Mr./Ms Sierra College Research

Survey Evaluation Results

Dear Mr./Dear Ms Sierra College Research,

In the attachment you will find the evaluation results of the survey Reengineering Change Survey.

Questionnaire AdH_Change:

The overall indicator is listed first. It consists of the following scales:

The overall indicator is followed by the individual average values of the scales mentioned above. In the second part of the analysis the average values of all individual questions are listed.

If you have any further questions do not hesitate to contact the evaluation department.

Your Class Climate Administrator
Sierra College Research
Reengineering Change Survey
No. of responses = 197

Survey Results

Legend

Relative Frequencies of answers
Std. Dev. Mean Median

Question text

Legend

Demographics

Employee Classification?

Classification
n=189
Classified 17.5%
Faculty -- Full Time 45%
Faculty -- Part Time 24.3%
Management 13.2%

What is your primary campus?

Campus
n=182
Nevada County 7.7%
Rocklin 87.9%
Roseville Gateway 2.2%
Tahoe-Truckee 2.2%

I. Institutional preparation for systemic change

1. Student persistence, program credit accumulation and credential completion are among the college's highest priorities.

2. Executive leadership is committed to making systemic changes to organizational structures, policies, and practices to improve student outcomes.

3. The Trustees of the college review student success data on a regular basis.

4. Resource allocation decisions are aligned with goals for student persistence, program credit accumulation, and credential completion.
5. Leadership has set a clear vision for student success, and employees receive effective communications about the college’s goals and strategies.

6. Barriers to student success are continuously identified, and effective solutions are developed and implemented to reduce or eliminate those barriers.

7. Personnel feel empowered to make changes in their areas to increase student success.

8. High quality, ongoing professional development that aligns with student success initiatives is provided to faculty, adjuncts, and staff.

9. Faculty and staff collaborate to develop and provide comprehensive support to learners.

10. Employees embrace new challenges and are open to changes.

11. The college has a culture of inquiry, and data is readily available to employees across the institution.

12. Promising practices or programs are implemented at scale or have a plan to scale in a short period of time.

13. Institutional policies are regularly reviewed to ensure that they do not hinder student progress.

II. Engaging stakeholders in the reengineering work

1. Students have a genuine and ongoing role in helping to identify and solve obstacles to student success.

2. Executive leadership promotes and rewards broad collaboration and involvement among faculty and staff to develop and implement new programs, practices, and processes.

3. Employees know and understand what the college’s strategies and goals are for student persistence, program credit accumulation and credential completion.
4. Communications about new initiatives are designed to solicit feedback and support from faculty and staff.

5. Faculty actively participate in student development activities beyond the classroom.

6. There is a widely known and understood process through which employees can make suggestions for institutional improvements.

7. Strategies to help students transition from high school to college are developed in collaboration with local K-12 systems.

8. Four-year institutions work with the college to ensure effective articulation and successful transfer.

9. Area employers help define required jobs skills and provide critical feedback about the job readiness of completers.

10. Local and state policymakers understand the college’s student success strategies.

11. Large, systemic initiatives have been implemented in the past and they led to sustained institutional change.

III. Collecting, analyzing and using data in reengineering work

1. Historical data is regularly collected, analyzed and used to make institutional improvements.

2a. Data is shared across the institution.

2b. Employees are trained on how to access, analyze, and use the data to inform decision making, design solutions, and assess effectiveness.

3. Trustees are regularly provided data about student persistence, program credit accumulation and credential completion.
4. Data are collected that assess early, intermediate and long-term indicators.

5. Student success activities are mapped to specific performance indicators.

6. The Institutional Research department is staffed in a way that adequately meets the college's needs.
I. Institutional preparation for systemic change

1. Student persistence, program credit accumulation and credential completion are among the college’s highest priorities. Strongly Agree n=187 av.=2.0 md=2.0 dev.=0.9

2. Executive leadership is committed to making systemic changes to organizational structures, policies, and practices to improve student Strongly Agree n=189 av.=2.1 md=2.0 dev.=1.1

3. The Trustees of the college review student success data on a regular basis. Strongly Agree n=83 av.=3.0 md=3.0 dev.=1.2

4. Resource allocation decisions are aligned with goals for student persistence, program credit accumulation, and credential completion. Strongly Agree n=166 av.=2.9 md=3.0 dev.=1.1

5. Leadership has set a clear vision for student success, and employees receive effective communications about the college’s goals and Strongly Agree n=191 av.=2.8 md=3.0 dev.=1.2

6. Barriers to student success are continuously identified, and effective solutions are developed and implemented to reduce or eliminate those barriers. Strongly Agree n=186 av.=2.9 md=3.0 dev.=1.1

7. Personnel feel empowered to make changes in their areas to increase student success. Strongly Agree n=188 av.=2.9 md=3.0 dev.=1.2

8. High quality, ongoing professional development that aligns with student success initiatives is provided to faculty, adjuncts, and staff. Strongly Agree n=184 av.=3.2 md=3.0 dev.=1.3

9. Faculty and staff collaborate to develop and provide comprehensive support to learners. Strongly Agree n=189 av.=2.7 md=3.0 dev.=1.2

10. Employees embrace new challenges and are open to changes. Strongly Agree n=187 av.=2.7 md=2.0 dev.=1.1

11. The college has a culture of inquiry, and data is readily available to employees across the institution. Strongly Agree n=178 av.=2.8 md=3.0 dev.=1.1

12. Promising practices or programs are implemented at scale or have a plan to scale in a short period of time. Strongly Agree n=170 av.=2.9 md=3.0 dev.=1.1

13. Institutional policies are regularly reviewed to ensure that they do not hinder student progress. Strongly Agree n=152 av.=2.9 md=3.0 dev.=1.1

II. Engaging stakeholders in the reengineering work

1. Students have a genuine and ongoing role in helping to identify and solve obstacles to student success. Strongly Agree n=172 av.=2.8 md=3.0 dev.=1.1

2. Executive leadership promotes and rewards broad collaboration and involvement among faculty and staff to develop and implement new programs, Strongly Agree n=179 av.=2.9 md=3.0 dev.=1.2

3. Employees know and understand what the college’s strategies and goals are for student persistence, program credit accumulation and Strongly Agree n=191 av.=2.9 md=3.0 dev.=1.2

4. Communications about new initiatives are designed to solicit feedback and support from faculty and staff. Strongly Agree n=190 av.=2.9 md=3.0 dev.=1.1

5. Faculty actively participate in student development activities beyond the classroom. Strongly Agree n=171 av.=2.5 md=2.0 dev.=1.1

6. There is a widely known and understood process through which employees can make suggestions for institutional improvements. Strongly Agree n=181 av.=3.5 md=4.0 dev.=1.2

7. Strategies to help students transition from high school to college are developed in collaboration with local K-12 systems. Strongly Agree n=137 av.=2.8 md=2.0 dev.=1.1
8. Four-year institutions work with the college to ensure effective articulation and successful transfer. Strongly Agree n=158 av.=2.4 md=2.0 dev.=1.0
9. Area employers help define required jobs skills and provide critical feedback about the job readiness of completers. Strongly Agree n=132 av.=2.5 md=2.0 dev.=1.0
10. Local and state policymakers understand the college’s student success strategies. Strongly Agree n=115 av.=3.4 md=3.0 dev.=1.2
11. Large, systemic initiatives have been implemented in the past and they led to sustained institutional change. Strongly Agree n=149 av.=3.0 md=3.0 dev.=1.1

III. Collecting, analyzing and using data in reengineering work

1. Historical data is regularly collected, analyzed and used to make institutional improvements. Strongly Agree n=159 av.=2.5 md=2.0 dev.=1.0
2a. Data is shared across the institution. Strongly Agree n=173 av.=2.7 md=2.0 dev.=1.1
2b. Employees are trained on how to access, analyze, and use the data to inform decision making, design solutions, and assess effectiveness. Strongly Agree n=185 av.=3.6 md=4.0 dev.=1.0
3. Trustees are regularly provided data about student persistence, program credit accumulation and credential completion. Strongly Agree n=66 av.=2.8 md=3.0 dev.=1.0
4. Data are collected that assess early, intermediate and long-term indicators. Strongly Agree n=121 av.=2.6 md=2.0 dev.=0.9
5. Student success activities are mapped to specific performance indicators. Strongly Agree n=132 av.=2.8 md=3.0 dev.=1.1
6. The Institutional Research department is staffed in a way that adequately meets the college’s needs. Strongly Agree n=130 av.=2.9 md=3.0 dev.=1.2