



# **Miramar College Employee Satisfaction Survey Spring 2012**

## **Executive Summary**

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# Introduction

## Overview

Accreditation is the process of evaluating the performance and effectiveness of an institution in order to ensure that the quality of education and student achievement of expected outcomes are being met. The three colleges in the San Diego Community College District (SDCCD), as well as the non-credit institution, SDCCD Continuing Education, completed their self-studies and accreditation site visits in the fall 2010. Each institution collected, reviewed and incorporated evidence into their self-study reports and was then visited by a site study team. The Accreditation Commission reviewed the recommendations from the site study team and then made commendations and recommendations for improvements. Each of the colleges and CE are scheduled to submit mid-term reports in 2013 to the Accreditation Commission in order to ensure compliance and maintain accredited status.

## Purpose

The purpose of this survey was to collect follow-up evidence on employee satisfaction, and to track changes since the previous survey, which was administered in 2009. The survey captures levels of satisfaction with programs, services, instruction and facilities, as well as perceptions and opinions regarding institutional effectiveness. The results of the survey may be used to help inform decisions and plans for improvements, as well as to identify key areas of strengths and opportunities.

## Sample Design

The Employee Satisfaction Survey used a census sample design in which all employees at the colleges and Continuing Education (all faculty, staff, and administrators) were invited to participate. The expected response rate at each institution was 20% to 35%.

## Instrumentation

The Office of Institutional Research and Planning referenced the previous accreditation survey administered in 2009 and worked primarily with the accreditation coordinating committees, the research committees, and the academic senates to refine the survey instrument. The survey contained profile questions (e.g., work status) in order to help examine the representation of the survey population against the entire employee population. The survey also contained open-ended questions and forced choice items representing 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 of the survey instrument were ensured using 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 committees and various constituency groups on campus. Reliability was established through the pilot study.

## Methodology

An invitation to participate in the online survey was sent to all employees, along with multiple notifications (i.e., pre-notification, invitation to survey, and follow up reminder notifications). A pencil and paper format of the survey was also available to all employees if requested. The online survey was administered via the *Zoomerang*® online survey tool. Those opting for the paper and pencil format obtained the survey instrument and a Scantron form from the campus-based researcher, and then returned the completed survey to the District Office of Institutional Research and Planning.

## Implementation

Communications: The Accreditation Committee, the Research Committee, the Academic senates, and the Planning Committees were kept informed and involved in the development and implementation processes through continuous communication and feedback opportunities including: 1) Review of the survey plan, 2) Review and finalization of the survey instrument, and 3) Review and briefing of the survey results.

Administration: Pre-notification emails were sent by the presidents to all employees to provide information about the survey and requesting that the employees take the survey when it arrived in their e-mail inbox. The Office of Institutional Research and Planning sent the invitation via email during the fourth week of the semester and reminder e-mails were sent by both the president and the Office of Institutional Research and Planning in the weeks following. The surveys took approximately 30 minutes to complete.

## Respondent Profile

Of the 753 employees who received the invitation to survey, 251 employees responded. This is a 33% response rate. Caution should be exercised when interpreting the results. Results may only reflect the opinions of those who took the survey and may not reflect the opinions of the general population. Of those who responded, 30% were contract faculty, 34% were adjunct faculty, 23% were classified, 4% were managers, and 7% were supervisors. These proportions show notable discrepancies from the Miramar College employee population. In particular, all the employee classifications were overrepresented with the exception of adjunct faculty (which was underrepresented).

Of those respondents who identified themselves as either manager, classified, or supervisory, nearly half of were from Instruction/Instructional Support Services (46%) and over a quarter (28%) were from Student Support Services. The remaining respondents were from Administrative Services (12%), Information Technology (6%), and Other (8%). More than one-third of respondents had been

with the college for 11 or more years (38%) and exactly half (50%) between two and 10 years. Moreover, exactly half reported being with the District for 11 or more years (49%) and forty-one percent between 2 and 10 years.

## **Key Findings**

### **Institutional Effectiveness**

Overall, the majority of the employees had positive perceptions about the college improving institutional effectiveness. Employees also expressed satisfaction with instructional programs and SLOs/administrative unit outcomes. This observation is consistent with the trend found in the 2009 Employee Satisfaction survey results. For the SLOs and administrative unit outcomes assessment items with no referential point of comparison from the 2009 Employee Satisfaction survey, the majority of employees also rated high satisfaction. The survey items which showed a downward shift in satisfaction ratings by employees were the Office of Instruction and library resources. The lack of confidence employees have displayed in rating the overall quality of the Office of Instruction as neutral or unsatisfactory may be a consequence of the high administrative turnover that occurred between 2009 and 2012. Furthermore, the high dissatisfaction ratings with the overall quality of staffing resources may be due to Miramar not having a human resources plan in place that addresses the growing needs of the college (as corroborated by one of Miramar's accreditation recommendations).

### **Support Services**

Miramar employees showed positive perceptions of support services for students on campus. In particular, the majority of the library and learning support services items showed an upward trend in satisfaction ratings between 2009 and 2012. However, employees showed dissatisfactory ratings for the cafeteria and showed a high percentage of neutral ratings for the business services/fiscal resources. This may indicate that employees may not be involved with, or are not aware of business services/fiscal resources on campus. Furthermore, career technical labs continued to receive high percentages of neutral responses indicating a possible lack of awareness/usage across the College.

### **Resources**

Overall, the majority of employees displayed continued and increased satisfaction with both human and physical resources, increased satisfaction with technological resources, and mixed results for financial resources. Employees increased satisfaction with both technological and physical resources is probably due to the fact that Miramar has been able to construct and complete new facilities on campus due to State and locally approved propositions S and N. This has allowed for new technologies to be made available in the newly built classrooms to support teaching and learning. As far as the financial resources, the items regarding the participation in budget development and the college resource allocation model received low and considerably decreasing satisfaction ratings. Furthermore, these items received a high percentage of neutral responses indicating a lack of awareness/usage of the resources.

### **Decision-Making Processes**

The majority of employees continued to be satisfied with the decision-making roles and processes on campus. Data showed an increased trend in satisfaction ratings for college and district administration between 2009 to 2012. However, the results were still mixed. For the college and district administration survey items with no referential points of comparison from the 2009 Employee Satisfaction survey, more than half of the employees also rated high satisfaction. However, employees showed mixed results in regard to the District resource allocation model equitably supporting the sister colleges.



# 2012 Employee Satisfaction Survey

## Interaction Group Discussion Recommendations

9/18/2012

- 1) Institutional Effectiveness
  - a. Administer a short and targeted follow-up survey about planning in Spring 2013.
  - b. Administer Point-of-Service (POS) surveys to get specifics regarding campus resources and the “big picture” in regards to satisfaction with the quality of various campus resources.
- 2) Instructional Program and Student Learning Outcomes (SLO)/Administrative Unit Outcomes (AUO)
  - a. Have more interactive technology in the classroom in order to meet the diverse needs of students. Provide professional development on new student learning strategies and additional resources to meet this need (in response to items 21 and 22).
  - b. Provide more communication, awareness, feedback, and input on SLOs/AUOs.
  - c. Need to separate out SLOs from AUOs for items 23 to 26 in next iteration of employee survey.
  - d. Provide data in various formats. Work with CBR and IRP office to get this done.
  - e. Give everyone a chance to look at program review reports. Share program review reports with broader audience and get more people involved in the program review process.
  - f. Implement a more concise format to communicate data in meetings in ways in which people are more likely to use it.
- 3) Student Support Services
  - a. Compare employee survey results to student survey results in order to get a holistic view regarding student services.
  - b. Increase the number of counselors.
- 4) Learning Support Services
  - a. Tease out learning support services from facilities in the next administration of the employee satisfaction survey.
  - b. In the next administration of the employee survey, identify and separate out true learning support services (e.g., library, ILC, bookstore, classroom, labs, PLACe, etc.) from parking, cafeteria, etc., and omit items 42 and 43 (because they are instruction related).
  - c. Separate out business services from fiscal resources as two individual items in the next administration of the employee survey (currently a single item 49).
- 5) Human Resources
  - a. For the next administration of the employee survey make these items more specific. They are too global.

6) Decision-Making Roles and Process

- a. Target benchmark should be around 67% for each item in this section of the survey.
- b. Item 71 is of concern. Specifically, respondents are not well informed and may not be aware of how involved the classified staff is in voicing matters related to college planning, budgeting, and institutional policies.
  - i. Do a follow-up targeted survey to classified personnel about planning and participation in the planning process.
  - ii. Bring to classified executives for discussions regarding the gaps.
- c. Item 74 - Address the same communication issues. More investigation is needed.

# **Appendix A**

## Survey Instrument



# Employee Satisfaction Survey – Miramar College

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

### Directions:

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

1. Where is your primary college/work site?

- 1) City College
- 2) Mesa College
- 3) Miramar College
- 4) ECC (Educational Cultural Complex)
- 5) Off campus

2. Which is your primary employment type?

- 1) Adjunct Faculty
- 2) Classified
- 3) Contract Faculty
- 4) Manager
- 5) Non-academic Hourly
- 6) Supervisor

3. If faculty, please indicate your faculty assignment:

- 1) Classroom
- 2) Non-classroom
- 3) Both

4. If Classified, Manager, or Supervisor, please indicate your area of responsibility:

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

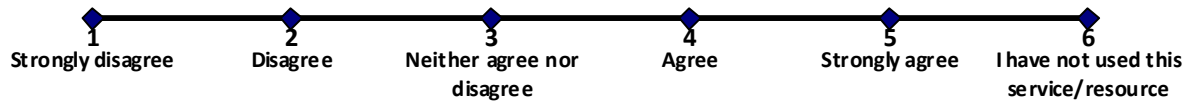
5. How long have you been employed at this college?

- 1) 1 year or less
- 2) 2-6 years
- 3) 7-10 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
- 2) 2-6 years
- 3) 7-10 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.

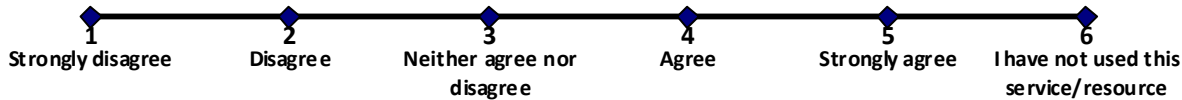
The college offers instructional programs, student services, library and learning support services, and all other resources that facilitate and enhance teaching and learning. Based on your experience with this college, please mark your level of SATISFACTION with the overall quality of the areas listed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

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



- 13. Office of Instruction
- 14. Departmental Teaching Resources
- 15. Staffing Resources
- 16. Library Resources
- 17. Duplicating/Reprographics
- 18. Technical Support
- 19. Audio-Visual Support

**Please rate your level of agreement with the following statements:**



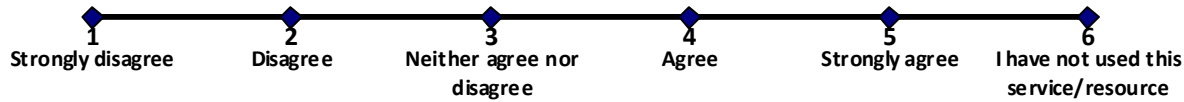
**Instructional Programs and Student Learning Outcomes/Administrative Units Outcomes**

- 20. The faculty has a central role in assuring quality of instruction.
- 21. The college identifies and seeks to meet the varied educational needs of its students through diverse programs and services.
- 22. Instructors use teaching methodologies that reflect the diverse needs of the students.
- 23. The college has implemented effective plans and strategies for identifying student learning outcomes/administrative unit outcomes.
- 24. My department/program/service area has an effective practitioner-driven process for assessing student learning outcomes/administrative unit outcomes.
- 25. My department/program/service area has sufficient research data to assess progress toward achieving stated student learning outcomes/administrative unit outcomes.
- 26. My department/program/service area has used the results of student learning outcomes/administrative unit outcomes assessment to make improvements in instruction, student services, or administrative services.
- 27. Student learning outcomes and administrative unit outcomes are considered in program review.
- 28. The college supports academic freedom.
- 29. I am satisfied with the overall quality of instruction in my program.

**Student Support Services**

- 30. The college encourages personal, aesthetic, and intellectual development in students.
- 31. The college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.
- 32. Student Services at this college have sufficient staff/resources to meet student needs.
- 33. Student Services at this college have sufficient facilities to meet student needs.
- 34. 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:



**Library and Learning Support Services**

- 35. Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources.
- 36. The college provides ongoing training for users of library and other learning support services to develop information competency.
- 37. I use library and related support services in my teaching or work function.
- 38. 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.

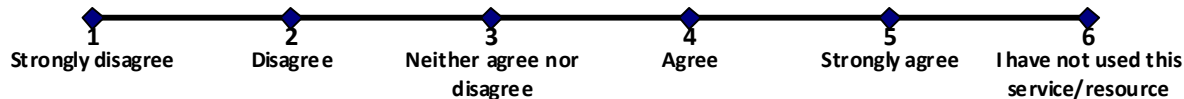
Based on your experience with this college, rate your level of SATISFACTION with the overall quality of the areas listed below:

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



- 39. Bookstore
- 40. Physical Facilities
- 41. Technology Resources
- 42. Science Labs
- 43. Career Technical Labs
- 44. Computer Labs
- 45. Parking
- 46. Classrooms
- 47. Assigned Working Space/Office Space
- 48. Cafeteria
- 49. Business Services/Fiscal Resources

Please rate your level of agreement with the following statements:

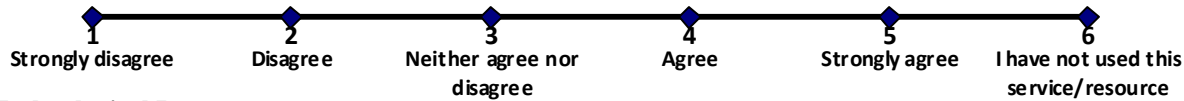


**Human Resources**

- 50. I am treated with respect at this college.
- 51. The criteria for hiring employees are clearly stated.
- 52. The procedures for hiring employees are strictly followed.
- 53. My performance evaluations have been conducted according to my contract guidelines.
- 54. Policies and practices of the college clearly demonstrate commitment to equity and diversity.
- 55. The college provides me adequate opportunities for continued professional and staff development.
- 56. 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:



**Technological Resources**

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

**Physical Resources**

- 60. Student learning and support needs are central to the planning, development, and design of new facilities.
- 61. Safety hazards are addressed promptly.
- 62. The grounds are pleasing and adequately maintained.
- 63. The exterior of the campus buildings are adequately maintained.
- 64. The interior of the classrooms, offices, and restrooms are adequately maintained.
- 65. The exterior lighting of the college is adequate.

**Financial Resources**

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

**Decision-Making Roles and Processes**

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

**College and District Administration**

- 75. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.
- 76. The college president provides effective leadership in planning and assessing institutional effectiveness.
- 77. The college president provides effective leadership in selecting and developing personnel.
- 78. The college president provides effective leadership in fiscal planning and budget development.
- 79. The college president works and communicates effectively with the communities served by the college.
- 80. The District Office uses effective methods of communicating with college staff and faculty.
- 81. The college administrators and managers consistently execute the college policies.
- 82. The college administrators and managers demonstrate commitment to shared governance.
- 83. The District resource allocation model equitably supports the sister colleges.



**Comments:**

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

1. What do you like most about working at this college?
  
2. What do you think needs to be improved most at this college?

**Thank you for taking the survey!**

**Please return the completed response form and survey instrument to the mailbox of the Campus-Based Researcher Daniel Miramontez.**



# **Appendix B**

## Item Analysis

| 1. Where is your primary college/work site? | Count | Percent |
|---|-------|---------|
| City College                                | 0     | 0%      |
| Mesa College                                | 2     | 1%      |
| Miramar College                             | 244   | 98%     |
| ECC (Educational Cultural Complex)          | 0     | 0%      |
| Off campus                                  | 3     | 1%      |
| <b>Total</b>                                | 249   | 100%    |

| 2. Which is your primary employment type? | Count | Percent |
|---|-------|---------|
| Adjunct Faculty                           | 85    | 34%     |
| Classified                                | 57    | 23%     |
| Contract Faculty                          | 76    | 30%     |
| Manager                                   | 9     | 4%      |
| Non-academic Hourly                       | 6     | 2%      |
| Supervisor                                | 18    | 7%      |
| <b>Total</b>                              | 251   | 100%    |

| 3. If faculty, please indicate your faculty assignment: | Count | Percent |
|---|-------|---------|
| Classroom   | 110   | 69%     |
| Non-classroom   | 18    | 11%     |
| Both  | 32    | 20%     |
| <b>Total</b>  | 160   | 100%    |

| 4. If Classified, Manager, or Supervisor, please indicate your area of responsibility:      | Count | Percent |
|---|-------|---------|
| Administrative services (human resources, business operations, Facilities, and maintenance) | 10    | 12%     |
| Information technology  | 5     | 6%      |
| Instruction/Instructional support services  | 38    | 46%     |
| Student support services  | 23    | 28%     |
| Other   | 7     | 8%      |
| <b>Total</b>  | 83    | 100%    |

| 5. How long have you been employed at this college? | Count | Percent |
|---|-------|---------|
| 1 year or less                                      | 30    | 12%     |
| 2 - 6 years   | 91    | 37%     |
| 7 - 10 years  | 32    | 13%     |
| 11 or more years                                    | 92    | 38%     |
| <b>Total</b>  | 245   | 100%    |

| 6. How long have you been employed within the district? | Count | Percent |
|---|-------|---------|
| 1 year or less  | 23    | 9%      |
| 2 - 6 years   | 71    | 29%     |
| 7 - 10 years  | 30    | 12%     |
| 11 or more years  | 121   | 49%     |
| <b>Total</b>  | 245   | 100%    |

| <b>Improving Institutional Effectiveness</b>   | <b>Strongly disagree</b> | <b>Disagree</b> | <b>Neither agree nor disagree</b> | <b>Agree</b> | <b>Strongly agree</b> | <b>Mean</b> | <b>I have not used this service/resource</b> |
|--|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|-------------|--|
| 7. I am familiar with the mission statement of the college.  | 4<br>2%                  | 18<br>8%        | 20<br>9%                          | 84<br>37%    | 100<br>44%            | 4.14        | 3<br>1%                                      |
| 8. Improving institutional effectiveness is valued throughout the college.                                   | 10<br>4%                 | 18<br>8%        | 41<br>18%                         | 74<br>33%    | 84<br>37%             | 3.90        | 2<br>1%                                      |
| 9. The college facilitates an ongoing dialogue about improving student learning and institutional processes. | 7<br>3%                  | 17<br>8%        | 32<br>14%                         | 87<br>39%    | 79<br>36%             | 3.96        | 6<br>3%                                      |
| 10. Program Review is integrated into the college planning process.  | 7<br>3%                  | 17<br>8%        | 28<br>13%                         | 80<br>38%    | 78<br>37%             | 3.98        | 16<br>7%                                     |
| 11. Student learning is considered in institutional planning.  | 7<br>3%                  | 21<br>10%       | 33<br>15%                         | 75<br>35%    | 81<br>37%             | 3.93        | 11<br>5%                                     |
| 12. The college's planning process offers opportunities for input by appropriate constituencies.             | 18<br>8%                 | 24<br>11%       | 28<br>13%                         | 75<br>35%    | 68<br>32%             | 3.71        | 15<br>7%                                     |

|                                     | <b>Very dissatisfied</b> | <b>Dissatisfied</b> | <b>Neither satisfied nor dissatisfied</b> | <b>Satisfied</b> | <b>Very satisfied</b> | <b>Mean</b> | <b>I have not used this service/resource</b> |
|-------------------------------------|--------------------------|---------------------|---|------------------|-----------------------|-------------|--|
| 13. Office of Instruction           | 6<br>3%                  | 13<br>6%            | 47<br>22%                                 | 85<br>41%        | 58<br>28%             | 3.84        | 19<br>8%                                     |
| 14. Departmental Teaching Resources | 8<br>5%                  | 16<br>9%            | 45<br>26%                                 | 56<br>33%        | 46<br>27%             | 3.68        | 54<br>24%                                    |
| 15. Staffing Resources              | 29<br>15%                | 43<br>22%           | 38<br>19%                                 | 49<br>25%        | 37<br>19%             | 3.11        | 31<br>14%                                    |
| 16. Library Resources               | 9<br>5%                  | 18<br>10%           | 50<br>28%                                 | 68<br>38%        | 32<br>18%             | 3.54        | 50<br>22%                                    |
| 17. Duplicating/Reprographics       | 6<br>3%                  | 13<br>6%            | 29<br>14%                                 | 82<br>38%        | 83<br>39%             | 4.05        | 15<br>7%                                     |
| 18. Technical Support               | 7<br>3%                  | 15<br>7%            | 26<br>12%                                 | 84<br>39%        | 82<br>38%             | 4.02        | 14<br>6%                                     |
| 19. Audio-Visual Support            | 1<br>1%                  | 7<br>4%             | 31<br>16%                                 | 64<br>32%        | 96<br>48%             | 4.24        | 29<br>13%                                    |

| <b>Instructional Programs and Student Learning Outcomes/Administrative Units Outcomes</b>   | <b>Strongly disagree</b> | <b>Disagree</b> | <b>Neither agree nor disagree</b> | <b>Agree</b> | <b>Strongly agree</b> | <b>Mean</b> | <b>I have not used this service/resource</b> |
|---|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|-------------|--|
| 20. The faculty has a central role in assuring quality of instruction.  | 5<br>2%                  | 10<br>5%        | 24<br>11%                         | 67<br>32%    | 103<br>49%            | 4.21        | 6<br>3%                                      |
| 21. The college identifies and seeks to meet the varied educational needs of its students through diverse programs and services.  | 8<br>4%                  | 15<br>7%        | 22<br>11%                         | 77<br>37%    | 84<br>41%             | 4.04        | 10<br>5%                                     |
| 22. Instructors use teaching methodologies that reflect the diverse needs of the students.  | 3<br>1%                  | 9<br>4%         | 49<br>24%                         | 71<br>35%    | 71<br>35%             | 3.98        | 14<br>6%                                     |
| 23. The college has implemented effective plans and strategies for identifying student learning outcomes/administrative unit outcomes.  | 6<br>3%                  | 15<br>7%        | 54<br>26%                         | 66<br>32%    | 66<br>32%             | 3.83        | 10<br>5%                                     |
| 24. My department/program/service area has an effective practitioner-driven process for assessing student learning outcomes/administrative unit outcomes.   | 7<br>3%                  | 22<br>11%       | 36<br>18%                         | 60<br>29%    | 80<br>39%             | 3.90        | 11<br>5%                                     |
| 25. My department/program/service area has sufficient research data to assess progress toward achieving stated student learning outcomes/administrative unit outcomes.  | 6<br>3%                  | 30<br>15%       | 36<br>19%                         | 55<br>28%    | 67<br>35%             | 3.76        | 22<br>10%                                    |
| 26. My department/program/service area has used the results of student learning outcomes/administrative unit outcomes assessment to make improvements in instruction, student services, or administrative services. | 8<br>4%                  | 23<br>12%       | 41<br>21%                         | 52<br>27%    | 71<br>36%             | 3.79        | 22<br>10%                                    |
| 27. Student learning outcomes and administrative unit outcomes are considered in program review.  | 3<br>2%                  | 14<br>7%        | 42<br>22%                         | 65<br>34%    | 65<br>34%             | 3.93        | 28<br>13%                                    |
| 28. The college supports academic freedom.  | 11<br>5%                 | 5<br>2%         | 37<br>18%                         | 72<br>34%    | 86<br>41%             | 4.03        | 6<br>3%                                      |
| 29. I am satisfied with the overall quality of instruction in my program.   | 6<br>3%                  | 9<br>4%         | 25<br>12%                         | 78<br>38%    | 85<br>42%             | 4.12        | 13<br>6%                                     |

| <b>Student Support Services</b>  | <b>Strongly disagree</b> | <b>Disagree</b> | <b>Neither agree nor disagree</b> | <b>Agree</b> | <b>Strongly agree</b> | <b>Mean</b> | <b>I have not used this service/resource</b> |
|--|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|-------------|--|
| 30. The college encourages personal, aesthetic, and intellectual development in students.  | 3<br>2%                  | 6<br>3%         | 43<br>22%                         | 83<br>42%    | 64<br>32%             | 4.00        | 10<br>5%                                     |
| 31. The college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity. | 5<br>2%                  | 10<br>5%        | 43<br>21%                         | 81<br>40%    | 63<br>31%             | 3.93        | 8<br>4%                                      |
| 32. Student Services at this college have sufficient staff/resources to meet student needs.  | 46<br>23%                | 46<br>23%       | 34<br>17%                         | 40<br>20%    | 30<br>15%             | 2.81        | 15<br>7%                                     |
| 33. Student Services at this college have sufficient facilities to meet student needs.   | 37<br>19%                | 38<br>20%       | 39<br>20%                         | 47<br>24%    | 33<br>17%             | 3.01        | 17<br>8%                                     |
| 34. I refer students to the various services available on campus (e.g., DSPPS, Tutoring, Health Services, Financial Aid, and EOPS).        | 3<br>2%                  | 5<br>3%         | 17<br>9%                          | 74<br>38%    | 98<br>50%             | 4.31        | 14<br>7%                                     |

| <b>Library and Learning Support Services</b>  | <b>Strongly disagree</b> | <b>Disagree</b> | <b>Neither agree nor disagree</b> | <b>Agree</b> | <b>Strongly agree</b> | <b>Mean</b> | <b>I have not used this service/resource</b> |
|---|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|-------------|--|
| 35. Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources. | 4<br>3%                  | 13<br>9%        | 34<br>24%                         | 45<br>32%    | 45<br>32%             | 3.81        | 70<br>33%                                    |
| 36. The college provides ongoing training for users of library and other learning support services to develop information competency.                                     | 1<br>1%                  | 13<br>9%        | 48<br>34%                         | 38<br>27%    | 40<br>29%             | 3.74        | 70<br>33%                                    |
| 37. I use library and related support services in my teaching or work function.   | 9<br>6%                  | 22<br>15%       | 26<br>18%                         | 51<br>35%    | 36<br>25%             | 3.58        | 67<br>32%                                    |
| 38. 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.        | 11<br>8%                 | 21<br>15%       | 50<br>35%                         | 44<br>31%    | 18<br>13%             | 3.26        | 66<br>31%                                    |

|   | <b>Very dissatisfied</b> | <b>Dissatisfied</b> | <b>Neither satisfied nor dissatisfied</b> | <b>Satisfied</b> | <b>Very satisfied</b> | <b>Mean</b> | <b>I have not used this service/resource</b> |
|---|--------------------------|---------------------|---|------------------|-----------------------|-------------|--|
| 39. Bookstore                           | 8<br>4%                  | 15<br>8%            | 48<br>25%                                 | 82<br>43%        | 37<br>19%             | 3.66        | 20<br>10%                                    |
| 40. Physical Facilities                 | 12<br>7%                 | 22<br>12%           | 21<br>12%                                 | 76<br>42%        | 51<br>28%             | 3.73        | 28<br>13%                                    |
| 41. Technology Resources                | 8<br>4%                  | 20<br>10%           | 27<br>13%                                 | 89<br>44%        | 57<br>28%             | 3.83        | 8<br>4%                                      |
| 42. Science Labs                        | 0<br>0%                  | 3<br>3%             | 22<br>25%                                 | 34<br>39%        | 29<br>33%             | 4.01        | 122<br>58%                                   |
| 43. Career Technical Labs               | 1<br>1%                  | 9<br>11%            | 26<br>31%                                 | 25<br>30%        | 23<br>27%             | 3.71        | 126<br>60%                                   |
| 44. Computer Labs                       | 4<br>3%                  | 8<br>6%             | 24<br>17%                                 | 58<br>42%        | 45<br>32%             | 3.95        | 68<br>33%                                    |
| 45. Parking                             | 7<br>3%                  | 17<br>8%            | 18<br>9%                                  | 83<br>40%        | 82<br>40%             | 4.04        | 4<br>2%                                      |
| 46. Classrooms                          | 4<br>2%                  | 14<br>7%            | 26<br>13%                                 | 84<br>42%        | 71<br>36%             | 4.03        | 11<br>5%                                     |
| 47. Assigned Working Space/Office Space | 21<br>11%                | 29<br>15%           | 32<br>16%                                 | 62<br>32%        | 50<br>26%             | 3.47        | 16<br>8%                                     |
| 48. Cafeteria                           | 25<br>15%                | 53<br>31%           | 37<br>22%                                 | 39<br>23%        | 16<br>9%              | 2.81        | 39<br>19%                                    |
| 49. Business Services/Fiscal Resources  | 4<br>2%                  | 14<br>8%            | 43<br>26%                                 | 61<br>36%        | 46<br>27%             | 3.78        | 42<br>20%                                    |

| <b>Human Resources</b>   | <b>Strongly disagree</b> | <b>Disagree</b> | <b>Neither agree nor disagree</b> | <b>Agree</b> | <b>Strongly agree</b> | <b>Mean</b> | <b>I have not used this service/resource</b> |
|--|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|-------------|--|
| 50. I am treated with respect at this college.   | 9<br>4%                  | 16<br>8%        | 22<br>11%                         | 78<br>38%    | 81<br>39%             | 4.00        | 2<br>1%                                      |
| 51. The criteria for hiring employees are clearly stated.  | 8<br>4%                  | 13<br>7%        | 31<br>16%                         | 86<br>43%    | 62<br>31%             | 3.91        | 8<br>4%                                      |
| 52. The procedures for hiring employees are strictly followed.                                       | 15<br>8%                 | 19<br>10%       | 37<br>19%                         | 65<br>34%    | 57<br>30%             | 3.67        | 16<br>8%                                     |
| 53. My performance evaluations have been conducted according to my contract guidelines.              | 7<br>3%                  | 13<br>6%        | 21<br>10%                         | 71<br>35%    | 89<br>44%             | 4.10        | 8<br>4%                                      |
| 54. Policies and practices of the college clearly demonstrate commitment to equity and diversity.    | 8<br>4%                  | 15<br>7%        | 40<br>20%                         | 73<br>36%    | 69<br>34%             | 3.88        | 4<br>2%                                      |
| 55. The college provides me adequate opportunities for continued professional and staff development. | 22<br>11%                | 25<br>12%       | 30<br>15%                         | 58<br>28%    | 70<br>34%             | 3.63        | 4<br>2%                                      |
| 56. As a group, the members of my department or program stay current in their fields of expertise.   | 6<br>3%                  | 11<br>6%        | 25<br>13%                         | 74<br>37%    | 84<br>42%             | 4.10        | 8<br>4%                                      |

| <b>Technological Resources</b>  | <b>Strongly disagree</b> | <b>Disagree</b> | <b>Neither agree nor disagree</b> | <b>Agree</b> | <b>Strongly agree</b> | <b>Mean</b> | <b>I have not used this service/resource</b> |
|---|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|-------------|--|
| 57. Technology planning is effectively integrated with institutional planning.  | 6<br>3%                  | 20<br>11%       | 44<br>25%                         | 59<br>34%    | 47<br>27%             | 3.69        | 32<br>15%                                    |
| 58. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning. | 10<br>5%                 | 20<br>11%       | 30<br>16%                         | 77<br>41%    | 52<br>28%             | 3.75        | 19<br>9%                                     |
| 59. The college provides adequate training to faculty and staff in the application of information technology.                   | 13<br>7%                 | 27<br>14%       | 41<br>21%                         | 59<br>31%    | 53<br>27%             | 3.58        | 15<br>7%                                     |

| <b>Physical Resources</b>  | <b>Strongly disagree</b> | <b>Disagree</b> | <b>Neither agree nor disagree</b> | <b>Agree</b> | <b>Strongly agree</b> | <b>Mean</b> | <b>I have not used this service/resource</b> |
|--|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|-------------|--|
| 60. Student learning and support needs are central to the planning, development, and design of new facilities. | 4<br>2%                  | 14<br>8%        | 36<br>20%                         | 82<br>45%    | 48<br>26%             | 3.85        | 24<br>12%                                    |
| 61. Safety hazards are addressed promptly.   | 5<br>3%                  | 18<br>10%       | 32<br>18%                         | 66<br>38%    | 54<br>31%             | 3.83        | 33<br>16%                                    |
| 62. The grounds are pleasing and adequately maintained.  | 2<br>1%                  | 16<br>8%        | 17<br>8%                          | 72<br>35%    | 98<br>48%             | 4.21        | 3<br>1%                                      |
| 63. The exterior of the campus buildings are adequately maintained.  | 0<br>0%                  | 13<br>6%        | 20<br>10%                         | 89<br>44%    | 80<br>40%             | 4.17        | 4<br>2%                                      |
| 64. The interior of the classrooms, offices, and restrooms are adequately maintained.                          | 12<br>6%                 | 30<br>15%       | 23<br>11%                         | 84<br>41%    | 56<br>27%             | 3.69        | 3<br>1%                                      |
| 65. The exterior lighting of the college is adequate.  | 7<br>4%                  | 24<br>12%       | 31<br>16%                         | 85<br>43%    | 50<br>25%             | 3.75        | 11<br>5%                                     |

| <b>Financial Resources</b>   | <b>Strongly disagree</b> | <b>Disagree</b> | <b>Neither agree nor disagree</b> | <b>Agree</b> | <b>Strongly agree</b> | <b>Mean</b> | <b>I have not used this service/resource</b> |
|--|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|-------------|--|
| 66. College guidelines and processes for budget development are clearly communicated.  | 5<br>3%                  | 27<br>16%       | 48<br>28%                         | 53<br>31%    | 39<br>23%             | 3.55        | 31<br>15%                                    |
| 67. I have appropriate opportunities to participate in budget development for the college through its shared governance processes. | 10<br>6%                 | 23<br>14%       | 44<br>27%                         | 51<br>31%    | 34<br>21%             | 3.47        | 41<br>20%                                    |
| 68. The college resource allocation model equitably supports college programs and services.  | 9<br>5%                  | 31<br>19%       | 57<br>34%                         | 37<br>22%    | 32<br>19%             | 3.31        | 36<br>18%                                    |

| <b>Decision-Making Roles and Processes</b>   | <b>Strongly disagree</b> | <b>Disagree</b> | <b>Neither agree nor disagree</b> | <b>Agree</b> | <b>Strongly agree</b> | <b>Mean</b> | <b>I have not used this service/resource</b> |
|--|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|-------------|--|
| 69. The college leaders encourage all members of the college community to take initiative in improving institutional effectiveness.                              | 9<br>5%                  | 24<br>13%       | 29<br>15%                         | 74<br>39%    | 52<br>28%             | 3.72        | 11<br>6%                                     |
| 70. The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies. | 8<br>5%                  | 17<br>10%       | 31<br>18%                         | 69<br>40%    | 48<br>28%             | 3.76        | 27<br>14%                                    |
| 71. The classified staff exercise a substantial voice in matters related to college planning, budgeting, and institutional policies.                             | 14<br>9%                 | 23<br>14%       | 35<br>22%                         | 55<br>34%    | 33<br>21%             | 3.44        | 41<br>20%                                    |
| 72. The faculty is central to decision-making involving curriculum development.  | 4<br>2%                  | 6<br>3%         | 30<br>17%                         | 79<br>44%    | 62<br>34%             | 4.04        | 19<br>10%                                    |
| 73. In general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college.                  | 5<br>3%                  | 15<br>8%        | 22<br>12%                         | 91<br>48%    | 56<br>30%             | 3.94        | 11<br>6%                                     |
| 74. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.        | 10<br>6%                 | 12<br>7%        | 44<br>24%                         | 72<br>40%    | 43<br>24%             | 3.70        | 18<br>9%                                     |

| <b>College and District Administration</b>   | <b>Strongly disagree</b> | <b>Disagree</b> | <b>Neither agree nor disagree</b> | <b>Agree</b> | <b>Strongly agree</b> | <b>Mean</b> | <b>I have not used this service/resource</b> |
|--|--------------------------|-----------------|-----------------------------------|--------------|-----------------------|-------------|--|
| 75. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity. | 18<br>9%                 | 30<br>15%       | 53<br>27%                         | 62<br>32%    | 32<br>16%             | 3.31        | 6<br>3%                                      |
| 76. The college president provides effective leadership in planning and assessing institutional effectiveness.                   | 30<br>16%                | 21<br>11%       | 50<br>26%                         | 54<br>28%    | 36<br>19%             | 3.24        | 10<br>5%                                     |
| 77. The college president provides effective leadership in selecting and developing personnel.                                   | 37<br>20%                | 23<br>12%       | 50<br>26%                         | 45<br>24%    | 34<br>18%             | 3.08        | 12<br>6%                                     |
| 78. The college president provides effective leadership in fiscal planning and budget development.                               | 20<br>11%                | 18<br>10%       | 50<br>27%                         | 54<br>29%    | 42<br>23%             | 3.43        | 17<br>8%                                     |
| 79. The college president works and communicates effectively with the communities served by the college.                         | 21<br>11%                | 18<br>10%       | 49<br>27%                         | 52<br>28%    | 43<br>23%             | 3.43        | 16<br>8%                                     |
| 80. The District Office uses effective methods of communicating with college staff and faculty.                                  | 14<br>7%                 | 23<br>12%       | 45<br>24%                         | 68<br>36%    | 41<br>21%             | 3.52        | 7<br>4%                                      |
| 81. The college administrators and managers consistently execute the college policies.   | 7<br>4%                  | 17<br>9%        | 52<br>28%                         | 69<br>37%    | 40<br>22%             | 3.64        | 13<br>7%                                     |
| 82. The college administrators and managers demonstrate commitment to shared governance.   | 11<br>6%                 | 18<br>9%        | 52<br>27%                         | 64<br>33%    | 48<br>25%             | 3.62        | 6<br>3%                                      |
| 83. The District resource allocation model equitably supports the sister colleges.   | 23<br>13%                | 31<br>18%       | 56<br>32%                         | 38<br>21%    | 29<br>16%             | 3.11        | 23<br>12%                                    |



# **Appendix C**

## Accreditation Matrix

**San Diego Community College District**  
**Employee Satisfaction Survey 2012**  
**Accreditation Standards Matrix - Miramar College**

| Standard   | Items | Items | Items | Items |
|------------|-------|-------|-------|-------|
| II.A.1.    | 21    |       |       |       |
| I.B.4.     | 10    | 12    | 66-79 |       |
| I.B.6.     | 10    | 49    | 66-79 |       |
| I.B.7.     | 10    | 13-19 | 39-49 |       |
| II.A.2.f.  | 10-12 | 26    |       |       |
| I.B.       | 11    |       |       |       |
| I.B.2.     | 12    |       |       |       |
| II.A.2.c.  | 13    | 29    |       |       |
| II.A.      | 13-14 | 29    |       |       |
| II.C.      | 15    | 16    | 18-19 |       |
| II.B.3.b.  |       |       |       |       |
| II.B.3.c.  |       |       |       |       |
| II.B.3.a.  |       |       |       |       |
| II.A.2.a.  | 20    | 23    |       |       |
| II.A.1.b.  | 21    |       |       |       |
| II.A.2.d.  | 21    | 22    |       |       |
| II.A.2.e.  | 27    |       |       |       |
| II.A.7.    | 28    |       |       |       |
| II.A.3.c.  | 30-31 |       |       |       |
| II.B.3.d.  | 31    |       |       |       |
| II.C.1.a.  | 35    |       |       |       |
| II.C.2.    | 35    |       |       |       |
| II.C.1.b.  | 36    |       |       |       |
| II.C.1.c.  | 37    |       |       |       |
| II.C.1.    | 38    |       |       |       |
| II.C.1.e.  | 42-44 | 41    |       |       |
| I.A.       | 7     |       |       |       |
| II.A.6.a.  | 7     |       |       |       |
| II.B.1.    | 7     | 9     |       |       |
| II.C.1.d.  | 60-65 |       |       |       |
| I.A.4.     | 66-79 |       |       |       |
| I.B.3.     | 8     | 10    |       |       |
| II.B.      | 8     |       | 17    |       |
| I.B.1.     | 9     |       |       |       |
| I.B.5.     | 9     |       |       |       |
| II.B.4.    | 9     |       |       |       |
| II.A.1.a.  | 9     | 22    | 24-25 |       |
| II.A.1.c.  | 9     | 24    | 26    |       |
| II.A.2.b.  | 9     | 20    | 24    | 28    |
| III.A.     | 15    | 32    |       |       |
| III.A.1.   | 55    |       |       |       |
| III.A.1.a. | 51-52 | 70    |       |       |
| III.A.1.b. | 53    |       |       |       |
| III.A.1.c. | 9     |       |       |       |
| III.A.2.   | 15    |       |       |       |

| Standard   | Items | Items | Items | Items |
|------------|-------|-------|-------|-------|
| III.A.4.   | 54    |       |       |       |
| III.A.4.a. | 54    |       |       |       |
| III.A.4.b. | 7     | 54    |       |       |
| III.A.4.c. | 50    | 54    |       |       |
| III.A.5.   | 55    |       |       |       |
| III.A.5.a. | 55    |       |       |       |
| III.A.5.b. | 55    |       |       |       |
| III.A.6.   | 8-9   |       |       |       |
| III.B.     | 18-19 | 42-44 | 40    | 46    |
| III.B.1.   | 61    |       |       |       |
| III.B.1.a. | 60    | 62-63 |       |       |
| III.B.1.b. | 60    | 64-65 |       |       |
| III.B.2.a. | 10    |       |       |       |
| III.B.2.b. | 10    |       |       |       |
| III.C.     | 18-19 | 41    | 57    | 33    |
| III.C.1.   | 58-59 |       |       |       |
| III.C.1.a. | 8     | 57    |       |       |
| III.C.1.b. | 59    |       |       |       |
| III.C.1.c. | 58    |       |       |       |
| III.C.1.d. | 58    |       |       |       |
| III.C.2    | 10    | 57    |       |       |
| III.D.     | 49    | 68    |       |       |
| III.D.1.a. | 10    | 68    |       |       |
| III.D.1.b. | 10    |       |       |       |
| III.D.1.d. | 12    | 67    |       |       |
| III.D.2.a. | 11    |       |       |       |
| III.D.2.b. | 12    | 66    |       |       |
| III.D.2.d. | 68    |       |       |       |
| III.D.2.e. | 68    |       |       |       |
| III.D.2.f. | 68    |       |       |       |
| III.D.2.g. | 68    |       |       |       |
| III.D.3.   | 8     |       |       |       |
| IV. A.     | 11    | 69    |       |       |
| IV. A.1.   | 12    | 73    |       |       |
| IV.A.2.    | 12    | 69    | 74    |       |
| IV.A.2.a.  | 70    |       |       |       |
| IV.A.2.b.  | 70    |       |       |       |
| IV.A.3.    | 12    |       |       |       |
| IV.B.2.    | 76-77 |       |       |       |
| IV.B.2.a.  |       | 77    |       |       |
| IV.B.2.b.  | 9-10  | 76    |       |       |
| IV.B.2.c.  | 76    |       |       |       |
| IV.B.2.d.  | 76    | 78    |       |       |
| IV.B.2.e.  | 79    |       |       |       |
| IV.B.3.    |       |       |       |       |
| IV.B.3.f.  | 80    |       |       |       |
| IV.B.3.g.  | 80    |       |       |       |

# **Appendix D**

## Verbatim Comments

Miramar College – Employee Open-Ended Responses

**Comments**

| <b>1. What do you like most about working at this college?</b> |   |
|--|---|
| Respondent #   | Response  |
| 1  | Student population  |
| 2  | Working with the students   |
| 3  | often, other faculty are collegial and easy to work with and teaching is a wonderful profession   |
| 4  | I love the students- so eager to learn - diligent. Enjoy my colleagues- especially ***** and ***** as well as adjuncts. ***** and Dean ***** helpful and supportive. Nice atmosphere. I love teaching here! |
| 5  | student diversity   |
| 6  | I'm an adjunct because I love to teach, not because it's my living. It's all about interacting with students and passing on information for me.   |
| 7  | The collegiality of the faculty, staff, and administration.   |
| 8  | Watching Miramar "grow up" over the last decade...  |
| 9  | The diversity of the students, and the support that I receive from my department head and the Online Learning Pathways department.  |
| 10   | The staff supporting the science laboratories is excellent.   |
| 11   | The commitment to the diverse group of students it serves and the strong student presence on campus. I also like the 24/7 help desk for online classes.   |
| 12   | Pleaseure working with my co-workers.   |
| 13   | The people I work with and feeling like a valued member of the team.  |
| 14   | The sense of community  |
| 15   | The complexity of the systems and developing systems to make it easier to coordinate work flow.   |
| 16   | the classified staff and committment, the students, the feeling of care and empowerment for our students  |
| 17   | The student population  |
| 18   | From my limited perspective, it appears that this college is run effectively and efficiently, with an emphasis on what is best for the students' educational development.                                   |
| 19   | Strong personnel that have many years of experience. New facilities that provide for much potential as it grows to fit the facilities.  |
| 20   | Colleagues  |
| 21   | I love all staffs in this college, they are so friendly, close to my house. A lot of new things happen in this campus. Overall I love this campus a lot.  |
| 22   | Working with students to attain their educational and employment goals. Working with staff who truly care about our customers, the students.  |
| 23   | Size and collegial nature of working relationships.   |
| 24   | Many of the people I work with.   |
| 25   | I like working wih Miramar's friendly staff who are passionate to help students and always willing to share their experiences with others.  |
| 26   | Students are motivated and I love my subject matter.  |
| 27   | The staff and faculty are so friendly and helpful.  |
| 28   | The colleagues are AWESOME!   |

Miramar College – Employee Open-Ended Responses

|    |  |
|----|--|
| 29 | Those faculty, classified staff and managers actively involved in all aspects of college development work diligently and over long hours to continually improve the academic and institutional programs.   |
| 30 | Excellent faculty & staff!   |
| 31 | steady paycheck  |
| 32 | level of professionalism among colleagues  |
| 33 | great people.  |
| 34 | The pay check usually clears on a predictable schedule.  |
| 35 | Being influential in student's lives.  |
| 36 | I love the support and mentoring I receive from tenured faculty and the intellectual freedom I am given.   |
| 37 | I have a high level of respect for my colleagues in my department. They are well-trained, efficient, and communicative. We collaborate well together. In addition, I feel that the college honors diversity and seeks to improve the well-being of the students academically and mentally. I have taught in the "H" building and "I" building, and I find the technological resources to be extremely helpful, and I am grateful to have these resources. I also appreciate the prompt and attentive help of the Reprographics staff. Overall, I have really enjoyed working at Miramar and I find the environment here to be very welcoming and professional. |
| 38 | The commitment to serving students, our most important asset.  |
| 39 | The students!  |
| 40 | Friendly environment   |
| 41 | colleagues & students  |
| 42 | I love the students and the other faculty. They are the best.  |
| 43 | The people who work here.  |
| 44 | I like the people I work with, like the campus also. We are a family at Miramar, care about each other   |
| 45 | the students   |
| 46 | My Job working in the Aviation Department. The faculty, and classified personal of the entire campus are very friendly and family like.  |
| 47 | College administrators, faculty and staff work together to provide the best possible educational experience for students as well as creating a favorable environment for all levels of employees.  |
| 48 | Even through the State Budget cuts that has impacted us in negative ways, our administrators and staff members have done a superb job keeping our campus operating smoothly.   |
| 49 | It is a friendly atmosphere.   |
| 50 | great facilities, right size classroom, great boss   |
| 51 | Shared governance emanating from the top down to include all.  |
| 52 | The ability to help the students.  |
| 53 | The dedication and ingenuity of faculty and staff is continuing to provide quality education despite the challenges.   |
| 54 | the people I work with and my students   |
| 55 | The location, the students, the availability of Blackboard, the Basic Skills English/ESOL Lab, Basic Skills funding of Instructional Assistants...   |

Miramar College – Employee Open-Ended Responses

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| 56 | I like most that everything we do is portrayed and turned into a positive. We can do nothing wrong. Our administrators do nothing wrong. Everything we do is great and wonderful no matter what the results. All our surveys, research, and reports..., they all are so positively, "spun".   |
| 57 | I enjoy working with those students who are motivated to learn. I enjoy working with those faculty who are here to help their students achieve their educational objectives.  |
| 58 | I feel supported by both the full time and part time instructors in my department   |
| 59 | What I like most about Miramar are the students, the support staff (esp. A/V and DSPTS), the faculty in my department (Social Sciences & Humanities), our Dean (*****), and the assistant to the Dean, *****. I always feel supported by the Dean, ***** , and by both the permanent and part-time members of our department. I also feel very comfortable going to these individuals to ask questions or to get advice. It is a privilege to work at Miramar and to have the good fortune to work with the people mentioned above. |
| 60 | Feeling supported by my department and dean.  |
| 61 | students and co-workers   |
| 62 | The job.  |
| 63 | The small, family atmosphere.   |
| 64 | The freedom to do what I enjoy most - teaching the subjects that I teach.   |
| 65 | I love the faculty and staff at Miramar. They work very hard and do many jobs. The deans are also very supportive for the most part.  |
| 66 | Scheduling works for me. The students are appreciative and engaged. Adjuncts are paid based on their level of education.  |
| 67 | The dynamic functions of each departments   |
| 68 | HOW FRIENDLY PEOPLE ARE AND GET ALONG. AND HOW QUICKLY THE COLLEGE IS GROWING AND EXPANDING WITH NEWER AND BETTER BUILDINGS.  |
| 69 | The students  |
| 70 | Miramar has wonderful students and staff.   |
| 71 | that it is growing  |
| 72 | The small campus atmosphere adds to the feeling of a close-knit college family. New buildings look great.   |
| 73 | My office and a lot of the people with whom I work  |
| 74 | Faculty and staff are nice and effective. The classroom what I used at M building is awesome.   |
| 75 | Maintain high standards for students.   |
| 76 | Ability to serve students in the capacity I am best trained. Ability to expand service as students dictate the needs. Ability to interact directly and professionally with students, the community and members employed on this campus.   |
| 77 | I like the camaraderie of the math teachers which results from working together in one building.  |
| 78 | Location and convenience  |
| 79 | The new automotive facilities, the classrooms & lab are set up to work very efficiently with the instructor & students. The students have all the necessary tools to work in each of their works areas.   |
| 80 | I really appreciate the diversity of the student body and the experience that diversity brings to the classroom.  |
| 81 | I like the more family atmosphere   |
| 82 | The People  |

Miramar College – Employee Open-Ended Responses

|     |  |
|-----|--|
| 83  | Teamwork in my departments.  |
| 84  | The small family atmosphere.   |
| 85  | The Weather  |
| 86  | I love the the positive learning environment encouraged by the college.  |
| 87  | I like the sense of community that is prevalent on this campus. Many of the staff members, faculty members, and administrators are warm and friendly, and they are eager to make newcomers welcome.                                      |
| 88  | Working with diverse populations.  |
| 89  | I am considering transferring because of my department chair.  |
| 90  | enjoy teaching and making a difference   |
| 91  | It's sad that I din't feel this way any more.  |
| 92  | Working environment is excellent. Everybody is very friendly.  |
| 93  | Education peoples  |
| 94  | The diversity of the students.   |
| 95  | The President is strong and willing to handle difficult challenged   |
| 96  | No layoffs!  |
| 97  | The classrooms have technology that lets me display from the computer etc during lecture, my program director (******)is awesome, the students are engaged and interesting. I enjoy teaching here a great deal                           |
| 98  | Working with the colleagues in my division   |
| 99  | The facilities   |
| 100 | I like the NTC satellite location for EMT program. Parking is free and there is adequate space for all of the classes.   |
| 101 | facilities and staff. Great working environment  |
| 102 | The diversity of the students, updated science labs, and how all my co-workers are current in their field of study.  |
| 103 | Facilities in the ATT program  |
| 104 | Great teachers/staff, very friendly.   |
| 105 | The potential.   |
| 106 | Family atmosphere (warm & welcoming) for some programs.  |
| 107 | I love teaching in my discipline and I am compelled by my students.  |
| 108 | The new facilities.  |
| 109 | I enjoy working for this campus even though I am at an off-campus site. Everyone is very friendly, helpful and professional. Miramnar College has come a long way from its temporary buildings. It now looks like a real college campus! |
| 110 | The classrooms are top notch   |
| 111 | The community of sharing. The students are dedicated and devoted. They are a family. Easy to walk around and use the departments.  |



Miramar College – Employee Open-Ended Responses

**Comments**

| <b>2. What do you think needs to be improved most at this college?</b> |   |
|--|---|
| <b>Respondent #</b>  | <b>Response</b>   |
| 1  | Budget; promoting campus accomplishments to the District  |
| 2  | Administration stability  |
| 3  | college leadership and top administration; constant turnover among the latter. Low morale due to continuing failure to get past warning status in the accreditation process.  |
| 4  | We need more classes to meet the needs of the students. I wish I had a cupboard in my class for the class set of books and supplies.  |
| 5  | budget concerns   |
| 6  | My department (Math) is in desperate need of a vital, energetic, and sufficiently sized, full-time committed, faculty.  |
| 7  | The shared governance structure should be streamlined to reduce the number of committees and make the committee responsibilities and authority clearer.   |
| 8  | There is no tutoring for Accounting offered at the tutoring center. I have nowhere to refer my online students who could use some tutoring.   |
| 9  | Provide office space and student-faculty meeting space for adjunct faculty in the sciences.   |
| 10   | The library: more online databases are needed for instructors where they can find quality video clips that are closed-captioned for use in the classroom and online.  |
| 11   | Administration needs extensive work - disjointed from staff and their needs.  |
| 12   | Need a new President  |
| 13   | Website. It's just horrible--bad layout, too much inaccurate information and just not user-friendly at all.   |
| 14   | morale  |
| 15   | Assess current work responsibilities and deploy our "human resources" to emerging areas to increase productivity.   |
| 16   | replace the the current president, ineffective and disruptive, puppet of current board and chancellor...no concern for team or staff. too many good VPs and deans left rather than watch miramar torn apart, and their voices ignored.  |
| 17   | I don't really feel that the classified staff and administration put serving the students first. Since many of the instructors at Miramar are adjunct, serving the students means making the adjuncts' jobs easier, not harder. This would include things like restructuring the printing dept and other websites so that faculty can do more work online rather than having to walk through construction to get to their copies and mailbox. I accidentally missed the adjunct orientation last semester and felt I did not miss anything of importance. Miramar needs to draw on the talents and enthusiasm of adjuncts during flex week. |
| 18   | More funding.   |
| 19   | Some discussion of the structure of shared governance...a little cumbersome at this point. Then the Budget work on the campus needs to include more dialog internally.  |
| 20   | To focus on improvement using quality data and not being pushed around by a stronger college  |
| 21   | Need more space for our staffs and our students, need more facilities for our student.  |
| 22   | Funding, commuication, and facilities.  |
| 23   | Training for newly hired adjunct instructors who teach online.  |
| 24   | Excessive administrator turnover.   |

Miramar College – Employee Open-Ended Responses

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| 25 | Sidewalks at Miramar need to be improved. The entrance to the college is not easily wheelchair-accessible. If a student gets off the bus, the student has to walk against traffic in the exit roadway because there is no connecting sidewalk from Black Mtn Road to the College sidewalk. In addition, most students are not using the sidewalks, i.e. they walk through the Child Development Parking lot because the sidewalks are poorly laid out. Construction is getting too much in the way of things. Construction workers have taken up the staff lot, forcing employees to park across the campus. By 9am, staff spaces are hard to come by in LOT 1. If you are a regular employee, you get a less favorable treatment when it comes to parking, whereas if you are a parking enforcement staff, you get to park your personal vehicles right next to your building in a designated garage. There is also no motorcycle parking for staff. Smoking policies are not strictly enforced. If you walk along the walkway of the new Student Union Building around 6-6:30pm (before classes start), smokers are everywhere within 20 feet of the Science building entrances. Staffing plan & succession planning should be in place and communicated to all employees. With the hiring freeze, departments need to be reconfigured to better align area responsibilities and staff coverage. The district was quick in removing staff shift differentials and reducing student service hours, which impacted employee morale. Hiring practices are not strictly enforced. Membership in the hiring committee should consist of employees who work in the department/division or who will work closely with the new hire and is knowledgeable of the duties of the vacant position being filled, instead of membership based on a random selection of members by constituent groups. There is an excessive number of acting and interim assignments in administration, prior to a position getting filled. Appointments for "acting administrator" that do not go through the regular hiring process should be free from political influence or personal favoritism. |
| 26 | Shared governance is an illusion. We DESPERATELY need a new president. PLEASE SEND HELP!!   |
| 27 | I am satisfied with everything  |
| 28 | Limit the size of division under a dean. More equitable size among deans/division should be mandated. FTEF can be used for this purpose.  |
| 29 | Increased participation by faculty - meaning more faculty participate - in all aspects of campus programs and development.  |
| 30 | Establish a stronger student community with new buildings!  |
| 31 | the gov needs to increase revenue so the college can hire faculty and staff to meet the needs of the students   |
| 32 | more tenure track lines   |
| 33 | The horrible shared-use agreement with the City.  |
| 34 | As adjunct faculty if I say something in a meeting it is the stupidest thing ever said. If a contract faculty member says it five minutes later it is a water-shed idea and deserves hours of discussion.   |
| 35 | Student life needs to be improved.  |
| 36 | It seems that those working in support positions (administration) are often very unhappy. It has also been my experience the few times something has gone wrong, people have a tendency to blame the "system" or each other instead of taking care of the business at hand.   |
| 37 | Unfortunately, many programs have been cut due to the budget restrictions, but one of the issues that I find most frustrating is the lack of DSPS resources available. I have referred several students only to find out that they have been put on a waiting list and have not received any services. Their system of giving out keys and codes to faculty can also be improved. Sometimes, a room does not get coded until several weeks into the semester, thereby leaving the faculty to rely on the dean or the facilities team to open their room. Also, some additional explanation and training as to what benefits are available to adjuncts would be helpful. Someone to assist with questions about the retirement plan and what the union has to offer would be very helpful.   |

Miramar College – Employee Open-Ended Responses

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| 38 | Transparent budget process.  |
| 39 | Suggestions need to be taking more seriously   |
| 40 | leadership   |
| 41 | The president needs to be removed. She is totally incompetent. But, alas, that will never happen because the district is not committed to Miramar. The climate at the campus is among the worst I've seen it. The president does all the right public things to please the chancellor, but underneath it all, her minions are rewarded for their service and other programs are left in the dust. There is no equity at Miramar, only favoritism.  |
| 42 | The District and the State of California, but then they are not at this college are they? The College would be better off on its own, not in a multi-college district.   |
| 43 | get back more staff parking, know it is a problem because of all of the construction   |
| 44 | Managers and supervisors need to get trained in treating staff with dignity and respect.   |
| 45 | Facilities services--not enough staff available to address facility needs for janitorial, maintenance and groundskeeping. Older buildings on campus have not been provided with the proper furniture to address ergonomic needs, have inadequate and outdated ventilation systems, and are generally in a state of disrepair.  |
| 46 | Change the College President, what a disaster  |
| 47 | safety issue continually ignored for over 2 years, in A-200 building, need up-dated furniture asap, using 1980 desks with modern computers...not good for staff's health !!!!  |
| 48 | We need the state to stop the budget cuts and provide us more financial help so that we can replenish our staff and faculty positions that has been frozen.  |
| 49 | When staff takes computer classes in campuses, it would be a good idea if the teacher allows the staff to do on their project and help out if there is a need.   |
| 50 | Leadership. Staffing back to 2008 levels. Stop continually revising the Program Review template/model.   |
| 51 | Timely posting of minutes/agendas of committee meetings. Waiting till they are approved at the next meeting results in the information being overcome by events/ outdated.   |
| 52 | Complaining employees who are not willing to put the college first, instead of themselves.   |
| 53 | To consistently offer courses to enable students to meet their educational goals.  |
| 54 | Improvement of the morale of overworked faculty and staff, and a broader engagement in the future of the College   |
| 55 | a social environment among contract and adjunct employees  |
| 56 | The strict rules in Duplicating about walk-in/same day copying are ineffective. Instead of making copies for me quickly while I'm standing there, I have to make extra trips to pick them up, and the location of Duplicating is extremely inconvenient. Also, the staff makes me feel like I am a bad person for asking for copies when I am only doing my job well, and as a part-timer, only on campus infrequently. In addition, I would like to be able to teach in the new H building instead of being stuck in rooms S5-105 and I-124 every semester. At night when I'm trying to teach in S5-105, the cleaning crew is banging around making noise in adjacent rooms. Also, the document camera in S5-105 is blurry and out of focus. I believe students will perform better if they are able to study in the new classrooms. There are classrooms available in the H building on Mon/Wed nights, but I am not able to teach in them in spite of asking dept. chair repeatedly. The I- building is dirty. In I-123, the whiteboards don't get clean enough. The computers in I-124 are constantly having issues. |
| 57 | Honest: dialog, research, discussion and improvements in the taboo areas that administrators and shared governance avoid. There is a lot of kicking the can down the road or avoidance all together in areas where Miramar College offers poor service or produces inconsistent/incomplete results.  |

Miramar College – Employee Open-Ended Responses

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| 58 | Some campus deans consistently violate the shared governance process. The administration often uses "management by crisis" techniques to run the campus. Some staff and faculty are only here to collect a paycheck and have no interest in providing quality service to students.  |
| 59 | Move away from archaic paper processes like the need to sign the roster on a carbon copy form. I do not have to do this at other colleges. The on-line system should be enough. Have all processes available on-line versus paper like signing the TAO, getting a parking permit, etc. Do away with ALL Paper!!!!   |
| 60 | Allocating office space where adjuncts can meet with the students (this issue will be addressed for my department when the new Science building is completed)   |
| 61 | I would love to see a larger library with greater capacity for students and more scientific generals. I also look forward to the day when i can get more quickly from the HSS building to the admin building to more easily access such things as the mailroom/scantron room. Every minute counts for those of who are only part-time and can't get to campus every day due to outside obligations. I would also like to see increased lighting at night outside classroom buildings, so that students and teachers who attend/teach nighttime classes can feel greater safety when departing the building between 9:40pm to 10pm (or later for teachers who need to breakdown rooms and/or answer student questions. Finally, my dream is that we could have a class on Ethics (required of all incoming students) as it relates not only to honesty and plagiarism in the classroom, but also as it relates to ethics and responsibility in the workplace, in government and the world at large. (Perhaps such a class already exists and I haven't heard of it.) |
| 62 | More stable administration; less turnover of VP's especially. Easier access to Repro., which is a problem due to the construction and lack of parking near Repro. (Too hard to get to in a timely manner) More 3-5 minute parking is needed near the core of campus services (Admissions, bookstore, Repro., etc.)  |
| 63 | the importance of our role in providing unique programs in this district  |
| 64 | Drought resistance landscape - no green lawns.  |
| 65 | how can we expect slo's to be assessed when managers tell adjuncts they do not need to attend training sessions, norming discussions or professional development. AND then when adjuncts do not teach via the course outline of record and are told they do not have to - it makes it impossible to expect us to evaluate their effectiveness accurately  |
| 66 | Shared governance involving & including all constituents; adequate staffing.  |
| 67 | No comment.   |
| 68 | The college needs more permanent faculty.   |
| 69 | The president is a joke and needs to go. She is incompetent and does not display leadership. She is not president material and has done little to foster community in the campus. The campus climate is the worst I have ever seen it in over 20 years--and that is saying A LOT. But the chancellor supports her top down dictatorial style, so I guess we'll be stuck with her forever. 'Tis a pity, but then that is the Miramar legacy.   |
| 70 | Greater ease of access to rooms and equipment. Better organization. Clearer communication about due dates, class scheduling, who to go to for particular matters. more transparency about hiring andscheuling practices.  |
| 71 | More of a voice in curriculum and book selection by senior adjunct faculty.   |
| 72 | Respect for adjunct faculty by contract faculty and staff. It is terrible by almost every standard.   |
| 73 | Communication and morale at the campus level.   |

Miramar College – Employee Open-Ended Responses

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| 74 | Student Learning Outcomes are a Joke: They have no meaning but to check the box for accreditation. The District needs to work with the college to provide adequate faculty. The District needs to stop using up all the resources and put them into TEACHING!   |
| 75 | Need to hire more classified staff(replace staff that is frozen) and stop asking staff to do more with less(there is alot of stress in classified). Pay raises ( give Colas agian.)   |
| 76 | There should be separate restrooms for students and staff. It is unprofessional to share stalls next to students as students tend to discuss school-related issues at the most inappopriate time.   |
| 77 | Funding for copying. I spend too much of my salary on copies because we are constantly told to be careful with the department's limited funding for copying. It is not fair. We also need to improve the way we remove disruptive students from the classes. Removing them for only three days doesn't help matters. Disruptive students should be removed immediately. Send out less e-mail. Do not pressure contract faculty to work on the campus over the summer or the winter break when they are not under contract. Get towel paper in the bathroom in the H building. |
| 78 | No  |
| 79 | Place for adjuncts in a particular field to put there personal items and meet with other adjuncts. This allows for exchange of ideas and makes adjuncts feel more a part of the Miramar Community.  |
| 80 | The "apearence" that faculty do not participate in small activites outside the classrooms with classified staff.  |
| 81 | Need counselors and registration officials to stress the need for students to balance job schedules/hours with the number of units taken. Working full time and taking 3 or 4 classes almost guarantees failure.  |
| 82 | The claiming of this college as an elite college with its own set of rules of governing, except on paper.   |
| 83 | Nothing at this time as the facilities have just had a remodel that make it a pleasure to teach at this college. Students even seem to like to way the college has been improved and this has positively effected the students.   |
| 84 | I think the College is moving at the pace it should   |
| 85 | Better leadership   |
| 86 | Staffing.   |
| 87 | The old guard needs to let go of the past and focus on the future.  |
| 88 | Staffing Shortfalls   |
| 89 | While somewhat out of the college's hands, the budget problems are completely out of control and negatively effecting all aspects of working at Miramar.  |
| 90 | * Need more Staff Development Workshops for Classified Staff, e.g., Microsoft Office; Word, Excel, Access, & PowerPoint – all levels. * Need a better way to communicate the Campus Budget/Resource Development & Allocation process. It's well designed, but complicated – and most don't understand how it works. Perhaps a FLEX activity (Faculty and classified) would help.  |
| 91 | communication and more funding for staff development  |
| 92 | Department chairpersons need to be evaluated. There are several who undermine our adjuncts, deans and the college president. That is why we cannot keep good adjuncts and deans.  |
| 93 | less turnover in the administration ie: constant changes in the Deans, VP Of Instruction, etc.  |
| 94 | We need to assess administration at the president level.  |
| 95 | No  |

Miramar College – Employee Open-Ended Responses

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| 96  | More volunteer   |
| 97  | Department and inter-department collaboration.   |
| 98  | There are far too many committees and essentially the college is over functioning.   |
| 99  | Student support services needs staffing! Many of us and our staff are wearing multiple hats. We are asked to adjust our lives by working 4/10's in the summer then back to a regular work week during the year. We face upset students everyday trying to explain new procedures, shortened hours and an ever changing scheudle while doing the work of others, who's positions were never filled. |
| 100 | It would be nice to have a copy of my textbook in the library for students who can't afford to buy one   |
| 101 | Administrative turnover  |
| 102 | Diversity in the staffing  |
| 103 | There is no internet access in the classroom. If I want to show a video from a web source I use my own internet card to access. I pay \$40 a month for the internet card. I wish there was internet access for the staff at NTC  |
| 104 | We need smart classrooms!  |
| 105 | More classes   |
| 106 | Clearer day-to-day information for adjuncts (a lot of little things like how to order book desk copies are left for us to just 'figure out') and better student/teacher meeting facilities for adjuncts.   |
| 107 | More Full Time Contract Staff.   |
| 108 | Need for intergration of classroom/non-classroom adjunct faculty into the campus community and support and encouragement of their participation on campus. Need for opportunities for professional development for adjuncts.   |
| 109 | The college president is particularly weak, and the dean of ***** is a poor leader who needs to be replaced.   |
| 110 | Less turn around of administration.  |
| 111 | WE need more full time math teachers here!   |
| 112 | Reviewing the budget cuts so we keep students. Students generate the business. We are here for them and because of them  |