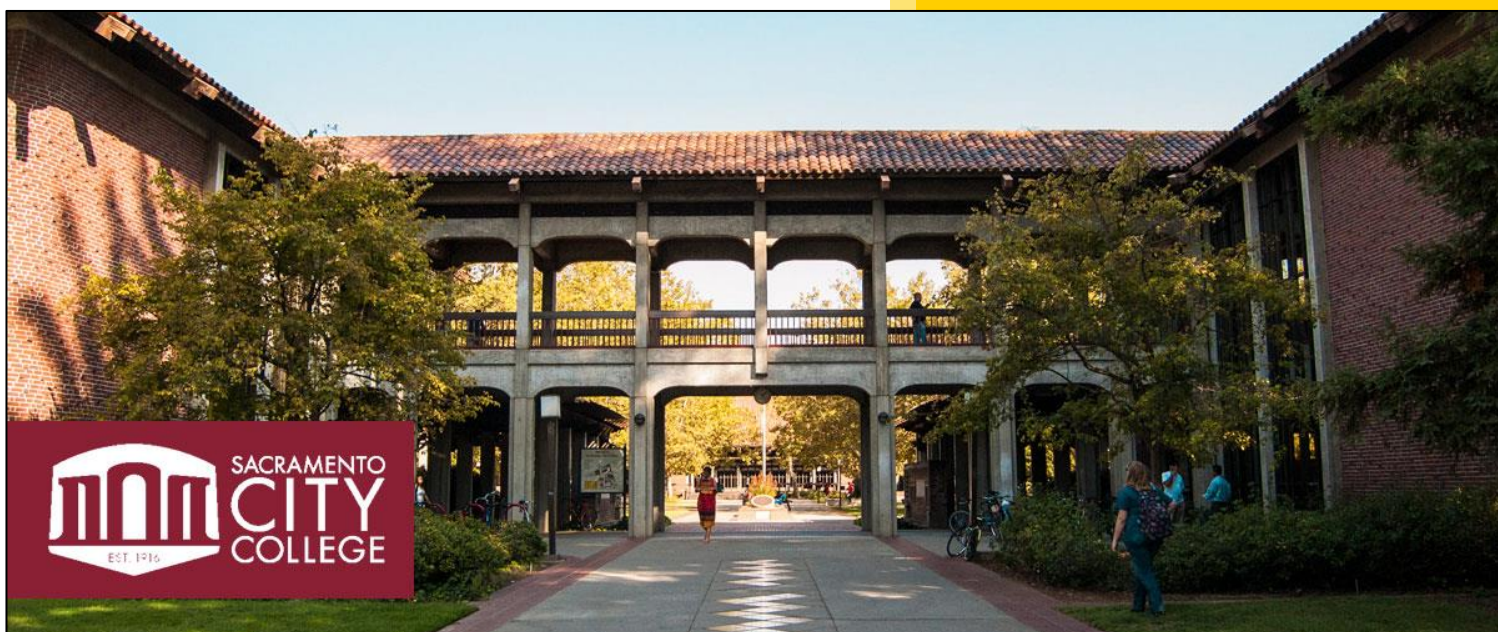


Communication and Governance Survey

Effectiveness of Decision-Making at Sacramento City College



Summary Report for November 2021 Survey

Issued January 2022

Planning, Research, and Institutional Effectiveness Office

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EXECUTIVE SUMMARY

The Communication and Governance Survey has been conducted at Sacramento City College (SCC) since Spring 2011. During Fall 2021 the survey was conducted for a fourth time and received 183 responses: 10 from administrators, 53 from classified professionals, and 120 from faculty (28 from adjunct faculty and 92 from full-time faculty). The majority of survey respondents report having been at SCC for more than ten years.

Overall concerning the effectiveness of standing committees, the Honors and Awards Committee and Budget Committee were rated as the most effective ones. The committees that rated the lowest in effectiveness include Staff Development Committee, Campus Development/ Campus Safety Committee, and Matriculation and Student Success/ Student Equity Committee.

Overall concerning engagement with and effectiveness of college decision making, the following findings resulted:

- The majority of administrators report having served on their constituent group's representative council (Senior Leadership Team) while the minority of adjunct faculty report having served on their constituent group's representative council (Academic Senate).
- More than other constituent groups, adjunct faculty feel their constituent group's representative council (Academic Senate) represented their interests well while administrators least feel their constituent group's representative council (Senior Leadership Team) represented their interests well.
- More than other constituent groups, administrators most positively report their input being taken into consideration during planning discussions while classified professionals report the least positive feelings.
- More than other constituent groups, administrators most positively report their input being taken into consideration when being involved in the development of college initiatives, grants, or projects while classified professionals report the least positive feelings.
- Generally, administrators report most agreement while adjunct faculty report least agreement about engaging with college decision making.
- Generally, administrators report most agreement while adjunct faculty report least agreement about the effectiveness of decision-making processes.

Overall concerning effectiveness of communication, administrators generally report most agreement while full-time faculty generally report least agreement. Electronic mail is the channel of communication most frequently reported as one used for receiving information.

Constituents offered the following ideas for improving the college's decision-making processes: (a) utilize input offered from constituents in decision making; (b) refrain from making decisions before consulting with others; (c) increase awareness of and access to information for how the decision-making processes function; (d) clearly communicate information about decision-making groups involved, the processes employed, and the decisions made; (e) align the policy and practice for decision making; (f) seek opportunities for collaboration through proactive outreach to involve constituents in decision making; (g) reduce exclusionary practices and listen to constituents; (h) offer opportunities for development to engage in decision making; (i) rebalance the large workload of constituents to encourage their participation in decision making; (j) develop an intentional approach for decision making; (k) restructure the use of existing resources and groups to assist with decision making; and (l) empower constituents to engage in decision making.

Constituents offered the following ideas for improving the college's information sharing: (a) maintain open communication with all constituents to improve information sharing practices; (b) develop habits for sensitive and inclusive communication at all levels to improve information sharing practices; (c) make information accessible via shared video recordings, an enhanced and easily navigable college website, and an enhanced college newsletter; (d) develop consistency in communication process and format and establish a central area from where information is disseminated to improve information sharing; (e) send fewer e-mails and help constituents distinguish higher from lower priority information shared; (f) offer communication training to constituents to ensure information shared is effective and timely; and (g) host regular meetings to share information.

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INTRODUCTION

Decision-making at Sacramento City College (SCC) involves a range of processes and input from various constituents with diverse perspectives, expert knowledge, and keen insight ranging from the day-to-day to the strategic operations of the college. Such work requires substantial participation, intentionality, and vision from all constituents in their work and service to the college.

To assist the college's work more effectively, the Planning, Research, and Institutional Effectiveness (PRIE) Office—in partnership with the Public Information Office (PIO)—has been leading the effort in conducting this survey about decision-making and communication venues at the college since 2011. Below is a timeline detailing the development, implementation, and administration cycle of this survey.

- Fall 2009: An initial draft of a survey on the effectiveness of governance at SCC was developed and presented at Executive Council, President's Cabinet, Academic Senate, and Classified Senate.
- Spring 2010: The draft survey was piloted with participation by constituency leaders and councils. Results were provided to the College President and Executive Council, and a task force was convened by the PIO.
- Fall 2010: The results of the draft survey were discussed with the College Strategic Planning Committee and the standing committee tri-chairs. Due to the related planning agenda item on communication effectiveness, the PIO and PRIE Dean conducted focus groups for each constituency. This work resulted in a combined survey that would address the effectiveness of governance structures and communication effectiveness at SCC.
- Spring 2011: The newly combined survey was administered. A three-year survey administration cycle was planned and established for this survey.
- Fall 2014: The survey was subsequently administered in Fall 2014. (The originally scheduled Spring 2014 survey was moved to Fall upon the request of the District Office, which administered a district-wide survey at the time and asked that colleges not administer any similar surveys during that semester.)
- 2015: The regional accreditation visiting team commented on the importance of the Governance and Communication Survey.
- Fall 2017: The survey was administered as planned, and the survey results were detailed in a report. Survey results were disseminated to the College President, the Senior Leadership Team, the Academic Senate, the Classified Senate, the Associated Student Government, the college Standing Committees, and the Department Chairs Council.

Based on the established three-year administration cycle of this survey, the PRIE Office planned to administer the survey during Fall 2020. However, the PRIE Office delayed the administration of this survey to Fall 2021 when employees had more time to adjust to the arrangements, processes, and procedures of the college in response to the pandemic.

Survey results presented from earlier versions of this survey during previous administrations have been used to inform and support the compilation of the college's regional accreditation reports, including but not limited to midterm and self-evaluation reports. Readers of this report are encouraged to utilize the results for strategic planning and to develop action plans that contribute to the continuous improvement of decision-making at the college.

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METHODOLOGY

The Governance and Communication Survey was administered during Fall 2021 to all Sacramento City College administrators, full-time and part-time faculty, and classified professionals. The purpose of the survey was to gather information about employees' perspectives concerning the college's governance, decision-making processes, and communication strategies to inform improvements.

The current version of the Fall 2021 survey, for which this report is written, was adapted from the version administered during Fall 2017. Using the Fall 2017 survey, sections were reorganized and questions were refined to produce the current version of the Fall 2021 survey. Overall, the Fall 2021 survey was adapted to balance obtaining meaningful, actionable information and user navigability during survey administration. The survey includes a total of thirteen questions, of which two are open-ended (prompting respondents to provide written comments) and the remaining are close-ended (prompting respondents to select predefined answer choices).

The survey was administered electronically, and responses were captured anonymously. The survey was open for response collection for two-and-a-half weeks. The PRIE Office sent respondents an invitation for survey completion (see [Appendix A](#)) at the start of the survey period and sent a follow-up reminder for survey completion (see [Appendix B](#)) a week prior to the close of the survey period.

A total of 183 responses were determined usable for the preparation of the results in this report. The results are primarily analyzed by the response choices reported from the various constituent groups surveyed—administrators, classified professionals, adjunct faculty, and full-time faculty—to show differences and similarities in how the groups responded. Where results are most logically analyzed using a holistic perspective, results are not separated by the response choices of the constituent groups. Results from open-ended questions (questions ten and thirteen) are analyzed using thematic analysis.

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RESULTS

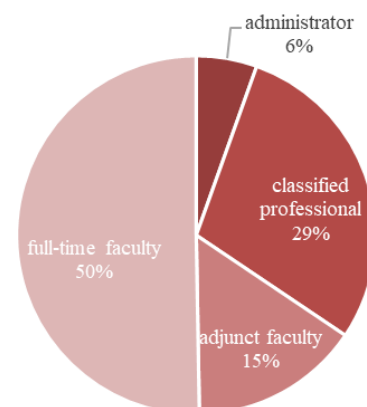
Respondent Background Information

Constituency Membership

Q1. To which SCC constituency do you belong?

The majority of respondents to this survey identify as full-time faculty (50%) while the smallest group of respondents identify as administrator (5%).

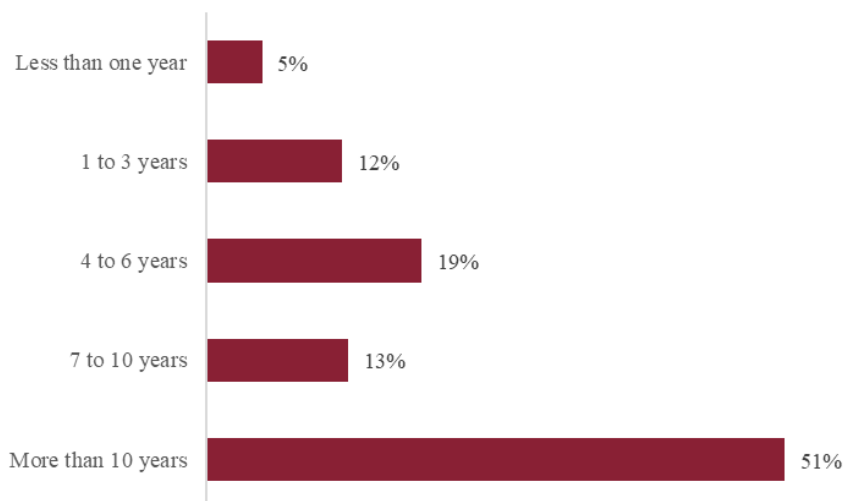
Response Categories	N	%
Administrator	10	5%
Classified Professional	53	29%
Adjunct Faculty	28	15%
Full-time Faculty	92	50%
Total	183	100%



Length of Service at SCC

Q2. How long have you been at SCC?

The majority of respondents (51%) reveal they have been employed at SCC for more than ten years while fewest respondents (5%) reveal they have been employed at SCC for less than one year. Most administrators have been at the college from one to three years while most classified professionals, adjunct faculty, and full-time faculty have been at the college for more than ten years.



Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty		Total	
	N	%	N	%	N	%	N	%	N	%
less than one year	1	1%	5	3%	2	1%	1	1%	9	5%
1 to 3 years	4	2%	3	2%	8	4%	7	4%	22	12%
4 to 6 years	2	1%	17	9%	2	1%	14	8%	35	19%
7 to 10 years	1	1%	9	5%	3	2%	10	5%	23	13%
more than 10 years	2	1%	19	10%	13	7%	60	33%	94	51%
Total	10	5%	53	29%	28	15%	92	50%	183	100%

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Effectiveness of Standing Committees

Standing Committee Service

Q3. Please indicate the effectiveness of each SCC standing committee you have served on within the last four (4) years. If you have not served on the committee, please select “did not serve on this committee.”

Of the respondents who self-identified as having participated in a standing committee within the last four years—with a response ranging from 13 to 31 members and an average of 21 members responding for each committee listed—the committee(s) with highest ratings in...

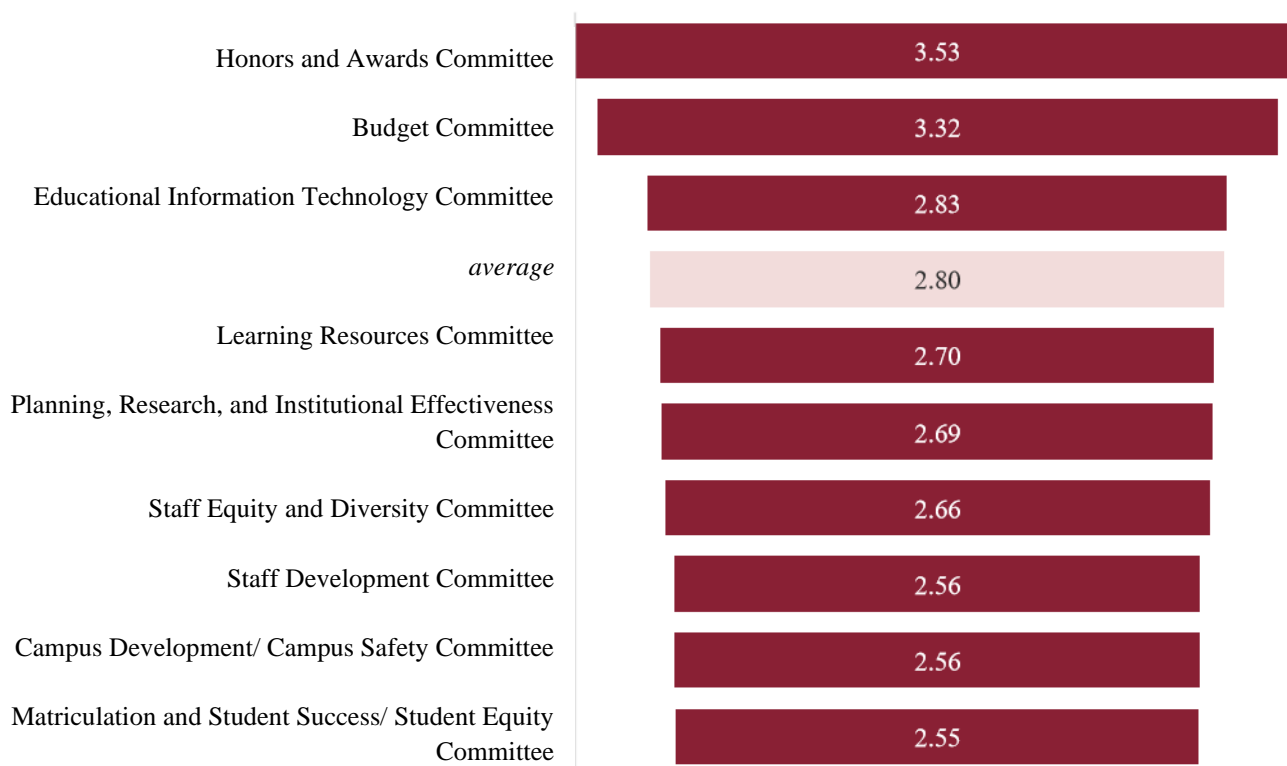
- “very effective” include Honors and Awards Committee and Budget Committee
- “effective” include Matriculation and Student Success/ Student Equity Committee and Campus Development/ Campus Safety Committee
- “somewhat effective” include Matriculation and Student Success/ Student Equity Committee
- “not effective” include Campus Development/ Campus Safety Committee and Staff Equity and Diversity Committee

Committee	Not Effective		Somewhat Effective		Effective		Very Effective		Respondents who Served on Committee	
	N	%	N	%	N	%	N	%	N	%
Budget Committee	1	5%	1	5%	10	45%	10	45%	22	100%
Campus Development/ Campus Safety Committee	4	18%	6	27%	15	68%	2	9%	27	100%
Educational Information Technology Committee	2	9%	3	14%	8	36%	4	18%	17	100%
Honors and Awards Committee	1	5%	0	0%	6	27%	12	55%	19	100%
Learning Resources Committee	1	5%	3	14%	8	36%	1	5%	13	100%
Matriculation and Student Success/ Student Equity Committee	3	14%	10	45%	16	73%	2	9%	31	100%
Planning, Research, and Institutional Effectiveness Committee	1	5%	6	27%	10	45%	2	9%	19	100%
Staff Development Committee	2	9%	5	23%	10	45%	1	5%	18	100%
Staff Equity and Diversity Committee	4	18%	3	14%	13	59%	3	14%	23	100%

Using a weighted average calculation—with a scale of 1 (not effective), 2 (somewhat effective), 3 (effective), and 4 (very effective)—to evaluate overall effectiveness of the committees, the weighted average effectiveness of all committees is 2.80. Applying the weighted average calculation to each committee...

- the committees that rated above the average effectiveness and were most effective include the Honors and Awards Committee and Budget Committee
- the committees that rated below the average effectiveness and were least effective include the Matriculation and Student Success/ Student Equity Committee, Camus Development/ Campus Safety Committee, and Staff Development Committee

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Note: Respondents who marked they “did not serve” on the committee were excluded from the calculations in the table above and were not included to produce the analysis in the graph shown above.

When interpreting the results to this question, please note that within the last four years, SCC employees (i.e., administrators, full-time classified professionals, and adjunct and full-time faculty) were invited each academic year to serve on standing committees established at SCC. No limit has been placed on each employee group concerning participation in the number of standing committees.

Additionally, the following changes concerning standing committees at SCC within the last four years are important to note:

- The Matriculation and Student Success Committee merged and the Student Equity Committee merged to form the Matriculation and Student Success/ Student Equity Committee.
- The Campus Development Committee and Campus Safety Committee have both merged to form one committee and disjoined to remain as two separate committees at different points in time.
- In response to the pandemic that occurred midway through Spring 2020, committees resumed meetings during the 2020-2021 academic year remotely via videoconferencing software.

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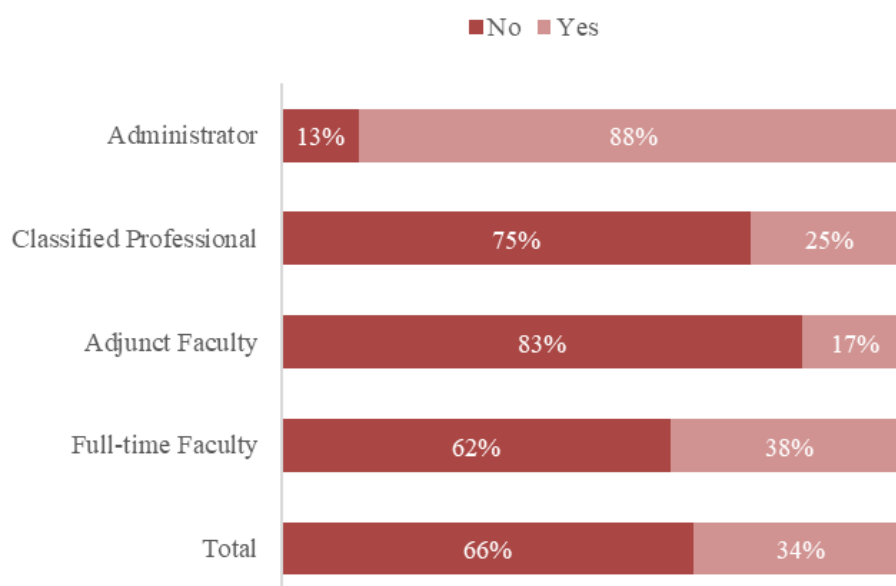
Engagement with and Effectiveness of College Decision Making

Representative Council Service

Q4. Within the last four (4) years, have you served on your constituent group's representative council (examples: Academic Senate, Classified Senate, Senior Leadership Team)?

The majority of administrators (88%) report having served on their constituent group's representative council, while the majority of adjunct faculty (86%), classified professionals (75%), and full-time faculty (66%) report not having served on their constituent group's representative council.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty		Total	
	N	%	N	%	N	%	N	%	N	%
No	1	13%	24	75%	20	83%	48	62%	93	66%
Yes	7	88%	8	25%	4	17%	29	38%	48	34%
Total	8	100%	32	100%	24	100%	77	100%	141	100%

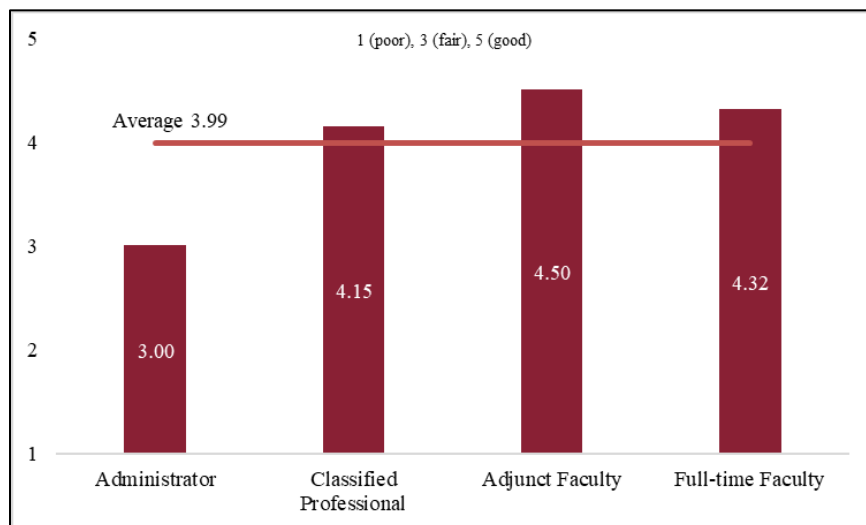


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Representative Council Representation of Interests

Q5. Please rate the extent to which you feel your constituent group's representative council has appropriately represented your interest(s) during the last four (4) years.

Administrators are evenly split on how they feel their representative council represents their interests. Classified professionals generally rate their representative council as doing a “good” or “fair” job with representing their interests. The majority of full-time faculty (89%) either rate their representative council as doing a “good” or “fair” job whereas roughly half of adjunct faculty (51%) share similar perceptions. Unlike full-time faculty more adjunct faculty, 3% and 38%, respectively, selected they “do not know” how they feel their representative council is representing their interests.



Response Categories	Administrator ^a		Classified Professional ^b		Adjunct Faculty ^c		Full-time Faculty ^d	
	N	%	N	%	N	%	N	%
Good	2	25%	17	52%	9	38%	52	67%
Fair	2	25%	7	21%	3	13%	17	22%
Poor	2	25%	2	6%	0	0%	4	5%
Do not know	2	25%	3	9%	9	38%	2	3%
Not my constituent group	0	0%	4	12%	3	13%	3	4%
Total	8	100%	33	100%	24	100%	78	100%

Note: A scale of 1 (poor), 3 (fair), and 5 (good) is used in a weighted average calculation for each constituent group to identify their perceptions of their representative council. An analysis of the results shown in the graph for this question was performed by matching the respondent's constituency group identified (in question 1) with their corresponding representative council. Respondents' identified constituency group that did not match their representative council, respondents who noted they “do not know,” and respondents who noted “not my constituent group” were excluded from the analysis shown in the graph above.

^aThe number of administrators shown here are those respondents who self-identified as such and rated how they felt the Senior Leadership Team represented their interests. A total of 6 responses are used to produce the graph above.

^bThe number of classified professionals shown here are those respondents who self-identified as such and rated how they felt the Classified Senate represented their interests. A total of 26 responses are used to produce the graph above.

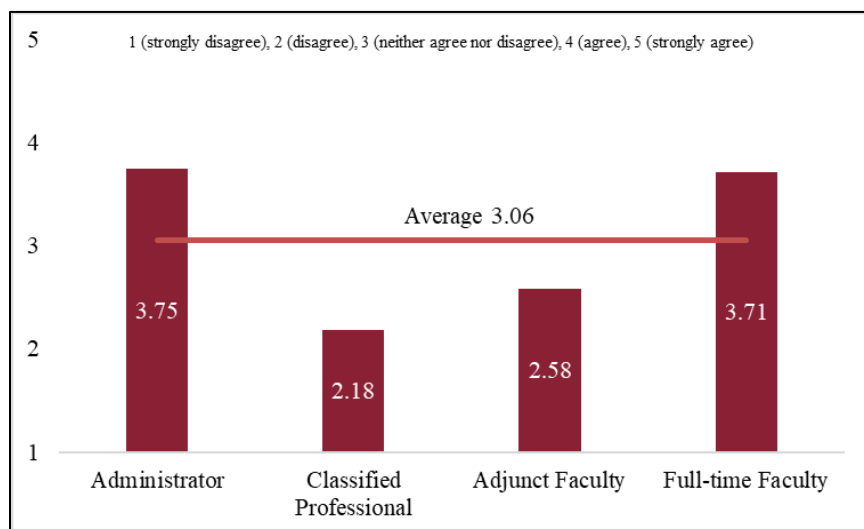
^cThe number of adjunct faculty shown here are those respondents who self-identified as such and rated how they felt the Academic Senate represented their interests. A total of 12 responses are used to produce the graph above.

^dThe number of full-time faculty shown here are those respondents who self-identified as such and rated how they felt the Academic Senate represented their interests. A total of 73 responses are used to produce the graph above.

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Planning Discussion Participation

Q6. Please think about instances over the last four (4) years in which you have actively participated in planning discussions in your area, department, or division (examples: unit planning, program planning, program review, etc.), then rate the extent of your agreement/ disagreement to which you feel your input has been taken into consideration. If you have not participated, please select “I have not participated.”



Administrators (76%) and full-time faculty (68%) typically “strongly agree” or “agree” with being actively participative in planning discussions in which their input has been taken into consideration while adjunct faculty (46%) and classified professionals (39%) feel less strongly about the consideration of their input.

A greater percentage of both classified professionals (36%) and adjunct faculty (33%) than other constituent groups report having not participated in planning discussions.

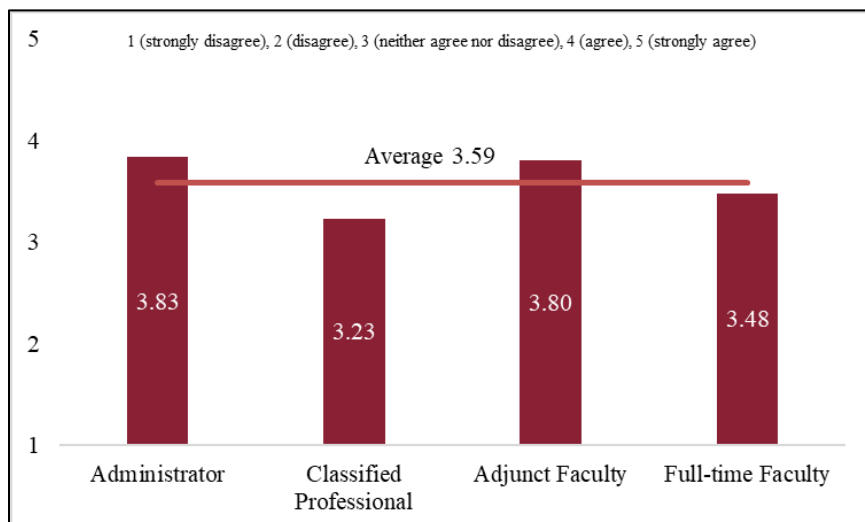
Note: A scale of 1 (strongly disagree) to 5 (strongly agree) is used in a weighted average calculation for each constituent group to identify the extent of their (dis)agreement (see bar graph for each group), then a simple average is calculated from the weighted average of the constituent groups to produce the average among all groups (see horizontal line across the graph). Respondents who noted “have not participated” are excluded from the analysis shown in the graph above.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty	
	N	%	N	%	N	%	N	%
Strongly agree	3	38%	3	9%	5	21%	25	32%
Agree	3	38%	10	30%	6	25%	28	36%
Neither agree nor disagree	1	13%	4	12%	3	13%	11	14%
Disagree	0	0%	1	3%	2	8%	5	6%
Strongly disagree	0	0%	3	9%	0	0%	6	8%
Have not participated	1	13%	12	36%	8	33%	2	3%
Total	8	100%	33	100%	24	100%	77	100%

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Involvement in College Initiatives, Grants, and Projects

Q7. Please think about instances over the last four (4) years in which you have been involved in the development of college initiatives, grants, or projects (examples: Guided Pathways, IEPI grant, HSI grants, etc.), then rate your extent of agreement/ disagreement to which you feel your input has been taken into consideration. If you have not been involved, please select “I have not been involved.”



Administrators (38%) and full-time faculty (36%) typically “strongly agree” or “agree” with being involved in college efforts in which their input has been taken into consideration while adjunct faculty (17%) and classified professionals (15%) feel less strongly about the consideration of their input.

A greater percentage of both classified professionals (61%) and adjunct faculty (79%) than other constituent groups report having not been involved in college efforts.

Note: A scale of 1 (strongly disagree) to 5 (strongly agree) is used in a weighted average calculation for each constituent group to identify the extent of their (dis)agreement (see bar graph for each group), then a simple average is calculated from the weighted average of the constituent groups to produce the average among all groups (see horizontal line across the graph). Respondents who noted “have not participated” are excluded from the analysis shown in the graph above.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty	
	N	%	N	%	N	%	N	%
Strongly agree	2	25%	2	6%	1	4%	9	12%
Agree	1	13%	3	9%	3	13%	19	24%
Neither agree nor disagree	3	38%	6	18%	0	0%	10	13%
Disagree	0	0%	0	0%	1	4%	6	8%
Strongly disagree	0	0%	2	6%	0	0%	4	5%
Have not been involved	2	25%	20	61%	19	79%	30	38%
Total	8	100%	33	100%	24	100%	78	100%

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Engagement with College Decision Making

Q8. The following items ask about engagement with decision making at the college. For the items below, “engage” means to actively attend to and to participate in the processes of decision making. Please rate the extent of your agreement/ disagreement with each of the following statements when thinking about your experiences over the last four (4) years.

Across all constituent groups surveyed, respondents reported they approach agreement that their colleagues were engaged in decision making at the college (question 8b) while they neither agree nor disagree their jobs allowed them time to participate in college decision-making processes (question 8e).

More than any other constituent group, administrators rated each of the statements most positively and report that they...

agree with the following:

- their active engagement in decision-making (question 8a)
- their colleagues’ engagement in decision-making (question 8b)

while they approach agreement with the following:

- the expectation placed on them to engage in decision-making (question 8c)
- the value of their engagement in decision-making (question 8d)
- their jobs allowing them time to participate in college decision-making processes (question 8e)

Classified professionals report they border on neither agreeing nor disagreeing with the following:

- their active engagement in decision-making (question 8a)
- their colleagues’ engagement in decision-making (question 8b)
- the expectation placed on them to engage in decision-making (question 8c)
- the value of their engagement in decision-making (question 8d)
- their jobs allowing them time to participate in college decision-making processes (question 8e)

With the exception of feeling their colleagues are engaged in decision-making (question 8b), adjunct faculty are the constituent group that least agrees with the following:

- their active engagement in decision-making (question 8a)
- the expectation placed on them to engage in decision-making (question 8c)
- the value of their engagement in decision-making (question 8d)
- their jobs allowing them time to participate in college decision-making processes (question 8e)

Full-time faculty report...

they approach agreement with the following:

- their active engagement in decision-making (question 8a)
- the expectation placed on them to engage in decision-making (question 8c)

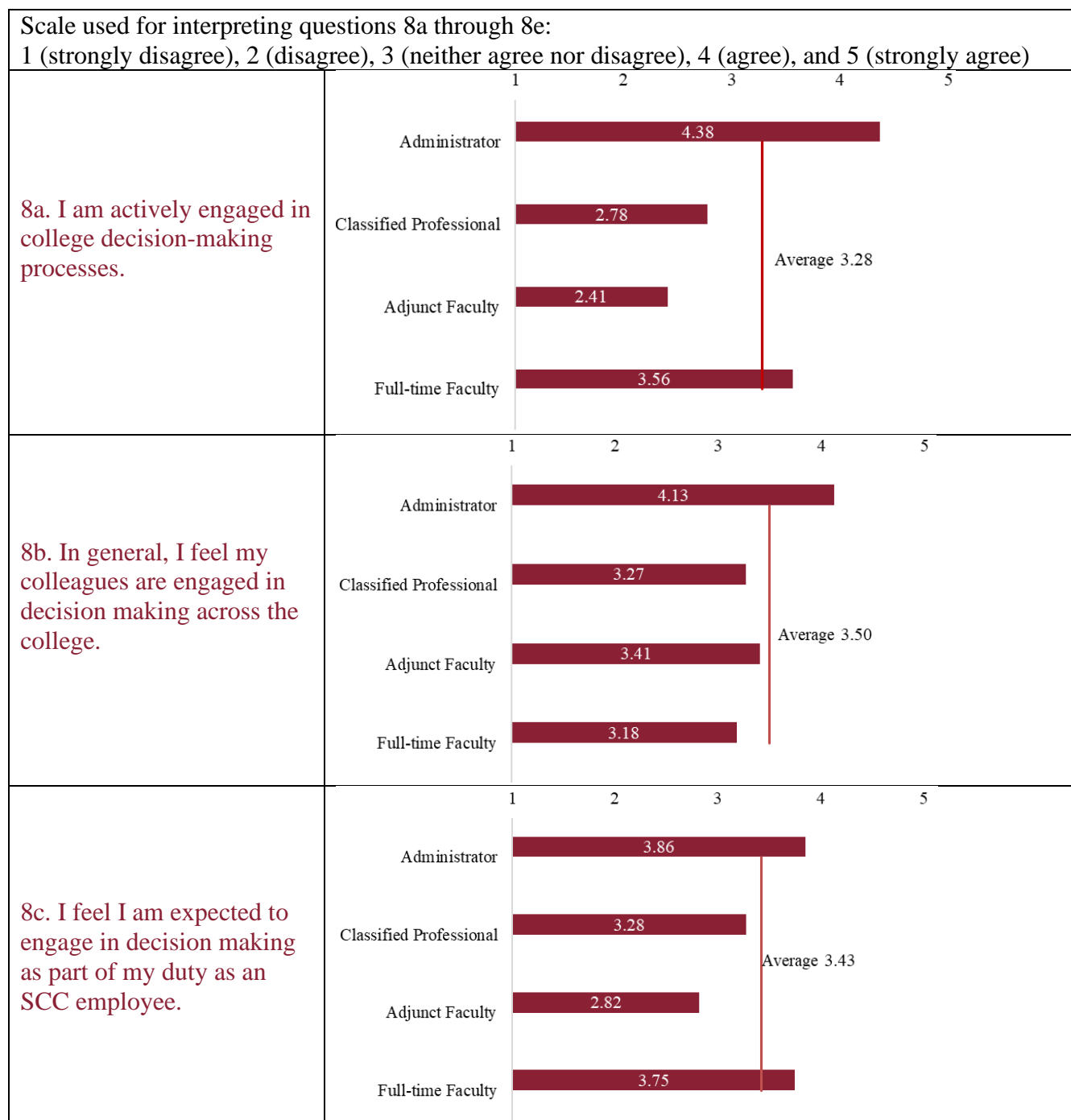
and border on neither agreeing nor disagreeing with the following:

- their colleagues’ engagement in decision-making (question 8b)
- the value of their engagement in decision-making (question 8d)

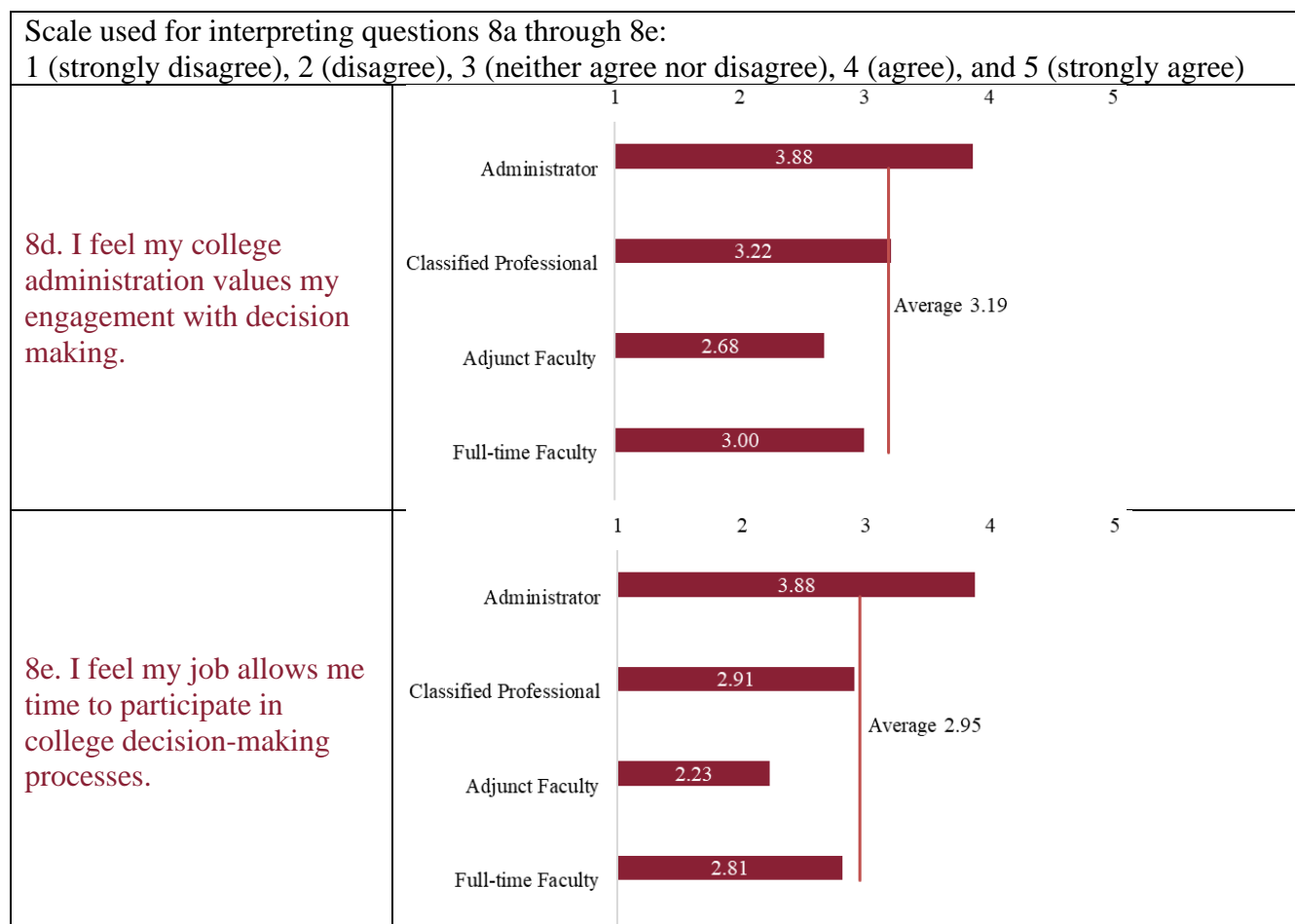
while they least agree with the following:

- their jobs allowing them time to participate in college decision-making processes (question 8e)

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Note: A scale of 1 (strongly disagree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree), and 5 (strongly agree) is used in a weighted average calculation for each constituent group to identify the extent of their (dis)agreement (see bar graph for each group), then a simple average is calculated from the weighted average of the constituent groups to produce the average among all groups (see vertical line across the graph).

See [Appendix C](#) for data tables associated with this question.

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Effectiveness of Decision-Making Processes

Q9. Please indicate the extent of your agreement/ disagreement with each of the following statements when thinking about your experiences over the last four (4) years

Across all constituent groups surveyed, respondents reported they approach agreement with decision-making processes working well in their unit or division (question 9d) while they neither agree nor disagree with decision-making processes working well at the broad level of the college (question 9e).

More than any other constituent group, administrators rated each of the statements most positively and report that they...

agree with the following:

- understanding how decisions that affect their work are made (question 9a)
- understanding the overall decision-making structure of the college (question 9b)
- understanding how the Campus Issues Process works (question 9c)
- decision-making processes working well in their unit or division (question 9d)
- data (qualitative or quantitative) being used in decision making at the college (question 9g)

while they approach agreement with the following:

- decision-making processes working well at the broad level of the college (question 9e)
- college processes allowing all constituent groups to participate in decision making (question 9f)

Classified professionals report...

they border on neither agreeing nor disagreeing with the following:

- understanding how decisions that affect their work are made (question 9a)
- understanding the overall decision-making structure of the college (question 9b)
- understanding how the Campus Issues Process works (question 9c)
- decision-making processes working well in their unit or division (question 9d)
- decision-making processes working well at the broad level of the college (question 9e)
- college processes allowing all constituent groups to participate in decision making (question 9f)

while they approach agreement with the following:

- data (qualitative or quantitative) being used in decision making at the college (question 9g)

With the exception of approaching agreement with decision-making processes working well in their unit or division (question 9d), adjunct faculty are the constituent group that least agrees with the following:

- understanding how decisions that affect their work are made (question 9a)
- understanding the overall decision-making structure of the college (question 9b)
- understanding how the Campus Issues Process works (question 9c)
- decision-making processes working well at the broad level of the college (question 9e)
- college processes allowing all constituent groups to participate in decision making (question 9f)
- data (qualitative or quantitative) being used in decision making at the college (question 9g)

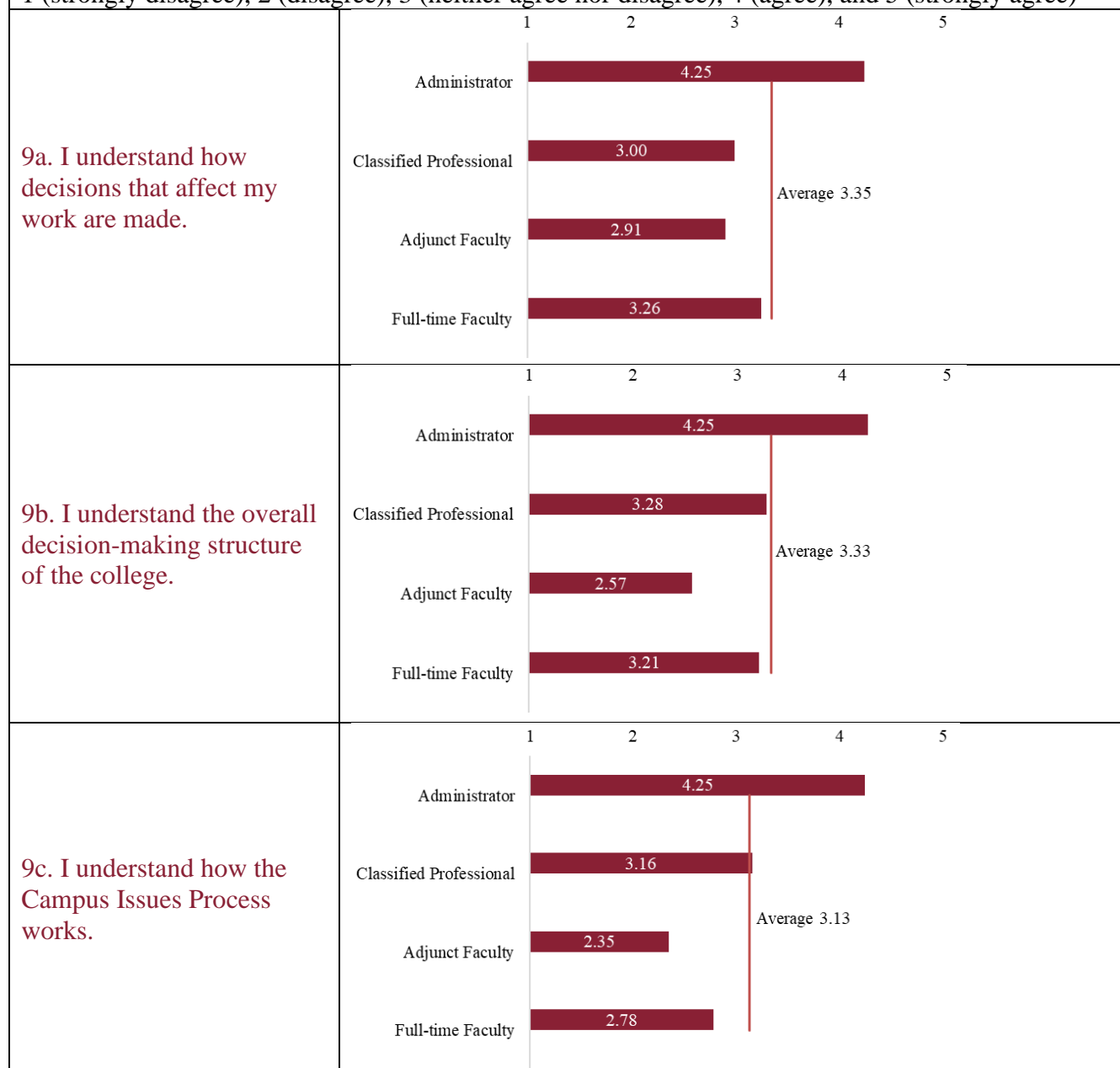
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Full-time faculty report they border on neither agreeing nor disagreeing with the following:

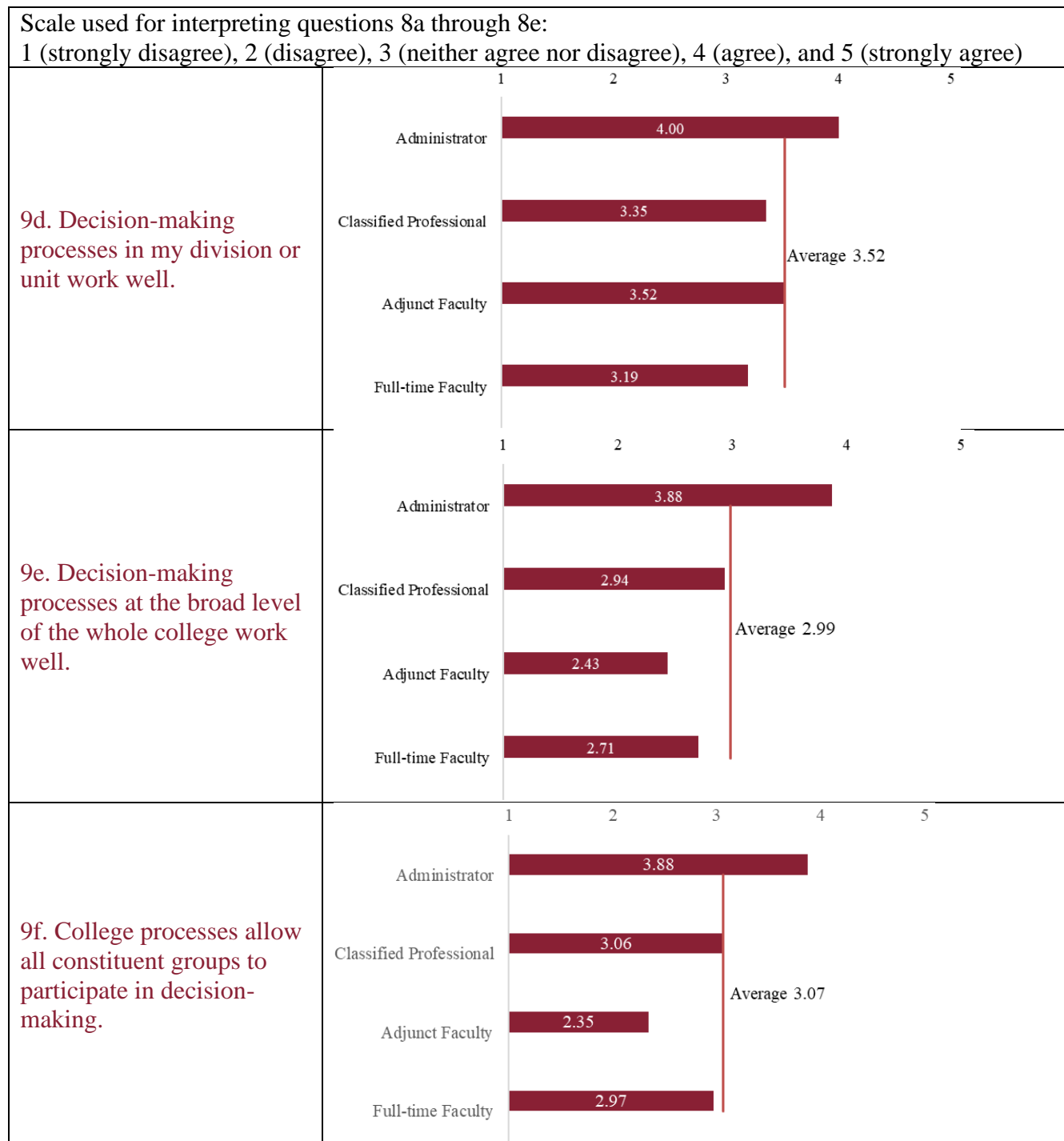
- understanding how decisions that affect their work are made (question 9a)
- understanding the overall decision-making structure of the college (question 9b)
- understanding how the Campus Issues Process works (question 9c)
- decision-making processes working well in their unit or division (question 9d)
- decision-making processes working well at the broad level of the college (question 9e)
- college processes allowing all constituent groups to participate in decision making (question 9f)
- data (qualitative or quantitative) being used in decision making at the college (question 9g)

Scale used for interpreting questions 8a through 8e:

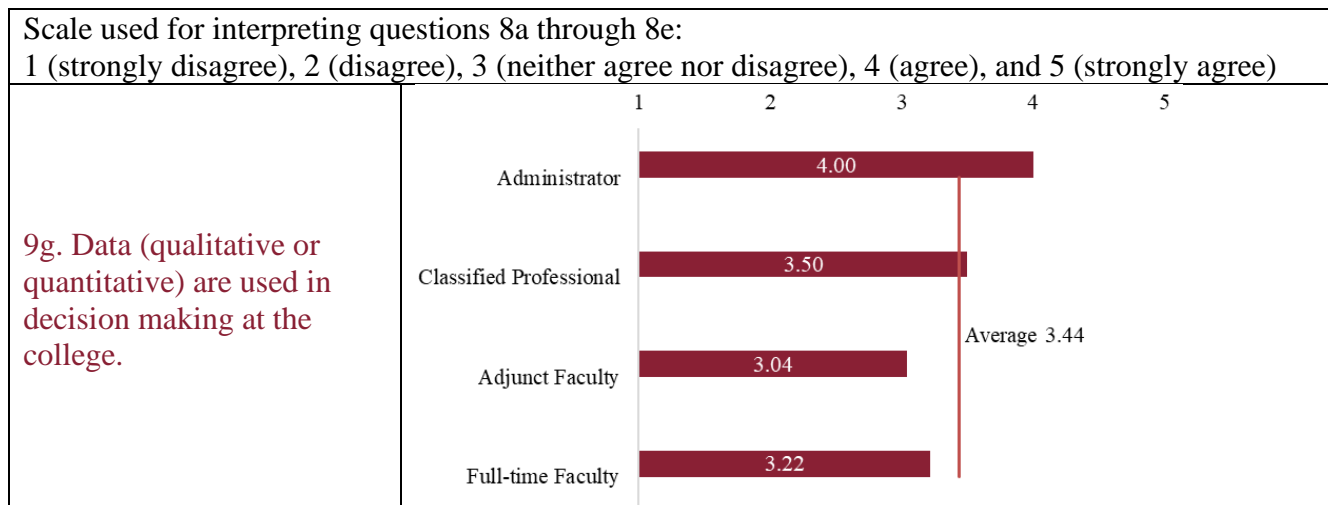
1 (strongly disagree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree), and 5 (strongly agree)



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Note: A scale of 1 (strongly disagree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree), and 5 (strongly agree) is used in a weighted average calculation for each constituent group to identify the extent of their (dis)agreement (see bar graph for each group), then a simple average is calculated from the weighted average of the constituent groups to produce the average among all groups (see vertical line across the graph).

See [Appendix D](#) for data tables associated with this question.

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Improvement of Decision-Making Processes

Q10. How can the college improve its decision-making processes?

Respondents provided a collection of comments to this question that are grouped into themes, providing ideas for how the college may improve decision-making processes:

- Utilize input offered from constituents in decision making
Examples of observations/ challenges noted by respondents:
 - Information solicited from constituents are not included in the final decisions made
 - Information and concerns offered by constituents do not appear to be addressed appropriately
 - Feedback from some constituent groups may be prioritized over those from other constituent groups*Examples of ideas noted by respondents:*
 - Seek information and input from those most heavily affected by decisions
- Refrain from making decisions before consulting with others
Examples of observations/ challenges noted by respondents:
 - Decisions are made from upper administration and passed along to constituents for implementation
 - Little explanation for how decisions are made
 - Processes are sometimes reactive rather than proactive
- Increase awareness of and access to information for how the decision-making processes function
Examples of ideas noted by respondents:
 - Introduce new employees to decision-making processes during onboarding training
 - Graphically illustrate the steps involved in the decision-making process of an issue
 - Clarify the purpose and role of groups with decision-making authority
- Clearly communicate information about decision-making groups involved, the processes employed, and the decisions made
Examples of ideas noted by respondents:
 - Follow up with constituents who provided feedback or information to clarify that decisions were made
 - Communicate how decisions are made and the constituents involved in the decisions
 - Upper management can proactively communicate process changes
 - Decision-making groups can produce monthly updates to share with constituents
- Align the policy and practice for decision making
Example of observations/ challenges noted by respondents:
 - General disconnect between how decisions should be made versus how they are actually made
- Seek opportunities for collaboration through proactive outreach to involve constituents in decision making
Example of observations/ challenges noted by respondents:
 - Not included in decisions made by district office for the colleges*Examples of ideas noted by respondents:*
 - Invite and encourage constituents to engage in discussions
 - Ask constituents for information and feedback

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- Reduce exclusionary practices and listen to constituents
Examples of observations/ challenges noted by respondents:
 - Input and perspectives have been stifled
 - Certain constituents have not been encouraged or invited to share their perspectives
- Offer opportunities for development to engage in decision making
Examples of ideas noted by respondents:
 - Offer training to help constituents understand decision making processes
 - Allow all constituent groups an opportunity to represent their interests and perspectives
- Rebalance the large workload of constituents to encourage their participation in decision making
Examples of observations/ challenges noted by respondents:
 - Feelings of being overworked prevent participation
 - Provide incentives to encourage constituents to become more involved
- Develop an intentional approach for decision making
Examples of ideas noted by respondents:
 - Engage in advance planning to determine priorities
 - Develop more focused and succinct strategies and goals
 - Contextualize strategies for decision making by explaining the larger goal of the work being done
 - Develop accountability for follow through
- Restructure the use of existing resources and groups to assist with decision making
Examples of ideas noted by respondents:
 - Leverage the strength and voice of bargaining units
 - Explore possibilities to restructure communication channels to connect constituent groups with upper management
- Empower constituents to engage in decision making
Examples of ideas noted by respondents:
 - Help constituents understand the importance of their role in decision making
 - Encourage and invite creative and critical thinking
 - Respect contributions from constituents at all levels

Note: Responses to this question were not disaggregated by constituent group, but rather holistically from the employee perspective, due to the relatively small sample size of comments provided.

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Effectiveness of College Communication

Communication Effectiveness

Q11. Please indicate the extent of your agreement/ disagreement with each of the following statements when thinking about your experiences over the last four (4) years.

Across all constituent groups surveyed, respondents reported that they approach agreement with receiving information about the work of their own division (question 11c) while they neither agree nor disagree with the college sharing information effectively (question 11a).

Administrators report that they...
agree with the following:

- receiving information about the work of their division (question 11c)

approach agreement with the following:

- receiving information about major college initiatives and processes (question 11b)
- receiving information from their constituent group's representative council about college decisions (question 11d)

while neither agreeing nor disagreeing with the following:

- the college sharing information effectively (question 11a)

Classified professionals report they...

approach agreement with the following:

- receiving information about major college initiatives and processes (question 11b)
- receiving information about the work of their division (question 11c)
- receiving information from their constituent group's representative council about college decisions (question 11d)

while neither agreeing nor disagreeing with the following:

- the college sharing information effectively (question 11a)

Adjunct faculty report they...

agree with the following:

- receiving information about the work of their division (question 11c)

approach agreement with the following:

- receiving information about major college initiatives and processes (question 11b)
- receiving information from their constituent group's representative council about college decisions (question 11d)

while neither agreeing nor disagreeing with the following:

- the college sharing information effectively (question 11a)

Full-time faculty report they...

approach agreement with the following:

- receiving information from their constituent group's representative council about college decisions (question 11d)

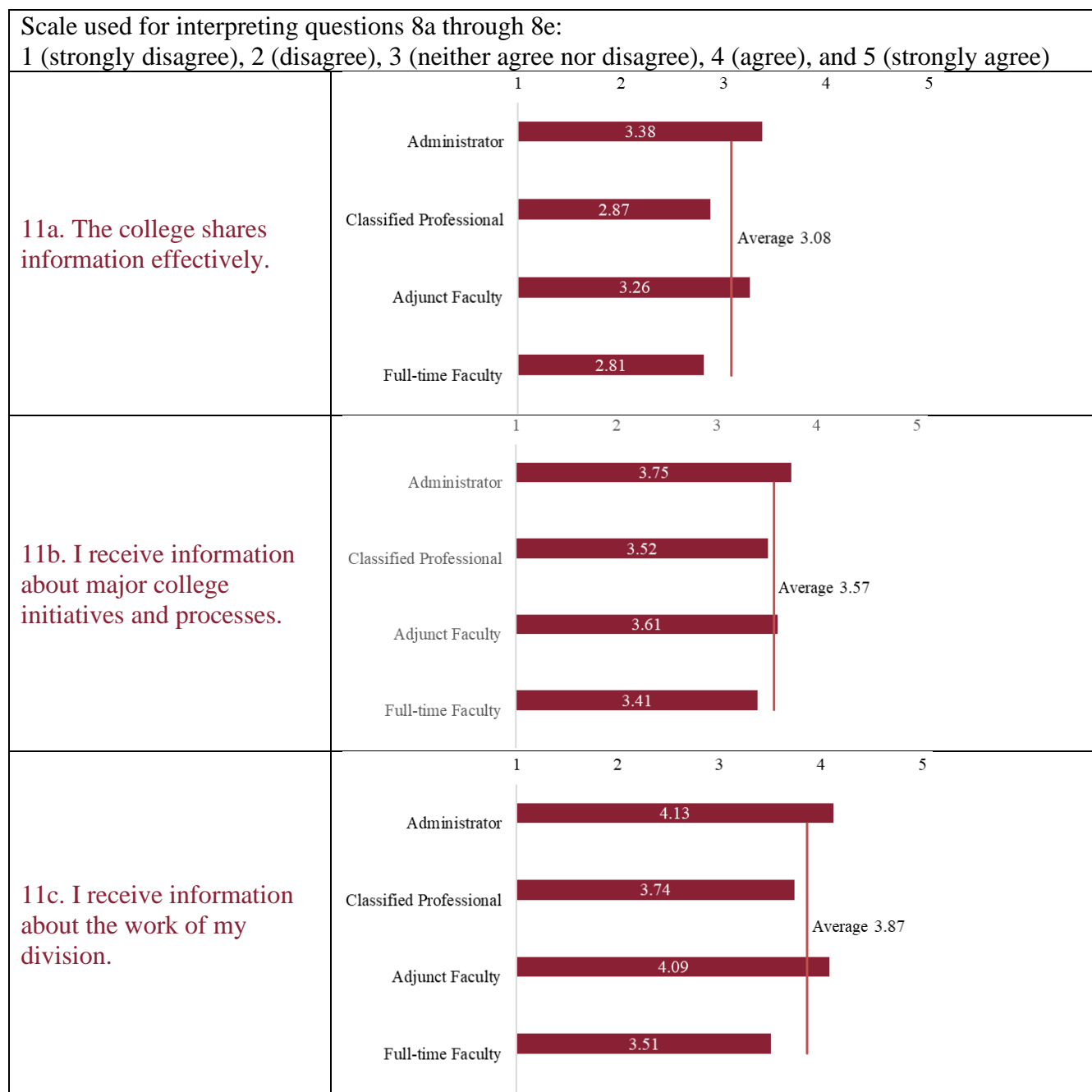
border between neither agreeing nor disagreeing and agreeing with the following:

- receiving information about major college initiatives and processes (question 11b)
- receiving information about the work of their division (question 11c)

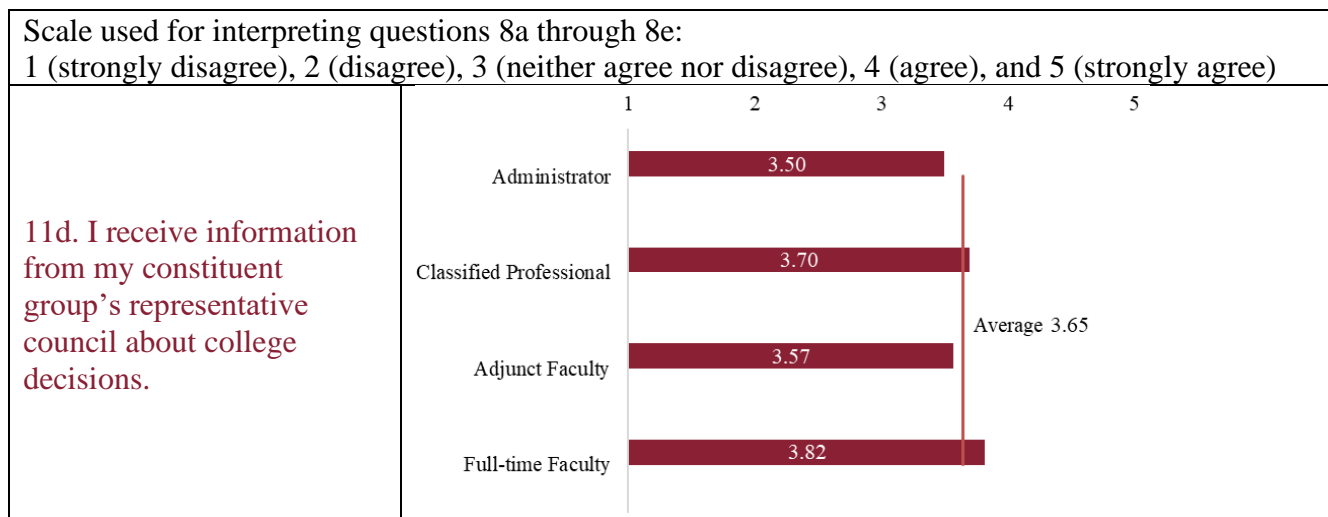
while neither agreeing nor disagreeing with the following:

- the college sharing information effectively (question 11a)

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Note: A scale of 1 (strongly disagree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree), and 5 (strongly agree) is used in a weighted average calculation for each constituent group to identify the extent of their (dis)agreement (see bar graph for each group), then a simple average is calculated from the weighted average of the constituent groups to produce the average among all groups (see vertical line across the graph).

See [Appendix E](#) for data tables associated with this question.

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Receipt of Information via Communication Channels

Q12. Over the last four (4) years, how have you usually received information about the following topics? Mark all choices that apply. Select “none” if you do not consistently receive information about the topic.

Concerning receiving information about all topics—college policies and procedures, college events, decisions made by Executive Council, decisions made by respondent’s other college groups, college planning processes, the work of the respondent’s constituent group’s representative council, the work of the respondent’s division, the work of the respondent’s department, personnel changes, and external events affecting the college—the most frequently reported channel of communication is predominantly email across all constituent groups surveyed. In some instances, meetings were the most frequently reported channel of communication for some constituent groups.

See [Appendix F](#) for more details about the types of communication channels each constituent group selected for the topics provided in this question.

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Improvement for Information Sharing

Q13. How can the college improve how information is shared?

Respondents provided a collection of comments to this question that are grouped into themes, providing ideas for how the college may improve information sharing:

- Maintain open communication with all constituents to improve information sharing practices
Examples of observations/ challenges noted by respondents:
 - Not receiving regular, consistent communication and updates from upper administration, including vice presidents, president, and district chancellor during pandemic
 - Hearing upper administration share ideas with constituents is welcome
 - Lack of information sharing, in general, fosters feelings of uncertainty
- Develop habits for sensitive and inclusive communication at all levels to improve information sharing practices
Examples of observations/ challenges noted by respondents:
 - Not feeling heard and having a voice when sharing insights with colleagues
 - Being expected to know information that was shared with a constituent group in which the constituents do not belong is unreasonable
- Make information accessible via shared video recordings, an enhanced and easily navigable college website, and an enhanced college newsletter
Examples of ideas offered by respondents:
 - Produce and share recorded meetings and announcements
 - Update college website to function as a central area for employees to retrieve information, such as those pertaining to policy, process, personnel changes, etc.
 - Enhance college newsletters with additional links to more information and include highlights from the executive council
- Develop consistency in communication process and format and establish a central area from where information is disseminated to improve information sharing
Examples of observations/ challenges noted by respondents:
 - Information may not be relayed in a timely fashion from upper management to the constituent groups most impacted by the information
 - Information is not always shared using the same channels (e.g., information is sometimes shared via prerecorded videos, sometimes via Zoom meetings, sometimes via emails, sometimes via the learning management system, and sometimes via other channels)*Example of idea noted by respondents:*
 - Fully spell out acronyms within each communication, as acronyms may not be known to all message recipients
- Send fewer e-mails and help constituents distinguish higher from lower priority information shared
Examples of observations/ challenges noted by respondents, though a minority of respondents acknowledged that email has been working well for them:
 - College newsletters have been a central source of information but combines information that is important and of interest to varying constituents, potentially making information difficult to locate
 - Information shared may not be relevant to constituent recipients

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- Offer communication training to constituents to ensure information shared is effective and timely
Examples of observations/ challenges noted by respondents:
 - Communication material are sent via email but sometimes do not follow the college's established email communication plan
 - Information is not shared with constituents in advance of process implementation
 - Communication of information updates, college processes, etc. are ineffective
- Host regular meetings to share information
Examples of ideas noted by respondents:
 - Issue announcements at meetings
 - Deans can have more consistent meetings with constituents in their area of oversight
 - Departments can more regularly share information with one another

Note: Responses to this question were not disaggregated by constituent group, but rather holistically from the employee perspective, due to the relatively small sample size of comments provided.

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Appendix A: Survey Invitation E-mail Message to Respondents

Subject: Communication and Governance Survey - PLEASE COMPLETE

Good morning colleagues,

Every three years, the college assesses the effectiveness of our communication and governance processes using our Communication and Governance Survey. We last administered this survey in 2017, and in 2020 we chose to postpone the survey until the COVID-19 pandemic settled down. It is now 2021, and while COVID-19 is far from settled, we believe that now is a good time for us to reflect upon our governance and decision-making processes, as well as our communication strategies.

You are all invited and encouraged to participate in the 2021 Communication and Governance Survey [link provided]. The survey should take you about 15 minutes to complete. While information gathered from the survey will be shared throughout the college to inform improvements, your individual responses will be kept confidential, and any personally identifying information from written responses will be redacted. The survey will remain open until Wednesday, November 24 at 5:00PM.

Thank you all in advance for your participation. Please feel free to reach out to me directly if you have questions.

Gayle

Gayle E. Pitman, Ph.D.
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Appendix B: Reminder of Survey Invitation Message to Respondents

Subject: REMINDER - Communication and Governance Survey

Good morning colleagues,

If you haven't yet done so, please complete the 2021 Communication and Governance Survey [link provided]. We'd like to get as many responses from each constituency group as possible in order to identify strategies that are working, and to effectively address concerns that come up. The survey should take you about 15 minutes to complete, and will remain open until Wednesday, November 24 at 5:00PM.

If you've already participated in the survey, thank you!

Gayle

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Appendix C: Engagement with College Decision Making Data Tables

8a. I am actively engaged in college decision-making processes.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty	
	N	%	N	%	N	%	N	%
Strongly agree	4	50%	2	6%	1	5%	13	17%
Agree	3	38%	6	19%	4	18%	38	49%
Neither agree nor disagree	1	13%	13	41%	6	27%	13	17%
Disagree	0	0%	5	16%	3	14%	8	10%
Strongly disagree	0	0%	6	19%	8	36%	6	8%
Total	8	100%	32	100%	22	100%	78	100%

8b. In general, I feel my colleagues are engaged in decision making across the college.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty	
	N	%	N	%	N	%	N	%
Strongly agree	1	13%	3	9%	3	14%	2	3%
Agree	7	88%	12	36%	8	36%	37	48%
Neither agree nor disagree	0	0%	11	33%	6	27%	18	23%
Disagree	0	0%	5	15%	5	23%	13	17%
Strongly disagree	0	0%	2	6%	0	0%	7	9%
Total	8	100%	33	100%	22	100%	77	100%

8c. I feel I am expected to engage in decision making as part of my duty as an SCC employee.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty	
	N	%	N	%	N	%	N	%
Strongly agree	2	29%	1	3%	2	9%	16	21%
Agree	2	29%	16	50%	6	27%	36	47%
Neither agree nor disagree	3	43%	9	28%	6	27%	14	18%
Disagree	0	0%	3	9%	2	9%	9	12%
Strongly disagree	0	0%	3	9%	6	27%	1	1%
Total	7	100%	32	100%	22	100%	76	100%

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8d. I feel my college administration values my engagement with decision making.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty	
	N	%	N	%	N	%	N	%
Strongly agree	2	25%	2	6%	2	9%	6	8%
Agree	4	50%	13	41%	4	18%	23	29%
Neither agree nor disagree	1	13%	10	31%	6	27%	26	33%
Disagree	1	13%	4	13%	5	23%	11	14%
Strongly disagree	0	0%	3	9%	5	23%	12	15%
Total	8	100%	32	100%	22	100%	78	100%

8e. I feel my job allows me time to participate in college decision-making processes.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty	
	N	%	N	%	N	%	N	%
Strongly agree	2	25%	3	9%	2	9%	4	5%
Agree	3	38%	8	25%	2	9%	22	28%
Neither agree nor disagree	3	38%	10	31%	4	18%	18	23%
Disagree	0	0%	5	16%	5	23%	23	29%
Strongly disagree	0	0%	6	19%	9	41%	11	14%
Total	8	100%	32	100%	22	100%	78	100%

[return to engagement with college decision making \(question 8\)](#)

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Appendix D: Effectiveness of Decision-Making Processes Data Tables

9a. I understand how decisions that affect my work are made.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty	
	N	%	N	%	N	%	N	%
Strongly agree	3	38%	4	13%	1	4%	8	10%
Agree	4	50%	9	28%	9	39%	33	42%
Neither agree nor disagree	1	13%	7	22%	3	13%	17	22%
Disagree	0	0%	7	22%	7	30%	11	14%
Strongly disagree	0	0%	5	16%	3	13%	9	12%
Total	8	100%	32	100%	23	100%	78	100%

9b. I understand the overall decision-making structure of the college.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty	
	N	%	N	%	N	%	N	%
Strongly agree	3	38%	5	16%	1	4%	7	9%
Agree	4	50%	11	34%	5	22%	29	38%
Neither agree nor disagree	1	13%	8	25%	4	17%	22	29%
Disagree	0	0%	4	13%	9	39%	11	14%
Strongly disagree	0	0%	4	13%	4	17%	8	10%
Total	8	100%	32	100%	23	100%	77	100%

9c. I understand how the Campus Issues Process works.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty	
	N	%	N	%	N	%	N	%
Strongly agree	3	38%	5	16%	1	4%	6	8%
Agree	4	50%	11	34%	1	4%	15	19%
Neither agree nor disagree	1	13%	6	19%	7	30%	20	26%
Disagree	0	0%	4	13%	10	43%	30	38%
Strongly disagree	0	0%	6	19%	4	17%	7	9%
Total	8	100%	32	100%	23	100%	78	100%

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9d. Decision-making processes in my division or unit work well.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty	
	N	%	N	%	N	%	N	%
Strongly agree	1	13%	6	19%	6	26%	11	14%
Agree	6	75%	10	32%	5	22%	26	33%
Neither agree nor disagree	1	13%	8	26%	8	35%	16	21%
Disagree	0	0%	3	10%	3	13%	17	22%
Strongly disagree	0	0%	4	13%	1	4%	8	10%
Total	8	100%	31	100%	23	100%	78	100%

9e. Decision-making processes at the broad level of the whole college work well.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty	
	N	%	N	%	N	%	N	%
Strongly agree	1	13%	3	9%	1	4%	0	0%
Agree	5	63%	5	16%	2	9%	14	18%
Neither agree nor disagree	2	25%	15	47%	9	39%	34	44%
Disagree	0	0%	5	16%	5	22%	23	29%
Strongly disagree	0	0%	4	13%	6	26%	7	9%
Total	8	100%	32	100%	23	100%	78	100%

9f. College processes allow all constituent groups to participate in decision-making.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty	
	N	%	N	%	N	%	N	%
Strongly agree	1	13%	3	10%	2	9%	4	5%
Agree	5	63%	7	23%	2	9%	28	36%
Neither agree nor disagree	2	25%	13	42%	7	30%	18	23%
Disagree	0	0%	5	16%	3	13%	18	23%
Strongly disagree	0	0%	3	10%	9	39%	10	13%
Total	8	100%	31	100%	23	100%	78	100%

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9g. Data (qualitative or quantitative) are used in decision making at the college.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty	
	N	%	N	%	N	%	N	%
Strongly agree	2	25%	4	13%	3	13%	5	6%
Agree	4	50%	11	34%	3	13%	24	31%
Neither agree nor disagree	2	25%	15	47%	11	48%	34	44%
Disagree	0	0%	1	3%	4	17%	13	17%
Strongly disagree	0	0%	1	3%	2	9%	2	3%
Total	8	100%	32	100%	23	100%	78	100%

[return to effectiveness of decision-making processes \(question 9\)](#)

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Appendix E: Communication Effectiveness Data Tables

11a. The college shares information effectively.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty	
	N	%	N	%	N	%	N	%
Strongly agree	0	0%	2	6%	3	13%	2	3%
Agree	5	63%	8	26%	7	30%	22	28%
Neither agree nor disagree	1	13%	9	29%	8	35%	22	28%
Disagree	2	25%	8	26%	3	13%	23	29%
Strongly disagree	0	0%	4	13%	2	9%	9	12%
Total	8	100%	31	100%	23	100%	78	100%

11b. I receive information about major college initiatives and processes.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty	
	N	%	N	%	N	%	N	%
Strongly agree	1	13%	3	10%	2	9%	5	6%
Agree	5	63%	15	48%	13	57%	39	50%
Neither agree nor disagree	1	13%	9	29%	6	26%	20	26%
Disagree	1	13%	3	10%	1	4%	11	14%
Strongly disagree	0	0%	1	3%	1	4%	3	4%
Total	8	100%	31	100%	23	100%	78	100%

11c. I receive information about the work of my division.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty	
	N	%	N	%	N	%	N	%
Strongly agree	3	38%	11	35%	7	30%	15	19%
Agree	3	38%	9	29%	13	57%	31	40%
Neither agree nor disagree	2	25%	5	16%	2	9%	17	22%
Disagree	0	0%	4	13%	0	0%	9	12%
Strongly disagree	0	0%	2	6%	1	4%	6	8%
Total	8	100%	31	100%	23	100%	78	100%

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11d. I receive information from my constituent group's representative council about college decisions.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty	
	N	%	N	%	N	%	N	%
Strongly agree	1	13%	6	20%	2	9%	16	21%
Agree	4	50%	13	43%	14	61%	42	54%
Neither agree nor disagree	1	13%	8	27%	3	13%	12	15%
Disagree	2	25%	2	7%	3	13%	6	8%
Strongly disagree	0	0%	1	3%	1	4%	2	3%
Total	8	100%	30	100%	23	100%	78	100%

[return to communication effectiveness \(question 11\)](#)

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Appendix F: Communication Channels Frequencies Matrix

The table below provides a count of the number of times a specific channel of communication was reported for each topic by each constituent group. The shaded cells in the table represent the most frequently reported communication channel used to receive information about the respective topic.

Topic	Communication Channel	Administrators	Classified Professionals	Adjunct Faculty	Full-time Faculty
College policies and procedures	Email	7	25	22	60
	Meetings	6	14	6	40
	Conversations	2	11	2	21
	Dean/ Vice President	5	11	6	30
	Campus website	1	13	6	17
	Info from President's Office	3	8	6	15
	Other	1	3	0	6
	None	0	1	0	5
College events	Email	8	30	23	72
	Meetings	3	11	7	17
	Conversations	2	10	4	19
	Dean/ Vice President	4	3	6	14
	Campus website	4	10	5	26
	Info from President's Office	3	5	3	7
	Other	1	2	2	5
	None	0	1	0	3
Decisions made by Executive Council	Email	5	15	18	30
	Meetings	3	6	1	15
	Conversations	2	7	1	10
	Dean/ Vice President	4	6	4	13
	Campus website	0	2	1	2
	Info from President's Office	2	5	2	16
	Other	0	0	0	3
	None	1	11	5	32
Decisions made by college groups	Email	6	20	19	42
	Meetings	3	5	0	20
	Conversations	3	8	2	15
	Dean/ Vice President	3	2	1	8
	Campus website	1	3	3	4
	Info from President's Office	1	4	0	2
	Other	2	3	0	3
	None	0	6	4	25

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Topic	Communication Channel	Administrators	Classified Professionals	Adjunct Faculty	Full-time Faculty
College planning processes	Email	5	20	17	51
	Meetings	6	10	2	29
	Conversations	1	9	2	13
	Dean/ Vice President	6	8	2	17
	Campus website	0	2	2	7
	Info from President's Office	3	8	3	8
	Other	2	2	0	6
	None	1	6	5	18
The work of your constituent group's representative council	Email	4	26	19	66
	Meetings	6	13	2	32
	Conversations	1	9	3	18
	Dean/ Vice President	3	2	1	6
	Campus website	0	2	1	1
	Info from President's Office	1	0	0	2
	Other	1	1	0	2
	None	1	1	4	4
The work of your division	Email	7	21	22	53
	Meetings	7	17	11	47
	Conversations	5	15	7	37
	Dean/ Vice President	5	18	10	46
	Campus website	2	1	0	1
	Info from President's Office	0	3	0	1
	Other	1	4	2	1
	None	0	3	1	8
The work of your department	Email	5	22	21	56
	Meetings	6	20	11	64
	Conversations	4	20	8	49
	Dean/ Vice President	4	15	7	20
	Campus website	1	3	0	2
	Info from President's Office	0	3	0	1
	Other	1	6	1	4
	None	0	2	0	1
Personnel changes	Email	7	21	19	58
	Meetings	3	8	5	19
	Conversations	2	12	4	24
	Dean/ Vice President	3	6	4	20
	Campus website	0	2	0	1
	Info from President's Office	1	2	3	15
	Other	1	3	0	4
	None	1	3	3	5

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Topic	Communication Channel	Administrators	Classified Professionals	Adjunct Faculty	Full-time Faculty
External events affecting the college	Email	6	21	19	55
	Meetings	3	7	4	16
	Conversations	3	9	5	14
	Dean/ Vice President	4	6	6	15
	Campus website	1	3	2	11
	Info from President's Office	4	6	2	13
	Other	3	6	0	7
	None	1	6	4	14

[return to receipt of information via communication channels \(question 12\)](#)

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