



**San Diego Mesa College**

**Accreditation Survey Report**

**Spring 2003**

Office of Institutional Research and Planning  
May 2003



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## **SUMMARY**

In support of the College's self-study for accreditation, the Office of Institutional Research and Planning worked with the District Accreditation Committee to develop and implement faculty and staff surveys in spring 2003. Questions were formed based on new accreditation standards. Surveys were distributed to all faculty and staff at Mesa College through the campus mail at the beginning of the spring 2003 semester. A total of 299 surveys were returned with an overall response rate of 30%.

### **Characteristics Of The Respondents**

- The faculty respondents were comprised of 106 contract faculty and 70 adjunct faculty.
- About 51% of the faculty respondents were females and 35% were males (7% missing).
- Staff respondents constituted 74% females and 17% males (9% missing).

### **Gap Analysis Of Teaching And Learning Resources**

- DSPS, library resources, and Independent Learning Center received high importance and high satisfaction ratings from contract faculty, adjunct faculty, and staff. Additionally, Transfer Center, EOPS, Admissions, and quality of instruction received high importance and high satisfaction ratings from the faculty.
- Parking received high importance but low satisfaction ratings from faculty and staff. Faculty also expressed low satisfaction with departmental teaching resources, working space/office space, and financial resources.

### **Results By Accreditation Standards**

#### Standard One-Institutional Mission And Effectiveness

- A majority of the faculty and staff reported that they were familiar with the college mission statement.
- Over three-quarters of the faculty and staff stated that improving institutional effectiveness is valued throughout the college.
- More than 80% of the faculty and staff indicated that student learning outcomes are considered in program review and institutional planning.

#### Standard Two-Student Learning Programs And Services

- Over 90% of the faculty (both contract and adjunct) were generally pleased with the quality of instruction at the College.

- Most of the faculty and staff perceived that the College identifies and seeks to meet the varied education needs of its students through diverse programs.
- In comparison with staff and adjunct faculty, a lower percent of the contract faculty reported that the College uses qualitative and quantitative data to identify and assess student learning outcomes.
- About 90% of the faculty reported that they had integrated critical thinking skills into their teaching. In addition, more than 90% of the faculty indicated that the College supports academic freedom.
- Over 80% of faculty and staff believed that the campus environment is conducive to personal, aesthetic, and intellectual development of the student population.
- A majority of the faculty and staff believed that the College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.
- Faculty and staff viewed Student Services at the College as having insufficient resources to meet student needs.
- Almost all of the faculty and staff indicated that the College provides ongoing training for users of library and other learning support services to develop information competency.
- Faculty and staff reported high satisfaction with the adequacy of the library collection.

### Standard Three-Resources

- A majority of the faculty and staff felt that they are treated with respect at the College.
- Over 90% of the contract faculty reported that their performance evaluations have been conducted according to the contract/handbook guidelines, as compared to 79% of the adjunct faculty and 83% of the staff.
- In comparison with staff and adjunct faculty, contract faculty were less likely to support the idea that effectiveness in producing student learning outcomes should be considered in the performance evaluation.
- More than 60% of the faculty and staff indicated that the College systematically maintains and upgrades its physical resources to support its programs and services.
- Over 85% of the faculty and staff felt that the campus grounds are pleasing and adequately maintained.
- Most of the faculty and staff reported that the exterior features of the campus buildings are well maintained.
- About 40% of the contract faculty, 62% of the adjunct faculty, and 61% of the staff stated that the interior of the classrooms, offices, and restrooms are well maintained.

- Over 80% of the faculty and staff reported that technology planning is integrated with institutional planning.
- A majority of the faculty and staff indicated that the College provides training in the effective application of information technology to faculty and staff.
- More than three-quarters of the faculty and staff felt that the College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.
- More than 75% of the faculty and staff indicated that budget information is accessible throughout the College.
- Adjunct faculty were less likely to indicate that the college budget reflects college priorities and planning goals, as compared to contract faculty and staff.
- About 45% of the contract faculty, 56% of the adjunct faculty, and 52% of the staff believed that the district resource allocation process is appropriate to support college programs and services.

#### Standard Four-Leadership And Governance

- In comparison with staff, faculty were more likely to feel that they have a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.
- About 46% of the contract faculty, 42% of the adjunct faculty, and 44% of the staff indicated that the role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.
- More than 70% of the faculty and staff felt that the governing board establishes policies to assure the financial stability of the institution.
- About 60% of the faculty and 68% of the staff agreed that the governing board's decision-making reflects the public interest.
- More than 90% of the faculty and staff indicated that the college president provides effective leadership in planning and assessing institutional effectiveness. Additionally, more than 90% of the faculty and staff reported that the college president works and communicates effectively with communities served by the College.
- When compared to staff and adjunct faculty, contract faculty were less likely to believe that the District Office provides effective services that support the College in its mission and function.

## BACKGROUND

An accreditation survey for faculty and staff was developed by the Office of Institutional Research and Planning in consultation with the accreditation co-chairs at the colleges. The survey was developed to inform the College's self-study for accreditation.

## METHODOLOGY

### SURVEY INSTRUMENTS

Development of the survey instruments was based on the new accreditation standards adopted in June, 2002. The new standards require the institution to identify student learning outcomes (SLO's) and measure their achievement as part of self-evaluation. Therefore, questions addressing SLO's were included in the survey (for more information about SLO's, see resources listed in the Accreditation Section of the Research and Planning website: <http://www.sdccd.net/research/>). Additionally, surveys included some questions from the district's 1996 faculty and staff surveys conducted for the college self-study. The final survey instruments include the following three parts (see Appendix G for actual surveys):

***Part I-Teaching and learning resources:*** Twenty-four teaching and learning resources were listed in this section. Respondents were asked to rate the level of importance and their satisfaction with these resources.

***Part II-Questions addressing accreditation standards:*** Questions (*Faculty/Administrator Survey, 77 questions; Staff Survey, 68 questions*) were constructed to address each accreditation standard and sub-standard. Most of the questions were four-point Likert-type questions and respondents were asked to rate the level of agreement with each question (4-strongly agree, 3-agree, 2-disagree, 1-strongly disagree, 0-N/A).

***Part III-Background questions:*** Several questions (*Faculty/Administrator Survey, 9 questions; Staff Survey, 8 questions*) related to basic demographic and employment information were also included in the surveys.

### SURVEY DISTRIBUTION

Surveys were distributed to all faculty and staff (contract, 289; adjunct, 490; staff, 207) at Mesa during the Managers and Supervisors' Meeting, the President's Forum, and through the campus mail in January 2003. Additional surveys were sent to non-respondents at the end of February. See Table 1 for the response rate by survey groups:

Table 1: Mesa College Survey Response Rates

<b>Mesa</b>	# distributed	# responded	response rate
Contract faculty	289	106	36.7%
Adjunct faculty	490	70	14.3%
Unknown status		24	
Total faculty	779	200	25.7%
Staff	207	99	47.8%
College Total	986	299	30.3%

Administrators completed the faculty survey. Eighteen respondents identified themselves as administrators. Some administrators reported dual roles as administrator and faculty (contract or adjunct); therefore, their responses were included with the total faculty responses (including 18 administrators) as well as contract faculty (including 7 administrators) and adjunct faculty (including 1 administrator) responses.

## DATA ANALYSIS

Survey results were analyzed using descriptive statistics. It should be noted that when calculating the percentage of the responses to each question, “N/A” (not applicable, one of the 5 responses to survey questions) was taken out of the computation. The following analyses and comparisons were used to summarize the results:

### Gap Analyses Of Teaching And Learning Resources

A discrepancy indicator (gap) was computed by subtracting the level of importance (including “very important” and “important”) from the level of satisfaction (including “very satisfied” and “satisfied”) for the 24 teaching and learning resources listed in the survey. Gaps equal to zero indicated no discrepancy between perceived levels of satisfaction and importance, while gaps greater than zero (negative or positive direction) indicated a discrepancy. Large negative gaps reflect areas that were rated low in satisfaction, but high in importance.

When analyzing the survey results, *high importance and high satisfaction* areas are defined as areas which received 90% or higher importance ratings (including “very important” and “important”) and 90% or higher satisfaction ratings (including “very satisfied” and “satisfied”). In contrast, *high importance but low satisfaction* areas refer to areas which received 90% or higher importance ratings but 60% or lower satisfaction ratings.

### Analyses of Questions by Standard

Percent of respondents who agreed (including “strongly agree” and “agree”) was calculated for each question. Results were summarized by accreditation standard and sub-standard.

## **Background Questions**

Responses to the background questions were summarized by calculating the frequencies and percentages.

## **LIMITATION**

Due to low response rate, caution should be exercised in generalizing the survey results.



## SURVEY RESULTS

### CHARACTERISTICS OF THE RESPONDENTS

A total of 200 faculty and 99 staff responded to the survey. The faculty respondents included 106 contract faculty and 70 adjunct faculty. Eight (8) administrators identified themselves as having dual roles; therefore, their responses were also included in contract faculty (n=7) and adjunct faculty (n=1) responses. Following is a summary of the major characteristics of the respondents:

#### Faculty

- 53% contract, 35% adjunct (12% unknown)
- 62% classroom faculty, 7% non-classroom faculty (31% unknown)
- 51% females, 42% males (7% unknown)
- Largest ethnic group is white (45%)

#### Staff

- 14% supervisor/professional staff, 18% office/technical staff, and 68% other categories.
- Two largest departments: 30% from student support services areas, 20% from instructional support services
- 74% females, 17% males (9% unknown)
- Largest ethnic group is white (30%)

## **GAP ANALYSES OF THE TEACHING AND LEARNING RESOURCES**

### **Areas with High Importance and High Satisfaction**

(over 90% rated important and over 90% were satisfied)

*Contract faculty*—Transfer Center, DSPS, Admissions, EOPS, Financial Aid Services, Health Services, library resources, Independent Learning Center, and quality of instruction.

*Adjunct faculty*— Transfer Center, DSPS, Admissions, EOPS, library resources, Independent Learning Center, computer lab, and quality of instruction.

*Staff*—Tutoring services, DSPS, Financial Aid Services, library resources, Independent Learning Center, computer lab, and AV media resources.

### **Areas with High Importance but Low Satisfaction**

(over 90% rated important but less than 60% were satisfied)

*Contract faculty*—Cafeteria/Snack Bar, parking, departmental teaching resources, adequacy of classrooms, assigned working space/office space, financial resources, physical facilities, and staffing resources.

*Adjunct faculty*—Parking, departmental teaching resources, availability of classes, adequacy of classrooms, assigned working space/office space, and financial resources.

*Staff*—Parking and staffing resources.

## MESA COLLEGE ACCREDITATION SURVEYS 2003 - Gap Analyses

	All Faculty/Administrators (n=200)			Contract Faculty (n=106)			Adjunct Faculty (n=70)			Staff (n=99)		
	% important	% satisfied	GAP	% important	% satisfied	GAP	% important	% satisfied	GAP	% important	% satisfied	GAP
<b>Counseling</b>	96.8%	74.3%	-22.5%	99.0%	73.5%	-25.5%	92.2%	73.3%	-18.9%	95.2%	82.0%	-13.2%
<b>Tutoring Services</b>	95.2%	77.1%	-18.1%	96.0%	75.3%	-20.7%	93.9%	73.4%	-20.5%	97.3%	91.4%	-5.9%
<b>Transfer Center</b>	95.8%	90.0%	-5.8%	95.8%	89.6%	-6.2%	94.2%	88.9%	-5.3%	86.8%	81.8%	-5.0%
<b>DSPS</b>	98.3%	94.5%	-3.8%	98.1%	92.1%	-6.0%	98.2%	97.6%	-0.6%	96.1%	93.1%	-3.0%
<b>Admissions</b>	99.5%	94.3%	-5.2%	100.0%	98.0%	-2.0%	98.5%	90.9%	-7.6%	98.8%	82.2%	-16.6%
<b>EOPS</b>	93.6%	94.6%	1.0%	93.5%	91.4%	-2.1%	91.3%	100.1%	8.8%	82.4%	85.0%	2.6%
<b>Financial Aid Services</b>	97.1%	87.6%	-9.5%	98.0%	89.5%	-8.5%	96.3%	79.4%	-16.9%	92.3%	93.7%	1.4%
<b>Health Services</b>	94.1%	94.2%	0.1%	97.1%	94.7%	-2.4%	89.0%	90.5%	1.5%	89.4%	94.4%	5.0%
<b>Cafeteria/Snack Bar</b>	93.7%	56.9%	-36.8%	98.1%	48.5%	-49.6%	87.8%	67.3%	-20.5%	89.0%	77.5%	-11.5%
<b>Library Resources</b>	99.4%	94.7%	-4.7%	99.1%	93.2%	-5.9%	100.0%	95.5%	-4.5%	97.7%	96.3%	-1.4%
<b>Independent Learning Center</b>	94.2%	93.6%	-0.6%	93.6%	91.3%	-2.3%	93.0%	95.9%	2.9%	95.9%	94.2%	-1.7%
<b>Parking</b>	98.5%	31.2%	-67.3%	100.0%	18.8%	-81.2%	95.6%	49.2%	-46.4%	95.7%	25.3%	-70.4%
<b>Computer Lab</b>	99.0%	91.2%	-7.8%	100.0%	89.2%	-10.8%	96.9%	94.8%	-2.1%	94.9%	94.3%	-0.6%
<b>Departmental Teaching Resources</b>	96.1%	56.5%	-39.6%	95.7%	56.1%	-39.6%	96.9%	59.4%	-37.5%	92.3%	84.7%	-7.6%
<b>Quality of Instruction</b>	99.5%	95.0%	-4.5%	100.0%	96.0%	-4.0%	98.6%	95.1%	-3.5%	97.3%	87.5%	-9.8%
<b>Availability of Classes</b>	98.5%	64.2%	-34.3%	99.1%	71.3%	-27.8%	98.5%	50.0%	-48.5%	97.6%	70.7%	-26.9%
<b>Adequacy of Classrooms</b>	100.0%	40.2%	-59.8%	100.0%	36.9%	-63.1%	100.0%	46.2%	-53.8%	96.2%	74.3%	-21.9%
<b>Assigned Working Space/Office Space</b>	96.8%	51.6%	-45.2%	98.1%	57.6%	-40.5%	93.7%	37.1%	-56.6%	94.5%	66.3%	-28.2%
<b>Technology Resources</b>	98.9%	75.6%	-23.3%	100.0%	75.4%	-24.6%	96.7%	78.5%	-18.2%	97.6%	83.5%	-14.1%
<b>Financial Resources</b>	97.6%	43.6%	-54.0%	98.0%	45.5%	-52.5%	97.9%	41.1%	-56.8%	94.9%	66.2%	-28.7%
<b>Physical Facilities</b>	99.4%	50.5%	-48.9%	100.0%	43.5%	-56.5%	98.4%	63.8%	-34.6%	94.0%	67.9%	-26.1%
<b>Staffing Resources</b>	98.3%	59.5%	-38.8%	99.0%	50.5%	-48.5%	98.2%	77.3%	-20.9%	95.3%	52.9%	-42.4%
<b>Student Life/Activities</b>	89.7%	81.0%	-8.7%	90.9%	77.9%	-13.0%	87.6%	86.7%	-0.9%	80.0%	84.3%	4.3%
<b>AV Media Resources</b>	97.8%	86.4%	-11.4%	98.0%	87.9%	-10.1%	98.4%	82.5%	-15.9%	91.6%	92.6%	1.0%
<b>Average</b>	<b>97.0%</b>	<b>74.1%</b>	<b>-22.9%</b>	<b>97.8%</b>	<b>72.7%</b>	<b>-25.1%</b>	<b>95.5%</b>	<b>75.6%</b>	<b>-19.9%</b>	<b>93.5%</b>	<b>80.1%</b>	<b>-13.4%</b>

Note 1: % important includes "very important" and "important"; % satisfaction includes "very satisfied" and "satisfied".

Note 2: GAP = % satisfied - % important.

Note 3: "Not applicable" is taken out of the calculation.

Note 4: Eighteen administrators are included in all faculty/administrator responses.

## **ANALYSES BY ACCREDITATION STANDARD**

### **Standard One: Institutional Mission And Effectiveness**

#### **A. Mission**

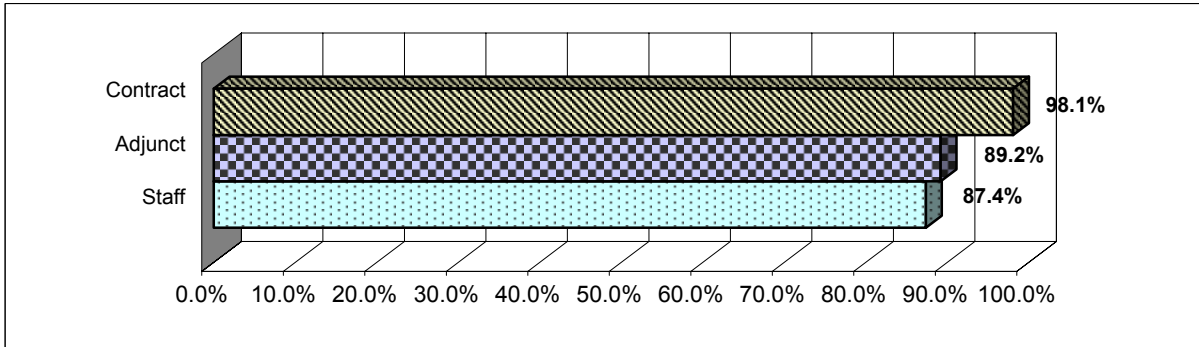
- Most of the faculty and staff reported that they were familiar with the mission statement of the College (contract, 98%; adjunct, 89%; staff, 87%).
- More than 86% of the faculty and staff indicated that the college programs, services, and planning are consistent with the mission (contract, 86%; adjunct, 88%; staff, 95%).
- Almost all of the faculty and staff perceived that the mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning (contract, 99%; adjunct, 97%; staff, 96%).

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

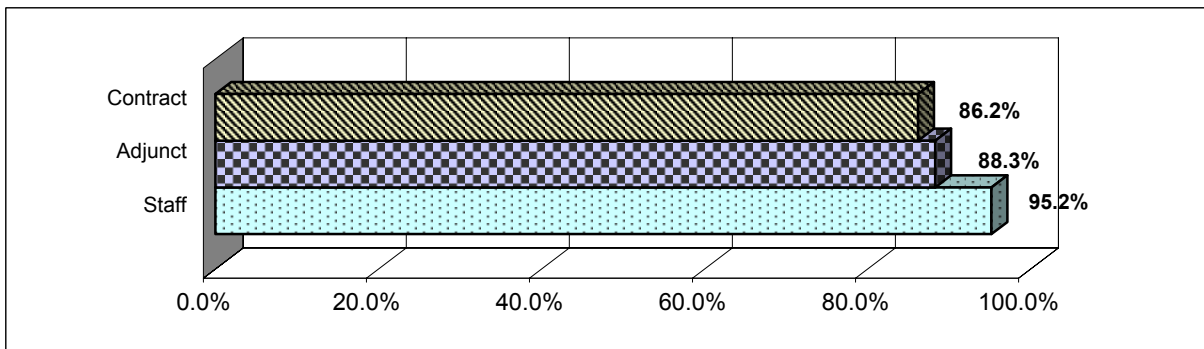
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard I: INSTITUTIONAL MISSION AND EFFECTIVENESS  
A. Mission**

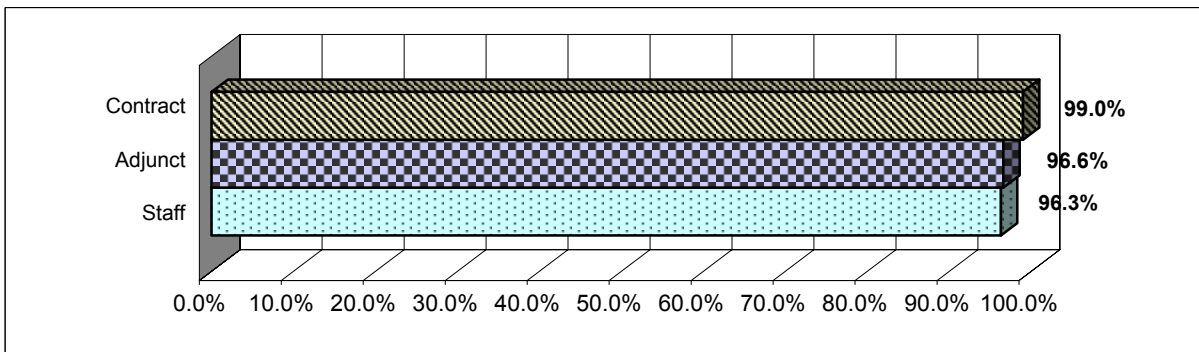
**1. I am familiar with the mission statement of the College.**



**2. The college programs, services, and planning are consistent with the mission of the College.**



**3. The mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning.**



*Note: Percent Agreed includes "strongly agree" and "agree".*

## **Standard One: Institutional Mission And Effectiveness (continued)**

### **B. Improving Institutional Effectiveness**

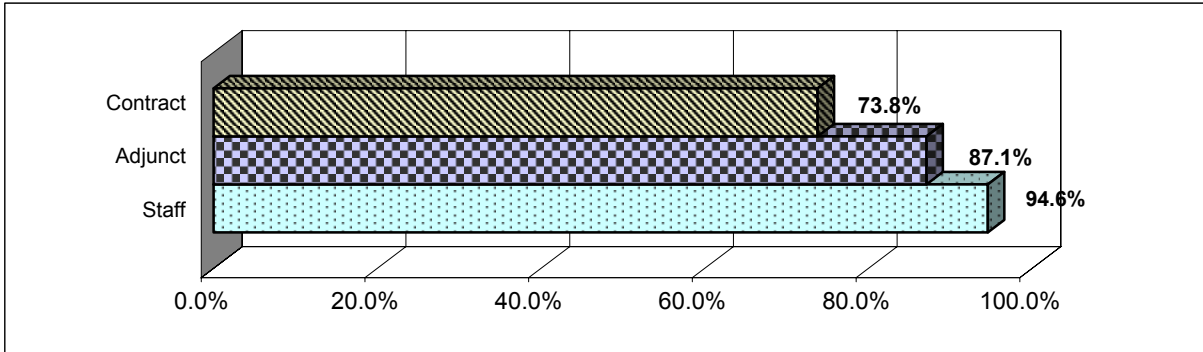
- Over three-quarters of the faculty and staff reported that improving institutional effectiveness is valued throughout the College (contract, 74%; adjunct, 87%; staff, 95%).
- More than 80% of the faculty and staff agreed that review of the programs and services is integrated into the college planning process (contract, 86%; adjunct, 83%; staff, 90%).
- Most of the faculty and staff indicated that student learning outcomes are considered in program review and institutional planning (contract, 81%; adjunct, 88%; staff, 95%).

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

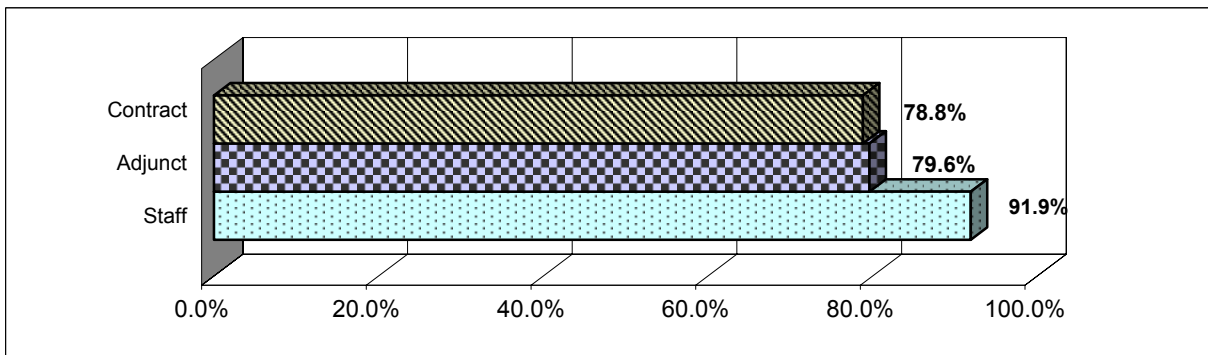
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard I: INSTITUTIONAL MISSION AND EFFECTIVENESS  
B. Improving Institutional Effectiveness**

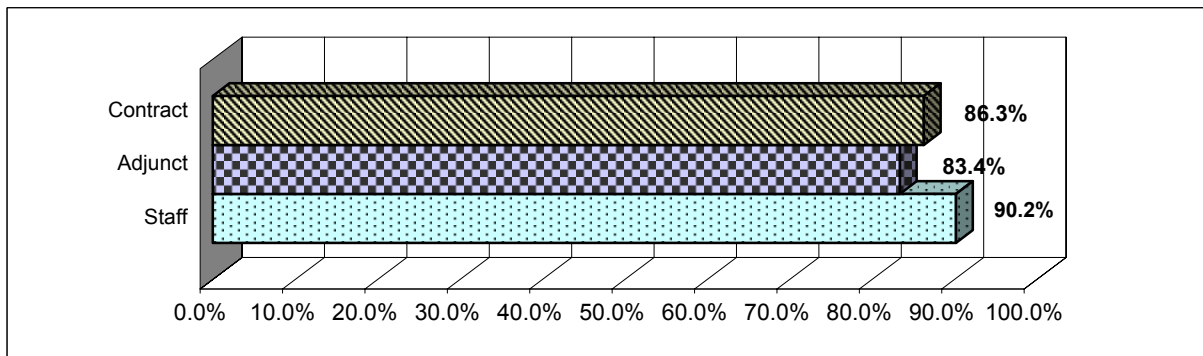
**4. Improving institutional effectiveness is valued throughout the College.**



**5. The College facilitates an ongoing dialogue about improving student learning and institutional processes.**



**6. Review of programs and services is integrated into the college planning process.**



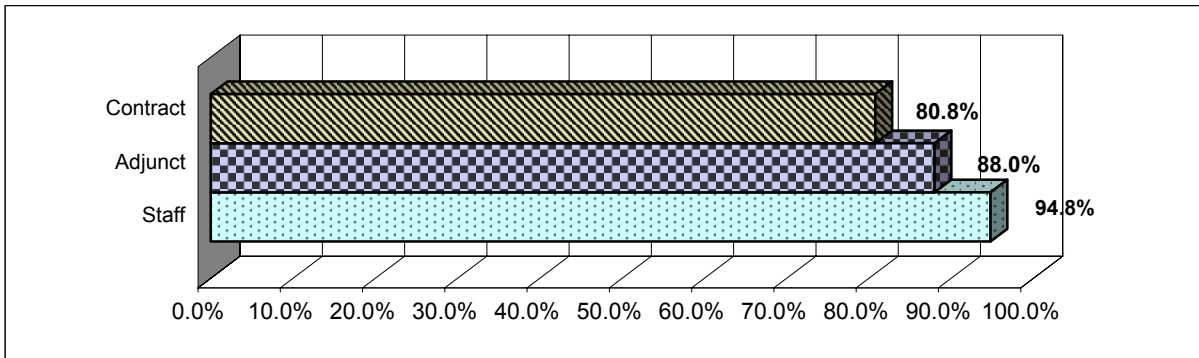
*Note: Percent Agreed includes "strongly agree" and "agree".*

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

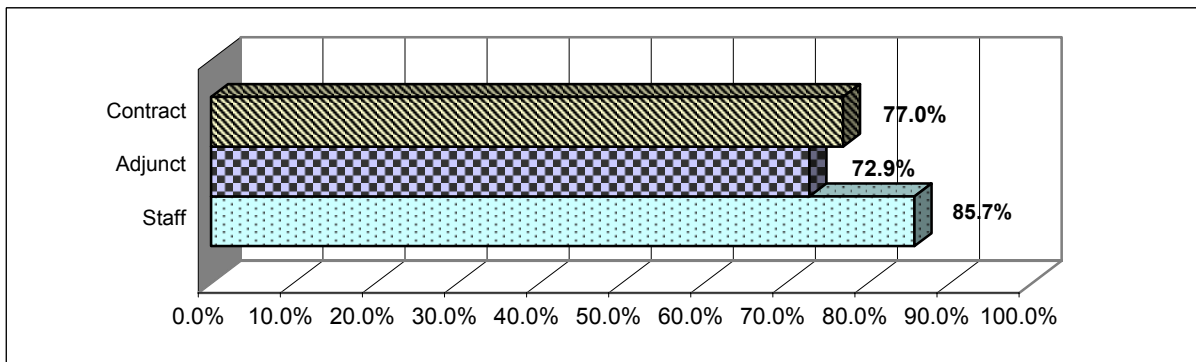
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard I: INSTITUTIONAL MISSION AND EFFECTIVENESS  
B. Improving Institutional Effectiveness (continued)**

**7. Student learning outcomes are considered in program review and institutional planning.**



**8. The College's planning process is broad-based, offering opportunities for input by appropriate constituencies.**



*Note: Percent Agreed includes "strongly agree" and "agree".*



## Standard Two: Student Learning Programs And Services

### A. Instructional Programs

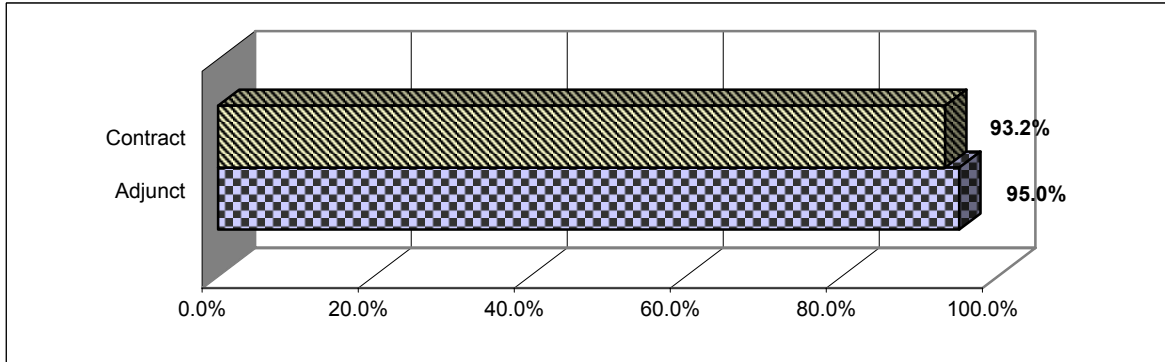
- More than 90% of the faculty (contract, 93%; adjunct, 95%) were pleased with the quality of instruction at the College.
- Most of the faculty and staff agreed that the College identifies and seeks to meet the varied education needs of its students through diverse programs (contract, 89%; adjunct, 95%; staff, 94%).
- About 82% of the contract faculty, 72% of the adjunct faculty, and 69% of the staff indicated that the College provides alternate class scheduling to meet student needs.
- In comparison with staff and adjunct faculty, a lower percent of the contract faculty reported that the College uses qualitative and quantitative data to identify and assess student learning outcomes (contract, 79%; adjunct, 91%; staff, 91%).
- About 90% of the faculty reported that they had greatly integrated critical thinking skills into their courses (contract, 92%; adjunct, 89%).
- More than 50% of the contract faculty indicated that they had integrated quantitative reasoning skills and appreciation of cultural diversity into their teaching.
- Over 80% of the faculty and staff agreed that the official publications are precise, accurate, and current (contract, 84%; adjunct, 94%; staff, 81%).
- A majority of the faculty (contract, 90%; adjunct; 97%) indicated that the College supports academic freedom.

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

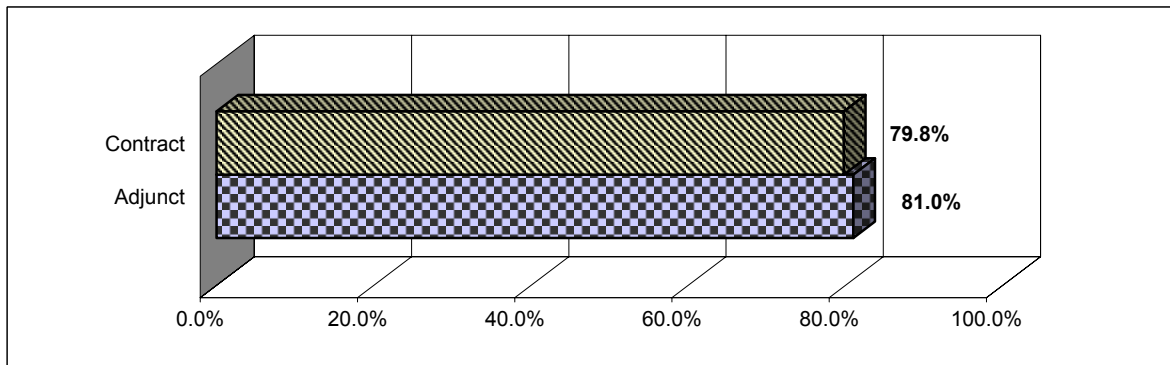
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard II: STUDENT LEARNING PROGRAMS AND SERVICES  
A. Instructional Programs**

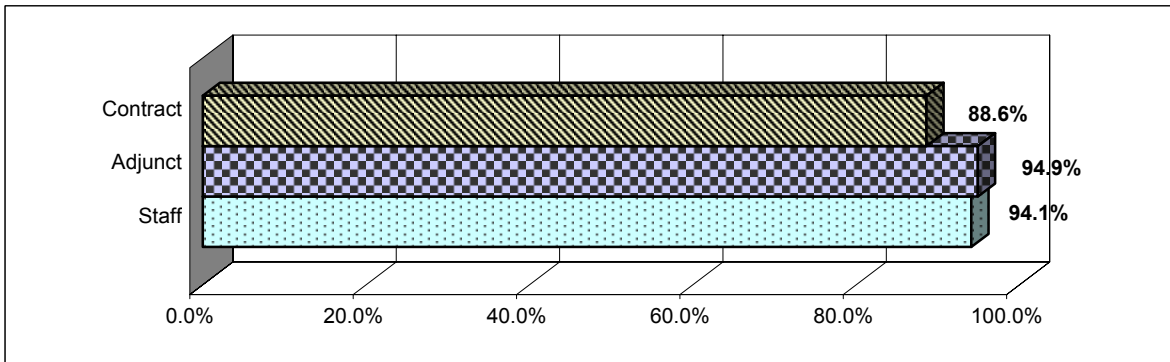
**9. I am pleased with the quality of teaching and instruction here.**



**10. The College recognizes the central role of its faculty in assuring quality of instruction.**



**11. The College identifies and seeks to meet the varied educational needs of its students through diverse programs. (staff Q9)**



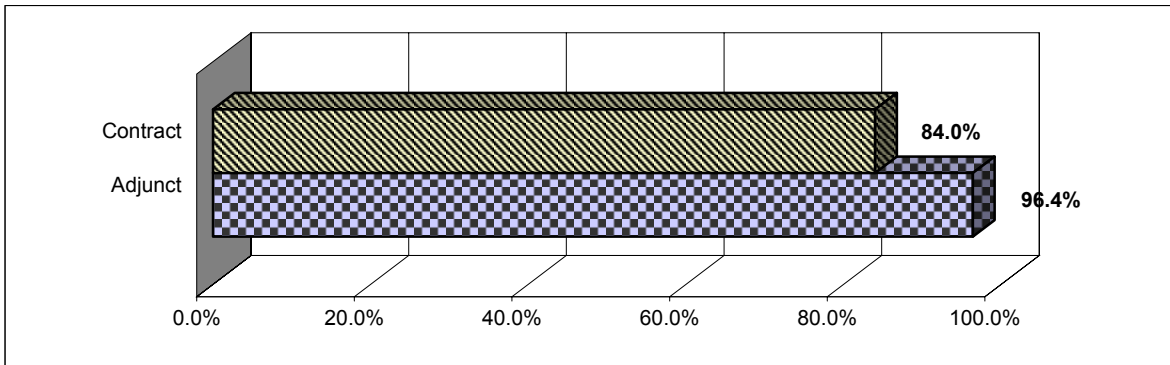
*Note: Percent Agreed includes "strongly agree" and "agree".*

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

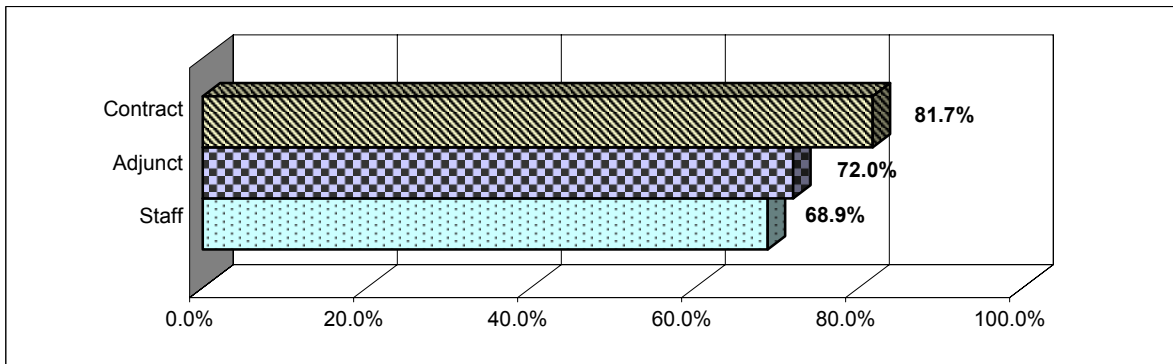
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard II: STUDENT LEARNING PROGRAMS AND SERVICES  
A. Instructional Programs (continued)**

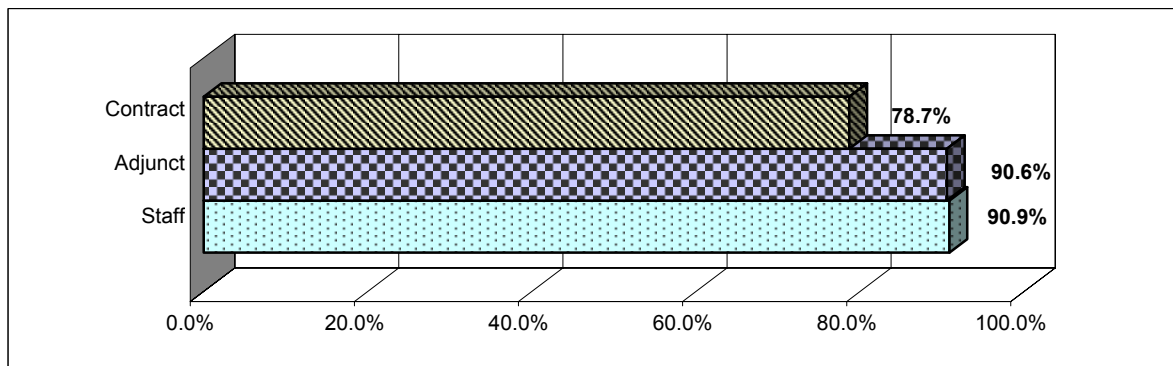
**12. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.**



**13. The College provides alternate class scheduling to meet student needs. (staff Q11)**



**14. The College uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes. (staff Q10)**



Note: Percent Agreed includes "strongly agree" and "agree".

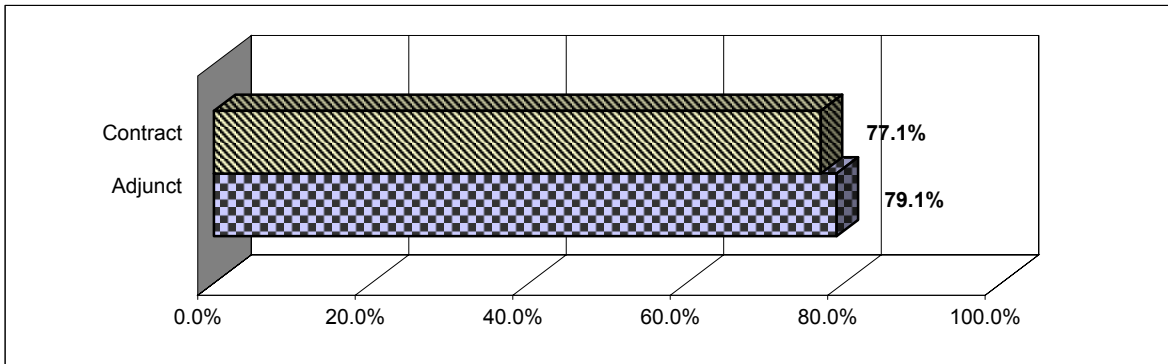
**MESA COLLEGE ACCREDITATION SURVEYS 2003**  
**PERCENT OF RESPONDENTS WHO REPORTED "to a great extent"**

Contract n=106  
 Adjunct n=70  
 Staff n=99

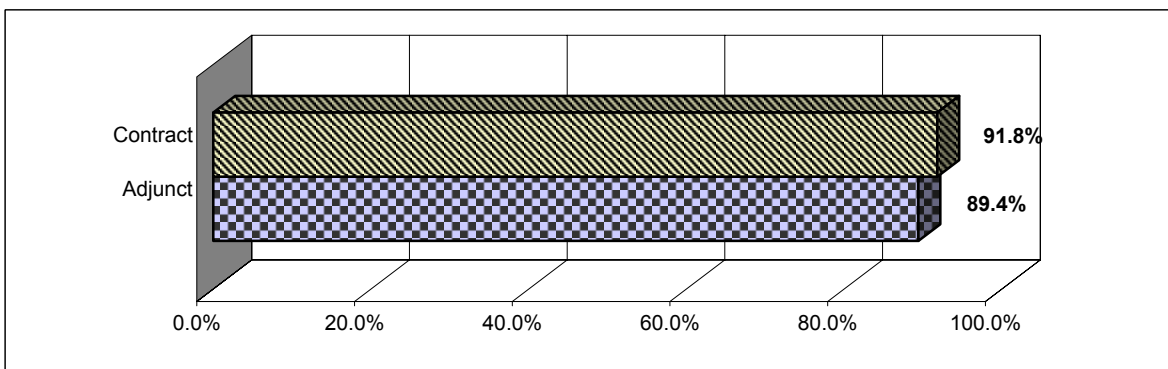
**Standard II: STUDENT LEARNING PROGRAMS AND SERVICES**  
**A. Instructional Programs (continued)**

15. In the courses that you teach, to what extent do you integrate the following student learning competencies:

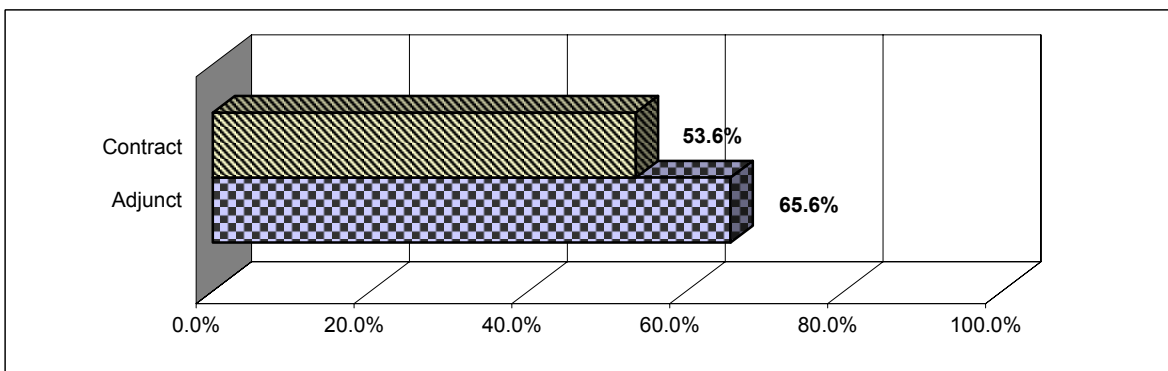
**Written and Oral Communication--percent of "to a great extent"**



**Critical Thinking--percent of "to a great extent"**



**Quantitative Reasoning Skills--percent of "to a great extent"**



Note: Percent Agreed includes "strongly agree" and "agree".

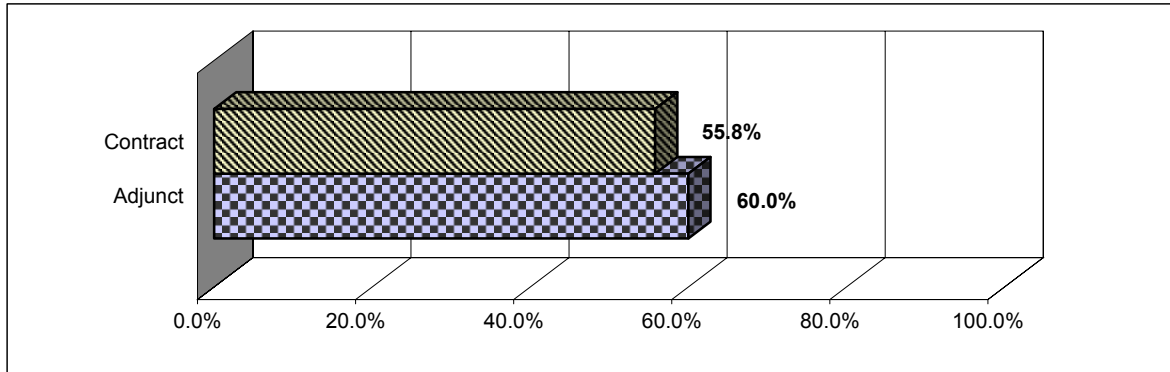
**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

Contract n=106  
Adjunct n=70  
Staff n=99

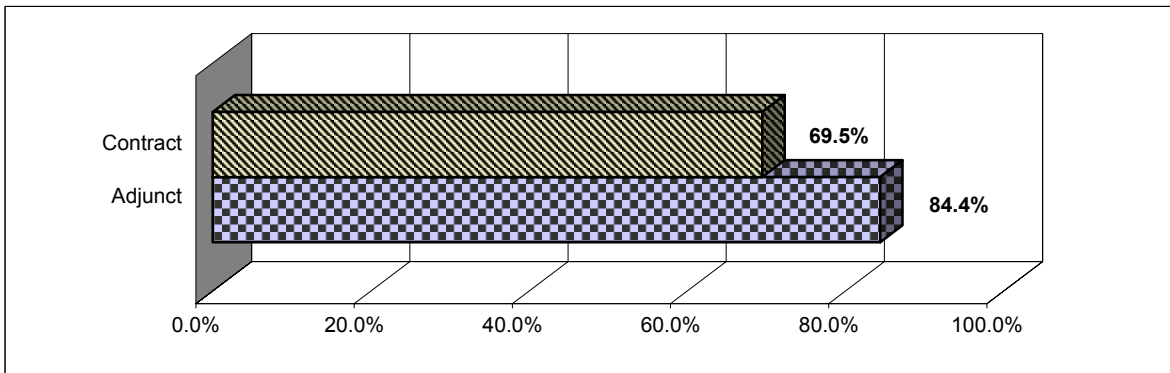
**Standard II: STUDENT LEARNING PROGRAMS AND SERVICES  
A. Instructional Programs (continued)**

**15. In the courses that you teach, to what extent do you integrate the following student learning competencies: (continued)**

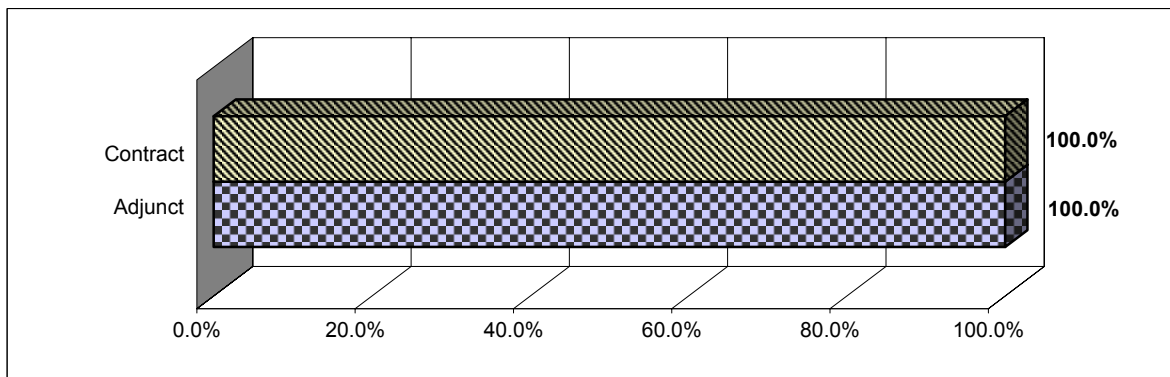
**Appreciation of Cultural Diversity-- percent of "to a great extent"**



**Information Competency--percent of "to a great extent"**



**16. In the classes you teach, students are provided with a syllabus that specifies learning objectives consistent with the approved course outlines.**



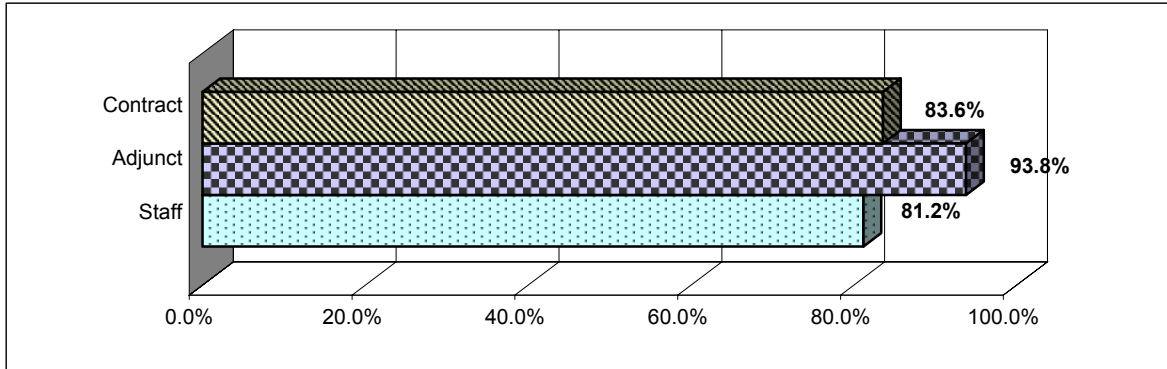
*Note: Percent Agreed includes "strongly agree" and "agree".*

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

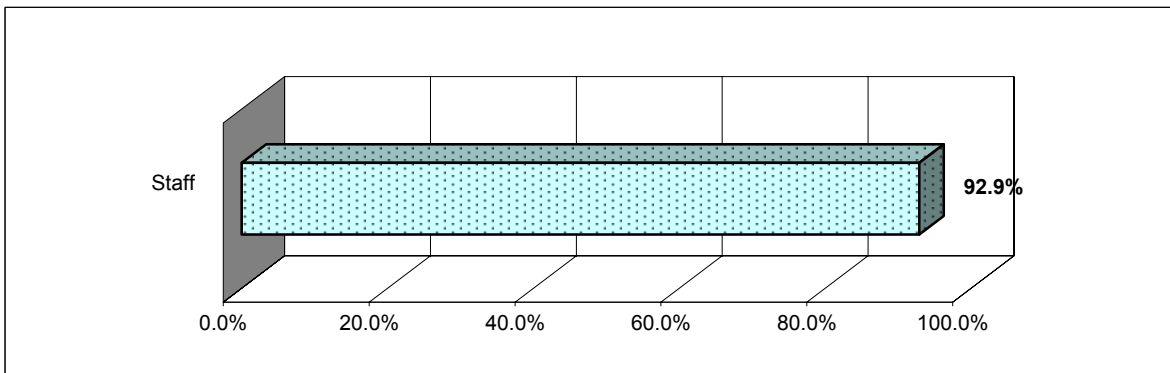
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard II: STUDENT LEARNING PROGRAMS AND SERVICES  
A. Instructional Programs (continued)**

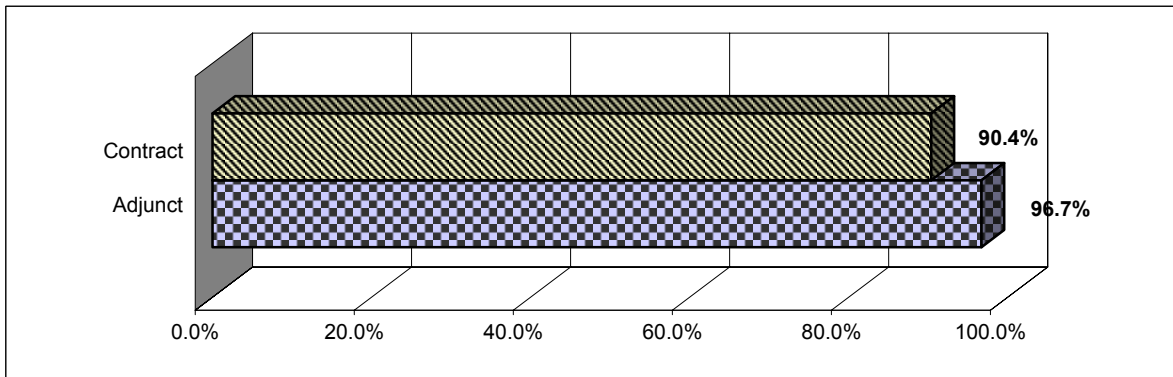
**17. Official college publications such as the catalog and class schedule are precise, accurate, and current. (staff Q12)**



**Information contained in the student handbook or orientation materials is helpful to students. (staff Q13)**



**18. The College supports academic freedom.**



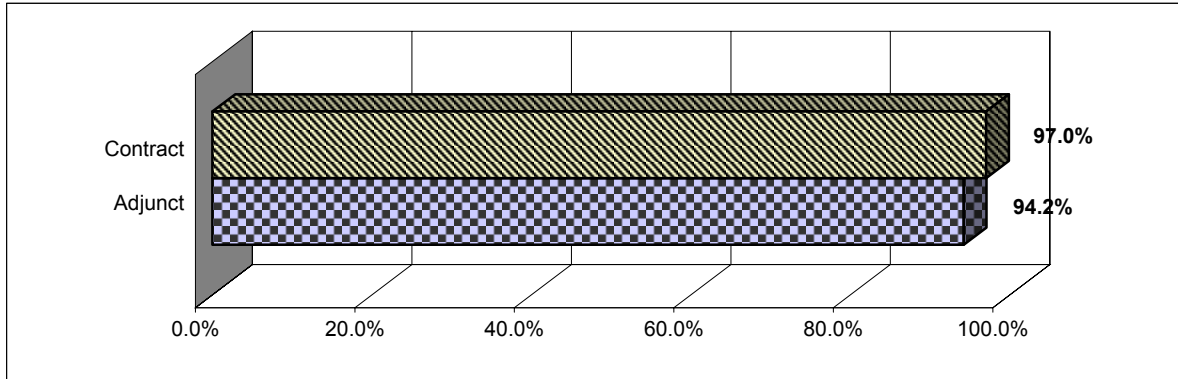
*Note: Percent Agreed includes "strongly agree" and "agree".*

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

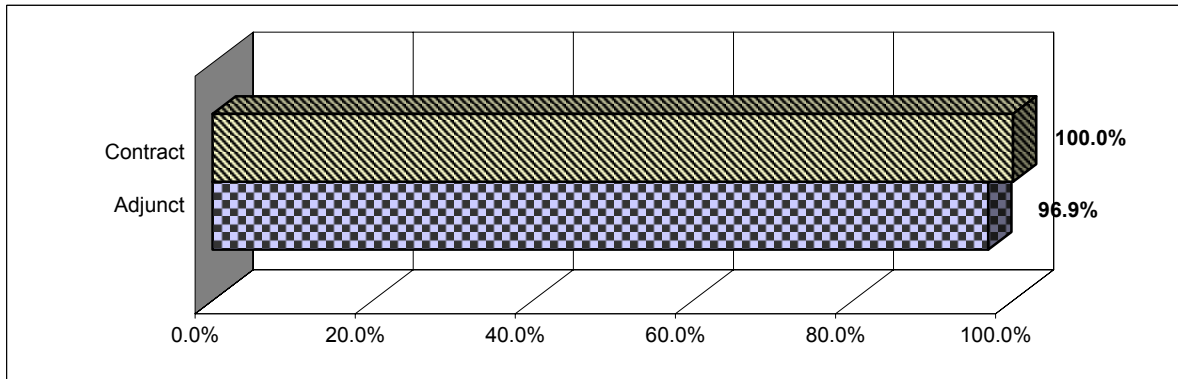
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard II: STUDENT LEARNING PROGRAMS AND SERVICES  
A. Instructional Programs (continued)**

**19. Faculty are fair and objective in their presentation of course material.**



**20. I am familiar with college policies on plagiarism and academic honesty.**



*Note: Percent Agreed includes "strongly agree" and "agree".*

## **Standard Two: Student Learning Programs And Services (continued)**

### **B. Student Support Services**

- More than 80% of faculty and staff believed that the campus environment is conducive to personal, aesthetic, and intellectual development of the student population (contract, 88%; adjunct, 90%; staff, 82%).
- Over 90% of the faculty and staff reported that the College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity (contract, 93%; adjunct, 95%; staff, 94%).
- About 76% of the adjunct faculty and 86% of the staff felt that student support services are adequate to meet student needs as compared to 60% of the contract faculty.
- About 53% of the adjunct faculty and 56% of the staff agreed that Student Services at the College has sufficient staff and resources compared to 32% of the contract faculty.
- About 39% of contract faculty, 59% of the adjunct faculty, and 58% of the staff reported that Student Services at the College has adequate facilities to meet student needs.

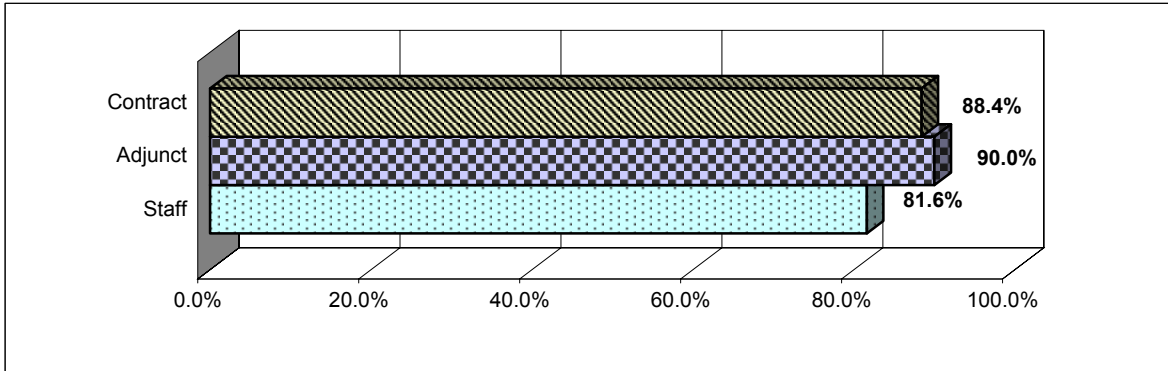


**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

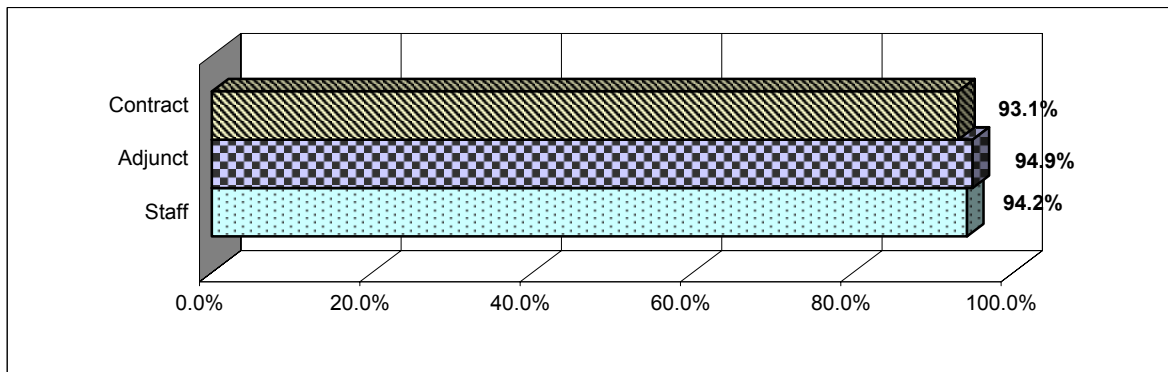
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard II: STUDENT LEARNING PROGRAMS AND SERVICES  
B. Student Support Services**

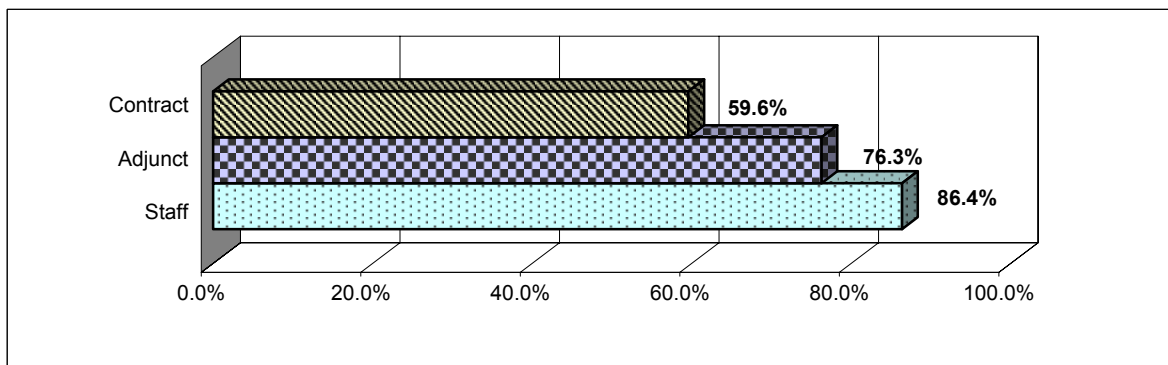
**21. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population. (staff Q14)**



**22. The College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity. (staff Q15)**



**23. In general, do you feel that student support services at this college are adequate to meet student needs? (staff Q16)**



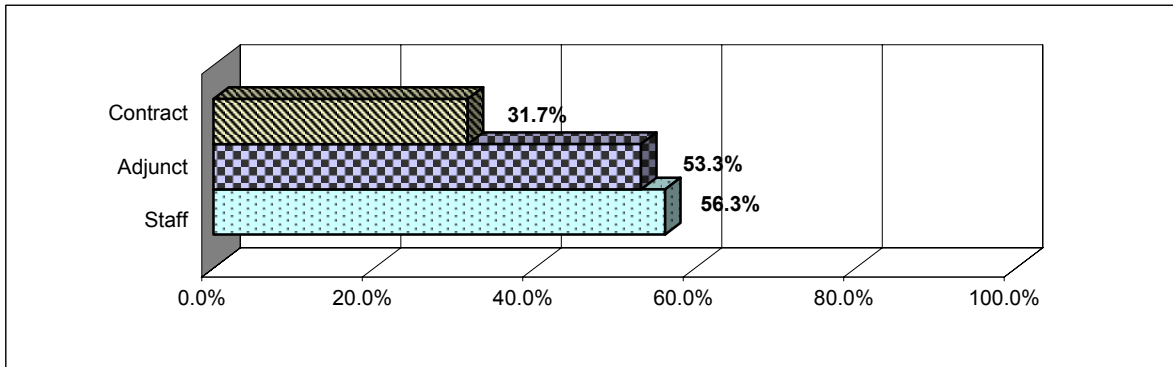
*Note: Percent Agreed includes "strongly agree" and "agree".*

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

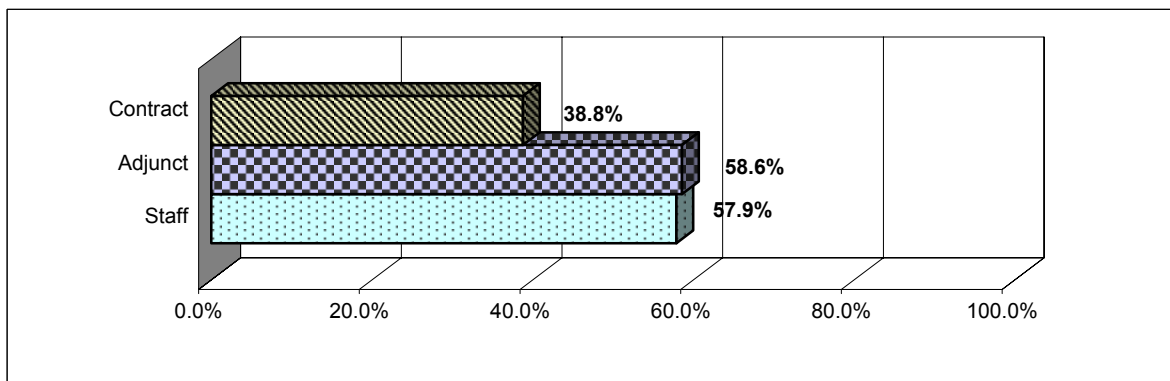
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard II: STUDENT LEARNING PROGRAMS AND SERVICES  
B. Student Support Services (continued)**

**24. Student Services at this college have sufficient staff and resources to meet student needs. (staff Q17)**

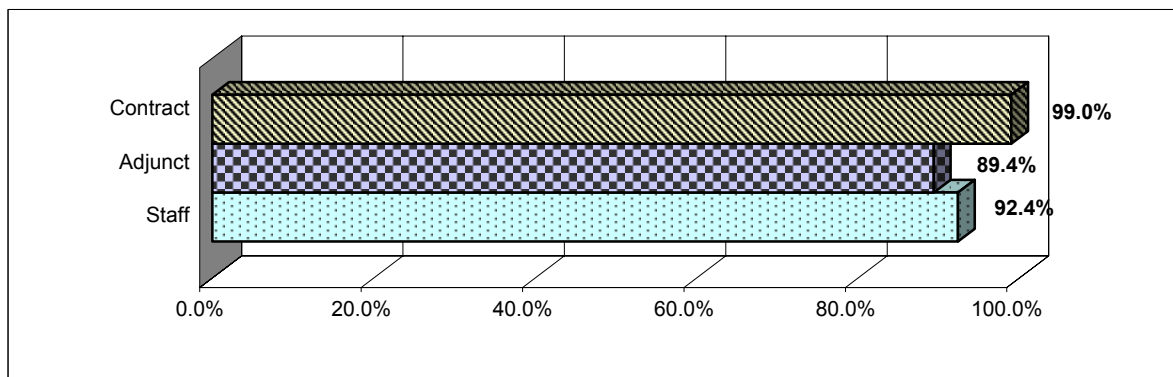


**25. Student Services at this college have sufficient facilities to meet student needs. (staff Q18)**



**26. Do you refer students to the various services available on campus? (i.e., DSPS, Tutoring, Health Services, Financial Aid, EOPS, etc.) (staff Q19)**

**Percent of "Yes"**



*Note: Percent Agreed includes "strongly agree" and "agree".*

## **Standard Two: Student Learning Programs And Services (continued)**

### **C. Library and Learning Support Services**

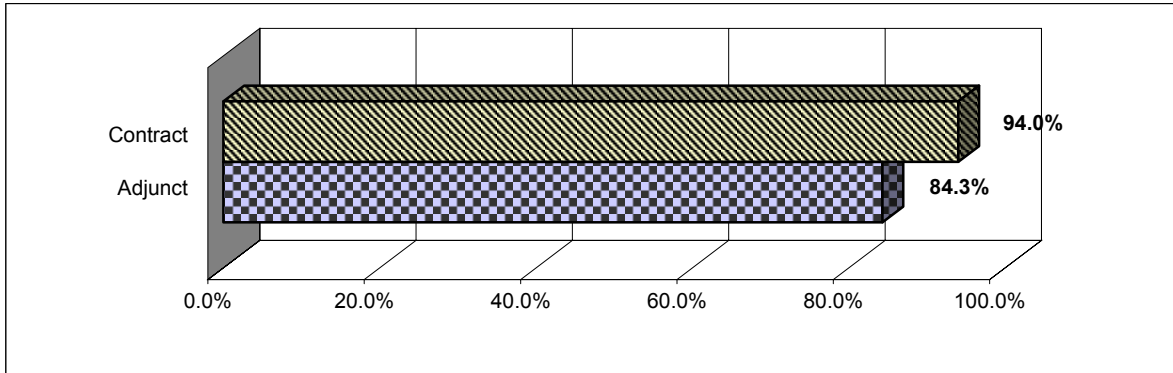
- A majority of the faculty (contract, 94%; adjunct, 84%) agreed that the College relies on the expertise of discipline faculty in selection and maintenance of books, periodicals, and other learning resources.
- Almost all of the faculty and staff indicated that the College provides ongoing training for users of library and other learning support services to develop information competency (contract, 97%; adjunct, 98%; staff, 95%).
- Most of the faculty and staff were satisfied with the adequacy of the library collection (contract, 83%; adjunct, 82%; staff, 90%).

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

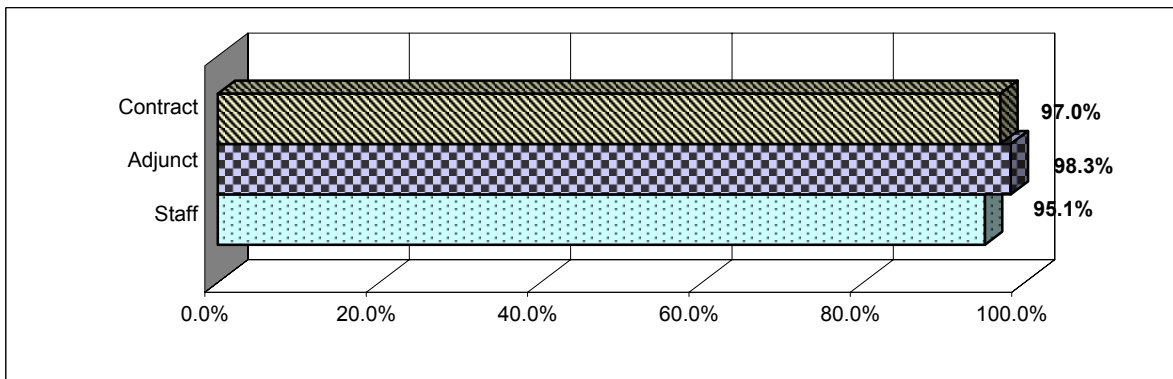
Contract n=106  
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Staff n=99

**Standard II: STUDENT LEARNING PROGRAMS AND SERVICES  
C. Library and Learning Support Services**

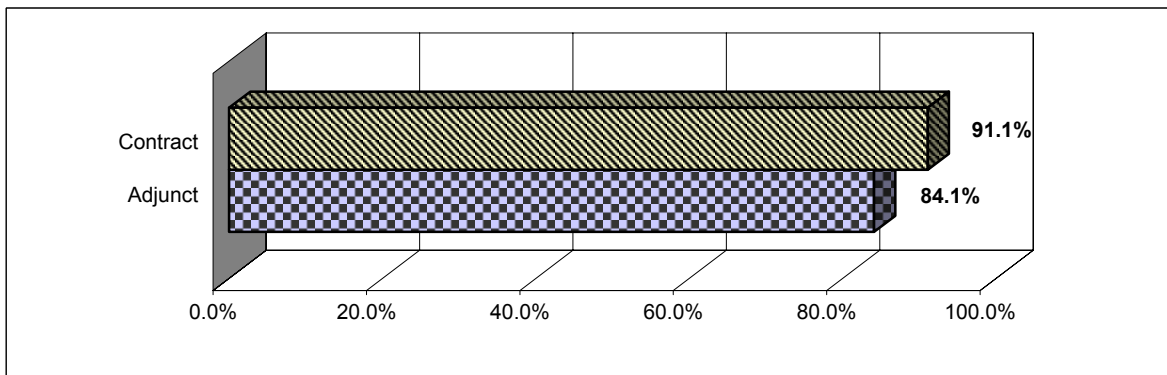
**27. For library and other learning support services, the College relies on expertise of discipline faculty in selection and maintenance of books, periodicals, as well as other learning resources.**



**28. The College provides ongoing training for users of library and other learning support services to develop information competency. (staff Q20)**



**29. I use library and other learning support services in my teaching.**



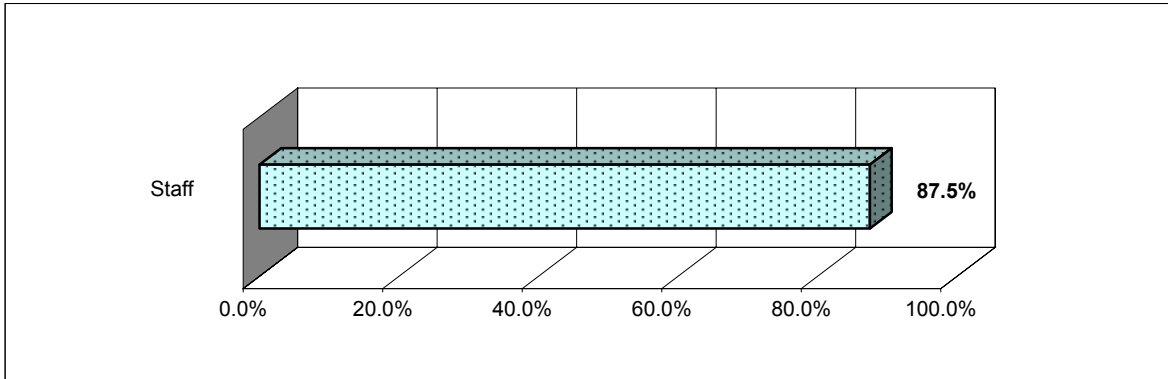
*Note: Percent Agreed includes "strongly agree" and "agree".*

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

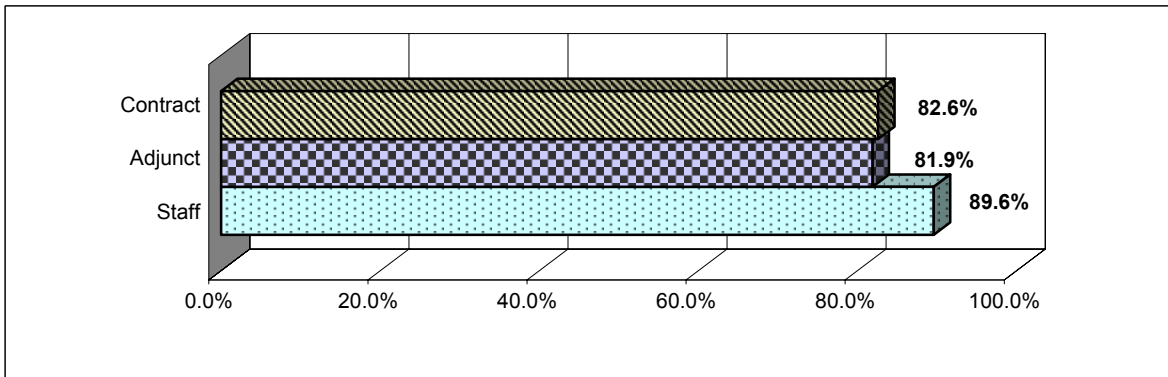
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard II: STUDENT LEARNING PROGRAMS AND SERVICES  
C. Library and Learning Support Services (continued)**

The college library hours are adequate to meet my needs. (staff Q21)



30. The library's collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of your program or work function. (staff Q22)



*Note: Percent Agreed includes "strongly agree" and "agree".*

### Standard Three: Resources

#### A. Human Resources

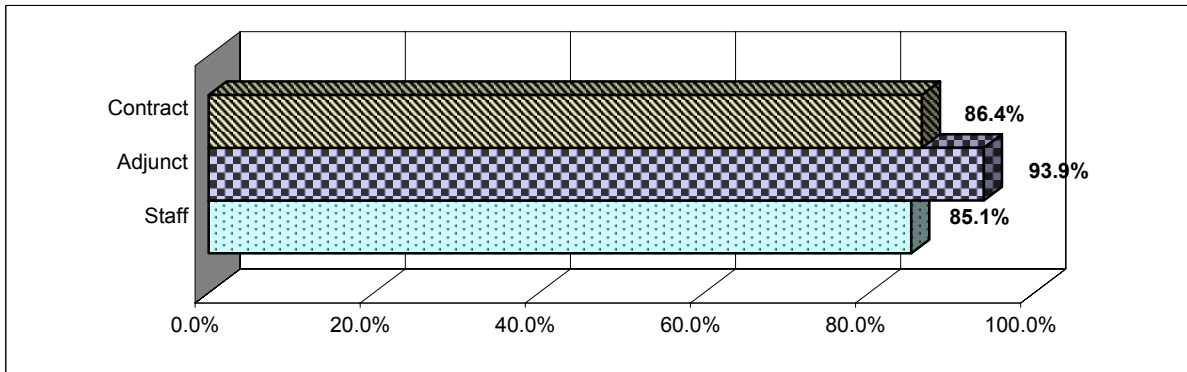
- A majority of the faculty and staff felt that they are treated with respect at the College (contract, 86%; adjunct, 94%; staff, 85%).
- About 94% of the contract faculty, 79% of the adjunct faculty, and 83% of the staff reported that their performance evaluations have been conducted according to the contract/handbook guidelines.
- In comparison with staff and adjunct faculty, contract faculty were less likely to support the idea that effectiveness in producing student learning outcomes should be considered in the performance evaluation (contract, 60%; adjunct, 80%; staff, 78%).
- About 93% of the contract faculty, 95% of the adjunct faculty, and 89% of the staff indicated that policies and practices of the College clearly demonstrate commitment to issues of equity and diversity.
- Most of the faculty and staff agreed that the College provides opportunities for continued professional and staff development (contract, 86%; adjunct, 86%; staff, 76%).

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

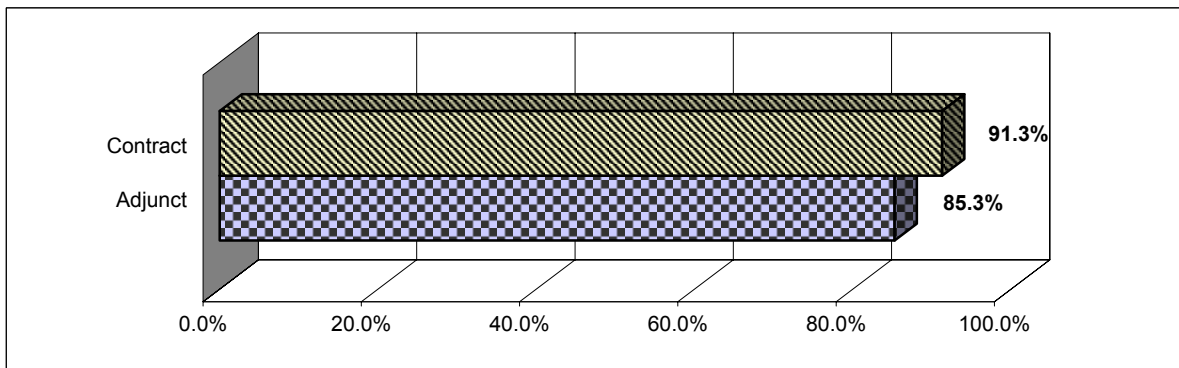
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard III: RESOURCES  
A. Human Resources**

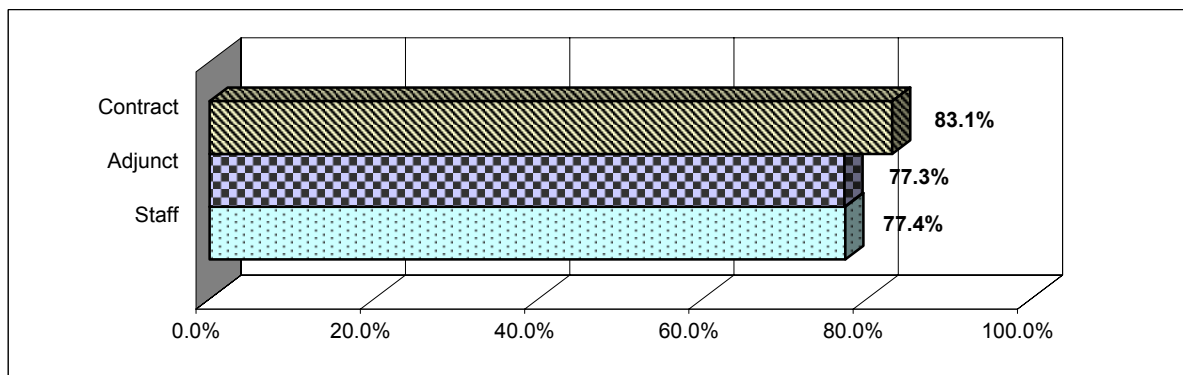
**31. I am personally treated with respect at this college. (staff Q23)**



**32. The criteria of hiring faculty include knowledge of subject matter or service to be performed, teaching ability, and the potential to contribute to the mission of the institution.**



**33. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed. (staff Q24)**



*Note: Percent Agreed includes "strongly agree" and "agree".*

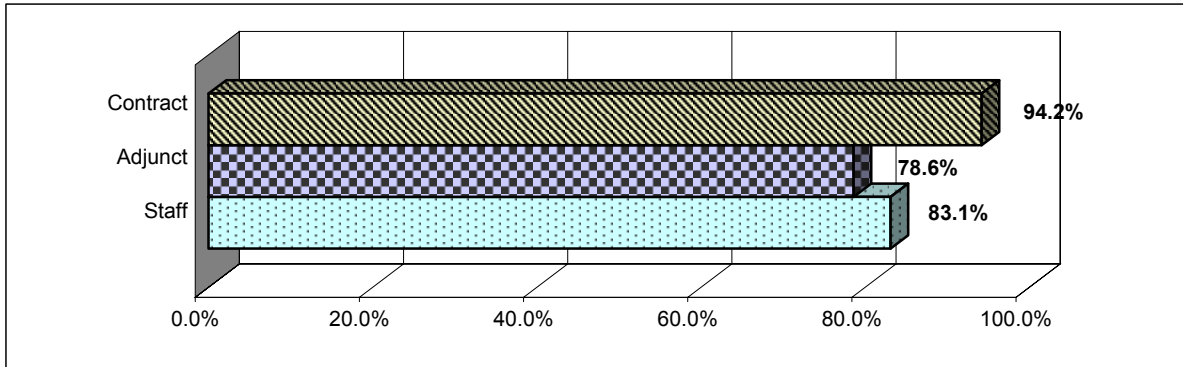
**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

Contract n=106  
Adjunct n=70  
Staff n=99

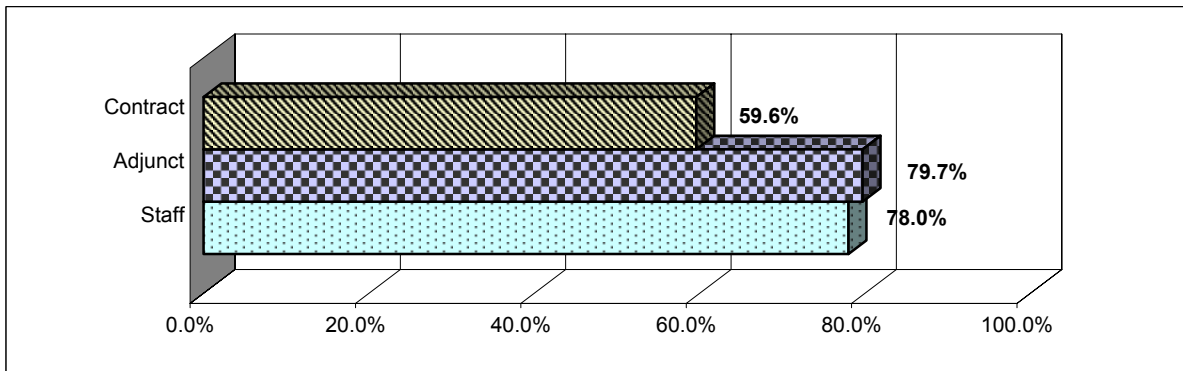
**Standard III: RESOURCES  
A. Human Resources (continued)**

**34. Have your performance evaluations been conducted according to your contract/handbook guidelines? (staff Q25)**

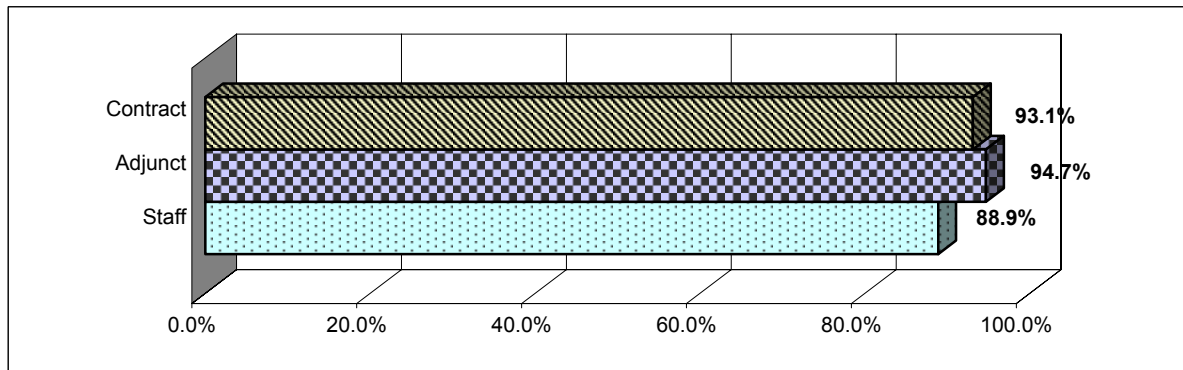
**Percent of "Yes"**



**35. Effectiveness in producing student learning outcomes should be considered in the performance evaluation of faculty and staff directly responsible for student success. (staff Q26)**



**36. Policies and practices of the College clearly demonstrate commitment to issues of equity and diversity. (staff Q27)**



*Note: Percent Agreed includes "strongly agree" and "agree".*

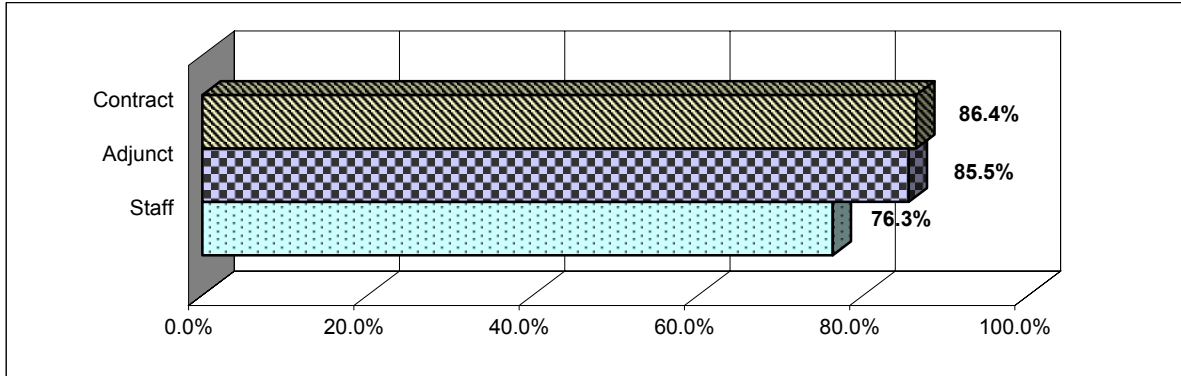


**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

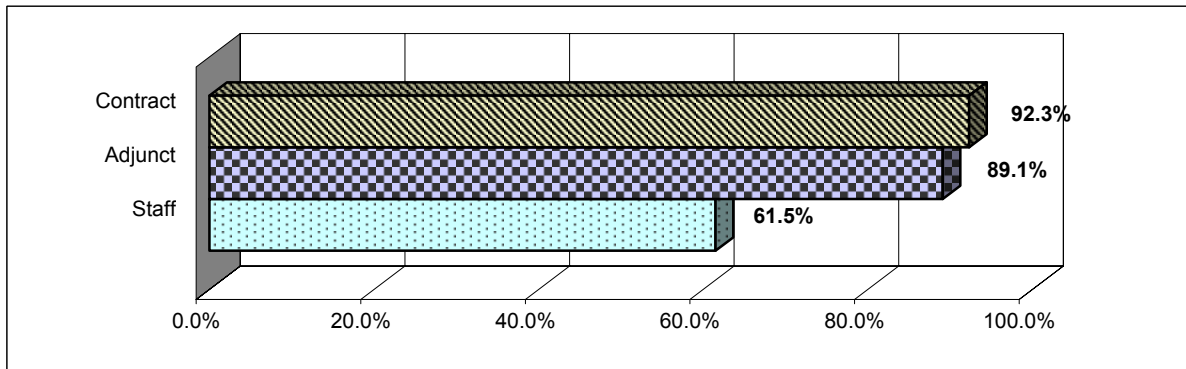
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard III: RESOURCES  
A. Human Resources (continued)**

**37. The College provides opportunities for continued professional and staff development.  
(staff Q28)**



**38. As a group, the members of my department stay current in their fields of expertise. (staff Q29)**



*Note: Percent Agreed includes "strongly agree" and "agree".*

### **Standard Three: Resources (continued)**

#### **B. Physical Resources**

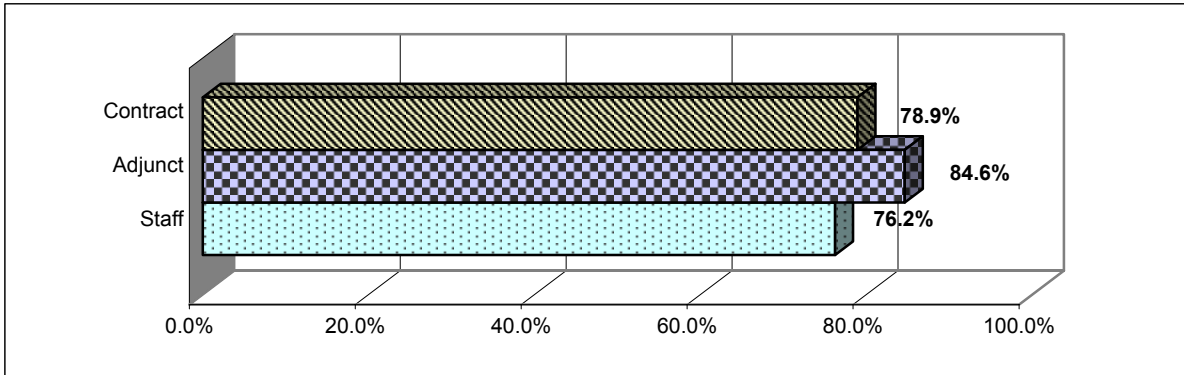
- Most of the faculty and staff agreed that systematic assessment of effective use of physical resources is integrated in institutional planning (contract, 79%; adjunct, 85%; staff, 76%).
- Over 60% of the faculty and staff indicated that the College systematically maintains and upgrades its physical resources to support its programs and services (contract, 63%; adjunct, 62%; staff, 75%).
- More than 85% of the faculty and staff felt that the campus grounds are pleasing and adequately maintained (contract, 85%; adjunct, 85%; staff, 92%).
- Most of the faculty and staff reported that the exterior features of the campus buildings are well maintained (contract, 74%; adjunct, 84%; staff, 88%).
- About 40% of the contract faculty, 62% of the adjunct faculty, and 61% of the staff perceived that the interior of the classrooms, offices, and restrooms are well maintained.

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

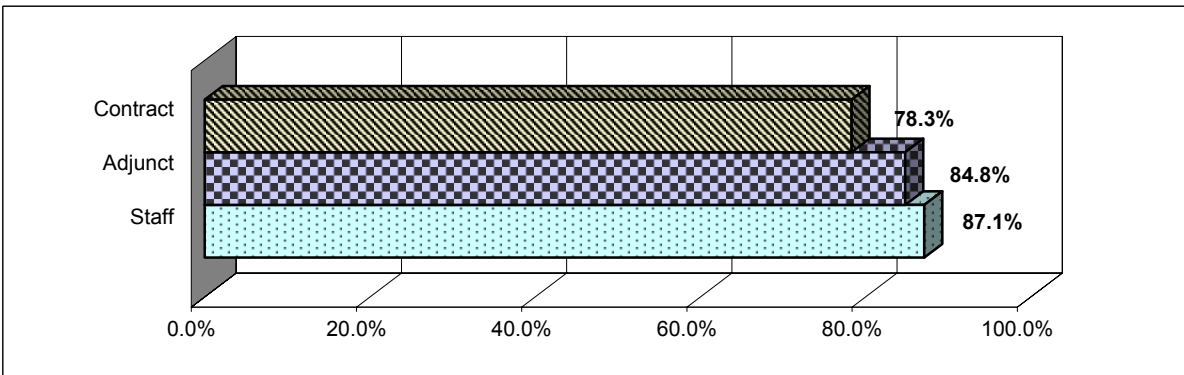
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard III: RESOURCES  
B. Physical Resources**

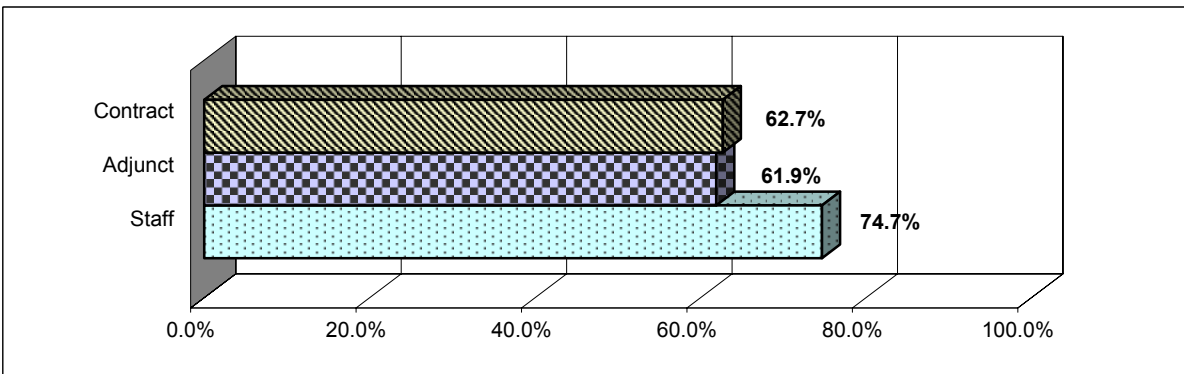
**39. Systematic assessment of effective use of physical resources is integrated in institutional planning. (staff Q30)**



**40. Student learning needs are central to the planning, development, and design of new facilities. (staff Q31)**



**41. The College systematically maintains and upgrades its physical resources to support its programs and services. (staff Q32)**



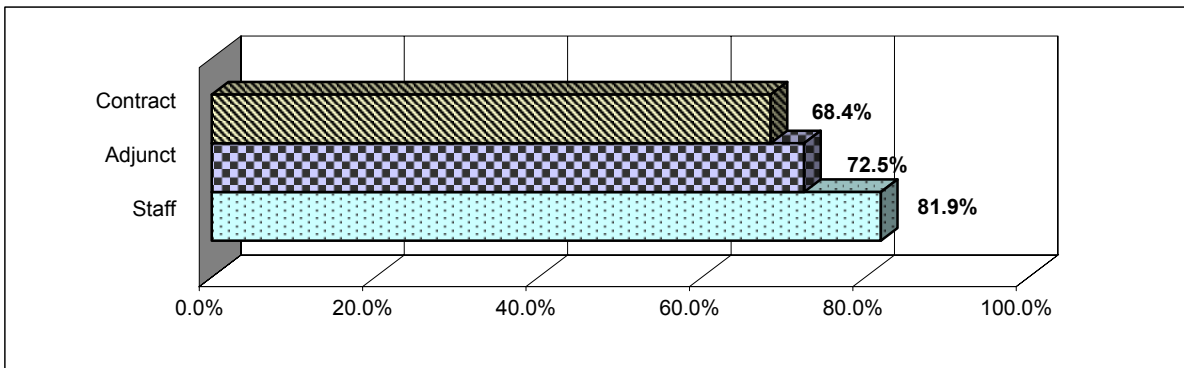
*Note: Percent Agreed includes "strongly agree" and "agree".*

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

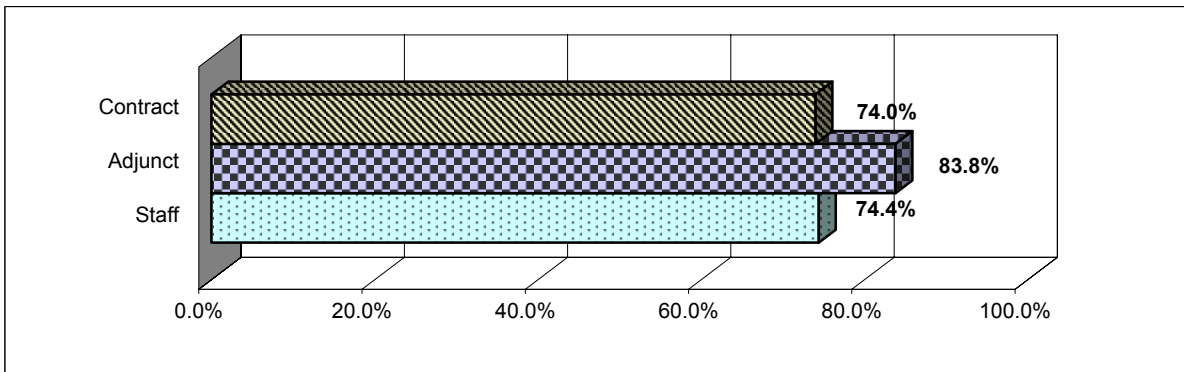
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard III: RESOURCES  
B. Physical Resources (continued)**

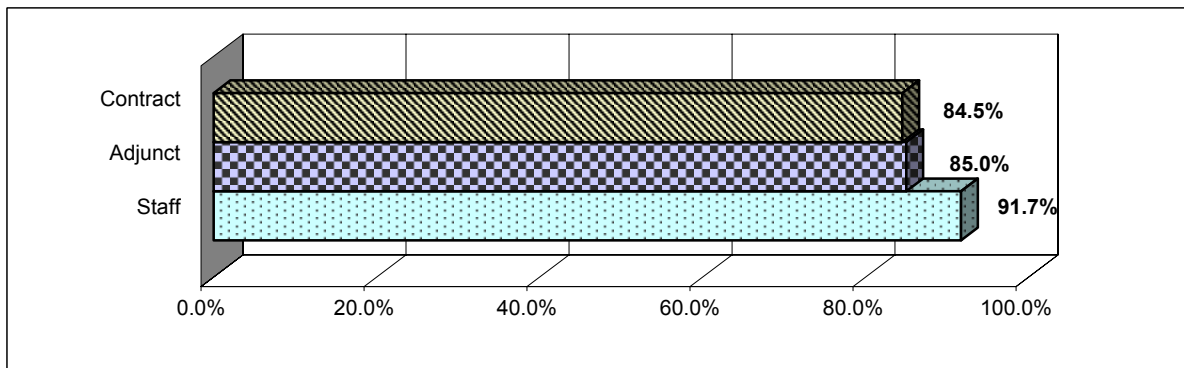
**42. The College systematically reviews the conditions of its physical resources to assure access, safety, security, and a healthful learning and working environment. (staff Q33)**



**43. Safety hazards are addressed promptly. (staff Q34)**



**44. The grounds are pleasing and adequately maintained. (staff Q35)**



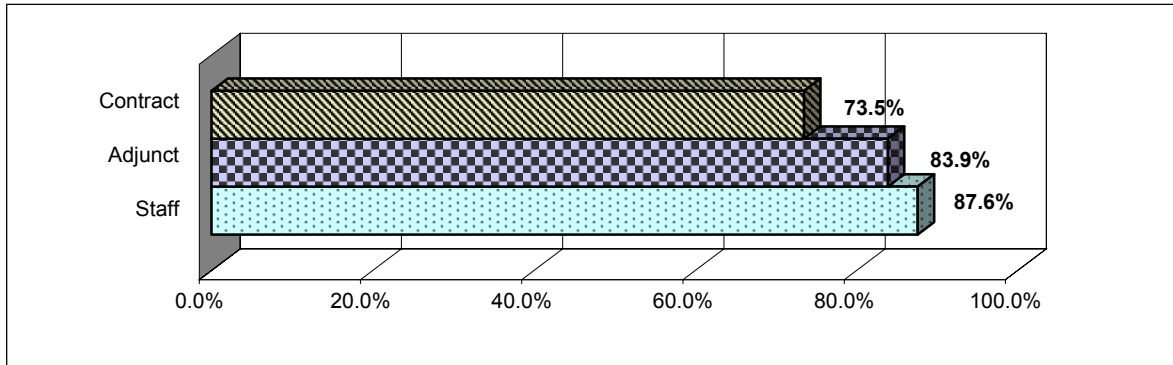
*Note: Percent Agreed includes "strongly agree" and "agree".*

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

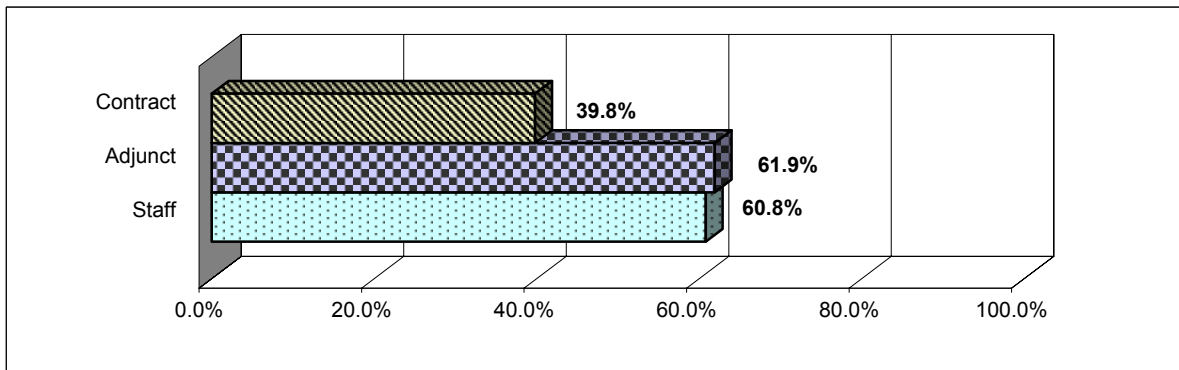
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard III: RESOURCES  
B. Physical Resources (continued)**

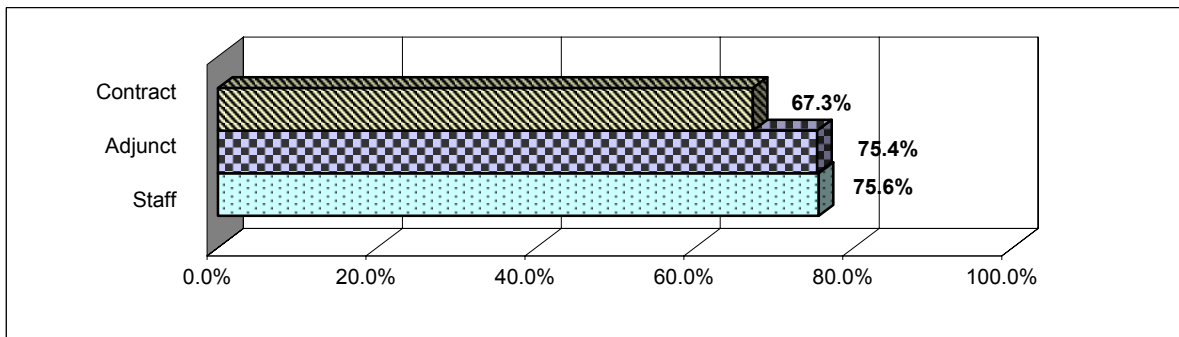
**45. The exterior features of the campus buildings are well maintained. (staff Q36)**



**46. The interior of the classrooms, offices, and restrooms are adequately maintained. (staff Q37)**



**47. The exterior lighting of the College is adequate and kept in working order. (staff Q38)**



*Note: Percent Agreed includes "strongly agree" and "agree".*

### **Standard Three: Resources (continued)**

#### **C. Technology Resources**

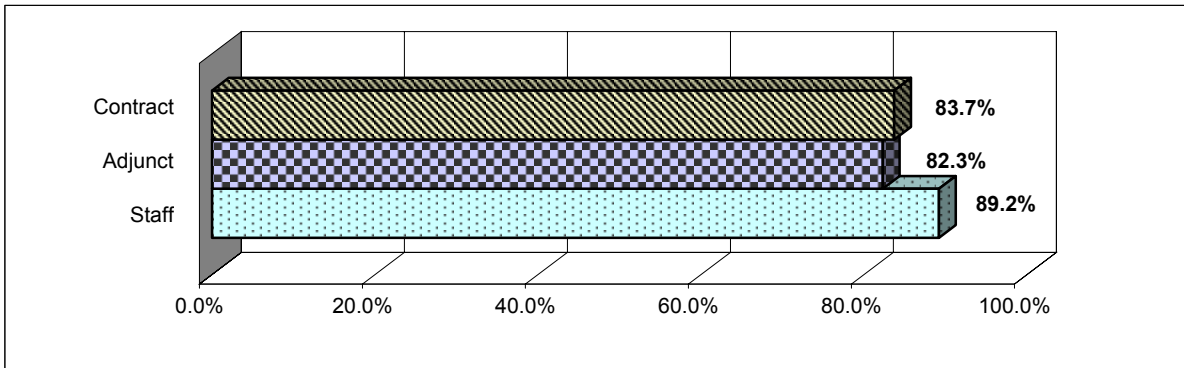
- Over 80% of the faculty and staff reported that technology planning is integrated with institutional planning (contract, 84%; adjunct, 82%; staff, 89%).
- About 74% of the adjunct faculty and 86% of the staff agreed that the availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning compared to 58% of the contract faculty.
- A majority of the faculty and staff indicated that the College provides training in the effective application of information technology to faculty and staff (contract, 92%; adjunct, 86%; staff, 84%).
- About 77% of the contract faculty, 84% of the adjunct faculty, and 84% of the staff felt that the College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

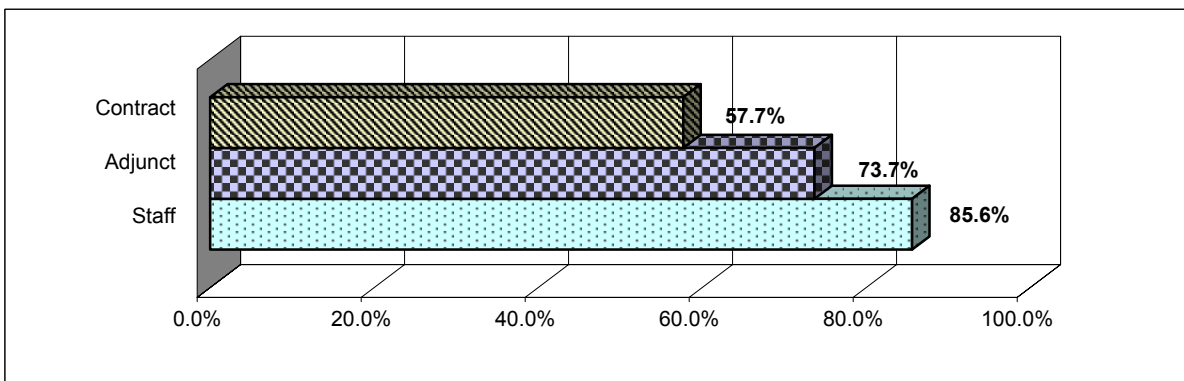
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard III: RESOURCES  
C. Technology Resources**

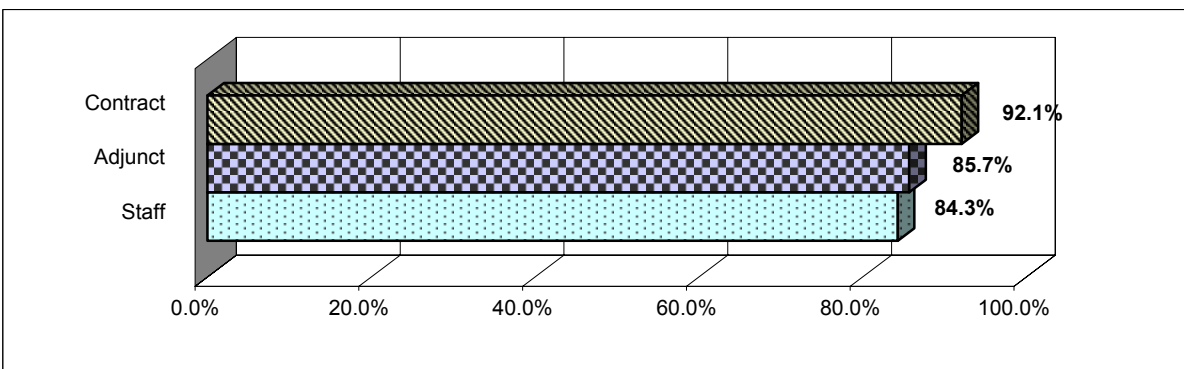
**48. Technology planning is integrated with institutional planning. (staff Q39)**



**49. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning. (staff Q40)**



**50. The College provides training in the effective application of information technology to faculty and staff. (staff Q41)**



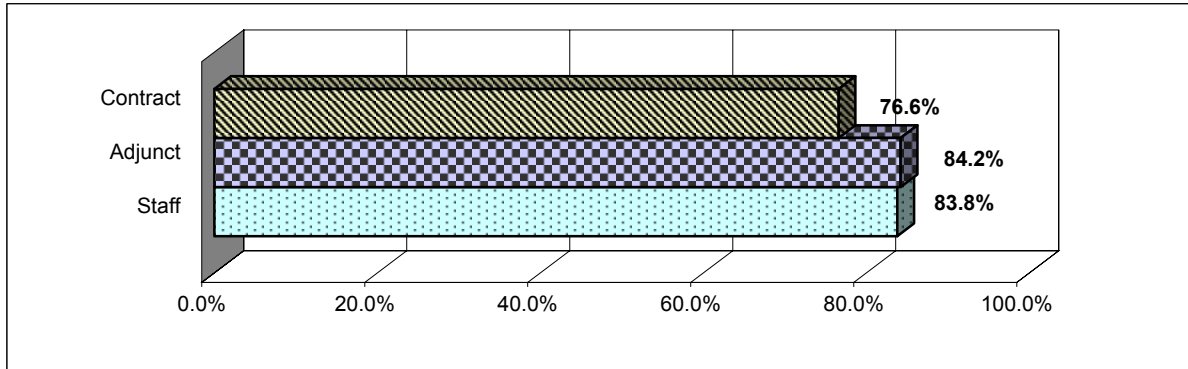
*Note: Percent Agreed includes "strongly agree" and "agree".*

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

Contract n=106  
Adjunct n=70  
Staff n=99

**Standard III: RESOURCES  
C. Technology Resources (continued)**

**51. The College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs. (staff Q42)**



*Note: Percent Agreed includes "strongly agree" and "agree".*



### **Standard Three: Resources (continued)**

#### **D. Financial Resources**

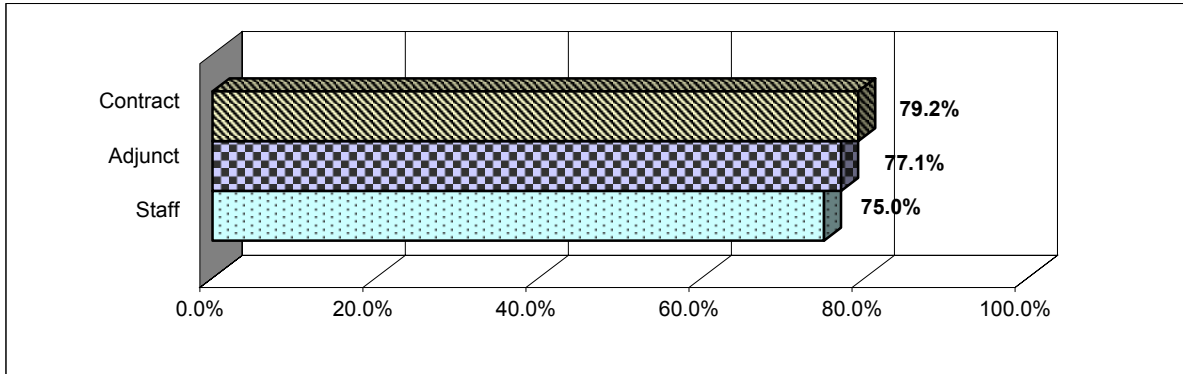
- Over three-quarters of the faculty and staff indicated that budget information is accessible throughout the College (contract, 79%; adjunct, 77%; staff, 75%).
- Adjunct faculty were less likely to perceive that the college budget reflects college priorities and planning goals as compared to contract faculty and staff (contract, 81%; adjunct, 66%; staff 85%).
- Nearly 70% of the faculty and staff felt that they have appropriate opportunities to participate in budget development for the College through shared governance processes (contract, 67%; adjunct, 73%; staff, 69%).
- About 45% of the contract faculty, 56% of the adjunct faculty, and 52% of the staff believed that the district resource allocation process is appropriate to support college programs and services.

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

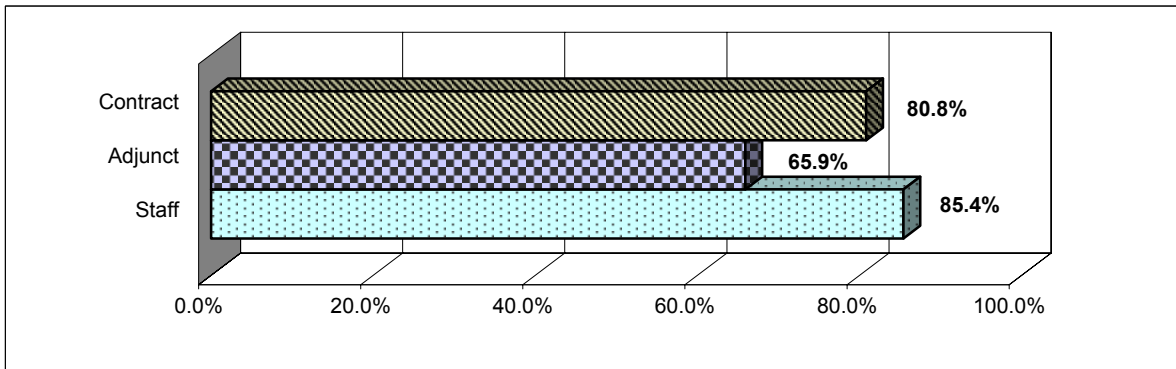
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard III: RESOURCES  
D. Financial Resources**

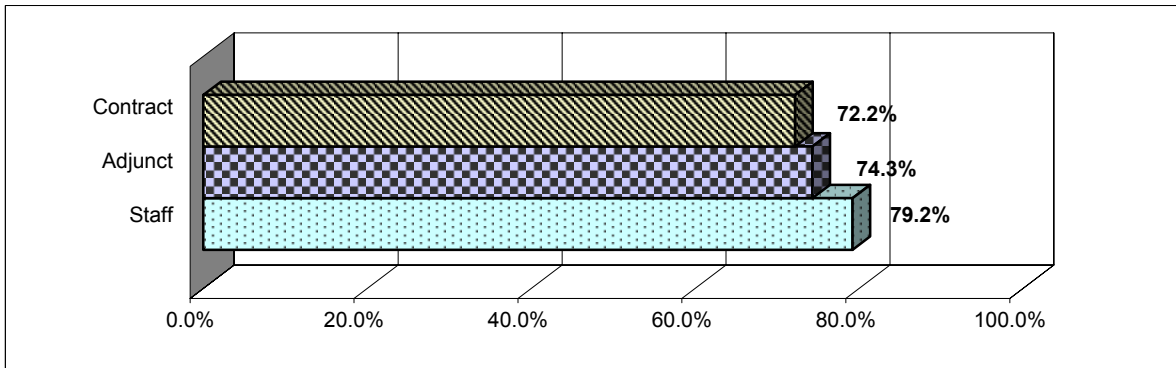
**52. Budget information is accessible throughout the College. (staff Q43)**



**53. The College budget reflects college priorities and planning goals. (staff Q44)**



**54. College guidelines and processes for financial planning and budget development are clearly defined and followed. (staff Q45)**



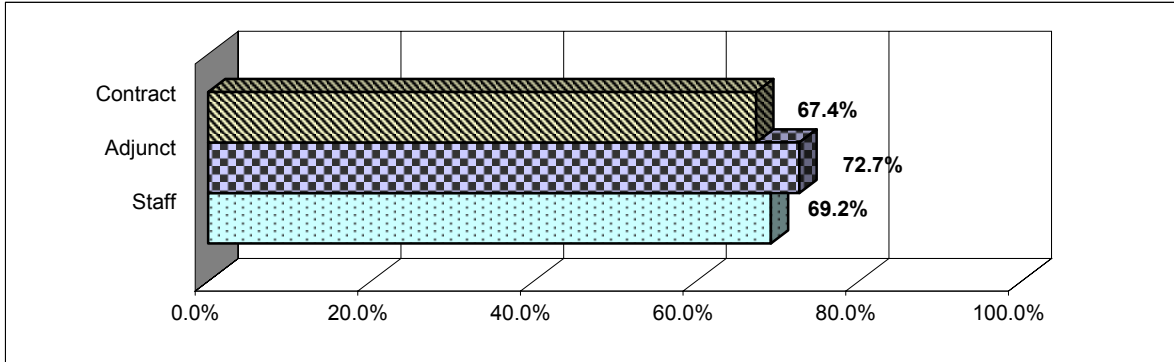
Note: Percent Agreed includes "strongly agree" and "agree".

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

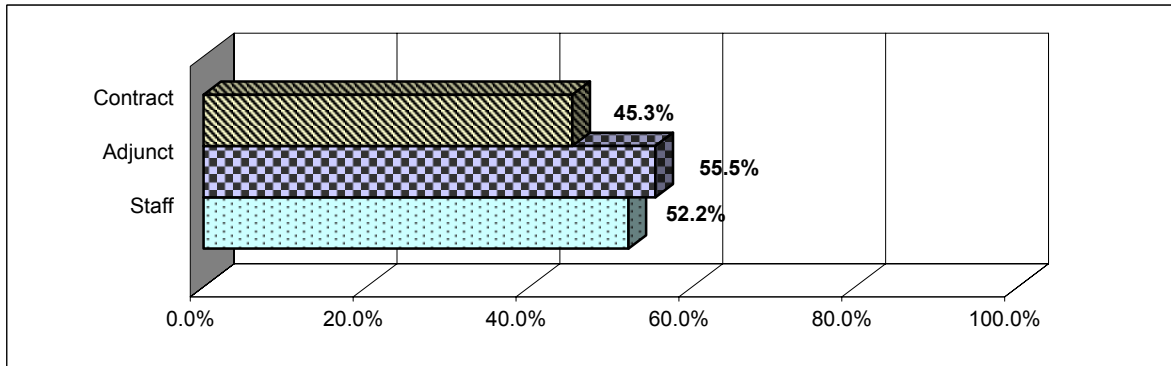
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard III: RESOURCES  
D. Financial Resources (continued)**

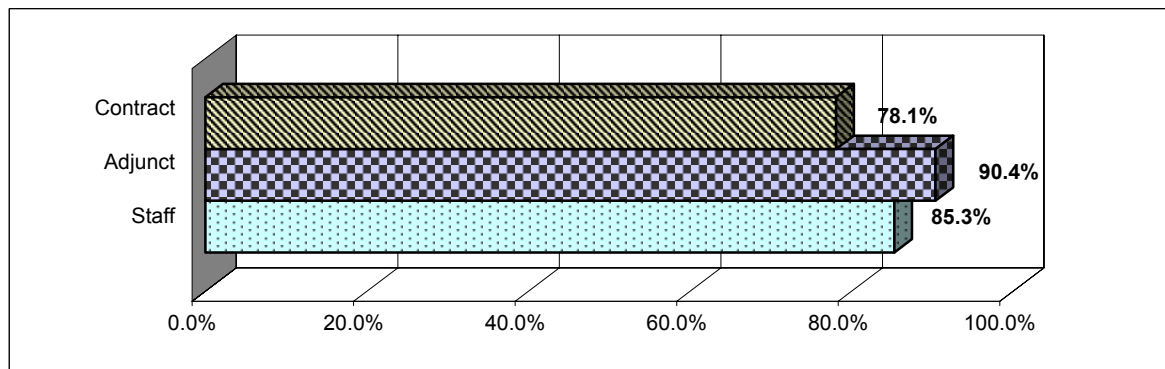
**55. Faculty and staff have appropriate opportunities to participate in budget development for the College through its shared governance processes. (staff Q46)**



**56. The District resource allocation process is appropriate to support college programs and services. (staff Q47)**



**57. The College systematically assesses the effective use of its financial resources. (staff Q48)**



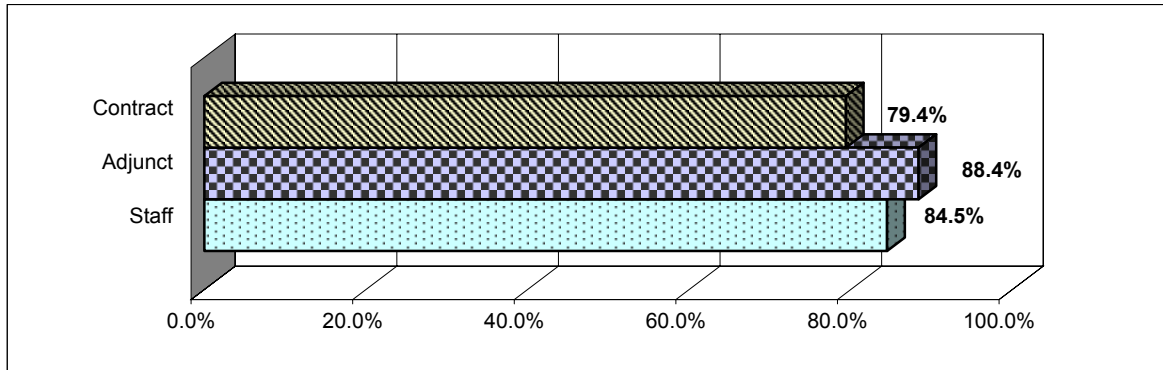
*Note: Percent Agreed includes "strongly agree" and "agree".*  
Institutional Research and Planning  
7/21/2003

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

Contract n=106  
Adjunct n=70  
Staff n=99

**Standard III: RESOURCES  
D. Financial Resources (continued)**

**58. The College uses the results of financial assessment as the basis for institutional improvement. (staff Q49)**



*Note: Percent Agreed includes "strongly agree" and "agree".*

## **Standard Four: Leadership And Governance**

### **A. Decision-Making Roles and Processes**

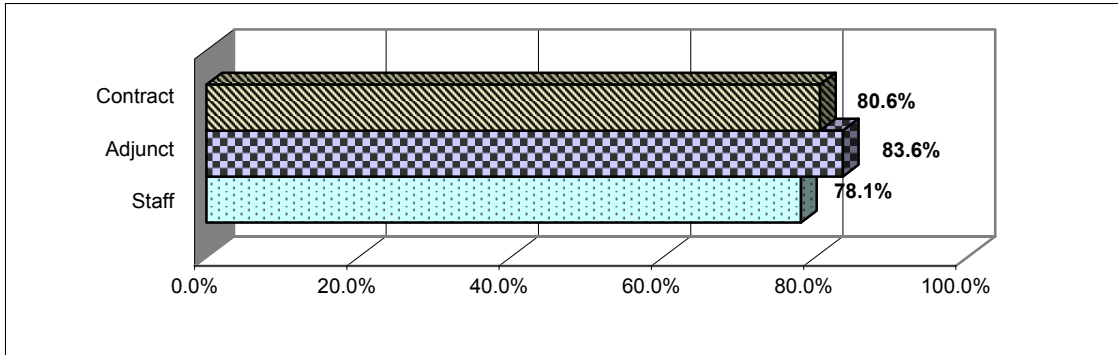
- Faculty were more likely to indicate that they have a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies, as compared to staff (contract, 77%; adjunct, 64%; staff, 47%).
- Contract faculty were more aware of their role in various governing, planning, budgeting, and policy making bodies at the College than staff and adjunct faculty (contract, 95%; adjunct, 67%; staff, 74%).
- Most of the faculty and staff agreed that the College's governance structures, processes, and practices facilitate effective communication among its constituencies (contract, 84%; adjunct, 78%; staff, 77%).
- About 46% of the contract faculty, 42% of the adjunct faculty, and 44% of the staff indicated that the role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

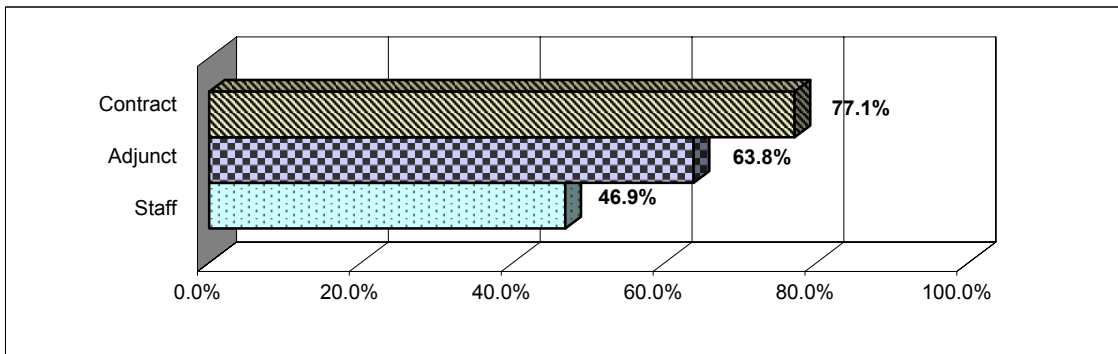
Contract =106  
Adjunct n=70  
Staff n=99

**Standard IV: LEADERSHIP AND GOVERNANCE  
A. Decision-Making Roles and Processes**

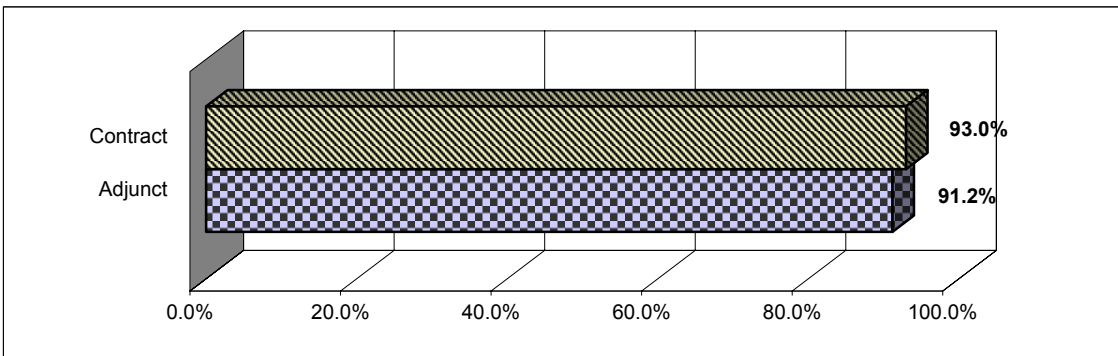
**59. The college leaders encourage all members of college community to take initiative in improving institutional effectiveness. (staff Q50)**



**60. The faculty/staff exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies. (staff Q51)**



**61. The faculty is sufficiently involved through committees, such as the Curriculum Committee or Vocational Education Advisory Committee, in decisions involving curriculum development.**



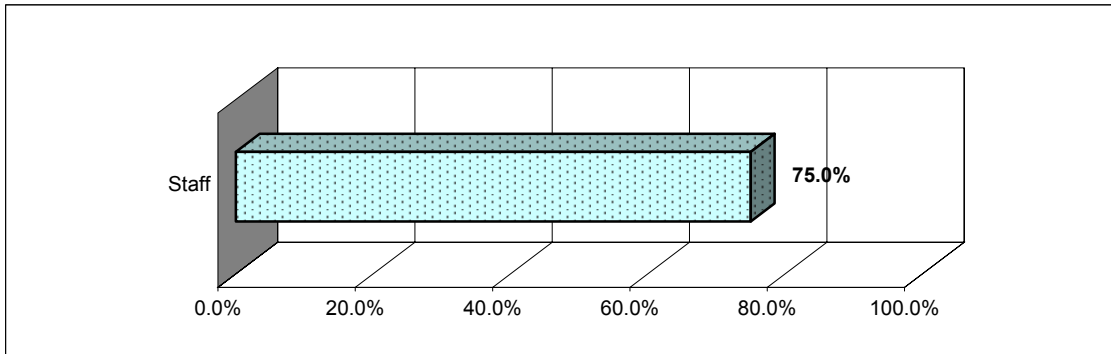
*Note: Percent Agreed includes "strongly agree" and "agree".*

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

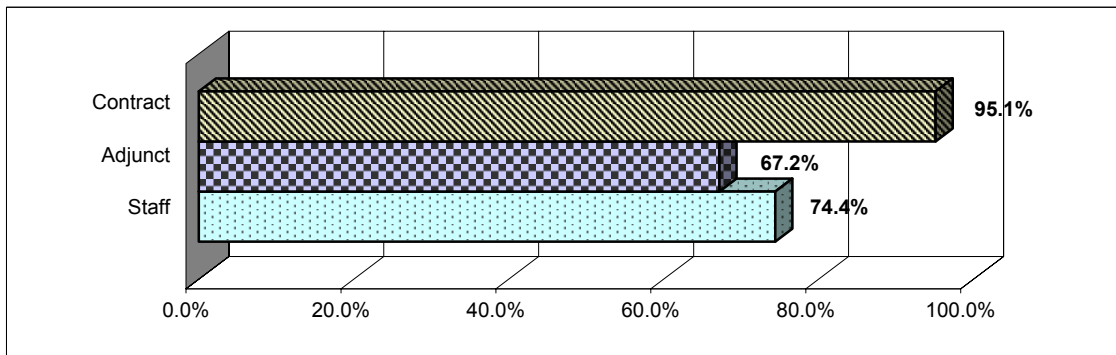
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard IV: LEADERSHIP AND GOVERNANCE  
A. Decision-Making Roles and Processes (continued)**

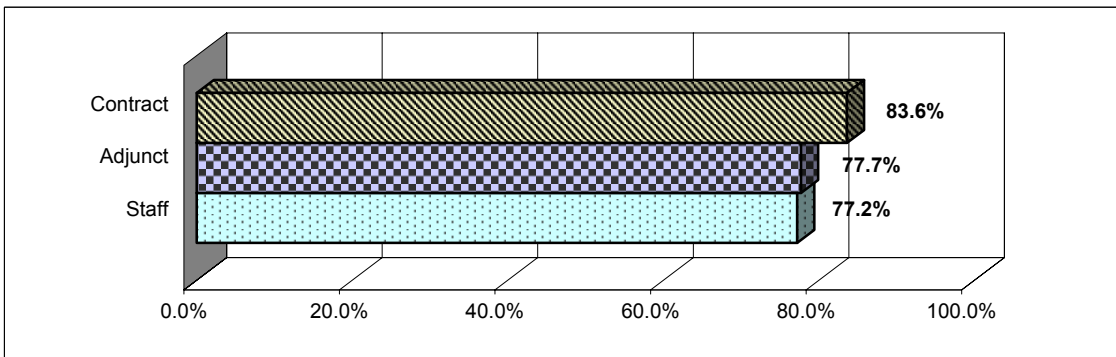
**Staff involvement on committees assure that they have a voice in college policy making. (staff Q52)**



**62. In general, I am aware of the faculty/staff role in various governing, planning, budgeting, and policy making bodies at the College. (staff Q53)**



**63. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies. (staff Q54)**



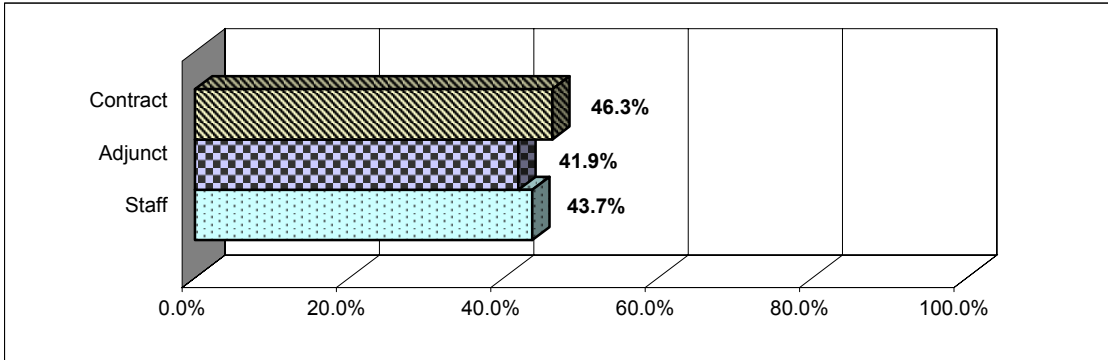
*Note: Percent Agreed includes "strongly agree" and "agree".*

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

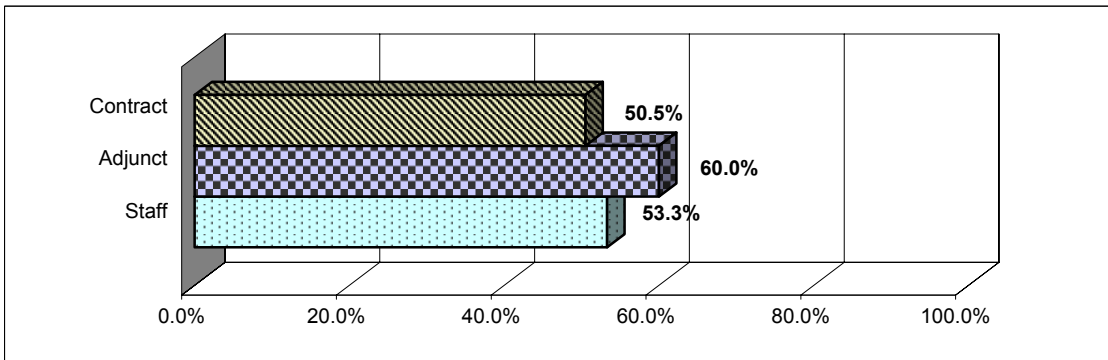
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard IV: LEADERSHIP AND GOVERNANCE  
A. Decision-Making Roles and Processes (continued)**

**64. The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders. (staff Q55)**



**65. The decision-making structures and processes are regularly evaluated and the results are widely communicated to all members of the college community. (staff Q56)**



*Note: Percent Agreed includes "strongly agree" and "agree".*



**Standard Four: Leadership And Governance (continued)****B. Board and Administrative Organization**

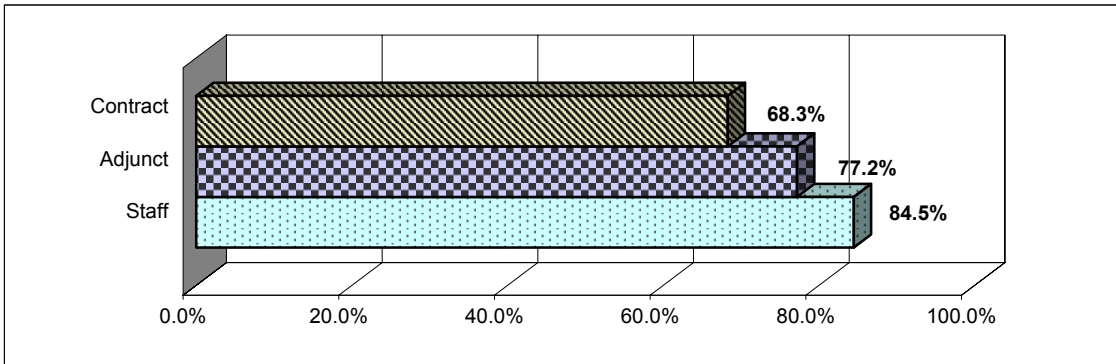
- More than 70% of the faculty and staff felt that the governing board establishes policies to assure the financial stability of the institution (contract, 77%; adjunct, 74%; staff, 87%).
- About 60% of the faculty (contract, 60%; adjunct, 60%) and 68% of the staff agreed that the governing board's decision-making reflects the public interest.
- More than 90% of the faculty and staff indicated that the college president provides effective leadership in planning and assessing institutional effectiveness (contract, 90%; adjunct, 92%; staff, 96%).
- Over 90% of the faculty and staff indicated that the college president works and communicates effectively with communities served by the College (contract, 92%; adjunct, 92%; staff, 93%).
- Contract faculty (53%) were less likely to agree that the District Office provides effective services that support the College in its mission and function than staff and adjunct faculty (78% and 71% respectively).
- Fifty-nine percent (59%) of the contract faculty, 70% of the adjunct faculty, and 68% of the staff believed that the District Office and colleges use effective methods of communication and exchange information in a timely manner.

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

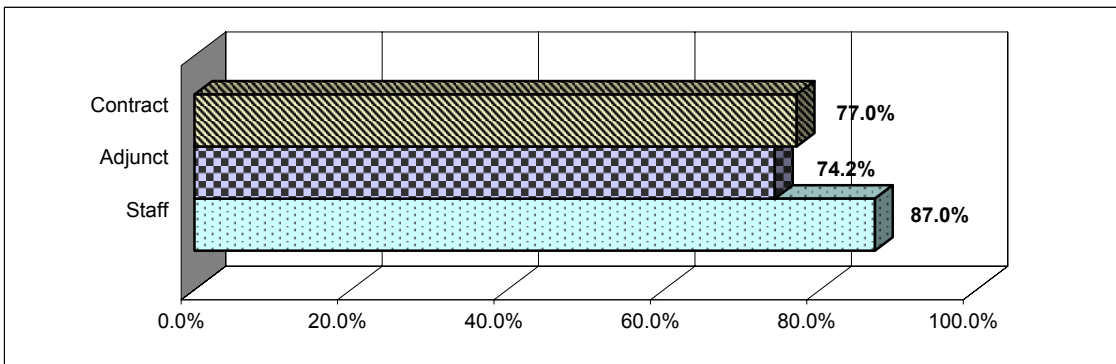
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard IV: LEADERSHIP AND GOVERNANCE  
B. Board and Administrative Organization**

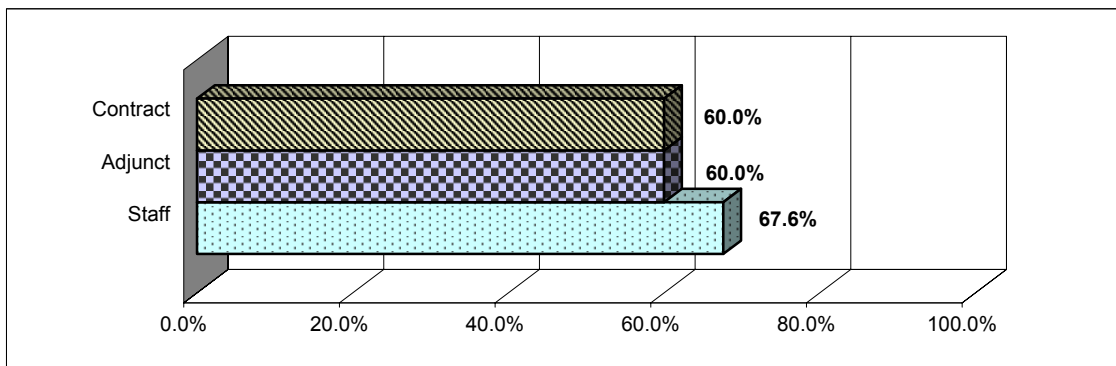
**66. The governing board establishes policies to assure the quality, integrity, and effectiveness of the programs and services. (staff Q57)**



**67. The governing board establishes policies to assure the financial stability of the institution. (staff Q58)**



**68. The governing board's decision-making reflects the public interest. (staff Q59)**



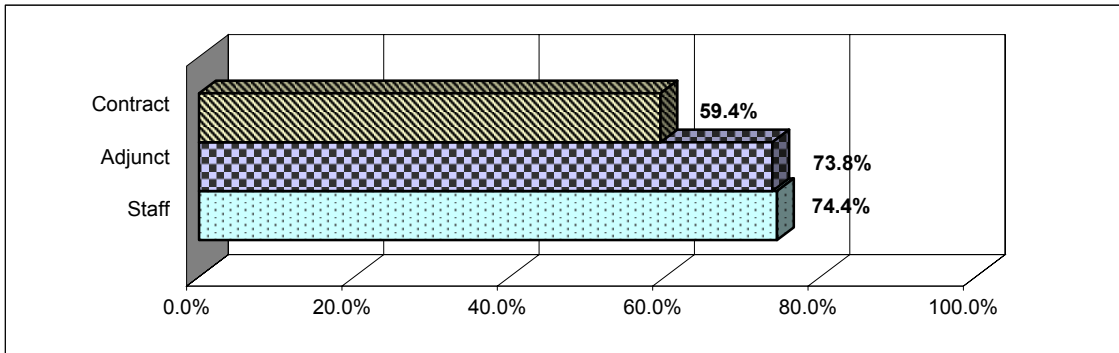
*Note: Percent Agreed includes "strongly agree" and "agree".*

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

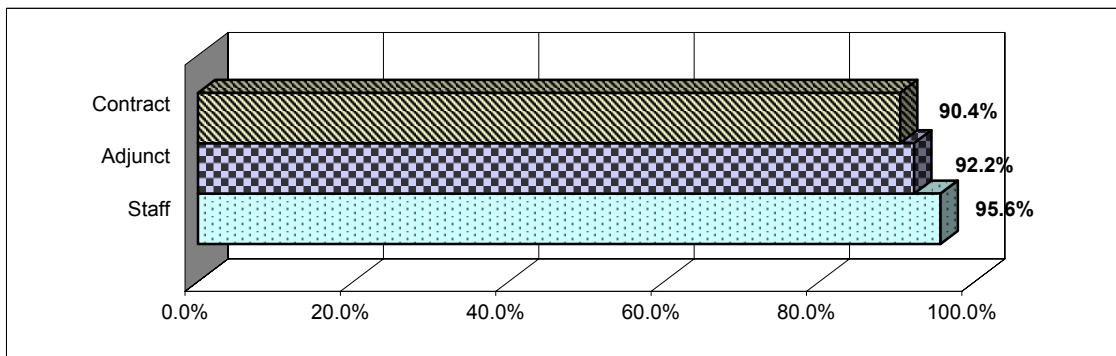
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard IV: LEADERSHIP AND GOVERNANCE  
B. Board and Administrative Organization (continued)**

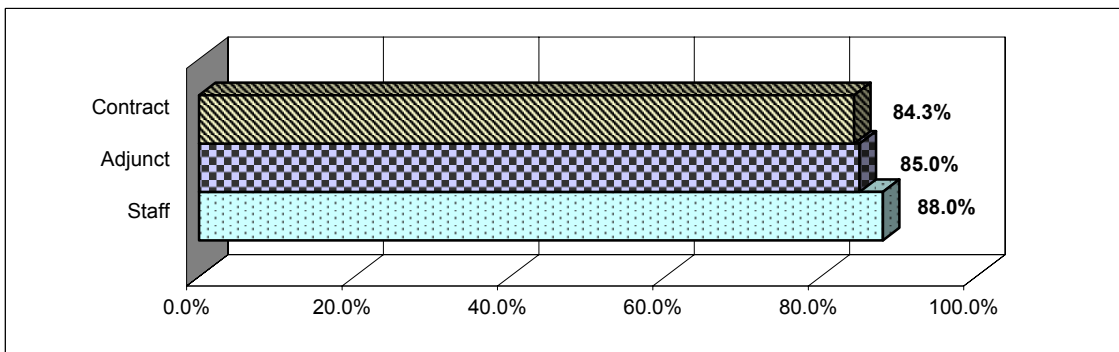
**69. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity. (staff Q60)**



**70. The college president provides effective leadership in planning and assessing institutional effectiveness. (staff Q61)**



**71. The college president provides effective leadership in selecting and developing personnel. (staff Q62)**



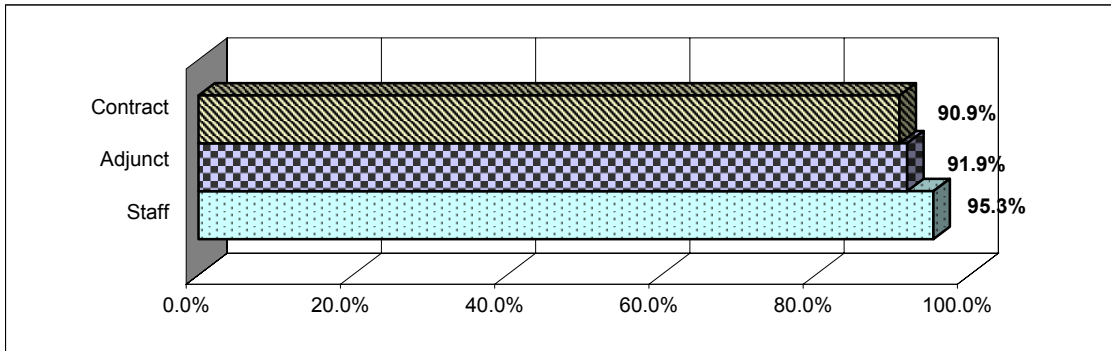
*Note: Percent Agreed includes "strongly agree" and "agree".*

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

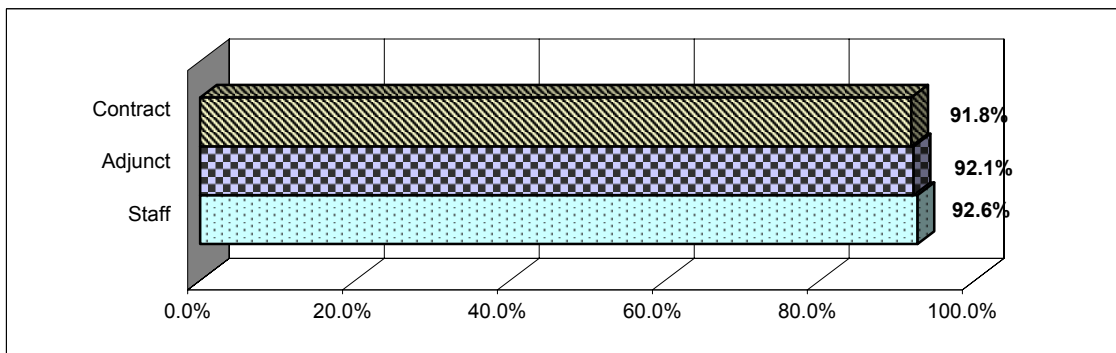
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard IV: LEADERSHIP AND GOVERNANCE  
B. Board and Administrative Organization (continued)**

**72. The college president provides effective leadership in fiscal planning and budget development. (staff Q63)**

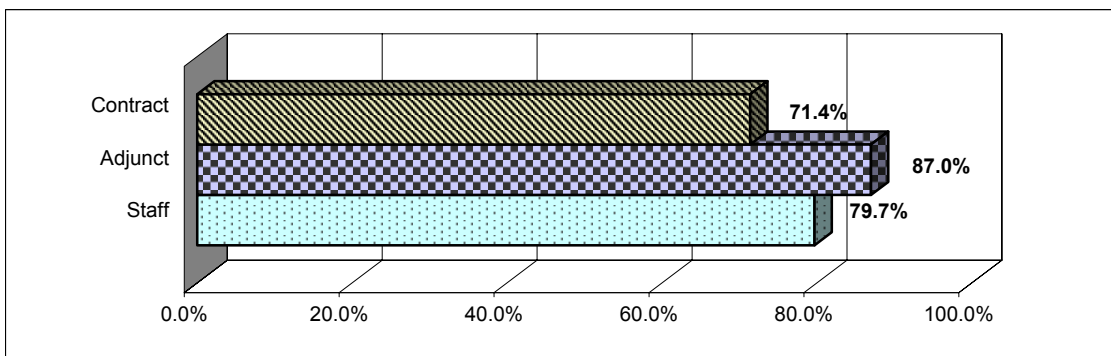


**73. The college president works and communicates effectively with the communities served by the College. (staff Q64)**



**74. There is a clear delineation of authority and operational responsibility between and among: (staff Q65)**

**A. Governing Board and District Office**



*Note: Percent Agreed includes "strongly agree" and "agree".*

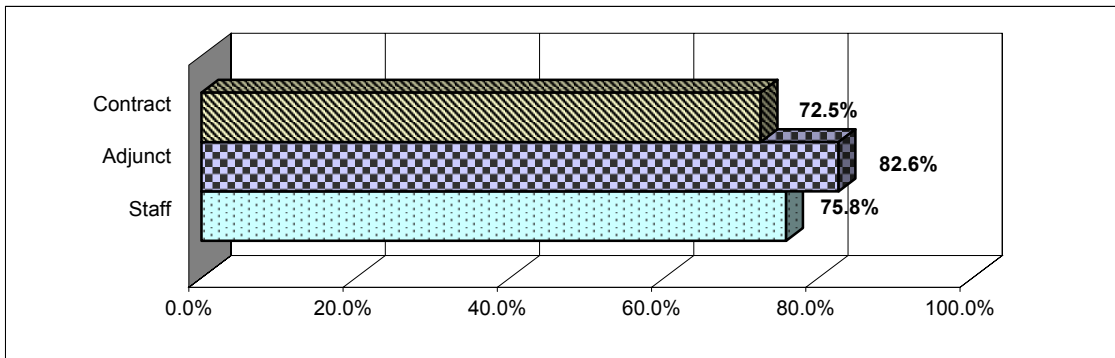
**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

Contract n=106  
Adjunct n=70  
Staff n=99

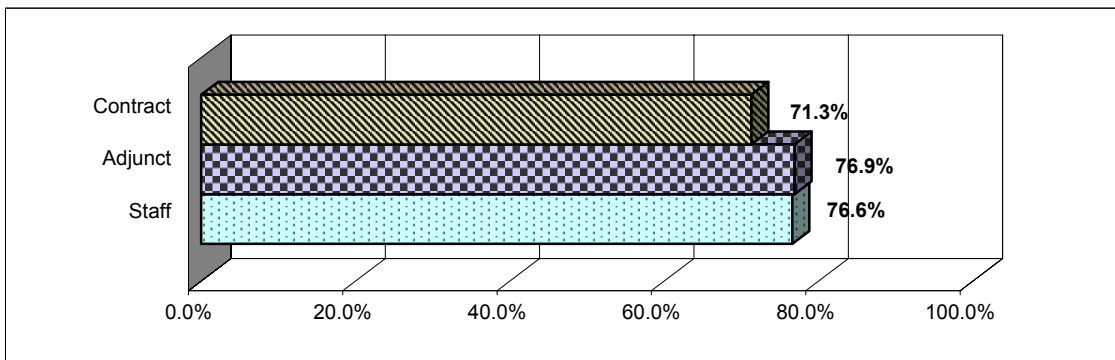
**Standard IV: LEADERSHIP AND GOVERNANCE  
B. Board and Administrative Organization (continued)**

**74. There is a clear delineation of authority and operational responsibility between and among: (staff Q65) (continued)**

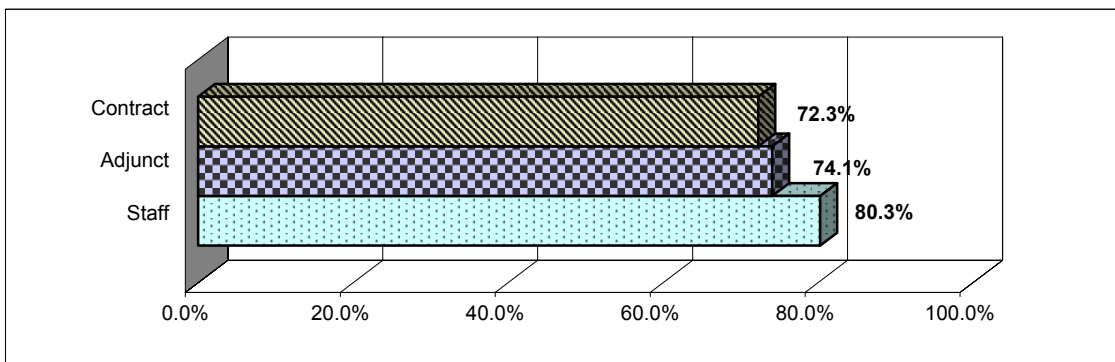
**B. Governing Board and the colleges**



**C. District Office and the colleges**



**D. Colleges**



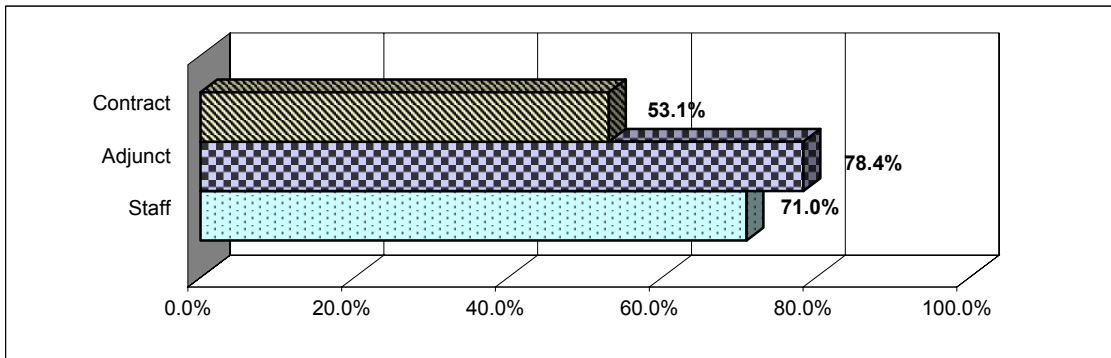
*Note: Percent Agreed includes "strongly agree" and "agree".*

**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

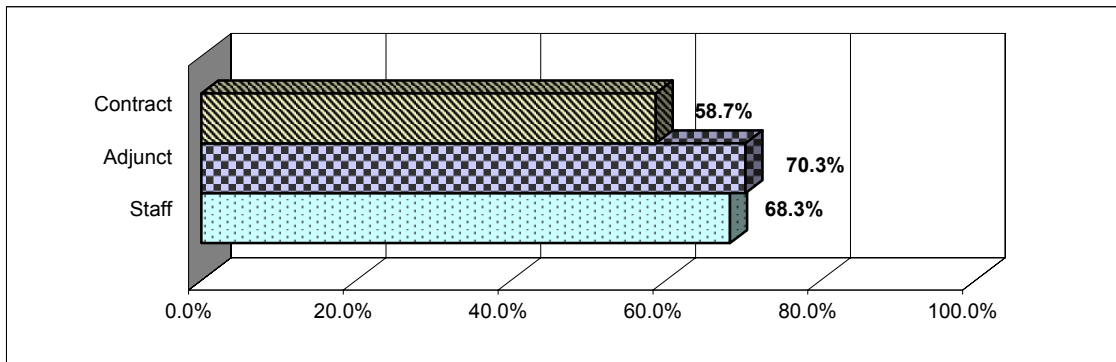
Contract n=106  
Adjunct n=70  
Staff n=99

**Standard IV: LEADERSHIP AND GOVERNANCE  
B. Board and Administrative Organization (continued)**

**75. The District Office provides effective services that support the college in its missions and functions. (staff Q66)**

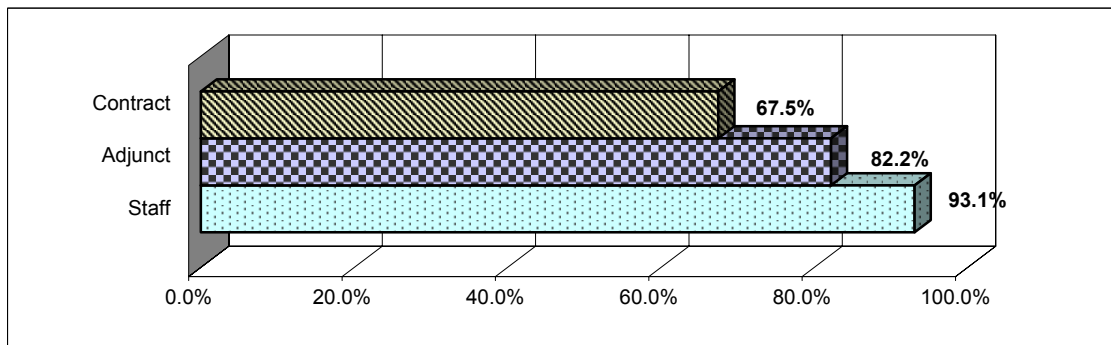


**76. The District Office and colleges use effective methods of communication and exchange information in a timely manner. (staff Q67)**



**77. The District Office provides sufficient support to the colleges in the following areas: (staff Q68)**

**A. Business Services**



*Note: Percent Agreed includes "strongly agree" and "agree".*

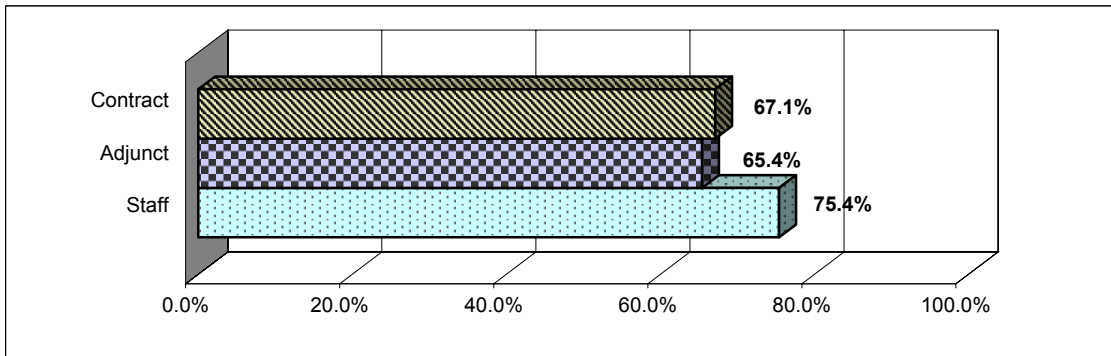
**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

Contract n=106  
Adjunct n=70  
Staff n=99

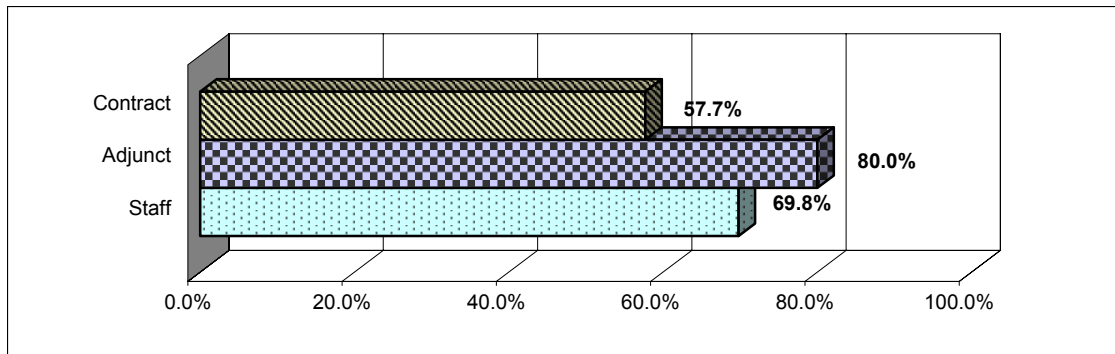
**Standard IV: LEADERSHIP AND GOVERNANCE  
B. Board and Administrative Organization (continued)**

77. The District Office provides sufficient support to the colleges in the following areas: (staff Q68)

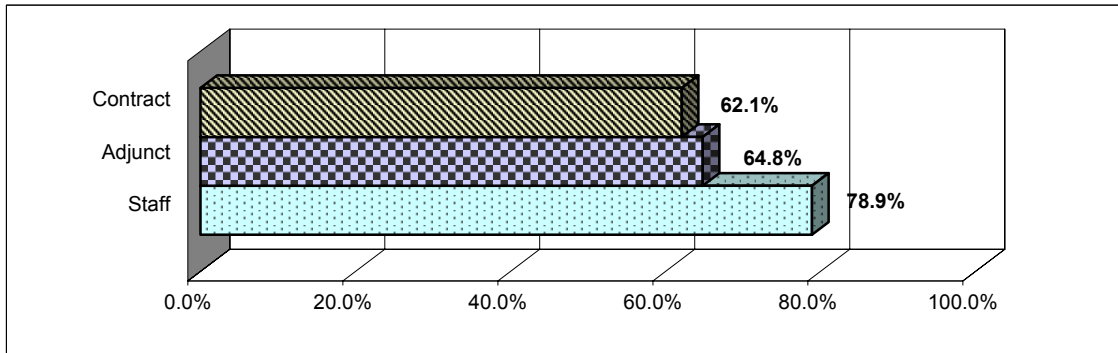
**B. District Advancement (Communications)**



**C. Facilities Services**



**D. Human Resources**



Note: Percent Agreed includes "strongly agree" and "agree".

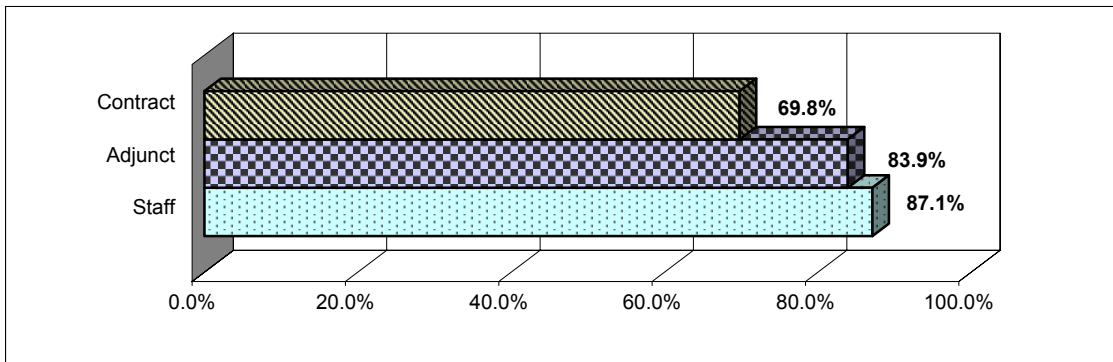
**MESA COLLEGE ACCREDITATION SURVEYS 2003  
PERCENT OF RESPONDENTS WHO AGREED**

Contract n=106  
Adjunct n=70  
Staff n=99

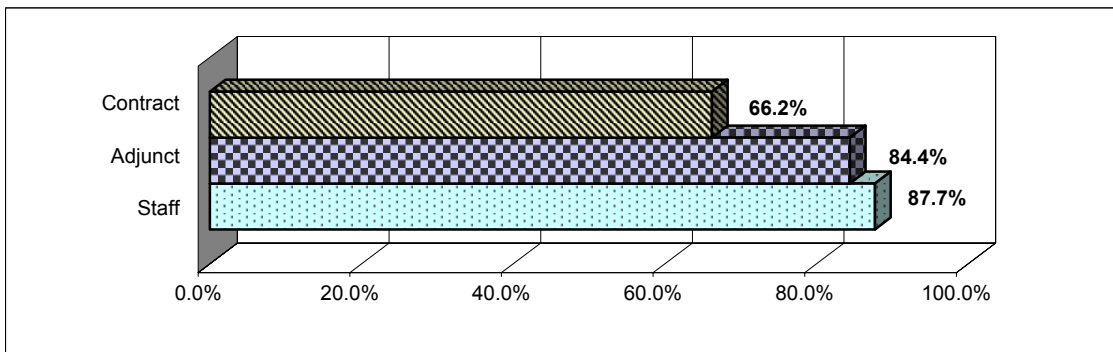
**Standard IV: LEADERSHIP AND GOVERNANCE  
B. Board and Administrative Organization (continued)**

77. The District Office provides sufficient support to the colleges in the following areas: (staff Q68)

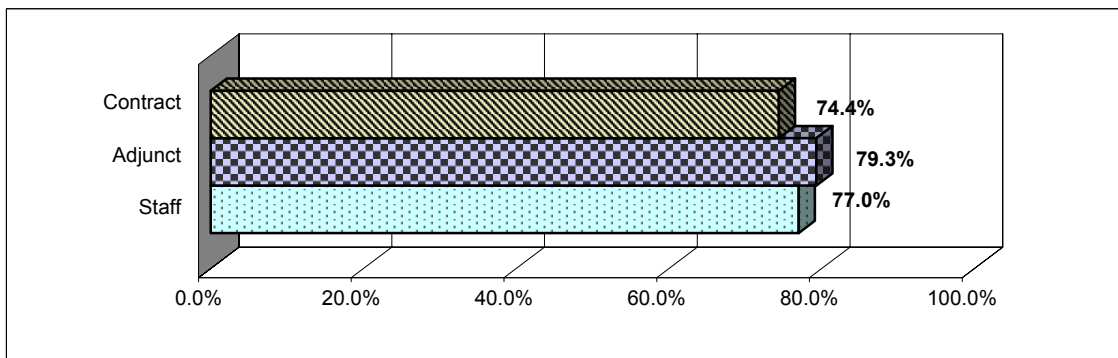
**E. Information Technology**



**F. Instructional Services**



**G. Student Services**



Note: Percent Agreed includes "strongly agree" and "agree".



# **San Diego Mesa College Accreditation Survey Report**

## **SUMMARY TABLES**

## MESA COLLEGE ACCREDITATION SURVEYS 2003 - Summary Tables

	All Faculty/Administrators (n=200)			Contract Faculty (n=106)			Adjunct Faculty (n=70)			Staff (n=99)		
	% important	% satisfied	GAP	% important	% satisfied	GAP	% important	% satisfied	GAP	% important	% satisfied	GAP
Counseling	96.8%	74.3%	-22.5%	99.0%	73.5%	-25.5%	92.2%	73.3%	-18.9%	95.2%	82.0%	-13.2%
Tutoring Services	95.2%	77.1%	-18.1%	96.0%	75.3%	-20.7%	93.9%	73.4%	-20.5%	97.3%	91.4%	-5.9%
Transfer Center	95.8%	90.0%	-5.8%	95.8%	89.6%	-6.2%	94.2%	88.9%	-5.3%	86.8%	81.8%	-5.0%
DSPS	98.3%	94.5%	-3.8%	98.1%	92.1%	-6.0%	98.2%	97.6%	-0.6%	96.1%	93.1%	-3.0%
Admissions	99.5%	94.3%	-5.2%	100.0%	98.0%	-2.0%	98.5%	90.9%	-7.6%	98.8%	82.2%	-16.6%
EOPS	93.6%	94.6%	1.0%	93.5%	91.4%	-2.1%	91.3%	100.1%	8.8%	82.4%	85.0%	2.6%
Financial Aid Services	97.1%	87.6%	-9.5%	98.0%	89.5%	-8.5%	96.3%	79.4%	-16.9%	92.3%	93.7%	1.4%
Health Services	94.1%	94.2%	0.1%	97.1%	94.7%	-2.4%	89.0%	90.5%	1.5%	89.4%	94.4%	5.0%
Cafeteria/Snack Bar	93.7%	56.9%	-36.8%	98.1%	48.5%	-49.6%	87.8%	67.3%	-20.5%	89.0%	77.5%	-11.5%
Library Resources	99.4%	94.7%	-4.7%	99.1%	93.2%	-5.9%	100.0%	95.5%	-4.5%	97.7%	96.3%	-1.4%
Independent Learning Center	94.2%	93.6%	-0.6%	93.6%	91.3%	-2.3%	93.0%	95.9%	2.9%	95.9%	94.2%	-1.7%
Parking	98.5%	31.2%	-67.3%	100.0%	18.8%	-81.2%	95.6%	49.2%	-46.4%	95.7%	25.3%	-70.4%
Computer Lab	99.0%	91.2%	-7.8%	100.0%	89.2%	-10.8%	96.9%	94.8%	-2.1%	94.9%	94.3%	-0.6%
Departmental Teaching Resources	96.1%	56.5%	-39.6%	95.7%	56.1%	-39.6%	96.9%	59.4%	-37.5%	92.3%	84.7%	-7.6%
Quality of Instruction	99.5%	95.0%	-4.5%	100.0%	96.0%	-4.0%	98.6%	95.1%	-3.5%	97.3%	87.5%	-9.8%
Availability of Classes	98.5%	64.2%	-34.3%	99.1%	71.3%	-27.8%	98.5%	50.0%	-48.5%	97.6%	70.7%	-26.9%
Adequacy of Classrooms	100.0%	40.2%	-59.8%	100.0%	36.9%	-63.1%	100.0%	46.2%	-53.8%	96.2%	74.3%	-21.9%
Assigned Working Space/Office Space	96.8%	51.6%	-45.2%	98.1%	57.6%	-40.5%	93.7%	37.1%	-56.6%	94.5%	66.3%	-28.2%
Technology Resources	98.9%	75.6%	-23.3%	100.0%	75.4%	-24.6%	96.7%	78.5%	-18.2%	97.6%	83.5%	-14.1%
Financial Resources	97.6%	43.6%	-54.0%	98.0%	45.5%	-52.5%	97.9%	41.1%	-56.8%	94.9%	66.2%	-28.7%
Physical Facilities	99.4%	50.5%	-48.9%	100.0%	43.5%	-56.5%	98.4%	63.8%	-34.6%	94.0%	67.9%	-26.1%
Staffing Resources	98.3%	59.5%	-38.8%	99.0%	50.5%	-48.5%	98.2%	77.3%	-20.9%	95.3%	52.9%	-42.4%
Student Life/Activities	89.7%	81.0%	-8.7%	90.9%	77.9%	-13.0%	87.6%	86.7%	-0.9%	80.0%	84.3%	4.3%
AV Media Resources	97.8%	86.4%	-11.4%	98.0%	87.9%	-10.1%	98.4%	82.5%	-15.9%	91.6%	92.6%	1.0%
<b>Average</b>	<b>97.0%</b>	<b>74.1%</b>	<b>-22.9%</b>	<b>97.8%</b>	<b>72.7%</b>	<b>-25.1%</b>	<b>95.5%</b>	<b>75.6%</b>	<b>-19.9%</b>	<b>93.5%</b>	<b>80.1%</b>	<b>-13.4%</b>

Note 1: % important includes "very important" and "important"; % satisfaction includes "very satisfied" and "satisfied".

Note 2: GAP = % satisfied - % important.

Note 3: "Not applicable" is taken out of the calculation.

Note 4: Eighteen administrators are included in all faculty/administrator responses.

## Part II: Please mark your level of agreement with the following statements:

Standard I: INSTITUTIONAL MISSION AND EFFECTIVENESS	Percent Agreed			
	All Faculty/Administrators (n=200)	Contract Faculty (n=106)	Adjunct Faculty (n=70)	Staff (n=99)
<b>A. Mission</b>				
1. I am familiar with the mission statement of the College.	95.2%	98.1%	89.2%	87.4%
2. The college programs, services, and planning are consistent with the mission of the College.	87.9%	86.2%	88.3%	95.2%
3. The mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning.	97.8%	99.0%	96.6%	96.3%
<b>Average</b>	<b>93.6%</b>	<b>94.4%</b>	<b>91.4%</b>	<b>93.0%</b>
<b>B. Improving Institutional Effectiveness</b>				
4. Improving institutional effectiveness is valued throughout the College.	78.1%	73.8%	87.1%	94.6%
5. The College facilitates an ongoing dialogue about improving student learning and institutional processes.	80.6%	78.8%	79.6%	91.9%
6. Review of programs and services is integrated into the college planning process.	84.9%	86.3%	83.4%	90.2%
7. Student learning outcomes are considered in program review and institutional planning.	81.6%	80.8%	88.0%	94.8%
8. The College's planning process is broad-based, offering opportunities for input by appropriate constituencies.	75.6%	77.0%	72.9%	85.7%
<b>Average</b>	<b>80.2%</b>	<b>79.3%</b>	<b>82.2%</b>	<b>91.4%</b>

Standard II: STUDENT LEARNING PROGRAMS AND SERVICES	Percent Agreed			
	All Faculty/Administrators (n=200)	Contract Faculty (n=106)	Adjunct Faculty (n=70)	Staff (n=99)
<b>A. Instructional Programs</b>				
9. I am pleased with the quality of teaching and instruction here.	94.0%	93.2%	95.0%	N/A
10. The College recognizes the central role of its faculty in assuring quality of instruction.	80.8%	79.8%	81.0%	N/A
11. The College identifies and seeks to meet the varied educational needs of its students through diverse programs. (staff Q9)	90.3%	88.6%	94.9%	94.1%
12. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	85.9%	84.0%	96.4%	N/A
13. The College provides alternate class scheduling to meet student needs. (staff Q11)	79.5%	81.7%	72.0%	68.9%
14. The College uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes. (staff Q10)	79.5%	78.7%	90.6%	90.9%

Note 1: Percent Agreed includes "strongly agree" and "agree".

Note 2: "Not applicable" is taken out of the calculation.

Note 3: Eighteen administrators are included in all faculty/administrator responses.

**Standard II: STUDENT LEARNING PROGRAMS AND SERVICES (Continued)**

	Percent Agreed			
	All Faculty/Administrators (n=200)	Contract Faculty (n=106)	Adjunct Faculty (n=70)	Staff (n=99)
<b>A. Instructional Programs (Continued)</b>				
15. In the courses that you teach, to what extent do you integrate the following student learning competencies:				
Written and Oral Communication				
to a great extent	75.8%	77.1%	79.1%	N/A
somewhat	20.8%	20.8%	20.9%	N/A
not at all	3.4%	2.1%		N/A
Critical Thinking				
to a great extent	89.8%	91.8%	89.4%	N/A
somewhat	9.1%	8.2%	10.6%	N/A
not at all	1.1%			N/A
Quantitative Reasoning Skills				
to a great extent	58.4%	53.6%	65.6%	N/A
somewhat	27.2%	28.9%	25.0%	N/A
not at all	14.5%	17.5%	9.4%	N/A
Appreciation of Cultural Diversity				
to a great extent	54.9%	55.8%	60.0%	N/A
somewhat	35.8%	35.8%	35.4%	N/A
not at all	9.2%	8.4%	4.6%	N/A
Information Competency				
to a great extent	74.0%	69.5%	84.4%	N/A
somewhat	20.8%	24.2%	15.6%	N/A
not at all	5.2%	6.3%		N/A
16. In the classes you teach, students are provided with a syllabus that specifies learning objectives consistent with the approved course outlines.	100.0%	100.0%	100.0%	N/A
17. Official college publications such as the catalog and class schedule are precise, accurate, and current. (staff Q12)	87.0%	83.6%	93.8%	81.2%
Information contained in the student handbook or orientation materials is helpful to students. (staff Q13)	N/A	N/A	N/A	92.9%
18. The College supports academic freedom.	92.5%	90.4%	96.7%	N/A
19. Faculty are fair and objective in their presentation of course material.	96.0%	97.0%	94.2%	N/A
20. I am familiar with college policies on plagiarism and academic honesty.	98.5%	100.0%	96.9%	N/A
<b>Average*</b>	<b>89.5%</b>	<b>88.8%</b>	<b>92.0%</b>	<b>85.6%</b>
<b>B. Student Support Services</b>				
21. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population. (staff Q14)	88.7%	88.4%	90.0%	81.6%
22. The College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity. (staff Q15)	93.3%	93.1%	94.9%	94.2%
23. In general, do you feel that student support services at this college are adequate to meet student needs? (staff Q16)	65.5%	59.6%	76.3%	86.4%

Note 1: Percent Agreed includes "strongly agree" and "agree".

Note 2: "Not applicable" is taken out of the calculation.

Note 3: Average does not include Question 15.

Note 4: Eighteen administrators are included in all faculty/administrator responses.

## Standard II: STUDENT LEARNING PROGRAMS AND SERVICES (Continued)

	Percent Agreed			
	All Faculty/Administrators (n=200)	Contract Faculty (n=106)	Adjunct Faculty (n=70)	Staff (n=99)
<b>B. Student Support Services (Continued)</b>				
24. Student Services at this college have sufficient staff and resources to meet student needs. (staff Q17)	37.9%	31.7%	53.3%	56.3%
25. Student Services at this college have sufficient facilities to meet student needs. (staff Q18)	43.9%	38.8%	58.6%	57.9%
26. Do you refer students to the various services available on campus? (i.e., DSPS, Tutoring, Health Services, Financial Aid, EOPS, etc.) (staff Q19)				
Yes	95.3%	99.0%	89.4%	92.4%
No	4.7%	1.0%	10.6%	7.6%
<b>Average*</b>	<b>65.9%</b>	<b>62.3%</b>	<b>74.6%</b>	<b>75.3%</b>
<b>C. Library and Learning Support Services</b>				
27. For library and other learning support services, the College relies on expertise of discipline faculty in selection and maintenance of books, periodicals, as well as other learning resources.	91.2%	94.0%	84.3%	N/A
28. The College provides ongoing training for users of library and other learning support services to develop information competency. (staff Q20)	97.7%	97.0%	98.3%	95.1%
29. I use library and other learning support services in my teaching.	89.2%	91.1%	84.1%	N/A
The college library hours are adequate to meet my needs. (staff Q21)	N/A	N/A	N/A	87.5%
30. The library's collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of your program or work function. (staff Q22)	83.6%	82.6%	81.9%	89.6%
<b>Average</b>	<b>90.4%</b>	<b>91.2%</b>	<b>87.2%</b>	<b>90.7%</b>

## Standard III: RESOURCES

	Percent Agreed			
	All Faculty/Administrators (n=200)	Contract Faculty (n=106)	Adjunct Faculty (n=70)	Staff (n=99)
<b>A. Human Resources</b>				
31. I am personally treated with respect at this college. (staff Q23)	89.0%	86.4%	93.9%	85.1%
32. The criteria of hiring faculty include knowledge of subject matter or service to be performed, teaching ability, and the potential to contribute to the mission of the institution.	88.1%	91.3%	85.3%	N/A
33. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed. (staff Q24)	80.7%	83.1%	77.3%	77.4%
34. Have your performance evaluations been conducted according to your contract/handbook guidelines? (staff Q25)				
Yes	89.4%	94.2%	78.6%	83.1%
No	10.6%	5.8%	21.4%	16.9%

Note 1: Percent Agreed includes "strongly agree" and "agree".

Note 2: "Not applicable" is taken out of the calculation.

Note 3: Average does not include Question 26.

Note 4: Eighteen administrators are included in all faculty/administrator responses.

Standard III: RESOURCES (Continued)	Percent Agreed			
	All Faculty/Ad-ministrators (n=200)	Contract Faculty (n=106)	Adjunct Faculty (n=70)	Staff (n=99)
<b>A. Human Resources (Continued)</b>				
35. Effectiveness in producing student learning outcomes should be considered in the performance evaluation of faculty and staff directly responsible for student success. (staff Q26)	70.2%	59.6%	79.7%	78.0%
36. Policies and practices of the College clearly demonstrate commitment to issues of equity and diversity. (staff Q27)	93.8%	93.1%	94.7%	88.9%
37. The College provides opportunities for continued professional and staff development. (staff Q28)	87.2%	86.4%	85.5%	76.3%
38. As a group, the members of my department stay current in their fields of expertise. (staff Q29)	92.1%	92.3%	89.1%	61.5%
<b>Average*</b>	<b>85.9%</b>	<b>84.6%</b>	<b>86.5%</b>	<b>77.9%</b>
<b>B. Physical Resources</b>				
39. Systematic assessment of effective use of physical resources is integrated in institutional planning. (staff Q30)	79.8%	78.9%	84.6%	76.2%
40. Student learning needs are central to the planning, development, and design of new facilities. (staff Q31)	80.4%	78.3%	84.8%	87.1%
41. The College systematically maintains and upgrades its physical resources to support its programs and services. (staff Q32)	63.0%	62.7%	61.9%	74.7%
42. The College systematically reviews the conditions of its physical resources to assure access, safety, security, and a healthful learning and working environment. (staff Q33)	72.2%	68.4%	72.5%	81.9%
43. Safety hazards are addressed promptly. (staff Q34)	77.9%	74.0%	83.8%	74.4%
44. The grounds are pleasing and adequately maintained. (staff Q35)	84.4%	84.5%	85.0%	91.7%
45. The exterior features of the campus buildings are well maintained. (staff Q36)	77.5%	73.5%	83.9%	87.6%
46. The interior of the classrooms, offices, and restrooms are adequately maintained. (staff Q37)	49.0%	39.8%	61.9%	60.8%
47. The exterior lighting of the College is adequate and kept in working order. (staff Q38)	71.7%	67.3%	75.4%	75.6%
<b>Average</b>	<b>72.9%</b>	<b>69.7%</b>	<b>77.1%</b>	<b>78.9%</b>
<b>C. Technology Resources</b>				
48. Technology planning is integrated with institutional planning. (staff Q39)	82.6%	83.7%	82.3%	89.2%
49. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning. (staff Q40)	66.0%	57.7%	73.7%	85.6%
50. The College provides training in the effective application of information technology to faculty and staff. (staff Q41)	89.8%	92.1%	85.7%	84.3%
51. The College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs. (staff Q42)	79.4%	76.6%	84.2%	83.8%
<b>Average</b>	<b>79.5%</b>	<b>77.5%</b>	<b>81.5%</b>	<b>85.7%</b>

Note 1: Percent Agreed includes "strongly agree" and "agree".

Note 2: "Not applicable" is taken out of the calculation.

Note 3: Average does not include Questions 34.

Note 4: Eighteen administrators are included in all faculty/administrator responses.

**Standard III: RESOURCES (Continued)**

	<b>Percent Agreed</b>			
	All Faculty/Administrators (n=200)	Contract Faculty (n=106)	Adjunct Faculty (n=70)	Staff (n=99)
<b>D. Financial Resources</b>				
52. Budget information is accessible throughout the College. (staff Q43)	79.4%	79.2%	77.1%	75.0%
53. The College budget reflects college priorities and planning goals. (staff Q44)	76.7%	80.8%	65.9%	85.4%
54. College guidelines and processes for financial planning and budget development are clearly defined and followed. (staff Q45)	74.8%	72.2%	74.3%	79.2%
55. Faculty and staff have appropriate opportunities to participate in budget development for the College through its shared governance processes. (staff Q46)	70.0%	67.4%	72.7%	69.2%
56. The District resource allocation process is appropriate to support college programs and services. (staff Q47)	45.7%	45.3%	55.5%	52.2%
57. The College systematically assesses the effective use of its financial resources. (staff Q48)	82.0%	78.1%	90.4%	85.3%
58. The College uses the results of financial assessment as the basis for institutional improvement. (staff Q49)	81.3%	79.4%	88.4%	84.5%
<b>Average</b>	<b>72.8%</b>	<b>71.8%</b>	<b>74.9%</b>	<b>75.8%</b>

**Standard IV: LEADERSHIP AND GOVERNANCE**

	<b>Percent Agreed</b>			
	All Faculty/Administrators (n=200)	Contract Faculty (n=106)	Adjunct Faculty (n=70)	Staff (n=99)
<b>A. Decision-Making Roles and Processes</b>				
59. The college leaders encourage all members of college community to take initiative in improving institutional effectiveness. (staff Q50)	83.3%	80.6%	83.6%	78.1%
60. The faculty/staff exercise a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies. (staff Q51)	75.7%	77.1%	63.8%	46.9%
61. The faculty is sufficiently involved through committees, such as the Curriculum Committee or Vocational Education Advisory Committee, in decisions involving curriculum development.	93.3%	93.0%	91.2%	N/A
Staff involvement on committees assure that they have a voice in college policy making. (staff Q52)	N/A	N/A	N/A	75.0%
62. In general, I am aware of the faculty/staff role in various governing, planning, budgeting, and policy making bodies at the College. (staff Q53)	85.9%	95.1%	67.2%	74.4%
63. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies. (staff Q54)	83.9%	83.6%	77.7%	77.2%
64. The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders. (staff Q55)	48.4%	46.3%	41.9%	43.7%
65. The decision-making structures and processes are regularly evaluated and the results are widely communicated to all members of the college community. (staff Q56)	55.7%	50.5%	60.0%	53.3%
<b>Average</b>	<b>75.2%</b>	<b>75.2%</b>	<b>69.3%</b>	<b>64.1%</b>

Note 1: Percent Agreed includes "strongly agree" and "agree".

Note 2: "Not applicable" is taken out of the calculation.

Note 3: Eighteen administrators are included in all faculty/administrator responses.

Standard IV: LEADERSHIP AND GOVERNANCE (Continued)	Percent Agreed			
	All Faculty/Administrators (n=200)	Contract Faculty (n=106)	Adjunct Faculty (n=70)	Staff (n=99)
<b>B. Board and Administrative Organization</b>				
66. The governing board establishes policies to assure the quality, integrity, and effectiveness of the programs and services. (staff Q57)	72.0%	68.3%	77.2%	84.5%
67. The governing board establishes policies to assure the financial stability of the institution. (staff Q58)	78.1%	77.0%	74.2%	87.0%
68. The governing board's decision-making reflects the public interest. (staff Q59)	60.8%	60.0%	60.0%	67.6%
69. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity. (staff Q60)	63.3%	59.4%	73.8%	74.4%
70. The college president provides effective leadership in planning and assessing institutional effectiveness. (staff Q61)	91.5%	90.4%	92.2%	95.6%
71. The college president provides effective leadership in selecting and developing personnel. (staff Q62)	85.7%	84.3%	85.0%	88.0%
72. The college president provides effective leadership in fiscal planning and budget development. (staff Q63)	91.6%	90.9%	91.9%	95.3%
73. The college president works and communicates effectively with the communities served by the College. (staff Q64)	92.8%	91.8%	92.1%	92.6%
74. There is a clear delineation of authority and operational responsibility between and among:				
A. Governing Board and District Office	76.4%	71.4%	87.0%	79.7%
B. Governing Board and the colleges	76.5%	72.5%	82.6%	75.8%
C. District Office and the colleges	71.9%	71.3%	76.9%	76.6%
D. Colleges	75.1%	72.3%	74.1%	80.3%
75. The District Office provides effective services that support the college in its missions and functions. (staff Q66)	61.1%	53.1%	78.4%	71.0%
76. The District Office and colleges use effective methods of communication and exchange information in a timely manner. (staff Q67)	61.8%	58.7%	70.3%	68.3%
77. The District Office provides sufficient support to the colleges in the following areas: (staff Q68)				
A. Business Services	72.7%	67.5%	82.2%	93.1%
B. District Advancement (Communications)	65.3%	67.1%	65.4%	75.4%
C. Facilities Services	64.8%	57.7%	80.0%	69.8%
D. Human Resources	63.1%	62.1%	64.8%	78.9%
E. Information Technology	70.8%	69.8%	83.9%	87.1%
F. Instructional Services	70.5%	66.2%	84.4%	87.7%
G. Student Services	77.9%	74.4%	79.3%	77.0%
<b>Average</b>	<b>73.5%</b>	<b>70.8%</b>	<b>78.8%</b>	<b>81.2%</b>

Note 1: Percent Agreed includes "strongly agree" and "agree".

Note 2: "Not applicable" is taken out of the calculation.

Note 3: Eighteen administrators are included in all faculty/administrator responses.



**San Diego Mesa College Accreditation Survey Report**

**APPENDIX A**

**SURVEY RESPONSES OF  
ALL FACULTY AND ADMINISTRATORS**

## MESA COLLEGE ACCREDITATION SURVEY 2003 - Faculty and Administrators (n=200)

### Part I: Teaching and Learning Resources-- level of importance vs. level of satisfaction

Level of Importance						Level of Satisfaction						
# respondents	very important	important	unimportant	very unimportant	Total		# respondents	very satisfied	satisfied	dissatisfied	very dissatisfied	Total
190	67.9%	28.9%	2.1%	1.1%	100.0%	<b>Counseling</b>	163	17.2%	57.1%	21.5%	4.3%	100.0%
188	60.6%	34.6%	3.7%	1.1%	100.0%	<b>Tutoring Services</b>	161	10.6%	66.5%	20.5%	2.5%	100.0%
165	49.7%	46.1%	2.4%	1.8%	100.0%	<b>Transfer Center</b>	120	15.8%	74.2%	10.0%		100.0%
179	54.7%	43.6%	1.7%		100.0%	<b>DSPS</b>	164	36.0%	58.5%	3.7%	1.8%	100.0%
185	66.5%	33.0%	0.5%		100.0%	<b>Admissions</b>	175	28.0%	66.3%	5.7%		100.0%
157	36.9%	56.7%	5.7%	0.6%	100.0%	<b>EOPS</b>	129	21.7%	72.9%	5.4%		100.0%
172	57.6%	39.5%	2.3%	0.6%	100.0%	<b>Financial Aid Services</b>	137	20.4%	67.2%	12.4%		100.0%
188	45.7%	48.4%	4.3%	1.6%	100.0%	<b>Health Services</b>	153	30.1%	64.1%	4.6%	1.3%	100.0%
191	31.9%	61.8%	4.2%	2.1%	100.0%	<b>Cafeteria/Snack Bar</b>	181	6.1%	50.8%	31.5%	11.6%	100.0%
192	85.9%	13.5%	0.5%		100.0%	<b>Library Resources</b>	189	50.8%	43.9%	5.3%		100.0%
172	57.6%	36.6%	5.2%	0.6%	100.0%	<b>Independent Learning Center</b>	158	39.2%	54.4%	5.7%	0.6%	100.0%
196	78.6%	19.9%	1.0%	0.5%	100.0%	<b>Parking</b>	189	5.3%	25.9%	21.2%	47.6%	100.0%
185	59.5%	39.5%	0.5%	0.5%	100.0%	<b>Computer Lab</b>	170	24.7%	66.5%	6.5%	2.4%	100.0%
177	55.4%	40.7%	4.0%		100.0%	<b>Departmental Teaching Resources</b>	168	9.5%	47.0%	35.7%	7.7%	100.0%
194	89.2%	10.3%	0.5%		100.0%	<b>Quality of Instruction</b>	182	35.7%	59.3%	4.4%	0.5%	100.0%
192	76.6%	21.9%	1.6%		100.0%	<b>Availability of Classes</b>	179	10.6%	53.6%	27.4%	8.4%	100.0%
192	69.8%	30.2%			100.0%	<b>Adequacy of Classrooms</b>	189	4.8%	35.4%	46.6%	13.2%	100.0%
189	46.0%	50.8%	3.2%		100.0%	<b>Assigned Working Space/Office Space</b>	186	12.9%	38.7%	29.0%	19.4%	100.0%
189	52.9%	46.0%	1.1%		100.0%	<b>Technology Resources</b>	180	17.8%	57.8%	19.4%	5.0%	100.0%
167	59.3%	38.3%	2.4%		100.0%	<b>Financial Resources</b>	156	5.8%	37.8%	38.5%	17.9%	100.0%
189	46.0%	53.4%	0.5%		100.0%	<b>Physical Facilities</b>	182	4.9%	45.6%	37.9%	11.5%	100.0%
177	57.6%	40.7%	1.7%		100.0%	<b>Staffing Resources</b>	173	6.9%	52.6%	34.1%	6.4%	100.0%
165	26.7%	63.0%	7.9%	2.4%	100.0%	<b>Student Life/Activities</b>	132	9.8%	71.2%	14.4%	4.5%	100.0%
184	42.9%	54.9%	2.2%		100.0%	<b>AV Media Resources</b>	176	27.3%	59.1%	11.9%	1.7%	100.0%
<b>182</b>	<b>57.3%</b>	<b>39.7%</b>	<b>2.6%</b>	<b>1.2%</b>	<b>100.0%</b>	<b>Average</b>	<b>166</b>	<b>18.8%</b>	<b>55.3%</b>	<b>18.9%</b>	<b>8.9%</b>	<b>100.0%</b>

Note 1: "Not applicable" is taken out of the calculation.

Note 2: Eighteen administrators were included in the results.

**Part II: Please mark your level of agreement with the following statements:**

<b>Standard I: INSTITUTIONAL MISSION AND EFFECTIVENESS</b>	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Mission</b>						
1. I am familiar with the mission statement of the College.	189	37.0%	58.2%	4.2%	0.5%	100.0%
2. The college programs, services, and planning are consistent with the mission of the College.	182	22.5%	65.4%	11.5%	0.5%	100.0%
3. The mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning.	179	34.1%	63.7%	2.2%		100.0%
<b>Average</b>	<b>183</b>	<b>31.2%</b>	<b>62.4%</b>	<b>6.0%</b>	<b>0.5%</b>	<b>100.0%</b>
<b>B. Improving Institutional Effectiveness</b>						
4. Improving institutional effectiveness is valued throughout the College.	187	27.3%	50.8%	19.3%	2.7%	100.0%
5. The College facilitates an ongoing dialogue about improving student learning and institutional processes.	180	21.7%	58.9%	17.2%	2.2%	100.0%
6. Review of programs and services is integrated into the college planning process.	178	27.0%	57.9%	13.5%	1.7%	100.0%
7. Student learning outcomes are considered in program review and institutional planning.	168	15.5%	66.1%	15.5%	3.0%	100.0%
8. The College's planning process is broad-based, offering opportunities for input by appropriate constituencies.	168	23.2%	52.4%	19.6%	4.8%	100.0%
<b>Average</b>	<b>176</b>	<b>22.9%</b>	<b>57.2%</b>	<b>17.0%</b>	<b>2.9%</b>	<b>100.0%</b>

<b>Standard II: STUDENT LEARNING PROGRAMS AND SERVICES</b>	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Instructional Programs</b>						
9. I am pleased with the quality of teaching and instruction here.	183	34.4%	59.6%	4.4%	1.6%	100.0%
10. The College recognizes the central role of its faculty in assuring quality of instruction.	182	30.8%	50.0%	14.3%	4.9%	100.0%
11. The College identifies and seeks to meet the varied educational needs of its students through diverse programs.	185	27.6%	62.7%	7.6%	2.2%	100.0%
12. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	177	19.8%	66.1%	13.0%	1.1%	100.0%
13. The College provides alternate class scheduling to meet student needs.	175	18.9%	60.6%	15.4%	5.1%	100.0%
14. The College uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.	141	12.1%	67.4%	18.4%	2.1%	100.0%

Note 1: "Not applicable" is taken out of the calculation.

Note 2: Eighteen administrators are included in the results.

**Standard II: STUDENT LEARNING PROGRAMS AND SERVICES (Continued)**

	# respondents					
<b>A. Instructional Programs (Continued)</b>						
15. In the courses that you teach, to what extent do you integrate the following student learning competencies:			To a great extent	Somewhat	Not at all	Total
Written and Oral Communication	178		75.8%	20.8%	3.4%	100.0%
Critical Thinking	176		89.8%	9.1%	1.1%	100.0%
Quantitative Reasoning Skills	173		58.4%	27.2%	14.5%	100.0%
Appreciation of Cultural Diversity	173		54.9%	35.8%	9.2%	100.0%
Information Competency	173		74.0%	20.8%	5.2%	100.0%
		strongly agree	agree	disagree	strongly disagree	Total
16. In the classes you teach, students are provided with a syllabus that specifies learning objectives consistent with the approved course outlines.	171	90.6%	9.4%			100.0%
17. Official college publications such as the catalog and class schedule are precise, accurate, and current.	192	34.4%	52.6%	10.9%	2.1%	100.0%
18. The College supports academic freedom.	185	38.4%	54.1%	7.0%	0.5%	100.0%
19. Faculty are fair and objective in their presentation of course material.	172	29.7%	66.3%	3.5%	0.6%	100.0%
20. I am familiar with college policies on plagiarism and academic honesty.	192	64.1%	34.4%	1.6%		100.0%
<b>Average</b>	<b>177</b>	<b>36.4%</b>	<b>53.0%</b>	<b>9.6%</b>	<b>2.2%</b>	<b>100.0%</b>
<b>B. Student Support Services</b>						
21. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population.	185	24.9%	63.8%	9.7%	1.6%	100.0%
22. The College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	179	31.3%	62.0%	6.1%	0.6%	100.0%
23. In general, do you feel that student support services at this college are adequate to meet student needs?	183	10.9%	54.6%	29.0%	5.5%	100.0%
24. Student Services at this college have sufficient staff and resources to meet student needs.	169	6.5%	31.4%	47.3%	14.8%	100.0%
25. Student Services at this college have sufficient facilities to meet student needs.	164	4.3%	39.6%	41.5%	14.6%	100.0%
26. Do you refer students to the various services available on campus? (i.e., DSPS, Tutoring, Health Services, Financial Aid, EOPS, etc.)	193		95.3% (yes)	4.7% (no)		100.0%
<b>Average</b>	<b>179</b>	<b>15.6%</b>	<b>50.3%</b>	<b>26.7%</b>	<b>7.4%</b>	<b>100.0%</b>
<b>C. Library and Learning Support Services</b>						
27. For library and other learning support services, the College relies on expertise of discipline faculty in selection and maintenance of books, periodicals, as well as other learning resources.	170	39.4%	51.8%	8.8%		100.0%
28. The College provides ongoing training for users of library and other learning support services to develop information competency.	181	55.2%	42.5%	1.7%	0.6%	100.0%
29. I use library and other learning support services in my teaching.	176	42.0%	47.2%	10.2%	0.6%	100.0%
30. The library's collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of your program or work function.	177	22.6%	61.0%	11.9%	4.5%	100.0%
<b>Average</b>	<b>176</b>	<b>39.8%</b>	<b>50.6%</b>	<b>8.2%</b>	<b>1.9%</b>	<b>100.0%</b>

Note 1: "Not applicable" is taken out of the calculation.

Note 2: Eighteen administrators are included in the results.

**Standard III: RESOURCES**

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Human Resources</b>						
31. I am personally treated with respect at this college.	192	50.5%	38.5%	8.3%	2.6%	100.0%
32. The criteria of hiring faculty include knowledge of subject matter or service to be performed, teaching ability, and the potential to contribute to the mission of the institution.	185	43.2%	44.9%	9.2%	2.7%	100.0%
33. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.	176	35.2%	45.5%	15.9%	3.4%	100.0%
34. Have your performance evaluations been conducted according to your contract/handbook guidelines?	180		89.4% (yes)	10.6% (no)		100.0%
35. Effectiveness in producing student learning outcomes should be considered in the performance evaluation of faculty and staff directly responsible for student success.	185	20.5%	49.7%	18.9%	10.8%	100.0%
36. Policies and practices of the College clearly demonstrate commitment to issues of equity and diversity.	177	35.6%	58.2%	6.2%		100.0%
37. The College provides opportunities for continued professional and staff development.	188	28.7%	58.5%	10.1%	2.7%	100.0%
38. As a group, the members of my department stay current in their fields of expertise.	177	32.2%	59.9%	7.3%	0.6%	100.0%
<b>Average</b>	<b>183</b>	<b>35.1%</b>	<b>50.7%</b>	<b>10.8%</b>	<b>3.8%</b>	<b>100.0%</b>
<b>B. Physical Resources</b>						
39. Systematic assessment of effective use of physical resources is integrated in institutional planning.	148	17.6%	62.2%	17.6%	2.7%	100.0%
40. Student learning needs are central to the planning, development, and design of new facilities.	164	28.0%	52.4%	17.1%	2.4%	100.0%
41. The College systematically maintains and upgrades its physical resources to support its programs and services.	178	7.9%	55.1%	30.9%	6.2%	100.0%
42. The College systematically reviews the conditions of its physical resources to assure access, safety, security, and a healthful learning and working environment.	169	10.7%	61.5%	22.5%	5.3%	100.0%
43. Safety hazards are addressed promptly.	163	17.8%	60.1%	17.8%	4.3%	100.0%
44. The grounds are pleasing and adequately maintained.	186	26.9%	57.5%	12.4%	3.2%	100.0%
45. The exterior features of the campus buildings are well maintained.	187	17.1%	60.4%	19.3%	3.2%	100.0%
46. The interior of the classrooms, offices, and restrooms are adequately maintained.	188	4.3%	44.7%	40.4%	10.6%	100.0%
47. The exterior lighting of the College is adequate and kept in working order.	180	7.8%	63.9%	22.8%	5.6%	100.0%
<b>Average</b>	<b>174</b>	<b>15.3%</b>	<b>57.5%</b>	<b>22.3%</b>	<b>4.8%</b>	<b>100.0%</b>

Note 1: "Not applicable" is taken out of the calculation.

Note 2: Eighteen administrators are included in the results.

**Standard III: RESOURCES (Continued)**

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>C. Technology Resources</b>						
48. Technology planning is integrated with institutional planning.	144	21.5%	61.1%	13.9%	3.5%	100.0%
49. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	182	17.6%	48.4%	22.0%	12.1%	100.0%
50. The College provides training in the effective application of information technology to faculty and staff.	177	32.2%	57.6%	7.9%	2.3%	100.0%
51. The College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.	150	18.7%	60.7%	12.7%	8.0%	100.0%
<b>Average</b>	<b>163</b>	<b>22.5%</b>	<b>57.0%</b>	<b>14.1%</b>	<b>6.5%</b>	<b>100.0%</b>
<b>D. Financial Resources</b>						
52. Budget information is accessible throughout the College.	170	20.6%	58.8%	15.3%	5.3%	100.0%
53. The College budget reflects college priorities and planning goals.	159	13.8%	62.9%	18.9%	4.4%	100.0%
54. College guidelines and processes for financial planning and budget development are clearly defined and followed.	143	13.3%	61.5%	22.4%	2.8%	100.0%
55. Faculty and staff have appropriate opportunities to participate in budget development for the College through its shared governance processes.	160	10.0%	60.0%	23.1%	6.9%	100.0%
56. The District resource allocation process is appropriate to support college programs and services.	153	3.9%	41.8%	35.9%	18.3%	100.0%
57. The College systematically assesses the effective use of its financial resources.	133	11.3%	70.7%	14.3%	3.8%	100.0%
58. The College uses the results of financial assessment as the basis for institutional improvement.	118	11.0%	70.3%	14.4%	4.2%	100.0%
<b>Average</b>	<b>148</b>	<b>12.0%</b>	<b>60.9%</b>	<b>20.6%</b>	<b>6.5%</b>	<b>100.0%</b>

**Standard IV: LEADERSHIP AND GOVERNANCE**

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Decision-Making Roles and Processes</b>						
59. The college leaders encourage all members of college community to take initiative in improving institutional effectiveness.	173	22.0%	61.3%	13.3%	3.5%	100.0%
60. The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.	173	20.8%	54.9%	17.9%	6.4%	100.0%
61. The faculty is sufficiently involved through committees, such as the Curriculum Committee or Vocational Education Advisory Committee, in decisions involving curriculum development.	165	30.3%	63.0%	5.5%	1.2%	100.0%
62. In general, I am aware of the faculty's role in various governing, planning, budgeting, and policy making bodies at the College.	178	30.3%	55.6%	11.8%	2.2%	100.0%

Note 1: "Not applicable" is taken out of the calculation.

Note 2: Eighteen administrators are included in the results.

**Standard IV: LEADERSHIP AND GOVERNANCE  
(Continued)**

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Decision-Making Roles and Processes (Continued)</b>						
63. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	162	25.3%	58.6%	15.4%	0.6%	100.0%
64. The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.	157	12.1%	36.3%	40.1%	11.5%	100.0%
65. The decision-making structures and processes are regularly evaluated and the results are widely communicated to all members of the college community.	160	14.4%	41.3%	34.4%	10.0%	100.0%
<b>Average</b>	<b>167</b>	<b>22.2%</b>	<b>53.0%</b>	<b>19.8%</b>	<b>5.1%</b>	<b>100.0%</b>
<b>B. Board and Administrative Organization</b>						
66. The governing board establishes policies to assure the quality, integrity, and effectiveness of the programs and services.	139	9.4%	62.6%	25.2%	2.9%	100.0%
67. The governing board establishes policies to assure the financial stability of the institution.	137	8.0%	70.1%	18.2%	3.6%	100.0%
68. The governing board's decision-making reflects the public interest.	143	8.4%	52.4%	28.7%	10.5%	100.0%
69. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	161	6.2%	57.1%	26.1%	10.6%	100.0%
70. The college president provides effective leadership in planning and assessing institutional effectiveness.	175	44.6%	46.9%	6.3%	2.3%	100.0%
71. The college president provides effective leadership in selecting and developing personnel.	161	44.7%	41.0%	10.6%	3.7%	100.0%
72. The college president provides effective leadership in fiscal planning and budget development.	155	47.1%	44.5%	5.8%	2.6%	100.0%
73. The college president works and communicates effectively with the communities served by the College.	154	53.2%	39.6%	5.2%	1.9%	100.0%
74. There is a clear delineation of authority and operational responsibility between and among:						
A. Governing Board and District Office	110	16.4%	60.0%	19.1%	4.5%	100.0%
B. Governing Board and the colleges	119	14.3%	62.2%	18.5%	5.0%	100.0%
C. District Office and the colleges	128	13.3%	58.6%	18.0%	10.2%	100.0%
D. Colleges	128	18.8%	56.3%	20.3%	4.7%	100.0%
75. The District Office provides effective services that support the college in its missions and functions.	149	5.4%	55.7%	28.2%	10.7%	100.0%
76. The District Office and colleges use effective methods of communication and exchange information in a timely manner.	152	3.9%	57.9%	25.7%	12.5%	100.0%
77. The District Office provides sufficient support to the colleges in the following areas:						
A. Business Services	128	13.3%	59.4%	22.7%	4.7%	100.0%
B. District Advancement (Communications)	121	5.8%	59.5%	28.9%	5.8%	100.0%
C. Facilities Services	125	7.2%	57.6%	27.2%	8.0%	100.0%
D. Human Resources	149	12.1%	51.0%	26.8%	10.1%	100.0%
E. Information Technology	130	6.2%	64.6%	20.8%	8.5%	100.0%
F. Instructional Services	132	5.3%	65.2%	19.7%	9.8%	100.0%
G. Student Services	122	10.7%	67.2%	15.6%	6.6%	100.0%
<b>Average</b>	<b>139</b>	<b>16.9%</b>	<b>56.6%</b>	<b>19.9%</b>	<b>6.6%</b>	<b>100.0%</b>

Note 1: "Not applicable" is taken out of the calculation.

Note 2: Eighteen administrators are included in the results.

**Part III: Demographics**

78. Your primary college/work site:

	#	%
City	142	34.3%
Mesa	200	48.3%
Miramar	72	17.4%
Total	414	100.0%

79. Gender:

	#	%
Female	102	51.0%
Male	84	42.0%
Unknown	14	7.0%
Total	200	100.0%

80. Ethnic/Racial grouping:

	#	%
Asian/Pac Islander	7	3.5%
African American/Black Non-Hispanic	9	4.5%
White Non-Hispanic	90	45.0%
Filipino	4	2.0%
Hispanic	16	8.0%
American Indian/Alaskan Native		0.0%
Other Non-white	5	2.5%
Unknown	69	34.5%
Total	200	100.0%

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

	#	%
Less than 1 year	10	5.0%
1-3 years	21	10.5%
4-6 years	26	13.0%
7-10 years	23	11.5%
11-15 years	31	15.5%
16 or more years	44	22.0%
Unknown	45	22.5%
Total	200	100.0%

82. How long have you been employed at the District?

**(respond if you have worked at other SDCCD sites)**

	#	%
Less than 1 year	8	4.0%
1-3 years	15	7.5%
4-6 years	13	6.5%
7-10 years	17	8.5%
11-15 years	29	14.5%
16 or more years	34	17.0%
Unknown	84	42.0%
Total	200	100.0%



**If you are faculty, please answer the following 2 questions:**

83. What is your work status?

	#	%
Contract	106	53.0%
Adjunct	70	35.0%
Unknown	24	12.0%
Total	200	100.0%

84. Please indicate your faculty status:

	#	%
Classroom	123	61.5%
Non-classroom	14	7.0%
Unknown	63	31.5%
Total	200	100.0%

**If you are an administrator, please answer the following 2 questions:**

85. Your work classification:

	#	%
Administrator (President, VP)	3	16.7%
Academic Manager	10	55.6%
Classified Manager		0.0%
Other	5	27.8%
Total	18	100.0%

86. Your area of responsibility:

	#	%
Student support services	3	18.8%
Instructional support services	9	56.3%
Administrative support services (human resources, business operation)		0.0%
Facilities, operation, and maintenance		0.0%
Information technology		0.0%
Other	3	18.8%
Unknown	3	18.8%
Total	18	112.5%

**San Diego Mesa College Accreditation Survey Report**

**APPENDIX B**

**SURVEY RESPONSES OF  
CONTRACT FACULTY**

**MESA COLLEGE ACCREDITATION SURVEY 2003 - Contract Faculty (n=106)**

**Part I: Teaching and Learning Resources-- level of importance vs. level of satisfaction**

Level of Importance						Level of Satisfaction						
# respondents	very important	important	unimportant	very unimportant	Total		# respondents	very satisfied	satisfied	dissatisfied	very dissatisfied	Total
104	75.0%	24.0%		1.0%	100.0%	<b>Counseling</b>	98	18.4%	55.1%	22.4%	4.1%	100.0%
100	61.0%	35.0%	3.0%	1.0%	100.0%	<b>Tutoring Services</b>	93	8.6%	66.7%	22.6%	2.2%	100.0%
94	47.9%	47.9%	2.1%	2.1%	100.0%	<b>Transfer Center</b>	77	14.3%	75.3%	10.4%		100.0%
103	61.2%	36.9%	1.9%		100.0%	<b>DSPS</b>	101	40.6%	51.5%	5.0%	3.0%	100.0%
99	69.7%	30.3%			100.0%	<b>Admissions</b>	98	29.6%	68.4%	2.0%		100.0%
93	37.6%	55.9%	5.4%	1.1%	100.0%	<b>EOPS</b>	81	23.5%	67.9%	8.6%		100.0%
98	60.2%	37.8%	1.0%	1.0%	100.0%	<b>Financial Aid Services</b>	86	24.4%	65.1%	10.5%		100.0%
102	45.1%	52.0%	2.0%	1.0%	100.0%	<b>Health Services</b>	94	26.6%	68.1%	4.3%	1.1%	100.0%
102	32.4%	65.7%	1.0%	1.0%	100.0%	<b>Cafeteria/Snack Bar</b>	101	6.9%	41.6%	37.6%	13.9%	100.0%
102	82.4%	16.7%	1.0%		100.0%	<b>Library Resources</b>	102	46.1%	47.1%	6.9%		100.0%
95	54.7%	38.9%	6.3%		100.0%	<b>Independent Learning Center</b>	92	38.0%	53.3%	7.6%	1.1%	100.0%
104	81.7%	18.3%			100.0%	<b>Parking</b>	101	3.0%	15.8%	24.8%	56.4%	100.0%
98	59.2%	40.8%			100.0%	<b>Computer Lab</b>	92	18.5%	70.7%	9.8%	1.1%	100.0%
93	59.1%	36.6%	4.3%		100.0%	<b>Departmental Teaching Resources</b>	91	9.9%	46.2%	34.1%	9.9%	100.0%
104	92.3%	7.7%			100.0%	<b>Quality of Instruction</b>	100	45.0%	51.0%	4.0%		100.0%
105	78.1%	21.0%	1.0%		100.0%	<b>Availability of Classes</b>	101	9.9%	61.4%	23.8%	5.0%	100.0%
103	72.8%	27.2%			100.0%	<b>Adequacy of Classrooms</b>	103	3.9%	33.0%	50.5%	12.6%	100.0%
105	51.4%	46.7%	1.9%		100.0%	<b>Assigned Working Space/Office Space</b>	104	16.3%	41.3%	29.8%	12.5%	100.0%
104	54.8%	45.2%			100.0%	<b>Technology Resources</b>	102	17.6%	57.8%	19.6%	4.9%	100.0%
100	65.0%	33.0%	2.0%		100.0%	<b>Financial Resources</b>	99	8.1%	37.4%	36.4%	18.2%	100.0%
101	54.5%	45.5%			100.0%	<b>Physical Facilities</b>	101	5.9%	37.6%	44.6%	11.9%	100.0%
100	61.0%	38.0%	1.0%		100.0%	<b>Staffing Resources</b>	99	7.1%	43.4%	41.4%	8.1%	100.0%
99	24.2%	66.7%	7.1%	2.0%	100.0%	<b>Student Life/Activities</b>	86	8.1%	69.8%	16.3%	5.8%	100.0%
100	43.0%	55.0%	2.0%		100.0%	<b>AV Media Resources</b>	99	27.3%	60.6%	10.1%	2.0%	100.0%
<b>100</b>	<b>59.3%</b>	<b>38.5%</b>	<b>2.7%</b>	<b>1.3%</b>	<b>100.0%</b>	<b>Average</b>	<b>96</b>	<b>19.1%</b>	<b>53.6%</b>	<b>20.1%</b>	<b>9.7%</b>	<b>100.0%</b>

Note: "Not applicable" is taken out of the calculation.

**Part II: Please mark your level of agreement with the following statements:**

<b>Standard I: INSTITUTIONAL MISSION AND EFFECTIVENESS</b>	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Mission</b>						
1. I am familiar with the mission statement of the College.	103	44.7%	53.4%	1.9%		100.0%
2. The college programs, services, and planning are consistent with the mission of the College.	102	23.5%	62.7%	13.7%		100.0%
3. The mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning.	100	37.0%	62.0%	1.0%		100.0%
<b>Average</b>	<b>102</b>	<b>35.1%</b>	<b>59.4%</b>	<b>5.5%</b>		<b>100.0%</b>
<b>B. Improving Institutional Effectiveness</b>						
4. Improving institutional effectiveness is valued throughout the College.	103	29.1%	44.7%	22.3%	3.9%	100.0%
5. The College facilitates an ongoing dialogue about improving student learning and institutional processes.	104	19.2%	59.6%	18.3%	2.9%	100.0%
6. Review of programs and services is integrated into the college planning process.	102	29.4%	56.9%	13.7%		100.0%
7. Student learning outcomes are considered in program review and institutional planning.	99	17.2%	63.6%	17.2%	2.0%	100.0%
8. The College's planning process is broad-based, offering opportunities for input by appropriate constituencies.	100	28.0%	49.0%	19.0%	4.0%	100.0%
<b>Average</b>	<b>102</b>	<b>24.6%</b>	<b>54.8%</b>	<b>18.1%</b>	<b>3.2%</b>	<b>100.0%</b>

<b>Standard II: STUDENT LEARNING PROGRAMS AND SERVICES</b>	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Instructional Programs</b>						
9. I am pleased with the quality of teaching and instruction here.	103	45.6%	47.6%	3.9%	2.9%	100.0%
10. The College recognizes the central role of its faculty in assuring quality of instruction.	104	36.5%	43.3%	14.4%	5.8%	100.0%
11. The College identifies and seeks to meet the varied educational needs of its students through diverse programs.	105	30.5%	58.1%	8.6%	2.9%	100.0%
12. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	100	18.0%	66.0%	15.0%	1.0%	100.0%
13. The College provides alternate class scheduling to meet student needs.	104	17.3%	64.4%	14.4%	3.8%	100.0%
14. The College uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.	89	13.5%	65.2%	20.2%	1.1%	100.0%

Note: "Not applicable" is taken out of the calculation.

**Standard II: STUDENT LEARNING PROGRAMS AND SERVICES (Continued)**

	# respondents					
<b>A. Instructional Programs (Continued)</b>						
15. In the courses that you teach, to what extent do you integrate the following student learning competencies:			To a great extent	Somewhat	Not at all	Total
Written and Oral Communication	96		77.1%	20.8%	2.1%	100.0%
Critical Thinking	97		91.8%	8.2%		100.0%
Quantitative Reasoning Skills	97		53.6%	28.9%	17.5%	100.0%
Appreciation of Cultural Diversity	95		55.8%	35.8%	8.4%	100.0%
Information Competency	95		69.5%	24.2%	6.3%	100.0%
		strongly agree	agree	disagree	strongly disagree	Total
16. In the classes you teach, students are provided with a syllabus that specifies learning objectives consistent with the approved course outlines.	94	91.5%	8.5%			100.0%
17. Official college publications such as the catalog and class schedule are precise, accurate, and current.	104	36.5%	47.1%	13.5%	2.9%	100.0%
18. The College supports academic freedom.	104	38.5%	51.9%	8.7%	1.0%	100.0%
19. Faculty are fair and objective in their presentation of course material.	103	32.0%	65.0%	1.9%	1.0%	100.0%
20. I am familiar with college policies on plagiarism and academic honesty.	105	70.5%	29.5%			100.0%
<b>Average</b>	<b>100</b>	<b>39.1%</b>	<b>49.7%</b>	<b>11.2%</b>	<b>2.5%</b>	<b>100.0%</b>
<b>B. Student Support Services</b>						
21. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population.	103	24.3%	64.1%	10.7%	1.0%	100.0%
22. The College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	102	29.4%	63.7%	5.9%	1.0%	100.0%
23. In general, do you feel that student support services at this college are adequate to meet student needs?	104	9.6%	50.0%	32.7%	7.7%	100.0%
24. Student Services at this college have sufficient staff and resources to meet student needs.	104	4.8%	26.9%	51.0%	17.3%	100.0%
25. Student Services at this college have sufficient facilities to meet student needs.	103	2.9%	35.9%	43.7%	17.5%	100.0%
26. Do you refer students to the various services available on campus? (i.e., DSPS, Tutoring, Health Services, Financial Aid, EOPS, etc.)	104		99% (yes)	1% (no)		100.0%
<b>Average</b>	<b>103</b>	<b>14.2%</b>	<b>48.1%</b>	<b>28.8%</b>	<b>8.9%</b>	<b>100.0%</b>
<b>C. Library and Learning Support Services</b>						
27. For library and other learning support services, the College relies on expertise of discipline faculty in selection and maintenance of books, periodicals, as well as other learning resources.	100	40.0%	54.0%	6.0%		100.0%
28. The College provides ongoing training for users of library and other learning support services to develop information competency.	101	59.4%	37.6%	3.0%		100.0%
29. I use library and other learning support services in my teaching.	101	42.6%	48.5%	7.9%	1.0%	100.0%
30. The library's collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of your program or work function.	103	21.4%	61.2%	12.6%	4.9%	100.0%
<b>Average</b>	<b>101</b>	<b>40.9%</b>	<b>50.3%</b>	<b>7.4%</b>	<b>3.0%</b>	<b>100.0%</b>

Note: "Not applicable" is taken out of the calculation.

**Standard III: RESOURCES**

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Human Resources</b>						
31. I am personally treated with respect at this college.	103	50.5%	35.9%	9.7%	3.9%	100.0%
32. The criteria of hiring faculty include knowledge of subject matter or service to be performed, teaching ability, and the potential to contribute to the mission of the institution.	103	43.7%	47.6%	5.8%	2.9%	100.0%
33. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.	101	36.6%	46.5%	13.9%	3.0%	100.0%
34. Have your performance evaluations been conducted according to your contract/handbook guidelines?	104		94.2% (yes)	5.8% (no)		100.0%
35. Effectiveness in producing student learning outcomes should be considered in the performance evaluation of faculty and staff directly responsible for student success.	99	19.2%	40.4%	26.3%	14.1%	100.0%
36. Policies and practices of the College clearly demonstrate commitment to issues of equity and diversity.	101	34.7%	58.4%	6.9%		100.0%
37. The College provides opportunities for continued professional and staff development.	103	26.2%	60.2%	9.7%	3.9%	100.0%
38. As a group, the members of my department stay current in their fields of expertise.	104	39.4%	52.9%	6.7%	1.0%	100.0%
<b>Average</b>	<b>102</b>	<b>35.8%</b>	<b>48.8%</b>	<b>11.3%</b>	<b>4.8%</b>	<b>100.0%</b>
<b>B. Physical Resources</b>						
39. Systematic assessment of effective use of physical resources is integrated in institutional planning.	90	17.8%	61.1%	17.8%	3.3%	100.0%
40. Student learning needs are central to the planning, development, and design of new facilities.	97	30.9%	47.4%	17.5%	4.1%	100.0%
41. The College systematically maintains and upgrades its physical resources to support its programs and services.	102	8.8%	53.9%	27.5%	9.8%	100.0%
42. The College systematically reviews the conditions of its physical resources to assure access, safety, security, and a healthful learning and working environment.	98	9.2%	59.2%	23.5%	8.2%	100.0%
43. Safety hazards are addressed promptly.	100	14.0%	60.0%	19.0%	7.0%	100.0%
44. The grounds are pleasing and adequately maintained.	103	27.2%	57.3%	10.7%	4.9%	100.0%
45. The exterior features of the campus buildings are well maintained.	102	17.6%	55.9%	22.5%	3.9%	100.0%
46. The interior of the classrooms, offices, and restrooms are adequately maintained.	103	3.9%	35.9%	44.7%	15.5%	100.0%
47. The exterior lighting of the College is adequate and kept in working order.	101	10.9%	56.4%	25.7%	6.9%	100.0%
<b>Average</b>	<b>100</b>	<b>15.6%</b>	<b>54.1%</b>	<b>23.2%</b>	<b>7.1%</b>	<b>100.0%</b>

Note: "Not applicable" is taken out of the calculation.

**Standard III: RESOURCES (Continued)**

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>C. Technology Resources</b>						
48. Technology planning is integrated with institutional planning.	92	22.8%	60.9%	13.0%	3.3%	100.0%
49. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	104	14.4%	43.3%	27.9%	14.4%	100.0%
50. The College provides training in the effective application of information technology to faculty and staff.	102	38.2%	53.9%	3.9%	3.9%	100.0%
51. The College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.	94	20.2%	56.4%	14.9%	8.5%	100.0%
<b>Average</b>	<b>98</b>	<b>23.9%</b>	<b>53.6%</b>	<b>14.9%</b>	<b>7.5%</b>	<b>100.0%</b>
<b>D. Financial Resources</b>						
52. Budget information is accessible throughout the College.	101	18.8%	60.4%	14.9%	5.9%	100.0%
53. The College budget reflects college priorities and planning goals.	99	11.1%	69.7%	16.2%	3.0%	100.0%
54. College guidelines and processes for financial planning and budget development are clearly defined and followed.	90	10.0%	62.2%	25.6%	2.2%	100.0%
55. Faculty and staff have appropriate opportunities to participate in budget development for the College through its shared governance processes.	95	7.4%	60.0%	25.3%	7.4%	100.0%
56. The District resource allocation process is appropriate to support college programs and services.	95	3.2%	42.1%	33.7%	21.1%	100.0%
57. The College systematically assesses the effective use of its financial resources.	82	11.0%	67.1%	17.1%	4.9%	100.0%
58. The College uses the results of financial assessment as the basis for institutional improvement.	73	8.2%	71.2%	16.4%	4.1%	100.0%
<b>Average</b>	<b>91</b>	<b>10.0%</b>	<b>61.8%</b>	<b>21.3%</b>	<b>6.9%</b>	<b>100.0%</b>

**Standard IV: LEADERSHIP AND GOVERNANCE**

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Decision-Making Roles and Processes</b>						
59. The college leaders encourage all members of college community to take initiative in improving institutional effectiveness.	98	25.5%	55.1%	15.3%	4.1%	100.0%
60. The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.	105	20.0%	57.1%	16.2%	6.7%	100.0%
61. The faculty is sufficiently involved through committees, such as the Curriculum Committee or Vocational Education Advisory Committee, in decisions involving curriculum development.	100	35.0%	58.0%	6.0%	1.0%	100.0%
62. In general, I am aware of the faculty's role in various governing, planning, budgeting, and policy making bodies at the College.	102	38.2%	56.9%	4.9%		100.0%

Note: "Not applicable" is taken out of the calculation.

**Standard IV: LEADERSHIP AND GOVERNANCE  
(Continued)**

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Decision-Making Roles and Processes (Continued)</b>						
63. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	98	26.5%	57.1%	15.3%	1.0%	100.0%
64. The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.	95	12.6%	33.7%	40.0%	13.7%	100.0%
65. The decision-making structures and processes are regularly evaluated and the results are widely communicated to all members of the college community.	95	11.6%	38.9%	37.9%	11.6%	100.0%
<b>Average</b>	<b>99</b>	<b>24.2%</b>	<b>51.0%</b>	<b>19.4%</b>	<b>6.4%</b>	<b>100.0%</b>
<b>B. Board and Administrative Organization</b>						
66. The governing board establishes policies to assure the quality, integrity, and effectiveness of the programs and services.	85	7.1%	61.2%	28.2%	3.5%	100.0%
67. The governing board establishes policies to assure the financial stability of the institution.	87	5.7%	71.3%	18.4%	4.6%	100.0%
68. The governing board's decision-making reflects the public interest.	90	6.7%	53.3%	28.9%	11.1%	100.0%
69. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	101	5.9%	53.5%	30.7%	9.9%	100.0%
70. The college president provides effective leadership in planning and assessing institutional effectiveness.	104	48.1%	42.3%	6.7%	2.9%	100.0%
71. The college president provides effective leadership in selecting and developing personnel.	102	50.0%	34.3%	10.8%	4.9%	100.0%
72. The college president provides effective leadership in fiscal planning and budget development.	99	51.5%	39.4%	6.1%	3.0%	100.0%
73. The college president works and communicates effectively with the communities served by the College.	98	57.1%	34.7%	5.1%	3.1%	100.0%
74. There is a clear delineation of authority and operational responsibility between and among:						
A. Governing Board and District Office	70	17.1%	54.3%	21.4%	7.1%	100.0%
B. Governing Board and the colleges	80	15.0%	57.5%	20.0%	7.5%	100.0%
C. District Office and the colleges	87	13.8%	57.5%	16.1%	12.6%	100.0%
D. Colleges	83	22.9%	49.4%	21.7%	6.0%	100.0%
75. The District Office provides effective services that support the college in its missions and functions.	94	7.4%	45.7%	33.0%	13.8%	100.0%
76. The District Office and colleges use effective methods of communication and exchange information in a timely manner.	97	4.1%	54.6%	25.8%	15.5%	100.0%
77. The District Office provides sufficient support to the colleges in the following areas:						
A. Business Services	83	14.5%	53.0%	25.3%	7.2%	100.0%
B. District Advancement (Communications)	82	6.1%	61.0%	24.4%	8.5%	100.0%
C. Facilities Services	78	6.4%	51.3%	30.8%	11.5%	100.0%
D. Human Resources	95	10.5%	51.6%	27.4%	10.5%	100.0%
E. Information Technology	83	9.6%	60.2%	19.3%	10.8%	100.0%
F. Instructional Services	83	4.8%	61.4%	21.7%	12.0%	100.0%
G. Student Services	78	9.0%	65.4%	16.7%	9.0%	100.0%
<b>Average</b>	<b>89</b>	<b>17.8%</b>	<b>53.0%</b>	<b>20.9%</b>	<b>8.3%</b>	<b>100.0%</b>

Note: "Not applicable" is taken out of the calculation.



**Part III: Demographics**

78. Your primary college/work site:

	#	%
Mesa	106	100.0%
Total	106	100.0%

79. Gender:

	#	%
Female	57	53.8%
Male	44	41.5%
Unknown	5	4.7%
Total	106	100.0%

80. Ethnic/Racial grouping:

	#	%
Asian/Pac Islander	4	3.8%
African American/Black Non-Hispanic	7	6.6%
White Non-Hispanic	51	48.1%
Filipino	1	0.9%
Hispanic	7	6.6%
Other Non-white	3	2.8%
Unknown	33	31.1%
Total	106	100.0%

81. How long have you been employed at this college/worksites?

	#	%
Less than 1 year		0.0%
1-3 years	9	8.5%
4-6 years	13	12.3%
7-10 years	13	12.3%
11-15 years	20	18.9%
16 or more years	27	25.5%
Unknown	24	22.6%
Total	106	100.0%

82. How long have you been employed at the District?

**(respond if you have worked at other SDCCD sites)**

	#	%
Less than 1 year	1	0.9%
1-3 years	6	5.7%
4-6 years	6	5.7%
7-10 years	11	10.4%
11-15 years	17	16.0%
16 or more years	19	17.9%
Unknown	46	43.4%
Total	106	100.0%

**If you are faculty, please answer the following 2 questions:**

83. What is your work status?

	#	%
Contract	106	100.0%
Adjunct		0.0%
Unknown		0.0%
Total	106	100.0%

84. Please indicate your faculty status:

	#	%
Classroom	68	64.2%
Non-classroom	13	12.3%
Unknown	25	23.6%
Total	106	100.0%

**If you are an administrator, please answer the following 2 questions:**

85. Your work classification:

	#	%
Administrator (President, VP)	1	14.3%
Academic Manager	2	28.6%
Classified Manager		0.0%
Other	4	57.1%
Total	7	100.0%

86. Your area of responsibility:

	#	%
Student support services	1	14.3%
Instructional support services	2	28.6%
Administrative support services (human resources, business operation)		0.0%
Facilities, operation, and maintenance		0.0%
Information technology		0.0%
Other	2	28.6%
Unknown	2	28.6%
Total	7	100.0%

**San Diego Mesa College Accreditation Survey Report**

**APPENDIX C**

**SURVEY RESPONSES OF  
ADJUNCT FACULTY**

Part I: Teaching and Learning Resources-- level of importance vs. level of satisfaction

Level of Importance						Level of Satisfaction						
# respondents	very important	important	unimportant	very unimportant	Total		# respondents	very satisfied	satisfied	dissatisfied	very dissatisfied	Total
64	51.6%	40.6%	6.3%	1.6%	100.0%	<b>Counseling</b>	45	13.3%	60.0%	20.0%	6.7%	100.0%
66	62.1%	31.8%	4.5%	1.5%	100.0%	<b>Tutoring Services</b>	49	12.2%	61.2%	22.4%	4.1%	100.0%
52	51.9%	42.3%	3.8%	1.9%	100.0%	<b>Transfer Center</b>	27	18.5%	70.4%	11.1%		100.0%
54	46.3%	51.9%	1.9%		100.0%	<b>DSPS</b>	43	30.2%	67.4%	2.3%		100.0%
64	68.8%	29.7%	1.6%		100.0%	<b>Admissions</b>	55	30.9%	60.0%	9.1%		100.0%
46	37.0%	54.3%	8.7%		100.0%	<b>EOPS</b>	32	18.8%	81.3%			100.0%
54	53.7%	42.6%	3.7%		100.0%	<b>Financial Aid Services</b>	34	11.8%	67.6%	20.6%		100.0%
64	48.4%	40.6%	7.8%	3.1%	100.0%	<b>Health Services</b>	42	35.7%	54.8%	7.1%	2.4%	100.0%
66	34.8%	53.0%	9.1%	3.0%	100.0%	<b>Cafeteria/Snack Bar</b>	58	5.2%	62.1%	22.4%	10.3%	100.0%
68	94.1%	5.9%			100.0%	<b>Library Resources</b>	66	59.1%	36.4%	4.5%		100.0%
57	64.9%	28.1%	5.3%	1.8%	100.0%	<b>Independent Learning Center</b>	48	43.8%	52.1%	4.2%		100.0%
68	72.1%	23.5%	2.9%	1.5%	100.0%	<b>Parking</b>	65	9.2%	40.0%	18.5%	32.3%	100.0%
65	61.5%	35.4%	1.5%	1.5%	100.0%	<b>Computer Lab</b>	58	37.9%	56.9%	1.7%	3.4%	100.0%
63	54.0%	42.9%	3.2%		100.0%	<b>Departmental Teaching Resources</b>	59	11.9%	47.5%	37.3%	3.4%	100.0%
68	86.8%	11.8%	1.5%		100.0%	<b>Quality of Instruction</b>	61	29.5%	65.6%	3.3%	1.6%	100.0%
65	78.5%	20.0%	1.5%		100.0%	<b>Availability of Classes</b>	56	10.7%	39.3%	33.9%	16.1%	100.0%
67	67.2%	32.8%			100.0%	<b>Adequacy of Classrooms</b>	65	7.7%	38.5%	41.5%	12.3%	100.0%
63	41.3%	52.4%	6.3%		100.0%	<b>Assigned Working Space/Office Space</b>	62	4.8%	32.3%	32.3%	30.6%	100.0%
62	53.2%	43.5%	3.2%		100.0%	<b>Technology Resources</b>	56	19.6%	58.9%	17.9%	3.6%	100.0%
48	50.0%	47.9%	2.1%		100.0%	<b>Financial Resources</b>	39	2.6%	38.5%	38.5%	20.5%	100.0%
65	33.8%	64.6%	1.5%		100.0%	<b>Physical Facilities</b>	58	5.2%	58.6%	25.9%	10.3%	100.0%
55	52.7%	45.5%	1.8%		100.0%	<b>Staffing Resources</b>	53	7.5%	69.8%	20.8%	1.9%	100.0%
48	31.3%	56.3%	10.4%	2.1%	100.0%	<b>Student Life/Activities</b>	30	20.0%	66.7%	13.3%		100.0%
62	46.8%	51.6%	1.6%		100.0%	<b>AV Media Resources</b>	57	35.1%	47.4%	15.8%	1.8%	100.0%
<b>61</b>	<b>56.0%</b>	<b>39.5%</b>	<b>4.1%</b>	<b>2.0%</b>	<b>100.0%</b>	<b>Average</b>	<b>51</b>	<b>20.1%</b>	<b>55.6%</b>	<b>18.5%</b>	<b>10.1%</b>	<b>100.0%</b>

Note: "Not applicable" is taken out of the calculation.

**Part II: Please mark your level of agreement with the following statements:**

<b>Standard I: INSTITUTIONAL MISSION AND EFFECTIVENESS</b>	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Mission</b>						
1. I am familiar with the mission statement of the College.	65	20.0%	69.2%	9.2%	1.5%	100.0%
2. The college programs, services, and planning are consistent with the mission of the College.	60	15.0%	73.3%	10.0%	1.7%	100.0%
3. The mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning.	59	25.4%	71.2%	3.4%		100.0%
<b>Average</b>	<b>61</b>	<b>20.1%</b>	<b>71.2%</b>	<b>7.5%</b>	<b>1.6%</b>	<b>100.0%</b>
<b>B. Improving Institutional Effectiveness</b>						
4. Improving institutional effectiveness is valued throughout the College.	62	24.2%	62.9%	12.9%		100.0%
5. The College facilitates an ongoing dialogue about improving student learning and institutional processes.	54	18.5%	61.1%	18.5%	1.9%	100.0%
6. Review of programs and services is integrated into the college planning process.	54	20.4%	63.0%	14.8%	1.9%	100.0%
7. Student learning outcomes are considered in program review and institutional planning.	50	14.0%	74.0%	10.0%	2.0%	100.0%
8. The College's planning process is broad-based, offering opportunities for input by appropriate constituencies.	48	10.4%	62.5%	20.8%	6.3%	100.0%
<b>Average</b>	<b>54</b>	<b>17.5%</b>	<b>64.7%</b>	<b>15.4%</b>	<b>3.0%</b>	<b>100.0%</b>

<b>Standard II: STUDENT LEARNING PROGRAMS AND SERVICES</b>	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Instructional Programs</b>						
9. I am pleased with the quality of teaching and instruction here.	60	18.3%	76.7%	5.0%		100.0%
10. The College recognizes the central role of its faculty in assuring quality of instruction.	58	17.2%	63.8%	17.2%	1.7%	100.0%
11. The College identifies and seeks to meet the varied educational needs of its students through diverse programs.	59	23.7%	71.2%	5.1%		100.0%
12. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	55	27.3%	69.1%	3.6%		100.0%
13. The College provides alternate class scheduling to meet student needs.	50	24.0%	48.0%	22.0%	6.0%	100.0%
14. The College uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.	32	12.5%	78.1%	6.3%	3.1%	100.0%

Note: "Not applicable" is taken out of the calculation.

**Standard II: STUDENT LEARNING PROGRAMS AND SERVICES (Continued)**

	# respondents					
<b>A. Instructional Programs (Continued)</b>						
15. In the courses that you teach, to what extent do you integrate the following student learning competencies:			To a great extent	Somewhat	Not at all	Total
Written and Oral Communication	67		79.1%	20.9%		100.0%
Critical Thinking	66		89.4%	10.6%		100.0%
Quantitative Reasoning Skills	64		65.6%	25.0%	9.4%	100.0%
Appreciation of Cultural Diversity	65		60.0%	35.4%	4.6%	100.0%
Information Competency	64		84.4%	15.6%		100.0%
		strongly agree	agree	disagree	strongly disagree	Total
16. In the classes you teach, students are provided with a syllabus that specifies learning objectives consistent with the approved course outlines.	67	91.0%	9.0%			100.0%
17. Official college publications such as the catalog and class schedule are precise, accurate, and current.	65	33.8%	60.0%	6.2%		100.0%
18. The College supports academic freedom.	60	41.7%	55.0%	3.3%		100.0%
19. Faculty are fair and objective in their presentation of course material.	52	28.8%	65.4%	5.8%		100.0%
20. I am familiar with college policies on plagiarism and academic honesty.	64	59.4%	37.5%	3.1%		100.0%
<b>Average</b>	<b>59</b>	<b>34.3%</b>	<b>57.6%</b>	<b>7.8%</b>	<b>3.6%</b>	<b>100.0%</b>
<b>B. Student Support Services</b>						
21. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population.	60	25.0%	65.0%	6.7%	3.3%	100.0%
22. The College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	58	32.8%	62.1%	5.2%		100.0%
23. In general, do you feel that student support services at this college are adequate to meet student needs?	59	13.6%	62.7%	23.7%		100.0%
24. Student Services at this college have sufficient staff and resources to meet student needs.	45	8.9%	44.4%	40.0%	6.7%	100.0%
25. Student Services at this college have sufficient facilities to meet student needs.	41	4.9%	53.7%	34.1%	7.3%	100.0%
26. Do you refer students to the various services available on campus? (i.e., DSPS, Tutoring, Health Services, Financial Aid, EOPS, etc.)	66		89.4% (yes)	10.6% (no)		100.0%
<b>Average</b>	<b>55</b>	<b>17.0%</b>	<b>57.6%</b>	<b>21.9%</b>	<b>5.8%</b>	<b>100.0%</b>
<b>C. Library and Learning Support Services</b>						
27. For library and other learning support services, the College relies on expertise of discipline faculty in selection and maintenance of books, periodicals, as well as other learning resources.	51	39.2%	45.1%	15.7%		100.0%
28. The College provides ongoing training for users of library and other learning support services to develop information competency.	59	52.5%	45.8%		1.7%	100.0%
29. I use library and other learning support services in my teaching.	63	46.0%	38.1%	15.9%		100.0%
30. The library's collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of your program or work function.	55	25.5%	56.4%	12.7%	5.5%	100.0%
<b>Average</b>	<b>57</b>	<b>40.8%</b>	<b>46.4%</b>	<b>14.8%</b>	<b>3.6%</b>	<b>100.0%</b>

Note: "Not applicable" is taken out of the calculation.

**Standard III: RESOURCES**

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Human Resources</b>						
31. I am personally treated with respect at this college.	66	51.5%	42.4%	4.5%	1.5%	100.0%
32. The criteria of hiring faculty include knowledge of subject matter or service to be performed, teaching ability, and the potential to contribute to the mission of the institution.	61	44.3%	41.0%	13.1%	1.6%	100.0%
33. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.	53	26.4%	50.9%	18.9%	3.8%	100.0%
34. Have your performance evaluations been conducted according to your contract/handbook guidelines?	56		78.6% (yes)	21.4% (no)		100.0%
35. Effectiveness in producing student learning outcomes should be considered in the performance evaluation of faculty and staff directly responsible for student success.	64	17.2%	62.5%	14.1%	6.3%	100.0%
36. Policies and practices of the College clearly demonstrate commitment to issues of equity and diversity.	57	35.1%	59.6%	5.3%		100.0%
37. The College provides opportunities for continued professional and staff development.	62	33.9%	51.6%	12.9%	1.6%	100.0%
38. As a group, the members of my department stay current in their fields of expertise.	55	23.6%	65.5%	10.9%		100.0%
<b>Average</b>	<b>59</b>	<b>33.1%</b>	<b>53.4%</b>	<b>11.4%</b>	<b>3.0%</b>	<b>100.0%</b>
<b>B. Physical Resources</b>						
39. Systematic assessment of effective use of physical resources is integrated in institutional planning.	39	12.8%	71.8%	12.8%	2.6%	100.0%
40. Student learning needs are central to the planning, development, and design of new facilities.	46	23.9%	60.9%	15.2%		100.0%
41. The College systematically maintains and upgrades its physical resources to support its programs and services.	55	5.5%	56.4%	36.4%	1.8%	100.0%
42. The College systematically reviews the conditions of its physical resources to assure access, safety, security, and a healthful learning and working environment.	51	7.8%	64.7%	25.5%	2.0%	100.0%
43. Safety hazards are addressed promptly.	43	14.0%	69.8%	16.3%		100.0%
44. The grounds are pleasing and adequately maintained.	60	25.0%	60.0%	15.0%		100.0%
45. The exterior features of the campus buildings are well maintained.	62	19.4%	64.5%	12.9%	3.2%	100.0%
46. The interior of the classrooms, offices, and restrooms are adequately maintained.	63	4.8%	57.1%	33.3%	4.8%	100.0%
47. The exterior lighting of the College is adequate and kept in working order.	57	3.5%	71.9%	21.1%	3.5%	100.0%
<b>Average</b>	<b>53</b>	<b>13.0%</b>	<b>64.1%</b>	<b>20.9%</b>	<b>3.0%</b>	<b>100.0%</b>

Note: "Not applicable" is taken out of the calculation.

**Standard III: RESOURCES (Continued)**

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>C. Technology Resources</b>						
48. Technology planning is integrated with institutional planning.	34	14.7%	67.6%	17.6%		100.0%
49. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	57	22.8%	50.9%	17.5%	8.8%	100.0%
50. The College provides training in the effective application of information technology to faculty and staff.	56	23.2%	62.5%	14.3%		100.0%
51. The College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.	38	15.8%	68.4%	13.2%	2.6%	100.0%
<b>Average</b>	<b>46</b>	<b>19.1%</b>	<b>62.4%</b>	<b>15.7%</b>	<b>5.7%</b>	<b>100.0%</b>
<b>D. Financial Resources</b>						
52. Budget information is accessible throughout the College.	48	16.7%	60.4%	16.7%	6.3%	100.0%
53. The College budget reflects college priorities and planning goals.	41	12.2%	53.7%	24.4%	9.8%	100.0%
54. College guidelines and processes for financial planning and budget development are clearly defined and followed.	35	8.6%	65.7%	20.0%	5.7%	100.0%
55. Faculty and staff have appropriate opportunities to participate in budget development for the College through its shared governance processes.	44	9.1%	63.6%	20.5%	6.8%	100.0%
56. The District resource allocation process is appropriate to support college programs and services.	36	8.3%	47.2%	30.6%	13.9%	100.0%
57. The College systematically assesses the effective use of its financial resources.	31	6.5%	83.9%	6.5%	3.2%	100.0%
58. The College uses the results of financial assessment as the basis for institutional improvement.	26	11.5%	76.9%	3.8%	7.7%	100.0%
<b>Average</b>	<b>37</b>	<b>10.4%</b>	<b>64.5%</b>	<b>17.5%</b>	<b>7.6%</b>	<b>100.0%</b>

**Standard IV: LEADERSHIP AND GOVERNANCE**

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Decision-Making Roles and Processes</b>						
59. The college leaders encourage all members of college community to take initiative in improving institutional effectiveness.	55	14.5%	69.1%	12.7%	3.6%	100.0%
60. The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.	47	14.9%	48.9%	27.7%	8.5%	100.0%
61. The faculty is sufficiently involved through committees, such as the Curriculum Committee or Vocational Education Advisory Committee, in decisions involving curriculum development.	45	15.6%	75.6%	6.7%	2.2%	100.0%
62. In general, I am aware of the faculty's role in various governing, planning, budgeting, and policy making bodies at the College.	55	12.7%	54.5%	25.5%	7.3%	100.0%

Note: "Not applicable" is taken out of the calculation.



**Standard IV: LEADERSHIP AND GOVERNANCE  
(Continued)**

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Decision-Making Roles and Processes (Continued)</b>						
63. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	45	13.3%	64.4%	22.2%		100.0%
64. The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.	43	4.7%	37.2%	48.8%	9.3%	100.0%
65. The decision-making structures and processes are regularly evaluated and the results are widely communicated to all members of the college community.	45	15.6%	44.4%	31.1%	8.9%	100.0%
<b>Average</b>	<b>48</b>	<b>13.0%</b>	<b>56.3%</b>	<b>25.0%</b>	<b>6.6%</b>	<b>100.0%</b>
<b>B. Board and Administrative Organization</b>						
66. The governing board establishes policies to assure the quality, integrity, and effectiveness of the programs and services.	35	14.3%	62.9%	20.0%	2.9%	100.0%
67. The governing board establishes policies to assure the financial stability of the institution.	31	12.9%	61.3%	22.6%	3.2%	100.0%
68. The governing board's decision-making reflects the public interest.	35	11.4%	48.6%	28.6%	11.4%	100.0%
69. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	42	9.5%	64.3%	19.0%	7.1%	100.0%
70. The college president provides effective leadership in planning and assessing institutional effectiveness.	51	37.3%	54.9%	5.9%	2.0%	100.0%
71. The college president provides effective leadership in selecting and developing personnel.	40	32.5%	52.5%	12.5%	2.5%	100.0%
72. The college president provides effective leadership in fiscal planning and budget development.	37	35.1%	56.8%	5.4%	2.7%	100.0%
73. The college president works and communicates effectively with the communities served by the College.	38	39.5%	52.6%	7.9%		100.0%
74. There is a clear delineation of authority and operational responsibility between and among:						
A. Governing Board and District Office	23	17.4%	69.6%	13.0%		100.0%
B. Governing Board and the colleges	23	13.0%	69.6%	17.4%		100.0%
C. District Office and the colleges	26	11.5%	65.4%	19.2%	3.8%	100.0%
D. Colleges	27	7.4%	66.7%	22.2%	3.7%	100.0%
75. The District Office provides effective services that support the college in its missions and functions.	37	2.7%	75.7%	16.2%	5.4%	100.0%
76. The District Office and colleges use effective methods of communication and exchange information in a timely manner.	37	5.4%	64.9%	24.3%	5.4%	100.0%
77. The District Office provides sufficient support to the colleges in the following areas:						
A. Business Services	28	14.3%	67.9%	17.9%		100.0%
B. District Advancement (Communications)	26	7.7%	57.7%	34.6%		100.0%
C. Facilities Services	30	10.0%	70.0%	20.0%		100.0%
D. Human Resources	37	18.9%	45.9%	24.3%	10.8%	100.0%
E. Information Technology	31		83.9%	9.7%	6.5%	100.0%
F. Instructional Services	32	6.3%	78.1%	9.4%	6.3%	100.0%
G. Student Services	29	6.9%	72.4%	17.2%	3.4%	100.0%
<b>Average</b>	<b>33</b>	<b>15.7%</b>	<b>63.9%</b>	<b>17.5%</b>	<b>5.1%</b>	<b>100.0%</b>

Note: "Not applicable" is taken out of the calculation.

**Part III: Demographics**

78. Your primary college/work site:

	#	%
Mesa	70	100.0%
Total	70	100.0%

79. Gender:

	#	%
Female	39	55.7%
Male	30	42.9%
Unknown	1	1.4%
Total	70	100.0%

80. Ethnic/Racial grouping:

	#	%
African American/Black Non-Hispanic	2	2.9%
White Non-Hispanic	32	45.7%
Filipino	3	4.3%
Hispanic	9	12.9%
Other Non-white	2	2.9%
Unknown	22	31.4%
Total	70	100.0%

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

	#	%
Less than 1 year	6	8.6%
1-3 years	9	12.9%
4-6 years	13	18.6%
7-10 years	8	11.4%
11-15 years	10	14.3%
16 or more years	13	18.6%
Unknown	11	15.7%
Total	70	100.0%

82. How long have you been employed at the District?

**(respond if you have worked at other SDCCD sites)**

	#	%
Less than 1 year	5	7.1%
1-3 years	6	8.6%
4-6 years	7	10.0%
7-10 years	6	8.6%
11-15 years	8	11.4%
16 or more years	13	18.6%
Unknown	25	35.7%
Total	70	100.0%

**If you are faculty, please answer the following 2 questions:**

83. What is your work status?

	#	%
Contract		0.0%
Adjunct	70	100.0%
Unknown		0.0%
Total	70	100.0%

84. Please indicate your faculty status:

	#	%
Classroom	52	74.3%
Non-classroom	1	1.4%
Unknown	17	24.3%
Total	70	100.0%

**If you are an administrator, please answer the following 2 questions:**

85. Your work classification:

	#	%
Administrator (President, VP)		0.0%
Academic Manager		0.0%
Classified Manager		0.0%
Other	1	100.0%
Total	1	100.0%

86. Your area of responsibility:

	#	%
Student support services		0.0%
Instructional support services		0.0%
services (human resources, business operation)		0.0%
Facilities, operation, and maintenance		0.0%
Information technology		0.0%
Other		0.0%
Unknown	1	100.0%
Total	1	100.0%

**San Diego Mesa College Accreditation Survey Report**

**APPENDIX D**

**SURVEY RESPONSES OF  
ADMINISTRATORS**

**MESA COLLEGE ACCREDITATION SURVEY 2003 - Administrators (n=18)**

**Part I: Teaching and Learning Resources-- level of importance vs. level of satisfaction**

Level of Importance						Level of Satisfaction						
# respondents	very important	important	unimportant	very unimportant	Total		# respondents	very satisfied	satisfied	dissatisfied	very dissatisfied	Total
18	83.3%	16.7%			100.0%	<b>Counseling</b>	17	23.5%	52.9%	23.5%		100.0%
18	38.9%	55.6%	5.6%		100.0%	<b>Tutoring Services</b>	17	11.8%	88.2%			100.0%
18	50.0%	44.4%	5.6%		100.0%	<b>Transfer Center</b>	16	25.0%	62.5%	12.5%		100.0%
18	50.0%	50.0%			100.0%	<b>DSPS</b>	17	41.2%	58.8%			100.0%
17	52.9%	47.1%			100.0%	<b>Admissions</b>	17	23.5%	64.7%	11.8%		100.0%
16	25.0%	75.0%			100.0%	<b>EOPS</b>	14	14.3%	78.6%	7.1%		100.0%
18	61.1%	33.3%	5.6%		100.0%	<b>Financial Aid Services</b>	17	11.8%	82.4%	5.9%		100.0%
18	44.4%	50.0%	5.6%		100.0%	<b>Health Services</b>	16	37.5%	62.5%			100.0%
18	44.4%	44.4%	5.6%	5.6%	100.0%	<b>Cafeteria/Snack Bar</b>	17	5.9%	35.3%	23.5%	35.3%	100.0%
18	77.8%	22.2%			100.0%	<b>Library Resources</b>	18	61.1%	33.3%	5.6%		100.0%
15	60.0%	40.0%			100.0%	<b>Independent Learning Center</b>	15	46.7%	46.7%	6.7%		100.0%
18	72.2%	27.8%			100.0%	<b>Parking</b>	18		22.2%	16.7%	61.1%	100.0%
17	52.9%	47.1%			100.0%	<b>Computer Lab</b>	16	12.5%	81.3%	6.3%		100.0%
16	50.0%	50.0%			100.0%	<b>Departmental Teaching Resources</b>	15	20.0%	33.3%	40.0%	6.7%	100.0%
18	94.4%	5.6%			100.0%	<b>Quality of Instruction</b>	18	33.3%	55.6%	11.1%		100.0%
18	77.8%	16.7%	5.6%		100.0%	<b>Availability of Classes</b>	18	16.7%	66.7%	16.7%		100.0%
18	77.8%	22.2%			100.0%	<b>Adequacy of Classrooms</b>	17	5.9%	35.3%	41.2%	17.6%	100.0%
18	44.4%	55.6%			100.0%	<b>Assigned Working Space/Office Space</b>	17	5.9%	47.1%	29.4%	17.6%	100.0%
18	55.6%	44.4%			100.0%	<b>Technology Resources</b>	18	16.7%	61.1%	22.2%		100.0%
18	61.1%	33.3%	5.6%		100.0%	<b>Financial Resources</b>	18		38.9%	61.1%		100.0%
18	50.0%	50.0%			100.0%	<b>Physical Facilities</b>	18	5.6%	38.9%	44.4%	11.1%	100.0%
18	61.1%	33.3%	5.6%		100.0%	<b>Staffing Resources</b>	18		38.9%	50.0%	11.1%	100.0%
17	35.3%	52.9%	5.9%	5.9%	100.0%	<b>Student Life/Activities</b>	17	5.9%	70.6%	17.6%	5.9%	100.0%
18	33.3%	61.1%	5.6%		100.0%	<b>AV Media Resources</b>	18	16.7%	83.3%			100.0%
<b>18</b>	<b>56.4%</b>	<b>40.8%</b>	<b>5.6%</b>	<b>5.8%</b>	<b>100.0%</b>	<b>Average</b>	<b>17</b>	<b>21.0%</b>	<b>55.8%</b>	<b>22.7%</b>	<b>20.8%</b>	<b>100.0%</b>

Note: "Not applicable" is taken out of the calculation.

**Part II: Please mark your level of agreement with the following statements:**

<b>Standard I: INSTITUTIONAL MISSION AND EFFECTIVENESS</b>		# respondents	strongly agree	agree	disagree	Total
<b>A. Mission</b>						
1. I am familiar with the mission statement of the College.	17	82.4%	11.8%	5.9%	100.0%	
2. The college programs, services, and planning are consistent with the mission of the College.	17	58.8%	41.2%		100.0%	
3. The mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning.	16	56.3%	43.8%		100.0%	
<b>Average</b>	<b>17</b>	<b>65.8%</b>	<b>32.3%</b>	<b>5.9%</b>	<b>100.0%</b>	
<b>B. Improving Institutional Effectiveness</b>						
4. Improving institutional effectiveness is valued throughout the College.	17	41.2%	29.4%	23.5%	100.0%	
5. The College facilitates an ongoing dialogue about improving student learning and institutional processes.	17	47.1%	29.4%	23.5%	100.0%	
6. Review of programs and services is integrated into the college planning process.	17	41.2%	29.4%	17.6%	100.0%	
7. Student learning outcomes are considered in program review and institutional planning.	17	11.8%	35.3%	47.1%	100.0%	
8. The College's planning process is broad-based, offering opportunities for input by appropriate constituencies.	17	41.2%	41.2%	17.6%	100.0%	
<b>Average</b>	<b>17</b>	<b>36.5%</b>	<b>32.9%</b>	<b>25.9%</b>	<b>100.0%</b>	

<b>Standard II: STUDENT LEARNING PROGRAMS AND SERVICES</b>		# respondents	strongly agree	agree	disagree	Total
<b>A. Instructional Programs</b>						
9. I am pleased with the quality of teaching and instruction here.	16	62.5%	31.3%	6.3%	100.0%	
10. The College recognizes the central role of its faculty in assuring quality of instruction.	17	64.7%	29.4%	5.9%	100.0%	
11. The College identifies and seeks to meet the varied educational needs of its students through diverse programs.	17	35.3%	52.9%	11.8%	100.0%	
12. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	17	11.8%	52.9%	35.3%	100.0%	
13. The College provides alternate class scheduling to meet student needs.	17	23.5%	64.7%	5.9%	100.0%	
14. The College uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.	17	11.8%	29.4%	58.8%	100.0%	

*Note: "Not applicable" is taken out of the calculation.*

**Standard II: STUDENT LEARNING PROGRAMS AND SERVICES (Continued)**

	# respondents				
<b>A. Instructional Programs (Continued)</b>					
15. In the courses that you teach, to what extent do you integrate the following student learning competencies:			To a great extent	Somewhat	Total
Written and Oral Communication	9		55.6%	22.2%	100.0%
Critical Thinking	8		87.5%		100.0%
Quantitative Reasoning Skills	8		50.0%	12.5%	100.0%
Appreciation of Cultural Diversity	8		50.0%	37.5%	100.0%
Information Competency	8		37.5%	37.5%	100.0%
		strongly agree	agree	disagree	
16. In the classes you teach, students are provided with a syllabus that specifies learning objectives consistent with the approved course outlines.	7	85.7%	14.3%		100.0%
17. Official college publications such as the catalog and class schedule are precise, accurate, and current.	17	35.3%	35.3%	23.5%	100.0%
18. The College supports academic freedom.	17	47.1%	47.1%	5.9%	100.0%
19. Faculty are fair and objective in their presentation of course material.	17	35.3%	52.9%	11.8%	100.0%
20. I am familiar with college policies on plagiarism and academic honesty.	17	82.4%	17.6%		100.0%
<b>Average</b>	<b>14</b>	<b>45.0%</b>	<b>38.9%</b>	<b>18.4%</b>	<b>100.0%</b>
<b>B. Student Support Services</b>					
21. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population.	17	35.3%	52.9%	11.8%	100.0%
22. The College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	17	35.3%	47.1%	17.6%	100.0%
23. In general, do you feel that student support services at this college are adequate to meet student needs?	17	5.9%	64.7%	29.4%	100.0%
24. Student Services at this college have sufficient staff and resources to meet student needs.	17	11.8%	29.4%	41.2%	100.0%
25. Student Services at this college have sufficient facilities to meet student needs.	17	11.8%	47.1%	17.6%	100.0%
26. Do you refer students to the various services available on campus? (i.e., DSPS, Tutoring, Health Services, Financial Aid, EOPS, etc.)	17		100% (yes)	0% (no)	100.0%
<b>Average</b>	<b>17</b>	<b>20.0%</b>	<b>48.2%</b>	<b>23.5%</b>	<b>100.0%</b>
<b>C. Library and Learning Support Services</b>					
27. For library and other learning support services, the College relies on expertise of discipline faculty in selection and maintenance of books, periodicals, as well as other learning resources.	16	43.8%	50.0%	6.3%	100.0%
28. The College provides ongoing training for users of library and other learning support services to develop information competency.	17	58.8%	41.2%		100.0%
29. I use library and other learning support services in my teaching.	9	44.4%	55.6%		100.0%
30. The library's collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of your program or work function.	16	37.5%	50.0%	6.3%	100.0%
<b>Average</b>	<b>15</b>	<b>46.1%</b>	<b>49.2%</b>	<b>6.3%</b>	<b>100.0%</b>

Note: "Not applicable" is taken out of the calculation.

**Standard III: RESOURCES**

	# respondents	strongly agree	agree	disagree	Total
<b>A. Human Resources</b>					
31. I am personally treated with respect at this college.	17	58.8%	23.5%	17.6%	100.0%
32. The criteria of hiring faculty include knowledge of subject matter or service to be performed, teaching ability, and the potential to contribute to the mission of the institution.	17	70.6%	17.6%	11.8%	100.0%
33. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.	17	82.4%	11.8%	5.9%	100.0%
34. Have your performance evaluations been conducted according to your contract/handbook guidelines?	15		100% (yes)	0% (no)	100.0%
35. Effectiveness in producing student learning outcomes should be considered in the performance evaluation of faculty and staff directly responsible for student success.	16	37.5%	50.0%	6.3%	100.0%
36. Policies and practices of the College clearly demonstrate commitment to issues of equity and diversity.	17	64.7%	35.3%		100.0%
37. The College provides opportunities for continued professional and staff development.	17	35.3%	52.9%	11.8%	100.0%
38. As a group, the members of my department stay current in their fields of expertise.	16	31.3%	62.5%	6.3%	100.0%
<b>Average</b>	<b>17</b>	<b>54.4%</b>	<b>36.2%</b>	<b>10.0%</b>	<b>100.0%</b>
<b>B. Physical Resources</b>					
39. Systematic assessment of effective use of physical resources is integrated in institutional planning.	16	31.3%	43.8%	25.0%	100.0%
40. Student learning needs are central to the planning, development, and design of new facilities.	17	29.4%	41.2%	23.5%	100.0%
41. The College systematically maintains and upgrades its physical resources to support its programs and services.	17	17.6%	58.8%	17.6%	100.0%
42. The College systematically reviews the conditions of its physical resources to assure access, safety, security, and a healthful learning and working environment.	17	41.2%	47.1%	5.9%	100.0%
43. Safety hazards are addressed promptly.	17	52.9%	41.2%		100.0%
44. The grounds are pleasing and adequately maintained.	17	52.9%	41.2%	5.9%	100.0%
45. The exterior features of the campus buildings are well maintained.	17	17.6%	70.6%	11.8%	100.0%
46. The interior of the classrooms, offices, and restrooms are adequately maintained.	17	11.8%	52.9%	23.5%	100.0%
47. The exterior lighting of the College is adequate and kept in working order.	17	17.6%	58.8%	11.8%	100.0%
<b>Average</b>	<b>17</b>	<b>30.3%</b>	<b>50.6%</b>	<b>15.6%</b>	<b>100.0%</b>

Note: "Not applicable" is taken out of the calculation.



**Standard III: RESOURCES (Continued)**

	# respondents	strongly agree	agree	disagree	Total
<b>C. Technology Resources</b>					
48. Technology planning is integrated with institutional planning.	16	37.5%	43.8%	12.5%	100.0%
49. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	17	29.4%	58.8%	5.9%	100.0%
50. The College provides training in the effective application of information technology to faculty and staff.	17	35.3%	58.8%	5.9%	100.0%
51. The College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.	15	26.7%	66.7%		100.0%
<b>Average</b>	<b>16</b>	<b>32.2%</b>	<b>57.0%</b>	<b>8.1%</b>	<b>100.0%</b>
<b>D. Financial Resources</b>					
52. Budget information is accessible throughout the College.	17	52.9%	29.4%	11.8%	100.0%
53. The College budget reflects college priorities and planning goals.	17	35.3%	52.9%	11.8%	100.0%
54. College guidelines and processes for financial planning and budget development are clearly defined and followed.	15	53.3%	26.7%	20.0%	100.0%
55. Faculty and staff have appropriate opportunities to participate in budget development for the College through its shared governance processes.	16	50.0%	43.8%		100.0%
56. The District resource allocation process is appropriate to support college programs and services.	15	6.7%	33.3%	40.0%	100.0%
57. The College systematically assesses the effective use of its financial resources.	15	33.3%	53.3%	6.7%	100.0%
58. The College uses the results of financial assessment as the basis for institutional improvement.	14	35.7%	42.9%	14.3%	100.0%
<b>Average</b>	<b>16</b>	<b>38.2%</b>	<b>40.3%</b>	<b>17.4%</b>	<b>100.0%</b>

**Standard IV: LEADERSHIP AND GOVERNANCE**

	# respondents	strongly agree	agree	disagree	Total
<b>A. Decision-Making Roles and Processes</b>					
59. The college leaders encourage all members of college community to take initiative in improving institutional effectiveness.	17	41.2%	52.9%		100.0%
60. The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.	17	52.9%	35.3%	11.8%	100.0%
61. The faculty is sufficiently involved through committees, such as the Curriculum Committee or Vocational Education Advisory Committee, in decisions involving curriculum development.	17	64.7%	35.3%		100.0%
62. In general, I am aware of the faculty's role in various governing, planning, budgeting, and policy making bodies at the College.	17	64.7%	35.3%		100.0%

Note: "Not applicable" is taken out of the calculation.

**Standard IV: LEADERSHIP AND GOVERNANCE  
(Continued)**

	# respondents	strongly agree	agree	disagree	Total
<b>A. Decision-Making Roles and Processes (Continued)</b>					
63. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	16	68.8%	31.3%		100.0%
64. The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.	15	53.3%	26.7%	6.7%	100.0%
65. The decision-making structures and processes are regularly evaluated and the results are widely communicated to all members of the college community.	15	40.0%	40.0%	6.7%	100.0%
<b>Average</b>	<b>16</b>	<b>55.1%</b>	<b>36.7%</b>	<b>8.4%</b>	<b>100.0%</b>
<b>B. Board and Administrative Organization</b>					
66. The governing board establishes policies to assure the quality, integrity, and effectiveness of the programs and services.	14	28.6%	42.9%	21.4%	100.0%
67. The governing board establishes policies to assure the financial stability of the institution.	15	20.0%	60.0%	13.3%	100.0%
68. The governing board's decision-making reflects the public interest.	15	20.0%	53.3%	20.0%	100.0%
69. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	16	6.3%	43.8%	25.0%	100.0%
70. The college president provides effective leadership in planning and assessing institutional effectiveness.	17	58.8%	41.2%		100.0%
71. The college president provides effective leadership in selecting and developing personnel.	17	70.6%	29.4%		100.0%
72. The college president provides effective leadership in fiscal planning and budget development.	17	64.7%	35.3%		100.0%
73. The college president works and communicates effectively with the communities served by the College.	16	87.5%	12.5%		100.0%
74. There is a clear delineation of authority and operational responsibility between and among:					
A. Governing Board and District Office	16	18.8%	56.3%	18.8%	100.0%
B. Governing Board and the colleges	16	25.0%	62.5%	6.3%	100.0%
C. District Office and the colleges	16	12.5%	56.3%	18.8%	100.0%
D. Colleges	16	25.0%	62.5%	6.3%	100.0%
75. The District Office provides effective services that support the college in its missions and functions.	15	6.7%	60.0%	13.3%	100.0%
76. The District Office and colleges use effective methods of communication and exchange information in a timely manner.	15	6.7%	53.3%	20.0%	100.0%
77. The District Office provides sufficient support to the colleges in the following areas:					
A. Business Services	15	13.3%	60.0%	20.0%	100.0%
B. District Advancement (Communications)	16		43.8%	43.8%	100.0%
C. Facilities Services	15	6.7%	73.3%	13.3%	100.0%
D. Human Resources	16	12.5%	56.3%	25.0%	100.0%
E. Information Technology	15	6.7%	53.3%	33.3%	100.0%
F. Instructional Services	15	13.3%	66.7%	13.3%	100.0%
G. Student Services	15	33.3%	60.0%		100.0%
<b>Average</b>	<b>16</b>	<b>26.9%</b>	<b>51.6%</b>	<b>19.5%</b>	<b>100.0%</b>

Note: "Not applicable" is taken out of the calculation.

**Part III: Demographics**

78. Your primary college/work site:

	#	%
Mesa	18	100.0%
Total	18	100.0%

79. Gender:

	#	%
Female	11	61.1%
Male	7	38.9%
Unknown		0.0%
Total	18	100.0%

80. Ethnic/Racial grouping:

	#	%
Asian/Pac Islander	2	11.1%
African American/Black Non-Hispanic	1	5.6%
White Non-Hispanic	9	50.0%
Unknown	6	33.3%
Total	18	100.0%

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

	#	%
Less than 1 year	4	22.2%
1-3 years	3	16.7%
4-6 years	1	5.6%
7-10 years	3	16.7%
11-15 years	2	11.1%
16 or more years	4	22.2%
Unknown	1	5.6%
Total	18	100.0%

82. How long have you been employed at the District?

**(respond if you have worked at other SDCCD sites)**

	#	%
Less than 1 year	2	11.1%
1-3 years	3	16.7%
4-6 years	1	5.6%
7-10 years	1	5.6%
11-15 years	4	22.2%
16 or more years	2	11.1%
Unknown	5	27.8%
Total	18	100.0%

**If you are faculty, please answer the following 2 questions:**

83. What is your work status?

	#	%
Contract	7	38.9%
Adjunct	1	5.6%
Unknown	10	55.6%
Total	18	100.0%

84. Please indicate your faculty status:

	#	%
Classroom	4	22.2%
Non-classroom	1	5.6%
Unknown	13	72.2%
Total	18	100.0%

**If you are an administrator, please answer the following 2 questions:**

85. Your work classification:

	#	%
Administrator (President, VP)	3	16.7%
Academic Manager	10	55.6%
Classified Manager		0.0%
Other	5	27.8%
Total	18	100.0%

86. Your area of responsibility:

	#	%
Student support services	3	16.7%
Instructional support services	9	50.0%
Administrative support services (human resources, business operation)		0.0%
Facilities, operation, and maintenance		0.0%
Information technology		0.0%
Other	3	16.7%
Unknown	3	16.7%
Total	18	100.0%

**San Diego Mesa College Accreditation Survey Report**

**APPENDIX E**

**SURVEY RESPONSES OF  
STAFF**

Part I: Teaching and Learning Resources-- level of importance vs. level of satisfaction

Level of Importance						Level of Satisfaction						
# respondents	very important	important	unimportant	very unimportant	Total		# respondents	very satisfied	satisfied	dissatisfied	very dissatisfied	Total
83	72.3%	22.9%	2.4%	2.4%	100.0%	Counseling	78	12.8%	69.2%	12.8%	5.1%	100.0%
75	49.3%	48.0%	1.3%	1.3%	100.0%	Tutoring Services	58	22.4%	69.0%	3.4%	5.2%	100.0%
76	50.0%	36.8%	7.9%	5.3%	100.0%	Transfer Center	55	18.2%	63.6%	18.2%		100.0%
76	56.6%	39.5%	2.6%	1.3%	100.0%	DSPS	58	19.0%	74.1%	6.9%		100.0%
80	78.8%	20.0%		1.3%	100.0%	Admissions	79	27.8%	54.4%	17.7%		100.0%
74	36.5%	45.9%	14.9%	2.7%	100.0%	EOPS	60	11.7%	73.3%	15.0%		100.0%
78	65.4%	26.9%	6.4%	1.3%	100.0%	Financial Aid Services	63	39.7%	54.0%	3.2%	3.2%	100.0%
85	41.2%	48.2%	8.2%	2.4%	100.0%	Health Services	72	31.9%	62.5%	2.8%	2.8%	100.0%
91	34.1%	54.9%	6.6%	4.4%	100.0%	Cafeteria/Snack Bar	89	15.7%	61.8%	14.6%	7.9%	100.0%
87	79.3%	18.4%		2.3%	100.0%	Library Resources	80	52.5%	43.8%	3.8%		100.0%
73	56.2%	39.7%	4.1%		100.0%	Independent Learning Center	70	37.1%	57.1%	5.7%		100.0%
92	77.2%	18.5%	1.1%	3.3%	100.0%	Parking	95	4.2%	21.1%	26.3%	48.4%	100.0%
78	59.0%	35.9%	3.8%	1.3%	100.0%	Computer Lab	70	24.3%	70.0%	4.3%	1.4%	100.0%
52	26.9%	65.4%	7.7%		100.0%	Departmental Teaching Resources	39	2.6%	82.1%	15.4%		100.0%
75	84.0%	13.3%	1.3%	1.3%	100.0%	Quality of Instruction	72	26.4%	61.1%	12.5%		100.0%
82	68.3%	29.3%	1.2%	1.2%	100.0%	Availability of Classes	75	14.7%	56.0%	28.0%	1.3%	100.0%
79	51.9%	44.3%	2.5%	1.3%	100.0%	Adequacy of Classrooms	74	8.1%	66.2%	23.0%	2.7%	100.0%
91	38.5%	56.0%	3.3%	2.2%	100.0%	Assigned Working Space/Office Space	89	12.4%	53.9%	24.7%	9.0%	100.0%
82	62.2%	35.4%	2.4%		100.0%	Technology Resources	79	21.5%	62.0%	16.5%		100.0%
79	59.5%	35.4%	1.3%	3.8%	100.0%	Financial Resources	74	16.2%	50.0%	27.0%	6.8%	100.0%
83	41.0%	53.0%	4.8%	1.2%	100.0%	Physical Facilities	78	14.1%	53.8%	29.5%	2.6%	100.0%
84	52.4%	42.9%	2.4%	2.4%	100.0%	Staffing Resources	85	4.7%	48.2%	40.0%	7.1%	100.0%
70	24.3%	55.7%	14.3%	5.7%	100.0%	Student Life/Activities	51	15.7%	68.6%	11.8%	3.9%	100.0%
83	42.2%	49.4%	7.2%	1.2%	100.0%	AV Media Resources	67	43.3%	49.3%	6.0%	1.5%	100.0%
80	54.5%	39.0%	4.9%	2.4%	100.0%	<b>Average</b>	71	20.7%	59.4%	15.4%	7.3%	100.0%

Note: "Not applicable" is taken out of the calculation.

## Part II: Please mark your level of agreement with the following statements:

<b>Standard I: INSTITUTIONAL MISSION AND EFFECTIVENESS</b>	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Mission</b>						
1. I am familiar with the mission statement of the College.	95	26.3%	61.1%	10.5%	2.1%	100.0%
2. The college programs, services, and planning are consistent with the mission of the College.	82	23.2%	72.0%	4.9%		100.0%
3. The mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning.	82	31.7%	64.6%	3.7%		100.0%
<b>Average</b>	<b>86</b>	<b>27.1%</b>	<b>65.9%</b>	<b>6.4%</b>	<b>2.1%</b>	<b>100.0%</b>
<b>B. Improving Institutional Effectiveness</b>						
4. Improving institutional effectiveness is valued throughout the College.	92	33.7%	60.9%	4.3%	1.1%	100.0%
5. The College facilitates an ongoing dialogue about improving student learning and institutional processes.	87	35.6%	56.3%	6.9%	1.1%	100.0%
6. Review of programs and services is integrated into the college planning process.	82	25.6%	64.6%	8.5%	1.2%	100.0%
7. Student learning outcomes are considered in program review and institutional planning.	77	26.0%	68.8%	5.2%		100.0%
8. The College's planning process is broad-based, offering opportunities for input by appropriate constituencies.	77	16.9%	68.8%	9.1%	5.2%	100.0%
<b>Average</b>	<b>83</b>	<b>27.6%</b>	<b>63.9%</b>	<b>6.8%</b>	<b>2.2%</b>	<b>100.0%</b>

<b>Standard II: STUDENT LEARNING PROGRAMS AND SERVICES</b>	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Instructional Programs</b>						
9. The College identifies and seeks to meet the varied educational needs of its students through diverse programs.	85	32.9%	61.2%	4.7%	1.2%	100.0%
10. The College uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.	77	23.4%	67.5%	9.1%		100.0%
11. The College provides alternate class scheduling to meet student needs.	90	16.7%	52.2%	31.1%		100.0%
12. Official college publications such as the catalog and class schedule are precise, accurate, and current.	96	17.7%	63.5%	16.7%	2.1%	100.0%
13. Information contained in the student handbook or orientation materials is helpful to students.	84	31.0%	61.9%	6.0%	1.2%	100.0%
<b>Average</b>	<b>86</b>	<b>24.3%</b>	<b>61.3%</b>	<b>13.5%</b>	<b>1.5%</b>	<b>100.0%</b>

Note: "Not applicable" is taken out of the calculation.

### Standard II: STUDENT LEARNING PROGRAMS AND SERVICES (Continued)

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>B. Student Support Services</b>						
14. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population.	87	13.8%	67.8%	17.2%	1.1%	100.0%
15. The College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	86	24.4%	69.8%	5.8%		100.0%
16. In general, do you feel that student support services at this college are adequate to meet student needs?	88	20.5%	65.9%	12.5%	1.1%	100.0%
17. Student Services at this college have sufficient staff and resources to meet student needs.	87	8.0%	48.3%	35.6%	8.0%	100.0%
18. Student Services at this college have sufficient facilities to meet student needs.	88	10.2%	47.7%	31.8%	10.2%	100.0%
19. Do you refer students to the various services available on campus? (i.e., DSPS, Tutoring, Health Services, Financial Aid, EOPS, etc.)	92		92.4% (yes)	7.6% (no)		100.0%
<b>Average</b>	<b>88</b>	<b>15.4%</b>	<b>59.9%</b>	<b>20.6%</b>	<b>5.1%</b>	<b>100.0%</b>
<b>C. Library and Learning Support Services</b>						
20. The College provides ongoing training for users of library and other learning support services to develop information competency.	82	42.7%	52.4%	3.7%	1.2%	100.0%
21. The college library hours are adequate to meet my needs.	80	35.0%	52.5%	8.8%	3.8%	100.0%
22. The library's collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of your program or work function.	77	22.1%	67.5%	5.2%	5.2%	100.0%
<b>Average</b>	<b>80</b>	<b>33.3%</b>	<b>57.5%</b>	<b>5.9%</b>	<b>3.4%</b>	<b>100.0%</b>

### Standard III: RESOURCES

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Human Resources</b>						
23. I am personally treated with respect at this college.	94	35.1%	50.0%	10.6%	4.3%	100.0%
24. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.	93	30.1%	47.3%	14.0%	8.6%	100.0%
25. Have your performance evaluations been conducted according to your contract/handbook guidelines?	83		83.1% (yes)	16.9% (no)		100.0%
26. Effectiveness in producing student learning outcomes should be considered in the performance evaluation of faculty and staff directly responsible for student success.	91	25.3%	52.7%	17.6%	4.4%	100.0%
27. Policies and practices of the College clearly demonstrate commitment to issues of equity and diversity.	90	30.0%	58.9%	7.8%	3.3%	100.0%

Note: "Not applicable" is taken out of the calculation.



<b>Standard III: RESOURCES (Continued)</b>	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Human Resources (Continued)</b>						
28. The College provides opportunities for continued professional and staff development.	93	17.2%	59.1%	17.2%	6.5%	100.0%
29. As a group, the members of my department attend staff development workshops to stay current in their fields of expertise.	91	4.4%	57.1%	24.2%	14.3%	100.0%
<b>Average</b>	<b>90</b>	<b>15.6%</b>	<b>56.3%</b>	<b>19.7%</b>	<b>8.4%</b>	<b>100.0%</b>
<b>B. Physical Resources</b>						
30. Systematic assessment of effective use of physical resources is integrated in institutional planning.	63	7.9%	68.3%	17.5%	6.3%	100.0%
31. Student learning needs are central to the planning, development, and design of new facilities.	85	27.1%	60.0%	9.4%	3.5%	100.0%
32. The College systematically maintains and upgrades its physical resources to support its programs and services.	83	15.7%	59.0%	18.1%	7.2%	100.0%
33. The College systematically reviews the conditions of its physical resources to assure access, safety, security, and a healthful learning and working environment.	83	20.5%	61.4%	13.3%	4.8%	100.0%
34. Safety hazards are addressed promptly.	90	23.3%	51.1%	21.1%	4.4%	100.0%
35. The grounds are pleasing and adequately maintained.	96	42.7%	49.0%	8.3%		100.0%
36. The exterior features of the campus buildings are well maintained.	96	18.8%	68.8%	12.5%		100.0%
37. The interior of the classrooms, offices, and restrooms are adequately maintained.	97	7.2%	53.6%	34.0%	5.2%	100.0%
38. The exterior lighting of the College is adequate and kept in working order.	90	8.9%	66.7%	23.3%	1.1%	100.0%
<b>Average</b>	<b>87</b>	<b>19.1%</b>	<b>59.8%</b>	<b>17.5%</b>	<b>4.6%</b>	<b>100.0%</b>
<b>C. Technology Resources</b>						
39. Technology planning is integrated with institutional planning.	74	17.6%	71.6%	9.5%	1.4%	100.0%
40. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	83	22.9%	62.7%	13.3%	1.2%	100.0%
41. The College provides training in the effective application of information technology to faculty and staff.	89	19.1%	65.2%	12.4%	3.4%	100.0%
42. The College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.	80	21.3%	62.5%	13.8%	2.5%	100.0%
43. Budget information is accessible throughout the College.	84	16.7%	58.3%	20.2%	4.8%	100.0%
44. The College budget reflects college priorities and planning goals.	82	19.5%	65.9%	8.5%	6.1%	100.0%
45. College guidelines and processes for financial planning and budget development are clearly defined and followed.	72	23.6%	55.6%	15.3%	5.6%	100.0%
<b>Average</b>	<b>81</b>	<b>20.1%</b>	<b>63.1%</b>	<b>13.3%</b>	<b>3.6%</b>	<b>100.0%</b>

Note: "Not applicable" is taken out of the calculation.

**Standard III: RESOURCES (Continued)**

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>D. Financial Resources</b>						
46. Faculty and staff have appropriate opportunities to participate in budget development for the College through its shared governance processes.	78	14.1%	55.1%	23.1%	7.7%	100.0%
47. The District resource allocation process is appropriate to support college programs and services.	69	5.8%	46.4%	39.1%	8.7%	100.0%
48. The College systematically assesses the effective use of its financial resources.	68	16.2%	69.1%	8.8%	5.9%	100.0%
49. The College uses the results of financial assessment as the basis for institutional improvement.	58	15.5%	69.0%	10.3%	5.2%	100.0%
<b>Average</b>	<b>68</b>	<b>12.9%</b>	<b>59.9%</b>	<b>20.3%</b>	<b>6.9%</b>	<b>100.0%</b>

**Standard IV: LEADERSHIP AND GOVERNANCE**

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>A. Decision-Making Roles and Processes</b>						
50. The college leaders encourage all members of college community to take initiative in improving institutional effectiveness.	82	17.1%	61.0%	15.9%	6.1%	100.0%
51. The staff exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.	81	4.9%	42.0%	37.0%	16.0%	100.0%
52. Staff involvement on committees assure that they have a voice in college policy making.	84	10.7%	64.3%	16.7%	8.3%	100.0%
53. In general, I am aware of the staff's role in various governing, planning, budgeting, and policy making bodies at the College.	82	12.2%	62.2%	14.6%	11.0%	100.0%
54. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	79	17.7%	59.5%	16.5%	6.3%	100.0%
55. The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.	71	8.5%	35.2%	40.8%	15.5%	100.0%
56. The decision-making structures and processes are regularly evaluated and the results are widely communicated to all members of the college community.	75	9.3%	44.0%	36.0%	10.7%	100.0%
<b>Average</b>	<b>79</b>	<b>11.5%</b>	<b>52.6%</b>	<b>25.4%</b>	<b>10.6%</b>	<b>100.0%</b>

Note: "Not applicable" is taken out of the calculation.

**Standard IV: LEADERSHIP AND GOVERNANCE  
(Continued)**

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
<b>B. Board and Administrative Organization</b>						
57. The governing board establishes policies to assure the quality, integrity, and effectiveness of the programs and services.	71	9.9%	74.6%	12.7%	2.8%	100.0%
58. The governing board establishes policies to assure the financial stability of the institution.	69	17.4%	69.6%	10.1%	2.9%	100.0%
59. The governing board's decision-making reflects the public interest.	71	15.5%	52.1%	25.4%	7.0%	100.0%
60. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	78	15.4%	59.0%	19.2%	6.4%	100.0%
61. The college president provides effective leadership in planning and assessing institutional effectiveness.	90	50.0%	45.6%	2.2%	2.2%	100.0%
62. The college president provides effective leadership in selecting and developing personnel.	83	39.8%	48.2%	10.8%	1.2%	100.0%
63. The college president provides effective leadership in fiscal planning and budget development.	85	45.9%	49.4%	3.5%	1.2%	100.0%
64. The college president works and communicates effectively with the communities served by the College.	80	48.8%	43.8%	7.5%		100.0%
65. There is a clear delineation of authority and operational responsibility between and among:						
A. Governing Board and District Office	54	5.6%	74.1%	18.5%	1.9%	100.0%
B. Governing Board and the colleges	58	8.6%	67.2%	24.1%		100.0%
C. District Office and the colleges	60	13.3%	63.3%	21.7%	1.7%	100.0%
D. Colleges	61	21.3%	59.0%	18.0%	1.6%	100.0%
66. The District Office provides effective services that support the college in its missions and functions.	83	12.0%	59.0%	24.1%	4.8%	100.0%
67. The District Office and colleges use effective methods of communication and exchange information in a timely manner.	85	11.8%	56.5%	23.5%	8.2%	100.0%
68. The District Office provides sufficient support to the colleges in the following areas:						
A. Business Services	72	13.9%	79.2%	5.6%	1.4%	100.0%
B. District Advancement (Communications)	65	10.8%	64.6%	18.5%	6.2%	100.0%
C. Facilities Services	63	12.7%	57.1%	23.8%	6.3%	100.0%
D. Human Resources	76	17.1%	61.8%	17.1%	3.9%	100.0%
E. Information Technology	70	15.7%	71.4%	8.6%	4.3%	100.0%
F. Instructional Services	65	15.4%	72.3%	9.2%	3.1%	100.0%
G. Student Services	74	16.2%	60.8%	16.2%	6.8%	100.0%
<b>Average</b>	<b>72</b>	<b>19.9%</b>	<b>61.4%</b>	<b>15.3%</b>	<b>3.9%</b>	<b>100.0%</b>

Note: "Not applicable" is taken out of the calculation.

**Part III: Demographics**

69. Your primary college/work site:

	#	%
Mesa	99	100.0%
Total	99	100.0%

70. Gender:

	#	%
Female	73	73.7%
Male	17	17.2%
Unknown	9	9.1%
Total	99	100.0%

71. Ethnic/Racial grouping:

	#	%
Asian/Pac Islander	2	2.0%
African American/Black Non Hispanic	3	3.0%
White Non-Hispanic	30	30.3%
Filipino	6	6.1%
Hispanic	12	12.1%
Other Non-white	5	5.1%
Unknown	41	41.4%
Total	99	100.0%

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

	#	%
Less than 1 year	6	6.1%
1-3 years	16	16.2%
4-6 years	17	17.2%
7-10 years	10	10.1%
11-15 years	9	9.1%
16 or more years	10	10.1%
Unknown	31	31.3%
Total	99	100.0%

73. How long have you been employed at the District?

**(respond if you have worked at other SDCCD sites)**

	#	%
Less than 1 year	2	2.0%
1-3 years	6	6.1%
4-6 years	11	11.1%
7-10 years	7	7.1%
11-15 years	9	9.1%
16 or more years	11	11.1%
Unknown	53	53.5%
Total	99	100.0%

74. Your work classification:

	#	%
Supervisor/Professional	14	14.1%
Classified Staff	58	58.6%
Operations	3	3.0%
Classified Hourly		0.0%
Police		0.0%
Office/Technical	18	18.2%
Food Service		0.0%
Other	1	1.0%
Unknown	5	5.1%
Total	99	100.0%

75. Your area of responsibility:

	#	%
Student support services	30	30.3%
Instructional support services	20	20.2%
Administrative support services (human resources, business operation)	10	10.1%
Facilities, operation, and maintenance	2	2.0%
Information technology	4	4.0%
Other	8	8.1%
Unknown	25	25.3%
Total	99	100.0%

76. What is your work status?

	#	%
Part-time	5	5.1%
Full-time	54	54.5%
Unknown	40	40.4%
Total	99	100.0%

# **San Diego Mesa College Accreditation Survey Report**

## **APPENDIX F**

### **SURVEY COMMENTS**

<b>MESA COLLEGE ACCREDITATION SURVEYS 2003 - Comments</b>	
<b>Code</b>	<b>CONTRACT FACULTY COMMENTS</b>
22	College President is great. Dean of Humanities needs work. With more dollars, more positives would surely occur. Faculty are worst paid in the country.
77	Students on EOPS should be able to buy at K.B. + Financial Aid. Inadequate student parking.
78	Survey is <b>too</b> long.
101	The physical plant has improved. Changed my teaching schedule in order to find parking.. Overall, students have low respect for professors and consider Mesa as a temporary situation. I feel little support on upholding academic standards since the student is seen as a "consumer" and retention is emphasized.
103	Need more counselors.
110	Need more lighting at night. Need more restrooms, especially K Bldg.
126	The Chancellor, though a tough labor negotiator, works hard to provide the best environment for our students. The President provides strong direction while working with the faculty through established channels. The Business Manager does all that is humanly possible to meet the financial and facility needs of the campus. Other than financial/facilities/parking issues, adjunct faculty needs more attention. Each campus heavily utilizes adjunct faculty. They need to feel a part of the campus and be properly enumerated with access to a retirement plan.
136	Plant Operations and Facilities Maintenance are very poor.
137	Services provided by Human Resources and Payroll are absolutely pathetic. There should be some classes in customer service and/or at least sensitivity training required of the employees of these 2 offices specifically. I hate to even call. If I treated my students in the same manner, I'm sure I'd be terminated!!
192	More Macs in computer lab and Mac help from Technology Resources. Creative endeavors NEED the Macintosh computer. Why the unfriendly & non-supportive approach to this computer? Physical Facilities - Old. What happened to the Interpreters - Sign?? Classrooms, offices, restrooms DIRTY!! Who cleans the floors?? Availability of computers, software, multimedia, etc. could be better. More parking. District Board more supportive of teachers and students needs.
190	Questions 79,80,81, and 82 are inappropriate in this context. (Gender, Ethnical/Racial grouping, how long employed at this worksite, how long employed at district?)
184	Parking is a primary problem and a major reason for student attrition.

	Great discrepancies in services and hours of operation at the 3 colleges; causes great problems at Mesa since they offer the most.
	I 430 is abysmal and unsafe. Carpets old, ugly, and unsanitary. Uneven surfaces causing staff & students to stumble. Overcrowding in this area. This area is overlooked and ignored - viewed as the "back" of the campus.
165	Student Services more than adequate. Over funded.
	It's really all political here. Your views don't really matter. You don't dare speak out or criticize administration in matters related to educational programs, the hiring of faculty and other personnel and institutional policies. The college administration is overstaffed with support personnel that are not needed who create additional workload burdens for faculty.
	When budget pressures mount, the president cuts instruction, not her infrastructure.
	Student Services - Excessive amounts are spent in this area.
149	Online attendance reporting - timelines changed without faculty input. Some timelines inconsistent or impossible. Object to arbitrary decision making.
	Lack of consideration for faculty concerns with regard to the move to a shorter semester. This did not appear to be subject to Shared Governance.
147	Parking - faculty, satisfied; student parking - very dissatisfied. Office supplies & equipment - satisfied; faculty offices - wildly inadequate; percentage of faculty in my dept. so inadequate that the accreditation folks should issue an ultimatum in order to insure quality instruction.
	Over reliance on adjuncts reduces the average quality of instruction and I believe some students are not receiving true college level courses.
	Appalling faculty offices in my building a sign of disrespect to the faculty.
	Lack of academic leadership. Classroom instructional funding is lowest priority in the district and this college.
<b>ADJUNCT FACULTY COMMENTS</b>	
6	Lack of budget. (#53 - The college budget reflects college priorities and planning costs.)
7	Community colleges are constantly in fluctuation because of changing mandates. However, these are threatened by budget crisis. (#13 - The college provides alternate class scheduling to meet student needs).
15	Classrooms are filthy, unhealthy. Classrooms are very dirty, dust particles from white chalk. Last semester I requested cleaning four times without results. I am coughing so much that many of my students went to the housekeeping dept. on their own and the class was cleaned.
17	President XXX is an especially excellent president.
18	Adjunct faculty represent almost 40% of teaching staff but ... (1) we have inadequate workspace and nowhere to meet with students; (2) we have no distinct forum or venue for meeting together, (3) no orientation program for adjuncts - new or returning.



20	The lack of adequate black/white boards, appropriate lighting, student desks/chairs, consistently functioning audio-visual equipment, cabinets and easel paper in MA 101 are great inhibitors to EXCELLENT TEACHING AND LEARNING.
47	The college desperately needs an interpreting lab to support its ASL interpreting program! I am amazed that a new humanities bldg. was just constructed and there is no ASL or interpreting lab. I am extremely thankful to the media services dept. for their support of the pseudo-lab used for my interpreting class. Support for adjunct faculty is pretty good - I am always able to get what I need!
50	Foreign students should have sufficient English language skills especially for law classes. Better testing is necessary. This affects about 15-20% of the foreign students. ESL courses should be required for those students after testing.
51	If you don't start amassing these kinds of statistics, how can you guarantee fairness in the representation of gays? Minority - H. Gay (#80 - Ethnic/Racial grouping:)
63	Only teach 1 class. Don't feel "connected". No place to sit or work if I wanted to see students there.
64	Counseling services ineffective. Frustrated students have come to me explaining how counselors suggested, wrong, non-transferable courses or did not count past credits when credits are due. Perhaps they are trying to get students in and out of counseling too fast so that they overlook student needs.
66	I enjoy teaching at Mesa and the diversity of the student population.
<b>ADMINISTRATOR COMMENTS</b>	
164	Lack of communication from the District to the College - increases the workload of college personnel. District personnel seem to have no clue as to how the colleges operate and what their focus is. Woefully lacking in ration of deans to FTEF & FTES; disservice to all and leads to erosion of good leadership.
<b>STAFF COMMENTS</b>	
376	Got one performance evaluation at 1 month; none thereafter (2 1/2 years). Too many poisons sprayed on grounds; use vinegar; pull weeds, don't spray. Ethnic/Racial grouping - terrible question.
398	Supervisor should be evaluated like the subordinate is. Profession staff development - Supervisor allows some staff to attend instead of on a rotating basis. Politics. Training for selected few/favorites. Budget is used for the ones who are close to the management that is approving the budget. A few on the governing board are not cooperative. Not all staff exercise their voices in matters related to educational programs and hiring practices. Some are heard and some are not heard.

382	If Mesa was interested in serving the students, they would have built a parking structure a long time ago.
	Inadequate staffing and facilities to meet student needs.
	The District does not address the real issues of the colleges concerning students.
	Human Resources at the District is in the dark ages when it comes to hiring and promoting employees. The system of hiring should change to reflect the times.
333	Identifying student learning needs and to achieve stated learning outcomes - Our technology is very limited at this level.
	Technology Resources - Excellent at the workstation level. Inadequate for on-site institutional research. District Research is excellent. We lack college level research gathering means.
318	Administration and staff have to become sensitive when designing and implementing programs, practices and services that enhance student understanding and appreciation of diversity.
305	Quality of Instruction - Very satisfied at times. Very dissatisfied at times.
	There is always room for growth in student support services.
	"When Mesa needs something", they encourage all members of the college community to take initiative in improving institutional effectiveness.
	It doesn't always appear that the college's administration structure is organized and staffed to reflect the institution's purposes, size, and complexity.

# **San Diego Mesa College Accreditation Survey Report**

## **APPENDIX G**

### **SURVEY INSTRUMENTS**

Note: Survey instrument not available on web. For a copy contact the Research and Planning Office.