



Miramar College

Employee Perception Survey

Spring 2009

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Introduction

Overview

Accreditation is the process of evaluating the performance of an institution to assure the quality of education and expected student outcomes. The three colleges in the San Diego Community College District (SDCCD), as well as Continuing Education, are conducting the self-study portion of the accreditation cycle and will have visits by the WASC/ACCJC accrediting teams in fall 2010. Each institution has collected, reviewed and incorporated evidence into their self-study reports which will be submitted to the Accreditation Commission for the purpose of assisting in the determination of reaffirmation.

Purpose

The primary purpose of this survey was to collect additional evidence for the accreditation self-study reports. The Employee Perception Survey provided the self-study teams another means for assessing institutional effectiveness and helped to inform the planning agendas. The survey was used to elicit employee perceptions and opinions on institutional effectiveness, programs, services, instruction, facilities and overall satisfaction. The survey was administered at each college within SDCCD (City College, Mesa College, and Miramar College).

Sample Design

The Employee Perception Survey used a census sample design; administered to all employees at the colleges (all faculty, staff, and administrators). The expected response rate at each college was 20%-35%.

Instrumentation

The Office of Institutional Research and Planning referenced the previous accreditation surveys and worked with the Accreditation Coordinating Committee to develop and finalize the Employee Perception Survey. The survey contained six profile questions (e.g., work site, work status, and years of employment) for segmenting the data and drawing comparisons. The survey also contained four open-ended questions and 94 forced choice items grouped by the Accreditation Standards: Improving Institutional Effectiveness (Standard I); Student Learning Programs and Services, Instructional Programs, Student Support Services, and Library and Learning Support Services (Standard II); Human Resources, Technological Resources, Physical Resources, and Financial Resources (Standard III); Decision-Making Roles and Processes, and College and District Administration (Standard IV). Face validity and content validity in the survey instrument was ensured based on the following criteria: 1) Survey questions are aligned with the Accreditation Standards; 2) Survey questions are directly related to the purpose of the surveys, which is to elicit perceptions and opinions of employees; 3) Survey questions are perceptually-based instead of factually-based; 4) Survey questions avoid addressing complex processes or systems that most survey participants would not be able to answer or are not applicable to them. Surveys were validated (content and face validity) through the feedback from the Accreditation Coordination Committee. Reliability was established through the pilot study.

Methodology

An online survey, as well as a pencil and paper format, was available for the Employee Perception Survey. The survey took approximately 30 minutes to complete. The online surveys were administered via *Zoomerang*® online survey tool. Those opting for the paper and pencil format obtained the survey instrument and Scantron form at designated locations at each college and returned them in drop-boxes at designated locations.

Implementation

Communications: The District Accreditation Committee was informed and connected to the process through continuous communication, which included: 1) Review of the survey plan; 2) Review and finalization of the survey instrument and 3) Review of the final report.

Administration: Pre-notification emails were sent out to all employees by each college providing information about the survey and requesting that the employee take the survey when it arrived in the email box. The Office of Institutional Research and Planning sent the invitation via email during the fourth week of the semester and then a reminder email the following week. Paper invitations were also sent through campus mail to those employees who were listed as not having college email addresses and/or computer stations. The surveys took approximately 30 minutes to complete. Drop boxes were made available to facilitate the return of the completed hardcopy surveys.

Respondent Profile

Of the 554 employees who received the invitation to survey, 285 employees responded. This is a 51% response rate. This very strong response sample provides non-statistically validated level of certainty that the data and information are representative of the population as a whole. Of those who responded, 35% were contract faculty, 24% were adjunct faculty, 25% were classified, 5% were managers and 11% were supervisors. These proportions closely reflect the actual breakdown of employee groups at Miramar College. The percentage of respondents who reported being from Instruction was about the same as the percentage of respondents from Student Support Services (31% and 30% respectively). The remaining respondents were from Administrative Services (24%), Information Technology (3%) and Other (12%). Nearly half of respondents had been with the college for 2-6 years (44%) and close to half (46%) for more than six years. More than half (60%) reported being with the District for seven years or more.

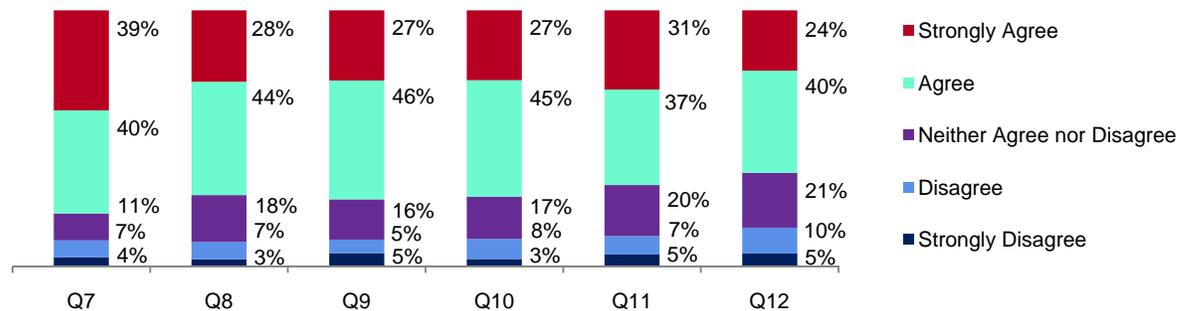
The Findings

Improving Institutional Effectiveness

The survey items in the Improving Institutional Effectiveness section assessed employee familiarity with the college mission statement, the value placed on improving institutional effectiveness, Program Review’s integration into the planning process, consideration of student learning in institutional planning, and the ability of appropriate constituencies to offer input to the college’s planning process. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource).

The majority of employees strongly agreed or agreed (79%) when asked whether they were familiar with the mission statement of the college. Similarly, the majority of respondents strongly agreed or agreed (72%) that the college values institutional effectiveness. When asked about planning and program improvement, the majority of employees strongly agreed or agreed that the college facilitates ongoing dialog about improving student learning and institutional processes (73%) and that program review is integrated into the college planning process (72%). A lesser majority, though still a majority strongly agreed or agreed that student learning is considered in institutional planning (68%) and that there are opportunities for input in the planning process (64%.) These last two items also received the highest neutral ratings (neither agree nor disagree) and the highest number of responses in the “Have not used this resource” category.

Figure 1: Improving Institutional Effectiveness



- Q7. I am familiar with the mission statement of the college.
- Q8. Improving institutional effectiveness is valued throughout the College.
- Q9. The college facilitates an ongoing dialogue about improving student learning and institutional processes.
- Q10. Program Review is integrated into the college planning process.
- Q11. Student learning is considered in institutional planning.
- Q12. The college's planning process offers opportunities for input by appropriate constituencies.

Student Learning Programs and Services

The survey items in the Student Learning Programs and Services section assessed employee satisfaction with quality of programs and services at the college. The section covered instruction, departmental teaching resources, staffing resources, student life/activities, counseling, tutoring services, transfer center, Independent Learning Center, DSPS, admissions, EOPS, health services, library resources, duplicating/reprographics, technical support, audio-visual support, financial aid services, career services, and TRIO services. Employees rated their satisfaction with each item on a scale that ranged from 1 (very dissatisfied) to 5 (very satisfied), as well as 6 (I have not used this service/resource).

The services that rated the highest in terms of satisfaction with the quality of services (very satisfied and satisfied) were: Instruction (86%), Admissions (84%), Audio-Visual Support (84%) and Technical Support (82%). Other services that rated relatively high in satisfaction included: Counseling (75%), Duplicating/Reprographics (75%), EOPS (77%), Health Services (74%), DSPS (73%), Independent Learning Center (72%), and Transfer Center (70%). Services that received relatively high neutral ratings (28%-34%) generally also received relatively a high number of responses to the “I have not used service/resource” category (23%-38%). These services included: Student Life/Activities, Financial Aid, Career Services/Job Placement and Trio Services.

Figure 2.1: Student Learning Programs and Services

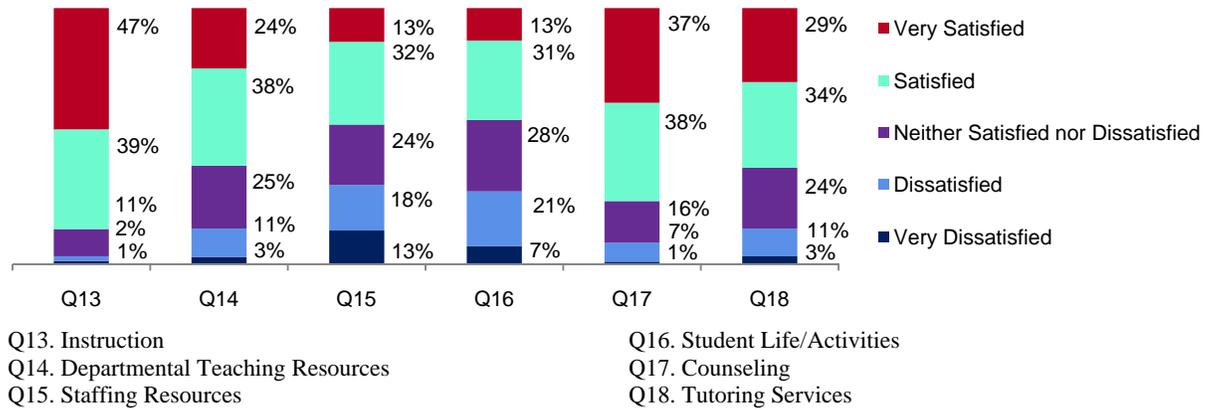


Figure 2.2: Student Learning Programs and Services

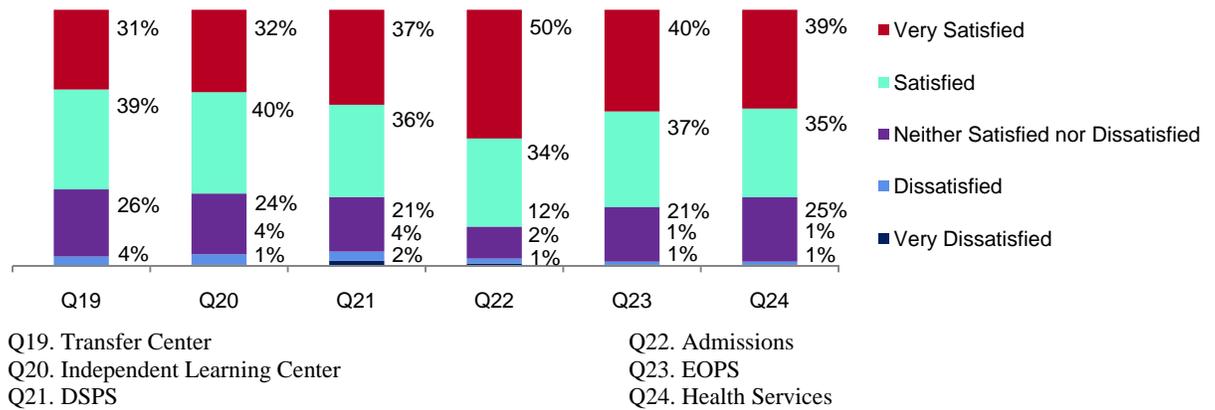
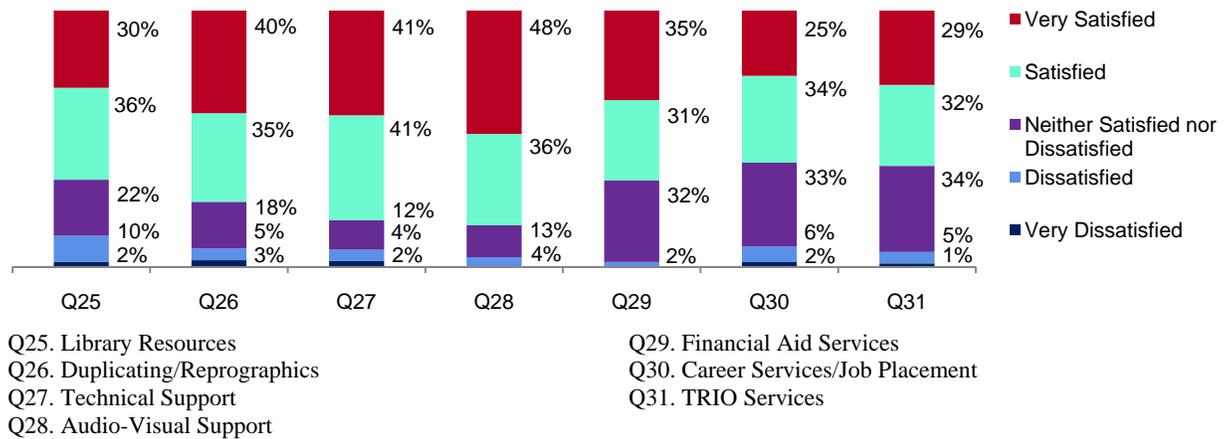


Figure 2.3: Student Learning Programs and Services

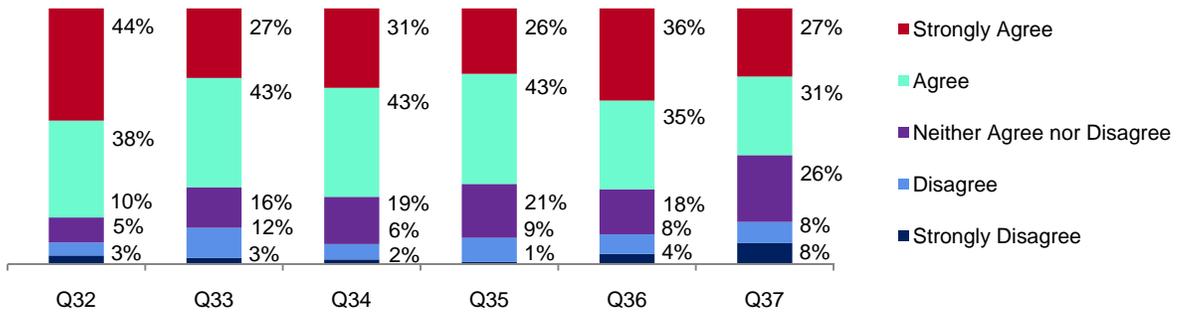


Instructional Programs

The survey items in the Instructional Programs section assessed employee involvement insuring the quality of instruction, college success meeting needs of students through diverse programs and services, and the creation and implementation of student learning outcomes. The section also covered the college’s implementation of effective plans and strategies for developing student learning outcomes, the research data available to the individual department/program/discipline for the faculty driven assessment process for SLO’s, the use of student learning outcomes assessment to make improvements in instruction or support services, academic freedom, and quality of instruction. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource).

The majority of employees strongly agreed or agreed (82%) that faculty plays a central role in assuring the quality of instruction. When asked about the college’s response to students’ diverse needs through diverse programs, services and teaching methodologies, most employees strongly agreed or agreed (70% and 74% respectively) that the college was responsive. A lesser majority strongly agreed or agreed (69%) that the college implemented effective plans and strategies for identifying student learning outcomes and a relatively high percentage of employees were neutral (21%). Similarly, 71% strongly agreed or agreed that the department/program/discipline has an effective faculty-driven process for assessing SLOs and 18% were neutral. Even fewer employees agreed that their department/program/discipline has sufficient research data to assess progress toward achieving stated student learning outcomes (58% strongly agreed or agreed and 26% neither agreed nor disagreed). This item also received a relatively high number of responses in the “I don’t know” category (12% of total responses). Slightly more responded that their department/program/discipline has used the results of student learning outcomes assessment to make improvements in instruction or support services (63% strongly agreed or agreed). However, a relatively high percentage of respondents were neutral (24%) or responded that they didn’t know (15% of total responses). When asked whether student learning outcomes were considered in program review, the majority of employees either strongly agreed or agreed (76%) even though a relatively high number of responses fell in the “I don’t know” category (14% of total responses). The majority of employees also believed that the college supports academic freedom (71% strongly agreed or agreed) and most are satisfied with the overall quality of instruction in their program (78% strongly agreed or agreed).

Figure 3.1: Instructional Programs



Q32. The faculty has a central role in assuring quality of instruction.

Q33. The college identifies and seeks to meet the varied educational needs of its students through diverse programs and services.

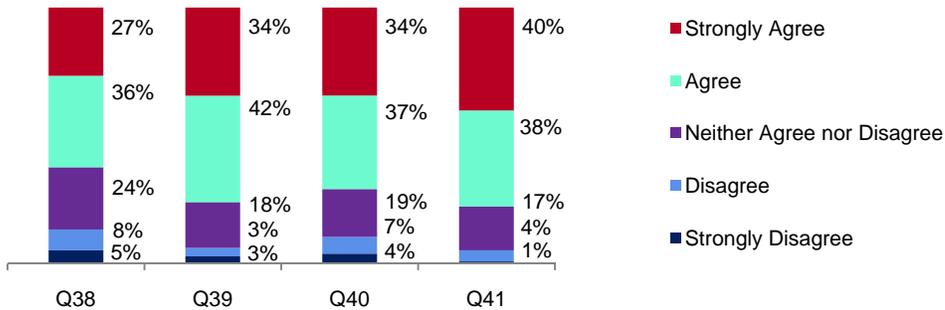
Q34. Instructors use teaching methodologies that reflect the diverse needs of the students.

Q35. The college has implemented effective plans and strategies for identifying student learning outcomes.

Q36. My department/program/discipline has an effective faculty-driven process for assessing student learning outcomes.

Q37. My department/program/discipline has sufficient research data to assess progress toward achieving stated student learning outcomes.

Figure 3.2: Instructional Programs



Q38. My department/program/discipline has used the results of student learning outcomes assessment to make improvements in instruction or support services.

Q39. Student learning outcomes are considered in program review.

Q40. The college supports academic freedom.

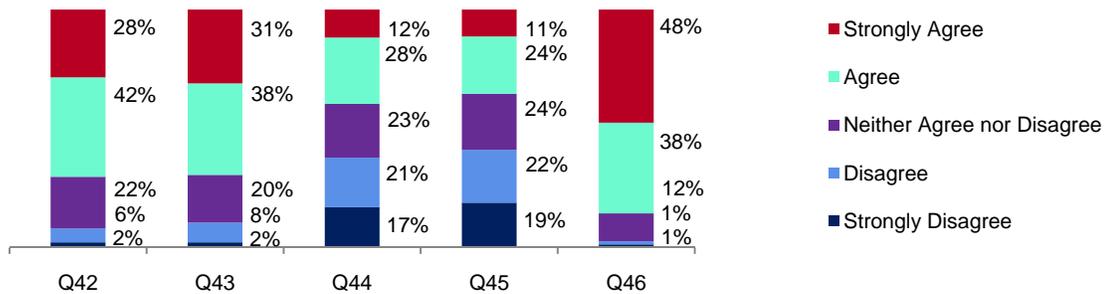
Q41. I am satisfied with the overall quality of instruction in my program

Student Support Services

The survey items that comprised the Student Support Services section assessed the Student Services Office and the college’s design and implementation of programs, practices and services to enhance appreciation of diversity and the individual growth of students. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource).

The majority of employees strongly agreed or agreed (70%) that the college encourages personal, aesthetic and intellectual development in students. Slightly fewer strongly agreed or agreed (69%) that the college implements programs and practices that enhance student appreciation of diversity. When asked whether Student Services have sufficient staff/resources to meet student needs, 38% strongly disagreed or disagreed, 23% were neutral and only 40% strongly agreed or agreed. Similarly, when asked whether Student Services have sufficient facilities to meet student needs, 41% strongly disagreed or disagreed, 24% were neutral and only 35% strongly agreed or agreed. However, the majority of employees (86%) responded that they refer students to the various services available on campus.

Figure 4: Student Support Services



- 42. The college encourages personal, aesthetic, and intellectual development in students.
- 43. The college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.
- 44. Student Services at this college have sufficient staff/resources to meet student needs.
- 45. Student Services at this college have sufficient facilities to meet student needs.
- 46. I refer students to the various services available on campus. (e.g., DSPS, Tutoring, Health Services, Financial Aid and EOPS.).

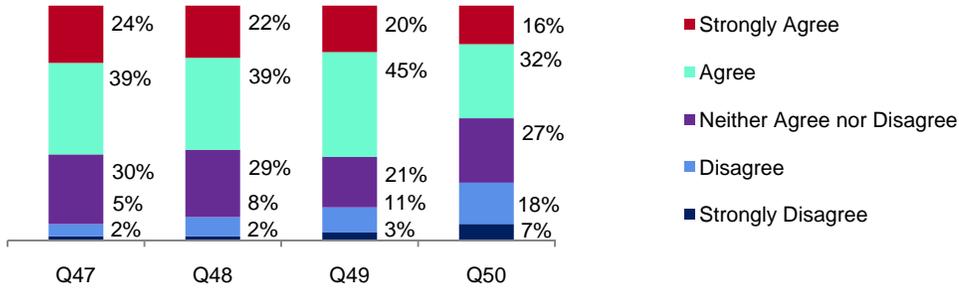
Library and Learning Support Services

The survey items that comprised the Library and Learning Support Services section assessed the library collections, training for library and other support service users, and the level of use by employees in their teaching or work function. In the first section, employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource). In the second section, employees evaluated the bookstore, physical facilities, technology resources, science labs, career technical labs, computer labs, parking, classrooms, assigned working space/office space, the cafeteria, and business services/fiscal resources using a scale that ranged from 1 (very dissatisfied) to 5 (very satisfied), as well as 6 (I have not used this service/resource).

The majority of employees (63%) strongly agreed or agreed and one third (30%) were neutral when asked whether librarians consult with faculty and other stakeholders when selecting and maintaining library materials and resources. Fewer employees (61%) strongly agreed or agreed and about a third (29%) were neutral when asked whether the college provides ongoing training of library and learning support services to develop information competency. Similarly, 65% of the employees strongly agreed or agreed and 21% were neutral when asked whether they use the library and related support services

in their teaching. When asked whether the library’s collection of materials and resources were adequate, only 48% strongly agreed or agreed, 27% were neutral and 25% strongly disagreed or disagreed. It should be noted also that 29% responded that they had not used this resource.

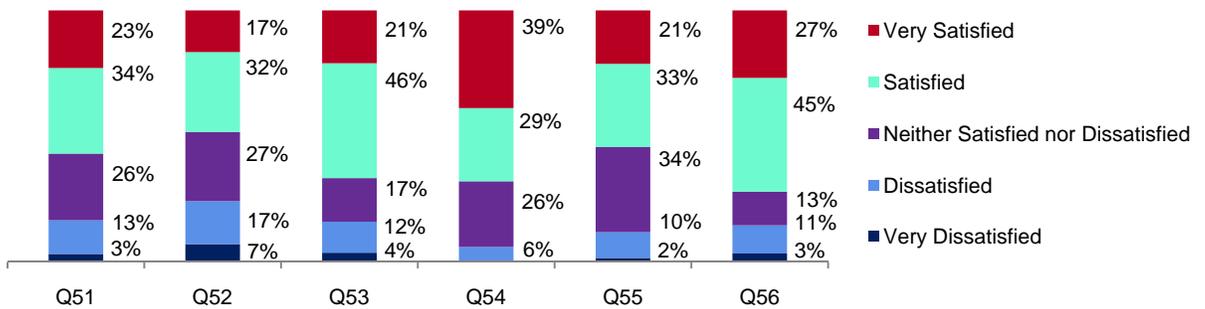
Figure 5.1: Library



- 47. Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources.
- 48. The college provides ongoing training for users of library and other learning support services to develop information competency.
- 49. I use library and related support services in my teaching or work function.
- 50. The library’s collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of my program or work function.

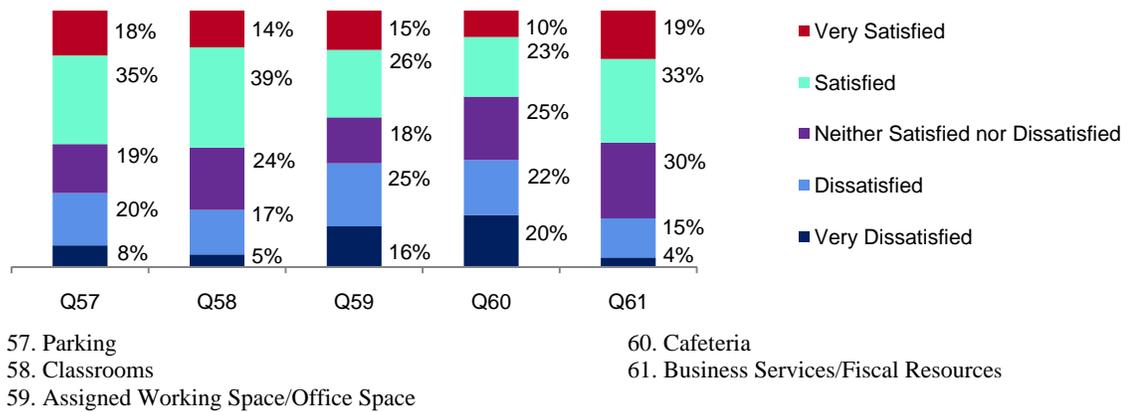
The services that rated the highest in terms of satisfaction with the quality of services (very satisfied and satisfied) were: Computer Labs (72%), Science labs (68%), and Technology Resources (67%) The other services rated moderately on very satisfied and satisfied with relatively high neutral ratings (neither satisfied nor dissatisfied): Bookstore (57% and 26% respectively), Physical Facilities (49% and 27% respectively), Career Technical Labs (54% and 34% respectively), Classrooms (53% and 24% respectively), and Business Services/Fiscal Resources (53% and 30% respectively). The two services that rated the lowest in satisfaction were Assigned Working Space/Office Space (41% very dissatisfied or dissatisfied) and Cafeteria (42% very dissatisfied or dissatisfied).

Figure 5.2: Learning Support Services



- 51. Bookstore
- 52. Physical Facilities
- 53. Technology Resources
- 54. Science Labs
- 55. Career Technical Labs
- 56. Computer Labs

Figure 5.3: Learning Support Services

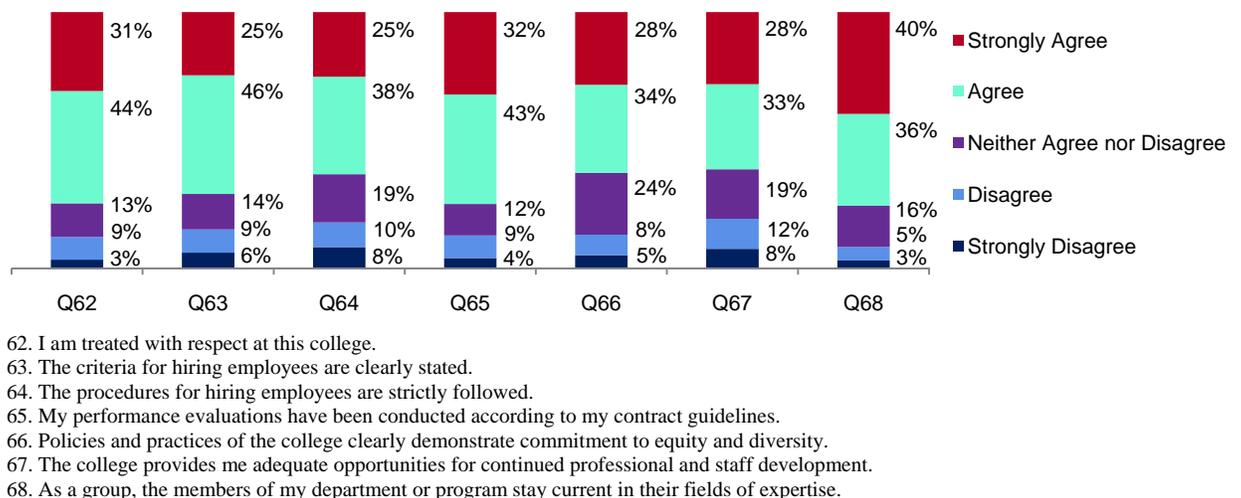


Human Resources

The survey items in the Human Resources section assessed treatment of employees, hiring practices, and professional development. This section covered the level of respect felt by employees, clarity of criteria for hiring employees, adherence to hiring procedures, evaluations of employee performance, commitment to equity and diversity through college policies and practices, and professional development opportunities for faculty and staff. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource).

The majority of employees strongly agreed or agreed (75%) when asked if they were treated with respect at the college. Similarly, the majority (71% strongly agreed or agreed) believed that the criteria for hiring employees are clearly stated. A smaller majority (63%) strongly agreed or agreed that the procedures for hiring employees are strictly followed, while a larger majority (75%) believed that the performance evaluations have been conducted according to their contract guidelines. When asked whether policies and practices of the college clearly demonstrate commitment to equity and diversity, 62% strongly agreed or agreed and nearly one quarter (24%) were neutral. When asked whether the college provides adequate opportunities for continued professional development, 61% strongly agreed or agree, 19% were neutral and 20% strongly disagreed or disagreed. A relatively large majority (76%) strongly agreed or agreed that members of their department or program stay current in their fields.

Figure 6: Human Resources

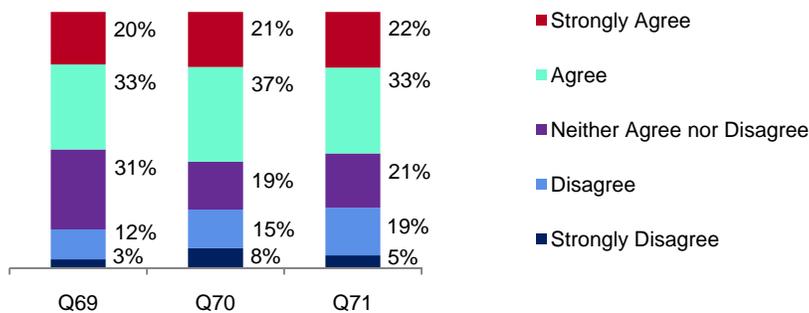


Technological Resources

The survey items in the Technological Resources section assessed the integration of technology planning with institutional planning, availability of computers and technologies to support teaching and learning, and availability of training in the application of information technology. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource).

Approximately half of the employees (53%) strongly agreed or agreed that technology planning is effectively integrated with institutional planning, while one third (31%) were neutral. Similarly, approximately half of the employees (58%) strongly agreed or agreed that the availability of computers, software, multimedia and other technologies is sufficient to support teaching and learning, while 23% strongly disagreed or disagreed. When asked whether the college provides adequate training to faculty and staff in the application of information technology, 55% strongly agreed or agreed and 21% were neutral and nearly one quarter (24%) strongly disagreed or disagreed.

Figure 7: Technological Resources



69. Technology planning is effectively integrated with institutional planning.

70. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.

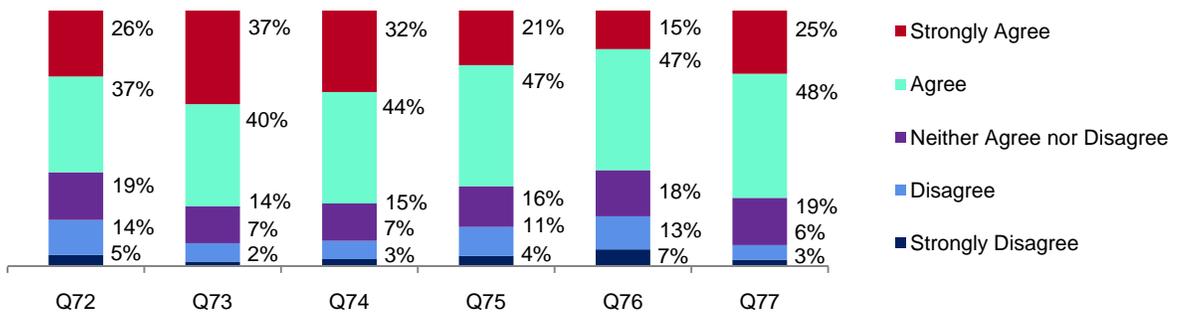
71. The college provides adequate training to faculty and staff in the application of information technology.

Physical Resources

The survey items in the Physical Resources section assessed facility planning, safety, grounds maintenance, interior and exterior maintenance, and exterior lighting. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource).

The majority of employees (63%) strongly agreed or agreed, 19% were neutral and 19% strongly disagreed that student learning and support needs are central to the planning, development and design of new facilities. A relatively large majority (77%) strongly agreed or agreed that safety hazards are addressed promptly. Similarly, a relatively large majority (76%) strongly agreed or agreed that the grounds are pleasing and adequately maintained. A smaller majority (68%) strongly agreed or agreed that the exterior of the campus buildings are adequately maintained. An even smaller majority (62%) strongly agreed or agreed and 20% strongly disagreed or agreed that the interior of the classrooms, offices and restrooms are adequately maintained. When asked whether the exterior lighting of the college is kept in working order, the majority (73%) strongly agreed or agreed.

Figure 8: Physical Resources



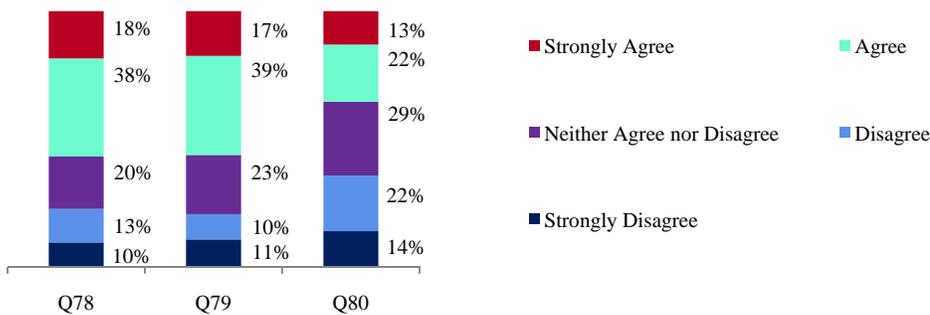
- 72. Student learning and support needs are central to the planning, development, and design of new facilities.
- 73. Safety hazards are addressed promptly.
- 74. The grounds are pleasing and adequately maintained.
- 75. The exterior of the campus buildings are adequately maintained.
- 76. The interior of the classrooms, offices, and restrooms are adequately maintained.
- 77. The exterior lighting of the college is kept in working order.

Financial Resources

The survey items in the Financial Resources section assessed the college guidelines and processes for budget development, opportunities for participation in budget development through shared governance processes, and equitability of resource allocation. Employees rated their level of agreement with each item on a scale that ranged from 1 (Strongly disagree) to 5 (Strongly agree) and 6 (I have not used this service/resource).

Approximately half of the employees (56%) strongly agreed or agreed and 23% strongly disagreed or disagreed when asked whether the college guidelines and processes for budget development are clearly communicated. Similarly, 56% strongly agreed or agreed and 21% strongly disagreed or disagreed when asked if they have appropriate opportunities to participate in budget development through the shared governance process. Even fewer employees (35%) strongly agreed or agreed and more (36%) strongly disagreed or disagreed when asked whether the resource allocation model equitably supports college programs and services.

Figure 9: Financial Resources



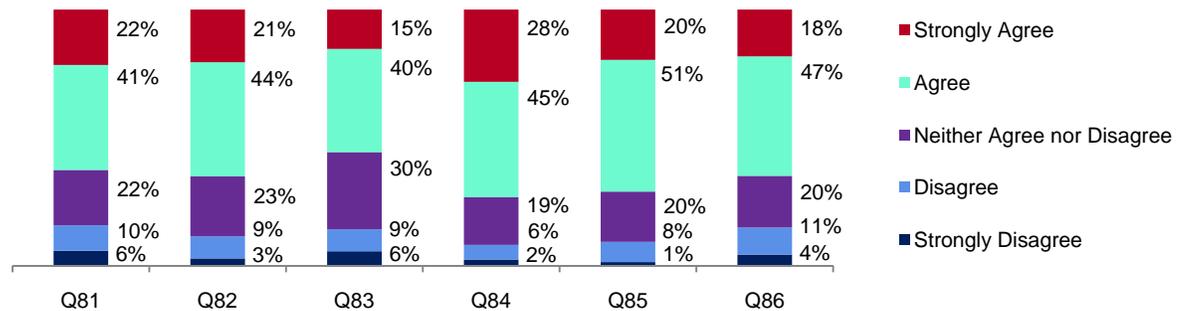
- 78. College guidelines and processes for budget development are clearly communicated.
- 79. I have appropriate opportunities to participate in budget development for the college through its shared governance processes.
- 80. The resource allocation model equitably supports college programs and services.

Decision-Making Roles and Processes

The survey items in the Decision-Making Roles and Processes section assessed the extent to which employees have a substantial voice and presence in the decision-making process and matters associated with programs and services offered at the college. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource).

The majority of employees (63%) strongly agreed or agreed and nearly one quarter (22%) were neutral when asked whether the college leaders encourage all members of the college community to take initiative in improving institutional effectiveness. Similarly, 65% strongly agreed or agreed and 23% were neutral when asked whether faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel and institutional policies. Approximately half of the employees (55%) strongly agreed or agreed and nearly one third (30%) were neutral when asked whether the classified staff exercise a substantial voice in matters related to college planning, budget and institutional priorities. The majority of employees (73%) strongly agreed or agreed that the faculty is central to decision-making involving curriculum development. The majority (71%) also strongly agreed or agreed and 20% neither agreed nor disagreed that they are aware of the staff and/or faculty role in various governing, planning, budgeting and policy-making bodies at the college. A smaller majority (65%) strongly agreed or agreed and 20% were neutral when asked whether the college establishes governance structures, processes and practices to facilitate effective communication among the institutions constituencies.

Figure 10: Decision-Making Roles and Processes



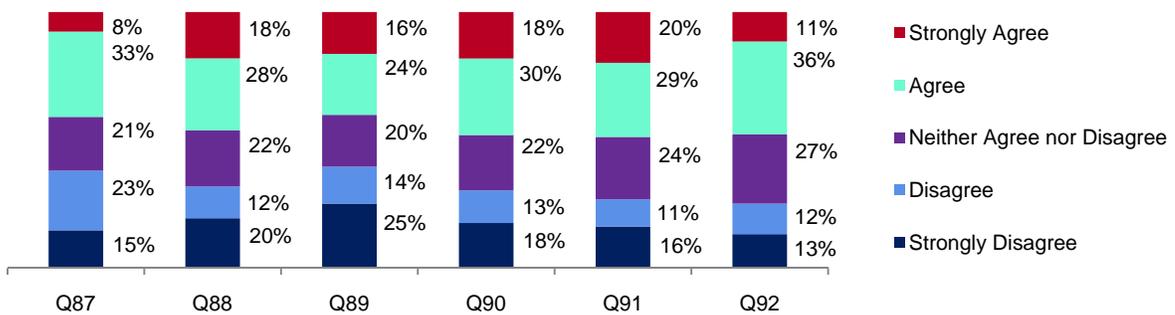
- 81. The college leaders encourage all members of the college community to take initiative in improving institutional effectiveness.
- 82. The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.
- 83. The classified staff exercise a substantial voice in matters related to college planning, budgeting and institutional policies.
- 84. The faculty is central to decision-making involving curriculum development.
- 85. In general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college.
- 86. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.

College and District Administration

The survey items in the Board and Administrative Organization section assessed the college president’s effectiveness as a leader and the ability to plan, communicate with communities served by the college. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource).

Less than half of the employees (41%) strongly agreed or agreed and more than one third (38%) strongly disagreed or disagreed that the college’s administrative structure is organized and staffed to reflect the institution’s purpose, size and complexity. Similarly, less than half of the employees (46%) strongly agreed or agreed and approximately one third (32%) strongly disagreed or disagreed that the college president provides effective leadership in planning and assessing institutional effectiveness. Approximately the same percentages of employees strongly agreed or agreed (40%) and strongly disagreed or disagreed (39%) when asked whether the college president provides effective leadership in selecting and developing personnel. Slightly more employees (49%) strongly agreed or agreed and slightly fewer (27%) strongly disagreed or disagreed when asked whether the college president works and communicates effectively with the communities served by the college. When asked whether the District Office uses effective methods of communicating with college staff and faculty, 47% strongly agreed or agreed and 25% strongly disagreed or disagreed.

Figure 11: College and District Administration



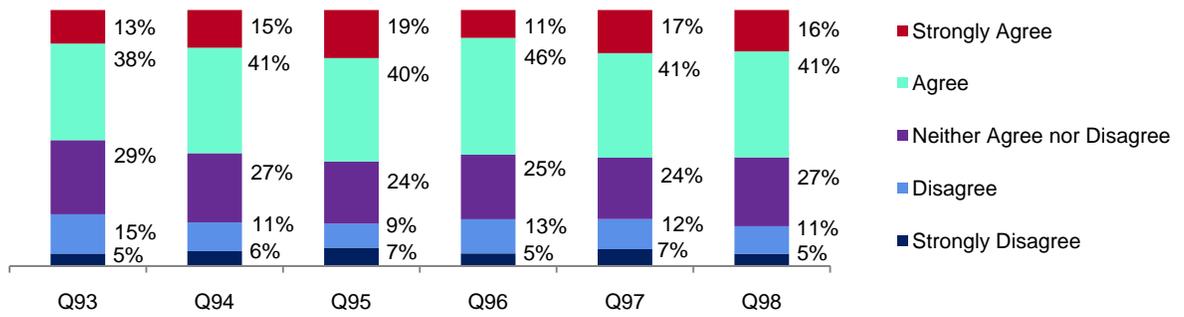
- 87. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.
- 88. The college president provides effective leadership in planning and assessing institutional effectiveness.
- 89. The college president provides effective leadership in selecting and developing personnel.
- 90. The college president provides effective leadership in fiscal planning and budget development.
- 91. The college president works and communicates effectively with the communities served by the college.
- 92. The District Office uses effective methods of communicating with college staff and faculty.

District Office

The survey items in the District Office section assessed the services located within the District Office. The section covered Business and Fiscal Services, Public Relations/Communications, Facilities Services, Human Resources, Information Technology, Instructional Services, Student Services, and Institutional Research and Planning. Employees rated their level of agreement with the statement that the District Office service provides sufficient support to the College on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource).

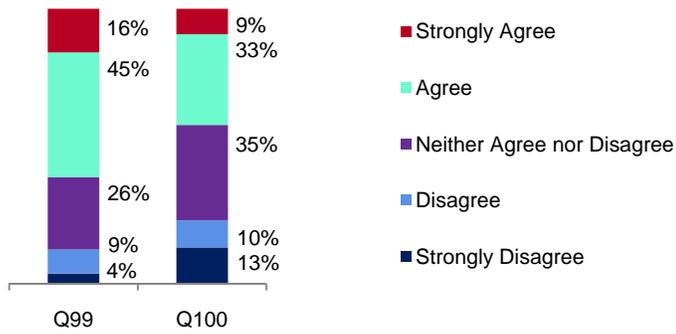
The services with the highest ratings on satisfaction (strongly agree or agree) were: Student Services (61%), Facilities (59%), Information Technology (58%), Human Resources (57%) and Instructional Services (57%). The services with the lowest ratings in satisfaction (strongly disagree and disagree) were: Institutional Research and Planning (42%), Business and Fiscal Services (51%), and Public Relations/Communications (56%). All of the services received relatively high neutral ratings (24%-35%) and several received relatively high percentages of respondents claiming that they had not used the services.

Figure 12.1: District Office



- 93. Business and Fiscal Services
- 94. Public Relations/ Communications
- 95. Facilities Services
- 96. Human Resources
- 97. Information Technology
- 98. Instructional Services

Figure 12.2: District Office



99. Student Services
100. Institutional Research and Planning

Conclusions

1. The majority of employees believe that the college facilitates ongoing dialog about improving student learning and institutional processes (73% strongly agreed or agreed), and that program review is integrated into the college planning process (72% strongly agreed or agreed).
2. Many employees believe that student learning is considered in institutional planning (68% strongly agreed or agreed) and that there are opportunities for input in the planning process (64% strongly agreed or agreed). However, there are a relatively large number of employees who were neutral or responded that they have not used this resource, indicating that many employees may not be engaged in the planning process enough to formulate an opinion on this topic.
3. When asked about the satisfaction with the quality of services, all of the following services received 70% or greater very satisfied or satisfied: Instruction, Admissions, Audio-Visual Support, Technical Support, Counseling, Duplicating/Reprographics, EOPS, Health Services, DSPS, Independent Learning Center and Transfer Center. All other services (Departmental Teaching Resources, Staffing Resources, Student Life/Activities, Tutoring Services, Library Resources, Financial Aid, Career Services/Job Placement and TRIO received 61% or less on very satisfied or satisfied. Most of these also had the highest neutral ratings and the highest count of those who reported "I have not used this service/resource."
4. Several questions were asked regarding the Student Learning Outcome and assessment process on campus. The majority of employees believe that that their department or program has an effective faculty-driven process for assessing SLOs (71% strongly agreed or agreed). However, fewer employees believe that their department or program has sufficient research data to assess progress toward achieving stated student learning outcomes (58% strongly agreed or agreed and 26% neither agreed nor disagreed). Slightly more responded that their department or program has used the results of student learning outcomes assessment to make improvements in instruction or support services (63% strongly agreed or agreed). However, a relatively high percentage of respondents were neutral (24%) or responded that they didn't know (15% of total responses) which indicates that there may not be full engagement in the SLO and assessment process.
5. When asked whether Student Services had sufficient staff/resources to meet student needs, many employees believe that there are insufficient staff/resources (38% strongly disagreed or disagreed, 23% were neutral and only 40% strongly agreed or agreed). Similarly, when asked whether Student Services had sufficient facilities to meet student needs, many employees believe that there are insufficient facilities (41% strongly disagreed or disagreed, 24% were neutral and only 35% strongly agreed or agreed).
6. Most employees believe that the library's collection of materials and resources were somewhat inadequate (48% strongly agreed or agreed, 27% were neutral and 25% strongly disagreed or disagreed) and many indicated that they had not used this resource.
7. When asked about the satisfaction with the quality of services, the following services received 67% or greater very satisfied or satisfied: Computer Labs, Science labs and Technology Resources (67%). The other services received 57% or less very satisfied and satisfied: Bookstore, Physical Facilities, Career Technical Labs, Classrooms, and Business Services/Fiscal Resources.

The two services that rated the lowest in satisfaction were Assigned Working Space/Office Space and Cafeteria.

8. The majority of employees believe that they were treated with respect at the college (75% strongly agreed or agreed). However, fewer believe that policies and practices of the college clearly demonstrate commitment to equity and diversity (62% strongly agreed or agreed and nearly one quarter (24%) were neutral).
9. Approximately half of the employees believe that technology planning is effectively integrated with institutional planning (53% strongly agreed or agreed), while one third are neutral. Similarly, the majority of employees believe that student learning and support needs are central to the planning, development and design of new facilities (63% strongly agreed or agreed).
10. Approximately half of the employees believe and about a quarter do not believe that the college guidelines and processes for budget development are clearly communicated (56% strongly agreed or agreed and 23% strongly disagreed or agreed). Similarly, about half believe and about a quarter do not believe that they have appropriate opportunities to participate in budget development through the shared governance process (56% strongly agreed or agreed and 21% strongly disagreed or disagreed). Even fewer employees believe and more do not believe that the resource allocation model equitably supports college programs and services (35% strongly agreed or agreed and 36% strongly disagreed or disagreed).
11. Nearly two-thirds of employees believe and about a quarter are neutral about whether faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel and institutional policies (65% strongly agreed or agreed and 23% neutral). Similarly, approximately half of the employees believe and about one third are neutral about neutral whether the classified staff exercise a substantial voice in matters related to college planning, budget and institutional priorities (55% strongly agreed or agreed and 30% were neutral).
12. The majority of employees believe they are aware of the staff and/or faculty role in various governing, planning, budgeting and policy-making bodies at the college (71% also strongly agreed or agreed). However, a smaller majority believe the college establishes governance structures, processes and practices to facilitate effective communication among the institutions constituencies (65% strongly agreed or agreed).
13. All of the questions in the College and District Administration section of the survey which assessed the employees' perceptions of both the administrative structure and organization, and the college president's effectiveness in planning and communicating, rated low compared to all of the other items in the survey. All of the items in this section received 49% or less on satisfaction (strongly agree and agree), relatively high neutral ratings (20%-27%) and 27% or greater in dissatisfaction (strongly disagree or agree).
14. Employees are moderately satisfied with the services provided by the District (Student Services, Facilities, Information Technology, Institutional Research and Planning, Facilities, Human Resources, Business and Fiscal Services and Public Relations Communications). Most of the services received ratings of between 51%-61% satisfied (strongly agree or agree), except for Institutional Research and Planning which received only 42% satisfaction.

Recommendations

1. Conduct a brief survey prior to Accreditation site visit to re-assess some of the areas that showed low satisfaction and determine whether there was improvement over the year.
2. Investigate further through focus groups or interview the concerns with staffing and facilities. Look at comments to identify and prioritize needs.
3. Promote and communicate more broadly the facilities and technological improvements through regular updates and plans.
4. Provide more information to employees on the budget development process.
5. Provide more opportunities for employees to ask questions, or give input on a regular basis, including conducting the Employee Perception Survey every three years rather than every six years.
6. Continue with current evaluation of committee structure so that more faculty and staff have the opportunity to participate.
7. Continue building the research infrastructure to help organize research requests and usage and in preparation for the future campus-based researcher.
8. Continue with plan to develop college-wide master plan to help connect budget and planning decisions.

Appendix A

Survey Instrument



Employee Feedback Survey San Diego Community College District

This survey is designed to measure your satisfaction with the quality of various services provided to students at City, Mesa, Miramar, or ECC. Please select answers based on your experience at your college. Your input will help the college strengthen future educational programs and services. **All information you share with us will be used for research purposes only and will be kept confidential. Please only participate once. Thanks!**

Directions:

For each question, please completely fill in the appropriate circle on the response form provided. Please select only one answer per question.

1. What is your primary college/work site?

1) City College	3) Miramar College
2) Mesa College	4) ECC (Educational Cultural Complex)

2. What is your primary employment type?

1) Contract Faculty	4) Manager
2) Adjunct Faculty	5) Supervisor
3) Classified	

3. If faculty, please indicate your faculty assignment:

1) Classroom	2) Non-classroom
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4. If Classified, Manager or Supervisor, please indicate your area of responsibility:

1) Student support services	4) Information technology
2) Instruction/Instructional support services	5) Other
3) Administrative services (human resources, business operations, Facilities, and maintenance)	

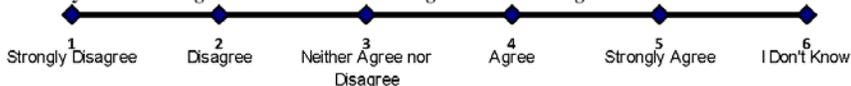
5. How long have you been employed at this college/worksite?

1) 1 year or less	3) 7-10 years
2) 2-6 years	4) 11 or more years

6. How long have you been employed within the district? (Please respond if you have worked at other SDCCD sites.)

1) 1 year or less	3) 7-10 years
2) 2-6 years	4) 11 or more years

Please rate your level of agreement with the following statements using the scale below:



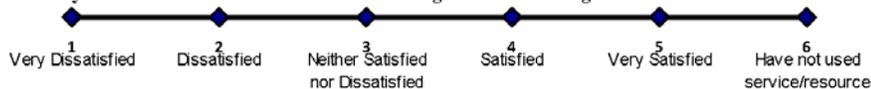
Improving Institutional Effectiveness

7. I am familiar with the mission statement of the college.
8. Improving institutional effectiveness is valued throughout the College.
9. The college facilitates an ongoing dialogue about improving student learning and institutional processes.
10. Program Review is integrated into the college planning process.
11. Student learning is considered in institutional planning.
12. The college's planning process offers opportunities for input by appropriate constituencies.



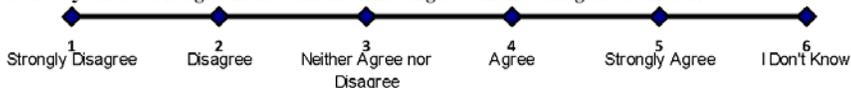
The college offers instructional programs, student services, library and learning support services, and all other resources that facilitate and enhance teaching and learning. Based on your experience with this college, please mark your level of SATISFACTION with the overall quality of the areas listed below:

Please rate your level of satisfaction with the following statements using the scale below:



- 13. Instruction
- 14. Departmental Teaching Resources
- 15. Staffing Resources
- 16. Student Life/Activities
- 17. Counseling
- 18. Tutoring Services
- 19. Transfer Center
- 20. Independent Learning Center
- 21. DSPS
- 22. Admissions
- 23. EOPS
- 24. Health Services
- 25. Library Resources
- 26. Duplicating/Reprographics
- 27. Technical Support
- 28. Audio-Visual Support
- 29. Financial Aid Services
- 30. Career Services/Job Placement
- 31. TRIO Services

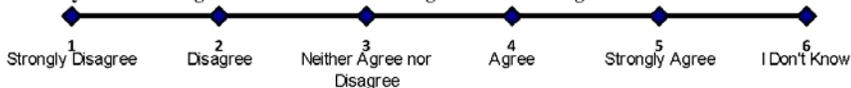
Please rate your level of agreement with the following statements using the scale below:



Instructional Programs

- 32. The faculty has a central role in assuring quality of instruction.
- 33. The college identifies and seeks to meet the varied educational needs of its students through diverse programs and services.
- 34. Instructors use teaching methodologies that reflect the diverse needs of the students.
- 35. The college has implemented effective plans and strategies for identifying student learning outcomes.
- 36. My department/program/discipline has an effective faculty-driven process for assessing student learning outcomes.
- 37. My department/program/discipline has sufficient research data to assess progress toward achieving stated student learning outcomes.
- 38. My department/program/discipline has used the results of student learning outcomes assessment to make improvements in instruction or support services.
- 39. Student learning outcomes are considered in program review.
- 40. The college supports academic freedom.
- 41. I am satisfied with the overall quality of instruction in my program.

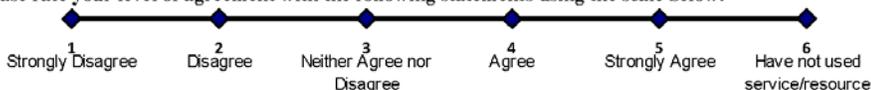
Please rate your level of agreement with the following statements using the scale below:



Student Support Services

- 42. The college encourages personal, aesthetic, and intellectual development in students.
- 43. The college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.
- 44. Student Services at this college have sufficient staff/resources to meet student needs.
- 45. Student Services at this college have sufficient facilities to meet student needs.
- 46. I refer students to the various services available on campus. (e.g., DSPS, Tutoring, Health Services, Financial Aid and EOPS.).

Please rate your level of agreement with the following statements using the scale below:

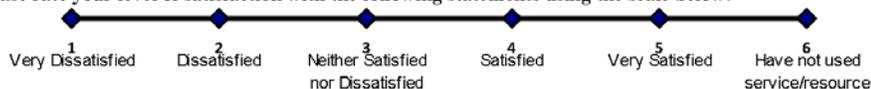


Library and Learning Support Services

- 47. Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources.
- 48. The college provides ongoing training for users of library and other learning support services to develop information competency.
- 49. I use library and related support services in my teaching or work function.
- 50. The library's collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of my program or work function.

Based on your experience with this college, please rate your level of SATISFACTION with the **overall quality** of the areas listed below:

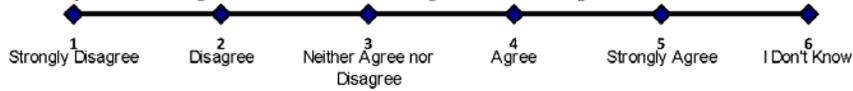
Please rate your level of satisfaction with the following statements using the scale below:



- 51. Bookstore
- 52. Physical Facilities
- 53. Technology Resources
- 54. Science Labs
- 55. Career Technical Labs
- 56. Computer Labs
- 57. Parking
- 58. Classrooms
- 59. Assigned Working Space/Office Space
- 60. Cafeteria
- 61. Business Services/Fiscal Resources



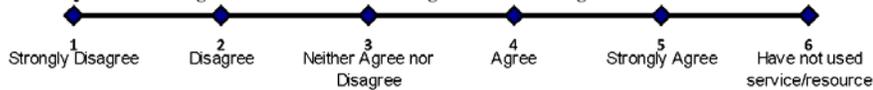
Please rate your level of agreement with the following statements using the scale below:



Human Resources

- 62. I am treated with respect at this college.
- 63. The criteria for hiring employees are clearly stated.
- 64. The procedures for hiring employees are strictly followed.
- 65. My performance evaluations have been conducted according to my contract guidelines.
- 66. Policies and practices of the college clearly demonstrate commitment to equity and diversity.
- 67. The college provides me adequate opportunities for continued professional and staff development.
- 68. As a group, the members of my department or program stay current in their fields of expertise.

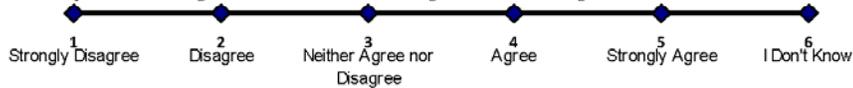
Please rate your level of agreement with the following statements using the scale below:



Technological Resources

- 69. Technology planning is effectively integrated with institutional planning.
- 70. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.
- 71. The college provides adequate training to faculty and staff in the application of information technology.

Please rate your level of agreement with the following statements using the scale below:



Physical Resources

- 72. Student learning and support needs are central to the planning, development, and design of new facilities.
- 73. Safety hazards are addressed promptly.
- 74. The grounds are pleasing and adequately maintained.
- 75. The exterior of the campus buildings are adequately maintained.
- 76. The interior of the classrooms, offices, and restrooms are adequately maintained.
- 77. The exterior lighting of the college is kept in working order.

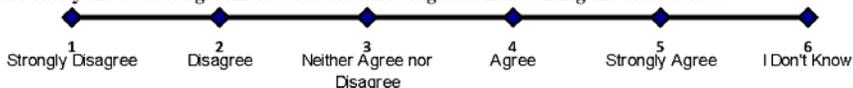
Financial Resources

- 78. College guidelines and processes for budget development are clearly communicated.
- 79. I have appropriate opportunities to participate in budget development for the College through its shared governance processes.
- 80. The resource allocation model equitably supports college programs and services.

Decision-Making Roles and Processes

- 81. The college leaders encourage all members of the college community to take initiative in improving institutional effectiveness.
- 82. The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.
- 83. The classified staff exercise a substantial voice in matters related to college planning, budgeting and institutional policies.

Please rate your level of agreement with the following statements using the scale below:

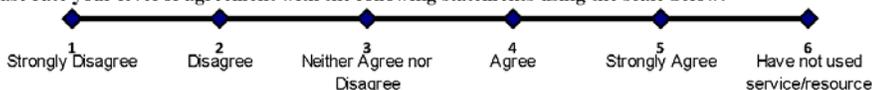


- 84. The faculty is central to decision-making involving curriculum development.
- 85. In general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college.
- 86. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.

College and District Administration

- 87. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.
- 88. The college president provides effective leadership in planning and assessing institutional effectiveness.
- 89. The college president provides effective leadership in selecting and developing personnel.
- 90. The college president provides effective leadership in fiscal planning and budget development.
- 91. The college president works and communicates effectively with the communities served by the college.
- 92. The District Office uses effective methods of communicating with college staff and faculty.

Please rate your level of agreement with the following statements using the scale below:



The District Office provides sufficient support to the colleges in the following areas:

- 93. Business and Fiscal Services
- 94. Public Relations/ Communications
- 95. Facilities Services
- 96. Human Resources
- 97. Information Technology
- 98. Instructional Services
- 99. Student Services
- 100. Institutional Research and Planning

Comments:

Please record your comments on the right side of the response form.

- 1. Please add other comments or suggestions related to Instruction, Instructional support services, and/or Instructional facilities at the college.
- 2. Please add other comments or suggestions related to Student Services and student support programs, and/or Student Services facilities at the college.
- 3. Please add other comments or suggestions related to the college's physical facilities, technology infrastructure, and/or fiscal resources.
- 4. Please add other comments or suggestions related to your overall experience as an employee at this college.

Thank you for taking the survey!
Please drop the completed response form and the survey in the designated drop box.

Appendix B

Item Analysis

1. What is your primary college/work site?		Count	Percent
City College		0	0%
Mesa College		0	0%
Miramar College		285	100%
ECC (Educational Cultural Complex)		0	0%
Total		285	100%

2. What is your primary employment type?		Count	Percent
Contract Faculty		99	35%
Adjunct Faculty		69	24%
Classified		71	25%
Manager		14	5%
Supervisor		32	11%
Total		285	100%

3. Please indicate your faculty assignment:		Count	Percent
Classroom		130	80%
Non-classroom		32	20%
Total		162	100%

4. Please indicate your area of responsibility:		Count	Percent
Student support services		35	31%
Instruction/Instructional support services		34	30%
Administrative services (HR, business/operations, facilities and maintenance)		27	24%
Information technology		3	3%
Other		14	12%
Total		113	100%

5. How long have you been employed at this college/worksite?		Count	Percent
1 year or less		28	10%
2-6 years		119	44%
7-10 years		61	23%
11 or more years		63	23%
Total		271	100%

6. How long have you been employed within the district? (Please respond if you have worked at other SDCCD sites.)		Count	Percent
1 year or less		22	8%
2-6 years		83	31%
7-10 years		50	19%
11 or more years		109	41%
Total		264	100%

Item Analysis by Percentage

Improving Institutional Effectiveness	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Have not used service/resource*
7. I am familiar with the mission statement of the college.	4%	7%	11%	40%	39%	3%
8. Improving institutional effectiveness is valued throughout the College.	3%	7%	18%	44%	28%	4%
9. The college facilitates an ongoing dialogue about improving student learning and institutional processes.	5%	5%	16%	46%	27%	5%
10. Program Review is integrated into the college planning process.	3%	8%	17%	45%	27%	8%
11. Student learning is considered in institutional planning.	5%	7%	20%	37%	31%	9%
12. The college's planning process offers opportunities for input by appropriate constituencies.	5%	10%	21%	40%	24%	9%

	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied	Have not used service/resource*
13. Instruction	1%	2%	11%	39%	47%	10%
14. Departmental Teaching Resources	3%	11%	25%	38%	24%	17%
15. Staffing Resources	13%	18%	24%	32%	13%	13%
16. Student Life/Activities	7%	21%	28%	31%	13%	23%
17. Counseling	1%	7%	16%	38%	37%	18%
18. Tutoring Services	3%	11%	24%	34%	29%	22%
19. Transfer Center	0%	4%	26%	39%	31%	33%
20. Independent Learning Center	1%	4%	24%	40%	32%	29%
21. DSPS	2%	4%	21%	36%	37%	21%
22. Admissions	1%	2%	12%	34%	50%	16%
23. EOPS	1%	1%	21%	37%	40%	29%
24. Health Services	1%	1%	25%	35%	39%	27%
25. Library Resources	2%	10%	22%	36%	30%	17%
26. Duplicating/Reprographics	3%	5%	18%	35%	40%	7%
27. Technical Support	2%	4%	12%	41%	41%	10%
28. Audio-Visual Support	0%	4%	13%	36%	48%	14%
29. Financial Aid Services	0%	2%	32%	31%	35%	35%
30. Career Services/Job Placement	2%	6%	33%	34%	25%	33%
31. TRIO Services	1%	5%	34%	32%	29%	38%

Instructional Programs	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know*
32. The faculty has a central role in assuring quality of instruction.	3%	5%	10%	38%	44%	6%
33. The college identifies and seeks to meet the varied educational needs of its students through diverse programs and services.	3%	12%	16%	43%	27%	4%
34. Instructors use teaching methodologies that reflect the diverse needs of the students.	2%	6%	19%	43%	31%	13%
35. The college has implemented effective plans and strategies for identifying student learning outcomes.	1%	9%	21%	43%	26%	9%
36. My department/program/discipline has an effective faculty-driven process for assessing student learning outcomes.	4%	8%	18%	35%	36%	9%
37. My department/program/discipline has sufficient research data to assess progress toward achieving stated student learning outcomes.	8%	8%	26%	31%	27%	12%
38. My department/program/discipline has used the results of student learning outcomes assessment to make improvements in instruction or support services.	5%	8%	24%	36%	27%	15%
39. Student learning outcomes are considered in program review.	3%	3%	18%	42%	34%	14%
40. The college supports academic freedom.	4%	7%	19%	37%	34%	7%
41. I am satisfied with the overall quality of instruction in my program	1%	4%	17%	38%	40%	7%

Student Support Services	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know*
42. The college encourages personal, aesthetic, and intellectual development in students.	2%	6%	22%	42%	28%	9%
43. The college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	2%	8%	20%	38%	31%	8%
44. Student Services at this college have sufficient staff/resources to meet student needs.	17%	21%	23%	28%	12%	15%
45. Student Services at this college have sufficient facilities to meet student needs.	19%	22%	24%	24%	11%	15%
46. I refer students to the various services available on campus. (e.g., DSPS, Tutoring, Health Services, Financial Aid and EOPS.).	1%	1%	12%	38%	48%	9%

Library and Learning Support Services	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Have not used service/resource*
47. Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources.	2%	5%	30%	39%	24%	29%
48. The college provides ongoing training for users of library and other learning support services to develop information competency.	2%	8%	29%	39%	22%	0%
49. I use library and related support services in my teaching or work function.	3%	11%	21%	45%	20%	27%
50. The library's collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of my program or work function.	7%	18%	27%	32%	16%	29%

	Very Dissatisfied	Dissatisfied	Neither Satisfied nor	Satisfied	Very Satisfied	Have not used service/resource*
51. Bookstore	3%	13%	26%	34%	23%	9%
52. Physical Facilities	7%	17%	27%	32%	17%	14%
53. Technology Resources	4%	12%	17%	46%	21%	11%
54. Science Labs	0%	6%	26%	29%	39%	45%
55. Career Technical Labs	2%	10%	34%	33%	21%	48%
56. Computer Labs	3%	11%	13%	45%	27%	27%
57. Parking	8%	20%	19%	35%	18%	2%
58. Classrooms	5%	17%	24%	39%	14%	6%
59. Assigned Working Space/Office Space	16%	25%	18%	26%	15%	7%
60. Cafeteria	20%	22%	25%	23%	10%	9%
61. Business Services/Fiscal Resources	4%	15%	30%	33%	19%	19%

Human Resources	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know*
62. I am treated with respect at this college.	3%	9%	13%	44%	31%	1%
63. The criteria for hiring employees are clearly stated.	6%	9%	14%	46%	25%	5%
64. The procedures for hiring employees are strictly followed.	8%	10%	19%	38%	25%	10%
65. My performance evaluations have been conducted according to my contract guidelines.	4%	9%	12%	43%	32%	7%
66. Policies and practices of the college clearly demonstrate commitment to equity and diversity.	5%	8%	24%	34%	28%	4%
67. The college provides me adequate opportunities for continued professional and staff development.	8%	12%	19%	33%	28%	3%
68. As a group, the members of my department or program stay current in their fields of expertise.	3%	5%	16%	36%	40%	6%

Technological Resources	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Have not used service/ resource*
69. Technology planning is effectively integrated with institutional planning.	3%	12%	31%	33%	20%	15%
70. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	8%	15%	19%	37%	21%	11%
71. The college provides adequate training to faculty and staff in the application of information technology.	5%	19%	21%	33%	22%	9%

Physical Resources	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know*
72. Student learning and support needs are central to the planning, development, and design of new facilities.	5%	14%	19%	37%	26%	18%
73. Safety hazards are addressed promptly.	2%	7%	14%	40%	37%	14%
74. The grounds are pleasing and adequately maintained.	3%	7%	15%	44%	32%	2%
75. The exterior of the campus buildings are adequately maintained.	4%	11%	16%	47%	21%	2%
76. The interior of the classrooms, offices, and restrooms are adequately maintained.	7%	13%	18%	47%	15%	2%
77. The exterior lighting of the college is kept in working order.	3%	6%	19%	48%	25%	7%

Financial Resources	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know*
78. College guidelines and processes for budget development are clearly communicated.	10%	13%	20%	38%	18%	16%
79. I have appropriate opportunities to participate in budget development for the College through its shared governance processes.	11%	10%	23%	39%	17%	13%
80. The resource allocation model equitably supports college programs and services.	14%	22%	29%	22%	13%	24%

Decision-Making Roles and Processes	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know*
81. The college leaders encourage all members of the college community to take initiative in improving institutional effectiveness.	6%	10%	22%	41%	22%	9%
82. The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.	3%	9%	23%	44%	21%	14%
83. The classified staff exercise a substantial voice in matters related to college planning, budgeting and institutional policies.	6%	9%	30%	40%	15%	27%
84. The faculty is central to decision-making involving curriculum development.	2%	6%	19%	45%	28%	14%
85. In general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college.	1%	8%	20%	51%	20%	10%
86. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	4%	11%	20%	47%	18%	12%

College and District Administration	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know*
87. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	15%	23%	21%	33%	8%	12%
88. The college president provides effective leadership in planning and assessing institutional effectiveness.	20%	12%	22%	28%	18%	11%
89. The college president provides effective leadership in selecting and developing personnel.	25%	14%	20%	24%	16%	15%
90. The college president provides effective leadership in fiscal planning and budget development.	18%	13%	22%	30%	18%	14%
91. The college president works and communicates effectively with the communities served by the college.	16%	11%	24%	29%	20%	18%
92. The District Office uses effective methods of communicating with college staff and faculty.	13%	12%	27%	36%	11%	9%

The District Office provides sufficient support to the colleges in the following areas:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Have not used service/ resource *
93. Business and Fiscal Services	5%	15%	29%	38%	13%	23%
94. Public Relations/ Communications	6%	11%	27%	41%	15%	28%
95. Facilities Services	7%	9%	24%	40%	19%	23%
96. Human Resources	5%	13%	25%	46%	11%	14%
97. Information Technology	7%	12%	24%	41%	17%	17%
98. Instructional Services	5%	11%	27%	41%	16%	21%
99. Student Services	4%	9%	26%	45%	16%	23%
100. Institutional Research and Planning	13%	10%	35%	33%	9%	27%

Item Analysis by Count

Improving Institutional Effectiveness	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Have not used service/resource
7. I am familiar with the mission statement of the college.	9	17	27	103	100	7
8. Improving institutional effectiveness is valued throughout the College.	7	17	46	111	70	11
9. The college facilitates an ongoing dialogue about improving student learning and institutional processes.	13	13	39	115	68	14
10. Program Review is integrated into the college planning process.	7	19	40	110	66	20
11. Student learning is considered in institutional planning.	11	17	47	88	73	24
12. The college's planning process offers opportunities for input by appropriate constituencies.	12	24	51	95	56	23

Student Learning Programs and Services	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied	Have not used service/resource
13. Instruction	3	4	24	88	107	26
14. Departmental Teaching Resources	6	23	51	79	49	44
15. Staffing Resources	29	39	52	71	29	33
16. Student Life/Activities	14	42	55	61	25	58
17. Counseling	2	15	33	78	75	46
18. Tutoring Services	6	21	46	65	56	54
19. Transfer Center	0	6	43	64	51	80
20. Independent Learning Center	1	7	42	70	57	72
21. DSPS	4	7	42	71	73	53
22. Admissions	2	4	26	72	105	39
23. EOPS	1	2	38	67	71	72
24. Health Services	1	2	45	62	69	67
25. Library Resources	4	21	45	74	62	43
26. Duplicating/Reprographics	6	11	43	82	95	17
27. Technical Support	5	10	26	92	92	24
28. Audio-Visual Support	0	8	27	77	104	35
29. Financial Aid Services	0	3	51	50	56	88
30. Career Services/Job Placement	3	10	54	56	42	83
31. TRIO Services	2	7	52	49	45	94

Instructional Programs	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
32. The faculty has a central role in assuring quality of instruction.	8	12	23	89	103	15
33. The college identifies and seeks to meet the varied educational needs of its students through diverse programs and services.	6	28	38	102	65	11
34. Instructors use teaching methodologies that reflect the diverse needs of the students.	4	13	40	92	67	33
35. The college has implemented effective plans and strategies for identifying student learning outcomes.	2	21	47	96	57	21
36. My department/program/discipline has an effective faculty-driven process for assessing student learning outcomes.	9	17	39	77	80	23
37. My department/program/discipline has sufficient research data to assess progress toward achieving stated student learning outcomes.	18	18	57	67	58	29
38. My department/program/discipline has used the results of student learning outcomes assessment to make improvements in instruction or support services.	11	17	51	75	56	37
39. Student learning outcomes are considered in program review.	6	7	38	88	73	35
40. The college supports academic freedom.	9	15	43	84	79	18
41. I am satisfied with the overall quality of instruction in my program	2	10	39	86	92	17

Student Support Services	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
42. The college encourages personal, aesthetic, and intellectual development in students.	5	13	49	94	64	21
43. The college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	5	19	46	88	71	21
44. Student Services at this college have sufficient staff/resources to meet student needs.	36	44	48	59	25	37
45. Student Services at this college have sufficient facilities to meet student needs.	40	47	50	51	24	37
46. I refer students to the various services available on campus. (e.g., DSPS, Tutoring, Health Services, Financial Aid and EOPS.).	3	3	26	85	106	22

Library and Learning Support Services	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Have not used service/resource
47. Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources.	3	9	51	67	42	71
48. The college provides ongoing training for users of library and other learning support services to develop information competency.	3	14	49	67	38	0
49. I use library and related support services in my teaching or work function.	6	19	38	79	35	66
50. The library's collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of my program or work function.	12	30	47	54	28	70

Learning Support Services	Very Dissatisfied	Dissatisfied	Neither Satisfied nor	Satisfied	Very Satisfied	Have not used service/resource
51. Bookstore	7	30	59	76	51	22
52. Physical Facilities	15	36	58	67	35	34
53. Technology Resources	8	27	38	100	46	28
54. Science Labs	0	8	35	39	52	111
55. Career Technical Labs	2	13	43	42	27	116
56. Computer Labs	6	20	24	81	48	67
57. Parking	20	49	46	83	42	4
58. Classrooms	11	40	56	90	33	15
59. Assigned Working Space/Office Space	36	56	41	60	35	17
60. Cafeteria	45	48	55	52	23	21
61. Business Services/Fiscal Resources	7	30	58	64	37	46

Human Resources	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
62. I am treated with respect at this college.	8	21	31	104	73	3
63. The criteria for hiring employees are clearly stated.	14	21	32	107	57	12
64. The procedures for hiring employees are strictly followed.	18	21	41	83	55	25
65. My performance evaluations have been conducted according to my contract guidelines.	9	20	28	97	73	18
66. Policies and practices of the college clearly demonstrate commitment to equity and diversity.	12	19	57	81	67	10
67. The college provides me adequate opportunities for continued professional and staff development.	18	28	46	79	67	7
68. As a group, the members of my department or program stay current in their fields of expertise.	7	12	37	82	91	14

Technological Resources	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Have not used service/resource
69. Technology planning is effectively integrated with institutional planning.	7	24	64	68	42	37
70. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	17	33	41	81	47	27
71. The college provides adequate training to faculty and staff in the application of information technology.	11	41	47	74	48	22

Physical Resources	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
72. Student learning and support needs are central to the planning, development, and design of new facilities.	9	27	37	74	51	43
73. Safety hazards are addressed promptly.	4	15	30	83	76	35
74. The grounds are pleasing and adequately maintained.	7	17	35	104	76	6
75. The exterior of the campus buildings are adequately maintained.	10	27	38	113	51	5
76. The interior of the classrooms, offices, and restrooms are adequately maintained.	16	31	43	113	36	4
77. The exterior lighting of the college is kept in working order.	6	13	42	110	56	17

Financial Resources	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
78. College guidelines and processes for budget development are clearly communicated.	20	27	42	79	38	38
79. I have appropriate opportunities to participate in budget development for the College through its shared governance processes.	23	21	49	82	37	31
80. The resource allocation model equitably supports college programs and services.	26	40	53	41	24	59

Decision-Making Roles and Processes	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
81. The college leaders encourage all members of the college community to take initiative in improving institutional effectiveness.	13	22	48	91	48	22
82. The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.	6	18	49	93	43	34
83. The classified staff exercise a substantial voice in matters related to college planning, budgeting and institutional policies.	10	15	53	71	27	65
84. The faculty is central to decision-making involving curriculum development.	5	12	39	94	59	33
85. In general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college.	3	17	42	110	42	25
86. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	9	22	42	97	38	29

College and District Administration	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
87. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	31	49	44	70	16	29
88. The college president provides effective leadership in planning and assessing institutional effectiveness.	41	26	46	59	38	27
89. The college president provides effective leadership in selecting and developing personnel.	51	29	41	48	33	35
90. The college president provides effective leadership in fiscal planning and budget development.	36	26	44	61	37	32
91. The college president works and communicates effectively with the communities served by the college.	32	21	48	57	39	43
92. The District Office uses effective methods of communicating with college staff and faculty.	29	26	59	79	25	22

The District Office provides sufficient support to the colleges in the following areas:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Have not used service/ resource
93. Business and Fiscal Services	9	28	53	69	24	54
94. Public Relations/ Communications	10	19	46	70	25	67
95. Facilities Services	13	17	44	73	34	55
96. Human Resources	10	27	51	92	22	34
97. Information Technology	13	23	47	80	33	40
98. Instructional Services	9	20	50	77	30	49
99. Student Services	7	16	48	83	29	56
100. Institutional Research and Planning	23	17	60	57	16	63

Appendix C

Accreditation Matrix

San Diego Community College District Employee Satisfaction Survey Accreditation Standards Matrix					
Standard	Employee Survey Items				
I.A.	7				
I.A.4.	78-91				
I.B.	11				
I.B.1.	9				
I.B.2.	12				
I.B.3.	8,	10			
I.B.4.	10,	12,	78-91		
I.B.5.	9				
I.B.6.	10,	61,	78-91		
I.B.7.	10,	13-31,	51-61		
II.A.	13-14,	41			
II.A.1.	33				
II.A.1.a.	9,	34,	36-37		
II.A.1.b.	33				
II.A.1.c.	9,	36,	38		
II.A.2.a.	32,	35			
II.A.2.b.	9,	32,	36,	40	
II.A.2.c.	13,	41			
II.A.2.d.	33,	34			
II.A.2.e.	39				
II.A.2.f.	10-12,	38			
II.A.3.c.	42-43				
II.A.6.a.	7				
II.A.7.	40				
II.B.	8,	17-24,	26,	29-31,	46
II.B.1.	7,	9,	16		
II.B.3.a.	21,	23,	29,	31	
II.B.3.b.	16,	42			
II.B.3.c.	17,	19,	23,	31	
II.B.3.d.	43				
II.B.4.	9				
II.C.	15,	25,	27-28		

Standard	Employee Survey Items				
II.C.1.	50				
II.C.1.a.	47				
II.C.1.b.	48				
II.C.1.c.	49				
II.C.1.d.	72-77				
II.C.1.e.	54-56,	53			
II.C.2.	47				
III.A.	15,	44			
III.A.1.	67				
III.A.1.a.	63-64,	82			
III.A.1.b.	65				
III.A.1.c.	9				
III.A.2.	15				
III.A.4.	66				
III.A.4.a.	66				
III.A.4.b.	7,	66			
III.A.4.c.	62,	66			
III.A.5.	67				
III.A.5.a.	67				
III.A.5.b.	67				
III.A.6.	8-9				
III.B.	27-28,	54-56,	52,	58,	45
III.B.1.	73				
III.B.1.a.	72,	74-75			
III.B.1.b.	72,	76-77			
III.B.2.a.	10				
III.B.2.b.	10				
III.C.	27-28,	53,	69,	45	
III.C.1.	70-71				
III.C.1.a.	8,	69			
III.C.1.b.	71				
III.C.1.c.	70				
III.C.1.d.	70				
III.C.2	10,	69			

Standard	Employee Survey Items		
III.D.	61,	80	
III.D.1.a.	10,	80	
III.D.1.b.	10		
III.D.1.d.	12,	79	
III.D.2.a.	11		
III.D.2.b.	12,	78	
III.D.2.d.	80		
III.D.2.e.	80		
III.D.2.f.	80		
III.D.2.g.	80		
III.D.3.	8		
IV. A.	11,	81,	
IV. A.1.	12,	85,	
IV.A.2.	12,	81,	86
V.A.2.a.	82		
IV.A.2.b.	82		
IV.A.3.	12		
IV.B.2.	88-89		
IV.B.2.a.	87,	89	
IV.B.2.b.	9-10,	88	
IV.B.2.c.	88		
IV.B.2.d.	88,	90	
IV.B.2.e.	91		
IV.B.3.	93-100		
IV.B.3.f.	92		
IV.B.3.g.	92		

Appendix D

Verbatim Comments

Question 20: Please add other comments or suggestions related to Instruction, Instructional support services, and/or Instructional facilities at the college.

1. Adjunct faculty need to be valued: provide for employees to be covered monetarily for additional time in meetings and grading beyond the credit time already given. Office space should be given for these adjunct faculty members, who have to "freeway fly" between campuses as a result of the limited number of hours given per contract and need a place to meet students. That is valuing and respecting faculty as needed.
2. Admissions give prompt and helpful services.
3. Better office facilities needed for adjunct faculty.
4. Currently without a VP of Instruction. Need experience person in that position who understand the correlation between scheduling classes and budget provided by district office.
5. diversity does not appear to be a priority. Math instruction is terrible compared to City. If you don't know math already you surely won't learn it here. If you just need a refresher Miramar may be able to serve you.
6. Emphasize teaching over administrative issues.
7. Every classroom should have presentation software overhead with projector for instructor to conduct computer presentations. Every classroom should have wireless or SDCCD access for instructor to use external resources to provide highest most advanced techniques to class.
8. High turnover of administrators impedes progress in implementing institutional effectiveness.
9. I believe that there needs to be a stronger presence of instructors on various committees. It sees as though the same faculty are always showing up at meetings and committees.
10. I have only taught at Miramar in SDCCD for a few weeks.
11. I think this college is coming along with the new facilities. I would like to see greater input from faculty, students and staff through out the building process. After the initial input, too many times the faculty, staff and students do not have the opportunity to provide input on the new facilities until we get the keys from the contractor. This is true of the pool facilities, the science building and the field house.
12. In a time in which we are to be saving money, I have been doing my best to use WebCT to cut down on handouts and paper. Unfortunately, this system is so completely non-functional, I can rarely, if ever, use it effectively. I can not access the site, students can't either, and I am so frustrated that I am considering not using it next semester. Something needs to be done about this now. I have emailed the WebCT staff and not heard back. Please fix this problem. It is a large one.
13. Instructional facilities still not adequate. I am hopeful for the current developments being done. Wish: rotation of room assignments for adjunct faculty for adequate instructional facility.
14. Instructional support services do an excellent job. District Student Services encroaches on Instruction.
15. Insufficient staffing
16. It is not right that when budget problems occur, the faculty is expected to keep adding students into already full classes. Caps are to high already to deliver quality instruction.
17. It is unfortunate that the current President of Miramar College is driving administrative positions into turmoil. Since her arrival, we've had 2 VP's of Instruction, 5 Deans leave (I beleive maybe more), the VP of Student Services left, The Dean of Student Services left, The Business administration has left, etc. etc. In talking with all of these individuals provately after they have left the college, they all say the same thing. They cannot work with our President.

In any other institution, the exodus of so many administrative persons would be a clear "red flag" warning that the "boss" is creating a hostile and miserable work environment. It is unfortunate that the College President and the Chancellor of the District are close friends and that serious consideration of the President's performance is not questioned and more closely monitored. I believe until a new president is put in place at Miramar College, the revolving door of administrative positions will continue on. The constant incoming and outgoing administrative positions has created many issues with curriculum, support services, facilities issues, college governance issues, etc. I hope that the outside Accreditation team will notice, comment and force something to make this situation better.

18. Miramar College has lacked the appropriate funding for adequate facilities and space to effectively support the instructional programs for the college.
19. Need more new equipment for instructional support services and more lab rooms.
20. No comment
21. Our campus has gone to several interim VPs and our recent full-time member is leaving us, hence, we have to go through another interim VPI. We need stability in this position.
22. Our instructional facilities are very uneven. Currently I teach 3 nights a week and my class meets two nights in one room and one night in another. My students and I would like to have a room with tables and chairs and technology. I do not know how rooms are assigned. There is little consideration given to the physical environment, the professor's teaching style, and the students' needs. I requested a move from one room because we were so crowded that group work was practically impossible; moreover, I am a regular-sized person who could not maneuver easily between the rows of desks to work with my students. Additionally, I see Reprographics as part of Instructional Support but that department seems a bit over-worked or off-kilter. Why hasn't that department relocated next to the mailroom this semester? Does Repro need new machines?
23. Sometimes in my field, instructors are not given much flexibility for implementing new ideas/
24. The curriculum is fine. The end produce we deliver to students is fine. I have concerns about the limits to the instructional program due to the budgetary pressures. We are offering fewer classes, and not growing despite to greater student demand.
25. The hiring process is extremely detrimental for the staff/faculty and drives away well qualified persons due to the length of the process.
26. The IT support for Blackboard is excellent.
27. The President of Miramar college is a detriment to the college and district. Haven't you noticed the revolving door of administrators here? I've personally witnessed our President Hsieh screaming at administrators in her office. How demoralizing! Have you read the poor grammar and sentence structure of her written communication? This is the example to which we should aspire? I think not. Hsieh is the state-wide joke! Please take heed.
28. There needs to be more advertising / outreach for all campus programs
29. Too many decisions are made at the district that directly impact our curriculum
30. Turn over has hurt our college - President has final say in hiring however because of micro management and intensity level, good people leave
31. website for inputting work to be done is nice.

Question 21: Please add other comments or suggestions related to Student Services and student support programs, and/or Student Services facilities at the college.

1. Always short on staff.
2. District Student Services should reduce its involvement in Instruction.
3. Due to budget cuts, proposed reduction of hours in Student Services will disservice the evening student population. Management has targeted students to be adversely impacted, without looking at OTHER operations/services on campus that can be consolidated first. Not fair to students and employees affected with change. Employees lack the ability to participate in decision-making.
4. Emphasize teaching over administrative issues.
5. Facilities are in need of repairs (leaking roofs) & inadequate space for students and staff. Staffing is inadequate in many of the student services offices.
6. I suppose student services if fine.
7. I think it is unfair to students to have so many class sections cut because of budget problems. Then ask the faculty to cram them into already overfilled sections.
8. Need more parking lots for faculty/staff and students.
9. need staffing and budget to replace broken machines, buy supplies, etc...
10. Nicer food service facility needed for students
11. Perhaps DSPS will be changing now, but I haven't dealt with the most professional people there. I want DSPS to hear my concerns about my students; I'm not there to listen to DSPS staff try to relate to my students' needs.
12. Should have a Dean of Counseling/Matriculation. Student Services Center.
13. Strong area for Athletics(High Schools) not too many programs yet and Facilities are shared by City of San Diego (over-use on Turf grass)Need up-grades to Hourglass drainage and turf.
14. Student Services and student support programs have lacked facilities and personnel to effectively support their programs.
15. Student Services departments are seasonally busy so they need to better manage their staffing during the slow times.
16. Student Services is the best I've seen in the district. Committed, conscientious faculty and staff make it the best.
17. Student services is understaffed yet doing very well.
18. Student Services needs a better plan to hire staff and keep up with the growth of our college.
19. Students should have computer access to authorized websites for each class. We could block all unauthorized sites.
20. The Honors program and other fellowship and scholarship programs are not well advertised amongst students.
21. There appear some overuse of DSPS, some smart students are using the program. Need more scrutiny.
22. There are not enough counselors to handle student demand
23. There is a need for additional support of student services; such as counseling for students at off-campus sites.
24. These seems to be working well.
25. VP Of SS still new. College would benefit from leadership that has a longer tenure (all areas of campus)
26. We need more services at Miramar.
27. We need to consolidate support services for our students. Money is squandered in staff salary. EOPS/DSPS/TRIO et. al.

Question 22: Please add other comments or suggestions related to the college's physical facilities, technology infrastructure, and/or fiscal resources.

1. Almost EVERYONE forgets students when planning buildings. There are far too many backdoor deals- look at the new Liberal Arts building going up next year at Miramar, do you think we need a whole building just for music and art programs- that have less than 50 students? what happened to English, Esol, Psych????
2. An easier method for online duplicating submissions can be developed. See Grossmont College's system as a model.
3. As a new adjunct, I am unaware of the fiscal resources and projected plan for completing the campus construction. But I have been there long enough to know that a speedy completion to the work is necessary to project a positive appearance and impression for all campus students and staff. The impact of the construction on parking has been extremely disruptive, particularly for CC students that can be easily discouraged from attending class.
4. Budget is hard to understand.
5. Budgeting for computer replacement and updating is totally inadequate; there should be a dedicated District budget strictly for this purpose.
6. Due to the budget constraints, we do not have enough staffing for our new facilities on our campus.
7. Every classroom should have presentation software overhead with projector for instructor to conduct computer presentations. Every classroom should have wireless or SDCCD access for instructor to use external resources to provide highest most advanced techniques to class.
8. Facilities are frustrating because faculty/staff input is often ignored by the District. The District folks have no clue as to how the facilities can be best utilized by the end user faculty and staff. The District folks routinely make unilateral changes to agreed upon designs without informing the end users. Corners are cut and the result is inferior buildings. Look around. It is obvious. Anyone who has traveled to campuses throughout the state (and to other states) and has seen community colleges is painfully aware of how our facilities are lacking. We have buildings full of rooms. There are no places in the buildings that engender student gathering and collaboration. I have been told that since those places do not generate FTES, they are not valued by the District and will therefore not be paid for. The result is a commuter campus with a sterile feel.
9. Facilities are much improved in recent years.
10. Facilities for Miramar College has been poor for many years. Because of State Bond Funding voted and approved by the taxpayers, Miramar is slowly receiving fiscal resources needed for facilities which have long been needed to support the colleges master plans.
11. Facilities/groundskeeping does a remarkable job of making unsightly bungalows & temporary buildings appear attractive.
12. Find someone other than the state of California to fund us. The state has no budget.
13. Groundskeeping is focused primarily on the vicinity of the administration offices, with very infrequent attention paid to outlying areas. Custodial services are very poor. Filthy trash can liners are left in waste baskets for weeks, very little, if any, routine cleaning is performed (i.e. dusting and vacuuming). Many drinking fountains are filthy, as are sinks in the restrooms. I have often stated the District would be better off contracting out the custodial services.
14. I am hoping that the new building being built on our campus will have WIFI connections for our students.
15. I think that the new buildings are not maintained as well as they could. I guess due to the

- budget the buildings start to look run-down really fast. It is really a shame. Tax payers spend a ton of money on new stuff/buildings etc & it isn't maintained or kept nice looking for long. Weeds, dust, dirt, dirty walls, it's awful. We need to respect our physical resources not just build & walk away from them.
16. I would like to see more being done toward maintaining facilities at off-campus sites.
 17. Inadequate fiscal resources due to poor budget planning in part of the administration. California is undergoing a budget crisis, yet the College does not have any methodical plan/established priorities on how to address potential impact to operations. Reports on college budget are inadequate, employees are unable to make informed decisions. In addition, management/some departments continue to splurge on FOOD expenses using non-GF monies in times of a budget crisis. Higher management just received pay raises (per new contract 12/08) while the district is in dire need for money. It does not make sense why they are reducing service hours to students and continue their spending patterns.
 18. Insufficient staffing
 19. It would be nice to see water collectors on each building (instead of watching water flow out of the downspouts and like a river into the drains when it rains)... they're not that expensive and we could be saving money on water bills if we collected for landscaping and such.
 20. Look forward to new bldg's- get rid of Bungalows --set afire
 21. My perception is that the district-wide budget model results in inequitable funding among the three campuses and the district central office. For example, Miramar College is unable to provide release time for anyone to coordinate our program review process, while the other colleges have a faculty member specifically assigned to that purpose. As another example, the district central office has five deans assigned to one functional area (instruction) with no students to directly serve or instructional faculty members to supervise. In contrast, Miramar College has four deans assigned to the function of instruction with over 11,000 students to serve and well over 200 instructional faculty members (contract and adjunct) to supervise.
 22. Our facilities staff are stretched to the limit with the amount of work they must do.
 23. Our physical facilities are uneven at best. Although our new Art building is sorely needed, the English Dept was, frankly, given the shaft, by the good old boy system; the English Dept will receive the "right" to a few rooms.
 24. Please, the cafeteria. Either tear it down or at least sand blast it or steam clean it. The food available is not very healthy or nutritious. And yes, I've tried the salad bar. Wilted, stale and expensive. The staff, however, are friendly.
 25. Poor Sustainability, as no Photovoltaic panels are installed for electric generation. STATE NEEDS TO INSIST! Insulation and air handling and filtered ventilation can be improved.
 26. start building the student services office
 27. The bathrooms needs more caring - test that the paper towels work. Fill the soap containers.
 28. The Classified staff need to be offered more opportunities for training with new and upcoming technology.
 29. The landscaping is well designed & maintained. Interior cleaning of offices, restrooms, etc. is virtually nonexistent.
 30. The technological support services I have received at this college are excellent - there is always someone available to help. They are knowledgeable and respectful whenever I have questions.
 31. The technology infrastructure needs modernization. Why is it impossible to get wi-fi on this campus? Why are computer and staff computers not updated on a regular basis. Why do instructors get hand me down computers from student labs? If a faculty wants to implement

technology in their curriculum why is the information technology for student-faculty support so resistant to faculty recommendation. We need a streaming server on this campus we need to modernize WebCT. WebCT vista is pretty problematic and the learning curve is too steep for many faculty. It is a time sink and the constant crashing of the WebCT server is not helpful for online courses.

32. There is not enough money.

33. They are definitely improving.

34. We need a larger tutoring center so that a class of 25 students may be held at the tutoring center.

Question 23: Please add other comments or suggestions related to your overall experience as an employee at this college.

1. Fragrant uses of e-mail DL. Better break the DL into sub DLs, such that people can choose smaller sets of DL for their purposes. The Repro/graphic Department is located inconveniently. Make the South lower part of the college is internally connected for automobiles.
2. A clear policies and procedures manual should be created for all employees and accountability is needed. Effective hiring process is vitiating by secret criteria at district level. The college president is a poor leader and communicator and has alienated the majority of campus by her management style. She is responsible for the exodus of numerous capable personnel, resulting in loss of experienced leadership and important campus historical memory, and she has inflicted interim and inexperienced managers on the campus.
3. B S is the only thing that flies around here.....here we go again!!
4. College President does not provide effective and positive leadership to administrators. High turn over in management is a direct result of the management style of President.
5. Dissemination of information needs to become more widespread.
6. Emphasize teaching over administrative issues. As a faculty member, I am up to my eyeballs in administrative reports. I thought that I was hired to teach. Let your administrators do their job, and let the teachers do their job.
7. Enjoy people - yet Administration seems to always be changing- President's standards too stringent?
8. Even though our economy and state budget is in a recession, the District has done a great job supporting the staff and faculty with all the financial mess surrounding us all.
9. Gross inequities continue in the ratio of FT to PT instructors. More FT would serve our students better (research shows this) and more FT employment might indicate a respect for higher education. How can educators encourage students to pursue education as a career when the carrot at the end of the stick is years of flying the freeways from site to another?
10. I am hoping that the overall fossilized good old boy system might diminish as those people finally retire.
11. The biggest draw for me at Miramar is the student population. I have taught at many campuses throughout the county, and Miramar's students rank at the top in motivation and diligence.
12. I am thankful everyday for the job opportunity that I have with the college. I believe from the point of view of the students the college is doing well through tough economic times. From the point of view of an employee, miramar college has great potential, but we need a stable administration. I have been a full-time instructor since Fall 2006 and we've had a total of three VPI's and two VPSS's. I assume that it is difficult for an institution to be effective if upper management cannot stay on board long enough to be effective managers.
13. I enjoy coming to work each day because I really appreciate the work that the faculty and staff are doing to make Miramar a wonderful place for students. Though staffing is short, the majority of people continue to put the student first. The atmosphere is very friendly.
14. I enjoy teaching at Miramar College.
15. I feel that classified staff and faculty are not treated with any type of respect from the CP..
16. I feel very lucky to be a part of this college. I hope it continues to be a collegial and productive place for work and for student learning.
17. I have been on board for only a short time, so it is difficult to answer some of the questions

- with certainty. I have been graciously welcomed to the campus and supported in my new role.
18. I have enjoyed several weeks at Miramar and the staff that I have worked with have been very informative and supportive. If it were an option, I would accept an offer to become contract faculty at Miramar right away.
 19. I have really enjoyed the overall atmosphere of the college. I have been here almost 10 years and have enjoyed teaching at Miramar College.
 20. I like working here. Students are great, colleagues are helpful. I am upset however that there is a huge turn over in the administration side of this campus. I think this is an indication that the administrative leadership in this campus is not very stable. We lose some excellent administrators, ***, ***, *** that really cared for students. I would like administrators (President and VP) that are on the same page as faculty. Faculty's main function is to help student learn. We need administrators and staff that will help us do our jobs more effectively. We do not need administrators (Deans) that are constantly looking over their shoulders. We do not need top level administrator just cutting here and there because it is more important to pay attention to the bottom line (\$) than the quality of student's education.
 21. I LOVE MY JOB LOVE THE SCHOOL
 22. I love the feeling of "family" at Miramar and have felt it since day one. I am also very impressed with the level of dedication of the Academic Senate and other college governance committees and how much they truly care about the students and best interests of the college.
 23. I think ESOL studies should be seen as a separate entity and recognized, even as it is under the English faculty. Adjunct instructors are professionals and their skills and courses of instruction are professional, not a sideline of basic skills as we are now made to think. Even the students do not want to think of themselves as only doing "basic skills" study--they're mature adults who want a career in college, not the term "basic"; of course they will hurry to finish or even avoid ESOL courses with that terminology.
 24. I would like to see an increase in communication with off-campus locations.
 25. In my response where I feel I am not treated with respect, I must clarify that this does NOT pertain to how I am treated within my department and by my peers. This negative response refers to my treatment from campus administration and support staff in various areas.
 26. In the past 3 years there has been a complete turnover of administrators on our campus. Our VPI just quit, leaving us with another two years of uncertainty at the instructional level. I believe it is just a matter of time before the others leave as well. I don't feel there is real leadership at any level above my dean. All decision making is reactionary. There are too many unwritten rules and not enough transparency
 27. Ineffective shared governance structure and policies. Committees on campus are composed of same people from year to year, no turnover of members. Need to add terms to membership to ensure ability of employees to participate in decision-making. Also, management at this college is excessive in number. The increase in the number of deans/VPs/Coordinators does not justify an increase of approx. 2,500 students from about 20 years ago.
 28. It is so sad to see how quickly administration decides to leave our campus. This make it very difficult for projects to get done on campus if we are always hiring interms at the dean level and above.
 29. Managers turn over far too often. We are in dire need of a solid management team. PLEASE HELP!!
 30. May we please have an institutional researcher.

31. Miramar College - A revolving door for administrators. You don't have to look very long to find out why.
32. Miramar College has long sought to provide the best in educational services to its students, and continues to do so. Most of the students attending here seem very happy with the quality of instructional staff, instruction, and support services, all of which are a direct reflection of the dedication shown by Miramar employees.
33. Miramar has been like a family, but that has changed. Partly due to growth, I'm sure, but also due to people being pressured.
34. My experience as an employee has been very positive overall. However, I have lost my previously strong interest in becoming an administrator after observing the experiences of administrators at my college, especially as compared to those at other colleges and the district central office.
35. My experience at Miramar in the past several years is depressing. Our president is incompetent and our chancellor refuses to act on this. The college is on a downward slide.
36. Nice place to work (most of the time).
37. No comments
38. Overall dissatisfaction with the disrespect the college/district treats some employees. Hiring staff with 45% contracts just to avoid paying benefits is unconscionable. It's the only reason that explains why departments are forced to utilize 45% employees even when they are insufficiently staffed and need additional "hourly" personnel to cover the remainder of a work shift. The college/district can cry "budget woes" right now, but this has their standard operating procedure long before this current budget crisis. Our campus has employees with over 20 years of service to this district (over 10 years hourly then 10 more years as 45%) who still don't have health insurance. This should be illegal!
39. Overall, I find employment at Miramar College a frustrating experience. Administrators/staff are extremely risk adverse and pressure for the District appears to have them very fearful of making any decisions. That, coupled with the extensive administrative turnover throughout my entire 5 yrs of employment, means few things ever get effectively accomplished.
40. I feel that my department is out of touch with industry standards, we never have advisory bd meetings, we are way behind in our SLOAC, we rarely have dept meetings, we have NEVER had a dept retreat where we think seriously about our goals, purpose or the needs of our students, and as a result we squander thousands of dollars of district/federal funds on things that don't fit our mission-- because we don't have one--AND no one seems to care?!?
41. The main goal of my dept colleagues is to do as little as possible during the academic year and then disappear until moments before the semester begins. And because they are all teaching a 1.4 max load, they act like they are working very hard—"No time for these un-important things".
42. There are many other questions you could ask that fall between the lines of the ones which you did pose. For example, yes I feel that my program receives adequate funding for resources. BUT getting the secretary to complete the required forms, the dean to sign it, the district to approve it and the business office to properly allocate funds in a timely manner is a nightmare. I am embarrassed about the amount of trouble we put suppliers/consultants through for the smallest amount of money. I understand that paperwork needs to be properly done. But the staff involved rarely care. Most are either VERY new, and therefore fearful, or they have been here so long they are jaded, hostile and an impediment to accomplishing tasks.
43. Within the District as a whole, Miramar College is treated like the troubled teenager. We get the worst administrators/staff, the least support and the most scrutiny. Faculty are asked to

- provide input on decisions but then our input is unceremoniously ignored in most cases.
44. It's really a shame because we have some excellent programs, enthusiastic students and SOME excellent faculty and administrators/staff. It's just the rest of this drama burns people out. I personally know about a dozen great people who left this campus to work with people who will match their enthusiasm not burn them out. It all got too much for them...and so the cycle continues...Thanks for the chance to offer my opinion. This is the 1st time EVER someone has asked!
 45. Personally, I feel Miramar is the best of the three colleges. Since we are small, we are able to give our students more. Our faculty, staff and students are able to communicate easily and our campus looks amazing with the colorful landscaping.
 46. Same as #19. Classroom assignment
 47. The bookstore service has been very difficult ever since I began teaching here. I have not had a single correct textbook order in all of my years teaching and it is very frustrating. When I went into the bookstore to fix the problem I was treated disrespectfully.
 48. The constant turnover at high levels in the college ie: Deans, VP of Instruction causes inconsistency and turmoil. The costs associated with the high turnover come at a time when every dollar is being cut from the budget. Classes are being cut because there is no budget for supplies.
 49. The lack of funding for personnel and facilities at Miamar College has hurt the students and staff at the college.
 50. The politicis are the worst I have ever seen. The administration can't stay put and it is becoming ridiculous that no one recognizes these problems exist. The revolving door of administrators is reeking havoc on employee moral- which is beginning to show in our classes. In addition, there are a million committees, with fewer than 100 full time faculty to serve on them. And of course, it is the same people who sit on every committee, which gives them a huge amount of power, which now since we cannot keep a management team, has led to some serious problems.
 51. The primary problems the college faces are due to the incredible turnover of staff, faculty and administrators, and the chronic dysfunction from the district and state.
 52. The revolving door of middle managers at the college (deans, VPs) should indicate to the Board and Chancellor that there is a problem with the college president. Perhaps there should be a change with the president so as to achieve greater stability at the college.
 53. There is a lack of trust and collegiality. The environment is not conducive to a healthy work situation.
 54. This survey is too long and repetitive
 55. Time for College to increase Course offerings to enhance and increase Transfer capability for students.
 56. Unfortunate that adjuncts are not given priory status regarding assignments and that this matter seems to be at the discretion of the dean and dept chair as to whether they choose to honor the contract.
 57. We are extremely lucky to have jobs that have benefits such as retirement and health insurance.