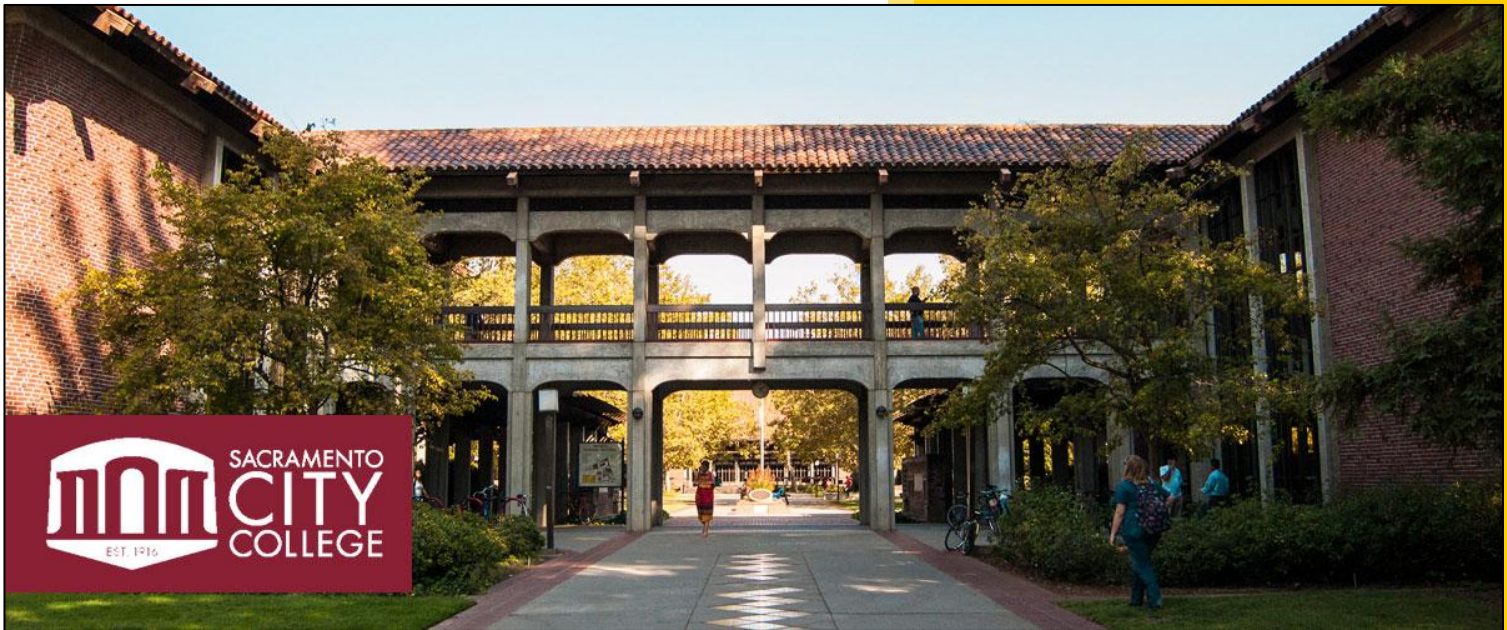


Communication and Governance Survey

Effectiveness of Decision-Making at Sacramento City College



Summary Report for April 2026 Survey

Issued July 2026

Planning, Research, and Institutional Effectiveness Office



Sacramento City College

EXECUTIVE SUMMARY

The Communication and Governance Survey has been conducted at Sacramento City College (SCC) since Spring 2011. During Spring 2026 the survey was conducted for a fifth time and received 102 responses: 12 from administrators, 30 from classified professionals, and 60 from faculty (21 from adjunct faculty and 39 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 Budget Committee and Honors and Awards Committee were rated as the most effective ones. The committees that rated the lowest in effectiveness include Staff Development Committee and Staff Equity and Diversity 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 taking into consideration during planning discussions while adjunct faculty report the least positive feelings.
- More than other constituent groups, administrators most positively report their input being taking into consideration when being involved in the development of college initiatives, grants, or projects while classified professionals and adjunct faculty 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 full-time faculty and adjunct faculty report least agreement about the effectiveness of decision-making processes.

Overall concerning effectiveness of college communication, administrators generally report most agreement while full-time faculty generally report least agreement.

Overall concerning receipt of information via communication channels, electronic mail is the channel of communication most frequently reported by all constituent groups as one used for receiving information, while meetings and conversations were secondary channels of information receipt for administrators and classified professionals. Adjunct faculty and full-time faculty note they did not receive any communication for some informational topics, particularly college planning processes, decisions made by Executive Council, and decisions made by college groups.

Constituents offered the following ideas for improving the college's decision-making processes: (a) seek and utilize input from constituents, through equitable inclusion, in decision making processes; (b) provide constituents greater opportunities to participate in college decision-making processes; (c) make information- and data-informed decisions with rationale that are transparent and communicated to constituents; and (d) refine the college governance structure to ensure accessibility and institutional effectiveness

Constituents offered the following ideas for improving the college's information sharing: (a) improve communication practices to share information with constituents especially concerning decision making at the college; (b) improve communication processes at the college; (c) proactively engage with constituents to communicate information; and (d) utilize a communication channel conducive for delivering important information to constituents.

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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) some years—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.
- Fall 2021: The PRIE Office planned to administer the survey during Fall 2020 based on an established administration cycle of this survey. However, the PRIE Office delayed the administration of this survey to Fall 2021 to ensure employees had adequate time to adjust to the arrangements, processes, and procedures of the college in response to the Covid-19 pandemic.

The PRIE Office administered this survey during Spring 2026 to ensure that the college has adequate time to consider and discuss the results of this survey, then plan and implement improvements during the upcoming academic year.

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 and information-sharing at the college.

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METHODOLOGY

The Governance and Communication Survey was administered during Spring 2026 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 Spring 2026 survey, for which this report is written, was adapted from the version administered during Fall 2021. Using the Fall 2021 survey, the survey sections remained the same but questions were updated to produce the current version of the Spring 2026 survey. Overall, the Spring 2026 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 four 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 102 responses (where each response is assumed to be provided by one respondent) were determined usable for the preparation of the results in this report. Of the usable responses, some respondents did not provide responses to each question and elected to skip questions. The results from this survey are primarily analyzed by the response choices reported from the 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

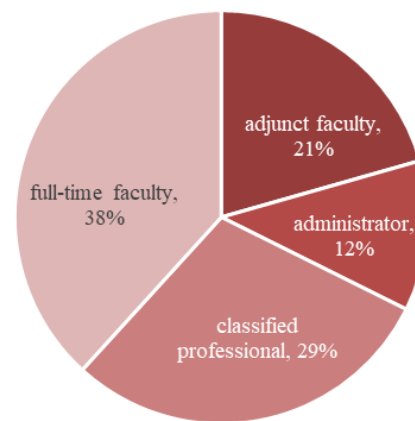
Respondent Background Information

Constituency Membership

Q1. To which SCC constituency do you belong?

The majority of respondents to this survey identify as full-time faculty (38%) while the smallest group of respondents identify as administrator (12%).

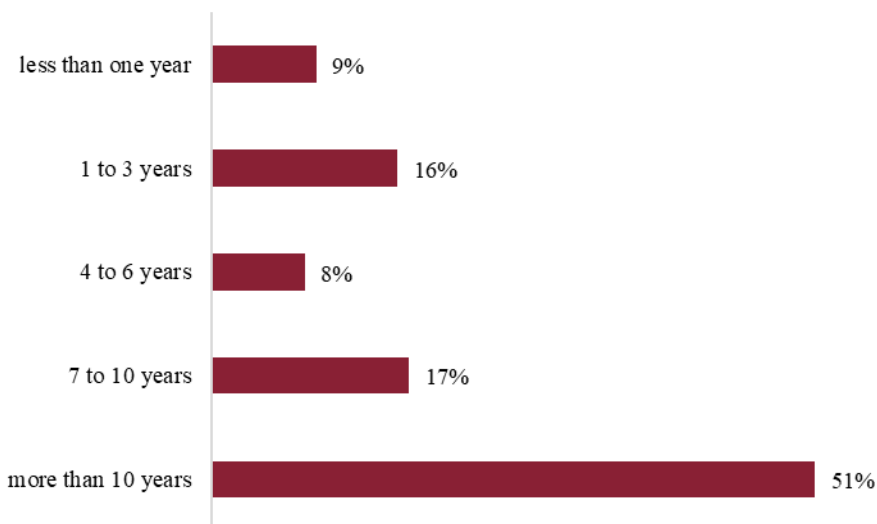
Response Categories	N	%
Administrator	12	12%
Classified Professional	30	29%
Adjunct Faculty	21	21%
Full-time Faculty	39	38%
Total	102	100%



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 (8%) reveal they have been employed at SCC between four and six years. Most administrators have either been at the college from one to three years or more than ten 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%	4	4%	1	1%	3	3%	9	9%
1 to 3 years	4	4%	8	8%	4	4%	0	0%	16	16%
4 to 6 years	1	1%	3	3%	2	2%	2	2%	8	8%
7 to 10 years	1	1%	4	4%	5	5%	7	7%	17	17%
more than 10 years	5	5%	11	11%	9	9%	27	26%	52	51%
Total	12	12%	30	29%	21	21%	39	38%	102	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 three (3) 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 three years—with a response ranging from 9 to 19 members and an average of 13 members responding for each committee listed—the committee with highest ratings in...

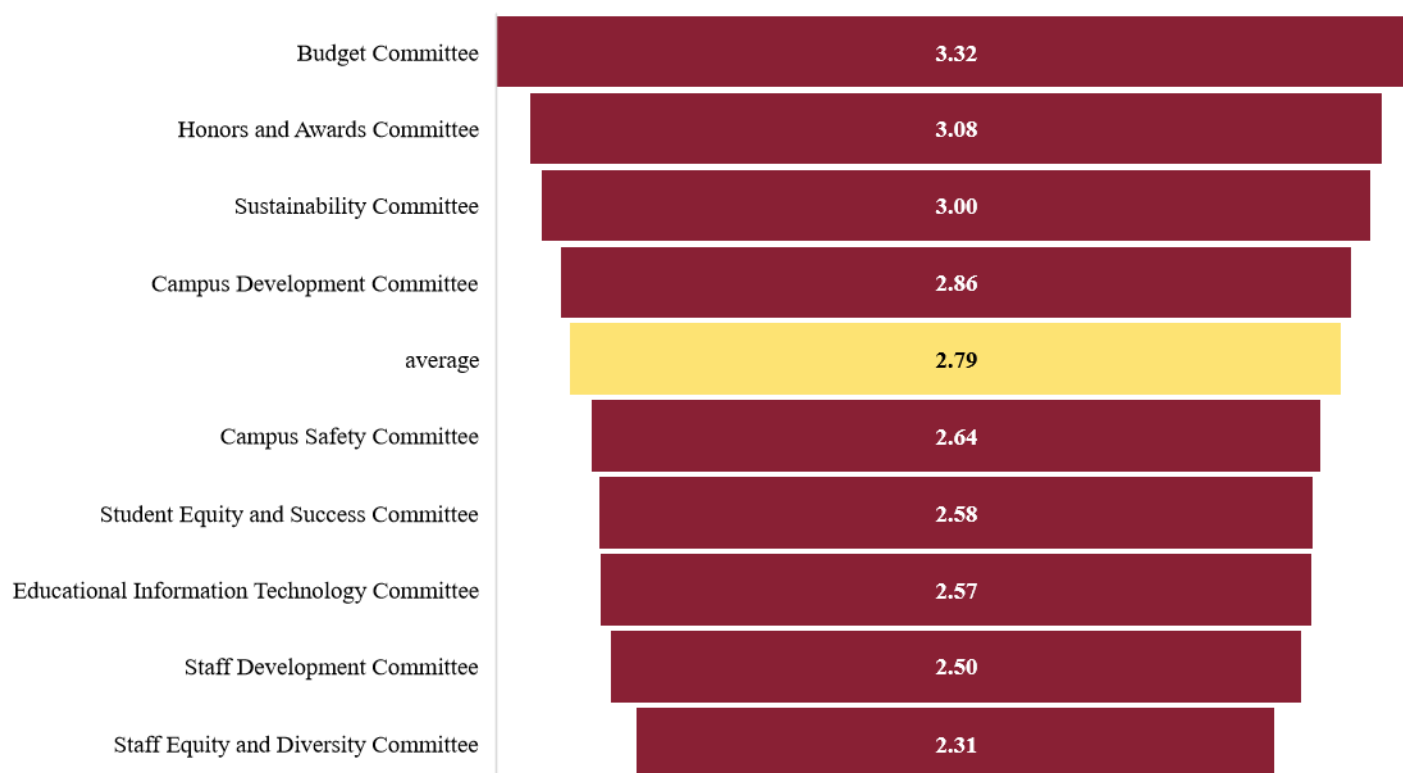
- “very effective” include Budget Committee
- “effective” include Honors and Awards Committee
- “somewhat effective” include Staff Development Committee
- “not effective” include Staff Equity and Diversity Committee

Committee	Not Effective		Somewhat Effective		Effective		Very Effective		Respondents who Served on Committee	
	N	%	N	%	N	%	N	%	N	%
Budget Committee	1	5%	2	11%	6	32%	10	53%	19	100%
Campus Development Committee	1	7%	4	29%	5	36%	4	29%	14	100%
Campus Safety Committee	2	18%	3	27%	3	27%	3	27%	11	100%
Educational Information Technology Committee	2	14%	4	29%	6	43%	2	14%	14	100%
Honors and Awards Committee	1	8%	1	8%	6	50%	4	33%	12	100%
Staff Development Committee	1	10%	4	40%	4	40%	1	10%	10	100%
Staff Equity and Diversity Committee	3	23%	4	31%	5	38%	1	8%	13	100%
Student Equity and Success Committee	2	17%	4	33%	3	25%	3	25%	12	100%
Sustainability Committee	1	11%	1	11%	4	44%	3	33%	9	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 2.79. Applying the weighted average calculation to each committee...

- the committee that rated above the average effectiveness and was most effective includes the Budget Committee
- the committee that rated below the average effectiveness and was least effective includes the Staff Equity and Diversity Committee

continued on next page



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

When interpreting the results to this question, please note that within the last three 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. During some of these years, committee chairs were encouraged to serve a two-year term. 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 since the previous administration of this survey in Fall 2021 are important to note:

- The Learning Resources Committee and Planning, Research, and Institutional Effectiveness Committee that existed in Fall 2021 were no longer longer standing committees by the time of this survey administration during Spring 2026.
- The Campus Development/ Campus Safety Committee that existed in Fall 2021 became two separate committees: (i) Campus Development Committee and (ii) Campus Safety Committee.
- The Matriculation and Student Success/ Student Equity Committee appeared in the Fall 2021 survey. The current survey now shows the Student Equity and Success Committee.
- Since the administration of this survey in Fall 2021, the Sustainability Committee was formed.

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Engagement with and Effectiveness of College Decision Making

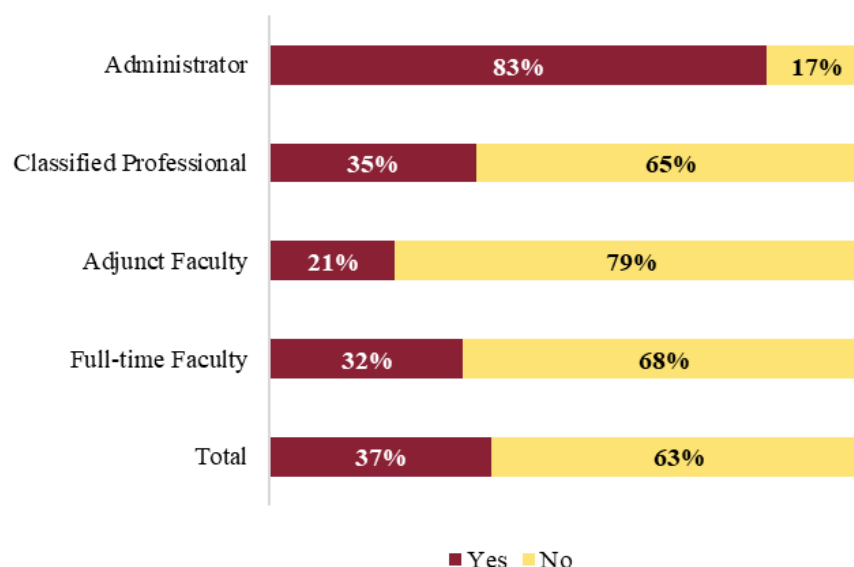
Representative Council Service

Q4. Within the last three (3) years, have you served on your constituent group's representative council (examples: Academic Senate, Classified Senate, Senior Leadership Team)?

The majority of respondents (63%) have not served on their constituent group's representative council. The majority of administrators (83%) report having served on their constituent group's representative council, while the majority of adjunct faculty (79%), classified professionals (65%), and full-time faculty (68%) report not having served on their constituent group's representative council.

Please note that Academic Senate is the representative council for adjunct and full-time faculty, Classified Senate is the representative council for Classified Professionals, and Senior Leadership Team is the representative council for Administrators.

Response Categories	Administrator		Classified Professional		Adjunct Faculty		Full-time Faculty		Total	
	N	%	N	%	N	%	N	%	N	%
No	2	17%	17	65%	15	79%	25	68%	59	63%
Yes	10	83%	9	35%	4	21%	12	32%	35	37%
Total	12	100%	26	100%	19	100%	37	100%	94	100%

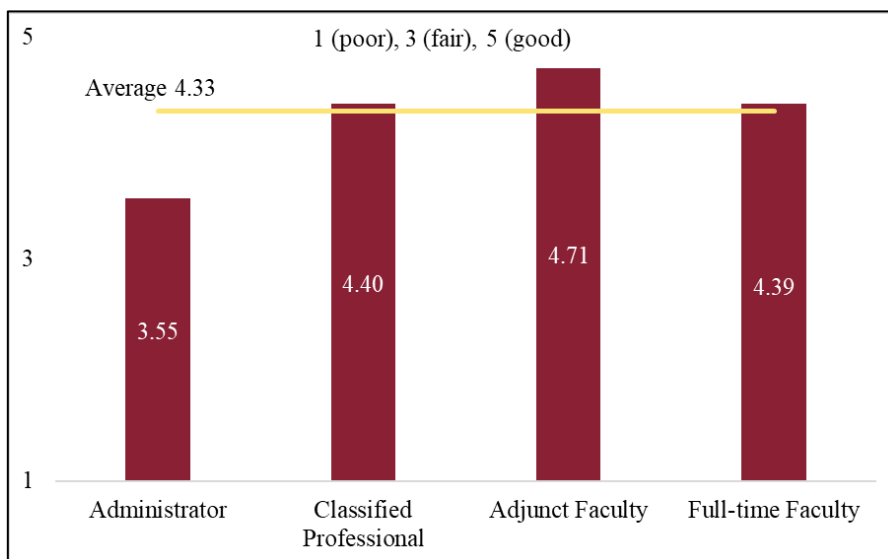


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Representative Council Representation of Interests

Q5. Please rate the extent to which you feel your constituent group's representative council has appropriately represented your interest(s) during the last three (3) years.

Administrators generally feel their representative council “fairly” represents their interests. The majority of Classified professionals (56%) generally rate their representative council as doing a “good” job with representing their interests. The majority of full-time faculty (70%) and adjunct faculty (63%) also feel their representative council is doing a “good” job representing their interests.



Response Categories	Administrator ^a		Classified Professional ^b		Adjunct Faculty ^c		Full-time Faculty ^d	
	N	%	N	%	N	%	N	%
Good	3	25%	14	56%	12	63%	26	70%
Fair	8	67%	6	24%	2	11%	4	11%
Poor	0	0%	0	0%	0	0%	3	8%
Do not know	1	8%	3	12%	3	16%	1	3%
Not my constituent group	0	0%	2	8%	2	11%	3	8%
Total	12	100%	25	100%	19	100%	37	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 (see bar graph for each group), then a weighted average was calculated to provide an average for all constituent groups (see horizontal line across the graph). 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 11 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 20 responses are used to produce the graph above.

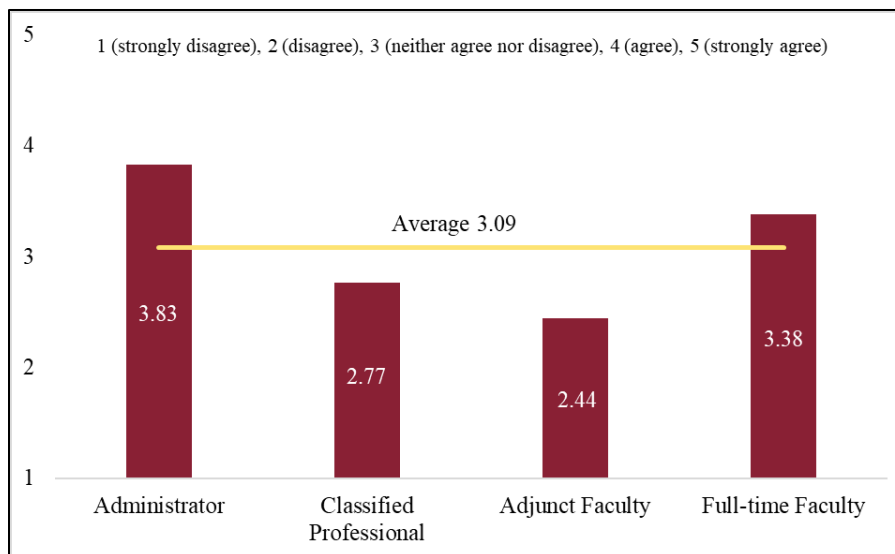
^cThe number of adjunct faculty shown here are those respondents who self-identified as such and rated how they felt the Academic Senate represented their interests. A total of 14 responses are used to produce the graph above.

^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 33 responses are used to produce the graph above.

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Planning Discussion Participation

Q6. Please think about instances over the last three (3) 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 (75%) and full-time faculty (60%) typically “strongly agree” or “agree” with being actively participative in planning discussions in which their input has been taken into consideration while adjunct faculty (44%) and classified professionals (43%) feel less strongly about the consideration of their input.

A greater percentage of both classified professionals (19%) and adjunct faculty (33%) than other constituent groups report having not participated in planning discussions.

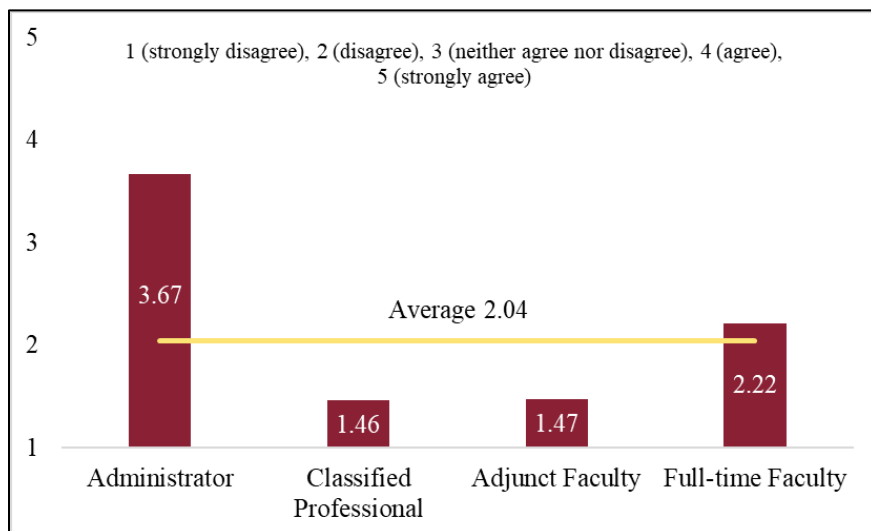
Note: A scale of 1 (strongly disagree) to 5 (strongly agree) is used in a weighted average calculation for each constituent group to identify the extent of their (dis)agreement (see bar graph for each group), then a weighted average was calculated to provide an average for all constituent groups (see 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	4	33%	3	12%	2	11%	14	38%
Agree	5	42%	8	31%	6	33%	8	22%
Neither agree nor disagree	2	17%	7	27%	3	17%	4	11%
Disagree	0	0%	1	4%	0	0%	4	11%
Strongly disagree	0	0%	2	8%	1	6%	3	8%
Have not participated	1	8%	5	19%	6	33%	4	11%
Total	12	100%	26	100%	18	100%	37	100%

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Involvement in College Initiatives, Grants, and Projects

Q7. Please think about instances over the last three (3) 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 (66%) typically “strongly agree” or “agree” with being involved in college efforts in which their input has been taken into consideration while full-time faculty (38%), adjunct faculty (27%), and classified professionals (24%) feel less strongly about the consideration of their input.

A greater percentage of both classified professionals (62%) and adjunct faculty (63%) 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 weighted average was calculated to provide an average for all constituent 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	4	33%	3	12%	2	11%	3	8%
Agree	4	33%	3	12%	3	16%	11	30%
Neither agree nor disagree	2	17%	3	12%	2	11%	6	16%
Disagree	1	8%	1	4%	0	0%	2	5%
Strongly disagree	0	0%	0	0%	0	0%	1	3%
Have not been involved	1	8%	16	62%	12	63%	14	38%
Total	12	100%	26	100%	19	100%	37	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 three (3) years.

Across all constituent groups surveyed, respondents report they generally neither agree nor disagree that they are actively engaged in college decision-making (question 8a), feel their colleagues are engaged in decision-making across the college (question 8b), feel they are expected to engage in decision-making as part of their duty as an employee (question 8c), and feel their job allows them time to participate in college decision-making processes (question 8e). Respondents report most negatively feeling that college administration values their engagement in decision-making (question 8d).

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 college decision-making processes (question 8a)
- the expectation placed on them to engage in decision-making as part of their duty as an employee (question 8c)
- college administration valuing their engagement in decision-making (question 8d)
- their jobs allowing them time to participate in college decision-making processes (question 8e)

while they approach agreement with the following:

- their colleagues are engaged in decision-making across the college (question 8b)

Classified professionals report approaching neither agreeing nor disagreeing with the following:

- their active engagement in college decision-making processes (question 8a)
- their colleagues are engaged in decision-making across the college (question 8b)
- the expectation placed on them to engage in decision-making as part of their duty as an employee (question 8c)
- their jobs allowing them time to participate in college decision-making processes (question 8e)

while they are split between disagreeing and approaching neither agreeing nor disagreeing with the following:

- college administration valuing their engagement in decision-making (question 8d)

Adjunct faculty report bordering on neither agreeing nor disagreeing with the following:

- feeling their colleagues are engaged in decision-making across the college (question 8b)

while approach neither agreeing nor disagreeing with the following:

- their active engagement in college decision-making processes (question 8a)

and disagreeing with the following:

- the expectation placed on them to engage in decision-making as part of their duty as an employee (question 8c),
- feeling college administration values their engagement in decision-making (question 8d),
- their jobs allowing them time to participate in college decision-making processes (question 8e)

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Full-time faculty report they approach agreement with the following:

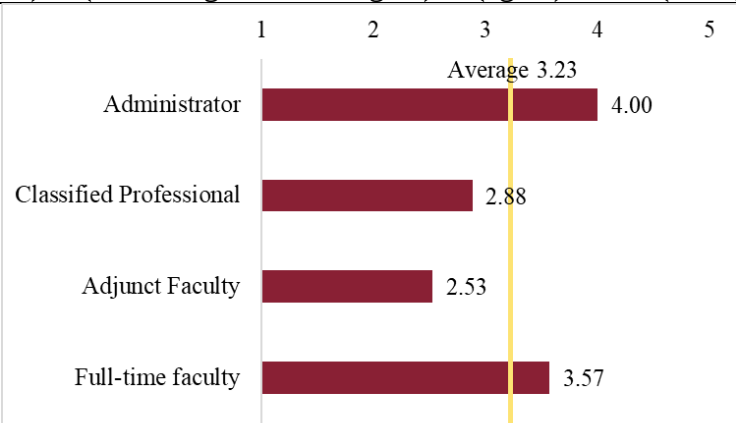
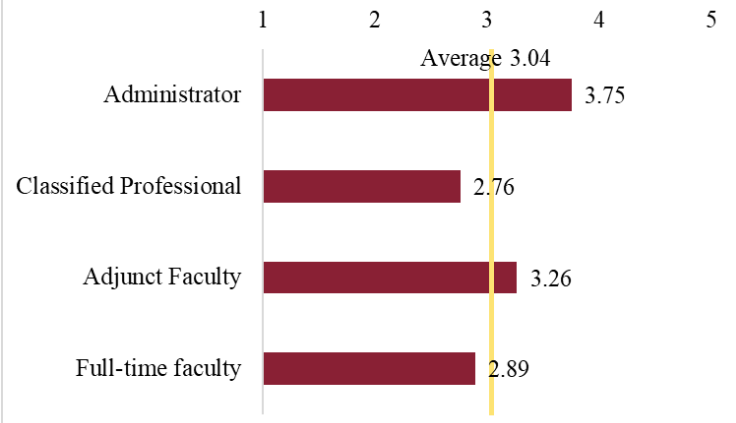
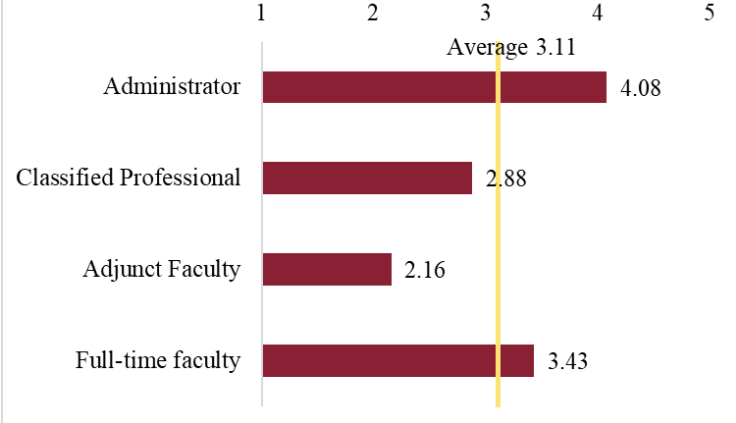
- their active engagement in college decision-making processes (question 8a)

and border on neither agreeing nor disagreeing with the following:

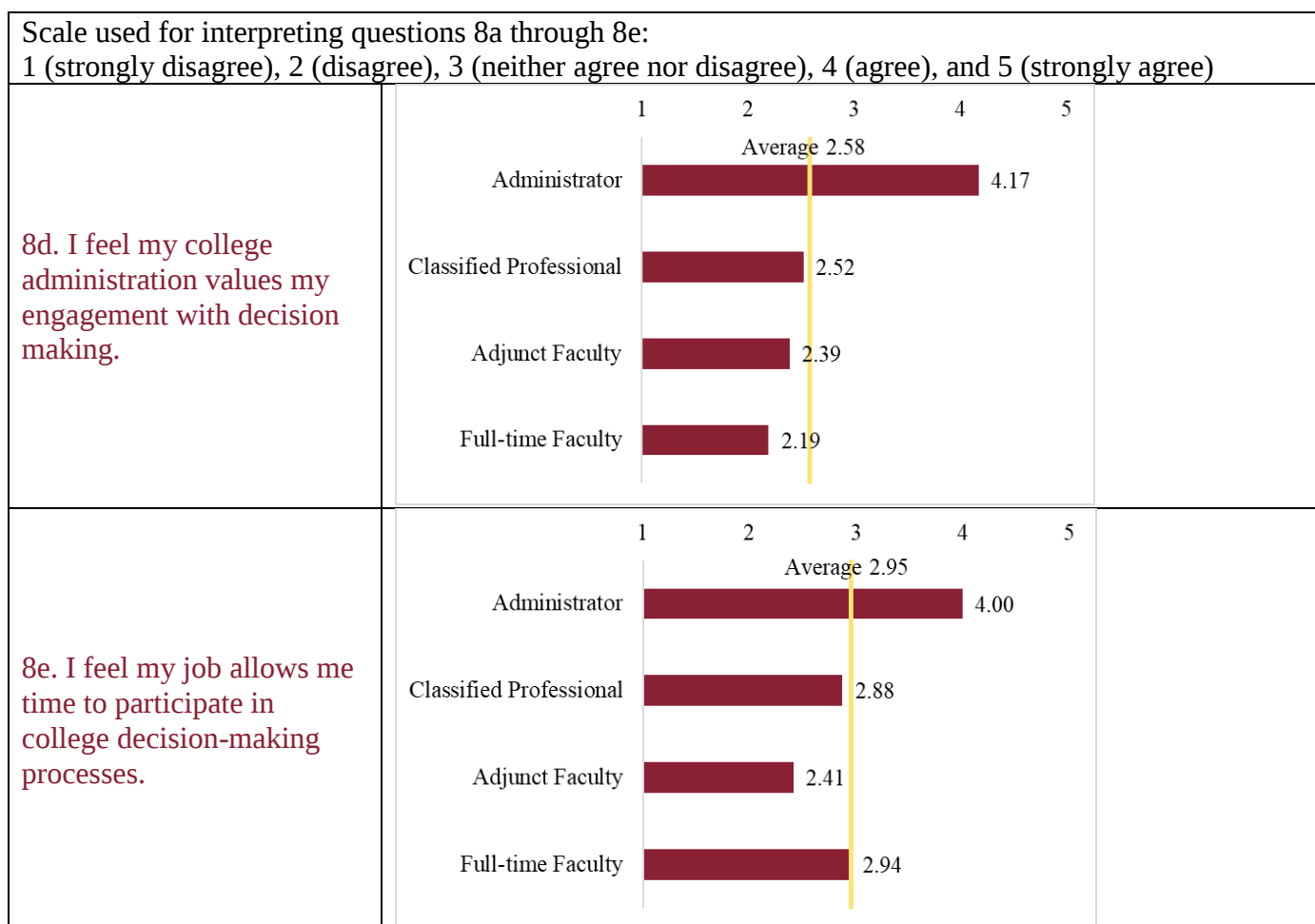
- their colleagues are engaged in decision-making across the college (question 8b)
- the expectation placed on them to engage in decision-making as part of their duty as an employee (question 8c)
- their jobs allowing them time to participate in college decision-making processes (question 8e)

while they disagree with the following:

- college administration valuing their engagement in decision-making (question 8d)

Scale used for interpreting questions 8a through 8e: 1 (strongly disagree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree), and 5 (strongly agree)													
8a. I am actively engaged in college decision-making processes.	 <table border="1"> <thead> <tr> <th>Role</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Administrator</td> <td>4.00</td> </tr> <tr> <td>Classified Professional</td> <td>2.88</td> </tr> <tr> <td>Adjunct Faculty</td> <td>2.53</td> </tr> <tr> <td>Full-time faculty</td> <td>3.57</td> </tr> <tr> <td>Average</td> <td>3.23</td> </tr> </tbody> </table>	Role	Score	Administrator	4.00	Classified Professional	2.88	Adjunct Faculty	2.53	Full-time faculty	3.57	Average	3.23
Role	Score												
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Classified Professional	2.88												
Adjunct Faculty	2.53												
Full-time faculty	3.57												
Average	3.23												
8b. In general, I feel my colleagues are engaged in decision making across the college.	 <table border="1"> <thead> <tr> <th>Role</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Administrator</td> <td>3.75</td> </tr> <tr> <td>Classified Professional</td> <td>2.76</td> </tr> <tr> <td>Adjunct Faculty</td> <td>3.26</td> </tr> <tr> <td>Full-time faculty</td> <td>2.89</td> </tr> <tr> <td>Average</td> <td>3.04</td> </tr> </tbody> </table>	Role	Score	Administrator	3.75	Classified Professional	2.76	Adjunct Faculty	3.26	Full-time faculty	2.89	Average	3.04
Role	Score												
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Full-time faculty	2.89												
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8c. I feel I am expected to engage in decision making as part of my duty as an SCC employee.	 <table border="1"> <thead> <tr> <th>Role</th> <th>Score</th> </tr> </thead> <tbody> <tr> <td>Administrator</td> <td>4.08</td> </tr> <tr> <td>Classified Professional</td> <td>2.88</td> </tr> <tr> <td>Adjunct Faculty</td> <td>2.16</td> </tr> <tr> <td>Full-time faculty</td> <td>3.43</td> </tr> <tr> <td>Average</td> <td>3.11</td> </tr> </tbody> </table>	Role	Score	Administrator	4.08	Classified Professional	2.88	Adjunct Faculty	2.16	Full-time faculty	3.43	Average	3.11
Role	Score												
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Average	3.11												

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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 weighted average was calculated to provide an average for all constituent groups (see vertical line down 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 three (3) years

Across all constituent groups surveyed, respondents report they generally neither agree nor disagree with understanding how decisions that affect their work are made (question 9a), understanding the overall decision-making structure of the college (question 9b), decision-making processes working well in their unit or division (question 9d), and data (qualitative or quantitative) being used in decision making at the college (question 9g). However, respondents report approaching neither agreement nor disagreement with understanding how the Campus Issues Process works (question 9c), decision-making processes working well at the broad level of the college (question 9e), and college processes allowing all constituent groups to participate in decision making (question 9f).

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

- understanding how decisions that affect their work are made (question 9a)
- decision-making processes working well in their unit or division (question 9d)
- college processes allowing all constituent groups to participate in decision making (question 9f)

while they mostly neither agree nor disagree with the following:

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

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

Adjunct faculty report:

they neither agree nor disagree 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)
- 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)
- data (qualitative or quantitative) being used in decision making at the college (question 9g)

while they disagree with the following:

- understanding how the Campus Issues Process works (question 9c)
- college processes allowing all constituent groups to participate in decision making (question 9f)

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Full-time faculty report they...

neither agree nor disagree with the following:

- decision-making processes working well in their unit or division (question 9d)

while they approach neither agreeing nor disagreeing with the following:

- understanding the overall decision-making structure of the college (question 9b)
- data (qualitative or quantitative) being used in decision making at the college (question 9g)

and disagree with the following:

- understanding how decisions that affect their work are made (question 9a)
- 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)

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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Scale used for interpreting questions 8a through 8e: 1 (strongly disagree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree), and 5 (strongly agree)		
9c. I understand how the Campus Issues Process works.	1 2 3 4 5 Average 2.50 Administrator 3.08 Classified Professional 2.62 Adjunct Faculty 2.16 Full-time Faculty 2.41	
9d. Decision-making processes in my division or unit work well.	1 2 3 4 5 Average 3.24 Administrator 3.83 Classified Professional 3.12 Adjunct Faculty 3.11 Full-time Faculty 3.19	
9e. Decision-making processes at the broad level of the whole college work well.	1 2 3 4 5 Average 2.48 Administrator 3.00 Classified Professional 2.69 Adjunct Faculty 2.79 Full-time Faculty 2.00	

continued on next page

Scale used for interpreting questions 8a through 8e: 1 (strongly disagree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree), and 5 (strongly agree)		
9f. College processes allow all constituent groups to participate in decision-making.	1	2
	3	4
	5	
	Average 2.62	
	Administrator	3.83
9g. Data (qualitative or quantitative) are used in decision making at the college.	1	2
	3	4
	5	
	Average 2.83	
	Administrator	3.09
	1	2
	3	4
	5	
	Average 2.62	
	Classified Professional	2.62
	1	2
	3	4
	5	
	Average 2.28	
	Adjunct Faculty	2.28
	1	2
	3	4
	5	
	Average 2.41	
	Full-time Faculty	2.41

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 weighted average was calculated to provide an average for all constituent groups (see vertical line down 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:

- Seek and utilize input from constituents, through equitable inclusion, in decision making processes
Examples of observations/ challenges noted by respondents:
 - Decisions from leadership are made with seemingly little consideration for how these impact constituents (including students) and contribute to institutional inefficiencies
 - Constituents feel frustrated that decisions from leadership are implemented in a top-down approach
 - Constituents feel the college environment for offering feedback is not necessarily conducive for expressing concerns, as viewpoints are dismissed or perspectives from certain constituent groups are prioritized over those of others
 - Constituents feel their exclusion from decision making has contributed to dissatisfaction and low morale*Examples of ideas for improvement noted by respondents:*
 - Constituents would like to be collegially consulted with to offer suggestions and feedback through inclusionary practices, such as through open discussions and surveys

- Provide constituents greater opportunities to participate in college decision-making processes
Examples of observations/ challenges noted by respondents:
 - Constituents have limited opportunities to participate due to schedule conflicts in which decision-making meetings are hosted during class time
 - Constituents are not afforded sufficient time in their work day to participate in such processes in addition to performing regular duties required of their professional position*Examples of ideas for improvement noted by respondents:*
 - Provide adequate compensation and/ or time to constituents to encourage shared participation in college governance and decision-making efforts
 - Provide time for constituents to engage in professional learning opportunities that enhance their contributions to college governance and decision-making efforts

- Make information- and data-informed decisions with rationale that are transparent and communicated to constituents
Examples of observations/ challenges noted by respondents:
 - Constituents feel decisions are made in the absence of appropriate context and relevance of information, where decisions are based primarily on quantitative measures rather than a holistic perspective
 - Constituents are unclear about how decisions are made that concern funding cuts*Examples of ideas for improvement noted by respondents:*
 - Explain how and why decisions are made by sharing the information and data upon which the decisions are made

continued on next page

- Refine the college governance structure to ensure accessibility and institutional effectiveness

Examples of observations/ challenges noted by respondents:

- Some constituents are not familiar with the college governance process and do not understand how they may participate
- Standing committees' charges and goals are not necessarily clear or specific
- College decisions are generally made slowly to accommodate all constituent perspectives

Examples of ideas for improvement noted by respondents:

- Train new hires about the college governance structure, including how processes work and where to locate information
- Refine the current governance structure to be flexible in more quickly responding to college needs, such as developing a structure that prioritizes high efficiency without constituent consensus over less efficiency but with constituent consensus (and vice versa)

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 report they approach agreement in receiving information about the work of their division (question 11c) and receiving information from their constituent group's representative council about college decisions (question 11d) while they border neither agreeing nor disagreeing that the college shares information effectively (question 11a) and receiving information about major college initiatives and processes (question 11b).

Administrators report they...

agree with the following:

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

while they 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)

and generally neither agree nor disagree with the following:

- the college sharing information effectively (question 11a)

Classified professionals report they...

neither agree nor disagree 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 approaching neither agreeing nor disagreeing with the following:

- the college sharing information effectively (question 11a)

Adjunct faculty report they...

largely neither agree nor disagree 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 approaching neither agreeing nor disagreeing with the following:

- the college sharing information effectively (question 11a)

continued on next page

Full-time faculty report they...

approach agreement with the following:

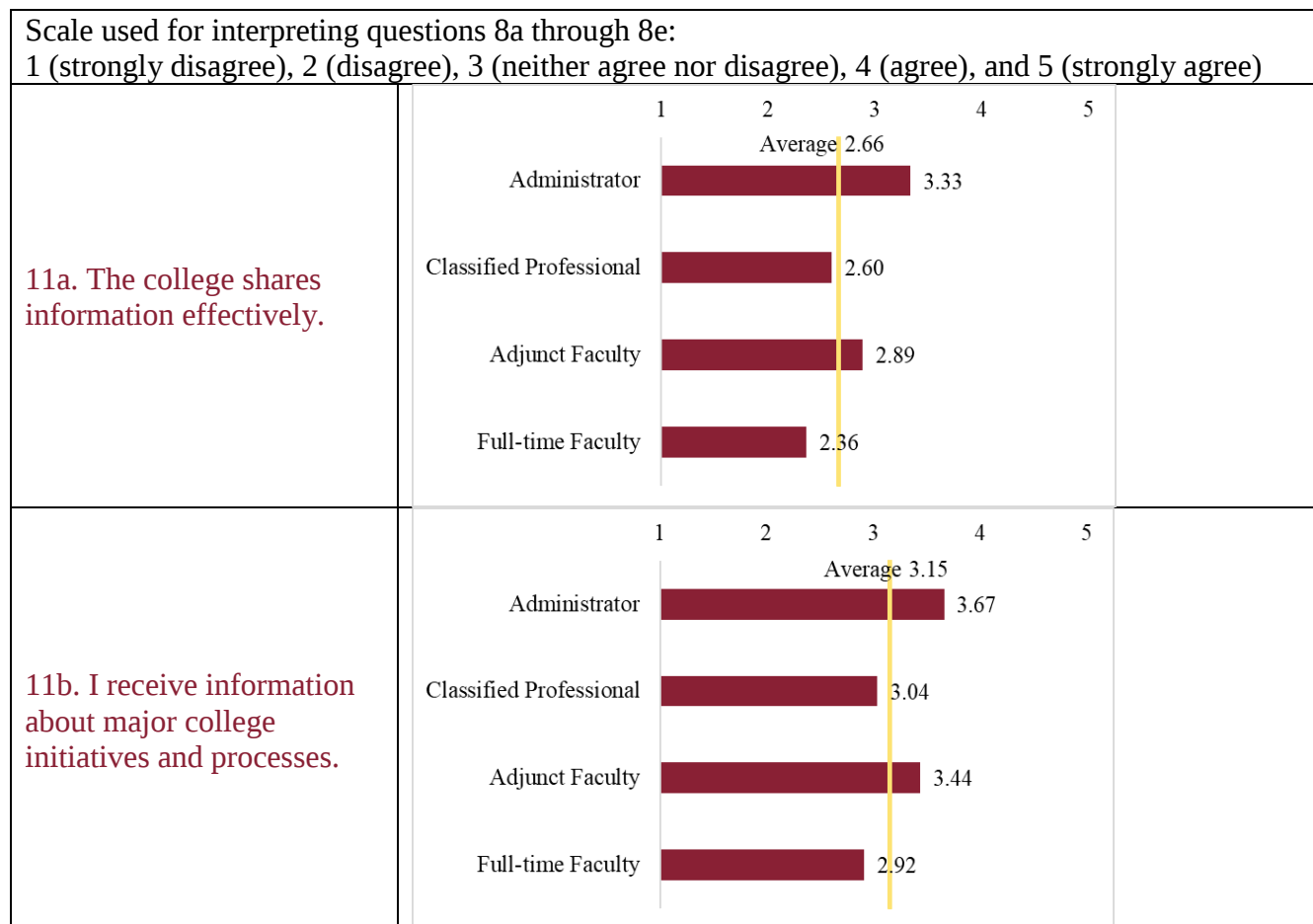
- receiving information from their constituent group's representative council about college decisions (question 11d)

while neither agreeing nor disagreeing with the following:

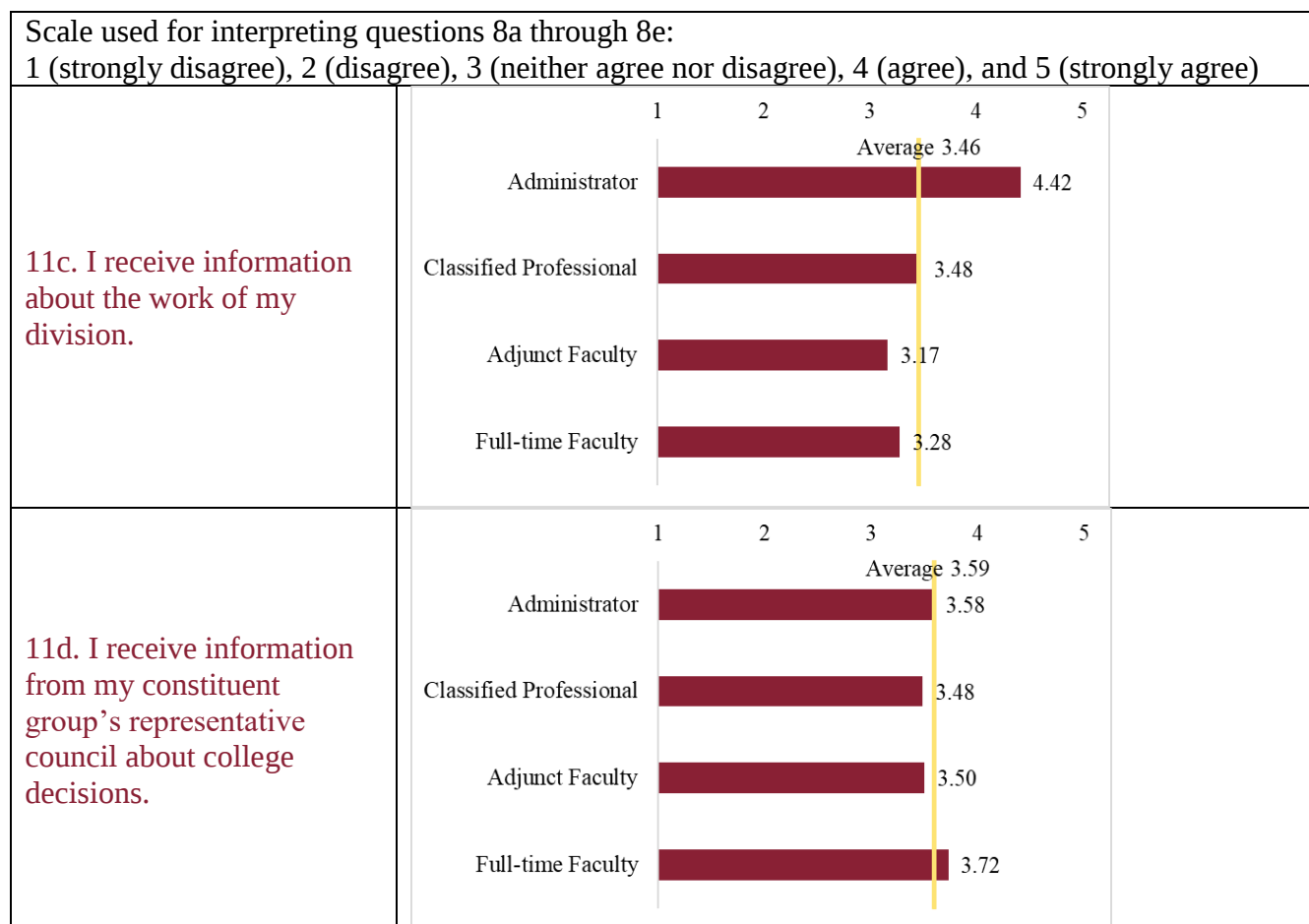
- receiving information about major college initiatives and processes (question 11b)
- receiving information about the work of their division (question 11c)

and disagree 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 weighted average was calculated to provide an average for all constituent groups (see vertical line down 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 three (3) 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—(1) college policies and procedures, (2) college events, (3) decisions made by Executive Council, (4) decisions made by respondent’s other college groups, (5) college planning processes, (6) the work of the respondent’s constituent group’s representative council, (7) the work of the respondent’s division, (8) the work of the respondent’s department, (9) personnel changes, and (10) external events affecting the college—the most frequently reported channel of communication is predominantly email across all constituent groups surveyed.

Across all ten topics...

- Administrators report that email (for seven of the ten topics) was the most frequently used communication channel, and meetings (for two of the ten topics) and Dean/ Vice President (for two of the ten topics) were the second most frequently used communication channel.
- Classified Professionals report that email (for nine of the ten topics) was the most frequently used communication channel, and conversations (for one of the ten topics) was the second most frequently used communication channel. This group reports that no communication was provided for one of the ten topics, including “external events affecting the college.”
- Adjunct faculty report that email (for ten of the ten topics) was the most frequently used communication channel. This group reports that no communication was provided for one of the ten topics, including “college planning processes.”
- Full-time faculty report that email (for eight of the ten topics) was the most frequently used communication channel, and meetings (for one of the ten topics) was the second most frequently used communication channel. This group reports that no communication was provided for two of the ten topics, including “decisions made by Executive Council” and “decisions made by college 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:

- Improve communication practices to share information with constituents especially concerning decision making at the college

Examples of observations/ challenges noted by respondents:

- Constituents do not receive information in a timely and transparent manner concerning decisions considered and made that affect them (e.g., funding decisions, staffing changes, events affecting the college)
- Information is not shared consistently and varies across constituent groups

Example of ideas for improvement noted by respondents:

- Constituents welcome explanations from upper administration and Executive Council concerning how decisions are made
- Constituents welcome campus-wide meetings that allow for meaningful discussion of information being shared

- Improve communication processes at the college

Examples of observations/ challenges noted by respondents:

- Constituents report that information communicated from upper administration are not necessarily disseminated to individuals, and when disseminated the information risks being altered
- College-wide issues remain outstanding and unaddressed for long periods of time

Examples of ideas offered by respondents:

- Constituents welcome receiving information directly from upper administration rather than relying a communication chain that does not consistently work
- Upper administration should address college-wide issues in a public and timely manner

- Proactively engage with constituents to communicate information

Example of ideas for improvement noted by respondents:

- Some constituents would welcome in-person division meetings to be hosted at least once per semester
- Some constituents would welcome leadership to attend department meetings to share information
- Upper administration can be more present within the campus community and share information

continued on next page

- Utilize a communication channel conducive for delivering important information to constituents

Examples of observations/ challenges noted by respondents:

- Email as the primary form of communication is ineffective as messages become lost in crowded inboxes
- College website is difficult to navigate for locating information, as the search function does not successfully direct users to the appropriate information
- College utilizes many acronyms and abbreviations that should be clearly spelled out

Example of ideas for improvement noted by respondents:

- Constituents would welcome periodic campus meetings or video recordings to receive updates from leadership
- Constituents offer that digital campus signage can be a medium for receiving college information
- Some constituents note that some of their department meetings can be hosted in person

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 Spring 2026

Good morning colleagues,

As part of our three year cycle, the college is administering the 2026 Communication and Governance Survey [link]. This survey provides an important opportunity to reflect on how our governance and communication processes are functioning.

The survey takes about 15 minutes to complete. Results will be shared to inform improvements across the college, but individual responses will remain confidential, and any identifying information in written comments will be removed. The survey will remain open until Friday, April 17th at 5:00 PM.

Thank you for taking the time to participate. Please reach out if you have any questions.

Dennis Lee
Interim Dean of Planning, Research, and Institutional Effectiveness
Accreditation Liaison Officer
Sacramento City College
3835 Freeport Boulevard
Sacramento, CA 95822
(916) 558-2512
Leed@scc.losrios.edu

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Appendix B: Reminder of Survey Invitation Message to Respondents

Subject: Fw: Communication and Governance Survey Spring 2026

Colleagues:

This is just a reminder that this survey closes on April 17th at 5 pm. The link is in the email below.

Thanks,

Dennis
Dennis Lee
Interim Dean of Planning, Research, and Institutional Effectiveness
Accreditation Liaison Officer
Sacramento City College
3835 Freeport Boulevard
Sacramento, CA 95822
(916) 558-2512
Leed@scc.losrios.edu

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The survey takes about 15 minutes to complete. Results will be shared to inform improvements across the college, but individual responses will remain confidential, and any identifying information in written comments will be removed. The survey will remain open until Friday, April 17th at 5:00 PM.

Thank you for taking the time to participate. Please reach out if you have any questions.

Dennis Lee
Interim Dean of Planning, Research, and Institutional Effectiveness
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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	33%	2	8%	1	5%	6	16%
Agree	5	42%	4	16%	4	21%	17	46%
Neither agree nor disagree	2	17%	11	44%	5	26%	8	22%
Disagree	1	8%	5	20%	3	16%	4	11%
Strongly disagree	0	0%	3	12%	6	32%	2	5%
Total	12	100%	25	100%	19	100%	37	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	8%	1	4%	0	0%	0	0%
Agree	7	58%	5	20%	9	47%	13	35%
Neither agree nor disagree	4	33%	10	40%	8	42%	10	27%
Disagree	0	0%	5	20%	0	0%	11	30%
Strongly disagree	0	0%	4	16%	2	11%	3	8%
Total	12	100%	25	100%	19	100%	37	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	4	33%	2	8%		0%	3	8%
Agree	6	50%	6	24%	3	16%	18	49%
Neither agree nor disagree	1	8%	9	36%	6	32%	11	30%
Disagree	1	8%	3	12%	1	5%	2	5%
Strongly disagree		0%	5	20%	9	47%	3	8%
Total	12	100%	25	100%	19	100%	37	100%

continued on next page

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	3	25%	1	4%	0	0%	0	0%
Agree	8	67%	5	20%	5	28%	5	14%
Neither agree nor disagree	1	8%	7	28%	4	22%	11	30%
Disagree	0	0%	5	20%	2	11%	7	19%
Strongly disagree	0	0%	7	28%	7	39%	14	38%
Total	12	100%	25	100%	18	100%	37	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	1	8%	1	4%	0	0%	1	3%
Agree	7	58%	10	40%	4	24%	14	38%
Neither agree nor disagree	3	25%	3	12%	5	29%	7	19%
Disagree	1	8%	4	16%	2	12%	9	24%
Strongly disagree	0	0%	7	28%	6	35%	6	16%
Total	12	100%	25	100%	17	100%	37	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	1	8%	3	12%	0	0%	0	0%
Agree	6	50%	6	23%	8	42%	9	24%
Neither agree nor disagree	4	33%	7	27%	3	16%	8	22%
Disagree	0	0%	6	23%	5	26%	11	30%
Strongly disagree	1	8%	4	15%	3	16%	9	24%
Total	12	100%	26	100%	19	100%	37	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	2	17%	2	8%	1	5%	1	3%
Agree	4	33%	6	23%	5	26%	9	24%
Neither agree nor disagree	3	25%	8	31%	4	21%	9	24%
Disagree	2	17%	6	23%	6	32%	10	27%
Strongly disagree	1	8%	4	15%	3	16%	8	22%
Total	12	100%	26	100%	19	100%	37	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	2	17%	3	12%	0	0%	1	3%
Agree	4	33%	4	15%	2	11%	6	16%
Neither agree nor disagree	1	8%	6	23%	5	26%	10	27%
Disagree	3	25%	6	23%	6	32%	10	27%
Strongly disagree	2	17%	7	27%	6	32%	10	27%
Total	12	100%	26	100%	19	100%	37	100%

continued on next page

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	3	25%	1	4%	1	5%	4	11%
Agree	5	42%	10	40%	6	32%	12	33%
Neither agree nor disagree	3	25%	7	28%	8	42%	11	31%
Disagree	1	8%	5	20%	2	11%	5	14%
Strongly disagree	0	0%	2	8%	2	11%	4	11%
Total	12	100%	25	100%	19	100%	36	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	8%	1	4%	0	0%	0	0%
Agree	2	17%	4	15%	5	26%	4	11%
Neither agree nor disagree	6	50%	11	42%	7	37%	7	19%
Disagree	2	17%	6	23%	5	26%	11	30%
Strongly disagree	1	8%	4	15%	2	11%	15	41%
Total	12	100%	26	100%	19	100%	37	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	3	25%	0	0%	0	0%	1	3%
Agree	5	42%	8	31%	2	11%	6	16%
Neither agree nor disagree	3	25%	5	19%	7	39%	9	24%
Disagree	1	8%	8	31%	3	17%	12	32%
Strongly disagree	0	0%	5	19%	6	33%	9	24%
Total	12	100%	26	100%	18	100%	37	100%

continued on next page

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	18%	2	8%	0	0%	0	0%
Agree	1	9%	5	19%	4	22%	7	19%
Neither agree nor disagree	5	45%	10	38%	9	50%	18	49%
Disagree	2	18%	5	19%	2	11%	8	22%
Strongly disagree	1	9%	4	15%	3	17%	4	11%
Total	11	100%	26	100%	18	100%	37	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%	0	0%	2	11%	1	3%
Agree	7	58%	5	20%	5	28%	6	17%
Neither agree nor disagree	3	25%	10	40%	1	6%	5	14%
Disagree	1	8%	5	20%	9	50%	17	47%
Strongly disagree	1	8%	5	20%	1	6%	7	19%
Total	12	100%	25	100%	18	100%	36	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	8%	1	4%	3	17%	1	3%
Agree	7	58%	10	40%	7	39%	11	31%
Neither agree nor disagree	3	25%	6	24%	3	17%	11	31%
Disagree	1	8%	5	20%	5	28%	10	28%
Strongly disagree	0	0%	3	12%	0	0%	3	8%
Total	12	100%	25	100%	18	100%	36	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	5	42%	2	8%	5	28%	5	14%
Agree	7	58%	12	48%	4	22%	12	33%
Neither agree nor disagree	0	0%	8	32%	1	6%	9	25%
Disagree	0	0%	2	8%	5	28%	8	22%
Strongly disagree	0	0%	1	4%	3	17%	2	6%
Total	12	100%	25	100%	18	100%	36	100%

continued on next page

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	2	17%	3	12%	5	28%	9	25%
Agree	5	42%	11	44%	5	28%	14	39%
Neither agree nor disagree	4	33%	8	32%	3	17%	8	22%
Disagree	0	0%	1	4%	4	22%	4	11%
Strongly disagree	1	8%	2	8%	1	6%	1	3%
Total	12	100%	25	100%	18	100%	36	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	9	14	15	24
	Meetings	8	6	2	16
	Conversations	8	8	2	9
	Dean/ Vice President	8	7	4	9
	Campus website	1	2	1	4
	Info from President's Office	2	4	3	
	Other	1	1		3
	None	1	4	2	4
College events	Email	12	24	16	34
	Meetings	8	8	1	6
	Conversations	7	6	1	5
	Dean/ Vice President	3	5		5
	Campus website	7	10	2	10
	Info from President's Office	5	4	1	3
	Other		2	1	
	None				
Decisions made by Executive Council	Email	4	10	9	10
	Meetings	7	2	1	7
	Conversations	5	5	1	3
	Dean/ Vice President	6	3		1
	Campus website		1		
	Info from President's Office	4	3		
	Other				
	None	3	9	8	22
Decisions made by college groups	Email	9	4	13	12
	Meetings	2	5	1	7
	Conversations		6	5	8
	Dean/ Vice President		5	2	2
	Campus website			1	
	Info from President's Office	1		1	
	Other		1		1
	None	8	4	8	16

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Topic	Communication Channel	Administrators	Classified Professionals	Adjunct Faculty	Full-time Faculty
College planning processes	Email	6	15	8	15
	Meetings	9	7	2	9
	Conversations	6	3		4
	Dean/ Vice President	9	3	1	4
	Campus website	1	2		1
	Info from President's Office	2	2	1	
	Other	1			1
	None	1	7	8	14
The work of your constituent group's representative council	Email	9	19	16	27
	Meetings	8	10	2	16
	Conversations	5	4		11
	Dean/ Vice President	3			
	Campus website		1		1
	Info from President's Office	1			
	Other				
	None	1	3	2	4
The work of your division	Email	7	16	12	26
	Meetings	7	14	6	23
	Conversations	8	10	3	17
	Dean/ Vice President	9	10	5	13
	Campus website	1	2		
	Info from President's Office	2			
	Other	1			
	None		4	3	3
The work of your department	Email	9	18	15	30
	Meetings	7	17	13	30
	Conversations	8	15	6	23
	Dean/ Vice President	5	8	4	6
	Campus website	1	2		
	Info from President's Office	1			
	Other	1			
	None	1		1	1
Personnel changes	Email	11	19	11	30
	Meetings	5	1	1	7
	Conversations	6	9	2	9
	Dean/ Vice President	5	5	1	9
	Campus website				1
	Info from President's Office	2		2	1
	Other	1	1	1	1
	None		3	5	2

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Topic	Communication Channel	Administrators	Classified Professionals	Adjunct Faculty	Full-time Faculty
External events affecting the college	Email	11	10	12	20
	Meetings	6	2	1	4
	Conversations	7	3		5
	Dean/ Vice President	4	1		2
	Campus website	2	2		3
	Info from President's Office	3	2	2	2
	Other	2	2	2	1
	None	1	10	4	11

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

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