do Not Know' for Each Question

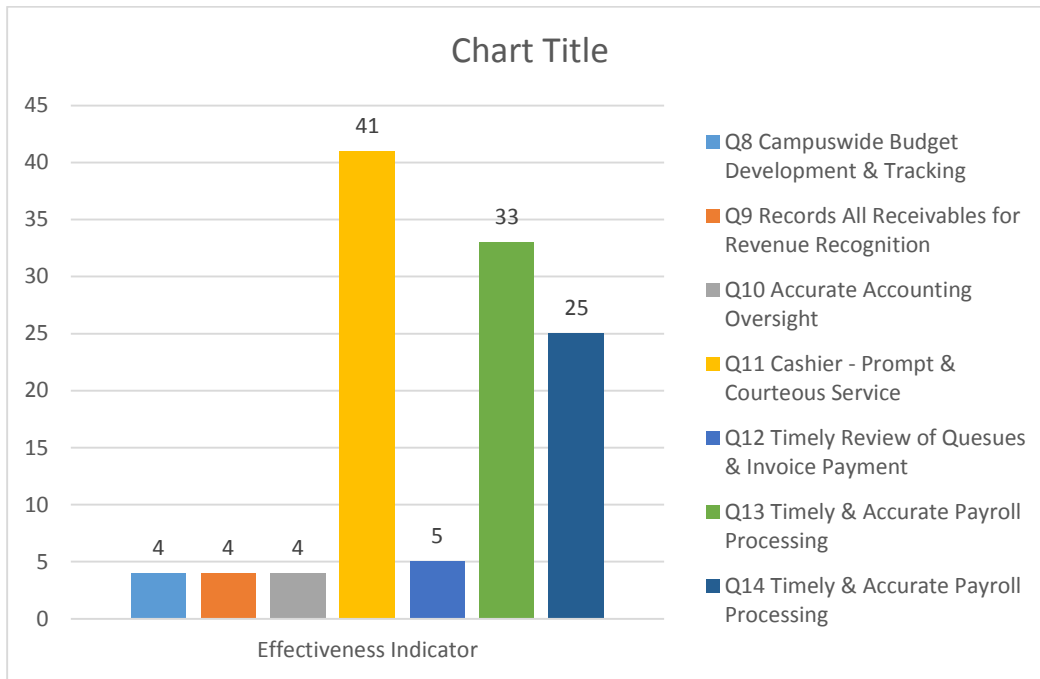
	Q8 Campuswide Budget Development & Tracking	Q9 Records All Receivables for Revenue Recognition	Q10 Accurate Accounting Oversight	Q11 Cashier - Prompt & Courteous Service	Q12 Timely Review of Quesues & Invoice Payment	Q13 Receives & Distributes Campus Mail	Q14 Timely & Accurate Payroll Processing
Did Not Rate	23	37	31	8	28	12	18
Percentage of Respondents	35.38%	56.92%	47.69%	12.31%	43.08%	18.46%	28%

The percentages reported in this table provide information about the general awareness of activities in Fiscal Services. Notice the large percentage of respondents who selected 'Do Not Know'. This suggests many respondents wanted to provide information about the Fiscal Services but were unable to respond to the questions as presented.

Effectiveness Indicators

The number of respondents who selected 1 and 2 (below baseline effectiveness = $n_{r,1}+n_{r,2}$) were combined as were the number of respondents who selected 4 and 5 (above baseline effectiveness = $n_{r,4}+n_{r,5}$). The total of respondents indicating below baseline effectiveness was subtracted from the total of respondents indicating above baseline effectiveness (effectiveness difference score = $(n_{r,4}+n_{r,5})-(n_{r,1}+n_{r,2})$). The number of respondents who selected baseline effectiveness was subtracted from the difference between above and below effectiveness (effectiveness indicator = $[(n_{r,4}+n_{r,5})-(n_{r,1}+n_{r,2})] - n_{r,3}$). These calculations resulted in an *effectiveness indicator* where a positive result indicates satisfactory effectiveness and a negative score indicates a need for improvement of effectiveness. [See original report for number of responses rated 1- 5 on each question.] The figure below shows the effectiveness indicators for each question area.

Figure 2. Effectiveness Indicators for Fiscal Services



As can be seen in the figure above, Fiscal Services was rated as effective in all areas.

Qualitative Responses

Question 15 provided an optional comment box for respondents to add additional information. Comments, if any, were not available for this analysis.

Analysis for: FOOD SERVICES (Q16-Q21)

Summary: Food Services' performance is perceived as effective in all five rated areas.

Respondents

The effectiveness of Food Services was evaluated on five areas by the 65 respondents. Survey respondents could elect select 'Do Not Know' as a response to any question within a section of the survey. The table below shows the number of respondents who selected 'Do Not Know' for each question in the Food Services section of the survey.

Table 5. Number and Percentage of All Respondents Selecting 'Do Not Know' for Each Question

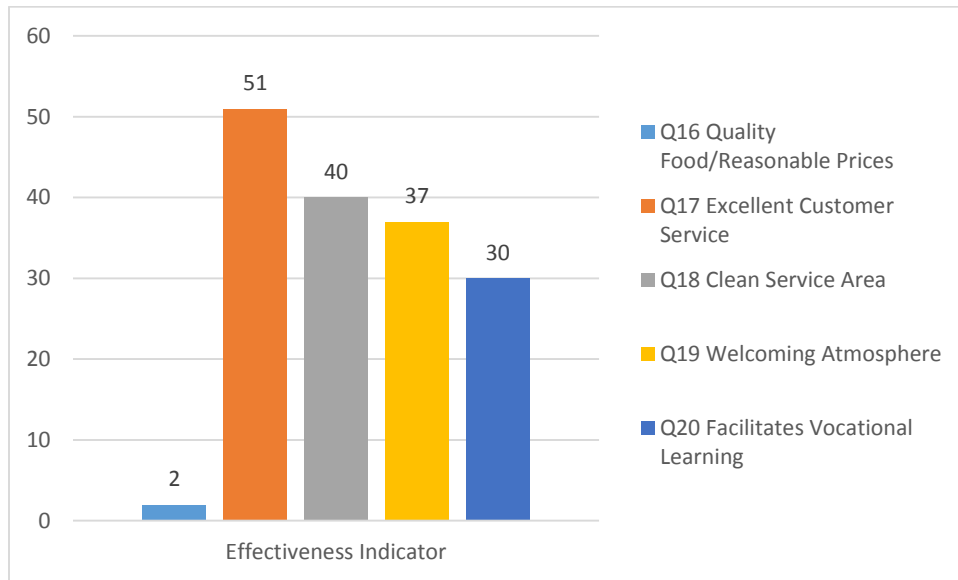
	Q.16 Quality Food	Q.17 Excellent Customer Service	Q.18 Clean Service Area	Q.19 Welcoming Atmosphere	Q.20 Facilitates Vocational Learning
Did Not Rate	1	2	1	2	23
Percentage of Respondents	1.54%	3.08%	1.54%	3.08%	35.38%

The percentages reported in this table provide information about the general awareness of activities in Food Services. Notice few respondents selected 'Do Not Know' except for the question regarding vocational learning. This may indicate a lack of awareness about the role Food Services plays in providing work experience and vocational training to students.

Effectiveness Indicators

The number of respondents who selected 1 and 2 (below baseline effectiveness = $n_{r1}+n_{r2}$) were combined as were the number of respondents who selected 4 and 5 (above baseline effectiveness = $n_{r4}+n_{r5}$). The total of respondents indicating below baseline effectiveness was subtracted from the total of respondents indicating above baseline effectiveness (effectiveness difference score = $(n_{r4}+n_{r5})-(n_{r1}+n_{r2})$). The number of respondents who selected baseline effectiveness was subtracted from the difference between above and below effectiveness (effectiveness indicator = $[(n_{r4}+n_{r5})-(n_{r1}+n_{r2}) - n_{r3}]$). These calculations resulted in an *effectiveness indicator* where a positive result indicates satisfactory effectiveness and a negative score indicates a need for improvement of effectiveness. [See original report for number of responses rated 1- 5 on each question.] The figure below shows the effectiveness indicators for each question area.

Figure 3. Effectiveness Indicators for the Food Services



Food Services was rated as effective in all five rated areas.

Qualitative Responses

Question 21 provided an optional comment box for respondents to add additional information. Comments, if any, were not available for this analysis.

Analysis for: HUMAN RESOURCES (Q22-Q30)

Summary: Human Resources' performance is perceived as effective in all areas *except* 'Maintains employee paid leave records and accurately applies and provides information in regards to leave policies and procedures'.

Respondents

The effectiveness of Human Resources was evaluated on eight areas by the 65 respondents. Survey respondents could elect select 'Do Not Know' as a response to any question within a section of the survey. The table below shows the number of respondents who selected 'Do Not Know' for each question in the Human Resources section of the survey.

Table 7. Number and Percentage of All Respondents Selecting 'Do Not Know' for Each Question

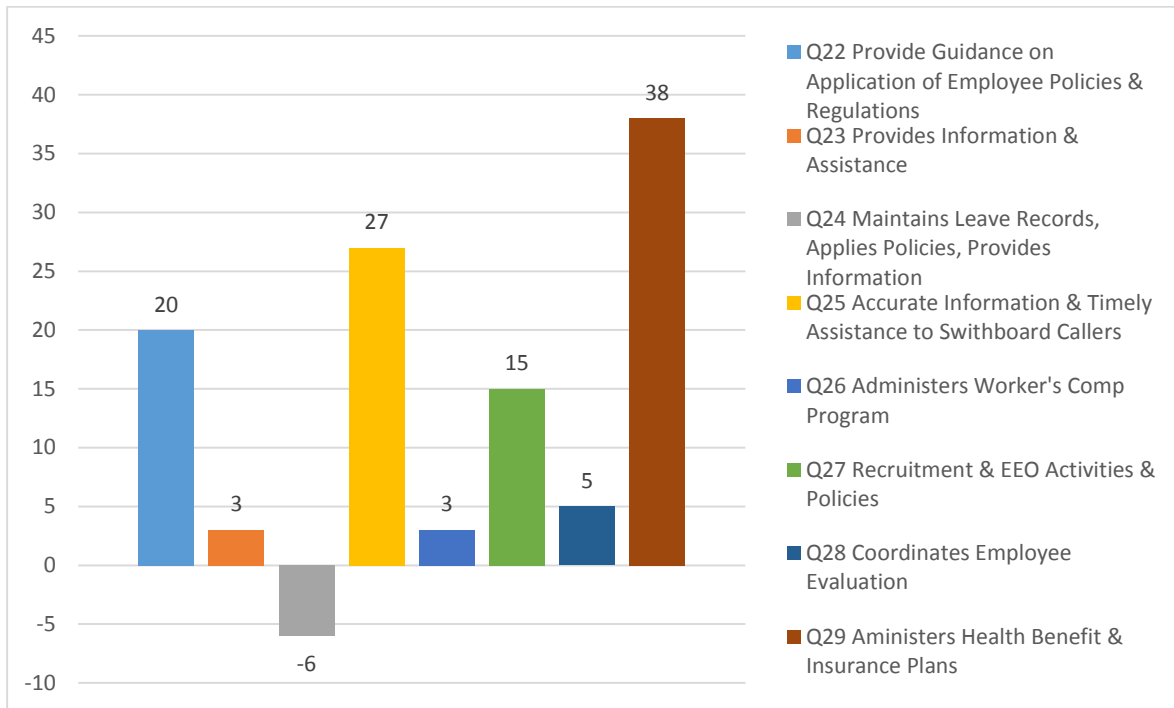
	Q22 Provide Guidance on Application of Employee Policies & Regulations	Q23 Provides Information & Assistance	Q24 Maintains Leave Records, Applies Policies, Provides Information	Q25 Accurate Information & Timely Assistance to Swiithboard Callers	Q26 Administers Worker's Comp Program	Q27 Recruitment & EEO Activities & Policies	Q28 Coordinates Employee Evaluation	Q29 Administers Health Benefit & Insurance Plans
Did Not Rate	3	2	5	10	44	30	12	5
Percentage of Respondents	4.62%	3.08%	7.69%	15.38%	67.69%	46.15%	18.46%	7.69%

The percentages reported in this table provide information about the general awareness of activities in Human Resources. Notice the large percentage of respondents who selected 'Do Not Know' for Questions 26 and 27. This suggests many respondents had no knowledge of Human Resources activities in these areas.

Effectiveness Indicators

The number of respondents who selected 1 and 2 (below baseline effectiveness = $n_{r1}+n_{r2}$) were combined as were the number of respondents who selected 4 and 5 (above baseline effectiveness = $n_{r4}+n_{r5}$). The total of respondents indicating below baseline effectiveness was subtracted from the total of respondents indicating above baseline effectiveness (effectiveness difference score = $(n_{r4}+n_{r5})-(n_{r1}+n_{r2})$). The number of respondents who selected baseline effectiveness was subtracted from the difference between above and below effectiveness (effectiveness indicator = $[(n_{r4}+n_{r5})-(n_{r1}+n_{r2})] - n_{r3}$). These calculations resulted in an *effectiveness indicator* where a positive result indicates satisfactory effectiveness and a negative score indicates a need for improvement of effectiveness. [See original report for number of responses rated 1- 5 on each question.] The figure below shows the effectiveness indicators for each question area.

Figure 4. Effectiveness Indicators for Human Resources



As can be seen in the figure above, Human Resources was rated as effective in all surveyed areas except 'Maintains employee paid leave records and accurately applies and provides information in regards to leave policies and procedures'.

Qualitative Responses

Question 30 provided an optional comment box for respondents to add additional information. Comments, if any, were not available for this analysis.

Analysis for: INFORMATION TECHNOLOGY SERVICES (Q31-Q40)

Summary: Information Technology Services' performance is perceived as effective in all areas *except* 'Provides responsive and consistent support to campus technology requests'.

Respondents

The effectiveness of Information Technology Services was evaluated on nine areas by the 65 respondents. Survey respondents could elect select 'Do Not Know' as a response to any question within a section of the survey. The table below shows the number of respondents who selected 'Do Not Know' for each question in the Information Technology Services section of the survey.

Table 9. Number and Percentage of All Respondents Selecting 'Do Not Know' for Each Question

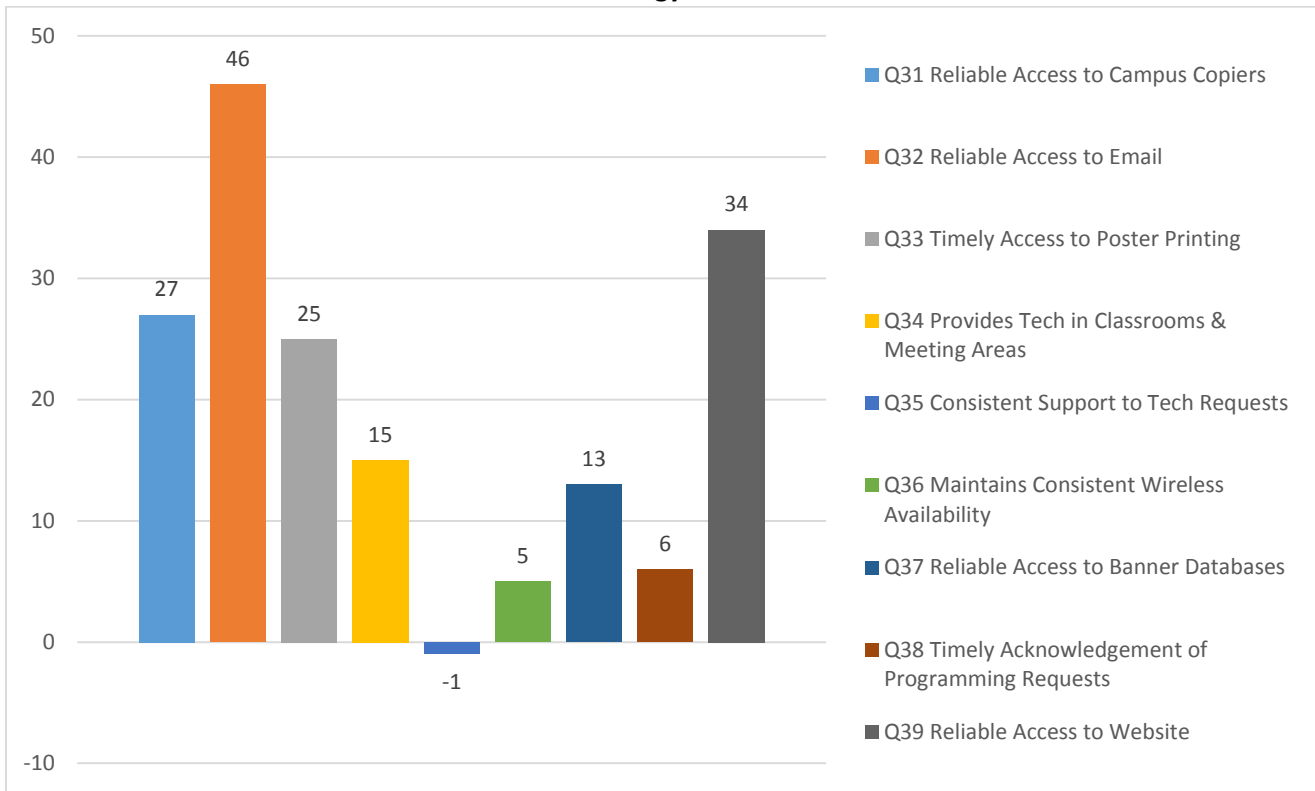
	Q31 Reliable Access to Campus Copiers	Q32 Reliable Access to Email	Q33 Timely Access to Poster Printing	Q34 Provides Tech in Classrooms & Meeting Areas	Q35 Consistent Support to Tech Requests	Q36 Maintains Consistent Wireless Availability	Q37 Reliable Access to Banner Databases	Q38 Timely Acknowledgement of Programming Requests	Q39 Reliable Access to Website
Did Not Rate	2	1	30	6	0	2	6	15	1
Percentage of Respondents	3.08%	1.54%	46.15%	9.23%	0.00%	3.08%	9.23%	23.08%	1.54%

The percentages reported in this table provide information about the general awareness of activities in Information Technology Services. Notice the large percentage of respondents who selected 'Do Not Know'. These are reasonable percentages, as many employees do not use those services.

Effectiveness Indicators

The number of respondents who selected 1 and 2 (below baseline effectiveness = $n_{r1}+n_{r2}$) were combined as were the number of respondents who selected 4 and 5 (above baseline effectiveness = $n_{r4}+n_{r5}$). The total of respondents indicating below baseline effectiveness was subtracted from the total of respondents indicating above baseline effectiveness (effectiveness difference score = $(n_{r4}+n_{r5})-(n_{r1}+n_{r2})$). The number of respondents who selected baseline effectiveness was subtracted from the difference between above and below effectiveness (effectiveness indicator = $[(n_{r4}+n_{r5})-(n_{r1}+n_{r2})] - n_{r3}$). These calculations resulted in an *effectiveness indicator* where a positive result indicates satisfactory effectiveness and a negative score indicates a need for improvement of effectiveness. [See original report for number of responses rated 1- 5 on each question.] The figure below shows the effectiveness indicators for each question area.

Figure 5. Effectiveness Indicators for Information Technology Services



As can be seen in the figure above, Information Technology Services was rated as *effective* in eight of the nine areas. Particularly notable are the effectiveness indicators for reliable email access and reliable website access. Information Technology Services was rated as *less than effective* in ‘Provides responsive and consistent support to campus technology requests’.

Qualitative Responses

Question 40 provided an optional comment box for respondents to add additional information. Comments, if any, were not available for this analysis.

Analysis for: INSTITUTIONAL ASSESSMENT, RESEARCH AND PLANNING (Q41-Q47)

Summary: Institutional Assessment, Research and Planning’s performance is perceived as effective in all areas.

Respondents

The effectiveness of Institutional Assessment, Research and Planning was evaluated on six areas by the 65 respondents. Survey respondents could elect select ‘Do Not Know’ as a response to any question within a section of the survey. The table below shows the number of respondents who selected ‘Do Not Know’ for each question in the Institutional Assessment, Research and Planning section of the survey.

Table 11. Number and Percentage of All Respondents Selecting ‘Do Not Know’ for Each Question

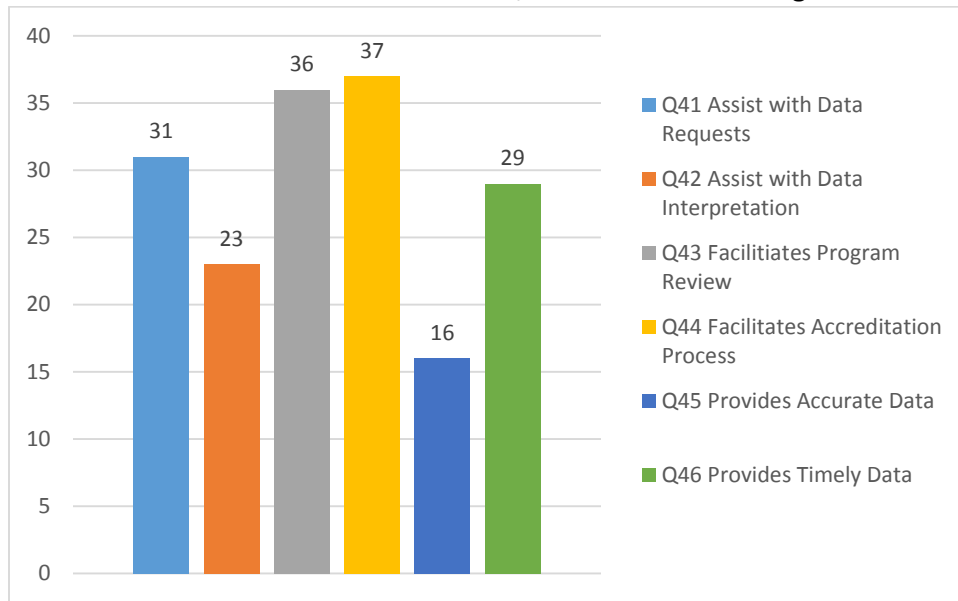
	Q41 Assist with Data Requests	Q42 Assist with Data Interpretation	Q43 Facilitates Program Review	Q44 Facilitates Accreditation Process	Q45 Provides Accurate Data	Q46 Provides Timely Data
Did Not Rate	18	20	15	18	17	18
Percentage of Respondents	27.69%	30.77%	23.08%	27.69%	26.15%	27.69%

The percentages reported in this table provide information about the general awareness of activities in Institutional Assessment, Research and Planning. Notice the large percentage of respondents who selected ‘Do Not Know’. This suggests respondents wanted to provide information about Institutional Assessment, Research and Planning but were unable to respond to the questions as presented.

Effectiveness Indicators

The number of respondents who selected 1 and 2 (below baseline effectiveness = $n_{r1}+n_{r2}$) were combined as were the number of respondents who selected 4 and 5 (above baseline effectiveness = $n_{r4}+n_{r5}$). The total of respondents indicating below baseline effectiveness was subtracted from the total of respondents indicating above baseline effectiveness (effectiveness difference score = $(n_{r4}+n_{r5})-(n_{r1}+n_{r2})$). The number of respondents who selected baseline effectiveness was subtracted from the difference between above and below effectiveness (effectiveness indicator = $[(n_{r4}+n_{r5})-(n_{r1}+n_{r2})] - n_{r3}$). These calculations resulted in an *effectiveness indicator* where a positive result indicates satisfactory effectiveness and a negative score indicates a need for improvement of effectiveness. [See original report for number of responses rated 1- 5 on each question.] The figure below shows the effectiveness indicators for each question area.

Figure 6. Effectiveness Indicators for Institutional Assessment, Research and Planning



As can be seen in the figure above, Institutional Assessment, Research and Planning was rated as effective in all areas.

Qualitative Responses

Question 47 provided an optional comment box for respondents to add additional information. Comments, if any, were not available for this analysis.

Analysis for: MAINTENANCE AND OPERATIONS (Q48-Q54)

Summary: Maintenance and Operations' performance is perceived as effective in all areas.

Respondents

The effectiveness of Maintenance and Operations was evaluated on six areas by the 65 respondents. Survey respondents could elect select 'Do Not Know' as a response to any question within a section of the survey. The table below shows the number of respondents who selected 'Do Not Know' for each question in the Maintenance and Operations section of the survey.

Table 13. Number and Percentage of All Respondents Selecting 'Do Not Know' for Each Question

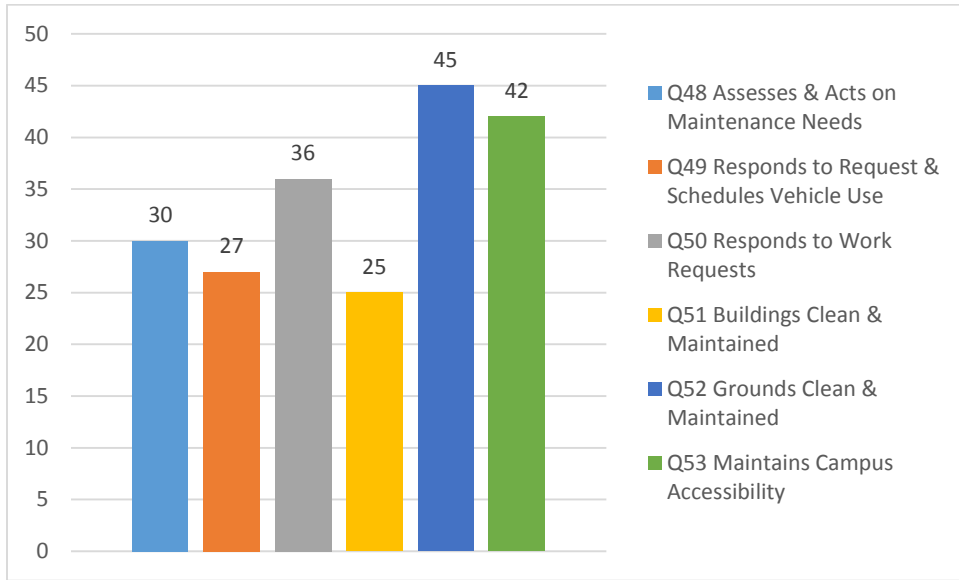
	Q48 Assesses & Acts on Maintenance Needs	Q49 Responds to Request & Schedules Vehicle Use	Q50 Responds to Work Requests	Q51 Buildings Clean & Maintained	Q52 Grounds Clean & Maintained	Q53 Maintains Campus Accessibility
Did Not Rate	9	26	3	0	0	9
Percentage of Respondents	14%	40%	5%	0%	0%	14%

The percentages reported in this table provide information about the general awareness of activities in Maintenance and Operations. Notice the large percentage of respondents who selected 'Do Not Know' on responds to requests and schedules vehicle use. This is reasonable as most employees do not use these services.

Effectiveness Indicators

The number of respondents who selected 1 and 2 (below baseline effectiveness = $n_{r1}+n_{r2}$) were combined as were the number of respondents who selected 4 and 5 (above baseline effectiveness = $n_{r4}+n_{r5}$). The total of respondents indicating below baseline effectiveness was subtracted from the total of respondents indicating above baseline effectiveness (effectiveness difference score = $(n_{r4}+n_{r5})-(n_{r1}+n_{r2})$). The number of respondents who selected baseline effectiveness was subtracted from the difference between above and below effectiveness (effectiveness indicator = $[(n_{r4}+n_{r5})-(n_{r1}+n_{r2})] - n_{r3}$). These calculations resulted in an *effectiveness indicator* where a positive result indicates satisfactory effectiveness and a negative score indicates a need for improvement of effectiveness. [See original report for number of responses rated 1- 5 on each question.] The figure below shows the effectiveness indicators for each question area.

Figure 7. Effectiveness Indicators for Maintenance and Operations



As can be seen in the figure above, Maintenance and Operations was rated as effective in all areas.

Qualitative Responses

Question 54 provided an optional comment box for respondents to add additional information. Comments, if any, were not available for this analysis.

Analysis for: OFFICE OF ADMINISTRATIVE SERVICES (Q55-Q63)

Summary: Office of Administrative Services’ performance is perceived as effective in all areas. The effectiveness indicator for ‘Works with Departments on Budget Preparation’ is at zero (0) and it is recommended attention be given to this category.

Respondents

The effectiveness of Office of Administrative Services was evaluated on eight areas by the 65 respondents. Survey respondents could elect select ‘Do Not Know’ as a response to any question within a section of the survey. The table below shows the number of respondents who selected ‘Do Not Know’ for each question in the Office of Administrative Services section of the survey.

Table 15. Number and Percentage of All Respondents Selecting ‘Do Not Know’ for Each Question

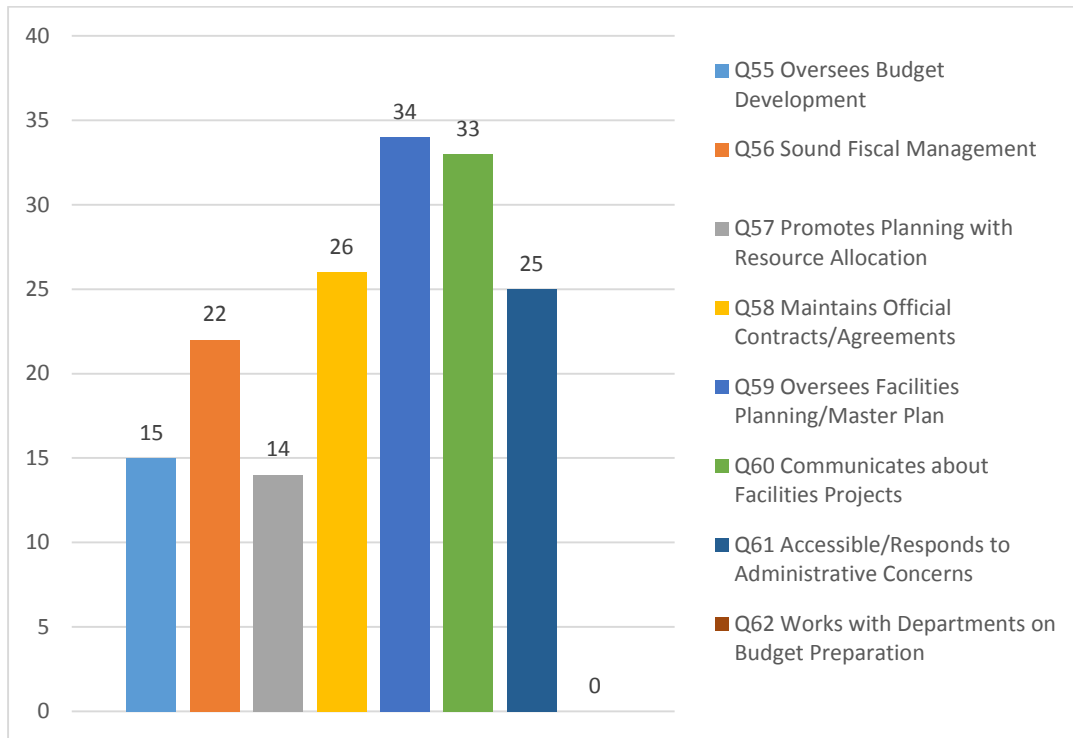
	Q55 Oversees Budget Development	Q56 Sound Fiscal Management	Q57 Promotes Planning with Resource Allocation	Q58 Maintains Official Contracts/Agreements	Q59 Oversees Facilities Planning/Master Plan	Q60 Communicates about Facilities Projects	Q61 Accessible/Responds to Administrative Concerns	Q62 Works with Departments on Budget Preparation
Do Not Know	28	25	25	35	21	10	24	31
Percentage of Respondents	43.08%	38.46%	38.46%	53.85%	32.31%	15.38%	36.92%	47.69%

The percentages reported in this table provide information about the general awareness of activities in Office of Administrative Services. Notice the large percentage of respondents who selected ‘Do Not Know’. This suggests respondents wanted to provide information about of Office of Administrative Services but were unable to respond to the questions as presented. Also notice the lower percentage of ‘Do Not Know’ responses to the question about communication of facilities projects. Respondents felt informed enough to rate this area.

Effectiveness Indicators

The number of respondents who selected 1 and 2 (below baseline effectiveness = $n_{r,1}+n_{r,2}$) were combined as were the number of respondents who selected 4 and 5 (above baseline effectiveness = $n_{r,4}+n_{r,5}$). The total of respondents indicating below baseline effectiveness was subtracted from the total of respondents indicating above baseline effectiveness (effectiveness difference score = $(n_{r,4}+n_{r,5})-(n_{r,1}+n_{r,2})$). The number of respondents who selected baseline effectiveness was subtracted from the difference between above and below effectiveness (effectiveness indicator = $[(n_{r,4}+n_{r,5})-(n_{r,1}+n_{r,2})] - n_{r,3}$). These calculations resulted in an *effectiveness indicator* where a positive result indicates satisfactory effectiveness and a negative score indicates a need for improvement of effectiveness. [See original report for number of responses rated 1- 5 on each question.] The figure below shows the effectiveness indicators for each question area.

Figure 8. Effectiveness Indicators for Office of Administrative Services



As can be seen in the figure above, Office of Administrative Services was rated as effective in all areas. Note that the effectiveness indicator for ‘Works with Departments on Budget Preparation’ is at zero (0).

Qualitative Responses

Question 63 provided an optional comment box for respondents to add additional information. Comments, if any, were not available for this analysis.

Analysis for: OFFICE OF INSTRUCTION (Q64-Q71)

Summary: The Office of Instruction’s performance is perceived as effective in all areas.

Respondents

The effectiveness of the Office of Instruction was evaluated on seven areas by the 65 respondents. Survey respondents could elect select ‘Do Not Know’ as a response to any question within a section of the survey. The table below shows the number of respondents who selected ‘Do Not Know’ for each question in the Office of Instruction section of the survey.

Table 17. Number and Percentage of All Respondents Selecting ‘Do Not Know’ for Each Question

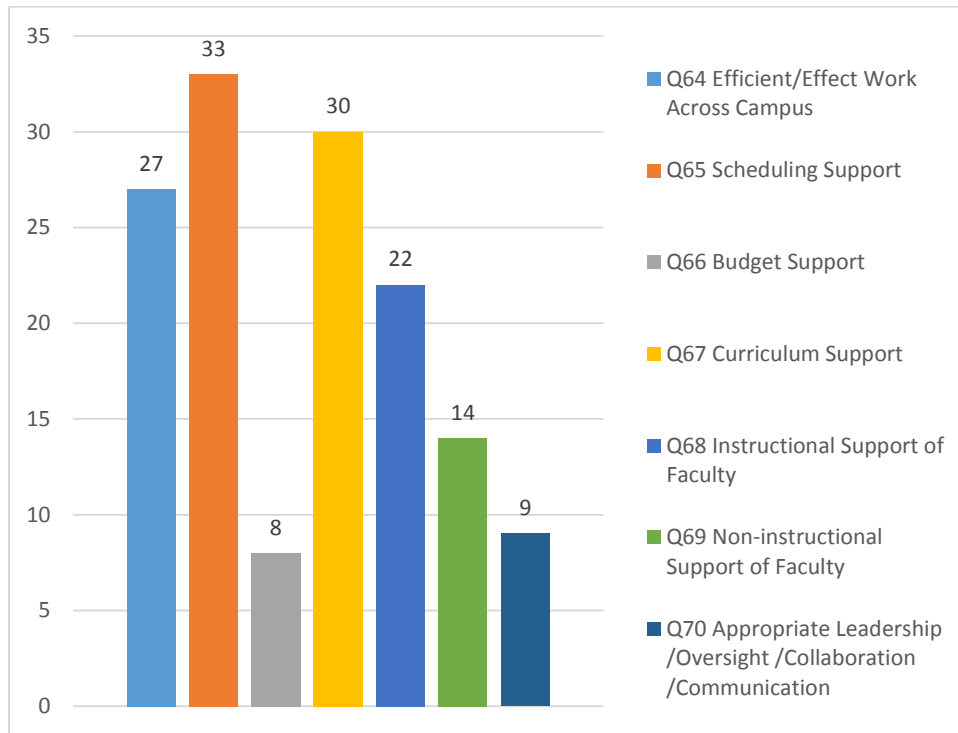
	Q64 Efficient/Effect Work Across Campus	Q65 Scheduling Support	Q66 Budget Support	Q67 Curriculum Support	Q68 Instructional Support of Faculty	Q69 Non-instructional Support of Faculty	Q70 Appropriate Leadership /Oversight /Collaboration /Communication
Did Not Rate	10	10	23	19	27	27	10
Percentage of Respondents	15.38%	15.38%	35.38%	29.23%	41.54%	41.54%	15.38%

The percentages reported in this table provide information about the general awareness of activities in the Office of Instruction. Notice the large percentage of respondents who selected ‘Do Not Know’. This suggests many respondents wanted to provide information about the Office of Instruction but were unable to respond to some of the questions as presented.

Effectiveness Indicators

The number of respondents who selected 1 and 2 (below baseline effectiveness = $n_{r1}+n_{r2}$) were combined as were the number of respondents who selected 4 and 5 (above baseline effectiveness = $n_{r4}+n_{r5}$). The total of respondents indicating below baseline effectiveness was subtracted from the total of respondents indicating above baseline effectiveness (effectiveness difference score = $(n_{r4}+n_{r5})-(n_{r1}+n_{r2})$). The number of respondents who selected baseline effectiveness was subtracted from the difference between above and below effectiveness (effectiveness indicator = $[(n_{r4}+n_{r5})-(n_{r1}+n_{r2})] - n_{r3}$). These calculations resulted in an *effectiveness indicator* where a positive result indicates satisfactory effectiveness and a negative score indicates a need for improvement of effectiveness. [See original report for number of responses rated 1- 5 on each question.] The figure below shows the effectiveness indicators for each question area.

Figure 9. Effectiveness Indicators for the Office of Instruction



As can be seen in the figure above, the Office of Instruction was rated as effective in all areas.

Qualitative Responses

Question 71 provided an optional comment box for respondents to add additional information. Comments, if any, were not available for this analysis.

Analysis for: OFFICE OF THE SUPERINTENDENT/PRESIDENT (Q72-Q80)

Summary: The Office of the Superintendent/President’s performance is perceived as effective on all measures assessed in the survey.

Respondents

The effectiveness of the Office of the Superintendent/President was evaluated on eight areas by the 65 respondents. Survey respondents could elect select ‘Do Not Know’ as a response to any question within a section of the survey. The table below shows the number of respondents who selected ‘Do Not Know’ for each question in this section of the survey.

Table 19. Number and Percentage of Respondents Who Marked Do Not Know Responses on Questions

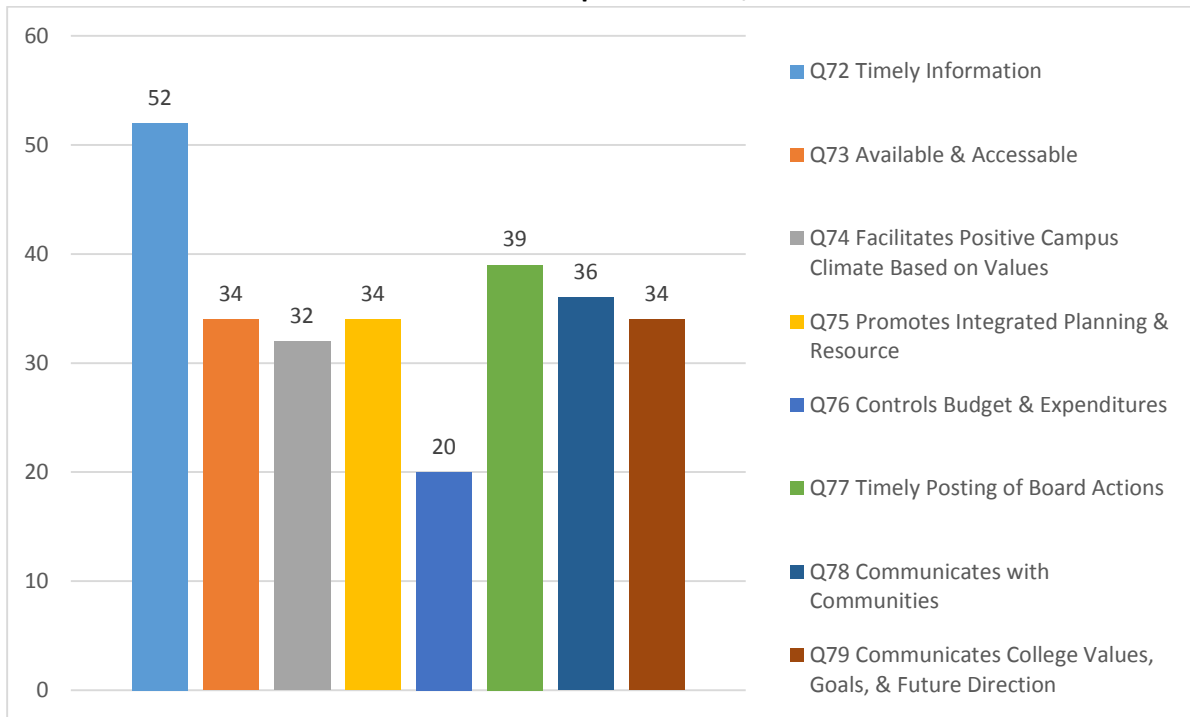
	Q72 Timely Information	Q73 Available & Accessable	Q74 Facilitates Positive Campus Climate Based on Values	Q75 Promotes Integrated Planning & Resource	Q76 Controls Budget & Expenditures	Q77 Timely Posting of Board Actions	Q78 Communicates with Communities	Q79 Communicates College Values, Goals, & Future Direction
Did Not Rate	3	5	3	9	25	10	15	7
Percentage of Respondents	4.62%	7.69%	4.62%	13.85%	38.46%	15.38%	23.08%	11%

The percentages reported in this table provide information about the general awareness of activities in the Office of the Superintendent/President. Notice the low percentage of respondents who selected ‘Do Not Know’. This suggests the majority of respondents felt capable of rating the effectiveness of this office. Higher rates of ‘Do Not Know’ were seen for Controls Budget & Expenditures and Communicates with Communities suggesting decreased awareness of the Office of the Superintendent/President activities in those areas.

Effectiveness Indicators

The number of respondents who selected 1 and 2 (below baseline effectiveness = $n_{r1}+n_{r2}$) were combined as were the number of respondents who selected 4 and 5 (above baseline effectiveness = $n_{r4}+n_{r5}$). The total of respondents indicating below baseline effectiveness was subtracted from the total of respondents indicating above baseline effectiveness (effectiveness difference score = $(n_{r4}+n_{r5})-(n_{r1}+n_{r2})$). The number of respondents who selected baseline effectiveness was subtracted from the difference between above and below effectiveness (effectiveness indicator = $[(n_{r4}+n_{r5})-(n_{r1}+n_{r2})] - n_{r3}$). These calculations resulted in an *effectiveness indicator* where a positive result indicates satisfactory effectiveness and a negative score indicates a need for improvement of effectiveness. [See original report for number of responses rated 1- 5 on each question.] The figure below shows the effectiveness indicators for each question area.

Figure 10. Effectiveness Indicators for the Office of the Superintendent/President



The Office of the Superintendent/President was rated as effective in all areas.

Qualitative Responses

Question 80 provided an optional comment box for respondents to add additional information. Comments, if any, were not available for this analysis.

Analysis for: OFFICE OF STUDENT SERVICES (Q81-Q89)

Summary: The Office of Student Services’ performance is perceived as effective on all measures assessed in the survey.

Respondents

The effectiveness of the Office of Student Services was evaluated on eight areas by the 65 respondents. Survey respondents could elect select ‘Do Not Know’ as a response to any question within a section of the survey. The table below shows the number of respondents who selected ‘Do Not Know’ for each question in this section of the survey.

Table 21. Number and Percentage of Respondents Who Marked Do Not Know Responses on Questions

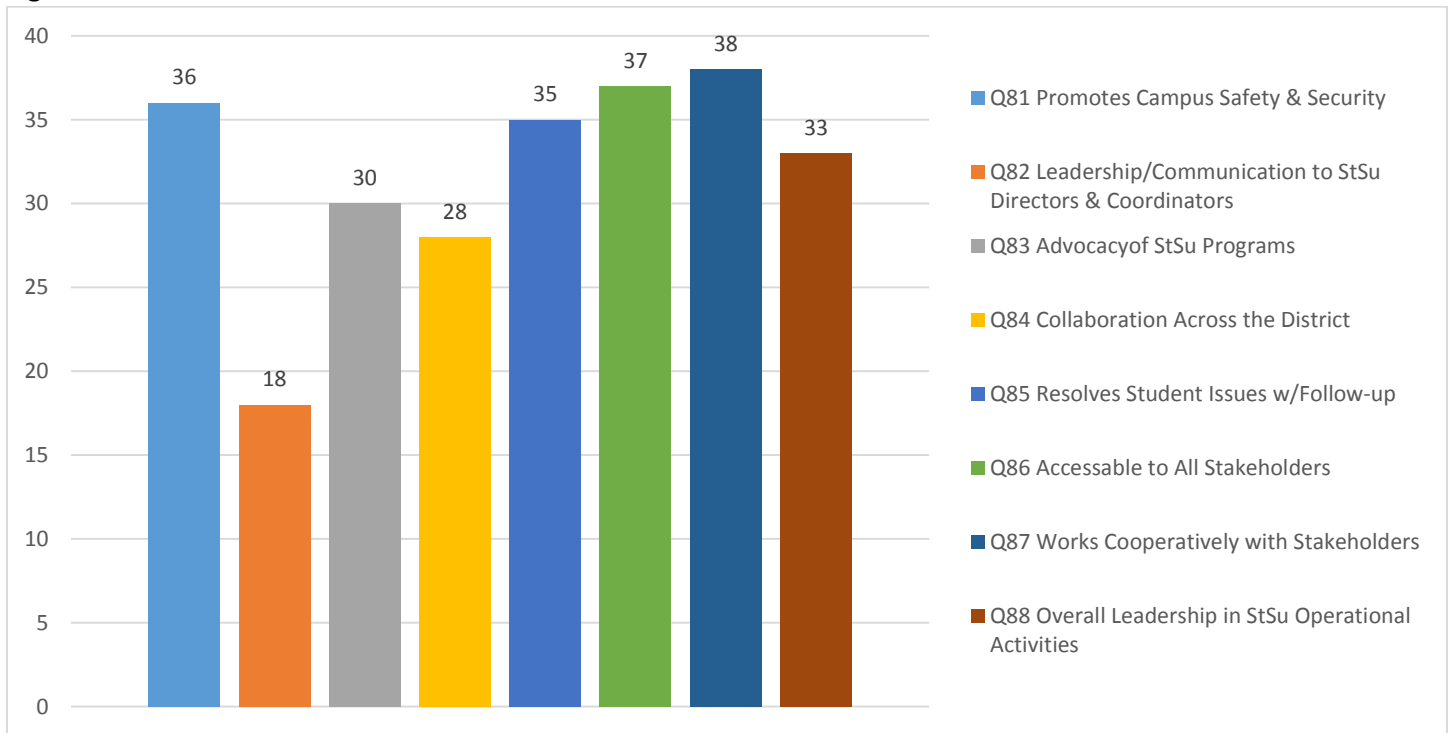
	Q81 Promotes Campus Safety & Security	Q82 Leadership/Communication to StSu Directors & Coordinators	Q83 Advocacy of StSu Programs	Q84 Collaboration Across the District w/ Follow-up	Q85 Resolves Student Issues w/ Follow-up	Q86 Accessible to All Stakeholders	Q87 Works Cooperatively with Stakeholders	Q88 Overall Leadership in StSu Operational Activities
Did Not Rate	3	29	17	11	22	8	9	10
Percentage of Respondents	4.62%	44.62%	26.15%	16.92%	33.85%	12.31%	13.85%	15%

The percentages reported in this table provide information about the general awareness of activities in the Office of Student Services. Notice the two areas with the highest percentages of respondents who selected ‘Do Not Know’. Many of the activities in both categories occur in private with information restricted to participants. So these percentages make sense in the context of what was known about the categories.

Effectiveness Indicators

The number of respondents who selected 1 and 2 (below baseline effectiveness = $n_{r1}+n_{r2}$) were combined as were the number of respondents who selected 4 and 5 (above baseline effectiveness = $n_{r4}+n_{r5}$). The total of respondents indicating below baseline effectiveness was subtracted from the total of respondents indicating above baseline effectiveness (effectiveness difference score = $(n_{r4}+n_{r5})-(n_{r1}+n_{r2})$). The number of respondents who selected baseline effectiveness was subtracted from the difference between above and below effectiveness (effectiveness indicator = $[(n_{r4}+n_{r5})-(n_{r1}+n_{r2})] - n_{r3}$). These calculations resulted in an *effectiveness indicator* where a positive result indicates satisfactory effectiveness and a negative score indicates a need for improvement of effectiveness. [See original report for number of responses rated 1- 5 on each question.] The figure below shows the effectiveness indicators for each question area.

Figure 11. Effectiveness Indicators for the Office of Student Services



The Office of Student Services was rated as effective in all areas.

Qualitative Responses

Question 89 provided an optional comment box for respondents to add additional information. Comments, if any, were not available for this analysis.

Analysis for: STUDENT LEARNING OUTCOMES SUPPORT (Q90-Q95)

Summary: Student Learning Outcomes Support’s performance is perceived as effective on all measures assessed in the survey.

Respondents

The effectiveness of Student Learning Outcomes Support (SLO Support) was evaluated on five areas by the 65 respondents. Survey respondents could elect select ‘Do Not Know’ as a response to any question within a section of the survey. The table below shows the number of respondents who selected ‘Do Not Know’ for each question in this section of the survey.

Table 23. Number and Percentage of Respondents Who Marked Do Not Know Responses on Questions

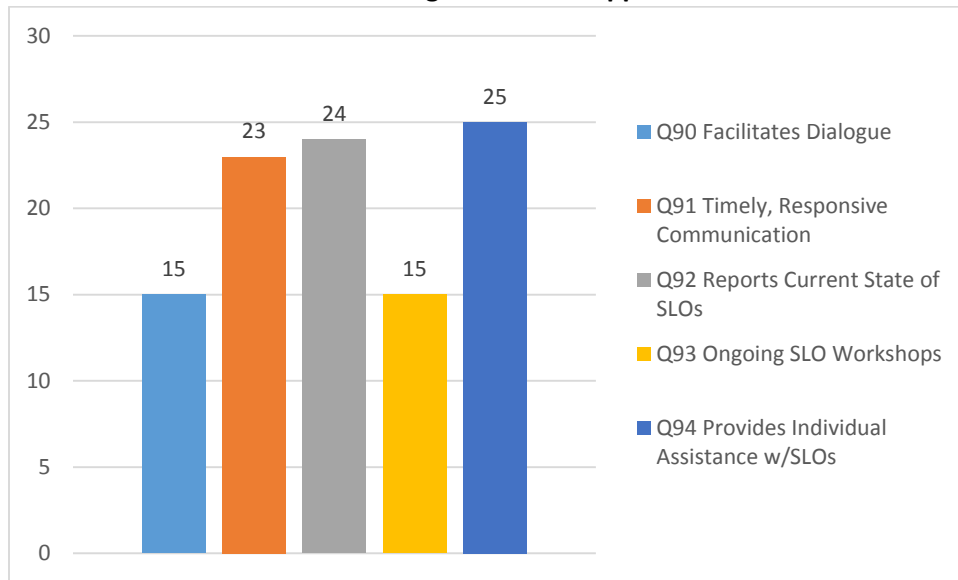
	Q90 Facilitates Dialogue	Q91 Timely, Responsive Communication	Q92 Reports Current State of SLOs	Q93 Ongoing SLO Workshops	Q94 Provides Individual Assistance w/SLOs
Did Not Rate	22	24	21	22	24
Percentage of Respondents	33.85%	36.92%	32.31%	33.85%	36.92%

The percentages reported in this table provide information about the general awareness of activities in SLO Support. Notice that approximately one-third of the respondents chose ‘Do Not Know’ under all questions. This suggests the respondents wanted to provide information about SLO Support but were unable to respond to the questions as presented.

Effectiveness Indicators

The number of respondents who selected 1 and 2 (below baseline effectiveness = $n_{r,1}+n_{r,2}$) were combined as were the number of respondents who selected 4 and 5 (above baseline effectiveness = $n_{r,4}+n_{r,5}$). The total of respondents indicating below baseline effectiveness was subtracted from the total of respondents indicating above baseline effectiveness (effectiveness difference score = $(n_{r,4}+n_{r,5})-(n_{r,1}+n_{r,2})$). The number of respondents who selected baseline effectiveness was subtracted from the difference between above and below effectiveness (effectiveness indicator = $[(n_{r,4}+n_{r,5})-(n_{r,1}+n_{r,2})] - n_{r,3}$). These calculations resulted in an *effectiveness indicator* where a positive result indicates satisfactory effectiveness and a negative score indicates a need for improvement of effectiveness. [See original report for number of responses rated 1- 5 on each question.] The figure below shows the effectiveness indicators for each question area.

Figure 12. Effectiveness Indicators for Student Learning Outcomes Support



Student Learning Outcomes Support was rated as effective in all areas examined in the survey.

Qualitative Responses

Question 95 provided an optional comment box for respondents to add additional information. Comments, if any, were not available for this analysis.

Analysis for: TAFT COLLEGE FOUNDATION (Q96-Q99)

Summary: Taft College Foundation’s performance is perceived as effective on all measures assessed in the survey.

Respondents

The effectiveness of Taft College Foundation (TC Foundation) was evaluated on three areas by the 65 respondents. Survey respondents could elect select ‘Do Not Know’ as a response to any question within a section of the survey. The table below shows the number of respondents who selected ‘Do Not Know’ for each question in this section of the survey.

Table 25. Number and Percentage of Respondents Who Marked Do Not Know Responses on Questions

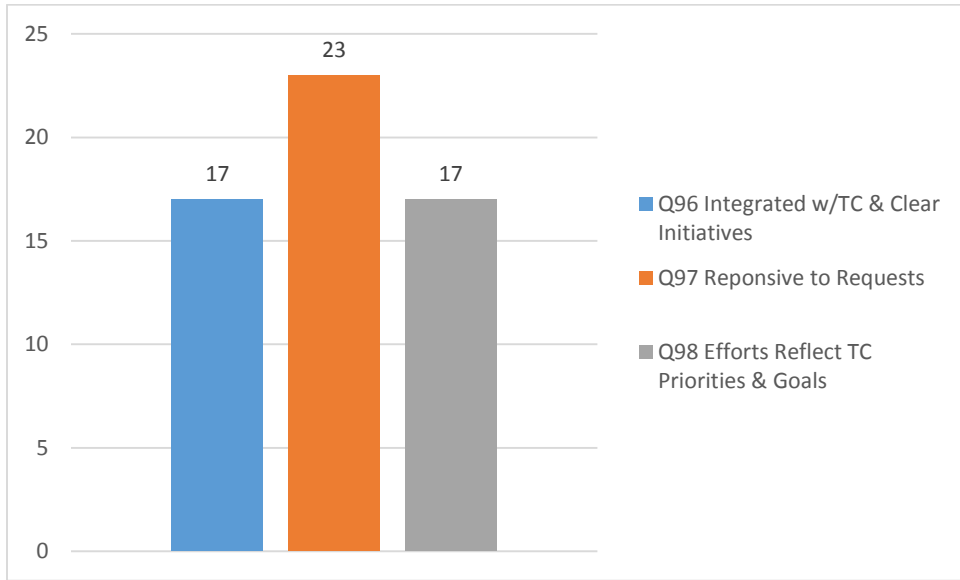
	Q96 Integrated w/TC & Clear Initiatives	Q97 Responsive to Requests	Q98 Efforts Reflect TC Priorities & Goals
Did Not Rate	18	22	18
Percentage of Respondents	27.69%	33.85%	27.69%

The percentages reported in this table provide information about the general awareness of activities in TC Foundation. Notice the high percentage of ‘Do Not Know’ responses. This suggests the respondents wanted to provide information about TC Foundation but were unable to respond to the questions as presented.

Effectiveness Indicators

The number of respondents who selected 1 and 2 (below baseline effectiveness = $n_{r,1}+n_{r,2}$) were combined as were the number of respondents who selected 4 and 5 (above baseline effectiveness = $n_{r,4}+n_{r,5}$). The total of respondents indicating below baseline effectiveness was subtracted from the total of respondents indicating above baseline effectiveness (effectiveness difference score = $(n_{r,4}+n_{r,5})-(n_{r,1}+n_{r,2})$). The number of respondents who selected baseline effectiveness was subtracted from the difference between above and below effectiveness (effectiveness indicator = $[(n_{r,4}+n_{r,5})-(n_{r,1}+n_{r,2})] - n_{r,3}$). These calculations resulted in an *effectiveness indicator* where a positive result indicates satisfactory effectiveness and a negative score indicates a need for improvement of effectiveness. [See original report for number of responses rated 1- 5 on each question.] The figure below shows the effectiveness indicators for each question area.

Figure 13. Effectiveness Indicators for Taft College Foundation



Taft College Foundation was rated as effective in all areas examined in the survey.

Qualitative Responses

Question 99 provided an optional comment box for respondents to add additional information. Comments, if any, were not available for this analysis.