

SAC Scores Day – Fall 2024

Participant Survey Results

1. What is your division

	Academic Services	College Services	Student Services	President's Office	No Selection	Total
Count of Respondents	111	26	25	2	2	166

2. Your role at San Antonio College (By Unit and Role)

	Academic Services	College Services	Student Services	President's Office	No Selection	Total
Department Chair	1					1
Director	4	2	1	2		9
Faculty Member	80	3		3	1	87
Faculty Member, Program or Discipline Coordinator	18			1		19
Staff Member	8	19	1	19		47
Staff Member, Unit Leader		1				1
Unit Leader		1				1
No Selection					1	1
Grand Total	111	26	2	25	2	166

3. Did you attend the SAC Scores General Session Webinar on 27th September?

Yes 128 78%
 No 35 21%

No_ because ...

- a doctor's appointment
- am not on campus during daytime
- conflict in my schedule
- Conflict with other duties
- don't need to
- I am an adjunct and not required to attend.
- I am an adjunct and suggested that I simply wait for instruction from my Department.
- I had a previous appointment
- I had another committment
- I had no questions
- I have participated in SCORES for several years.
- I was at my other job.
- I was attending [B]enefits Orientation for Employees - 9/27/2024 Class.
- I was not available at that time. I am part time.
- I work at another job
- I work at the early childhood center and our center does not close for c the day

- in class at time
- No new information
- not interested
- Off on Fridays
- on leave - out of town
- out ill
- Previous engagement
- Schedule Conflicts
- scheduling conflict.
- scheduling issue.
- Sick day
- time conflict
- Time conflict with schedule
- time conflict.
- we have classes on Fridays and we meet in house because of that to make certain we meet all requirements.

4. Did you participate in your unit's SAC Scores planning, discussion, and response for deliverables?

Yes	143	87%
No	21	13%

No_ because ... - Text

- adjunct, don't need to
- conflict in my schedule
- I am a coordinator for Dean of Student Success
- I am an adjunct and not required to attend.
- I attended the webinar, but I am an adjunct and my work schedule only permitted time for the general session meeting
- I had no questions
- I have participated in SCORES for several years.
- I was at my other job.
- I work at another job
- off on Fridays.
- on leave - out of town
- out ill
- Previous engagement
- Same as above.
- scheduling conflict.
- Sick day
- Time conflict with schedule.

5. What was the most valuable insight you gained from your unit (discipline/departmental) conversation?

- A priority insight for our department was the ability to further simplify relations with clients across the campus while also streamlining how requests are made for deliverables.
- Ability to engage students and decrease student drops
- Advising did a great job this year preparing and organizing each group for their respective report-outs this year. The most valuable insight I gained was that everyone is much more engaged with the process when we all prepare and work together in advance.
- All was valuable.
- An opportunity to discuss progress of this years goals and discuss new goals for new year especially in a time of change for our unit.
- An opportunity to review the content of each course to determine its effectiveness
- Architecture is in the process of passing our DAR responsibilities on to new younger faculty to keep our "in-house" discipline understanding but we have an excellent SAC Scores Unit performance.
- Areas of needed improvement as well as what is working for us.
- Assistance.
- Better understanding of metrics
- big picture mentality/team effort
- Clarification on PGR expectations.
- Clear vision of goals
- Collaboration and discussion
- Collaboration and open discussion to reassess and review outcomes.
- Comparing the data.
- Enrollment is up. Number declined due to the Summer 2024 100% online courses. 8 out of 24 students failed. Spring 2024 numbers were 90%+. Summer 2024 numbers were 63%.
- enrollment's success and the count of accomplishments
- Every year thing seems to be getting clearer and clearer.
- Examples from other departments on how they utilize SAC Scores
- Finding areas we need to work on and develop a plan going forward.
- Focus on curriculum as a department
- For me, as a new employee, it was learning the applicable nature of SAC scores to the CSLO and PSLO's for our students.
- How all units in department work together.
- How important it is to come together and discuss what our goals are and to look back and see how we have done in the past.
- How to enhance students learning outcomes
- How to fill out the use of data forms correctly
- How to read reports
- I am still learning this process. Being able to observe my department and discussing SAC Scores was very helpful.
- I appreciated the insight I gained in my departmental meeting that showed how much the department had improved over the past two years
- I enjoyed working with others to better our program.
- I finally understand how we are measuring things. Some of the terminology has been confusing to me. Examples: Baseline, prior cycle, etc.
- I found that we have a team that works well together and have great ideas, and our ideas are welcomed and get put to use.
- I have a great coordinator and department Chair. They are clear in instructions.

- I learned more about the processes, procedures, and goals of my department.
- I was able to learn a bit more insight into each departments goals and programs. I learned how the SAC Assessment Center made decisions in changing fees and or where the funding and profits are applied.
- I was at my other job. I apologize for not attending.
- I was reminded that we can work together as a department to form goals and determine how to implement them.
- I'm able to ponder ways with which I can improve my scores.
- Increased knowledge of campus departments and their operations. Valuable to understand how to integrate better.
- Instructional Alignment between SLO's and course design.
- It is always helpful to take a moment to review KPI and Student Learning Outcomes as a team. We can use this data for department and self-reflection
- It was my first time participating so it was an overall interesting experience.
- It worked better as a guided and open conversation than in the past when we were working through the forms in Zoom.
- just making the time to share data .. and the time to share as a department.. is valued.
- Maintaining goals with accurate data.
- Most useful is the conversation within our discipline about what is going well and what needs to be improved.
- N/A
- NA
- New Marketing ideas for the unit and clearer understanding of the student trends.
- None
- One course needs to have revised SLOs and a different book. We found that the level of both was too high for our students.
- One of the most significant insights from our unit discussion is the tendency for conversations to lack a follow-through. Often, we engage in discussions that don 't lead to tangible results or actionable outcomes that benefit the team. There 's a need for more structured communication, ensuring that each conversation has a defined goal and a plan for implementing meaningful changes that enhance our collective efforts.
- One of the most valuable insights was the SAC's performance trends which help one of the areas of improvement, such as ensuring that part-time students enroll in additional classes.
- Organizational structure and unit goals
- Our Department Chair listened to us and actively supported us and shared everything he learned beforehand with us several days before SAC Scores Days. I think he did this because he felt actively listened to and supported by his administrators, which had a major positive trickle-down effect to his faculty and staff the day of SAC Scores Days! Good job all around!
- Our department's goals and how we are aligning to SAC Scores priorities.
- Our discipline does well.
- Our numbers improved.
- Our scores are usually very good. When we are below the 70%, it is because of extenuating circumstances. In the past, I have used the data to make changes to assignments.
- our strategies are working as designed.
- Our unit is meeting goals.
- our unit works diligently to be sure we recognize what statistical research indicates. Likewise, we have little control over what students decide.
- OUTREACH & TRACKING
- Overall goals for department and the statistics on reaching students falling below the 70% categories.
- Planning as a team

- Reassigning work to students and adopting more flexible deadlines leads to student success. We need to change the 4,000 word requirement and possibly drop one essay to lead to greater student success. Focusing on grading rubrics based on the SLOs would also help.
- Seeing everyone's contributions really shows how the entire department is working hard for common goals. When you work everyday, you don't really tend to realize what your work does to the bigger picture. It was great to take some time off to see that.
- Seeing improvement in PGR and retention
- Seeing the growth in academic standards through the numbers.
- Some of my colleagues at SAC, were able to address the concerns of how to get data to compile their percentages or numbers of how much they have improved or increased in student numbers.
- Spent time reviewing our metrics and discussing improvements.
- Team collaboration
- Teamwork. Working together for a common goal.
- That my overall teaching results was good.
- That our goal and plan are working.
- That possibly we are moving away from COVID as an excuse to not attend classes.
- That we are accomplishing positive outcomes.
- That we are all on the same page and we are all working together for the success of our students, program, and school.
- That we are doing our job well.
- That we are on the right track and we were so excited that our enrollment numbers increased.
- That we made progress in some areas, and that we need to continue working in others due to new factors presented in the last year
- That we met our goals.
- That what we were doing in the past was incorrect and that our department is better understands what is needed for this.
- The aggregated data does not provide sufficient detail to adequately respond in some cases.
- The historical fact that data provided is usually inaccurate.
- The importance of aligning our unit goals with SAC's Strategic Plan to better serve our students.
- The importance of SAC SCORES.
- The most valuable insight I gained from our unit conversation is how our work with people becomes data, which becomes stories, which become student success, and ultimately become awards and recognition.
- The most valuable insight I gained from the unit (discipline/departmental) conversation is there is a movement to discard academic freedom.
- The most valuable insight that I gained was that we are going to continue our Communities of Practice to improve the pgr, curriculum, learning, etc of each course that we teach.
- The need to focus on assessment review and strategic planning for the next cycle.
- The planning and improvement of additional student academic resources and success.
- The strategic planning discussion as a faculty group within the program in order to reflect on things that have been accomplished, not accomplished or proposed for the future.
- There were several trends that we noticed, and the conversation about how various faculty are improving written assessments was very helpful.
- Things holding us back are out of our control
- This is a useless exercise and a waste of money.
- Understanding our department dynamic and how we can work together to achieve a common goal.
- Understating how to attain a measurable goal, where I can show analytically how the goal was achieved.
- Valuable insight in the results.

- Veterans are not as successful as other students
- We all have a role to play.
- We are all having trouble getting students to turn in SLO assignments. Most of our SLOs are written (dictated by THECB) and a lot of students refuse to even attempt them.
- We are fine
- We are truly a part of the whole mission for San Antonio College
- We discussed where we wanted our programs to go moving forward. We also discussed what changes to the goals we needed to make to get where we wanted to go. Also, we discussed institutional and program challenges, and how we would overcome those challenges.
- We do a significant amount of data collection and reporting that we use to inform decisions.
- We help each other.
- We went over our WIG and how to prepare our Developmental Plan.
- We worked together to form a strategic plan for this year.
- What works and what does not.
- When we work together with the same objectives, we can achieve our goals.
- Which SLOs still needed improvement
- With intense focus on a singular item-we can make a difference!
- With so many new staff on the team, the process was one we completed as a group. This supported our team building outcomes as well.
- Working with the team all at once is very valuable.

6. How would you improve data conversations (Unit/Division/Institution)?

- Having a larger data set to look at. Our department didn't have very much data.
- ?
- 1) The data for the ESL Discipline is not accurate. We have both CE and credit students in our classes, but the data only reflects the credit students.
- 2) It would be much more valuable to do SAC Scores only once a year. The spring session data cannot be generalized because it is only based on one class. It becomes confusing then to do a mid term and yearly evaluation. The conclusions would be more relevant if we did it once a year. I feel that small disciplines/departments should have this option.
- 3) The forms could be streamlined. I feel like I keep saying the same thing.
- Adjuncts are not required to attend SAC Scores and often are the ones who should be in the conversation especially when a majority adjuncts are teaching the same course.
Are Dual Credit numbers reflected in the data and how can we hold Dual Credit instructors accountable?
- All the forms and different deliverables are too complicated and take away from the important conversations that should be happening because we are lost in the paperwork weeds.
- All was fine
- As a unit and division, we meet and go over the data and the brainstorm.
- ASC did a great job of communicating. No improvement needed
- Attend department meetings, gather information and share.
- Being more proacting with the team.
- Bringing more clarification on what is the main goal.
- By discussing the areas we need to improve to enhance students success.
- By establishing a more concentrated vocabulary on measuring deliverables and requests.
- By having the conversations more often.
- Consistent communication with staff.
- Continue to have open discussions.

- Continued Conversations about how best to use our resources and data
- Disaggregation of data to provide in particular by modality. Comparing 8 week courses online to 16 week courses in person doesn't work.
- Disseminating data into informed decisionmaking.
- Each unit should allocate some time throughout the year to make it a little easier when this time comes.
- Eliminate it
- Encouraging more collaborative discussions that incorporate diverse perspectives and include actionable steps for implementation.
- goals more reflective to our daily activities
- Have the college provide accurate data.
- Having a structured way on asking questions and conducting constructive conversations.
- Having this data means a lot to me. I want to do what I can to better serve SAC students.
- I do not have anything for this. The data was presented well and gave everyone the opportunity to see where we are.
- I don't know how to improve data conversations. That is a good question.
- I don't know.
- I have been at SAC for a year and a half. I have never been employed at a college. I am still learning a lot about the different committees and SAC Scores. I would suggest having a training or conversations geared toward teaching new faculty about SAC Scores.
- I really wish there was a guide to explaining the scores. It is very confusing overall.
- I think having more long-term data would help at all
- I think our conversations went very well at each level I was involved in.
- I think the process is effective.
- I think they are adequate as is.
- I think we are doing great at making data our culture already :)
- I wish I had the skill set to analyze data. I don't and I feel overwhelmed when analyzing data.
- I would like to see my data over more than one year. I usually am the only one teaching abnormal psychology and the N is very low.
- I would make it a little easier to understand with an explanation to why we need this data. I think when a person knows why we need it makes them want to keep better records and collect more detailed data.
- Improve accuracy of numbers provided.
- Improving data conversations within a unit, division, or institution involves fostering an environment that encourages open communication, data literacy, and strategic use of data for decision-making. Here are some strategies to enhance data conversations:
 - Create a Data Culture
 - Establish Clear Objectives
 - Enhance Data Literacy
- Improving the process, so we can foster a more results-driven environment where discussions lead to concrete outcomes and progress.
- It is satisfactory as is.
- It seems ok right now.
- It would be good to know what happens once we get to 100%. And it would also be good to know when and why faculty are held responsible for less than 70% stats when students make their own choices.
- It would be helpful to have a more standardized set of assessments for SLOs.
- It would be nice if we could additionally have a detailed briefing of how our division performed .
- Learning more about the measurements we are trying to achieve and how to properly report th data
- Less emphasis on quantitative data would likely improve our performance. While data is important to gather, creative analysis and thoughtful reflection are important as well.

- Less paperwork more discussion. Paperwork should be simpler to complete.
- Longitudinal data
- Maintain good in-departmental communication. Don't work in silos.
- Make it shorter
- Make it simpler to understand for those who do not use so much data on a daily basis.
- Many divisions that deal more with academics and faculty or student outcomes have more direct linkages to the data being reported than those of us who provide services to the community.
- Multiyear tracking on all data points. Seeing this year and last tells us nothing about trends or if we are moving in a particular direction.

Also, comparing fall to fall and not consecutive semesters makes it difficult to determine if initiatives are working as planned.

- n/a
- NA
- NA - We held strong team meetings to analyze the data as a department
- Need more people to be in the room to avoid Zoom and Teams communication difficulties.
- No comment.
- No need. As faculty members, we consistently help each other.
- No recommendations at this time.
- No thoughts on this
- none
- None at the moment.
- Not sure
- Not sure!
- Not sure.
- nothing
- Offer more campus courses
- Offer training sessions to enhance data literacy among staff, ensuring everyone understands how to interpret and use data effectively.
- OUTREACH
- Perhaps provide an alternative for adjunct faculty who cannot be there during business hours.
- Possibly having pre-set fillable data sheets that are unified
- Provide Deans and Department Chairs with more trainings far before SAC Scores Days so that they may prepare their faculty and staff well before the actual day. It creates a more harmonious and helpful atmosphere for something that everyone wants to work well together on! :)
- Provide examples, be clear about expectations and since doing this work - how SAC Scores is effective.
- Revamp Great Place To Work Survey.
- Revise departmental syllabi to eliminate the obstacles to student success.
- Stop doing it, and funnel funds to things that actually need to be done - like instructing students.
- That we continue the way we are and always trying to improve our scores.
- The conversations concerning data have to be discussed in terms of how it affects our goals and primarily how it will affect student learning outcomes. The numbers sometimes do not reflect the reality of what is happening within the program and institution. The data must be accompanied by what instructors are seeing in the classroom.
- The faculty forms have too much data, much of it not useful because the sample sizes are so small. We want to know why we always have to improve by 2%. It feels like the goal is 100%, which isn't feasible. It would be better if we could choose our own goals from a broader perspective rather than looking only at PGR/retention/identity.

- The forms, especially the LA forms, need to be revised: simplify, remove all the extraneous text that Yale design statistician Edward Tufte calls ""cognitive overload."

AI summarizes Tufte's components well. Each should be considered in revising the above form:

Edward Tufte, an expert in data visualization and information design, would likely criticize bad forms with excessive text for several reasons. Tufte emphasizes clarity, simplicity, and the effective communication of information. Here's what he might say:

Cognitive Overload: Too much text can overwhelm users, making it difficult to focus on the essential information. Tufte advocates for concise, relevant content that aids in understanding, rather than burdening users with unnecessary details.

Poor Information Hierarchy: Tufte emphasizes the importance of visual hierarchy, ensuring that the most critical information is easily identifiable. Overloaded text can obscure priorities, forcing users to hunt for important details.

Data-Ink Ratio: Tufte often discusses the ""data-ink ratio,"" which refers to maximizing the proportion of information to unnecessary design elements. Excessive text reduces this ratio, making the form inefficient.

Visual Clutter: Forms with too much text contribute to visual clutter, violating Tufte 's principle of simplicity. He would argue that the design should eliminate redundant words and optimize whitespace for better readability.

In short, Tufte would likely advocate for stripping down the form to its most essential components, using visuals or succinct bullet points to communicate more effectively.

SPOL has lost the linear narrative and reading that we have had in the past. One could readily see an overview. Now it's fragmented and confusing. While it may be better for the administration, it's not as helpful/useful for those who are doing the data entry.

- The metrics for measuring PGR and retention are unfortunately flawed. There are reasons that students withdraw from a course that cannot be helped by the faculty member. It is unfair to assume that PGRs and retention rates reflect fully upon the instructor. I am hoping that our district will work on disaggregating the reasons for course withdrawals more.
- There is a great need for communication (accurate and timely) within Units/Division/Institution. 90% of the time the Front Line Staff who truly know what is needed to help our student population be successful have no say in decision making and receive information on changes made mostly by word of mouth or from students themselves.
- There was a lack of response time for particular data that was requested during the process prior to the SAC Scores day. I didn't receive responses until after the SAC Scores day. There also were many tasks to fulfill on one day for coordinators and this can lead to confusion towards the data and forms. The assistance I received from staff towards the strategic planning was responsive and helpful. There should be a video of the SPOL steps for editing and fulfilling the strategic plan similar to the videos that are used for other forms. This was something that several coordinators have expressed and I believe it would help a great deal.
- They are fine.
- To continue with the practices we are doing.
- To embrace this experience and truly gain valuable information, we need to split up the three different parts of SAC scores. Having strategic planning, institutional data, and outcomes to review all on the same day is absolutely impossible. In my case, I have three disciplines, some of which have multiple rubrics, so I had 15 forms and three strategic plans to upload in one day. It's so complicated, and it really needs far more time than is given on one day for unit meetings.
- Unknown
- Until today what we have had help us alot.
- Use the time during SAC Scores Day to focus on reviewing Unit metrics and discussing improvements.
- We are doing a great job so far. We are always improving.
- We have strong data conversations in our program due to our accreditation process.

- We meet weekly for 4DX- focused on enrollment and retention.
- We need to have a better understanding of the reporting requirements and justification.
- We really are responsible for our Discipline and clear on what is expected.
- With practice, application, and staff (departmental) communication

7. Did you find the descriptions and directions in SAC Scores website helpful?

Yes	111	68%
No_ because ...	10	6%
No_ I am not aware of a SAC Scores web site	5	3%
No_ I did not use the web site	37	27%
No_ I had one-on-one sessions	1	1%

No_ because ... - Text

- Formatting, excessive text
- It is confusing. It needs to be simplified for each role/division and user friendly.
- no need
- Our program lead does this part
- the scheduling aspect of it wasn't clear, I gathered and put together the lay out from other employees.
- The Web site is okay, but there were some difficulties.
- The wording for SAC scores is still very ambiguous and I found the instructions somewhat misleading.
- There were problems with accessing reports remotely m.
- They don't reflect reality.
- Yes and No. It's useful to type in "SAC Scores" and then go to the options of schedule. The hyperlinked data in the LA forms seems much better this year, but a tech writer knowledgeable in Tufte's tenets could help. See above.

8. Did you participate in the SAC Scores support sessions?

Yes. They were helpful	51	31%
No. Because ...	15	9%
No. I did not need them	62	37%
No. I had a time conflict with schedule	18	11%
No. I had one on one sessions	7	4%
No. I was not aware of the sessions	8	5%

No Response 4

No. Because ... - Text

- I am a support staff, so my supervisor attended the sessions.
- I did receive any other follow up on any other task needed to be completed. I heard about others having task to complete and data to input and I assumed that was for them to attend if needed.
- I had no questions
- I reached out to another coordinator for help.
- I really did not think I would need them and I am always very busy advising
- My department had our own session
- no need
- Not useful bc i am not a coordinator
- One of our incoming DAR participated and found it helpful.
- Our department does not close for that day

- Our team had meetings with our director
- the instructions sent from Savithra are comprehensive
- Yes. But many times, the instructions felt rushed.

9. Having participated in the SAC Scores events, how aware are you of SAC's Strategic Plan and Institutional Assessment

Very Well	38	23%
Well	66	40%
Average	37	22%
Somewhat	13	8%
Not Aware	7	4%
No Response	5	

10. Approximately_ how many hours did you spend on SAC Scores other than on the SAC Scores Day (Including SAC Scores planning_ discussion_ response time for deliverables)

125 responded with a numerical value.

Average	7.0 hours
maximum	80 hours
minimum	0 hours
median	4 hours

11. Would you prefer SAC Scores Day to be held in person or via Zoom?

Via-Zoom Only	77	46%
Both In-Person and Via-Zoom	76	46%
In-Person Only	9	5%
No Response	4 (2%)	

12. Would you like other events to be held on SAC Scores Day?

No	139	84%
Yes	20	12%
No Response	7	

Yes_ they are ... – Text

- Additional training
- Anything
- Appreciation luncheon or snacks.
- Department awards for accomplishments
- Informative and provide a sense of commonality.
- Most staff do not have anything to do with sac scores day. Ww juat do our work, its another work day. I dont sac needs closure eifher. Its only for coordinators, leads or chairs.
- Not sure. It would depend on what those events were.
- Professional development or time to just work on other pending things
- Team building events.
- The week of SAC scores would benefit from an open lab, both Zoom and in person.

- via zoom
- We should not have afternoon events since that is when coordinators are trying to get all the paperwork submitted.
- Yes, if they're related to SAC Achievements/SAC Data, etc.
- Yes, perhaps breakout sessions focused on specific challenges or best practices.

13. In our ongoing cycle of improvement_ we'd like to ensure SAC Scores Day provides opportunities for reflection_ teamwork and innovation. Please provide recommendations you'd like the team to consider when planning our next SAC Scores Day.

- 1) The data for the ESL Discipline is not accurate. We have both CE and credit students in our classes, but the data only reflects the credit students.
- 2) For our discipline, it would be much more valuable to do SAC Scores only once a year. The spring session data cannot be generalized because it is only based on one class. It becomes confusing then to do a mid term and yearly evaluation. The conclusions would be more relevant if we did it once a year. I feel that small disciplines/departments should have this option.
- 3) The forms could be streamlined. I feel like I keep saying the same thing.
- 1. Make Unit Level Work Hours from 10:30am-3pm as in the past. Our Department Unit Team Leads continued meeting with their Teams until 3pm (although Agenda said 2pm) this year; we need and use that entire time to allow staff to view the Team Metrics and share input which is used by each of our Team Leads to create a Summary Report, as well as use that time for staff to finalize the Use of Data Forms. Also, although College is closed, our Team is impacted when Techs are pulled for unexpected Tech assistance on SAC Scores Day; that pulls the Tech from time scheduled for them to meet with their Teams to discuss improvements.
- Better data - give me the counts of students dropped in addition to other data. Better explanation of where you are getting data. I don't always believe it is accurate since I can't match to my classes (you lost some of my students).
- Consider incorporating more interactive workshops that allow for hands-on practice and real-time feedback."
- Consider making the forms/reports easier to complete.
- Current plan works.
- Data gathering/reporting basics class WAY before SCORES day!
- Don't know
- Focus less on filing online reports and forms and focus more on providing time for faculty to meet together.
- Giving everyone a "HOW TO" or "A SAC Scores Purpose" 1-2 HR In person session to help all campus faculty and staff be better prepared and aware of the event it's self.
- Have an introductory session for newer faculty who may not be as familiar with SAC Scores.
- History of SAC Scores why it was created and why it is important to continue to keep tracking.
- I am not sure at this time but if I can think of something, I will inform my supervisor so they can escalate.
- I believe we are on target and doing very well.
- I do not have any at this time
- I don't know.
- I don't see the point of the whole thing. I don't think we need to do things like this. We grade our students and that determines how they are doing.
- I have no recommendations. It was ran smoothly and was informative.
- I like it just the way it is.
- I think more time should be given to those program coordinators that only have two or three full-time faculty members to serve on the Discipline team committee.

- I think some departments do a great job with utilizing SAC Scores day. I think you should highlight those departments.
- I think the process has been consistently streamlined. I would continue to seek ways to make it more concise.
- I think the SAC Scores day should be totally devoted to department/program discussions and work on data. The other events interfere with the work process.
- I think we need to remind program coordinators that SLOs are the focus of curriculum and assessment, not simply how the program coordinators do things as faculty.
- I would recommend only 1 zoom. Departments are also using this day for final meetings and submissions, so it is challenging to have 3 required zooms on one Friday
- Ice breakers
- I'm concerned about the ratio of male-female students as well as students who have never been in college before and their classroom success.
- In person or Zoom drop in workshops might be helpful to some departments
- Just making sure as many people are able to participate and engage as possible.
- Maybe have it only for half a day
- Mental wellness seminars. I think having team building activities would be helpful.
- Most of our work occurs before the SAC Scores day. Several of our staff work in the evening on Fridays, so they are only able to participate in the team work beforehand.
- Most staff do not have anything to do with sac scores day. We just do our work, its another work day. I don't think sac needs closure either. Its only for coordinators, leads or chairs. Encourage team building activities.
- Move the event back one additional week. The start of the semester is always challenging.
- Move to SAC Scores 2.0.
Hold a design thinking workshop on how to make revisions in SAC Scores forms and activities. Let faculty and other stakeholders know their revisions count.
Since program coordinators have the lion's share of work, their duties might be evenly distributed to a committee. Better distribute the work.
Revise forms using Tufte's tenets. Enlist the help of a knowledgeable tech writer to present well-designed forms.
Integrate a more linear and chronological strategic plan view with SPOL instead of the fragmented one.
Since the strategic plan is about an overarching vision, SPOL deters this.
- N/A
- NA
- No coment at present time.
- No input.
- No recommendations
- No recommendations at this time
- No recommendations at this time.
- No suggestions necessary.
- No.
- none
- none at this time
- None at this time.
- None.
- Not sure
- Nothing we look at is of any use. Five year days sets might be significant.
- Please consider breakout sessions for the various devisions.
- Please eliminate Scores day. It has no value.

- Please limit the kick off and day-end meetings. Please consider splitting up the Learning Assessment portion from the Institutional Data and Strategic Planning. Perhaps we focus on IR and SPOL in the fall, and Learning Assessment at spring SAC scores.
- Pre-Event Preparation:
 - Data Pre-Distribution: Provide teams with relevant data and insights before the event to allow time for analysis and preparation.
- Provide updates and training.
- Shorter and easier
- Strategic planning does not need to progress all the way to the discipline level. The department has a strategic plan to which all disciplines contribute. It is very time consuming to copy the department plan multiple times just to have to go in and delete everything that does not pertain to a particular unit.
- teamwork activities are always best. I feel like when you get a team to work on other things together, you can see how diverse their qualities are. This will help the team to realize what their coworkers actually bring to the table.
- The data is meaningless until those with 100% on all their SLOs are looked at. We are comparing apples and oranges within the same department in the same course.
- The forms: please review them to be more intuitive, with simple language not rooted in corporate-speak. The forms: rename them to be descriptive rather than LA4, etc. The day: There is not enough time to do the serious reflection and discussion, attend all the required events, and then input our deliverables in a single day. The date: this should not happen in the middle of the semester. Why not move this to convocation week so we can set intentions and make plans for the next 16 weeks? I very much support the goals of SAC scores, but you must know that the above issues do not foster faculty buy-in. Please seriously consider creating a task-force including faculty and staff to help guide these changes.
- There should be a video of the SPOL steps for editing and fulfilling the strategic plan similar to the videos that are used for other forms. This was something that several coordinators have expressed and I believe it would help a great deal.
- There were too many meetings this time. Writing meaningful reports is hard with so many obligations. Too much information in the opening session could have been an email.
- This was the first year Advising was expected to be open all day while the rest of the campus was closed. This did not allow advising staff to participate in any of the activities outside of the reporting requirements and morning meeting. It made SAC Scores Day less interactive and inclusive and therefore, less enjoyable overall.
- To have a planning day, the day before.
- We do our very best to make it an opportunity for reflection by all of our Adjuncts, especially. We need to quit adding more and more unexplained distinctions of students... and the problem remains that when one has only 1 or 2 students of a particular sample set the numbers sky rocket...
- We really appreciated the schedule this year and for the gathering that were on Zoom.
- We should have more time to turn items in or we should receive all reports and data prior to the start of SAC Scores "week(s)".
- Why spend so much time on extraneous 'stuff' when we could be grading and communicating with students about how to improve?
 What are the HIPs for engaging students, especially considering those who are inconsistent in completing and submitting assignments?
 What discussion is given by Advisors when students indicate that they are working 2 or more jobs but still sign up for full time course schedules?
 Why not hire more librarians, on-site tutors so that students have access to professional/faculty librarians during the weekend or after hours?

- Would like to see that the report out process curtailed. I do not see the value in this. It takes away from the time that we have to complete the work we need to do and the time to spend with our staff.

14. Are there any additional recommendations_ comments and/or kudos you'd like to offer for the IPPE Team regarding any portion of SAC Scores Day or the events leading up to SAC Scores Day?

- ALL were very helpful. Thank you.
- Appreciated the SPOL training sessions offered online and in-person
- Awesome work!
- Catherine Coppersmith was extremely helpful in one on one sessions, and Jolinda Ramsey continues to be an invaluable resource. Please consider creating step by step videos for every form and process that we need to do on SAC Scores day. It's so much more helpful than a printed user guide. Please provide the IR data to disciplines as soon as it is available, so that more work can be done ahead of time in preparing for the meetings. In your announcements, guides, and training, terms like "KPIs" and "deliverables" sound very business-like and can make academic eyes glaze over. Keep the terminology as simple as possible, and remember that all the acronyms can be off-putting to those who only deal in these systems twice a year. Just tell us what we need to do.
- Catherine was very helpful in reviewing our submissions.
- Consider making the forms/reports easier to complete.
- Create more use friendly forms and open up communication all the way to the chancellor and the board. Stifled communications lead to problems.
- Cross-departmental reviews.... and seek higher goals when objectives are achieved.
- Dr. Eratne is a wonderful person to work with and he is always available to answer questions or concerns.
- Every thing done well
- Great Job Team
- Great job to the IPPE Team and the leadership. Everything is so easy, clear and well organized.
- Great session and great teamwork by the organization team.
- Great work for all you do! Thank you for being amazing and keeping the college in an ever improving state.
- Great work!
- Great Work. Thank you.
- Hold it once per school year.
- I appreciate all the hard work you do to collect the data. I heard there were a variety of snacks, but I would have liked the option to know what they were providing so I could have had the option to go by.
- I appreciate the work you all do, and I think it would be more productive in closer consultation and partnership with faculty and staff who produce the deliverables.
- I attended a few of the sessions and I believe they were more helpful this year versus last year. Thank you for sending out the emails with detailed instructions. I also learned more about the SAC Scores website and how to navigate through it.
- I have a high regard for the important work that the IPPE team does. Much kudos and appreciation for the help that is offered before, during, and after. Thank you.
- I just want to say that your office is always there to help.
- I know you work hard during this time! Thank you for all that you do!
- I like that there 's now time for chair feedback. Continue spreading out activities. Streamline the process. Give us more creative ways to work with data. Don 't hold the opening session unless there 's a good reason to do so.
- I like the whole college having one goal on a day...such as SAC Scores.
- I like to thank the IPPE Team for providing one on one assistance when needed. Very helpful.

- I personally didn't have any other task aside the SAC Scores Form and from there I didn't know what else to expect or what the form would be used for.
- I think this is an important endeavor and want to be able to contribute my best-but I feel so unknowledgeable in data collection/analysis that I struggle with submitting the data.
- I understand the value of the data we are collecting, and I appreciate that the IPPE team is dedicated to this
- I would like to attend
I'm not sure why our department is not closed when most departments are and our student parents are not on school
- Kudos to Catherine Coppersmith, she's very helpful.
- Kudos to Catherine Coppersmith. She was always available to meet with me one on one and to answer any questions I had.
- Kudos to Dr. Hong. I loved her presentation.
- Kudos to Eratne and my department.
- Kudos to Institutional Research for compiling all the data for the presentation! Thanks to your investment of time in analyzing and selecting the right data, we at SAC now have a clearer understanding of our current status and our areas for improvement.
- "Kudos to the IPPE Team for their hard work and dedication! The events were well-organized and facilitated meaningful discussions.
- Kuos to the IPPE team for clear instructions.
- Learn more each year. It's a lot to figure out but as we do it more is making sense in terms of learning what we do, doing it, and learning to do it better.
- Ms. Coppersmith was fantastic in helping me and other members of my team with SAC scores.
- N/A
- NA
- No
- No input.
- No recommendations at this time
- No, I don't like it. I'd rather focus my attention on the students and things that directly help them.
- No, sorry.
- No.
- none
- None.
- Outstanding support! I am beyond grateful to Rosalind Ong and Catherine Coppersmith for the patience. They both take time to collaborate one on one when a chair/coordinator is in need of support!
- Rosalind Ong did an excellent job facilitating SAC Scores and so happy for her and her promotion.
- SAC Scores is informative, as well as necessary for improvement
- See above
- Some of the forms are difficult to use, even the 'new' platforms seem not to provide guidance on their use. Pretty frustrating. Wastes time. Inefficiency does not make the work easier or consume less time.
- Splitting the department strategic plan by discipline is arduous and unnecessary. The amount of copying and pasting and duplicating the department strategic plan across all the disciplines under the rubric increases risk of data entry errors. This process can be simplified tremendously.
- Thank you for all the team everyone was VERY helpful and professional doing it!
- Thank you for offering info sessions to those who needed them.
- Thank you for your time and resources!
- The faculty data sheets were received early, for the most part. That was very helpful.
- The IPPE team are responsive to faculty requests for information and clearly try to make the process go smoothly.

- The IPPE team works very hard and is very kind in assisting. Thank you for all you do.
- The response time and help from Ms. Coppersmith enabled me to complete the tasks. I appreciated being able to meet in person. The email to the general sac-scores seemed to get lost and lag in response time without knowing if any particular person received the email.
- The staff is wonderful in answering any questions.
- The website is helpful and support sessions are helpful.
- They did a great job.
- You guys are terrific!
- Your team put on a very informative and engaging event. I commend you on your successful event.

15. How would you rate your overall satisfaction with SAC Scores Day events (on the scale of 1 to 10)?

	Academic Services	College Services	Student Services	President's Office	No Response	All
Very Dissatisfied (1)	4					4
2	4	1				5
3	5					5
4	4	1				5
5	7	1	1			9
6	14	1	1			16
7	15	4	8	1		28
8	21	5	7		1	34
9	9	6	2			17
Very Satisfied (10)	23	5	4	1		33
No Response	5	2	2		1	10
All	111	26	25	2	2	166

8-9-10 range 51%

7-8-9-10 range 67%