



# Campus Climate Report 2014

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Prepared by the Office of Institutional Effectiveness

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# Campus Climate Survey

## Spring 2014

### Southwestern College

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## Executive Summary

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## Overview

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This report is the final analysis of the Campus Climate survey and represents the culmination of an effort to determine faculty, classified professional and campus administrator perspectives across a range of institutional and workplace themes. Since its inception, the survey's intent has been to understand "prevailing attitudes, perceptions, and/or environmental conditions at Southwestern College in regard to governance, leadership, and communication."<sup>1</sup> Though the emphasis of this report are the two most recent survey launches (spring 2013 and spring 2014), analyses for the three earlier periods (fall 2010, spring 2011, and spring 2012) are provided as well. Taken together, this five-period survey study provides an important means for evaluating employee sentiments and perspectives across time.

The chief objective for publishing survey findings has been a desire to provide a periodic snapshot of prevailing workplace sentiments and the degree to which the institution has fostered understanding, teamwork, and respect among campus employees. Regular survey administration and reporting allow for serious dialogue and continuous improvement in the work environment, for assessing organizational trust, and for the advancement of workplace satisfaction among district employees. Of equal importance, the survey provides a means for district employees to communicate their perceptions of the Governing Board and Superintendent/President. This feedback is critical to the Governing Board's self-evaluation process and serves as a channel for evaluating the Superintendent/President.

### **Accreditation Role**

As an institution of higher learning, Southwestern College has rigorously pursued objective institutional measures that meet the standards set by the Accrediting Commission for Community and Junior College, Western Association of Schools and Colleges (ACCJC-WASC). As a condition of accreditation, institutions must demonstrate that "resources and processes support

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<sup>1</sup> From SWC Employee Survey participation request communication, March 2012.



student learning.” Additionally, each institution must continuously assess student learning and pursue “institutional excellence and improvement” to ensure that an “ongoing, self-reflective dialogue about its quality and improvement” occur<sup>2</sup>. In terms of the latter point, “ongoing, self-reflective dialogue,” the Campus Climate survey has been essential to advancing institution-wide dialogue since its launch in fall 2010.

Data generated from the five questionnaire distributions is invaluable and will facilitate the preparation of Southwestern College’s 2015 Self-Evaluation Report. The retirement of the Campus Climate survey instrument after spring 2014 does not mean the end of workplace survey assessments. Rather, a new survey instrument (the Noel-Levitz College Employee Satisfaction Survey) will be utilized beginning spring 2014 to create quantitative data, for statistical comparisons, and to identify workplace factors relevant to institutional efficacy.

### **Survey Themes**

In terms of survey content, a committee comprised of faculty, staff, and administrators formulated several focal categories based on ACCJC-WASC standards and recommendations. These categories encompass institutional-level matters such as perceptions of campus leadership, shared governance, workplace environment, staff involvement in institutional processes, resource allocation, budget, technology and many other areas relevant to institutional efficacy. WASC accreditation standards guided the formulation of survey items.

As a rule, survey queries were organized into question groups (clusters). Survey themes included the following evaluative areas<sup>3</sup>:

#### *Campus Leadership and Shared Governance*

- How institutional leaders create an environment for empowerment, innovation, and institutional excellence.
- The role of leadership in regard to Southwestern College’s governance and decision-making structures and whether processes are regularly evaluated to assure their integrity and effectiveness.
- The presence of shared governance processes to facilitate discussion of ideas and effective communication among the institution’s constituencies.
- Whether institutional leaders encourage employees to take the initiative in improving the practices, programs, and services in which they are involved.
- Whether administrators exercise a substantial voice in institutional policies, planning, and budget that relate to their area of responsibility and expertise.

#### *Institutional Environment*

- Whether staff and faculty exercise a substantial voice in institutional policies, planning, and budget that relate to their area of responsibility and expertise.
- The existence of a systematic participative process to assure effective discussion, planning, and implementation of ideas for improvement.
- Whether a supportive environment of trust and respect exists for all employees at SWC.

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<sup>2</sup> ACCJC. (2009). Eligibility, Candidacy and Initial Accreditation Manual, 23. 1-41. [http://www.accjc.org/wp-content/uploads/2012/02/Eligibility-Candidacy-and-Initial-Accreditation-Manual\\_August-2009.pdf](http://www.accjc.org/wp-content/uploads/2012/02/Eligibility-Candidacy-and-Initial-Accreditation-Manual_August-2009.pdf)

<sup>3</sup> Southwestern College. (2009). *Institutional Self-Study in Support of Reaffirmation of Accreditation*, 1-220.

- Whether SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

#### *Institutional Processes*

- Whether faculty and administrators have a substantive and clearly defined role in institutional governance.
- The results of evaluations relating to shared governance and decision-making structures and processes are widely communicated to the employees and students.
- Whether the institution organizes its key processes and allocates its resources to effectively support student learning.
- The staff has established mechanisms or organizations for providing input to institutional-level decisions.

### **Questionnaire Administration**

Invitations to participate in the Campus Climate Survey, Spring 2014 questionnaire were sent on March 4, 2014 and administered through March 20, 2014. Within this period, 1,511 e-mail invitations and reminders were distributed through the campus's e-mail and calendar system (Microsoft Outlook). This represented the largest launching of survey invitations for this survey instrument at Southwestern College. The expanded number of invitations was a result of a deliberative effort to include adjunct faculty employed during the previous term (but, who did not have a teaching assignment at the time of survey launch). Follow-up reminder notices were distributed on March 10, March 13, and March 18. The questionnaire was accessible through an online link contained within e-mail notifications from the Class Climate survey system. Respondents were required to enter the unique alphanumeric password generated by the system and contained within the e-mail to begin the survey. Employees returned 274 surveys for a response rate of eighteen percent (18%), somewhat less than the previous spring 2012 rate of twenty percent (20%).

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### **Key Findings**

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The questionnaire permits a point-in-time examination of multiple organizational factors affecting the institution, to include governance and leadership, institutional planning, organizational processes, budget, resource allocation, achievement of institutional objectives, and the state of the district. It may also be viewed as an essential source of information for guiding institutional dialogue and as means for faculty, professional staff, and administrators to extend a critical view of the institution. At the governance and leadership level, survey results serve as an important indicator of workplace sentiment among campus constituencies regarding decisions made by the Governing Board and campus leadership. For the spring 2013 – spring 2014 period, survey results indicate a modest systematic increase across most of the measured institutional factors. As a rule, spring 2014 survey results tended only to be marginally different from spring 2013. Six survey items were found to be statistically significant in terms of across period change—the fewest number among all survey comparisons. Though statistically significant findings were limited, several survey items were near the threshold for statistical significance (see [Table II](#)) with most experiencing a modest increase in mean scores, generally, from two to three percent (2% - 3%).

## Findings Summary

The following bullets are an abbreviated listing of key findings from the survey:

### *Campus Leadership, Shared Governance, and Institutional Environment Results*

- Leadership and governance queries in spring 2014 found slight improvement, or no change, compared to spring 2013 – particularly with respect to the Governing Board and President/Superintendent.
- One survey prompt, “I feel an environment of trust and respect exists for all employees at Southwestern College” (Q6) had a statistically significant increase from spring 2013 (1.84) to spring 2014 (2.08).
- Over the five administrations of the survey, no more than half of the respondents have ever agreed with the statement, “I have a substantive and clearly defined role in the shared planning and decision making process.”
- Two items related to Maintenance (Q48i and Q55e) experienced statistically significant declines.
- In response to “My needs are being met...,” Library Services (Q55c) experienced a statistically significant increase from spring 2013 to spring 2014.

### *Institutional Process Results*

- Respondent willingness to provide input to improving institutional process related to Institutional Program Review (Q49h) and Strategic Planning process (Q49g) fell significantly and are among the items experiencing the most change (see [Table II](#)).
- Survey items related to the budget experienced substantive (positive) change from spring 2013 to spring 2014 with “accurate and complete information about the SWC budget is accessible and/or provided on request in timely manner,” (Q36) and “(budget Planning Process) The institution organizes its key processes and allocates its resources to effectively support student learning” (Q50b).
- Ten out of thirteen questions directly related to Institutional Processes and Environment (Q10-22) experienced slight improvement.

## Demographic Summary

### Job Classification

#### Respondents by Job Classification: Spring 2014

Job Classification	%	n	Average Years Employed
Management (Dean/Director/Supervisor/Senior Management)	11%	31	12.4
Classified Professional	35%	95	15.1
Faculty, Full-Time	29%	79	16.0
Faculty, Part-Time	25%	68	11.1
No Response/Unspecified	0%	1	-
Total	100%	274	14.0

#### Respondents by Job Classification: Spring 2013

Job Classification	%	n	Average Years Employed
Management (Dean/Director/Supervisor/Senior Management)	5%	12	16.3
Classified Professional	24%	63	13.0
Faculty, Full-Time	20%	51	14.1
Faculty, Part-Time	9%	25	6.5
No Response/Unspecified	42%	109	12.3
Total	100%	260	12.2

#### Respondents by Job Classification: Spring 2012

Job Classification	%	n	Average Years Employed
Management (Dean/Director/Supervisor/Senior Management)	11%	27	12.2
Classified Professional	32%	78	18.3
Faculty, Full-Time	26%	64	16.1
Faculty, Part-Time	30%	75	9.2
No Response	1%	2	-
Total	100%	246	14.2

#### Respondents by Job Classification: Spring 2011

Job Classification	%	n	Average Years Employed
Management (Dean/Director/Supervisor/Senior Management)	11%	38	12.4
Classified Professional	34%	117	13.1
Faculty, Full-Time	30%	101	14.1
Faculty, Part-Time	25%	84	8.3
No Response	0%	0	-
Total	100%	340	12.1

#### Respondents by Job Classification: Fall 2010

Job Classification	%	n	Average Years Employed
Management (Dean/Director/Supervisor/Senior Management)	8%	45	11.5
Classified Professional	43%	257	12.4
Faculty, Full-Time	25%	151	14.9
Faculty, Part-Time	23%	141	7.9
No Response	1%	4	-
Total	100%	598	11.9

## Demographic Summary

### Gender

#### Respondents by Gender: Spring 2014

Gender	%	N
Female	63%	173
Male	37%	101
No Response	0	0
Total	100%	274

#### Respondents by Gender: Spring 2013

Gender	%	N
Female	39%	102
Male	24%	63
No Response	37%	95
Total	100%	260

#### Respondents by Gender: Spring 2012

Gender	%	N
Female	56%	138
Male	42%	104
No Response	2%	4
Total	100%	246

#### Respondents by Gender: Spring 2011

Gender	%	N
Female	38%	128
Male	62%	212
No Response	0%	0
Total	100%	340

#### Respondents by Gender: Fall 2010

Gender	%	N
Female	59%	350
Male	41%	244
No Response	1%	4
Total	100%	598

### Location

#### Respondents by Location: Spring 2014

Location:	%	N
Main Campus	62%	171
HEC/Other	11%	29
Both	27%	74
No Response	0%	0
Total	100%	274

#### Respondents by Location: Spring 2013

Location:	%	N
Main Campus	63%	163
HEC/Other	12%	31
Both	24%	63
No Response	1%	3
Total	100%	260

#### Respondents by Location: Spring 2012

Location:	%	N
Main Campus	61%	149
HEC/Other	13%	31
Both	26%	63
No Response	1%	3
Total	100%	246

#### Respondents by Location: Spring 2011

Location:	%	N
Main Campus	67%	229
HEC/Other	11%	39
Both	21%	72
No Response	0%	0
Total	100%	340

#### Respondents by Location: Fall 2010

Location:	%	N
Main Campus	65%	388
HEC/Other	10%	62
Both	24%	144
No Response	1%	4
Total	100%	598

Demographic Summary

## Years Employed

Respondents by Years Employed: Spring 2014

Years Employed

Job Classification	0-5	6-10	11-15	16-20	21+	Total
Faculty, Part-Time	6%	8%	5%	3%	3%	68
Faculty, Full-Time	2%	4%	8%	7%	8%	79
Classified Professional	4%	8%	6%	7%	9%	95
Management (Dean/Director/ Supervisor/Senior Management)	3%	2%	2%	2%	2%	31
No Response	-	-	-	-	-	1
Total	16%	23%	20%	19%	22%	274

Respondents by Years Employed: Spring 2013

Years Employed

Job Classification	0-5	6-10	11-15	16-20	21+	Total
Faculty, Part-Time	5%	1%	1%	0%	3%	28
Faculty, Full-Time	2%	7%	4%	5%	2%	53
Classified Professional	3%	7%	3%	6%	7%	69
Management (Dean/Director/ Supervisor/Senior Management)	2%	1%	1%	1%	1%	16
Unspecified	3%	7%	4%	7%	6%	71
No Response	-	-	-	-	-	23
Total	15%	23%	13%	19%	19%	260

Respondents by Years Employed: Spring 2012

Years Employed

Job Classification	0-5	6-10	11-15	16-20	21+	Total
Faculty, Part-Time	39%	30%	15%	8%	8%	74
Faculty, Full-Time	11%	13%	27%	16%	34%	64
Classified Professional	17%	16%	25%	12%	30%	76
Management (Dean/Director/ Supervisor/Senior Management)	31%	8%	35%	8%	19%	26
No Response	-	-	-	-	-	6
Total	24%	18%	23%	11%	23%	246

Respondents by Years Employed: Spring 2011

Years Employed

Job Classification	0-5	6-10	11-15	16-20	21+	Total
Faculty, Part-Time	51%	24%	12%	4%	10%	84
Faculty, Full-Time	17%	22%	25%	11%	26%	101
Classified Professional	21%	21%	28%	7%	23%	117
Management (Dean/Director/ Supervisor/Senior Management)	37%	8%	18%	8%	29%	38
No Response	-	-	-	-	-	0
Total	29%	21%	22%	7%	21%	340

Respondents by Years Employed: Fall 2010

Years Employed

Job Classification	0-5	6-10	11-15	16-20	21+	Total
Faculty, Part-Time	46%	29%	12%	6%	7%	45
Faculty, Full-Time	17%	21%	21%	14%	27%	257
Classified Professional	23%	20%	24%	13%	20%	151
Management (Dean/Director/ Supervisor/Senior Management)	37%	10%	23%	11%	20%	141
No Response	-	-	-	-	-	4
Total	28%	22%	20%	11%	19%	598

## Question Group Summary

### Campus Climate Survey Instrument

The following table summarizes each of the sixty-seven (67) queries included in the spring 2013 Campus Climate survey. Survey queries are organized into nineteen groupings and correlate to ACCJC WASC standards and Southwestern College's *2009 Self-Study: Institutional Self-Study in Support of Reaffirmation of Accreditation*. For statistical research uniformity, listed survey items have remained identical for all Campus Climate survey administrations (fall 2010, spring 2011, spring 2012, spring 2013, and spring 2014). Furthermore, notable statistical outcomes related to each of the overarching ACCJC WASC institutional evaluation areas are incorporated into question groups under "Charts / Data Analysis." Finally, these survey queries are based on accreditation mandates related to "The Standards." The Standards, as adopted by the ACCJC WASC in June 2002, stipulate that:

The institution mission provides the impetus for achieving student learning and other goals that the institution endeavors to accomplish. The institution provides the means for students to learn, assess how well learning is occurring, and strives to improve that learning through ongoing, systematic, and integrated planning (Standard I). Instructional programs, student support services, and library a learning support services facilitate the achievement of the institution's stated student learning outcomes (Standard II). Human, physical, technology, and financial resources enable these programs and services to function and improve (Standard III). Ethical and effective leadership throughout the organization guides the accomplishment of the mission and supports institutional effectiveness and improvement (Standard IV).

A college wide dialogue that integrates the elements of the Standards provides the complete view of the institution that is needed to verify integrity and to promote quality and improvement.

For a detailed description of ACCJC WASC standards, reference the link below:

<http://www.accjc.org/all-commission-publications-and-policies/accreditation-reference-handbook>

Table 1	Question Group Items	Primary WASC Standard
<b>Question Group I</b>	<b>Mission Statement and campus priorities.</b>	<b>I.A</b>
1	I am aware of the Mission Statement and priorities of the College.	
<b>Question Group II</b>	<b>Institutional leaders create an environment for empowerment, innovation, and institutional excellence.</b>	<b>IV.A</b>
2: a, b, c, d, e, f	Institutional leaders create an environment for empowerment, innovation, and institutional excellence...	
3: a, b, c, d, e, f	Institutional leaders create an environment that promotes institutional effectiveness...	
4	I feel the environment at SWC fosters institutional excellence.	
5	I feel the environment at SWC fosters innovation.	



<b>Table 1</b>	<b>Question Group Items</b>	<b>Primary WASC Standard</b>
<b>Question Group III</b>	<b>A supportive environment of trust and respect exists for all employees at SWC.</b>	<b>IV.A, IV.B</b>
6	I feel an environment of trust and respect exists for all employees at SWC.	
7	The College fosters an environment of ethical behavior.	
8: a, b, c, d, e, f, g, h	Institutional leaders create an environment that promotes trust and respect...	
9: a, b, c, d, e, f, g, h	I feel intimidated by others at Southwestern College...	
10	I feel comfortable expressing my opinion.	
11	I would encourage someone to apply for a job at Southwestern College.	
<b>Question Group IV</b>	<b>Systematic participative processes are used to assure effective discussion, planning, and implementation of ideas for improvement.</b>	<b>I.B</b>
12	I feel that institutional leaders make optimal use of existing shared planning and decision making processes to assure effective discussion, planning, and implementation of ideas for improvement.	
13	I understand how the shared planning and decision making processes are carried out at SWC.	
14	Input provided by me or the constituent group that represents me is welcomed, respected, and given appropriate consideration by institutional leaders when decisions are made.	
<b>Question Group V</b>	<b>Established mechanisms or organizations exist for providing input into institutional decisions.</b>	<b>IV.A</b>
15	I have a substantive and clearly defined role in the shared planning and decision making process.	
16	The Academic Senate has a substantive and clearly defined role in the shared planning and decision making process.	
17	The Classified Staff has a substantive and clearly defined role in the shared planning and decision making process.	
<b>Question Group VI</b>	<b>Administrators have a substantive and clearly defined role in institutional governance.</b>	<b>IV.A</b>
18	Administrators have a substantive and clearly defined role in the shared planning and decision making process.	
<b>Question Group VII</b>	<b>Representatives of constituency groups provide timely and accurate information.</b>	<b>IV.A</b>
19	Representatives of my constituency group (e.g., faculty, classified, administrators) provide me with timely and accurate information.	



Table 1	Question Group Items	Primary WASC Standard
Question Group VIII	<b>SWC relies on faculty, the Academic Senate and curriculum committee, and academic administrators for recommendations about student learning programs and services.</b>	<b>II.A, II.B, II.C</b>
20	ACCJC Standards establish that the Governing Board and Superintendent/President rely on the faculty, the Academic Senate and Curriculum Committee, and Academic Administrators for recommendations about student learning programs and services. SWC is in compliance with the standard.	
Question Group IX	<b>SWC has implemented hiring, promotion, and equal employment practices and provided appropriate orientation, training, and evaluation to ensure fairness for all employees.</b>	<b>III.A</b>
21	SWC has implemented hiring, promotion, and equal employment practices and provided appropriate orientation, training, and evaluation to ensure fairness for all employees.	
22	The hiring, promotion, and equal employment practices are fair to all employees.	
23: a, b	SWC demonstrates its commitment to addressing issues of equity and diversity...	
24: a, b	The following services are provided fairly to all employees...	
25	Performance evaluations are provided in a timely manner and applied fairly to all employees.	
26	Hiring, promotion, and equal employment practices are clearly stated, followed, and applied fairly.	
27: a, b	The employee orientation and staff development training I have received were helpful and appropriate...	
28	The performance evaluation(s) that I have received were fair and appropriate.	
29	SWC has a formal structure for employees to raise concerns and/or problems.	
Question Group X	<b>SWC has defined and communicated budget development and budget decision-making processes to achieve College goals.</b>	<b>III.D</b>
30	SWC has defined and communicated its budget development and budget decision making processes to achieve college goals.	
31	I am informed about how the budget development and budget decision making process occurs.	
32	My program/unit spends allocated funds responsibly.	
33	The budget development and budget decision making process is set up to achieve SWC priorities, as identified in the Strategic Plan.	
34	Strategic priorities drive budget decisions.	
35: a, b, c, d, e	Budget allocation is decided fairly and equitably in the following areas...	

Table 1	Question Group Items	Primary WASC Standard
36	Accurate and complete information about the SWC budget is accessible and/or provided on request in a timely manner.	
<b>Question Group XI</b>	<b>The Governing Board has established itself as a policy-making body, delegated operational authority to the S/P, clarified management roles, and supported the authority of the management in the administration of the College.</b>	<b>IV.B</b>
37	The Governing Board establishes itself as a policy-making body, delegates operational authority to the Superintendent/President, clarifies management roles, and supports the authority of the management in the administration of the College.	
38	The Governing Board and Superintendent/President are aware of and demonstrate support for faculty, classified staff, students, and administration in the shared planning and decision making.	
<b>Question Group XII</b>	<b>The Governing Board has implemented a consistent self-evaluation process in which input from the College community is solicited and the self-evaluation results are posted on SWC's website and in SWC's public folder.</b>	<b>IV.B</b>
39	The Governing Board utilizes a consistent and transparent self-evaluation process in which input from the College community is solicited and the results are accessible and communicated to the college community.	
40	An opportunity was given for constituents to provide input as part of the Governing Board self-evaluation process.	
41	I am aware of the results of the Governing Board self-evaluation that are posted on the SWC website and in the Outlook public folder.	
<b>Question Group XIII</b>	<b>SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.</b>	<b>I.B</b>
42: a, b, c, d, e, f, g, h, i, j, k	SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes...	
43	My constituency group (faculty/classified/administrator) has been asked to participate in a dialogue about improving student learning.	
44	My constituency group (faculty/classified/administrator) has been asked to participate in a dialogue about improving institutional processes.	
45	I have participated in a dialogue about improving student learning.	
46	I have participated in a dialogue about improving institutional processes.	
47	Dialogue about student learning and institutional processes has been conducted in a collegial manner.	
48: a, b, c, d, e, f, g, h, i, j, k, l, m	The operational processes and departments listed below allow me to perform my job effectively and efficiently...	

Table 1	Question Group Items	Primary WASC Standard
49: a, b, c, d, e, f, g, h, i	I would like to have input into improving institutional processes...	
<b>Question Group XIV</b>	<b>The institution organizes its key processes and allocates its resources to effectively support student learning.</b>	<b>I.B</b>
50: a, b, c, d, e, f, g, h, i	The institution organizes its key processes and allocates its resources to effectively support student learning...	
51	SWC is organized and staffed appropriately and proportionately to reflect the institution's purpose, size, and complexity.	
52	SWC's planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	
53	Student learning needs are central to the planning, development and design of new facilities.	
<b>Question Group XV</b>	<b>The results of evaluations relating to shared governance and decision-making structures and processes are widely communicated to the employees and the campus community.</b>	<b>I.B</b>
54	The priorities of the College as established in planning documents (e.g., Strategic Plan, Education Master Plan, Enrollment Management Plan, and Technology Plan, etc.) are communicated College-wide.	
<b>Question Group XVI</b>	<b>Needs assessment of campus resources.</b>	<b>III.A, III.B, III.C, III.D</b>
55: a, b, c, d, e	My needs are being met in each of the following areas:	
<b>Question Group XVII</b>	<b>The role of leadership and SWC's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness.</b>	<b>IV.A</b>
56	Decision making processes are regularly evaluated and the results are widely communicated and distributed to all members of the college community.	
57	The Governing Board listens and responds to recommendations from College constituencies.	
<b>Question Group XVIII</b>	<b>SWC workplace conditions and resources allow for the effective performance and equitable distribution of employee responsibilities.</b>	<b>III.A</b>
58	My work is valued and appreciated in the workplace.	
59	Employees are treated fairly and respectfully regardless of disability, gender, race/ethnicity, sexual orientation, political affiliation, or religious affiliation.	
60	My workload expectations are reasonable.	
61	Work responsibilities are within my job description.	
62	The workload is fairly distributed among the members of my department.	

<b>Table 1</b>	<b>Question Group Items</b>	<b>Primary WASC Standard</b>
63	My supervisor is approachable and understanding when I have a question related to my work responsibilities.	
64	I have been provided with updated training to perform the duties specified in my job description.	
65	I have been provided with the necessary tools and equipment to perform my job successfully.	
66	I have access to sufficient space to perform my job successfully.	
<b>Question Group XIX</b>	<b>Campus morale.</b>	<b>IV.A, IV.B</b>
67	How would you describe morale at Southwestern College today as compared to five years ago?	

## **Charts / Data Analysis**

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## Question Group I: Mission Statement and campus priorities.

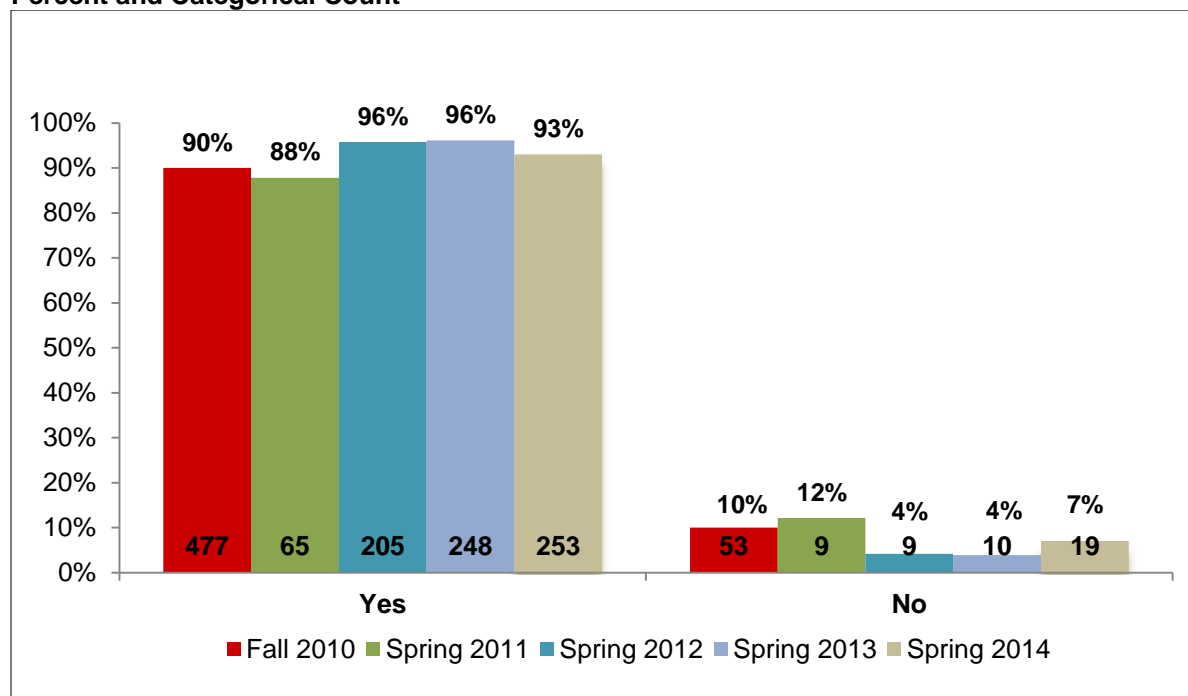
The single item in Question Group I (Q1) relates to WASC Standard I.A and explains the importance of the institution showing a strong obligation to a mission that highlights student learning and to communicating the mission internally and externally. The Campus Climate Spring 2014 survey begins with a “Yes” or “No” regarding employee awareness of the college’s Mission Statement and campus priorities. Both the histogram and the associated statistical analysis below illustrate survey results for the fall 2010, spring 2011, spring 2012, spring 2013, and spring 2014 survey periods.

Notable findings for the current survey administration period:

- The percentage of respondents who indicated an awareness of the Mission Statement and priorities of the college declined by 3% from spring 2013 which is statistically unchanged for the spring 2013 to spring 2014 period.
- Over the five-period survey assessment, no less than eighty-eight percent (88%) of respondents reported “awareness” of the College’s Mission Statement; two periods (spring 2012 and spring 2013) each peaked at ninety-six percent (96%).

### 1. I am aware of the Mission Statement and priorities of the College.

Percent and Categorical Count



## 1. I am aware of the Mission Statement and priorities of the College.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	93%	253	3.485	0.062
Spring 2013	96%	258		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ )

Spring 2014	Position	% Yes	n
	PT Faculty	19%	53
	FT Faculty	28%	77
	Classified	34%	92
	Administrator	11%	31
	<b>Overall</b>	<b>93%</b>	<b>253</b>

Spring 2013	Position	% Yes	n
	PT Faculty	27%	71
	FT Faculty	21%	56
	Classified	9%	29
	Administrator	6%	16
	Unspecified	33%	86
	<b>Overall</b>	<b>96%</b>	<b>258</b>

Spring 2012	Position	% Yes	n
	PT Faculty	26%	62
	FT Faculty	26%	57
	Classified	33%	50
	Administrator	11%	25
	<b>Overall</b>	<b>96%</b>	<b>214</b>

Spring 2011	Position	% Yes	n
	PT Faculty	—	—
	FT Faculty	—	—
	Classified	—	—
	Administrator	—	—
	<b>Overall</b>	<b>88%</b>	<b>74</b>

Note: Due to a database error, only 74 answers to this question were recorded for spring 2011. Individual employee categories are unavailable.

Fall 2010	Position	% Yes	n
	PT Faculty	19%	124
	FT Faculty	26%	140
	Classified	33%	222
	Administrator	11%	44
	<b>Overall</b>	<b>90%</b>	<b>530</b>

## Question Group II: Institutional leaders create an environment for empowerment, innovation, and institutional excellence.

Group II questions (Q2-Q5) relate to WASC Standard IV.A and focus on leadership ethics and efficacy. Such leadership allows the institution to ascertain institutional values, establish goals, and learn to improve.

Survey Items Belonging to Question Group II	
<b>Q2</b>	Institutional leaders create an environment for empowerment, innovation, and institutional excellence: Faculty Leaders (8a), Classified Leaders (8b), Middle Management Leaders (8c), Division Leaders (8d), Superintendent/President (8e), Governing Board (8f)
<b>Q3</b>	Institutional leaders create an environment that promotes institutional effectiveness: Faculty Leaders (8a), Classified Leaders (8b), Middle Management Leaders (8c), Division Leaders (8d), Superintendent/President (8e), Governing Board (8f)
<b>Q4</b>	I feel the environment at SWC fosters institutional excellence.
<b>Q5</b>	I feel the environment at SWC fosters innovation.

Notable findings for the current survey administration period:

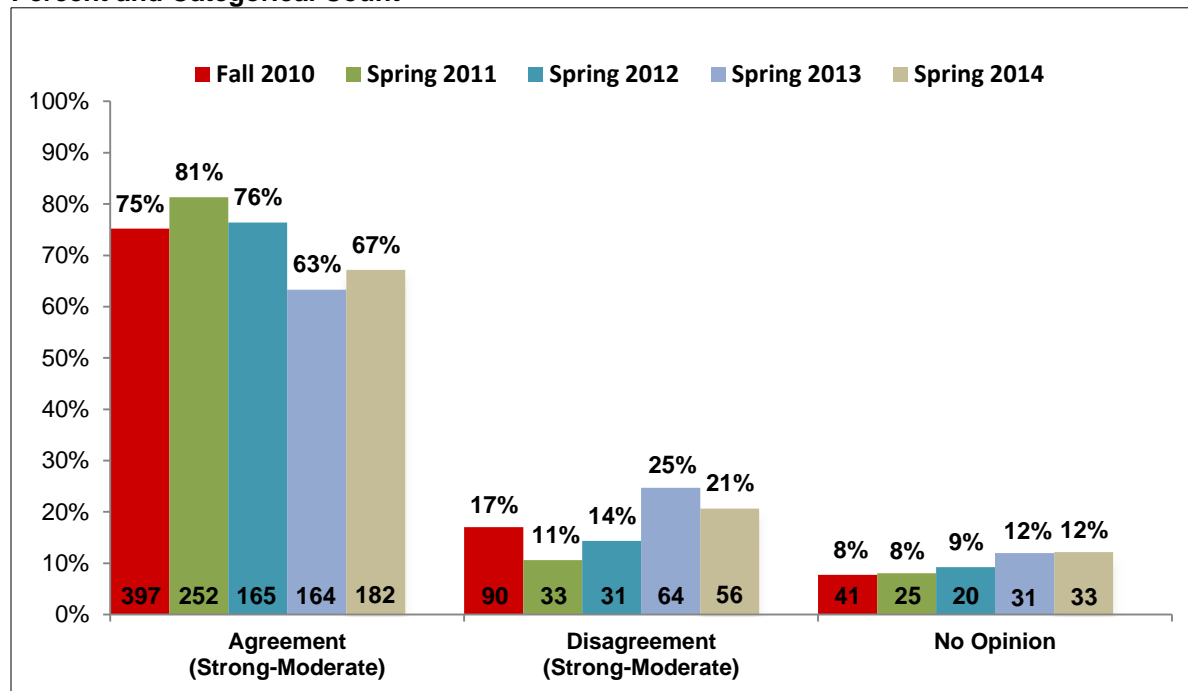
- Question Group II has remained relatively unchanged when comparing responses from spring 2014 to spring 2013, as there are no statistically significant differences detected.
- Respondent agreement to Q2 increased for all leadership groups from spring 2013 to spring 2014 with the exception of Classified Leaders; however, the differences are not statistically significant.
- Based on the initial survey launched in spring 2011, respondent agreement to Q2 for Classified Leaders has dropped by 14%.
- More than half of spring 2014 respondents agree with the statement that Faculty Leaders, Classified Leaders, and Middle Management Leaders are creating an “environment for empowerment, innovation, and institutional excellence” and creating an “environment that promotes institutional effectiveness.”



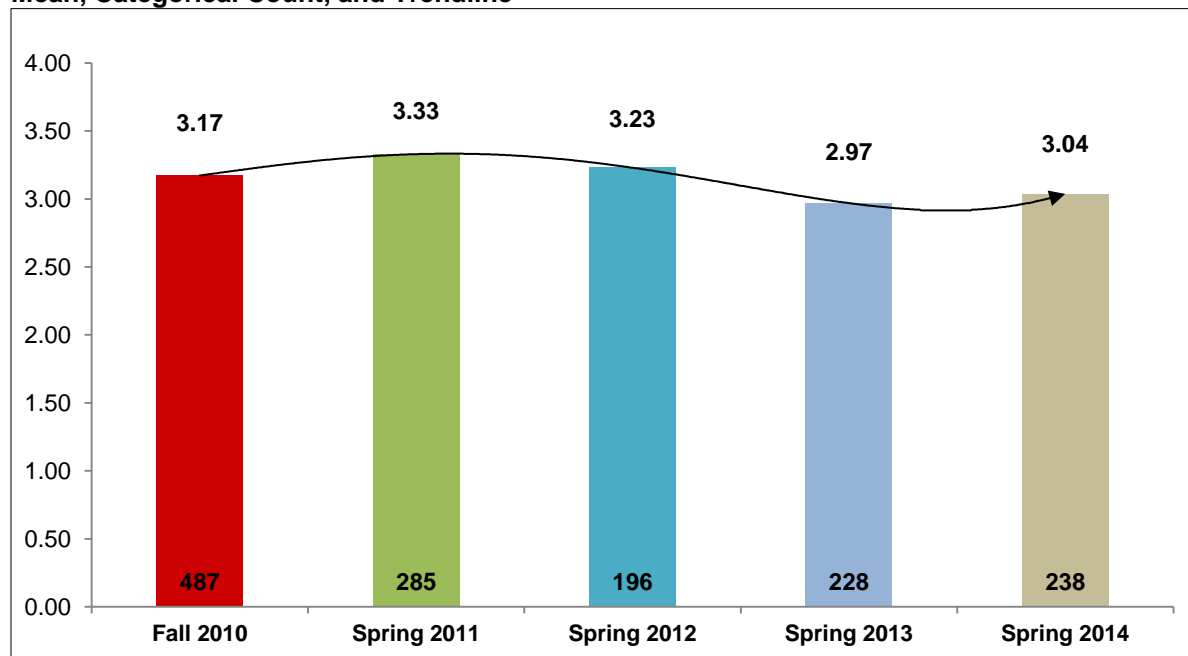
Charts / Data Analysis

**2a. [Faculty Leaders (e.g. Academic Senate President, SCEA President, Dept. Chairs)] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**2a. [Faculty Leaders (e.g. Academic Senate President, SCEA President, Dept. Chairs)] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.**

**Test of statistical significance: spring 2013 to spring 2014**

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	3.04	238	0.672	0.413
Spring 2013	2.97	228		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.92	1.07	59
	FT Faculty	3.29	.86	77
	Classified	2.99	.80	72
	Administrator	2.77	.86	30
	<b>Overall</b>	<b>3.04</b>	<b>.91</b>	<b>238</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.96	1.00	28
	FT Faculty	3.27	.84	56
	Classified	2.62	.81	50
	Administrator	3.00	.79	17
	Unspecified	2.97	.90	77
	<b>Overall</b>	<b>2.97</b>	<b>.89</b>	<b>228</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.25	.93	55
	FT Faculty	3.54	.69	56
	Classified	2.97	.98	59
	Administrator	3.12	.95	26
	<b>Overall</b>	<b>3.23</b>	<b>.91</b>	<b>196</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.33	.76	64
	FT Faculty	3.47	.73	95
	Classified	3.22	.86	90
	Administrator	3.22	.64	36
	<b>Overall</b>	<b>3.33</b>	<b>.77</b>	<b>285</b>

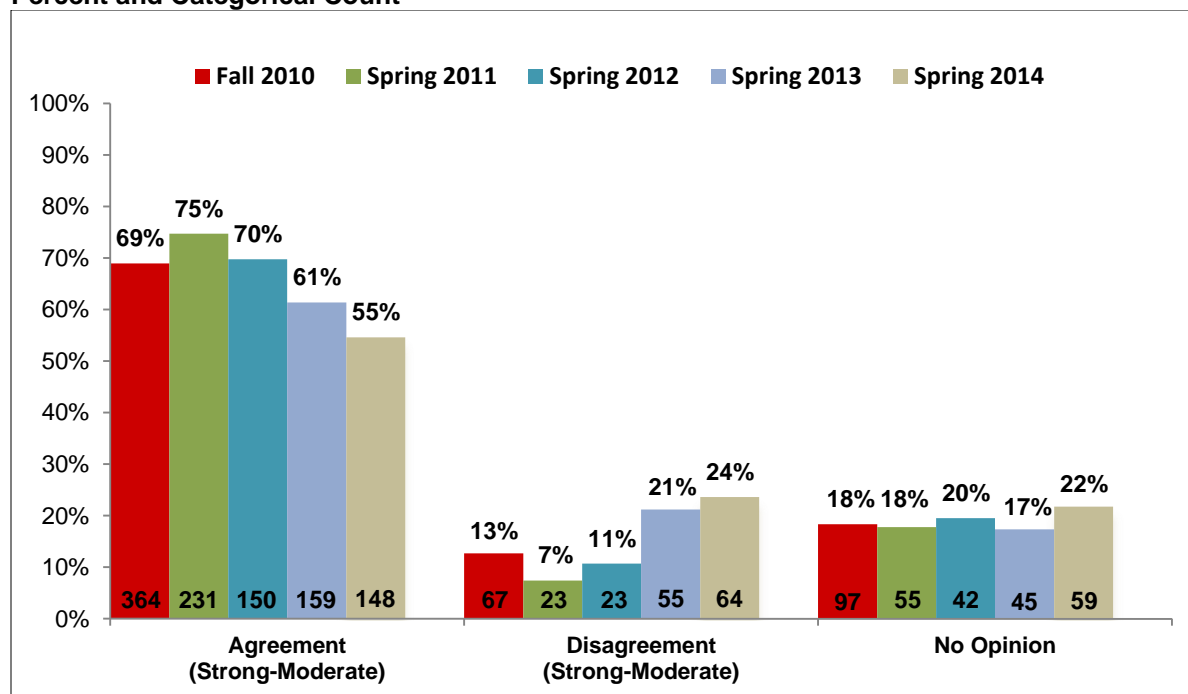
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.11	.92	114
	FT Faculty	3.47	.76	139
	Classified	3.06	.88	190
	Administrator	2.89	.92	44
	<b>Overall</b>	<b>3.17</b>	<b>.88</b>	<b>487</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

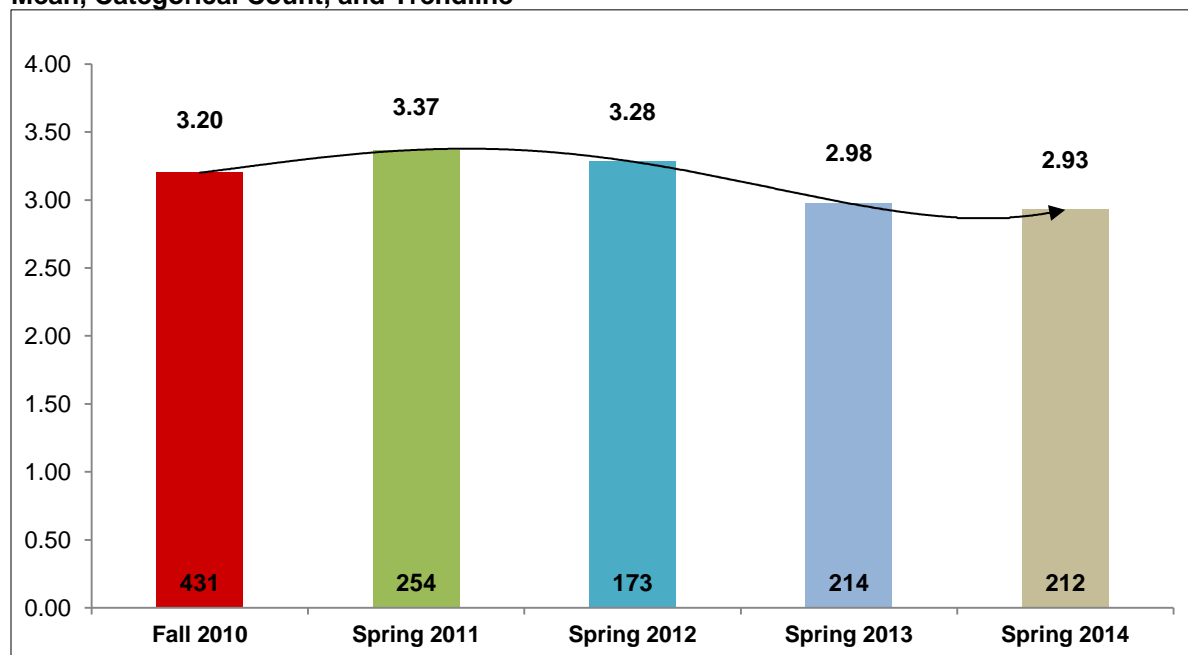
Charts / Data Analysis

## 2b. [Classified Leaders (e.g. CSEA President)] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 2b. [Classified Leaders (e.g. CSEA President)] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.93	212	0.258	0.612
Spring 2013	2.98	214		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.76	1.04	37
	FT Faculty	2.82	1.01	56
	Classified	3.14	.95	88
	Administrator	2.74	1.03	31
	<b>Overall</b>	<b>2.93</b>	<b>1.00</b>	<b>212</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.15	.67	20
	FT Faculty	2.57	.93	37
	Classified	3.12	.93	69
	Administrator	2.94	1.03	17
	Unspecified	3.01	.90	71
	<b>Overall</b>	<b>2.98</b>	<b>.92</b>	<b>214</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.23	.87	43
	FT Faculty	3.32	.76	41
	Classified	3.36	.82	66
	Administrator	3.09	.90	23
	<b>Overall</b>	<b>3.28</b>	<b>.82</b>	<b>173</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.35	.63	49
	FT Faculty	3.35	.73	68
	Classified	3.44	.68	101
	Administrator	3.25	.65	36
	<b>Overall</b>	<b>3.37</b>	<b>.68</b>	<b>254</b>

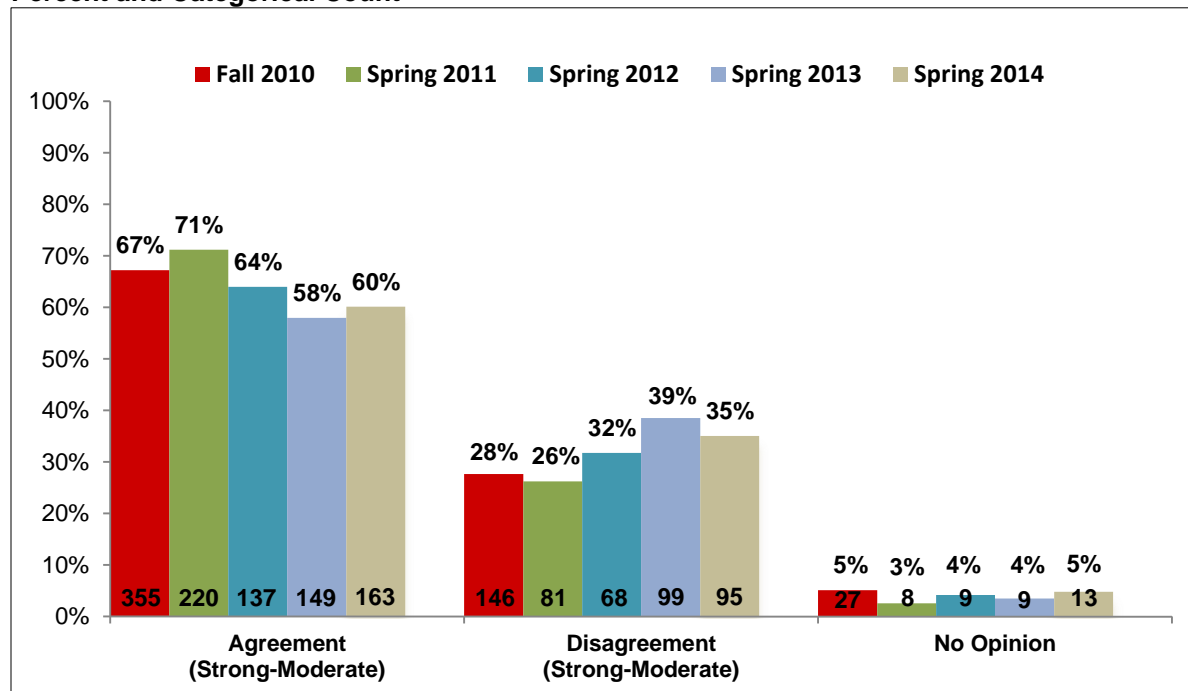
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.07	.82	86
	FT Faculty	3.21	.84	101
	Classified	3.31	.73	202
	Administrator	2.93	.89	42
	<b>Overall</b>	<b>3.20</b>	<b>.80</b>	<b>431</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

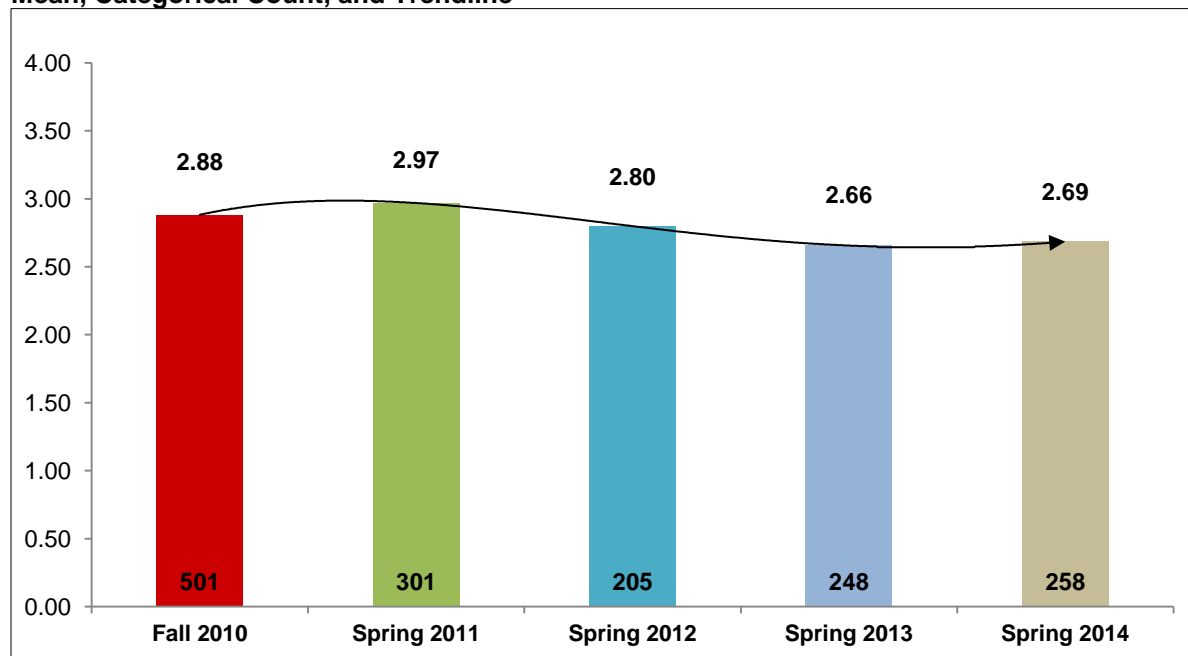
Charts / Data Analysis

**2c. [Middle Management Leaders (e.g. Dean, Director, Supervisor)] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**2c. [Middle Management Leaders (e.g. Dean, Director, Supervisor)] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.**

**Test of statistical significance: spring 2013 to spring 2014**

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.69	258	0.108	0.742
Spring 2013	2.66	248		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.63	1.08	59
	FT Faculty	2.61	1.02	77
	Classified	2.71	.98	91
	Administrator	2.90	.83	31
	<b>Overall</b>	<b>2.69</b>	<b>1.00</b>	<b>258</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.68	.94	28
	FT Faculty	2.56	1.02	54
	Classified	2.49	.97	68
	Administrator	3.18	.88	17
	Unspecified	2.75	.93	81
	<b>Overall</b>	<b>2.66</b>	<b>.97</b>	<b>248</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.82	1.05	56
	FT Faculty	2.88	.96	56
	Classified	2.55	1.05	67
	Administrator	3.23	.65	26
	<b>Overall</b>	<b>2.80</b>	<b>1.00</b>	<b>205</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.22	.99	68
	FT Faculty	2.90	.94	94
	Classified	2.74	1.04	103
	Administrator	3.33	.68	36
	<b>Overall</b>	<b>2.97</b>	<b>.98</b>	<b>301</b>

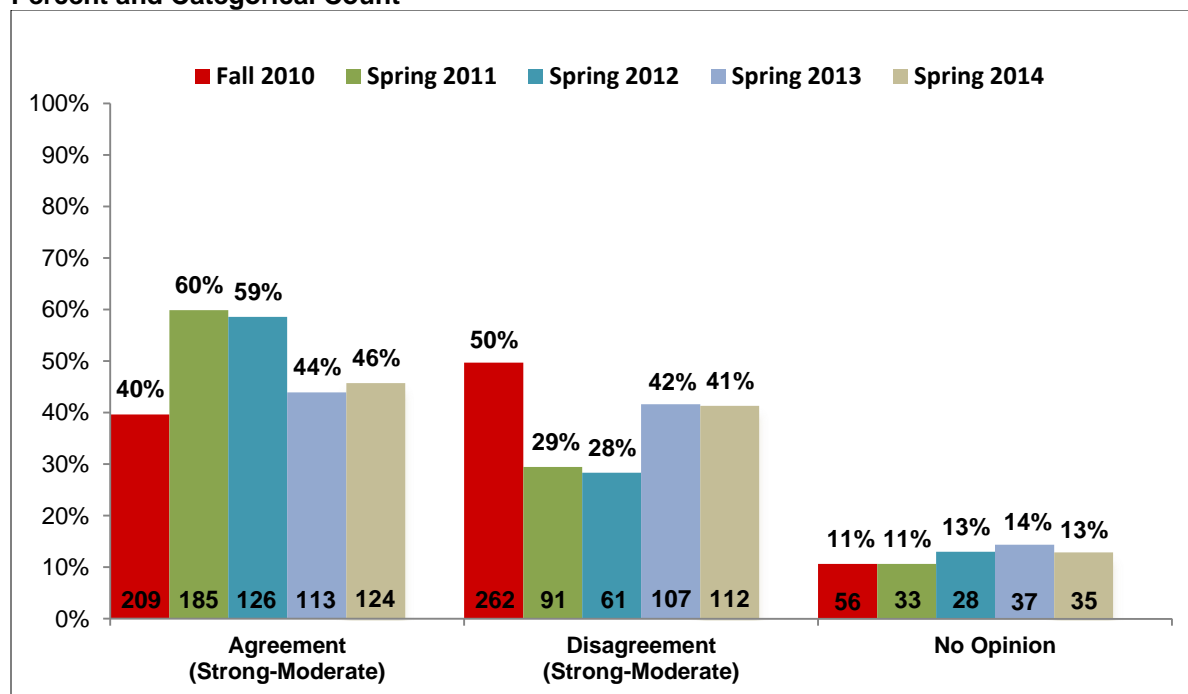
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.15	.91	116
	FT Faculty	3.01	.97	137
	Classified	2.57	.96	204
	Administrator	3.27	.85	44
	<b>Overall</b>	<b>2.88</b>	<b>.98</b>	<b>501</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

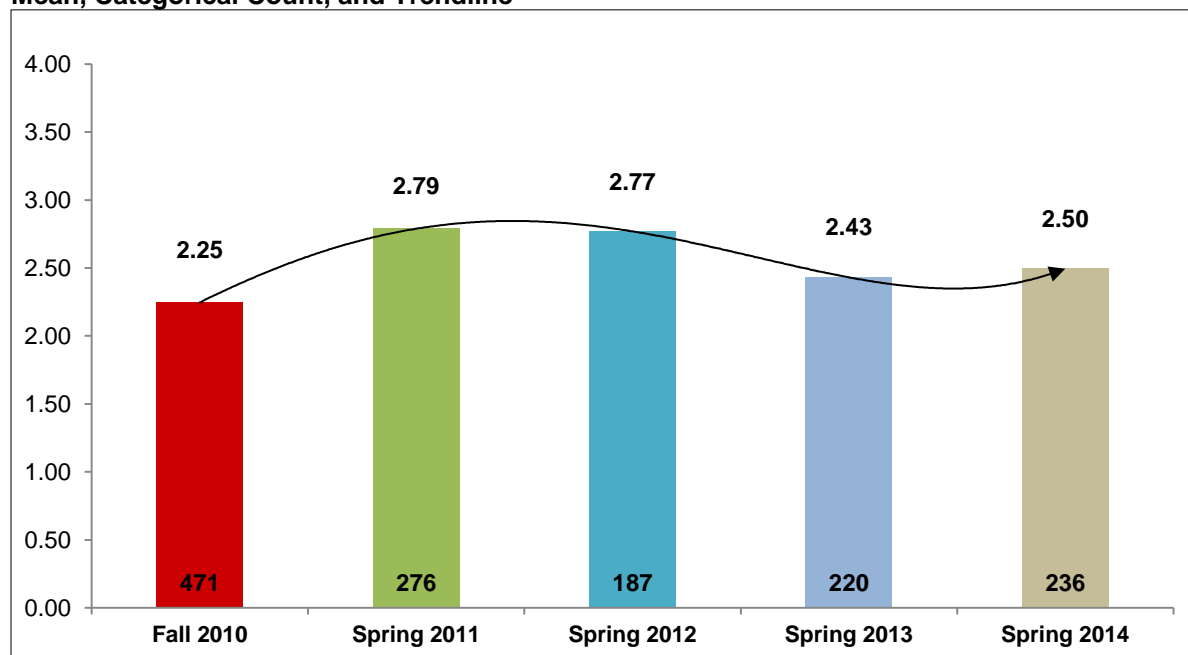
Charts / Data Analysis

## 2d. [Division Leaders (Vice President)] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 2d. [Division Leaders (Vice President)] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.50	236	0.465	0.496
Spring 2013	2.43	220		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.36	1.09	47
	FT Faculty	2.35	1.00	74
	Classified	2.57	.97	86
	Administrator	2.86	1.06	29
	<b>Overall</b>	<b>2.50</b>	<b>1.02</b>	<b>236</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.30	1.03	20
	FT Faculty	2.12	1.01	51
	Classified	2.60	.87	63
	Administrator	3.00	1.00	17
	Unspecified	2.41	.96	69
	<b>Overall</b>	<b>2.43</b>	<b>.98</b>	<b>220</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.77	.94	47
	FT Faculty	2.79	.92	52
	Classified	2.62	.96	63
	Administrator	3.12	.83	25
	<b>Overall</b>	<b>2.77</b>	<b>.93</b>	<b>187</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.15	.89	55
	FT Faculty	2.46	.95	93
	Classified	2.77	.95	92
	Administrator	3.14	.72	36
	<b>Overall</b>	<b>2.79</b>	<b>.95</b>	<b>276</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.32	.94	94
	FT Faculty	1.90	.97	134
	Classified	2.29	.97	199
	Administrator	2.95	.89	44
	<b>Overall</b>	<b>2.25</b>	<b>.99</b>	<b>471</b>

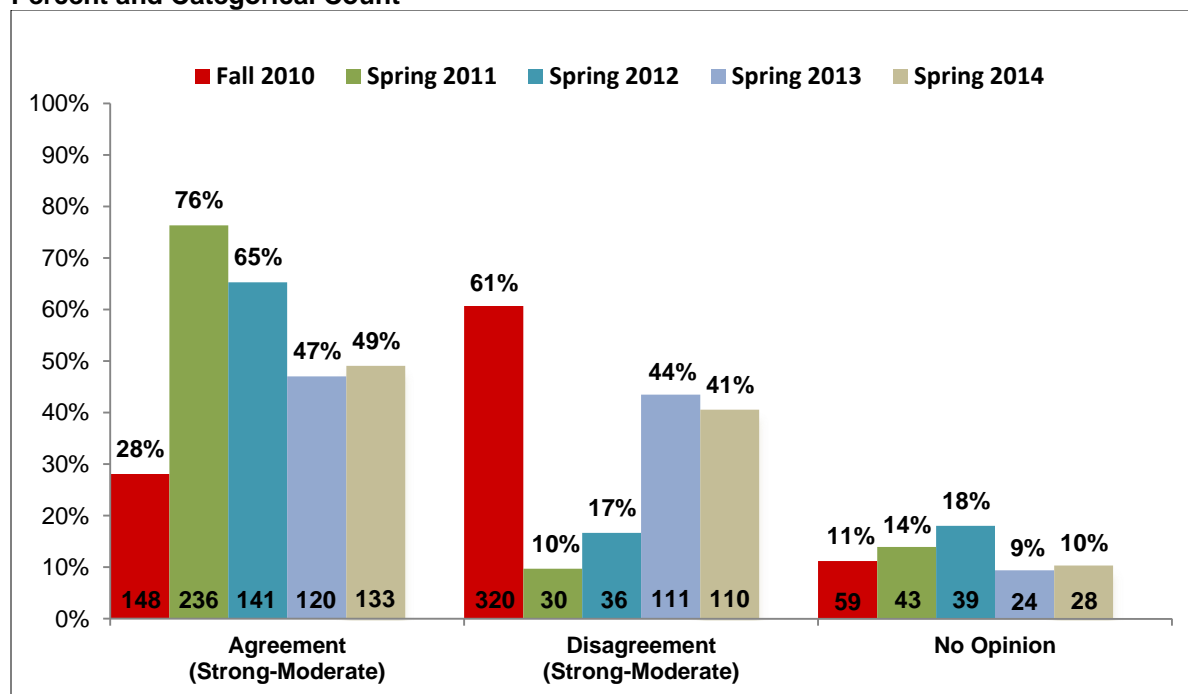
Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.



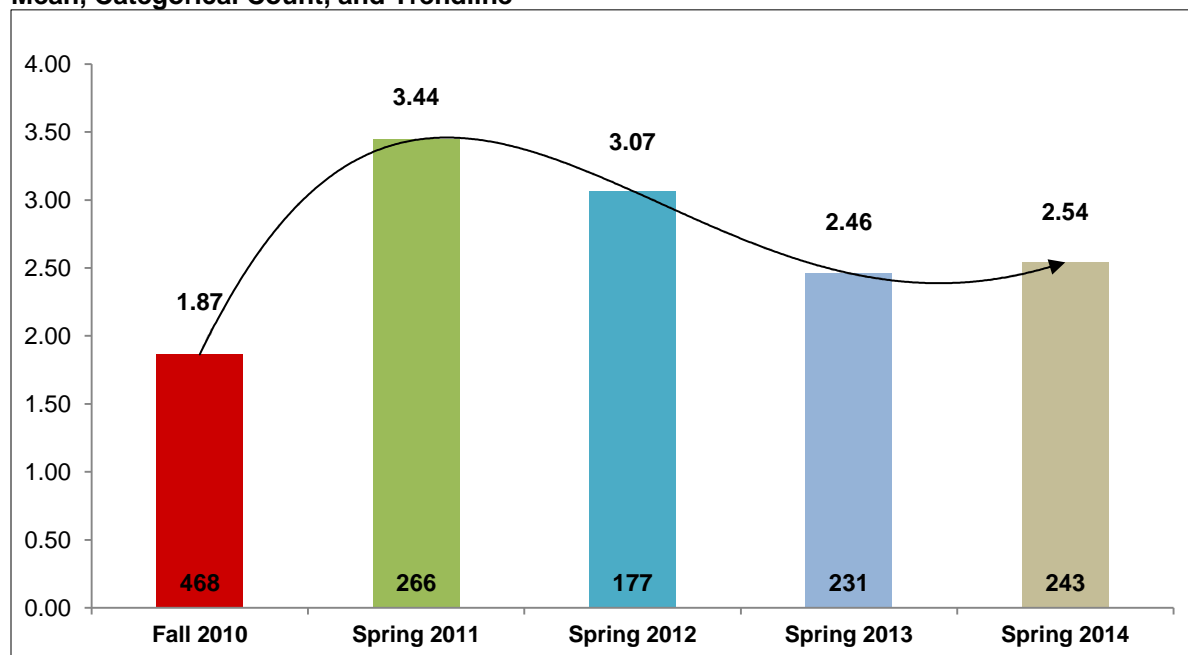
Charts / Data Analysis

## 2e. [Superintendent/President] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 2e. [Superintendent/President] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.54	243	0.656	0.419
Spring 2013	2.46	231		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.31	1.19	48
	FT Faculty	2.13	1.04	76
	Classified	2.83	.99	89
	Administrator	3.10	1.00	30
	<b>Overall</b>	<b>2.54</b>	<b>1.10</b>	<b>243</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.25	1.07	24
	FT Faculty	2.02	.97	53
	Classified	2.77	1.01	62
	Administrator	3.24	.90	17
	Unspecified	2.41	.99	75
	<b>Overall</b>	<b>2.46</b>	<b>1.05</b>	<b>231</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.94	.92	47
	FT Faculty	2.90	.97	48
	Classified	3.20	.78	59
	Administrator	3.35	.71	23
	<b>Overall</b>	<b>3.07</b>	<b>.88</b>	<b>177</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.08	.94	51
	FT Faculty	3.53	.79	91
	Classified	3.44	.71	88
	Administrator	3.75	.55	36
	<b>Overall</b>	<b>3.44</b>	<b>.79</b>	<b>266</b>

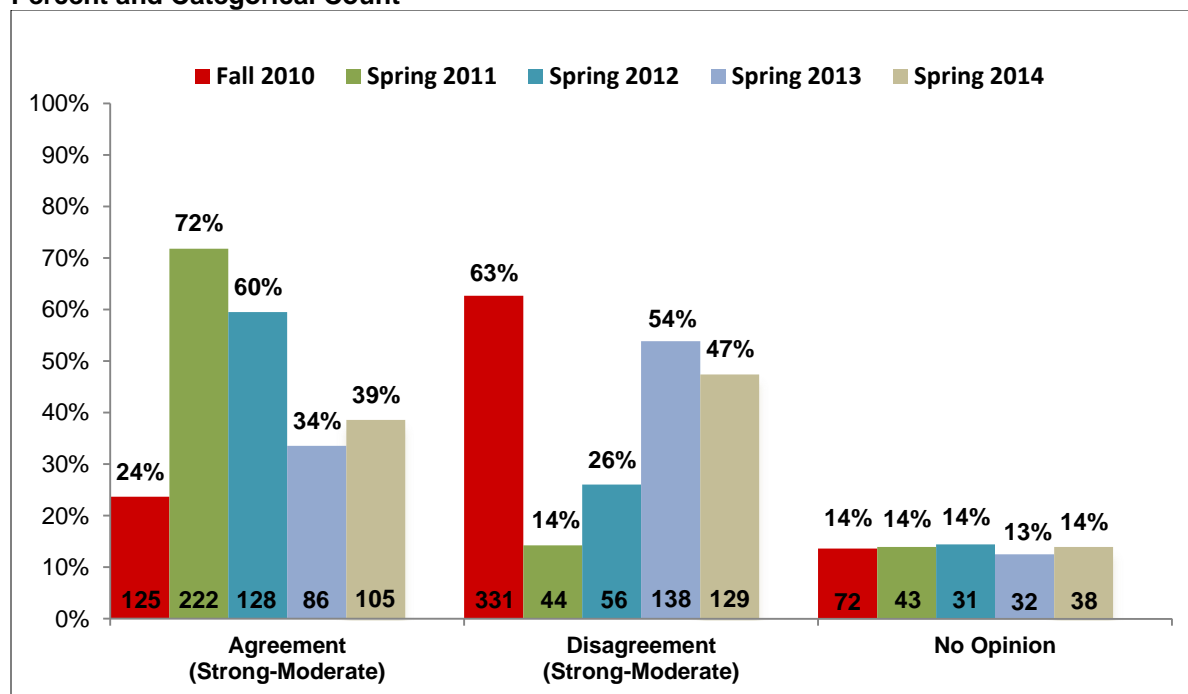
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.94	1.07	99
	FT Faculty	1.41	.76	133
	Classified	1.92	.98	194
	Administrator	2.88	.99	42
	<b>Overall</b>	<b>1.87</b>	<b>1.02</b>	<b>468</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

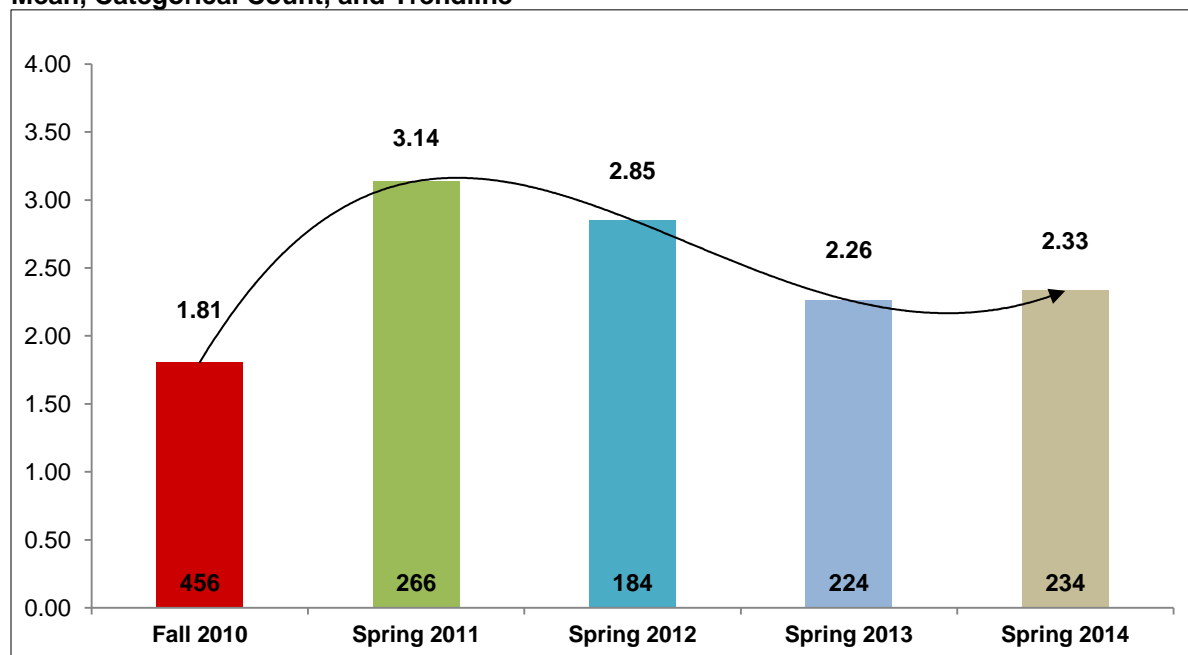
Charts / Data Analysis

## 2f. [Governing Board] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 2f. [Governing Board] Institutional leaders create an environment for empowerment, innovation, and institutional excellence.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.33	234	0.659	0.417
Spring 2013	2.26	224		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.23	1.13	47
	FT Faculty	2.39	.95	71
	Classified	2.34	.86	86
	Administrator	2.33	.99	30
	<b>Overall</b>	<b>2.33</b>	<b>.96</b>	<b>234</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.38	.92	24
	FT Faculty	2.33	.81	52
	Classified	2.16	.87	62
	Administrator	2.47	1.13	15
	Unspecified	2.23	.88	71
	<b>Overall</b>	<b>2.26</b>	<b>.88</b>	<b>224</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.76	.96	50
	FT Faculty	2.86	.98	51
	Classified	2.78	.93	59
	Administrator	3.21	.78	24
	<b>Overall</b>	<b>2.85</b>	<b>.94</b>	<b>184</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.11	.88	54
	FT Faculty	3.25	.78	87
	Classified	3.14	.83	90
	Administrator	2.89	.80	35
	<b>Overall</b>	<b>3.14</b>	<b>.82</b>	<b>266</b>

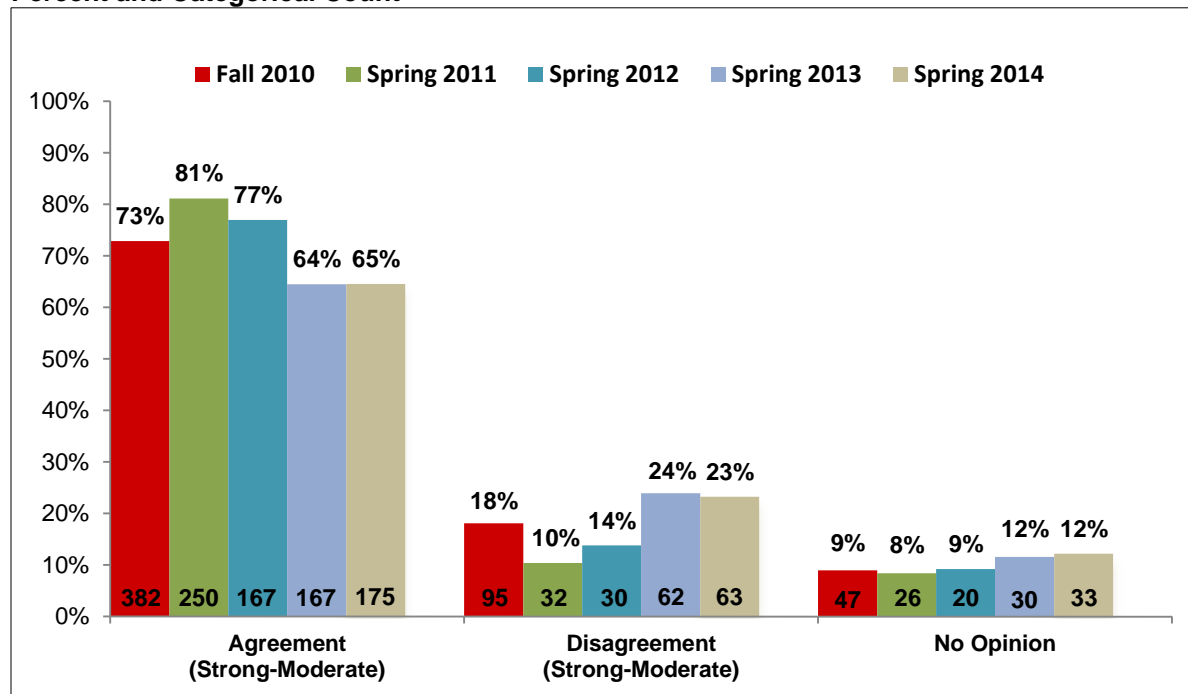
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.00	1.09	93
	FT Faculty	1.37	.77	131
	Classified	1.87	.97	191
	Administrator	2.46	1.03	41
	<b>Overall</b>	<b>1.81</b>	<b>1.00</b>	<b>456</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

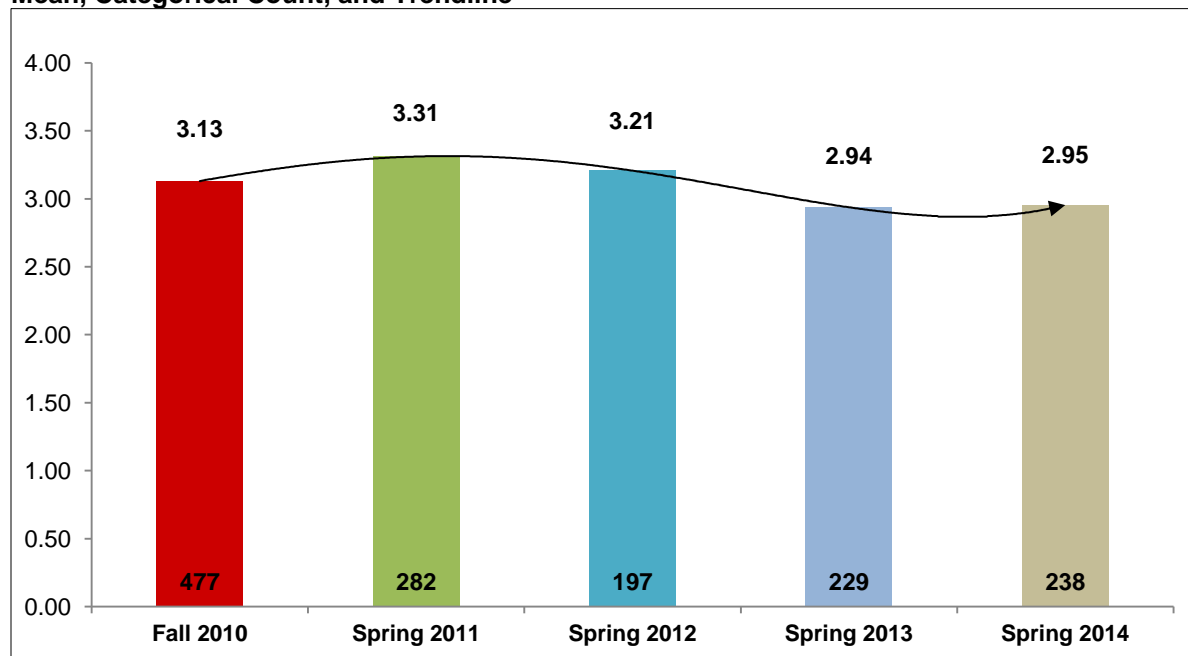
Charts / Data Analysis

**3a. [Faculty Leaders (e.g. Academic Senate President, SCEA President, Dept. Chairs)] Institutional leaders create an environment that promotes institutional effectiveness.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**3a. [Faculty Leaders (e.g. Academic Senate President, SCEA President, Dept. Chairs)] Institutional leaders create an environment that promotes institutional effectiveness.**

**Test of statistical significance: spring 2013 to spring 2014**

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.95	238	0.031	0.860
Spring 2013	2.94	229		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.90	1.04	58
	FT Faculty	3.23	.86	77
	Classified	2.82	.90	73
	Administrator	2.67	.76	30
	<b>Overall</b>	<b>2.95</b>	<b>.92</b>	<b>238</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.04	.90	27
	FT Faculty	3.31	.74	55
	Classified	2.66	.78	53
	Administrator	2.53	1.01	17
	Unspecified	2.92	.97	77
	<b>Overall</b>	<b>2.94</b>	<b>.90</b>	<b>229</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.26	.94	57
	FT Faculty	3.46	.69	56
	Classified	3.00	.93	59
	Administrator	3.00	.91	25
	<b>Overall</b>	<b>3.21</b>	<b>.88</b>	<b>197</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.32	.72	62
	FT Faculty	3.48	.73	94
	Classified	3.20	.85	90
	Administrator	3.14	.64	36
	<b>Overall</b>	<b>3.31</b>	<b>.77</b>	<b>282</b>

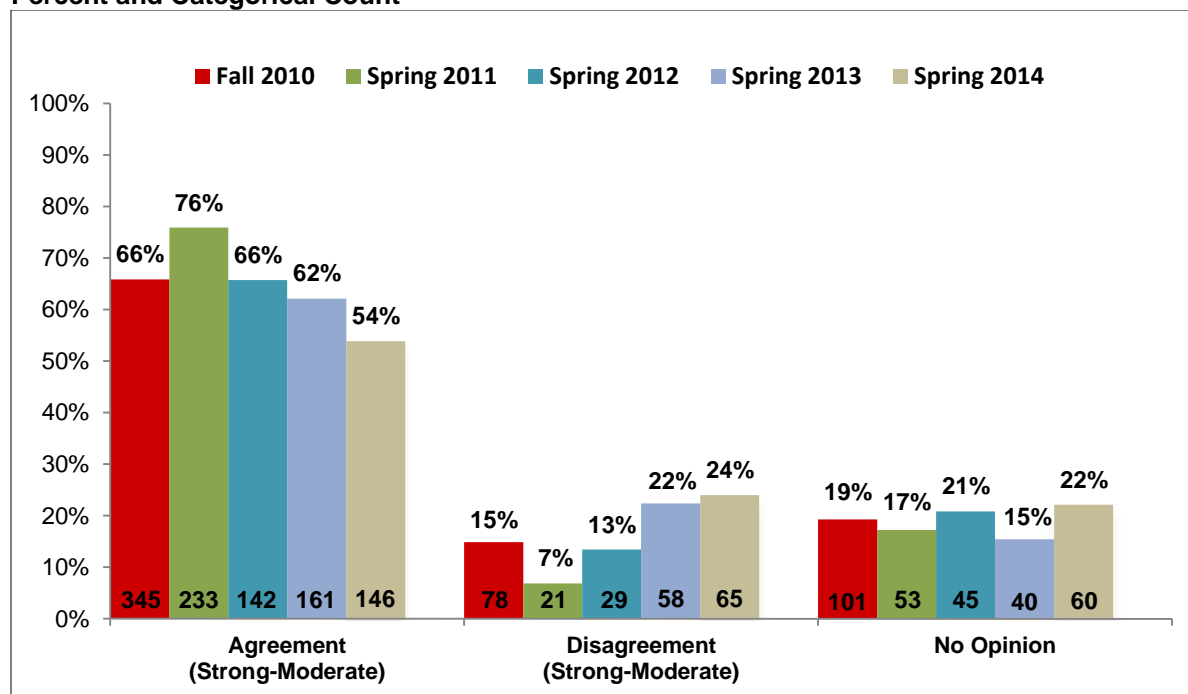
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.00	1.03	110
	FT Faculty	3.44	.69	137
	Classified	3.07	.89	189
	Administrator	2.76	.97	41
	<b>Overall</b>	<b>3.13</b>	<b>.90</b>	<b>477</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

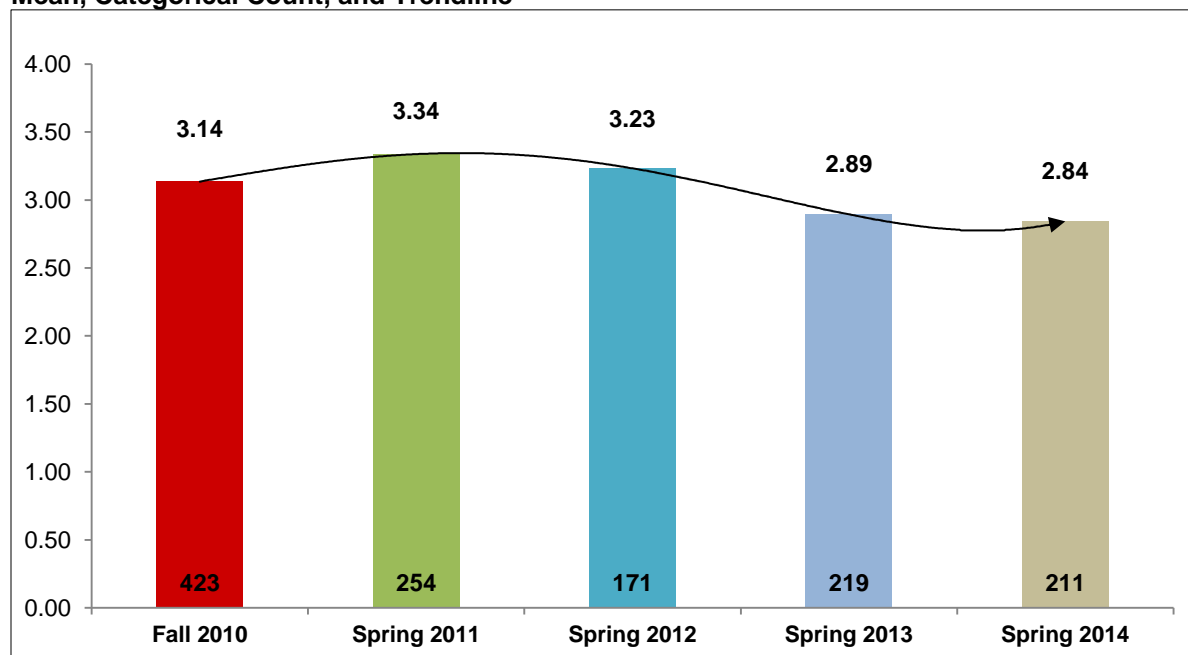
Charts / Data Analysis

### 3b. [Classified Leaders (e.g. CSEA President)] Institutional leaders create an environment that promotes institutional effectiveness.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 3b. [Classified Leaders (e.g. CSEA President)] Institutional leaders create an environment that promotes institutional effectiveness.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.84	211	0.355	0.552
Spring 2013	2.89	219		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.75	.94	36
	FT Faculty	2.74	1.03	57
	Classified	3.03	.84	88
	Administrator	2.60	.81	30
	<b>Overall</b>	<b>2.84</b>	<b>.92</b>	<b>211</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.90	.83	21
	FT Faculty	2.69	.92	39
	Classified	2.97	.87	70
	Administrator	3.00	1.00	17
	Unspecified	2.90	.84	72
	<b>Overall</b>	<b>2.89</b>	<b>.87</b>	<b>219</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.28	.88	43
	FT Faculty	3.28	.92	39
	Classified	3.21	.85	66
	Administrator	3.13	.87	23
	<b>Overall</b>	<b>3.23</b>	<b>.87</b>	<b>171</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.40	.63	53
	FT Faculty	3.26	.80	68
	Classified	3.40	.66	97
	Administrator	3.22	.68	36
	<b>Overall</b>	<b>3.34</b>	<b>.70</b>	<b>254</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.96	.90	84
	FT Faculty	3.19	.78	102
	Classified	3.26	.73	197
	Administrator	2.78	.89	40
	<b>Overall</b>	<b>3.14</b>	<b>.97</b>	<b>423</b>

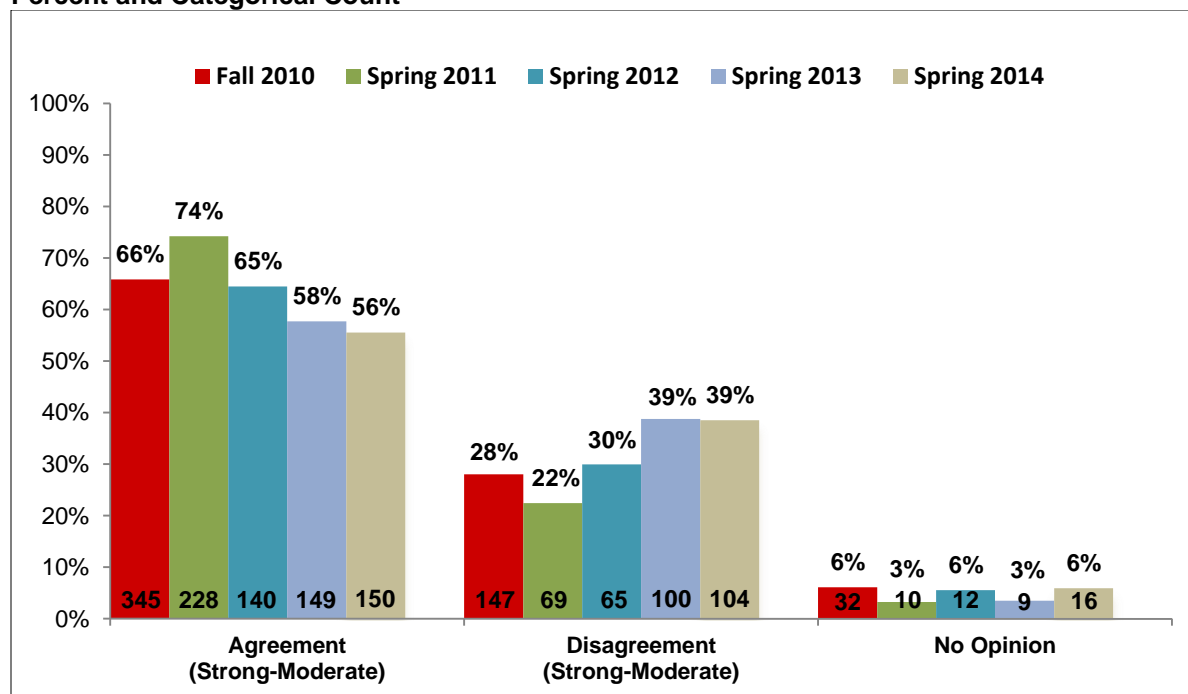
Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.



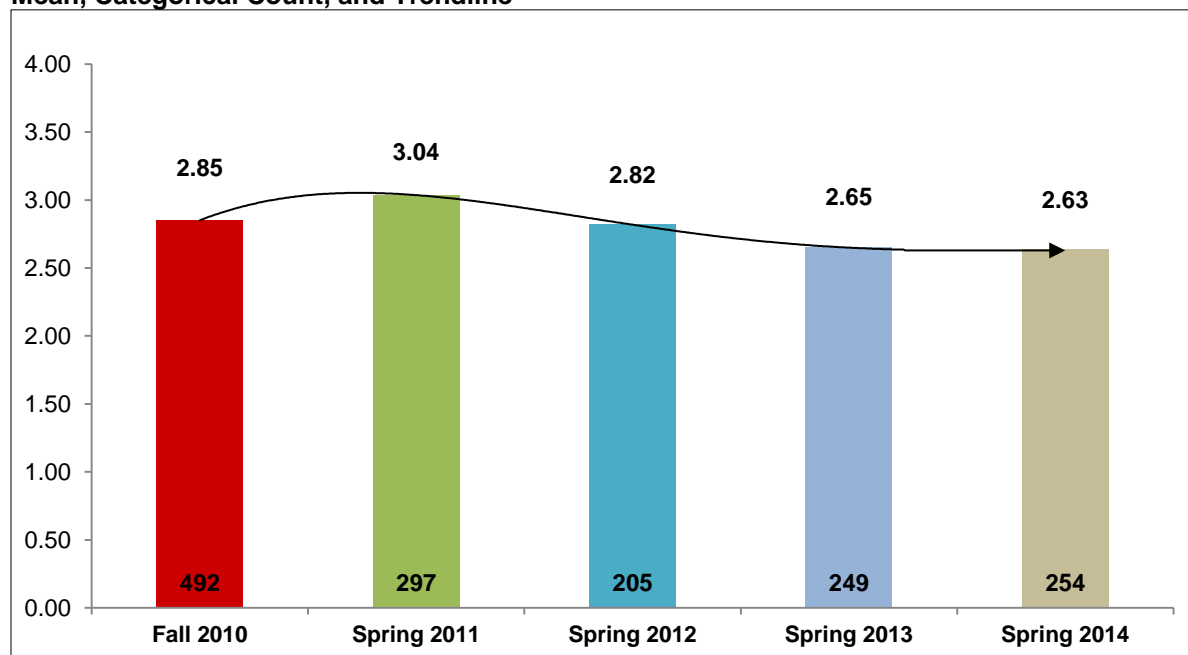
Charts / Data Analysis

### 3c. [Middle Management Leaders (e.g. Dean, Director, Supervisor)] Institutional leaders create an environment that promotes institutional effectiveness.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 3c. [Middle Management Leaders (e.g. Dean, Director, Supervisor)] Institutional leaders create an environment that promotes institutional effectiveness.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.63	254	0.037	0.849
Spring 2013	2.65	249		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.53	1.04	59
	FT Faculty	2.62	1.01	78
	Classified	2.66	1.02	89
	Administrator	2.82	.72	28
	<b>Overall</b>	<b>2.63</b>	<b>.99</b>	<b>254</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.64	.95	28
	FT Faculty	2.54	1.04	56
	Classified	2.52	.92	69
	Administrator	3.29	.92	17
	Unspecified	2.71	.95	79
	<b>Overall</b>	<b>2.65</b>	<b>.97</b>	<b>249</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.84	1.08	57
	FT Faculty	2.89	.97	56
	Classified	2.58	1.04	66
	Administrator	3.23	.65	26
	<b>Overall</b>	<b>2.82</b>	<b>1.01</b>	<b>205</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.28	.88	67
	FT Faculty	2.98	.97	93
	Classified	2.79	1.01	101
	Administrator	3.42	.69	36
	<b>Overall</b>	<b>3.04</b>	<b>.96</b>	<b>297</b>

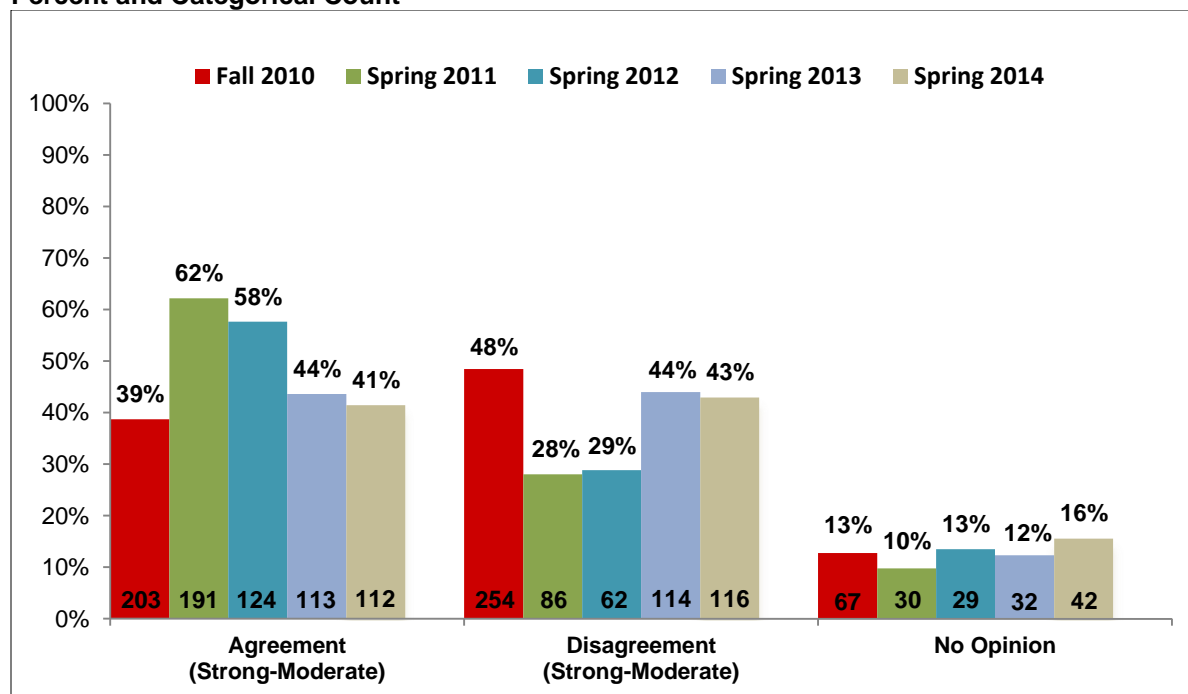
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.06	.96	109
	FT Faculty	3.01	.90	136
	Classified	2.57	.98	204
	Administrator	3.19	.76	43
	<b>Overall</b>	<b>2.85</b>	<b>.97</b>	<b>492</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

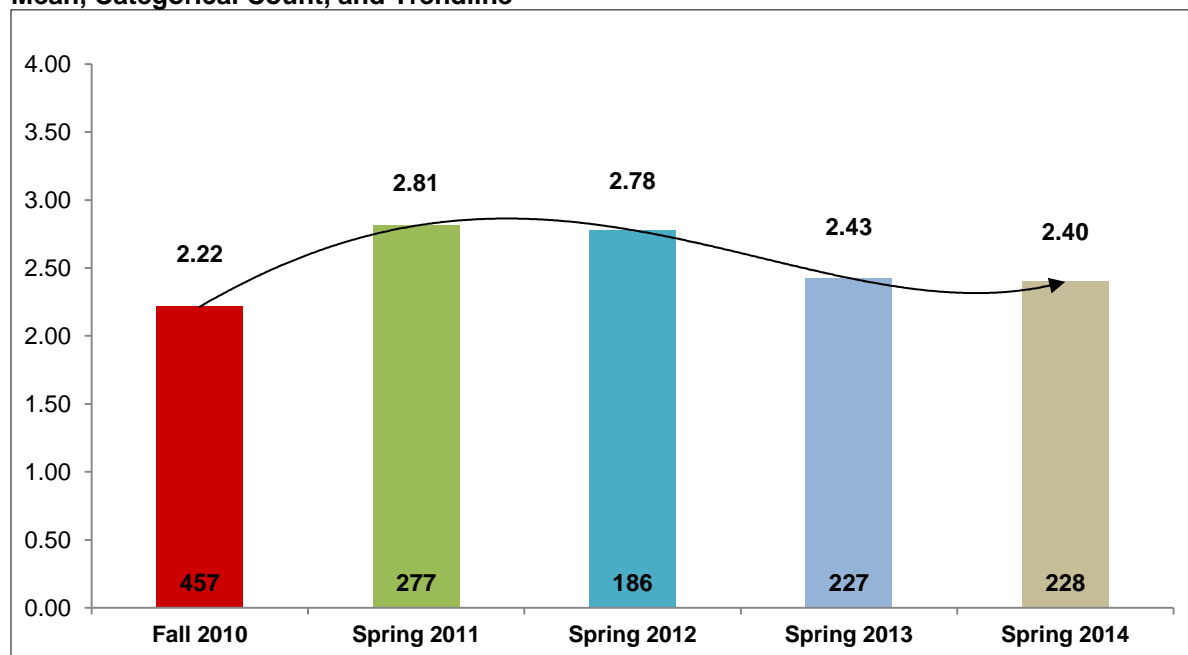
Charts / Data Analysis

### 3d. [Division Leaders (Vice Presidents)] Institutional leaders create an environment that promotes institutional effectiveness.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 3d. [Division Leaders (Vice Presidents)] Institutional leaders create an environment that promotes institutional effectiveness.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.40	228	0.096	0.757
Spring 2013	2.43	227		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.28	1.10	47
	FT Faculty	2.24	.99	74
	Classified	2.52	.90	79
	Administrator	2.68	.86	28
	<b>Overall</b>	<b>2.40</b>	<b>.98</b>	<b>228</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.27	1.03	22
	FT Faculty	2.13	1.02	55
	Classified	2.54	.87	61
	Administrator	3.25	.86	16
	Unspecified	2.42	.91	73
	<b>Overall</b>	<b>2.43</b>	<b>.97</b>	<b>227</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.83	.96	47
	FT Faculty	2.81	.91	52
	Classified	2.60	.95	62
	Administrator	3.08	.86	25
	<b>Overall</b>	<b>2.78</b>	<b>.94</b>	<b>186</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.11	.84	57
	FT Faculty	2.52	1.05	90
	Classified	2.77	.99	94
	Administrator	3.19	.67	36
	<b>Overall</b>	<b>2.81</b>	<b>.98</b>	<b>277</b>

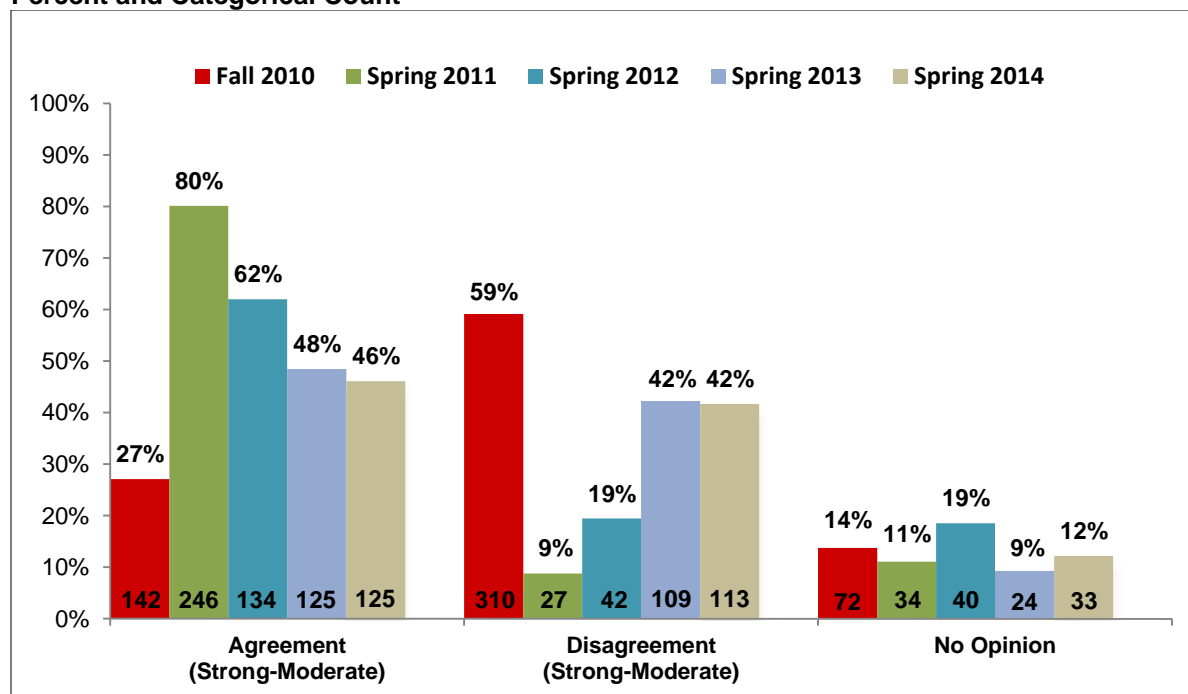
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.26	1.05	87
	FT Faculty	1.88	.95	130
	Classified	2.28	.98	197
	Administrator	2.84	.90	43
	<b>Overall</b>	<b>2.22</b>	<b>1.01</b>	<b>457</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

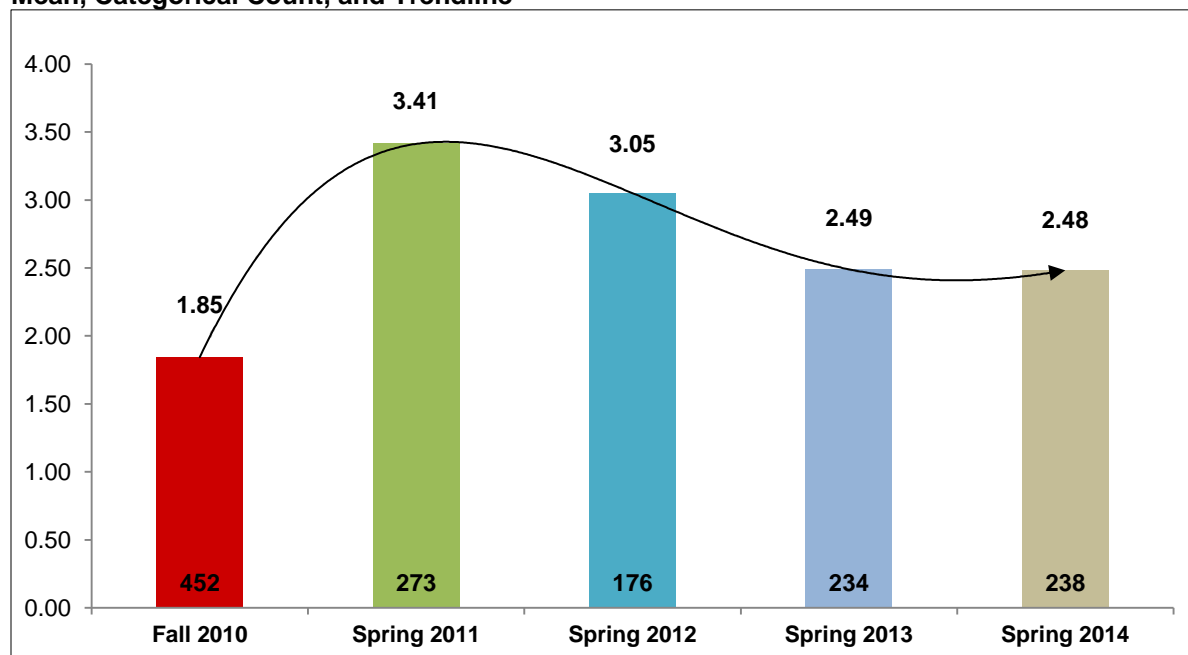
Charts / Data Analysis

### 3e. [Superintendent/President] Institutional leaders create an environment that promotes institutional effectiveness.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 3e. [Superintendent/President] Institutional leaders create an environment that promotes institutional effectiveness.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.48	238	0.007	0.932
Spring 2013	2.49	234		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.33	1.17	45
	FT Faculty	2.13	1.06	77
	Classified	2.71	.94	86
	Administrator	2.97	.85	30
	<b>Overall</b>	<b>2.48</b>	<b>1.05</b>	<b>238</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.22	1.13	23
	FT Faculty	2.11	1.03	53
	Classified	2.72	1.04	65
	Administrator	3.44	.63	16
	Unspecified	2.44	1.01	77
	<b>Overall</b>	<b>2.49</b>	<b>1.06</b>	<b>234</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.98	.94	47
	FT Faculty	2.90	.99	48
	Classified	3.12	.80	57
	Administrator	3.33	.76	24
	<b>Overall</b>	<b>3.05</b>	<b>.90</b>	<b>176</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.13	.86	55
	FT Faculty	3.51	.78	92
	Classified	3.39	.76	90
	Administrator	3.67	.54	36
	<b>Overall</b>	<b>3.41</b>	<b>.78</b>	<b>273</b>

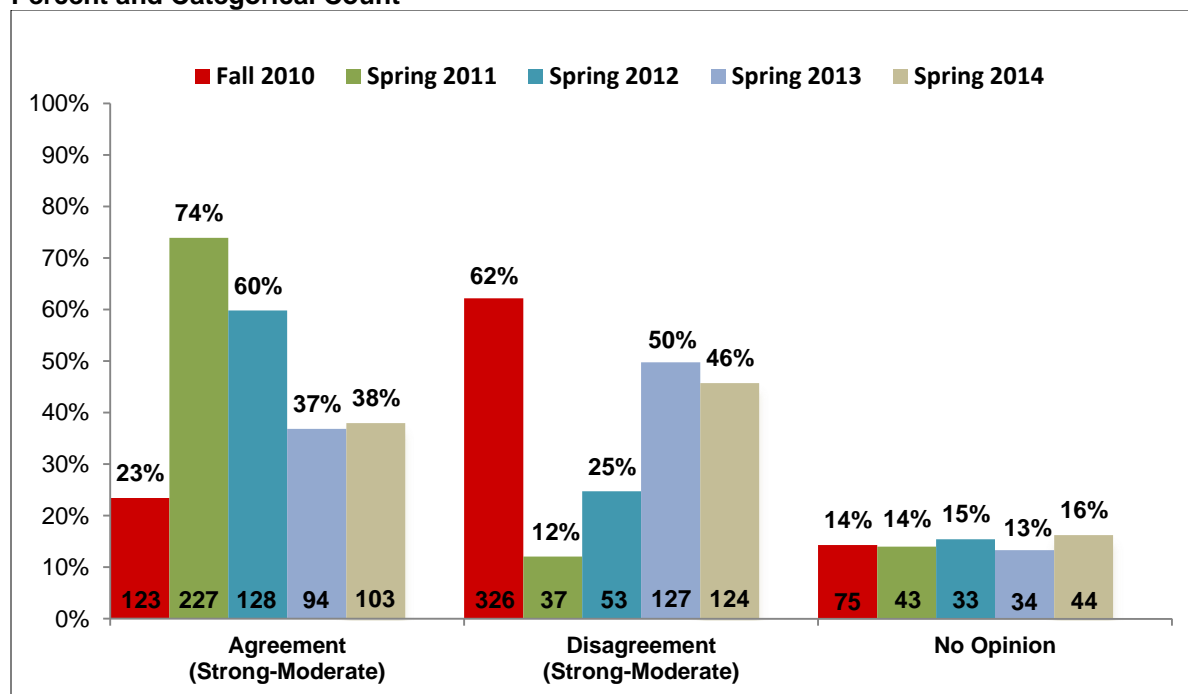
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.90	1.09	94
	FT Faculty	1.43	.76	129
	Classified	1.90	.96	90
	Administrator	2.82	.97	39
	<b>Overall</b>	<b>1.85</b>	<b>1.01</b>	<b>452</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

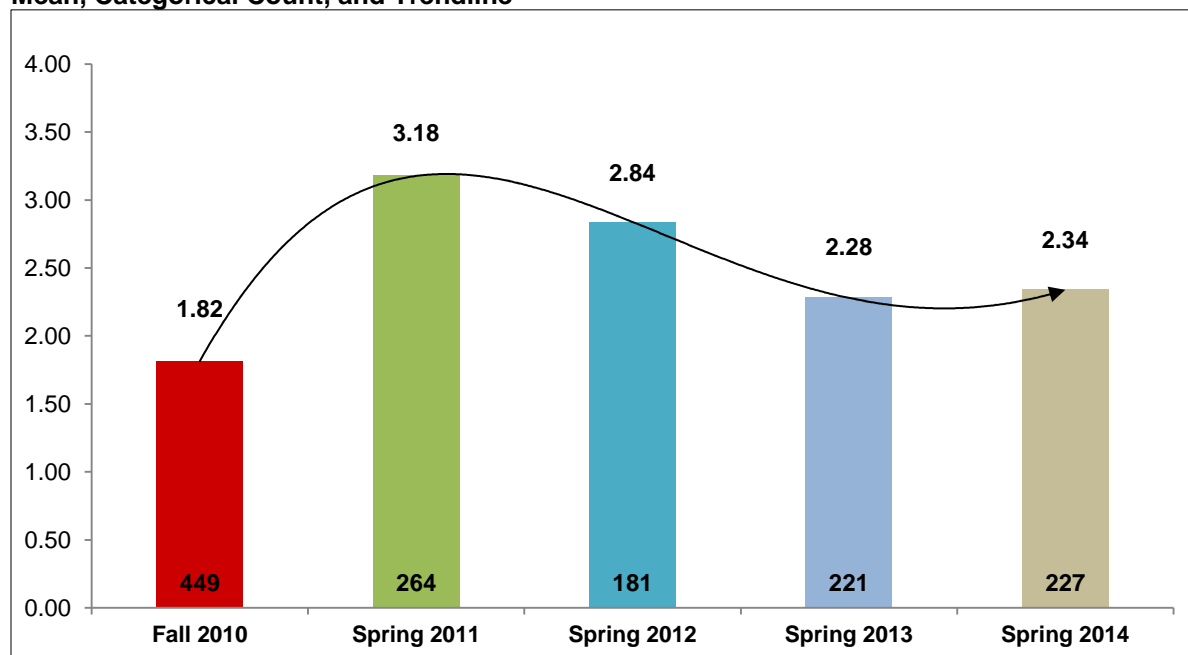
Charts / Data Analysis

### 3f. [Governing Board] Institutional leaders create an environment that promotes institutional effectiveness.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 3f. [Governing Board] Institutional leaders create an environment that promotes institutional effectiveness.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.34	227	0.444	0.506
Spring 2013	2.28	221		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.20	1.07	44
	FT Faculty	2.36	.96	73
	Classified	2.41	.89	81
	Administrator	2.31	.89	29
	<b>Overall</b>	<b>2.34</b>	<b>.95</b>	<b>227</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.36	1.09	22
	FT Faculty	2.24	.86	51
	Classified	2.27	.87	63
	Administrator	2.47	1.06	15
	Unspecified	2.26	.93	70
	<b>Overall</b>	<b>2.28</b>	<b>.92</b>	<b>221</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.88	.95	49
	FT Faculty	2.78	.99	49
	Classified	2.78	.89	60
	Administrator	3.04	.83	23
	<b>Overall</b>	<b>2.84</b>	<b>.92</b>	<b>181</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.11	.83	55
	FT Faculty	3.30	.75	86
	Classified	3.19	.73	88
	Administrator	2.94	.80	35
	<b>Overall</b>	<b>3.18</b>	<b>.77</b>	<b>264</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.95	1.05	91
	FT Faculty	1.41	.76	128
	Classified	1.89	.96	192
	Administrator	2.53	1.03	38
	<b>Overall</b>	<b>1.82</b>	<b>.98</b>	<b>449</b>

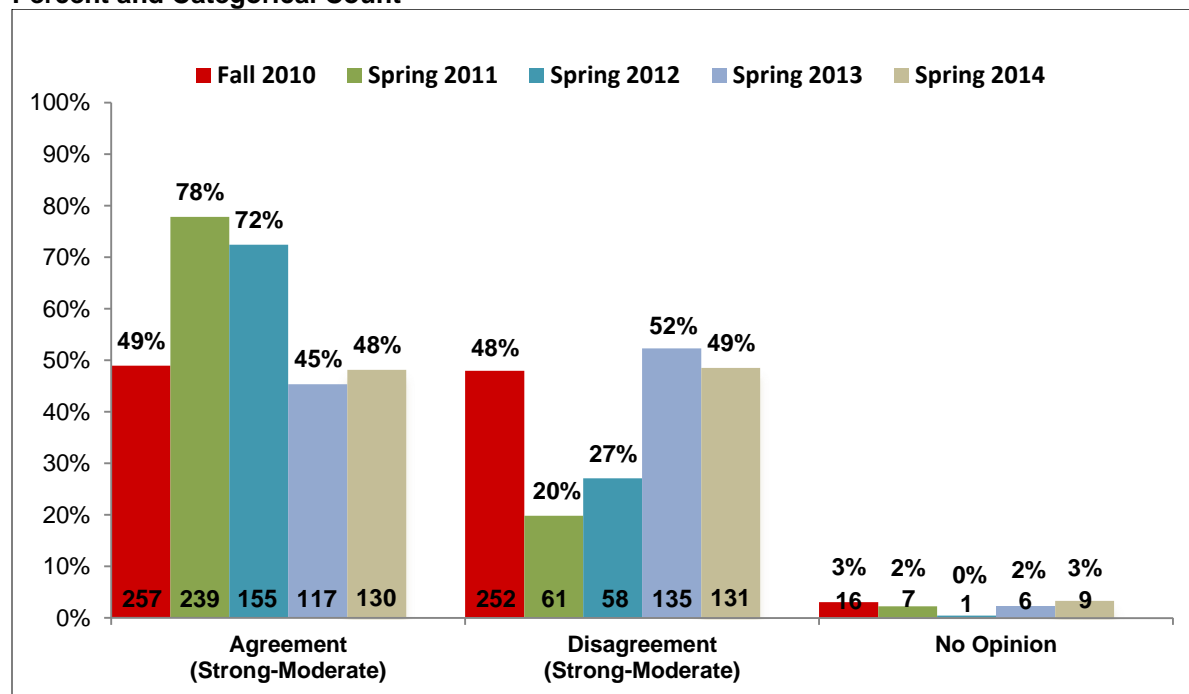
Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.



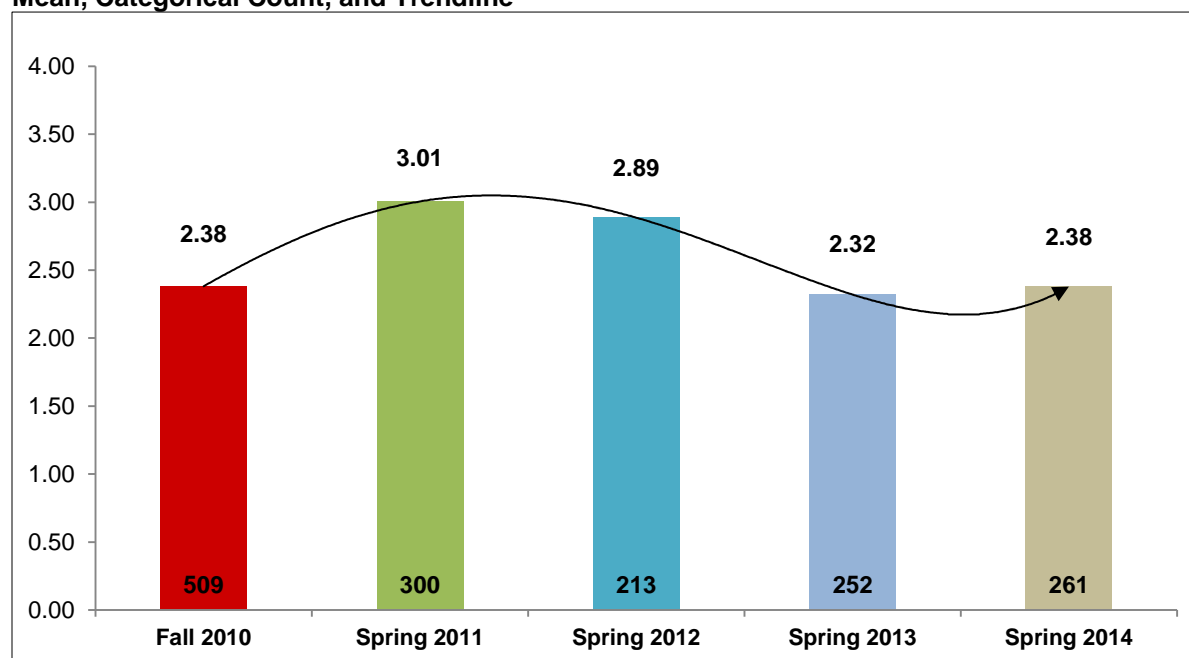
Charts / Data Analysis

## 4. I feel the environment at SWC fosters institutional excellence.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

#### 4. I feel the environment at SWC fosters institutional excellence.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.38	261	0.515	0.473
Spring 2013	2.32	252		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.40	1.06	65
	FT Faculty	2.26	.95	78
	Classified	2.49	.88	88
	Administrator	2.33	.76	30
	<b>Overall</b>	<b>2.38</b>	<b>.94</b>	<b>261</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.41	1.05	29
	FT Faculty	2.07	.83	56
	Classified	2.43	.87	69
	Administrator	2.41	.94	17
	Unspecified	2.35	.87	81
	<b>Overall</b>	<b>2.32</b>	<b>.89</b>	<b>252</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.89	.90	63
	FT Faculty	2.93	.85	56
	Classified	2.84	.80	69
	Administrator	2.92	.81	25
	<b>Overall</b>	<b>2.89</b>	<b>.84</b>	<b>213</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.07	.82	70
	FT Faculty	3.02	.73	95
	Classified	2.92	.86	100
	Administrator	3.09	.70	35
	<b>Overall</b>	<b>3.01</b>	<b>.79</b>	<b>300</b>

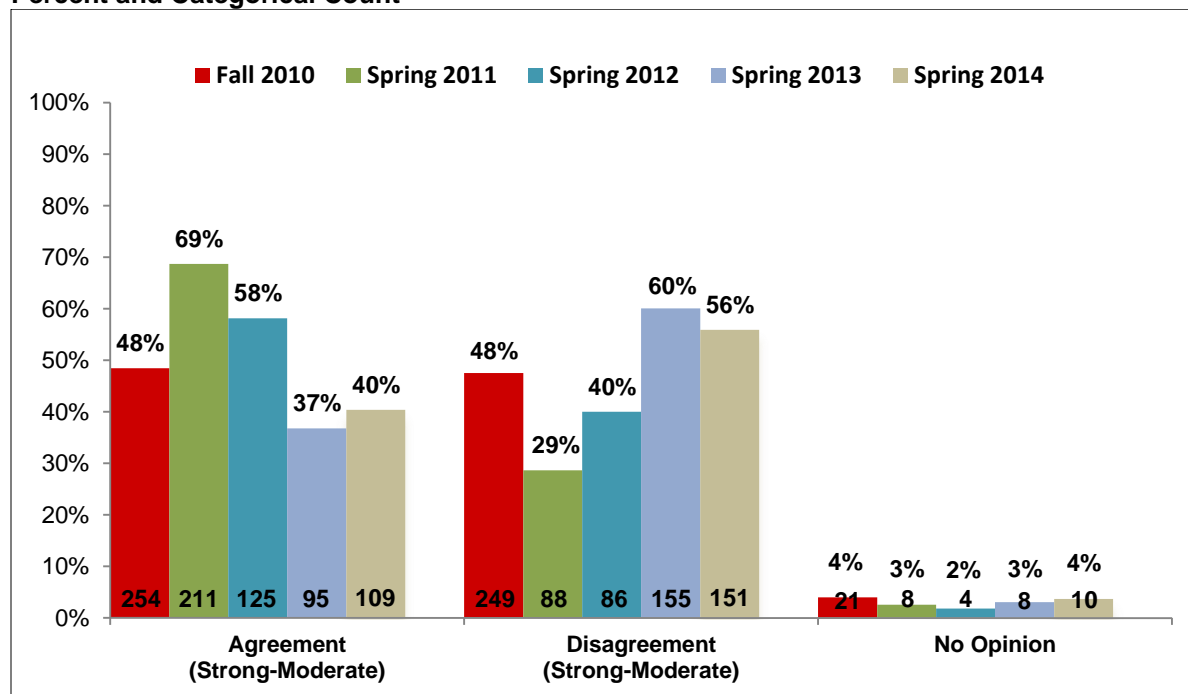
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.62	.97	119
	FT Faculty	2.07	.97	138
	Classified	2.37	.96	210
	Administrator	2.81	.94	42
	<b>Overall</b>	<b>2.38</b>	<b>.99</b>	<b>509</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

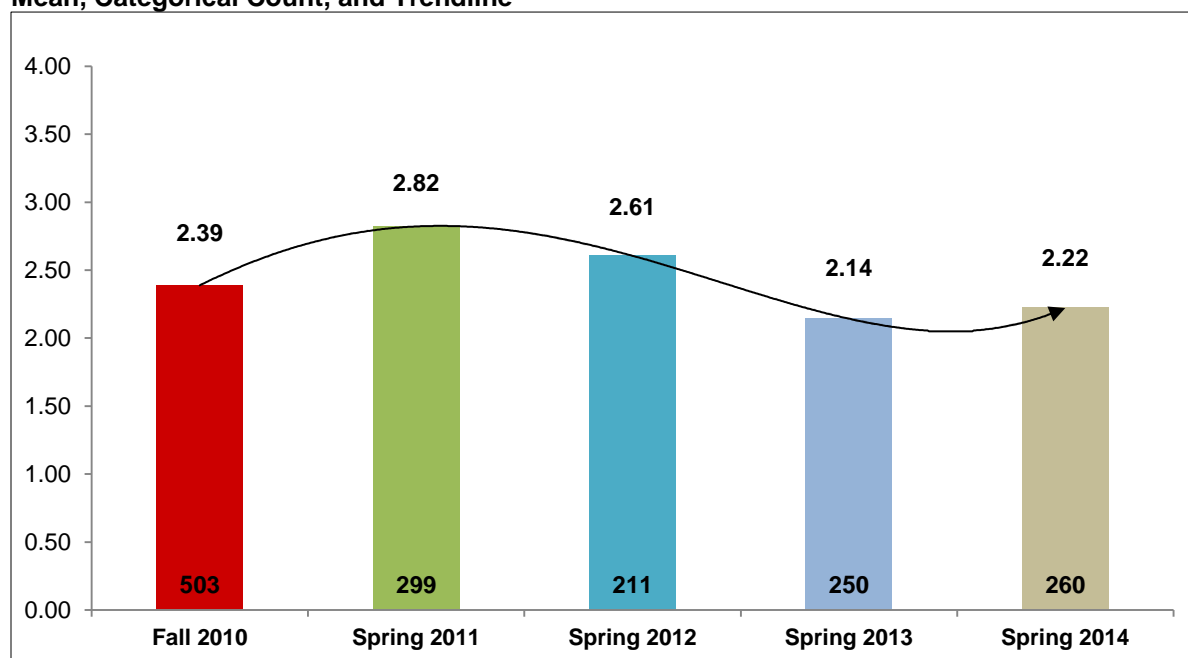
Charts / Data Analysis

## 5. I feel the environment at SWC fosters innovation.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 5. I feel the environment at SWC fosters innovation.

### Test of statistical significance: spring 2013 to spring 2014

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.22	260	0.904	0.342
Spring 2013	2.14	250		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.29	1.05	63
	FT Faculty	2.10	1.02	79
	Classified	2.34	.91	88
	Administrator	2.07	.79	30
	<b>Overall</b>	<b>2.22</b>	<b>.97</b>	<b>260</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.21	.98	29
	FT Faculty	1.93	.87	56
	Classified	2.28	.90	67
	Administrator	2.06	.93	16
	Unspecified	2.17	.90	82
	<b>Overall</b>	<b>2.14</b>	<b>.91</b>	<b>250</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.70	.98	60
	FT Faculty	2.51	.83	57
	Classified	2.59	.85	69
	Administrator	2.64	.86	25
	<b>Overall</b>	<b>2.61</b>	<b>.89</b>	<b>211</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.04	.78	69
	FT Faculty	2.79	.87	95
	Classified	2.65	.87	100
	Administrator	2.97	.75	35
	<b>Overall</b>	<b>2.82</b>	<b>.85</b>	<b>299</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.63	.96	116
	FT Faculty	2.23	1.01	136
	Classified	2.32	.94	209
	Administrator	2.62	1.01	42
	<b>Overall</b>	<b>2.39</b>	<b>.98</b>	<b>503</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

### Question Group III: A supportive environment of trust and respect exists for all employees at SWC.

Group III questions (Q6-Q11) relate to WASC Standard IV.A and IV.B. These questions concentrate on leadership and governance, specifically, decision-making roles and processes, and the organization of the governing board and administration.

Survey Items Belonging to Question Group III	
<b>Q6</b>	I feel an environment of trust and respect exists for all employees at SWC.
<b>Q7</b>	The College fosters an environment of ethical behavior.
<b>Q8</b>	Institutional leaders create an environment that promotes trust and respect: Faculty Leaders (8a), Classified Leaders (8b), Middle Management Leaders (8c), Division Leaders (8d), Superintendent/President (8e), Governing Board (8f), My Supervisor (8g), My Department Chair (8h)
<b>Q9</b>	I feel intimidated by others at Southwestern College: Faculty Leaders (9a), Classified Leaders (9b), Middle Management Leaders (9c), Division Leaders (9d), Superintendent/President (9e), Governing Board (9f), My Supervisor (9g), My Department Chair (9h)
<b>Q10</b>	I feel comfortable expressing my opinion.
<b>Q11</b>	I would encourage someone to apply for a job at Southwestern College.

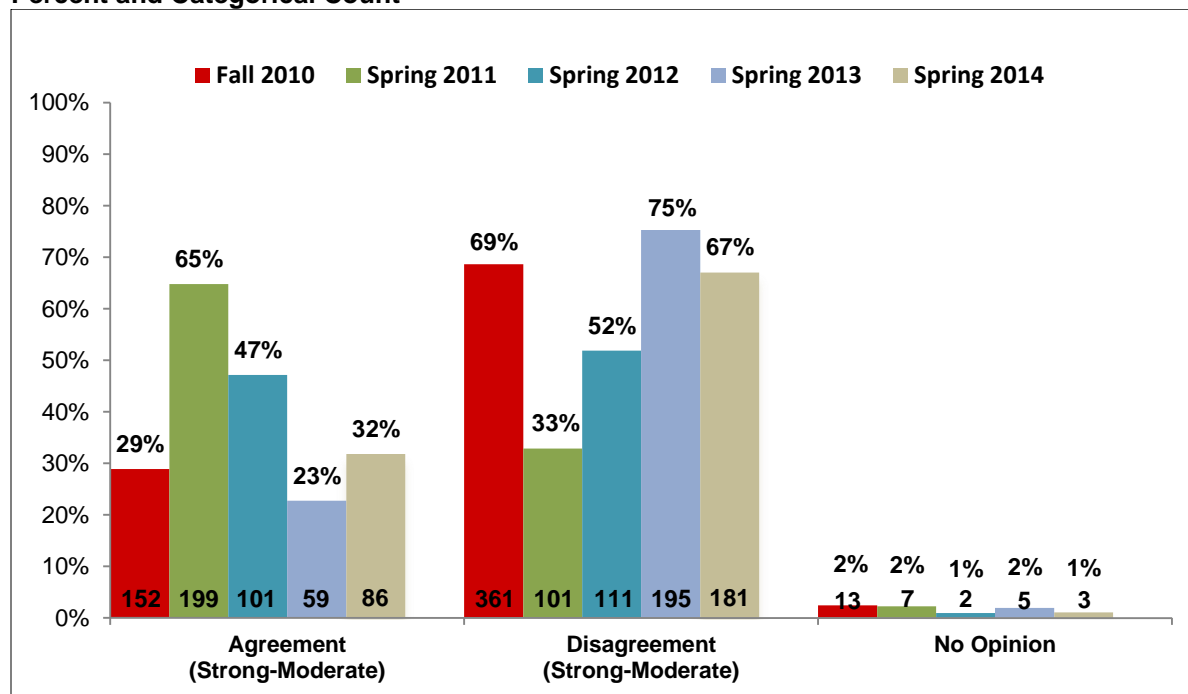
Notable findings for the current administration period:

- There is a statistically significant increase in agreement with Q6, “I feel an environment of trust and respect exists for all employees at SWC,” from spring 2013 to spring 2014.
- Remaining questions, Q7 through Q11, are statistically unchanged from spring 2013.
- Sixty-nine percent (69%) of respondents agree that their supervisor created an environment promoting trust and respect in spring 2014 (Q8g). It is noteworthy that percentage agreements for this item have been relatively stable for each of the five survey administration periods.
- Respondent’s agreement with feeling intimidated by others has remained stable from spring 2013 to spring 2014 for the following groups: Faculty Leaders, Classified Leaders, Superintendent, and Department Chair (Q9).
- Sixty-six percent (66%) of SWC employees would encourage someone to apply for a job at Southwestern College (Q11), a moderate statistical increase ( $p=.066$ ) from spring 2013.

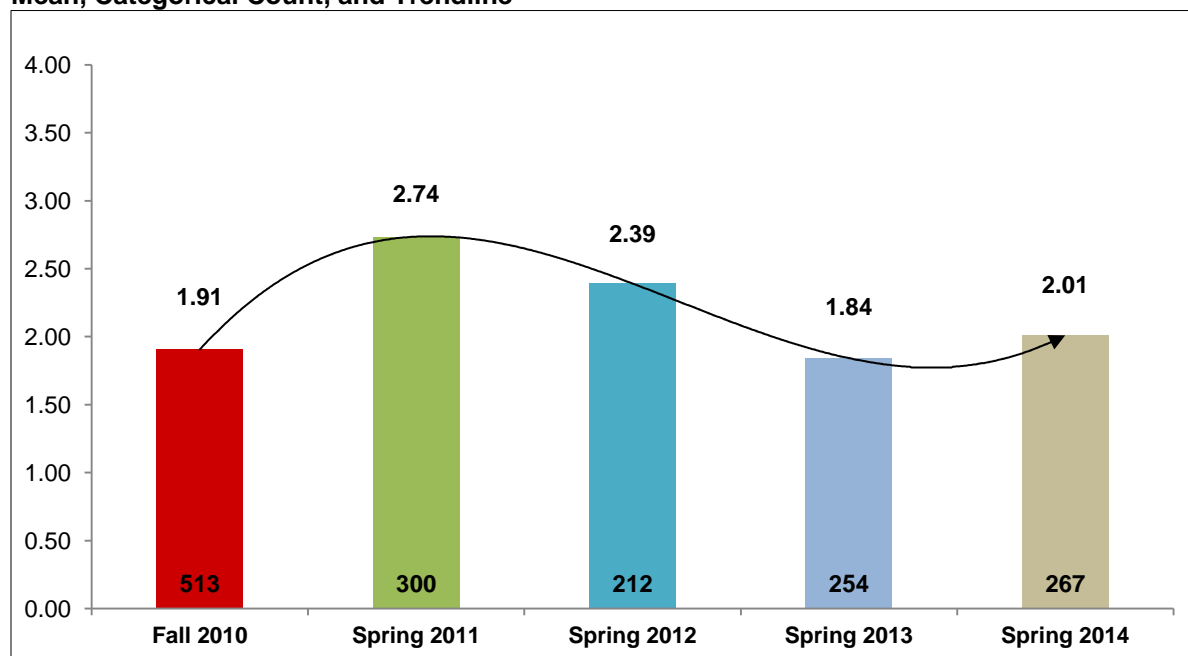
Charts / Data Analysis

## 6. I feel an environment of trust and respect exists for all employees at SWC.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 6. I feel an environment of trust and respect exists for all employees at SWC.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.01	267	4.034	0.045
Spring 2013	1.84	254		

Shaded green area indicates statistical significance at the 0.05 level ( $P < 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.15	1.07	66
	FT Faculty	1.90	.98	80
	Classified	1.95	.95	91
	Administrator	2.20	.96	30
	<b>Overall</b>	<b>2.01</b>	<b>.99</b>	<b>267</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.90	.94	29
	FT Faculty	1.84	.87	56
	Classified	1.71	.89	70
	Administrator	2.00	1.10	16
	Unspecified	1.90	.96	83
	<b>Overall</b>	<b>1.84</b>	<b>.92</b>	<b>254</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.56	1.04	63
	FT Faculty	2.42	.87	57
	Classified	2.18	.91	68
	Administrator	2.50	.93	24
	<b>Overall</b>	<b>2.39</b>	<b>.95</b>	<b>212</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.97	.97	69
	FT Faculty	2.77	.91	94
	Classified	2.48	.94	102
	Administrator	2.94	.84	35
	<b>Overall</b>	<b>2.74</b>	<b>.94</b>	<b>300</b>

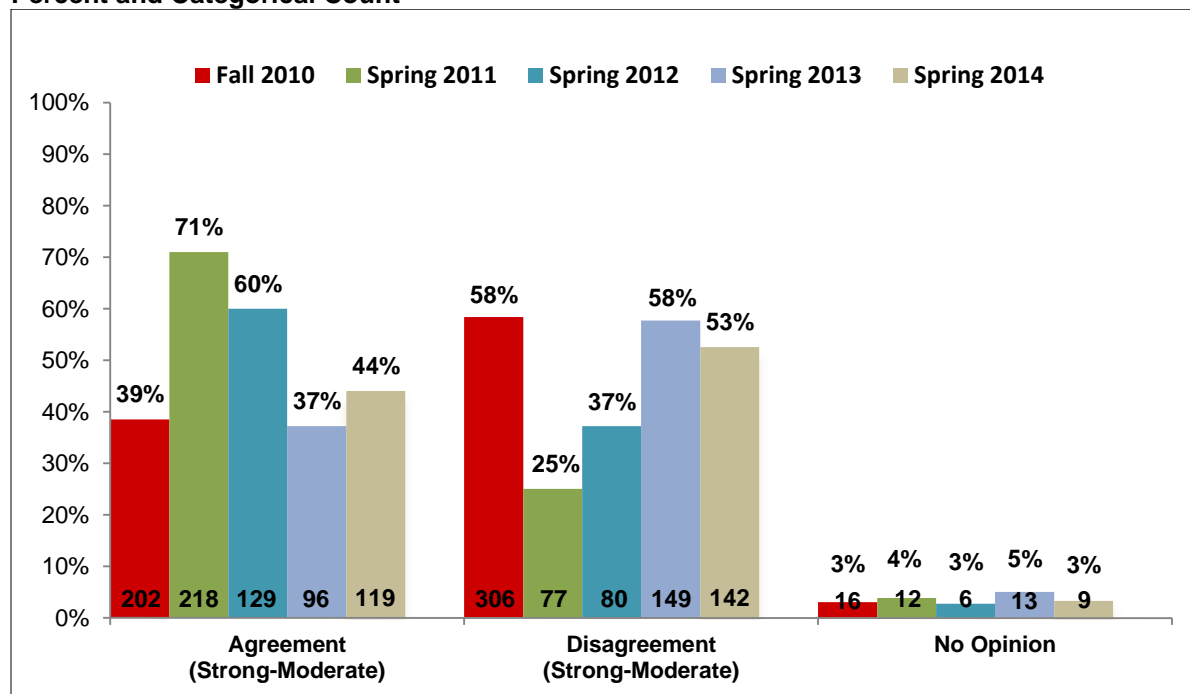
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.25	1.09	118
	FT Faculty	1.63	.90	136
	Classified	1.86	.94	215
	Administrator	2.09	1.01	44
	<b>Overall</b>	<b>1.91</b>	<b>1.00</b>	<b>513</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

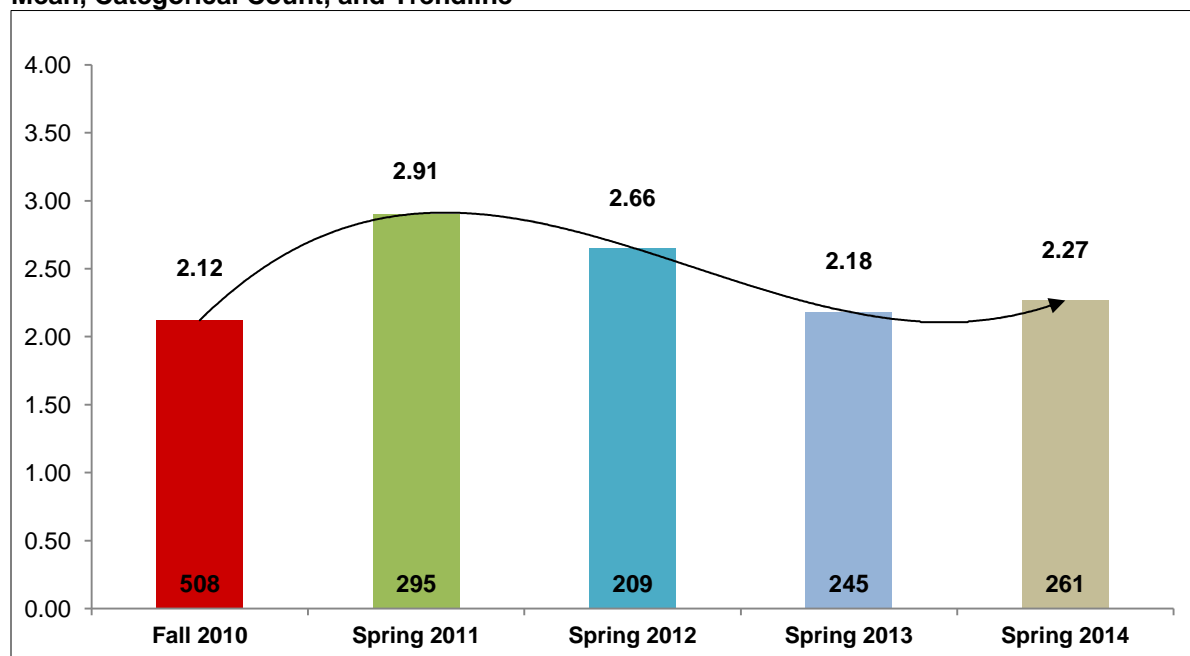
Charts / Data Analysis

## 7. The College fosters an environment of ethical behavior.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

## 7. The College fosters an environment of ethical behavior.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.27	261	0.918	0.339
Spring 2013	2.18	245		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.42	1.10	66
	FT Faculty	2.13	.98	77
	Classified	2.16	.93	89
	Administrator	2.62	.90	29
	<b>Overall</b>	<b>2.27</b>	<b>1.00</b>	<b>261</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.29	1.01	28
	FT Faculty	2.18	.97	51
	Classified	2.09	.97	68
	Administrator	2.53	1.12	17
	Unspecified	2.16	.98	81
	<b>Overall</b>	<b>2.18</b>	<b>.99</b>	<b>245</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.88	.87	59
	FT Faculty	2.67	.91	58
	Classified	2.36	.95	67
	Administrator	2.88	.97	25
	<b>Overall</b>	<b>2.66</b>	<b>.94</b>	<b>209</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.07	.95	68
	FT Faculty	3.00	.86	92
	Classified	2.66	1.01	100
	Administrator	3.03	.71	35
	<b>Overall</b>	<b>2.91</b>	<b>.93</b>	<b>295</b>

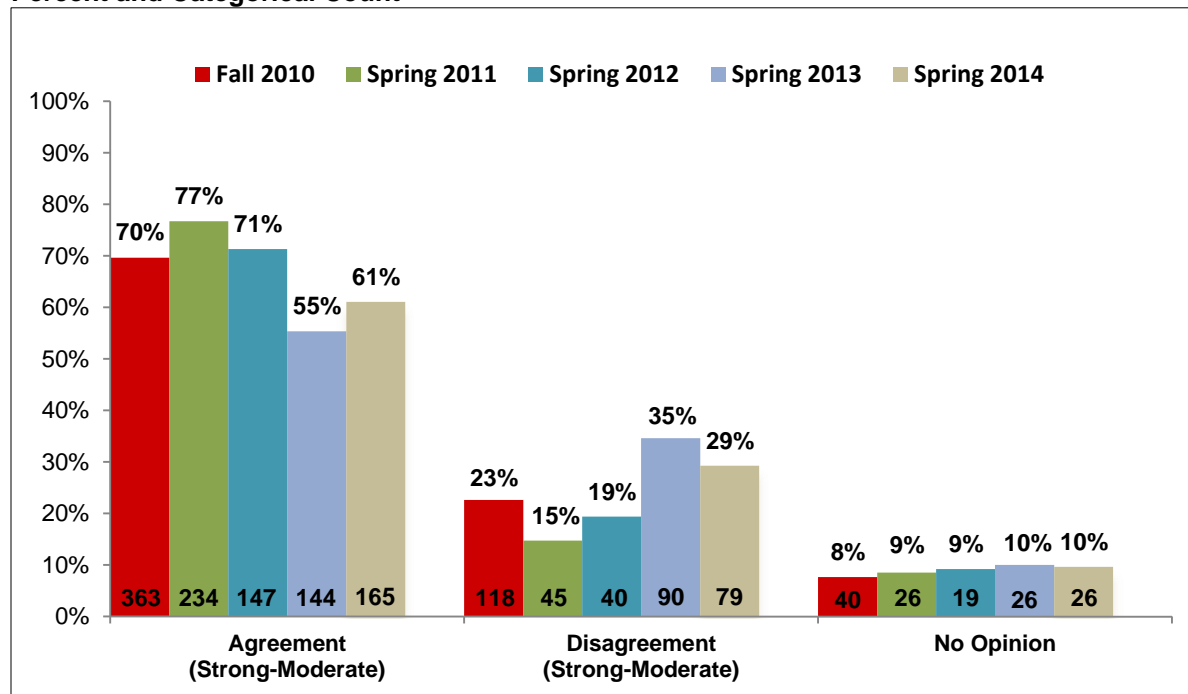
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.57	1.04	115
	FT Faculty	1.79	.98	135
	Classified	2.00	1.01	215
	Administrator	2.56	.98	43
	<b>Overall</b>	<b>2.12</b>	<b>1.05</b>	<b>508</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

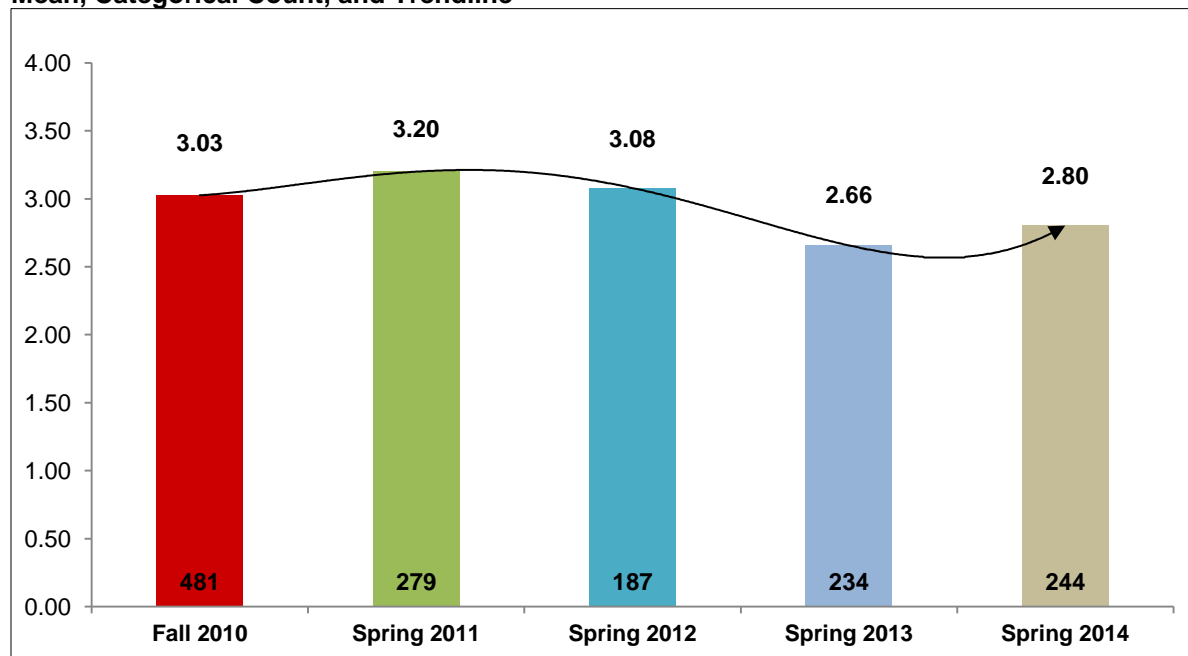
Charts / Data Analysis

**8a. [Faculty Leaders (e.g. Academic Senate President, SCEA President, Dept. Chairs)] Institutional leaders create an environment that promotes trust and respect.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**8a. [Faculty Leaders (e.g. Academic Senate President, SCEA President, Dept. Chairs)] Institutional leaders create an environment that promotes trust and respect.**

**Test of statistical significance: spring 2013 to spring 2014**

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.80	244	2.353	0.126
Spring 2013	2.66	234		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.81	1.11	59
	FT Faculty	3.18	.84	76
	Classified	2.52	1.00	79
	Administrator	2.57	.82	30
	<b>Overall</b>	<b>2.80</b>	<b>1.00</b>	<b>244</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.92	1.13	26
	FT Faculty	3.20	.89	55
	Classified	2.00	.97	56
	Administrator	2.47	.80	17
	Unspecified	2.70	1.06	80
	<b>Overall</b>	<b>2.66</b>	<b>1.07</b>	<b>234</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.11	.96	57
	FT Faculty	3.53	.74	55
	Classified	2.70	.88	54
	Administrator	2.81	.98	21
	<b>Overall</b>	<b>3.08</b>	<b>.93</b>	<b>187</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.35	.77	62
	FT Faculty	3.48	.67	94
	Classified	2.93	.96	87
	Administrator	2.86	.64	36
	<b>Overall</b>	<b>3.20</b>	<b>.83</b>	<b>279</b>

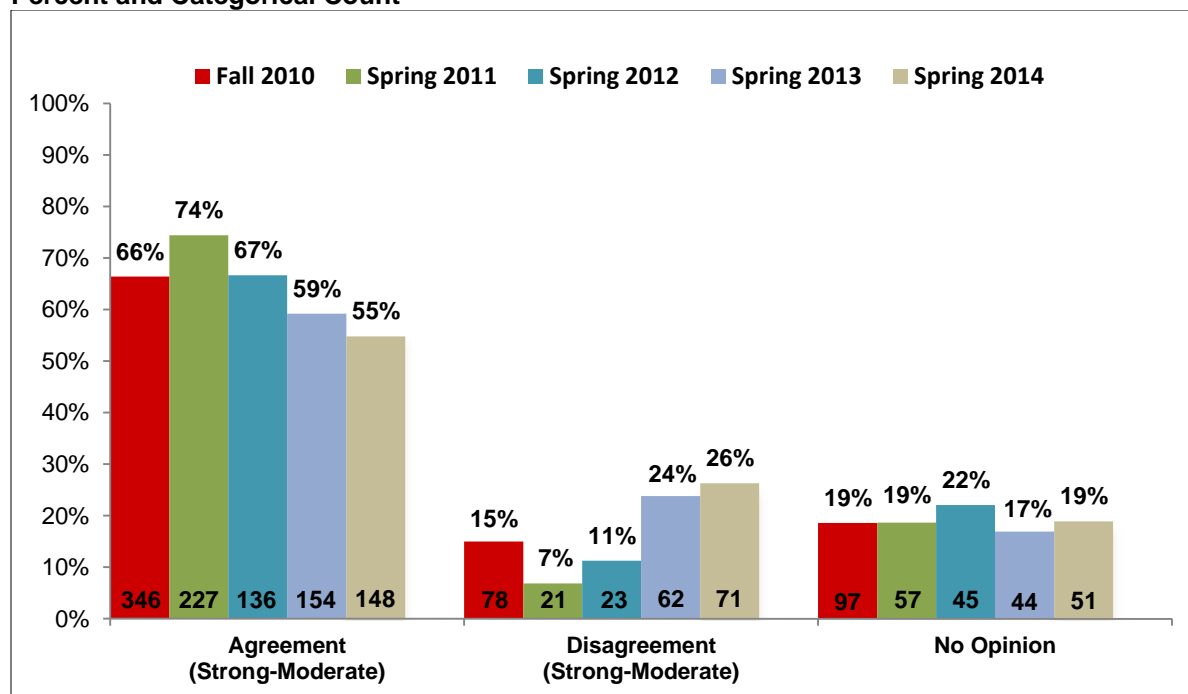
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.04	1.00	110
	FT Faculty	3.34	.77	137
	Classified	2.93	.98	192
	Administrator	2.43	1.02	42
	<b>Overall</b>	<b>3.03</b>	<b>.96</b>	<b>481</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

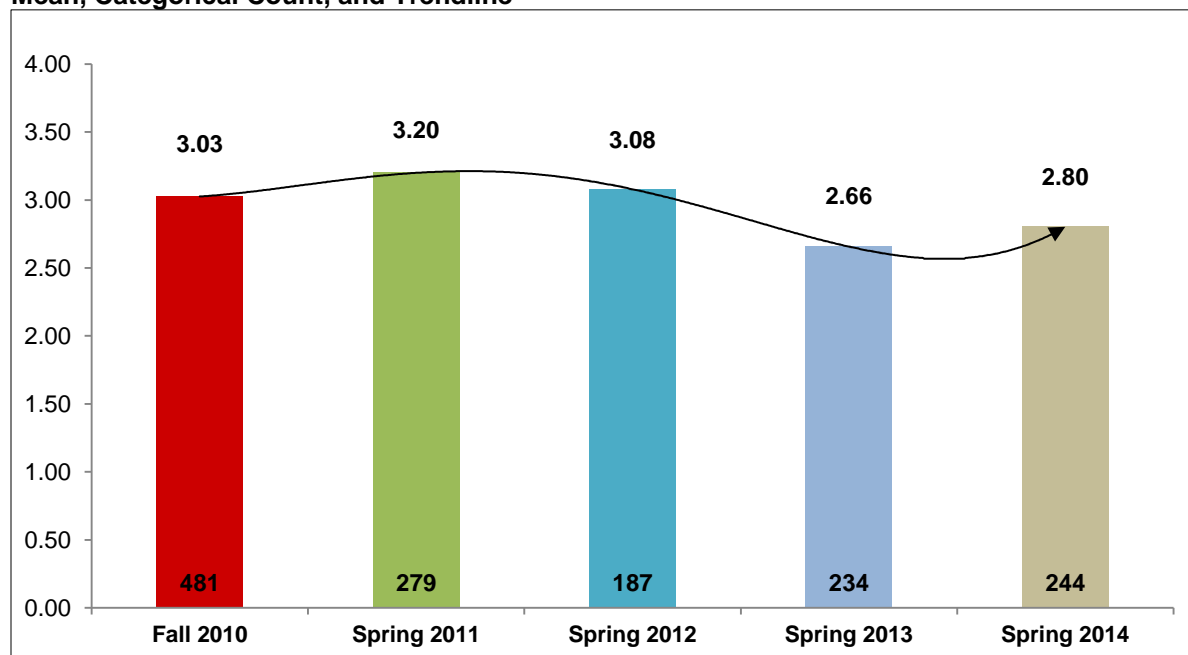
Charts / Data Analysis

## 8b. [Classified Leaders (e.g. CSEA President)] Institutional leaders create an environment that promotes trust and respect.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 8b. [Classified Leaders (e.g. CSEA President)] Institutional leaders create an environment that promotes trust and respect.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.82	219	0.220	0.639
Spring 2013	2.87	216		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.68	1.03	37
	FT Faculty	2.70	.99	61
	Classified	2.99	1.00	90
	Administrator	2.74	.77	31
	<b>Overall</b>	<b>2.82</b>	<b>0.98</b>	<b>219</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.06	.75	17
	FT Faculty	2.59	1.02	41
	Classified	2.93	1.02	71
	Administrator	3.00	.94	17
	Unspecified	2.89	.94	70
	<b>Overall</b>	<b>2.87</b>	<b>.97</b>	<b>216</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.29	.81	42
	FT Faculty	3.24	.82	38
	Classified	3.27	.76	59
	Administrator	3.00	.80	20
	<b>Overall</b>	<b>3.23</b>	<b>.79</b>	<b>159</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.54	.58	48
	FT Faculty	3.30	.69	70
	Classified	3.34	.74	94
	Administrator	3.11	.62	36
	<b>Overall</b>	<b>3.33</b>	<b>.69</b>	<b>248</b>

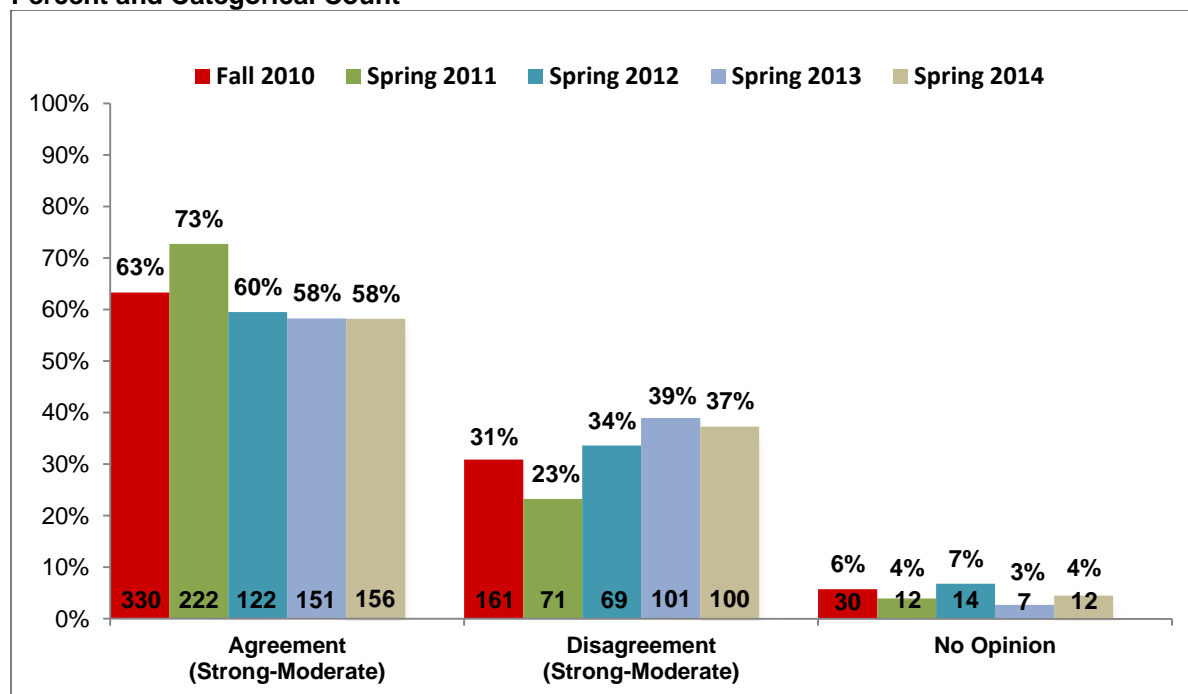
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.00	.92	84
	FT Faculty	3.29	.83	98
	Classified	3.26	.78	202
	Administrator	2.75	.95	40
	<b>Overall</b>	<b>3.17</b>	<b>.85</b>	<b>424</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

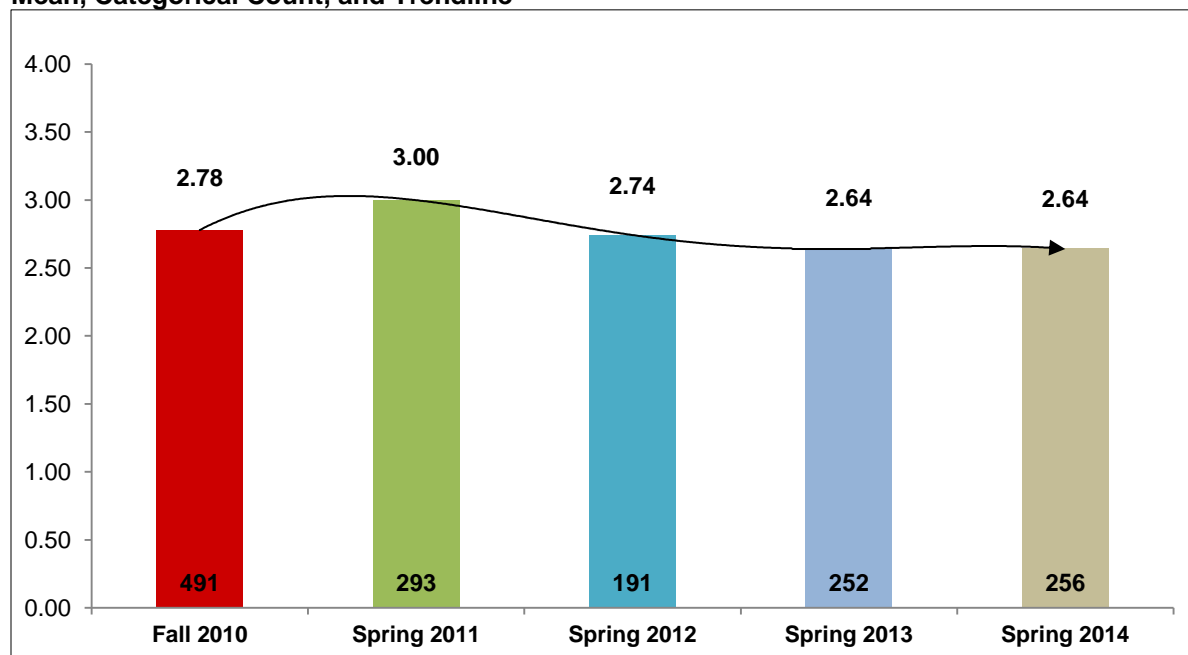
Charts / Data Analysis

**8c. [Middle Management Leaders (e.g. Dean, Director, Supervisor)] Institutional leaders create an environment that promotes trust and respect.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 8c. [Middle Management Leaders (e.g. Dean, Director, Supervisor)] Institutional leaders create an environment that promotes trust and respect.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.64	256	0.001	0.979
Spring 2013	2.64	252		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.54	1.09	59
	FT Faculty	2.63	.90	75
	Classified	2.64	1.05	91
	Administrator	2.87	.76	31
	<b>Overall</b>	<b>2.64</b>	<b>.98</b>	<b>256</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.57	.96	28
	FT Faculty	2.57	1.02	56
	Classified	2.46	.94	70
	Administrator	3.29	.85	17
	Unspecified	2.74	.93	81
	<b>Overall</b>	<b>2.64</b>	<b>.97</b>	<b>252</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.77	1.12	53
	FT Faculty	2.92	.90	52
	Classified	2.43	1.06	63
	Administrator	3.13	.63	23
	<b>Overall</b>	<b>2.74</b>	<b>1.02</b>	<b>191</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.28	.98	65
	FT Faculty	3.03	.93	93
	Classified	2.66	1.01	99
	Administrator	3.36	.59	36
	<b>Overall</b>	<b>3.00</b>	<b>.97</b>	<b>293</b>

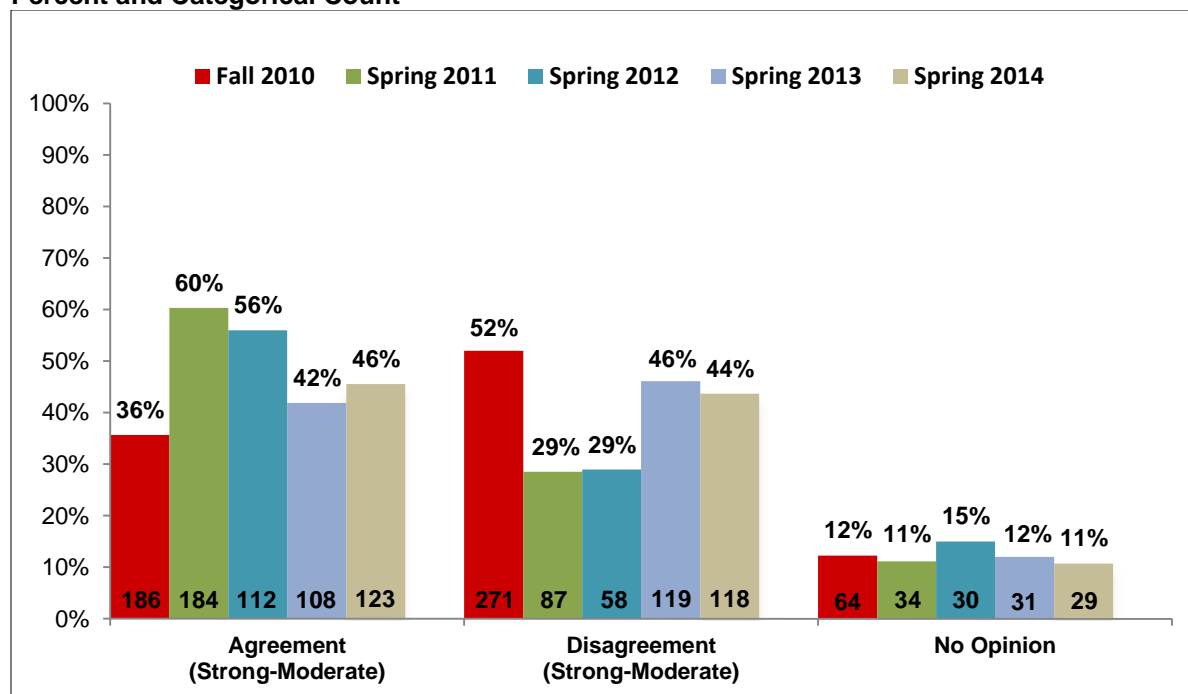
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.05	.96	110
	FT Faculty	2.93	.94	133
	Classified	2.47	.99	206
	Administrator	3.12	.77	42
	<b>Overall</b>	<b>2.78</b>	<b>.99</b>	<b>491</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

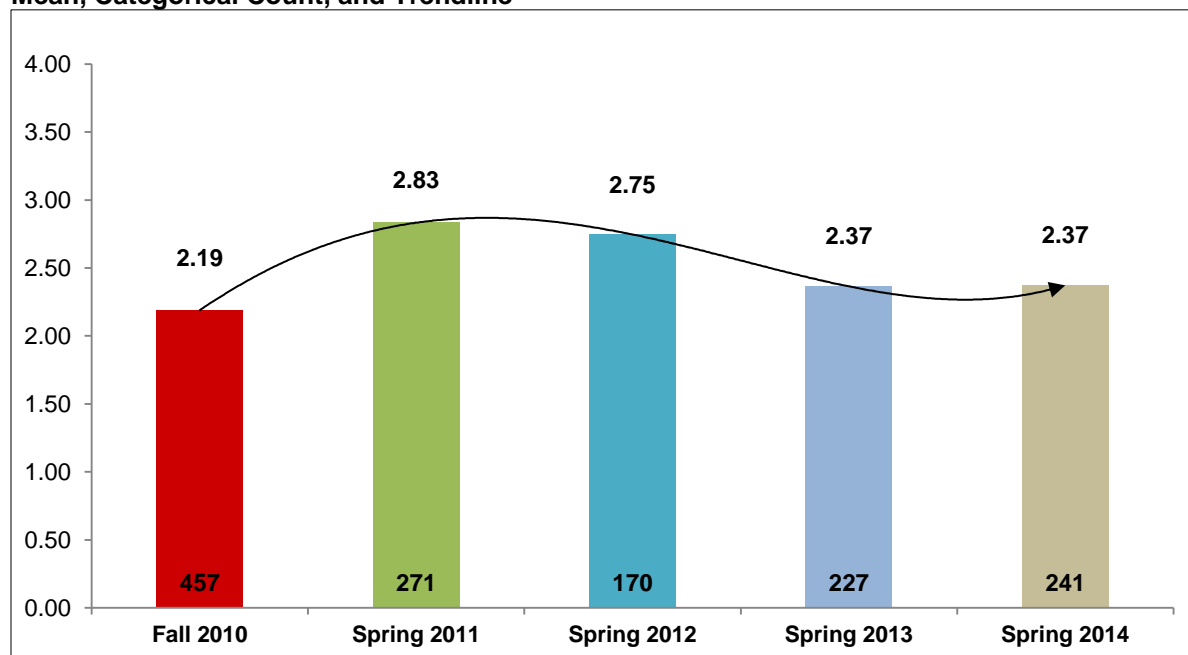
Charts / Data Analysis

## 8d. [Division Leaders (Vice Presidents)] Institutional leaders create an environment that promotes trust and respect.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

### 8d. [Division Leaders (Vice Presidents)] Institutional leaders create an environment that promotes trust and respect.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.37	241	0.008	0.931
Spring 2013	2.37	227		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.19	1.12	52
	FT Faculty	2.30	.95	73
	Classified	2.42	.94	86
	Administrator	2.73	.83	30
	<b>Overall</b>	<b>2.37</b>	<b>.98</b>	<b>241</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.21	1.06	24
	FT Faculty	2.13	.93	54
	Classified	2.39	.92	61
	Administrator	3.06	.68	16
	Unspecified	2.42	.99	72
	<b>Overall</b>	<b>2.37</b>	<b>.97</b>	<b>227</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.74	1.00	43
	FT Faculty	2.87	.92	47
	Classified	2.50	.92	58
	Administrator	3.14	.89	22
	<b>Overall</b>	<b>2.75</b>	<b>.96</b>	<b>170</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.17	.89	53
	FT Faculty	2.64	1.02	91
	Classified	2.73	.96	91
	Administrator	3.11	.75	36
	<b>Overall</b>	<b>2.83</b>	<b>.96</b>	<b>271</b>

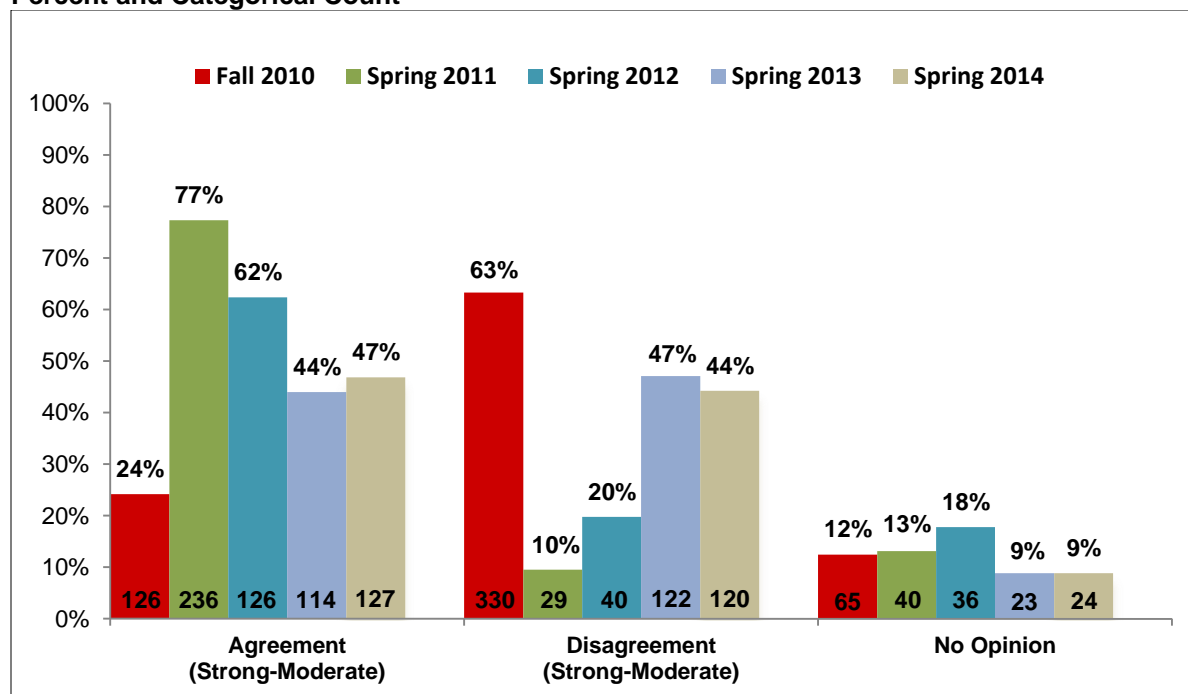
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.30	1.05	87
	FT Faculty	1.91	.93	133
	Classified	2.21	1.00	195
	Administrator	2.79	1.00	42
	<b>Overall</b>	<b>2.19</b>	<b>1.02</b>	<b>457</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

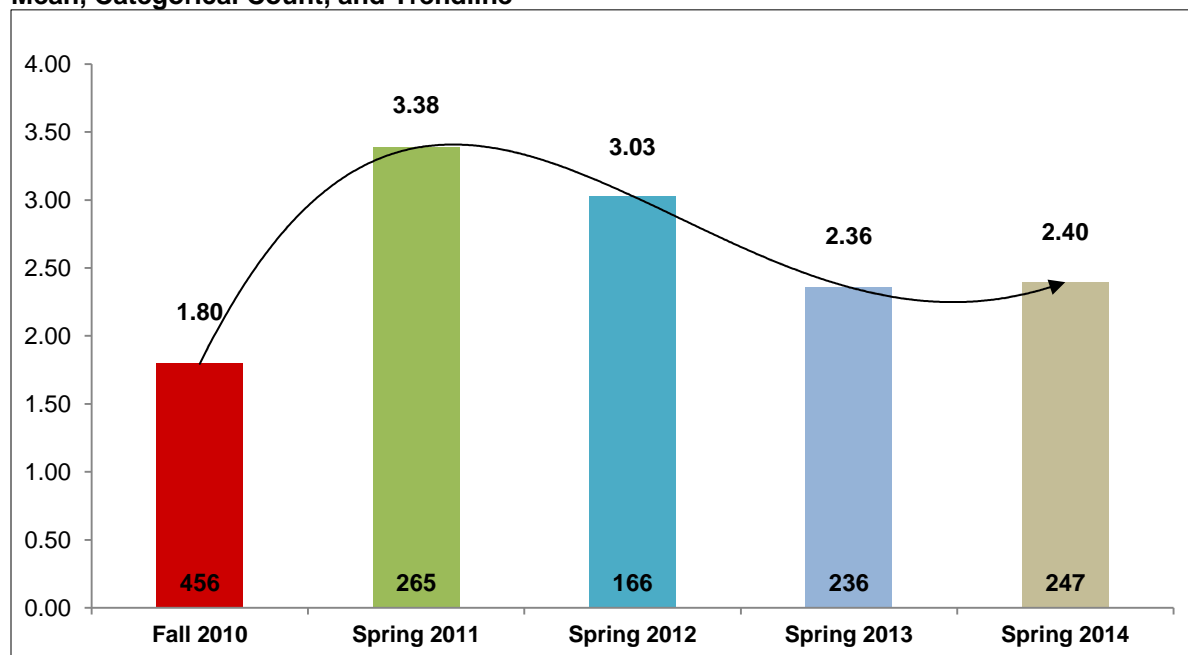
Charts / Data Analysis

## 8e. [Superintendent/President] Institutional leaders create an environment that promotes trust and respect.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 8e. [Superintendent/President] Institutional leaders create an environment that promotes trust and respect.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.40	247	0.138	0.710
Spring 2013	2.36	236		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.24	1.19	50
	FT Faculty	2.04	1.06	76
	Classified	2.61	1.00	90
	Administrator	2.90	1.08	31
	<b>Overall</b>	<b>2.40</b>	<b>1.11</b>	<b>247</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.20	1.08	25
	FT Faculty	1.96	.97	52
	Classified	2.55	1.06	65
	Administrator	3.25	.68	16
	Unspecified	2.33	1.03	78
	<b>Overall</b>	<b>2.36</b>	<b>1.05</b>	<b>236</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.93	1.05	42
	FT Faculty	2.94	.95	48
	Classified	3.05	.91	55
	Administrator	3.38	.67	21
	<b>Overall</b>	<b>3.03</b>	<b>.94</b>	<b>166</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.16	.93	51
	FT Faculty	3.51	.78	92
	Classified	3.24	.85	86
	Administrator	3.72	.57	36
	<b>Overall</b>	<b>3.38</b>	<b>.83</b>	<b>265</b>

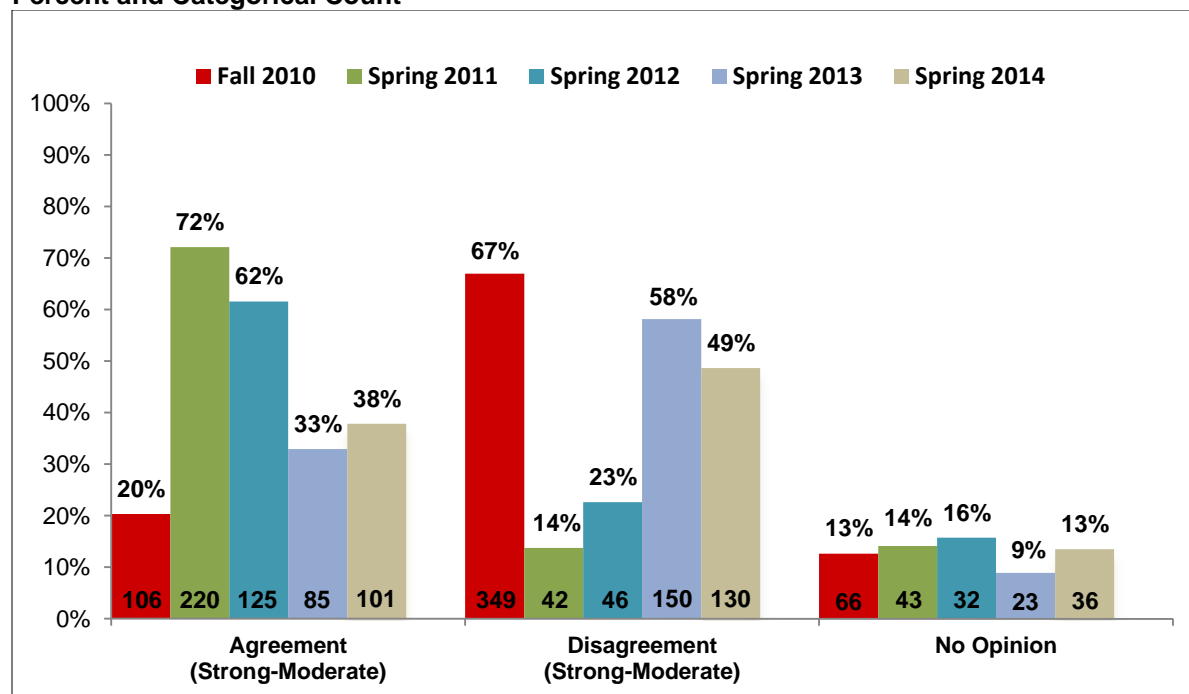
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.86	1.05	93
	FT Faculty	1.41	.83	134
	Classified	1.84	.98	190
	Administrator	2.77	1.01	39
	<b>Overall</b>	<b>1.80</b>	<b>1.02</b>	<b>456</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

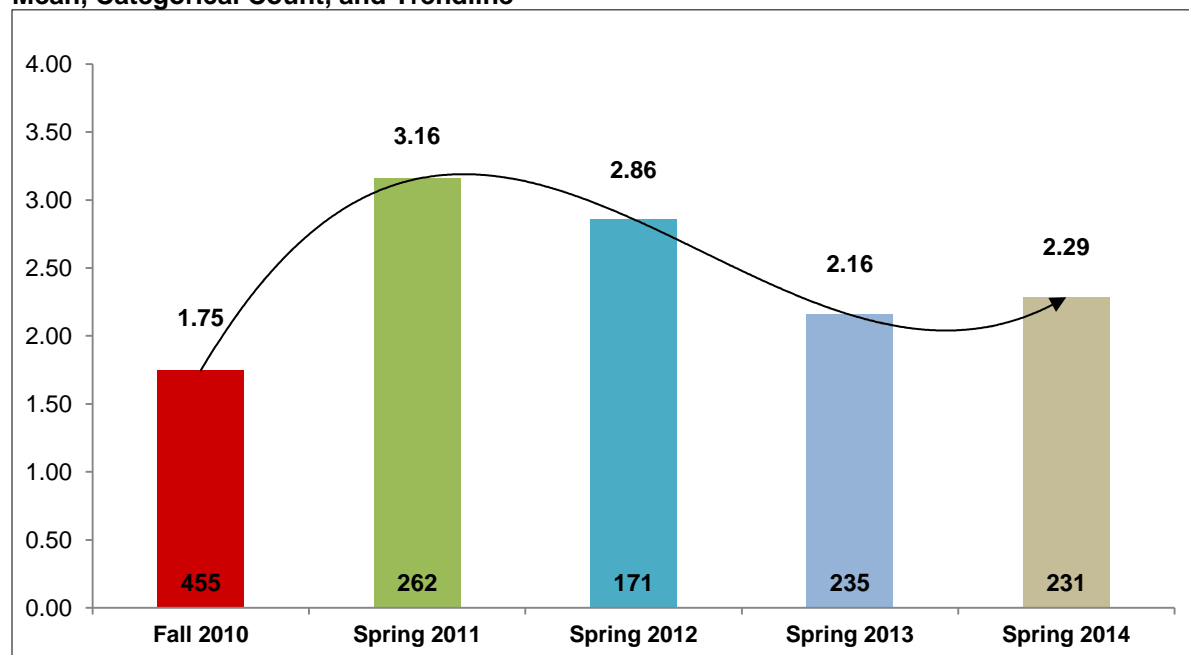
Charts / Data Analysis

## 8f. [Governing Board] Institutional leaders create an environment that promotes trust and respect.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 8f. [Governing Board] Institutional leaders create an environment that promotes trust and respect.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.29	231	2.096	0.148
Spring 2013	2.16	235		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.22	1.10	51
	FT Faculty	2.36	.98	67
	Classified	2.27	.89	83
	Administrator	2.30	.99	30
	<b>Overall</b>	<b>2.29</b>	<b>.97</b>	<b>231</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.15	1.01	26
	FT Faculty	2.19	.92	53
	Classified	2.05	.94	63
	Administrator	2.44	1.09	16
	Unspecified	2.17	.91	77
	<b>Overall</b>	<b>2.16</b>	<b>.94</b>	<b>235</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.79	1.06	47
	FT Faculty	2.85	.92	48
	Classified	2.82	.93	55
	Administrator	3.14	.66	21
	<b>Overall</b>	<b>2.86</b>	<b>.94</b>	<b>171</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.17	.83	52
	FT Faculty	3.31	.79	88
	Classified	3.09	.86	87
	Administrator	2.91	.78	35
	<b>Overall</b>	<b>3.16</b>	<b>.83</b>	<b>262</b>

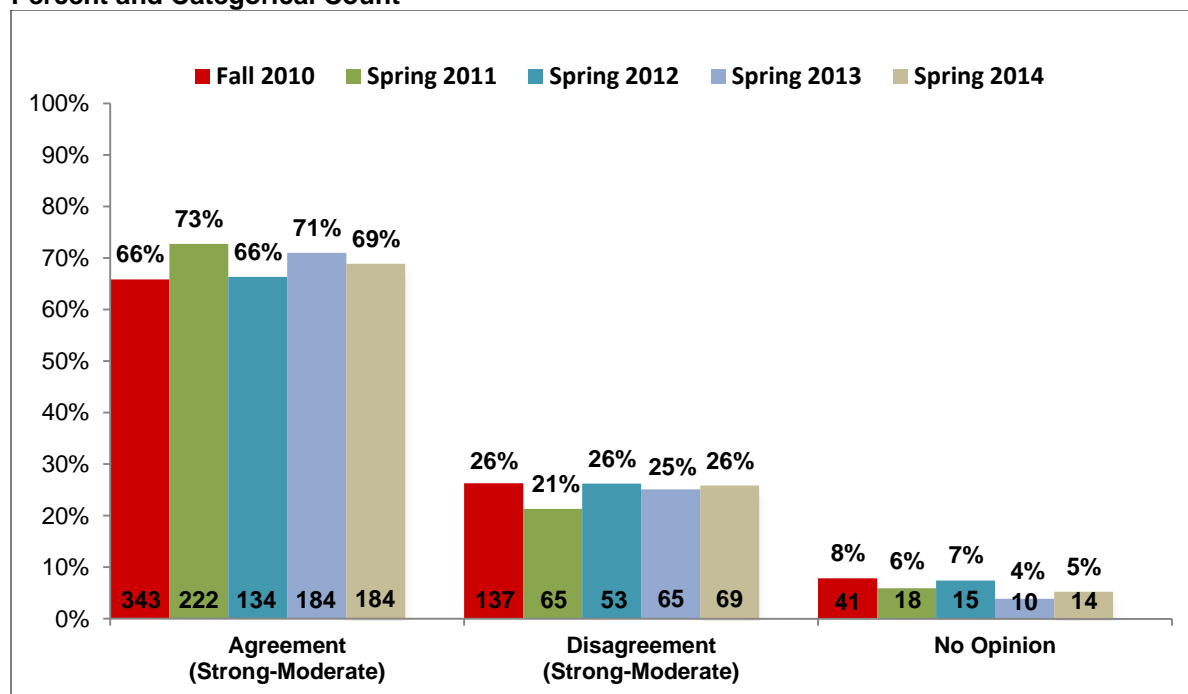
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.89	1.04	93
	FT Faculty	1.43	.83	132
	Classified	1.77	.93	192
	Administrator	2.39	1.08	38
	<b>Overall</b>	<b>1.75</b>	<b>.97</b>	<b>455</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

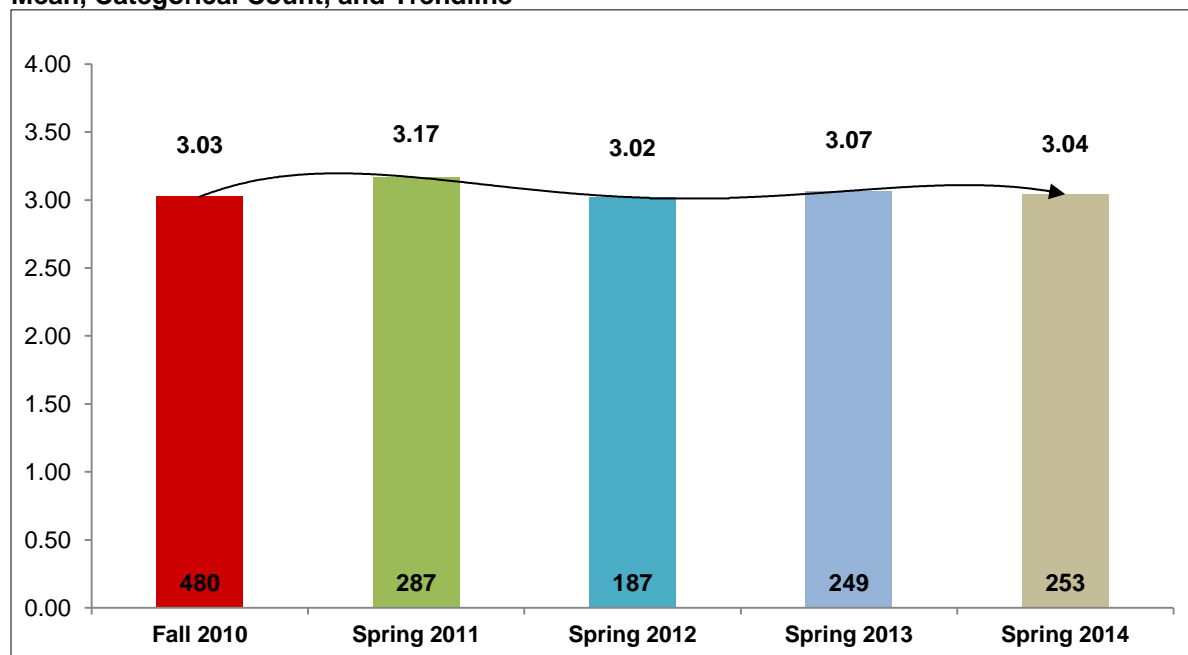
Charts / Data Analysis

## 8g. [My Supervisor] Institutional leaders create an environment that promotes trust and respect.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 8g. [My Supervisor] Institutional leaders create an environment that promotes trust and respect.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	3.04	253	0.067	0.796
Spring 2013	3.07	249		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.00	1.15	59
	FT Faculty	3.00	1.04	73
	Classified	3.07	1.12	91
	Administrator	3.17	.91	30
	<b>Overall</b>	<b>3.04</b>	<b>1.08</b>	<b>253</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.07	1.02	28
	FT Faculty	2.87	1.19	53
	Classified	3.06	1.01	71
	Administrator	3.13	1.02	16
	Unspecified	3.20	1.08	81
	<b>Overall</b>	<b>3.07</b>	<b>1.07</b>	<b>249</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.00	1.23	53
	FT Faculty	3.16	1.03	49
	Classified	2.87	1.21	63
	Administrator	3.18	.85	22
	<b>Overall</b>	<b>3.02</b>	<b>1.13</b>	<b>187</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.45	.84	62
	FT Faculty	3.23	1.05	90
	Classified	2.88	1.18	99
	Administrator	3.31	.86	36
	<b>Overall</b>	<b>3.17</b>	<b>1.05</b>	<b>287</b>

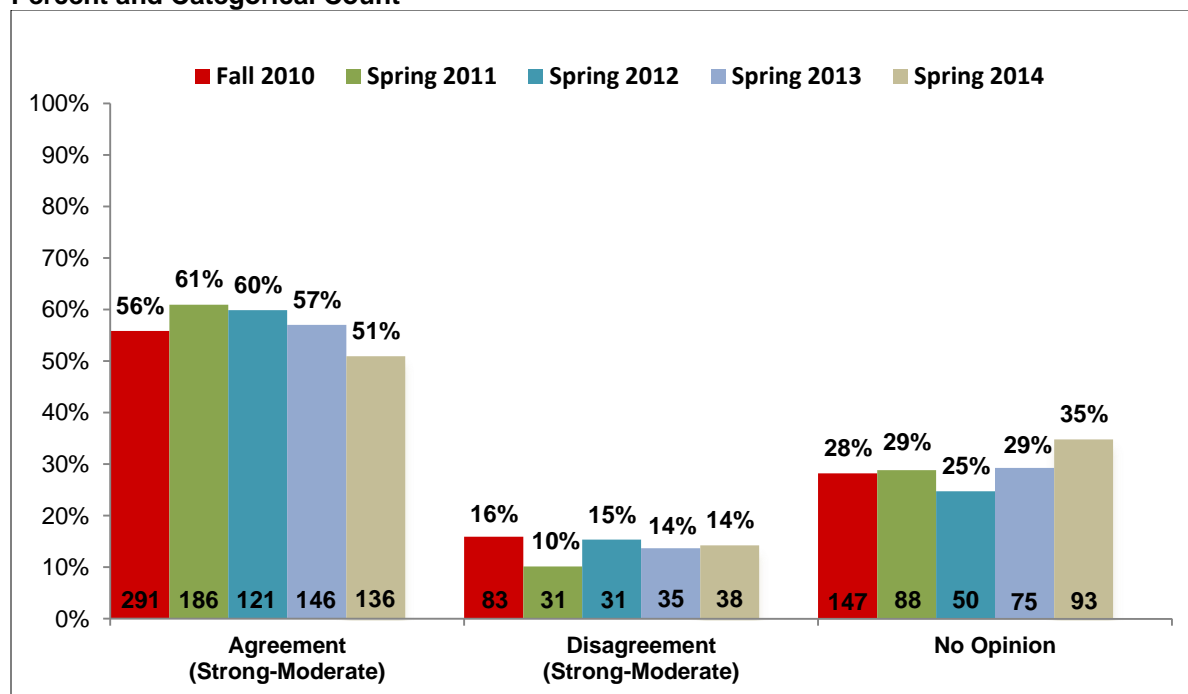
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.28	1.00	107
	FT Faculty	3.23	1.08	130
	Classified	2.72	1.15	202
	Administrator	3.22	.91	41
	<b>Overall</b>	<b>3.03</b>	<b>1.11</b>	<b>480</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

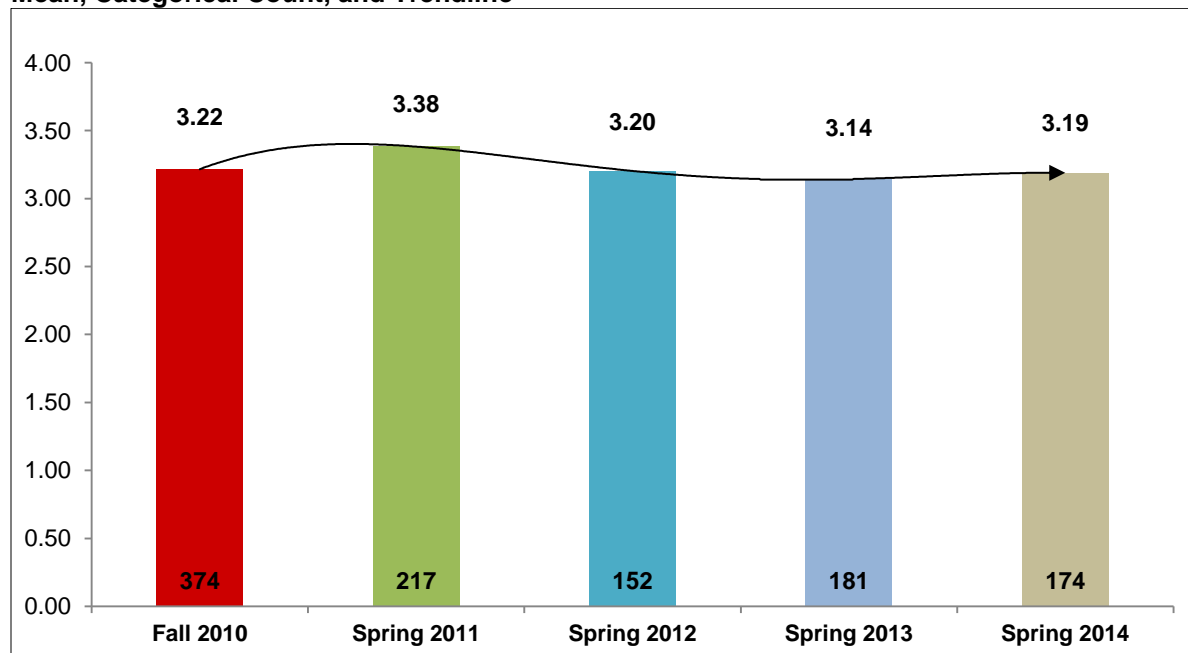
Charts / Data Analysis

## 8h. [My Department Chair] Institutional leaders create an environment that promotes trust and respect.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

## 8h. [My Department Chair] Institutional leaders create an environment that promotes trust and respect.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	3.19	174	0.193	0.660
Spring 2013	3.14	181		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.93	1.09	61
	FT Faculty	3.44	.99	70
	Classified	3.06	.94	35
	Administrator	3.50	.76	8
	<b>Overall</b>	<b>3.19</b>	<b>1.03</b>	<b>174</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.11	.92	28
	FT Faculty	3.28	.97	53
	Classified	2.94	.81	31
	Administrator	3.11	.78	9
	Unspecified	3.15	1.02	60
	<b>Overall</b>	<b>3.14</b>	<b>.94</b>	<b>181</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.11	1.05	57
	FT Faculty	3.43	.95	47
	Classified	2.97	1.15	35
	Administrator	3.46	.66	13
	<b>Overall</b>	<b>3.20</b>	<b>1.03</b>	<b>152</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.51	.80	68
	FT Faculty	3.49	.95	81
	Classified	3.04	1.03	50
	Administrator	3.33	.59	18
	<b>Overall</b>	<b>3.38</b>	<b>.92</b>	<b>217</b>

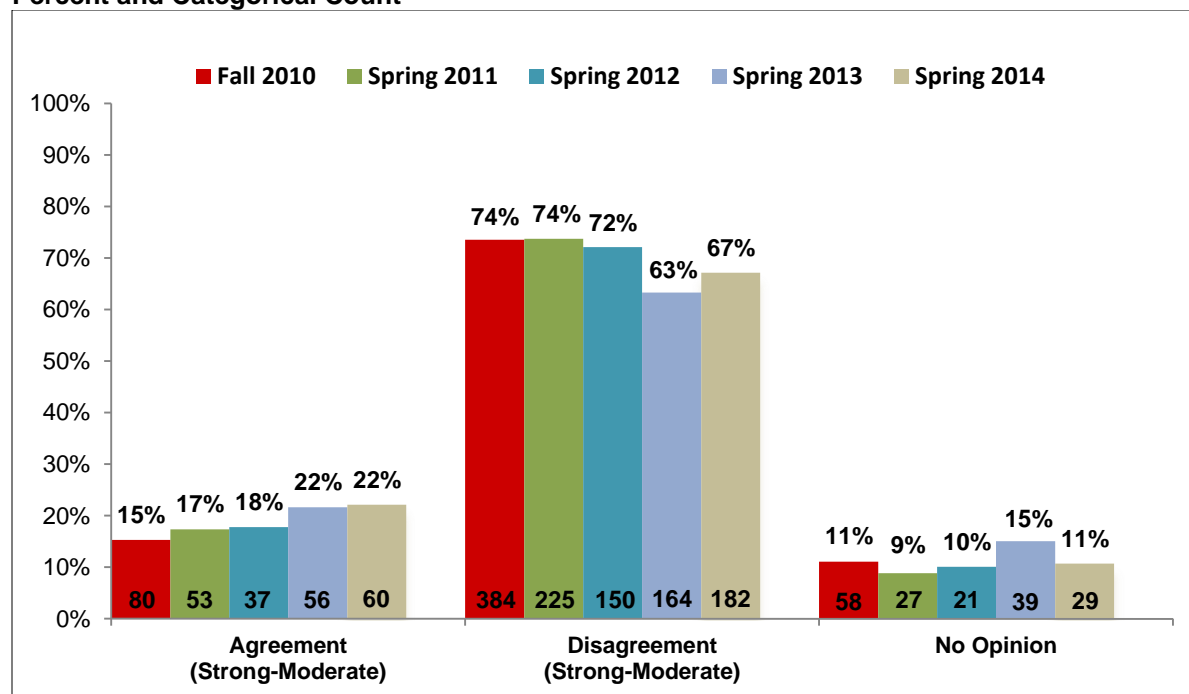
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.33	.93	108
	FT Faculty	3.45	.89	129
	Classified	2.84	1.07	120
	Administrator	3.35	.93	17
	<b>Overall</b>	<b>3.22</b>	<b>1.00</b>	<b>374</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

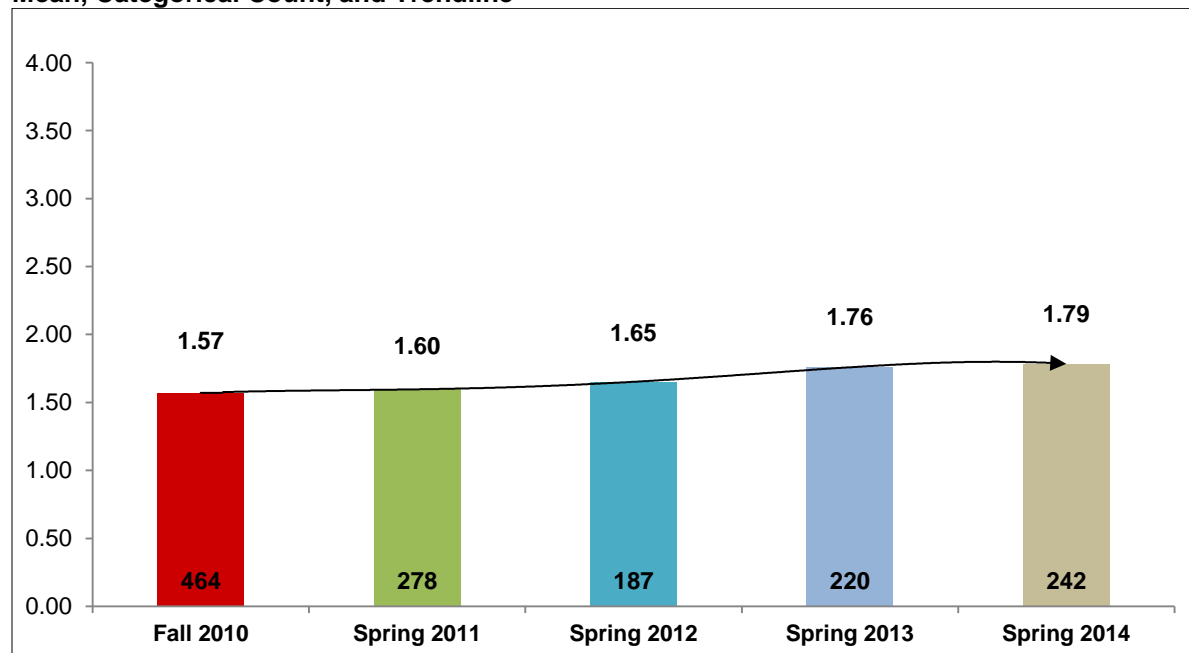
Charts / Data Analysis

**9a. [Faculty Leaders (e.g. Academic Senate President, SCEA President, Dept. Chairs)] I feel intimidated by others at Southwestern College.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**9a. [Faculty Leaders (e.g. Academic Senate President, SCEA President, Dept. Chairs)] I feel intimidated by others at Southwestern College.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	1.79	242	0.080	0.777
Spring 2013	1.76	220		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.88	1.03	56
	FT Faculty	1.47	.85	77
	Classified	1.91	1.00	81
	Administrator	2.11	1.07	28
	<b>Overall</b>	<b>1.79</b>	<b>.99</b>	<b>242</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.54	.88	24
	FT Faculty	1.53	.82	53
	Classified	1.91	1.08	55
	Administrator	1.94	1.18	16
	Unspecified	1.85	.99	72
	<b>Overall</b>	<b>1.76</b>	<b>.98</b>	<b>220</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.55	.89	53
	FT Faculty	1.39	.78	51
	Classified	1.97	1.18	60
	Administrator	1.65	.86	23
	<b>Overall</b>	<b>1.65</b>	<b>.99</b>	<b>187</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.61	.86	61
	FT Faculty	1.60	.94	94
	Classified	1.66	.93	87
	Administrator	1.44	.81	36
	<b>Overall</b>	<b>1.60</b>	<b>.90</b>	<b>278</b>

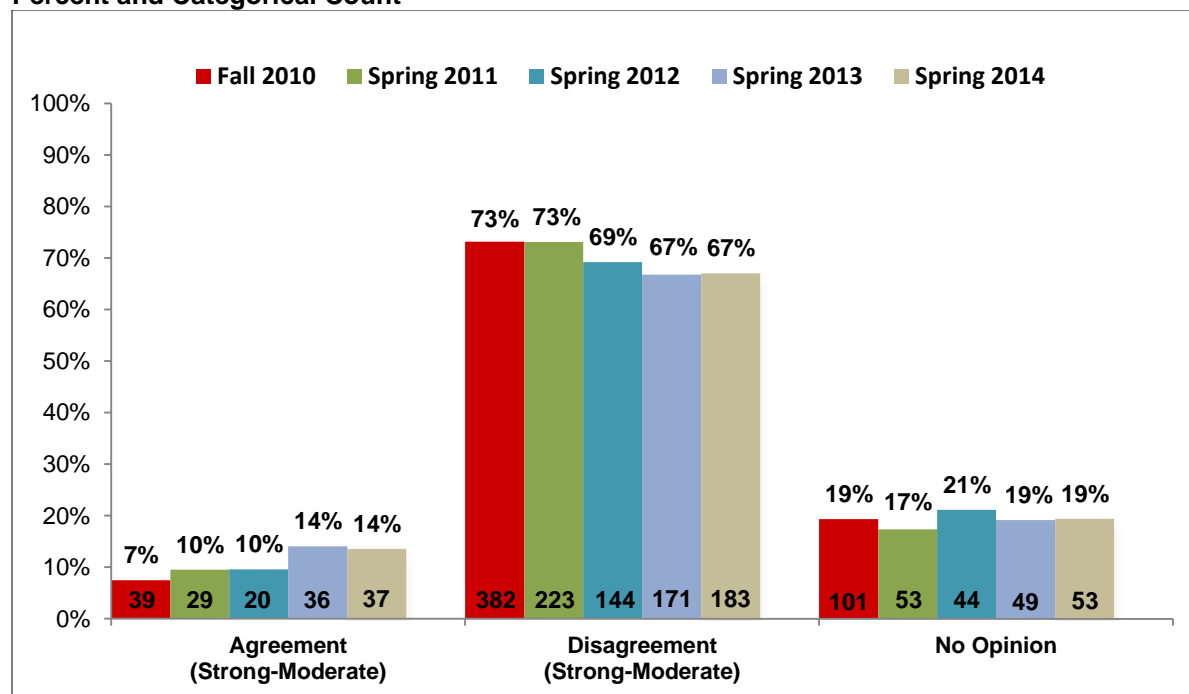
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.52	.84	107
	FT Faculty	1.36	.72	130
	Classified	1.69	.96	186
	Administrator	1.83	1.02	41
	<b>Overall</b>	<b>1.57</b>	<b>.89</b>	<b>464</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

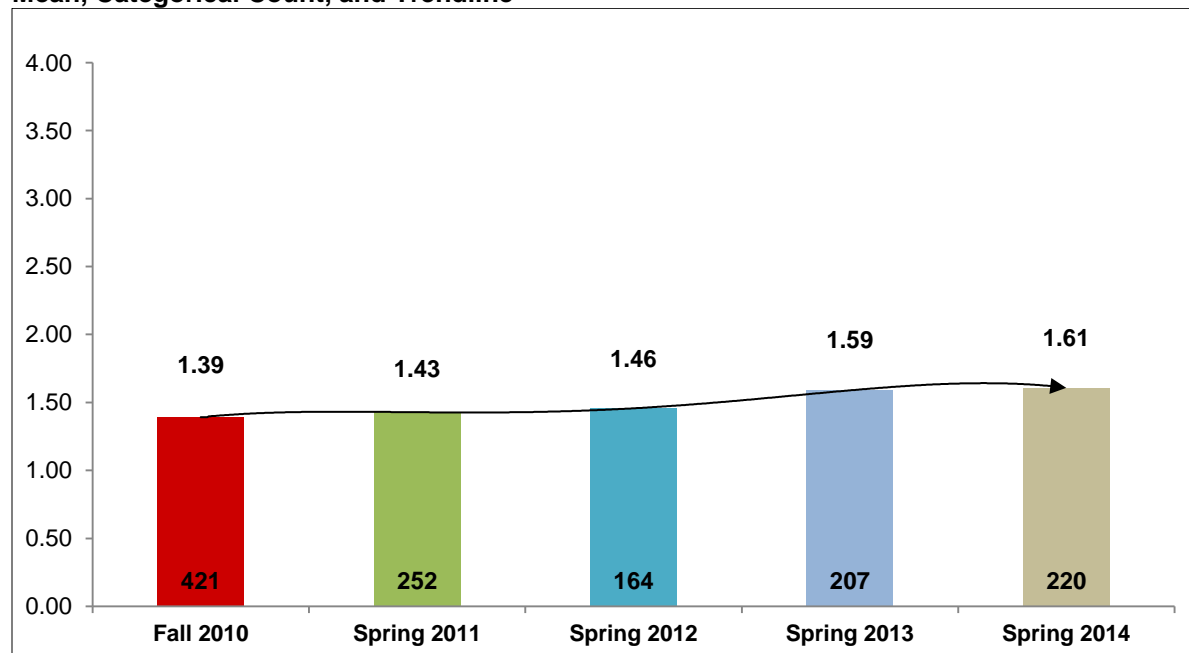
Charts / Data Analysis

## 9b. [Classified Leaders (e.g. CSEA President)] I feel intimidated by others at Southwestern College.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**9b. [Classified Leaders (e.g. CSEA President)] I feel intimidated by others at Southwestern College.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	1.61	220	0.051	0.821
Spring 2013	1.59	207		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.79	.96	38
	FT Faculty	1.51	.81	61
	Classified	1.50	.85	90
	Administrator	1.90	1.08	31
	<b>Overall</b>	<b>1.61</b>	<b>.90</b>	<b>220</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.38	.59	21
	FT Faculty	1.73	1.01	40
	Classified	1.44	.80	62
	Administrator	1.47	.92	15
	Unspecified	1.74	.96	69
	<b>Overall</b>	<b>1.59</b>	<b>.90</b>	<b>207</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.44	.80	43
	FT Faculty	1.48	.78	40
	Classified	1.42	.84	59
	Administrator	1.55	.91	22
	<b>Overall</b>	<b>1.46</b>	<b>.82</b>	<b>164</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.43	.67	53
	FT Faculty	1.42	.81	71
	Classified	1.43	.76	92
	Administrator	1.42	.87	36
	<b>Overall</b>	<b>1.43</b>	<b>.77</b>	<b>252</b>

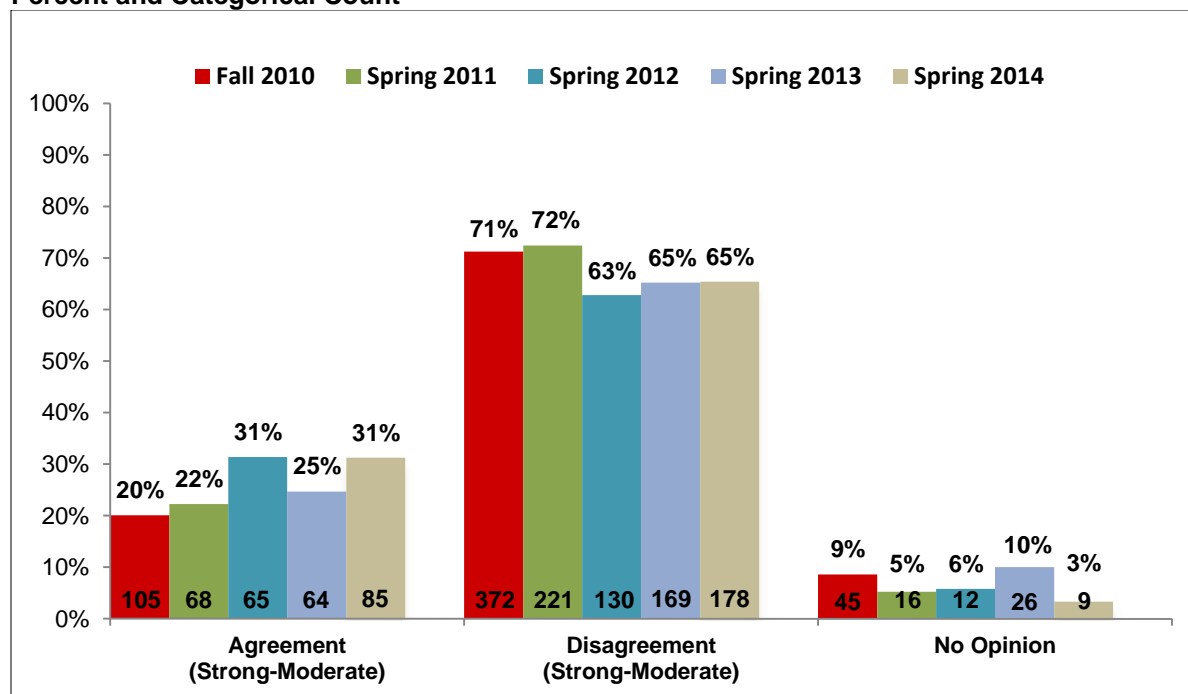
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.44	.75	89
	FT Faculty	1.18	.44	98
	Classified	1.44	.81	194
	Administrator	1.55	.82	40
	<b>Overall</b>	<b>1.39</b>	<b>.73</b>	<b>421</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

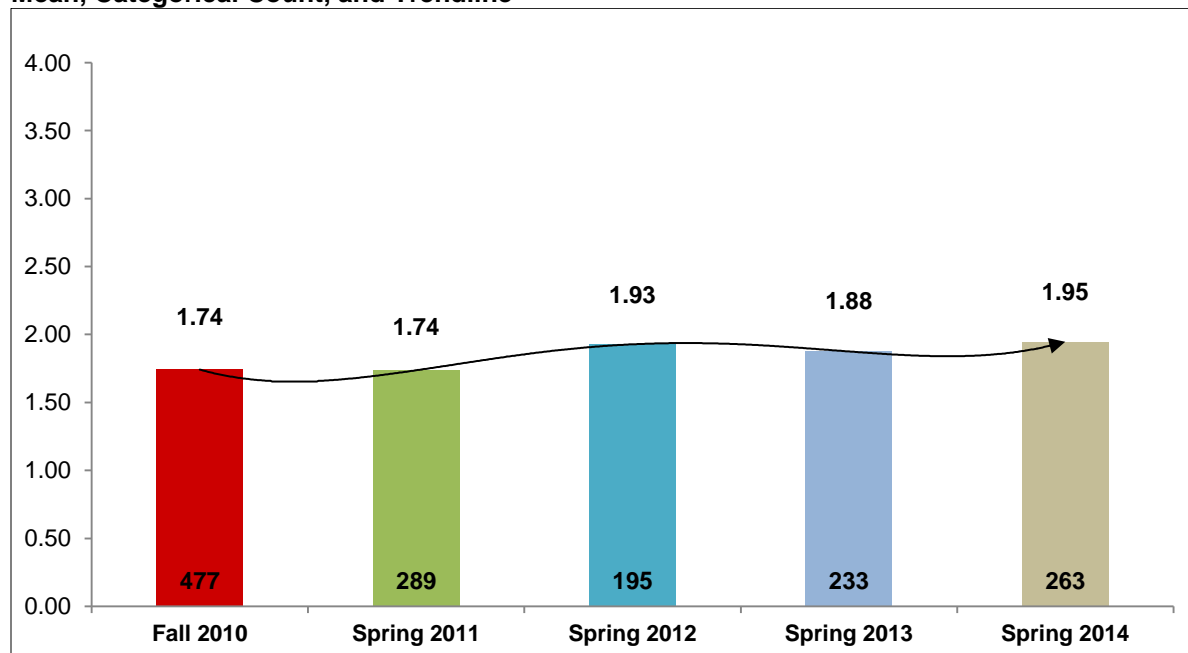
Charts / Data Analysis

**9c. [Middle Management Leaders (e.g. Dean, Director, Supervisor)] I feel intimidated by others at Southwestern College.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**9c. [Middle Management Leaders (e.g. Dean, Director, Supervisor)] I feel intimidated by others at Southwestern College.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	1.95	263	0.590	0.443
Spring 2013	1.88	233		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.21	1.20	62
	FT Faculty	1.86	1.02	78
	Classified	1.85	1.01	92
	Administrator	1.94	1.06	31
	<b>Overall</b>	<b>1.95</b>	<b>1.07</b>	<b>263</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.84	.99	25
	FT Faculty	2.00	1.03	52
	Classified	1.98	1.05	63
	Administrator	1.53	.83	15
	Unspecified	1.78	.92	78
	<b>Overall</b>	<b>1.88</b>	<b>.99</b>	<b>233</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.96	1.16	56
	FT Faculty	1.71	1.03	51
	Classified	2.22	1.22	65
	Administrator	1.52	.79	23
	<b>Overall</b>	<b>1.93</b>	<b>1.13</b>	<b>195</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.70	1.01	63
	FT Faculty	1.71	.98	94
	Classified	1.90	1.07	96
	Administrator	1.44	.77	36
	<b>Overall</b>	<b>1.74</b>	<b>1.00</b>	<b>289</b>

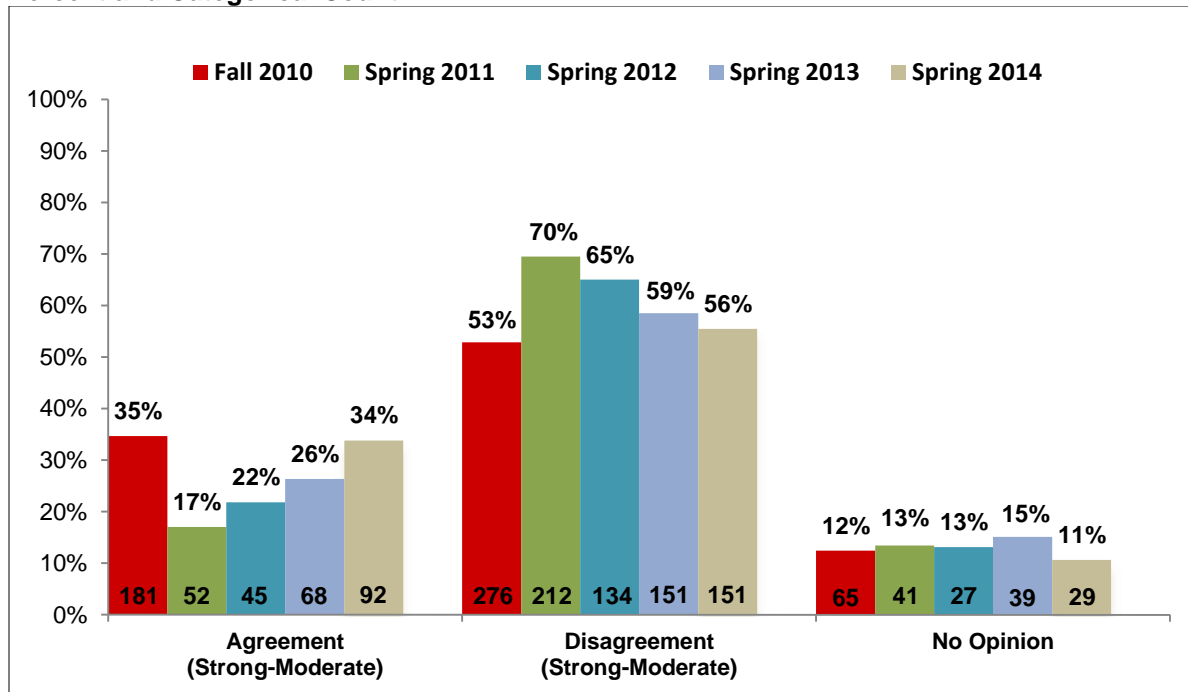
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.46	.78	108
	FT Faculty	1.62	.91	129
	Classified	2.02	1.09	200
	Administrator	1.50	.82	40
	<b>Overall</b>	<b>1.74</b>	<b>.98</b>	<b>477</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

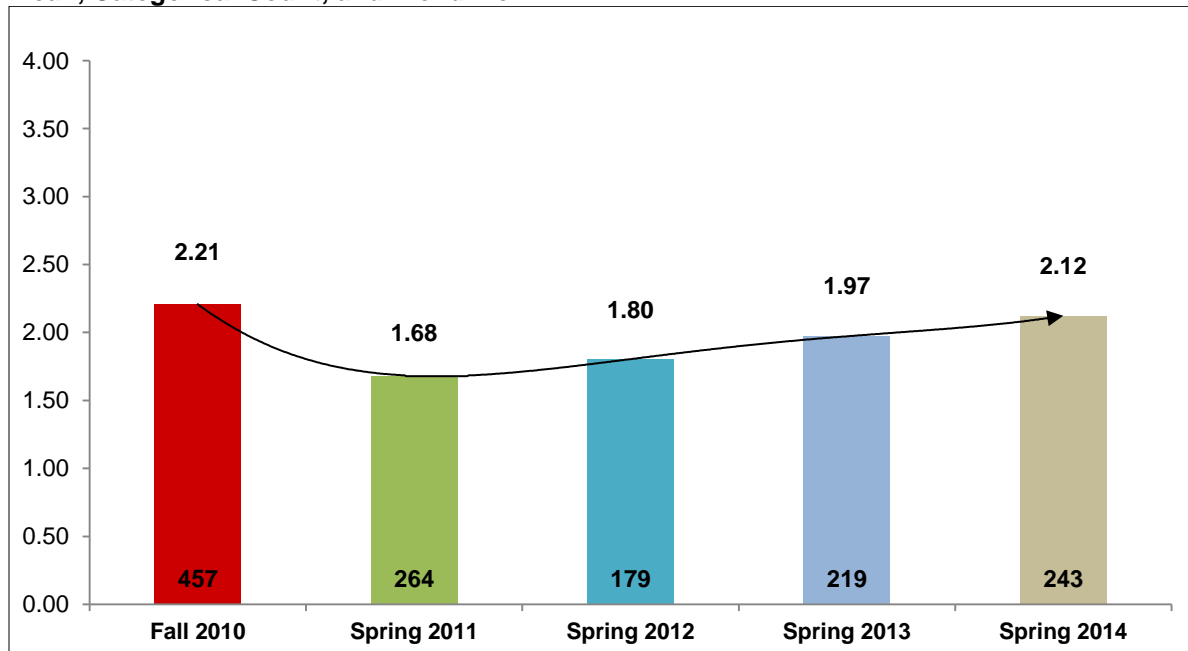
Charts / Data Analysis

## 9d. [Division Leaders (Vice Presidents)] I feel intimidated by others at Southwestern College.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

## 9d. [Division Leaders (Vice Presidents)] I feel intimidated by others at Southwestern College.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.12	243	2.283	0.131
Spring 2013	1.97	219		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.32	1.17	50
	FT Faculty	2.14	1.09	74
	Classified	2.07	.98	88
	Administrator	1.94	1.12	31
	<b>Overall</b>	<b>2.12</b>	<b>1.07</b>	<b>243</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.00	1.06	24
	FT Faculty	2.12	1.07	51
	Classified	1.82	1.06	55
	Administrator	1.50	.97	16
	Unspecified	2.08	1.09	73
	<b>Overall</b>	<b>1.97</b>	<b>1.07</b>	<b>219</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.77	1.06	48
	FT Faculty	1.51	.92	49
	Classified	2.12	1.18	59
	Administrator	1.70	.93	23
	<b>Overall</b>	<b>1.80</b>	<b>1.07</b>	<b>179</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.53	1.06	51
	FT Faculty	1.82	.92	91
	Classified	1.73	1.18	86
	Administrator	1.42	.93	36
	<b>Overall</b>	<b>1.68</b>	<b>1.07</b>	<b>264</b>

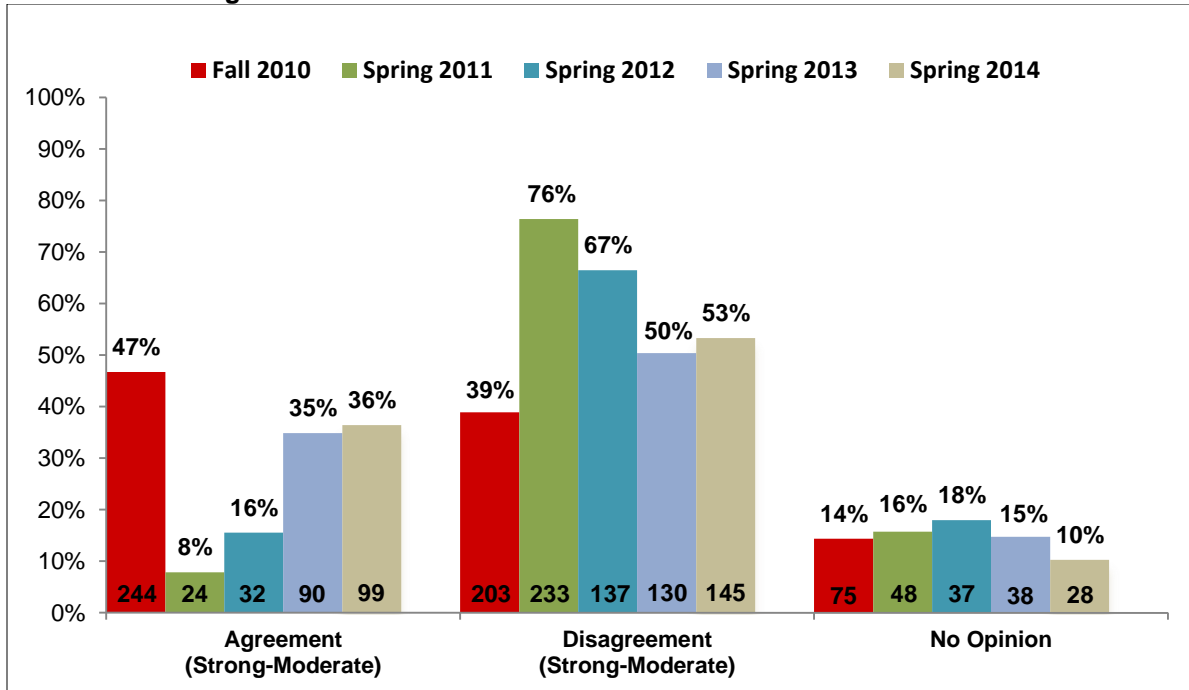
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.95	1.10	95
	FT Faculty	2.44	1.13	125
	Classified	2.26	1.13	196
	Administrator	1.88	1.08	41
	<b>Overall</b>	<b>2.21</b>	<b>1.13</b>	<b>457</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

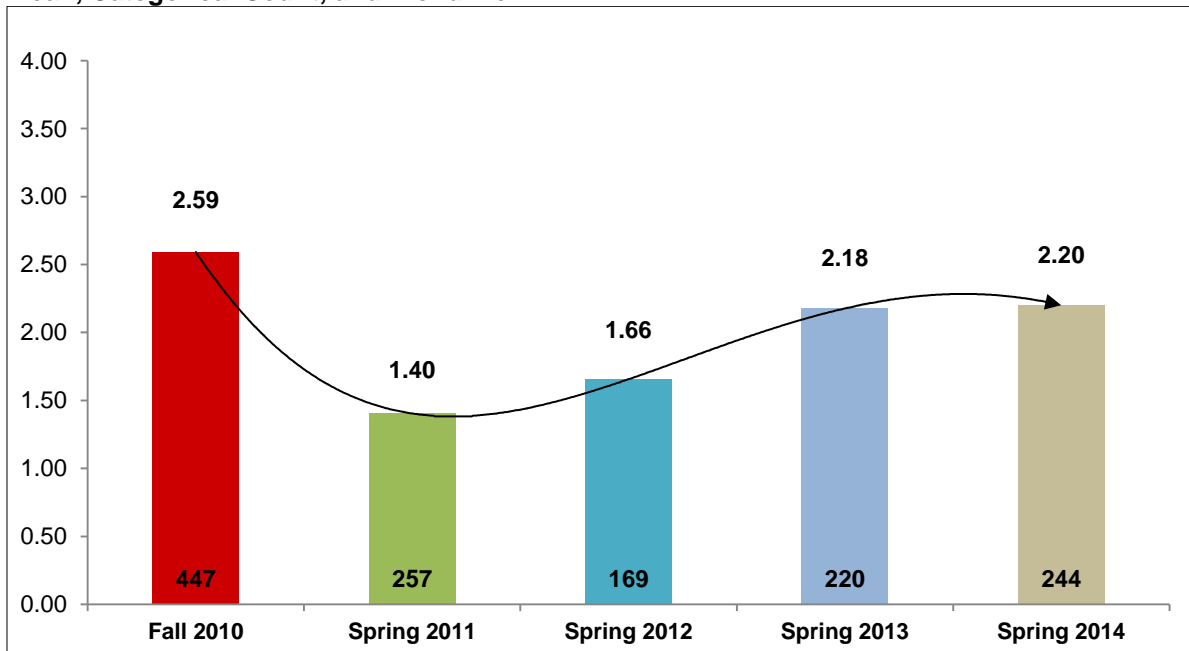
Charts / Data Analysis

## 9e. [Superintendent/President] I feel intimidated by others at Southwestern College.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 9e. [Superintendent/President] I feel intimidated by others at Southwestern College.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.20	244	0.051	0.822
Spring 2013	2.18	220		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.40	1.26	50
	FT Faculty	2.32	1.11	77
	Classified	2.01	.99	87
	Administrator	2.10	1.13	30
	<b>Overall</b>	<b>2.20</b>	<b>1.11</b>	<b>244</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.04	1.08	24
	FT Faculty	2.30	1.05	50
	Classified	2.07	1.24	57
	Administrator	1.63	1.09	16
	Unspecified	2.34	1.13	73
	<b>Overall</b>	<b>2.18</b>	<b>1.14</b>	<b>220</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.63	.98	48
	FT Faculty	1.54	.94	46
	Classified	1.84	1.07	55
	Administrator	1.50	.83	20
	<b>Overall</b>	<b>1.66</b>	<b>.98</b>	<b>169</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.56	.83	50
	FT Faculty	1.41	.96	91
	Classified	1.40	1.03	80
	Administrator	1.19	.81	36
	<b>Overall</b>	<b>1.40</b>	<b>.95</b>	<b>257</b>

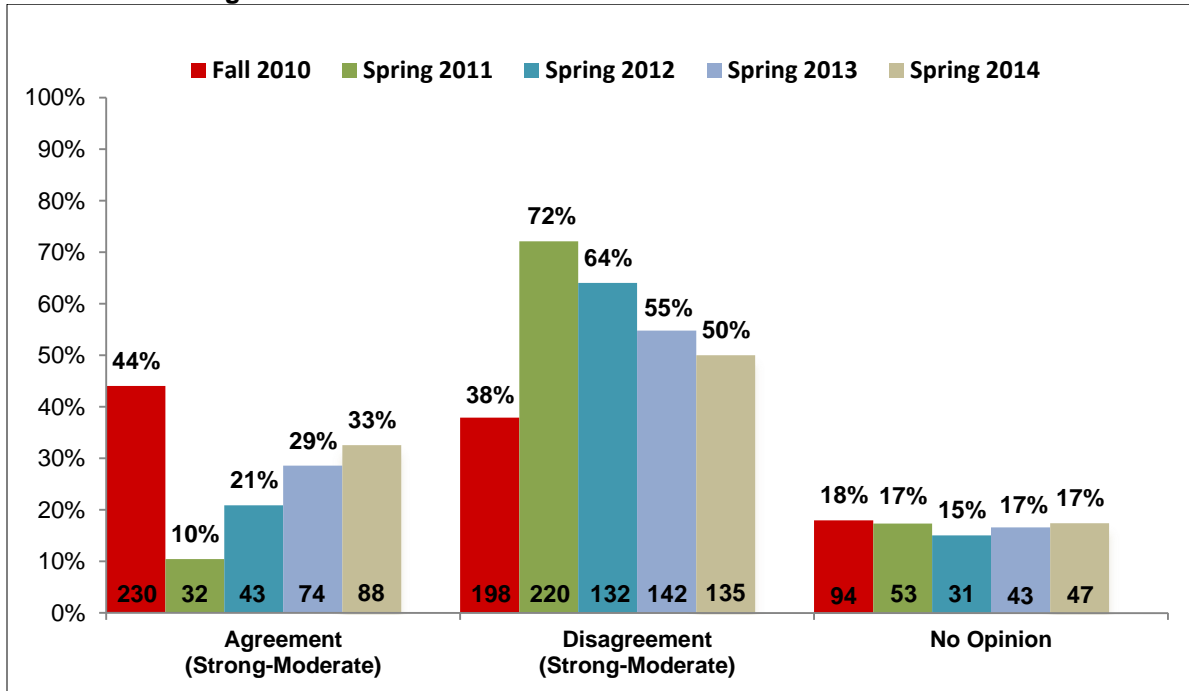
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.19	1.19	94
	FT Faculty	3.04	1.18	126
	Classified	2.58	1.24	188
	Administrator	2.18	1.25	39
	<b>Overall</b>	<b>2.59</b>	<b>1.25</b>	<b>477</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

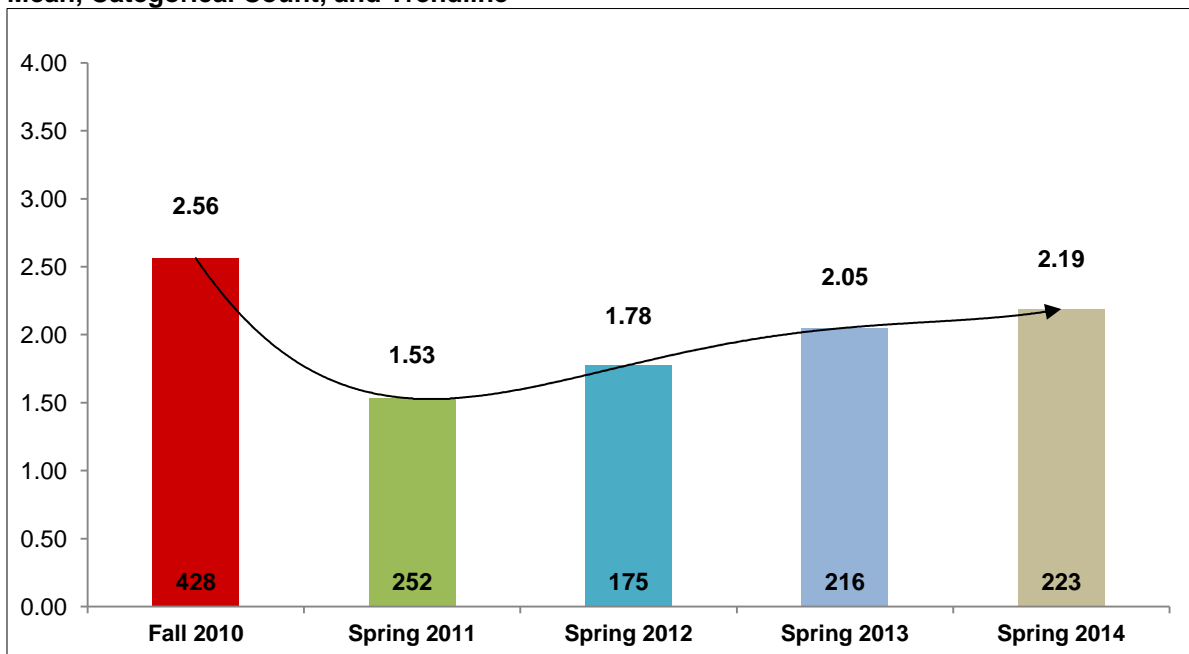
Charts / Data Analysis

## 9f. [Governing Board] I feel intimidated by others at Southwestern College.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 9f. [Governing Board] I feel intimidated by others at Southwestern College.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.19	223	1.707	0.192
Spring 2013	2.05	216		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.28	1.17	47
	FT Faculty	2.10	1.09	70
	Classified	2.15	1.05	75
	Administrator	2.35	1.11	31
	<b>Overall</b>	<b>2.19</b>	<b>1.10</b>	<b>223</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.00	1.10	24
	FT Faculty	1.98	1.10	48
	Classified	2.05	1.19	58
	Administrator	1.87	1.19	15
	Unspecified	2.15	1.05	71
	<b>Overall</b>	<b>2.05</b>	<b>1.11</b>	<b>216</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.86	1.11	50
	FT Faculty	1.60	.90	47
	Classified	1.89	1.06	57
	Administrator	1.67	1.02	21
	<b>Overall</b>	<b>1.78</b>	<b>1.03</b>	<b>175</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.56	.85	52
	FT Faculty	1.59	.93	88
	Classified	1.45	.74	77
	Administrator	1.51	.78	35
	<b>Overall</b>	<b>1.53</b>	<b>.83</b>	<b>252</b>

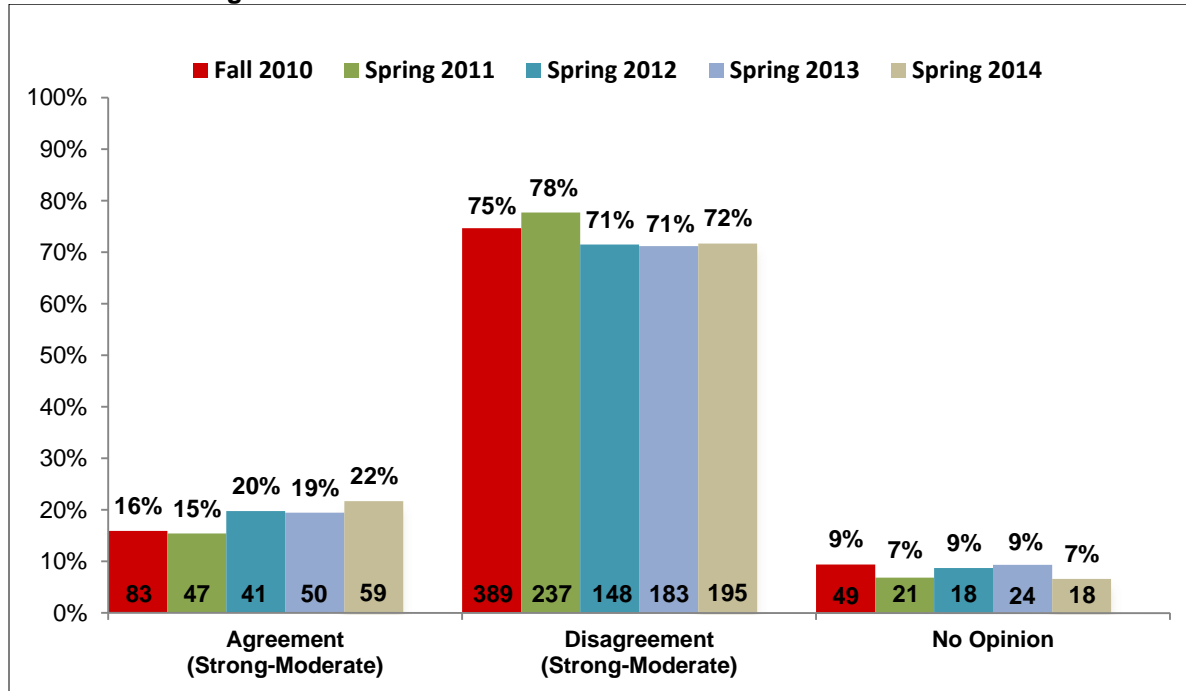
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.12	1.15	91
	FT Faculty	2.93	1.18	118
	Classified	2.63	1.23	182
	Administrator	2.14	1.21	37
	<b>Overall</b>	<b>2.56</b>	<b>1.24</b>	<b>428</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

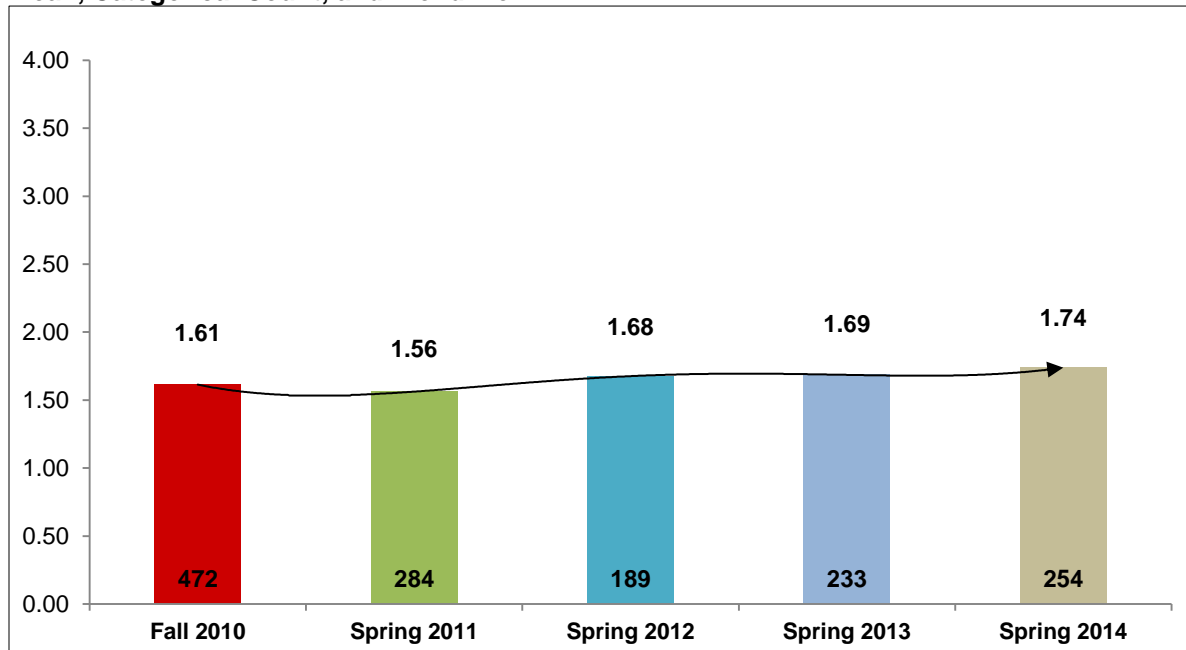
Charts / Data Analysis

## 9g. [My Supervisor] I feel intimidated by others at Southwestern College.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 9g. [My Supervisor] I feel intimidated by others at Southwestern College.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	1.74	254	0.323	0.570
Spring 2013	1.69	233		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.92	1.16	59
	FT Faculty	1.69	1.02	74
	Classified	1.66	1.01	91
	Administrator	1.77	1.07	30
	<b>Overall</b>	<b>1.74</b>	<b>1.06</b>	<b>254</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.64	.95	25
	FT Faculty	1.84	1.08	50
	Classified	1.67	1.01	66
	Administrator	1.88	1.15	16
	Unspecified	1.58	.97	76
	<b>Overall</b>	<b>1.69</b>	<b>1.01</b>	<b>233</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.60	1.03	53
	FT Faculty	1.38	.82	48
	Classified	2.00	1.25	65
	Administrator	1.57	.79	23
	<b>Overall</b>	<b>1.68</b>	<b>1.06</b>	<b>189</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.52	.88	66
	FT Faculty	1.50	.88	88
	Classified	1.72	1.09	94
	Administrator	1.39	.80	36
	<b>Overall</b>	<b>1.56</b>	<b>.95</b>	<b>284</b>

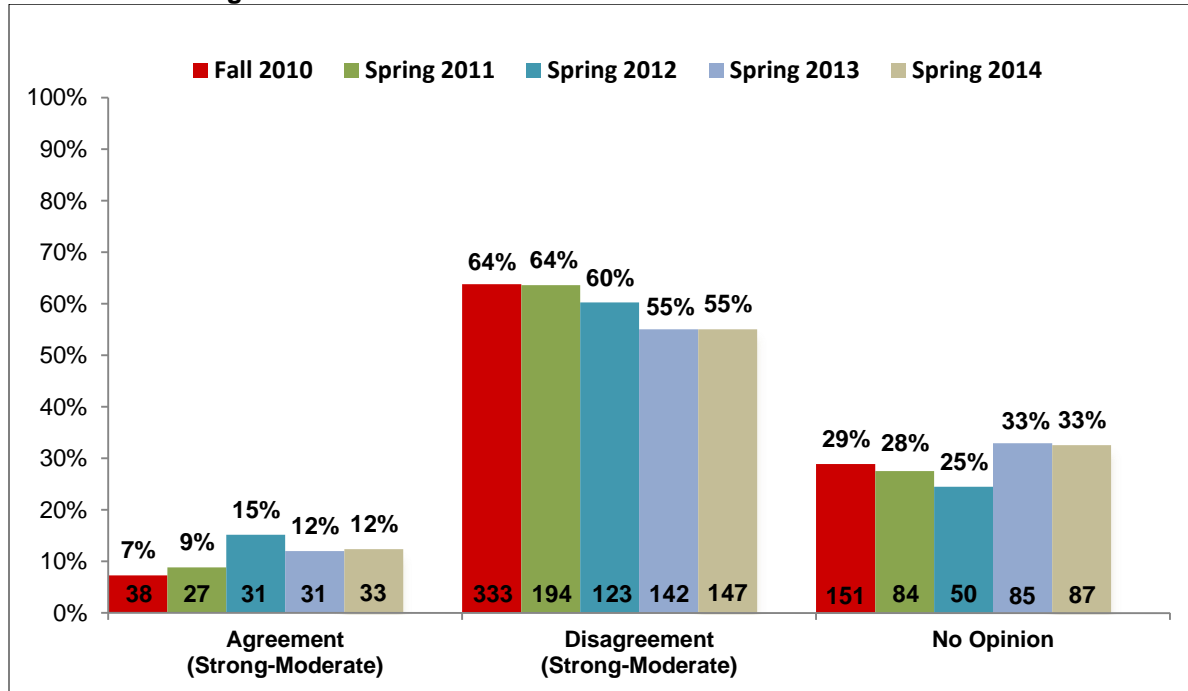
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.50	.90	113
	FT Faculty	1.45	.84	121
	Classified	1.79	1.04	198
	Administrator	1.55	.90	40
	<b>Overall</b>	<b>1.61</b>	<b>.96</b>	<b>472</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

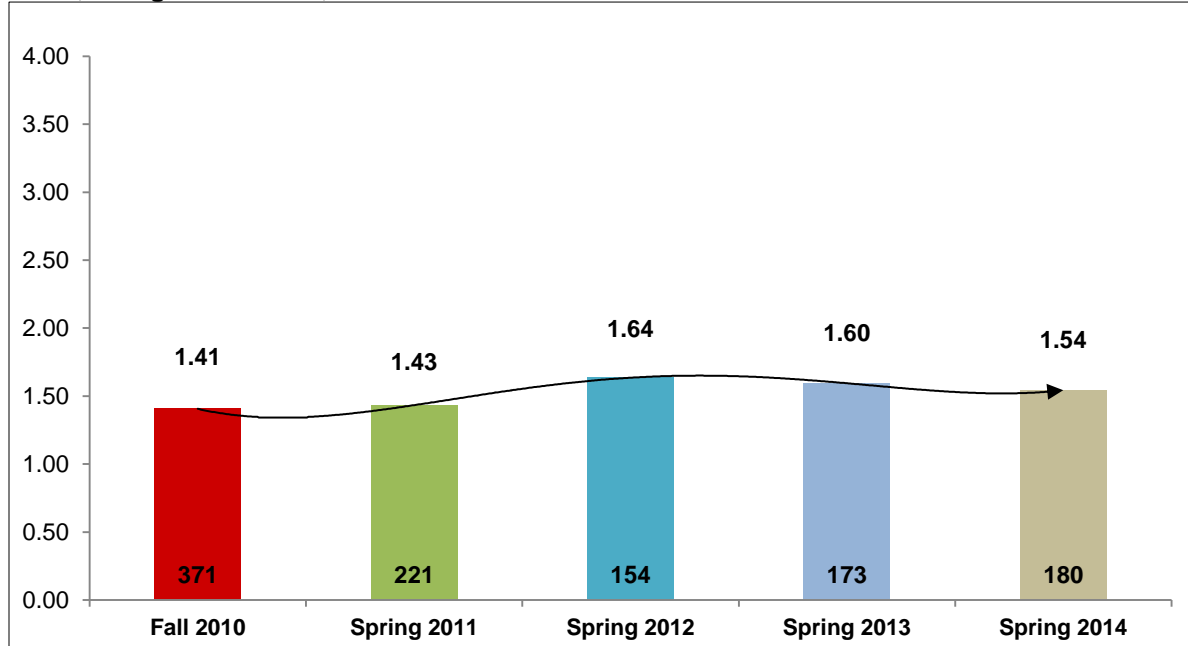
Charts / Data Analysis

## 9h. [My Department Chair] I feel intimidated by others at Southwestern College.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

**9h. [My Department Chair] I feel intimidated by others at Southwestern College.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	1.54	180	0.269	0.604
Spring 2013	1.60	173		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.83	1.06	58
	FT Faculty	1.28	.80	71
	Classified	1.54	.79	39
	Administrator	1.75	1.22	12
	<b>Overall</b>	<b>1.54</b>	<b>0.94</b>	<b>180</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.64	.81	25
	FT Faculty	1.65	.97	49
	Classified	1.58	.90	26
	Administrator	1.22	.67	9
	Unspecified	1.59	.92	64
	<b>Overall</b>	<b>1.60</b>	<b>.90</b>	<b>173</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.71	1.06	56
	FT Faculty	1.33	.77	45
	Classified	1.97	1.25	39
	Administrator	1.36	.63	14
	<b>Overall</b>	<b>1.64</b>	<b>1.03</b>	<b>154</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.48	.82	69
	FT Faculty	1.42	.85	85
	Classified	1.39	.80	46
	Administrator	1.43	.81	21
	<b>Overall</b>	<b>1.43</b>	<b>.82</b>	<b>221</b>

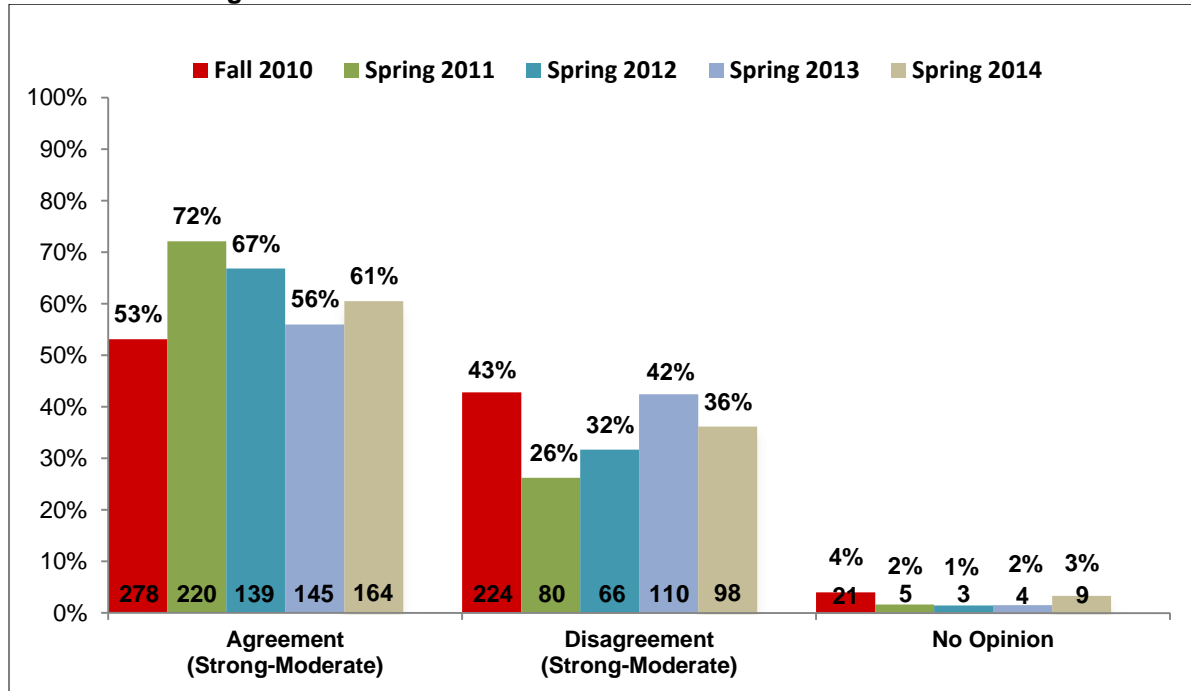
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.43	.80	115
	FT Faculty	1.29	.71	126
	Classified	1.53	.91	113
	Administrator	1.35	.86	17
	<b>Overall</b>	<b>1.41</b>	<b>.82</b>	<b>371</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

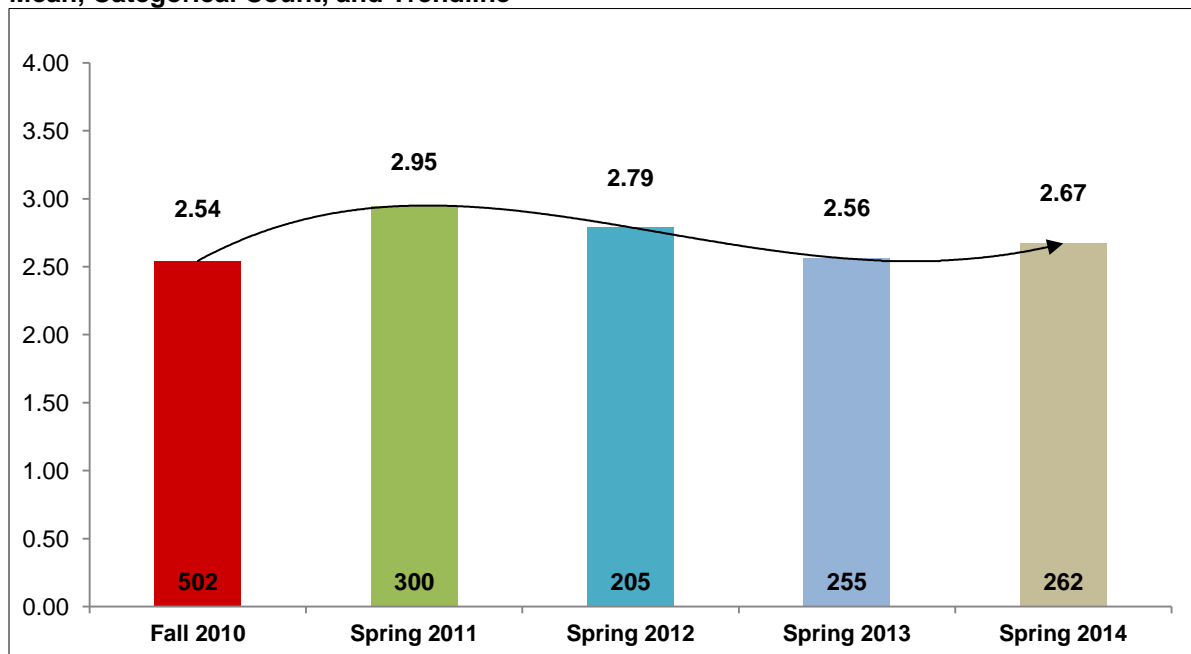
Charts / Data Analysis

## 10. I feel comfortable expressing my opinion.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 10. I feel comfortable expressing my opinion.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.67	262	1.562	0.212
Spring 2013	2.56	255		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.38	1.05	64
	FT Faculty	2.84	.98	76
	Classified	2.70	.94	91
	Administrator	2.77	1.06	31
	<b>Overall</b>	<b>2.67</b>	<b>1.00</b>	<b>262</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.41	1.05	29
	FT Faculty	2.62	.95	55
	Classified	2.57	1.03	70
	Administrator	2.65	1.06	17
	Unspecified	2.55	1.05	84
	<b>Overall</b>	<b>2.56</b>	<b>1.02</b>	<b>255</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.71	1.03	62
	FT Faculty	3.07	.95	54
	Classified	2.61	1.08	66
	Administrator	2.87	1.06	23
	<b>Overall</b>	<b>2.79</b>	<b>1.04</b>	<b>205</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.03	1.14	70
	FT Faculty	2.99	.93	94
	Classified	2.80	.97	101
	Administrator	3.11	.76	35
	<b>Overall</b>	<b>2.95</b>	<b>.98</b>	<b>300</b>

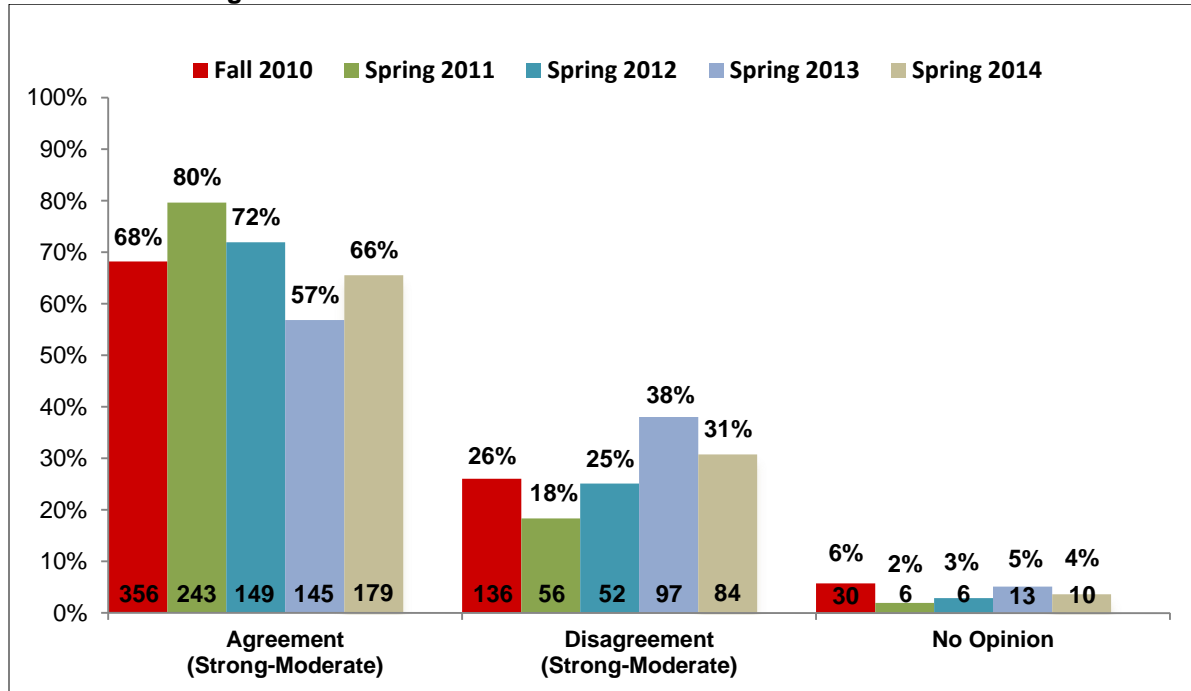
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.68	1.00	117
	FT Faculty	2.62	1.09	134
	Classified	2.35	1.02	208
	Administrator	2.88	.96	43
	<b>Overall</b>	<b>2.54</b>	<b>1.04</b>	<b>502</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

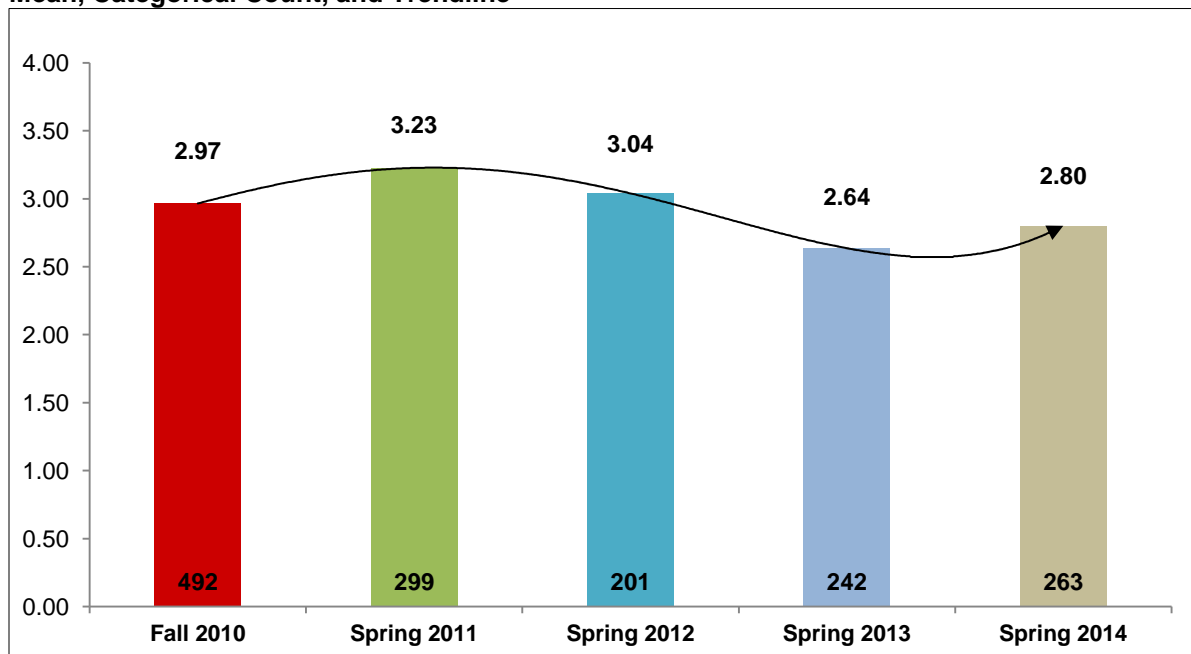
Charts / Data Analysis

## 11. I would encourage someone to apply for a job at Southwestern College.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 11. I would encourage someone to apply for a job at Southwestern College.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.80	263	3.384	0.066
Spring 2013	2.64	242		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.77	1.15	64
	FT Faculty	2.73	1.00	79
	Classified	2.93	.93	91
	Administrator	2.66	1.08	29
	<b>Overall</b>	<b>2.80</b>	<b>1.02</b>	<b>263</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.70	.99	27
	FT Faculty	2.67	.98	52
	Classified	2.67	1.04	67
	Administrator	2.65	1.06	17
	Unspecified	2.56	1.00	79
	<b>Overall</b>	<b>2.64</b>	<b>1.00</b>	<b>242</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.19	1.01	57
	FT Faculty	3.16	.93	56
	Classified	2.82	.99	66
	Administrator	3.00	.93	22
	<b>Overall</b>	<b>3.04</b>	<b>0.98</b>	<b>201</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.41	.86	71
	FT Faculty	3.29	.91	92
	Classified	3.02	1.00	100
	Administrator	3.28	.85	36
	<b>Overall</b>	<b>3.23</b>	<b>.93</b>	<b>299</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.04	.96	116
	FT Faculty	2.92	1.06	133
	Classified	2.95	1.00	202
	Administrator	2.98	1.01	41
	<b>Overall</b>	<b>2.97</b>	<b>1.01</b>	<b>492</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

**Question Group IV: Systematic participative processes are used to assure effective discussion, planning, and implementation of ideas for improvement.**

Group IV questions (Q12-Q14) relate to WASC Standard I.B, which recognizes the importance of improving institutional effectiveness through systematic participative processes. Standard I.B explains the significance of institutions making a conscious effort to support student learning.

Survey Items Belonging to Question Group IV	
<b>Q12</b>	I feel that institutional leaders make optimal use of existing shared planning and decision-making processes to assure effective discussion, planning, and implementation of ideas for improvement.
<b>Q13</b>	I understand how the shared planning and decision-making processes are carried out at SWC.
<b>Q14</b>	Input provided by me, or the constituent group that represents me, is welcomed, respected, and given appropriate consideration by institutional leaders when decisions are made.

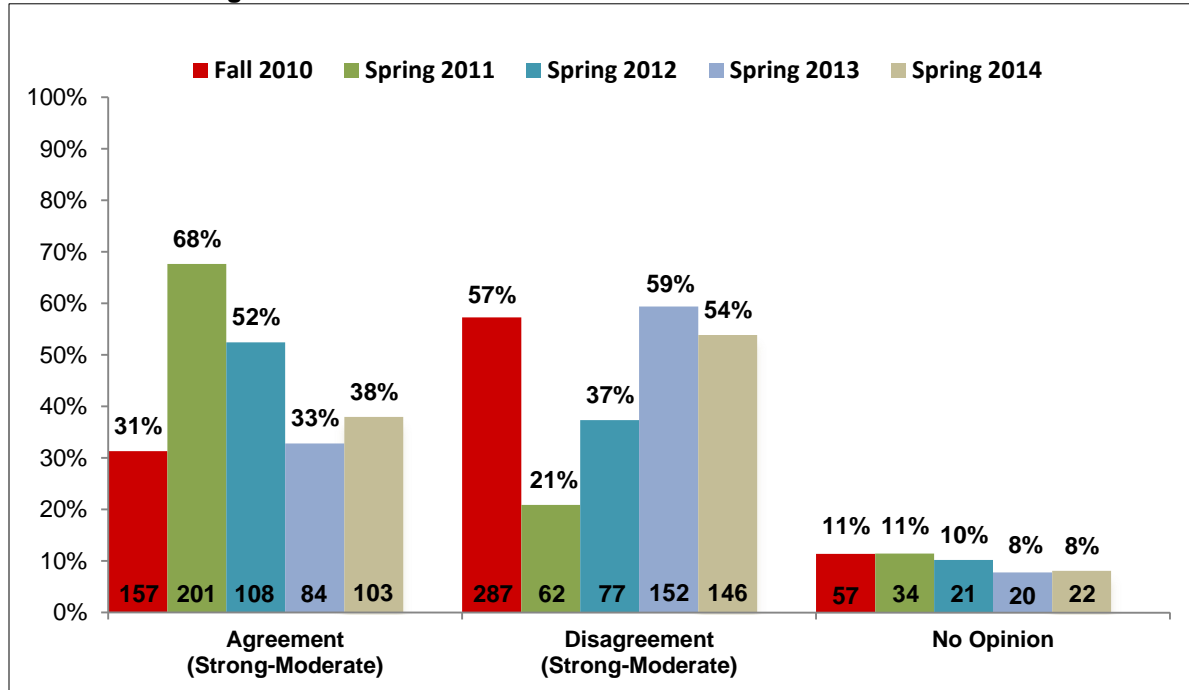
Notable findings for the current survey administration period:

- There is a six (6%) percent increase from spring 2013 to spring 2014 in respondent agreement to Q12, “I feel that institutional leaders make optimal use of existing shared planning and decision-making processes to assure effective discussion, planning, and implementation of ideas for improvement.” It is moderately significant ( $p=.066$ ).
- Individual understanding of how the shared planning and decision-making processes are carried out at the college (Q13) remains substantially unchanged from the previous survey administration. Fifty-nine percent (59%) of respondents are in agreement with the statement.
- Over the course of the five-period survey period, Q13 has experienced the least variability among Group IV queries.
- Forty-two percent (42%) of respondents are in agreement with Q14, which has not significantly changed from the previous year’s response rate.

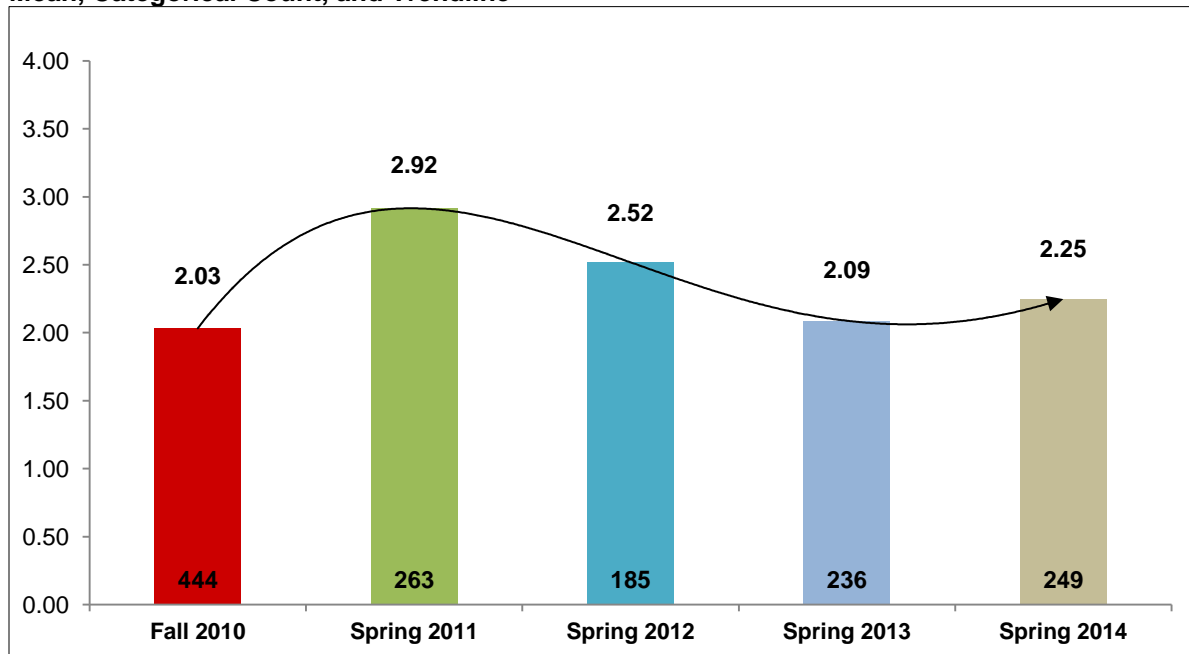
Charts / Data Analysis

## 12. I feel that institutional leaders make optimal use of existing shared planning and decision-making processes to assure effective discussion, planning, and implementation of ideas for improvement.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 12. I feel that institutional leaders make optimal use of existing shared planning and decision-making processes to assure effective discussion, planning and implementation of ideas for improvement.

### Test of statistical significance: spring 2013 to spring 2014

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.25	249	3.392	0.066
Spring 2013	2.09	236		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.16	1.10	55
	FT Faculty	2.11	.92	76
	Classified	2.34	.93	89
	Administrator	2.52	.91	29
	<b>Overall</b>	<b>2.25</b>	<b>.97</b>	<b>249</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.04	1.04	26
	FT Faculty	1.87	.83	54
	Classified	2.29	.95	62
	Administrator	2.53	.80	17
	Unspecified	2.00	.97	77
	<b>Overall</b>	<b>2.09</b>	<b>.94</b>	<b>236</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.33	1.01	51
	FT Faculty	2.59	.96	54
	Classified	2.43	.99	58
	Administrator	3.00	.93	22
	<b>Overall</b>	<b>2.52</b>	<b>1.00</b>	<b>185</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.91	.92	58
	FT Faculty	2.94	.87	86
	Classified	2.84	.88	85
	Administrator	3.06	.69	34
	<b>Overall</b>	<b>2.92</b>	<b>.87</b>	<b>263</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.14	1.03	90
	FT Faculty	1.69	.94	120
	Classified	2.06	.97	193
	Administrator	2.66	.86	41
	<b>Overall</b>	<b>2.03</b>	<b>1.00</b>	<b>444</b>

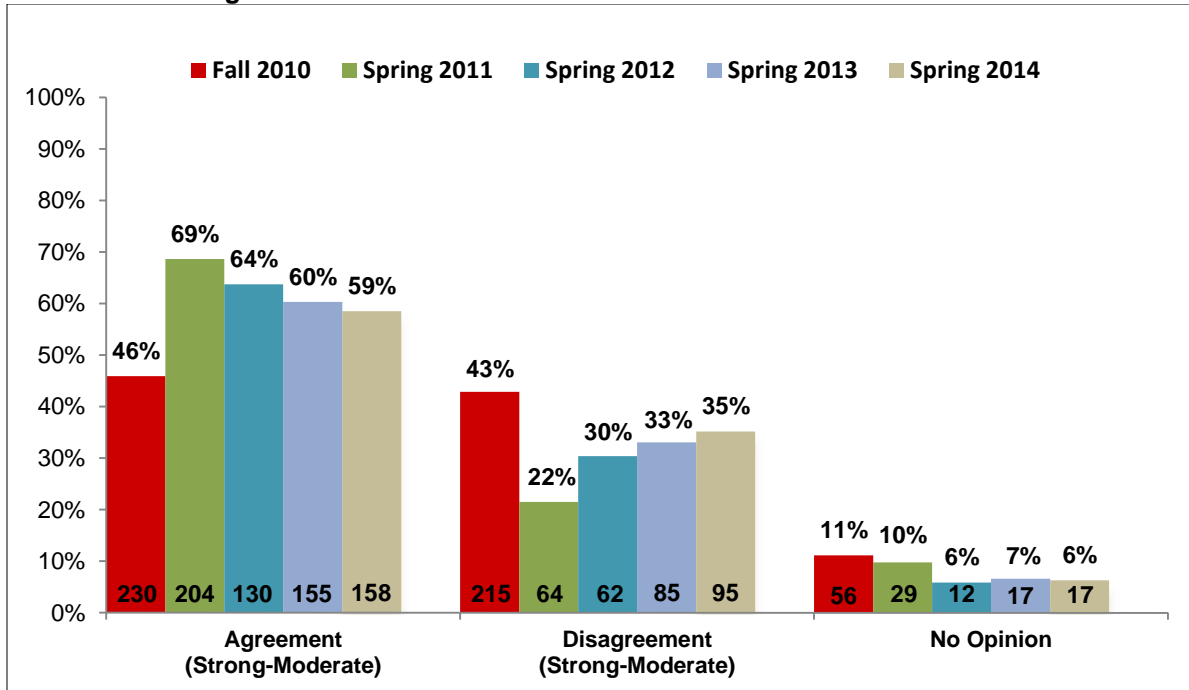
Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.



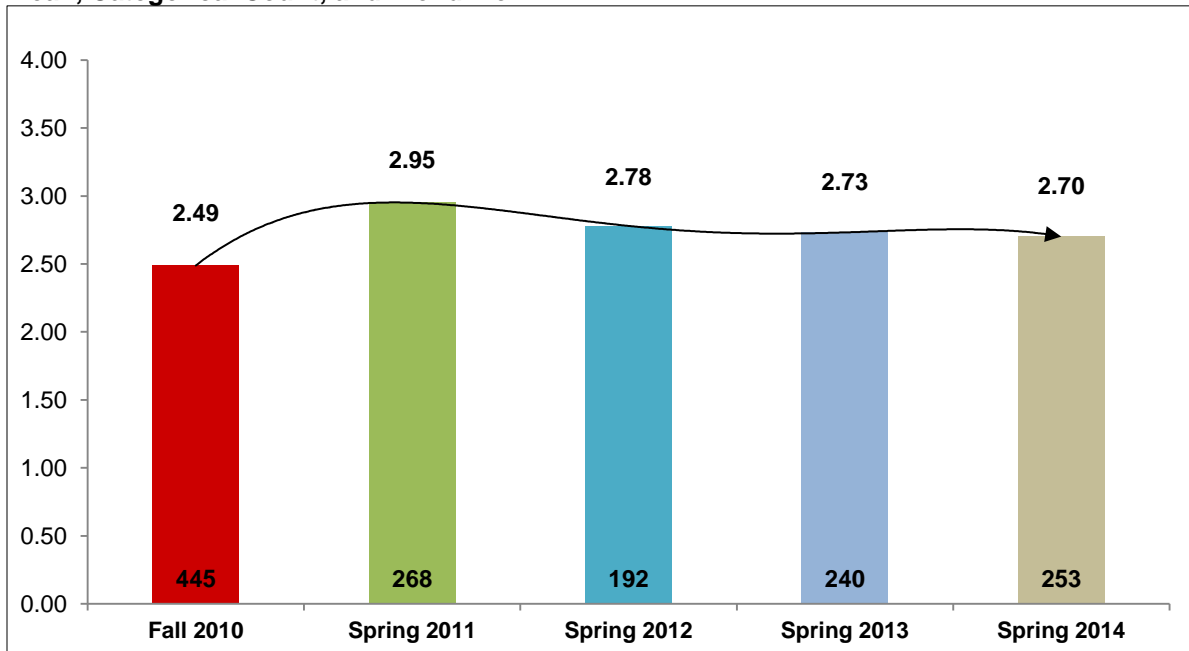
Charts / Data Analysis

### 13. I understand how the shared planning and decision-making processes are carried out at SWC.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 13. I understand how the shared planning and decision-making processes are carried out at SWC.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.70	253	0.104	0.748
Spring 2013	2.73	240		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.33	1.05	58
	FT Faculty	2.74	1.01	74
	Classified	2.71	.92	90
	Administrator	3.29	.86	31
	<b>Overall</b>	<b>2.70</b>	<b>1.00</b>	<b>253</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.20	1.04	25
	FT Faculty	2.75	.98	53
	Classified	2.85	1.01	66
	Administrator	3.29	.92	17
	Unspecified	2.67	1.11	79
	<b>Overall</b>	<b>2.73</b>	<b>1.05</b>	<b>240</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.25	1.05	53
	FT Faculty	3.00	.93	52
	Classified	2.88	.85	64
	Administrator	3.26	.69	23
	<b>Overall</b>	<b>2.78</b>	<b>.97</b>	<b>192</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.69	.92	58
	FT Faculty	3.10	.83	86
	Classified	2.86	.80	90
	Administrator	3.26	.79	34
	<b>Overall</b>	<b>2.95</b>	<b>.85</b>	<b>268</b>

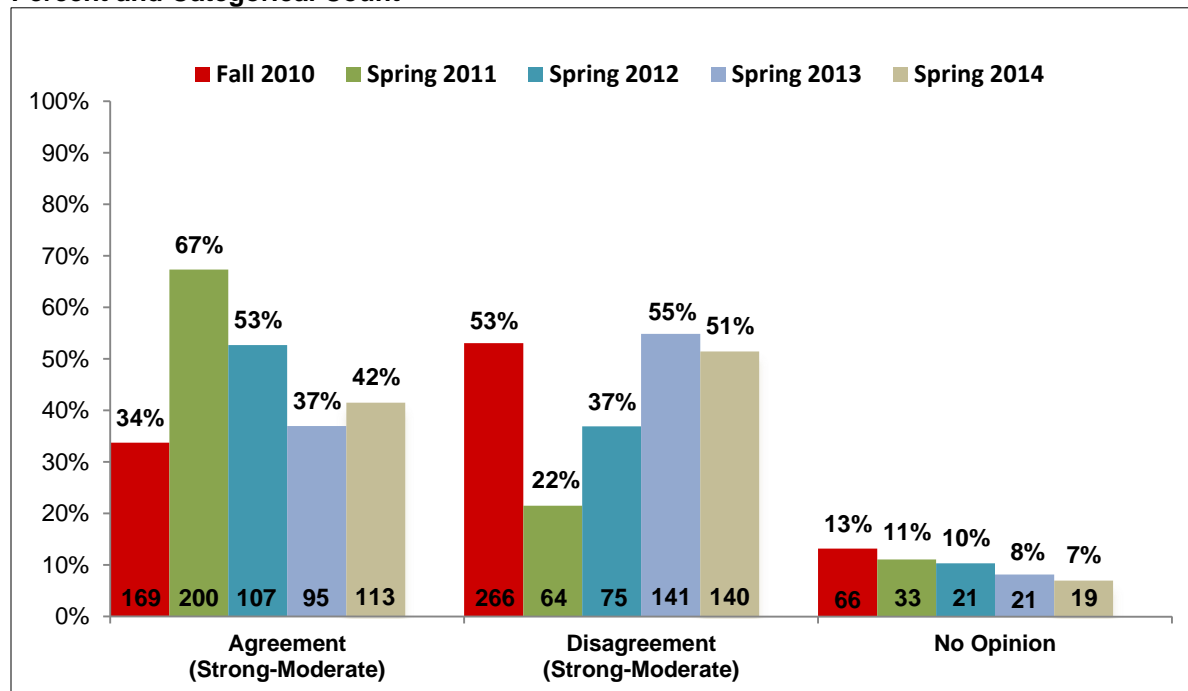
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.23	1.01	94
	FT Faculty	2.53	1.06	120
	Classified	2.45	.95	190
	Administrator	3.12	.93	41
	<b>Overall</b>	<b>2.49</b>	<b>1.01</b>	<b>445</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

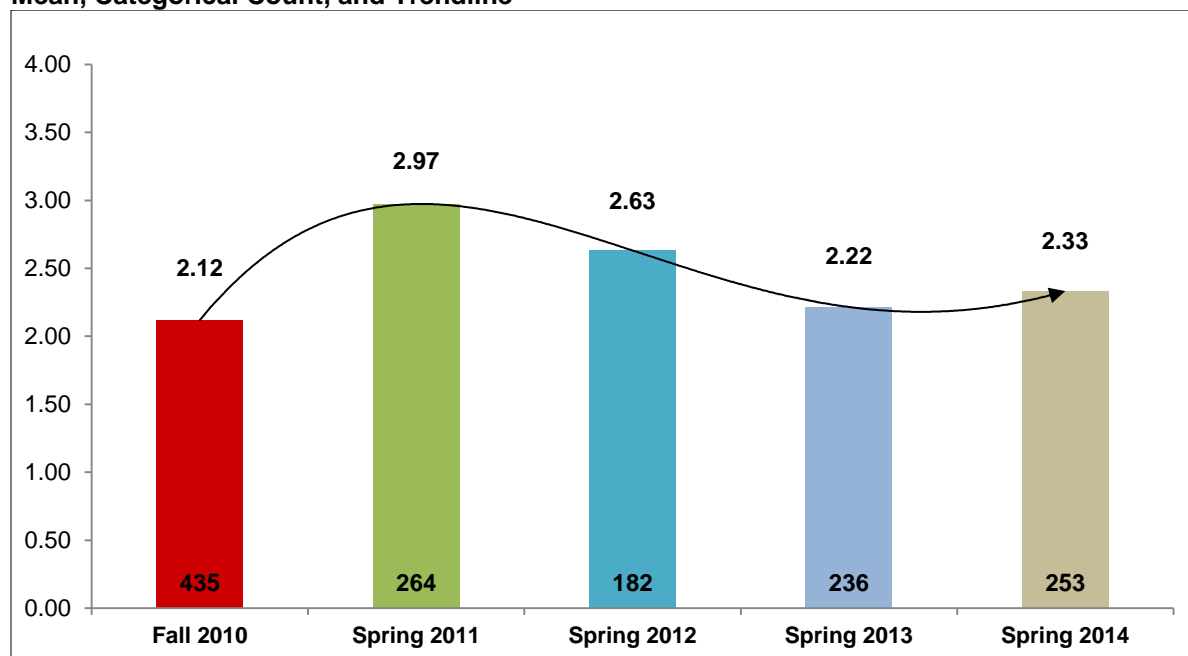
Charts / Data Analysis

**14. Input provided by me, or the constituent group that represents me, is welcomed, respected, and given appropriate consideration by institutional leaders when decisions are made.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**14. Input provided by me, or the constituent group that represents me, is welcomed, respected, and given appropriate consideration by institutional leaders when decisions are made.**

**Test of statistical significance: spring 2013 to spring 2014**

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.33	253	1.579	0.210
Spring 2013	2.22	236		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.19	1.07	58
	FT Faculty	2.29	1.07	76
	Classified	2.43	.94	88
	Administrator	2.42	1.03	31
	<b>Overall</b>	<b>2.33</b>	<b>1.02</b>	<b>253</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.04	1.04	24
	FT Faculty	2.00	.92	53
	Classified	2.31	1.07	64
	Administrator	2.88	1.02	16
	Unspecified	2.20	.99	79
	<b>Overall</b>	<b>2.22</b>	<b>1.02</b>	<b>236</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.40	1.06	53
	FT Faculty	2.88	.96	50
	Classified	2.50	1.05	58
	Administrator	3.00	.84	21
	<b>Overall</b>	<b>2.63</b>	<b>1.03</b>	<b>182</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.98	1.00	58
	FT Faculty	3.13	.92	86
	Classified	2.74	.96	87
	Administrator	3.18	.73	33
	<b>Overall</b>	<b>2.97</b>	<b>.94</b>	<b>264</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.23	1.03	83
	FT Faculty	1.82	1.00	124
	Classified	2.09	.97	188
	Administrator	2.98	.95	40
	<b>Overall</b>	<b>2.12</b>	<b>1.03</b>	<b>435</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

### **Question Group V: Established mechanisms or organizations exist for providing input into institutional decisions.**

Group V questions (Q15-Q17) relate to WASC Standard IV.A. These questions concentrate on leadership and governance, specifically, decision-making roles and processes, and the organization of the Governing Board and administration.

<b>Survey Items Belonging to Question Group V</b>	
<b>Q15</b>	I have a substantive and clearly defined role in the shared planning and decision-making process.
<b>Q16</b>	The Academic Senate has a substantive and clearly defined role in the shared planning and decision-making process.
<b>Q17</b>	The Classified Staff has a substantive and clearly defined role in the shared planning and decision-making process.

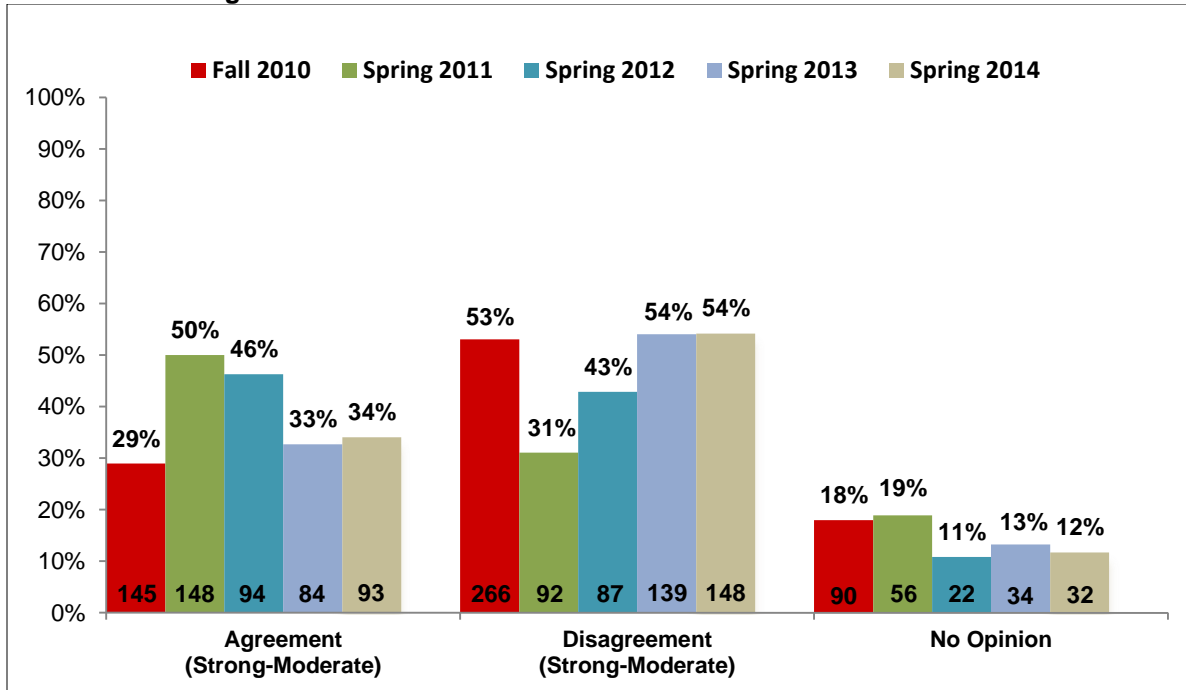
Notable findings for the current survey administration period:

- Concerning individual role (Q15), more than half of respondents (54%) feel they do not have a “substantive and clearly defined role in the shared planning and decision-making process.” This value remains unchanged from spring 2013, but is 23% higher than those respondents who disagreed in spring of 2011.
- A little over half (54%) of respondents agree that the “Academic Senate has a substantive and clearly defined role in the shared planning and decision-making process” (Q16), while considerably less (38%) are in agreement regarding the role of Classified Staff.

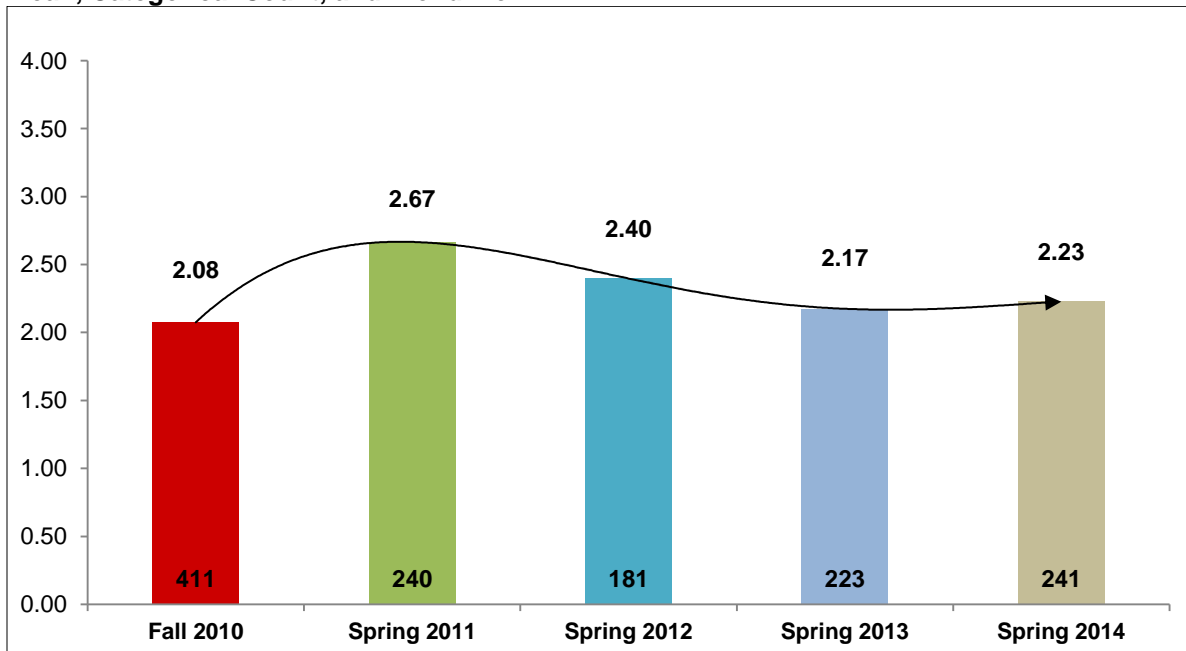
Charts / Data Analysis

## 15. I have a substantive and clearly defined role in the shared planning and decision-making process.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 15. I have a substantive and clearly defined role in the shared planning and decision-making process.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.23	241	0.311	0.577
Spring 2013	2.17	223		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.77	.95	57
	FT Faculty	2.38	1.00	73
	Classified	2.21	.99	82
	Administrator	2.79	1.05	29
	<b>Overall</b>	<b>2.23</b>	<b>1.03</b>	<b>241</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.92	1.18	24
	FT Faculty	2.13	.97	52
	Classified	2.16	.96	57
	Administrator	2.81	1.05	16
	Unspecified	2.16	1.03	74
	<b>Overall</b>	<b>2.17</b>	<b>1.03</b>	<b>223</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.91	1.01	53
	FT Faculty	2.78	1.04	50
	Classified	2.33	.97	57
	Administrator	2.90	.77	21
	<b>Overall</b>	<b>2.40</b>	<b>1.04</b>	<b>181</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.48	1.07	50
	FT Faculty	2.89	.96	84
	Classified	2.32	.97	76
	Administrator	3.23	.77	30
	<b>Overall</b>	<b>2.67</b>	<b>1.01</b>	<b>240</b>

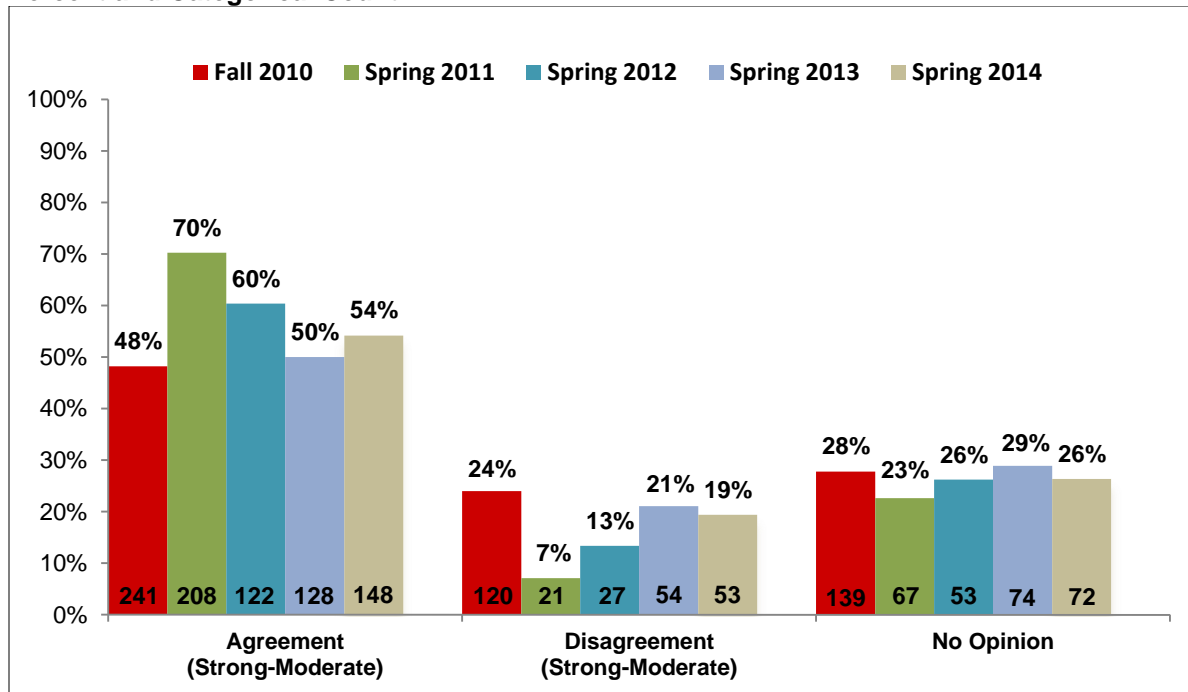
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.97	.98	90
	FT Faculty	2.08	1.04	115
	Classified	1.91	.97	170
	Administrator	3.11	.92	36
	<b>Overall</b>	<b>2.08</b>	<b>1.04</b>	<b>411</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

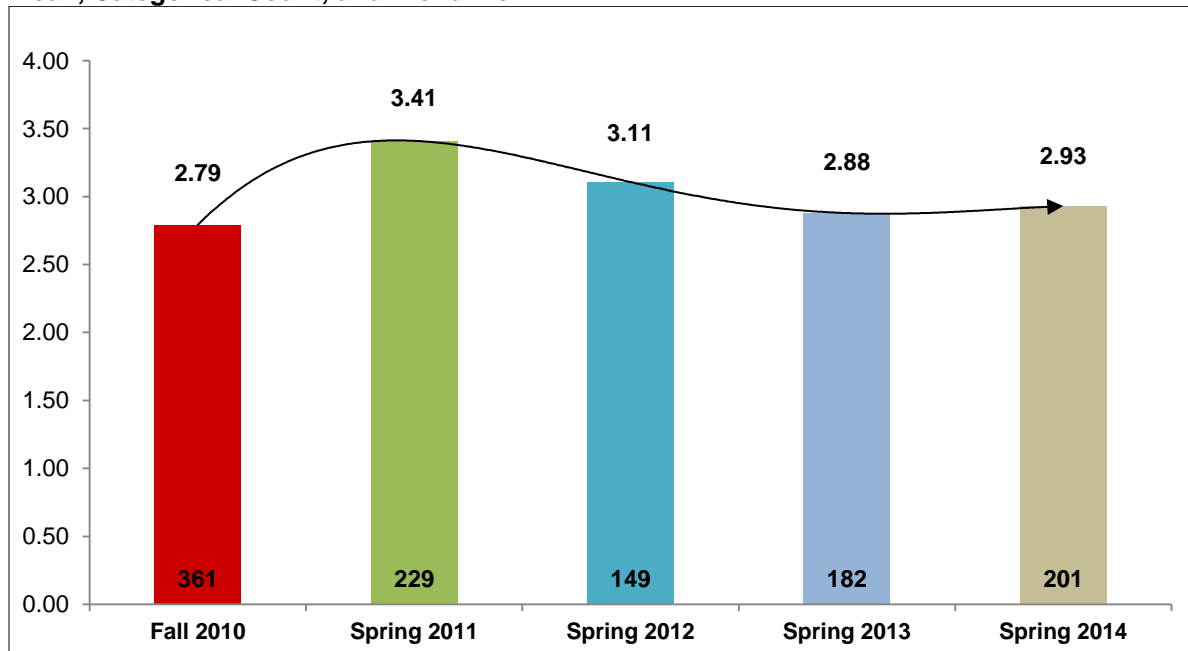
Charts / Data Analysis

## 16. The Academic Senate has a substantive and clearly defined role in the shared planning and decision-making process.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

## 16. The Academic Senate has a substantive and clearly defined role in the shared planning and decision-making process.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.93	201	0.293	0.589
Spring 2013	2.88	182		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.73	.98	41
	FT Faculty	2.88	1.01	74
	Classified	3.03	.88	58
	Administrator	3.14	.76	28
	<b>Overall</b>	<b>2.93</b>	<b>.94</b>	<b>201</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.89	.81	19
	FT Faculty	2.74	.88	50
	Classified	2.97	1.11	36
	Administrator	3.07	.92	14
	Unspecified	2.89	.86	63
	<b>Overall</b>	<b>2.88</b>	<b>.91</b>	<b>182</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.00	.92	39
	FT Faculty	3.27	.87	48
	Classified	3.00	.87	41
	Administrator	3.14	.91	21
	<b>Overall</b>	<b>3.11</b>	<b>.87</b>	<b>149</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.39	.76	49
	FT Faculty	3.46	.72	85
	Classified	3.39	.72	66
	Administrator	3.34	.77	29
	<b>Overall</b>	<b>3.41</b>	<b>.73</b>	<b>229</b>

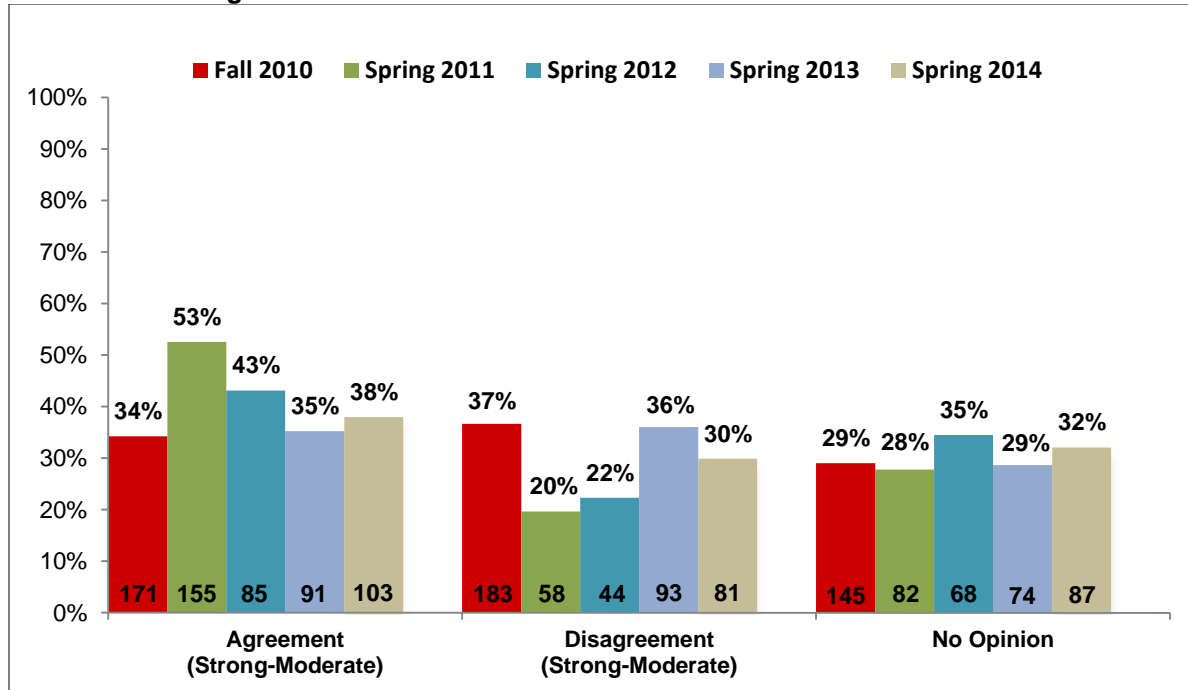
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.80	.97	74
	FT Faculty	2.79	.95	117
	Classified	2.69	.96	132
	Administrator	3.16	.95	38
	<b>Overall</b>	<b>2.79</b>	<b>.96</b>	<b>361</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

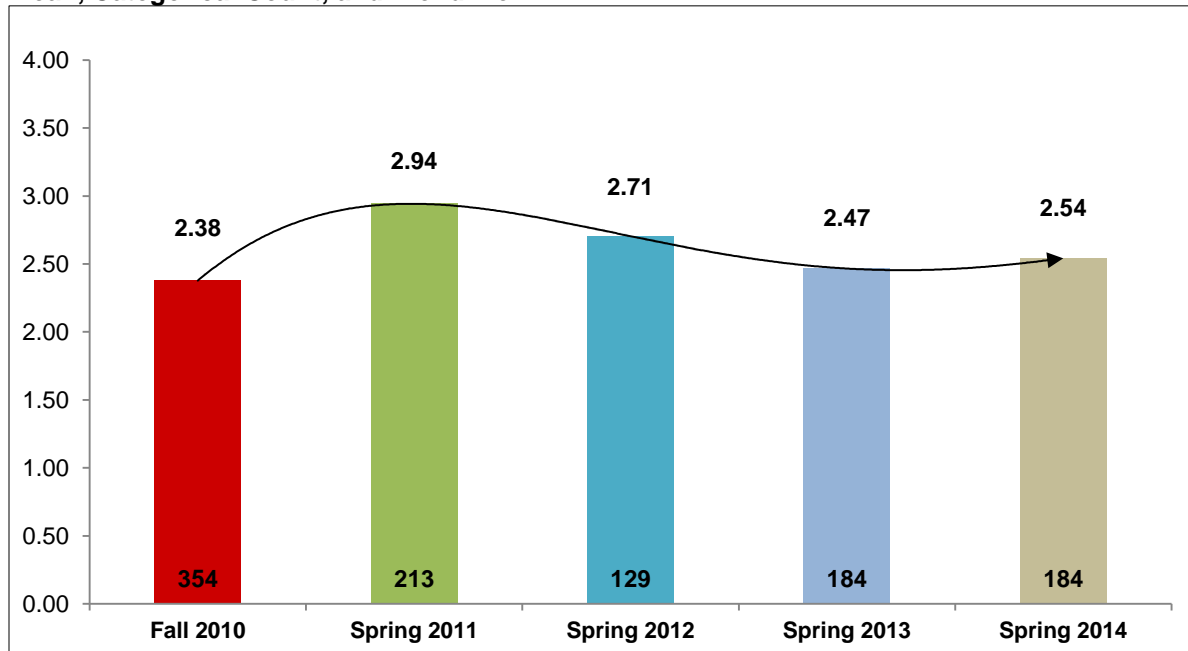
Charts / Data Analysis

## 17. The Classified Staff has a substantive and clearly defined role in the shared planning and decision-making process.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 17. The Classified Staff has a substantive and clearly defined role in the shared planning and decision-making process.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.54	184	0.555	0.457
Spring 2013	2.47	184		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.43	1.12	23
	FT Faculty	2.67	1.00	45
	Classified	2.45	.99	87
	Administrator	2.72	.88	29
	<b>Overall</b>	<b>2.54</b>	<b>.99</b>	<b>184</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.69	.95	13
	FT Faculty	2.40	.91	35
	Classified	2.25	.96	61
	Administrator	2.92	.86	13
	Unspecified	2.58	1.00	62
	<b>Overall</b>	<b>2.47</b>	<b>.97</b>	<b>184</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.79	.88	24
	FT Faculty	2.88	.91	32
	Classified	2.36	1.06	55
	Administrator	3.33	.69	18
	<b>Overall</b>	<b>2.71</b>	<b>1.00</b>	<b>129</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.07	.80	29
	FT Faculty	3.13	.83	67
	Classified	2.72	.97	86
	Administrator	3.03	.84	31
	<b>Overall</b>	<b>2.94</b>	<b>.90</b>	<b>213</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.62	.92	60
	FT Faculty	2.36	1.09	76
	Classified	2.17	1.02	183
	Administrator	3.09	.92	35
	<b>Overall</b>	<b>2.38</b>	<b>1.05</b>	<b>354</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

### **Question Group VI: Administrators have a substantive and clearly defined role in institutional governance.**

The Group VI question (Q18) relates to WASC Standard IV.A. This question focuses on leadership and governance, specifically, decision-making roles and processes, and the organization of the governing board and administration.

Survey Items Belonging to Question Group VI	
<b>Q18</b>	I have a substantive and clearly defined role in the shared planning and decision-making process.

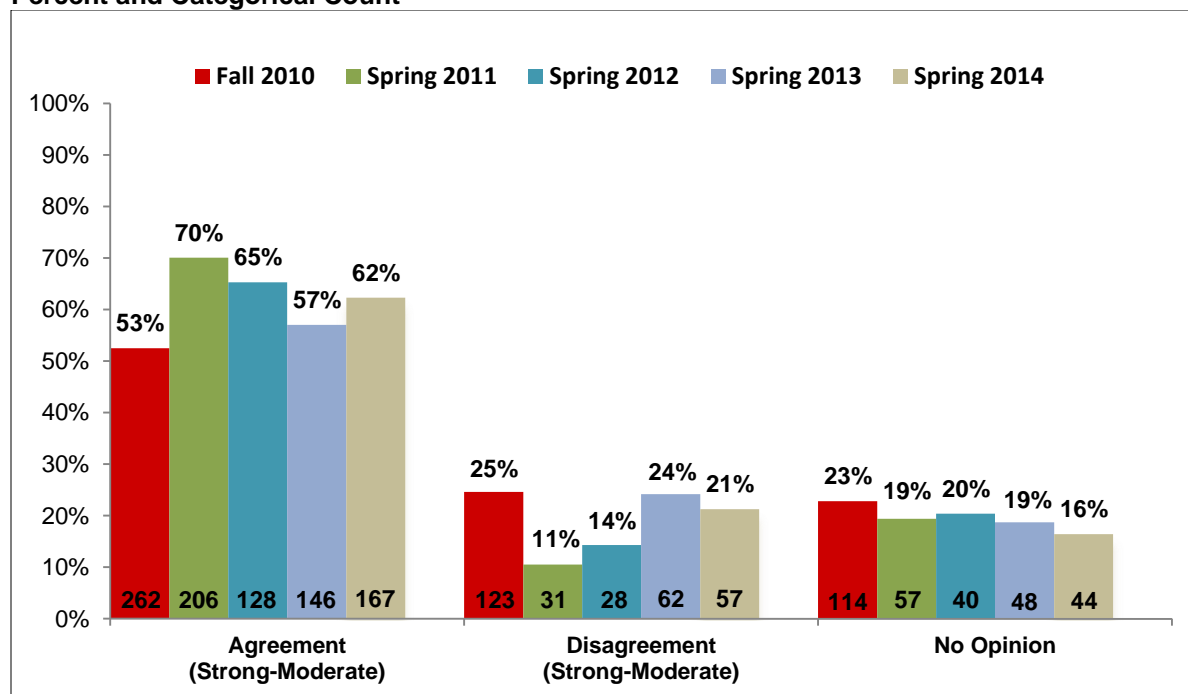
Notable findings for the current survey administration period:

- The majority (62%) of all respondents are in agreement with the statement that “Administrators have a substantive and clearly defined role in the shared planning and decision-making process.”
- This single-item group experienced relatively little change from spring 2013 to spring 2014.

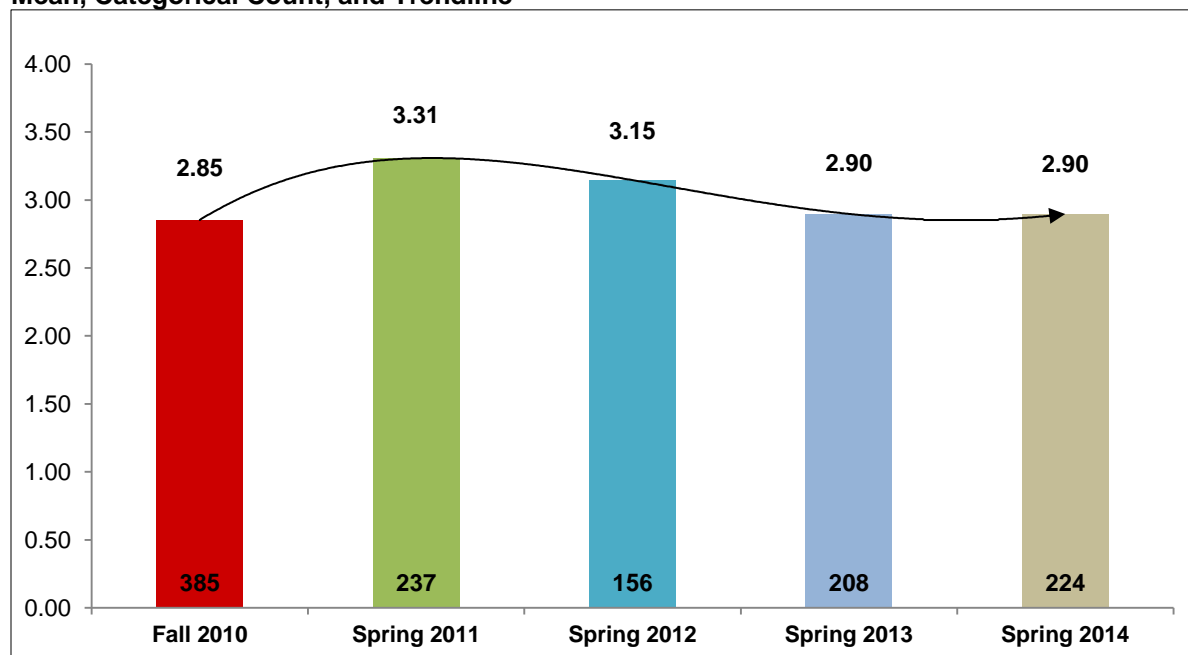
Charts / Data Analysis

## 18. Administrators have a substantive and clearly defined role in the shared planning and decision-making process.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 18. Administrators have a substantive and clearly defined role in the shared planning and decision-making process.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.90	224	0.000	0.986
Spring 2013	2.90	208		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.90	1.09	49
	FT Faculty	2.82	1.05	68
	Classified	3.01	.96	78
	Administrator	2.76	.95	29
	<b>Overall</b>	<b>2.90</b>	<b>1.01</b>	<b>224</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.28	.57	18
	FT Faculty	2.73	.97	52
	Classified	3.06	.93	51
	Administrator	3.00	.76	15
	Unspecified	2.79	1.07	72
	<b>Overall</b>	<b>2.90</b>	<b>.97</b>	<b>208</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.08	.94	38
	FT Faculty	3.20	.73	45
	Classified	3.25	.82	51
	Administrator	2.91	1.07	22
	<b>Overall</b>	<b>3.15</b>	<b>.86</b>	<b>156</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.24	.77	45
	FT Faculty	3.40	.70	81
	Classified	3.36	.76	78
	Administrator	3.06	.79	33
	<b>Overall</b>	<b>3.31</b>	<b>.75</b>	<b>237</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.67	.99	78
	FT Faculty	2.82	1.08	107
	Classified	2.91	.99	161
	Administrator	3.10	.88	39
	<b>Overall</b>	<b>2.85</b>	<b>1.01</b>	<b>385</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

### **Question Group VII: Representatives of constituency groups provide timely and accurate information.**

The Group VII question (Q19) relates to WASC Standard IV.A. This question focuses on leadership and governance, specifically, decision-making roles and process, and the organization of the governing board and administration.

<b>Survey Items Belonging to Question Group VII</b>	
<b>Q19</b>	Representatives of my constituency group (e.g., faculty, classified, administrators) provide me with timely and accurate information.

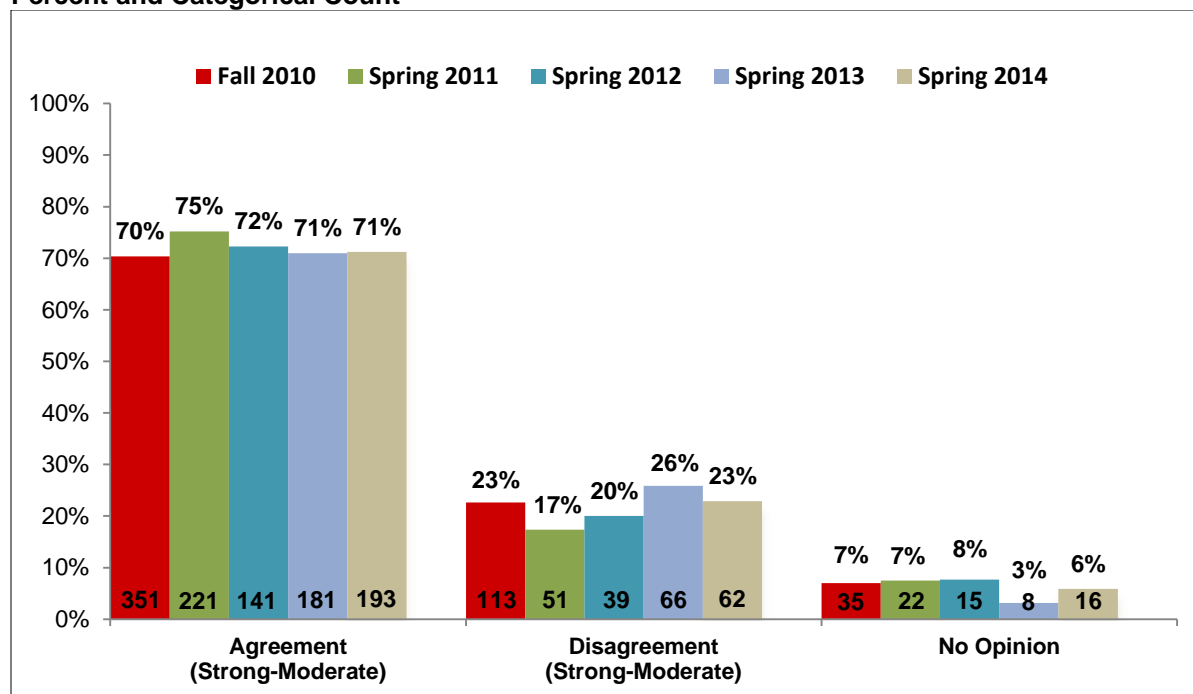
Notable findings for the current survey administration period:

- For this single-item group, survey responses did not undergo a statistically significant change; responses have remained relatively consistent over the last five survey administrations.
- Seventy-one percent (71%) of respondents are in agreement with the statement, “Representatives of my constituency group (e.g., faculty, classified, administrators) provide me with timely and accurate information.”

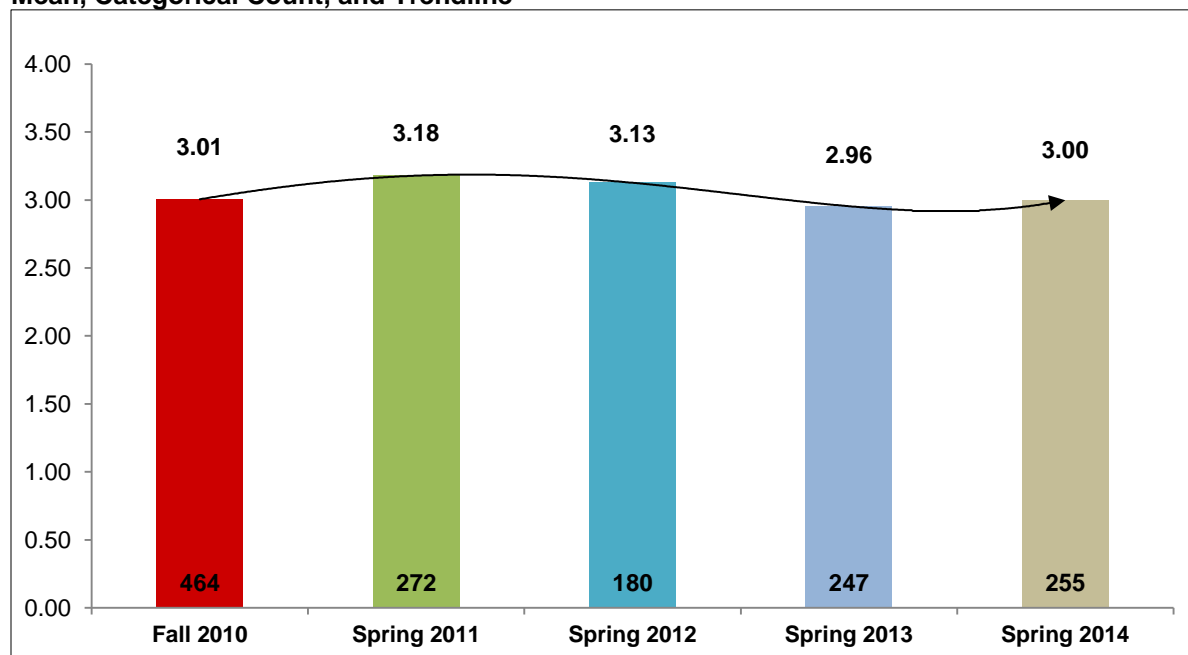
Charts / Data Analysis

## 19. Representatives of my constituency group (e.g., faculty, classified, administrators) provide me with timely and accurate information.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

## 19. Representatives of my constituency group (e.g., faculty, classified, administrators) provide me with timely and accurate information.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	3.00	255	0.270	0.603
Spring 2013	2.96	247		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.82	.98	62
	FT Faculty	3.04	.88	75
	Classified	3.10	.89	88
	Administrator	2.97	.93	30
	<b>Overall</b>	<b>3.00</b>	<b>.91</b>	<b>255</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.00	.89	26
	FT Faculty	2.84	.98	55
	Classified	3.00	1.03	69
	Administrator	3.20	.94	15
	Unspecified	2.94	1.06	82
	<b>Overall</b>	<b>2.96</b>	<b>1.01</b>	<b>247</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.09	.96	46
	FT Faculty	3.20	.96	51
	Classified	3.07	.95	60
	Administrator	3.22	.95	23
	<b>Overall</b>	<b>3.13</b>	<b>.95</b>	<b>180</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.18	.93	62
	FT Faculty	3.19	.90	88
	Classified	3.17	1.00	90
	Administrator	3.19	.69	32
	<b>Overall</b>	<b>3.18</b>	<b>.91</b>	<b>272</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.90	.98	94
	FT Faculty	3.17	.88	127
	Classified	2.92	.95	204
	Administrator	3.15	.75	39
	<b>Overall</b>	<b>3.01</b>	<b>.93</b>	<b>464</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

**Question Group VIII: SWC relies on faculty, the Academic Senate and curriculum committee, and academic administrators for recommendations about student learning programs and services.**

The Group VIII question (Q20) relates to WASC Standard II.A, II.B, and II.C. This question relates to the importance of an institution for offering high-quality academic programs, student support services, library, and learning support services, as these institutional resources permit the achievement of student learning outcomes sought by the institution.

Survey Items Belonging to Question Group VIII	
<b>Q20</b>	ACCJC Standards establish that the Governing Board and Superintendent/President rely on the faculty, the Academic Senate and Curriculum Committee, and Academic Administrators for recommendations about student learning programs and services. SWC is in compliance with the standard.

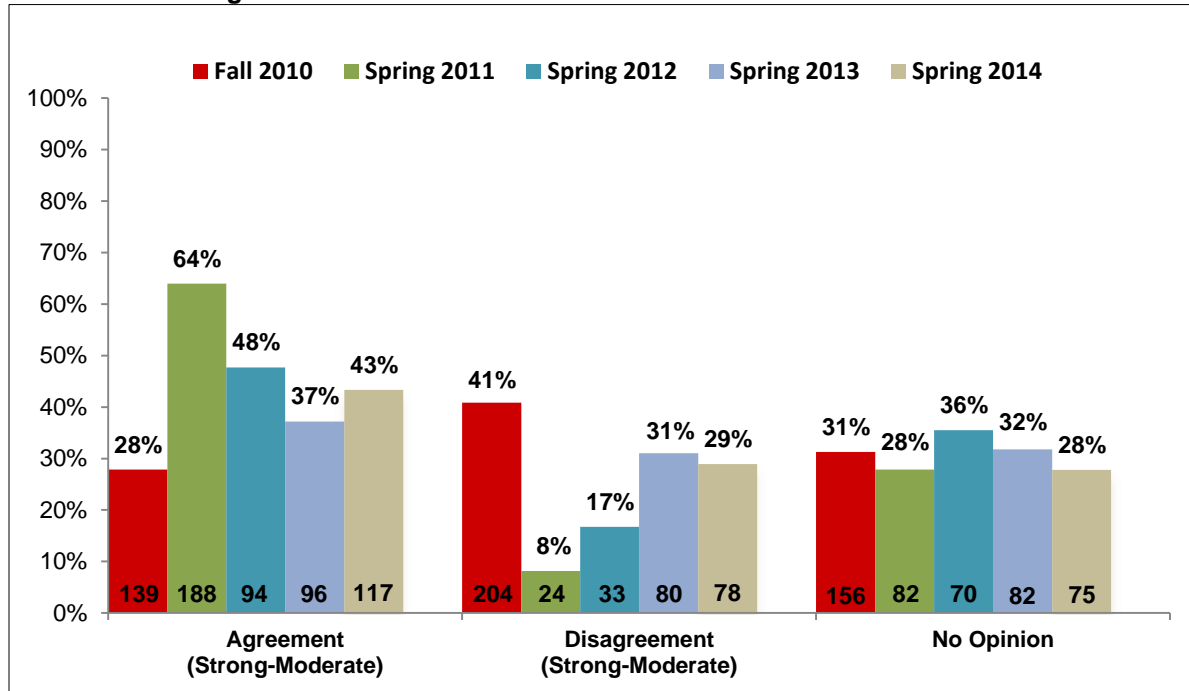
Notable findings for the current survey administration period:

- This single-item group remained statistically and substantively unchanged from spring 2013 to spring 2014.
- Spring 2014 survey results resembled spring 2013 among the self-identified employee groups, Administrators were again found to have the highest mean score rating while the lowest mean score rating occurred among full-time faculty members.

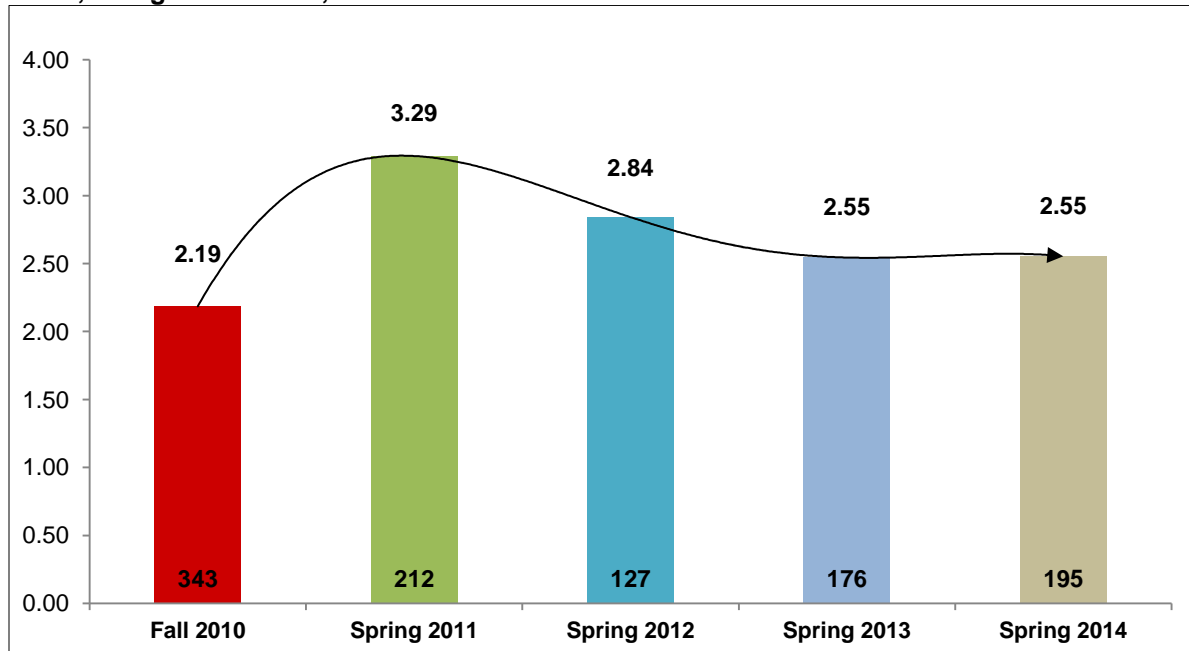
Charts / Data Analysis

**20. ACCJC Standards establish that the Governing Board and Superintendent/President rely on the faculty, the Academic Senate and Curriculum Committee, and Academic Administrators for recommendations about student learning programs and services. SWC is in compliance with the standard.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**20. ACCJC Standards establish that the Governing Board and Superintendent/President rely on the faculty, the Academic Senate and Curriculum Committee, and Academic Administrators for recommendations about student learning programs and services. SWC is in compliance with the standard.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.55	195	0.006	0.937
Spring 2013	2.55	176		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.44	1.07	39
	FT Faculty	2.33	1.00	70
	Classified	2.73	.87	59
	Administrator	2.93	.87	27
	<b>Overall</b>	<b>2.55</b>	<b>.98</b>	<b>195</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.82	1.01	17
	FT Faculty	2.07	.95	44
	Classified	2.97	1.06	36
	Administrator	3.33	.90	15
	Unspecified	2.38	1.02	64
	<b>Overall</b>	<b>2.55</b>	<b>1.07</b>	<b>176</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.67	1.16	30
	FT Faculty	2.83	1.07	41
	Classified	2.78	1.05	36
	Administrator	3.25	.79	20
	<b>Overall</b>	<b>2.84</b>	<b>1.05</b>	<b>127</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.21	.83	43
	FT Faculty	3.31	.80	78
	Classified	3.21	.70	62
	Administrator	3.55	.57	29
	<b>Overall</b>	<b>3.29</b>	<b>.75</b>	<b>212</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.20	1.01	69
	FT Faculty	1.83	1.01	109
	Classified	2.22	1.02	125
	Administrator	3.03	.83	40
	<b>Overall</b>	<b>2.19</b>	<b>1.05</b>	<b>343</b>

**Question Group IX: SWC has implemented hiring, promotion, and equal employment practices and provided appropriate orientation, training, and evaluation to ensure fairness for all employees.**

Group IX questions (Q21-Q29) relate to WASC Standard III.A, which focuses on the institution's human resources unit. Addressed specifically within the standard is the need for commitment by the institution to employ qualified personnel in support of student learning programs and services, and to improve institutional effectiveness.

Survey Items Belonging to Question Group IX	
<b>Q21</b>	SWC has implemented hiring, promotion, and equal employment practices and provided appropriate orientation, training, and evaluation to ensure fairness for all employees.
<b>Q22</b>	The hiring, promotion, and equal employment practices are fair to all employees.
<b>Q23</b>	SWC demonstrates its commitment to addressing issues of equity and diversity: Diversity (23a), Equity (23b)
<b>Q24</b>	The following services are provided fairly to all employees: Employee Orientation (24a), Staff Development (24b)
<b>Q25</b>	Performance evaluations are provided in a timely manner and applied fairly to all employees.
<b>Q26</b>	Hiring, promotion, and equal employment practices are clearly stated, followed, and applied fairly.
<b>Q27</b>	The employee orientation and staff development training I have received were helpful and appropriate: Employee Orientation (27a), Staff Development (27b)
<b>Q28</b>	The performance evaluation(s) that I have received were fair and appropriate.
<b>Q29</b>	SWC has a formal structure for employees to raise concerns and/or problems.

Notable findings for the current survey administration period:

- Respondent agreement has remained relatively unchanged for item Q21 (43% spring 2013; 46% spring 2014).
- Forty-seven (47%) percent of spring 2014 respondents do not agree with the statement “the hiring, promotion, and equal employment practices are fair to all employees” (Q22).
- The percentage of respondents who agree that SWC demonstrates its commitment to addressing issues of diversity (23a) decreased from spring 2013 to spring 2014 (70% and 61%, respectively); however, the mean change did not achieve a statistically significant threshold.

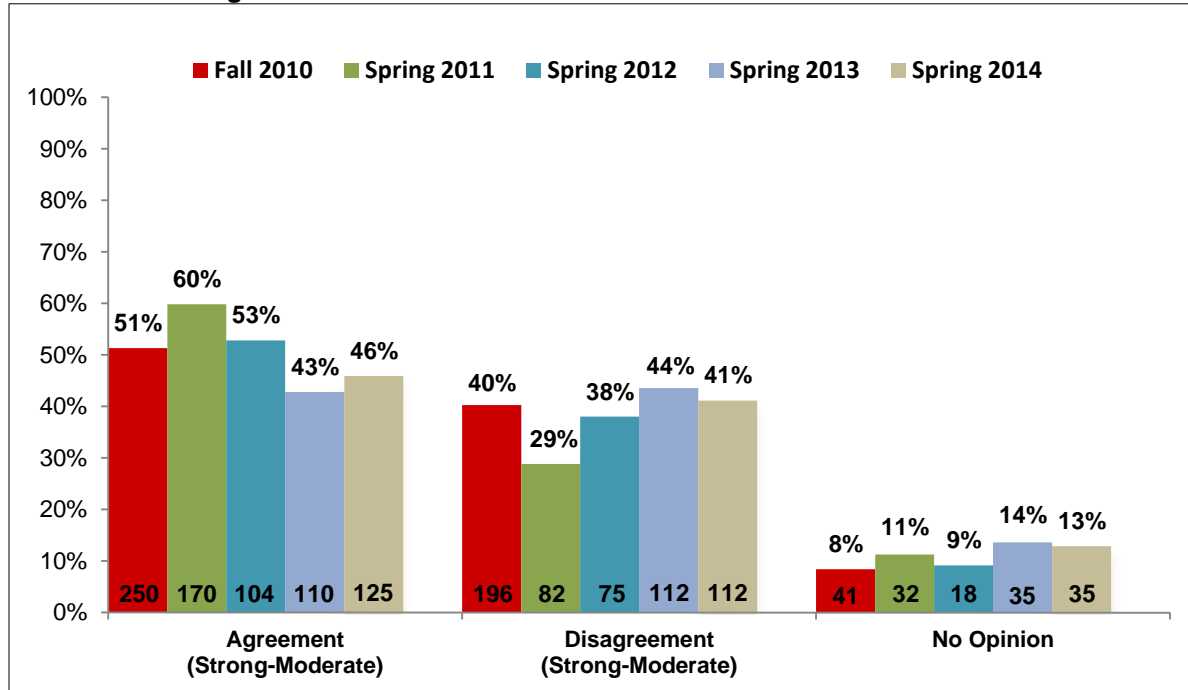
## Charts / Data Analysis

- Over the course of the five survey administrations, the issue of how “SWC demonstrates its commitment to addressing issues of equity and diversity” (Q23) has seen two distinct patterns. In the case of diversity, the agreement response percentage has never been below sixty percent (60%). However, equity agreement percentages have fluctuated from a high of sixty-nine percent in spring 2011 to a low of forty-three percent in spring 2014.
- The percentage of respondents who agree with the statement that services are provided fairly to all, and that employee orientation and staff development training was helpful and appropriate, showed no substantive or statistical change from spring 2013 to spring 2014 (Q24 a-b, Q27 a-b).
- Half of all respondents agree that performance evaluations are provided in a timely manner and applied fairly to all employees (Q25); there is no change in agreement from the previous to the most current survey administration.
- The percentage of respondents who agree that hiring, promotion, and equal employment practices are clearly stated, followed and applied fairly (Q26), remained relatively unchanged at forty-two percent (42%) from the previous year’s forty-six (46%) percent.

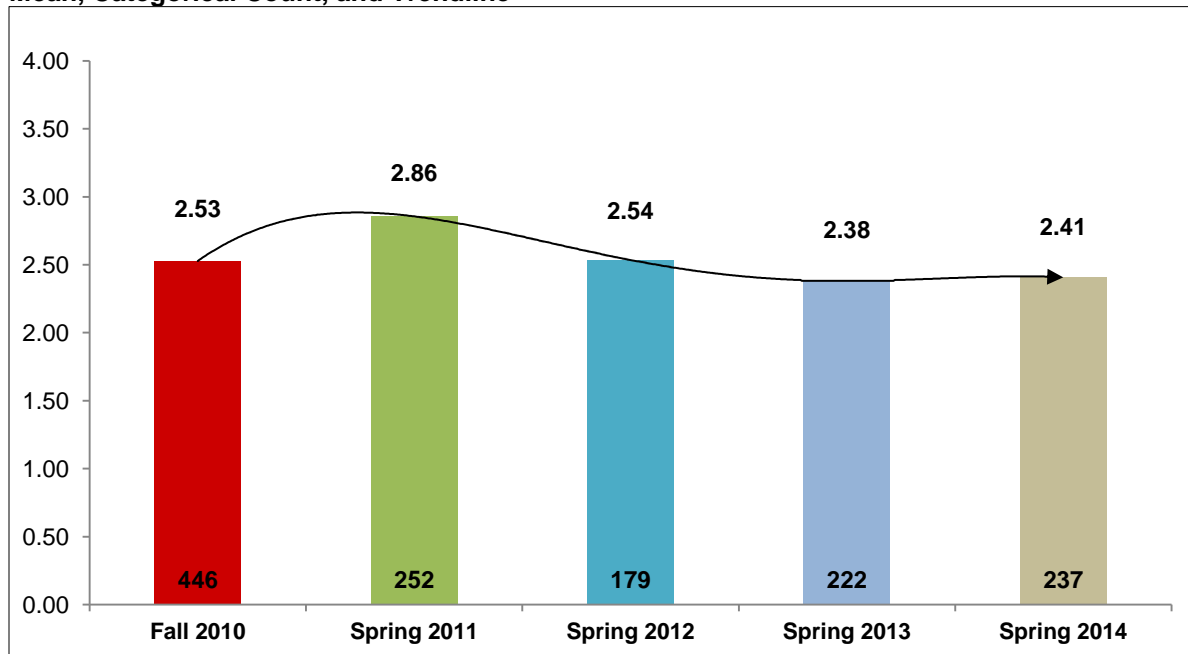
Charts / Data Analysis

## 21. SWC has implemented hiring, promotion, and equal employment practices and provided appropriate orientation, training, and evaluation to ensure fairness for all employees.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 21. SWC has implemented hiring, promotion, and equal employment practices and provided appropriate orientation, training, and evaluation to ensure fairness for all employees.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.41	237	0.075	0.785
Spring 2013	2.38	222		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.06	1.07	54
	FT Faculty	2.66	.99	67
	Classified	2.34	1.02	85
	Administrator	2.68	.79	31
	<b>Overall</b>	<b>2.41</b>	<b>1.02</b>	<b>237</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.04	1.04	26
	FT Faculty	2.47	1.04	47
	Classified	2.42	1.04	64
	Administrator	2.79	.80	14
	Unspecified	2.34	1.09	71
	<b>Overall</b>	<b>2.38</b>	<b>1.05</b>	<b>222</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.35	1.04	48
	FT Faculty	2.92	.99	48
	Classified	2.39	.94	61
	Administrator	2.50	.80	22
	<b>Overall</b>	<b>2.54</b>	<b>.98</b>	<b>179</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.96	1.19	55
	FT Faculty	3.10	.89	79
	Classified	2.54	1.05	87
	Administrator	2.94	1.03	31
	<b>Overall</b>	<b>2.86</b>	<b>1.05</b>	<b>252</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.54	1.08	89
	FT Faculty	2.59	1.04	117
	Classified	2.43	1.04	200
	Administrator	2.83	.98	40
	<b>Overall</b>	<b>2.53</b>	<b>1.04</b>	<b>446</b>

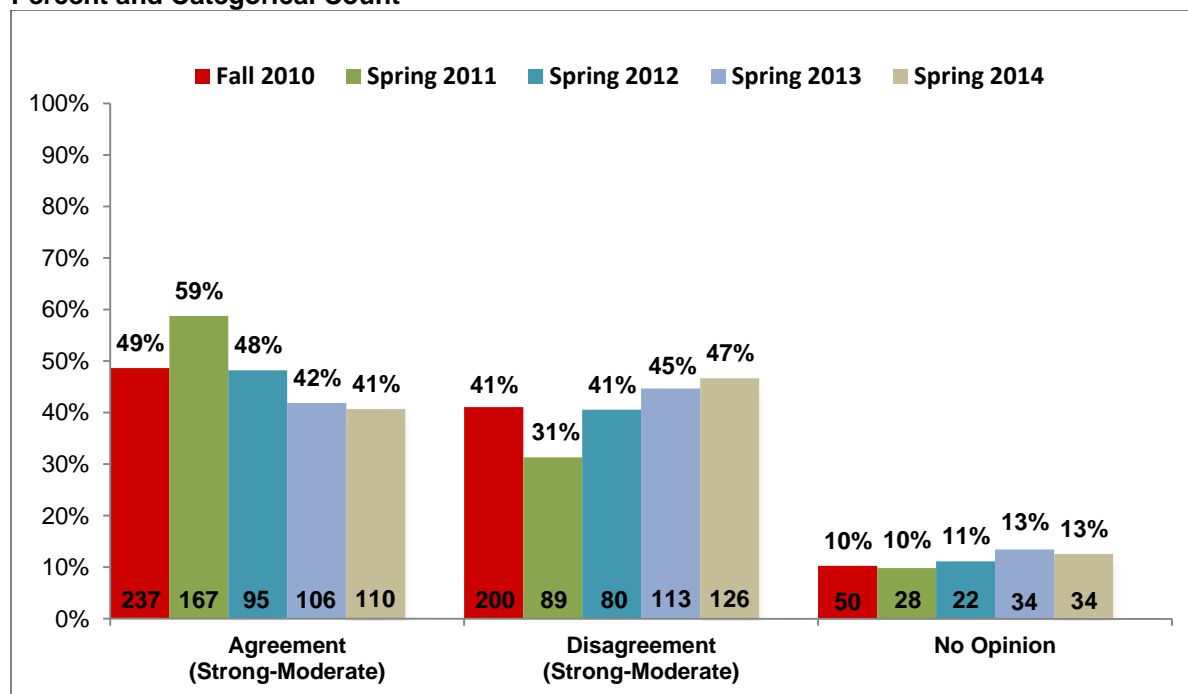
Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.



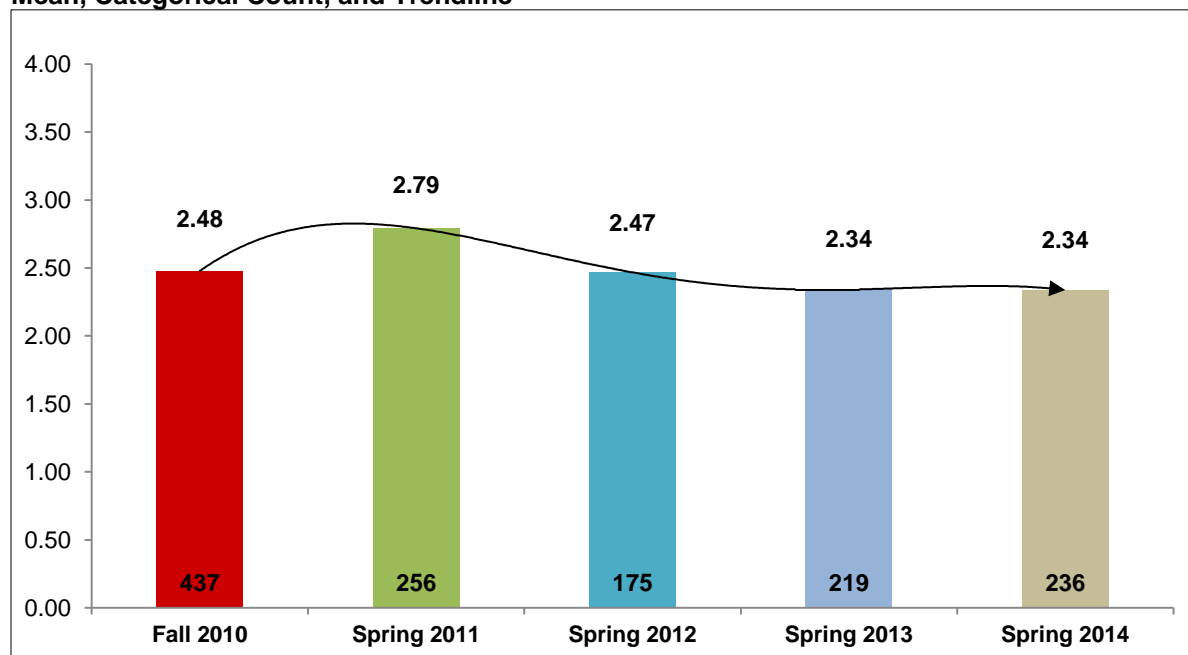
Charts / Data Analysis

## 22. The hiring, promotion, and equal employment practices are fair to all employees.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 22. The hiring, promotion, and equal employment practices are fair to all employees.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.34	236	0.001	0.972
Spring 2013	2.34	219		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.98	1.05	53
	FT Faculty	2.64	1.03	69
	Classified	2.18	1.04	84
	Administrator	2.73	.94	30
	<b>Overall</b>	<b>2.34</b>	<b>1.06</b>	<b>236</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.96	1.08	24
	FT Faculty	2.58	.87	45
	Classified	2.29	1.06	65
	Administrator	2.86	.77	14
	Unspecified	2.27	1.08	71
	<b>Overall</b>	<b>2.34</b>	<b>1.03</b>	<b>219</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.20	1.07	46
	FT Faculty	2.82	.95	44
	Classified	2.33	1.02	63
	Administrator	2.73	.88	22
	<b>Overall</b>	<b>2.47</b>	<b>1.02</b>	<b>175</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.89	1.20	56
	FT Faculty	2.99	.97	80
	Classified	2.51	1.12	89
	Administrator	2.94	.85	31
	<b>Overall</b>	<b>2.79</b>	<b>1.08</b>	<b>256</b>

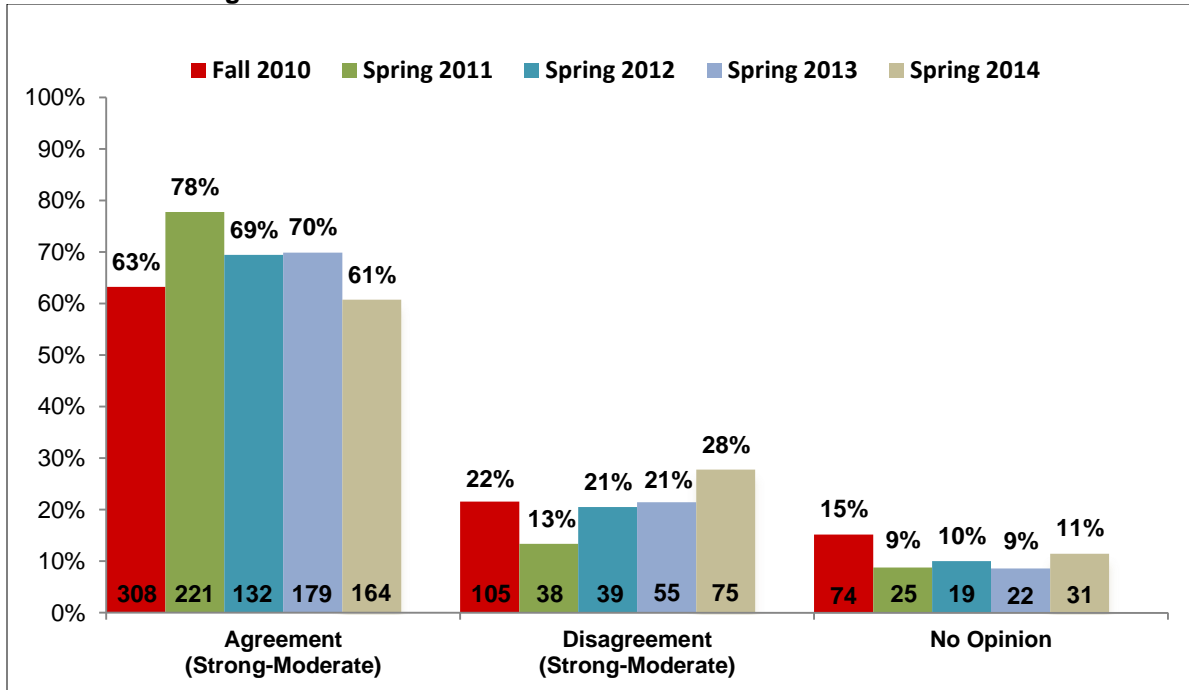
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.50	1.07	86
	FT Faculty	2.54	1.06	114
	Classified	2.36	1.07	199
	Administrator	2.89	.92	38
	<b>Overall</b>	<b>2.48</b>	<b>1.06</b>	<b>437</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

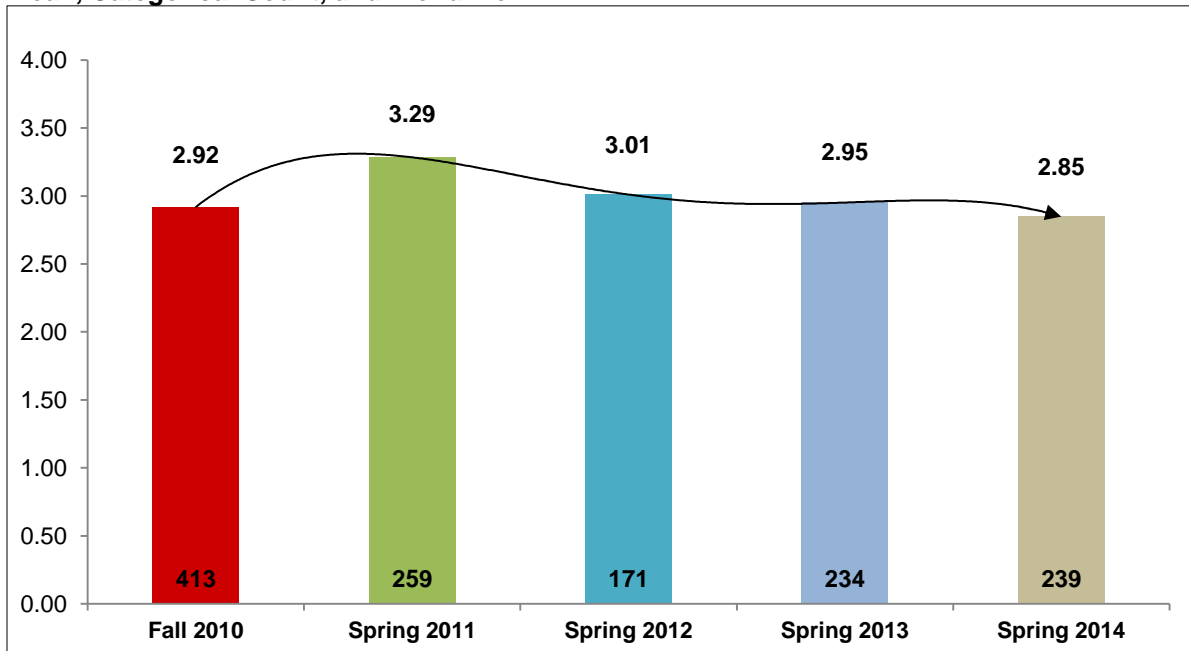
Charts / Data Analysis

## 23a. [Diversity] SWC demonstrates its commitment to addressing issues of equity and diversity.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 23a. [Diversity] SWC demonstrates its commitment to addressing issues of equity and diversity.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.85	239	1.350	0.246
Spring 2013	2.95	234		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.86	1.14	56
	FT Faculty	2.88	.94	66
	Classified	2.93	1.02	88
	Administrator	2.52	.91	29
	<b>Overall</b>	<b>2.85</b>	<b>1.01</b>	<b>239</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.04	.93	25
	FT Faculty	3.00	.96	49
	Classified	2.92	.90	66
	Administrator	3.19	.66	16
	Unspecified	2.87	.97	78
	<b>Overall</b>	<b>2.95</b>	<b>.92</b>	<b>234</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.00	1.03	48
	FT Faculty	3.23	.91	44
	Classified	2.91	1.01	57
	Administrator	2.86	.94	22
	<b>Overall</b>	<b>3.01</b>	<b>.98</b>	<b>171</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.48	.77	60
	FT Faculty	3.54	.66	80
	Classified	3.01	.93	88
	Administrator	3.03	.98	31
	<b>Overall</b>	<b>3.29</b>	<b>.86</b>	<b>259</b>

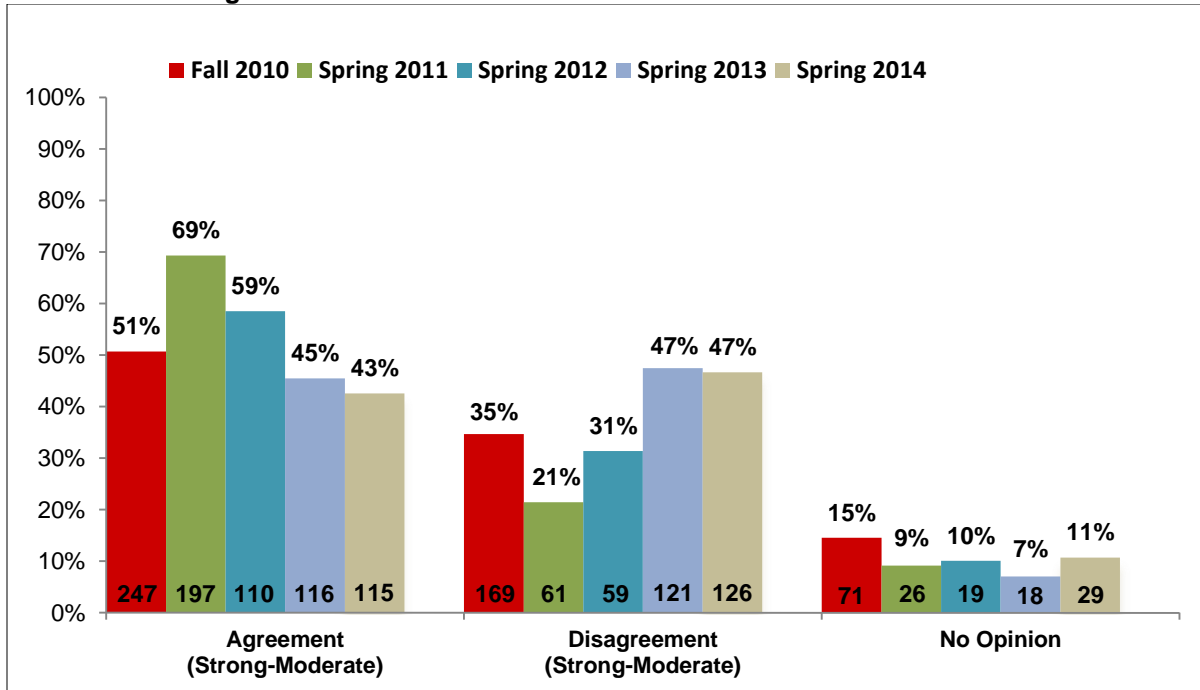
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.11	.88	84
	FT Faculty	2.93	.97	112
	Classified	2.77	.98	179
	Administrator	3.18	.83	38
	<b>Overall</b>	<b>2.92</b>	<b>.95</b>	<b>413</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

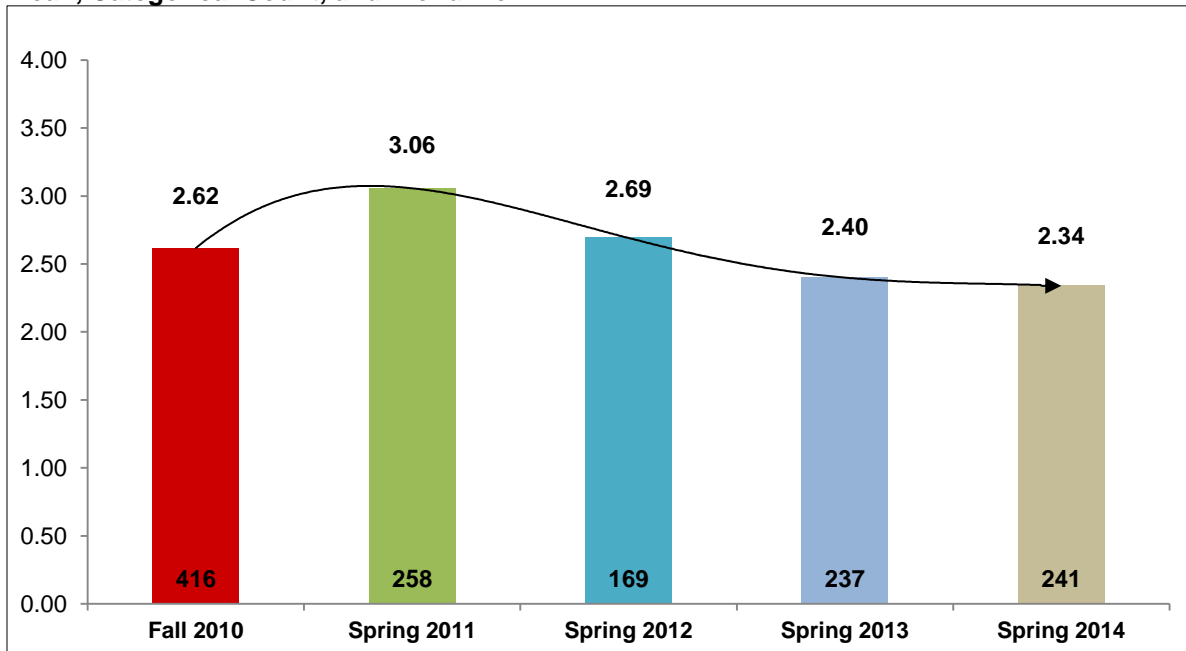
Charts / Data Analysis

## 23b. [Equity] SWC demonstrates its commitment to addressing issues of equity and diversity.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 23b. [Equity] SWC demonstrates its commitment to addressing issues of equity and diversity.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.34	241	0.409	0.523
Spring 2013	2.40	237		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.04	1.16	57
	FT Faculty	2.43	1.03	67
	Classified	2.43	1.07	88
	Administrator	2.45	.99	29
	<b>Overall</b>	<b>2.34</b>	<b>1.08</b>	<b>241</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.26	1.13	27
	FT Faculty	2.46	.93	50
	Classified	2.37	.94	65
	Administrator	2.88	.72	16
	Unspecified	2.34	1.05	79
	<b>Overall</b>	<b>2.40</b>	<b>.99</b>	<b>237</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.59	1.15	46
	FT Faculty	3.00	1.05	43
	Classified	2.52	1.01	58
	Administrator	2.77	.97	22
	<b>Overall</b>	<b>2.69</b>	<b>1.06</b>	<b>169</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.17	.98	60
	FT Faculty	3.34	.88	79
	Classified	2.75	1.01	88
	Administrator	3.00	.82	31
	<b>Overall</b>	<b>3.06</b>	<b>.97</b>	<b>258</b>

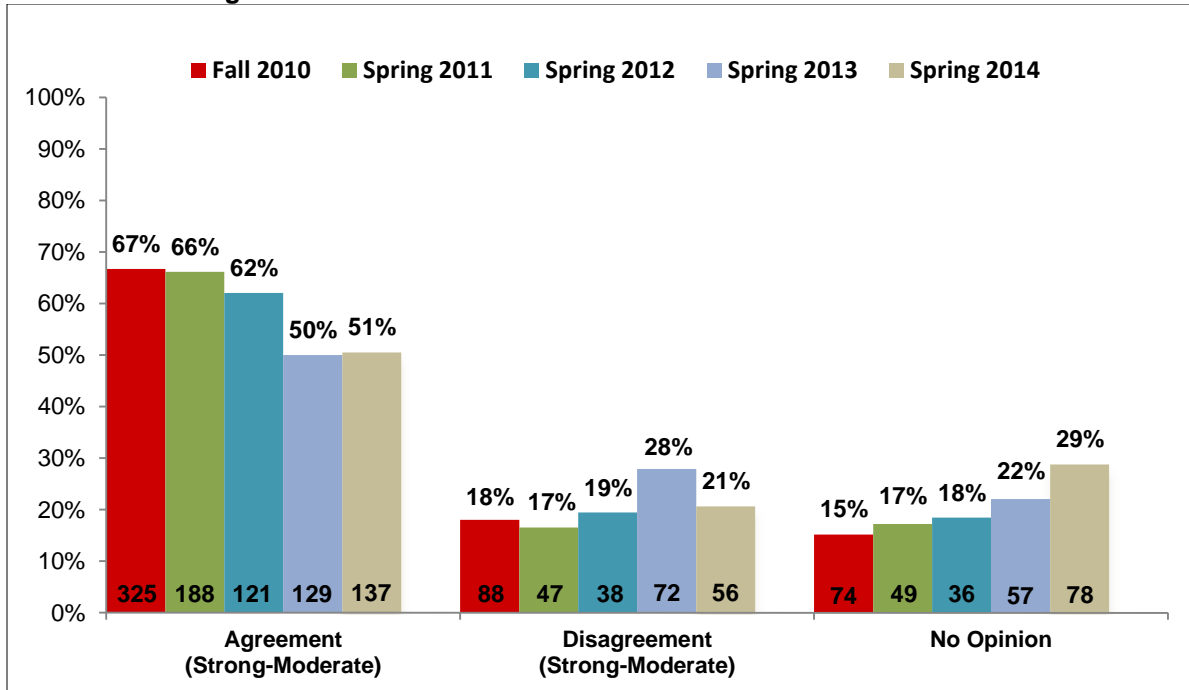
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.77	1.02	84
	FT Faculty	2.61	1.01	114
	Classified	2.47	1.02	180
	Administrator	3.00	.77	38
	<b>Overall</b>	<b>2.62</b>	<b>1.01</b>	<b>416</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

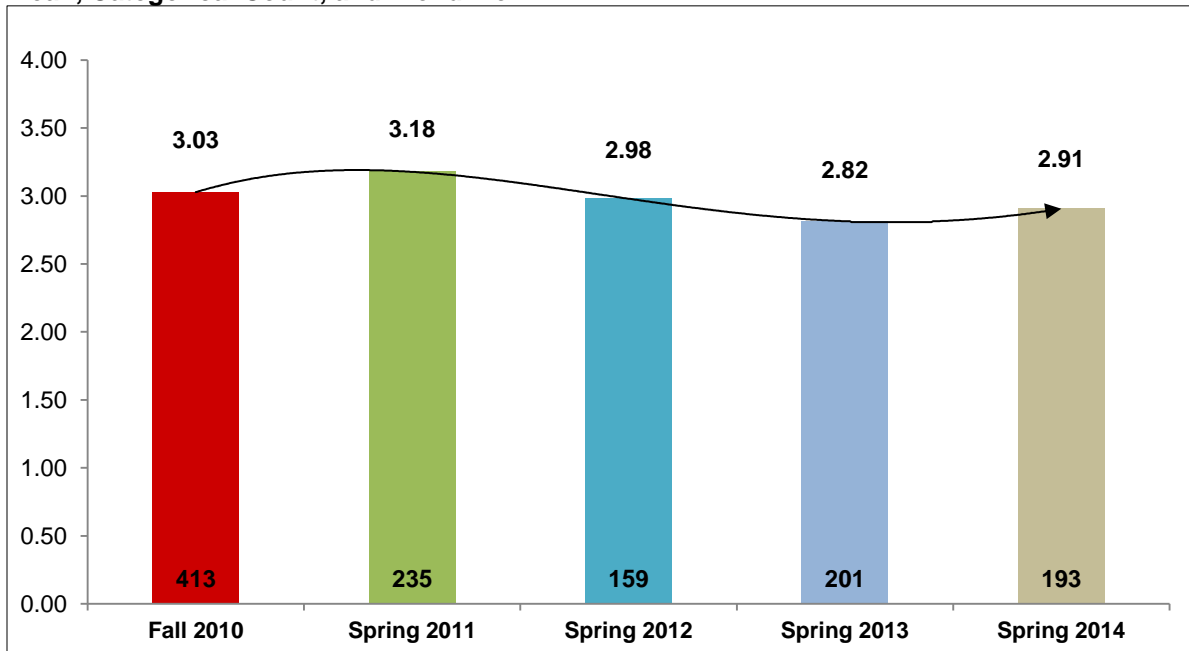
Charts / Data Analysis

**24a. [Employee Orientation] The following services are provided fairly to all employees.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**24a. [Employee Orientation] The following services are provided fairly to all employees.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.91	193	0.772	0.380
Spring 2013	2.82	201		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.81	1.06	47
	FT Faculty	3.21	.88	47
	Classified	2.89	1.02	74
	Administrator	2.56	.87	25
	<b>Overall</b>	<b>2.91</b>	<b>.99</b>	<b>193</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.85	1.12	26
	FT Faculty	2.76	.98	37
	Classified	3.05	.94	56
	Administrator	2.77	.93	13
	Unspecified	2.65	1.17	69
	<b>Overall</b>	<b>2.82</b>	<b>1.06</b>	<b>201</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.94	.98	50
	FT Faculty	3.31	.92	39
	Classified	2.86	.95	50
	Administrator	2.75	.79	20
	<b>Overall</b>	<b>2.98</b>	<b>.94</b>	<b>159</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.44	.80	52
	FT Faculty	3.40	.80	73
	Classified	3.03	.98	80
	Administrator	2.60	1.04	30
	<b>Overall</b>	<b>3.18</b>	<b>.97</b>	<b>235</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.97	1.03	89
	FT Faculty	3.07	.86	107
	Classified	3.07	.94	180
	Administrator	2.84	1.12	37
	<b>Overall</b>	<b>3.03</b>	<b>.96</b>	<b>413</b>

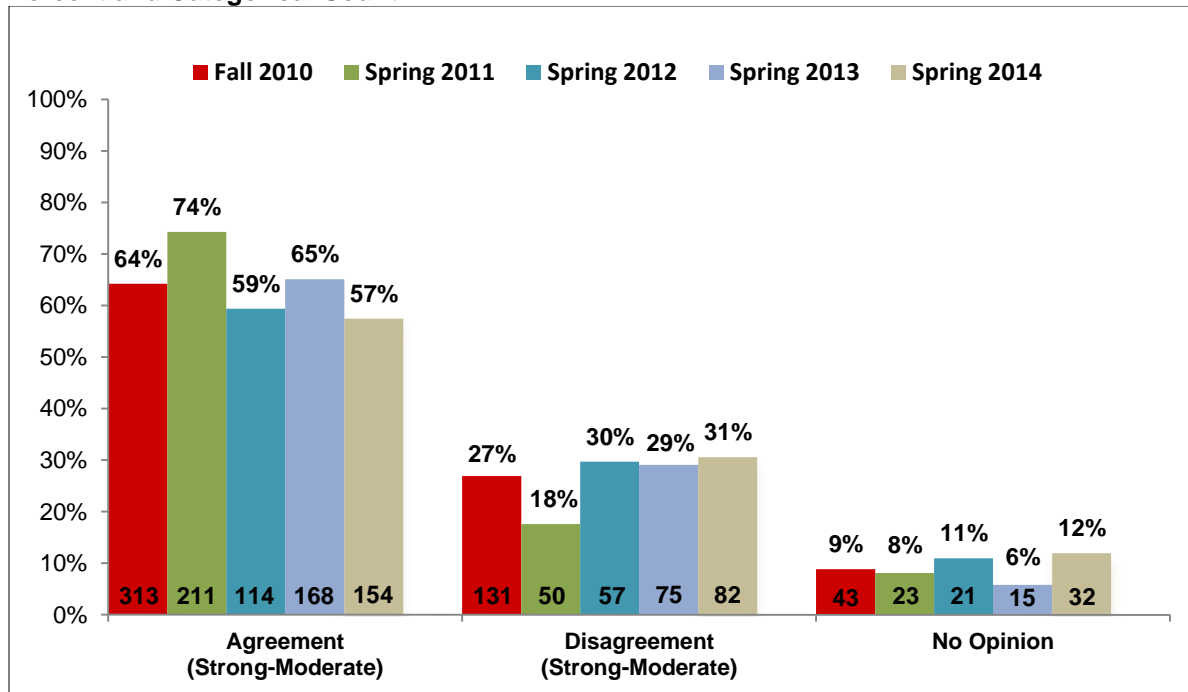
Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.



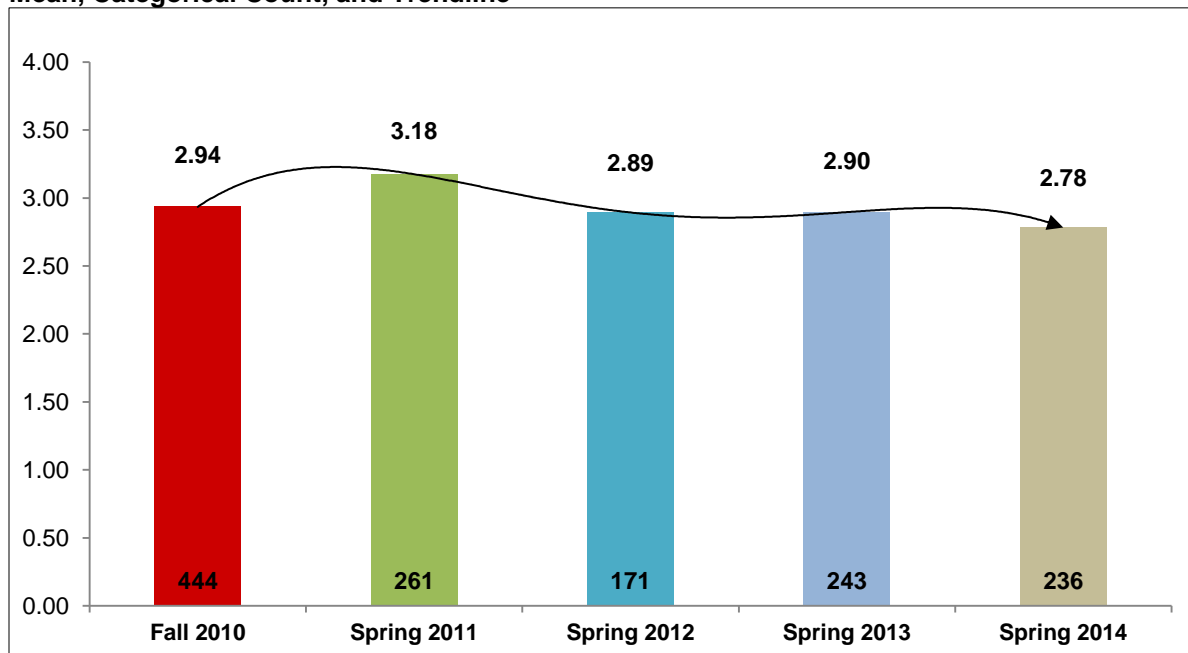
Charts / Data Analysis

**24b. [Staff Development] The following services are provided fairly to all employees.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**24b. [Staff Development] The following services are provided fairly to all employees.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.78	236	1.418	0.234
Spring 2013	2.90	243		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.58	1.13	55
	FT Faculty	2.98	.98	66
	Classified	2.74	1.10	85
	Administrator	2.83	.95	30
	<b>Overall</b>	<b>2.78</b>	<b>1.06</b>	<b>236</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.04	1.06	27
	FT Faculty	2.92	.99	48
	Classified	2.93	1.05	69
	Administrator	2.47	.80	17
	Unspecified	2.90	1.04	82
	<b>Overall</b>	<b>2.90</b>	<b>1.02</b>	<b>243</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.71	1.21	49
	FT Faculty	3.38	.89	45
	Classified	2.71	1.06	56
	Administrator	2.76	.94	21
	<b>Overall</b>	<b>2.89</b>	<b>1.08</b>	<b>171</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.33	.93	58
	FT Faculty	3.38	.83	82
	Classified	3.00	.99	90
	Administrator	2.87	.89	31
	<b>Overall</b>	<b>3.18</b>	<b>.93</b>	<b>261</b>

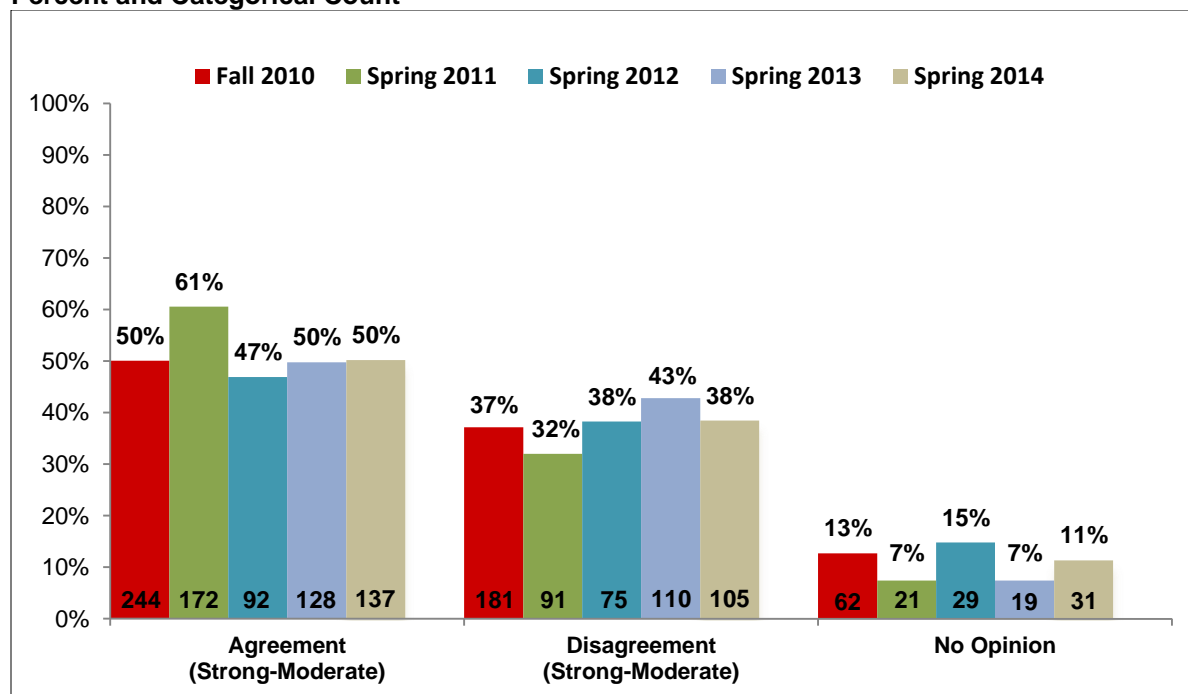
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.88	1.10	94
	FT Faculty	3.15	.90	114
	Classified	2.85	1.06	198
	Administrator	2.87	1.00	38
	<b>Overall</b>	<b>2.94</b>	<b>1.03</b>	<b>444</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

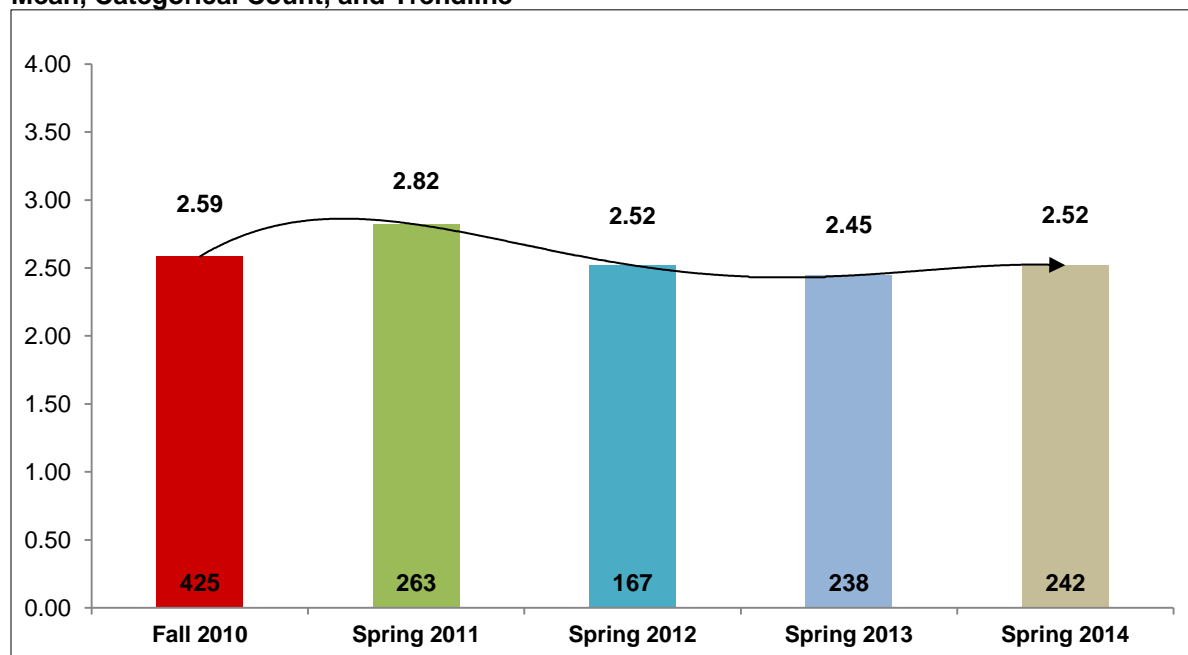
Charts / Data Analysis

## 25. Performance evaluations are provided in a timely manner and applied fairly to all employees.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 25. Performance evaluations are provided in a timely manner and applied fairly to all employees.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.52	242	0.563	0.453
Spring 2013	2.45	238		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.63	1.12	60
	FT Faculty	2.86	1.05	70
	Classified	2.13	1.12	82
	Administrator	2.57	.86	30
	<b>Overall</b>	<b>2.52</b>	<b>1.11</b>	<b>242</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.54	1.04	28
	FT Faculty	2.51	1.04	47
	Classified	2.39	1.11	69
	Administrator	2.53	.87	17
	Unspecified	2.40	1.18	77
	<b>Overall</b>	<b>2.45</b>	<b>1.09</b>	<b>238</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.76	1.11	51
	FT Faculty	2.81	1.07	42
	Classified	2.02	1.08	53
	Administrator	2.62	.97	21
	<b>Overall</b>	<b>2.52</b>	<b>1.12</b>	<b>167</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.23	.97	61
	FT Faculty	2.94	.95	80
	Classified	2.41	1.07	90
	Administrator	2.91	.78	32
	<b>Overall</b>	<b>2.82</b>	<b>1.02</b>	<b>263</b>

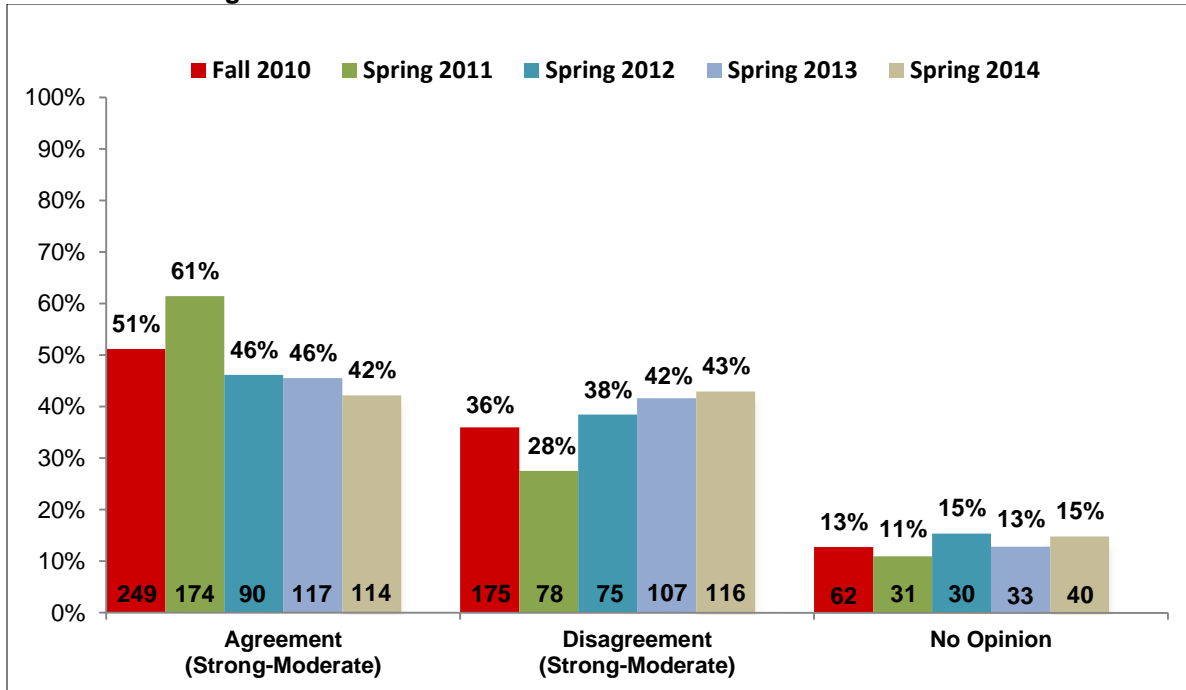
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.91	1.10	89
	FT Faculty	2.81	1.06	114
	Classified	2.25	1.12	182
	Administrator	2.75	.98	40
	<b>Overall</b>	<b>2.59</b>	<b>1.12</b>	<b>425</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

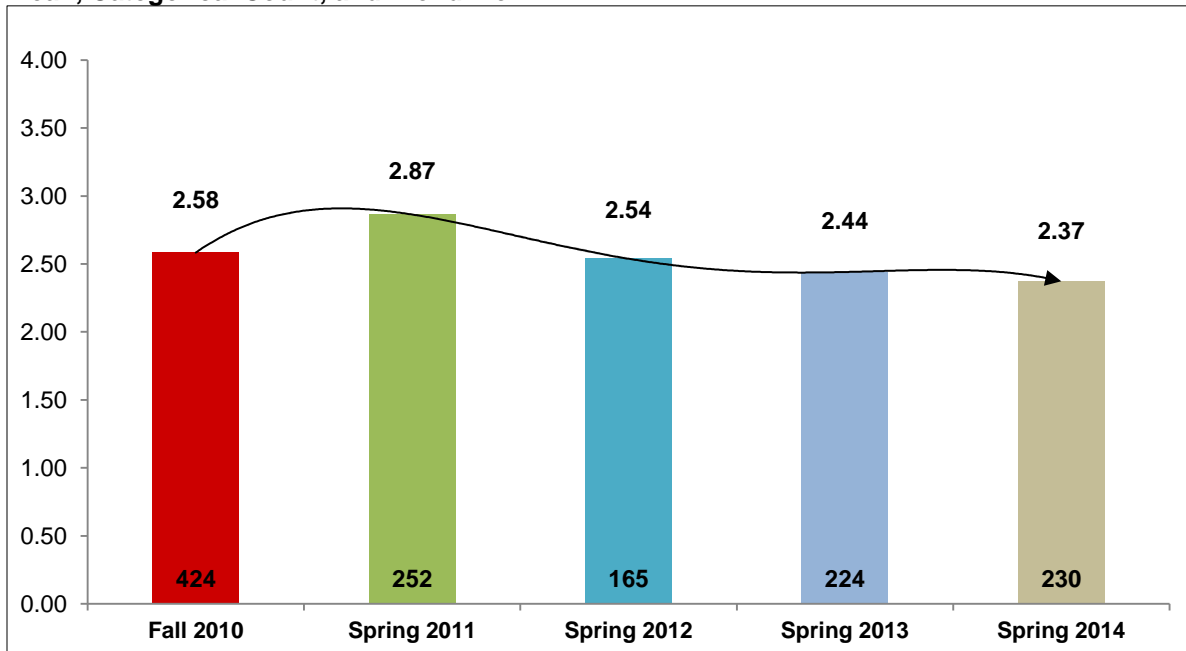
Charts / Data Analysis

## 26. Hiring, promotion, and equal employment practices are clearly stated, followed, and applied fairly.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 26. Hiring, promotion, and equal employment practices are clearly stated, followed, and applied fairly.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.37	230	0.456	0.500
Spring 2013	2.44	224		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.17	1.15	52
	FT Faculty	2.61	1.04	66
	Classified	2.23	1.11	81
	Administrator	2.58	.85	31
	<b>Overall</b>	<b>2.37</b>	<b>1.08</b>	<b>230</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.12	1.01	25
	FT Faculty	2.70	1.01	46
	Classified	2.44	1.11	66
	Administrator	2.81	.75	16
	Unspecified	2.31	1.12	71
	<b>Overall</b>	<b>2.44</b>	<b>1.07</b>	<b>224</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.47	1.10	43
	FT Faculty	2.84	1.07	45
	Classified	2.29	.94	55
	Administrator	2.68	.95	22
	<b>Overall</b>	<b>2.54</b>	<b>1.03</b>	<b>165</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.95	1.10	56
	FT Faculty	3.14	.99	76
	Classified	2.53	1.05	88
	Administrator	2.97	.82	32
	<b>Overall</b>	<b>2.87</b>	<b>1.04</b>	<b>252</b>

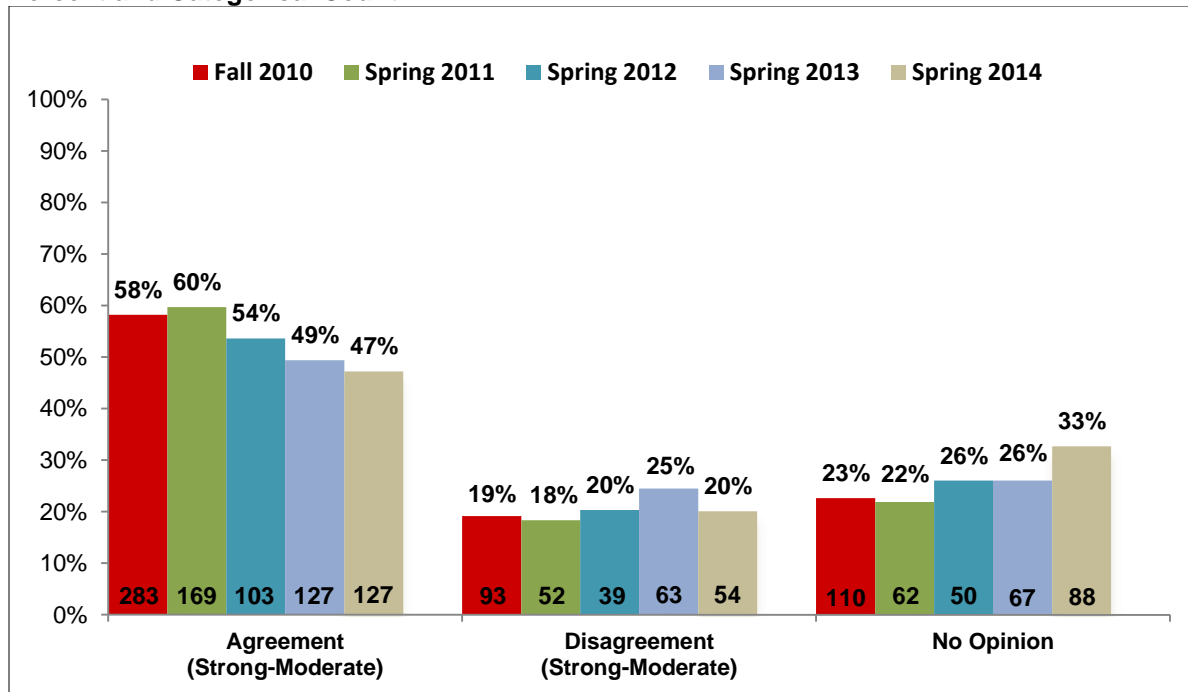
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.57	1.08	84
	FT Faculty	2.70	1.05	111
	Classified	2.45	1.10	192
	Administrator	2.95	1.00	37
	<b>Overall</b>	<b>2.58</b>	<b>1.08</b>	<b>424</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

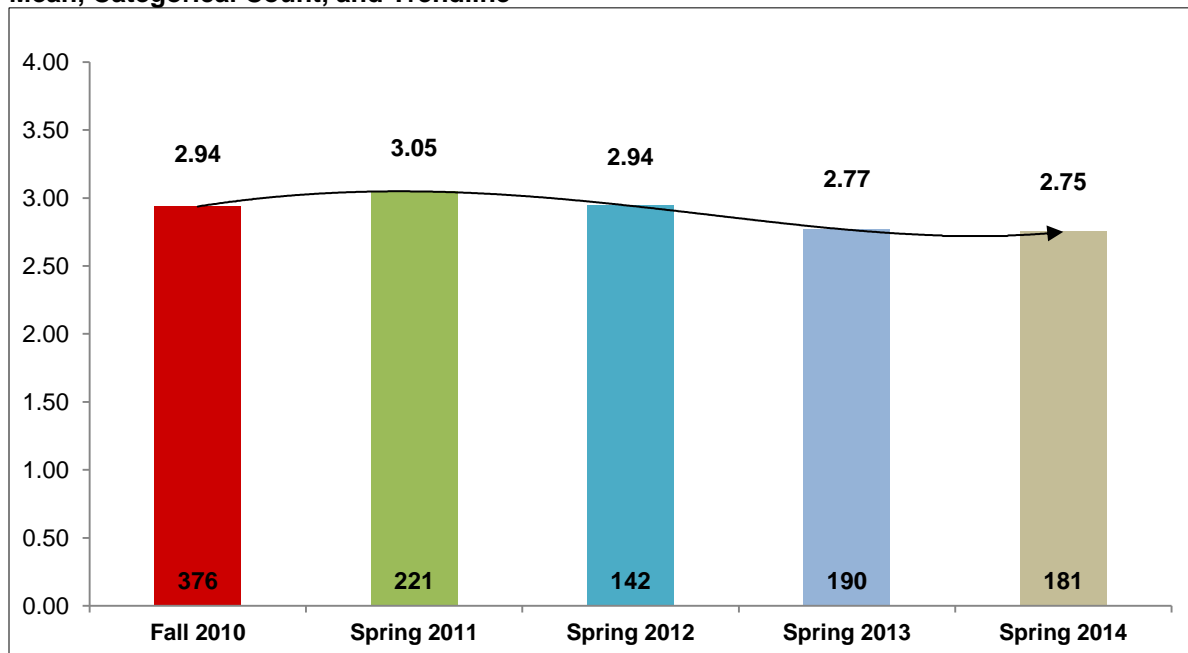
Charts / Data Analysis

**27a. [Employee Orientation] The employee orientation and staff development training I have received were helpful and appropriate.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 27a. [Employee Orientation] The employee orientation and staff development training I have received were helpful and appropriate.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.75	181	0.028	0.867
Spring 2012/3	2.77	190		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.70	1.03	46
	FT Faculty	3.02	.85	47
	Classified	2.72	.95	67
	Administrator	2.38	.92	21
	<b>Overall</b>	<b>2.75</b>	<b>.95</b>	<b>181</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.71	1.16	24
	FT Faculty	2.82	.98	38
	Classified	2.95	.88	56
	Administrator	2.27	.79	11
	Unspecified	2.69	1.06	61
	<b>Overall</b>	<b>2.77</b>	<b>1.00</b>	<b>190</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.02	.97	45
	FT Faculty	3.03	1.05	40
	Classified	2.85	1.01	41
	Administrator	2.75	1.00	16
	<b>Overall</b>	<b>2.94</b>	<b>1.00</b>	<b>142</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.47	.74	55
	FT Faculty	3.17	1.01	70
	Classified	2.85	1.05	67
	Administrator	2.41	1.15	29
	<b>Overall</b>	<b>3.05</b>	<b>1.03</b>	<b>221</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.01	.99	84
	FT Faculty	2.98	.93	95
	Classified	2.96	.95	164
	Administrator	2.55	1.20	33
	<b>Overall</b>	<b>2.94</b>	<b>.98</b>	<b>376</b>

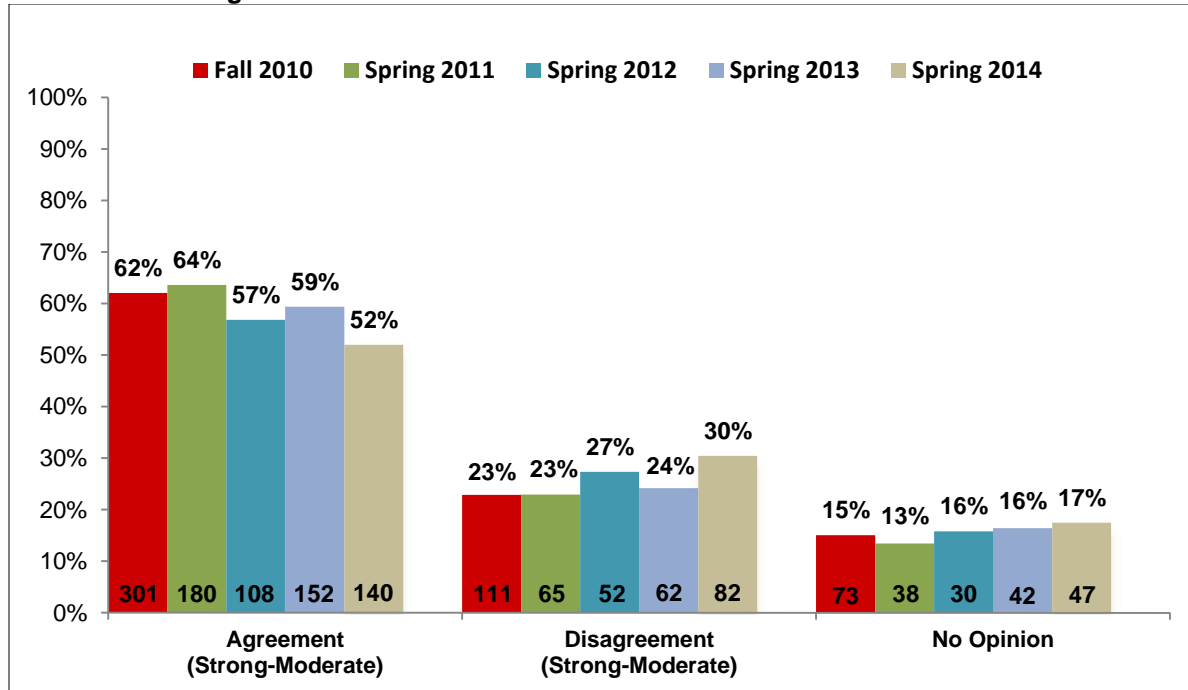
Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.



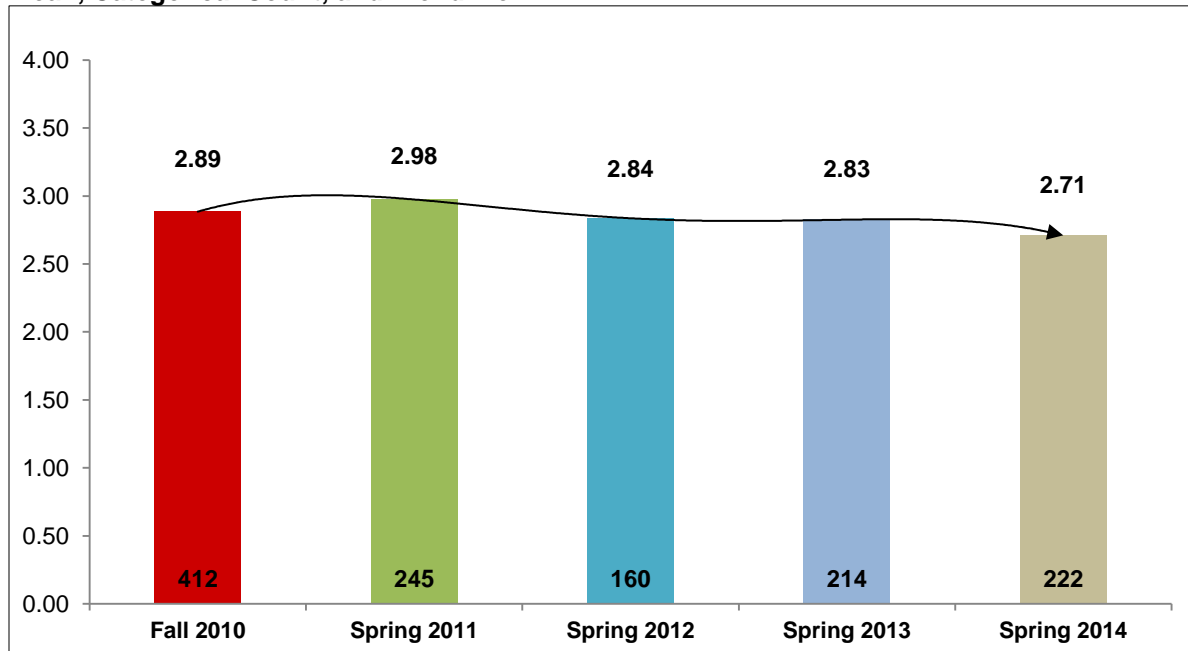
Charts / Data Analysis

**27b. [Staff Development] The employee orientation and staff development training I have received were helpful and appropriate.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 27b. [Staff Development] The employee orientation and staff development training I have received were helpful and appropriate.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.71	222	1.566	0.211
Spring 2013	2.83	214		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.67	1.09	49
	FT Faculty	2.71	.94	69
	Classified	2.77	.99	79
	Administrator	2.60	.91	25
	<b>Overall</b>	<b>2.71</b>	<b>.98</b>	<b>222</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.10	1.00	21
	FT Faculty	2.88	.89	48
	Classified	2.76	.93	59
	Administrator	2.77	.60	13
	Unspecified	2.78	1.02	73
	<b>Overall</b>	<b>2.83</b>	<b>.94</b>	<b>214</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.76	1.07	41
	FT Faculty	3.02	1.03	49
	Classified	2.61	1.02	49
	Administrator	3.10	.70	21
	<b>Overall</b>	<b>2.84</b>	<b>1.01</b>	<b>160</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.47	.72	55
	FT Faculty	3.07	.93	83
	Classified	2.71	1.05	79
	Administrator	2.46	1.07	28
	<b>Overall</b>	<b>2.98</b>	<b>1.00</b>	<b>245</b>

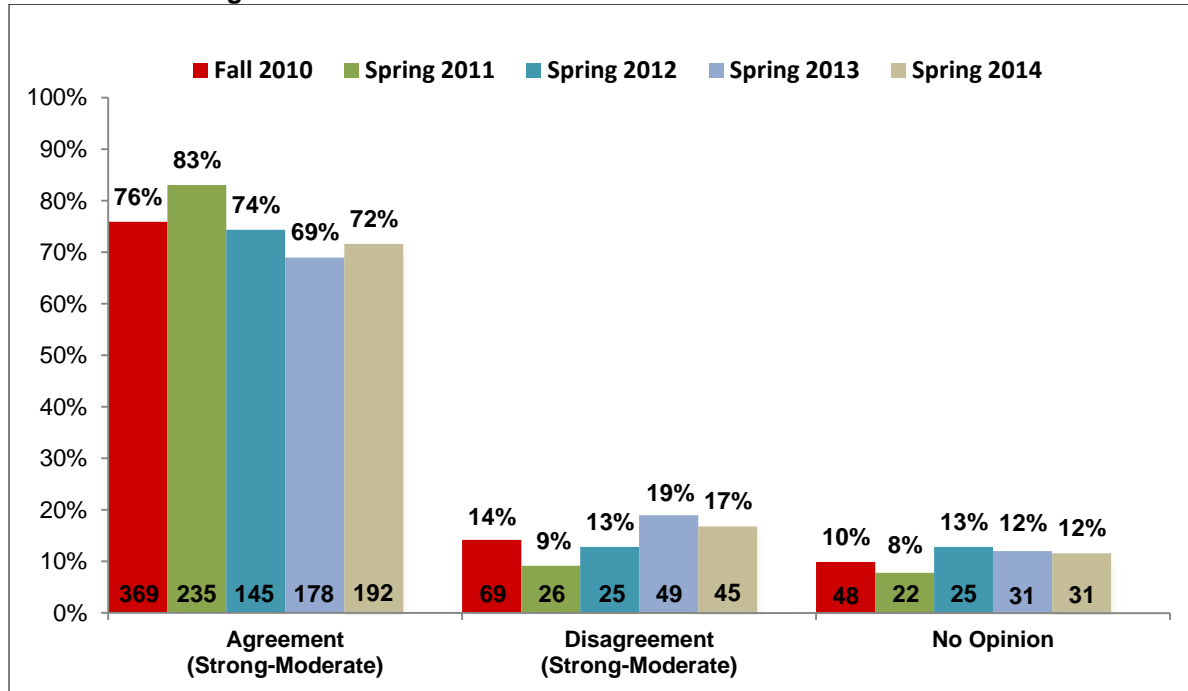
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.01	1.02	87
	FT Faculty	2.96	.89	111
	Classified	2.79	1.00	182
	Administrator	2.81	1.00	32
	<b>Overall</b>	<b>2.89</b>	<b>.98</b>	<b>412</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

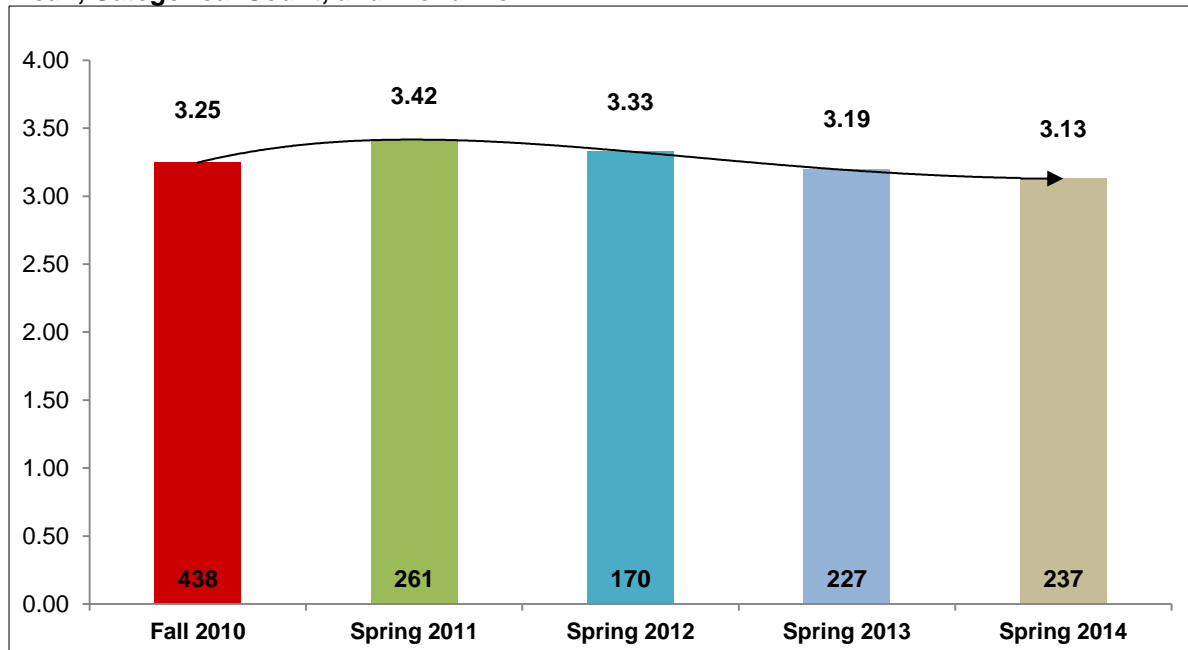
Charts / Data Analysis

## 28. The performance evaluation(s) that I have received were fair and appropriate.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 28. The performance evaluation(s) that I have received were fair and appropriate.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	3.13	237	0.468	0.494
Spring 2013	3.19	227		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.10	1.00	61
	FT Faculty	3.37	.90	72
	Classified	2.94	1.03	77
	Administrator	3.11	.89	27
	<b>Overall</b>	<b>3.13</b>	<b>.98</b>	<b>237</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.21	.99	28
	FT Faculty	3.62	.77	47
	Classified	3.16	1.02	63
	Administrator	2.69	1.08	16
	Unspecified	3.05	1.05	73
	<b>Overall</b>	<b>3.19</b>	<b>1.01</b>	<b>227</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.26	.94	54
	FT Faculty	3.65	.67	48
	Classified	3.08	1.03	52
	Administrator	3.44	.63	16
	<b>Overall</b>	<b>3.33</b>	<b>.90</b>	<b>170</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.57	.67	60
	FT Faculty	3.52	.72	84
	Classified	3.34	.84	88
	Administrator	3.03	1.02	29
	<b>Overall</b>	<b>3.42</b>	<b>.80</b>	<b>261</b>

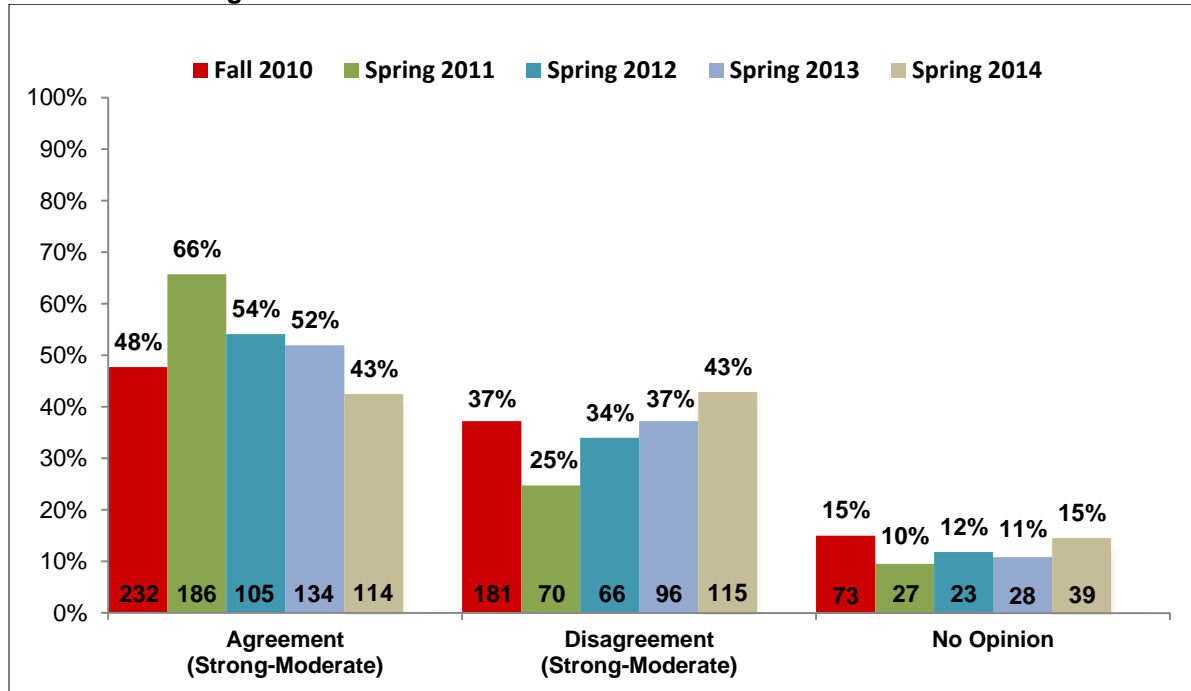
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.36	.85	99
	FT Faculty	3.42	.78	119
	Classified	3.06	.96	182
	Administrator	3.32	.70	38
	<b>Overall</b>	<b>3.25</b>	<b>.88</b>	<b>438</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

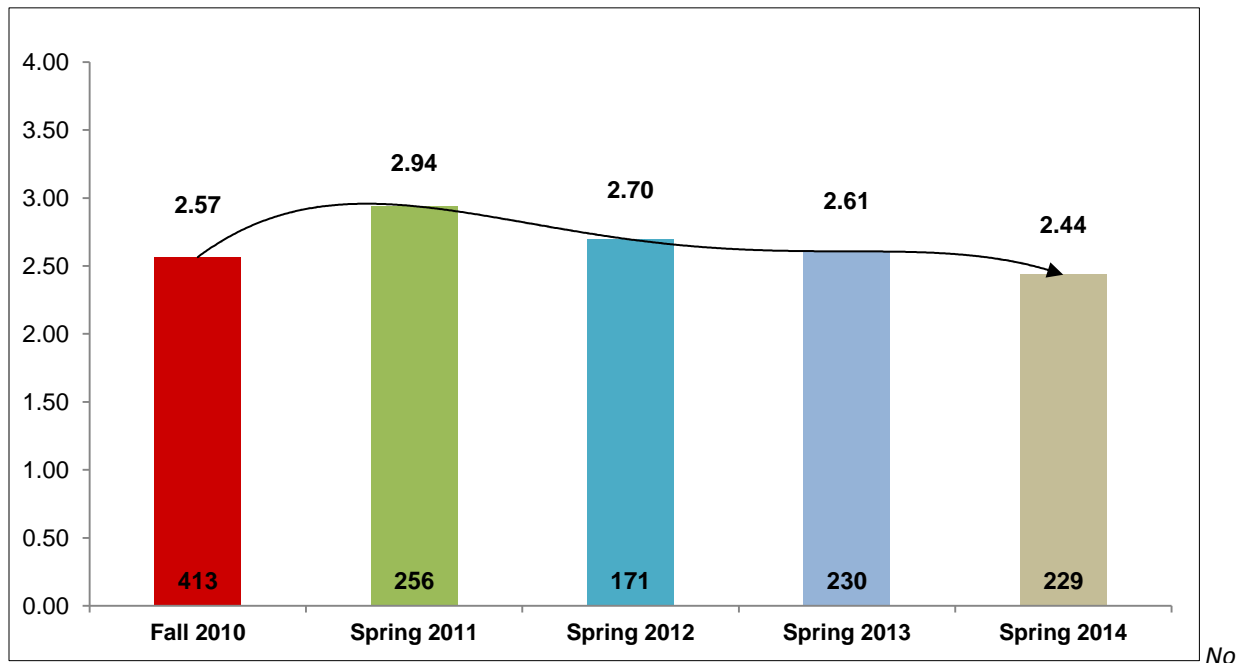
Charts / Data Analysis

## 29. SWC has a formal structure for employees to raise concerns and/or problems.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 29. SWC has a formal structure for employees to raise concerns and/or problems.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.44	229	3.012	0.083
Spring 2013	2.61	230		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.24	1.18	51
	FT Faculty	2.49	.98	67
	Classified	2.44	1.08	81
	Administrator	2.63	.96	30
	<b>Overall</b>	<b>2.44</b>	<b>1.06</b>	<b>229</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.65	1.15	23
	FT Faculty	2.62	1.03	52
	Classified	2.53	1.04	66
	Administrator	2.75	1.00	16
	Unspecified	2.63	1.11	73
	<b>Overall</b>	<b>2.61</b>	<b>1.06</b>	<b>230</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.70	1.06	47
	FT Faculty	2.81	.95	47
	Classified	2.40	1.08	55
	Administrator	3.18	.91	22
	<b>Overall</b>	<b>2.70</b>	<b>1.04</b>	<b>171</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.08	.99	52
	FT Faculty	3.02	.97	81
	Classified	2.80	1.05	91
	Administrator	2.91	.89	32
	<b>Overall</b>	<b>2.94</b>	<b>.99</b>	<b>256</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.54	1.06	80
	FT Faculty	2.51	1.09	110
	Classified	2.52	1.03	185
	Administrator	3.03	.85	38
	<b>Overall</b>	<b>2.57</b>	<b>1.04</b>	<b>413</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

### Question Group X: SWC has defined and communicated budget development and budget decision-making processes to achieve College goals.

Group X questions (Q30-Q36) relate to WASC Standard III.D, which ensures that the institution's financial resources are adequate to support student learning programs and services and to improve institutional effectiveness.

Survey Items Belonging to Question Group X	
<b>Q30</b>	SWC has defined and communicated its budget development and budget decision-making processes to achieve college goals.
<b>Q31</b>	I am informed about how the budget development and budget decision-making process occurs.
<b>Q32</b>	My program/unit spends allocated funds responsibly.
<b>Q33</b>	The budget development and budget decision-making process is set up to achieve SWC priorities, as identified in the Strategic Plan.
<b>Q34</b>	Strategic priorities drive budget decisions.
<b>Q35</b>	Budget allocation is decided fairly and equitably in the following areas: College Level (35a), Division Level (35b), School/Center level (35c), Department Level (35d), Program Level (35e).
<b>Q36</b>	Accurate and complete information about the SWC budget is accessible and/or provided on request in a timely manner.

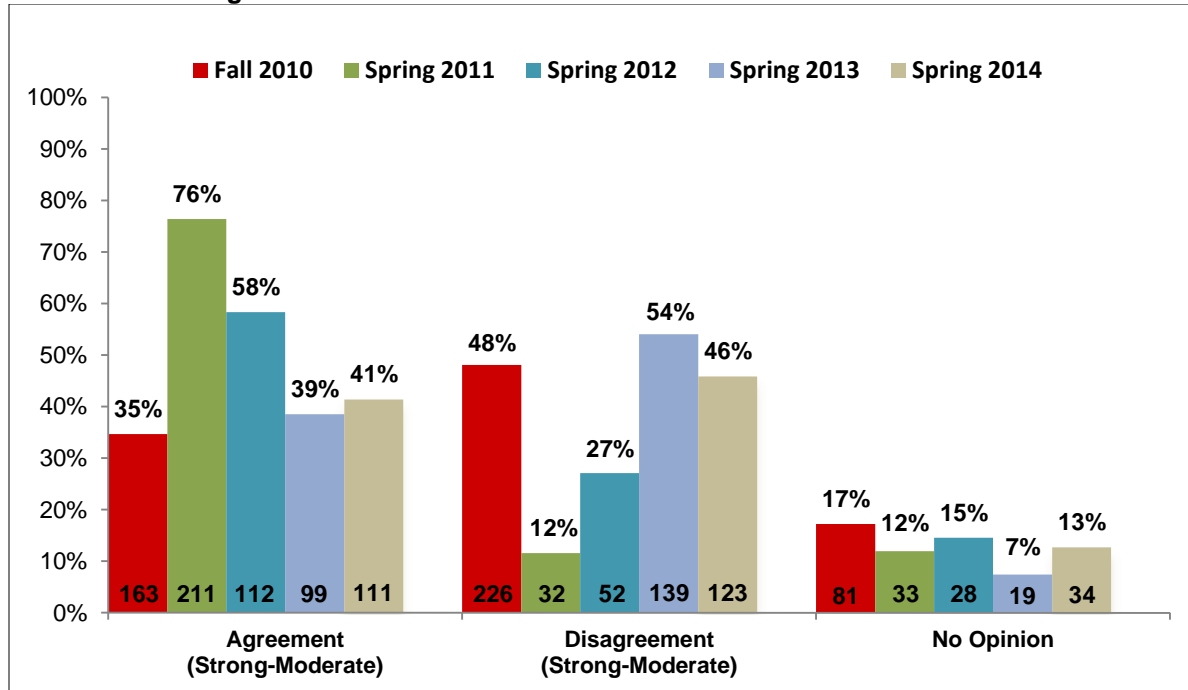
Notable findings for the current survey administration period:

- With the exception of Q36, survey questions within this group remained substantively unchanged for the spring 2013 to spring 2014 timeframe. The highest response rate, sixty-four percent (64%) occurred with Q32, "My program/unit spends allocated funds responsibly," while the lowest agreement rate, twenty-six percent (26%), was found with Q35b, "[Division Level] Budget allocation is decided fairly and equitably."
- There was a statistically significant increase from spring 2013 to spring 2014 in the number of respondents who agreed with the statement: "accurate and complete information about the SWC budget is accessible and/or provided in a timely manner" (Q36).

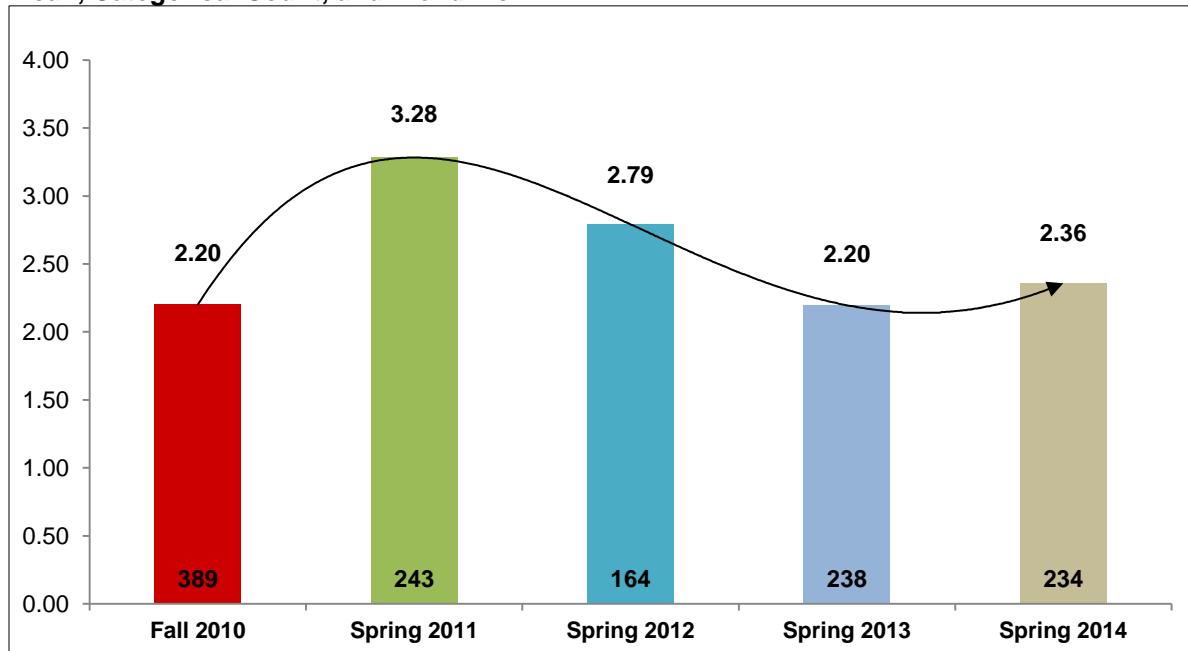
Charts / Data Analysis

### 30. SWC has defined and communicated its budget development and budget decision-making processes to achieve college goals.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

### 30. SWC has defined and communicated its budget development and budget decision-making processes to achieve college goals.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.36	234	2.884	0.090
Spring 2013	2.20	238		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.27	1.11	48
	FT Faculty	2.14	1.00	69
	Classified	2.47	.98	87
	Administrator	2.67	.99	30
	<b>Overall</b>	<b>2.36</b>	<b>1.02</b>	<b>234</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.30	.99	27
	FT Faculty	1.83	.91	54
	Classified	2.38	1.07	65
	Administrator	3.00	.73	16
	Unspecified	2.09	1.07	76
	<b>Overall</b>	<b>2.20</b>	<b>1.04</b>	<b>238</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.48	1.19	44
	FT Faculty	2.83	.93	46
	Classified	2.85	.88	54
	Administrator	3.25	.72	20
	<b>Overall</b>	<b>2.79</b>	<b>.99</b>	<b>164</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.13	.97	52
	FT Faculty	3.31	.77	77
	Classified	3.26	.72	82
	Administrator	3.53	.62	32
	<b>Overall</b>	<b>3.28</b>	<b>.79</b>	<b>243</b>

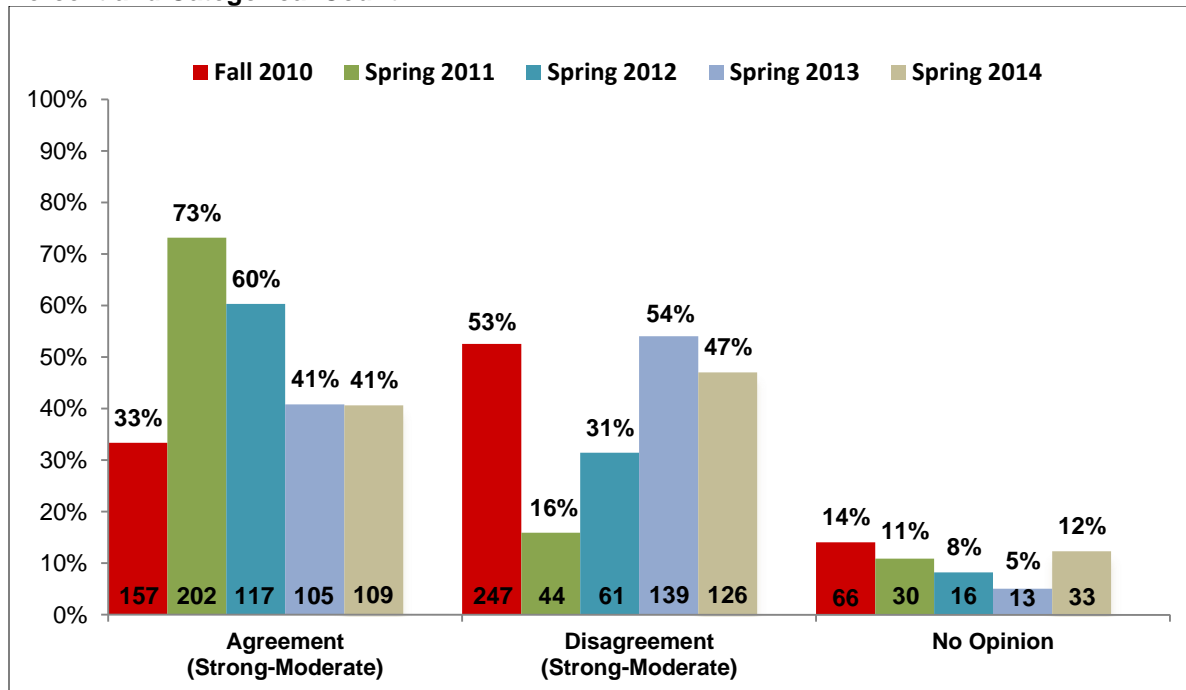
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.25	1.08	75
	FT Faculty	1.84	1.01	108
	Classified	2.26	.95	168
	Administrator	2.87	.99	38
	<b>Overall</b>	<b>2.20</b>	<b>1.03</b>	<b>389</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

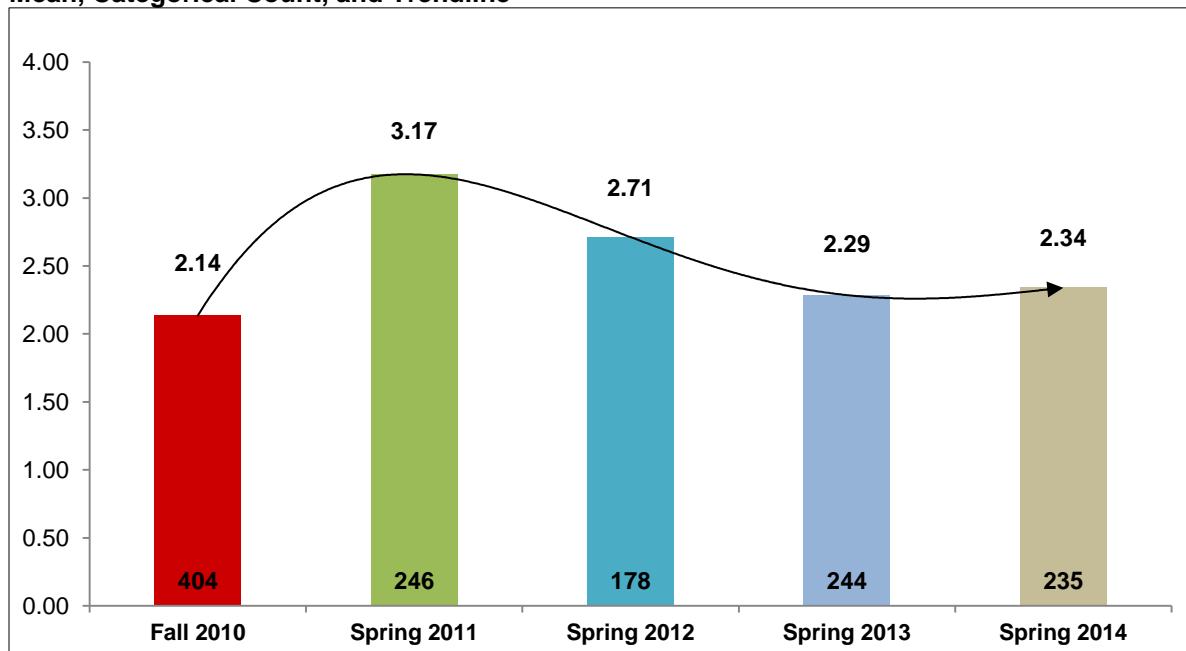
Charts / Data Analysis

### 31. I am informed about how the budget development and budget decision-making process occurs.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 31. I am informed about how the budget development and budget decision-making process occurs.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.34	235	0.323	0.570
Spring 2013	2.29	244		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.21	1.04	47
	FT Faculty	2.12	1.01	72
	Classified	2.48	.98	85
	Administrator	2.65	1.02	31
	<b>Overall</b>	<b>2.34</b>	<b>1.02</b>	<b>235</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.26	.98	27
	FT Faculty	1.96	.94	55
	Classified	2.54	1.07	68
	Administrator	3.00	.73	16
	Unspecified	2.15	1.06	78
	<b>Overall</b>	<b>2.29</b>	<b>1.04</b>	<b>244</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.43	1.19	51
	FT Faculty	2.77	.93	48
	Classified	2.76	.93	58
	Administrator	3.14	.91	21
	<b>Overall</b>	<b>2.71</b>	<b>1.02</b>	<b>178</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.02	1.06	52
	FT Faculty	3.27	.82	77
	Classified	3.04	.82	85
	Administrator	3.56	.56	32
	<b>Overall</b>	<b>3.17</b>	<b>.87</b>	<b>246</b>

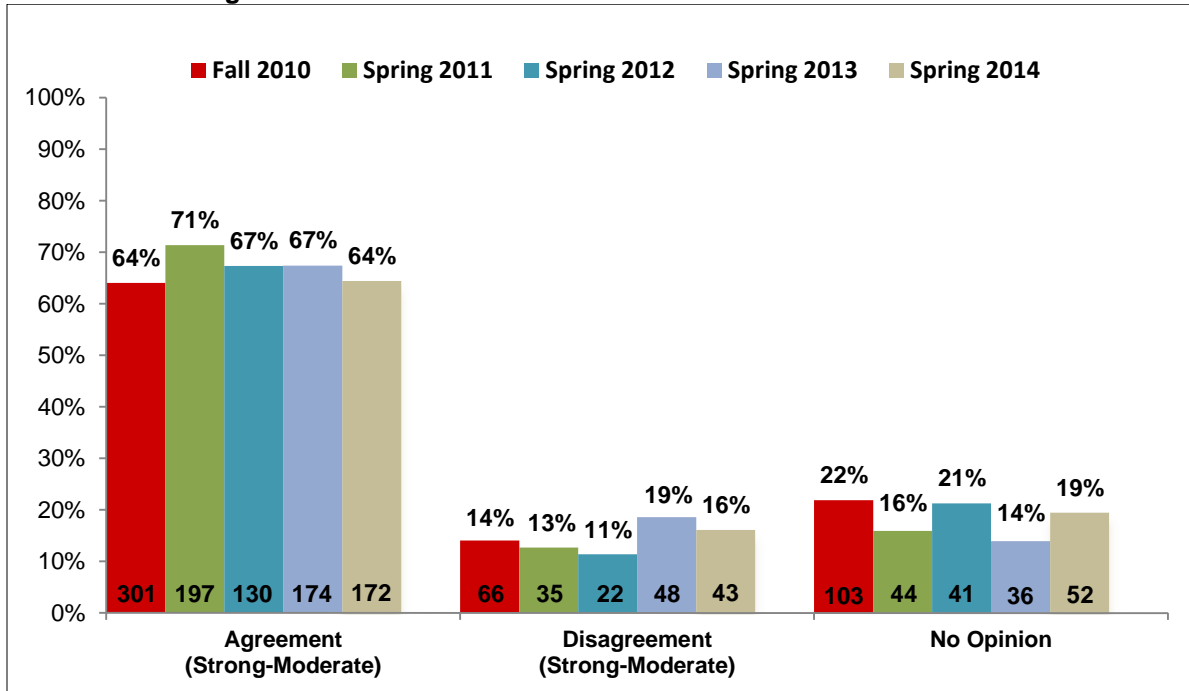
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.15	1.07	80
	FT Faculty	1.91	.96	114
	Classified	2.10	.96	172
	Administrator	2.95	.96	38
	<b>Overall</b>	<b>2.14</b>	<b>1.02</b>	<b>404</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

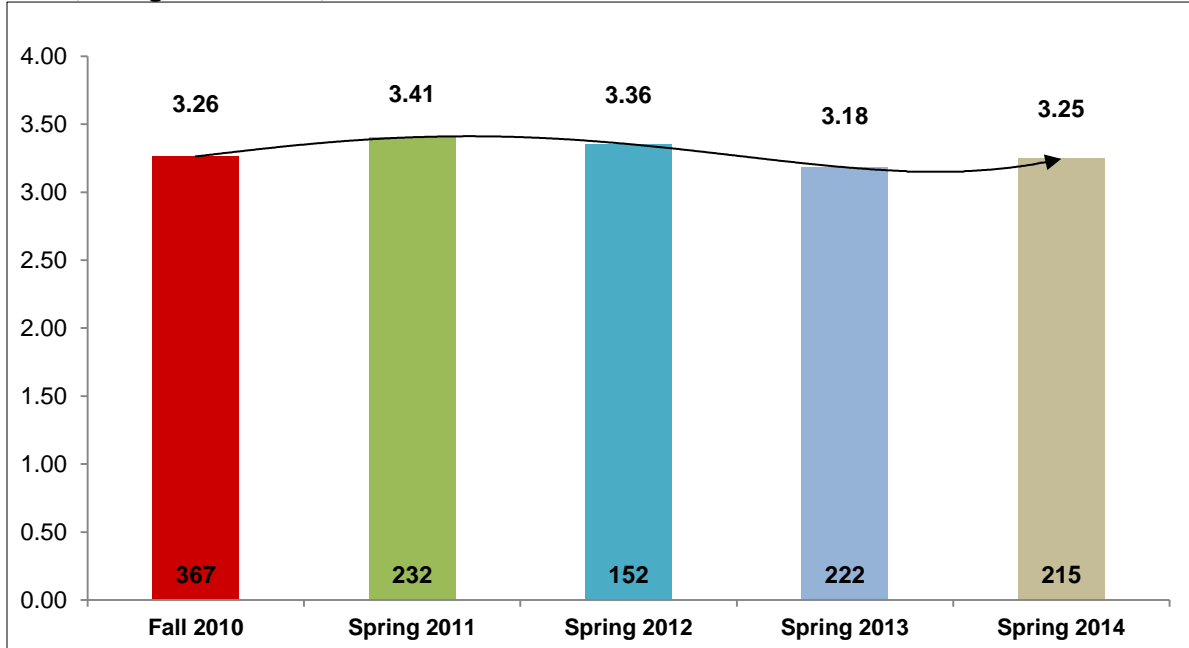
Charts / Data Analysis

## 32. My program/unit spends allocated funds responsibly.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 32. My program/unit spends allocated funds responsibly.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	3.25	215	0.413	0.521
Spring 2013	3.18	222		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.09	1.06	34
	FT Faculty	3.29	.95	70
	Classified	3.17	1.07	80
	Administrator	3.52	.93	31
	<b>Overall</b>	<b>3.25</b>	<b>1.01</b>	<b>215</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.95	1.15	20
	FT Faculty	3.25	.90	52
	Classified	3.06	1.07	65
	Administrator	3.71	.47	17
	Unspecified	3.19	1.03	68
	<b>Overall</b>	<b>3.18</b>	<b>1.00</b>	<b>222</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.87	1.28	30
	FT Faculty	3.50	.86	46
	Classified	3.41	.88	54
	Administrator	3.59	.59	22
	<b>Overall</b>	<b>3.36</b>	<b>.96</b>	<b>152</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.24	1.00	45
	FT Faculty	3.69	.63	78
	Classified	3.08	1.02	77
	Administrator	3.72	.52	32
	<b>Overall</b>	<b>3.41</b>	<b>.89</b>	<b>232</b>

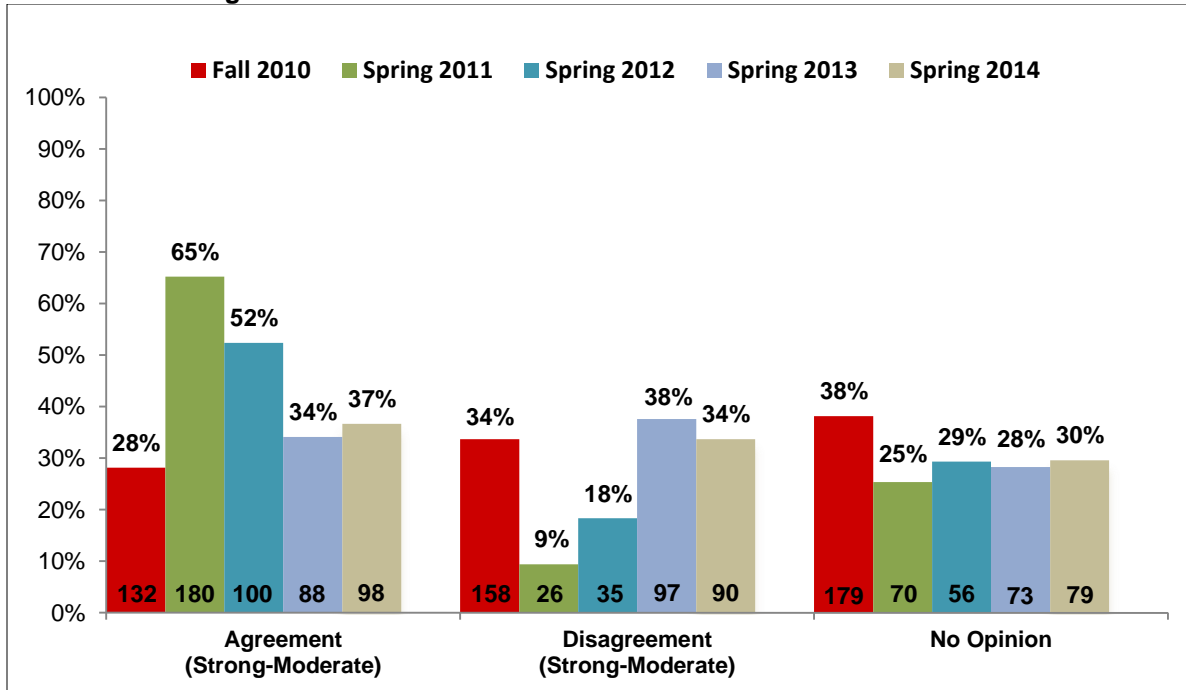
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.16	.92	61
	FT Faculty	3.36	.91	115
	Classified	3.14	1.01	153
	Administrator	3.63	.71	38
	<b>Overall</b>	<b>3.26</b>	<b>.95</b>	<b>367</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

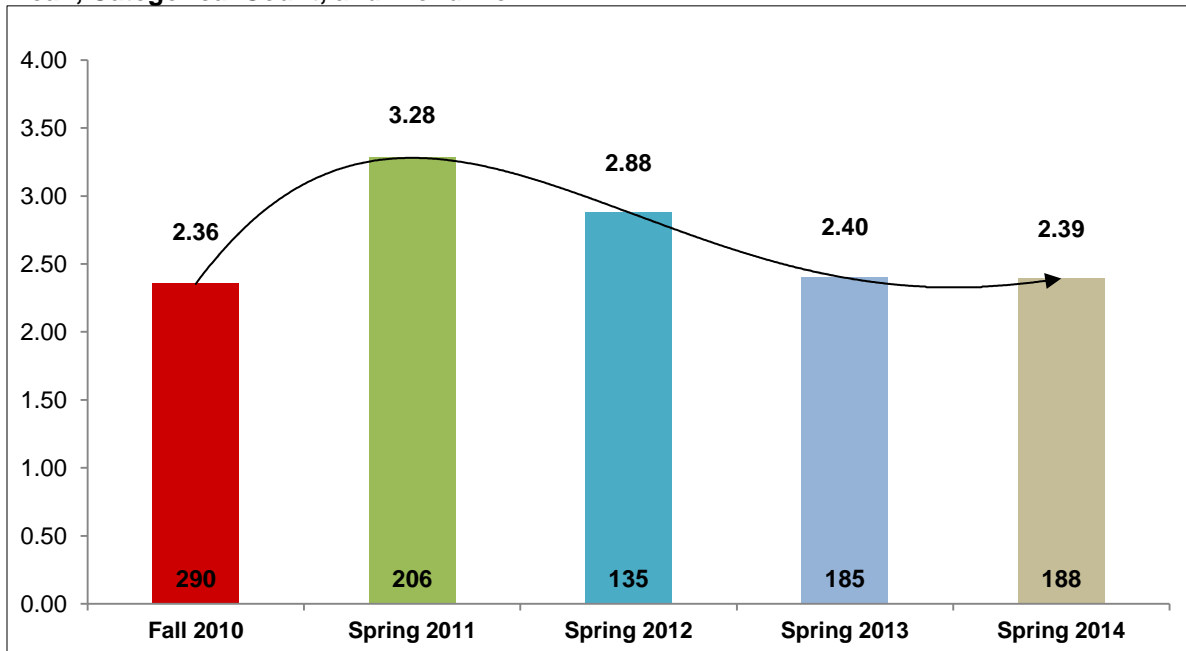
Charts / Data Analysis

### 33. The budget development and budget decision-making process is set up to achieve SWC priorities, as identified in the Strategic Plan.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 33. The budget development and budget decision-making process is set up to achieve SWC priorities, as identified in the Strategic Plan.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.39	188	0.004	0.952
Spring 2013	2.40	185		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.21	1.15	29
	FT Faculty	2.25	.98	63
	Classified	2.46	.97	67
	Administrator	2.72	.75	29
	<b>Overall</b>	<b>2.39</b>	<b>.98</b>	<b>188</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.47	1.12	17
	FT Faculty	2.00	.94	44
	Classified	2.63	1.02	51
	Administrator	2.80	.94	15
	Unspecified	2.38	1.07	58
	<b>Overall</b>	<b>2.40</b>	<b>1.04</b>	<b>185</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.50	1.00	28
	FT Faculty	2.87	.92	39
	Classified	2.94	.97	47
	Administrator	3.29	.56	21
	<b>Overall</b>	<b>2.88</b>	<b>.93</b>	<b>135</b>

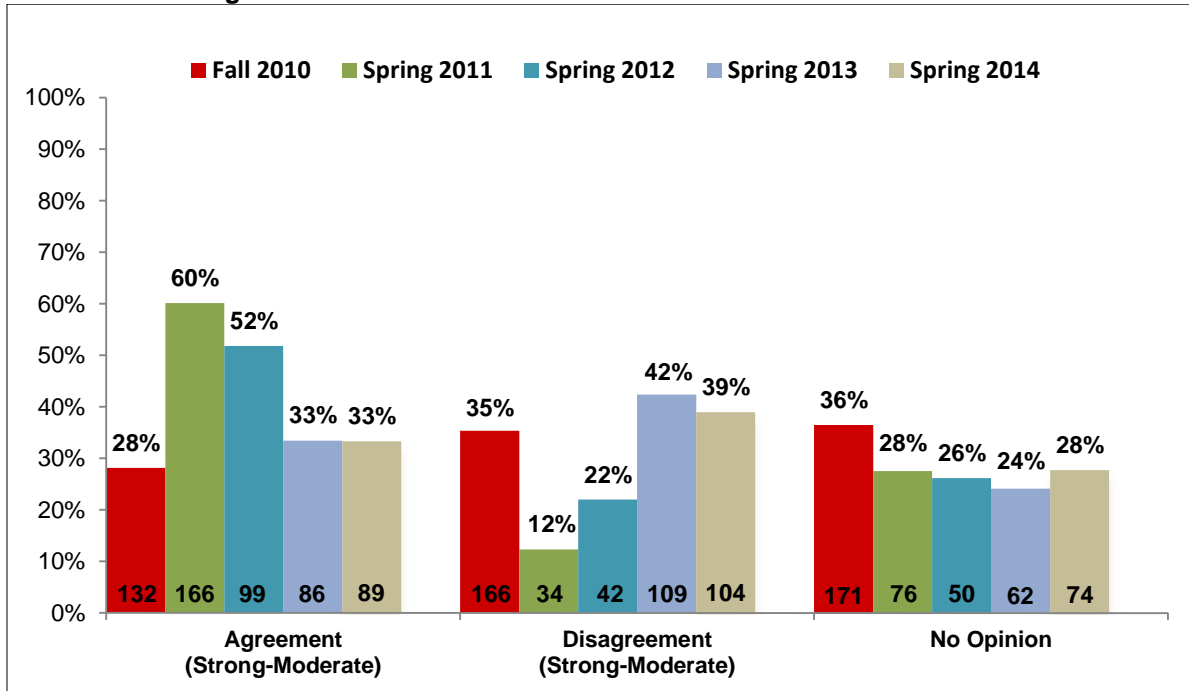
Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.18	.98	38
	FT Faculty	3.30	.74	73
	Classified	3.23	.77	64
	Administrator	3.45	.62	31
	<b>Overall</b>	<b>3.28</b>	<b>.78</b>	<b>206</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.28	1.07	54
	FT Faculty	2.09	.97	92
	Classified	2.45	.96	111
	Administrator	2.91	.84	33
	<b>Overall</b>	<b>2.36</b>	<b>1.00</b>	<b>290</b>

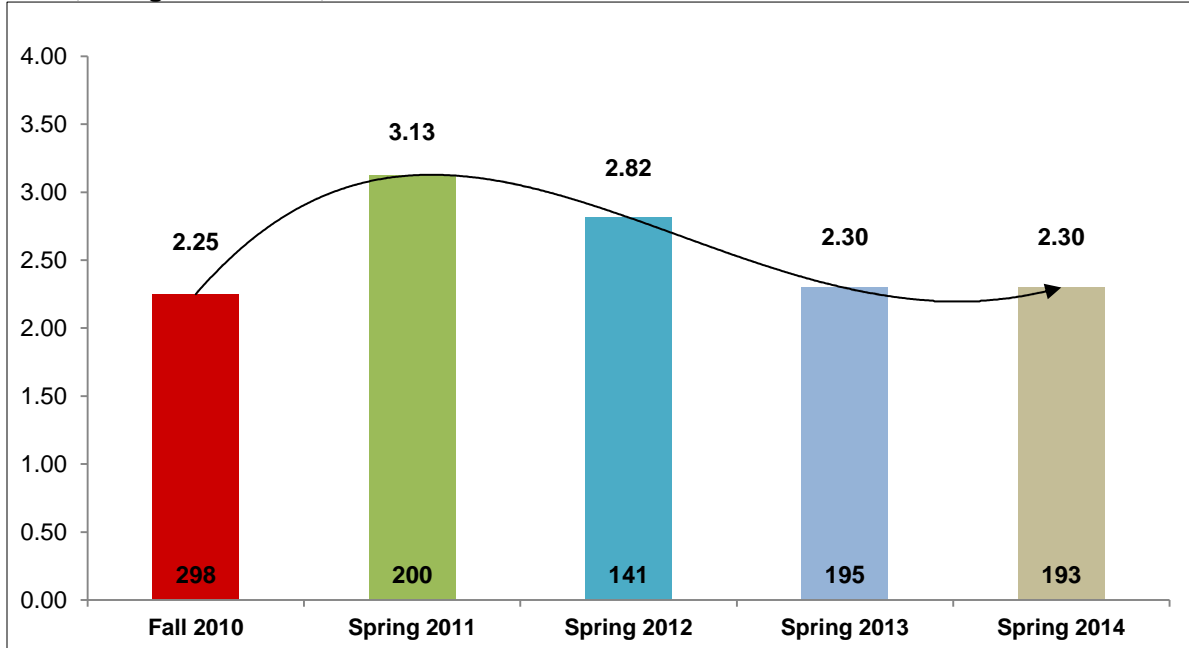
Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

### 34. Strategic priorities drive budget decisions.

Percent and Categorical Count



Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

### 34. Strategic priorities drive budget decisions.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.30	193	0.001	0.976
Spring 2013	2.30	195		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.13	1.07	32
	FT Faculty	2.11	.96	64
	Classified	2.43	1.06	70
	Administrator	2.63	.79	27
	<b>Overall</b>	<b>2.30</b>	<b>1.01</b>	<b>193</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.58	1.07	19
	FT Faculty	1.85	.89	46
	Classified	2.47	1.03	53
	Administrator	2.50	1.03	16
	Unspecified	2.34	1.09	61
	<b>Overall</b>	<b>2.30</b>	<b>1.05</b>	<b>195</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.45	1.09	29
	FT Faculty	2.86	.92	43
	Classified	2.88	.89	48
	Administrator	3.10	.83	21
	<b>Overall</b>	<b>2.82</b>	<b>.95</b>	<b>141</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.00	.96	38
	FT Faculty	3.11	.84	70
	Classified	3.13	.80	62
	Administrator	3.30	.79	30
	<b>Overall</b>	<b>3.13</b>	<b>.84</b>	<b>200</b>

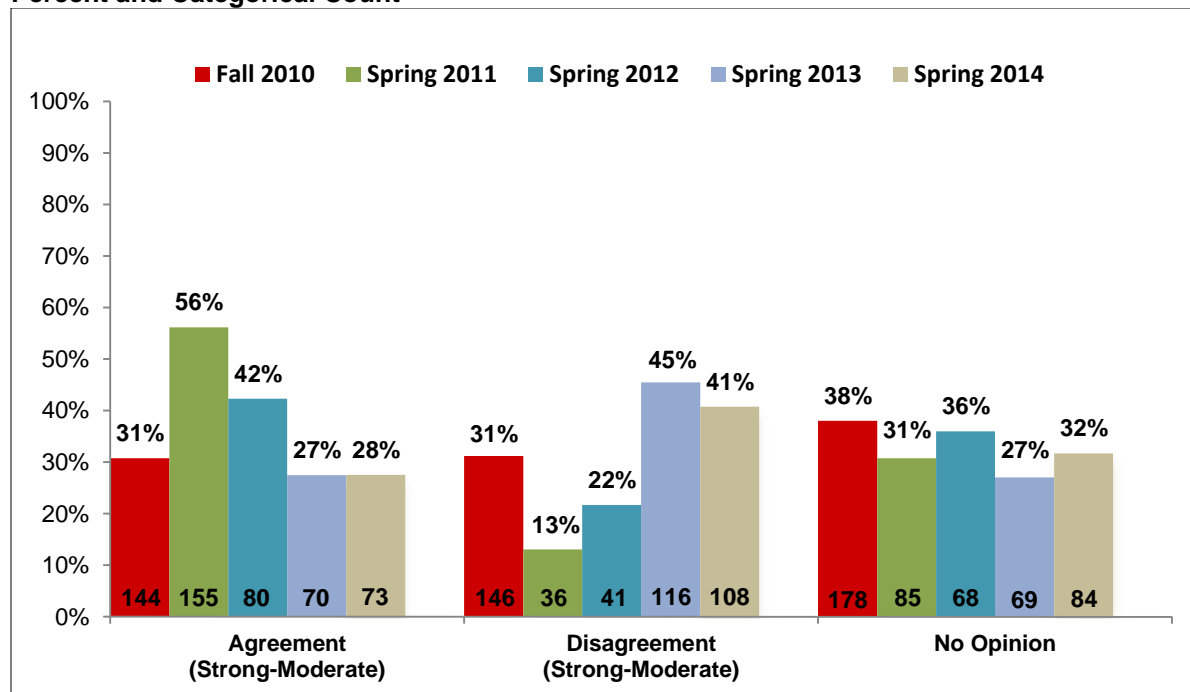
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.19	1.06	57
	FT Faculty	1.91	.96	92
	Classified	2.43	.98	115
	Administrator	2.65	.98	34
	<b>Overall</b>	<b>2.25</b>	<b>1.02</b>	<b>298</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

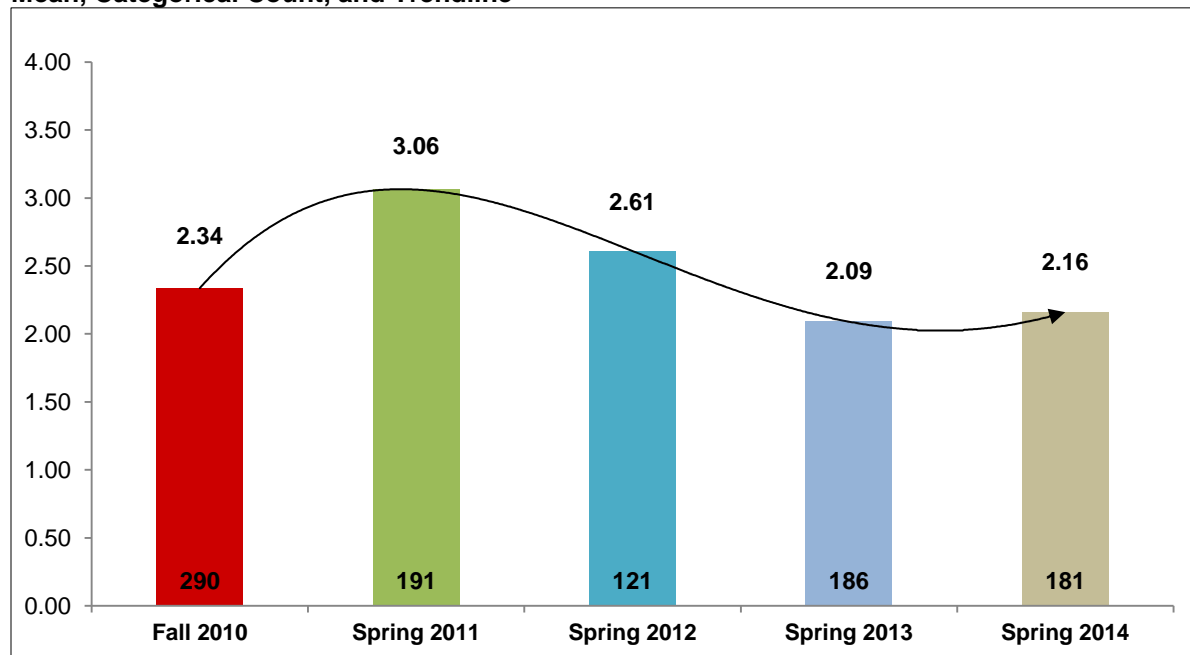
Charts / Data Analysis

### 35a. [College Level (entire college)] Budget allocation is decided fairly and equitably in the following areas:

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 35a. [College Level (entire college)] Budget allocation is decided fairly and equitably in the following areas:

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.16	181	0.438	0.508
Spring 2013	2.09	186		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.87	.94	32
	FT Faculty	1.98	.88	64
	Classified	2.25	1.06	59
	Administrator	2.73	.72	26
	<b>Overall</b>	<b>2.16</b>	<b>.97</b>	<b>181</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.24	1.15	17
	FT Faculty	1.77	.84	43
	Classified	2.25	1.06	52
	Administrator	2.81	.83	16
	Unspecified	1.95	1.02	58
	<b>Overall</b>	<b>2.09</b>	<b>1.02</b>	<b>186</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.38	1.06	26
	FT Faculty	2.60	.95	35
	Classified	2.58	.93	40
	Administrator	3.00	.80	20
	<b>Overall</b>	<b>2.61</b>	<b>.95</b>	<b>121</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.15	.80	40
	FT Faculty	3.08	.82	62
	Classified	2.89	.90	57
	Administrator	3.22	.66	32
	<b>Overall</b>	<b>3.06</b>	<b>.82</b>	<b>191</b>

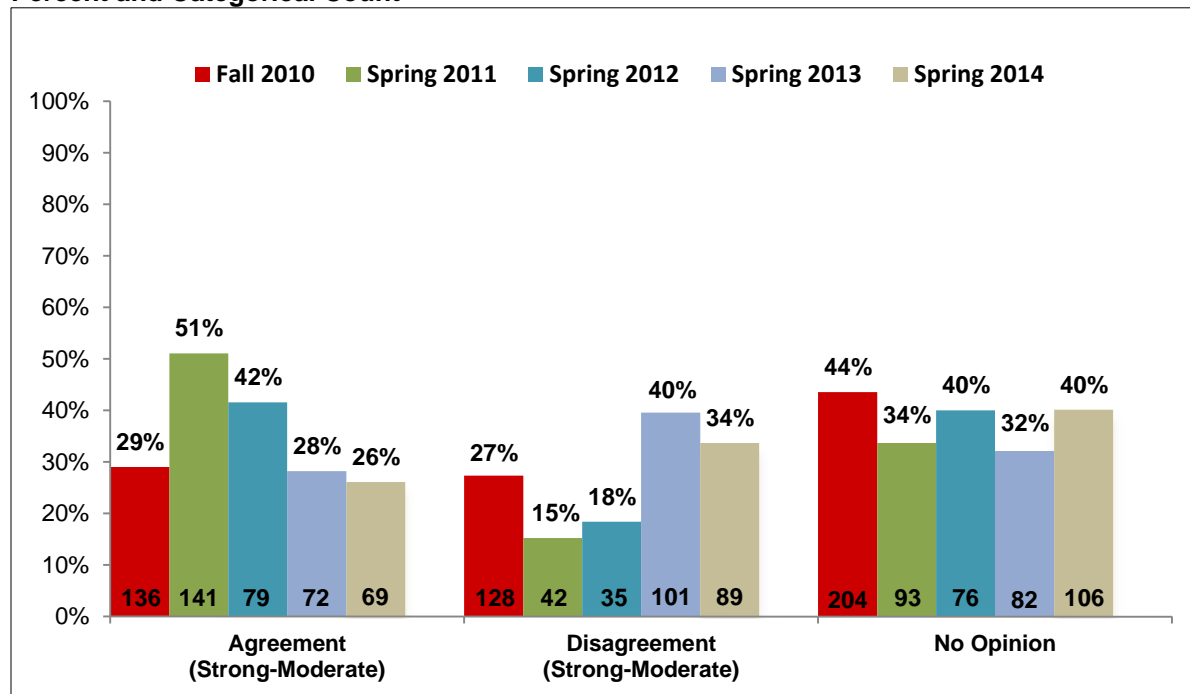
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.20	1.02	51
	FT Faculty	2.02	.96	92
	Classified	2.45	.91	114
	Administrator	3.06	.83	33
	<b>Overall</b>	<b>2.34</b>	<b>.99</b>	<b>290</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

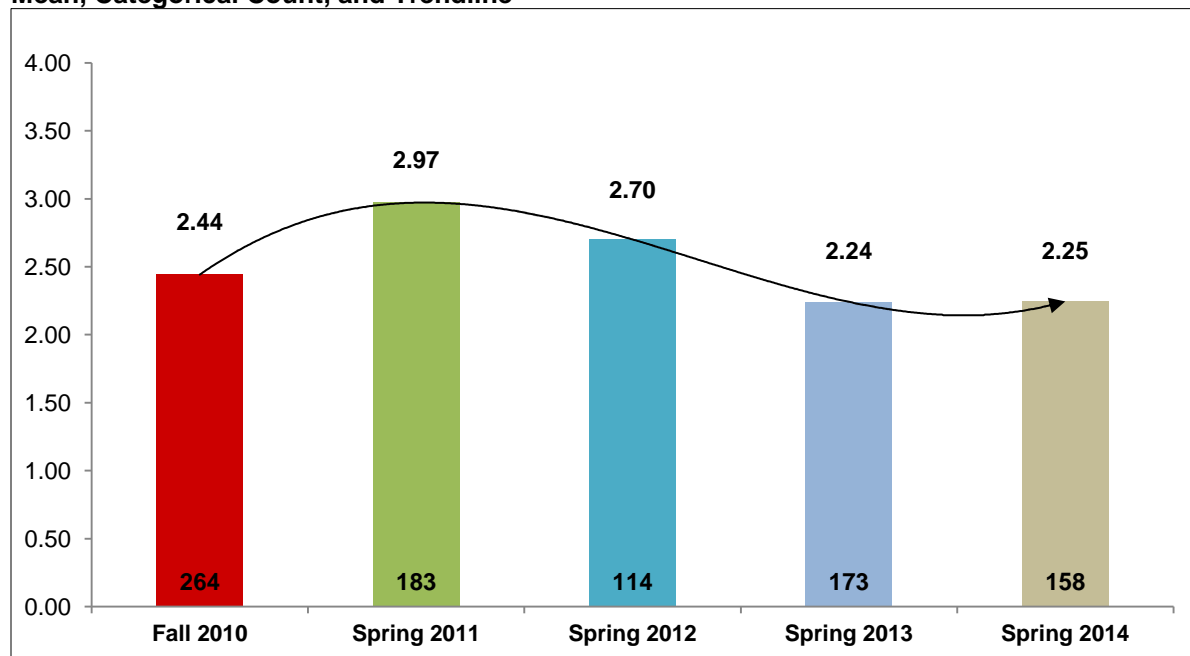
Charts / Data Analysis

**35b. [Division Level (e.g. Academic Affairs, Student Affairs, Human Resources, Business & Financial Affairs)] Budget allocation is decided fairly and equitably in the following areas:**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**35b. [Division Level (e.g. Academic Affairs, Student Affairs, Human Resources, Business & Financial Affairs)] Budget allocation is decided fairly and equitably in the following areas:**

**Test of statistical significance: spring 2013 to spring 2014**

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.25	158	0.001	0.970
Spring 2013	2.24	173		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.00	1.14	24
	FT Faculty	2.14	.86	59
	Classified	2.32	1.02	50
	Administrator	2.60	.82	25
	<b>Overall</b>	<b>2.25</b>	<b>.96</b>	<b>158</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.47	1.01	17
	FT Faculty	1.98	.86	40
	Classified	2.37	1.03	49
	Administrator	2.81	.75	16
	Unspecified	2.08	1.02	51
	<b>Overall</b>	<b>2.24</b>	<b>.99</b>	<b>173</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.45	1.14	22
	FT Faculty	2.76	.86	34
	Classified	2.64	1.04	39
	Administrator	3.00	.75	19
	<b>Overall</b>	<b>2.70</b>	<b>.97</b>	<b>114</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.08	.82	38
	FT Faculty	2.98	.83	58
	Classified	2.82	.81	56
	Administrator	3.10	.75	31
	<b>Overall</b>	<b>2.97</b>	<b>.81</b>	<b>183</b>

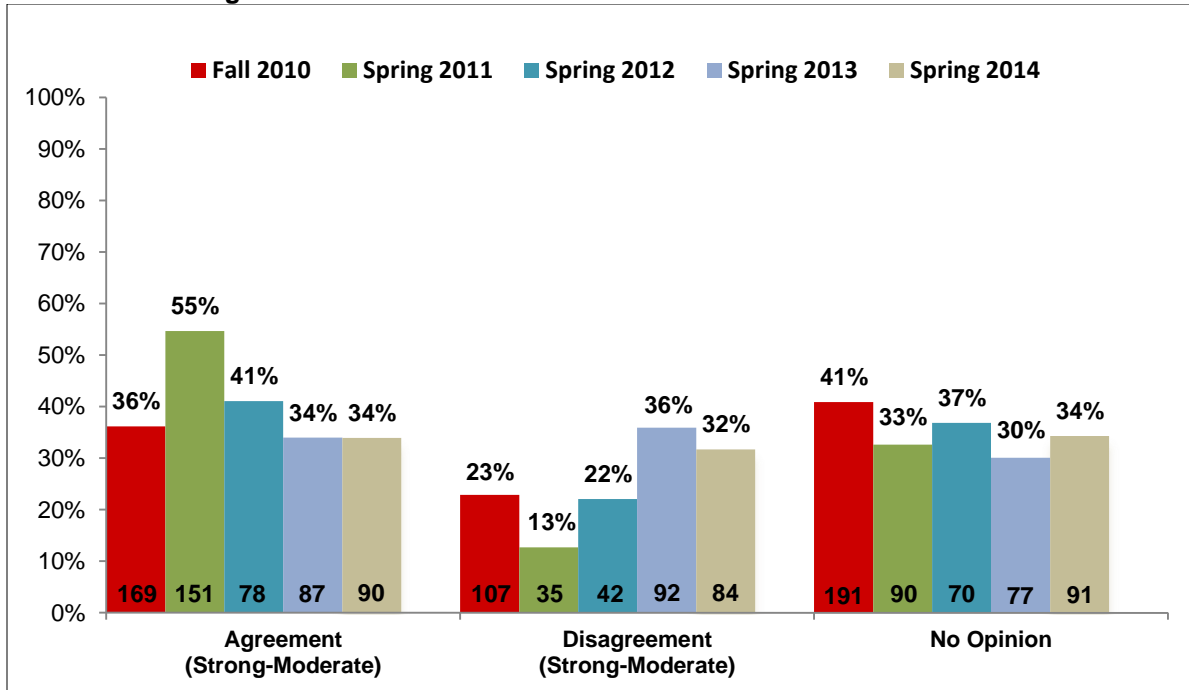
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.36	.89	44
	FT Faculty	2.31	.97	81
	Classified	2.41	.90	107
	Administrator	3.00	.95	32
	<b>Overall</b>	<b>2.44</b>	<b>.95</b>	<b>264</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

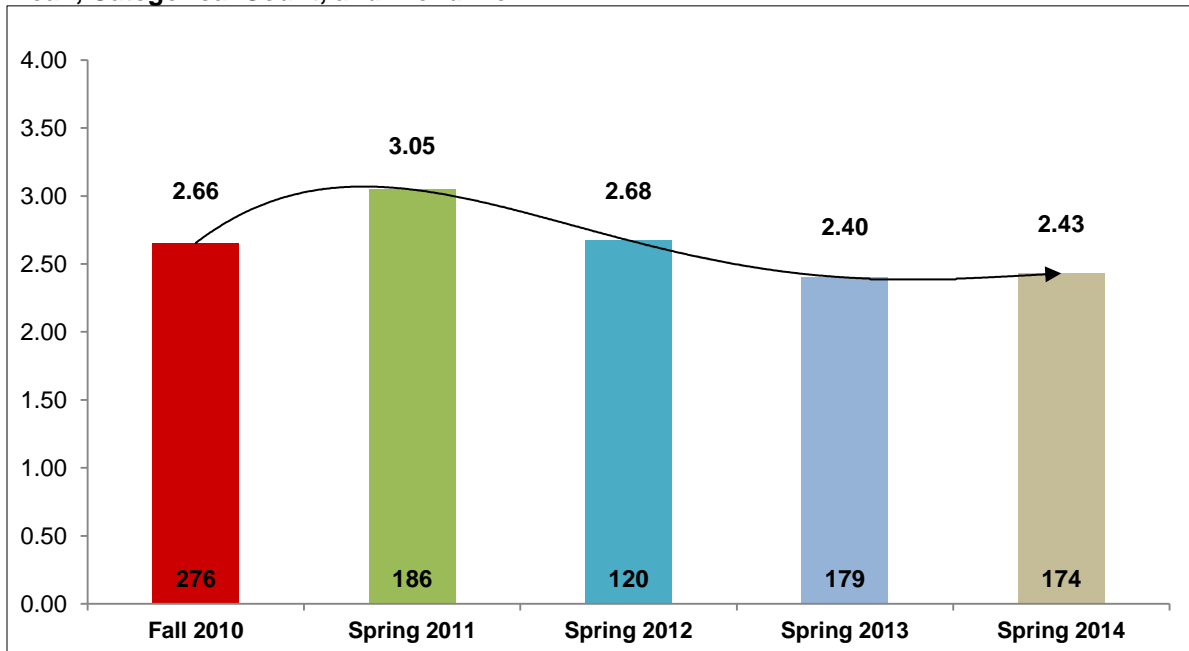
Charts / Data Analysis

### 35c. [School/Center Level] Budget allocation is decided fairly and equitably in the following areas:

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 35c. [School/Center Level] Budget allocation is decided fairly and equitably in the following areas:

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.43	174	0.069	0.793
Spring 2013	2.40	179		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.10	1.05	29
	FT Faculty	2.42	.99	66
	Classified	2.45	1.03	53
	Administrator	2.77	.82	26
	<b>Overall</b>	<b>2.43</b>	<b>1.00</b>	<b>174</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.71	.99	17
	FT Faculty	2.43	1.08	49
	Classified	2.42	1.10	45
	Administrator	2.79	.80	14
	Unspecified	2.17	1.08	54
	<b>Overall</b>	<b>2.40</b>	<b>1.06</b>	<b>179</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.21	1.02	24
	FT Faculty	2.84	.99	37
	Classified	2.60	1.06	40
	Administrator	3.11	.81	19
	<b>Overall</b>	<b>2.68</b>	<b>1.02</b>	<b>120</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.15	.85	41
	FT Faculty	3.09	.81	65
	Classified	2.84	.86	51
	Administrator	3.17	.76	29
	<b>Overall</b>	<b>3.05</b>	<b>.83</b>	<b>186</b>

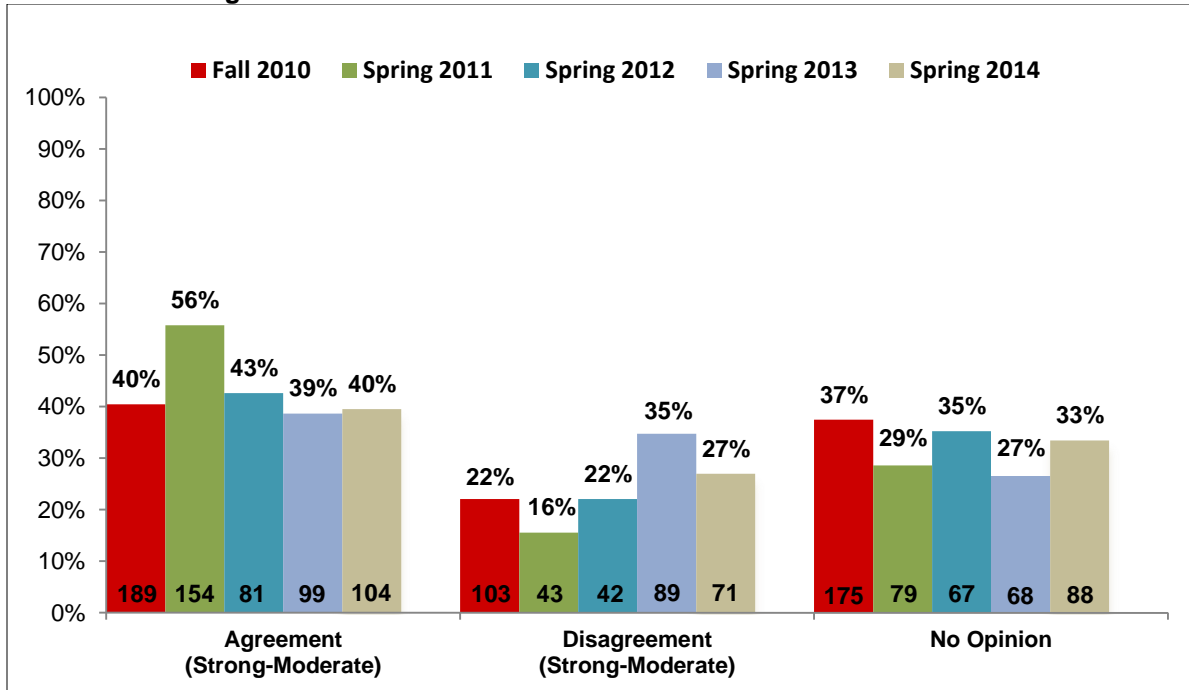
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.57	.96	46
	FT Faculty	2.72	.93	92
	Classified	2.52	.97	107
	Administrator	3.06	.81	31
	<b>Overall</b>	<b>2.66</b>	<b>.95</b>	<b>276</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

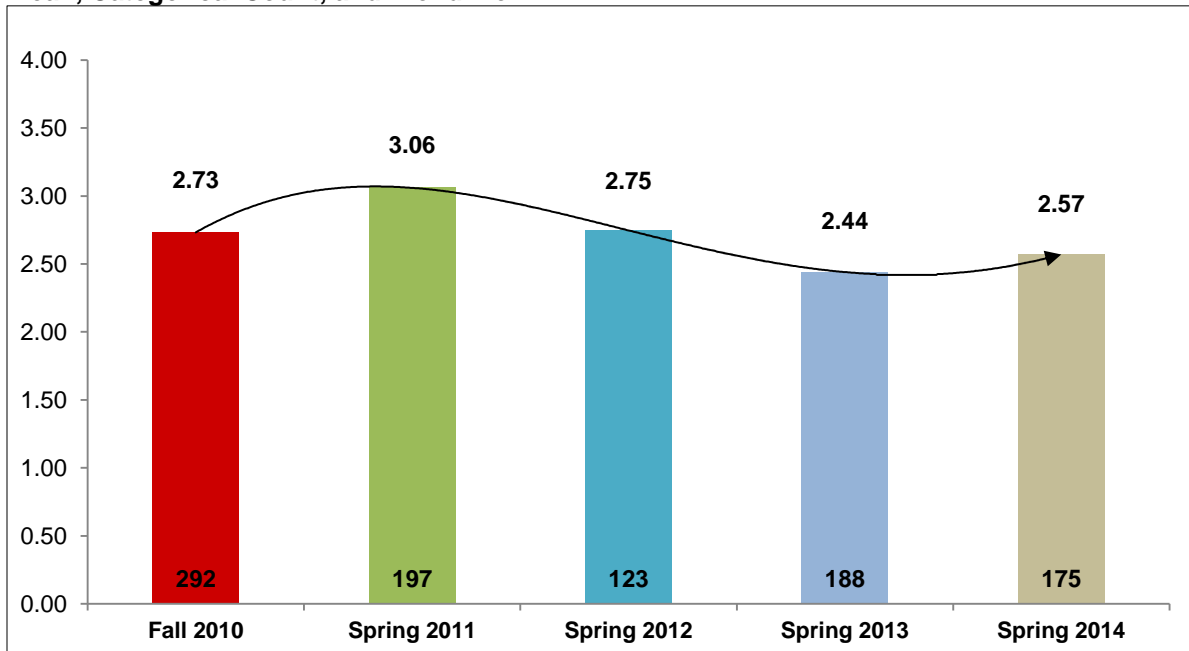
Charts / Data Analysis

### 35d. [Department Level] Budget allocation is decided fairly and equitably in the following areas:

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

### 35d. [Department Level] Budget allocation is decided fairly and equitably in the following areas:

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.57	175	1.377	0.241
Spring 2013	2.44	188		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.46	1.10	26
	FT Faculty	2.64	.99	66
	Classified	2.46	1.10	57
	Administrator	2.77	.86	26
	<b>Overall</b>	<b>2.57</b>	<b>1.03</b>	<b>175</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.78	.94	18
	FT Faculty	2.51	1.17	49
	Classified	2.37	1.09	49
	Administrator	2.67	.90	15
	Unspecified	2.28	1.06	57
	<b>Overall</b>	<b>2.44</b>	<b>1.08</b>	<b>188</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.50	1.07	28
	FT Faculty	2.84	1.07	37
	Classified	2.75	1.03	40
	Administrator	2.94	.87	18
	<b>Overall</b>	<b>2.75</b>	<b>1.03</b>	<b>123</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.14	.93	44
	FT Faculty	3.29	.82	66
	Classified	2.68	.94	56
	Administrator	3.16	.64	31
	<b>Overall</b>	<b>3.06</b>	<b>.88</b>	<b>197</b>

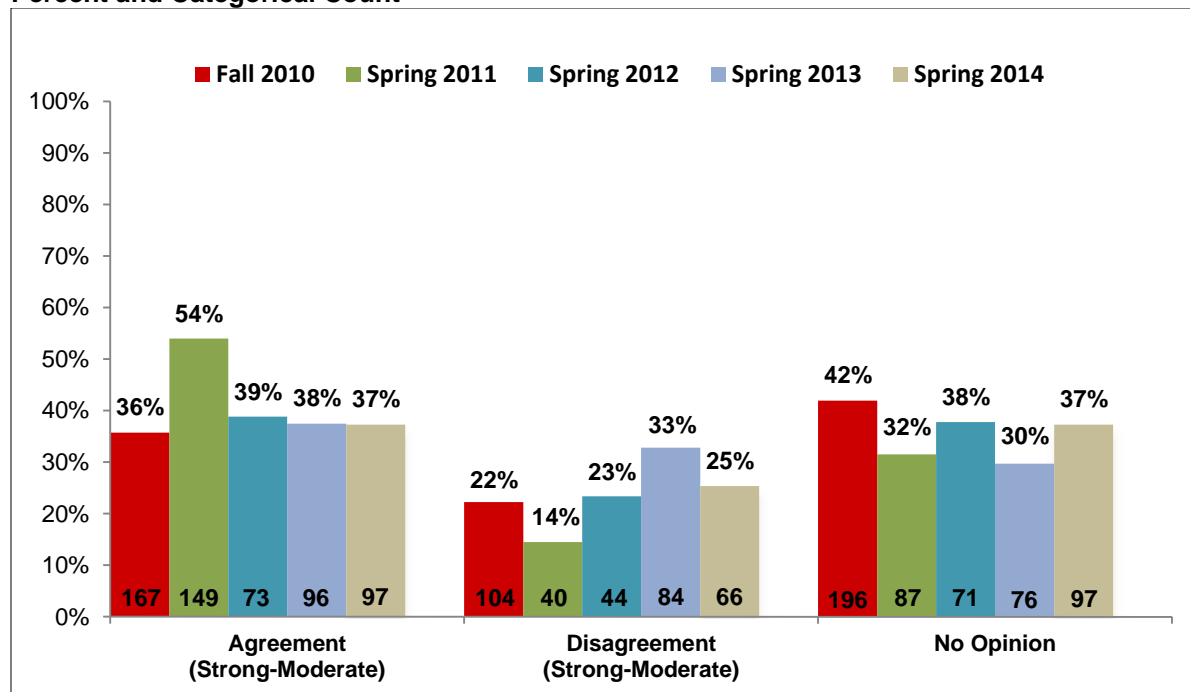
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.86	.94	49
	FT Faculty	2.87	.97	98
	Classified	2.49	.99	115
	Administrator	3.03	1.00	30
	<b>Overall</b>	<b>2.73</b>	<b>.99</b>	<b>292</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

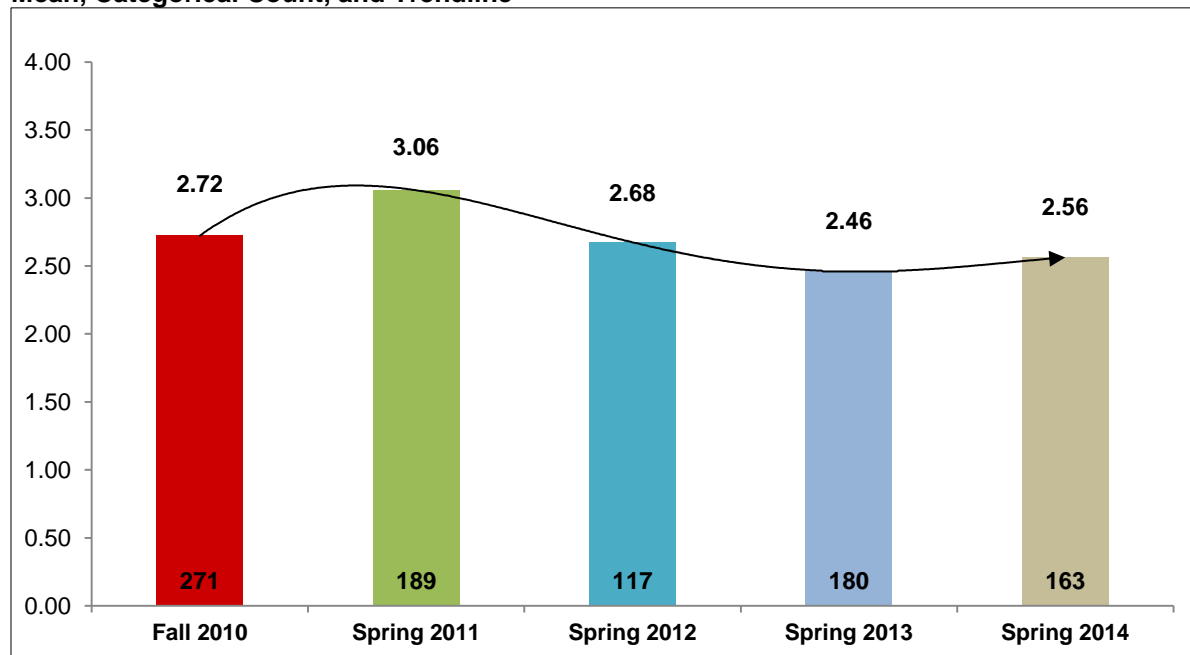
Charts / Data Analysis

### 35e. [Program Level] Budget allocation is decided fairly and equitably in the following areas:

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 35e. [Program Level] Budget allocation is decided fairly and equitably in the following areas:

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.56	163	0.792	0.374
Spring 2013	2.46	180		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.48	1.12	27
	FT Faculty	2.59	1.08	64
	Classified	2.45	1.08	47
	Administrator	2.80	.91	25
	<b>Overall</b>	<b>2.56</b>	<b>1.06</b>	<b>163</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.82	.95	17
	FT Faculty	2.56	1.18	48
	Classified	2.41	1.13	44
	Administrator	2.53	.83	15
	Unspecified	2.29	1.06	56
	<b>Overall</b>	<b>2.46</b>	<b>1.09</b>	<b>180</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.27	1.12	26
	FT Faculty	2.92	1.02	38
	Classified	2.53	1.05	34
	Administrator	3.00	.88	19
	<b>Overall</b>	<b>2.68</b>	<b>1.06</b>	<b>117</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.05	1.05	41
	FT Faculty	3.27	.83	67
	Classified	2.63	.93	49
	Administrator	3.28	.68	32
	<b>Overall</b>	<b>3.06</b>	<b>.92</b>	<b>189</b>

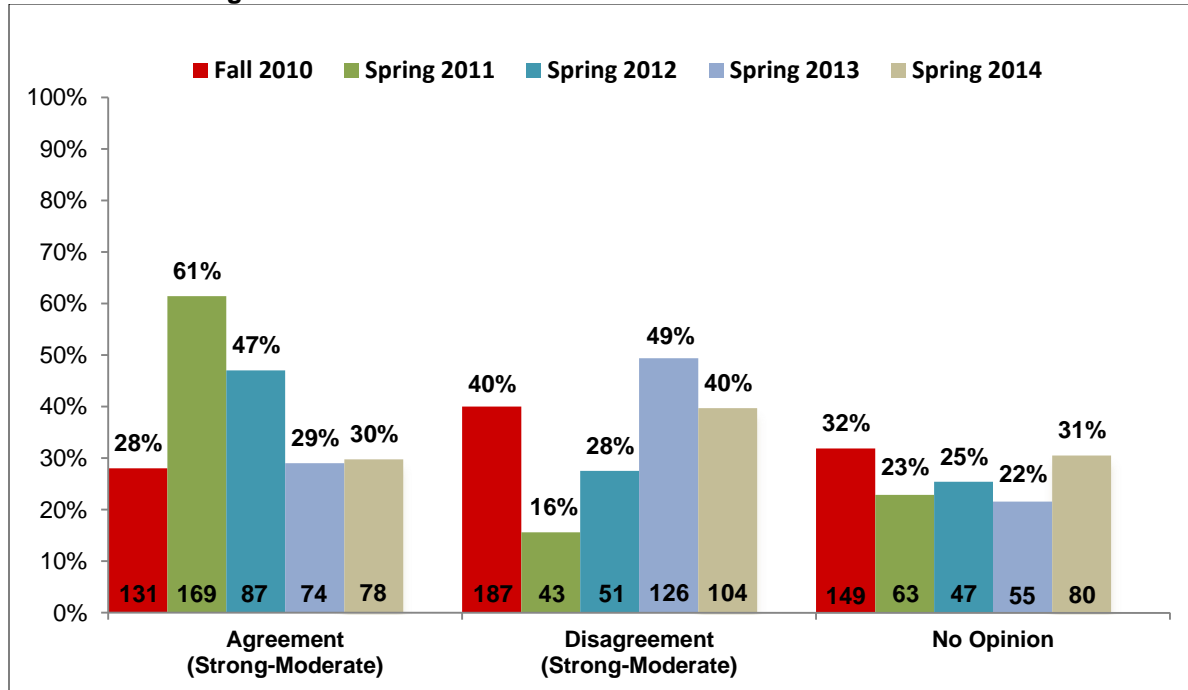
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.84	.95	45
	FT Faculty	2.79	1.01	95
	Classified	2.53	1.00	104
	Administrator	3.04	1.06	27
	<b>Overall</b>	<b>2.72</b>	<b>1.01</b>	<b>271</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

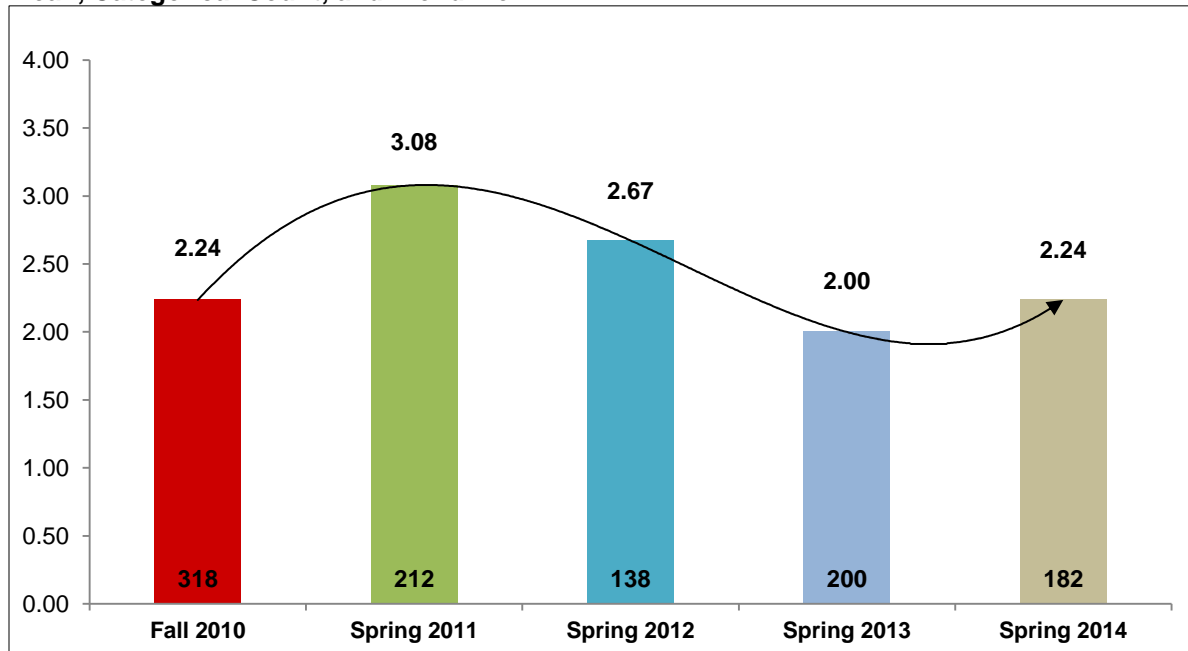
Charts / Data Analysis

### 36. Accurate and complete information about the SWC budget is accessible and/or provided on request in a timely manner.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 36. Accurate and complete information about the SWC budget is accessible and/or provided on request in a timely manner.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.24	182	4.780	0.029
Spring 2013	2.00	200		

Shaded green area indicates statistical significance at the 0.05 level ( $P < 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.19	1.14	31
	FT Faculty	2.06	1.09	63
	Classified	2.27	.96	62
	Administrator	2.62	.90	26
	<b>Overall</b>	<b>2.24</b>	<b>1.04</b>	<b>182</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.19	1.17	16
	FT Faculty	1.64	.94	47
	Classified	2.17	1.10	59
	Administrator	2.67	.82	15
	Unspecified	1.90	1.07	63
	<b>Overall</b>	<b>2.00</b>	<b>1.07</b>	<b>200</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.51	.95	35
	FT Faculty	2.66	1.00	35
	Classified	2.68	.86	47
	Administrator	2.95	.81	21
	<b>Overall</b>	<b>2.67</b>	<b>.91</b>	<b>138</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.17	.97	46
	FT Faculty	3.09	.88	65
	Classified	3.00	.87	70
	Administrator	3.10	.83	31
	<b>Overall</b>	<b>3.08</b>	<b>.89</b>	<b>212</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.38	.97	63
	FT Faculty	1.80	.88	94
	Classified	2.31	.98	127
	Administrator	2.88	1.04	34
	<b>Overall</b>	<b>2.24</b>	<b>1.01</b>	<b>318</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

### **Question Group XI: The Governing Board has established itself as a policy-making body.**

Group XI questions (Q37-Q38) relate to WASC Standard IV.B. These questions focus on the responsibilities of the governing board and chief administrator related to institutional effectiveness.

<b>Survey Items Belonging to Question Group XI</b>	
<b>Q37</b>	The Governing Board establishes itself as a policy-making body, delegates operational authority to the Superintendent/President, clarifies management roles, and supports the authority of the management in the administration of the College.
<b>Q38</b>	The Governing Board and Superintendent/President are aware of and demonstrate support for faculty, classified staff, students, and administration in the shared planning and decision-making.

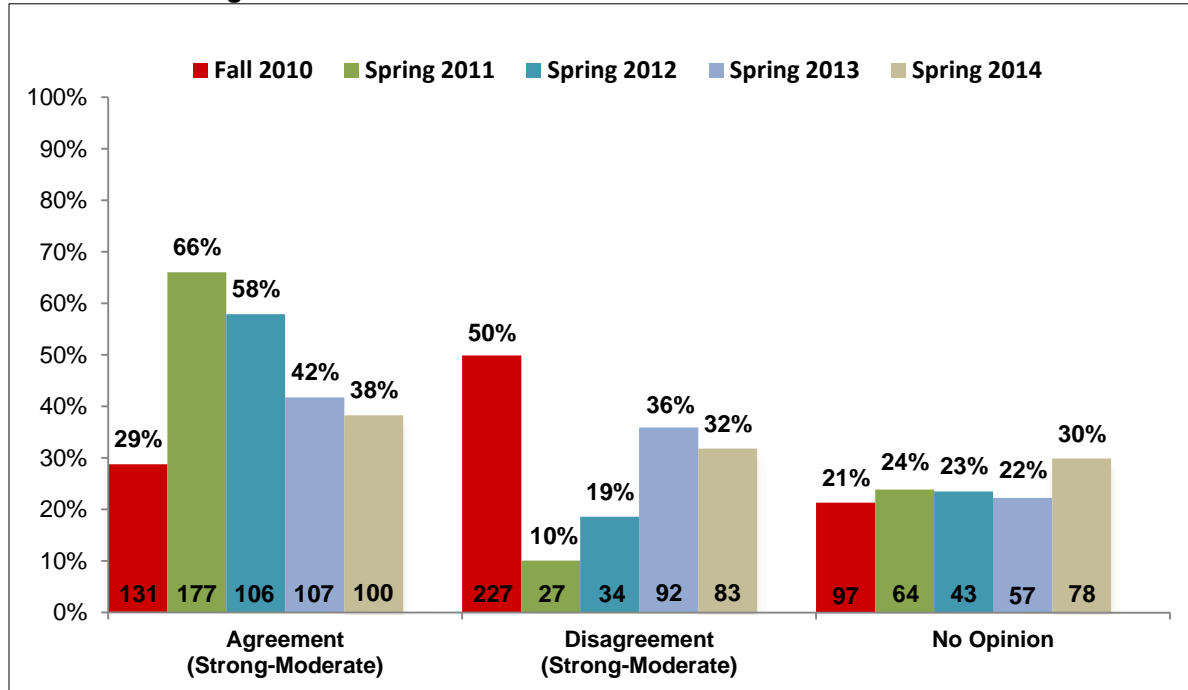
Notable findings for the current survey administration period:

- No statistically significant changes occurred in respondent agreement from spring 2013 to spring 2014 in either of the items in this question group.
- Fewer than half (38%) of respondents agree with the statement that the “Governing Board establishes itself as a policy-making body, delegates operational authority to the Superintendent/President, clarifies management roles, and supports the authority of the management in the administration of the College” (Q37).
- Less than one-third (32%) of respondent agree with the statement that the “Governing Board and Superintendent/President are aware of and demonstrate support for faculty, classified staff, students, and administration in the shared planning and decision-making” (Q38).

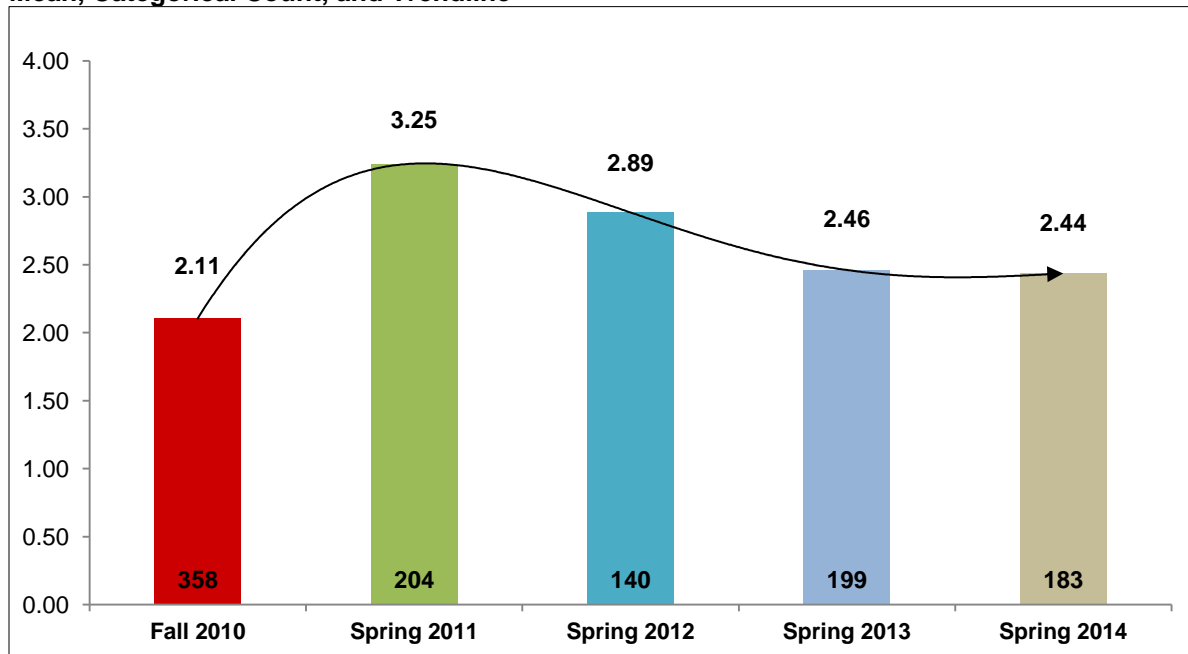
Charts / Data Analysis

### 37. The Governing Board establishes itself as a policy-making body, delegates operational authority to the Superintendent/President, clarifies management roles, and supports the authority of the management in the administration of the College.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**37. The Governing Board establishes itself as a policy-making body, delegates operational authority to the Superintendent/President, clarifies management roles, and supports the authority of the management in the administration of the College.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.44	183	0.060	0.807
Spring 2013	2.46	199		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.47	1.11	30
	FT Faculty	2.52	.91	61
	Classified	2.45	1.01	64
	Administrator	2.18	1.06	28
	<b>Overall</b>	<b>2.44</b>	<b>1.00</b>	<b>183</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.88	1.02	16
	FT Faculty	2.51	.94	49
	Classified	2.35	1.04	57
	Administrator	2.63	1.15	16
	Unspecified	2.38	1.00	61
	<b>Overall</b>	<b>2.46</b>	<b>1.01</b>	<b>199</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.74	1.03	31
	FT Faculty	3.07	.87	42
	Classified	2.81	.85	47
	Administrator	2.90	1.12	20
	<b>Overall</b>	<b>2.89</b>	<b>.94</b>	<b>140</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.16	.72	38
	FT Faculty	3.42	.75	64
	Classified	3.27	.65	71
	Administrator	2.94	.85	31
	<b>Overall</b>	<b>3.25</b>	<b>.74</b>	<b>204</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.18	1.06	62
	FT Faculty	1.90	1.16	105
	Classified	2.14	1.09	157
	Administrator	2.47	1.05	34
	<b>Overall</b>	<b>2.11</b>	<b>1.11</b>	<b>358</b>

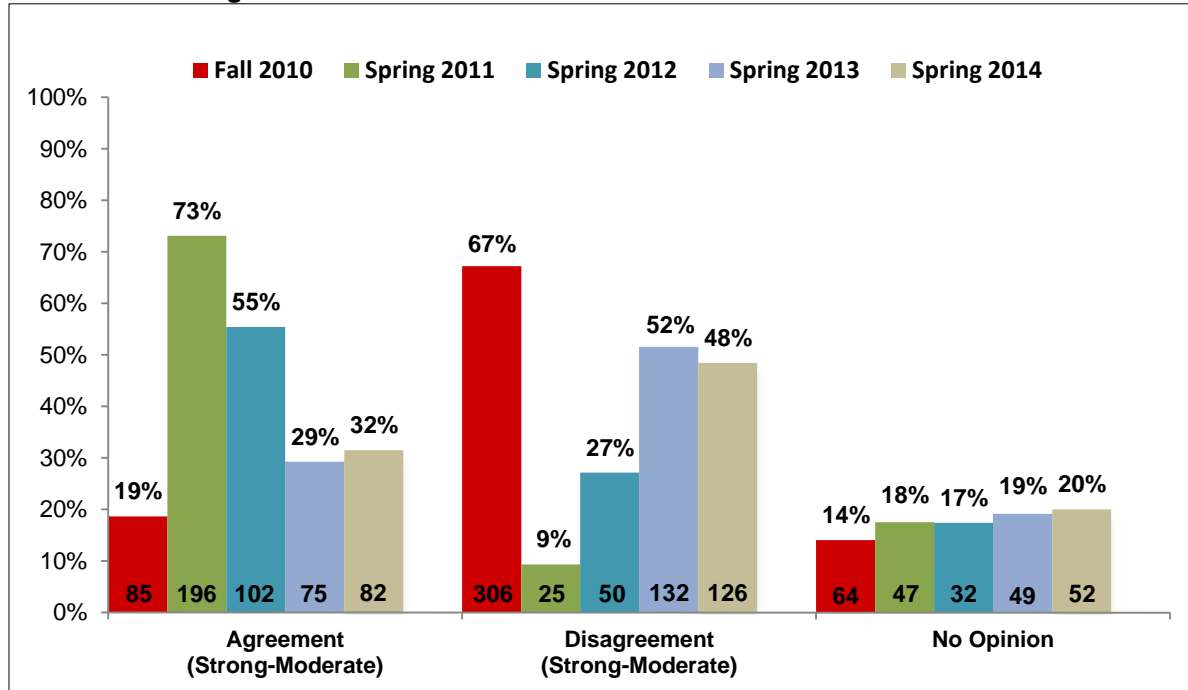
Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.



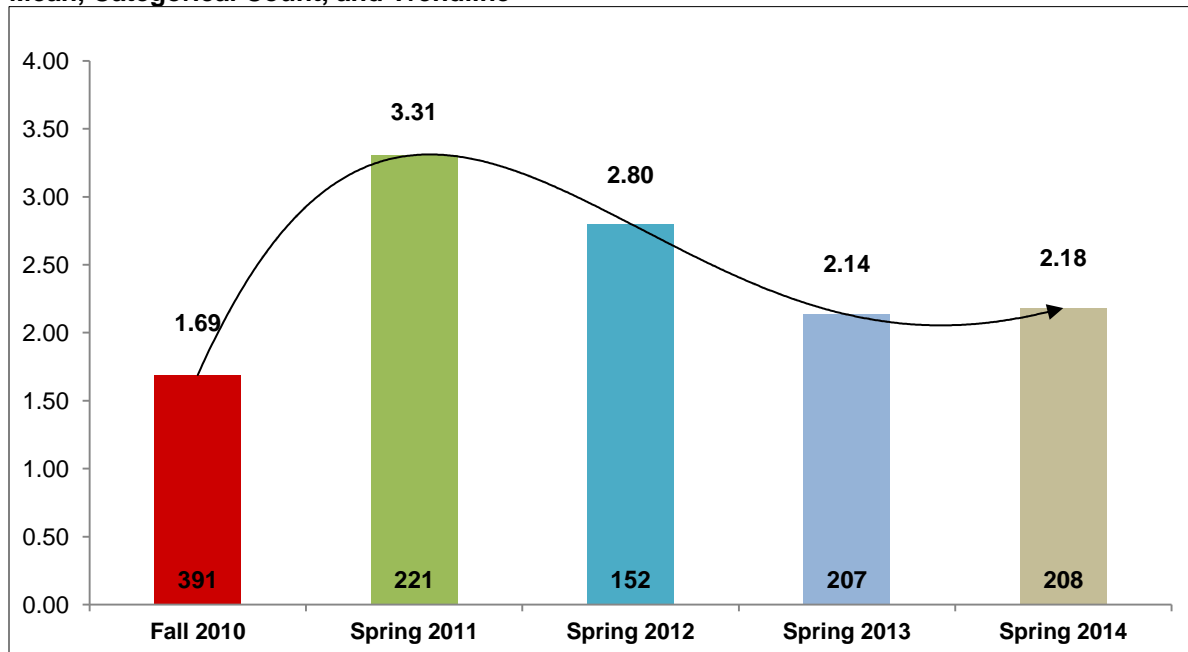
Charts / Data Analysis

### 38. The Governing Board and Superintendent/President are aware of and demonstrate support for faculty, classified staff, students, and administration in the shared planning and decision-making.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 38. The Governing Board and Superintendent/President are aware of and demonstrate support for faculty, classified staff, students, and administration in the shared planning and decision-making.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.18	208	0.238	0.626
Spring 2013	2.14	207		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.95	1.20	41
	FT Faculty	1.99	.93	67
	Classified	2.36	.89	69
	Administrator	2.52	.89	31
	<b>Overall</b>	<b>2.18</b>	<b>.99</b>	<b>208</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.19	.98	21
	FT Faculty	1.86	.84	49
	Classified	2.19	1.06	59
	Administrator	3.00	.82	16
	Unspecified	2.06	.97	62
	<b>Overall</b>	<b>2.14</b>	<b>.99</b>	<b>207</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.32	1.09	34
	FT Faculty	2.89	.90	46
	Classified	2.88	.87	50
	Administrator	3.18	.73	22
	<b>Overall</b>	<b>2.80</b>	<b>.95</b>	<b>152</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.93	.89	40
	FT Faculty	3.45	.82	71
	Classified	3.36	.74	78
	Administrator	3.34	.75	32
	<b>Overall</b>	<b>3.31</b>	<b>.81</b>	<b>221</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.69	.90	71
	FT Faculty	1.45	.90	116
	Classified	1.70	.91	172
	Administrator	2.50	1.11	32
	<b>Overall</b>	<b>1.69</b>	<b>.96</b>	<b>391</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

**Question Group XII: The Governing Board has implemented a consistent self-evaluation process in which input from the College community is solicited and the self-evaluation results are posted on SWC's website and in SWC's public folder.**

Group XII questions (Q39-Q41) relate to WASC Standard IV.B. These questions focus on the responsibilities of the governing board and chief administrator concerning institutional effectiveness.

Survey Items Belonging to Question Group XII	
<b>Q39</b>	The Governing Board utilizes a consistent and transparent self-evaluation process in which input from the College community is solicited and the results are accessible and communicated to the college community.
<b>Q40</b>	An opportunity was given for constituents to provide input as part of the Governing Board self-evaluation process.
<b>Q41</b>	I am aware of the results of the Governing Board self-evaluation that are posted on the SWC website and in the Outlook public folder.

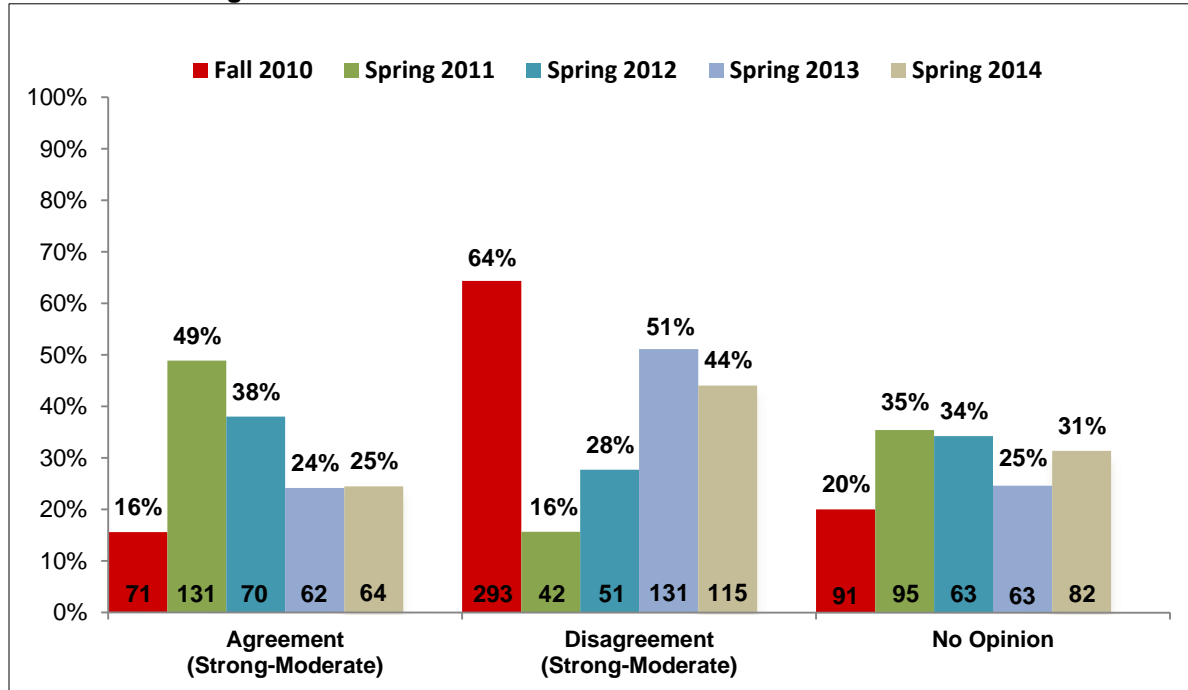
Notable findings for the current survey administration period:

- There were no statistically significant changes in mean scores from spring 2013 to spring 2014 for the following items: “The Governing Board utilizes a consistent and transparent self-evaluation process in which input from the College community is solicited and the results are accessible and communicated to the college community” (Q39), and “An opportunity was given for constituents to provide input as part of the Governing Board self-evaluation process” (Q40).
- Forty-eight percent (48%) of 2014 respondents disagreed with Q41, “I am aware of the results of the Governing Board self-evaluation that are posted on the SWC website and in the Outlook public folder.”

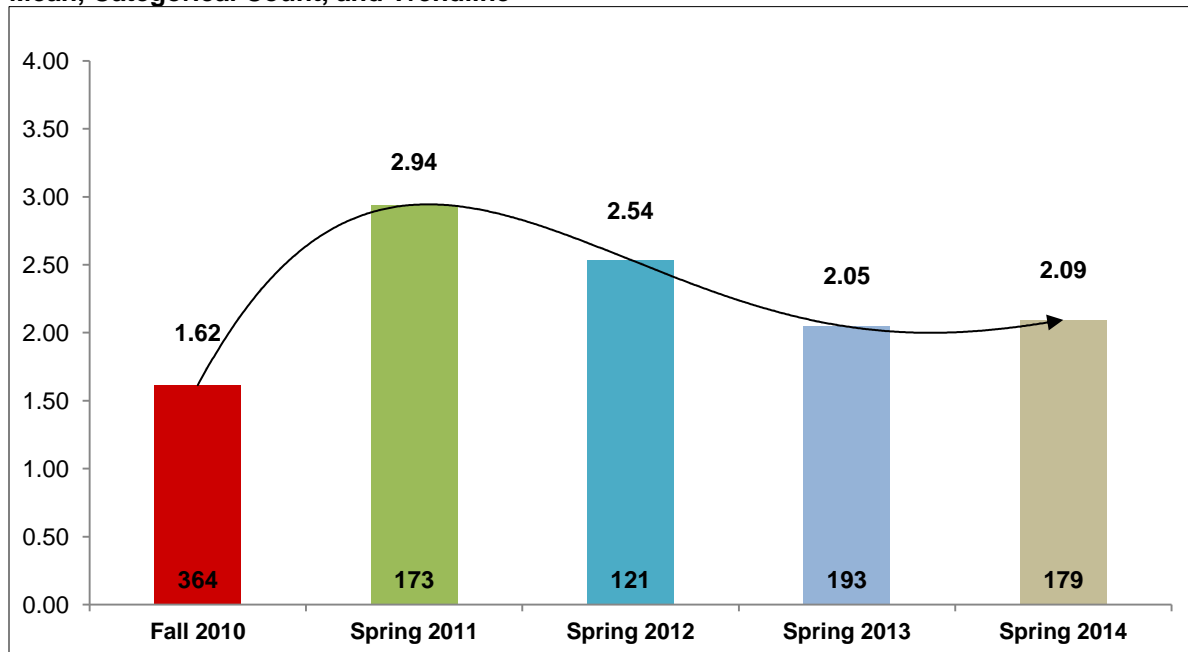
Charts / Data Analysis

### 39. The Governing Board utilizes a consistent and transparent self-evaluation process in which input from the College community is solicited and the results are accessible and communicated to the college community.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**39. The Governing Board utilizes a consistent and transparent self-evaluation process in which input from the College community is solicited and the results are accessible and communicated to the college community.**

**Test of statistical significance: spring 2013 to spring 2014**

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.09	179	0.216	0.642
Spring 2013	2.05	193		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.94	1.10	34
	FT Faculty	2.05	.96	56
	Classified	2.11	.96	62
	Administrator	2.33	1.11	27
	<b>Overall</b>	<b>2.09</b>	<b>1.01</b>	<b>179</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.16	1.01	19
	FT Faculty	2.09	.93	47
	Classified	1.94	1.06	53
	Administrator	2.64	1.01	14
	Unspecified	1.93	.95	60
	<b>Overall</b>	<b>2.05</b>	<b>1.00</b>	<b>193</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.42	1.14	26
	FT Faculty	2.50	1.01	38
	Classified	2.57	1.14	37
	Administrator	2.70	.87	20
	<b>Overall</b>	<b>2.54</b>	<b>1.05</b>	<b>121</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.89	.94	37
	FT Faculty	3.02	1.07	53
	Classified	3.03	.83	59
	Administrator	2.63	1.10	24
	<b>Overall</b>	<b>2.94</b>	<b>.97</b>	<b>173</b>

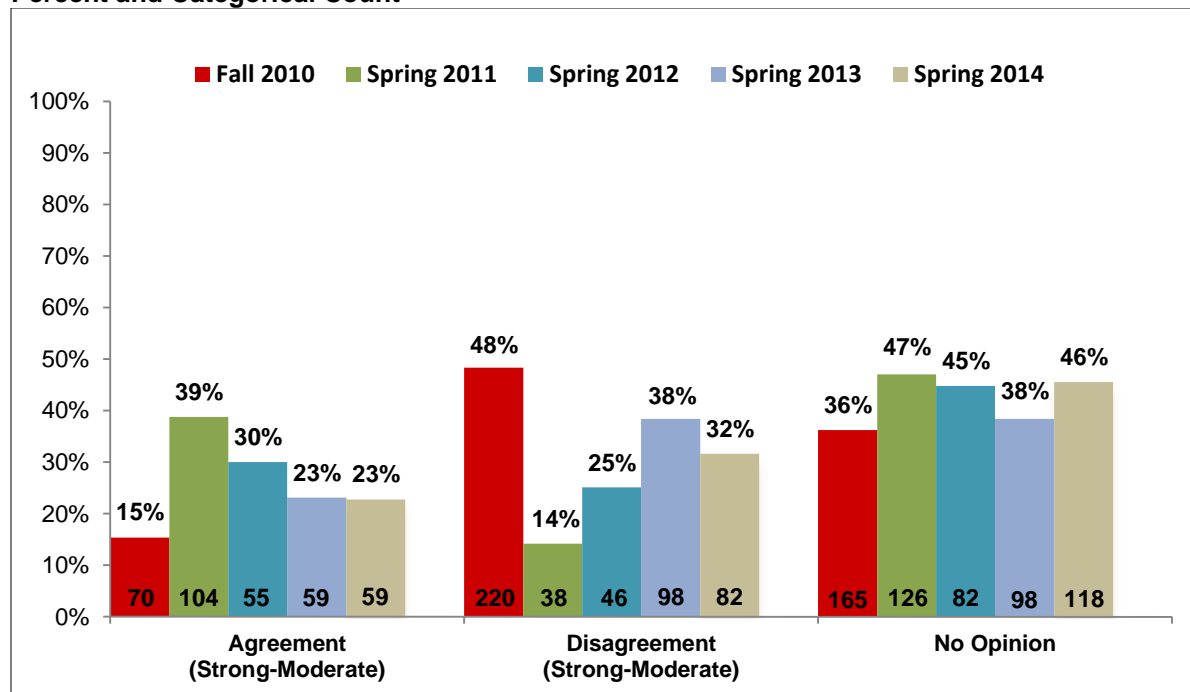
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.67	.92	66
	FT Faculty	1.41	.86	114
	Classified	1.59	.87	153
	Administrator	2.35	1.05	31
	<b>Overall</b>	<b>1.62</b>	<b>.92</b>	<b>364</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

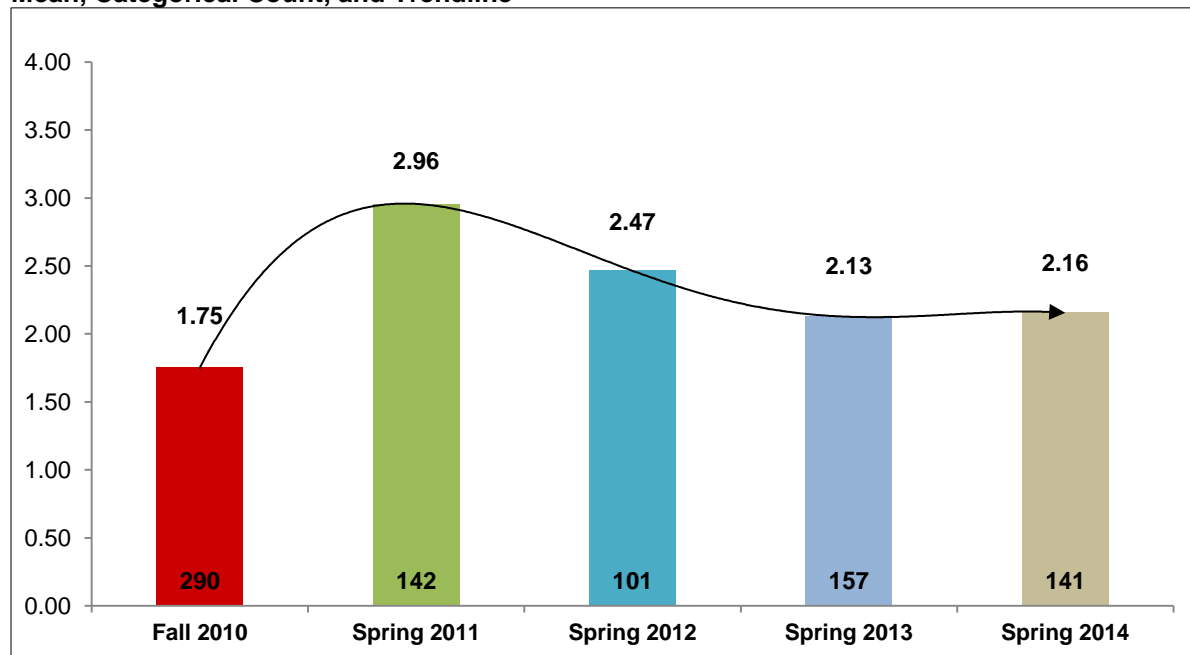
Charts / Data Analysis

#### 40. An opportunity was given for constituents to provide input as part of the Governing Board self-evaluation process.

##### Percent and Categorical Count



##### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

#### 40. An opportunity was given for constituents to provide input as part of the Governing Board self-evaluation process.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.16	141	0.059	0.808
Spring 2013	2.13	157		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.16	1.07	25
	FT Faculty	1.98	1.06	45
	Classified	2.25	.96	48
	Administrator	2.30	1.11	23
	<b>Overall</b>	<b>2.16</b>	<b>1.03</b>	<b>141</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.46	1.05	13
	FT Faculty	2.06	.83	36
	Classified	2.02	1.05	42
	Administrator	2.65	1.00	17
	Unspecified	2.00	1.02	49
	<b>Overall</b>	<b>2.13</b>	<b>1.00</b>	<b>157</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.45	1.00	20
	FT Faculty	2.47	1.11	32
	Classified	2.42	1.06	31
	Administrator	2.56	.92	18
	<b>Overall</b>	<b>2.47</b>	<b>1.03</b>	<b>101</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.21	.74	28
	FT Faculty	2.95	1.15	43
	Classified	3.00	.89	46
	Administrator	2.60	1.12	25
	<b>Overall</b>	<b>2.96</b>	<b>1.00</b>	<b>142</b>

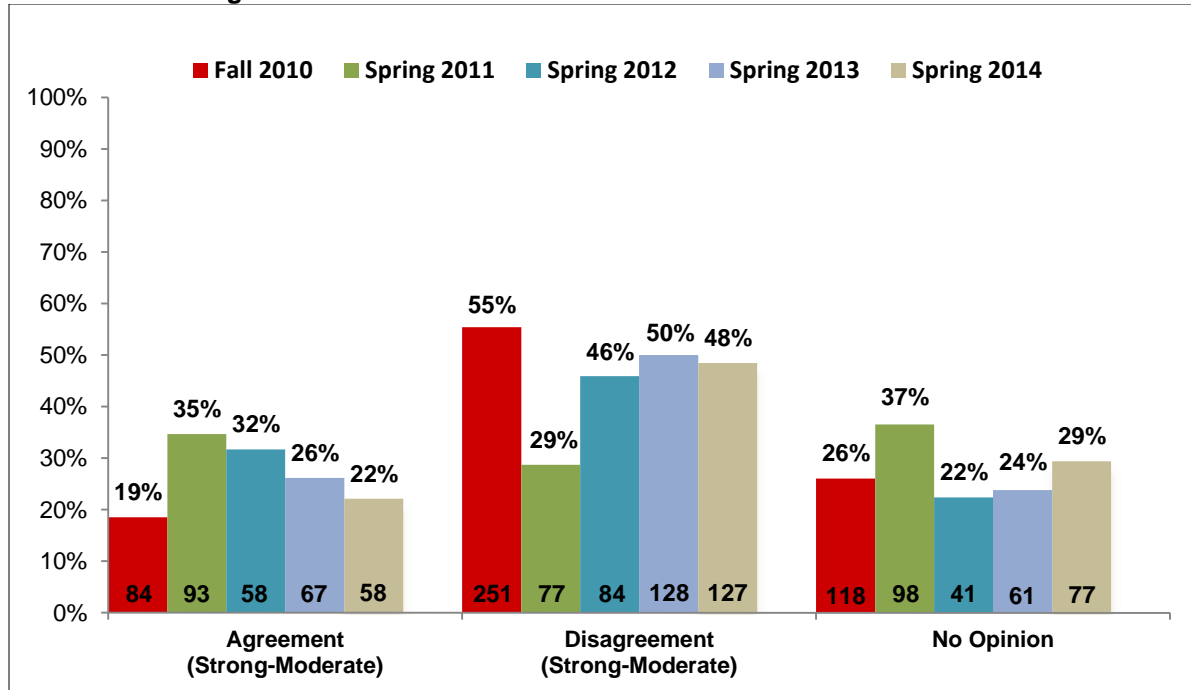
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.80	.98	56
	FT Faculty	1.52	.91	96
	Classified	1.83	.97	112
	Administrator	2.15	1.16	26
	<b>Overall</b>	<b>1.75</b>	<b>.98</b>	<b>290</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

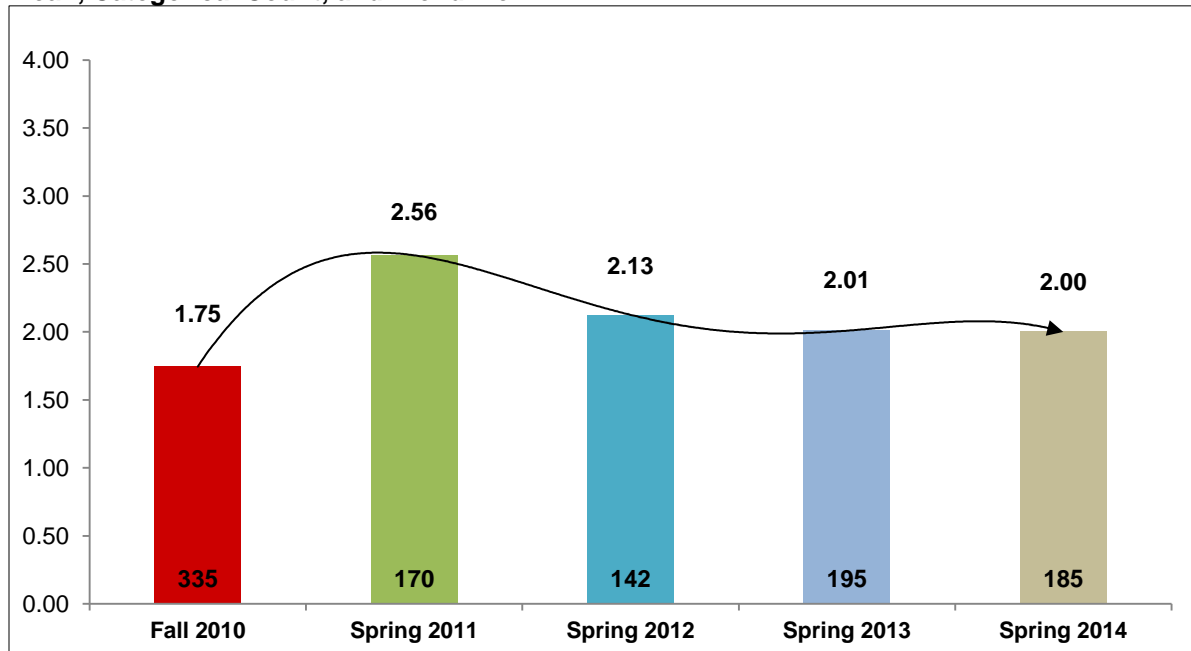
Charts / Data Analysis

# **41. I am aware of the results of the Governing Board self-evaluation that are posted on the SWC website and in the Outlook public folder.**

## **Percent and Categorical Count**



## **Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

**41. I am aware of the results of the Governing Board self-evaluation that are posted on the SWC website and in the Outlook public folder.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.00	185	0.008	0.928
Spring 2013	2.01	195		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.97	1.21	33
	FT Faculty	1.93	.97	60
	Classified	2.02	1.04	65
	Administrator	2.15	1.17	27
	<b>Overall</b>	<b>2.00</b>	<b>1.06</b>	<b>185</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.13	1.25	15
	FT Faculty	1.60	.91	45
	Classified	1.98	1.12	56
	Administrator	2.47	1.12	17
	Unspecified	2.18	1.19	62
	<b>Overall</b>	<b>2.01</b>	<b>1.13</b>	<b>195</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.36	1.20	39
	FT Faculty	1.88	1.13	42
	Classified	2.10	1.21	42
	Administrator	2.26	1.05	19
	<b>Overall</b>	<b>2.13</b>	<b>1.17</b>	<b>142</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.77	1.03	35
	FT Faculty	2.44	1.20	52
	Classified	2.61	1.16	56
	Administrator	2.44	1.09	27
	<b>Overall</b>	<b>2.56</b>	<b>1.13</b>	<b>170</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.73	1.00	66
	FT Faculty	1.61	.94	103
	Classified	1.78	1.00	138
	Administrator	2.14	1.21	28
	<b>Overall</b>	<b>1.75</b>	<b>1.01</b>	<b>335</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

**Question Group XIII: SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

Group XIII questions (Q42-Q49) relate to WASC Standard I.B, which recognizes the importance of improving institutional effectiveness through systematic participative processes. Standard I.B explains the significance of the institution making a conscious effort to support student learning.

Survey Items Belonging to Question Group XIII	
<b>Q42</b>	SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes: Student learning (42a), Budget planning process (42b), Facilities design, use, allocation, and planning process (42c), Purchasing process (42d), Human Resources process (42e), Technology planning process (42f), Strategic Planning process (42g), Mission Statement Review (42h), Accreditation Self Study (42i), Institutional Program Review (42j), Enrollment Management (42k)
<b>Q43</b>	My constituency group (faculty/classified/administrator) has been asked to participate in a dialogue about improving student learning.
<b>Q44</b>	My constituency group (faculty/classified/administrator) has been asked to participate in a dialogue about improving institutional processes.
<b>Q45</b>	I have participated in a dialogue about improving student learning.
<b>Q46</b>	I have participated in a dialogue about improving institutional processes.
<b>Q47</b>	Dialogue about student learning and institutional processes has been conducted in a collegial manner.
<b>Q48</b>	The operational processes and departments listed below allow me to perform my job effectively and efficiently: Human Resources (48a), Payroll (48b), Purchasing (48c), Fiscal (48d), Technology (48e), Facilities Use (48f), Curriculum Approval (48g), Safety and Emergency (48h), Maintenance (48i), Class Scheduling (48j), Facility Assignment Request (48k), Student Registration (48l), Roster and Grade Submission (48m)
<b>Q49</b>	I would like to have input into improving institutional processes: Mission Statement review process (49a), Budget planning process (49b), Facilities planning process (49c), Technology planning process (49d), Enrollment Management process (49e), Educational Master Plan (49f), Strategic Planning process (49g), Institutional Program Review (49h), Accreditation Self Study (49i)

Notable findings for the current survey administration period:

- There are no statistically significant changes in mean scores from spring 2013 to spring 2014 for Q42 through Q47.

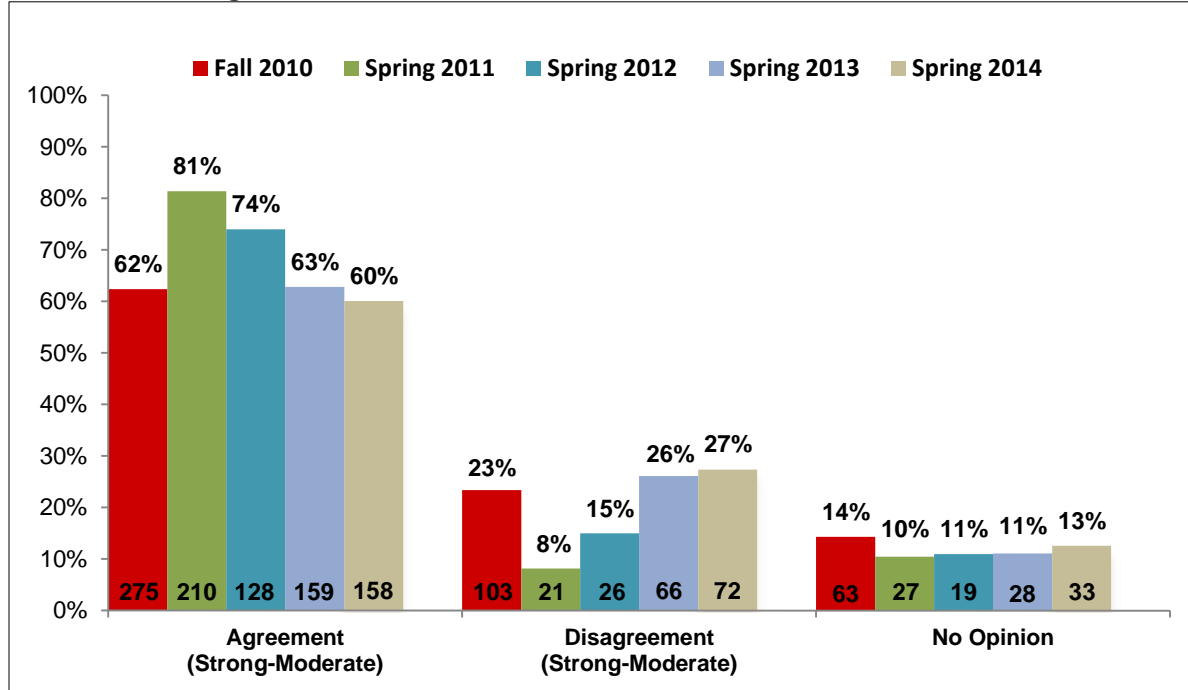
#### Charts / Data Analysis

- Over half of respondents agreed with the statement, “SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes” for the following areas: Student learning (Q42a), Accreditation Self Study (Q42i), and Institutional Program Review (Q42j).
- Similar to spring 2013 responses, slightly over half (53%) of 2014 respondents agreed that their constituency group has been asked to participate in a dialogue about improving student learning (Q43).
- A substantial majority of respondents agreed that “Human Resources” (Q48a) and “Payroll” (Q48b) allowed employees to perform their job effectively and efficiently at sixty-five (65%) and eighty-three percent (83%), respectively.
- There is a statistically significant decline in respondent agreement that “Maintenance” allowed employees to perform their job effectively and efficiently; a comparison of the 68% agreement rate in spring 2013 to the current agreement rate of 60% for spring 2014 (Q48i).
- Results indicate that a majority of respondents would like to have input for improving the budget planning process (56%), facilities planning process (56%), and technology planning process (58%) (Q49b, 49c, 49d, respectively).
- There is a moderately strong (or nearly significant) decline in regard to the Strategic Planning process (Q49g) as the agreement rate fell from sixty percent (60%) in 2013 to forty-seven percent (47%) in 2014.
- The percentage of respondents who reported wanting input in Institutional Program Review was significant lower in spring 2014 (46%) compared to spring 2013 (55%).

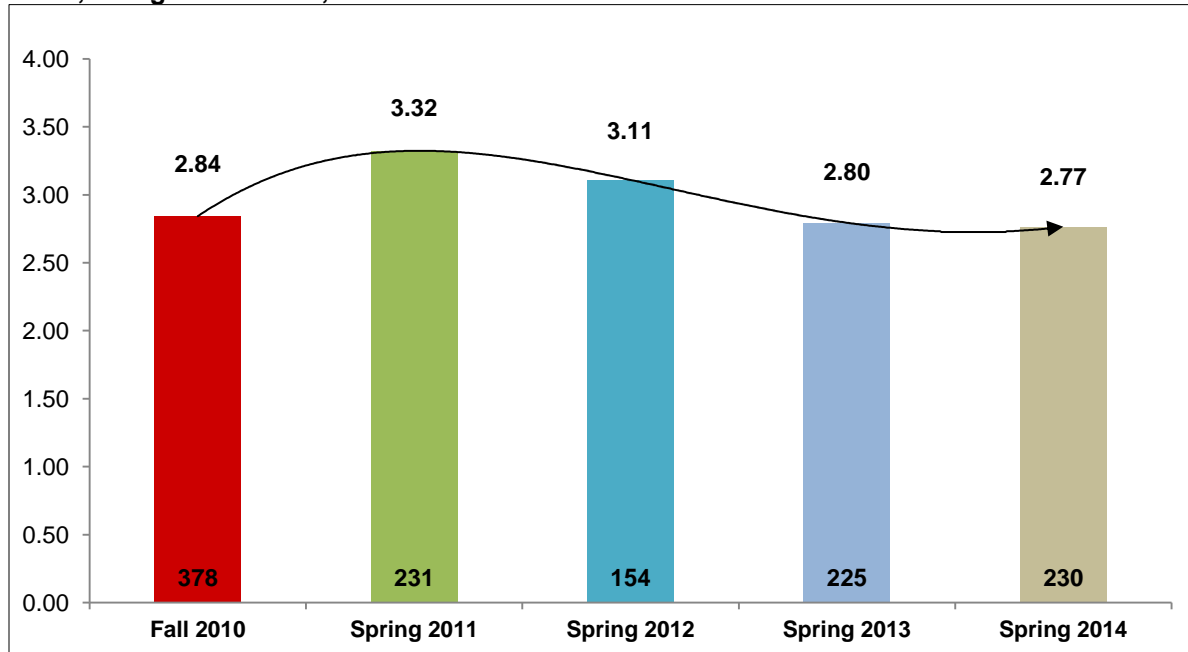
Charts / Data Analysis

**42a. [Student Learning] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**42a. [Student Learning] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Test of statistical significance: spring 2013 to spring 2014**

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.77	230	0.113	0.736
Spring 2013	2.80	225		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.70	1.09	57
	FT Faculty	2.64	1.02	75
	Classified	2.90	.89	70
	Administrator	2.89	.79	28
	<b>Overall</b>	<b>2.77</b>	<b>.97</b>	<b>230</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.92	1.06	26
	FT Faculty	2.57	1.08	53
	Classified	2.91	.95	53
	Administrator	3.25	.58	16
	Unspecified	2.74	.83	77
	<b>Overall</b>	<b>2.80</b>	<b>.95</b>	<b>225</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.98	.94	45
	FT Faculty	3.12	.82	43
	Classified	3.11	.94	45
	Administrator	3.38	.59	21
	<b>Overall</b>	<b>3.11</b>	<b>.87</b>	<b>154</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.45	.71	56
	FT Faculty	3.31	.80	72
	Classified	3.25	.68	76
	Administrator	3.33	.56	27
	<b>Overall</b>	<b>3.32</b>	<b>.71</b>	<b>231</b>

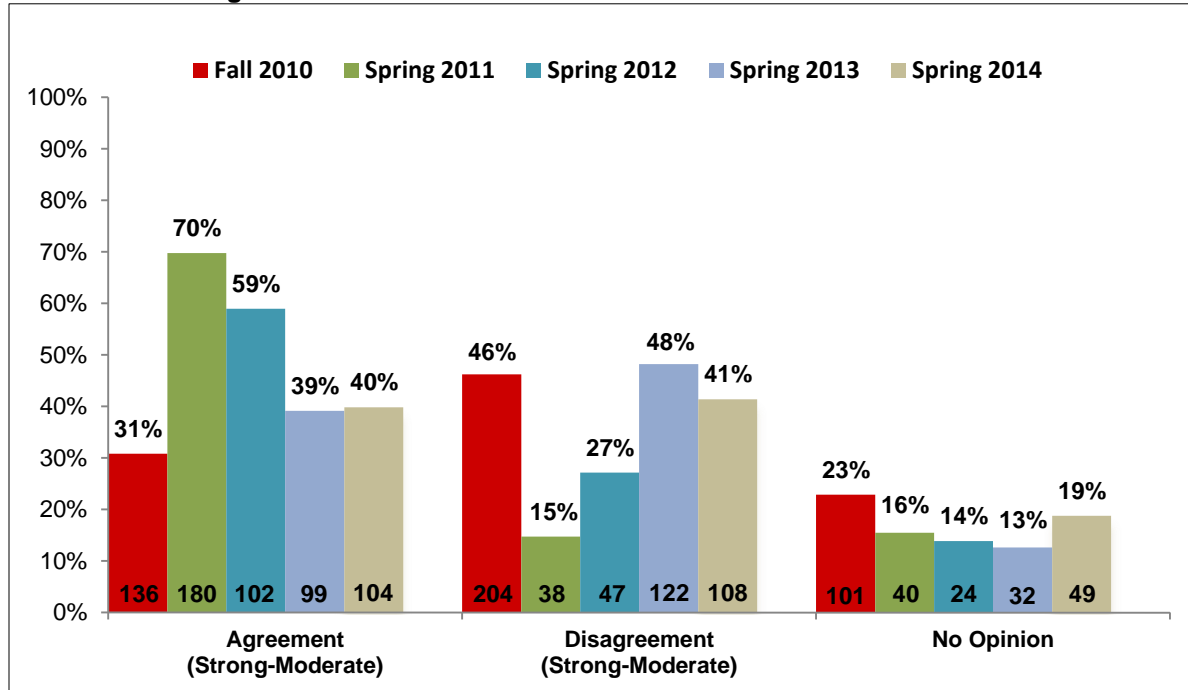
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.88	.87	85
	FT Faculty	2.84	1.00	116
	Classified	2.77	.92	142
	Administrator	3.06	.80	35
	<b>Overall</b>	<b>2.84</b>	<b>.92</b>	<b>378</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

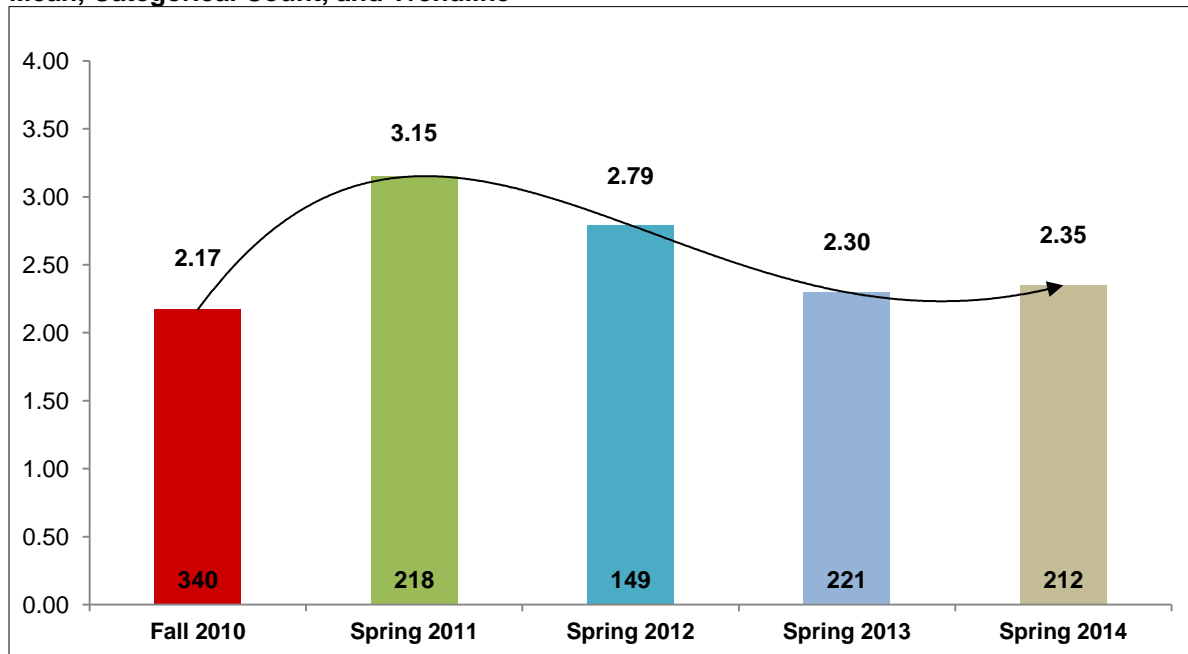
Charts / Data Analysis

**42b. [Budget Planning Process] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**42b. [Budget Planning Process] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Test of statistical significance: spring 2013 to spring 2014**

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.35	212	0.293	0.589
Spring 2013	2.30	221		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.22	1.07	40
	FT Faculty	2.14	.92	72
	Classified	2.56	.99	70
	Administrator	2.53	.82	30
	<b>Overall</b>	<b>2.35</b>	<b>.97</b>	<b>212</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.29	1.04	24
	FT Faculty	2.02	1.00	52
	Classified	2.47	.94	62
	Administrator	2.88	.70	17
	Unspecified	2.21	.92	66
	<b>Overall</b>	<b>2.30</b>	<b>.96</b>	<b>221</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.26	.97	39
	FT Faculty	2.90	.86	41
	Classified	2.92	.87	48
	Administrator	3.29	.72	21
	<b>Overall</b>	<b>2.79</b>	<b>.93</b>	<b>149</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.07	.94	45
	FT Faculty	3.20	.81	70
	Classified	3.05	.77	74
	Administrator	3.41	.57	29
	<b>Overall</b>	<b>3.15</b>	<b>.80</b>	<b>218</b>

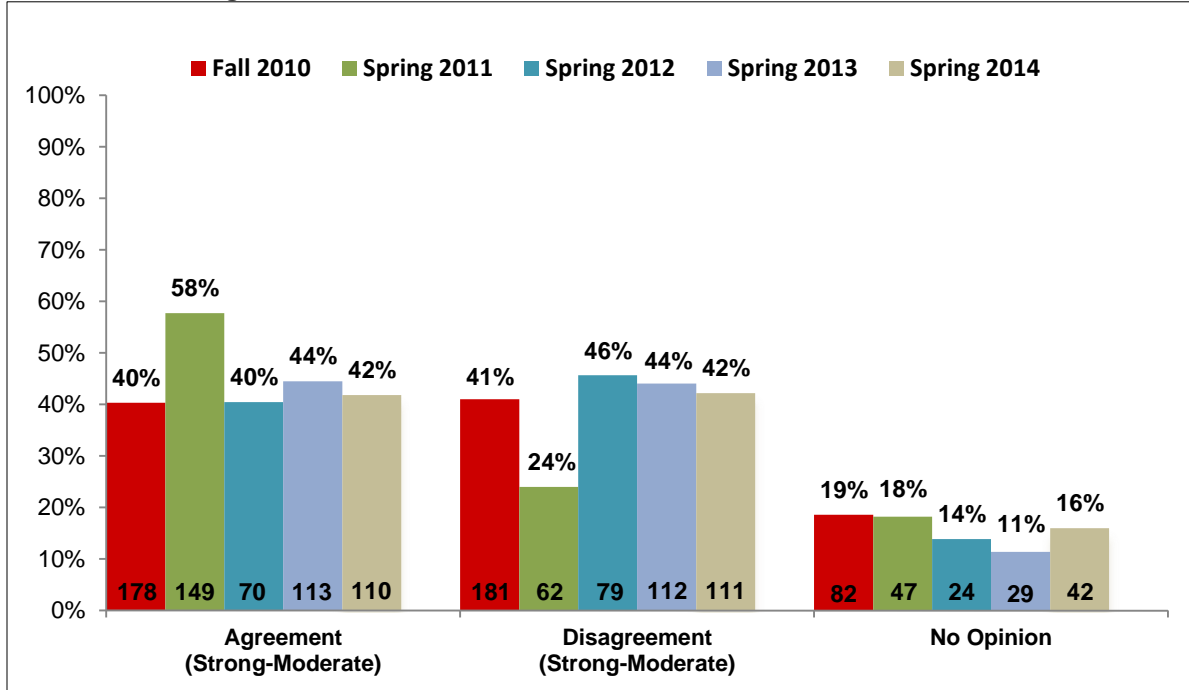
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.15	.91	65
	FT Faculty	1.81	.93	100
	Classified	2.24	.95	140
	Administrator	2.94	.87	35
	<b>Overall</b>	<b>2.17</b>	<b>.98</b>	<b>340</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

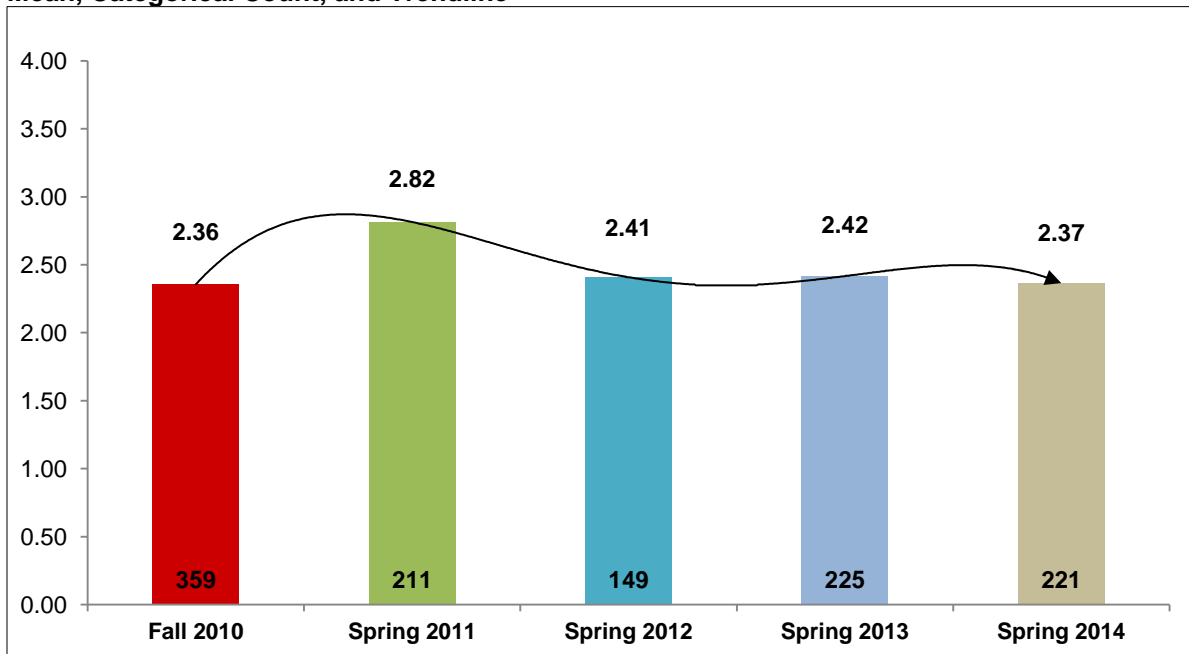
Charts / Data Analysis

**42c. [Facilities design, use, allocation, and planning process] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

**42c. [Facilities design, use, allocation, and planning process] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Test of statistical significance: spring 2013 to spring 2014**

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.37	221	0.294	0.588
Spring 2013	2.42	225		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.32	1.07	44
	FT Faculty	2.21	1.03	72
	Classified	2.45	1.02	75
	Administrator	2.60	1.04	30
	<b>Overall</b>	<b>2.37</b>	<b>1.04</b>	<b>221</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.57	1.08	23
	FT Faculty	2.28	.89	53
	Classified	2.48	.99	61
	Administrator	2.81	.91	16
	Unspecified	2.33	.93	72
	<b>Overall</b>	<b>2.42</b>	<b>.96</b>	<b>225</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.24	.97	41
	FT Faculty	2.59	.97	39
	Classified	2.40	.94	48
	Administrator	2.43	1.03	21
	<b>Overall</b>	<b>2.41</b>	<b>.97</b>	<b>149</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.11	.84	44
	FT Faculty	2.65	.91	65
	Classified	2.78	.90	73
	Administrator	2.83	.81	29
	<b>Overall</b>	<b>2.82</b>	<b>.89</b>	<b>211</b>

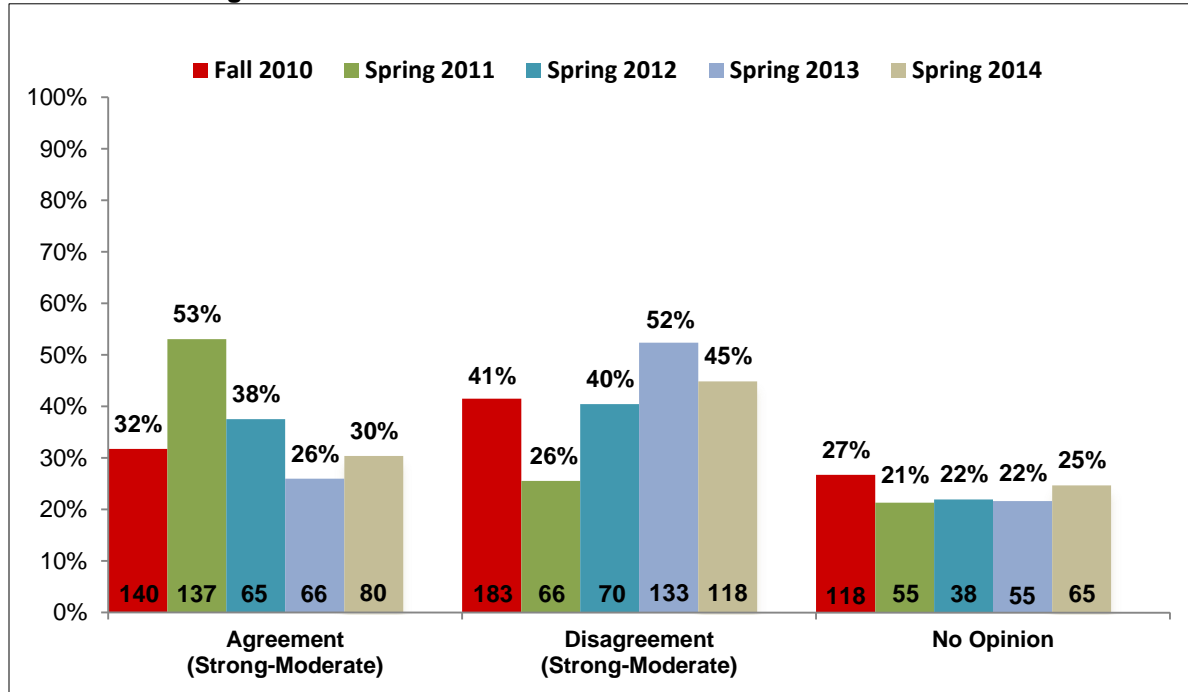
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.49	.96	69
	FT Faculty	2.18	.93	107
	Classified	2.33	1.02	149
	Administrator	2.76	.89	34
	<b>Overall</b>	<b>2.36</b>	<b>.98</b>	<b>359</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

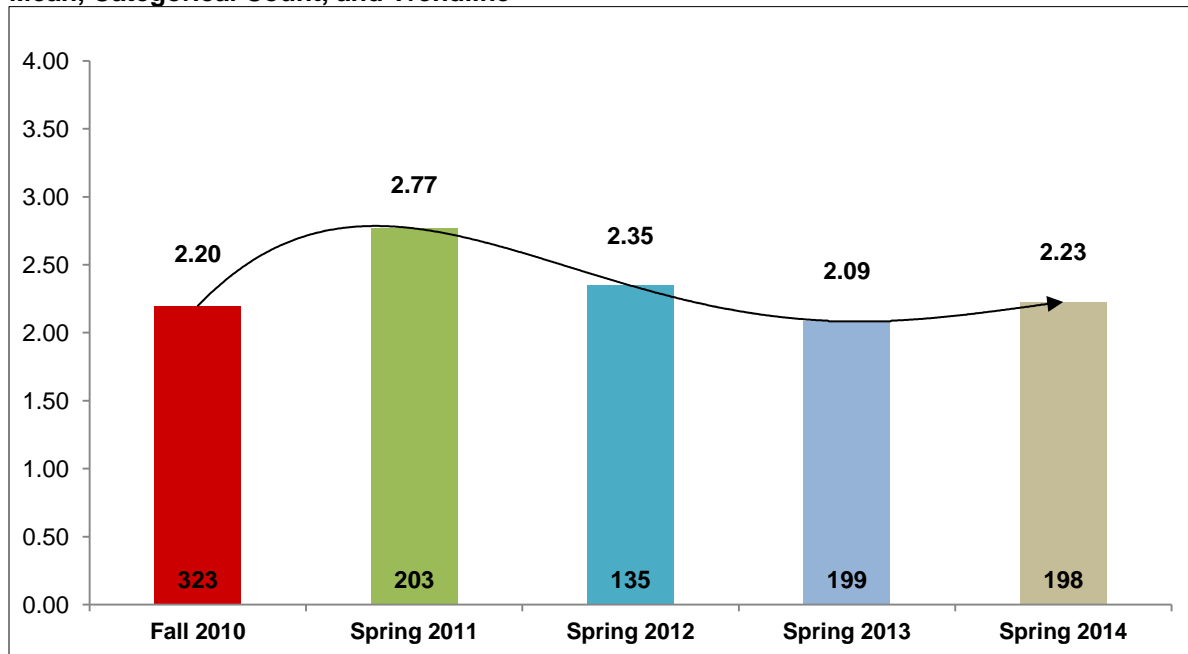
Charts / Data Analysis

**42d. [Purchasing process] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**42d. [Purchasing process] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.23	198	2.085	0.150
Spring 2013	2.09	199		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.19	1.01	31
	FT Faculty	2.12	.93	67
	Classified	2.30	1.03	70
	Administrator	2.33	.88	30
	<b>Overall</b>	<b>2.23</b>	<b>.97</b>	<b>198</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.17	1.10	18
	FT Faculty	1.71	.68	41
	Classified	2.21	1.00	58
	Administrator	2.65	1.06	17
	Unspecified	2.05	1.02	65
	<b>Overall</b>	<b>2.09</b>	<b>.99</b>	<b>199</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.97	.88	33
	FT Faculty	2.38	.89	34
	Classified	2.47	.86	47
	Administrator	2.62	.87	21
	<b>Overall</b>	<b>2.35</b>	<b>.89</b>	<b>135</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.12	.78	41
	FT Faculty	2.57	.87	60
	Classified	2.63	.95	73
	Administrator	3.03	.68	29
	<b>Overall</b>	<b>2.77</b>	<b>.89</b>	<b>203</b>

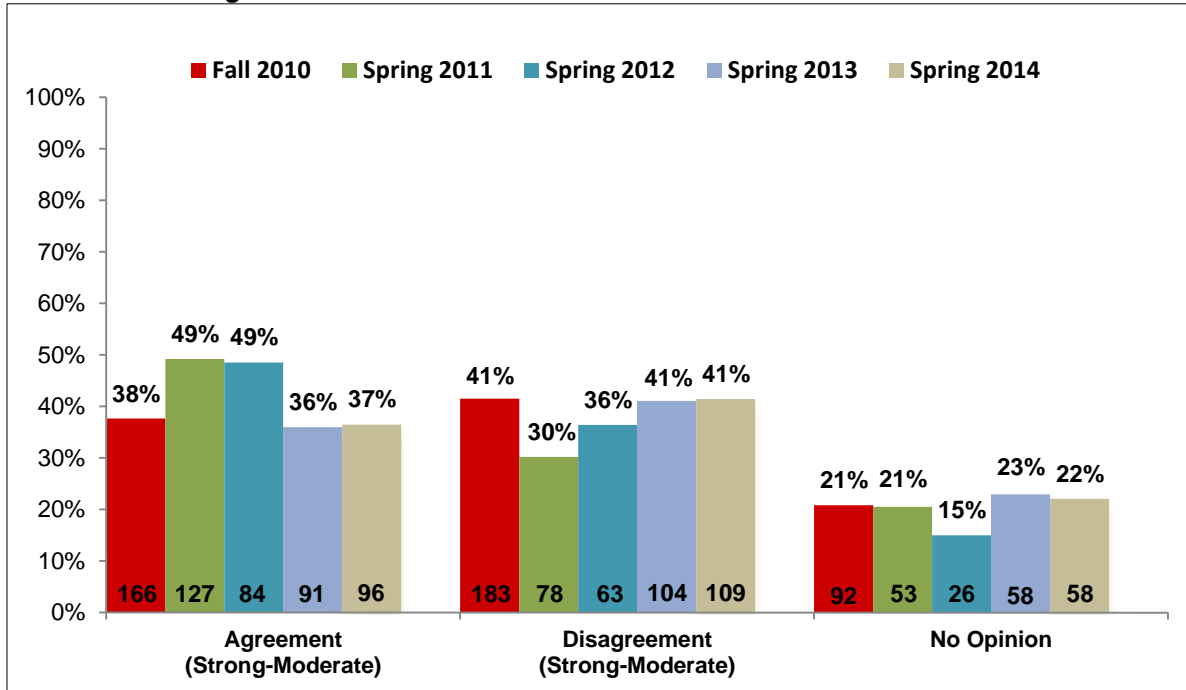
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.13	.97	54
	FT Faculty	1.87	.89	92
	Classified	2.27	.98	143
	Administrator	2.91	.71	34
	<b>Overall</b>	<b>2.20</b>	<b>.97</b>	<b>323</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

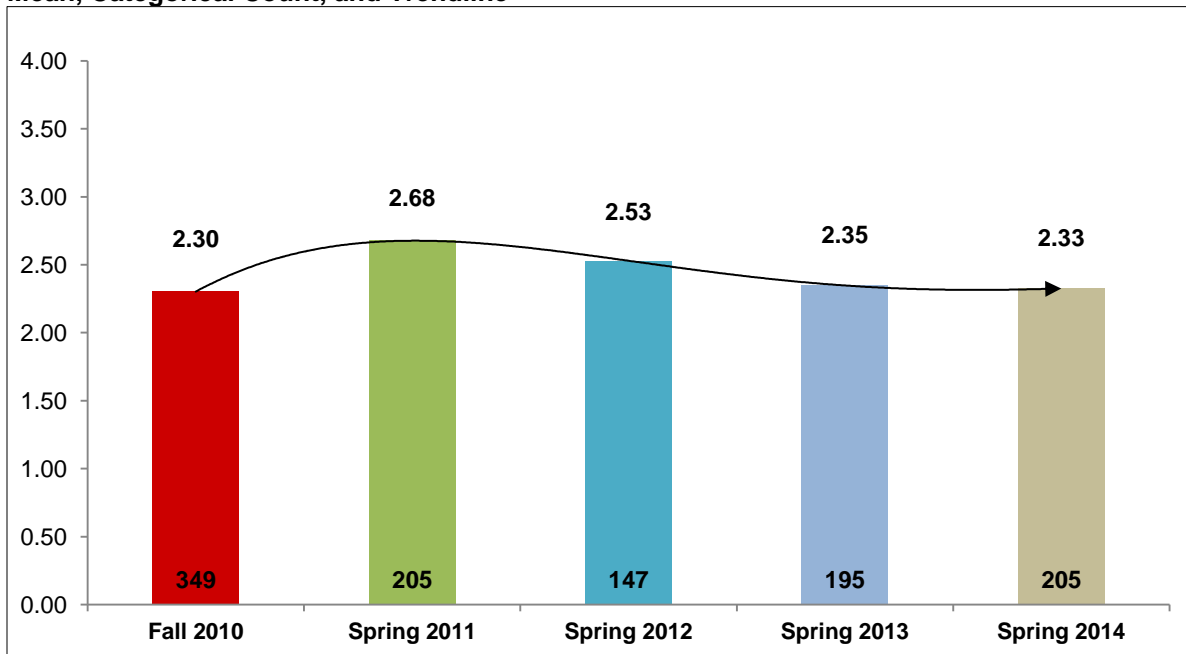
Charts / Data Analysis

**42e. [Human Resources processes] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion excluded from mean and categorical counts.*

Charts / Data Analysis

**42e. [Human Resources processes] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Test of statistical significance: spring 2013 to spring 2014**

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.33	205	0.048	0.826
Spring 2013	2.35	195		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.10	1.05	39
	FT Faculty	2.29	1.00	65
	Classified	2.42	1.04	71
	Administrator	2.47	.82	30
	<b>Overall</b>	<b>2.33</b>	<b>1.00</b>	<b>205</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.53	1.12	17
	FT Faculty	2.07	.94	43
	Classified	2.51	1.03	53
	Administrator	2.76	.75	17
	Unspecified	2.25	.97	65
	<b>Overall</b>	<b>2.35</b>	<b>.99</b>	<b>195</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.33	1.10	40
	FT Faculty	2.55	.92	38
	Classified	2.58	.92	48
	Administrator	2.76	.77	21
	<b>Overall</b>	<b>2.53</b>	<b>.95</b>	<b>147</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.02	.97	45
	FT Faculty	2.45	.99	58
	Classified	2.67	1.07	73
	Administrator	2.62	.86	29
	<b>Overall</b>	<b>2.68</b>	<b>1.01</b>	<b>205</b>

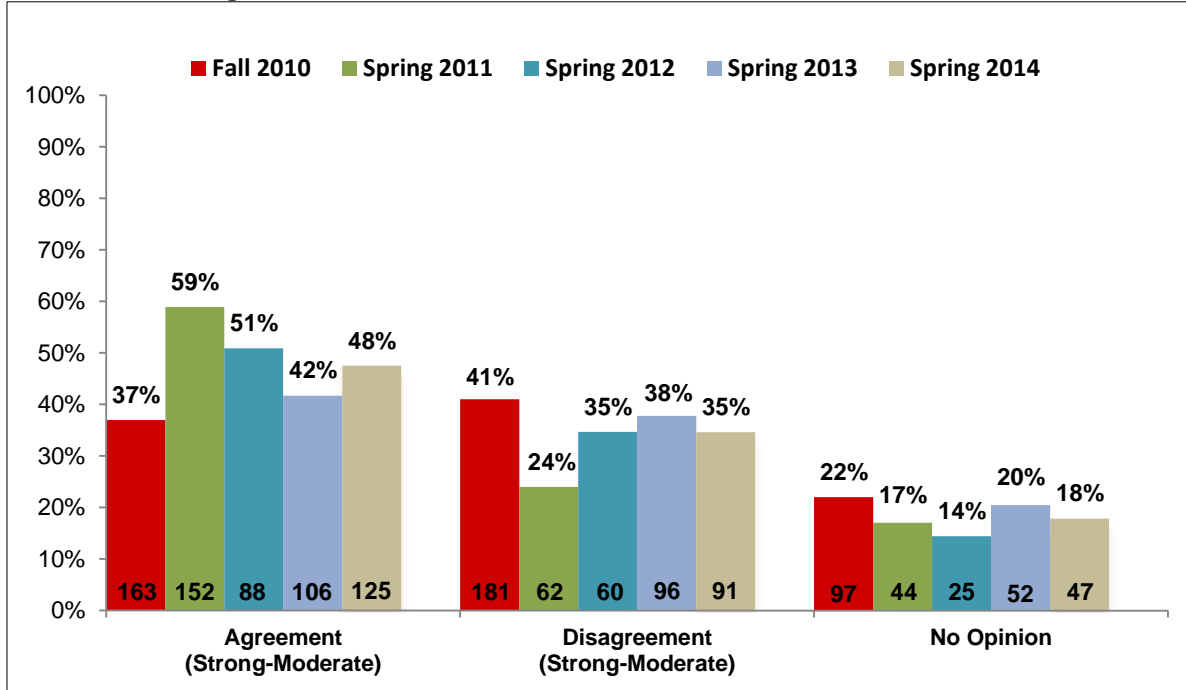
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.40	1.00	62
	FT Faculty	2.14	.95	96
	Classified	2.30	.98	155
	Administrator	2.61	.90	36
	<b>Overall</b>	<b>2.30</b>	<b>.97</b>	<b>349</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

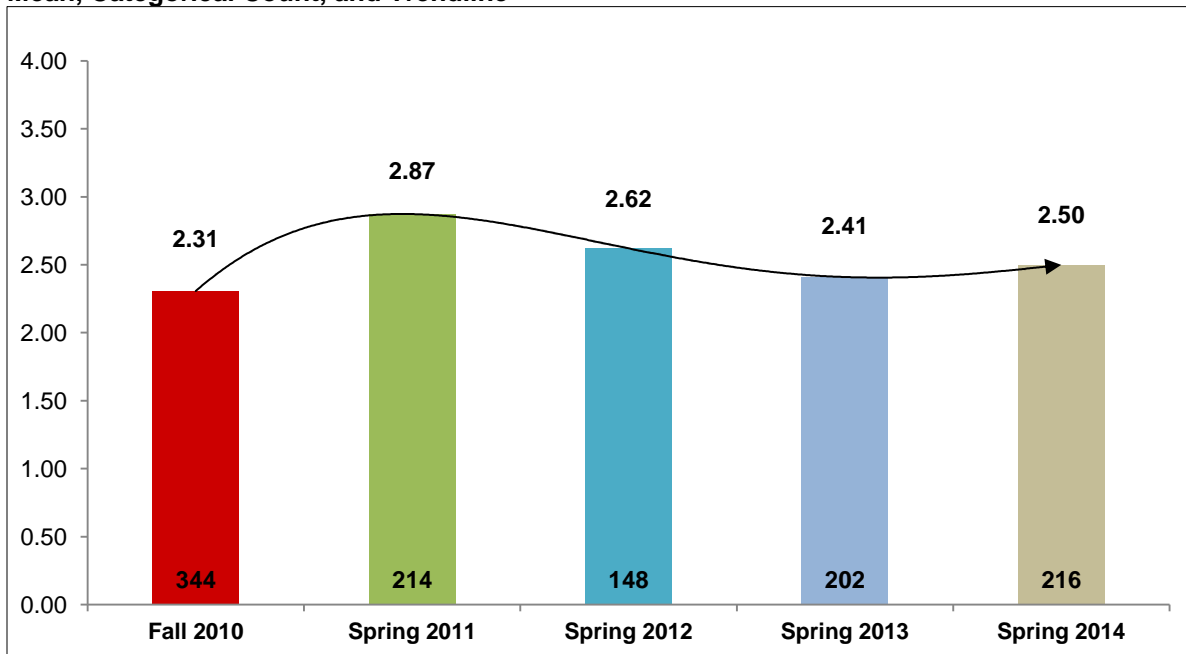
Charts / Data Analysis

**42f. [Technology planning process] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**42f. [Technology planning process] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Test of statistical significance: spring 2013 to spring 2014**

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.50	216	0.847	0.358
Spring 2013	2.41	202		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.59	1.00	44
	FT Faculty	2.24	.97	72
	Classified	2.57	.99	70
	Administrator	2.83	.95	30
	<b>Overall</b>	<b>2.50</b>	<b>.99</b>	<b>216</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.50	1.15	16
	FT Faculty	2.15	.91	47
	Classified	2.60	.98	57
	Administrator	2.88	.99	17
	Unspecified	2.29	.95	65
	<b>Overall</b>	<b>2.41</b>	<b>.98</b>	<b>202</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.45	.99	40
	FT Faculty	2.68	.89	40
	Classified	2.68	.89	47
	Administrator	2.71	.78	21
	<b>Overall</b>	<b>2.62</b>	<b>.90</b>	<b>148</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.02	.89	45
	FT Faculty	2.80	.98	66
	Classified	2.76	.95	74
	Administrator	3.10	.62	29
	<b>Overall</b>	<b>2.87</b>	<b>.91</b>	<b>214</b>

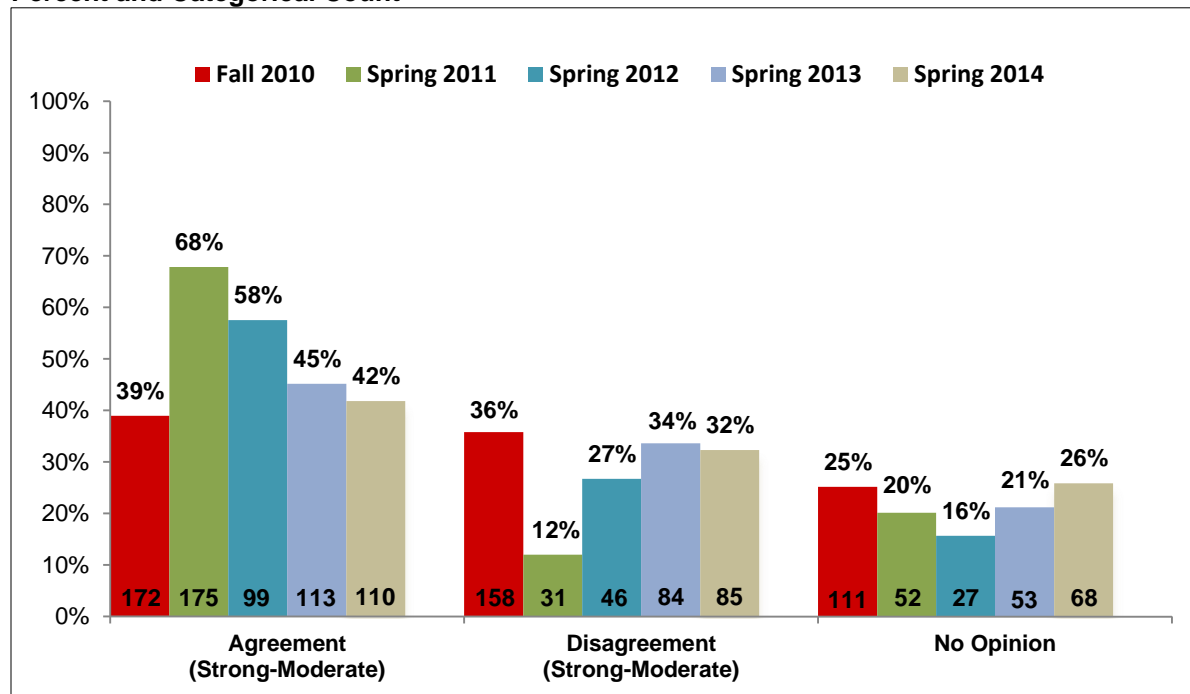
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.44	.95	66
	FT Faculty	2.13	.99	100
	Classified	2.34	1.00	143
	Administrator	2.46	.74	35
	<b>Overall</b>	<b>2.31</b>	<b>.97</b>	<b>344</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

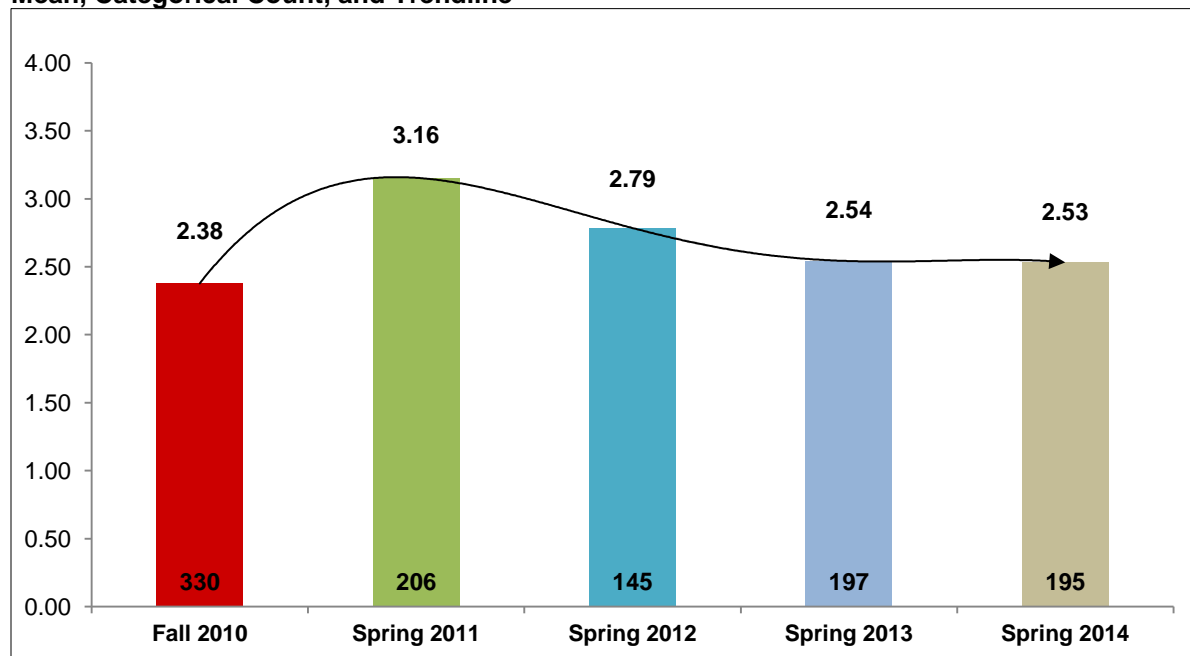
Charts / Data Analysis

**42g. [Strategic Planning process] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

**42g. [Strategic Planning process] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Test of statistical significance: spring 2013 to spring 2014**

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.53	195	0.010	0.922
Spring 2013	2.54	197		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.41	1.08	34
	FT Faculty	2.33	.91	67
	Classified	2.67	1.04	64
	Administrator	2.83	.83	30
	<b>Overall</b>	<b>2.53</b>	<b>.99</b>	<b>195</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.35	1.11	17
	FT Faculty	2.46	.97	48
	Classified	2.68	1.03	53
	Administrator	3.18	.81	17
	Unspecified	2.37	.93	62
	<b>Overall</b>	<b>2.54</b>	<b>.99</b>	<b>197</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.56	1.03	36
	FT Faculty	2.93	.91	41
	Classified	2.72	.97	47
	Administrator	3.05	.67	21
	<b>Overall</b>	<b>2.79</b>	<b>.94</b>	<b>145</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.17	.73	42
	FT Faculty	3.16	.75	67
	Classified	3.10	.78	68
	Administrator	3.24	.58	29
	<b>Overall</b>	<b>3.16</b>	<b>.73</b>	<b>206</b>

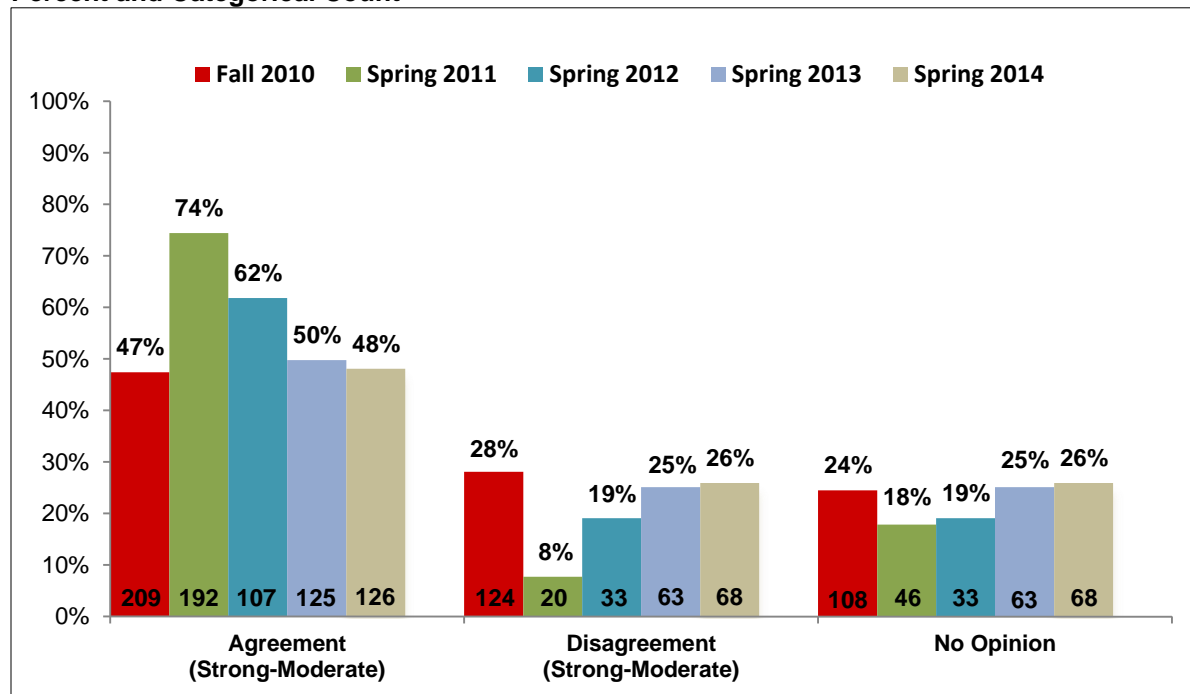
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.34	.95	61
	FT Faculty	2.30	.99	101
	Classified	2.32	1.00	133
	Administrator	2.91	.74	35
	<b>Overall</b>	<b>2.38</b>	<b>.97</b>	<b>330</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

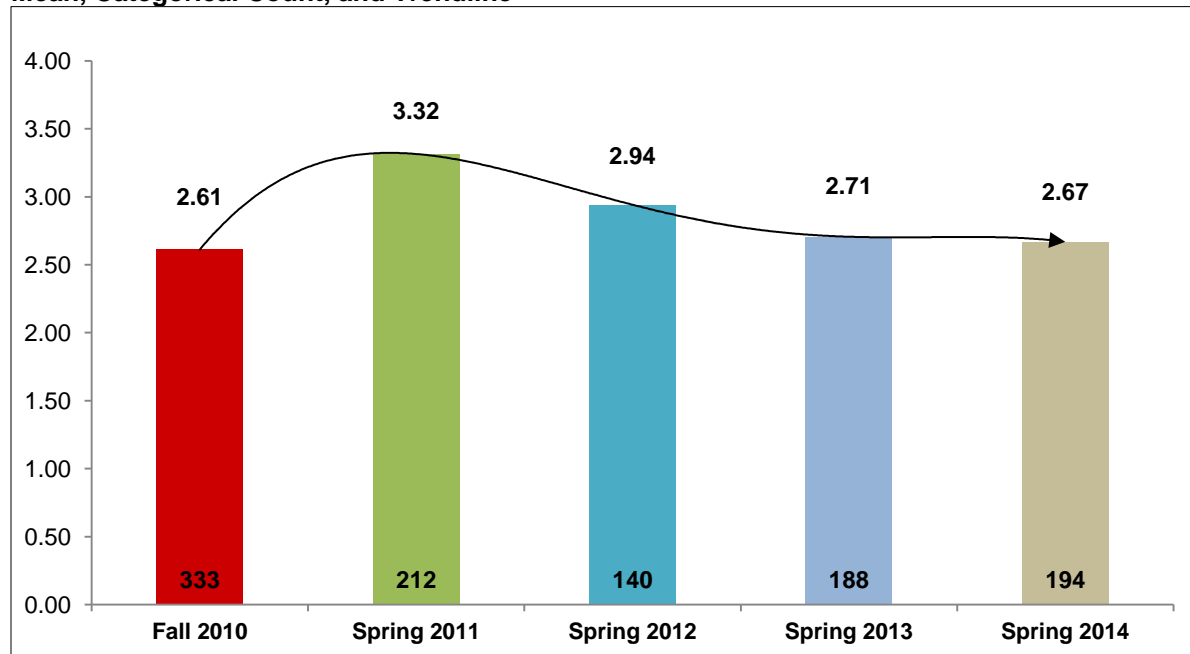
Charts / Data Analysis

**42h. [Mission statement review process] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**42h. [Mission statement review process] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Test of statistical significance: spring 2013 to spring 2014**

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.67	194	0.153	0.696
Spring 2013	2.71	188		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.58	1.05	36
	FT Faculty	2.63	.92	63
	Classified	2.68	.92	65
	Administrator	2.83	.83	30
	<b>Overall</b>	<b>2.67</b>	<b>.93</b>	<b>194</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.59	1.18	17
	FT Faculty	2.64	.92	44
	Classified	2.84	.98	50
	Administrator	3.18	.53	17
	Unspecified	2.55	.89	60
	<b>Overall</b>	<b>2.71</b>	<b>.93</b>	<b>188</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.65	1.07	34
	FT Faculty	3.15	.89	40
	Classified	2.82	.96	45
	Administrator	3.29	.64	21
	<b>Overall</b>	<b>2.94</b>	<b>.95</b>	<b>140</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.25	.75	44
	FT Faculty	3.42	.65	69
	Classified	3.23	.66	71
	Administrator	3.39	.57	28
	<b>Overall</b>	<b>3.32</b>	<b>.67</b>	<b>212</b>

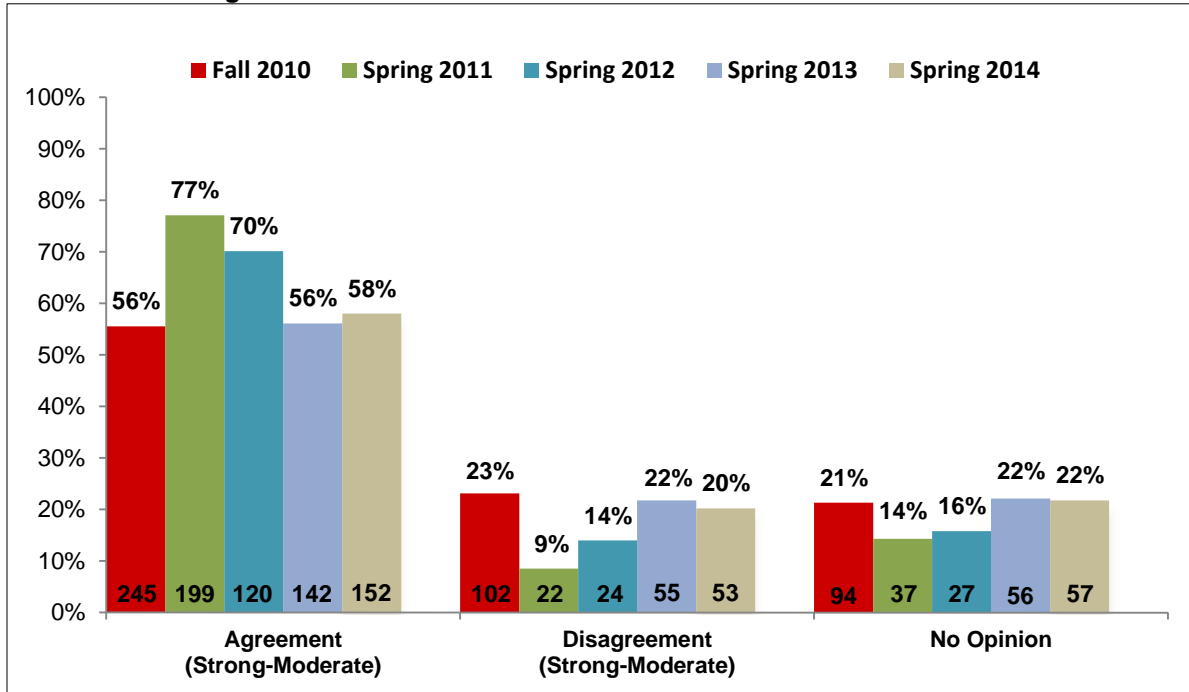
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.57	.96	63
	FT Faculty	2.62	.98	101
	Classified	2.49	1.01	134
	Administrator	3.14	.69	35
	<b>Overall</b>	<b>2.61</b>	<b>.98</b>	<b>333</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

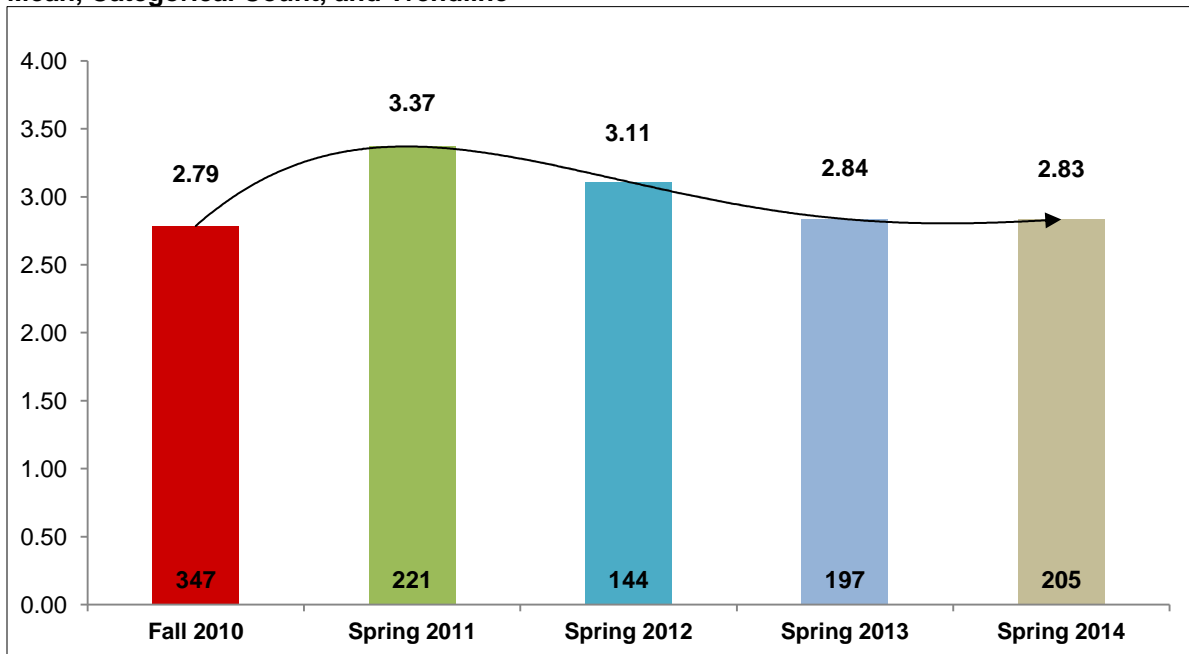
Charts / Data Analysis

**42i. [Accreditation Self Study] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**42i. [Accreditation Self Study] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Test of statistical significance: spring 2013 to spring 2014**

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.83	205	0.001	0.970
Spring 2013	2.84	197		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.52	1.09	40
	FT Faculty	2.93	.86	70
	Classified	2.83	.98	65
	Administrator	3.03	.81	30
	<b>Overall</b>	<b>2.83</b>	<b>.95</b>	<b>205</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.76	1.09	21
	FT Faculty	2.88	.87	48
	Classified	2.80	.99	50
	Administrator	3.38	.50	16
	Unspecified	2.73	.81	62
	<b>Overall</b>	<b>2.84</b>	<b>.89</b>	<b>197</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.76	1.14	37
	FT Faculty	3.30	.72	40
	Classified	3.13	.83	46
	Administrator	3.33	.66	21
	<b>Overall</b>	<b>3.11</b>	<b>.89</b>	<b>144</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.24	.80	50
	FT Faculty	3.51	.72	68
	Classified	3.30	.68	74
	Administrator	3.45	.57	29
	<b>Overall</b>	<b>3.37</b>	<b>.71</b>	<b>221</b>

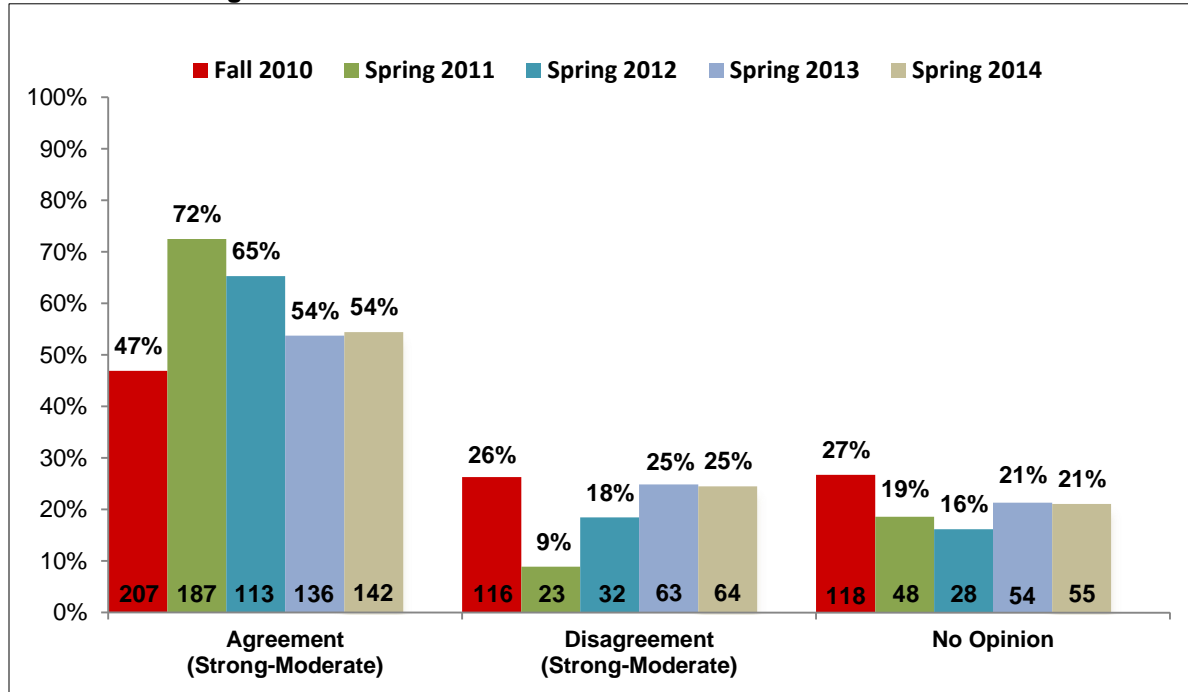
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.62	1.02	63
	FT Faculty	2.92	.96	107
	Classified	2.64	.98	142
	Administrator	3.29	.71	35
	<b>Overall</b>	<b>2.79</b>	<b>.98</b>	<b>347</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

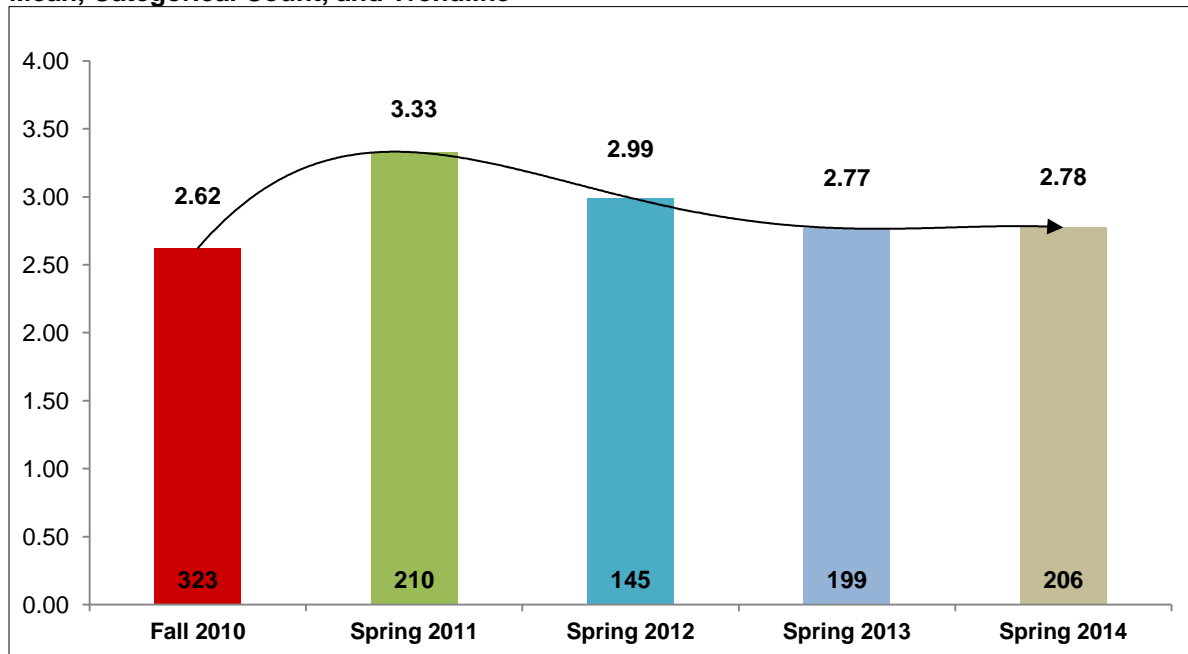
Charts / Data Analysis

**42j. [Institutional Program Review] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**42j. [Institutional Program Review] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Test of statistical significance: spring 2013 to spring 2014**

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.78	206	0.007	0.935
Spring 2013	2.77	199		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.47	1.11	38
	FT Faculty	2.86	.94	70
	Classified	2.71	1.01	68
	Administrator	3.13	.78	30
	<b>Overall</b>	<b>2.78</b>	<b>.99</b>	<b>206</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.63	1.12	19
	FT Faculty	2.74	.99	47
	Classified	2.78	1.01	51
	Administrator	3.29	.59	17
	Unspecified	2.68	.90	65
	<b>Overall</b>	<b>2.77</b>	<b>.96</b>	<b>199</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.61	1.20	38
	FT Faculty	3.24	.80	41
	Classified	2.98	.89	45
	Administrator	3.24	.77	21
	<b>Overall</b>	<b>2.99</b>	<b>.97</b>	<b>145</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.24	.79	46
	FT Faculty	3.46	.70	68
	Classified	3.25	.70	67
	Administrator	3.34	.67	29
	<b>Overall</b>	<b>3.33</b>	<b>.72</b>	<b>210</b>

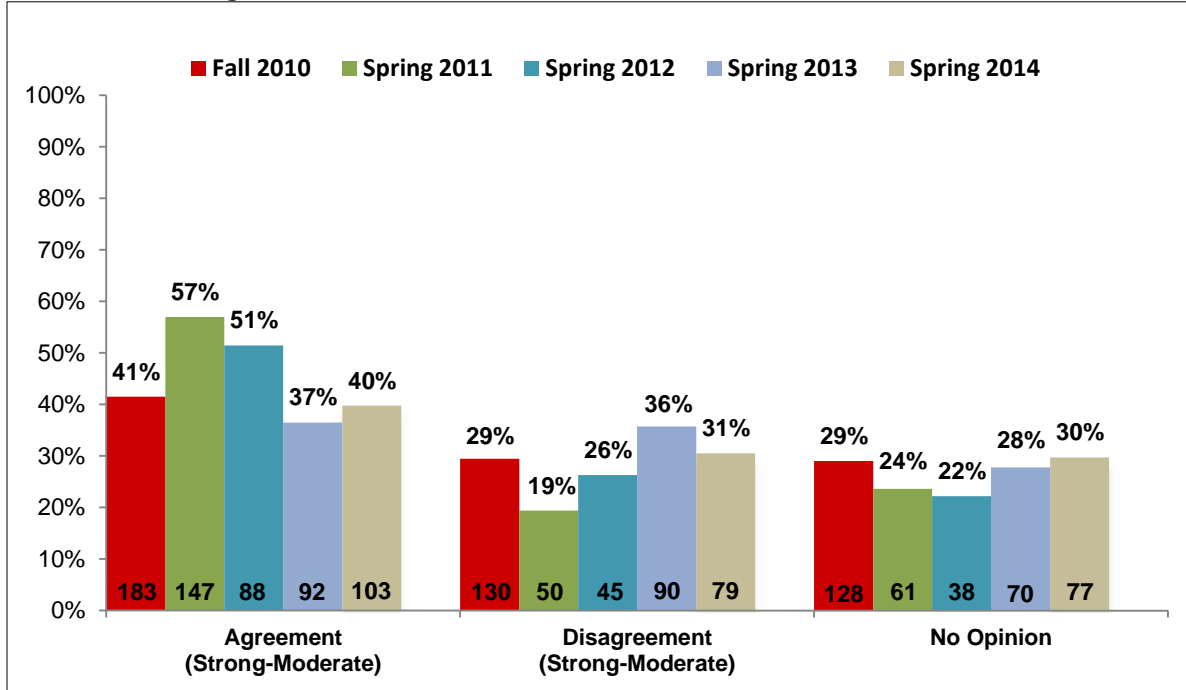
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.48	1.00	63
	FT Faculty	2.76	1.01	103
	Classified	2.48	.96	122
	Administrator	2.97	.79	35
	<b>Overall</b>	<b>2.62</b>	<b>.98</b>	<b>323</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

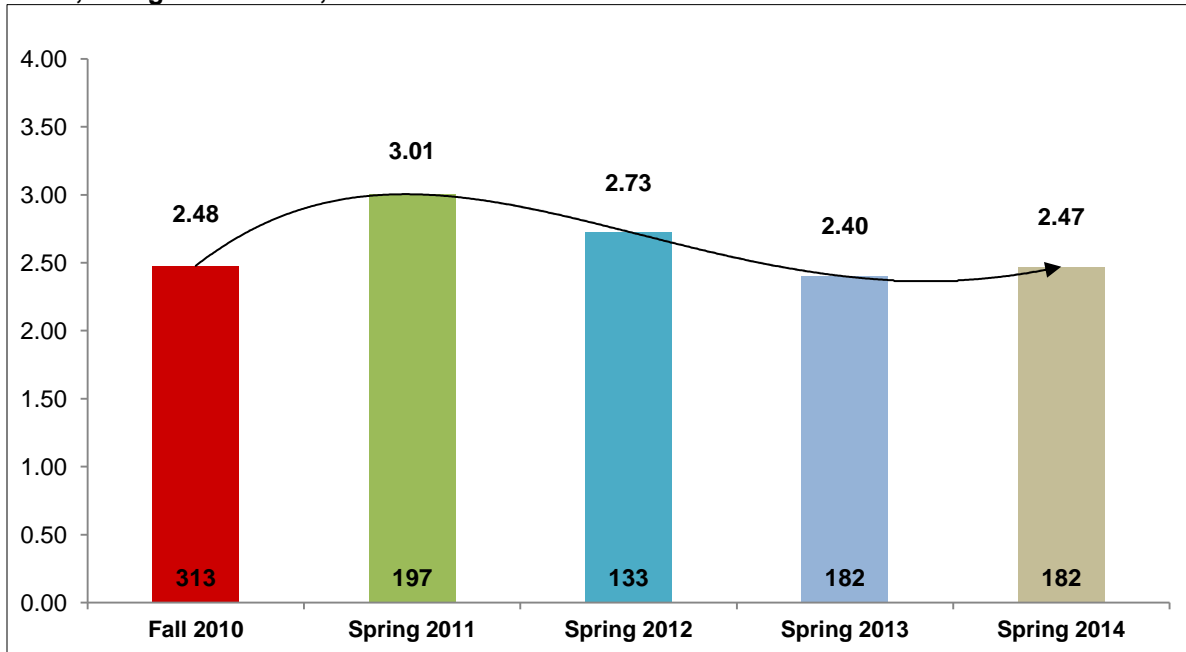
Charts / Data Analysis

**42k. [Enrollment Management] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

**42k. [Enrollment Management] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.47	182	0.471	0.493
Spring 2013	2.40	182		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.60	1.16	30
	FT Faculty	2.32	.96	66
	Classified	2.50	1.03	60
	Administrator	2.65	.75	26
	<b>Overall</b>	<b>2.47</b>	<b>1.00</b>	<b>182</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.67	1.24	18
	FT Faculty	2.12	.95	41
	Classified	2.57	1.04	44
	Administrator	2.75	.93	16
	Unspecified	2.30	.87	63
	<b>Overall</b>	<b>2.40</b>	<b>.99</b>	<b>182</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.42	1.03	31
	FT Faculty	2.82	.89	39
	Classified	2.77	.99	44
	Administrator	2.95	.85	19
	<b>Overall</b>	<b>2.73</b>	<b>.95</b>	<b>133</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.05	.89	44
	FT Faculty	2.84	.93	62
	Classified	3.08	.89	65
	Administrator	3.15	.73	26
	<b>Overall</b>	<b>3.01</b>	<b>.88</b>	<b>197</b>

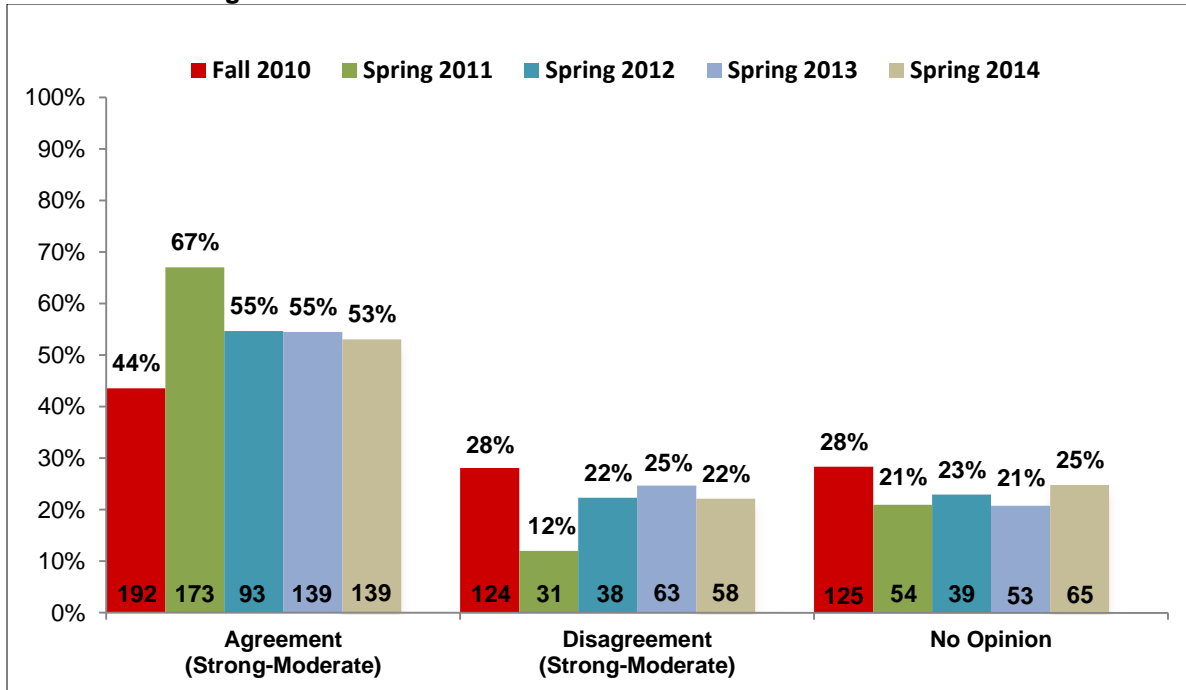
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.38	1.04	63
	FT Faculty	2.39	.98	98
	Classified	2.50	.97	120
	Administrator	2.88	.83	32
	<b>Overall</b>	<b>2.48</b>	<b>.98</b>	<b>313</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

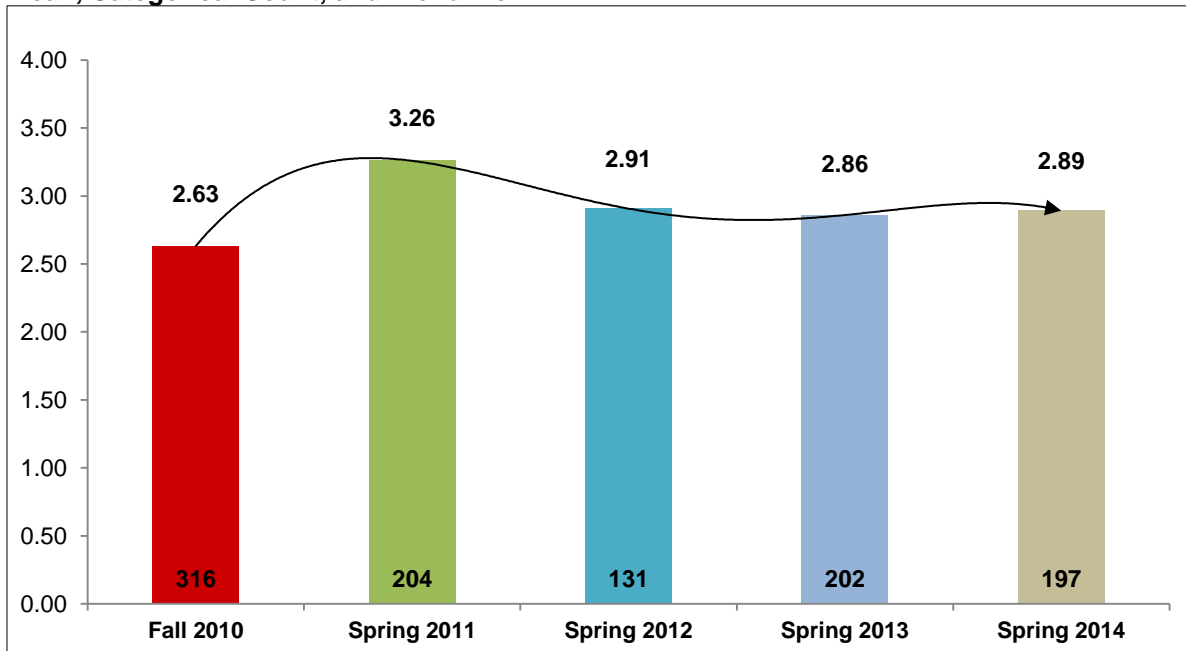
Charts / Data Analysis

### 43. My constituency group (faculty/classified/administrator) has been asked to participate in a dialogue about improving student learning.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 43. My constituency group (faculty/classified/administrator) has been asked to participate in a dialogue about improving student learning.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.89	197	0.098	0.755
Spring 2013	2.86	202		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.86	.99	43
	FT Faculty	2.97	1.08	65
	Classified	2.78	1.12	59
	Administrator	3.00	.98	30
	<b>Overall</b>	<b>2.89</b>	<b>1.05</b>	<b>197</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.29	.86	24
	FT Faculty	2.86	.95	50
	Classified	2.70	1.07	46
	Administrator	3.29	.69	17
	Unspecified	2.71	1.03	65
	<b>Overall</b>	<b>2.86</b>	<b>.99</b>	<b>202</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.83	1.08	40
	FT Faculty	3.10	.87	40
	Classified	2.78	1.18	32
	Administrator	2.89	.74	19
	<b>Overall</b>	<b>2.91</b>	<b>1.00</b>	<b>131</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.44	.77	48
	FT Faculty	3.49	.78	68
	Classified	2.90	1.05	62
	Administrator	3.19	.90	26
	<b>Overall</b>	<b>3.26</b>	<b>.91</b>	<b>204</b>

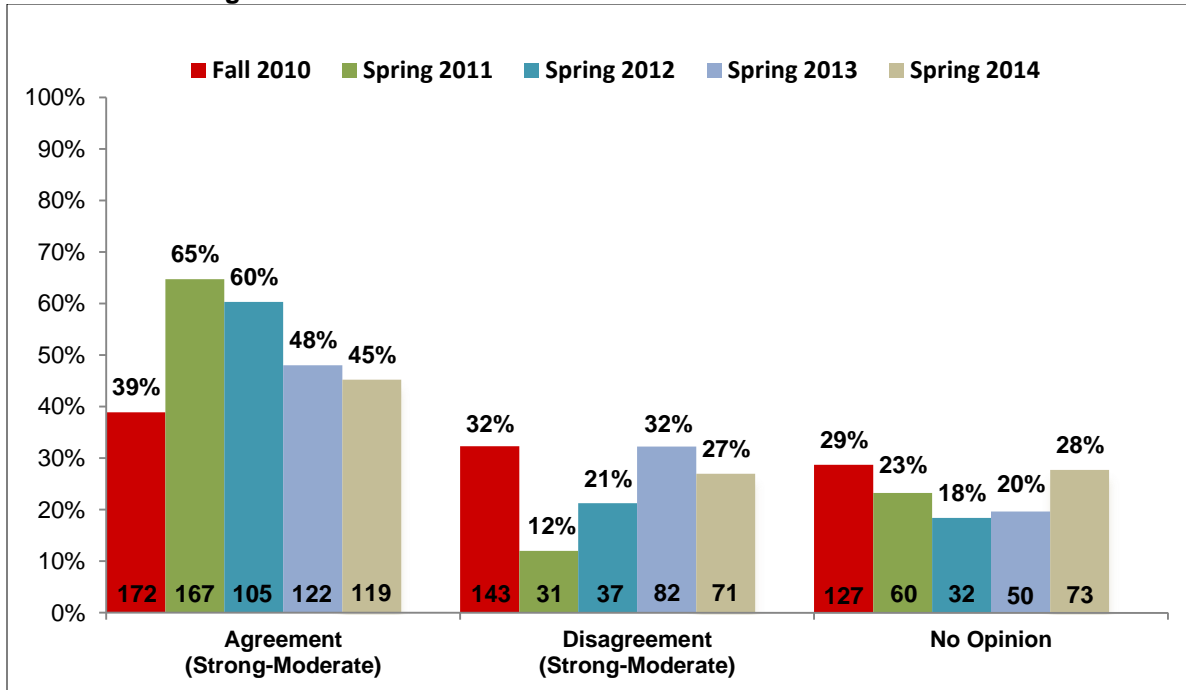
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.81	1.05	67
	FT Faculty	2.80	1.10	106
	Classified	2.29	1.10	112
	Administrator	2.94	.93	31
	<b>Overall</b>	<b>2.63</b>	<b>1.10</b>	<b>316</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

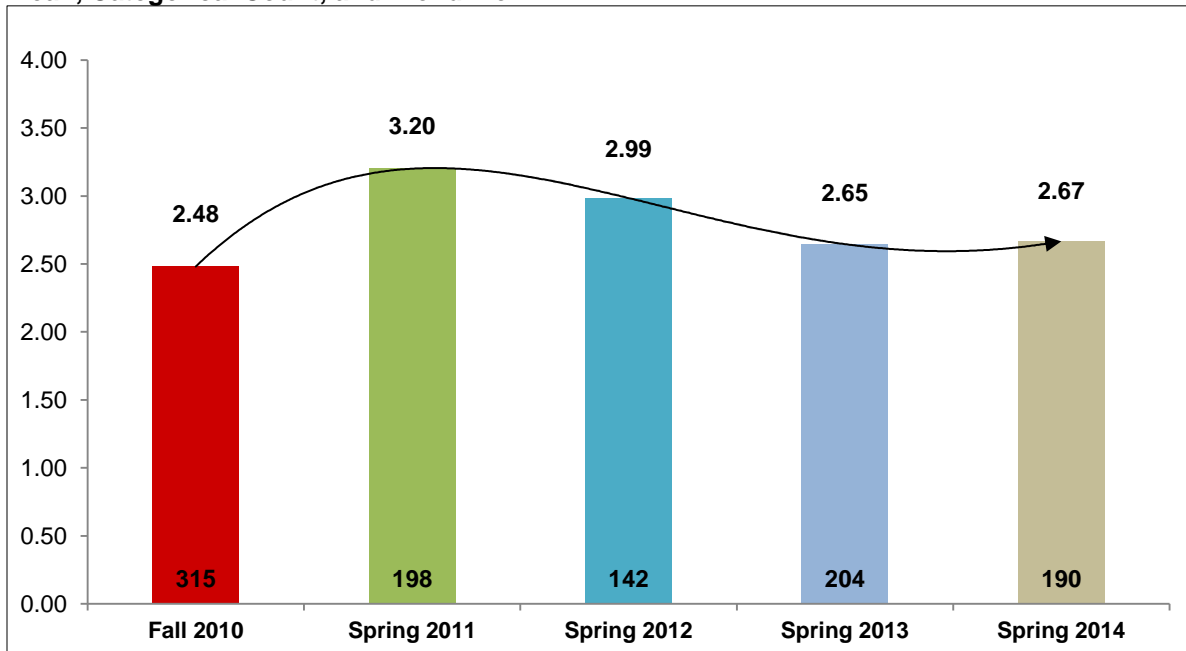
Charts / Data Analysis

#### 44. My constituency group (faculty/classified/administrator) has been asked to participate in a dialogue about improving institutional processes.

##### Percent and Categorical Count



##### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

#### 44. My constituency group (faculty/classified/administrator) has been asked to participate in a dialogue about improving institutional processes.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.67	190	0.044	0.833
Spring 2013	2.65	204		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.46	1.07	35
	FT Faculty	2.53	1.02	64
	Classified	2.82	1.00	60
	Administrator	2.90	.98	31
	<b>Overall</b>	<b>2.67</b>	<b>1.02</b>	<b>190</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.91	.92	22
	FT Faculty	2.48	1.02	52
	Classified	2.73	.96	51
	Administrator	3.13	.72	16
	Unspecified	2.51	1.03	63
	<b>Overall</b>	<b>2.65</b>	<b>.99</b>	<b>204</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.72	1.11	36
	FT Faculty	3.02	.84	42
	Classified	2.98	.94	43
	Administrator	3.38	.67	21
	<b>Overall</b>	<b>2.99</b>	<b>.94</b>	<b>142</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.20	.97	40
	FT Faculty	3.26	.83	65
	Classified	3.14	.86	65
	Administrator	3.21	.79	28
	<b>Overall</b>	<b>3.20</b>	<b>.86</b>	<b>198</b>

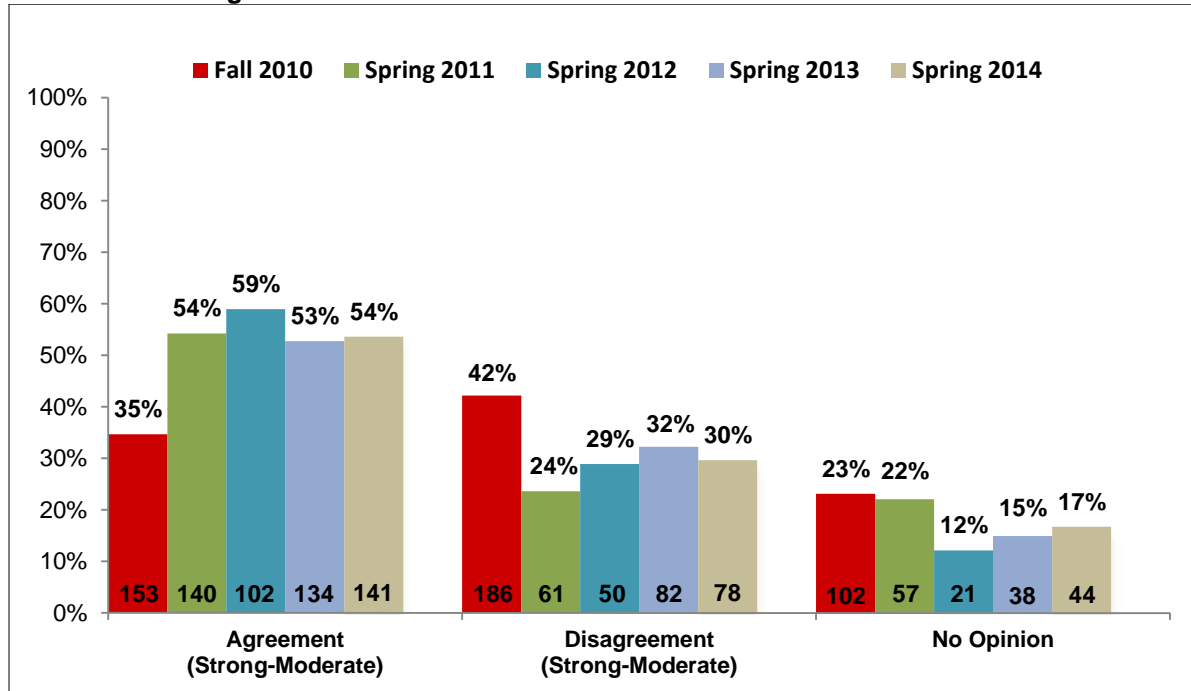
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.52	1.03	61
	FT Faculty	2.45	1.11	101
	Classified	2.38	1.05	121
	Administrator	2.91	.89	32
	<b>Overall</b>	<b>2.48</b>	<b>1.06</b>	<b>315</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

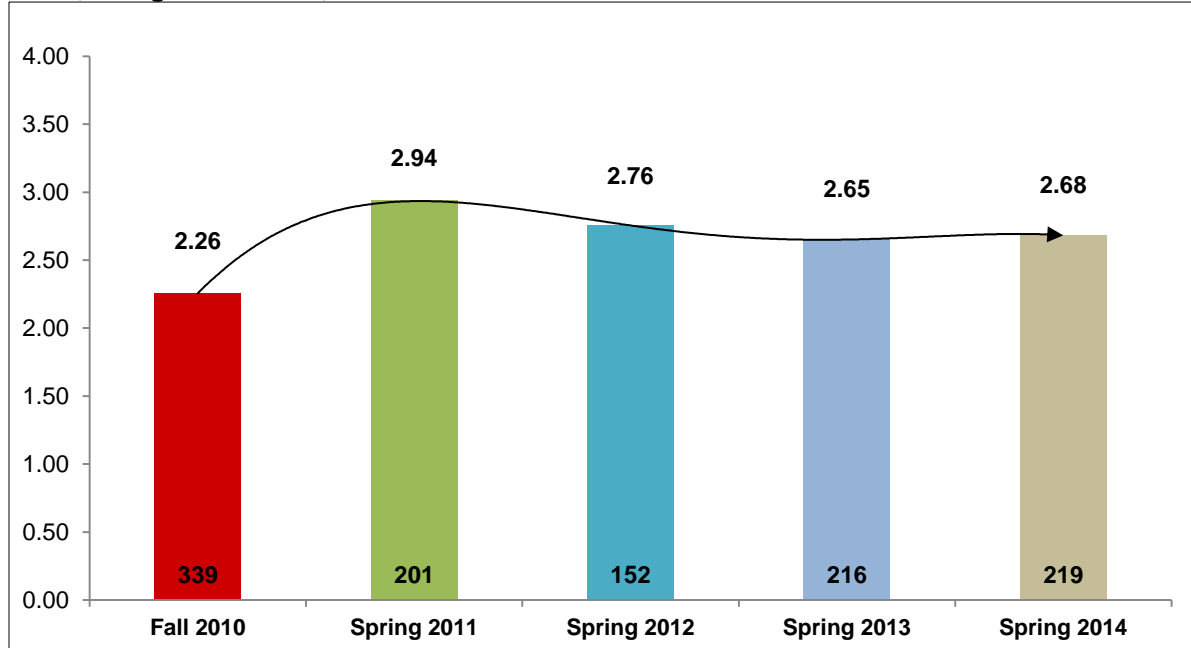
Charts / Data Analysis

## 45. I have participated in a dialogue about improving student learning.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 45. I have participated in a dialogue about improving student learning.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.68	219	0.082	0.774
Spring 2013	2.65	216		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.53	1.15	53
	FT Faculty	2.97	1.08	71
	Classified	2.41	1.26	64
	Administrator	2.87	1.06	31
	<b>Overall</b>	<b>2.68</b>	<b>1.17</b>	<b>219</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.71	1.20	24
	FT Faculty	2.98	1.09	52
	Classified	2.18	1.26	55
	Administrator	3.12	.86	17
	Unspecified	2.65	1.10	68
	<b>Overall</b>	<b>2.65</b>	<b>1.17</b>	<b>216</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.77	1.21	43
	FT Faculty	2.98	1.09	42
	Classified	2.40	1.18	45
	Administrator	3.05	1.00	22
	<b>Overall</b>	<b>2.76</b>	<b>1.16</b>	<b>152</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.92	1.16	48
	FT Faculty	3.49	.81	67
	Classified	2.17	1.15	60
	Administrator	3.31	.88	26
	<b>Overall</b>	<b>2.94</b>	<b>1.16</b>	<b>201</b>

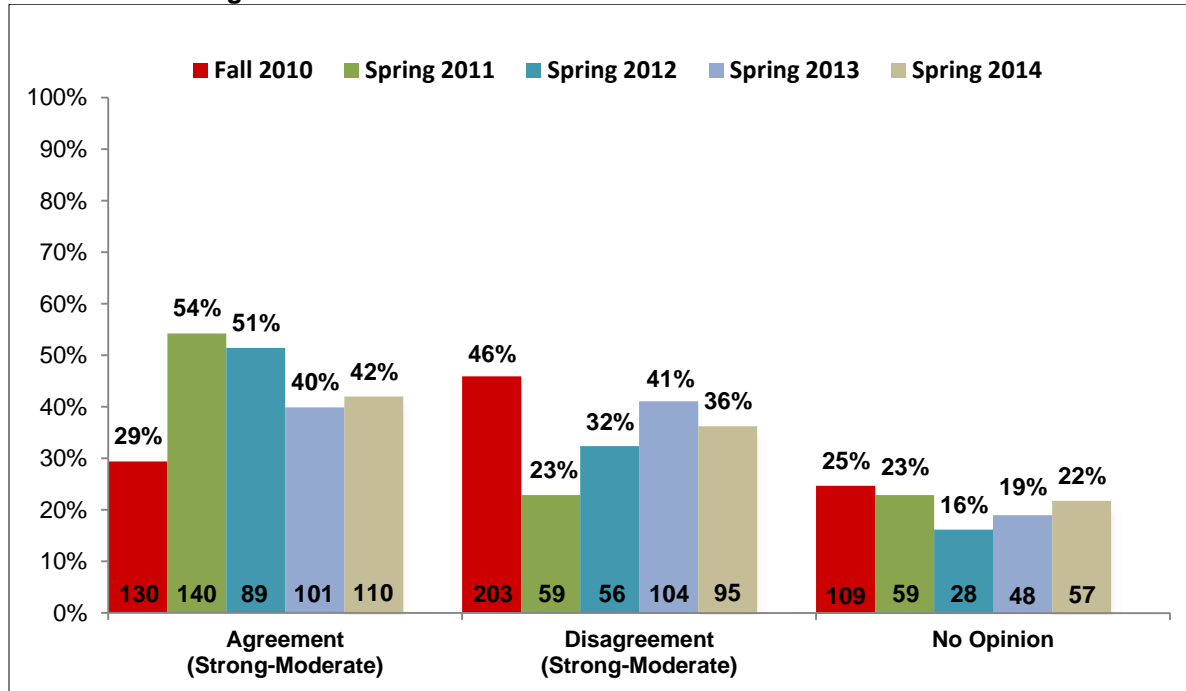
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.28	1.20	74
	FT Faculty	2.70	1.21	104
	Classified	1.76	1.08	129
	Administrator	2.75	1.14	32
	<b>Overall</b>	<b>2.26</b>	<b>1.22</b>	<b>339</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

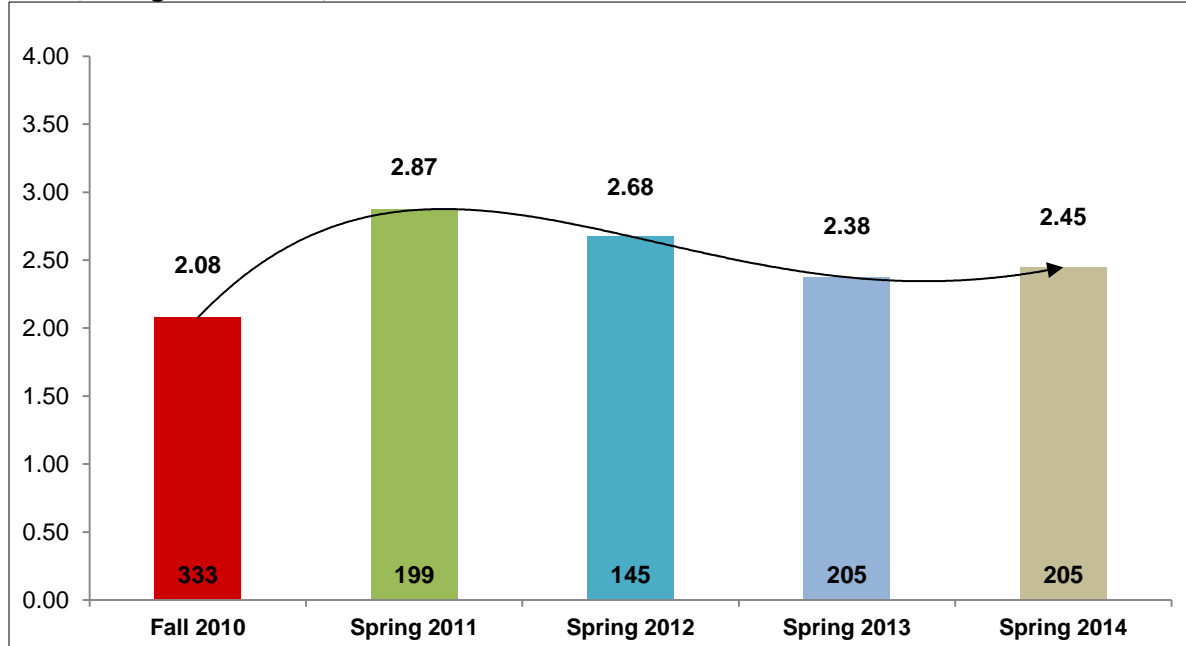
Charts / Data Analysis

## 46. I have participated in a dialogue about improving institutional processes.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

## 46. I have participated in a dialogue about improving institutional processes.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.45	205	0.413	0.521
Spring 2013	2.38	205		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.00	1.05	46
	FT Faculty	2.58	1.14	65
	Classified	2.40	1.24	63
	Administrator	2.94	.96	31
	<b>Overall</b>	<b>2.45</b>	<b>1.16</b>	<b>205</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.29	1.08	24
	FT Faculty	2.41	1.19	49
	Classified	2.08	1.17	53
	Administrator	3.06	.75	17
	Unspecified	2.45	1.14	62
	<b>Overall</b>	<b>2.38</b>	<b>1.15</b>	<b>205</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.43	1.24	40
	FT Faculty	2.88	1.10	41
	Classified	2.42	1.07	43
	Administrator	3.29	.96	21
	<b>Overall</b>	<b>2.68</b>	<b>1.15</b>	<b>145</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.52	1.23	42
	FT Faculty	3.15	.94	67
	Classified	2.61	1.05	61
	Administrator	3.28	.80	29
	<b>Overall</b>	<b>2.87</b>	<b>1.07</b>	<b>199</b>

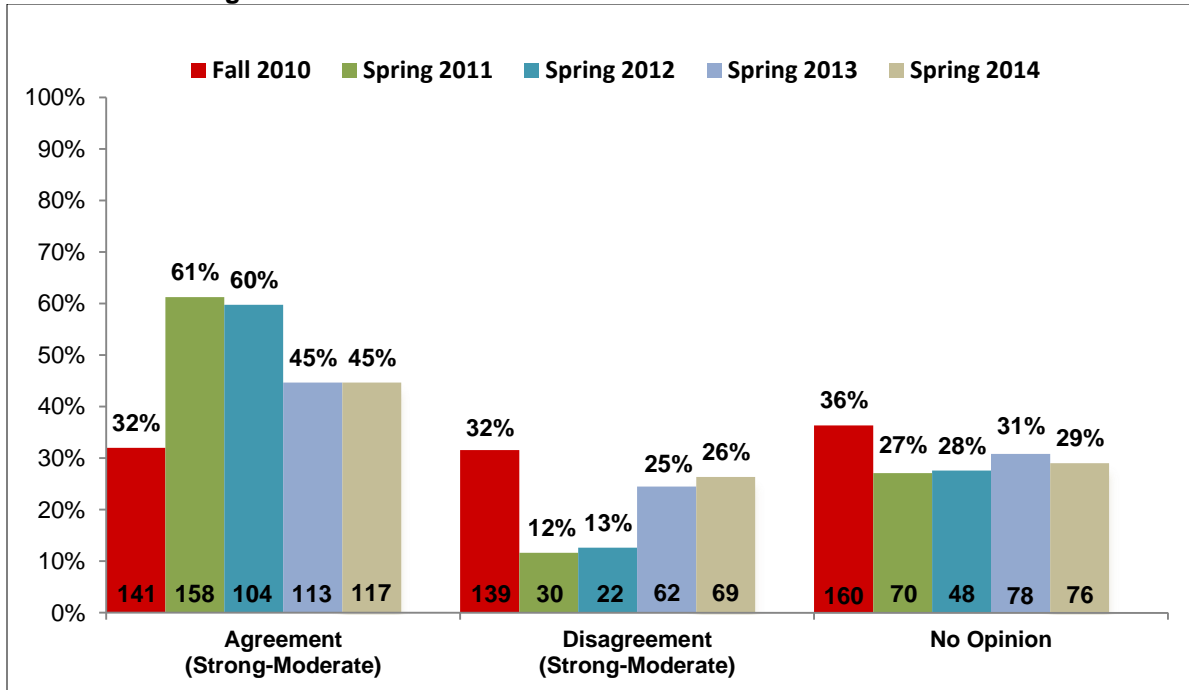
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.90	1.14	68
	FT Faculty	2.24	1.21	100
	Classified	1.84	1.05	132
	Administrator	2.91	1.01	33
	<b>Overall</b>	<b>2.08</b>	<b>1.16</b>	<b>333</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

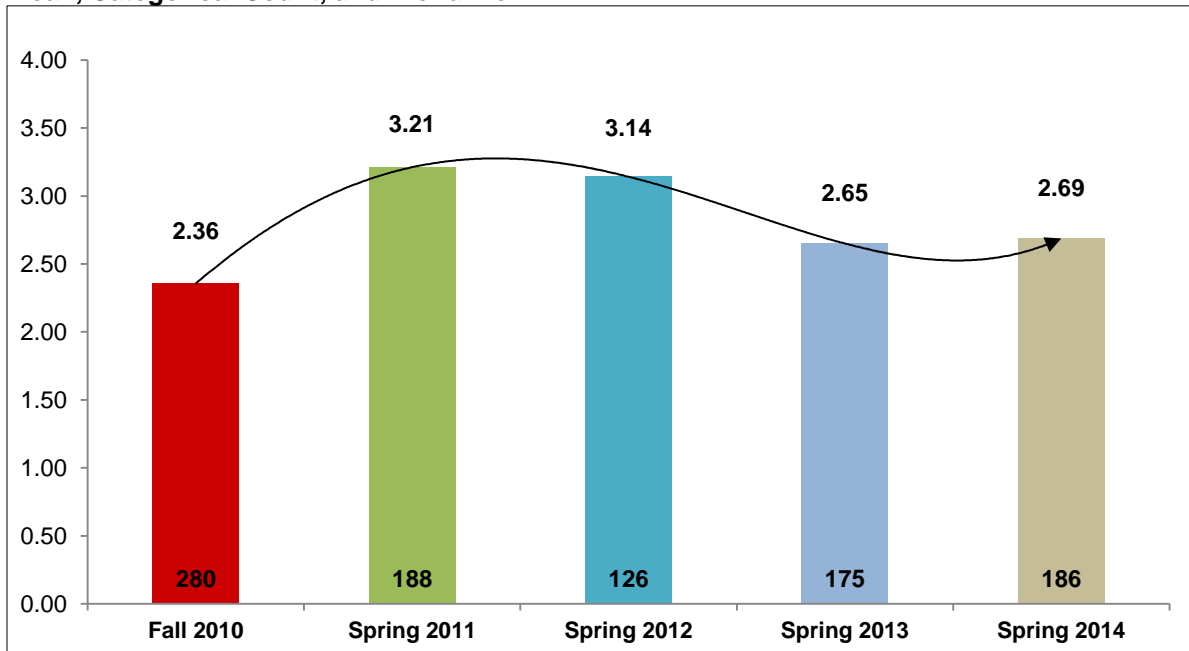
Charts / Data Analysis

## 47. Dialogue about student learning and institutional processes has been conducted in a collegial manner.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 47. Dialogue about student learning and institutional processes has been conducted in a collegial manner.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.69	186	0.108	0.742
Spring 2013	2.65	175		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.63	1.03	38
	FT Faculty	2.64	1.06	64
	Classified	2.71	1.13	55
	Administrator	2.83	.97	29
	<b>Overall</b>	<b>2.69</b>	<b>1.06</b>	<b>186</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.68	1.04	22
	FT Faculty	2.52	1.19	42
	Classified	2.59	1.09	39
	Administrator	3.25	.68	16
	Unspecified	2.61	1.02	56
	<b>Overall</b>	<b>2.65</b>	<b>1.07</b>	<b>175</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.26	.86	31
	FT Faculty	3.13	.94	38
	Classified	2.86	.86	37
	Administrator	3.50	.69	20
	<b>Overall</b>	<b>3.14</b>	<b>.87</b>	<b>126</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.28	.88	43
	FT Faculty	3.27	.81	62
	Classified	3.04	.71	56
	Administrator	3.33	.78	27
	<b>Overall</b>	<b>3.21</b>	<b>.80</b>	<b>188</b>

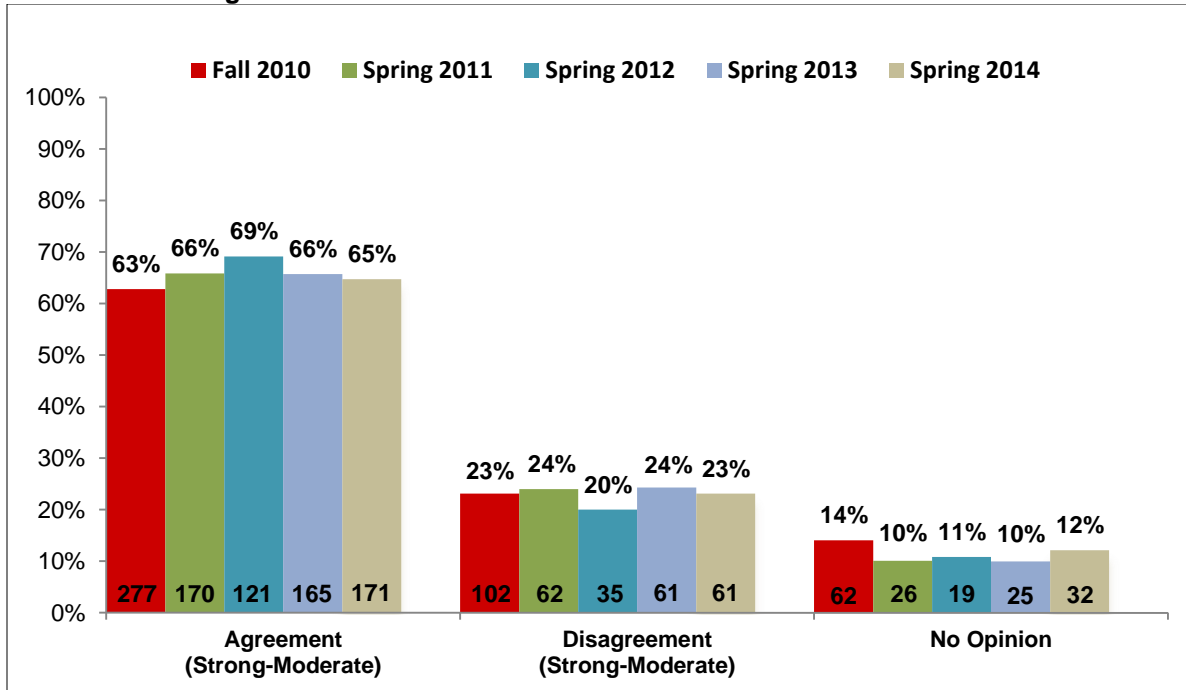
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.45	1.11	58
	FT Faculty	2.28	1.10	95
	Classified	2.18	1.03	96
	Administrator	2.97	.95	31
	<b>Overall</b>	<b>2.36</b>	<b>1.08</b>	<b>280</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

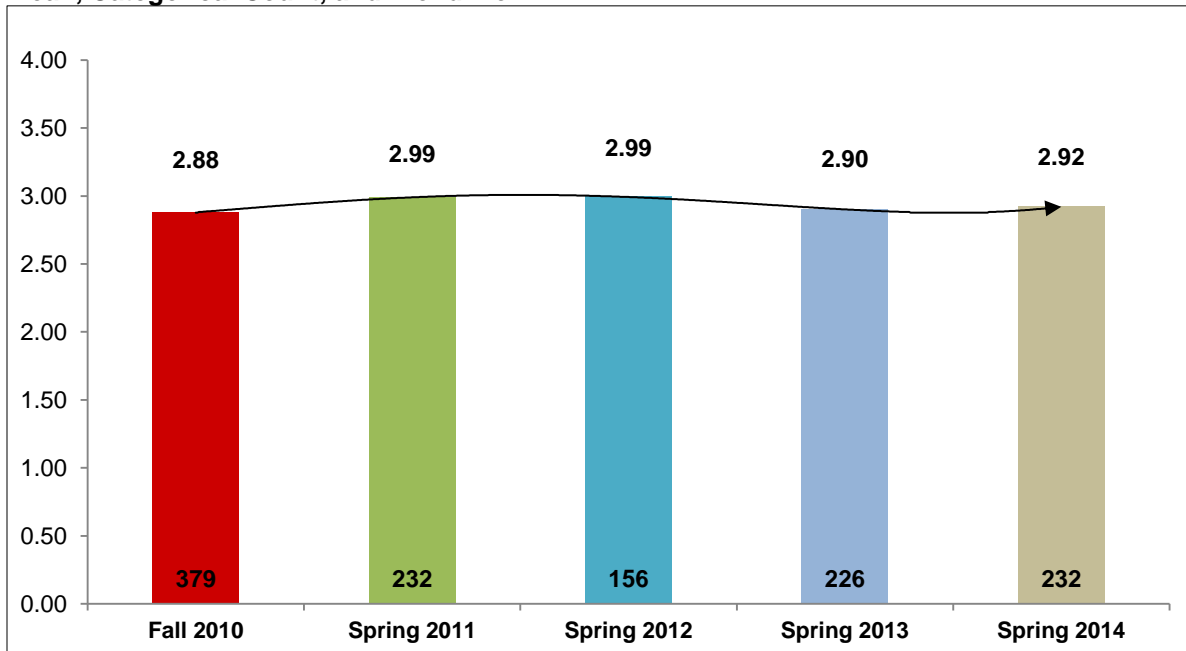
Charts / Data Analysis

**48a. [Human Resources] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

## Charts / Data Analysis

**48a. [Human Resources] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.92	232	0.044	0.835
Spring 2013	2.90	226		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.04	.99	52
	FT Faculty	2.75	1.08	73
	Classified	3.05	.94	76
	Administrator	2.81	1.01	31
	<b>Overall</b>	<b>2.92</b>	<b>1.01</b>	<b>232</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.00	.93	24
	FT Faculty	2.80	1.10	49
	Classified	3.15	.95	60
	Administrator	2.94	1.03	17
	Unspecified	2.74	1.02	76
	<b>Overall</b>	<b>2.90</b>	<b>1.02</b>	<b>226</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.12	.94	42
	FT Faculty	3.02	.99	41
	Classified	2.92	.98	51
	Administrator	2.86	.64	22
	<b>Overall</b>	<b>2.99</b>	<b>.93</b>	<b>156</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.36	.87	55
	FT Faculty	2.93	1.03	67
	Classified	2.90	1.03	81
	Administrator	2.69	.97	29
	<b>Overall</b>	<b>2.99</b>	<b>1.01</b>	<b>232</b>

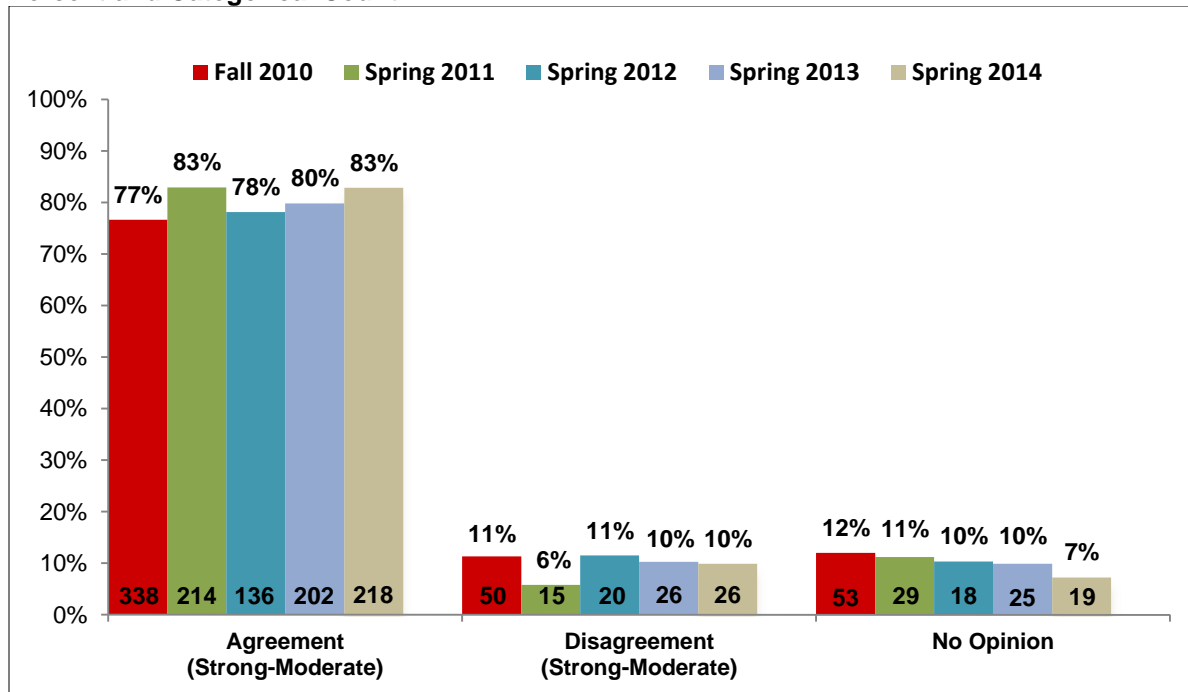
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.26	.82	76
	FT Faculty	2.66	1.02	101
	Classified	2.86	1.00	167
	Administrator	2.80	.87	35
	<b>Overall</b>	<b>2.88</b>	<b>.98</b>	<b>379</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

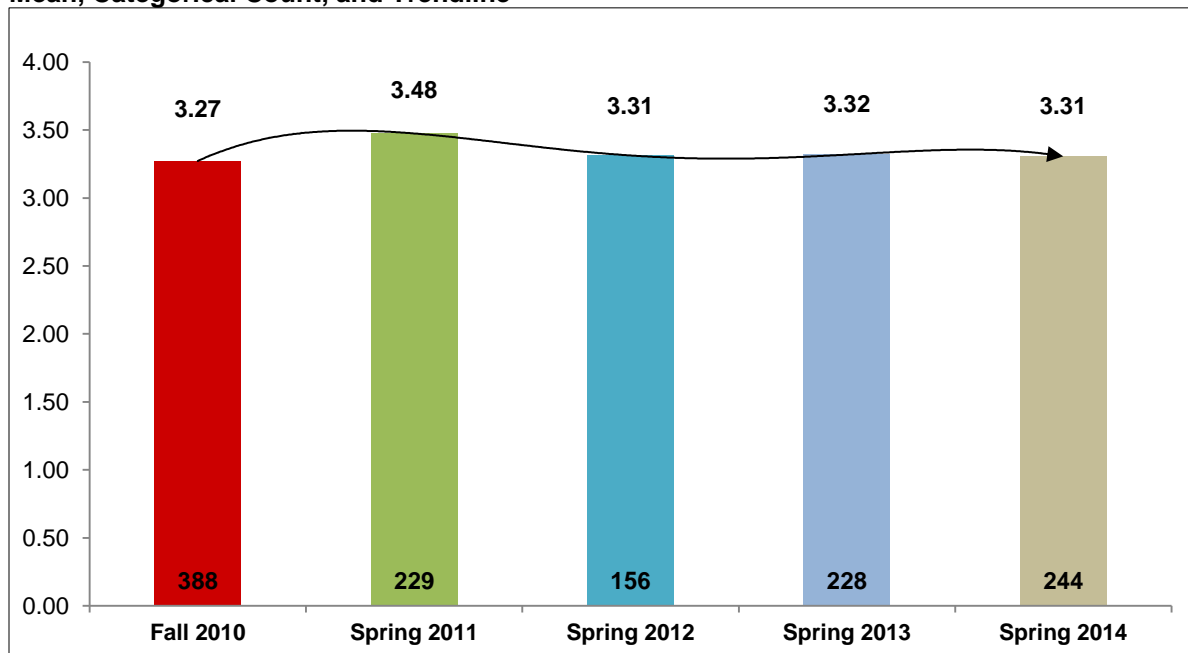
Charts / Data Analysis

**48b. [Payroll] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**48b. [Payroll] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	3.31	244	0.029	0.865
Spring 2013	3.32	228		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.42	.68	59
	FT Faculty	3.10	1.06	73
	Classified	3.49	.55	81
	Administrator	3.10	.75	31
	<b>Overall</b>	<b>3.31</b>	<b>.80</b>	<b>244</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.33	.87	24
	FT Faculty	3.29	1.00	52
	Classified	3.52	.70	61
	Administrator	3.12	.93	17
	Unspecified	3.22	.76	74
	<b>Overall</b>	<b>3.32</b>	<b>.83</b>	<b>228</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.22	.96	41
	FT Faculty	3.32	.80	44
	Classified	3.47	.71	49
	Administrator	3.14	.83	22
	<b>Overall</b>	<b>3.31</b>	<b>.83</b>	<b>156</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.53	.66	57
	FT Faculty	3.44	.84	62
	Classified	3.57	.57	81
	Administrator	3.21	.73	29
	<b>Overall</b>	<b>3.48</b>	<b>.70</b>	<b>229</b>

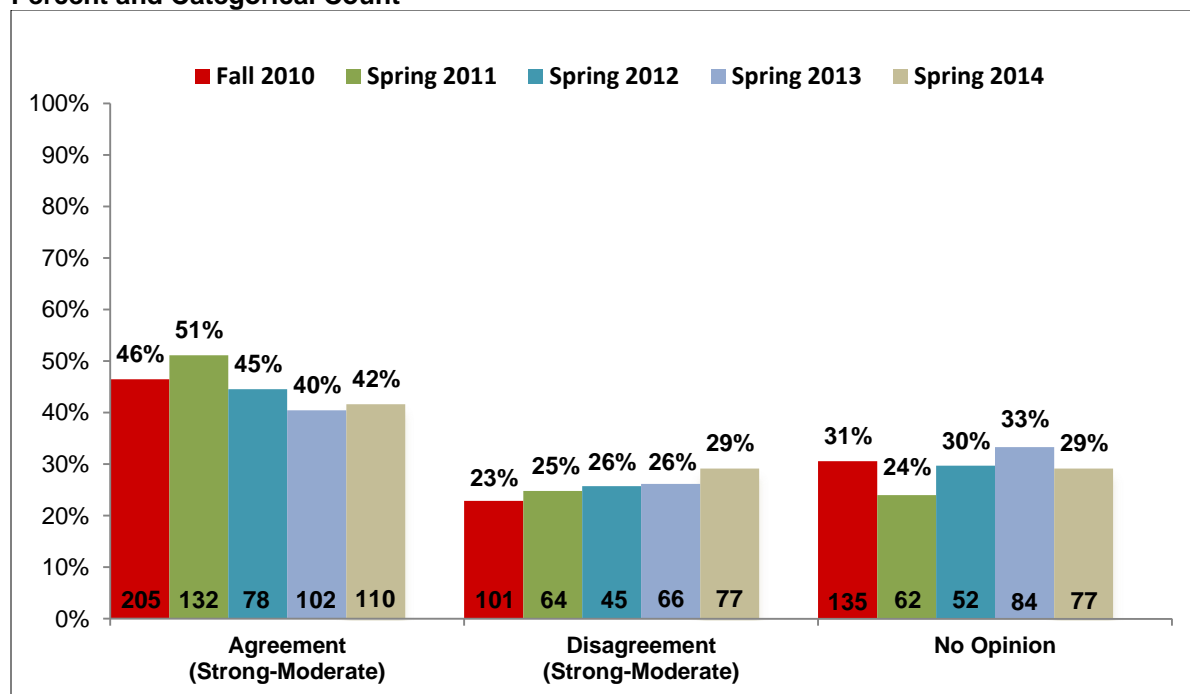
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.31	.76	80
	FT Faculty	2.98	.97	105
	Classified	3.43	.69	167
	Administrator	3.31	.79	36
	<b>Overall</b>	<b>3.27</b>	<b>.82</b>	<b>388</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

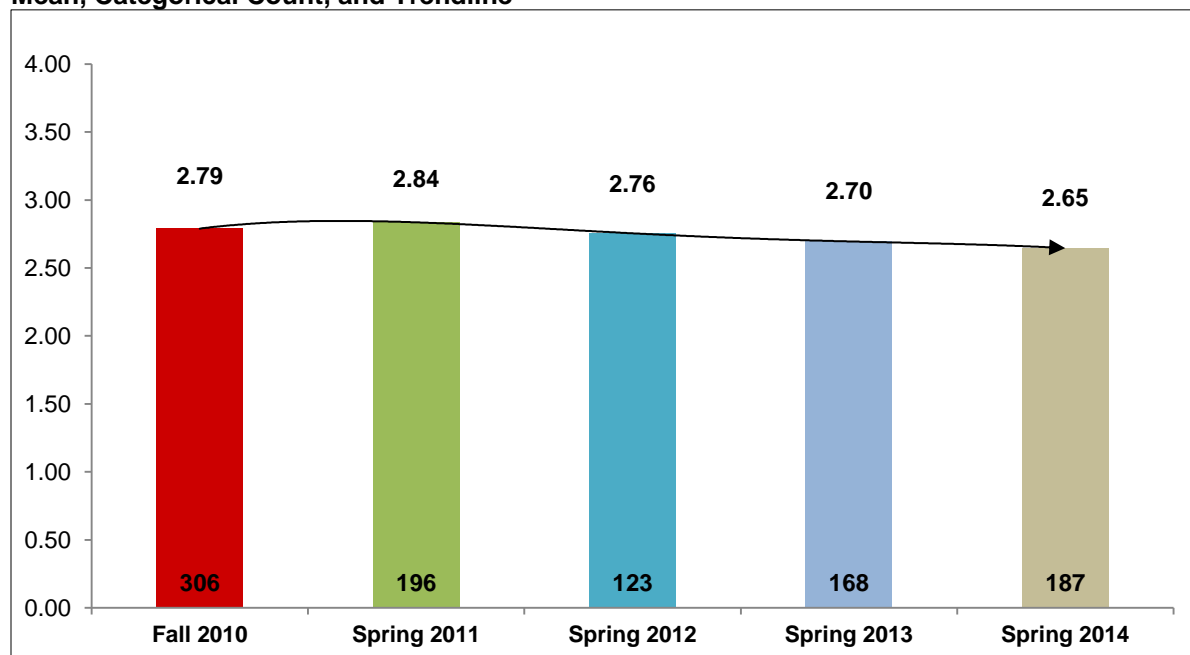
Charts / Data Analysis

**48c. [Purchasing] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

**48c. [Purchasing] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.65	187	0.210	0.647
Spring 2013	2.70	168		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.83	1.13	24
	FT Faculty	2.50	1.03	60
	Classified	2.73	.92	73
	Administrator	2.60	.86	30
	<b>Overall</b>	<b>2.65</b>	<b>.98</b>	<b>187</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.80	1.14	10
	FT Faculty	2.38	1.07	34
	Classified	2.81	1.13	54
	Administrator	3.00	.76	15
	Unspecified	2.67	1.00	55
	<b>Overall</b>	<b>2.70</b>	<b>1.05</b>	<b>168</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.95	1.07	21
	FT Faculty	2.65	1.02	31
	Classified	2.73	1.00	49
	Administrator	2.77	.81	22
	<b>Overall</b>	<b>2.76</b>	<b>.98</b>	<b>123</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.46	.65	37
	FT Faculty	2.58	1.12	53
	Classified	2.73	.97	77
	Administrator	2.79	.66	29
	<b>Overall</b>	<b>2.84</b>	<b>.97</b>	<b>196</b>

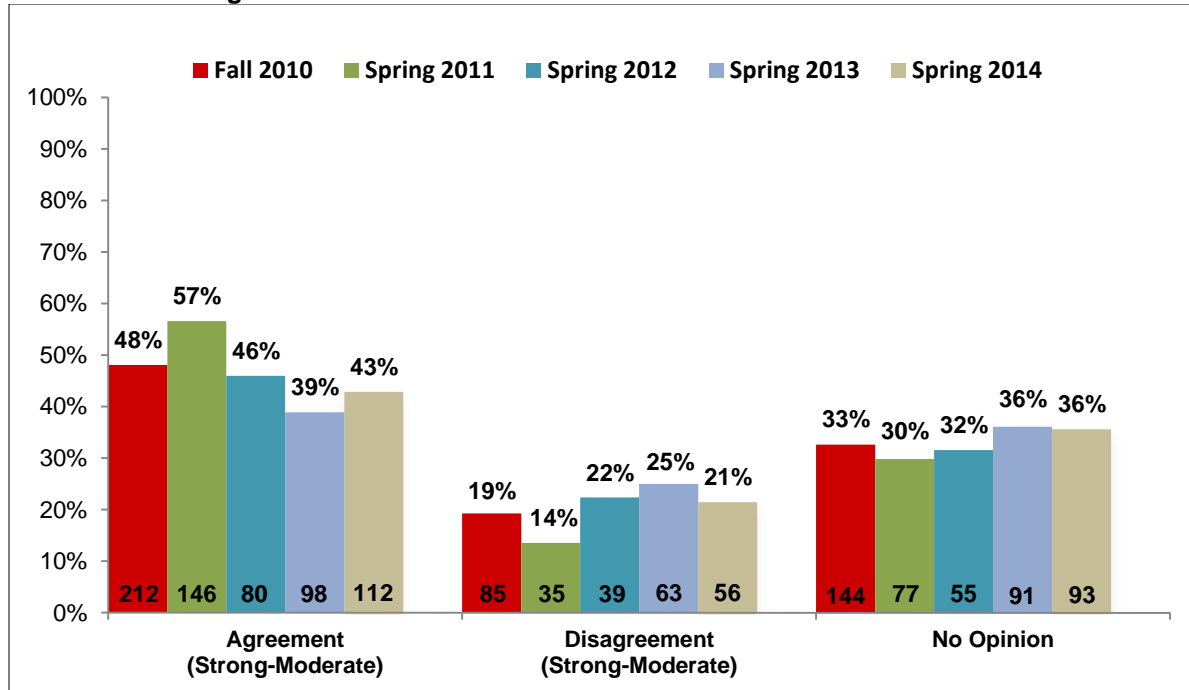
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.10	.89	41
	FT Faculty	2.43	.97	81
	Classified	2.89	.98	149
	Administrator	2.86	.77	35
	<b>Overall</b>	<b>2.79</b>	<b>.97</b>	<b>306</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

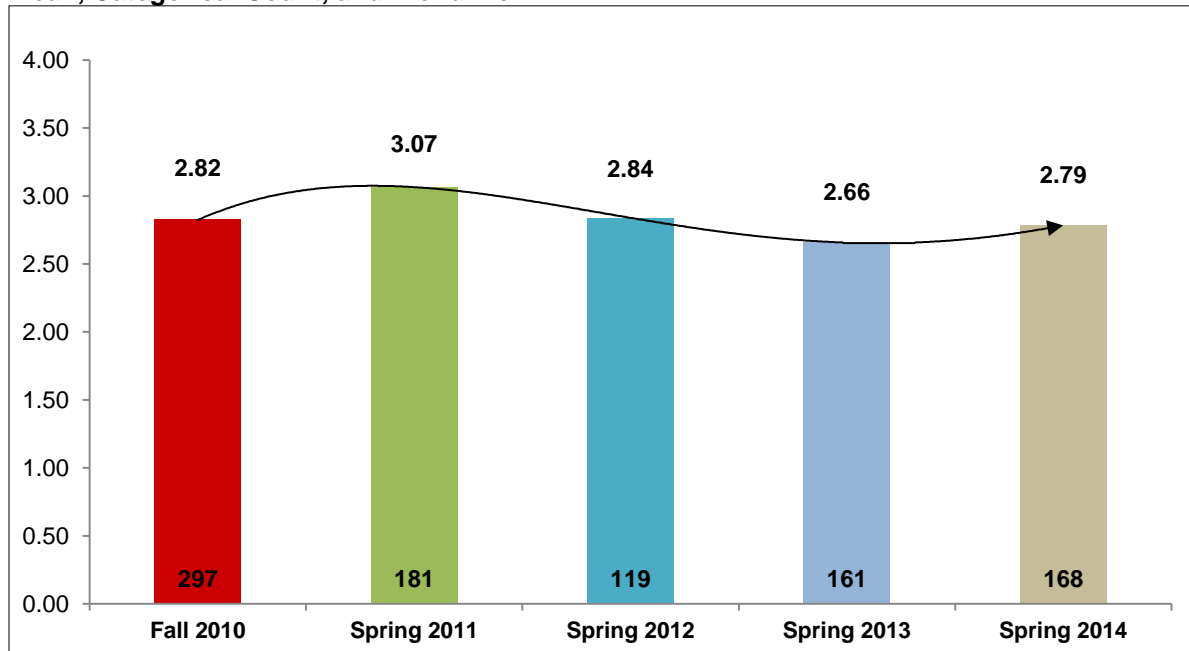
Charts / Data Analysis

**48d. [Fiscal] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**48d. [Fiscal] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.79	168	1.377	0.241
Spring 2013	2.66	161		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.21	.86	19
	FT Faculty	2.40	1.05	52
	Classified	3.02	.75	66
	Administrator	2.68	.87	31
	<b>Overall</b>	<b>2.79</b>	<b>.93</b>	<b>168</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.64	1.12	11
	FT Faculty	2.21	1.05	29
	Classified	2.94	1.00	48
	Administrator	2.76	1.03	17
	Unspecified	2.63	1.00	56
	<b>Overall</b>	<b>2.66</b>	<b>1.04</b>	<b>161</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.90	1.21	20
	FT Faculty	2.61	.97	33
	Classified	2.96	.82	45
	Administrator	2.90	.70	21
	<b>Overall</b>	<b>2.84</b>	<b>.92</b>	<b>119</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.50	.51	34
	FT Faculty	2.83	.95	48
	Classified	3.11	.87	71
	Administrator	2.82	.82	28
	<b>Overall</b>	<b>3.07</b>	<b>.86</b>	<b>181</b>

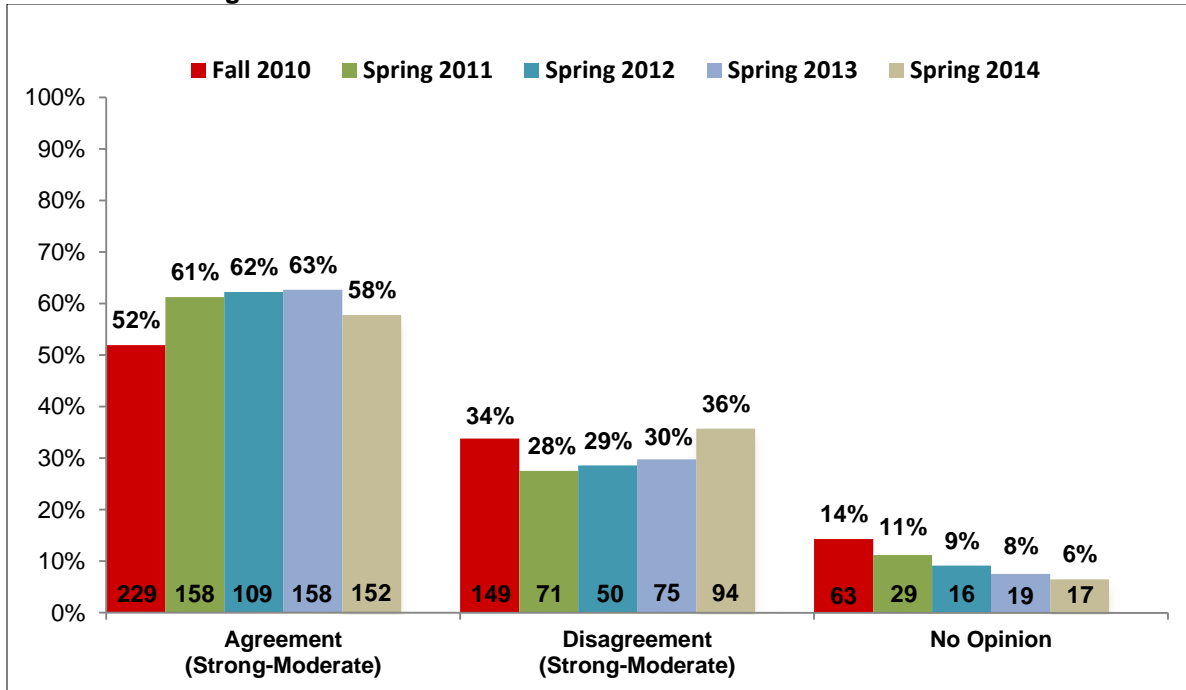
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.83	1.06	42
	FT Faculty	2.25	1.02	72
	Classified	3.07	.90	150
	Administrator	2.97	.85	33
	<b>Overall</b>	<b>2.82</b>	<b>1.00</b>	<b>297</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

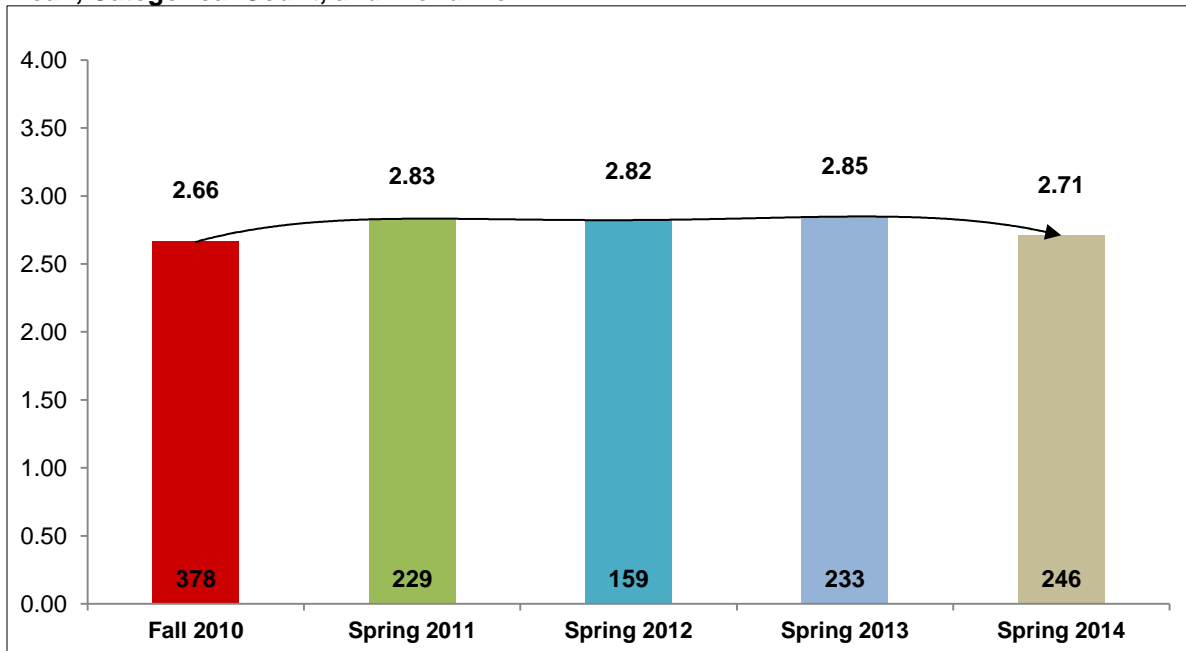
Charts / Data Analysis

**48e. [Technology] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**48e. [Technology] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.71	246	2.305	0.130
Spring 2013	2.85	233		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.83	.93	59
	FT Faculty	2.32	1.03	72
	Classified	2.88	.94	84
	Administrator	2.94	.93	31
	<b>Overall</b>	<b>2.71</b>	<b>.99</b>	<b>246</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.13	1.03	24
	FT Faculty	2.36	.98	50
	Classified	3.14	.93	65
	Administrator	3.18	.64	17
	Unspecified	2.77	1.01	77
	<b>Overall</b>	<b>2.85</b>	<b>1.00</b>	<b>233</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.13	.98	39
	FT Faculty	2.53	.92	45
	Classified	2.91	1.06	53
	Administrator	2.68	.72	22
	<b>Overall</b>	<b>2.82</b>	<b>.98</b>	<b>159</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.16	.87	50
	FT Faculty	2.63	1.05	68
	Classified	2.87	.97	83
	Administrator	2.64	.95	28
	<b>Overall</b>	<b>2.83</b>	<b>.99</b>	<b>229</b>

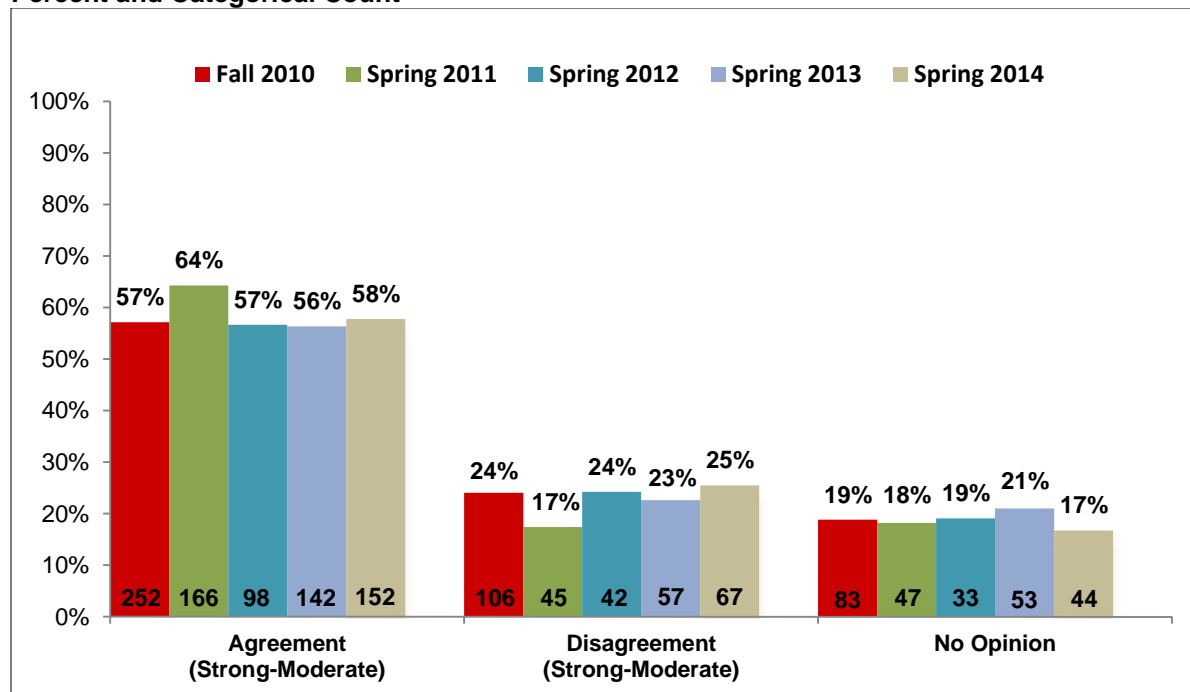
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.93	.98	74
	FT Faculty	2.32	.98	108
	Classified	2.84	.98	160
	Administrator	2.33	.93	36
	<b>Overall</b>	<b>2.66</b>	<b>1.01</b>	<b>378</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

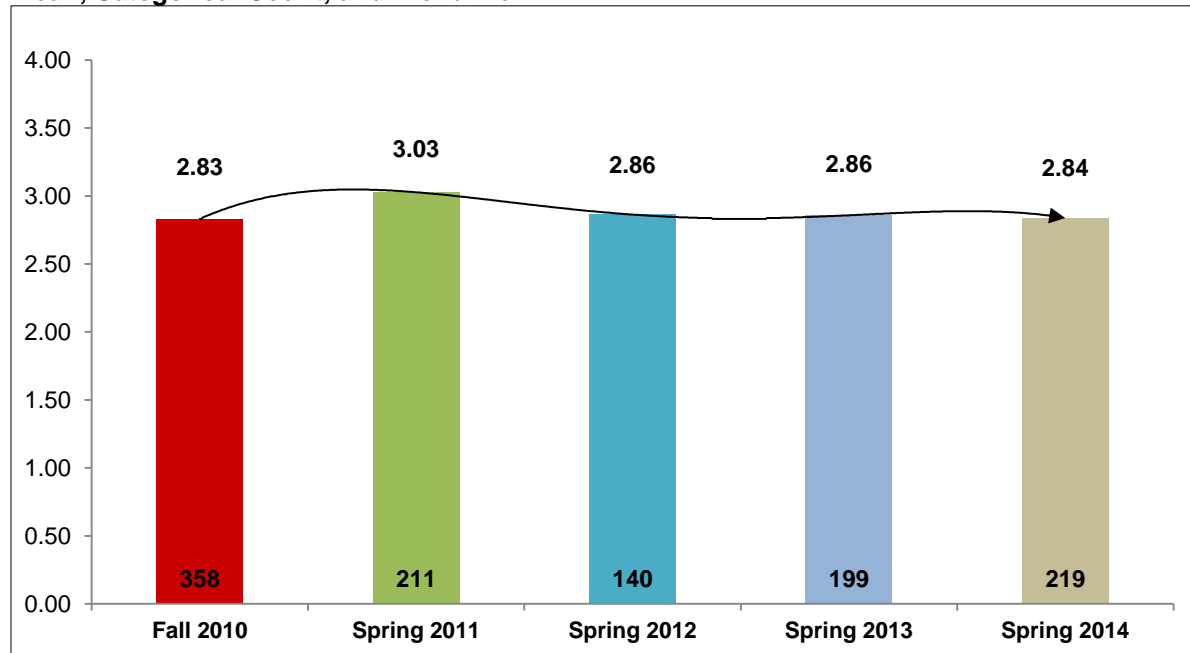
Charts / Data Analysis

**48f. [Facilities use] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**48f. [Facilities use] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.84	219	0.043	0.836
Spring 2013	2.86	199		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.90	.97	50
	FT Faculty	2.61	1.05	70
	Classified	3.09	.79	70
	Administrator	2.69	.89	29
	<b>Overall</b>	<b>2.84</b>	<b>.95</b>	<b>219</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.79	.92	19
	FT Faculty	2.80	.93	46
	Classified	2.96	1.00	57
	Administrator	2.73	.96	15
	Unspecified	2.85	.87	62
	<b>Overall</b>	<b>2.86</b>	<b>.93</b>	<b>199</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.00	1.01	36
	FT Faculty	2.73	1.04	40
	Classified	2.93	.94	43
	Administrator	2.76	.94	21
	<b>Overall</b>	<b>2.86</b>	<b>.98</b>	<b>140</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.33	.76	46
	FT Faculty	2.91	.85	64
	Classified	3.07	.79	73
	Administrator	2.71	.85	28
	<b>Overall</b>	<b>3.03</b>	<b>.83</b>	<b>211</b>

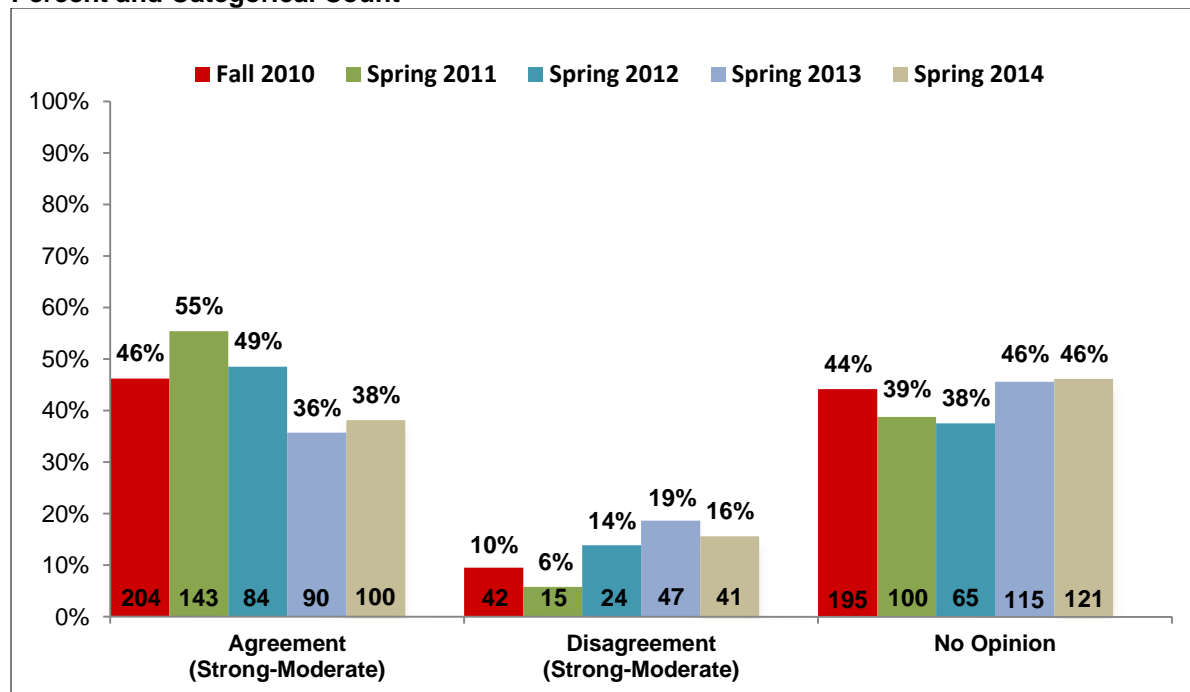
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.97	.99	69
	FT Faculty	2.61	.96	102
	Classified	2.88	.96	154
	Administrator	3.00	.87	33
	<b>Overall</b>	<b>2.83</b>	<b>.96</b>	<b>358</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

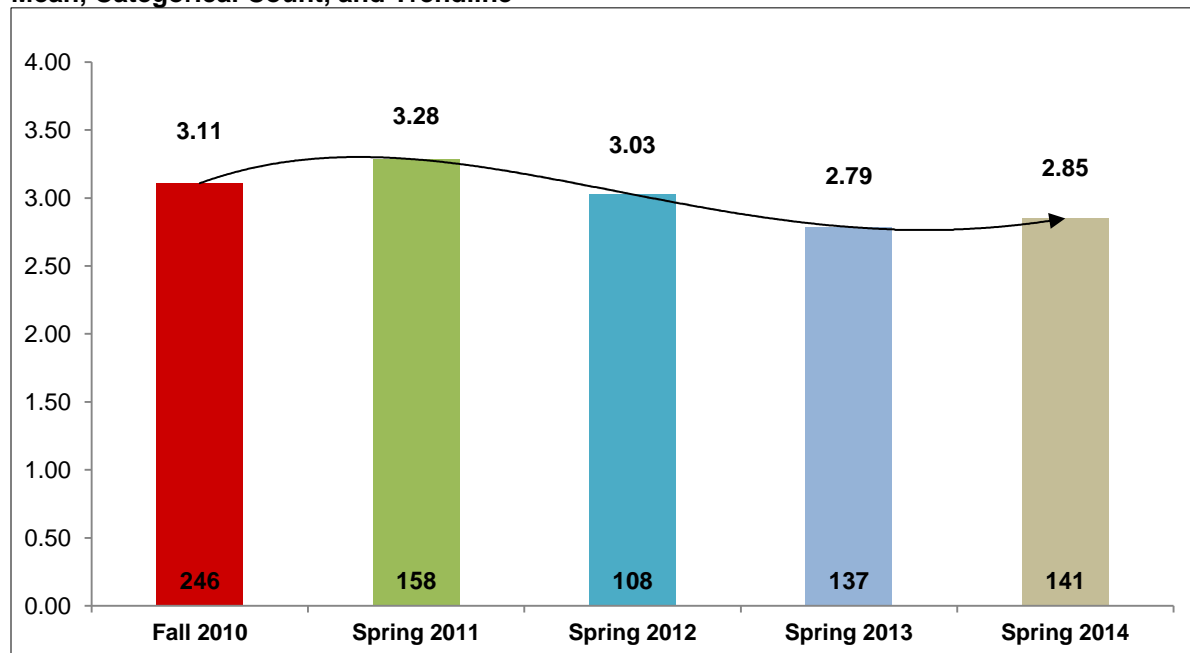
Charts / Data Analysis

**48g. [Curriculum Approval] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

**48g. [Curriculum Approval] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.85	141	0.281	0.597
Spring 2013	2.79	137		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.74	1.16	34
	FT Faculty	2.88	.93	67
	Classified	2.96	.88	23
	Administrator	2.82	.64	17
	<b>Overall</b>	<b>2.85</b>	<b>.95</b>	<b>141</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.18	1.01	17
	FT Faculty	2.90	.97	41
	Classified	2.52	1.03	21
	Administrator	2.90	1.20	10
	Unspecified	2.65	1.02	48
	<b>Overall</b>	<b>2.79</b>	<b>1.02</b>	<b>137</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.06	.98	32
	FT Faculty	3.05	.90	38
	Classified	2.82	.91	22
	Administrator	3.19	.75	16
	<b>Overall</b>	<b>3.03</b>	<b>.90</b>	<b>108</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.33	.72	42
	FT Faculty	3.32	.67	62
	Classified	3.24	.82	34
	Administrator	3.15	.59	20
	<b>Overall</b>	<b>3.28</b>	<b>.71</b>	<b>158</b>

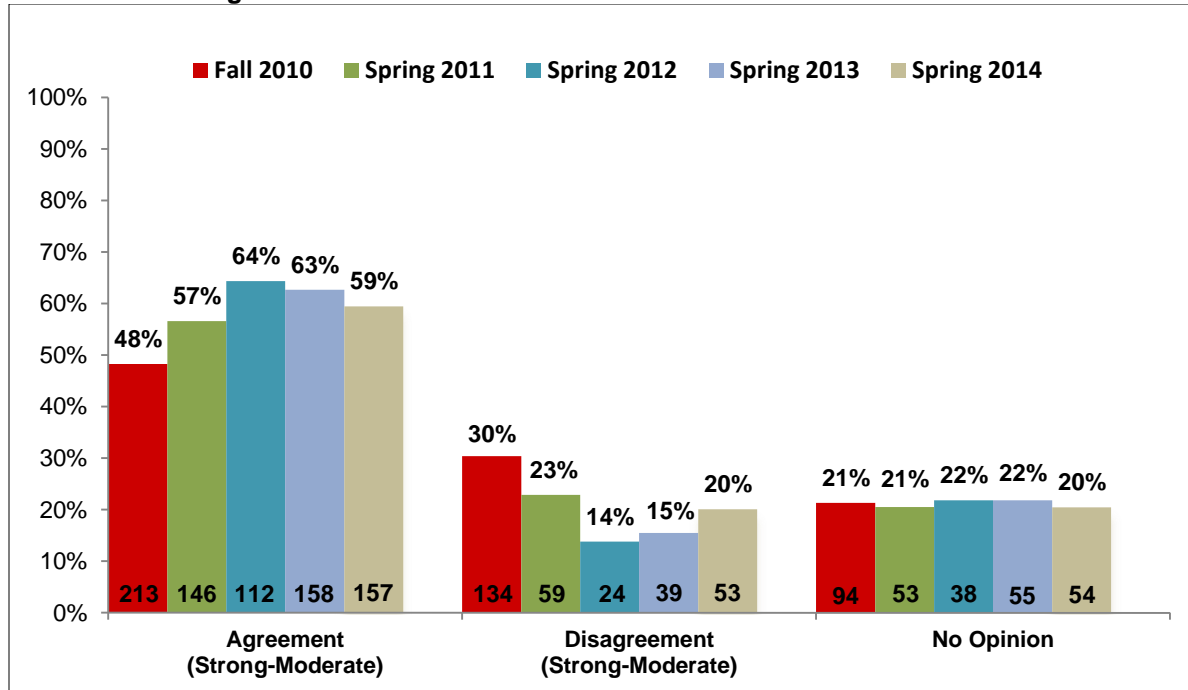
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.20	.87	61
	FT Faculty	3.20	.79	98
	Classified	2.89	.93	64
	Administrator	3.09	.85	23
	<b>Overall</b>	<b>3.11</b>	<b>.86</b>	<b>246</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

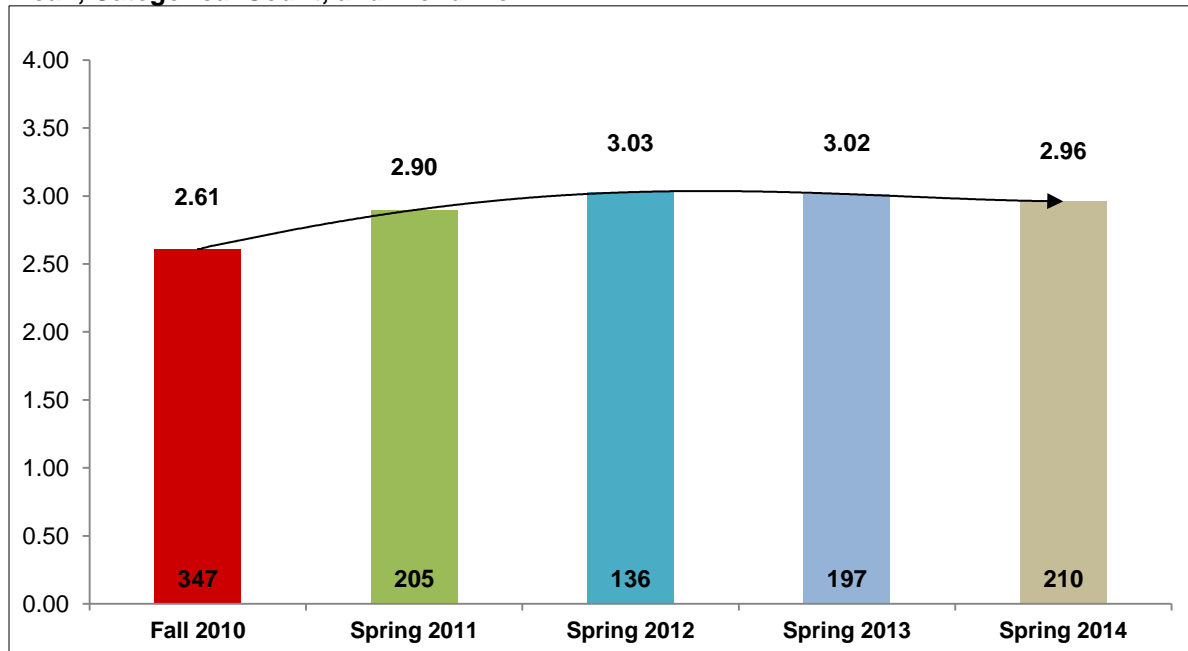
Charts / Data Analysis

**48h. [Safety and Emergency] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**48h. [Safety and Emergency] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.96	210	0.367	0.545
Spring 2013	3.02	197		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.12	.91	43
	FT Faculty	2.85	1.05	67
	Classified	3.04	.82	71
	Administrator	2.79	.86	29
	<b>Overall</b>	<b>2.96</b>	<b>.92</b>	<b>210</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.95	.95	22
	FT Faculty	2.98	.94	41
	Classified	2.95	.89	57
	Administrator	3.29	.73	14
	Unspecified	3.06	.74	63
	<b>Overall</b>	<b>3.02</b>	<b>.85</b>	<b>197</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.18	.76	34
	FT Faculty	3.03	.99	37
	Classified	3.00	.98	45
	Administrator	2.85	.99	20
	<b>Overall</b>	<b>3.03</b>	<b>.93</b>	<b>136</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.47	.67	43
	FT Faculty	2.73	1.03	62
	Classified	2.90	.85	73
	Administrator	2.37	1.12	27
	<b>Overall</b>	<b>2.90</b>	<b>.97</b>	<b>205</b>

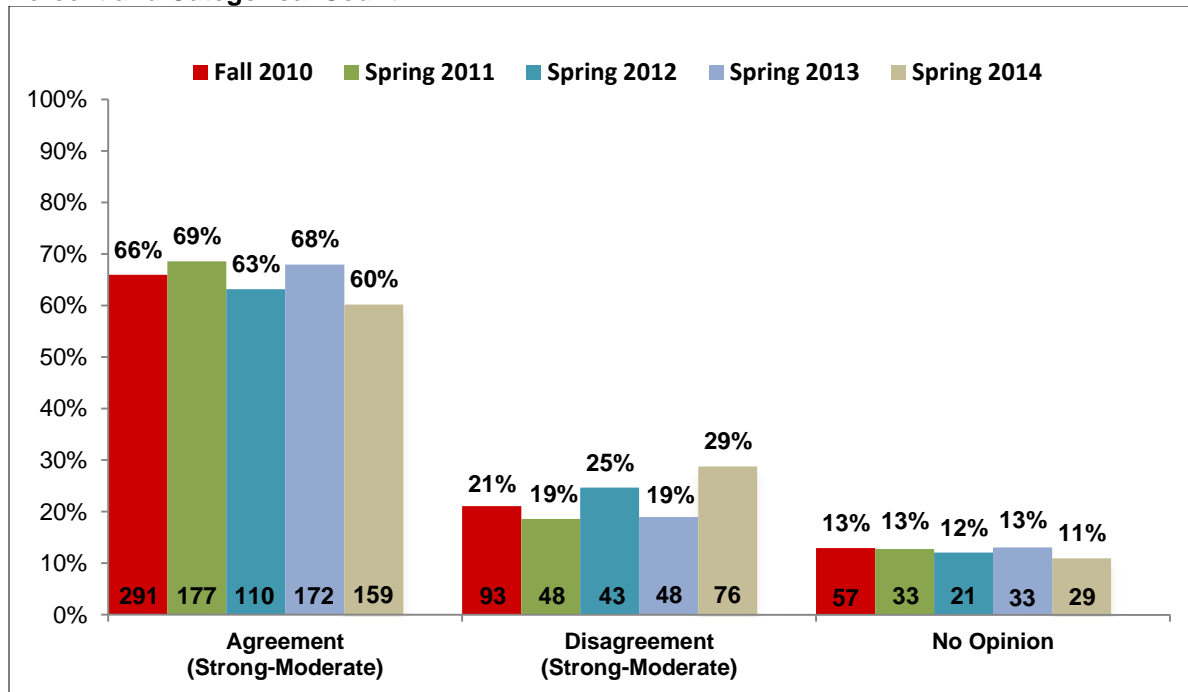
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.00	1.02	64
	FT Faculty	2.21	1.11	105
	Classified	2.77	.99	145
	Administrator	2.42	1.15	33
	<b>Overall</b>	<b>2.61</b>	<b>1.09</b>	<b>347</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

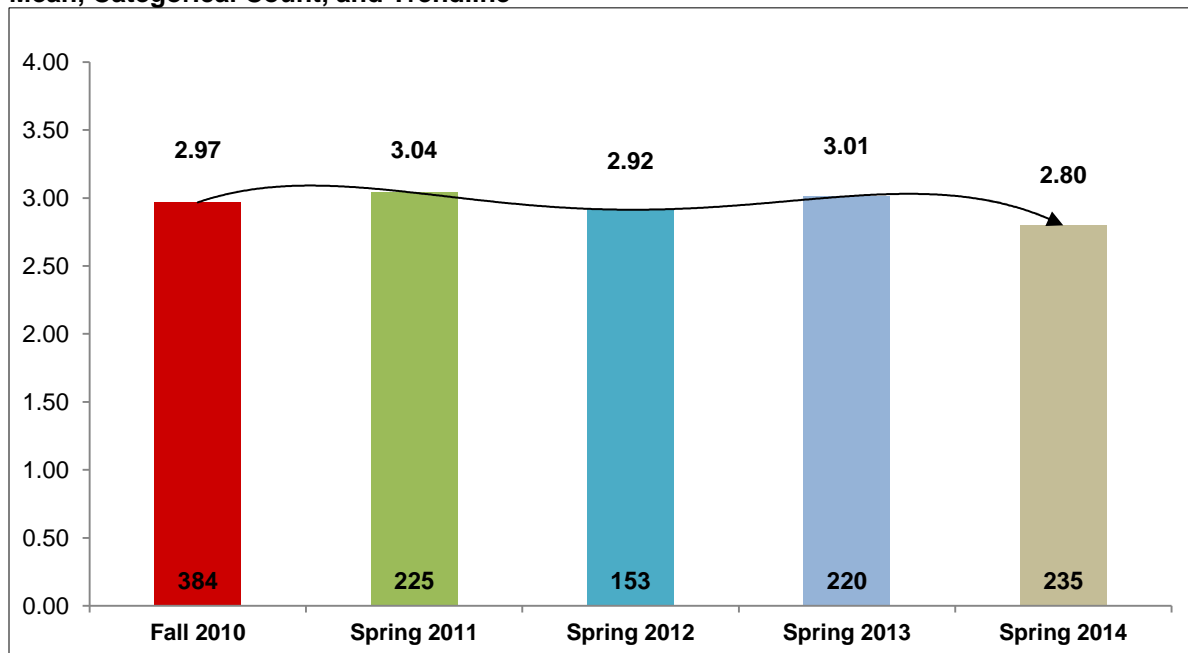
Charts / Data Analysis

**48i. [Maintenance] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**48i. [Maintenance] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.80	235	5.836	0.016
Spring 2013	3.01	220		

Shaded green area indicates statistical significance at the 0.05 level ( $P < 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.82	.95	51
	FT Faculty	2.69	.99	74
	Classified	2.98	.89	81
	Administrator	2.55	1.09	29
	<b>Overall</b>	<b>2.80</b>	<b>.97</b>	<b>235</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.11	.88	19
	FT Faculty	2.80	1.06	49
	Classified	3.15	.86	60
	Administrator	2.94	1.03	17
	Unspecified	3.04	.83	75
	<b>Overall</b>	<b>3.01</b>	<b>.91</b>	<b>220</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.89	1.04	36
	FT Faculty	2.81	1.02	42
	Classified	3.04	.87	54
	Administrator	2.86	.85	21
	<b>Overall</b>	<b>2.92</b>	<b>.95</b>	<b>153</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.33	.78	48
	FT Faculty	2.81	1.03	72
	Classified	3.13	.83	77
	Administrator	2.89	.63	28
	<b>Overall</b>	<b>3.04</b>	<b>.89</b>	<b>225</b>

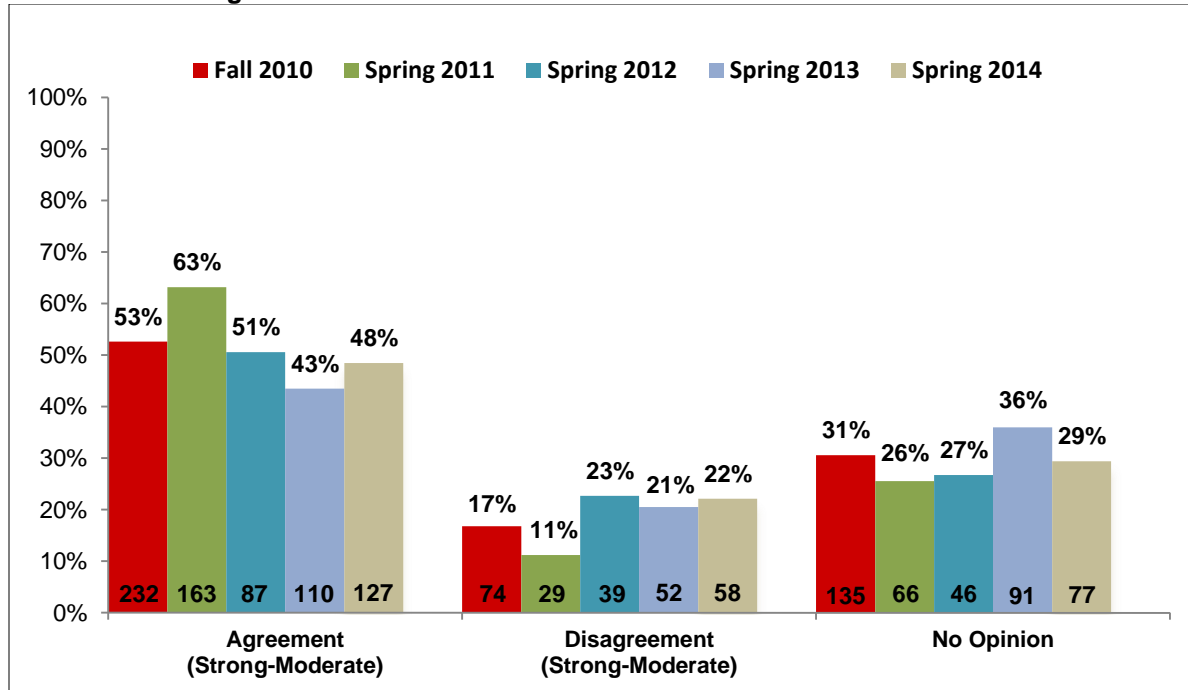
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.13	.92	72
	FT Faculty	2.75	.97	108
	Classified	3.02	.89	168
	Administrator	3.06	.72	36
	<b>Overall</b>	<b>2.97</b>	<b>.91</b>	<b>384</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

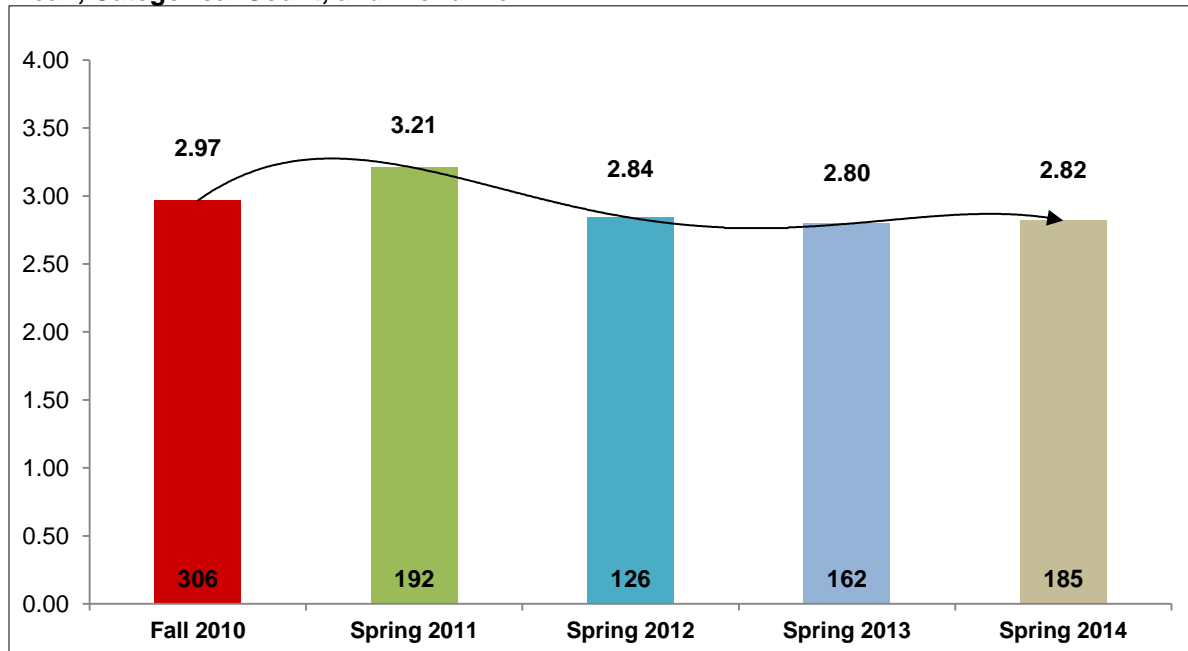
Charts / Data Analysis

**48j. [Class Scheduling] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**48j. [Class Scheduling] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.82	185	0.055	0.814
Spring 2013	2.80	162		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.90	.95	60
	FT Faculty	2.68	1.09	68
	Classified	2.92	1.00	36
	Administrator	2.90	.89	21
	<b>Overall</b>	<b>2.82</b>	<b>1.00</b>	<b>185</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.68	1.04	22
	FT Faculty	2.79	.99	48
	Classified	2.93	1.04	27
	Administrator	2.75	1.04	8
	Unspecified	2.79	1.00	57
	<b>Overall</b>	<b>2.80</b>	<b>1.00</b>	<b>162</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.90	1.03	42
	FT Faculty	2.95	.92	39
	Classified	2.63	.97	27
	Administrator	2.78	.88	18
	<b>Overall</b>	<b>2.84</b>	<b>.96</b>	<b>126</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.25	.85	51
	FT Faculty	3.26	.83	66
	Classified	3.14	.88	50
	Administrator	3.12	.67	25
	<b>Overall</b>	<b>3.21</b>	<b>.82</b>	<b>192</b>

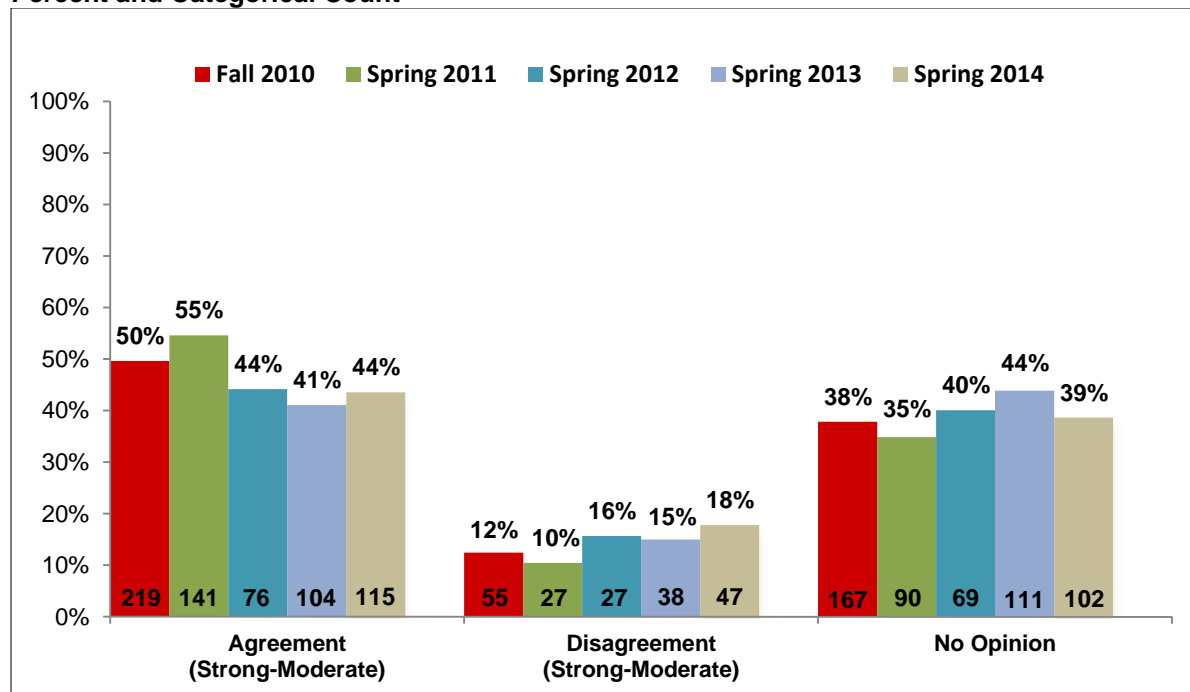
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.01	1.03	81
	FT Faculty	2.93	.88	107
	Classified	2.91	1.00	95
	Administrator	3.22	.67	23
	<b>Overall</b>	<b>2.97</b>	<b>.95</b>	<b>306</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

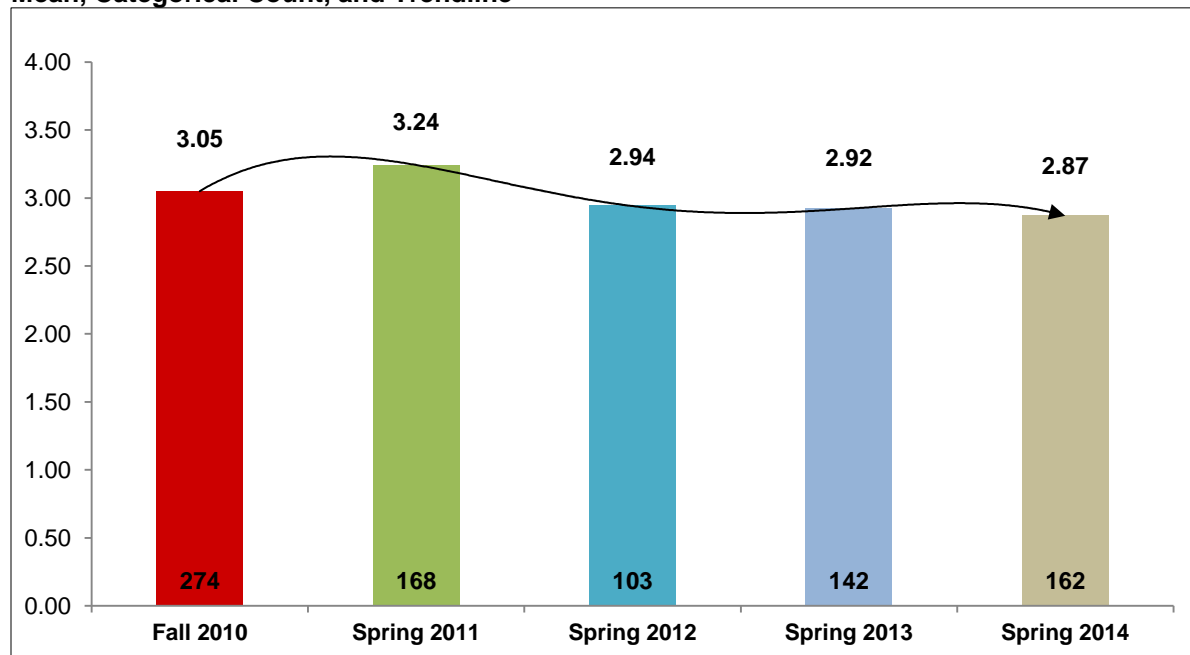
Charts / Data Analysis

**48k. [Facility Assignment Request] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

**48k. [Facility Assignment Request] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.87	162	0.208	0.648
Spring 2013	2.92	142		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.82	1.05	45
	FT Faculty	2.79	1.05	61
	Classified	3.03	.95	35
	Administrator	2.95	.74	21
	<b>Overall</b>	<b>2.87</b>	<b>.99</b>	<b>162</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.67	1.02	21
	FT Faculty	3.14	1.06	35
	Classified	3.07	.96	27
	Administrator	2.82	.98	11
	Unspecified	2.81	.96	48
	<b>Overall</b>	<b>2.92</b>	<b>1.00</b>	<b>142</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.97	1.08	33
	FT Faculty	3.06	.88	32
	Classified	2.71	1.00	24
	Administrator	3.00	.88	14
	<b>Overall</b>	<b>2.94</b>	<b>.97</b>	<b>103</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.39	.79	49
	FT Faculty	3.34	.75	56
	Classified	3.10	.98	42
	Administrator	2.95	.67	21
	<b>Overall</b>	<b>3.24</b>	<b>.82</b>	<b>168</b>

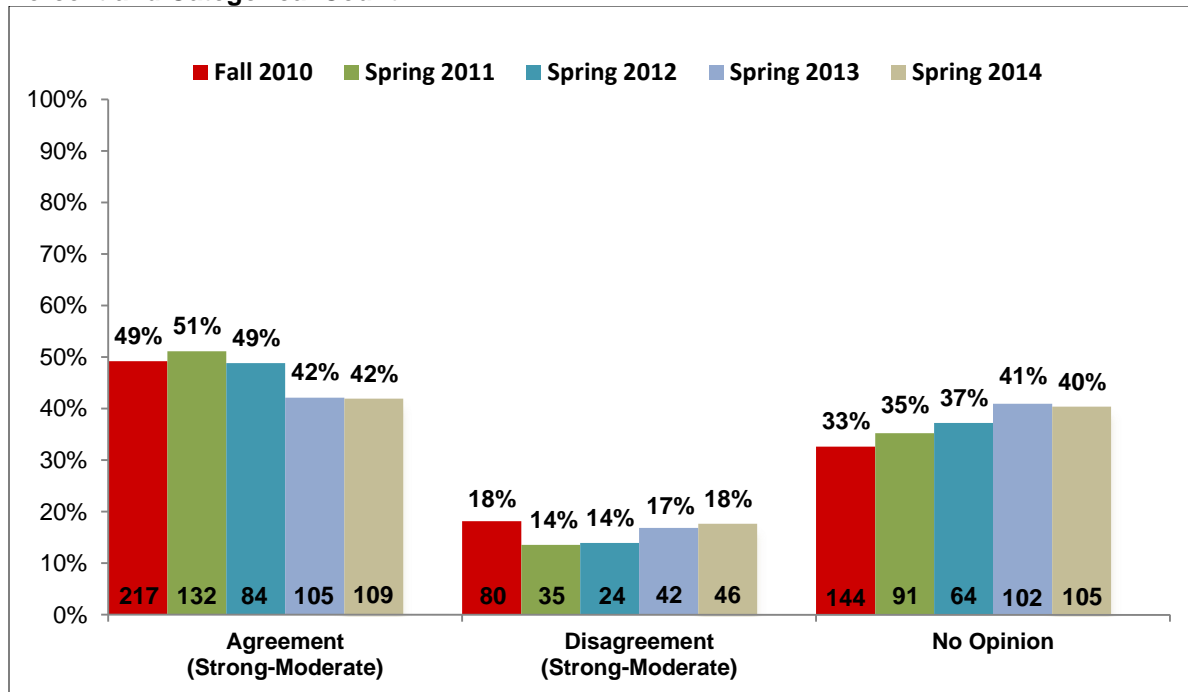
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.20	.91	65
	FT Faculty	3.07	.87	94
	Classified	3.01	.92	89
	Administrator	2.73	1.08	26
	<b>Overall</b>	<b>3.05</b>	<b>.92</b>	<b>274</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

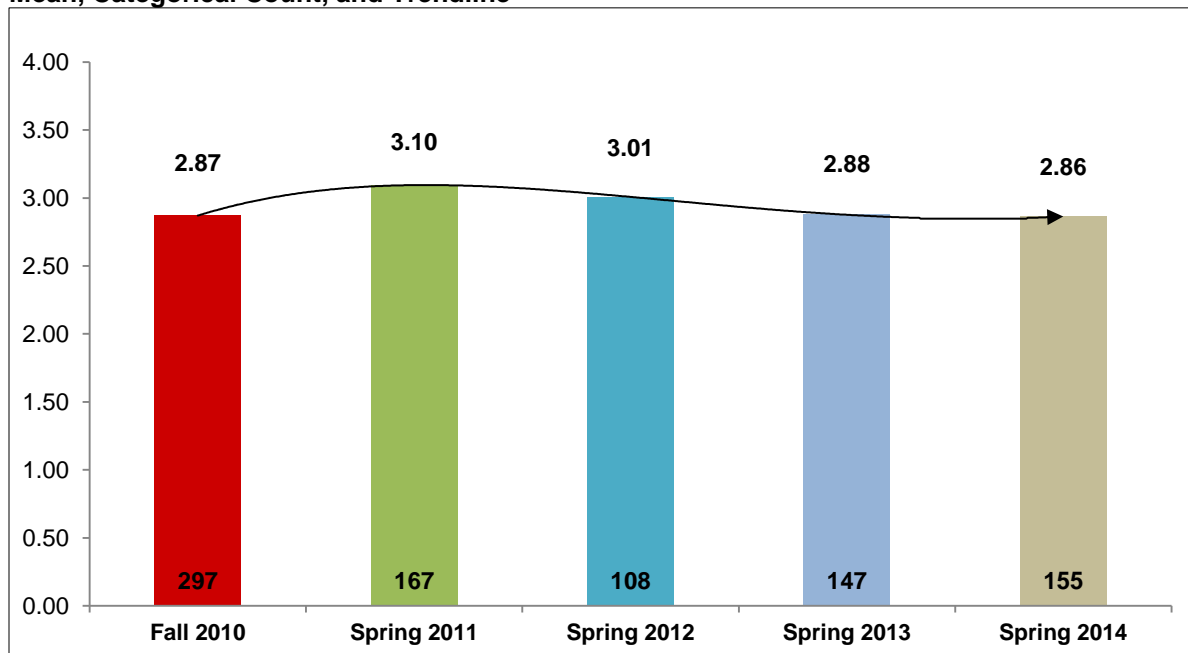
Charts / Data Analysis

**48I. [Student Registration] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**48I. [Student Registration] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.86	155	0.013	0.909
Spring 2013	2.88	147		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.00	1.01	40
	FT Faculty	2.67	1.00	58
	Classified	2.89	1.06	38
	Administrator	3.11	.74	19
	<b>Overall</b>	<b>2.86</b>	<b>.99</b>	<b>155</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.13	1.06	23
	FT Faculty	2.80	1.08	35
	Classified	2.83	1.02	30
	Administrator	3.00	.71	9
	Unspecified	2.82	.90	50
	<b>Overall</b>	<b>2.88</b>	<b>.98</b>	<b>147</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.23	1.02	31
	FT Faculty	2.94	.87	35
	Classified	2.92	.98	26
	Administrator	2.88	.81	16
	<b>Overall</b>	<b>3.01</b>	<b>.93</b>	<b>108</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.40	.73	42
	FT Faculty	2.96	.85	54
	Classified	2.98	1.01	47
	Administrator	3.08	.83	24
	<b>Overall</b>	<b>3.10</b>	<b>.88</b>	<b>167</b>

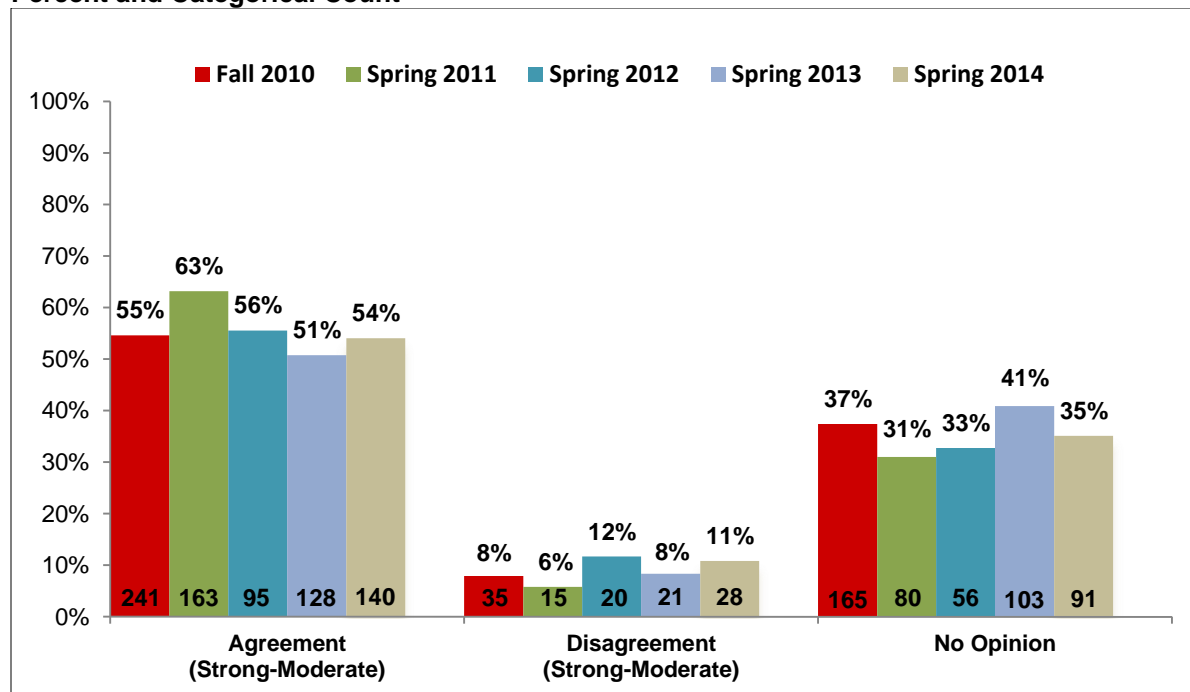
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.03	.97	69
	FT Faculty	2.59	.94	99
	Classified	2.98	.92	103
	Administrator	3.12	.82	26
	<b>Overall</b>	<b>2.87</b>	<b>.95</b>	<b>297</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

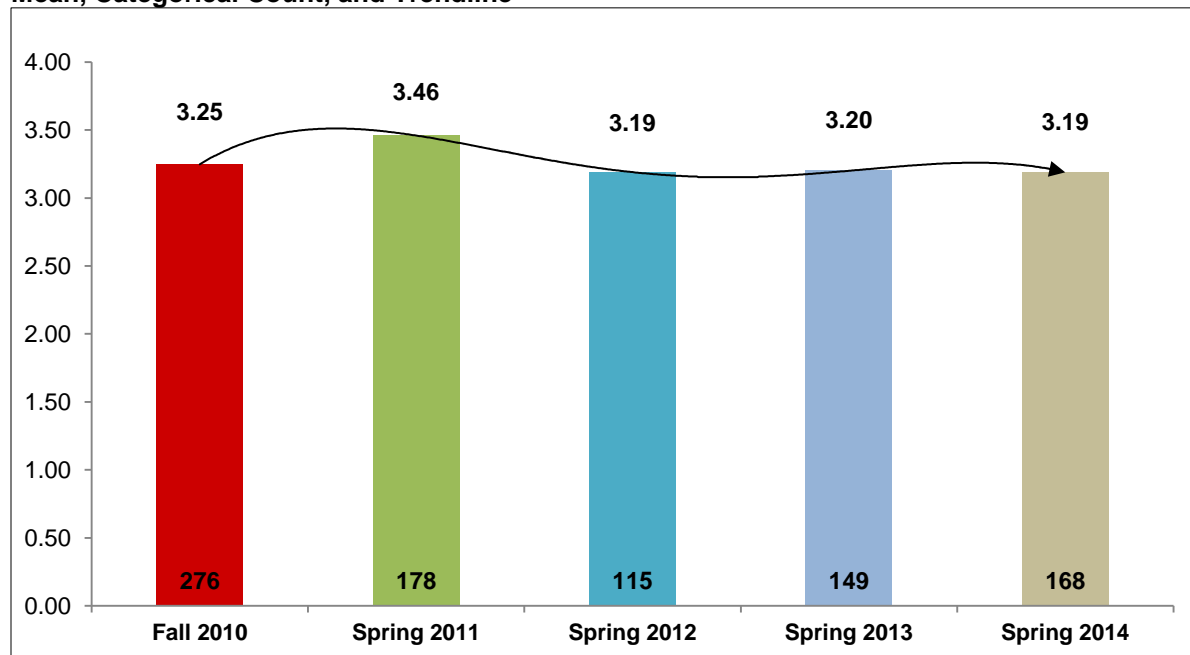
Charts / Data Analysis

**48m. [Roster and Grade Submission] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**48m. [Roster and Grade Submission] The operational processes and departments listed below allow me to perform my job effectively and efficiently.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	3.19	168	0.013	0.910
Spring 2013	3.20	149		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.33	.83	61
	FT Faculty	3.20	.95	66
	Classified	3.00	.87	25
	Administrator	2.94	.77	16
	<b>Overall</b>	<b>3.19</b>	<b>.88</b>	<b>168</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.36	.81	25
	FT Faculty	3.31	.78	48
	Classified	3.19	.91	16
	Administrator	3.14	.69	7
	Unspecified	3.04	.88	53
	<b>Overall</b>	<b>3.20</b>	<b>.83</b>	<b>149</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.40	.82	43
	FT Faculty	3.27	.87	37
	Classified	2.84	.77	19
	Administrator	2.88	.81	16
	<b>Overall</b>	<b>3.19</b>	<b>.85</b>	<b>115</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.68	.51	53
	FT Faculty	3.53	.69	64
	Classified	3.13	.84	38
	Administrator	3.30	.63	23
	<b>Overall</b>	<b>3.46</b>	<b>.70</b>	<b>178</b>

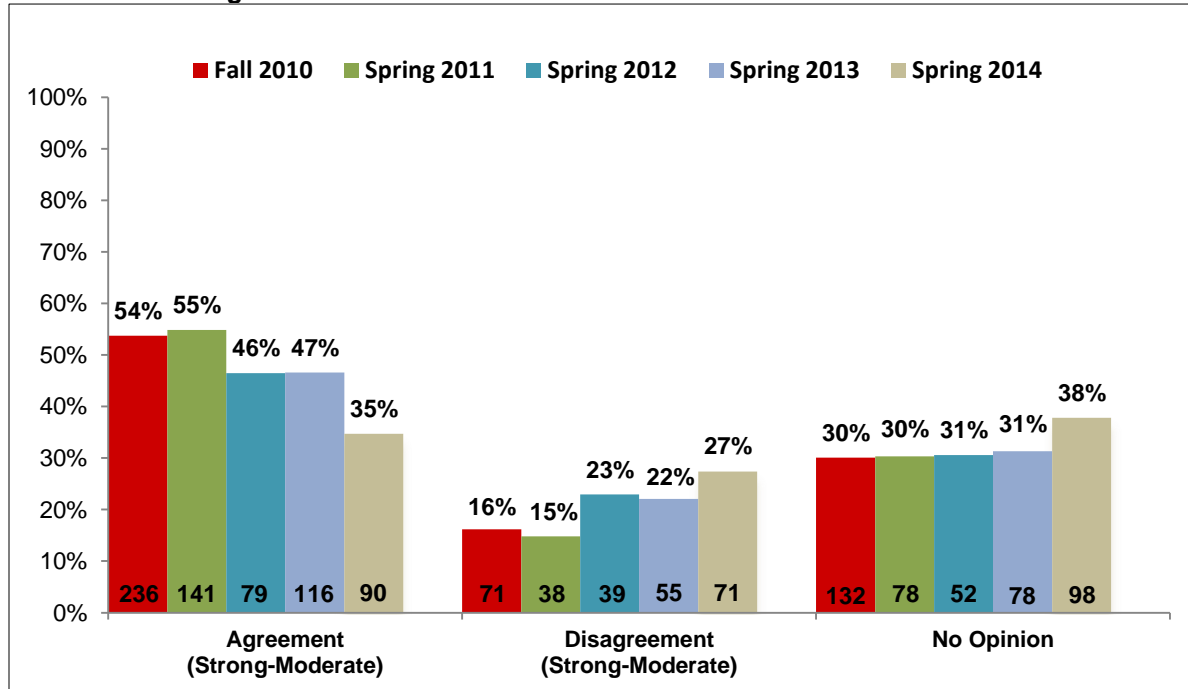
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.28	.90	80
	FT Faculty	3.31	.71	104
	Classified	3.16	.86	68
	Administrator	3.17	.82	24
	<b>Overall</b>	<b>3.25</b>	<b>.81</b>	<b>276</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

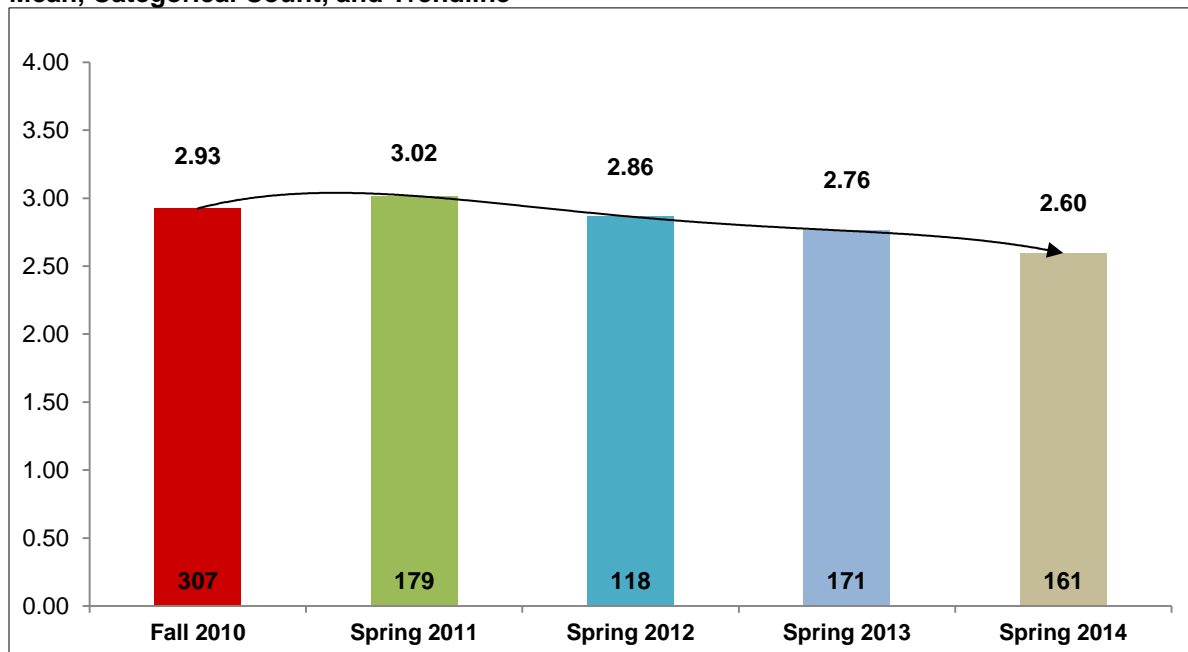
Charts / Data Analysis

### 49a. [Mission Statement review process] I would like to have input into improving institutional processes.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 49a. [Mission Statement review process] I would like to have input into improving institutional processes.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.60	161	2.203	0.139
Spring 2013	2.76	171		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.63	1.06	35
	FT Faculty	2.49	1.08	51
	Classified	2.49	.94	49
	Administrator	2.96	.96	26
	<b>Overall</b>	<b>2.60</b>	<b>1.02</b>	<b>161</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.82	.88	17
	FT Faculty	2.78	1.19	40
	Classified	2.52	.98	44
	Administrator	3.07	.73	14
	Unspecified	2.84	.93	56
	<b>Overall</b>	<b>2.76</b>	<b>.99</b>	<b>171</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.97	1.05	33
	FT Faculty	2.94	.93	33
	Classified	2.65	.88	34
	Administrator	2.94	.87	18
	<b>Overall</b>	<b>2.86</b>	<b>.94</b>	<b>118</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.05	1.05	41
	FT Faculty	3.18	.79	60
	Classified	2.81	.83	53
	Administrator	3.00	.76	25
	<b>Overall</b>	<b>3.02</b>	<b>.87</b>	<b>179</b>

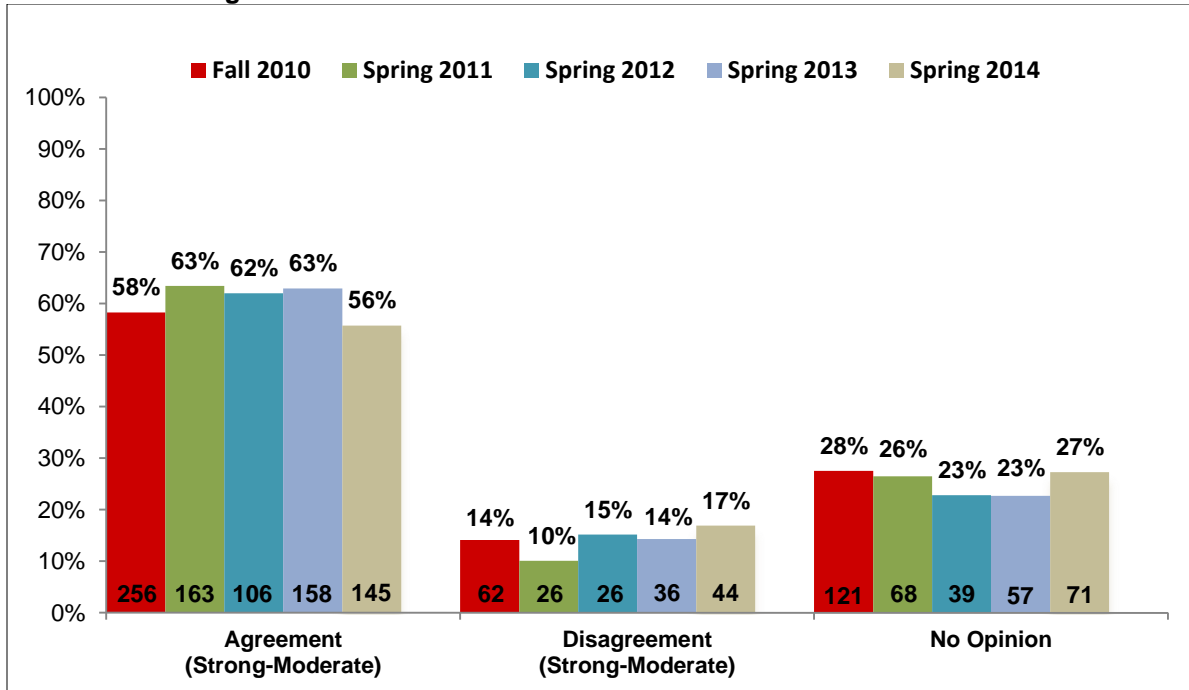
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.94	.88	66
	FT Faculty	3.01	.97	95
	Classified	2.76	.88	115
	Administrator	3.26	.82	31
	<b>Overall</b>	<b>2.93</b>	<b>.91</b>	<b>307</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

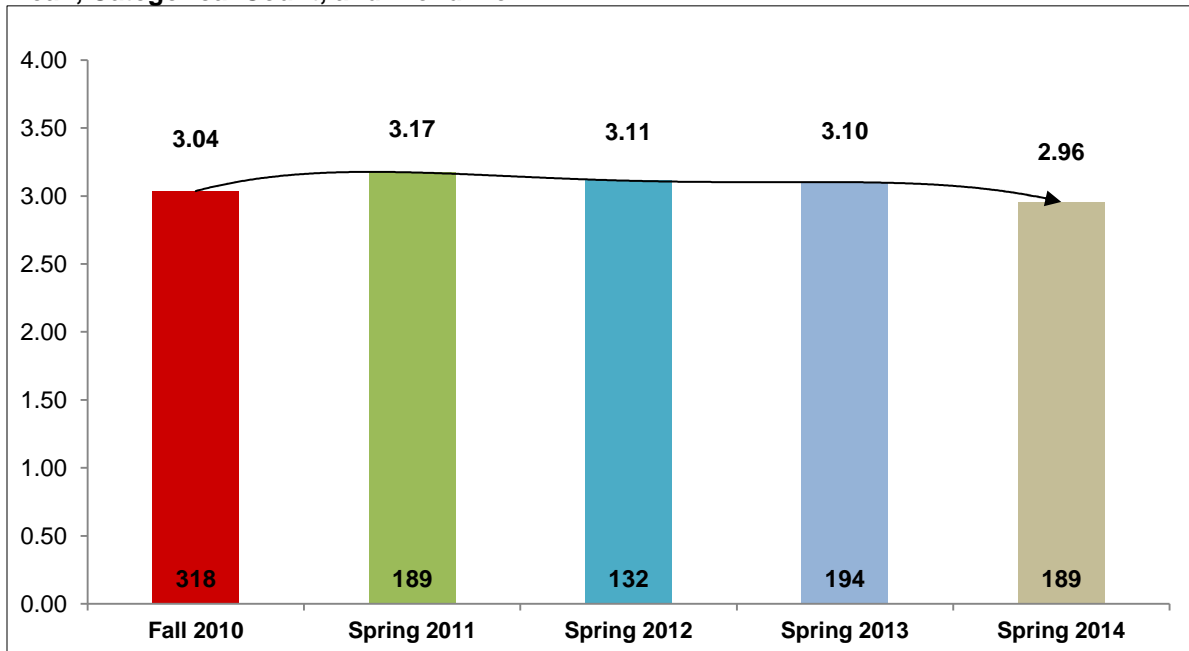
Charts / Data Analysis

**49b. [Budget planning process] I would like to have input into improving institutional processes.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

### 49b. [Budget planning process] I would like to have input into improving institutional processes.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.96	189	2.398	0.122
Spring 2013	3.10	194		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.80	1.01	41
	FT Faculty	3.07	.99	58
	Classified	2.90	.85	61
	Administrator	3.07	.96	29
	<b>Overall</b>	<b>2.96</b>	<b>.94</b>	<b>189</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.89	.96	18
	FT Faculty	3.38	.82	47
	Classified	2.93	1.01	54
	Administrator	3.33	.72	15
	Unspecified	3.05	.81	60
	<b>Overall</b>	<b>3.10</b>	<b>.89</b>	<b>194</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.06	.98	34
	FT Faculty	3.21	.84	38
	Classified	3.00	.82	40
	Administrator	3.25	.79	20
	<b>Overall</b>	<b>3.11</b>	<b>.86</b>	<b>132</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.27	.85	44
	FT Faculty	3.15	.81	61
	Classified	3.09	.76	58
	Administrator	3.27	.67	26
	<b>Overall</b>	<b>3.17</b>	<b>.78</b>	<b>189</b>

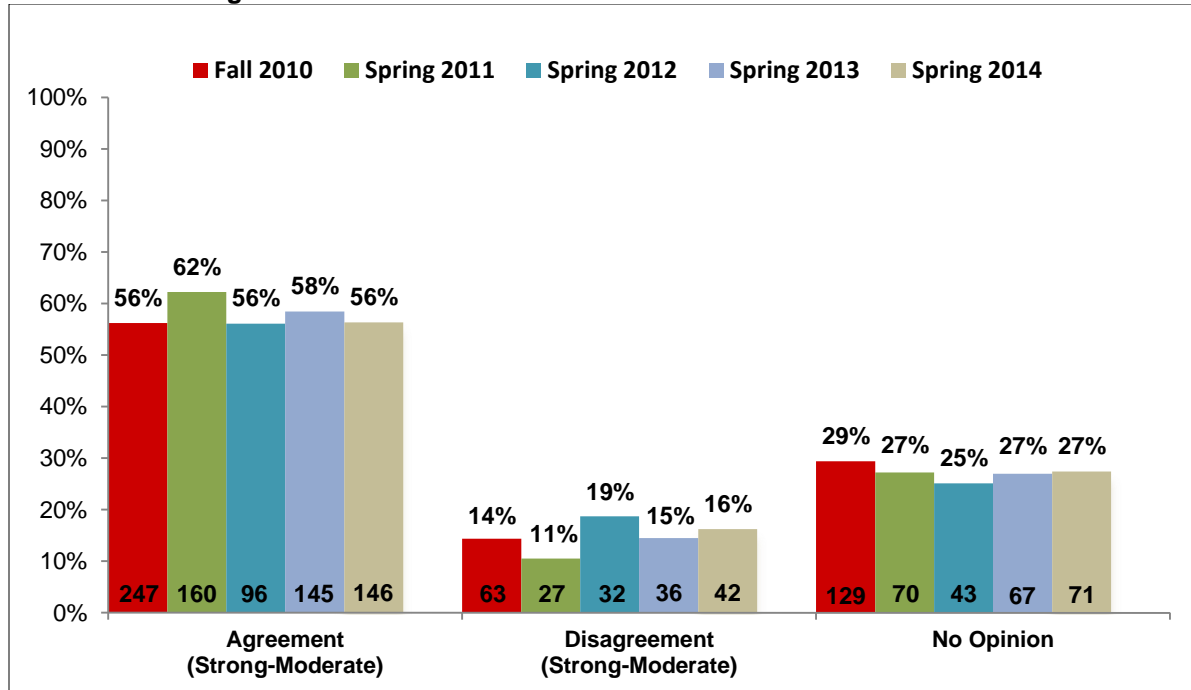
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.95	.92	63
	FT Faculty	3.12	.87	99
	Classified	2.90	.91	122
	Administrator	3.44	.66	34
	<b>Overall</b>	<b>3.04</b>	<b>.89</b>	<b>318</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

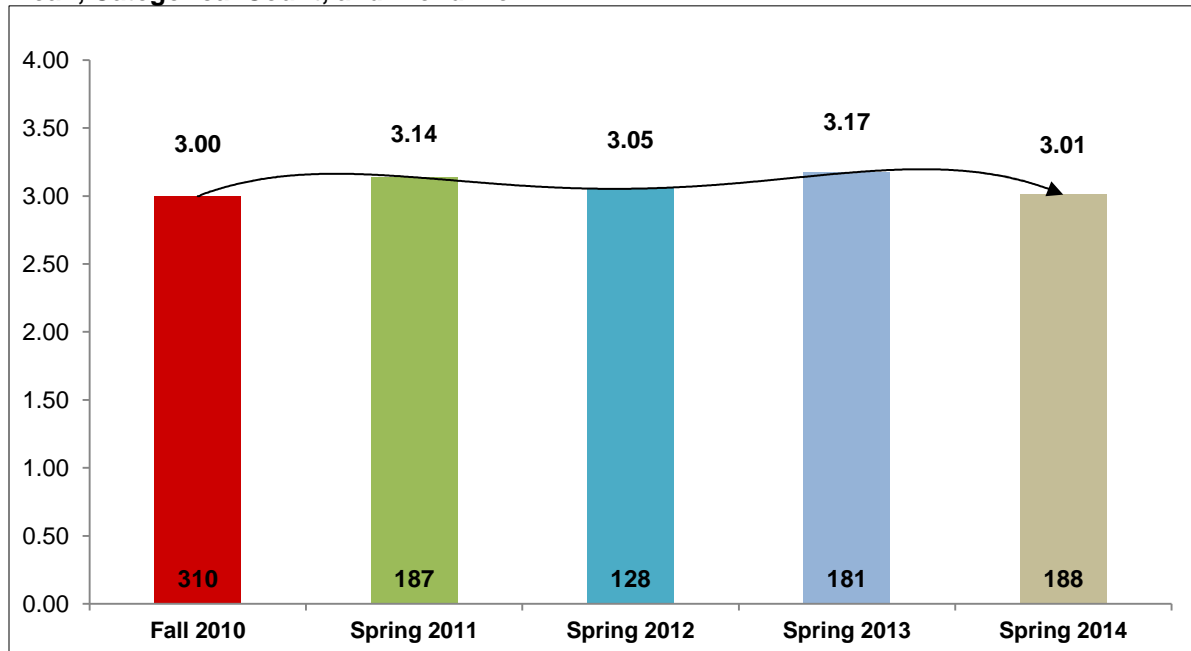
Charts / Data Analysis

### 49c. [Facilities planning process] I would like to have input into improving institutional processes.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 49c. [Facilities planning process] I would like to have input into improving institutional processes.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	3.01	188	2.953	0.087
Spring 2013	3.17	181		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.00	.96	40
	FT Faculty	3.05	.95	60
	Classified	2.97	.82	60
	Administrator	3.04	.96	28
	<b>Overall</b>	<b>3.01</b>	<b>.91</b>	<b>188</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.83	.92	18
	FT Faculty	3.40	.88	43
	Classified	2.98	.96	48
	Administrator	3.53	.74	15
	Unspecified	3.18	.80	57
	<b>Overall</b>	<b>3.17</b>	<b>.89</b>	<b>181</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.97	.97	34
	FT Faculty	3.20	.90	35
	Classified	2.88	.88	40
	Administrator	3.32	.89	19
	<b>Overall</b>	<b>3.05</b>	<b>.92</b>	<b>128</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.18	.84	40
	FT Faculty	3.08	.83	63
	Classified	3.10	.74	58
	Administrator	3.31	.62	26
	<b>Overall</b>	<b>3.14</b>	<b>.78</b>	<b>187</b>

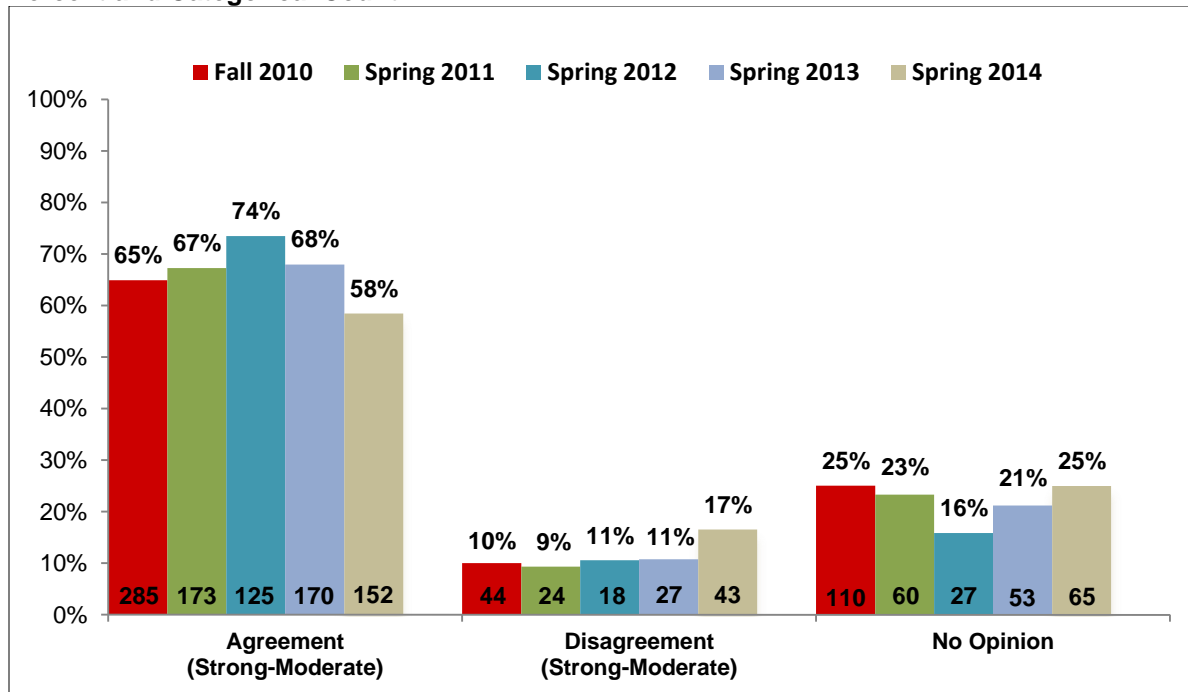
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.97	.88	63
	FT Faculty	3.15	.87	93
	Classified	2.91	.86	120
	Administrator	2.97	1.00	34
	<b>Overall</b>	<b>3.00</b>	<b>.89</b>	<b>310</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

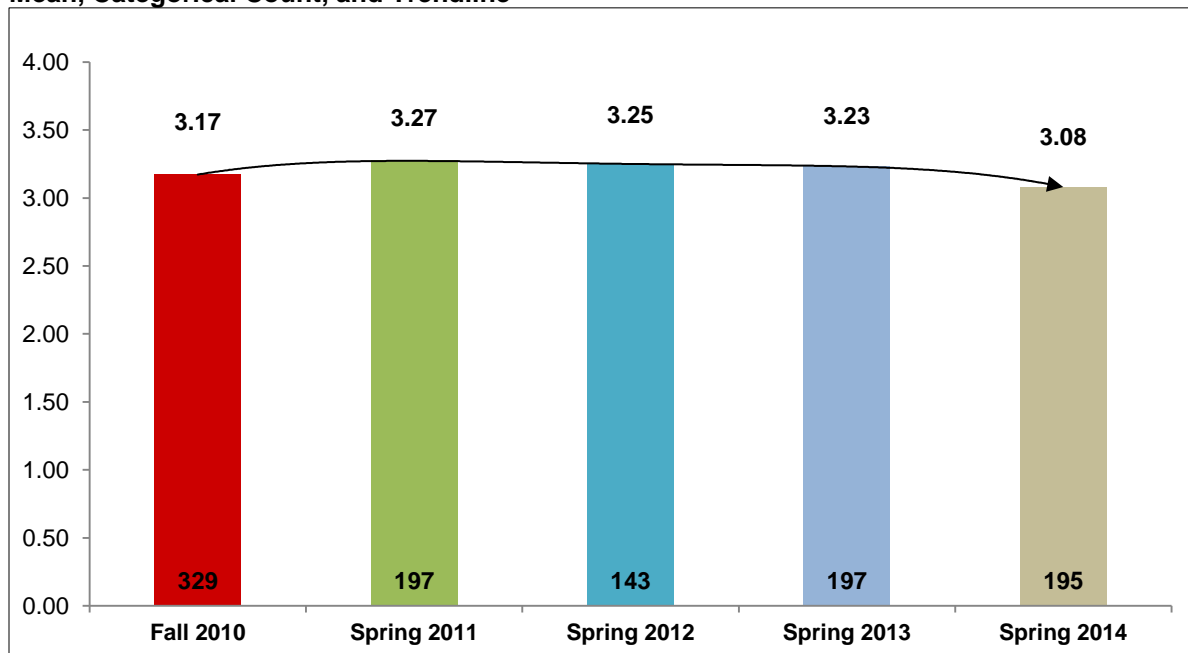
Charts / Data Analysis

#### 49d. [Technology planning process] I would like to have input into improving institutional processes.

##### Percent and Categorical Count



##### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

#### 49d. [Technology planning process] I would like to have input into improving institutional processes.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	3.08	195	2.982	0.085
Spring 2013	3.23	197		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.16	.92	43
	FT Faculty	3.15	.92	62
	Classified	2.97	.87	62
	Administrator	3.07	1.05	28
	<b>Overall</b>	<b>3.08</b>	<b>.92</b>	<b>195</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.84	.90	19
	FT Faculty	3.51	.67	51
	Classified	3.06	.93	53
	Administrator	3.29	.73	14
	Unspecified	3.27	.73	60
	<b>Overall</b>	<b>3.23</b>	<b>.81</b>	<b>197</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.17	.88	36
	FT Faculty	3.24	.82	42
	Classified	3.24	.74	45
	Administrator	3.45	.61	20
	<b>Overall</b>	<b>3.25</b>	<b>.78</b>	<b>143</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.36	.85	42
	FT Faculty	3.32	.64	66
	Classified	3.14	.74	63
	Administrator	3.35	.69	26
	<b>Overall</b>	<b>3.27</b>	<b>.73</b>	<b>197</b>

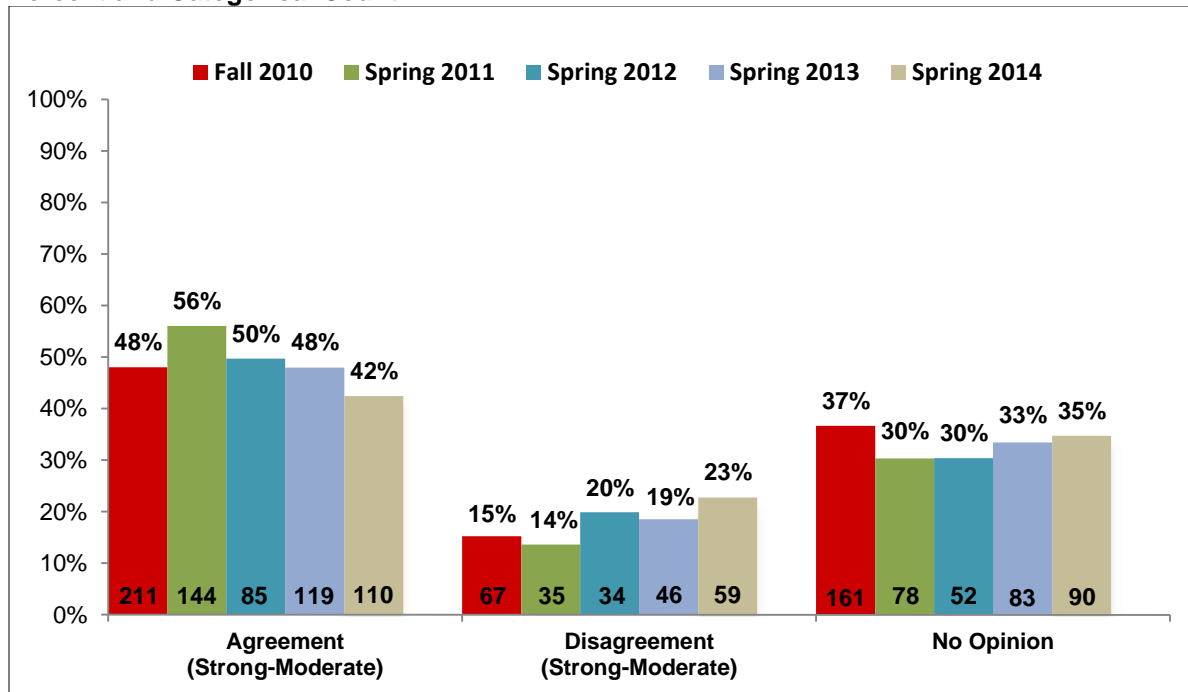
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.07	.91	70
	FT Faculty	3.30	.76	99
	Classified	3.10	.84	126
	Administrator	3.29	.72	34
	<b>Overall</b>	<b>3.17</b>	<b>.83</b>	<b>329</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

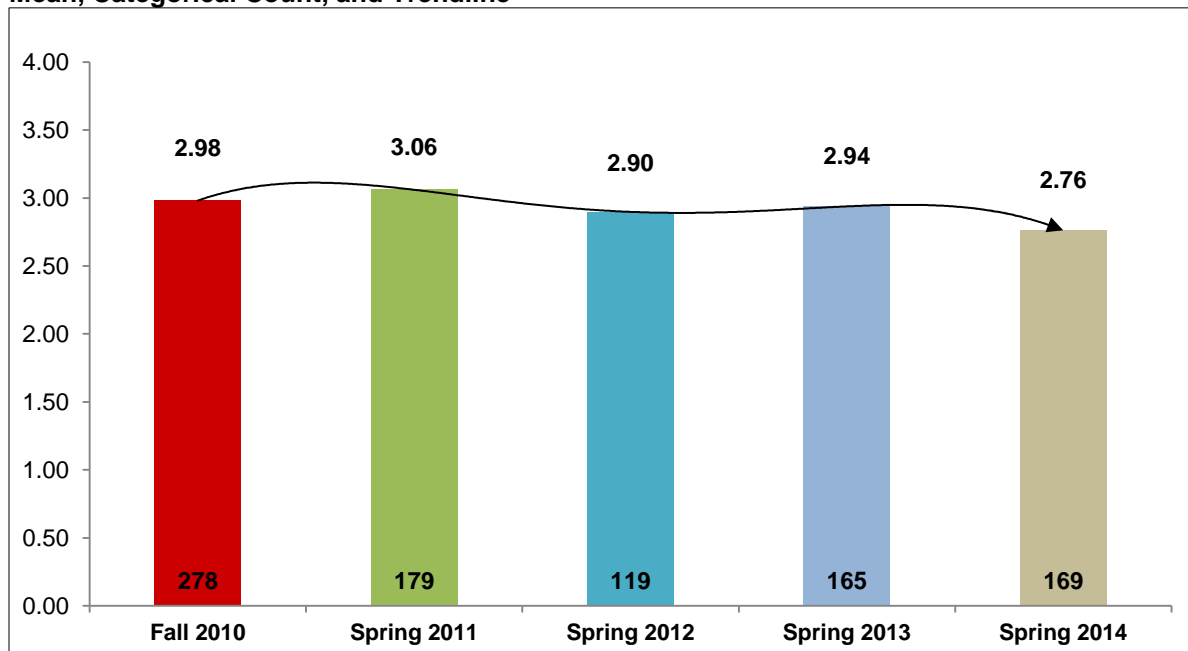
Charts / Data Analysis

### 49e. [Enrollment Management process] I would like to have input into improving institutional processes.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**49e. [Enrollment Management process] I would like to have input into improving institutional processes.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.76	169	2.574	0.110
Spring 2013	2.94	165		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.70	1.02	37
	FT Faculty	3.02	.97	62
	Classified	2.50	1.05	46
	Administrator	2.71	1.12	24
	<b>Overall</b>	<b>2.76</b>	<b>1.04</b>	<b>169</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.76	.97	17
	FT Faculty	3.07	1.01	43
	Classified	2.66	1.11	41
	Administrator	3.31	.75	13
	Unspecified	3.02	.81	51
	<b>Overall</b>	<b>2.94</b>	<b>.97</b>	<b>165</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.91	1.09	32
	FT Faculty	3.00	.93	36
	Classified	2.69	.86	32
	Administrator	3.05	.91	19
	<b>Overall</b>	<b>2.90</b>	<b>.95</b>	<b>119</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.98	1.01	43
	FT Faculty	3.17	.83	66
	Classified	2.94	.92	47
	Administrator	3.17	.72	23
	<b>Overall</b>	<b>3.06</b>	<b>.89</b>	<b>179</b>

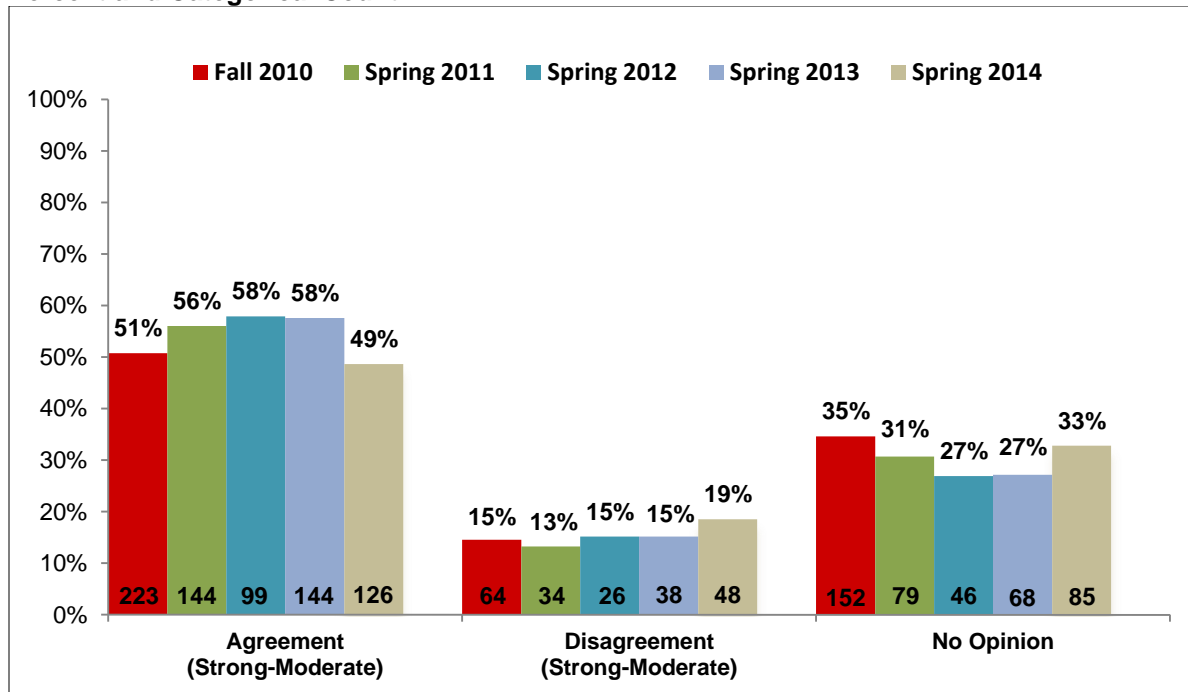
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.87	.91	62
	FT Faculty	3.34	.78	89
	Classified	2.75	.91	97
	Administrator	2.90	1.03	30
	<b>Overall</b>	<b>2.98</b>	<b>.92</b>	<b>278</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

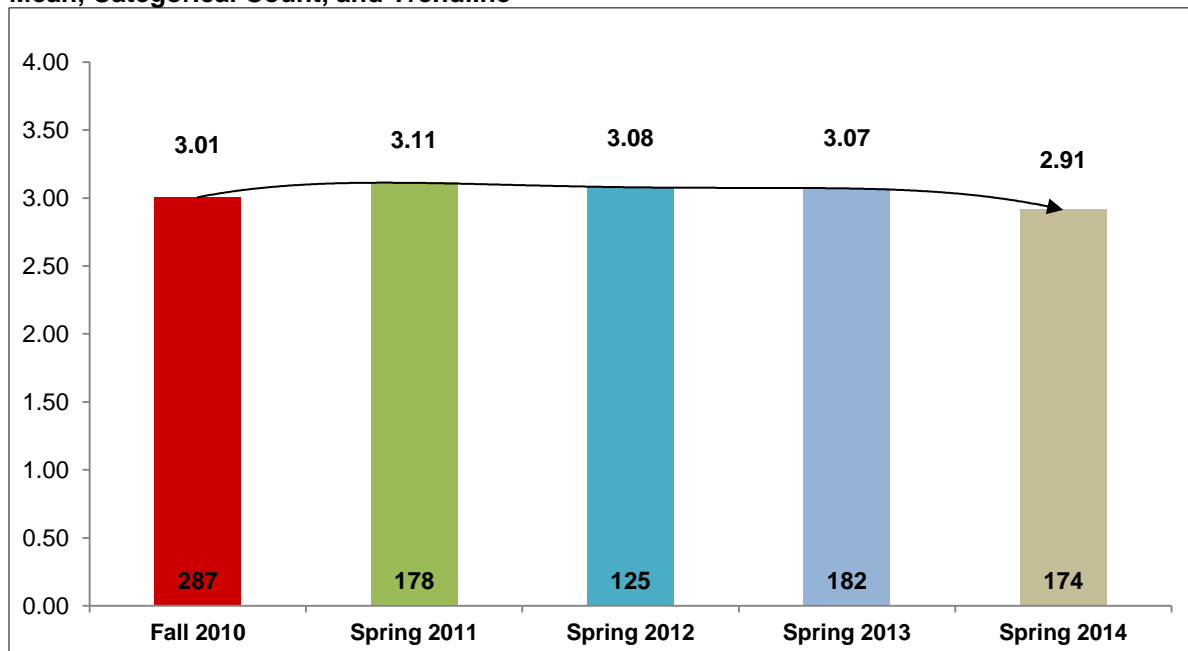
Charts / Data Analysis

#### 49f. [Educational Master Plan] I would like to have input into improving institutional processes.

##### Percent and Categorical Count



##### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

#### 49f. [Educational Master Plan] I would like to have input into improving institutional processes.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.91	174	2.447	0.119
Spring 2013	3.07	182		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.08	.94	38
	FT Faculty	3.08	.96	62
	Classified	2.60	.98	48
	Administrator	2.85	1.08	26
	<b>Overall</b>	<b>2.91</b>	<b>1.00</b>	<b>174</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.00	.79	20
	FT Faculty	3.34	.76	47
	Classified	2.73	1.11	44
	Administrator	3.47	.64	15
	Unspecified	3.04	.85	56
	<b>Overall</b>	<b>3.07</b>	<b>.90</b>	<b>182</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.24	.86	34
	FT Faculty	3.18	.87	34
	Classified	2.78	.89	37
	Administrator	3.20	.89	20
	<b>Overall</b>	<b>3.08</b>	<b>.89</b>	<b>125</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.21	.91	43
	FT Faculty	3.25	.78	63
	Classified	2.81	.96	48
	Administrator	3.17	.70	24
	<b>Overall</b>	<b>3.11</b>	<b>.87</b>	<b>178</b>

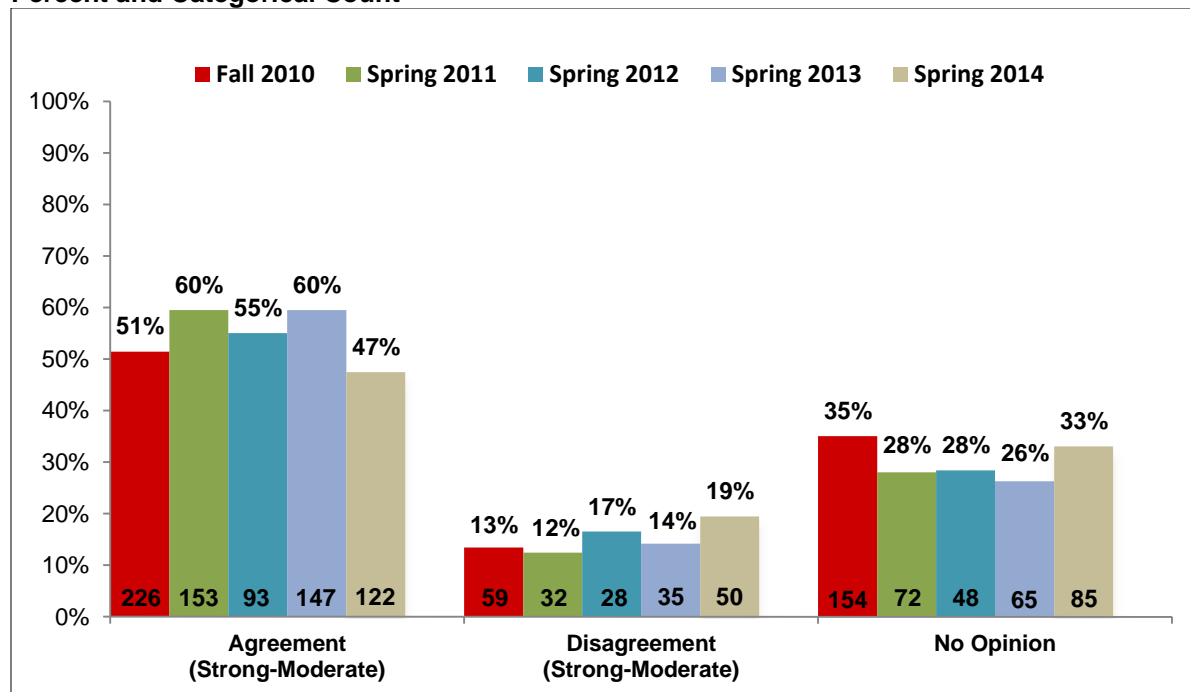
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.06	.88	66
	FT Faculty	3.29	.81	94
	Classified	2.67	.92	95
	Administrator	3.06	.91	32
	<b>Overall</b>	<b>3.01</b>	<b>.91</b>	<b>287</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

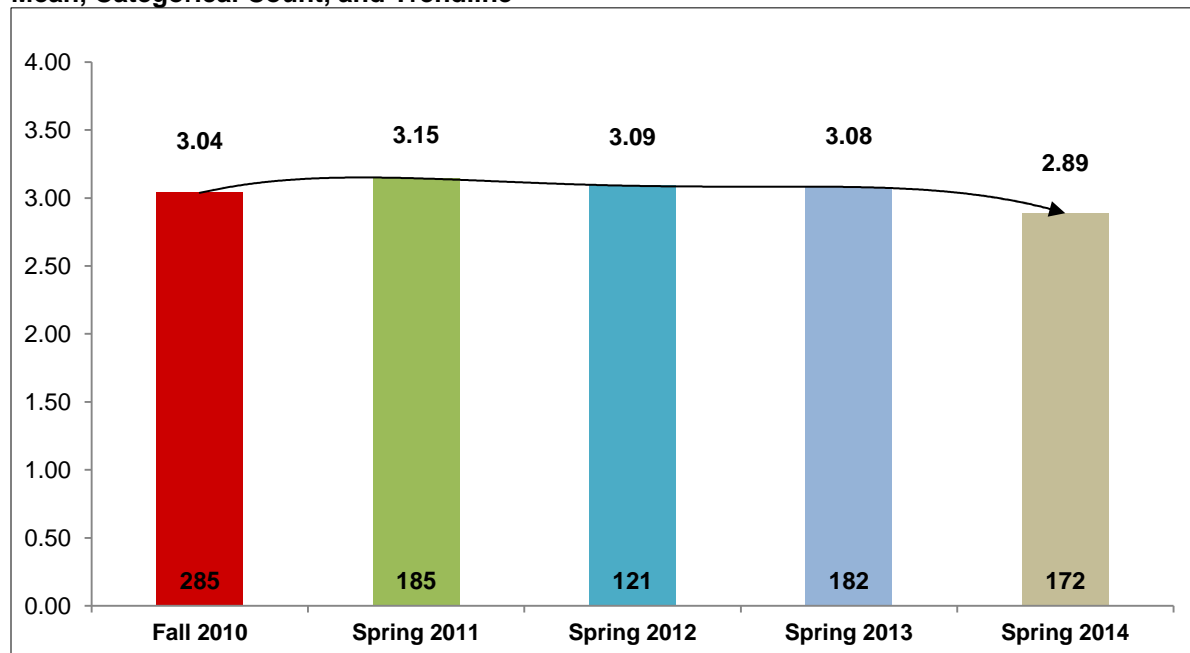
Charts / Data Analysis

**49g. [Strategic Planning process] I would like to have input into improving institutional processes.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 49g. [Strategic Planning process] I would like to have input into improving institutional processes.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.89	172	3.776	0.053
Spring 2013	3.08	182		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.97	1.03	38
	FT Faculty	2.88	1.00	59
	Classified	2.78	1.01	49
	Administrator	3.00	.98	26
	<b>Overall</b>	<b>2.89</b>	<b>1.00</b>	<b>172</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.95	.76	20
	FT Faculty	3.23	.89	44
	Classified	2.91	.98	46
	Administrator	3.60	.51	15
	Unspecified	3.02	.81	57
	<b>Overall</b>	<b>3.08</b>	<b>.87</b>	<b>182</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.10	1.01	31
	FT Faculty	3.17	.92	35
	Classified	2.83	.89	35
	Administrator	3.40	.75	20
	<b>Overall</b>	<b>3.09</b>	<b>.92</b>	<b>121</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.18	.90	44
	FT Faculty	3.26	.71	61
	Classified	2.92	.85	53
	Administrator	3.26	.71	27
	<b>Overall</b>	<b>3.15</b>	<b>.80</b>	<b>185</b>

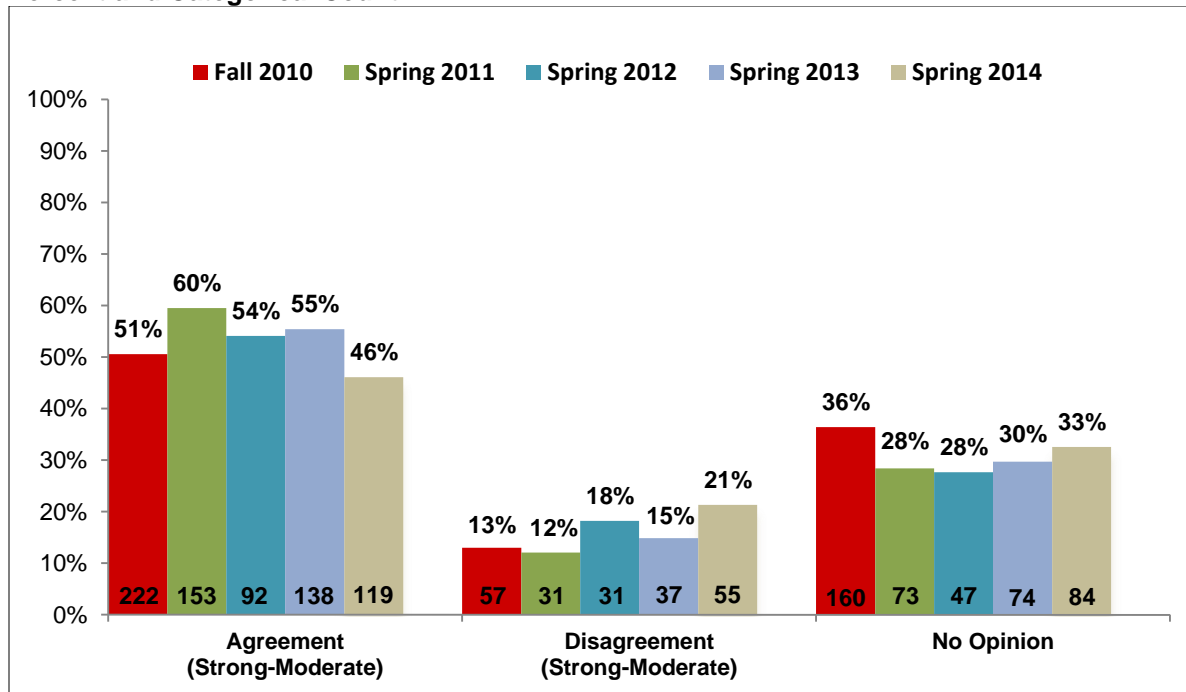
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.11	.81	63
	FT Faculty	3.23	.84	88
	Classified	2.76	.93	102
	Administrator	3.25	.88	32
	<b>Overall</b>	<b>3.04</b>	<b>.89</b>	<b>285</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

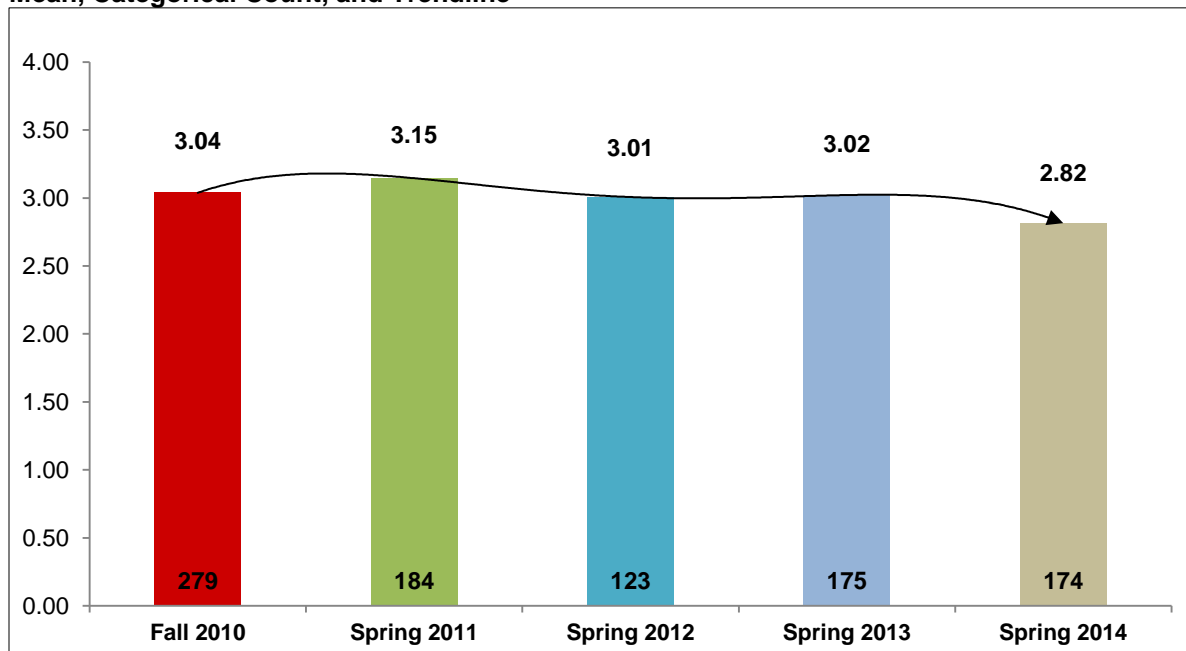
Charts / Data Analysis

### 49h. [Institutional Program Review] I would like to have input into improving institutional processes.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 49h. [Institutional Program Review] I would like to have input into improving institutional processes.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.82	174	3.970	0.047
Spring 2013	3.02	175		

Shaded green area indicates statistical significance at the 0.05 level ( $P < 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.87	1.07	38
	FT Faculty	2.83	1.04	60
	Classified	2.66	.98	47
	Administrator	2.97	.98	29
	<b>Overall</b>	<b>2.82</b>	<b>1.02</b>	<b>174</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.89	.90	18
	FT Faculty	3.13	.99	45
	Classified	2.89	.96	45
	Administrator	3.50	.52	14
	Unspecified	2.96	.88	53
	<b>Overall</b>	<b>3.02</b>	<b>.92</b>	<b>175</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.06	1.03	35
	FT Faculty	3.14	.94	35
	Classified	2.73	.88	33
	Administrator	3.15	.81	20
	<b>Overall</b>	<b>3.01</b>	<b>.94</b>	<b>123</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.07	1.03	45
	FT Faculty	3.30	.73	64
	Classified	2.96	.91	49
	Administrator	3.27	.72	26
	<b>Overall</b>	<b>3.15</b>	<b>.87</b>	<b>184</b>

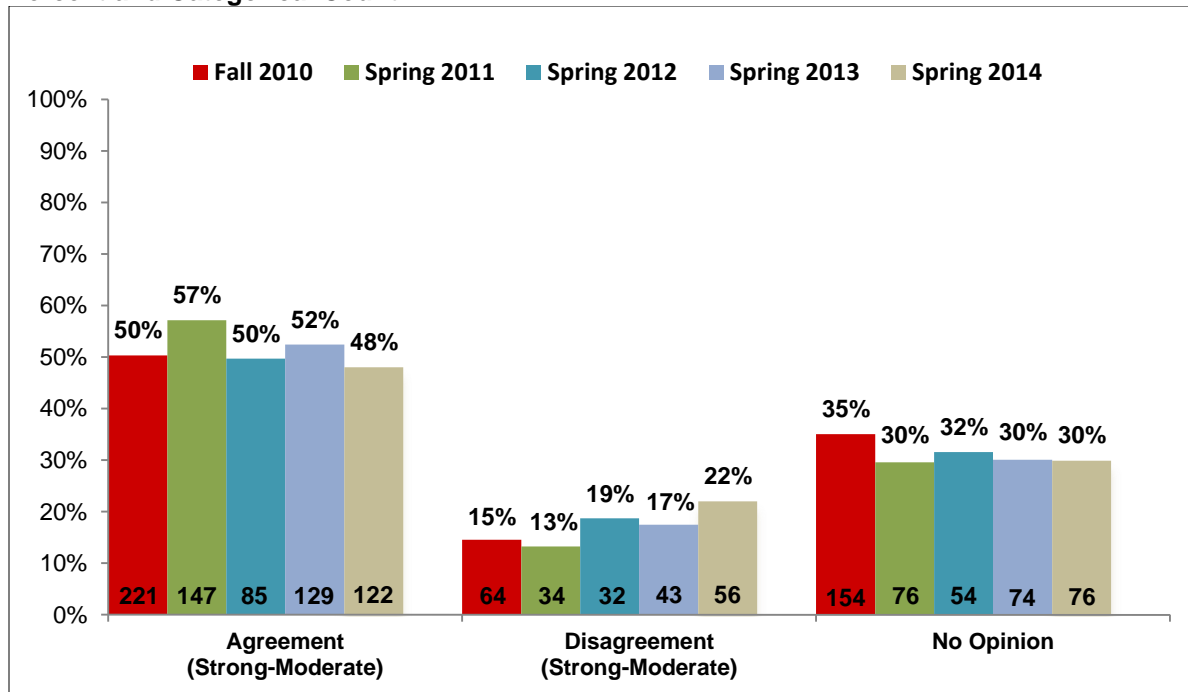
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.08	.85	65
	FT Faculty	3.28	.84	93
	Classified	2.76	.91	91
	Administrator	3.07	.87	30
	<b>Overall</b>	<b>3.04</b>	<b>.89</b>	<b>279</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

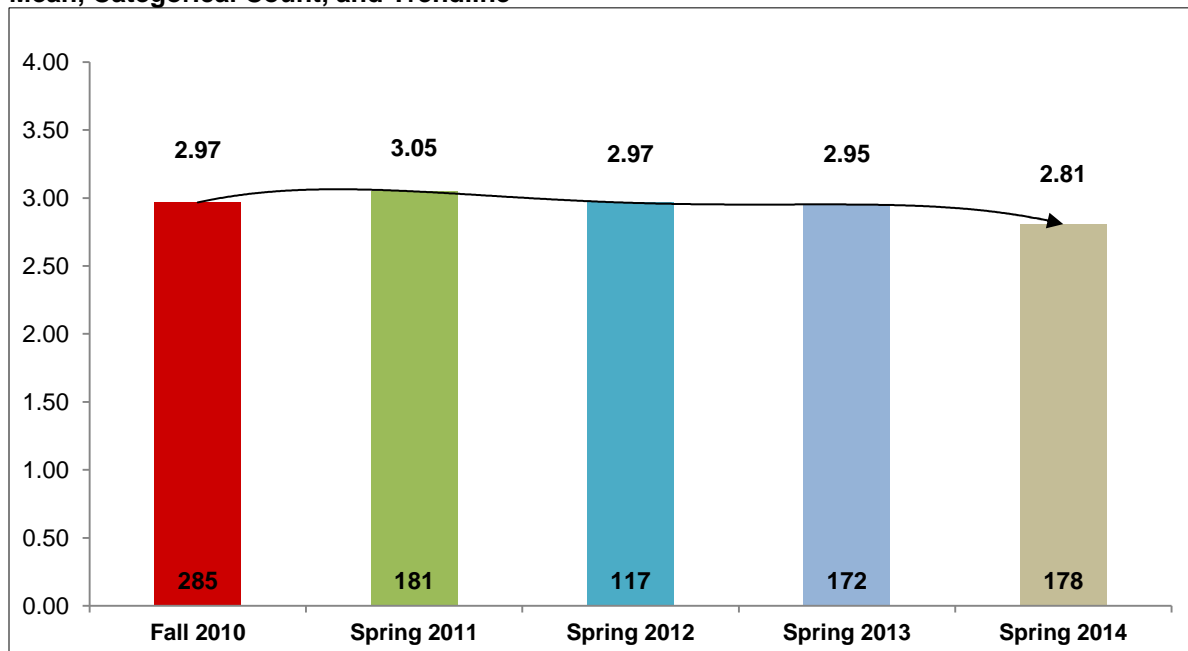
Charts / Data Analysis

### 49i. [Accreditation Self Study] I would like to have input into improving institutional processes.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 49i. [Accreditation Self Study] I would like to have input into improving institutional processes.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.81	178	1.821	0.178
Spring 2013	2.95	172		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.92	1.06	37
	FT Faculty	2.67	1.12	60
	Classified	2.85	.94	54
	Administrator	2.89	1.05	27
	<b>Overall</b>	<b>2.81</b>	<b>1.04</b>	<b>178</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.84	.90	19
	FT Faculty	3.10	1.06	40
	Classified	2.74	1.00	43
	Administrator	3.07	1.00	14
	Unspecified	3.02	.86	56
	<b>Overall</b>	<b>2.95</b>	<b>.96</b>	<b>172</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.07	1.08	30
	FT Faculty	3.06	.93	33
	Classified	2.74	.86	34
	Administrator	3.05	.89	20
	<b>Overall</b>	<b>2.97</b>	<b>.95</b>	<b>117</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.02	1.01	45
	FT Faculty	3.13	.82	62
	Classified	2.96	.89	49
	Administrator	3.08	.81	25
	<b>Overall</b>	<b>3.05</b>	<b>.88</b>	<b>181</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.02	.85	64
	FT Faculty	3.11	.94	93
	Classified	2.80	.86	98
	Administrator	3.00	.83	30
	<b>Overall</b>	<b>2.97</b>	<b>.89</b>	<b>285</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

**Group XIV: The institution organizes its key processes and allocates its resources to effectively support student learning.**

Group XIV questions (Q50-Q53) relate to WASC Standard I.B, which recognizes the importance of improving institutional effectiveness through systematic participative processes. Standard I.B explains the significance of an institution’s conscious effort to support student learning.

Survey Items Belonging to Question Group XIV	
<b>Q50</b>	The institution organizes its key processes and allocates its resources to effectively support student learning: Faculty Hiring Prioritization (50a), Budget planning process (50b), Facilities design, use, allocation, and planning processes (50c), Technology planning process (50d), Strategic planning process (50e), Mission Statement review process (50f), Accreditation Self Study (50g), Institutional Program Review (50h), Enrollment Management (50i)
<b>Q51</b>	SWC is organized and staffed appropriately and proportionately to reflect the institution's purpose, size, and complexity.
<b>Q52</b>	SWC's planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.
<b>Q53</b>	Student learning needs are central to the planning, development and design of new facilities.

Notable findings for the current survey administration period:

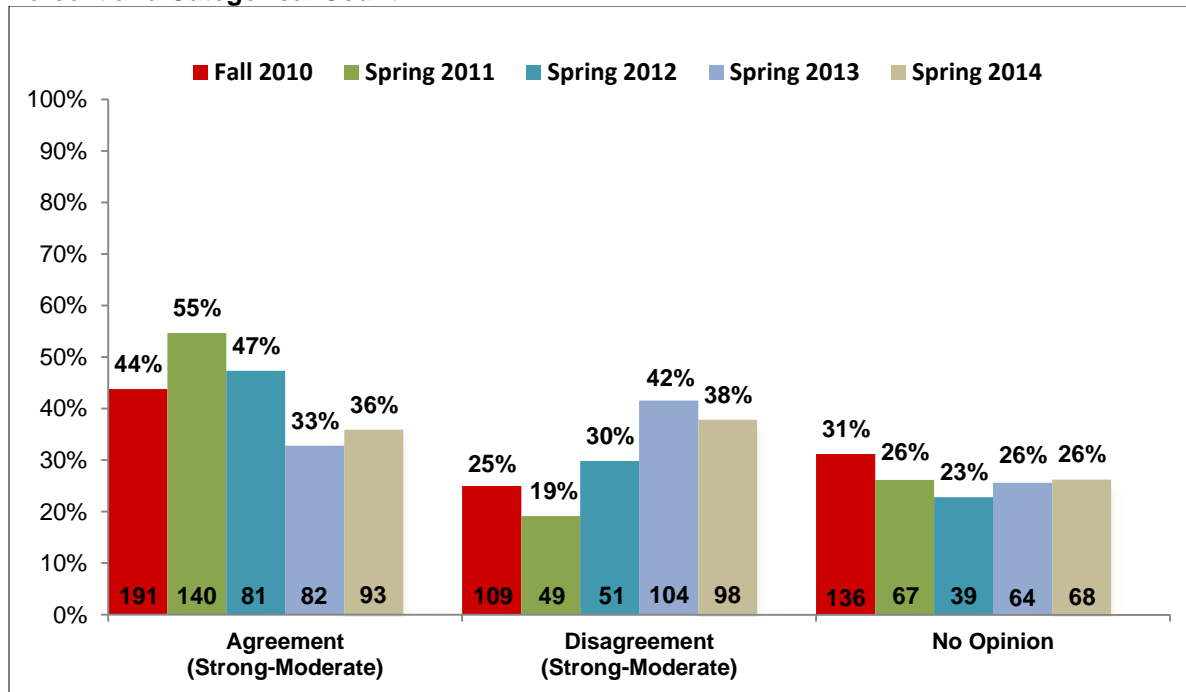
- For the statement prompt, “institution organizes its key processes and allocates its resources to effectively support student learning” (Q50), sub-group responses were found to be statistically unchanged with the exception of the budget planning process Q50b), which experienced a statistically significant increase.
- There are no statistically significant changes in mean scores from spring 2013 to spring 2014 for Q51, Q52, and Q53.
- Two-thirds (67%) of respondents disagree with the statement, “SWC is organized and staffed appropriately and proportionately to reflect the institution’s purpose, size, and complexity (Q51).
- Approximately one-third (31%) of respondents agreed with the statement, “SWC’s planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness” (Q52).
- Fewer than half of respondents were in agreement with the prompt, “Student learning needs are central to the planning, development and design of new facilities” (Q53).



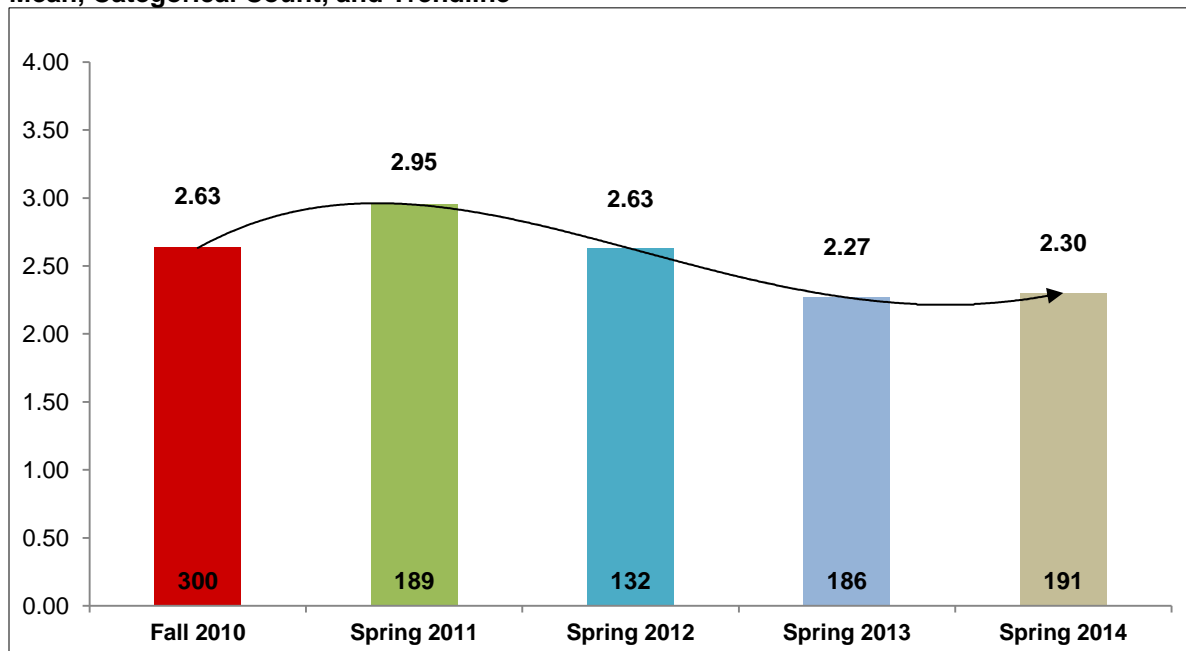
Charts / Data Analysis

# **50a. [Faculty Hiring Prioritization] The institution organizes its key processes and allocates its resources to effectively support student learning.**

## **Percent and Categorical Count**



## **Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**50a. [Faculty Hiring Prioritization] The institution organizes its key processes and allocates its resources to effectively support student learning.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.30	191	0.109	0.742
Spring 2013	2.27	186		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.00	1.08	47
	FT Faculty	2.35	1.00	72
	Classified	2.35	1.04	48
	Administrator	2.67	.92	24
	<b>Overall</b>	<b>2.30</b>	<b>1.03</b>	<b>191</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.29	.96	21
	FT Faculty	2.22	.96	49
	Classified	2.61	1.07	41
	Administrator	2.67	1.23	12
	Unspecified	2.00	.95	63
	<b>Overall</b>	<b>2.27</b>	<b>1.02</b>	<b>186</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.25	1.08	36
	FT Faculty	2.74	1.06	42
	Classified	2.73	.99	37
	Administrator	2.94	1.03	17
	<b>Overall</b>	<b>2.63</b>	<b>1.06</b>	<b>132</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.80	.99	45
	FT Faculty	2.85	1.03	68
	Classified	3.09	.83	54
	Administrator	3.23	.81	22
	<b>Overall</b>	<b>2.95</b>	<b>.95</b>	<b>189</b>

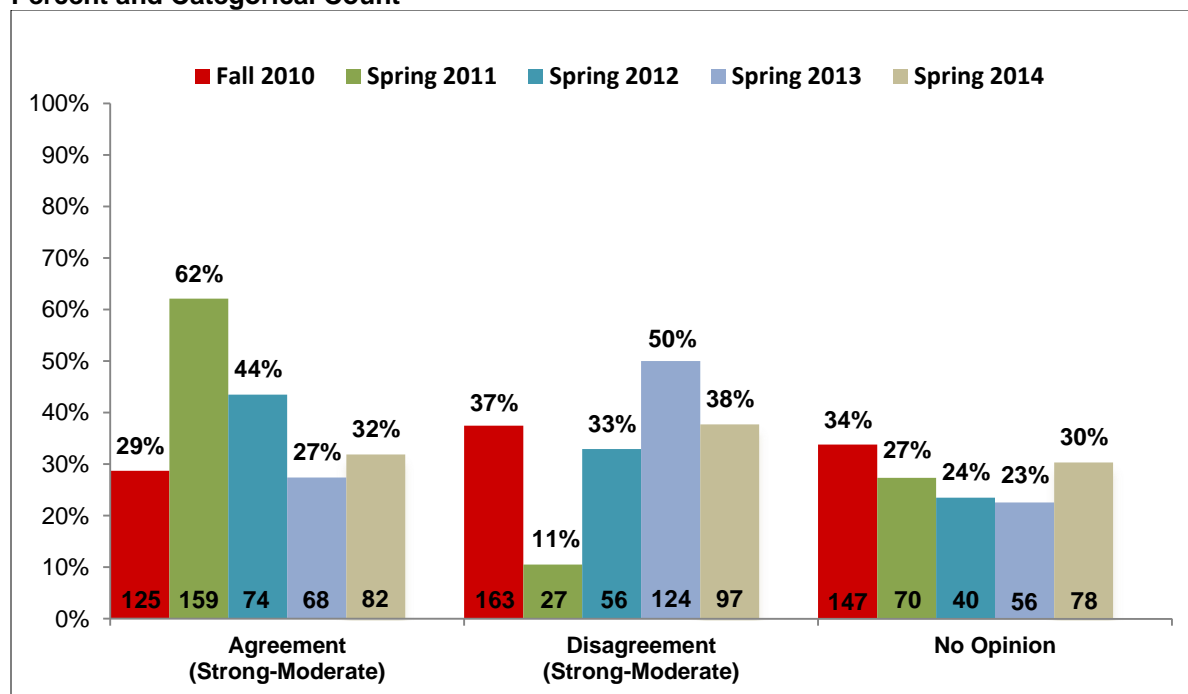
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.48	.98	64
	FT Faculty	2.63	1.00	101
	Classified	2.58	.95	106
	Administrator	3.17	.76	29
	<b>Overall</b>	<b>2.63</b>	<b>.97</b>	<b>300</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

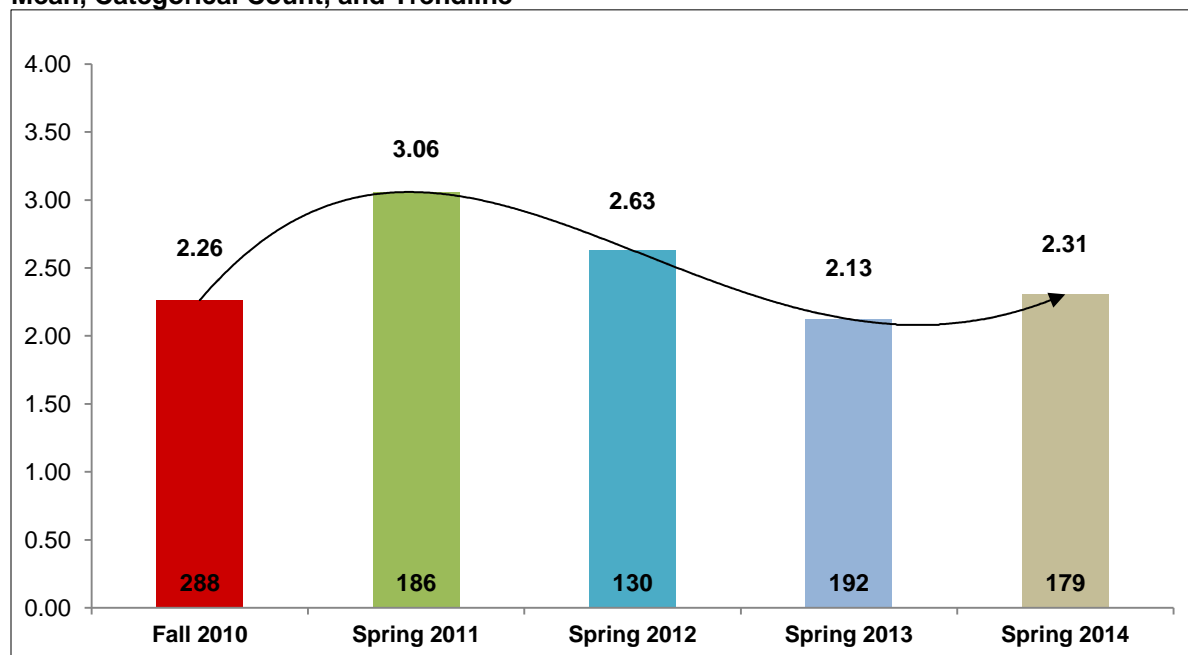
Charts / Data Analysis

**50b. [Budget planning process] The institution organizes its key processes and allocates its resources to effectively support student learning.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

## Charts / Data Analysis

### 50b. [Budget planning process] The institution organizes its key processes and allocates its resources to effectively support student learning.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.31	179	3.581	0.059
Spring 2013	2.13	192		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.06	.98	32
	FT Faculty	2.14	.83	65
	Classified	2.47	1.03	55
	Administrator	2.67	.56	27
	<b>Overall</b>	<b>2.31</b>	<b>.91</b>	<b>179</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.11	.90	18
	FT Faculty	1.81	.74	52
	Classified	2.38	1.03	50
	Administrator	2.71	.85	17
	Unspecified	2.02	.95	55
	<b>Overall</b>	<b>2.13</b>	<b>.94</b>	<b>192</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.39	.96	31
	FT Faculty	2.82	.93	38
	Classified	2.52	1.07	42
	Administrator	2.89	.81	19
	<b>Overall</b>	<b>2.63</b>	<b>.97</b>	<b>130</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.98	.91	41
	FT Faculty	2.98	.78	62
	Classified	3.14	.65	56
	Administrator	3.19	.62	27
	<b>Overall</b>	<b>3.06</b>	<b>.75</b>	<b>186</b>

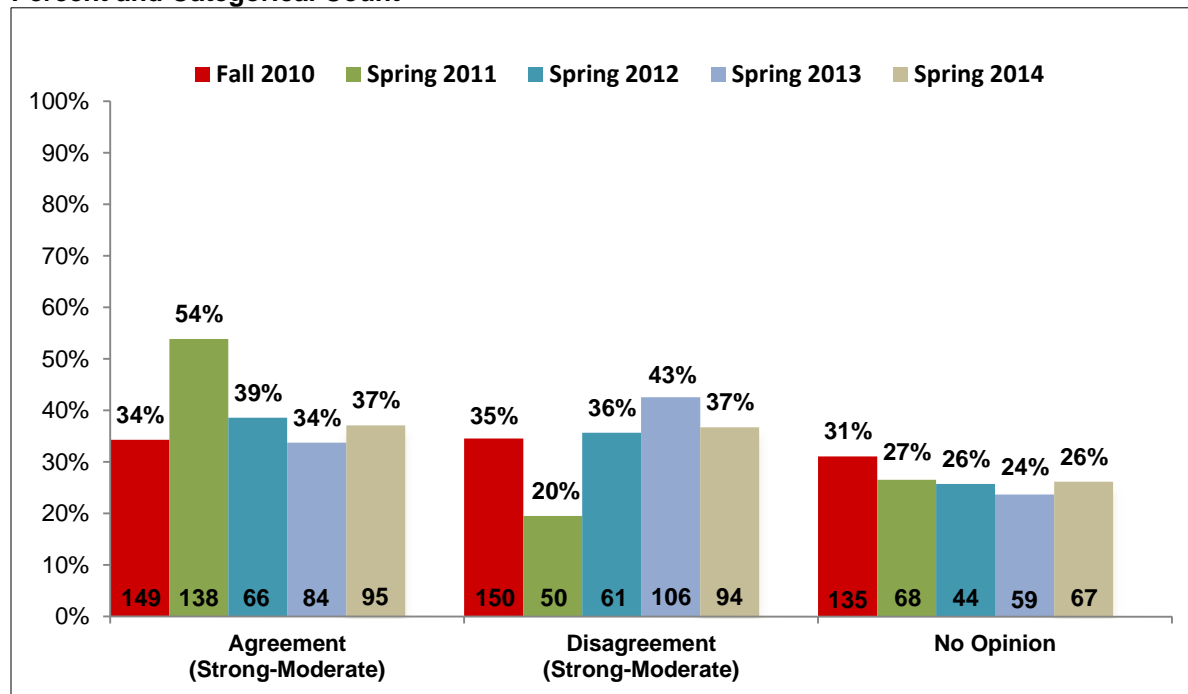
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.20	.95	55
	FT Faculty	1.82	.89	92
	Classified	2.43	.89	109
	Administrator	3.09	.82	32
	<b>Overall</b>	<b>2.26</b>	<b>.97</b>	<b>288</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

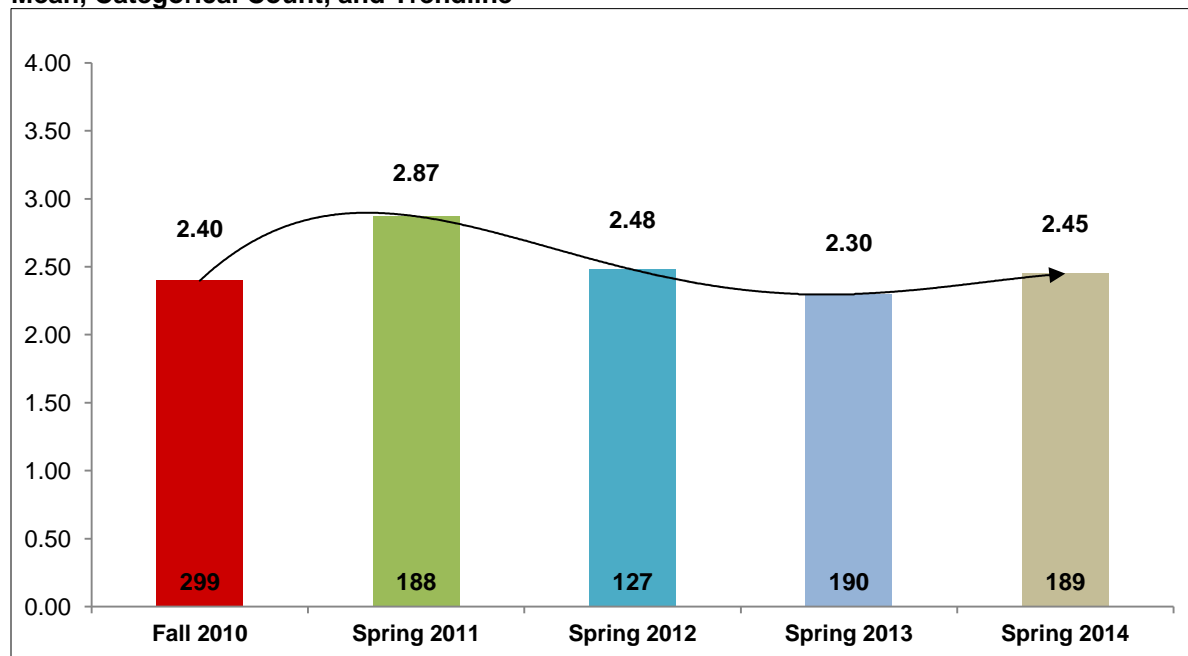
Charts / Data Analysis

**50c. [Facilities design, use, allocation, and planning processes] The institution organizes its key processes and allocates its resources to effectively support student learning.**

Percent and Categorical Count



Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**50c. [Facilities design, use, allocation, and planning processes] The institution organizes its key processes and allocates its resources to effectively support student learning.**

**Test of statistical significance: spring 2013 to spring 2014**

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.45	189	2.221	0.137
Spring 2013	2.30	190		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.39	1.00	38
	FT Faculty	2.32	.92	65
	Classified	2.50	1.05	58
	Administrator	2.71	.81	28
	<b>Overall</b>	<b>2.45</b>	<b>.96</b>	<b>189</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.50	.99	18
	FT Faculty	2.04	.93	45
	Classified	2.48	1.06	52
	Administrator	2.69	1.01	16
	Unspecified	2.17	.93	59
	<b>Overall</b>	<b>2.30</b>	<b>.99</b>	<b>190</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.39	.99	28
	FT Faculty	2.50	.89	38
	Classified	2.49	1.03	43
	Administrator	2.56	.86	18
	<b>Overall</b>	<b>2.48</b>	<b>.95</b>	<b>127</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.15	.74	40
	FT Faculty	2.70	.85	63
	Classified	2.83	.86	58
	Administrator	2.96	.85	27
	<b>Overall</b>	<b>2.87</b>	<b>.84</b>	<b>188</b>

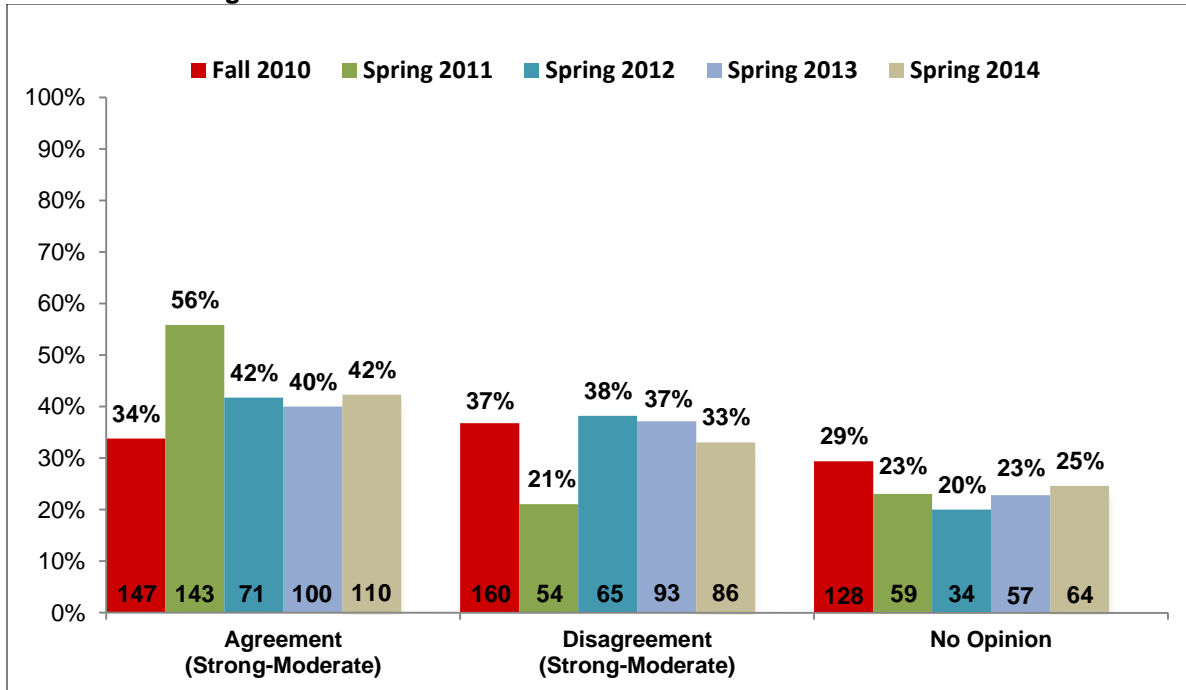
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.51	1.00	57
	FT Faculty	2.12	.98	91
	Classified	2.38	.92	120
	Administrator	3.10	.79	31
	<b>Overall</b>	<b>2.40</b>	<b>.98</b>	<b>299</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

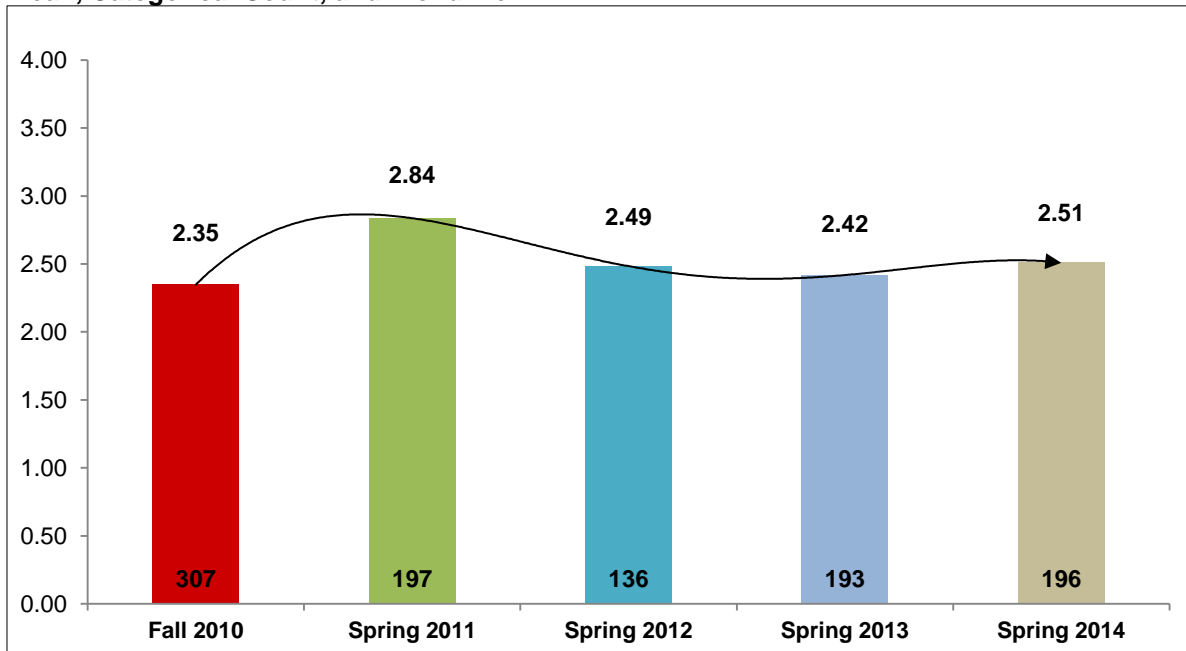
Charts / Data Analysis

**50d. [Technology planning process] The institution organizes its key processes and allocates its resources to effectively support student learning.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**50d. [Technology planning process] The institution organizes its key processes and allocates its resources to effectively support student learning.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.51	196	0.852	0.357
Spring 2013	2.42	193		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.62	.94	39
	FT Faculty	2.39	.91	66
	Classified	2.47	.98	60
	Administrator	2.71	.94	31
	<b>Overall</b>	<b>2.51</b>	<b>.94</b>	<b>196</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.77	.83	13
	FT Faculty	1.96	.93	45
	Classified	2.67	1.02	55
	Administrator	2.82	1.01	17
	Unspecified	2.35	.92	63
	<b>Overall</b>	<b>2.42</b>	<b>.99</b>	<b>193</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.42	.99	31
	FT Faculty	2.53	.96	40
	Classified	2.53	.94	45
	Administrator	2.40	1.00	20
	<b>Overall</b>	<b>2.49</b>	<b>.96</b>	<b>136</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.00	.84	46
	FT Faculty	2.61	1.01	66
	Classified	2.90	.80	59
	Administrator	3.00	.85	26
	<b>Overall</b>	<b>2.84</b>	<b>.90</b>	<b>197</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.63	.93	59
	FT Faculty	2.02	.97	99
	Classified	2.39	.91	116
	Administrator	2.70	.95	33
	<b>Overall</b>	<b>2.35</b>	<b>.97</b>	<b>307</b>

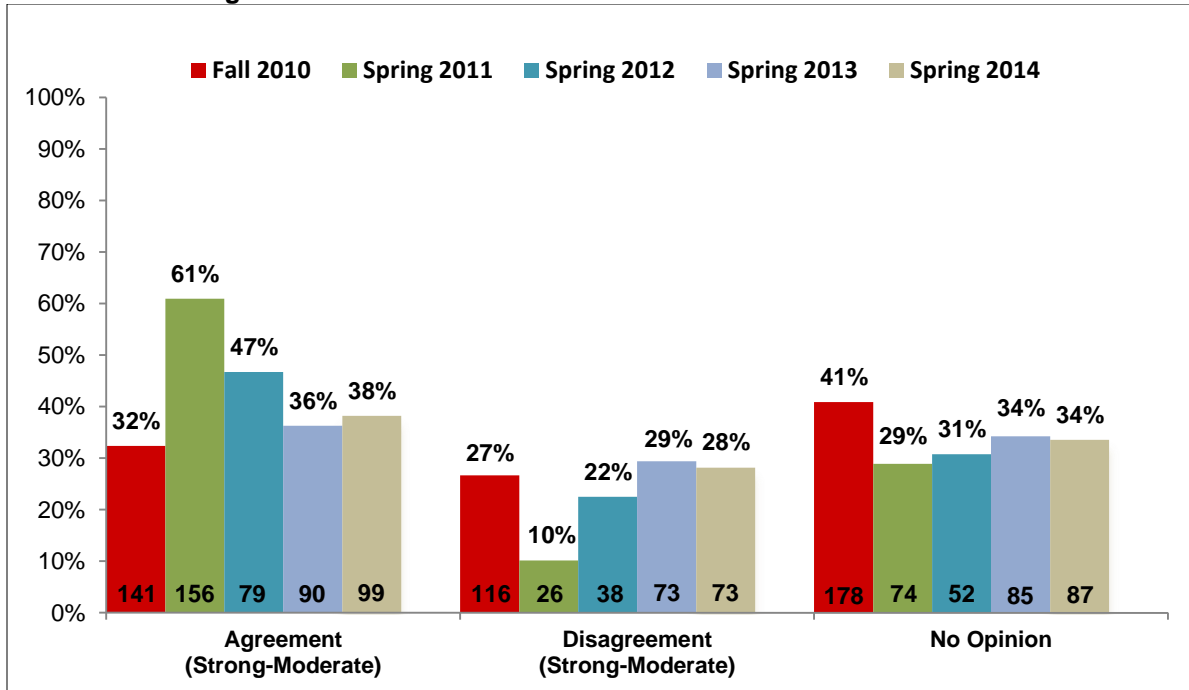
Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.



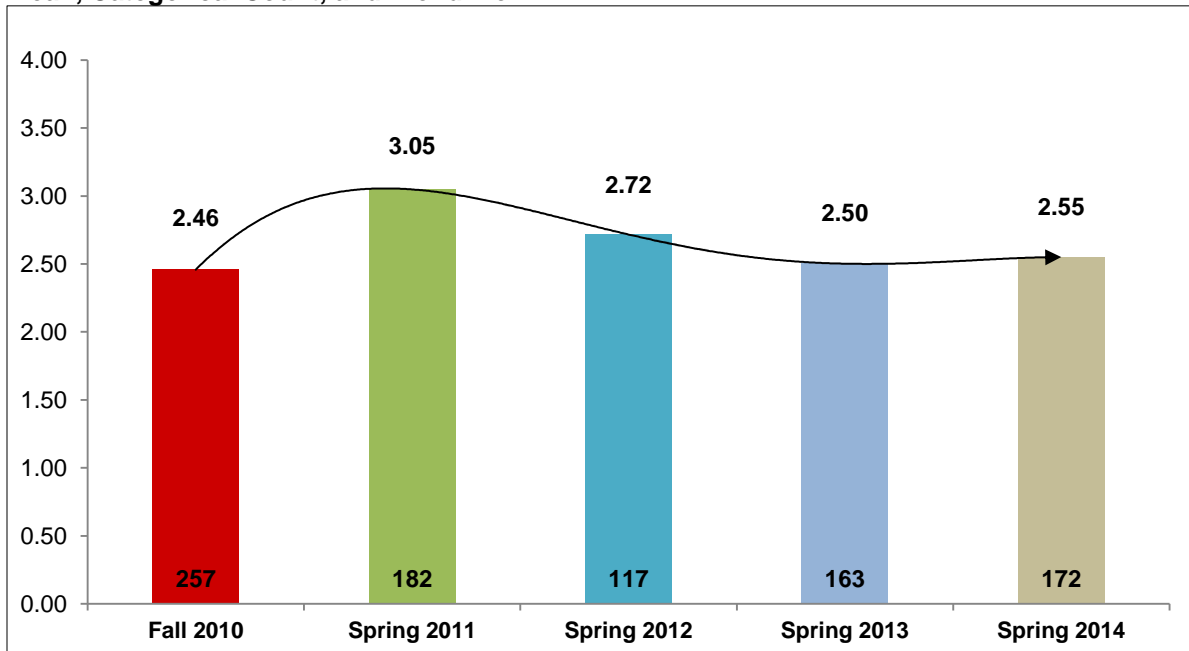
Charts / Data Analysis

**50e. [Strategic planning process] The institution organizes its key processes and allocates its resources to effectively support student learning.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**50e. [Strategic planning process] The institution organizes its key processes and allocates its resources to effectively support student learning.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.55	172	0.226	0.635
Spring 2013	2.50	163		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.41	1.07	32
	FT Faculty	2.43	.81	60
	Classified	2.59	1.02	51
	Administrator	2.90	.72	29
	<b>Overall</b>	<b>2.55</b>	<b>.93</b>	<b>172</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.77	.93	13
	FT Faculty	2.32	.84	38
	Classified	2.73	1.02	44
	Administrator	3.19	.75	16
	Unspecified	2.17	.94	52
	<b>Overall</b>	<b>2.50</b>	<b>.97</b>	<b>163</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.57	.96	28
	FT Faculty	2.91	.90	34
	Classified	2.64	.99	36
	Administrator	2.74	.87	19
	<b>Overall</b>	<b>2.72</b>	<b>.94</b>	<b>117</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.13	.70	39
	FT Faculty	2.89	.77	62
	Classified	3.11	.66	55
	Administrator	3.19	.57	26
	<b>Overall</b>	<b>3.05</b>	<b>.70</b>	<b>182</b>

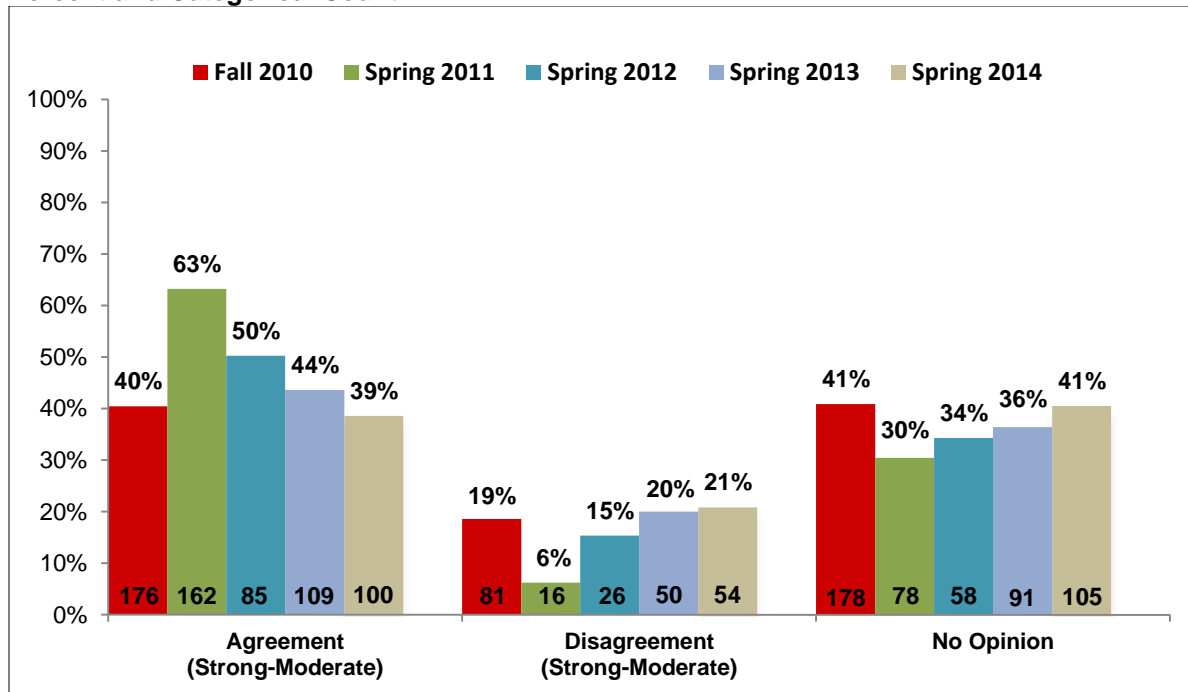
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.41	.97	44
	FT Faculty	2.15	.96	84
	Classified	2.58	.86	95
	Administrator	2.94	.74	34
	<b>Overall</b>	<b>2.46</b>	<b>.93</b>	<b>257</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

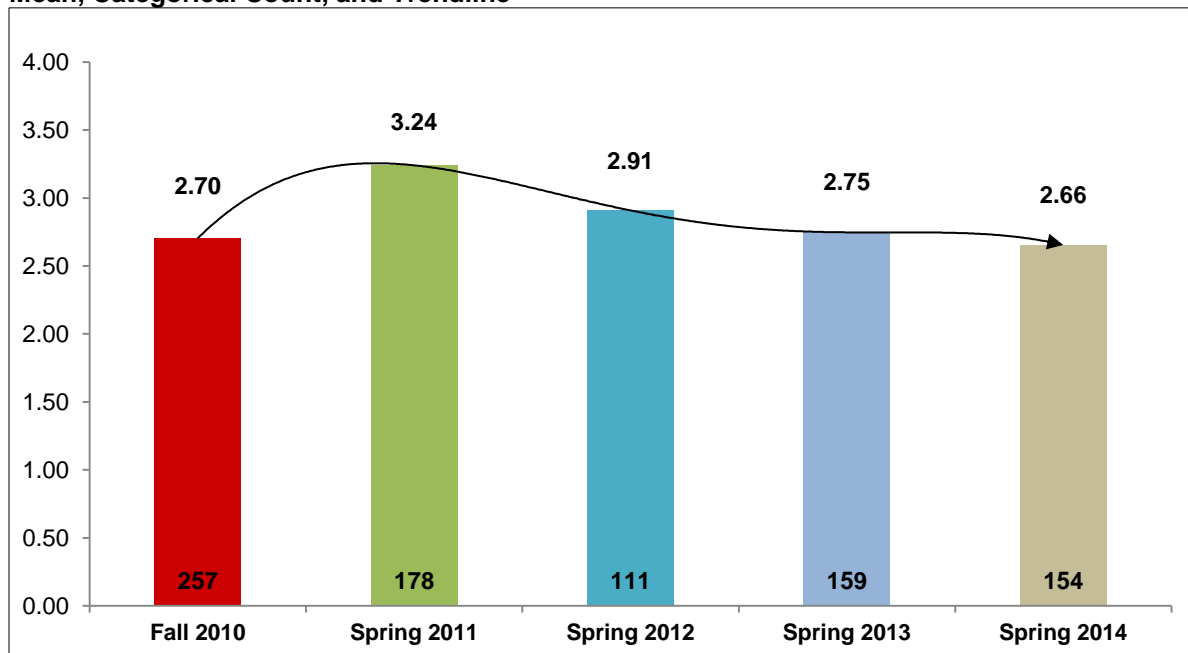
Charts / Data Analysis

**50f. [Mission Statement review process] The institution organizes its key processes and allocates its resources to effectively support student learning.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**50f. [Mission Statement review process] The institution organizes its key processes and allocates its resources to effectively support student learning.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.66	154	0.782	0.377
Spring 2013	2.75	159		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.38	1.06	26
	FT Faculty	2.65	.91	55
	Classified	2.70	.99	46
	Administrator	2.85	.72	27
	<b>Overall</b>	<b>2.66</b>	<b>.93</b>	<b>154</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.00	.82	13
	FT Faculty	2.51	.84	41
	Classified	2.89	.99	46
	Administrator	3.27	.70	15
	Unspecified	2.57	.93	44
	<b>Overall</b>	<b>2.75</b>	<b>.92</b>	<b>159</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.81	1.02	26
	FT Faculty	3.06	.98	32
	Classified	2.74	.93	34
	Administrator	3.11	.74	19
	<b>Overall</b>	<b>2.91</b>	<b>.94</b>	<b>111</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.33	.66	39
	FT Faculty	3.13	.85	60
	Classified	3.26	.71	53
	Administrator	3.31	.62	26
	<b>Overall</b>	<b>3.24</b>	<b>.74</b>	<b>178</b>

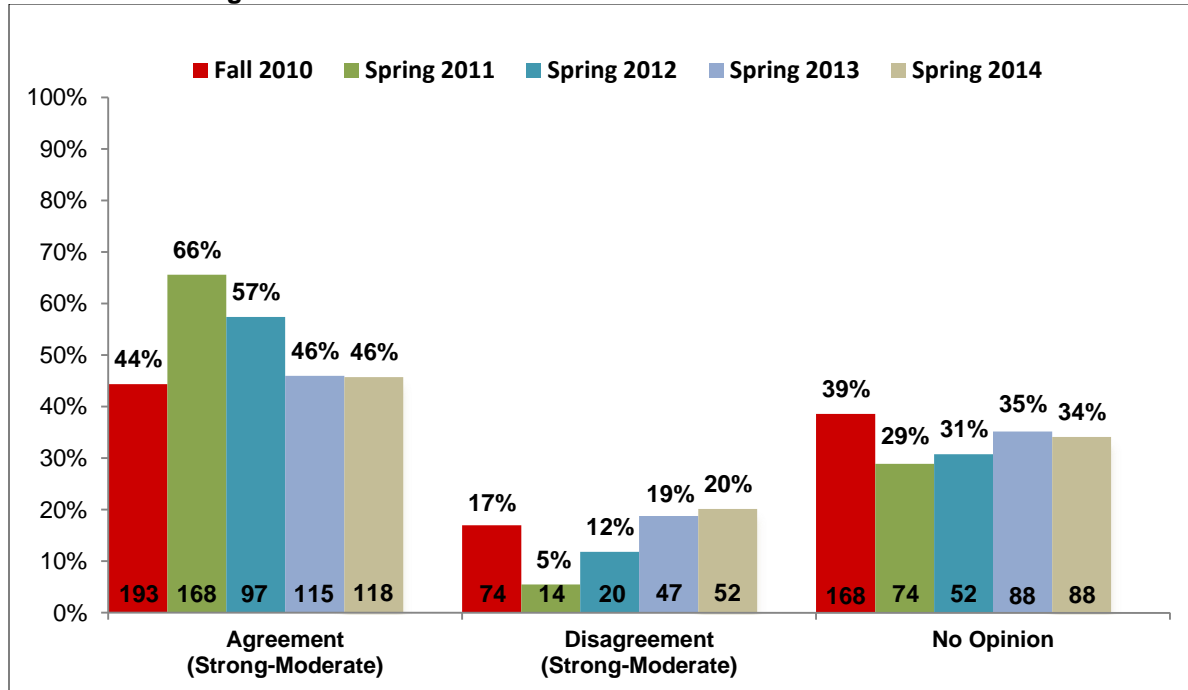
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.69	.95	45
	FT Faculty	2.59	.97	85
	Classified	2.66	.81	94
	Administrator	3.15	.71	33
	<b>Overall</b>	<b>2.70</b>	<b>.89</b>	<b>257</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

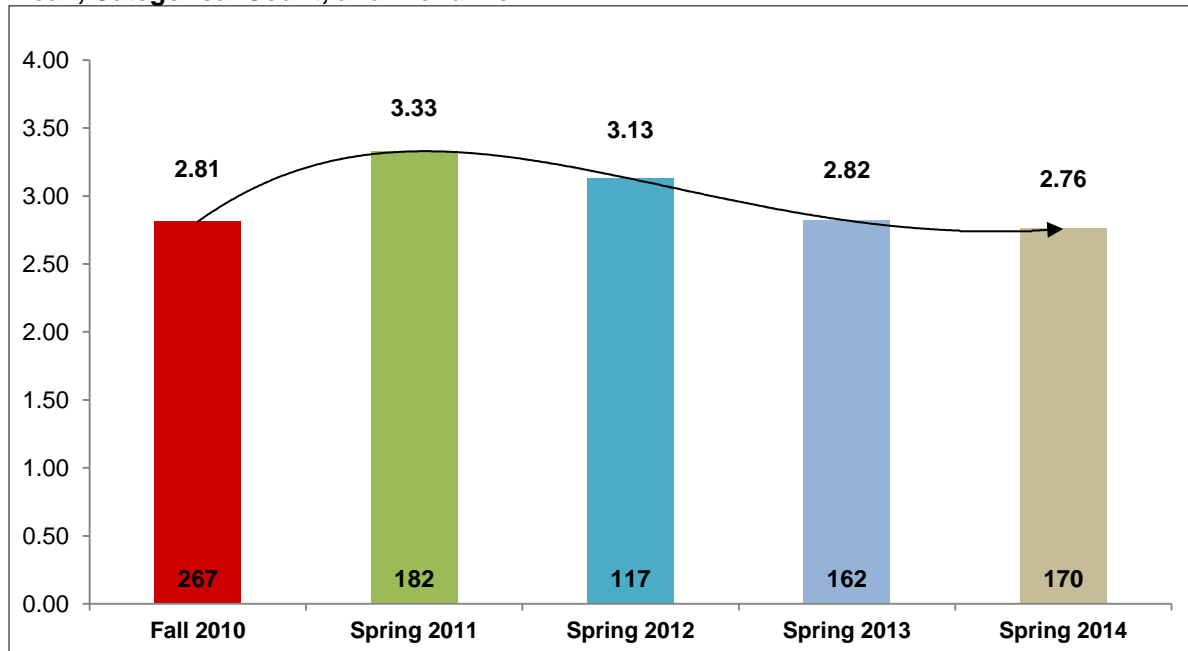
Charts / Data Analysis

**50g. [Accreditation Self Study] The institution organizes its key processes and allocates its resources to effectively support student learning.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**50g. [Accreditation Self Study] The institution organizes its key processes and allocates its resources to effectively support student learning.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.76	170	0.366	0.546
Spring 2013	2.82	162		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.39	1.09	31
	FT Faculty	2.84	.91	62
	Classified	2.75	1.00	48
	Administrator	3.00	.80	29
	<b>Overall</b>	<b>2.76</b>	<b>.96</b>	<b>170</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.06	.85	16
	FT Faculty	2.60	.90	40
	Classified	2.86	1.01	43
	Administrator	3.33	.62	15
	Unspecified	2.73	.84	48
	<b>Overall</b>	<b>2.82</b>	<b>.90</b>	<b>162</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.89	.99	28
	FT Faculty	3.27	.80	37
	Classified	3.18	.81	33
	Administrator	3.11	.94	19
	<b>Overall</b>	<b>3.13</b>	<b>.88</b>	<b>117</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.26	.64	38
	FT Faculty	3.29	.80	62
	Classified	3.32	.72	56
	Administrator	3.54	.58	26
	<b>Overall</b>	<b>3.33</b>	<b>.71</b>	<b>182</b>

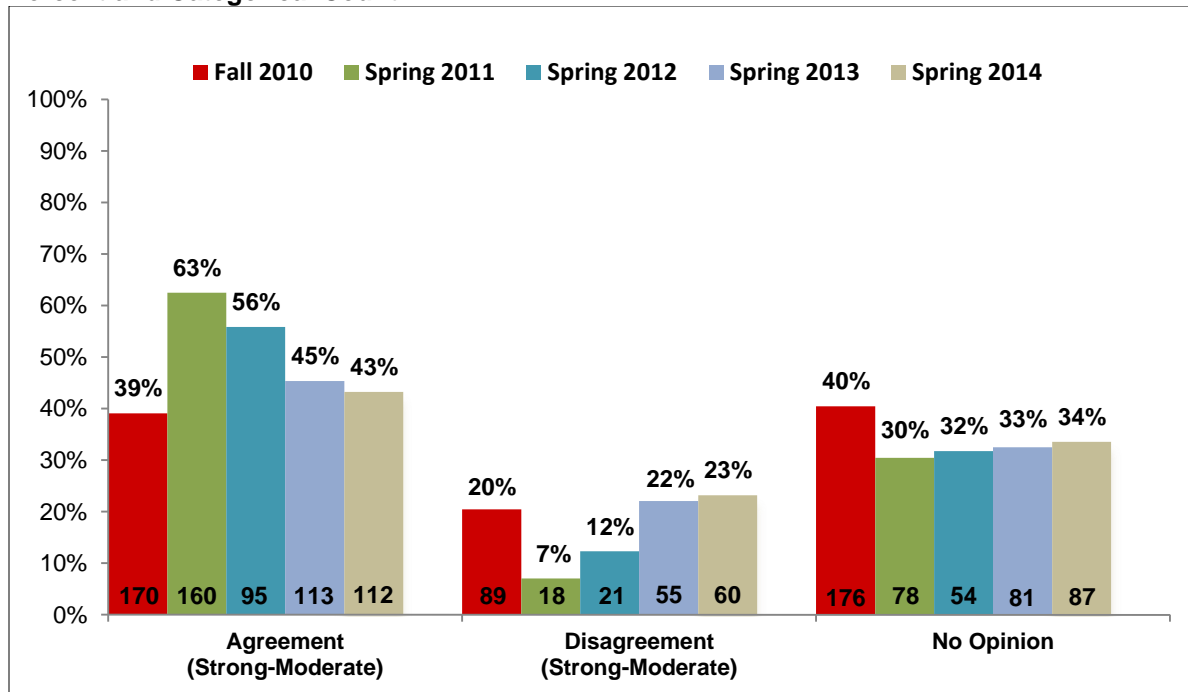
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.71	.96	49
	FT Faculty	2.73	1.04	85
	Classified	2.82	.86	100
	Administrator	3.15	.71	33
	<b>Overall</b>	<b>2.81</b>	<b>.93</b>	<b>267</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

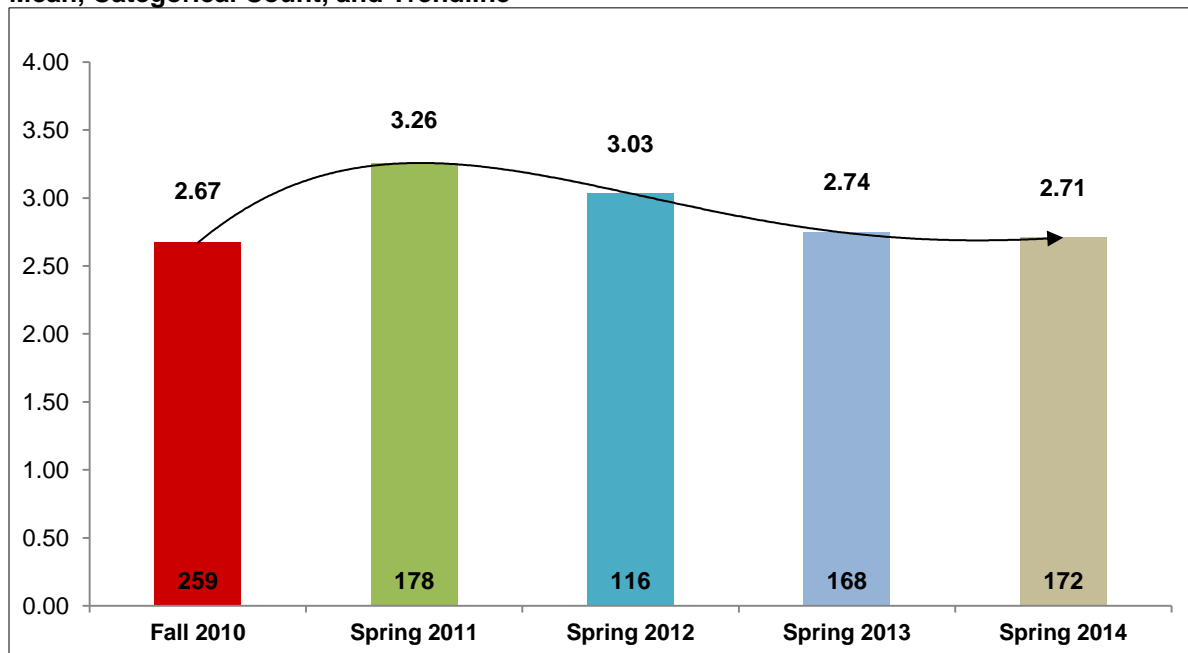
Charts / Data Analysis

**50h. [Institutional Program Review] The institution organizes its key processes and allocates its resources to effectively support student learning.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**50h. [Institutional Program Review] The institution organizes its key processes and allocates its resources to effectively support student learning.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.71	172	0.113	0.737
Spring 2013	2.74	168		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.44	1.09	27
	FT Faculty	2.66	.85	65
	Classified	2.71	1.05	51
	Administrator	3.07	.88	29
	<b>Overall</b>	<b>2.71</b>	<b>.97</b>	<b>172</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.93	.83	14
	FT Faculty	2.60	.96	40
	Classified	2.89	.99	46
	Administrator	3.31	.60	16
	Unspecified	2.50	.92	52
	<b>Overall</b>	<b>2.74</b>	<b>.94</b>	<b>168</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.82	1.12	28
	FT Faculty	3.22	.72	36
	Classified	3.00	.85	34
	Administrator	3.06	.94	18
	<b>Overall</b>	<b>3.03</b>	<b>.90</b>	<b>116</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.15	.66	40
	FT Faculty	3.25	.79	61
	Classified	3.29	.70	51
	Administrator	3.38	.64	26
	<b>Overall</b>	<b>3.26</b>	<b>.71</b>	<b>178</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.63	1.02	46
	FT Faculty	2.56	.97	87
	Classified	2.68	.86	94
	Administrator	3.00	.72	32
	<b>Overall</b>	<b>2.67</b>	<b>.92</b>	<b>259</b>

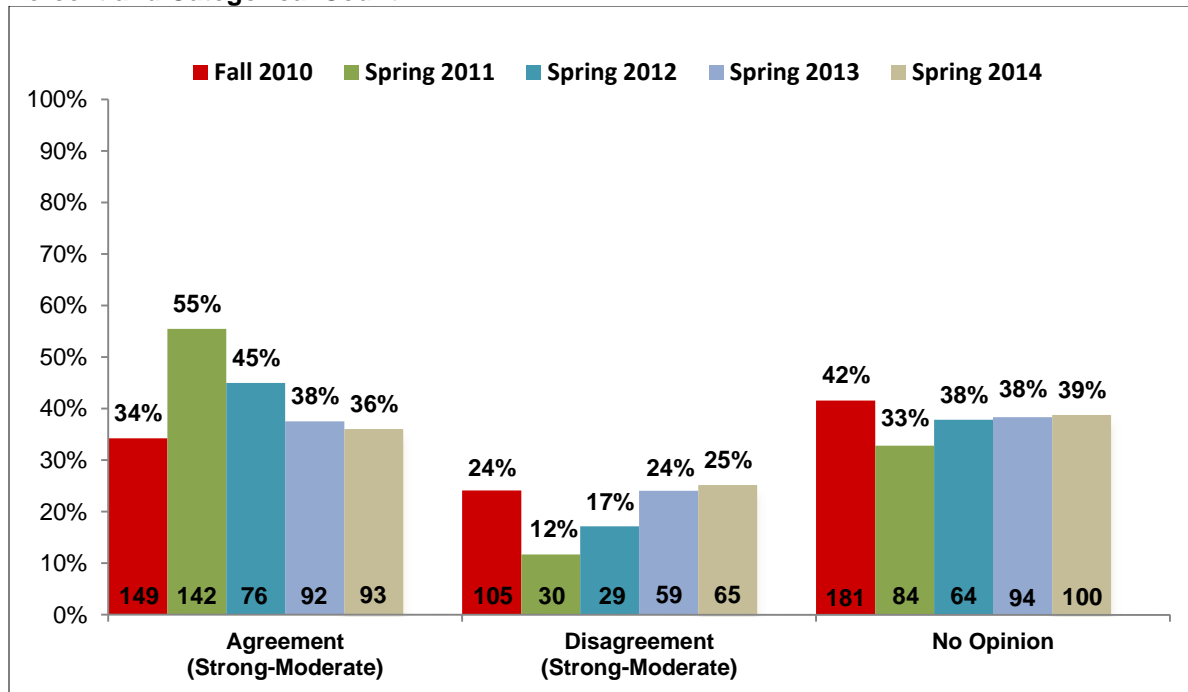
Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.



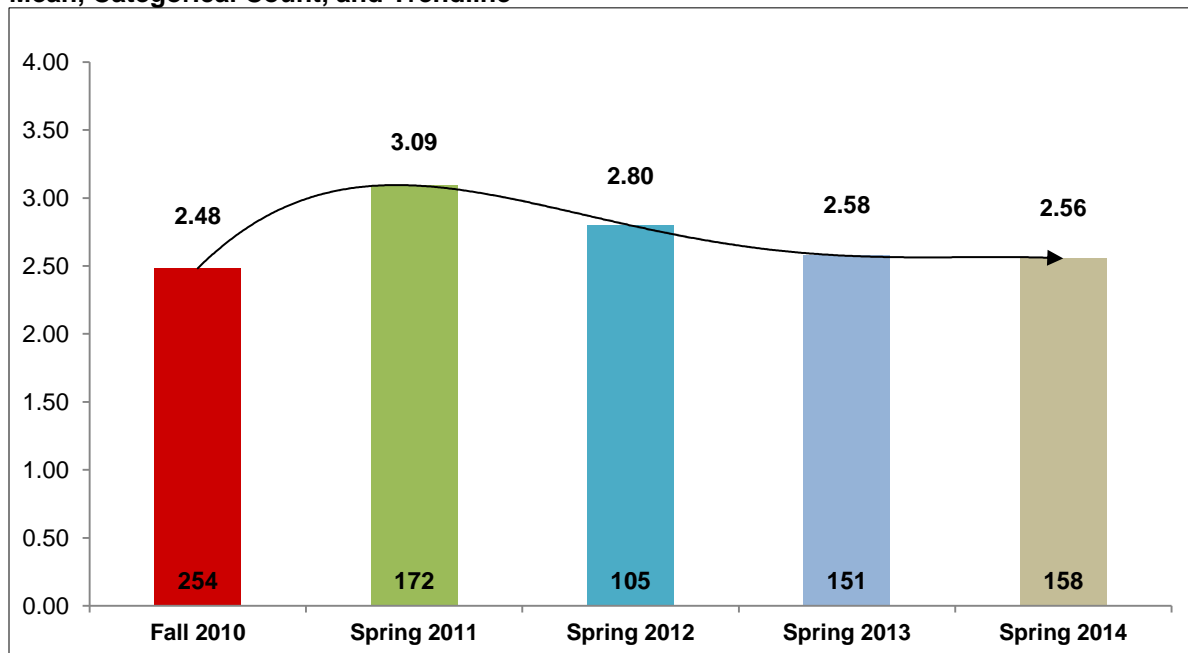
Charts / Data Analysis

**50i. [Enrollment Management] The institution organizes its key processes and allocates its resources to effectively support student learning.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**50i. [Enrollment Management] The institution organizes its key processes and allocates its resources to effectively support student learning.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.56	158	0.033	0.857
Spring 2013	2.58	151		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.63	.96	30
	FT Faculty	2.40	.88	57
	Classified	2.53	.99	45
	Administrator	2.85	.88	26
	<b>Overall</b>	<b>2.56</b>	<b>.93</b>	<b>158</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.92	.95	13
	FT Faculty	2.22	.93	36
	Classified	2.71	1.01	41
	Administrator	2.80	.77	15
	Unspecified	2.57	.86	46
	<b>Overall</b>	<b>2.58</b>	<b>.93</b>	<b>151</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.70	.88	23
	FT Faculty	2.86	.88	35
	Classified	2.81	.91	31
	Administrator	2.81	1.05	16
	<b>Overall</b>	<b>2.80</b>	<b>.90</b>	<b>105</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.16	.75	38
	FT Faculty	2.92	.79	60
	Classified	3.19	.82	48
	Administrator	3.23	.65	26
	<b>Overall</b>	<b>3.09</b>	<b>.77</b>	<b>172</b>

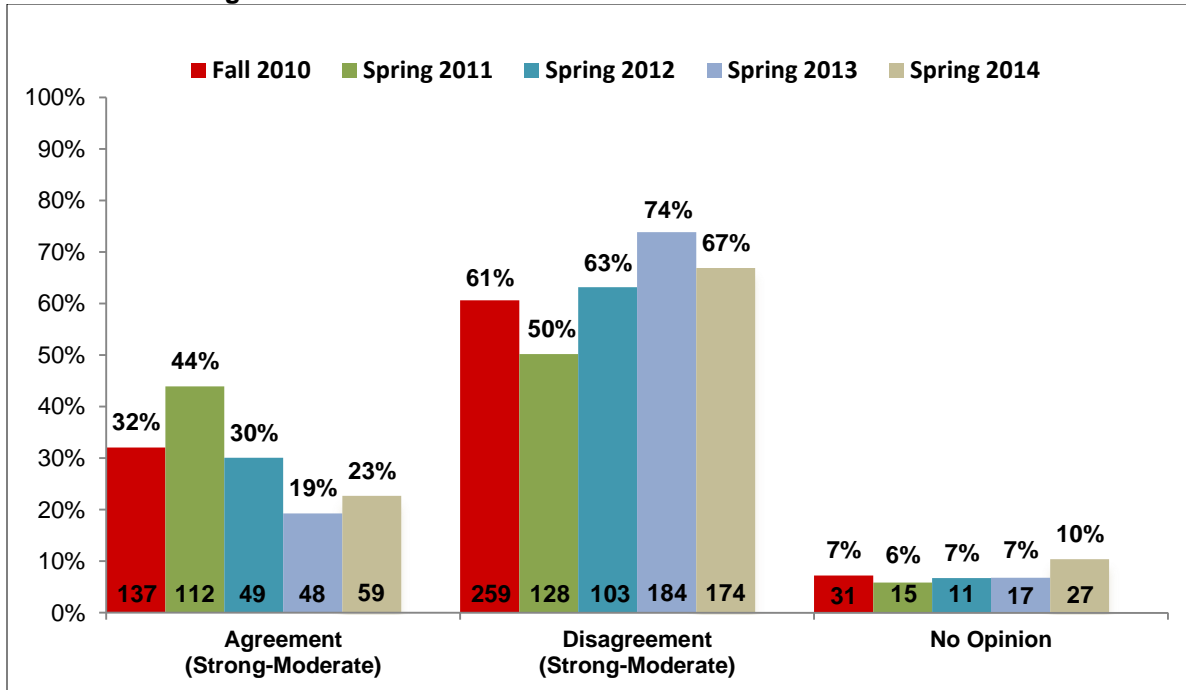
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.50	1.06	50
	FT Faculty	2.18	.98	83
	Classified	2.60	.88	94
	Administrator	3.00	.92	27
	<b>Overall</b>	<b>2.48</b>	<b>.98</b>	<b>254</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

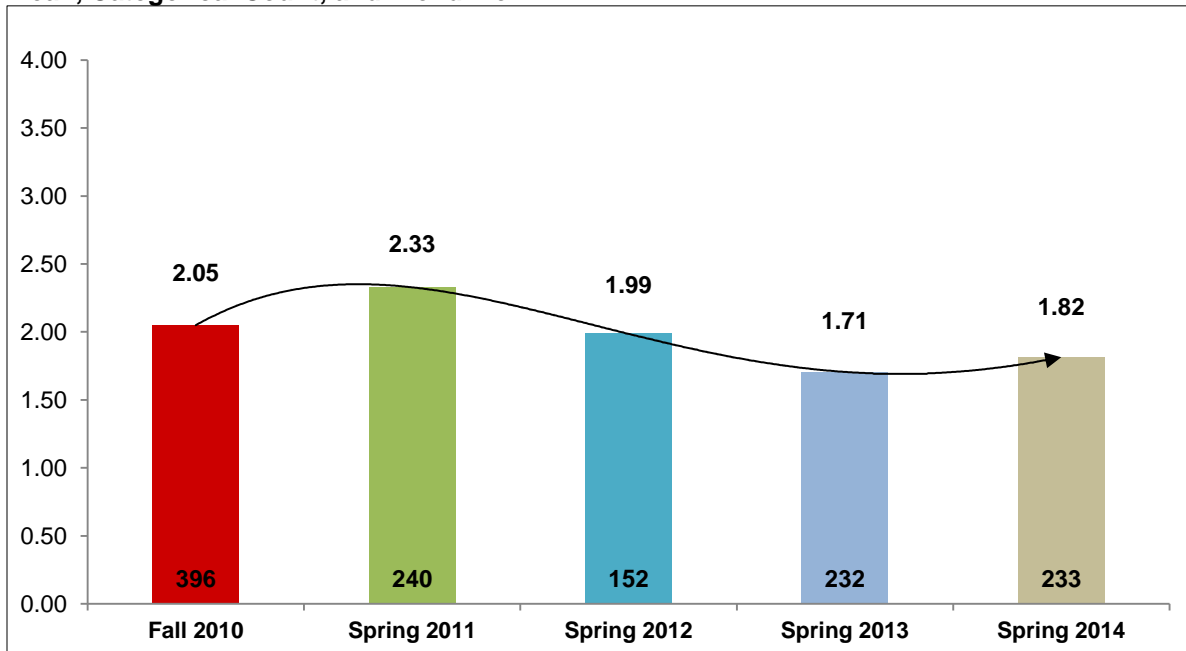
Charts / Data Analysis

## 51. SWC is organized and staffed appropriately and proportionately to reflect the institution's purpose, size, and complexity.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 51. SWC is organized and staffed appropriately and proportionately to reflect the institution's purpose, size, and complexity.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	1.82	233	1.597	0.207
Spring 2013	1.71	232		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.98	.99	55
	FT Faculty	1.79	.90	76
	Classified	1.68	.93	73
	Administrator	1.90	.98	29
	<b>Overall</b>	<b>1.82</b>	<b>.94</b>	<b>233</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.81	.87	21
	FT Faculty	1.59	.90	54
	Classified	1.77	.97	66
	Administrator	2.12	1.11	17
	Unspecified	1.61	.81	74
	<b>Overall</b>	<b>1.71</b>	<b>.91</b>	<b>232</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.97	1.00	38
	FT Faculty	2.09	.93	45
	Classified	1.92	.99	50
	Administrator	1.95	.97	19
	<b>Overall</b>	<b>1.99</b>	<b>.96</b>	<b>152</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.73	1.05	52
	FT Faculty	2.31	.96	70
	Classified	2.16	.93	89
	Administrator	2.17	.85	29
	<b>Overall</b>	<b>2.33</b>	<b>.98</b>	<b>240</b>

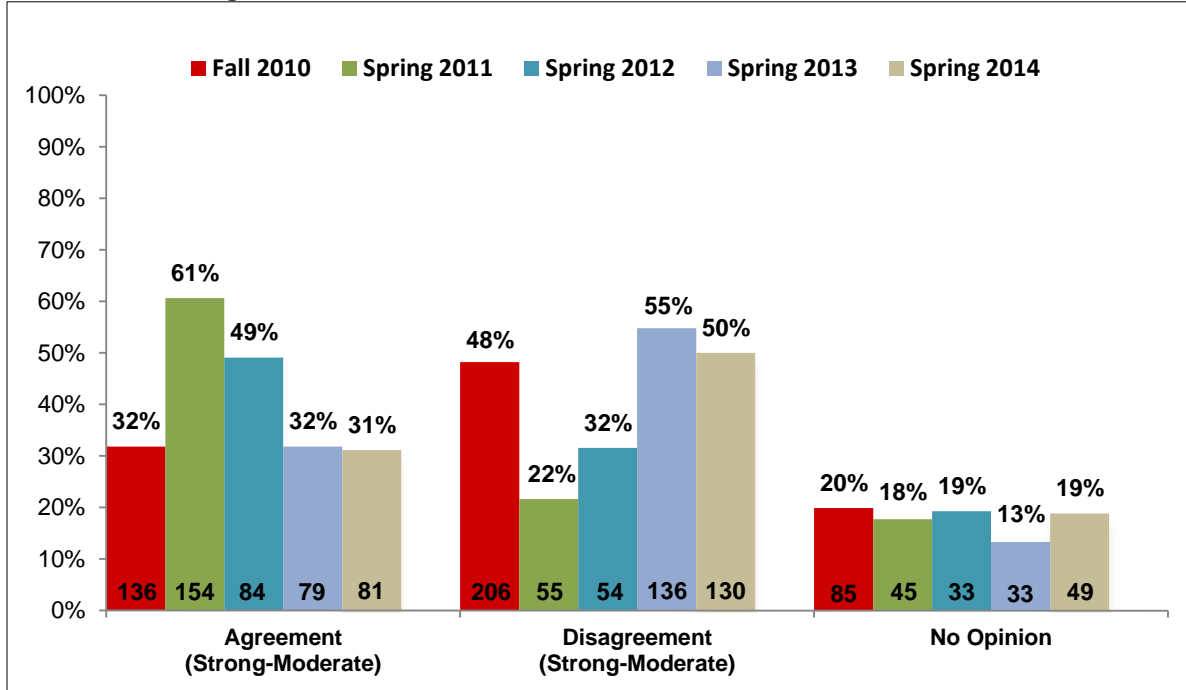
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.30	1.01	76
	FT Faculty	1.98	.93	109
	Classified	1.94	.96	178
	Administrator	2.30	1.05	33
	<b>Overall</b>	<b>2.05</b>	<b>.98</b>	<b>396</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

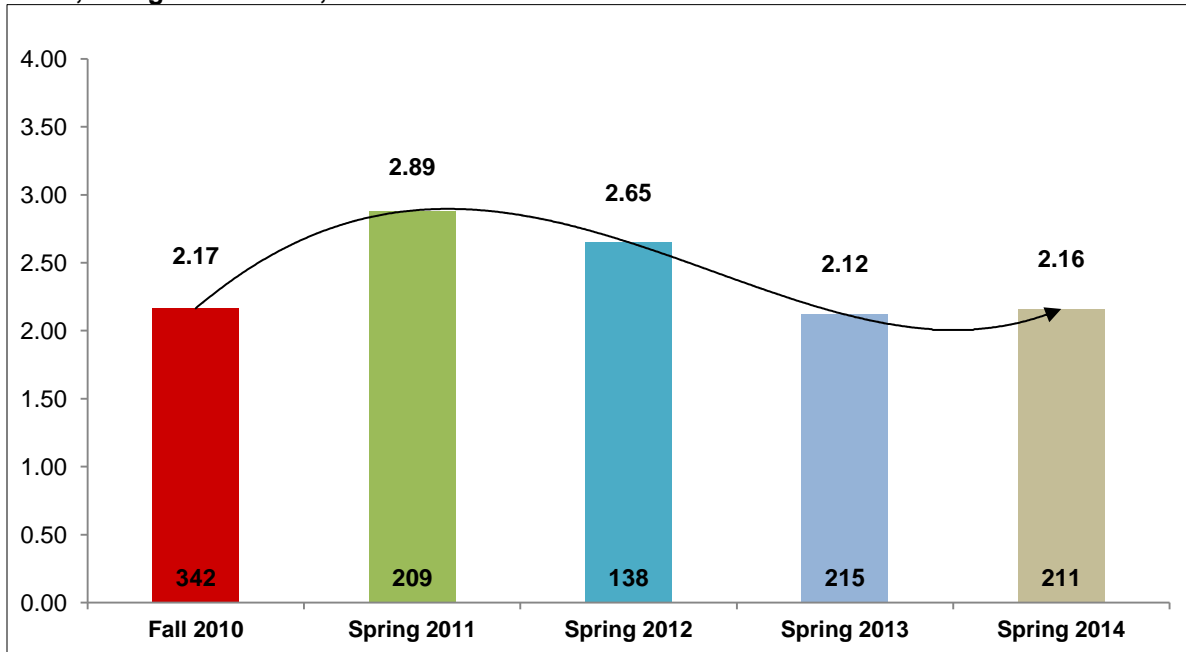
Charts / Data Analysis

**52. SWC's planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 52. SWC's planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.16	211	0.179	0.672
Spring 2013	2.12	215		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.95	1.00	43
	FT Faculty	2.08	.85	73
	Classified	2.21	1.03	66
	Administrator	2.55	1.02	29
	<b>Overall</b>	<b>2.16</b>	<b>.97</b>	<b>211</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.22	1.06	18
	FT Faculty	1.92	.89	51
	Classified	2.18	.97	62
	Administrator	2.88	.99	17
	Unspecified	2.00	.98	67
	<b>Overall</b>	<b>2.12</b>	<b>.99</b>	<b>215</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.32	.95	34
	FT Faculty	2.82	1.01	38
	Classified	2.68	.81	47
	Administrator	2.84	.83	19
	<b>Overall</b>	<b>2.65</b>	<b>.92</b>	<b>138</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.00	.94	46
	FT Faculty	2.82	.92	65
	Classified	2.75	.79	69
	Administrator	3.17	.71	29
	<b>Overall</b>	<b>2.89</b>	<b>.86</b>	<b>209</b>

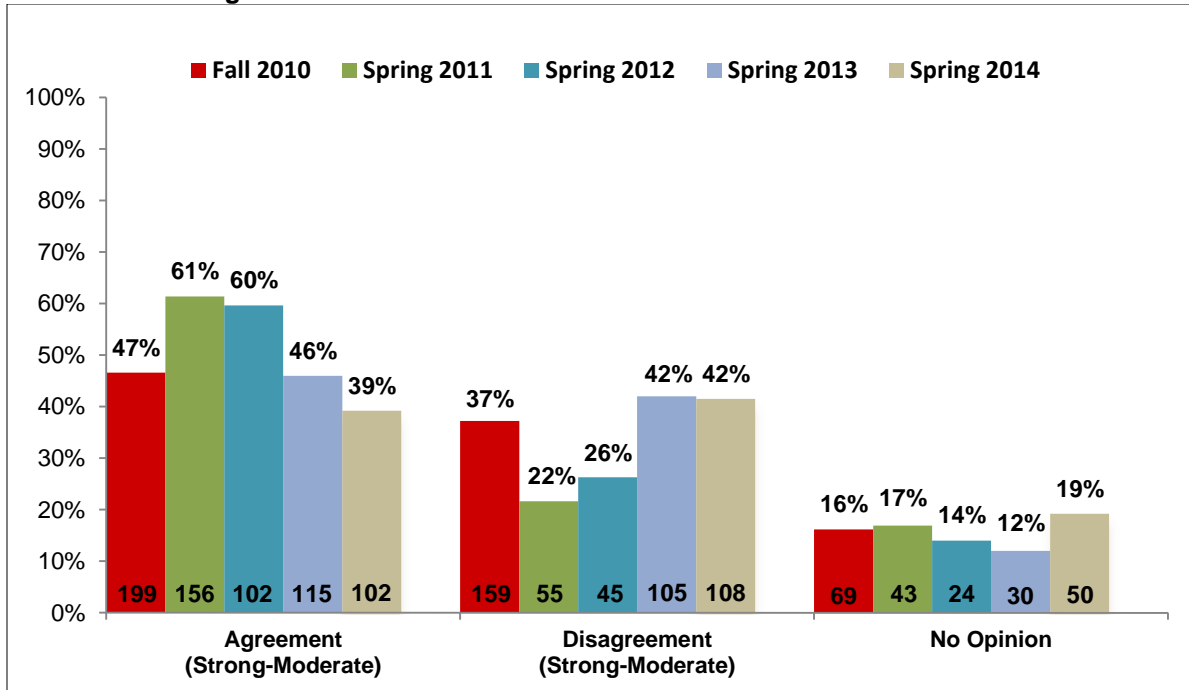
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.24	1.05	62
	FT Faculty	1.89	.95	103
	Classified	2.24	.96	144
	Administrator	2.55	.97	33
	<b>Overall</b>	<b>2.17</b>	<b>.99</b>	<b>342</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

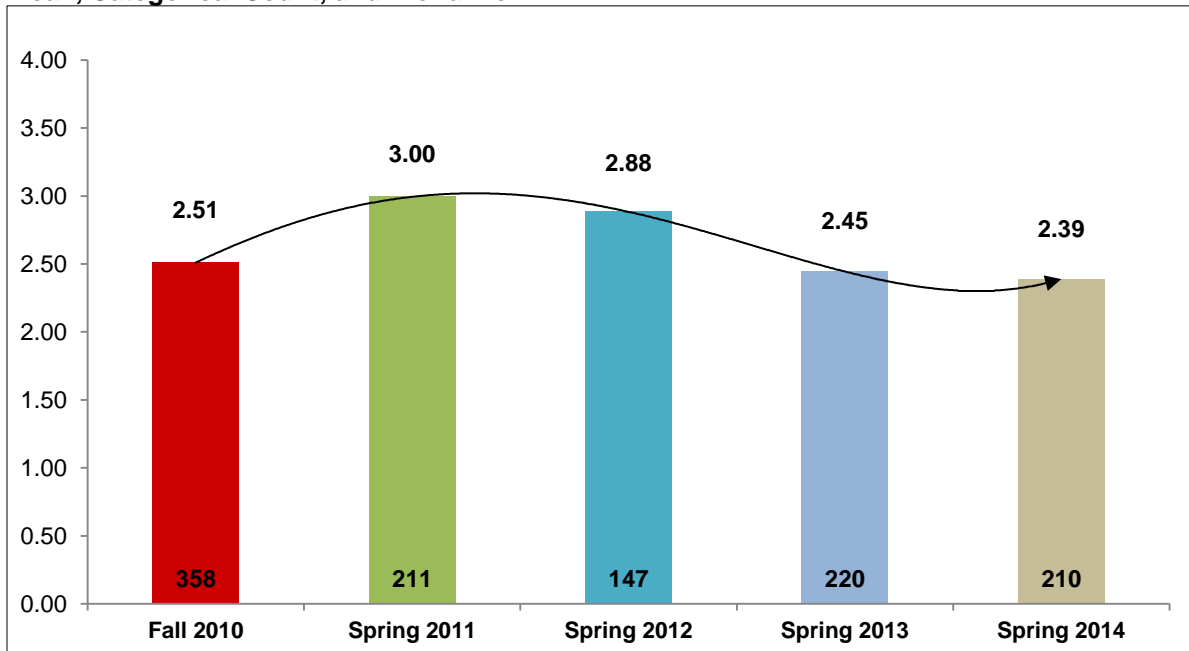
Charts / Data Analysis

### 53. Student learning needs are central to the planning, development and design of new facilities.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

## Charts / Data Analysis

### 53. Student learning needs are central to the planning, development and design of new facilities.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.39	210	0.266	0.606
Spring 2013	2.45	220		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.45	1.10	49
	FT Faculty	2.21	1.09	72
	Classified	2.46	1.15	61
	Administrator	2.61	1.03	28
	<b>Overall</b>	<b>2.39</b>	<b>1.10</b>	<b>210</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.25	.97	20
	FT Faculty	2.04	1.12	49
	Classified	2.65	1.07	62
	Administrator	3.18	.73	17
	Unspecified	2.43	1.14	72
	<b>Overall</b>	<b>2.45</b>	<b>1.11</b>	<b>220</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.77	.96	39
	FT Faculty	2.76	.91	42
	Classified	3.06	.91	48
	Administrator	2.94	.87	18
	<b>Overall</b>	<b>2.88</b>	<b>.92</b>	<b>147</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.21	1.01	48
	FT Faculty	2.77	.97	65
	Classified	3.00	.82	70
	Administrator	3.14	.89	28
	<b>Overall</b>	<b>3.00</b>	<b>.93</b>	<b>211</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.51	.97	71
	FT Faculty	2.13	1.06	104
	Classified	2.66	.95	151
	Administrator	3.03	.97	32
	<b>Overall</b>	<b>2.51</b>	<b>1.02</b>	<b>358</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.



**Question Group XV: The results of evaluations relating to shared governance and decision-making structures and processes are widely communicated to the employees.**

The Group XV question (Q54) relates to WASC Standard I.B, which recognizes the importance of improving institutional effectiveness through systematic participative processes. Standard I.B explains the significance of the institution making a conscious effort to support student learning.

Survey Items Belonging to Question Group XV	
<b>Q54</b>	The priorities of the College as established in planning documents (e.g., Strategic Plan, Education Master Plan, Enrollment Management Plan, and Technology Plan, etc.) are communicated College-wide.

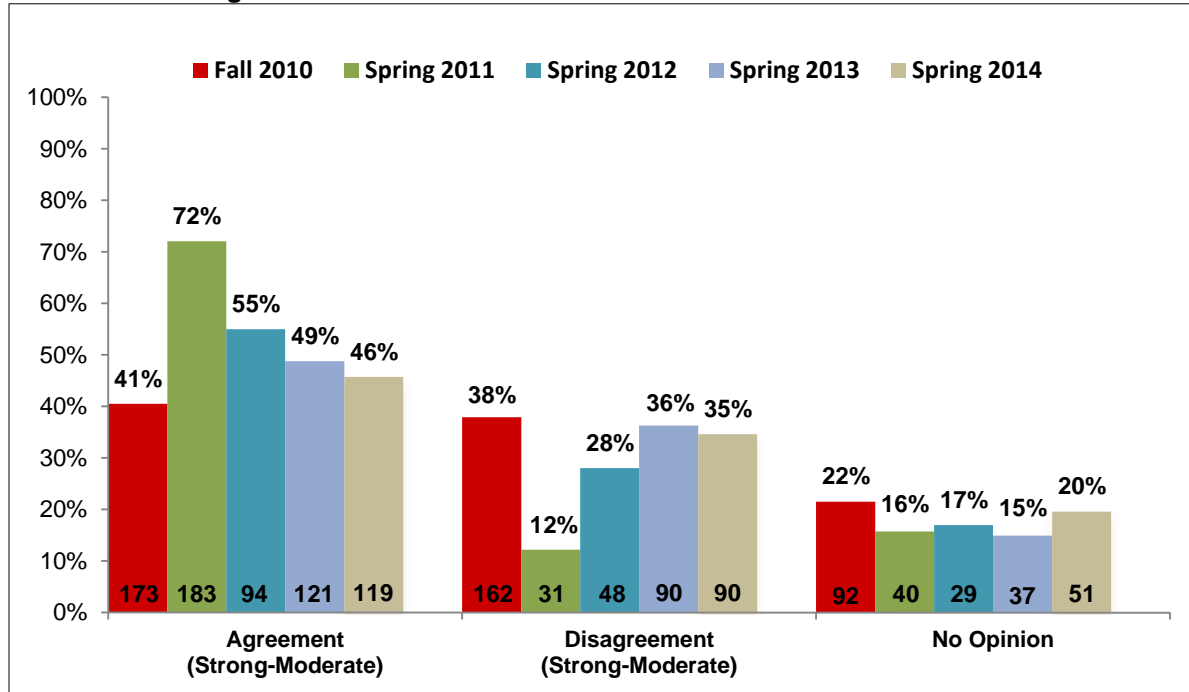
Notable findings for the current survey administration period:

- Fewer than half of respondents were in agreement with the statement, “The priorities of the College as established in planning documents (e.g., Strategic Plan, Education Master Plan, Enrollment Management Plan, and Technology Plan, etc.) are communicated College-wide.”
- There was no statistically significant change in response rate from spring 2013 to spring 2014.

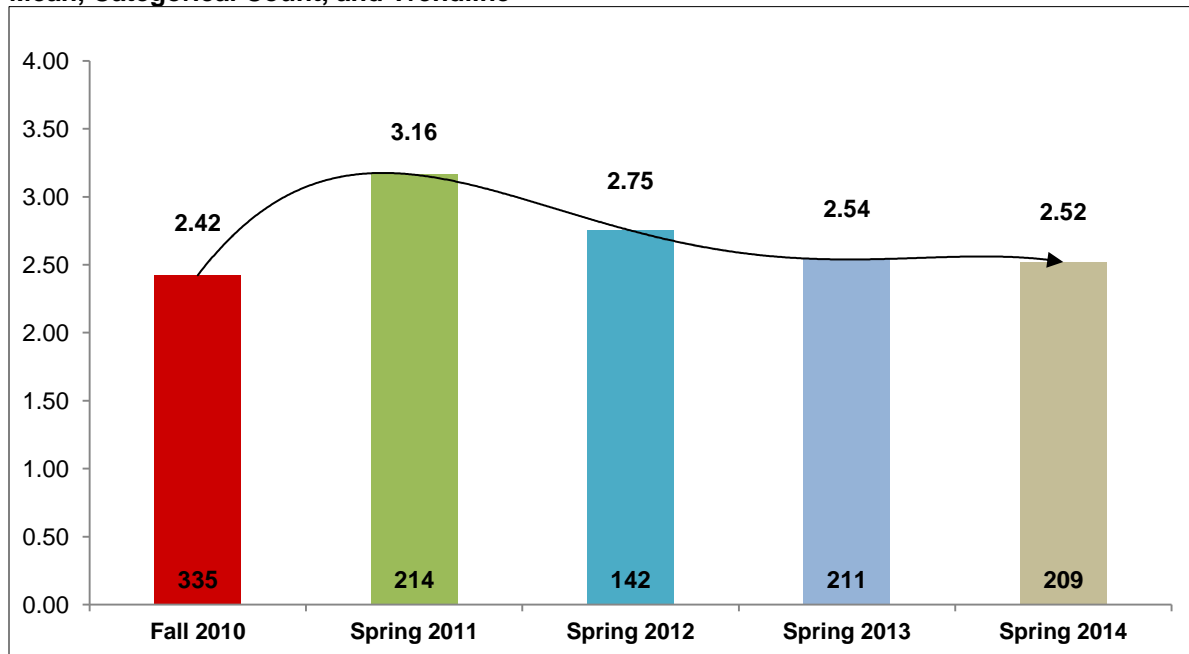
Charts / Data Analysis

**54. The priorities of the College as established in planning documents (e.g., Strategic Plan, Education Master Plan, Enrollment Management Plan, and Technology Plan, etc.) are communicated College-wide.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**54. The priorities of the College as established in planning documents (e.g., Strategic Plan, Education Master Plan, Enrollment Management Plan, and Technology Plan, etc.) are communicated College-wide.**

**Test of statistical significance: spring 2013 to spring 2014**

Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.52	209	0.035	0.851
Spring 2013	2.54	211		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.44	1.00	41
	FT Faculty	2.44	.94	70
	Classified	2.53	1.05	70
	Administrator	2.82	.86	28
	<b>Overall</b>	<b>2.52</b>	<b>.98</b>	<b>209</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.47	1.07	19
	FT Faculty	2.36	1.02	53
	Classified	2.72	1.08	57
	Administrator	3.53	.64	15
	Unspecified	2.33	1.04	67
	<b>Overall</b>	<b>2.54</b>	<b>1.07</b>	<b>211</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.50	1.00	36
	FT Faculty	2.78	.94	41
	Classified	2.85	.92	46
	Administrator	2.95	.70	19
	<b>Overall</b>	<b>2.75</b>	<b>.92</b>	<b>142</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.16	.86	44
	FT Faculty	3.10	.92	70
	Classified	3.21	.74	71
	Administrator	3.21	.62	29
	<b>Overall</b>	<b>3.16</b>	<b>.81</b>	<b>214</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.42	.94	67
	FT Faculty	2.26	.97	99
	Classified	2.43	.97	136
	Administrator	2.88	.89	33
	<b>Overall</b>	<b>2.42</b>	<b>.97</b>	<b>335</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

### Question Group XVI: Needs assessment of campus resources.

Group XVI questions (Q55) relate to WASC Standard III.A, III.B, III.C, and III.D. WASC Standard III focuses on the institution successfully using its resources as it pertains to human, physical, technology and financial to support its broad educational purposes and to improve institutional effectiveness.

Survey Items Belonging to Question Group XVI	
<b>Q55</b>	My needs are being met in each of the following areas: Technology Support Services (55a), Student Services (55b), Library Services (55c), Custodial Services (55d), Maintenance Services (55e)

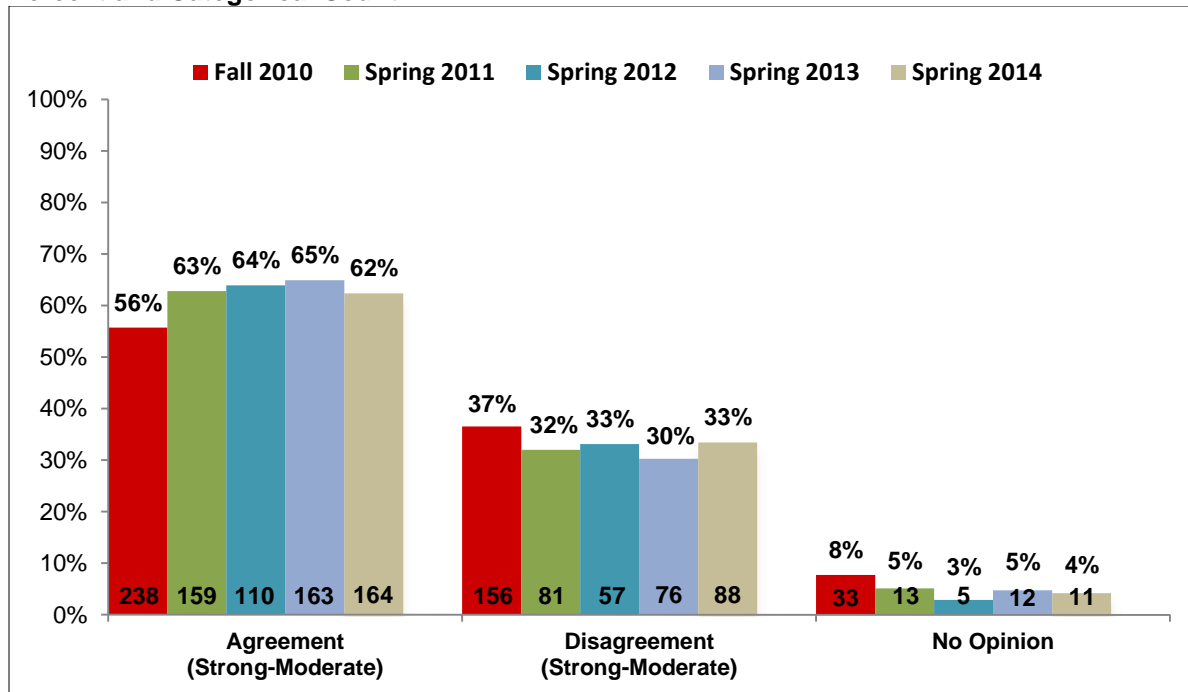
Notable findings for the current survey administration period:

- The percentage of respondents who agree that their needs are being met in Technology Support, Student Services, and Custodial Services remained relatively unchanged from Spring 2013 to Spring 2014 (Q55a, b, d).
- There is a statistically significant decline in respondent agreement to needs being met by Maintenance Services from spring 2013 to spring 2014 (56% in 2014 compared to 70% in spring 2013) (Q55e).
- Technology Support Services received the highest agreement rate (62%) concerning respondent needs being met (Q55a).
- Library Services experienced a statistically significant increase in agreement rate to Q55 (51% in 2014 compared to 46% in 2013) after experiencing a statistically significant decline the previous year (Q55c).

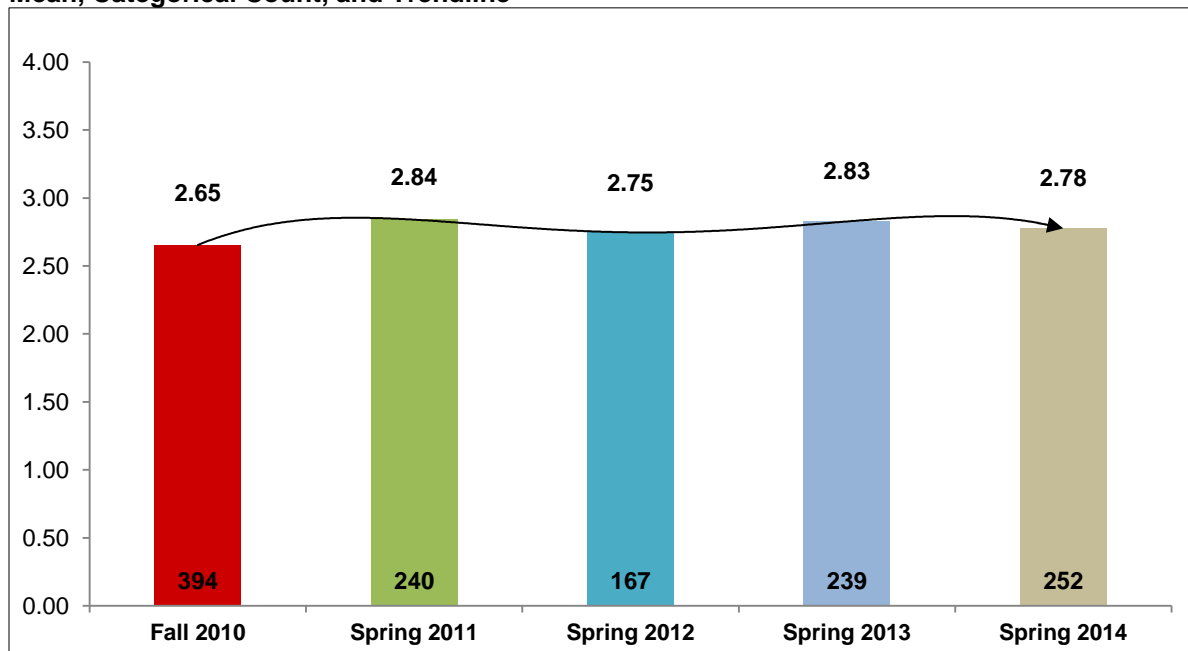
Charts / Data Analysis

### 55a. [Technology Support Services] My needs are being met in each of the following areas.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 55a. [Technology Support Services] My needs are being met in each of the following areas.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.78	252	0.301	0.583
Spring 2013	2.83	239		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.02	.95	62
	FT Faculty	2.36	1.05	75
	Classified	2.91	1.03	85
	Administrator	2.97	.89	30
	<b>Overall</b>	<b>2.78</b>	<b>1.03</b>	<b>252</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.00	.96	25
	FT Faculty	2.42	1.05	52
	Classified	3.03	.97	65
	Administrator	2.88	1.05	17
	Unspecified	2.86	.98	80
	<b>Overall</b>	<b>2.83</b>	<b>1.01</b>	<b>239</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.11	.94	47
	FT Faculty	2.53	1.06	47
	Classified	2.79	1.13	53
	Administrator	2.30	.98	20
	<b>Overall</b>	<b>2.75</b>	<b>1.07</b>	<b>167</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.27	.89	55
	FT Faculty	2.66	1.03	73
	Classified	2.81	.98	84
	Administrator	2.57	.96	28
	<b>Overall</b>	<b>2.84</b>	<b>1.00</b>	<b>240</b>

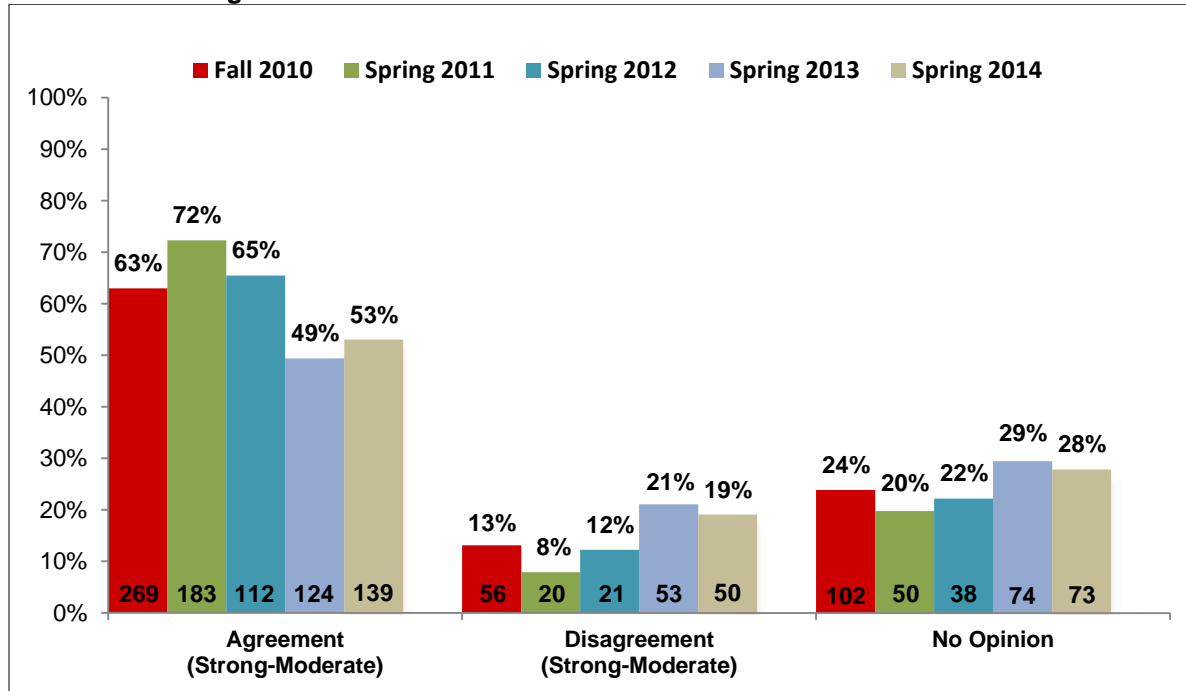
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.98	.89	81
	FT Faculty	2.48	1.03	112
	Classified	2.74	1.01	168
	Administrator	2.00	1.03	33
	<b>Overall</b>	<b>2.65</b>	<b>1.03</b>	<b>394</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

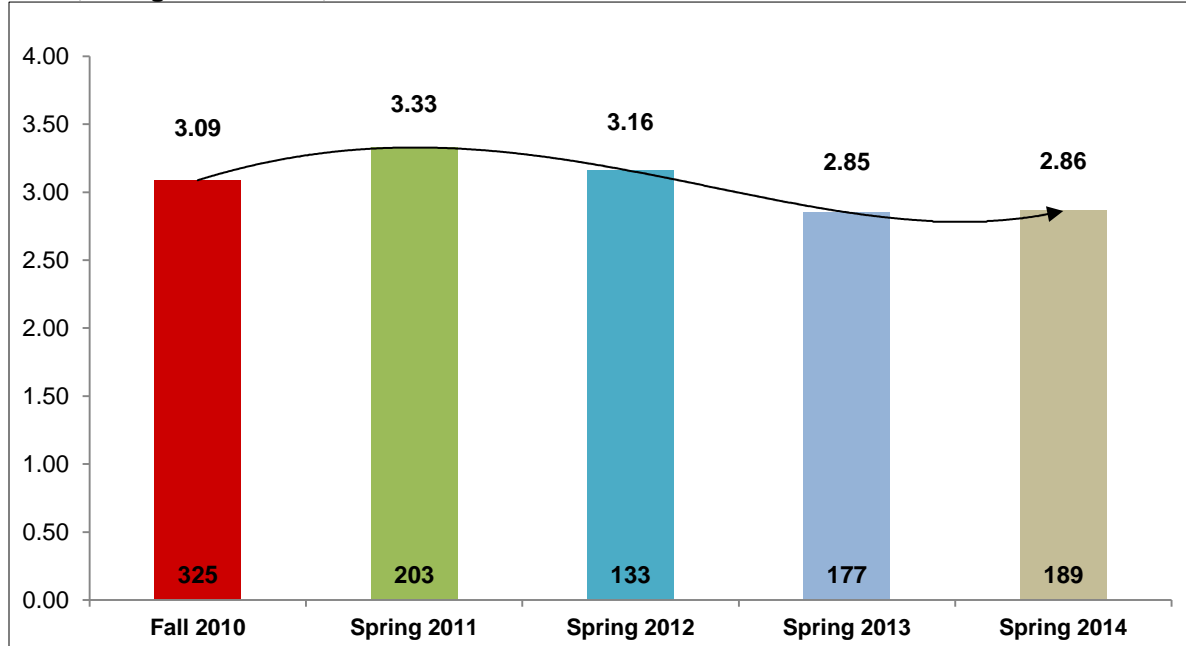
Charts / Data Analysis

### 55b. [Student Services] My needs are being met in each of the following areas.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**55b. [Student Services] My needs are being met in each of the following areas.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.86	189	0.008	0.930
Spring 2013	2.85	177		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.04	.85	45
	FT Faculty	2.70	1.08	69
	Classified	2.76	1.07	51
	Administrator	3.21	.93	24
	<b>Overall</b>	<b>2.86</b>	<b>1.02</b>	<b>189</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.05	.95	22
	FT Faculty	2.68	1.09	44
	Classified	2.87	1.12	38
	Administrator	3.00	1.00	11
	Unspecified	2.87	.95	62
	<b>Overall</b>	<b>2.85</b>	<b>1.02</b>	<b>177</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.38	.59	39
	FT Faculty	3.10	.88	42
	Classified	3.06	.94	35
	Administrator	3.00	.94	17
	<b>Overall</b>	<b>3.16</b>	<b>.83</b>	<b>133</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.60	.53	52
	FT Faculty	3.25	.85	69
	Classified	3.16	.80	56
	Administrator	3.38	.57	26
	<b>Overall</b>	<b>3.33</b>	<b>.75</b>	<b>203</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.32	.74	74
	FT Faculty	2.95	.81	106
	Classified	3.06	.88	120
	Administrator	3.12	.88	25
	<b>Overall</b>	<b>3.09</b>	<b>.84</b>	<b>325</b>

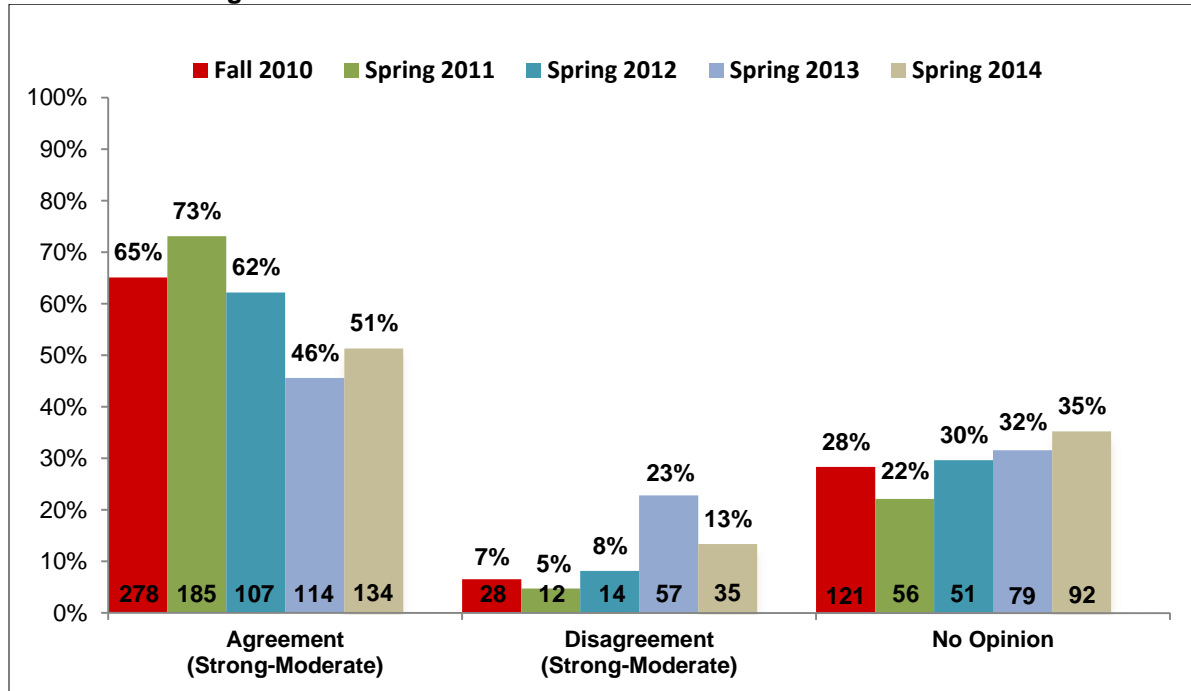
Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.



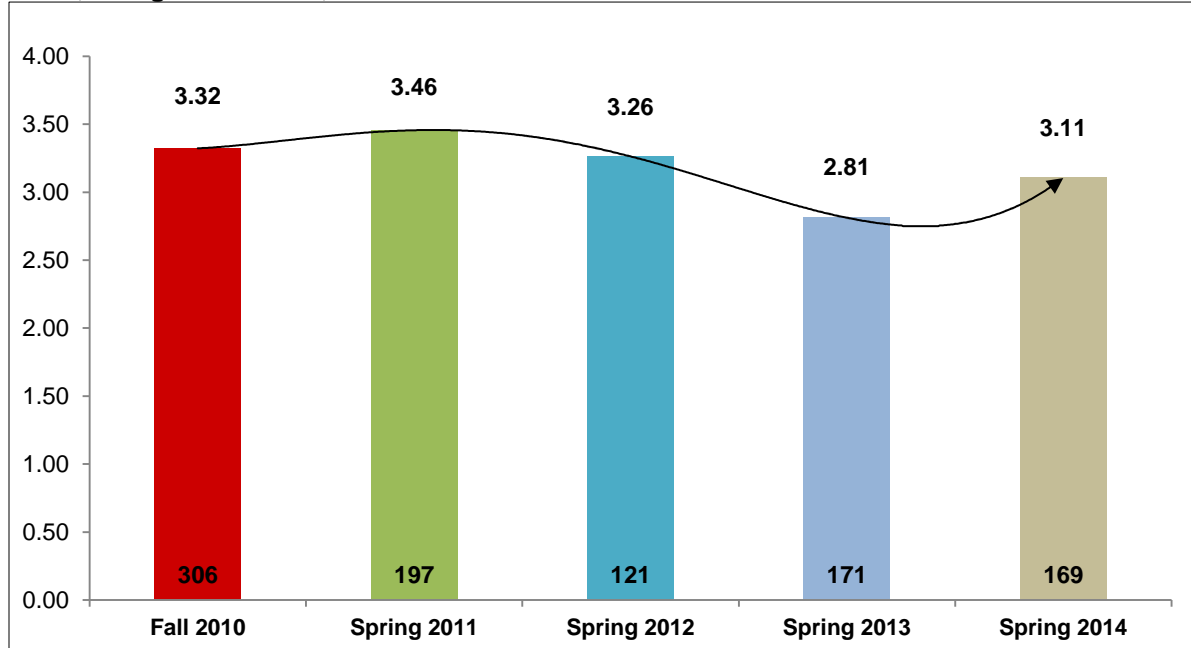
Charts / Data Analysis

### 55c. [Library Services] My needs are being met in each of the following areas.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**55c. [Library Services] My needs are being met in each of the following areas.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	3.11	169	6.693	0.010
Spring 2013	2.81	171		

Shaded green area indicates statistical significance at the 0.05 level ( $P < 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.20	1.01	50
	FT Faculty	3.08	1.06	59
	Classified	3.02	.92	40
	Administrator	3.10	.97	20
	<b>Overall</b>	<b>3.11</b>	<b>.99</b>	<b>169</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.76	1.14	21
	FT Faculty	2.63	1.15	49
	Classified	2.79	1.10	39
	Administrator	2.91	1.14	11
	Unspecified	3.00	1.02	51
	<b>Overall</b>	<b>2.81</b>	<b>1.10</b>	<b>171</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.25	.74	40
	FT Faculty	3.30	.82	40
	Classified	3.22	.75	27
	Administrator	3.29	.83	14
	<b>Overall</b>	<b>3.26</b>	<b>.77</b>	<b>121</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.62	.66	53
	FT Faculty	3.37	.78	67
	Classified	3.40	.66	53
	Administrator	3.46	.51	24
	<b>Overall</b>	<b>3.46</b>	<b>.69</b>	<b>197</b>

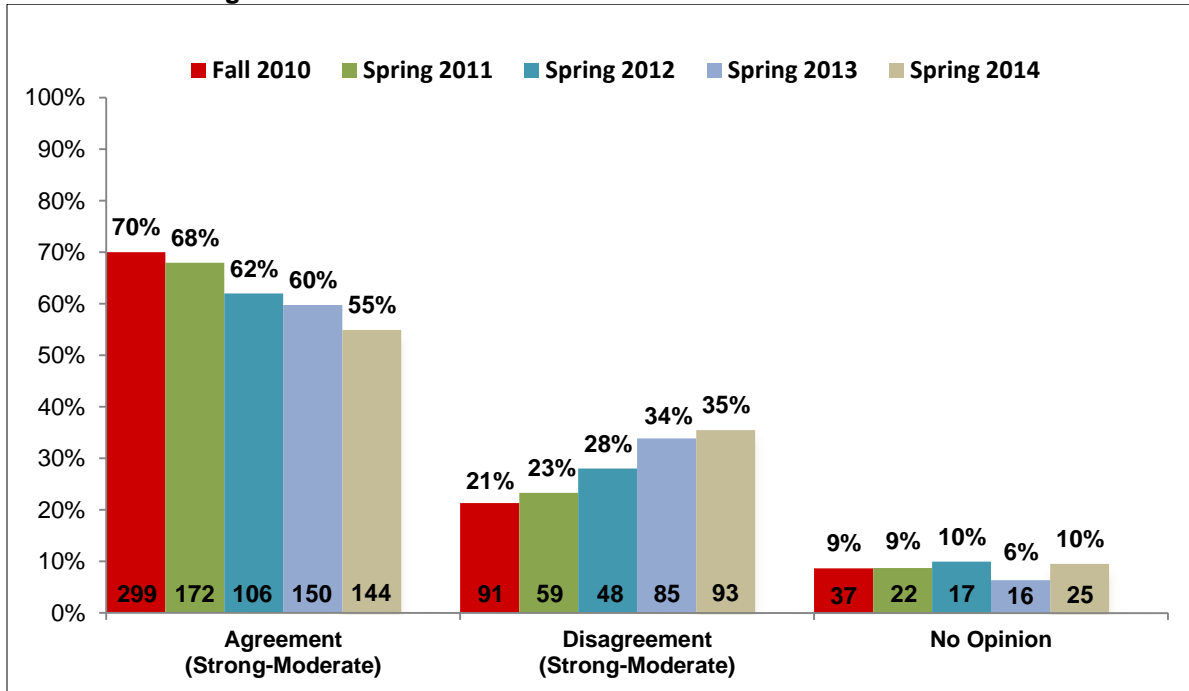
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.44	.67	70
	FT Faculty	3.32	.72	100
	Classified	3.25	.80	111
	Administrator	3.32	.69	25
	<b>Overall</b>	<b>3.32</b>	<b>.74</b>	<b>306</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

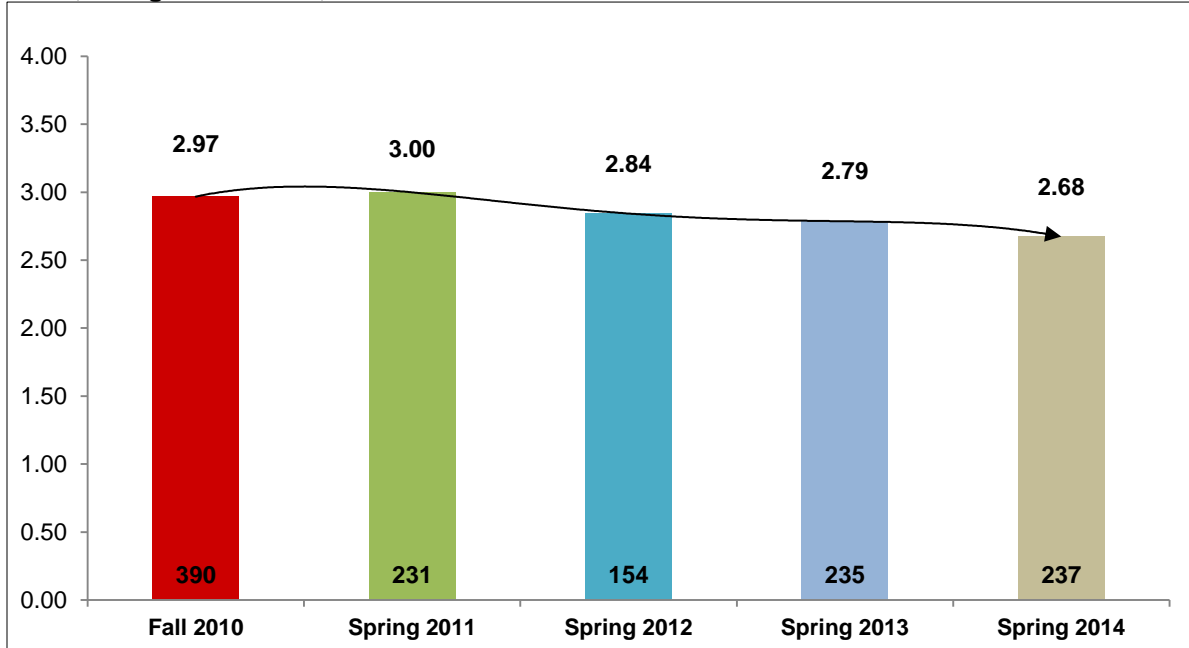
Charts / Data Analysis

**55d. [Custodial Services] My needs are being met in each of the following areas.**

**Percent and Categorical Count**



**Mean, Categorical Count, and Trendline**



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 55d. [Custodial Services] My needs are being met in each of the following areas.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.68	237	1.425	0.233
Spring 2013	2.79	235		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.11	.90	54
	FT Faculty	2.39	1.04	74
	Classified	2.70	.96	81
	Administrator	2.50	1.14	28
	<b>Overall</b>	<b>2.68</b>	<b>1.03</b>	<b>237</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.91	1.06	22
	FT Faculty	2.50	1.11	54
	Classified	2.82	1.00	65
	Administrator	2.94	1.12	16
	Unspecified	2.90	.91	78
	<b>Overall</b>	<b>2.79</b>	<b>1.02</b>	<b>235</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.05	.90	38
	FT Faculty	2.65	1.14	46
	Classified	2.90	1.02	52
	Administrator	2.72	1.18	18
	<b>Overall</b>	<b>2.84</b>	<b>1.05</b>	<b>154</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.40	.82	53
	FT Faculty	2.85	1.06	73
	Classified	2.87	1.00	78
	Administrator	3.00	.83	27
	<b>Overall</b>	<b>3.00</b>	<b>.98</b>	<b>231</b>

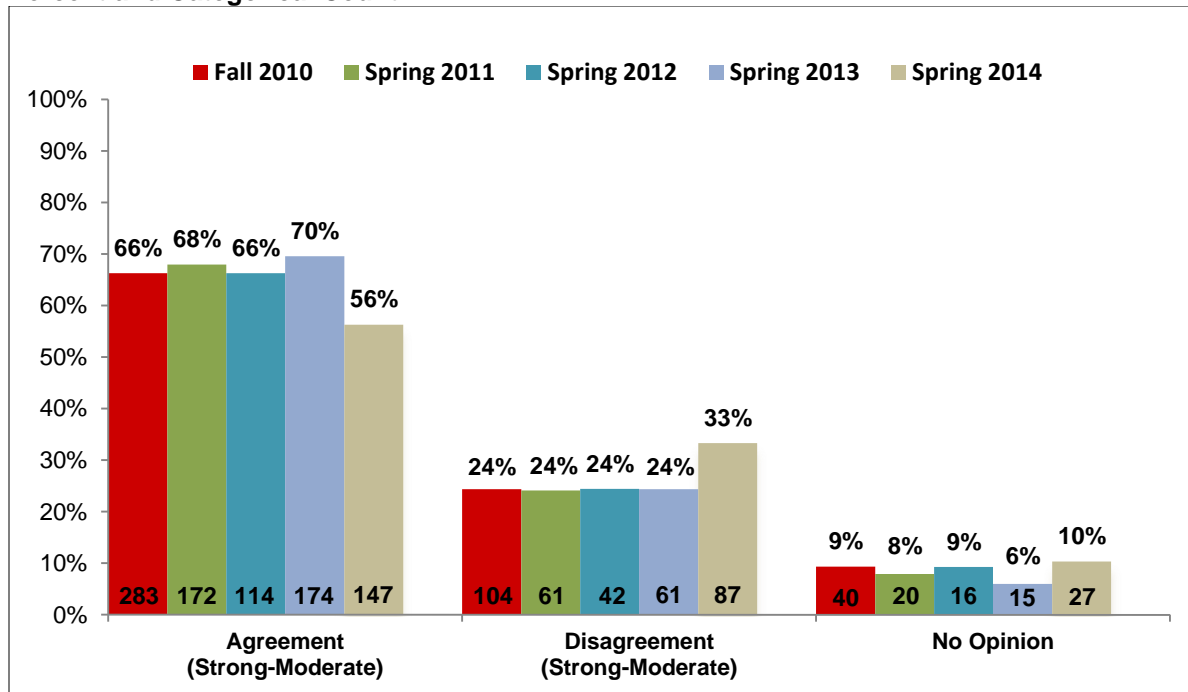
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.14	.89	76
	FT Faculty	2.70	1.03	112
	Classified	3.05	.95	171
	Administrator	3.10	.87	31
	<b>Overall</b>	<b>2.97</b>	<b>.97</b>	<b>390</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

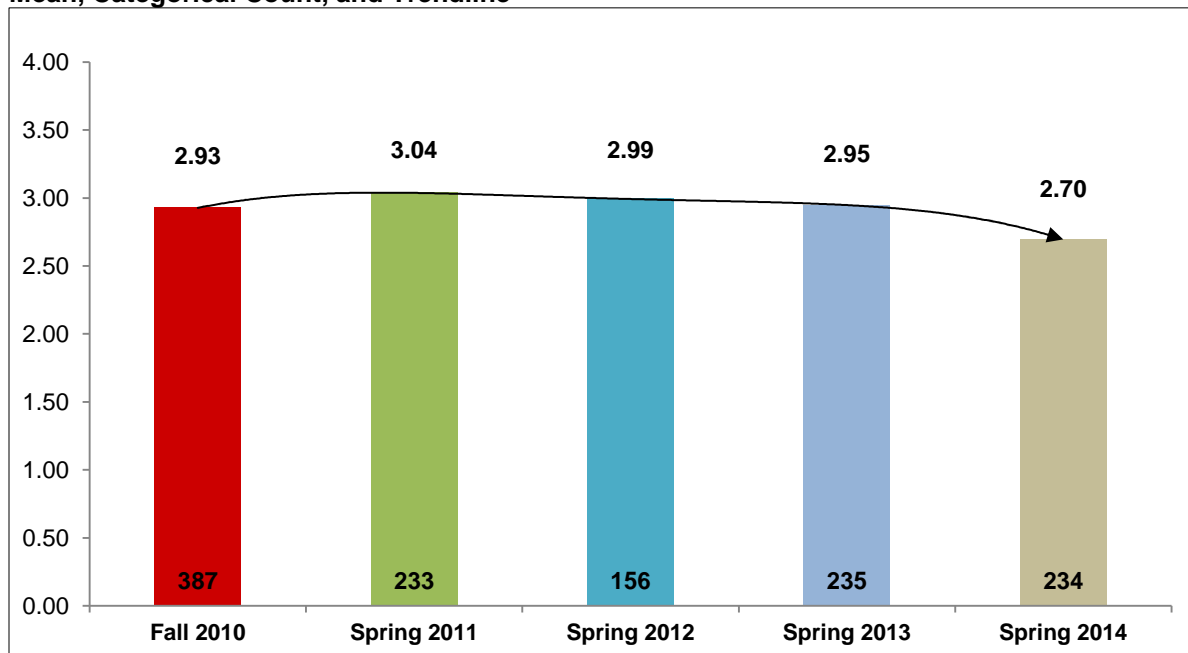
Charts / Data Analysis

### 55e. [Maintenance Services] My needs are being met in each of the following areas.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**55e. [Maintenance Services] My needs are being met in each of the following areas.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.70	234	8.093	0.005
Spring 2013	2.95	235		

Shaded green area indicates statistical significance at the 0.05 level ( $P < 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.00	.91	52
	FT Faculty	2.54	1.04	74
	Classified	2.77	.94	80
	Administrator	2.32	1.09	28
	<b>Overall</b>	<b>2.70</b>	<b>1.00</b>	<b>234</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.95	.90	22
	FT Faculty	2.66	1.02	53
	Classified	3.03	.91	66
	Administrator	3.06	.93	16
	Unspecified	3.05	.84	78
	<b>Overall</b>	<b>2.95</b>	<b>.92</b>	<b>235</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.15	.92	40
	FT Faculty	2.76	1.02	46
	Classified	3.08	.93	52
	Administrator	3.00	.97	18
	<b>Overall</b>	<b>2.99</b>	<b>.96</b>	<b>156</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.23	.93	53
	FT Faculty	2.82	1.02	73
	Classified	3.08	.88	80
	Administrator	3.15	.77	27
	<b>Overall</b>	<b>3.04</b>	<b>.94</b>	<b>233</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.01	.96	72
	FT Faculty	2.69	.95	112
	Classified	3.01	.92	170
	Administrator	3.12	.70	33
	<b>Overall</b>	<b>2.93</b>	<b>.93</b>	<b>387</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

**Question Group XVII: The role of leadership and SWC's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness.**

Group XVII questions (Q56-Q57) relate to WASC Standard IV.A and its focus upon effective, ethical leadership. Incorporating this form of leadership into Southwestern College would allow the institution to attain its articulated institutional values and goals, enhance institutional learning, and improve the college district generally.

Survey Items Belonging to Question Group XVII	
<b>Q56</b>	Decision-making processes are regularly evaluated and the results are widely communicated and distributed to all members of the college community.
<b>Q57</b>	The Governing Board listens and responds to recommendations from College constituencies.

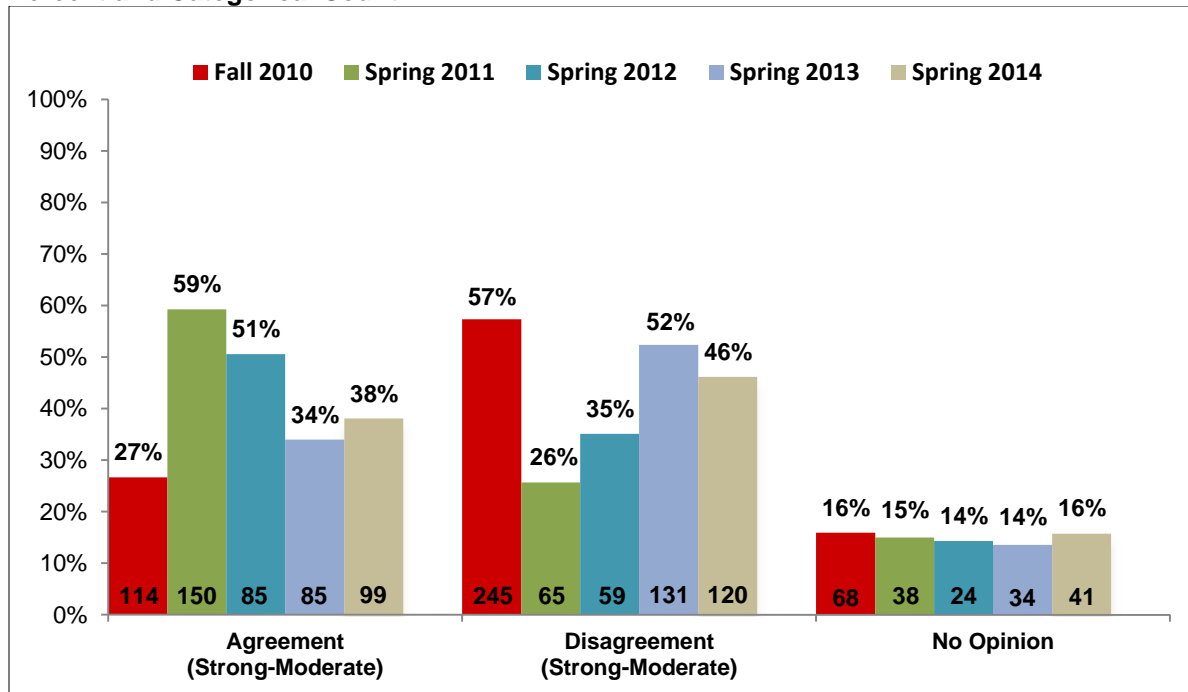
Notable findings for the current survey administration period:

- Almost half (46%) of respondents disagreed with the statement that “Decision-making processes are regularly evaluated and the results are widely communicated and distributed to all members of the college community” (Q56).
- The same percentage of respondents also disagreed with the statement that the “Governing Board listens and responds to recommendations from College constituencies” (Q57).
- There are no statistically significant changes in mean responses from spring 2013 to spring 2014 for this question group.

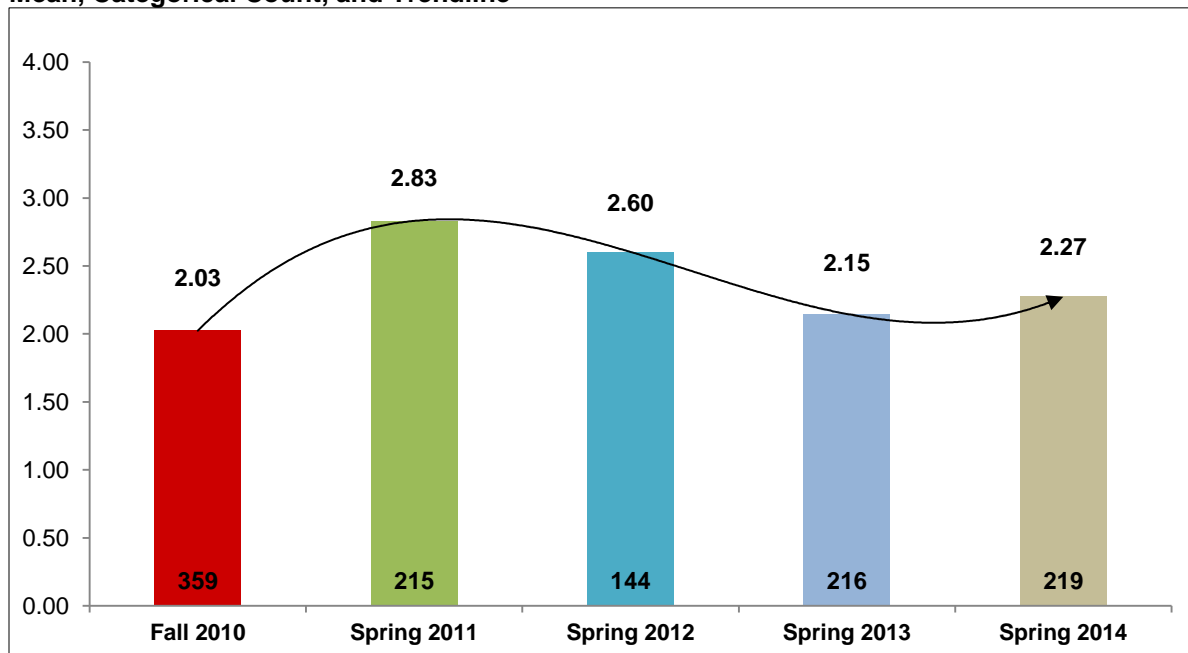
Charts / Data Analysis

## 56. Decision-making processes are regularly evaluated and the results are widely communicated and distributed to all members of the college community.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.



Charts / Data Analysis

## 56. Decision-making processes are regularly evaluated and the results are widely communicated and distributed to all members of the college community.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.27	219	1.683	0.195
Spring 2013	2.15	216		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.28	1.13	46
	FT Faculty	2.03	.96	68
	Classified	2.29	1.03	76
	Administrator	2.79	.82	29
	<b>Overall</b>	<b>2.27</b>	<b>1.03</b>	<b>219</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.40	1.23	20
	FT Faculty	1.81	.89	52
	Classified	2.28	.97	58
	Administrator	2.80	.86	15
	Unspecified	2.08	.97	71
	<b>Overall</b>	<b>2.15</b>	<b>1.00</b>	<b>216</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.55	.98	38
	FT Faculty	2.53	.93	40
	Classified	2.62	.92	47
	Administrator	2.84	.96	19
	<b>Overall</b>	<b>2.60</b>	<b>.94</b>	<b>144</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.94	1.03	47
	FT Faculty	2.88	.90	66
	Classified	2.66	.83	74
	Administrator	3.00	.86	28
	<b>Overall</b>	<b>2.83</b>	<b>.91</b>	<b>215</b>

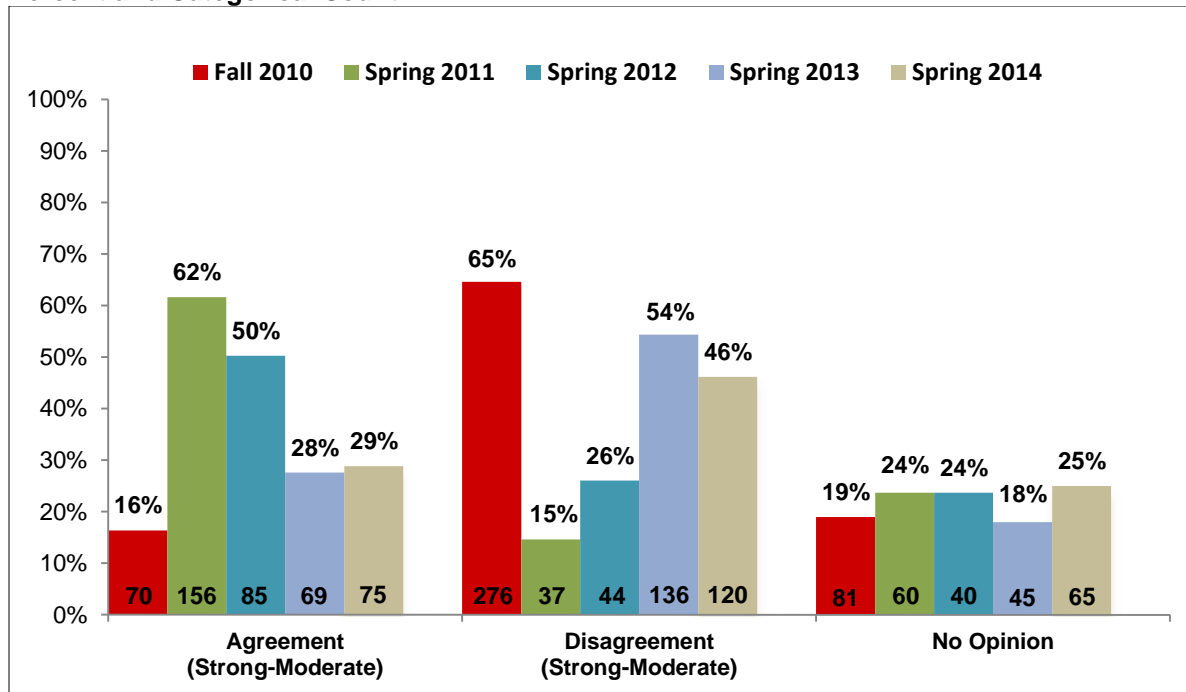
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.17	.99	65
	FT Faculty	1.76	.88	99
	Classified	2.03	.98	163
	Administrator	2.53	.84	32
	<b>Overall</b>	<b>2.03</b>	<b>.97</b>	<b>359</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

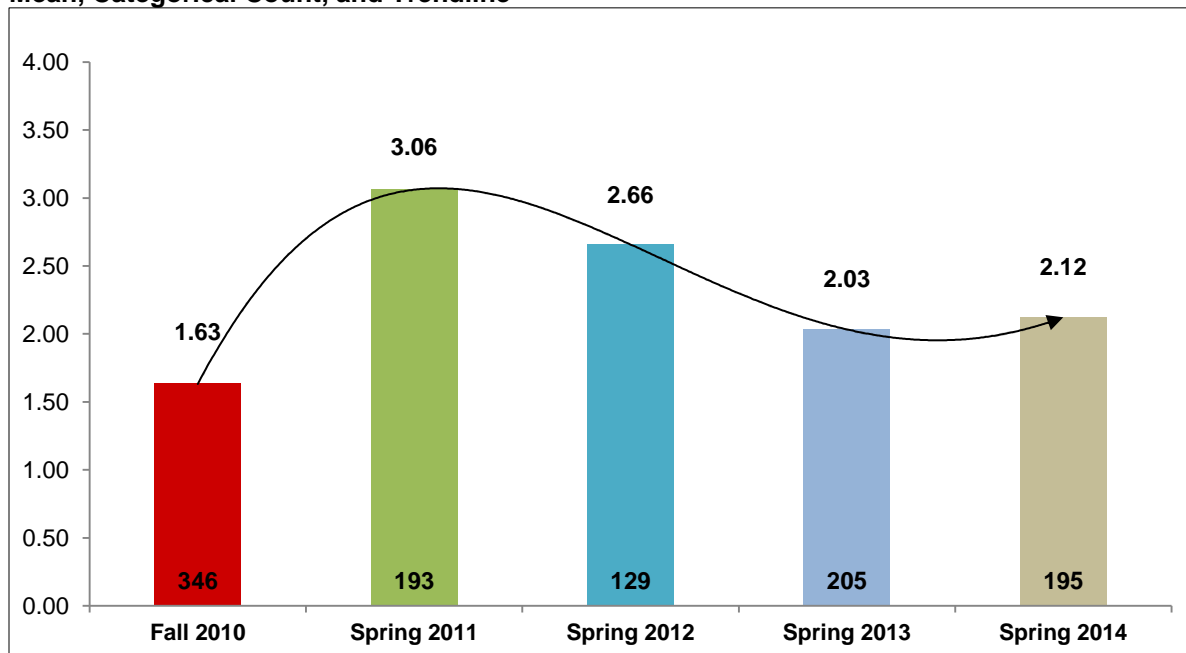
Charts / Data Analysis

## 57. The Governing Board listens and responds to recommendations from College constituencies.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 57. The Governing Board listens and responds to recommendations from College constituencies.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.12	195	0.799	0.372
Spring 2013	2.03	205		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.90	1.14	42
	FT Faculty	2.27	.99	63
	Classified	2.07	.96	61
	Administrator	2.24	1.09	29
	<b>Overall</b>	<b>2.12</b>	<b>1.03</b>	<b>195</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.00	1.00	17
	FT Faculty	2.22	.96	46
	Classified	1.90	.90	62
	Administrator	2.50	1.15	16
	Unspecified	1.92	.91	64
	<b>Overall</b>	<b>2.03</b>	<b>.96</b>	<b>205</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.35	1.02	31
	FT Faculty	2.69	.95	39
	Classified	2.76	.99	41
	Administrator	2.89	1.08	18
	<b>Overall</b>	<b>2.66</b>	<b>1.00</b>	<b>129</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.90	.94	39
	FT Faculty	3.17	.86	58
	Classified	3.09	.72	70
	Administrator	3.00	.80	26
	<b>Overall</b>	<b>3.06</b>	<b>.82</b>	<b>193</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.83	.99	63
	FT Faculty	1.32	.73	105
	Classified	1.60	.86	147
	Administrator	2.45	1.03	31
	<b>Overall</b>	<b>1.63</b>	<b>.91</b>	<b>346</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

### Question Group XVIII: SWC's workplace conditions and resources allow for employee effectiveness and equitable distribution of employee responsibilities.

Group XVIII questions (Q58-Q66) relate to WASC Standard III.A, which focuses on the institution's human resources unit. Specifically addressed within the standard is the commitment for the institution to employ qualified personnel to support student learning programs and services, and to improve institutional effectiveness.

Survey Items Belonging to Question Group XVIII	
<b>Q58</b>	My work is valued and appreciated in the workplace.
<b>Q59</b>	Employees are treated fairly and respectfully regardless of disability, gender, race/ethnicity, sexual orientation, political affiliation, or religious affiliation.
<b>Q60</b>	My workload expectations are reasonable.
<b>Q61</b>	Work responsibilities are within my job description.
<b>Q62</b>	The workload is fairly distributed among the members of my department.
<b>Q63</b>	My supervisor is approachable and understanding when I have a question related to my work responsibilities.
<b>Q64</b>	My workload expectations are reasonable.
<b>Q65</b>	I have been provided with the necessary tools and equipment to perform my job successfully.
<b>Q66</b>	I have access to sufficient space to perform my job successfully.

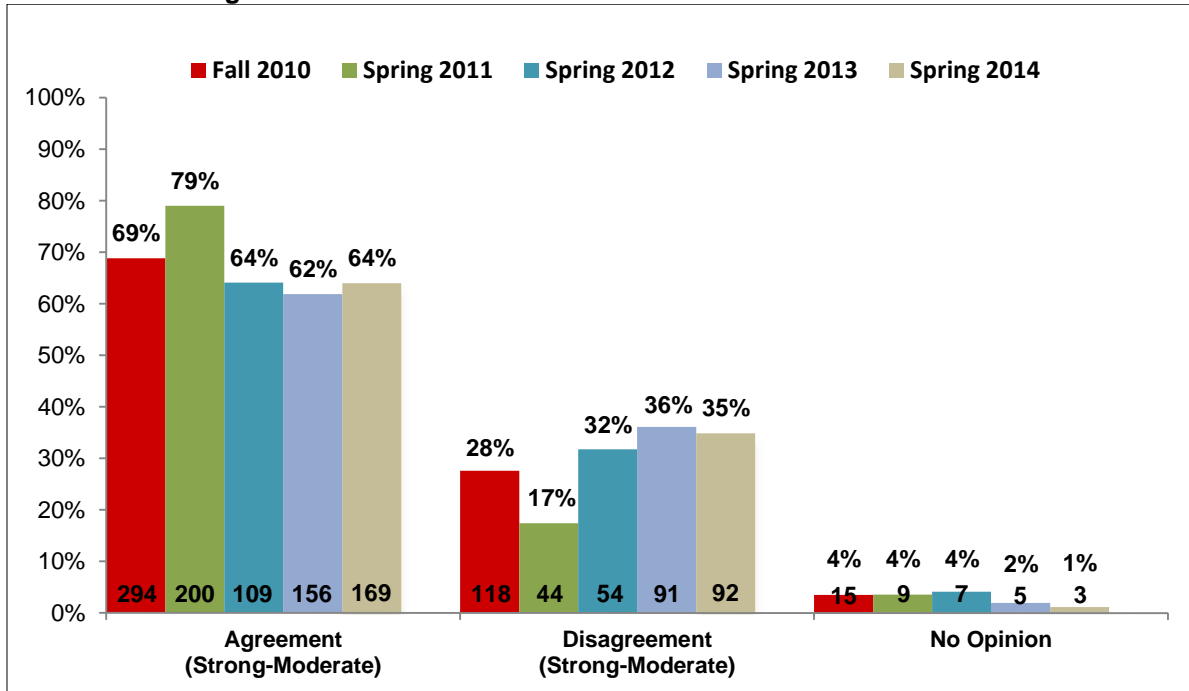
Notable findings for the current survey administration period:

- There are no statistically significant mean score changes in this question group, however, changes in responses to Q64, "My workload expectations are reasonable" were nearly significant ( $p = .051$ ) from forty-five percent (45%) in spring 2013 to fifty-one percent (51%) in spring 2014.
- The majority of responses fall into the agreement category for every item in this question group. The average respondent agreement rate for this question group was 64%.
- Seventy-seven percent (77%) of respondents agree that "My supervisor is approachable and understanding when I have a question related to my work responsibilities" (Q63).

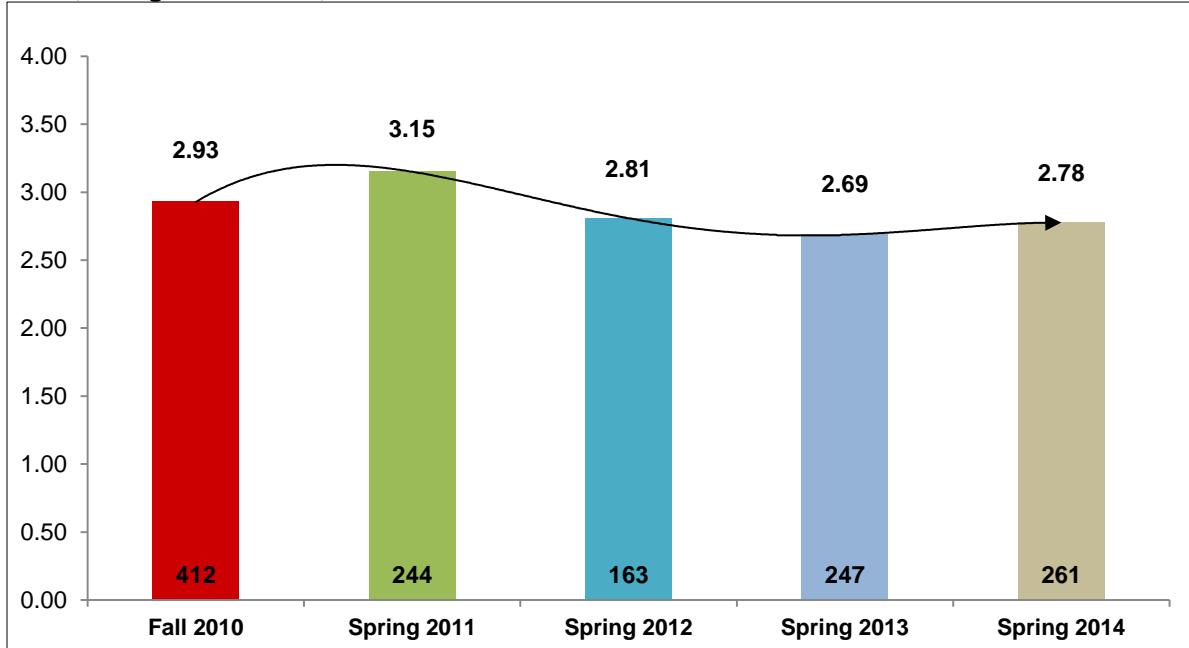
Charts / Data Analysis

## 58. My work is valued and appreciated in the workplace.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 58. My work is valued and appreciated in the workplace.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.78	261	0.878	0.349
Spring 2013	2.69	247		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.59	1.11	66
	FT Faculty	2.71	1.06	77
	Classified	3.00	1.07	87
	Administrator	2.71	1.13	31
	<b>Overall</b>	<b>2.78</b>	<b>1.09</b>	<b>261</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.69	1.16	26
	FT Faculty	2.58	1.08	55
	Classified	2.90	.98	68
	Administrator	2.69	1.14	16
	Unspecified	2.59	1.07	82
	<b>Overall</b>	<b>2.69</b>	<b>1.06</b>	<b>247</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.63	1.20	46
	FT Faculty	3.07	.94	45
	Classified	2.71	1.16	52
	Administrator	2.90	.97	20
	<b>Overall</b>	<b>2.81</b>	<b>1.10</b>	<b>163</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.25	.99	57
	FT Faculty	3.17	.89	72
	Classified	3.03	.96	87
	Administrator	3.29	.66	28
	<b>Overall</b>	<b>3.15</b>	<b>.92</b>	<b>244</b>

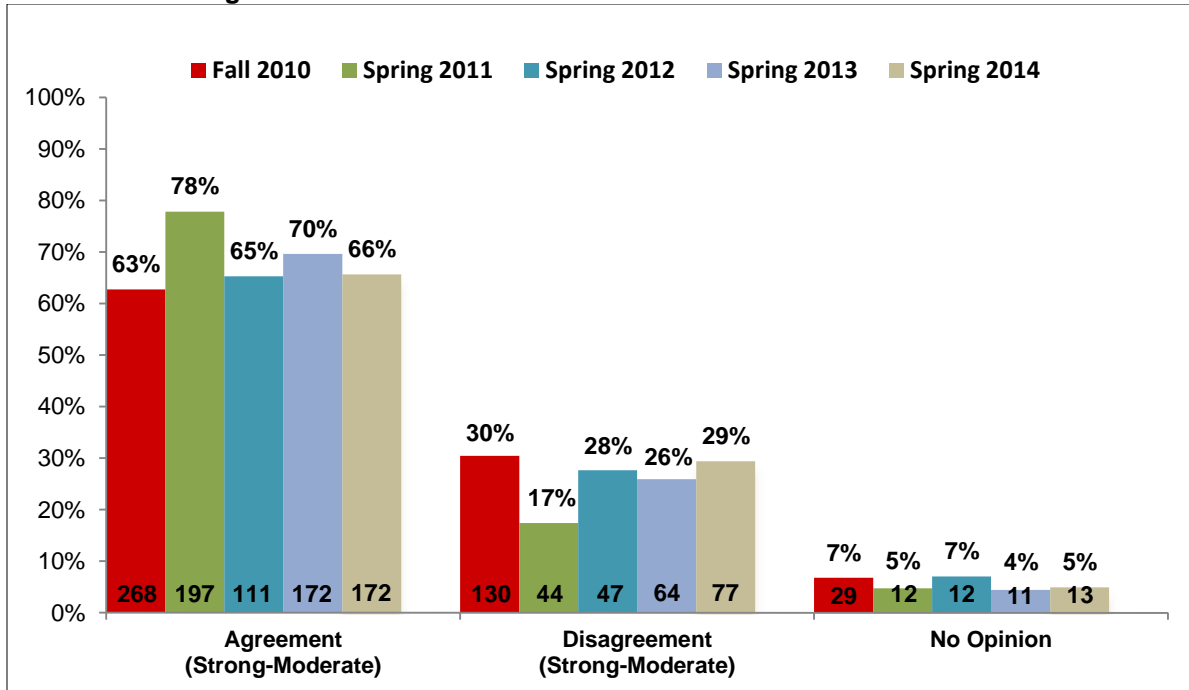
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.96	1.07	80
	FT Faculty	2.87	1.05	112
	Classified	2.89	1.01	188
	Administrator	3.28	.77	32
	<b>Overall</b>	<b>2.93</b>	<b>1.02</b>	<b>412</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

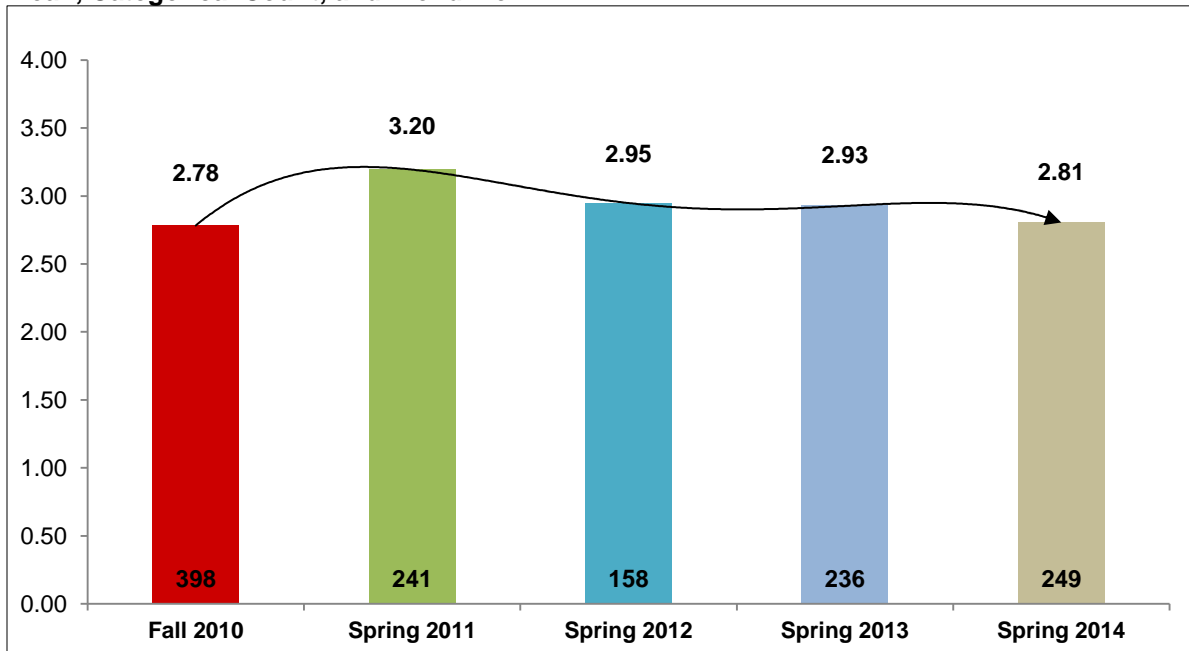
Charts / Data Analysis

## 59. Employees are treated fairly and respectfully regardless of disability, gender, race/ethnicity, sexual orientation, political affiliation, or religious affiliation.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 59. Employees are treated fairly and respectfully regardless of disability, gender, race/ethnicity, sexual orientation, political affiliation, or religious affiliation.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.81	249	1.527	0.217
Spring 2013	2.93	236		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.70	1.12	60
	FT Faculty	2.76	1.13	74
	Classified	2.82	1.04	84
	Administrator	3.10	.94	31
	<b>Overall</b>	<b>2.81</b>	<b>1.08</b>	<b>249</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.91	1.00	23
	FT Faculty	2.96	1.14	52
	Classified	3.00	1.02	65
	Administrator	3.13	1.02	16
	Unspecified	2.81	1.11	80
	<b>Overall</b>	<b>2.93</b>	<b>1.07</b>	<b>236</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.98	1.05	42
	FT Faculty	3.16	.91	44
	Classified	2.73	1.09	52
	Administrator	3.00	1.03	20
	<b>Overall</b>	<b>2.95</b>	<b>1.03</b>	<b>158</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.36	.87	55
	FT Faculty	3.37	.72	71
	Classified	2.90	1.08	87
	Administrator	3.36	.78	28
	<b>Overall</b>	<b>3.20</b>	<b>.93</b>	<b>241</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.06	1.04	77
	FT Faculty	2.54	1.10	107
	Classified	2.73	1.12	180
	Administrator	3.21	.81	34
	<b>Overall</b>	<b>2.78</b>	<b>1.09</b>	<b>398</b>

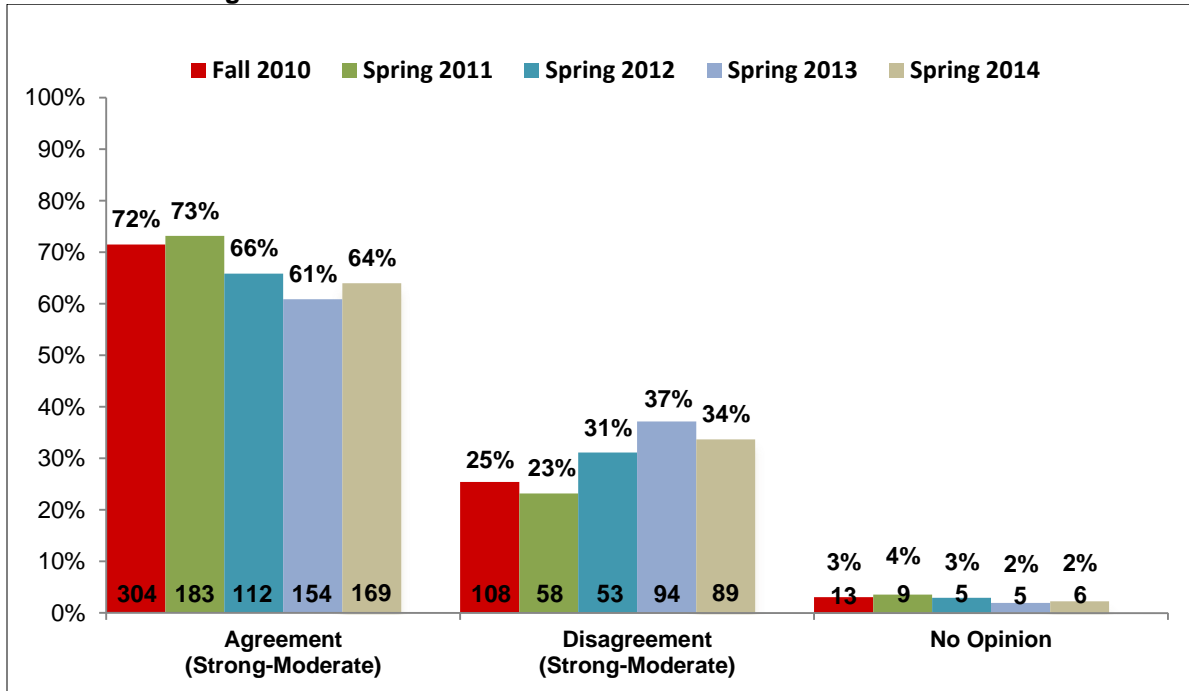
Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.



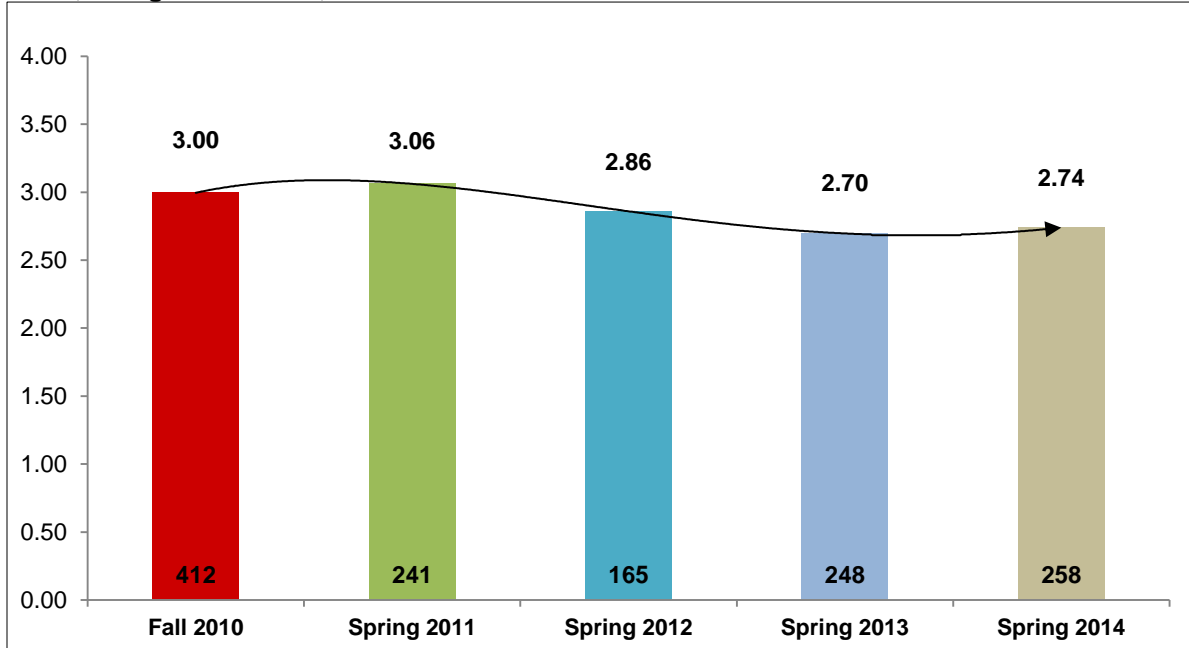
Charts / Data Analysis

## 60. My workload expectations are reasonable.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 60. My workload expectations are reasonable.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.74	258	0.199	0.655
Spring 2013	2.70	248		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.98	.95	62
	FT Faculty	2.78	1.11	78
	Classified	2.64	1.07	88
	Administrator	2.43	1.10	30
	<b>Overall</b>	<b>2.74</b>	<b>1.07</b>	<b>258</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.23	.82	26
	FT Faculty	2.51	1.09	55
	Classified	2.69	1.10	67
	Administrator	2.41	1.33	17
	Unspecified	2.72	1.05	83
	<b>Overall</b>	<b>2.70</b>	<b>1.08</b>	<b>248</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.15	.99	46
	FT Faculty	2.98	.94	45
	Classified	2.67	1.11	55
	Administrator	2.42	1.17	19
	<b>Overall</b>	<b>2.86</b>	<b>1.06</b>	<b>165</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.62	.65	55
	FT Faculty	2.99	1.01	73
	Classified	2.86	.96	86
	Administrator	2.78	.89	27
	<b>Overall</b>	<b>3.06</b>	<b>.95</b>	<b>241</b>

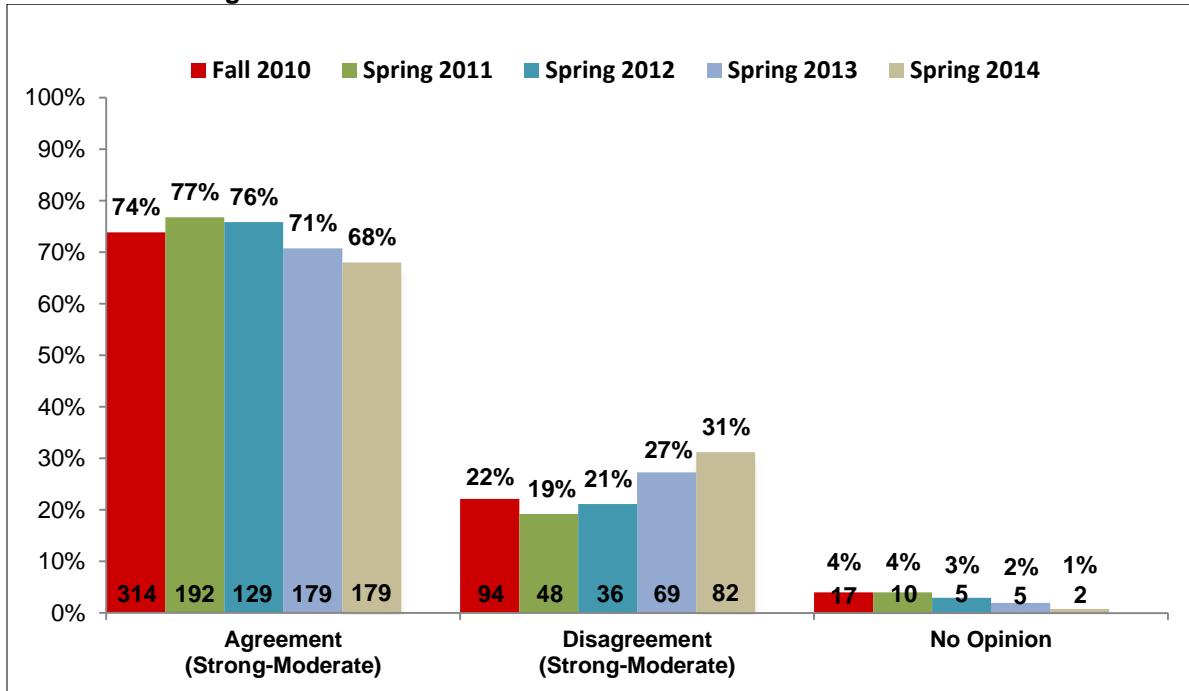
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.42	.82	84
	FT Faculty	2.88	1.00	112
	Classified	2.89	1.07	183
	Administrator	2.97	.95	33
	<b>Overall</b>	<b>3.00</b>	<b>1.01</b>	<b>412</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

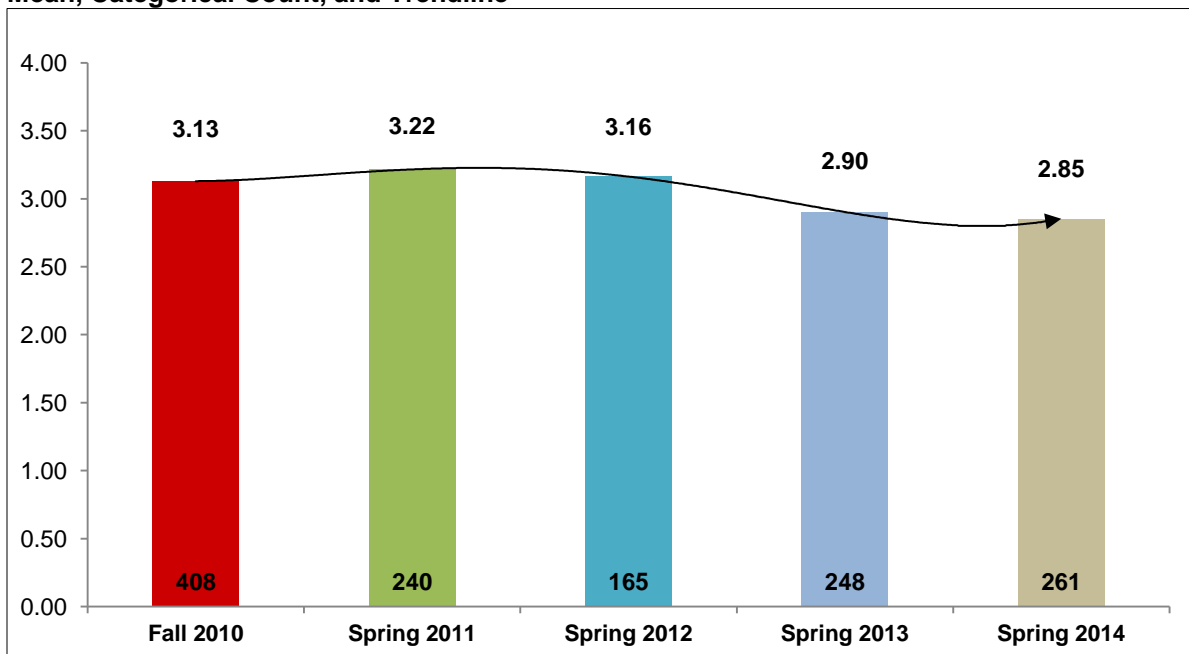
Charts / Data Analysis

## 61. Work responsibilities are within my job description.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 61. Work responsibilities are within my job description.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.85	261	0.267	0.606
Spring 2013	2.90	248		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.20	.85	65
	FT Faculty	2.96	1.06	77
	Classified	2.55	1.13	88
	Administrator	2.74	1.15	31
	<b>Overall</b>	<b>2.85</b>	<b>1.08</b>	<b>261</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.42	.86	26
	FT Faculty	2.93	1.06	54
	Classified	2.75	1.08	68
	Administrator	2.75	1.29	16
	Unspecified	2.88	1.01	84
	<b>Overall</b>	<b>2.90</b>	<b>1.06</b>	<b>248</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.44	.84	45
	FT Faculty	3.20	.89	46
	Classified	2.89	1.15	55
	Administrator	3.21	.98	19
	<b>Overall</b>	<b>3.16</b>	<b>1.00</b>	<b>165</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.79	.50	53
	FT Faculty	3.17	.99	72
	Classified	2.97	.95	88
	Administrator	3.04	.94	27
	<b>Overall</b>	<b>3.22</b>	<b>.94</b>	<b>240</b>

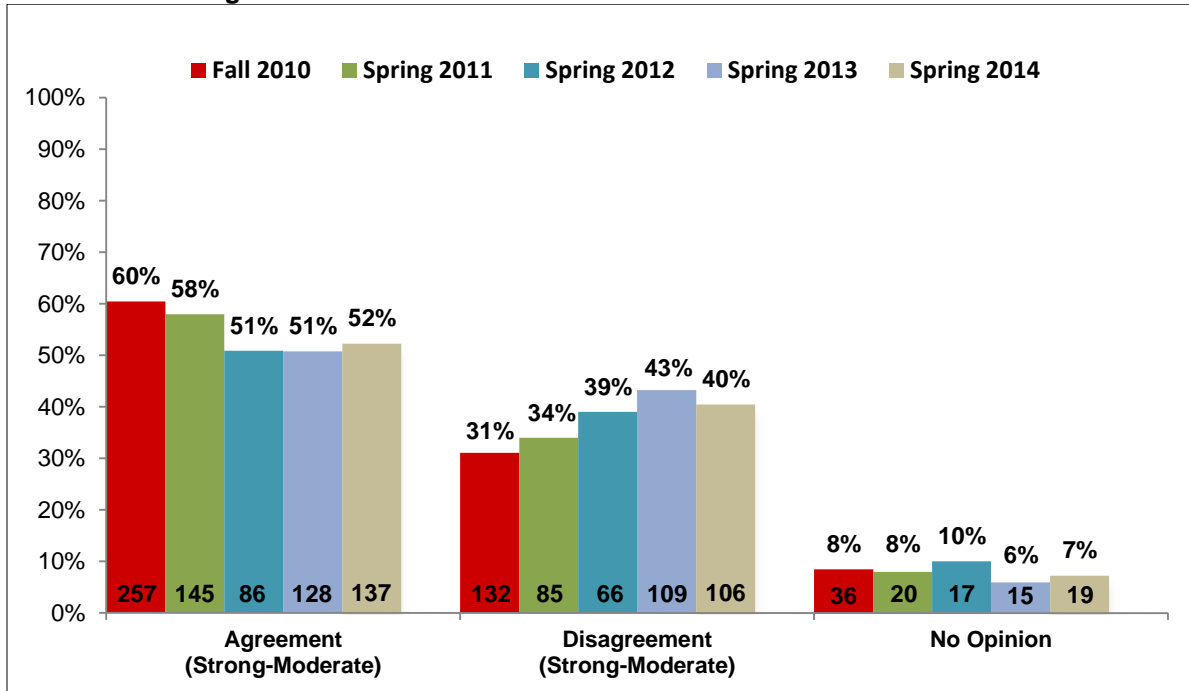
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.56	.72	82
	FT Faculty	3.27	.94	112
	Classified	2.87	1.02	181
	Administrator	3.03	.92	33
	<b>Overall</b>	<b>3.13</b>	<b>.97</b>	<b>408</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

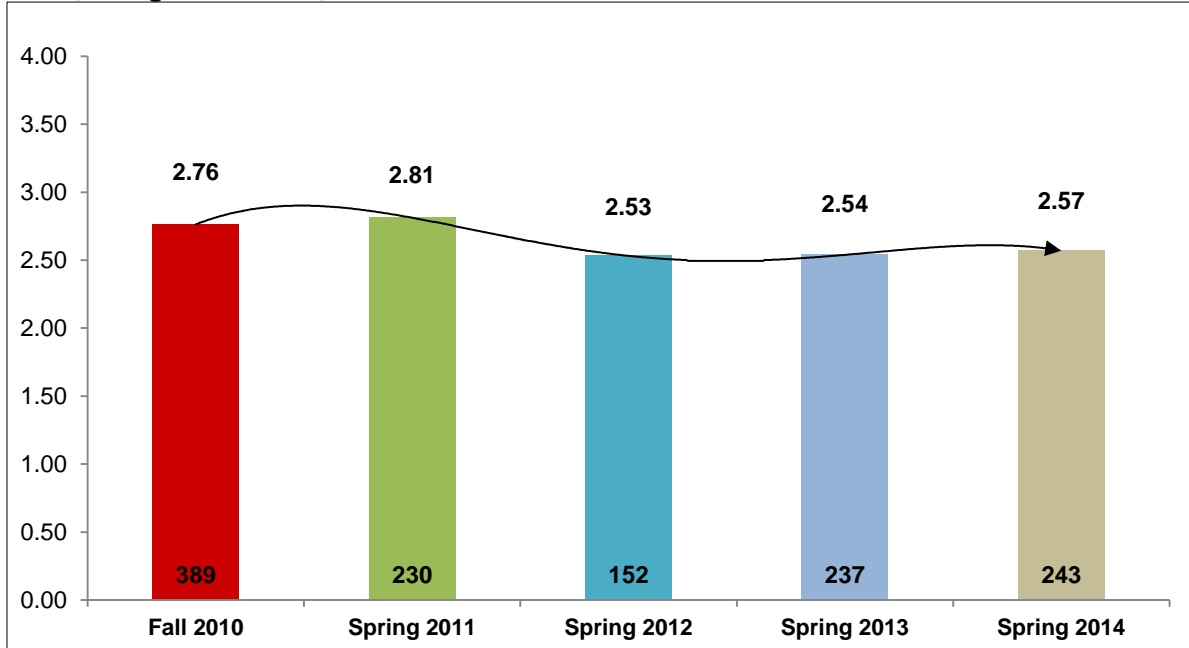
Charts / Data Analysis

## 62. The workload is fairly distributed among the members of my department.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 62. The workload is fairly distributed among the members of my department.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.57	243	0.093	0.760
Spring 2013	2.54	237		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.52	1.16	52
	FT Faculty	2.44	1.17	73
	Classified	2.63	1.11	87
	Administrator	2.81	1.14	31
	<b>Overall</b>	<b>2.57</b>	<b>1.14</b>	<b>243</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.88	1.12	24
	FT Faculty	2.08	1.06	52
	Classified	2.69	1.12	67
	Administrator	2.80	1.21	15
	Unspecified	2.57	1.16	79
	<b>Overall</b>	<b>2.54</b>	<b>1.15</b>	<b>237</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.41	1.12	37
	FT Faculty	2.53	1.08	43
	Classified	2.70	1.19	53
	Administrator	2.32	1.00	19
	<b>Overall</b>	<b>2.53</b>	<b>1.12</b>	<b>152</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.37	.90	46
	FT Faculty	2.64	1.14	69
	Classified	2.70	1.10	88
	Administrator	2.67	1.04	27
	<b>Overall</b>	<b>2.81</b>	<b>1.10</b>	<b>230</b>

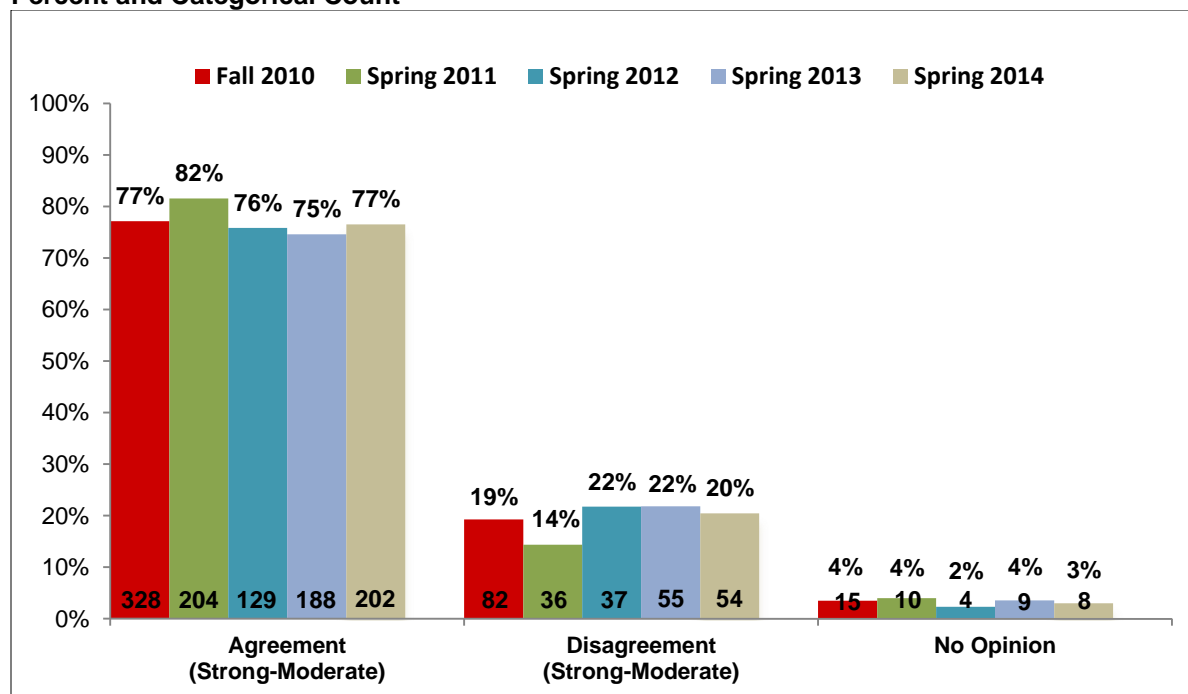
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.06	1.04	64
	FT Faculty	2.86	1.08	109
	Classified	2.58	1.12	182
	Administrator	2.85	1.05	34
	<b>Overall</b>	<b>2.76</b>	<b>1.10</b>	<b>389</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

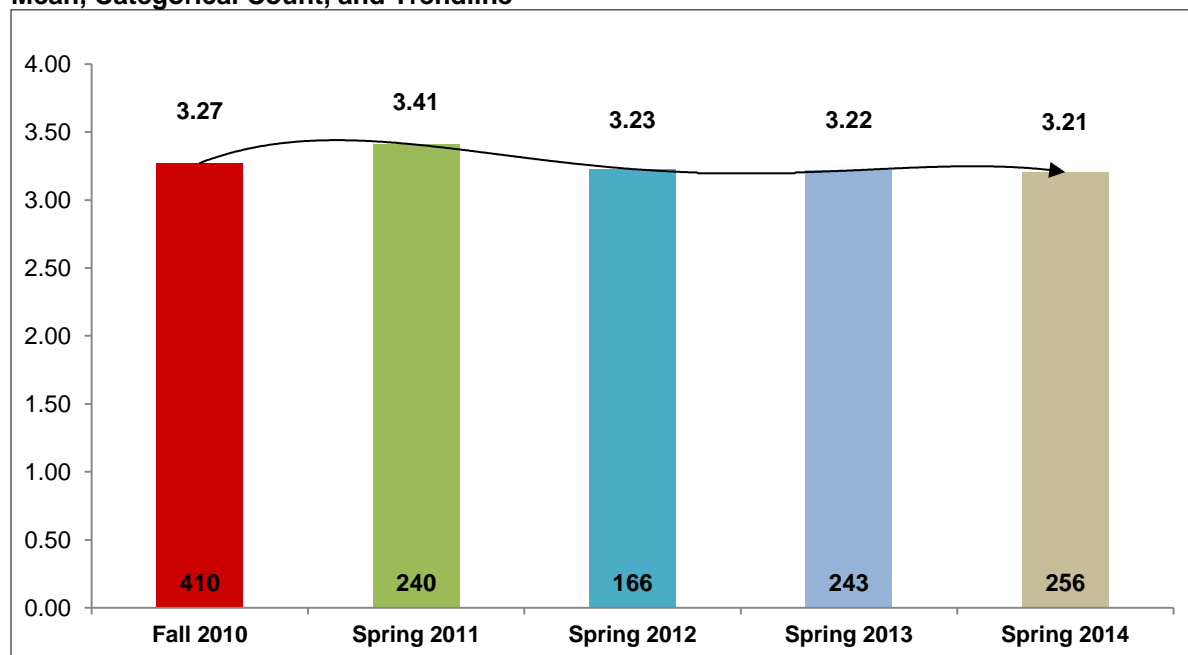
Charts / Data Analysis

### 63. My supervisor is approachable and understanding when I have a question related to my work responsibilities.

#### Percent and Categorical Count



#### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

### 63. My supervisor is approachable and understanding when I have a question related to my work responsibilities.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	3.21	256	0.014	0.906
Spring 2013	3.22	243		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.31	.98	61
	FT Faculty	3.14	1.11	77
	Classified	3.19	1.04	88
	Administrator	3.20	1.13	30
	<b>Overall</b>	<b>3.21</b>	<b>1.05</b>	<b>256</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.23	1.07	26
	FT Faculty	3.02	1.13	53
	Classified	3.28	1.02	68
	Administrator	2.88	1.27	17
	Unspecified	3.37	.95	79
	<b>Overall</b>	<b>3.22</b>	<b>1.05</b>	<b>243</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.16	1.09	45
	FT Faculty	3.38	.94	45
	Classified	3.14	1.15	56
	Administrator	3.30	.98	20
	<b>Overall</b>	<b>3.23</b>	<b>1.05</b>	<b>166</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.69	.66	55
	FT Faculty	3.44	.92	71
	Classified	3.18	1.09	88
	Administrator	3.50	.76	26
	<b>Overall</b>	<b>3.41</b>	<b>.94</b>	<b>240</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.51	.93	82
	FT Faculty	3.43	.95	112
	Classified	3.04	1.12	183
	Administrator	3.45	.56	33
	<b>Overall</b>	<b>3.27</b>	<b>1.02</b>	<b>410</b>

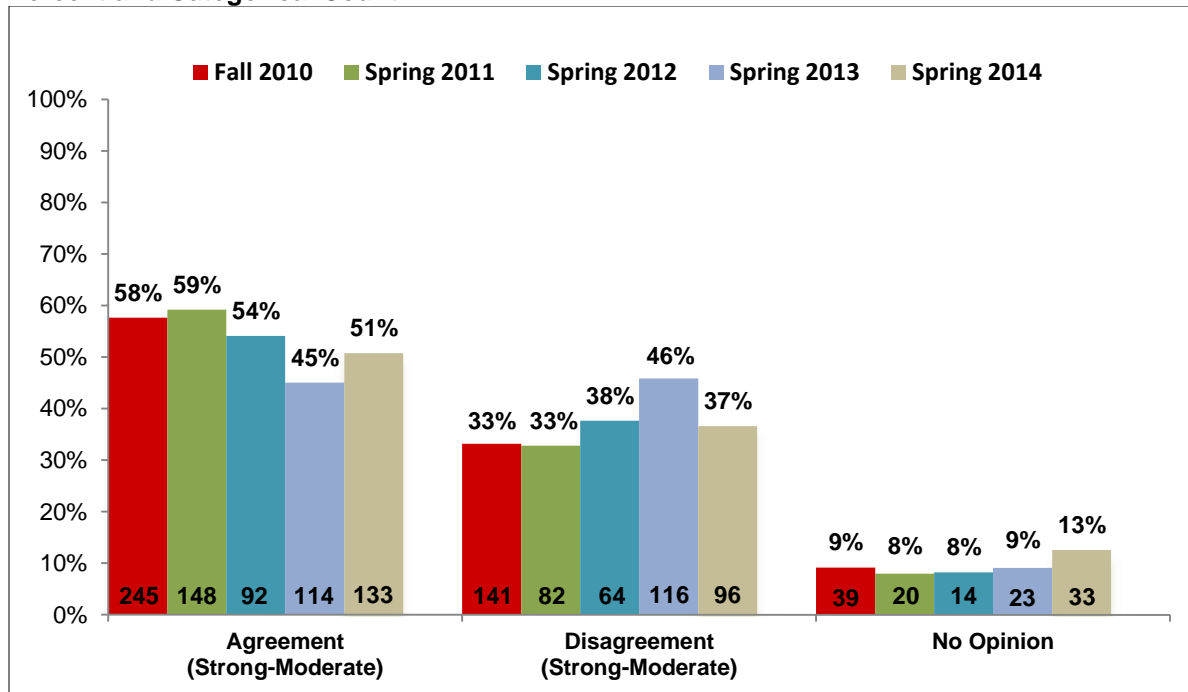
Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.



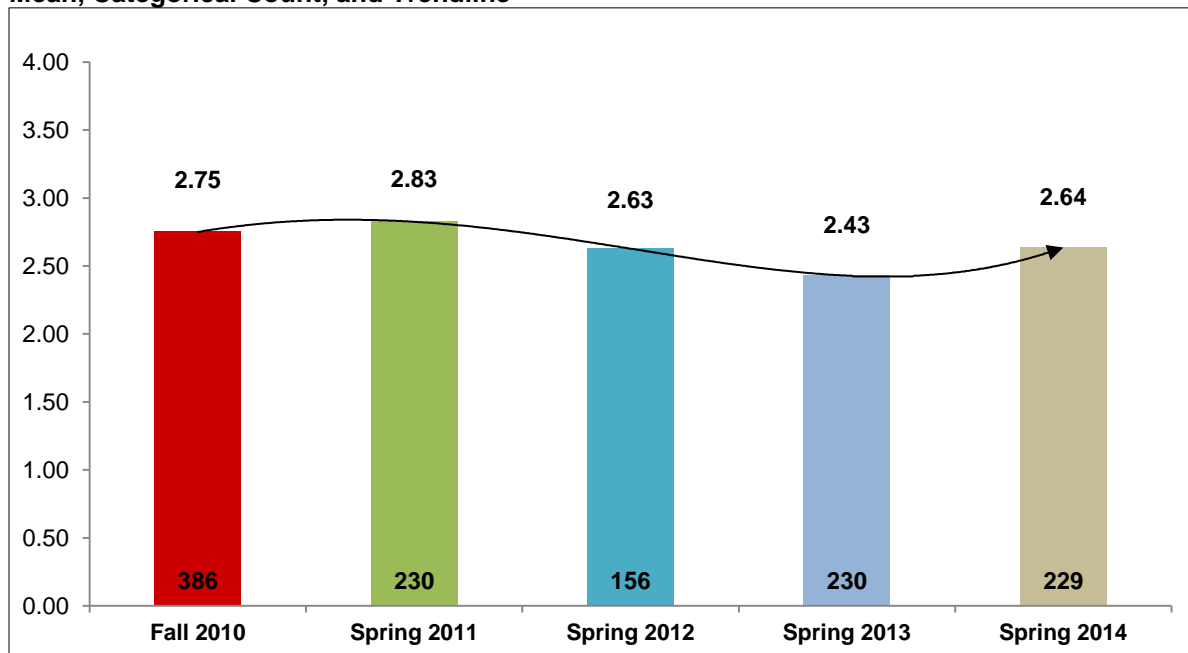
Charts / Data Analysis

## 64. I have been provided with updated training to perform the duties specified in my job description.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

**64. I have been provided with updated training to perform the duties specified in my job description.**

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.64	229	3.844	0.051
Spring 2013	2.43	230		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.52	1.15	46
	FT Faculty	2.69	1.15	68
	Classified	2.62	1.14	87
	Administrator	2.75	.97	28
	<b>Overall</b>	<b>2.64</b>	<b>1.12</b>	<b>229</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.57	1.16	23
	FT Faculty	2.47	1.19	51
	Classified	2.33	1.20	64
	Administrator	2.63	1.15	16
	Unspecified	2.41	1.07	76
	<b>Overall</b>	<b>2.43</b>	<b>1.14</b>	<b>230</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.71	1.19	41
	FT Faculty	2.83	1.03	42
	Classified	2.26	1.17	54
	Administrator	3.05	1.03	19
	<b>Overall</b>	<b>2.63</b>	<b>1.15</b>	<b>156</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.27	.94	51
	FT Faculty	2.99	1.04	68
	Classified	2.55	1.13	85
	Administrator	2.42	.95	26
	<b>Overall</b>	<b>2.83</b>	<b>1.08</b>	<b>230</b>

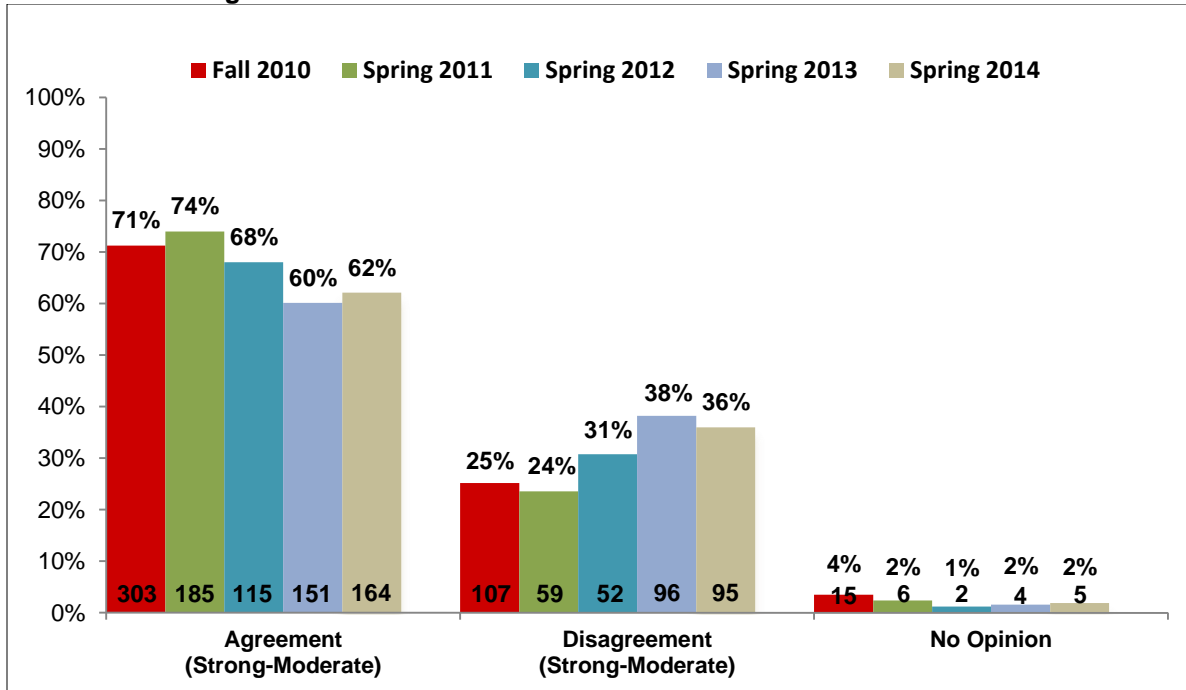
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.93	1.12	75
	FT Faculty	2.89	1.06	102
	Classified	2.52	1.11	178
	Administrator	3.16	.82	31
	<b>Overall</b>	<b>2.75</b>	<b>1.10</b>	<b>386</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

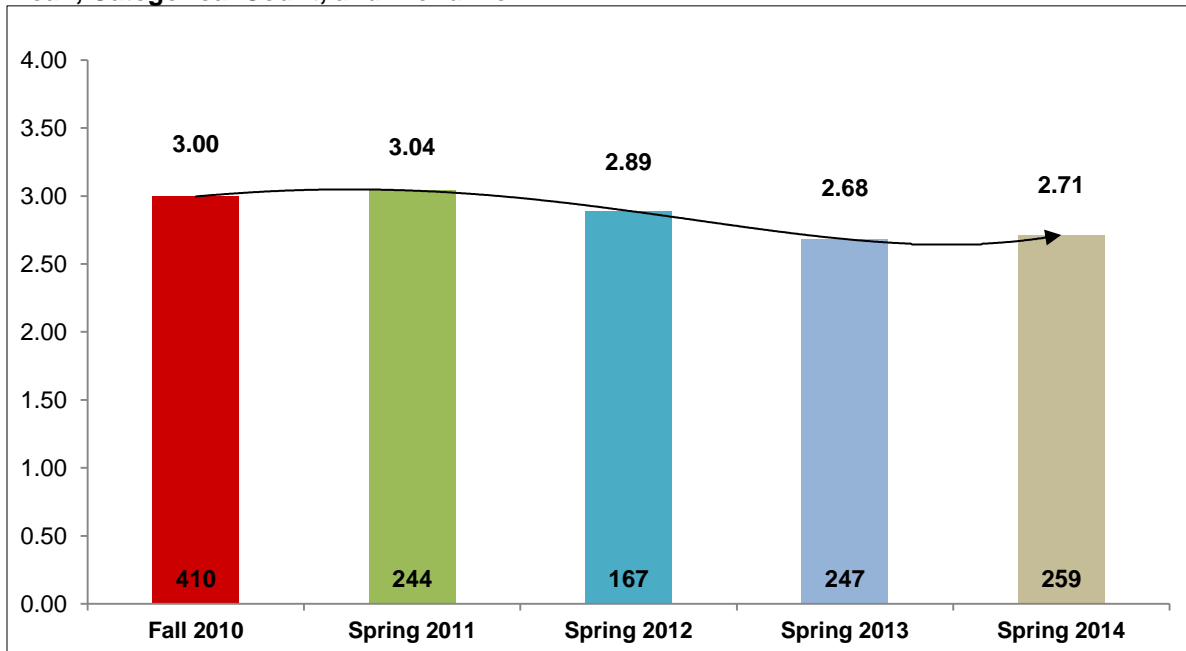
Charts / Data Analysis

## 65. I have been provided with the necessary tools and equipment to perform my job successfully.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 65. I have been provided with the necessary tools and equipment to perform my job successfully.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.71	259	0.101	0.751
Spring 2013	2.68	247		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.79	1.03	63
	FT Faculty	2.58	1.10	78
	Classified	2.80	1.06	88
	Administrator	2.67	1.03	30
	<b>Overall</b>	<b>2.71</b>	<b>1.06</b>	<b>259</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.96	.96	26
	FT Faculty	2.52	1.06	54
	Classified	2.88	1.14	68
	Administrator	2.29	1.10	17
	Unspecified	2.62	1.01	82
	<b>Overall</b>	<b>2.68</b>	<b>1.07</b>	<b>247</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.93	.88	46
	FT Faculty	2.93	.88	46
	Classified	2.91	1.18	56
	Administrator	2.63	.96	19
	<b>Overall</b>	<b>2.89</b>	<b>.99</b>	<b>167</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.21	.97	56
	FT Faculty	3.07	.94	72
	Classified	3.01	.91	89
	Administrator	2.70	.87	27
	<b>Overall</b>	<b>3.04</b>	<b>.93</b>	<b>244</b>

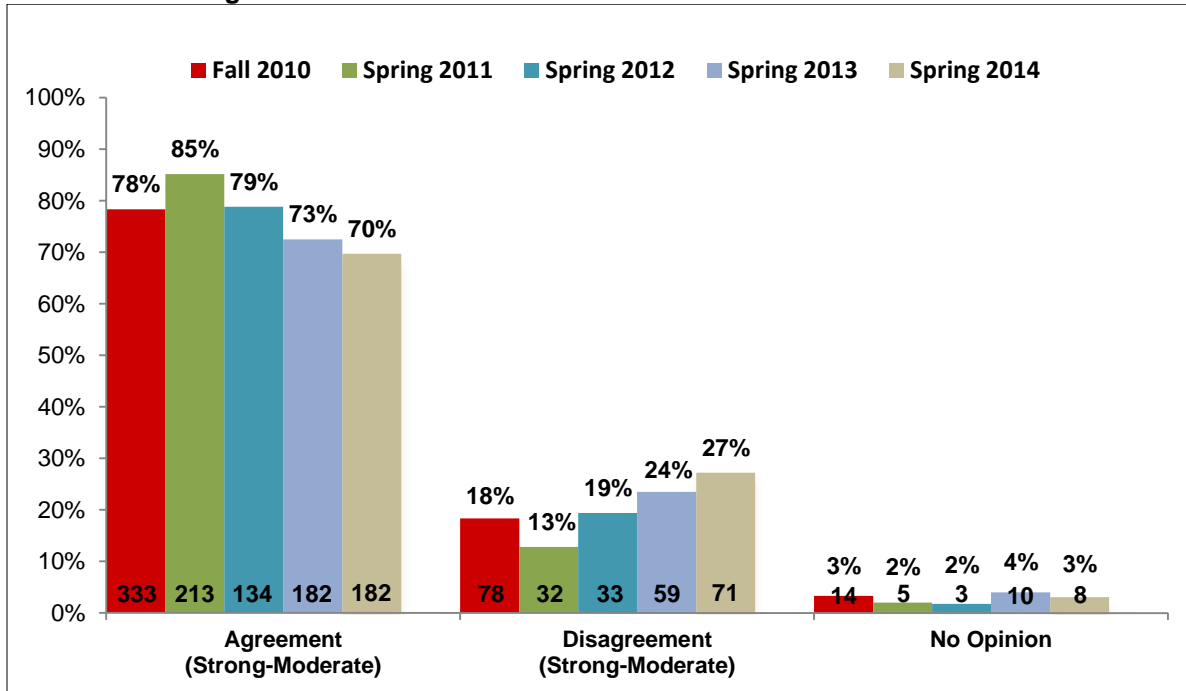
Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.27	.82	81
	FT Faculty	2.92	.95	112
	Classified	2.92	.97	184
	Administrator	3.00	.97	33
	<b>Overall</b>	<b>3.00</b>	<b>.95</b>	<b>410</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

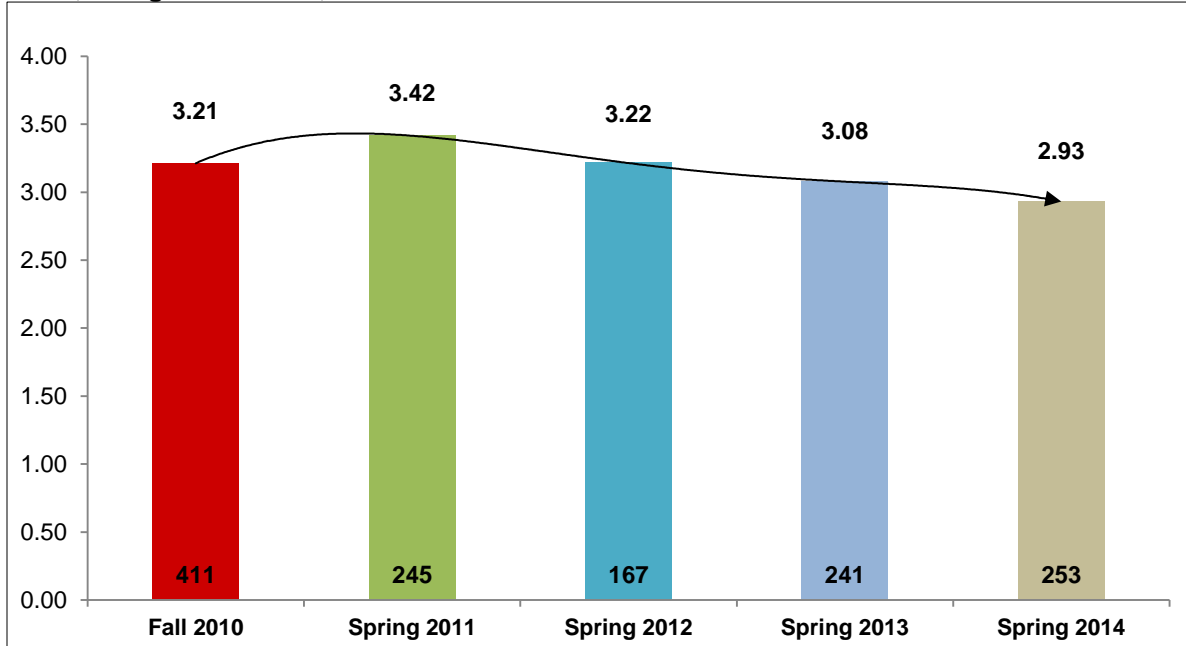
Charts / Data Analysis

## 66. I have access to sufficient space to perform my job successfully.

### Percent and Categorical Count



### Mean, Categorical Count, and Trendline



*No Opinion* excluded from mean and categorical counts.

Charts / Data Analysis

## 66. I have access to sufficient space to perform my job successfully.

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	2.93	253	2.267	0.133
Spring 2013	3.08	241		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.63	1.16	59
	FT Faculty	2.95	1.09	76
	Classified	3.10	1.04	87
	Administrator	3.00	1.10	31
	<b>Overall</b>	<b>2.93</b>	<b>1.10</b>	<b>253</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.92	1.13	26
	FT Faculty	3.19	.87	54
	Classified	3.21	1.07	67
	Administrator	3.29	.92	17
	Unspecified	2.90	1.15	77
	<b>Overall</b>	<b>3.08</b>	<b>1.06</b>	<b>241</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.04	1.05	46
	FT Faculty	3.46	.75	46
	Classified	3.25	1.00	55
	Administrator	2.95	.89	20
	<b>Overall</b>	<b>3.22</b>	<b>.95</b>	<b>167</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.45	.84	55
	FT Faculty	3.52	.78	73
	Classified	3.31	.92	90
	Administrator	3.41	.80	27
	<b>Overall</b>	<b>3.42</b>	<b>.85</b>	<b>245</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	3.31	.93	81
	FT Faculty	3.29	.86	112
	Classified	3.10	.96	184
	Administrator	3.38	.78	34
	<b>Overall</b>	<b>3.21</b>	<b>.92</b>	<b>411</b>

Based on a numerical scale with 4=Strongly Agree, 3=Moderately Agree, 2=Moderately Disagree, 1=Strongly Disagree. No Opinion excluded.

## Question Group XIX: Campus Morale

Group XIX question (Q67) relates WASC Standard IV.A and IV.B. This question concentrates on leadership and governance, specifically, decision-making roles and process and the organization of the governing board and administration. It is the last question included in the within each of the Campus Climate surveys and asks employees to describe campus morale today as compared to five years ago on a three point scale.

### Survey Items Belonging to Question Group XIX

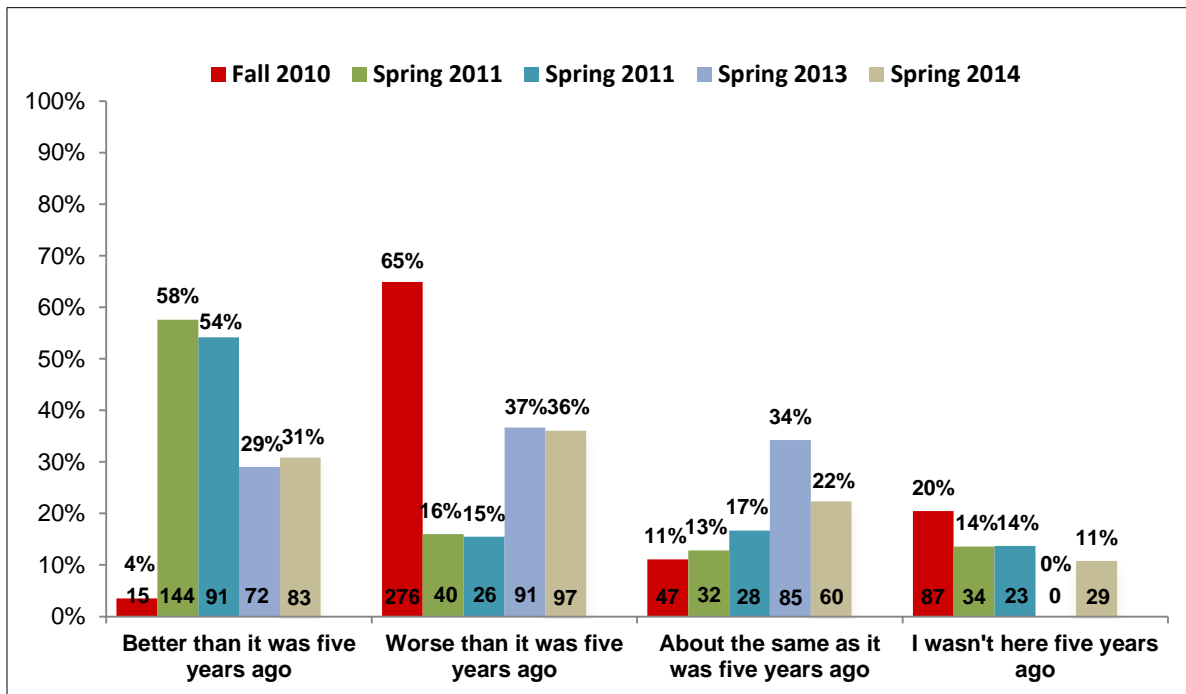
<b>Q67</b>	How would you describe morale at Southwestern College today as compared to five years ago?
------------	--

Notable findings for the current administration period:

- There are no significant changes in mean responses to this final survey question (Q67).
- Only thirty-one percent (31%) of respondents view the institutional environment as “better than it was five years ago,” thirty-six percent (36 %) of respondents view the institutional environment as “worse than it was five years ago,” and twenty-two percent (22%) of respondents view the institutional environment as “about the same as it was five years ago.”

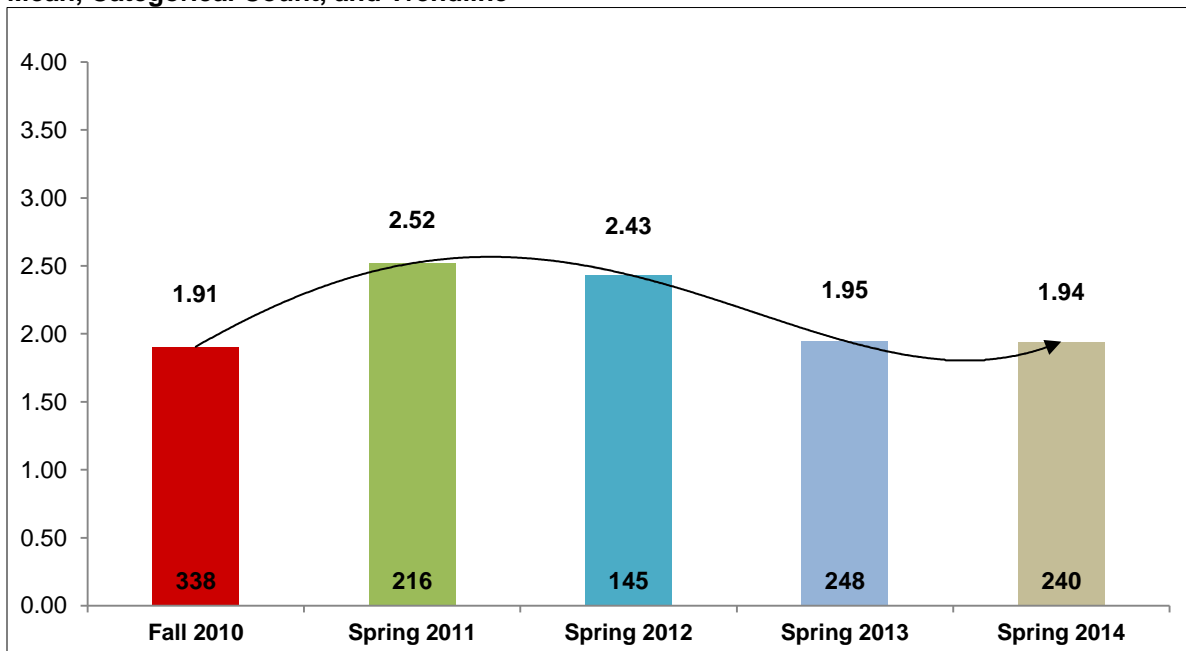
Charts / Data Analysis

## 67. How would you describe morale at Southwestern College today as compared to five years ago?



Note: Due to a survey coding error, no responses were recorded for spring 2013 under *I wasn't here five years ago*.

### Mean, Categorical Count, and Trendline



*I wasn't here five year ago* excluded from mean and categorical counts.



Charts / Data Analysis

## 67. How would you describe morale at Southwestern College today as compared to five years ago?

Test of statistical significance: spring 2013 to spring 2014				
Distribution Period	Overall Mean Score	N	ANOVA	ANOVA p-value
Spring 2014	1.94	240	0.006	0.937
Spring 2013	1.95	248		

Not statistically significant at the 0.05 level ( $P \geq 0.05$ ).

Spring 2014	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.94	.78	52
	FT Faculty	2.07	.87	73
	Classified	1.82	.88	88
	Administrator	2.00	.96	27
	<b>Overall</b>	<b>1.94</b>	<b>.87</b>	<b>240</b>

Spring 2013	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.04	.82	26
	FT Faculty	1.98	.82	53
	Classified	1.77	.80	70
	Administrator	2.24	.75	17
	Unspecified	1.99	.76	82
	<b>Overall</b>	<b>1.95</b>	<b>.80</b>	<b>248</b>

Spring 2012	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.37	.770	35
	FT Faculty	2.68	.639	44
	Classified	2.30	.863	50
	Administrator	2.31	.946	16
	<b>Overall</b>	<b>2.43</b>	<b>.80</b>	<b>145</b>

Spring 2011	Position	Mean Score	Standard Deviation	n
	PT Faculty	2.43	.720	46
	FT Faculty	2.67	.687	66
	Classified	2.40	.789	80
	Administrator	2.67	.702	24
	<b>Overall</b>	<b>2.52</b>	<b>.74</b>	<b>216</b>

Fall 2010	Position	Mean Score	Standard Deviation	n
	PT Faculty	1.91	.478	56
	FT Faculty	1.91	.372	104
	Classified	1.91	.405	152
	Administrator	1.85	.543	26
	<b>Overall</b>	<b>1.91</b>	<b>.42</b>	<b>338</b>

Based on a numerical scale with 3=Better than it was five years ago, 2=About the same as it was five years ago, 1=Worse than it was five years ago. I wasn't here five years ago excluded

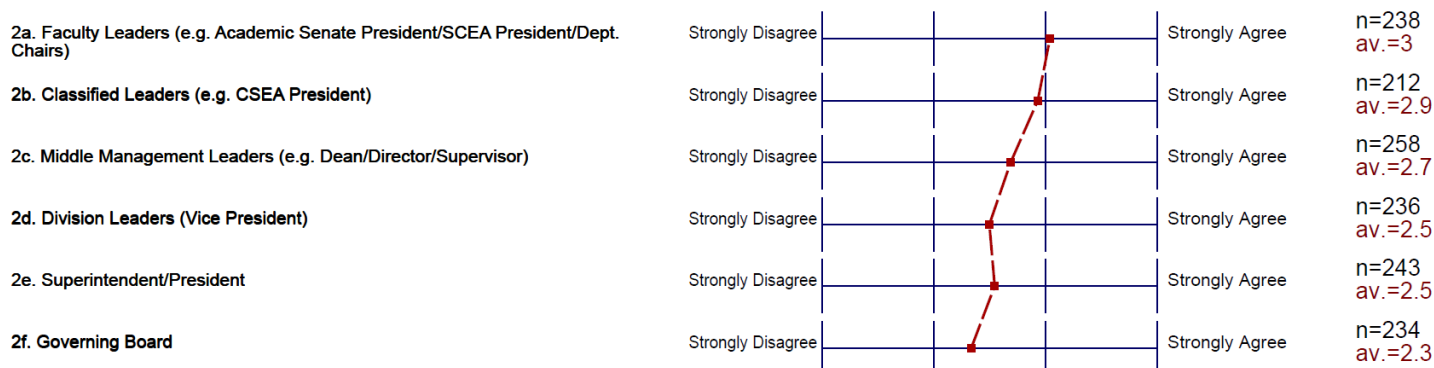
## **Appendix**

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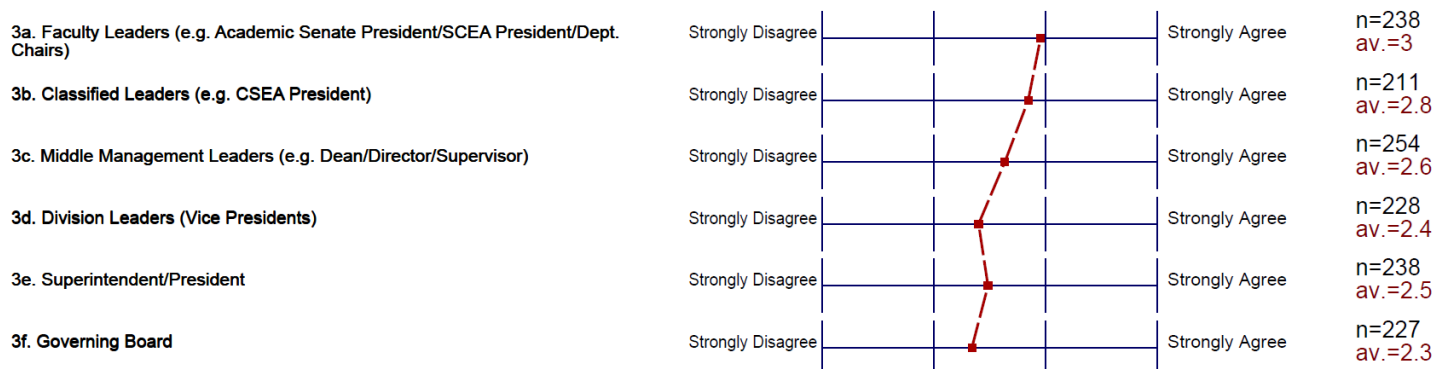
## Question Group Analysis

Question group charts are based on questionnaire items two through sixty-six (Q2 – Q66). These items employed a four-point (Likert) rating scale of *Strongly Disagree* (1), *Moderately Disagree* (2), *Moderately Agree* (3), and *Strongly Agree* (4). No Opinion is excluded. The charts display general trends by question group with individual averages and response counts presented on the right-hand-side. Vertical lines within the chart are aligned with questionnaire rating scale categories; thus, in the charts below: *far left* (Strongly Disagree = 1), *middle left* (Moderately Disagree = 2), *middle right* (Moderately Agree = 3), and *far right* (Strongly Agree = 4).

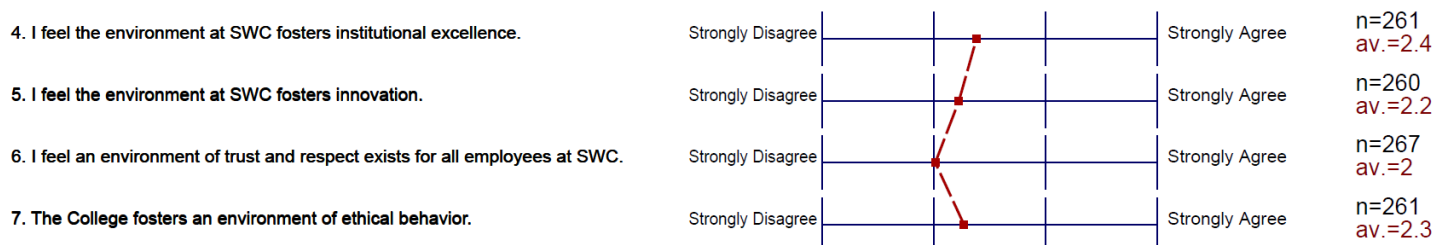
### 2. Institutional leaders create an environment for empowerment, innovation, and institutional excellence.



### 3. Institutional leaders create an environment that promotes institutional effectiveness.

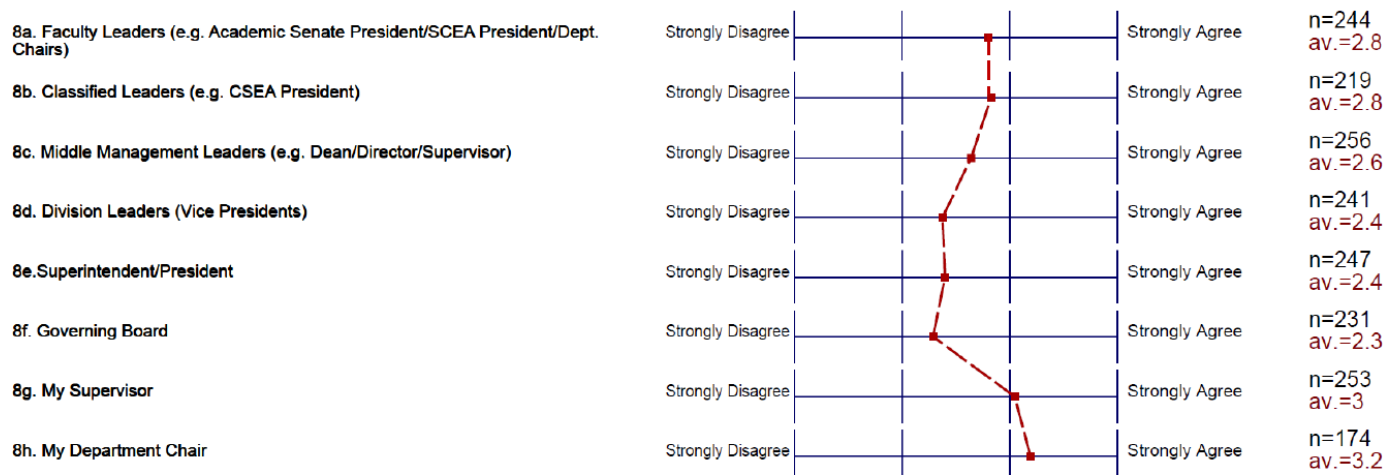


### 4 - 7. Institutional Environment

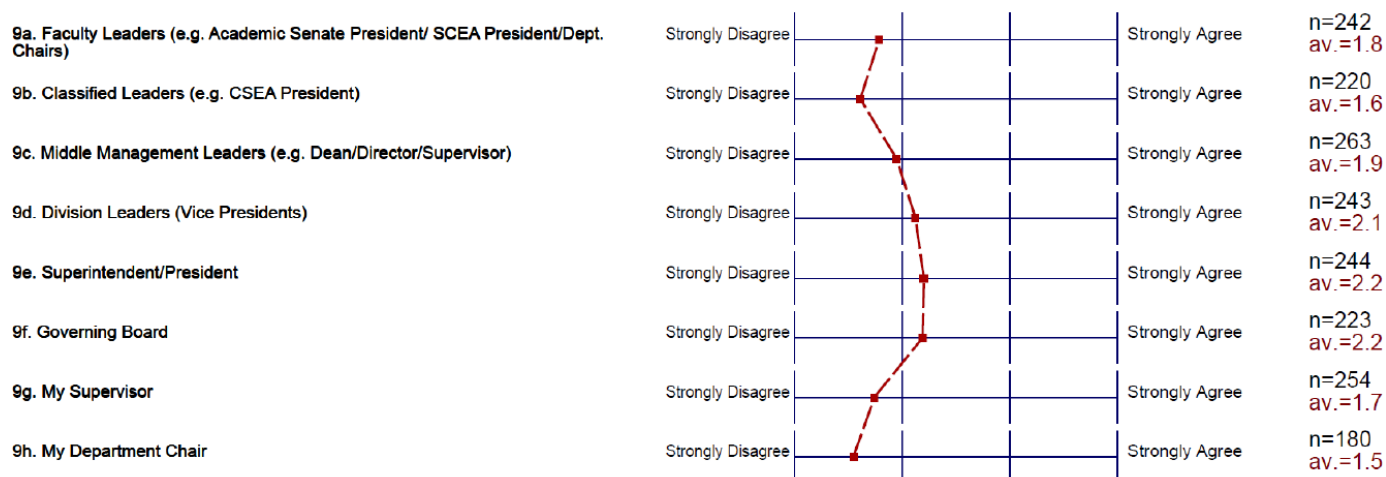


# Question Group Analysis

## 8. Institutional leaders create an environment that promotes trust and respect.

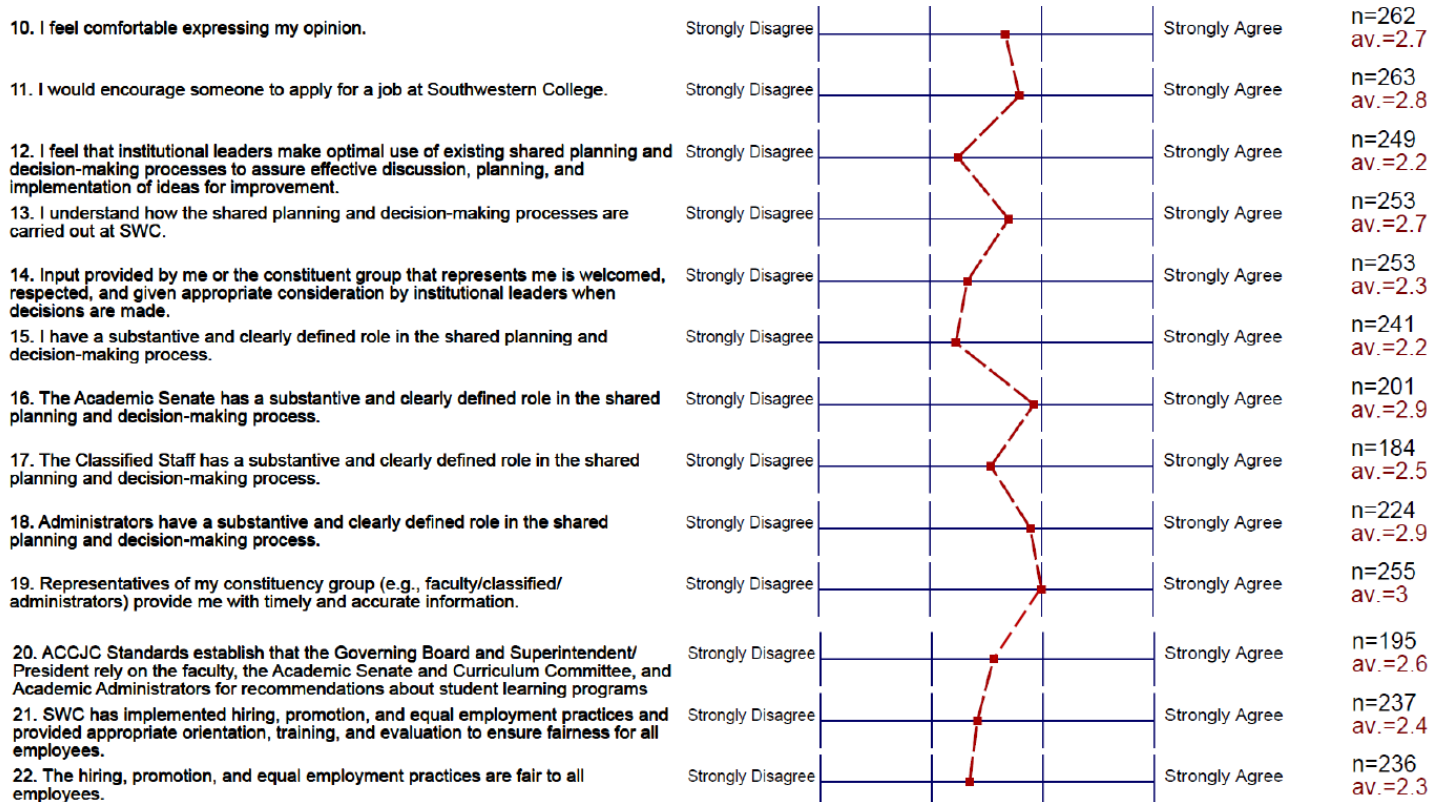


## 9. I feel intimidated by others at Southwestern College.

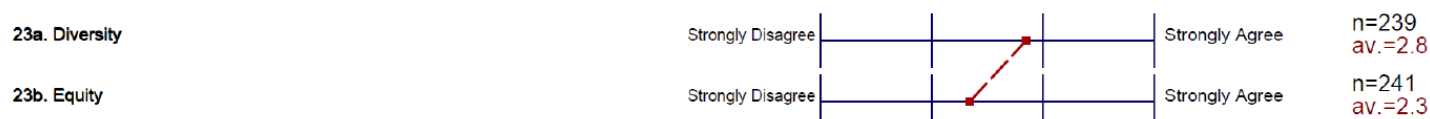


## Question Group Analysis

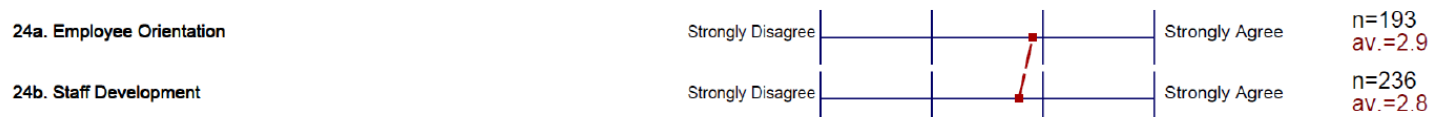
## 10 - 22. Institutional Processes &amp; Environment



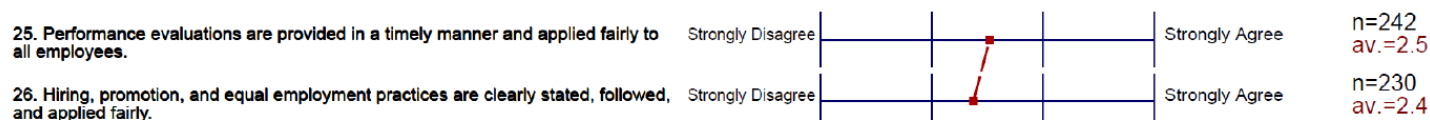
## 23. SWC demonstrates its commitment to addressing issues of equity and diversity.



## 24. The following services are provided fairly to all employees.



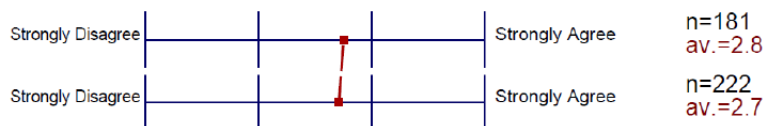
## 25 - 26. Workplace Practices



Question Group Analysis

**27. The employee orientation and staff development training I have received were helpful and appropriate.**

27a. Employee Orientation



27b. Staff Development



**28 - 34. Workplace Practices (Cont.) / Budget Allocation**

28. The performance evaluation(s) that I have received were fair and appropriate.



29. SWC has a formal structure for employees to raise concerns and/or problems.



30. SWC has defined and communicated its budget development and budget decision-making processes to achieve college goals.



31. I am informed about how the budget development and budget decision-making process occurs.



32. My program/unit spends allocated funds responsibly.



33. The budget development and budget decision-making process is set up to achieve SWC priorities, as identified in the Strategic Plan.



34. Strategic priorities drive budget decisions.



**35. Budget allocation is decided fairly and equitably in the following areas:**

35a. College Level (entire college)



35b. Division Level (e.g. Academic Affairs/Student Affairs/Human Resources/ Business & Financial Affairs)



35c. School/Center Level



35d. Department Level



35e. Program Level



**36 - 41. Budget Allocation (Cont.) / Governing Board**

36. Accurate and complete information about the SWC budget is accessible and/or provided on request in a timely manner.



37. The Governing Board establishes itself as a policy-making body, delegates operational authority to the Superintendent/President, clarifies management roles, and supports the authority of the management in the administration of the College.



38. The Governing Board and Superintendent/President are aware of and demonstrate support for faculty, classified staff, students, and administration in the shared planning and decision-making.



39. The Governing Board utilizes a consistent and transparent self-evaluation process in which input from the College community is solicited and the results are accessible and communicated to the college community.



40. An opportunity was given for constituents to provide input as part of the Governing Board self-evaluation process.

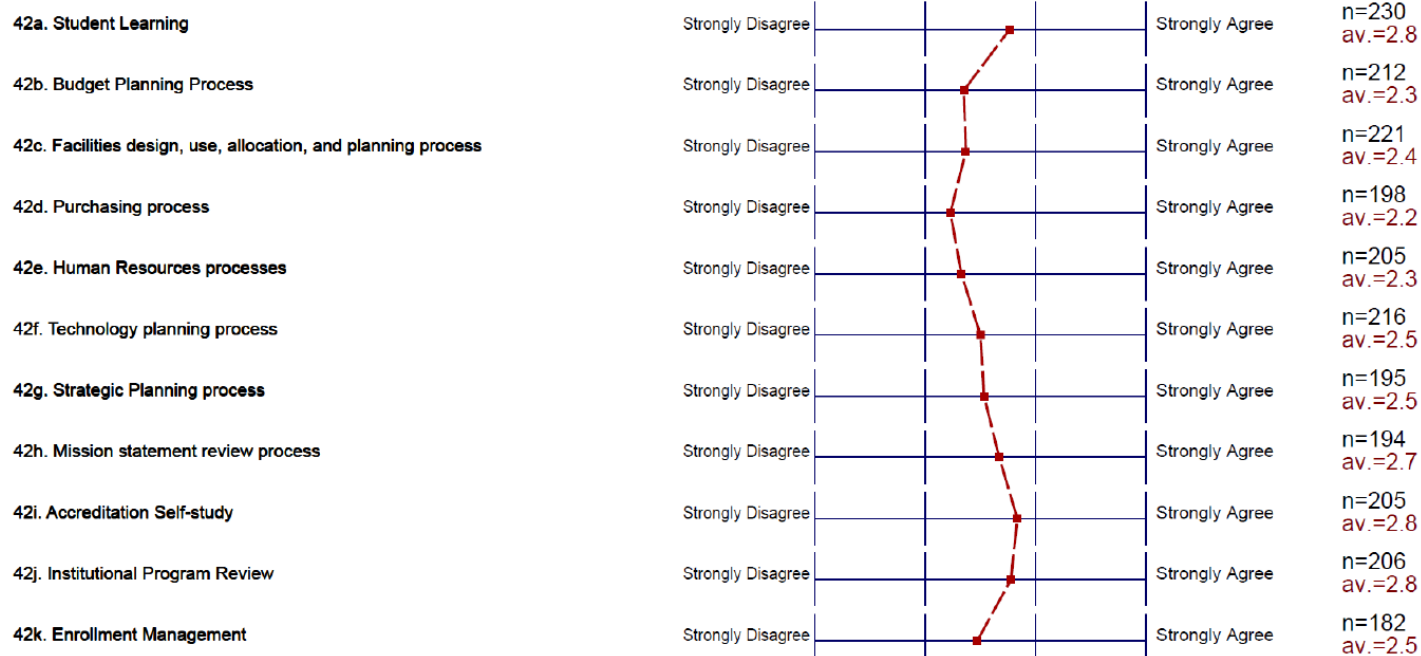


41. I am aware of the results of the Governing Board self-evaluation that are posted on the SWC website and in the Outlook public folder.

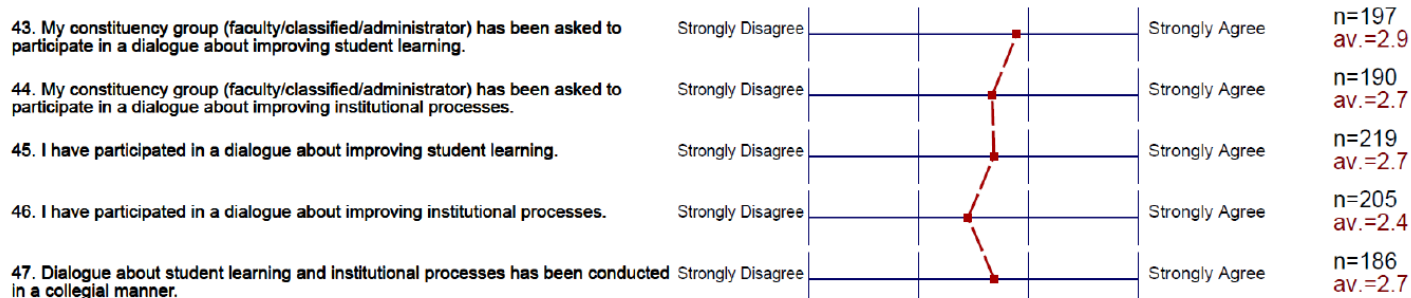


Question Group Analysis

**42. SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.**

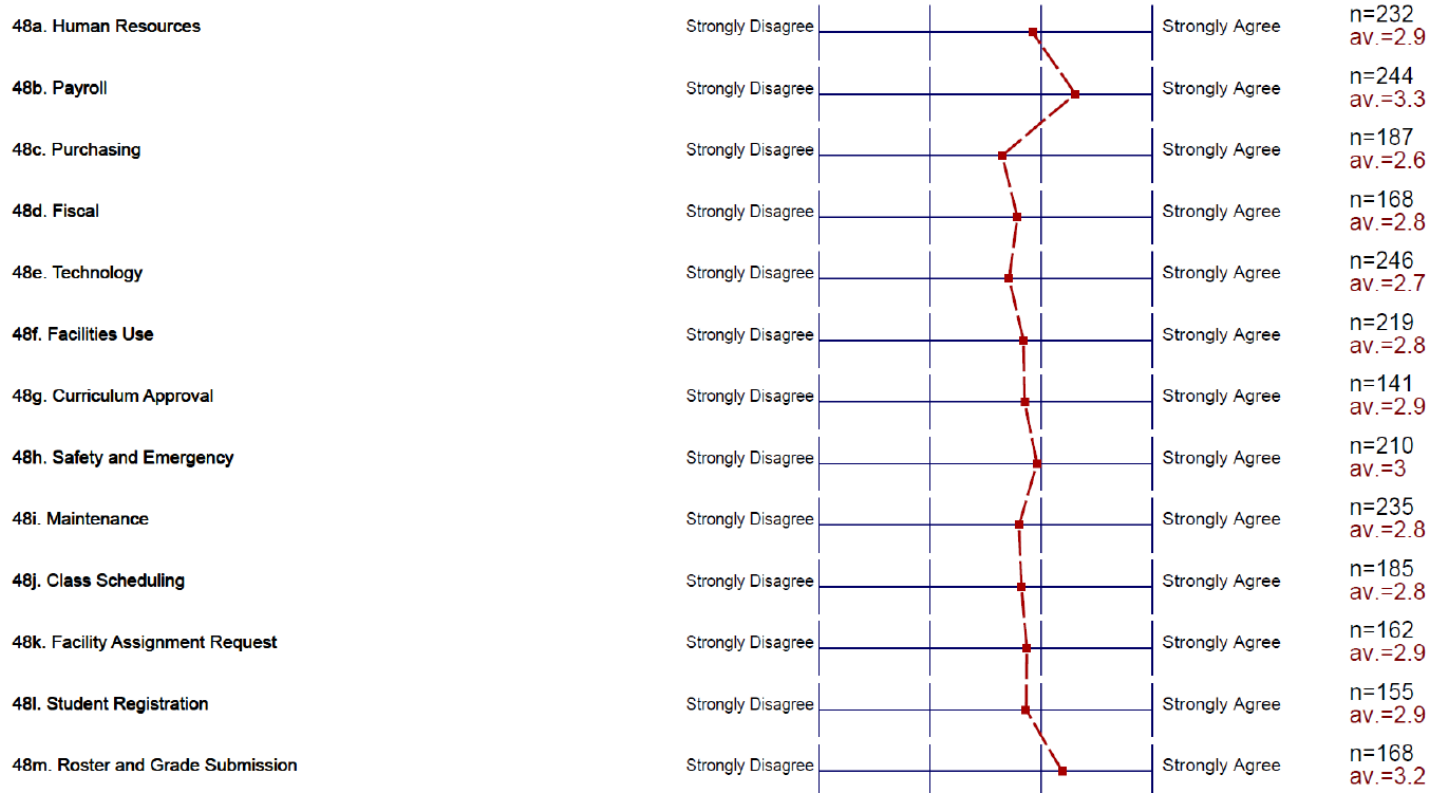


**43 - 47. Institutional Dialogue**

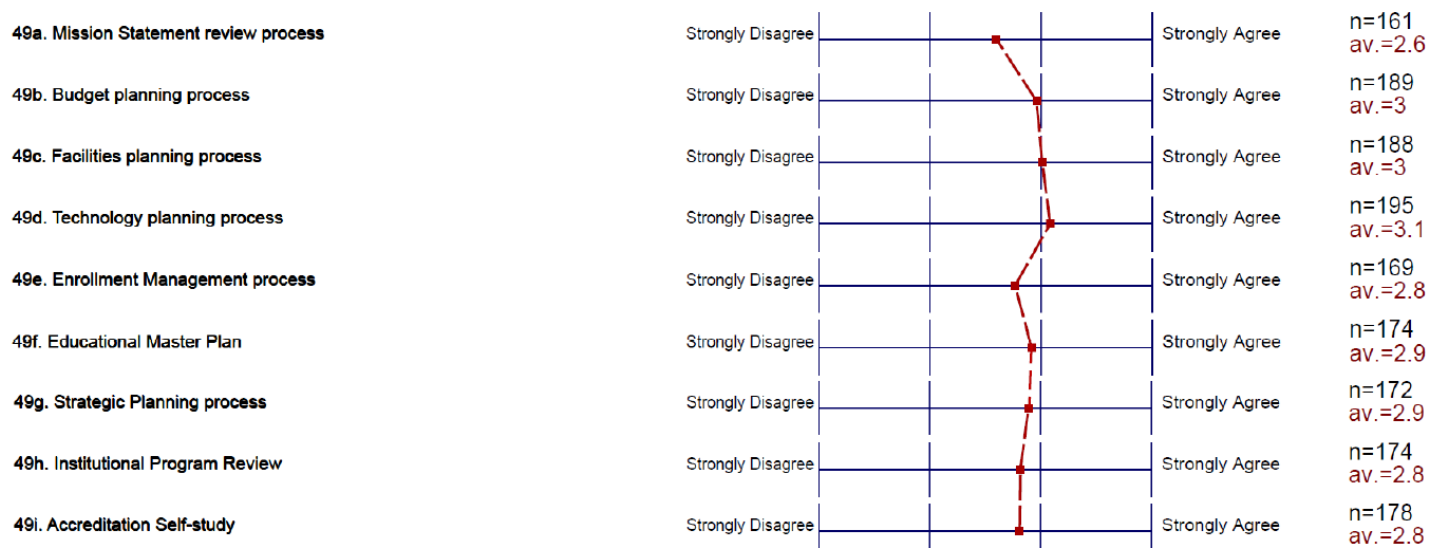


Question Group Analysis

**48. The operational processes and departments listed below allow me to perform my job effectively and efficiently.**



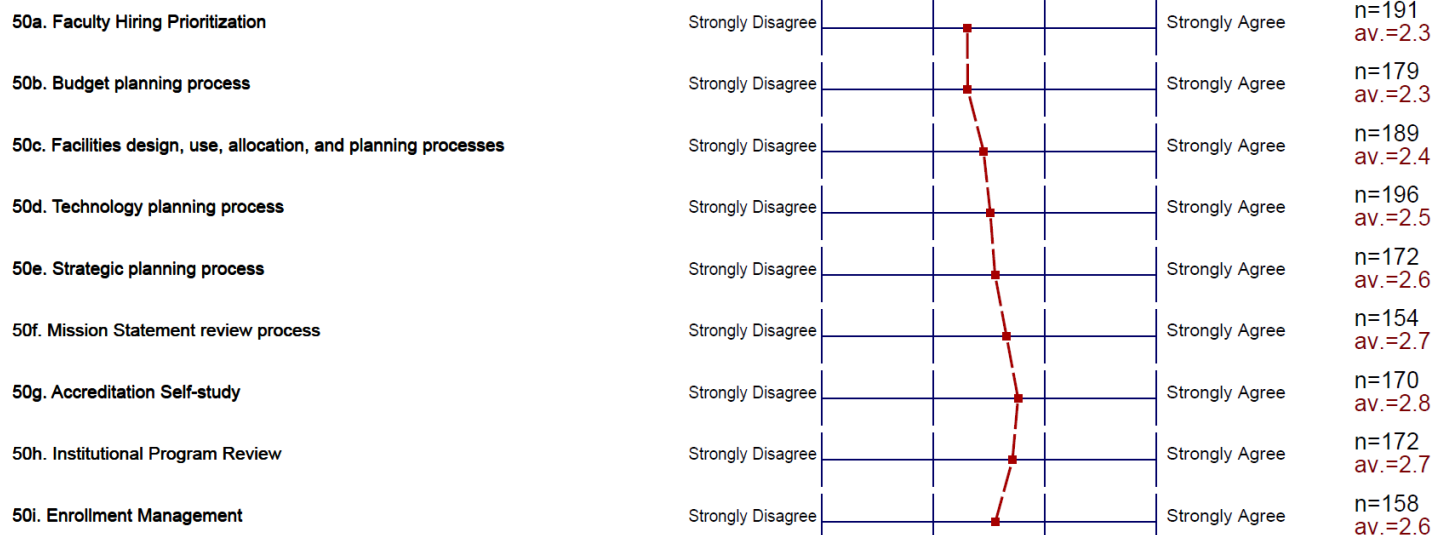
**49. I would like to have input into improving institutional processes.**



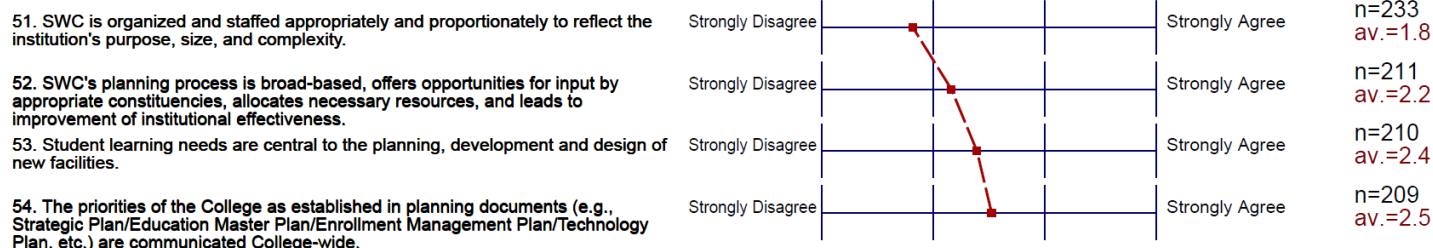


### Question Group Analysis

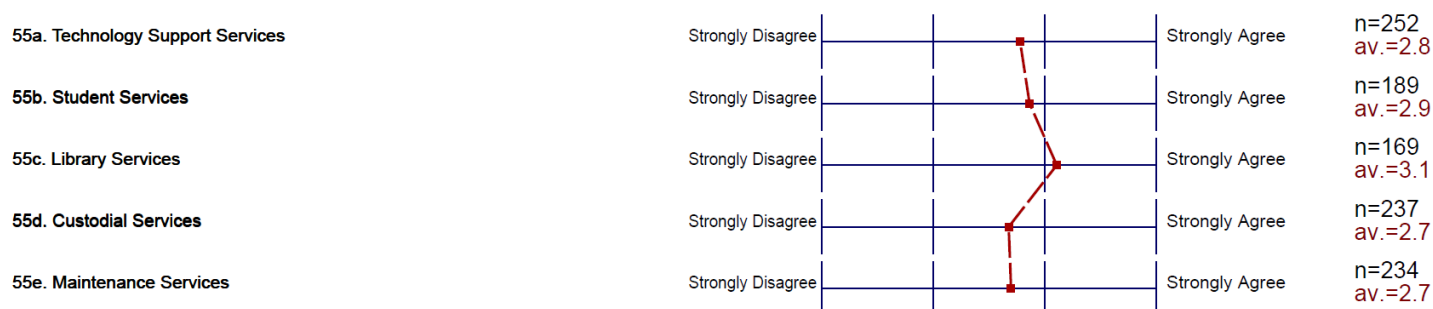
#### 50. The institution organizes its key processes and allocates its resources to effectively support student learning.



#### 51 - 54. Planning



#### 55. My needs are being met in each of the following areas:

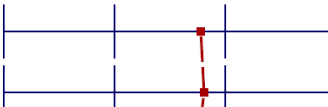
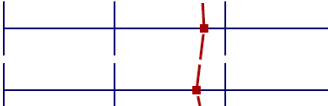





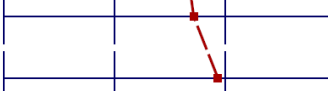



Question Group Analysis

56 - 57. Leadership / Governance

56. Decision-making processes are regularly evaluated and the results are widely communicated and distributed to all members of the college community.	Strongly Disagree		Strongly Agree	n=219 av.=2.3
57. The Governing Board listens and responds to recommendations from College constituencies.	Strongly Disagree		Strongly Agree	n=195 av.=2.1

58 - 66. Workplace Conditions & Resources

58. My work is valued and appreciated in the workplace.	Strongly Disagree		Strongly Agree	n=261 av.=2.8
59. Employees are treated fairly and respectfully regardless of disability, gender, race/ethnicity, sexual orientation, political affiliation, or religious affiliation.	Strongly Disagree		Strongly Agree	n=249 av.=2.8
60. My workload expectations are reasonable.	Strongly Disagree		Strongly Agree	n=258 av.=2.7
61. Work responsibilities are within my job description.	Strongly Disagree		Strongly Agree	n=261 av.=2.9
62. The workload is fairly distributed among the members of my department.	Strongly Disagree		Strongly Agree	n=243 av.=2.6
63. My supervisor is approachable and understanding when I have a question related to my work responsibilities.	Strongly Disagree		Strongly Agree	n=256 av.=3.2
64. I have been provided with updated training to perform the duties specified in my job description.	Strongly Disagree		Strongly Agree	n=229 av.=2.6
65. I have been provided with the necessary tools and equipment to perform my job successfully.	Strongly Disagree		Strongly Agree	n=259 av.=2.7
66. I have access to sufficient space to perform my job successfully.	Strongly Disagree		Strongly Agree	n=253 av.=2.9

## Southwestern College Campus Employee Survey 2014

### Demographic Information

Which best describes your job classification?

- ☐ Faculty, Part-Time
 ☐ Faculty, Full-Time
 ☐ Classified Professional
 ☐ Management (Dean/Director/Supervisor/Senior Management)

Gender: ☐ Male ☐ Female

Number of years you have worked at Southwestern College (include part-time/hourly as well as full-time):  
[Enter numerical information]

Work location (check all that apply):

- ☐ Chula Vista/Main Campus
 ☐ HEC/Other Locations

### 1.Mission Statement

I am aware of the Mission Statement and priorities of the College. ☐ Yes ☐ No

### 2.Institutional leaders create an environment for empowerment, innovation, and institutional excellence.

	Strongly Agree	Moderately Agree	Moderately Disagree	Strongly Disagree	No Opinion
2a. Faculty Leaders (e.g. Academic Senate President/SCEA President/Dept. Chairs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2b. Classified Leaders (e.g. CSEA President)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c. Middle Management Leaders (e.g. Dean/Director/Supervisor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2d. Division Leaders (Vice President)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2e. Superintendent/President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2f. Governing Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3.Institutional leaders create an environment that promotes institutional effectiveness.

	Strongly Agree	Moderately Agree	Moderately Disagree	Strongly Disagree	No Opinion
3a. Faculty Leaders (e.g. Academic Senate President/SCEA President/Dept. Chairs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Southwestern College Campus Employee Survey 2014

**3. Institutional leaders create an environment that promotes institutional effectiveness. [Continued]**

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
3b. Classified Leaders (e.g. CSEA President)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3c. Middle Management Leaders (e.g. Dean/Director/Supervisor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3d. Division Leaders (Vice Presidents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3e. Superintendent/President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3f. Governing Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**4 - 7. Institutional Environment**

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
4. I feel the environment at SWC fosters institutional excellence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I feel the environment at SWC fosters innovation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I feel an environment of trust and respect exists for all employees at SWC.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The College fosters an environment of ethical behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. Institutional leaders create an environment that promotes trust and respect.**

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
8a. Faculty Leaders (e.g. Academic Senate President/SCEA President/Dept. Chairs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8b. Classified Leaders (e.g. CSEA President)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8c. Middle Management Leaders (e.g. Dean/Director/Supervisor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8d. Division Leaders (Vice Presidents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8e. Superintendent/President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8f. Governing Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8g. My Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8h. My Department Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Southwestern College Campus Employee Survey 2014

9. I feel intimidated by others at Southwestern College.

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
9a. Faculty Leaders (e.g. Academic Senate President/ SCEA President/Dept. Chairs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9b. Classified Leaders (e.g. CSEA President)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9c. Middle Management Leaders (e.g. Dean/Director/Supervisor)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9d. Division Leaders (Vice Presidents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9e. Superintendent/President	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9f. Governing Board	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9g. My Supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9h. My Department Chair	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10 - 22. Institutional Processes & Environment

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
10. I feel comfortable expressing my opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I would encourage someone to apply for a job at Southwestern College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I feel that institutional leaders make optimal use of existing shared planning and decision-making processes to assure effective discussion, planning, and implementation of ideas for improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. I understand how the shared planning and decision-making processes are carried out at SWC.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Input provided by me or the constituent group that represents me is welcomed, respected, and given appropriate consideration by institutional leaders when decisions are made.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I have a substantive and clearly defined role in the shared planning and decision- making process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. The Academic Senate has a substantive and clearly defined role in the shared planning and decision-making process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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10 - 22. Institutional Processes & Environment [Continued]

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
17. The Classified Staff has a substantive and clearly defined role in the shared planning and decision-making process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Administrators have a substantive and clearly defined role in the shared planning and decision-making process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Representatives of my constituency group (e.g., faculty/classified/administrators) provide me with timely and accurate information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. ACCJC Standards establish that the Governing Board and Superintendent/President rely on the faculty, the Academic Senate and Curriculum Committee, and Academic Administrators for recommendations about student learning programs and services. SWC is in compliance with the Standard.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. SWC has implemented hiring, promotion, and equal employment practices and provided appropriate orientation, training, and evaluation to ensure fairness for all employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. The hiring, promotion, and equal employment practices are fair to all employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. SWC demonstrates its commitment to addressing issues of equity and diversity.

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
23a. Diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23b. Equity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

24. The following services are provided fairly to all employees.

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
24a. Employee Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24b. Staff Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## 25 - 26. Workplace Practices

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
25. Performance evaluations are provided in a timely manner and applied fairly to all employees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Hiring, promotion, and equal employment practices are clearly stated, followed, and applied fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 27. The employee orientation and staff development training I have received were helpful and appropriate.

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
27a. Employee Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27b. Staff Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 28 - 34. Workplace Practices (Cont.) / Budget Allocation

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
28. The performance evaluation(s) that I have received were fair and appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. SWC has a formal structure for employees to raise concerns and/or problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. SWC has defined and communicated its budget development and budget decision-making processes to achieve college goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
31. I am informed about how the budget development and budget decision-making process occurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. My program/unit spends allocated funds responsibly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. The budget development and budget decision-making process is set up to achieve SWC priorities, as identified in the Strategic Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Strategic priorities drive budget decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**35. Budget allocation is decided fairly and equitably in the following areas.**

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
35a. College Level (entire college)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35b. Division Level (e.g. Academic Affairs/ Student Affairs/Human Resources/Business & Financial Affairs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35c. School/Center Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35d. Department Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35e. Program Level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**36 - 41. Budget Allocation (Cont.) / Governing Board**

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
36. Accurate and complete information about the SWC budget is accessible and/or provided on request in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. The Governing Board establishes itself as a policy-making body, delegates operational authority to the Superintendent/ President, clarifies management roles, and supports the authority of the management in the administration of the College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. The Governing Board and Superintendent/President are aware of and demonstrate support for faculty, classified staff, students, and administration in the shared planning and decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. The Governing Board utilizes a consistent and transparent self-evaluation process in which input from the College community is solicited and the results are accessible and communicated to the college community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. An opportunity was given for constituents to provide input as part of the Governing Board self-evaluation process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. I am aware of the results of the Governing Board self-evaluation that are posted on the SWC website and in the Outlook public folder.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



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42. SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. [Continued]

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
42a. Student Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42b. Budget Planning Process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42c. Facilities design, use, allocation, and planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42d. Purchasing process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42e. Human Resources processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42f. Technology planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42g. Strategic Planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42h. Mission statement review process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42i. Accreditation Self-study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42j. Institutional Program Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42k. Enrollment Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43 - 47. Institutional Dialogue

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
43. My constituency group (faculty/classified/administrator) has been asked to participate in a dialogue about improving student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. My constituency group (faculty/classified/administrator) has been asked to participate in a dialogue about improving institutional processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. I have participated in a dialogue about improving student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. I have participated in a dialogue about improving institutional processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Dialogue about student learning and institutional processes has been conducted in a collegial manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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48. The operational processes and departments listed below allow me to perform my job effectively and efficiently. [Continued]

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
48a. Human Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48b. Payroll	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48c. Purchasing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48d. Fiscal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48e. Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48f. Facilities Use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48g. Curriculum Approval	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48h. Safety and Emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48i. Maintenance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48j. Class Scheduling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48k. Facility Assignment Request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48l. Student Registration	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48m. Roster and Grade Submission	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

49. I would like to have input into improving institutional processes.

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
49a. Mission Statement review process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49b. Budget planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49c. Facilities planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49d. Technology planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49e. Enrollment Management process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49f. Educational Master Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49g. Strategic Planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49h. Institutional Program Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49i. Accreditation Self-study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

50. The institution organizes its key processes and allocates its resources to effectively support student learning.

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
50a. Faculty Hiring Prioritization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50b. Budget planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50c. Facilities design, use, allocation, and planning processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50d. Technology planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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50. The institution organizes its key processes and allocates its resources to effectively support student learning. [Continued]

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
50e. Strategic planning process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50f. Mission Statement review process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50g. Accreditation Self-study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50h. Institutional Program Review	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50i. Enrollment Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

51 - 54. Planning

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
51. SWC is organized and staffed appropriately and proportionately to reflect the institution's purpose, size, and complexity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. SWC's planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. Student learning needs are central to the planning, development and design of new facilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. The priorities of the College as established in planning documents (e.g., Strategic Plan/Education Master Plan/Enrollment Management Plan/Technology Plan, etc.) are communicated College-wide.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

55. My needs are being met in each of the following areas:

	Strongly Agree	Moderately Agree	Strongly Disagree	No Opinion
55a. Technology Support Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55b. Student Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55c. Library Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55d. Custodial Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55e. Maintenance Services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

56 - 57. Leadership / Governance

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Strongly Agree      Moderately Agree      Strongly Disagree      No Opinion

56. Decision-making processes are regularly evaluated and the results are widely communicated and distributed to all members of the college community.

☐ ☐ ☐ ☐ ☐

57. The Governing Board listens and responds to recommendations from College constituencies.

☐ ☐ ☐ ☐ ☐

## 58 - 66. Workplace Conditions & Resources

Strongly Agree      Moderately Agree      Strongly Disagree      No Opinion

58. My work is valued and appreciated in the workplace.

☐ ☐ ☐ ☐ ☐

59. Employees are treated fairly and respectfully regardless of disability, gender, race/ethnicity, sexual orientation, political affiliation, or religious affiliation.

☐ ☐ ☐ ☐ ☐

60. My workload expectations are reasonable.

☐ ☐ ☐ ☐ ☐

61. Work responsibilities are within my job description.

☐ ☐ ☐ ☐ ☐

62. The workload is fairly distributed among the members of my department.

☐ ☐ ☐ ☐ ☐

63. My supervisor is approachable and understanding when I have a question related to my work responsibilities.

☐ ☐ ☐ ☐ ☐

64. I have been provided with updated training to perform the duties specified in my job description.

☐ ☐ ☐ ☐ ☐

65. I have been provided with the necessary tools and equipment to perform my job successfully.

☐ ☐ ☐ ☐ ☐

66. I have access to sufficient space to perform my job successfully.

☐ ☐ ☐ ☐ ☐

## 67. Campus Morale

How would you describe morale at Southwestern College today as compared to five years ago?

- ☐ 67a. Better than it was five years ago  
☐ 67b. Worse than it was five years ago  
☐ 67c. About the same as it was five years ago  
☐ 67d. I wasn't here five years ago

## Statistical Methods Overview

### Research Design

#### Analysis Elements

An important component of the Campus Climate survey is the use of the mean and standard deviation. The mean is the average value of the data derived by summing score values and dividing by the number of terms. Within context of the survey, the standard deviation is a measure of the relative dispersion of survey scores. Interpretation of the standard deviation is important for accessing the precision of survey item data. A high value tends to indicate greater variability in the data away from the mean while a smaller may indicate data nearer the mean. Data related to means, standard deviations, and totals for this report were derived from IBM's Statistical Package for the Social Sciences (SPSS).

The role of the p-value in the determination of statistical significance is a ubiquitous aspect of statistical research. Statistical significance refers to the likelihood that an observed result or relationship does not occur by chance, but rather through an underlying pattern. In practice, a p-value under five percent is strong evidence, but not proof, that a given result is statistically significant. This five percent level is the most commonly accepted convention of probabilistic analysis, although the more stringent one-percent level ( $p < 0.01$ ) is sometimes used.

From the theoretical perspective, the p-value is evidence that a “null” hypothesis (an established/accepted value) can be rejected in favor of the “alternative” (or, research) hypothesis. For this and earlier Campus Climate surveys, the p-value has been generated through a statistical procedure utilizing the Analysis of Variance (ANOVA) model and is quite similar in structure to the more common Student's t-test (or simply, t-test) for Two Independent Samples. In fact, the t-test may be viewed as a special case of the ANOVA. It is important to note here that the ANOVA is a test for the determination of differences between means, rather than the difference between variances, as the name implies. The analysis of variance computation within the model is used to generate a test statistic known as the F-ratio.

#### Survey Instrument

This research study utilized an anonymous questionnaire instrument administered through Southwestern College's Microsoft Outlook e-mail and calendar software system. Respondent anonymity was secured through unique alphanumeric codes generated by the Scantron Class Climate web-based survey software system. The use of anonymous workplace surveys inclines employees to participate more honestly and at a greater rate than survey techniques linking respondents to individual submissions. As in earlier Campus Climate surveys, the use of a four-point rating scale employing *Strongly Agree*, *Moderately Agree*, *Moderately Disagree*, and *Strongly Disagree* comprised a majority of questionnaire items (the first and last questions were the exceptions). The *No Opinion* option and non-responses were not tabulated in report results. Individual outcomes for items two through sixty-six (Q2 – Q66) were coded numerically using the following template: *Strongly Agree* = 4, *Moderately Agree* = 3, *Moderately Disagree* = 2, and *Strongly Disagree* = 1. The first and last questionnaire items do not properly constitute Likert, or more accurately, Likert-like, scale items. The opening questionnaire item made use of a “Yes”/“No” prompt, whereas the concluding campus morale question utilized a single response, multiple-choice framework rather than a rating scale.

## Conceptual Framework

The statistical testing of Likert rating scales often makes use of parametric models, such as the z-test, t-test, and ANOVA. These parametric statistical models are used to make inferences regarding a given probability distribution and its parametric characteristics—that is, the numerical summary of the population under study. Although non-parametric models (for instance, the Chi-square, Mann-Whitney U, and Kruskal-Wallis models) are utilized in lieu of their parametric counterparts in survey studies, the use of parametric statistical modeling is relatively routine, particularly when sufficiently large sample sizes are achieved and the overall survey distribution is relatively uniform, or “mound-shaped” (not severely skewed). Another motivation for utilizing a parametric rather than a non-parametric model is that the latter entails the use of the median and mode, rather the means and standard deviation, in its computational and reporting framework. The use of the median and mode as the basis for statistical significance testing and data presentation is likely to be less familiar to readers, thus a framework utilizing the mean and standard deviation is the preferred reporting structure for Campus Climate reporting.

## Trendline

The current Class Climate report represents the fourth in a series of survey administrations projected to continue into 2015. As such, a sufficient number of points in time have been accrued to allow for the introduction of a trendline. A trendline is a graphic that connects observed data with a line (purely linear or curvilinear) in order to show a general pattern or direction over time. A trendline is advantageous in this statistical analysis as it provides a visual means for ascertaining what pattern, if any, has occurred across the means of survey queries for the fall 2010, spring 2011, spring 2012, spring 2013 and spring 2014 periods.

In practice, the selection of the appropriate trendline is based on the observable pattern of data points and the numerical value of  $R^2$  (“R-squared”). The latter indicates a line’s “goodness of fit.” When  $R^2$  approaches or equals 1, the data points are in close proximity to the line. Various linear models can be utilized, such as linear, polynomial, exponential, or moving average models. For the spring 2014 survey histograms/bar charts, a curvilinear “quartic” model (a polynomial of degree four) was chosen within Excel’s data analysis trendline option. All quartic model trendlines utilized in this report achieved an  $R^2 = 1$ .

## Likert Scale

### Likert Ranking

The Likert ordinal ranking procedure is a popular format for surveys across a broad spectrum of situations. The procedure allows respondents to rank questions and/or statements in terms of their strength of agreement. The procedure makes use a high to low (or, greatest to least) scale utilizing a five-, seven- or eleven-point ranking scheme. Likert scales are useful for measuring attitudes and the corresponding degree a respondent agrees with a given question or statement. Unrelated, stand-alone queries utilizing this format are referred to as “Likert-items.” This differs from a “Likert-scale,” which refers to group, or cluster of questions, measuring the same dimension (single factor), which are then collapsed and summated to generate an average overall score.

## **Instrumentation**

In other words, a Likert scale measures multiple aspects of the same attitude or dimension, while a Likert-item is a discrete measure of attitude or dimension. The two terms are often used interchangeably, but do represent two distinct analytical approaches. Southwestern College's fall 2010, spring 2011, spring 2012 and spring 2013 Campus Climate surveys are substantially comprised of Likert-item queries (with the exception of the first and last questions). Each of these survey queries can be categorized as either an independent item that measures the same dimension or distinct sub-items measuring an identifiable dimension and linked to specific institutional entities, academic units, programs, and organizational outcomes. The use of the Likert-item within Campus Climate surveys is justified based on two important institutional considerations. First, the survey satisfies educational mandates that require ACCJC-accredited institutions to assess perceptions of the College's institutional environment based on ACCJC WASC Accreditation Standards. Second, and as importantly, the survey is an internal means for assessing workplace perceptions of campus entities, academic units, and programs that can be used to inform institutional stakeholders about institutional efficacy and efficiency.

## **Ordinal and Interval Level Measurement**

Typically, survey responses are classified by question or category type as part of a data analysis procedure. Survey data is often used to generate measures of central tendency (mean, median, mode), dispersion (range, standard deviation), and frequency for use in descriptive presentations of data and statistical testing. Likert rating scales represent an ordinal level of measurement. This level of measurement ranks the characteristics of an underlying dimension without providing information about the distance between points. However, Likert scale data, more often than not, treated at the interval level of measurement that assumes an equivalent distance between points along the same dimension. Although Likert data does represent a true ordinal measure, if survey data does not exhibit severe skew (that is, if the data is reasonably symmetric), it may be treated as an interval level measure.

### **Statistical Procedure**

## **Variable Description**

The decision to treat Likert data at the interval level is also motivated by the robustness of various statistical procedures, particularly the single factor Analysis of Variance (ANOVA) model, in post-survey statistical analysis. Although ANOVA is most often used in the assessment of interval and ratio level data (the latter measure is comprised of interval level data with a "true" zero), the model is a reliable methodology when used with ordinal level measures, such as Likert-item or Likert scale data. An important caveat in the treatment of ordinal data as an interval level of measure is that the underlying Likert rankings must be comprised of at least five points. This condition is satisfied as the Campus Climate survey's utilization of Strongly Agree, Moderately Agree, Moderately Disagree, Strongly Disagree, and No Opinion framework. Moreover, the ANOVA analysis must have an independent (predictor) and dependent (outcome) variable. Within the Campus Climate survey analysis framework, each Likert-item is treated as an independent variable defined by its discrete (categorical) assignment, with employee satisfaction levels treated as the dependent variable.

## **Hypothesis Testing**

Although a detailed description of the ANOVA testing procedures is outside the scope this report, a generalized treatment of each is possible. ANOVA models are among the most widely

used statistical techniques for comparing differences between group means. There are various versions of ANOVA models and each version is defined by its own set of testing criteria. Yet, the general testing procedure associated with each statistical model attempts to answer a fundamental research question:

*“Do observed variations in group means indicate a true difference, or is this variation attributable to chance?”*

This research question is then broken into two component research hypotheses. The first is the *null hypothesis*, which asserts that there is no true underlying difference between the groups (populations) being compared and that what is being observed can be attributed to chance. The second is the alternate, or *research hypothesis*, a claim that any underlying differences are not the result of chance, but are rather an indication of legitimate differences. The determination of whether a result is statistically significant is synonymous with the decision to either reject, or fail to reject,<sup>4</sup> the null hypothesis.

### **P-value**

This decision is based on the p-value, a probabilistic value associated with the computed test statistic within the ANOVA model. The rule is straightforward. When a p-value is under five percent ( $p < 0.05$ ), the null hypothesis is rejected in favor of the research hypothesis. Conversely, when a p-value is equal to or above five percent ( $p \geq 0.05$ ) the null hypothesis is not rejected—or, more accurately, we fail to reject the null hypothesis. All relevant p-values utilized in this report were derived SPSS data runs utilizing “univariate” statistical features.

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<sup>4</sup> “Acceptance” of a null hypothesis is considered semantically incorrect because it implies something has been proven irrefutably true, which is never the case with statistical data.



## Tables

**Survey question rankings:  
Questions with the most change from spring 2013 to spring 2014**

<b>Table II</b>			
<b>Question</b>	<b>Spring 2014</b>	<b>Spring 2013</b>	<b>p-value</b>
55e. [Maintenance Services] My needs are being met in each of the following areas:	2.70	2.95	0.005
55c. [Library Services] My needs are being met in each of the following areas:	3.11	2.81	0.010
48i. [Maintenance] The operational processes and departments listed below allow me to perform my job effectively and efficiently:	2.80	3.01	0.016
36. Accurate and complete information about the SWC budget is accessible and/or provided on request in a timely manner.	2.24	2.00	0.029
6. I feel an environment of trust and respect exists for all employees at SWC.	2.01	1.84	0.045
49h. [Institutional Program Review] I would like to have input into improving institutional processes:	2.82	3.02	0.047
64. I have been provided with updated training to perform the duties specified in my job description.	2.64	2.43	0.051
49g. [Strategic planning process] I would like to have input into improving institutional processes:	2.89	3.08	0.053
50b. [Budget planning process] The institution organizes its key processes and allocates its resources to effectively support student learning:	2.31	2.13	0.059
1. I am aware of the Mission Statement and priorities of the College.	93%	96%	0.062

**Survey question rankings:  
Questions with the least change from spring 2013 to spring 2014**

<b>Table III</b>			
<b>Question</b>	<b>Spring 2014</b>	<b>Spring 2013</b>	<b>p-value</b>
18. Administrators have a substantive and clearly defined role in the shared planning and decision-making process.	2.90	2.90	0.986
8c. [Middle Management Leaders (e.g. Dean/Director/Supervisor)] Institutional leaders create an environment that promotes trust and respect:	2.64	2.64	0.979
34. Strategic priorities drive budget decisions.	2.30	2.30	0.976
22. The hiring, promotion, and equal employment practices are fair to all employees.	2.34	2.34	0.972
42i. [Accreditation Self-study] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes:	2.83	2.84	0.970
35b. [Division Level (e.g. Academic Affairs/Student Affairs/Human Resources/Business & Financial Affairs)] Budget allocation is decided fairly and equitably in the following areas:	2.25	2.24	0.970
33. The budget development and budget decision-making process is set up to achieve SWC priorities, as identified in the Strategic Plan.	2.39	2.40	0.952
20. ACCJC Standards establish that the Governing Board and Superintendent/President rely on the faculty, the Academic Senate and Curriculum Committee, and Academic Administrators for recommendations about student learning programs and services. SWC is in compliance with the standard.	2.55	2.55	0.937
67. How would you describe morale at Southwestern College today as compared to five years ago?	1.94	1.95	0.937
42j. [Institutional Program Review] SWC maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes...	2.78	2.77	0.935