1. What is your division

	Academic Services	College Services	Student Services	No Selection	Total
Count of Respondents	63	15	18	3	99

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

	Academic Services	College Services	Student Services	No Selection	**Total**
Department Chair	3				**3**
Director	2	1	3		**6**
Faculty Member	43		1	2	**46**
Faculty Member_& Program Coordinator	4				**4**
Program Coordinator	4				**4**
Staff Member	4	11	14	1	**30**
Staff Member &_Director	1				**1**
Staff Member, Director_& Program Coordinator		1			**1**
Staff Member, Faculty Member & Director		1			**1**
Staff Member & Unit Leader		1			**1**
Unit Leader	2				**2**
Total	**63**	**15**	**18**	**3**	**99**

3. Did you attend the SAC Scores General Session Webinar on 23rd February?

Yes   74 75%
No   25 25%

No_ because ...

- Because . . . ?
- conflicted with Academic Decathlon volunteering
- I am adjunct faculty
- I am an adjunct and I was at my full time job during that time.
- I am part time.
- I don't remember
- I had a class
- I took the day off because my daughter got married.
- I was busy preparing for our department meetings on SAC Scores
- I was needed in the office
- I was not available.
- I was off campus at another college approved event
- i was out of town

- I work in Early Childhood Department and we don't close for that day_ we still have children.
- im an adjunct and have a day job.
- my niece got married out of town.
- No required and have no interest
- old hand at this
- on leave at that time
- provided information to supervisor
- t
- waste of time

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

Yes	84	87%
No	13	13%
No Response	2	

No_ because ... - Text

- I am adjunct faculty
- I was needed in the office
- I was out of town
- In Natura Sciences we follow a protocol that does not require unit discussions for adjunct faculty.
- not required and have no interest
- provided information to supervisor
- we did not need it.
- We met at a different time
- work in the classroom and we don't have that time to participate in any of this due to that our department remains open.

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

- That our Dept. data. is fairly stable.
- Data awareness
- data connected to strategic planning
- Departmental Conversation throughout the fiscal year.
- Didn't have one
- Faculty sharing ideas and ways to improve our discipline for student success.
- Forward thinking_ analyzing our strengths & weaknesses
- Get our SLO's in ontime or get on the naughty list. If we missed the dates_ we would be penalized for not adhering to the turn-in policy.
- Good opportunity to share and come together to discuss goals.
- how inaccurate the data provided is_ especially when you are CTE program.
- How well some of the metrics are charting upwards for some of my units.
- I am looking forward to seeing how my students compared with the rest of the students in each course.
- I am not the DAR_ we discussed the outcomes
- I am still unsure if SAC Scores is the same as assessment.
- I believe the snacks provided in the afternoon helped to keep the team energized and alert. As a result_ they were able to stay focus on the assigned tasks.
- I gain virtually nothing from this day. I'd rather our department be excluded_ since we are required to work anyways.

- I learned that I need to grade my students more leniently.
- I realized that reflecting on my course PGR helped me to recognize how much I have tried new techniques to enhance learning.
- I'm not sure that any insight gained was proportional to the amount of time and stress spent preparing the deliverables.
- IR data is a great resource at showing our progress
- It was a great topic of discussion with my faculty and staff overall with dept. goals.
- It wastes a lot of time at the beginning of each semester: time that could be spent helping students get settled into their classes We waste so much time doing "4DX" stuff for others to check-off "done" on their lists. It really does not accomplish all the theoretical things we get told every semester. With three separate_ multiple reports for "things" (and now the 4DX summit mixed in the same day)_ it has become a joke and worthless to many of us. Faculty in most disciplines already talk to one another_ even in a less "formal" way_ share ideas_ and make changes as needed. To document all that in reports generated by non-teaching administrators or staff personnel only shows the silliness behind most of it
- It's good we get to review our metrics as a team.
- Knowledge of the other discipline's PGR and it's influence on the dept's overall rating.
- Lot's of conversations were had about assessment norming and considering our use of our Assessments within certain courses.
- N/A
- n/a
  At this point_ my courses are in great shape; students are doing well IF they do their assignments successfully.
- NA
- None
- Nothing except being honest about your date will be used against you by nasty faculty.
- "Nothing new or different. All training_ videos_ conversations_ etc. are the same thing every year. It just seems to take time away from our work and meeting deadlines.
  And this is only one of 3 or 4 yearly employee requirements that doesn't seem to make any difference in what we are asked to do and keep track of on top of our work load.
- nothing really stood out
- Nothing. The data is too small of a snap shot. Give us longer term data over years. Also all the thresholds are just arbitrary. Why 70%?
- Noting really. We have the same conversation every year.
- Our department has had such large turnover from the Fall of 2023 to the Feb. 2024_ that the term "pivot" resurfaced. Coupled with the changes to the college administration and new directives regarding revenue over services_ our team was moving in a survival mode for the months leading to the mid-year review and just now beginning to regain the resources required.
- Our focus
- Reviewing tangible evidence of student and staff support.
- Still a lot to learn. Time constraints are the biggest issue to battle and I'd prefer SAC Scores lining up to the end of the Spring semester or late spring as opposed to February.
- That a lot of the changes we are making that are not changing the outcomes. This is a disappointing finding_ but is true.
- That much of what is reported is outside my control. I cannot make students do their work or attend class.
- That SB17 has now infiltrated and altered the way that we analyze how learning is experienced in our classrooms_ an insight that is reflective of our state government's attack on academic freedom and the freedom of speech.
- That we are all on par doing our part.

- The desire to grow and become a stronger team!
- The information provided.
- The most valuable insight was that I witnessed the dedication of our departmental faculty and the collaborative spirit with which they approached SAC Scores.
- The most valuable insight was to be able to compare my PGR and CCR rates with the departments.
- The review with the team
- The staff is really interested in detailed information regarding SAC scores and the overall goal of SAC Scores. The staff has not felt involved to the detail they feel is necessary to make a positive known impact for the colleges strategic plan.
- This kind of statistical gathering is irrelevant to teaching.
- to improve communication and interpersonal skills with interactions with other students.
- To see our progress and what delays on projects and why.
- Understanding the data we reviewed and how to improve.
- Unifying over common goals
- We all seem not to understand why incremental improvements_ which will soon arrive at higher percentage rates (from 70 to 72_ 72 to 74_ 74 to 78_ 78 to 80_ etcetera) are possible given students' diverse engagement -- and how faculty members are to assure that striving for these higher success rates can be retained despite variability of course participants' efforts.
  aside from that_ when we respond with understanding and provide for a few extra days work on the 'late' assignment before a submission_ students do better_ remain in the course_ and continue in their efforts to succeed.
- We are a small team - we are dedicated and have innovative ideas
- We are in the process of making many changes and new decisions. We have gained a new director and have creative insights being presented to awaken new visions for the future.
- we got to analyze variety of different kinds of students who is struggling and not...
- We had a goal that wasn't working_ so we came up with a better one everyone is happy with.
- We had unexpected but welcome improvements in some PGR and SLO results.
- We have new faculty and new program coordinators; we need updated training on how to execute SAC score requirements
- Working together as a department

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

- A data conversation is . . . ? (: - ~)
- Additional training with detail instructions.
- Allow units to talk among themselves to share_ make changes and improvements without having to fit into some ill conceived formatted set of forms designed by folks who do not teach_ or obviously_ teach very little.
- Be more specific and tell instructors what they need so we can get it done. We get confused sometimes with all the emails from different units and often times they are conflicting with what is finally needed to be on our SLO reports.
- Better Metrics.
- By encouraging our administrators to stop rolling over when the state government attacks our constitutional rights and_ instead_ stand up for academic freedom_ the freedom of speech_ and actually attempting to right the wrongs of white supremacy_ patriarchy_ and imperialism.
- Completely revise the entire process from top to bottom
- data not really for staff
- Due to the nature of our program_ a lot of the data we analyze isn't indicative of how our students are actually doing in the program. We wish we could spend time on things that will help us strengthen our

program_ rather than seeing the same type of data over and over. We can understand how non-CTE programs may benefit from this analysis_ but we don't find this exercise very beneficial to understanding our students or identifying weak spots in our program.

- Ensure data collection timeframes are consistent.
- Ensuring the team is aware of the data on a monthly basis.
- Exclude students who dropped course.
- Getting everyone to participate
- Give us much more data_ give years not a year_ I might teach one sections of that course and modality in a year_ what does that tell me. Give me five year. Give me breakouts by all type of data_ also me to disaggregate data.
- given information to includes data plan and condition met with qualifications assessment to create new ideas for this department.
- Have consistency with conversions across the Institution.
- Have enough data where the numbers mean something. Having such a small N does not tell an accurate story. Also_ when will those with 100% and all A's be addressed? That should be addressed before those who actually have ethics in their curriculum development.
- Have the data reflect academic performance rather than demographic groups.
- Having only a single semester's data for comparison does not show longer trends over several semesters/years. It would be instructive to have this data because making academic changes off a single semester's data is foolish for individual faculty.
- I am not the DAR
- I am still unsure if SAC Scores is the same as assessment. So_ maybe changed the name from SAC scores to Assessment Day_ if it is supposed to be assessment.
- I appreciate receiving the forms from Savithra.
- I think I would give less weight to quantitative data from the Use of Data Forms and would instead rely on faculty qualitative analysis.
- I think that our data should be aggregated in a way that separates out online courses into their own PGR/Retention date---and then course starts as well. Our discipline has noticed a major difference in student expectations and ability to finish in 2nd 5wk and Flex 2 courses more than any other. Finally_ we should also aggregate the data for HS/DC students VS Traditional college students (this may be more difficult in some courses that have both DC and traditional college students in them)
- I think the communication from IPPE is stellar. However_ in my opinion_ the entire SAC Scores process is outsized to its usefulness. It could be simpler_ more streamlined.
- it is higher administration who should be having these conversations
- It needs to be done a little at a time. Doing everything at once for the sake of reports and awards doesnâ€™t accomplish anything even close to the potential we have to learn and improve. Some of the categories for which we receive data also arenâ€™t useful because the samples are so small that the results are meaningless.
- It would be wonderful if we could see reports and comparisons more quickly_ even on our own. Currently_ the Math Program Coordinator must produce these comparison reports.
- It's also good to revisit the 'core' data like what are the stats on our students (First Gen; Student Parents_ students who do not persist … percentages kinda things). And_ it's also good to hear about how SAC Scores ties into the overall ACD strategies/supports the ACD strategic plan. I think people need to be told the big picture to see how the seemingly small actions in their department matter to SAC and overall ACD.
- n/a
- NA
- No comment
- None

- nothing at this point.
- Our college services division is very different from the academics_ so we have had excellent discussions in how we relate and complement the college's overall plan.
- Our lead delivers the data to us regularly I don't think we need to change anything.
- Our team already does well discussing data; we spend time on SAC Scores Day as a Unit and review our data and discuss improvements.
- Our Unit discusses our data on a regular bases. I would like the Division and the Institution to conduct Monthly Updates on Zoom or Teams on how are moving forward as a whole. This way we continue to stay on top of our progress and not fall behind assuming everything is fine.
- Perhaps the faculty in a given subject areas could meet for a rounding session.
- Provide the college's definitions and information on desired success rates [where they came from and how they function in other CCs; how the moving target of success has been proven effective and what strategies have been most effective with FTICs and communities like SAC.
  The faculty seek ways to appeal to_ engage with_ and inspire students through collaboration_ but the mystery of how the 70% success rate is subject to a series of percentage increases and must be bested with another projection and result higher and higher over time is difficult to comprehend.
  What happens when we project 80% and the result in 62% -- and data shows that course participants who work more than one job_ have family responsibilities_ complicated transportation_ and have food insecurity are in fact doing as much as they can given the circumstances to sustain enrollment and succeed?
- Reduce the morning sessions in order to provide the afternoon department sessions with more time to brainstorm improvement strategies.
- SAC VA staff is developing a strategic planning information session monthly to discuss our progress_ foresight and planning regarding the strategies SAC VA should employee to support the college mission and intended strategies to meet the needs of our students and the initiates to ensure are students' success.
- send periodic email reminders with links to where the different data resources are located and how to use it for what form section it belongs in.
- Simplify the LA form. It is so complicated that we get caught in the weeds of what to put where and lose sight of the main purpose. Having everything inside SPOL is great.
- Since we have gone paperless and have implemented some great software to manage accommodations and testing. We keep challenging the software to customize the data to meet our specific needs and keep track of data to easily pull and see in everyday management and overall objectives.
- Stop changing the forms
- Streamline the forms.
- The amount of forms and documentation seems to increase each semester. I feel the work is important but gets lost in the amount of documentation that is required each semester.
- The data it not valuable or statistically significant unless we are measuring like variables. Courses need to separated by modality_ term_ and dual credit for this day to have any value.
- The day went well.
- Too much talking and not enough doing / working.
- Unit and Division
- unsure
- We are planning ahead.
- We could improve this process by separating the three large elements that we are attempting to cover in one day. There is no way to have meaningful conversations when we combine them all on to one day_ and do it twice a year. My program has three rubrics to cover_ so for most elements_ I have three separate rubrics/forms to address.
- We discuss it at faculty meetings throughout the month which is helpful. We do a piece at a time.

- We really need part of term and modality included in the data.
- We uphold our own internal data to ensure the utmost accuracy and reliability of our information..

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

Yes	56	58%
No_ because ...	16	16%
No_ I am not aware of a SAC Scores web site	7	7%
No_ I did not use the web site	17	18%
No_ I had one on one sessions	1	1%

No Response   2

No_ because ... - Text

- A little
- Everything that we have to do and submit is so complex that I feel I am starting from scratch each semester and really need the checklist and instructions.
- I am adjunct faculty
- I have no idea what that is. I'm an adjunct.
- I only looked for the Campus Closed notice.
- i was in my first 30 days with the college..
- I was unable to attend
- I would rather do work instead of figuring out what would make what we do look better on paper instead of just doing it.
- The IPPE staff was extremely helpful
- The website is difficult to find.
- There was nothing meaningful in this process
- they are written in business language_ using acronyms that they assume everyone will understand. Videos that show how to complete each step are extremely helpful.

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

Yes. They were helpful	27	28%
No. Because ...	8	8%
No. I did not need them	44	45%
No. I had a time conflict with schedule	12	12%
No. I had one on one sessions	4	4%
No. I was not aware of the sessions	2	2%

No Response   2

No. Because ... - Text

- I am a support level so this did not apply to me.
- I am adjunct faculty
- I was in my first 30days
- Our director and leads helped with SAC Scores data
- we don't have the opportunity to participate due to that our department remains open

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

Very Well	29	30%
Well	28	29%
Average	19	20%
Somewhat	18	19%
Not Aware	2	2%
No Response	3	

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)

46 responded with a numerical value.

Average	13 hours
maximum	80 hours
minimum	0 hours
median	5 hours

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

Via-Zoom Only	54	56%
Both In-Person and Via-Zoom	38	40%
In-Person Only	4	4%
No Response	3 (3%)	

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

No	82	87%
Yes	12	13%
No Response	5	

Yes_ they are … – Text

- "Data" classes. As in_ where does our data come from and where is it going? THECB? DOE? ACD?
- 4X Summit
- Appreciation Day
- Maybe opportunity to work on required training
- Run down of all major policy changes
- Something fun
- Such as . . . ? ? ? (: -- ~)
- Team building or Trainings

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. Provide longitudinal analysis and data.
  2. Explain what the threshold numbers are and why they are that way.
  3. Go through actual strategic plan and relate it to data.
  4. Make SAC Scores a time to discuss goal and strategic plan for the college. Lots of working groups_ shift culture from top down to bottom up.
- A brief explanation of the process and a little guidance_
- A variety of formats for attending

- All went well.
- Anecdotally_ we spend 80% of our time and energy to complete the deliverables and 20% on reflection and planning. Shouldn't it be the other way around? Just a thought: administrators_ chairs and program coordinators have their own SAC Scores Day or retreat to complete the deliverables. Then loop in faculty for reflective "team" discussions.
- Announce preparation sessions with more advance notice.
- Close ""ALL"" Services_ or exclude the units that have to work
  Biggest Example is IT Services.
- Compare and contrast the amount of time a first year employed composition instructor spends creating assignments/Canvas_ grading_ meeting students or holding student conferences outside the classroom and the amount of time that new hire spends in training and the 40-hour week.
- Every semester_ I forget the directions_ so I feel like I am always starting over from ground zero.
- For the Scobee Education Center_ we will always miss a portion of our team on this date due to student presentations and public programming. As a result_ much of the work for SAC Scores occurs in the two weeks prior to the reporting day. For us_ the lead up to SAC Scores has been perfect.
- Have people actually understand what "SAC Scores" is and how it impacts our campus.
- I am not sure what to add at this time
- I am not the DAR
- I believe in team building events_ fun events_ that help build camaraderie_ not lectures and paperwork.
- I do not see anything that is needed to add to the SAC score day
- I feel what you have in place has been working.
- I find the events held on SAC scores day interfere with the process of the departments. I feel like the day should be designated for department/program work and not have a speaker in the morning.
- I have none since most of the decisions come from everywhere else.
- I would like for our department to have the opportunity to participate on this and maybe close our department that day.
- It would be great if EVERY department was briefly reviewed in the General Session. We in Mathematics have improved our High Challenge courses_ and it would have been nice if a very brief overview of our methods could have been mentioned.
- It would be nice if lunch was provided.
  Also_ we need to close ALL SERVICES throughout the campus so that EVERYONE can participate. At present_ some services are still operating and people are made to work_ so they are unable to participate.
- Learning Assessment and Strategic Planning are too big to do in one day. If it takes multiple trainings to do something then the process needs to be simplified. It also gets confusing when someone is talking about one part and then you later realize that there are two parts.
- Leave us to do other_ important things.
- Make it go away.
- many employees to do participate in the scores day because we already filled out the form. i don't know what else can be available for us that day to feel meaningful.
- Maybe an hour at the end of the day to play games as Teams celebrate our achievements as a Unit and Institution. It is a lot of documentation and planning that take place to collect all the data so a way to relax after would be fun.
- Monthly schedule for smaller_ incremental tasks. Focus on one major aspect (planning or learning assessment) each term for SAC Scores. We really don't need outside speakers. Updates on college and District initiatives and information is all we need.
- n/a
- NA
- No recommendations_ this exercise does not provide me with any additional value.

- none at this time
- Nothing great job.
- Offer food catering_ just like the food you offer for student events_ it would be nice if you gave faculty that same level of appreciation. I thought popcorn for faculty was a bit demeaning considering how important the day is meant to be. Bill miller bbq_ Rudy's bbq_ etc.
- oops...I guess my #6 belongs here:
  Having only a single semester's data for comparison does not show longer trends over several semesters/years. It would be instructive to have this data because making academic changes off a single semester's data is foolish for individual faculty.
- Please eliminate. It has no value.
- Please consider requiring less quantitative data and helping faculty to address teaching needs in more constructive ways.
- Provide CTE programs the opportunity to analyze data that applies to accreditation
- Scrap the whole thing and start over. Too much work_ at the wrong time in the semester_ with no true ability to make changes.
  Revise how data is kept and reported so that it is easy for each individual instructor to access their data and analyze it for trends.
- Separate the three main spokes of this wheel - strategic planning_ institutional data review_ and assessment review_ into three separate events scattered throughout the year. Or have strategic planning take place with faculty and chairs over the summer_ due at the beginning of the year. We do not have time after a couple of weeks of the term to sit and evaluate the plan with any real intention of honoring the process. We are busy teaching. Have use evaluate institutional data from the previous academic year in the fall sac scores_ and assessment of outcomes in the spring. Doing both twice a year is cumbersome and means we give little thought to our answers in our rush to get the forms completed.
- System worked.
- Team going off site if possible.
- The breakdowns of how everything tie together is important. So while opening session is valuable_ shorter sessions on all the data points_... explainers if you will would be beneficial.
- The data it not valuable or statistically significant unless we are measuring like variables. Courses need to separated by modality_ term_ and dual credit for this day to have any value.
- There could be better ways of collecting the data automatically by pulling by existing systems_ email_ elumen_ pgrs_ success rates_ alamotalent_ 4dx_ etc. There are already too many systems that are pulling data and there should be ways for all these systems to talk to each other.
- This whole process is irrelevant and this is the issue you should be asking on this survey_
- Transparency about how SB17 has now infiltrated and altered the way that we analyze how learning is experienced in our classrooms_ an insight that is reflective of our state government's attack on academic freedom and the freedom of speech.
- We need to ensure that faculty understand the importance of going over this data and what it does to improve our choices in the classroom.
- Would like the day to work on just our data and input and also be able to take time to continue to work on our courses and promote student success.
- You can't have innovation and teamwork when you have a team that is not functional. They are individualistic_ we are split in different locations_ and no collaboration exists.

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?

- Again the work is important but the amount of documentation devalues the importance as the focus is to complete it versus what the focus should be.

- Again_ I simply think that the approach to SAC Scores Day is off-balance and emphasizes the accumulation of quantitative data to the detriment of more constructive activities. Faculty need more time to devote to the courses they are teaching.
- Appreciate Rosalinds guidance and directions. Videos are helpful.
- Can there be a quick re-cap of the WHY we do this & what is this data used for. It seems so methodical but I'm not sure of the big picture and why I should care more about it.
  Is this related to SAC COCS? Is this related to my personal goal? p
  Ultimately_ if someone could explain in simplified terms WHY we are doing this and WHY should I care about it_ that would be great.
  I don't feel a lot of engagement with SAC SCORES. It just seems like a mandatory_ boring task with no real big picture or that I have a stake in it.
- Fewer_ less complicated forms. Get people who actually know how to design forms to assist you. SPOL seems easier than the form we were using before. That was a good innovation.
- Good job.
- Great job!!!
- Great team and very informative sessions.   Please continue to provide detail instructions.
- I am not the DAR
- I am very proud of SAC and the way we handle SAC scores day.
- I appreciate receiving the forms from Savithra and the support from Rosalind when needed.
- I feel the IPPE team does a great job preparing staff regarding all administrative input required for SAC Scores and is always extremely helpful with the process.
- I feel you are like dentists - needed but hated. That's a hard position to be in_ so I appreciate you trying and being open to improvement.
- I give kudos to the IPPE Team for all their hard work an time it takes to not only prepare for this event but the time it takes after the event with all the documentation that gets submitted after. I appreciate the snack break on both sides of the campus for all to have a chance to pick an area near them. Great job IPPE!
- I have had nothing but expert professional attention by the entire IPPE team in this and previous SAC Scores preparations.
- I know SAC Scores is around 5 weeks into the semester... maybe put it off on the 8th week?...
- I like how there are zoom talks and help days for each part of the process.
- I think the trainings are done well. The emails are way too wordy.
- IPPE deserves kudos for guiding SAC through a process with many pain points.
- IPPE did an excellent job
- IPPE Team is always very supportive and quick to respond to questions.
- IPPE teams works hard leading up to this day.
- It is a waste of time_ but it now takes about five minutes to do.
- Kudos on making training and support accessible.
- Kudos to Catherine Coppersmith who assisted with SPOL.
- Listen_ I know this is not IPPE's fault and that they are doing their best_ but the whole thing is just a mess
- Make sure that all new program coordinators are included in the ""Get Ready"" day. I was not given the information in the fall_ and it made it so much harder. The language used in the instructions should be crafted for people in the field of education. Videos that show how to complete each form would prevent confusion and enable me to actually learn the process. When we only do these things a couple of times a year_ we forget what those processes and systems involve. Using corporate language and acronyms is off-putting and confusing. Why do we evaluate fall only data in the spring_ and the whole year in the fall? Even experienced faculty on my team are confused by this.
- N/A
- NA

- need to work on interpreter accessible.
- No comment...
- No.
- No_ This exercise does not provide me with any additional value.
- None
- None at this time.
- None at this time.
- None.
- Not at this time
- Offer food catering_ just like the food you offer for student events_ it would be nice if you gave faculty that same level of appreciation. I thought popcorn for faculty was a bit demeaning considering how important the day is meant to be. Bill miller bbq_ Rudy's bbq_ etc.
- Once a year is more than enough.
- Rosalind is very patient. I appreciate that.
- Should be held once annually_ not twice
- Thank you for ALL the helpful sessions leading up to SAC Scores day.
- Thank you for sharing.
- The IPPE team does a great job carrying out the charge they have been given.
- They are very dedicated.
- V. appreciative of Dr. Savithra and the IPPEE team for compiling the data and sending us the information we need to input for our courses. - Thank you.
- You all strike us as helpful. You seem to have the best intentions and want us to do well. A suggestion is to point out to the campus departments the fact you know this takes a huge time investment by us and therefore recognizing this will help some folks understand their efforts are appreciated by you. Also_ some folks won't ever be happy. So there's that.
- You have got to be kidding. You are so far from the reality of the classroom that this statement is comical.

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	No Response	All
Very Dissatisfied (1)	8	2		1	11
2	4				4
3	1				1
4	4	1	1		6
5	11		2		13
6	8		1		9
7	9	1	1		11
8	11	3	6		20
9	3	2	3	1	9
Very Satisfied (10)	4	5	3		12
No Response		1	1	1	3
All	63	15	18	3	99

8-9-10 range 42%

7-8-9-10 range 53%