

SAC Scores Day – Spring 2025

Participant Survey Results

1. What is your division

	Academic Services	College Services	Student Services	President's Office	Total
Count of Respondents	80	22	20	2	124

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

	Academic Services	College Services	President's Office	Student Services	Total
Department Chair	2				2
Director	4	3	1	3	11
Faculty Member	55	2	1		58
Faculty Member, Program or Discipline Coordinator	8				8
Program or Discipline Coordinator	2				2
Staff Member	9	16		16	41
Staff Member, Faculty Member				1	1
Staff Member, Unit Leader		1			1
Total	80	22	2	20	124

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

Yes 88 72% (Spring 2024: 75%)

No 35 28%

No_ because ...

Adjunct Faculty

- a doctor's appointment
- I am an adjunct
- I am part time and was working
- I had a doctor's appointment that was important.
- I only teach online courses.
- I was at work at my primary employer.
- I was unable to come to campus.
- I work full time
- of a conflict in my schedule
- Work schedule at primary job.

Administrators

- I didn't need the training/info

Faculty 9-months

- I am recuperating from extensive spine surgery and was out on Sick Leave for months..
- I didn't feel as if I needed it.

- I was away at a conference
- We did not get any information other than the date and 8:00 to 5:00 PM timeframes until the day before. Thus I had scheduled a meeting with students during that time. I do not understand why the schedule cannot be planed at the star of the semester. A 9 hour block of time for the general sessions does not tell anyone what is happening.

Full Time Adjunct

- I had already completed my scores
- (blank)

Fulltime Staff

- event in department
- I work in the early childhood center and we are not allowed to close to participate in many staff activities as sac scores
- Lost email link and could not find it after tutoring finished
- time conflict

Hourly LE 19 hours per wk

- I am part time and was not on clock at that time
- I was out of office

Professional Staff

- I was in a new hire benefits orientation.
- Out on leave

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

Yes	97 80% (Spring 2024: 87%)
No	24 20%
No Response	3

No_ because ... - Text

Adjunct Faculty

- I am an adjunct and my work schedule only permitted time for the general session meeting
- I am not asked to participate since I am an adjunct
- I am only bAdjunct Faculty
- I believe that this should be for those at an administrative level.
- I was at work at my primary employer.
- not aware of the meeting
- of a conflict in my schedule
- Part time faculty
- See reason above

Faculty 9-months

- I had a personal appointment that conflicted.

Full Time Adjunct

- I had already completed my scores

Fulltime Staff

- Was in tutoring with students

Professional Staff

- I was not in Campus
- Out on Leave

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

Adjunct Faculty

- How to align SLOs to course planning.
- I learned I do not understand the percentages.
- Just that our goals should align
- My supervisor was very prompt in getting last year's information to me and available for questions and concerns.
- N/A
- NA
- None, completely useless
- Ways to get students to complete their assignments
- What we need to improve to have students more involved in our courses.

Chair

- That we are a small but mighty team. In reviewing our goals and objectives, we have gotten a lot done. We were also able to analyze what is impacting us towards goal completion.

Faculty 9-months

- The department PGRs and CCRs are doing very well, and I am in alignment with them.
- Data information breakdown from my courses taught.
- Data provided to us
- How to increase PGR.
- I think that the PGR or CCR percentages can be deceiving at times because of the circumstances that can influence the numbers for example students who fail from attending can greatly affect a smaller class if they are withdrawn or withdrawn for other reasons.
- I, actually, do enjoy looking into the data and having informed conversations with my colleagues about how we can better serve our students in measurable ways.
- Identifying SLOs that were low.
- Improvement plans and guidelines from other instructors from the Math Department. We were able to collaborate with them to improve our future scores.
- Increased PGR in our largest course...went up by 3%!
- It was helpful to review data from year to year, and consider how construction and lack of facilities are impacting us
- Just a chance to refocus on our program goals and priorities
- Linking of marketable skills to specific learning outcomes in specific courses
- N/A
- nothing
- Nothing related to SAC scores. There is still a discrepancy between how SLOs are assessed and reported. It is not a fair comparison when some faculty assess appropriately, and others either use inadequate assessments or report what keeps them out of trouble.
- Nothing. The data is always inaccurate and therefore unreliable.

- Nothing. There is no connection to any of the work done and any results. Every year we ask for support and funding, literally eve since we started doing SAC scores. No feedback. No okay we will alcoate this money to you to do this thing in your strategic plan. We also have no trust in any of the data. At this point outcomes data is just a reflection of how closely departments enforce AI policy.
- reinforcement of knowledge
- Reviewing the PGR information was the most interesting to me. I was analyzing the difference in years since I began teaching in 2023.
- Seeing how my students are achieving their SLOs
- That no matter how hard we faculty change, adapt our lessons and exams, even make assignments very easy, the majority of students are ill prepared to complete simple math, simple study methods, and such. Did you know that the majority of students cannot "Save" or "Save As" a file with the appropriate rules (after Cengage Software has shown them how to do it, with examples and pictures/students can watch this software as many times as needed).
- That we are on the right path.
- That we were all trying to maintain/achieve our proposed percentages.
- The PGR for the department.
- understand how our strategies are making a positive impact on our students.
- We are doing an exceptional job at serving students and increasing their learning potential.
- We are doing pretty good.
- we are working diligently in a variety of ways to help our students meet and exceed the student learning outcomes for our courses.
- We discovered that most of our faculty had achieved their goal of 70% or higher.
- We have one learning outcome in one class that continues to fall below 70% not matter what we have tried. We have contemplated changing the assignment but we also do not want to lower standards.
- When we stablished goals and we work as a team it will be easier to accomplish them.

Full Time Adjunct

- I didn't have any thing discussed.

Fulltime Staff

- Are progressing well with tutoring numbers.
- being a better team
- Discussing ways to improve my duties and responsibilities.
- Good information regarding plans for the future
- How to integrate SMART goals with WIGs, SAC Scores and Strategic Planning
- "Is not allowed to attend
- We in the early childhood center
- Are not allowed to close to participate
- We have no input
- our ideas and procedures and suggestions from all team members to have diversity in how to help complete our goals

Student first.

The benefits of everyone doing what they can to complete assigned tasks assisting the "new members" understand the process and its value.

- The event was a great way to collaborate with the team that my department has been kinda-sorta appended to (Laptop Distribution working in collaboration with Assets), and that collaboration opened my eyes to the needs of both teams and the ways that both teams could help each other out.
- Unity
- We work together well! I have such a great team and leader.

Hourly LE 19 hours per wk

- Feedback from supervisor
- Future direction
- The ability to see how connections throughout our organization support campus success.
- To be able to spend focused time on strategic planning vs. focusing on completing tasks

Professional Staff

- Aligning objectives is essential for understanding where we stand as a unit and, ultimately, as a college.
- Conversations about collective goals with data
- Focusing on supporting the college's strategic plan does take some time and effort, but it's definitely worth it in the long run. As we get more familiar with the process, things will start to feel easier and more manageable. Working together on this will help us stay united and committed to our goals. Let's tackle this with a positive attitude, knowing that our hard work will lead to great results for our college. By supporting each other and keeping our eyes on the prize, we can achieve amazing things and make a real difference.
- How focused we are going to be on the use of AI.
- How this helps us to improve.
- I found that my unit was eager to make progress with our goals. We are diligently reviewing our shortfall and taking corrective action.
- My team and I discussed how to improve our collection of learning outcomes from advising sessions and the role the surveys play in understanding how are students are receiving important information.
- N/A
- Our goals for improvement on PGR and enrollment/retention is working.
- Progress on goals
- Project updates; Victory Circle activity
- Reviewing how we collect information on our SSLOs
- That the political climate is going to detrimentally affect our international students
- That we are on track with some goals and one of them needed to be changed due to external decisions.
- The discussions help me evaluate the areas of our programming that need the most attention and support.
- The most important thing was the ability to reflect grow and learn from that reflection.
- The team building session with our department
- We continue to find ways to work together and improve what we do to retain our students and help them graduate.
- We found out what goals we need to align better with the college's strategic plan. We just recently became a new unit.
- We have a change in management, so I believe we are all kind of learning together.
- Working as a team, to share ideas and to also confirm areas we see are at risk due to outside factors such as the decisions made due to politics. Although we are looking at a 3-year cohort, we are able to make plans before the next data. Summer will play a vital role for us.

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

Adjunct Faculty

- I'm not too sure
- N/A
- NA
- Ours for SCBS are great.
- There needs to be feedback to those who participate in the process.
- Unit level have better understanding of goal expectations and made clear to all faculty.
- Ways to help students with their life balance

Chair

- Some of the activities be optional. By the time our team got together, it was 11:00 am, which left us little time to do analysis/review of our plan. My hope was to have some time to do team-building and then lunch, but I also was asked to participate in an early afternoon meeting with my division, leaving little time to spend with my team.

Faculty 9-months

- Continued monthly meetings to discuss and expand options for improvement.
- Eliminate SAC scores altogether. Mirror our sister colleges.
- Having all three spokes of this wagon on one day - institutional data, learning outcomes, and strategic planning on one day is far too much for a meaningful conversation.
- I think the initial document sent out with data where we as individual faculty, and then later as a Discipline, discuss how we can improve is great! It asks 4 fairly simple questions about what we are seeing in the data and how we can create action plans around it. It is the use of SPOL for our strategic planning and some of the other convoluted documentation that feels more like busy work than it does something that moves the mission forward.
- I would like to have more training in SAC Scores to better understand the entire process.
- I would want to have data 1 month before our submissions are due. We worked to meet every week to help lead up to SAC Scores, but while the website noted info would be available by 2/1, many faculty had not received the IR 711/712 form for their courses and our department. Having this early helps provide more time for conversations and analysis.
- Making sure that the college data matches our internal data. Most of the time the information provided is in correct.
- More discussion on how to improve scores among struggling student groupings.
- N/A
- NA
- No suggestions at this time.
- none
- None at present.
- Not sure!
- Our department is doing great. We are going to have the same plan (have weekly meetings to address the department issues.)
- Please email our use of data forms earlier. The week of SAC scores does not give us sufficient time to complete and reflect.
- remove all decimal points from percentages and round appropriately using significant figures and confidence levels, the data are manipulated AND graphed NOT according to the rules of elementary statistics. Graphs used in presentations have the axes plotted wrong (usually zoomed way in) so noise in the data appears like a trend when none is actually present.. Comparing only 1 semester at a time is also not statistically meaningful. None of this would survive peer review in any science or math journal as statistical analysis is incorrect or not done.
- Savithra does a SUPER JOB at providing data to faculty.
- Sometimes, the data is hinky and defies statistical possibilities. We don't know how the data is figured other than by a hierarchy of student groups and a 70% target.
- Our Unit conversation is valuable and allows for sharing ideas and brainstorming solutions, but we don't have enough data from the institution for other pushed initiatives, such as the 8-week admonition. We just know it is popular and will send students outside the college more rapidly.
- The Academic Services Division should also consider writing as a marketable skill, with considerable access to writing tutors a hallmark for success.
- I'm certain faculty would like to see a comparison of Odessa College students to ours, especially as it concerns reading, writing & math scores, the numbers on students whose public school funding is equal to

those of our feeder schools, and how long it took before the 8-week model matched the vast majority of incoming students preparation and confidence there.

- We need to talk with students more consistently about participation and completing assignments across the disciplines beyond logging in or making attendance. Using extended submission times is helpful, but some students hesitate or do not turn in sufficient assignments to master the SLOs, and yet faculty members are held responsible -- we are all curious how we are to enforce study times before classes, as well as tutoring experiences."
- Spread them out over the year so we don't have to cram everything in for unit and division. The morning session for the college is unnecessary and could be a SharePoint site with case studies.
- Start at the discipline level and ensure SLOs are assessed uniformly.
- This was great!
- We communicate very well already.
- We could have a conversation about data without leadership telling us our concerns are meaningless. We could get LONGITUDIAL data for every year we have taught. Knowing the outcomes for 3 veterans for one semester is useless. I have sure we will be told "IPEE is working on it" that is been happening for a decade. Never is going to happen. All data is no tainted by AI without a college discussion of AI policies.
- We have checkpoints that we share to access where we are and how we are doing.
- We have good data conversations. We usually have them at faculty meetings in the month of SAC scores.
- We should talk about it a little earlier and then have the SAC day.

Full Time Adjunct

- By having the conversation

Fulltime Staff

- All three since we all have different roles.
- By including specific events that impacted the data and how the trend shifted so that we can predict possible counter measures that we could implement either before or after to maintain a level of consistency as opposed to spikes in a graphical representation.
- collect and share with staff
- I am not sure. It all seemed so thorough.
- I appreciated the examples of successful WIGs and how they visually represented the data collected. I don't know how I would improve the data conversations.
- In my division i would improve by having more these think tanks and implementing the ideas even if couple of weeks to see as they say if the boat will float or sink in our water.
- Make the information more accessible.
- More staff.
- No recommendations from me, I think our conversations went well.
- Record interactions with students less than 5 minutes, because 1/3 to 1/2 interactions in class can be from those interactions.

Hourly LE 19 hours per wk

- Our current system is very efficient.
- Sort out duplicates or make information more unique
- strategies on how to improve division productivity
- (blank)
- Professional Staff
- Bringing information to the team earlier, so we can improve data collection and act on changes
- Can we have a DATA BASICS class beforehand? So that those of us who are not data knowledgeable can better understand this entire process.
- Continue to share the data maybe every quarter.

- Data conversations need to happen more frequently, as we often forget our annual tasks.
- Ensuring that the resources for data are better understood.
- Have an outline for my team.
- Have conversations more regularly
- Have more conversations.
- having every semester a meeting to discuss your goal and your progress, something part of your success depends on other departments. If we work together, everyone will achieve the goals.
- Having more simple data available and shared
- I don't have suggestions at this time.
- I have recently worked with IR to collect data in the areas needed for my grant and the process was seamless and helpful. Overall, my data needs are being met by all units.
- N/A
- needed more time.
- No suggestions
- One of our primary sources of data comes from Alamo Talent. Additionally, our department collaborates with Instructional Innovation Center in OTS and we are having talks about aligning our efforts better for uniformity. This will allow the information entered for Professional Development within Alamo Talent produce more accurate reports for the purpose of tracking enrollment.
- sometimes the terminology can be confusing. Baseline, prior cycle, etc.
- To foster deeper insights and strategic planning, we should proactively schedule and prioritize an increased number of dedicated data retreat sessions. These retreats provide invaluable opportunities for departments to deeply analyze and reflect on their data, fostering a culture of continuous improvement and collaboration. Additionally, it is crucial to separate the WIG from SAC Scores Day. Each department deserves the chance to fully engage with their achievement data in a focused, meaningful environment without the added complexity of WIG implementation discussions. By untethering 4DX from SAC Scores, we can preserve the significance and impact of SAC Scores Day, ensuring it remains a powerful and focused event for departmental growth and achievement.
- We need to have a better understanding of what we are measuring and how it correlates to the division and institution. We need to break down our conversation further. We uphold our own internal data to ensure the utmost accuracy and reliability of our information..

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

Yes	87	71% (Spring 2024: 58%)
No_ because ...	9	7%
No_ I am not aware of a SAC Scores web site	4	3%
No_ I did not use the web site	22	18%

No Response 2

No_ because ... - Text

Chair

- Information on strategic planning and use of SPOL is lacking.

Faculty 9-months

- Already know how touse
- I think I would be helpful to have the DAR or Coordinators emailed the blank LA2 or LA4 forms. We have several to revise and it seems conducive for forgetting a file that we have to obtain ourselves from those that we receive although it is in the website link.
- It was not updated until 12 hours before ahead.

- The way the drop down menus are constructed and the way the information is laid out is confusing/not as clear as it could be.

Fulltime Staff

- Not allowed to participate we in the childcare centers are treated differently

Professional Staff

- Yes, we did. But, a process flowchart could help. Visual aids often enhance understanding and clarity.

8a. Did you participate in the SAC Scores launch day session on 7th February?

Yes.	52	43%
No.	69	57%

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

Yes. They were helpful	32	27%	(Spring 2024: 28%)
No. Because ...	9	8%	
No. I did not need them	43	36%	
No. I had a time conflict with schedule	25	21%	
No. I had one on one sessions	5	4%	
No. I was not aware of the sessions	6	5%	

No Response 4

No. Because ... - Text

Faculty 9-months

- I did not have any questions.
- I was so busy I was not able to attend to SAC scores until the week of the event.

Fulltime Staff

- Again not allowed our center is not allowed to close my question is why if student parents don't have classes that day
- We worked as a team all day

Professional Staff

- I am a new hire
- Too busy.
- We completed our reporting prior to the help sessions.

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

Very Well	37	31%	(Spring 2024: 30%)
Well	44	37%	
Average	25	21%	
Somewhat	9	8%	
Not Aware	3	3%	

No Response 6

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

Role	Category	Count	Average Hours
Adjuncts without benefits	Faculty Member	13	2.0
Administrators	Department Chair	1	10.0
Chair	Department Chair	1	20.0
Chair	Director	1	8.0
Faculty 9-months	Faculty Member	29	7.5
Faculty 9-months	Faculty Member,Program or Discipline Coordinator	8	12.7
Faculty 9-months	Program or Discipline Coordinator	2	8.0
Full Time Adjunct	Faculty Member	1	1.0
Fulltime Staff	Staff Member	11	4.5
Hourly LE 19 hours per wk	Staff Member	3	2.3
Professional Staff	Director	8	10.4
Professional Staff	Staff Member	12	9.3
Professional Staff	Staff Member,Unit Leader	1	40.0
Overall		91	7.6

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

Via-Zoom Only	66	56%	(Spring 2024: 56%)
Both In-Person and Via-Zoom	48	41%	
In-Person Only	4	3%	
No Response	6		

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

No	106	91%	(Spring 2024: 87%)
Yes	10	9%	
No Response	8		

Yes_ they are ... – Text

Chair

- Departmental activities such as team-building

Faculty 9-months

- Anything
- college should be open like usual
- lunch

Fulltime Staff

- I'm not aware of what goes on that day

Professional Staff

- Dpt team building or trainings
- Employee appreciation lunch or breakfast
- helpful escape from data.
- Professional Development sections
- Team building or Trainings

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

Adjunct Faculty

- Adjunct instructors need feedback on their SAC Scores PGR documents.
- As per the District website, "The Institution regularly evaluates productive grade rate (the percentage of students who successfully complete the course with an A, B, or C grade), and completion rates (the percentage of students who finish the course without withdrawing)." The PGR calculation that is being utilized is $PGR = (\text{No. of Students with final grade of A, B, C}) / (\text{Students in class as of census date})$. These two calculations are inconsistent and the accurate calculation should be based on the formula posted on the District website, which does not include students who withdraw from the course.
- More time to get all data together.
- N/A
- NA
- Nothing--it comes at a good time in the semester.
- Since I work part time, I have missed the deadline from a previous semester, I feel it is due to the limited number of days to submit my response. Is it a bad idea to allow a few more days to submit the data?

Chair

- I recommended one of my staff to be on the SAC Scores Planning Committee last semester and she was never called to attend meetings. I think it would have been helpful because she could have brought back information that would have been helpful, or she could have been trained on SPOL.

Faculty 9-months

- 1. Give the schedule more than 12 hours ahead of time.
2. The Academic session was a waste of time. There was no plan, just a Dean saying, "'what do you all think?' It was clear there was no agenda, no preparation, no point other than they had to do it. If the VP does not bother to show, what should anyone.
3. Give five year data to faculty, or just a complete data set of all their outcomes during their employment and let us play around with it.
- Again, more information/discussion on how to reach struggling groups in our student body.
- Eliminate SAC Scores entirely.
- I recommend that we inquire what students are being taught in high school because I feel that I have to teach them basics (in math, in writing (most students cannot write or spell or use punctuation or grammar despite that I require that they run their short essays through WORD spellchecker and grammarchecker (or use free Grammarly) to no avail. Students simply will not do it. One cannot understand what they mean, what their thoughts are.
- I think it would be nice to have the LA2 and LA4 files even if blank emailed with the bundle of other files to DARs and Coordinators. There are several files to place close attention towards for SAC Scores day and it can be easily missed although they are in the website they take several steps to retrieve them. Perhaps this can be bundled with the other files. The SAC Scores day is reflective towards student data, however I don't feel that it is fair to close the campus to students who have the desire to work on their class work or utilize the facilities during the Scores day which does affect their performance and ultimately can impact their grade which in turn affects faculty PGRs and CCRs. With holidays and campus closures due to weather along with flu season and other obstacles, I believe students should still have access to campus and facilities.
- I think that we should separate out all of the deadlines into separate areas. We should have one due date for individual Faculty Data reports (IR 711). We should then have one single day dedicated to a meeting of 2-3 hrs in each discipline to discuss Discipline-wide data and report out (IR 712). We should have a completely different day for Strategic Plan and SPOL report outs. As of now, although our discipline meets a

few times throughout the end of Fall and early Spring to get a head start, SAC Scores Day always feels overwhelming and unusually long for all of these things to be submitted correctly. I think there should be earlier help sessions to ensure faculty understand the systems for submission. Then individual days for each of the areas (with shorter meeting times). And then, there should be follow up sessions before the actual due date to ensure all faculty, coordinators, and chairs have had time to properly submit.

- I think we are still working from the perspective that this fits all department equally, and this is not the case.
- I would like more opportunity for one on one training. I'd like to understand the process in case I ever had to complete this task on my own.
- I would like to hear the data on how well SAC graduates who transfer to other colleges are doing once they are there and how that data has been trending.
- IPPE sent corrupted data to me, so I could not properly fill out the forms it sent to me. For example, my course completion rate was 183,800 according to the IR 711 I was given.
- It was fine. Not much fun, but fine.
- It would be nice to streamline the forms. Too many and becomes convoluted.
- N/A
- n/a

Our department does a great job of maintaining faculty communication about SAC Scores Day as well as of supporting our students in their learning.

- no comment
- None
- None at present
- None, currently.
- Our department faculty prepared everything ahead of time. On Friday we just check everything was fine and ready to be submitted.
- Personally, I would rather have the whole day to work on SAC Scores. The morning meeting makes me anxious because I would rather be working on what I need to get done by the deadline.
- Please consider splitting up the amount of data we have to review on one given day
- Send out reports for review prior to SAC Scores day. We were better prepared for filling out our forms for our discipline when we received the numbers earlier.
- Thank you for your time. I would like to see a few less meetings that day. For coordinators it is challenging to attend the morning 1 1/2 hour session, jump into our department sessions, and then back to Academic zoom session and wrap up session. We have worked to do forms ahead of time to minimize the stress of completing it between meetings on SAC scores day.
- The entire SAC Scores toolkit, including any new or updated rubrics [method of assessment], should be provided to the unit folk who are spearheading the work of the programs of the unit every time we SAC Scores.

It's disheartening to staff and faculty professionalism when a unit's effort does not meet a rubric standard when the unit participating has never seen the rubric and has modeled responses on the college administration's expressions.

It's like giving students an assignment with instructions for completing the document's queries and then assessing it exclusively for document design; it defies reasonable pedagogy.

- We need to have honest conversations about the usefulness of the Faculty Use of Data form. The numbers are too small to be statistically significant, yet we are expected to make changes based on them and judged as effective teachers by them. This needs to be replaced with something meaningful. We need a way to use qualitative data as part of SAC Scores. It's often more useful in improving teaching and learning.

We need to stop being forced to improve every measure every term. It appears we are working toward 100% which is an impossible goal. If we are doing a good job, why can we not just say so and talk about how we are going to maintain it? That's a legitimate use of data.

Full Time Adjunct

- I don't have any
- I would like to know when they are so I can learn what to do

Fulltime Staff

- College closed so we can do out team work
- Deadlines and workload outside of SAC Scores.
- Do not change a thing.
- Do not know
- "I think us staff that works at the early childhood should be allowed to attend
- Our student parents do not have classes that day so we should be included in the sad V scores days"
- N/A
- No recommendations from me tbh.
- None at this moment.
- Random swag prizes to encourage those that usually plan other activities instead of "buying-in" the the event's success

Hourly LE 19 hours per wk

- N/A
- nothing
- Well organized

Professional Staff

- Also, will be interesting to see how other campus (Same area) Example all the Scholarships Coordinator, meet and discuss our goal and plans for the year...
- Continue to help us understand our goals with this exercise and why it matters.
- Dedicate this day to an in-depth exploration of SAC Scores understanding (education is key for buy-in) and comprehensive data analysis. Allocate substantial time to discuss student performance metrics, legislative initiatives, funding allocations, and the myriad data points that underpin our operations. Encourage academic departments to ready some overview data reports (highlights) on their specific metrics and statistics, highlighting key personnel and their contributions. This will provide an opportunity to immerse ourselves in the extensive data available, fostering a deeper understanding of our collective efforts. Often, our departments operate in silos, not out of choice, but due to the lack of opportunities to intersect and share insights. By dedicating time to SAC Scores, we can bridge these gaps, enhance interdepartmental communication, and cultivate a more cohesive and informed academic culture. Additionally, this focused approach will enable us to identify areas for improvement, celebrate our successes, and strategically plan for future initiatives. Help us embrace this day as a chance to become well-versed in the data that drives our institution, ultimately leading to more informed decision-making and stronger, united support for students. Knowing more about who and what makes up SAC will help us all develop lifelong learners, engage our community, and drive performance excellence.
- Give more time for the units to meet on SAC Scores Day.
- I felt this Springs was very well organized and was one of the better SAC Scores days.
- I need to pull my team away from their desks to discuss things. That is difficult in a very busy office.
- I suggest organizing teamwork by units rather than by college division.
- maybe a video to go with the depts doing examples. This would be more engaging than a ppt.
- more time in group activites; less time on 4DX, maybe cut time by having only 1 speaker per each division.
- N/A
- NA
- No change.

- No recommendations
- No suggestions
- None
- Raffle prizes
- The Scobee Education Center staff is always committed to nighttime programming on Fridays, so our inclusive team discussions all have to occur prior to SAC Scores.

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

Adjunct Faculty

- I would recommend that the session be recorded for those who are unable to attend and this would provide adjuncts with the opportunity to access the webinar.
- N/A
- NA
- No
- no
- No--all is well.

Chair

- Catherine Coppersmith is always helpful with SPOL, but I would like training for my administrative assistant, so they are available to assist me. They have no knowledge of this system.

Faculty 9-months

- All went well.
- Eliminate SAC Scores entirely.
- I am grateful to the entire IPPE Team for always being willing to help me!
- I have enjoyed the Zoom sessions. They allow for different experiences and perspectives from various departments.
- I think we are getting better each year with this process, but it is still quite cumbersome and sometimes feels disconnected from what we are actually doing in the classroom or on a regular basis. It feels so complex or muddy at times that it can be more of a distraction and frustration than a help. It isn't about looking at and analyzing the data (that is important), it is about the process and submission.
- Investigate scores at the high school level, particularly freshmen, sophomore, junior and senior level.
- IPPE sent corrupted data to me, so I could not properly fill out the forms it sent to me. For example, my the department's CCR for Pell Grant students was 700% according to the IR 711 I was given.
- It shouldn't take all day to achieve this activity, especially for those who grade -- no one wants to fill their weekend with work when they should be enjoying their time away from the demands of teaching, organizing, or serving students.
- Keep up the good work!
- Kudos to Dr. Savithra- thank you so much for the data and being so responsive to my emails when I have questions.
- N/A
- No
- None
- None.
- Nope
- Thank you for all your help.
- Thank you for being helpful and kind.

- The kick-off, a month in advance, is very helpful to start focusing our attention on what we need to accomplish. I appreciate the support systems even though I was not able to utilize them this year. It's good to know they are available. I also like the checklists provided on the website so I can make sure I have completed everything.
- The school is more fun than our department.
- This event seems to be held mainly to justify the IPPE office existence and for college to receive external awards. The benefit to the students and department is minimal to zero.
- This team is simply outstanding! Rosalind and Catherine go above and beyond to help faculty with forms. Julie and Jolinda are rock stars as well! Savitra always delivers with numbers and Excel! We appreciate all of the hard work and commitment from the IPPE team.
- those program that run under a cohort system needs to be evaluated separately.
- Video instructional videos are by far the most helpful resource. When we only use the systems/forms once a semester, it's easy to forget. Having a video guide allows me to follow along and pause while I complete the step.
- We need more consistent support. Having you open Lab days is a great idea and it's very helpful, but it's frustrating to have a question you need answered outside the lab time only to receive an email that tells you it will be at least three days before you hear something. If we were to do that to our students, we would get in trouble for not being responsive enough. We should treat each other at least as well as we are expected to treat our students.
- Well organized.

Full Time Adjunct

- No

Fulltime Staff

- Do not know
- Great team effort.
- Greatful for the work everyone put in to plan and present SAC Scores so that we could focus on taking care of our workload since we are short staffed, and allow us to be able to enjoy the day with our team.
- I like that it's data-driven
- IPPE did a phenomenal job with planning and coordination :)
- Kudos for the well-organized, well-prepared presentation by each of the presenters on SAC Scores Day! It went very smoothly!
- N/A
- No
- None at this moment.
- Numbers for staff must be provided by chair, not guessed

Hourly LE 19 hours per wk

- None
- The planning was excellent.

Professional Staff

- A big thank you to your team for their continuous support throughout each semester.
- A heartfelt congratulations to the entire IPPE team for your exceptional performance this year! To build on our success, consider hosting "Who We Are and What We Do for You" talking tours. These sessions would provide a unique opportunity to share the stories behind our data, illustrating the profound impact of our work. By explaining where our reports go and how they contribute to our goals, we can inspire greater buy-in and enthusiasm for our data-centric future. This initiative will not only enhance transparency but also

cultivate a stronger sense of community and shared purpose. Let's take this chance to deepen our connections and celebrate the invaluable contributions of every team member.

- Catherine is always so pleasant and eager to answer any questions we have. She is a super star!
- Great job team!
- Great work! Thank you all.
- I appreciate the planning it takes the IPPE Team, and friendly reminders.
- I really appreciate the SAC Scores Page. There is a lot of helpful information.
- N/A
- NA
- No
- No suggestions
- None
- Thank you for the continued support.
- Thanks for a great event!
- Thanks for helping us become a better institution through data.
- The IPPE team excels in documentation, facilitation, and providing the necessary forms.
- The IPPE Team is great gathering and providing data. Sometimes, I'm just not sure what to do with the data.
- This is a very important initiative. I just do not feel knowledgeable enough on data analysis.

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

	Academic Services	College Services	President's Office	Student Services	All
Very Dissatisfied (1)	5				5
2	1				1
3	4	1			5
4					
5	8	1		1	10
6	7			1	8
7	10	2		3	15
8	11	5		5	21
9	12	5	1	6	24
Very Satisfied (10)	17	8	1	2	28
No Response	5			2	7
All	80	22	2	20	124

8-9-10 range 62% (Spring 2024: 42%)

7-8-9-10 range 75% (Spring 2024: 53%)