City College 2009 Employee Perception Survey

A Comprehensive Report

Prepared by:
Office of Institutional Research and Planning
June, 2009

Table of Contents

Introduction

Office of Institutional Research and Planning

Overview

Accreditation is the process of evaluating the performance of an institution to assure the quality of education and expected student outcomes. The three colleges in the San Diego Community College District (SDCCD), as well as Continuing Education, are conducting the self-study portion of the accreditation cycle and will have visits by the WASC/ACCJC accrediting teams in fall 2010. Each institution has collected, reviewed and incorporated evidence into their self-study reports which will be submitted to the Accreditation Commission for the purpose of assisting in the determination of reaffirmation.

Purpose

The primary purpose of this survey was to collect additional evidence for the accreditation self-study reports. The Employee Perception Survey provided the self-study teams another means for assessing institutional effectiveness and helped to inform the planning agendas. The survey was used to elicit employee perceptions and opinions on institutional effectiveness, programs, services, instruction, facilities and overall satisfaction. The survey was administered at each college within SDCCD (City College, Mesa College, and Miramar College).

Sample Design

The Employee Perception Survey used a census sample design; administered to all employees at the colleges (all faculty, staff, and administrators). The expected response rate at each college was 20%-35%.

Instrumentation

The Office of Institutional Research and Planning referenced the previous accreditation surveys and worked with the Accreditation Coordinating Committee to develop and finalize the Employee Perception Survey. The survey contained six profile questions (e.g., work site, work status, and years of employment) for segmenting the data and drawing comparisons. The survey also contained four open-ended questions and 94 forced choice items grouped by the Accreditation Standards: Improving Institutional Effectiveness (Standard I); Student Learning Programs and Services, Instructional Programs, Student Support Services, and Library and Learning Support Services (Standard II); Human Resources, Technological Resources, Physical Resources, and Financial Resources (Standard III); Decision-Making Roles and Processes, and College and District Administration (Standard IV). Face validity and content validity in the survey instrument was ensured based on the following criteria: 1) Survey questions are aligned with the Accreditation Standards; 2) Survey questions are directly related to the purpose of the surveys, which is to elicit perceptions and opinions of employees; 3) Survey questions are perceptually-based instead of factually-based; 4) Survey questions avoid addressing complex processes or systems that most survey participants would not be able to answer or are not applicable to them. Surveys were validated (content and face validity) through the feedback from the Accreditation Coordination Committee. Reliability was established through the pilot study.

Methodology

An online survey, as well as a pencil and paper format, was available for the Employee Perception Survey. The survey took approximately 30 minutes to complete. The online surveys were administered via *Zoomerang*[©] online survey tool. Those opting for the paper and pencil format obtained the survey instrument and

Office of Institutional Research and Planning

Scantron form at designated locations at each college and returned them in drop-boxes at designated locations.

Implementation

Communications: The District Accreditation Committee was informed and connected to the process through continuous communication, which included: 1) Review of the survey plan; 2) Review and finalization of the survey instrument and 3) Review of the final report.

Administration: Pre-notification emails were sent out to all employees by each college providing information about the survey and requesting that the employee take the survey when it arrived in the email box. The Office of Institutional Research and Planning sent the invitation via email during the fourth week of the semester and then a reminder email the following week. Paper invitations were also sent through campus mail to those employees who were listed as not having college email addresses and/or computer stations. The surveys took approximately 30 minutes to complete. Drop boxes were made available to facilitate the return of the completed hardcopy surveys.

Respondent Profile

Of the 999 employees who received the invitation to survey, 393 employees responded. This is a 39% response rate. Caution should be exercised when interpreting the results. Results may only reflect the opinions of those who took the survey and may not reflect the opinions of the general population Of those who responded, 33% were contract faculty, 32% were adjunct faculty, 26% were classified, 6% were managers and 4% were supervisors. These proportions closely reflect the actual breakdown of employee groups at City College. Nearly half of the respondents were from Student Support Services (55%) and nearly a quarter respondents (24%) were from Instruction. The remaining respondents were from Administrative Services (10%) and Other (11%). More than one-third of respondents had been with the college for 2-6 years (38%) and close to half (52%) for more than six years. Similarly, nearly one-third reported being with the District for 2-6 years (31%) and more than half (62%) for seven years or more.
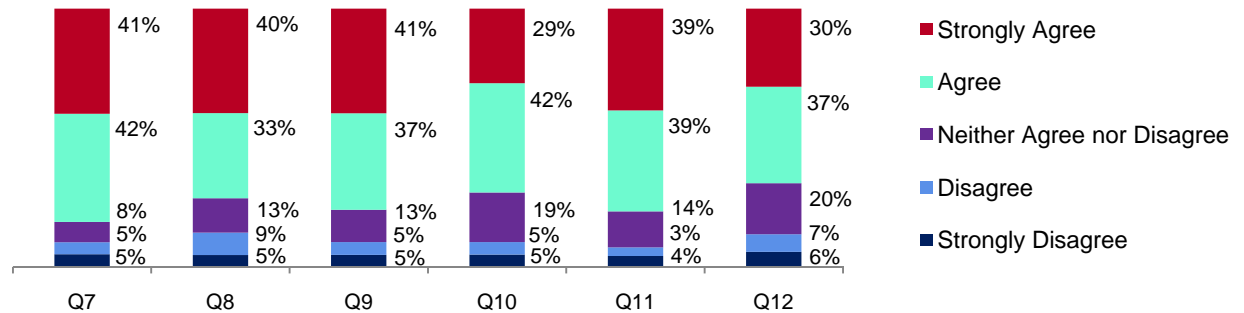
The Findings

Improving Institutional Effectiveness

The survey items in the Improving Institutional Effectiveness section assessed employee familiarity with the college mission statement, the value placed on improving institutional effectiveness, Program Review's integration into the planning process, consideration of student learning in institutional planning, and the ability of appropriate constituencies to offer input to the college's planning process. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource).

The large majority of employees was familiar with the mission statement of the college (83% agreed or strongly agreed). The large majority (78%) also agreed, moderately or strongly, that the college facilitates an ongoing dialogue about improving student learning and institutional processes and considers student learning in institutional planning. Similarly, the majority of respondents strongly agreed or agreed that the college values institutional effectiveness (73%) and has integrated program review into the planning process (71%). Relative to other survey items, a lesser majority strongly agreed or agreed that there are opportunities for input in the planning process (67%). This item also received the highest neutral ratings (neither agree nor disagree).

Figure 1: Improving Institutional Effectiveness

Q7. I am familiar with the mission statement of the college.
Q8. Improving institutional effectiveness is valued throughout the College.
Q9. The college facilitates an ongoing dialogue about improving student learning and institutional processes.
Q10. Program Review is integrated into the college planning process.
Q11. Student learning is considered in institutional planning.
Q12. The college's planning process offers opportunities for input by appropriate constituencies.

Student Learning Programs and Services

The survey items in the Student Learning Programs and Services section assessed employee satisfaction with programs and services at the college. The section covered instruction, departmental teaching resources, staffing resources, student life/activities, counseling, tutoring services, transfer center, Independent Learning Center, DSPS, admissions, EOPS, health services, library resources, duplicating/reprographics, technical support, audio-visual support, financial aid services, career services, and TRIO services. Employees rated their satisfaction with each item on a scale that ranged from 1 (very dissatisfied) to 5 (very satisfied), as well as 6 (I have not used this service/resource).

The services that rated the highest in terms of satisfaction with the quality of services (very satisfied and satisfied) were: Duplicating/Reprographics (89%) and Instruction (84%). Other services that rated relatively high in satisfaction included: Health Services (78%), Audio-Visual Support (77%), Library Resources (76%), Tutoring Services (76%), DSPS (75%), Technical Support (74%), Independent Learning Center (72%), and Transfer Center (71%). Services that received relatively high neutral

6

ratings (28%-34%) generally also received relatively high number of responses to the "I have not used service/resource" category (30%-42%). These services included: Student Life/Activities, EOPS, Financial Aid Services, Career Services/Job Replacement, and TRIO Services.

Figure 2.1: Student Learning Programs and Services

Q13. Instruction
Q14. Departmental Teaching Resources
Q15. Staffing Resources

Q16. Student Life/Activities
Q17. Counseling
Q18. Tutoring Services
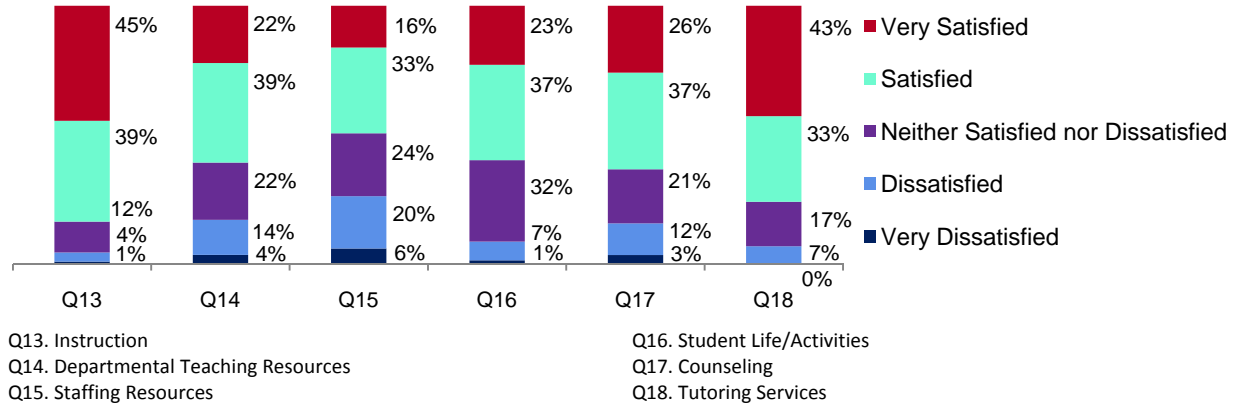
Figure 2.2: Student Learning Programs and Services

Q19. Transfer Center
Q20. Independent Learning Center
Q21. DSPS

Q22. Admissions
Q23. EOPS
Q24. Health Services
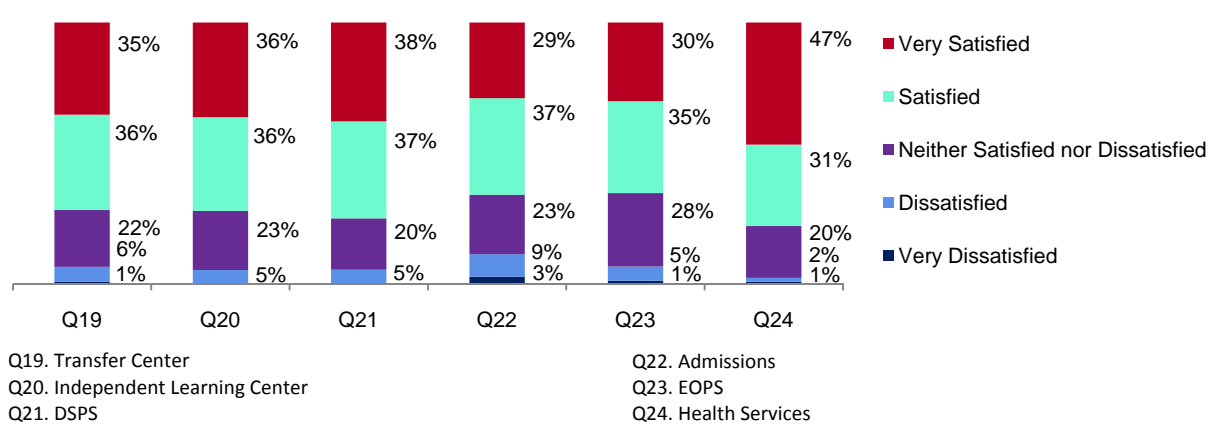
Figure 2.3: Student Learning Programs and Services

Q25. Library Resources
Q26. Duplicating/Reprographics
Q27. Technical Support
Q28. Audio-Visual Support

Q29. Financial Aid Services
Q30. Career Services/Job Placement
Q31. TRIO

7
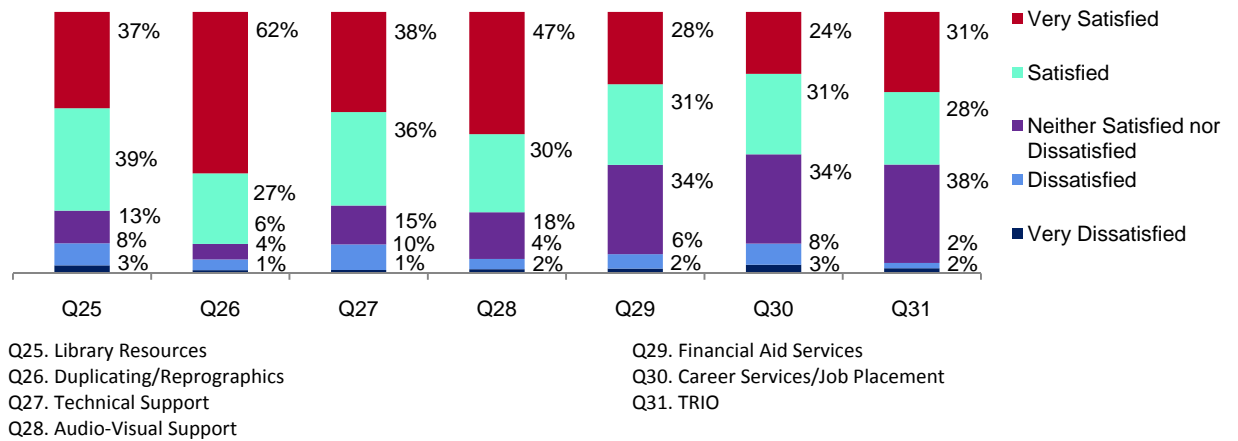
Instructional Programs

The survey items in the Instructional Programs section assessed employee involvement insuring the quality of instruction, college success meeting needs of students through diverse programs and services, and the creation and implementation of student learning outcomes. The section also covered the college's implementation of effective plans and strategies for developing student learning outcomes, the research data available to the individual department/program/discipline for the faculty driven assessment process for SLO's, the use of student learning outcomes assessment to make improvements in instruction or support services, academic freedom, and quality of instruction. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource).

The large majority of employees strongly agreed or agreed (89%) that faculty plays a central role in assuring the quality of instruction. Slightly fewer responded that the college was responsive (strongly agreed or agreed 86%) when asked about the college's response to students' diverse needs through diverse programs and services. Even fewer employees strongly agreed or agreed (75%) that instructors used teaching methodologies that reflected the diverse needs of the students. The majority of employees also strongly agreed or agreed (74%) that the college implemented effective plans and strategies for identifying student learning outcomes; and relatively fewer respondents strongly agreed or agreed (69%) that the department/program/discipline has an effective faculty-driven process for assessing SLOs. These two items each received 19% neutral responses (neither agreed nor disagreed). However, a lesser majority of employees strongly agreed or agreed that their department/program/discipline has sufficient research data to assess progress toward achieving stated student learning outcomes, whereas slightly more responded that their department/program/discipline has used the results of student learning outcomes assessment to make improvements in instruction or support services (59% and 61%, respectively). Meanwhile, these two items received a relatively high number of responses in the "neither agreed nor disagreed" category (22% each) as well as in the "I don't know" category (15% each out of the total responses). In addition, a relatively high percentage of respondents were neutral (24%) or responded that they didn't know (15% of total responses). When asked whether student learning outcomes were considered in program review, the majority of employees either strongly agreed or agreed (70%) even though a relatively high percentage of respondents were neutral (23%) and 17% of total responses fell in the "I don't know" category. The majority of employees also believe that the college supports academic freedom (83% strongly agreed or agreed) and most are satisfied with the overall quality of instruction in their program (78% strongly agreed or agreed).

Figure 3.1: Instructional Programs
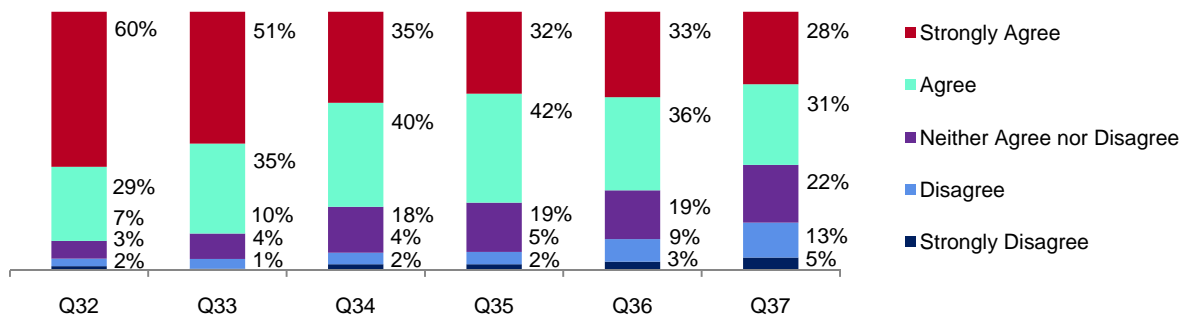
Q32. The faculty has a central role in assuring quality of instruction.
Q33. The college identifies and seeks to meet the varied educational needs of its students through diverse programs and services.
Q34. Instructors use teaching methodologies that reflect the diverse needs of the students.

Q35. The college has implemented effective plans and strategies for identifying student learning outcomes.
Q36. My department/program/discipline has an effective faculty-driven process for assessing student learning outcomes.
Q37. My department/program/discipline has sufficient research data to assess progress toward achieving stated student learning outcomes.

Figure 3.2: Instructional Programs
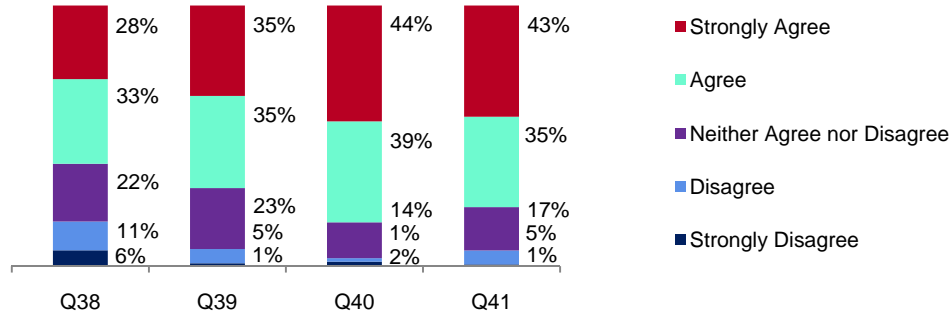
Q38. My department/program/discipline has used the results of student learning outcomes assessment to make improvements in instruction or support services.
Q39. Student learning outcomes are considered in program review.
Q40. The college supports academic freedom.
Q41. I am satisfied with the overall quality of instruction in my program

Student Support Services

The survey items that comprised the Student Support Services section assessed the Student Services Office and the college's design and implementation of programs, practices and services to enhance appreciation of diversity and the individual growth of students. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource).

The majority of employees strongly agreed or agreed (85%) that the college encourages personal, aesthetic and intellectual development in students. Slightly more strongly agreed or agreed (86%) that the college implements programs and practices that enhance student appreciation of diversity. When asked whether Student Services have sufficient staff/resources to meet student needs, 44% strongly disagreed or disagreed, 23% were neutral and only 33% strongly agreed or agreed. Similarly, when asked whether Student Services have sufficient facilities to meet student needs, 42% strongly disagreed or disagreed, 26% were neutral and only 33% strongly agreed or agreed. However, the majority of employees (92%) responded that they refer students to the various services available on campus.

Figure 4: Student Support Services
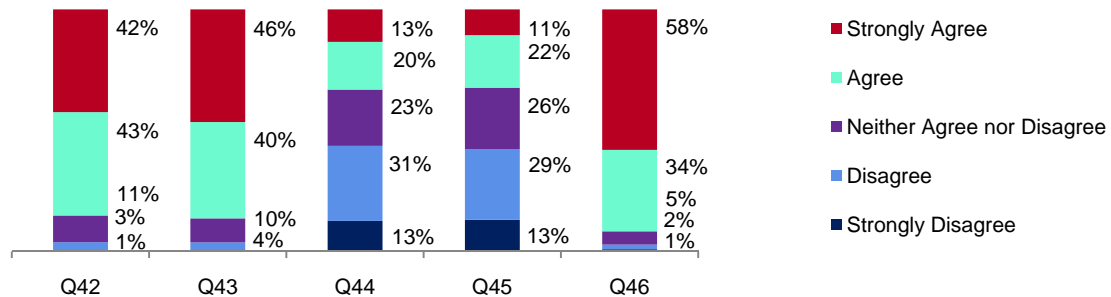
42. The college encourages personal, aesthetic, and intellectual development in students.
43. The college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.

9

Office of Institutional Research and Planning

44. Student Services at this college have sufficient staff/resources to meet student needs.
45. Student Services at this college have sufficient facilities to meet student needs.
46. I refer students to the various services available on campus. (e.g., DSPS, Tutoring, Health Services, Financial Aid and EOPS.).

Library and Learning Support Services

The survey items that comprised the Library and Learning Support Services section assessed the library collections, training for library and other support service users, and the level of use by employees in their teaching or work function. In the first section, employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource). In the second section, employees evaluated the bookstore, physical facilities, technology resources, science labs, career technical labs, computer labs, parking, classrooms, assigned working space/office space, the cafeteria, and business services/fiscal resources using a scale that ranged from 1 (very dissatisfied) to 5 (very satisfied), as well as 6 (I have not used this service/resource).

The majority of employees (66%) strongly agreed or agreed and 24% were neutral when asked whether librarians consult with faculty and other stakeholders when selecting and maintaining library materials and resources. One fourth (25% of total responses) reported having no such knowledge about this item. More employees (76%) strongly agreed or agreed when asked whether the college provides ongoing training off library and learning support services to develop information competency. However, fewer employees (60%) strongly agreed or agreed and 24% were neutral when asked whether they use the library and related support services in their teaching. When asked whether the library's collection of materials and resources were adequate, only 48% strongly agreed or agreed, 27% were neutral and 26% strongly disagreed or disagreed. It should be noted also that more than one fourth (28% and 26%, respectively) responded that they had not used the resources regarding these two survey items.

Figure 5.1: Library and Learning Support Services
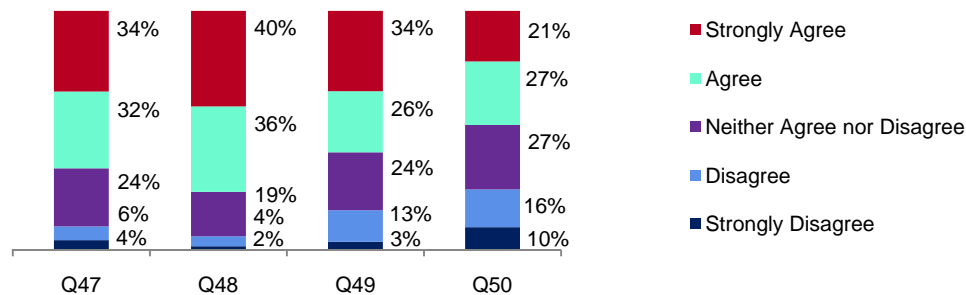
47. Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources.
48. The college provides ongoing training for users of library and other learning support services to develop information competency.
49. I use library and related support services in my teaching or work function.
50. The library's collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of my program or work function.

The services that rated the highest in terms of satisfaction with the quality of services (very satisfied and satisfied) were: Bookstore (65%), Technology Resources (63%), Computer Labs (61%), Physical Facilities (52%), and Business Services/Fiscal Resources (51%). Note that these items also received relatively high neutral ratings (22%-31%). Career Technical Labs and Science Labs rated moderately on very satisfied and satisfied (46% and 39%, respectively), however were with the highest neutral ratings (37% and 45%, respectively) as well as percentages of respondents who indicated that they did not used the resources (52% and 58%, respectively). The service that rated the lowest in satisfaction was Parking (66% very dissatisfied or dissatisfied). The other services that rated low in satisfaction

10

(strongly dissatisfied or dissatisfied) with relatively high neutral ratings (neither satisfied nor dissatisfied) were Assigned Working Space/Office Space (44% and 17%, respectively), Cafeteria (40% and 29%, respectively), and Classrooms (39% and 26%, respectively).

Figure 5.2: Library and Learning Support Services

51. Bookstore
52. Physical Facilities
53. Technology Resources

54. Science Labs
55. Career Technical Labs
56. Computer Labs
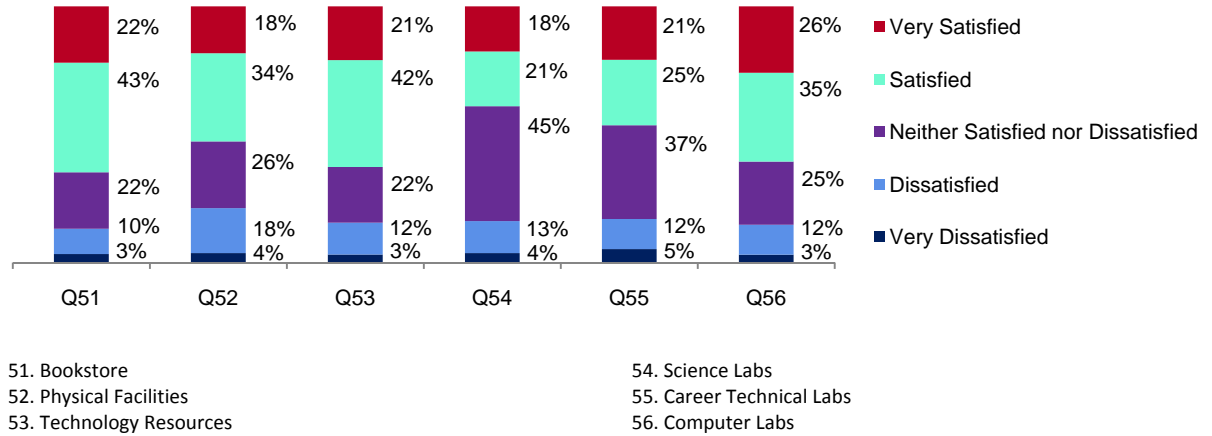
Figure 5.3: Library and Learning Support Services

57. Parking
58. Classrooms
59. Assigned Working Space/Office Space

60. Cafeteria
61. Business Services/Fiscal Resources
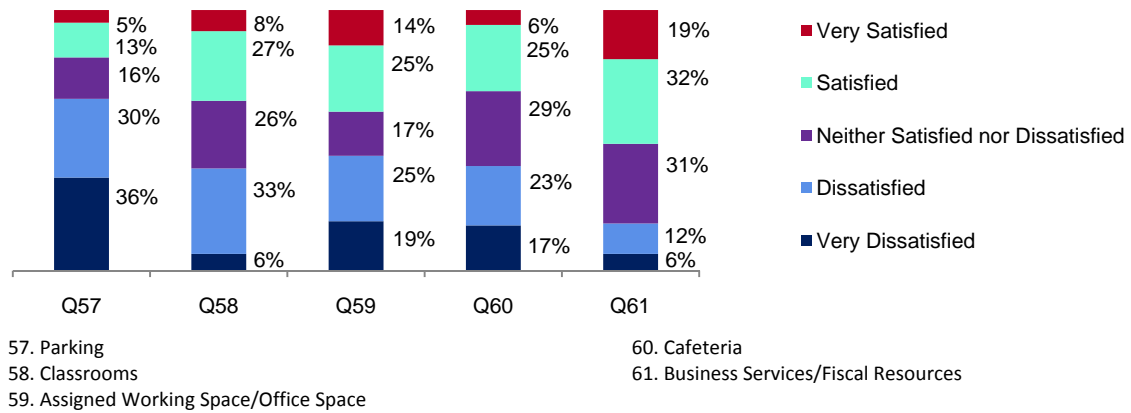
Human Resources

The survey items in the Human Resources section assessed treatment of employees, hiring practices, and professional development. This section covered the level of respect felt by employees, clarity of criteria for hiring employees, adherence to hiring procedures, evaluations of employee performance, commitment to equity and diversity through college policies and practices, and professional development opportunities for faculty and staff. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource).

The majority of employees strongly agreed or agreed (79%) when asked if they were treated with respect at the college. A slightly lesser majority (76% strongly agreed or agreed) believed that the criteria for hiring employees are clearly stated. Even fewer respondents (66%) strongly agreed or agreed that the procedures for hiring employees are strictly followed, while a larger majority (80%) believed that the performance evaluations have been conducted according to their contract guidelines. When asked whether policies and practices of the college clearly demonstrate commitment to equity and diversity, 77% strongly agreed or agreed. When asked whether the college provides adequate opportunities for continued professional development, 73% strongly agreed or agreed. A relatively

11

large majority (78%) strongly agreed or agreed that members of their department program stay current in their fields.

Figure 6: Human Resources
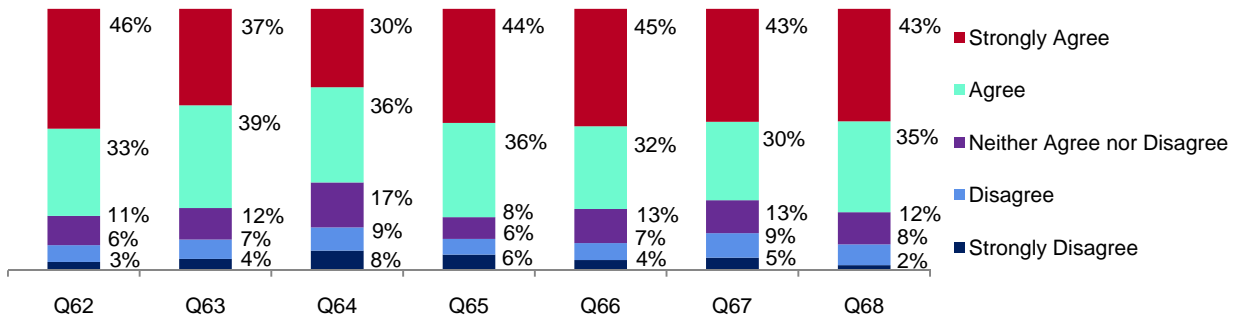
62. I am treated with respect at this college.
63. The criteria for hiring employees are clearly stated.
64. The procedures for hiring employees are strictly followed.
65. My performance evaluations have been conducted according to my contract guidelines.
66. Policies and practices of the college clearly demonstrate commitment to equity and diversity.
67. The college provides me adequate opportunities for continued professional and staff development.
68. As a group, the members of my department or program stay current in their fields of expertise.

Technological Resources

The survey items in the Technological Resources section assessed the integration of technology planning with institutional planning, availability of computers and technologies to support teaching and learning, and availability of training in the application of information technology. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource).

Approximately half of the employees (57%) strongly agreed or agreed that technology planning is effectively integrated with institutional planning, whereas nearly one fourth (26%) were neutral. Fewer respondents (49%) strongly agreed or agreed that the availability of computers, software, multimedia and other technologies is sufficient to support teaching and learning, while 34% strongly disagreed or disagreed. When asked whether the college provides adequate training to faculty and staff in the application of information technology, 52% strongly agreed or agreed and 25% were neutral and nearly one quarter (23%) strongly disagreed or disagreed.

Figure 7: Technological Resources
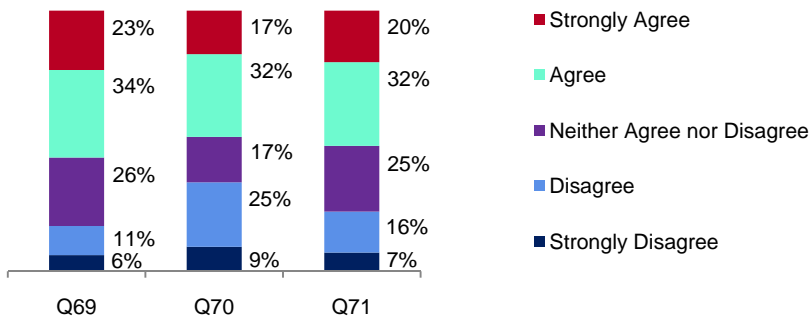
69. Technology planning is effectively integrated with institutional planning.
70. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.
71. The college provides adequate training to faculty and staff in the application of information technology.

12

Office of Institutional Research and Planning

Physical Resources

The survey items in the Physical Resources section assessed facility planning, safety, grounds maintenance, interior and exterior maintenance, and exterior lighting. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource).

The majority of employees (77%) strongly agreed or agreed that student learning and support needs are central to the planning, development and design of new facilities. A relatively small majority (64%) strongly agreed or agreed that safety hazards are addressed promptly and 21% were neutral. However, a large majority (84%) strongly agreed or agreed that the grounds are pleasing and adequately maintained, whereas a smaller majority (70%) strongly agreed or agreed that the exterior of the campus buildings are adequately maintained. An even smaller majority (40%) strongly agreed or agreed, 23% were neutral, and 37% strongly disagreed or agreed that the interior of the classrooms, offices and restrooms are adequately maintained. When asked whether the exterior lighting of the college is kept in working order, the majority (66%) strongly agreed or agreed and 20% were neutral.

Figure 8: Physical Resources
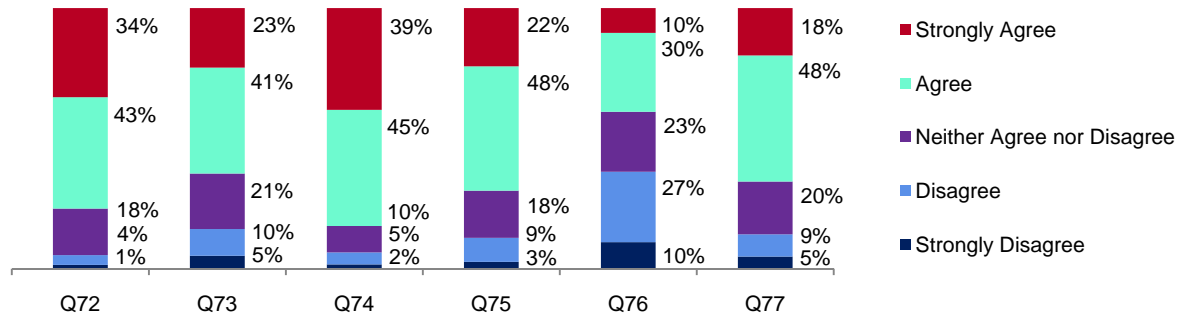
72. Student learning and support needs are central to the planning, development, and design of new facilities.
73. Safety hazards are addressed promptly.
74. The grounds are pleasing and adequately maintained.
75. The exterior of the campus buildings are adequately maintained.
76. The interior of the classrooms, offices, and restrooms are adequately maintained.
77. The exterior lighting of the college is kept in working order.

Financial Resources

The survey items in the Financial Resources section assessed the college guidelines and processes for budget development, opportunities for participation in budget development through shared governance processes, and equita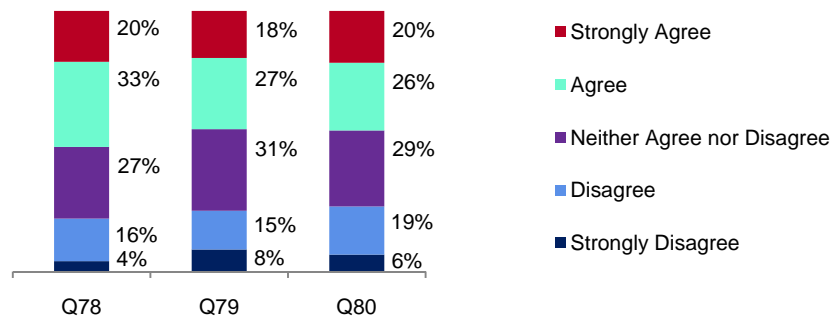bility of resource allocation. Employees rated their level of agreement with each item on a scale that ranged from 1 (Strongly disagree) to 6 (I have not used this service/resource).

Approximately half of the employees (53%) strongly agreed or agreed and 20% strongly disagreed or agreed when asked whether the college guidelines and processes for budget development are clearly communicated. Fewer respondents (45%) strongly agreed or agreed and 23% strongly disagreed or disagreed when asked if they have appropriate opportunities to participate in budget development through the shared governance process. Similarly, 46% strongly agreed or agreed and 25% strongly disagreed or disagreed when asked whether the resource allocation model equitably supports college programs and services. Note that these items all received high numbers of responses that fell in the "I don't know" category (19%, 20%, and 31%, respectively).

Figure 9: Financial Resources

78. College guidelines and processes for budget development are clearly communicated.
79. I have appropriate opportunities to participate in budget development for the college through its shared governance processes.
80. The resource allocation model equitably supports college programs and services.

Decision-Making Roles and Processes

The survey items in the Decision-Making Roles and Processes section assessed the extent to which employees have a substantial voice and presence in the decision-making process and matters associated with programs and services offered at the college. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource).

The majority of employees (70%) strongly agreed or agreed when asked whether the college leaders encourage all members of the college community to take initiative in improving institutional effectiveness. More employees (75%) strongly agreed or agreed when asked whether faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel and institutional policies. Approximately half of the employees (51%) strongly agreed or agree, nearly one third (31%) were neutral, and 18% strongly disagreed or disagreed when asked whether the classified staff exercise a substantial voice in matters related to college planning, budget and institutional priorities. This item also received a relatively high number of responses in the "I don't know" category (27% of total responses). The majority of employees (79%) strongly agreed or agreed that the faculty is central to decision-making involving curriculum development. The majority (68%) also strongly agreed or agreed and 23% neither agreed nor disagreed that they are aware of the staff and/or faculty role in various governing, planning, budgeting and policy-making bodies at the college. A smaller majority (66%) strongly agreed or agreed and 22% were neutral when asked whether the

14

college establishes governance structures, processes and practices to facilitate effective communication among the institutions constituencies.

Figure 10: Decision-Making Roles and Processes
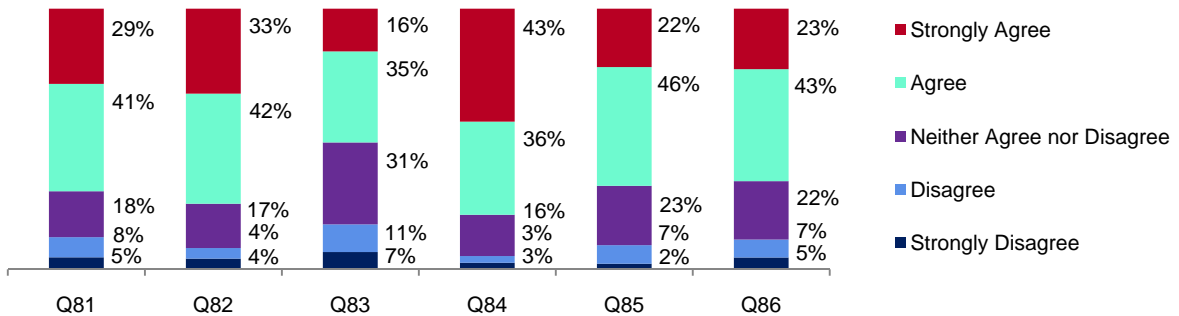
81. The college leaders encourage all members of the college community to take initiative in improving institutional effectiveness.
82. The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.
83. The classified staff exercise a substantial voice in matters related to college planning, budgeting and institutional policies.
84. The faculty is central to decision-making involving curriculum development.
85. In general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college.
86. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.

College and District Administration

The survey items in the Board and Administrative Organization section assessed the college presidents' effectiveness as leaders and their ability to plan, communicate with communities served by the colleges. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource).

The majority of employees (61%) strongly agreed or agreed, 22% neither agreed nor disagreed, and 17% strongly disagreed or disagreed that the college's administrative structure is organized and staffed to reflect the institution's purpose, size and complexity. A relatively high percentage of respondents 79% strongly agreed or agreed that the college president provides effective leadership in planning and assessing institutional effectiveness. Slightly fewer responded strongly agreed or agreed (73%) when asked whether the college president provides effective leadership in selecting and developing personnel. Slightly more employees strongly agreed or agreed when asked whether the college president provides effective leadership in fiscal planning and budget development and whether the college president works and communicates effectively with the communities served by the college (76% each). When asked whether the District Office uses effective methods of communicating with college staff and faculty, 64% strongly agreed or agreed and 18% strongly disagreed or disagreed.

15

Figure 11: College and District Administration
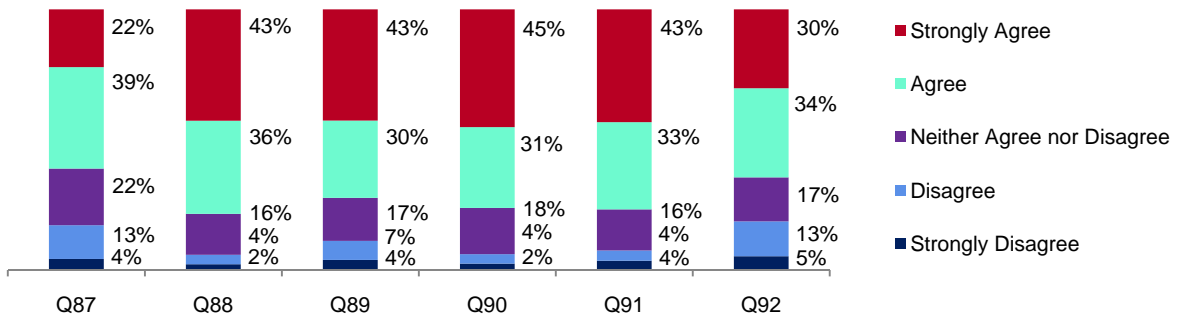
87. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.
88. The college president provides effective leadership in planning and assessing institutional effectiveness.
89. The college president provides effective leadership in selecting and developing personnel.
90. The college president provides effective leadership in fiscal planning and budget development.
91. The college president works and communicates effectively with the communities served by the college.
92. The District Office uses effective methods of communicating with college staff and faculty.

District Office

The survey items in the District Office section assessed the services located within the District Office. The section covered Business and Fiscal Services, Public Relations/Communications, Facilities Services, Human Resources, Information Technology, Instructional Services, Student Services, and Institutional Research and Planning. Employees rated their level of agreement with the statement that the District Office service provides sufficient support to the College on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I have not used this service/resource).

The services with the highest ratings on satisfaction (strongly agree or agree) were: Human Resources (62%), Instructional Services (62%), Public Relations/Communications (62%), Information Technology (61%), and Student Services (59%). The services with the lowest ratings in satisfaction (strongly disagree and disagree) were: Institutional Planning and Research (54%), Business and Fiscal Services (55%), and Facilities (55%). All of the services received relatively high neutral ratings (23%-33%) and several received relatively high percentages of respondents (24%-33%) claiming that they had not used the services.

Figure 12.1: District Office
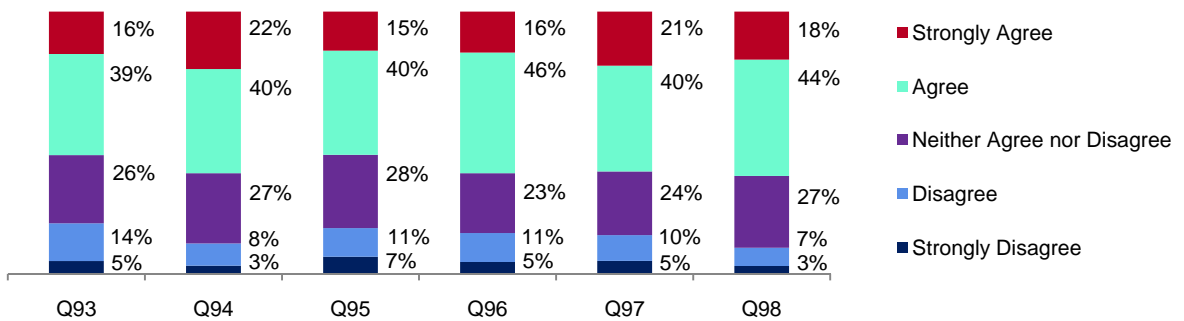
93. Business and Fiscal Services
94. Public Relations/ Communications
95. Facilities Services

96. Human Resources
97. Information Technology
98. Instructional Services

16

Figure 12.2: District Office

Q99
Q100

Strongly Agree
Agree
Neither Agree nor Disagree
Disagree
Strongly Disagree
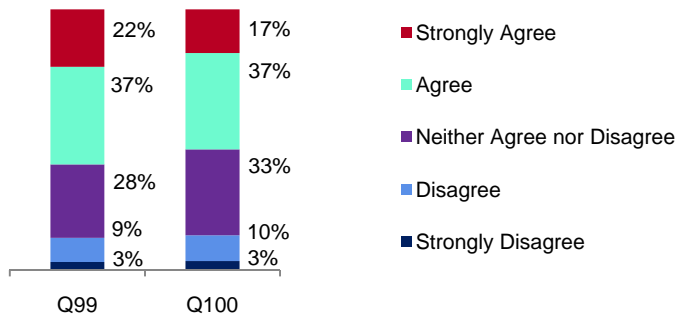
99. Student Services
100. Institutional Research and Planning

Conclusions and Recommendations

1. The majority of employees believe that college facilitates ongoing dialog about improving student learning and institutional process and that student learning is considered in institutional planning (78% each strongly agreed or agreed).

2. Many employees believe that program review is integrated into the college planning process (71% strongly agreed or agreed) and that there are opportunities for input in the planning process (67% strongly agreed or agreed). However, there are a relatively large number of employees who were neutral (19% and 20%, respectively) and responded that they had not used this resource (15% and 11% of total response, respectively), indicating that many employees may not be engaged in the planning process enough to formulate an opinion on this topic.

3. When asked about the satisfaction with the quality of services, all of the following services received 70% or greater very satisfied or satisfied: Duplicating/Reprographics, Instruction, Health Services, Audio-Visual Support, Library Resources, Tutoring Services, DSPS, Technical Support, Independent Learning Center, and Transfer Center. All other services (Admissions, EOPS, Counseling, and Departmental Teaching Resources, Student Life/Activities, Financial Aid Services, TRIO Services, Career Services/Job Placement, and Staffing Resources) received 66% or less on very satisfied or satisfied. Most of these also had the highest neutral ratings and the highest count of those who reported "I have not used this service/resource."

4. Several questions were asked regarding the Student Learning Outcome and assessment process on campus. The majority of employees believe that that their department or program has an effective faculty-driven process for assessing SLOs (69% strongly agreed or agreed). However, fewer employees believe that their department or program has sufficient research data to assess progress toward achieving stated student learning outcomes (59% strongly agreed or agreed, 22% neither agreed nor disagreed, and 18% strongly disagreed or disagreed). Slightly more responded that their department or program has used the results of student learning outcomes assessment to make improvements in instruction or support services (61% strongly agreed or agreed). However, a relatively high percentage of respondents were neutral (22%) or responded that they didn't know (15% of total responses) which indicates that there may not be full engagement in the SLO and assessment process.

5. When asked whether Student Services had sufficient staff/resources to meet student needs, many employees believe that there are insufficient staff/resources (44% strongly disagreed or disagreed, 23% were neutral and only 33% strongly agreed or agreed). Similarly, when asked whether Student Services had sufficient facilities to meet student needs, many employees believe that there are insufficient facilities (42% strongly disagreed or disagreed, 26% were neutral and only 33% strongly agreed or agreed). Although the large majority of employees believe that SLOs are considered in program review (70% strongly agreed or agreed), 23% were neutral, and 17% reported "I don't know", indicating insufficient strength of engagement and communication.

6. Most employees believe that the library's collection of materials and resources were somewhat inadequate (48% strongly agreed or agreed, 27% were neutral and 25% strongly disagreed or disagreed) and many indicated that they had not used this resource. Although most of the respondents

use library and related support services in their teaching or work function (60% strongly agreed or agreed), a relatively high percentage of employees were neutral (24%) and 28% responded that they had not used this resource.

7. When asked about the satisfaction with the quality of services, the following services received 51% or greater very satisfied or satisfied: Bookstore (65%), Technology Resources (63%), Computer Labs (61%), Physical Facilities (52%), and Business Services/Fiscal Resources (51%). Career Technical Labs and Science Labs rated moderately on very satisfied and satisfied (46% and 39%, respectively), however received the highest neutral ratings (37% and 45%, respectively) as well as percentages of respondents who indicated that they did not used the resources (52% and 58%, respectively). The other services received 39% or higher very dissatisfied and dissatisfied: Classrooms, Cafeteria, and Assigned Working Space/Office Space. Parking rated the lowest in satisfaction 66% indicating that respondents are very dissatisfied with the service at City College.

8. The majority of employees believe that they were treated with respect at the college (79% strongly agreed or agreed) and policies and practices of the college clearly demonstrate commitment to equity and diversity (77% strongly agreed or agreed).However, fewer believe that the procedures for hiring employees are strictly followed (66% strongly agreed or agreed and 17% strongly disagreed and disagreed).

9. Approximately half of the employees believe that technology planning is effectively integrated with institutional planning (57% strongly agreed or agreed), while 26% are neutral. However, nearly one third believe that the college has insufficient technologies to support teaching and learning (34% strongly disagreed or disagreed). In terms of physical resources, the large majority of employees believe that student learning and support needs are central to the planning, development and design of new facilities (77% strongly agreed or agreed).However, nearly one third believe that the interior of the classrooms, offices, and restrooms are inadequately maintained (37% strongly disagreed or disagreed and only 40% strongly agreed or agreed).

10. Approximately half of the employees believe and about one fifth do not believe that the college guidelines and processes for budget development are clearly communicated (53% strongly agreed or agreed and 20% strongly disagreed or agreed). Much fewer believe and about a quarter do not believe that they have appropriate opportunities to participate in budget development through the shared governance process (45% strongly agreed or agreed and 23% strongly disagreed or disagreed). Similarly, fewer employees believe and about a quarter do not believe that the resource allocation model equitably supports college programs and services (46% strongly agreed or agreed and 25% strongly disagreed or disagreed).

11. The large majority of employees believe that faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel and institutional policies (75% strongly agreed or agreed). However, approximately half of the employees believe, about one third are neutral, and nearly one-fifth don't believe that the classified staff exercise a substantial voice in matters related to college planning, budget and institutional priorities (51% strongly agreed or agreed, 31% were neutral, and 18% strongly disagreed or disagreed).

12. The majority of employees believe they are aware of the staff and/or faculty role in various governing, planning, budgeting and policy-making bodies at the college (68% strongly agreed or agreed). Similarly, a smaller majority believe the college establishes governance structures, processes and

practices to facilitate effective communication among the institutions constituencies (66% strongly agreed or agreed).

13. Employees have very high perceptions of the college president's effectiveness in planning and communicating. All of the items received on average 76% on satisfaction (strongly agree and agree). When asked about the administrative structure and organization, and effective communication between the District Office and college staff and faculty, a lesser majority (61% and 64%, respectively)has positive perceptions (strongly agreed or agreed) with relatively high ratings (17% and 18%, respectively) in dissatisfaction (strongly disagree or disagree).

14. Employees are moderately satisfied with the services provided by the District (Human Resources, Instructional Services, Public Relations Communications, Information Technology, and Student Services, receiving ratings between 62%-59% (strongly agree or agree). Relatively, Institutional Research and Planning, Facilities, and Business and Fiscal Services were rated slightly lower in terms of satisfaction with the services. On average, 55% satisfied (strongly agree or agree).

Appendix A

Survey Instrument

Employee Feedback Survey
San Diego Community College District

This survey is designed to measure your satisfaction with the quality of various services provided to students at City, Mesa, Miramar, or ECC. Please select answers based on your experience at your college. Your input will help the college strengthen future educational programs and services. **All information you share with us will be used for research purposes only and will be kept confidential. Please only participate once. Thanks!**

Directions:
For each question, please completely fill in the appropriate circle on the response form provided. Please select only <u>one</u> answer per question.

1. What is your primary college/work site?
    1) City College   3) Miramar College
    2) Mesa College   4) ECC (Educational Cultural Complex)

2. What is your primary employment type?
    1) Contract Faculty   4) Manager
    2) Adjunct Faculty   5) Supervisor
    3) Classified

3. If faculty, please indicate your faculty assignment:
    1) Classroom   2) Non-classroom

4. If Classified, Manager or Supervisor, please indicate your area of responsibility:
    1) Student support services   4) Information technology
    2) Instruction/Instructional support services   5) Other
    3) Administrative services (human resources,
       business operations, Facilities, and maintenance)

5. How long have you been employed at this college/worksite?
    1) 1 year or less   3) 7-10 years
    2) 2-6 years   4) 11 or more years

6. How long have you been employed within the district? (Please respond if you have worked at other SDCCD sites.)
    1) 1 year or less   3) 7-10 years
    2) 2-6 years   4) 11 or more years

Please rate your level of agreement with the following statements using the scale below:

1	2	3	4	5	6
Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
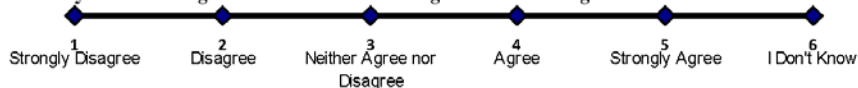
Improving Institutional Effectiveness

7. I am familiar with the mission statement of the college.

8. Improving institutional effectiveness is valued throughout the College.

9. The college facilitates an ongoing dialogue about improving student learning and institutional processes.

10. Program Review is integrated into the college planning process.

11. Student learning is considered in institutional planning.

12. The college's planning process offers opportunities for input by appropriate constituencies.

1

Office of Institutional Research and Planning

The college offers instructional programs, student services, library and learning support services, and all other resources that facilitate and enhance teaching and learning. Based on your experience with this college, please mark your level of SATISFACTION with the **overall quality** of the areas listed below:

Please rate your level of satisfaction with the following statements using the scale below:

| 1 Very Dissatisfied | 2 Dissatisfied | 3 Neither Satisfied nor Dissatisfied | 4 Satisfied | 5 Very Satisfied | 6 Have not used service/resource |
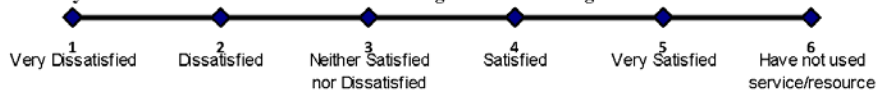
13. Instruction
14. Departmental Teaching Resources
15. Staffing Resources
16. Student Life/Activities
17. Counseling
18. Tutoring Services
19. Transfer Center
20. Independent Learning Center
21. DSPS
22. Admissions
23. EOPS
24. Health Services
25. Library Resources
26. Duplicating/Reprographics
27. Technical Support
28. Audio-Visual Support
29. Financial Aid Services
30. Career Services/Job Placement
31. TRIO Services

Please rate your level of agreement with the following statements using the scale below:

| 1 Strongly Disagree | 2 Disagree | 3 Neither Agree nor Disagree | 4 Agree | 5 Strongly Agree | 6 I Don't Know |
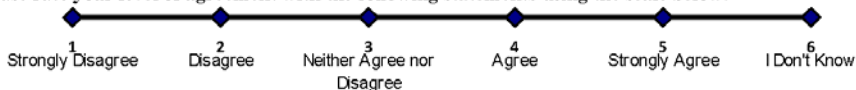
Instructional Programs

32. The faculty has a central role in assuring quality of instruction.
33. The college identifies and seeks to meet the varied educational needs of its students through diverse programs and services.
34. Instructors use teaching methodologies that reflect the diverse needs of the students.
35. The college has implemented effective plans and strategies for identifying student learning outcomes.
36. My department/program/discipline has an effective faculty-driven process for assessing student learning outcomes.
37. My department/program/discipline has sufficient research data to assess progress toward achieving stated student learning outcomes.
38. My department/program/discipline has used the results of student learning outcomes assessment to make improvements in instruction or support services.
39. Student learning outcomes are considered in program review.
40. The college supports academic freedom.
41. I am satisfied with the overall quality of instruction in my program.

2

Please rate your level of agreement with the following statements using the scale below:

| 1 Strongly Disagree | 2 Disagree | 3 Neither Agree nor Disagree | 4 Agree | 5 Strongly Agree | 6 I Don't Know |
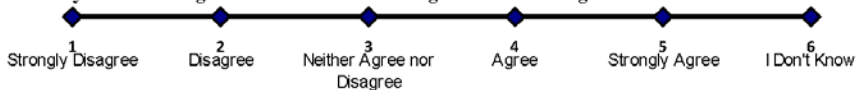
Student Support Services

42. The college encourages personal, aesthetic, and intellectual development in students.

43. The college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.

44. Student Services at this college have sufficient staff/resources to meet student needs.

45. Student Services at this college have sufficient facilities to meet student needs.

46. I refer students to the various services available on campus. (e.g., DSPS, Tutoring, Health Services, Financial Aid and EOPS.).

Please rate your level of agreement with the following statements using the scale below:
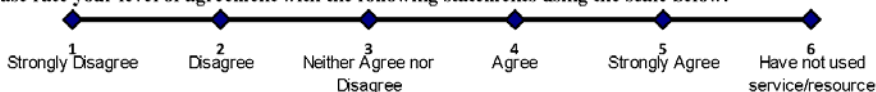
| 1 Strongly Disagree | 2 Disagree | 3 Neither Agree nor Disagree | 4 Agree | 5 Strongly Agree | 6 Have not used service/resource |

Library and Learning Support Services

47. Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources.

48. The college provides ongoing training for users of library and other learning support services to develop information competency.

49. I use library and related support services in my teaching or work function.

50. The library's collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of my program or work function.

Based on your experience with this college, please rate your level of SATISFACTION with the **overall quality** of the areas listed below:

Please rate your level of satisfaction with the following statements using the scale below:

| 1 Very Dissatisfied | 2 Dissatisfied | 3 Neither Satisfied nor Dissatisfied | 4 Satisfied | 5 Very Satisfied | 6 Have not used service/resource |

51. Bookstore

52. Physical Facilities

53. Technology Resources

54. Science Labs

55. Career Technical Labs

56. Computer Labs

57. Parking

58. Classrooms

59. Assigned Working Space/Office Space

60. Cafeteria

61. Business Services/Fiscal Resources

3

Office of Institutional Research and Planning

Please rate your level of agreement with the following statements using the scale below:

| 1 Strongly Disagree | 2 Disagree | 3 Neither Agree nor Disagree | 4 Agree | 5 Strongly Agree | 6 I Don't Know |

Human Resources

62. I am treated with respect at this college.

63. The criteria for hiring employees are clearly stated.

64. The procedures for hiring employees are strictly followed.

65. My performance evaluations have been conducted according to my contract guidelines.

66. Policies and practices of the college clearly demonstrate commitment to equity and diversity.

67. The college provides me adequate opportunities for continued professional and staff development.

68. As a group, the members of my department or program stay current in their fields of expertise.

Please rate your level of agreement with the following statements using the scale below:
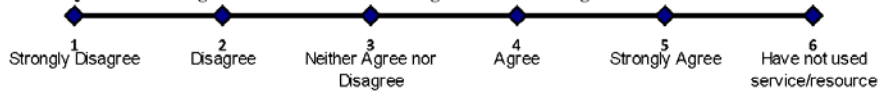
| 1 Strongly Disagree | 2 Disagree | 3 Neither Agree nor Disagree | 4 Agree | 5 Strongly Agree | 6 Have not used service/resource |

Technological Resources

69. Technology planning is effectively integrated with institutional planning.

70. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.

71. The college provides adequate training to faculty and staff in the application of information technology.

Please rate your level of agreement with the following statements using the scale below:

| 1 Strongly Disagree | 2 Disagree | 3 Neither Agree nor Disagree | 4 Agree | 5 Strongly Agree | 6 I Don't Know |

Physical Resources

72. Student learning and support needs are central to the planning, development, and design of new facilities.

73. Safety hazards are addressed promptly.

74. The grounds are pleasing and adequately maintained.

75. The exterior of the campus buildings are adequately maintained.

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

77. The exterior lighting of the college is kept in working order.

Financial Resources

78. College guidelines and processes for budget development are clearly communicated.

79. I have appropriate opportunities to participate in budget development for the College through its shared governance processes.

80. The resource allocation model equitably supports college programs and services.

Decision-Making Roles and Processes

81. The college leaders encourage all members of the college community to take initiative in improving institutional effectiveness.

82. The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.

83. The classified staff exercise a substantial voice in matters related to college planning, budgeting and institutional policies.

4

Please rate your level of agreement with the following statements using the scale below:

| 1
Strongly Disagree | 2
Disagree | 3
Neither Agree nor
Disagree | 4
Agree | 5
Strongly Agree | 6
I Don't Know |

84. The faculty is central to decision-making involving curriculum development.

85. In general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college.

86. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.

College and District Administration

87. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.

88. The college president provides effective leadership in planning and assessing institutional effectiveness.

89. The college president provides effective leadership in selecting and developing personnel.

90. The college president provides effective leadership in fiscal planning and budget development.

91. The college president works and communicates effectively with the communities served by the college.

92. The District Office uses effective methods of communicating with college staff and faculty.

Please rate your level of agreement with the following statements using the scale below:

| 1
Strongly Disagree | 2
Disagree | 3
Neither Agree nor
Disagree | 4
Agree | 5
Strongly Agree | 6
Have not used
service/resource |
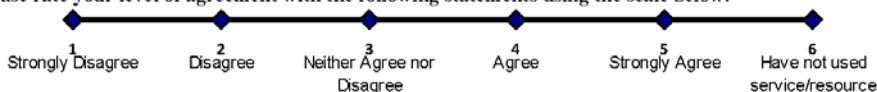
The District Office provides sufficient support to the colleges in the following areas:

93. Business and Fiscal Services

94. Public Relations/ Communications

95. Facilities Services

96. Human Resources

97. Information Technology

98. Instructional Services

99. Student Services

100. Institutional Research and Planning

Comments:
Please record your comments on the right side of the response form.

1. Please add other comments or suggestions related to Instruction, Instructional support services, and/or Instructional facilities at the college.

2. Please add other comments or suggestions related to Student Services and student support programs, and/or Student Services facilities at the college.

3. Please add other comments or suggestions related to the college's physical facilities, technology infrastructure, and/or fiscal resources.

4. Please add other comments or suggestions related to your overall experience as an employee at this college.

Thank you for taking the survey!
Please drop the completed response form and the survey in the designated drop box.

5

Appendix B
Item Analysis

Office of Institutional Research and Planning

1. What is your primary college/work site?	Count	Percent
City College	393	98%
Mesa College	0	0%
Miramar College	0	0%
ECC (Educational Cultural Complex)	7	2%
Total	**400**	**100%**

2. What is your primary employment type?	Count	Percent
Contract Faculty	131	33%
Adjunct Faculty	128	32%
Classified	103	26%
Manager	22	6%
Supervisor	16	4%
Total	**400**	**100%**

3. Please indicate your faculty assignment:	Count	Percent
Classroom	190	75%
Non-classroom	63	25%
Total	**253**	**100%**

4. Please indicate your area of responsibility:	Count	Percent
Student support services	78	55%
Instruction/Instructional support services	34	24%
Administrative services (HR, business/operations, facilities and maintenance)	14	10%
Information technology	0	0%
Other	15	11%
Total	**141**	**100%**

5. How long have you been employed at this college/worksite?	Count	Percent
1 year or less	38	10%
2-6 years	149	38%
7-10 years	79	20%
11 or more years	123	32%
Total	**389**	**100%**

6. How long have you been employed within the district? (Please respond if you have worked at other SDCCD sites.)	Count	Percent
1 year or less	25	7%
2-6 years	118	31%
7-10 years	73	19%
11 or more years	163	43%
Total	**379**	**100%**

Item Analysis by Percentage

Improving Institutional Effectiveness	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Have not used service/ resource*
7. I am familiar with the mission statement of the college.	5%	5%	8%	42%	41%	7%
8. Improving institutional effectiveness is valued throughout the College.	5%	9%	13%	33%	40%	6%
9. The college facilitates an ongoing dialogue about improving student learning and institutional processes.	5%	5%	13%	37%	41%	6%
10. Program Review is integrated into the college planning process.	5%	5%	19%	42%	29%	15%
11. Student learning is considered in institutional planning.	4%	3%	14%	39%	39%	10%
12. The college's planning process offers opportunities for input by appropriate constituencies.	6%	7%	20%	37%	30%	11%

Student Learning Programs and Services	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied	Have not used service/ resource*
13. Instruction	1%	4%	12%	39%	45%	11%
14. Departmental Teaching Resources	4%	14%	22%	39%	22%	20%
15. Staffing Resources	6%	20%	24%	33%	16%	9%
16. Student Life/Activities	1%	7%	32%	37%	23%	21%
17. Counseling	3%	12%	21%	37%	26%	18%
18. Tutoring Services	0%	7%	17%	33%	43%	17%
19. Transfer Center	1%	6%	22%	36%	35%	30%
20. Independent Learning Center	0%	5%	23%	36%	36%	31%
21. DSPS	0%	5%	20%	37%	38%	21%
22. Admissions	3%	9%	23%	37%	29%	16%
23. EOPS	1%	5%	28%	35%	30%	32%
24. Health Services	1%	2%	20%	31%	47%	25%
25. Library Resources	3%	8%	13%	39%	37%	15%
26. Duplicating/Reprographics	1%	4%	6%	27%	62%	8%
27. Technical Support	1%	10%	15%	36%	38%	9%
28. Audio-Visual Support	2%	4%	18%	30%	47%	12%
29. Financial Aid Services	2%	6%	34%	31%	28%	38%
30. Career Services/Job Placement	3%	8%	34%	31%	24%	40%
31. TRIO Services	2%	2%	38%	28%	31%	42%

Instructional Programs	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know*
32. The faculty has a central role in assuring quality of instruction.	2%	3%	7%	29%	60%	8%
33. The college identifies and seeks to meet the varied educational needs of its students through diverse programs and services.	1%	4%	10%	35%	51%	6%
34. Instructors use teaching methodologies that reflect the diverse needs of the students.	2%	4%	18%	40%	35%	12%
35. The college has implemented effective plans and strategies for identifying student learning outcomes.	2%	5%	19%	42%	32%	12%
36. My department/program/discipline has an effective faculty-driven process for assessing student learning outcomes.	3%	9%	19%	36%	33%	10%
37. My department/program/discipline has sufficient research data to assess progress toward achieving stated student learning outcomes.	5%	13%	22%	31%	28%	15%
38. My department/program/discipline has used the results of student learning outcomes assessment to make improvements in instruction or support services.	6%	11%	22%	33%	28%	15%
39. Student learning outcomes are considered in program review.	1%	5%	23%	35%	35%	17%
40. The college supports academic freedom.	2%	1%	14%	39%	44%	10%
41. I am satisfied with the overall quality of instruction in my program	1%	5%	17%	35%	43%	8%

Student Support Services	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know*
42. The college encourages personal, aesthetic, and intellectual development in students.	1%	3%	11%	43%	42%	6%
43. The college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	0%	4%	10%	40%	46%	4%
44. Student Services at this college have sufficient staff/resources to meet student needs.	13%	31%	23%	20%	13%	13%
45. Student Services at this college have sufficient facilities to meet student needs.	13%	29%	26%	22%	11%	14%
46. I refer students to the various services available on campus. (e.g., DSPS, Tutoring, Health Services, Financial Aid and EOPS.).	1%	2%	5%	34%	58%	4%

Library and Learning Support Services	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Have not used service/ resource*
47. Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources.	4%	6%	24%	32%	34%	25%
48. The college provides ongoing training for users of library and other learning support services to develop information competency.	2%	4%	19%	36%	40%	0%
49. I use library and related support services in my teaching or work function.	3%	13%	24%	26%	34%	28%
50. The library's collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of my program or work function.	10%	16%	27%	27%	21%	26%

Learning Support Services	Very Dissatisfied	Dissatisfied	Neither Satisfied nor	Satisfied	Very Satisfied	Have not used service/ resource*
51. Bookstore	3%	10%	22%	43%	22%	5%
52. Physical Facilities	4%	18%	26%	34%	18%	14%
53. Technology Resources	3%	12%	22%	42%	21%	10%
54. Science Labs	4%	13%	45%	21%	18%	58%
55. Career Technical Labs	5%	12%	37%	25%	21%	52%
56. Computer Labs	3%	12%	25%	35%	26%	27%
57. Parking	36%	30%	16%	13%	5%	3%
58. Classrooms	6%	33%	26%	27%	8%	7%
59. Assigned Working Space/Office Space	19%	25%	17%	25%	14%	8%
60. Cafeteria	17%	23%	29%	25%	6%	6%
61. Business Services/Fiscal Resources	6%	12%	31%	32%	19%	17%

Human Resources	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know*
62. I am treated with respect at this college.	3%	6%	11%	33%	46%	2%
63. The criteria for hiring employees are clearly stated.	4%	7%	12%	39%	37%	5%
64. The procedures for hiring employees are strictly followed.	8%	9%	17%	36%	30%	12%
65. My performance evaluations have been conducted according to my contract guidelines.	6%	6%	8%	36%	44%	5%
66. Policies and practices of the college clearly demonstrate commitment to equity and diversity.	4%	7%	13%	32%	45%	3%
67. The college provides me adequate opportunities for continued professional and staff development.	5%	9%	13%	30%	43%	2%
68. As a group, the members of my department or program stay current in their fields of expertise.	2%	8%	12%	35%	43%	4%

Technological Resources	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Have not used service/ resource*
69. Technology planning is effectively integrated with institutional planning.	6%	11%	26%	34%	23%	18%
70. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	9%	25%	17%	32%	17%	9%
71. The college provides adequate training to faculty and staff in the application of information technology.	7%	16%	25%	32%	20%	7%

Physical Resources	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know*
72. Student learning and support needs are central to the planning, development, and design of new facilities.	1%	4%	18%	43%	34%	13%
73. Safety hazards are addressed promptly.	5%	10%	21%	41%	23%	15%
74. The grounds are pleasing and adequately maintained.	2%	5%	10%	45%	39%	2%
75. The exterior of the campus buildings are adequately maintained.	3%	9%	18%	48%	22%	2%
76. The interior of the classrooms, offices, and restrooms are adequately maintained.	10%	27%	23%	30%	10%	2%
77. The exterior lighting of the college is kept in working order.	5%	9%	20%	48%	18%	9%

Financial Resources	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know*
78. College guidelines and processes for budget development are clearly communicated.	4%	16%	27%	33%	20%	19%
79. I have appropriate opportunities to participate in budget development for the College through its shared governance processes.	8%	15%	31%	27%	18%	20%
80. The resource allocation model equitably supports college programs and services.	6%	19%	29%	26%	20%	31%

Decision-Making Roles and Processes	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know*
81. The college leaders encourage all members of the college community to take initiative in improving institutional effectiveness.	5%	8%	18%	41%	29%	7%
82. The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.	4%	4%	17%	42%	33%	12%
83. The classified staff exercise a substantial voice in matters related to college planning, budgeting and institutional policies.	7%	11%	31%	35%	16%	27%
84. The faculty is central to decision-making involving curriculum development.	3%	3%	16%	36%	43%	9%
85. In general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college.	2%	7%	23%	46%	22%	8%
86. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	5%	7%	22%	43%	23%	14%

College and District Administration	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know*
87. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	4%	13%	22%	39%	22%	14%
88. The college president provides effective leadership in planning and assessing institutional effectiveness.	2%	4%	16%	36%	43%	10%
89. The college president provides effective leadership in selecting and developing personnel.	4%	7%	17%	30%	43%	15%
90. The college president provides effective leadership in fiscal planning and budget development.	2%	4%	18%	31%	45%	18%
91. The college president works and communicates effectively with the communities served by the college.	4%	4%	16%	33%	43%	16%
92. The District Office uses effective methods of communicating with college staff and faculty.	5%	13%	17%	34%	30%	5%

The District Office provides sufficient support to the colleges in the following areas:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Have not used service/ resource*
93. Business and Fiscal Services	5%	14%	26%	39%	16%	26%
94. Public Relations/ Communications	3%	8%	27%	40%	22%	26%
95. Facilities Services	7%	11%	28%	40%	15%	24%
96. Human Resources	5%	11%	23%	46%	16%	13%
97. Information Technology	5%	10%	24%	40%	21%	20%
98. Instructional Services	3%	7%	27%	44%	18%	24%
99. Student Services	3%	9%	28%	37%	22%	25%
100. Institutional Research and Planning	3%	10%	33%	37%	17%	33%

Item Analysis by Count

Improving Institutional Effectiveness	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Have not used service/ resource
7. I am familiar with the mission statement of the college.	17	16	27	144	140	24
8. Improving institutional effectiveness is valued throughout the College.	16	30	46	114	140	21
9. The college facilitates an ongoing dialogue about improving student learning and institutional processes.	16	17	43	128	139	21
10. Program Review is integrated into the college planning process.	15	15	60	132	90	53
11. Student learning is considered in institutional planning.	14	11	46	129	130	35
12. The college's planning process offers opportunities for input by appropriate constituencies.	19	22	64	121	98	41

	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied	Have not used service/ resource
13. Instruction	3	11	37	121	138	40
14. Departmental Teaching Resources	10	38	62	108	62	70
15. Staffing Resources	19	64	77	105	51	32
16. Student Life/Activities	4	20	87	102	63	73
17. Counseling	10	35	60	107	74	64
18. Tutoring Services	1	19	50	96	124	58
19. Transfer Center	2	14	53	89	86	104
20. Independent Learning Center	0	13	55	87	88	108
21. DSPS	1	14	54	102	104	72
22. Admissions	8	25	66	107	84	56
23. EOPS	3	13	67	84	72	111
24. Health Services	2	4	51	80	120	87
25. Library Resources	9	25	37	116	109	52
26. Duplicating/Reprographics	4	13	19	86	197	28
27. Technical Support	4	31	47	113	121	31
28. Audio-Visual Support	5	12	55	92	144	41
29. Financial Aid Services	4	12	74	67	60	131
30. Career Services/Job Placement	7	17	72	65	50	139
31. TRIO Services	4	4	76	56	62	145

34

Instructional Programs	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
32. The faculty has a central role in assuring quality of instruction.	5	9	21	88	184	28
33. The college identifies and seeks to meet the varied educational needs of its students through diverse programs and services.	2	12	31	110	161	19
34. Instructors use teaching methodologies that reflect the diverse needs of the students.	7	13	52	118	103	39
35. The college has implemented effective plans and strategies for identifying student learning outcomes.	7	14	56	124	93	40
36. My department/program/discipline has an effective faculty-driven process for assessing student learning outcomes.	10	26	56	107	98	32
37. My department/program/discipline has sufficient research data to assess progress toward achieving stated student learning outcomes.	14	38	63	88	79	49
38. My department/program/discipline has used the results of student learning outcomes assessment to make improvements in instruction or support services.	17	31	62	91	79	50
39. Student learning outcomes are considered in program review.	3	15	64	97	95	57
40. The college supports academic freedom.	5	4	41	115	132	33
41. I am satisfied with the overall quality of instruction in my program	2	16	50	104	128	27

Student Support Services	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
42. The college encourages personal, aesthetic, and intellectual development in students.	2	10	34	132	131	18
43. The college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	1	11	31	125	146	13
44. Student Services at this college have sufficient staff/resources to meet student needs.	36	88	66	56	38	43
45. Student Services at this college have sufficient facilities to meet student needs.	37	82	72	61	30	47
46. I refer students to the various services available on campus. (e.g., DSPS, Tutoring, Health Services, Financial Aid and EOPS.).	3	6	17	105	181	14

Library and Learning Support Services	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Have not used service/ resource
47. Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources.	10	14	59	78	82	82
48. The college provides ongoing training for users of library and other learning support services to develop information competency.	4	11	49	94	105	0
49. I use library and related support services in my teaching or work function.	8	31	57	60	79	90
50. The library's collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of my program or work function.	23	38	65	64	51	83

	Very Dissatisfied	Dissatisfied	Neither Satisfied nor	Satisfied	Very Satisfied	Have not used service/ resource
51. Bookstore	10	30	67	130	67	17
52. Physical Facilities	10	48	71	94	50	46
53. Technology Resources	9	36	63	121	61	31
54. Science Labs	5	17	61	29	24	184
55. Career Technical Labs	8	18	56	39	32	166
56. Computer Labs	7	27	57	80	60	87
57. Parking	110	93	49	41	15	8
58. Classrooms	19	97	77	79	24	21
59. Assigned Working Space/Office Space	56	74	50	75	40	25
60. Cafeteria	52	68	86	76	17	19
61. Business Services/Fiscal Resources	17	31	81	86	50	54

Human Resources	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
62. I am treated with respect at this college.	10	20	35	104	143	5
63. The criteria for hiring employees are clearly stated.	13	22	36	117	110	17
64. The procedures for hiring employees are strictly followed.	21	25	48	102	84	37
65. My performance evaluations have been conducted according to my contract guidelines.	18	18	25	108	131	15
66. Policies and practices of the college clearly demonstrate commitment to equity and diversity.	12	20	40	97	138	9
67. The college provides me adequate opportunities for continued professional and staff development.	15	29	39	93	134	6
68. As a group, the members of my department or program stay current in their fields of expertise.	6	24	37	105	130	14

Technological Resources	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Have not used service/ resource
69. Technology planning is effectively integrated with institutional planning.	16	29	68	87	59	56
70. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	27	71	50	91	48	28
71. The college provides adequate training to faculty and staff in the application of information technology.	21	46	74	94	58	21

Physical Resources	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
72. Student learning and support needs are central to the planning, development, and design of new facilities.	4	10	48	115	92	40
73. Safety hazards are addressed promptly.	13	27	56	107	60	48
74. The grounds are pleasing and adequately maintained.	5	14	31	136	119	5
75. The exterior of the campus buildings are adequately maintained.	8	28	55	145	68	6
76. The interior of the classrooms, offices, and restrooms are adequately maintained.	31	82	70	92	29	6
77. The exterior lighting of the college is kept in working order.	13	24	57	136	51	28

Financial Resources	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
78. College guidelines and processes for budget development are clearly communicated.	10	41	69	82	49	59
79. I have appropriate opportunities to participate in budget development for the College through its shared governance processes.	21	37	78	68	45	62
80. The resource allocation model equitably supports college programs and services.	14	40	63	56	43	95

Decision-Making Roles and Processes	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
81. The college leaders encourage all members of the college community to take initiative in improving institutional effectiveness.	13	22	50	117	82	21
82. The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.	11	11	46	114	88	36
83. The classified staff exercise a substantial voice in matters related to college planning, budgeting and institutional policies.	15	24	71	79	37	82
84. The faculty is central to decision-making involving curriculum development.	7	7	44	99	120	26
85. In general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college.	6	20	64	128	63	26
86. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	12	18	59	113	61	43

College and District Administration	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	I Don't Know
87. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	11	34	57	102	58	43
88. The college president provides effective leadership in planning and assessing institutional effectiveness.	6	10	43	98	117	32
89. The college president provides effective leadership in selecting and developing personnel.	10	19	43	77	111	46
90. The college president provides effective leadership in fiscal planning and budget development.	6	9	44	77	112	53
91. The college president works and communicates effectively with the communities served by the college.	9	10	40	85	110	49
92. The District Office uses effective methods of communicating with college staff and faculty.	15	38	48	97	86	16

The District Office provides sufficient support to the colleges in the following areas:	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	Have not used service/ resource
93. Business and Fiscal Services	11	32	58	86	36	80
94. Public Relations/ Communications	7	19	60	89	49	77
95. Facilities Services	15	25	64	91	34	72
96. Human Resources	12	29	60	121	41	40
97. Information Technology	12	24	59	98	50	60
98. Instructional Services	7	16	63	102	42	73
99. Student Services	7	21	64	85	50	77
100. Institutional Research and Planning	7	20	67	75	34	98

Appendix C
Accreditation Matrix

Office of Institutional Research and Planning

Office of Institutional Research and Planning

Appendix D
Verbatim Comments

Question 20: Please add other comments or suggestions related to Instruction, Instructional support services, and/or Instructional facilities at the college.

1. Available positions in Instructional support are very poorly advertised.

2. There is a hostile work environment at City College between Administrator/Managers & the Faculty.

3. Need for manditory adjunct faculty learning-to-teach courses

4. Need for comprehensive orientation and an online manual of campus procedures

5. A/V has been very responsive and always helpful. Computer lab tech has been uncooperative, and poor communication to instructors using computer lab.

6. All classrooms need to be upgraded to smart classrooms, at least have WAN connectivity. Labs need to be refurbished and we desperately need more Lab Tech support staff.

7. all services should be able to all students not just the ones that are related to someone or don't have an opinion.

8. Audiovisual support needs improvement. Some TVs in some rooms need to be able to access closed-captioning. It is too inconvenient to have to ask for proper equipment in some classrooms. I have had various problems in certain rooms when I want to use DVDs as a teaching aid. Sometimes the staff in AV doesn't know how to operate the machinery. Requiring teachers to wheel a computer on a cart to and from class is inconvenient.

9. Better communication between planners and end-users for new construction

10. City college greatly lacks resources because of the way the funds are distributed on the basis of enrollment. The students as well as their parents at this college are taxpayers too and need smart classrooms as well as a well-stocked library as do those at Mesa.

11. City College is a wonderful place for learning. The full-time faculty provide a lot of support for adjuncts.

12. Classroom C128 is always too hot even on the coldest day outside

13. Classrooms shoulkd be clean all the time. Unfortunately, it is not the case in A building.

14. Develop "On Course" by ****** an instiutioal model for student effetiveness.

15. E.C.C. is a part of City college. Survey may be skewed because of this inherent relationship. Suggest more communication for Adjuncts so we are involved in the college instruction ,facilities and support services discussions and decision making. ---- Shared governance.

16. Excellent, committed instructors abound in my department at City, despite inadequate budget and facilities.

17. For many of the questions, a short-time adjunct here at the campus would not have the same extent of knowledge and information to adequately respond to many of the questions.

18. For the most part, the instructors at City College are very much dedicated to teaching, and others who work directly with students in the classroom are also very helpful.

19. Good coordination with District and Campus services

20. I am very happy!

21. I called ten people to get closed captions for a video I show in every class, and got the run-around, and now I have break the law to show the movie without closed captions

22. As an adjunct, I've had experience from several community college systems, and the SDCCD faculty e-mail service is deplorable. Whoever is in charge should be fired.

23. I know the budget is bad but we need more full time classified folks and contract faculty. The library is in horrible condition with no resources and staff

24. I like to work at City College It is a great school

25. I responded "neither agree nor disagree" to quite a few items because I either don't feel I know enough about them or I'm basically neutral.

26. I think City College has excellent leadership which reflects it's President, Dr. Terrence Burgess

27. I think that students would benefit more if the instructional side of the house worked more closely with student services progams.

28. I think the Bookstore does a remarkable job. This semester I've had difficulty getting enough textbooks for a class, it's not the Bookstore's fault, but the publisher's. Maybe the books could be ordered earlier, at least to know if there is a back order issue to anticipate.

29. I think the Deans, faculty and support services staff do a very good job with limited fiscal resources.

30. I wish that the district cut/cancelled classes becuase of low enrollment not just becuase one college cut classes this semester so therefore the next semester the other college has to cut classes. It is a bummer that our PHYE classes were cut, when several at the other school went under-enrolled. While our classes were over-enrolled. It's a bummer also that once a teacher has priority of assignment/ they get to get a full load even though they slack as instructors.

31. In the current era of budget constraint,the college needs to take a top-down, HONEST APPRAISAL of its organizational structure, curriculum and student support programs for relevancy to institutional effectiveness ......

32. Instructional programs at the college are excellent. Students are well served and their

diversity is integral to our efforts. New projects such as the Urban Garden, linked classes, Umoja, First Year Experience, have been added to the numerous other special support and enrichment programs. City faculty staff and administrators not only cares about academic excellence, but the future well being of the students too.

33. Instructional support services are lacking. The AV dept is understaffed and provides limited support because of this.

34. Instructors need their own websites, accessible both within the campus and on the web. BlackboardVista is not a website, and does not constitute a way to advertise courses, especially online courses, to a wider audience. Many of the professors have already had training on webdesign software, and are running wiki or other websites for their students because of this deficiency.

35. Intstructional equipment is patchwork, not always adequately maintained or distributed in all classrooms, not enough staff to provide ongoing support for all of the instructional programs. Some k-12 institutions have more technology such as doc cameras in every classroom; smart classrooms as a universal design.

36. It is necessary to hire more professors of color, especially Latinos. It is also important to hire professors that are willing and able to teach basic skills. We need a professional development program and institute that will focus on teacher training for adjunct and non-tenured faculty.

37. It would be great to be able to bring classes of students to the library to use computers as a group to search for materials for class projects. Unfortunately, this is not possible because of the practices of some library staff. Basically I have encountered the view that if students are brought to the library, they can only receive instruction by library personnel, and the nature of the instruction is determined by library personnel regardless of whether or not the lesson has anything to do with the purpose of the library visit. Very frustrating. I would bring all my classes every semester if this were not the case. It would be nice if they could work with faculty to accommodate needs of students.

38. It would be helpful to have computers and internet access in every classroom. No more chalk boards and maybe even just one office that all Math adjuncts could share. Somewhere where we could lock up some of our paraphernalia we lug back and forth from home.

39. I've had a great experience. Instructors have an appropriate amount of autonomy and support. The English Center is great, as is the learning resources at the library. Keep these funded! :-)

40. Leadership in Instruction is excellent.

41. Library needs to be taken as seriously as curriculum, not as an afterthought.

42. more technology needed in assigned classrooms (computers)

43. na

44. Need to provide more professional development activities to teach faculty effective classroom strategies for student learning.

45. need wireless internet everywhere or at least in classrooms

46. Negative answers due to status as adjunct faculty - very little voice in matters

47. New facilities will be a big improvement. College has done a great job in updating classroom technology, given limited resources. The college planning process has been very supportive of instruction.

48. No comment

49. not enough office space for adjuncts.

50. Please improve the following:1.Better support technology e.g. students Internet access in a class situation -at least once during the semester.2. Offices for Adjunct faculty. 3.CLEAN classrooms.4.CLEAN bathrooms.

51. Poor management or a lack of is ruining SDCCD.

52. Professors have to purchase own supplies. need a central procurement for dry erase markers and other teaching supplies

53. re instructional support - the bookstore is not open evening hours, therefore evening students are unable to get supplies for 7:00-10:00 p.m. or Fri evening or Saturday classes.
Even more importantly, I think it is terrible that the library is not open Friday evenings or weekends! Night students do their homework on the weekends (because they work days) and commonly need a quiet place to study, and the library is not available to them. The librarians do a good job with the LIBS101 class, but the resources at City are limited. For example, we have the largest Black population, but the Black History books at Mesa are better & more numerous than at City. A lot of the books are old, and many have stickers in the front that effectively say "don't steal this book" -- I find that insulting to professors & students.

54. Related to instruction our site does not address the needs of a couple of large groups, one would be those individuals coming from a county or state custody situation, individuals that are currently in a rehabilitation program, and the Native American population

55. Staffing is not adequate to support the instructional programs. We deal with old equipment

but advertise up-to-date technology training.

56. The college needs to address the process of instruction,support,etc for online faculty and students

57. The College needs to support instructional resources with more allocation of funds.

58. The library is effective. The City College Book sore has been a nightmare for me two different semesters. The support staff are ineffective at answering relatively simple questions and requests. The leadership there has been problematic as well. I don't know why, because when I first came tot he College in "99 the person in charge was great and very helpful.

59. The library needs more updated books.

60. The major factor in the lack of funding for instructional professional improvement is lack of proper ovearall state funding.

61. The new Instructional leadership is welcomed, as is the new Student Services leadership and Business Services. New ideas and tools are needed at every level to effectively maintain a quality college level operations.

62. There is not enough accountability built into the system so that faculty meet their obligations to the students.

63. There needs to be a more objective, fair, and less burdensome method for contract faculty evaluations. The 'Brag Book' is very time consuming, taking away from an instructor's study and prep time. Anonymous Student Evaluations are often ignored during an instructor's evaluation. The faculty evaluation, instead, is based on a dean's single annual short visit to the classroom. Department Chairs and Peer Evaluators are compelled to agree with a dean's assessment. A faculty member's evaluation can be political and personality driven, rather than being based on the effectiveness of the faculty member's teaching effectiveness.

64. THIS SURVEY IS TOO LONG TO BE EFFECTIVE. FATIQUE WILL PLAY A MAJOR ROLE IN YOUR RESULTS.

65. To support teachers, we need the resourses. This does not mean the big stuff, like smart carts in all the classrooms, but also the little stuff, like paper and pens. I was told by duplicating last week that they no longer supply red pens to teachers. Teacher feedback is crical for student improvement. Students learn most not from great presentations, but from personal feedback on their work.

66. Too many instructors schedule class times that are convienent for themselves and not for students.

67. We should work toward online programs.

68. Wireless internet service in all classrooms needed NOW!!!

69. With new facilities coming, my responses were a bit more generous than they would have been with the current situation

70. With so many Lab hours required, and students expected to learn through hands-on lab and tutorial work, the Radio/TV Department is in dire need of funding for tutors.

Question 21: Please add other comments or suggestions related to Student Services and student support programs, and/or Student Services facilities at the college.

1. Several of the Health Service workers need to take a Microbiolgy Lab class.
2. The hostile environment between HR & faculty is at its worst in 30 years.
3. Again, I think the new student success center will really enhance this area which has needed enhancement
4. As a Student Support Service employee, we are OVERWORKED, UNDERPAID, UNDER APPRECIATED by those Outside the departments.
5. Better communication between planners and end-users for new construction
6. City College makes a large effort to help students with challenging classes through tutoring outreach.
7. Counseling Department is very supportive of providing training to adjunct Counelors.Teamwork is fostered and encouraged and students feel welcome.Full time Counselors are helpful in providing mentoring to new adjuncts Counselors.
8. Despite the fact that the department is understaffed, Student Services and support programs do a great job serving students.
9. disconnect between student services and programs and adjunct faculty
10. For many of the questions, a short-time adjunct here at the campus would not have the same extent of knowledge and information to adequately respond to many of the questions.
11. From comment 19 above: .....and change or eliminate that which is no longer relevant or cost-effective!!!
12. good support services.
13. have more information fairs...or booths on the first two weeks of school in the day and evening to let all the student body know about available support services
14. How is the college addressing needs of evening students and online students
15. I have advised students to use English Center for help writing term papers with great results.
16. I think we could use more P.R. training for the staff. Instead of sending a student/guest to some place else, because we do not know the answer, please make a call, ask some one, before just sending them somewhere else. It only takes a phone call, to see if you are sending them to them to the right place..(that is my pet peeve)
17. I was a little disappointed to see the new mission statement lower the expectation for transfer. It used to be a more prominent goal; now it feels like City has focused primarily on vocational programs.
18. Sometimes it feels like the Counseling Ctr is a branch office of SDSU. It would be nice if students were given broader options related to their major and not just targeted to SDSU when they express interest in going on to a university.

19. I would like to have our Transfer and Career Center staff more involved in marketing their services to students. Here is a resource that can be better utilized by students.
20. I would like to see Student Services and student support programs strengthened through additional fiscal resources and connectivity to the resources and experience of other campuses and the District Office. We don't have the staffing resources we need to met the students' needs.
21. limited support based on who you know and the how you agree with the management.
22. Make college new student orientation mandatory; institute more personal and career counseling; need job placement/internship resources for students. One-stop center to include all student services would be ideal.

23. Many of the student services are excellent. The library services are not. One of the librarians is very controlling and unpleasant to work with and has made my collaboration with the library difficult. Also the books are limited and outdated. They will not accept my requests for specific books.
24. Many of the student services are paltry at best, and staffed by people who don't seem to care about students, faculty, etc. I stay out of the politics here for a variety of reasons, but I'm still affected. Counseling, for example, has "receptionists" who I contend are not suited for working with the public; the same holds true in many offices. I sense so much apathy, etc. Or perhaps it's something else. ASPIRE and EOPS have programs that function well, in general. There are always those individuals on campus who make a difference; however, in general, I am incredibly disappointed.
25. Maybe somewhere students could RENT calculators for courses. Online services get $9 to $16/mo depending on the calculator.
26. mental health, dsps, tutoring staff do excellent work.
27. More staff is needed for student support services
28. NA
29. Need more counseling faculty in the counseling center, and in the other student support programs.
30. Negativity of personnel and lack of proactive actions leaves a less than positive attitude regarding Admissions, Cashier, Counseling, etc. Old timers need an attitude adjustment and younger workers should be taught new interactive communication methods.
31. No comment
32. Our offices are very unattractive; it's embarrassing to me.
33. Poor management or a lack of is ruining SDCCD.
34. Some departments are over manned; some are under manned.
35. More emphasis is needed for "student / customer service". Students should be treated as customers - not pains. An all out campaign is needed to ENSURE that our students are treated with respect and dignity at all times. Employees should be expected to go above and beyond.
36. SS are terribly underrepresented in Master Planning and resource allocation decisions.
37. Student service could improve in informing student about the overall programs.
38. Student services does the best it can on limited resources.
39. Support staff for work study are not timely in their response or adequate in their knowledge of student hiring process.Seems to be poorly articulated what the district does and what the campus does to move an application forward through work study. DSPS has limited support given poor physical plant for limited mobility students. Health Services are helpful but need more staff on campus, especially campus physician more days.Not enough academic counselors, students frequently fall through placement gaps, and have misinformation about transfer.
40. The amount of unnecessary paper-work that students need to do for all types of petitions is discouraging. The admissions office does not represent a friendly face to new students when they are the 1st point of contact with the students.
41. The clubs for students should be more visible, depth and involve and connect the students with the campus staff and community.
42. The college could use a student center. It would have computers, small cafe for coffee and light meals, lounge and meeting areas. The cafeteria pulls double duty as a quasi student center, the students deserve better. The late afternoon and evening service, and offerings at the cafeteria is appalling.
43. The Financial Aid Office at City College is insufficient for serving students in a professional

manner.

44. The folks in maintenance and in the food services are doing an amazing job in times of cutbacks and tightening belts. They deserve some special recognition.
45. The staff work very hard, but the growth of the campus has outpaced the number of staff to cover the needs. We now teach year-round with overlapping semesters; yet the number of staff to accomodate this has not increased proportionally.
46. there are far more students then support personnel
47. There is new construction, but the facilities for student services and support programs are terrible.
48. There needs to be a greater emphasis placed on student services and support programs at City College. The departments are not in communication and are not running as effecent as they could if they were working together. Furthermore, there need to be more services provided for career, transfer, foster, and other special populations.
49. There seems to be lots of overlap of services. Possible streamline and save money.
50. They do there best with what they have
51. Too many programs are understaffed and underfunded. Due to understaffing, staff cannot participate fully in shared governance. There is insufficient training for staff to be as effective as possible.
52. Tutoring center needs improvements.
53. We are grossly understaffed in many of these areas which impacts our ability to serve the students efficiently.
54. We could use more space for student parking
55. We do not have enough full-time counselors to adequately serve students.
56. We have new leadership in this area which provides us with an excellent resource
57. We need more Classified Staff professional development opportunities. The nature of the jobs often do not allow folks to participate even when there are opportunities. More training for folks who work directly with students at the points-of-service positions.
58. We need more full time counselors that are not so overwhelmed. Departments need full time liasons in counseling that have the time to have regular meetings with the departments
59. we need some leadership with guts!
60. We need these services on campus at E.C.C. Students seem reluctant to go to City College to access them.
61. We need to increase the number of counselors and give them adequate training to reduce student waits and misinformation.
62. Why wasn't Mental Health Counseling Center listed?? It is a strong program at City at least.

63. Would like to see more in-depth discussions or clarifications between offices as to how each effects the other regarding the outcome of the student service for the student. Would be helpful to have a point of reference per office to avoid sending student's on a wild goose chase. We have great flyers, but I still get feedback from Student's that it took 2 or 3 trips between different offices to solve their problem. Happily, it is on a small scale.

Question 22: Please add other comments or suggestions related to the college's physical facilities, technology infrastructure, and/or fiscal resources.

1. Plant operations does a great job keeping all buildings maintained with quick a response to plumbing problems etc.
2. Too much emphasis on building new buildings, while older ones are falling apart
3. admin really lacks technical support
4. Although I recognize that classrooms are where we get FTES from, Please consider student's needs out side the classroom when planning the colleges technology infrastructure and physical facilities. Student services departments need more space to serve students. Also, if we are limited by land then we really need to consider going up.I understand limitations both in zoning and cost but I think we need to make efforts to seriously cost out the opportunity to go up.
5. Bathrooms/toilets or antiquated. Some appear as if still being used by high school students. No hot water in bathrooms for hand washing, soap is NOT ADEQUATE to clean hands properly, especially when 'watered' down.
6. Classrooms in the M building need a technology upgrade to make them smart classrooms. Also, we need all videos to be on demand through our library, as a few of them are at this point. This is a huge resources because it gives teachers a lot of options in the classroom.
7. Classrooms need technology, or at least WiFi, so those of us who bring/use computers and LCD projectors can use and demonstrate internet resources.
8. Clean up old equipment (not operative computers & printers, file cabinets,etc.)that has been sitting in halls for over two years.
9. College physical facilites and tech are doing fine with the limited manpower.
10. Consult interior designers to create a functionally and aesthetically pleasing environment.
11. Despite the amount of remodeling and new construction, there is little disruption.
12. For many of the questions, a short-time adjunct here at the campus would not have the same extent of knowledge and information to adequately respond to many of the questions.
13. Greatly appreciate the new Technical Services building that is being built for nursing, photography, cosmetology, etc.
14. Would be nice to see a little more fresh paint (inside & out) and signage for the academic buildings (not just for vocational programs).
15. groundskeeping is excellent. Business Services needs more staffing.
16. How fiscal resources are allocated/disbursed remains a mystery and concern
17. I am not very happy with the new implementation of blocks on the computer system. You have to have approval to do basic computer updates
18. I believe the campus should be wireless and that ecah student should be issued a campus email address.
19. I come to class every day completely frazzled because I waste at least 20 minutes circling all the lots trying to find parking. Finally I end up parking at 20th and E St. and having to walk under the freeway bridge, in the street to avoid the tents, shopping carts, sleeping people, feces, and cockroaches. This is not an exaggeration. Why do they keep building new facilities on parking areas and not replace the lost parking?

20. i dislike teaching in a trailer.
21. I have been very dissatisfied with the services and or explanations received from the IT department. They seem to know less than I do about how the system works.
22. I have come to work early in the morning and seen over 10 times, the late night duty

maintenance people on computers, reading books, and sleeping. We could save money by just having a day shift and then we could keep an eye on people who don't really want to work.

23. I would like to see more IT training on Business Services systems for new employees.
24. Internal facilities such as restrooms, hallways, walkways need attention since these are often most viewed by the public.
25. Business Services are in dire need of updating and management critique for expediently maintaining vendor payments, etc.
26. It would be useful to have a computer and projector for use by the instructor at every classroom. I know this would be expensive and it would require also the implementation of security measures (e.g. keys for every clasroom) which would make it very difficult in such a large college. I'm just saying that would be a desirable goal. Thank you.
27. It's an old campus with poor access for physically impaired students, poor maintenance of student restrooms, poor response time for technology problems, insufficient funds and staffing. Computer stations that have been reported as non-secure have not received locks for 1 year. Classified emplyoees work hard but don't have the resources, physcal or personnel to do an adequate job.
28. Labs are for doing experiments are not lecturing & some instructor sit in & watch TV. It is shameful,They think they own the place because they can not be fired.
29. Lack of funding for the upkeep of physical infrastructure and for the purchase of capital equipment necessry for instruction with current or up to date equipent. THE DISTRICT HAS MONEY FOR NEW BUILDINGS BUT NOT NEW EQUIPMENT.
30. Lighting needs to checked periodically. More staff is needed to make this happen.
31. Maintenance seems to be an ongoing problem.
32. Media services for the most part has been responsive. They try very hard to get everyone's needs met with technology for classrooms with limited staff.
33. more accessible ladies rooms for faculty and staff
34. My classroom is frequently unclean, we have had construction in the room that left a mess all over the floor that I had to clean up before I could begin my class.
35. na
36. Need more information.
37. Old broken facilities, uncomfortable and crowded for students.
38. Our physical building need to be painted!!! Also, the people who clean at night are not doing their jobs!!! I come in early to workout and see people sitting around listening to music in the Harry West Gym. The floors are disgusting and they don't even do a good job of spot cleaning. They need to be supervised and held accountable!!! Also, business services takes for ever to process purchase orders both here at City and at the district. It should not take months for a purchase order to get processed. I see a lot of employees sitting around and working getting pushed off until tomorrow.
39. Parking continues to be a problem
40. Parking is bad
41. Parking is woefully insufficient. It is not fair to expect us to come in early to look for parking. Lack of parking has caused a lot of anger and frustration. I'm sure these people are not at their best when they arrive at the office/classroom. Faculty need more office/computer lab space. My office hasn't been painted in the 10 years I've been here because the painters can't work on weekends, the staff can't work in the toxic fumes, and the office can't be closed. The lighting on the way to and in the parking lots is dangerously low.
42. Poor management or a lack of is ruining SDCCD.

43. Smart classrooms are a must.
44. Smart classrooms would be great. So many online resources. As an adjunct, I can't have a system on wheels in my office (no office) that I wheel to every class. White boards everywhere would also be great.
45. Some of the college's physical facilities are in desperate need of repair. The restrooms in the cafeteria are disgraceful!
46. student population have few resources and need more access to computers, software and books on campus.
47. Technological Services has always provided me with anything I needed to teach effectively.
48. Technology planning needs to be taken as seriously as any other utility on this campus, as it directly affects every person here, for work and study. It has been an afterthought for too long, and is becoming a large, expensive maintenance item. We can't keep adding computer labs and offices without planning for funds to keep computers under warranty. And this same planning mentality must consider all types of technology, not just computers.
49. The budget process is impossible to understand, and not at all transparent. Business Services Office is not helpful.
50. The building we teach in is old, there are no computers or related equipment so it has to be carried in each day.
51. The classroom I teach in in the T building is really run down. It is a depressing learning environment at best. The ECC classrooms are nice in the main bldg, but the temporary classrooms can get very warm.
52. The college could use more smart class rooms.
53. I love the mature landscaping as well as recent plantings.
54. City College could use an art gallery, as the other colleges such as Grossmont, Palomar and Mesa College. The exhibitions would of course showcase student and faculty work, as well as regionally and nationally known artists. The gallery would be independently run and be open to the public.
55. The college is working on improving the facilities and tech infrastructure. The classrooms in which I teach are too small and have old chalkboard and no technology.
56. The college passed bonds which are funding new buildings for which we, the faculty, are delighted
57. The college uses resources wisely and efficiently. The state budget makes it difficult to implement new innovations in technology. Facilities will be improved through bond funds.
58. The grounds are pleasant, and the maintenance crews do the best they can with their resources. Being an older campus, some buildings are not as tech ready as others, but newer facilities are being built which can handle technology expansion. City College is the low man on the fiscal totem pole, but we do our best to get by.
59. The inadequate facilities at City don't compare to those at Mesa. The facilities staff needs to be prodded to do its job more competently and adequately. Some of the classrooms are strictly "ghetto." For example, in one classroom, the screen has been nailed to an ugly plank. They could have at least painted it. The elevators are outdated and constantly breaking down. Access for the disabled is horrific and non-existent in many places. There aren't enough bathrooms. The professor's offices are the size of a closet and quite pitiful.
60. The infrastructure relating to Technology is definitely behind the curve. The college can move more and more to wireless connectivity and classrooms need to be improved dramatically in this area.
61. As a suggestion to improve the physical aspect of the student's restrooms I recommend removing all mirrors, which get purposely vandalized by the low class student that we service.

62. The need for more resources to help maintain and create adequate learning spaces and tools is still inadequate. Many classrooms are so outdated that it is extremely difficult to implement current methodologies and technology in the classroom to enhance learning. Even simple tasks such as group work or board work are not easily accomplished in the rooms that have fixed, lecture, teacher-centered structures. Physically, we are a very urban campus. I feel the college tries to maintain facilities, but they seem understaffed? Restrooms are often not clean, stocked with towels/toilet paper, or the floors are so dirty you have to be able to hold all of your books/papers, etc while trying to use the facilities. Finally, it seems incomprehensible that faculty and staff have to be overly concerned about not getting to work on time due to a lack of parking on the campus. It is well known that people who work downtown sometimes sign up for classes just to get a permit and then drop the class. During the critical 1st 2 weeks, it's a free-for-all. There is no ticketing, so people without permits are also taking spaces. I come to campus up to 3 hours in advance just to ensure that I will find parking in time to teach my classes on time. I am not unique. People don't always have the luxury of scheduling themselves in this manner. This could be alleviated my more careful issuance of permits and having campus police/parking check after the drop/add/withdraw times for illegal use of permits. Also, too many permits are issued for the limited number of spaces. It's not difficult math to figure out a reasonable ratio. The last statistic I saw several years ago was something like over 1600 permits for about 800 spots (many of which have since disappeared due to construction).
63. The older buildings need outside paint. The covered corridor area to the back doors of the cafeteria have leaked for years with each rain. This should be repaired. The south side of the A-building has a lot of flaking paint on the upper areas.
64. The rooms at the A building are very hot or very cold. The projectors do not work. A new white board was finally put a year ago. The windows do not work and we cannot cover the sun blinding us.
65. The technology infrastructure is 10 years behind the general trend. Decisions are made without taking into account faculty needs. Many decisions hamper the work of faculty. Response to faculty needs are extremly slow and required multiple forms. More staff is needed to meet these needs especially as we get more new buildings online.
66. The theater needs better lighting and acoustics.
67. the Vista server is unreliable
68. There should be additional computer labs available for Instructors to use with the students. Additionall, there should be more smart classrooms.
69. Update the exterior & interior of old bldg.s
70. Updating the classrooms technologically would be great and save money in the long run. Also, wireless internet would keep us competitive with other schools.
71. Various areas in the campus have water leaks during the rainy season. The same areas (by reprographics) are dangerous when it rains and nothing seems to be done to address this since it is the same situation year after year with no sign of improvement.
72. We have wall clocks that have not functioned for many years (Due to budget cuts, they say.)
73. wireless internet access to leap us into the late 20th century. Panera, Starbucks, even some salons have it, why not a college?
74. Would have preferred to have parking structures built BEFORE taking over existing parking was dug up.
75. Wish the College could have been brought up to the 21st Century regarding color scheme. I feel we are stuck in the 60's with brown and burnt orange.

Question 23: Please add other comments or suggestions related to your overall experience as an employee at this college.

1. Not a disabled friendly environment. HR is hostile to reasonable accommodations. Every request of mine & other staff has to involve the AFT to get anything done.
2. The level of inefficiency at our Community College is mind boggling. For example: Depending on who is doing the ordering at Stadium Plaza our supplies will be arrive very late or the cheapest stuff will be ordered with no regard to quality products that last or will be barely adequate at best. There is no communication as to the actual cost of supplies ordered. When supplies are ordered we have no less than four secretaries who approve the order and not a single one even knows how to pronounce our items ordered let alone know what they are. We need to streamline our system by removing the huge redundency in our administrative and business services. Money should be spent on Instructors, classroom support and supplies primarily. All redundent overpaid Administation types should learn how to work more ifficiently and take more furlough days off.
3. As a former Classified Senate President and someone who regularly attended Master Planning, Accreditation, and other key council meetings, I may be privy to more information than the average classified person, who may feel a little disenfranchised from the institution(s).
4. As a new employee (start date October 2008), I was dissapointed with the lack of infomration provided about the college and its policies procedures. As a new employee, it takes a while to get your bearings; however, a new employee manual specific to City College would have been most welcome.
5. As an adjunct, I feel that I am a "second class" person. Adjuncts do not have their own separate offices--even if they were to be shared among, it would be better than the current situation.
6. As an overall employee I am extremely happy working with the students. However I find getting anything done when I have to deal with business services is enough to but me in an insane asylum. My general feel is that the majority of those working in those areas are incompetent, make too many mistakes and have no idea what they are doing. It takes for ever to get anything at all done. The issue is not just with our campus business services. Floks at the district offices are not any better.
7. Audiovisual support in unreliable in rooms without permanent equipment. Help in evenings is non existant
8. Because of lack of staff and lack of fiscal resources (according to our funding model, we have unfunded classes that means we start in the red every single year and spend the whole year making up), this is an extremely frustrating and demoralizing place in which to work.
9. City College is a great place to work and very diversified. The Instructors are approachable to sudents and work well with staff (staff and faculty at City College work as a team and not as separate classes of people).
10. City College is a nice place to work. Faculty and staff should have more input and impact on decision making as they are first-line responders regarding the campus community. The shared governance idea is a strong one but it is not effectively implemented. Campuses should have more governance impact and District less. District focus should be on HR and overall ops, while campus Presidents and leadership should govern at their sites.
11. City College is a wonderful place to work. Overall, the staff and faculty are positive, knowledgeable, and helpful both to the students and to each other.

12. CIty College needs more classified staff!!!!!
13. City college should be more alive. Currently, City college is a passive community and not connected with the surrounding communities. This should be an exciting college breathing new ideas and clearly defined goals reflecting from the activities of the attending students.
14. Computer facilities need improvement
15. critical thinking is unthinkable & having an opinion is not appreciated or accepted.
16. Currently there are many more students waiting to take anatomy but lack of funding reduces the number of sections and I as an instructor am left without work.
17. Custodians using my personal items in my office for their convenience.
18. Develop a wellness program to promote a healthy workforce -- physically, emotionally, physcially, mentally and spiritually.
19. Enjoy my colleagues. Better access to student workers needed. Higher hourly wages for lecture classes (studio classes are fine).
20. Faculty hours are not clear. Hours and locations of on-campus hours should be made known.
21. Folks, this was an absurd survey, too long and redundant. Moreover, I don't teach on campus so much of what was asked does not apply to me. This perhaps is the point: if you teach off campus, you don't really exist as far as the school is concerned.
22. For many of the questions, a short-time adjunct here at the campus would not have the same extent of knowledge and information to adequately respond to many of the questions.
23. Great facility. Enjoy the variety of students. Students are highly motivated. It is my pleasure to serve them.
24. Great place to work
25. great place to work!
26. Happy to be here.
27. Have a suggestion box or e-mail address, where we can send suggestions on anything that may help,from saving money, to problems that we would like to help with. etc.
28. Have had great service out of the Transfer Center. I send students there, and they come back with plans related to their own goals. Plus ***** has really promoted transfer events, which raises awareness among both students and faculty. That's nice.
29. Have always had great service from all the ladies in the copy center; they are consistently polite and helpful. At least one of the secretaries in the Deans' office building could use a little customer service reminder. She makes it clear adjuncts are not welcome to come in there at all!
30. I am thrilled to be working at City College. It is a very special place that serves a diverse community extremely well. I hope that centralized systems can support City College's faculty and staff without diminishing its organic/less formal method of accomplishing things, which is a source of high morale for faculty, staff and students alike.
31. I believe there is a lot of disconnect between classified and faculty. When I first started working here, I wondered why people were so hostile. I think there is a feeling that we don't support and look after one another. Many feel like the needs in certain areas are always and will always be ignored. I've observed a deep seated resentment in some of the long-time classified employees. I also noticed when first working here, people don't seem to recognize one another for a job well done. Other places that I've worked were always quick to recognize these things, so people were more willing to put forth much more effort. Where i work it is extremely understaffed, we need at least twice the number of people that are currently working in order to sufficiently have coverage, so people aren't forcing themselves to come to work while they are sick because there will be no coverage. Because it has remained understaffed for many years, there is the perception that our jobs are non-essential. I'm

thankful for this wonderful job, but I also remember being happier working harder at other places where I am paid less than half of what I am paid now.

32. I do not like how adjuncts are thought of and treated as second-class citizens. Remember when school began the end of August and Payroll still couldn't get our checks out by October 10th, without even an apology?

33. I enjoy my classes and am often inspired by faculty and students. As a relatively new instructor, I find that the bureaucracy is sometimes frustrating, but I know very few employees who won't drop everything and help me out when I ask.

34. I feel grateful to be working at City College. I appreciate the commitment and expertise of the faculty and the diversity of the students. For the most part, the administration supports faculty and students; it invites innovation and creativity.

35. I generally enjoy coming to work and love all my tasks at City College. Politics aren't too bad and the the students WANT to learn. There is one area I see as poorly lacking resources....Increase more awareness and use of reclycling programs on campus and in the community. Partner with community green programs; Have a PAID 'green' staff or director of programs. Increase a campus wide involvement in 'green' programs on campus. Incorporate alternative education options like a stress reduction... for example a reflexology footpath. Thank you for this opportunity!

36. I have found that most other professors I speak with genuinely go out of their way to help students. Both in talking with students and in my own experience I have felt at times like the support staff have a sense that they work for the district and not the faculty and students. There have been countless times that support staff have refused to help me, in principle, because I didn't follow some protocol exactly as it is stated, or call the right number. It's kind of an "us versus them" rather than a "we are all in this together" attitude. That makes me a little sad.

37. I have had a good experience in all areas except working with the **** dean's assistant. She has not been proactive or helpful in her relations with me as an adjuct faculty member. I am often left to figure things out for myself and "clean up" problems myself (i.e. not getting paid because of paperwork not being put through). She didn't offer helpful information to me, and when I asked, she made me feel as though she was bothered and that I should have known on my own. I had to go to faculty to ask for their help several times in getting administrative things done.

38. SDCC is fantastic, and I have loved it so far, but it's a shame that the first person a new adjunct encounters is this detached and disorganized.

39. I have immensely enjoyed my time at City College!

40. I have worked at two other colleges, and I love working for City

41. I like and respect the people on this campus tremendously. I feel very lucky to have our current President. He is very accessible and knowledgeable. He maintains good humor even when times are difficult. Finally, based on hearsay, I realize that it may be a rare situation to be in an environment where there is so much community. Physically and resource-wise, it may not be the ideal academic institution, but the people I work with help make up for those shortcomings. Buildings can change, but it's much harder for people to do so.

42. I like teaching at City and ECC, but I am troubled by late notices for Department Meetings and worry about how classes are offered to adjunct. I never really know when it is time to request classes for summer, fall etc. I have been given classes twice and had them switched or taken away. There is no clear process for adjunct employees. I have very good performance evaluations and have a priority for certain classes which I learned about only through the AFT. Otherwise, I would not have known. There should be clear policies and a procedure for getting

offered classes in all the departments.
43. I love CITY and I love the people I work with. I can barely tolerate laziness and non-work-ethic. So, people in my field or people who like to have a job here at CITY, collect a pay-check, without having to do anything really upsets me. There are no checks and balances to ensure these people don't get away with robbery.
44. i love teaching at city college.
45. I love teaching at City College. I enjoy the diversity of the students and the campus is beautiful.
46. I love working here. I get to do incredibly rewarding work, work with bright people - and we challenge each other to do better.
47. I love working here. I will be here until I retire. There are so many innovative projects and initiatives that show deep caring and concern for City College students.
48. I love working with the instructors, staff, and students at City College. I look forward to coming to campus every day. My only complaint is my difficulties working with AV. On several occasions I have wasted valuable class time dealing with AV issues. The TM classrooms are wonderfully equipped.
49. I really appreciate the work of Constance Carroll.
50. I really enjoy the diversity of the students. I learn new things from the students every semester.
51. City College is a comfortable environment for teaching. I like the fact that the college was established over 90 years ago, and has been a highly recommended community college, as well as the other colleges in the SDCCD.

52. I really love City College. Any negative marks or comments are things that i take seriously and am personally working to improve. This is a unique, exciting campus that provides and natural critical learning environment for students, staff, faculty, counselors and administrators to learn, live and work in.
53. I teach at three colleges part time. I like the students at City best, but the outside the classroom stuff (no walk in copying, many hoops to get a sub, difficulting getting supplies, poor quality tutoring at the tutor center, etc) make me hesitant to take classes here when I have a choice betweent schools.

    Also, the website (both City College's and the district's) are very confusing to navigate and find things.
54. If everyone would just do their job, our college would run so much better. Sorry, but I work hard and I except everyone else to do the same. Let's start holding more employees accountable!!!
55. In comparing my work at other local commuunity colleges SDCC Counseling department is more supportive in providing training in both personal and career counseling. Pleasently surprise after attending here in Fall 1967 as a FTF
56. In general, I am grateful to be employed by the district. However, I don't think it doesn't live up to its ideals.
57. Inner office politics/cliques, I suppose normal for a large group. May change in the future with new hires.
58. It is a grand ole school for people who want to come back and begin earning a degree, or adults who want to learn another language
59. It would be nice to have more classes as an Adjunct a consistant two would be good or even three once in a while...

60. Its been a privilege teach at City College for nearly 40 years. The college today is head and shoulders better.
61. My experience with City College has been great overall.
62. My overall experience working at City College has been very positive.
63. New employees have been given two classes while the old employees have been put aside and have lost their classes without any explanation from the chair in the Language Dept.
64. New faculty, particularly adjuncts, need to understand we are NOT a four year university and do NOT have the budget of one. We do the best we can with what we have and really appreciate the cooperation and understanding of our faculty (who really are spectacular as a whole).
65. No support other than by my Program Manager. Have brought issues up to HR and Payroll, felt like I was ignored. I turned to the Union for assistance.
66. Nobody is responsible for the college all employee trying please each others and anything is wrong with a teacher they ignore it, that iswhy quality ofeducation is going down at San Diego City College.
67. Other than on paper attempts to diversity, the reality is what we see is what we get; students want and need and deserve better/different choices; the PhD means very little to students and limits diversity.
68. Overall experience is excellent.
69. Overall I am very happy here at City College. My department and the administration are nothing but supportive of the mission and the students and faculty. I value everyone's cooperation and determination for quality education.
70. Overall my experience as an employee has been a good one.
71. Overall, a good place to work.
72. Poor management or a lack of is ruining SDCCD.
73. San Diego City College's faculty,staff, and administrators have created a friendly and nurturing culture for students.
74. The 75% full-time to 25% part time provision of AB 1725 has been completely ignored.
75. The Biology Department here is very well run.
76. The chancellor is very available and keeps the college faculty and staff informed.
77. The collaboration between Student Services and Instruction is phenomenal.
78. The college does greatly value the students as well as the faculty and staff. And does work continuously on improving things for both. I am grateful to teach here. It is an amazing, diverse, intelligent campus!
79. The college is a welcoming and inclusive community. My initial impression is that administrators, faculty and staff put the needs of students first. There is unity in the promotion of student causes.
80. The diversity at City is a wonderful experience and the people who work here seem to genuinely care for the students. I am proud to be a member of this team.
81. the landscaping is kept beautiful and is appreciated by all who attend and visit the campus.
82. The orientation for adjunt instructors was non-existant. Establish an orientation that is thorough and repetable to be attended prior to the start of the semester.
83. The president is very supportive as is my department, but the resources are lacking here.
84. The reprographics staff is excellent, our president and VP of Stud. Serv's are also excellent. We have highly qualified instructors in my department. So, our working environment is wonderful!!
85. The students are the best. I find the diversity of the campus refreshing. I'm a very happy instructor and I love my job!

86. This is a very student-centered place to work. Class section cuts have been detrimental to the college programs, however.
87. This is a wonderful campus. The student body is vibrant and intelligent, and the faculty are really committed to creating a lively and challenging environment in the classroom. I've been afforded many opportunities since starting at City College that have enriched me both as a person and as a teacher. My collegues are some of the finest teachers and scientists that I've ever worked with, and I am proud to teach at City College.
88. This survey is way too long!
89. very unheard, unwelcome - discouraged in professional development - unable to participate in shared governance - shared governance for the classified = 1 employee - June - Only - always!!
90. Waiting for the new buildings which will be modern and beautiful!
91. We experience a heavy handedness in the treatment by supervisors including violations of contracts. Adjunct faculty is weary of speaking out in fear of losing their job.
92. We have a wonderful diverse student body and faculty, administrators and staff work together as a family. I have been here 25 years and have seen some very positive changes.
93. We need a "central" information center/place for all questions from students, faculty and staff - manned by knowledgeable people (as a job) at all times.
94. we need a physical space for adjuncts to hold office hours, that includes computers, phones, printers, scanners, and photocopiers.
95. We're fortunate to have the strong leadership of Chancellor Carroll and President Burgess
96. Why has my pay step changed from E to C???? I use to be classified as "E". Don't understand why that changed especially when I have 234 units all related to Physical Education including a teaching credential, masters and several graduate units applicable to Physical Education.
97. With a few exceptions, I always had a good experience in my 12-year trajectory as an adjunct faculty.
98. With the current budget crisis, the fiscal resources are not nearly enough to do what we want to do or should be doing for our students but we are doing the best we can under the circumstances
99. Working at City College has been a culture shock. I am amazed at how many people and the length of process it takes to get one task done. There is a large amount of unnecessary paperwork that could be streamlined in order to become more effective and efficient.

100. Working with staff and administrators has been very pleasant, However, workinh with peer faculty has been a negative experience since I've been on campus. There appears to be no teamwork between faculty. It feels like everyone is out for themselves and the *** with the others. This is really disheartning. I will go out of my way not ask for any support from peer faculty members.
101. Would like more opportunities to increase hours as an Adjunct or to have a full-time position.
102. Would like to see more administrators engaged in the campus life, more visible on campus.