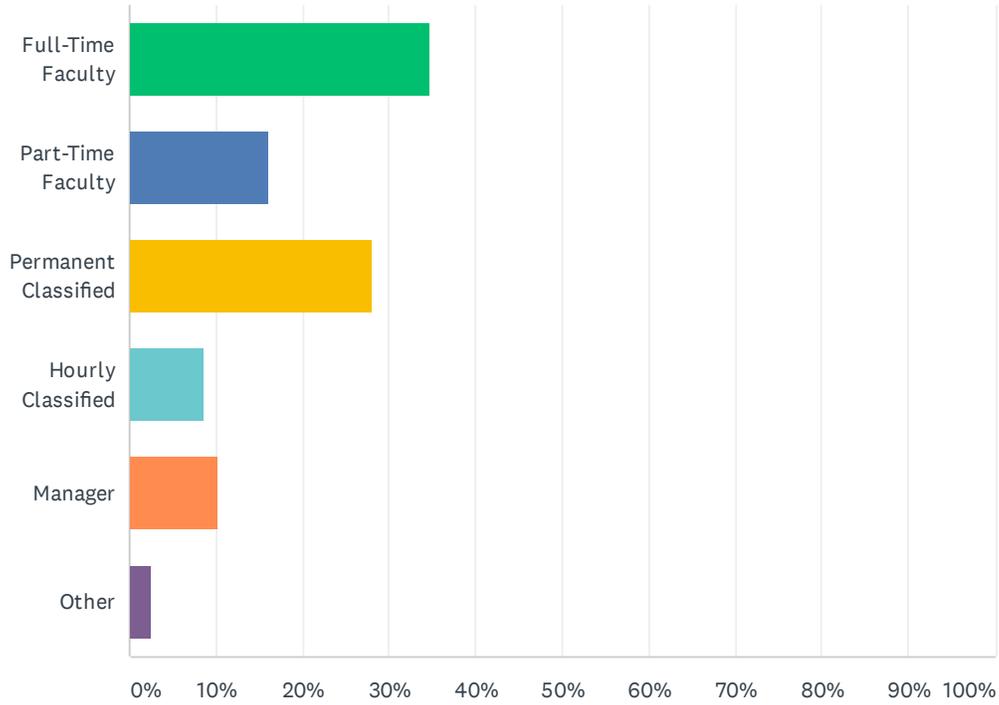


Q1 What's your role at CCC?

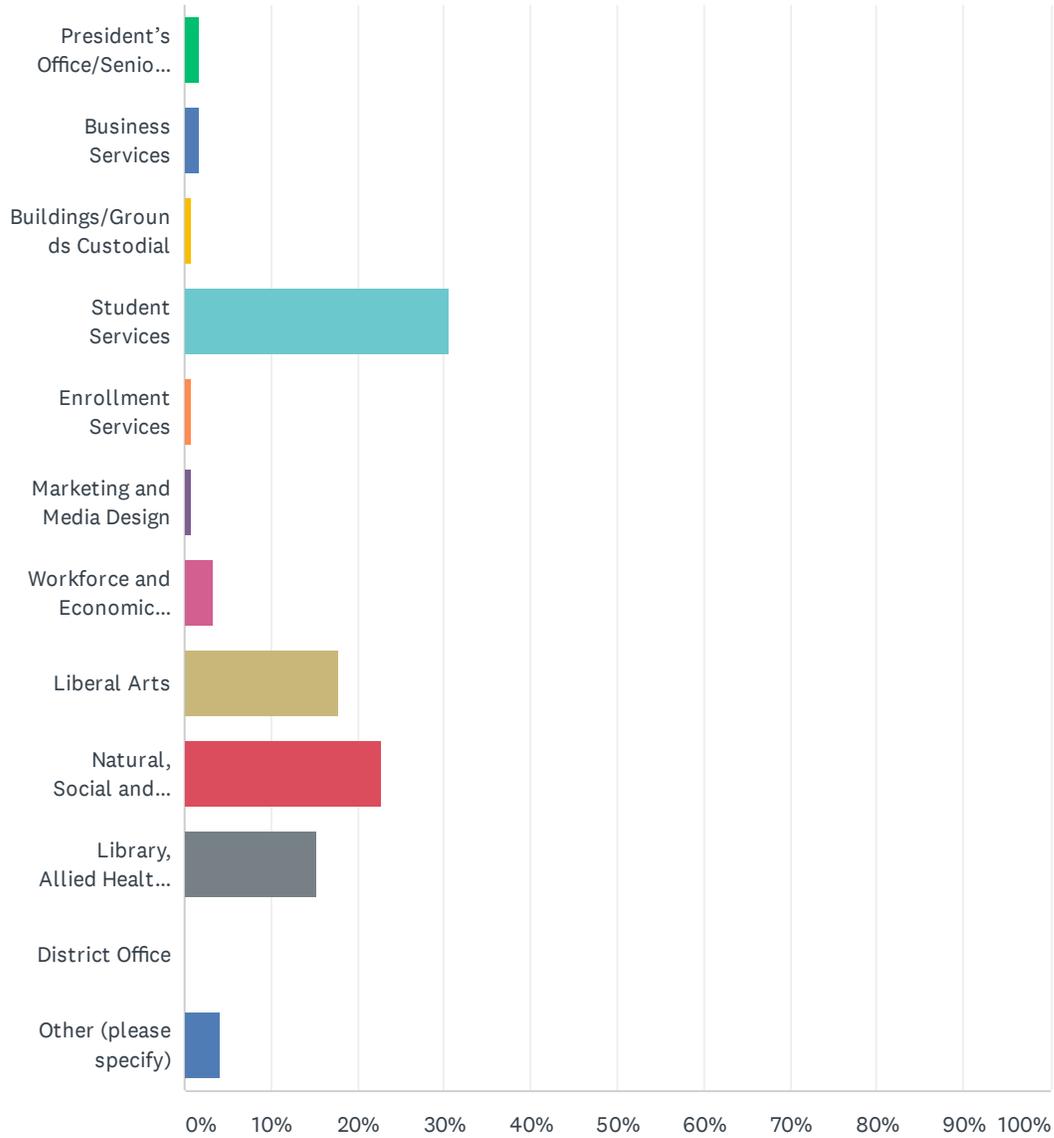
Answered: 118 Skipped: 1



ANSWER CHOICES	RESPONSES	
Full-Time Faculty	34.75%	41
Part-Time Faculty	16.10%	19
Permanent Classified	27.97%	33
Hourly Classified	8.47%	10
Manager	10.17%	12
Other	2.54%	3
TOTAL		118

Q2 What Division/Group do you work in?

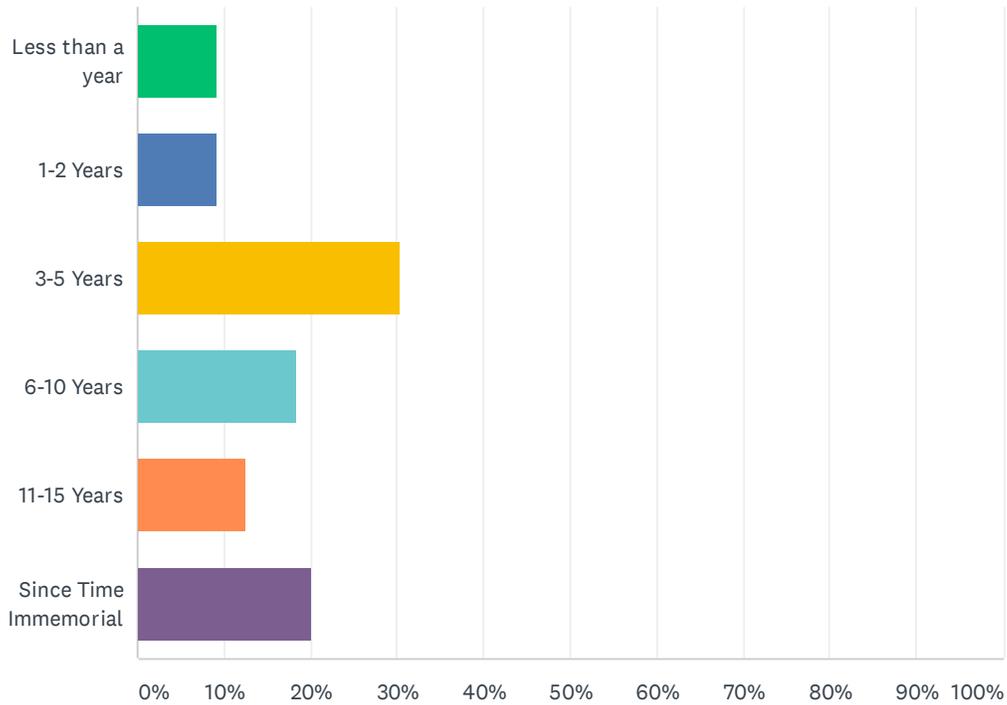
Answered: 118 Skipped: 1



ANSWER CHOICES	RESPONSES	
President's Office/Senior Administration	1.69%	2
Business Services	1.69%	2
Buildings/Grounds Custodial	0.85%	1
Student Services	30.51%	36
Enrollment Services	0.85%	1
Marketing and Media Design	0.85%	1
Workforce and Economic Development	3.39%	4
Liberal Arts	17.80%	21
Natural, Social and Applied Sciences	22.88%	27
Library, Allied Health, Vocational Education, and Athletics	15.25%	18
District Office	0.00%	0
Other (please specify)	4.24%	5
TOTAL		118

Q3 How long have you been at CCC?

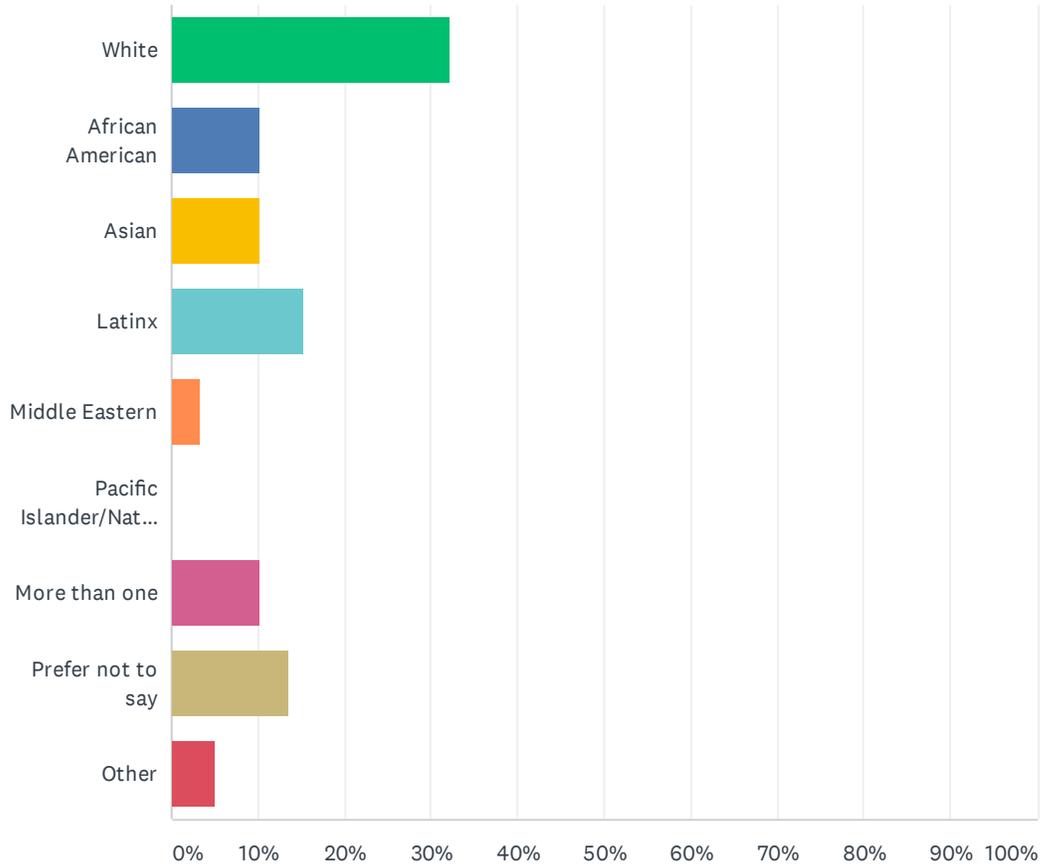
Answered: 119 Skipped: 0



ANSWER CHOICES	RESPONSES	
Less than a year	9.24%	11
1-2 Years	9.24%	11
3-5 Years	30.25%	36
6-10 Years	18.49%	22
11-15 Years	12.61%	15
Since Time Immemorial	20.17%	24
TOTAL		119

Q4 What is your ethnicity?

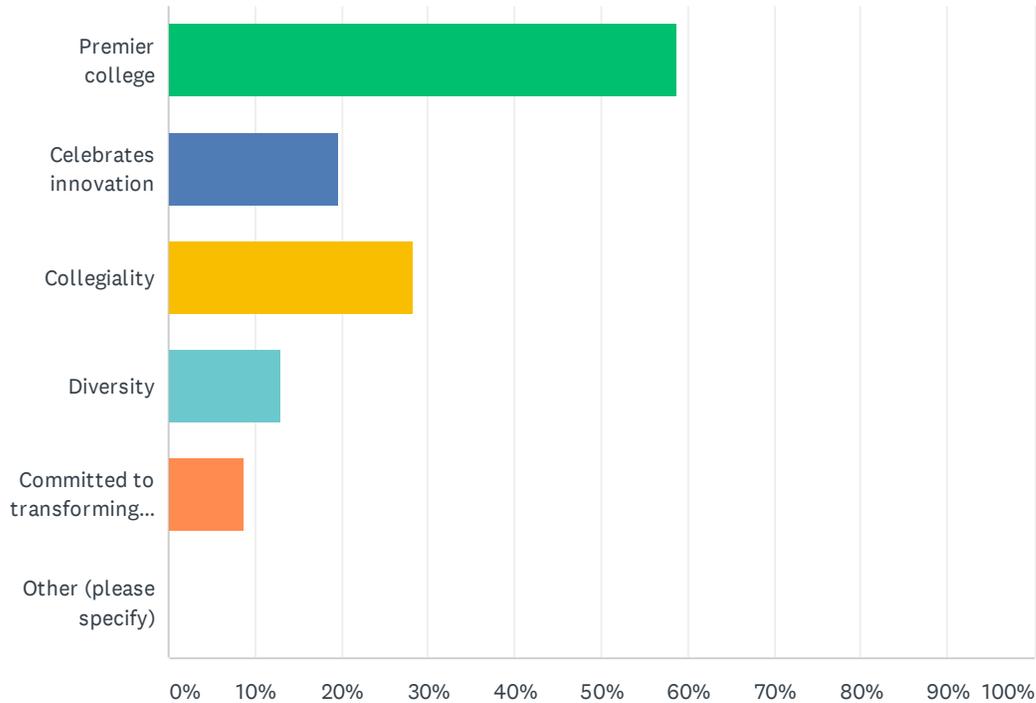
Answered: 118 Skipped: 1



ANSWER CHOICES	RESPONSES	
White	32.20%	38
African American	10.17%	12
Asian	10.17%	12
Latinx	15.25%	18
Middle Eastern	3.39%	4
Pacific Islander/Native American	0.00%	0
More than one	10.17%	12
Prefer not to say	13.56%	16
Other	5.08%	6
TOTAL		118

Q5 Our vision statement is a summary of the future we want to create. CCC’s vision statement is, “Contra Costa College strives to be a premier college that celebrates innovation, collegiality and diversity, and is committed to transforming students’ lives.” Please identify any elements you would remove from the vision statement (Mark all that apply or leave blank if none):

Answered: 46 Skipped: 73



ANSWER CHOICES	RESPONSES
Premier college	58.70% 27
Celebrates innovation	19.57% 9
Collegiality	28.26% 13
Diversity	13.04% 6
Committed to transforming students' lives	8.70% 4
Other (please specify)	0.00% 0
Total Respondents: 46	

#	OTHER (PLEASE SPECIFY)	DATE
	There are no responses.	

Q6 If you proposed removing elements of the vision statement, why should they be removed?

Answered: 46 Skipped: 73

#	RESPONSES
1	We should look at CCC as a bridge to a person future working with innovation, collegiality, and transforming students lives. Premier college is attracting students and diversity is over use word. We are what we are and you will see that when you attend our College.
2	Redundancy within a sentence. Consider using a word synonymous with "collegiality."
3	Collegiality really describes the relationship between colleagues. If you want to focus on students you should use another word that is more appropriate for students.
4	"premier college" sounds snobbish. Consider replacing with "leader in excellence".
5	"premier college" sounds pretentious
6	make the vision to be simple and easy to know out ultimate goal. The rest are the core values or strategies to achieve our vision and might change along the time.
7	Using the term "premier" doesn't accurately apply. The definition of premier per Merriam Webster is "first in position, rank, or importance". Our community college, while important does not reach premier status.
8	I like the idea of innovation. The problem with the statement is "celebrates". We want to be the innovation, not sit back and celebrate while it happens.
9	I don't really understand the need to call the college premier.
10	Pertaining to Q8 below You are posing open ended changes that could improve the mission statement or not... the details matter. So unless there are specifics it is hard to say "yes" or "no" as many different elements could be introduced. The DK category does not allow for folks to register "it depends"
11	I believe the language of diversity does not accurately represent our campus' need for equity.
12	Because all other elements contribute more to students' learning and future.
13	This statement appears obvious, and has no added value to a reader. Of course we want to be viewed as premier, but how we are viewed is not something we can directly control. Also, the idea of premier is subjective.
14	Premier college - sounds dated Collegiality and diversity are good, but I don't feel that we are currently genuine about collegiality and diversity. I also feel that students' lives are being transformed, but not necessarily in a positive manner in some cases. There needs to be more emphasis on the students.
15	flip diversity and collegiality reconsider the order
16	I wouldn't remove this part but perhaps substitute the word "transforming." Although I'm not able to come up with a better alternative just now. I just feel that "transforming" implies that only college can help students grow into their best selves. College is definitely a piece of the puzzle, but there are other factors that help transform students' lives just as profoundly.
17	n/a
18	egotistic, pompous
19	None of those are happening nor are there conversations to move the college in that direction.
20	The word "premier" just sounds pretentious.
21	Not all need "transforming".
22	There isn't anything that makes this better than most other community colleges, as far as I've encountered.
23	I'm not sure it adds anything. It seems redundant: if we strive to do all the other things we would be, by definition, "premier" (whatever that means...)
24	Premier doesn't make sense in the context anymore since it was removed from our marketing materials by fiat. We could use a synonym. "excellent college" Innovation does not flow with the other two in the list. Celebrating collegiality and diversity makes sense Celebrating innovation makes sense but not all together.

25	I don't find the terms "premier college" & "collegiality" inspiring or affirmative. I also don't think those words adequately articulate the future we are creating. given how vulnerable some are in our community, our vision should be one that inspires and reaffirms our commitment to growth, social justice, and equity
26	The statement is not necessarily true. Once campus moral increases, the statement is great to add.
27	Brevity / clarity of purpose.
28	The sentence reads a little off. Collegiality doesn't fit. The sentence also reads as passive. We celebrate a diverse student body and promote innovation and academic collaboration to something, something, something. I dunno.
29	I'd like to see it more about empowering students to change their own lives. We don't really cause the change, we give students the power to make choices for their own lives.
30	Collegiality is an appropriate word, but I wonder if it is readily understood by our audience. "Collaboration" or perhaps "cooperation" might get the point across more effectively to some.
31	I would rather say 'empowering students to transform their lives through their work here.' Because that way the students take an active role and the college takes a supportive role. I understand that this might be too much of a mouthful. I also wish there was a better word than collegiality that meant the same thing. That word is pretty obscure.
32	the word "collegiality" seems a bit dated and many of our students might not know the meaning of it.
33	I don't think we will become a premier college for awhile. Everything else could be a work in progress reaching success in some of the goals. But to earn the title premier may take a little longer for us.
34	It is not really Premiere
35	There's something about the word premier that doesn't necessarily associate with education or college.
36	Collegiality replace with companionship
37	A vision no one see...How can the college celebrates innovation with old building and old equipment in those building. This college has not started anything new in teaching, tech, training, etc
38	I think it is an uncommon word.
39	none
40	It is a kind of generic word that doesn't describe what is unique and desirable about our colleges.
41	Premier seems to focus on the college's pedigree, rather than our service to the students and community we serve. Is there a better word that focus us on our customers, our reason for being.
42	Make the college a premier college by reputation, not by a slogan.
43	The word premier isn't clear enough. Change it to: exemplary, outstanding, superb, ...
44	Innovation has been lacking
45	I would replace it with equity and inclusion.
46	They are not things we actively strive for so unless there is an intentionality about them, they are not actual goals.

Q7 Please identify any elements you would add to the vision statement.

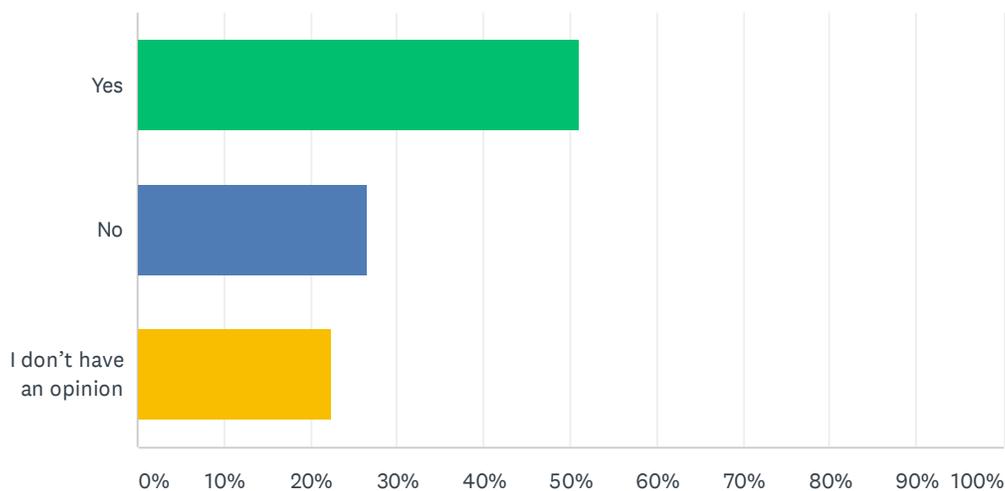
Answered: 37 Skipped: 82

#	RESPONSES
1	See above.
2	I would like to see something added about pathways even though we don't have any :(
3	I wouldn't add any elements.
4	Contra Costa College strives to be a leader in excellence...
5	The word accessibility would be a better suited adjective that is part of the community college promise.
6	Replace premier with progressive
7	Would improve the VS to say something more concrete about education and improving lives of students as well as the wellbeing of the community
8	Equity,
9	respective
10	Hoping that the college can get to a point where we: Honor uniqueness and diversity to create a welcoming environment for our employees and students. We embrace the full potential of each student empowering them to excel in their academic and professional passions
11	I would add "improving and" in front of "transforming". Transforming can be a positive or negative term.
12	create opportunity; empowerment; accomplishment
13	a preferred college
14	Revitalize community engagement in higher education by...
15	Empower might work instead of transforming.
16	I would put transforming students' live first. As it is now, it reads like the statement is an afterthought.
17	I would like to see some comment about education having a place in our culture--something about how education creates a stronger country through members with knowledge. Without that, the vision statement could apply to a lot of other kinds of institutions. We are an EDUCATIONAL institution.
18	no. Keep it streamlined.
19	equity, student centered, inclusive
20	"is committed to empowering students and transforming their lives."
21	a statement mentioning community, i.e. devoted to community, determined to serve community, etc.
22	I'd change it to something like: committed to providing students with the opportunity to transform their lives.
23	I wonder if "strives to be" implies that we are not innovative, collegial or diverse at present. The statement should be forward-looking, but maybe "continues to be" or "continues to grow as" or simply "is" gives a better impression.
24	I would add something about "community" because CCC is an exceptionally community based community college.
25	Embrace all humanity
26	I would say welcome everybody,it aligns with great values
27	equity focused language
28	No
29	Something about education and learning?

30	none
31	The term "diversity" seems to be just thrown out there as a buzz word with no teeth. I think it should have more detail and include ideas around equity.
32	I'd like to add something along the lines of supporting student success.
33	Something along: premier delivery of knowledge, skills, and support, or something along these lines. I don't want to be Berkeley. I want to be the best method of attaining the student's goals: skills and knowledge. Our vision should be about the advancement of the community first, not of ourselves first.
34	celebrates learning, ...
35	Social Justice
36	None
37	Student focused college

Q8 Our vision is tied to our mission. A mission statement describes who we are and what we will do to forward our vision; our objectives and our approach to reaching those objectives. Our values are our core beliefs and guiding principles that govern daily behavior and decision making. Ideally; our mission and values align. CCC’s current mission statement; adopted in 2015; states: “Contra Costa College is a public community college serving the diverse communities of West Contra Costa County and all others seeking a quality education, since 1949. The College equitably commits its resources using inclusive and integrated decision-making processes to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning.” The accreditation process has identified several areas in which the mission statement may be inadequate, including defining who CCC students are, what diversity means and they types of awards we offer. Do you believe we should update our mission statement to include these elements, and/or others?

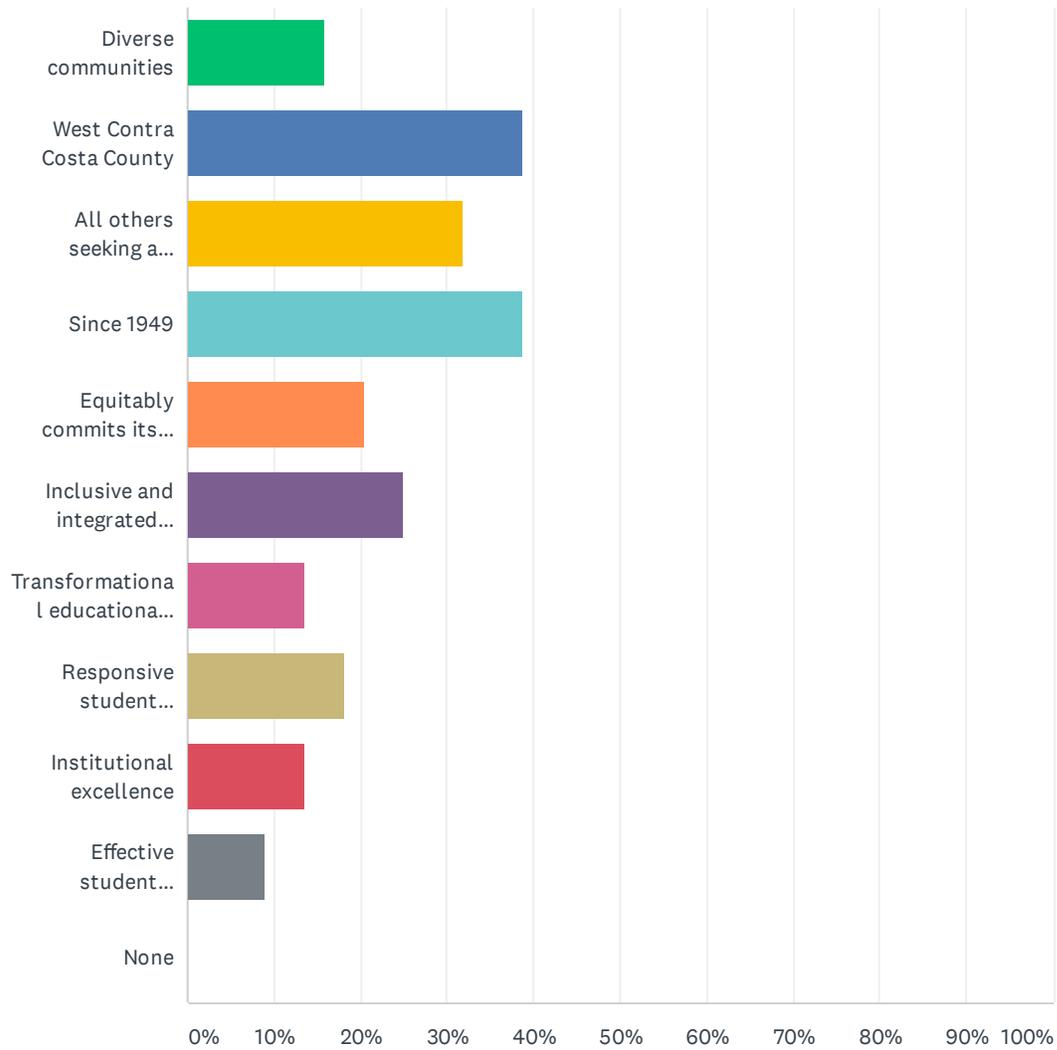
Answered: 94 Skipped: 25



ANSWER CHOICES	RESPONSES	
Yes	51.06%	48
No	26.60%	25
I don't have an opinion	22.34%	21
TOTAL		94

Q9 Please identify any elements you would remove from the mission statement (Mark all that apply or leave blank if none):

Answered: 44 Skipped: 75



ANSWER CHOICES	RESPONSES	
Diverse communities	15.91%	7
West Contra Costa County	38.64%	17
All others seeking a quality education	31.82%	14
Since 1949	38.64%	17
Equitably commits its resources	20.45%	9
Inclusive and integrated decision-making processes	25.00%	11
Transformational educational experience	13.64%	6
Responsive student services	18.18%	8
Institutional excellence	13.64%	6
Effective student learning	9.09%	4
None	0.00%	0
Total Respondents: 44		

Q10 If you proposed removing elements of the mission statement, why should they be removed?

Answered: 46 Skipped: 73

#	RESPONSES
1	I think doesn't need to be there. Students are not going pay attention to this phrase.
2	We need to say something like is committed to equity, not we provide equitable resources. I'm not sure that is really true. The other sections are overkill and not needed in a mission statement.
3	I don't think that "inclusive and integrated decision-making processes" sounds 1. clear or 2. important/relevant for a mission statement.
4	The statement "West Contra Costa County" limits who we appear to serve. Students come from areas outside of West County; and "all others seeking a quality education" is stating the obvious. You could remove both of these statements without diluting or weakening the description of who we serve and educate.
5	don't want to limit areas served
6	I suggest we use the balanced score card to identify what are the main elements to achieve our vision. What are the main things we should do to transform student's lives in the area of "customer (students)", "Organization capacity (ourselves)", "Internal process (our business)" and "Finical (our stakeholder such as our County)". The first sentence is the history of CCC which is not important to our mission. I suggest to re-organize the second sentence based on the balanced score card will make it aligned to our vision.
7	I see what we do now and in the future as more important than looking back at the past.
8	In essence, it would be sufficient and captures the values of individuals on campus, but unfortunately, the campus as a whole does not operate as if these are our core values. For example, student services support and classroom learning is not integrated in the way that the statement implies.
9	Student services should be including but this is similar to the theme of sitting back and responding. I would prefer more proactive language and action.
10	It's unclear what equitable commitment of resources means
11	It is not clear why the campus community is being asked to weigh in on specific phrases. The issue may be that they like the underlying concept but not the phrasing so if this is a popularity contest on 'concepts' I would be cautious about what is inferred from a survey of this nature.
12	I think "1949" is irrelevant to the core principals of the mission. I think "All others seeking a quality education" is redundant of a "public community college" and also not inclusive of the myriad of reasons why students come to CCC. I think the "decision-making process" takes away from being student focused and is already inherently in our shared governance process. Additionally, it is most likely irrelevant to students how the college makes decisions and obfuscates our main mission which is to serve students. Similarly, I find the fact that "responsive student services ensure institutional excellence" repulsive. Our mission should be for and to students not the institution.
13	We don't need a long statement.
14	I don't have any issues, except that the statement claims that we do everything on the list. Perhaps it should be restated: "Our goal is to provide educational and community experiences to all students, where college resources are equitably distributed using inclusive and integrated decision-making processes. We strive to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning."
15	the information seems unnecessary
16	I think the mission statement reads better without it.
17	Too long
18	diverse is overused quality is relative tranformational
19	Our decision making processes are not inclusive, integrated nor transparent. Additionally, our enrollment, transfer and success numbers do not suggest effective student learning.
20	The process is not at the moment inclusive, it is trying to be inclusive, but right now, students

	are unaware of decision-making processes.
21	Our students come from the entire Bay Area, not just West Contra Costa. We are worth the drive.
22	It seems redundant to say we serve diverse communities and then restrict it to West Contra Costa County
23	We serve a diverse population, so where students reside is not important. Also when we started serving is not important. What is important is what we do, why we do it, and who we do it for.
24	I feel that 1949 is meaningless
25	The first sentence is unnecessary.
26	transformational educational experience is vague. and transformation can be a negative experience
27	Instead of WCCC and "others", list some student populations- "first generation, immigrant, veteran, and returning students."
28	Brevity. Clarity of purpose.
29	Not sure how important "since 1949" is.
30	I would prefer to reword them. It sounds like so many buzz words that don't actually happen. I think the language needs to be less hype and more substantive
31	"since 1949" is irrelevant, and a bit awkward as two words after a comma at the end of the sentence. I don't know what "responsive student services" really means. Moreover, although CCC strives to provide a number of valuable student services, I'm not sure what they are responding to. For example, DSPS responds to first to Federal Law, not to student needs. Perhaps "diverse" could be even more inclusive by saying "culturally and ethnically diverse". That might also be responsive to the accreditation folks.
32	" all others seeking a quality education" just doesn't sound good. I would replace "all others" with "anyone".
33	Because we should cover more areas other than West Contra Costa County
34	I don't think it is necessary.
35	year not important, other is not accurate
36	What does "all others means"? It does not sound "all inclusive."
37	Not just West Contra Costa County. We serve student from all over the Bay Area (all over Contra Costa County) We do not make decision for Contra Costa College The district do or the state The college ask
38	I think the content is important, but the sentences themselves could be rewritten for clarity and beauty. If we really believe in these values, shouldn't this soar?
39	With scare resources, it is difficult to determine that resources are committed equitably. Also, equitable is subjective. Don't understand what "Tranformational educational experience" means. It sounds good but doesn't have much meaning.
40	none
41	The two points I choose to remove honestly just seem hypocritical because I don't think we do them. I think we are working more towards a space of transparency in decision making but there is a lot of work to be done in terms of equitable distribution of resources.
42	Students come to us from all over the greater Bay Area; no need to say West Contra Costa and it is awkward to then say "and all others".
43	It is a lengthily statement. Perhaps putting "primarily serving...." if that in fact, is the case.
44	It's not needed
45	It is entirely too long. If it is too long to remember, recite, or quote in its entirety, it is not as useful. It is wrapped up in goals and objectives. Vision statement should indicate our

transformational service to students and community. Our mission statement should concisely tell what we strive to do. See: <https://blog.hubspot.com/marketing/inspiring-company-mission-statements>, and other sources. Get to the point. Give it meaning. Go to the heart of the matter. What do we strive to do for our students and our community? New try: "We serve All students and their communities, adapting and growing to give each student the knowledge and skills they desire and need to transform themselves and their societies." This is a better mission statement. 1) We serve All. (Diversity is assumed.) 2) We adapt to them. (Inclusive and integrated decision making is a subset of this.) 3) We serve the students' communities through the students, and more. 4) We adapt and grow as an institution. We are eternally transformational, changing ourselves and our services to serve better. (This includes ALL service functions. All must adapt, and change.) 5) No dates. This is self-aggrandizement, making us feel good, but accomplishing little else. (Right now, we are oldest, but not best. Let our mission be to make our STUDENTS best, rather than attach value to peerage.) 6) Equity is subsumed in serving each student, giving each student the skills and knowledge they desire and need. Saying equity makes our in-group satisfied, but leaves the many of the target audience wondering what and why. Say what we shall do through our transformational teaching and services. 7) Through our education, we are transformational for our students and societies. We transform ourselves to better serve their needs and desires, to help our students, our customers, our reasons for being, to transform themselves.

46	We are not equitably committing resources nor do we have an inclusive decision making process.
----	--

Q11 Please identify any elements you would add to the mission statement.

Answered: 25 Skipped: 94

#	RESPONSES
1	none
2	I think we want to emphasize that we put students first, even though some feel we are. We are not putting them first when we are scheduling classes according to faculty needs and desires. We are also wasting a lot of time on the political ramifications of pathways instead of just getting it done. This is for our students, not to save low enrolled programs or courses.
3	Accessibility
4	Anything that satisfies accreditation. I think it is dangerous to numerically specify our demographics as it is changing, although we can change it every 4 years. Personally, I'd rather just be inclusive and serve anyone that comes to us.
5	Contra Costa College is a public community college serving the diverse communities of West Contra Costa County. Using responsive students services The College equitably commits its resources to foster a transformational educational experience. That holds student learning at the center of our success.
6	committed to life long learning
7	"Our goal is to provide educational and community experiences to all students, where college resources are equitably distributed using inclusive and integrated decision-making processes. We strive to foster a transformational educational experience and responsive student services that ensure institutional excellence and effective student learning.
8	It might make sense to add information about the sorts of degrees and certificates we award, but spending too much time wordsmithing our mission statement is a real waste of energy. What we have now is fine, unless the ACCJC insists on our adding something else.
9	Caring and responsive student services: Supportive educational experience
10	It's not adding, but I would change the order of the last sentence to read "Using inclusive and integrated decision-making processes, the college equitably commits its resources to foster..." Before, the sentence structure was odd. I had difficulty following what modified what, what was being fostered, etc.
11	everyone in West Contra Costa County and all others seeking an education, transformative
12	Focus on student
13	Include the impact we make in the students' lives. The statement should be student focus...about how their lives are impacted. How the impact improve the families and communities.
14	Add a concise version of the first sentence at the end. The college equitably commits....transformational educational experience for the diverse communities of West CoCo and all others seeking a quality education.
15	inclusive,
16	We should look at more vast areas
17	Something about the core value of education and its importance in human life and a healthy democracy
18	none
19	The mission statement sounds very generic like it could be about any institution. It does not speak to the uniqueness that we always talk about when we describe how CCC is different.
20	Perhaps adding something about creating community.
21	Specifically mention some of the communities that CCC serves
22	Add less. Focus on our core intent, not our methods, supporting goals and objectives.
23	The types of degrees offered.
24	If accreditation wants things added, I don't much mind. It's just words.

Q12 CCC's value statements articulate the values the College holds dear and works to manifest or embody in everyday work. CCC's value summary is: Contra Costa College's commitment to its mission derives strength and guidance from institutional values. As a community of educators, we value:

- COMMITMENT to helping students learn and to improving the economic and social vitality of communities through education;
- RESPONSIVENESS to the varied and changing learning needs of those we serve;
- DIVERSITY of opinions, ideas and peoples;
- FREEDOM to pursue and fulfill educational goals in an environment that is safe and respectful for all students, all faculty, all classified staff, and all managers alike; and
- INTEGRITY in all facets of our college interactions and operations.

Are there any value statements you would like to add or remove?

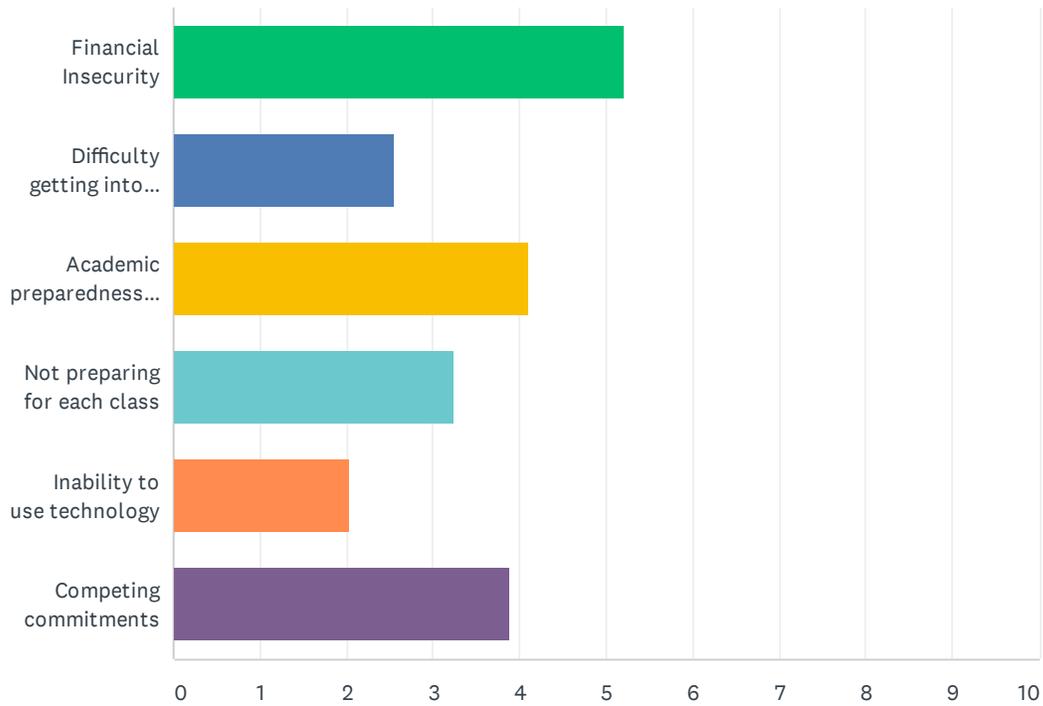
Answered: 47 Skipped: 72

#	RESPONSES
1	no
2	I would remove Freedom and replace that with teaching and learning or something related to putting students first and setting aside our personal agendas.
3	I think our value statements are on point.
4	I'd work in something about Innovation into the Responsiveness statement, such as: to the varied and changing learning needs of those we serve in innovative ways.
5	Community would be added.
6	no
7	Fairness and equity for all students. Academic transparency.
8	Transparency and inclusion in our decision making processes.
9	No. I think this is great.
10	Keeping with the theme of being proactive, I think Responsiveness should be changed. Maybe Resilient or Adaptive, I'm not quite sure. Something that demonstrates proactive change.
11	PREPARING students for successs in their academic and career pursuits
12	I would like to add a value statement around Equity. I would also like to amend the Freedom value to include "educational and career goals."
13	life long learning commitment
14	I like them as they are.
15	no
16	No.
17	No.
18	I think one value that is implied here but could be stated is excellence - in our teaching and service, to both the students, and the community.
19	No this is great!
20	redundant "all".
21	Passionate in the pursuit of supporting students
22	Fine as is.
23	accountability
24	I think those are all lovely words, I wish more of the staff/faculty thought of these when speaking to students more often
25	Commitment to utilize resources and finances to support all students in need.
26	I would remove Freedom, because I feel that CCC do not represent that right now.
27	no--i believe this to be a solid values statement.
28	Commitment and Responsiveness are not values we hold- they are actions we take
29	socially just, inclusive
30	I am not a fan of passive sentences- to help students learn and to improve the economic a social vitality of communities through education. To me that is the A paper.
31	I'm not sure it is the economic and social vitality of communities that we improve. I think of it more as the vitality of the individual student. By providing the individual with education and resources, we improve the communities they live in.
32	In the first topic, change "communities" to "our communities". It makes it more specific to our

	college and our educators and our students' community.	
33	Equity!	
34	Add the Word Value as a point. The college values our students in giving them a quality education	
35	How can (Contra Costa College) help students learn and to improving the economic and social vitality of communities through education. When (Contra Costa College) do not help students at their lowest educational level to bring their Education level up to improve their economic and social vitality...	
36	--Creating, searching, exploring, questioning, and reasoning. An education provides us with the tools we need to pursue and put to use those fundamentally human parts of ourselves, both in our own lives, and as we strive to live together in a complex world. --Challenging ourselves and one another to question our assumptions and worldview at the most basic level, even our most deeply-held beliefs I'd suggest changing the FREEDOM to pursue bullet point slightly, to reflect the fact that the purpose of the sense of safety is that students feel safe enough that they can step outside their comfort zone. Real learning should be safe, but it isn't always comfortable	
37	no	
38	Trust-Building strong relationships	
39	I think that the value statement should be more specifically inclusive of the pride and dedication to the West Contra Costa County community.	
40	No	
41	No	
42	EQUITY in all service provision (ADD)	
43	Trust and Building Relationships	
44	No.	
45	No	
46	Add: Compassion Growth & Continuous Improvement Mindset Inclusion Social Justice Innovation Collegiality	
47	None	

Q13 Please rank these factors in order of their impact on student success, as you see it:

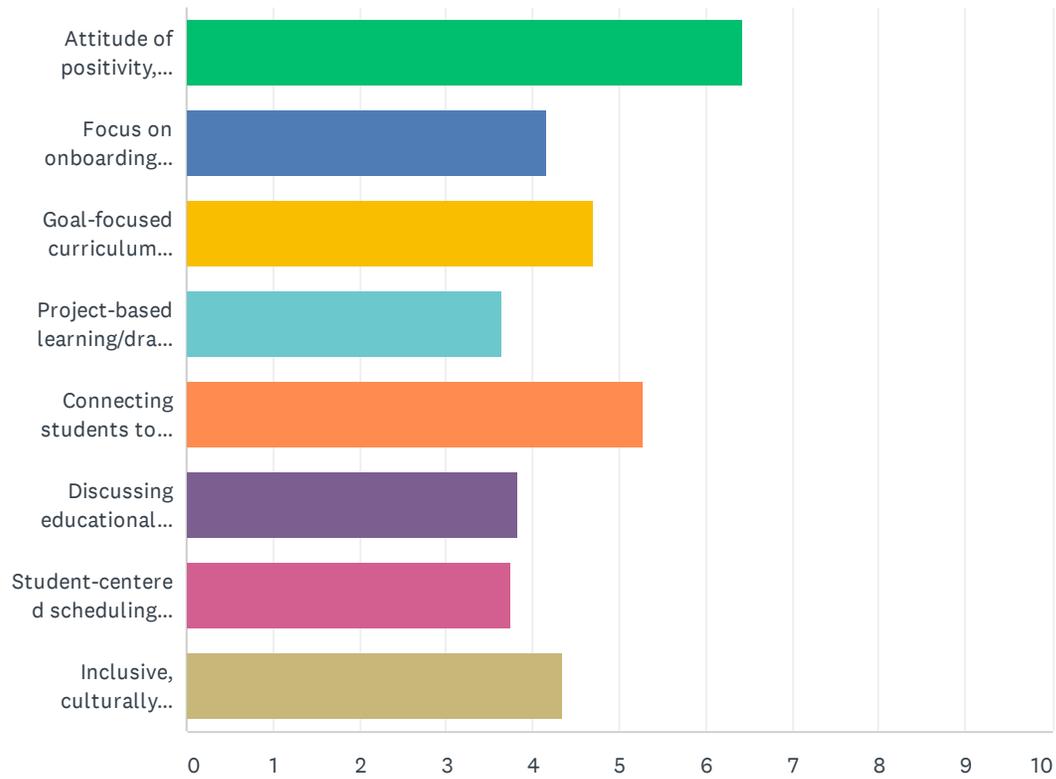
Answered: 87 Skipped: 32



	1	2	3	4	5	6	TOTAL	SCORE
Financial Insecurity	58.62% 51	17.24% 15	12.64% 11	8.05% 7	3.45% 3	0.00% 0	87	5.20
Difficulty getting into required (but full) classes	1.18% 1	14.12% 12	10.59% 9	16.47% 14	29.41% 25	28.24% 24	85	2.56
Academic preparedness coming to CCC	18.39% 16	20.69% 18	31.03% 27	16.09% 14	9.20% 8	4.60% 4	87	4.09
Not preparing for each class	5.75% 5	14.94% 13	18.39% 16	29.89% 26	21.84% 19	9.20% 8	87	3.25
Inability to use technology	3.49% 3	3.49% 3	6.98% 6	13.95% 12	23.26% 20	48.84% 42	86	2.03
Competing commitments	12.64% 11	29.89% 26	20.69% 18	16.09% 14	12.64% 11	8.05% 7	87	3.90

Q14 What are the most important things the academic program, considered broadly, does to support and teach students? (Please rank)

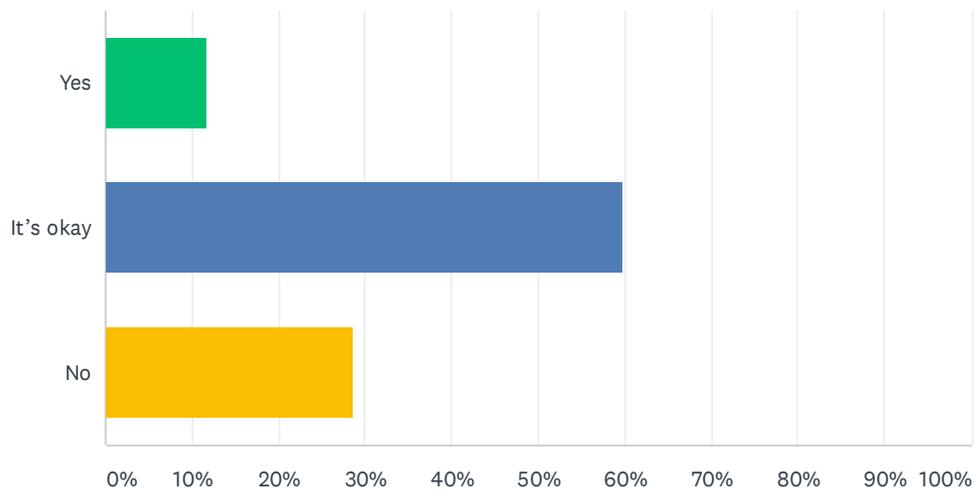
Answered: 83 Skipped: 36



	1	2	3	4	5	6	7	8	TOTAL	SCORE
Attitude of positivity, support and openness	44.58% 37	21.69% 18	8.43% 7	4.82% 4	9.64% 8	3.61% 3	2.41% 2	4.82% 4	83	6.42
Focus on onboarding first-year students	11.11% 9	8.64% 7	12.35% 10	12.35% 10	11.11% 9	13.58% 11	16.05% 13	14.81% 12	81	4.17
Goal-focused curriculum (professional or targeted academic goals)	10.98% 9	12.20% 10	17.07% 14	15.85% 13	10.98% 9	14.63% 12	9.76% 8	8.54% 7	82	4.71
Project-based learning/drawing connections to life	3.66% 3	7.32% 6	12.20% 10	9.76% 8	17.07% 14	10.98% 9	21.95% 18	17.07% 14	82	3.65
Connecting students to support services, or embedding them in classrooms	6.10% 5	26.83% 22	18.29% 15	14.63% 12	15.85% 13	8.54% 7	9.76% 8	0.00% 0	82	5.28
Discussing educational plans with students	2.44% 2	7.32% 6	12.20% 10	13.41% 11	13.41% 11	26.83% 22	13.41% 11	10.98% 9	82	3.83
Student-centered scheduling and program access options	11.11% 9	2.47% 2	11.11% 9	12.35% 10	12.35% 10	11.11% 9	17.28% 14	22.22% 18	81	3.74
Inclusive, culturally relevant, and community responsive pedagogy	10.98% 9	14.63% 12	9.76% 8	17.07% 14	8.54% 7	9.76% 8	8.54% 7	20.73% 17	82	4.35

Q15 Program Review is an important way for programs to self-evaluate toward continuous improvement and to stay relevant and cutting edge, and also for leadership to understand program functioning. Does CCC currently have an accurate way to evaluate program strength for academic and student support programs?

Answered: 77 Skipped: 42



ANSWER CHOICES	RESPONSES	
Yes	11.69%	9
It's okay	59.74%	46
No	28.57%	22
TOTAL		77

Q16 Do you have any comments on Program Review at CCC?

Answered: 46 Skipped: 73

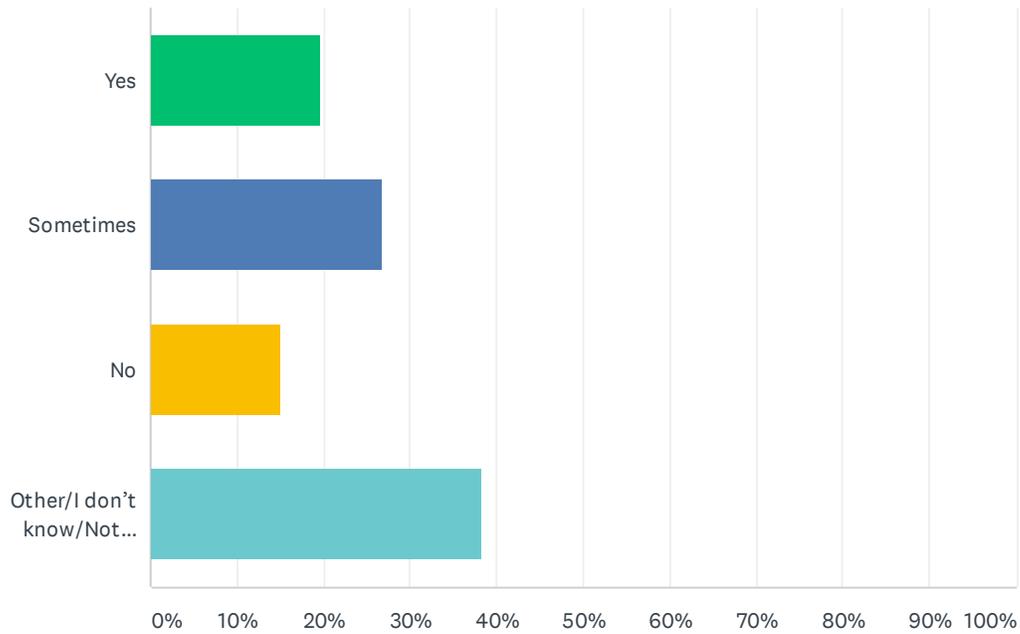
#	RESPONSES	DATE
1	no	
2	Honestly, I'm learning about Program Review this semester.	
3	There is no follow-up or directives to update programming and close low enrolled programs.	
4	I haven't done a program review yet but will do one at some point. As such, I have little feedback for this.	
5	It's still not clearly connected to anything, and resource needs identified in Program Reviews chronically go unfilled.	
6	I'm a new full time faculty member, so I may not have a full understanding of what CCC does for program review. However, in my area (nursing), I feel like we are behind the current standards of teaching and assessing student learning outcomes. I've just started to learn more about this (I attended a new faculty bootcamp, specific to nursing, last week), so I have a very rudimentary understanding.	
7	Not all programs are reviewed.	
8	make it easy for departments to align their goals with the institutional goals.	
9	It is cumbersome and time consuming	
10	Though the process is supposed to me mandatory, there are a lot of departments that either do not complete their program review or do not do it on time (semesters late). No one is held accountable for this so it gives the impression that this process is not important or truly take into account the needs of a department/program for budgetary purposes. It seems more like window dressing so we can say we have the documents on file in case of an audit. I have never seen or heard of a program that had any accountability to the review committee to integrate their recommendations. And if the program review was truly needed in the way the college makes it seem, then why when departments/programs do not complete them or are late, they still have access to their funding?	
11	I am new here and although the nursing department uses the State Board of Nursing for program review and other stats for making changes or decisions I found the system is rigid inflexible and not student centered.	
12	It needs work, but is improving.	
13	do not know what we have to evaluate.	
14	no	
15	Q14 it is ambiguous what 'academic program' means. Is this the particular division (you never specified departments) or somehow the college campus as a whole or is this aspirational...what an academic department should do. The results will not be that useful as different participants can interpret this in so many ways. This reads as if an organizational admin wrote this rather than an educator Q13 seem geared to 'LACK' of success. Are you asking what HINDERS student success? This is the way I have interpreted it. As measures of success would include elements that have to do with instruction, tutoring, supportive home environment, etc. This is relevant in how the survey results are interpreted...inability to use technology is for example not the same as lack of support to engage with technology effectively	
16	The Gateway program needs better leadership for the students that do not take college learning seriously especially those who are exposed to negative peer pressured role models.	
17	Many! Program review is an irrelevant outdated evaluation process that is mired in ambiguity and lack of transparency. There is inadequate professional (though improving) development to support faculty and departments in completing the Program Review. In addition; the impact of program review is mitigated through a lack of defined goals and outcomes for programs to strive for.	
18	I have no experience with the current process, and only for an academic unit. I have no idea how well it works for student support programs.	
19	The technology used for program review, WEPR, is convoluted, confusing, and inadequate. There should be more flexibility for programs to showcase their strengths and identify their	

	weaknesses. Program Review, in my experience, has no impact on resource allocation.
20	I think it works fine. It could be less burdensome if there were fewer boxes to fill in and if departments were more free to organize their own self-studies.
21	No, I've only been here 1 semester, so I have no basis for comment, either positive or negative.
22	I have no idea
23	It's hard to tell looking at it this as a part-timer since information isn't shared in quite the same way with part-timers. Also, at least for part-timers, we don't see data for our success rates as a whole—just individually. It's difficult to gauge when something is or isn't working.
24	Program Review should be like a midterm exam: Goals of what should have been accomplished, Results weighting the accomplishments, Recognition of what worked and guidance on how to improve
25	There needs to be better follow through so that folks do not feel like they're checking off a box, but rather seeking to improve their programs for students.
26	No
27	I feel that the Middle College students don't get invited to give feedback on their college classes, they have complained to me a lot over the past few years about feeling neglected or disregarded in this respect.
28	No.
29	n/a
30	CCC has lacked intellectual leadership in articulation of broad/general areas of importance that program reviews should focus on and analyze. Departments have historically put extensive effort into the program review exercise, only to have no obvious result from the college on recognition or resourcing of the program (except perhaps to threaten its existence).
31	it appears some do not understand the purpose of Program Review, why it is important and how to use data to self-evaluate. It would be good if Program Review was an inclusive process where the entire department/unit provided input. program review should establish a rubric for validation teams to provide feedback. feedback from validation teams feels subjective
32	Pretty meaningless. Analysis is not designed scientifically, outcomes are not tied to measurable student success, poor oversight of process, folks doing review feel often like they are just "making up things to put on the page." It is hard to take the process seriously.
33	Logging accurate data for all programs
34	Program reviews do not ask department to connect curriculum to careers, or length of time it takes for students to complete program requirements.
35	There needs to be a more consistent way for programs to evaluate themselves. Right now, there's not much guidance on this.
36	The new system on the computer is easier to fill out. But there is something missing in the actual review process, it feels more like a rubber stamp than anything else. There is no discussion between the department faculty and the validation teams anymore. Yes, this used to take time, but it felt more relevant.
37	I am unqualified to answer question #14. I have no idea what the college does to onboard first year students. I know what I do for "positivity" in my classrooms, but do not know what the school as a whole does.
38	I actually don't know how this works.
39	It seems to be just tedious work that doesn't really address nor impact equity and student success. It should include faculty training, development that's tied specifically course completion data among different student populations.
40	Include all departments in reviewing Program Review and elements to give feedback not fall under one manager or dean level
41	I don't know. It depends on your level at the college, management, faculty, permanent, hourly.

42	I appreciate that it is now online and a more simple process but I think the statistical data and trends that faculty are asked to interpret is too subjective. No one explains how the data should be read or what it really means.	1/9/2020 9:40 PM
43	Focus goals on what students need to succeed in present content and	
44	No I have not gone through it yet.	
45	I don't think it currently works the way it is supposed to. The purpose is not clear and there are never any outcomes from the process.	
46	We need to tie program review goals to institutional priorities and make the metrics actionable, with clear interventions identified to drive changes for each objective.	

Q17 Student learning outcomes (SLOs) are a way to articulate the educational goals of a course and communicate student achievement and readiness for more advanced coursework. Do you find SLOs helpful to you in understanding how to improve your teaching?

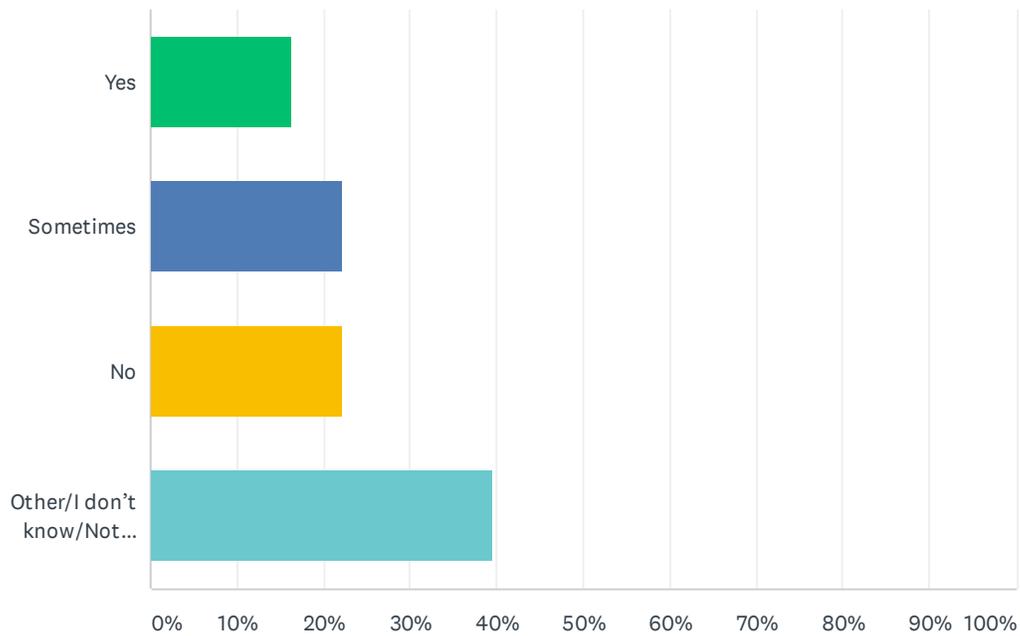
Answered: 86 Skipped: 33



ANSWER CHOICES	RESPONSES	
Yes	19.77%	17
Sometimes	26.74%	23
No	15.12%	13
Other/I don't know/Not Applicable	38.37%	33
TOTAL		86

Q18 Do you find the SLOs useful in understanding if students are ready for more advanced coursework?

Answered: 86 Skipped: 33



ANSWER CHOICES	RESPONSES	
Yes	16.28%	14
Sometimes	22.09%	19
No	22.09%	19
Other/I don't know/Not Applicable	39.53%	34
TOTAL		86

Q19 How can we improve the SLO process or function?

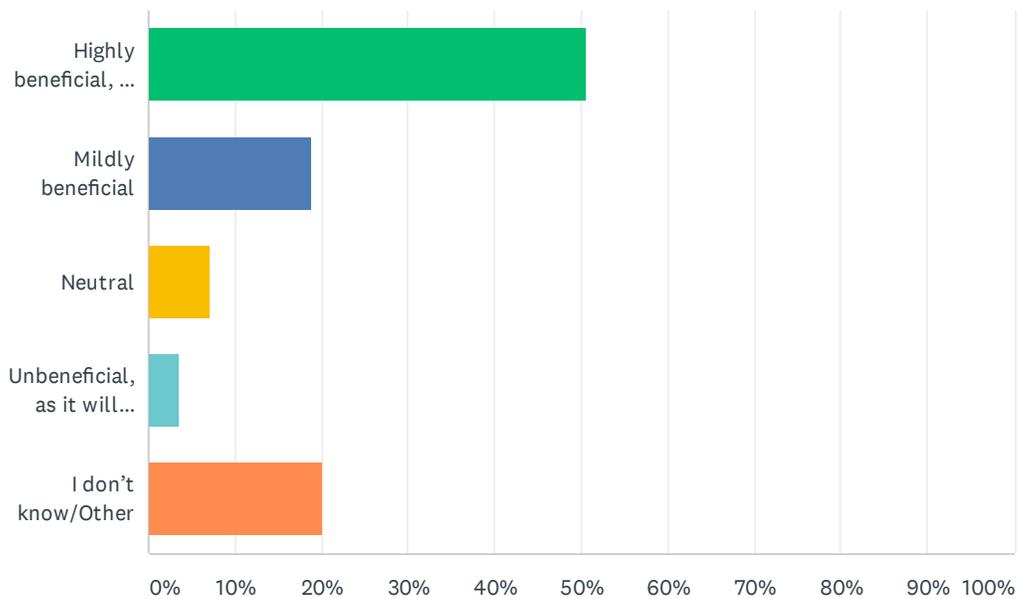
Answered: 34 Skipped: 85

#	RESPONSES	
1	Schedule a Flex hour to review the SLO process.	
2	Verbally review the SLO's w/ students in the classroom.	
3	From what I've seen? Get rid of them. (I know, not an option, but they seem to take our faculty's attention away from teaching, rather than help them do it better.)	
4	Include flex workshops to help faculty to fully understand SLO's and how to develop and revise them, as needed.	
5	Keeping a stable software to aggregate SLO's over time helps.	
6	Making all programs/departments participate.	
7	we should provide more training and build a system to help faculty to propose and measure their SLOs. New faculty should be required to have a flex training on SLOs.	
8	I think it's important that SLO prepare students for more advanced courses. That means that students need tutoring and support services and study areas. It isn't about whether they meet an objective.	
9	Review evaluation techniques.	
10	They can't. This is a simplistic attempt to try and make this assessment and inform change. If they could, why do we go through all we do to give grades? This pretends to have the outcomes that rigorous education research would have without having the rigor or trained researching necessary. This pretends to encompass all of the close interactions a good teacher has with individuals. Drawing conclusions from the SLO amounts to drawing conclusions we have already made. The SLO method is pseudo-science. This is one of the greatest wastes of time and money in our educational bureaucracy and needs to be dropped or changed. It is extreme and foolish educational waste.	
11	Clear goals from college administration would make SLO and program review more valuable. We can't evaluate the importance of a program currently since it's really unclear which programs are accomplishing the mission of the college.	
12	N/A	
13	The SLO process is driven by accountability related to public funding models and a quest for greater standardization to enable comparisons across institutions, classrooms, students.....because they reflect an administrative imperative and are not contextualized and not seen as part of a broader set of indicators (this is what syllabi, assignments and grading already do), they become superficial or redundant as SLO creators are incentivized to either create artificial measures that appear to reinforce the perception of success or simply replicate (in quantitative form) what is already being done within the context of course syllabi and normal grading. What is happening there often is grade inflation and therefore passing students along that are not prepared. The SLO does little for this because the implementation can be constructed and construed in so many different ways. SLO's are helpful for department wide conversations around curriculum and for encouraging faculty to think longitudinally across their courses in a way that focuses on student averages. Creating an integrated system which links Starfish with Canvas with enrollment systems would be a vastly more efficient way to catch and wrap around students that are not making academic progress.	
14	In some cases and in some areas, SLOs are a reliable measure. In my area, I find them unnecessary, bureaucratic, and wasteful of time that could be used on more important tasks.	
15	The SLO process still seems mostly like needless bureaucratic nonsense most of the time. Assessment is important. Having goals and evaluating student performance are important. But every individual faculty member handles these issues differently. The ongoing effort to standardize assessment doesn't help. I have never seen any evidence that the SLO process helps students. Only those departments who have made the process their own and have made it useful. So to improve SLOs, we need to encourage creative approaches and empower our faculty, staff and managers to rethink assessment not as a paperwork project but as a conversation about great teaching and best practices.	
16	This needs to be handled by the chairs.	

17	Again, I'm not sure fully what the CCC process is for SLO's. I can only go from past experience as to the utility of them in evaluating my teaching.
18	Actually design and measure course and course content to meet SLO's
19	SLOs are used more to check a box here (and at many other institutions) than to serve as a check in a feedback mechanism.
20	n/a
21	Engage in collegial conversation about what we envision the utility of SLO's could be. We need to re-frame this from a reporting requirement to a faculty-owned tool that helps us discuss and improve our teaching.
22	Interpret the SLOs for the faculty and walk them through what they mean and what the analysis means. Everyone wants the students to do well, but not everyone knows how to fix deficiencies in the classroom. Support faculty in translating student learning issues into specific actions they can take--we should also be measuring student abilities at baseline, so we can chart improvement--every single course. Surely there are some quick instruments out there for measuring readiness -- use before and after classes, so we can also figure out whether a student is getting better even if they did poorly in the class, or whether there's more that we can do to teach the subjects.
23	Updating SLO's for each course at least every 3 years. Most are overly outdated.
24	We need to be more systematic about collecting and reporting SLOs.
25	I have done a lot of SLO's and rewritten them several times. I feel like all they do is confirm where my students are weak (which I already knew) and where they are strong. I have made very few teaching decisions because of the results of my SLO's. I find my classroom assesment techniques to be much more valuable and on target as they can be done week by week and help me understand the class progress as it goes rather than data analysis of the SLO after the course is over. SLO's also take too much time to gather the data and make sure all of the sections are assessing the SLO. Data collection from part-time instructors is sometimes hard to obtain, especially if they leave at the end of the semester. There is no real way to improve the system because it was broken from the beginning in that it assumed that we, as faculty, don't understand or pay attention to what/how our students learn. The only improvement would be to see it become more organized so that it seems less like busy work and meaningless data collection.
26	It is generally perceived as a necessary evil and distraction by most folks, at least in my department. We spend time thinking about how to comply with the task, not about how to teach the students.
27	Make it easier to access them by improving our website and data bases. Have an SLO FAQ for new faculty.
28	We need to pay more individual attention to each student
29	I don't know what it involves.
30	-Pay part timers to participate so that everyone is involved in formulating the SLOs -They're helpful individually as each professor thinks about what it is they want the students to get out of a semester, a unit, an individual lesson, but once SLOs get embedded into a giant bureaucratic project, I don't think they perform any kind of real educational function anymore, and I'm not sure they could.
31	A more clear understanding how to write SLO's and the best way to assess them.
32	Focus on measurable, deliverable objectives tied to present class success and course needs for the curriculum and skill base.
33	Make all aspects of the SLO reporting 100% technology based. The easier SLOs are to collect and report, the better.
34	We should relate SLOs to core competencies in each industry sector and these should be aligned with program and institutional learning outcomes. These outcomes should also indicate proficiencies in the subject matter course.

Q20 Guided Pathways is an effort to transform how we do business college-wide toward a more student-oriented and equity-minded approach. The ultimate goal is for us to serve students so they achieve their education and career aspirations. How beneficial do you think implementing Guided Pathways could be?

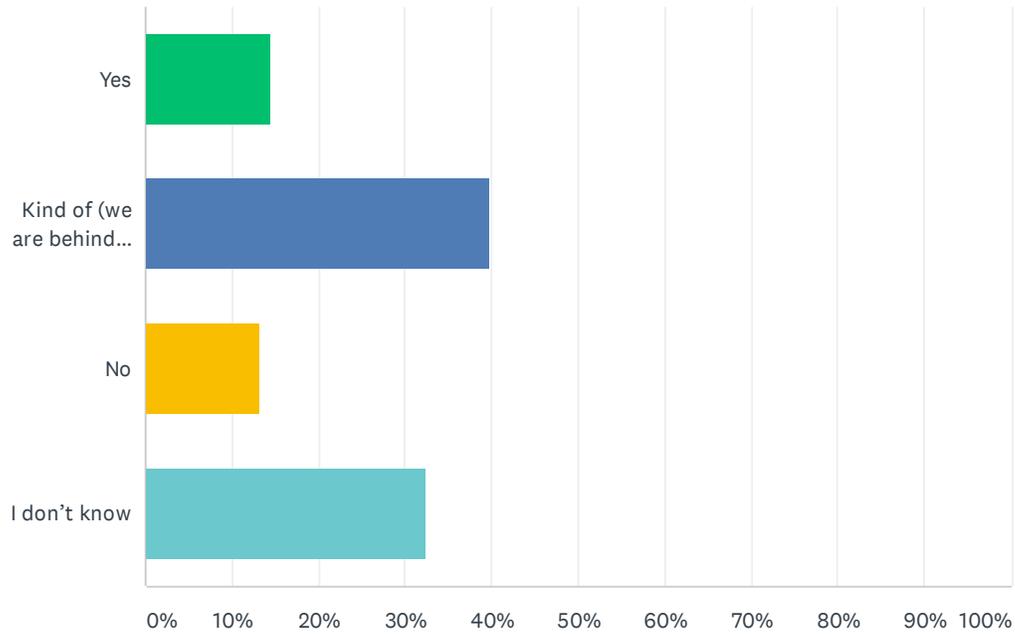
Answered: 85 Skipped: 34



ANSWER CHOICES	RESPONSES	
Highly beneficial, if we significantly review and refine/synchronize the academic program	50.59%	43
Mildly beneficial	18.82%	16
Neutral	7.06%	6
Unbeneficial, as it will require significant effort for limited gains	3.53%	3
I don't know/Other	20.00%	17
TOTAL		85

Q21 Do you think CCC is on track to implement Guided Pathways?

Answered: 83 Skipped: 36



ANSWER CHOICES	RESPONSES	
Yes	14.46%	12
Kind of (we are behind schedule)	39.76%	33
No	13.25%	11
I don't know	32.53%	27
TOTAL		83

Q22 What are the barriers to implementing Guided Pathways?

Answered: 49 Skipped: 70

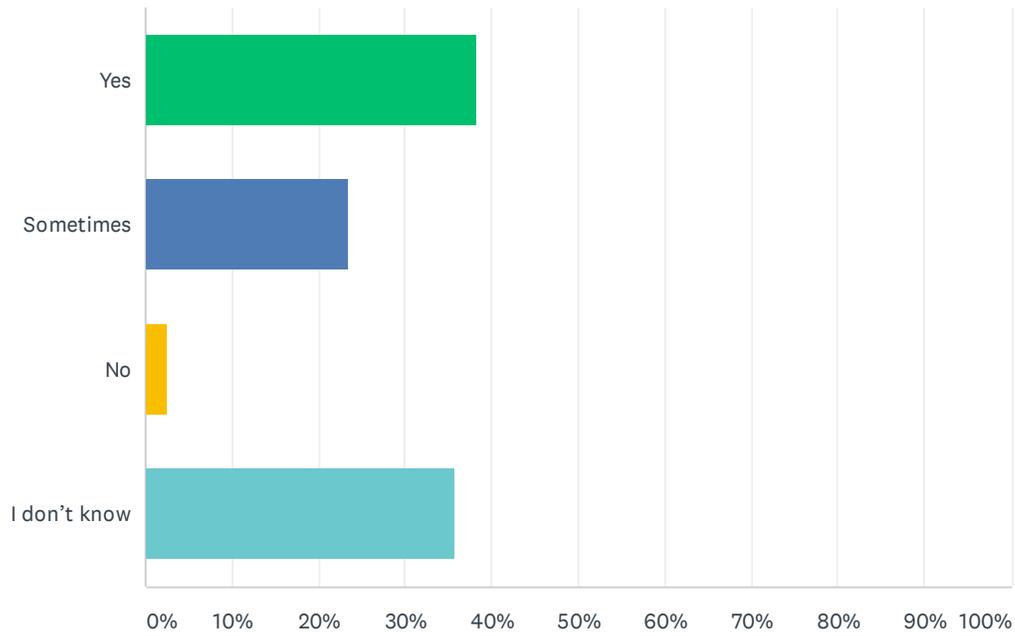
#	RESPONSES
1	I haven't read anything on this program. My Department hasn't discussed it.
2	More time for the faculty and staff coordinators to work on this project. Also, we need more student input.
3	Personal and political agendas. Why create pathways for the 1% first (IGETC) instead of creating a general pathway for new part-time students.
4	Communication with the campus community who will have to implement it, a lack of clear timelines and what we can do to support it. And those who benefit from the current organizational structure - doing Guided Pathways properly will mean overhauling all the ways institutional decisions are made at CCC, which will stir up resistance.
5	Ensuring all faculty/support staff understand and know how to be a part of Guided Pathways.
6	Wrangling faculty support. This connects with the faculty contract. We need to have more night classes (because a lot of our students have jobs during the day), but this is hard without faculty buy-in.
7	The lack of leadership, the group sense of guidance from upper management and a more robust academic faculty participation.
8	we do not offer every course on both semester because we do not have enough students. if students fail on one course will delay their
9	Territorialism. Ego. Fear of change. I strongly believe the change would have a cultural shift in truly being responsive to our students and not scheduling or operating to prioritize our own needs and convenience. Working together would mean people would have to take accountability for their work and as of now, there is an imbalance of power amongst our groups. Everything would be out in the open. That changes the way people work.
10	Student who come in to college at a lower academic level are not going to have a chance.
11	Never heard of it. My onboarding and orientation was sketchy and weak.
12	A lousy website. Students should have access to the pathway options. Time to just sit down and knock them out. Get them done and polish as needed later.
13	The biggest barrier is that the college will have to prioritize what it can do which ultimately means winners and losers. Tough decisions are ahead in order for this to work.
14	So little good data trickles down to the faculty in regard to state level initiatives. It is unclear what progress is being made at other colleges and what the models of success are. It appears that Guided Pathways is what one makes of it so not sure what the "on track" to implement Guided pathways is referring to?
15	Some barriers have included a lack of senior administrative leadership to push the issue. In addition; full time faculty support for a variety of reasons has been inadequate to motivate a transformational energy. Due to leadership turnover there has not been a sustained focus on GP. It is my hope that this is changing.
16	Inertia.
17	First of all, I don't like question 20. I don't think the key to success with GP is a major overhaul of the schedule, and I don't think the risk is that we will waste effort. The risk is that we will narrow course offerings. And the key to making GP beneficial lies in communications. It doesn't help if the schedule is brilliantly organized if students don't know how to navigate it. The key, it seems to me, lies less in revamping the pathways (though that work should go on too) but in GUIDING students better. We should NOT narrow the list of course offerings. We should help students make better plans. This may mean we need more counselors and better online tools. Maybe we need to invest in a faculty mentoring program (if we can ever get faculty to understand the pathways, which right now few do). Where are the posters on campus advertising the track to this career or that one? Where is the table in the Quad where students can ask questions about their schedules? Where is the campus-wide discussion of how all this will work? I think there is huge potential in this idea, but GPs are mostly a slogan at the moment, no?
18	Burnout

19	One is knowledge - what exactly the guided pathways is, what it entails. Second is implementation - what do departments need to do individually (and collectively) to get the pathways project underway.	1/18/2020 10:49 AM
20	Occasionally, I have a student who feels like they were told to take the courses they ended up taking rather than feeling as though they chose these courses. Just last semester I had a student say this happened to her. I worry that guided pathways may perpetuate that feeling in my students—as if they're just part of this mill-like process of churning out students. While I understand GP's intent, I hope student voice and interests are truly being heard and that students are fully shown their options.	
21	Need the right stakeholders and proper information sharing with the college community as things progress to build towards buy-in which does not exist right now.	
22	Not enough time for all of the projects.	
23	Students have more than just classes to deal with and long term goals are hard to attain when you don't know where your next meal will be coming from or where you will be living. Having an individualized educational plan is great, but life barriers are abundant.	
24	We need resources to hire more counselors and/or advisors to monitor and support individual student's progress.	
25	The meaning of community college--to expose students to a variety of knowledge they would not have sought out themselves, to offer them possibilities they hadn't considered before, to give them a broad understanding of what it means to be educated--all these are lost in the rush to get them through.	
26	The GP committee has not had bandwidth to initiate and complete deep inquiry into the general principles and potential of GP. A lack of shared understanding of the general framework and ability to use multiple examples from other colleges makes it difficult to discuss what this project could look like at CCC.	
27	capacity is an issue. some faculty seem ambivalent to engage in implementation and design process of Guided Pathways	
28	Communication about what it is and what the benefits are; not everyone has an assigned role to play; GP leaves out some students that have been traditionally served by community college, so how do we accommodate those students?	
29	Computer literacy, doesn't help the whole student population(students with disabilities). Seems only the current generation would benefit from it...	
30	The timeline of GP is a huge barrier for our community and the students we serve. We are serving an underrepresented community with a low ranking k-12 system, which means our students may need more than 2 years to earn degrees, especially for those students who are working or have families. The GP model is not equitable, at least from my experience within other campuses. Those approaches may work for campus such as DeAnza or DVC, who have high ranking feeder schools, but not CCC. That's not to say the GP shouldn't be offered, but considerations should be made to serve all.	
31	Department communication. We are behind flushing out meta-majors and that sets everything else (such as support services) behind.	
32	Buy in, people being able to have time to work on it and do the million other jobs they have to do, a real commitment from the college to implement it and keep it running.	
33	Not exactly sure, but a resistance to change and a lack of an overarching plan seem to be parts of the problem.	
34	My biggest barrier to the design of Guided Pathways for my department is the assumption that everyone needs to finish in 2 years. It would be much better if the pathways could be made more flexible so that 5 semester or 3 year pathways were also acceptable.	
35	I need a better grasp on what it is. I'll ask my dept chair to include a description of what it is at our flex week meeting.	
36	Lack of flexibility, little understanding of what other departments do, maxed out capacity, lack of funding	

37	Too many students in one class
38	faculty, staff, administrator capacity...everyone is overworked from wearing multiple hats for so many years. Plus low moral from so much institutional instability and relegated to step-college status from our district doesn't help at all to get and stay motivated.
39	Full Campus By-In and difficulty moving work forward due to capacity challenges
40	Not known. Maybe lack of education on the process, training, communication.
41	There are no pathways the student wants
42	Campus culture that is reluctant to change. Because we are a hierarchical institution, people look to the administration/managers for direction and need time-bound deliverables. Also many administrators and classified staff wear many hats and Guided Pathways is just one more thing that requires their attention. It's hard to juggle all the responsibilities and many may not be sure how to prioritize something that has lost some traction. Some may not have the bandwidth to take it on either.
43	I don't think we should think of ourselves as a career-training program. I realize that many students come to us because they want to advance in their careers and achieve more financial stability in their lives and of course that's totally reasonable. But we ourselves have to keep a firm hold on the fact that an education is much more than that, and we have to use their time with us to show students the truth of that so that we can transform their lives in far richer and more important ways while also helping them with career goals. To the extent that guided pathways just accepts the idea that we're doing job training for businesses that choose not to invest in it, we're destroying the whole idea of education and seriously undermining democracy and the human good. We really are. Let's not do that.
44	Not sure. Time constraints.
45	The work that goes into it. Getting everyone on board with believing in its usefulness.
46	Lack of people to get the work done.
47	Having buy-in from all departments to make strides in implementing the actual plan. Also student focus decisions should be made while considering implementation. Especially when it comes to class times and schedules.
48	I remember most fondly the courses I got to choose on my own. It's hard for me to accept making students follow predetermined pathways.
49	We have conflicting priorities... faculty do not want broad input into this process, there is no transparency in how we make decisions, there is fear that we will cut classes and programs, departments have a fear that they will have to do things differently and loose their autonomy, we have a fear of sharing performance data because "everyone" will know who isn't doing well instead of thinking this info can help us grow and improve, when we have conflicting opinions we do not have a process for us to have collegial debate or to build consensus.

Q23 Are there any circumstances under which you think an academic program should be added at CCC?

Answered: 81 Skipped: 38



ANSWER CHOICES	RESPONSES	
Yes	38.27%	31
Sometimes	23.46%	19
No	2.47%	2
I don't know	35.80%	29
TOTAL		81

Q24 If there are circumstances under which an academic program should be added, what are they?

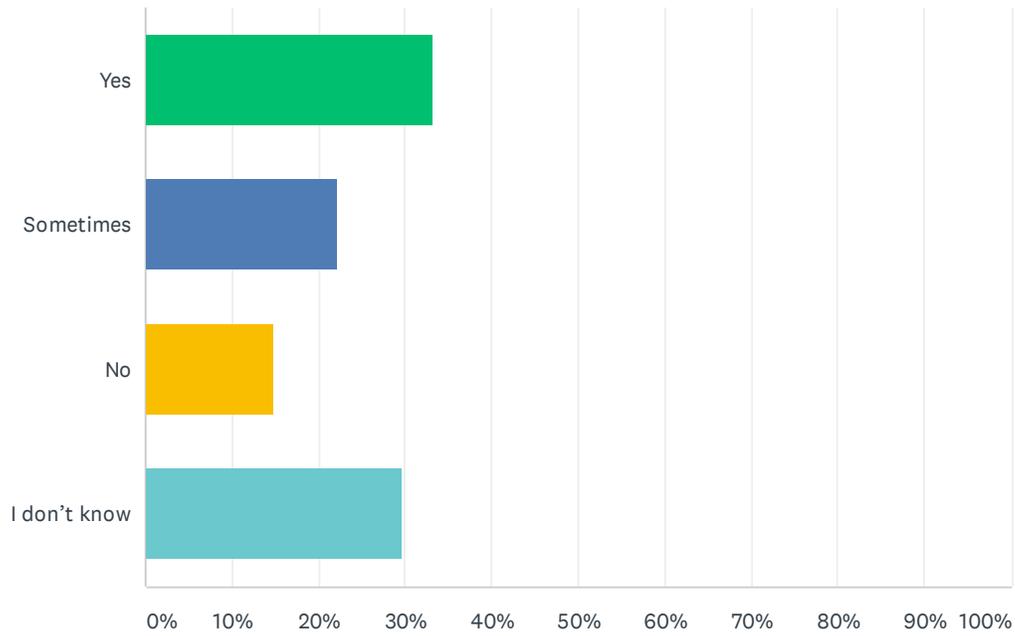
Answered: 45 Skipped: 74

#	RESPONSES
1	Support the needs of the community and identify what will work.
2	Surgical Tech Sonography Welding Construction Fire Technology More Career Technology programs.
3	When there is student demand that is not met by a current program.
4	I would like to see continuing education programs for nurses in the community. It would provide a needed service to them and allow us to identify potential mentors and resources for our pre-licensure students. Also, we should look at training programs for Care Partners for the community. They are lower level than CNA's but would provide job prospects for people who would like to work in patients' homes. More and more care is taking place outside of the hospital. See my comment below.
5	There can be a change in the local economy that demands we create a program for a new job. There can be new UC/CSU programs that need feeder CC's. There could be demand from the community for a program.
6	In response to the labor market and emerging innovation in skills or technology necessary to be competitive in the workforce.
7	If the area market shows a demand for training that we do not provide.
8	No opinion.
9	Any core programs that have been cut or are missing. Anything that speaks to the job market.
10	In order to meet the needs of our students.
11	Changing social and labor/employment needs in SF Bay area.
12	Adding "an academic" program? Is this referring to curriculum development? Isn't this fundamental to "innovation" which is one of our visioning priorities. Little effort has been made to communicate to the college as a whole what the pathways are that students are being introduced to and how it is being implemented within counseling? Rather there has been an attempt to do this bottom up which politically is easier but the efforts stalls as members of the campus community are not made aware to how this effort is helping to recruit students and/or helping them to matriculate.
13	I think if there is a growing demand for this skills in the job market.
14	AB 705 has its good intentions. However for students that need prerequisite Math or English, continue to abundantly offer those courses.
15	I feel like an academic program should be added if there is significant student, faculty and administrative support for a program. In addition; I think a program should be able to provide information that indicates a labor need in a particular field that necessitates a new program.
16	Programatic need
17	meet community and local industry needs
18	Our task is to respond to needs of our community. If there is a need, a program should be considered.
19	Student interest... community need... opportunity. How about a program on the new Legal Weed industry? I think we should always be open to change and growth.
20	New fields or technologies that arise within the community, a call from the community for certain programs that currently aren't offered (or especially that are offered at other institutions that may be drawing potential students away from CCC).
21	Student demand.
22	Flight/ Pilot Certification Part 107 Podcasting
23	Shifting demographics, anticipating growth (new facilities)
24	This question (23 and 24) are unclear to me.

25	The college needs to be able to evolve to continue serving our students. This includes a constant reflection on what the labor market requires.	1/17/2020 1:53 PM
26	More vocational/trade programs that would feed into relevant industries. Not every student can work in the STEM field. Many community college students never transfer to full universities so vocation specific programs could be greatly beneficial while still getting the academic rigor that encourages critical thinking skills.	1/17/2020 12:48 PM
27	If there is a demand for it from the students and it's not otherwise offered at any 4CD campuses.	1/17/2020 12:32 PM
28	We should consider changes in culture as well as how programs change in our surrounding universities.	1/15/2020 5:54 PM
29	When the local or national economy changes so that an area of study will help students become more prepared for employment.	
30	programs should be added based on the needs and input from community and labor market data.	
31	Measured need. For example, PACE program (evenings and weekends).	
32	Industry/career relevancy. If there is a new or previously obscure industry field that is booming, our students need access to it.	
33	If there is community/student demand.	
34	Student interest and demand for the area of study would be the place to start.	
35	Changing needs of our community and job requirements and opportunities	
36	industry, economic trend, student need	
37	Academic programs that will help students make a more than basic wage once they receive a certificate or degree.	
38	Student need.	
39	We've determined that there's a new branch of study that merits inclusion in a liberal arts education?	
40	Demand by students or the industry. Use of job market data reflects high demand or high growth areas.	
41	There should be more individual tutoring/mentoring services provided for the students.	
42	I think that an academic program should be added if it is one that is popular, highly competitive and would have a high enrollment that could bring in students to the college. I think it would be great if we got to the point that we could have some programs offer a BA.	
43	Students need a different skill base, or a new way of seeing the world, a new means of moving society forward, or of protecting it. Example: environmental management. Problem: students need to want it, and the knowledge structure & skill base must be well-developed and delivered.	
44	Academic programs should reflect the latest innovations in society and the world to keep up with technology and science and other areas that students need knowledge in to pursue a career.	
45	A new industry is identified in our area with job growth projections over the next 10 years. Introduction of a social justice based curriculum which will promote engagement and retention of students of color.	

Q25 Are there any circumstances under which you think an academic program should be discontinued?

Answered: 81 Skipped: 38



ANSWER CHOICES	RESPONSES	
Yes	33.33%	27
Sometimes	22.22%	18
No	14.81%	12
I don't know	29.63%	24
TOTAL		81

Q26 If there are circumstances under which an academic program should be discontinued, what are they?

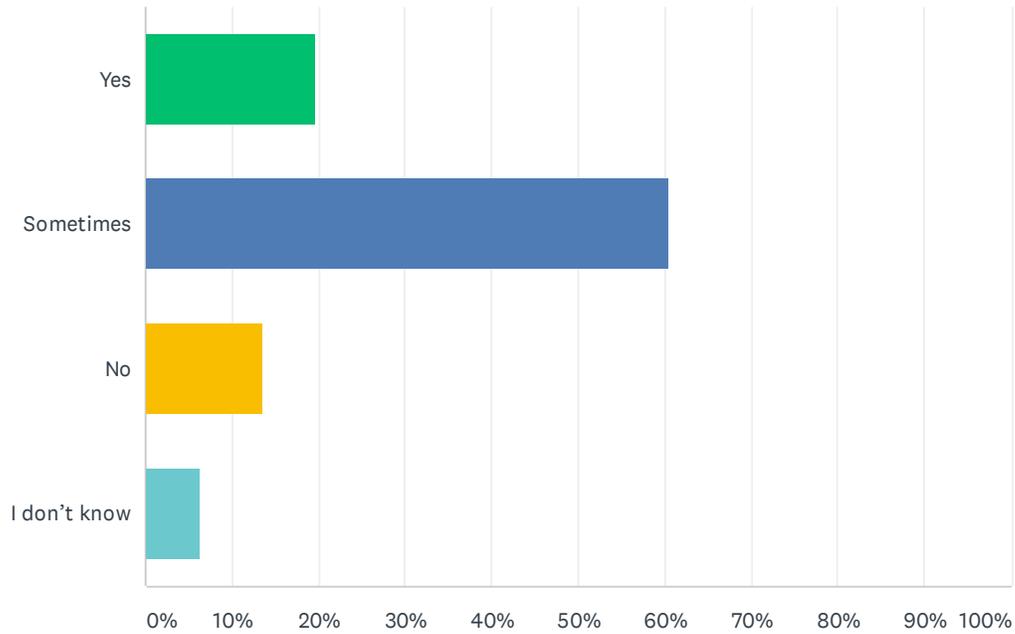
Answered: 41 Skipped: 78

#	RESPONSES
1	Not sure.
2	lack of enrollment
3	When the program is not serving enough students for the college to at least break even in FTES brought in vs the costs of offering the program.
4	It is my opinion that the CNA program should be reviewed and reconsidered. It is a "dead-end" job. We could offer an MA program that has better job outlooks and advancement than the CNA program. Also, CNA's are being phased out; eventually there will be little to no need for them.
5	Consistently low enrollment over 5-10 years, depending on the program.
6	Depend on the needs of the community and society.
7	If the cost of the program is only supporting a small cohort of students with poor outcome. If the program is in a field that will be obsolete within the next 5 years.
8	Perhaps if enrollment has been super low or struggling for years.
9	N/A
10	If a topic or job market has truly become obsolete. If a concerted effort to build enrollment fails.
11	No longer serving students needs. Funding challenges, we have to prioritize what we do as we can't do everything.
12	Demand or need for specific academic programs and lack of.
13	If there is less demand for those skills in the job market
14	I feel a program should be discontinued if it is no longer relevant in the labor force or if it has had sustained low enrollment.
15	If the need for a program is no longer present, discontinuation of the program should be discussed. If we had a VCR tech repair program, it would have been dropped by now.
16	Continous low enrollment, over an extended period of time, but only after all efforts have been made to hire qualified faculty, and after programs have been given enough resources to succeed.
17	Again, we need to change with the times. If students no longer need to learn certain skills (especially in CTE), it makes sense that we stop teaching them. But we should be careful. Sometimes what might seem like a lack of student interest may really reflect poor communications and advertising on our part. Some small classes have the biggest impact on students! And we should never cut programs like journalism or drama that impact the whole campus environment in such positive ways.
18	Low enrollment. Students don't see it as valuable.
19	Severely underutilized by students, outdated curriculum that could be easily integrated into other programs/departments, not representing the college.
20	can be subsumed by another area
21	This question, along with question 23 and 24 are unclear to me.
22	The college needs to be able to evolve to continue serving our students. This includes a constant reflection on what the labor market requires.
23	Low completion of program, continued track record of low interest in particular program.
24	Again, if it is outdated either in our culture or in surrounding universities.
25	When the area is no longer relevant to our local economy.
26	low enrollment, low pass rate
27	Poor enrollment means a program is not a great investment (could still have the courses, but not a whole program). Also, we need to be realistic about the employment outcomes for some

	programs vs. others (though employment is not the only consideration when thinking about value to students).	
28	Lack of interest plus lack of relevance / necessity.	
29	We should find ways to revamp departments that funnel students into low-wage industries. Ex. how can we make sure our Early Childhood Ed and Culinary students are able to make a living wage for the Bay Area?	
30	If there is lack of demand.	
31	Lack of student interest. If we have programs that are not being attended/utlized then the program should receive better marketing or be discontinued.	
32	No longer relevant to our community or our economy	
33	low enrolled courses, curriculum out of date and not updated regularly to stay current	
34	I think if the subject becomes obsolete, then yes.	
35	Programs can and should change to reflect new research, and if the program is technology-based, it might have to shift quite a lot over time - maybe even get renamed - but what branch of study are we imagining is no longer necessary for human good?	
36	Program is unproductive (i.e. low enrolled/low demand) and/or is too costly to offer.	
37	I think if a program is significantly low enrolled and can never fill classes, it should possibly be discontinued if all other marketing and enrollment efforts have been exhausted.	
38	The program cannot be adapted to fit the needs of the students or the demands of the industry, or the industry is dying.	
39	If enrollment is consistently low enough that there doesn't seem to be demand for the discipline locally.	
40	Very low student enrollment.	
41	Programs with low enrollment, retention, completion and a poor career outlook including low prospect for jobs. Programs that lead to below living wage industries. Life long learning aside, programs should be eliminated if they do not serve a general education, transfer, or career certificate purpose.	

Q27 Are student support programs well publicized and easy to access?

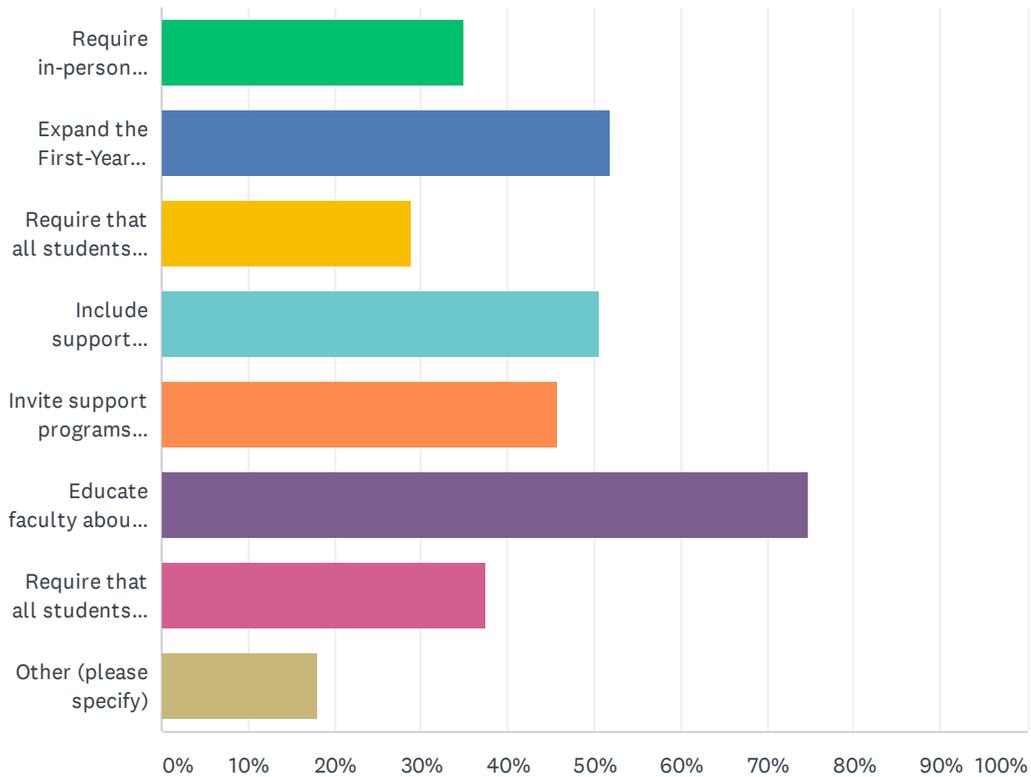
Answered: 81 Skipped: 38



ANSWER CHOICES	RESPONSES	
Yes	19.75%	16
Sometimes	60.49%	49
No	13.58%	11
I don't know	6.17%	5
TOTAL		81

Q28 What do you believe CCC should do to connect students to support programs? (Pick your favorite three)

Answered: 83 Skipped: 36

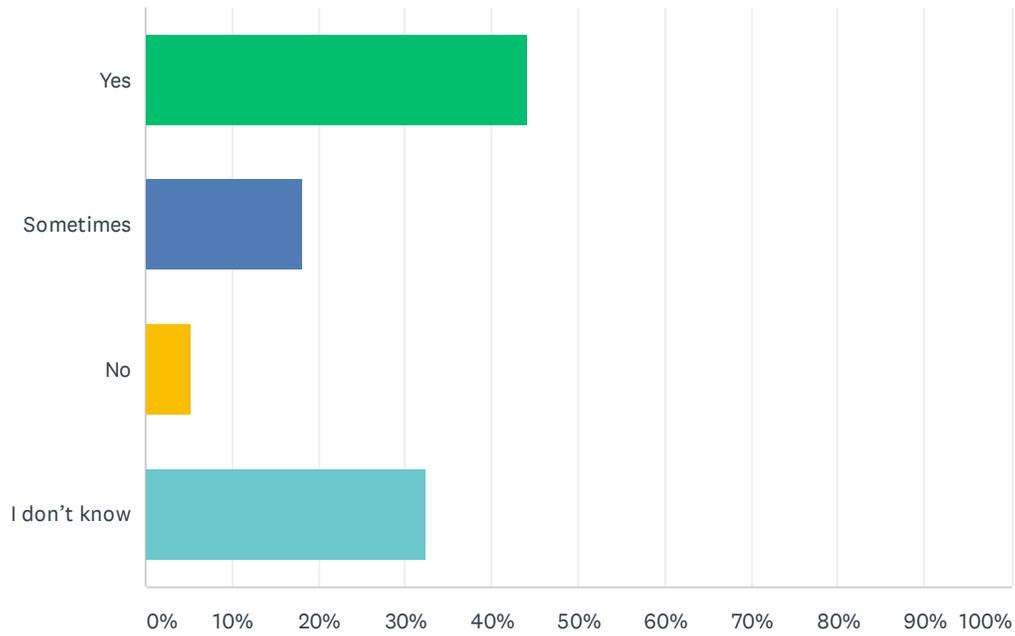


ANSWER CHOICES	RESPONSES	
Require in-person orientation	34.94%	29
Expand the First-Year Experience program to all incoming students	51.81%	43
Require that all students take an entry-level counseling course	28.92%	24
Include support information in course syllabi	50.60%	42
Invite support programs representatives to visit classrooms	45.78%	38
Educate faculty about support programs, and provide a centralized information hub	74.70%	62
Require that all students visit counseling and have an Educational Plan	37.35%	31
Other (please specify)	18.07%	15
Total Respondents: 83		

#	OTHER (PLEASE SPECIFY)
1	Students could take a short on line information course that would expose them to CCC programs. With 5 question quizzes at the of each program or section.
2	It would be helpful to have services accessible or included in the Canvas platform. I build a page with resources into each of my courses (both online and F2F) but that requires me to update it every semester to be sure I have the most accurate info. A resources tab in the navigation panel would help.
3	The silos in the SSC need to be broken down. The welcome center model should expand and provide all student services. Staff should be interfacing with students directly, not behind desks.
4	PUSH TO GET INTEGRATED SOFTWARE THAT STREAMLINES INFORMATION TO STUDENTS AND ELIMINATES REDUNCANCIES
5	President or other higher staff should visit classroom early in the semester and talk about student success. Also help explain ground rules: (coming to class regularly, study habits, staying off cell phones, etc.)
6	Consider the night student access
7	billboards (advertising) options
8	Update websites and extended hours for student support programs so that they are more accessible to those who take night and online courses. Through CCC applications or another way to survey/evaluate student needs, students should then be automatically referred/included/followed up by specific support programs. If students are unaware of these programs or cannot access them outside of the hours of 9am-5pm, it is unlikely that they will also avail of these services.
9	Require a first year study skills and college expectations course
10	Have a clear website and marketing program that puts this information in front of students early and often
11	TRAIN the folks in the support programs in customer service. I believe students access support but get frustrated/overloaded/overwhelmed.
12	Better publicize the option that you can have free counseling services and an education plan. Encourage professors to walk their students to places where they can get support after class.
13	Put a really clear, centralized list with links on every Canvas page in the sidebar? Let students make first contact through a web interface that requires very little of them (if they're in Canvas already we have their student info, right? Could they just click a single button and then someone contact them?)
14	Every require should be strongly request and recommend (above.)Don't fill the syllabus with too much information, or students won't read it... Provide links to the key materials instead.. Also, add a Start Here section to each course, covering key skills, and introduce service providers to achieve these skills and goals.
15	Good brochure that describes all support services. Faculty have it.

Q29 Are there any circumstances under which you think a student support program should be added?

Answered: 77 Skipped: 42



ANSWER CHOICES	RESPONSES
Yes	44.16% 34
Sometimes	18.18% 14
No	5.19% 4
I don't know	32.47% 25
TOTAL	77

Q30 If there are circumstances under which a student support program should be added, what are they?

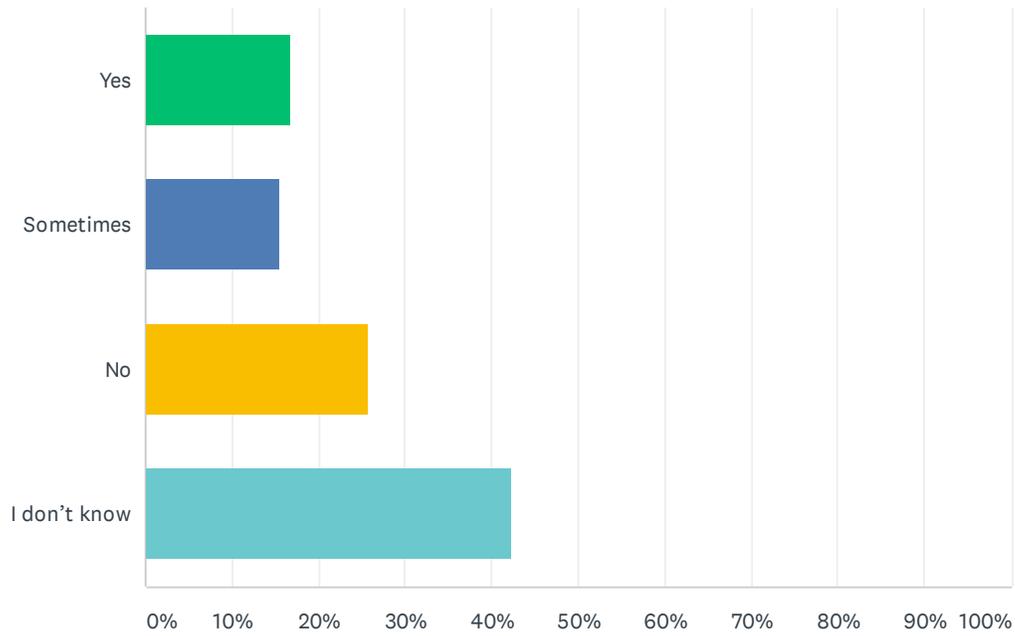
Answered: 43 Skipped: 76

#	RESPONSES
1	N/A
2	Our current programs need to be enhanced, budgets and staffing increased.
3	I think having a student support group based on mental health/wellness/mindfulness could be helpful for students. Perhaps a club.
4	When there is a need within the student population that cannot be addressed by the current programs.
5	2 possibilities: if an idea comes up from staff or demand forms from multiple students. Follow-up research and surveys should be done.
6	Access to support systems and counseling should be easy for students, yet we are told they often give up or are treated poorly.
7	In response to our students' needs.
8	There may already be something in place I am not aware of, but a support program specifically for women. The women in my courses are often juggling school, family responsibilities, financial responsibilities, and trying to survive. There is no time left for them to learn how to empower or care for themselves. I wish we had a club, resource or something where we could teach them these things are just as important as everything else they are juggling.
9	That's up to the assessment of student services and resources.
10	Not quite sure. Regulation changes. Innovation in supporting student needs.
11	When support programs are not well known by students and faculty
12	Not clear what this means "Adding a student support program"? An integrated program with dedicated staff? Or are you talking about programs developed on the basis of categorical funds? EOPS/etc. ?
13	Many Students need to learn organizational and time management skills.
14	If a student support need is identified through research and student input.
15	need
16	When student need is observed and documented. When student groups organize and request a service.
17	We should adjust to student needs.
18	Greater need for that program, as attributed to student requests, community input, and/or employee suggestions.
19	It would depend on student need and frequency of demand.
20	Open Lab in the Library for Adobe Video and Photography Software and Sound recording software for Digital Film Production and Art students
21	If recruiting suggests that there are specific needs that need to be addressed-e.g proper support for Foster Youth
22	If a need is identified, we as a college, should evaluate whether we can afford to address it.
23	I like the idea of a centralized information hub/counseling course like a study hall that all students get automatically enrolled in and have to attend x amount of hours in every semester. That way they have access to the opportunities and a safe/quiet space to work if needed, as many homes lack that environment.
24	Our students enter with NO idea how to be a college student or how it is different than high school. They need to be required to take a course first semester that teaches them study skills, how to be a college student, how much commitment is required, how to behave, etc.
25	When students tell us that they have a need.
26	based on the needs and feedback from students and ASU

27	When we have demonstrable student need, and there is available funding, we should absolutely attempt to add a support program (provided the funding provides for STAFFING and not simply funding for the program).	1/15/2020 10:22 AM
28	Political or legislative changes sometimes necessitate new student supports. For example, we did not need student education on DACA before the program existed, but now it's an absolute necessity and we need experts in that subset of financial aid concerns.	
29	Support programs should always be based on student needs.	
30	When instructors agree that there is a need and when the college has the resources to provide that support.	
31	We have an increasing number of homeless or housing insecure students - we need a way to support them so they have a safe, warm space to occupy. We also have an increasing number of students with mental health issues and we need training and resources to help them	
32	Mental Health Services	
33	Internship Coordinator/Employer Liason	
34	More programs for homeless students and special needs students.	
35	Well, in an ideal world we'd just add support programs profligately any time it seemed like a good idea, and see what worked. But maybe step one should be staffing the existing programs much more generously. I realize this costs money, so it's a bit pie in the sky. Having much lower class caps would also help with this enormously, as the instructors are on the front lines and interacting with students all the time, but a 5/5 load and 40+ students in each of those 5 courses makes it literally impossible to keep on top of every student. If we were serious about this we'd have 3/3 loads for FT faculty with a class cap of 20, let's be real. Then teachers would have a much better chance of directing students to existing resources and doing it on a more personal level, and many fewer students would fall through the cracks. Fundamentally, we're not serious about any of this with the basic structure we have, and it's all papering over cracks caused by that structure.	
36	I think that if the high-school GPA is below a 2.0, we should enroll the student in a support program to give them greater hands-on care that they may need to be successful.	
37	Students express interest or data shows that specific support services could improve retention and educational success.	
38	Too vague...	
39	It must deliver substantive positive change to the target student subset.	
40	I believe an assessment could be done of the student body to determine if there is a need for a particular student support program and then consider adding that program.	
41	More tutoring, including consistent tutoring and allowing outside tutors to work at CCC.	
42	If there is a lack of resources for a group of students that may hinder academics success, it should be considered	
43	A great student need is identified or to create a greater sense of belonging to a marginalized group.	

Q31 Are there any circumstances under which you think a student support program should be discontinued?

Answered: 78 Skipped: 41



ANSWER CHOICES	RESPONSES	
Yes	16.67%	13
Sometimes	15.38%	12
No	25.64%	20
I don't know	42.31%	33
TOTAL		78

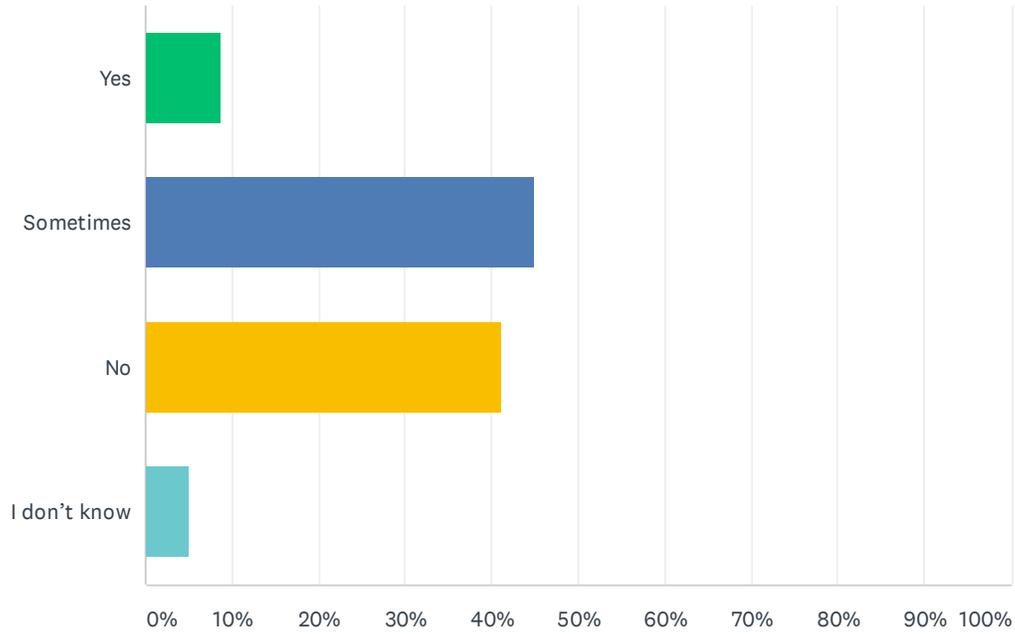
Q32 If there are circumstances under which a student support program should be discontinued, what are they?

Answered: 26 Skipped: 93

#	RESPONSES
1	When Students don attend the program. Each Student should sign in on a SARS program to get credit for the student and the program. No sign ins, end the program.
2	When the program is no longer serving our students, or when there is evidence that the program isn't having the intended effect.
3	Lack of student demand.
4	When it no longer serves our students (low numbers of engagement) or would be better to be integrated with other services instead of a stand-alone.
5	If it can be replaced with a more effective, and efficient, approach. If it cannot be done well with the resources we have.
6	Regulation
7	not relevant
8	If a support program is under utilized or is no longer relevant to student needs.
9	outdated and unneficient
10	I'm not sure I am understanding these questions. We should discontinue services if they do not meet student needs or if something better becomes available.
11	Severe lack of usage by students, fulfilling an outdated or vacant need.
12	As long as a resource is being utilized by our students, it is difficult to take it away. If a resource is not being utilized, then perhaps it can be SLOWLY phased out.
13	When the program is not used, or when students tell us it isn't very useful.
14	if the process for students to get the support program is convoluted, it should be re-organized
15	If the program doesn't have sufficient use, it would make sense to fold its services into another more heavily used program, or to discontinue it. I'd not do this without input from the students about how to make the program more appealing, or finding out why it wasn't getting more use, before discontinuing anything. There is much to be learned from our failures, so these situations are learning opportunities.
16	If a program does not meet its goals or is detrimental to students.
17	If the program is not used or is not actually providing the support needed by students then maybe it should be discontinued so focus could be given to programs that are over used to provide more resources for those programs.
18	If it no longer serves the needs of our students (cannot think of one of our current programs that would fit that circumstance)
19	If we know for a fact that it's not functioning, and the dysfunction isn't just from poor management but is basic to the structure and design of the program
20	When students get into trouble in college
21	If there is low-enrollment on a consistent basis.
22	No interest from students or very difficult to get them to participate.
23	If the services have been openly advertised and they are continuously not utilized.
24	The service provision is duplicate, and it does not (and cannot be modified to) deliver substantive positive change to the target student subset. (I have not seen one service that does not do this.)
25	If there program is ineffective, it should be looked out on how to improve aid program first over discontinuing
26	When effectiveness is poor, we identified a more efficient method to serve that specific need, or we have a large group of students complaining about the service they are receiving.

Q33 Do you understand how program policy and staffing decisions happen at CCC?

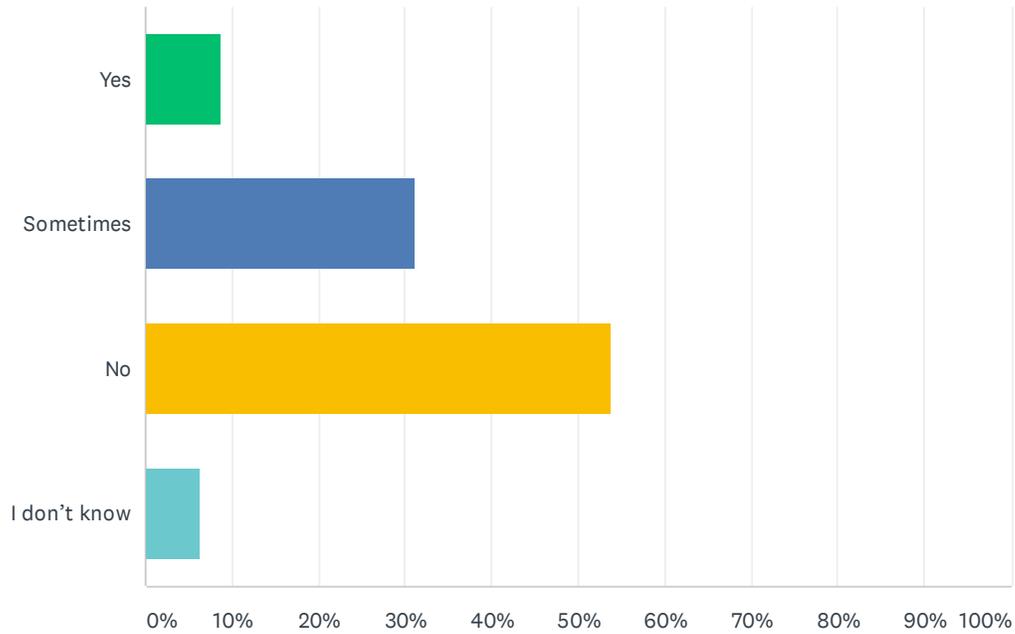
Answered: 80 Skipped: 39



ANSWER CHOICES	RESPONSES
Yes	8.75% 7
Sometimes	45.00% 36
No	41.25% 33
I don't know	5.00% 4
TOTAL	80

Q34 Do you understand how budget allocation happens at CCC?

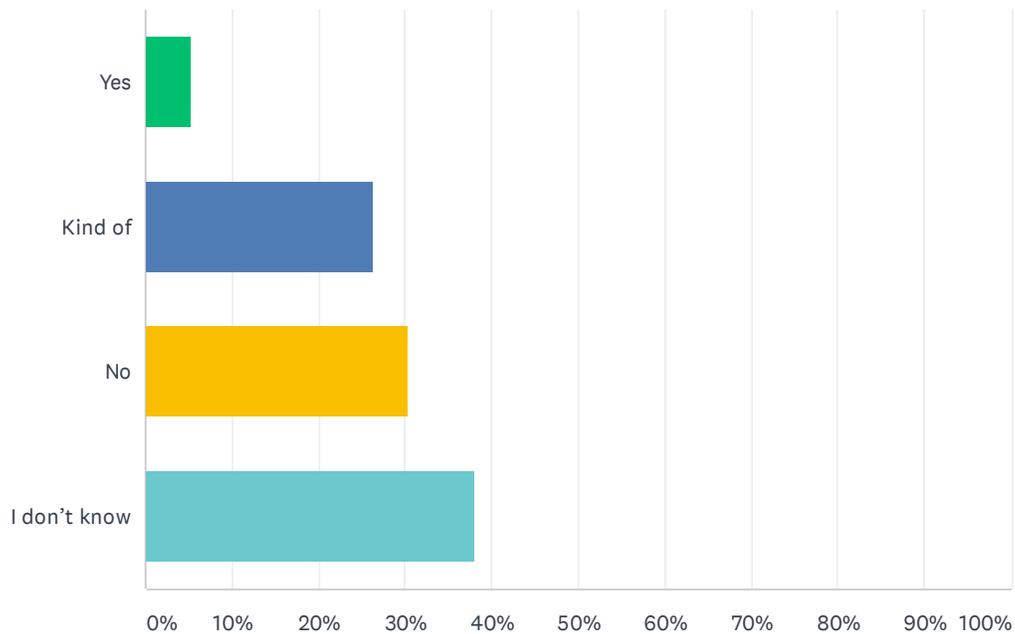
Answered: 80 Skipped: 39



ANSWER CHOICES	RESPONSES	
Yes	8.75%	7
Sometimes	31.25%	25
No	53.75%	43
I don't know	6.25%	5
TOTAL		80

Q35 “Strategic Enrollment Management” is a term that is currently floating around campus. Strategic enrollment management [SEM] is a part of planning for new growth as it concerns both academic program growth and facilities needs. SEM focuses on what is best for students' success while increasing enrollment numbers and stabilizing institutional revenues. A student's success, according to an enrollment manager, is often based on the institution's graduation and retention rates. This means that students are often recruited based on the likelihood of them graduating. While this practice is acceptable for many privately run institutions, it is not a common practice of most public institutions such as community colleges. A real strategic enrollment management approach looks at the entire student cycle, from entry through graduation. Do you feel that CCC is effectively managing enrollment?

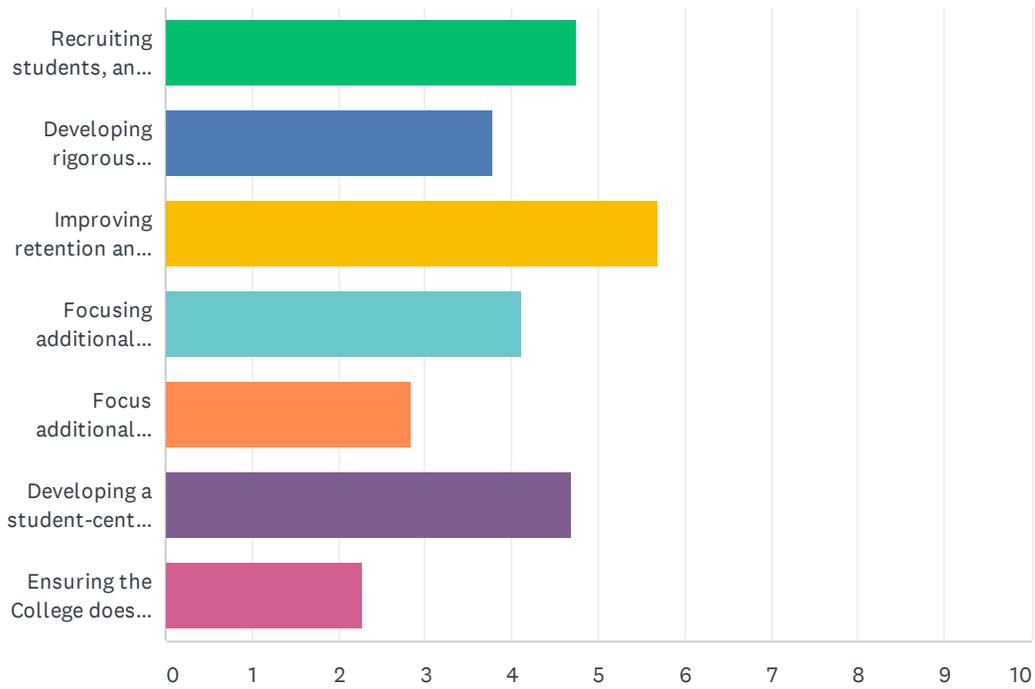
Answered: 76 Skipped: 43



ANSWER CHOICES	RESPONSES	
Yes	5.26%	4
Kind of	26.32%	20
No	30.26%	23
I don't know	38.16%	29
TOTAL		76

Q36 Please rank the following enrollment management factors in order of their importance at CCC:

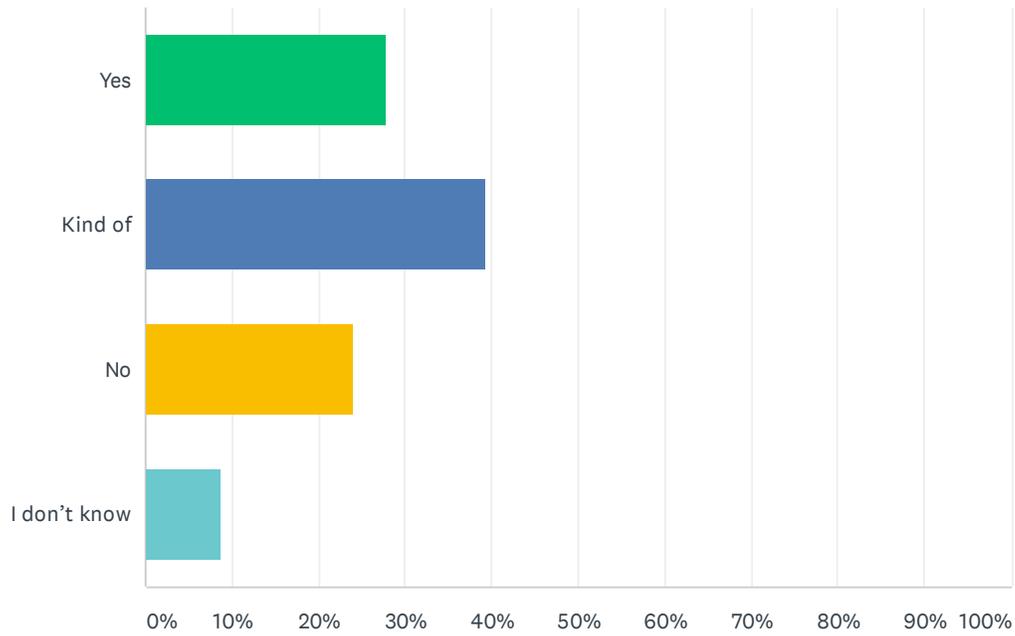
Answered: 73 Skipped: 46



	1	2	3	4	5	6	7	TOTAL	SCORE
Recruiting students, and reducing the number of students who apply but don't enroll	25.35% 18	16.90% 12	16.90% 12	11.27% 8	12.68% 9	11.27% 8	5.63% 4	71	4.75
Developing rigorous enrollment projections and targets for each division, and using these numbers for budget allocations, projections and facilities needs calculations	2.94% 2	19.12% 13	13.24% 9	23.53% 16	14.71% 10	11.76% 8	14.71% 10	68	3.78
Improving retention and persistence of current students	39.73% 29	24.66% 18	12.33% 9	16.44% 12	4.11% 3	1.37% 1	1.37% 1	73	5.70
Focusing additional recruiting and support efforts on students of particular importance in the State Student Centered Funding Formula (who are already highly represented at CCC), including dual-enrollment, non-credit, AB540, Promise Grant, Pell Grant, and incarcerated students	7.14% 5	7.14% 5	25.71% 18	30.00% 21	14.29% 10	12.86% 9	2.86% 2	70	4.13
Focus additional recruiting and support efforts on students who arrive at CCC with high levels of college preparedness	4.41% 3	4.41% 3	8.82% 6	4.41% 3	33.82% 23	19.12% 13	25.00% 17	68	2.84
Developing a student-centered schedule that is consistent across semesters	15.94% 11	28.99% 20	15.94% 11	10.14% 7	8.70% 6	15.94% 11	4.35% 3	69	4.68
Ensuring the College does not run courses with very low enrollments, which have an impact on the budget that is disproportionate to their benefits	7.35% 5	0.00% 0	7.35% 5	2.94% 2	10.29% 7	26.47% 18	45.59% 31	68	2.29

Q37 Does CCC generally have the technological tools (software, hardware) to efficiently carry out its work?

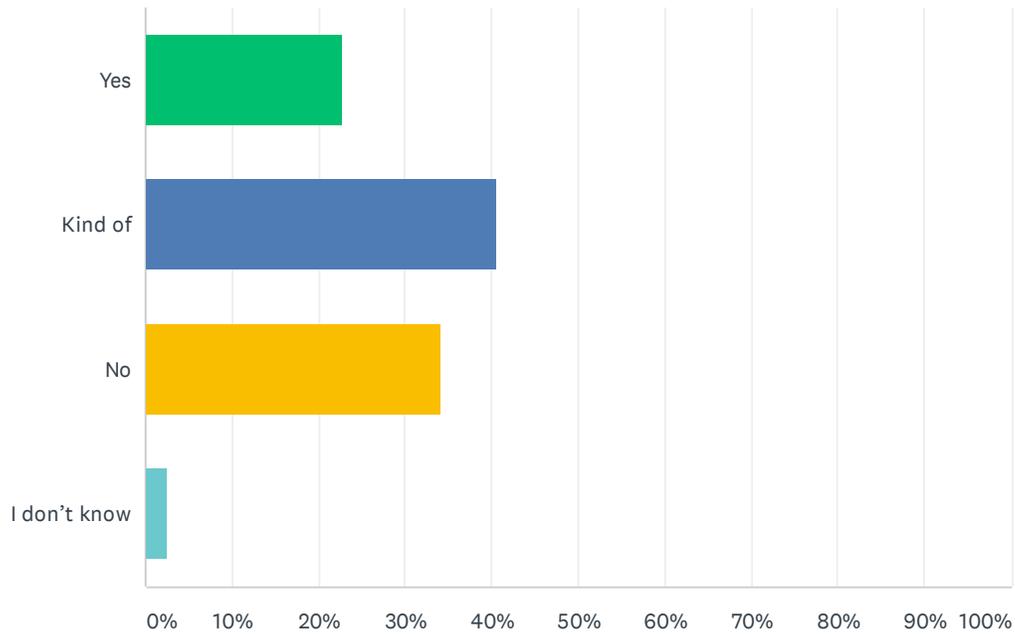
Answered: 79 Skipped: 40



ANSWER CHOICES	RESPONSES	
Yes	27.85%	22
Kind of	39.24%	31
No	24.05%	19
I don't know	8.86%	7
TOTAL		79

Q38 Do you have the tools, training, and time to implement new systems you need to efficiently carry out your work?

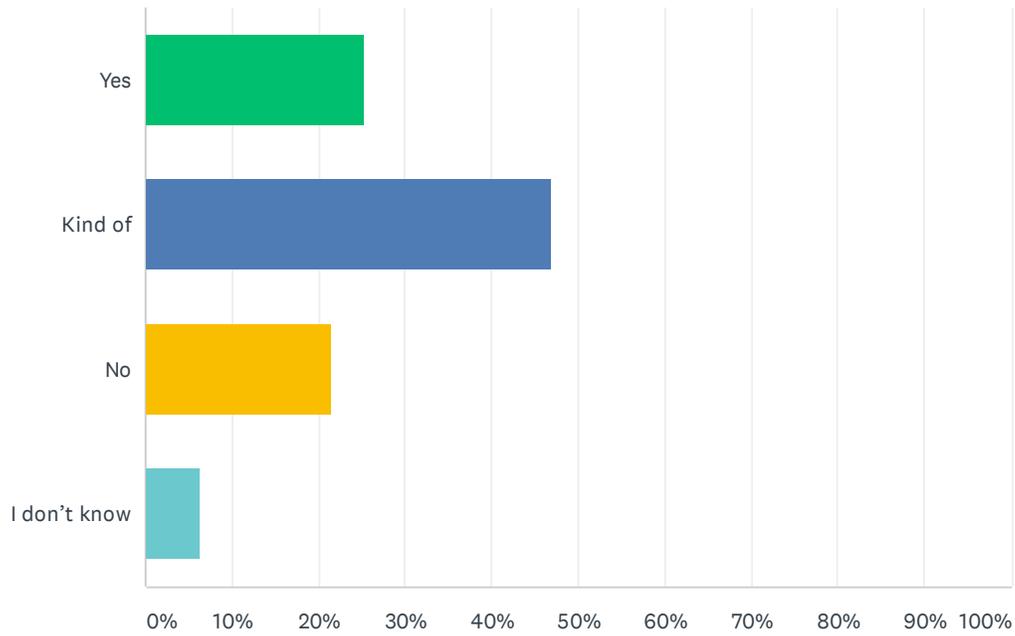
Answered: 79 Skipped: 40



ANSWER CHOICES	RESPONSES	
Yes	22.78%	18
Kind of	40.51%	32
No	34.18%	27
I don't know	2.53%	2
TOTAL		79

Q39 Do you feel that CCC has a strong sense of united purpose and community?

Answered: 79 Skipped: 40



ANSWER CHOICES	RESPONSES	
Yes	25.32%	20
Kind of	46.84%	37
No	21.52%	17
I don't know	6.33%	5
TOTAL		79

Q40 Do you have any suggestions for increasing a sense of united purpose and community at CCC?

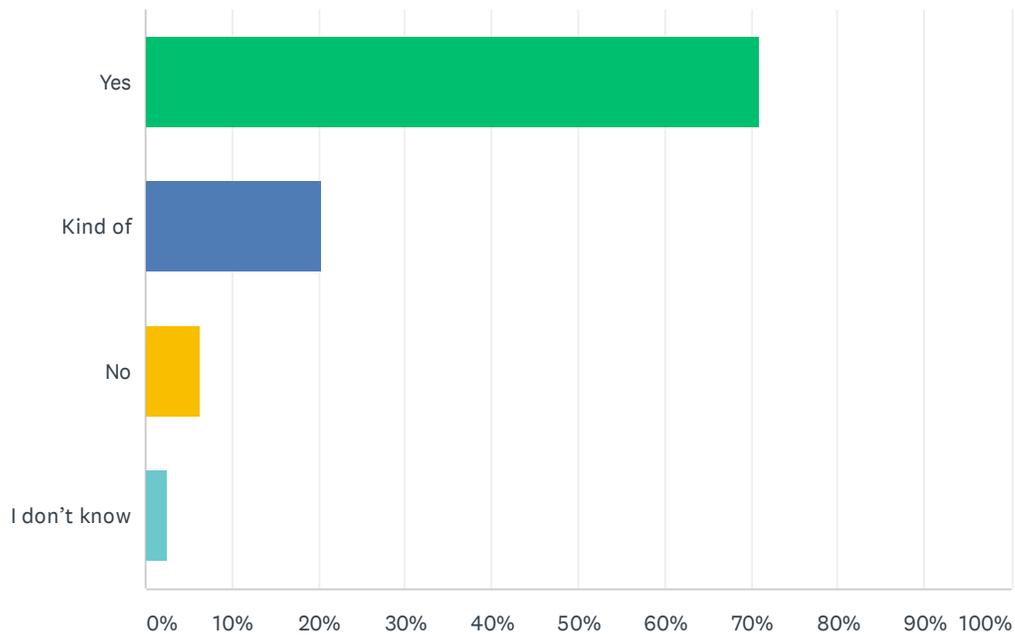
Answered: 34 Skipped: 85

#	RESPONSES
1	Not sure, every Department is out for themselves.
2	We need a college president who we elect and support. The Chancellor has to stop hiring "friends of friends." We need leadership who know our community and supports all our students, staff, and faculty!!
3	Develop programs that would encourage interdepartmental collaboration. Also, have a program, such as a departmental Open House, so so faculty can go and see what other departments are doing.
4	Right now, the biggest barrier to a sense of purpose and community is that too many of us are asked to do more work than is possible for one person, without being given anywhere near sufficient resources to do the job.
5	I hope we can focus on the fact that we serve an economically depressed community, then branch out from there to cover cultural sensitivity. I think focusing on different races to start creates fragmentation.
6	Offer more opportunities for growth and development of skills and abilities that are beneficial in our positions. Hold people to the same standards and accountability regardless of the constituency group.
7	The people are the best part of CCC
8	Cross department events.
9	Fun sharing about what we do.
10	The college needs a strong set of well defined goals. If there needs to be changes made to meet those goals, it needs to happen. Too long have practiced "reducing equally" to avoid the tough decisions. It's not sustainable.
11	I think the campus should continue to have multiple opportunities for staff, faculty, students and managers to engage in values norming and shared goal alignment.
12	Reduce employee turnover. Employees need a sense of confidence in their work, and need to feel valued. Have shared successes. Reduce stress levels, don't expect folks to do more and more without adequate compensation. Incentivize folks by acknowledging their contributions. Focus on serving students first. Our united purpose and community comes from our commitment to our students. Create reminders of that. Beautify the college. Have visual representations of what we value. The college is looks so sterile, so disconnected from the community.
13	We should have monthly open full-campus meetings (optional) with different topics/presentations and time for discussion so everyone has a better sense of what's going on and a regular opportunity to make suggestions or discuss issues. I think the word COMMUNITY is more important here than purpose. To improve community, we need to create more opportunities on campus for dialog and for simply being together. This means longer hours at on-campus restaurants and many more places to sit and congregate. I think this should be a main focus as building continues. Aqua Tera is great, but the cafeteria is horrible. And there are not nearly enough places to sit inside or out. We should add an upper-quad barbecue, even if doesn't make money. And we should regular host staff-appreciation dinners, comedy nights and other events that encourage employees and students to connect outside of class.
14	Make sure the vision is visible around the campus
15	no
16	internal network (not social) for information, learning, and tracking for the college
17	Clearly define goals across each division/group, conduct proper and timely assessments/evaluations often, and discuss improvements and challenges regularly
18	More "all college" time. It is too easy to feel disjointed when we never see each other.
19	We need stability with our upper management/administrators!
20	Administrators drawn from faculty ranks (either from our college or from other colleges) and

	kept longer than one year.	
21	we need time in the weekly schedule to come together and converse. While community can be built around projects and work, relaxed time around food, fun, and activity is also important.	
22	More team building exercises and opportunities. Campus listening sessions where it isn't just the deans/managers listening, but opening communication for faculty/staff.	
23	I don't have any suggestions. But there is a decided "us" and "them" mentality.	
24	I know only that the math department has a strong sense of United purpose and community. I would love to feel more connected to other departments.	
25	More actual community - more events in the plaza, etc. (see question 45)	
26	More Staff Activities that involve moving work forward	
27	We have a gigantic portion of the workforce that is exploited labor, treated as peripheral, and yet teaching a very large portion of the courses. A large percentage of that part of the workforce is made up of women and people of color. No institution can call itself equitable under those circumstances. Think about Part Time faculty, and think about it seriously.	
28	CCC should work with the different communities	
29	Get faculty and classified and administration to have team building.	
30	Increase communication	
31	I suggest having more faculty and staff meeting for the whole college similar to all college day. These meetings could be used for exchange of information, suggestions and sharing of ideas regarding curriculum and scheduling.	
32	Make the college less about managers and more about faculty and staff (the people who actually work directly with the students).	
33	All college day is a one day, once a semester event. This is not sufficient time to engage other staff outside of the given itinerary. Other events and activities should be held year round with a focus on team building and unity should be held. Too many departments and staff/faculty are segregated to their areas and interactions between each are limited	
34	We need to have diversity, inclusion, equity trainings to help us understand who we all are and then provide opportunities for us to get to know each other as human beings. We need a clear vision of where we are going with shared values.	

Q41 Do you feel that you have a strong understanding of the meanings and differences between “Diversity”, “Equity” and “Inclusion”?

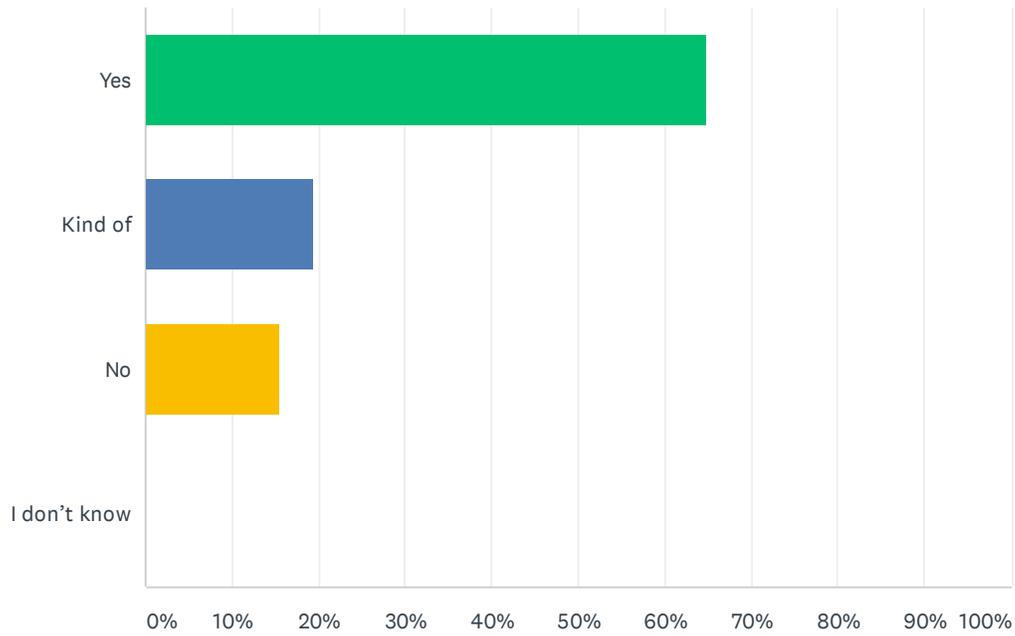
Answered: 79 Skipped: 40



ANSWER CHOICES	RESPONSES	
Yes	70.89%	56
Kind of	20.25%	16
No	6.33%	5
I don't know	2.53%	2
TOTAL		79

Q42 Would you like to engage in trainings and campus conversations about diversity, equity and inclusion?

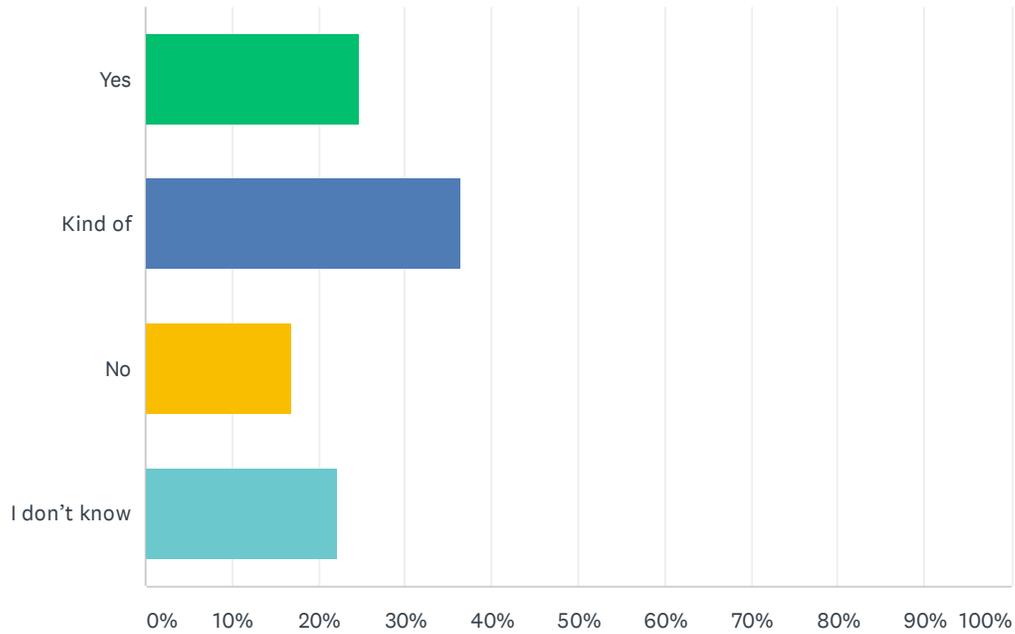
Answered: 77 Skipped: 42



ANSWER CHOICES	RESPONSES	
Yes	64.94%	50
Kind of	19.48%	15
No	15.58%	12
I don't know	0.00%	0
TOTAL		77

Q43 Do you feel that the hiring process at CCC is equitable?

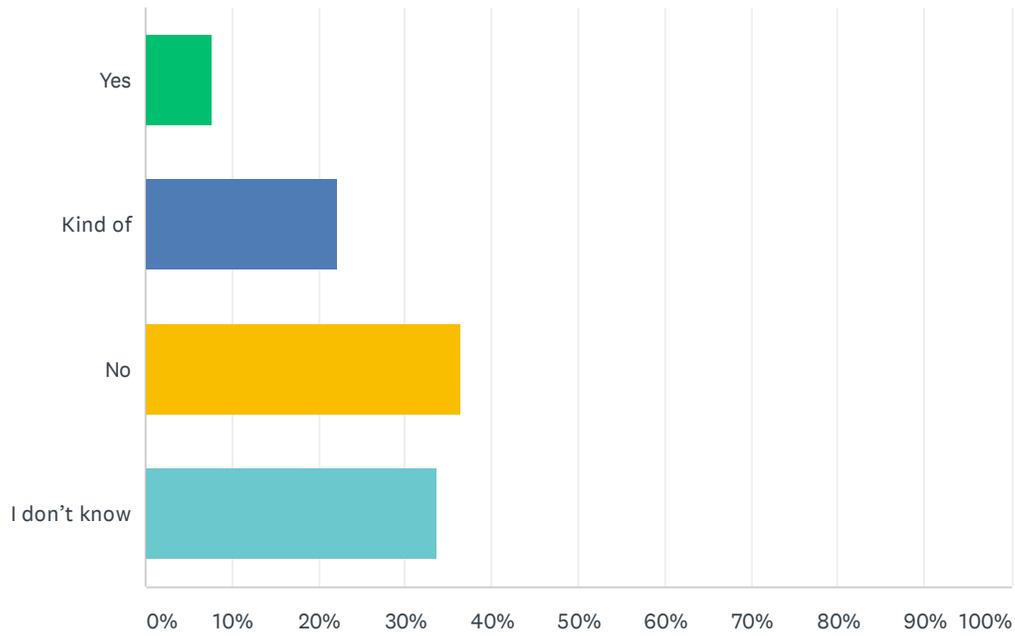
Answered: 77 Skipped: 42



ANSWER CHOICES	RESPONSES	
Yes	24.68%	19
Kind of	36.36%	28
No	16.88%	13
I don't know	22.08%	17
TOTAL		77

Q44 Do you feel that resource allocation at CCC (including budget and staffing allocations) is equitable?

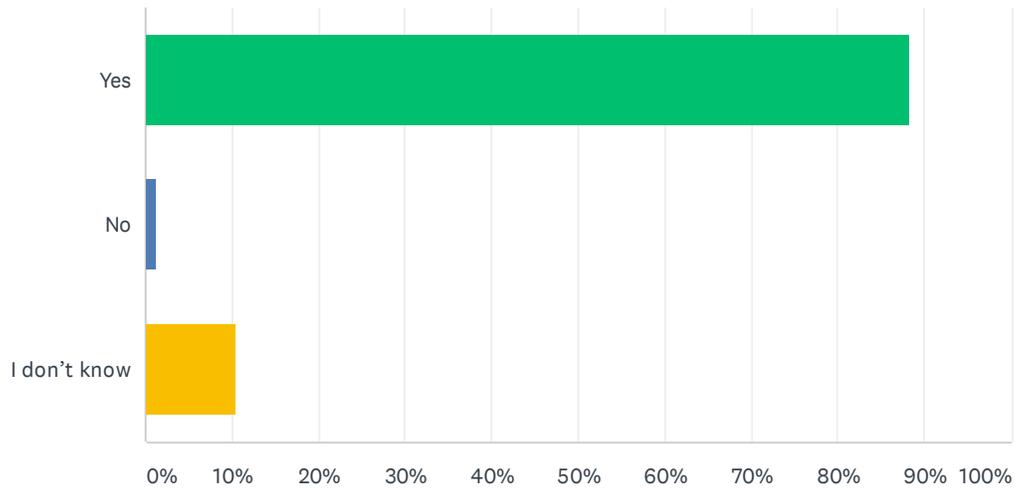
Answered: 77 Skipped: 42



ANSWER CHOICES	RESPONSES	
Yes	7.79%	6
Kind of	22.08%	17
No	36.36%	28
I don't know	33.77%	26
TOTAL		77

Q45 Would you like to see celebrations of the CCC community and its mix of cultures and expressions in art and displays on campus?

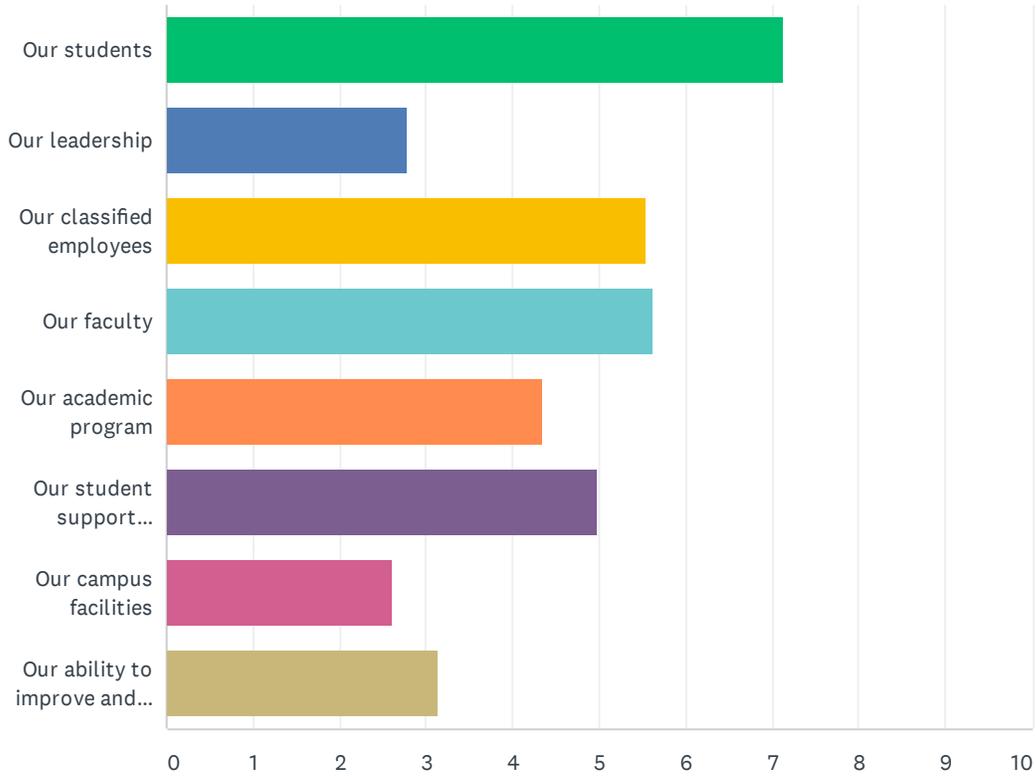
Answered: 77 Skipped: 42



ANSWER CHOICES	RESPONSES	
Yes	88.31%	68
No	1.30%	1
I don't know	10.39%	8
TOTAL		77

Q46 Please rank CCC's most impactful strengths

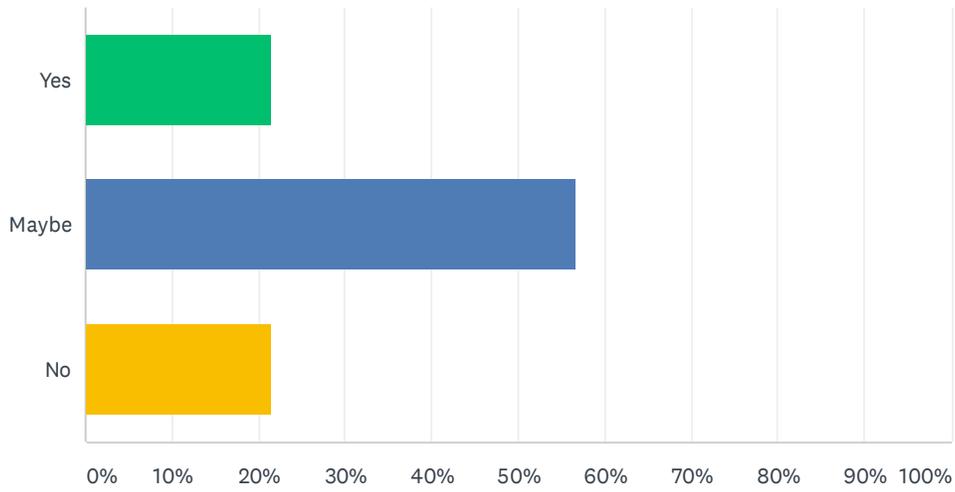
Answered: 76 Skipped: 43



	1	2	3	4	5	6	7	8	TOTAL	SCORE
Our students	72.37% 55	5.26% 4	6.58% 5	5.26% 4	5.26% 4	1.32% 1	2.63% 2	1.32% 1	76	7.13
Our leadership	0.00% 0	5.56% 4	9.72% 7	8.33% 6	4.17% 3	18.06% 13	13.89% 10	40.28% 29	72	2.78
Our classified employees	2.67% 2	24.00% 18	30.67% 23	22.67% 17	12.00% 9	5.33% 4	1.33% 1	1.33% 1	75	5.55
Our faculty	16.00% 12	24.00% 18	16.00% 12	13.33% 10	16.00% 12	10.67% 8	4.00% 3	0.00% 0	75	5.63
Our academic program	1.39% 1	11.11% 8	11.11% 8	25.00% 18	25.00% 18	9.72% 7	9.72% 7	6.94% 5	72	4.36
Our student support programs	2.70% 2	20.27% 15	20.27% 15	14.86% 11	20.27% 15	14.86% 11	5.41% 4	1.35% 1	74	4.97
Our campus facilities	2.74% 2	1.37% 1	1.37% 1	5.48% 4	9.59% 7	19.18% 14	38.36% 28	21.92% 16	73	2.62
Our ability to improve and innovate	2.78% 2	9.72% 7	5.56% 4	5.56% 4	6.94% 5	20.83% 15	23.61% 17	25.00% 18	72	3.14

Q47 Would you like to be involved in future stages of the Strategic Planning Process?

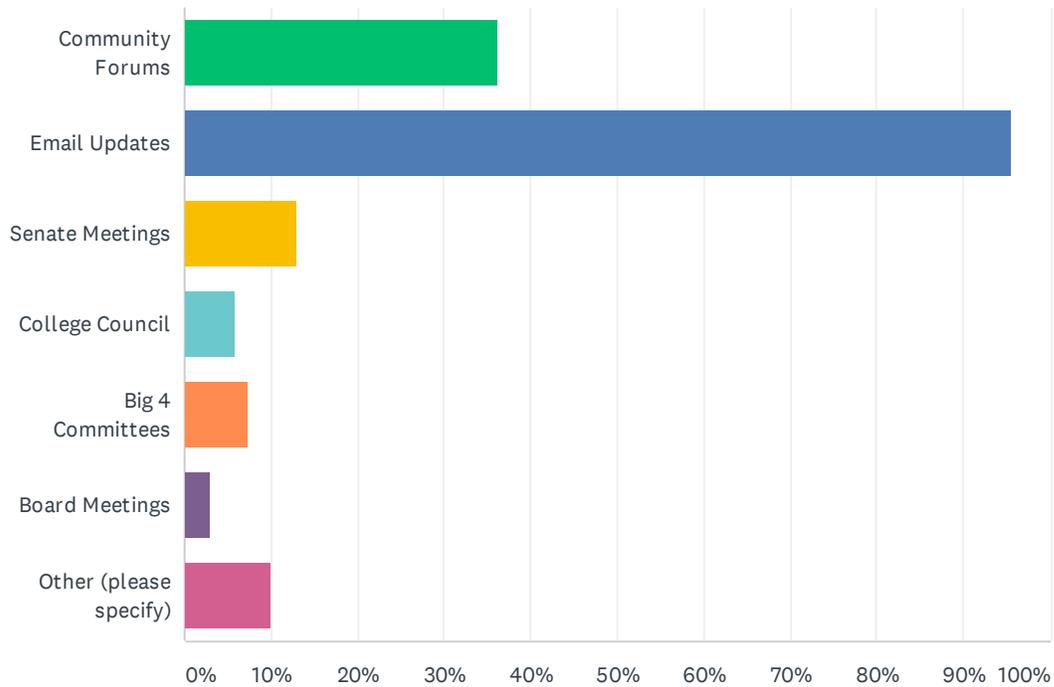
Answered: 74 Skipped: 45



ANSWER CHOICES	RESPONSES	
Yes	21.62%	16
Maybe	56.76%	42
No	21.62%	16
TOTAL		74

Q48 How would you like to receive Information about future stages of the process? (Please select all that apply)

Answered: 69 Skipped: 50



ANSWER CHOICES	RESPONSES	
Community Forums	36.23%	25
Email Updates	95.65%	66
Senate Meetings	13.04%	9
College Council	5.80%	4
Big 4 Committees	7.25%	5
Board Meetings	2.90%	2
Other (please specify)	10.14%	7
Total Respondents: 69		

#	OTHER (PLEASE SPECIFY)	
1	one on one appointments	
2	President weekly emails	
3	Division Meetings	
4	brown bag lunches or other informal gatherings (too many meetings where people have to be quiet and listen don't work)	
5	A centralized place for updates (from all committees) on our website	
6	First explain what is accomplished and what are the different meetings, forums etc are for.	
7	All of the above ;)	

Q49 Do you have any final comments you'd like to make?

Answered: 20 Skipped: 99

#	RESPONSES
1	No
2	Thanks for asking!
3	I wish I had time to be involved in this process, but we're so understaffed, esp. with Accreditation, that I can't participate.
4	Create a website to show the annual performance plan and the report. Make sure all strategic initiatives are measurable and aligned to our mission and vision.
5	As new faculty I found what I would consider ethical issues in my department that have not been addressed. I am still trying to make my concerns heard. This issue negatively impacts students and because of what I see as a hierarchical system student's voices and concerns are not respected in the way I understood was the goal and heart of the learning process.
6	Let's Do This!
7	Thank you.
8	We just need consistency, most issues on campus could be worked out if we had the people here.
9	Thank you for reaching out to all employees for their input.
10	Love this college and am amazed by the dedication of so many who work here. I would LOVE to see an emphasis on PROFESSIONAL DEVELOPMENT and the equitable allocation of resources for that, employee development programs, etc. There are few opportunities for advancement for classified staff, and few opportunities to acquire new skills. Would be amazing to be able to take courses for free here (even PE courses), but they are all offered during the work day. Employees could be a rich source of enrollment if there were courses available when they aren't working...
11	Let's do this, CCC! Let's unite, continue to get better and gain the respect that we deserve as a community and a college!
12	The "ranking" questions would provide you more accurate info with fewer options. 3 or 4 rather than 6 or 7. Siple math.
13	I am very glad we (as a college) are taking a look at ourselves and trying to fix some of the issues holding our students and our institution back! It is an exciting time to be working here, and I can already feel changes happening
14	Our high standards must be a commitment celebrated by all members in CCC. We can help students to success but we can not lower acafrmic standards. It would mean cheating our stydents.
15	Increase onboarding process for new staff members to have them feel involved. Evaluate capacity challenges in department and provide support.
16	Thank you for the opportunity to have a say in the future.
17	The great idea of this college started over 70 years ago. The college has not kept up with those same ideas. Why
18	I think that the college and district really need to consider hiring more classified staff to do the work that needs to be done, especially with something like Guided Pathways.
19	Focus on what it takes to get the students what they need and deserve to succeed.
20	Thank you Christina!