Faculty/Staff Survey:
Fall 2012

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Table of Contents

Introduction ...........................................................................................................................................5
Methods ....................................................................................................................................................5
Results .......................................................................................................................................................6
Summary of Findings .................................................................................................................................114
Recommendations ......................................................................................................................................120
Appendix A: Survey Instrument ..................................................................................................................A-1
Appendix B: Response Frequencies
  Summary Counts and Percentages of Responses ......................................................................................B-1
Appendix C: Summary of Open-Ended Responses .....................................................................................C-1

Figures and Tables

Figures

Figure 1. Usefulness of A&R Communications – Faculty Only .................................................................13
Figure 2. Percentage of Respondents that are “Satisfied” or “Very Satisfied” with Various
    Aspects of the Canyon Country Campus ..........................................................................................17
Figure 3. Percentage of Respondents that are “Satisfied” or “Very Satisfied” with the
    Timeliness of Various Aspects of the Canyon Country Campus .....................................................19
Figure 4. Satisfaction with Career Services by Employee Group ..............................................................21
Figure 5. Respondents’ Preferences for Learning about Educational Technology/Content Delivery ..........................................................26
Figure 6. Familiarity and Awareness with Various Aspects of the Fast Track Institute .................33
Figure 7. Awareness and Familiarity with Various Aspects of Grants Development ............................39
Figure 8. Satisfaction with Grants Development (by Employee Group) ..................................................41
Figure 9. Percentage of Respondents that “Agree” or “Strongly Agree” with Various Aspects of
    Human Resources ..............................................................................................................................44
Figure 10. Percentage of Respondents that are “Satisfied” or “Very Satisfied” with Various
    Aspects of Computer Support Services on the Valencia Campus ..................................................50
Figure 11. Percentage of Respondents that are “Satisfied” or “Very Satisfied” with Various
    Aspects of Computer Support Services on the Canyon Country Campus ........................................57
Figure 12. Percentage of Respondents that are “Satisfied” or “Very Satisfied” with Various
    Aspects of Audio Visual Resources ....................................................................................................61
Figure 13. Satisfaction with Various Aspects of the College’s Website ....................................................66
Figure 14. Satisfaction with Various Aspects of the College’s Intranet ....................................................68
Figure 15. Percentage of Respondents that are “Satisfied” or “Very Satisfied” with Various
    Aspects of Blackboard .........................................................................................................................71
Figures (continued)

Figure 16. Percentage of Respondents that are “Satisfied” or “Very Satisfied” with Various Aspects of MIS ..........................................................75
Figure 17. Awareness of Various Aspects of Instruction..........................................................81
Figure 18. Useful Services/Functions of the Library on the Valencia Campus..........................86
Figure 19. Useful Services/Functions of the Library on the Canyon Country Campus .............89
Figure 20. Utilization of Various Ticketing Services at the Performing Arts Center ..................92
Figure 21. Satisfaction with Various Aspects of Planning ..................................................95
Figure 22. Reasons that Respondents Refer Students to the Student Health and Wellness Center ..............................................................................106
Figure 23. Important Services in the Learning Center on the Valencia campus ..................108
Figure 24. Important Services in the Learning Center on the Canyon Country Campus ..........111

Tables

Table 1. Satisfaction with Various Aspects of Accounting Services ........................................6
Table 2. Satisfaction with Various Services of Admissions & Records ..................................10
Table 3. Preference for Receiving A&R Information (by Employee Group) ..........................11
Table 4. Ease of Use of A&R Processes and Communication (Faculty Only) .......................12
Table 5. Usefulness of A&R Communications (Faculty Only) .............................................12
Table 6. Canyon Country Campus Visits (by Employee Group) ...........................................15
Table 7. Satisfaction with Various Aspects of the Canyon Country Campus .......................16
Table 8. Satisfaction with the Timeliness of Various Aspects on the Canyon Country Campus ..19
Table 9. Preference for Learning about Career Services Opportunities ................................21
Table 10. Satisfaction with Various Aspects of Contract, Procurement, and Risk Management .........................................................................................22
Table 11. Satisfaction with the Timely Processing of the Field Trip/Excursion Waiver Form (by Employee Group) .............................................................24
Table 12. Preference for Learning about Types of Educational Technology/Content Delivery ...27
Table 13. Familiarity with Economic Development Division Departments ............................28
Table 14. Familiarity with Economic Development Division Departments (by Employee Groups) ......................................................................................29
Table 15. Use of and Collaboration with Economic Development Division Departments (by Employee Group) .........................................................................31
Table 1. Level of Agreement with Various Aspects of the Fast Track Institute ..................32
Table 17. Level of Agreement with Various Aspects of Grants Accounting ......................36
Table 18. Satisfaction with Various Aspects of Grants Development ..............................38

**Tables (continued)**

Table 19. Satisfaction with Various Aspects of Human Resources .................................43
Table 20. Satisfaction with Various Aspects of Computer Support Services on the Valencia Campus ..............................................................................................................49
Table 21. Satisfaction with Various Aspects of Computer Support Services on the Canyon Country Campus ..............................................................................................................56
Table 22. Satisfaction with Various Aspects of Audio Visual Services ............................61
Table 23. Satisfaction with Various Aspects of the College’s Website ............................65
Table 24. Satisfaction with Various Aspects of the College’s Intranet ..............................68
Table 25. Satisfaction with Various Aspects of Blackboard ..............................................70
Table 26. Satisfaction with Various Aspects of MIS .........................................................74
Table 27. Useful Services/Functions of the Library on the Valencia Campus (by Employee Group) .....................................................................................................................87
Table 28. Satisfaction with Various Aspects of Planning .................................................94
Table 29. Average Number of Professional Development Workshops Attended Per Year .................................100
Table 30. Days of the Week Respondents are most likely to Attend Professional Development Training Sessions .........................................................................................................101
Table 31. Average Number of Professional Development Workshops Attended Per Year .................................101
Table 32. Reasons for Referring Students to the Student Health and Wellness Center (by Employee Group) .....................................................................................................................105
Introduction

The Office of Institutional Development and Technology, in coordination with several campus departments and programs, surveyed full-time faculty, classified staff, confidential staff, classified administrators and educational administrators in Fall 2012 to gather information as part of each department’s or program’s program review. This survey was designed to obtain information on how these departments and programs can improve services to faculty and staff. Every academic department and non-instructional program at College of the Canyons completes full program review every three years with annual updates in years two and three.

Methods

The Office of Institutional Development and Technology in cooperation with Accounting Services, Admissions and Records; the Adult Re-Entry Committee; the Assistant Dean of Student Services at the Canyon Country Campus; Career Services; Contracts, Procurement, and Risk Management; Distance Learning; Economic Development; Fast Track Institute; Grants Accounting; Grants Development; Human Resources; Information Technology; Instruction; the Library; Outreach; Planning; Professional Development; Service-Learning; the Student Health and Wellness Center; and the Learning Center (TLC); developed a survey to gather information on how the departments and programs can improve their services to faculty members, staff members, managers and administrators.

Comparative data have been included throughout the report when appropriate and relevant.

This information is being used as part of program reviews to identify strengths and weaknesses as well as identify how each department can improve services to staff and faculty members.

Procedures

Surveys were distributed on October 30, 2012 to full-time faculty, classified staff, confidential staff, classified administrators, and educational administrators through surveymonkey.com. Of the 476 surveys distributed, 261 completed surveys were returned, resulting in a response rate of 55 percent. Completed questionnaires were coded and tabulated using Excel (2010), SPSS (2012), and SurveyMonkey. Refer to Appendix A for a copy of the questionnaire.
**Results**

**Employee Status**

Nearly half of the respondents were classified staff (44 percent – 113 respondents), followed by full-time faculty (33 percent – 85 respondents), classified administrators (13 percent – 32 respondents), educational administrators (7 percent – 18 respondents), and confidential staff (3 percent – 9 respondents).

**Primary Work Location**

Overall, the majority of respondents indicated that their primary work location is the Valencia campus (95 percent), followed by the Canyon Country campus (5 percent).

Within each employee group, 97 percent of classified administrators indicated that their primary work location is the Valencia campus, followed by full-time faculty and classified staff (95 percent, each), and educational administrators (83 percent).

A total of 85 full-time faculty, 113 classified staff, 32 classified administrators and 18 educational administrators responded to this item. Percentages are not reported for employee groups for sample sizes less than ten.

**Accounting Services**

Table 1. Satisfaction with Various Aspects of Accounting Services

<table>
<thead>
<tr>
<th></th>
<th>Satisfied / Very Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied / Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helpfulness of Accounting Services staff members</td>
<td>89%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>Efficiency of staff</td>
<td>88%</td>
<td>7%</td>
<td>5%</td>
</tr>
<tr>
<td>Timeliness of services</td>
<td>83%</td>
<td>12%</td>
<td>5%</td>
</tr>
<tr>
<td>Form instructions</td>
<td>74%</td>
<td>18%</td>
<td>8%</td>
</tr>
<tr>
<td>Procedures for travel authorizations and travel reimbursements</td>
<td>73%</td>
<td>15%</td>
<td>12%</td>
</tr>
<tr>
<td>Procedures for direct pay vouchers</td>
<td>72%</td>
<td>18%</td>
<td>10%</td>
</tr>
<tr>
<td>Procedures for invoice processing</td>
<td>77%</td>
<td>16%</td>
<td>7%</td>
</tr>
</tbody>
</table>

Note: Respondents indicating N/A were excluded.

**Helpfulness of Accounting Services Staff Members**

Overall, 89 percent of respondents indicated that they are “satisfied” or “very satisfied” with the helpfulness of Accounting Services staff members.
Within each employee group, 94 percent of educational administrators indicated that they are “satisfied” or “very satisfied” with the helpfulness of Accounting Services staff members, followed by classified administrators (93 percent), classified staff (89 percent), and full-time faculty (87 percent). A total of 54 full-time faculty, 89 classified staff, 28 classified administrators and 11 educational administrators responded to this item.

Efficiency of Staff

Overall, 88 percent of respondents indicated that they are “satisfied” or “very satisfied” with the efficiency of Accounting Services staff members.

Within each employee group, classified administrators (93 percent) had the highest percentage of respondents who indicated that they are “satisfied” or “very satisfied” with the efficiency of Accounting Services staff members, followed by educational administrators (88 percent), and classified staff and full-time faculty (87 percent, each). A total of 54 full-time faculty, 87 classified staff, 28 classified administrators and 17 educational administrators responded to this item.

Timeliness of Services

Overall, 83 percent of respondents indicated that they are “satisfied” or “very satisfied” with the timeliness of the services performed by Accounting Services.

Within each employee group, classified administrators (93 percent) had the highest percentage of respondents who indicated that they are “satisfied” or “very satisfied” with the timeliness of the services performed by Accounting Services, followed by educational administrators (88 percent), classified staff (82 percent), and full-time faculty (79 percent). A total of 28 classified administrators, 17 educational administrators, 88 classified staff, and 53 full-time faculty responded to this item.

Form Instructions

Overall, 74 percent of respondents indicated that they are “satisfied” or “very satisfied” with Accounting Services’ form instructions.

Within each employee group, classified administrators (89 percent) had the highest percentage of respondents who indicated that they are “satisfied” or “very satisfied” with Accounting Services’ form instructions, followed by classified staff (75 percent), full-time faculty (70 percent), and
educational administrators (59 percent). A total of 27 classified administrators, 17 educational administrators, 80 classified staff, and 50 full-time faculty responded to this item.

**Procedures for Travel Authorizations and Travel Reimbursements**

Overall, 73 percent of respondents indicated that they are “satisfied” or “very satisfied” with the procedures for travel authorizations and travel reimbursements.

Within each employee group, classified administrators (85 percent) had the highest percentage of respondents who indicated that they are “satisfied” or “very satisfied” with the procedures for travel authorizations and travel reimbursements, followed by educational administrators, classified staff, and full-time faculty (71 percent, each). A total of 26 classified administrators, 17 educational administrators, 68 classified staff, and 51 full-time faculty responded to this item.

**Procedures for Direct Pay Vouchers**

Overall, 72 percent of respondents indicated that they are “satisfied” or “very satisfied” with the procedures for direct pay vouchers.

Within each employee group, classified administrators (85 percent) had the highest percentage of respondents who indicated that they are “satisfied” or “very satisfied” with the procedures for direct pay vouchers, followed by educational administrators (83 percent), classified staff (70 percent), and full-time faculty (69 percent). A total of 26 classified administrators, 12 educational administrators, 69 classified staff, and 51 full-time faculty responded to this item.

**Procedures for Invoice Processing**

Overall, 77 percent of respondents indicated that they are “satisfied” or “very satisfied” with the procedures for invoice processing.

Within each employee group, classified administrators (89 percent) had the highest percentage of respondents who indicated that they are “satisfied” or “very satisfied” with the procedures for invoice processing, followed by classified staff (81 percent), educational administrators (75 percent), and full-time faculty (67 percent). A total of 27 classified administrators, 16 educational administrators, 72 classified staff, and 46 full-time faculty responded to this item.

**Suggestions for Improving Accounting Services**

Twenty-seven respondents provided suggestions or comments for improving Accounting Services to the campus community and outside vendors. Seven categories of comments and
Suggestions were provided, including suggestions for form/procedure improvement, request for department contact information, frustration with the timeliness of processing, positive comments, inability to find forms, and “other”. Please see Appendix C for detailed comments. Some specific comments included:

**Suggestions for form/procedure improvement** (8 comments)

- “I have to say that the procedures for travel authorizations and reimbursements are massively confusing.”
- “Too many forms need Executive Cabinet signature that should be handled by line managers.”
- “Would like to see a form that is specifically for travel when there is no reimbursement that does not need to go to the Board for approval.”

**Frustration with the timeliness of processing** (6 respondents)

- “Getting reimbursed for travel vouchers takes way too long.”
- “There needs to be a better way to follow [an] order from quote to purchase, [too] much time goes by.”
- “...Understaffing and high work load can slow process…”

**Request for department contact information** (4 respondents)

- “Please do an awareness campaign to make the campus aware of Fiscal's new name change if it now [is] Accounting Services.”
- “Please provide a list of your employees and what their responsibilities are, so one knows who to contact.”

**Positive comments** (4 respondents)

- “I find Accounting Staff to be very professional and helpful. This Department always answers the phone, if they do not have the answer they always find out and call back promptly.”
- “I don't work directly with Accounting on a regular basis, but when I do I am very satisfied.”

**Inability to find forms** (2 respondents)

- “Difficulty in finding forms online!!!”
“Other” comments (3 comments)

- “[Accounting Services] would be a more cohesive efficient operational unit if they were adjacent to the Business Services department at COC.”
- “If a person is [going] to be out for an extended period of time thus preventing reimbursements to be processed either someone else should be trained to fill in or people waiting for their checks should be at the least notified of the delay in payment.”

Admissions & Records (A&R)

<table>
<thead>
<tr>
<th>Table 2. Satisfaction with Various Services of Admissions &amp; Records</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Satisfied / Very Satisfied</strong></td>
</tr>
<tr>
<td>Helpfulness of staff</td>
</tr>
<tr>
<td>Friendliness of staff</td>
</tr>
<tr>
<td>Efficiency in Answering Questions and Resolving Problems</td>
</tr>
</tbody>
</table>

Note: Respondents indicating N/A were excluded

Helpfulness of Staff

Overall, 89 percent of respondents indicated that they are “satisfied” or “very satisfied” with the helpfulness of Admissions and Records (A&R) staff members.

Within each employee group, classified administrators (96 percent) had the highest percentage of respondents who indicated that they are “satisfied” or “very satisfied” with the helpfulness of A&R staff, followed by educational administrators (94 percent), full-time faculty (91 percent), and classified staff (86 percent). A total of 24 classified administrators, 16 educational administrators, 86 classified staff, and 79 full-time faculty responded to this item.

Friendliness of Staff

Overall, 91 percent of respondents indicated that they are “satisfied” or “very satisfied” with the friendliness of A&R staff members.

Within each employee group, educational administrators (100 percent) had the highest percentage of respondents who indicated that they are “satisfied” or “very satisfied” with the friendliness of A&R staff, followed by classified administrators (96 percent), full-time faculty (92 percent), and classified staff (89 percent). A total of 24 classified administrators, 16 educational administrators, 87 classified staff, and 78 full-time faculty responded to this item.
Efficiency in Answering Questions and Resolving Problems

Overall, 88 percent of respondents indicated that they are “satisfied” or “very satisfied” with the efficiency in which A&R staff answer questions and resolve problems.

Within each employee group, classified administrators (92 percent) had the highest percentage of respondents who indicated that they are “satisfied” or “very satisfied” with the efficiency of A&R staff when answering questions and resolving problems, followed by full-time faculty (91 percent), educational administrators (88 percent), and classified staff (85 percent). A total of 24 classified administrators, 16 educational administrators, 86 classified staff, and 79 full-time faculty responded to this item.

Preference for Receiving A&R Information

Overall

Overall, the majority of respondents (89 percent) prefer to receive A&R information via email, followed by mailbox (18 percent) and newsletters (8 percent). One percent of respondents indicated that they don’t want any information. Respondents were instructed to mark all that apply. The total number of responses across the response alternatives for this item was 32 classified administrators, 18 educational administrators, 105 classified staff, and 79 full-time faculty.

As indicated in Table 3, within each employee group, the majority of all employee groups prefer to receive A&R information via email.

<table>
<thead>
<tr>
<th>Table 3. Preference for Receiving A&amp;R Information (by Employee Group)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Email</td>
</tr>
<tr>
<td>Mailbox</td>
</tr>
<tr>
<td>Newsletters</td>
</tr>
<tr>
<td>No information desired</td>
</tr>
</tbody>
</table>

Note: Respondents indicating N/A were excluded
Admissions & Records Processes and Communication – Faculty Only

Questions regarding the ease of A&R processes, usefulness of A&R communications, and preferences for receiving training on My Canyons were only asked of faculty; therefore employee groups will not be disaggregated. Ninety-two respondents indicated that they are full-time faculty or adjunct faculty (full-time staff or administrators also teaching in an adjunct capacity). Note: The number of respondents exceeding 92 for items in Tables 4 and 5 are due to respondents skipping this section in which logic was built into the question. If they skipped the first question in this section the survey still allowed them to respond to the items within this section.

Admissions & Records Processes – Ease of Use (Faculty Only)

As indicated in Table 4, the majority of respondents indicated that Admissions & Records processes are “easy” or “very easy” to use, specifically online grading, online drops, and My Canyons. The process receiving the lowest satisfaction was reporting of positive attendance hours.

| Table 4. Ease of Use of Admissions & Records Processes and Communication (Faculty Only) |
|---------------------------------|-------------------|-----------------|------------------|
|                                | Easy/ Very Easy | Neutral | Difficult/ Very Difficult |
| Online grading (n=93)          | 91%             | 7%     | 2%               |
| Online drops (n=94)            | 90%             | 8%     | 2%               |
| My Canyons (Web Advisor) (n=98)| 88%             | 9%     | 3%               |
| Positive Attendance (n=60)     | 63%             | 17%    | 20%              |

Note: Respondents indicating N/A were excluded

Usefulness of A&R Communications (Faculty Only)

<table>
<thead>
<tr>
<th>Table 5. Usefulness of A&amp;R Communications (Faculty Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Emails regarding A&amp;R (n=98)</td>
</tr>
<tr>
<td>Email reminders about drop deadlines (n=95)</td>
</tr>
<tr>
<td>First day of class instruction packet (n=92)</td>
</tr>
<tr>
<td>A&amp;R bulletin (n=84)</td>
</tr>
<tr>
<td>Faculty information packet (n=71)</td>
</tr>
<tr>
<td>My Canyons packet (n=68)</td>
</tr>
</tbody>
</table>

Note: Respondents indicating N/A were excluded
As illustrated in Figure 1, more than half of the respondents indicated that *emails regarding A&R*, *email reminders about drop deadlines*, the *first day of class instruction packet*, and the *A&R bulletin* are “useful” or “very useful”. After taking into account the percentage of respondents who indicated “neutral”, the usefulness of the *faculty information packet* and *My Canyons packet* is lower than the other A&R communications shown in Figure 1.

**Training on My Canyons (Faculty Only)**

Respondents were asked how they prefer to receive training on My Canyons. Respondents were asked to mark all that apply. The majority of respondents indicated that they prefer to receive training on My Canyons through *FLEX workshops* (42 percent) or *online tutorial* (41 percent), followed by *one-on-one training* or *paper handout* (10 percent, each). Thirty-three percent of respondents indicated that they *do not want to receive training on My Canyons*.

**Suggestions for Improving Admissions and Records’ Services**

Nineteen respondents provided suggestions or comments for improving Admissions and Records’ services to instructors or students. Six categories of comments and suggestions were provided, including *suggestions for improving policies/procedures, positive comments, increased phone responsiveness, suggestions for form improvement, “other” comments, and positive attendance concerns*. Please see Appendix C for detailed comments. Some specific comments included:

**Suggestions for improving policies and procedures** (4 comments)

- “Policies could be communicated more clearly, especially to our students.”
• “Please don't tell the students that they need to get an addcode from their instructor.”

**Positive comments** (4 comments)

• “I think A&R is great! Everyone is always so helpful.”
• “Since I teach compressed courses, the deadlines come and go quickly. The staff has always helped me when I missed a deadline.”

**Increased phone responsiveness** (3 comments)

• “Very hard to get someone on the phone.”
• “Answer the phone.”

**Suggestions for form improvement** (3 comments)

• “Explanation of all forms and all forms on the website.”
• “Make the announcement that students will be dropped from enrolled sections for lack of payment MUCH BIGGER on the enrollment page. Students are not seeing this message and then are being dropped from their sections. I hear complaints about this from students all the time.”

**“Other” comments** (3 comments)

• “There is no need to print any materials. Everything should be done electronically.”
• “More staff is needed.”

**Positive attendance concerns** (2 comments)

• “Try to [get] rid of positive attendance confusion! Retro-active work and rational[e] as to what class is or is not positive attendance is very fickle.”

**Adult Re-Entry Mentor Program**

**Interest in Mentoring a Returning Adult Student**

Overall, 14 percent of respondents are interested in mentoring a returning adult student for one semester.

Within each employee group, classified administrators (27 percent) had the highest percentage of respondents that are interested in mentoring a returning adult student for one semester, followed by full-time faculty (20 percent), educational administrators (13 percent), and classified staff (6
percent). A total of 30 classified administrators, 16 educational administrators, 109 classified staff, and 81 full-time faculty responded to this item.

Twenty-seven individuals provided contact information. This information has been provided to the Adult Re-Entry Mentor Program.

**Canyon Country Campus**

**Canyon Country Campus Visits**

**Overall**

Overall, respondents indicated that they have visited the Canyon Country campus this semester (49 percent), this academic year (14 percent), last year (31 percent), and have never visited the Canyon Country campus (7 percent). A total of 30 classified administrators, 17 educational administrators, 108 classified staff, and 79 full-time faculty responded to this item.

As indicated in Table 6, more than half of full-time faculty, classified administrators, and educational administrators have visited the Canyon Country campus this semester.

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Full-Time Faculty</th>
<th>Classified Staff</th>
<th>Classified Administrator</th>
<th>Educational Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>This semester</td>
<td>49%</td>
<td>51%</td>
<td>32%</td>
<td>77%</td>
<td>94%</td>
</tr>
<tr>
<td>This academic year</td>
<td>14%</td>
<td>15%</td>
<td>16%</td>
<td>7%</td>
<td>6%</td>
</tr>
<tr>
<td>Last year</td>
<td>31%</td>
<td>29%</td>
<td>43%</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>7%</td>
<td>5%</td>
<td>9%</td>
<td>3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note: Respondents indicating N/A were excluded

**Currently Teach/Work on the Canyon Country Campus**

Overall, 11 percent of respondents (28 respondents) indicated that they currently teach or work on the Canyon Country campus.

Within each employee group, full-time faculty and classified staff (11 respondents and 10 respondents, respectively) had the highest number of respondents that currently teach or work on the Canyon Country campus, followed by classified administrators (5 respondents), and educational administrators (2 respondents). Percentages are not reported for sample sizes less than ten.
Only respondents who indicated that they work at the Canyon Country campus received questions pertaining to the Canyon Country campus.

**Satisfaction with Various Aspects of the Canyon Country Campus**

**Table 7. Satisfaction with Various Aspects of the Canyon Country Campus**

<table>
<thead>
<tr>
<th></th>
<th>Satisfied/ Very Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/ Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of helpfulness of the switchboard/information personnel (n=28)</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Level of knowledge of the switchboard/information personnel (n=28)</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Personal safety while on campus (n=28)</td>
<td>89%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>Parking availability for faculty/staff (n=28)</td>
<td>75%</td>
<td>11%</td>
<td>14%</td>
</tr>
<tr>
<td>Maintenance of classrooms/offices (n=28)</td>
<td>71%</td>
<td>18%</td>
<td>10%</td>
</tr>
<tr>
<td>Space available for meeting with students (n=28)</td>
<td>57%</td>
<td>19%</td>
<td>24%</td>
</tr>
</tbody>
</table>

*Note: Respondents indicating N/A were excluded*

As illustrated in Figure 2 on the following page, the majority of respondents at the Canyon Country campus are “satisfied” or “very satisfied” with various aspects of the Canyon Country campus.

As compared to Fall 2011, satisfaction with the *level of knowledge of the switchboard/information personnel, level of helpfulness of the switchboard/information, personal safety while on campus, and space available for meeting with students* has increased; while satisfaction with the *parking availability for faculty/staff* and *maintenance of classrooms/offices* has decreased.
Figure 2. Percentage of Respondents that are “Satisfied” or “Very Satisfied” with Various Aspects of the Canyon Country Campus

Note: Respondents indicating N/A were excluded

**Level of Knowledge of Switchboard/Information Personnel**

Overall, 100 percent of respondents are “satisfied” or “very satisfied” with the level of knowledge of the switchboard/information personnel at the Canyon Country campus. A total of 10 full-time faculty and 10 classified staff responded to this item.

**Level of Helpfulness of Switchboard/Information Personnel**

Overall, 100 percent of respondents are “satisfied” or “very satisfied” with the level of helpfulness of the switchboard/information personnel at the Canyon Country campus. A total of 10 full-time faculty and 10 classified staff responded to this item.

**Maintenance of Classrooms/Offices**

Overall, 71 percent of respondents are “satisfied” or “very satisfied” with the maintenance of classrooms/offices on the Canyon Country campus. As compared to Fall 2011, satisfaction with the maintenance of classrooms/offices on the Canyon Country campus has decreased significantly (16 percent).
Within each employee group, full-time faculty (90 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the maintenance of classrooms/offices, followed by classified staff (40 percent). Although satisfaction was low among classified staff that responded, a high percentage indicated a “neutral” response regarding the maintenance of classrooms/offices (30 percent). A total of 10 full-time faculty and 10 classified staff responded to this item.

Percentages are not reported for employee groups with sample sizes less than ten.

**Parking Availability for Faculty/Staff**

Overall, 75 percent of respondents are “satisfied” or “very satisfied” with the parking availability for faculty/staff on the Canyon Country campus.

Within each employee group, full-time faculty (82 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the parking availability for faculty/staff, followed by classified staff (50 percent). Although satisfaction was low among classified staff that responded, a high percentage of respondents indicated a “neutral” response regarding the parking availability for faculty/staff on the Canyon Country campus (30 percent). A total of 11 full-time faculty and 10 classified staff responded to this item.

Percentages are not reported for employee groups with sample sizes less than ten.

**Personal Safety while on Campus**

Overall, 89 percent of respondents are “satisfied” or “very satisfied” with their personal safety while on the Canyon Country campus.

Within each employee group, classified staff and full-time faculty (90 percent, each) had the highest percentage of respondents that are “satisfied” or “very satisfied” with their personal safety while on campus. A total of 10 full-time faculty and 10 classified staff responded to this item.

Percentages are not reported for employee groups with sample sizes less than ten.

**Space Available for Meeting with Students**

Overall, 57 percent of respondents are “satisfied” or “very satisfied” with the space available for meeting with students on the Canyon Country campus. As compared to Fall 2011, satisfaction
with the space available for meeting with students has increased significantly (14 percent increase). A total of 9 full-time faculty and 6 classified staff responded to this item.

Percentages are not reported for employee groups with sample sizes less than ten.

**Satisfaction with the Timeliness of Various Aspects of the Canyon Country Campus**

Table 8. Satisfaction with the Timeliness of Various Aspects of the Canyon Country Campus

<table>
<thead>
<tr>
<th></th>
<th>Satisfied/Very Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reprographics (n=24)</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Facilities work order completion (n=19)</td>
<td>95%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Key requests (n=25)</td>
<td>88%</td>
<td>4%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Note: Respondents indicating N/A were excluded

As illustrated in Figure 3, the majority of respondents are “satisfied” or “very satisfied” with the timeliness of **key requests, Reprographics requests, and Facilities work order completion** at the Canyon Country campus.

**Reprographics**

Overall, 100 percent of respondents are “satisfied” or “very satisfied” with the timeliness of Reprographics at the Canyon Country campus.
Facilities work order completion

Overall, 95 percent of respondents are “satisfied” or “very satisfied” with the timeliness of Facilities work order completion at the Canyon Country campus. As compared with Fall 2011, satisfaction with Facilities work order completion has increased significantly (14 percent).

Percentages are not reported for employee groups with sample sizes less than ten.

Key Requests

Overall, 88 percent of respondents are “satisfied” or “very satisfied” with the timeliness of key requests at the Canyon Country campus. As compared to Fall 2011, satisfaction with the timeliness of key requests has decreased significantly (8 percent decrease).

Percentages are not reported for employee groups with sample sizes less than ten.

Note: Computer Support Services, the Library, and The Learning Center (TLC) on the Canyon Country campus were also surveyed. The results for these departments have been included with their respective department results.

Career Services

Awareness of Career Services

Overall, 97 percent of respondents are aware of the existence of Career Services.

Within each employee group, classified administrators and educational administrators (100 percent, each) had the highest percentage of respondents that are aware of the existence of Career Services, followed by classified staff (97 percent) and full-time faculty (95 percent). A total of 81 full-time faculty, 110 classified staff, 29 classified administrators, and 17 educational administrators responded to this item.

Familiarity with Services Provided by Career Services

Overall, 83 percent of respondents are familiar with the services offered by Career Services.

Within each employee group, educational administrators (100 percent) had the highest percentage of respondents that are familiar with the services offered by Career Services, followed by classified administrators (97 percent), classified staff (82 percent), and full-time faculty (76 percent). A total of 80 full-time faculty, 110 classified staff, 29 classified administrators, and 17 educational administrators responded to this item.
Preferences for Learning about Opportunities Provided by Career Services

Respondents were asked to indicate how they prefer to learn about opportunities being provided by Career Services. Respondents were directed to mark all that apply.

Overall (all employee types)

The majority of respondents prefer to learn about opportunities provided by Career Services through *e-mail* (94 percent), followed by the *Career Services website* (20 percent), *classroom visits* (10 percent), and “*other*” (2 percent). A total of 80 full-time faculty, 105 classified staff, 28 classified administrators, and 17 educational administrators responded to this item.

As indicated in Table 9, within each employee group, the majority of all employee groups prefer to learn about opportunities provided by Career Services through email.

Table 9. Preference for Learning about Career Services Opportunities by Employee Group

<table>
<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Full-Time Faculty</th>
<th>Classified Staff</th>
<th>Classified Administrator</th>
<th>Educational Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>94%</td>
<td>93%</td>
<td>92%</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Career Services website</td>
<td>20%</td>
<td>26%</td>
<td>17%</td>
<td>21%</td>
<td>12%</td>
</tr>
<tr>
<td>Classroom visits</td>
<td>10%</td>
<td>20%</td>
<td>6%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Other</td>
<td>2%</td>
<td>5%</td>
<td>0%</td>
<td>4%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Satisfaction with Career Services

Figure 4. Satisfaction with Career Services by Employee Group

Overall, 76 percent of respondents are “satisfied” or “very satisfied” with Career Services. Twenty percent of respondents indicated a “neutral” response regarding their satisfaction with Career Services.

Within each employee group, classified administrators (82 percent)
had the highest percentage of respondents that are “satisfied” or “very satisfied” with Career Services, followed by classified staff (79 percent), educational administrators (75 percent), and full-time faculty (71 percent). As illustrated in Figure 4 on page 21, a high percentage of respondents indicated a “neutral” response regarding their satisfaction with Career Services. A total of 52 full-time faculty, 72 classified staff, 22 classified administrators, and 16 educational administrators responded to this item.

**Additional Comments or Suggestions for Improving Career Services**

Six respondents provided comments or suggestions for improving Career Services. Two respondents indicated positive encounters with Career Services (2 respondents), a desire for increased hours at the Canyon Country campus (1 respondent), request for a newsletter (1 respondent), request for information regarding opportunities to share with basic skills students (1 respondent), and none. Please see Appendix C for detailed comments.

**Contracts, Procurement, and Risk Management**

| Table 10. Satisfaction with Various Aspects of Contracts, Procurement, and Risk Management |
|-----------------------------------------------|----------------|----------------|----------------|
| Level of staff knowledge                      | Satisfied/  | Neutral | Dissatisfied/ Very Dissatisfied |
|                                               | Very Satisfied |     |                             |
| Timeliness of purchasing services             | 80%          | 16%   | 4%                           |
| Timeliness of contract services               | 78%          | 18%   | 4%                           |
| Courtesy of staff                             | 88%          | 10%   | 2%                           |
| Field Trip/Excursion Waiver Form is processed in a timely manner | 63% | 27% | 10% |

Note: Respondents indicating N/A were excluded

**Level of Staff Knowledge**

Overall, 82 percent of respondents are “satisfied” or “very satisfied” with the level of staff knowledge of Contract, Procurement, and Risk Management personnel.

Within each employee group, classified administrators (90 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the level of staff knowledge, followed by educational administrators (88 percent), classified staff (82 percent), and full-time faculty (74 percent). A total of 47 full-time faculty, 71 classified staff, 29 classified administrators, and 16 educational administrators responded to this item.
**Timeliness of Purchasing Services**

Overall, 80 percent of respondents are “satisfied” or “very satisfied” with the timeliness of purchasing services.

Within each employee group, classified administrators (86 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the timeliness of purchasing services, followed by classified staff (85 percent), educational administrators (75 percent), and full-time faculty (70 percent). Although satisfaction was lower among educational administrators and full-time faculty, a high percentage indicated a “neutral” response regarding their satisfaction with the timeliness of purchasing services (26 percent and 25 percent, respectively). A total of 43 full-time faculty, 66 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

**Timeliness of Contract Services**

Overall, 78 percent of respondents are “satisfied” or “very satisfied” with the timeliness of contract services.

Within each employee group, classified administrators (86 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the timeliness of contract services, followed by classified staff (82 percent), educational administrators (75 percent), and full-time faculty (64 percent). Although satisfaction was lower among full-time faculty and educational administrators, a high percentage indicated a “neutral” response regarding their satisfaction with the timeliness of purchasing services (27 percent and 25 percent, respectively). A total of 44 full-time faculty, 57 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

**Courtesy of Staff**

Overall, 88 percent of respondents are “satisfied” or “very satisfied” with the courtesy of the staff.

Within each employee group, classified administrators (93 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the courtesy of the staff, followed by educational administrators (88 percent), full-time faculty (86 percent), and classified staff (85 percent). A total of 51 full-time faculty, 71 classified staff, 29 classified administrators, and 16 educational administrators responded to this item.
Field Trip/Excursion Waiver Form – Timely Processing

Overall, 63 percent of respondents are “satisfied” or “very satisfied” with the timely processing of the field trip/excursion waiver form. A high percentage of respondents indicated a “neutral” response regarding their satisfaction with the timely processing of the field trip/excursion waiver form (27 percent).

Within each employee group, classified administrators (85 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the timely processing of the field trip/excursion waiver form, followed by full-time faculty (61 percent), and classified staff (54 percent). As indicated in Table 11, a high percentage of respondents indicated a “neutral” response regarding their satisfaction with the timely processing of the field trip/excursion waiver form. A total of 41 full-time faculty, 28 classified staff, 13 classified administrators, and 8 educational administrators responded to this item.

<table>
<thead>
<tr>
<th>Overall (all employee groups)</th>
<th>Satisfied / Very Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied / Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>63%</td>
<td>27%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Full-time Faculty</td>
<td>61%</td>
<td>22%</td>
<td>17%</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>54%</td>
<td>39%</td>
<td>7%</td>
</tr>
<tr>
<td>Classified Administrators</td>
<td>85%</td>
<td>15%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note: Respondents indicating N/A were excluded. Sample size for educational administrators was less than 10.

Additional Comments or Suggestions for Improving Contract, Procurement and Risk Management Services

Seventeen respondents provided comments or suggestions for improving Contract, Procurement and Risk Management services to the campus community and outside vendors. Five categories of comments and suggestions were provided, including concerns about forms/procedures, positive comments, recommendations for additional staffing, “other” comments, and none. Please see Appendix C for detailed comments. Some specific comments included:

Concerns about forms/procedures (7 comments)

- “…[The department is] constantly changing procedures and it can be frustrating and off putting to have to explain after the fact. Also the field trip procedure is problematic even if you get it taken care of in the time frame suggested.”
- “The approval process for guest speakers is arduous and unnecessary.”
- “The process for forms desperately needs to be revised and put online.”

**Positive comments** (2 comments)

- “Contracts, Procurement & Risk Management ALWAYS answer their phone lines, should they not have the answer they are quick to find out and return our call. They are easy to work with even on the most difficult projects.”

**Recommendations for additional staff** (2 comments)

- “Another area on campus where staff is desperately needed in Purchasing. Staffing is not keeping up with infrastructure and campus growth in-house and in outlying areas.”

### Distance Learning

**Satisfaction with the Number/ Variety of Distance Learning/ Instructional Design Training Options**

Overall, 73 percent of respondents are “satisfied” or “very satisfied” with the number/variety of distance learning/instructional design training options available. Twenty-two percent of respondents indicated a “neutral” response with their satisfaction with the number/variety of distance learning/instructional design training options available.

Within each employee group, educational administrators (91 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the number/variety of distance learning/instructional design training options, followed by full-time faculty (80 percent), and classified staff (64 percent). A total of 65 full-time faculty, 47 classified staff, 7 classified administrators, and 11 educational administrators responded to this item.

**Educational Technology / Content Delivery**

Respondents were asked what types of educational technology/content delivery they would like to learn about. Respondents were directed to mark all that apply.

**Overall (all employee types)**

As illustrated in Figure 5 on the following page, Nearly half of the respondents preferred to receive additional training on open educational resources (49 percent), followed by podcasts (42 percent), online learning modules (39 percent), social networking tools (38 percent), and e-books/e-readers and video-conferencing (34 percent, each). The two areas that respondents indicated they least prefer to receive additional education technology/content delivery training through are social bookmarking/collaborative annotations (21 percent) and
augmented reality in education (12 percent). A total of 69 full-time faculty, 47 classified staff, 14 classified administrators, and 12 educational administrators responded to this item.

As compared to Fall 2011, the percentage of respondents indicating that they prefer to learn about open educational resources and social bookmarking/collaborative annotations have increased significantly (8 percent increase and 7 percent increase, respectively). The percentage of respondents indicating that they prefer to learn about e-books/e-readers and podcasts has decreased significantly (20 percent decrease and 10 percent decrease, respectively).

Figure 5. Respondents’ Preferences for Learning about Educational Technology/Content Delivery

Note: Respondents indicating N/A were excluded
As indicated in Table 12, within each employee group, all employee groups showed strong interest in learning more about open educational resources and podcasts.

Table 12. Preference for Learning about Types of Educational Technology/Content Delivery

<table>
<thead>
<tr>
<th>Type of Educational Technology/Content Delivery</th>
<th>Overall</th>
<th>Full-Time Faculty</th>
<th>Classified Staff</th>
<th>Classified Administrator</th>
<th>Educational Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open educational resources</td>
<td>49%</td>
<td>58%</td>
<td>38%</td>
<td>29%</td>
<td>58%</td>
</tr>
<tr>
<td>Podcasts</td>
<td>42%</td>
<td>45%</td>
<td>47%</td>
<td>29%</td>
<td>42%</td>
</tr>
<tr>
<td>Online learning modules</td>
<td>39%</td>
<td>39%</td>
<td>38%</td>
<td>29%</td>
<td>58%</td>
</tr>
<tr>
<td>Social networking tools for teaching</td>
<td>38%</td>
<td>45%</td>
<td>28%</td>
<td>21%</td>
<td>58%</td>
</tr>
<tr>
<td>E-books/e-readers</td>
<td>34%</td>
<td>41%</td>
<td>32%</td>
<td>14%</td>
<td>33%</td>
</tr>
<tr>
<td>Video-conferencing</td>
<td>34%</td>
<td>33%</td>
<td>40%</td>
<td>14%</td>
<td>33%</td>
</tr>
<tr>
<td>Social bookmarking/collaborative annotations</td>
<td>21%</td>
<td>22%</td>
<td>21%</td>
<td>7%</td>
<td>42%</td>
</tr>
<tr>
<td>Augmented reality in education</td>
<td>12%</td>
<td>16%</td>
<td>11%</td>
<td>7%</td>
<td>8%</td>
</tr>
<tr>
<td>Other</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>7%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**Satisfaction with Distance Learning**

Overall, 76 percent of respondents are “satisfied” or “very satisfied” with Distance Learning. Twenty percent of the respondents indicated a “neutral” response regarding their satisfaction with Distance Learning.

Within each employee group, educational administrators (93 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with Distance Learning, followed by full-time faculty (82 percent), classified administrators (73 percent), and classified staff (63 percent). A total of 66 full-time faculty, 52 classified staff, 11 classified administrators, and 15 educational administrators responded to this item.

**Future Trends or Directions in Distance Learning**

Fifteen respondents provided comments regarding future trends or directions that Distance Learning should be aware of and plan to support. Respondents indicated that they would like additional classroom equipment (3 respondents), additional online instruction (3 respondents), Open Educational Resources (1 respondent), varied modes of online tutoring (1 respondent), online simulation/scenarios (1 respondent), and Skype (1 respondent). Five respondents indicated that there are no additional trends that Distance Learning should be aware of or plan to support. Please see Appendix C for detailed comments.
Suggestions for Improving Distance Learning

Eight respondents provided suggestions or comments for improving Distance Learning. Respondents indicated that they would like *better communication with online students* (2 respondents), *additional Blackboard support* (2 respondents), would like *additional information about Distance Learning* (1 respondent), and would like *assistance with the remedial education gap* (1 respondent). Two individuals indicated that they had no suggestions for improving Distance Learning. Please see Appendix C for detailed comments.

### Economic Development Division

#### Table 13. Familiarity with Economic Development Division Departments

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree/Agree</th>
<th>Neutral</th>
<th>Strongly Disagree/Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Familiar with what the Economic Development Division does at COC</td>
<td>48%</td>
<td>22%</td>
<td>30%</td>
</tr>
<tr>
<td>Familiar with the process of working with the Economic Development Division if I have an idea which involves the business community</td>
<td>34%</td>
<td>28%</td>
<td>38%</td>
</tr>
<tr>
<td>Familiar with the services provided by the Center for Applied Competitive Technologies (CACT)</td>
<td>31%</td>
<td>27%</td>
<td>42%</td>
</tr>
<tr>
<td>Familiar with the services provided by the Employee Training Institute (ETI)</td>
<td>42%</td>
<td>28%</td>
<td>30%</td>
</tr>
<tr>
<td>Familiar with the services provided by the Small Business Development Center (SBDC)</td>
<td>43%</td>
<td>24%</td>
<td>33%</td>
</tr>
<tr>
<td>Familiar with the services provided by the WorkSource Center</td>
<td>49%</td>
<td>24%</td>
<td>27%</td>
</tr>
</tbody>
</table>

**Familiarity with the Economic Development Division**

Overall, there is familiarity with the Economic Division with some areas more than others. For example, nearly half of respondents indicated that they are familiar with ETI (in general) and the WorkSource Center but fewer respondents indicated familiarity with the SBDC, the process of working with ETI and the CACT.

As indicated in Table 14 on page 29, classified administrators and educational administrators have the highest percentage of respondents that indicated they are familiar with the various areas of Economic Development.
Table 14. Familiarity with Economic Development Division Departments (By Employee Group) (Percentage of respondents who indicated “agree” or “strongly agree”)

<table>
<thead>
<tr>
<th></th>
<th>Econ Devt (general)</th>
<th>ETI (general)</th>
<th>ETI (process of working with)</th>
<th>CACT</th>
<th>SBDC</th>
<th>WorkSource Center</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall (all employee groups)</td>
<td>48%</td>
<td>42%</td>
<td>34%</td>
<td>31%</td>
<td>43%</td>
<td>49%</td>
</tr>
<tr>
<td>Full-time Faculty</td>
<td>41%</td>
<td>27%</td>
<td>30%</td>
<td>19%</td>
<td>32%</td>
<td>30%</td>
</tr>
<tr>
<td>Classified Staff</td>
<td>35%</td>
<td>41%</td>
<td>23%</td>
<td>23%</td>
<td>36%</td>
<td>51%</td>
</tr>
<tr>
<td>Classified Administrators</td>
<td>72%</td>
<td>62%</td>
<td>62%</td>
<td>66%</td>
<td>69%</td>
<td>69%</td>
</tr>
<tr>
<td>Educational Administrators</td>
<td>94%</td>
<td>76%</td>
<td>76%</td>
<td>65%</td>
<td>76%</td>
<td>76%</td>
</tr>
</tbody>
</table>

Note: Respondents indicating N/A were excluded

Familiarity with the Economic Development Division

Overall, 48 percent of respondents “agree” or “strongly agree” that they are familiar with what the Economic Development Division does at College of the Canyons. Twenty-two percent of respondents indicated a “neutral” response regarding their familiarity with what the Economic Development Division does.

Within each employee group, educational administrators (94 percent) had the highest percentage of respondents that “agree” or “strongly agree” that they are familiar with what the Economic Development Division does, followed by classified administrators (72 percent), full-time faculty (41 percent), and classified staff (35 percent). A total of 81 full-time faculty, 106 classified staff, 29 classified administrators, and 17 educational administrators responded to this item.

Familiarity with the Process of Working with the Economic Development Division

Overall, 34 percent of respondents “agree” or “strongly agree” that they are familiar with the process of working with the Economic Development Division if they have an idea which involves the business community. Twenty-eight percent of respondents indicated a “neutral” response regarding their familiarity with the process of working with the Economic Development Department.

Within each employee group, educational administrators (76 percent) had the highest percentage of respondents that “agree” or “strongly agree” that they are familiar with the process of working with the Economic Development Division, followed by classified administrators (62 percent), full-time faculty (30 percent), and classified staff (23 percent). A total of 81 full-time faculty,
106 classified staff, 29 classified administrators, and 17 educational administrators responded to this item.

**Familiarity with the Center for Applied Competitive Technologies (CACT)**

Overall, 31 percent of respondents “agree” or “strongly agree” that they are familiar with the services provided by CACT. Twenty-seven percent of respondents indicated a “neutral” response regarding their familiarity with the services provided by CACT.

Within each employee group, classified administrators (66 percent) had the highest percentage of respondents that “agree” or “strongly agree” that they are familiar with CACT, followed by educational administrators (65 percent), classified staff (23 percent), and full-time faculty (19 percent). A total of 81 full-time faculty, 106 classified staff, 29 classified administrators, and 17 educational administrators responded to this item.

**Familiarity with the Employee Training Institute (ETI)**

Overall, 42 percent of respondents “agree” or “strongly agree” that they are familiar with the services provided by ETI. Twenty-eight percent of respondents indicated a “neutral” response regarding their familiarity with the services provided by ETI.

Within each employee group, educational administrators (76 percent) had the highest percentage of respondents that “agree” or “strongly agree” that they are familiar with ETI, followed by classified administrators (62 percent), classified staff (41 percent), and full-time faculty (27 percent). A total of 81 full-time faculty, 106 classified staff, 29 classified administrators, and 17 educational administrators responded to this item.

**Familiarity with the Small Business Development Center (SBDC)**

Overall, 43 percent of respondents “agree” or “strongly agree” that they are familiar with the services provided by the SBDC. Twenty-four percent of respondents indicated a “neutral” response regarding their familiarity with the services provided by the SBDC.

Within each employee group, educational administrators (76 percent) had the highest percentage of respondents that “agree” or “strongly agree” that they are familiar with the services provided by the SBDC, followed by classified administrators (69 percent), classified staff (36 percent), and full-time faculty (32 percent). A total of 81 full-time faculty, 106 classified staff, 29 classified administrators, and 17 educational administrators responded to this item.
Familiarity with the WorkSource Center

Overall, 49 percent of respondents “agree” or “strongly agree” that they are familiar with the services provided by the WorkSource Center. Twenty-four percent of respondents indicated a “neutral” response regarding their familiarity with the services provided by the WorkSource Center.

Within each employee group, educational administrators (76 percent) had the highest percentage of respondents that “agree” or “strongly agree” that they are familiar with the services provided by the SBDC, followed by classified administrators (69 percent), classified staff (51 percent), and full-time faculty (30 percent). A total of 81 full-time faculty, 104 classified staff, 29 classified administrators, and 17 educational administrators responded to this item.

Use of Economic Development Services

As indicated in Table 15, educational administrators have the highest percentage of respondents indicating that they utilize and collaborate with the various areas of Economic Development, followed by classified administrators.

<table>
<thead>
<tr>
<th>Table 15. Use of and Collaboration with Economic Development Division Departments (By Employee Group)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall (all employee groups)</td>
</tr>
<tr>
<td>Overall (all employee groups)</td>
</tr>
<tr>
<td>Full-time Faculty (n=81)</td>
</tr>
<tr>
<td>Classified Staff (n=105 all items except n=106 on ETI item)</td>
</tr>
<tr>
<td>Classified Administrators (n=29)</td>
</tr>
<tr>
<td>Educational Administrators (n=17)</td>
</tr>
</tbody>
</table>

Ideas on Ways to Partner with the Economic Development Department

Six respondents provided comments regarding ways to partner with the Economic Development Division; specifically that they would like information meetings to connect Fast Track with the departments (2 respondents) and would like to discuss entrepreneurial ideas with the Fast Track Institute. One respondent indicated that they already partner with the Fast Track Institute and two respondents indicated that they have no comment. Please see Appendix C for detailed comments.
Suggestions for Improving the Economic Development Division

Eleven respondents provided suggestions or comments for improving the Economic Development Division; specifically respondents indicated *additional training/information from the Economic Development Division* (6 respondents), suggested *additional staffing* (2 respondents), requested *contact information for the department* (1 respondent), would like to utilize *nanotechnology* (1 respondent), and had *no suggestions*. Please see Appendix C for detailed comments.

Fast Track Institute

Awareness of the Fast Track Institute

Overall, 55 percent of respondents are aware of the Fast Track Institute.

Within each employee group, educational administrators (100 percent) had the highest percentage of respondents that are aware of the Fast Track Institute, followed by classified administrators (71 percent), classified staff (51 percent), and full-time faculty (40 percent). A total of 80 full-time faculty, 105 classified staff, 28 classified administrators, and 17 educational administrators responded to this item.

| Table 16. Level of Agreement with Various Aspects of the Fast Track Institute |
|-----------------|-----------------|-----------------|
| Know who to call to suggest a Fast Track class | Strongly Agree/Agree | Neutral | Strongly Disagree/Disagree |
| Familiar with the process for creating a Fast Track class | 19% | 21% | 60% |
| Aware that the Fast Track Institute can assist with creating and launching a Fast Track class | 49% | 16% | 35% |
| Aware of the current Fast Track class offerings | 42% | 18% | 40% |
| Comfortable connecting individuals or organizations with the Fast Track Institute based on their training needs | 43% | 23% | 34% |

Note: Respondents indicating N/A were excluded
Fast Track Institute Familiarity and Awareness

Respondents indicating that they are familiar with the Fast Track Institute were asked to indicate their level of agreement regarding various aspects of the Fast Track Institute. As illustrated in Figure 6, a high percentage of respondents indicated a “neutral” response regarding their awareness and familiarity with various aspects of the Fast Track Institute.

Figure 6. Familiarity and Awareness with Various Aspects of the Fast Track Institute
(Excludes respondents who indicated N/A)

Who to Contact to Suggest a Fast Track Class

Overall, 54 percent of respondents indicated that they know who to call to suggest a Fast Track class.

Within each employee group, educational administrators (94 percent) had the highest percentage of respondents that know who to call to suggest a Fast Track class, followed by classified administrators (70 percent), classified staff (49 percent), and full-time faculty (31 percent). A total of 29 full-time faculty, 43 classified staff, 20 classified administrators, and 16 educational administrators responded to this item.
Process for Creating a Fast Track Class

Overall, 19 percent of respondents indicated that they are familiar with the process for creating a Fast Track class. Twenty-one percent of respondents indicated a “neutral” response regarding their familiarity with the process for creating a Fast Track class.

Within each employee group, educational administrators (33 percent) had the highest percentage of respondents that are familiar with the process for creating a Fast Track class, followed by classified administrators (27 percent), classified staff (16 percent), and full-time faculty (14 percent). A total of 28 full-time faculty, 37 classified staff, 15 classified administrators, and 15 educational administrators responded to this item.

Assistance with Creating and Launching of a Fast Track Class

Overall, 49 percent of respondents indicated that they are aware that the Fast Track Institute can assist them with creating and launching a Fast Track class.

Within each employee group, educational administrators (75 percent) had the highest percentage of respondents that are aware that the Fast Track Institute can assist them with creating and launching a Fast Track class, followed by classified administrators (71 percent), classified staff (37 percent), and full-time faculty (36 percent). A total of 28 full-time faculty, 35 classified staff, 17 classified administrators, and 16 educational administrators responded to this item.

Awareness of Fast Track Class Offerings

Overall, 42 percent of respondents indicated that they are aware of the current Fast Track class offerings.

Within each employee group, classified administrators (65 percent) had the highest percentage of respondents that are aware of the current Fast Track class offerings, followed by classified staff (42 percent), educational administrators (40 percent), and full-time faculty (27 percent). Although a lower percentage of classified staff, educational administrators, and full-time faculty indicated that they are familiar with the SBDC, a high percentage indicated a “neutral” response (19 percent, 33 percent, and 20 percent, respectively). A total of 30 full-time faculty, 43 classified staff, 20 classified administrators, and 15 educational administrators responded to this item.
Comfort with Connecting Individuals/Organizations with the Fast Track Institute

Overall, 43 percent of respondents indicated that they are comfortable connecting individuals or organizations with the Fast Track Institute based on their training needs. Twenty-three percent indicated a “neutral” response regarding their comfort with connecting individuals or organizations with the Fast Track Institute.

Within each employee group, classified administrators (75 percent) had the highest percentage of respondents that are comfortable connecting individuals or organizations with the Fast Track Institute based on their training needs, followed by classified staff and educational administrators (38 percent, each), and full-time faculty (33 percent). A total of 30 full-time faculty, 37 classified staff, 20 classified administrators, and 16 educational administrators responded to this item.

Grants Accounting

Project Management/Project Staff

Overall, 14 percent of respondents indicated that they are currently a Project Manager or Project staff on a grant or categorical funded project.

Within each employee group, educational administrators (65 percent) had the highest percentage of respondents that are currently a Project Manager or Project staff on a grant or categorically funded project, followed by classified administrators (17 percent), classified staff (10 percent), and full-time faculty (8 percent).

Respondents indicating that they are currently a Project Manager or Project staff on a grant or categorically funded project were asked various questions regarding the Grants Accounting Division (34 respondents). A total of 6 full-time faculty, 11 classified staff, 5 classified administrators, and 11 educational administrators responded to this item. One respondent’s employee group was unknown.

Awareness of the assistance available through the Grants Accounting Division

Overall, 86 percent of respondents are aware that the Grants Accounting Division will assist them with all financial aspects of their externally funded grant projects.

Within each employee group, 100 percent of educational administrators are aware that the Grants Accounting Division will assist them with all financial aspects of their externally funded grant project. Percentages are not reported for employee groups with sample sizes less than ten.
Level of Agreement with Various Aspects of Grants Accounting

Table 17. Level of Agreement with Various Aspects of Grants Accounting

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree/Agree</th>
<th>Neutral</th>
<th>Strongly Disagree/Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>New grant award accounts are established on a timely basis</td>
<td>87%</td>
<td>0%</td>
<td>13%</td>
</tr>
<tr>
<td>Grant expenditure limitations are explained clearly where applicable</td>
<td>91%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Quarterly and final grant reporting deadline dates are pointed out</td>
<td>83%</td>
<td>7%</td>
<td>10%</td>
</tr>
<tr>
<td>Budget adjustment needs are supported and handled efficiently</td>
<td>94%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Grants are closed out promptly at the end of the project</td>
<td>93%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Note: Respondents indicating N/A were excluded

New Grant Award Account Establishment

Overall, 87 percent of respondents indicated that new grant award accounts are established on a timely basis.

Within each employee group, educational administrators had the highest percentage of respondents who indicated that new grant award accounts are established on a timely basis, followed by classified staff (82 percent).

Percentages are not reported for employee groups with sample sizes less than ten.

Grant Expenditure Limitations

Overall, 91 percent of respondents indicated that grant expenditure limitations are explained clearly where applicable.

Within each employee group, 100 percent of educational administrators and 91 percent of classified staff indicated that grant expenditure limitations are explained clearly where applicable.

Percentages are not reported for employee groups with sample sizes less than ten.

Quarterly and final grant reporting deadline dates

Overall, 83 percent of respondents indicated that quarterly and final grant reporting deadline dates are pointed out.
Within each employee group, 100 percent of educational administrators and 70 percent of classified staff indicated that quarterly and final grant reporting deadline dates are pointed out.

Percentages are not reported for employee groups with sample sizes less than ten.

**Budget adjustment needs**

Overall, 94 percent of respondents indicated that budget adjustment needs are supported and handled efficiently.

Within each employee group, 100 percent of educational administrators and classified staff indicated that budget adjustment needs are supported and handled efficiently.

Percentages are not reported for employee groups with sample sizes less than ten.

**Closure of grants**

Overall, 93 percent of respondents indicated that grants are closed out promptly at the end of the project.

Within each employee group, 100 percent of educational administrators and classified staff indicated that grants are closed out promptly at the end of the project.

Percentages are not reported for employee groups with sample sizes less than ten.

**Satisfaction with Grants Accounting**

Overall, 63 percent of respondents are “satisfied” or “very satisfied” with Grants Accounting. Twenty-eight percent of the respondents indicated a “neutral” response regarding their satisfaction with Grants Accounting.

Within each employee group, educational administrators (88 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with Grants Accounting, followed by classified administrators (83 percent), full-time faculty (54 percent), and classified staff (52 percent). A total of 39 full-time faculty, 54 classified staff, 23 classified administrators, and 16 educational administrators responded to this item.

**Suggestions for Improving Grants Accounting Services**

Eleven respondents provided suggestions or comments for improving Grants Accounting Services. Five categories of comments and suggestions were provided, including requesting
additional information about Grants Accounting, “other” comments, faculty input, and positive comments. Please see Appendix C for detailed comments. Some specific comments included:

**Additional Information about Grants Accounting** (3 comments)

- “I think it would be good to have another flex activity regarding this in spring... we had one in the past... but another would be helpful.”

**“Other” comments** (3 comments)

- “Many times COC has no control over when a grant is finally allotted to our campus to start the expenditure / application plan.”
- “Better follow-up/response on [acquiring] grants for small projects.”

**Faculty input** (2 comments)

- “There should be input from faculty whose workload will be affected by a grant before the grant is applied for.”

**Positive comments** (2 comments)

- “[Staff member] was particularly helpful with the grant we had for our [program].”

### Grants Development

**Table 18. Satisfaction with Various Aspects of Grants Development** (Excludes respondents who indicated N/A)

<table>
<thead>
<tr>
<th></th>
<th>Satisfied/ Very Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/ Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know who to call to get help with grant requests</td>
<td>64%</td>
<td>17%</td>
<td>19%</td>
</tr>
<tr>
<td>Familiar with the support and process for applying for a grant</td>
<td>41%</td>
<td>30%</td>
<td>29%</td>
</tr>
<tr>
<td>Aware the Grants Development Office has resources available to research external funding sources for respondent’s program</td>
<td>53%</td>
<td>25%</td>
<td>22%</td>
</tr>
<tr>
<td>Aware the Grants Development office has a website</td>
<td>45%</td>
<td>25%</td>
<td>30%</td>
</tr>
<tr>
<td>Would benefit from a workshop on the grants development process</td>
<td>40%</td>
<td>41%</td>
<td>19%</td>
</tr>
<tr>
<td>Overall satisfaction with Grants Development</td>
<td>67%</td>
<td>27%</td>
<td>6%</td>
</tr>
</tbody>
</table>
As illustrated in Figure 7, a high percentage of respondents indicated a “neutral” response regarding their awareness and familiarity with various aspects of Grants Development.

**Figure 7. Awareness and Familiarity with Various Aspects of Grants Development**

Note: Respondents indicating N/A were excluded

**Assistance with Grant Requests**

Overall, 64 percent of respondents indicated that they are aware of who to call to get help with grant requests. Seventeen percent of respondents indicated a “neutral” response regarding their awareness of who to call to get help with grant requests.

Within each employee group, educational administrators (94 percent) had the highest percentage of respondents “agree” or “strongly agree” that they are aware of who to call to get help with grant requests, followed by classified administrators (93 percent), full-time faculty (59 percent), and classified staff (53 percent). A total of 80 full-time faculty, 105 classified staff, 29 classified administrators, and 17 educational administrators responded to this item.
Familiarity with the Support/Process for Applying for a Grant

Overall, 41 percent of respondents indicated that they are familiar with the support and process for applying for a grant. Thirty percent of the respondents indicated a “neutral” response regarding their familiarity with the support and process for applying for a grant.

Within each employee group, educational administrators (94 percent) had the highest percentage of respondents that are familiar with the support and process for applying for a grant, followed by classified administrators (79 percent), full-time faculty (43 percent), and classified staff (21 percent). A total of 80 full-time faculty, 105 classified staff, 29 classified administrators, and 17 educational administrators responded to this item.

Awareness of Resources Available to Research External Funding Sources

Overall, 53 percent of respondents indicated that they are aware that the Grants Development office has resources available to research external funding sources for their programs. Twenty-five percent of respondents indicated a “neutral” response regarding their awareness that the Grants Development office has resources available to research external funding sources for their programs.

Within each employee group, educational administrators (94 percent) had the highest percentage of respondents that “agree” or “strongly agree” that they are aware that the Grants Development office has resources available to research external funding sources for their programs, followed by classified administrators (83 percent), full-time faculty (54 percent), and classified staff (35 percent). A total of 79 full-time faculty, 105 classified staff, 29 classified administrators, and 17 educational administrators responded to this item.

Awareness of the Grants Development Website

Overall, 45 percent of respondents indicated that they are aware that the Grants Development office has a website. Twenty-five percent of the respondents indicated a “neutral” response regarding their awareness that the Grants Development office has a website. As compared to Fall 2011, the percentage of respondents indicated that they are aware that the Grants Development office has a website has increased significantly (10 percent increase).

Within each employee group, educational administrators (65 percent) had the highest percentage of respondents that “agree” or “strongly agree” that they are aware that the Grants Development office has a website, followed by classified administrators (62 percent), full-time faculty (44
percent), and classified staff (38 percent). A total of 80 full-time faculty, 105 classified staff, 29 classified administrators, and 17 educational administrators responded to this item.

**Benefit from a Workshop on the Grants Development Process**

Overall, 40 percent of respondents indicated that they would benefit from a workshop on the Grants Development Process. Forty-one percent of the respondents indicated a “neutral” response regarding the benefit of a Grants Development workshop.

Within each employee group, full-time faculty (58 percent) had the highest percentage of respondents who indicated that they would benefit from a workshop on the Grants Development Process, followed by educational administrators (47 percent), classified administrators (45 percent), and classified staff (26 percent). A total of 79 full-time faculty, 105 classified staff, 29 classified administrators, and 17 educational administrators responded to this item.

**Satisfaction with Grants Development**

Overall, 67 percent of respondents are “satisfied” or “very satisfied” with Grants Development. Twenty-seven percent of the respondents indicated a “neutral” response regarding their satisfaction with Grants Development.

Within each employee group, educational administrators (88 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with Grants Development, followed by classified administrators (83 percent), full-time faculty (61 percent), and classified staff (56 percent).
As illustrated in Figure 8 on the preceding page, as compared to Fall 2011, overall, the percentage of respondents indicating that they are “satisfied” or “very satisfied” with Grants Development has increased significantly (12 percent increase). Within each employee group, the percentage of classified administrators and full-time faculty indicating that they are “satisfied” or “very satisfied” with Grants Development has increased (7 percent and 37 percent, respectively) while satisfaction among educational administrators and classified staff has decreased (12 percent and 9 percent, respectively). A total of 54 full-time faculty, 55 classified staff, 24 classified administrators, and 16 educational administrators responded to this item.

**Suggestions for Improving Grants Development**

Respondents were asked to provide suggestions for improving Grants Development. This question allowed them to respond in a manner less structured than the Likert-type questions.

Eleven respondents provided suggestions or comments for improving Grants Development. Three categories of comments were provided, including *increased response to grant requests*, *positive comments*, and “other” comments. One respondent indicated that they had *no suggestions* for improving Grants Development. Please see Appendix C for detailed comments.

Some specific comments included:

**Increased response to grant requests** (3 comments)

- “In these tough economic times, I am sure many people are [clamoring] for large grants, but better follow-up/response for request for information on smaller grants for smaller programs would be helpful.”
- “Need more timely feedback from this area of the College.”

**Positive comments** (3 comments)

- “Grants Development [was] very helpful in completing an identified grant request.”
- “They are [wonderful]!”

**“Other” comments** (3 comments)

- “Need faculty input prior to applying for grants where faculty are expected to fulfill grant requirements, act as PI's, etc. Too many grants have been placed on faculty without fully consulting faculty.”
Human Resources (HR)

Table 19. Satisfaction with Various Aspects of Human Resources

<table>
<thead>
<tr>
<th></th>
<th>Satisfied/ Very Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/ Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR Staff is courteous</td>
<td>91%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>HR staff is helpful</td>
<td>87%</td>
<td>9%</td>
<td>4%</td>
</tr>
<tr>
<td>HR staff respond to requests in a timely manner</td>
<td>75%</td>
<td>17%</td>
<td>8%</td>
</tr>
<tr>
<td>HR staff are knowledgeable and provide accurate information</td>
<td>84%</td>
<td>12%</td>
<td>4%</td>
</tr>
<tr>
<td>Confident that the HR department will handle personnel matters with professionalism and respect for confidentiality</td>
<td>80%</td>
<td>13%</td>
<td>7%</td>
</tr>
<tr>
<td>HR helps resolve problems</td>
<td>68%</td>
<td>23%</td>
<td>9%</td>
</tr>
<tr>
<td>HR provides expert guidance through the District’s hiring processes</td>
<td>83%</td>
<td>12%</td>
<td>5%</td>
</tr>
<tr>
<td>HR provides valuable training on HR related topics</td>
<td>62%</td>
<td>28%</td>
<td>10%</td>
</tr>
<tr>
<td>Overall satisfaction with Human Resources</td>
<td>81%</td>
<td>14%</td>
<td>5%</td>
</tr>
</tbody>
</table>

Note: Respondents indicating N/A were excluded

As illustrated in Figure 9 on page 44, the majority of respondents “agree” or “strongly agree” with various aspects of Human Resources. The two aspects respondents are most satisfied with are the helpfulness and courteousness of the HR staff. While satisfaction was high for the way Human Resources resolves problems and the valuable training that the Human Resources department provides on Human Resources related topics, these areas received the lowest satisfaction ratings by respondents.

As compared to Fall 2011, the percentage of respondents that “agree” or “strongly agree” with various statements regarding Human Resources has decreased in all areas except the courteousness of the HR staff, which has remained the same. Five of the seven areas where decreases in satisfaction occurred were less than five percent. Two of the areas with decreases in satisfaction of five percent or more included responses to requests in a timely manner (7 percent decrease) and helpfulness in resolving problems (5 percent decrease). The decreases observed for several of the items are likely a reflection of the large percentage of respondents in some employee groups who indicated “neutral”. The following sections organized by survey item provide detailed percentages by employee group and identify when the percentage of “neutral” responses was large, thus likely affecting the overall level of agreement.
Figure 9. Percentage of Respondents that “Agree” or “Strongly Agree” with Various Aspects of Human Resources

<table>
<thead>
<tr>
<th>Aspect</th>
<th>2012</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>HR staff is courteous</td>
<td>91</td>
<td>91</td>
</tr>
<tr>
<td>HR staff is helpful</td>
<td>87</td>
<td>91</td>
</tr>
<tr>
<td>HR staff is knowledgeable and provides accurate info</td>
<td>84</td>
<td>87</td>
</tr>
<tr>
<td>HR department provides expert guidance through</td>
<td>83</td>
<td>86</td>
</tr>
<tr>
<td>District’s hiring process</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HR staff handles personnel matters with</td>
<td>80</td>
<td>84</td>
</tr>
<tr>
<td>professionalism and respect for confidentiality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HR staff responds to requests in a timely manner</td>
<td>75</td>
<td>82</td>
</tr>
<tr>
<td>HR department helps resolve problems</td>
<td>68</td>
<td>73</td>
</tr>
<tr>
<td>HR department provides valuable training on HR related topics</td>
<td>62</td>
<td>63</td>
</tr>
</tbody>
</table>

Note: Respondents indicating N/A were not reported

**Courtesy of Staff**

Overall, 91 percent of respondents indicated that the Human Resources staff is courteous.

Within each employee group, classified administrators (96 percent) had the highest percentage of respondents who indicated that the Human Resources staff is courteous, followed by educational administrators and full-time faculty (94 percent, each), and classified staff (86 percent). A total of 81 full-time faculty, 103 classified staff, 28 classified administrators, and 17 educational administrators responded to this item.

**Helpfulness of Staff**

Overall, 87 percent of respondents indicated that the Human Resources staff is helpful.

Within each employee group, educational administrators (94 percent) had the highest percentage of respondents who indicated that the Human Resources staff is helpful, followed by classified administrators (93 percent), full-time faculty (90 percent), and classified staff (83 percent). A
total of 81 full-time faculty, 103 classified staff, 28 classified administrators, and 17 educational administrators responded to this item.

Timeliness of Requests

Overall, 75 percent of respondents indicated that the Human Resources staff respond to requests in a timely manner. As compared to Fall 2011, the percentage of respondents indicating that the HR staff responds to requests in a timely manner decreased significantly (7 percent decrease).

Within each employee group, full-time faculty (86 percent) had the highest percentage of respondents who indicated that the Human Resources staff respond to requests in a timely manner, followed by classified administrators and classified staff (71 percent, each), and educational administrators (47 percent). Although the percentage of educational administrators who indicated that the HR staff responds to requests in a timely manner is lower than other employee groups, a high percentage indicated a “neutral” response (41 percent). A total of 79 full-time faculty, 103 classified staff, 28 classified administrators, and 17 educational administrators responded to this item.

Knowledge and Accuracy

Overall, 84 percent of respondents indicated that the Human Resources staff is knowledgeable and provides accurate information.

Within each employee group, educational administrators (93 percent) had the highest percentage of respondents who indicated that the Human Resources staff is knowledgeable and provides accurate information, followed by full-time faculty (86 percent), educational administrators (82 percent), and classified staff (79 percent). A total of 81 full-time faculty, 103 classified staff, 28 classified administrators, and 17 educational administrators responded to this item.

Professionalism and Respect for Confidentiality

Overall, 80 percent of respondents indicated that the Human Resources staff will handle personnel matters with professionalism and respect for confidentiality.

Within each employee group, classified administrators (89 percent) had the highest percentage of respondents who indicated that the Human Resources staff will handle personnel matters with professionalism and respect for confidentiality, followed by full-time faculty (80 percent), and educational administrators and classified staff (76 percent, each). A total of 81 full-time faculty,
103 classified staff, 28 classified administrators, and 17 educational administrators responded to this item.

Problem Resolution

Overall, 68 percent of respondents indicated that the Human Resources department helps resolve problems. Twenty-three percent of respondents indicated a “neutral” response regarding their agreement that the HR department helps resolve problems.

Within each employee group, classified administrators (82 percent) had the highest percentage of respondents who indicated that the Human Resources department helps resolves problems, followed by educational administrators (81 percent), full-time faculty (70 percent), and classified staff (60 percent). Although the percentage of classified staff that “agree” or “strongly agree” that the Human Resources department helps resolves problems is lower than other employee groups, a high percentage indicated a “neutral” response (32 percent). A total of 81 full-time faculty, 102 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

Expert Guidance

Overall, 83 percent of respondents indicated that the Human Resources department provides expert guidance through the District’s hiring processes.

Within each employee group, classified administrators (96 percent) had the highest percentage of respondents who indicated that the Human Resources department provides expert guidance through the District’s hiring processes, followed by educational administrators (94 percent), full-time faculty (89 percent), and classified staff (71 percent). Although the percentage of classified staff that “agree” or “strongly agree” that the Human Resources department helps resolves problems is lower, a high percentage indicated a “neutral” response (21 percent). A total of 81 full-time faculty, 101 classified staff, 27 classified administrators, and 17 educational administrators responded to this item.

Valuable Training

Overall, 62 percent of respondents indicated that the Human Resources department provides valuable training on Human Resources related topics. Twenty-eight percent of respondents indicated a “neutral” response regarding the valuable training provided by the Human Resources department on Human Resources related topics.
Within each employee group, classified administrators (89 percent) had the highest percentage of respondents who indicated that the Human Resources department provides valuable training on Human Resources related topics, followed by educational administrators (69 percent), full-time faculty (68 percent), and classified staff (50 percent). A total of 81 full-time faculty, 101 classified staff, 27 classified administrators, and 16 educational administrators responded to this item.

**Satisfaction with Human Resources**

Overall, 81 percent of respondents are “satisfied” or “very satisfied” with Human Resources.

Within each employee group, classified administrators (93 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with Human Resources, followed by educational administrators (82 percent), full-time faculty (80 percent), and classified staff (77 percent). A total of 81 full-time faculty, 101 classified staff, 28 classified administrators, and 17 educational administrators responded to this item.

**Comments or Suggestions for improving Services Provided by Human Resources**

Eighteen respondents provided comments or suggestions for improving services provided by Human Resources. Six categories of comments or suggestions were provided, including *lack of responsiveness, positive comments, frustration with the hiring process, increased communication/training, staffing issues, and “other” comments*. Please see Appendix C for detailed comments. Some specific comments included:

**Lack of responsiveness** (5 comments)
- “HR should return email or phone calls in a timely manner. At least let us know they received our inquiry and will get back to us.”
- “Need more timely feedback from this area of the College; sometimes very slow.”

**Positive comments** (5 comments)
- “…My experience in general has always been very positive with HR.”
- “They were always helpful with me! Very nice to me and I think they’re doing a great job!”
- “They are wonderful.”
**Frustration with the hiring process** (2 comments)

- “The hiring process has been very frustrating recently for the departments hiring and for the applicants. We have had numerous complaints about this process.”

**Increased communication/training** (2 comments)

- “More workshops/roundtables such as the current one on AH hiring processes and the Reclassification presentation given at Classified Development Day would be nice.”

**Staffing issues** (2 comments)

- “HR staff need to be cross-trained to some degree to be able to provide needed information in another employee's absence.”

**“Other” comments** (3 comments)

- “I don't believe that HR is looked upon by the faculty as a problem solving entity.”
- “[Confidentiality] trumps courtesy, helpfulness, and training opportunities.”
### Information Technology

**Computer Support Services – Valencia Campus**

**Table 20. Satisfaction with Various Aspects of Computer Support Services on the Valencia Campus**

*Note: Respondents indicating N/A were excluded*

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Satisfied/Very Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequacy of computer resources in the classroom/office</td>
<td>86%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Adequacy of computers available for checkout</td>
<td>79%</td>
<td>17%</td>
<td>4%</td>
</tr>
<tr>
<td>Availability of wireless internet access</td>
<td>86%</td>
<td>8%</td>
<td>6%</td>
</tr>
<tr>
<td>Level of staff knowledge when working on computer and software needs</td>
<td>96%</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Level of communication with staff regarding your work requests</td>
<td>90%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>Courtesy of staff when answering calls</td>
<td>95%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>Timeliness of services</td>
<td>89%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>Quality of service</td>
<td>94%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Usability of online work order system/email order submission</td>
<td>87%</td>
<td>8%</td>
<td>5%</td>
</tr>
<tr>
<td>Hours of operation</td>
<td>92%</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>Overall satisfaction with Computer Support Services at the VC</td>
<td>94%</td>
<td>3%</td>
<td>3%</td>
</tr>
</tbody>
</table>

*Note: Respondents indicating N/A were excluded.*
As illustrated in Figure 10, the majority of respondents are “satisfied” or “very satisfied” with various aspects of Computer Support Services on the Valencia campus. As compared to Fall 2011, satisfaction with the level of staff knowledge when working on computer and software needs has increased significantly; satisfaction with the quality of service has remained the same. Satisfaction with all other areas has decreased slightly (three percent or less) but continued to remain high.

Figure 10. Percentage of Respondents indicating that they are “Satisfied” or “Very Satisfied” with Various Aspects of Computer Support Services on the Valencia Campus

Note: Respondents indicating N/A were excluded

Valencia

Adequacy of Computer Resources in the Classroom/Office

Overall, 86 percent of respondents are “satisfied” or “very satisfied” with the adequacy of computer resources in their classroom/office on the Valencia campus.
Within each employee group, classified administrators (96 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the adequacy of computer resources in their classroom/office, followed by educational administrators (93 percent), classified staff (87 percent), and full-time faculty (80 percent). A total of 80 full-time faculty, 82 classified staff, 26 classified administrators, and 15 educational administrators responded to this item.

**Adequacy of Computers Available for Checkout**

Overall, 79 percent of respondents are “satisfied” or “very satisfied” with the adequacy of computers available for checkout on the Valencia campus.

Within each employee group, classified administrators (91 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the adequacy of computers available for checkout, followed by classified staff (80 percent), educational administrators (79 percent), and full-time faculty (70 percent). A total of 54 full-time faculty, 64 classified staff, 22 classified administrators, and 14 educational administrators responded to this item.

**Availability of Wireless Internet Access**

Overall, 86 percent of respondents are “satisfied” or “very satisfied” with the availability of wireless internet access on the Valencia campus.

Within each employee group, classified administrators (96 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the availability of wireless internet access, followed by educational administrators (88 percent), classified staff (84 percent), and full-time faculty (82 percent). A total of 78 full-time faculty, 90 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

**Level of Communication with Staff Regarding Work Requests**

Overall, 96 percent of respondents are “satisfied” or “very satisfied” with the level of communication with staff regarding work requests on the Valencia campus.

Within each employee group, classified administrators (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the level of communication with staff regarding work requests, followed by classified staff (96 percent), and educational administrators and full-time faculty (94 percent, each). A total of 78 full-time faculty, 97 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.
Level of Staff Knowledge when Working on Computer and Software Needs

Overall, 96 percent of respondents are “satisfied” or “very satisfied” with the level of staff knowledge when working with respondents on their computer and software needs on the Valencia campus. As compared to Fall 2011, satisfaction with the level of staff knowledge when working with respondents on their computer and software needs on the Valencia campus has increased significantly (6 percent increase).

Within each employee group, classified administrators (93 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the level of staff knowledge when working with respondents on their computer and software needs, followed by full-time faculty (92 percent), classified staff (89 percent), and educational administrators (81 percent). A total of 78 full-time faculty, 97 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

Courtesy of Staff when Answering Calls

Overall, 95 percent of respondents are “satisfied” or “very satisfied” with the courtesy of staff when answering calls on the Valencia campus.

Within each employee group, classified administrators (100 percent, each) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the courtesy of staff when answering calls, followed by full-time faculty (95 percent), educational administrators (94 percent), and classified staff (93 percent). A total of 79 full-time faculty, 99 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

Timeliness of Services

Overall, 89 percent of respondents are “satisfied” or “very satisfied” with the timeliness of services on the Valencia campus.

Within each employee group, classified administrators (93 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the timeliness of services, followed by full-time faculty (91 percent), classified staff (87 percent), and educational administrators (81 percent). A total of 79 full-time faculty, 98 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.
Quality of Service

Overall, 94 percent of respondents are “satisfied” or “very satisfied” with the quality of service on the Valencia campus.

Within each employee group, classified administrators (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the quality of service, followed by full-time faculty (95 percent), educational administrators (94 percent), and classified staff (92 percent). A total of 79 full-time faculty, 99 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

Usability of the Online Work Order System/Email Work Order System

Overall, 87 percent of respondents are “satisfied” or “very satisfied” with the usability of the online work order system/e-mail work order system on the Valencia campus.

Within each employee group, classified administrators (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the usability of the online work order system/e-mail work order system, followed by educational administrators (88 percent), classified staff (87 percent), and full-time faculty (83 percent). A total of 72 full-time faculty, 92 classified staff, 27 classified administrators, and 16 educational administrators responded to this item.

Hours of Operation

Overall, 92 percent of respondents are “satisfied” or “very satisfied” with the hours of operation on the Valencia campus.

Within each employee group, classified administrators (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the hours of operation on the Valencia campus, followed by full-time faculty (95 percent), educational administrators (88 percent), and classified staff (87 percent). A total of 78 full-time faculty, 99 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

Satisfaction with Computer Support Services – Valencia Campus

Overall, 94 percent of respondents are “satisfied” or “very satisfied” with Computer Support Services on the Valencia campus.

Within each employee group, classified administrators (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with Computer Support Services on the
Valencia campus, followed by full-time faculty (94 percent), educational administrators and classified staff (93 percent, each). A total of 79 full-time faculty, 100 classified staff, 28 classified administrators, and 15 educational administrators responded to this item.

Helpful or useful aspects of Computer Support Services – Valencia Campus

Thirty-one respondents provided suggestions for improving Computer Support Services at the Valencia campus or comments indicating the aspect(s) of their experience(s) in working with Computer Support Services at the Valencia campus that have been helpful/useful. Six categories of comments were provided, including positive comments, updated equipment, workorder system suggestions, increased communication, frustration with the wireless internet, and “other” comments. Please see Appendix C for detailed comments. Some specific comments included:

Positive comments (15 comments)

- “Excellent Department to work with. Questions are answered, they are knowledgeable and they can fix ANYTHING! Great work, keep it up.”
- “Would give them a very, very [satisfied] if it were an option!”
- “I can’t say enough about the wonderful resource we have with CSS! I think they and the services they program are all amazing!”
- “Staff go out of the way to give excellent service, always.”

Updated equipment (6 comments)

- “Desktop/instructor computers in classroom and offices are out of date, slow, and painful to use. Software is not automatically updated (Quicktime), drivers are not operational when needed. This is a hardware issue and does not reflect on the excellent service provided by the CSS staff.”
- “Update computers in labs and through-out ALISO complex. Audio part of computer notoriously unreliable (in teaching labs, lect. halls). Printer and computer in some areas 6-7 years old.”
Work order system suggestion (4 comments)

- “Automated HelpDesk update emails of your order is a bit much. I might receive several updates that someone is working on it, but with no estimated timeline or progress notes.”
- “…Online work order [system] - better than it was… but please just give me a blank text box so I can type the problem.. when I call it in, it often gets communicated to the tech completely different than [I] explained.”

Increased communication (2 comments)

- “Sometimes when work is performed, there is no communication (they used to leave a colored note on the computer this doesn't always happen now). The department has become somewhat less responsive and communicative as the campus has grown, this is understandable, however they seem to have a very large staff.”

Frustration with the wireless internet (2 comments)

- “Apple computer users frequently have trouble with the WiFi network. Any time there is a change, I need help. This is not true for iPads or iPhones. I think it would be a good idea to check out any changes to the WiFi system with the Apple experts on staff.”

“Other” comments (3 comments)

- “It would be nice if we were able to install minor updates (java, adobe, etc.) without having to have a tech remotely login to our system.”
- “Department needs more tech's to handle increased volume from new buildings.”
Table 21. Satisfaction with Various Aspects of Computer Support Services on the Canyon Country Campus

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Satisfied/Very Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequacy of computer resources in the classroom/office</td>
<td>89%</td>
<td>11%</td>
<td>0%</td>
</tr>
<tr>
<td>Adequacy of computers available for checkout</td>
<td>94%</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Availability of wireless internet access</td>
<td>92%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Level of communication with staff regarding your work requests</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Level of staff knowledge when working on computer and software needs</td>
<td>96%</td>
<td>0%</td>
<td>4%</td>
</tr>
<tr>
<td>Courtesy of staff when answering calls</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Timeliness of services</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Quality of service</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Usability of online work order system/email order submission</td>
<td>95%</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Hours of operation</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Overall satisfaction with Computer Support Services at the CCC</td>
<td>100%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note: Respondents indicating N/A were excluded

As illustrated in Figure 11 on page 57, the majority of respondents are “satisfied” or “very satisfied” with various aspects of Computer Support Services on the Canyon Country campus.

As compared to Fall 2011, satisfaction with the level of communication with staff regarding work requests, timeliness of services, hours of operation, and the availability of wireless internet access have increased.
### Adequacy of Computer Resources in the Classroom/Office

Overall, 89 percent of respondents are “satisfied” or “very satisfied” with the adequacy of computer resources in their classroom/office on the Canyon Country campus.

Within each employee group, classified staff (90 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the adequacy of computer resources in their classroom/office, followed by full-time faculty (80 percent). A total of 10 full-time faculty and 10 classified staff responded to this item.

Percentages are not reported for employee groups with sample sizes less than ten.
Adequacy of Computers Available for Checkout

Overall, 94 percent of respondents are “satisfied” or “very satisfied” with the adequacy of computers available for checkout on the Canyon Country campus.

Percentages are not reported for employee groups with sample sizes less than ten.

Availability of Wireless Internet Access

Overall, 92 percent of respondents are “satisfied” or “very satisfied” with the availability of wireless internet access on the Canyon Country campus. As compared to Fall 2011, satisfaction with the availability of the wireless internet access on the Canyon Country campus has increased significantly (10 percent increase).

Within each employee group, full-time faculty (90 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the availability of wireless internet access.

Percentages are not reported for employee groups with sample sizes less than ten.

Level of Communication with Staff Regarding Work Requests

Overall, 100 percent of respondents are “satisfied” or “very satisfied” with the level of communication with staff regarding work requests on the Canyon Country campus. As compared to Fall 2011, satisfaction with the level of communication with staff regarding work requests on the Canyon Country campus has increased significantly (7 percent increase).

Percentages are not reported for employee groups with sample sizes less than ten.

Level of Staff Knowledge when Working on Computer and Software Needs

Overall, 96 percent of respondents are “satisfied” or “very satisfied” with the level of staff knowledge when working with respondents on their computer and software needs on the Canyon Country campus.

Within each employee group, classified staff (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the level of staff knowledge when working with respondents on their computer and software needs. A total of 10 classified staff responded to this item.

Percentages are not reported for employee groups with sample sizes less than ten.
**Courtesy of Staff when Answering Calls**

Overall, 100 percent of respondents are “satisfied” or “very satisfied” with the courtesy of staff when answering calls on the Canyon Country campus.

Within each employee group, full-time faculty (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the courtesy of staff when answering calls. A total of 10 full-time faculty responded to this item.

Percentages are not reported for employee groups with sample sizes less than ten.

**Timeliness of Services**

Overall, 100 percent of respondents are “satisfied” or “very satisfied” with the timeliness of services on the Canyon Country campus. As compared to Fall 2011, satisfaction with the timeliness of services on the Canyon Country campus has increased significantly (7 percent increase).

Within each employee group, full-time faculty (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the timeliness of services. A total of 10 full-time faculty responded to this item.

Percentages are not reported for employee groups with sample sizes less than ten.

**Quality of Service**

Overall, 100 percent of respondents are “satisfied” or “very satisfied” with the quality of service on the Canyon Country campus.

Percentages are not reported for employee groups with sample sizes less than ten.

**Usability of the Online Work Order System/Email Work Order System**

Overall, 95 percent of respondents are “satisfied” or “very satisfied” with the usability of the online work order system/e-mail work order system on the Canyon Country campus.

Percentages are not reported for employee groups with sample sizes less than ten.
**Hours of Operation**

Overall, 100 percent of respondents are “satisfied” or “very satisfied” with hours of operation on the Canyon Country campus. As compared to Fall 2011, satisfaction with the hours of operation on the Canyon Country campus has increased significantly (11 percent increase).

Percentages are not reported for employee groups with sample sizes less than ten.

**Satisfaction with Computer Support Services – Canyon Country Campus**

Overall, 100 percent of respondents are “satisfied” or “very satisfied” with Computer Support Services on the Canyon Country campus.

Within each employee group, full-time faculty and classified staff (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with Computer Support Services on the Canyon Country campus. A total of 10 full-time faculty and 10 classified staff responded to this item.

Percentages are not reported for employee groups with sample sizes less than ten.

**Helpful or Useful Aspects of Computer Support Services – Canyon Country Campus**

Four respondents provided suggestions for improving Computer Support Services at the Canyon Country campus, or comments indicating the aspect(s) of their experience(s) in working with Computer Support Services at the Canyon Country campus that have been helpful/useful. Three respondents provided *positive comments about the helpfulness of the staff*. One respondent indicated that the *reliability of the equipment in the classroom has decreased over time* and suggested *placing the document camera in a different place*. Please see Appendix C for detailed comments.
Audio Visual Resources

Table 22. Satisfaction with Various Aspects of Audio Visual Services

<table>
<thead>
<tr>
<th></th>
<th>Satisfied/Very Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequacy of audio/visual resources in the classroom</td>
<td>81%</td>
<td>12%</td>
<td>7%</td>
</tr>
<tr>
<td>Adequacy of audio/visual resources available for checkout</td>
<td>86%</td>
<td>11%</td>
<td>3%</td>
</tr>
<tr>
<td>Level of staff knowledge when working on audio/visual needs</td>
<td>90%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>Level of communication with staff regarding work requests</td>
<td>88%</td>
<td>8%</td>
<td>4%</td>
</tr>
<tr>
<td>Courtesy of staff when answering calls</td>
<td>91%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>Timeliness of services</td>
<td>89%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>Quality of service</td>
<td>89%</td>
<td>8%</td>
<td>3%</td>
</tr>
<tr>
<td>Hours of operation</td>
<td>87%</td>
<td>12%</td>
<td>1%</td>
</tr>
<tr>
<td>Overall satisfaction with Audio/Visual</td>
<td>90%</td>
<td>7%</td>
<td>3%</td>
</tr>
</tbody>
</table>

Note: Respondents indicating N/A were excluded

As illustrated in Figure 12, the majority of respondents are “satisfied” or “very satisfied” with various aspects of Audio Visual Resources (Note: Respondents indicating N/A were excluded).

Figure 12. Percentage of Respondents that are “Satisfied” or “Very Satisfied” with Various Aspects of Audio Visual Resources
**Adequacy of Audio Visual Resources in the Classroom**

Overall, 81 percent of respondents are “satisfied” or “very satisfied” with the adequacy of audio visual resources in their classroom.

Within each employee group, classified administrators (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the adequacy of audio visual resources in their classroom, followed by educational administrators (92 percent), full-time faculty (85 percent), and classified staff (65 percent). A total of 74 full-time faculty, 46 classified staff, 12 classified administrators, and 17 educational administrators responded to this item.

**Adequacy of Audio Visual Resources Available for Checkout**

Overall, 86 percent of respondents are “satisfied” or “very satisfied” with the adequacy of audio visual resources available for checkout.

Within each employee group, classified administrators (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the adequacy of audio visual resources available for checkout, followed by educational administrators (93 percent), full-time faculty (85 percent), and classified staff (81 percent). A total of 53 full-time faculty, 58 classified staff, 18 classified administrators, and 17 educational administrators responded to this item.

**Level of Staff Knowledge when Working on Audio Visual Needs**

Overall, 90 percent of respondents are “satisfied” or “very satisfied” with the level of staff knowledge when working with respondents on their audio visual needs.

Within each employee group, classified administrators (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the level of staff knowledge when working with respondents on their audio visual needs, followed by full-time faculty (93 percent), educational administrators (92 percent), and classified staff (81 percent). A total of 75 full-time faculty, 69 classified staff, 21 classified administrators, and 13 educational administrators responded to this item.
Level of Communication with Staff Regarding Work Requests

Overall, 88 percent of respondents are “satisfied” or “very satisfied” with the level of communication with Audio Visual staff regarding work requests.

Within each employee group, classified administrators (95 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the level of communication with staff regarding work requests, followed by educational administrators (93 percent), full-time faculty (92 percent), and classified staff (78 percent). A total of 72 full-time faculty, 65 classified staff, 20 classified administrators, and 15 educational administrators responded to this item.

Courtesy of Staff when Answering Calls

Overall, 91 percent of respondents are “satisfied” or “very satisfied” with the courtesy of Audio Visual staff when answering calls.

Within each employee group, classified administrators (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the courtesy of staff when answering calls, followed by full-time faculty (95 percent), educational administrators (93 percent), and classified staff (83 percent). A total of 74 full-time faculty, 69 classified staff, 21 classified administrators, and 15 educational administrators responded to this item.

Timeliness of Services

Overall, 89 percent of respondents are “satisfied” or “very satisfied” with the timeliness of Audio Visual services.

Within each employee group, classified administrators (95 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the timeliness of services, followed by full-time faculty (93 percent), educational administrators (93 percent), and classified staff (81 percent). A total of 75 full-time faculty, 68 classified staff, 21 classified administrators, and 15 educational administrators responded to this item.

Quality of Services

Overall, 89 percent of respondents are “satisfied” or “very satisfied” with the quality of Audio Visual services.

Within each employee group, classified administrators (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the quality of services, followed by
educational administrators and full-time faculty (93 percent, each) and classified staff (79 percent). A total of 74 full-time faculty, 68 classified staff, 21 classified administrators, and 15 educational administrators responded to this item.

**Hours of Operation**

Overall, 87 percent of respondents are “satisfied” or “very satisfied” with the hours of operation in Audio Visual service.

Within each employee group, classified administrators (95 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the hours of operation, followed by full-time faculty (90 percent), educational administrators (87 percent), and classified staff (79 percent). A total of 71 full-time faculty, 67 classified staff, 20 classified administrators, and 15 educational administrators responded to this item.

**Satisfaction with Audio Visual Resources**

Overall, 90 percent of respondents are “satisfied” or “very satisfied” with Audio Visual Resources.

Within each employee group, classified administrators (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with Audio Visual Resources, followed by full-time faculty and educational administrators (93 percent, each), and classified staff (81 percent). A total of 75 full-time faculty, 70 classified staff, 22 classified administrators, and 15 educational administrators responded to this item.

**Helpful or Useful Aspects of Audio Visual Services**

Sixteen respondents provided suggestions for improving Audio Visual Services, or comments indicating the aspect(s) of their experience(s) in working with Computer Support Services that have been helpful/useful. Three categories of comments were provided, including positive comments, requests for updated equipment, and “other” comments. One respondent indicated that they have no suggestions for improving Audio Visual Services. Please see Appendix C for detailed comments. Some specific comments included:
**Positive comments** (8 comments)

- “At all of our events, the [A/V] staff has been very helpful, knowledgeable and made my job worry free in that area.”
- “These folks are great and always helpful, even in when I send a hasty request…”
- “[They] do everything with a smile...and at all hours of the day when you need their assistance, even if the events require some very late night or early morning hours.”

**Requests for updated equipment** (6 comments)

- “Some older rooms are still without good projection systems.”
- “There are broken wires in a lot of the classroom that cause the audio to fail or the screen not to project. Some of these are quirks that you figure out after teaching in a particular room over time, but seems like there is wear-n-tear that could be causing these malfunctions and resources need to be allocated to fix these. Also, there needs to be more support for iPad use for projecting information.

**“Other” comments** (1 comment)

- “Computer audio is notoriously unreliable for a variety of reasons.”

**Online Services**

**Satisfaction with various aspects of the College’s website** (www.canyons.edu)

<table>
<thead>
<tr>
<th></th>
<th>Satisfied/ Very Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/ Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>66%</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>Ease of navigation</td>
<td>63%</td>
<td>15%</td>
<td>22%</td>
</tr>
<tr>
<td>Information available</td>
<td>74%</td>
<td>15%</td>
<td>11%</td>
</tr>
<tr>
<td>Support for setting up and maintaining website</td>
<td>66%</td>
<td>18%</td>
<td>16%</td>
</tr>
<tr>
<td>Overall satisfaction</td>
<td>74%</td>
<td>12%</td>
<td>14%</td>
</tr>
</tbody>
</table>

Note: Respondents indicating N/A were excluded

As illustrated in Figure 13 on the following page, more than half of the respondents are “satisfied” or “very satisfied” with various aspects of the College’s website.
Design

Overall, 66 percent of respondents are “satisfied” or “very satisfied” with the design of the College’s website.

Within each employee group, full-time faculty (73 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the design of the College’s website, followed by classified staff (66 percent), classified administrators (61 percent), and educational administrators (33 percent). Although satisfaction among educational administrators was low (33 percent satisfied/very satisfied and 46 percent dissatisfied/very dissatisfied), a high percentage indicated a “neutral” response regarding the design of the College’s website (20 percent). A total of 80 full-time faculty, 101 classified staff, 28 classified administrators, and 15 educational administrators responded to this item.

Ease of Navigation

Overall, 63 percent of respondents are “satisfied” or “very satisfied” with the ease of navigation in the College’s website.

Within each employee group, full-time faculty (69 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the ease of navigation in the College’s website, followed by classified administrators (64 percent), classified staff (62 percent), and educational administrators (25 percent). Although satisfaction among educational administrators was low, a high percentage indicated a “neutral” response regarding the ease of navigation in the College’s website (31 percent). A total of 80 full-time faculty, 101 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

Information Available
Overall, 74 percent of respondents are “satisfied” or “very satisfied” with the information available on the College’s website.

Within each employee group, classified administrators (79 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the information available on the College’s website, followed by classified staff (75 percent), full-time faculty (72 percent), and educational administrators (56 percent). Although satisfaction among educational administrators was low, a high percentage indicated a “neutral” response regarding the information available on the College’s website (31 percent). A total of 78 full-time faculty, 100 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

Support for Setting Up and Maintaining a Website

Overall, 66 percent of respondents are “satisfied” or “very satisfied” with the support for setting up and maintaining a website.

Within each employee group, classified administrators (73 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the support for setting up and maintaining a website, followed by classified staff (68 percent), educational administrators (63 percent), and full-time faculty (60 percent). A total of 60 full-time faculty, 661 classified staff, 26 classified administrators, and 16 educational administrators responded to this item.

Satisfaction with the College’s Website

Overall, 74 percent of respondents are “satisfied” or “very satisfied” with the College’s website.

Within each employee group, classified staff (76 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the College’s website, followed by full-time faculty (75 percent), classified administrators (71 percent), and educational administrators (43 percent). Although satisfaction was low among educational administrators, a high percentage indicated a “neutral” response regarding their satisfaction with the College’s website (38 percent). A total of 80 full-time faculty, 101 classified staff, 28 classified administrators, and 21 educational administrators responded to this item.
Satisfaction with the various aspects of the College’s intranet (www.canyons.edu/intranet)

Table 24. Satisfaction with Various Aspects of the College’s Intranet

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Satisfied/Very Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design</td>
<td>64%</td>
<td>19%</td>
<td>17%</td>
</tr>
<tr>
<td>Ease of navigation</td>
<td>64%</td>
<td>18%</td>
<td>18%</td>
</tr>
<tr>
<td>Information available</td>
<td>68%</td>
<td>21%</td>
<td>11%</td>
</tr>
<tr>
<td>Technical support</td>
<td>76%</td>
<td>20%</td>
<td>4%</td>
</tr>
<tr>
<td>Overall satisfaction</td>
<td>74%</td>
<td>17%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Note: Respondents indicating N/A were excluded.

As illustrated in Figure 14, the majority of respondents are “satisfied” or “very satisfied” with various aspects of the College’s intranet. As compared to Fall 2011, satisfaction with technical support has increased significantly.

Note: Respondents indicating N/A were not reported.

Design

Overall, 64 percent of respondents are “satisfied” or “very satisfied” with the design of the College’s intranet.

Within each employee group, classified staff (73 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the design of the College’s intranet, followed by full-time faculty (63 percent), classified administrators (56 percent), and educational administrators (25 percent). A total of 80 full-time faculty, 99 classified staff, 27 classified administrators, and 16 educational administrators responded to this item.
Ease of Navigation

Overall, 64 percent of respondents are “satisfied” or “very satisfied” with the ease of navigation in the College’s intranet.

Within each employee group, classified staff (72 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the ease of navigation in the College’s intranet, followed by classified administrators (70 percent), full-time faculty (56 percent), and educational administrators (38 percent). A total of 80 full-time faculty, 100 classified staff, 27 classified administrators, and 16 educational administrators responded to this item.

Information Available

Overall, 68 percent of respondents are “satisfied” or “very satisfied” with the information available on the College’s intranet. Twenty-one percent of respondents indicated a “neutral” response regarding their satisfaction with the information available on the College’s intranet.

Within each employee group, classified staff (75 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the information available on the College’s intranet, followed by classified administrators (70 percent), full-time faculty (63 percent), and educational administrators (44 percent). A total of 79 full-time faculty, 99 classified staff, 27 classified administrators, and 16 educational administrators responded to this item.

Technical Support

Overall, 76 percent of respondents are “satisfied” or “very satisfied” with the technical support available for the College’s intranet. Twenty percent of respondents indicated a “neutral” response regarding their satisfaction with the technical support available for the College’s intranet. As compared to Fall 2011, satisfaction with the technical support available for the College’s intranet has increased significantly (6 percent increase).

Within each employee group, classified staff and classified administrators (77 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the technical support available for the College’s intranet, followed by full-time faculty (76 percent) and educational administrators (70 percent). A total of 67 full-time faculty, 83 classified staff, 26 classified administrators, and 10 educational administrators responded to this item.
Satisfaction with the College’s Intranet

Overall, 74 percent of respondents are “satisfied” or “very satisfied” with the College’s intranet. Within each employee group, classified staff (79 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the College’s intranet, followed by classified administrators (78 percent), full-time faculty (70 percent), and educational administrators (44 percent). Although satisfaction was low among educational administrators, a high percentage indicated a “neutral” response regarding their satisfaction with the College’s intranet (25 percent). A total of 80 full-time faculty, 101 classified staff, 27 classified administrators, and 16 educational administrators responded to this item.

Satisfaction with Blackboard

<table>
<thead>
<tr>
<th>Table 25. Satisfaction with Various Aspects of Blackboard</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Ease of course set up</td>
</tr>
<tr>
<td>Stability of the system</td>
</tr>
<tr>
<td>Training</td>
</tr>
<tr>
<td>Faculty technical support*</td>
</tr>
<tr>
<td>Overall satisfaction</td>
</tr>
</tbody>
</table>

Note: Respondents indicating N/A were excluded.
As illustrated in Figure 15, the majority of respondents are “satisfied” or “very satisfied” with Blackboard. While there were slight decreases in satisfaction for training provided and stability of Blackboard (1 percent) and significant decreases in satisfaction with faculty technical support (7 percent) and ease of course set-up (5 percent), satisfaction still remains high.

Ease of Course Set-Up

Overall, 76 percent of respondents are “satisfied” or “very satisfied” with the ease of course set-up in Blackboard. Twenty percent of respondents indicated a “neutral” response regarding their satisfaction with ease of course set-up in Blackboard.

Within each employee group, full-time faculty (85 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the ease of course set-up in Blackboard, followed by classified staff (52 percent). A total of 59 full-time faculty and 21 classified staff responded to this item.

Percentages are not reported for employee groups with sample sizes less than ten.

Stability of the System

Overall, 75 percent of respondents are “satisfied” or “very satisfied” with the stability of the Blackboard system. Twenty percent of respondents indicated a “neutral” response regarding their satisfaction with the stability of the Blackboard system.

Within each employee group, full-time faculty (83 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the stability of the Blackboard system,
followed by classified staff (59 percent). A total of 58 full-time faculty and 27 classified staff responded to this item.

Percentages are not reported for employee groups with sample sizes less than ten.

Training Provided

Overall, 78 percent of respondents are “satisfied” or “very satisfied” with the training provided for Blackboard.

Within each employee group, full-time faculty (87 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the training provided for Blackboard, followed by classified staff (57 percent). Although satisfaction was low among classified staff, a high percentage indicated a “neutral” response regarding their satisfaction with the training provided for Blackboard (39 percent). A total of 61 full-time faculty and 23 classified staff responded to this item.

Percentages are not reported for employee groups with sample sizes less than ten.

Faculty Technical Support

Eighty-eight percent of full-time faculty that responded are “satisfied” or “very satisfied” with faculty technical support available for Blackboard. A total of 59 full-time faculty responded to this item.

Satisfaction with Blackboard

Overall, 79 percent of respondents are “satisfied” or “very satisfied” with Blackboard.

Within each employee group, full-time faculty (86 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with Blackboard, followed by classified staff (64 percent). Although satisfaction was low among classified staff, a high percentage indicated a “neutral” response regarding their satisfaction with Blackboard. A total of 59 full-time faculty and 28 classified staff responded to this item.

Percentages are not reported for employee groups with sample sizes less than ten.
Helpful or Useful Aspects of Online Services

Twenty-six respondents provided suggestions for improving Online Services, or comments indicating the aspect(s) of their experience(s) in working with Online Services that have been helpful/useful. Five categories of comments were provided, including requests for intranet/website redesign, updated information on the intranet, Blackboard, positive comments, and “other” comments. Please see Appendix C for detailed comments. Some specific included:

*College website/intranet redesign* (12 comments)

- “[Our] intranet and website [are] not very user friendly. I take many calls where [I] have to talk staff/students through to find information they are seeking.”
- “Our website needs a major Update. Looks very outdated. When you maximize the screen the site does not adjust to the dimensions of the new window and you get blank black space. Items on the left pane are not in alphabetical order. Tabs and bar on the top of the page gives it an inconsistent look.”
- “The intranet is outdated, has old information on it, and could benefit from a re-design.”

*Update information on the intranet* (6 comments)

- “The intranet is not updated regularly except by some committees.”
- “Intranet resources need to be kept up to date.”

*Positive comments* (5 comments)

- “They are great - I am not a web designer and trying to maintain our webpages take hours.. but thank you for the support and always answering my questions”
- “Staff is always helpful.”

*Blackboard* (4 comments)

- “I wish the entire blackboard workshop was offered during a FLEX week and not all day on a Friday or Sat. during the semester.”
- “Like all systems, Blackboard has some drawbacks. Overall I'm happy with it. I'm not very intuitive with technology, but I'm still able to use new versions pretty quickly.”

*“Other” comments* (1 comment)

- “I wish we could attach documents when we email students through web advisor.”
### Management Information Systems (MIS)

Table 26. Satisfaction with Various Aspects of MIS

<table>
<thead>
<tr>
<th>Area</th>
<th>Satisfied/Very Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Availability of the Datatel (CISAR) system</td>
<td>77%</td>
<td>20%</td>
<td>3%</td>
</tr>
<tr>
<td>Usability of the Datatel system</td>
<td>58%</td>
<td>27%</td>
<td>15%</td>
</tr>
<tr>
<td>Availability of the WebAdvisor (My Canyons) system</td>
<td>81%</td>
<td>15%</td>
<td>4%</td>
</tr>
<tr>
<td>Usability of the WebAdvisor (My Canyons) system</td>
<td>78%</td>
<td>17%</td>
<td>5%</td>
</tr>
<tr>
<td>Level of communication with staff regarding work requests</td>
<td>67%</td>
<td>26%</td>
<td>7%</td>
</tr>
<tr>
<td>Level of staff knowledge when working on work requests</td>
<td>76%</td>
<td>17%</td>
<td>7%</td>
</tr>
<tr>
<td>Courtesy of staff when answering calls</td>
<td>78%</td>
<td>17%</td>
<td>5%</td>
</tr>
<tr>
<td>Quality of services</td>
<td>80%</td>
<td>15%</td>
<td>5%</td>
</tr>
<tr>
<td>Timeliness of completion of work requests</td>
<td>68%</td>
<td>19%</td>
<td>13%</td>
</tr>
<tr>
<td>Overall satisfaction with MIS</td>
<td>76%</td>
<td>20%</td>
<td>4%</td>
</tr>
</tbody>
</table>

*Note: Respondents indicating N/A were excluded.*
As illustrated in Figure 16, the majority of respondents are “satisfied” or “very satisfied” with various aspects of MIS. As compared to Fall 2011, satisfaction with the quality of services has increased significantly (15 percent), while satisfaction with all other areas of MIS have decreased slightly (3 percent or less) with the exception of the **courtesy of staff when answering calls**, which have remained the same. The usability of the WebAdvisor (MyCanyons) system was not surveyed in Fall 2011. Although the same information is being accessed through Datatel and WebAdvisor, satisfaction is significantly higher with the usability of WebAdvisor.

**Figure 16. Percentage of Respondents that are “Satisfied” or “Very Satisfied” with Various Aspects of MIS**

Note: Respondents indicating N/A were excluded. *Not surveyed in 2011

**Availability of the Datatel (CISAR) System**

Overall, 77 percent of respondents are “satisfied” or “very satisfied” with the availability of the Datatel (CISAR) system. Twenty percent of the respondents indicated a “neutral” response regarding their satisfaction with the availability of the Datatel (CISAR) system.
Within each employee group, educational administrators (80 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the availability of the Datatel (CISAR) system, followed by classified staff and full-time faculty (77 percent, each), and classified administrators (73 percent). A total of 43 full-time faculty, 93 classified staff, 22 classified administrators, and 15 educational administrators responded to this item.

**Usability of the Datatel System**

Overall, 58 percent of respondents are “satisfied” or “very satisfied” with the usability of the Datatel system. Twenty-seven percent of the respondents indicated a “neutral” response regarding their satisfaction with the usability of the Datatel system.

Within each employee group, classified staff (65 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the usability of the Datatel system, followed by full-time faculty (58 percent), classified administrators (50 percent), and educational administrators (40 percent). A total of 45 full-time faculty, 97 classified staff, 22 classified administrators, and 15 educational administrators responded to this item.

**Availability of Web Advisor (My Canyons) System**

Overall, 81 percent of respondents are “satisfied” or “very satisfied” with the availability of the Web Advisor (My Canyons) system.

Within each employee group, full-time faculty (86 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the availability of the Web Advisor (My Canyons) system, followed by educational administrators (82 percent), classified administrators (80 percent), and classified staff (77 percent). A total of 71 full-time faculty, 78 classified staff, 20 classified administrators, and 11 educational administrators responded to this item.

**Usability of WebAdvisor (My Canyons) System**

Overall, 78 percent of respondents are “satisfied” or “very satisfied” with the usability of the Web Advisor (My Canyons) system.

Within each employee group, full-time faculty (86 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the usability of the Web Advisor (My Canyons) system, followed by classified administrators (80 percent), classified staff (70 percent), and educational administrators (64 percent). Although satisfaction was lower among classified
staff and educational administrators, a high percentage indicated a “neutral” response regarding their satisfaction with the usability of the WebAdvisor (MyCanyons) system. A total of 72 full-time faculty, 77 classified staff, 20 classified administrators, and 11 educational administrators responded to this item.

**Level of Communication with Staff Regarding Work Requests**

Overall, 67 percent of respondents are “satisfied” or “very satisfied” with the level of communication with staff regarding MIS work requests. Twenty-six percent of respondents indicated a “neutral” response regarding the level of communication with staff regarding MIS work requests.

Within each employee group, full-time faculty (74 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the level of communication with staff regarding work requests, followed by classified administrators (70 percent), classified staff (68 percent), and educational administrators (27 percent). A total of 47 full-time faculty, 84 classified staff, 23 classified administrators, and 11 educational administrators responded to this item.

**Level of Staff Knowledge when Working on Work Requests**

Overall, 78 percent of respondents are “satisfied” or “very satisfied” with the level of MIS staff knowledge when working on work requests.

Within each employee group, classified administrators (83 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the level of staff knowledge when working on work requests, followed by full-time faculty (80 percent), classified staff (77 percent), and educational administrators (45 percent). Although satisfaction was low among educational administrators, a high percentage indicated a “neutral” response regarding their satisfaction with the level of MIS staff knowledge when working on work requests (45 percent). A total of 49 full-time faculty, 82 classified staff, 23 classified administrators, and 11 educational administrators responded to this item.
**Courtesy of Staff when Answering Calls**

Overall, 78 percent of respondents are “satisfied” or “very satisfied” with the courtesy of MIS staff when answering calls.

Within each employee group, classified administrators (87 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the courtesy of staff when answering calls, followed by full-time faculty (84 percent), classified staff (77 percent), and educational administrators (62 percent). Although satisfaction was lower among educational administrators, a high percentage indicated a “neutral” response regarding their satisfaction with the courtesy of MIS staff when answering calls (31 percent). A total of 50 full-time faculty, 87 classified staff, 23 classified administrators, and 13 educational administrators responded to this item.

**Quality of services**

Overall, 80 percent of respondents are “satisfied” or “very satisfied” with the quality of MIS services.

Within each employee group, full-time faculty (88 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the quality of MIS services, followed by classified administrators (87 percent), classified staff (80 percent), and educational administrators (42 percent). Although satisfaction was lower among educational administrators, a high percentage indicated a “neutral” response regarding their satisfaction with the quality of MIS services (42 percent). A total of 58 full-time faculty, 90 classified staff, 23 classified administrators, and 12 educational administrators responded to this item.

**Timeliness of the completion of work requests**

Overall, 68 percent of respondents are “satisfied” or “very satisfied” with the timeliness of the completion of MIS work requests.

Within each employee group, full-time faculty (82 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the timeliness of the completion of work requests, followed by classified administrators (70 percent), classified staff (68 percent), and educational administrators (27 percent). Although satisfaction was lower among educational administrators, a high percentage indicated a “neutral” response regarding their satisfaction with the timeliness of the completion of MIS work requests (27 percent). A total of 49 full-time
faculty, 87 classified staff, 23 classified administrators, and 11 educational administrators responded to this item.

Satisfaction with MIS

Overall, 76 percent of respondents are “satisfied” or “very satisfied” with MIS. Twenty percent of the respondents indicated a “neutral” response regarding their satisfaction with MIS.

Within each employee group, classified administrators (88 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with MIS, followed by full-time faculty (81 percent), classified staff (76 percent), and educational administrators (47 percent). A total of 62 full-time faculty, 95 classified staff, 25 classified administrators, and 15 educational administrators responded to this item.

Helpful or useful aspects of Management Information System (MIS)

Fifteen respondents provided suggestions for improving MIS, or comments indicating the aspect(s) of their experience(s) in working with MIS that have been helpful/useful. Five categories of comments were provided, including system frustration, positive comments, requests for department contact information, staffing suggestions/comments, and “other” comments. Please see Appendix C for detailed comments. Some specific comments included:

System frustration (8 comments)

- “Having the system down for maintenance as much as it is, especially at night or early morning 5am on is sometimes difficult to understand.”
- “Wish I could put an attachment on [WebAdvisor].”
- “I wish Web advisor had different down time than 5-7 am. If I am out sick, sending an email at 7:05 is often too late for the student who drives a long distance.”

Positive comments (2 comments)

- “[It's] been a while since I have submitted an MIS work order other than to set up a new profile - this is user friendly and easy to work with staff.”
Requests for department contact information (2 comments)

- “It can be frustrating to find out who does what, or if I am interested in a program or need information it is sometimes not very easy or quick to get a response on the phone or via email.”

Staffing suggestions/comments (2 comments)

- “There seems to be a need for additional projects and since many projects are going on that need to be completed other projects are not initiated. I understand this is most likely a staffing and budget issue and hopefully that can be resolved in the future when able.”

“Other” comments (2 comments)

- “Work orders can take too long sometimes.”
Instruction

As illustrated in Figure 17, respondents are most aware of the honor societies on campus, the President’s Advisory Council – Budget (PAC-B), and the Curriculum Committee process and procedures. Respondents are least aware of the difference between Transfer Agreement Guarantees (TAG) and the Transfer Alliance Program (TAP). As compared to Fall 2011, the percentage of respondents indicating that they are aware of the Academic Staffing process and the process Academic Staff uses to select positions have increased significantly.

Figure 17. Awareness of Various Aspects of Instruction

Note: Respondents indicating N/A were excluded.

Difference between Transfer Agreement Guarantees and the Transfer Alliance Program

Overall, 29 percent of respondents are aware of the difference between Transfer Agreement Guarantees (TAGs) and the Transfer Alliance Program (TAP).

Within each employee group, educational administrators (69 percent) had the highest percentage of respondents that are aware of the difference between TAG and TAP, followed by full-time faculty (38 percent), classified administrators (33 percent), and classified staff (15 percent). A
total of 80 full-time faculty, 101 classified staff, 27 classified administrators, and 16 educational administrators responded to this item.

**Awareness of UCLA’s Transfer Alliance Program (TAP)**

Overall, 39 percent of respondents are aware of UCLA’s Transfer Alliance Program (TAP) and how it can assist students transferring to UCLA.

Within each employee group, educational administrators (81 percent) had the highest percentage of respondents that are aware of UCLA’s TAP and how it can assist students transferring to UCLA, followed by full-time faculty (55 percent), classified administrators (44 percent), and classified staff (22 percent). A total of 80 full-time faculty, 101 classified staff, 27 classified administrators, and 16 educational administrators responded to this item.

**Awareness of Honor Societies on Campus**

Overall, 61 percent of respondents are aware of the various kinds of honor societies offered on campus.

Within each employee group, educational administrators (81 percent) had the highest percentage of respondents that are aware of the various honor societies on campus, followed by full-time faculty (75 percent), classified administrators (70 percent), and classified staff (43 percent). A total of 80 full-time faculty, 101 classified staff, 27 classified administrators, and 16 educational administrators responded to this item.

**Awareness of the Relationship between the Honor Societies and the COC Honors Program**

Overall, 40 percent of respondents are aware of the relationship between the honor societies and the COC Honors program.

Within each employee group, educational administrators (69 percent) had the highest percentage of respondents that are aware of the relationship between the honor societies and the COC Honors program, followed by full-time faculty (56 percent), classified administrators (48 percent), and classified staff (23 percent). A total of 80 full-time faculty, 101 classified staff, 27 classified administrators, and 16 educational administrators responded to this item.
Awareness of the Academic Staffing Process

Overall, 47 percent of respondents are aware of the Academic Staffing process. As compared to Fall 2011, awareness of the Academic Staffing process has increased significantly (6 percent increase).

Within each employee group, educational administrators (81 percent) had the highest percentage of respondents that are aware of the Academic Staffing process, followed by full-time faculty (74 percent), classified administrators (52 percent), and classified staff (17 percent). A total of 80 full-time faculty, 101 classified staff, 27 classified administrators, and 16 educational administrators responded to this item.

Awareness of the Academic Staffing Process used to Select Positions

Overall, 44 percent of respondents are aware of the Academic Staffing process used to select positions. As compared to Fall 2011, awareness of the Academic Staffing process used to select positions has increased significantly (9 percent increase).

Within each employee group, educational administrators (81 percent) had the highest percentage of respondents that are aware of the Academic Staffing process used to select positions, followed by full-time faculty (68 percent), classified administrators (48 percent), and classified staff (17 percent). A total of 80 full-time faculty, 101 classified staff, 27 classified administrators, and 16 educational administrators responded to this item.

Awareness of the Curriculum Committee Process and Procedures

Overall, 55 percent of respondents are aware of the Curriculum Committee process and procedures used to create and revise courses.

Within each employee group, full-time faculty and educational administrators (88 percent, each) had the highest percentage of respondents that are aware of the Curriculum Committee process and procedures used to create and revise courses, followed by classified administrators (56 percent), and classified staff (27 percent). A total of 80 full-time faculty, 101 classified staff, 27 classified administrators, and 16 educational administrators responded to this item.

Awareness of the College Planning Team (CPT)

Overall, 53 percent of respondents are aware of the College Planning Team (CPT).
Within each employee group, educational administrators (100 percent) had the highest percentage of respondents that are aware of the College Planning Team (CPT), followed by classified administrators (74 percent), full-time faculty (53 percent), and classified staff (38 percent). A total of 80 full-time faculty, 101 classified staff, 27 classified administrators, and 16 educational administrators responded to this item.

**Awareness of the President’s Advisory Council – Budget (PAC-B)**

Overall, 59 percent of respondents are aware of the President’s Advisory Council – Budget (PAC-B).

Within each employee group, educational administrators (94 percent) had the highest percentage of respondents that are aware of PAC-B, followed by classified administrators (70 percent), full-time faculty (64 percent), and classified staff (44 percent). A total of 80 full-time faculty, 101 classified staff, 27 classified administrators, and 16 educational administrators responded to this item.

**Online Program Review Process**

Overall, 66 percent of respondents indicated that the online program review process creates greater opportunities for departmental discussion regarding planning issues. As compared to Fall 2011, the percentage of respondents indicating that the online program review process creates greater opportunities for departmental discussion regarding planning issues has increased significantly (8 percent increase).

Within each employee group, classified administrators (78 percent) had the highest percentage of respondents that indicated that the online program review process creates greater opportunities for departmental discussion regarding planning issues, followed by classified staff (68 percent), full-time faculty (67 percent), and educational administrators (43 percent). A total of 60 full-time faculty, 19 classified staff, 18 classified administrators, and 14 educational administrators responded to this item.

**New Online Budget Process**

Overall, 51 percent of respondents indicated that the new online budget process provides greater dialogue among departmental members on how to spend funds.

Within each employee group, classified administrators (67 percent) had the highest percentage of respondents that indicated that the new online budget process provides greater dialogue among
departmental members on how to spend funds, followed by classified staff (53 percent), full-time faculty (46 percent), and educational administrators (42 percent). A total of 50 full-time faculty, 15 classified staff, 18 classified administrators, and 12 educational administrators responded to this item.

**Satisfaction with the Program Review Process**

Overall, 51 percent of respondents are “satisfied” or “very satisfied” with the program review process. Forty-two percent of the respondents indicated a “neutral” response regarding their satisfaction with the program review process.

Within each employee group, classified administrators (68 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the program review process, followed by educational administrators (60 percent), classified staff (54 percent) and full-time faculty (41 percent). A total of 73 full-time faculty, 35 classified staff, 22 classified administrators, and 15 educational administrators responded to this item.

**Satisfaction with Instruction**

Overall, 73 percent of respondents are “satisfied” or “very satisfied” with Instruction. Twenty-two percent of the respondents indicated a “neutral” response regarding their satisfaction with Instruction.

Within each employee group, educational administrators (93 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with Instruction, followed by full-time faculty (79 percent), classified administrators (79 percent), and classified staff (58 percent). A total of 78 full-time faculty, 66 classified staff, 24 classified administrators, and 15 educational administrators responded to this item.

**Library**

**Library - Valencia Campus**

**Importance of Various Services/Functions of the Library**

Respondents were asked to indicate which Library services/functions are most important to themselves or their students on the Valencia campus. Respondents were directed to mark all that apply.
**Overall (all employee types)**

As illustrated in Figure 18, the majority of respondents find the following services/functions of the Library most useful: *computer access* (67 percent), *textbook reserves* (63 percent), and *media services* (58 percent). The two areas that respondents find the least useful are *inter-library loans* (22 percent) and *bibliographic instruction* (16 percent). As compared to Fall 2011, a significantly higher percentage of respondents indicated that they found *computer access* and *media services* most useful (8 percent increase and 15 percent increase, respectively); while a significantly lower percentage indicated that they found *meeting/study room check-out* most useful (18 percent decrease).

![Figure 18. Useful Services/Functions of the Library on the Valencia Campus](chart)

Note: Respondents indicating N/A were excluded.
As indicated in Table 27, within each employee group, all employee groups indicated that computer access and textbook reserves are the most useful services in the Library on the Valencia campus.

### Table 27. Useful Services/Functions of the Library on the Valencia Campus (by Employee Group)

<table>
<thead>
<tr>
<th>Service</th>
<th>Overall</th>
<th>Full-Time Faculty</th>
<th>Classified Staff</th>
<th>Classified Administrator</th>
<th>Educational Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer access</td>
<td>67%</td>
<td>73%</td>
<td>65%</td>
<td>55%</td>
<td>50%</td>
</tr>
<tr>
<td>Textbook reserves</td>
<td>63%</td>
<td>71%</td>
<td>56%</td>
<td>45%</td>
<td>58%</td>
</tr>
<tr>
<td>Media services</td>
<td>58%</td>
<td>63%</td>
<td>47%</td>
<td>55%</td>
<td>50%</td>
</tr>
<tr>
<td>Reference services</td>
<td>43%</td>
<td>47%</td>
<td>32%</td>
<td>64%</td>
<td>33%</td>
</tr>
<tr>
<td>Meeting/study room check-out</td>
<td>36%</td>
<td>38%</td>
<td>35%</td>
<td>36%</td>
<td>25%</td>
</tr>
<tr>
<td>Acquisitions</td>
<td>34%</td>
<td>36%</td>
<td>32%</td>
<td>45%</td>
<td>17%</td>
</tr>
<tr>
<td>Inter-library loans</td>
<td>22%</td>
<td>22%</td>
<td>18%</td>
<td>27%</td>
<td>33%</td>
</tr>
<tr>
<td>Bibliographic instruction</td>
<td>16%</td>
<td>21%</td>
<td>6%</td>
<td>18%</td>
<td>17%</td>
</tr>
</tbody>
</table>

Note: Respondents indicating None/N/A were excluded.

### Satisfaction with the Library (Valencia Campus)

Overall, 89 percent of respondents are “satisfied” or “very satisfied” with the Library on the Valencia campus.

Within each employee group, educational administrators (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the Library on the Valencia campus, followed by full-time faculty (96 percent), classified administrators (94 percent), and classified staff (75 percent). Although satisfaction was lower among classified staff, a high percentage of classified staff indicated a “neutral” response regarding satisfaction with the Library on the Valencia campus (21 percent). A total of 74 full-time faculty, 57 classified staff, 17 classified administrators, and 13 educational administrators responded to this item.

### Ways to enhance ability to teach and conduct research activities (open-ended comments)

Four respondents provided comments regarding what they would like the Library to do that it is not currently doing to enhance the respondents’ ability to teach and conduct research activities. The four respondents indicated that they would like *additional access to scientific journals; larger budget to purchase materials, especially DVD’s; and increased online resources.* One respondent indicated that they had *no opinion* regarding this question.
Importance of various services/functions of the Library

Respondents were asked to indicate which Library services/functions are most important to themselves or their students on the Canyon Country campus. Respondents were directed to mark all that apply.

**Overall (all employee types)**

As illustrated in Figure 19 on the following page, the majority of respondents find the following services/functions of the Library on the Canyon Country campus most useful: *textbook reserves* (77 percent) and *computer access* (62 percent). The three areas that respondents indicated are the least useful are *reference services, acquisitions,* and *bibliographic instruction* (8 percent). As compared to Fall 2011, a significantly higher percentage of respondents indicated that they found *computer access* and *media services* most useful (8 percent increase and 15 percent increase, respectively); while a significantly smaller percentage indicated that they found *textbook reserves, computer access,* and *reference services* most useful (7 percent decrease, 6 percent decrease, and 26 percent decrease, respectively).

Percentages are not reported for employee groups with sample sizes less than ten.
Satisfaction with the Library (Canyon Country Campus)

Overall, 73 percent of respondents are “satisfied” or “very satisfied” with the Library on the Canyon Country campus. As compared to Fall 2011, satisfaction decreased significantly (16 percent decrease).

Percentages are not reported for employee groups with sample sizes less than ten.

Ways to enhance ability to teach and conduct research activities

One respondent provided a comments regarding what they would like the Library to do that it is not currently doing to enhance the respondents’ ability to teach and conduct research activities. This respondent indicated that they would like to see the Library store NATEF material.

Outreach

Awareness of the Outreach Resource Center

Overall, 57 percent of respondents are aware that there is an Outreach Resource Center in UCEN 383 that houses a variety of materials, brochures and flyers that they can pick up and take with them when they engage in an outreach event or site visit.

Within each employee group, educational administrators (93 percent) had the highest percentage of respondents that are aware of the Outreach Resource Center, followed by classified
administrators (86 percent), classified staff (49 percent), and full-time faculty (48 percent). A total of 80 full-time faculty, 99 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

**Performing Arts Center (PAC)**

**Attendance at the Performing Arts Center**

Overall, 93 percent of respondents indicated that they have been to the Performing Arts Center (PAC).

Within each employee group, classified administrators and educational administrators (100 percent, each) had the highest percentage of respondents that have been to the PAC, followed by full-time faculty (95 percent), and classified staff (88 percent). A total of 79 full-time faculty, 99 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

**Number of Times at the PAC**

Respondents indicating that they have been to the PAC were asked how many times they have been to the PAC in the last two years.

**Overall (all employee types)**

Overall, the majority of respondents indicated that they have been to the PAC 1 to 3 times in the past two years (65 percent), followed by 4 to 6 times (21 percent) and 7 or more times (14 percent). A total of 214 full-time employees responded to this item.

**Full-time Faculty**

The majority of full-time faculty that respondents indicated that they have been to the PAC 1 to 3 times in the past two years (67 percent), followed by 4 to 6 times (20 percent) and 7 or more times (13 percent). At total of 76 full-time faculty responded to this item.

**Classified Staff**

The majority of classified staff that respondents indicated that they have been to the PAC 1 to 3 times in the past two years (75 percent), followed by 4 to 6 times (15 percent) and 7 or more times (10 percent). A total of 87 classified staff responded to this item.
**Classified Administrators**

Nearly forty percent of the classified administrators that respondents indicated that they have been to the PAC *1 to 3 times* in the past two years (38 percent), followed by *4 to 6 times* (35 percent) and *7 or more times* (27 percent). A total of 26 classified administrators responded to this item.

**Educational Administrators**

More than forty percent of the educational administrators that respondents indicated that they have been to the PAC *1 to 3 times* in the past two years (44 percent), followed by *4 to 6 times* (38 percent) and *7 or more times* (19 percent). A total of 16 educational administrators responded to this item.

**Shows Attended**

Respondents indicating that they have been to the PAC were asked what types of shows they have attended in the PAC. Respondents were asked to mark all that apply.

**Overall (all employee types)**

Overall, more than half of the respondents indicated that they have been to *COC Presents – Professional Shows* (51 percent), followed by *COC Theater productions* (37 percent), *COC Music productions* (29 percent), *community users* (27 percent), and *COC Dance productions* (10 percent). Twenty percent of respondents indicated that they have not attended any of these shows. A total of 220 full-time employees responded to this item.

**Full-time Faculty**

Nearly half of full-time faculty that responded indicated that they have been to *COC Presents – Professional Shows* (45 percent), followed by *COC Theater productions* (35 percent), *community users* (30 percent), *COC Music productions* (25 percent), and *COC Dance productions* (8 percent). Thirty-one percent of full-time faculty that responded indicated that they have not attended any of these shows. A total of 77 full-time faculty responded to this item.

**Classified Staff**

Nearly half of the classified staff that responded indicated that they have been to *COC Presents – Professional Shows* (44 percent), followed by *COC Theater productions* and *COC
Music productions (36 percent, each), community users (23 percent), and COC Dance productions (11 percent). Sixteen percent of classified staff that responded indicated that they have not attended any of these shows. A total of 87 classified staff responded to this item.

**Classified Administrators**

More than half of the classified administrators that responded indicated that they have been to COC Presents – Professional Shows (61 percent), followed by COC Theater productions (46 percent), COC Music productions (29 percent), community users (21 percent), and COC Dance productions (18 percent). Twenty-one percent of classified administrators that responded indicated that they have not attended any of these shows. A total of 26 classified administrators responded to this item.

**Educational Administrators**

The majority of educational administrators that responded indicated that they have been to COC Presents – Professional Shows (81 percent), followed by COC Theater productions (44 percent), and COC Music productions and community users (25 percent, each). Six percent of educational administrators that responded indicated that they have not attended any of these shows. A total of 16 educational administrators responded to this item.

**Utilization of Various Ticketing Services at the PAC**

Respondents indicating that they have been to the PAC were asked to indicate which of the ticketing services they have utilized. As illustrated in Figure 20, the majority of respondents utilized the walk-up box office.
Online Ticketing

Overall, 40 percent of respondents have utilized online ticketing through the PAC.

Within each employee group, classified administrators (58 percent) had the highest percentage of respondents that have utilized online ticketing through the PAC, followed by educational administrators (47 percent), classified staff (36 percent), and full-time faculty (34 percent). A total of 68 full-time faculty, 70 classified staff, 26 classified administrators, and 15 educational administrators responded to this item.

Box Office (Walk-Up)

Overall, 66 percent of respondents have utilized the walk-up box office for the PAC.

Within each employee group, educational administrators (73 percent) had the highest percentage of respondents that have utilized the walk-up box office for the PAC, followed by classified staff (71 percent), full-time faculty and classified administrators (60 percent, each). A total of 73 full-time faculty, 80 classified staff, 25 classified administrators, and 15 educational administrators responded to this item.

Box Office (Phone Services)

Overall, 28 percent of respondents have utilized the phone services at the box office for the PAC.

Within each employee group, educational administrators (50 percent) had the highest percentage of respondents have utilized the phone services at the box office for the PAC, followed by classified administrators (43 percent), classified staff (29 percent), and full-time faculty (19 percent). A total of 58 full-time faculty, 63 classified staff, 23 classified administrators, and 14 educational administrators responded to this item.

Won Tickets

Overall, 11 percent of respondents have won tickets to the PAC.

Within each employee group, classified staff (20 percent) had the highest percentage of respondents have won tickets to the PAC, followed by classified administrators (10 percent), and full-time faculty (3 percent). No educational administrators indicated that they have won tickets to the PAC. A total of 58 full-time faculty, 61 classified staff, 21 classified administrators, and 12 educational administrators responded to this item.
K12 Arts Education Outreach Program

Overall, 62 percent of respondents are aware that the PAC has a comprehensive K12 Arts Education Outreach Program.

Within each employee group, educational administrators (100 percent) had the highest percentage of respondents that are aware that the PAC has a comprehensive K12 Arts Education Outreach Program, followed by classified administrators (86 percent), classified staff (59 percent), and full-time faculty (46 percent). A total of 80 full-time faculty, 99 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

Satisfaction with the Performing Arts Center

Overall, 83 percent of respondents indicated that they are “satisfied” or “very satisfied” with their overall experience with the Performing Arts Center.

Within each employee group, educational administrators (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with their overall experience with the Performing Arts Center, followed by classified staff (83 percent), classified administrators (82 percent), and full-time faculty (78 percent). A total of 80 full-time faculty, 99 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

Planning

Table 28. Satisfaction with Various Aspects of Planning

<table>
<thead>
<tr>
<th>aspect</th>
<th>Satisfied/Very Satisfied</th>
<th>Neutral</th>
<th>Dissatisfied/Very Dissatisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses institutional research in office/department planning</td>
<td>65%</td>
<td>22%</td>
<td>13%</td>
</tr>
<tr>
<td>An adequate amount of information or data is available for office/department planning purposes</td>
<td>67%</td>
<td>28%</td>
<td>5%</td>
</tr>
<tr>
<td>Know who to call to get help with research requests</td>
<td>76%</td>
<td>14%</td>
<td>10%</td>
</tr>
<tr>
<td>Department plans are well connected with the College’s strategic plan</td>
<td>71%</td>
<td>23%</td>
<td>6%</td>
</tr>
<tr>
<td>Planning processes are effective at College of the Canyons</td>
<td>64%</td>
<td>24%</td>
<td>12%</td>
</tr>
<tr>
<td>Overall satisfaction with Institutional Research</td>
<td>77%</td>
<td>21%</td>
<td>2%</td>
</tr>
</tbody>
</table>

Note: Respondents indicating N/A were excluded
As illustrated in Figure 21, the majority of respondents “agree” or “strongly agree” with various statements regarding Institutional Development.

**Figure 21. Agreement with Various Aspects of Planning**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Percentage of Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate information is available for office/department planning</td>
<td>Agree/Strongly Agree: 67%</td>
</tr>
<tr>
<td>Department plan is well connected with the College’s strategic plan</td>
<td>Agree/Strongly Agree: 71%</td>
</tr>
<tr>
<td>Aware of who to call to get help with research requests</td>
<td>Agree/Strongly Agree: 76%</td>
</tr>
<tr>
<td>Planning processes at the College are effective</td>
<td>Agree/Strongly Agree: 64%</td>
</tr>
<tr>
<td>Use institutional research in office/department planning</td>
<td>Agree/Strongly Agree: 65%</td>
</tr>
</tbody>
</table>

Note: Respondents indicating N/A were excluded.

**Use of Institutional Research in Planning**

Overall, 65 percent of respondents “agree” or “strongly agree” that they use institutional research in their office/department planning. Twenty-two percent of respondents indicated a “neutral” response regarding their use of institutional research in their office/department planning.

Within each employee group, educational administrators (81 percent) had the highest percentage of respondents who indicated that they use institutional research in office/department planning, followed by classified administrators (77 percent), full-time faculty (63 percent), and classified staff (49 percent). A total of 59 full-time faculty, 35 classified staff, 26 classified administrators, and 16 educational administrators responded to this item.

**Adequate Information or Data Available for Office/Department Planning**

Overall, 67 percent of respondents “agree” or “strongly agree” that adequate information or data is available for office/department planning purposes. Twenty-eight percent of respondents indicated a “neutral” response regarding the adequacy of information or data available for office/department planning purposes.
Within each employee group, educational administrators (81 percent) had the highest percentage of respondents who indicated that adequate information or data is available for office/department planning purposes, followed by classified administrators (73 percent), full-time faculty (67 percent), and classified staff (51 percent). A total of 64 full-time faculty, 39 classified staff, 26 classified administrators, and 16 educational administrators responded to this item.

**Awareness of Who to Call to Get Help with Research Requests**

Overall, 76 percent of respondents “agree” or “strongly that they are aware of who to call to get help with research requests.

Within each employee group, educational administrators (87 percent) had the highest percentage of respondents that are aware of who to call to get help with research requests, followed by classified administrators (85 percent), full-time faculty (75 percent), and classified staff (66 percent). A total of 69 full-time faculty, 56 classified staff, 26 classified administrators, and 15 educational administrators responded to this item.

**Department Plan Connection with the College’s Strategic Plan**

Overall, 71 percent of respondents “agree” or “strongly agree” that their department’s plan is well connected with the College’s strategic plan. Twenty-three percent of respondents indicated a “neutral” response regarding the connection of their department’s plan with the College’s strategic plan.

Within each employee group, classified administrators (92 percent) had the highest percentage of respondents that “agree” or “strongly agree” that their department plan is well connected with the College’s strategic plan, followed by educational administrators (81 percent), full-time faculty (70 percent), and classified staff (56 percent). A total of 66 full-time faculty, 45 classified staff, 26 classified administrators, and 16 educational administrators responded to this item.

**Effectiveness of Planning Processes**

Overall, 64 percent of respondents “agree” or “strongly agree” that the planning processes at College of the Canyons are effective. Twenty-four percent of respondents indicated a “neutral” response regarding the effectiveness of COC’s planning processes.

Within each employee group, classified administrators (77 percent) had the highest percentage of respondents that “agree” or “strongly agree” that the planning processes at COC are effective, followed by educational administrators (75 percent), full-time faculty (61 percent), and classified
staff (56 percent). A total of 67 full-time faculty, 52 classified staff, 26 classified administrators, and 16 educational administrators responded to this item.

Satisfaction with Institutional Development

Overall, 77 percent of respondents are “satisfied” or “very satisfied” with Institutional Research. Twenty-one percent of the respondents indicated a “neutral” response regarding their satisfaction with Planning.

Within each employee group, educational administrators (94 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with Institutional Development, followed by classified administrators (92 percent), full-time faculty (77 percent), and classified staff (64 percent). A total of 70 full-time faculty, 53 classified staff, 26 classified administrators, and 16 educational administrators responded to this item.

Suggestions for Improving Planning

Seven respondents provided comments or suggestions for improving the research and planning services provided by the Institutional Research office. Respondents indicated that the Institutional Research department needs additional staff to accommodate the workload (2 respondents), satisfaction with the information (1 respondent), indicated a problem with the transparency of using information to plan (1 respondent), and frustration with the outcome of the data (1 respondent). Two respondents indicated that they do not have any comments or suggestions for improving the research and planning services provided by Institutional Research.
**Professional Development**

**Number of Professional Development Activities**

Overall, 91 percent of respondents indicated that there are an adequate number of Professional Development activities offered during the year.

Within each employee group, classified administrators (100 percent) had the highest percentage of respondents that indicated that there are an adequate number of Professional Development activities offered during the year, followed by educational administrators (94 percent), classified staff (91 percent), and full-time faculty (87 percent). A total of 79 full-time faculty, 101 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

**Professional Development Training Needs**

Overall, 68 percent of respondents indicated that the Professional Development program meets their training needs. Twenty-one percent of respondents indicated a “neutral” response regarding Professional Development meeting their training needs.

Within each employee group, classified administrators (86 percent) had the highest percentage of respondents that indicated that the Professional Development program meets their training needs, followed by educational administrators (81 percent), classified staff (66 percent), and full-time faculty (60 percent). A total of 80 full-time faculty, 101 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

**Targeted Professional Development Training Opportunities**

Overall, 80 percent of respondents indicated that there are an adequate number of Professional Development training opportunities targeted to their specific training needs.

Within each employee group, classified administrators (96 percent) had the highest percentage of respondents that indicated that there are an adequate number of Professional Development training opportunities targeted to their specific training needs, followed by educational administrators (88 percent), classified staff (78 percent), and full-time faculty (73 percent). A total of 78 full-time faculty, 100 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.
Online Professional Development Training Opportunities

Overall, 75 percent of respondents indicated that they would like more Professional Development opportunities made available online.

Within each employee group, classified staff (79 percent) had the highest percentage of respondents that indicated that they would like more Professional Development opportunities made available online, followed by full-time faculty (76 percent), classified administrators (71 percent), and educational administrators (50 percent). A total of 78 full-time faculty, 99 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

Professional Development Training Needs and Professional Growth

Overall, 87 percent of respondents indicated that Professional Development training opportunities they have attended provided them with information that has contributed to their professional growth goals.

Within each employee group, classified administrators (96 percent) had the highest percentage of respondents that indicated that Professional Development training opportunities they have attended provided them with information that has contributed to their professional growth goals, followed by educational administrators (94 percent), full-time faculty (90 percent), and classified staff (81 percent). A total of 78 full-time faculty, 99 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

Evening Professional Development Workshops

Overall, 26 percent of respondents indicated that they would benefit from scheduling more workshops in the evening.

Within each employee group, full-time faculty (36 percent) had the highest percentage of respondents that indicated that they would benefit from scheduling more workshops in the evening, followed by classified staff (27 percent), classified administrators (14 percent), and educational administrators (6 percent). A total of 80 full-time faculty, 98 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.
Canyon Country Campus Professional Development Workshops

Overall, 9 percent of respondents indicated that they would benefit from scheduling more workshops at the Canyon Country campus.

Within each employee group, educational administrators (25 percent) had the highest percentage of respondents that indicated that they would benefit from scheduling more workshops at the Canyon Country campus, followed by classified staff (10 percent), full-time faculty (8 percent), and classified administrators (7 percent). A total of 78 full-time faculty, 100 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

Professional Development Workshop Attendance

Overall (all employee groups)

As illustrated in Table 29, more than half of the respondents (57 percent) attend 0-5 workshops on average per year, 23 percent of respondents attend 5-10 workshops on average per year, and 20 percent of respondents attend 10 or more workshops on average per year. The majority of full-time faculty and educational administrators attend 5 or more workshops per year, while classified staff and classified administrators attend 0-5 workshops per year.

<table>
<thead>
<tr>
<th></th>
<th>0-5 Workshops</th>
<th>5-10 Workshops</th>
<th>10 or more Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall (n=233)</td>
<td>57%</td>
<td>23%</td>
<td>20%</td>
</tr>
<tr>
<td>Full-Time Faculty (n=79)</td>
<td>11%</td>
<td>39%</td>
<td>49%</td>
</tr>
<tr>
<td>Classified Staff (n=100)</td>
<td>92%</td>
<td>7%</td>
<td>1%</td>
</tr>
<tr>
<td>Classified Administrators (n=28)</td>
<td>75%</td>
<td>18%</td>
<td>7%</td>
</tr>
<tr>
<td>Educational Administrators (n=16)</td>
<td>25%</td>
<td>44%</td>
<td>31%</td>
</tr>
</tbody>
</table>
Professional Development Workshop Preferences

Overall (all employee groups)

As illustrated in Table 30, overall, respondents are most likely to attend a training session on Wednesdays or Thursdays and are least likely to attend a training session on Saturdays.

<table>
<thead>
<tr>
<th>Table 30. Days of the Week Respondents are most likely to Attend Professional Development Training Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Overall (n=229)</td>
</tr>
<tr>
<td>Full-Time Faculty (n=79)</td>
</tr>
<tr>
<td>Classified Staff (n=96)</td>
</tr>
<tr>
<td>Classified Administrators (n=28)</td>
</tr>
<tr>
<td>Educational Administrators (n=16)</td>
</tr>
</tbody>
</table>

Overall (all employee groups)

As illustrated in Table 31, respondents prefer to attend training during the hours of 8 am and 4 pm. The majority of full-time faculty and classified administrators prefer to attend training between the hours of 12 pm – 4 pm, while classified staff and educational administrators prefer to attend training between the hours of 8 am – 12 pm.

<table>
<thead>
<tr>
<th>Table 31. Average Number of Professional Development Workshops Attended Per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Overall</td>
</tr>
<tr>
<td>Full-Time Faculty</td>
</tr>
<tr>
<td>Classified Staff</td>
</tr>
<tr>
<td>Classified Administrators</td>
</tr>
<tr>
<td>Educational Administrators</td>
</tr>
</tbody>
</table>

Satisfaction with Professional Development Services

Overall, 87 percent of respondents are “satisfied” or “very satisfied” with the service provided by the Professional Development department.

Within each employee group, classified administrators (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the service provided by the Professional Development department, followed by educational administrators (94 percent), classified staff (86 percent), and full-time faculty (81 percent). A total of 79 full-time faculty, 99
classified staff, 27 classified administrators, and 16 educational administrators responded to this item.

**Satisfaction with Professional Development Training Opportunities**

Overall, 83 percent of respondents are “satisfied” or “very satisfied” with the training opportunities provided by the Professional Development department.

Within each employee group, classified administrators (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the training opportunities provided by the Professional Development department, followed by educational administrators (87 percent), classified staff (82 percent), and full-time faculty (77 percent). A total of 78 full-time faculty, 97 classified staff, 28 classified administrators, and 15 educational administrators responded to this item.

**Suggestions for Improving Professional Development**

Twenty-four respondents provided suggestions for improving Professional Development and/or additional workshops/activities that Professional Development should provide. Five categories of comments and suggestions were provided, including **additional workshops suggestions**, **online workshop comments**, **workshop attendance difficulty**, “other” comments, positive comments, and **FLEX project suggestions**. Please see Appendix C for detailed comments. Some specific comments included:

**Additional workshop suggestions** (10 comments)

- “Most of the workshops are focused on things like SLOs, Curricunet, Datatel-this is not what I feel helps my professional development and personal growth as an instructor.”
- “I like the summer tech institute workshops, and it would be nice to have some of these opportunities during the regular semesters.”
- “Discipline specific training and currency.”
- “More classes in Access, Excel, Outlook. Use teachers to conduct training not computer support, CS personnel don't always have a working knowledge of programs.”

**Online workshop comments** (3 comments)

- “Online would help Full credit for off campus CEU’s.”
• “I already sit at a desk 8 hours a day. Having the PD classes online is just more of the same for me, and increases the chances I will be interrupted and miss the class.”

**Workshop attendance difficulty** (3 comments)

• “It takes far too long to get approved for attending off-campus educational offerings. The whole process needs to be looked at and stream-lined. Not faculty friendly!”

• “More late afternoon/evening FLEX opportunities please! I miss most offerings because I'm in class all morning and early afternoon.”

Note: Comments in this category pertain to functions within the purview of the Flex committee.

**“Other” comments** (3 comments)

• “We do not have enough staff to allow us to be out of the office during Professional Development trainings.”

• “More items need to qualify for professional development as listed under [Title V].”

**Positive comments** (2 comments)

• “… I like having summer workshops.”

**FLEX project suggestions** (2 comments)

• “The PD [Flex] Committee should remove the deadline for special projects. It should be open. Also, the committee may reject projects based on a committee bias or ignorance about a subject in an area they do not understand. I believe that if faculty develop a project plan, it should be approved. The project is typically more time consuming than the max hours given, and it benefits their program.”

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**Service-Learning**

Ninety-two respondents indicated that they are full-time faculty or adjunct faculty (full-time employees who also teach in an adjunct capacity). Questions regarding respondent awareness of and participation with the Service-Learning department were asked only of faculty; therefore employee groups will not be disaggregated.

**Awareness of Service-Learning**

Overall, 88 percent of respondents are aware of the Service-Learning program at College of the Canyons. A total of 226 full-time employees responded to this item.
Participation in Service-Learning

Overall, 16 percent of respondents are currently participating in the Service-Learning program. A total of 92 full-time employees responded to this item. Of the 92 respondents, 76 were full-time faculty.

Not Currently Participating

The seventy-seven respondents indicating that they are not currently participating in the Service-Learning program were asked if they are interested in having their students participate in the program. Twenty-nine percent of the respondents (22 respondents) indicated that they are interested in having their students participate in the Service-Learning program. Those twenty-two respondents were asked to provide contact information if they would like someone from the Service-Learning department to contact them. Six respondents provided contact information; this information was provided to the Service-Learning department.

Those respondents indicating that they are not participating and do not want to participate in the Service-Learning program were asked to indicate what prevents them from offering the Service-Learning program to their students. Twenty respondents provided feedback; specifically that they need additional information about the program (5 respondents), this program is not needed in their current classes (5 respondents), feel their students do not have the time to complete the program requirements (5 respondents), indicated a lack of support from the Service-Learning department (3 respondents), and “other” comments. The two respondents indicating “other” reasons indicated that there are not enough opportunities related to their discipline and will begin to make students aware of the program and offer it to those interested. Please see Appendix C for detailed responses.

Comments or Suggestions for the Service-Learning Program

Two respondents provided comments or suggestions for the Service-Learning department; specifically a request to be courteous to students and respond in a timely manner and showed interest in additional information. Please see Appendix C for detailed responses.
Student Health and Wellness Center

Reasons for referring students to the Student Health and Wellness Center

Respondents were asked to indicate the reasons they refer students to the Student Health and Wellness Center. Respondents were directed to mark all that apply.

Overall (all employee groups)

As illustrated in Figure 22 on the following page, respondents refer students to the Student Health and Wellness Center primarily for *mental health evaluation/treatment* (63 percent), *evaluation of acute illness* (58 percent), *crisis counseling* and *low cost vaccinations/TB tests* (56 percent, each), and *low cost medication/lab tests* (51 percent). The reason that respondents refer students least to the Student Health and Wellness Center is *tobacco cessation counseling* (15 percent). Please see appendix B for number of respondents by employee group.

<table>
<thead>
<tr>
<th>Reason</th>
<th>Overall</th>
<th>Full-Time Faculty</th>
<th>Classified Staff</th>
<th>Classified Administrator</th>
<th>Educational Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental health evaluation/treatment</td>
<td>63%</td>
<td>73%</td>
<td>50%</td>
<td>64%</td>
<td>73%</td>
</tr>
<tr>
<td>Evaluation of acute illness</td>
<td>58%</td>
<td>48%</td>
<td>65%</td>
<td>82%</td>
<td>73%</td>
</tr>
<tr>
<td>Crisis counseling</td>
<td>56%</td>
<td>57%</td>
<td>48%</td>
<td>91%</td>
<td>64%</td>
</tr>
<tr>
<td>Low cost vaccinations and TB tests</td>
<td>56%</td>
<td>51%</td>
<td>50%</td>
<td>82%</td>
<td>73%</td>
</tr>
<tr>
<td>Low cost medication and lab tests</td>
<td>51%</td>
<td>51%</td>
<td>48%</td>
<td>73%</td>
<td>55%</td>
</tr>
<tr>
<td>Enrollment in low cost or free health insurance programs</td>
<td>38%</td>
<td>38%</td>
<td>35%</td>
<td>64%</td>
<td>36%</td>
</tr>
<tr>
<td>Nutrition counseling</td>
<td>31%</td>
<td>25%</td>
<td>30%</td>
<td>73%</td>
<td>27%</td>
</tr>
<tr>
<td>Birth control/morning after pill/STD screening and treatment</td>
<td>27%</td>
<td>22%</td>
<td>30%</td>
<td>55%</td>
<td>9%</td>
</tr>
<tr>
<td>Tobacco cessation counseling</td>
<td>15%</td>
<td>13%</td>
<td>15%</td>
<td>36%</td>
<td>9%</td>
</tr>
</tbody>
</table>

*Note: Respondents indicating N/A were not reported*
Familiarity with the Purpose and Function of the College’s Behavioral Intervention Team (BIT)

Overall, 66 percent of respondents are familiar with the purpose and function of the College’s Behavioral Intervention Team (BIT).

Within each employee group, full-time faculty (79 percent) had the highest percentage of respondents that are familiar with the purpose and function of the College’s BIT, followed by educational administrators (75 percent), classified administrators (71 percent), and classified staff (55 percent). A total of 80 full-time faculty, 98 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

Awareness of How to Contact a Member of the BIT for Assistance

Overall, 52 percent of respondents are aware of how to contact a member of the Behavioral Intervention Team (BIT) for assistance.

Within each employee group, educational administrators (69 percent) had the highest percentage of respondents that are aware of how to contact a member of the BIT for assistance, followed by full-time faculty (68 percent), classified administrators (57 percent), and classified staff (37 percent).
percent). A total of 79 full-time faculty, 97 classified staff, 28 classified administrators, and 16 educational administrators responded to this item.

**Satisfaction with the Student Health and Wellness Center**

Overall, 82 percent of respondents are “satisfied” or “very satisfied” with Student Health and Wellness Center.

Within each employee group, classified administrators (87 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the Student Health and Wellness Center, followed by full-time faculty (86 percent), classified staff (78 percent), and educational administrators (77 percent). A total of 78 full-time faculty, 81 classified staff, 23 classified administrators, and 13 educational administrators responded to this item.

**The Learning Center (TLC)**

*The Learning Center (TLC) - Valencia Campus*

Importance of Services in the TLC

Respondents were asked to indicate what services in the TLC are most important to themselves and their students on the Valencia campus. Respondents were directed to mark all that apply.

**Overall (all employee types)**

As illustrated in Figure 23 on page 108, the two services in the TLC that respondents find most important are *walk-in tutoring* (85 percent) and *subject tutoring* (78 percent). The service in the TLC that respondents find least important is *reference material* (37 percent), although the percentage of respondents indicating its importance has increased since 2011. As compared to Fall 2011, a significantly higher percentage of respondents indicated that they find *subject tutoring, technological support, reference material, and online tutoring* and most important in the TLC (17 percent, 17 percent, 14 percent, 9 percent, and respectively).
Valencia Campus

Figure 23. Important Services in the Learning Center on the Valencia Campus

Note: Respondents indicating N/A were excluded

Full-Time Faculty

The majority of full-time faculty indicated walk-in tutoring (87 percent) to be the most important service to themselves and their students in the TLC on the Valencia campus, followed by subject tutoring (77 percent), technological support (45 percent), Blackboard support (44 percent), in-house textbook loans (42 percent), online tutoring (34 percent), reference material (37 percent), and “other” (18 percent). A total of 71 full-time faculty responded to this item (excluded respondents who indicated N/A).

Full-time faculty responding “other” indicated that the services in the TLC most important to themselves and their students on the Valencia campus are exam proctoring (10 respondents), and Supplemental Learning and GLA Workshops (2 respondents). One respondent suggested additional subject tutors. Please see Appendix C for detailed responses.
**Classified Staff**

The majority of classified staff indicated *walk-in tutoring* and *subject tutoring* (74 percent, each) to be the most important service to themselves and their students in the TLC on the Valencia campus, followed by *Blackboard support* and *online tutoring* (48 percent, each), *in-house textbook loans* and *technological support* (45 percent, each), *reference material* (39 percent), and “other” (3 percent). A total of 31 classified staff responded to this item (excluding respondents who indicated N/A).

The one classified staff member that responded “other” indicated that the service in the TLC most important to themselves and their students on the Valencia campus is *exam proctoring*. Please see Appendix C for detailed responses.

**Classified Administrators**

Percentages are not reported for employee groups with sample sizes less than ten.

**Educational Administrators**

The majority of educational administrators indicated *walk-in tutoring* (80 percent) to be the most important service to themselves and their students in the TLC on the Valencia campus, followed by *subject tutoring* (70 percent), *Blackboard support*, *online tutoring*, and *in-house textbook loans* (40 percent, each), and *technological support* and *reference material* (30 percent, each). A total of 10 educational administrators responded to this item (excluding respondents who indicated N/A).

**Effectiveness of the Tutors in the TLC (Valencia Campus)**

Overall, 86 percent of respondents indicated that tutors in the TLC on the Valencia campus are “effective” or “very effective”. As compared to Fall 2011, respondents indicating that the effectiveness of the tutors in the TLC has increased significantly (11 percent increase).

Within each employee group, full-time faculty (89 percent) had the highest percentage of respondents that indicated that tutors in the TLC on the Valencia campus are “effective” or “very effective”, followed by classified staff (55 percent). A total of 66 full-time faculty and 33 classified staff responded to this item.

Percentages are not reported for employee groups with samples sizes less than ten.
Satisfaction with the TLC (Valencia Campus)

Overall, 86 percent of respondents are “satisfied” or “very satisfied” with the TLC on the Valencia campus.

Within each employee group, educational administrators (100 percent) had the highest percentage of respondents that are “satisfied” or “very satisfied” with the TLC on the Valencia campus, followed by full-time faculty (93 percent), classified administrators (80 percent), and classified staff (70 percent). A total of 72 full-time faculty, 43 classified staff, 10 classified administrators, and 10 educational administrators responded to this item.

Services the TLC Could Provide in Order to Support Excellence in Teaching and Learning

Eleven respondents provided comments regarding what services the TLC could provide in order to support excellence in teaching and learning, specifically additional tutors/tutoring topics (6 respondents), additional hours (1 respondent), additional space (1 respondent), requested internship opportunities (1 respondent), and would like additional support for the writing center (1 respondent). One respondent indicated that there are no additional services they would like the TLC to provide. Please see Appendix C for detailed comments.

Future Trends or Directions for Consideration in the TLC

Five respondents provided comments regarding what future trends or directions the TLC should be aware of and plan to support; specifically additional exam proctoring (2 respondents), unique needs of international and ESL students (1 respondent), and a cell phone application to aid learning (1 respondent).

Suggestions for Improving the TLC at the Valencia Campus

Five respondents provided comments or suggestions for improving the TLC at the Valencia campus; specifically additional tutors with a wider range of knowledge (3 respondents) and better quality computers (1 respondent). One respondent indicated that they had no suggestions for improving the TLC at the Valencia campus. Please see Appendix C for detailed responses.
The Learning Center (TLC) - Canyon Country Campus

Importance of Services in the TLC

Respondents were asked to indicate what services in the TLC are most important to themselves and their students on the Canyon Country campus. Respondents were directed to mark all that apply.

Overall (all employee types)

As illustrated in Figure 24, the majority of respondents find the following services in the TLC most important to themselves and their students on the Canyon Country campus: walk-in tutoring (93 percent), Blackboard support (67 percent), and subject tutoring (60 percent). The services in the TLC that respondents indicated are least important are in-house textbook loans (27 percent), technological support and reference material (20 percent, each). The two respondents indicating “other” services at the TLC they found most important to themselves and their students at the Canyon Country campus specified exam proctoring and GLA’s.

As compared to Fall 2011, a significantly higher percentage of respondents indicated that walk-in tutoring is most important to themselves and their students on the Canyon Country campus (12 percent increase); while the importance of all other areas surveyed

Percentages are not reported for employee groups with sample sizes less than ten.

Figure 24. Important Services in the Learning Center on the Canyon Country Campus

Note: Respondents indicating N/A were excluded
Effectiveness of the Tutors in the TLC (Canyon Country Campus)

Overall, 92 percent of respondents indicated that tutors in the TLC on the Canyon Country campus are “effective” or “very effective”. As compared to Fall 2011, respondents indicating that effectiveness of the tutors in the TLC has increased significantly (6 percent increase).

Within each employee group, full-time faculty (100 percent) had the highest percentage of respondents that indicated that tutors in the TLC on the Canyon Country campus are “effective” or “very effective”, followed by classified staff (67 percent).

Percentages are not reported for employee groups with samples sizes less than ten.

Satisfaction with the TLC (Canyon Country Campus)

Overall, 94 percent of respondents are “satisfied” or “very satisfied” with the TLC on the Canyon Country campus.

Ninety percent of full-time faculty that responded are “satisfied” or “very satisfied” with the TLC on the Canyon Country campus.

Percentages are not reported for employee groups with sample sizes less than ten.

Services the TLC Could Provide in Order to Support Excellence in Teaching and Learning

Respondents were asked what services the TLC on the Canyon Country campus could provide in order to support excellence in teaching and learning. This question allowed respondents to respond in a manner less structured that the Likert-type questions.

Five respondents provided comments regarding what services the TLC could provide in order to support excellence in teaching and learning; specifically additional tutors/tutoring topics (2 respondents), additional information on the services available in the TLC (2 respondents), training on PLATO software (1 respondent), additional hours/space (2 respondents), and had a positive experience (1 respondent).

Future trends or directions for consideration in the TLC

Three respondents provided comments regarding what future trends or directions the TLC should be aware of and plan to support; specifically additional tutoring support for math (1 respondent), additional support for science (1 respondent), and additional tutoring support for non-credit and ESL students (1 respondent).
Suggestions for Improving the TLC at the Canyon Country Campus

Two respondents provided suggestions for improving the TLC at the Canyon Country campus; specifically a request for *additional meeting space* and *additional tutors*. Please see Appendix C for detailed responses.
Summary of Findings

**Accounting Services**

Overall, respondents are most satisfied with the helpfulness and efficiency of Accounting Services staff. Although satisfaction was high, respondents indicated lower satisfaction with instructions and procedures for forms and reimbursement processing.

Respondents suggested improving procedures for forms and indicated frustration with the timeliness of processing Accounting Services reimbursements.

**Admissions & Records (A&R)**

Overall, respondents are satisfied with the helpfulness and friendliness of A&R staff and with the efficiency in which they answer questions and resolve problems.

Respondents prefer to receive information from A&R through email.

Faculty surveyed found A&R processes easy to use. Faculty respondents find emails regarding A&R and email reminders about drop deadlines most useful. Faculty respondents prefer to receive training on MyCanyons through FLEX workshops or online tutorials.

**Adult Re-Entry Mentor Program**

Fourteen respondents are interested in mentoring a returning adult student for one semester. Ten percent provided contact information, which has been provided to the Adult Re-Entry Mentor Program.

**Canyon Country Campus**

The majority of respondents have visited the Canyon Country campus in the last year. Just over ten percent of respondents currently teach or work on the Canyon Country campus.

Respondents indicating that they teach or work on the Canyon Country campus are most satisfied with the helpfulness and knowledge of the switchboard/information personnel and their personal safety while on campus. Although the satisfaction with space available for meeting with students increased significantly from 2011 (up 14 percent), it was the area receiving the lowest satisfaction. Respondents are satisfied with the timeliness of services on the Canyon Country campus.
Career Services
The majority of respondents are aware of Career Services and the services offered by Career Services. Respondents prefer to learn about opportunities provided by Career Services through email. The majority of respondents are satisfied with Career Services.

Contract, Procurement, and Risk Management
The majority of respondents are satisfied with the staff knowledge and courtesy in Contract, Procurement, and Risk Management, timeliness of purchasing services, and timeliness of contract services. While satisfaction was still high, a lower percentage of respondents are satisfied with the timely processing of the field trip/excursion waiver form.

Distance Learning
The majority of respondents are satisfied with the number/variety of distance learning/instructional design training options available. Respondents prefer to learn about educational technology/content delivery through open educational resources, podcasts, online learning modules, social networking tools, e-books/e-readers, and video-conferencing. The majority of respondents are satisfied with Distance Learning.

Economic Development
Overall, nearly half of the respondents are familiar with ETI, the SBDC, and the WorkSource Center while one-third are familiar with CACT and the process of working with the ETI. Educational administrators and classified administrators are significantly more familiar with the various divisions of Economic Development than classified staff or full-time faculty.

Overall, around 15 percent of respondents use and collaborate with ETI, CACT, SBDC, and the Fast Track Institute. Educational administrators and classified administrators use and collaborate with the various divisions of Economic Development significantly more than classified staff or full-time faculty.

Fast Track Institute
About half of the respondents are aware of and familiar with the Fast Track Institute and its functions. Educational administrators and classified administrators are more aware of and familiar with various aspects of the Fast Track Institute than classified staff and full-time faculty.

Grants Accounting
Fourteen percent of respondents are currently Project Managers or Project staff on a grant or categorically funded project. These respondents were most satisfied with the promptness with
which grants are closed out at the end of the project and the efficiency with which budget adjustment needs are supported and handled. Overall, nearly two-thirds of all respondents are satisfied with Grants Accounting.

Grants Development
About half of the respondents are aware of and familiar with various aspects of Grants Development. Respondents are most aware of who to call to get assistance with Grants Development and least familiar with the support and process for applying for a grant. Educational administrators and classified administrators are significantly more aware of or familiar with various aspects of Grants Development than classified staff or full-time faculty.

Human Resources
The majority of respondents are satisfied with various aspects of Human Resources. Respondents are most satisfied with the courteousness and helpfulness of HR staff and least satisfied with the help the HR department gives to resolve problems and the training HR provides on HR related topics. Respondents provided comments indicating a need for increased responsiveness from HR staff.

Information Technology
Computer Support Services – Valencia Campus
The majority of respondents are satisfied with all areas of Computer Support Services on the Valencia campus. Respondents are most satisfied with the level of staff knowledge when working on computer and software needs and the courtesy of staff when answering phones. Although satisfaction was still high, respondents are least satisfied with the adequacy of computers available for checkout.

Computer Support Services – Canyon Country Campus
The majority of respondents are satisfied with all areas of Computer Support Services on the Canyon Country campus. Respondents are most satisfied with the courtesy of staff when answering phones, quality of service, level of communication with staff regarding work requests, timelines of services, and the hours of operation. Although satisfaction was still high, respondents are least satisfied with the adequacy of computer resources in the classroom/office.
Audio Visual Resources

The majority of respondents are satisfied with all areas of Audio Visual Resources. Respondents are most satisfied with the level of staff knowledge when working on audio visual needs, timeliness of services, and quality of. Although satisfaction was still high, respondents are least satisfied with the adequacy of audio visual resources in the classroom/office.

Online Services

The College’s website (www.canyons.edu)

Overall, the majority of respondents are satisfied with various aspects of the College’s website, especially the information available on the website. Educational administrators were less satisfied than other employee groups.

The College’s intranet (www.canyons.edu/intranet)

The majority of respondents are satisfied with various aspects of the College’s intranet, especially the technical support available. Educational administrators were less satisfied than other employee groups.

Satisfaction with Blackboard

The majority of respondents are satisfied with various aspects of Blackboard.

Management Information Systems (MIS)

The majority of respondents are satisfied with the various services in MIS with the exception of the usability of the Datatel system. Although more than half of the respondents were satisfied with the usability of the Datatel system, satisfaction was significantly lower than other areas of MIS.

Instruction

Respondents indicated that they are most aware of the honor societies on campus and the President’s Advisory Council – Budget (PAC-B). Respondents are least aware of UCLA’s Transfer Alliance Program (TAP) and how it can assist students transferring to UCLA and the difference between Transfer Agreement Guarantees (TAG) and the Transfer Alliance Program (TAP). Half of the respondents agree that the new online budget process provides greater dialogue among departmental members on how to spend funds. Just over half of the respondents
are satisfied with the program review process with classified staff and full-time faculty less satisfied compared to classified administrators and educational administrators.

**Library**

**Library - Valencia Campus**

Respondents indicated that *computer access, textbook reserves, and media services* are the most useful services/functions of the Library on the Valencia campus and indicated the least useful services/functions are *inter-library loans and bibliographic instruction*. The majority of respondents are satisfied with the Library on the Valencia campus.

**Library – Canyon Country Campus**

Respondents indicated that *textbook reserves and computer access* are the most useful services/functions of the Library on the Canyon Country campus and indicated the least useful services/functions are *reference services, acquisitions, and bibliographic instruction*. The majority of respondents are satisfied with the Library on the Canyon Country campus.

**Outreach**

More than half of the respondents are aware of the Outreach Resource Center.

**Performing Arts Center**

Almost all of the respondents have been to the Performing Arts Center (PAC). The majority of respondents have attended the PAC 1 to 3 times in the past two years and have attended COC Presents – Professional Shows. Respondents have utilized the walk-up box office and online ticketing options significantly more than phone services or winning tickets. The majority of respondents are satisfied with the PAC.

**Planning**

The majority of respondents agree that assistance and information for planning are available and the planning processes are effective. The majority of respondents are satisfied with Institutional Research.

**Professional Development**

Respondents are satisfied with the number of Professional Development activities offered and feel the program meets their training needs. Respondents would utilize additional Professional Development opportunities online. The majority of respondents attend 0 to 5 workshops per year and are more likely to attend a training session on Wednesdays or Thursdays during the daytime.
hours of 8 a.m. to 4 p.m. The majority of respondents are satisfied with the service provided and training offered by Professional Development.

**Service Learning**

The majority of respondents are aware of the Service-Learning program; although only 16 percent currently participate in the program. Respondents who do not utilize the program and are not interested in participating in the program indicated that they did not need the program in the current classes, do not have enough information about the program, or do not feel their students have the time to meet program requirements.

**Student Health and Wellness Center**

The majority of respondents refer students to the Student Health and Wellness Center for mental health evaluation/treatment, evaluation of acute illness, crisis counseling, low cost vaccinations and TB tests, and low cost medication and lab tests. The majority of respondents are familiar with the purpose and function of the College’s Behavioral Intervention Team (BIT) and more than half know how to contact a member of the BIT for assistance. The majority of respondents are satisfied with the Student Health and Wellness Center.

**Tutoring/Learning/Computer Lab (TLC)**

**Tutoring/Learning/Computer (TLC) Lab - Valencia Campus**

Respondents indicated that they find walk-in tutoring and subject tutoring the most important services in the TLC on the Valencia campus and reference material the least useful. Respondents indicated that tutors are in the TLC on the Valencia campus are effective. Respondents are satisfied with the TLC on the Valencia campus.

**Tutoring/Learning/Computer (TLC) Lab - Canyon Country Campus**

Respondents indicated that they find walk-in tutoring, Blackboard support, and subject tutoring the most important services in the TLC on the Canyon Country campus and in-house textbook loans, technological support, and reference material the least useful. Respondents indicated that tutors are in the TLC on the Canyon Country campus are effective. Respondents are satisfied with the TLC on the Canyon Country campus.
Recommendations

Upon review of the survey results and comments provided, the following recommendations should be taken into consideration, in conjunction with other exiting data or reports, for Accounting Services; Admissions and Records; Adult Re-Entry Mentor program; Canyon Country campus; Career Services; Contract, Procurement and Risk Management; Distance Learning; Economic Development; Fast Track Institute; Grants Accounting; Grants Development, Human Resources, Information Technology, Instruction, the Library, Matriculation, Outreach, Payroll, Planning, Professional Development, the Student Health and Wellness Center, and the Tutoring/Learning/Computer Lab:

Accounting Services

➤ Consider ways to improve the clarity of form instructions, specifically to educational administrators.

Admissions and Records

➤ Explore ways to increase the ease of use of the positive attendance reporting process for faculty.
➤ Explore ways to increase the usefulness of the communication with faculty; specifically with the faculty information packet and the My Canyons packet.
➤ Consider faculty responses regarding the ways they prefer to receive training on My Canyons when planning; specifically through FLEX workshops, and online tutorials.

Canyon Country Campus

➤ Explore ways to increase the space available for meeting with students on the Canyon Country campus.
➤ Explore ways to increase satisfaction with the maintenance of classrooms/offices on the Canyon Country campus among classified staff.

Career Services

➤ Explore ways to increase the familiarity with Career Services; specifically to full-time faculty.

Contract, Procurement and Risk Management

➤ Explore ways to increase satisfaction with the timeliness processing of the field trip/excursion waiver form.
Distance Learning

➢ Explore additional ways to increase satisfaction with the number/variety of distance learning/instructional design training options, specifically with classified staff and classified administrators.

Economic Development

➢ Explore ways to increase the familiarity and process of working with the Economic Development Division; specifically to classified staff and full-time faculty.

➢ Explore ways to increase familiarity with the departments in the Economic Development Division; specifically CACT, ETI, SBDC and the WorkSource Center, among classified staff and full-time faculty.

➢ Consider ways to increase collaboration with Economic Development; specifically the Employee Training Institute (ETI), Center for Applied Competitive Technologies (CACT), Small Business Development Center (SBDC), and the Fast Track Institute.

Fast Track Institute

➢ Explore ways to increase familiarity and awareness with the Fast Track Institute, specifically among full-time faculty and classified staff.

➢ Consider ways to increase awareness with the process for creating and launching a Fast Track class.

Grants Accounting

➢ Explore ways to increase satisfaction with Grants Accounting, specifically among full-time faculty and classified staff.

Grants Development

➢ Explore ways to increase awareness among full-time faculty and classified staff of whom to call to get assistance with Grants Development.

➢ Explore ways to increase familiarity with the support/process for applying for a grant, specifically with full-time faculty and classified staff.

➢ Identify ways to increase awareness of the resources available through the Grants Development office to research external funding sources for programs, specifically with full-time faculty and classified staff.

➢ Explore ways to increase awareness of the Grants Development website, specifically with full-time faculty and classified staff.

➢ Consider offering a workshop on the Grants Development process or other outreach efforts to faculty and staff on the role of the Grants Development on campus.
Human Resources

- Explore ways to increase satisfaction with the timeliness of requests, specifically with educational administrators.
- Consider providing additional training on Human Resources related topics.

Information Technology

*Computer Support Services – Valencia Campus*

- Consider ways to increase the adequacy of computers available for checkout on the Valencia campus.

*Computer Support Services – Canyon Country Campus*

- Explore ways to increase satisfaction with the adequacy of computer resources in the classroom/offices on the Canyon Country campus.

*Audio Visual Resources*

- Consider ways to expand the availability of audio/visual resources available for checkout.
- Consider ways to expand the availability of audio/visual resources in the classroom/office.

*Online Services*

- Redesign the College’s internet and intranet.
- Consider ways to provide support for setting up and maintaining a website.
- Explore ways to increase satisfaction with the design, ease of navigation, and information available on the College’s intranet.

*Management Information Systems (MIS)*

- Consider providing additional training on the Datatel system.
- Building off of relatively high satisfaction with WebAdvisor, explore ways to increase satisfaction with the usability of the Datatel system.
- Explore ways to increase satisfaction with the usability of the WebAdvisor (Mycanyons) system, specifically among educational administrators.
- Explore ways to increase communication between educational administrators and MIS staff when working on work requests.

*Instruction*

- Explore ways to increase awareness of the difference between Transfer Agreement Guarantees (TAGs) and the Transfer Alliance Program (TAP).
- Explore ways to increase awareness of UCLA’s Transfer Alliance Program (TAP).
Explore ways to increase awareness of Academic Staffing and the process Academic Staffing uses to select positions, specifically with classified administrators and classified staff.

Explore ways to increase awareness of the College Planning Team (CPT) and the President’s Advisory Council – Budget (PAC-B), specifically with full-time faculty and classified staff.

Consider ways to increase dialogue among faculty and staff members on the online budget process.

Explore ways to increase satisfaction with the online program review process.

**Library**

*Library – Valencia Campus*

Consider ways to continue providing the same level, or expand, of services/functions of the Library on the Valencia campus that respondents indicated were most useful in department planning, specifically the usefulness of *computer access, textbook reserves,* and *media services.*

*Library – Canyon Country Campus*

Consider ways to continue providing the same level, or expand, of services/functions of the Library on the Canyon Country campus that respondents indicated were most useful in department planning, specifically the usefulness of *textbook reserves* and *computer access.*

**Outreach**

Explore ways to increase awareness with the Outreach Resource Center, specifically with classified staff and full-time faculty.

**Performing Arts Center**

Explore ways to increase awareness of the PAC’s K12 Arts Education Outreach Program, specifically among classified staff and full-time faculty.

**Planning**

Explore ways to expand participation in office/department planning, specifically among classified staff and full-time faculty.

**Professional Development**

Explore ways that Professional Development can better meet the training needs of classified staff and full-time faculty.
➢ Consider developing additional professional development opportunities to complete online; specifically for educational administrators.

Student Health and Wellness Center

➢ Explore ways to increase awareness of the College’s Behavioral Intervention Team (BIT), specifically among classified staff.

Tutoring/Learning/Computer Lab

➢ Consider the services of the TLC lab that respondents indicated were most important to themselves and their students, specifically the usefulness of walk-in tutoring and subject tutoring.

➢ Explore ways to provide additional subject tutors.