

MODESTO JUNIOR COLLEGE

CLIMATE SURVEY ANALYSIS

SPRING 2010



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Climate Survey Analysis

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PREPARED BY:

**The Modesto Junior College
Research and Planning Office
*and***

Accreditation/Institutional Effectiveness Committee

Analysis of Modesto Junior College Climate Survey 2009-2010

BACKGROUND

As a part of the ongoing assessment of institutional effectiveness at Modesto Junior College, the MJC Accreditation/Institutional Effectiveness (AIE) Committee and the MJC Research and Planning Office designed this climate survey. The Dean of Science, Math, and Engineering and the Accreditation Support Staff person assisted the Research and Planning Office in the creation of the web-based survey. An Information Technology Specialist supplied the email addresses for the entire 1,028 employees of Modesto Junior College who were surveyed with this web-based survey. A total of 430 employees responded for a 41.8 percent response rate. The Accreditation/Institutional Effectiveness Committee and the Research and Planning Office would like to thank these MJC employees for their time sharing their perspectives of MJC.

SUMMARY OF FINDINGS

- Both Full-time and Adjunct Faculty represented 48.5 percent of total respondents.
- Both Full-time and Part-time Classified staff represented 42.3 percent of total respondents.
- Administrators represented 8.8 percent of total respondents.
- Employees with six or more years experience represented 71.1 percent of total respondents.
- Female respondents represented almost two-thirds of the total, and Male respondents represented a little over one-third of the total.
- Employees indicating “Other” and non-responders totaled 12.6 percent of all respondents, calling into question any other percentages by ethnicity.
- Responses to statements relating to Institutional Mission and Effectiveness were favorable in areas such as respondents understanding how their jobs contribute to the college’s purpose, the college having a strong commitment to a mission emphasizing achievement of student learning, MJC making a conscious effort to support student learning, knowing where to locate the college’s mission statement, and MJC working collaboratively with its communities.
- Responses to statements relating to Student Learning Programs and Services were favorable in areas such as the college being a positive and supportive educational environment for the pursuit of an education and MJC seeking to meet the varied educational needs of students through programs consistent with students’ educational preparation.
- Responses to statements relating to Resources (Human, Physical, Technology, and Financial) were favorable in areas such as employees valuing making friends with other employees of other cultural and ethnic backgrounds; employees recommending to their good friends that the college is a good place to work; faculty and staff being sensitive to the needs of students of diverse backgrounds; having sufficient computer access for faculty, students, and instructional programs; sufficient technology support and training to help employees do their job, and being valued as an employee.
- Responses to statements relating to Leadership and Governance were favorable in areas such as being familiar Board policy prohibiting sexual harassment at work and knowing where to get information about the process for handling a grievance.
- Responses to statements relating to Institutional Mission and Effectiveness were less favorable (including N/A or Blank) in areas such as the college’s overall planning process effectively incorporating input from the appropriate people or groups in the college or district; MJC assessing progress toward achieving its goals in an ongoing cycle of evaluation, planning, resource allocation, implementation, and re-evaluation; the college’s Mission Statement guiding all levels of planning and decision making; and institutional planning and program review being based on research and data.

ANALYSIS OF MJC CLIMATE SURVEY

- Responses to statements relating to Student Learning Programs and Services were less favorable (including N/A or Blank) in areas such as program review leading to improvement of programs and services; tutorial services and Library resources being sufficient to support MJC faculty, students, and instructional programs; and MJC making a conscious effort to make changes to improve student learning.
- Responses to statements relating to Resources (Human, Physical, Technology, and Financial) were less favorable (including N/A or Blank) in areas such as financial resources being adequate to support student learning programs and services; the interior of classrooms, offices, and restrooms being adequately maintained; MJC treating employees equitably; MJC classified staff being provided opportunities for professional development; MJC facilities being constructed and maintained to assure access, safety, security, and a healthy learning and working environment; and MJC systematically planning, acquiring, maintaining, and upgrading/replacing technology infrastructure to meet institutional needs.
- Responses to statements relating to Leadership and Governance were less favorable (including N/A or Blank) in areas such as participation in the campus committee structure being worthwhile (effort expended has an equally valuable output) and classified staff members having a substantive and clearly defined role in institutional governance.

ANALYSIS BY DEMOGRAPHIC GROUP

Demographics, such as Employee Group and Number of Years Employed at MJC, were compared with all respondents' responses in regard to low combined "Strongly Agree/Agree" or high combined "Disagree/Strongly Disagree" and/or "N/A or Blank" overall Statement percentages.

- **STATEMENT 2.6** (*The college's Mission Statement guides all levels of planning and decision making at MJC.*): Full-time and Adjunct Faculty and respondent groups of 11-15 years' experience and 16 or more years' experience indicated higher "Disagree/Strongly Disagree" percentages than the overall Statement percentage. Also, the Full-time Classified employees indicated a higher "N/A" percentage than the overall Statement percentage.
- **STATEMENT 2.7** (*The college's overall planning process effectively incorporates input from the appropriate people or groups in the college and district.*): Full-time and Part-time Classified employees and respondent groups of 3-5 years' experience, 6-10 years' experience, and 16 or more years' experience indicated higher "Disagree/Strongly Disagree" and "N/A" percentages than the overall Statement percentages.
- **STATEMENT 2.8** (*MJC assesses progress toward achieving its goals in an ongoing cycle of evaluation, planning, resource allocation, implementation, and re-evaluation.*): Full-time Faculty and Administrators and respondent groups of 6-10 years' experience and 16 or more years' experience indicated higher "Disagree/Strongly Disagree" percentages than the overall Statement percentage.
- **STATEMENT 2.9** (*Institutional planning and program review are based on research and data.*): Full-time and Part-time Classified employees and respondent groups of less than 1 year of experience and 16 or more years' experience indicated lower "Strongly Agree/Agree" percentages than the overall Statement percentage. Also, Full-time Classified employees and respondent groups of less than 1 year of experience and 6-10 years' experience indicated higher "N/A" percentages than the overall Statement percentage.
- **STATEMENT 2.13** (*The college community has opportunities to participate in the development of institutional planning and budgeting.*): Full-time Classified employees and respondent groups of 6-10 years' experience and 16 or more years' experience indicated higher percentages of "Disagree/Strongly Disagree" than the overall Statement percentage. Also, Full-time and Part-time Classified employees and Adjunct Faculty and respondent groups of less than 1 year of experience and 3-5 years' experience indicated higher "N/A" percentages than the overall Statement percentage.
- **STATEMENT 2.14** (*The way MJC is presented in the media is a clear and accurate reflection of the college.*): The ambiguity of the intent/meaning of this statement requires rewording before use in the next Climate Survey.
- **STATEMENT 3.2** (*MJC makes a conscious effort to assess how well learning is occurring.*): Full-time and Part-time Classified employees indicated higher "Disagree/Strongly Disagree" and "N/A" percentages than the overall Statement percentages. Also, respondent groups of 6-10 years' experience, and 16 or more years' experience indicated higher "Disagree/Strongly Disagree" percentages than the overall Statement percentage.
- **STATEMENT 3.3** (*MJC makes a conscious effort to make changes to improve student learning.*): Full-time Faculty, Administrators, and Full-time Classified employees and respondent groups of 11-15 years' experience, and 16 or more years' experience indicated higher "Disagree/Strongly Disagree" percentages than the overall Statement percentage.
- **STATEMENT 3.5** (*MJC evaluates courses/programs in an ongoing systematic review of their relevance, appropriateness, and future need.*): Full-time Faculty and Classified employees and

respondent groups of 6-10 years' experience, and 16 or more years' experience indicated higher "Disagree/Strongly Disagree" percentages than the overall Statement percentage. Also, Fulltime Classified employees indicated a higher "N/A" percentage than the overall Statement percentage.

- **STATEMENT 3.6** (*Program review at MJC leads to improvement of programs and services.*): Full-time Faculty and Classified employees and the respondent group of 6-10 years' experience indicated lower "Strongly Agree/Agree" percentages than the overall Statement percentage. Also, Adjunct Faculty and Full-time and Part-time Classified employees and respondent groups of 1-2 years' experience and 3-5 years' experience indicated higher "N/A" percentages than the overall Statement percentage.
- **STATEMENT 3.8** (*Library resources are sufficient to support MJC faculty, students, and instructional programs, regardless of location.*): Full-time Classified employees indicated higher "Disagree/Strongly Disagree" and "N/A" percentages than the overall Statement percentage. Also, the respondent group of 11-15 years' experience indicated a higher "Disagree/Strongly Disagree" percentage than the overall Statement percentage.
- **STATEMENT 3.10** (*Tutorial services are sufficient to support MJC faculty, students, and instructional programs, regardless of location.*): Full-time Faculty and Administrators and respondent groups of less than 1 year of experience, 11-15 years' experience, and 16 or more years' experience indicated higher "Disagree/ Strongly Disagree" percentages than the overall Statement percentage.
- **STATEMENT 4.1** (*MJC treats employees equitably.*): Administrators and Full-time Classified employees; respondent groups of 6-10 years' experience, 11-15 years' experience, and 16 or more years' experience; African American, Asian American, Hispanic/Latino, Other, and Female respondents indicated higher "Disagree/Strongly Disagree" percentages than the overall Statement percentage.
- **STATEMENT 4.3** (*MJC staff is provided opportunities for professional development.*): Although Administrators' and Full-time Classified employees' "Strongly Agree/Agree" percentages were higher than the overall Statement percentage, these groups' "Disagree/Strongly Disagree" percentages were also higher than the overall Statement percentage.
- **STATEMENT 4.13** (*The interior of the classrooms, offices, and restrooms are adequately maintained.*): Full-time Faculty and Administrators and respondent groups of 11-15 years' experience and 16 or more years' experience indicated higher "Disagree/Strongly Disagree" percentages than the overall Statement percentage.
- **STATEMENT 4.14** (*MJC systematically plans, acquires, maintains, and upgrades/replaces technology infrastructure to meet institutional needs.*): Full-time Faculty, Administrators, and Full-time Classified employees and respondent groups of 3-5 years' experience, 11-15 years' experience, and 16 or more years' experience indicated higher "Disagree/Strongly Disagree" percentages than the overall Statement percentage.

- **STATEMENT 4.18** (*MJC ties financial planning to its mission and goals.*): Full-time Faculty and respondent groups of 6-10 years' experience and 16 or more years' experience indicated higher "Disagree/Strongly Disagree" percentages than the overall Statement percentage. Also, Adjunct Faculty, Part-time Classified employees and respondent groups of less than 1 year of experience and 3-5 years' experience indicated higher "N/A" percentages than the overall Statement percentage.
- **STATEMENT 4.19** (*MJC facilities are constructed and maintained to assure access, safety, security, and a healthy learning and working environment.*): Full-time Faculty and Administrators and respondent groups of 3-5 years' experience and 16 or more years' experience indicated higher "Disagree/Strongly Disagree" percentages than the overall Statement percentage.
- **STATEMENT 4.20** (*Financial resources are sufficient to support student learning programs and services.*): Full-time Faculty and Classified employees and Administrators and respondent groups of 1-2 years' experience and 16 or more years' experience indicated higher "Disagree/Strongly Disagree" percentages than the overall Statement percentage.
- **STATEMENT 5.1** (*In general, this College functions effectively.*): Administrators and Full-time Classified employees and the respondent group of 16 or more years' experience indicated lower "Strongly Agree/Agree" percentages than the overall Statement percentage.
- **STATEMENT 5.6** (*Participation in the campus committee structure is worthwhile [i.e., effort that goes in is matched by an equally valuable output.]:*) Full-time Faculty and Classified employees and respondent groups of 11-15 years' experience and 16 or more years' experience indicated higher "Disagree/Strongly Disagree" percentages than the overall Statement percentage. Also, Full-time and Part-time Classified employees and Adjunct Faculty indicated higher "N/A" percentages than the overall Statement percentage.
- **STATEMENT 5.7** (*Faculty members have a substantive and clearly defined role in institutional governance.*): Full-time Faculty and respondent groups of less than 1 year of experience, 6-10 years' experience, and 16 or more years' experience indicated higher "Disagree/Strongly Disagree" percentages than the overall Statement percentage.
- **STATEMENT 5.8** (*Classified Staff members have a substantive and clearly defined role in institutional governance.*): Full-time Classified employees and respondent groups of 6-10 years' experience and 16 or more years' experience indicated higher "Disagree/Strongly Disagree" percentages than the overall Statement percentage.

CONCLUSIONS/RECOMMENDATIONS

Divisions, departments, and programs, as well as the AIE and Planning and Budgeting committees need to begin dialogues regarding the unaligned responses to these statements in determining what courses of action to take to improve broader communication and understanding of the college community's planning, budgeting, and other decision-making processes. One suggestion is to conduct focus group interviews in Fall 2010 to further understand the issues related to these perceptions.

Demographic Groups

Employee Group

	Number	Percent
Full-Time Faculty	149	34.7%
Adjunct Faculty	59	13.7%
Part-Time Classified	16	3.7%
Administrator	38	8.8%
Full-Time Classified	166	38.6%
Missing	2	0.5%
Total	430	100.0%

Number of Years Employed at MJC

	Number	Percent
Less than 1	14	3.3%
1-2 years	44	10.2%
3-5 years	65	15.1%
6-10 years	117	27.2%
11-15 years	71	16.5%
16 or more	118	27.4%
Missing	1	0.2%
Total	430	100.0%

Ethnicity

	Number	Percent
African American	14	3.3%
Asian American	10	2.3%
Hispanic/Latino	49	11.4%
White	300	69.8%
American Indian	1	0.2%
Filipino	1	0.2%
Pacific Islander	1	0.2%
Other	46	10.7%
Missing	8	1.9%
Total	430	100.0%

Gender

	Number	Percent
Female	281	65.3%
Male	146	34.0%
Missing	3	0.7%
Total	430	100.0%

Institutional Mission and Effectiveness	Strongly Agree/ Agree		Strongly Disagree/ Disagree		N/A or Blank	
2.1 MJC has a strong commitment to a mission that emphasizes achievement of student learning.	370	86.0%	57	13.3%	3	0.7%
2.2 MJC works collaboratively with its communities.	337	78.4%	83	19.3%	10	2.3%
2.3 MJC adequately responds to the diverse needs of its communities.	323	75.1%	101	23.5%	6	1.4%
2.4 MJC makes a conscious effort to support student learning.	368	85.6%	60	14.0%	2	0.5%
2.5 I know where to locate MJC's Mission Statement.	342	79.5%	83	19.3%	5	1.2%
2.6 The college's Mission Statement guides all levels of planning and decision making at MJC.	264	61.4%	118	27.4%	48	11.2%
2.7 The college's overall planning process effectively incorporates input from the appropriate people or groups in the college and district.	239	55.6%	166	38.6%	25	5.8%
2.8 MJC assesses progress toward achieving its goals in an ongoing cycle of evaluation, planning, resource allocation, implementation, and re-evaluation.	286	66.5%	126	29.3%	18	4.2%
2.9 Institutional planning and program review are based on research and data.	279	64.9%	111	25.8%	40	9.3%
2.10 I understand how my job contributes to the College's purpose.	401	93.3%	28	6.5%	1	0.2%
2.11 I generally feel well informed about major initiatives, goals and/or priorities at MJC.	330	76.7%	99	23.0%	1	0.2%
2.12 The MJC environment encourages personal and civic responsibility.	315	73.3%	108	25.1%	7	1.6%
2.13 The college community has opportunities to participate in the development of institutional planning and budgeting.	295	68.6%	115	26.7%	20	4.7%
2.14 The way MJC is presented in the media is a clear and accurate reflection of the college.	226	52.6%	171	39.8%	33	7.7%

APPENDIX A

**Modesto Junior College
Climate Survey 2009-2010**

Student Learning Programs and Services	Strongly Agree/ Agree		Strongly Disagree/ Disagree		N/A or Blank	
3.1 MJC seeks to meet the varied educational needs of students through programs consistent with their educational preparation.	335	77.9%	84	19.5%	11	2.6%
3.2 MJC makes a conscious effort to assess how well learning is occurring.	300	69.8%	114	26.5%	16	3.7%
3.3 MJC makes a conscious effort to make changes to improve student learning.	295	68.6%	119	27.7%	16	3.7%
3.4 MJC recognizes the central role of its faculty for establishing quality instructional courses and programs.	308	71.6%	93	21.6%	29	6.7%
3.5 MJC evaluates courses/ programs in an ongoing systematic review of their relevance, appropriateness, and future need.	285	66.3%	104	24.2%	41	9.5%
3.6 Program review at MJC leads to improvement of programs and services.	246	57.2%	147	34.2%	37	8.6%
3.7 MJC maintains the same student learning outcomes for courses, regardless of delivery format and/or location.	251	58.4%	92	21.4%	87	20.2%
3.8 Library resources are sufficient to support MJC faculty, students, and instructional programs, regardless of location.	240	55.8%	133	30.9%	57	13.3%
3.9 Student support services address identified needs of students and enhances a supportive learning environment, regardless of location.	302	70.2%	97	22.6%	31	7.2%
3.10 Tutorial services are sufficient to support MJC faculty, students, and instructional programs, regardless of location.	235	54.7%	139	32.3%	56	13.0%
3.11 I find this college to be a positive and supportive educational environment for the pursuit of an education.	352	81.9%	73	17.0%	5	1.2%

APPENDIX A

**Modesto Junior College
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Resources - Human, Physical, Technology, Financial	Strongly Agree/ Agree		Strongly Disagree/ Disagree		N/A or Blank	
4.1 MJC treats employees equitably.	258	60.0%	159	37.0%	13	3.0%
4.2 MJC faculty is provided opportunities for professional development.	277	64.4%	83	19.3%	70	16.3%
4.3 MJC staff is provided opportunities for professional development.	211	49.1%	131	30.5%	88	20.5%
4.4 MJC administrators are provided opportunities for professional development.	218	50.7%	35	8.1%	177	41.2%
4.5 My supervisor conducts timely evaluations that offer constructive feedback for my improvement.	316	73.5%	106	24.7%	8	1.9%
4.6 I am a valued employee of the College.	341	79.3%	84	19.5%	5	1.2%
4.7 The college promotes an understanding of and concern for issues of equality and diversity.	331	77.0%	88	20.5%	11	2.6%
4.8 MJC provides programs and practices that support its diverse personnel.	303	70.5%	104	24.2%	23	5.3%
4.9 Faculty and staff are sensitive to the needs of students of diverse backgrounds.	345	80.2%	70	16.3%	15	3.5%
4.10 I value making friends with other employees of other cultural and ethnic backgrounds.	388	90.2%	28	6.5%	14	3.3%
4.11 If a good friend were to ask me about a job here, I would say that this has been a good work experience for me and that the MJC is a good place to work (take the job).	364	84.7%	61	14.2%	5	1.2%
4.12 The grounds and exterior features are well maintained.	317	73.7%	107	24.9%	6	1.4%
4.13 The interior of the classrooms, offices, and restrooms are adequately maintained.	216	50.2%	205	47.7%	9	2.1%
4.14 MJC systematically plans, acquires, maintains, and upgrades/replaces technology infrastructure to meet institutional needs.	288	67.0%	118	27.4%	24	5.6%

Resources - Human, Physical, Technology, Financial (continued)	Strongly Agree/ Agree		Strongly Disagree/ Disagree		N/A or Blank	
4.15 There is sufficient support of technology to enable me to use it adequately in my job.	345	80.2%	76	17.7%	9	2.1%
4.16 The training/help I receive for the technology I use in my job meets my needs.	334	77.7%	80	18.6%	16	3.7%
4.17 Computer access is sufficient to support MJC faculty, students, and instructional programs.	346	80.5%	66	15.3%	18	4.2%
4.18 MJC ties financial planning to its mission and goals.	242	56.3%	106	24.7%	82	19.1%
4.19 MJC facilities are constructed and maintained to assure access, safety, security, and a healthy learning and working environment.	300	69.8%	118	27.4%	12	2.8%
4.20 Financial resources are sufficient to support student learning programs and services.	160	37.2%	243	56.5%	27	6.3%

Leadership and Governance	Strongly Agree/ Agree		Strongly Disagree/ Disagree		N/A or Blank	
5.1 In general, this College functions effectively.	324	75.3%	103	24.0%	3	0.7%
5.2 I am familiar with Board policy which prohibits sexual harassment at work.	373	86.7%	51	11.9%	6	1.4%
5.3 I know where to get information about the process for handling a grievance.	356	82.8%	68	15.8%	6	1.4%
5.4 Board policies support the quality, integrity, and effectiveness of student learning programs and services.	321	74.7%	71	16.5%	38	8.8%
5.5 MJC administration encourages staff, faculty, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved.	316	73.5%	99	23.0%	15	3.5%
5.6 Participation in the campus committee structure is worthwhile (i.e., effort that goes in is matched by an equally valuable output).	249	57.9%	134	31.2%	47	10.9%
5.7 Faculty members have a substantive and clearly defined role in institutional governance.	291	67.7%	68	15.8%	71	16.5%
5.8 Classified Staff members have a substantive and clearly defined role in institutional governance.	218	50.7%	112	26.0%	100	23.3%
5.9 Administrators have a substantive and clearly defined role in institutional governance.	268	62.3%	35	8.1%	127	29.5%

Appendix B

Cross Tabulations by Demographic Groups

Institutional Mission and Effectiveness

2.6 The college's Mission Statement guides all levels of planning and decision making at MJC.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	63.3%	30.6%	6.1%
Adjunct Faculty	53.4%	29.3%	17.2%
PT Classified	81.3%	0.0%	18.8%
Administrators	73.7%	26.3%	0.0%
FT Classified	59.8%	27.4%	12.8%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	57.1%	14.3%	28.6%
1-2 years	60.5%	25.6%	14.0%
3-5 years	64.1%	21.9%	14.1%
6-10 years	63.8%	27.6%	8.6%
11-15 years	66.2%	31.0%	2.8%
16 or more	57.8%	31.9%	10.3%

2.7 The college's overall planning process effectively incorporates input from the appropriate people or groups in the college and district.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	63.1%	35.6%	1.3%
Adjunct Faculty	59.3%	28.8%	11.9%
PT Classified	50.0%	35.7%	14.3%
Administrators	78.9%	21.1%	0.0%
FT Classified	44.2%	49.1%	6.7%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	84.6%	15.4%	0.0%
1-2 years	62.8%	30.2%	7.0%
3-5 years	52.3%	40.0%	7.7%
6-10 years	50.9%	43.1%	6.0%
11-15 years	63.4%	32.4%	4.2%
16 or more	52.5%	44.1%	3.4%

Appendix B

Institutional Mission and Effectiveness (continued)

2.8 MJC assesses progress toward achieving its goals in an ongoing cycle of evaluation, planning, resource allocation, implementation, and re-evaluation.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	64.9%	33.8%	1.4%
Adjunct Faculty	73.7%	17.5%	8.8%
PT Classified	68.8%	25.0%	6.3%
Administrators	65.8%	31.6%	2.6%
FT Classified	67.3%	29.7%	3.0%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	78.6%	21.4%	0.0%
1-2 years	77.3%	15.9%	6.8%
3-5 years	69.2%	26.2%	4.6%
6-10 years	62.6%	33.9%	3.5%
11-15 years	68.6%	28.6%	2.9%
16 or more	64.1%	34.2%	1.7%

2.9 Institutional planning and program review are based on research and data.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	66.4%	31.5%	2.1%
Adjunct Faculty	72.9%	15.3%	11.9%
PT Classified	62.5%	18.8%	18.8%
Administrators	75.7%	24.3%	0.0%
FT Classified	60.8%	25.3%	13.9%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	50.0%	35.7%	14.3%
1-2 years	75.0%	20.5%	4.5%
3-5 years	69.2%	23.1%	7.7%
6-10 years	64.7%	24.1%	11.2%
11-15 years	66.2%	28.2%	5.6%
16 or more	61.7%	29.6%	8.7%

Appendix B

Institutional Mission and Effectiveness (continued)

2.13 The college community has opportunities to participate in the development of institutional planning and budgeting.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	75.5%	23.8%	0.7%
Adjunct Faculty	71.2%	20.3%	8.5%
PT Classified	68.8%	25.0%	6.3%
Administrators	86.5%	13.5%	0.0%
FT Classified	59.4%	35.2%	5.5%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	85.7%	7.1%	7.1%
1-2 years	74.4%	23.3%	2.3%
3-5 years	67.7%	23.1%	9.2%
6-10 years	64.7%	31.0%	4.3%
11-15 years	73.9%	26.1%	0.0%
16 or more	68.6%	28.8%	2.5%

Student Learning Programs and Services

3.2 MJC makes a conscious effort to assess how well learning is occurring.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	73.8%	26.2%	0.0%
Adjunct Faculty	82.8%	17.2%	0.0%
PT Classified	50.0%	31.3%	18.8%
Administrators	78.9%	21.1%	0.0%
FT Classified	62.7%	30.1%	7.2%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	76.9%	15.4%	7.7%
1-2 years	72.7%	22.7%	4.5%
3-5 years	70.8%	21.5%	7.7%
6-10 years	69.2%	28.2%	2.6%
11-15 years	73.2%	25.4%	1.4%
16 or more	66.9%	30.5%	2.5%

Appendix B

Student Learning Programs and Services (continued)

3.3 MJC makes a conscious effort to make changes to improve student learning.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	68.7%	30.6%	0.7%
Adjunct Faculty	88.1%	10.2%	1.7%
PT Classified	75.0%	18.8%	6.3%
Administrators	68.4%	31.6%	0.0%
FT Classified	62.0%	31.3%	6.6%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	64.3%	21.4%	14.3%
1-2 years	77.3%	20.5%	2.3%
3-5 years	69.2%	27.7%	3.1%
6-10 years	68.1%	26.7%	5.2%
11-15 years	70.4%	29.6%	0.0%
16 or more	66.7%	30.8%	2.6%

3.5 MJC evaluates courses/programs in an ongoing systematic review of their relevance, appropriateness, and future need.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	72.3%	26.4%	1.4%
Adjunct Faculty	79.7%	15.3%	5.1%
PT Classified	66.7%	13.3%	20.0%
Administrators	71.1%	28.9%	0.0%
FT Classified	56.4%	25.5%	18.2%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	64.3%	21.4%	14.3%
1-2 years	77.3%	13.6%	9.1%
3-5 years	68.8%	20.3%	10.9%
6-10 years	60.7%	30.8%	8.5%
11-15 years	74.3%	20.0%	5.7%
16 or more	64.1%	26.5%	9.4%

APPENDIX B

Student Learning Programs and Services (continued)

3.6 Program review at MJC leads to improvement of programs and services.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	50.0%	48.0%	2.0%
Adjunct Faculty	74.6%	15.3%	10.2%
PT Classified	68.8%	18.8%	12.5%
Administrators	64.9%	32.4%	2.7%
FT Classified	55.4%	30.7%	13.9%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	64.3%	28.6%	7.1%
1-2 years	63.6%	20.5%	15.9%
3-5 years	58.5%	30.8%	10.8%
6-10 years	54.7%	38.5%	6.8%
11-15 years	57.7%	36.6%	5.6%
16 or more	56.9%	36.2%	6.9%

3.8 Library resources are sufficient to support MJC faculty, students, and instructional programs, regardless of location.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	64.4%	30.8%	4.8%
Adjunct Faculty	69.5%	16.9%	13.6%
PT Classified	56.3%	31.3%	12.5%
Administrators	65.8%	26.3%	7.9%
FT Classified	42.4%	37.6%	20.0%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	50.0%	21.4%	28.6%
1-2 years	51.2%	32.6%	16.3%
3-5 years	60.0%	23.1%	16.9%
6-10 years	59.5%	31.9%	8.6%
11-15 years	46.5%	40.8%	12.7%
16 or more	60.3%	29.3%	10.3%

APPENDIX B

Student Learning Programs and Services (continued)

3.10 Tutorial services are sufficient to support MJC faculty, students, and instructional programs, regardless of location.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	53.1%	42.1%	4.8%
Adjunct Faculty	67.8%	22.0%	10.2%
PT Classified	68.8%	12.5%	18.8%
Administrators	52.6%	39.5%	7.9%
FT Classified	51.5%	29.1%	19.4%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	50.0%	35.7%	14.3%
1-2 years	67.4%	14.0%	18.6%
3-5 years	53.1%	26.6%	20.3%
6-10 years	58.1%	31.6%	10.3%
11-15 years	44.3%	45.7%	10.0%
16 or more	56.9%	35.3%	7.8%

Resources - Human, Physical, Technology, Financial

4.1 MJC treats employees equitably.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	64.2%	34.5%	1.4%
Adjunct Faculty	74.6%	20.3%	5.1%
PT Classified	62.5%	31.3%	6.3%
Administrators	52.6%	47.4%	0.0%
FT Classified	53.3%	43.6%	3.0%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	85.7%	14.3%	0.0%
1-2 years	65.9%	29.5%	4.5%
3-5 years	70.8%	24.6%	4.6%
6-10 years	59.8%	39.3%	0.9%
11-15 years	54.3%	44.3%	1.4%
16 or more	53.8%	42.7%	3.4%

APPENDIX B

Resources - Human, Physical, Technology, Financial (continued)

4.1 MJC treats employees equitably. (continued)

Ethnicity	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
African American	50.0%	50.0%	0.0%
Asian American	40.0%	60.0%	0.0%
Hispanic/Latino	53.1%	40.8%	6.1%
White	63.5%	34.1%	2.3%
American Indian	100.0%	0.0%	0.0%
Filipino	100.0%	0.0%	0.0%
Pacific Islander	100.0%	0.0%	0.0%
Other	56.5%	41.3%	2.2%

Gender	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Female	58.1%	39.1%	2.9%
Male	64.4%	33.6%	2.1%

4.3 MJC staff is provided opportunities for professional development.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	40.1%	23.1%	36.7%
Adjunct Faculty	44.1%	11.9%	44.1%
PT Classified	75.0%	18.8%	6.3%
Administrators	55.3%	44.7%	0.0%
FT Classified	56.1%	42.1%	1.8%

4.13 The interior of the classrooms, offices, and restrooms are adequately maintained.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	44.6%	55.4%	0.0%
Adjunct Faculty	62.7%	35.6%	1.7%
PT Classified	73.3%	20.0%	6.7%
Administrators	47.4%	52.6%	0.0%
FT Classified	50.0%	47.0%	3.0%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	64.3%	35.7%	0.0%
1-2 years	56.8%	38.6%	4.5%
3-5 years	48.4%	45.3%	6.3%
6-10 years	53.4%	45.7%	0.9%
11-15 years	45.1%	54.9%	0.0%
16 or more	48.3%	51.7%	0.0%

APPENDIX B

Resources - Human, Physical, Technology, Financial (continued)

4.14 MJC systematically plans, acquires, maintains, and upgrades/replaces technology infrastructure to meet institutional needs.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	63.3%	34.0%	2.7%
Adjunct Faculty	76.3%	15.3%	8.5%
PT Classified	80.0%	13.3%	6.7%
Administrators	68.4%	31.6%	0.0%
FT Classified	66.7%	27.3%	6.1%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	64.3%	21.4%	14.3%
1-2 years	75.0%	18.2%	6.8%
3-5 years	64.6%	30.8%	4.6%
6-10 years	69.6%	24.3%	6.1%
11-15 years	66.2%	32.4%	1.4%
16 or more	66.4%	30.2%	3.4%

4.18 MJC ties financial planning to its mission and goals.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	54.8%	30.8%	14.4%
Adjunct Faculty	50.8%	16.9%	32.2%
PT Classified	50.0%	25.0%	25.0%
Administrators	75.0%	25.0%	0.0%
FT Classified	57.6%	23.0%	19.4%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	28.6%	14.3%	57.1%
1-2 years	65.1%	18.6%	16.3%
3-5 years	53.8%	20.0%	26.2%
6-10 years	56.9%	27.6%	15.5%
11-15 years	59.2%	25.4%	15.5%
16 or more	58.8%	28.1%	13.2%

APPENDIX B

Resources - Human, Physical, Technology, Financial (continued)

4.19 MJC facilities are constructed and maintained to assure access, safety, security, and a healthy learning and working environment.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	69.1%	30.2%	0.7%
Adjunct Faculty	78.0%	16.9%	5.1%
PT Classified	75.0%	25.0%	0.0%
Administrators	60.5%	39.5%	0.0%
FT Classified	69.1%	26.7%	4.2%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	85.7%	14.3%	0.0%
1-2 years	79.5%	15.9%	4.5%
3-5 years	64.6%	30.8%	4.6%
6-10 years	72.4%	25.0%	2.6%
11-15 years	73.2%	26.8%	0.0%
16 or more	62.7%	34.7%	2.5%

4.20 Financial resources are sufficient to support student learning programs and services.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	40.3%	58.4%	1.3%
Adjunct Faculty	45.8%	45.8%	8.5%
PT Classified	56.3%	31.3%	12.5%
Administrators	29.7%	70.3%	0.0%
FT Classified	32.3%	58.5%	9.1%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	35.7%	50.0%	14.3%
1-2 years	37.2%	60.5%	2.3%
3-5 years	35.4%	56.9%	7.7%
6-10 years	38.8%	55.2%	6.0%
11-15 years	43.7%	52.1%	4.2%
16 or more	33.3%	61.5%	5.1%

APPENDIX B

Leadership and Governance

5.1 In general, this College functions effectively.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	75.2%	24.2%	0.7%
Adjunct Faculty	88.1%	11.9%	0.0%
PT Classified	81.3%	12.5%	6.3%
Administrators	71.1%	28.9%	0.0%
FT Classified	71.7%	27.7%	0.6%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	78.6%	21.4%	0.0%
1-2 years	81.8%	18.2%	0.0%
3-5 years	80.0%	16.9%	3.1%
6-10 years	76.1%	23.9%	0.0%
11-15 years	76.1%	23.9%	0.0%
16 or more	69.5%	29.7%	0.8%

5.6 Participation in the campus committee structure is worthwhile (i.e., effort that goes in is matched by an equally valuable output).

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	64.2%	34.5%	1.4%
Adjunct Faculty	50.8%	18.6%	30.5%
PT Classified	68.8%	12.5%	18.8%
Administrators	71.1%	28.9%	0.0%
FT Classified	51.8%	35.4%	12.8%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	50.0%	21.4%	28.6%
1-2 years	54.8%	23.8%	21.4%
3-5 years	60.0%	26.2%	13.8%
6-10 years	60.3%	31.0%	8.6%
11-15 years	59.2%	32.4%	8.5%
16 or more	57.6%	37.3%	5.1%

APPENDIX B

Leadership and Governance (continued)

5.7 Faculty members have a substantive and clearly defined role in institutional governance.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	75.7%	23.0%	1.4%
Adjunct Faculty	69.5%	10.2%	20.3%
PT Classified	62.5%	12.5%	25.0%
Administrators	81.6%	13.2%	5.3%
FT Classified	58.4%	11.4%	30.1%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	50.0%	21.4%	28.6%
1-2 years	65.9%	9.1%	25.0%
3-5 years	70.8%	15.4%	13.8%
6-10 years	62.4%	17.1%	20.5%
11-15 years	73.2%	15.5%	11.3%
16 or more	70.9%	17.1%	12.0%

5.8 Classified Staff members have a substantive and clearly defined role in institutional governance.

Employee Group	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
FT Faculty	48.6%	16.0%	35.4%
Adjunct Faculty	33.9%	5.1%	61.0%
PT Classified	68.8%	18.8%	12.5%
Administrators	76.3%	23.7%	0.0%
FT Classified	53.0%	43.4%	3.6%

Number of Years Employed at MJC	Strongly Agree/ Agree	Disagree/ Strongly Disagree	N/A
Less than 1	50.0%	0.0%	50.0%
1-2 years	50.0%	25.0%	25.0%
3-5 years	46.2%	18.5%	35.4%
6-10 years	50.9%	29.3%	19.8%
11-15 years	59.4%	23.2%	17.4%
16 or more	50.9%	32.8%	16.4%