San Diego Miramar 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 Miramar College through the campus mail at the beginning of the spring 2003 semester. A total of 107 surveys were returned with an overall response rate of 25%.

Characteristics Of The Respondents

- The faculty respondents were comprised of 37 contract faculty, 28 adjunct faculty.
- About 53% of the faculty respondents were females and 39% were males (8% missing).
- Staff respondents constituted 69% females and 17% males (14% missing).

Gap Analysis Of Teaching And Learning Resources

- DSPS, Admissions, Financial Aid Services, Independent Learning Center, and computer lab received high importance and high satisfaction ratings from faculty (contract and adjunct) and staff.
- Departmental teaching resources, availability of classes, adequacy of classrooms, and working space/office space received high importance but low satisfaction ratings from faculty (contract and adjunct). In addition, physical facilities were also rated high importance but low satisfaction by contract faculty and staff.

Results By Accreditation Standards

<u>Standard One-Institutional Mission And Effectiveness</u>

- Most 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.
- In comparison with contract faculty and staff, a smaller percent of adjunct faculty indicated that student learning outcomes are considered in program review and institutional planning.

Standard Two-Student Learning Programs And Services

- A majority of the faculty (both contract and adjunct) were generally pleased with the quality of instruction at the College.
- Compared to adjunct faculty and the staff, fewer contract faculty 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. Most of the faculty also reported that they had integrated written and oral communication and critical thinking skills into their teaching.
- A majority of the faculty indicated that the College supports academic freedom.
- Over 65% 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.
- Most 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 faculty were less satisfied with the adequacy of the library collection than adjunct faculty.

Standard Three-Resources

- Nearly 90% of the faculty and staff felt that they are treated with respect at the College.
- Most of the faculty 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.
- A higher percent of the faculty indicated that the College systematically maintains and upgrades its physical resources to support its programs and services, as compared to staff.
- More than 80% of the faculty and staff felt that the campus grounds are pleasing and adequately maintained.
- Over three-quarters of the faculty and staff reported that the exterior features of the campus buildings are well maintained.

- About 57% of the contract faculty, 67% of the adjunct faculty, and 53% of the staff stated that the interior of the classrooms, offices, and restrooms are well maintained.
- Over 60% of the faculty and staff reported that technology planning is integrated with institutional planning.
- Most of the faculty and staff indicated that the College provides training in the effective application of information technology to faculty and staff.
- In comparison with adjunct faculty, a lower percent of the contract faculty and staff felt that the College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.
- A lower percent of contract faculty indicated that budget information is accessible throughout the College, as compared to the staff and adjunct faculty.
- More than 60% of the faculty and staff indicated that the college budget reflects college priorities and planning goals.
- About 8% of the contract faculty, 37% of the adjunct faculty, and 42% 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 and adjunct faculty, contract 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 53% of the contract faculty, 65% of the adjunct faculty, and 60% of the staff indicated that the role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.
- Adjunct faculty were more likely to agree that the governing board's decision-making reflects the public interest as compared to contract faculty and staff.
- A majority of the faculty and staff indicated 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, 97; adjunct, 236; staff, 90) at Miramar through the campus mail at the beginning of the spring semester 2003 (end of 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: Miramar College Survey Response Rates

Miramar	# distributed	# responded	response rate
Contract faculty	97	37	38.1%
Adjunct faculty	236	28	11.9%
Unknown status		7	
Total faculty	333	72	21.6%
Staff	90	35	38.9%
College Total	423	107	25.3%

Administrators completed the faculty survey. Ten 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 10 administrators) as well as contract faculty (including 3 administrators) and adjunct faculty (including 3 administrators) 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 72 faculty and 35 staff responded to the survey. The faculty respondents included 37 contract faculty and 28 adjunct faculty. Six (6) administrators identified themselves as having dual roles; therefore, their responses were also included in contract faculty (n=3) and adjunct faculty (n=3) responses. Following is a summary of the major characteristics of the respondents:

Faculty

- 51% contract, 39% adjunct (10% unknown)
- 64% classroom faculty, 17% non-classroom faculty (19% unknown)
- 53% females, 39% males (8% unknown)
- Largest ethnic group is white (47%)

Staff

- 26% supervisor/professional staff, 9% office/technical staff, and 65% other categories.
- Two largest departments: 40% from student support services areas, 20% from administrative support services
- 69% females, 17% males (14% unknown)
- Largest ethnic group is white (40%)

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— DSPS, Admissions, Financial Aid Services, Independent Learning Center, and computer lab.

Adjunct faculty— Tutoring services, Transfer Center, Admissions, Financial Aid Services, library resources, Independent Learning Center, and computer lab.

Staff— Transfer Center, DSPS, Admissions, Financial Aid Services, Independent Learning Center, and computer lab.

Areas with High Importance but Low Satisfaction
(over 90% rated important but less than 60% were satisfied)

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

Adjunct faculty—Departmental teaching resources, availability of classes, adequacy of classrooms, and assigned working space/office space.

Staff—Availability of classes, adequacy of classrooms, physical facilities, and student life/activities.

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003 - Gap Analyses

	All Faculty/Administrators (n=72)			Contract Faculty (n=37)			Adjunct Faculty (n=28)			Staff (n=35)		
	% important	% satisfied	GAP	% important	% satisfied	GAP	% important	% satisfied	GAP	% important	% satisfied	GAP
Counseling	97.1%	75.1%	-22.0%	97.3%	80.0%	-17.3%	96.3%	69.5%	-26.8%	96.7%	82.1%	-14.6%
Tutoring Services	95.5%	80.8%	-14.7%	94.3%	75.0%	-19.3%	96.2%	90.0%	-6.2%	86.7%	87.0%	0.3%
Transfer Center	96.7%	85.7%	-11.0%	97.0%	78.6%	-18.4%	95.4%	100.0%	4.6%	90.0%	95.5%	5.5%
DSPS	88.7%	90.1%	1.4%	91.4%	94.3%	2.9%	85.7%	85.7%	0.0%	100.0%	91.3%	-8.7%
Admissions	98.5%	97.0%	-1.5%	100.0%	97.3%	-2.7%	100.0%	95.9%	-4.1%	96.8%	89.6%	-7.2%
EOPS	83.1%	92.8%	9.7%	87.9%	93.3%	5.4%	80.9%	100.0%	19.1%	70.3%	78.3%	8.0%
Financial Aid Services	92.0%	90.8%	-1.2%	97.1%	90.7%	-6.4%	90.9%	94.1%	3.2%	96.4%	92.3%	-4.1%
Health Services	89.3%	88.5%	-0.8%	94.3%	85.7%	-8.6%	86.9%	95.0%	8.1%	90.0%	81.5%	-8.5%
Cafeteria/Snack Bar	79.4%	43.3%	-36.1%	91.7%	28.6%	-63.1%	59.1%	65.0%	5.9%	93.8%	64.3%	-29.5%
Library Resources	98.4%	85.7%	-12.7%	97.1%	82.4%	-14.7%	100.0%	91.3%	-8.7%	96.7%	83.4%	-13.3%
Independent Learning Center	95.2%	93.3%	-1.9%	97.0%	97.0%	0.0%	91.3%	95.0%	3.7%	93.4%	92.9%	-0.5%
Parking	98.5%	72.8%	-25.7%	100.0%	75.0%	-25.0%	95.9%	64.0%	-31.9%	93.9%	77.5%	-16.4%
Computer Lab	98.5%	93.7%	-4.8%	97.0%	93.9%	-3.1%	100.0%	95.8%	-4.2%	89.6%	95.6%	6.0%
Departmental Teaching Resources	96.6%	55.2%	-41.4%	96.9%	54.5%	-42.4%	95.5%	54.6%	-40.9%	85.8%	70.6%	-15.2%
Quality of Instruction	98.5%	88.6%	-9.9%	100.0%	86.4%	-13.6%	100.0%	88.8%	-11.2%	93.6%	79.3%	-14.3%
Availability of Classes	98.6%	52.8%	-45.8%	100.0%	50.0%	-50.0%	100.0%	53.6%	-46.4%	93.8%	48.4%	-45.4%
Adequacy of Classrooms	97.0%	52.1%	-44.9%	100.0%	50.0%	-50.0%	92.0%	59.2%	-32.8%	96.6%	58.6%	-38.0%
Assigned Working Space/Office Space	96.5%	43.5%	-53.0%	94.2%	52.7%	-41.5%	100.0%	30.0%	-70.0%	93.8%	68.9%	-24.9%
Technology Resources	92.5%	71.9%	-20.6%	97.2%	70.2%	-27.0%	87.5%	76.1%	-11.4%	97.0%	67.9%	-29.1%
Financial Resources	94.1%	50.0%	-44.1%	97.3%	47.2%	-50.1%	91.6%	72.2%	-19.4%	96.9%	60.7%	-36.2%
Physical Facilities	96.9%	51.6%	-45.3%	97.3%	52.8%	-44.5%	95.4%	65.0%	-30.4%	90.9%	50.0%	-40.9%
Staffing Resources	98.5%	66.1%	-32.4%	100.0%	55.9%	-44.1%	100.0%	86.3%	-13.7%	100.0%	78.2%	-21.8%
Student Life/Activities	87.3%	66.7%	-20.6%	86.1%	56.2%	-29.9%	85.7%	89.5%	3.8%	90.0%	47.6%	-42.4%
AV Media Resources	96.9%	73.5%	-23.4%	100.0%	68.6%	-31.4%	95.9%	82.6%	-13.3%	96.9%	77.3%	-19.6%
Average	**94.3%**	**73.4%**	**-20.9%**	**96.3%**	**71.5%**	**-24.8%**	**92.6%**	**79.1%**	**-13.5%**	**92.9%**	**75.8%**	**-17.1%**

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: Ten administrators are included in all faculty/administrator responses.

ANALYSES BY ACCREDITATION STANDARD

Standard One: Institutional Mission And Effectiveness

A. Mission

- A majority of the faculty and staff reported that they were familiar with the mission statement of the College (contract, 100%; adjunct, 85%; staff, 91%).

- Most of the faculty and staff indicated that the college programs, services, and planning are consistent with the mission (contract, 87%; adjunct, 79%; staff, 90%).

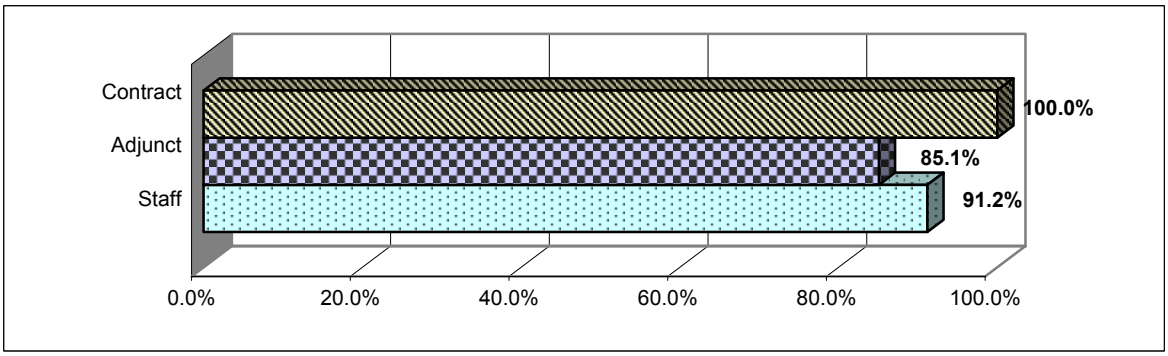
- Almost all of the faculty and staff perceived that the mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning (contract, 97%; adjunct, 100%; staff, 97%).

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

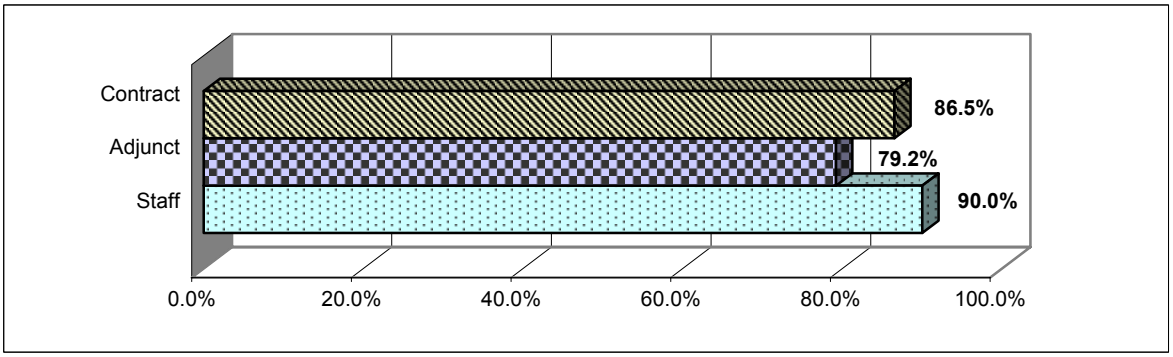
Contract n=37
Adjunct n=28
Staff n=35

Standard I: INSTITUTIONAL MISSION AND EFFECTIVENESS
A. Mission

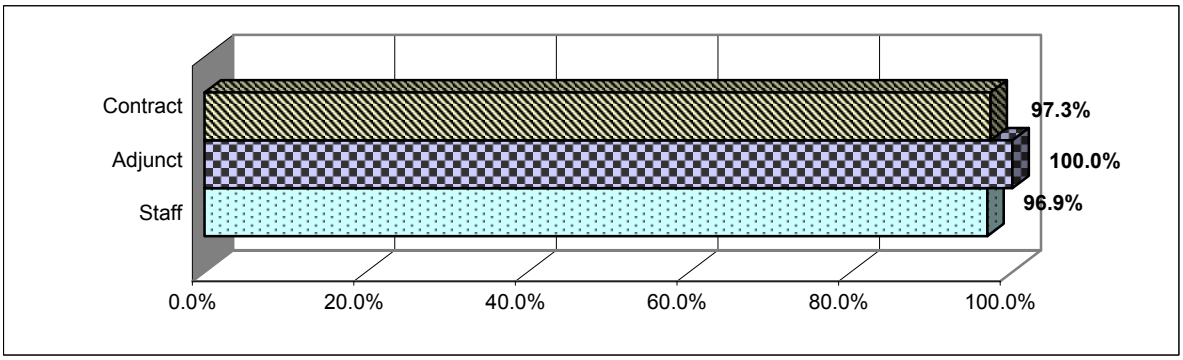
1. I am familiar with the mission statement of the College.



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, 75%; adjunct, 82%; staff, 88%).

- More than 80% of the faculty and staff agreed that review of the programs and services is integrated into the college planning process (contract, 80%; adjunct, 83%; staff, 91%).

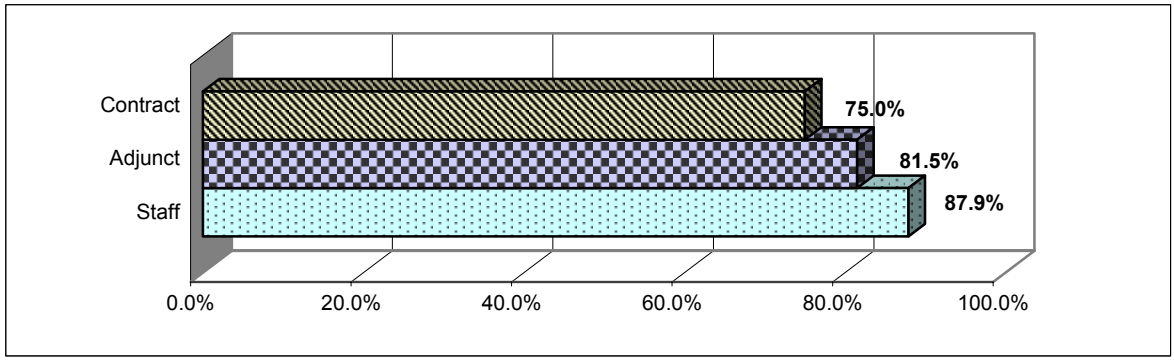
- About 79% of the contract faculty and 88% of the staff indicated that student learning outcomes are considered in program review and institutional planning compared to 67% of the adjunct faculty.

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

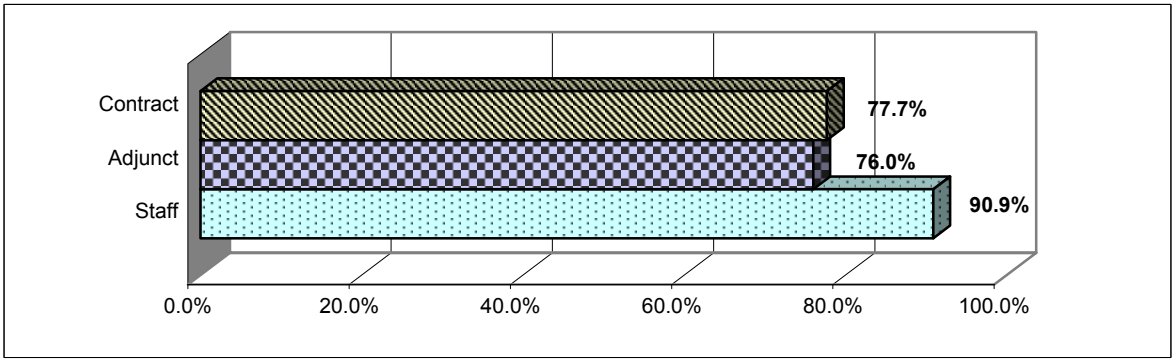
Contract n=37
Adjunct n=28
Staff n=35

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

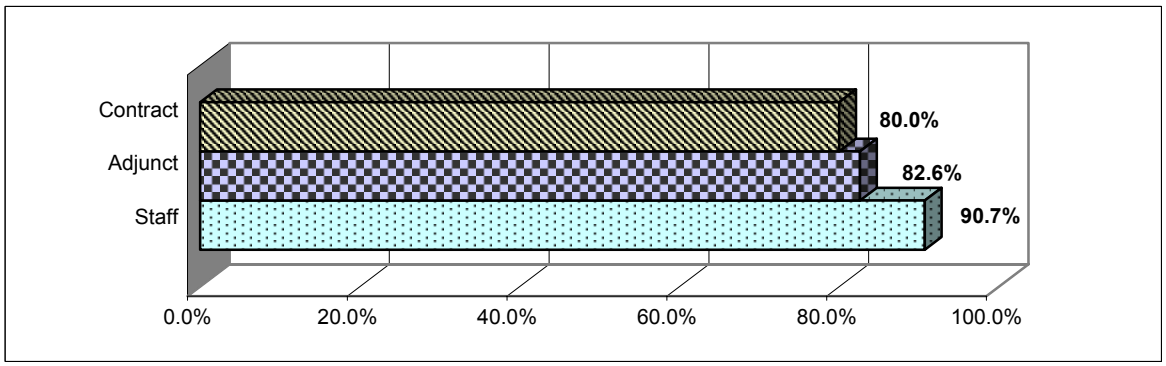
4. Improving institutional effectiveness is valued throughout the College.



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.



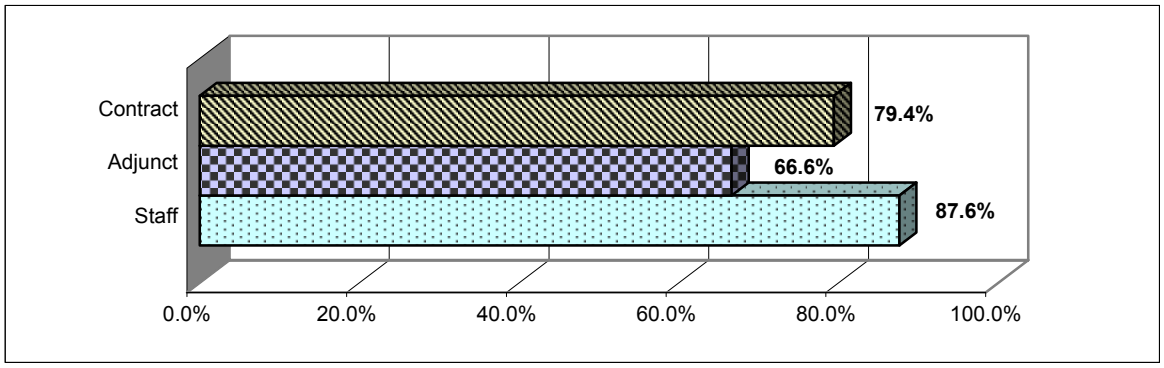
Note: Percent Agreed includes "strongly agree" and "agree".

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

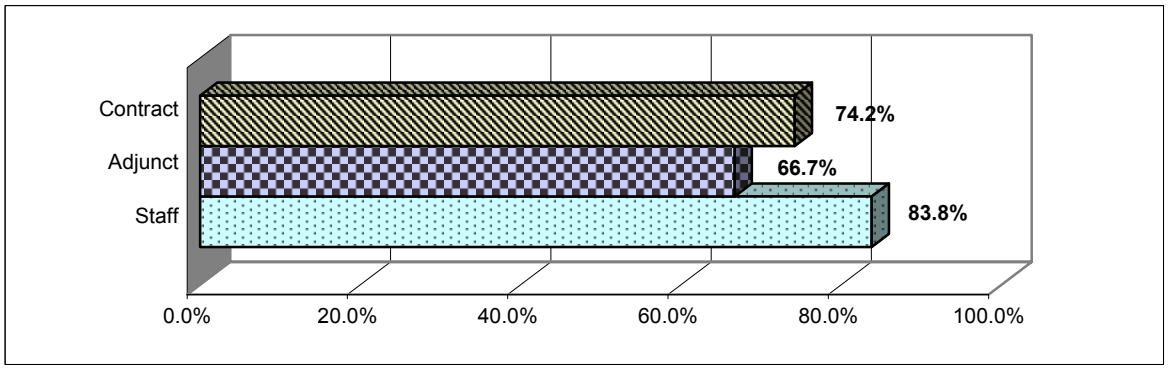
Contract n=37
Adjunct n=28
Staff n=35

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

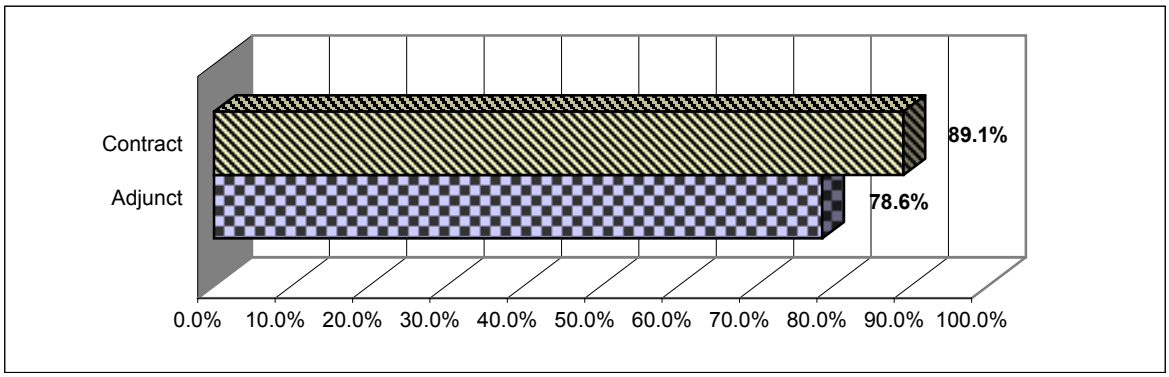
- Most of the faculty (contract, 89%; adjunct, 79%) were pleased with the quality of instruction at the College.
- About 69% of the contract faculty, 89% of the adjunct, and 91% of the staff reported that the College identifies and seeks to meet the varied education needs of its students through diverse programs.
- About 76% of the contract faculty, 85% of the adjunct faculty, and 58% 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, 55%; adjunct, 81%; staff, 76%).
- Most of the faculty indicated that they had integrated written and oral communication skills into their teaching (contract, 83%; adjunct, 82%).
- More than 85% of the faculty reported that they had greatly integrated critical thinking skills into their courses (contract, 94%; adjunct, 86%).
- More than 50% of the faculty indicated that they had integrated quantitative reasoning skills and appreciation of cultural diversity into their teaching.
- Faculty were more likely to agree that the official publications are precise, accurate, and current, as compared to staff (contract, 73%; adjunct, 82%; staff, 59%).
- A majority of the faculty (contract, 92%; adjunct, 86%) indicated that the College supports academic freedom.

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

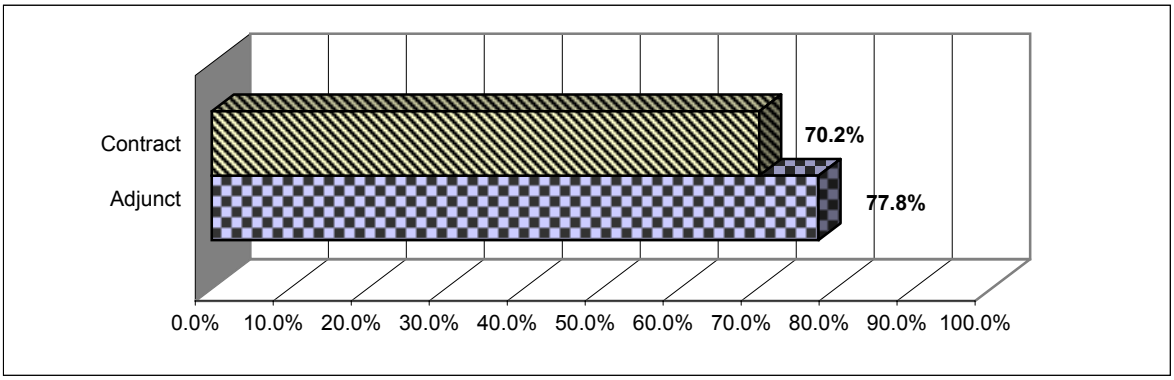
Contract n=37
Adjunct n=28
Staff n=35

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

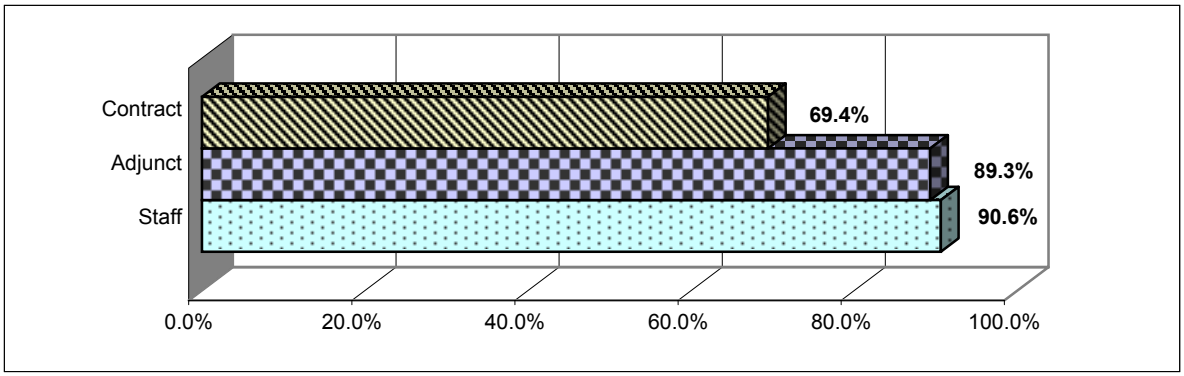
9. I am pleased with the quality of teaching and instruction here.



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)



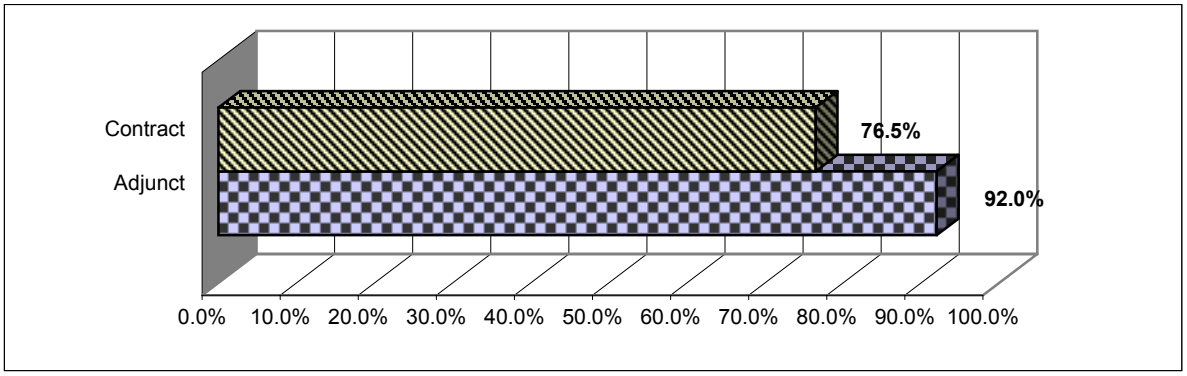
Note: Percent Agreed includes "strongly agree" and "agree".

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

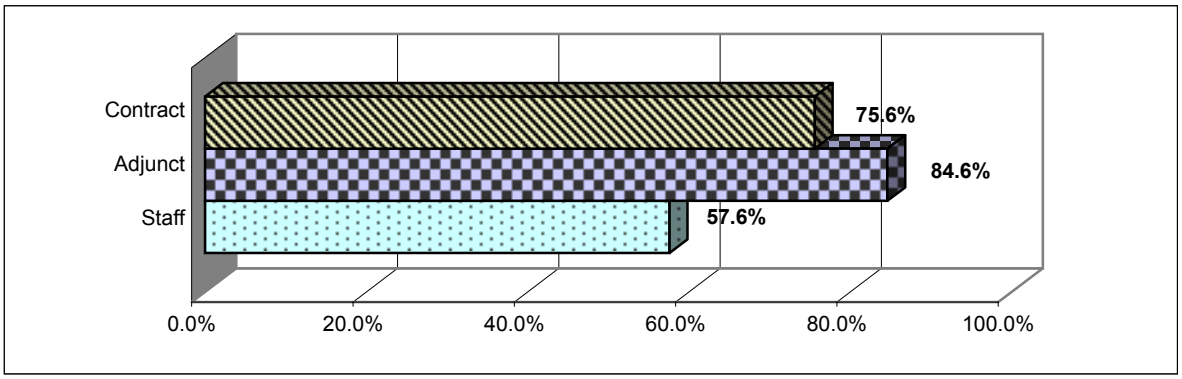
Contract n=37
Adjunct n=28
Staff n=35

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

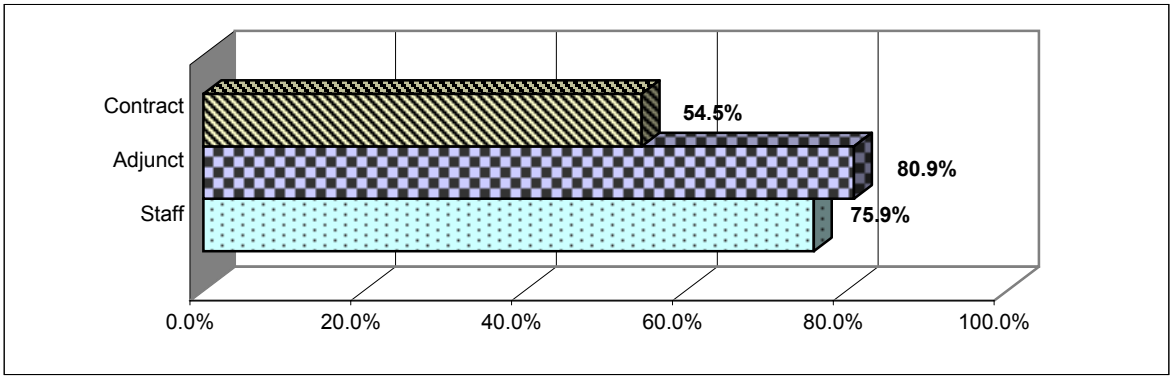
12. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.



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".

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

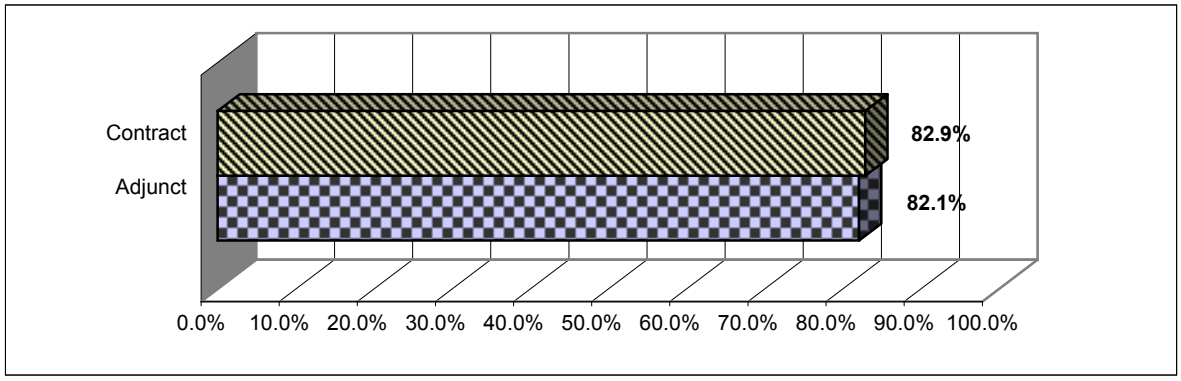
Contract n=37
Adjunct n=28
Staff n=35

Standard II: STUDENT LEARNING PROGRAMS AND SERVICES

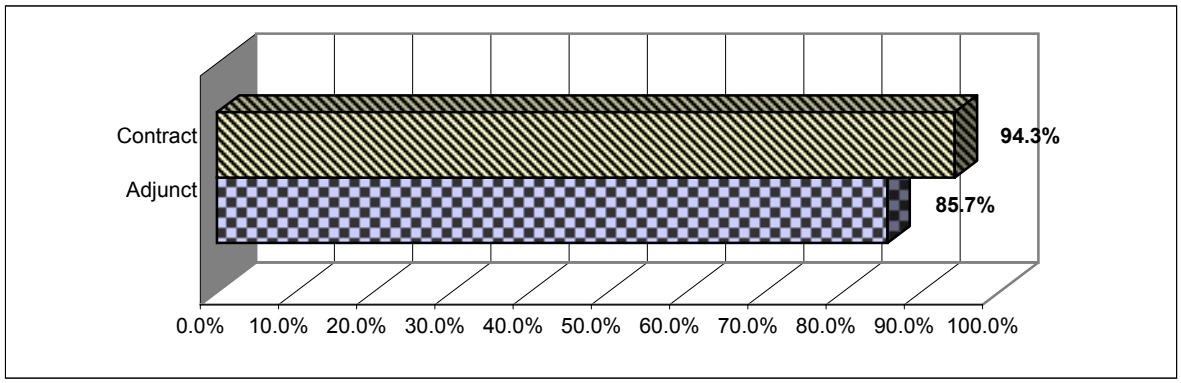
A. Instructional Programs (continued)

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

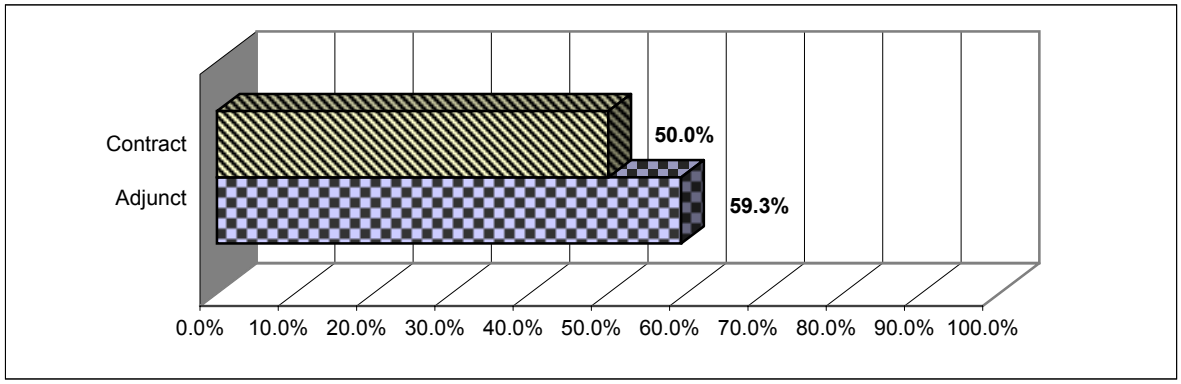
Written and Oral Communication--percent of "to a great extent"



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



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



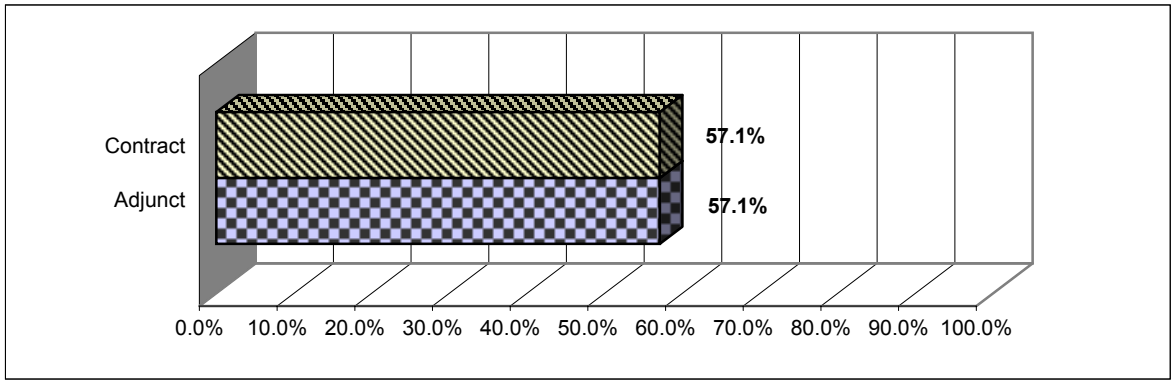
MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

Contract n=37
Adjunct n=28
Staff n=35

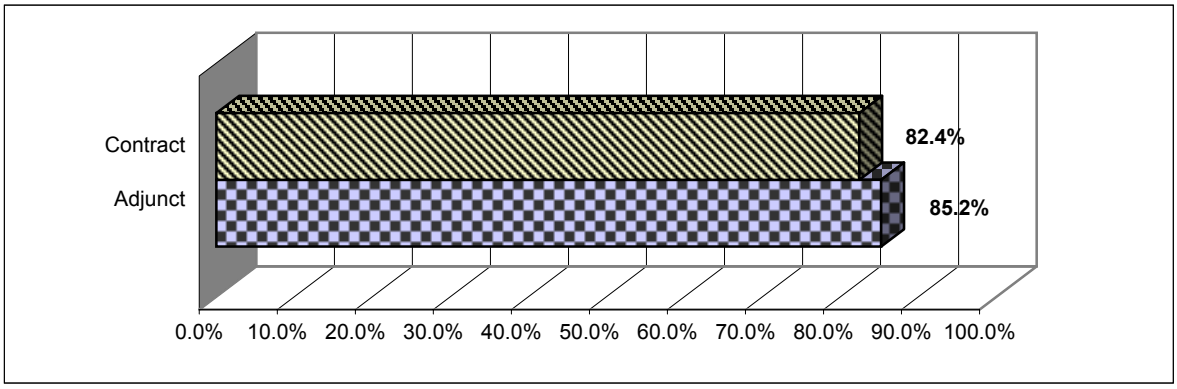
Standard II: STUDENT LEARNING PROGRAMS AND SERVICES
A. Instructional Programs (continued)

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

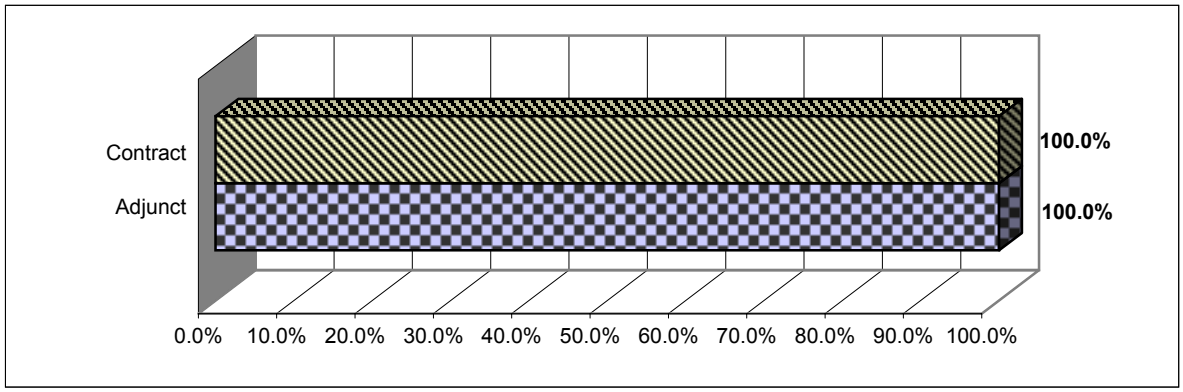
Appreciation of Cultural Diversity-- percent of "to a great extent"



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.



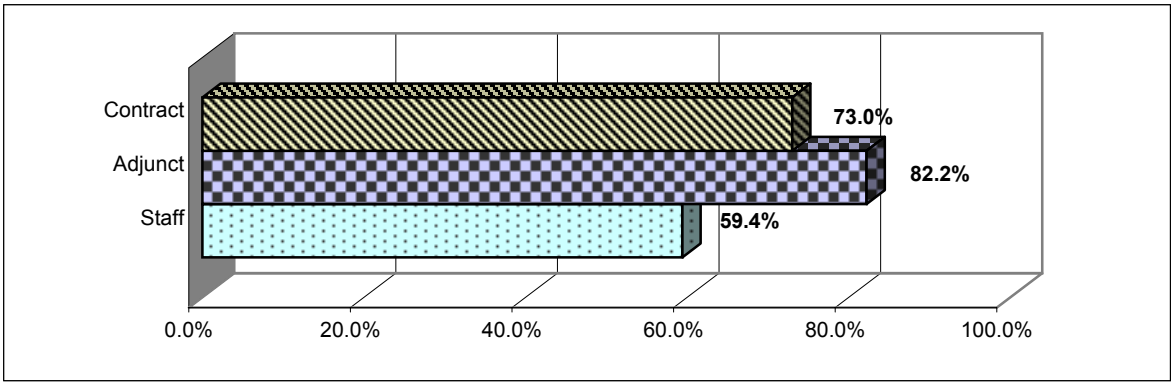
Note: Percent Agreed includes "strongly agree" and "agree".

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

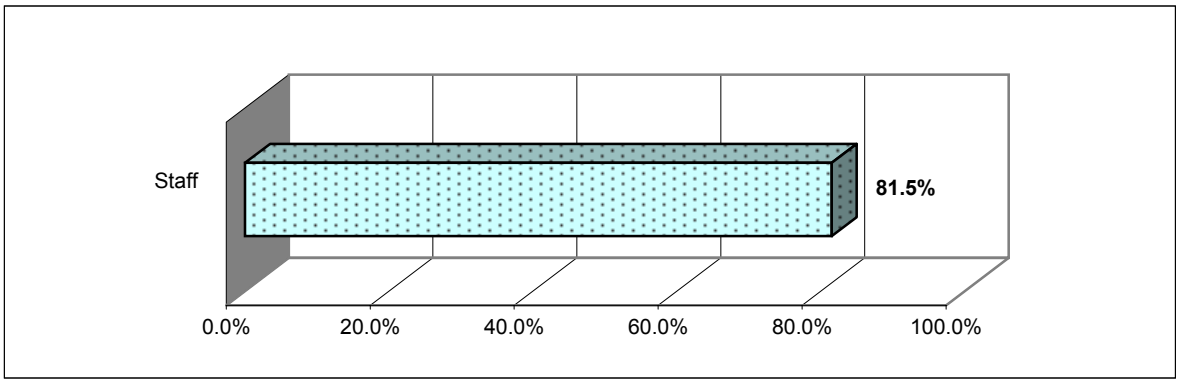
Contract n=37
Adjunct n=28
Staff n=35

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

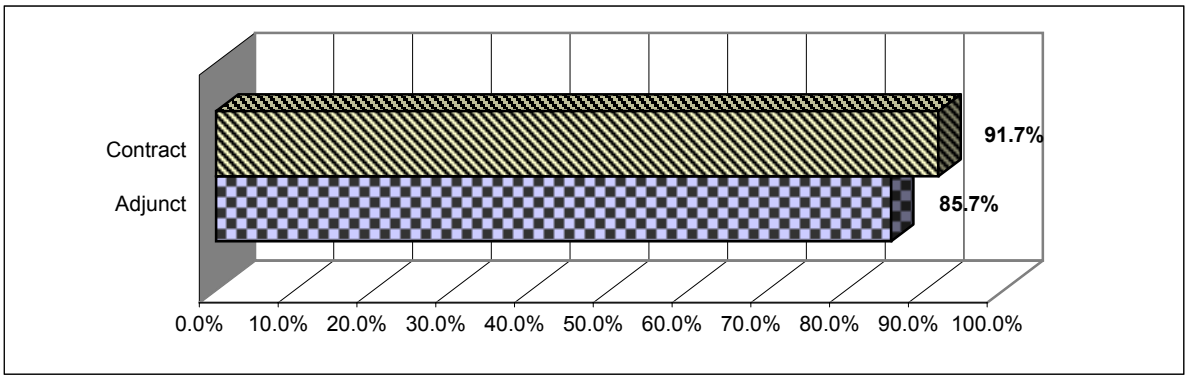
17. Official college publications such as the catalog and class schedule are precise, accurate, and current. (staff Q12)



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



18. The College supports academic freedom.



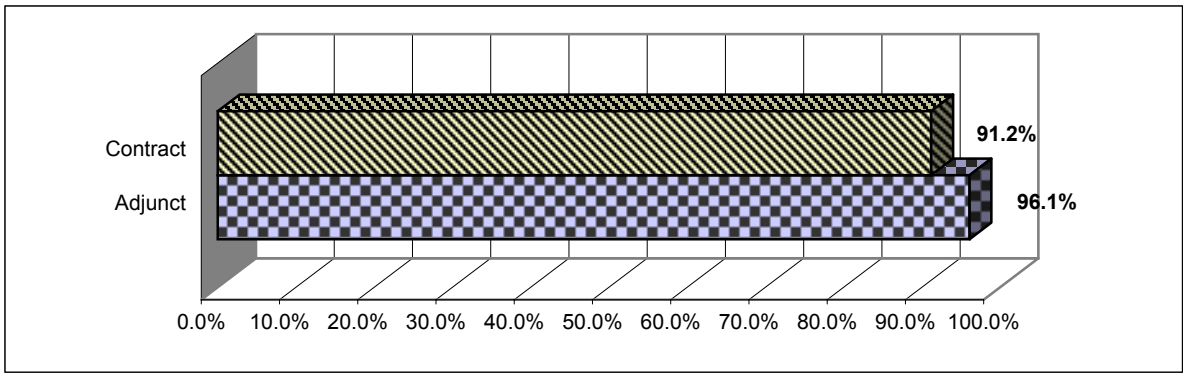
Note: Percent Agreed includes "strongly agree" and "agree".

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

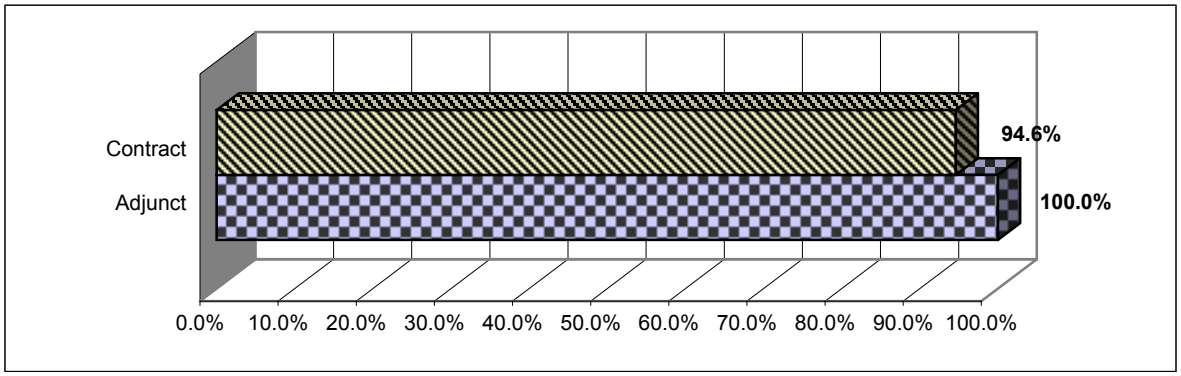
Contract n=37
Adjunct n=28
Staff n=35

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

- About 65% of the contract faculty, 80% of the adjunct faculty, and 75% of the staff felt that the campus environment is conducive to personal, aesthetic, and intellectual development of the student population.

- Over 85% 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, 86%; adjunct, 96%; staff, 91%).

- About 51% of the contract faculty, 85% of the adjunct faculty, and 58% of the staff felt that student support services are adequate to meet student needs.

- Contract faculty and staff were less likely to conclude that Student Services at the College has sufficient staff and resources, as compared to adjunct faculty (contract, 27%; adjunct, 68%; staff, 34%).

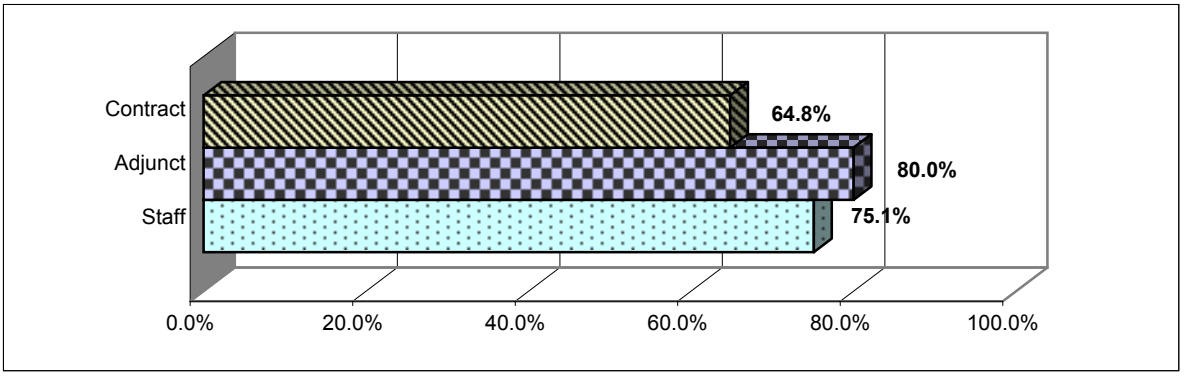
- About 24% of contract faculty, 64% of the adjunct faculty, and 24% of the staff reported that Student Services at the College has adequate facilities to meet student needs.

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

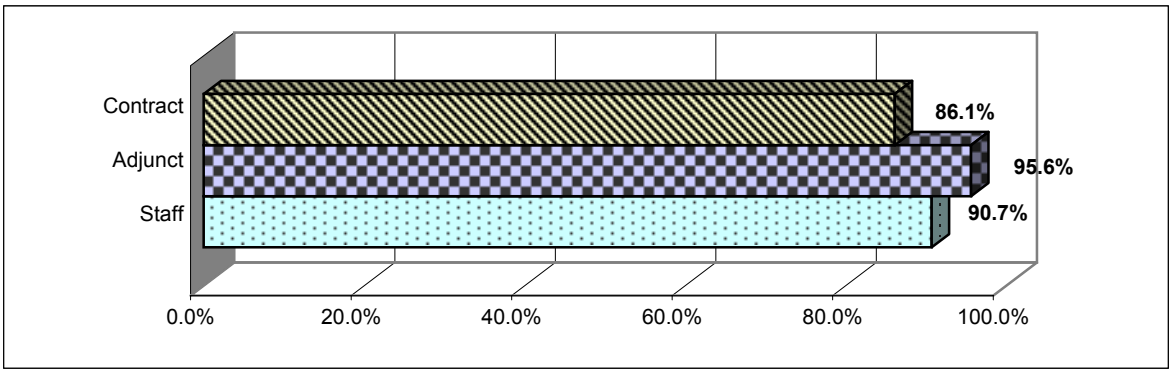
Contract n=37
Adjunct n=28
Staff n=35

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

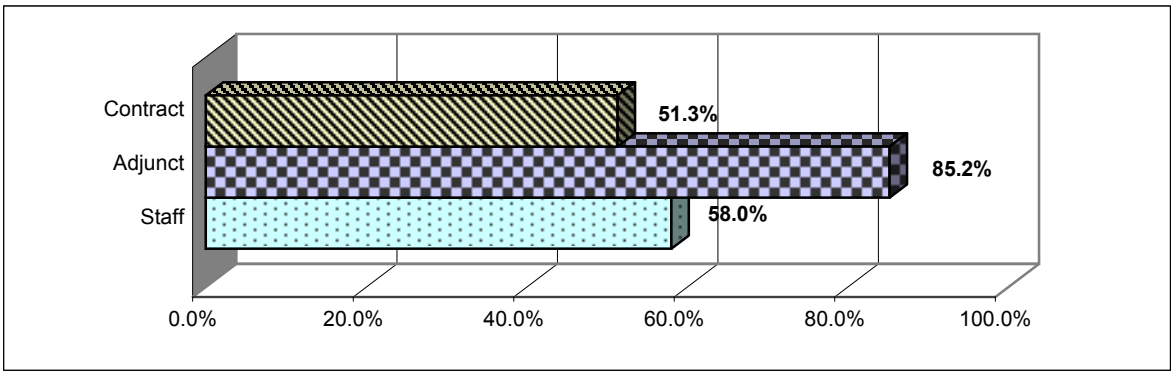
21. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population. (staff Q14)



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)



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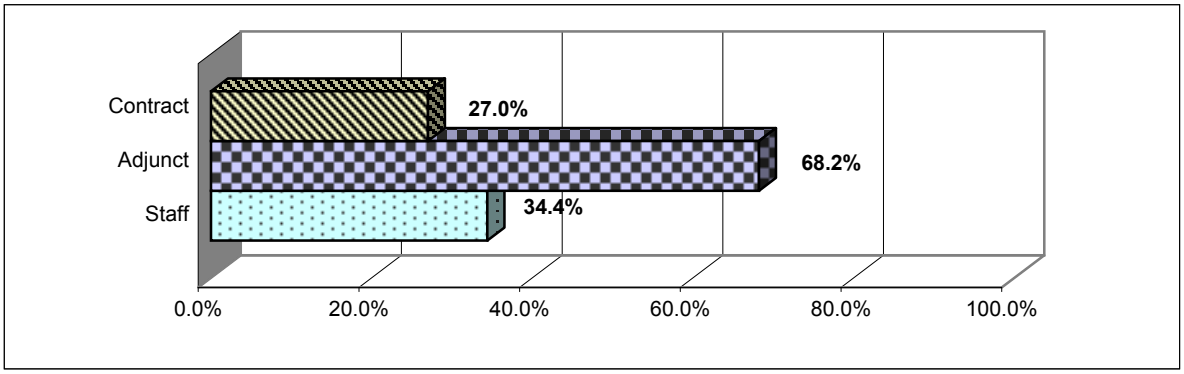
MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

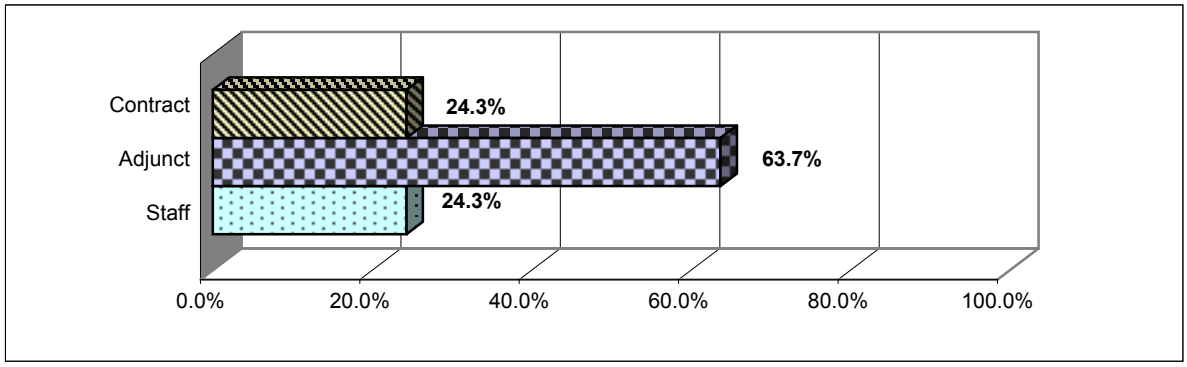
Contract n=37
Adjunct n=28
Staff n=35

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)

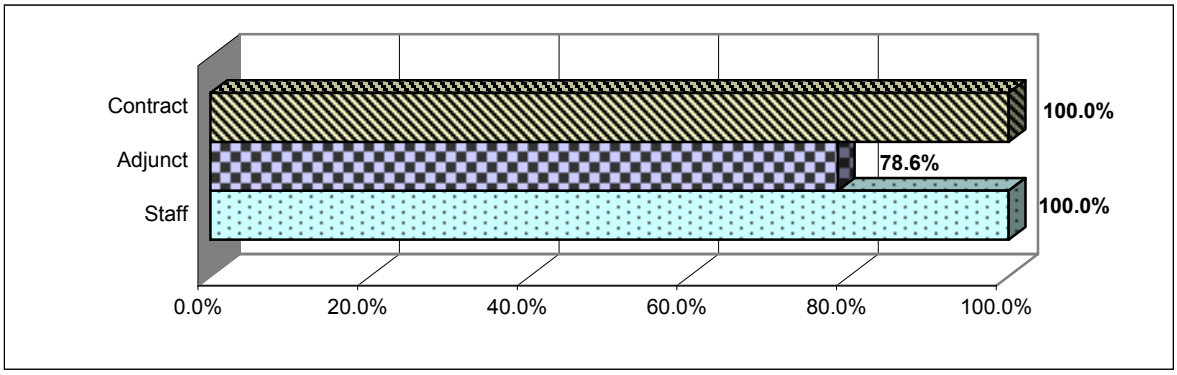


25. Student Services at this college have sufficient facilities to meet student needs. (staff Q18)



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

- About 97% of the contract faculty indicated that the College relies on the expertise of discipline faculty in selection and maintenance of books, periodicals, and other learning resources compared to 68% of adjunct faculty.

- Most 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, 89%; adjunct, 87%; staff, 79%).

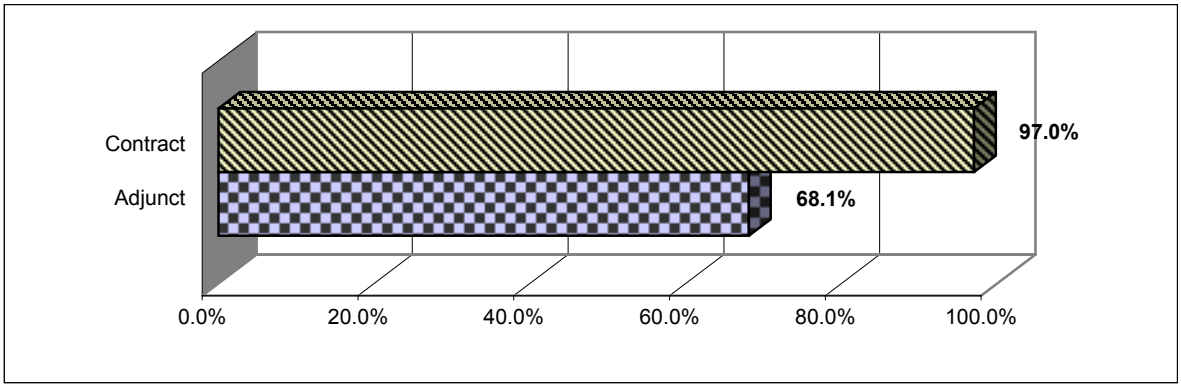
- About 57% of the contract faculty, 74% of the adjunct faculty, and 62% of the staff were satisfied with the adequacy of the library collection.

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

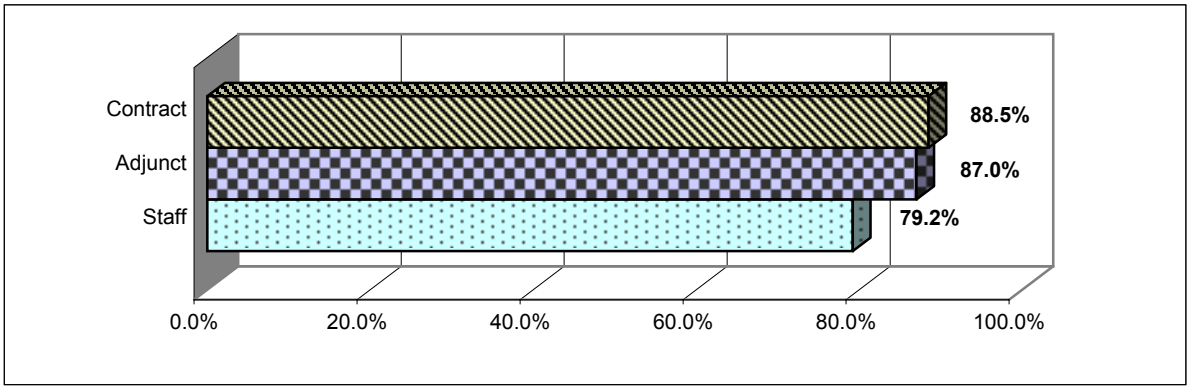
Contract n=37
Adjunct n=28
Staff n=35

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

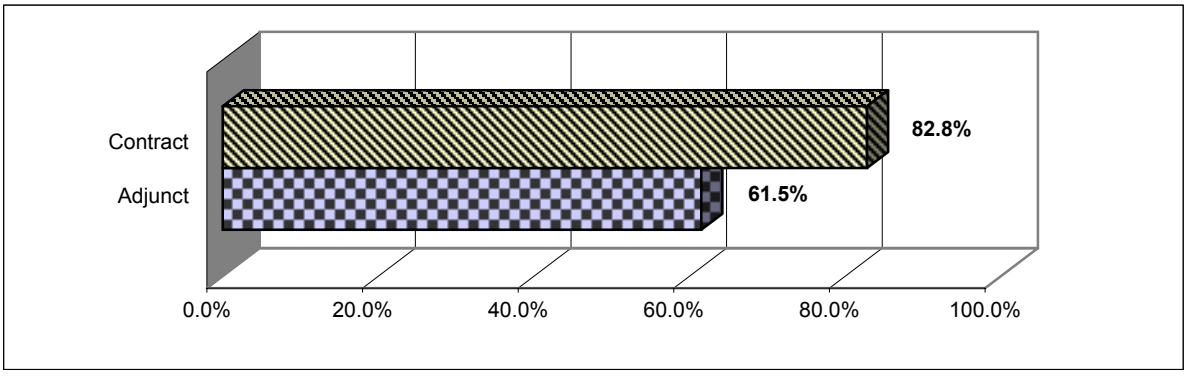
27. For library and other learning support services, the College relies on expertise of discipline faculty in selection and maintenance of books, periodicals, as well as other learning resources.



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".

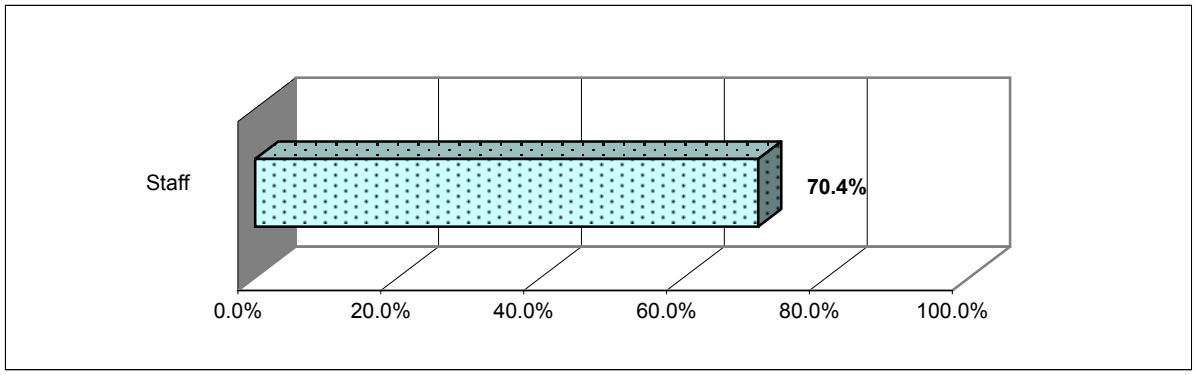
MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

Contract n=37
Adjunct n=28
Staff n=35

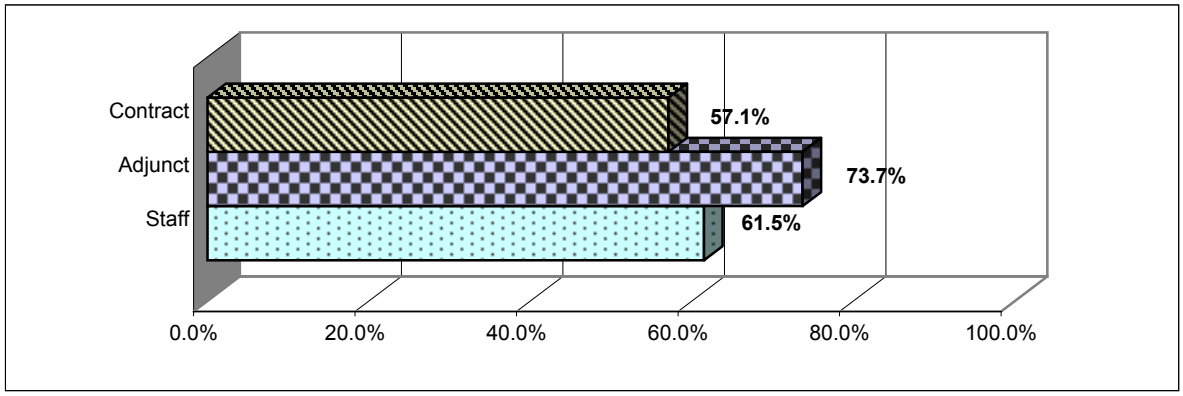
Standard II: STUDENT LEARNING PROGRAMS AND SERVICES

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

- Nearly 90% of the faculty and staff felt that they are treated with respect at the College (contract, 89%; adjunct, 89%; staff, 88%).

- Most of the faculty and staff reported that their performance evaluations have been conducted according to the contract/handbook guidelines (contract, 94%; adjunct, 80%; staff, 94%).

- In comparison with staff and adjunct faculty, a lower percent of the contract faculty supported the idea that effectiveness in producing student learning outcomes should be considered in the performance evaluation (contract, 62%; adjunct, 96%; staff, 74%).

- More than 80% of the faculty and staff indicated that policies and practices of the College clearly demonstrate commitment to issues of equity and diversity (contract, 80%; adjunct, 92%; staff, 85%).

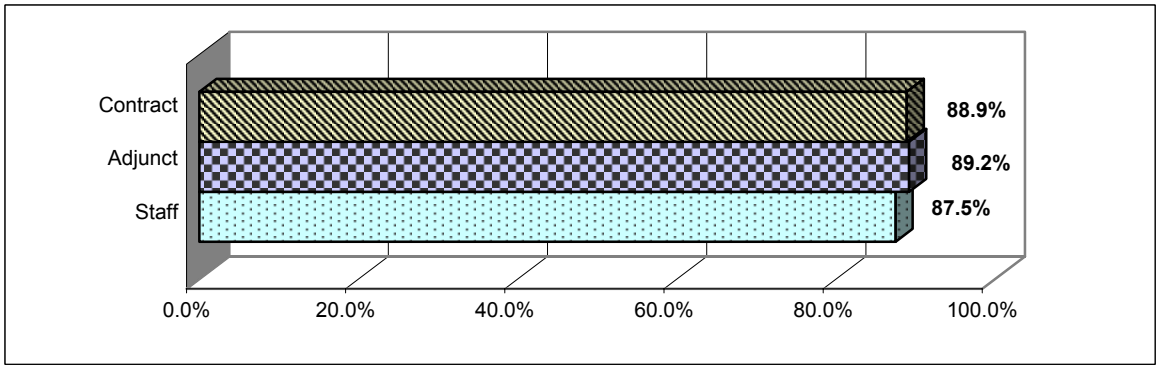
- Over 70% of the faculty (contract, 78%; adjunct, 74%) reported that the College provides opportunities for continued professional and staff development, compared to 55% of the staff.

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

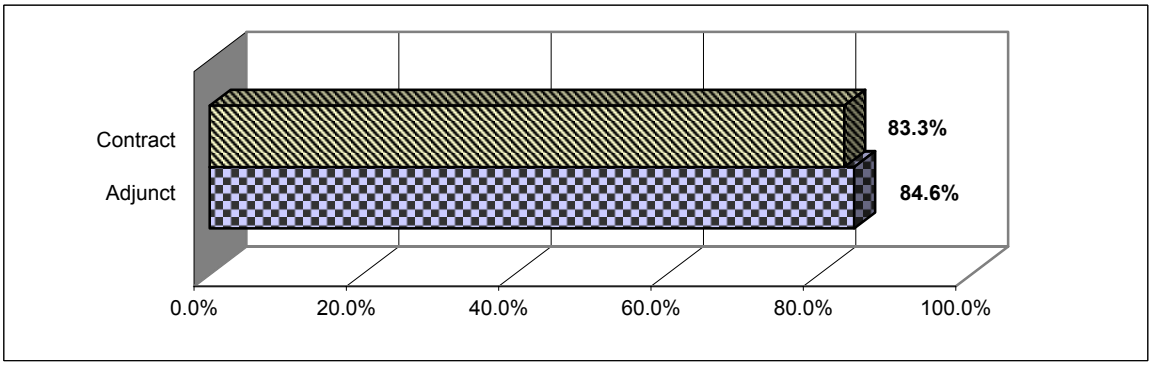
Contract n=37
Adjunct n=28
Staff n=35

Standard III: RESOURCES
A. Human Resources

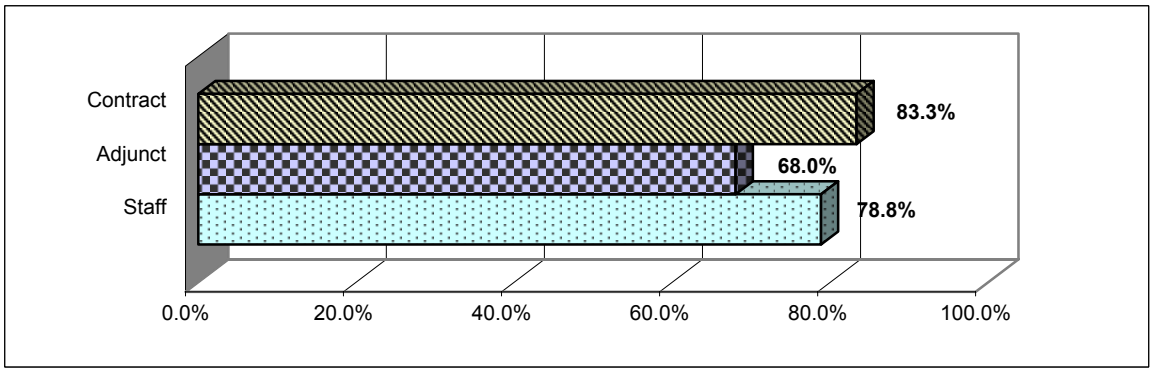
31. I am personally treated with respect at this college. (staff Q23)



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)



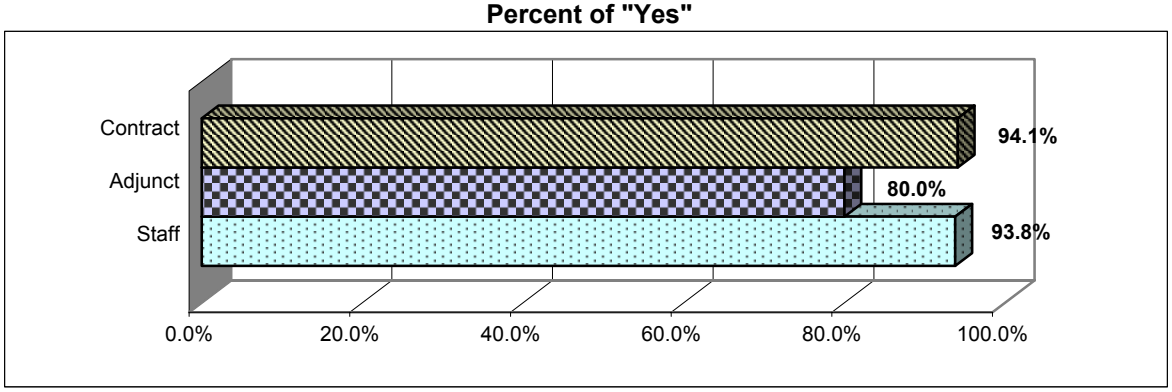
Note: Percent Agreed includes "strongly agree" and "agree".

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

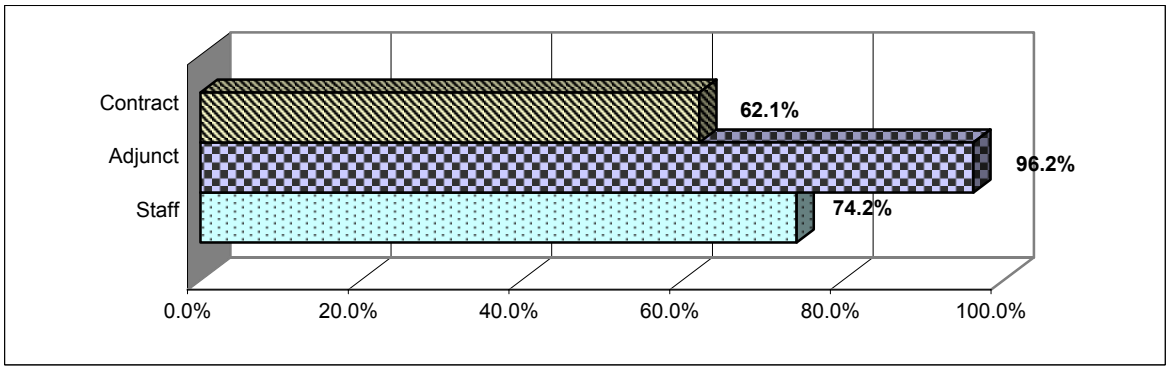
Contract n=37
Adjunct n=28
Staff n=35

Standard III: RESOURCES
A. Human Resources (continued)

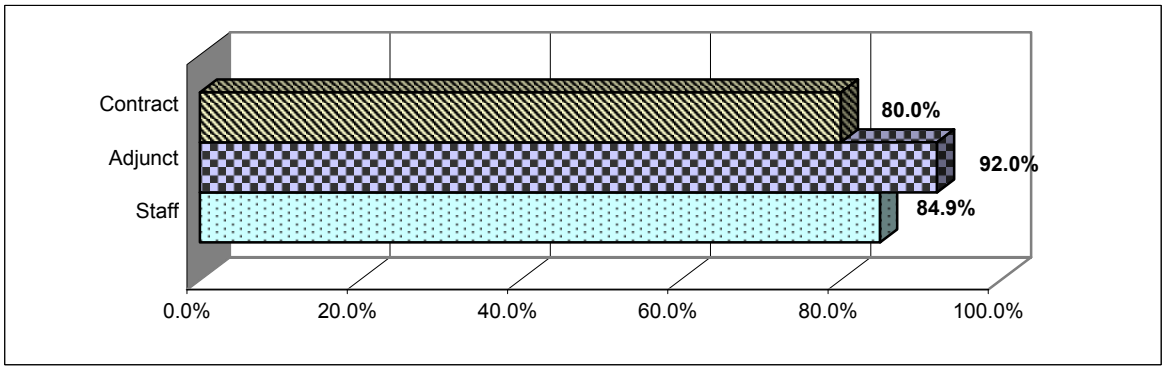
34. Have your performance evaluations been conducted according to your contract/handbook guidelines? (staff Q25)



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)



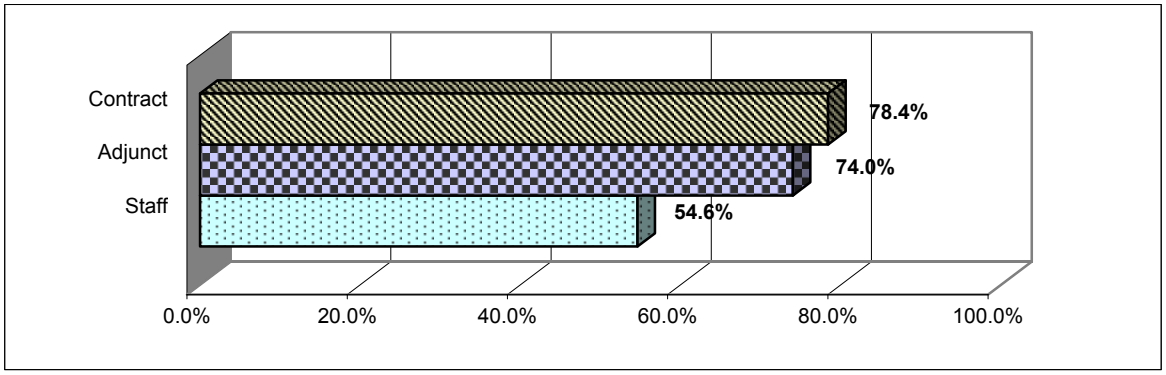
Note: Percent Agreed includes "strongly agree" and "agree".

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

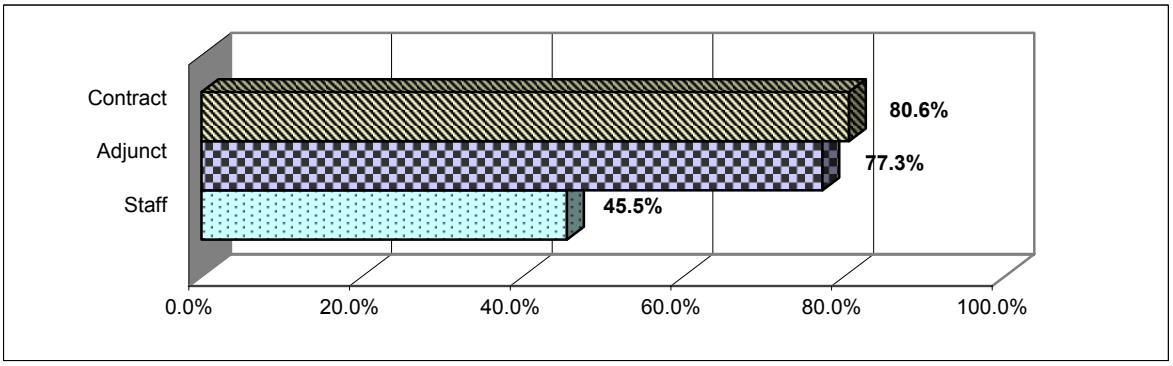
Contract n=37
Adjunct n=28
Staff n=35

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

- About 63% of the contract faculty, 75% of the adjunct faculty, and 41% of the staff agreed that systematic assessment of effective use of physical resources is integrated in institutional planning.

- In comparison with adjunct faculty, contract faculty and staff were less likely to report that the College systematically maintains and upgrades its physical resources to support its programs and services (contract, 26%; adjunct, 74%; staff, 42%).

- Most of the faculty and staff felt that the campus grounds are pleasing and adequately maintained (contract, 84%; adjunct, 81%; staff, 84%).

- Over three-quarters of the faculty and staff reported that the exterior features of the campus buildings are well maintained (contract, 76%; adjunct, 89%; staff, 76%).

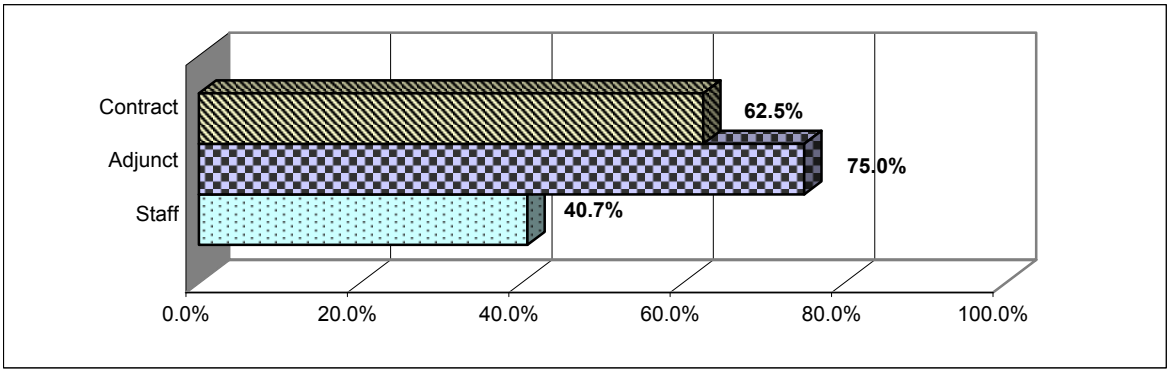
- About 57% of the contract faculty, 67% of the adjunct faculty, and 53% of the staff perceived that the interior of the classrooms, offices, and restrooms are well maintained.

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

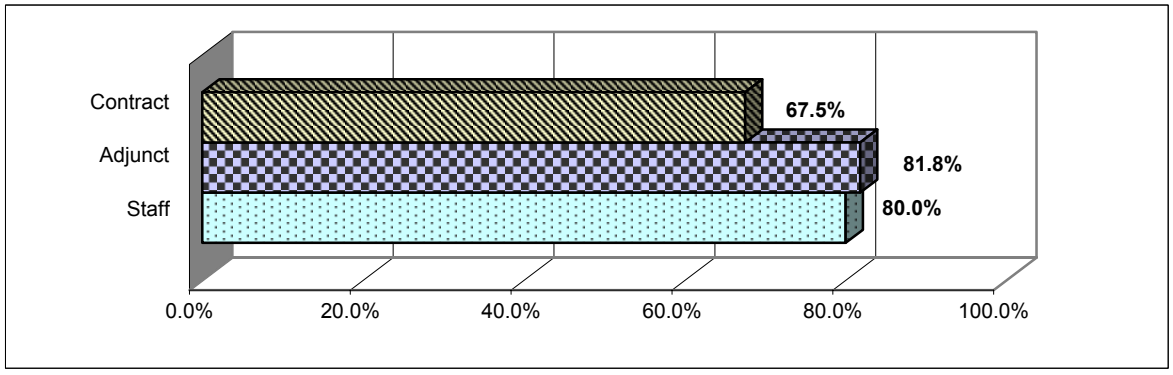
Contract n=37
Adjunct n=28
Staff n=35

Standard III: RESOURCES
B. Physical Resources

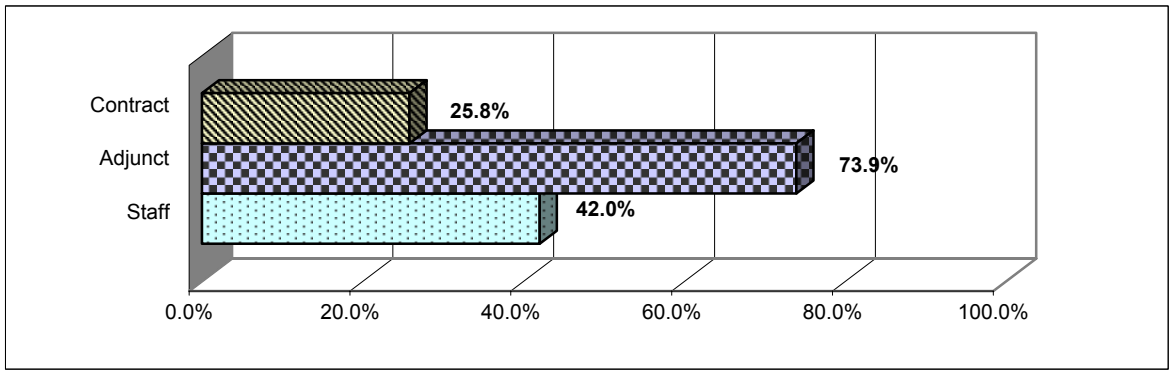
39. Systematic assessment of effective use of physical resources is integrated in institutional planning. (staff Q30)



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)



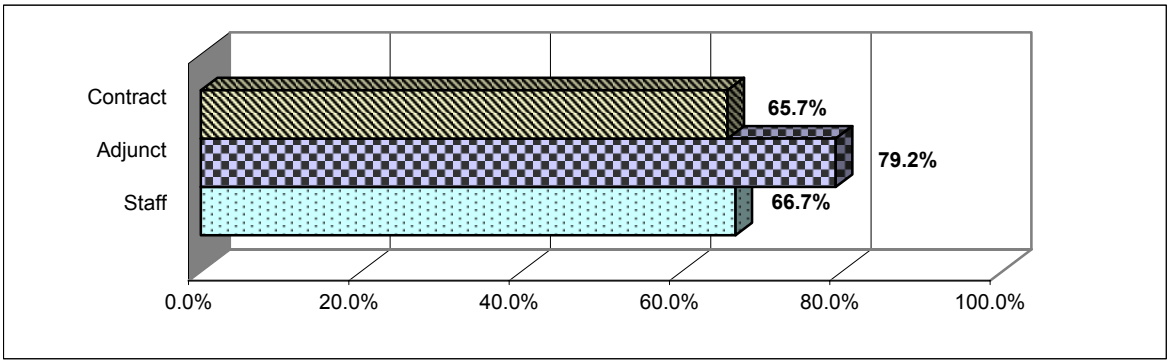
Note: Percent Agreed includes "strongly agree" and "agree".

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

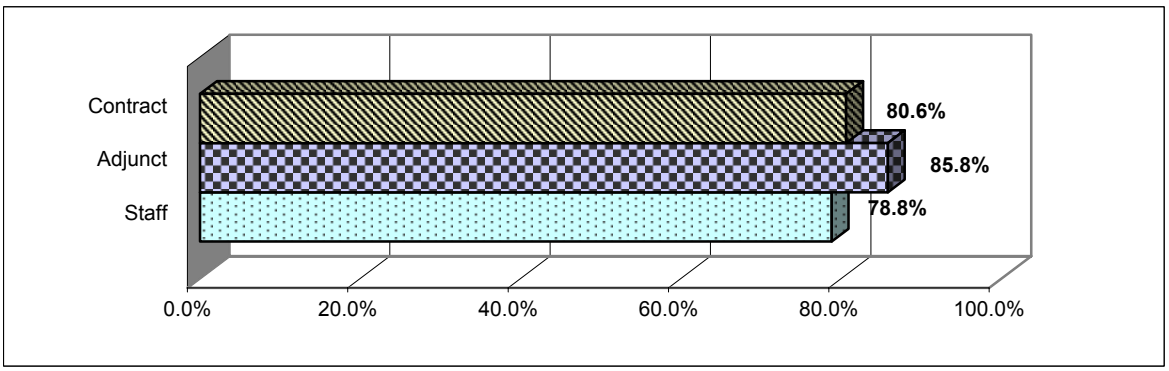
Contract n=37
Adjunct n=28
Staff n=35

Standard III: RESOURCES
B. Physical Resources (continued)

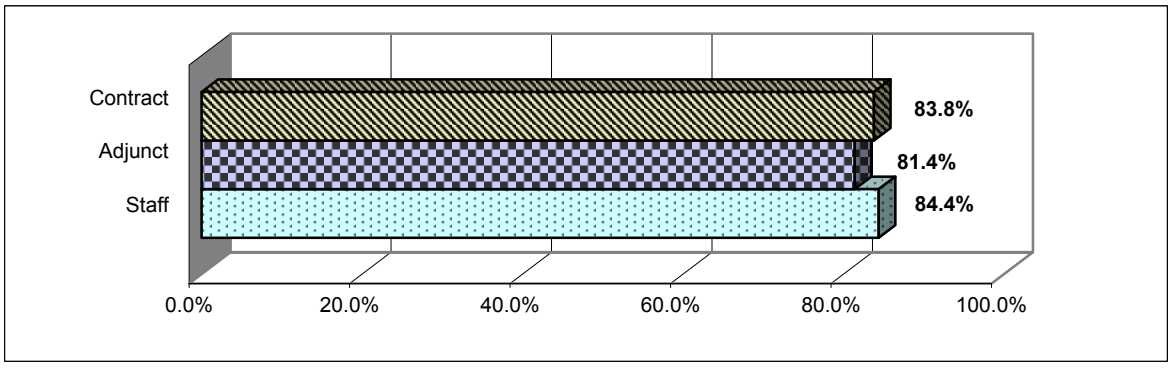
42. The College systematically reviews the conditions of its physical resources to assure access, safety, security, and a healthful learning and working environment. (staff Q33)



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



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



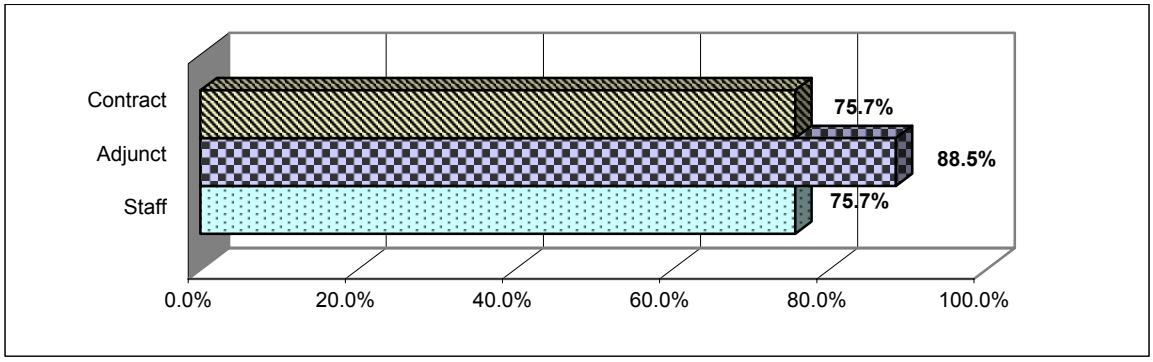
Note: Percent Agreed includes "strongly agree" and "agree".

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

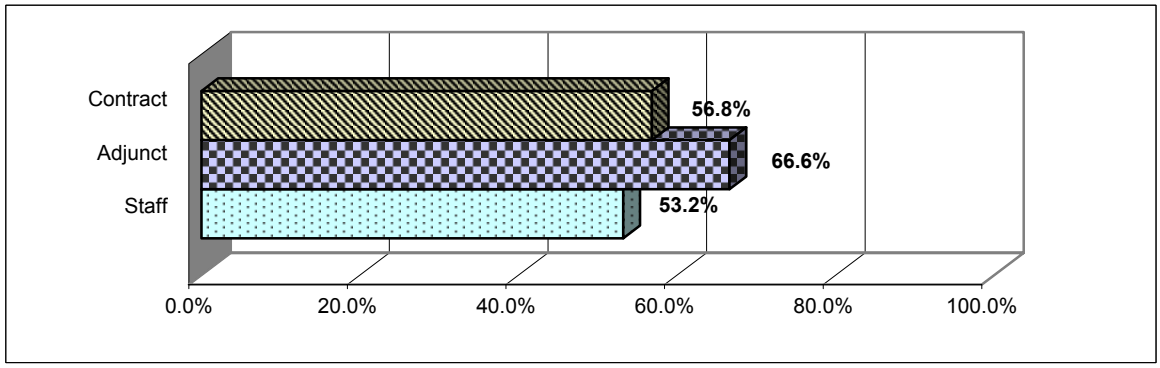
Contract n=37
Adjunct n=28
Staff n=35

Standard III: RESOURCES
B. Physical Resources (continued)

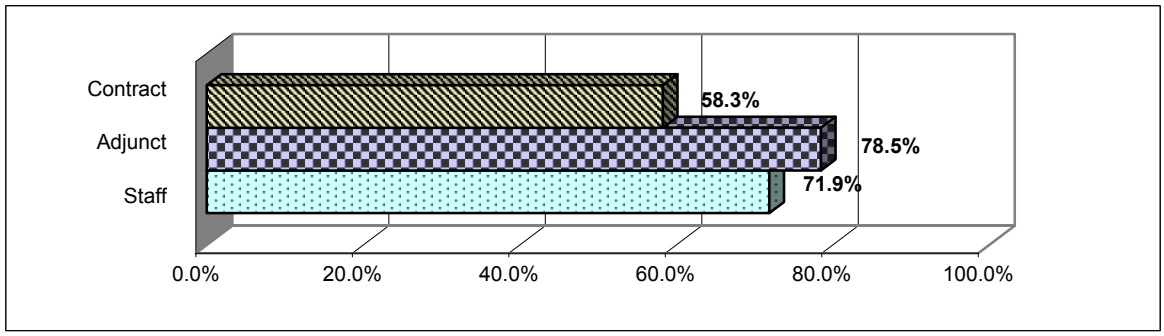
45. The exterior features of the campus buildings are well maintained. (staff Q36)



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 60% of the faculty and staff reported that technology planning is integrated with institutional planning (contract, 65%; adjunct, 96%; staff, 76%).

- About 65% of the contract faculty, 77% of the adjunct faculty, and 73% of the staff agreed that the availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.

- More than 70% of the faculty and staff indicated that the College provides training in the effective application of information technology to faculty and staff (contract, 78%; adjunct, 82%; staff, 71%).

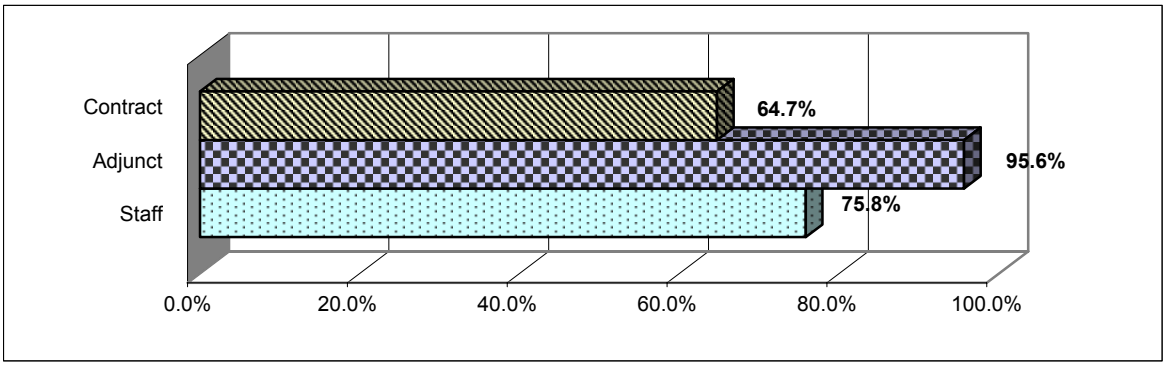
- About 59% of the contract faculty, 86% of the adjunct faculty, and 68% of the staff felt that the College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

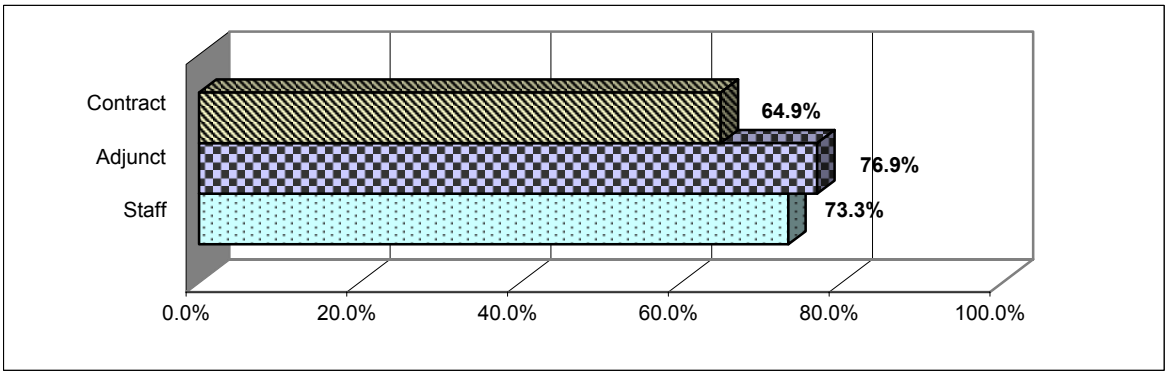
Contract n=37
Adjunct n=28
Staff n=35

Standard III: RESOURCES
C. Technology Resources

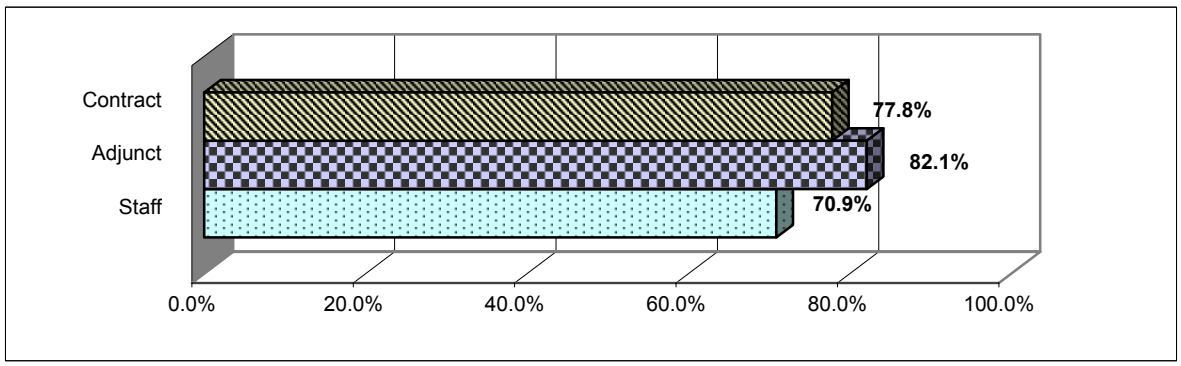
48. Technology planning is integrated with institutional planning. (staff Q39)



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)



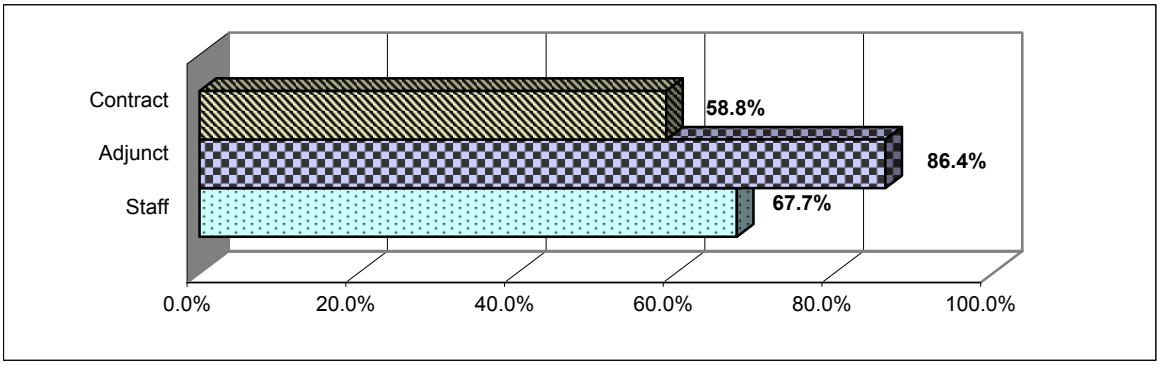
Note: Percent Agreed includes "strongly agree" and "agree".

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

Contract n=37
Adjunct n=28
Staff n=35

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

- A lower percent of contract faculty indicated that budget information is accessible throughout the College, as compared to the staff and adjunct faculty (contract, 40%; adjunct, 77%; staff, 69%).

- Over 60% of the faculty and staff agreed that the college budget reflects college priorities and planning goals (contract, 67%; adjunct, 62%, staff, 60%).

- More than 68% of the faculty and staff felt that they have appropriate opportunities to participate in budget development for the College through shared governance processes (contract, 68%; adjunct, 75%; staff, 71%).

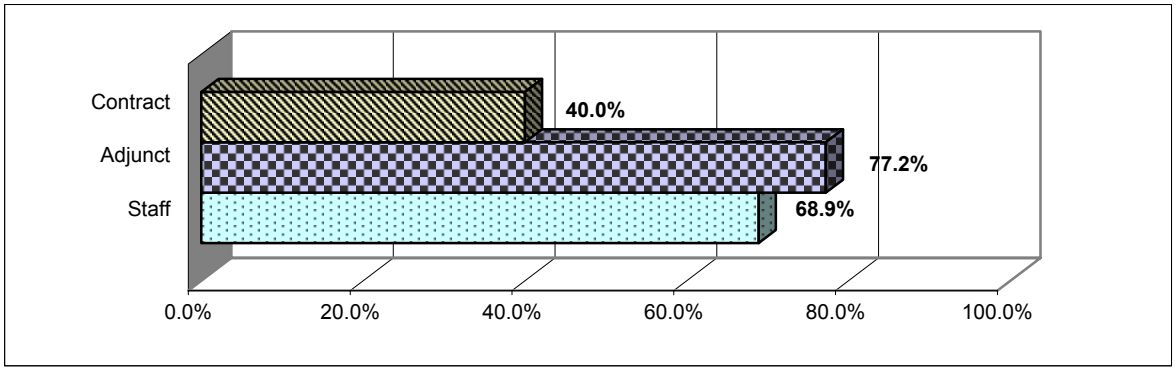
- About 8% of the contract faculty, 37% of the adjunct faculty, and 42% of the staff believed that the district resource allocation process is appropriate to support college programs and services.

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

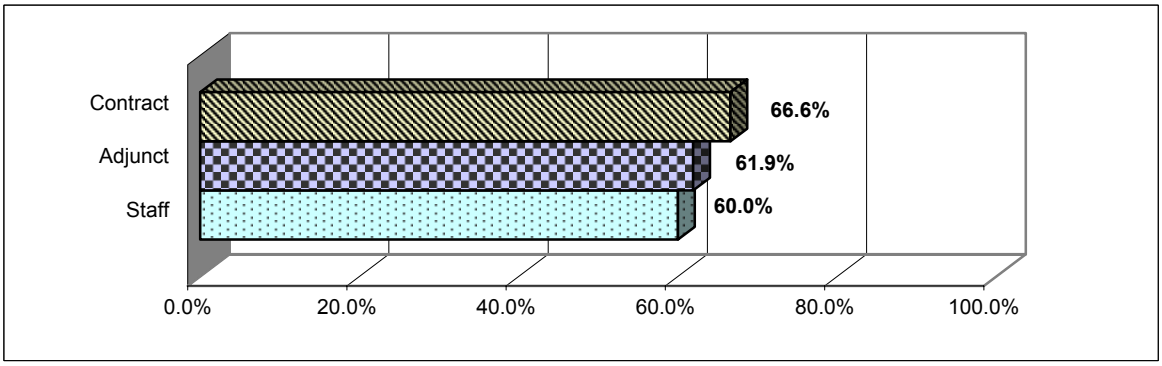
Contract n=37
Adjunct n=28
Staff n=35

Standard III: RESOURCES
D. Financial Resources

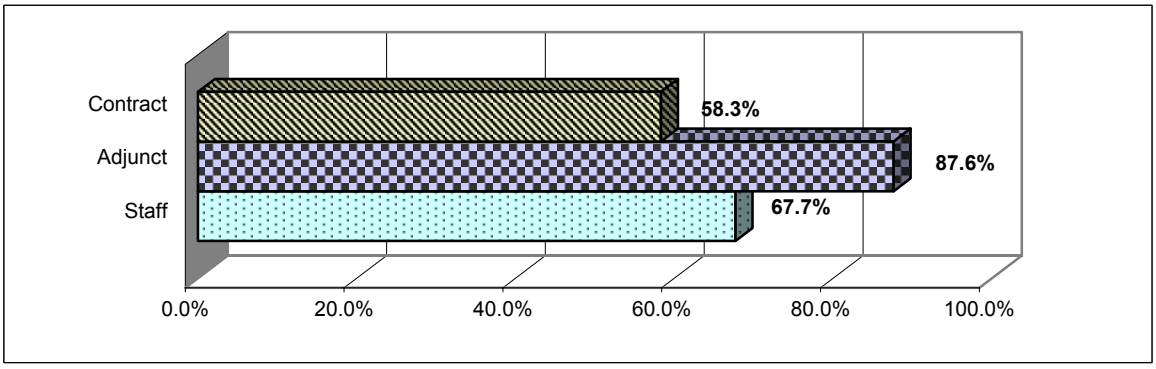
52. Budget information is accessible throughout the College. (staff Q43)



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)



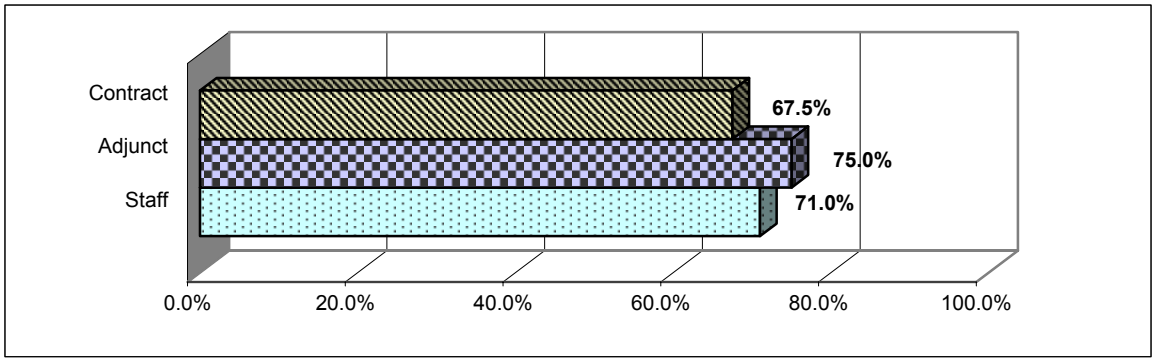
Note: Percent Agreed includes "strongly agree" and "agree".

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

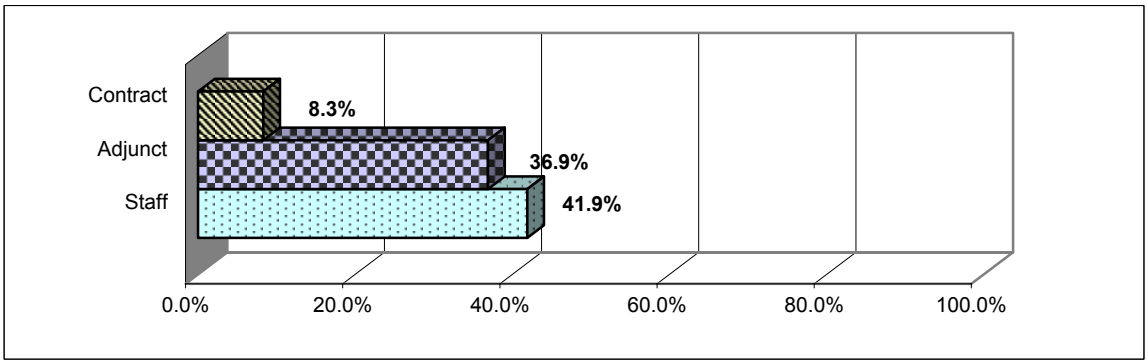
Contract n=37
Adjunct n=28
Staff n=35

Standard III: RESOURCES
D. Financial Resources (continued)

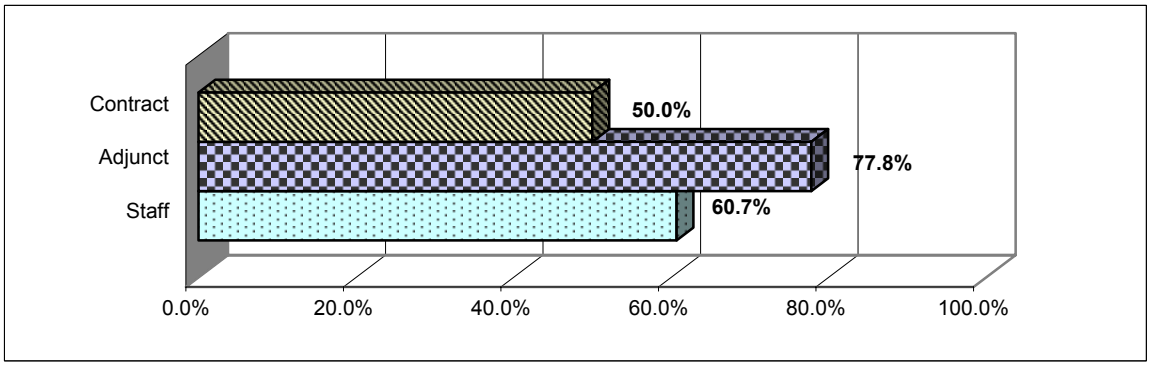
55. Faculty and staff have appropriate opportunities to participate in budget development for the College through its shared governance processes. (staff Q46)



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)



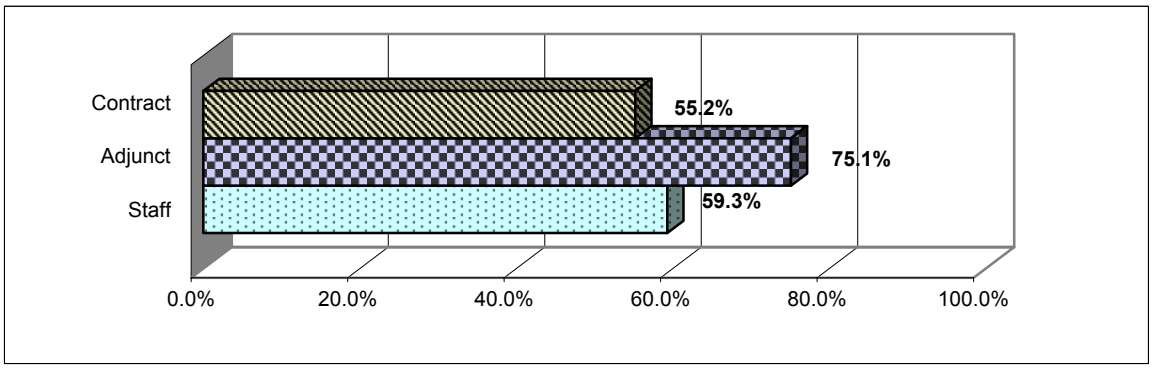
Note: Percent Agreed includes "strongly agree" and "agree".

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

Contract n=37
Adjunct n=28
Staff n=35

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

- In comparison with staff and adjunct faculty, a higher percent of the contract faculty indicated that they have a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies (contract, 78%; adjunct, 52%; staff, 42%).

- 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, 72%; staff, 75%).

- Most of the faculty and staff agreed that the College's governance structures, processes, and practices facilitate effective communication among its constituencies (contract, 77%; adjunct, 80%; staff, 87%).

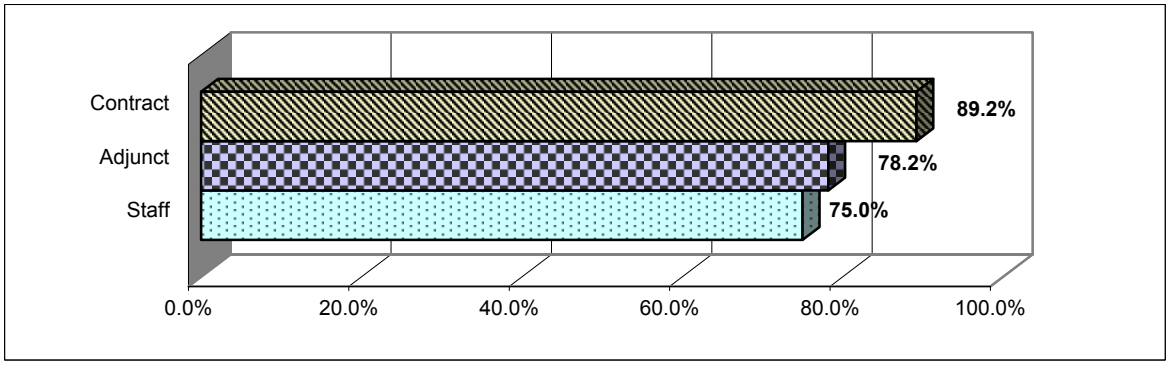
- About 53% of the contract faculty, 65% of the adjunct faculty, and 60% of the staff indicated that the role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

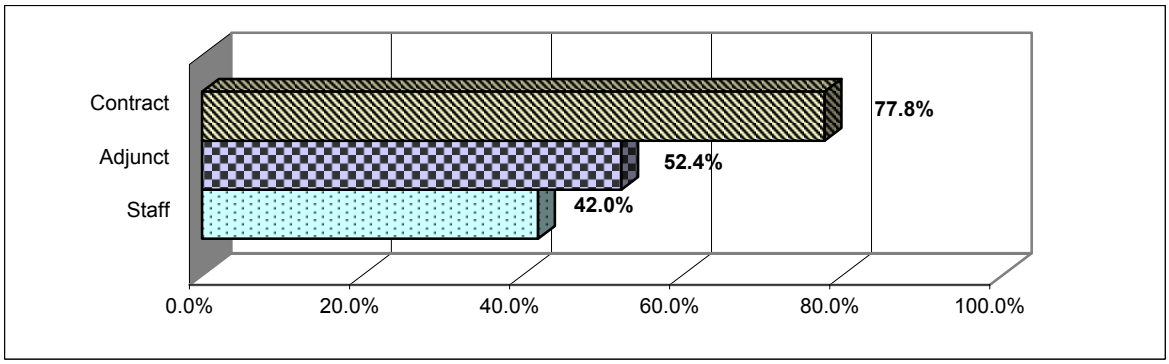
Contract n=37
Adjunct n=28
Staff n=35

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

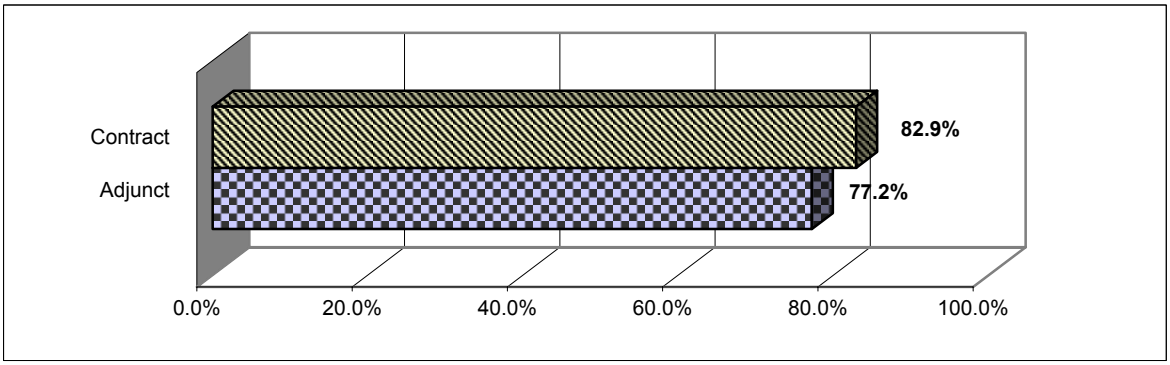
59. The college leaders encourage all members of college community to take initiative in improving institutional effectiveness. (staff Q50)



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.



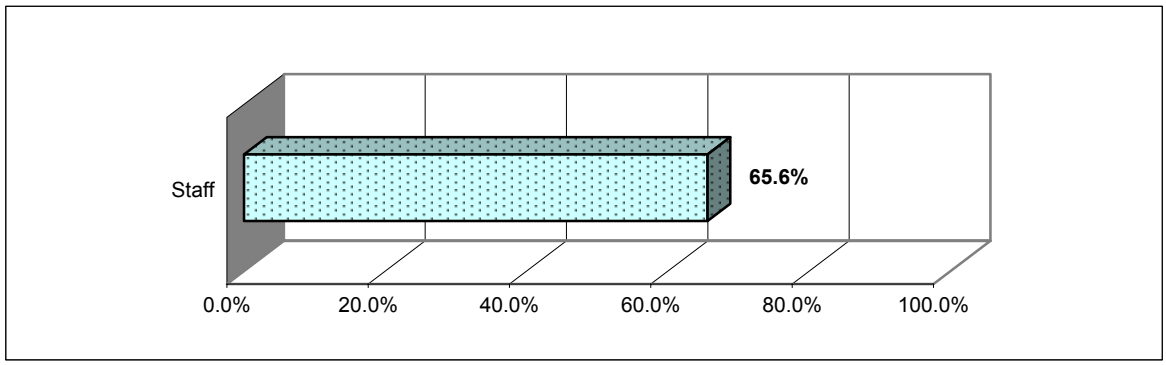
Note: Percent Agreed includes "strongly agree" and "agree".

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

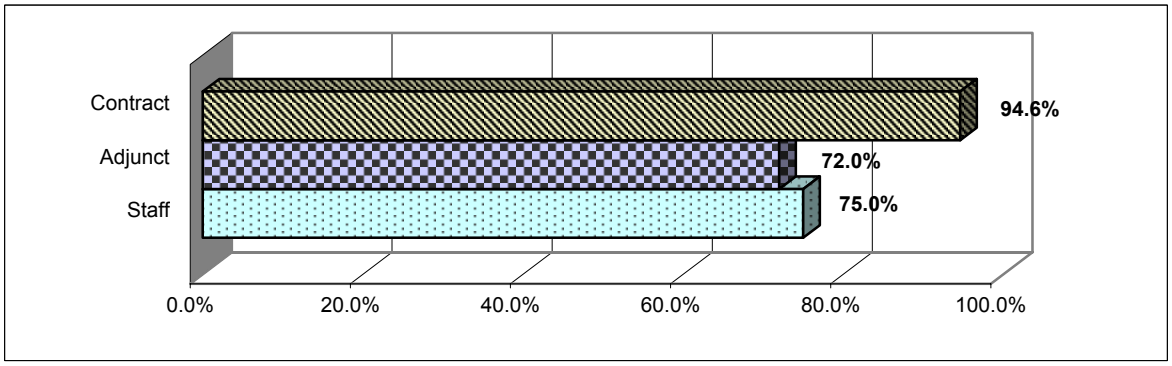
Contract n=37
Adjunct n=28
Staff n=35

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

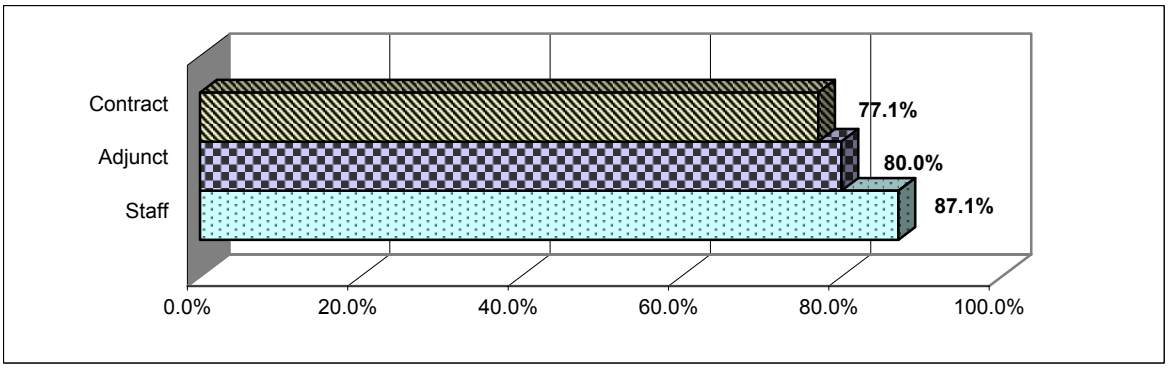
Staff involvement on committees assure that they have a voice in college policy making. (staff Q52)



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)



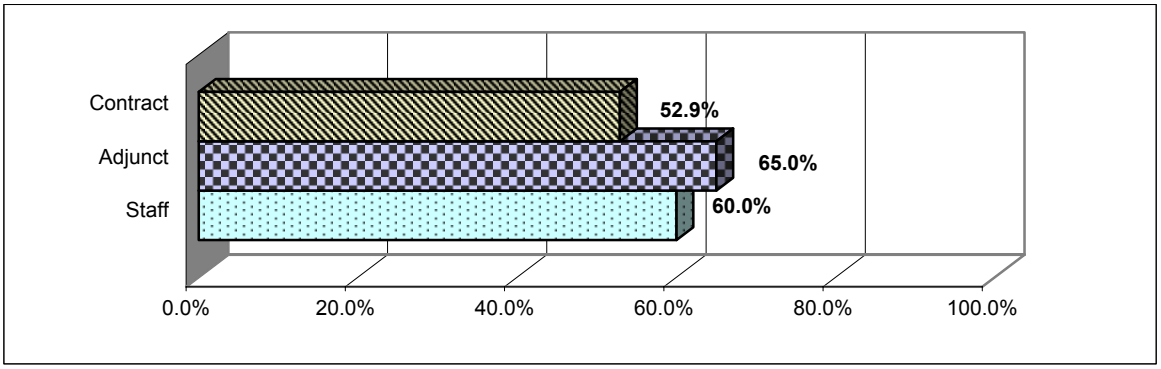
Note: Percent Agreed includes "strongly agree" and "agree".

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

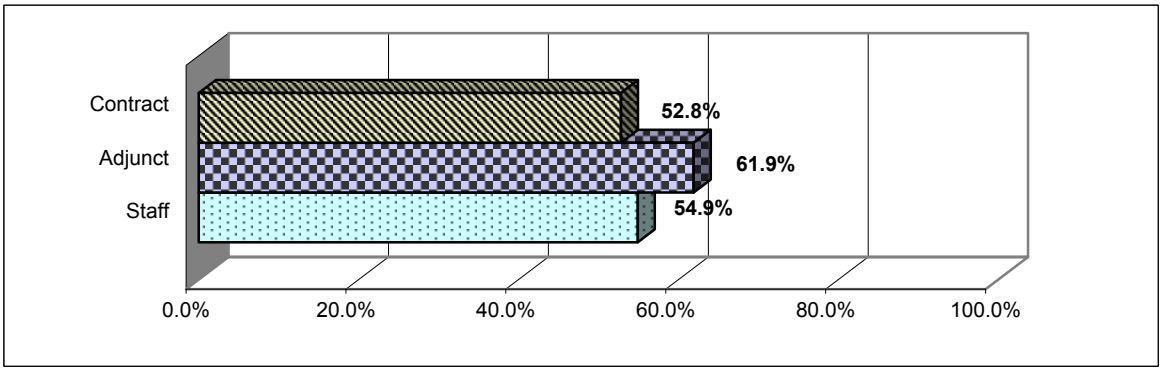
Contract n=37
Adjunct n=28
Staff n=35

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

- Nearly 43% of the contract faculty, 86% of the adjunct faculty, and 61% of the staff felt that the governing board establishes policies to assure the financial stability of the institution.

- Adjunct faculty were more likely to agree that the governing board's decision-making reflects the public interest as compared to contract faculty and staff (contract, 36%; adjunct, 70%; staff, 54%).

- A majority of the faculty and staff indicated that the college president provides effective leadership in planning and assessing institutional effectiveness (contract, 86%; adjunct, 88%; staff, 90%).

- 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, 91%; staff, 90%).

- Contract faculty (39%) 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 (75% and 55% respectively).

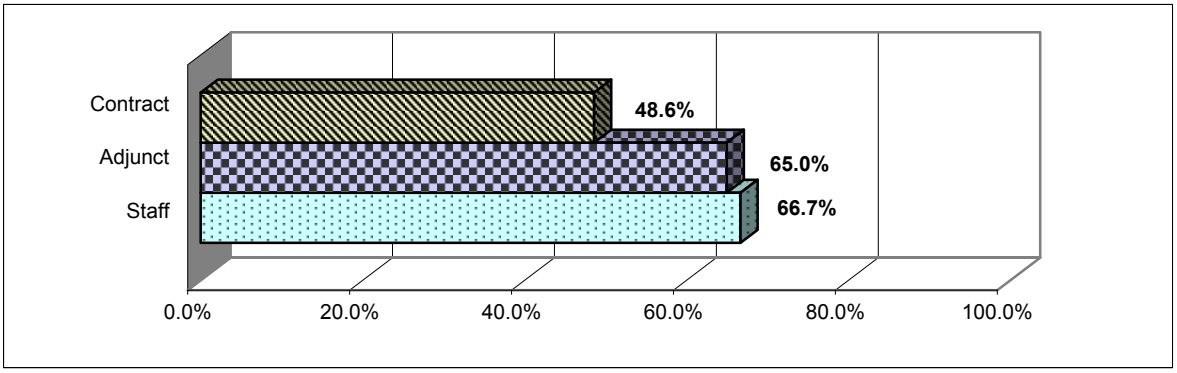
- Forty-four percent (44%) of the contract faculty, 75% of the adjunct faculty, and 59% of the staff believed that the District Office and colleges use effective methods of communication and exchange information in a timely manner.

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

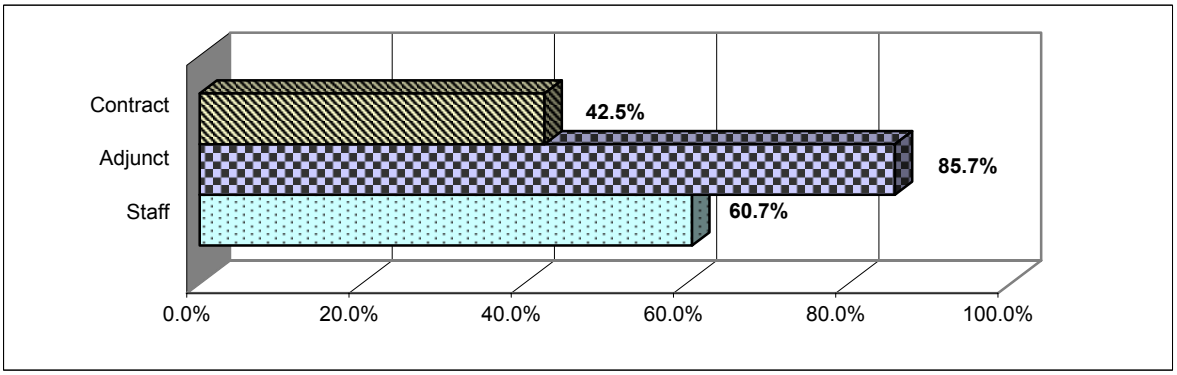
Contract n=37
Adjunct n=28
Staff n=35

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

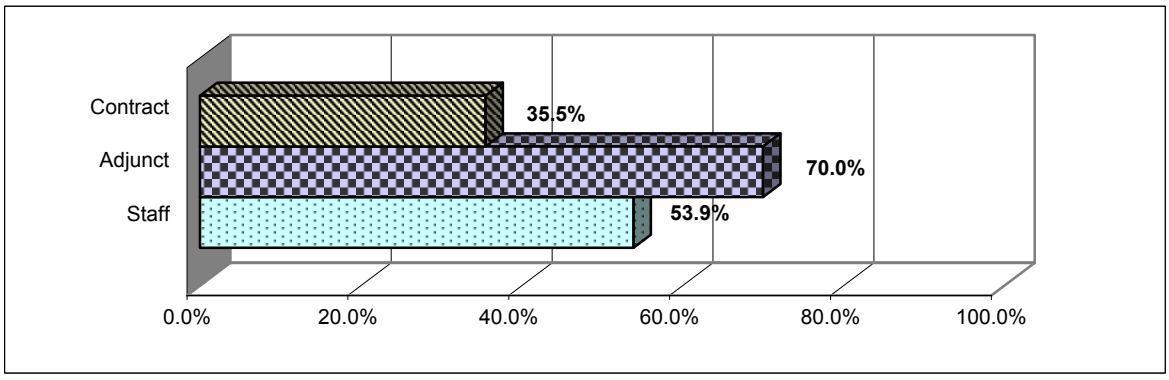
66. The governing board establishes policies to assure the quality, integrity, and effectiveness of the programs and services. (staff Q57)



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)



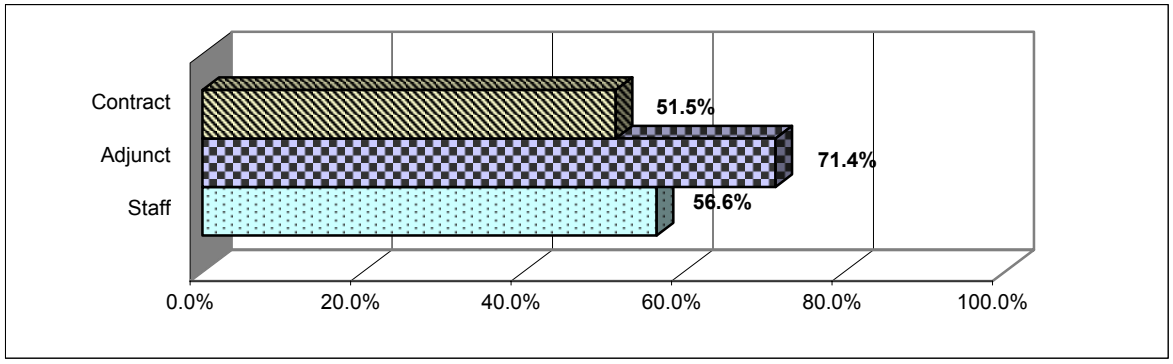
Note: Percent Agreed includes "strongly agree" and "agree".

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

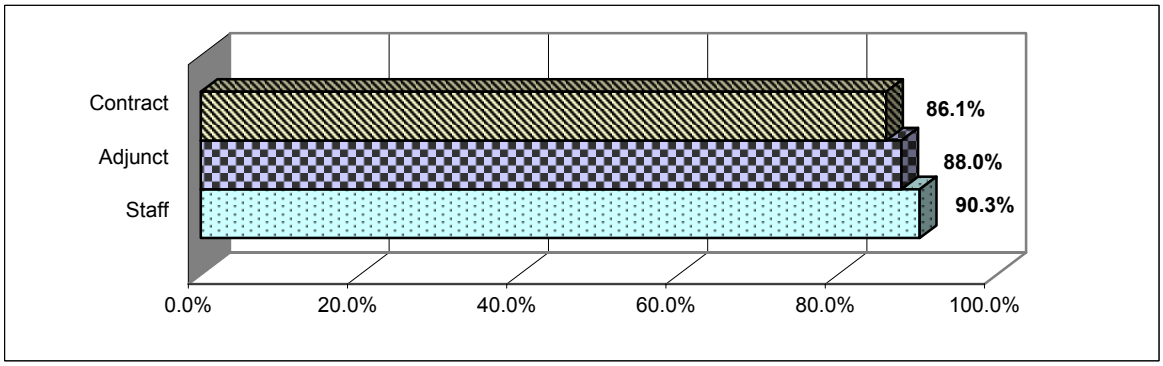
Contract n=37
Adjunct n=28
Staff n=35

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

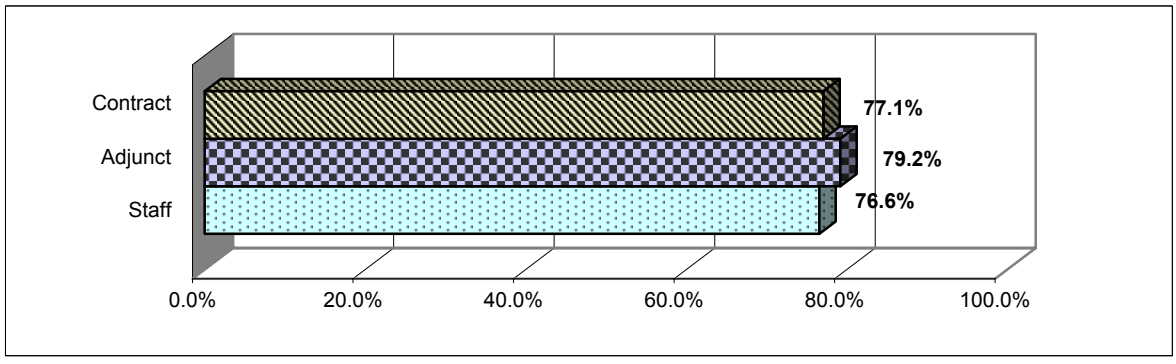
69. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity. (staff Q60)



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)



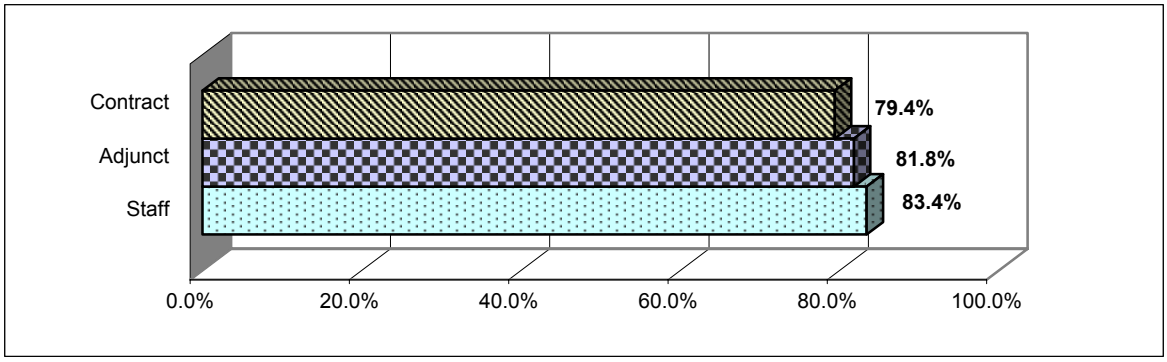
Note: Percent Agreed includes "strongly agree" and "agree".

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

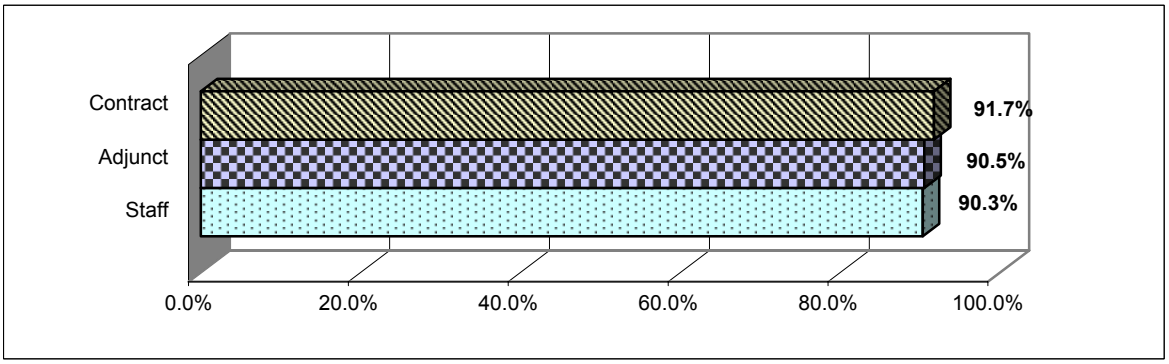
Contract n=37
Adjunct n=28
Staff n=35

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)

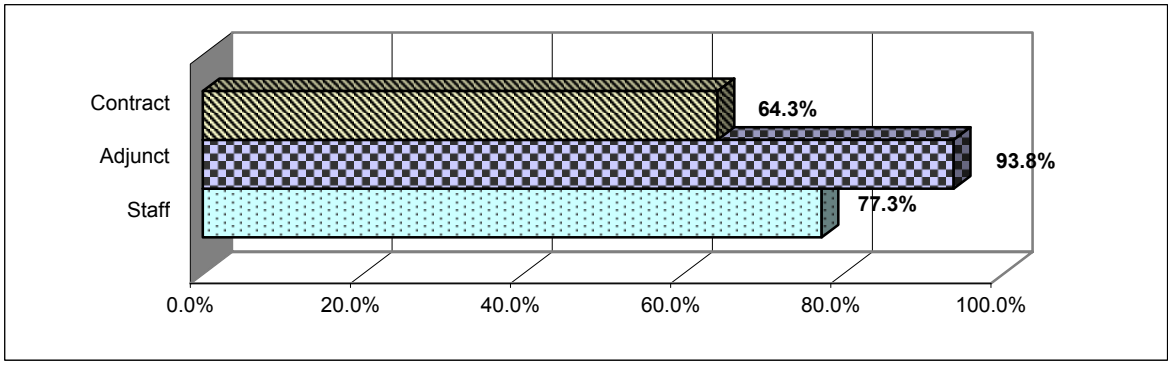


73. The college president works and communicates effectively with the communities served by the College. (staff Q64)



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".

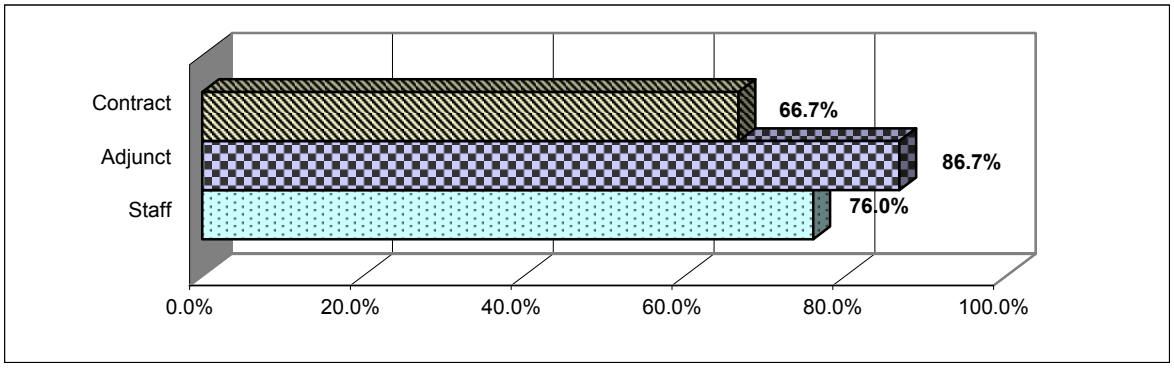
MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

Contract n=37
Adjunct n=28
Staff n=35

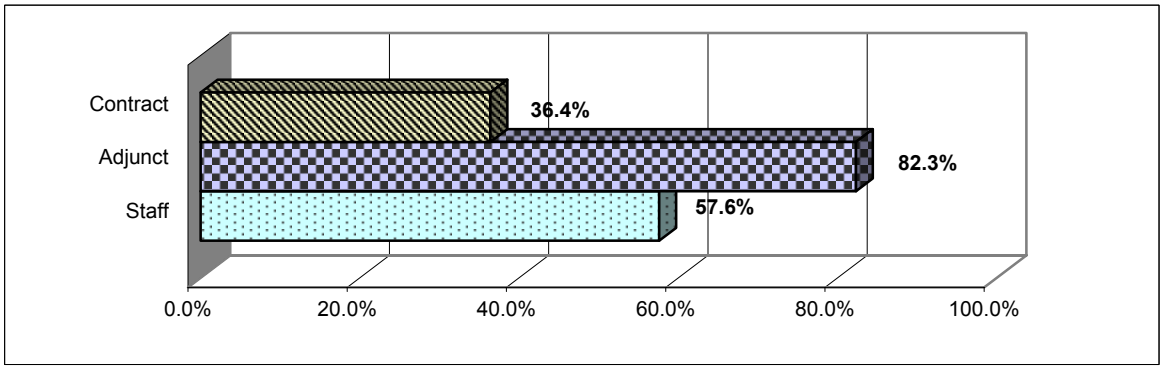
Standard IV: LEADERSHIP AND GOVERNANCE
B. Board and Administrative Organization (continued)

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

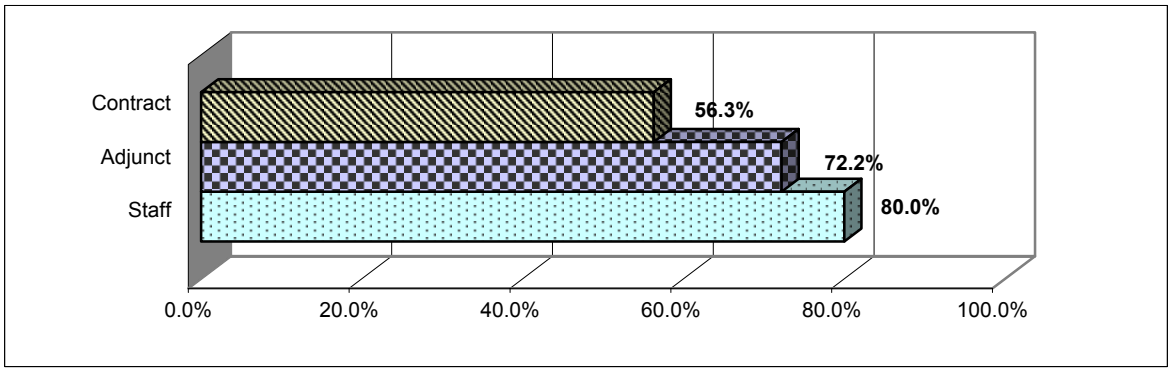
B. Governing Board and the colleges



C. District Office and the colleges



D. Colleges



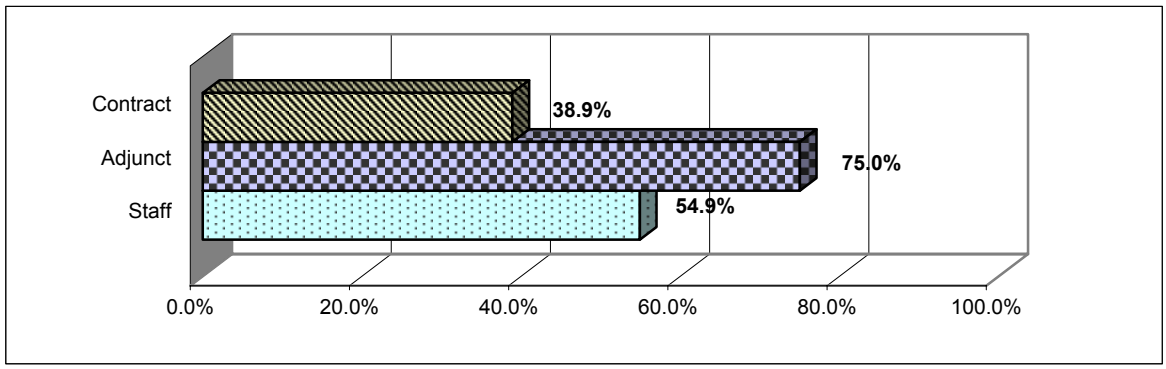
Note: Percent Agreed includes "strongly agree" and "agree".

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

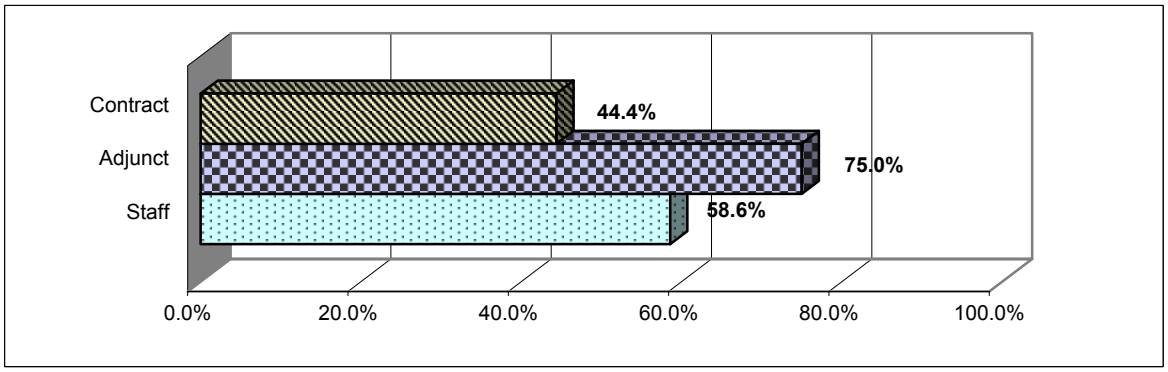
Contract n=37
Adjunct n=28
Staff n=35

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)

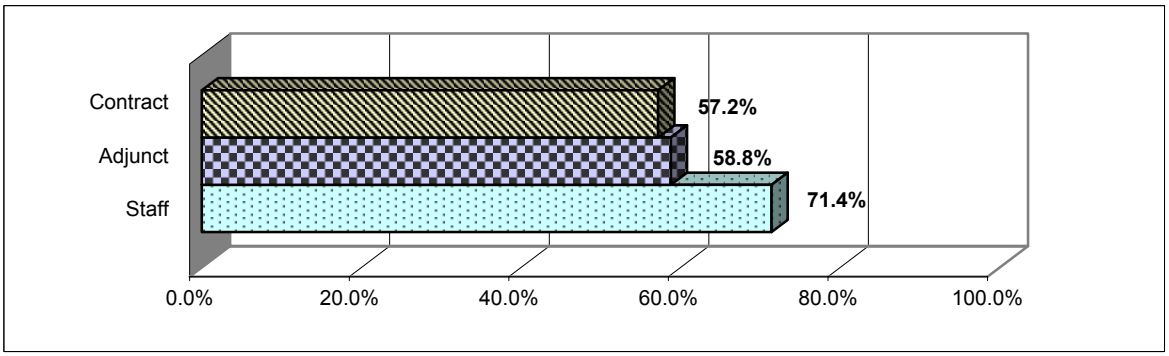


76. The District Office and colleges use effective methods of communication and exchange information in a timely manner. (staff Q67)



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".

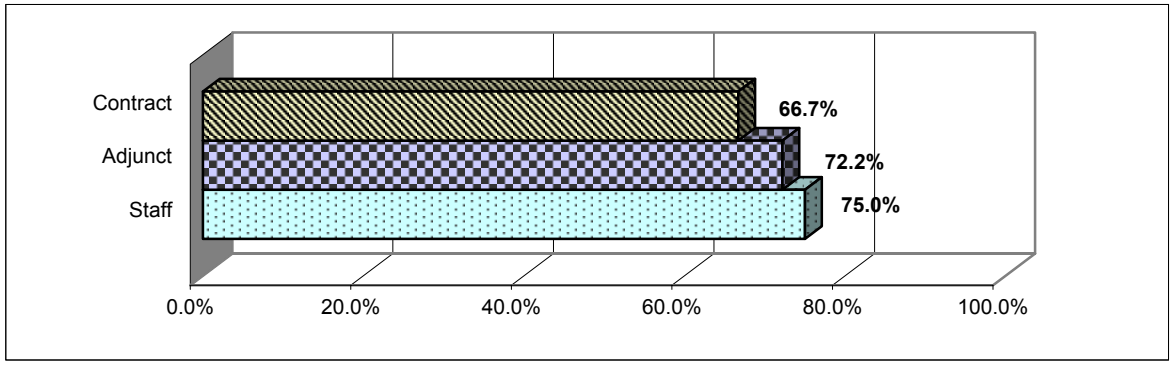
MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

Contract n=37
Adjunct n=28
Staff n=35

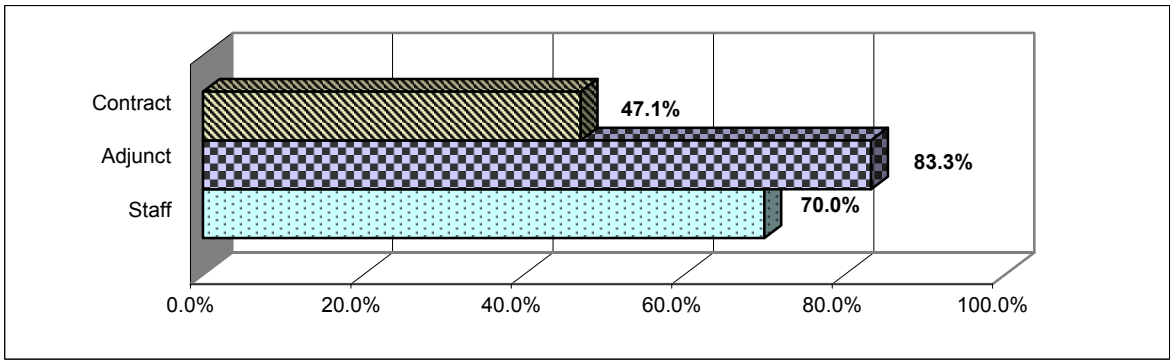
Standard IV: LEADERSHIP AND GOVERNANCE
B. Board and Administrative Organization (continued)

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

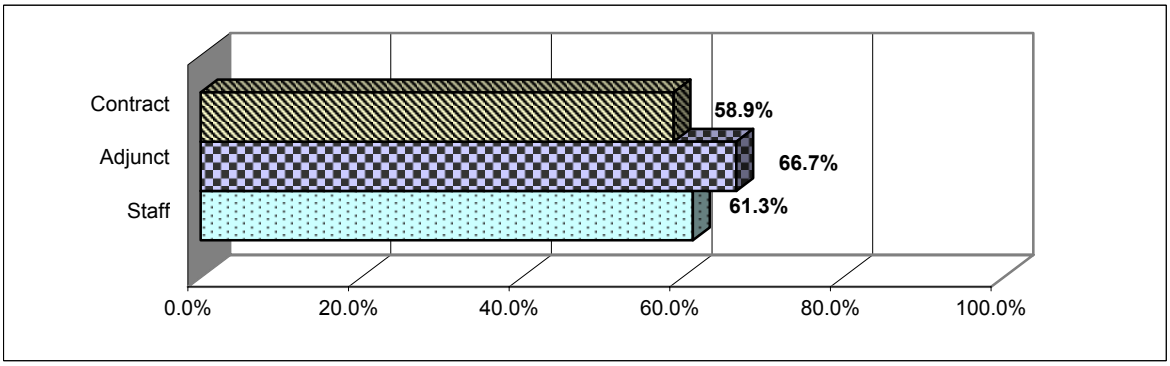
B. District Advancement (Communications)



C. Facilities Services



D. Human Resources



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

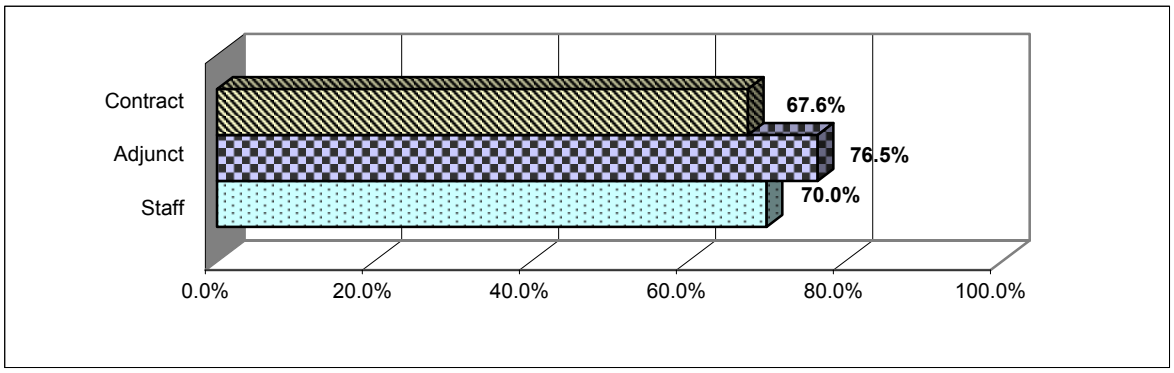
MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED

Contract n=37
Adjunct n=28
Staff n=35

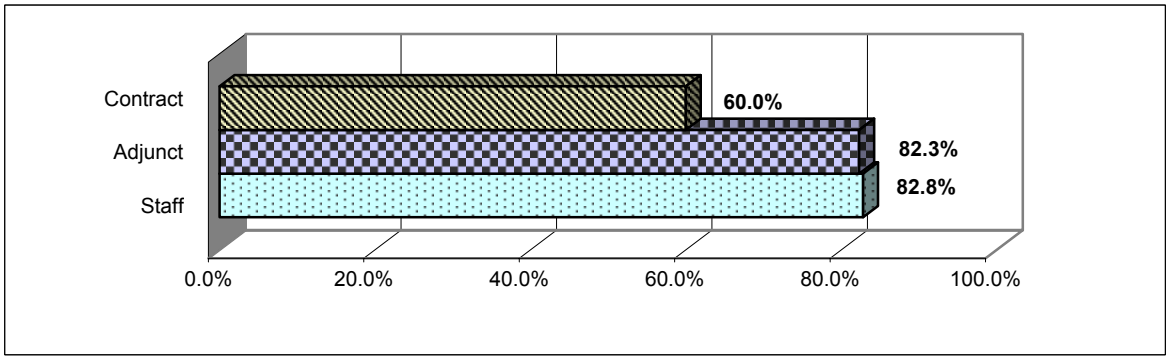
Standard IV: LEADERSHIP AND GOVERNANCE
B. Board and Administrative Organization (continued)

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

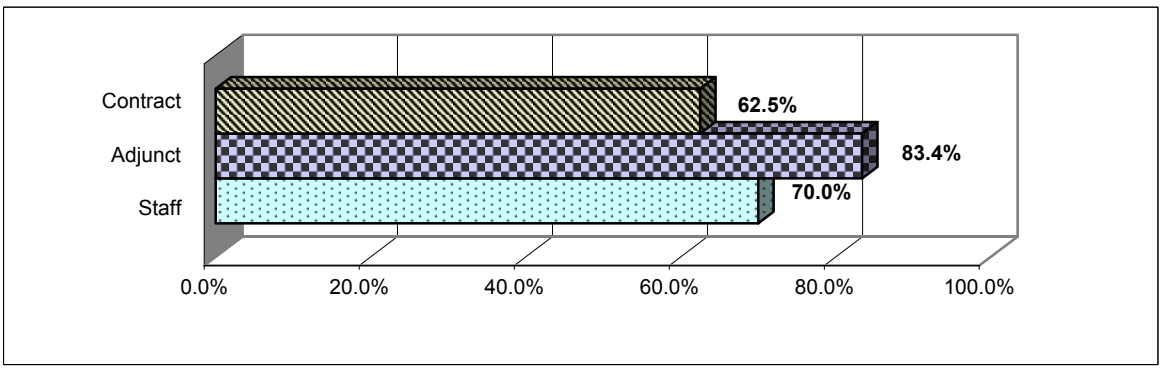
E. Information Technology



F. Instructional Services



G. Student Services



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

San Diego Miramar College Accreditation Survey Report

SUMMARY TABLES

MIRAMAR COLLEGE ACCREDITATON SURVEYS 2003 - Summary Tables

	All Faculty/Administrators (n=72)			Contract Faculty (n=37)			Adjunct Faculty (n=28)			Staff (n=35)		
	% important	% satisfied	GAP	% important	% satisfied	GAP	% important	% satisfied	GAP	% important	% satisfied	GAP
Counseling	97.1%	75.1%	-22.0%	97.3%	80.0%	-17.3%	96.3%	69.5%	-26.8%	96.7%	82.1%	-14.6%
Tutoring Services	95.5%	80.8%	-14.7%	94.3%	75.0%	-19.3%	96.2%	90.0%	-6.2%	86.7%	87.0%	0.3%
Transfer Center	96.7%	85.7%	-11.0%	97.0%	78.6%	-18.4%	95.4%	100.0%	4.6%	90.0%	95.5%	5.5%
DSPS	88.7%	90.1%	1.4%	91.4%	94.3%	2.9%	85.7%	85.7%	0.0%	100.0%	91.3%	-8.7%
Admissions	98.5%	97.0%	-1.5%	100.0%	97.3%	-2.7%	100.0%	95.9%	-4.1%	96.8%	89.6%	-7.2%
EOPS	83.1%	92.8%	9.7%	87.9%	93.3%	5.4%	80.9%	100.0%	19.1%	70.3%	78.3%	8.0%
Financial Aid Services	92.0%	90.8%	-1.2%	97.1%	90.7%	-6.4%	90.9%	94.1%	3.2%	96.4%	92.3%	-4.1%
Health Services	89.3%	88.5%	-0.8%	94.3%	85.7%	-8.6%	86.9%	95.0%	8.1%	90.0%	81.5%	-8.5%
Cafeteria/Snack Bar	79.4%	43.3%	-36.1%	91.7%	28.6%	-63.1%	59.1%	65.0%	5.9%	93.8%	64.3%	-29.5%
Library Resources	98.4%	85.7%	-12.7%	97.1%	82.4%	-14.7%	100.0%	91.3%	-8.7%	96.7%	83.4%	-13.3%
Independent Learning Center	95.2%	93.3%	-1.9%	97.0%	97.0%	0.0%	91.3%	95.0%	3.7%	93.4%	92.9%	-0.5%
Parking	98.5%	72.8%	-25.7%	100.0%	75.0%	-25.0%	95.9%	64.0%	-31.9%	93.9%	77.5%	-16.4%
Computer Lab	98.5%	93.7%	-4.8%	97.0%	93.9%	-3.1%	100.0%	95.8%	-4.2%	89.6%	95.6%	6.0%
Departmental Teaching Resources	96.6%	55.2%	-41.4%	96.9%	54.5%	-42.4%	95.5%	54.6%	-40.9%	85.8%	70.6%	-15.2%
Quality of Instruction	98.5%	88.6%	-9.9%	100.0%	86.4%	-13.6%	100.0%	88.8%	-11.2%	93.6%	79.3%	-14.3%
Availability of Classes	98.6%	52.8%	-45.8%	100.0%	50.0%	-50.0%	100.0%	53.6%	-46.4%	93.8%	48.4%	-45.4%
Adequacy of Classrooms	97.0%	52.1%	-44.9%	100.0%	50.0%	-50.0%	92.0%	59.2%	-32.8%	96.6%	58.6%	-38.0%
Assigned Working Space/Office Space	96.5%	43.5%	-53.0%	94.2%	52.7%	-41.5%	100.0%	30.0%	-70.0%	93.8%	68.9%	-24.9%
Technology Resources	92.5%	71.9%	-20.6%	97.2%	70.2%	-27.0%	87.5%	76.1%	-11.4%	97.0%	67.9%	-29.1%
Financial Resources	94.1%	50.0%	-44.1%	97.3%	47.2%	-50.1%	91.6%	72.2%	-19.4%	96.9%	60.7%	-36.2%
Physical Facilities	96.9%	51.6%	-45.3%	97.3%	52.8%	-44.5%	95.4%	65.0%	-30.4%	90.9%	50.0%	-40.9%
Staffing Resources	98.5%	66.1%	-32.4%	100.0%	55.9%	-44.1%	100.0%	86.3%	-13.7%	100.0%	78.2%	-21.8%
Student Life/Activities	87.3%	66.7%	-20.6%	86.1%	56.2%	-29.9%	85.7%	89.5%	3.8%	90.0%	47.6%	-42.4%
AV Media Resources	96.9%	73.5%	-23.4%	100.0%	68.6%	-31.4%	95.9%	82.6%	-13.3%	96.9%	77.3%	-19.6%
Average	**94.3%**	**73.4%**	**-20.9%**	**96.3%**	**71.5%**	**-24.8%**	**92.6%**	**79.1%**	**-13.5%**	**92.9%**	**75.8%**	**-17.1%**

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: Ten 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=72)	Contract Faculty (n=37)	Adjunct Faculty (n=28)	Staff (n=35)
A. Mission				
1. I am familiar with the mission statement of the College.	92.8%	100.0%	85.1%	91.2%
2. The college programs, services, and planning are consistent with the mission of the College.	83.6%	86.5%	79.2%	90.0%
3. The mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning.	97.1%	97.3%	100.0%	96.9%
Average	**91.2%**	**94.6%**	**88.1%**	**92.7%**
B. Improving Institutional Effectiveness				
4. Improving institutional effectiveness is valued throughout the College.	78.2%	75.0%	81.5%	87.9%
5. The College facilitates an ongoing dialogue about improving student learning and institutional processes.	77.6%	77.7%	76.0%	90.9%
6. Review of programs and services is integrated into the college planning process.	81.2%	80.0%	82.6%	90.7%
7. Student learning outcomes are considered in program review and institutional planning.	75.0%	79.4%	66.6%	87.6%
8. The College's planning process is broad-based, offering opportunities for input by appropriate constituencies.	72.7%	74.2%	66.7%	83.8%
Average	**76.9%**	**77.3%**	**74.7%**	**88.2%**

Standard II: STUDENT LEARNING PROGRAMS AND SERVICES	Percent Agreed			
	All Faculty/Administrators (n=72)	Contract Faculty (n=37)	Adjunct Faculty (n=28)	Staff (n=35)
A. Instructional Programs				
9. I am pleased with the quality of teaching and instruction here.	86.1%	89.1%	78.6%	N/A
10. The College recognizes the central role of its faculty in assuring quality of instruction.	75.8%	70.2%	77.8%	N/A
11. The College identifies and seeks to meet the varied educational needs of its students through diverse programs. (staff Q9)	78.6%	69.4%	89.3%	90.6%
12. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	84.8%	76.5%	92.0%	N/A
13. The College provides alternate class scheduling to meet student needs. (staff Q11)	81.1%	75.6%	84.6%	57.6%
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)	67.8%	54.5%	80.9%	75.9%

Note 1: Percent Agreed includes "strongly agree" and "agree".
Note 2: "Not applicable" is taken out of the calculation.
Note 3: Ten administrators are included in all faculty/administrator responses.

Standard II: STUDENT LEARNING PROGRAMS AND SERVICES (Continued)	Percent Agreed			
	All Faculty/Administrators (n=72)	Contract Faculty (n=37)	Adjunct Faculty (n=28)	Staff (n=35)
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				
to a great extent	83.6%	82.9%	82.1%	N/A
somewhat	14.9%	14.3%	17.9%	N/A
not at all	1.5%	2.9%		N/A
Critical Thinking				
to a great extent	89.6%	94.3%	85.7%	N/A
somewhat	9.0%	2.9%	14.3%	N/A
not at all	1.5%	2.9%		N/A
Quantitative Reasoning Skills				
to a great extent	55.9%	50.0%	59.3%	N/A
somewhat	33.8%	36.1%	33.3%	N/A
not at all	10.3%	13.9%	7.4%	N/A
Appreciation of Cultural Diversity				
to a great extent	58.2%	57.1%	57.1%	N/A
somewhat	31.3%	34.3%	28.6%	N/A
not at all	10.4%	8.6%	14.3%	N/A
Information Competency				
to a great extent	84.4%	82.4%	85.2%	N/A
somewhat	14.1%	14.7%	14.8%	N/A
not at all	1.6%	2.9%		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)	79.2%	73.0%	82.2%	59.4%
Information contained in the student handbook or orientation materials is helpful to students. (staff Q13)	N/A	N/A	N/A	81.5%
18. The College supports academic freedom.	90.0%	91.7%	85.7%	N/A
19. Faculty are fair and objective in their presentation of course material.	94.0%	91.2%	96.1%	N/A
20. I am familiar with college policies on plagiarism and academic honesty.	97.2%	94.6%	100.0%	N/A
Average*	**85.0%**	**80.5%**	**87.9%**	**73.0%**
B. Student Support Services				
21. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population. (staff Q14)	71.0%	64.8%	80.0%	75.1%
22. The College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity. (staff Q15)	89.3%	86.1%	95.6%	90.7%
23. In general, do you feel that student support services at this college are adequate to meet student needs? (staff Q16)	65.7%	51.3%	85.2%	58.0%

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: Ten administrators are included in all faculty/administrator responses.

Standard II: STUDENT LEARNING PROGRAMS AND SERVICES (Continued)	Percent Agreed			
	All Faculty/Administrators (n=72)	Contract Faculty (n=37)	Adjunct Faculty (n=28)	Staff (n=35)
B. Student Support Services (Continued)				
24. Student Services at this college have sufficient staff and resources to meet student needs. (staff Q17)	41.5%	27.0%	68.2%	34.4%
25. Student Services at this college have sufficient facilities to meet student needs. (staff Q18)	37.0%	24.3%	63.7%	24.3%
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	90.0%	100.0%	78.6%	100.0%
No	10.0%		21.4%	
Average*	**60.9%**	**50.7%**	**78.5%**	**56.5%**
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.	87.1%	97.0%	68.1%	N/A
28. The College provides ongoing training for users of library and other learning support services to develop information competency. (staff Q20)	87.5%	88.5%	87.0%	79.2%
29. I use library and other learning support services in my teaching.	73.4%	82.8%	61.5%	N/A
The college library hours are adequate to meet my needs. (staff Q21)	N/A	N/A	N/A	70.4%
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)	62.7%	57.1%	73.7%	61.5%
Average	**77.7%**	**81.4%**	**72.6%**	**70.4%**

Standard III: RESOURCES	Percent Agreed			
	All Faculty/Administrators (n=72)	Contract Faculty (n=37)	Adjunct Faculty (n=28)	Staff (n=35)
A. Human Resources				
31. I am personally treated with respect at this college. (staff Q23)	87.3%	88.9%	89.2%	87.5%
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.	85.5%	83.3%	84.6%	N/A
33. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed. (staff Q24)	79.1%	83.3%	68.0%	78.8%
34. Have your performance evaluations been conducted according to your contract/handbook guidelines? (staff Q25)				
Yes	89.2%	94.1%	80.0%	93.8%
No	10.8%	5.9%	20.0%	6.3%

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

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

Note3: Average does not include Question 26.

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

Standard III: RESOURCES (Continued)	Percent Agreed			
	All Faculty/Administrators (n=72)	Contract Faculty (n=37)	Adjunct Faculty (n=28)	Staff (n=35)
A. Human Resources (Continued)				
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)	78.2%	62.1%	96.2%	74.2%
36. Policies and practices of the College clearly demonstrate commitment to issues of equity and diversity. (staff Q27)	84.9%	80.0%	92.0%	84.9%
37. The College provides opportunities for continued professional and staff development. (staff Q28)	77.1%	78.4%	74.0%	54.6%
38. As a group, the members of my department stay current in their fields of expertise. (staff Q29)	81.2%	80.6%	77.3%	45.5%
Average*	**81.9%**	**79.5%**	**83.0%**	**70.9%**
B. Physical Resources				
39. Systematic assessment of effective use of physical resources is integrated in institutional planning. (staff Q30)	68.9%	62.5%	75.0%	40.7%
40. Student learning needs are central to the planning, development, and design of new facilities. (staff Q31)	73.8%	67.5%	81.8%	80.0%
41. The College systematically maintains and upgrades its physical resources to support its programs and services. (staff Q32)	45.3%	25.8%	73.9%	42.0%
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)	72.3%	65.7%	79.2%	66.7%
43. Safety hazards are addressed promptly. (staff Q34)	82.8%	80.6%	85.8%	78.8%
44. The grounds are pleasing and adequately maintained. (staff Q35)	83.1%	83.8%	81.4%	84.4%
45. The exterior features of the campus buildings are well maintained. (staff Q36)	81.4%	75.7%	88.5%	75.7%
46. The interior of the classrooms, offices, and restrooms are adequately maintained. (staff Q37)	62.0%	56.8%	66.6%	53.2%
47. The exterior lighting of the College is adequate and kept in working order. (staff Q38)	66.2%	58.3%	78.5%	71.9%
Average	**70.6%**	**64.1%**	**79.0%**	**65.9%**
C. Technology Resources				
48. Technology planning is integrated with institutional planning. (staff Q39)	76.2%	64.7%	95.6%	75.8%
49. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning. (staff Q40)	68.5%	64.9%	76.9%	73.3%
50. The College provides training in the effective application of information technology to faculty and staff. (staff Q41)	78.6%	77.8%	82.1%	70.9%
51. The College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs. (staff Q42)	68.2%	58.8%	86.4%	67.7%
Average	**72.9%**	**66.6%**	**85.3%**	**71.9%**
D. Financial Resources				
52. Budget information is accessible throughout the College. (staff Q43)	55.5%	40.0%	77.2%	68.9%
53. The College budget reflects college priorities and planning goals. (staff Q44)	66.7%	66.6%	61.9%	60.0%
54. College guidelines and processes for financial planning and budget development are clearly defined and followed. (staff Q45)	69.0%	58.3%	87.6%	67.7%

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

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

Note3: Average does not include Questions 34.

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

Standard II: STUDENT LEARNING PROGRAMS AND SERVICES (Continued)	Percent Agreed			
	All Faculty/Administrators (n=72)	Contract Faculty (n=37)	Adjunct Faculty (n=28)	Staff (n=35)
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)	71.4%	67.5%	75.0%	71.0%
56. The District resource allocation process is appropriate to support college programs and services. (staff Q47)	19.3%	8.3%	36.9%	41.9%
57. The College systematically assesses the effective use of its financial resources. (staff Q48)	60.4%	50.0%	77.8%	60.7%
58. The College uses the results of financial assessment as the basis for institutional improvement. (staff Q49)	62.7%	55.2%	75.1%	59.3%
Average	**57.9%**	**49.4%**	**70.2%**	**61.4%**

Standard IV: LEADERSHIP AND GOVERNANCE	Percent Agreed			
	All Faculty/Administrators (n=72)	Contract Faculty (n=37)	Adjunct Faculty (n=28)	Staff (n=35)
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)	84.9%	89.2%	78.2%	75.0%
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)	70.3%	77.8%	52.4%	42.0%
61. The faculty is sufficiently involved through committees, such as the Curriculum Committee or Vocational Education Advisory Committee, in decisions involving curriculum development.	81.3%	82.9%	77.2%	N/A
Staff involvement on committees assure that they have a voice in college policy making. (staff Q52)	N/A	N/A	N/A	65.6%
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)	84.0%	94.6%	72.0%	75.0%
63. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies. (staff Q54)	78.7%	77.1%	80.0%	87.1%
64. The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders. (staff Q55)	60.0%	52.9%	65.0%	60.0%
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)	58.7%	52.8%	61.9%	54.9%
Average	**74.0%**	**75.3%**	**69.5%**	**65.7%**

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

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

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

Standard IV: LEADERSHIP AND GOVERNANCE (Continued)	Percent Agreed			
	All Faculty/Administrators (n=72)	Contract Faculty (n=37)	Adjunct Faculty (n=28)	Staff (n=35)
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)	57.3%	48.6%	65.0%	66.7%
67. The governing board establishes policies to assure the financial stability of the institution. (staff Q58)	60.0%	42.5%	85.7%	60.7%
68. The governing board's decision-making reflects the public interest. (staff Q59)	49.2%	35.5%	70.0%	53.9%
69. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity. (staff Q60)	56.4%	51.5%	71.4%	56.6%
70. The college president provides effective leadership in planning and assessing institutional effectiveness. (staff Q61)	86.8%	86.1%	88.0%	90.3%
71. The college president provides effective leadership in selecting and developing personnel. (staff Q62)	78.4%	77.1%	79.2%	76.6%
72. The college president provides effective leadership in fiscal planning and budget development. (staff Q63)	81.0%	79.4%	81.8%	83.4%
73. The college president works and communicates effectively with the communities served by the College. (staff Q64)	90.6%	91.7%	90.5%	90.3%
74. There is a clear delineation of authority and operational responsibility between and among: (staff Q65)				
A. Governing Board and District Office	72.0%	64.3%	93.8%	77.3%
B. Governing Board and the colleges	70.6%	66.7%	86.7%	76.0%
C. District Office and the colleges	48.2%	36.4%	82.3%	57.6%
D. Colleges	60.7%	56.3%	72.2%	80.0%
75. The District Office provides effective services that support the college in its missions and functions. (staff Q66)	49.2%	38.9%	75.0%	54.9%
76. The District Office and colleges use effective methods of communication and exchange information in a timely manner. (staff Q67)	54.0%	44.4%	75.0%	58.6%
77. The District Office provides sufficient support to the colleges in the following areas: (staff Q68)				
A. Business Services	56.1%	57.2%	58.8%	71.4%
B. District Advancement (Communications)	64.3%	66.7%	72.2%	75.0%
C. Facilities Services	56.9%	47.1%	83.3%	70.0%
D. Human Resources	59.6%	58.9%	66.7%	61.3%
E. Information Technology	66.6%	67.6%	76.5%	70.0%
F. Instructional Services	66.7%	60.0%	82.3%	82.8%
G. Student Services	67.3%	62.5%	83.4%	70.0%
Average	**64.4%**	**59.0%**	**78.1%**	**70.6%**

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

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

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

APPENDIX A

SURVEY RESPONSES OF

ALL FACULTY AND ADMINISTRATORS

MIRAMAR COLLEGE ACCREDITATION SURVEY 2003 - Faculty and Administrators (n=72)

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
70	80.0%	17.1%	2.9%		100.0%	**Counseling**	64	31.3%	43.8%	20.3%	4.7%	100.0%
67	62.7%	32.8%	3.0%	1.5%	100.0%	**Tutoring Services**	57	40.4%	40.4%	17.5%	1.8%	100.0%
61	41.0%	55.7%	3.3%		100.0%	**Transfer Center**	49	26.5%	59.2%	10.2%	4.1%	100.0%
62	54.8%	33.9%	9.7%	1.6%	100.0%	**DSPS**	61	50.8%	39.3%	4.9%	4.9%	100.0%
67	76.1%	22.4%	1.5%		100.0%	**Admissions**	67	44.8%	52.2%	3.0%		100.0%
59	33.9%	49.2%	13.6%	3.4%	100.0%	**EOPS**	55	27.3%	65.5%	3.6%	3.6%	100.0%
62	59.7%	32.3%	8.1%		100.0%	**Financial Aid Services**	54	31.5%	59.3%	7.4%	1.9%	100.0%
65	38.5%	50.8%	7.7%	3.1%	100.0%	**Health Services**	61	50.8%	37.7%	9.8%	1.6%	100.0%
63	36.5%	42.9%	14.3%	6.3%	100.0%	**Cafeteria/Snack Bar**	60	15.0%	28.3%	35.0%	21.7%	100.0%
64	78.1%	20.3%	1.6%		100.0%	**Library Resources**	63	27.0%	58.7%	11.1%	3.2%	100.0%
62	56.5%	38.7%	4.8%		100.0%	**Independent Learning Center**	59	45.8%	47.5%	3.4%	3.4%	100.0%
67	52.2%	46.3%		1.5%	100.0%	**Parking**	66	25.8%	47.0%	22.7%	4.5%	100.0%
63	55.6%	42.9%	1.6%		100.0%	**Computer Lab**	63	28.6%	65.1%	6.3%		100.0%
59	50.8%	45.8%		3.4%	100.0%	**Departmental Teaching Resources**	58	12.1%	43.1%	34.5%	10.3%	100.0%
67	98.5%			1.5%	100.0%	**Quality of Instruction**	70	45.7%	42.9%	7.1%	4.3%	100.0%
70	82.9%	15.7%		1.4%	100.0%	**Availability of Classes**	70	7.1%	45.7%	37.1%	10.0%	100.0%
67	65.7%	31.3%	3.0%		100.0%	**Adequacy of Classrooms**	69	13.0%	39.1%	37.7%	10.1%	100.0%
58	58.6%	37.9%	3.4%		100.0%	**Assigned Working Space/Office Space**	62	4.8%	38.7%	35.5%	21.0%	100.0%
67	52.2%	40.3%	4.5%	3.0%	100.0%	**Technology Resources**	64	18.8%	53.1%	21.9%	6.3%	100.0%
67	64.2%	29.9%	4.5%	1.5%	100.0%	**Financial Resources**	60	13.3%	36.7%	36.7%	13.3%	100.0%
65	52.3%	44.6%	3.1%		100.0%	**Physical Facilities**	62	8.1%	43.5%	30.6%	17.7%	100.0%
65	67.7%	30.8%		1.5%	100.0%	**Staffing Resources**	62	11.3%	54.8%	17.7%	16.1%	100.0%
63	27.0%	60.3%	12.7%		100.0%	**Student Life/Activities**	57	8.8%	57.9%	24.6%	8.8%	100.0%
66	42.4%	54.5%	3.0%		100.0%	**AV Media Resources**	64	4.7%	68.8%	20.3%	6.3%	100.0%
64	**57.8%**	**38.1%**	**5.6%**	**2.5%**	**100.0%**	**Average**	**62**	**24.7%**	**48.7%**	**19.1%**	**8.2%**	**100.0%**

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

Note 2: Ten administrators are included in the results.

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

Standard I: INSTITUTIONAL MISSION AND EFFECTIVENESS	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Mission						
1. I am familiar with the mission statement of the College.	70	45.7%	47.1%	7.1%		100.0%
2. The college programs, services, and planning are consistent with the mission of the College.	67	34.3%	49.3%	13.4%	3.0%	100.0%
3. The mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning.	67	47.8%	49.3%	3.0%		100.0%
Average	**68**	**42.6%**	**48.6%**	**7.8%**	**3.0%**	**100.0%**
B. Improving Institutional Effectiveness						
4. Improving institutional effectiveness is valued throughout the College.	69	33.3%	44.9%	15.9%	5.8%	100.0%
5. The College facilitates an ongoing dialogue about improving student learning and institutional processes.	67	38.8%	38.8%	17.9%	4.5%	100.0%
6. Review of programs and services is integrated into the college planning process.	64	28.1%	53.1%	15.6%	3.1%	100.0%
7. Student learning outcomes are considered in program review and institutional planning.	64	32.8%	42.2%	21.9%	3.1%	100.0%
8. The College's planning process is broad-based, offering opportunities for input by appropriate constituencies.	66	30.3%	42.4%	19.7%	7.6%	100.0%
Average	**66**	**32.7%**	**44.3%**	**18.2%**	**4.8%**	**100.0%**

Standard II: STUDENT LEARNING PROGRAMS AND SERVICES	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Instructional Programs						
9. I am pleased with the quality of teaching and instruction here.	72	45.8%	40.3%	9.7%	4.2%	100.0%
10. The College recognizes the central role of its faculty in assuring quality of instruction.	70	32.9%	42.9%	14.3%	10.0%	100.0%
11. The College identifies and seeks to meet the varied educational needs of its students through diverse programs.	70	24.3%	54.3%	17.1%	4.3%	100.0%
12. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	66	34.8%	50.0%	10.6%	4.5%	100.0%
13. The College provides alternate class scheduling to meet student needs.	69	33.3%	47.8%	17.4%	1.4%	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.	59	23.7%	44.1%	23.7%	8.5%	100.0%

Note 1: "Not applicable" is taken out of the calculation.
Note 2: Ten administrators are included in the results.

Standard II: STUDENT LEARNING PROGRAMS AND SERVICES (Continued)	# respondents					
A. Instructional Programs (Continued)						
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		83.6%	14.9%	1.5%	100.0%
Critical Thinking	67		89.6%	9.0%	1.5%	100.0%
Quantitative Reasoning Skills	68		55.9%	33.8%	10.3%	100.0%
Appreciation of Cultural Diversity	67		58.2%	31.3%	10.4%	100.0%
Information Competency	64		84.4%	14.1%	1.6%	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.	63	74.6%	25.4%			100.0%
17. Official college publications such as the catalog and class schedule are precise, accurate, and current.	72	29.2%	50.0%	18.1%	2.8%	100.0%
18. The College supports academic freedom.	70	38.6%	51.4%	5.7%	4.3%	100.0%
19. Faculty are fair and objective in their presentation of course material.	67	34.3%	59.7%	6.0%		100.0%
20. I am familiar with college policies on plagiarism and academic honesty.	70	58.6%	38.6%	2.9%		100.0%
Average	**68**	**39.1%**	**45.9%**	**12.6%**	**5.0%**	**100.0%**
B. Student Support Services						
21. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population.	69	27.5%	43.5%	26.1%	2.9%	100.0%
22. The College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	65	30.8%	58.5%	7.7%	3.1%	100.0%
23. In general, do you feel that student support services at this college are adequate to meet student needs?	70	17.1%	48.6%	27.1%	7.1%	100.0%
24. Student Services at this college have sufficient staff and resources to meet student needs.	65	16.9%	24.6%	43.1%	15.4%	100.0%
25. Student Services at this college have sufficient facilities to meet student needs.	65	10.8%	26.2%	43.1%	20.0%	100.0%
26. Do you refer students to the various services available on campus? (i.e., DSPS, Tutoring, Health Services, Financial Aid, EOPS, etc.)	70		90% (yes)	10% (no)		100.0%
Average	**67**	**20.6%**	**40.3%**	**29.4%**	**9.7%**	**100.0%**
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.	62	33.9%	53.2%	9.7%	3.2%	100.0%
28. The College provides ongoing training for users of library and other learning support services to develop information competency.	64	34.4%	53.1%	12.5%		100.0%
29. I use library and other learning support services in my teaching.	64	35.9%	37.5%	20.3%	6.3%	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.	59	16.9%	45.8%	25.4%	11.9%	100.0%
Average	**62**	**30.3%**	**47.4%**	**17.0%**	**7.1%**	**100.0%**

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

Note 2: Ten administrators are included in the results.

Standard III: RESOURCES	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Human Resources						
31. I am personally treated with respect at this college.	71	52.1%	35.2%	5.6%	7.0%	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.	69	39.1%	46.4%	7.2%	7.2%	100.0%
33. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.	67	26.9%	52.2%	10.4%	10.4%	100.0%
34. Have your performance evaluations been conducted according to your contract/handbook guidelines?	65		89.2% (yes)	10.8% (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.	69	33.3%	44.9%	14.5%	7.2%	100.0%
36. Policies and practices of the College clearly demonstrate commitment to issues of equity and diversity.	66	37.9%	47.0%	12.1%	3.0%	100.0%
37. The College provides opportunities for continued professional and staff development.	70	31.4%	45.7%	20.0%	2.9%	100.0%
38. As a group, the members of my department stay current in their fields of expertise.	64	40.6%	40.6%	12.5%	6.3%	100.0%
Average	**68**	**37.3%**	**44.6%**	**11.8%**	**6.3%**	**100.0%**
B. Physical Resources						
39. Systematic assessment of effective use of physical resources is integrated in institutional planning.	58	15.5%	53.4%	27.6%	3.4%	100.0%
40. Student learning needs are central to the planning, development, and design of new facilities.	65	32.3%	41.5%	21.5%	4.6%	100.0%
41. The College systematically maintains and upgrades its physical resources to support its programs and services.	64	10.9%	34.4%	42.2%	12.5%	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.	65	16.9%	55.4%	23.1%	4.6%	100.0%
43. Safety hazards are addressed promptly.	64	28.1%	54.7%	15.6%	1.6%	100.0%
44. The grounds are pleasing and adequately maintained.	71	33.8%	49.3%	11.3%	5.6%	100.0%
45. The exterior features of the campus buildings are well maintained.	70	24.3%	57.1%	15.7%	2.9%	100.0%
46. The interior of the classrooms, offices, and restrooms are adequately maintained.	71	12.7%	49.3%	28.2%	9.9%	100.0%
47. The exterior lighting of the College is adequate and kept in working order.	71	21.1%	45.1%	22.5%	11.3%	100.0%
Average	**67**	**21.7%**	**48.9%**	**23.1%**	**6.3%**	**100.0%**

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

Note 2: Ten administrators are included in the results.

Standard III: RESOURCES (Continued)	# respondents	strongly agree	agree	disagree	strongly disagree	Total
C. Technology Resources						
48. Technology planning is integrated with institutional planning.	63	23.8%	52.4%	17.5%	6.3%	100.0%
49. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	70	17.1%	51.4%	20.0%	11.4%	100.0%
50. The College provides training in the effective application of information technology to faculty and staff.	70	28.6%	50.0%	17.1%	4.3%	100.0%
51. The College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.	63	20.6%	47.6%	17.5%	14.3%	100.0%
Average	**67**	**22.5%**	**50.4%**	**18.0%**	**9.1%**	**100.0%**
D. Financial Resources						
52. Budget information is accessible throughout the College.	63	11.1%	44.4%	25.4%	19.0%	100.0%
53. The College budget reflects college priorities and planning goals.	63	11.1%	55.6%	27.0%	6.3%	100.0%
54. College guidelines and processes for financial planning and budget development are clearly defined and followed.	58	12.1%	56.9%	24.1%	6.9%	100.0%
55. Faculty and staff have appropriate opportunities to participate in budget development for the College through its shared governance processes.	63	20.6%	50.8%	25.4%	3.2%	100.0%
56. The District resource allocation process is appropriate to support college programs and services.	62	3.2%	16.1%	33.9%	46.8%	100.0%
57. The College systematically assesses the effective use of its financial resources.	58	13.8%	46.6%	34.5%	5.2%	100.0%
58. The College uses the results of financial assessment as the basis for institutional improvement.	51	17.6%	45.1%	31.4%	5.9%	100.0%
Average	**60**	**12.8%**	**45.1%**	**28.8%**	**13.3%**	**100.0%**

Standard IV: LEADERSHIP AND GOVERNANCE	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Decision-Making Roles and Processes						
59. The college leaders encourage all members of college community to take initiative in improving institutional effectiveness.	66	19.7%	65.2%	12.1%	3.0%	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.	64	35.9%	34.4%	17.2%	12.5%	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.	64	37.5%	43.8%	9.4%	9.4%	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.	69	36.2%	47.8%	11.6%	4.3%	100.0%

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

Note 2: Ten administrators are included in the results.

Standard IV: LEADERSHIP AND GOVERNANCE (Continued)	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Decision-Making Roles and Processes (Continued)						
63. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	61	36.1%	42.6%	18.0%	3.3%	100.0%
64. The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.	60	21.7%	38.3%	31.7%	8.3%	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.	63	20.6%	38.1%	31.7%	9.5%	100.0%
Average	**64**	**29.7%**	**44.3%**	**18.8%**	**7.2%**	**100.0%**
B. Board and Administrative Organization						
66. The governing board establishes policies to assure the quality, integrity, and effectiveness of the programs and services.	61	18.0%	39.3%	32.8%	9.8%	100.0%
67. The governing board establishes policies to assure the financial stability of the institution.	60	13.3%	46.7%	28.3%	11.7%	100.0%
68. The governing board's decision-making reflects the public interest.	57	8.8%	40.4%	35.1%	15.8%	100.0%
69. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	62	16.1%	40.3%	29.0%	14.5%	100.0%
70. The college president provides effective leadership in planning and assessing institutional effectiveness.	68	50.0%	36.8%	7.4%	5.9%	100.0%
71. The college president provides effective leadership in selecting and developing personnel.	65	49.2%	29.2%	16.9%	4.6%	100.0%
72. The collegepresident provides effective leadership in fiscal planning and budget development.	63	52.4%	28.6%	14.3%	4.8%	100.0%
73. The college president works and communicates effectively with the communities served by the College.	64	60.9%	29.7%	6.3%	3.1%	100.0%
74. There is a clear delineation of authority and operational responsibility between and among:						
A. Governing Board and District Office	50	16.0%	56.0%	20.0%	8.0%	100.0%
B. Governing Board and the colleges	51	11.8%	58.8%	23.5%	5.9%	100.0%
C. District Office and the colleges	56	8.9%	39.3%	35.7%	16.1%	100.0%
D. Colleges	56	19.6%	41.1%	30.4%	8.9%	100.0%
75. The District Office provides effective services that support the college in its missions and functions.	63	7.9%	41.3%	30.2%	20.6%	100.0%
76. The District Office and colleges use effective methods of communication and exchange information in a timely manner.	63	11.1%	42.9%	22.2%	23.8%	100.0%
77. The District Office provides sufficient support to the colleges in the following areas:						
A. Business Services	57	14.0%	42.1%	31.6%	12.3%	100.0%
B. District Advancement (Communications)	56	12.5%	51.8%	21.4%	14.3%	100.0%
C. Facilities Services	58	12.1%	44.8%	25.9%	17.2%	100.0%
D. Human Resources	57	10.5%	49.1%	24.6%	15.8%	100.0%
E. Information Technology	57	17.5%	49.1%	21.1%	12.3%	100.0%
F. Instructional Services	57	19.3%	47.4%	24.6%	8.8%	100.0%
G. Student Services	55	18.2%	49.1%	20.0%	12.7%	100.0%
Average	**59**	**21.3%**	**43.0%**	**23.9%**	**11.8%**	**100.0%**

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

Note 2: Ten administrators are included in the results.

Part III: Demographics

78. Your primary college/work site:

	#	%
Miramar	72	17.4%
Total	72	17.4%

79. Gender:

	#	%
Female	38	52.8%
Male	28	38.9%
Unknown	6	8.3%
Total	72	100.0%

80. Ethnic/Racial grouping:

	#	%
Asian/Pac Islander	1	1.4%
African American/Black Non-Hispanic	2	2.8%
White Non-Hispanic	34	47.2%
Filipino	4	5.6%
Hispanic	2	2.8%
Other Non-white	6	8.3%
Unknown	23	31.9%
Total	72	100.0%

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

	#	%
Less than 1 year	2	2.8%
1-3 years	11	15.3%
4-6 years	18	25.0%
7-10 years	10	13.9%
11-15 years	9	12.5%
16 or more years	9	12.5%
Unknown	13	18.1%
Total	72	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	1.4%
1-3 years	8	11.1%
4-6 years	11	15.3%
7-10 years	7	9.7%
11-15 years	5	6.9%
16 or more years	12	16.7%
Unknown	28	38.9%
Total	72	100.0%

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

83. What is your work status?

	#	%
Contract	37	51.4%
Adjunct	28	38.9%
Unknown	7	9.7%
Total	72	100.0%

84. Please indicate your faculty status:

	#	%
Classroom	46	63.9%
Non-classroom	12	16.7%
Unknown	14	19.4%
Total	72	100.0%

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

85. Your work classification:

	#	%
Administrator (President, VP)	3	30.0%
Academic Manager	2	20.0%
Classified Manager	1	10.0%
Other	4	40.0%
Total	10	100.0%

86. Your area of responsibility:

	#	%
Student support services	2	20.0%
Instructional support services	4	40.0%
Administrative support services (human resources, business operation)		0.0%
Facilities, operation, and maintenance		0.0%
Information technology		0.0%
Other	3	30.0%
Unknown	1	10.0%
Total	10	100.0%

APPENDIX B

SURVEY RESPONSES OF

CONTRACT FACULTY

MIRAMAR COLLEGE ACCREDITATION SURVEY 2003 - Contract Faculty (n=37)

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
37	83.8%	13.5%	2.7%		100.0%	**Counseling**	35	31.4%	48.6%	14.3%	5.7%	100.0%
35	71.4%	22.9%	2.9%	2.9%	100.0%	**Tutoring Services**	32	37.5%	37.5%	21.9%	3.1%	100.0%
33	51.5%	45.5%	3.0%		100.0%	**Transfer Center**	28	25.0%	53.6%	14.3%	7.1%	100.0%
35	60.0%	31.4%	8.6%		100.0%	**DSPS**	35	48.6%	45.7%	2.9%	2.9%	100.0%
37	89.2%	10.8%			100.0%	**Admissions**	37	56.8%	40.5%	2.7%		100.0%
33	39.4%	48.5%	12.1%		100.0%	**EOPS**	30	30.0%	63.3%	6.7%		100.0%
34	64.7%	32.4%	2.9%		100.0%	**Financial Aid Services**	32	31.3%	59.4%	9.4%		100.0%
35	40.0%	54.3%	2.9%	2.9%	100.0%	**Health Services**	35	48.6%	37.1%	14.3%		100.0%
36	36.1%	55.6%	2.8%	5.6%	100.0%	**Cafeteria/Snack Bar**	35	8.6%	20.0%	48.6%	22.9%	100.0%
35	77.1%	20.0%	2.9%		100.0%	**Library Resources**	34	26.5%	55.9%	17.6%		100.0%
33	60.6%	36.4%	3.0%		100.0%	**Independent Learning Center**	33	39.4%	57.6%	3.0%		100.0%
36	55.6%	44.4%			100.0%	**Parking**	36	27.8%	47.2%	19.4%	5.6%	100.0%
34	58.8%	38.2%	2.9%		100.0%	**Computer Lab**	33	33.3%	60.6%	6.1%		100.0%
33	54.5%	42.4%		3.0%	100.0%	**Departmental Teaching Resources**	33	12.1%	42.4%	36.4%	9.1%	100.0%
36	100.0%				100.0%	**Quality of Instruction**	37	45.9%	40.5%	10.8%	2.7%	100.0%
37	81.1%	18.9%			100.0%	**Availability of Classes**	36	8.3%	41.7%	41.7%	8.3%	100.0%
37	62.2%	37.8%			100.0%	**Adequacy of Classrooms**	36	16.7%	33.3%	38.9%	11.1%	100.0%
35	57.1%	37.1%	5.7%		100.0%	**Assigned Working Space/Office Space**	36	8.3%	44.4%	30.6%	16.7%	100.0%
36	61.1%	36.1%	2.8%		100.0%	**Technology Resources**	37	21.6%	48.6%	27.0%	2.7%	100.0%
36	66.7%	30.6%	2.8%		100.0%	**Financial Resources**	36	11.1%	36.1%	41.7%	11.1%	100.0%
36	55.6%	41.7%	2.8%		100.0%	**Physical Facilities**	36	5.6%	47.2%	33.3%	13.9%	100.0%
35	77.1%	22.9%			100.0%	**Staffing Resources**	34	5.9%	50.0%	29.4%	14.7%	100.0%
36	25.0%	61.1%	13.9%		100.0%	**Student Life/Activities**	32	15.6%	40.6%	40.6%	3.1%	100.0%
35	40.0%	60.0%			100.0%	**AV Media Resources**	35	2.9%	65.7%	28.6%	2.9%	100.0%
35	**61.2%**	**36.6%**	**4.7%**	**3.6%**	**100.0%**	**Average**	**34**	**25.0%**	**46.6%**	**22.5%**	**8.4%**	**100.0%**

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

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

Standard I: INSTITUTIONAL MISSION AND EFFECTIVENESS	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Mission						
1. I am familiar with the mission statement of the College.	36	47.2%	52.8%			100.0%
2. The college programs, services, and planning are consistent with the mission of the College.	37	32.4%	54.1%	13.5%		100.0%
3. The mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning.	37	51.4%	45.9%	2.7%		100.0%
Average	**37**	**43.7%**	**50.9%**	**8.1%**		**100.0%**
B. Improving Institutional Effectiveness						
4. Improving institutional effectiveness is valued throughout the College.	36	36.1%	38.9%	19.4%	5.6%	100.0%
5. The College facilitates an ongoing dialogue about improving student learning and institutional processes.	36	44.4%	33.3%	19.4%	2.8%	100.0%
6. Review of programs and services is integrated into the college planning process.	35	28.6%	51.4%	17.1%	2.9%	100.0%
7. Student learning outcomes are considered in program review and institutional planning.	34	38.2%	41.2%	17.6%	2.9%	100.0%
8. The College's planning process is broad-based, offering opportunities for input by appropriate constituencies.	35	37.1%	37.1%	20.0%	5.7%	100.0%
Average	**35**	**36.9%**	**40.4%**	**18.7%**	**4.0%**	**100.0%**

Standard II: STUDENT LEARNING PROGRAMS AND SERVICES	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Instructional Programs						
9. I am pleased with the quality of teaching and instruction here.	37	48.6%	40.5%	5.4%	5.4%	100.0%
10. The College recognizes the central role of its faculty in assuring quality of instruction.	37	37.8%	32.4%	21.6%	8.1%	100.0%
11. The College identifies and seeks to meet the varied educational needs of its students through diverse programs.	36	22.2%	47.2%	22.2%	8.3%	100.0%
12. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	34	32.4%	44.1%	14.7%	8.8%	100.0%
13. The College provides alternate class scheduling to meet student needs.	37	27.0%	48.6%	24.3%		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.	33	24.2%	30.3%	33.3%	12.1%	100.0%

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

Standard II: STUDENT LEARNING PROGRAMS AND SERVICES (Continued)	# respondents					
A. Instructional Programs (Continued)						
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	35		82.9%	14.3%	2.9%	100.0%
Critical Thinking	35		94.3%	2.9%	2.9%	100.0%
Quantitative Reasoning Skills	36		50.0%	36.1%	13.9%	100.0%
Appreciation of Cultural Diversity	35		57.1%	34.3%	8.6%	100.0%
Information Competency	34		82.4%	14.7%	2.9%	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.	33	69.7%	30.3%			100.0%
17. Official college publications such as the catalog and class schedule are precise, accurate, and current.	37	18.9%	54.1%	24.3%	2.7%	100.0%
18. The College supports academic freedom.	36	36.1%	55.6%	5.6%	2.8%	100.0%
19. Faculty are fair and objective in their presentation of course material.	34	26.5%	64.7%	8.8%		100.0%
20. I am familiar with college policies on plagiarism and academic honesty.	37	51.4%	43.2%	5.4%		100.0%
Average	**35**	**35.9%**	**44.6%**	**16.6%**	**6.9%**	**100.0%**
B. Student Support Services						
21. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population.	37	21.6%	43.2%	32.4%	2.7%	100.0%
22. The College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	36	19.4%	66.7%	8.3%	5.6%	100.0%
23. In general, do you feel that student support services at this college are adequate to meet student needs?	37	10.8%	40.5%	37.8%	10.8%	100.0%
24. Student Services at this college have sufficient staff and resources to meet student needs.	37	8.1%	18.9%	48.6%	24.3%	100.0%
25. Student Services at this college have sufficient facilities to meet student needs.	37	2.7%	21.6%	40.5%	35.1%	100.0%
26. Do you refer students to the various services available on campus? (i.e., DSPS, Tutoring, Health Services, Financial Aid, EOPS, etc.)	35		100% (yes)	0% (no)		100.0%
Average	**37**	**12.5%**	**38.2%**	**33.5%**	**15.7%**	**100.0%**
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.	34	44.1%	52.9%	2.9%		100.0%
28. The College provides ongoing training for users of library and other learning support services to develop information competency.	35	37.1%	51.4%	11.4%		100.0%
29. I use library and other learning support services in my teaching.	35	45.7%	37.1%	11.4%	5.7%	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.	35	20.0%	37.1%	34.3%	8.6%	100.0%
Average	**35**	**36.7%**	**44.6%**	**15.0%**	**7.2%**	**100.0%**

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

Standard III: RESOURCES	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Human Resources						
31. I am personally treated with respect at this college.	36	47.2%	41.7%	5.6%	5.6%	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.	36	47.2%	36.1%	11.1%	5.6%	100.0%
33. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.	36	33.3%	50.0%	8.3%	8.3%	100.0%
34. Have your performance evaluations been conducted according to your contract/handbook guidelines?	34		94.1% (yes)	5.9% (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.	37	32.4%	29.7%	24.3%	13.5%	100.0%
36. Policies and practices of the College clearly demonstrate commitment to issues of equity and diversity.	35	37.1%	42.9%	14.3%	5.7%	100.0%
37. The College provides opportunities for continued professional and staff development.	37	24.3%	54.1%	21.6%		100.0%
38. As a group, the members of my department stay current in their fields of expertise.	36	38.9%	41.7%	13.9%	5.6%	100.0%
Average	**36**	**37.2%**	**42.3%**	**14.2%**	**7.4%**	**100.0%**
B. Physical Resources						
39. Systematic assessment of effective use of physical resources is integrated in institutional planning.	32	12.5%	50.0%	34.4%	3.1%	100.0%
40. Student learning needs are central to the planning, development, and design of new facilities.	37	24.3%	43.2%	27.0%	5.4%	100.0%
41. The College systematically maintains and upgrades its physical resources to support its programs and services.	35	2.9%	22.9%	57.1%	17.1%	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.	35	8.6%	57.1%	28.6%	5.7%	100.0%
43. Safety hazards are addressed promptly.	36	16.7%	63.9%	16.7%	2.8%	100.0%
44. The grounds are pleasing and adequately maintained.	37	29.7%	54.1%	10.8%	5.4%	100.0%
45. The exterior features of the campus buildings are well maintained.	37	10.8%	64.9%	21.6%	2.7%	100.0%
46. The interior of the classrooms, offices, and restrooms are adequately maintained.	37	5.4%	51.4%	29.7%	13.5%	100.0%
47. The exterior lighting of the College is adequate and kept in working order.	36	11.1%	47.2%	25.0%	16.7%	100.0%
Average	**36**	**13.6%**	**50.5%**	**27.9%**	**8.0%**	**100.0%**

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

Standard III: RESOURCES (Continued)	# respondents	strongly agree	agree	disagree	strongly disagree	Total
C. Technology Resources						
48. Technology planning is integrated with institutional planning.	34	14.7%	50.0%	29.4%	5.9%	100.0%
49. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	37	13.5%	51.4%	24.3%	10.8%	100.0%
50. The College provides training in the effective application of information technology to faculty and staff.	36	22.2%	55.6%	19.4%	2.8%	100.0%
51. The College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.	34	17.6%	41.2%	23.5%	17.6%	100.0%
Average	**35**	**17.0%**	**49.6%**	**24.2%**	**9.3%**	**100.0%**
D. Financial Resources						
52. Budget information is accessible throughout the College.	35	2.9%	37.1%	34.3%	25.7%	100.0%
53. The College budget reflects college priorities and planning goals.	36	8.3%	58.3%	27.8%	5.6%	100.0%
54. College guidelines and processes for financial planning and budget development are clearly defined and followed.	36	13.9%	44.4%	36.1%	5.6%	100.0%
55. Faculty and staff have appropriate opportunities to participate in budget development for the College through its shared governance processes.	37	18.9%	48.6%	32.4%		100.0%
56. The District resource allocation process is appropriate to support college programs and services.	36		8.3%	36.1%	55.6%	100.0%
57. The College systematically assesses the effective use of its financial resources.	34	8.8%	41.2%	44.1%	5.9%	100.0%
58. The College uses the results of financial assessment as the basis for institutional improvement.	29	13.8%	41.4%	37.9%	6.9%	100.0%
Average	**35**	**11.1%**	**39.9%**	**35.5%**	**17.6%**	**100.0%**

Standard IV: LEADERSHIP AND GOVERNANCE	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Decision-Making Roles and Processes						
59. The college leaders encourage all members of college community to take initiative in improving institutional effectiveness.	37	18.9%	70.3%	10.8%		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.	36	36.1%	41.7%	11.1%	11.1%	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.	35	42.9%	40.0%	11.4%	5.7%	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.	37	40.5%	54.1%	5.4%		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
A. Decision-Making Roles and Processes (Continued)						
63. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	35	37.1%	40.0%	22.9%		100.0%
64. The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.	34	14.7%	38.2%	38.2%	8.8%	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.	36	13.9%	38.9%	38.9%	8.3%	100.0%
Average	**36**	**29.2%**	**46.2%**	**19.8%**	**8.5%**	**100.0%**
B. Board and Administrative Organization						
66. The governing board establishes policies to assure the quality, integrity, and effectiveness of the programs and services.	35	8.6%	40.0%	42.9%	8.6%	100.0%
67. The governing board establishes policies to assure the financial stability of the institution.	33	6.1%	36.4%	45.5%	12.1%	100.0%
68. The governing board's decision-making reflects the public interest.	31	3.2%	32.3%	48.4%	16.1%	100.0%
69. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	35	8.6%	42.9%	34.3%	14.3%	100.0%
70. The college president provides effective leadership in planning and assessing institutional effectiveness.	36	52.8%	33.3%	11.1%	2.8%	100.0%
71. The college president provides effective leadership in selecting and developing personnel.	35	45.7%	31.4%	20.0%	2.9%	100.0%
72. The collegep resident provides effective leadership in fiscal planning and budget development.	34	52.9%	26.5%	17.6%	2.9%	100.0%
73. The college president works and communicates effectively with the communities served by the College.	36	61.1%	30.6%	8.3%		100.0%
74. There is a clear delineation of authority and operational responsibility between and among:						
A. Governing Board and District Office	28	10.7%	53.6%	32.1%	3.6%	100.0%
B. Governing Board and the colleges	30	10.0%	56.7%	33.3%		100.0%
C. District Office and the colleges	33	6.1%	30.3%	48.5%	15.2%	100.0%
D. Colleges	32	25.0%	31.3%	34.4%	9.4%	100.0%
75. The District Office provides effective services that support the college in its missions and functions.	36	5.6%	33.3%	36.1%	25.0%	100.0%
76. The District Office and colleges use effective methods of communication and exchange information in a timely manner.	36	8.3%	36.1%	25.0%	30.6%	100.0%
77. The District Office provides sufficient support to the colleges in the following areas:						
A. Business Services	35	14.3%	42.9%	31.4%	11.4%	100.0%
B. District Advancement (Communications)	33	9.1%	57.6%	21.2%	12.1%	100.0%
C. Facilities Services	34	11.8%	35.3%	29.4%	23.5%	100.0%
D. Human Resources	34	11.8%	47.1%	26.5%	14.7%	100.0%
E. Information Technology	34	23.5%	44.1%	20.6%	11.8%	100.0%
F. Instructional Services	35	17.1%	42.9%	31.4%	8.6%	100.0%
G. Student Services	32	15.6%	46.9%	25.0%	12.5%	100.0%
Average	**34**	**19.4%**	**39.6%**	**29.7%**	**12.5%**	**100.0%**

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

Part III: Demographics

78. Your primary college/work site:

	#	%
Miramar	37	100.0%
Total	37	100.0%

79. Gender:

	#	%
Female	22	59.5%
Male	13	35.1%
Unknown	2	5.4%
Total	37	100.0%

80. Ethnic/Racial grouping:

	#	%
Asian/Pac Islander	1	2.7%
African American/Black Non-Hispanic	2	5.4%
White Non-Hispanic	19	51.4%
Filipino	2	5.4%
Hispanic	2	5.4%
Other Non-white	2	5.4%
Unknown	9	24.3%
Total	37	100.0%

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

	#	%
Less than 1 year		0.0%
1-3 years	3	8.1%
4-6 years	10	27.0%
7-10 years	6	16.2%
11-15 years	5	13.5%
16 or more years	7	18.9%
Unknown	6	16.2%
Total	37	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		0.0%
1-3 years	1	2.7%
4-6 years	5	13.5%
7-10 years	5	13.5%
11-15 years	2	5.4%
16 or more years	9	24.3%
Unknown	15	40.5%
Total	37	100.0%

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

83. What is your work status?

	#	%
Contract	37	100.0%
Adjunct		0.0%
Unknown		0.0%
Total	37	100.0%

84. Please indicate your faculty status:

	#	%
Classroom	20	54.1%
Non-classroom	11	29.7%
Unknown	6	16.2%
Total	37	100.0%

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

85. Your work classification:

	#	%
Administrator (President, VP)	1	33.3%
Academic Manager		0.0%
Classified Manager		0.0%
Other	2	66.7%
Total	3	100.0%

86. Your area of responsibility:

	#	%
Student support services	1	33.3%
Instructional support services	1	33.3%
Administrative support services (human resources, business operation)		0.0%
Facilities, operation, and maintenance		0.0%
Information technology		0.0%
Other	1	33.3%
Unknown		0.0%
Total	3	100.0%

APPENDIX C

SURVEY RESPONSES OF

ADJUNCT FACULTY

MIRAMAR COLLEGE ACCREDITATION SURVEY 2003 - Adjunct Faculty (n=28)

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
27	74.1%	22.2%	3.7%		100.0%	**Counseling**	23	30.4%	39.1%	26.1%	4.3%	100.0%
26	57.7%	38.5%	3.8%		100.0%	**Tutoring Services**	20	40.0%	50.0%	10.0%		100.0%
22	31.8%	63.6%	4.5%		100.0%	**Transfer Center**	17	23.5%	76.5%			100.0%
21	52.4%	33.3%	9.5%	4.8%	100.0%	**DSPS**	21	57.1%	28.6%	9.5%	4.8%	100.0%
24	62.5%	37.5%			100.0%	**Admissions**	24	29.2%	66.7%	4.2%		100.0%
21	23.8%	57.1%	14.3%	4.8%	100.0%	**EOPS**	19	21.1%	78.9%			100.0%
22	59.1%	31.8%	9.1%		100.0%	**Financial Aid Services**	17	29.4%	64.7%	5.9%		100.0%
23	39.1%	47.8%	8.7%	4.3%	100.0%	**Health Services**	20	50.0%	45.0%	5.0%		100.0%
22	27.3%	31.8%	31.8%	9.1%	100.0%	**Cafeteria/Snack Bar**	20	20.0%	45.0%	20.0%	15.0%	100.0%
23	73.9%	26.1%			100.0%	**Library Resources**	23	26.1%	65.2%	4.3%	4.3%	100.0%
23	52.2%	39.1%	8.7%		100.0%	**Independent Learning Center**	20	55.0%	40.0%	5.0%		100.0%
24	54.2%	41.7%		4.2%	100.0%	**Parking**	25	20.0%	44.0%	32.0%	4.0%	100.0%
23	47.8%	52.2%			100.0%	**Computer Lab**	24	20.8%	75.0%	4.2%		100.0%
22	36.4%	59.1%		4.5%	100.0%	**Departmental Teaching Resources**	22	9.1%	45.5%	31.8%	13.6%	100.0%
24	100.0%				100.0%	**Quality of Instruction**	27	44.4%	44.4%	3.7%	7.4%	100.0%
26	88.5%	11.5%			100.0%	**Availability of Classes**	28	3.6%	50.0%	32.1%	14.3%	100.0%
25	68.0%	24.0%	8.0%		100.0%	**Adequacy of Classrooms**	27	11.1%	48.1%	29.6%	11.1%	100.0%
17	64.7%	35.3%			100.0%	**Assigned Working Space/Office Space**	20		30.0%	40.0%	30.0%	100.0%
24	41.7%	45.8%	8.3%	4.2%	100.0%	**Technology Resources**	21	19.0%	57.1%	19.0%	4.8%	100.0%
24	58.3%	33.3%	4.2%	4.2%	100.0%	**Financial Resources**	18	22.2%	50.0%	16.7%	11.1%	100.0%
22	40.9%	54.5%	4.5%		100.0%	**Physical Facilities**	20	15.0%	50.0%	15.0%	20.0%	100.0%
23	60.9%	39.1%			100.0%	**Staffing Resources**	22	22.7%	63.6%		13.6%	100.0%
21	19.0%	66.7%	14.3%		100.0%	**Student Life/Activities**	19		89.5%	5.3%	5.3%	100.0%
24	41.7%	54.2%	4.2%		100.0%	**AV Media Resources**	23	8.7%	73.9%	8.7%	8.7%	100.0%
23	**53.2%**	**41.1%**	**9.2%**	**5.0%**	**100.0%**	**Average**	**22**	**26.3%**	**55.0%**	**15.6%**	**10.8%**	**100.0%**

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

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

Standard I: INSTITUTIONAL MISSION AND EFFECTIVENESS	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Mission						
1. I am familiar with the mission statement of the College.	27	37.0%	48.1%	14.8%		100.0%
2. The college programs, services, and planning are consistent with the mission of the College.	24	25.0%	54.2%	12.5%	8.3%	100.0%
3. The mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning.	24	33.3%	66.7%			100.0%
Average	**25**	**31.8%**	**56.3%**	**13.7%**	**8.3%**	**100.0%**
B. Improving Institutional Effectiveness						
4. Improving institutional effectiveness is valued throughout the College.	27	22.2%	59.3%	11.1%	7.4%	100.0%
5. The College facilitates an ongoing dialogue about improving student learning and institutional processes.	25	28.0%	48.0%	16.0%	8.0%	100.0%
6. Review of programs and services is integrated into the college planning process.	23	26.1%	56.5%	13.0%	4.3%	100.0%
7. Student learning outcomes are considered in program review and institutional planning.	24	20.8%	45.8%	29.2%	4.2%	100.0%
8. The College's planning process is broad-based, offering opportunities for input by appropriate constituencies.	24	16.7%	50.0%	20.8%	12.5%	100.0%
Average	**25**	**22.8%**	**51.9%**	**18.0%**	**7.3%**	**100.0%**

Standard II: STUDENT LEARNING PROGRAMS AND SERVICES	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Instructional Programs						
9. I am pleased with the quality of teaching and instruction here.	28	39.3%	39.3%	17.9%	3.6%	100.0%
10. The College recognizes the central role of its faculty in assuring quality of instruction.	27	18.5%	59.3%	7.4%	14.8%	100.0%
11. The College identifies and seeks to meet the varied educational needs of its students through diverse programs.	28	17.9%	71.4%	10.7%		100.0%
12. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	25	36.0%	56.0%	8.0%		100.0%
13. The College provides alternate class scheduling to meet student needs.	26	34.6%	50.0%	11.5%	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.	21	19.0%	61.9%	14.3%	4.8%	100.0%

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

Standard II: STUDENT LEARNING PROGRAMS AND SERVICES (Continued)	# respondents					
A. Instructional Programs (Continued)						
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	28		82.1%	17.9%		100.0%
Critical Thinking	28		85.7%	14.3%		100.0%
Quantitative Reasoning Skills	27		59.3%	33.3%	7.4%	100.0%
Appreciation of Cultural Diversity	28		57.1%	28.6%	14.3%	100.0%
Information Competency	27		85.2%	14.8%		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.	28	78.6%	21.4%			100.0%
17. Official college publications such as the catalog and class schedule are precise, accurate, and current.	28	39.3%	42.9%	14.3%	3.6%	100.0%
18. The College supports academic freedom.	28	35.7%	50.0%	7.1%	7.1%	100.0%
19. Faculty are fair and objective in their presentation of course material.	26	42.3%	53.8%	3.8%		100.0%
20. I am familiar with college policies on plagiarism and academic honesty.	27	63.0%	37.0%			100.0%
Average	**27**	**38.6%**	**49.4%**	**10.6%**	**6.3%**	**100.0%**
B. Student Support Services						
21. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population.	25	40.0%	40.0%	16.0%	4.0%	100.0%
22. The College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	23	39.1%	56.5%	4.3%		100.0%
23. In general, do you feel that student support services at this college are adequate to meet student needs?	27	29.6%	55.6%	11.1%	3.7%	100.0%
24. Student Services at this college have sufficient staff and resources to meet student needs.	22	36.4%	31.8%	27.3%	4.5%	100.0%
25. Student Services at this college have sufficient facilities to meet student needs.	22	27.3%	36.4%	36.4%		100.0%
26. Do you refer students to the various services available on campus? (i.e., DSPS, Tutoring, Health Services, Financial Aid, EOPS, etc.)	28		78.6% (yes)	21.4% (no)		100.0%
Average	**25**	**34.5%**	**44.1%**	**19.0%**	**4.1%**	**100.0%**
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.	22	13.6%	54.5%	22.7%	9.1%	100.0%
28. The College provides ongoing training for users of library and other learning support services to develop information competency.	23	26.1%	60.9%	13.0%		100.0%
29. I use library and other learning support services in my teaching.	26	26.9%	34.6%	30.8%	7.7%	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.	19	10.5%	63.2%	10.5%	15.8%	100.0%
Average	**23**	**19.3%**	**53.3%**	**19.3%**	**10.9%**	**100.0%**

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

Standard III: RESOURCES	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Human Resources						
31. I am personally treated with respect at this college.	28	57.1%	32.1%		10.7%	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.	26	23.1%	61.5%	3.8%	11.5%	100.0%
33. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.	25	12.0%	56.0%	16.0%	16.0%	100.0%
34. Have your performance evaluations been conducted according to your contract/handbook guidelines?	25		80% (yes)	20% (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.	26	30.8%	65.4%	3.8%		100.0%
36. Policies and practices of the College clearly demonstrate commitment to issues of equity and diversity.	25	28.0%	64.0%	8.0%		100.0%
37. The College provides opportunities for continued professional and staff development.	27	33.3%	40.7%	18.5%	7.4%	100.0%
38. As a group, the members of my department stay current in their fields of expertise.	22	40.9%	36.4%	13.6%	9.1%	100.0%
Average	**26**	**32.2%**	**50.9%**	**10.6%**	**10.9%**	**100.0%**
B. Physical Resources						
39. Systematic assessment of effective use of physical resources is integrated in institutional planning.	20	15.0%	60.0%	20.0%	5.0%	100.0%
40. Student learning needs are central to the planning, development, and design of new facilities.	22	31.8%	50.0%	13.6%	4.5%	100.0%
41. The College systematically maintains and upgrades its physical resources to support its programs and services.	23	17.4%	56.5%	17.4%	8.7%	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.	24	16.7%	62.5%	16.7%	4.2%	100.0%
43. Safety hazards are addressed promptly.	21	42.9%	42.9%	14.3%		100.0%
44. The grounds are pleasing and adequately maintained.	27	33.3%	48.1%	11.1%	7.4%	100.0%
45. The exterior features of the campus buildings are well maintained.	26	38.5%	50.0%	7.7%	3.8%	100.0%
46. The interior of the classrooms, offices, and restrooms are adequately maintained.	27	22.2%	44.4%	25.9%	7.4%	100.0%
47. The exterior lighting of the College is adequate and kept in working order.	28	32.1%	46.4%	14.3%	7.1%	100.0%
Average	**24**	**27.8%**	**51.2%**	**15.7%**	**6.0%**	**100.0%**

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

Standard III: RESOURCES (Continued)	# respondents	strongly agree	agree	disagree	strongly disagree	Total
C. Technology Resources						
48. Technology planning is integrated with institutional planning.	23	30.4%	65.2%		4.3%	100.0%
49. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	26	26.9%	50.0%	11.5%	11.5%	100.0%
50. The College provides training in the effective application of information technology to faculty and staff.	28	32.1%	50.0%	14.3%	3.6%	100.0%
51. The College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.	22	18.2%	68.2%	4.5%	9.1%	100.0%
Average	**25**	**26.9%**	**58.4%**	**10.1%**	**7.1%**	**100.0%**
D. Financial Resources						
52. Budget information is accessible throughout the College.	22	22.7%	54.5%	13.6%	9.1%	100.0%
53. The College budget reflects college priorities and planning goals.	21	9.5%	52.4%	33.3%	4.8%	100.0%
54. College guidelines and processes for financial planning and budget development are clearly defined and followed.	16	6.3%	81.3%	6.3%	6.3%	100.0%
55. Faculty and staff have appropriate opportunities to participate in budget development for the College through its shared governance processes.	20	15.0%	60.0%	15.0%	10.0%	100.0%
56. The District resource allocation process is appropriate to support college programs and services.	19	5.3%	31.6%	42.1%	21.1%	100.0%
57. The College systematically assesses the effective use of its financial resources.	18	16.7%	61.1%	16.7%	5.6%	100.0%
58. The College uses the results of financial assessment as the basis for institutional improvement.	16	18.8%	56.3%	18.8%	6.3%	100.0%
Average	**19**	**13.5%**	**56.7%**	**20.8%**	**9.0%**	**100.0%**

Standard IV: LEADERSHIP AND GOVERNANCE	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Decision-Making Roles and Processes						
59. The college leaders encourage all members of college community to take initiative in improving institutional effectiveness.	23	21.7%	56.5%	17.4%	4.3%	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.	21	23.8%	28.6%	33.3%	14.3%	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.	22	22.7%	54.5%	9.1%	13.6%	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.	25	20.0%	52.0%	16.0%	12.0%	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
A. Decision-Making Roles and Processes (Continued)						
63. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	20	20.0%	60.0%	15.0%	5.0%	100.0%
64. The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.	20	20.0%	45.0%	30.0%	5.0%	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.	21	19.0%	42.9%	28.6%	9.5%	100.0%
Average	**21**	**21.2%**	**47.9%**	**22.2%**	**8.6%**	**100.0%**
B. Board and Administrative Organization						
66. The governing board establishes policies to assure the quality, integrity, and effectiveness of the programs and services.	20	25.0%	40.0%	25.0%	10.0%	100.0%
67. The governing board establishes policies to assure the financial stability of the institution.	21	14.3%	71.4%	9.5%	4.8%	100.0%
68. The governing board's decision-making reflects the public interest.	20	15.0%	55.0%	20.0%	10.0%	100.0%
69. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	21	23.8%	47.6%	19.0%	9.5%	100.0%
70. The college president provides effective leadership in planning and assessing institutional effectiveness.	25	44.0%	44.0%	4.0%	8.0%	100.0%
71. The college president provides effective leadership in selecting and developing personnel.	24	50.0%	29.2%	16.7%	4.2%	100.0%
72. The college president provides effective leadership in fiscal planning and budget development.	22	54.5%	27.3%	13.6%	4.5%	100.0%
73. The college president works and communicates effectively with the communities served by the College.	21	61.9%	28.6%	4.8%	4.8%	100.0%
74. There is a clear delineation of authority and operational responsibility between and among:						
A. Governing Board and District Office	16	31.3%	62.5%		6.3%	100.0%
B. Governing Board and the colleges	15	20.0%	66.7%	6.7%	6.7%	100.0%
C. District Office and the colleges	17	17.6%	64.7%	11.8%	5.9%	100.0%
D. Colleges	18	11.1%	61.1%	22.2%	5.6%	100.0%
75. The District Office provides effective services that support the college in its missions and functions.	20	15.0%	60.0%	20.0%	5.0%	100.0%
76. The District Office and colleges use effective methods of communication and exchange information in a timely manner.	20	20.0%	55.0%	15.0%	10.0%	100.0%
77. The District Office provides sufficient support to the colleges in the following areas:						
A. Business Services	17	17.6%	41.2%	35.3%	5.9%	100.0%
B. District Advancement (Communications)	18	22.2%	50.0%	16.7%	11.1%	100.0%
C. Facilities Services	18	11.1%	72.2%	11.1%	5.6%	100.0%
D. Human Resources	18	5.6%	61.1%	22.2%	11.1%	100.0%
E. Information Technology	17	11.8%	64.7%	17.6%	5.9%	100.0%
F. Instructional Services	17	23.5%	58.8%	11.8%	5.9%	100.0%
G. Student Services	18	16.7%	66.7%	11.1%	5.6%	100.0%
Average	**19**	**24.4%**	**53.7%**	**15.7%**	**7.0%**	**100.0%**

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

Part III: Demographics

78. Your primary college/work site:

	#	%
Miramar	28	100.0%
Total	28	100.0%

79. Gender:

	#	%
Female	13	46.4%
Male	12	42.9%
Unknown	3	10.7%
Total	28	100.0%

80. Ethnic/Racial grouping:

	#	%
White Non-Hispanic	12	42.9%
Filipino	1	3.6%
Other Non-white	3	10.7%
Unknown	12	42.9%
Total	28	100.0%

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

	#	%
Less than 1 year	2	7.1%
1-3 years	6	21.4%
4-6 years	5	17.9%
7-10 years	4	14.3%
11-15 years	3	10.7%
16 or more years	2	7.1%
Unknown	6	21.4%
Total	28	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	3.6%
1-3 years	6	21.4%
4-6 years	4	14.3%
7-10 years	2	7.1%
11-15 years	2	7.1%
16 or more years	2	7.1%
Unknown	11	39.3%
Total	28	100.0%

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

83. What is your work status?

	#	%
Contract		0.0%
Adjunct	28	100.0%
Unknown		0.0%
Total	28	100.0%

84. Please indicate your faculty status:

	#	%
Classroom	24	85.7%
Non-classroom	1	3.6%
Unknown	3	10.7%
Total	28	100.0%

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

85. Your work classification:

	#	%
Administrator (President, VP)	1	33.3%
Academic Manager		0.0%
Classified Manager	1	33.3%
Other	1	33.3%
Total	3	100.0%

86. Your area of responsibility:

	#	%
Student support services	1	33.3%
Instructional support services	1	33.3%
Administrative support services (human resources, business operation)		0.0%
Facilities, operation, and maintenance		0.0%
Information technology		0.0%
Other	1	33.3%
Unknown		0.0%
Total	3	100.0%

APPENDIX D

SURVEY RESPONSES OF

ADMINISTRATORS

MIRAMAR COLLEGE ACCREDITATION SURVEY 2003 - Administrators (n=10)

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
9	88.9%	11.1%			100.0%	**Counseling**	9	44.4%	55.6%			100.0%
8	37.5%	50.0%	12.5%		100.0%	**Tutoring Services**	8	62.5%	25.0%	12.5%		100.0%
8	50.0%	50.0%			100.0%	**Transfer Center**	8	37.5%	50.0%	12.5%		100.0%
8	50.0%	50.0%			100.0%	**DSPS**	9	77.8%	22.2%			100.0%
8	87.5%	12.5%			100.0%	**Admissions**	9	44.4%	55.6%			100.0%
8	37.5%	50.0%	12.5%		100.0%	**EOPS**	9	44.4%	44.4%		11.1%	100.0%
8	62.5%	37.5%			100.0%	**Financial Aid Services**	8	62.5%	37.5%			100.0%
9	44.4%	44.4%	11.1%		100.0%	**Health Services**	9	77.8%	22.2%			100.0%
7	57.1%	42.9%			100.0%	**Cafeteria/Snack Bar**	8	25.0%	25.0%	37.5%	12.5%	100.0%
8	87.5%	12.5%			100.0%	**Library Resources**	8	37.5%	62.5%			100.0%
7	42.9%	57.1%			100.0%	**Independent Learning Center**	9	55.6%	44.4%			100.0%
10	30.0%	70.0%			100.0%	**Parking**	9	33.3%	66.7%			100.0%
8	62.5%	37.5%			100.0%	**Computer Lab**	9	22.2%	77.8%			100.0%
7	42.9%	57.1%			100.0%	**Departmental Teaching Resources**	8	12.5%	62.5%	25.0%		100.0%
9	88.9%			11.1%	100.0%	**Quality of Instruction**	9	44.4%	55.6%			100.0%
9	66.7%	22.2%		11.1%	100.0%	**Availability of Classes**	9		55.6%	44.4%		100.0%
8	62.5%	37.5%			100.0%	**Adequacy of Classrooms**	10	10.0%	40.0%	50.0%		100.0%
7	57.1%	42.9%			100.0%	**Assigned Working Space/Office Space**	8		25.0%	75.0%		100.0%
9	55.6%	33.3%		11.1%	100.0%	**Technology Resources**	9	33.3%	66.7%			100.0%
10	60.0%	30.0%		10.0%	100.0%	**Financial Resources**	9	11.1%	33.3%	55.6%		100.0%
9	55.6%	44.4%			100.0%	**Physical Facilities**	9	22.2%	22.2%	44.4%	11.1%	100.0%
10	70.0%	20.0%		10.0%	100.0%	**Staffing Resources**	9	11.1%	55.6%	33.3%		100.0%
9	44.4%	55.6%			100.0%	**Student Life/Activities**	9	11.1%	77.8%		11.1%	100.0%
10	50.0%	40.0%	10.0%		100.0%	**AV Media Resources**	9	11.1%	88.9%			100.0%
8	**58.0%**	**39.5%**	**11.5%**	**10.7%**	**100.0%**	**Average**	**9**	**36.0%**	**48.8%**	**39.0%**	**11.5%**	**100.0%**

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

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

Standard I: INSTITUTIONAL MISSION AND EFFECTIVENESS	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Mission						
1. I am familiar with the mission statement of the College.	10	50.0%	40.0%	10.0%		100.0%
2. The college programs, services, and planning are consistent with the mission of the College.	9	55.6%	22.2%	22.2%		100.0%
3. The mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning.	9	66.7%	33.3%			100.0%
Average	**9**	**57.4%**	**31.8%**	**16.1%**		**100.0%**
B. Improving Institutional Effectiveness						
4. Improving institutional effectiveness is valued throughout the College.	9	33.3%	66.7%			100.0%
5. The College facilitates an ongoing dialogue about improving student learning and institutional processes.	9	22.2%	66.7%	11.1%		100.0%
6. Review of programs and services is integrated into the college planning process.	9	11.1%	88.9%			100.0%
7. Student learning outcomes are considered in program review and institutional planning.	9	33.3%	44.4%	22.2%		100.0%
8. The College's planning process is broad-based, offering opportunities for input by appropriate constituencies.	10	20.0%	70.0%	10.0%		100.0%
Average	**9**	**24.0%**	**67.3%**	**14.4%**		**100.0%**

Standard II: STUDENT LEARNING PROGRAMS AND SERVICES	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Instructional Programs						
9. I am pleased with the quality of teaching and instruction here.	10	60.0%	40.0%			100.0%
10. The College recognizes the central role of its faculty in assuring quality of instruction.	9	44.4%	44.4%	11.1%		100.0%
11. The College identifies and seeks to meet the varied educational needs of its students through diverse programs.	9	33.3%	55.6%	11.1%		100.0%
12. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	10	50.0%	50.0%			100.0%
13. The College provides alternate class scheduling to meet student needs.	9	66.7%	22.2%	11.1%		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.	8	12.5%	87.5%			100.0%

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

Standard II: STUDENT LEARNING PROGRAMS AND SERVICES (Continued)	# respondents					
A. Instructional Programs (Continued)						
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	7		57.1%	42.9%		100.0%
Critical Thinking	7		57.1%	42.9%		100.0%
Quantitative Reasoning Skills	8		62.5%	37.5%		100.0%
Appreciation of Cultural Diversity	7		57.1%	42.9%		100.0%
Information Competency	6		100.0%			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.	5	80.0%	20.0%			100.0%
17. Official college publications such as the catalog and class schedule are precise, accurate, and current.	10	20.0%	70.0%	10.0%		100.0%
18. The College supports academic freedom.	9	44.4%	55.6%			100.0%
19. Faculty are fair and objective in their presentation of course material.	10	30.0%	70.0%			100.0%
20. I am familiar with college policies on plagiarism and academic honesty.	9	66.7%	33.3%			100.0%
Average	**8**	**46.2%**	**49.9%**	**10.8%**		**100.0%**
B. Student Support Services						
21. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population.	10	10.0%	70.0%	20.0%		100.0%
22. The College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	9	55.6%	44.4%			100.0%
23. In general, do you feel that student support services at this college are adequate to meet student needs?	9		55.6%	33.3%	11.1%	100.0%
24. Student Services at this college have sufficient staff and resources to meet student needs.	9		33.3%	44.4%	22.2%	100.0%
25. Student Services at this college have sufficient facilities to meet student needs.	9		44.4%	44.4%	11.1%	100.0%
26. Do you refer students to the various services available on campus? (i.e., DSPS, Tutoring, Health Services, Financial Aid, EOPS, etc.)	10		100% (yes)	0% (no)		100.0%
Average	**9**	**32.8%**	**49.5%**	**35.5%**	**14.8%**	**100.0%**
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.	8	25.0%	62.5%	12.5%		100.0%
28. The College provides ongoing training for users of library and other learning support services to develop information competency.	9	55.6%	33.3%	11.1%		100.0%
29. I use library and other learning support services in my teaching.	7	42.9%	28.6%	14.3%	14.3%	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.	8	25.0%	37.5%	25.0%	12.5%	100.0%
Average	**8**	**37.1%**	**40.5%**	**15.7%**	**13.4%**	**100.0%**

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

Standard III: RESOURCES	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Human Resources						
31. I am personally treated with respect at this college.	10	50.0%	40.0%	10.0%		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.	10	40.0%	50.0%	10.0%		100.0%
33. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.	10	20.0%	70.0%	10.0%		100.0%
34. Have your performance evaluations been conducted according to your contract/handbook guidelines?	9		88.9% (yes)	11.1% (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.	10	20.0%	70.0%	10.0%		100.0%
36. Policies and practices of the College clearly demonstrate commitment to issues of equity and diversity.	9	66.7%	33.3%			100.0%
37. The College provides opportunities for continued professional and staff development.	9	66.7%	22.2%	11.1%		100.0%
38. As a group, the members of my department stay current in their fields of expertise.	9	44.4%	55.6%			100.0%
Average	**10**	**44.0%**	**48.7%**	**10.2%**		**100.0%**
B. Physical Resources						
39. Systematic assessment of effective use of physical resources is integrated in institutional planning.	8	12.5%	75.0%	12.5%		100.0%
40. Student learning needs are central to the planning, development, and design of new facilities.	9	55.6%	33.3%	11.1%		100.0%
41. The College systematically maintains and upgrades its physical resources to support its programs and services.	9	22.2%	55.6%	22.2%		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.	9	33.3%	55.6%	11.1%		100.0%
43. Safety hazards are addressed promptly.	10	50.0%	40.0%	10.0%		100.0%
44. The grounds are pleasing and adequately maintained.	10	40.0%	40.0%	20.0%		100.0%
45. The exterior features of the campus buildings are well maintained.	10	30.0%	50.0%	20.0%		100.0%
46. The interior of the classrooms, offices, and restrooms are adequately maintained.	10	20.0%	60.0%	10.0%	10.0%	100.0%
47. The exterior lighting of the College is adequate and kept in working order.	10	30.0%	40.0%	30.0%		100.0%
Average	**9**	**32.6%**	**49.9%**	**16.3%**	**10.0%**	**100.0%**

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

Standard III: RESOURCES (Continued)	# respondents	strongly agree	agree	disagree	strongly disagree	Total
C. Technology Resources						
48. Technology planning is integrated with institutional planning.	9	55.6%	44.4%			100.0%
49. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	10	10.0%	80.0%	10.0%		100.0%
50. The College provides training in the effective application of information technology to faculty and staff.	9	55.6%	33.3%	11.1%		100.0%
51. The College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.	9	22.2%	55.6%	22.2%		100.0%
Average	**9**	**35.9%**	**53.3%**	**14.4%**		**100.0%**
D. Financial Resources						
52. Budget information is accessible throughout the College.	9	22.2%	55.6%	11.1%	11.1%	100.0%
53. The College budget reflects college priorities and planning goals.	9	22.2%	33.3%	44.4%		100.0%
54. College guidelines and processes for financial planning and budget development are clearly defined and followed.	9	11.1%	55.6%	33.3%		100.0%
55. Faculty and staff have appropriate opportunities to participate in budget development for the College through its shared governance processes.	9	33.3%	44.4%	22.2%		100.0%
56. The District resource allocation process is appropriate to support college programs and services.	10	10.0%	30.0%	30.0%	30.0%	100.0%
57. The College systematically assesses the effective use of its financial resources.	9	22.2%	44.4%	22.2%	11.1%	100.0%
58. The College uses the results of financial assessment as the basis for institutional improvement.	9	11.1%	55.6%	33.3%		100.0%
Average	**9**	**18.9%**	**45.6%**	**28.1%**	**17.4%**	**100.0%**

Standard IV: LEADERSHIP AND GOVERNANCE	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Decision-Making Roles and Processes						
59. The college leaders encourage all members of college community to take initiative in improving institutional effectiveness.	9	11.1%	88.9%			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.	10	30.0%	60.0%	10.0%		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.	10	60.0%	40.0%			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.	10	50.0%	40.0%	10.0%		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
A. Decision-Making Roles and Processes (Continued)						
63. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	9	44.4%	44.4%	11.1%		100.0%
64. The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.	9	55.6%	22.2%	22.2%		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.	9	22.2%	66.7%	11.1%		100.0%
Average	**9**	**39.0%**	**51.7%**	**12.9%**		**100.0%**
B. Board and Administrative Organization						
66. The governing board establishes policies to assure the quality, integrity, and effectiveness of the programs and services.	9	33.3%	55.6%	11.1%		100.0%
67. The governing board establishes policies to assure the financial stability of the institution.	9	22.2%	66.7%	11.1%		100.0%
68. The governing board's decision-making reflects the public interest.	9	11.1%	66.7%	22.2%		100.0%
69. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	9	22.2%	33.3%	33.3%	11.1%	100.0%
70. The college president provides effective leadership in planning and assessing institutional effectiveness.	10	40.0%	60.0%			100.0%
71. The college president provides effective leadership in selecting and developing personnel.	9	77.8%		22.2%		100.0%
72. The college president provides effective leadership in fiscal planning and budget development.	10	60.0%	40.0%			100.0%
73. The college president works and communicates effectively with the communities served by the College.	10	60.0%	40.0%			100.0%
74. There is a clear delineation of authority and operational responsibility between and among:						
A. Governing Board and District Office	8	12.5%	50.0%	37.5%		100.0%
B. Governing Board and the colleges	8		62.5%	37.5%		100.0%
C. District Office and the colleges	8		37.5%	37.5%	25.0%	100.0%
D. Colleges	8	12.5%	62.5%	25.0%		100.0%
75. The District Office provides effective services that support the college in its missions and functions.	10		70.0%	20.0%	10.0%	100.0%
76. The District Office and colleges use effective methods of communication and exchange information in a timely manner.	10		70.0%	20.0%	10.0%	100.0%
77. The District Office provides sufficient support to the colleges in the following areas:						
A. Business Services	8	25.0%	50.0%	25.0%		100.0%
B. District Advancement (Communications)	9		66.7%	33.3%		100.0%
C. Facilities Services	10	20.0%	40.0%	40.0%		100.0%
D. Human Resources	8		62.5%	37.5%		100.0%
E. Information Technology	10	40.0%	40.0%	20.0%		100.0%
F. Instructional Services	8	37.5%	50.0%	12.5%		100.0%
G. Student Services	8	37.5%	25.0%	37.5%		100.0%
Average	**9**	**34.1%**	**52.5%**	**26.8%**	**14.0%**	**100.0%**

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

Part III: Demographics

78. Your primary college/work site:

	#	%
Miramar	10	100.0%
Total	10	100.0%

79. Gender:

	#	%
Female	5	50.0%
Male	4	40.0%
Unknown	1	10.0%
Total	10	100.0%

80. Ethnic/Racial grouping:

	#	%
White Non-Hispanic	3	30.0%
Filipino	2	20.0%
Other Non-white	2	20.0%
Unknown	3	30.0%
Total	10	100.0%

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

	#	%
Less than 1 year		0.0%
1-3 years	2	20.0%
4-6 years	5	50.0%
7-10 years		0.0%
11-15 years	1	10.0%
16 or more years		0.0%
Unknown	2	20.0%
Total	10	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		0.0%
1-3 years	2	20.0%
4-6 years	4	40.0%
7-10 years		0.0%
11-15 years	1	10.0%
16 or more years		0.0%
Unknown	3	30.0%
Total	10	100.0%

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

83. What is your work status?

	#	%
Contract	3	30.0%
Adjunct	3	30.0%
Unknown	4	40.0%
Total	10	100.0%

84. Please indicate your faculty status:

	#	%
Classroom	3	30.0%
Non-classroom	1	10.0%
Unknown	6	60.0%
Total	10	100.0%

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

85. Your work classification:

	#	%
Administrator (President, VP)	3	30.0%
Academic Manager	2	20.0%
Classified Manager	1	10.0%
Other	4	40.0%
Total	10	100.0%

86. Your area of responsibility:

	#	%
Student support services	2	20.0%
Instructional support services	4	40.0%
Administrative support services (human resources, business operation)		0.0%
Facilities, operation, and maintenance		0.0%
Information technology		0.0%
Other	3	30.0%
Unknown	1	10.0%
Total	10	100.0%

APPENDIX E

SURVEY RESPONSES OF

STAFF

MIRAMAR COLLEGE ACCREDITATION SURVEY 2003 - Staff (n=35)

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
31	80.6%	16.1%		3.2%	100.0%	**Counseling**	28	21.4%	60.7%	14.3%	3.6%	100.0%
30	36.7%	50.0%	10.0%	3.3%	100.0%	**Tutoring Services**	23	26.1%	60.9%	13.0%		100.0%
30	36.7%	53.3%	6.7%	3.3%	100.0%	**Transfer Center**	22	27.3%	68.2%	4.5%		100.0%
29	34.5%	65.5%			100.0%	**DSPS**	23	26.1%	65.2%	4.3%	4.3%	100.0%
31	87.1%	9.7%		3.2%	100.0%	**Admissions**	29	58.6%	31.0%	10.3%		100.0%
27	25.9%	44.4%	25.9%	3.7%	100.0%	**EOPS**	23	26.1%	52.2%	13.0%	8.7%	100.0%
28	75.0%	21.4%	3.6%		100.0%	**Financial Aid Services**	26	30.8%	61.5%	3.8%	3.8%	100.0%
30	40.0%	50.0%	10.0%		100.0%	**Health Services**	27	29.6%	51.9%	18.5%		100.0%
32	46.9%	46.9%	6.3%		100.0%	**Cafeteria/Snack Bar**	28	25.0%	39.3%	28.6%	7.1%	100.0%
30	80.0%	16.7%		3.3%	100.0%	**Library Resources**	24	29.2%	54.2%	16.7%		100.0%
30	56.7%	36.7%	6.7%		100.0%	**Independent Learning Center**	28	42.9%	50.0%	7.1%		100.0%
33	69.7%	24.2%	3.0%	3.0%	100.0%	**Parking**	31	19.4%	58.1%	19.4%	3.2%	100.0%
29	65.5%	24.1%	6.9%	3.4%	100.0%	**Computer Lab**	23	21.7%	73.9%	4.3%		100.0%
28	42.9%	42.9%	10.7%	3.6%	100.0%	**Departmental Teaching Resources**	17	11.8%	58.8%	23.5%	5.9%	100.0%
31	87.1%	6.5%	6.5%		100.0%	**Quality of Instruction**	29	31.0%	48.3%	13.8%	6.9%	100.0%
32	81.3%	12.5%	3.1%	3.1%	100.0%	**Availability of Classes**	31	19.4%	29.0%	51.6%		100.0%
30	63.3%	33.3%	3.3%		100.0%	**Adequacy of Classrooms**	29	17.2%	41.4%	34.5%	6.9%	100.0%
32	59.4%	34.4%	3.1%	3.1%	100.0%	**Assigned Working Space/Office Space**	29	10.3%	58.6%	20.7%	10.3%	100.0%
33	57.6%	39.4%		3.0%	100.0%	**Technology Resources**	28	25.0%	42.9%	25.0%	7.1%	100.0%
32	68.8%	28.1%		3.1%	100.0%	**Financial Resources**	28	25.0%	35.7%	39.3%		100.0%
33	54.5%	36.4%	6.1%	3.0%	100.0%	**Physical Facilities**	28	14.3%	35.7%	35.7%	14.3%	100.0%
32	62.5%	37.5%			100.0%	**Staffing Resources**	32	18.8%	59.4%	12.5%	9.4%	100.0%
30	46.7%	43.3%	10.0%		100.0%	**Student Life/Activities**	21	14.3%	33.3%	42.9%	9.5%	100.0%
32	37.5%	59.4%		3.1%	100.0%	**AV Media Resources**	22	40.9%	36.4%	18.2%	4.5%	100.0%
31	**58.2%**	**34.7%**	**7.6%**	**3.2%**	**100.0%**	**Average**	**26**	**25.5%**	**50.3%**	**19.8%**	**7.0%**	**100.0%**

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

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

Standard I: INSTITUTIONAL MISSION AND EFFECTIVENESS	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Mission						
1. I am familiar with the mission statement of the College.	34	32.4%	58.8%	5.9%	2.9%	100.0%
2. The college programs, services, and planning are consistent with the mission of the College.	30	13.3%	76.7%	6.7%	3.3%	100.0%
3. The mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning.	32	31.3%	65.6%	3.1%		100.0%
Average	**32**	**25.7%**	**67.0%**	**5.2%**	**3.1%**	**100.0%**
B. Improving Institutional Effectiveness						
4. Improving institutional effectiveness is valued throughout the College.	33	45.5%	42.4%	9.1%	3.0%	100.0%
5. The College facilitates an ongoing dialogue about improving student learning and institutional processes.	33	30.3%	60.6%	3.0%	6.1%	100.0%
6. Review of programs and services is integrated into the college planning process.	32	21.9%	68.8%	9.4%		100.0%
7. Student learning outcomes are considered in program review and institutional planning.	32	18.8%	68.8%	12.5%		100.0%
8. The College's planning process is broad-based, offering opportunities for input by appropriate constituencies.	31	29.0%	54.8%	9.7%	6.5%	100.0%
Average	**32**	**29.1%**	**59.1%**	**8.7%**	**5.2%**	**100.0%**

Standard II: STUDENT LEARNING PROGRAMS AND SERVICES	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Instructional Programs						
9. The College identifies and seeks to meet the varied educational needs of its students through diverse programs.	32	28.1%	62.5%	6.3%	3.1%	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.	29	20.7%	55.2%	20.7%	3.4%	100.0%
11. The College provides alternate class scheduling to meet student needs.	33	9.1%	48.5%	36.4%	6.1%	100.0%
12. Official college publications such as the catalog and class schedule are precise, accurate, and current.	32	15.6%	43.8%	34.4%	6.3%	100.0%
13. Information contained in the student handbook or orientation materials is helpful to students.	27	14.8%	66.7%	14.8%	3.7%	100.0%
Average	**31**	**17.7%**	**55.3%**	**22.5%**	**4.5%**	**100.0%**

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. Student Support Services						
14. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population.	32	31.3%	43.8%	18.8%	6.3%	100.0%
15. The College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	32	21.9%	68.8%	9.4%		100.0%
16. In general, do you feel that student support services at this college are adequate to meet student needs?	31	16.1%	41.9%	35.5%	6.5%	100.0%
17. Student Services at this college have sufficient staff and resources to meet student needs.	32	6.3%	28.1%	50.0%	15.6%	100.0%
18. Student Services at this college have sufficient facilities to meet student needs.	33	6.1%	18.2%	48.5%	27.3%	100.0%
19. Do you refer students to the various services available on campus? (i.e., DSPS, Tutoring, Health Services, Financial Aid, EOPS, etc.)	31		100% (yes)	0% (no)		100.0%
Average	**32**	**16.3%**	**40.2%**	**32.4%**	**13.9%**	**100.0%**
C. Library and Learning Support Services						
20. The College provides ongoing training for users of library and other learning support services to develop information competency.	24	12.5%	66.7%	12.5%	8.3%	100.0%
21. The college library hours are adequate to meet my needs.	27	14.8%	55.6%	22.2%	7.4%	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.	26	7.7%	53.8%	26.9%	11.5%	100.0%
Average	**26**	**11.7%**	**58.7%**	**20.5%**	**9.1%**	**100.0%**

Standard III: RESOURCES	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Human Resources						
23. I am personally treated with respect at this college.	32	34.4%	53.1%	9.4%	3.1%	100.0%
24. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.	33	12.1%	66.7%	9.1%	12.1%	100.0%
25. Have your performance evaluations been conducted according to your contract/handbook guidelines?	32		93.8% (yes)	6.3% (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.	31	25.8%	48.4%	22.6%	3.2%	100.0%
27. Policies and practices of the College clearly demonstrate commitment to issues of equity and diversity.	33	18.2%	66.7%	12.1%	3.0%	100.0%

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

Standard III: RESOURCES (Continued)	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Human Resources (Continued)						
28. The College provides opportunities for continued professional and staff development.	33	9.1%	45.5%	39.4%	6.1%	100.0%
29. As a group, the members of my department attend staff development workshops to stay current in their fields of expertise.	33	15.2%	30.3%	48.5%	6.1%	100.0%
Average	**32**	**19.1%**	**51.8%**	**23.5%**	**5.6%**	**100.0%**
B. Physical Resources						
30. Systematic assessment of effective use of physical resources is integrated in institutional planning.	27	7.4%	33.3%	48.1%	11.1%	100.0%
31. Student learning needs are central to the planning, development, and design of new facilities.	30	16.7%	63.3%	16.7%	3.3%	100.0%
32. The College systematically maintains and upgrades its physical resources to support its programs and services.	31	9.7%	32.3%	45.2%	12.9%	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.	30	6.7%	60.0%	26.7%	6.7%	100.0%
34. Safety hazards are addressed promptly.	33	18.2%	60.6%	12.1%	9.1%	100.0%
35. The grounds are pleasing and adequately maintained.	32	53.1%	31.3%	9.4%	6.3%	100.0%
36. The exterior features of the campus buildings are well maintained.	33	21.2%	54.5%	12.1%	12.1%	100.0%
37. The interior of the classrooms, offices, and restrooms are adequately maintained.	32	6.3%	46.9%	31.3%	15.6%	100.0%
38. The exterior lighting of the College is adequate and kept in working order.	32	12.5%	59.4%	18.8%	9.4%	100.0%
Average	**31**	**16.9%**	**49.1%**	**24.5%**	**9.6%**	**100.0%**
C. Technology Resources						
39. Technology planning is integrated with institutional planning.	29	10.3%	65.5%	24.1%		100.0%
40. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	30	20.0%	53.3%	23.3%	3.3%	100.0%
41. The College provides training in the effective application of information technology to faculty and staff.	31	16.1%	54.8%	19.4%	9.7%	100.0%
42. The College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.	31	16.1%	51.6%	25.8%	6.5%	100.0%
43. Budget information is accessible throughout the College.	29	10.3%	58.6%	24.1%	6.9%	100.0%
44. The College budget reflects college priorities and planning goals.	30	6.7%	53.3%	33.3%	6.7%	100.0%
45. College guidelines and processes for financial planning and budget development are clearly defined and followed.	31	12.9%	54.8%	29.0%	3.2%	100.0%
Average	**30**	**13.2%**	**56.0%**	**25.6%**	**6.1%**	**100.0%**

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

Standard III: RESOURCES (Continued)	# respondents	strongly agree	agree	disagree	strongly disagree	Total
D. Financial Resources						
46. Faculty and staff have appropriate opportunities to participate in budget development for the College through its shared governance processes.	31	19.4%	51.6%	22.6%	6.5%	100.0%
47. The District resource allocation process is appropriate to support college programs and services.	31	3.2%	38.7%	48.4%	9.7%	100.0%
48. The College systematically assesses the effective use of its financial resources.	28	3.6%	57.1%	32.1%	7.1%	100.0%
49. The College uses the results of financial assessment as the basis for institutional improvement.	27	7.4%	51.9%	29.6%	11.1%	100.0%
Average	**29**	**8.4%**	**49.8%**	**33.2%**	**8.6%**	**100.0%**

Standard IV: LEADERSHIP AND GOVERNANCE	# respondents	strongly agree	agree	disagree	strongly disagree	Total
A. Decision-Making Roles and Processes						
50. The college leaders encourage all members of college community to take initiative in improving institutional effectiveness.	32	12.5%	62.5%	21.9%	3.1%	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.	31	9.7%	32.3%	41.9%	16.1%	100.0%
52. Staff involvement on committees assure that they have a voice in college policy making.	32	15.6%	50.0%	25.0%	9.4%	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.	32	12.5%	62.5%	21.9%	3.1%	100.0%
54. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	31	16.1%	71.0%	12.9%		100.0%
55. The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.	30	10.0%	50.0%	26.7%	13.3%	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.	31	9.7%	45.2%	32.3%	12.9%	100.0%
Average	**31**	**12.3%**	**53.4%**	**26.1%**	**9.7%**	**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. Board and Administrative Organization						
57. The governing board establishes policies to assure the quality, integrity, and effectiveness of the programs and services.	27	3.7%	63.0%	29.6%	3.7%	100.0%
58. The governing board establishes policies to assure the financial stability of the institution.	28	14.3%	46.4%	39.3%		100.0%
59. The governing board's decision-making reflects the public interest.	26	7.7%	46.2%	38.5%	7.7%	100.0%
60. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	30	13.3%	43.3%	30.0%	13.3%	100.0%
61. The college president provides effective leadership in planning and assessing institutional effectiveness.	31	38.7%	51.6%	9.7%		100.0%
62. The college president provides effective leadership in selecting and developing personnel.	30	33.3%	43.3%	20.0%	3.3%	100.0%
63. The college president provides effective leadership in fiscal planning and budget development.	30	36.7%	46.7%	13.3%	3.3%	100.0%
64. The college president works and communicates effectively with the communities served by the College.	31	51.6%	38.7%	6.5%	3.2%	100.0%
65. There is a clear delineation of authority and operational responsibility between and among:						
A. Governing Board and District Office	22	9.1%	68.2%	18.2%	4.5%	100.0%
B. Governing Board and the colleges	25	16.0%	60.0%	16.0%	8.0%	100.0%
C. District Office and the colleges	26	3.8%	53.8%	26.9%	15.4%	100.0%
D. Colleges	25	20.0%	60.0%	16.0%	4.0%	100.0%
66. The District Office provides effective services that support the college in its missions and functions.	31	6.5%	48.4%	35.5%	9.7%	100.0%
67. The District Office and colleges use effective methods of communication and exchange information in a timely manner.	29	6.9%	51.7%	31.0%	10.3%	100.0%
68. The District Office provides sufficient support to the colleges in the following areas:						
A. Business Services	28	7.1%	64.3%	25.0%	3.6%	100.0%
B. District Advancement (Communications)	28	7.1%	67.9%	25.0%		100.0%
C. Facilities Services	30	16.7%	53.3%	23.3%	6.7%	100.0%
D. Human Resources	31	12.9%	48.4%	32.3%	6.5%	100.0%
E. Information Technology	30	20.0%	50.0%	26.7%	3.3%	100.0%
F. Instructional Services	29	27.6%	55.2%	13.8%	3.4%	100.0%
G. Student Services	30	23.3%	46.7%	26.7%	3.3%	100.0%
Average	**28**	**17.9%**	**52.7%**	**24.0%**	**6.3%**	**100.0%**

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

Part III: Demographics

69. Your primary college/work site:

	#	%
Miramar	35	100.0%
Total	35	100.0%

70. Gender:

	#	%
Female	24	68.6%
Male	6	17.1%
Unknown	5	14.3%
Total	35	100.0%

71. Ethnic/Racial grouping:

	#	%
Asian/Pac Islander	2	5.7%
African American/Black Non-Hispanic	2	5.7%
White Non-Hispanic	14	40.0%
Filipino	3	8.6%
Hispanic	5	14.3%
Other Non-white	4	11.4%
Unknown	5	14.3%
Total	35	100.0%

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

	#	%
Less than 1 year	1	2.9%
1-3 years	8	22.9%
4-6 years	7	20.0%
7-10 years	6	17.1%
11-15 years	7	20.0%
16 or more years	3	8.6%
Unknown	3	8.6%
Total	35	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	1	2.9%
1-3 years	5	14.3%
4-6 years	7	20.0%
7-10 years	5	14.3%
11-15 years	5	14.3%
16 or more years	5	14.3%
Unknown	7	20.0%
Total	35	100.0%

74. Your work classification:

	#	%
Supervisor/Professional	9	25.7%
Classified Staff	19	54.3%
Operations	1	2.9%
Classified Hourly		0.0%
Police		0.0%
Office/Technical	3	8.6%
Food Service		0.0%
Other		0.0%
Unknown	3	8.6%
Total	35	100.0%

75. Your area of responsibility:

	#	%
Student support services	14	40.0%
Instructional support services	5	14.3%
Administrative support services (human resources, business operation)	7	20.0%
Facilities, operation, and maintenance		0.0%
Information technology		0.0%
Other	3	8.6%
Unknown	6	17.1%
Total	35	100.0%

76. What is your work status?

	#	%
Part-time	2	5.7%
Full-time	29	82.9%
Unknown	4	11.4%
Total	35	100.0%

APPENDIX F

SURVEY COMMENTS

MIRAMAR COLLEGE ACCREDITATION SURVEYS 2003 - Comments	
Code	**CONTRACT FACULTY COMMENTS**
548	We really need leadership for Information Technology at the District level. Two people left in the last 2 years. Who is in charge now? Why are these positions vacant? How can we ignore technology? We can't just let a vendor decide our information tech. needs. We need leadership and a cohesive plan to provide effective teaching and learning.
558	It is disproportionate. (#56 - The District resource allocation process is appropriate to support college programs and services.)
	College as whole - yes, instruction - no. (#57 - The College systematically assesses the effective use of its financial resources.)
	Seen evals but no results. (#64 - The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.)
533	Decentralize the District offices (aka "The Wind Tunnel") and move them onto the campuses. It is often hard to tell if they know what the word "student" means. Revamp the current budget development model. It is very outdated and inequitable to the smaller colleges. Reduce the disproportionate amount of non-credit by changing it to credit offerings.
	ADJUNCT FACULTY COMMENTS
554	Restrooms are **Dirty.**
526	The bathrooms in the I-building are always dirty and smell terrible. Student Services shuts down too early on Fridays. They should be open until at least 5:30pm when many evening classes start. The book store should NOT close before 6pm on the first Friday of the semester because Friday evening students need to get their books and lab manuals, especially if the bookstore does not have Saturday hours. The lab classrooms in the A100 building are not cleaned very well. The floors in particular are often very dirty.
525	As an adjunct, my on-campus contact is limited, thus limiting my ability to respond fairly/accurately to many items.
516	The entire District is dysfunctional. The District administrators are the most incompetent that I have ever seen.
507	What does this mean?! (#39 - Systematic assessment of effective use of physical resources is integrated in institutional planning). At bad times for adjuncts. (#50 - The College provides training in the effective application of information technology to faculty and staff). The Miramar district has failed utterly to support service to MCAS Miramar and to defend its military programs from invasion by outside districts. It has consistently **not** capitalized on opportunities to grow. Its leadership is utterly gutless and its financial status heinous.

505	College strives to do so. (#2 - The college programs, services, and planning are consistent with the mission of the college.)
	Some complaints from students about other instructors. (#9 - I am pleased with the quality of teaching and instruction here.)
	Better than most colleges! (#23 - In general, do you feel that student support services at this college are adequate to meet student needs?)
	But much more is required that I disagree with to some extent! (#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.)
	ADMINISTRATOR COMMENTS
571	Miramar College has almost doubled in size over the past 4 years. However, there is no process in the District to reallocate funds to reflect the shift.
	Seriously underfunded compared to other 2 colleges.
	Students suffer because we have no athletics (1 team), no musical groups, no drama, no stage, and no way to get them because of the District's funding allocation formula.
	Students deserve a comprehensive learning experience and a way needs to be found to even out the funding of basic co-curricular activities between City, Mesa, and Miramar.
	STAFF COMMENTS
603	IFAS is terrible!
	American. (#71 - Ethnic/Racial grouping:)

APPENDIX G

SURVEY INSTRUMENTS

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