

San Diego City 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 City College through the campus mail at the beginning of the spring 2003 semester. A total of 213 surveys were returned with an overall response rate of 28%.

Characteristics Of The Respondents

- The faculty respondents were comprised of 59 contract faculty and 61 adjunct faculty.
- About 48% of the faculty respondents were females and 42% were males (10% missing).
- Staff respondents (n=71) constituted 68% females and 15% males (17% missing).

Gap Analysis Of Teaching And Learning Resources

- DSPS received high importance and high satisfaction ratings from contract faculty, adjunct faculty, and staff. Additionally, transfer center, EOPS, and Health Services received high importance and high satisfaction ratings from contract faculty.
- Adequacy of classrooms and parking received high importance but low satisfaction ratings from faculty and staff. Staff and adjunct faculty also expressed low satisfaction with working space/office space.

Results By Accreditation Standards

Standard One-Institutional Mission And Effectiveness

- 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 staff and adjunct faculty, a smaller percent of contract 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.

- More than 80% of the 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 reported that they had integrated written and oral communication and critical thinking skills into their teaching.
- More than 90% of the faculty indicated that the College supports academic freedom.
- Nearly 80% of faculty and staff believed that the campus environment is conducive to personal, aesthetic, and intellectual development of the student population.
- A majority of the faculty and staff believed that the College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.
- Faculty and staff viewed Student Services at the College as having insufficient resources to meet student needs.
- Over 70% of the faculty and staff indicated that the College provides ongoing training for users of library and other learning support services to develop information competency.
- Faculty, especially contract faculty, were less satisfied with the adequacy of the library collection than staff.

Standard Three-Resources

- A majority of the faculty and staff felt that they are treated with respect at the College.
- Over 96% of the faculty reported that their performance evaluations have been conducted according to the contract/handbook guidelines, as compared to 82% of the staff.
- In comparison with staff and adjunct faculty, contract faculty were less likely to conclude that effectiveness in producing student learning outcomes should be considered in the performance evaluation.
- About 38% of the contract faculty, 53% of the adjunct faculty, and 57% of the staff indicated that the College systematically maintains and upgrades its physical resources to support its programs and services.
- More than 75% of the faculty and staff felt that the campus grounds are pleasing and adequately maintained.
- Three-quarters of the faculty and staff reported that the exterior features of the campus buildings are well maintained.
- About 40% of the faculty and 50% of the staff stated that the interior of the classrooms, offices, and restrooms are well maintained.
- Most of the faculty and staff indicated that the College provides training in the effective application of information technology to faculty and staff.

- About 60% of the faculty and 77% of the staff felt that the College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.
- About 60% of the faculty and staff indicated that budget information is accessible throughout the College.
- Staff were less likely to indicate that the college budget reflects college priorities and planning goals, as compared to faculty.
- About 27% of the contract faculty, 51% of the adjunct faculty, and 38% of the staff believed that the district resource allocation process is appropriate to support college programs and services.

Standard Four-Leadership And Governance

- In comparison with staff, faculty were more likely to feel that they have a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.
- About 35% of the contract faculty, 53% of the adjunct faculty, and 42% of the staff indicated that the role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.
- About 70% of the faculty and staff felt that the governing board establishes policies to assure the financial stability of the institution.
- About 52% of contract faculty, 62% of the adjunct faculty, and 62% of the staff agreed that the governing board's decision-making reflects the public interest.
- 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 INSTRUMENT

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 (4-very important, 3-important, 2-unimportant, 1-very unimportant) 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, 173; adjunct, 428; staff, 162) at City 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: City College Survey Response Rates

City	# distributed	# responded	response rate
Contract faculty	173	59	34.1%
Adjunct faculty	428	61	14.3%
Unknown status		22	
Total faculty	601	142	23.6%
Staff	162	71	43.8%
College Total	763	213	27.9%

Administrators completed the faculty survey. Sixteen 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 16 administrators) as well as contract faculty (including 4 administrators) and adjunct faculty (including 5 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 142 faculty and 61 staff responded to the survey. The faculty respondents included 59 contract faculty and 61 adjunct faculty. Nine (9) administrators identified themselves as having dual roles; therefore, their responses were also included in contract faculty (n=4) and adjunct faculty (n=5) responses. Following is a summary of the major characteristics of the respondents:

Faculty

- 42% contract, 43% adjunct (15% unknown)
- 59% classroom faculty, 6% non-classroom faculty (35% unknown)
- 48% females, 42% males (10% unknown)
- Largest ethnic group is white (39%)

Staff

- 9% supervisor/professional staff, 14% office/technical staff, and 77% other categories.
- Two largest departments: 45% from student support services areas, 21% from instructional support services
- 68% females, 15% males (17% unknown)
- Largest ethnic group is Hispanic (24%)

GAP ANALYSES OF THE TEACHING AND LEARNING RESOURCES

Areas with High Importance and High Satisfaction

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

Contract faculty—Transfer Center, DSPS, EOPS, and Health Services

Adjunct faculty—DSPS, Admissions, and quality of instruction

Staff—Tutoring services and DSPS

Areas with High Importance but Low Satisfaction

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

Contract faculty—Counseling, parking, departmental teaching resources, availability of classes, adequacy of classrooms, financial resources, physical facilities, and staffing resources.

Adjunct faculty—Parking, adequacy of classrooms, assigned working space/office space, financial resources, and physical facilities.

Staff—Parking, availability of classes, adequacy of classrooms, assigned working space/office space, and staffing resources.

CITY COLLEGE ACCREDITATION SURVEYS 2003 - Gap Analyses

	All Faculty/Administrators (n=142)			Contract Faculty (n=59)			Adjunct Faculty (n=61)			Staff (n=71)		
	% important	% satisfied	GAP	% important	% satisfied	GAP	% important	% satisfied	GAP	% important	% satisfied	GAP
Counseling	97.1%	59.4%	-37.7%	98.4%	50.0%	-48.4%	96.4%	72.7%	-23.7%	97.0%	75.0%	-22.0%
Tutoring Services	98.5%	83.6%	-14.9%	100.0%	82.4%	-17.6%	96.3%	86.2%	-10.1%	96.8%	95.6%	-1.2%
Transfer Center	98.3%	91.3%	-7.0%	98.2%	92.3%	-5.9%	97.8%	86.5%	-11.3%	90.3%	89.3%	-1.0%
DSPS	95.7%	91.4%	-4.3%	98.3%	94.9%	-3.4%	91.9%	89.5%	-2.4%	96.6%	96.1%	-0.5%
Admissions	99.2%	87.4%	-11.8%	100.0%	83.0%	-17.0%	98.2%	91.4%	-6.8%	98.5%	84.8%	-13.7%
EOPS	93.6%	88.4%	-5.2%	92.5%	89.8%	-2.7%	97.4%	89.2%	-8.2%	88.2%	81.6%	-6.6%
Financial Aid Services	97.7%	82.8%	-14.9%	100.0%	82.2%	-17.8%	95.9%	83.8%	-12.1%	96.8%	82.8%	-14.0%
Health Services	95.3%	89.2%	-6.1%	96.5%	94.6%	-1.9%	94.3%	82.0%	-12.3%	83.9%	98.1%	14.2%
Cafeteria/Snack Bar	87.4%	70.8%	-16.6%	85.9%	72.0%	-13.9%	91.1%	71.7%	-19.4%	81.5%	53.1%	-28.4%
Library Resources	96.3%	75.8%	-20.5%	96.5%	75.5%	-21.0%	94.5%	80.4%	-14.1%	96.8%	87.5%	-9.3%
Independent Learning Center	93.7%	84.4%	-9.3%	92.7%	81.8%	-10.9%	93.9%	87.8%	-6.1%	89.9%	76.0%	-13.9%
Parking	95.6%	45.2%	-50.4%	94.9%	42.1%	-52.8%	96.4%	51.8%	-44.6%	96.9%	31.9%	-65.0%
Computer Lab	96.8%	80.9%	-15.9%	98.2%	80.0%	-18.2%	94.3%	79.1%	-15.2%	95.2%	86.2%	-9.0%
Departmental Teaching Resources	93.0%	60.5%	-32.5%	92.3%	43.1%	-49.2%	91.3%	73.8%	-17.5%	83.6%	75.0%	-8.6%
Quality of Instruction	98.6%	90.2%	-8.4%	100.0%	85.5%	-14.5%	96.6%	94.7%	-1.9%	96.8%	89.3%	-7.5%
Availability of Classes	99.3%	60.0%	-39.3%	100.0%	53.4%	-46.6%	98.3%	69.1%	-29.2%	96.8%	49.2%	-47.6%
Adequacy of Classrooms	98.5%	41.6%	-56.9%	98.3%	27.6%	-70.7%	98.2%	53.4%	-44.8%	96.8%	56.6%	-40.2%
Assigned Working Space/Office Space	94.0%	57.5%	-36.5%	94.7%	68.9%	-25.8%	94.4%	46.2%	-48.2%	98.5%	58.7%	-39.8%
Technology Resources	95.5%	72.0%	-23.5%	98.3%	70.2%	-28.1%	90.5%	75.0%	-15.5%	95.1%	81.5%	-13.6%
Financial Resources	97.8%	47.5%	-50.3%	100.0%	38.2%	-61.8%	94.5%	59.1%	-35.4%	93.8%	60.4%	-33.4%
Physical Facilities	97.7%	52.8%	-44.9%	98.2%	51.7%	-46.5%	98.2%	51.0%	-47.2%	92.5%	60.4%	-32.1%
Staffing Resources	97.7%	60.5%	-37.2%	100.0%	51.8%	-48.2%	94.2%	73.4%	-20.8%	95.6%	53.4%	-42.2%
Student Life/Activities	85.2%	78.9%	-6.3%	91.2%	81.1%	-10.1%	84.8%	77.5%	-7.3%	87.1%	72.5%	-14.6%
AV Media Resources	97.7%	80.2%	-17.5%	96.6%	84.2%	-12.4%	100.0%	77.1%	-22.9%	85.3%	78.9%	-6.4%
Average	95.8%	72.2%	-23.7%	96.7%	69.8%	-26.9%	95.0%	75.1%	-19.9%	92.9%	73.9%	-19.0%

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

ANALYSES BY ACCREDITATION STANDARD

Standard One: Institutional Mission And Effectiveness

A. Mission

- Most of the faculty and staff reported that they were familiar with the mission statement of the College (contract, 93%; adjunct, 85%; staff, 86%).
- More than 80% of the faculty and staff indicated that the college programs, services, and planning are consistent with the mission (contract, 83%; adjunct, 87%; staff, 81%).
- Over 90% of the faculty (contract, 94%; adjunct, 94%) agreed that the mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning compared to 82% of the staff.

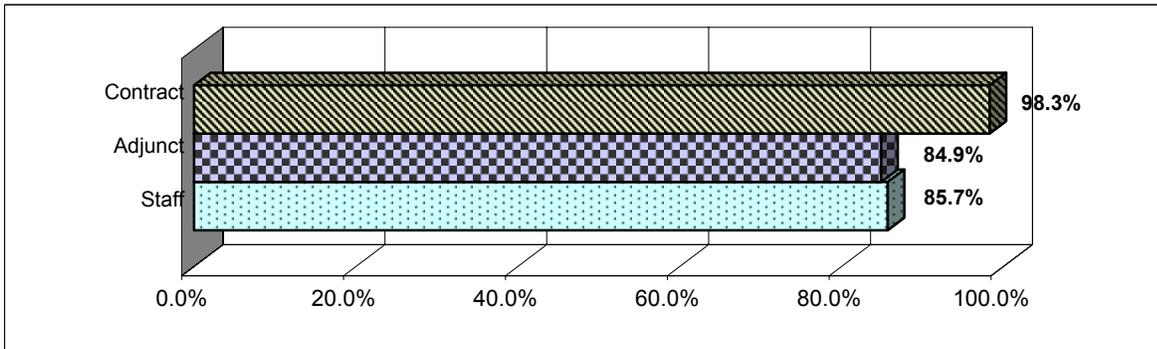
**CITY COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED**

Contract n=59
Adjunct n=61
Staff n=71

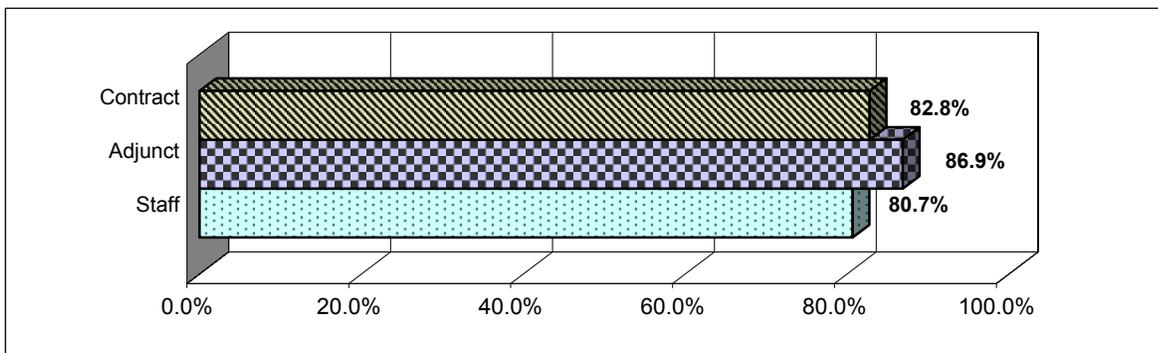
Standard I: INSTITUTIONAL MISSION AND EFFECTIVENESS

A. Mission

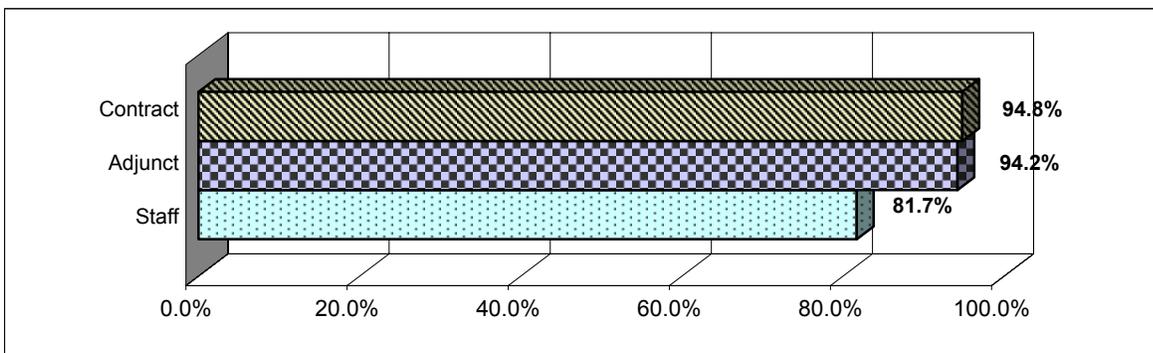
1. I am familiar with the mission statement of the College.



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

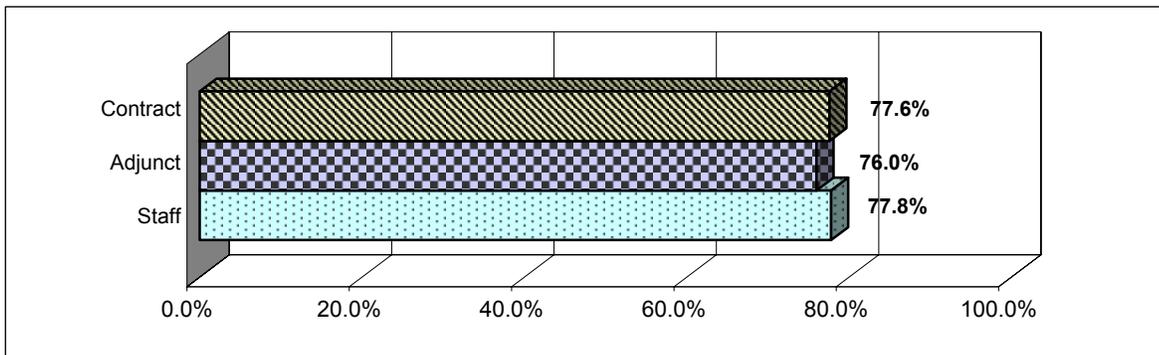
- Over three-quarters of the faculty and staff stated that improving institutional effectiveness is valued throughout the College (contract, 78%; adjunct, 76%; staff, 78%).
- About 80% of the faculty (contract, 80%; adjunct, 81%) and 68% of the staff agreed that review of the programs and services is integrated into the college planning process.
- Contract faculty were less likely to indicate that student learning outcomes are considered in program review and institutional planning than staff and adjunct faculty (contract, 57%; adjunct, 95%; staff, 72%).

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

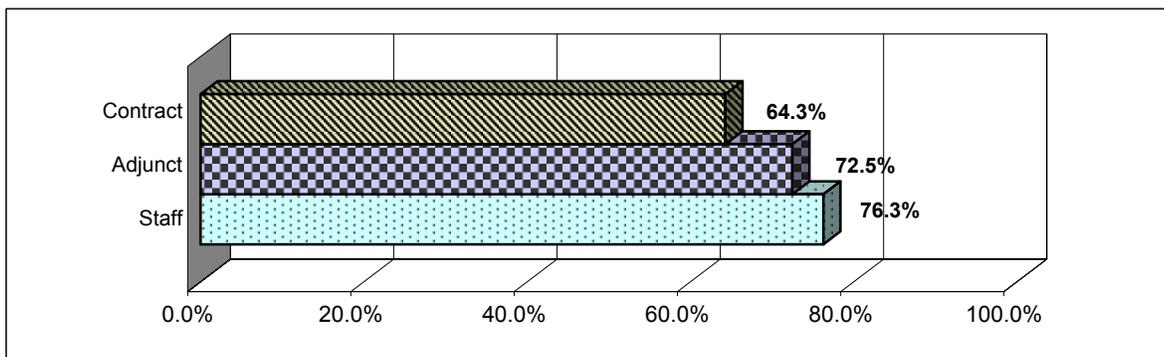
Contract n=59
Adjunct n=61
Staff n=71

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

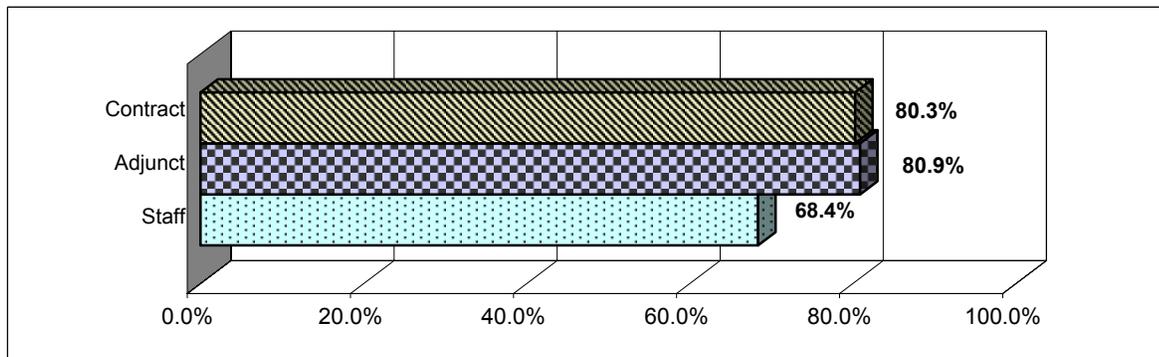
4. Improving institutional effectiveness is valued throughout the College.



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.



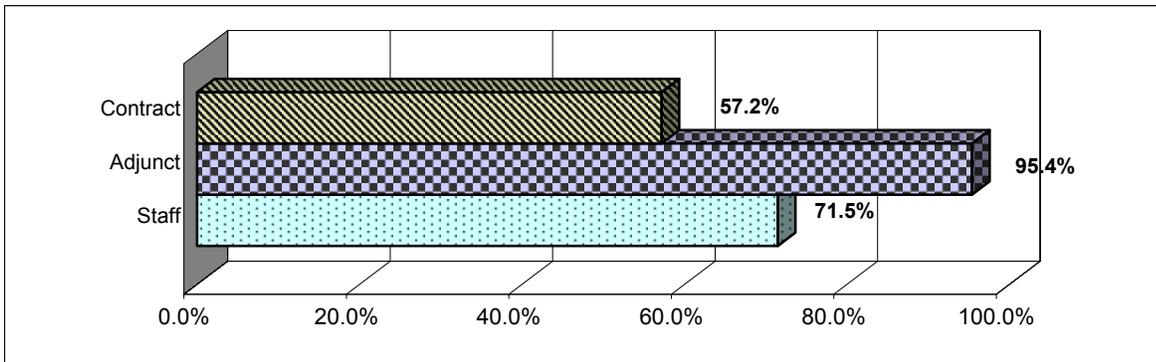
Note: Percent Agreed includes "strongly agree" and "agree".

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

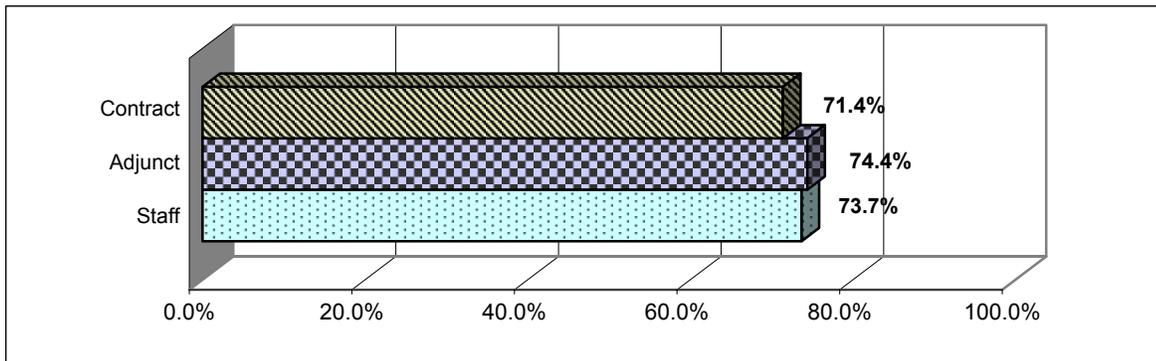
Contract n=59
Adjunct n=61
Staff n=71

**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

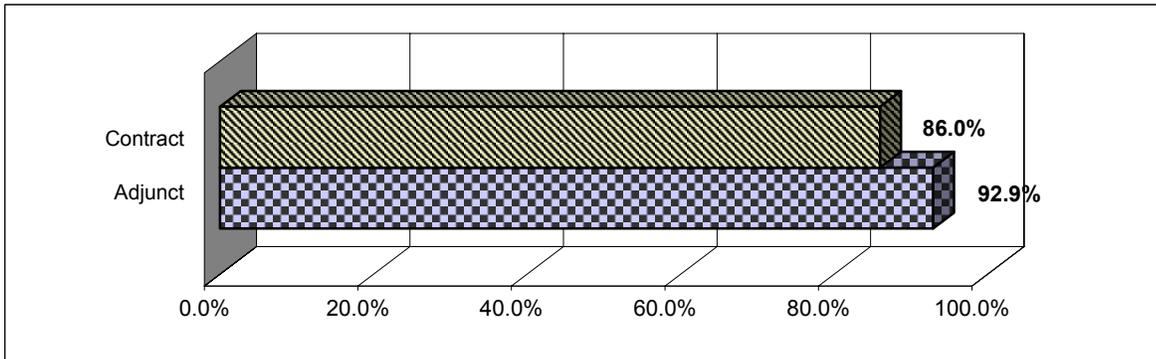
- A majority of the faculty (contract, 86%; adjunct, 93%) were pleased with the quality of instruction at the College.
- More than 80% of the faculty and staff agreed that the College identifies and seeks to meet the varied education needs of its students through diverse programs (contract, 83%; adjunct, 91%; staff, 81%).
- About 66% of the contract faculty, 69% of the adjunct faculty, and 67% 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, 54%; adjunct, 86%; staff, 78%).
- Over 70% of the faculty reported that they had greatly integrated written and oral communication competencies into their teaching. Most of them stated that they had integrated critical thinking skills to a great extent into their courses (contract, 89%; adjunct, 85%).
- More than 50% of the faculty (contract, 59%; adjunct 53%) indicated that they had integrated appreciation of cultural diversity into their teaching.
- Over 80% of the faculty (contract, 81%; adjunct, 81%) agreed that the official publications are precise, accurate, and current compared to 60% of the staff.
- More than 90% of the faculty (contract, 91%; adjunct; 98%) indicated that the College supports academic freedom.

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

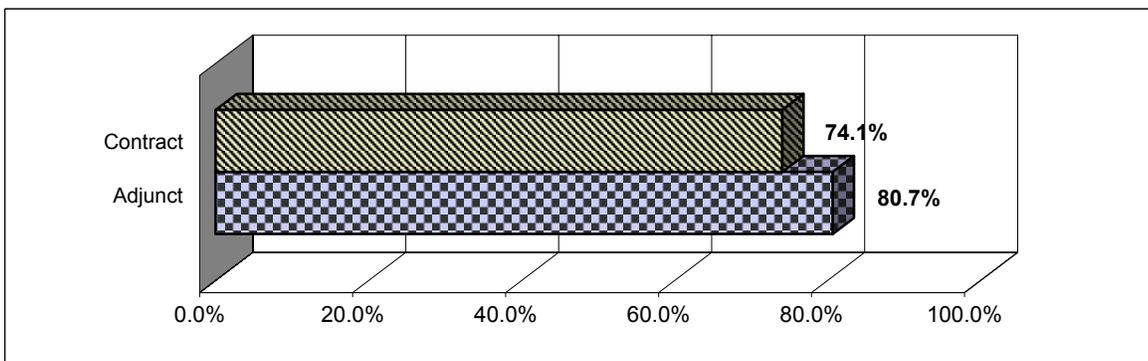
Contract n=59
Adjunct n=61
Staff n=71

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

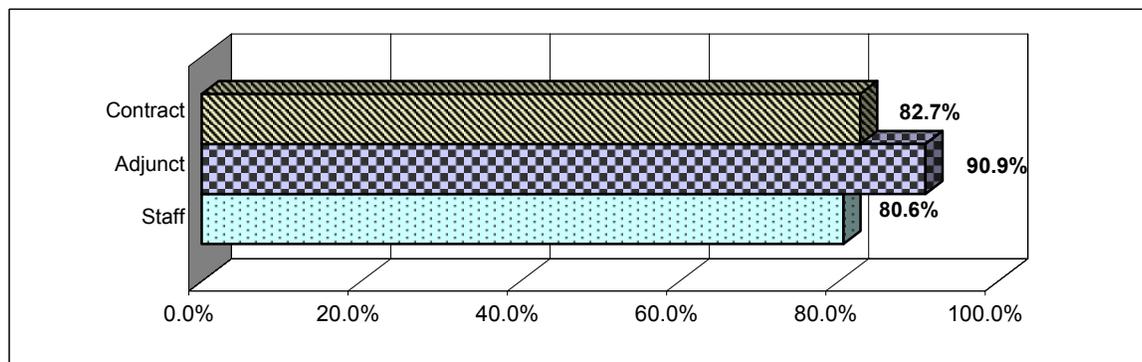
9. I am pleased with the quality of teaching and instruction here.



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)



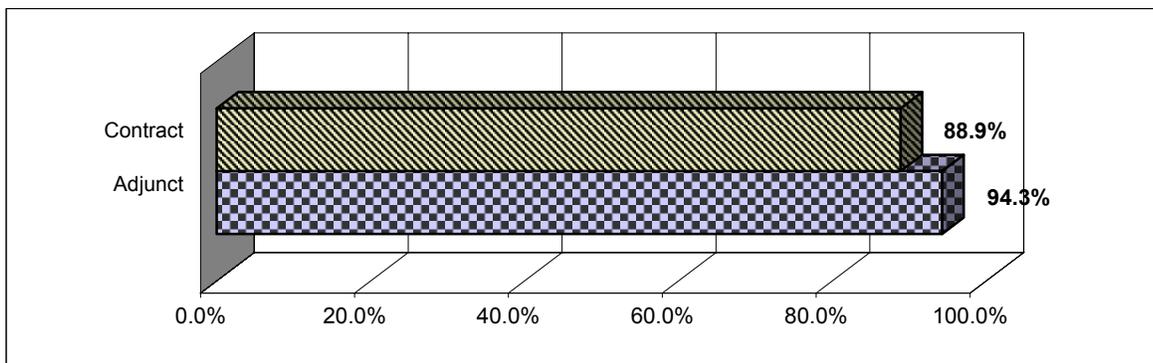
Note: Percent Agreed includes "strongly agree" and "agree".

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

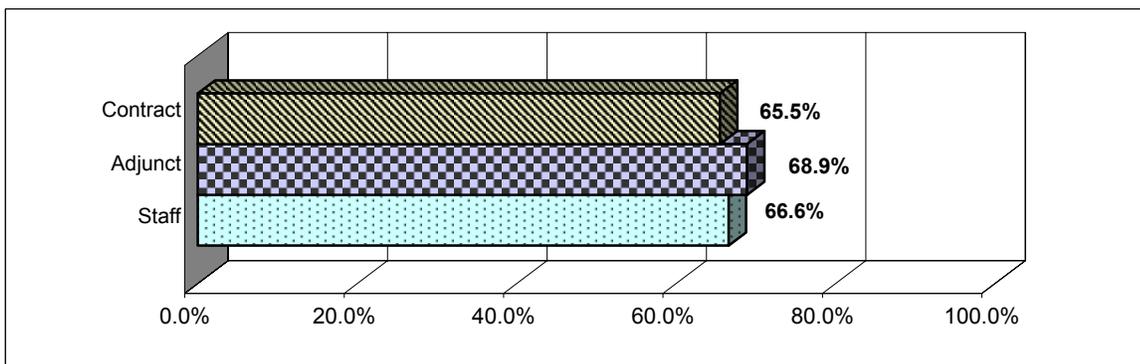
Contract n=59
Adjunct n=61
Staff n=71

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

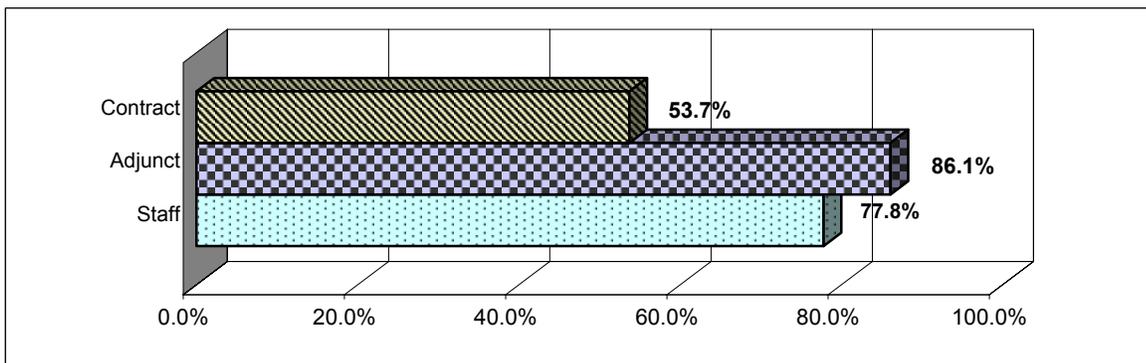
12. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.



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".

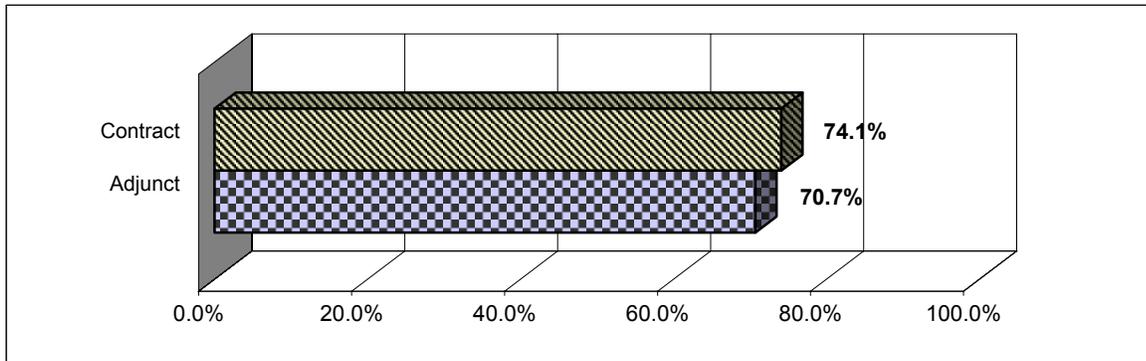
CITY COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO REPORTED "to a great extent"

Contract n=59
 Adjunct n=61
 Staff n=71

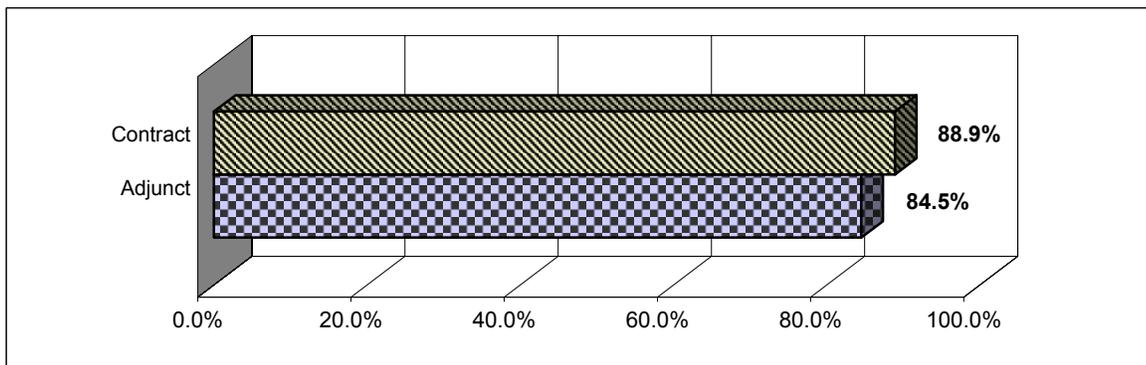
Standard II: STUDENT LEARNING PROGRAMS AND SERVICES
A. Instructional Programs (continued)

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

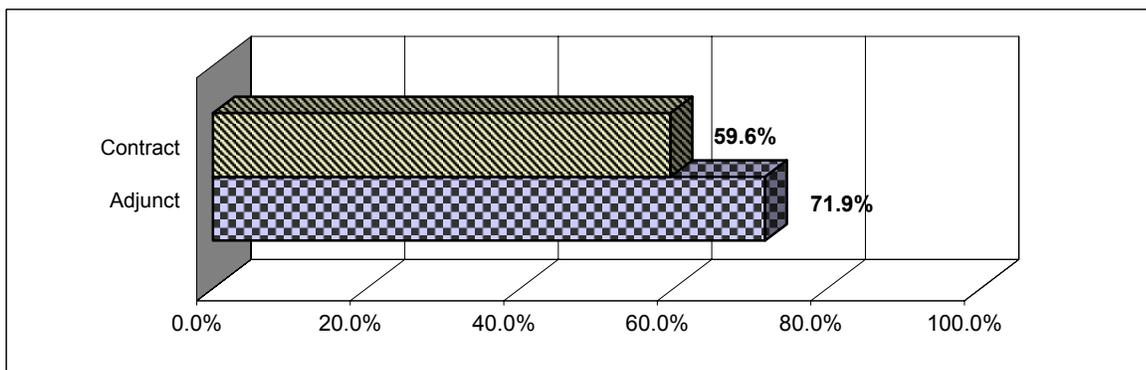
Written and Oral Communication--percent of "to a great extent"



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



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



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

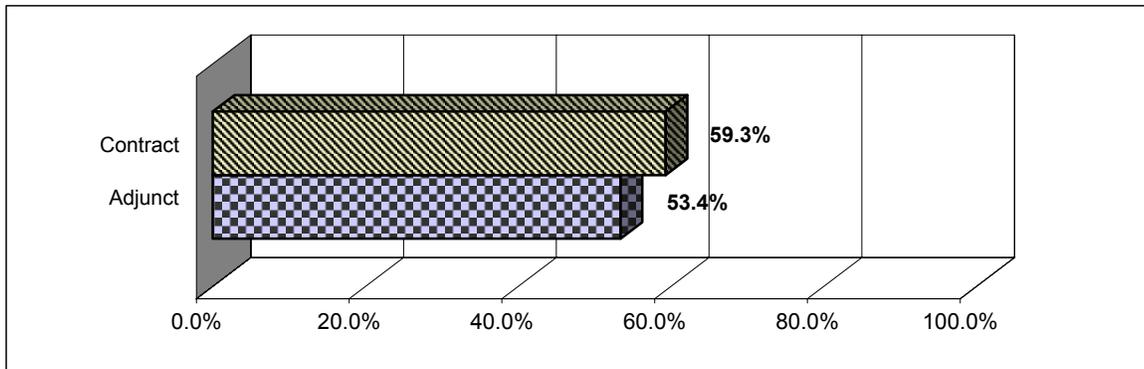
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PERCENT OF RESPONDENTS WHO AGREED**

Contract n=59
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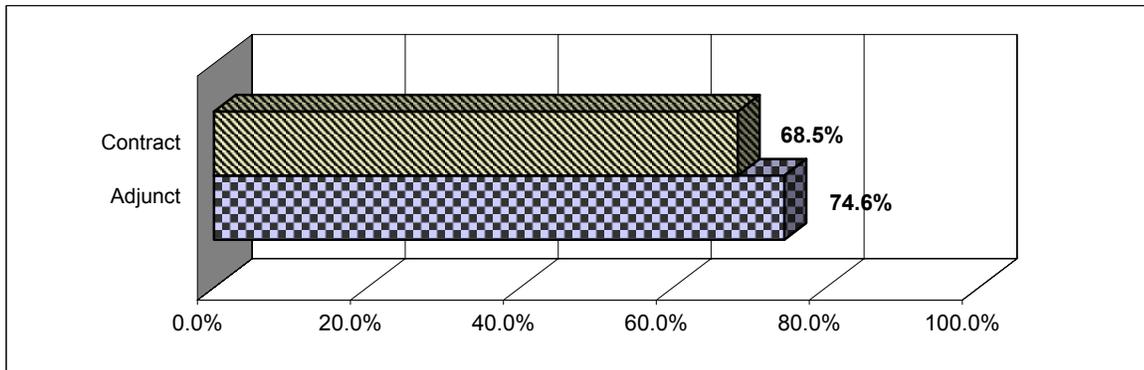
**Standard II: STUDENT LEARNING PROGRAMS AND SERVICES
A. Instructional Programs (continued)**

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

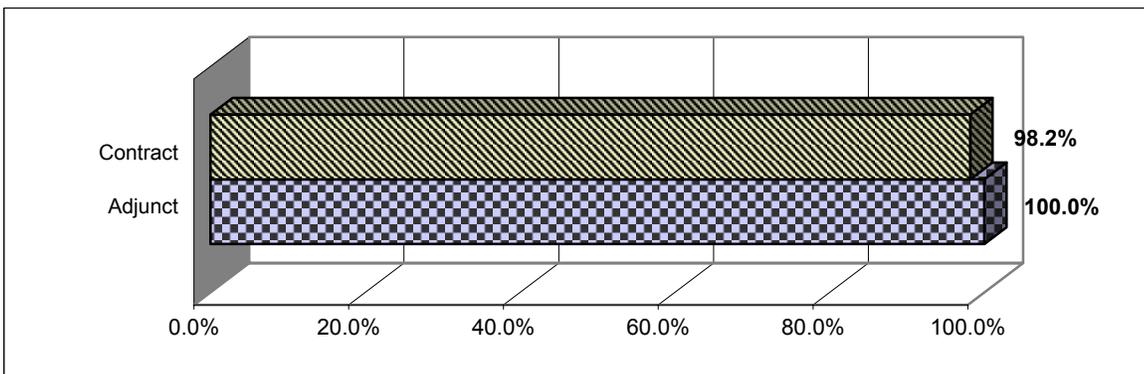
Appreciation of Cultural Diversity-- percent of "to a great extent"



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.



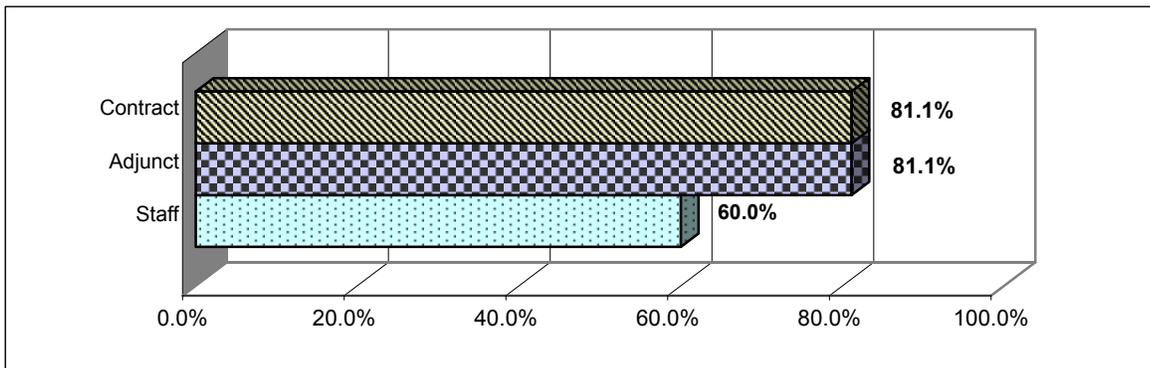
Note: Percent Agreed includes "strongly agree" and "agree".

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

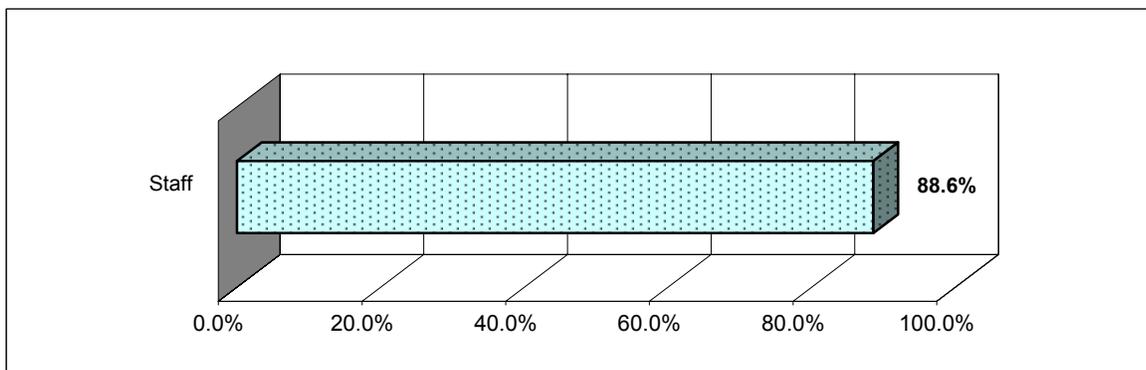
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Adjunct n=61
Staff n=71

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

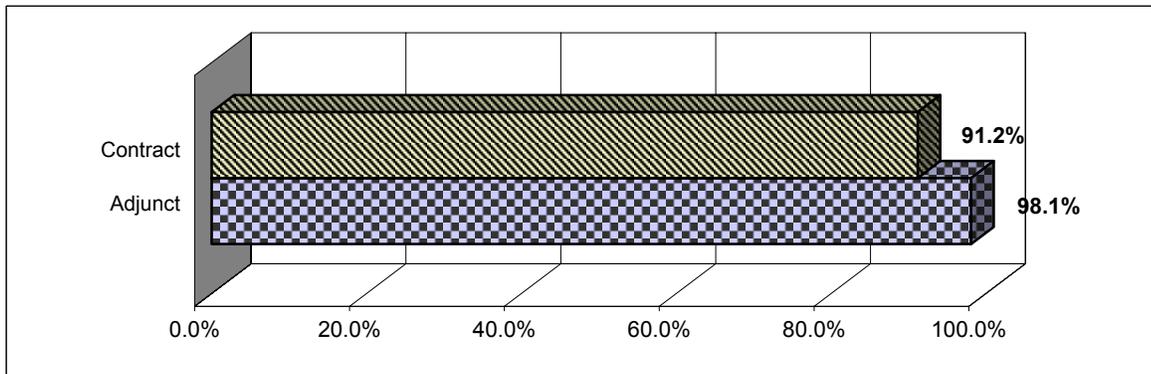
17. Official college publications such as the catalog and class schedule are precise, accurate, and current. (staff Q12)



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



18. The College supports academic freedom.



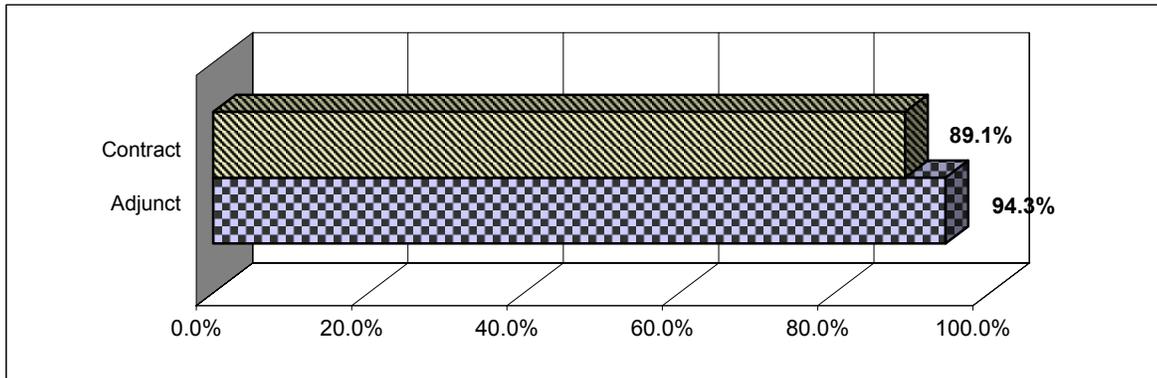
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**CITY COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED**

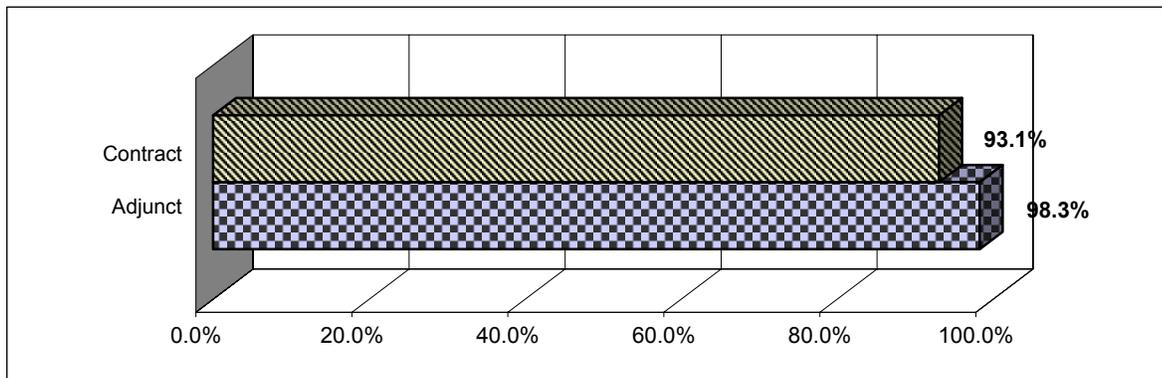
Contract n=59
Adjunct n=61
Staff n=71

**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**

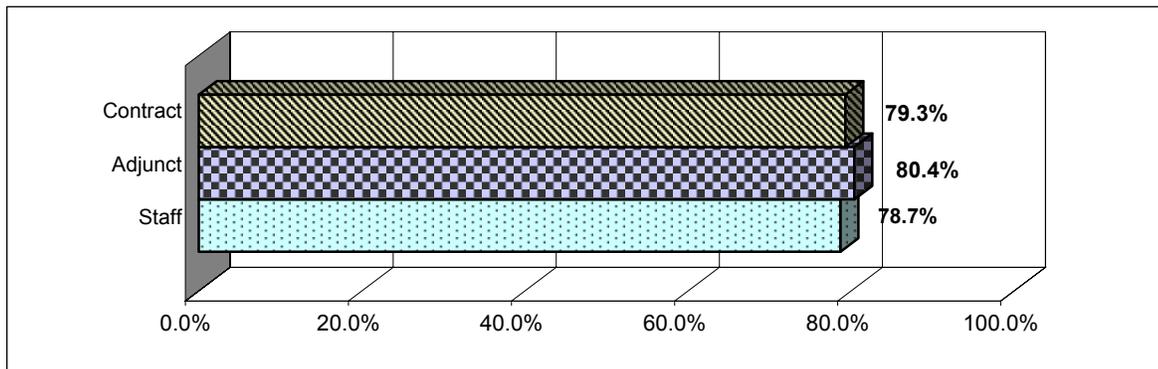
- Nearly 80% of the faculty and staff believed that the campus environment is conducive to personal, aesthetic, and intellectual development of the student population (contract, 79%; adjunct, 80%; staff, 79%).
- Most of the faculty and staff agreed that the College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity (contract, 91%; adjunct, 98%; staff, 90%).
- About 87% of the adjunct faculty and 70% of the staff felt that student support services are adequate to meet student needs compared to 53% of the contract faculty.
- As compared with staff and adjunct faculty, contract faculty were less likely to report that Student Services at the College have sufficient staff and resources (contract, 27%; adjunct, 56%; staff, 43%).
- About 35% of contract faculty, 61% of the adjunct faculty, and 43% of the staff believed that Student Services at the College has adequate facilities to meet student needs.

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

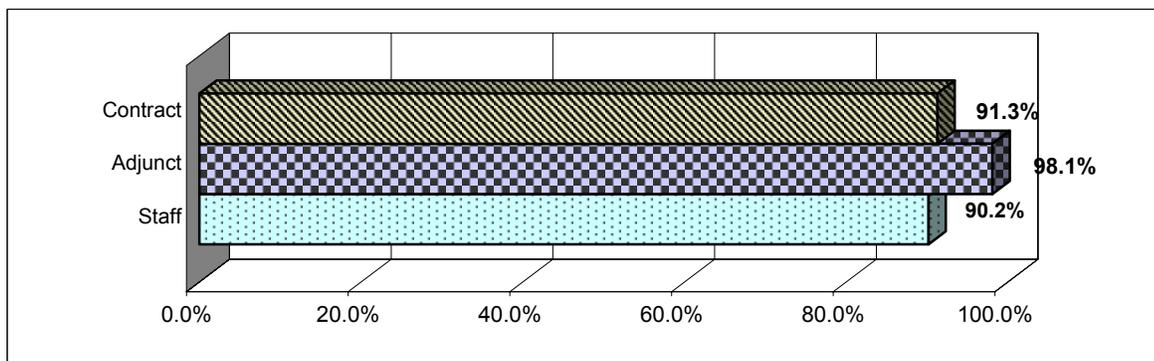
Contract n=59
Adjunct n=61
Staff n=71

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

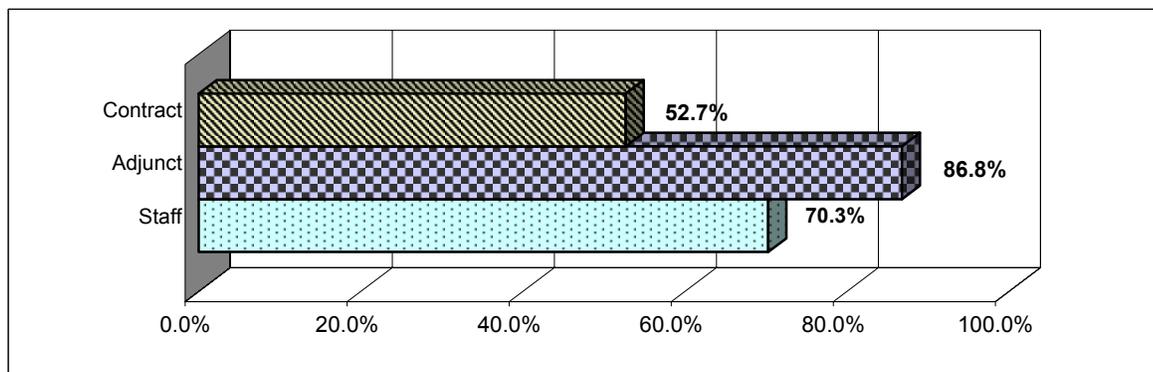
21. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population. (staff Q14)



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



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



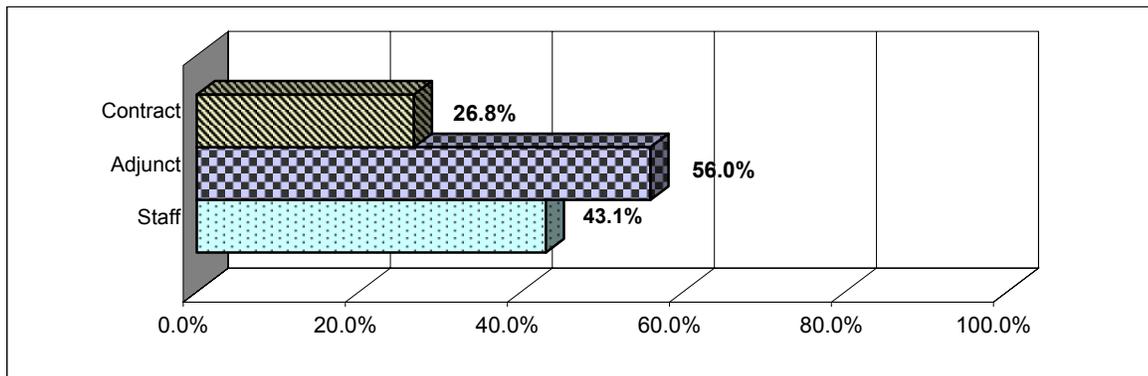
Note: Percent Agreed includes "strongly agree" and "agree".

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

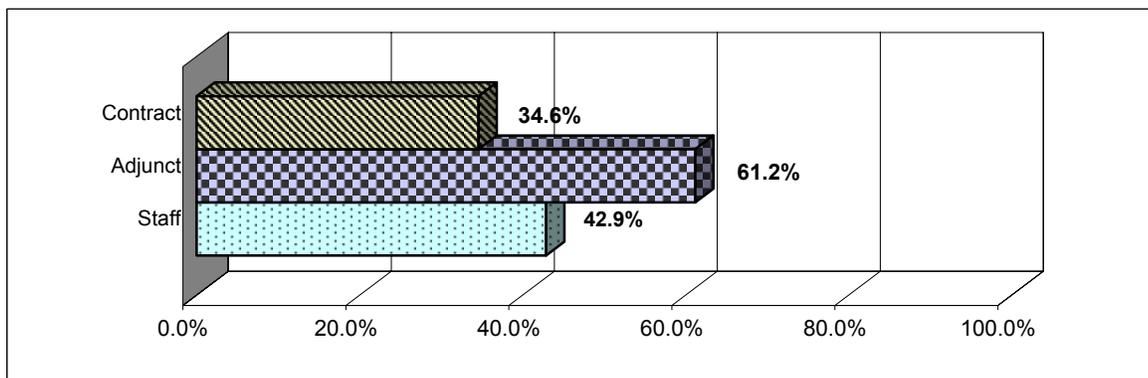
Contract n=59
Adjunct n=61
Staff n=71

**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)

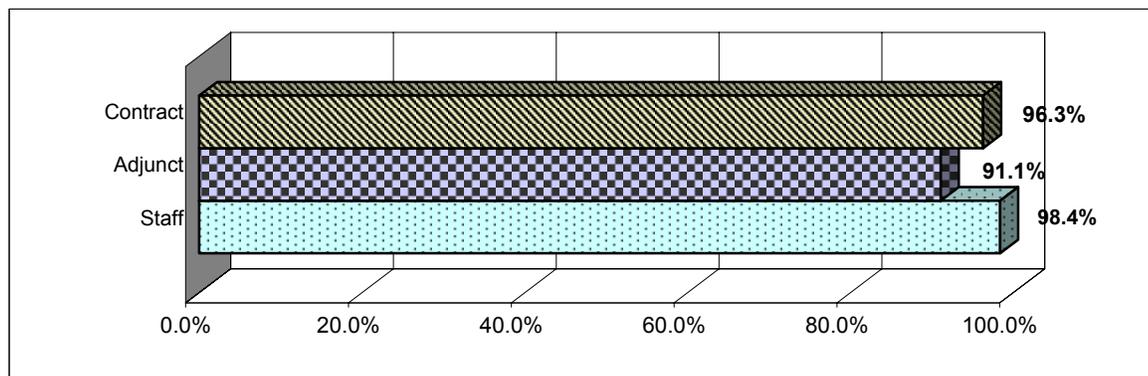


25. Student Services at this college have sufficient facilities to meet student needs. (staff Q18)



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

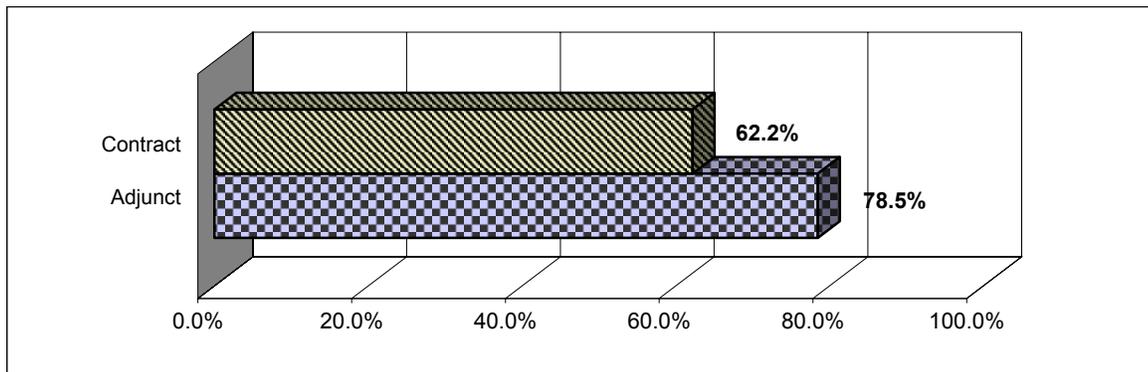
- About 62% of the contract faculty and 79% of the adjunct faculty agreed that the College relies on the expertise of discipline faculty in selection and maintenance of books, periodicals, and other learning resources.
- Most of the faculty and staff indicated that the College provides ongoing training for users of library and other learning support services to develop information competency (contract, 74%; adjunct, 91%; staff, 86%).
- Faculty, especially contract faculty, were less satisfied with the adequacy of the library collection than staff (contract, 33%; adjunct 58%; staff, 73%).

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

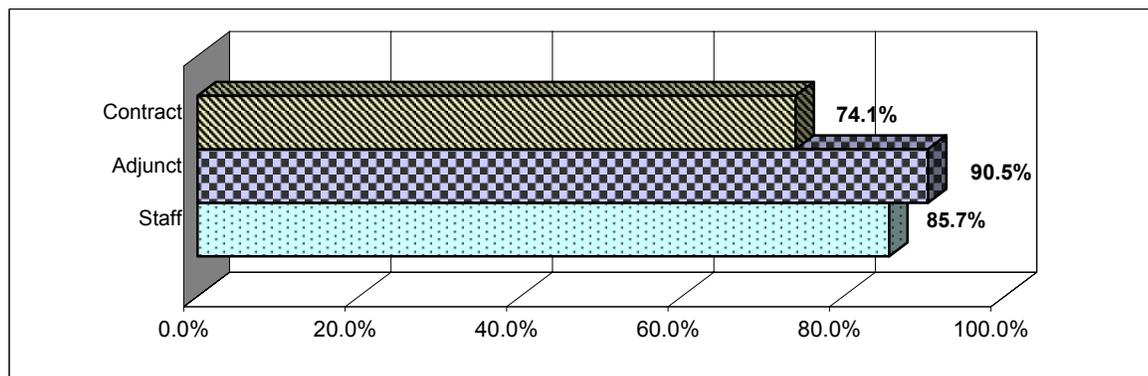
Contract n=59
Adjunct n=61
Staff n=71

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

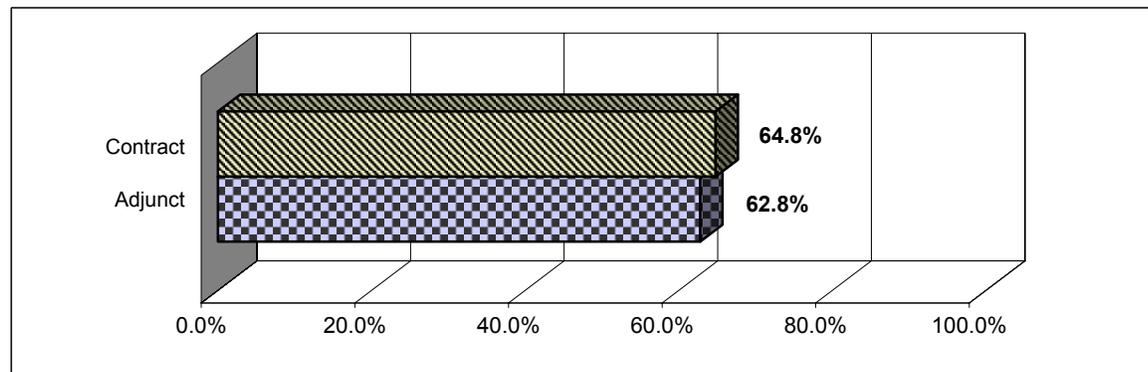
27. For library and other learning support services, the College relies on expertise of discipline faculty in selection and maintenance of books, periodicals, as well as other learning resources.



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.



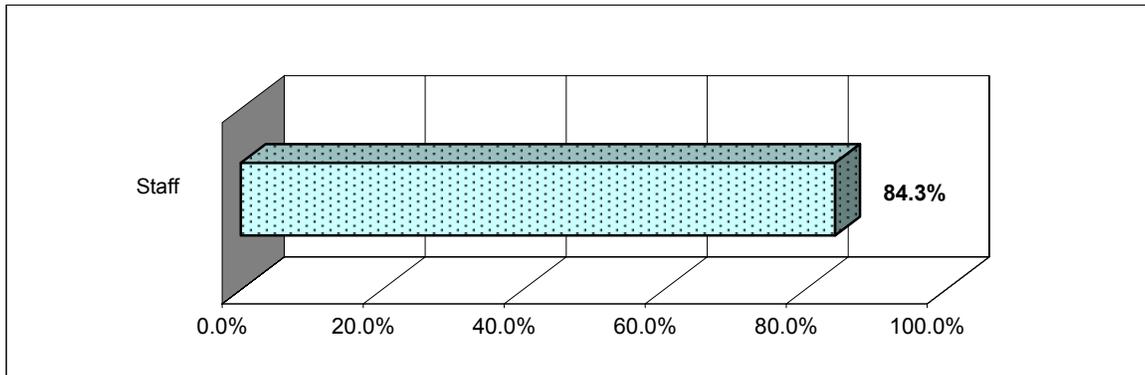
Note: Percent Agreed includes "strongly agree" and "agree".

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

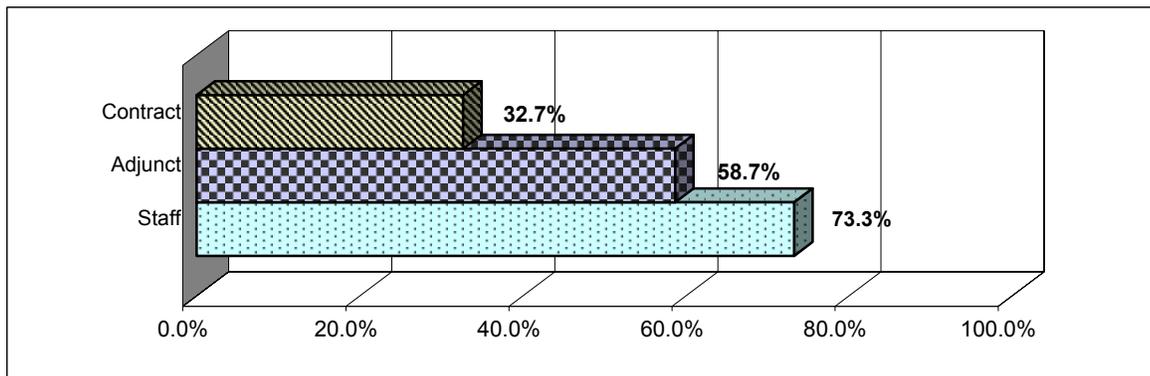
Contract n=59
Adjunct n=61
Staff n=71

**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

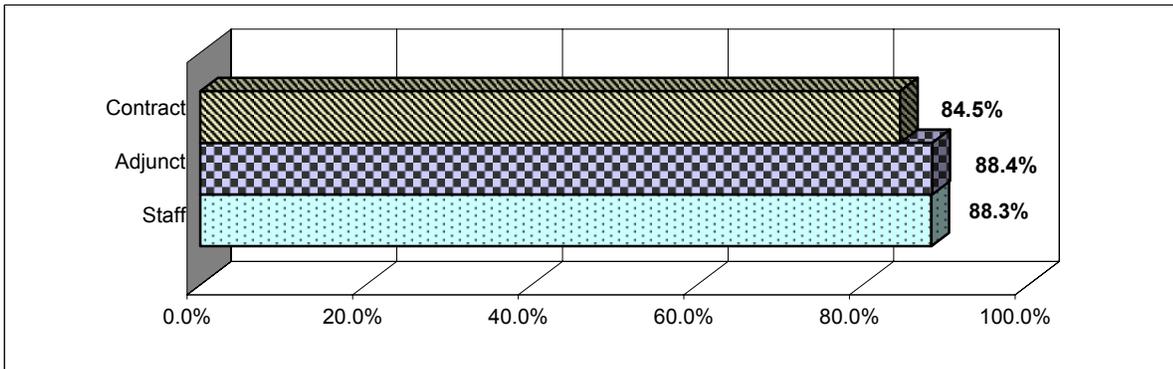
- Most of the faculty and staff felt that they are treated with respect at the College (contract, 85%; adjunct, 88%; staff, 88%).
- Over 96% of the faculty (contract, 96%; adjunct, 96%) reported that their performance evaluations have been conducted according to the contract/handbook guidelines compared to 82% of the staff.
- In comparison with staff and adjunct faculty, contract faculty were less likely to support that idea that effectiveness in producing student learning outcomes should be considered in the performance evaluation (contract, 78%; adjunct, 92%; staff, 89%).
- More than 80% of the faculty and staff stated that the College provides opportunities for continued professional and staff development (contract, 81%; adjunct, 83%; staff, 86%).

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

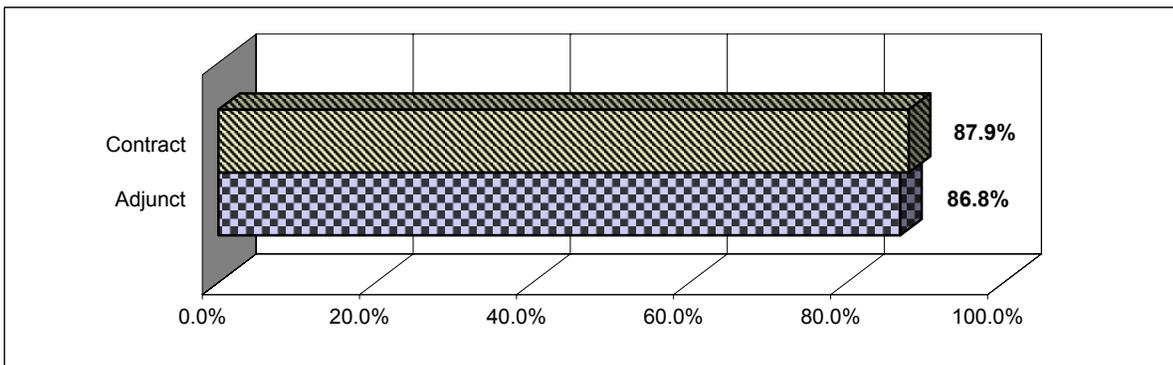
Contract n=59
Adjunct n=61
Staff n=71

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

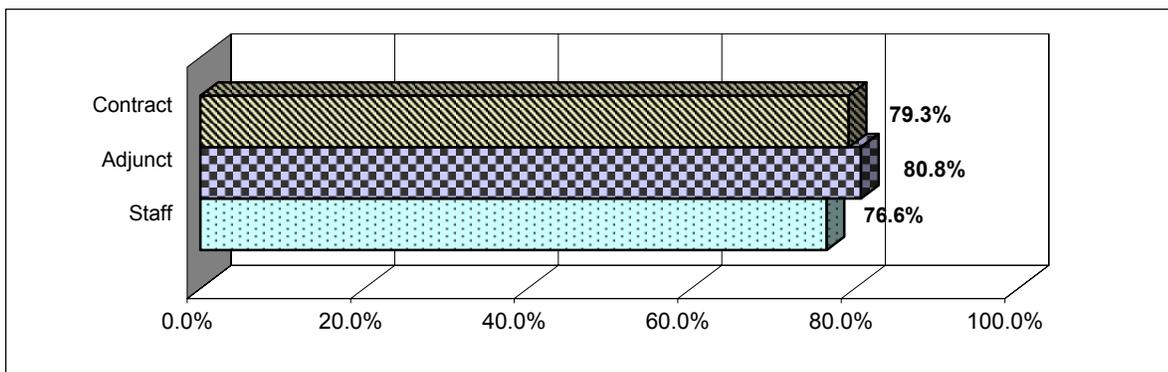
31. I am personally treated with respect at this college. (staff Q23)



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".

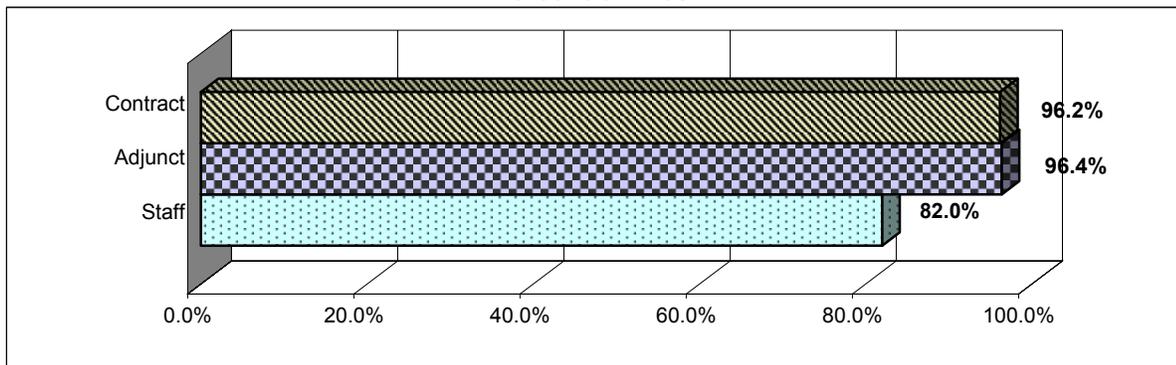
**CITY COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED**

Contract n=59
Adjunct n=61
Staff n=71

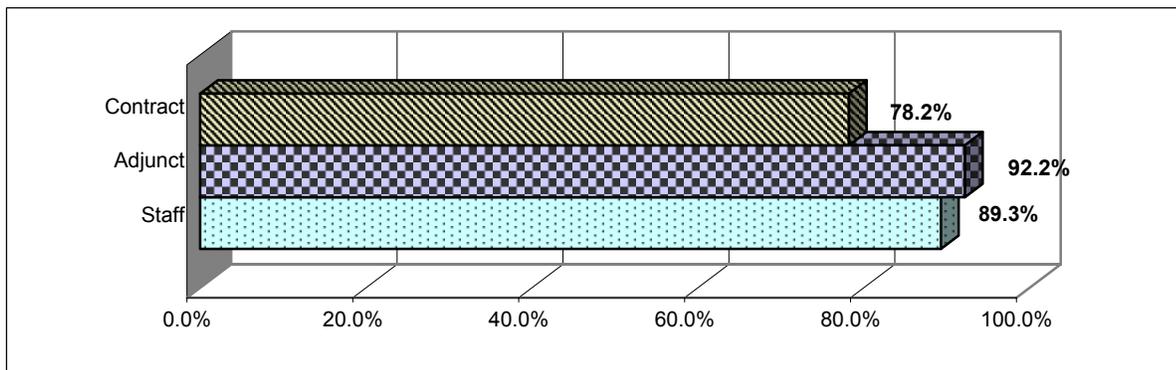
**Standard III: RESOURCES
A. Human Resources (continued)**

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

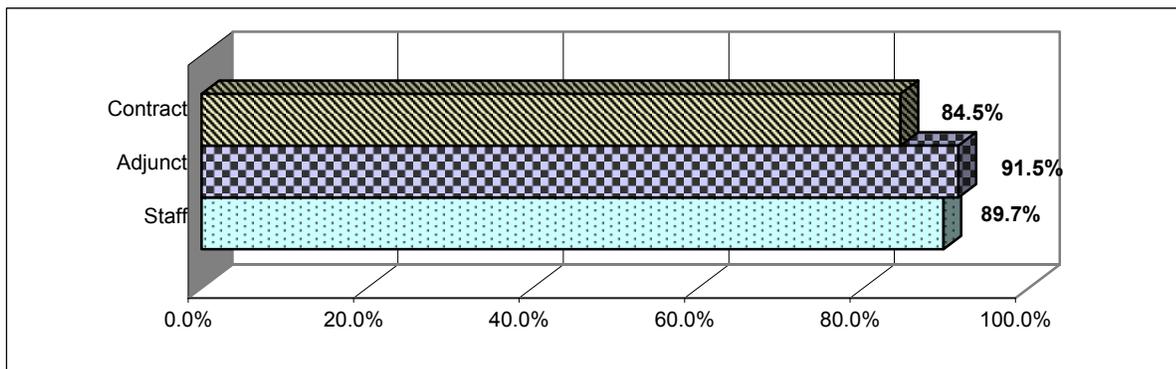
Percent of "Yes"



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



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



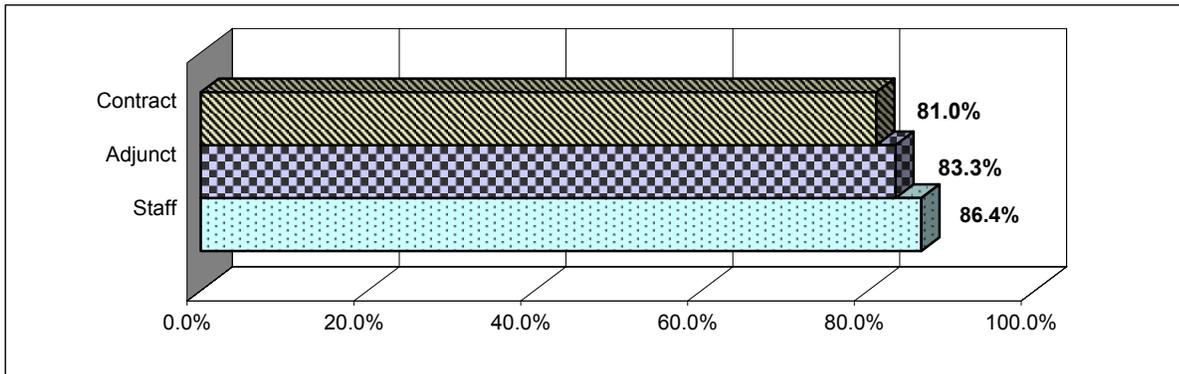
Note: Percent Agreed includes "strongly agree" and "agree".

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

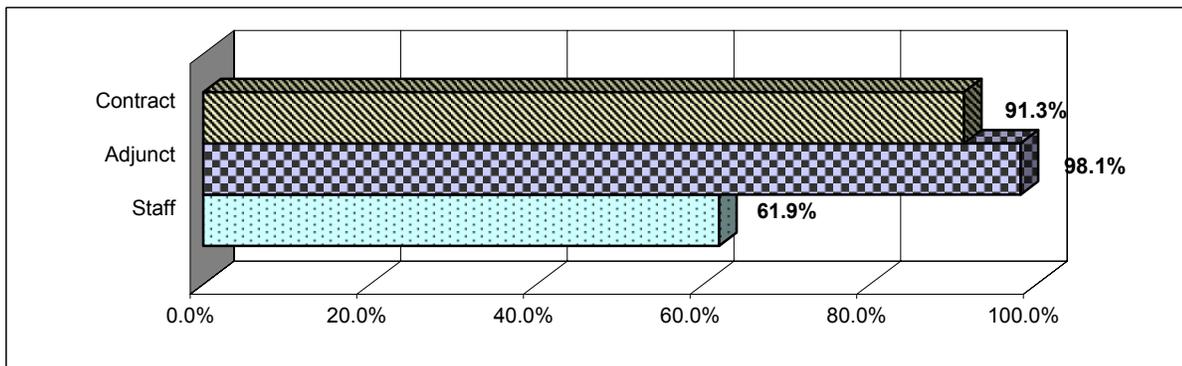
Contract n=59
Adjunct n=61
Staff n=71

**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

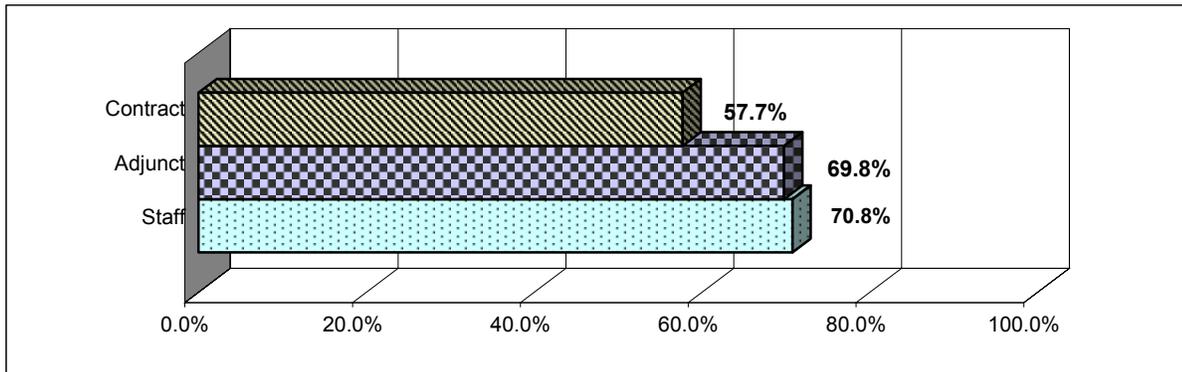
- About 58% of the contract faculty, 70% of the adjunct faculty, and 71% of the staff agreed that systematic assessment of effective use of physical resources is integrated in institutional planning.
- About 38% of the contract faculty, 52% of the adjunct faculty, and 57% of the staff indicated that the College systematically maintains and upgrades its physical resources to support its programs and services.
- Most of the faculty and staff felt that the campus grounds are pleasing and adequately maintained (contract, 88%; adjunct, 76%; staff, 97%).
- Three-quarters of the faculty and staff reported that the exterior features of the campus buildings are well maintained (contract, 79%; adjunct, 74%; staff, 77%).
- About 40% of the faculty (contract, 40%; adjunct, 40%) and 50% of the staff stated that the interior of the classrooms, offices, and restrooms are adequately maintained.

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

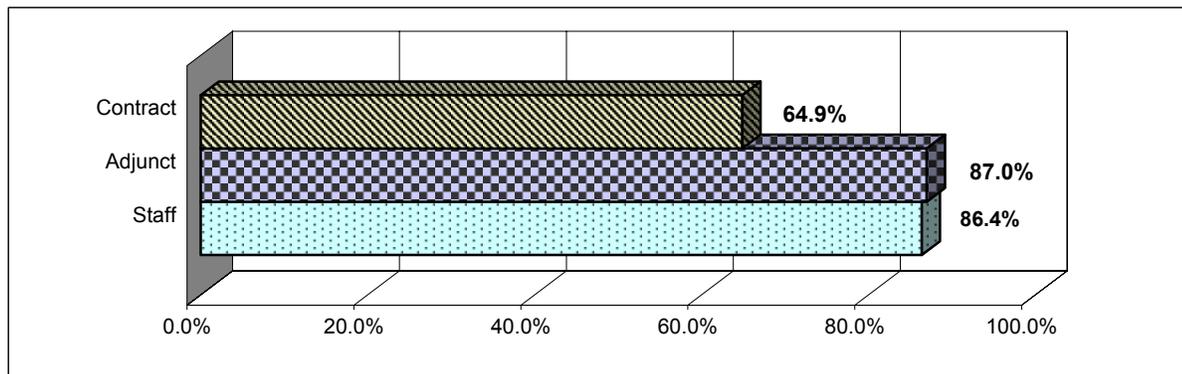
Contract n=59
Adjunct n=61
Staff n=71

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

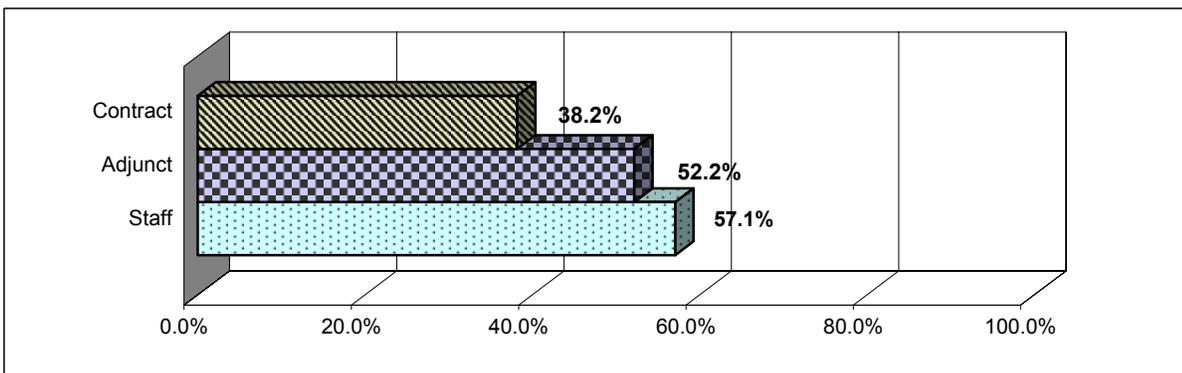
39. Systematic assessment of effective use of physical resources is integrated in institutional planning. (staff Q30)



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)



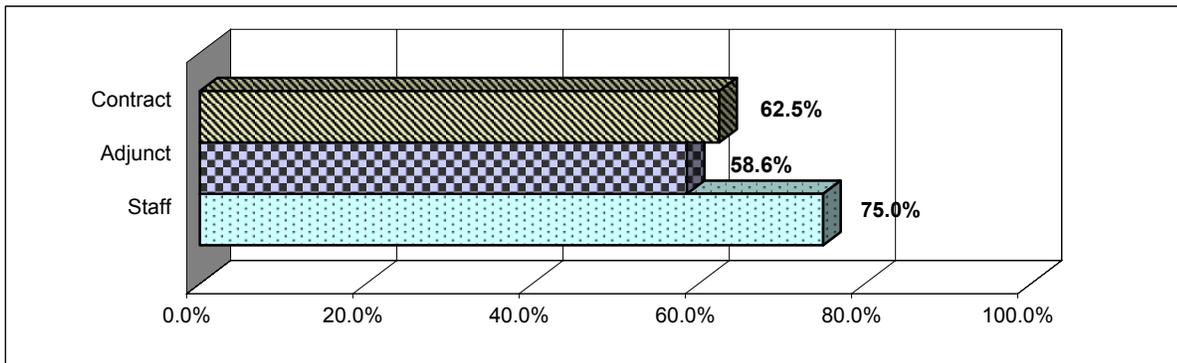
Note: Percent Agreed includes "strongly agree" and "agree".
Institutional Research and Planning
7/17/2003

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

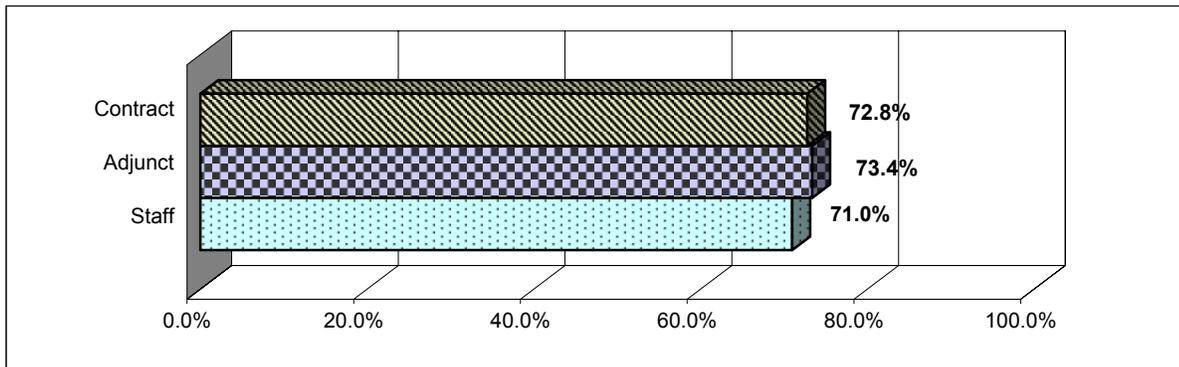
Contract n=59
Adjunct n=61
Staff n=71

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

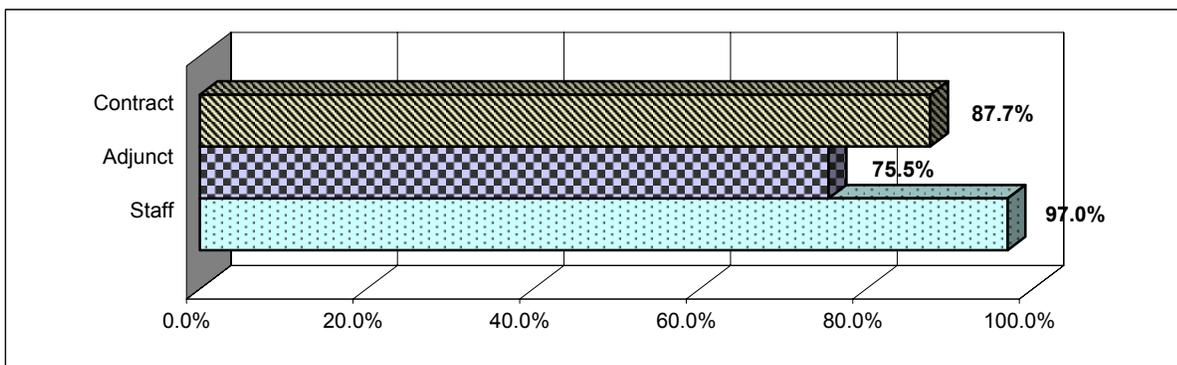
42. The College systematically reviews the conditions of its physical resources to assure access, safety, security, and a healthful learning and working environment. (staff Q33)



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



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



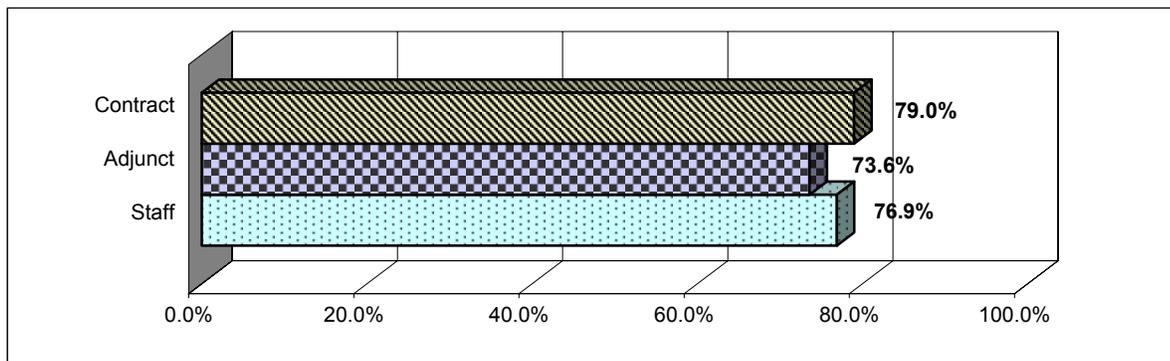
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**CITY COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED**

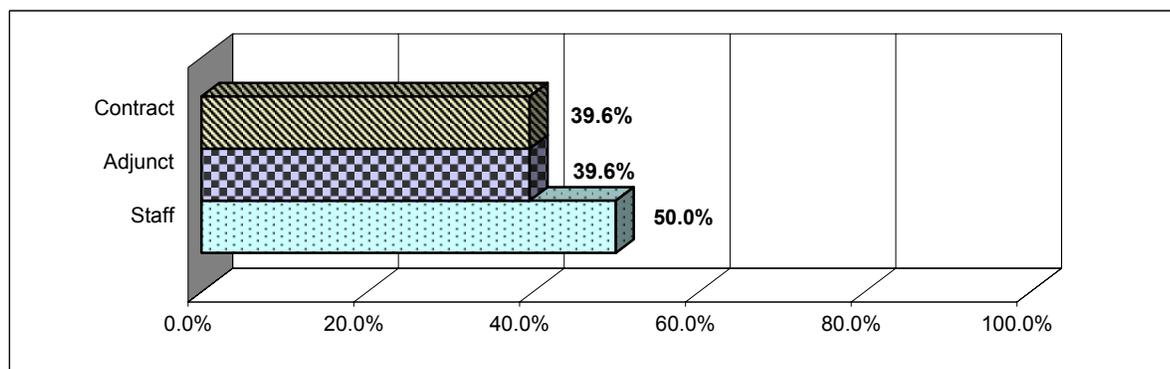
Contract n=59
Adjunct n=61
Staff n=71

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

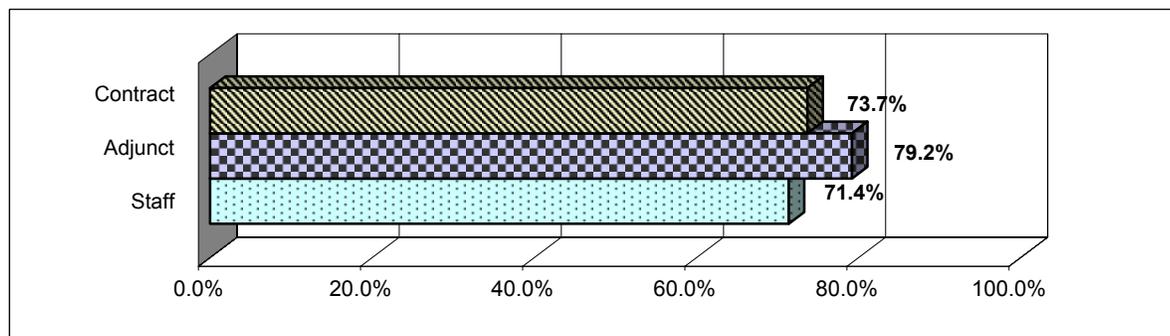
45. The exterior features of the campus buildings are well maintained. (staff Q36)



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

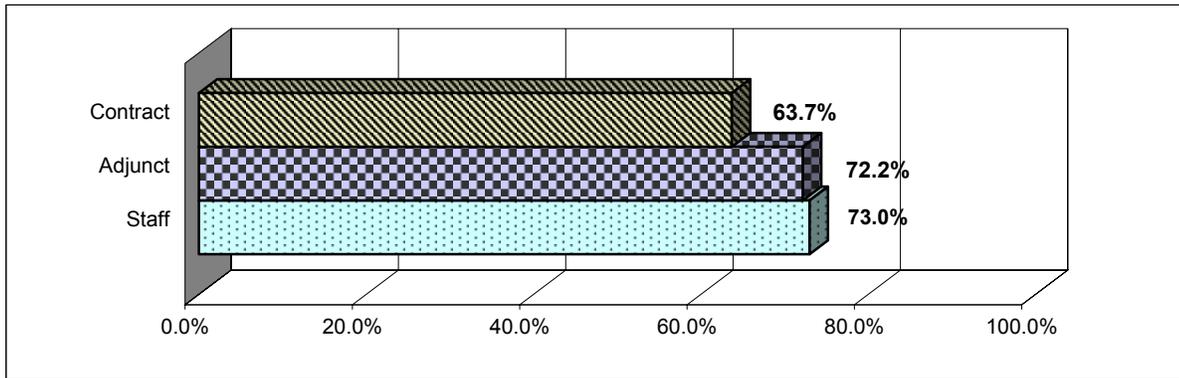
- About 55% of the contract faculty, 60% of the adjunct faculty, and 76% of the staff agreed that the availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.
- Most of the faculty and staff indicated that the College provides training in the effective application of information technology to faculty and staff (contract, 83%; adjunct, 79%; staff, 87%).
- About 60% of the faculty (contract, 60%; adjunct, 61%) and 77% of the staff felt that the College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.

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

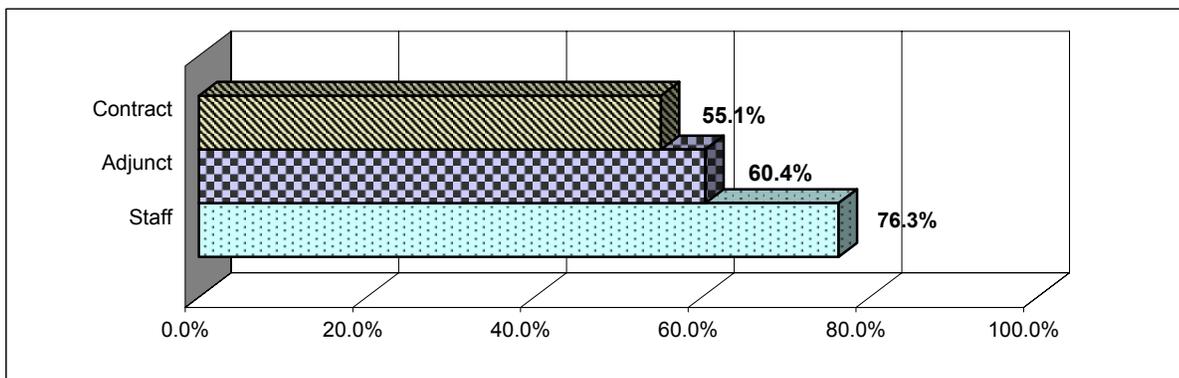
Contract n=59
Adjunct n=61
Staff n=71

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

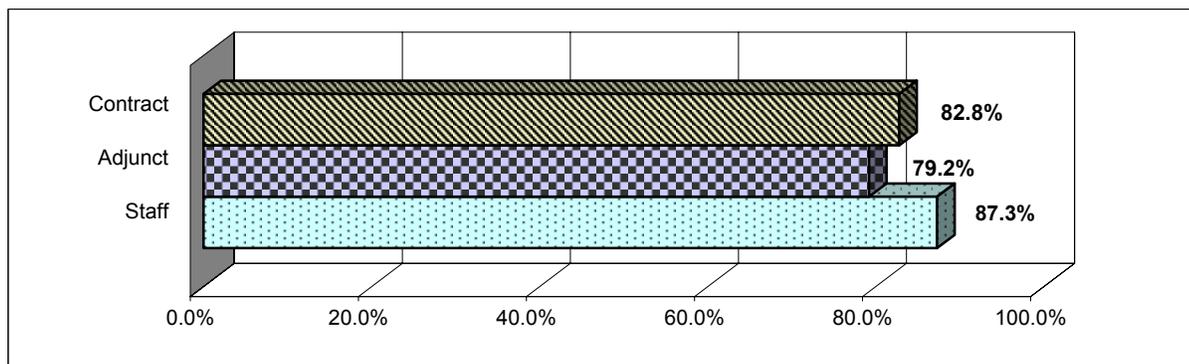
48. Technology planning is integrated with institutional planning. (staff Q39)



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)



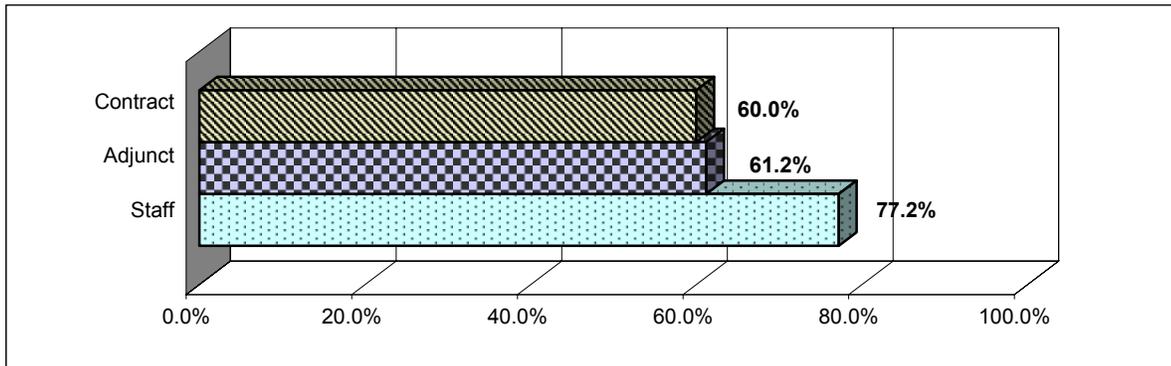
Note: Percent Agreed includes "strongly agree" and "agree".

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

Contract n=59
Adjunct n=61
Staff n=71

**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

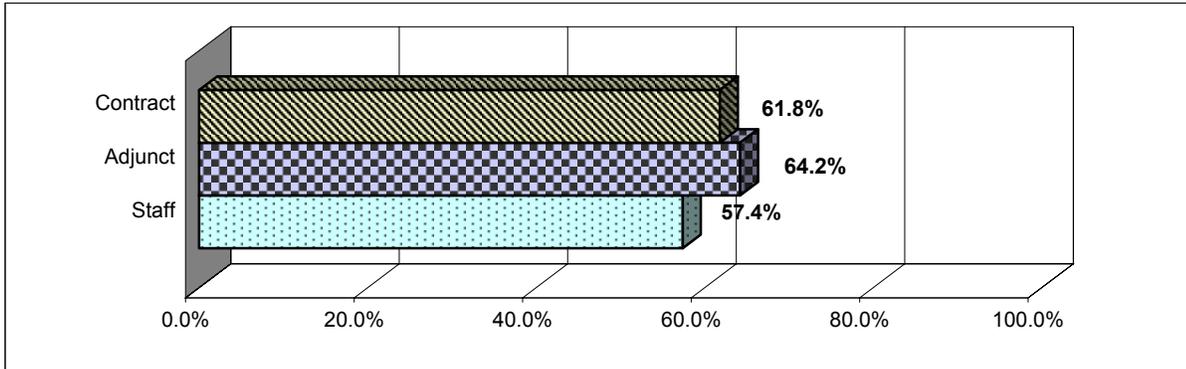
- About 60% of the faculty and staff indicated that budget information is accessible throughout the College (contract, 62%; adjunct, 64%; staff, 57%).
- Staff were less likely to agree that the college budget reflects college priorities and planning goals as compared to faculty (contract, 63%; adjunct, 62%; staff 54%).
- Nearly 64% of the contract faculty and 56% of the adjunct faculty felt that they have appropriate opportunities to participate in budget development for the College through shared governance processes compared to 48% of the staff.
- About 27% of the contract faculty, 51% of the adjunct faculty, and 38% of the staff believed that the district resource allocation process is appropriate to support college programs and services.

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

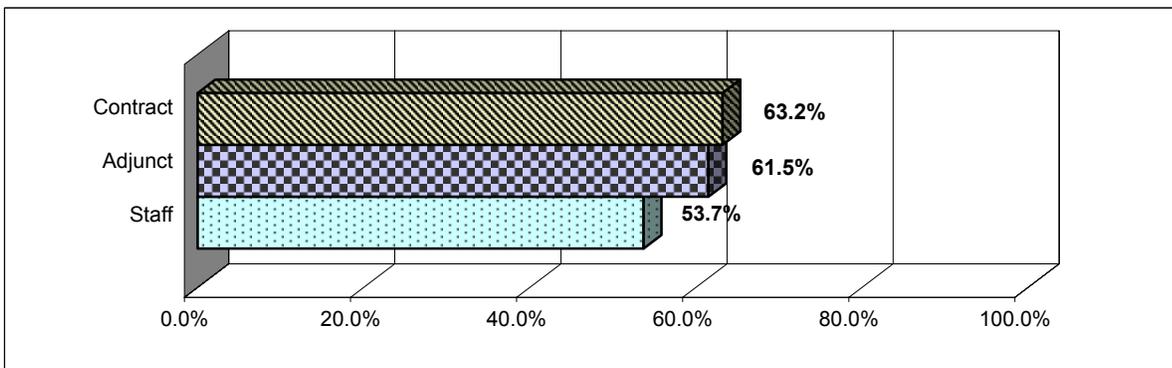
Contract n=59
Adjunct n=61
Staff n=71

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

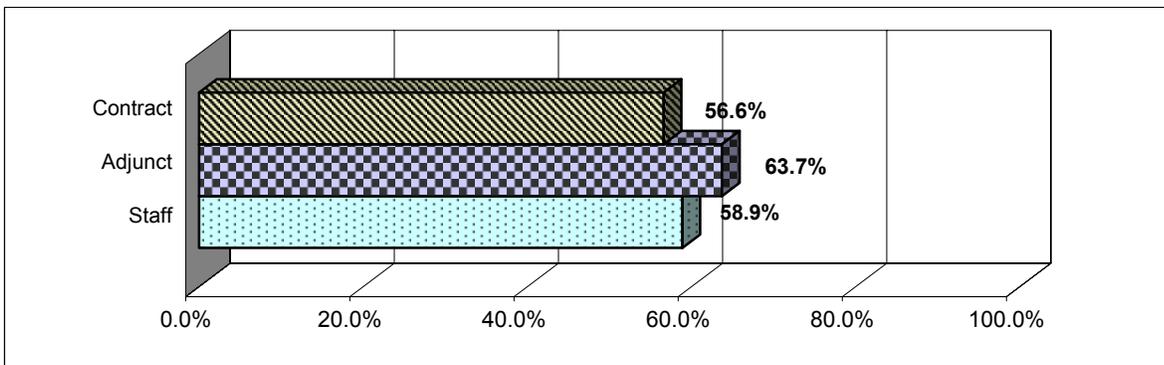
52. Budget information is accessible throughout the College. (staff Q43)



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)



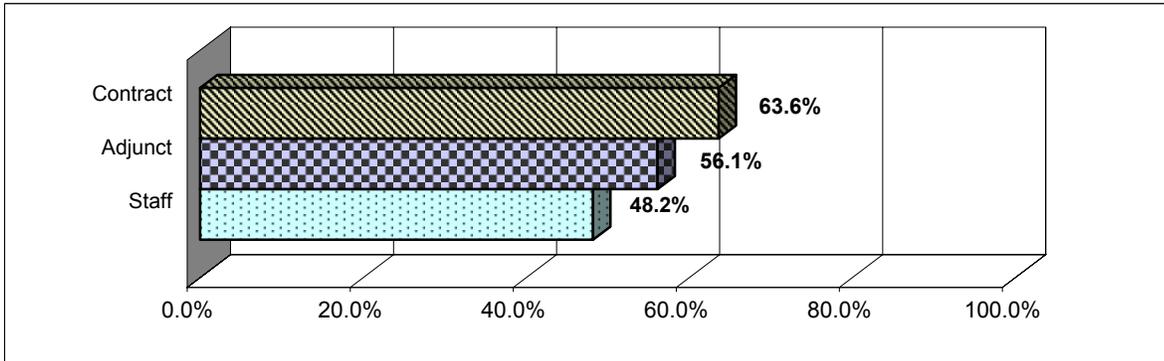
Note: Percent Agreed includes "strongly agree" and "agree".

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

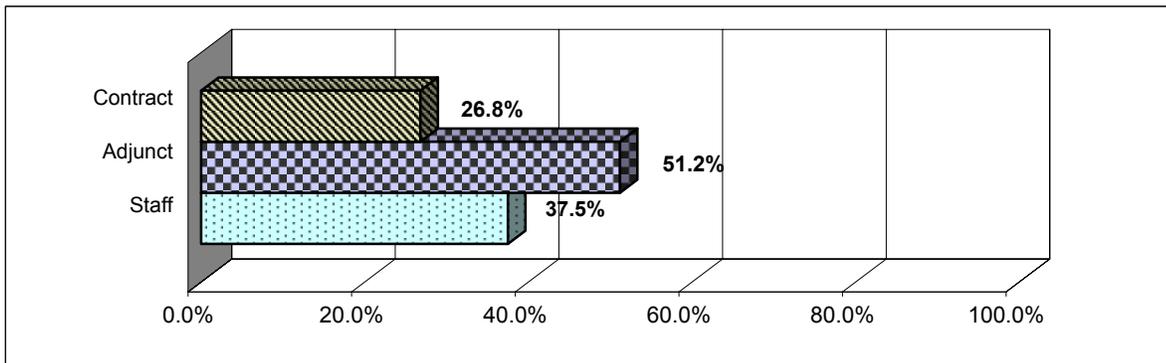
Contract n=59
Adjunct n=61
Staff n=71

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

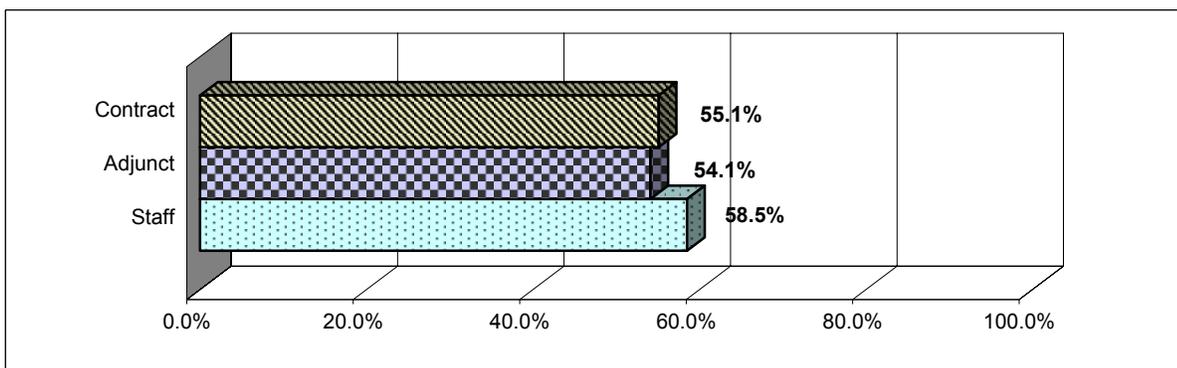
55. Faculty and staff have appropriate opportunities to participate in budget development for the College through its shared governance processes. (staff Q46)



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



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



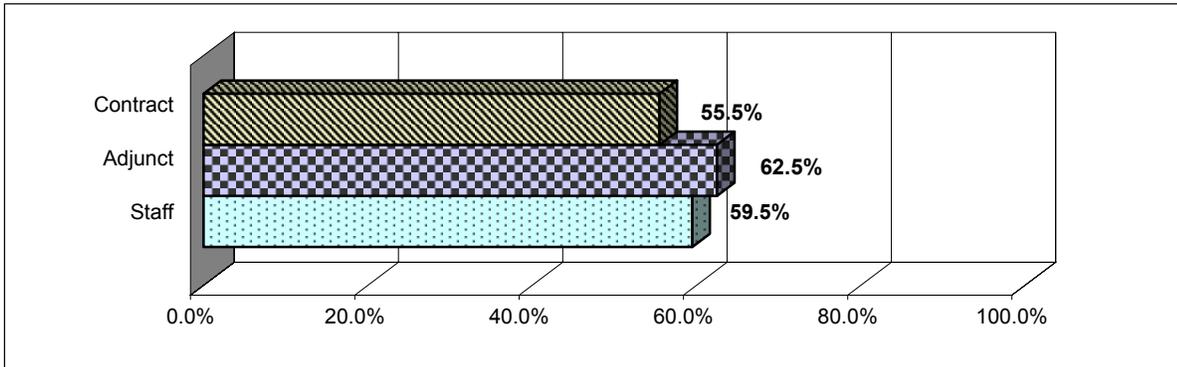
Note: Percent Agreed includes "strongly agree" and "agree".
Institutional Research and Planning
7/17/2003

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

Contract n=59
Adjunct n=61
Staff n=71

**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, faculty were more likely to indicate that they have a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies (contract, 74%; adjunct, 65%; staff, 40%).
- 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, 91%; adjunct, 61%; staff, 63%).
- Over 70% of the faculty and staff agreed that the College's governance structures, processes, and practices facilitate effective communication among its constituencies (contract, 77%; adjunct, 71%; staff, 76%).
- About 35% of the contract faculty, 53% of the adjunct faculty, and 42% of the staff indicated that the role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.

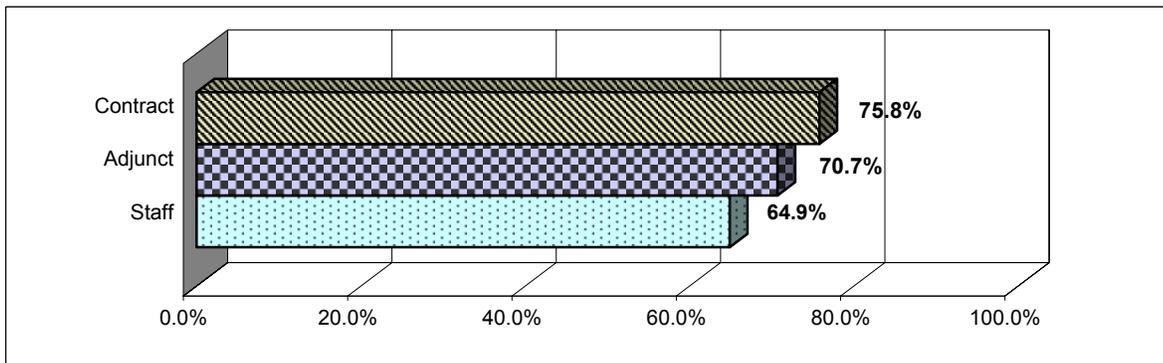
**CITY COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED**

Contract n=59
Adjunct n=61
Staff n=71

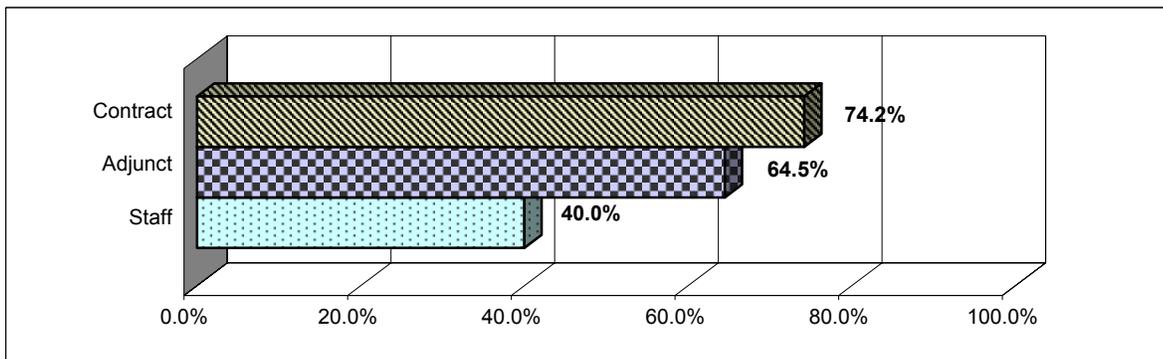
Standard IV: LEADERSHIP AND GOVERNANCE

A. Decision-Making Roles and Processes

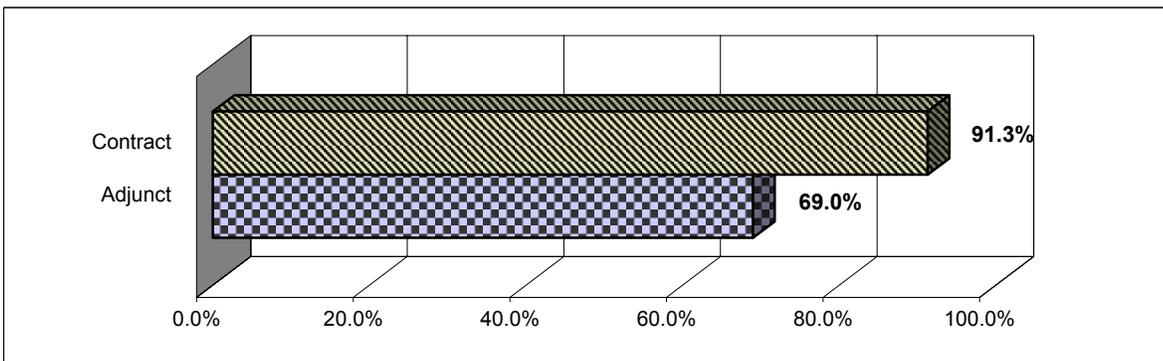
59. The college leaders encourage all members of college community to take initiative in improving institutional effectiveness. (staff Q50)



60. The faculty/staff exercise 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.



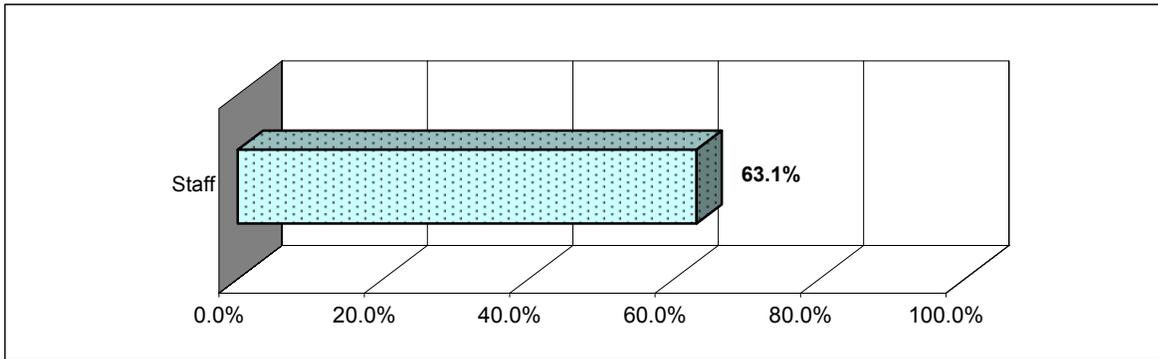
Note: Percent Agreed includes "strongly agree" and "agree".

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

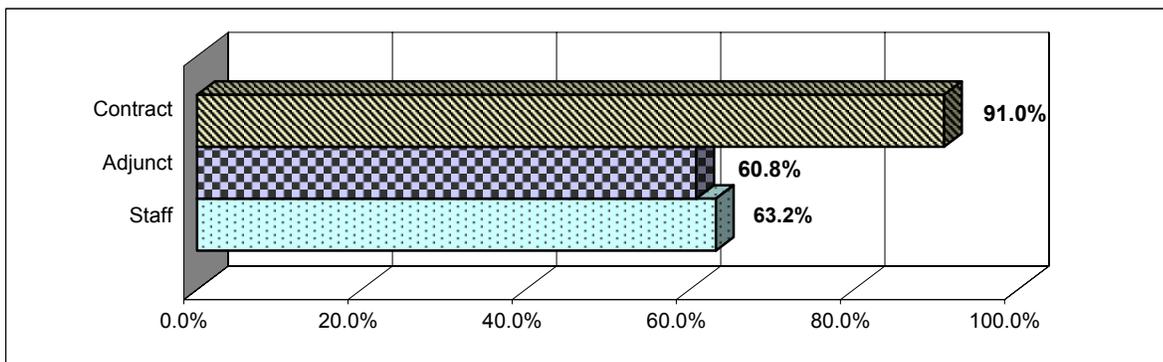
Contract n=59
Adjunct n=61
Staff n=71

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

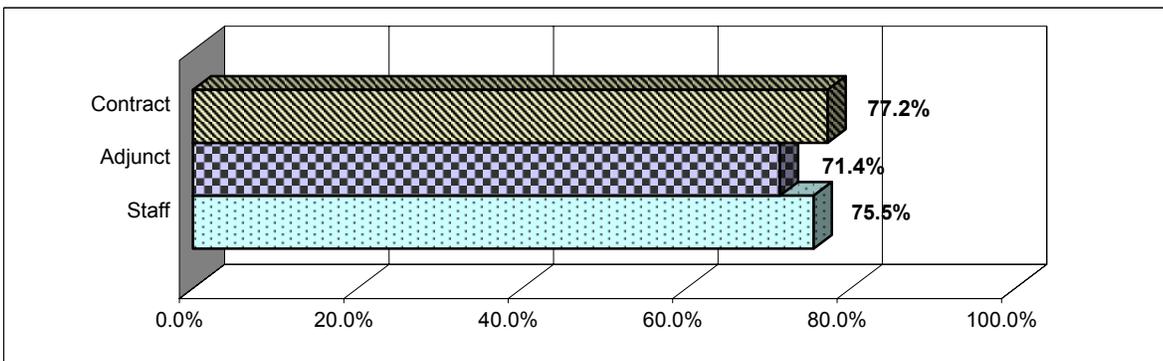
Staff involvement on committees assure that they have a voice in college policy making. (staff Q52)



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)



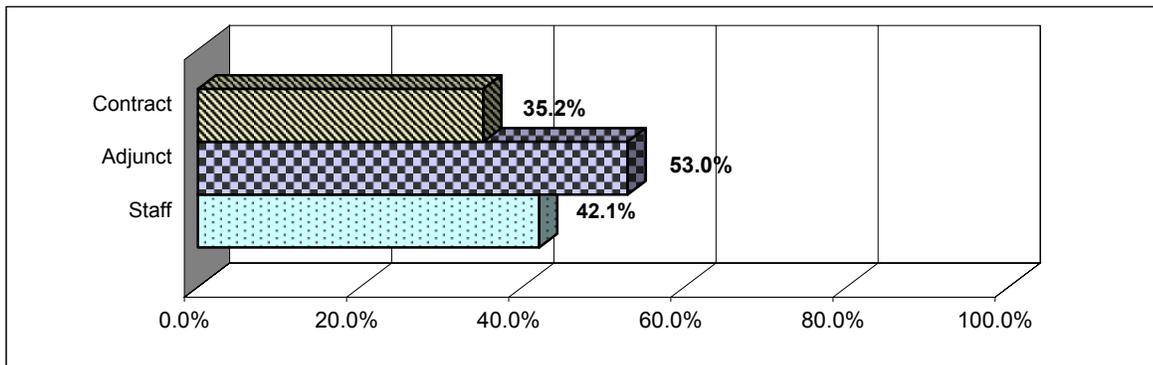
Note: Percent Agreed includes "strongly agree" and "agree".

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

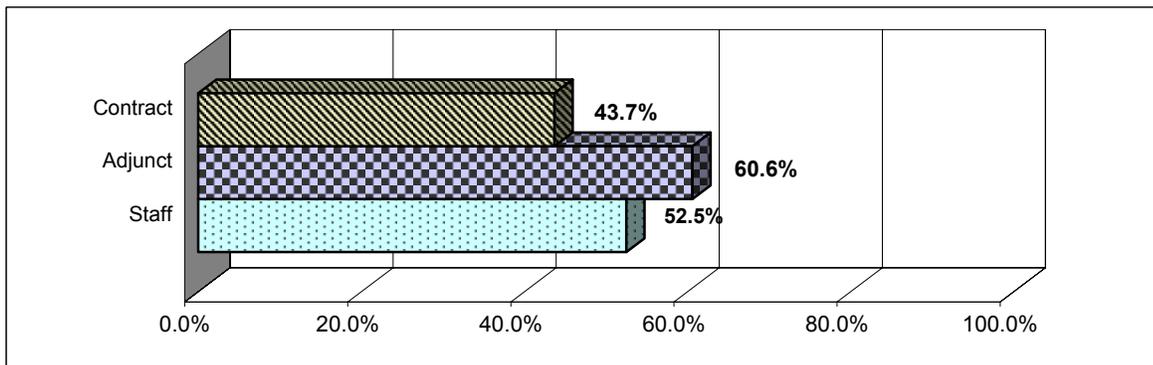
Contract n=59
Adjunct n=61
Staff n=71

**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**

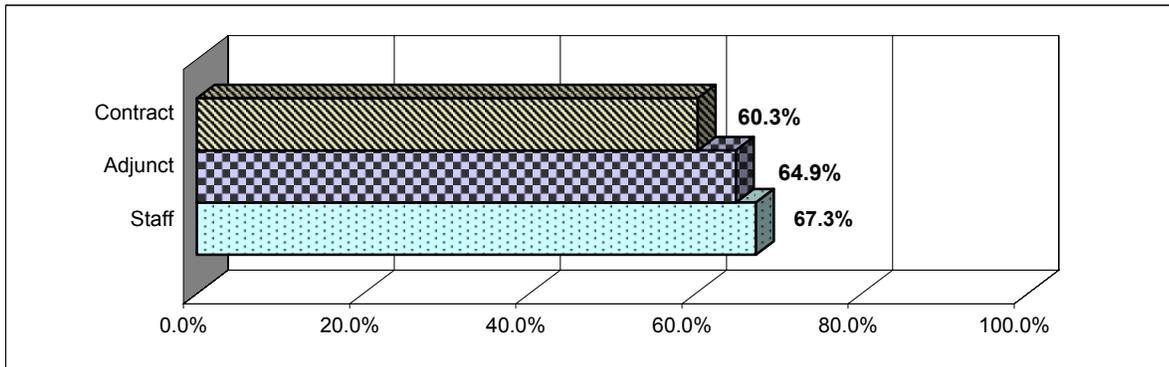
- About 70% of the faculty and staff felt that the governing board establishes policies to assure the financial stability of the institution (contract, 70%; adjunct, 71%; staff, 67%).
- About 52% of the contract faculty, 62% of the adjunct faculty, and 62% of the staff agreed that the governing board's decision-making reflects the public interest.
- Most of the faculty and staff indicated that the college president works and communicates effectively with communities served by the College (contract, 77%; adjunct, 81%; staff, 79%).
- Contract faculty (47%) 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 (74% and 60% respectively).
- Fifty percent (50%) of the contract faculty, 72% of the adjunct faculty, and 60% of the staff believed that the District Office and colleges use effective methods of communication and exchange information in a timely manner.

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

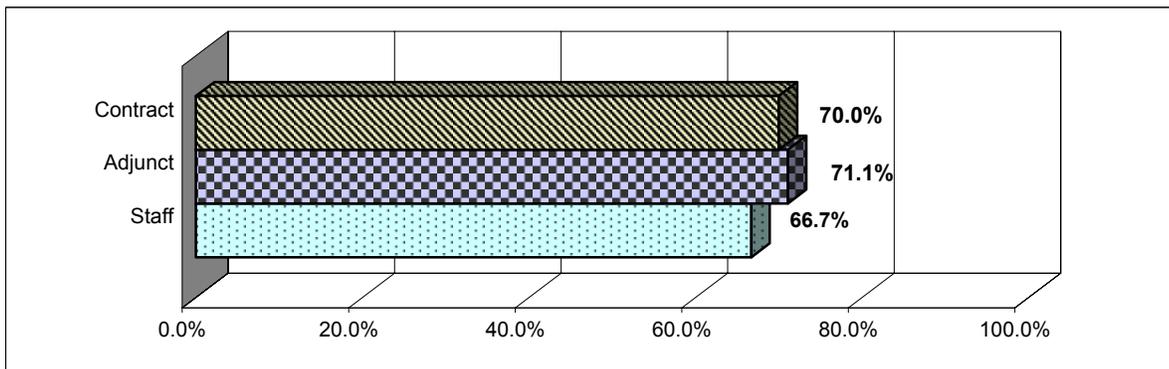
Contract n=59
Adjunct n=61
Staff n=71

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

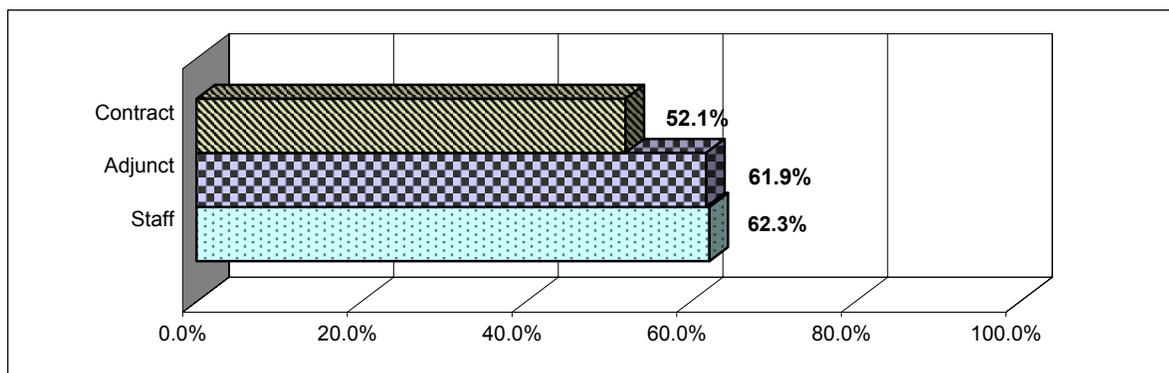
66. The governing board establishes policies to assure the quality, integrity, and effectiveness of the programs and services. (staff Q57)



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)



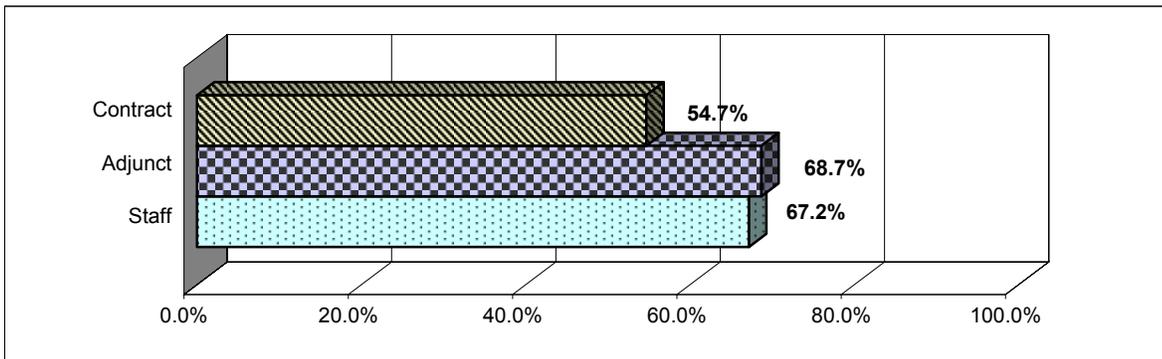
Note: Percent Agreed includes "strongly agree" and "agree".

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

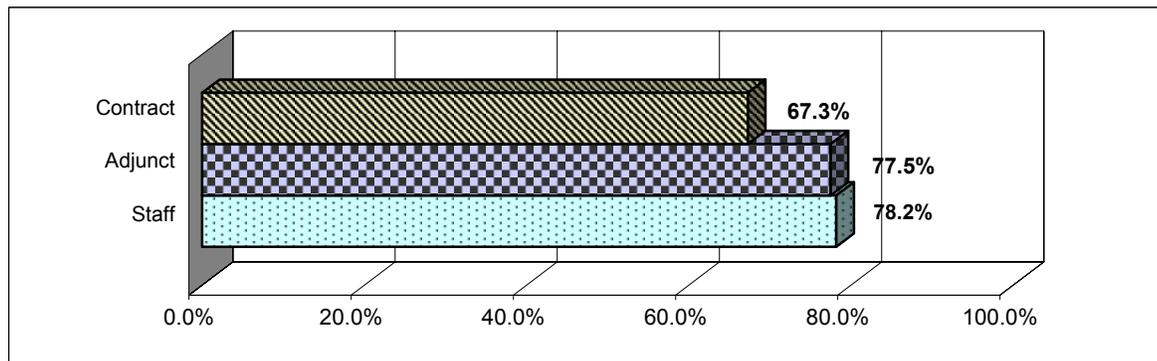
Contract n=59
Adjunct n=61
Staff n=71

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

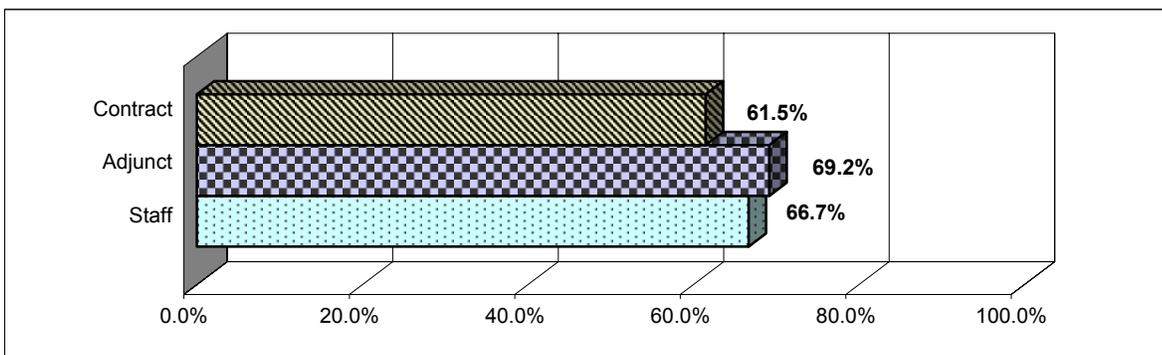
69. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity. (staff Q60)



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)



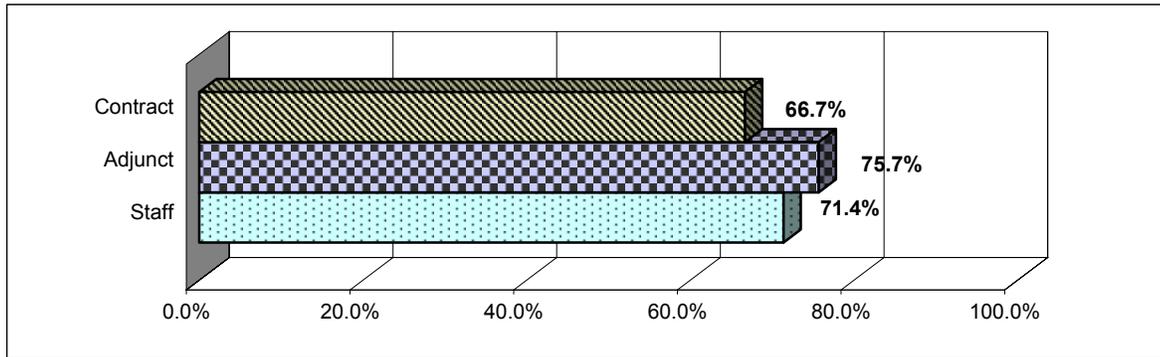
Note: Percent Agreed includes "strongly agree" and "agree".

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

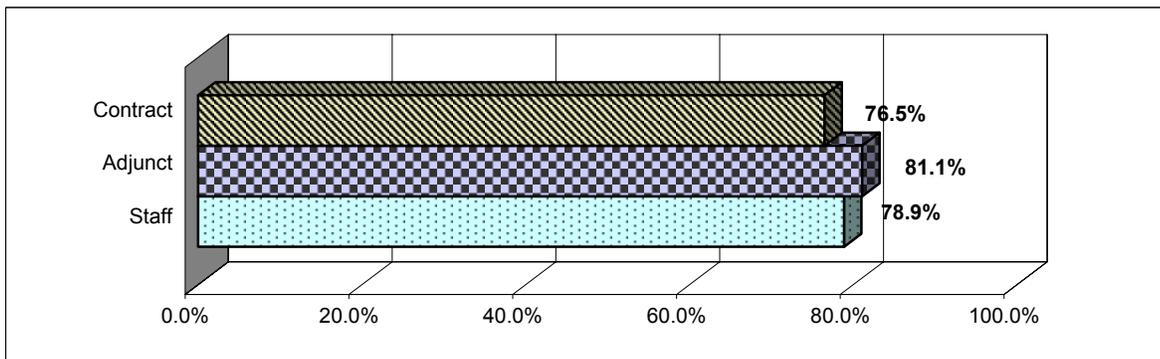
Contract n=59
Adjunct n=61
Staff n=71

**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)

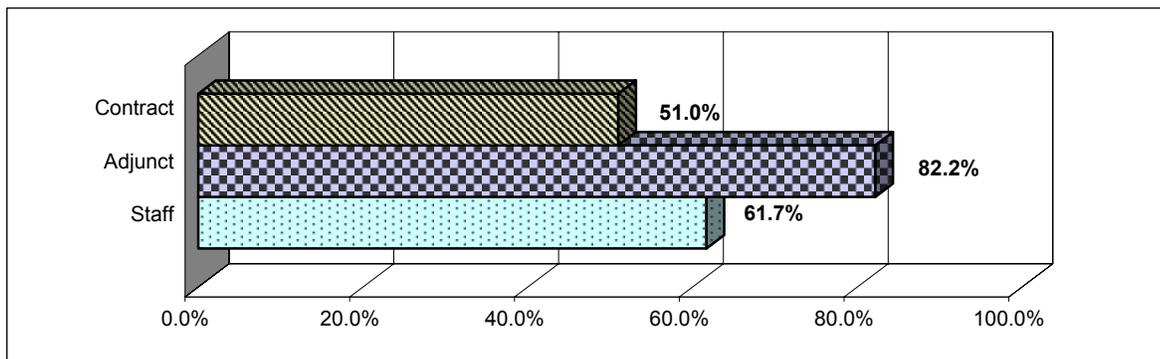


73. The college president works and communicates effectively with the communities served by the College. (staff Q64)



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".

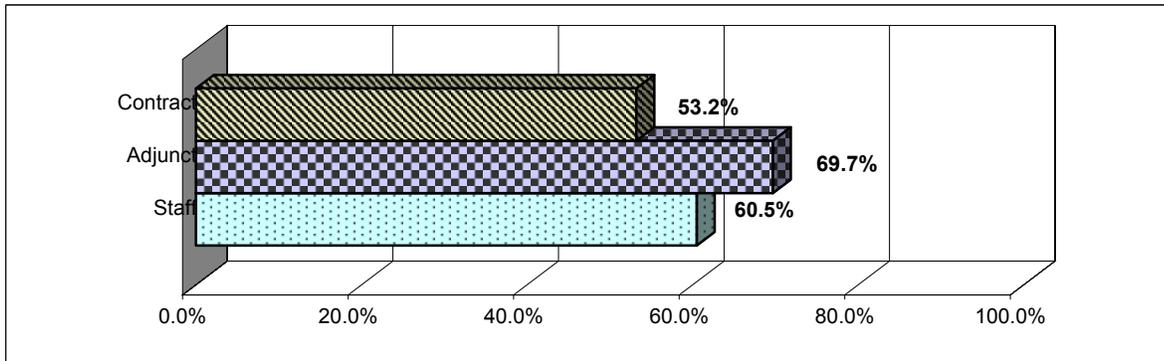
**CITY COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED**

Contract n=59
Adjunct n=61
Staff n=71

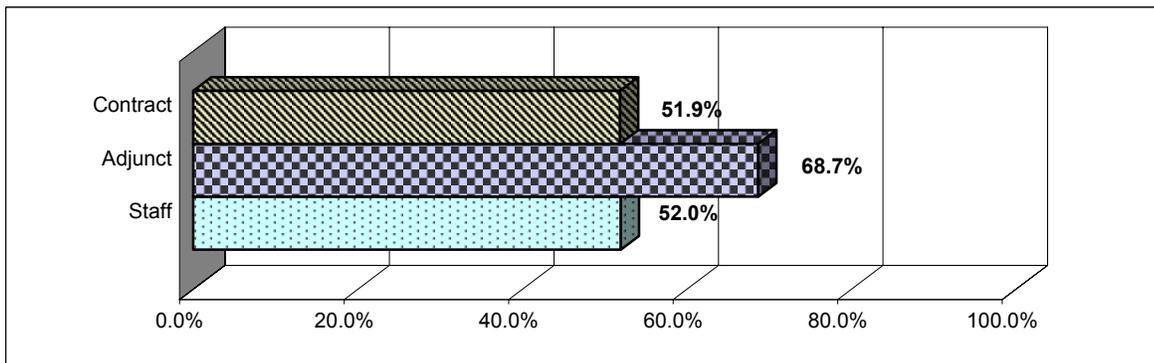
**Standard IV: LEADERSHIP AND GOVERNANCE
B. Board and Administrative Organization (continued)**

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

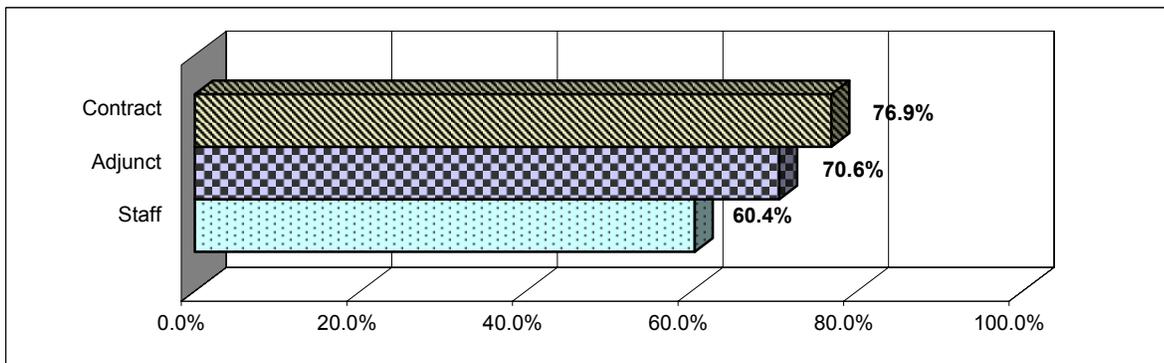
B. Governing Board and the colleges



C. District Office and the colleges



D. Colleges



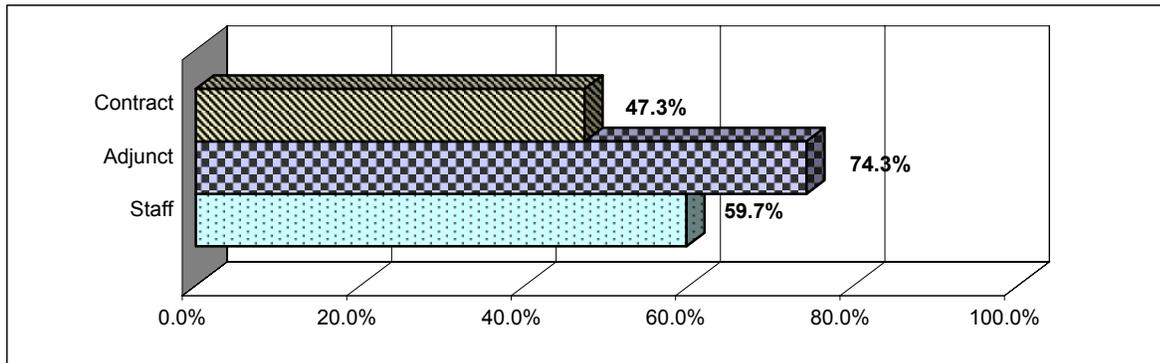
Note: Percent Agreed includes "strongly agree" and "agree".

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

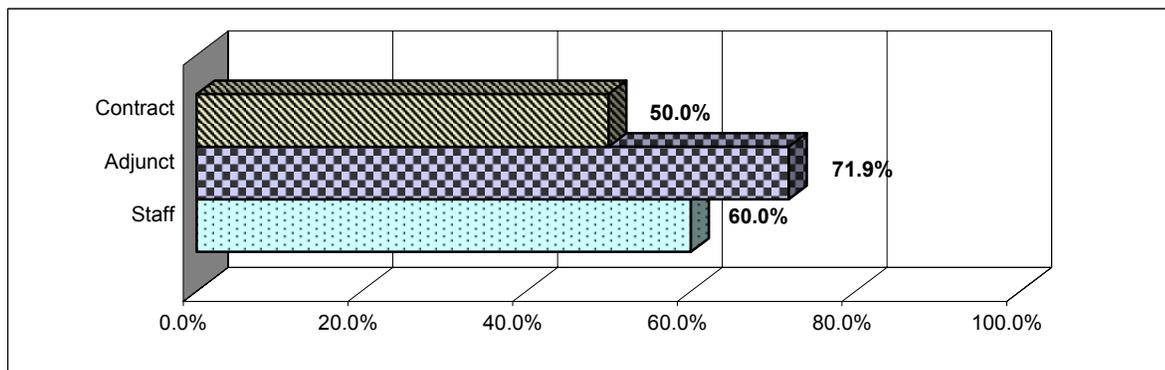
Contract n=59
Adjunct n=61
Staff n=71

**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)

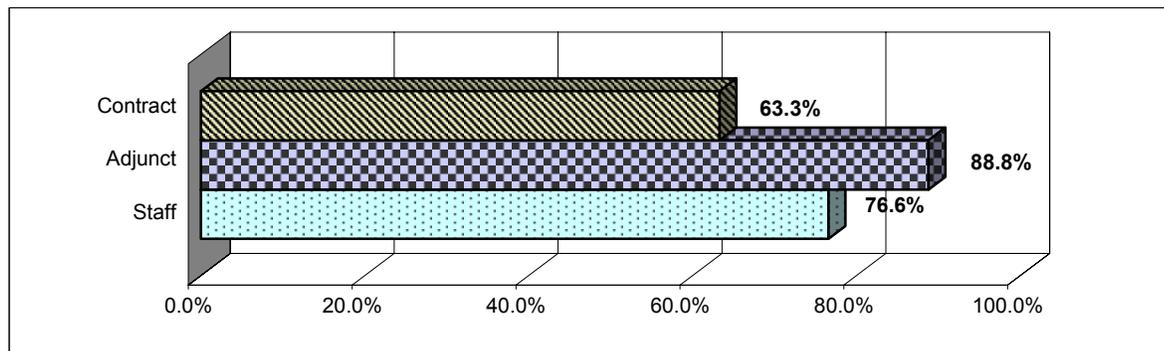


76. The District Office and colleges use effective methods of communication and exchange information in a timely manner. (staff Q67)



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".

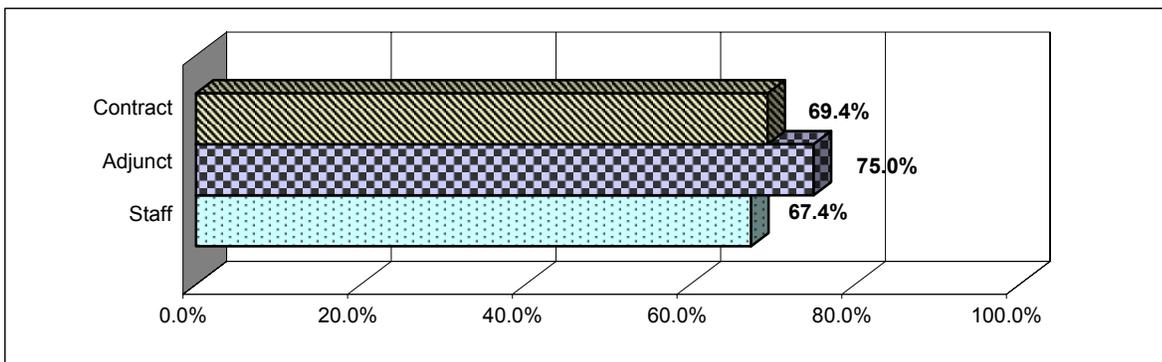
**CITY COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED**

Contract n=59
Adjunct n=61
Staff n=71

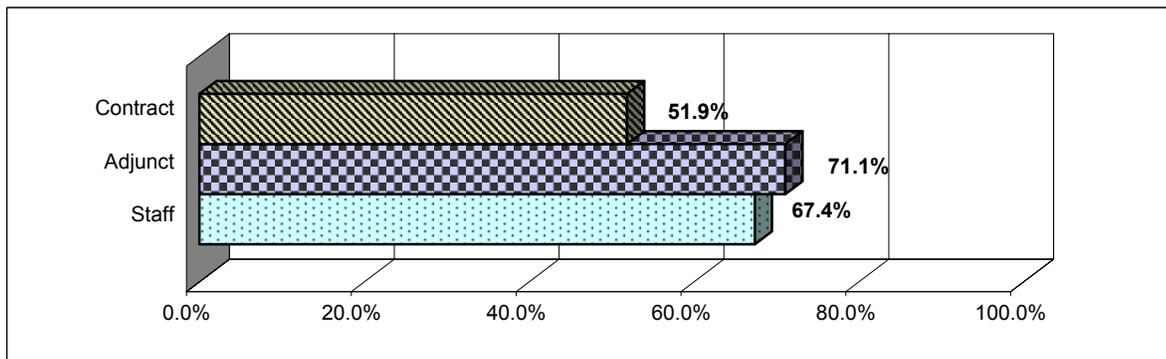
**Standard IV: LEADERSHIP AND GOVERNANCE
B. Board and Administrative Organization (continued)**

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

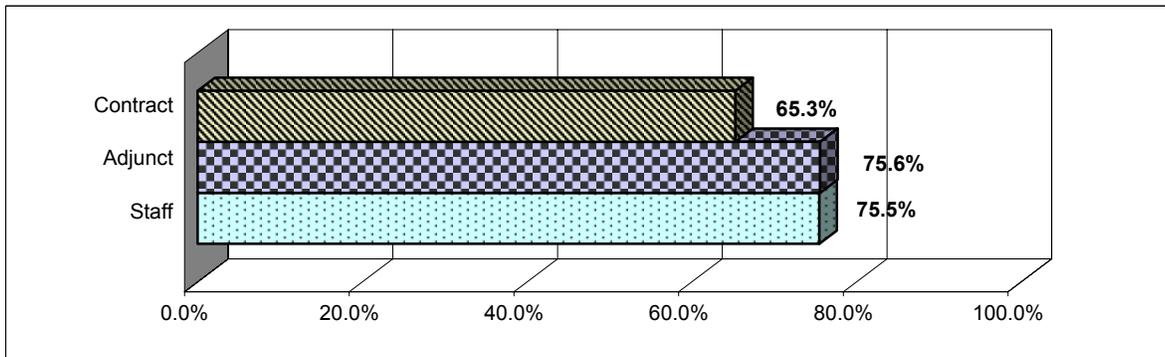
B. District Advancement (Communications)



C. Facilities Services



D. Human Resources



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

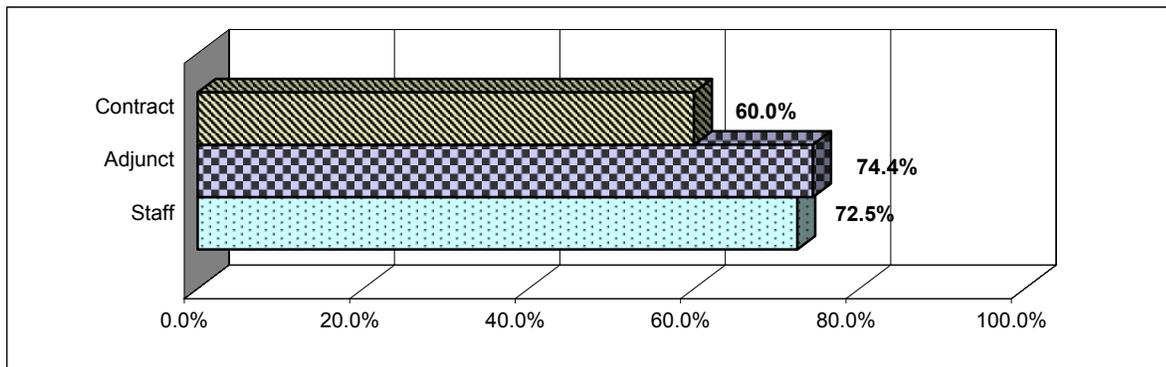
**CITY COLLEGE ACCREDITATION SURVEYS 2003
PERCENT OF RESPONDENTS WHO AGREED**

Contract n=59
Adjunct n=61
Staff n=71

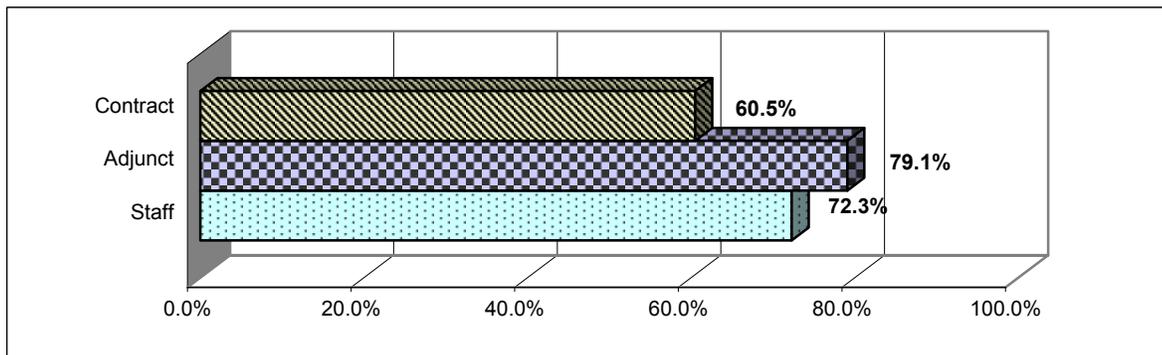
**Standard IV: LEADERSHIP AND GOVERNANCE
B. Board and Administrative Organization (continued)**

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

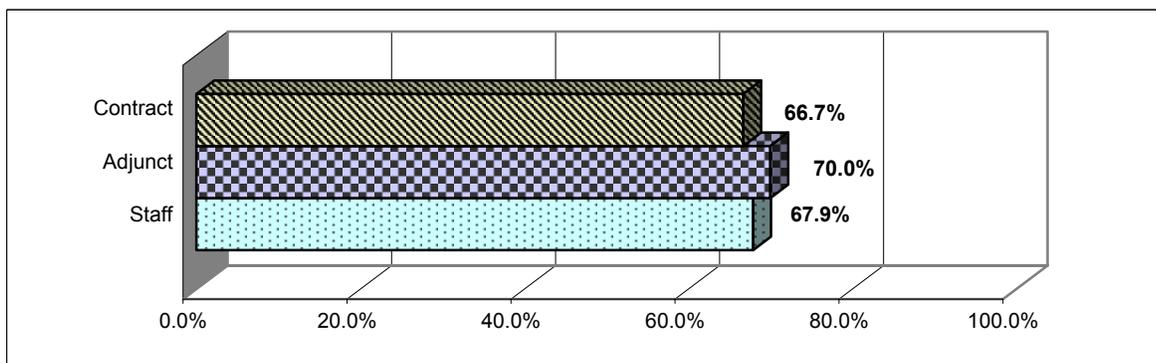
E. Information Technology



F. Instructional Services



G. Student Services



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

San Diego City College Accreditation Survey Report

SUMMARY TABLES

CITY COLLEGE ACCREDITATION SURVEYS 2003 - Summary Tables

	All Faculty/Administrators (n=142)			Contract Faculty (n=59)			Adjunct Faculty (n=61)			Staff (n=71)		
	% important	% satisfied	GAP	% important	% satisfied	GAP	% important	% satisfied	GAP	% important	% satisfied	GAP
Counseling	97.1%	59.4%	-37.7%	98.4%	50.0%	-48.4%	96.4%	72.7%	-23.7%	97.0%	75.0%	-22.0%
Tutoring Services	98.5%	83.6%	-14.9%	100.0%	82.4%	-17.6%	96.3%	86.2%	-10.1%	96.8%	95.6%	-1.2%
Transfer Center	98.3%	91.3%	-7.0%	98.2%	92.3%	-5.9%	97.8%	86.5%	-11.3%	90.3%	89.3%	-1.0%
DSPS	95.7%	91.4%	-4.3%	98.3%	94.9%	-3.4%	91.9%	89.5%	-2.4%	96.6%	96.1%	-0.5%
Admissions	99.2%	87.4%	-11.8%	100.0%	83.0%	-17.0%	98.2%	91.4%	-6.8%	98.5%	84.8%	-13.7%
EOPS	93.6%	88.4%	-5.2%	92.5%	89.8%	-2.7%	97.4%	89.2%	-8.2%	88.2%	81.6%	-6.6%
Financial Aid Services	97.7%	82.8%	-14.9%	100.0%	82.2%	-17.8%	95.9%	83.8%	-12.1%	96.8%	82.8%	-14.0%
Health Services	95.3%	89.2%	-6.1%	96.5%	94.6%	-1.9%	94.3%	82.0%	-12.3%	83.9%	98.1%	14.2%
Cafeteria/Snack Bar	87.4%	70.8%	-16.6%	85.9%	72.0%	-13.9%	91.1%	71.7%	-19.4%	81.5%	53.1%	-28.4%
Library Resources	96.3%	75.8%	-20.5%	96.5%	75.5%	-21.0%	94.5%	80.4%	-14.1%	96.8%	87.5%	-9.3%
Independent Learning Center	93.7%	84.4%	-9.3%	92.7%	81.8%	-10.9%	93.9%	87.8%	-6.1%	89.9%	76.0%	-13.9%
Parking	95.6%	45.2%	-50.4%	94.9%	42.1%	-52.8%	96.4%	51.8%	-44.6%	96.9%	31.9%	-65.0%
Computer Lab	96.8%	80.9%	-15.9%	98.2%	80.0%	-18.2%	94.3%	79.1%	-15.2%	95.2%	86.2%	-9.0%
Departmental Teaching Resources	93.0%	60.5%	-32.5%	92.3%	43.1%	-49.2%	91.3%	73.8%	-17.5%	83.6%	75.0%	-8.6%
Quality of Instruction	98.6%	90.2%	-8.4%	100.0%	85.5%	-14.5%	96.6%	94.7%	-1.9%	96.8%	89.3%	-7.5%
Availability of Classes	99.3%	60.0%	-39.3%	100.0%	53.4%	-46.6%	98.3%	69.1%	-29.2%	96.8%	49.2%	-47.6%
Adequacy of Classrooms	98.5%	41.6%	-56.9%	98.3%	27.6%	-70.7%	98.2%	53.4%	-44.8%	96.8%	56.6%	-40.2%
Assigned Working Space/Office Space	94.0%	57.5%	-36.5%	94.7%	68.9%	-25.8%	94.4%	46.2%	-48.2%	98.5%	58.7%	-39.8%
Technology Resources	95.5%	72.0%	-23.5%	98.3%	70.2%	-28.1%	90.5%	75.0%	-15.5%	95.1%	81.5%	-13.6%
Financial Resources	97.8%	47.5%	-50.3%	100.0%	38.2%	-61.8%	94.5%	59.1%	-35.4%	93.8%	60.4%	-33.4%
Physical Facilities	97.7%	52.8%	-44.9%	98.2%	51.7%	-46.5%	98.2%	51.0%	-47.2%	92.5%	60.4%	-32.1%
Staffing Resources	97.7%	60.5%	-37.2%	100.0%	51.8%	-48.2%	94.2%	73.4%	-20.8%	95.6%	53.4%	-42.2%
Student Life/Activities	85.2%	78.9%	-6.3%	91.2%	81.1%	-10.1%	84.8%	77.5%	-7.3%	87.1%	72.5%	-14.6%
AV Media Resources	97.7%	80.2%	-17.5%	96.6%	84.2%	-12.4%	100.0%	77.1%	-22.9%	85.3%	78.9%	-6.4%
Average	95.8%	72.2%	-23.7%	96.7%	69.8%	-26.9%	95.0%	75.1%	-19.9%	92.9%	73.9%	-19.0%

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: Sixteen 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=142)	Contract Faculty (n=59)	Adjunct Faculty (n=61)	Staff (n=71)
A. Mission				
1. I am familiar with the mission statement of the College.	91.0%	98.3%	84.9%	85.7%
2. The college programs, services, and planning are consistent with the mission of the College.	83.0%	82.8%	86.9%	80.7%
3. The mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning.	93.9%	94.8%	94.2%	81.7%
Average	89.3%	92.0%	88.7%	82.7%
B. Improving Institutional Effectiveness				
4. Improving institutional effectiveness is valued throughout the College.	74.2%	77.6%	76.0%	77.8%
5. The College facilitates an ongoing dialogue about improving student learning and institutional processes.	68.7%	64.3%	72.5%	76.3%
6. Review of programs and services is integrated into the college planning process.	79.1%	80.3%	80.9%	68.4%
7. Student learning outcomes are considered in program review and institutional planning.	71.2%	57.2%	95.4%	71.5%
8. The College's planning process is broad-based, offering opportunities for input by appropriate constituencies.	70.6%	71.4%	74.4%	73.7%
Average	72.8%	70.2%	79.8%	73.5%

Standard II: STUDENT LEARNING PROGRAMS AND SERVICES	Percent Agreed			
	All Faculty/Administrators (n=142)	Contract Faculty (n=59)	Adjunct Faculty (n=61)	Staff (n=71)
A. Instructional Programs				
9. I am pleased with the quality of teaching and instruction here.	89.5%	86.0%	92.9%	N/A
10. The College recognizes the central role of its faculty in assuring quality of instruction.	77.2%	74.1%	80.7%	N/A
11. The College identifies and seeks to meet the varied educational needs of its students through diverse programs. (staff Q9)	88.1%	82.7%	90.9%	80.6%
12. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	92.0%	88.9%	94.3%	N/A
13. The College provides alternate class scheduling to meet student needs. (staff Q11)	65.9%	65.5%	68.9%	66.6%
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)	68.6%	53.7%	86.1%	77.8%

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

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

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

Standard II: STUDENT LEARNING PROGRAMS AND SERVICES (Continued)	Percent Agreed			
	All Faculty/Administrators (n=142)	Contract Faculty (n=59)	Adjunct Faculty (n=61)	Staff (n=71)
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	71.3%	74.1%	70.7%	N/A
somewhat	24.8%	22.2%	25.9%	N/A
not at all	3.9%	3.7%	3.4%	N/A
Critical Thinking				
to a great extent	87.5%	88.9%	84.5%	N/A
somewhat	10.9%	9.3%	15.5%	N/A
not at all	1.6%	1.9%		N/A
Quantitative Reasoning Skills				
to a great extent	65.3%	59.6%	71.9%	N/A
somewhat	27.4%	32.7%	22.8%	N/A
not at all	7.3%	7.7%	5.3%	N/A
Appreciation of Cultural Diversity				
to a great extent	55.9%	59.3%	53.4%	N/A
somewhat	33.1%	27.8%	36.2%	N/A
not at all	11.0%	13.0%	10.3%	N/A
Information Competency				
to a great extent	72.9%	68.5%	74.6%	N/A
somewhat	24.8%	27.8%	23.7%	N/A
not at all	2.3%	3.7%	1.7%	N/A
16. In the classes you teach, students are provided with a syllabus that specifies learning objectives consistent with the approved course outlines.	99.2%	98.2%	100.0%	N/A
17. Official college publications such as the catalog and class schedule are precise, accurate, and current. (staff Q12)	81.8%	81.1%	81.1%	60.0%
Information contained in the student handbook or orientation materials is helpful to students. (staff Q13)				88.6%
18. The College supports academic freedom.	92.3%	91.2%	98.1%	N/A
19. Faculty are fair and objective in their presentation of course material.	92.2%	89.1%	94.3%	N/A
20. I am familiar with college policies on plagiarism and academic honesty.	95.6%	93.1%	98.3%	N/A
Average*	85.7%	82.1%	89.6%	74.7%
B. Student Support Services				
21. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population. (staff Q14)	80.7%	79.3%	80.4%	78.7%
22. The College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity. (staff Q15)	94.8%	91.3%	98.1%	90.2%
23. In general, do you feel that student support services at this college are adequate to meet student needs? (staff Q16)	68.0%	52.7%	86.8%	70.3%

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

Standard II: STUDENT LEARNING PROGRAMS AND SERVICES (Continued)

	Percent Agreed			
	All Faculty/Administrators (n=142)	Contract Faculty (n=59)	Adjunct Faculty (n=61)	Staff (n=71)
B. Student Support Services (Continued)				
24. Student Services at this college have sufficient staff and resources to meet student needs. (staff Q17)	40.9%	26.8%	56.0%	43.1%
25. Student Services at this college have sufficient facilities to meet student needs. (staff Q18)	45.6%	34.6%	61.2%	42.9%
26. Do you refer students to the various services available on campus? (i.e., DSPS, Tutoring, Health Services, Financial Aid, EOPS, etc.) (staff Q19)				
Yes	94.6%	96.3%	91.1%	98.4%
No	5.4%	3.7%	8.9%	1.6%
Average*	66.0%	56.9%	76.5%	65.0%
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.	67.6%	62.2%	78.5%	N/A
28. The College provides ongoing training for users of library and other learning support services to develop information competency. (staff Q20)	80.9%	74.1%	90.5%	85.7%
29. I use library and other learning support services in my teaching.	64.7%	64.8%	62.8%	N/A
The college library hours are adequate to meet my needs. (staff Q21)	N/A	N/A	N/A	84.3%
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)	45.9%	32.7%	58.7%	73.3%
Average	64.8%	58.5%	72.6%	81.1%

Standard III: RESOURCES

	Percent Agreed			
	All Faculty/Administrators (n=142)	Contract Faculty (n=59)	Adjunct Faculty (n=61)	Staff (n=71)
A. Human Resources				
31. I am personally treated with respect at this college. (staff Q23)	85.7%	84.5%	88.4%	88.3%
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.	87.8%	87.9%	86.8%	N/A
33. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed. (staff Q24)	80.0%	79.3%	80.8%	76.6%
34. Have your performance evaluations been conducted according to your contract/handbook guidelines? (staff Q25)				
Yes	96.9%	96.2%	96.4%	82.0%
No	3.1%	3.8%	3.6%	18.0%

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 26.

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

Standard III: RESOURCES (Continued)	Percent Agreed			
	All Faculty/Administrators (n=142)	Contract Faculty (n=59)	Adjunct Faculty (n=61)	Staff (n=71)
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)	83.6%	78.2%	92.2%	89.3%
36. Policies and practices of the College clearly demonstrate commitment to issues of equity and diversity. (staff Q27)	88.1%	84.5%	91.5%	89.7%
37. The College provides opportunities for continued professional and staff development. (staff Q28)	82.7%	81.0%	83.3%	86.4%
38. As a group, the members of my department stay current in their fields of expertise. (staff Q29)	93.9%	91.3%	98.1%	61.9%
Average	86.0%	83.8%	88.7%	82.0%
B. Physical Resources				
39. Systematic assessment of effective use of physical resources is integrated in institutional planning. (staff Q30)	64.9%	57.7%	69.8%	70.8%
40. Student learning needs are central to the planning, development, and design of new facilities. (staff Q31)	74.8%	64.9%	87.0%	86.4%
41. The College systematically maintains and upgrades its physical resources to support its programs and services. (staff Q32)	43.7%	38.2%	52.2%	57.1%
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)	61.6%	62.5%	58.6%	75.0%
43. Safety hazards are addressed promptly. (staff Q34)	70.3%	72.8%	73.4%	71.0%
44. The grounds are pleasing and adequately maintained. (staff Q35)	83.2%	87.7%	75.5%	97.0%
45. The exterior features of the campus buildings are well maintained. (staff Q36)	76.2%	79.0%	73.6%	76.9%
46. The interior of the classrooms, offices, and restrooms are adequately maintained. (staff Q37)	41.6%	39.6%	39.6%	50.0%
47. The exterior lighting of the College is adequate and kept in working order. (staff Q38)	76.3%	73.7%	79.2%	71.4%
Average*	65.8%	64.0%	67.7%	72.8%
C. Technology Resources				
48. Technology planning is integrated with institutional planning. (staff Q39)	67.0%	63.7%	72.2%	73.0%
49. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning. (staff Q40)	58.0%	55.1%	60.4%	76.3%
50. The College provides training in the effective application of information technology to faculty and staff. (staff Q41)	81.9%	82.8%	79.2%	87.3%
51. The College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs. (staff Q42)	58.2%	60.0%	61.2%	77.2%
Average	66.3%	65.4%	68.3%	78.5%
D. Financial Resources				
52. Budget information is accessible throughout the College. (staff Q43)	63.0%	61.8%	64.2%	57.4%
53. The College budget reflects college priorities and planning goals. (staff Q44)	59.0%	63.2%	61.5%	53.7%
54. College guidelines and processes for financial planning and budget development are clearly defined and followed. (staff Q45)	57.5%	56.6%	63.7%	58.9%

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

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

Note 3: Average does not include Questions 34.

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

Standard III: RESOURCES (Continued)	Percent Agreed			
	All Faculty/Ad-ministrators (n=142)	Contract Faculty (n=59)	Adjunct Faculty (n=61)	Staff (n=71)
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)	60.0%	63.6%	56.1%	48.2%
56. The District resource allocation process is appropriate to support college programs and services. (staff Q47)	33.6%	26.8%	51.2%	37.5%
57. The College systematically assesses the effective use of its financial resources. (staff Q48)	53.8%	55.1%	54.1%	58.5%
58. The College uses the results of financial assessment as the basis for institutional improvement. (staff Q49)	56.2%	55.5%	62.5%	59.5%
Average	54.7%	54.7%	59.0%	53.4%

Standard IV: LEADERSHIP AND GOVERNANCE	Percent Agreed			
	All Faculty/Ad-ministrators (n=142)	Contract Faculty (n=59)	Adjunct Faculty (n=61)	Staff (n=71)
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)	73.1%	75.8%	70.7%	64.9%
60. The faculty/staff exercise a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies. (staff Q51)	71.3%	74.2%	64.5%	40.0%
61. The faculty is sufficiently involved through committees, such as the Curriculum Committee or Vocational Education Advisory Committee, in decisions involving curriculum development.	83.2%	91.3%	69.0%	N/A
Staff involvement on committees assure that they have a voice in college policy making. (staff Q52)	N/A	N/A	N/A	63.1%
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)	77.8%	91.0%	60.8%	63.2%
63. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies. (staff Q54)	75.2%	77.2%	71.4%	75.5%
64. The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders. (staff Q55)	41.5%	35.2%	53.0%	42.1%
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)	49.6%	43.7%	60.6%	52.5%
Average	67.4%	69.8%	64.3%	57.3%

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

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

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

Standard IV: LEADERSHIP AND GOVERNANCE (Continued)	Percent Agreed			
	All Faculty/Administrators (n=142)	Contract Faculty (n=59)	Adjunct Faculty (n=61)	Staff (n=71)
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)	63.9%	60.3%	64.9%	67.3%
67. The governing board establishes policies to assure the financial stability of the institution. (staff Q58)	66.7%	70.0%	71.1%	66.7%
68. The governing board's decision-making reflects the public interest. (staff Q59)	57.8%	52.1%	61.9%	62.3%
69. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity. (staff Q60)	60.8%	54.7%	68.7%	67.2%
70. The college president provides effective leadership in planning and assessing institutional effectiveness. (staff Q61)	72.4%	67.3%	77.5%	78.2%
71. The college president provides effective leadership in selecting and developing personnel. (staff Q62)	65.4%	61.5%	69.2%	66.7%
72. The college president provides effective leadership in fiscal planning and budget development. (staff Q63)	70.2%	66.7%	75.7%	71.4%
73. The college president works and communicates effectively with the communities served by the College. (staff Q64)	76.9%	76.5%	81.1%	78.9%
74. There is a clear delineation of authority and operational responsibility between and among: (staff Q65)				
A. Governing Board and District Office	63.5%	51.0%	82.2%	61.7%
B. Governing Board and the colleges	62.2%	53.2%	69.7%	60.5%
C. District Office and the colleges	57.8%	51.9%	68.7%	52.0%
D. Colleges	75.8%	76.9%	70.6%	60.4%
75. The District Office provides effective services that support the college in its missions and functions. (staff Q66)	58.3%	47.3%	74.3%	59.7%
76. The District Office and colleges use effective methods of communication and exchange information in a timely manner. (staff Q67)	57.1%	50.0%	71.9%	60.0%
77. The District Office provides sufficient support to the colleges in the following areas: (staff Q68)				
A. Business Services	72.7%	63.3%	88.8%	76.6%
B. District Advancement (Communications)	73.8%	69.4%	75.0%	67.4%
C. Facilities Services	60.7%	51.9%	71.1%	67.4%
D. Human Resources	68.5%	65.3%	75.6%	75.5%
E. Information Technology	69.6%	60.0%	74.4%	72.5%
F. Instructional Services	71.6%	60.5%	79.1%	72.3%
G. Student Services	70.4%	66.7%	70.0%	67.9%
Average	66.5%	60.8%	73.4%	67.3%

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

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

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

San Diego City College Accreditation Survey Report

APPENDIX A

**SURVEY RESPONSES OF
ALL FACULTY AND ADMINISTRATORS**

CITY COLLEGE ACCREDITATION SURVEY 2003 - Faculty and Administrators (n=142)

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
137	70.1%	27.0%	2.9%		100.0%	Counseling	133	13.5%	45.9%	27.1%	13.5%	100.0%
135	64.4%	34.1%	1.5%		100.0%	Tutoring Services	128	23.4%	60.2%	11.7%	4.7%	100.0%
121	47.1%	51.2%	1.7%		100.0%	Transfer Center	103	35.0%	56.3%	8.7%		100.0%
116	56.9%	38.8%	4.3%		100.0%	DSPS	116	40.5%	50.9%	7.8%	0.9%	100.0%
132	67.4%	31.8%	0.8%		100.0%	Admissions	119	31.1%	56.3%	9.2%	3.4%	100.0%
110	49.1%	44.5%	6.4%		100.0%	EOPS	104	26.9%	61.5%	9.6%	1.9%	100.0%
126	66.7%	31.0%	2.4%		100.0%	Financial Aid Services	110	27.3%	55.5%	12.7%	4.5%	100.0%
129	45.7%	49.6%	3.9%	0.8%	100.0%	Health Services	111	23.4%	65.8%	7.2%	3.6%	100.0%
135	33.3%	54.1%	10.4%	2.2%	100.0%	Cafeteria/Snack Bar	130	12.3%	58.5%	18.5%	10.8%	100.0%
134	73.9%	22.4%	3.0%	0.7%	100.0%	Library Resources	128	28.9%	46.9%	18.8%	5.5%	100.0%
126	51.6%	42.1%	5.6%	0.8%	100.0%	Independent Learning Center	115	18.3%	66.1%	13.9%	1.7%	100.0%
136	59.6%	36.0%	3.7%	0.7%	100.0%	Parking	135	5.2%	40.0%	29.6%	25.2%	100.0%
125	58.4%	38.4%	2.4%	0.8%	100.0%	Computer Lab	110	20.0%	60.9%	17.3%	1.8%	100.0%
114	50.9%	42.1%	5.3%	1.8%	100.0%	Departmental Teaching Resources	109	5.5%	55.0%	30.3%	9.2%	100.0%
137	92.0%	6.6%	1.5%		100.0%	Quality of Instruction	133	36.8%	53.4%	6.8%	3.0%	100.0%
137	75.2%	24.1%	0.7%		100.0%	Availability of Classes	135	17.8%	42.2%	30.4%	9.6%	100.0%
137	66.4%	32.1%	1.5%		100.0%	Adequacy of Classrooms	137	4.4%	37.2%	41.6%	16.8%	100.0%
133	33.1%	60.9%	6.0%		100.0%	Assigned Working Space/Office Space	132	8.3%	49.2%	24.2%	18.2%	100.0%
133	46.6%	48.9%	3.8%	0.8%	100.0%	Technology Resources	125	11.2%	60.8%	23.2%	4.8%	100.0%
133	60.2%	37.6%	2.3%		100.0%	Financial Resources	120	8.3%	39.2%	35.0%	17.5%	100.0%
128	53.9%	43.8%	1.6%	0.8%	100.0%	Physical Facilities	125	10.4%	42.4%	37.6%	9.6%	100.0%
128	50.0%	47.7%	2.3%		100.0%	Staffing Resources	124	11.3%	49.2%	29.8%	9.7%	100.0%
122	30.3%	54.9%	10.7%	4.1%	100.0%	Student Life/Activities	109	13.8%	65.1%	18.3%	2.8%	100.0%
131	43.5%	54.2%	2.3%		100.0%	AV Media Resources	126	15.9%	64.3%	17.5%	2.4%	100.0%
129	56.1%	39.7%	3.6%	1.4%	100.0%	Average	122	18.7%	53.5%	20.3%	7.9%	100.0%

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

Note 2: Sixteen 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.	133	36.1%	54.9%	7.5%	1.5%	100.0%
2. The college programs, services, and planning are consistent with the mission of the College.	124	17.7%	65.3%	15.3%	1.6%	100.0%
3. The mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning.	130	33.1%	60.8%	4.6%	1.5%	100.0%
Average	129	29.0%	60.3%	9.1%	1.5%	100.0%
B. Improving Institutional Effectiveness						
4. Improving institutional effectiveness is valued throughout the College.	128	20.3%	53.9%	21.9%	3.9%	100.0%
5. The College facilitates an ongoing dialogue about improving student learning and institutional processes.	128	14.8%	53.9%	26.6%	4.7%	100.0%
6. Review of programs and services is integrated into the college planning process.	115	20.0%	59.1%	20.0%	0.9%	100.0%
7. Student learning outcomes are considered in program review and institutional planning.	118	15.3%	55.9%	25.4%	3.4%	100.0%
8. The College's planning process is broad-based, offering opportunities for input by appropriate constituencies.	119	21.0%	49.6%	21.8%	7.6%	100.0%
Average	122	18.3%	54.5%	23.1%	4.1%	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.	133	27.8%	61.7%	8.3%	2.3%	100.0%
10. The College recognizes the central role of its faculty in assuring quality of instruction.	136	21.3%	55.9%	14.7%	8.1%	100.0%
11. The College identifies and seeks to meet the varied educational needs of its students through diverse programs.	134	26.9%	61.2%	11.2%	0.7%	100.0%
12. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	125	17.6%	74.4%	6.4%	1.6%	100.0%
13. The College provides alternate class scheduling to meet student needs.	123	12.2%	53.7%	28.5%	5.7%	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.	105	10.5%	58.1%	28.6%	2.9%	100.0%

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

Note 2: Sixteen 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	129		71.3%	24.8%	3.9%	100.0%
Critical Thinking	128		87.5%	10.9%	1.6%	100.0%
Quantitative Reasoning Skills	124		65.3%	27.4%	7.3%	100.0%
Appreciation of Cultural Diversity	127		55.9%	33.1%	11.0%	100.0%
Information Competency	129		72.9%	24.8%	2.3%	100.0%
		strongly agree	agree	disagree	strongly disagree	Total
16. In the classes you teach, students are provided with a syllabus that specifies learning objectives consistent with the approved course outlines.	130	81.5%	17.7%	0.8%		100.0%
17. Official college publications such as the catalog and class schedule are precise, accurate, and current.	137	31.4%	50.4%	12.4%	5.8%	100.0%
18. The College supports academic freedom.	129	38.0%	54.3%	6.2%	1.6%	100.0%
19. Faculty are fair and objective in their presentation of course material.	127	33.1%	59.1%	7.9%		100.0%
20. I am familiar with college policies on plagiarism and academic honesty.	136	56.6%	39.0%	4.4%		100.0%
Average	128	32.4%	53.2%	11.8%	3.6%	100.0%
B. Student Support Services						
21. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population.	135	20.7%	60.0%	17.8%	1.5%	100.0%
22. The College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	134	30.6%	64.2%	3.7%	1.5%	100.0%
23. In general, do you feel that student support services at this college are adequate to meet student needs?	131	9.2%	58.8%	26.7%	5.3%	100.0%
24. Student Services at this college have sufficient staff and resources to meet student needs.	127	3.9%	37.0%	44.1%	15.0%	100.0%
25. Student Services at this college have sufficient facilities to meet student needs.	125	4.8%	40.8%	42.4%	12.0%	100.0%
26. Do you refer students to the various services available on campus? (i.e., DSPS, Tutoring, Health Services, Financial Aid, EOPS, etc.)	129		94.6% (yes)	5.4% (no)		100.0%
Average	130	13.8%	52.2%	26.9%	7.1%	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.	114	12.3%	55.3%	26.3%	6.1%	100.0%
28. The College provides ongoing training for users of library and other learning support services to develop information competency.	115	14.8%	66.1%	19.1%		100.0%
29. I use library and other learning support services in my teaching.	122	18.0%	46.7%	30.3%	4.9%	100.0%
30. The library's collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of your program or work function.	120	6.7%	39.2%	37.5%	16.7%	100.0%
Average	118	13.0%	51.8%	28.3%	9.2%	100.0%

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

Note 2: Sixteen 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.	140	42.1%	43.6%	8.6%	5.7%	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.	131	33.6%	54.2%	9.9%	2.3%	100.0%
33. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.	130	27.7%	52.3%	17.7%	2.3%	100.0%
34. Have your performance evaluations been conducted according to your contract/handbook guidelines?	129		96.9% (yes)	3.1% (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.	128	25.0%	58.6%	12.5%	3.9%	100.0%
36. Policies and practices of the College clearly demonstrate commitment to issues of equity and diversity.	126	25.4%	62.7%	10.3%	1.6%	100.0%
37. The College provides opportunities for continued professional and staff development.	133	24.1%	58.6%	15.8%	1.5%	100.0%
38. As a group, the members of my department stay current in their fields of expertise.	130	38.5%	55.4%	6.2%		100.0%
Average	131	30.9%	55.1%	11.6%	2.9%	100.0%
B. Physical Resources						
39. Systematic assessment of effective use of physical resources is integrated in institutional planning.	111	9.0%	55.9%	34.2%	0.9%	100.0%
40. Student learning needs are central to the planning, development, and design of new facilities.	123	19.5%	55.3%	22.0%	3.3%	100.0%
41. The College systematically maintains and upgrades its physical resources to support its programs and services.	119	0.8%	42.9%	40.3%	16.0%	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.	120	8.3%	53.3%	25.8%	12.5%	100.0%
43. Safety hazards are addressed promptly.	121	18.2%	52.1%	20.7%	9.1%	100.0%
44. The grounds are pleasing and adequately maintained.	131	42.7%	40.5%	14.5%	2.3%	100.0%
45. The exterior features of the campus buildings are well maintained.	130	25.4%	50.8%	20.0%	3.8%	100.0%
46. The interior of the classrooms, offices, and restrooms are adequately maintained.	132	3.0%	38.6%	42.4%	15.9%	100.0%
47. The exterior lighting of the College is adequate and kept in working order.	131	13.7%	62.6%	17.6%	6.1%	100.0%
Average	124	15.6%	50.2%	26.4%	7.8%	100.0%

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

Note 2: Sixteen 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.	109	5.5%	61.5%	30.3%	2.8%	100.0%
49. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	126	14.3%	43.7%	31.7%	10.3%	100.0%
50. The College provides training in the effective application of information technology to faculty and staff.	127	25.2%	56.7%	13.4%	4.7%	100.0%
51. The College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.	110	11.8%	46.4%	37.3%	4.5%	100.0%
Average	118	14.2%	52.1%	28.2%	5.6%	100.0%
D. Financial Resources						
52. Budget information is accessible throughout the College.	119	12.6%	50.4%	24.4%	12.6%	100.0%
53. The College budget reflects college priorities and planning goals.	117	11.1%	47.9%	34.2%	6.8%	100.0%
54. College guidelines and processes for financial planning and budget development are clearly defined and followed.	106	13.2%	44.3%	35.8%	6.6%	100.0%
55. Faculty and staff have appropriate opportunities to participate in budget development for the College through its shared governance processes.	115	8.7%	51.3%	27.8%	12.2%	100.0%
56. The District resource allocation process is appropriate to support college programs and services.	116	4.3%	29.3%	43.1%	23.3%	100.0%
57. The College systematically assesses the effective use of its financial resources.	106	6.6%	47.2%	39.6%	6.6%	100.0%
58. The College uses the results of financial assessment as the basis for institutional improvement.	96	5.2%	51.0%	36.5%	7.3%	100.0%
Average	111	8.8%	45.9%	34.5%	10.8%	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.	119	16.8%	56.3%	21.0%	5.9%	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.	122	18.0%	53.3%	23.8%	4.9%	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.	119	25.2%	58.0%	15.1%	1.7%	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.	126	24.6%	53.2%	17.5%	4.8%	100.0%

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

Note 2: Sixteen 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.	117	20.5%	54.7%	21.4%	3.4%	100.0%
64. The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.	106	6.6%	34.9%	42.5%	16.0%	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.	113	7.1%	42.5%	38.9%	11.5%	100.0%
Average	117	17.0%	50.4%	25.7%	6.9%	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.	108	8.3%	55.6%	31.5%	4.6%	100.0%
67. The governing board establishes policies to assure the financial stability of the institution.	105	6.7%	60.0%	30.5%	2.9%	100.0%
68. The governing board's decision-making reflects the public interest.	109	4.6%	53.2%	34.9%	7.3%	100.0%
69. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	120	5.8%	55.0%	31.7%	7.5%	100.0%
70. The college president provides effective leadership in planning and assessing institutional effectiveness.	109	17.4%	55.0%	22.9%	4.6%	100.0%
71. The college president provides effective leadership in selecting and developing personnel.	107	14.0%	51.4%	29.0%	5.6%	100.0%
72. The college president provides effective leadership in fiscal planning and budget development.	104	20.2%	50.0%	24.0%	5.8%	100.0%
73. The college president works and communicates effectively with the communities served by the College.	104	22.1%	54.8%	20.2%	2.9%	100.0%
74. There is a clear delineation of authority and operational responsibility between and among:						
A. Governing Board and District Office	93	14.0%	49.5%	30.1%	6.5%	100.0%
B. Governing Board and the colleges	98	11.2%	51.0%	32.7%	5.1%	100.0%
C. District Office and the colleges	102	9.8%	48.0%	33.3%	8.8%	100.0%
D. Colleges	103	17.5%	58.3%	20.4%	3.9%	100.0%
75. The District Office provides effective services that support the college in its missions and functions.	108	10.2%	48.1%	27.8%	13.9%	100.0%
76. The District Office and colleges use effective methods of communication and exchange information in a timely manner.	105	7.6%	49.5%	28.6%	14.3%	100.0%
77. The District Office provides sufficient support to the colleges in the following areas:						
A. Business Services	99	12.1%	60.6%	19.2%	8.1%	100.0%
B. District Advancement (Communications)	103	10.7%	63.1%	18.4%	7.8%	100.0%
C. Facilities Services	107	11.2%	49.5%	25.2%	14.0%	100.0%
D. Human Resources	111	14.4%	54.1%	26.1%	5.4%	100.0%
E. Information Technology	112	21.4%	48.2%	24.1%	6.3%	100.0%
F. Instructional Services	109	20.2%	51.4%	21.1%	7.3%	100.0%
G. Student Services	108	18.5%	51.9%	22.2%	7.4%	100.0%
Average	106	13.2%	53.2%	26.4%	7.1%	100.0%

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

Note 2: Sixteen administrators are included in the results.

Part III: Demographics

78. Your primary college/work site:

	#	%
City	142	34.3%
Total	142	34.3%

79. Gender:

	#	%
Female	68	47.9%
Male	60	42.3%
Unknown	14	9.9%
Total	142	100.0%

80. Ethnic/Racial grouping:

	#	%
Asian/Pac Islander	5	3.5%
African American/Black Non-Hispanic	6	4.2%
White Non-Hispanic	55	38.7%
Filipino	3	2.1%
Hispanic	13	9.2%
American Indian/Alaskan Native	1	0.7%
Other Non-white	3	2.1%
Unknown	56	39.4%
Total	142	100.0%

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

	#	%
Less than 1 year	2	1.4%
1-3 years	25	17.6%
4-6 years	26	18.3%
7-10 years	20	14.1%
11-15 years	18	12.7%
16 or more years	26	18.3%
Unknown	25	17.6%
Total	142	100.0%

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

(respond if you have worked at other SDCCD sites)

	#	%
Less than 1 year	1	0.7%
1-3 years	19	13.4%
4-6 years	23	16.2%
7-10 years	19	13.4%
11-15 years	11	7.7%
16 or more years	21	14.8%
Unknown	48	33.8%
Total	142	100.0%

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

83. What is your work status?

	#	%
Contract	59	41.5%
Adjunct	61	43.0%
Unknown	22	15.5%
Total	142	100.0%

84. Please indicate your faculty status:

	#	%
Classroom	83	58.5%
Non-classroom	9	6.3%
Unknown	50	35.2%
Total	142	100.0%

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

85. Your work classification:

	#	%
Administrator (President, VP)	2	12.5%
Academic Manager	3	18.8%
Classified Manager	2	12.5%
Other	9	56.3%
Total	16	100.0%

86. Your area of responsibility:

	#	%
Student support services	7	43.8%
Instructional support services	3	18.8%
Administrative support services (human resources, business operation)		0.0%
Facilities, operation, and maintenance		0.0%
Information technology	1	6.3%
Other	4	25.0%
Unknown	1	6.3%
Total	16	100.0%

San Diego City College Accreditation Survey Report

APPENDIX B

**SURVEY RESPONSES OF
CONTRACT FACULTY**

CITY COLLEGE ACCREDITATION SURVEY 2003 - Contract Faculty (n=59)

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
59	83.1%	15.3%	1.7%		100.0%	Counseling	58	8.6%	41.4%	27.6%	22.4%	100.0%
59	71.2%	28.8%			100.0%	Tutoring Services	57	26.3%	56.1%	12.3%	5.3%	100.0%
56	50.0%	48.2%	1.8%		100.0%	Transfer Center	52	38.5%	53.8%	7.7%		100.0%
59	61.0%	37.3%	1.7%		100.0%	DSPS	59	50.8%	44.1%	5.1%		100.0%
58	74.1%	25.9%			100.0%	Admissions	53	28.3%	54.7%	15.1%	1.9%	100.0%
53	49.1%	43.4%	7.5%		100.0%	EOPS	49	34.7%	55.1%	8.2%	2.0%	100.0%
57	68.4%	31.6%			100.0%	Financial Aid Services	56	28.6%	53.6%	12.5%	5.4%	100.0%
57	54.4%	42.1%	3.5%		100.0%	Health Services	55	27.3%	67.3%	3.6%	1.8%	100.0%
57	29.8%	56.1%	14.0%		100.0%	Cafeteria/Snack Bar	57	8.8%	63.2%	19.3%	8.8%	100.0%
57	71.9%	24.6%	3.5%		100.0%	Library Resources	57	28.1%	47.4%	21.1%	3.5%	100.0%
55	50.9%	41.8%	7.3%		100.0%	Independent Learning Center	55	18.2%	63.6%	18.2%		100.0%
59	52.5%	42.4%	5.1%		100.0%	Parking	57	5.3%	36.8%	29.8%	28.1%	100.0%
54	55.6%	42.6%	1.9%		100.0%	Computer Lab	50	18.0%	62.0%	18.0%	2.0%	100.0%
52	55.8%	36.5%	5.8%	1.9%	100.0%	Departmental Teaching Resources	51	3.9%	39.2%	43.1%	13.7%	100.0%
58	96.6%	3.4%			100.0%	Quality of Instruction	55	36.4%	49.1%	10.9%	3.6%	100.0%
57	77.2%	22.8%			100.0%	Availability of Classes	58	17.2%	36.2%	34.5%	12.1%	100.0%
59	62.7%	35.6%	1.7%		100.0%	Adequacy of Classrooms	58	1.7%	25.9%	51.7%	20.7%	100.0%
57	36.8%	57.9%	5.3%		100.0%	Assigned Working Space/Office Space	58	17.2%	51.7%	19.0%	12.1%	100.0%
59	55.9%	42.4%	1.7%		100.0%	Technology Resources	57	12.3%	57.9%	21.1%	8.8%	100.0%
58	65.5%	34.5%			100.0%	Financial Resources	55	1.8%	36.4%	41.8%	20.0%	100.0%
55	50.9%	47.3%		1.8%	100.0%	Physical Facilities	56	7.1%	44.6%	39.3%	8.9%	100.0%
56	53.6%	46.4%			100.0%	Staffing Resources	54	7.4%	44.4%	37.0%	11.1%	100.0%
57	38.6%	52.6%	7.0%	1.8%	100.0%	Student Life/Activities	53	11.3%	69.8%	15.1%	3.8%	100.0%
58	48.3%	48.3%	3.4%		100.0%	AV Media Resources	57	15.8%	68.4%	14.0%	1.8%	100.0%
57	58.9%	37.8%	4.6%	1.8%	100.0%	Average	55	18.9%	50.9%	21.9%	9.4%	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.	58	41.4%	56.9%	1.7%		100.0%
2. The college programs, services, and planning are consistent with the mission of the College.	58	19.0%	63.8%	15.5%	1.7%	100.0%
3. The mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning.	58	37.9%	56.9%	5.2%		100.0%
Average	58	32.8%	59.2%	7.5%	1.7%	100.0%
B. Improving Institutional Effectiveness						
4. Improving institutional effectiveness is valued throughout the College.	58	19.0%	58.6%	17.2%	5.2%	100.0%
5. The College facilitates an ongoing dialogue about improving student learning and institutional processes.	56	14.3%	50.0%	30.4%	5.4%	100.0%
6. Review of programs and services is integrated into the college planning process.	56	23.2%	57.1%	17.9%	1.8%	100.0%
7. Student learning outcomes are considered in program review and institutional planning.	56	16.1%	41.1%	35.7%	7.1%	100.0%
8. The College's planning process is broad-based, offering opportunities for input by appropriate constituencies.	56	21.4%	50.0%	21.4%	7.1%	100.0%
Average	56	18.8%	51.4%	24.5%	5.3%	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.	57	24.6%	61.4%	12.3%	1.8%	100.0%
10. The College recognizes the central role of its faculty in assuring quality of instruction.	58	17.2%	56.9%	17.2%	8.6%	100.0%
11. The College identifies and seeks to meet the varied educational needs of its students through diverse programs.	58	24.1%	58.6%	15.5%	1.7%	100.0%
12. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	54	16.7%	72.2%	9.3%	1.9%	100.0%
13. The College provides alternate class scheduling to meet student needs.	58	15.5%	50.0%	29.3%	5.2%	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.	54	7.4%	46.3%	40.7%	5.6%	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	54		74.1%	22.2%	3.7%	100.0%
Critical Thinking	54		88.9%	9.3%	1.9%	100.0%
Quantitative Reasoning Skills	52		59.6%	32.7%	7.7%	100.0%
Appreciation of Cultural Diversity	54		59.3%	27.8%	13.0%	100.0%
Information Competency	54		68.5%	27.8%	3.7%	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.	55	85.5%	12.7%	1.8%		100.0%
17. Official college publications such as the catalog and class schedule are precise, accurate, and current.	58	34.5%	46.6%	12.1%	6.9%	100.0%
18. The College supports academic freedom.	57	38.6%	52.6%	7.0%	1.8%	100.0%
19. Faculty are fair and objective in their presentation of course material.	55	30.9%	58.2%	10.9%		100.0%
20. I am familiar with college policies on plagiarism and academic honesty.	58	60.3%	32.8%	6.9%		100.0%
Average	56	32.3%	49.8%	14.8%	4.2%	100.0%
B. Student Support Services						
21. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population.	58	24.1%	55.2%	19.0%	1.7%	100.0%
22. The College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	58	31.0%	60.3%	6.9%	1.7%	100.0%
23. In general, do you feel that student support services at this college are adequate to meet student needs?	57	8.8%	43.9%	38.6%	8.8%	100.0%
24. Student Services at this college have sufficient staff and resources to meet student needs.	56	1.8%	25.0%	50.0%	23.2%	100.0%
25. Student Services at this college have sufficient facilities to meet student needs.	55	5.5%	29.1%	45.5%	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.)	54		96.3% (yes)	3.7% (no)		100% (total)
Average	56	14.2%	42.7%	32.0%	11.1%	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.	53	7.5%	54.7%	34.0%	3.8%	100.0%
28. The College provides ongoing training for users of library and other learning support services to develop information competency.	54	9.3%	64.8%	25.9%		100.0%
29. I use library and other learning support services in my teaching.	54	14.8%	50.0%	31.5%	3.7%	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.	55	3.6%	29.1%	45.5%	21.8%	100.0%
Average	54	8.8%	49.7%	34.2%	9.8%	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.	58	39.7%	44.8%	6.9%	8.6%	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.	58	43.1%	44.8%	10.3%	1.7%	100.0%
33. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.	58	31.0%	48.3%	17.2%	3.4%	100.0%
34. Have your performance evaluations been conducted according to your contract/handbook guidelines?	53		96.2% (yes)	3.8% (no)		100% (total)
35. Effectiveness in producing student learning outcomes should be considered in the performance evaluation of faculty and staff directly responsible for student success.	55	27.3%	50.9%	16.4%	5.5%	100.0%
36. Policies and practices of the College clearly demonstrate commitment to issues of equity and diversity.	58	27.6%	56.9%	12.1%	3.4%	100.0%
37. The College provides opportunities for continued professional and staff development.	58	20.7%	60.3%	17.2%	1.7%	100.0%
38. As a group, the members of my department stay current in their fields of expertise.	57	40.4%	50.9%	8.8%		100.0%
Average	57	32.8%	51.0%	12.7%	4.1%	100.0%
B. Physical Resources						
39. Systematic assessment of effective use of physical resources is integrated in institutional planning.	52	11.5%	46.2%	40.4%	1.9%	100.0%
40. Student learning needs are central to the planning, development, and design of new facilities.	57	19.3%	45.6%	28.1%	7.0%	100.0%
41. The College systematically maintains and upgrades its physical resources to support its programs and services.	55		38.2%	43.6%	18.2%	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.	56	7.1%	55.4%	23.2%	14.3%	100.0%
43. Safety hazards are addressed promptly.	55	16.4%	56.4%	18.2%	9.1%	100.0%
44. The grounds are pleasing and adequately maintained.	57	54.4%	33.3%	10.5%	1.8%	100.0%
45. The exterior features of the campus buildings are well maintained.	57	35.1%	43.9%	17.5%	3.5%	100.0%
46. The interior of the classrooms, offices, and restrooms are adequately maintained.	58	3.4%	36.2%	46.6%	13.8%	100.0%
47. The exterior lighting of the College is adequate and kept in working order.	57	15.8%	57.9%	21.1%	5.3%	100.0%
Average	56	20.4%	45.9%	27.7%	8.3%	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.	55	7.3%	56.4%	34.5%	1.8%	100.0%
49. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	58	17.2%	37.9%	34.5%	10.3%	100.0%
50. The College provides training in the effective application of information technology to faculty and staff.	58	27.6%	55.2%	12.1%	5.2%	100.0%
51. The College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.	55	12.7%	47.3%	36.4%	3.6%	100.0%
Average	57	16.2%	49.2%	29.4%	5.2%	100.0%
D. Financial Resources						
52. Budget information is accessible throughout the College.	55	18.2%	43.6%	25.5%	12.7%	100.0%
53. The College budget reflects college priorities and planning goals.	57	12.3%	50.9%	31.6%	5.3%	100.0%
54. College guidelines and processes for financial planning and budget development are clearly defined and followed.	53	15.1%	41.5%	35.8%	7.5%	100.0%
55. Faculty and staff have appropriate opportunities to participate in budget development for the College through its shared governance processes.	55	10.9%	52.7%	27.3%	9.1%	100.0%
56. The District resource allocation process is appropriate to support college programs and services.	56	3.6%	23.2%	41.1%	32.1%	100.0%
57. The College systematically assesses the effective use of its financial resources.	49	6.1%	49.0%	34.7%	10.2%	100.0%
58. The College uses the results of financial assessment as the basis for institutional improvement.	45	4.4%	51.1%	35.6%	8.9%	100.0%
Average	53	10.1%	44.6%	33.1%	12.3%	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.	58	15.5%	60.3%	19.0%	5.2%	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.	58	19.0%	55.2%	20.7%	5.2%	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.	57	24.6%	66.7%	8.8%		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.	56	32.1%	58.9%	8.9%		100.0%

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

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

	# respondents	strongly agree	agree	disagree	strongly disagree	Total
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.	57	22.8%	54.4%	19.3%	3.5%	100.0%
64. The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.	54	5.6%	29.6%	46.3%	18.5%	100.0%
65. The decision-making structures and processes are regularly evaluated and the results are widely communicated to all members of the college community.	55	5.5%	38.2%	40.0%	16.4%	100.0%
Average	56	17.9%	51.9%	23.3%	9.8%	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.	53	7.5%	52.8%	30.2%	9.4%	100.0%
67. The governing board establishes policies to assure the financial stability of the institution.	50	6.0%	64.0%	26.0%	4.0%	100.0%
68. The governing board's decision-making reflects the public interest.	48	4.2%	47.9%	39.6%	8.3%	100.0%
69. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	53		54.7%	35.8%	9.4%	100.0%
70. The college president provides effective leadership in planning and assessing institutional effectiveness.	52	19.2%	48.1%	30.8%	1.9%	100.0%
71. The college president provides effective leadership in selecting and developing personnel.	52	17.3%	44.2%	32.7%	5.8%	100.0%
72. The college president provides effective leadership in fiscal planning and budget development.	51	25.5%	41.2%	29.4%	3.9%	100.0%
73. The college president works and communicates effectively with the communities served by the College.	51	27.5%	49.0%	21.6%	2.0%	100.0%
74. There is a clear delineation of authority and operational responsibility between and among:						
A. Governing Board and District Office	49	10.2%	40.8%	40.8%	8.2%	100.0%
B. Governing Board and the colleges	47	8.5%	44.7%	42.6%	4.3%	100.0%
C. District Office and the colleges	52	7.7%	44.2%	32.7%	15.4%	100.0%
D. Colleges	52	19.2%	57.7%	17.3%	5.8%	100.0%
75. The District Office provides effective services that support the college in its missions and functions.	55	9.1%	38.2%	32.7%	20.0%	100.0%
76. The District Office and colleges use effective methods of communication and exchange information in a timely manner.	56	5.4%	44.6%	30.4%	19.6%	100.0%
77. The District Office provides sufficient support to the colleges in the following areas:						
A. Business Services	49	8.2%	55.1%	24.5%	12.2%	100.0%
B. District Advancement (Communications)	49	10.2%	59.2%	22.4%	8.2%	100.0%
C. Facilities Services	52	3.8%	48.1%	26.9%	21.2%	100.0%
D. Human Resources	52	11.5%	53.8%	26.9%	7.7%	100.0%
E. Information Technology	50	14.0%	46.0%	32.0%	8.0%	100.0%
F. Instructional Services	48	18.8%	41.7%	33.3%	6.3%	100.0%
G. Student Services	51	15.7%	51.0%	23.5%	9.8%	100.0%
Average	51	12.5%	48.9%	30.1%	9.1%	100.0%

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

Part III: Demographics

78. Your primary college/work site:

	#	%
City	59	100.0%
Total	59	100.0%

79. Gender:

	#	%
Female	32	54.2%
Male	25	42.4%
Unknown	2	3.4%
Total	59	100.0%

80. Ethnic/Racial grouping:

	#	%
Asian/Pac Islander	4	6.8%
African American/Black Non-Hispanic	5	8.5%
White Non-Hispanic	22	37.3%
Filipino	1	1.7%
Hispanic	8	13.6%
Other Non-white	1	1.7%
Unknown	18	30.5%
Total	59	100.0%

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

	#	%
Less than 1 year		0.0%
1-3 years	7	11.9%
4-6 years	8	13.6%
7-10 years	6	10.2%
11-15 years	13	22.0%
16 or more years	16	27.1%
Unknown	9	15.3%
Total	59	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	5	8.5%
4-6 years	8	13.6%
7-10 years	5	8.5%
11-15 years	7	11.9%
16 or more years	14	23.7%
Unknown	20	33.9%
Total	59	100.0%

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

83. What is your work status?

	#	%
Contract	59	100.0%
Adjunct		0.0%
Unknown		0.0%
Total	59	100.0%

84. Please indicate your faculty status:

	#	%
Classroom	34	57.6%
Non-classroom	7	11.9%
Unknown	18	30.5%
Total	59	100.0%

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

85. Your work classification:

	#	%
Administrator (President, VP)	1	25.0%
Academic Manager	3	75.0%
Classified Manager		0.0%
Other		0.0%
Total	4	100.0%

86. Your area of responsibility:

	#	%
Student support services	2	50.0%
Instructional support services	1	25.0%
Administrative support services (human resources, business operation)		0.0%
Facilities, operation, and maintenance		0.0%
Information technology		0.0%
Other	1	25.0%
Unknown		0.0%
Total	4	100.0%

San Diego City College Accreditation Survey Report

APPENDIX C

**SURVEY RESPONSES OF
ADJUNCT FACULTY**

CITY COLLEGE ACCREDITATION SURVEY 2003 - Adjunct Faculty (n=61)

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	
56	57.1%	39.3%	3.6%		100.0%	Counseling	55	20.0%	52.7%	23.6%	3.6%	100.0%
55	61.8%	34.5%	3.6%		100.0%	Tutoring Services	51	23.5%	62.7%	9.8%	3.9%	100.0%
46	47.8%	50.0%	2.2%		100.0%	Transfer Center	37	27.0%	59.5%	13.5%		100.0%
37	51.4%	40.5%	8.1%		100.0%	DSPS	38	23.7%	65.8%	7.9%	2.6%	100.0%
54	63.0%	35.2%	1.9%		100.0%	Admissions	47	34.0%	57.4%	4.3%	4.3%	100.0%
38	50.0%	47.4%	2.6%		100.0%	EOPS	37	18.9%	70.3%	8.1%	2.7%	100.0%
49	67.3%	28.6%	4.1%		100.0%	Financial Aid Services	37	24.3%	59.5%	13.5%	2.7%	100.0%
52	38.5%	55.8%	3.8%	1.9%	100.0%	Health Services	39	12.8%	69.2%	10.3%	7.7%	100.0%
56	37.5%	53.6%	8.9%		100.0%	Cafeteria/Snack Bar	53	18.9%	52.8%	18.9%	9.4%	100.0%
55	72.7%	21.8%	3.6%	1.8%	100.0%	Library Resources	51	33.3%	47.1%	13.7%	5.9%	100.0%
49	53.1%	40.8%	4.1%	2.0%	100.0%	Independent Learning Center	41	19.5%	68.3%	7.3%	4.9%	100.0%
55	70.9%	25.5%	1.8%	1.8%	100.0%	Parking	56	3.6%	48.2%	25.0%	23.2%	100.0%
52	63.5%	30.8%	3.8%	1.9%	100.0%	Computer Lab	43	18.6%	60.5%	18.6%	2.3%	100.0%
46	50.0%	41.3%	6.5%	2.2%	100.0%	Departmental Teaching Resources	42	4.8%	69.0%	23.8%	2.4%	100.0%
59	88.1%	8.5%	3.4%		100.0%	Quality of Instruction	57	36.8%	57.9%	3.5%	1.8%	100.0%
59	74.6%	23.7%	1.7%		100.0%	Availability of Classes	55	21.8%	47.3%	21.8%	9.1%	100.0%
56	71.4%	26.8%	1.8%		100.0%	Adequacy of Classrooms	58	8.6%	44.8%	32.8%	13.8%	100.0%
54	29.6%	64.8%	5.6%		100.0%	Assigned Working Space/Office Space	52		46.2%	25.0%	28.8%	100.0%
53	39.6%	50.9%	7.5%	1.9%	100.0%	Technology Resources	48	8.3%	66.7%	22.9%	2.1%	100.0%
55	54.5%	40.0%	5.5%		100.0%	Financial Resources	44	13.6%	45.5%	20.5%	20.5%	100.0%
54	51.9%	46.3%	1.9%		100.0%	Physical Facilities	49	14.3%	36.7%	36.7%	12.2%	100.0%
52	42.3%	51.9%	5.8%		100.0%	Staffing Resources	49	16.3%	57.1%	20.4%	6.1%	100.0%
46	26.1%	58.7%	8.7%	6.5%	100.0%	Student Life/Activities	40	15.0%	62.5%	20.0%	2.5%	100.0%
51	39.2%	60.8%			100.0%	AV Media Resources	48	16.7%	60.4%	18.8%	4.2%	100.0%
52	54.2%	40.7%	4.4%	2.5%	100.0%	Average	47	18.9%	57.0%	17.5%	7.7%	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.	53	15.1%	69.8%	13.2%	1.9%	100.0%
2. The college programs, services, and planning are consistent with the mission of the College.	46	6.5%	80.4%	13.0%		100.0%
3. The mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning.	52	25.0%	69.2%	3.8%	1.9%	100.0%
Average	50	15.5%	73.1%	10.0%	1.9%	100.0%
B. Improving Institutional Effectiveness						
4. Improving institutional effectiveness is valued throughout the College.	50	18.0%	58.0%	22.0%	2.0%	100.0%
5. The College facilitates an ongoing dialogue about improving student learning and institutional processes.	51	9.8%	62.7%	25.5%	2.0%	100.0%
6. Review of programs and services is integrated into the college planning process.	42	11.9%	69.0%	19.0%		100.0%
7. Student learning outcomes are considered in program review and institutional planning.	43	16.3%	79.1%	4.7%		100.0%
8. The College's planning process is broad-based, offering opportunities for input by appropriate constituencies.	43	16.3%	58.1%	20.9%	4.7%	100.0%
Average	46	14.5%	65.4%	18.4%	2.9%	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.	56	30.4%	62.5%	7.1%		100.0%
10. The College recognizes the central role of its faculty in assuring quality of instruction.	57	24.6%	56.1%	14.0%	5.3%	100.0%
11. The College identifies and seeks to meet the varied educational needs of its students through diverse programs.	55	29.1%	61.8%	9.1%		100.0%
12. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	52	13.5%	80.8%	3.8%	1.9%	100.0%
13. The College provides alternate class scheduling to meet student needs.	45	6.7%	62.2%	26.7%	4.4%	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.	36	13.9%	72.2%	13.9%		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	58		70.7%	25.9%	3.4%	100.0%
Critical Thinking	58		84.5%	15.5%		100.0%
Quantitative Reasoning Skills	57		71.9%	22.8%	5.3%	100.0%
Appreciation of Cultural Diversity	58		53.4%	36.2%	10.3%	100.0%
Information Competency	59		74.6%	23.7%	1.7%	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.	59	78.0%	22.0%			100.0%
17. Official college publications such as the catalog and class schedule are precise, accurate, and current.	58	25.9%	55.2%	12.1%	6.9%	100.0%
18. The College supports academic freedom.	52	40.4%	57.7%	1.9%		100.0%
19. Faculty are fair and objective in their presentation of course material.	53	37.7%	56.6%	5.7%		100.0%
20. I am familiar with college policies on plagiarism and academic honesty.	56	55.4%	42.9%	1.8%		100.0%
Average	54	32.3%	57.3%	9.6%	4.6%	100.0%
B. Student Support Services						
21. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population.	56	17.9%	62.5%	17.9%	1.8%	100.0%
22. The College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	54	25.9%	72.2%	1.9%		100.0%
23. In general, do you feel that student support services at this college are adequate to meet student needs?	53	11.3%	75.5%	11.3%	1.9%	100.0%
24. Student Services at this college have sufficient staff and resources to meet student needs.	50	6.0%	50.0%	38.0%	6.0%	100.0%
25. Student Services at this college have sufficient facilities to meet student needs.	49	4.1%	57.1%	34.7%	4.1%	100.0%
26. Do you refer students to the various services available on campus? (i.e., DSPS, Tutoring, Health Services, Financial Aid, EOPS, etc.)	56		91.1% (yes)	8.9% (no)		100% (total)
Average	53	13.0%	63.5%	20.8%	3.5%	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.	42	19.0%	59.5%	14.3%	7.1%	100.0%
28. The College provides ongoing training for users of library and other learning support services to develop information competency.	42	16.7%	73.8%	9.5%		100.0%
29. I use library and other learning support services in my teaching.	51	15.7%	47.1%	33.3%	3.9%	100.0%
30. The library's collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of your program or work function.	46	13.0%	45.7%	30.4%	10.9%	100.0%
Average	45	16.1%	56.5%	21.9%	7.3%	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.	60	41.7%	46.7%	8.3%	3.3%	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.	53	20.8%	66.0%	9.4%	3.8%	100.0%
33. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.	52	21.2%	59.6%	19.2%		100.0%
34. Have your performance evaluations been conducted according to your contract/handbook guidelines?	56		96.4% (yes)	3.6% (no)		100% (total)
35. Effectiveness in producing student learning outcomes should be considered in the performance evaluation of faculty and staff directly responsible for student success.	51	25.5%	66.7%	5.9%	2.0%	100.0%
36. Policies and practices of the College clearly demonstrate commitment to issues of equity and diversity.	47	21.3%	70.2%	8.5%		100.0%
37. The College provides opportunities for continued professional and staff development.	54	25.9%	57.4%	14.8%	1.9%	100.0%
38. As a group, the members of my department stay current in their fields of expertise.	53	32.1%	66.0%	1.9%		100.0%
Average	53	26.9%	61.8%	9.7%	2.8%	100.0%
B. Physical Resources						
39. Systematic assessment of effective use of physical resources is integrated in institutional planning.	43	7.0%	62.8%	30.2%		100.0%
40. Student learning needs are central to the planning, development, and design of new facilities.	46	17.4%	69.6%	13.0%		100.0%
41. The College systematically maintains and upgrades its physical resources to support its programs and services.	46	2.2%	50.0%	32.6%	15.2%	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.	46	4.3%	54.3%	32.6%	8.7%	100.0%
43. Safety hazards are addressed promptly.	45	15.6%	57.8%	17.8%	8.9%	100.0%
44. The grounds are pleasing and adequately maintained.	53	28.3%	47.2%	20.8%	3.8%	100.0%
45. The exterior features of the campus buildings are well maintained.	53	15.1%	58.5%	20.8%	5.7%	100.0%
46. The interior of the classrooms, offices, and restrooms are adequately maintained.	53	1.9%	37.7%	41.5%	18.9%	100.0%
47. The exterior lighting of the College is adequate and kept in working order.	53	9.4%	69.8%	13.2%	7.5%	100.0%
Average	49	11.2%	56.4%	24.7%	9.8%	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.	36		72.2%	22.2%	5.6%	100.0%
49. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	48	10.4%	50.0%	25.0%	14.6%	100.0%
50. The College provides training in the effective application of information technology to faculty and staff.	48	18.8%	60.4%	14.6%	6.3%	100.0%
51. The College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.	36	5.6%	55.6%	30.6%	8.3%	100.0%
Average	42	11.6%	59.6%	23.1%	8.7%	100.0%
D. Financial Resources						
52. Budget information is accessible throughout the College.	42	7.1%	57.1%	23.8%	11.9%	100.0%
53. The College budget reflects college priorities and planning goals.	39	7.7%	53.8%	30.8%	7.7%	100.0%
54. College guidelines and processes for financial planning and budget development are clearly defined and followed.	33	6.1%	57.6%	33.3%	3.0%	100.0%
55. Faculty and staff have appropriate opportunities to participate in budget development for the College through its shared governance processes.	41	4.9%	51.2%	29.3%	14.6%	100.0%
56. The District resource allocation process is appropriate to support college programs and services.	41	4.9%	46.3%	39.0%	9.8%	100.0%
57. The College systematically assesses the effective use of its financial resources.	37	2.7%	51.4%	43.2%	2.7%	100.0%
58. The College uses the results of financial assessment as the basis for institutional improvement.	32	3.1%	59.4%	34.4%	3.1%	100.0%
Average	38	5.2%	53.8%	33.4%	7.5%	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.	41	14.6%	56.1%	24.4%	4.9%	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.	45	8.9%	55.6%	28.9%	6.7%	100.0%
61. The faculty is sufficiently involved through committees, such as the Curriculum Committee or Vocational Education Advisory Committee, in decisions involving curriculum development.	42	21.4%	47.6%	26.2%	4.8%	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.	51	13.7%	47.1%	29.4%	9.8%	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.	42	11.9%	59.5%	26.2%	2.4%	100.0%
64. The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.	34	5.9%	47.1%	35.3%	11.8%	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.	38	5.3%	55.3%	31.6%	7.9%	100.0%
Average	42	11.7%	52.6%	28.9%	6.9%	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.	37	8.1%	56.8%	35.1%		100.0%
67. The governing board establishes policies to assure the financial stability of the institution.	38	7.9%	63.2%	28.9%		100.0%
68. The governing board's decision-making reflects the public interest.	42	4.8%	57.1%	33.3%	4.8%	100.0%
69. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	48	8.3%	60.4%	29.2%	2.1%	100.0%
70. The college president provides effective leadership in planning and assessing institutional effectiveness.	40	12.5%	65.0%	15.0%	7.5%	100.0%
71. The college president provides effective leadership in selecting and developing personnel.	39	12.8%	56.4%	23.1%	7.7%	100.0%
72. The college president provides effective leadership in fiscal planning and budget development.	37	16.2%	59.5%	16.2%	8.1%	100.0%
73. The college president works and communicates effectively with the communities served by the College.	37	13.5%	67.6%	13.5%	5.4%	100.0%
74. There is a clear delineation of authority and operational responsibility between and among:						
A. Governing Board and District Office	28	17.9%	64.3%	14.3%	3.6%	100.0%
B. Governing Board and the colleges	33	12.1%	57.6%	24.2%	6.1%	100.0%
C. District Office and the colleges	32	15.6%	53.1%	28.1%	3.1%	100.0%
D. Colleges	34	14.7%	55.9%	26.5%	2.9%	100.0%
75. The District Office provides effective services that support the college in its missions and functions.	35	8.6%	65.7%	20.0%	5.7%	100.0%
76. The District Office and colleges use effective methods of communication and exchange information in a timely manner.	32	6.3%	65.6%	21.9%	6.3%	100.0%
77. The District Office provides sufficient support to the colleges in the following areas:						
A. Business Services	36	19.4%	69.4%	8.3%	2.8%	100.0%
B. District Advancement (Communications)	36	8.3%	66.7%	16.7%	8.3%	100.0%
C. Facilities Services	38	21.1%	50.0%	21.1%	7.9%	100.0%
D. Human Resources	41	19.5%	56.1%	19.5%	4.9%	100.0%
E. Information Technology	43	27.9%	46.5%	18.6%	7.0%	100.0%
F. Instructional Services	43	18.6%	60.5%	11.6%	9.3%	100.0%
G. Student Services	40	17.5%	52.5%	22.5%	7.5%	100.0%
Average	38	13.9%	59.5%	21.3%	5.8%	100.0%

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

Part III: Demographics

78. Your primary college/work site:

	#	%
City	61	100.0%
Total	61	100.0%

79. Gender:

	#	%
Female	28	45.9%
Male	25	41.0%
Unknown	8	13.1%
Total	61	100.0%

80. Ethnic/Racial grouping:

	#	%
Asian/Pac Islander	1	1.6%
African American/Black Non-Hispanic	1	1.6%
White Non-Hispanic	26	42.6%
Filipino	1	1.6%
Hispanic	4	6.6%
Other Non-white	1	1.6%
Unknown	27	44.3%
Total	61	100.0%

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

	#	%
Less than 1 year	2	3.3%
1-3 years	15	24.6%
4-6 years	15	24.6%
7-10 years	12	19.7%
11-15 years	3	4.9%
16 or more years	5	8.2%
Unknown	9	14.8%
Total	61	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	1.6%
1-3 years	12	19.7%
4-6 years	13	21.3%
7-10 years	14	23.0%
11-15 years	2	3.3%
16 or more years	3	4.9%
Unknown	16	26.2%
Total	61	100.0%

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

83. What is your work status?

	#	%
Contract		0.0%
Adjunct	61	100.0%
Unknown		0.0%
Total	61	100.0%

84. Please indicate your faculty status:

	#	%
Classroom	45	73.8%
Non-classroom	2	3.3%
Unknown	14	23.0%
Total	61	100.0%

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

85. Your work classification:

	#	%
Administrator (President, VP)		0.0%
Academic Manager		0.0%
Classified Manager	1	20.0%
Other	4	80.0%
Total	5	100.0%

86. Your area of responsibility:

	#	%
Student support services	1	25.0%
Instructional support services	1	25.0%
Administrative support services (human resources, business operation)		0.0%
Facilities, operation, and maintenance		0.0%
Information technology	1	25.0%
Other	1	25.0%
Unknown		0.0%
Total	4	100.0%

San Diego City College Accreditation Survey Report

APPENDIX D

**SURVEY RESPONSES OF
ADMINISTRATORS**

CITY COLLEGE ACCREDITATION SURVEY 2003 - Administrators (n=16)

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
15	66.7%	26.7%	6.7%		100.0%	Counseling	16	18.8%	43.8%	31.3%	6.3%	100.0%
15	46.7%	46.7%	6.7%		100.0%	Tutoring Services	15	33.3%	60.0%		6.7%	100.0%
13	23.1%	76.9%			100.0%	Transfer Center	13	38.5%	53.8%	7.7%		100.0%
13	61.5%	38.5%			100.0%	DSPS	14	42.9%	50.0%	7.1%		100.0%
15	46.7%	46.7%	6.7%		100.0%	Admissions	14	21.4%	57.1%	14.3%	7.1%	100.0%
13	38.5%	61.5%			100.0%	EOPS	12	8.3%	66.7%	25.0%		100.0%
15	60.0%	33.3%	6.7%		100.0%	Financial Aid Services	13	23.1%	69.2%	7.7%		100.0%
13	23.1%	61.5%	15.4%		100.0%	Health Services	13	30.8%	53.8%	7.7%	7.7%	100.0%
15	20.0%	80.0%			100.0%	Cafeteria/Snack Bar	14	7.1%	64.3%	21.4%	7.1%	100.0%
15	80.0%	6.7%	6.7%	6.7%	100.0%	Library Resources	14	21.4%	64.3%	14.3%		100.0%
15	46.7%	33.3%	13.3%	6.7%	100.0%	Independent Learning Center	14	7.1%	78.6%	7.1%	7.1%	100.0%
15	60.0%	40.0%			100.0%	Parking	15		33.3%	26.7%	40.0%	100.0%
15	33.3%	60.0%		6.7%	100.0%	Computer Lab	13	23.1%	69.2%	7.7%		100.0%
11	9.1%	72.7%	18.2%		100.0%	Departmental Teaching Resources	10		70.0%	30.0%		100.0%
15	73.3%	20.0%	6.7%		100.0%	Quality of Instruction	14	42.9%	57.1%			100.0%
16	56.3%	37.5%	6.3%		100.0%	Availability of Classes	16	12.5%	56.3%	31.3%		100.0%
16	37.5%	56.3%	6.3%		100.0%	Adequacy of Classrooms	16		62.5%	25.0%	12.5%	100.0%
16	18.8%	68.8%	12.5%		100.0%	Assigned Working Space/Office Space	16	6.3%	56.3%	31.3%	6.3%	100.0%
16	37.5%	62.5%			100.0%	Technology Resources	16	12.5%	62.5%	18.8%	6.3%	100.0%
16	68.8%	25.0%	6.3%		100.0%	Financial Resources	14	7.1%	21.4%	50.0%	21.4%	100.0%
15	53.3%	46.7%			100.0%	Physical Facilities	13		53.8%	38.5%	7.7%	100.0%
13	61.5%	38.5%			100.0%	Staffing Resources	15	6.7%	33.3%	40.0%	20.0%	100.0%
12	16.7%	66.7%	8.3%	8.3%	100.0%	Student Life/Activities	11		72.7%	27.3%		100.0%
14	28.6%	71.4%			100.0%	AV Media Resources	16	18.8%	62.5%	12.5%	6.3%	100.0%
14	44.5%	49.1%	9.1%	7.1%	100.0%	Average	14	20.1%	57.2%	21.9%	11.6%	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.	16	26.7%	73.3%			100.0%
2. The college programs, services, and planning are consistent with the mission of the College.	15	31.3%	68.8%			100.0%
3. The mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning.	16	33.3%	53.3%	13.3%		100.0%
Average	16	30.4%	65.1%	13.3%		100.0%
B. Improving Institutional Effectiveness						
4. Improving institutional effectiveness is valued throughout the College.	15	33.3%	53.3%	13.3%		100.0%
5. The College facilitates an ongoing dialogue about improving student learning and institutional processes.	15	26.7%	53.3%	20.0%		100.0%
6. Review of programs and services is integrated into the college planning process.	16	31.3%	50.0%	18.8%		100.0%
7. Student learning outcomes are considered in program review and institutional planning.	16	12.5%	68.8%	18.8%		100.0%
8. The College's planning process is broad-based, offering opportunities for input by appropriate constituencies.	15	26.7%	46.7%	26.7%		100.0%
Average	15	26.1%	54.4%	19.5%		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.	16	31.3%	68.8%			100.0%
10. The College recognizes the central role of its faculty in assuring quality of instruction.	16	31.3%	68.8%			100.0%
11. The College identifies and seeks to meet the varied educational needs of its students through diverse programs.	16	31.3%	68.8%			100.0%
12. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	15	13.3%	86.7%			100.0%
13. The College provides alternate class scheduling to meet student needs.	14	21.4%	50.0%	21.4%	7.1%	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.	13	15.4%	61.5%	23.1%		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	12		58.3%	33.3%	8.3%	100.0%
Critical Thinking	12		58.3%	33.3%	8.3%	100.0%
Quantitative Reasoning Skills	11		45.5%	45.5%	9.1%	100.0%
Appreciation of Cultural Diversity	12		50.0%	33.3%	16.7%	100.0%
Information Competency	10		80.0%	20.0%		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.	11	81.8%	18.2%			100.0%
17. Official college publications such as the catalog and class schedule are precise, accurate, and current.	16	12.5%	68.8%	12.5%	6.3%	100.0%
18. The College supports academic freedom.	15	33.3%	66.7%			100.0%
19. Faculty are fair and objective in their presentation of course material.	15	33.3%	66.7%			100.0%
20. I am familiar with college policies on plagiarism and academic honesty.	15	33.3%	66.7%			100.0%
Average	14	30.7%	62.9%	19.0%	6.7%	100.0%
B. Student Support Services						
21. The campus environment is conducive to personal, aesthetic, and intellectual development of the student population.	16	25.0%	62.5%	12.5%		100.0%
22. The College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	15	40.0%	60.0%			100.0%
23. In general, do you feel that student support services at this college are adequate to meet student needs?	15	6.7%	53.3%	33.3%	6.7%	100.0%
24. Student Services at this college have sufficient staff and resources to meet student needs.	15		46.7%	26.7%	26.7%	100.0%
25. Student Services at this college have sufficient facilities to meet student needs.	15	6.7%	33.3%	26.7%	33.3%	100.0%
26. Do you refer students to the various services available on campus? (i.e., DSPS, Tutoring, Health Services, Financial Aid, EOPS, etc.)	14		92.9% (yes)	7.1% (no)		100.0%
Average	15	19.6%	51.2%	24.8%	22.2%	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.	13		76.9%	23.1%		100.0%
28. The College provides ongoing training for users of library and other learning support services to develop information competency.	11		90.9%	9.1%		100.0%
29. I use library and other learning support services in my teaching.	11	9.1%	45.5%	45.5%		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.	12	8.3%	50.0%	33.3%	8.3%	100.0%
Average	12	8.7%	65.8%	27.8%	8.3%	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.	16	37.5%	56.3%	6.3%		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.	15	33.3%	66.7%			100.0%
33. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.	16	25.0%	68.8%	6.3%		100.0%
34. Have your performance evaluations been conducted according to your contract/handbook guidelines?	15		100% (yes)	0% (no)		100.0%
35. Effectiveness in producing student learning outcomes should be considered in the performance evaluation of faculty and staff directly responsible for student success.	15	13.3%	66.7%	20.0%		100.0%
36. Policies and practices of the College clearly demonstrate commitment to issues of equity and diversity.	15	26.7%	73.3%			100.0%
37. The College provides opportunities for continued professional and staff development.	15	26.7%	73.3%			100.0%
38. As a group, the members of my department stay current in their fields of expertise.	14	35.7%	57.1%	7.1%		100.0%
Average	15	28.3%	66.0%	9.9%		100.0%
B. Physical Resources						
39. Systematic assessment of effective use of physical resources is integrated in institutional planning.	14	7.1%	71.4%	14.3%	7.1%	100.0%
40. Student learning needs are central to the planning, development, and design of new facilities.	15	13.3%	60.0%	20.0%	6.7%	100.0%
41. The College systematically maintains and upgrades its physical resources to support its programs and services.	15		46.7%	40.0%	13.3%	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.	15	26.7%	46.7%	20.0%	6.7%	100.0%
43. Safety hazards are addressed promptly.	14	28.6%	50.0%	7.1%	14.3%	100.0%
44. The grounds are pleasing and adequately maintained.	15	40.0%	26.7%	33.3%		100.0%
45. The exterior features of the campus buildings are well maintained.	14	28.6%	35.7%	35.7%		100.0%
46. The interior of the classrooms, offices, and restrooms are adequately maintained.	15		53.3%	33.3%	13.3%	100.0%
47. The exterior lighting of the College is adequate and kept in working order.	15	6.7%	66.7%	26.7%		100.0%
Average	15	21.6%	50.8%	25.6%	10.2%	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.	15		60.0%	40.0%		100.0%
49. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	15	13.3%	66.7%	20.0%		100.0%
50. The College provides training in the effective application of information technology to faculty and staff.	15	20.0%	60.0%	20.0%		100.0%
51. The College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.	16	12.5%	43.8%	43.8%		100.0%
Average	15	15.3%	57.6%	31.0%		100.0%
D. Financial Resources						
52. Budget information is accessible throughout the College.	14	7.1%	57.1%	28.6%	7.1%	100.0%
53. The College budget reflects college priorities and planning goals.	14		57.1%	42.9%		100.0%
54. College guidelines and processes for financial planning and budget development are clearly defined and followed.	12	8.3%	41.7%	50.0%		100.0%
55. Faculty and staff have appropriate opportunities to participate in budget development for the College through its shared governance processes.	14	7.1%	71.4%	14.3%	7.1%	100.0%
56. The District resource allocation process is appropriate to support college programs and services.	14		21.4%	28.6%	50.0%	100.0%
57. The College systematically assesses the effective use of its financial resources.	13		84.6%	7.7%	7.7%	100.0%
58. The College uses the results of financial assessment as the basis for institutional improvement.	12		66.7%	25.0%	8.3%	100.0%
Average	13	7.5%	57.1%	28.2%	16.0%	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.	14	14.3%	85.7%			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.	14	42.9%	50.0%	7.1%		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.	14	50.0%	50.0%			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.	14	35.7%	57.1%	7.1%		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.	15	20.0%	66.7%	13.3%		100.0%
64. The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.	12		50.0%	50.0%		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.	13		38.5%	61.5%		100.0%
Average	14	32.6%	56.9%	27.8%		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.	14	7.1%	71.4%	14.3%	7.1%	100.0%
67. The governing board establishes policies to assure the financial stability of the institution.	13		61.5%	30.8%	7.7%	100.0%
68. The governing board's decision-making reflects the public interest.	13		84.6%		15.4%	100.0%
69. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	15	6.7%	66.7%	26.7%		100.0%
70. The college president provides effective leadership in planning and assessing institutional effectiveness.	13	15.4%	69.2%	15.4%		100.0%
71. The college president provides effective leadership in selecting and developing personnel.	11	9.1%	90.9%			100.0%
72. The college president provides effective leadership in fiscal planning and budget development.	11	9.1%	72.7%	18.2%		100.0%
73. The college president works and communicates effectively with the communities served by the College.	12	25.0%	66.7%	8.3%		100.0%
74. There is a clear delineation of authority and operational responsibility between and among:						
A. Governing Board and District Office	13	7.7%	69.2%	15.4%	7.7%	100.0%
B. Governing Board and the colleges	13	15.4%	53.8%	23.1%	7.7%	100.0%
C. District Office and the colleges	13	7.7%	53.8%	38.5%		100.0%
D. Colleges	13	15.4%	69.2%	15.4%		100.0%
75. The District Office provides effective services that support the college in its missions and functions.	12	8.3%	66.7%	16.7%	8.3%	100.0%
76. The District Office and colleges use effective methods of communication and exchange information in a timely manner.	13		69.2%	23.1%	7.7%	100.0%
77. The District Office provides sufficient support to the colleges in the following areas:						
A. Business Services	14		71.4%	21.4%	7.1%	100.0%
B. District Advancement (Communications)	13	7.7%	76.9%	7.7%	7.7%	100.0%
C. Facilities Services	15	6.7%	66.7%	20.0%	6.7%	100.0%
D. Human Resources	15	13.3%	40.0%	33.3%	13.3%	100.0%
E. Information Technology	14	14.3%	50.0%	35.7%		100.0%
F. Instructional Services	13	15.4%	61.5%	15.4%	7.7%	100.0%
G. Student Services	14	28.6%	42.9%	21.4%	7.1%	100.0%
Average	13	12.5%	65.5%	21.1%	8.6%	100.0%

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

Part III: Demographics

78. Your primary college/work site:

	#	%
City	16	100.0%
Total	16	100.0%

79. Gender:

	#	%
Female	5	31.3%
Male	9	56.3%
Unknown	2	12.5%
Total	16	100.0%

80. Ethnic/Racial grouping:

	#	%
Hispanic	4	25.0%
White Non-Hispanic	7	43.8%
Unknown	5	31.3%
Total	16	100.0%

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

	#	%
Less than 1 year		0.0%
1-3 years	4	25.0%
4-6 years	4	25.0%
7-10 years	1	6.3%
11-15 years	2	12.5%
16 or more years	4	25.0%
Unknown	1	6.3%
Total	16	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	4	25.0%
4-6 years	3	18.8%
7-10 years		0.0%
11-15 years	1	6.3%
16 or more years	5	31.3%
Unknown	3	18.8%
Total	16	100.0%

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

83. What is your work status?

	#	%
Contract	4	25.0%
Adjunct	5	31.3%
Unknown	7	43.8%
Total	16	100.0%

84. Please indicate your faculty status:

	#	%
Classroom	7	43.8%
Non-classroom		0.0%
Unknown	9	56.3%
Total	16	100.0%

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

85. Your work classification:

	#	%
Administrator (President, VP)	2	12.5%
Academic Manager	3	18.8%
Classified Manager	2	12.5%
Other	9	56.3%
Total	16	100.0%

86. Your area of responsibility:

	#	%
Student support services	7	43.8%
Instructional support services	3	18.8%
Administrative support services (human resources, business operation)		0.0%
Facilities, operation, and maintenance		0.0%
Information technology	1	6.3%
Other	4	25.0%
Unknown	1	6.3%
Total	16	100.0%

San Diego City College Accreditation Survey Report

APPENDIX E

**SURVEY RESPONSES OF
STAFF**

CITY COLLEGE ACCREDITATION SURVEY 2003 - Staff (n=71)

City College-Staff

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

Level of Importance						Level of Satisfaction						
# respondents	very important	important	unimportant	very unimportant	Total		# respondents	very satisfied	satisfied	dissatisfied	very dissatisfied	Total
68	83.8%	13.2%		2.9%	100.0%	Counseling	56	19.6%	55.4%	17.9%	7.1%	100.0%
63	58.7%	38.1%		3.2%	100.0%	Tutoring Services	45	15.6%	80.0%	2.2%	2.2%	100.0%
62	48.4%	41.9%	9.7%		100.0%	Transfer Center	47	25.5%	63.8%	10.6%		100.0%
58	62.1%	34.5%	1.7%	1.7%	100.0%	DSPS	51	37.3%	58.8%	3.9%		100.0%
65	86.2%	12.3%		1.5%	100.0%	Admissions	66	40.9%	43.9%	12.1%	3.0%	100.0%
59	44.1%	44.1%	6.8%	5.1%	100.0%	EOPS	49	30.6%	51.0%	14.3%	4.1%	100.0%
63	71.4%	25.4%	1.6%	1.6%	100.0%	Financial Aid Services	58	41.4%	41.4%	12.1%	5.2%	100.0%
62	46.8%	37.1%	11.3%	4.8%	100.0%	Health Services	52	38.5%	59.6%		1.9%	100.0%
65	36.9%	44.6%	15.4%	3.1%	100.0%	Cafeteria/Snack Bar	64	7.8%	45.3%	26.6%	20.3%	100.0%
62	64.5%	32.3%	1.6%	1.6%	100.0%	Library Resources	56	26.8%	60.7%	12.5%		100.0%
59	49.2%	40.7%	8.5%	1.7%	100.0%	Independent Learning Center	54	20.4%	55.6%	14.8%	9.3%	100.0%
65	81.5%	15.4%	1.5%	1.5%	100.0%	Parking	66	6.1%	25.8%	34.8%	33.3%	100.0%
63	57.1%	38.1%	3.2%	1.6%	100.0%	Computer Lab	58	25.9%	60.3%	13.8%		100.0%
49	46.9%	36.7%	14.3%	2.0%	100.0%	Departmental Teaching Resources	36	5.6%	69.4%	22.2%	2.8%	100.0%
63	88.9%	7.9%		3.2%	100.0%	Quality of Instruction	56	26.8%	62.5%	10.7%		100.0%
64	85.9%	10.9%	1.6%	1.6%	100.0%	Availability of Classes	59	8.5%	40.7%	44.1%	6.8%	100.0%
63	71.4%	25.4%	1.6%	1.6%	100.0%	Adequacy of Classrooms	60	3.3%	53.3%	38.3%	5.0%	100.0%
66	65.2%	33.3%		1.5%	100.0%	Assigned Working Space/Office Space	63	11.1%	47.6%	23.8%	17.5%	100.0%
62	53.2%	41.9%	1.6%	3.2%	100.0%	Technology Resources	54	7.4%	74.1%	16.7%	1.9%	100.0%
64	62.5%	31.3%	4.7%	1.6%	100.0%	Financial Resources	53	13.2%	47.2%	28.3%	11.3%	100.0%
66	47.0%	45.5%	4.5%	3.0%	100.0%	Physical Facilities	58	5.2%	55.2%	34.5%	5.2%	100.0%
68	61.8%	33.8%	1.5%	2.9%	100.0%	Staffing Resources	60	6.7%	46.7%	33.3%	13.3%	100.0%
62	32.3%	54.8%	9.7%	3.2%	100.0%	Student Life/Activities	51	3.9%	68.6%	19.6%	7.8%	100.0%
61	41.0%	44.3%	11.5%	3.3%	100.0%	AV Media Resources	57	14.0%	64.9%	17.5%	3.5%	100.0%
63	60.3%	32.6%	5.9%	2.5%	100.0%	Average	55	18.4%	55.5%	20.2%	8.5%	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.	63	25.4%	60.3%	12.7%	1.6%	100.0%	
2. The college programs, services, and planning are consistent with the mission of the College.	57	5.3%	75.4%	14.0%	5.3%	100.0%	
3. The mission statement defines the College's broad educational purposes, its intended student population, and commitment to achieving student learning.	60	20.0%	61.7%	18.3%		100.0%	
Average	60	16.9%	65.8%	15.0%	3.5%	100.0%	
B. Improving Institutional Effectiveness							
4. Improving institutional effectiveness is valued throughout the College.	63	14.3%	63.5%	17.5%	4.8%	100.0%	
5. The College facilitates an ongoing dialogue about improving student learning and institutional processes.	59	6.8%	69.5%	23.7%		100.0%	
6. Review of programs and services is integrated into the college planning process.	57	12.3%	56.1%	28.1%	3.5%	100.0%	
7. Student learning outcomes are considered in program review and institutional planning.	56	3.6%	67.9%	25.0%	3.6%	100.0%	
8. The College's planning process is broad-based, offering opportunities for input by appropriate constituencies.	57	8.8%	64.9%	22.8%	3.5%	100.0%	
Average	58	9.2%	64.4%	23.4%	3.9%	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.	62	12.9%	67.7%	19.4%		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.	54	11.1%	66.7%	20.4%	1.9%	100.0%	
11. The College provides alternate class scheduling to meet student needs.	63	19.0%	47.6%	28.6%	4.8%	100.0%	
12. Official college publications such as the catalog and class schedule are precise, accurate, and current.	65	13.8%	46.2%	29.2%	10.8%	100.0%	
13. Information contained in the student handbook or orientation materials is helpful to students.	61	14.8%	73.8%	9.8%	1.6%	100.0%	
Average	61	14.3%	60.4%	21.5%	4.8%	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.	61	21.3%	57.4%	18.0%	3.3%	100.0%
15. The College designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	61	16.4%	73.8%	6.6%	3.3%	100.0%
16. In general, do you feel that student support services at this college are adequate to meet student needs?	64	10.9%	59.4%	21.9%	7.8%	100.0%
17. Student Services at this college have sufficient staff and resources to meet student needs.	65	6.2%	36.9%	43.1%	13.8%	100.0%
18. Student Services at this college have sufficient facilities to meet student needs.	63	4.8%	38.1%	44.4%	12.7%	100.0%
19. Do you refer students to the various services available on campus? (i.e., DSPS, Tutoring, Health Services, Financial Aid, EOPS, etc.)	63	98.4% (yes)	1.6% (no)			100.0%
Average	63	11.9%	53.1%	26.8%	8.2%	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.	56	16.1%	69.6%	12.5%	1.8%	100.0%
21. The college library hours are adequate to meet my needs.	51	11.8%	72.5%	13.7%	2.0%	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.	45	11.1%	62.2%	20.0%	6.7%	100.0%
Average	51	13.0%	68.1%	15.4%	3.5%	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.	68	26.5%	61.8%	10.3%	1.5%	100.0%
24. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.	64	12.5%	64.1%	17.2%	6.3%	100.0%
25. Have your performance evaluations been conducted according to your contract/handbook guidelines?	61	82% (yes)	18% (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.	65	30.8%	58.5%	6.2%	4.6%	100.0%
27. Policies and practices of the College clearly demonstrate commitment to issues of equity and diversity.	68	19.1%	70.6%	8.8%	1.5%	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.	66	19.7%	66.7%	12.1%	1.5%	100.0%
29. As a group, the members of my department attend staff development workshops to stay current in their fields of expertise.	63	15.9%	46.0%	25.4%	12.7%	100.0%
Average	65	20.8%	61.3%	13.3%	4.7%	100.0%
B. Physical Resources						
30. Systematic assessment of effective use of physical resources is integrated in institutional planning.	48	8.3%	62.5%	27.1%	2.1%	100.0%
31. Student learning needs are central to the planning, development, and design of new facilities.	59	16.9%	69.5%	8.5%	5.1%	100.0%
32. The College systematically maintains and upgrades its physical resources to support its programs and services.	63	7.9%	49.2%	28.6%	14.3%	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.	60	8.3%	66.7%	18.3%	6.7%	100.0%
34. Safety hazards are addressed promptly.	62	12.9%	58.1%	19.4%	9.7%	100.0%
35. The grounds are pleasing and adequately maintained.	66	40.9%	56.1%	3.0%		100.0%
36. The exterior features of the campus buildings are well maintained.	65	7.7%	69.2%	23.1%		100.0%
37. The interior of the classrooms, offices, and restrooms are adequately maintained.	64	3.1%	46.9%	42.2%	7.8%	100.0%
38. The exterior lighting of the College is adequate and kept in working order.	63	7.9%	63.5%	23.8%	4.8%	100.0%
Average	61	12.7%	60.2%	21.6%	7.2%	100.0%
C. Technology Resources						
39. Technology planning is integrated with institutional planning.	48	6.3%	66.7%	27.1%		100.0%
40. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	59	8.5%	67.8%	18.6%	5.1%	100.0%
41. The College provides training in the effective application of information technology to faculty and staff.	63	12.7%	74.6%	9.5%	3.2%	100.0%
42. The College systematically reviews and updates its technological infrastructure and equipment to meet institutional needs.	57	5.3%	71.9%	21.1%	1.8%	100.0%
43. Budget information is accessible throughout the College.	61	13.1%	44.3%	36.1%	6.6%	100.0%
44. The College budget reflects college priorities and planning goals.	54	13.0%	40.7%	40.7%	5.6%	100.0%
45. College guidelines and processes for financial planning and budget development are clearly defined and followed.	51	11.8%	47.1%	35.3%	5.9%	100.0%
Average	56	10.1%	59.0%	26.9%	4.7%	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.	54	13.0%	35.2%	44.4%	7.4%	100.0%
47. The District resource allocation process is appropriate to support college programs and services.	56	3.6%	33.9%	51.8%	10.7%	100.0%
48. The College systematically assesses the effective use of its financial resources.	53	5.7%	52.8%	37.7%	3.8%	100.0%
49. The College uses the results of financial assessment as the basis for institutional improvement.	47	2.1%	57.4%	38.3%	2.1%	100.0%
Average	53	6.1%	44.8%	43.1%	6.0%	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.	57	8.8%	56.1%	28.1%	7.0%	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.	55	7.3%	32.7%	40.0%	20.0%	100.0%
52. Staff involvement on committees assure that they have a voice in college policy making.	57	14.0%	49.1%	31.6%	5.3%	100.0%
53. In general, I am aware of the staff's role in various governing, planning, budgeting, and policy making bodies at the College.	57	12.3%	50.9%	24.6%	12.3%	100.0%
54. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	49	10.2%	65.3%	20.4%	4.1%	100.0%
55. The role of leadership is regularly evaluated and the results are widely communicated to all stakeholders.	57		42.1%	38.6%	19.3%	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.	59		52.5%	33.9%	13.6%	100.0%
Average	56	10.5%	49.8%	31.0%	11.7%	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.	52		67.3%	32.7%		100.0%
58. The governing board establishes policies to assure the financial stability of the institution.	54		66.7%	25.9%	7.4%	100.0%
59. The governing board's decision-making reflects the public interest.	53	1.9%	60.4%	34.0%	3.8%	100.0%
60. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	58		67.2%	29.3%	3.4%	100.0%
61. The college president provides effective leadership in planning and assessing institutional effectiveness.	55	16.4%	61.8%	20.0%	1.8%	100.0%
62. The college president provides effective leadership in selecting and developing personnel.	54	13.0%	53.7%	31.5%	1.9%	100.0%
63. The college president provides effective leadership in fiscal planning and budget development.	49	16.3%	55.1%	26.5%	2.0%	100.0%
64. The college president works and communicates effectively with the communities served by the College.	52	23.1%	55.8%	19.2%	1.9%	100.0%
65. There is a clear delineation of authority and operational responsibility between and among:						
A. Governing Board and District Office	47	12.8%	48.9%	31.9%	6.4%	100.0%
B. Governing Board and the colleges	43	4.7%	55.8%	34.9%	4.7%	100.0%
C. District Office and the colleges	50	6.0%	46.0%	36.0%	12.0%	100.0%
D. Colleges	48	8.3%	52.1%	31.3%	8.3%	100.0%
66. The District Office provides effective services that support the college in its missions and functions.	57	5.3%	54.4%	33.3%	7.0%	100.0%
67. The District Office and colleges use effective methods of communication and exchange information in a timely manner.	60	1.7%	58.3%	31.7%	8.3%	100.0%
68. The District Office provides sufficient support to the colleges in the following areas:						
A. Business Services	47	10.6%	66.0%	19.1%	4.3%	100.0%
B. District Advancement (Communications)	46	8.7%	58.7%	28.3%	4.3%	100.0%
C. Facilities Services	49	14.3%	53.1%	26.5%	6.1%	100.0%
D. Human Resources	53	17.0%	58.5%	18.9%	5.7%	100.0%
E. Information Technology	51	17.6%	54.9%	19.6%	7.8%	100.0%
F. Instructional Services	47	10.6%	61.7%	19.1%	8.5%	100.0%
G. Student Services	53	17.0%	50.9%	20.8%	11.3%	100.0%
Average	51	11.4%	57.5%	27.2%	5.8%	100.0%

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

Part III: Demographics

69. Your primary college/work site:

	#	%
City	71	100.0%
Total	71	100.0%

70. Gender:

	#	%
Female	48	67.6%
Male	11	15.5%
Unknown	12	16.9%
Total	71	100.0%

71. Ethnic/Racial grouping:

	#	%
Asian/Pac Islander	5	7.0%
African American/Black Non-Hispanic	5	7.0%
White Non-Hispanic	14	19.7%
Filipino	2	2.8%
Hispanic	17	23.9%
Other Non-white	2	2.8%
Unknown	26	36.6%
Total	71	100.0%

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

	#	%
Less than 1 year		0.0%
1-3 years	15	21.1%
4-6 years	15	21.1%
7-10 years	8	11.3%
11-15 years	7	9.9%
16 or more years	8	11.3%
Unknown	18	25.4%
Total	71	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	3	4.2%
1-3 years	6	8.5%
4-6 years	9	12.7%
7-10 years	10	14.1%
11-15 years	4	5.6%
16 or more years	12	16.9%
Unknown	27	38.0%
Total	71	100.0%

74. Your work classification:

	#	%
Supervisor/Professional	6	8.5%
Classified Staff	37	52.1%
Operations	3	4.2%
Classified Hourly	1	1.4%
Police		14.1%
Office/Technical	10	2.8%
Food Service	2	1.4%
Other	1	15.5%
Unknown	11	15.5%
Total	71	100.0%

75. Your area of responsibility:

	#	%
Student support services	32	45.1%
Instructional support services	15	21.1%
Administrative support services (human resources, business operation)	6	8.5%
Facilities, operation, and maintenance	2	2.8%
Information technology	1	1.4%
Other	2	2.8%
Unknown	13	18.3%
Total	71	100.0%

76. What is your work status?

	#	%
Part-time	5	7.0%
Full-time	47	66.2%
Unknown	19	26.8%
Total	71	100.0%

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APPENDIX F

SURVEY COMMENTS

CITY COLLEGE ACCREDITATION SURVEYS 2003 - COMMENTS	
Code	CONTRACT FACULTY COMMENTS
884	Need ongoing system for evaluation of deans, vp's and college president by faculty as well as their supervisors; also for Vice Chancellors, etc, to the top. Budget process last minute not leaving sufficient time for input or in-depth understanding of the budget process. Master planning system is good, however, faculty members of master planning council should be representative of a constituency and should be constantly involved in getting the information and process out to everyone. IT training is not good.
896	College administrators are responsible, very committed, and hard working. They try their best to improve the quality and services offered by this college.
902	You've got to be kidding!! (-100) (#56 - The district resource allocation process is appropriate to support college programs and services.)
907	Not enough faculty for Library Resources and Independent Learning Center. Library selection - What selection? Training for users of library and other learning support services - not often enough due to lack of staff.
918	Need a career center. This college does not offer Professional Career Services. Career services are as critical as transfer services.
926	Physical environment poor - dirty classrooms, unattractive white walls! Poor temperature control. Too few tutors for students. Some vocational labs are lacking - vary in updated technology. More money available for staff development.
929	Everyone works hard but are often misguided. More attention to Student Outcomes.
931	Too hot in classrooms. No air!
934	Inadequate staff for new library. Classrooms are not equipped to handle technology needs.
935	Counseling significantly improved in the past year. Need more tutoring services. Library resources are improving. Campus environment is improving. Need more student services. Staff is overtaxed. Some years performance evaluations were not according to contract guidelines. What are considered valid student outcomes? How and who will measure?
940	It is my impression that faculty are not believed to be as important as administrators. It is my impression that there are MORE students, FEWER faculty, and MORE administrators. Faculty never have the opportunity to evaluate the quality and effectiveness of administrators.
861	The NW corner of T-Bldg., on the stairway at the 2nd floor is a HAZARD!
875	Wish counselors would do a better job.

STAFF COMMENTS	
1014	Performance evaluations were not initially conducted according to contract/handbook guidelines. Most recently, yes. Availability of printers to students is not sufficient.
1022	Never had a performance evaluation in 5 years.
1035	The criteria for hiring employees is awful. Some real changes need to be made to improve the quality of services to student population. Need a panel to discuss with employees ways things can be improved. Too many supervisors and staff that do nothing.
1065	The interior of classrooms, offices, and restrooms area adequately maintained. - Only when requested. Not easy with the governor we have. (#58- The governing board establishes policies to assure the financial stability of the institution.

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APPENDIX G

SURVEY INSTRUMENTS

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