

**Taft College**  
**Institutional Effectiveness Survey 2015**

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The 2015 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 97 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.

A total of 85 people responded to the Institutional Effectiveness Survey in May 2015. The responses were collected and documented in pdf form for analysis.

Likert scale responses from each of the thirteen departments were used to generate an *efficiency indicator* for that department. Individual comments were summarized to remove personal information.

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. All 85 respondents rated the effectiveness of the Taft College Bookstore. Only 84 responded to the question about facilitation of textbook adoption. Survey respondents could elect to skip or 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**

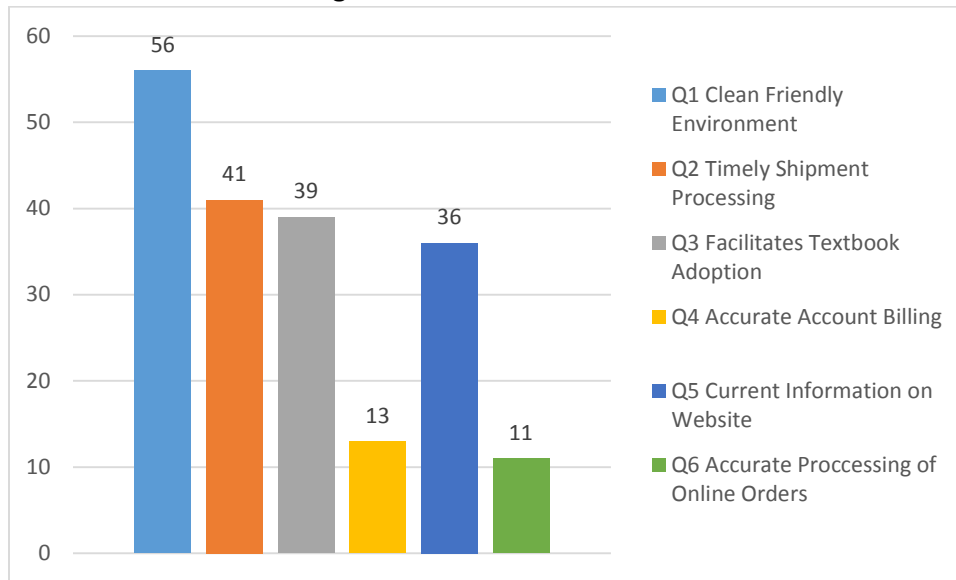
	Q1 Clean Friendly Environment	Q2 Timely Shipment Processing	Q3 Facilitates Textbook Adoption	Q4 Accurate Account Billing	Q5 Current Information on Website	Q6 Accurate Processing of Online Orders			
	9	36	37	54	33	62			
	10.59%	42.35%	44.05%	63.53%	38.82%	72.94%			

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’ rather than ‘skip’. This suggests many respondents wanted to provide information about the Taft College Bookstore 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 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*

Qualitative responses to the questions about the effectiveness of the Taft College Bookstore were analyzed in the context of the effectiveness indicators. Fifteen respondents added information in the open ended response boxes located at the end of the section. The table below presents the summarized results of the comments related to the Taft College Bookstore effectiveness questions. The comments indicate satisfaction with the customer service at the Taft College Bookstore.

**Table 2. Summary of Comments from the Taft College Bookstore Effectiveness Survey**

Qualitative Responses	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	Summarization of Written Response
r1	-1						Dissatisfaction with customer service
r2	-1						Dissatisfaction with customer service
r3							No comments
r4	1						Satisfaction with customer service
r5	1						Satisfaction with bookstore appearance
r6							Request for change of service hours
r7	1						Satisfaction with customer service
r8	1						Dissatisfaction with customer service
r9	1						Satisfaction with customer service
r10	1						Satisfaction with customer service
r11	1						Satisfaction with customer service
r12	1						Satisfaction with customer service
r13	1						Satisfaction with customer service
r14	1						Satisfaction with customer service
r15							Suggestion for electronic pre-order and pickup forms

### Analysis for: FISCAL SERVICES (Q9-Q14)

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

#### Respondents

The effectiveness of Fiscal Services was evaluated on six areas. Of the 85 respondents to the survey, 82 rated all but one question on the effectiveness of the Fiscal Services. Only 81 rated the effectiveness of Fiscal Services about recording of receivables. Survey respondents could elect to skip or 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**

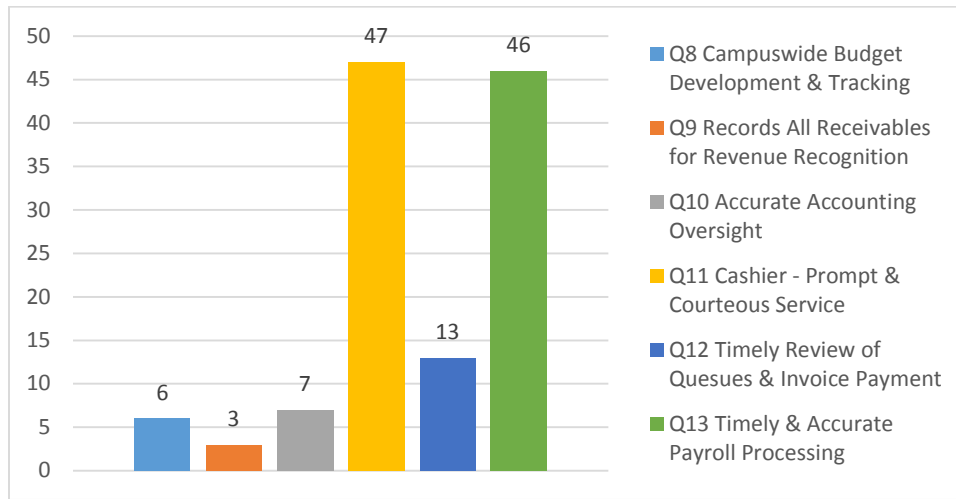
	Q8 Campuswide Budget Development & Tracking	Q9 Records All Receivables for Revenue Recognition	Q10 Accurate Accounting Oversight	Q11 Cashier - Prompt & Courteous Service	Q12 Timely Review of Quesues & Invoice Payment	Q13 Timely & Accurate Payroll Processing			
<b>Do Not Know</b>	30	46	41	21	33	10			
<b>Percentage of Respondents</b>	36.59%	56.79%	50.00%	25.61%	40.24%	12.20%			

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' rather than 'skip'. 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*

Qualitative responses to the questions about the effectiveness of the Fiscal Services were analyzed in the context of the effectiveness indicators. Seven respondents added information in the open ended response boxes located at the end of the section. Three of the comments were unrelated to the areas being assessed. The table below presents the summarized results of the comments related to the Fiscal Services effectiveness questions.

**Table 4. Summary of Comments from the Fiscal Services Effectiveness Survey**

Qualitative Responses	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 Timely & Accurate Payroll Processing	Summarization of Written Response
r1							General comment on personnel
r2							No comment made
r3					-1		Dissatisfaction with timeliness of invoice payments
r4					-1		Suggestion to put payroll information online
r5			-1				Dissatisfaction with customer service
r6							General comment on personnel
r7					-1		Dissatisfaction with timeliness of invoice payments



### Analysis for: FOOD SERVICES (Q15-Q21)

Summary: Food Services' performance is perceived as effective in four of the six areas. Food Services' performance was rated *less than effective* in providing quality food and providing reasonable prices. Comments from 15 respondents suggest the *less than effective ratings* were connected to a desire for fewer fried foods and the addition of low fat, low carb options for customers.

#### Respondents

The effectiveness of Food Services was evaluated on six areas. Of the 85 respondents to the survey, 81 rated the effectiveness of the Food Services. Survey respondents could elect to skip or 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**

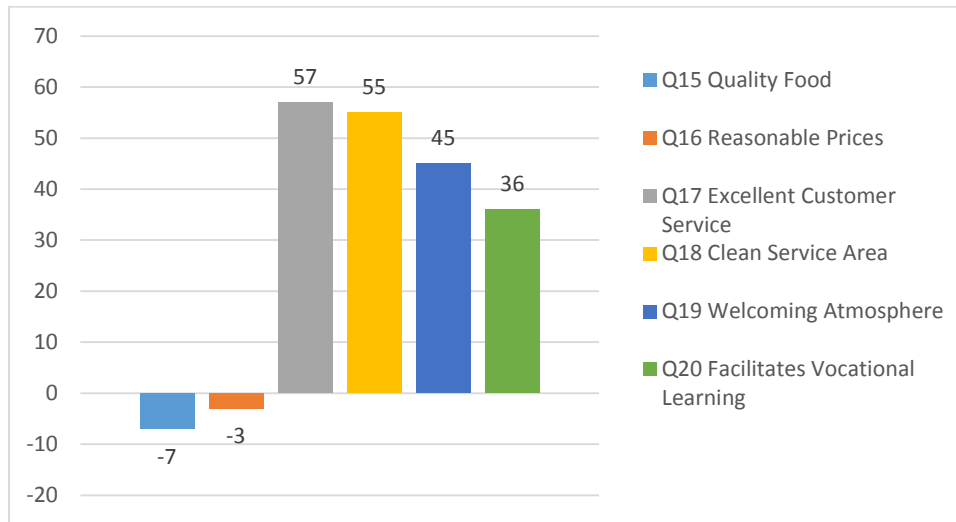
	Q15 Quality Food	Q16 Reasonable Prices	Q17 Excellent Customer Service	Q18 Clean Service Area	Q19 Welcoming Atmosphere	Q20 Facilitates Vocational Learning			
<b>Do Not Know</b>	4	4	4	4	4	27			
<b>Percentage of Respondents</b>	4.94%	4.94%	4.94%	4.94%	4.94%	33.33%			

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 =  $n_{r,1}+n_{r,2}$ ) 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 3. Effectiveness Indicators for the Food Services**



Food Services was rated as effective in four of the six rated areas. Food Services was perceived as *less than effective* at providing quality food and reasonable prices.

*Qualitative Responses*

The 15 qualitative responses to the questions about the effectiveness of the Food Services were analyzed in the context of the effectiveness indicators. Many comments about the quality and pricing of food served in the cafeteria suggest a perception of decreased quality with increased cost. Expressed interests focused on fewer fried foods and more low fat, low carb options being available for customers.

**Table 6. Summary of Comments from the Food Services Effectiveness Survey**

Qualitative Responses	Q15 Quality Food	Q16 Reasonable Prices	Q17 Excellent Customer Service	Q18 Clean Service Area	Q19 Welcoming Atmosphere	Q20 Facilitates Vocational Learning	Summarization of Written Response
r1		1		1			Positive comments on staff
r2	1	-1					Dissatisfaction with pricing; Satisfaction with food quality
r3			1		-1		Positive comments on staff; Dissatisfaction with furniture style.
r4	-1						Dissatisfaction with food selections; requests low-fat, low-carb, low-salt options
r5			1		1		Positive comments on staff
r6	1			1			Positive comments
r7							Dissatisfaction with age of facility
r8	-1						Dissatisfaction with quality and choices of food; requests healthier options
r9	-1						Dissatisfaction with food selections; requests low-fat, low-carb, low-salt options
r10	-1	-1			1		Satisfaction with atmosphere; Dissatisfaction with pricing and food selections; requests low-fat, low-carb, low-salt options
r11		-1	1		1		Positive comments on staff; Dissatisfaction with pricing
r12							Requests improvement of salad bar
r13			1		1		Positive comments on staff
r14	-1						Dissatisfaction with quality of food
r15	-1	-1					Dissatisfaction with quality of food and pricing

### Analysis for: HUMAN RESOURCES (Q22-Q30)

Summary: Human Resources' performance is perceived as effective in all areas *except* 'Coordinates District employee evaluation programs'.

#### Respondents

The effectiveness of Human Resources was evaluated on six areas. Of the 85 respondents to the survey, 80 rated questions on the effectiveness of Human Resources. Survey respondents could elect to skip or 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**

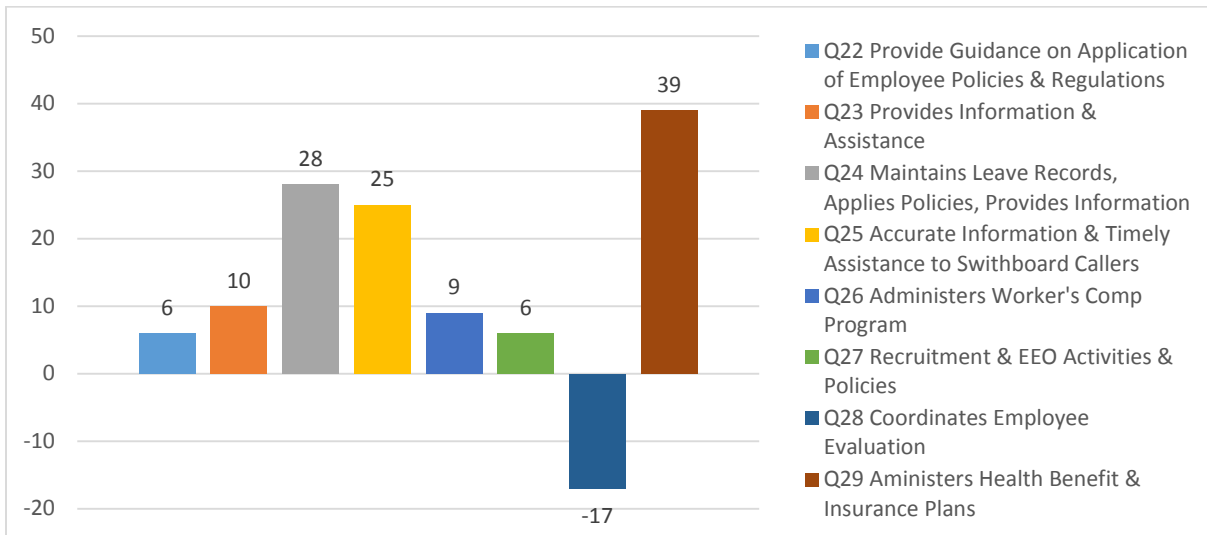
	Q22 Provide Guidance on Application of Employee Policies & Regulations	Q23 Provides Information & Assistance	Q24 Maintains Leave Records, Applies Policies, Provides Information	Q25 Accurate Information & Timely Assistance to Swithboard Callers	Q26 Administers Worker's Comp Program	Q27 Recruitment & EEO Activities & Policies	Q28 Coordinates Employee Evaluation	Q29 Administers Health Benefit & Insurance Plans
<b>Do Not Know</b>	2	0	2	21	57	36	11	15
<b>Percentage of Respondents</b>	2.50%	0.00%	2.50%	26.25%	71.25%	45.00%	13.75%	18.75%

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' rather than 'skip'. This suggests many respondents wanted to provide information about Human Resources 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 4. Effectiveness Indicators for Human Resources**



As can be seen in the figure above, Human Resources was rated as effective in all areas except Employee Evaluation.

*Qualitative Responses*

Qualitative responses to the questions were analyzed in the context of the effectiveness indicators. Fifteen respondents added information in the open ended response boxes located at the end of the section. The table below presents the summarized results of the comments related to the Human Resources effectiveness questions.

**Table 8. Summary of Comments from the Human Resources Effectiveness Survey**

	Qualitative Responses	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 Switchboard Callers	Q26 Administers Worker's Comp Program	Q27 Recruitment & EEO Activities & Policies	Q28 Coordinates Employee Evaluation	Q29 Administers Health Benefit & Insurance Plans	Summarization of Written Response
r1		-1								Dissatisfaction with employee assistance
r2		1								Positive staff comments
r3		1								Positive staff comments
r4								-1		Dissatisfaction with coordination of employee evaluation program
r5		1								Positive staff comments
r6				-1						Dissatisfaction with length of switchboard programmed message
r7										No personal knowledge
r8		-1								Dissatisfaction with customer service
r9			-1							Suggestion for online employee leave information
r10			-1							Concern about accuracy of leave records
r11		1								Positive staff comments
r12		1								Positive customer service comments
r13	-1	-1								Inconsistency of information
r14				-1						Dissatisfaction with phone system
r15	-1	-1								Dissatisfaction with consistency of policy application and timeliness of responses to requests

## Analysis for: INFORMATION TECHNOLOGY SERVICES (Q31-Q41)

Summary: Information Technology Services' performance is perceived as effective in all areas.

### Respondents

The effectiveness of Information Technology Services was evaluated on ten areas. Of the 85 respondents to the survey, 80 rated questions on the effectiveness of Information Technology Services. Survey respondents could elect to skip or 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**

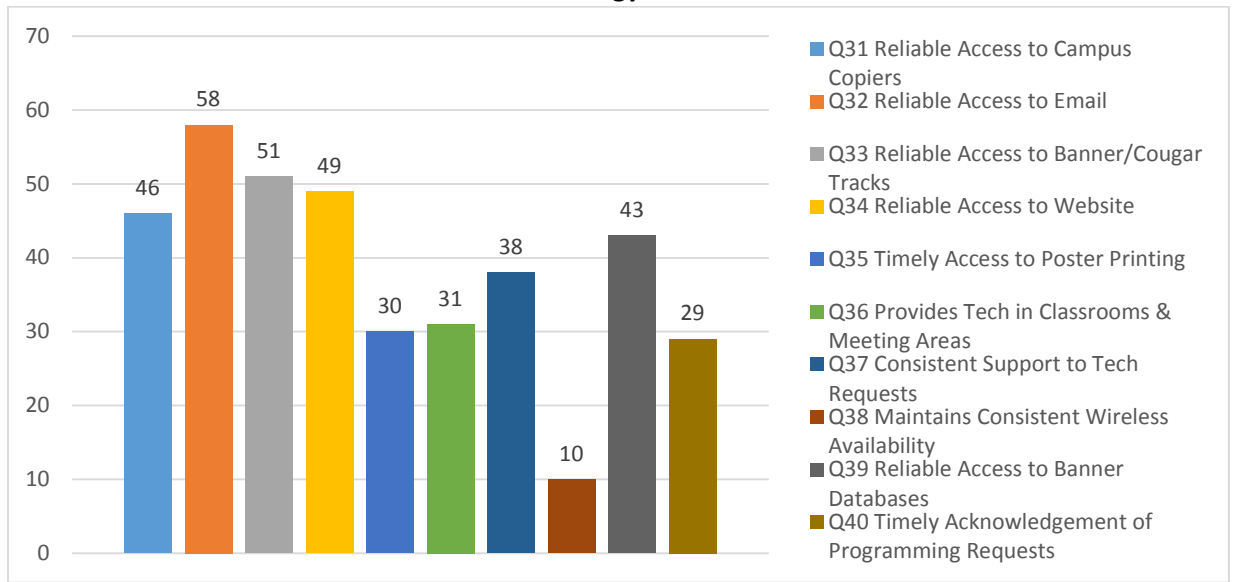
	Q31 Reliable Access to Campus Copiers	Q32 Reliable Access to Email	Q33 Reliable Access to Banner/Cougar Tracks	Q34 Reliable Access to Website	Q35 Timely Access to Poster Printing	Q36 Provides Tech in Classrooms & Meeting Areas	Q37 Consistent Support to Tech Requests	Q38 Maintains Consistent Wireless Availability	Q39 Reliable Access to Banner Databases	Q40 Timely Acknowledgement of Programming Requests
Do Not Know	4	0	13	1	38	13	3	8	11	25
Percentage of Respondents	5.00%	0.00%	16.25%	1.25%	47.50%	16.25%	3.80%	10.00%	13.75%	31.25%

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' rather than 'skip' on questions related to poster printing and programming requests. 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 =  $n_{r,1}+n_{r,2}$ ) 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 5. Effectiveness Indicators for Information Technology Services**



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

*Qualitative Responses*

Qualitative responses to the questions were analyzed in the context of the effectiveness indicators. Sixteen respondents added information in the open ended response boxes located at the end of the section. The table below presents the summarized results of the comments related to the Information Technology Services effectiveness questions.

**Table 10. Summary of Comments from the Information Technology Services Effectiveness Survey**

Qualitative Responses	Q31 Reliable Access to Campus Copiers	Q32 Reliable Access to Email	Q33 Reliable Access to Banner/Cougar Tracks	Q34 Reliable Access to Website	Q35 Timely Access to Poster Printing	Q36 Provides Tech in Classrooms & Meeting Areas	Q37 Consistent Support to Tech Requests	Q38 Maintains Consistent Wireless Availability	Q39 Reliable Access to Banner Databases	Q40 Timely Acknowledgement of Programming Requests	Summarization of Written Response
r1											Positive comment
r2											General dissatisfaction with frequency of required updates on classroom computers
r3											Positive comment on staff
r4											General positive comment citing improvements made over time
r5											Dissatisfaction with email provider
r6											Positive comment on services and staff
r7											Positive comment on services and staff
r8											Positive comment citing improvements made over time
r9											Mixed comments on personnel; Dissatisfaction with maintenance of computers
r10						-1			-1		Dissatisfaction with connectivity in some parts of campus; Dissatisfaction with technology support in classrooms
r11											Positive comment on assistance for students
r12							-1			-1	Dissatisfaction with responsiveness to support requests
r13		-1					-1				General comments about personnel. Dissatisfaction with system access on weekends, access to Banner databases, and programming requests completion
r14						1	1				Positive staff comment; Satisfaction with Tech assistance
r15											Positive staff comment
r16											Dissatisfaction that poster printing is an IT function; General comments on staff

## Analysis for: INSTITUTIONAL ASSESSMENT, RESEARCH AND PLANNING (Q42-Q48)

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. Of the 85 respondents to the survey, 78 rated questions on the effectiveness of Institutional Assessment, Research and Planning. Only 77 rated the question on facilitating the program review process. Survey respondents could elect to skip or 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**

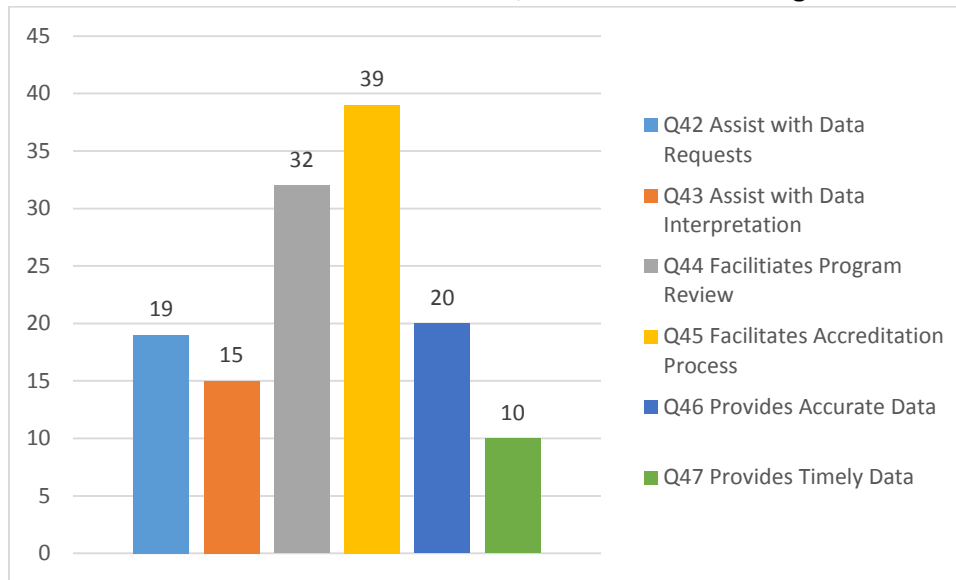
	Q42 Assist with Data Requests	Q43 Assist with Data Interpretation	Q44 Facilitates Program Review	Q45 Facilitates Accreditation Process	Q46 Provides Accurate Data	Q47 Provides Timely Data
<b>Do Not Know</b>	27	33	24	27	25	24
<b>Percentage of Respondents</b>	34.62%	42.31%	30.77%	34.62%	32.47%	30.77%

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’ rather than ‘skip’. 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 =  $n_{r,1}+n_{r,2}$ ) 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 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*

Qualitative responses to the questions were analyzed in the context of the effectiveness indicators. Eight respondents added information in the open ended response boxes located at the end of the section. The table below presents the summarized results of the comments related to the Institutional Assessment, Research and Planning effectiveness questions.

**Table 12. Summary of Comments from the Institutional Assessment, Research and Planning Effectiveness Survey**

	Qualitative Responses	Q42 Assist with Data Requests	Q43 Assist with Data Interpretation	Q44 Facilitates Program Review	Q45 Facilitates Accreditation Process	Q46 Provides Accurate Data	Q47 Provides Timely Data	Summarization of Written Response
r1								Positive staff comments
r2								Positive staff comments
r3					1			Suggests accuracy of data is related to data system rather than IAR&P
r4		-1			1			Suggests accuracy of data is related to data system rather than IAR&P; Request improvements in data presentation
r5					1			Suggests accuracy of data is related to data system rather than IAR&P; Satisfaction with PR improvements
r6								No personal knowledge
r7	-1							General staffing comments - understaffed
r8	-1							General staffing comments - understaffed



### Analysis for: MAINTENANCE AND OPERATIONS (Q49-Q55)

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

#### Respondents

The effectiveness of Maintenance and Operations was evaluated on six areas. Of the 85 respondents to the survey, 79 rated questions on the effectiveness of Maintenance and Operations. Survey respondents could elect to skip or 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**

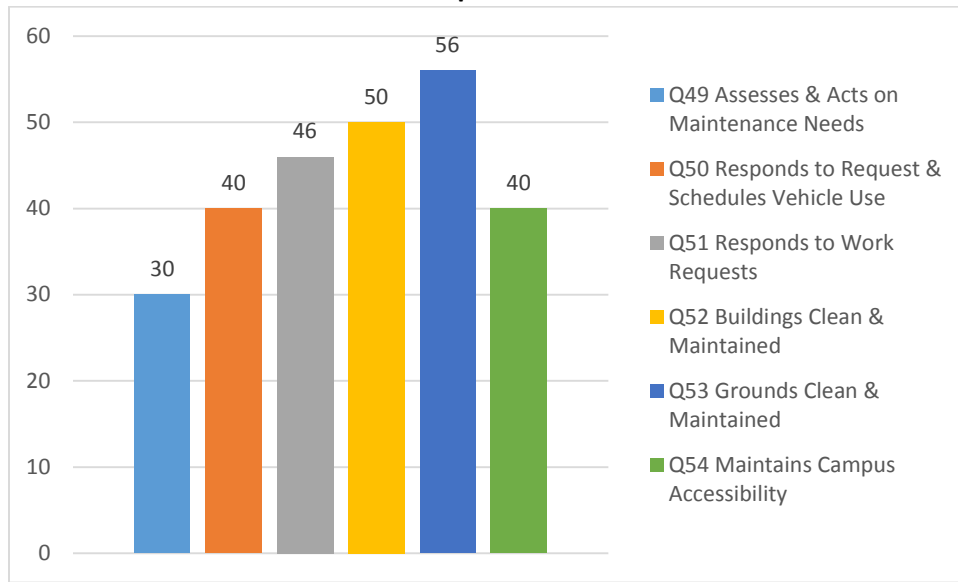
	Q49 Assesses & Acts on Maintenance Needs	Q50 Responds to Request & Schedules Vehicle Use	Q51 Responds to Work Requests	Q52 Buildings Clean & Maintained	Q53 Grounds Clean & Maintained	Q54 Maintains Campus Accessibility
<b>Do Not Know</b>	9	25	7	1	1	17
<b>Percentage of Respondents</b>	11.40%	31.65%	8.86%	1.27%	1.27%	21.52%

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 =  $n_{r,1}+n_{r,2}$ ) 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 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*

Qualitative responses to the questions were analyzed in the context of the effectiveness indicators. Nine respondents added information in the open ended response boxes located at the end of the section. The table below presents the summarized results of the comments related to the Maintenance and Operations effectiveness questions.

**Table 14. Summary of Comments from the Maintenance and Operations Effectiveness Survey**

Qualitative Responses	Q49 Assesses & Acts on Maintenance Needs	Q50 Responds to Request & Schedules Vehicle Use	Q51 Responds to Work Requests	Q52 Buildings Clean & Maintained	Q53 Grounds Clean & Maintained	Q54 Maintains Campus Accessibility	Summarization of Written Response
r1			1	1			Positive comments on cleanliness and maintenance
r2						-1	Dissatisfaction with accessibility for individuals with disabilities
r3	1				1		Positive comments on cleanliness and maintenance
r4							Positive comments on staff
r5				-1	-1		Dissatisfaction with cleaning schedule for bathrooms, cleanliness and maintenance of facilities & systems, and maintenance of grounds.
r6		1					Positive comments on staff and work performance
r7				-1			Dissatisfaction with cleanliness of classrooms; Satisfaction with cleanliness of bathrooms
r8		1					Satisfaction with responsiveness to requests, positive comments on staff
r9							Dissatisfaction with cleanliness of district vehicles

**Analysis for: OFFICE OF ADMINISTRATIVE SERVICES (Q56-Q64)**

Summary: Office of Administrative Services' performance is perceived as effective in all areas.

*Respondents*

The effectiveness of Office of Administrative Services was evaluated on eight areas. Of the 85 respondents to the survey, 77 to 79 rated questions on the effectiveness of Office of Administrative Services. Survey respondents could elect to skip or 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**

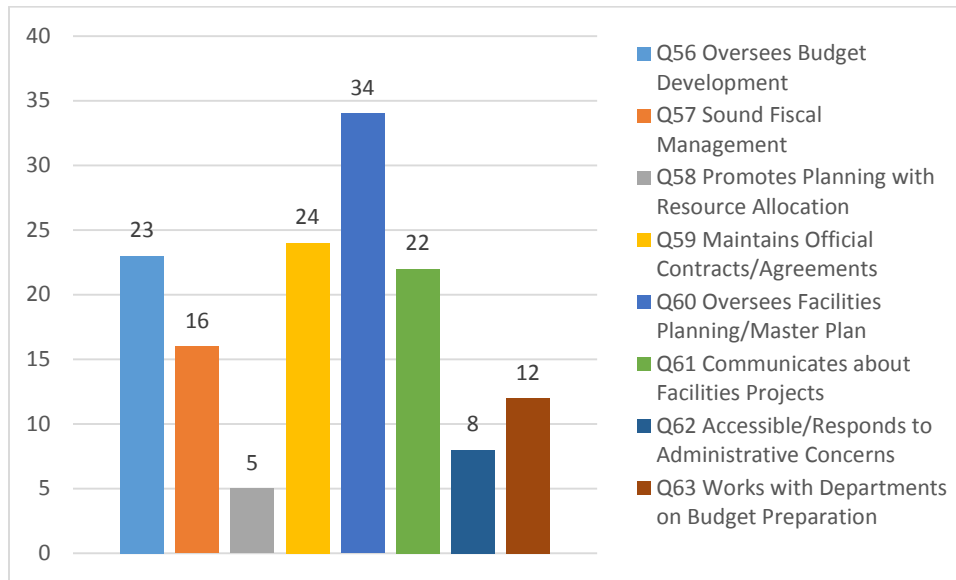
	Q56 Oversees Budget Development	Q57 Sound Fiscal Management	Q58 Promotes Planning with Resource Allocation	Q59 Maintains Official Contracts/Agreements	Q60 Oversees Facilities Planning/Master Plan	Q61 Communicates about Facilities Projects	Q62 Accessible/Responds to Administrative Concerns	Q63 Works with Departments on Budget Preparation
<b>Do Not Know</b>	32	26	28	37	29	13	33	37
<b>Percentage of Respondents</b>	40.51%	33.33%	36.36%	46.84%	36.71%	16.46%	42.86%	46.84%

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' rather than 'skip'. This suggests respondents wanted to provide information about 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 =  $n_r1+n_r2$ ) 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 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.

*Qualitative Responses*

Qualitative responses to the questions were analyzed in the context of the effectiveness indicators. Seven respondents added information in the open ended response boxes located at the end of the section. The table below presents the summarized results of the comments related to the Office of Administrative Services effectiveness questions. Comments were unrelated to areas examined in the effectiveness survey.

**Table 16. Summary of Comments from the Office of Administrative Services Effectiveness Survey**

	Qualitative Responses	Q56 Oversees Budget Development	Q57 Sound Fiscal Management	Q58 Promotes Planning with Resource Allocation	Q59 Maintains Official Contracts/Agreements	Q60 Oversees Facilities Planning/Master Plan	Q61 Communicates about Facilities Projects	Q62 Accessible/Responds to Administrative Concerns	Q63 Works with Departments on Budget Preparation	Summarization of Written Response
r1										Positive comments on staff and staff efficiency
r2										General comment on lack of knowledge about current efforts
r3										General positive comment on staff
r4										Comments on administrators
r5										Dissatisfaction with budget allocations
r6										Positive general comments on campus climate and employees
r7										Positive comments on staff

### Analysis for: OFFICE OF INSTRUCTION (Q65-Q72)

Summary: The Office of Instruction’s performance is perceived as effective in all but two areas. Leadership/Oversight and Constructive Collaboration were rated as less than effective.

#### Respondents

The effectiveness of the Office of Instruction was evaluated on seven areas. Of the 85 respondents to the survey, 78 responded to questions about the effectiveness of the Office of Instruction all areas except communication. Only 77 responded to the question about communication effectiveness. Survey respondents could elect to skip or 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**

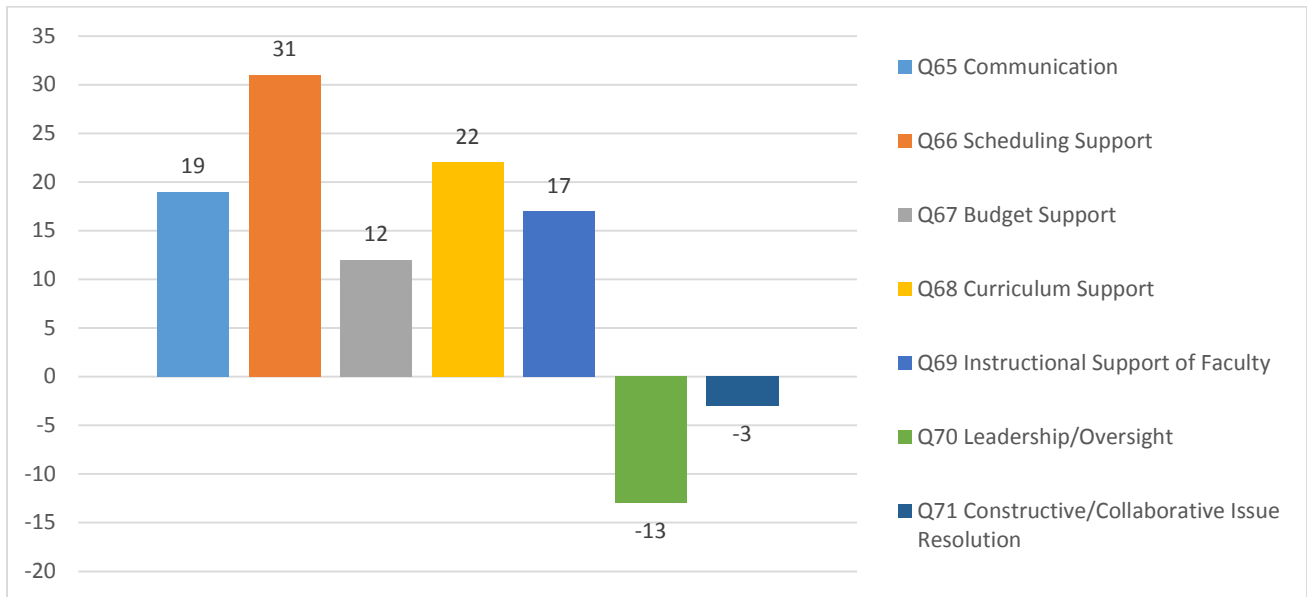
	Q65 Communication	Q66 Scheduling Support	Q67 Budget Support	Q68 Curriculum Support	Q69 Instructional Support of Faculty	Q70 Leadership/Oversight	Q71 Constructive/Collaborative Issue Resolution
<b>Do Not Know</b>	8	23	30	26	29	13	17
<b>Percentage of Respondents</b>	10.39%	29.49%	38.46%	33.33%	37.18%	16.67%	21.79%

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’ rather than ‘skip’. This suggests many respondents wanted to provide information about the Office of Instruction but were unable to respond to the questions as presented. Alternatively, respondents may have wanted to signal that they interact with the Office of Instruction but not enough to make a determination of effectiveness.

#### 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 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 but two areas: Leadership/Oversight and Constructive/Collaborative Issue Resolution.

*Qualitative Responses*

Qualitative responses to the questions about the effectiveness of the Office of Instruction were analyzed in the context of the effectiveness indicators. Twelve respondents added information in the open ended response boxes located at the end of the section. The table below presents the summarized results of the comments related to the Office of Instruction effectiveness questions. In general terms, the comments indicate satisfaction with the effectiveness of the Office of Instruction staff with dissatisfaction rising from a perceived lack of access to and clear direction from administrators.

**Table 18. Summary of Comments from the Office of Instruction Effectiveness Survey**

	Qualitative Responses	Communication	Scheduling Support	Budget Support	Curriculum Support	Instructional Support of Faculty	Leadership / Oversight	Constructive / Collaborative Issue Resolution	Summarization of Written Response
r1								-1	Communication from administrators is characterized as 'terrible'.
								-1	Accessibility of administrators is identified as an issue.
r2					1			-1	Administrators are seen as not recognizing the efforts of those outside of the Office of Instruction. Support staff are characterized as helpful. Administrators' decision-making, communication, and accessibility are identified as issues negatively impacting effectiveness.
r3			1						Improved access to budget information. (recognition of improvement in this area)
r4					1				Pleasant staff
r5					1				Pleasant staff
r6								-1	Administrators not accessible and not providing leadership
r7					1			-1	Lack of decision making by administrators.
r8			-1						Lack of flexibility for use of budget
r9					1				General positive statement
r10									General positive statement
r11								-1	Improvement needed for structure of meetings lead by administrators.
r12					1				Reports hearing 'gumblings', notes that no support given for the 'gumblings'

**Analysis for: OFFICE OF THE SUPERINTENDENT/PRESIDENT (Q73-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 seven areas. Of the 85 respondents to the survey, 79 responded to questions about the effectiveness of the Office of the Superintendent/President all areas except Questions 75 (N= 78) and 76 (n=78). Survey respondents could elect to skip or 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**

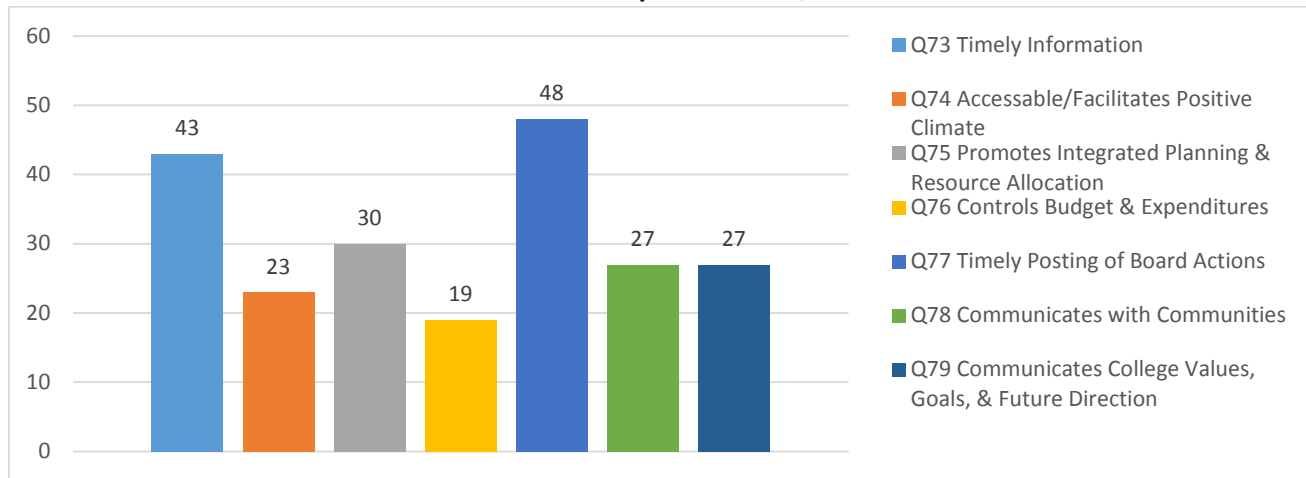
	Q73 Timely Information	Q74 Accessable/Facilitates Positive Climate	Q75 Promotes Integrated Planning & Resource Allocation	Q76 Controls Budget & Expenditures	Q77 Timely Posting of Board Actions	Q78 Communicates with Communities	Q79 Communicates College Values, Goals, & Future Direction
<b>Do Not Know</b>	6	6	12	25	9	30	8
<b>Percentage of Respondents</b>	7.59%	7.59%	15.38%	32.05%	11.39%	37.97%	10.13%

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 =  $n_{r,1}+n_{r,2}$ ) 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 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*

Qualitative responses to the questions about the effectiveness of the Office of the Superintendent/President were analyzed in the context of the effectiveness indicators. The table below presents the summarized results of the comments related to the Office of the Superintendent/President. Ten respondents added information in the open ended response boxes located at the end of the section. Two, r6 and r10, provided comments on areas unrelated to the areas being evaluated. In general, the comments focused on the campus climate.

**Table 20. Summary of Comments from the Office of the Superintendent/President Effectiveness Survey**

Qualitative Responses	Q73. Timely Information	Q74. Accessible/Facilitates Positive Climate	Q75. Promotes Integrated Planning & Resource Allocation	Q76. Controls Budget & Expenditures	Q77. Timely Posting of Board Actions	Q78. Communicates with Communities	Q79. Communicates College Values, Goals, & Future Direction	Summarization of Written Response
r1	-1							Decreased satisfaction with campus climate.
r2								Desires more collaboration between Office and other departments.
r3	-1							Dissatisfaction with accessibility
r4	1							Satisfaction with campus climate and accessibility
r5	-1							Dissatisfaction with campus climate. Suggestion for improvement of integrated planning.
r6								Seeks 'how are...' information about budget coding and prioritization
r7	1							Positive comment on staff.
r8	1					1		Positive comment on future direction. Positive comment on administration.
r9	1							Positive comments on energy and leadership from Office of Superintendent/President.
r10								Dissatisfaction with high turnover rate of superintendent/presidents. Dissatisfaction with leadership styles.



**Analysis for: OFFICE OF STUDENT SERVICES (Q81-Q88)**

Summary: The Office of Student Services’ performance is perceived as effective on all measures assessed in the survey. Consideration of efforts to maintain or improve perceived effectiveness in the area of Leadership and Communication with Student Services Directors and Coordinators is suggested.

*Respondents*

The effectiveness of the Office of Student Services was evaluated on seven areas. Of the 85 respondents to the survey, 79 responded to questions about the effectiveness of the Office of Student Services in all areas except Question 83 (N= 78). Survey respondents could elect to skip or 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**

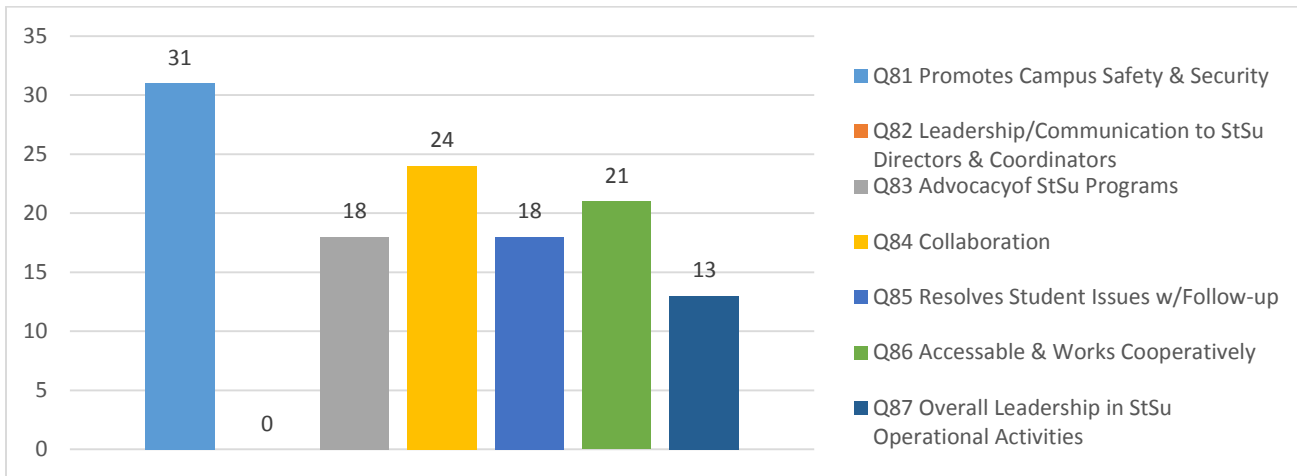
	Q81 Promote Safety & Security	Q82 Leadership/Communication to StSu Directors & Coordinators	Q83 Advocacy of StSu Programs	Q84 Collaboration	Q85 Resolves Student Issues w/Follow-up	Q86 Accessible & Works Cooperatively	Q87 Overall Leadership in StSu Operational Activities
<b>Do Not Know</b>	6	27	20	13	31	12	14
<b>Percentage of Respondents</b>	7.59%	34.18%	25.64%	16.46%	39.24%	15.19%	17.72%

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 =  $n_{r,1}+n_{r,2}$ ) 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 11. Effectiveness Indicators for the Office of Student Services**



The Office of Student Services was rated as effective in all areas. Notice that Leadership/Communication to Student Services Director and Coordinators was exactly zero (0) the minimum level of effectiveness.

*Qualitative Responses*

Qualitative responses to the questions about the effectiveness of the Office of Student Services were analyzed in the context of the effectiveness indicators. The table below presents the summarized results of the comments related to the Office of Student Services. Twelve respondents added information in the open ended response boxes located at the end of the section. Two, r3 and r11, provided comments on areas unrelated to the areas being evaluated. In general, the comments focused on personnel issues within Student Services.

**Table 22. Summary of Comments from the Office of Student Services Effectiveness Survey**

	Qualitative Responses	Q81 Promotes Campus Safety & Security	Q82 Leadership/Communication to StSu Directors & Coordinators	Q83 Advocacy of StSu Programs	Q84 Collaboration	Q85 Resolves Student Issues w/Follow-up	Q86 Accessible & Works Cooperatively	Q87 Overall Leadership in StSu Operational Activities	Summarization of Written Response
r1		-1							Concerns about personnel issues in Student Services.
r2					-1				Concerns about responses to reports of student violations of academic ethics.
r3									Positive comment on personnel. Some concern about personnel issues.
r4	1				1	1			Positive comments on communication.
r5		-1							Concerns about personnel climate within Student Services.
r6					-1				Concerns about responses to reports of student violations of academic ethics. Request for more information about services for veterans.
r7		-1			-1				Concerns about leadership, personnel issues, and response to student violations of academic ethic standards.
r8						1			Positive comments for administrator.
r9						1			Positive comments for administrator.
r10						1			Positive comments for administrator.
r11									Suggestion to improve communication of changes, such as the addition of enrollment attributes, that may affect other areas or generated reports.
r12		-1							Concerns about personnel issues in Student Services.

### Analysis for: STUDENT LEARNING OUTCOMES SUPPORT (Q89-Q94)

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. Of the 85 respondents to the survey, 78 responded to questions about the effectiveness of SLO Support in all areas except Question 93 (N= 77). Survey respondents could elect to skip or 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**

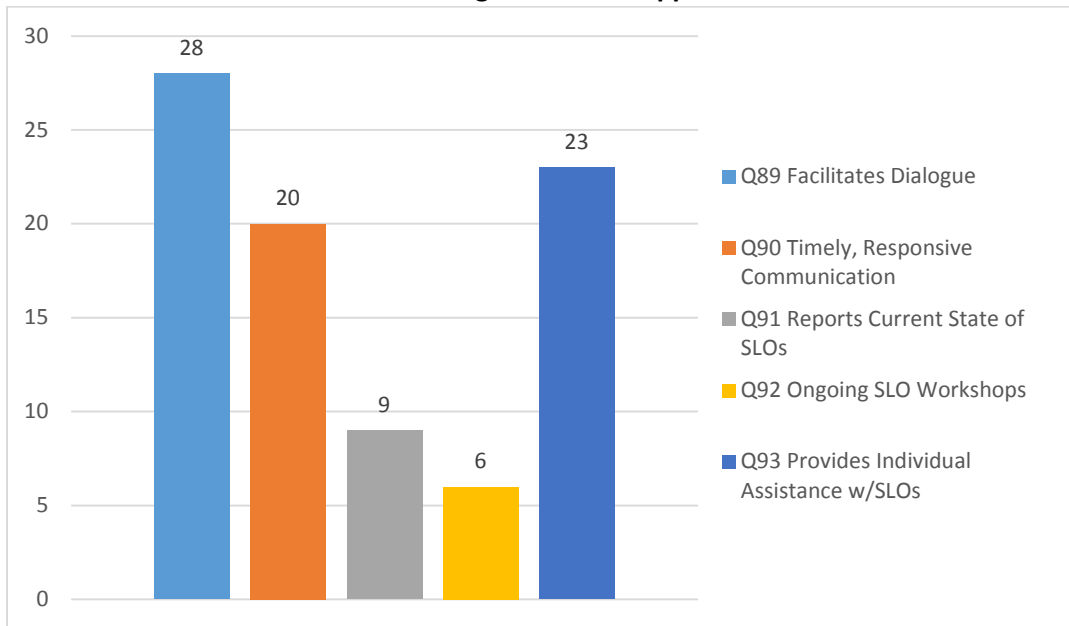
	Q89 Facilitates Dialogue	Q90 Timely, Responsive Communication	Q91 Reports Current State of SLOs	Q92 Ongoing SLO Workshops	Q93 Provides Individual Assistance w/SLOs
<b>Do Not Know</b>	25	28	25	30	24
<b>Percentage of Respondents</b>	32.05%	35.90%	32.05%	38.46%	31.17%

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. As noted earlier, respondents had the option of skipping each question. That so many chose to respond rather than skip 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*

Qualitative responses to the questions about the effectiveness of Student Learning Outcomes Support were analyzed in the context of the effectiveness indicators. The table below presents the summarized results of the comments related to Student Learning Outcomes Support. Five respondents added information in the open ended response boxes located at the end of the section. Two, r1 and r2, provided comments unrelated to the areas being evaluated. Comments were generally supportive of the effectiveness of SLO Support. One respondent commented on a personal lack of awareness about SLOs and SLO support.

**Table 24. Summary of Comments from Student Learning Outcomes Support Effectiveness Survey**

	Qualitative Responses	Q89 Facilitates Dialogue	Q90 Timely, Responsive Communication	Q91 Reports Current State of SLOs	Q92 Ongoing SLO Workshops	Q93 Provides Individual Assistance w/SLOs	Summarization of Written Response
r1							General statements about personnel.
r2							General statements about personnel.
r3					1		General statements about personnel.
r4		1				1	Satisfaction with support.
r5			-1				Notes lack of awareness of SLOs and department.

**Analysis for: TAFT COLLEGE FOUNDATION (Q95-Q97)**

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. Of the 85 respondents to the survey, 78 responded to questions about the effectiveness of TC Foundation in all areas. Survey respondents could elect to skip or 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**

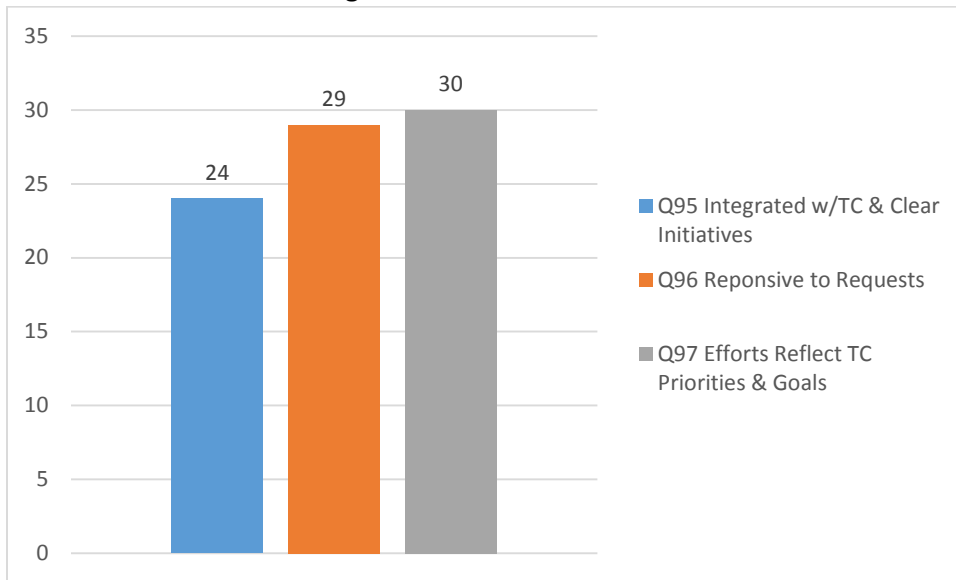
	Q95 Integrated w/TC & Clear Initiatives	Q96 Responsive to Requests	Q97 Efforts Reflect TC Priorities & Goals			
<b>Do Not Know</b>	22	33	24			
<b>Percentage of Respondents</b>	28.21%	42.31%	30.77%			

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. As noted earlier, respondents had the option of skipping each question. That so many chose to respond rather than skip 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*

Qualitative responses to the questions about the effectiveness of Taft College Foundation were analyzed in the context of the effectiveness indicators. The table below presents the summarized results of the comments related to Taft College Foundation. Three respondents added information in the open ended response boxes located at the end of the section. None of the responses included information about the areas included in the survey questions.

**Table 26. Summary of Comments from Taft College Foundation Effectiveness Survey**

	Qualitative Responses	Q95 Integrated w/TC & Clear Initiatives	Q96 Reponsive to Requests	Q97 Efforts Reflect TC Priorities & Goals	Summarization of Written Response
r1					General praise
r2					General praise
r3					General praise