

Employee Survey

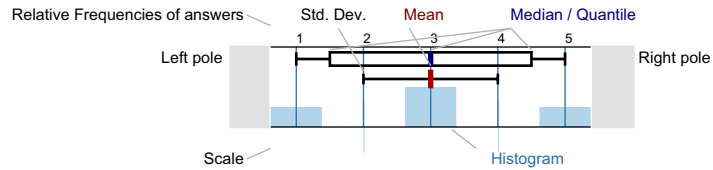
Saddleback College Employee Survey 2009 (
No. of responses = 334



Survey Results

Legend

Question text



n=Amount
av.=Mean
md=Median
dev.=Std. Dev.
ab.=Abstention

Demographics

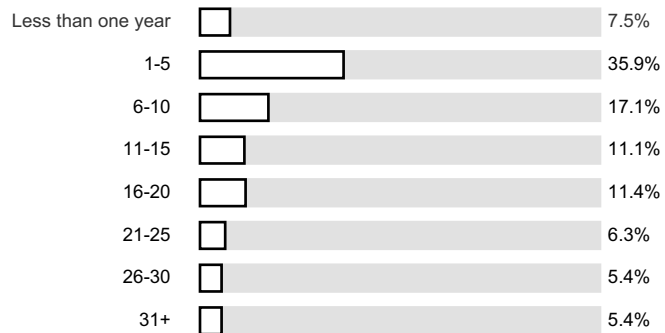
1.1) What is your employee status?

n=334



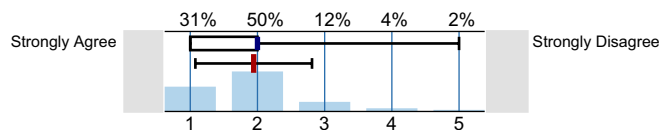
1.2) How many years have you been employed with the South Orange County Community College District?

n=334



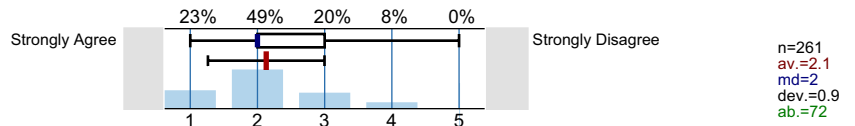
Mission

2.1) The Saddleback College Mission is clearly communicated.

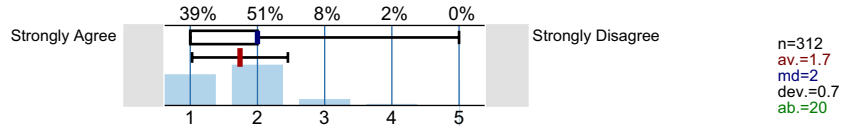


n=321
av.=1.9
md=2
dev.=0.9
ab.=12

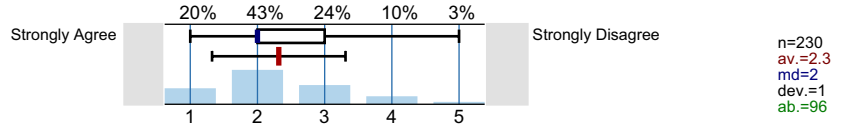
2.2) The Saddleback College Mission is systematically evaluated.



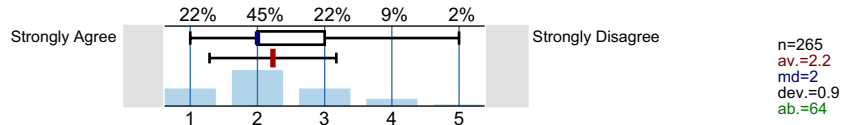
2.3) The Saddleback College Mission actively supports student learning.



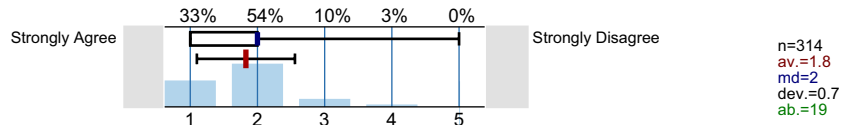
2.4) The Saddleback College Mission is central to college budget planning and resource allocation.



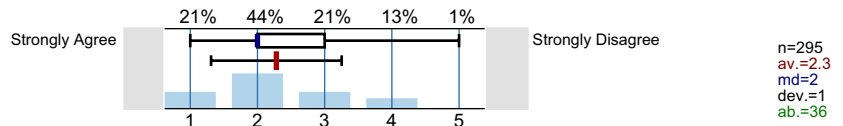
2.5) The Saddleback College Mission is central to college planning and decision making processes.



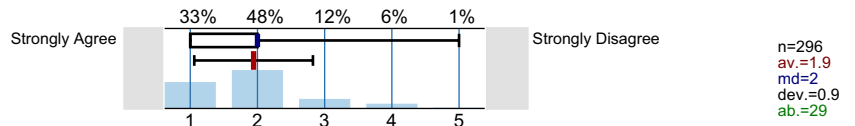
2.6) The Saddleback College Mission clearly identifies the educational purpose of Saddleback College.



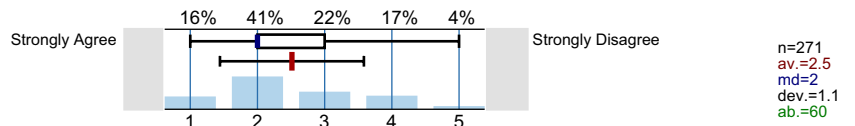
2.7) The Saddleback College Mission identifies the intended student population.



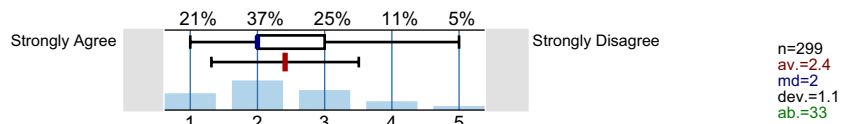
2.8) The Saddleback College Mission meets the educational needs in South Orange County.



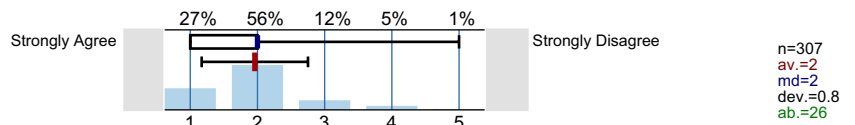
2.9) All constituency groups work collegially toward achieving Saddleback College's Mission.



2.10) I have the opportunity to have input into the Saddleback College Mission.

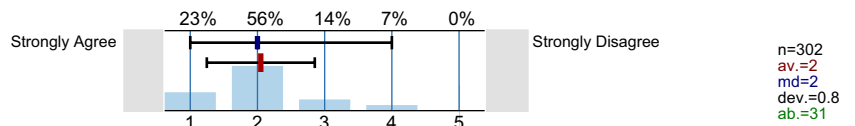


2.11) Saddleback College's programs and offerings fit the stated mission of the College.

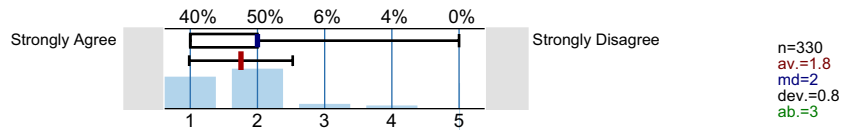


Institutional Effectiveness

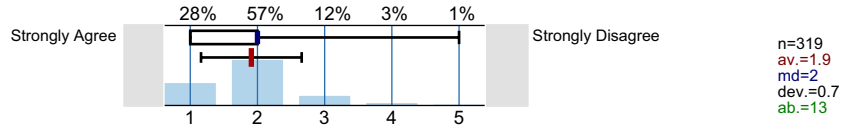
3.1) Support services are aligned with the Saddleback College Mission.



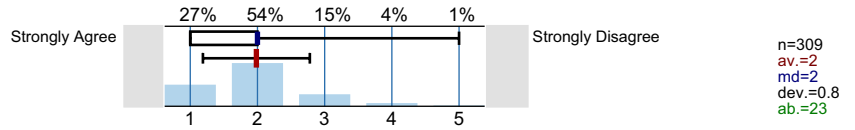
3.2) Saddleback College supports student learning.



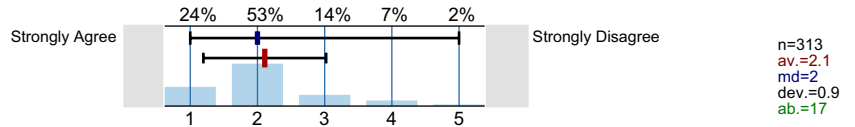
3.3) Saddleback College assesses student learning.



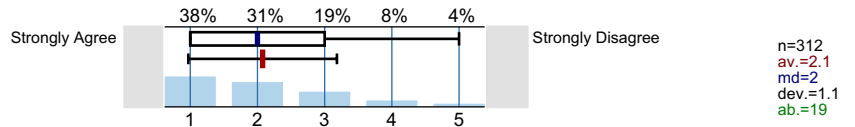
3.4) Saddleback College makes changes to improve student learning.



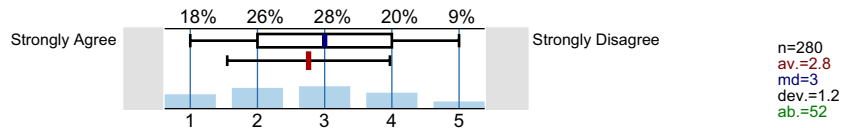
3.5) Saddleback College allocates resources to support student learning.



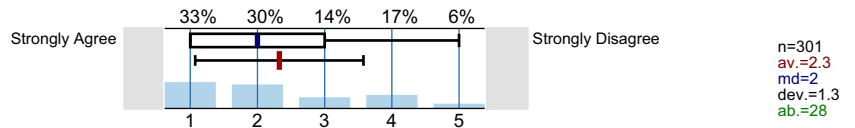
3.6) I have the opportunity to have input into student learning outcomes (SLOs) at Saddleback College.



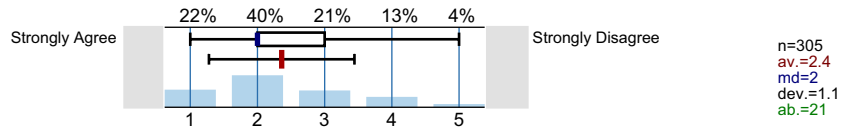
3.7) I have the opportunity to have input into administrative or operational unit outcomes (AUOs) at Saddleback College.



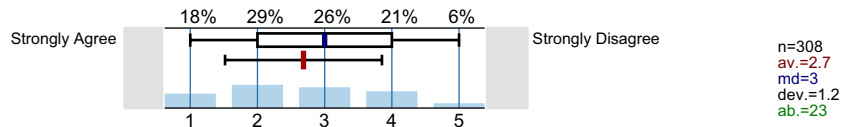
3.8) I have participated in a program review that involves either my academic discipline or administrative unit.



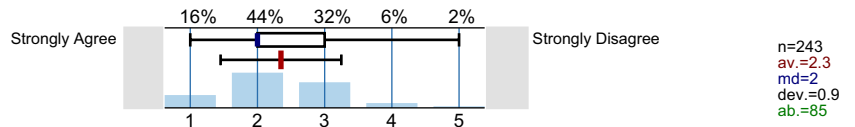
3.9) I have the opportunity to participate in the planning and goal setting process at Saddleback College.



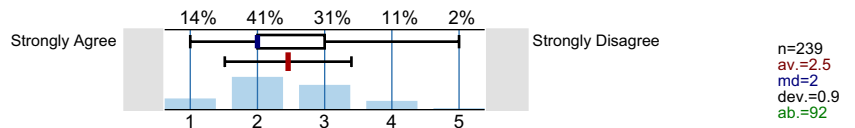
3.10) I have the opportunity to effectively participate in decision making that affects Saddleback College.



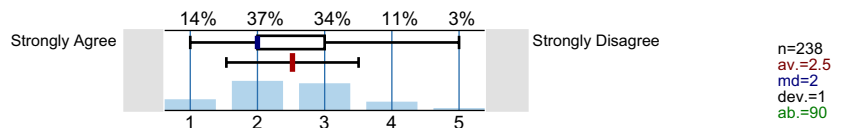
3.11) Reliable data is used for evaluation at Saddleback College.



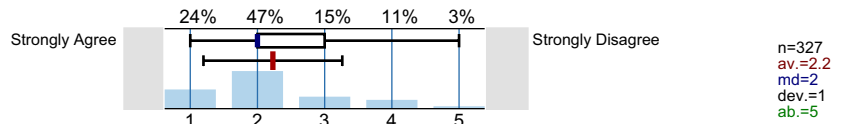
3.12) Reliable data is used for planning at Saddleback College.



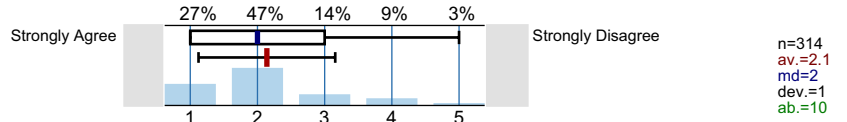
3.13) Reliable data is used for decision making at Saddleback College.



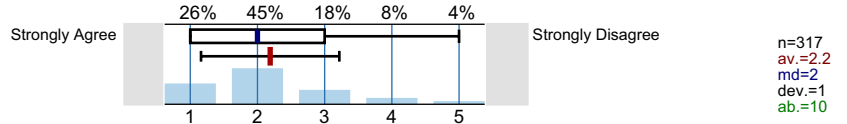
3.14) I am informed in a timely manner of significant college wide issues.



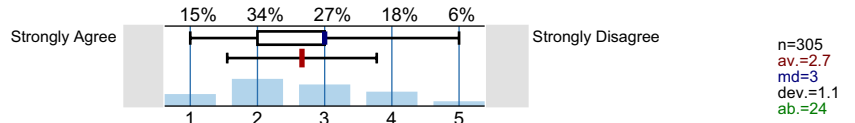
3.15) I have the opportunity to provide input on prioritizing equipment needs that affect my area.



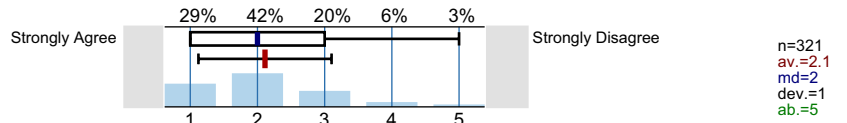
3.16) I have the opportunity to provide input on prioritizing technology needs that affect my area.



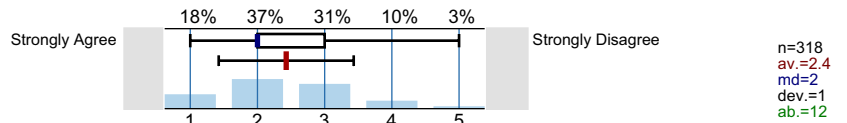
3.17) I have the opportunity to provide input on prioritizing human resource needs that affect my area.



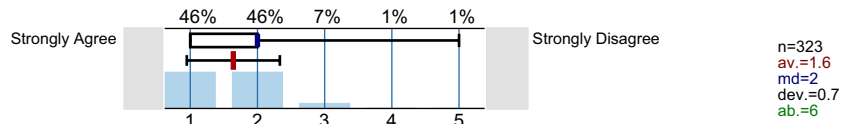
3.18) The environment at Saddleback College enables me to do my best to ensure student learning.



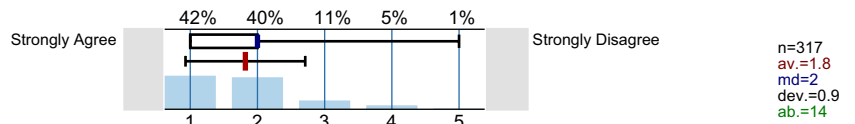
3.19) The environment at Saddleback College enables me to do my best to ensure institutional improvement.



3.20) Saddleback College provides its students with high quality instructional programs.

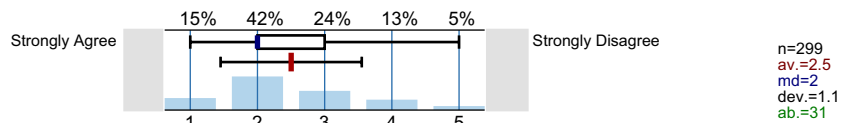


3.21) Saddleback College provides its students with high quality support services.

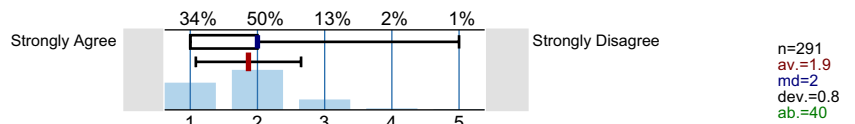


Institutional Programs

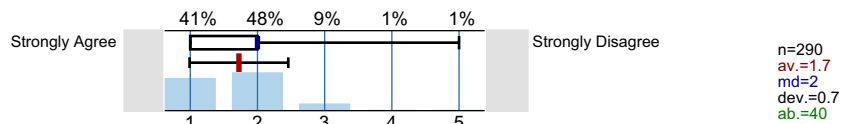
4.1) Saddleback College maintains a consistent dialogue between administration, faculty, staff and students about the quality of its programs.



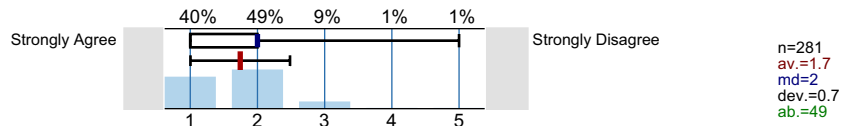
4.2) Saddleback College faculty presents course content fairly and objectively in accordance with approved College curriculum.



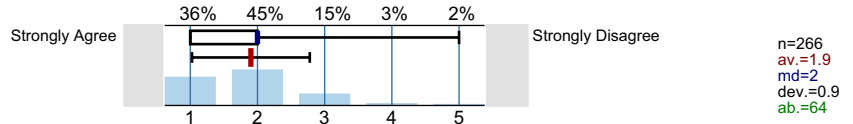
4.3) Saddleback College relies on faculty expertise to develop program and course-level SLOs.



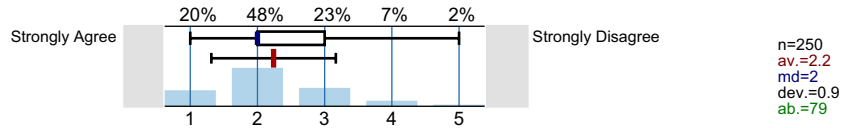
4.4) Saddleback College relies on faculty expertise to assess program and course-level SLOs.



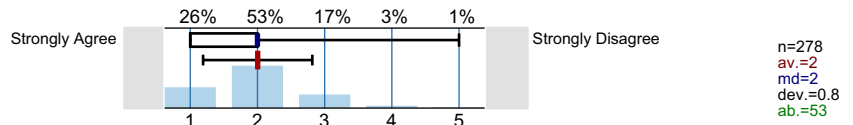
4.5) Saddleback College relies on faculty expertise to utilize the results from program and course-level SLOs to make changes to instructional strategies.



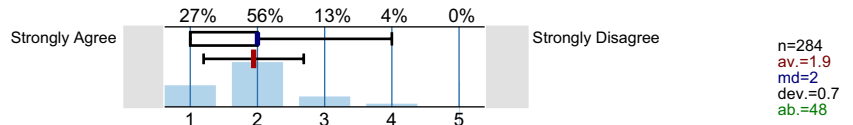
4.6) Teaching methodologies have been changed to improve learning as a result of assessed learning outcomes.



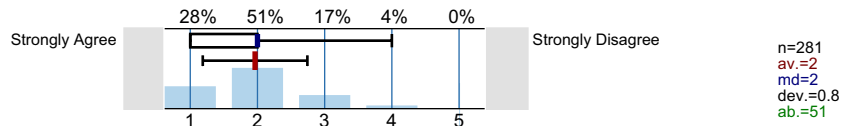
4.7) Course content has been developed with the goal of meeting stated learning objectives including student mastery of course content.



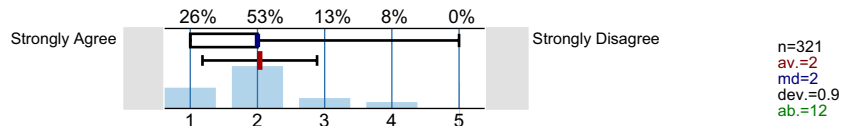
4.8) The Course Catalog is accurate.



4.9) The Course Catalog is complete.

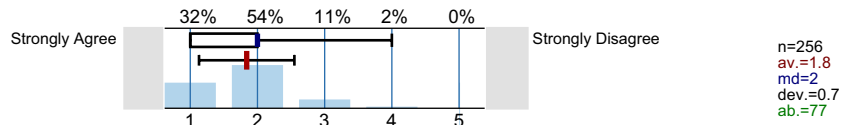


4.10) The Course Catalog is easy to understand and use.

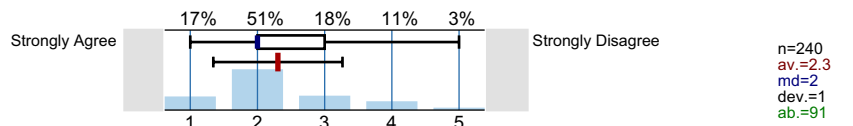


Library and Learning Support Services

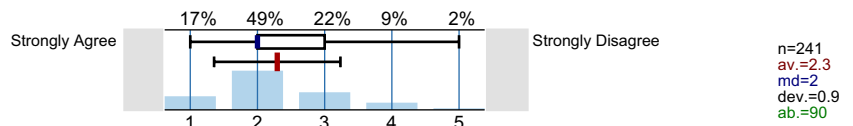
5.1) The Library provides remote access to library resources.



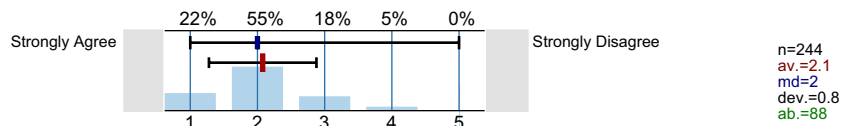
5.2) The Library holdings are sufficient in quality to meet the needs of the college's educational programs.



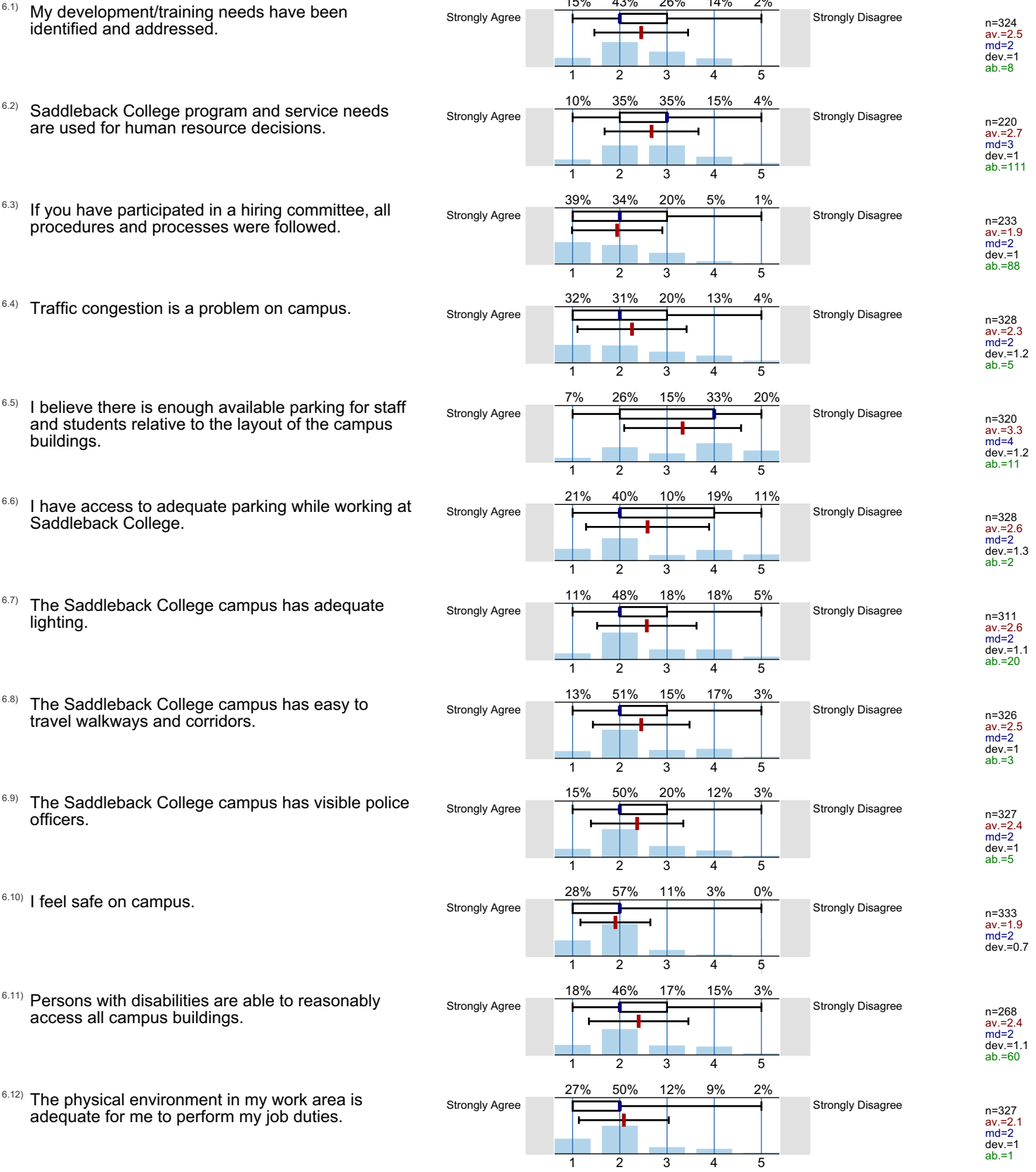
5.3) The Library holdings are sufficient in quantity to meet the needs of the college's educational programs.

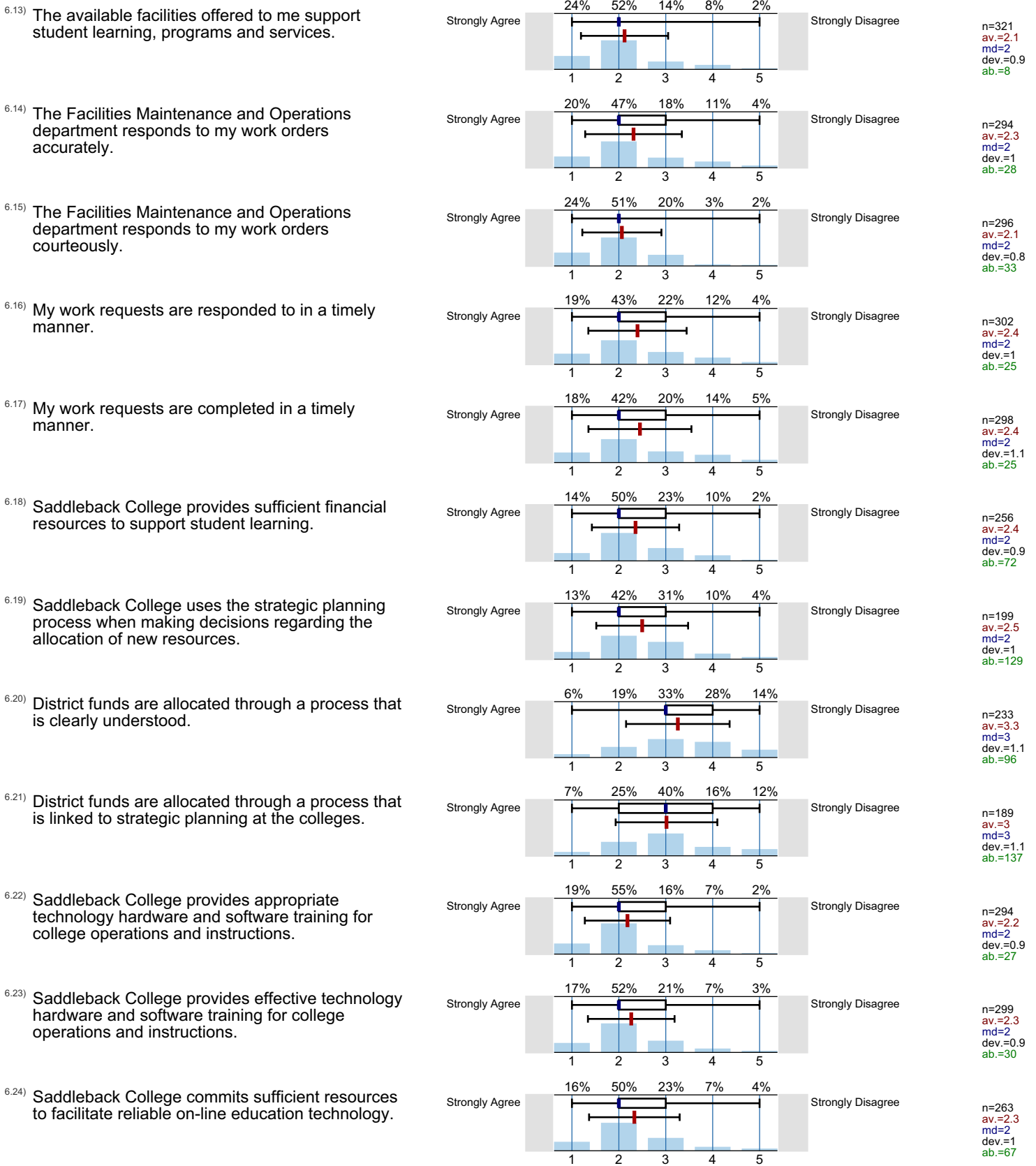


5.4) The Library's reference and instructional services meet the needs of the college's educational programs.

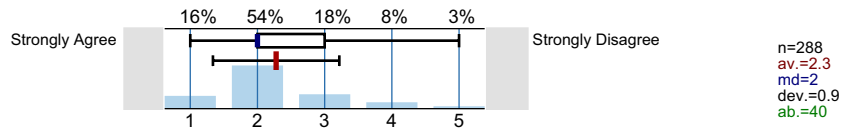


Resources



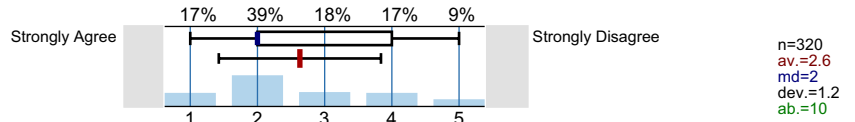


6.25) Saddleback College allocates technology resources and services in a manner that supports and enhances the institution.

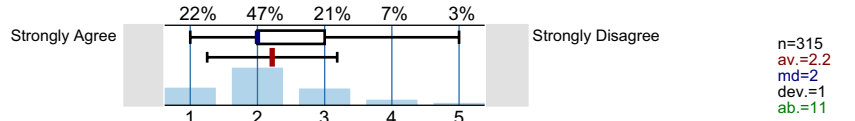


College Leadership

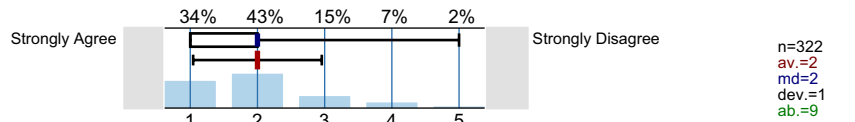
7.1) There is a climate of mutual respect and trust among the administrators, faculty, staff, and students at Saddleback College.



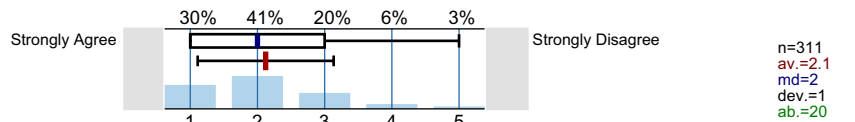
7.2) My input regarding improving practice, programs and services is encouraged by my colleagues.



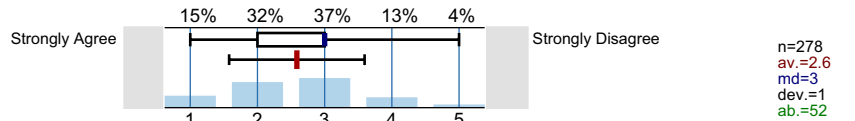
7.3) My ideas are listened to and considered during the decision-making processes in my department/operational unit.



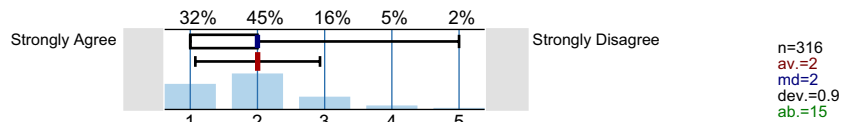
7.4) My ideas are listened to and considered during the decision-making processes in my division.



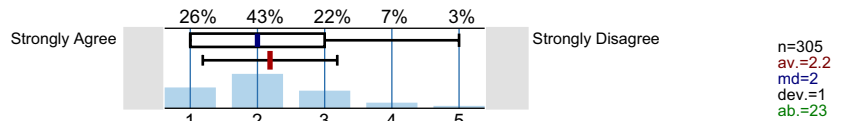
7.5) My ideas are listened to and considered during the decision-making processes at Saddleback College.



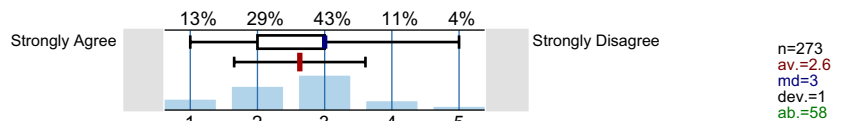
7.6) My ideas are listened to and considered during the planning processes in my department/operational unit.



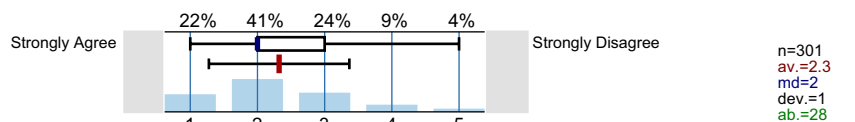
7.7) My ideas are listened to and considered during the planning processes in my division.



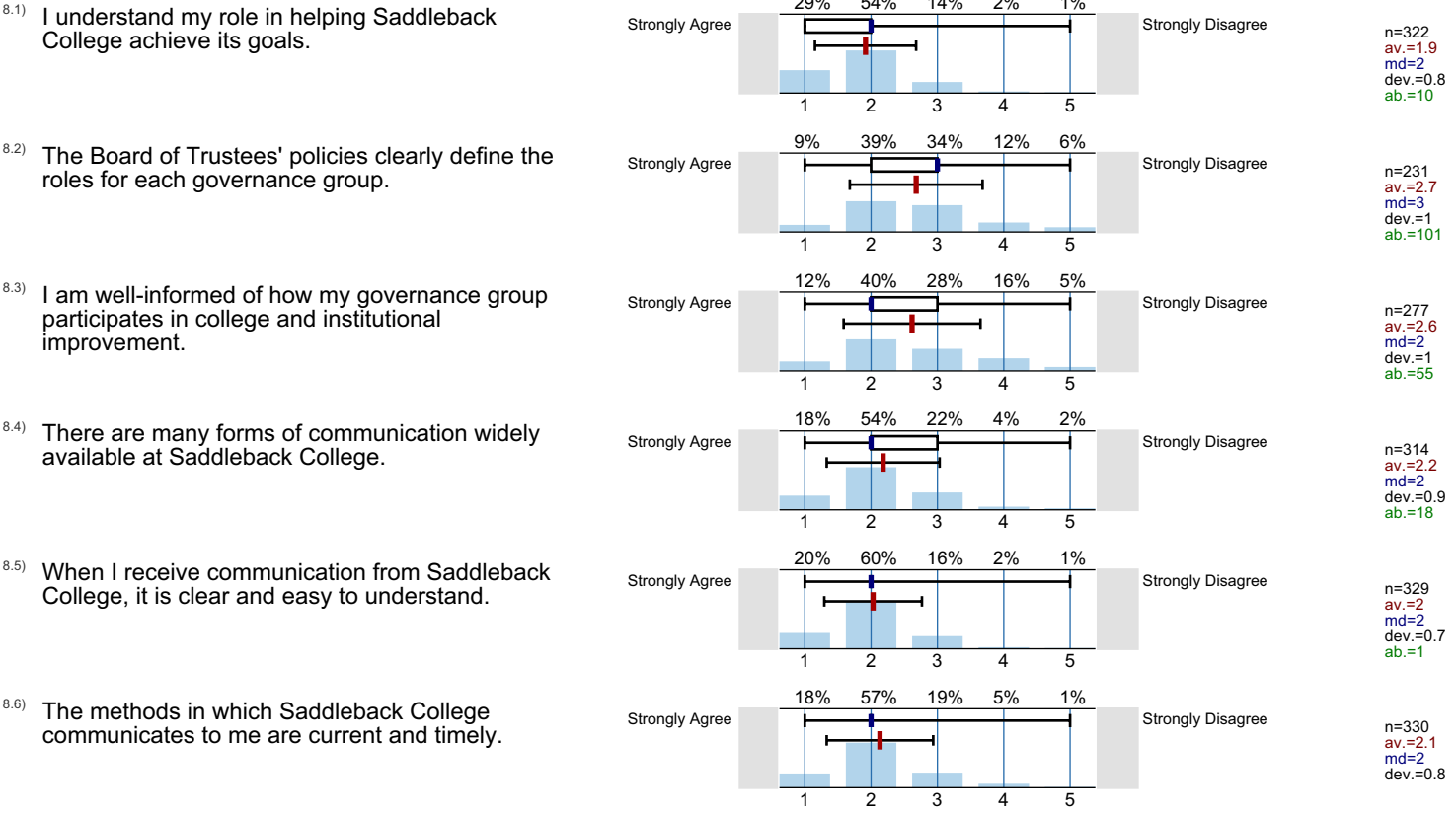
7.8) My ideas are listened to and considered during the planning processes at Saddleback College.



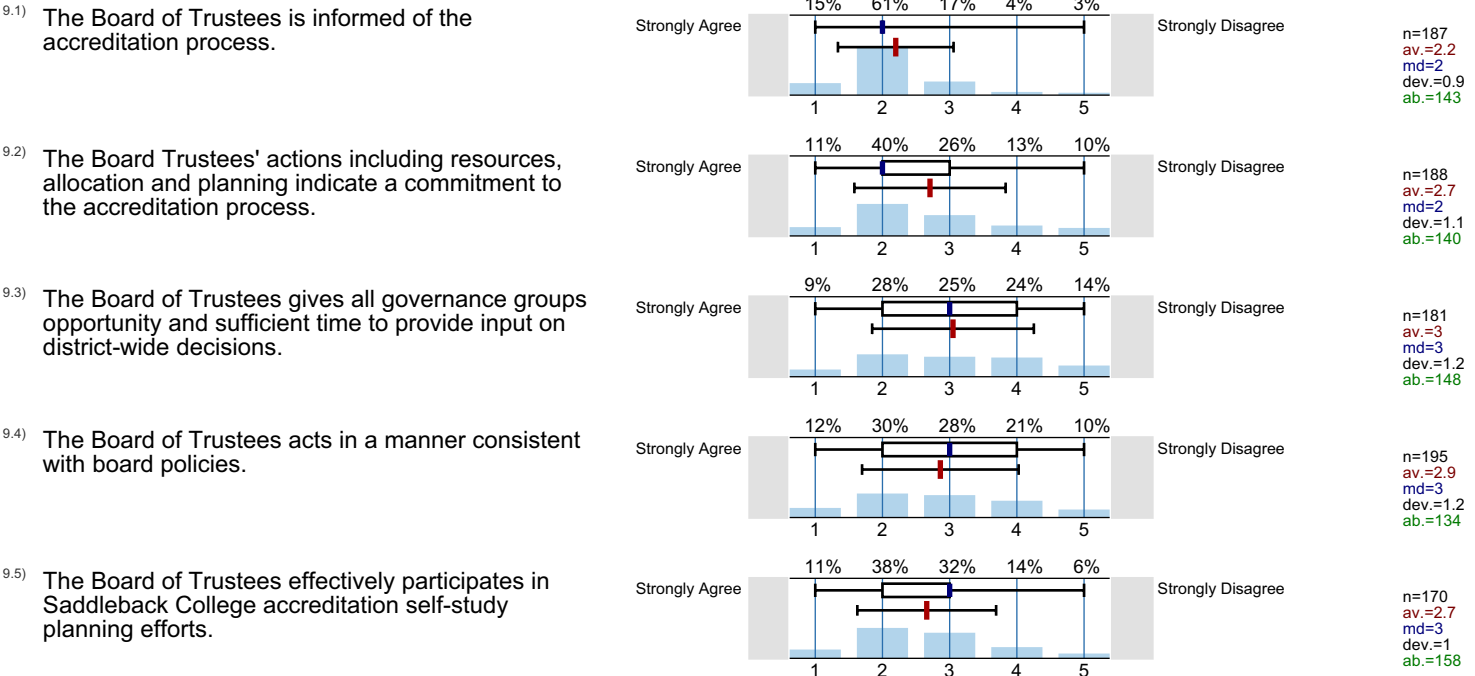
7.9) Saddleback College leaders encourage administrators, faculty, staff, and students, no matter what their official title, to take initiative in improving practice, programs and services.



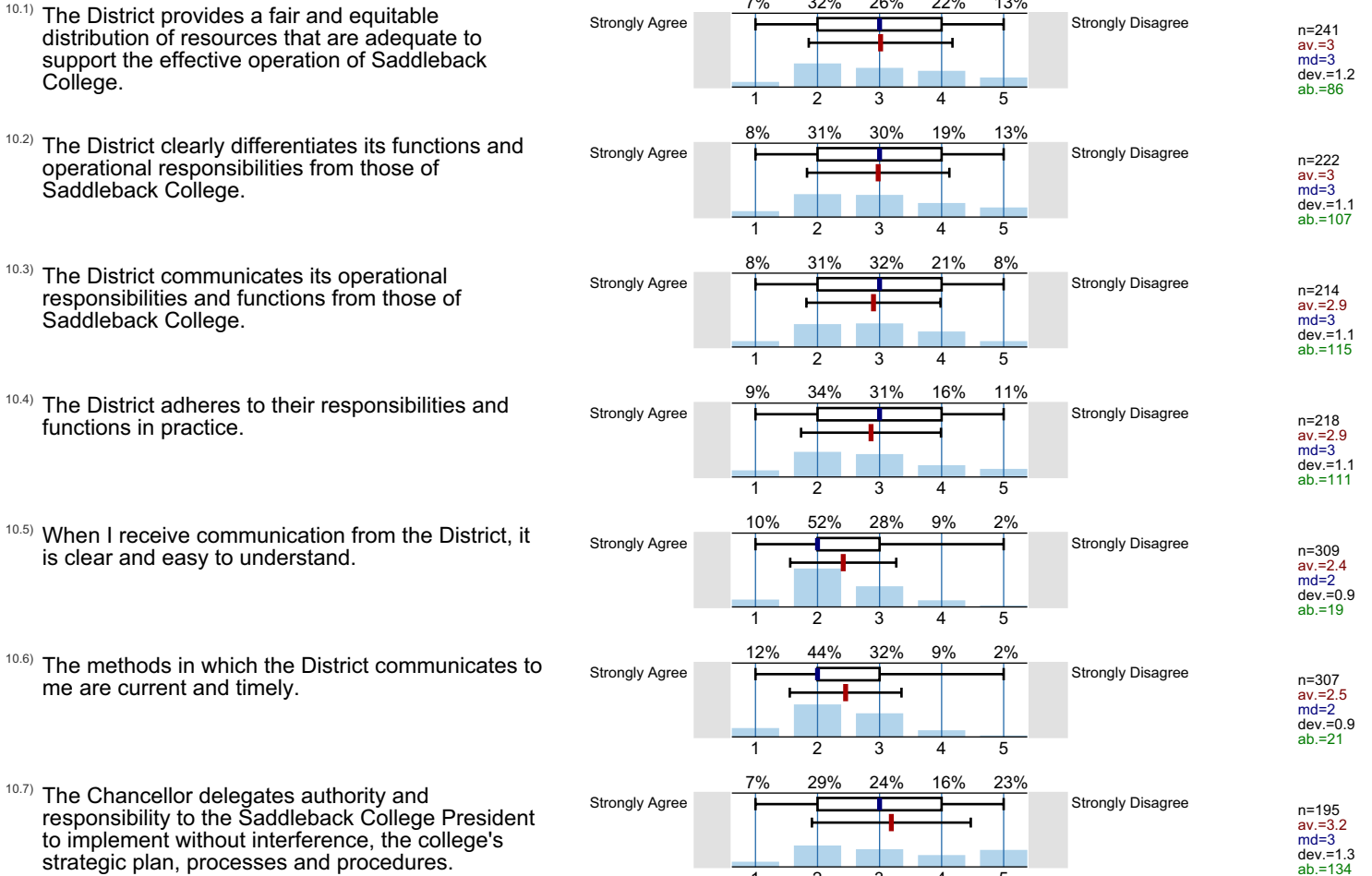
College Communication



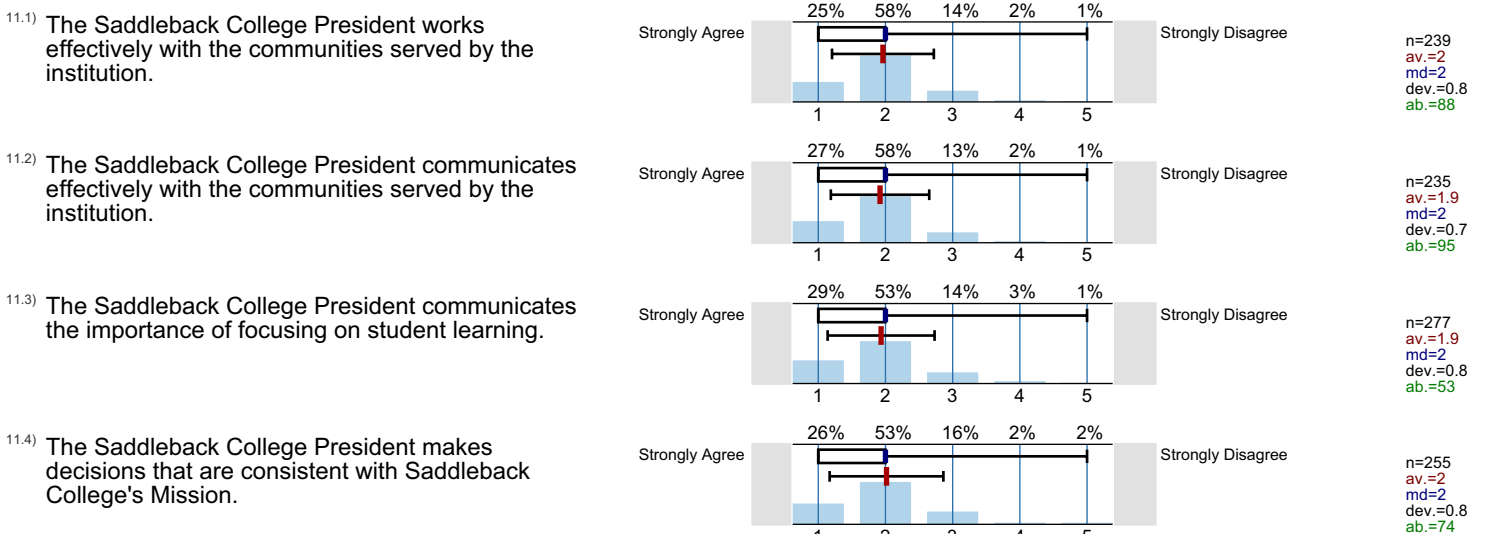
Board of Trustees



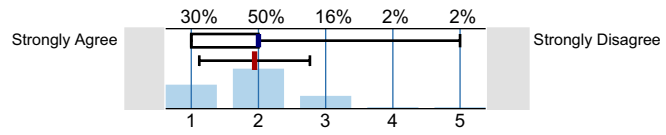
District Leadership



Saddleback College President

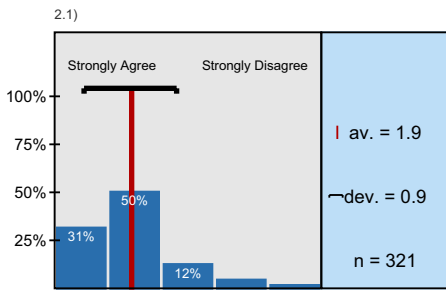


11.5) The Saddleback College President establishes a collegial process that sets values, goals, and priorities for the college.

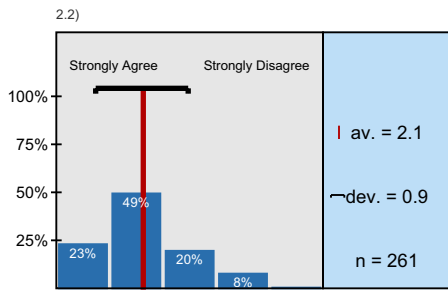


n=261
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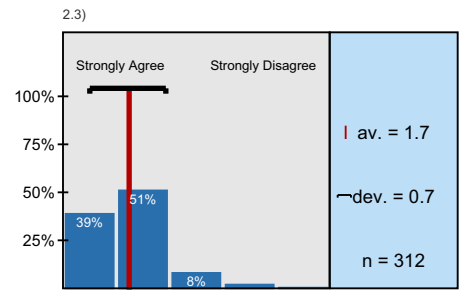
Histogram for scaled questions



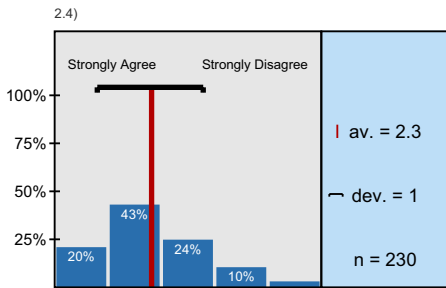
The Saddleback College Mission is clearly communicated.



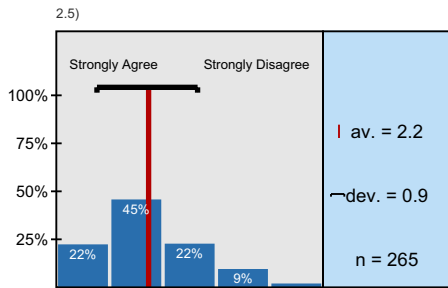
The Saddleback College Mission is systematically evaluated.



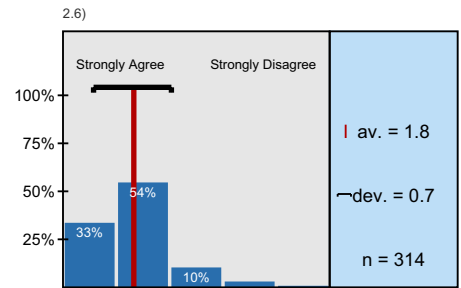
The Saddleback College Mission actively supports student learning.



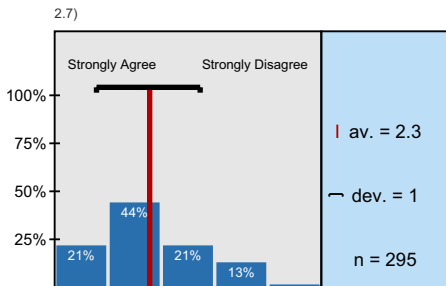
The Saddleback College Mission is central to college budget planning and



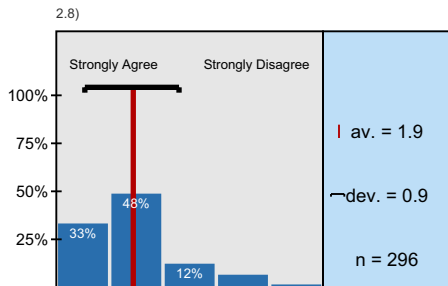
The Saddleback College Mission is central to college planning and decision making



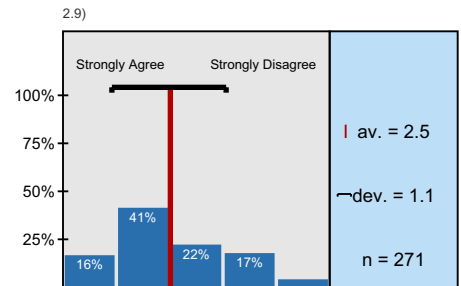
The Saddleback College Mission clearly identifies the educational purpose of



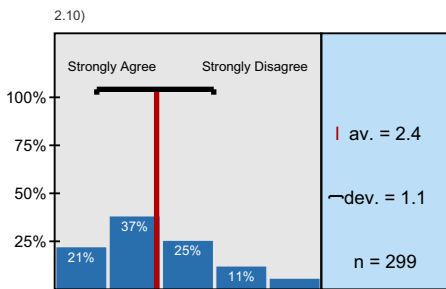
The Saddleback College Mission identifies the intended student population.



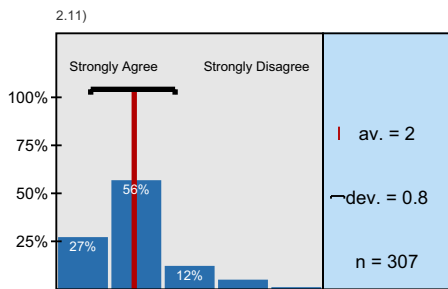
The Saddleback College Mission meets the educational needs in South Orange County.



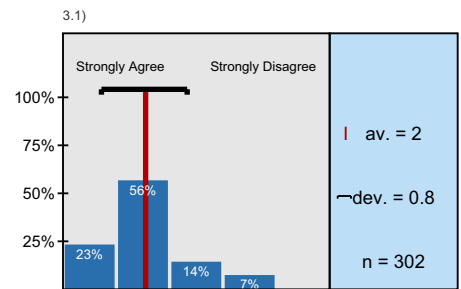
All constituency groups work collegially toward achieving Saddleback College's Mission.



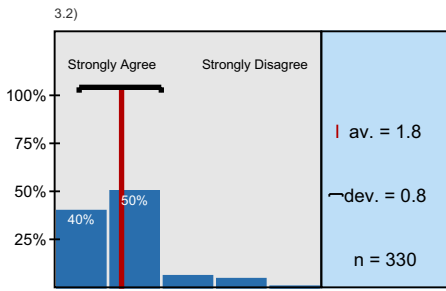
I have the opportunity to have input into the Saddleback College Mission.



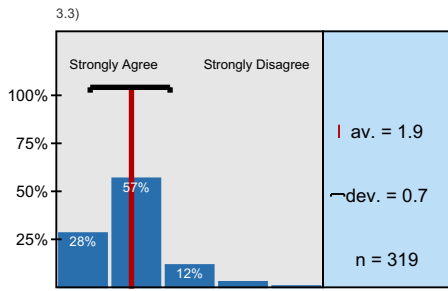
Saddleback College's programs and offerings fit the stated mission of the College.



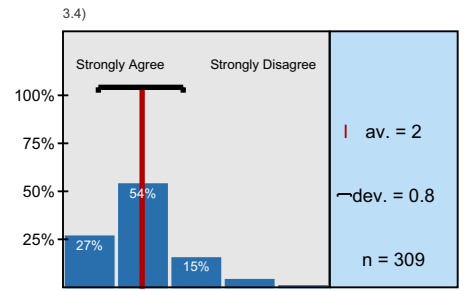
Support services are aligned with the Saddleback College Mission.



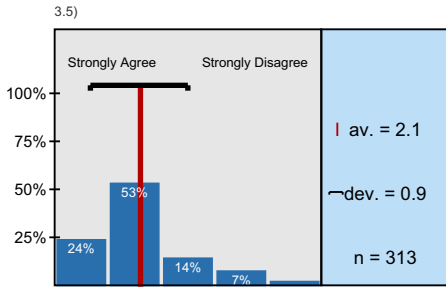
Saddleback College supports student learning.



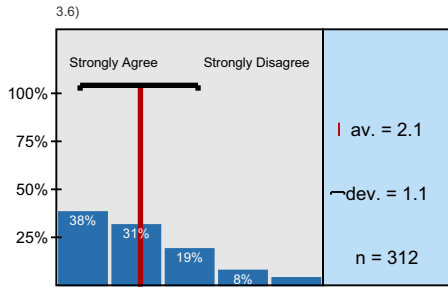
Saddleback College assesses student learning.



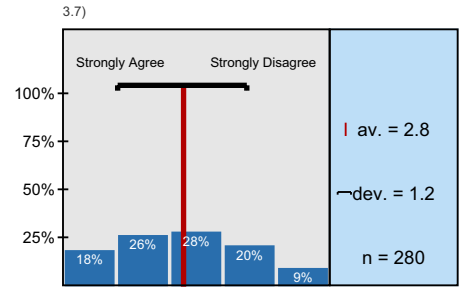
Saddleback College makes changes to improve student learning.



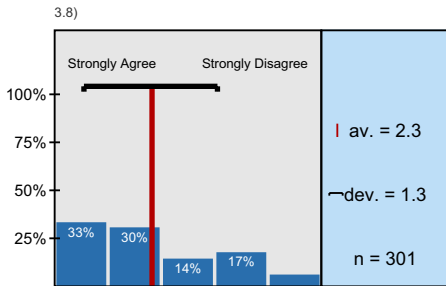
Saddleback College allocates resources to support student learning.



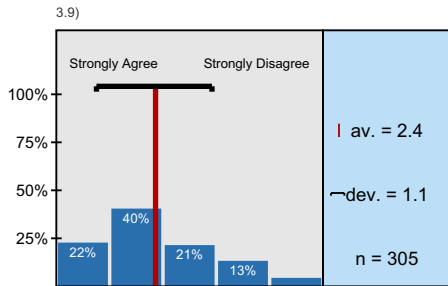
I have the opportunity to have input into student learning outcomes (SLOs) at Saddleback



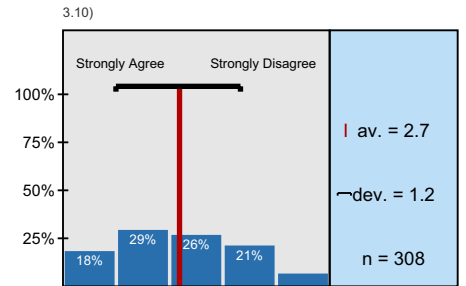
I have the opportunity to have input into administrative or operational unit outcomes



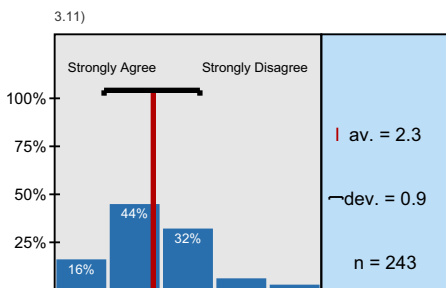
I have participated in a program review that involves either my academic discipline or



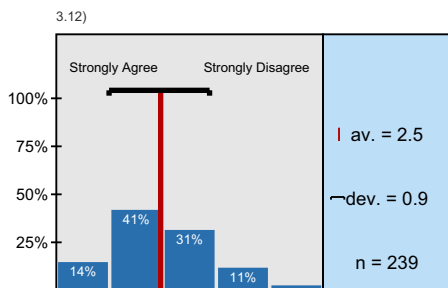
I have the opportunity to participate in the planning and goal setting process at



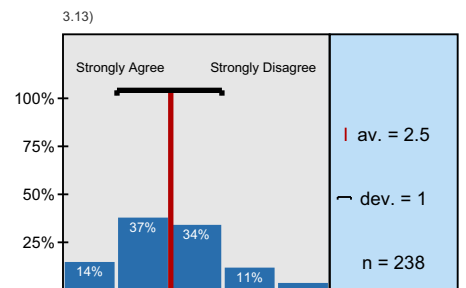
I have the opportunity to effectively participate in decision making that affects Saddleback



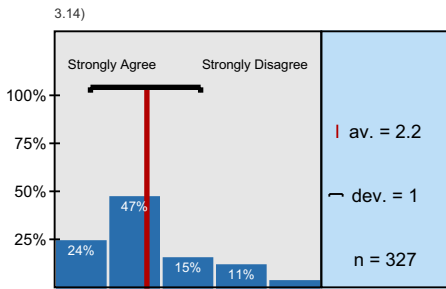
Reliable data is used for evaluation at Saddleback College.



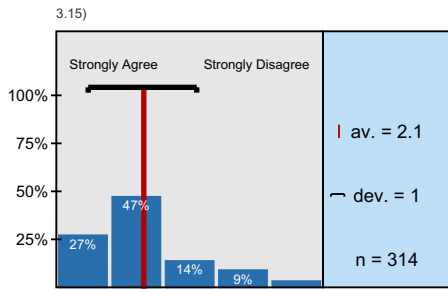
Reliable data is used for planning at Saddleback College.



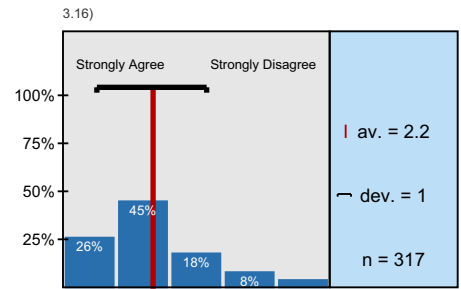
Reliable data is used for decision making at Saddleback College.



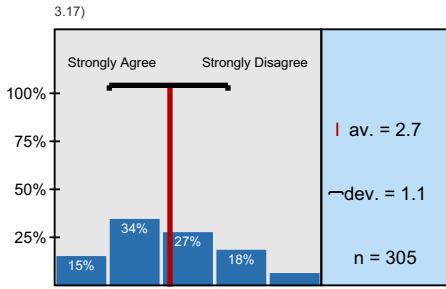
I am informed in a timely manner of significant college wide issues.



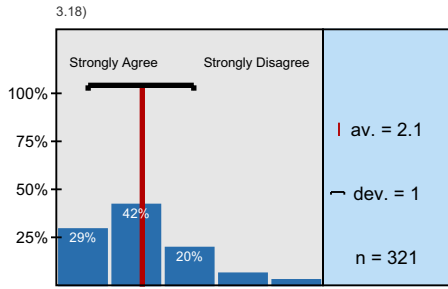
I have the opportunity to provide input on prioritizing equipment needs that affect my area.



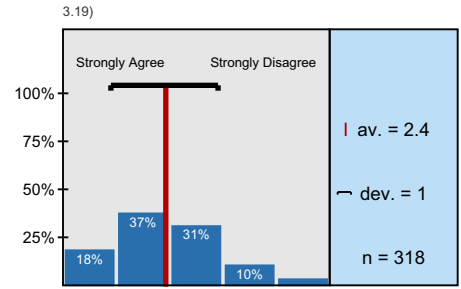
I have the opportunity to provide input on prioritizing technology needs that affect my area.



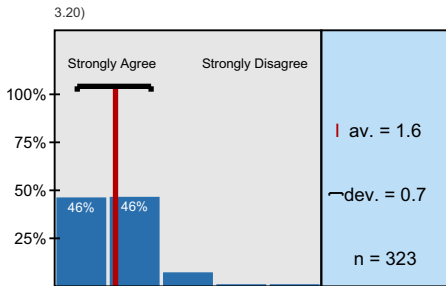
I have the opportunity to provide input on prioritizing human resource needs that affect my area.



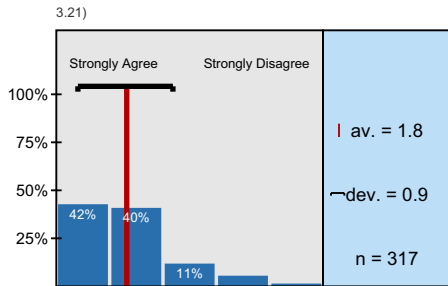
The environment at Saddleback College enables me to do my best to ensure student success.



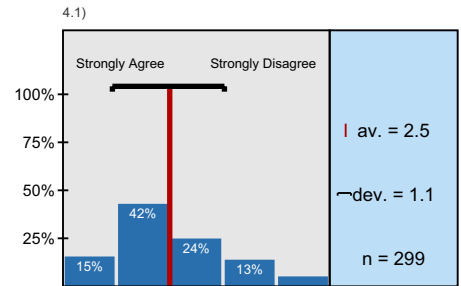
The environment at Saddleback College enables me to do my best to ensure institutional success.



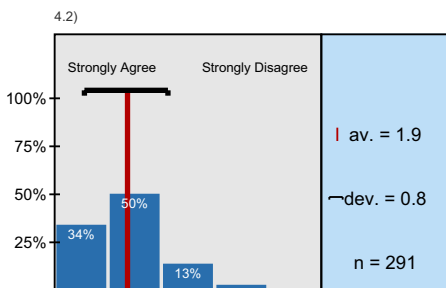
Saddleback College provides its students with high quality instructional programs.



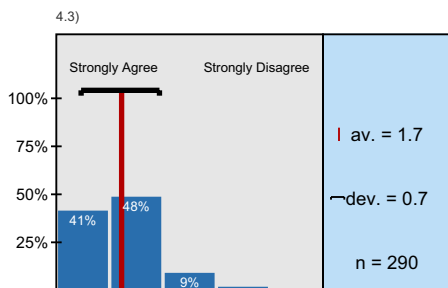
Saddleback College provides its students with high quality support services.



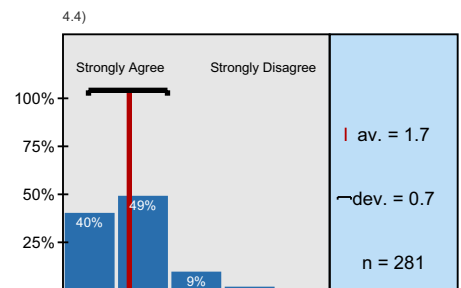
Saddleback College maintains a consistent dialogue between administration, faculty, staff and students.



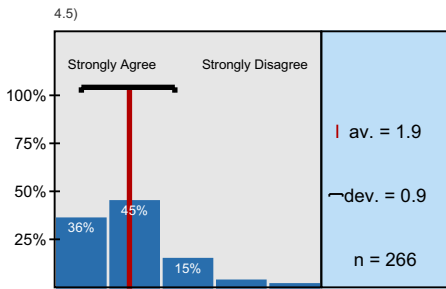
Saddleback College faculty presents course content fairly and objectively in accordance with program and course-level SLOs.



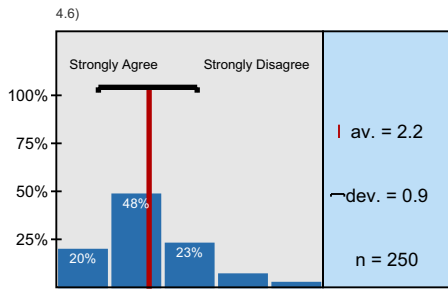
Saddleback College relies on faculty expertise to develop program and course-level SLOs.



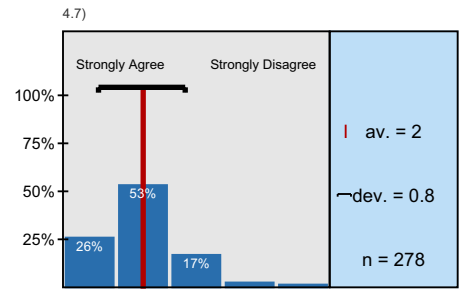
Saddleback College relies on faculty expertise to assess program and course-level SLOs.



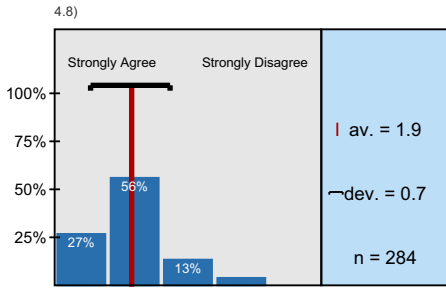
Saddleback College relies on faculty expertise to utilize the results from program and course-



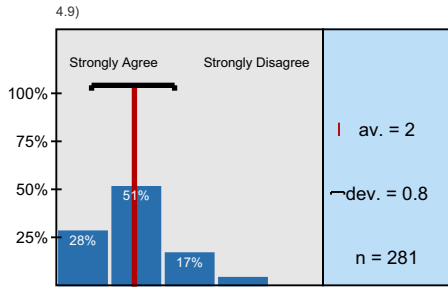
Teaching methodologies have been changed to improve learning as a result of assessed



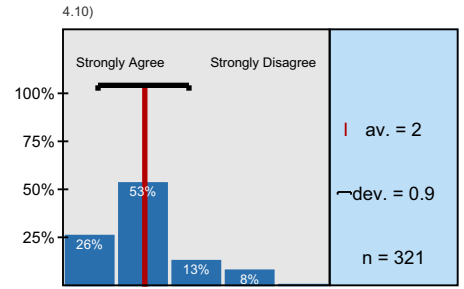
Course content has been developed with the goal of meeting stated learning objectives



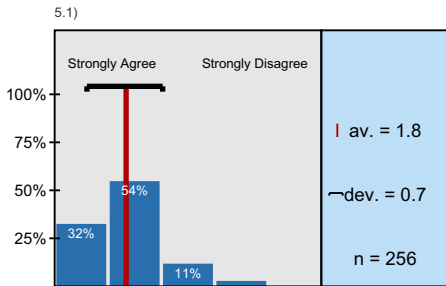
The Course Catalog is accurate.



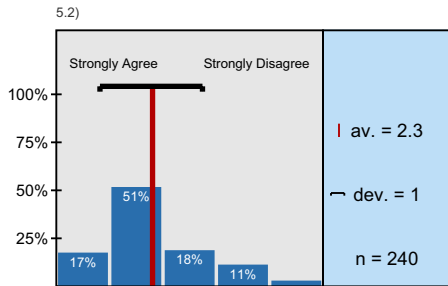
The Course Catalog is complete.



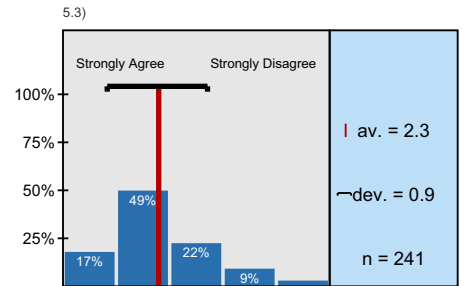
The Course Catalog is easy to understand and use.



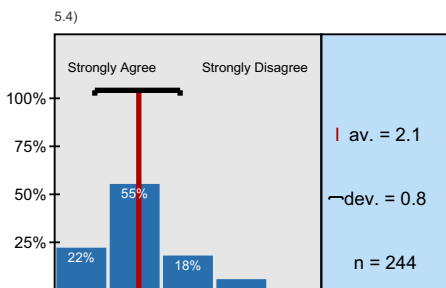
The Library provides remote access to library resources.



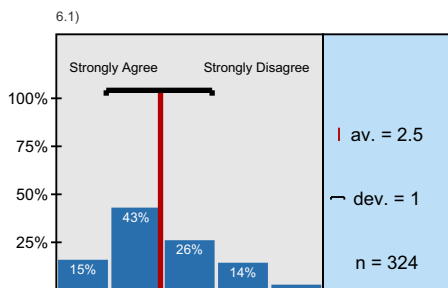
The Library holdings are sufficient in quality to meet the needs of the college's educational



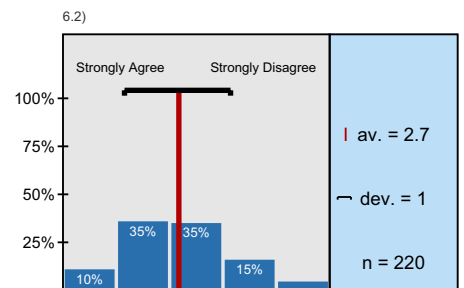
The Library holdings are sufficient in quantity to meet the needs of the college's educational



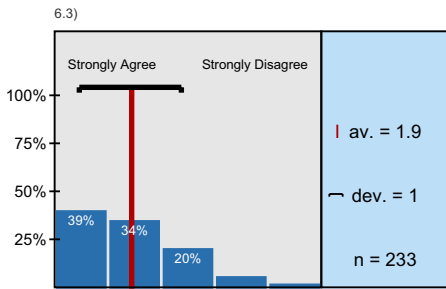
The Library's reference and instructional services meet the needs of the college's



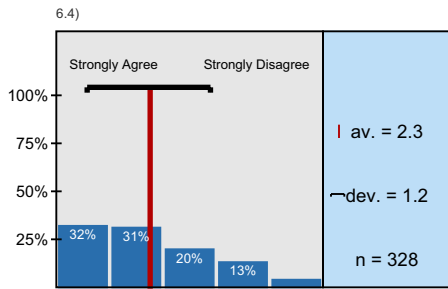
My development/training needs have been identified and addressed.



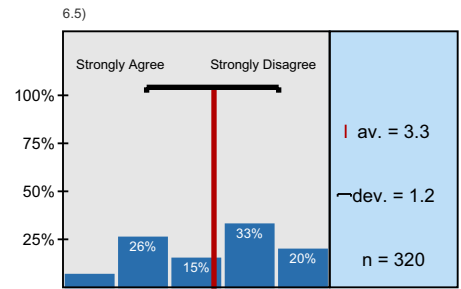
Saddleback College program and service needs are used for human resource decisions.



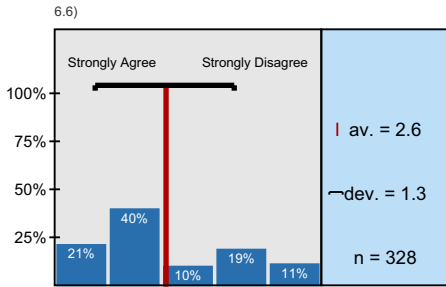
If you have participated in a hiring committee, all procedures and processes were followed.



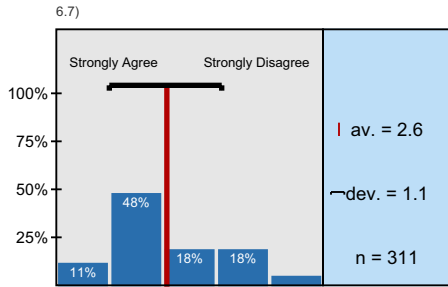
Traffic congestion is a problem on campus.



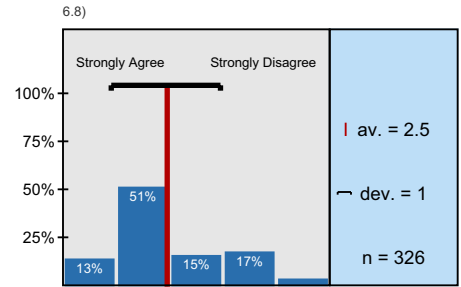
I believe there is enough available parking for staff and students relative to the layout of the campus.



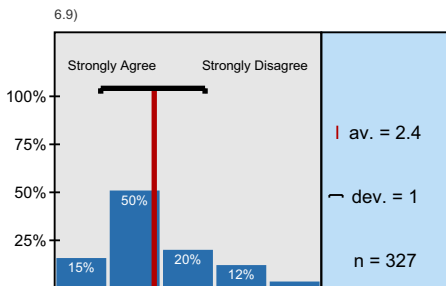
I have access to adequate parking while working at Saddleback College.



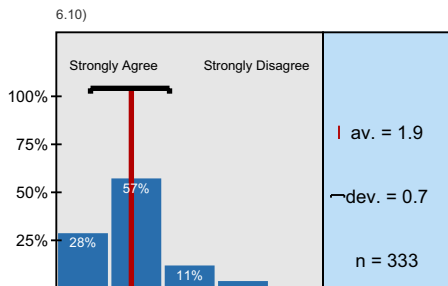
The Saddleback College campus has adequate lighting.



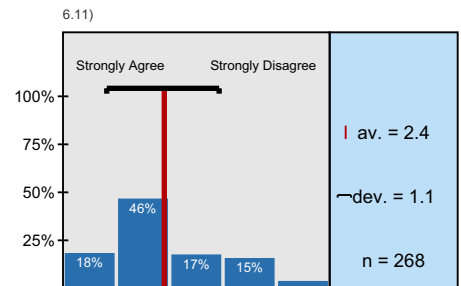
The Saddleback College campus has easy to travel walkways and corridors.



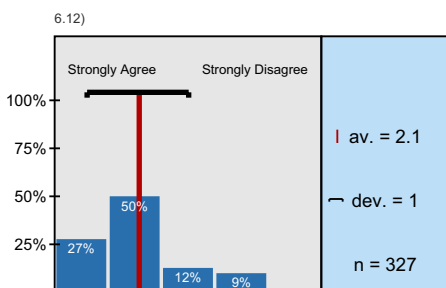
The Saddleback College campus has visible police officers.



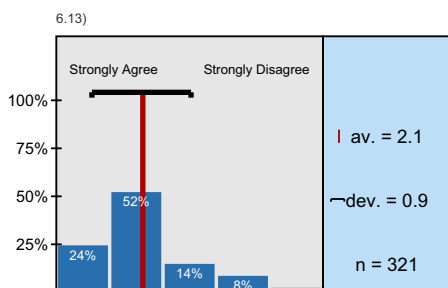
I feel safe on campus.



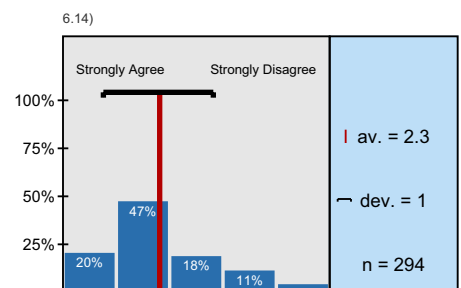
Persons with disabilities are able to reasonably access all campus buildings.



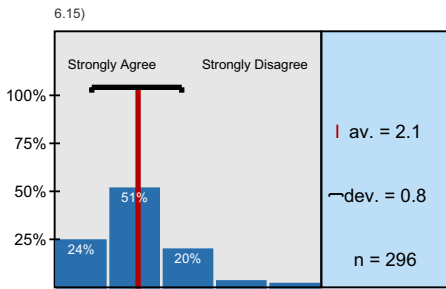
The physical environment in my work area is adequate for me to perform my job duties.



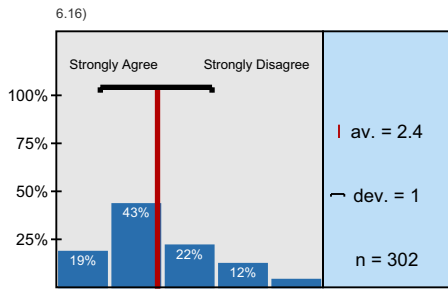
The available facilities offered to me support student learning, programs and services.



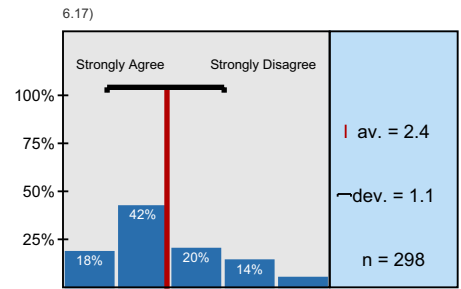
The Facilities Maintenance and Operations department responds to my work orders.



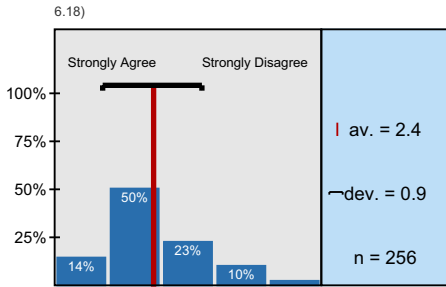
The Facilities Maintenance and Operations department responds to my work orders



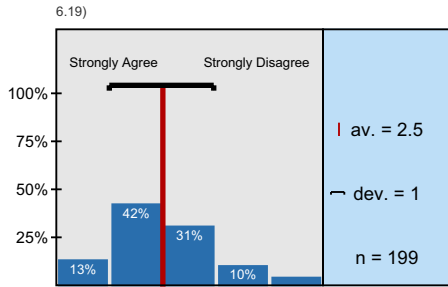
My work requests are responded to in a timely manner.



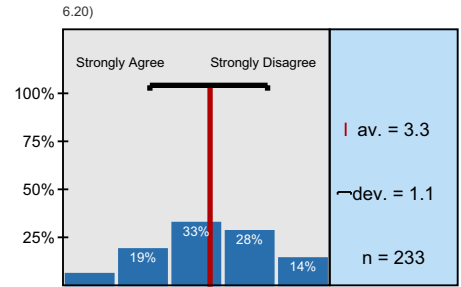
My work requests are completed in a timely manner.



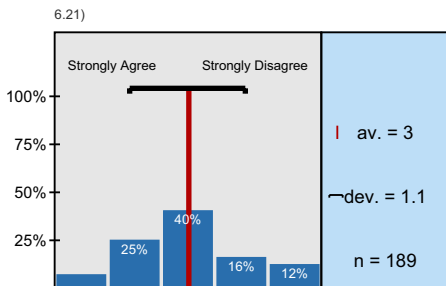
Saddleback College provides sufficient financial resources to support student learning.



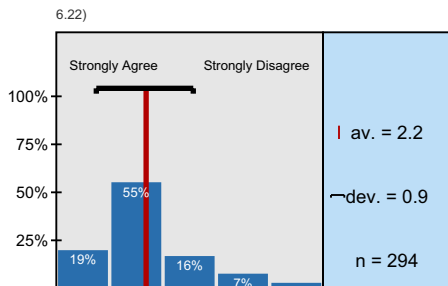
Saddleback College uses the strategic planning process when making decisions regarding the



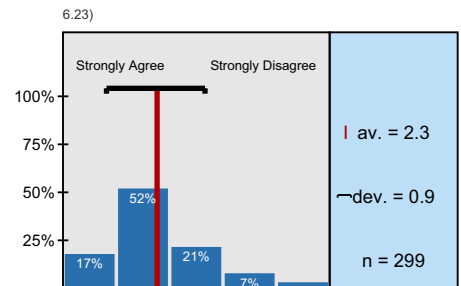
District funds are allocated through a process that is clearly understood.



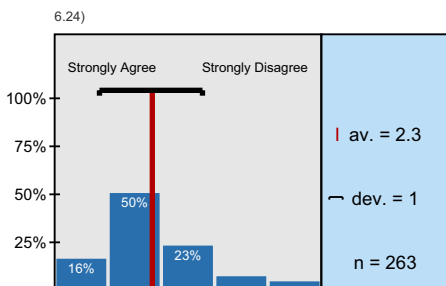
District funds are allocated through a process that is linked to strategic planning at the



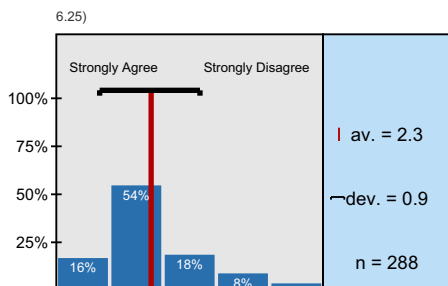
Saddleback College provides appropriate technology hardware and software training for



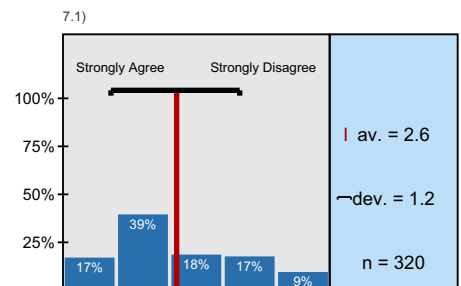
Saddleback College provides effective technology hardware and software training for



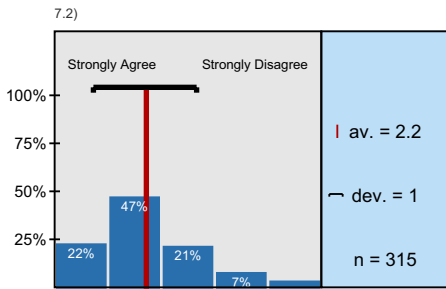
Saddleback College commits sufficient resources to facilitate reliable on-line education



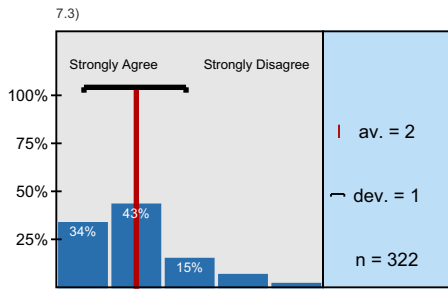
Saddleback College allocates technology resources and services in a manner that



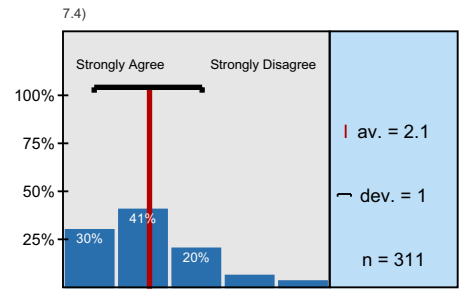
There is a climate of mutual respect and trust among the administrators, faculty, staff, and



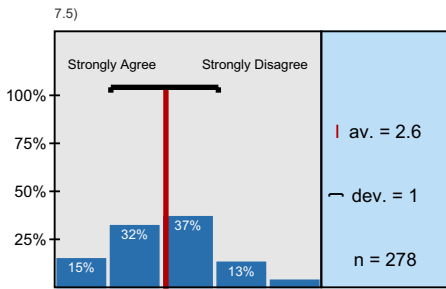
My input regarding improving practice, programs and services is encouraged by my



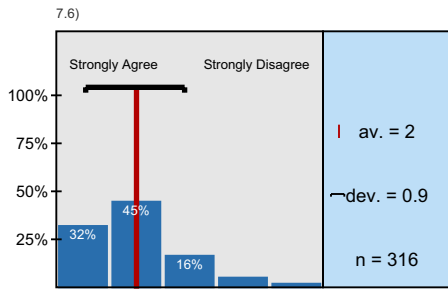
My ideas are listened to and considered during the decision-making processes in my



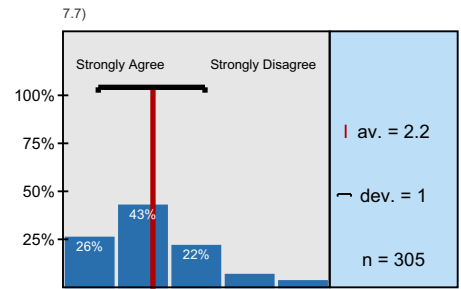
My ideas are listened to and considered during the decision-making processes in my division.



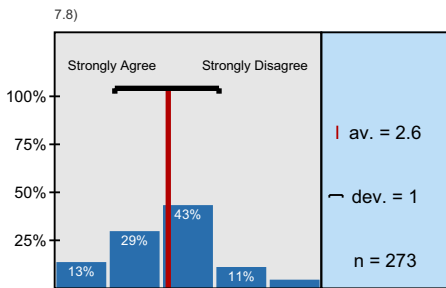
My ideas are listened to and considered during the decision-making processes at Saddleback



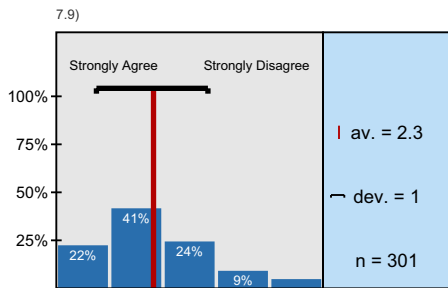
My ideas are listened to and considered during the planning processes in my department/



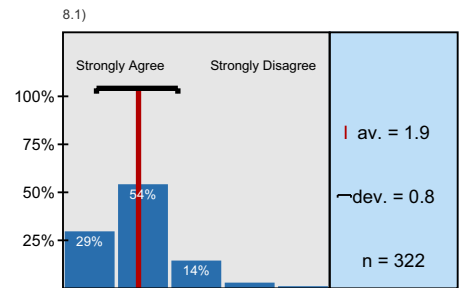
My ideas are listened to and considered during the planning processes in my division.



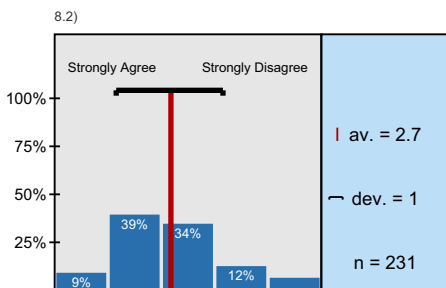
My ideas are listened to and considered during the planning processes at Saddleback College.



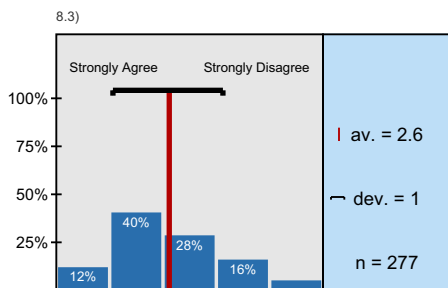
Saddleback College leaders encourage administrators, faculty, staff, and students, no



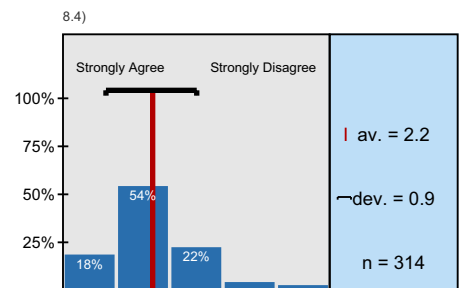
I understand my role in helping Saddleback College achieve its goals.



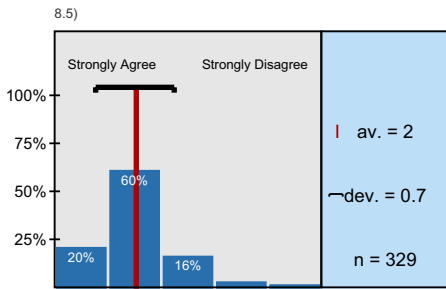
The Board of Trustees' policies clearly define the roles for each governance group.



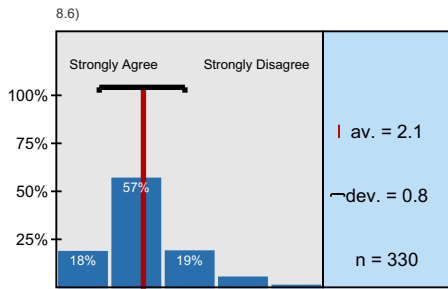
I am well-informed of how my governance group participates in college and institutional



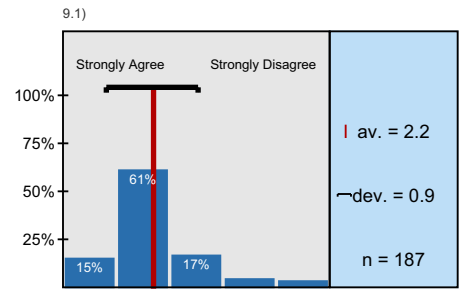
There are many forms of communication widely available at Saddleback College.



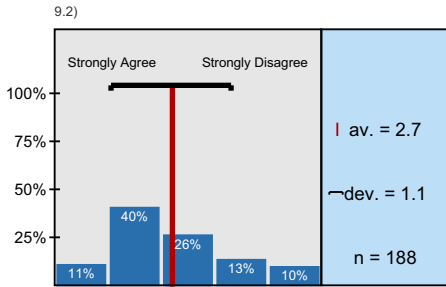
When I receive communication from Saddleback College, it is clear and easy to



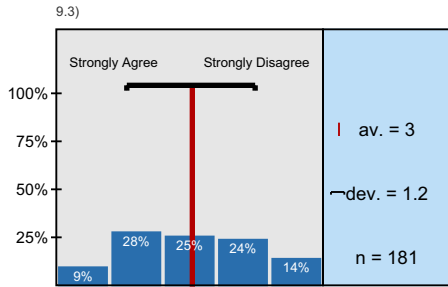
The methods in which Saddleback College communicates to me are current and timely.



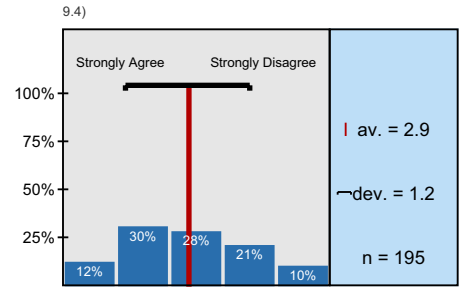
The Board of Trustees is informed of the accreditation process.



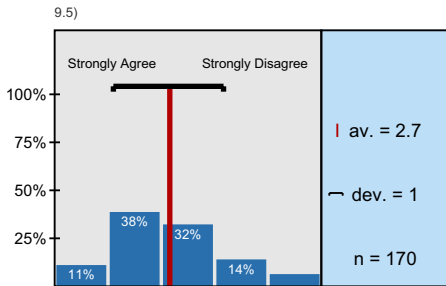
The Board Trustees' actions including resources, allocation and planning indicate a



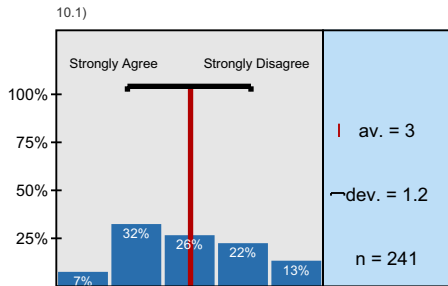
The Board of Trustees gives all governance groups opportunity and sufficient time to provide



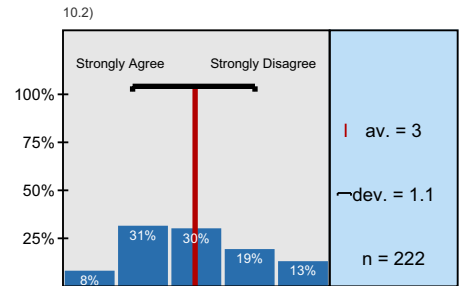
The Board of Trustees acts in a manner consistent with board policies.



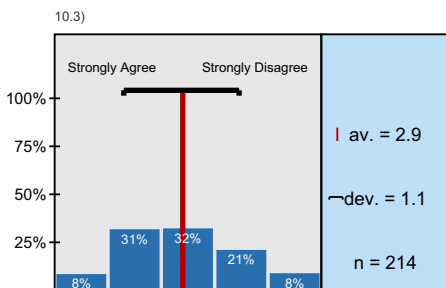
The Board of Trustees effectively participates in Saddleback College accreditation self-study



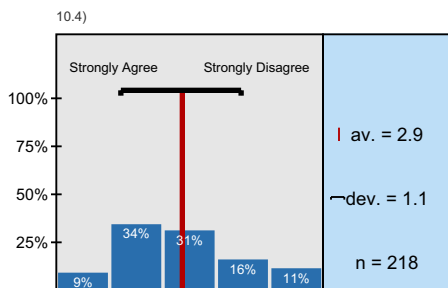
The District provides a fair and equitable distribution of resources that are adequate to



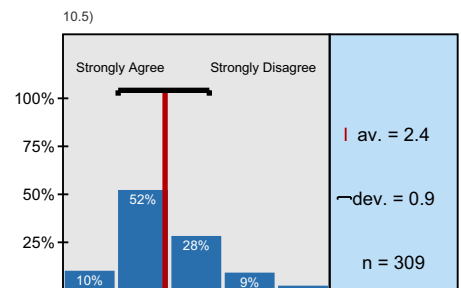
The District clearly differentiates its functions and operational responsibilities from those of



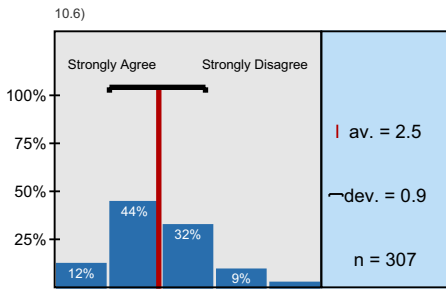
The District communicates its operational responsibilities and functions from those of



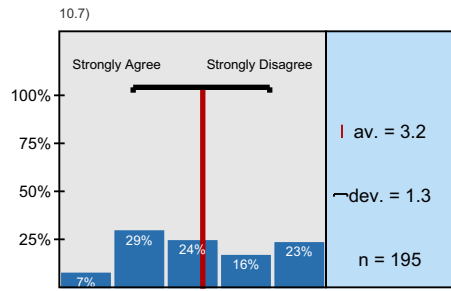
The District adheres to their responsibilities and functions in practice.



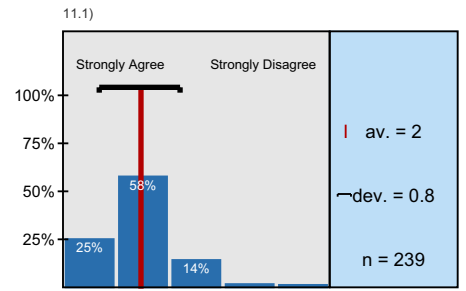
When I receive communication from the District, it is clear and easy to understand.



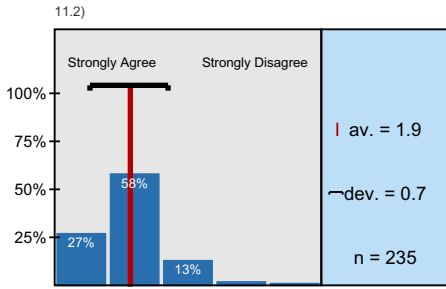
The methods in which the District communicates to me are current and timely.



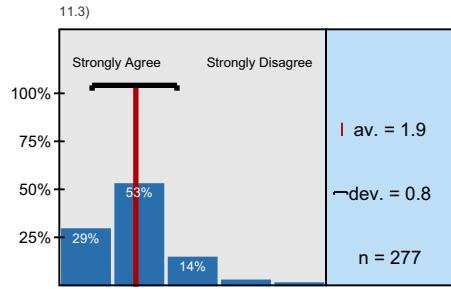
The Chancellor delegates authority and responsibility to the Saddleback College



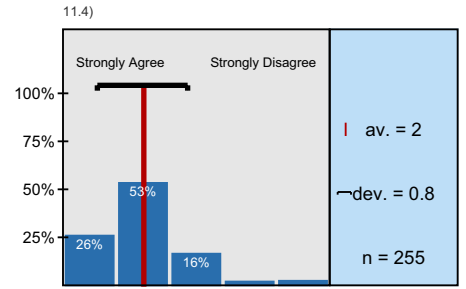
The Saddleback College President works effectively with the communities served by the



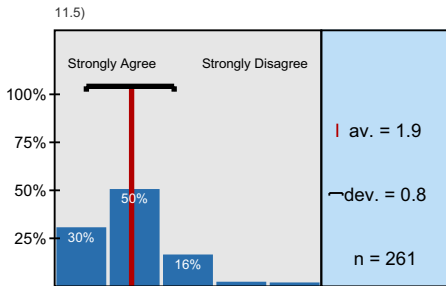
The Saddleback College President communicates effectively with the communities



The Saddleback College President communicates the importance of focusing on



The Saddleback College President makes decisions that are consistent with Saddleback



The Saddleback College President establishes a collegial process that sets values, goals, and

Profile

Subunit: Research Department
 Name of the instructor: Employee Survey
 Name of the course: Saddleback College Employee Survey 2009
 (Name of the survey)



3.12)	Reliable data is used for planning at Saddleback College.	Strongly Agree					Strongly Disagree	av.=2.5
3.13)	Reliable data is used for decision making at Saddleback College.	Strongly Agree					Strongly Disagree	av.=2.5
3.14)	I am informed in a timely manner of significant college wide issues.	Strongly Agree					Strongly Disagree	av.=2.2
3.15)	I have the opportunity to provide input on prioritizing equipment needs that affect my area.	Strongly Agree					Strongly Disagree	av.=2.1
3.16)	I have the opportunity to provide input on prioritizing technology needs that affect my area.	Strongly Agree					Strongly Disagree	av.=2.2
3.17)	I have the opportunity to provide input on prioritizing human resource needs that affect my area.	Strongly Agree					Strongly Disagree	av.=2.7
3.18)	The environment at Saddleback College enables me to do my best to ensure student learning.	Strongly Agree					Strongly Disagree	av.=2.1
3.19)	The environment at Saddleback College enables me to do my best to ensure institutional improvement.	Strongly Agree					Strongly Disagree	av.=2.4
3.20)	Saddleback College provides its students with high quality instructional programs.	Strongly Agree					Strongly Disagree	av.=1.6
3.21)	Saddleback College provides its students with high quality support services.	Strongly Agree					Strongly Disagree	av.=1.8
4.1)	Saddleback College maintains a consistent dialogue between administration, faculty, staff and students about the quality of its programs.	Strongly Agree					Strongly Disagree	av.=2.5
4.2)	Saddleback College faculty presents course content fairly and objectively in accordance with approved College curriculum.	Strongly Agree					Strongly Disagree	av.=1.9
4.3)	Saddleback College relies on faculty expertise to develop program and course-level SLOs.	Strongly Agree					Strongly Disagree	av.=1.7
4.4)	Saddleback College relies on faculty expertise to assess program and course-level SLOs.	Strongly Agree					Strongly Disagree	av.=1.7
4.5)	Saddleback College relies on faculty expertise to utilize the results from program and course-level SLOs to make changes to instructional strategies.	Strongly Agree					Strongly Disagree	av.=1.9
4.6)	Teaching methodologies have been changed to improve learning as a result of assessed learning outcomes.	Strongly Agree					Strongly Disagree	av.=2.2
4.7)	Course content has been developed with the goal of meeting stated learning objectives including student mastery of course content.	Strongly Agree					Strongly Disagree	av.=2
4.8)	The Course Catalog is accurate.	Strongly Agree					Strongly Disagree	av.=1.9
4.9)	The Course Catalog is complete.	Strongly Agree					Strongly Disagree	av.=2
4.10)	The Course Catalog is easy to understand and use.	Strongly Agree					Strongly Disagree	av.=2
5.1)	The Library provides remote access to library resources.	Strongly Agree					Strongly Disagree	av.=1.8
5.2)	The Library holdings are sufficient in quality to meet the needs of the college's educational programs.	Strongly Agree					Strongly Disagree	av.=2.3
5.3)	The Library holdings are sufficient in quantity to meet the needs of the college's educational programs.	Strongly Agree					Strongly Disagree	av.=2.3
5.4)	The Library's reference and instructional services meet the needs of the college's educational programs.	Strongly Agree					Strongly Disagree	av.=2.1
6.1)	My development/training needs have been identified and addressed.	Strongly Agree					Strongly Disagree	av.=2.5
6.2)	Saddleback College program and service needs are used for human resource decisions.	Strongly Agree					Strongly Disagree	av.=2.7
6.3)	If you have participated in a hiring committee, all procedures and processes were followed.	Strongly Agree					Strongly Disagree	av.=1.9
6.4)	Traffic congestion is a problem on campus.	Strongly Agree					Strongly Disagree	av.=2.3

6.5)	I believe there is enough available parking for staff and students relative to the layout of the campus buildings.	Strongly Agree		Strongly Disagree	av.=3.3
6.6)	I have access to adequate parking while working at Saddleback College.	Strongly Agree		Strongly Disagree	av.=2.6
6.7)	The Saddleback College campus has adequate lighting.	Strongly Agree		Strongly Disagree	av.=2.6
6.8)	The Saddleback College campus has easy to travel walkways and corridors.	Strongly Agree		Strongly Disagree	av.=2.5
6.9)	The Saddleback College campus has visible police officers.	Strongly Agree		Strongly Disagree	av.=2.4
6.10)	I feel safe on campus.	Strongly Agree		Strongly Disagree	av.=1.9
6.11)	Persons with disabilities are able to reasonably access all campus buildings.	Strongly Agree		Strongly Disagree	av.=2.4
6.12)	The physical environment in my work area is adequate for me to perform my job duties.	Strongly Agree		Strongly Disagree	av.=2.1
6.13)	The available facilities offered to me support student learning, programs and services.	Strongly Agree		Strongly Disagree	av.=2.1
6.14)	The Facilities Maintenance and Operations department responds to my work orders accurately.	Strongly Agree		Strongly Disagree	av.=2.3
6.15)	The Facilities Maintenance and Operations department responds to my work orders courteously.	Strongly Agree		Strongly Disagree	av.=2.1
6.16)	My work requests are responded to in a timely manner.	Strongly Agree		Strongly Disagree	av.=2.4
6.17)	My work requests are completed in a timely manner.	Strongly Agree		Strongly Disagree	av.=2.4
6.18)	Saddleback College provides sufficient financial resources to support student learning.	Strongly Agree		Strongly Disagree	av.=2.4
6.19)	Saddleback College uses the strategic planning process when making decisions regarding the allocation of new resources.	Strongly Agree		Strongly Disagree	av.=2.5
6.20)	District funds are allocated through a process that is clearly understood.	Strongly Agree		Strongly Disagree	av.=3.3
6.21)	District funds are allocated through a process that is linked to strategic planning at the colleges.	Strongly Agree		Strongly Disagree	av.=3
6.22)	Saddleback College provides appropriate technology hardware and software training for college operations and instructions.	Strongly Agree		Strongly Disagree	av.=2.2
6.23)	Saddleback College provides effective technology hardware and software training for college operations and instructions.	Strongly Agree		Strongly Disagree	av.=2.3
6.24)	Saddleback College commits sufficient resources to facilitate reliable on-line education technology.	Strongly Agree		Strongly Disagree	av.=2.3
6.25)	Saddleback College allocates technology resources and services in a manner that supports and enhances the institution.	Strongly Agree		Strongly Disagree	av.=2.3
7.1)	There is a climate of mutual respect and trust among the administrators, faculty, staff, and students at Saddleback College.	Strongly Agree		Strongly Disagree	av.=2.6
7.2)	My input regarding improving practice, programs and services is encouraged by my colleagues.	Strongly Agree		Strongly Disagree	av.=2.2
7.3)	My ideas are listened to and considered during the decision-making processes in my department/operational unit.	Strongly Agree		Strongly Disagree	av.=2
7.4)	My ideas are listened to and considered during the decision-making processes in my division.	Strongly Agree		Strongly Disagree	av.=2.1
7.5)	My ideas are listened to and considered during the decision-making processes at Saddleback College.	Strongly Agree		Strongly Disagree	av.=2.6
7.6)	My ideas are listened to and considered during the planning processes in my department/operational unit.	Strongly Agree		Strongly Disagree	av.=2
7.7)	My ideas are listened to and considered during the planning processes in my division.	Strongly Agree		Strongly Disagree	av.=2.2

7.8)	My ideas are listened to and considered during the planning processes at Saddleback College.	Strongly Agree		Strongly Disagree	av.=2.6
7.9)	Saddleback College leaders encourage administrators, faculty, staff, and students, no matter what their official title, to take initiative in improving practice, programs and services.	Strongly Agree		Strongly Disagree	av.=2.3
8.1)	I understand my role in helping Saddleback College achieve its goals.	Strongly Agree		Strongly Disagree	av.=1.9
8.2)	The Board of Trustees' policies clearly define the roles for each governance group.	Strongly Agree		Strongly Disagree	av.=2.7
8.3)	I am well-informed of how my governance group participates in college and institutional improvement.	Strongly Agree		Strongly Disagree	av.=2.6
8.4)	There are many forms of communication widely available at Saddleback College.	Strongly Agree		Strongly Disagree	av.=2.2
8.5)	When I receive communication from Saddleback College, it is clear and easy to understand.	Strongly Agree		Strongly Disagree	av.=2
8.6)	The methods in which Saddleback College communicates to me are current and timely.	Strongly Agree		Strongly Disagree	av.=2.1
9.1)	The Board of Trustees is informed of the accreditation process.	Strongly Agree		Strongly Disagree	av.=2.2
9.2)	The Board Trustees' actions including resources, allocation and planning indicate a commitment to the accreditation process.	Strongly Agree		Strongly Disagree	av.=2.7
9.3)	The Board of Trustees gives all governance groups opportunity and sufficient time to provide input on district-wide decisions.	Strongly Agree		Strongly Disagree	av.=3
9.4)	The Board of Trustees acts in a manner consistent with board policies.	Strongly Agree		Strongly Disagree	av.=2.9
9.5)	The Board of Trustees effectively participates in Saddleback College accreditation self-study planning efforts.	Strongly Agree		Strongly Disagree	av.=2.7
10.1)	The District provides a fair and equitable distribution of resources that are adequate to support the effective operation of Saddleback College.	Strongly Agree		Strongly Disagree	av.=3
10.2)	The District clearly differentiates its functions and operational responsibilities from those of Saddleback College.	Strongly Agree		Strongly Disagree	av.=3
10.3)	The District communicates its operational responsibilities and functions from those of Saddleback College.	Strongly Agree		Strongly Disagree	av.=2.9
10.4)	The District adheres to their responsibilities and functions in practice.	Strongly Agree		Strongly Disagree	av.=2.9
10.5)	When I receive communication from the District, it is clear and easy to understand.	Strongly Agree		Strongly Disagree	av.=2.4
10.6)	The methods in which the District communicates to me are current and timely.	Strongly Agree		Strongly Disagree	av.=2.5
10.7)	The Chancellor delegates authority and responsibility to the Saddleback College President to implement without interference, the college's strategic plan, processes and procedures.	Strongly Agree		Strongly Disagree	av.=3.2
11.1)	The Saddleback College President works effectively with the communities served by the institution.	Strongly Agree		Strongly Disagree	av.=2
11.2)	The Saddleback College President communicates effectively with the communities served by the institution.	Strongly Agree		Strongly Disagree	av.=1.9
11.3)	The Saddleback College President communicates the importance of focusing on student learning.	Strongly Agree		Strongly Disagree	av.=1.9
11.4)	The Saddleback College President makes decisions that are consistent with Saddleback College's Mission.	Strongly Agree		Strongly Disagree	av.=2
11.5)	The Saddleback College President establishes a collegial process that sets values, goals, and priorities for the college.	Strongly Agree		Strongly Disagree	av.=1.9

Comments Report

2.12) Comments/Suggestions:

- I haven't seen the Mission statement to comment on it. (1 Count)
- It seems that personal connections and agendas determine the budget more than anything else I can see. (1 Count)
- Top administration needs to be open to the suggestions of new programs (1 Count)
- Thank you for the continuing education opportunities. (1 Count)
- Offerings at Saddleback College are mostly collegiate. We have lost a number of programs that are "job skilled" oriented. In the present economic forecast more fast track job skills are needed to get adult population employed. (1 Count)
- Mission statement is too long, many do not know what the mission statement is. (1 Count)
- I have no idea what the Saddleback College Mission is. (1 Count)
- Besides the meeting the Tod called, there has been no planning with all constituency groups. We are not responsive to the community needs or we would have programs that can help people make a living in So. OC. (1 Count)
- Why did Trustee Don Wagner insist that building character be deleted from our mission statement? (1 Count)
- In addition to our excellent teaching faculty, Saddleback offers administrative and support services to assist students in reaching their educational goals. Our classrooms are filled with students of diverse ages, cultures, and socioeconomic levels. (1 Count)
- The Board continues to micromanage, as was evidenced this year by their refusal to approve the ASG budget as approved and their continued imposition of prayers at school and district events. (1 Count)
- I think the last part of the sentence is wordy and difficult to understand. Also it should read, "...individual growth and individual expression ..." (delete the comma). (1 Count)
- Clearly, South Orange County needs a community college that offers a larger nursing program and more allied health care programs (i.e. x-ray tech, resp. tech, etc). (1 Count)
- The lack of respect I feel from the board is a negative component of my employment. (1 Count)
- I did not know the mission statement before, seems fine (1 Count)
- I don't know what is in the mission statement. (1 Count)
- What is the "Mission" of Saddleback College? Sometimes these things (e.g. mission statements) are a bit goofy. Obviously, it is my mission to teach the students in my classes what they came to learn about. Does it really need to be a religion? (1 Count)
- While the mission is on paper in several documents and on-line but, like the Japanese company song, it should be mentioned at each In-service, at each division meeting at the beginning of fall and spring semesters. (1 Count)
- I do not know the Mission of Saddleback (1 Count)
- The mission of Saddleback College is clearly identified and communicated to meet the needs of the student population and for those who work together to achieve this goal. (1 Count)
- too vague... (1 Count)
- There is no identification of a target student population, other than to say that "anyone" on earth might be a student, probably via distance education I would gather. (1 Count)
- The mission statement is a little too generic to identify an intended student population. I don't think the college as a whole even knows who our intended student population is, given the diversity of reasons that students even come here. (1 Count)
- Should I go searching for the "mission" of the college somewhere in the school's web pages or should it be apparant and promoted by the administrators? (1 Count)

- I suggest there is more attention paid to athletics when it comes to hiring full time and part time faculty than to other areas of the college. (1 Count)
- Need discussions on the value of the mission statement as it applies to the average full time professor (1 Count)
- If Saddleback does have a mission, it is not being met and attempts at steering us towards this mission have serious flaws. Regardless, whatever direction we take will be made by the very few "key" players that always make the terrible decisions. (1 Count)
- I wasn't aware that this new mission statement was formally adopted. (1 Count)
- The animus between the Board of Trustees and faculty is still a problem, which is not due to faculty reps. (1 Count)
- It is my opinion that frequently political infighting distracts faculty and administrators from the mission of this college. It has also been my observation that certain faculty try to "remake" their jobs in ways that do not suit our student population. (1 Count)
- Part-time faculty are still treated as second class citizens by many here. Compared to benefits, etc. offered by other districts this one here is way behind. (1 Count)
- If we want to promote student success, we need to put our money where our mouth is. We need to recognize the value of student services by providing adequate funding and staffing in student services programs. (1 Count)
- I do believe I read the mission statement at one time, but I did not see in the schedule of classes, therefore, I can not adequately answer this question. (1 Count)
- The college is focused primarily on the young student. Some departments could be friendlier and more accessible to the older student who has had a lifetime of experience and may be training to re-enter the work force. (1 Count)
- Saddleback College does a fine job addressing and meeting the needs of the diverse student population and community interests. (1 Count)
- I am fortunate to have a wonderful department head who is supportive, communicative and proactive in all matters concerning students and faculty. Unfortunately, this hasn't always been my experience. Part time faculty are often viewed as irrelevant, (1 Count)

3.22) Comments/Suggestions:

- Decisions are often made in secret with no meaningful faculty input. (1 Count)
- There is often confusion as to where students go for support in various areas, especially regarding technology. I can usually help individual students but I cannot fix the root of the problem, nor can I find out who can fix it. (1 Count)
- Faculty have very little to do with the administrative decision making process (1 Count)
- Keeping staff support well-educated in new programs is now becoming a crucial matter. We do not have the time or staff to provide this. (1 Count)
- Is Saddleback College's mission about student learning? If so, I rarely, if ever, hear administrators (and many faculty) talk about the students. It's as if we're a business first that happens to specialize in education second. (1 Count)
- Staffing is an issue at all level. Excellence leave schools when we hire parttime instructors and staff. Staffing priorities seem to be lead by the district and not at the college level. Planning needs to be done for all the projected increases. (1 Count)
- Evening students are not well served. (1 Count)
- Reliable data "are" not Reliable data "is" (1 Count)
- I feel that my input, in my department, is not appreciated. Therefore, I have stopped attending meetings. I would gladly give my free time to the cause, if I had a voice and could contribute. Unfortunately, that has not been the case. (1 Count)
- I strongly agree that the college enables me do the best of my ability to ensure student learning, but this is often hindered by District policy. (1 Count)

-
- more support services should be available to our students. there is also a lack of space for student support services on our campus. (1 Count)
 - We need more support in our department -- we are seriously understaffed with classified personnel and one two faculty positions. (1 Count)
 - We need Farcee translators that can work with classroom teachers to translate when the subject has no dictionary translation. (1 Count)
 - Because of issues of administrative leadership and District dismissal of this college for ATEP, Saddleback has gradually become mediocre. I do see some changes occurring under a new president who is trying to turn this around. We need more FT faculty (1 Count)
 - Wanting students to succeed is a high priority for all that administer to the needs of the students at Saddleback College. Most do more with less to achieve this goal. (1 Count)
 - little or no support staff after available after 5pm (1 Count)
 - I am delighted with the help i receive in the faculty computer lab. It is essential to improving my teaching methods. (1 Count)
 - I am too new to Saddleback to answer many of these questions now (1 Count)
 - "I have the opportunity to effectively participate in decision making that affects Saddleback College." I would have left out the word "effectively" which can be ambiguous. (1 Count)
 - The average Classified employee may have the opportunity to provide input into the decision making process, but generally feels that their input isn't given much consideration overall. (1 Count)
 - Efforts I made to enhance the learning environment and ability of two (2) disabled students in my classes were supported and changes were made. I was impressed. (1 Count)
 - I have some opportunities to give input on equipment, technology and human resources. The disappointing part is that my input is not supported by the administration. I get lip service only. (1 Count)
 - Students must be allowed to evaluate faculty to ensure SLOs are met. We are making great strides, but with regard to the work environment people are too often hostile, paranoid, and aggressive. We must encourage professionalism and collegiality. (1 Count)
 - I think the college would benefit greatly from a testing center for make-up exams. Saddleback has not fully embraced student learning in all modes of delivery, therefore, the college can not fully claim to support student learning. (1 Count)
 - What support services we have are excellent, but we could do so much more if had an adequate number of full-time counselors. Services and programs suffer when you have to rely heavily on part-time faculty and staff. (1 Count)
 - There is a stark difference between "providing input" and having that input translate into anything substantial. (1 Count)
 - More shared governance and opportunity to impact decisions of campus operations and structure. Not as much outcome by luck and haphazard due to unseen corrections made by individuals after the fact, costing much more money and time. (1 Count)
 - Student services could definitely be improved via technology updates to focus for the high number of students it could serve. The technology seems to accomodate district services which do NOT compare to the number of students via internet& in person. (1 Count)
 - Support Services are often less than cooperative i.e. av (1 Count)
 - continuing..as Part Time faculty are considered expendible, we are not always consulted and often treated as insignificant in college planning and institutional improvement. I would love to see the politics stop, the back-stabbing cease and support (1 Count)

4.11) Comments/Suggestions:

- Sometimes there is too much discussion and not enough doing. (1 Count)

- The web version of the catalog needs to be clearer (1 Count)
- The policies regarding repeated attempts at the same class need to be made clearer to all faculty and students. (1 Count)
- I have heard students' comments about political inappropriate comments from faculty. I am unaware of other (than my) departments' activity re SLOs or input into individual faculty's curriculum. (1 Count)
- SLOs are an insult to everything I stand for as a teacher and discipline expert. They do not improve my teaching nor have a positive impact on our students. In our department, we are all highly qualified to assess our students without petty SLOs. (1 Count)
- It's difficult to assess the effectiveness of these attempts to alter course curriculum. Individual instructors should be held more accountable for meeting the required curriculum; unfortunately, that is difficult to monitor. (1 Count)
- I would like to see the course descriptions and degree/certificate award information in the catalog combined for each area so you don't have to flip if you are looking at a certain program like Math for example. (1 Count)
- Catalogue of classes should remain a paper document and not be just on-line. Believe strongly that this will change enrollment numbers. (1 Count)
- deans need to understand that they are NOT faculty-faculty do SLOs and Program review (1 Count)
- Changing times require that our teaching methods and programs are carefully assessed to meet the needs of all students. (1 Count)
- part time faculty, who are the vast majority of teaching staff need to be brought into the process of developing and planning curriculum changes.. I see virtually none of that happening. (1 Count)
- Of course faculty members are expected to do all the work in this area without compensation in most cases. All administration cares about is that faculty do it and complete it on time. (1 Count)
- Although faculty are responsible for SLOs they are not provided with adequate time to make substantial modifications to the curricula. (1 Count)
- Criminal justice classes offered to compete with Santa Ana. (1 Count)
- The College relies on Faculty for the above statements, not necessarily their expertise. Content of catalog is confusing to students. Some definitions are not clear and could be distorted or challenged. (1 Count)
- I cannot really comment upon whether the faculty presents course content fairly and accurately, but I try my best to do so. (1 Count)
- STUDENTS ARE CONFUSED WHEN A HYBRID CLASS IS OFFERED. The arrow pointing to the late start date confuses them. Some students think that the class is all online also. (1 Count)
- as I was saying, it would be wonderful if part-timers were treated as equal professionals and valued so that we could make a more meaningful contribution. All too often, department heads are more concerned with their own recognition than with support (1 Count)

5.5) Comments/Suggestions:

- the collection needs a very substantial improvement in the Humanities, both qualitatively and quantitatively. Also, the number of books allowed for loan to a part-time faculty is too low: n (1 Count)
- Equal to 4 year universities. Need more Full time librarians (1 Count)
- The Anatomy students need a muscle man model in the library to go along with the bone boxes that are there for them. They ask me every year if there is a muscle man model in the library. (1 Count)
- Students should have more access to differing political points of view. (1 Count)
- I speak only for the area in which I teach. (1 Count)
- I have never used the library (1 Count)

- Our librarians are overworked and strained by an aging facility in which they work. (1 Count)
- the library is a space wasted building... needs to be gutted and more interior floors and stacks of books... need to double the facilities for research, computers and hard reference books. (1 Count)
- I have not yet had the time to check out resources in the library for teachers or for students. (1 Count)
- I am too new to Saddleback to answer these questions fairly (1 Count)
- There are two computers for student use (when students need computer lab time) that are too slow and have old software according to students in the Architectural and Mechanical drafting programs. (1 Count)
- I have found the folks in the library very helpful and they seem to find funding for most of our requests. (1 Count)
- My off campus classes do not require Library use (1 Count)
- Instructional librarians are very knowledgeable and helpful. (1 Count)
- The library hours are too limited. (1 Count)
- Other than putting my own texts on reserve I have not used the library to any extent (1 Count)
- I work at an off campus site. I have never used the library, not sent a student there, as many of my stuents would probably not travel there. I bring in many internet, bookstore, magazine and personal library publications for my art students to use. (1 Count)
- to conclude my previous comments, if part-timers were valued as vital co-professionals, if we were supported in an atmosphere of approachability and cooperation, this insitution would be a better place. Again, I am fortunate to at last have a great (1 Count)

6.26) Comments/Suggestions:

- Technology is being pushed, but there is a lack of available support and training for this technology. Additional resources must be identified and allocated to support increased online classes and other technologies utilized on campus. (1 Count)
- Students want to drive up to their classrooms and park right in front of it. We need to encourage more walking on campus, for students and for staff and administrators. (1 Count)
- There is no meaningful, logical planning at this place. Building new baseball fields (done) and football stadiums (in planning), for example, is just sheer financial irresponsibility. (1 Count)
- My Site is "down" too much of the time, and slow, and ineffective. (1 Count)
- Technology human resources for fixing problems with computers, software, etc. is stretched to the limit -- with everyone out on service calls/responded to work orders, the office is sometimes empty. (1 Count)
- There are work orders which have not been completed that were orders almost a year ago and have not yet been done nor does there seem to be a time line as to when it will be done. For example locks ordered for cabinets and drawers in a classroom. (1 Count)
- It seems we throw money at technology without the classified help to run the program. It just takes away from the excellence of the college dissolving their duties although the administrators believe it helps bring a good name. See the disconnect? (1 Count)
- I teach an off-campus class and do not have knowlege of many of the on-campus needs. (1 Count)
- Basic Aid funds are distributed according to the political needs of the Board of Trustees, and large spending on ATEP has jeopardized our adherence to the "50% rule" of spending on instruction. (1 Count)
- The CIDD staff is extremely helpful. (1 Count)
- Information Technology should not have committed to Windows "Vista" Our computers are fine (it's the users who goof them up) New computer purchases should have been delayed until a better operating system than "Vista" is available. (1 Count)

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- There is not an acceptable balance between the need to support distance education and the need for faculty and staff assistance and training. Resources need to be redirected to provide adequate application specialist training in software. (1 Count)
 - Parking is difficult the first 2 months of a semester. (1 Count)
 - In our department we do not have the appropriate facilities for two of our discipline areas. (1 Count)
 - Need better handicap parking for BGS building. Too many hills and slopes near those parking areas. Financial Aid is frequently too late for students to be successful. (1 Count)
 - We still have trouble getting individual rooms maintaining the correct temperatures for the high/low activities in the rooms...they seem to think ALL classrooms should be the same temperature...which isn't the case. (1 Count)
 - We need a few more college IT staff to cover the many technology problems that occur. We are clear cutting trees across the campus w/o a plan to replant for beautification but also air quality, shade, habitat protection for birds and animals. (1 Count)
 - Traffic congestion and parking are always a problem during the peak periods in the beginning of the semesters, especially fall. Parking is adequate, but not always convenient. (1 Count)
 - Parking for staff in the Health Science Building is an issue. If I arrive after 8 AM, there is no staff parking in the lot for this bldg. Often I have heavy books to transport. The 15 min spaces are often filled and unavailable. (1 Count)
 - Part-time faculty really need offices of their own. Not just a designated "work space" within the division office. (1 Count)
 - ITC Work Order system is very good. Improvements for assoc faculty recently made are appreciated. Still need some lockable filing space (one drawer) for PT faculty. (1 Count)
 - Sometimes I feel that politics plays a role in financial decisions at the college, especially when it comes to athletics. (1 Count)
 - District funds are somewhat of a mystery in the AGB. I feel that too many back door deals are being made and monetary decisions are very questionable. (1 Count)
 - where to start... blackboard is down a lot the lighting in the classroom is too bright on the projector screen (1 Count)
 - Parking is horrible the first month, but is acceptable after that. (1 Count)
 - I don't know about other areas of the college for the equipment and tech questions . I can only speak to those areas that I am aware of. (1 Count)
 - look into Kindle as alternative to buying textbooks, underwrite student use of Kindle (1 Count)
 - It is a mystery how resources are allocated. It appears that the priority is re-decorating the pres.'s office and changing the college signs rather than on learning technologies and improving facilities (buildings, classrooms, etc.) (1 Count)
 - Convert troubled windows based technology to Apple cooperative technology. Train Instructors to use current media technology and convert old slide shows ETC to Power Point and or Mac software. Less equipment to move, maintain and store. (1 Count)
 - I strongly suggest upgrading the Bb system. (1 Count)
 - Some Village and CC classrooms are less than optimal classroom environments (1 Count)
 - Through the years I have seen a consistent improvement in the use of technology in the classroom. I know that my teaching methods have changed drastically as a result of smart classrooms. (1 Count)
 - With maintenance and operations I assumed you were talking about the technology help that I use when computer systems don't work. Those guys are sometimes hard to get a hold on when you need them during class time. (1 Count)
 - This semester I have taught classes during times when Staff parking isn't a problem. But in past semesters, depending on the time, it has been a serious problem. I don't currently teach at night, so I don't know about safety & lighting. (1 Count)
 - ITC is slow to respond to work orders - an elitist attitude prevails with Melissa. (1 Count)

- Have a police officer in Parking lot 9 at 10 PM. The technology staff support for faculty is incredible. They are very friendly and knowledgeable. A-V never answers their phone and if you have a problem you are out of luck getting it fixed in the eve (1 Count)
- I work at an off-campus site. Most of these questions don't apply to me. (1 Count)
- continuing..a great boss at last. Saddleback college is known for its nasty politics and untrustworthy environment for part time faculty and other employees. This has got to change. (1 Count)

7.10) Comments/Suggestions:

- Being listened to and considered is different than having the belief that there is genuine involvement in the process. Regardless of processes, employees need to feel as though they genuinely have impact - not sure this is occurring. (1 Count)
- There are still issues at the District administrative level regarding a climate of disrespect, dismissiveness and narcissism. (1 Count)
- There is a severe culture of distrust and fear that permeates all dealings between senior administration and the college. (1 Count)
- Faculty do not have the ear of the decision-making persons in their departments (1 Count)
- part time instructors should have monthly meetings in order to exchange ideas and the minutes from each meeting should be emailed to the people in the division to keep us current with issues that arise. (1 Count)
- The attitude seems to be work harder - people would kill for your job. Although it seems that some administrators are not here 40 hours a week, sit on our rears and make the big bucks while demanding more. (1 Count)
- There is a great deal of respect between faculty, staff, and students. I trust and respect some administrators, but not all. I do not feel respected by the Board, nor do I trust them not to act outside the proper scope of their authority. (1 Count)
- i think there should be more team building and information sharing between divisions(staff). Also between divisions and college leadership. there needs to be more co-operation and lest competition. (1 Count)
- As mentioned before, I do not feel a respectfull relationship exists between the board and faculty. My immediate colleauges are a delight. (1 Count)
- Administrators are treated like dirt, threaten with firing and never given an opportunity to do their job without someone looking over their shoulder constantly. (1 Count)
- I do not believe that the chancellor respects faculty as the professionals. (1 Count)
- Part time (Associate Faculty) employees are treated as "second class citizens" in many cases, i.e. not trusted with door keys, phone calls never returned,etc. (1 Count)
- Everyone is given the chance to take part in the decision making, which is good, but having the time available and keeping up with your own job requirments makes it very difficult to get involved. (1 Count)
- What leaders? (1 Count)
- I feel administrators are polite and listen but it is like talking to a wall. They seems supportive to your face but then nothing you suggest gets implemented. (1 Count)
- Some board members act as if they forgot or never knew what being a teacher relating to student needs is about. (1 Count)
- My dean does things there way and to hell with any dissent. it is their division and no faculty input is taken into consideration. departments are to do what they say as well. (1 Count)
- Division and department administrators encourage faculty participation. This appears to drop off significantly at the college level. College leaders encourage us to improve practice, but fall short on support. (1 Count)
- No voting on departmental chairs. No consulting on bringing new faculty members in Interviews of associate faculty in some departments done during the summer or vacation with no content expert present (1 Count)

- Make a platform for individuals in each individual department to offer suggestions, concerns and input on all planning, implementation and future of their equipment and operations without ridicule or instant dismal. (1 Count)
- I have little opportunity, due to my course workload and schedule, to participate with the department. When I am able to attend meetings and workshops the environment is always open, collegial, and positive. (1 Count)
- students can be disrespectful at times, and some support staff can be temperamental i.e. IT (1 Count)
- I cannot comment upon whether my ideas would be listened to. I am a part-time faculty and cannot attend meetings during the day. (1 Count)
- I work for a great division-Behavioral Sciences and a close knit division Child development/psychology. I feel very fortunate and appreciated.... (1 Count)
- I hope you have read my previous comments. If it weren't for my current department head I would have left Saddleback years ago. The college needs to greatly improve its respect level for all faculty and the contribution that we can make. (1 Count)

8.7) Comments/Suggestions:

- Communication has always been poor at Saddleback College and remains that way. (1 Count)
- The only communication I find difficult is the payroll situation. I have no idea whether I am paid accurately. The formula for distribution is not clearly explained as we are not paid for the hours (osh) as we work them, but on some unknown schedule. (1 Count)
- The authority of constituent groups other than the Board of Trustees is not sufficiently outlined by Board policies and is not sufficiently respected in practice. (1 Count)
- I am sometimes overwhelmed by certain procedures. This could simply be my lack of awareness of these matters. (1 Count)
- This set of comments is a mixed bag: some things are timely while others are not. (1 Count)
- I think email is a good way to communicate, but it has gotten out of control. It is very difficult to keep up with the multitude of daily emails received internally and externally. The college websites are very informative and organized. (1 Count)
- Communication on campus is usually good but there are times when important information is not received in a timely fashion making it difficult or impossible to meet required deadlines. I feel that the Academic Senate is not given proper respect. (1 Count)
- My greatest means of communication with Saddleback is through the internet and online. Most of the communication is general information from the president. I receive little communication from my department. (1 Count)
- Being informed of governance group participation and having any are two different things. Faculty and staff input is ignored. And the ed code is frequently violated with no law enforcement for ed code except long expensive litigation with little or (1 Count)
- The sheer volume of communication (email) is daunting and overwhelming; but I do always have current information. (1 Count)
- I have not been able to attend meetings during the day, but I receive timely announcements via E-mail of opportunities to voice my opinions. (1 Count)
- Again, the problem is in human communication which is often lacking. Each department head and, the college in general, should be focusing on fostering an environment of mutual contribution and growth for all. (1 Count)

9.6) Comments/Suggestions:

- The Board is often openly anti-faculty and acts in their own interests only unless MADE to accommodate college interests. (1 Count)

- Until our last report it seemed the BOT didn't care or didn't receive correct or misleading information from their secretary. (1 Count)
- Board of Trustees representative assigned to several committees as liason between District and College frequently does not pay attention to the discussion at the meeting; working on other matters on his computer and cellphone. Also, leaves mtgs early (1 Count)
- The Board has not stopped micromanaging nor has it made sufficient efforts to restore positive relations with the faculty, staff, and students. The atmosphere of fear, distrust, and hostility cited by previous accreditation commissions is still here (1 Count)
- Trustee treat colleges like dogs--especially when it comes to the administrators running their own Colleges. No one respects the Trustees. It is a mess when you think of how they treat the administrators. (1 Count)
- While I see and sense less hostility by some BOT members, they have only one conduit of information. They no longer have direct access to the college presidents. The chancellor controls what they hear. (1 Count)
- The Board of Trustees seems to do what the Board of Trustees wants to do. (1 Count)
- The board does not allocate the necessary resources during the accreditation process. Faculty end up carrying the main load with only a chosen few receiving compensation. (1 Count)
- the board still micro-manages. (1 Count)
- This is the first time I have been aware of active participation by board members in the accreditation process by attending standard meetings, etc. (1 Count)
- The board does what ever it wants to. So it is very consistent with it's own policies. Over all, things are still going ahead despite, real issues. (1 Count)
- I don't really know about the Board of Trustees, what they do, and who they're involved with. (1 Count)

10.8) Comments/Suggestions:

- There is little or no communication between the District and Saddleback College re: changes to procedures, new forms, etc. (1 Count)
- These questions are laughable. (1 Count)
- Statement three above makes no sense. "The District communicates its operational responsibilities and functions from those of Saddleback College." (1 Count)
- Too much money is wasted on ATEP. Authority to plan college events should be at the college level---the Board has no business insisting that a prayer be included at the scholarship ceremony and at graduation. (1 Count)
- The Chancellor seems to have an ATEP/IVC bias that is detrimental to Saddleback college's ability to achieve its mission (1 Count)
- Respect . . . (1 Count)
- After securing a new BOT policy, Delegation of Authority to the College President, we have words that are supposed to be BOT policy. The chancellor either does not understand policy or disregards it. Reassigned time/stipends are controlled by chancel (1 Count)
- ATEP-is taking valuable resources from Saddleback College. SC 'fixes' buildings-ATEP and IVC build brand new buildings and 'state of art' are on the agenda. Too many precious resources are going north, when the populations demands are south. (1 Count)
- cheapskates (1 Count)
- The district has moved from a service oriented entity to a controlling entity. From a small support staff to a ruling echelon. But again, Things are still moving forward. (1 Count)
- For the first question, if money counts as "resources," I think that it is unfair how little part-time faculty are paid (although I know it is slowly improving); it doesn't encourage extra involvement and effort on campus. (1 Count)

11.6) Comments/Suggestions:

- Tod is a great addition to campus. His initiative, drive, and passion are evident in his collective and collaborative approach with departments and services across the campus. (1 Count)
- The President has no concern for staff in the AGB building. He is more concerned with the aesthetics of the building than the workload of the people working in that building. He is "full" of himself and shows total disregard for Classified staff. (1 Count)
- I think the new President has done a very good job in changing the college culture. He is very communicative and very positive. It remains to be seen how he performs as a manager but I am cautiously optimistic. (1 Count)
- Is student learning part of our mission? We focus on events, and the political aspects of this place ad nauseum. Issues that are widely discussed at other colleges, such as social justice, aren't ever discussed here. One forgets what we're here for (1 Count)
- The president is new, so we haven't seen much action. Much direction is given and then all the administrators scramble to make it happen. (1 Count)
- I support much of what our President does, but he is not strong enough in standing up to the Board when necessary, especially in protecting the students. (1 Count)
- Difficult to evaluate a new president in a small time (1 Count)
- The honeymoon will soon be over . . . (1 Count)
- He is so new, I am not sure yet. (1 Count)
- Learning institutions cannot truthfully say that student learning is a priority unless most of the instructors have full-time contracts. We Californians do NOT value excellence in education, and we do not respect the teaching profession. (1 Count)
- Our college president's limitation is that he has never been a college administrator or teacher; he is trying to learn but weak administrators down the line make his influence more muted. Still, I hope he succeeds. (1 Count)
- I believe that it is going to take the new president more time and exposure to effectively make the right decisions and to establish a collegial process that will benefit the whole college. (1 Count)
- The president is new. He seems to be a good communicator and PR man and he seems unselfish in his actions. I am not sure how effective he is in overall governance and decision making for the college at this point. He does seem supportive. (1 Count)
- Tainted by a questionable hiring process, Dr. Burnet has changed many things at Saddleback College. The AGB has had a needless re-model, back door deals have been made, staff has been belittled, tension has risen, and the sun never shines! (1 Count)
- I was employed full-time for 27 years and have been part-time for 11 years. Saddleback College is a great school. (1 Count)
- So far good job.... (1 Count)
- Wish I had more time to complete this survey. (1 Count)
- I do not believe that most of these questions have much to do with my role as a part time teacher. I have no idea about the governing board, and just try to do my job the very best I can. If I have a problem, my director returns my calls promptly. (1 Count)
- The president is new to the college for the 200802009 school year, so it is not clear how to answer some of these questions. (1 Count)
- In conclusion to my previous comments, please, please, work on changing the college culture of competition, fear and dishonesty to one of respect, communication and transparency. Not everyone is as lucky as I to have such a great department head. (1 Count)