SAN DIEGO

ADULT EDUCATION

REGIONAL CONSORTIUM

EFFECTIVENESS SURVEY

Planning, Research, & Institutional Effectiveness
San Diego College of Continuing Education at Mesa College
7350 Armstrong Place, San Diego, CA 92111

OFFICE OF PLANNING, RESEARCH, & INSTITUTIONAL EFFECTIVENESS

SAN DIEGO
COLLEGE OF
CONTINUING
EDUCATION

Contents

Purpose

The San Diego Adult Educational Regional Consortium (SDAERC) asked the Office of Planning, Research, and Institutional Effectiveness (PRIE) to conduct a study that would allow the SDAERC to gauge its program's effectiveness and accountability. Feedback will help improve the SDAERC and assist towards the development of the new SDAERC strategic plan that will be submitted to the state by August 2021.

Methodology

The survey instrument provided a series of structured and unstructured questions designed to gain both quantitative (structured, numeric) and qualitative (open-ended comments) feedback. The survey addressed the following items:

1) Governance & administrative oversight
2) Program effectiveness including barriers and opportunities
3) Member agency effectiveness
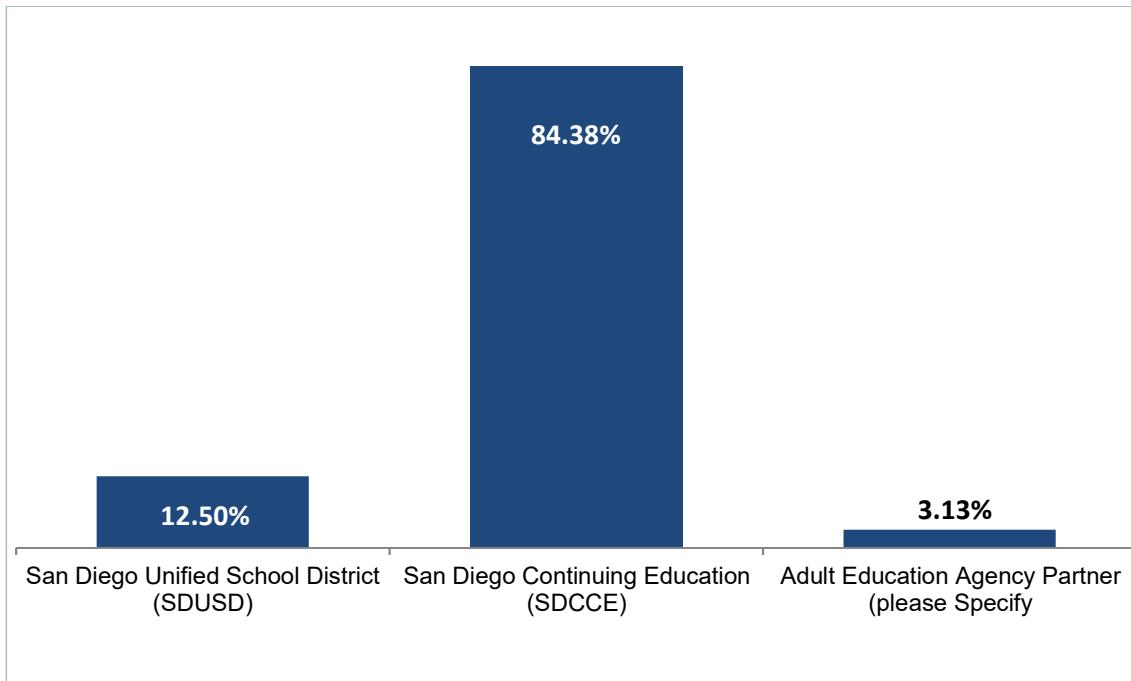
PRIE conducted online survey data collection in June and July (6/21/2021 – 7/12/2021). Seventy-five survey invitees who had been identified as contributors to the SDAERC were emailed one survey invitation followed by three reminders. A total of 32 surveys were completed (43% response rate).

This report provides survey response tables and charts, as well as verbatim respondent comments.

RESULTS
SDAER Consortium Effectiveness Survey

Q1. Please identify your constituency group:

Answer Choices	Responses	
San Diego Unified School District (SDUSD)	12.50%	4
San Diego Continuing Education (SDCCE)	84.38%	27
Adult Education Agency Partner (please Specify	3.13%	1
	Answered	**32**
	No Response	**0**
	Skipped	**0**
	Not Applicable	**0**

Note. Percentages for each question have been calculated using only valid answers.

Comments

San Diego County Office of Education

SDCCE Office of Planning, Research, and Institutional Effectiveness

SDAER Consortium Effectiveness Survey

Q2. Please identify whether you are a voting member or not within the San Diego Adult Education Regional Consortium:

Answer Choices	Responses	
Voting member	15.63%	5
Non-voting member	46.88%	15
Guest	15.63%	5
I have never attended a consortium meeting	21.88%	7
	Answered	**32**
	No Response	**0**
	Skipped	**0**
	Not Applicable	**0**

Note. Percentages for each question have been calculated using only valid answers.

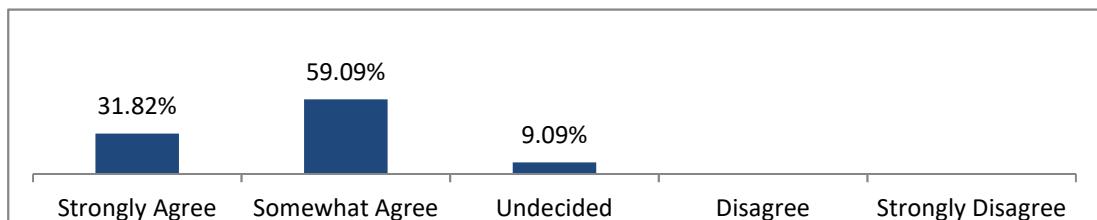SDCCE Office of Planning, Research, and Institutional Effectiveness

SDAER Consortium Effectiveness Survey
Q3.Please indicate your level of agreement with the following statements:

The Consortium as a governance body maintains effective collaborative processes between member agencies for planning, implementation, and accountability.

Strongly Agree	Somewhat Agree	Undecided	Disagree	Strongly Disagree
30.43%	47.83%	17.39%	4.35%	

Overall, the current Consortium processes work well (e.g. Meetings, Committees, Workgroups, Planning, Communication, Data review).

Strongly Agree	Somewhat Agree	Undecided	Disagree	Strongly Disagree
31.82%	59.09%	9.09%		

The Consortium voting representatives have full understanding of the intent for CAEP.

Strongly Agree	Somewhat Agree	Undecided	Disagree	Strongly Disagree
22.73%	50.00%	27.27%		

We have the right representatives sitting on the Consortium.

Strongly Agree	Somewhat Agree	Undecided	Disagree	Strongly Disagree
22.73%	27.27%	36.36%	13.64%	

SDCCE Office of Planning, Research, and Institutional Effectiveness

SDAER Consortium Effectiveness Survey
Q3. Please indicate your level of agreement with the following statements:

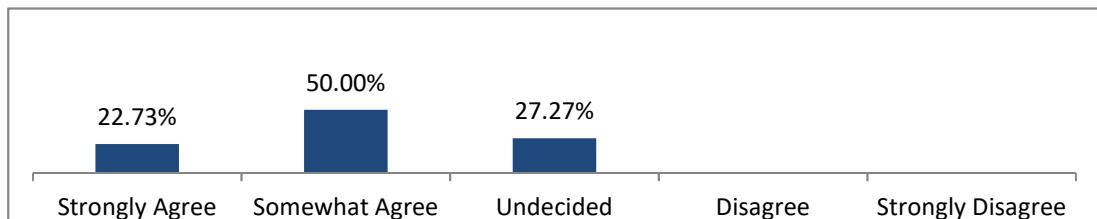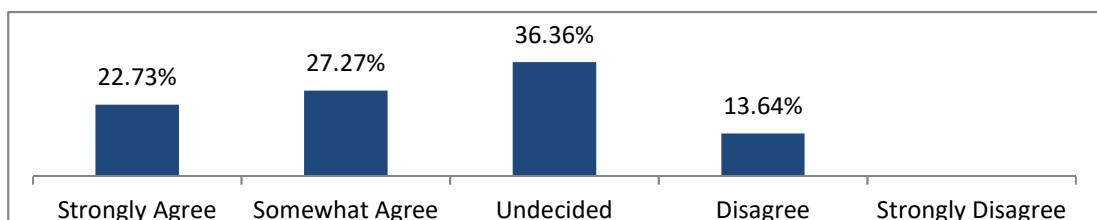|	Response	Count	Percent
The Consortium as a governance body maintains effective collaborative processes between member agencies for planning, implementation, and accountability.	Strongly Agree	7	30.43%
	Somewhat Agree	11	47.83%
	Undecided	4	17.39%
	Disagree	1	4.35%
	Strongly Disagree	0	0.00%
	Total	**23**	**100%**
	Answered	**23**	
	No Response	**2**	
	Skipped	**7**	
	Not Applicable	**0**	
Overall, the current Consortium processes work well (e.g. Meetings, Committees, Workgroups, Planning, Communication, Data review).	Strongly Agree	7	31.82%
	Somewhat Agree	13	59.09%
	Undecided	2	9.09%
	Disagree	0	0.00%
	Strongly Disagree	0	0.00%
	Total	**22**	**100%**
	Answered	**22**	
	No Response	**3**	
	Skipped	**7**	
	Not Applicable	**0**	
The Consortium voting representatives have full understanding of the intent for CAEP.	Strongly Agree	5	22.73%
	Somewhat Agree	11	50.00%
	Undecided	6	27.27%
	Disagree	0	0.00%
	Strongly Disagree	0	0.00%
	Total	**22**	**100%**
	Answered	**22**	
	No Response	**3**	
	Skipped	**7**	
	Not Applicable	**0**	
We have the right representatives sitting on the Consortium.	Strongly Agree	5	22.73%
	Somewhat Agree	6	27.27%
	Undecided	8	36.36%
	Disagree	3	13.64%
	Strongly Disagree	0	0.00%
	Total	**22**	**100%**
	Answered	**22**	
	No Response	**3**	
	Skipped	**7**	
	Not Applicable	**0**	

Note. Percentages for each question have been calculated using only valid answers.

SDCCE Office of Planning, Research, and Institutional Effectiveness

SDAER Consortium Effectiveness Survey

Q3. Please indicate your level of agreement with the following statements:

Please provide additional detail to explain your responses to the answers above.
Among administrators, including Deans, there is excellent planning and communication, but that does not sufficiently extend to faculty, the majority of whom are adjuncts.
College Transition should be represented from SDCCE as voting member
I am not a voting member and have only occasionally attended CAEP meetings, so these are my impressions (but not based on a great deal of experience).

Answered	18
No Response	14
Skipped	0
Not Applicable	0

SDAER Consortium Effectiveness Survey
Q4. What should the focus of the Consortium's governance and oversight be over the next 3 years?

Accountability that annual plans are monitored for progress and outcomes.
Collaboration with Unified
Continued out reach and planning presentations to SDUSD. Understand data on student/parent's interest to ensure we are focused on the right career pathways and are presenting ourselves to both student & parents to address those interests and concerns. Where are the gaps for parents in deciding about higher education for their students?
Continuous collaboration
Ensure increased collaboration in transition services from SDUSD to SDCCE
Expanding our collaboration and developing a method for a smooth handoff between institutions
For data, we need to be able to identify students transitioning from SDUSD to SDCCE. Lack of student identifier inhibits the ability to track student outcomes and research student needs and supports. Collaboration of consortium leaders with District entities is essential for a data share agreement among consortium partners or identification of former SDUSD students through the SDCCE application or intake process. The research offices on both sides of the consortium are severely limited by this lack of basic data.
I do not have enough information/experience to respond.
I do not have sufficient knowledge/experience.
I think the consortium is on the right track as it is in terms of governance.
Increasing broad public awareness and support for adult education as a whole, and increasing understanding and support among focused groups of stakeholders such as legislative staff and other public officials.
Not sure
Putting students, student outcome and teacher training at the center of the work
Results, Transitions, Collaborations, Data Reporting and Analysis
Strengthening communications and collaborative planning Using CAEp funds as intended not just positions
Strengthening the transition from high school to SDCCE programs and certifications. Build a stronger awareness of SDCCE offerings among high school counselors, teachers and administrators.
Student enrollment, student Bridging & Pathways, continued guidance from enrollment through completion of program/certificates, perhaps creating official student cohorts to serve the students as well as to assist our institutions with tracking and data gathering
Support students before arriving in class with digital equity: access to equipment/computer, internet access, computer basics training, internet safety,

Answered	18
No Response	14
Skipped	0
Not Applicable	0

SDAER Consortium Effectiveness Survey

Q5. What has been the biggest challenge in terms of the governance and effective implementation of CAEP over the last 4 years?

1. Lack of access to data, including student success metrics. 2. Difficult student registration and enrollment system: current Campus Solution software has very difficult user experience/navigation. Many students complain about class registration/enrollment challenges.
Actual planning of an event that we can all attend that would place us at the campuses, both at the community college campuses and at the high school campuses. More visits and tours so we're all clear about options that we can offer and talk to our students and parents about.
Changes in members,
I do not have enough information/experience to respond.
I do not have sufficient knowledge/experience.
I'm not qualified to reply to this prompt. I have less than 6 months attending SDAERC meetings.
Lack of collaboration
lack of movement
Not enough funding in general for programs
Not sure
Personally, my biggest challenge has been understanding my role, how I fit in, and how I can contribute. The whole of the group seems to understand their roles.
Scheduling the time that fits everyone's schedule
The imbalance between the SDCCD and SDUSD makes the consortium's efforts somewhat oblique, because, in general, we are still not really approaching adult ed from the perspective of the student.
Uncertain as I have only recently joined the consortium as a non-voting member
Use of funds for personnel

Answered	15
No Response	17
Skipped	0
Not Applicable	0

SDAER Consortium Effectiveness Survey

Q6. Please describe one or two things that could be done to improve alignment between member agencies (SDUSD and SDCCE):

1. Dedicated staff (co-funded by both institutions) to work on alignment - both have skin in the game.
Alternate meeting times
Collaboration between the agencies, SDCCE pay more attention to collaborative opportunities and make a committed movement
Hae a student services person dedicated to transition and communication services
I do not have enough information/experience to respond.
I do not have sufficient knowledge/experience.
I think the whole purpose of AB86 / AEBG was to see how confusing adult education options are or prospective learners in a particular geographic area. However, like just about everyone else in adult ed, we still are very good at viewing the situation from the prospective learner's point of view. We still are viewing everything from the institution's point of view.
More combined efforts: an invitation to each other's "Back to School" and "Convocation" to understand the goals for each institution on how they are presented to each agency's faculty and staff. Combine some professional development opportunities. We (SDCCE) are much larger and SDUSD would benefit from being invited to some PD opportunities. This effort on our part would help SDCCE staff/faculty and help us feel more united and collaborative
More time to work together in small groups
Not sure
Produce materials that are easily accessible showing the options and pathways available to students if they take advantage of certification and training offered through SDCCE before and after they graduate.
Shared strategic plan goals
Utilizing the same numbering system for our student IDs, could potentially be one less barrier the students need to overcome
We need a formal communication process and contact for unified students who want to transition to CCE

Answered	14
No Response	18
Skipped	0
Not Applicable	0

SDAER Consortium Effectiveness Survey

Q7. What workgroups would be most productive for the SDAERC to have? Or what existing committeess or work groups need to be better connected to the Consortium?

Ad hoc workgroups that address marketing efforts apart from outreach. Overall, we do well with outreach, but poorly with marketing.
Budgets Transition Assessment
Cross faculty/cross administrators workgroups; shared outcomes and resources
Develop a transition strategies committee (specialized counselors?) that is solely focused on addressing transitions into CE offerings.
I do not have enough information/experience to respond.
If one does not exist, I would suggest a transition workgroup that focuses on students exiting SDUSD who do not (or will not) obtain a diploma (includes immigrants/refugees who "age out.")
Marketing and surveying
More distance education and digital equity discussion.
Not sure
Professional Development Committee would benefit because we have already had discussions regarding collaboration with SDUSD
The community outreach workgroup.
Transition supports for special populations especially those coming from SDUSD AE and other K-12 Grads, Access & Retention, Gateway program collaborations between SDUSD AE
Transitions Internal and External Outreach and communication services Data
We should still have a transitions workgroup, but it really needs to see things from the prospective learner's point of view, and I don't think it does that yet.

Answered	14
No Response	18
Skipped	0
Not Applicable	0

SDCCE Office of Planning, Research, and Institutional Effectiveness

SDAER Consortium Effectiveness Survey

Q8. What opportunities are there for SDCE and SDUSD to develop more collaborative efforts in the programs being offered to Adult Learners?

1) Technology literacy training for SDUSD students and 2) Continuing and increasing offerings of the CCR's courses
1. Expand online instruction in programs that have demonstrated success with student completions
A focus on transitions - not just from the adult school but all students who may not be moving on to a four-year or community college.
Can SDUSD conduct courses on SDCCE facilities? Or is that just bureaucratically impossible?
Cross faculty/cross administrators workgroups; shared outcomes and resources- more time to talk, see each others students, figuring out how to best meet needs
I would like to collaborate on bringing back family literacy / adult ESL classes. There might be other opportunities to offer classes/programming specifically for parents as well.
I would like to see collaboration to bring back ESL/family literacy classes for SDUSD parents.
Much stronger collaboration among local employers, unions, and similar partners.
Not sure
Online transitions
Opportunity to bring all ideas on the table and to continue to have a dialogue
so many
Tours and visits. Marketing materials that can be distributed.

Answered	13
No Response	19
Skipped	0
Not Applicable	0

SDAER Consortium Effectiveness Survey

Q9. What are the most critical gaps in services that have been addressed or have yet to be addressed (those in which we have made little progress) as a result of CAEP efforts and funding?

Again, I will say that the consortiums, like most of SDCCE counseling, still only perceive things from the institution's point of view, not from the learner's point of view. That is the fundamental problem with adult education everywhere, and it is the reason why AB 86 was passed. Until we change that, we are still spinning our wheels.
Communication and education for the community members
Connection counselor to counselors Enrollment processes
Enrollment is still a huge issue and awareness of career training opportunities
Funding to buy textbooks, software, computer/device, internet service.
I can't answer that
I do not have sufficient knowledge/experience.
I would like to see a more integrated effort to transition refugee/immigrant students from high school to SDCCE (especially for those who "age out" and are not able to graduate in SD Unified.
Not sure
Streamlining the registration process
transition supports, onboarding supports, data analysis
Uncertain, but thinking counseling or transition services
We have improved collaborative PD We have implemented a pilot summer bridge program Transition services continue to be the biggest Gap that needs to be addessed

Answered	13
No Response	19
Skipped	0
Not Applicable	0

SDCCE Office of Planning, Research, and Institutional Effectiveness

SDAER Consortium Effectiveness Survey

SDAER Consortium Effectiveness Survey

Q10. What are the biggest opportunities and barriers regarding the following topics?

Answer Choices	Responses	
Data collection and/or data analysis	92.86%	13
Seamless Transitions	71.43%	10
Professional Development	71.43%	10
Accelerated Learning	57.14%	8
Leveraged Resources and Partnerships? (Local Workforce Investment Boards WIBs, industry employer groups, chambers of commerce, and county libraries.)	64.29%	9
	Answered	14
	No Response	0
	Skipped	18
	Not Applicable	0

Note. Percentages for each question have been calculated using only valid answers.

Data collection and/or data analysis

Appears to be adequate.
Combining efforts for a streamlined student ID number/process for students SDUSD who are identified as potential students for SDCCE
Data collection seems to be the biggest barrier
data sharing?
GED numbers
I do not have enough information/experience to respond.
Lack of access to data, including student success metrics
Measuring success and sharing best practices
need someone dedicated to the work
Need to be able to identify students who transition between consortium entities. If this information were available, it would be a great opportunity for research into student transition, post-secondary outcomes, surveys, etc. This is the biggest opportunity, and also the largest current barrier to data analysis.
Not sure
We need more longitudinal studies of individual learners, across institutions
We seem to have no way to track how many SDUSD students we have served

SDAER Consortium Effectiveness Survey

Q10. What are the biggest opportunities and barriers regarding the following topics?

Seamless Transitions

need student services support
SDCCE's registration process or lack of streamlining it and incorporating a shared ID system
Outreach (raising awareness) is an opportunity. The biggest barrier is probably the SDCCE application & enrollment process(which
clarity on requirements
Not sure
Enrollment and counseling, matriculation
Good progress
Not viewing transitions from the point of view of the learner--which means it isn't really true transitions.
Getting students from SDUSD to SDCCE is still a very challenging process
Not sure

Professional Development

Opportunity: bring faculty from similar departments/ disciplines together for PD. Could include credit college faculty as well.
going well
Not enough collaborative opportunities yet
Opportunity: Disciplinary/program professional development offered jointly to Unified and SDCCE faculty. For example, training could engage high school English instructors from both sides
all partners included
Not sure
Understanding CAEP and its intention
Not sure of how the consortium is addressing this.
We need one-on-one transition services
Determining highest needs/do a survey/sharing best practices

SDCCE Office of Planning, Research, and Institutional Effectiveness

SDAER Consortium Effectiveness Survey

Q10. What are the biggest opportunities and barriers regarding the following topics?

Accelerated Learning

Barrier: major course outline revisions or development take time (SDCCE)
Barrier: Many SDCCE courses are still 18 weeks in length with upwards of ten hours a week
Best practices; agreed upon outcomes
Good progress.
industry informed micro credentials
Not sure
Setting up "Pre" courses that could be offered at SDUSD for students who are bridging towards SDCCE
We need to pursue this more.

Leveraged Resources and Partnerships? (Local Workforce Investment Boards WIBs, industry employer groups, chambers of commerce, and county libraries.)

Chamber of commerce are an excellent missed opportunity because industry leaders attend and could look at us as a resource for future, well trained employees
I do not have enough information/experience to respond.
new funding opportunities where AE has a role in workplace and job skills development
Not sure
Not sure
Opportunity: Connect advisory boards/ employer groups more broadly with both institutions- not just program-specific gatherings.
this could be a greater focus
This needs to receive much greater emphasis and measured tracking.
We need to pursue this more

SDAER Consortium Effectiveness Survey

Q11. How can the SDAERC do a better job reaching out to stakeholders and partners for input and participation?
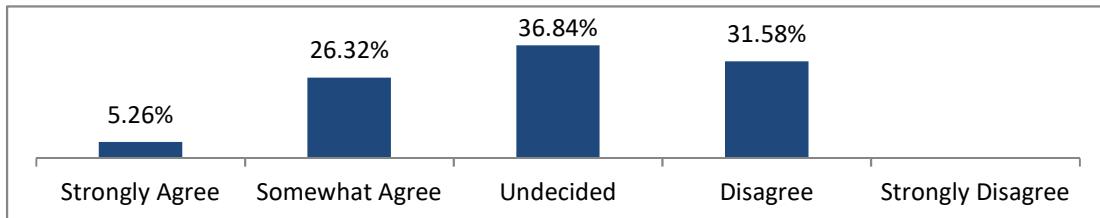
Change meeting dates and times, rotate location or hosts
Create small work groups to work on specifics; more faculty involvement; get a student member at the meetings; share student services information
Current strategies seem to be fine.
Designate someone to be in-charge of reaching out to the stake holders
I do not have sufficient knowledge/experience.
Maybe host a session that is open to school site stakeholders once or twice a year.
Much stronger marketing beyond current piecemeal messaging activities. Awareness is sorely lacking among critical stakeholders and prospective partners at time when the region is struggling to recover from the economic impact of the pandemic.
Not sure
Not sure
Perhaps starting a newsletter that is marketed to both SDUSD & SDCCE faculty and staff as well as local communities (households) and industry. Potential newsletter names: The CAEP Crusaders
Regular updates on our work and goals
We need to make the advisory councils be more functional.

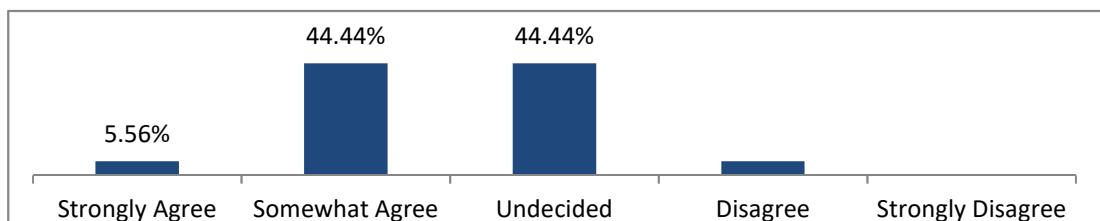|	
Answered	12
No Response	20
Skipped	0
Not Applicable	0

SDAER Consortium Effectiveness Survey

Q12. Please indicate your level of agreement with the following statements:

Member agency constituents (i.e., faculty, administrators, staff, others) have a full understanding of the intent for CAEP.

There are administrative improvements within member agency institutions that can be incorporated in the future.

	Response	Count	Percent
Member agency constituents (i.e., faculty, administrators, staff, others) have a full understanding of the intent for CAEP.	Strongly Agree	1	5.26%
	Somewhat Agree	5	26.32%
	Undecided	7	36.84%
	Disagree	6	31.58%
	Strongly Disagree	0	0.00%
	Total	**19**	**100%**
	Answered	**19**	
	No Response	**6**	
	Skipped	**7**	
	Not Applicable	**0**	
There are administrative improvements within member agency institutions that can be incorporated in the future.	Strongly Agree	1	5.56%
	Somewhat Agree	8	44.44%
	Undecided	8	44.44%
	Disagree	1	5.56%
	Strongly Disagree	0	0.00%
	Total	**18**	**100%**
	Answered	**18**	
	No Response	**7**	
	Skipped	**7**	
	Not Applicable	**0**	

Note. Percentages for each question have been calculated using only valid answers.

SDCCE Office of Planning, Research, and Institutional Effectiveness

SDAER Consortium Effectiveness Survey

Q12.Please indicate your level of agreement with the following statements:

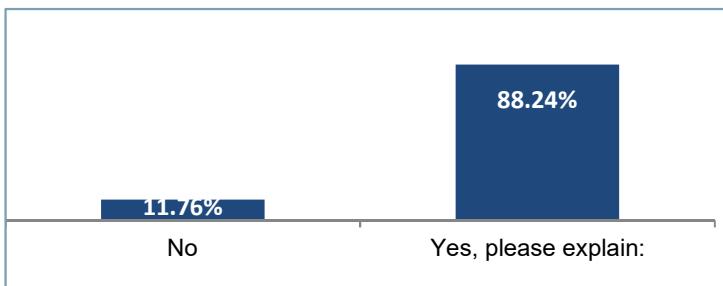| Please provide additional detail to explain your responses to the answers above. |
|---|
| A technically well-executed random sample survey of faculty, including adjuncts, implemented by outside research professionals would probably reveal a lack of understanding of the intent for CAEP. A similar survey, or a series of focus groups, among stakeholders among the staff members of legislators, public officials, and prospective regional partners, would probably have the same result. We need to baseline |
| Few people (especially faculty) really understand the purpose of AB 86, and have come to see CAEP as just another source of funding. |
| haven't been here long enough to say… |
| I apologize for the blank responses, but at this time I don't have enough experience with SDAERC to provide an informed response to some of the prompts. |
| I think many faculty are unaware of CAEP, or if they are, they see it as a funding source. |
| I think some, but not all, have a full understanding - just not enough hours in the day to know everything |
| n/a |
| Not many constituents know what CAEP means or does for our agencies |

SDAER Consortium Effectiveness Survey

Q13. Do you believe either member agency has need of additional resources (e.g., funding, people, technology, expertise)?

11.76% No	88.24% Yes, please explain:

Responses	Count	Percent
No	2	11.76%
Yes, please explain:	15	88.24%
Answered	**17**	
No Response	**15**	
Skipped	**0**	
Not Applicable	**0**	

Note. Percentages for each question have been calculated using only valid answers.

Comments

1. Improve data collection and dissemination, including student success metrics. 2. Improve student registration and enrollment. Retire Campus Solutions. Adopt a new registration/enrollment software in order to serve students.
Additional resources to support data share agreement follow-though, change in the application or in-take form, followed by personnel resources to support increased focus on developing and institutionalizing new data reports.
dedicated funding for secondary to AE counseling, transition specialists/navigators
Definitely technology
Expertise
Funding is always needed for teaching and learning - students and teacher need updated technology and resources. But in general I think this Consortium does a great job.
Funding to hire counselors specific for bridging SDUSD and SDCCE and possibly a student navigator to help guide students through the process of enrollment and future steps.
I don't have enough experience with SDAERC to provide an informed response to this prompt.
If new collaborations/projects are possible, additional funding will be needed.
Not sure
SDCCE needs a messenging/marketing campaign. We are still not well known/understood. in the community.
SDCCE Student Services support for transitions
See comments in Item 12 above, and other comments.
Transition supports from student services
Yes and no. In some consortiums, CAEP funding is the essentially the entire source of funding for adult education, outside of the credit college(s). So those consortiums approach their funding in a very different way. In San Diego, CAEP funding is more supplemental, and as result, it seems to have become disconnected from its original purpose

Appendix: Survey Instrument

SDAERC Consortium Effectiveness Survey
Survey Instrument

Thank you for your participation. The survey should take no more than 15 minutes to complete. The information you provide will help to improve the SDAER Consortium and assist in providing feedback towards the development of the new SDAERC strategic plan that will be submitted to the state by August 2021.

1. Please identify your constituency group:
   ☐ San Diego Unified School District
   ☐ San Diego College of Continuing Education
   ☐ Adult Education Partner Agency (please specify)

2. Please identify whether you are a voting member or not within the San Diego Adult Education Regional Consortium:
   ☐ Voting member
   ☐ Non-voting member
   ☐ Guest
   ☐ I have never attended a Consortium meeting

3. How much do you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a) The Consortium as a governance body maintains effective collaborative processes between member agencies for planning, implementation, and accountability.	☐	☐	☐	☐	☐

SDCE Office of Planning, Research, and Institutional Effectiveness

(CONTINUED) How much do you agree or disagree with the following statements:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
b) Overall, the current Consortium processes work well (e.g. Meetings, Committees, Workgroups, Planning, Communication, Data review).	☐	☐	☐	☐	☐
c) The Consortium voting representatives have full understanding of the intent for CAEP.	☐	☐	☐	☐	☐
d) We have the right representatives sitting on the Consortium.	☐	☐	☐	☐	☐

Please provide additional detail to explain your responses to the answers above.

4. What should the focus of the Consortium's governance and oversight be over the next 3 years?

5. What has been the biggest challenge in terms of the governance and effective implementation of CAEP over the last 7 years?

6. Please describe one or two things that could be done to improve alignment between member agencies (SDUSD and SDCCE):

7. What workgroups would be most productive for the SDAERC to have? Or what existing committees or workgroups need to be better connected to the Consortium?

8. What opportunities are there for SDCCE and SDUSD to develop more collaborative efforts in the programs being offered to Adult Learners?

9. What are the most critical Gaps in Services that have been addressed or have yet to be addressed (those in which we have made little progress) as a result of CAEP efforts and funding?

10. What are the biggest opportunities and barriers regarding the following topics?
    - Data collection and/or data analysis
    - Seamless Transitions
    - Professional Development
    - Accelerated Learning

SDCE Office of Planning, Research, and Institutional Effectiveness

- Leveraged Resources and Partnerships? (Local Workforce Investment Boards WIBs, industry employer groups, chambers of commerce, and county libraries.)

11. How can the SDAERC do a better job reaching out to stakeholders and partners for input and participation?

12. Please indicate your level of agreement with the following statements:

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
a) Member agency constituents (i.e., faculty, administrators, staff, others) have a full understanding of the intent for CAEP.	☐	☐	☐	☐	☐
b) There are administrative improvements within member agency institutions that can be incorporated in the future.	☐	☐	☐	☐	☐

15. Do you believe either member agency has need of additional resources?
☐ No
☐ Yes, please explain:

Thank you for participating in the survey.

SDCE Office of Planning, Research, and Institutional Effectiveness