Accreditation Employee Survey 2013

Institutional Research and Planning
Palomar College

December, 2013

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INTRODUCTION

As part of Palomar College's accreditation self study, a census of Palomar employees was conducted in October, 2013. The purpose of the study was to produce information on progress toward institutional goals useful in the self-study process. The accreditation writing teams produced a questionnaire that addressed the accreditation standards. Two of the standards (III-B, Physical Resources; and III-D, Financial Resources) were not addressed directly in the questionnaire, as the writing teams for those standards determined that the Finance and Administrative Services Survey conducted earlier in the year provided sufficient input from employees.

This report describes the methods of the study and the results, and provides a brief summary. Generally, the presentation of the results is organized by accreditation standards. Appendix A contains the text of the questionnaire items, Appendix B contains the comments relating to the Vision, Mission, and Values statement, and Appendix C contains general comments shared by the respondents.

DATA AND METHODS

Respondents

All Palomar College employees were eligible to participate in the study. A list of 1,609 Palomar College e-mail addresses was obtained from PeopleSoft. E-mail invitations were sent to all addresses on the list. Twenty two of the e-mails were undeliverable because the e-mail addresses did not exist, leaving 1,587 potential respondents. A total of 500 questionnaires were completed within the timeframe of the study.

Procedures

Data was collected through a web survey that proceeded from October 9 to October 29, 2013. A personalized e-mail invitation that directed recipients to the survey web page was sent to all 1,609 campus e-mail addresses on the list. Three subsequent reminder messages were sent to those who had not completed the questionnaire.

Questionnaire

The writing team for each standard produced a set of questions for their standard. These items were compiled into one questionnaire. Most of the questions were Likert-type items that presented a statement, then asked the extent to which respondents agreed or disagreed with the statement. Appendix A contains the text of all the questions from the questionnaire.

RESULTS

Respondents

A total of 500 employees responded to the survey. Figure 1 shows that over half (53.6%) of the respondents have worked at Palomar College for at least 10 years.

Figure 1. Years Employed at Palomar (N=500)
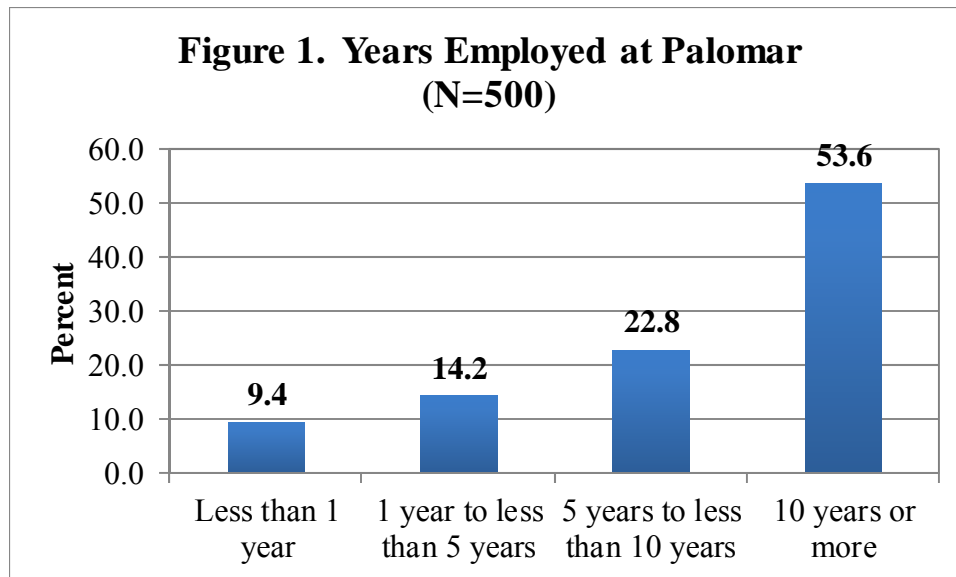
The employee classification of the respondents is seen in Figure 2, which shows that a quarter (24.8%) of the respondents were full-time faculty and 33.9% were part-time faculty. Classified staff constituted 30.7% of the respondents. Thus, part-time faculty members were underrepresented relative to the population at Palomar. Figure 3 shows respondents by the division in which they work. Two-thirds (68.6%) of the respondents worked in the Instructional Services division.

Figure 2. Employee Classification (N=500)

Figure 3. Division (N=471)

- 2.5%
- 9.6%
- 1.7%
- 17.6%
- 68.6%

Legend:
- Finance and Administrative Services
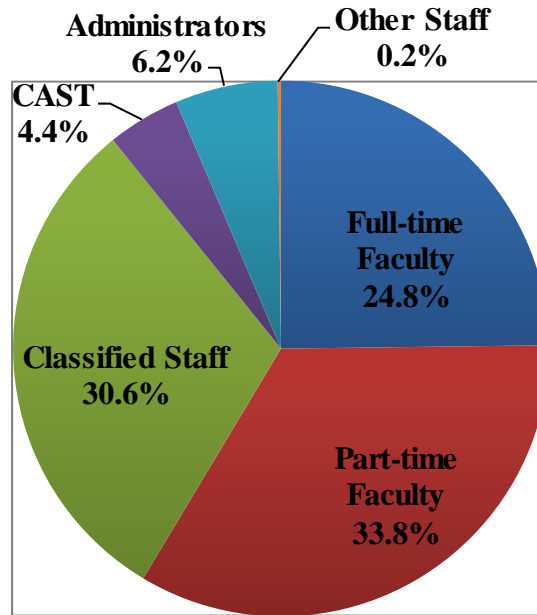- Human Resource Services
- Instructional Services
- Student Services
- Office of the President
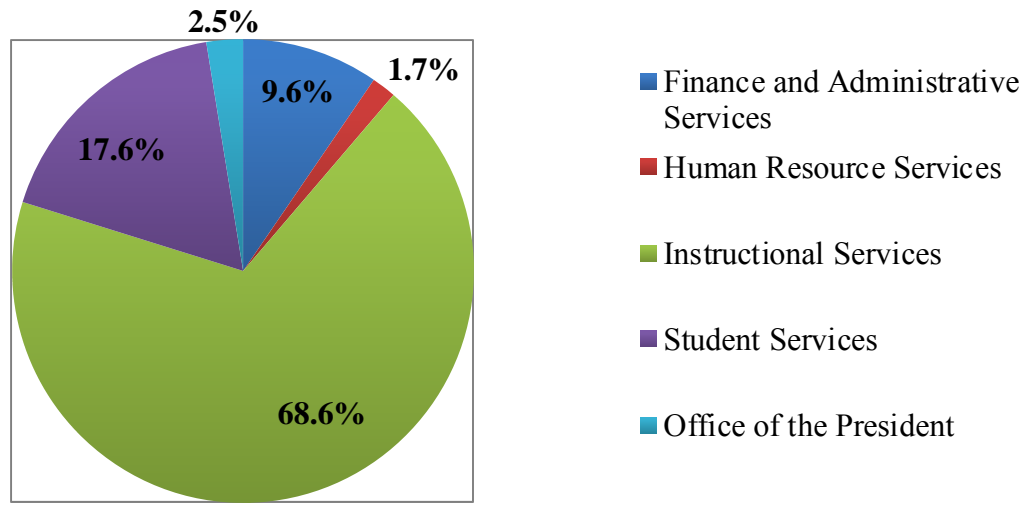
Standard I – Institutional Mission and Effectiveness

Standard I-A: Mission

Generally, the evaluation of the mission statement was rather positive. Respondents were shown the college's mission statement, and asked how much they agreed or disagreed with the statements displayed in Table 1. Employees of the college thought (1) the Vision, Mission, and Values Statement reflects a commitment to student learning and student achievement; (2) Palomar's instructional programs and support services support students pursuing transfer-readiness, general education, basic skills, career and technical training, and aesthetic and cultural enrichment; and (3) Palomar has programs and services designed to support all of our intended students. Appendix B contains all comments made by respondents regarding Palomar's Vision, Mission, and Values Statement. It should be noted that general, open-ended comments have a significant methodological weakness – because the likelihood of response to such an item tends to be correlated with the response itself, the data gathered in this manner cannot be expected to be representative of the population of interest. In this case 131 of the 500 respondents offered a comment, so representativeness is called into question. However, it still may be informative to examine these comments.

Table 1. Attitudes Regarding Palomar's Vision, Mission, and Values Statement

		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
As a whole, the Vision, Mission, and Values statement reflects a commitment to student learning and student achievement.	Count	4	6	24	249	211
	%	0.8%	1.2%	4.9%	50.4%	42.7%
Palomar's instructional programs support students pursuing transfer-readiness, general education, basic skills, career and technical training, and aesthetic and cultural enrichment.	Count	5	13	22	258	190
	%	1.0%	2.7%	4.5%	52.9%	38.9%
Palomar's instructional programs support students pursuing knowledge and skills in a specific area regardless of their age or level of education.	Count	6	20	35	239	186
	%	1.2%	4.1%	7.2%	49.2%	38.3%
Palomar provides services that support students pursuing transfer-readiness, general education, basic skills, career and technical training, and aesthetic and cultural enrichment.	Count	6	12	35	250	182
	%	1.2%	2.5%	7.2%	51.5%	37.5%
Palomar provides services that support students pursuing knowledge and skills in a specific area regardless of their age or level of education.	Count	8	23	33	251	174
	%	1.6%	4.7%	6.7%	51.3%	35.6%
Palomar has programs and services designed to support all of our intended students (those of diverse origins, experiences, needs, abilities, and goals).	Count	7	20	46	239	175
	%	1.4%	4.1%	9.4%	49.1%	35.9%

Standard I-B: Institutional Effectiveness

Participation and Information Flow

Table 2a reveals that most respondents participated in planning and efforts to improve student learning. Overall, more than half (58.5%) of the respondents agreed with a statement indicating that they had been involved in program review and planning in their area. However, of full-time faculty members, 84.3% agreed with the statement.

Table 2a. Involvement in Program Review and Planning by Employee Classification						
Employee Classification	I have been involved in program review and planning for my area.					
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Full-time Faculty	Count	3	3	13	43	59
	%	2.5%	2.5%	10.7%	35.5%	48.8%
Part-time Faculty	Count	18	32	36	59	16
	%	11.2%	19.9%	22.4%	36.6%	9.9%
Classified Staff	Count	12	35	37	49	11
	%	8.3%	24.3%	25.7%	34.0%	7.6%
CAST & Administrators	Count	1	5	3	18	24
	%	2.0%	9.8%	5.9%	35.3%	47.1%
Total	Count	34	75	89	169	110
	%	7.1%	15.7%	18.7%	35.4%	23.1%

Two-thirds (66.0%) of the respondents indicated that they had participated in ongoing dialogue intended to improve student learning and achievement. Table 2b shows that participation in ongoing dialogue intended to improve student learning was very common among full-time faculty with 95.1% indicating participation in such discussions.

Table 2b. Participation in Ongoing Dialogue to Improve Student Learning and Achievement by Employee Classification

Employee Classification	I have participated in ongoing dialogue intended to improve student learning and/or achievement.				
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Full-time Faculty	Count	0	0	6	42	75
	%	0.0%	0.0%	4.9%	34.1%	61.0%
Part-time Faculty	Count	12	21	23	77	32
	%	7.3%	12.7%	13.9%	46.7%	19.4%
Classified Staff	Count	14	33	38	41	11
	%	10.2%	24.1%	27.7%	29.9%	8.0%
CAST & Administrators	Count	2	6	7	17	19
	%	3.9%	11.8%	13.7%	33.3%	37.3%
Total	Count	28	60	74	177	137
	%	5.9%	12.6%	15.5%	37.2%	28.8%

The majority (58.7%) of respondents have participated in Student Learning Outcomes (SLO) or Service Area Outcomes (SAO) assessment. Figure 4 shows that almost all of the full-time faculty members have participated in SLO or SAO assessment.

Figure 4. Participation in SLO/SAO Assessment (N=472)
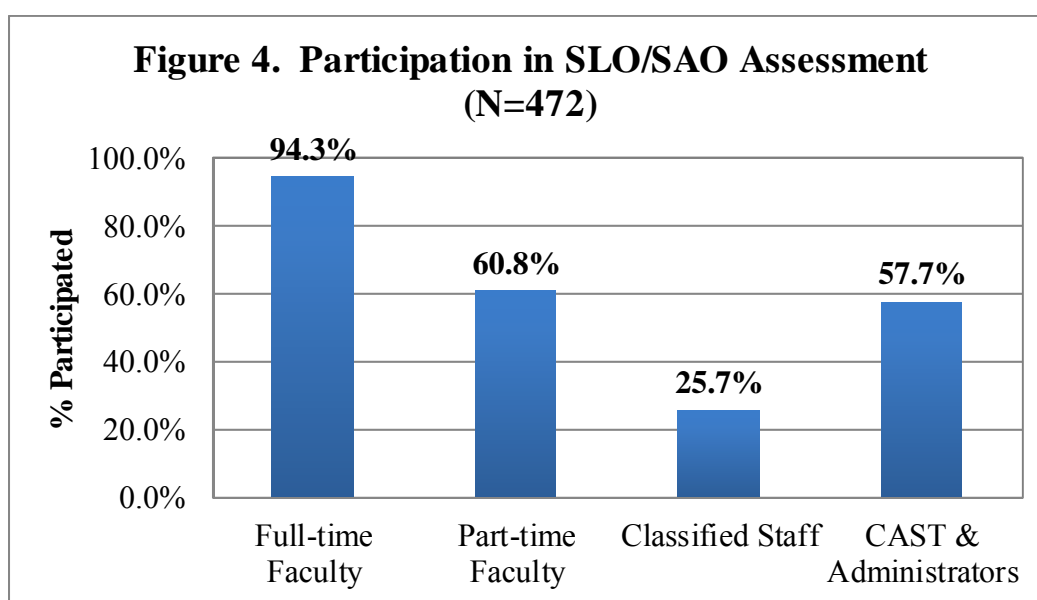
Respondent attitudes regarding the receipt and availability of information related to planning processes are summarized in Table 3. The table shows that half (49.2%) of the respondents agreed with the statement indicating that they receive information with adequate time to provide input into the development of planning processes, while a quarter (24.7%) disagreed with the statement. Similarly, about half (46.9%) the respondents agreed with the statement indicating that they receive information with adequate time to participate in the implementation of the planning process cycles, while a quarter (24.0%) disagreed with the statement. The table also reveals that one in six (16.8%) of the respondents were dissatisfied with the availability of information regarding planning process outcomes. Tables 3a through 3c show these items broken down by employee classification.

Table 3. Information Flow

		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
People in my employee class receive information with adequate time to provide input into the development of planning processes.	Count	35	77	118	168	55
	%	7.7%	17.0%	26.0%	37.1%	12.1%
People in my employee class receive information with adequate time to participate in the implementation of the planning process cycles.	Count	35	73	131	158	53
	%	7.8%	16.2%	29.1%	35.1%	11.8%
I am satisfied with the availability of information regarding the outcomes of the planning process.	Count	20	56	153	171	52
	%	4.4%	12.4%	33.8%	37.8%	11.5%

Table 3a. Receipt of Information with Adequate Time to Provide Input into the Development of Planning Processes by Employee Classification

Employee Classification		People in my employee class receive information with adequate time to provide input into the development of planning processes.				
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Full-time Faculty	Count	5	12	19	54	27
	%	4.3%	10.3%	16.2%	46.2%	23.1%
Part-time Faculty	Count	14	26	45	56	14
	%	9.0%	16.8%	29.0%	36.1%	9.0%
Classified Staff	Count	13	34	46	34	3
	%	10.0%	26.2%	35.4%	26.2%	2.3%
CAST & Administrators	Count	3	5	8	24	11
	%	5.9%	9.8%	15.7%	47.1%	21.6%
Total	Count	35	77	118	168	55
	%	7.7%	17.0%	26.0%	37.1%	12.1%

Table 3b. Receipt of Information with Adequate Time to Participate in the Implementation of Planning Process Cycles by Employee Classification

Employee Classification		People in my employee class receive information with adequate time to participate in the implementation of the planning process cycles.				
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Full-time Faculty	Count	6	10	30	48	24
	%	5.1%	8.5%	25.4%	40.7%	20.3%
Part-time Faculty	Count	14	25	46	53	14
	%	9.2%	16.4%	30.3%	34.9%	9.2%
Classified Staff	Count	12	31	49	34	4
	%	9.2%	23.8%	37.7%	26.2%	3.1%
CAST & Administrators	Count	3	7	6	23	11
	%	6.0%	14.0%	12.0%	46.0%	22.0%
Total	Count	35	73	131	158	53
	%	7.8%	16.2%	29.1%	35.1%	11.8%

Table 3c. Satisfaction with the Availability of Information Regarding the Outcomes of the Planning Process by Employee Classification

Employee Classification		I am satisfied with the availability of information regarding the outcomes of the planning process.				
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Full-time Faculty	Count	5	14	28	50	22
	%	4.2%	11.8%	23.5%	42.0%	18.5%
Part-time Faculty	Count	7	18	55	55	14
	%	4.7%	12.1%	36.9%	36.9%	9.4%
Classified Staff	Count	8	18	55	47	5
	%	6.0%	13.5%	41.4%	35.3%	3.8%
CAST & Administrators	Count	0	6	14	19	11
	%	0.0%	12.0%	28.0%	38.0%	22.0%
Total	Count	20	56	152	171	52
	%	4.4%	12.4%	33.7%	37.9%	11.5%

Those that expressed dissatisfaction with the availability of information regarding planning process outcomes (by disagreeing or strongly disagreeing with the statement in the table) were asked why they were dissatisfied. Only 17 of the 76 respondents who expressed dissatisfaction offered an open-ended comment to explain why, so the representativeness of these responses may be an issue. Their responses are found separated by employee classification, in Tables 4a through 4d.

Table 4a. Why Respondent Is Dissatisfied with the Availability of Information Regarding Planning Process Outcomes: FULL-TIME FACULTY

Because i have seen no evidence of significant improvements to my department. Do you understand how frustrating it is to actually r3ecruit full time students to this campus and show the facilities they will be in?
Everything is an emergency and must happen NOW
Faculty members (instructors) should not be tasked with analyzing massive amounts of data to create reports for SLOs and for the PRP reports. Faculty members should be reflecting on the programs and making changes to curriculum. If the focus for the college is now crunching massive amounts of data for the PRPs and SLOs, then the college should invest in hiring classified staff that specialize in these areas. Many full time faculty are not skilled in the above areas. They simply do not know what to do with all this data. They aren't accountants or business professionals. Many full time faculty feel that we are not the teachers we once were. The recent onslaught of administrative reporting issued to the faculty has negatively impacted the performance in the classroom. In the end, the students and their education suffers.
I dont even know where to get that information
I have never been given any information or feedback after submitting my PRP. I do not receive any reports about about our work on BSI or HSI grants or any other activity to increase student achievement. Or any activities really.
Information needs to be delivered to all faculty - not just at planning meetings.
Insufficient time and training provided for the work needed
It seems that we submit PRPs and they disappear into a black hole. If we get funding, we hear about it but otherwise, no feedback.
It takes forever with this whole process. We keep changing the forms. Departments have a quick turn around time, and by the time we get our funds, the prices have changed.
not provided in a timely manner or with time to respond
Primarily due to the inability of our most recent department chair to communicate with the faculty. He has since been removed.
The information usually comes late and we have a very short amount of time to make decisions. This has been especially true this past year with scheduling classes and faculty request for a new hire.

Table 4a. Continued

The planning process at Palomar college increases in complexity each cycle. At this point the amount of time required to comprehend and follow, let alone participate and influence, the planning cycle (in which we can include SLOs and articulation since we are to be actively incorporating these elements into program reviews) is beginning to seriously impact the efforts needed to improve individual instruction. In short, it is becoming self-defeating. Moreover, tying program reviews to such vague and over-arching mission goals insures the process itself will be diffuse and unmanageable, which is lesson one in establishing mission statements. There either needs to be a de-facto disconnect between program reviews and the mission goals, or the goals need to be re-written so as not to be a statement of general philosophy but actual goals upon which a program can be based. As it stands much time is wasted to no effect trying to tie specific department teaching objectives to extremely vague and frankly inappropriate mission statements.

The way resources are allocated are not clear.

unless you are on a committee directly involved with planning, you may know nothing.

We waited quite a long time to hear back regarding whether or not items listed on the PRP would be granted. Then, many items were not granted, which is governed by the budget, I know, but still disappointing. Those requests that were not granted did not include reasons why or indications of being a future possibility, as far as I was aware (I am not a chairperson, so perhaps our chair received such information).

Year after year, we would put in a staffing request on PRP, and year after year we have been ignored, with no transparent information explaining why and how the requests had been ignored. Sometimes it feels like that part of the PRP is a sham.

Table 4b. Why Respondent Is Dissatisfied with the Availability of Information Regarding Planning Process Outcomes: PART-TIME FACULTY

As a part time faculty we are not involved in the planning process nor receive the outcomes unless we take the initiative.
As a parttimer there are extremely limited resources for me to utilize to help my students. However, campus wide we do have programs that do serve students of a diverse background so that is a plus.
As an adjunct instructor, I'm usually the last to know that anything is going on, or in the process of changing/planning to change. I feel that the adjunct faculty as a whole are consistently left out of this process, and the administration does not value our experience or perspectives.
Because "availability" is an insufficient criteria. Part-time faculty should be more involved in the process of developing campus policies since we teach most of the courses on campus. Further, simply making large, byzantine documents "available" to faculty doesn't mean they are encouraged to review them or provided a meaningful forum for their discussing their views.
Communication with part time staff regarding outcomes is not always efficient or consistent.
finding information on SLOs was difficult.
I am not involved in the panning process
I am seldom informed of any meeting regarding the outcomes of the planning process. Or perhaps my department does not have them.
I happen to have a great chair that keeps all of us informed, but, the magnitude of the process of outcomes and planning is such that part-time faculty is left out of many key areas of the planning process. Does Palomar believe it is up to Part-time to inform themselves? Without the compensation that Full-time receives? And if we do take the time to inform ourselves, what then? As part-timers, what role would we play in the planning process? Over 50% of your faculty has amazing insight into what motivates students, retains students, and works in the classroom. Yet, I have never been asked by anyone other than the chairs of my department.
I have not been given ANY information
If I had the information, I could respond to questions above.
Information and communication and opportunities for participation are always limited for the people outside of San Marcos, for example, Escondido or Fallbrook.
It should be explained in greater detail, and presented more clearly, as to the nature of the information being sent to part-time faculty. Many are first year part-time faculty, and are receiving a large volume of e-mails, and may not realize the high importance of such e-mails.
NO Communication whatsoever... I MEAN... NO Communication AT ALL!

Table 4b. Continued

Our department does not include part-time instructors in faculty meetings where this information could be discussed and disseminated. This is the first college or community college in which I have taught where part-timer instrutctors are not included. I am not sure the contract instructors even have faculty meetings. I feel that part-time contributions to the instructional process are as valuable as contract instructors. It would be helpful if ALL faculty could be involved in this process.

part time instructors are simply outside all processes of governance at Palomar

Part-time Faculty has no effect on learning outcomes. That's not right!

Part-time instructors and just not included in planning. We often work with a lot of autonomy and are told about decisions, plans and outcomes on the back end. It's not a criticism, it's just the nature of the work of part-time instructors, it does not seem to be a part of our job description. We work for a college with in a department, but on the periphery.

Part-timers are not fully incorporated into process.

The fact that part-time instructors have so little time and space to counsel with students outside of class sends an unitended message to both part-instructors and their students that they are second rate. Furthermore, a commitment to the efficacy of part-time faculty becoming full-time would build the institution. The scorched-earth practice of hiring oustiders who disappear after a couple of years while part-time instructors languish with a fraction of the resources is ultimately counter-productive to the students and the college.

The part-time faculty orientation and plenary sessions do not cover this topic in any detail. The majority of information I get is through a massive amount of emails that are difficult to fully understand or even read. Without pay for even prep time, part-time faculty are EXTREMELY limited in the amount of time they can dedicate to the planning process or skill building activities. With a growing portion of the teachers being part-time, there is a large segment of the faculty that are left out of many of these processes.

There is little communication between my overall department and myself as a part-time faculty member.

Wall between part time and full time faculty. Pat time faculty are asked to participate at times without being paid for it.

Table 4c. Why Respondent Is Dissatisfied with the Availability of Information Regarding Planning Process Outcomes: CLASSIFIED STAFF

we never get the information need it in or department.
Classified Staff are not included in these valuable opportunities, or if they are included are not given credit for the data, analysis, or ideas provided. Often, they are not included whatsoever.
difficult to access.
I don't believe they are widely disseminated. I would like to see more face-to-face meetings that provide staff with college updates.
I don't know where I would find that, governing board minutes maybe?
I've never been told where the information can be found.
Information sharing has been perceived by administration to be the sole responsibility of the constituent group respresentatives. Classified representative do not get release time. They volunteer to be on shared governance committees but still have to do their 40 hour a week jobs.
It is hard to find. Additionally there may be an area for a particular group/cause on the web but in many cases the information is not up to date (in some cases it appears the website has been abandoned). Also it seems that one has to be a full-fledged member of the union in order to participate in the "collegial process".
My impression is that the Strategic Planning Process involves a select group of individuals and when changes are made, those outside that group find out about it through word of mouth, not through official announcements.
never hear about the end result of surveys and/or student outcomes for Palomar
Not enough time is given to complete most projects and we dont recieve the opportunity to budget properly for our areas.
Often information is not shared with the people who need to implement the plans that are developed from the top down. There needs to be more communication and inclusion in all areas of planning.
Often items or policies are implemented and we are not made aware until we hear it by word of mouth from our peers. It would be nice to receive an email regarding policy changes before they take effect instead of finding out during the process that the process has in fact changed.
Staff never get ask for input how to make things better. Times when I brought ideas to the table they have been rejected by people who are unwilling to change and who don't work the front lines.
The information on curricunet accessed by a general person is not apparent. There navigation, negotiation of the slo data does not appear to be a featured topic on the site as a whole.

Table 4c. Continued

There have been many times in the recent past when processes/procedures were changed and the classified staff was not given in depth information as to how to implement the changes.

There is no one place to go for a rollup of information, but instead information must be searched for across multiple, disparate, locations. (i.e. long list of past emails)

What goes in is what comes out. I have seen incorrect data go in and I wonder about the integrity of such a sysytem.

Table 4d. Why Respondent Is Dissatisfied with the Availability of Information Regarding Planning Process Outcomes: CAST & ADMINISTRATORS

Don't understand the planning process in my division; do not participate in the planning process; no communication of results of planning process

Not informed and included.

The information is readily available for staff to view on the Palomar webiste (R&P site); however, when I first started as a CAST member I was unaware of where to locate such information. I so happened to be browsing the Palomar site and ran across the R&P site, but didn't know such reports were stored on this site.

Too much time delay in communicating the outcomes.

Planning and Resource Allocation Link

The link between planning and resource allocation was assessed by the respondents. While more than half (53.2%) of those surveyed thought the college's planning processes link resource allocations to planning priorities, nearly a quarter (23.6%) declined to offer an evaluation (not applicable). This is illustrated in Figure 5.

Figure 5. How Well the College's Planning Processes Link Resource Allocations to Planning Priorities (N=496)
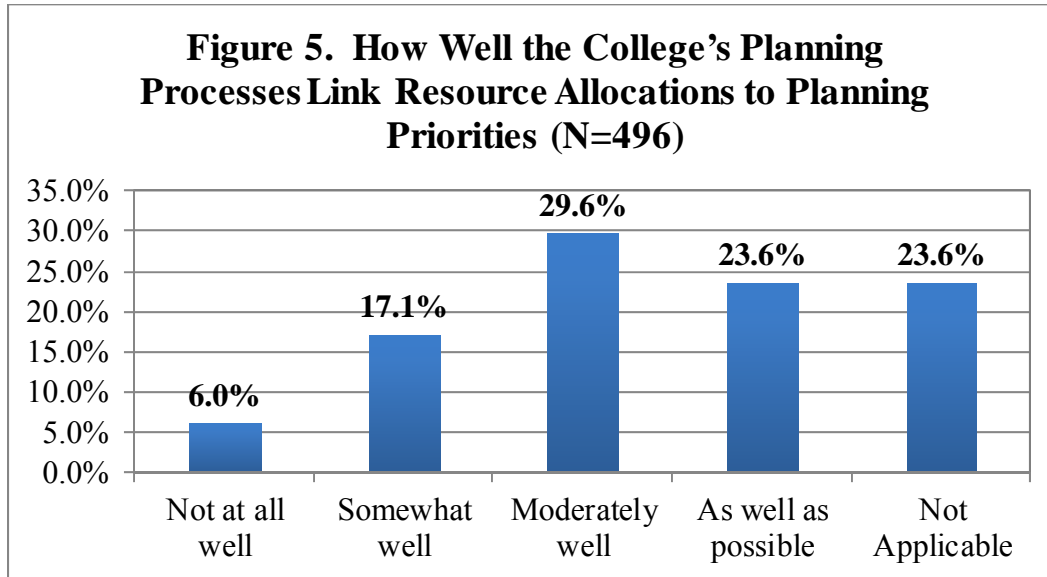
Standard II – Student Learning Programs and Services

Standard II-A: Instructional Programs

The survey questions relating to instructional programs focused on planning and resource allocation. Respondents rated the extent to which their area's program review and planning process was inclusive. Figure 6 shows that half (51.5%) of the employees agreed that the PRP process was inclusive, while 8.2% disagreed, and 23.9% didn't know.

Figure 6. My area's program review and planning process is inclusive. (N=497)
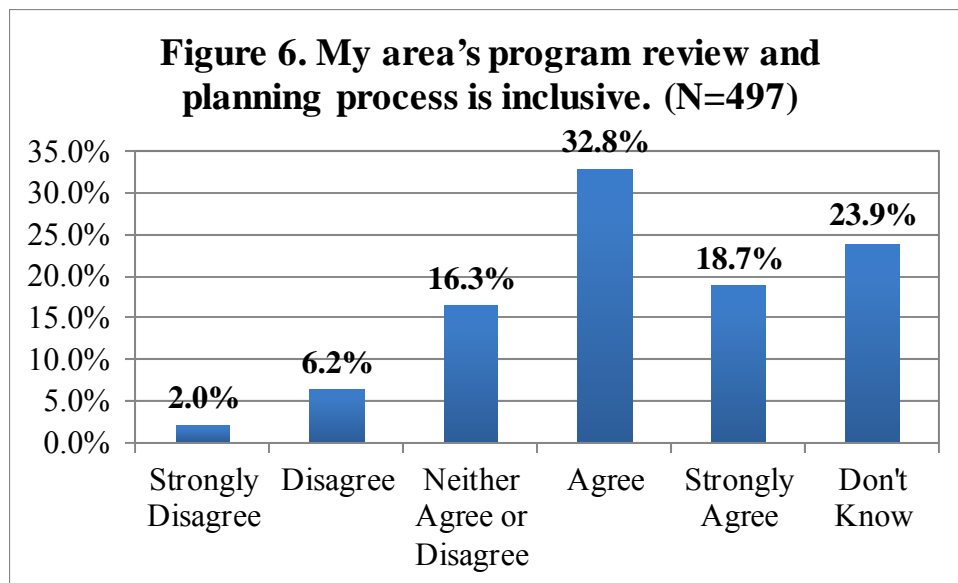
Perceptions of the inclusivity of the PRP process were qualified by employee classification. As Table 5 shows, all employee classes tended to agree that the PRP process was inclusive, but there was greater agreement with the statement among full-time faculty and CAST and administrators. Perceptions of the inclusivity of the PRP process did not differ by division.

Table 5. Inclusivity of the Program Review and Planning Process by Class						
Employee Classification		My area's program review and planning process is inclusive.				
		Strongly Disagree	Disagree	Agree or Disagree	Agree	Strongly Agree
Full-time Faculty	Count	2	5	11	49	41
	%	1.9%	4.6%	10.2%	45.4%	38.0%
Part-time Faculty	Count	4	12	30	55	22
	%	3.3%	9.8%	24.4%	44.7%	17.9%
Classified Staff	Count	3	12	33	38	15
	%	3.0%	11.9%	32.7%	37.6%	14.9%
CAST & Administrators	Count	1	2	7	20	15
	%	2.2%	4.4%	15.6%	44.4%	33.3%
Total	Count	10	31	81	162	93
	%	2.7%	8.2%	21.5%	43.0%	24.7%

Figure 7 illustrates that over a third (36.3%) of the respondents agreed their planning council's process for allocating resources was clear. Three out of ten respondents reported that they didn't know about the clarity of their council's resource allocation process. These ratings did not differ significantly by division.

Figure 7. My planning council's process for allocating resources is clear. (N=499)

Response	Percentage
Strongly Disagree	3.2%
Disagree	8.0%
Neither Agree or Disagree	23.0%
Agree	26.7%
Strongly Agree	9.6%
Don't Know	29.5%
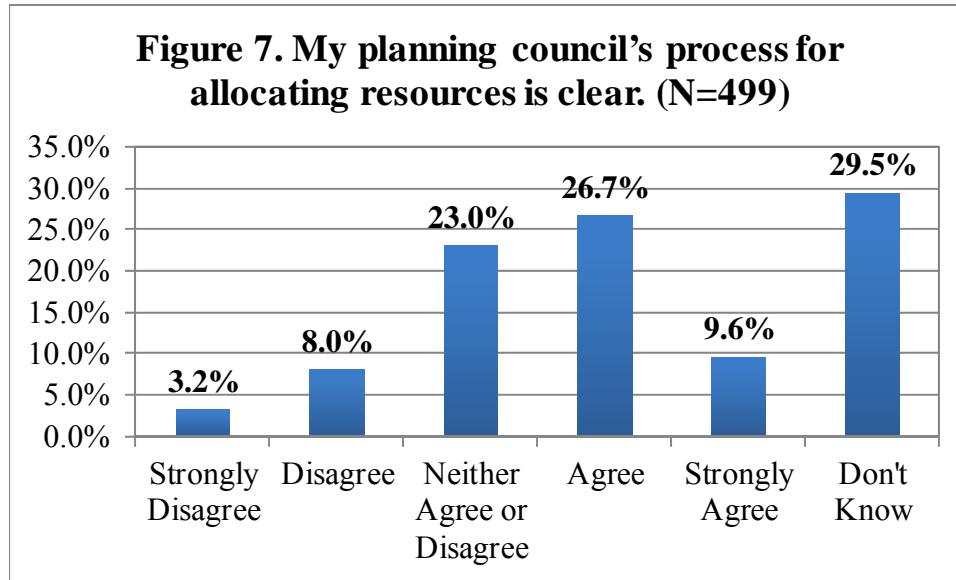
Half (52.2%) of the respondents agreed or strongly agreed that the PRP process reflects Palomar's mission, goals, and values, while a quarter (25.3%) indicated that they didn't know. This is illustrated in Figure 8.

Figure 8. The program review and planning process reflects the institution's mission, goals and values. (N=498)
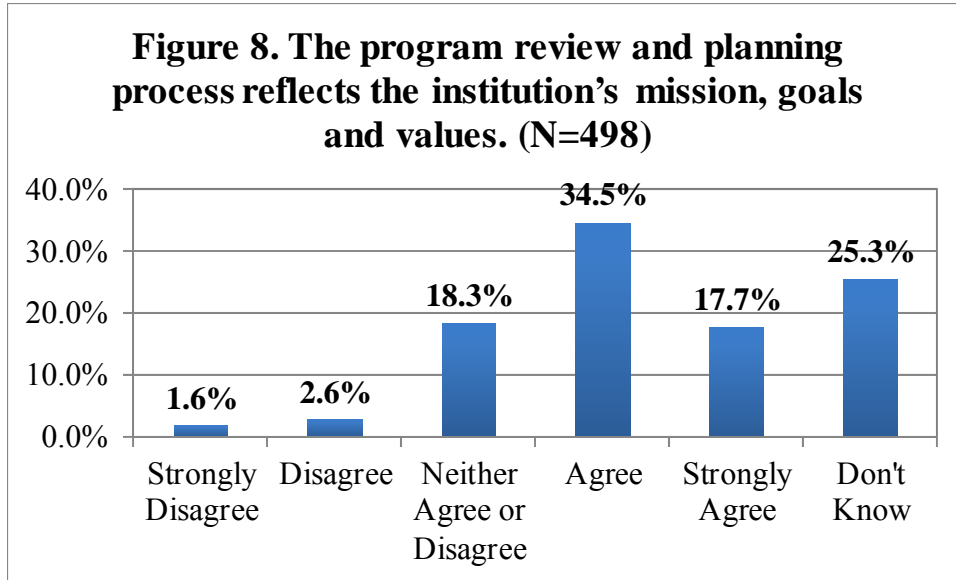
Standard II-B: Student Support Services

Respondents were asked about their familiarity with some of Palomar's student support services. The student support services addressed in the study comprise Counseling Department, the Health Center, Veterans' Services, Financial Aid and Scholarships, and Orientation. Table 6 shows that most of the respondents were at least somewhat familiar with the services that were addressed in the survey. Respondents were most familiar with the services provided in the Counseling Department, Health Center, and least familiar with Veterans Services.

Table 6. Familiarity with Student Support Services						
Familiarity with Services Provided in…		Very Familiar	Familiar	Somewhat Familiar	Not at all Familiar	Total
Counseling Department	Count	75	97	225	52	449
	%	16.7%	21.6%	50.1%	11.6%	100.0%
Health Center	Count	46	114	225	60	445
	%	10.3%	25.6%	50.6%	13.5%	100.0%
Veteran's Services	Count	26	55	212	136	429
	%	6.1%	12.8%	49.4%	31.7%	100.0%
Financial Aid and Scholarships	Count	57	92	212	78	439
	%	13.0%	21.0%	48.3%	17.8%	100.0%
Orientation	Count	55	84	169	122	430
	%	12.8%	19.5%	39.3%	28.4%	100.0%

Respondents were asked how much the services listed contributed to student success. Table 7a shows that the respondents' answers depended on their employee classification. Four out of five classified staff as well as CAST and administrators said these services contributed a great deal to student success, while faculty were less likely to do so. Table 7b shows that the perceptions of how much these services contribute to student success also varied by division.

Table 7a. Contribution of Listed Student Services to Student Success by Class					
Employee Classification		Contribution to Student Success			
		Not at all	Somewhat	Moderately	A great deal
Full-time Faculty	Count	3	12	25	75
	%	2.6%	10.4%	21.7%	65.2%
Part-time Faculty	Count	2	24	30	66
	%	1.6%	19.7%	24.6%	54.1%
Classified Staff	Count	2	7	18	104
	%	1.5%	5.3%	13.7%	79.4%
CAST & Administrators	Count	1	1	7	37
	%	2.2%	2.2%	15.2%	80.4%
Total	Count	8	44	80	282
	%	1.9%	10.6%	19.3%	68.1%

Table 7b. Contribution of Listed Student Services to Student Success by Division					
Division		Contribution to Student Success			
		Not at all	Somewhat	Moderately	A great deal
Instructional Services	Count	4	38	59	165
	%	1.5%	14.3%	22.2%	62.0%
Student Services	Count	0	0	8	73
	%	0.0%	0.0%	9.9%	90.1%
Other	Count	2	2	5	39
	%	4.2%	4.2%	10.4%	81.3%
Total	Count	6	40	72	277
	%	1.5%	10.1%	18.2%	70.1%

Respondents were asked about the number of students per semester that they directed to the focal set of student support services (Counseling Department, the Health Center, Veterans' Services, Financial Aid and Scholarships, and Orientation). Figure 9 summarizes their responses.

Figure 9. Number of Students per Semester Directed to Student Support Services (N=405)

Category	Percentage
0	13.3%
1 to 5	30.4%
6 to 10	14.3%
11 to 24	11.1%
25 or More	30.9%
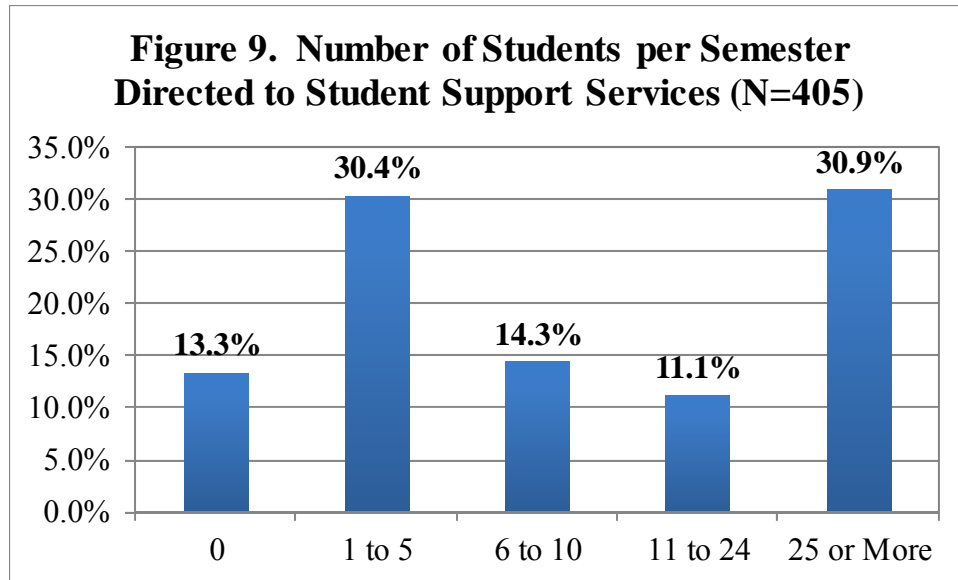
Standard II-C: Library and Learning Support Services

All respondents were asked about library services and resources, and faculty members were asked about library instruction classes. Employees were satisfied with library services and resources, and faculty who had made use of the library instruction classes were also quite satisfied.

Tutoring

Tutoring facilities that respondents used or referred their students to are displayed in Table 8. The English Writing Center and the Math Lab were the most commonly referred tutoring centers.

Table 8. Tutoring Facilities Used or Referred to Students by Respondents (N=500)		
Tutoring Facility	Count	Percent
English Writing Center	200	40.0%
ESL Tutoring Center	127	25.4%
Math Lab	187	37.4%
Reading Services Center	122	24.4%
STAR Tutoring Center (Library)	148	29.6%
STEM Center	135	27.0%
TLC (Escondido)	129	25.8%

Respondents were generally satisfied with the number and scope of tutoring services available. Figure 10 shows that a quarter of the respondents indicated that they didn't know. However, of those that did give an opinion (that is, excluding the "Don't know" responses), most (71.7%) of the respondents agreed or strongly agreed with the statement indicating that they were satisfied with tutoring services.

Figure 10. I am generally satisfied with the number and scope of tutoring services available such as tutoring, proctoring, and work (N=497)

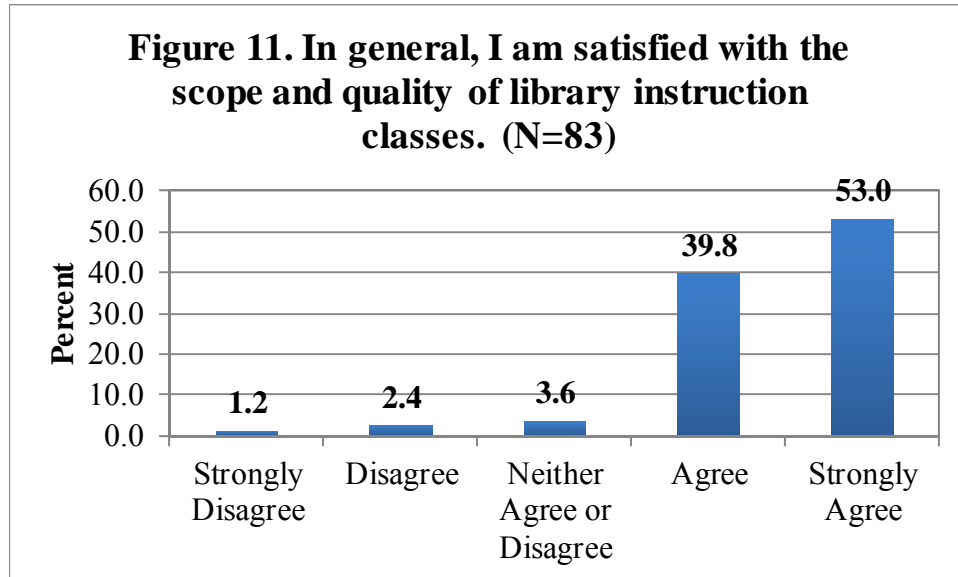| Response	Percentage
Strongly Disagree	2.2%
Disagree	5.0%
Neither Agree or Disagree	13.9%
Agree	38.6%
Strongly Agree	14.9%
Don't Know	25.4%
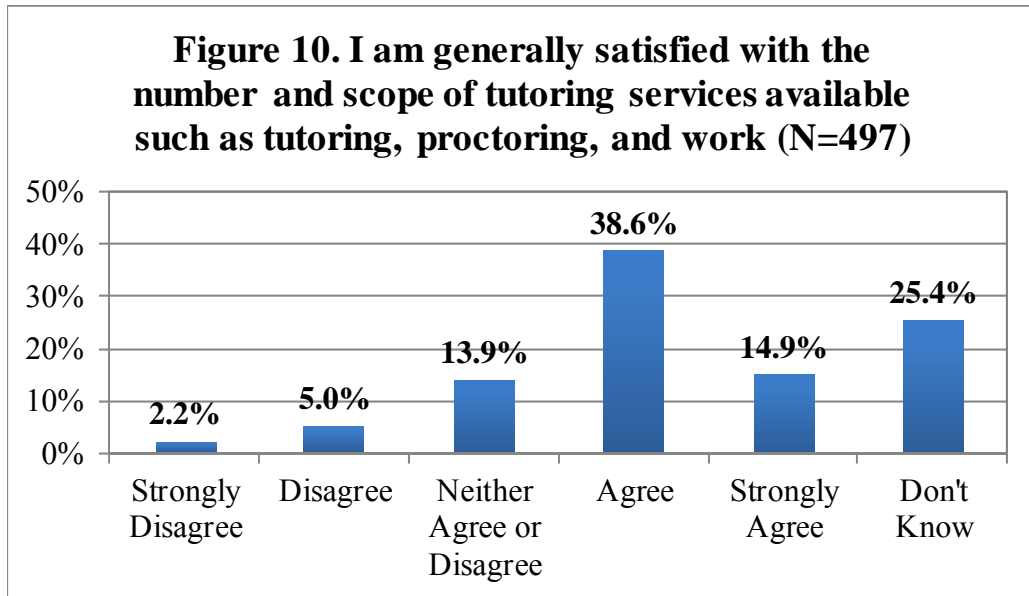
Library Resources and Services

Most respondents were able to find what they needed at the library, and were satisfied with library staff helpfulness and knowledge, as indicated in Table 9. Four out of five (80.6%) respondents agreed or strongly agreed with the statement that they were able to find what they needed from the library, and 87.2% agreed or strongly agreed that they were satisfied with the helpfulness and knowledge of staff when getting assistance at the library.

Table 9. Library Resources and Services		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
I am usually able to find the library resources I need, either in person or online.	Count	2	12	55	191	95
	%	0.6%	3.4%	15.5%	53.8%	26.8%
I am satisfied with the helpfulness and knowledge of staff when assisting me at the library.	Count	1	4	39	152	148
	%	0.3%	1.2%	11.3%	44.2%	43.0%

Library Instruction Class

Three out of ten (29.2%) of the faculty members reported that they had arranged a library instruction class. The faculty members who had scheduled a library instruction class were asked about their satisfaction with the scope and quality of the classes. Almost all of those that made use of the classes were satisfied. In fact, 92.8% agreed or strongly agreed with the statement that they were satisfied with the classes. This is seen in Figure 11.

Figure 11. In general, I am satisfied with the scope and quality of library instruction classes. (N=83)

Category	Percent
Strongly Disagree	1.2
Disagree	2.4
Neither Agree or Disagree	3.6
Agree	39.8
Strongly Agree	53.0

Faculty who had not arranged a library instruction class were asked to select their reason or reasons for not scheduling a library instruction class from a list provided. Figure 12 reveals that one in five (19.9%) were unaware of the service, and one in six (16.0%) said that they addressed library instruction in their classes. Those that selected "other" were asked for what other reason they had not arranged a library instruction class. Their responses are found in Table 10.

Figure 12. Reasons for Not Arranging a Library Instruction Class (N=206)

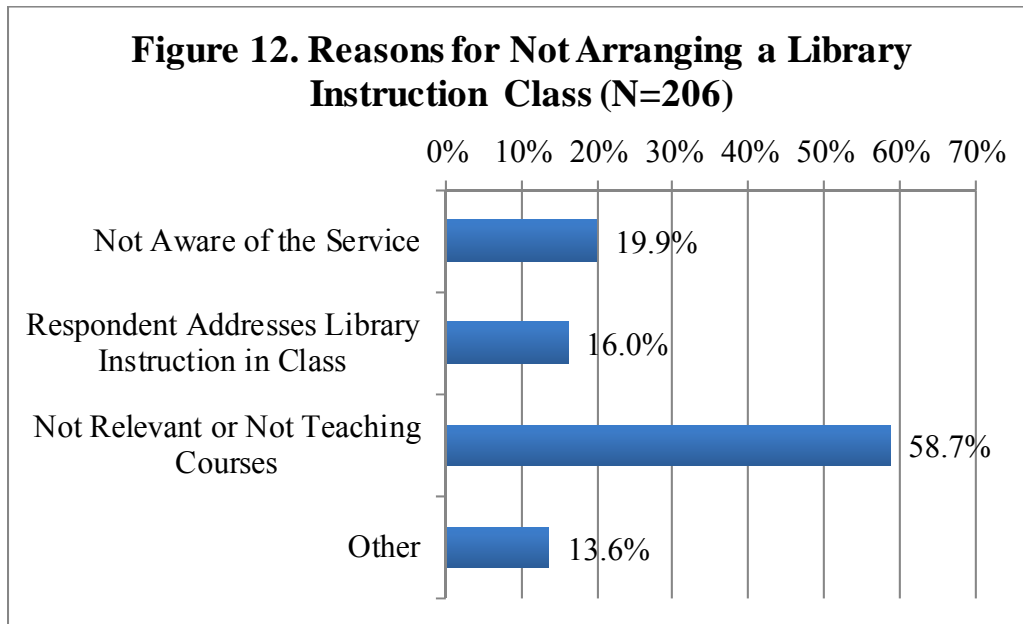| Reason	Percentage
Not Aware of the Service	19.9%
Respondent Addresses Library Instruction in Class	16.0%
Not Relevant or Not Teaching Courses	58.7%
Other	13.6%

Table 10. Other Reason Respondent Has Not Arranged a Library Instruct
a language lab instruction class session is arranged every semester
Am not an instructor
CFT has its own library to which students are directed.
Do not receive clear, simple, assignments from Library Faculty to include in my classes
don't have time
evening classes student populationl less likely to access campus services.
I am not an instructor
I believe the library is closed by the time my class begins
I create my own career technical lessons.
I teach a computer literacy class and only have 4 hrs a wk with my class. I assume they're getting this service through another class. When I taught a 10 hr/wk class, I did have a library orientation scheduled.
I teach in Ramona
I think it takes up too much class time.
I'm not an instructor
In courses where research papers are required I do cover this
Just have not done it. would like to but not strictly aplicable to my class
Majority of my instruction in online and students do not come to campus on a regular basis. I refer students to the Library for assistance in this area.
Most students are aware and have used the resources.
My class is an online course. We do not meet on campus.
My students need resources only available at CSUSM and they provide workshops for my students.
Not in instruction
off main campus class
plan to do so soon
Shouldn't basic library instruction be included in the intake orientation of students? Why isn't it?
Time limitations
Too much to do in too little time. I should take the time to bring them up there, but we require our advanced students to complete English 100. My assumption and hope is that students learn about the library in that course.
We have built and stocked a resource library within our department for our students. We also do encourage our students to visit the libraray
What is library instruction class?

Standard III – Resources

Standard III-A: Human Resources

Professional Development

Faculty members were asked if the professional development activities offered met the needs of faculty, and staff members were asked if the professional development activities offered met the needs of staff. Figure 13 shows that three quarters (76.2%) of the employees indicated that the professional development activities were meeting their needs. Table 11 shows that faculty were much more likely to agree with this statement than were other employees.

Figure 13. The professional development activities offered by the college meet the needs of its faculty/staff. (N=450)

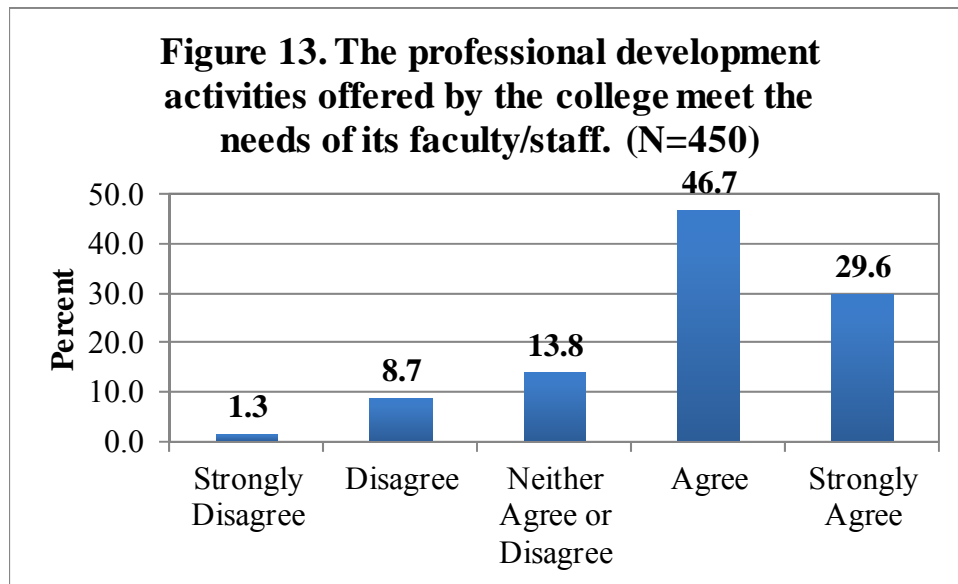| Response	Percent
Strongly Disagree	1.3
Disagree	8.7
Neither Agree or Disagree	13.8
Agree	46.7
Strongly Agree	29.6

Table 11. Professional Development Activities Meet Needs by Employee Classification

Employee Classification		The professional development activities offered by the college meet the needs of its faculty/staff.				
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Full-time Faculty	Count	0	5	11	60	47
	%	0.0%	4.1%	8.9%	48.8%	38.2%
Part-time Faculty	Count	2	8	13	81	56
	%	1.3%	5.0%	8.1%	50.6%	35.0%
Classified Staff	Count	3	17	32	53	19
	%	2.4%	13.7%	25.8%	42.7%	15.3%
CAST & Administrators	Count	1	9	6	16	11
	%	2.3%	20.9%	14.0%	37.2%	25.6%
Total	Count	6	39	62	210	133
	%	1.3%	8.7%	13.8%	46.7%	29.6%

Equity and Diversity

The prevailing view among respondents was that the college shows appropriate concern for issues of equity and diversity. This is illustrated in Figure 14, which shows that over three quarters (79.1%) of the respondents agreed that the college's policies and practices demonstrate appropriate concern for issues of equity and diversity. Table 12 shows that agreement with this statement is lower among those employed at the college longer.
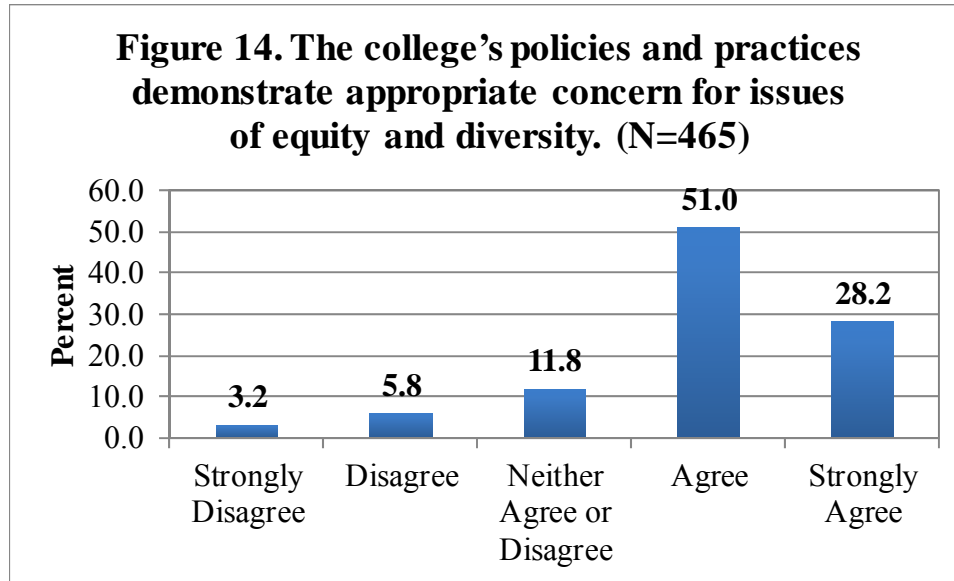
Figure 14. The college's policies and practices demonstrate appropriate concern for issues of equity and diversity. (N=465)

Table 12. Policies and Practices Demonstrate Appropriate Concern for Equity and Diversity by Years at Palomar

Years Employed at Palomar		The college's policies and practices demonstrate appropriate concern for issues of equity and diversity.				
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Less than 1 year	Count	0	0	4	17	21
	%	0.0%	0.0%	9.5%	40.5%	50.0%
1 year to less than 5 years	Count	0	0	9	32	23
	%	0.0%	0.0%	14.1%	50.0%	35.9%
5 years to less than 10	Count	2	7	14	54	27
	%	1.9%	6.7%	13.5%	51.9%	26.0%
10 years or more	Count	13	20	28	134	60
	%	5.1%	7.8%	11.0%	52.5%	23.5%
Total	Count	15	27	55	237	131
	%	3.2%	5.8%	11.8%	51.0%	28.2%

Employee Evaluation Process

The employee evaluation process was rated in terms of whether or not it provided assessments of job performance and recommendations for improvement. Employee responses are summarized in Table 13, which shows that generally employees agreed that the employee evaluation process provided assessments of job performance and recommendations for improvement. These perceptions, however, were qualified by employees' classification, division, and length of employment at Palomar, as indicated in Tables 13a through 13d.

Table 13. Employee Evaluation Process

The evaluation process provides …		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
faculty/staff with an assessment of their job performance.	Count	18	41	56	255	102
	%	3.8%	8.7%	11.9%	54.0%	21.6%
recommendations for improvement and growth.	Count	17	38	77	247	93
	%	3.6%	8.1%	16.3%	52.3%	19.7%

Table 13a. Evaluation Process Assesses Job Performance by Employee Classification

Employee Classification		The evaluation process provides faculty/staff with an assessment of their job performance.				
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Full-time Faculty	Count	1	8	11	62	40
	%	0.8%	6.6%	9.0%	50.8%	32.8%
Part-time Faculty	Count	3	8	20	87	37
	%	1.9%	5.2%	12.9%	56.1%	23.9%
Classified Staff	Count	9	20	22	74	16
	%	6.4%	14.2%	15.6%	52.5%	11.3%
CAST & Administrators	Count	5	5	3	32	8
	%	9.4%	9.4%	5.7%	60.4%	15.1%
Total	Count	18	41	56	255	101
	%	3.8%	8.7%	11.9%	54.1%	21.4%

Table 13b. Evaluation Process Assesses Job Performance by Division

Division		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
		The evaluation process provides faculty/staff with an assessment of their job performance.				
Instructional Services	Count	9	23	30	164	79
	%	3.0%	7.5%	9.8%	53.8%	25.9%
Student Services	Count	2	7	13	45	10
	%	2.6%	9.1%	16.9%	58.4%	13.0%
Other	Count	7	8	10	29	9
	%	11.1%	12.7%	15.9%	46.0%	14.3%
Total	Count	18	38	53	238	98
	%	4.0%	8.5%	11.9%	53.5%	22.0%

Table 13c. Evaluation Process Provides Recommendations by Years at Palomar

Years Employed at Palomar		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
		The evaluation process provides recommendations for improvement and growth.				
Less than 1 year	Count	0	0	3	20	13
	%	0.0%	0.0%	8.3%	55.6%	36.1%
1 year to less than 5 years	Count	0	2	15	27	17
	%	0.0%	3.3%	24.6%	44.3%	27.9%
5 years to less than 10 years	Count	7	6	17	59	22
	%	6.3%	5.4%	15.3%	53.2%	19.8%
10 years or more	Count	10	30	42	141	41
	%	3.8%	11.4%	15.9%	53.4%	15.5%
Total	Count	17	38	77	247	93
	%	3.6%	8.1%	16.3%	52.3%	19.7%

Table 13d. Evaluation Process Provides Recommendations by Employee Classification

Employee Classification		The evaluation process provides recommendations for improvement and growth.				
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Full-time Faculty	Count	1	8	19	57	37
	%	0.8%	6.6%	15.6%	46.7%	30.3%
Part-time Faculty	Count	3	9	24	85	34
	%	1.9%	5.8%	15.5%	54.8%	21.9%
Classified Staff	Count	8	18	28	73	15
	%	5.6%	12.7%	19.7%	51.4%	10.6%
CAST & Administrators	Count	5	3	6	32	6
	%	9.6%	5.8%	11.5%	61.5%	11.5%
Total	Count	17	38	77	247	92
	%	3.6%	8.1%	16.3%	52.4%	19.5%

Planning and Staffing

Respondents were asked about the link between institutional planning and staffing decisions. Figure 15 shows that while a third of the respondents offered no opinion, more than half (56.0%) of those who did offer an opinion either agreed or strongly agreed with the statement that institutional planning provides the basis for staffing decisions. Table 14 shows that classified staff were less inclined to agree with this statement than were other employee classes.
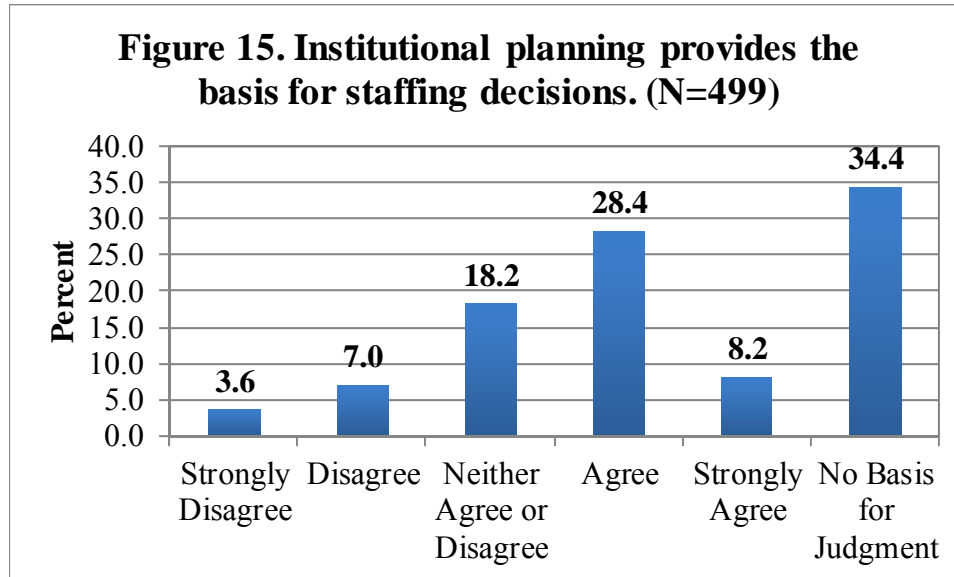
Figure 15. Institutional planning provides the basis for staffing decisions. (N=499)

Category	Percent
Strongly Disagree	3.6
Disagree	7.0
Neither Agree or Disagree	18.2
Agree	28.4
Strongly Agree	8.2
No Basis for Judgment	34.4

Table 14. Planning Provides the Basis for Staffing by Employee Classification

Employee Classification		Institutional planning provides the basis for staffing decisions.				
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Full-time Faculty	Count	5	11	18	48	18
	%	5.0%	11.0%	18.0%	48.0%	18.0%
Part-time Faculty	Count	1	2	31	40	12
	%	1.2%	2.3%	36.0%	46.5%	14.0%
Classified Staff	Count	7	15	34	31	6
	%	7.5%	16.1%	36.6%	33.3%	6.5%
CAST & Administrators	Count	5	7	8	23	5
	%	10.4%	14.6%	16.7%	47.9%	10.4%
Total	Count	18	35	91	142	41
	%	5.5%	10.7%	27.8%	43.4%	12.5%

Standard III-C: Technology Resources

Respondents were asked about the technology and technology training the college provides for them to perform their job. Table 15 shows that respondents generally agreed that the needed technology and training is provided. Tables 15a and 15b show that the perception that Palomar provides the needed technology training varies by both employee class and division, with greater agreement coming from faculty and relatedly, the instructional services division.

Table 15. Technology and Training		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Palomar provides the technology I need to do my job successfully.	Count	10	41	34	277	135
	%	2.0%	8.2%	6.8%	55.7%	27.2%
Palomar provides the technology training I need to do my job successfully.	Count	23	43	85	229	110
	%	4.7%	8.8%	17.3%	46.7%	22.4%

Table 15a. Needed Technology Training Is Provided by Employee Classification						
Employee Classification	Palomar provides the technology training I need to do my job successfully.					
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Full-time Faculty	Count	4	4	19	60	37
	%	3.2%	3.2%	15.3%	48.4%	29.8%
Part-time Faculty	Count	3	9	21	80	47
	%	1.9%	5.6%	13.1%	50.0%	29.4%
Classified Staff	Count	13	22	32	68	18
	%	8.5%	14.4%	20.9%	44.4%	11.8%
CAST & Administrators	Count	3	8	12	21	8
	%	5.8%	15.4%	23.1%	40.4%	15.4%
Total	Count	23	43	84	229	110
	%	4.7%	8.8%	17.2%	46.8%	22.5%

Table 15b. Needed Technology Training Is Provided by Division

Division		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
		Palomar provides the technology training I need to do my job successfully.				
Instructional Services	Count	11	24	48	150	81
	%	3.5%	7.6%	15.3%	47.8%	25.8%
Student Services	Count	4	10	12	42	15
	%	4.8%	12.0%	14.5%	50.6%	18.1%
Other	Count	7	8	22	21	6
	%	10.9%	12.5%	34.4%	32.8%	9.4%
Total	Count	22	42	82	213	102
	%	4.8%	9.1%	17.8%	46.2%	22.1%

Respondents were asked which technology workshops they would be interested in attending. Figure 16 shows that web design and Blackboard garnered the greatest interest.

Figure 16. Technology Workshop in Which Respondents Would Be Interested (N=500)
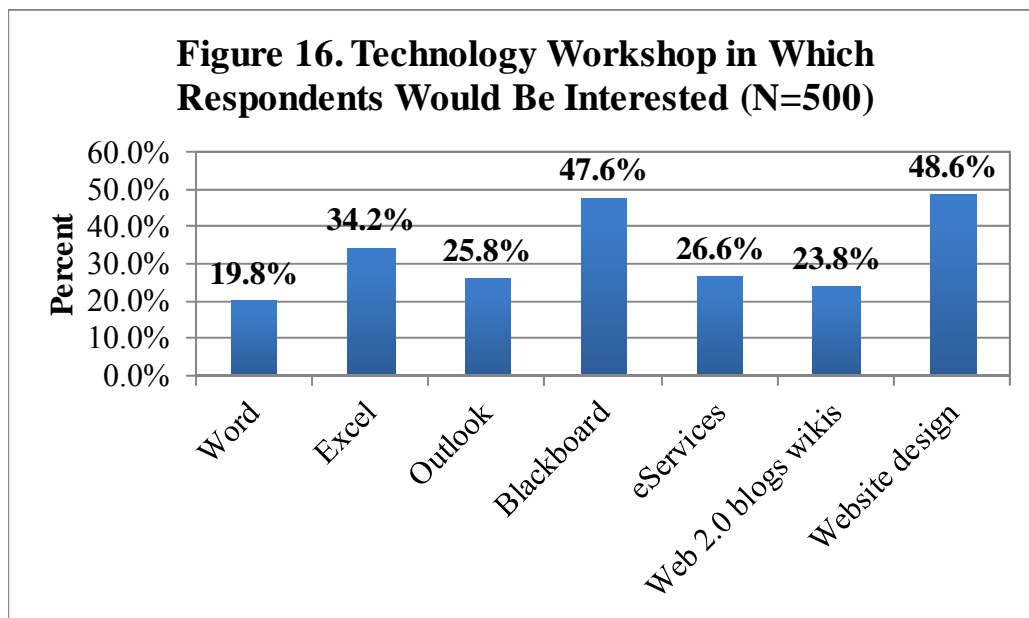
Standard IV: Leadership and Governance

Standard IV-A: Decision-making Roles and Processes

The survey included several questions about shared governance, and generally these ratings were positive. Table 16 shows that most (69.0%) of the respondents understood the role of their constituent group in the shared governance process. The table also shows that a quarter (25.4%) of the respondents disagreed with the statement that they understand how to introduce new issues into the governance process. Half (49.4%) indicated that they participate in college governance committees and activities. The table also reveals a significant amount of non-response. The total column shows that of the 500 survey respondents, on average only about 400 offered opinions on these questions. Tables 17a through 17g show how the opinions regarding shared governance varied by time at Palomar and employee classification.

Table 16. Shared Governance		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	Total
I understand the role of my constituent group in the shared governance process at Palomar.	Count	20	43	63	202	78	406
	%	4.9%	10.6%	15.5%	49.8%	19.2%	100%
I understand how to introduce items and ideas into the shared governance process.	Count	27	77	99	141	65	409
	%	6.6%	18.8%	24.2%	34.5%	15.9%	100%
I participate in college governance committees and activities.	Count	39	92	78	121	83	413
	%	9.4%	22.3%	18.9%	29.3%	20.1%	100%
In general, the shared governance process is effective at improving the practices, programs and services of the college.	Count	18	34	99	169	48	368
	%	4.9%	9.2%	26.9%	45.9%	13.0%	100%

Table 16a. Understanding of One's Constituent Group Role in Shared Governance by Years at Palomar

Years Employed at Palomar		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Less than 1 year	Count	3	4	5	16	6
	%	8.8%	11.8%	14.7%	47.1%	17.6%
1 year to less than 5 years	Count	6	8	6	27	6
	%	11.3%	15.1%	11.3%	50.9%	11.3%
5 years to less than 10 years	Count	7	12	19	38	14
	%	7.8%	13.3%	21.1%	42.2%	15.6%
10 years or more	Count	4	19	33	121	52
	%	1.7%	8.3%	14.4%	52.8%	22.7%
Total	Count	20	43	63	202	78
	%	4.9%	10.6%	15.5%	49.8%	19.2%

I understand the role of my constituent group in the shared governance process at Palomar.

Table 16b. Understanding of One's Constituent Group Role in Shared Governance by Employee Classification

Employee Classification		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Full-time Faculty	Count	1	6	15	58	40
	%	0.8%	5.0%	12.5%	48.3%	33.3%
Part-time Faculty	Count	13	22	23	52	12
	%	10.7%	18.0%	18.9%	42.6%	9.8%
Classified Staff	Count	5	12	22	66	11
	%	4.3%	10.3%	19.0%	56.9%	9.5%
CAST & Administrators	Count	1	3	3	26	15
	%	2.1%	6.3%	6.3%	54.2%	31.3%
Total	Count	20	43	63	202	78
	%	4.9%	10.6%	15.5%	49.8%	19.2%

I understand the role of my constituent group in the shared governance process at Palomar.

Table 16c. Understanding of How to Introduce Issues into Shared Governance by Years at Palomar

Years Employed at Palomar		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Less than 1 year	Count	3	9	7	12	3
	%	8.8%	26.5%	20.6%	35.3%	8.8%
1 year to less than 5 years	Count	6	10	11	18	7
	%	11.5%	19.2%	21.2%	34.6%	13.5%
5 years to less than 10 years	Count	11	22	24	29	8
	%	11.7%	23.4%	25.5%	30.9%	8.5%
10 years or more	Count	7	36	57	82	47
	%	3.1%	15.7%	24.9%	35.8%	20.5%
Total	Count	27	77	99	141	65
	%	6.6%	18.8%	24.2%	34.5%	15.9%

Table 16d. Understanding of How to Introduce Issues into Shared Governance by Employee Classification

Employee Classification		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Full-time Faculty	Count	1	18	23	44	33
	%	0.8%	15.1%	19.3%	37.0%	27.7%
Part-time Faculty	Count	16	30	33	36	9
	%	12.9%	24.2%	26.6%	29.0%	7.3%
Classified Staff	Count	9	25	35	39	9
	%	7.7%	21.4%	29.9%	33.3%	7.7%
CAST & Administrators	Count	1	4	8	22	14
	%	2.0%	8.2%	16.3%	44.9%	28.6%
Total	Count	27	77	99	141	65
	%	6.6%	18.8%	24.2%	34.5%	15.9%

Table 16e. Participation in College Governance by Years at Palomar

Years Employed at Palomar		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
		I participate in college governance committees and activities.				
Less than 1 year	Count	3	11	7	9	2
	%	9.4%	34.4%	21.9%	28.1%	6.3%
1 year to less than 5 years	Count	10	15	11	6	13
	%	18.2%	27.3%	20.0%	10.9%	23.6%
5 years to less than 10 years	Count	13	23	14	29	13
	%	14.1%	25.0%	15.2%	31.5%	14.1%
10 years or more	Count	13	43	46	77	55
	%	5.6%	18.4%	19.7%	32.9%	23.5%
Total	Count	39	92	78	121	83
	%	9.4%	22.3%	18.9%	29.3%	20.1%

Table 16f. Participation in College Governance by Employee Classification

Employee Classification		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
		I participate in college governance committees and activities.				
Full-time Faculty	Count	0	7	12	51	46
	%	0.0%	6.0%	10.3%	44.0%	39.7%
Part-time Faculty	Count	22	50	34	18	7
	%	16.8%	38.2%	26.0%	13.7%	5.3%
Classified Staff	Count	15	33	30	27	10
	%	13.0%	28.7%	26.1%	23.5%	8.7%
CAST & Administrators	Count	2	2	2	25	20
	%	3.9%	3.9%	3.9%	49.0%	39.2%
Total	Count	39	92	78	121	83
	%	9.4%	22.3%	18.9%	29.3%	20.1%

Table 16g. Effectiveness of Shared Governance by Employee Classification

Employee Classification		In general, the shared governance process is effective at improving the practices, programs and services of the college.				
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Full-time Faculty	Count	3	9	19	53	24
	%	2.8%	8.3%	17.6%	49.1%	22.2%
Part-time Faculty	Count	5	7	39	44	9
	%	4.8%	6.7%	37.5%	42.3%	8.7%
Classified Staff	Count	7	14	33	46	7
	%	6.5%	13.1%	30.8%	43.0%	6.5%
CAST & Administrators	Count	3	4	8	26	8
	%	6.1%	8.2%	16.3%	53.1%	16.3%
Total	Count	18	34	99	169	48
	%	4.9%	9.2%	26.9%	45.9%	13.0%

Opportunities for Involvement

Figures 17 shows that most (56.4%) of the respondents agreed that they have the opportunity to be involved in the process of improving the practices, programs and services of the college. However, this is two thirds (67.4%) of those who provided an opinion. Table 17 shows that full-time faculty as well as CAST and administrators were more likely to agree with this statement than were other employees in other classes.

Figure 17. I have the opportunity to be involved in the process of improving the practices, programs and services of the college. (N=495)
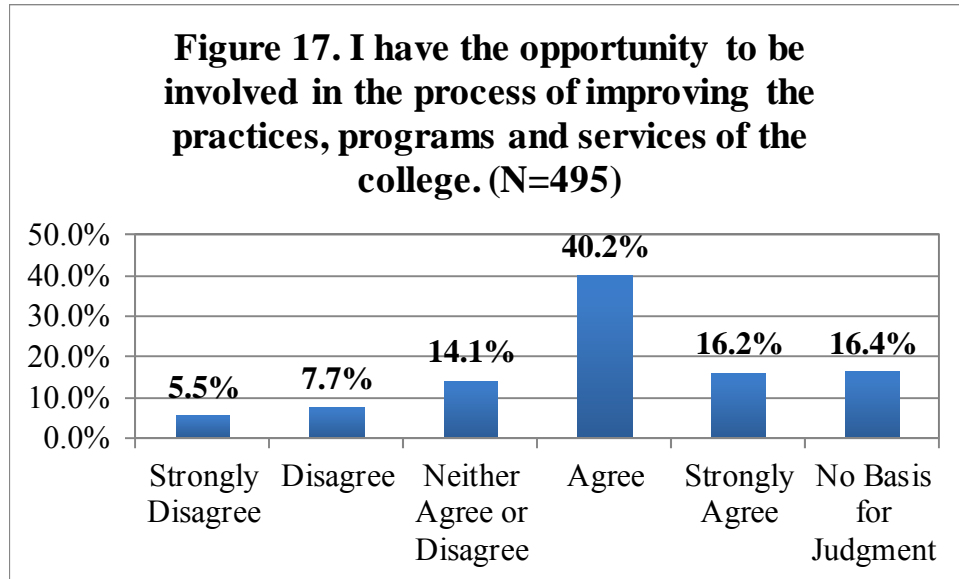
Table 17. Opportunity for Involvement in Improving Programs and Practices by Employee Classification

Employee Classification		I have the opportunity to be involved in the process of improving the practices, programs and services of the college.				
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Full-time Faculty	Count	1	7	8	63	39
	%	0.8%	5.9%	6.8%	53.4%	33.1%
Part-time Faculty	Count	11	15	23	61	15
	%	8.8%	12.0%	18.4%	48.8%	12.0%
Classified Staff	Count	14	14	33	53	10
	%	11.3%	11.3%	26.6%	42.7%	8.1%
CAST & Administrators	Count	1	2	6	22	16
	%	2.1%	4.3%	12.8%	46.8%	34.0%
Total	Count	27	38	70	199	80
	%	6.5%	9.2%	16.9%	48.1%	19.3%

Satisfaction with Information Provided

Respondents were asked about the quantity and quality of information they received regarding policies and procedures at Palomar College. As Table 18 shows, most indicated that they were satisfied with the quantity (60.8%) and quality (61.4%) of the information that they received. Table 18a shows that satisfaction with the quantity of information provided was greater among full-time faculty and CAST and administrators than it was among the other employees.

Table 18. Satisfaction with Policies and Procedures Information Provided						
I am satisfied with the ...		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
quantity of information provided regarding	Count	19	45	113	214	60
policies and procedures at Palomar.	%	4.2%	10.0%	25.1%	47.5%	13.3%
quality of information provided regarding	Count	20	45	112	216	66
policies and procedures at Palomar.	%	4.4%	9.8%	24.4%	47.1%	14.4%

Table 18a. Satisfaction with the Quantity of Information Provided Regarding Policies and Procedures by Employee Classification						
Employee Classification		I am satisfied with the quantity of information provided regarding policies and procedures at Palomar.				
		Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
Full-time Faculty	Count	3	5	25	59	25
	%	2.6%	4.3%	21.4%	50.4%	21.4%
Part-time Faculty	Count	7	14	36	68	19
	%	4.9%	9.7%	25.0%	47.2%	13.2%
Classified Staff	Count	6	19	44	63	6
	%	4.3%	13.8%	31.9%	45.7%	4.3%
CAST & Administrators	Count	3	7	8	24	10
	%	5.8%	13.5%	15.4%	46.2%	19.2%
Total	Count	19	45	113	214	60
	%	4.2%	10.0%	25.1%	47.5%	13.3%

Standard IV-B: Board and Administrative Organization

Respondents were asked the extent to which they agreed or disagreed with the statement that the Palomar College Governing Board is an independent policy-making body that reflects the public interest in board activities and decisions. Figure 18 shows that one in eight (12.7%) respondents disagreed or strongly disagreed with the statement, while 39.2% agreed or strongly agreed with the statement. A quarter (25.2%) of the respondents offered no opinion.

Figure 18. The Palomar College Governing Board is an independent policy-making body that reflects the public interest in board activities and decisions. (N=497)

Response	Percentage
Strongly Disagree	5.0%
Disagree	7.6%
Neither Agree or Disagree	22.9%
Agree	30.8%
Strongly Agree	8.5%
No Basis for Judgment	25.2%
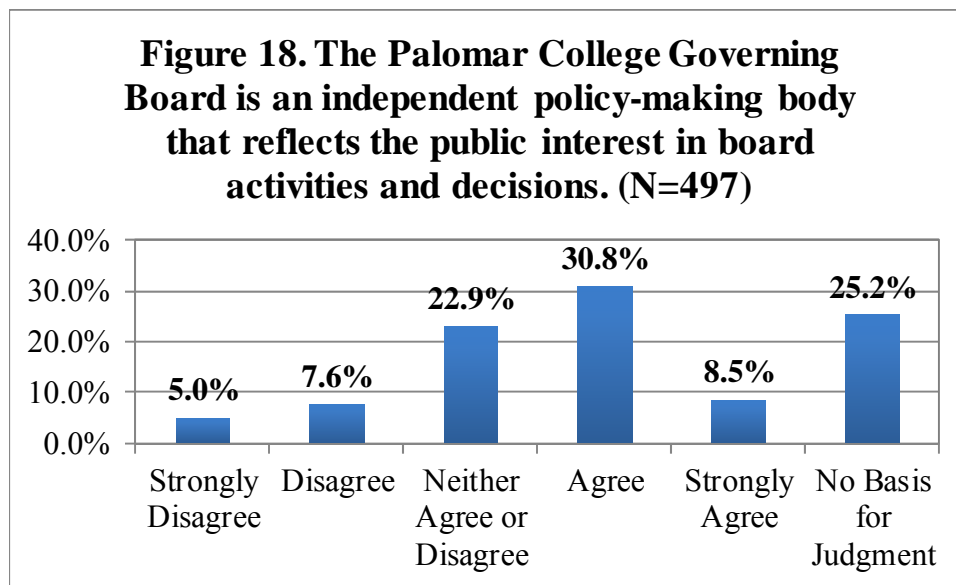
SUMMARY

A total of 500 Palomar College employees completed questionnaires. The responses were generally rather positive for all the standards addressed in the survey. Some key points on the standards are noted below.

- Standard I-A: Generally, the evaluation of the mission statement was rather positive.
- Standard I-B: Most respondents participated in (1) planning and efforts to improve student learning, (2) ongoing dialogue intended to improve student learning and achievement, and (3) SLO or SAO assessment. Overall, ratings relating to the flow of information were not as positively as other aspects of this standard. This was also reflected in the open-ended comments.
- Standard II-A: A majority of the employees agreed that the PRP process was inclusive, but only about a third considered their planning council's process for allocating resources to be clear.
- Standard II-B: Two thirds of the respondents indicated that the student support services identified in the survey contributed a great deal to the student success.
- Standard II-C: Most were satisfied with tutoring services as well as the helpfulness and knowledge of the library staff. Almost all faculty who arranged a library instruction class indicated that they were satisfied.
- Standard III-A: Most, especially faculty, indicated that the professional development activities offered met their needs. Four out of five respondents agreed that the college's policies and practices demonstrate appropriate concern for issues of equity and diversity. Generally, employees agreed that the employee evaluation process provided assessments of job performance and recommendations for improvement.
- Standard III-C: Respondents agreed that the needed technology and technology training is provided.
- Standard IV-A: Half of those responding indicated that they participated in college governance, and 59.0% agreed that the governance process is effective at improving the college's practices, programs, and services.
- Standard IV-B: Respondents were more likely than not to agree that the Palomar College Governing Board is an independent policy-making body that reflects the public interest in board activities and decisions.

Overall, the opinions offered by Palomar College employees were much more likely to be positive than negative. While there were some variations based on employee class, division, or length of service at Palomar, there were a lot more similarities than differences among these different categories.

The open-ended comments reflected a couple of themes that were not apparent when only considering the data from the other questions. That is, lifelong learning, course repeatability, and inclusivity all came up frequently in the open-ended comments.

One caveat should be noted. There was a significant amount of use of the "Don't Know" option or its equivalent. This is, in itself an interesting finding, perhaps simply reflecting a lack of familiarity with these topics. However, these data leave unanswered whether that lack of familiarity is a function of a lack of interest, communication, clarity, or some other factors.

APPENDIX A
Questionnaire Items with Response Summaries

Palomar Accreditation Survey

D1. How long have you been employed at Palomar College?
 a. Less than 1 year
 b. 1 year to less than 5 years
 c. 5 years to less than 10 years
 d. 10 years or more

D2. What is your employee classification?
 a. Full-time Faculty
 b. Part-time Faculty
 c. Classified Staff
 d. Confidential & Supervisory
 e. Administrator (Classified or Educational)
 f. Other

D3. In what division do you work?

 O Finance and Administrative Services

 O Human Resource

 O Instructional

 O Student Services

 O Office of the President

The first set of questions refers to Palomar College's statement on Vision, Mission, and Values. Please read the statement, then indicate how much you agree or disagree with the statements that follow.

Vision, Mission, Values
Vision

Learning for Success

Mission

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

Values

Palomar College is dedicated to empowering students to succeed and cultivating an appreciation of learning. Through ongoing planning and self-evaluation we strive for continual improvement in our endeavors. In creating the learning and cultural experiences that fulfill our mission and ensure the public's trust, we are guided by our core values of:

- **Excellence** in teaching, learning, and service
- **Integrity** as the foundation for all we do
- **Access** to our programs and services
- **Equity** and the fair treatment of all in our policies and procedures
- **Diversity** in learning environments, philosophies, cultures, beliefs, and people
- **Inclusiveness** of individual and collective viewpoints in collegial decision-making processes
- **Mutual respect** and **trust** through transparency, civility, and open communications
- **Creativity** and **innovation** in engaging students, faculty, staff, and administrators
- **Physical presence** and **participation** in the community

M1. As a whole, the Vision, Mission, and Values statement reflects a commitment to student learning and student achievement.

- o   Strongly Agree
- o   Agree
- o   Neither agree nor disagree
- o   Disagree
- o   Strongly disagree

- o   Don't know

M2. Palomar's instructional programs support students pursuing transfer-readiness, general education, basic skills, career and technical training, and aesthetic and cultural enrichment.

- o   Strongly Agree
- o   Agree
- o   Neither agree nor disagree
- o   Disagree
- o   Strongly disagree

- o   Don't know

M3. Palomar's instructional programs support students pursuing knowledge and skills in a specific area regardless of their age or level of education (lifelong education as defined for the Mission Statement by SPC).

- o   Strongly Agree
- o   Agree
- o   Neither agree nor disagree
- o   Disagree
- o   Strongly disagree

- o   Don't know

M4. Palomar provides services that support students pursuing transfer-readiness, general education, basic skills, career and technical training, and aesthetic and cultural enrichment.

- o   Strongly agree
- o   Agree
- o   Neither agree nor disagree
- o   Disagree
- o   Strongly disagree

- o   Don't know

M5. Palomar provides services that support students pursuing knowledge and skills in a specific area regardless of their age or level of education (lifelong education as defined for the Mission Statement by SPC).

- o   Strongly agree
- o   Agree
- o   Neither agree nor disagree
- o   Disagree
- o   Strongly disagree

- o   Don't know

M6. Palomar has programs and services designed to support all of our intended students (those of diverse origins, experiences, needs, abilities, and goals).

- o   Strongly agree
- o   Agree
- o   Neither agree nor disagree
- o   Disagree
- o   Strongly disagree

- o   Don't know

M7. Do you have any comments regarding the topics raised in these questions on Palomar's Vision, Mission, and Values Statement?

Institutional Effectiveness

E1. I have been involved (through discussion, planning, writing, analyzing, or implementing) in program review and planning for my area.

- o   Strongly Agree
- o   Agree
- o   Neither agree nor disagree
- o   Disagree
- o   Strongly disagree

- o   Don't know

E2. Have you participated in the assessment of student learning outcomes and/or service area outcomes at Palomar.

- o   Yes
- o   No

- o   Don't know

E3. I have participated in ongoing dialogue intended to improve student learning and/or achievement.

- o   Strongly Agree
- o   Agree
- o   Neither agree nor disagree
- o   Disagree
- o   Strongly disagree

- o   Don't know

E4. [Faculty/Staff/Administrators] receive information with adequate time to provide input into the <u>development</u> of planning processes.

- o Strongly Agree
- o Agree
- o Neither agree nor disagree
- o Disagree
- o Strongly disagree

- o Don't know

E5. [Faculty/Staff/Administrators] receive information with adequate time to participate in the <u>implementation</u> of the planning process cycles.

- o Strongly Agree
- o Agree
- o Neither agree nor disagree
- o Disagree
- o Strongly disagree

- o Don't know

E6. I am satisfied with the availability of information regarding the outcomes of the planning process (e.g., PRP outcomes, resources allocated, completion of planning documents).

- o Strongly Agree
- o Agree
- o Neither agree nor disagree
- o Disagree
- o Strongly disagree

- o Don't know

[ASK IF E6 = "Disagree" or "Strongly disagree"]
E7. Why are you dissatisfied with the availability of information regarding the outcomes of the planning process?

E8. The College's planning processes link resource allocations to planning priorities ...

- o As well as possible
- o Moderately well
- o Somewhat well
- o Not at all well

- o Not Applicable

Instructional Programs

P1. My area's program review and planning process is inclusive.

- o Strongly Agree
- o Agree
- o Neither agree nor disagree
- o Disagree
- o Strongly disagree

- o Don't know

P2. My planning council's process for allocating resources is clear.

- o Strongly Agree
- o Agree
- o Neither agree nor disagree
- o Disagree
- o Strongly disagree

- o Don't know

P3. The program review and planning process reflects the institution's mission, goals and values.

- o Strongly Agree
- o Agree
- o Neither agree nor disagree
- o Disagree
- o Strongly disagree

- o Don't know

Student Support Services

How familiar are you with the services provided …

S1. in the Counseling Department?
- ○ Not at all familiar
- ○ Somewhat familiar
- ○ Familiar
- ○ Very familiar

- ○ No Basis for Judgment

S2. in the Health Center?
- ○ Not at all familiar
- ○ Somewhat familiar
- ○ Familiar
- ○ Very familiar

- ○ No Basis for Judgment

S3. in Veterans' Services?
- ○ Not at all familiar
- ○ Somewhat familiar
- ○ Familiar
- ○ Very familiar

- ○ No Basis for Judgment

S4. in Financial Aid and Scholarships?
- ○ Not at all familiar
- ○ Somewhat familiar
- ○ Familiar
- ○ Very familiar

- ○ No Basis for Judgment

S5. through Orientation?
- ○ Not at all familiar
- ○ Somewhat familiar
- ○ Familiar
- ○ Very familiar

- ○ No Basis for Judgment

Student support services include the Counseling Department, the Health Center, Veterans' Services, Financial Aid and Scholarships, and Orientation.

S6. How much do these services contribute to Student Success?
- ○ Not at all
- ○ Somewhat
- ○ Moderately
- ○ A great deal

- ○ No Basis for Judgment

S7. How many students per semester do you direct or refer to one or more of these services?

_____ **0 – 25+**

Library and Learning Support Services

L1. Which of these tutoring facilities have you used or referred students to while at Palomar. (Check all that apply.)

- ☐ English Writing Center
- ☐ ESL Tutoring Center
- ☐ Math Lab
- ☐ Reading Services Center
- ☐ STAR Tutoring Center (Library)
- ☐ STEM Center
- ☐ TLC (Escondido Center)
- ☐ None

Please indicate the extent to which you agree or disagree with the following statements.

L2.   I am generally satisfied with the number and scope of tutoring services available such as tutoring, proctoring, and workshops.

- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree nor Disagree
- ○ Disagree
- ○ Strongly Disagree

- ○ No Basis for Judgment

L3. I am usually able to find the library resources I need, either in person or online.
- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree nor Disagree
- ○ Disagree
- ○ Strongly Disagree

- ○ No Basis for Judgment

L4. I am satisfied with the helpfulness and knowledge of staff when assisting me at the library (finding information, performing research/completing assignments, resolving problems such as fines, payments, access issues).
- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree nor Disagree
- ○ Disagree
- ○ Strongly Disagree

- ○ No Basis for Judgment

[Ask if D2 = "Full-time Faculty", or "Part-time Faculty"]
L5. At Palomar, I have arranged a library instruction class for my students.
- a. Yes [GOTO L7]
- b. No

[Ask if L5 = No]
L6. Why haven't you arranged a library instruction class for your students at Palomar. (Check all that apply.)
- ☐ I was not aware of this service.
- ☐ I address library instruction in my class
- ☐ Not relevant for my class/students, or not teaching courses.
- ☐ Other (Please specify)

[Ask if L6_Other = SELECTED]
L6a. In the previous question you indicated that there was some other reason why you have not arranged a library instruction class. Please specify that other reason.
_____

[Ask if L5 = Yes]
L7. In general, I am satisfied with the scope and quality of library instruction classes (including online booking, content and usefulness).

- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree nor Disagree
- ○ Disagree
- ○ Strongly Disagree

- ○ No Basis for Judgment

Human Resources

H1. The professional development activities offered by the college meet the needs of its [faculty/staff].

- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree nor Disagree
- ○ Disagree
- ○ Strongly Disagree

- ○ No Basis for Judgment

H2. The college's policies and practices demonstrate appropriate concern for issues of equity and diversity.

- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree nor Disagree
- ○ Disagree
- ○ Strongly Disagree

- ○ No Basis for Judgment

H3. The evaluation process provides faculty/staff with an assessment of their job performance

- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree nor Disagree
- ○ Disagree
- ○ Strongly Disagree

- ○ No Basis for Judgment

H4. The evaluation process provides recommendations for improvement and growth.

- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree nor Disagree
- ○ Disagree
- ○ Strongly Disagree

- ○ No Basis for Judgment

H5. Institutional planning provides the basis for staffing decisions.

- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree nor Disagree
- ○ Disagree
- ○ Strongly Disagree

- ○ No Basis for Judgment

Technology Resources

T1. Palomar provides the technology I need to do my job successfully.

- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree nor Disagree
- ○ Disagree
- ○ Strongly Disagree

- ○ No Basis for Judgment

T2. Palomar provides the technology training I need to do my job successfully.

- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree nor Disagree
- ○ Disagree
- ○ Strongly Disagree

- ○ No Basis for Judgment

T3. Which of the following technology workshops would you be interested in attending? (Check all that apply.)

- ☐ Word
- ☐ Excel
- ☐ Outlook
- ☐ Blackboard
- ☐ eServices
- ☐ Web 2.0 (blogs wikis)
- ☐ Website design

Leadership and Governance

These last few questions address leadership and governance.

G1. I understand the role of my constituent group in the shared governance process at Palomar.

- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree nor Disagree
- ○ Disagree
- ○ Strongly Disagree

- ○ No Basis for Judgment

G2. I understand how to introduce items and ideas into the shared governance process.

- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree nor Disagree
- ○ Disagree
- ○ Strongly Disagree

- ○ No Basis for Judgment

G3. I have the opportunity to be involved in the process of improving the practices, programs and services of the college.

- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree nor Disagree
- ○ Disagree
- ○ Strongly Disagree

- ○ No Basis for Judgment

G4. I participate in college governance committees and activities.

- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree nor Disagree
- ○ Disagree
- ○ Strongly Disagree

- ○ No Basis for Judgment

G5. In general, the shared governance process is effective at improving the practices, programs and services of the college.

- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree nor Disagree
- ○ Disagree
- ○ Strongly Disagree

- ○ No Basis for Judgment

G6. I am satisfied with the quantity of information provided regarding policies and procedures at Palomar.

- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree nor Disagree
- ○ Disagree
- ○ Strongly Disagree

- ○ No Basis for Judgment

G7. I am satisfied with the quality of information provided regarding policies and procedures at Palomar.

- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree nor Disagree
- ○ Disagree
- ○ Strongly Disagree

- ○ No Basis for Judgment

G8. The Palomar College Governing Board is an independent policy-making body that reflects the public interest in board activities and decisions.

- ○ Strongly Agree
- ○ Agree
- ○ Neither Agree nor Disagree
- ○ Disagree
- ○ Strongly Disagree

- ○ No Basis for Judgment

C1. If you have any comments on the questions or topics addressed in this survey that you would like to share, please include them in the space below.

APPENDIX B

Comments on Vision, Mission, and Values Statement by Employee Classification

Table B1. Comments on Vision, Mission, and Values Statement: FULL-TIME FACULTY

"Technology" is not present in the mission, values, or vision which seems strange in the 21st century. For our students to be global citizens living in an ever changing world they NEED technology skills which should be part of our mission.

1. I lament that "community" was removed. 2. I applaud that we have "lifelong learning in this mission statement and do not want to see that taken out in future versions.

1. What is the definition of lifelong education as agreed to by SPC? 2. Palomar's Vision, Mission, and Values statements supports the broad spectrum of Palomar students and education offered, the mandates by ACCJC do not. 3. Title V changes and fear based narrow minded interpretations of ACCJC rulings are reducing the quality of education faculty are "allowed" to provide.

Access to specific classes can be difficult without priorty enrollment.

Adding a honors program would address a student population that we are currently not addressing. We address basic skill students but not the other end of the spectrum.

Admittedly I find the vision, "learning for success," to be a bit confusing. I'm not sure what is meant by success. Financial? Educational?

All the attention has been put into transfer students and not career technical. If more attention is put into career technical especially the trades when are in high demand such as Welding, Collision repair, Diesel technology and Automotive, why was there physical foot print kept the same or reduced? Why was there no planning for future growth and expantion?

At times it seems that instruction, in terms of supporting faculty in doing the work of instruction and all that involves, is not necessarily acknowledged as the top value or priority of the college. I am on board with the mission and values expressed in these statements, but the language suggests that it is "Palomar" or its "programs" and "services" -- all impersonal entities -- that do the work of achieving these goals, when it is really faculty, and staff in service areas, who do.

At times our older students are looked at as a drag on the system. Some Degree programs do not align well enough with local Colleges to allow students to complete and transfer in two years and be admitted as a junior.

Course repeatability changes have had a negative effect on lifelong learning values.

Table B1. Continued

Does the mission express the College's desire or standards for excellence? The word "engaging" seems a bit lackluster in terms of what the institution should instill in anyone reading the understanding the mission of Palomar College.

How can we support lifelong education if recent decisions suggest that such education will not have the financial support that it used to? I also believe that we need to work on the issue of diversity (not just race or ethnicity) as it pertains to our students

I am happy with the comprehensiveness of this statement and wonder how it can be fulfilled as the reins tighten on student choices. That is, it seems that we are becoming regulated to the point that our college may soon become only a transfer mill that eventually phases out courses that fall under the category of " aesthetic and cultural enrichment, and lifelong education".

I am not certain that the programs and services still support the students who want just aesthetic and cultural enrichment, considering the limits on repeating classes and the education plan requirement.

I believe EVERY department whether instructional or NOT, need to meet the goals of Palomar's Vision, Mission, and Values. There are some departments that fail to see the big picture and meet Palomar's goals.

I believe that lifelong learning is less a focused goal. The mission to get our students through school with "velocity" will likely result in more service appointments with counseling. The faculty continues to seek solutions and reach for the pedagogy that can ensure student success.

I find invisible "walls" or "barriers" between disciplines that inhibit an integrative approach to ensuring student learning.

I think it would helpful to disabled students to have a DRC at the Escondido Center.

I think that in our efforts to make a quality education available to all students we have made it very difficult for students who do not have any type of priority registration to enroll in many courses they need to complete their programs. This is especially true for the pre-nursing students. We make it nearly impossible for students without priority registration to enroll in the courses they need as the classes are full before open registration starts. In this way we are not meeting the goal of supporting all of our intended students.

I was a part of the committee who organized Palomar's statement.

I'd like to see more prerequisites classes for transferable classes especially when it comes to Reading levels. I do not believe it is in the student's best interest to take a transferable class when they are reading at 8th grade level.

I've seen a tendency away from encouraging students to pursue interests, and towards getting students transfer-ready. I think we're being asked to become a transfer station rather than a place at which transfer preparation is one of many missions.

Table B1. Continued

In my department I believe the instructors are good at what they do but are student-athletes are at a total disadvantage. Transferring is getting harder to accomplish especially when the student-athletes do not have priority registration like many other groups on campus do have. Facilities are comparable to the 1950's era, meeting rooms, locker rooms, fields, weight room, track, and pool area. Kinesiology classes have to use the same areas. it's not even fair to the regular non-athletic student.

It would appear that "lifelong learning" is a thing of the past given the new state mandates.

Life long learning and "community" education is lacking

Make sure to keep the life long learning in the mission statement.

no

no comments

No, except that there seems to be less committment to life long learning based on the new rules about "repeatability" for classes in the arts and phys ed. that should remain open ended in the number of times students can take them.

Our commitment to lifelong learning is lowered now than in the past. We severely cut our community based classes.

Our committment to life-long learning used to be stronger, before we had to limit the number of times a student could take a music or dance or art or woodworking class.

Over the past few years, I feel that the College has become more of a transfer institution that an college that serves the diverse needs (enrichment, career & technical training) of the community.

Part of our mission is lost (life long learning and community participation/outreach) in not having the Venture programs or repeatability in fitness and arts courses. We could do better in assisting students with learning disabilities and test anxiety.

Recent developments have undermined the college's ability to serve the community.

Students are expected to have computer and technology skills to participate in classes. There is not a introductory level course to assist students in learning the skills required by many instructors.

The college community constantly strives to uphold the vision, mission and values, but we have not been given much of the needed support from the state over the last few years to do all that we need to do. Budgetary restraints and attacks from a flawed accreditation process and even political attacks upon public education in general have been a hinder to our efforts.

Table B1. Continued

The Department of Kinesiology/Athletics has had no significant improvements for 50 years! Local high schools have better facilities to teach and work from. How do we meet the values, mission statement etc... with these conditions and no commitment to better them? And please don't say they are coming. I heard that for over twenty years. It's embarrasing!!!!

The physical presence in the community....I believe that there should be more emphasis on volunteerism/service learning in our school. What IS our presence in the community?

The repatative nature of teaching older students in no longer available at Palomar.

We are too focused on diversity and cultural awareness and this is hurting learning.

We don't seem to be "life long learning" driven any more. We ae focussed on transfer students. Career skills and technical training don't seem to be as highly prioritized as other areas. The college focusses too hard on remedial courses trying to prep students for the "first" classes of college that they should have been ready for. More outreach should be offered to k-12 rather than offering more remedial courses with dismal retention rates.

While I disagree with the ability to provide life long learning I do realize it is an outcome determined by the state. I just really dislike the get in, get your education and get out and one time only.

While we certainly provide instructional programs that support students pursuing transfer-readiness, general education, basic skills, and career and technical training, I am disappointed to say that I feel that our college has moved away from offering and supporting aesthetic and cultural enrichment and lifelong learning (in our instructional programs). The push towards degree completion and transfer, along with cuts to programs that support students in taking classes for personal enrichment, interest, or lifelong learning, have severely undermined that part of our mission. I personally feel that those components are just as valuable a part of our mission as the other more academic/career oriented goals, and wish that our college still supported those areas of learning as much as we used to. I do feel that Palomar does a great job of supporting aesthetic and cultural enrichment and lifelong learning through the variety of programs on campus (ex: performing arts and planetarium for the community), but I miss the days when students were encouraged and easily able to take classes that weren't part of an ed plan or career/transfer goal.

With the state push to focus on basic skills, transfer, and career, some classes are lost (ex: PE 129 - yoga). Also, repeatability laws limit the number of times some courses can be taken recreationally which affects lifelong learning.

Table B1. Continued

Yes. First, I think the mission statement is fairly vague and yet Questions M2-M6 are quite specific in their wording and narrow in their implications. Our college has abandoned the role of providing enrichment classes for the general community for the sake of becoming a Jr. College. We are being morphed into an undergraduate prep school for the CSU and CU systems. We are abandoning the traditional and special role of the college as a resource for all members of the community and have embraced a mission of taking under-prepared students from the K-12 system and making proper undergraduates of them. This mission statement as written is neither accurate nor specific enough to describe the current mission of Palomar college as reflected in the current Title 5 regulations.

Table B2. Comments on Vision, Mission, and Values Statement: PART-TIME FACULTY

Actions speak louder than words.
Although Palomar offers many supportive programs for students who attend during the day, there are many night students who do not have enough support in terms of tutoring/labs etc. Night students need to have access to tutors after working hours, particularly developementa and ESL students. My students who need this support cannot get it, and as part time faculty , I do not have time to meet with those who need special assistance often enough to give them the support they need.
As a vetern teacher of university students and a relative newcomer to Palomar, I am impressed with academic support services offered to Palomar's students. I have referred native English speaking students to the Writing Center for assistance with their essays and research reports. I have also referred English learners coming from outside the U.S. to the Office of International Education, and they have in turn arranged for the additional tutoring and assistance needed. It's gratifying to teach in a place where student learning is clearly the top priority.
Based on what I've read so far, I think the survey questions in this section are designed to ensure specific responses soley related to the "wording" of your mission and vision statements. So, I agree, the wording of your mission and vision statement covers your question topics of concern.
Could do better with service hours for evening students and re-open Saturday classes.
EQUITY is a joke when most of the 'faculty' are part time contingent instructors with no hope of a career path into a full time job at Palomar
Excellent values for this type of college!
I am not knowledgeable about some of Palomar's instructional programs or services in career and technical training or in aesthetic enrichment, so my comments refer primarily to programs and services in transfer-readiness and general education.
I teach only my subject and I am not involved in anything other than that. I also teach on two other campuses.
I think that when you have 5 divisions in your structure and you put instructional services and student support 3rd and 4th you have really said all you needed to say about what is important to your school. Or did you mean to put them in alphabetic order? They are not. I don't think students are that important to the community college these days. The overabundance of administrative personnel and continual downgrade of classroom and student support shows that. I also do not believe that this is anonymous.

Table B2. Continued

Lifelong learning is severely inhibited due to the new restrictions placed on the college by the new state mandates that have moved us towards an assembly line model designed to move students as quickly as possible into university. The richness of community involvement is no longer made welcome denying students the wisdom and wealth of persons who have achieved their goals and wish to share them. The education of enriching the community with knowledge and experience apart from the goal of obtaining a degree is disappearing if not already gone. This is a decline in education marketed as efficiency by people who seem to have no real experience in what education is about, or who have been too long away from the classroom to remember.

Limited repeatability of some classes prevents many students from staying current with technology.

more support needed for veteran students

n/A

Need more recognition of Palomar's long standing history in support of active duty military, reserves, and veterans. Palomar plays a central role in reintegrating veterans into our communities.

no

No

No comments

No comments.

No.

Not allowing students to repeat specific technology courses infringes on their learning technical skills which rapidly change over time. Are we not now teaching career and technical training as part of our Mission?

not enough classes for basic skills

Palomar college does a great job of encouraging students to value learning and knowledge for their own sake. Those who wish can get a practical jobs-oriented education there; but, those who are seeking only enlightenment and enrichment of their lives are also well served by the courses offered. In my opinion this is a good thing. It is becoming increasingly rare to find a college that values life skills rather than just job skills.

Palomar College's Mission Statement states, "diverse origins, experiences, needs, abilities, and goals." Professors teaching at Palomar College should also match Palomar College's Mission Statement.

Table B2. Continued

Personally, I think the word "equality" rather than "equity" would strike a better tone. "Equity" seems to imply that fair treatment is a privilege enjoyed by faculty/staff/students rather than a righ and a core value of the college.
Recently implemented restrictions against repeating classes stand in direct opposition to these values.
Students returning after receiving higher- education goals often are under served.
Teaching in only one area makes it impossible to assess all areas listed in M2.
The direction that the college has had to take in the last several years has effectively disenfranchised life-long learners and those who came to learn for learning's sake and not to earn a certificate or degree. This is due in part to the budget situation and the interference of the legislature in our "business" of education. Sad to say, we've let our district voters down on that score because the situation was different when we asked them to pass Prop M. Limiting repeatable courses and eliminating most non-credit offerings has had a crippling effect on our local artists, entrepreneurs, craftspeople and knowledge-seekers. Community Education barely even exists whereas in the past we were running tens of non-credit classes that benefitted people in the community reaching even into nursing homes. Running a college more like a business by giving "bottom line" increased importance may appear to make more sense, but it does not serve all the segments of the poulation we are supposed to be serving as a community college equally. The four-legged stool that our community college was supposed to represent as a support vehicle to our entire community is down to about one and a half legs and I mourn the loss of the other legs.
The policy for retaking classes has changed recently. Students can't take some classes more than once. In areas such as ART, an older student who wants enrichment and to increase their skills actually needs to repeat classes so they can practice and advance their skill level.
The prohibiting of course repeating will be detrimental to the community residents who want to repeat hobby or health courses. How can a community college say no to a resident who pays his property taxes and wants to take a course again in woodworking, or dance or volleyball or whatever?
The questions presume an in-depth knowledge of the programs and support services that are carried out by Palomar College (in actuality). My answers are based on what I believe are the Vision, Mission and Values statements of the college.
The recent decision to discourage students from repeating classes raises questions about a students "ability to pursue knowledge and skills in a specific area regardless of their age or level of education."

Table B2. Continued

The Vision Statement is a platitude. What is Palomar's vision for its evolution and what does future "student success" look like?

There should be questions about inclusiveness and mutual respect. I do not think Palomar exhibits those values as described above. The administration does not seek and value the faculty's input, especially that of the part-time adjunct staff. Our compensation is below that of other community colleges. It seems we have to fight for every penny and every shred of dignity. Palomar should commit itself to hire more full-time faculty so people could make a living wage.

These programs are available, but are sometimes made less valuable to students because of issues with campus services such as lack of required books in the boookstore and lack of access to tuturing, student services, and health office. Part of this lack of access has to do with hours of operation which cater to young, part-time working students. Working adults are left without access.

Vision and Mission and Values are all 100% in sync. Great work by all!

With the repeatability issues, it is hard to believe that the school supports all types of students

Yes. More needs to be done to address the returning military population who are trying to acclimate into the academic environment

Table B3. Comments on Vision, Mission, and Values Statement: CLASSIFIED STAFF

"Student" is referred to, but what about our community members that want access to life-long learning. That seems to be something that is available less and less.
Currently, Palomar does not support lifelong learning. Currently, Palomar administration can be non-transparent, noninclusive, no open-communication including students, staff and faculty with administration. I don't feel the trust I used to feel here on campus and decision making.
Due to the changes in repeatibility limits and attempts allowed in courses, Palomar seems to be straying away from those with goals of pursuing general education for personal enrichment purposes. Making it more difficult for people to take courses without having a higher-learning goal in mind.
I am in Student Services. This space isn't large enough for me to go into specific detail about each of my answers, however if I am interviewed I am happy to state my opinions.
I am very saddened by the colleges restrictions on repeatability. Some areas [music, art, dance, etc.] are dificult to learn in a semester. The repeatability restrictions makes it almost impossible to learn enough of these areas of learning. Repeatbility has hurt our classrooms learning curve. Students who have taken the classes before help bring the level of the newer students abilities by their examples of achievement. The students must stop taking their classes before they have an acceptable level of acheivement to do well in higher education. I think it is a disservice to our students to not allow them learn what they need to learn in a longer period of time. What happened to our commitment to the 'Community' College atmosphere?
I do not agree that Palomar treats all members of our campus equally; therefore, do not completely agree with the Values portion.
I have concerns about the non-repeatability of classes, and the cancelling of community-focused classes such as the Venture program.
I know that is all about education for the students but a7 is a crowded dumpy old building with 9 by 12 ft shared offices.
I realize that due to budget cuts, the non-credit classes that were so popular with seniors had to be cut. I hope it is a goal to re-establish these classes to promote lifelong learning.
I think that lifelong learning should be removed from the statement, as I beleive that it is no longer part of the excellent learning at Palomar College.
Lack of adequate repeatability makes it impossible for Palomar College to support lifelong learning. Guidance counselors are only aware of basic general education with regard to transfer readiness, resulting in students who don't meet upper level guidelines for their chosen majors. These student cannot tranfser to universities.

Table B3. Continued

Mutual respect and trust through transparency, civility, and open communications should be Mutual respect and trust through transparency, civility, and open communication. There should be no s at the end of communication. I also think the statements as a whole push too much on the diversity aspect and not enough on how Palomar is committed to "learning for success".
N/A
no
No
no comments
No.
None
Palomar no longer supports lifelong learning and cultural enrichment.
Since I have worked at Palomar the college has gone to serving all community needs to only serving those who are wroking toward a certificate, degree or transfer. There is no room for the students to explore interest or for community to members to pursue lifelong education.
Students with out a high school diploma don't receive all the support services we offer.
The mission statement sounds wonderful. All the programs are designed to help the students, but what about the people whose job is to actually perform these jobs? Do they really go by the mission statement? Is the student's benefit their number one priority? Do they have the desire to actually help students? Do they have the integrity, the equity, the mutual respect? Those are my questions? Why do students complain that they get bad service (and rightly so)?

Table B4. Comments on Vision, Mission, and Values Statement: CAST & ADMINISTRATORS

More and more the college's emphasis is geared towards the degree seeking and transfer students, and less and less towards the life long learners in our community.
no
No
No comments.
None
The exclusion of lifelong learning from the mission is disappointing.
There are no special programs to support the re-entry, NON-VET students, who are not financially disadvantaged.

APPENDIX C
Respondent Comments by Employee Classification

This appendix contains a complete listing of the comments made by people responding to the survey. This research technique (general, open-ended comments) has a significant methodological weakness that should be noted. That is, because the likelihood of response to such an item tends to be correlated with the response itself, the data gathered in this manner cannot be expected to be representative of the population of interest. Given that only 86 of the 500 respondents offered a comment, representativeness is a concern. That said, it still may be informative to examine these comments.

Table C1. Comments
Facilities in my department are a joke. Never been address with commitment and conviction. They are the worst in the state without question. What is my motivation for doing a good job when the conditions are the way they are? And haven't been improved for over 30 years!!!! Same fields, facilities etc..... Very bad !!!!!!!
Adjunct faculty are given opportunities to participate in workshops and are compensated for this effort to some degree . However, adjunct faculty are not connected well with the workings of individual departments . Since we teach so many classes, there should be meetings that include full and part time faculty members.
Adjunct faculty have been third class citizens in my department with full time faculty taking taking taking to serve their own interests with nary a thought how their self serving actions impact the livelihood of those who teach most of the courses.
Adjunct faculty members are given short shrift at Palomar; the way we are treated is unconscionable. The bureaucracy at Palomar is far more concerned with compliance and administration than classroom instruction. Recent changes in the California Community College system may be "financially prudent," but they are anti student and contrary the stated values of the college.
Again...would like more emphasis on service learning.
Although flawed I believe that Palomar College is one of the finest Community Colleges in the system.
As a part time faculty in the Computer Science and Info Systems department, I am 100% satisfied with both the Palomar staff and faculty, and also with the great enthusiasm and interest shown by the students I teach. Specifically, [NAME REDACTED] provides great leadership as the Department Chair, [NAME REDACTED] provides great support a department admin, and [NAME REDACTED] provides me with great technical support. Palomar Rocks! ([NAME REDACTED], Part Time Faculty in Computer Science and Info Systems Department)

Table C1. Comments (Continued)

As an Adjunct I receive information through my Department as it pertains directly to our services and classes. I have few opportunities to have advanced and timely knowledge of policies which are implemented that affect my class directly.

As I mentioned, it is very difficult for staff outside of the San Marcos campus to be involved in the activities there. Most activites are designed for that campus. Plus part-time faculty do not have time. They are too busy driving to their second or third job at another campus because that is the only way they can make a living.

As part time faculty, I have the opportunity to participate in college governance, but no obligation to do so. I have not availed myself of these opportunities, since I prefer to spend my time on scholarship and other projects. There are few financial incentives to participate in college governance, so those part-timers who do participate are largely doing so in the spirit of altruistic volunteerism. I am not that generous with my time.

As part-time faculty, I just desire to teach. No politics; no beauracracy...just teach.

board and president seem detached from learning process and investment in faculty. On job conditions, educational concerns, compensation their position often ranges between uninformed and insulting. Other institutional leadership in the San Diego area is much more pro-active in creating supportive environments and investing in faculty and classroom needs. I feel that this board and president are out of touch. Also, it is well known that Palomar routinely loses quality faculty, especially adjuncts, to better paying community colleges.

Great place to work at and supporting staff is outstanding!

How come almost all the student services offices (instructional support, bookstore, health services, cashier office, password reset assistnace at the enrollment services, childcare, etc. etc.) are not open in the evenings to serve our night students? This is an equal access issue. We cannot just say beautiful words in mission statements and value statements and ignore the night students all together. Additionally, silo thinking is an acute and continuing problem for Palomar. For example, because of the lack of a centrally coordinated entity for all computer facilities at Palomar, many computer labs remain locked and unused in the evenings instead of being shared and utilized by, say, evening ESL classes that could benefit from having a once-a-week schedule in a lab (since ESL only has one lab but at least 10 concurrent night classes each night). Finally, tutors are an integral part of student success structure, and yet Palomar chooses to treat tutors as short-term employees, subjecting them to a two-year termination cycle. This is no way of running a student success sytetem. Why does Palomar knowlingly staff vital, on-going operations with short term employees instead of allocating resources where needed: classified tutor positions to increase and sustain student success rates at Palomar? This hiring practice is myopic and disjointed in the sense that there is no long-term investment in student success.

Table C1. Comments (Continued)

I am a new teacher at Palomar. I teach an online class and have been working here less than four months. Therefore, my answers are from very limited experience.
I am generally pleased to be an employee of Palomar Community College. It is a diverse and exceptionally welcoming type of environment to be in.
I am terribly concerned with developments and activities of the acreditation entity. It seems in some way to have become a private agency with great power over public education that has gone on an unwarrented attack on community colleges. I am concerned with those who control this private agency and their ultimate goals. There are no expressed concerns with how we are educating our students and yet many colleges find them selves at risk of losing their accreditation. It all seems like a system gone very wrong.
I believe that adequate instructional support is needed to aid in student success. The college needs to consider hiring more classified support for its services
I don't understand why the college keeps employees who clearly do not do their job. If employees can't treat students with respect and go that extra mile that we talk about, then why is it in our mission statement. We should put a copy of the mission statement in the admissions office so students can see and comment. Also, there should be a comment box in each department in which students can put their annoymous comments. Supervisors should look at these comments seriously and use them to improve each area where necessary.
I feel like the College could work harder for advanced students by providing an honors program. I would also like to the transfer center to be a bit more active and visible.
I feel the last Governing Board election was grossly unfair.
I had no idea I could participate in the policy making process, and I am not included in any decision making in my department. These activities are left to cast members and our input is not requested.
I have been involved in the past on various committees but feel that part time faculty are not well represented nor is the input valued.
I love palomar. Most of the people at Palomar work very hard. I don't think that our students work as hard as we do. I wish they do their HWK. instead of using their I-PHONE all the time.
I see faculty making a very good effort to reach students and to support them in their studies.
I teach the library research aspects myself as I do not have enough class time to give students a library orientation. I can get much more done since I know what is required on my research assignments. I do book the computer lab to get this accomplished.

Table C1. Comments (Continued)

I think a peoplesoft financials training should be offered also. Not just basic, but maybe an overview of different types of things that staff can access if needed. As our jobs get more sophisticated, it seems the knowledge in how to get it done is more complex also.

I think that if an evaluation committee is going to make a negative comment on a faculty member, there should be a meeting with that member for discussion on it before the negative comment is formally put on paper.

I would be careful using some of these data as some of the questions were parsed very closely.

I would like to be more active in governance and committees, but my teaching schedule changes from semester to semester, making it hard to serve on a committee

I would like to see more full-time faculty involved in the shared governance process. It seems the same 20-25 (out of 300) faculty members serve on most committees

If you are a faculty member not on a planning council or senate you have no way to obtain relevant information about what is occurring on campus. There is no representative senate that considers the opinions of more than it's members nor are their administrators who communicate to faculty at large. So, we work in a vacuum--with little shared purpose or common vision.

In regards to training, it would also be helpful to have professional development workshops that address customer service training, in particular for those staff who work directly with students (customer appreciation, communication, dealing with difficult people). We want to do all that we can to ensure that we deliver excellent service to students, parents, and general public.

In terms of shared governance and institutional effectiveness, our leaders need to get more faculty involved in the process. It seems that the same group of people sit in many of the meetings and make the majority of the decisions. Service is part of our commitment to the college. However, many faculty members get away without participating at all and that is discouraging.

It is difficult to know what the is for faculty in govering board meetings.

Its my first semester at Palomar.

Just a story - a friend's son just transferred away from Palomar and moved to MiraCosta this semester. He moved because his night time statistics teacher kept releasing them from class very early. The teacher apparently told them that he "wanted to go home and have a drink" so he was releasing them early. This is second hand information coming from my friend, from her son, but I don't think he would have any reason to lie about this.

Lumping all disciplines into common policies and procedures does not adequately reflect the differences between academic/transfer courses and technical training courses.

Table C1. Comments (Continued)

Making information available to people is hardly the same thing as including them in the decision making process. I do believe that decision at Palomar College are made more with an eye to financial outcomes than to student success.
My students consistently tell me that the reference librarians are unhelpful and sometimes actively rude. This is very disappointing to hear, especially since I want my students to leave my class with the skills necessary to conduct research when they transfer, but many of them give up as a result of this poor treatment.
n/a
N/A
no
NO
no comments
No comments
none
None
none thanks
nothing
Office hours policy is not addressed consistently each year to new hires. Policies regarding Union Dues and options for payment or being a reduced fee payer are not addressed in a clear manner. Everything else is good.
Palomar College has grown and developed by leaps and bounds since the last WASC Accreditation. Still, there is a long way to go, as an organization of higher education, to refine the "college culture", better utilize date, improve coordination of programs and services, and analyze various instructional components. I am proud to be a part of Palomar College!
Palomar needs to keep both faculty and staff well informed of meetings, councils, policies and procedures. Presently, Palomar does not do this as effectively as some other community colleges.
Palomar's technology folks are great. but blackboard is a nightmare this semester. Because blackboard is running so slow, I CANNOT ADEQUATELY DO MY JOB THIS SEMESTER AS AN ONLINE TEACHER

Table C1. Comments (Continued)

Part-faculty, as is the case at every college I have taught for, are under-appreciated. They teach a greater percentage of classes than do the full-time faculty, yet they are woefully underpaid and receive no benefits. It's a disgrace, and full-time faculty and administrators sing their praises while routinely throwing them under the bus. In the end, even academia gets what it pays for. It's one of the major reasons why education in America continues to fall behind other countries in all disciplines. Until part-time faculty are given the professional rewards they have earned, the majority of students, who are taught by over-worked and under-paid part-time faculty, will suffer. And, the saddest part is that things will not change. This short complaint is just a way for me to vent. I know it's a waste of time.

Part-time faculty seems to be an "outsider" of the college or governing board. Yes, I understand that they have opportunities to participate in the various committees and meetings and changing policies, but if you are not offered extra benefit such as Health or other types of insurance, how can you feel like a part of this community college? I've seen adjunct pulling a suitcase around campus for hauling all their teaching materials. We do not have a place to leave our stuffs, we do not have regular office hours and I think it is really hurting the students' learning here. Even though you are teaching part-time, you pull your heart out for the students the same way as the full time faculty. There is no such thing as part-time teaching. The only part-time teaching perhaps is something with a full time job and only teaching ONE night class! Students suffer greatly with part time instructors since they do not have access to the part-time faculty's personal time and help regularly like the full time faculty. A community college, or any kind of higher education institution, should not have their majority teaching staff as part-time in any dept. It really hinder the students' success in learning, especially in community college setting. And PLEASE get rid of the portable classrooms, they are the worse classrooms and provide the worse learning environment for students!

Participation in shared governance is limited to a small group of employees who serve on multiple committees; widespread participation is hindered by staffing and budget shortages, apathy and low morale

Several questions are in regard to the information available to us. I agree that there is information out there, but using our website to find it is very difficult. There is no consistency in webpages with broken links and outdated files. I know there is information available, but easily finding it is the problem.

Table C1. Comments (Continued)

Shared governance is shared only to the degree that when real work is to be done i.e. accreditation reports, bond elections . . . then faculty and staff are welcome to participate, but there is no shared governance in the major decisions facing the college. There is certainly no shared governance where Human Resource policies and procedures are concerned. Temporary and short-term hiring practices are capricious, and change often without any notice or oversight. For those programs that rely heavily on short-term and temporary employees this causes a great hardship. The biggest hardship however is not having a clear process for hiring staff. There is a narrow window between "modified hiring freezes" that if a program is lucky enough to be aware of, they can push through necessary staff requests. The closed-door hierarchical process of the administration making all decisions with little or no input from faculty and/or staff and then presenting a "unified" front is a poor management style of running a college. Civil discourse is at the heart of democracy, top-down, fear-based, ego-driven leadership, is not really leadership.   Thankfully our Deans make up for the lack of VP/ and presidential leadership.

Some members of the Governing Board appear to be allowing interest groups undue influence in policy making matters of the Board. It looks like the faculty union bought the seats of the new trustees and those folks are now working for the union not the District's best interests.

Some of the answers should have yes no options instead of gradation options. By the way, the library is the hub of the school. Same with Academic Technology. They do an outstanding job.

Technology is a problem. Blackboard has become excrutiatingly slow. I am so far behind on my online grading due to issues with Blackboard.

Thank you for this opportunity

Thank you for your service.

The English Writing Center needs to be open in the evenings to serve our night students.

The faculty is resilient with surgency to transform dynamically. All the faculty at Palomar is universally in support of our students regardless of politics and monetary hurdles.

The Governing Board has begun to micro-manage the daily operations of this District.

The governing Board needs to pay more attention to the needs of Palomar staff and students and less attention to the Administration feeding them with inaccurate information.

The hiring processes and recent hiring of some newly created positions are way out of line with the needs of the students.

Table C1. Comments (Continued)

The lack of repeatablity in career technical education does not support Older students, English as a second language students, or learning disabled student. They often need to repeat software courses to solidify the concepts taught or to refresh themselves as software versions change.
The latest repeatability rules are a bit counter-productive. There should be a way (like suggestion boxes) around campus where employees can make anonymous suggestions and comments.
The new Governing Board seems to consist of those who put the needs and desires of the faculty above all else. Take the example of considering the censure of faculty situation. It should come as no surprise that people who were elected in such an obscenely vitriolic governing board election campaign are now beholden to the faculty union that got them there. The only hope would be that occaionally the interests of the students and the faculty who are supposed to serve them would be congruent. Even though many of us are in the group broadly known as "faculty", we are often embarrased and appalled by the union's behavors and stances on issues.
The process of connecting planning with resources is arduous but fair.
There appears to be a lack of accountability in the administration. I've seen many instances of policy violation with no consequences. Some top administrators seem hostile to open communication.
Too many ineffective administrators have been retained over the last ten years. This shows a lack of leadership holding them accountable.
Training is needed for Peoplesoft financials and invision
We had a department chair that did not let us know what was going on with the Escondido Campus and would communicate very little with the adjunct teachers. I was not made aware of the changes that would happen in the art room in time to give my input. I don't think he had ever even been to the campus and he was making decisions on how the class would be remodeled. We have a new department chair and she is already very active and open to communication. I feel like my voice is being heard and I am getting very good information from her to make my class the best it can be.
We have problems with a lack of mutual respect, unprofessional and unethical conduct, and bullying by some employees. It is clearly evident and steps are not being taken to improve the situation. We say we care about it in our mission statment but our lack of action proves otherwise.
We need Auto Cad/ Revit / 3d Studio / Soild Works and many other in the Part-time Faculty Lab. Please!
While professional development activities can be useful, I think that 72 hours is more than necessary. I would much rather see the time spent as instructional days in the classroom.