



Mesa College 2009 Employee Perception Survey

A Comprehensive Report

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Table of Contents

	Page
INTRODUCTION	3
Overview	4
Purpose	4
Sample Design.....	4
Instrumentation.....	4
Methodology	4
Implementation.....	5
Respondent Profile	5
FINDINGS.....	6
Improving Institutional Effectiveness	6
Student Learning Programs and Services.....	6
Instructional Programs	8
Student Support Services	9
Library and Learning Support Services.....	10
Human Resources.....	12
Technological Resources.....	12
Physical Resources.....	13
Financial Resources.....	13
Decision-Making Roles and Processes.....	14
College and District Administration.....	15
District Office.....	16
CONCLUSIONS AND RECOMMENDATIONS	17
APPENDIX.....	19
Survey Instrument	19
Item Analysis	24
Percentage.....	25
Count	30
Accreditation Matrix	35
Verbatim Comments	39

Introduction

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 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 1,090 employees who received the invitation to survey, 476 employees responded. This is a 44% response rate. This strong response sample provides non-statistically validated level of certainty that the data and information are representative of the population as a whole. Of those who responded, 38% were contract faculty, 34% were adjunct faculty, 22% were classified, 2% were managers and 4% were supervisors. Adjunct faculty was underrepresented. The majority of respondents were from Student Support Services (45%) or Instruction / Instructional Support Services (30%). The remaining respondents were from Administrative Services (12%), Information Technology (4%) and Other (10%). Nearly half of respondents had been with the college for 11 or more years (45%), 18% had been employed for 7 to 10 years, 37% for 6 years or fewer. Approximately half (52%) reported being with the District for 11 years or more.

The Findings

Improving Institutional Effectiveness

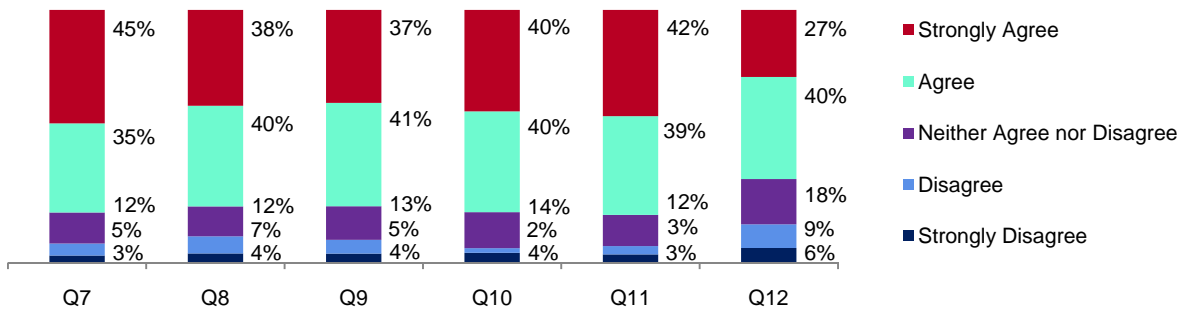
The survey items in the Improving Institutional Effectiveness section assessed employee familiarity with the college mission statement, the value placed on improving institutional effectiveness, Program Review’s integration into the planning process, consideration of student learning in institutional 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 employee respondents was familiar with the mission statement (80% agreed or strongly agreed) and in moderate to strong agreement that the college values institutional effectiveness (78%) and has integrated program review into the planning process (80%).

The large majority also agreed, moderately or strongly, that the college facilitates an ongoing dialog about improving student learning and institutional processes (78%) and considers student learning in institutional planning (81%).

In regard to whether there are opportunities for input in the planning process, a lesser majority was in agreement (67%) and more respondents were neutral (18%) or in moderate to strong disagreement (15%) with this statement relative to other survey items concerning Improving Institutional Effectiveness.

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: Library Resources (92%), Instruction (88%), Duplicating/Reprographics and Audio-Visual Support (both 85%), with nearly half of respondents expressing that they were “very satisfied” with Instruction (49%) and more than half, or the majority, expressing that they were “very satisfied” with the remainder of these highly rated services. Other services that rated relatively high in satisfaction included: Independent Learning Center, DSP&S, and Technical Support (80% for each); Transfer Center (79%); Admissions (77%); EOPS and Health Services (both 74%, but with over 20% neutral); and Tutoring Services (73%).

Student Life/Activities and Counseling were rated similarly, whereby one-fifth to one-quarter of respondents has not used the services. Of those who have used and rated these two services, the majority was satisfied or very satisfied (61% and 66% for Student Life/Activities and Counseling, respectively) while a relatively high proportion were neutral, neither satisfied nor dissatisfied (31% and 26% for Student Life/Activities and Counseling, respectively).

A relatively high proportion of respondents reported not having used Financial Aid (43%) or Career Services/Job Placement (44%), and of those who have used and rated these two services, the majority was satisfied or very satisfied (70% for Financial Aid and 63% for Career Services/Job Placement). The majority of respondents have not used TRIO, and of those who have used and rated this service, half were moderately or very satisfied and nearly half were neither satisfied nor dissatisfied (49%).

The two items which ranked with the highest levels of dissatisfaction (dissatisfied or very dissatisfied) in this section were Departmental Teaching Resources (16%) and Staffing Resources (22%), both of which are resources geared primarily toward faculty and staff. Although these two items rated lower relative to the remainder of items, the majority of respondents were still satisfied or very satisfied with the services (65% and 56% for Departmental Teaching Resources and Staffing Resources, respectively).

Figure 2.1: Student Learning Programs and Services

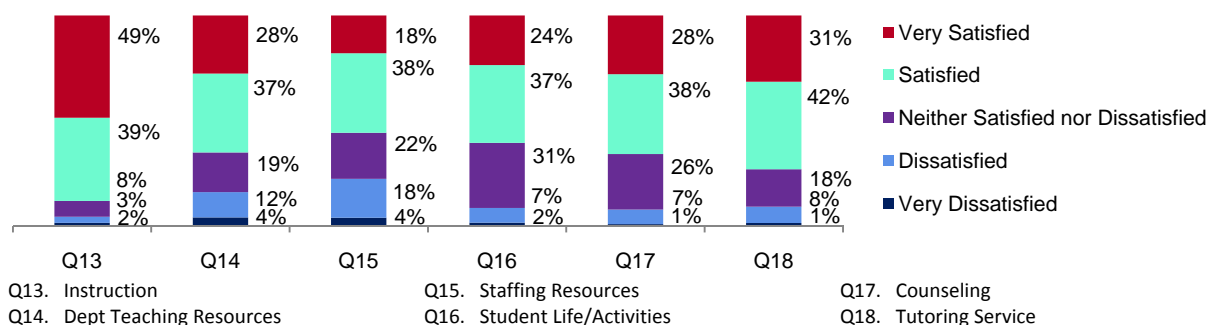


Figure 2.2: Student Learning Programs and Services

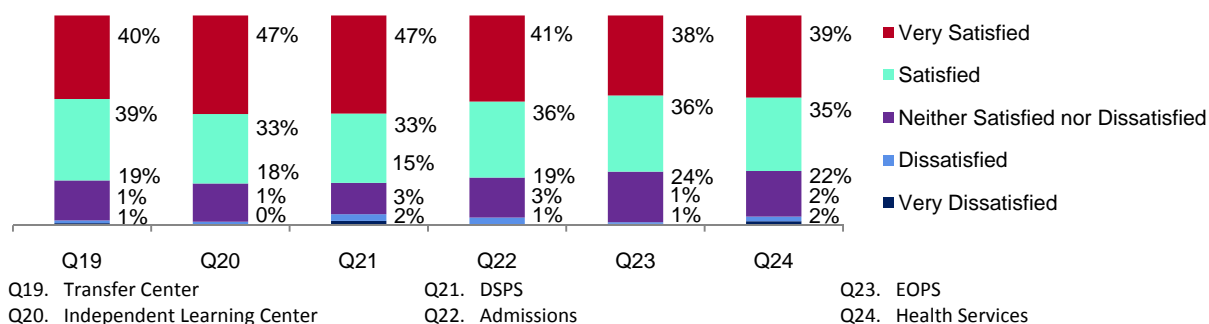
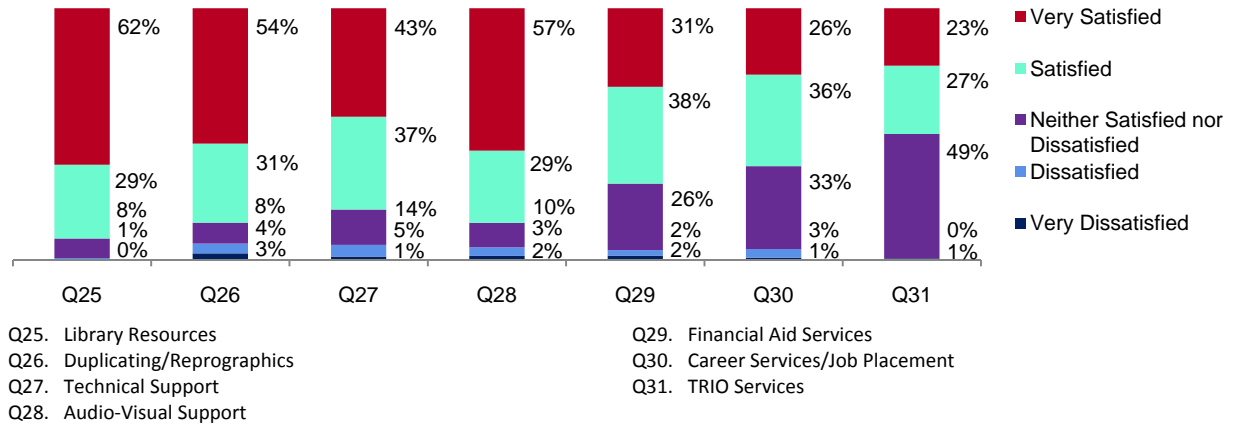


Figure 2.3: Student Learning Programs and Services



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)

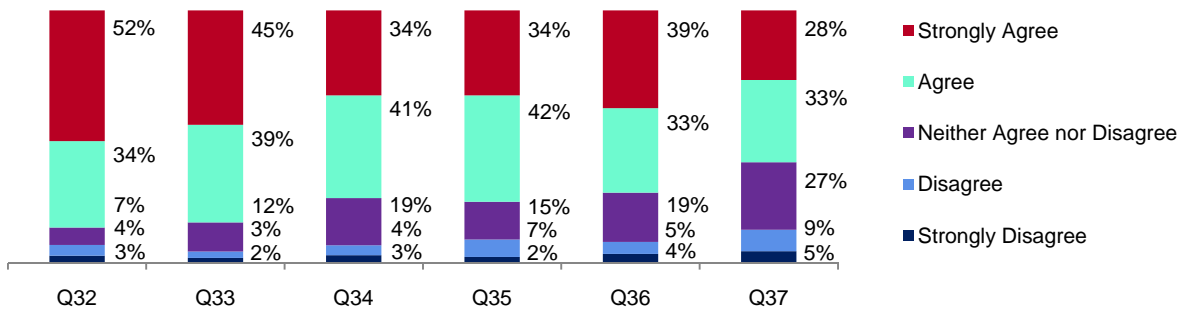
Employee respondents were in general agreement, moderately or strongly, that faculty has a central role in assuring the quality of instruction (86%), the college supports academic freedom (82%), and the department/program/discipline has an effective faculty-driven process for assessing student learning outcomes (72%).

Employee respondents were in general agreement, moderately or strongly, that the college identifies and seeks to meet the varied educational needs of its students through diverse programs and services (84%), instructors use teaching methodologies that reflect the diverse needs of students (75%), and the overall quality of instruction is to their satisfaction (83%).

Employee respondents agreed or strongly agreed that the college has implemented effective plans and strategies for identifying student learning outcomes (76%) and student learning outcomes are considered in program review (79%).

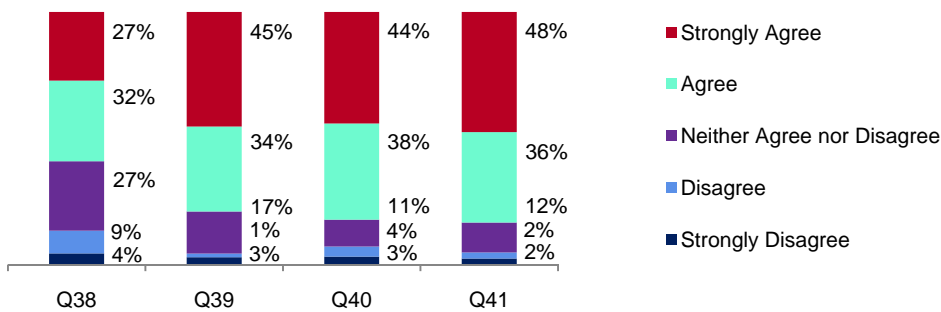
In response to the statements that the department/program/discipline has sufficient research data to assess progress toward achieving stated student learning outcomes and has used the results of student learning outcomes assessment to make improvements in instruction or support services, 59% - 61% were in moderate to strong agreement, 27% were neutral and 13% were in moderate to strong disagreement with both statements.

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

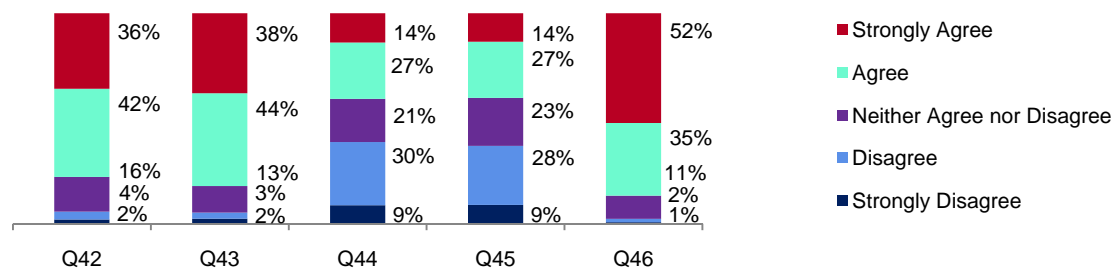
Student Support Services

The survey items in 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 items which rated most positively in agreement state that the college encourages personal, aesthetic, and intellectual development in its students; the college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity; and the respondent refers students to the various services available on campus. In response to these three items, the majority agreed or strongly agreed (78% - 87%), with over half (52%) strongly agreeing with the last statement that they refer students to campus services.

Two items that rated lower state that Student Services at the college have sufficient staff/resources to meet student needs as well as sufficient facilities to meet student needs. Approximately one-fifth (21%) did not know the extent of their agreement or disagreement with either of the two statements. Of those who did rate the extents of their agreement, respondents were fairly evenly split, with 40% - 41% in positive agreement (agreed or strongly agreed), 21% - 23% neutral, and 37% - 39% in disagreement (disagreed or strongly disagreed).

Figure 4: Student Support Services



- Q42. The college encourages personal, aesthetic, and intellectual development in students.
- Q43. The college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.
- Q44. Student Services at this college have sufficient staff/resources to meet student needs.
- Q45. Student Services at this college have sufficient facilities to meet student needs.
- Q46. 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 in 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).

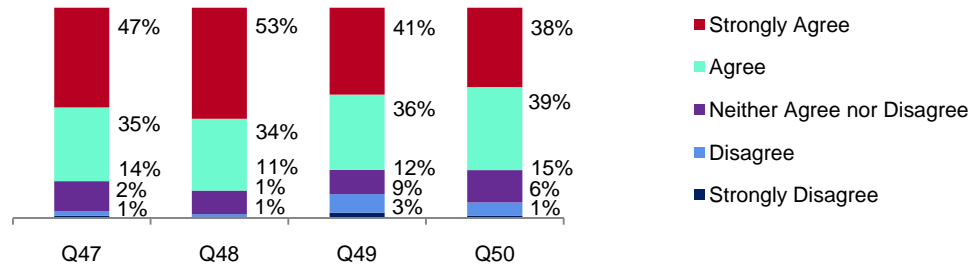
In regard to the Library (Learning Resource Center), all respondents rated the extent of their agreement with the statement that the college provides ongoing training for users of library and other learning support services to develop information competency. The majority strongly agreed (53%), one-third agreed (34%), a relatively low percentage was neutral (11%), and very few disagreed or strongly disagreed (2%). The remaining three items state that librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources; the respondent uses library and related support services in his or her teaching and work function; and the library’s collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of the respondent’s program or work function. A substantial percentage has not used these services or resources (14% - 20%). Of those that have used and rated the services, 77% - 82% agreed or strongly agreed, 12% - 15% were neutral and 3% - 12% disagreed or strongly disagreed with the statements.

The Computer Labs rated highest in terms of satisfaction, with 71% of those who ranked their satisfaction being satisfied or very satisfied, although one-quarter of total respondents have not used this facility. The majority of respondents were satisfied or very satisfied with the following Learning Support Services: Bookstore (68%), Technology Resources (67%), Business Services / Fiscal Resources (60%), and Cafeteria (51%).

The majority of respondents have not used the Science Labs (60%) or the Career Technical Labs (57%). Of those who have used the labs, 45% were satisfied or very satisfied with the Science Labs and likewise 53% with the Career Technical Labs. However, a substantial proportion was neutral (41% for Science Labs and 38% for Career Technical Labs).

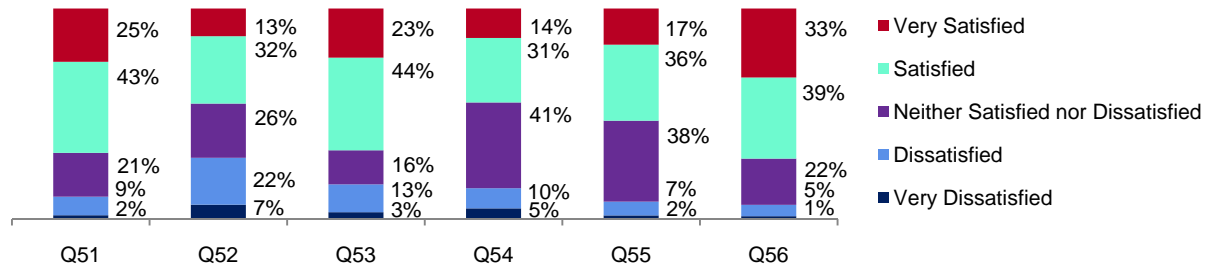
In response to the Parking, Physical Facilities, Assigned Working Space / Office Space, and Classrooms, fewer than half of the respondents were satisfied or very satisfied (38% - 46%), a substantial proportion were neutral (20% - 28%), and a relatively high percentage were dissatisfied or very dissatisfied (29% - 37%).

Figure 5.1: Library and Learning Support Services



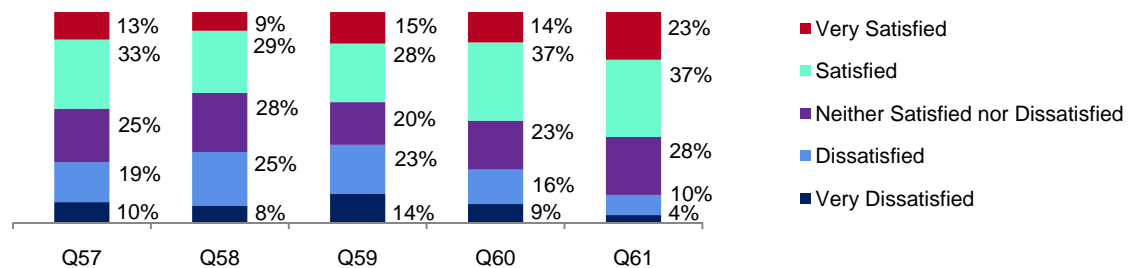
- Q47. Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources.
- Q48. The college provides ongoing training for users of library and other learning support services to develop information competency.
- Q49. I use library and related support services in my teaching or work function.
- Q50. 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.

Figure 5.2: Library and Learning Support Services



- Q51. Bookstore
- Q52. Physical Facilities
- Q53. Technology Resources
- Q54. Science Labs
- Q55. Career Technical Labs
- Q56. Computer Labs

Figure 5.3: Library and Learning Support Services



- Q57. Parking
- Q58. Classrooms
- Q59. Assigned Working Space/Office Space
- Q60. Cafeteria
- Q61. Business Services/Fiscal Resource

Human Resources

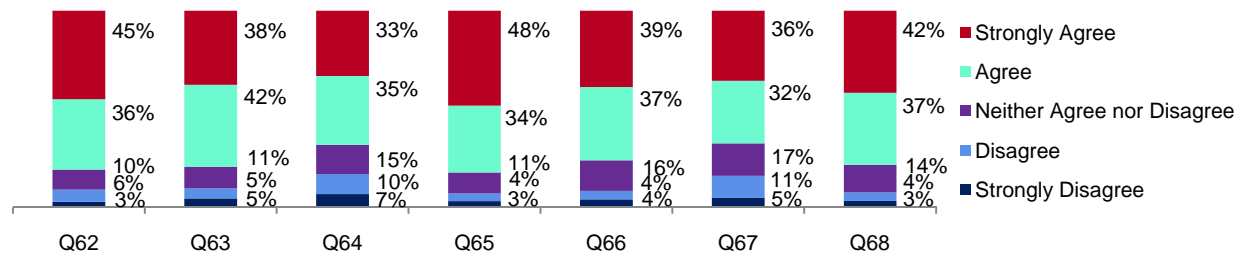
The survey items in the Human Resources section assessed treatment of employees, hiring practices, and professional development. This section covered the level of respect felt by employees, clarity of criteria for hiring employees, adherence to hiring procedures, evaluations of employee performance, 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 agreed or strongly agreed that they are treated with respect at this college (81%) and the members of their department/program stay current in their fields of expertise (79%).

The majority of employees agreed or strongly agreed that the criteria for hiring employees are clearly stated (80%), their performance evaluations have been conducted according to contract guidelines (82%), and policies and practices of the college clearly demonstrate commitment to equity and diversity (76%).

In response to the survey items which state respectively that the procedures for hiring employees are strictly followed and the college provides adequate opportunities for continued professional and staff development, 67% - 68% agreed or strongly agreed, 15% - 17% were neutral, and 16% - 17% disagreed or strongly disagreed.

Figure 6: Human Resources



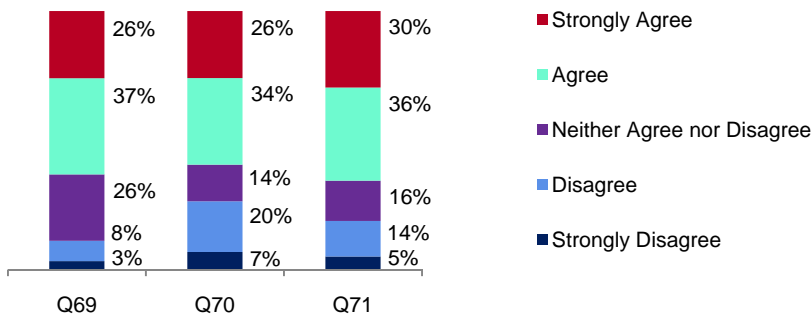
- Q62. I am treated with respect at this college.
- Q63. The criteria for hiring employees are clearly stated.
- Q64. The procedures for hiring employees are strictly followed.
- Q65. My performance evaluations have been conducted according to my contract guidelines.
- Q66. Policies and practices of the college clearly demonstrate commitment to equity and diversity.
- Q67. The college provides me adequate opportunities for continued professional and staff development.
- Q68. 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).

The majority of employees agreed or strongly agreed that technology planning is effectively integrated with institutional planning (63%), the college provides adequate training to faculty and staff in the application of information technology (66%), and the availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning (60%). However, a substantial percentage disagreed or strongly disagreed with this last statement (27%).

Figure 7: Technological Resources



Q69. Technology planning is effectively integrated with institutional planning.
 Q70. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.
 Q71. The college provides adequate training to faculty and staff in the application of information technology.

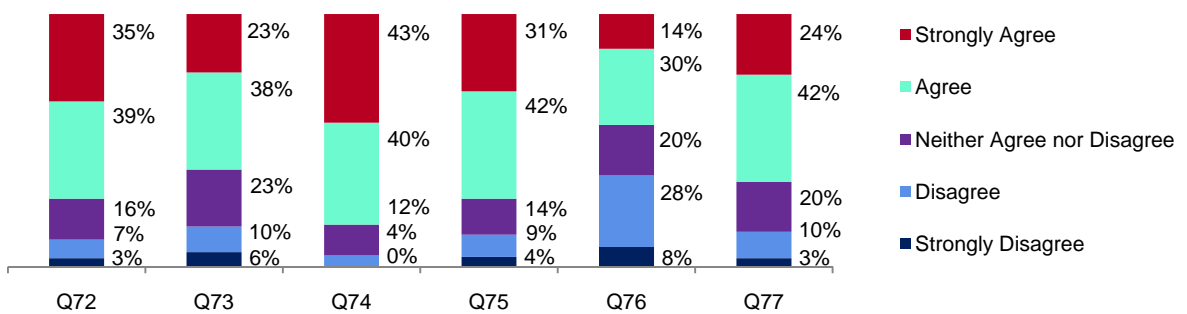
Physical Resources

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 agreed or strongly agreed that student learning and support needs are central to the planning, development, and design of new facilities (74%), the grounds are pleasing and adequately maintained (83%), and the exterior of campus buildings are adequately maintained (73%).

A lesser majority agreed or strongly agreed that safety hazards are addressed promptly (61%) and the exterior lighting of the college is kept in working order (66%). Fewer than half of the employee respondents agreed or strongly agreed that the interior of classrooms, offices, and restrooms are adequately maintained (44%), while 20% were neutral and more than one-third disagreed or strongly disagreed (36%).

Figure 8: Physical Resources



Q72. Student learning and support needs are central to the planning, development, and design of new facilities.
 Q73. Safety hazards are addressed promptly.
 Q74. The grounds are pleasing and adequately maintained.
 Q75. The exterior of the campus buildings are adequately maintained.
 Q76. The interior of the classrooms, offices, and restrooms are adequately maintained.
 Q77. The exterior lighting of the college is kept in working order.

Financial Resources

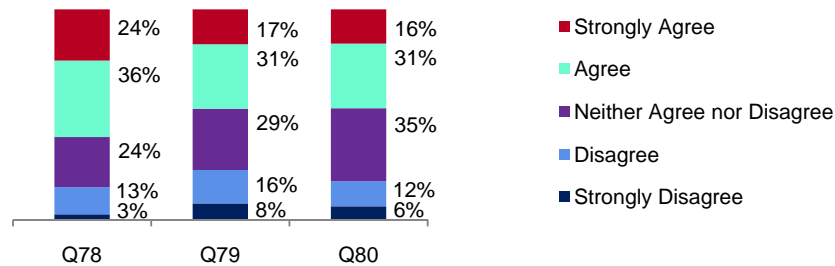
The survey items in the Financial Resources section assessed the college guidelines and processes for budget development, opportunities for participation in budget development through shared governance

processes, and equitability of resource allocation. 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 employee respondents agreed or strongly agreed that colleges guidelines and processes for budget development are clearly communicated (60%), although a substantial proportion were neutral (24%) or in moderate to strong disagreement (16%).

Fewer than half of employee respondents were in moderate or strong agreement with the statements that they have appropriate opportunities to participate in budget development for the college through its shared governance processes and the resource allocation model equitably supports college programs and services (47% for both statements), while substantial proportions of respondents were neutral (29% and 35% respectively) or in moderate to strong disagreement (24% and 18% respectively).

Figure 9: Financial Resources



Q78. College guidelines and processes for budget development are clearly communicated.

Q79. I have appropriate opportunities to participate in budget development for the college through its shared governance processes.

Q80. 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).

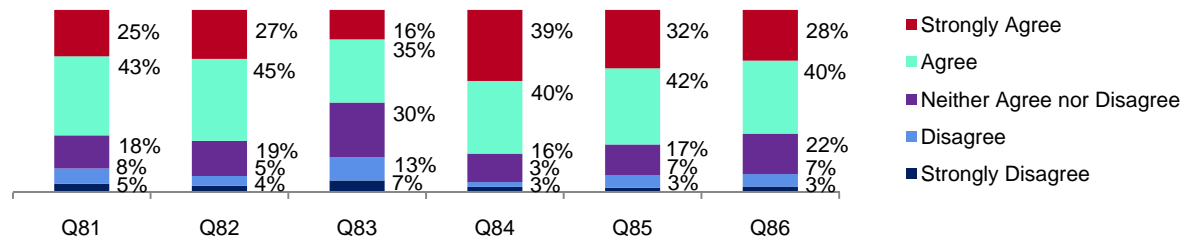
The majority of respondents agreed or strongly agreed with the three statements regarding faculty/staff roles and processes (72% - 79%), which state that the faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies; the faculty is central to decision-making involving curriculum and development; and in general, the respondent is aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college.

A lesser majority agreed or strongly agreed with the statements involving the college and college leadership (68%), which state that the college leaders encourage all members of the college community to take initiative in improving institutional effectiveness and the college establishes governance structures, processes, and practices to facilitate effective communication among the institution’s constituencies.

A substantial percentage did not know whether classified staff exercise a substantial voice in matters related to college planning, budgeting, and institutional policies (32%). Of those who did rate the

extent of their agreement with the statement, 51% moderately or strongly agreed while the other half were either neutral (30%) or in moderate to strong disagreement (20%).

Figure 10: Decision-Making Roles and Processes



- Q81. The college leaders encourage all members of the college community to take initiative in improving institutional effectiveness.
- Q82. The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.
- Q83. The classified staff exercise a substantial voice in matters related to college planning, budgeting and institutional policies.
- Q84. The faculty is central to decision-making involving curriculum development.
- Q85. In general, I am aware of the staff/faculty role in various governing, planning, budgeting, and policy-making bodies at the college.
- Q86. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.

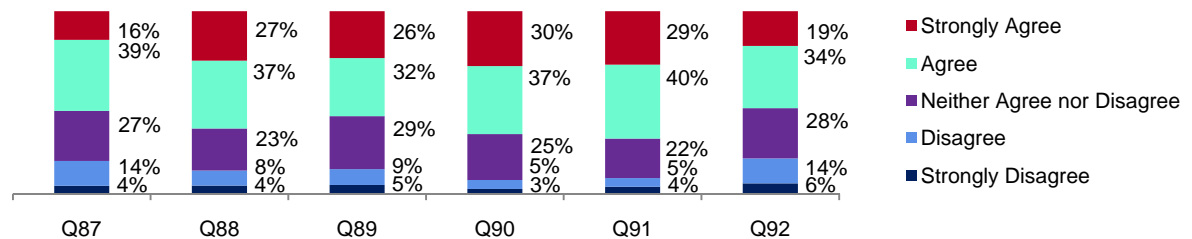
College and District Administration

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 respondents moderately or strongly agreed with all statements regarding the effectiveness of the president's leadership in planning and assessing institutional effectiveness (64%), selecting and developing personnel (58%), fiscal planning and budget development (67%), and working/communicating with the communities served by the college (69%).

In response to the statements that the college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity and the District Office uses effective methods of communicating with college staff and faculty, a lesser majority were in moderate to strong agreement (53% - 56%) and a substantial proportion was in moderate to strong disagreement (18% - 20%).

Figure 11: College and District Administration



- Q87. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.
- Q88. The college president provides effective leadership in planning and assessing institutional effectiveness.
- Q89. The college president provides effective leadership in selecting and developing personnel.
- Q90. The college president provides effective leadership in fiscal planning and budget development.
- Q91. The college president works and communicates effectively with the communities served by the college.
- Q92. 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).

Substantial percentages of respondents indicated that they have not used the services of the District Office (16% to 29%) or were neutral, neither agreeing nor disagreeing (26% - 34%). Of those employee respondents who have used District Office services and provided ratings of agreement or disagreement, the majority agreed or strongly agreed that the District Office provides sufficient support to the colleges in the following areas: Public Relations / Communications, Information Technology, and Instructional Services (all 62%); Student Services (61%); Business and Fiscal Services and Institutional Research and Planning (both 57%); Human Resources (54%); and Facilities Services (51%).

Figure 12.1: District Office

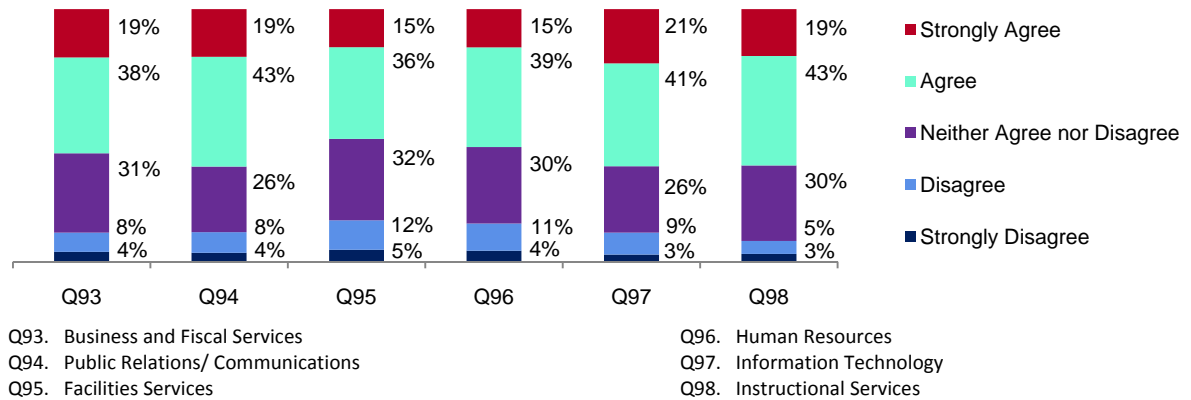
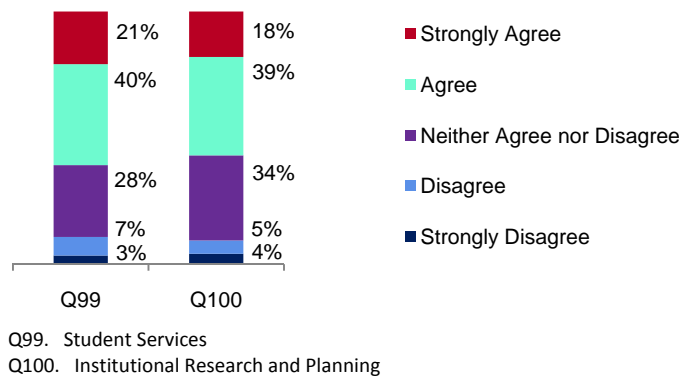


Figure 12.2: District Office



Conclusions

1. The strong majority of respondents (between 75% and 80%) expressed moderate to strong agreement with statements related to institutional effectiveness and planning, particularly program review. The overall positive ratings regarding program review were confirmed by an unofficial endorsement that, “The SD Mesa Program Review Handbook is an excellent example and comprehensive document,” distributed at the 2009 Student Learning Outcomes Regional Meeting of Coordinators and Researchers offered by the RP Group and State-Wide Academic Senate.
2. Survey results suggest that respondents feel Mesa is a learning-centered institution where we both “talk the talk” and “walk the talk.” About 78% of the respondents moderately to strongly agreed that dialogue about student learning is ongoing and institutional planning considers student learning.
3. Survey results also suggest that respondents feel Mesa is a student-centered institution with an appreciation for diversity. Positive agreement was expressed by over 75% of the respondents in response to the statements that the college identifies and seeks to meet the varied needs of students through diverse programs and services; instructors use teaching methodologies that reflect diverse needs of students; the college encourages student development; and the college seeks to enhance student understanding and appreciation of diversity.
4. Regarding opportunities for input and communication, a lesser majority, though still the majority of respondents, moderately to strongly agreed that the college planning process provides opportunities for input by appropriate constituencies (67%) and the college establishes governance structures, processes, and practices to facilitate effective communication among constituencies (68%).
5. The majority of respondents were moderately to very satisfied with the quality of various Mesa student learning programs and services. The following programs and services received satisfied or very satisfied ratings from over 70% of respondents: Library Resources; Duplicating/Reprographics and Audio-Visual Support; Independent Learning Center, DSP&S, and Technical Support; Transfer Center; Admissions; and Tutoring Services. In response to the following program and services, 20% or more had not used the program or service: Student Life/Activities, Counseling, EOPS, Health Services, Financial Aid, Career Services / Job Placement, and TRIO.
6. Respondents were generally satisfied with the Library, or Learning Resource Center. Of the various student learning programs and services, Library Resources received the greatest proportion of satisfied to very satisfied ratings (91%), and more than 70% of respondents agreed or strongly agreed that librarians consult with campus faculty and other campus stakeholders to select and maintain collections/materials; the college provides ongoing training to develop information competency; the respondent uses library and related support services in his or her teaching and work function; and the library’s collection is adequate to meet the needs of the respondent’s function.
7. The strong majority of employee respondents agreed that the faculty plays a central role on campus. Moderate to strong agreement was expressed by over 70% of employees in response to the statements that faculty has a central role in assuring the quality of instruction; assessing student learning outcomes; matters related to educational programs, the hiring of faculty and other personnel, and institutional policies; decision-making involving curriculum and development, and that the college supports academic freedom.
8. In response to the statement that Classified Staff exercise a substantial voice in matters related to planning, budgeting, and institutional policies, almost one third (32%) did not know, and of those who did know and respond, approximately half (51%) moderately to strongly agreed while the other half were either neutral

(30%) or in moderate to strong disagreement (19%), which is an interesting contrast to the finding that most respondents agree that faculty play a strong central role in college matters.

9. Regarding the Student Learning Outcomes Assessment Cycle, over 70% of respondents agreed moderately or strongly that effective plans and strategies have been implemented for identifying student learning outcomes (SLOs). However, a substantial proportion of respondents were neutral regarding the availability of research data to assess progress toward SLO achievement and the use of SLO assessment results to make program/discipline/service area improvements, or “closing the loop” (27% neutral for both items). These findings dovetail with the results of the 2008 Mesa College Student Learning Outcomes Survey, which was a census survey conducted at the program/discipline/service area level. According to the SLO Survey, most programs/disciplines/service areas were in the process of or had completed identifying their SLOs, were in varying stages of development with regard to SLO assessment, and had not started closing the loop.
10. Opinions were mixed and substantial dissatisfaction or disagreement was expressed (more than 15%) in response to Physical Facilities, Parking, Classrooms, Working Space / Office Space and the statement that the interior of classrooms, offices, and restrooms are adequately maintained. Mesa is in the midst of a multi-year construction project, funded by Propositions N and S, which is designed to construct or improve the condition of buildings and structures on campus. Results from future administrations of this Employee Survey conducted after the completion of the construction projects should provide an interesting contrast to the current 2009 results.
11. Ratings were less favorable regarding Faculty/Staff Resources (56% - 65% expressed satisfaction or agreement, 19% - 22% were neutral, 16% - 22% expressed dissatisfaction or disagreement), which include Departmental Teaching Resources, Staffing Resources, and Sufficient availability of computers, software, multimedia, and other technologies to support teaching and learning. These findings help support the suggestion of the Mesa Basic Skills Success and Retention Committee that a Teacher Learning Resource Center be established on campus and/or in the region.
12. Ratings were also less favorable for the items related to Financial Resources (47% - 61% expressed satisfaction or agreement, 24% - 35% were neutral, 18% - 24% expressed dissatisfaction or disagreement), which state that college guidelines and processes for budget development are clearly communicated; appropriate opportunities are provided to participate in budget development for the college through its shared governance processes; and the resource allocation model equitably supports college programs and services. Such findings are critical during times of economic hardship that simultaneously call for greater transparency.
13. The majority of respondents expressed moderate to strong agreement with statements regarding the effectiveness of presidential leadership. The majority of respondents (50% - 70%) moderately to strongly agreed that the president provides effective leadership in planning and assessing institutional effectiveness, selecting and developing personnel, fiscal planning and budget development, and working/communicating with the communities served by the college.
14. More than 20% of respondents were neutral or unable to comment on issues related to the District Office, including the statements that the District Office uses effective methods of communicating with college staff and faculty and District Office Services provides sufficient support in the following areas (in descending order of agreement): Public Relations / Communications, Information Technology, and Instructional Services; Student Services; Business and Fiscal Services; Institutional Research and Planning; Human Resources; and Facilities Services.

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 one 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
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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)	

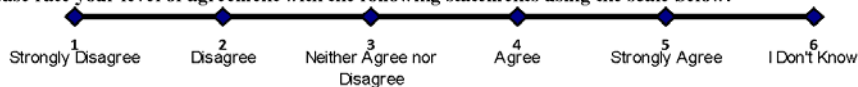
5. How long have you been employed at this college/worksite?

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:



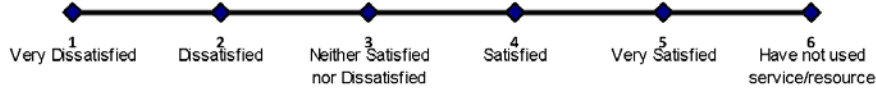
Improving Institutional Effectiveness

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.



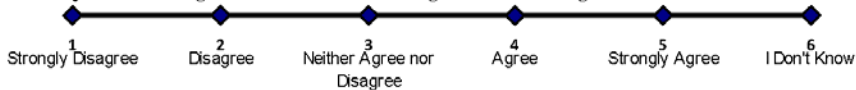
The college offers instructional programs, student services, library and learning support services, and all other resources that facilitate and enhance teaching and learning. Based on your experience with this college, please mark your level of SATISFACTION with the overall quality of the areas listed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

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



- 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

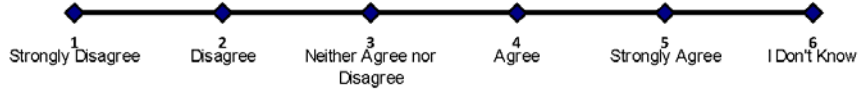
Please rate your level of agreement with the following statements using the scale below:



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.

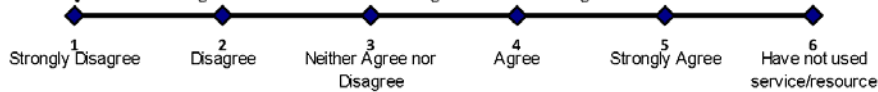
Please rate your level of agreement with the following statements using the scale below:



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:

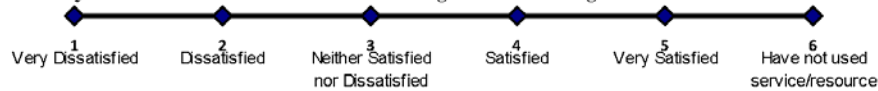


Library and Learning Support Services

- 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:

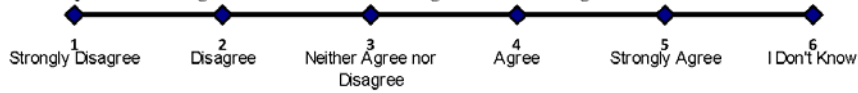
Please rate your level of satisfaction with the following statements using the scale below:



- 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



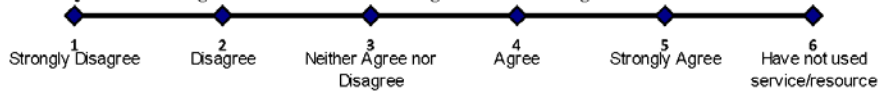
Please rate your level of agreement with the following statements using the scale below:



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.

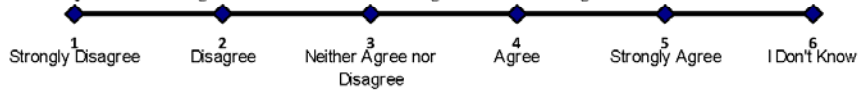
Please rate your level of agreement with the following statements using the scale below:



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:



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.

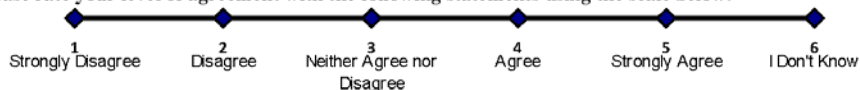
Financial Resources

- 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.

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

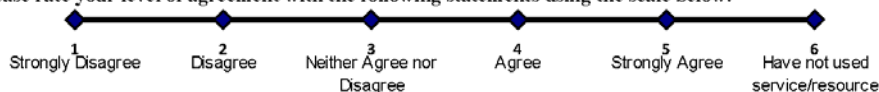


- 84. The faculty is central to decision-making involving curriculum development.
- 85. In general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college.
- 86. The college establishes governance structures, processes, and practices 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:



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.

Appendix B

Item Analysis

1. What is your primary college/work site?		Count	Percent
City College		0	0%
Mesa College		476	100%
Miramar College		0	0%
ECC (Educational Cultural Complex)		0	0%
Total		476	100%
2. What is your primary employment type?		Count	Percent
Contract Faculty		180	38%
Adjunct Faculty		162	34%
Classified		106	22%
Manager		10	2%
Supervisor		18	4%
Total		476	100%
3. Please indicate your faculty assignment:		Count	Percent
Classroom		280	82%
Non-classroom		62	18%
Total		342	100%
4. Please indicate your area of responsibility:		Count	Percent
Student support services		59	45%
Instruction/Instructional support services		39	30%
Administrative services (HR, business/operations, facilities and maintenance)		16	12%
Information technology		5	4%
Other		13	10%
Total		132	100%
5. How long have you been employed at this college/worksites?		Count	Percent
1 year or less		32	7%
2-6 years		143	30%
7-10 years		85	18%
11 or more years		209	45%
Total		469	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		24	5%
2-6 years		116	26%
7-10 years		77	17%
11 or more years		234	52%
Total		451	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.	3%	5%	12%	35%	45%	1%
8. Improving institutional effectiveness is valued throughout the College.	4%	7%	12%	40%	38%	4%
9. The college facilitates an ongoing dialogue about improving student learning and institutional processes.	4%	5%	13%	41%	37%	2%
10. Program Review is integrated into the college planning process.	4%	2%	14%	40%	40%	10%
11. Student learning is considered in institutional planning.	3%	3%	12%	39%	42%	7%
12. The college's planning process offers opportunities for input by appropriate constituencies.	6%	9%	18%	40%	27%	8%

Student Learning Programs and Services	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied	Have not used service/resource*
13. Instruction	2%	3%	8%	39%	49%	7%
14. Departmental Teaching Resources	4%	12%	19%	37%	28%	12%
15. Staffing Resources	4%	18%	22%	38%	18%	8%
16. Student Life/Activities	2%	7%	31%	37%	24%	24%
17. Counseling	1%	7%	26%	38%	28%	20%
18. Tutoring Services	1%	8%	18%	42%	31%	18%
19. Transfer Center	1%	1%	19%	39%	40%	26%
20. Independent Learning Center	0%	1%	18%	33%	47%	28%
21. DSPS	2%	3%	15%	33%	47%	17%
22. Admissions	1%	3%	19%	36%	41%	13%
23. EOPS	1%	1%	24%	36%	38%	32%
24. Health Services	2%	2%	22%	35%	39%	23%
25. Library Resources	0%	1%	8%	29%	62%	5%
26. Duplicating/Reprographics	3%	4%	8%	31%	54%	6%
27. Technical Support	1%	5%	14%	37%	43%	7%
28. Audio-Visual Support	2%	3%	10%	29%	57%	8%
29. Financial Aid Services	2%	2%	26%	38%	31%	43%
30. Career Services/Job Placement	1%	3%	33%	36%	26%	44%
31. TRIO Services	1%	0%	49%	27%	23%	60%

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.	3%	4%	7%	34%	52%	7%
33. The college identifies and seeks to meet the varied educational needs of its students through diverse programs and services.	2%	3%	12%	39%	45%	3%
34. Instructors use teaching methodologies that reflect the diverse needs of the students.	3%	4%	19%	41%	34%	12%
35. The college has implemented effective plans and strategies for identifying student learning outcomes.	2%	7%	15%	42%	34%	8%
36. My department/program/discipline has an effective faculty-driven process for assessing student learning outcomes.	4%	5%	19%	33%	39%	11%
37. My department/program/discipline has sufficient research data to assess progress toward achieving stated student learning outcomes.	5%	9%	27%	33%	28%	16%
38. My department/program/discipline has used the results of student learning outcomes assessment to make improvements in instruction or support services.	4%	9%	27%	32%	27%	17%
39. Student learning outcomes are considered in program review .	3%	1%	17%	34%	45%	16%
40. The college supports academic freedom.	3%	4%	11%	38%	44%	7%
41. I am satisfied with the overall quality of instruction in my program	2%	2%	12%	36%	48%	7%

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%	4%	16%	42%	36%	5%
43. The college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	2%	3%	13%	44%	38%	7%
44. Student Services at this college have sufficient staff/resources to meet student needs.	9%	30%	21%	27%	14%	21%
45. Student Services at this college have sufficient facilities to meet student needs.	9%	28%	23%	27%	14%	21%
46. I refer students to the various services available on campus. (e.g., DSPS, Tutoring, Health Services, Financial Aid and EOPS.).	1%	2%	11%	35%	52%	5%

2009 Employee Perception Survey

Library	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.	1%	2%	14%	35%	47%	20%
48. The college provides ongoing training for users of library and other learning support services to develop information competency.	1%	1%	11%	34%	53%	0%
49. I use library and related support services in my teaching or work function.	3%	9%	12%	36%	41%	16%
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.	1%	6%	15%	39%	38%	14%

Learning Support Services	Very Dissatisfied	Dissatisfied	Neither Satisfied nor	Satisfied	Very Satisfied	Have not used service/resource*
51. Bookstore	2%	9%	21%	43%	25%	5%
52. Physical Facilities	7%	22%	26%	32%	13%	11%
53. Technology Resources	3%	13%	16%	44%	23%	8%
54. Science Labs	5%	10%	41%	31%	14%	60%
55. Career Technical Labs	2%	7%	38%	36%	17%	57%
56. Computer Labs	1%	5%	22%	39%	33%	25%
57. Parking	10%	19%	25%	33%	13%	1%
58. Classrooms	8%	25%	28%	29%	9%	5%
59. Assigned Working Space/Office Space	14%	23%	20%	28%	15%	5%
60. Cafeteria	9%	16%	23%	37%	14%	5%
61. Business Services/Fiscal Resources	4%	10%	28%	37%	23%	23%

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%	10%	36%	45%	1%
63. The criteria for hiring employees are clearly stated.	5%	5%	11%	42%	38%	5%
64. The procedures for hiring employees are strictly followed.	7%	10%	15%	35%	33%	13%
65. My performance evaluations have been conducted according to my contract guidelines.	3%	4%	11%	34%	48%	9%
66. Policies and practices of the college clearly demonstrate commitment to equity and diversity.	4%	4%	16%	37%	39%	5%
67. The college provides me adequate opportunities for continued professional and staff development.	5%	11%	17%	32%	36%	3%
68. As a group, the members of my department or program stay current in their fields of expertise.	3%	4%	14%	37%	42%	6%

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.	3%	8%	26%	37%	26%	14%
70. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	7%	20%	14%	34%	26%	6%
71. The college provides adequate training to faculty and staff in the application of information technology.	5%	14%	16%	36%	30%	4%

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.	3%	7%	16%	39%	35%	16%
73. Safety hazards are addressed promptly.	6%	10%	23%	38%	23%	10%
74. The grounds are pleasing and adequately maintained.	0%	4%	12%	40%	43%	1%
75. The exterior of the campus buildings are adequately maintained.	4%	9%	14%	42%	31%	1%
76. The interior of the classrooms, offices, and restrooms are adequately maintained.	8%	28%	20%	30%	14%	1%
77. The exterior lighting of the college is kept in working order.	3%	10%	20%	42%	24%	7%

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.	3%	13%	24%	36%	24%	14%
79. I have appropriate opportunities to participate in budget development for the College through its shared governance processes.	8%	16%	29%	31%	17%	18%
80. The resource allocation model equitably supports college programs and services.	6%	12%	35%	31%	16%	29%

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%	43%	25%	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%	5%	19%	45%	27%	13%
83. The classified staff exercise a substantial voice in matters related to college planning, budgeting and institutional policies.	7%	13%	30%	35%	16%	32%
84. The faculty is central to decision-making involving curriculum development.	3%	3%	16%	40%	39%	13%
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.	3%	7%	17%	42%	32%	9%
86. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	3%	7%	22%	40%	28%	12%

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%	14%	27%	39%	16%	14%
88. The college president provides effective leadership in planning and assessing institutional effectiveness.	4%	8%	23%	37%	27%	10%
89. The college president provides effective leadership in selecting and developing personnel.	5%	9%	29%	32%	26%	17%
90. The college president provides effective leadership in fiscal planning and budget development.	3%	5%	25%	37%	30%	19%
91. The college president works and communicates effectively with the communities served by the college.	4%	5%	22%	40%	29%	16%
92. The District Office uses effective methods of communicating with college staff and faculty.	6%	14%	28%	34%	19%	7%

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	4%	8%	31%	38%	19%	26%
94. Public Relations/ Communications	4%	8%	26%	43%	19%	25%
95. Facilities Services	5%	12%	32%	36%	15%	22%
96. Human Resources	4%	11%	30%	39%	15%	16%
97. Information Technology	3%	9%	26%	41%	21%	17%
98. Instructional Services	3%	5%	30%	43%	19%	22%
99. Student Services	3%	7%	28%	40%	21%	23%
100. Institutional Research and Planning	4%	5%	34%	39%	18%	29%

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.	12	20	52	149	190	6
8. Improving institutional effectiveness is valued throughout the College.	15	28	49	165	157	16
9. The college facilitates an ongoing dialogue about improving student learning and institutional processes.	15	23	56	172	155	9
10. Program Review is integrated into the college planning process.	15	7	55	154	155	41
11. Student learning is considered in institutional planning.	13	13	49	155	167	30
12. The college's planning process offers opportunities for input by appropriate constituencies.	23	37	71	160	105	33

Student Learning Programs and Services	Very Dissatisfied	Dissatisfied	Neither Satisfied nor Dissatisfied	Satisfied	Very Satisfied	Have not used service/resource
13. Instruction	6	11	29	152	187	27
14. Departmental Teaching Resources	15	44	69	137	101	48
15. Staffing Resources	15	70	83	143	68	35
16. Student Life/Activities	5	22	97	116	74	100
17. Counseling	3	23	88	126	93	81
18. Tutoring Services	5	26	60	140	106	75
19. Transfer Center	3	4	58	118	121	109
20. Independent Learning Center	1	4	54	98	139	113
21. DSPS	7	11	51	113	160	69
22. Admissions	2	11	68	129	146	55
23. EOPS	2	2	67	101	106	128
24. Health Services	6	7	69	111	124	95
25. Library Resources	1	2	30	114	242	22
26. Duplicating/Reprographics	10	15	32	121	207	24
27. Technical Support	5	18	54	142	166	28
28. Audio-Visual Support	6	13	37	109	215	32
29. Financial Aid Services	4	5	62	90	73	176
30. Career Services/Job Placement	2	8	76	84	61	181
31. TRIO Services	1	0	80	44	37	247

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.	11	16	26	129	195	28
33. The college identifies and seeks to meet the varied educational needs of its students through diverse programs and services.	8	10	45	151	177	14
34. Instructors use teaching methodologies that reflect the diverse needs of the students.	11	14	66	144	119	48
35. The college has implemented effective plans and strategies for identifying student learning outcomes.	9	26	56	158	126	31
36. My department/program/discipline has an effective faculty-driven process for assessing student learning outcomes.	13	17	70	120	139	43
37. My department/program/discipline has sufficient research data to assess progress toward achieving stated student learning outcomes.	16	29	91	111	94	64
38. My department/program/discipline has used the results of student learning outcomes assessment to make improvements in instruction or support services.	15	30	92	107	91	70
39. Student learning outcomes are considered in program review.	10	5	57	115	155	65
40. The college supports academic freedom.	12	15	40	143	166	30
41. I am satisfied with the overall quality of instruction in my program	9	9	44	133	177	29

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.	8	14	63	160	137	20
43. The college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	9	11	47	165	142	28
44. Student Services at this college have sufficient staff/resources to meet student needs.	28	95	65	85	44	84
45. Student Services at this college have sufficient facilities to meet student needs.	28	87	71	83	42	83
46. I refer students to the various services available on campus. (e.g., DSPS, Tutoring, Health Services, Financial Aid and EOPS.).	3	6	42	132	199	19

Library	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	7	46	113	153	79
48. The college provides ongoing training for users of library and other learning support services to develop information competency.	3	4	39	119	184	0
49. I use library and related support services in my teaching or work function.	9	30	39	121	140	63
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.	4	22	53	136	130	55

Learning Support Services	Very Dissatisfied	Dissatisfied	Neither Satisfied nor	Satisfied	Very Satisfied	Have not used service/resource
51. Bookstore	7	33	78	162	95	18
52. Physical Facilities	24	78	90	112	46	44
53. Technology Resources	12	48	59	160	85	32
54. Science Labs	8	15	64	48	22	234
55. Career Technical Labs	3	11	65	61	29	224
56. Computer Labs	4	16	65	114	97	99
57. Parking	38	74	99	128	51	2
58. Classrooms	30	94	104	109	33	20
59. Assigned Working Space/Office Space	51	87	76	104	56	20
60. Cafeteria	33	61	87	139	54	18
61. Business Services/Fiscal Resources	11	29	84	112	69	89

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.	11	24	40	140	176	4
63. The criteria for hiring employees are clearly stated.	17	19	41	156	141	21
64. The procedures for hiring employees are strictly followed.	23	35	51	120	114	51
65. My performance evaluations have been conducted according to my contract guidelines.	11	14	38	121	172	36
66. Policies and practices of the college clearly demonstrate commitment to equity and diversity.	15	16	58	139	145	21
67. The college provides me adequate opportunities for continued professional and staff development.	18	43	63	121	136	13
68. As a group, the members of my department or program stay current in their fields of expertise.	12	16	52	136	155	23

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.	11	26	85	123	86	56
70. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	25	72	52	123	95	23
71. The college provides adequate training to faculty and staff in the application of information technology.	19	51	58	134	110	16

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.	11	24	53	126	113	60
73. Safety hazards are addressed promptly.	20	35	78	133	80	40
74. The grounds are pleasing and adequately maintained.	1	16	47	155	165	3
75. The exterior of the campus buildings are adequately maintained.	15	34	55	164	118	2
76. The interior of the classrooms, offices, and restrooms are adequately maintained.	30	109	77	116	53	3
77. The exterior lighting of the college is kept in working order.	12	37	70	150	85	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.	9	43	79	121	81	55
79. I have appropriate opportunities to participate in budget development for the College through its shared governance processes.	25	51	93	98	53	68
80. The resource allocation model equitably supports college programs and services.	18	33	96	85	45	111

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.	17	30	65	155	91	25
82. The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.	12	18	64	149	89	51
83. The classified staff exercise a substantial voice in matters related to college planning, budgeting and institutional policies.	17	33	78	90	42	121
84. The faculty is central to decision-making involving curriculum development.	10	9	52	133	130	48
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.	9	24	58	145	111	33
86. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	11	23	75	135	94	44

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.	14	44	89	126	51	52
88. The college president provides effective leadership in planning and assessing institutional effectiveness.	15	28	78	126	92	38
89. The college president provides effective leadership in selecting and developing personnel.	15	27	90	99	80	65
90. The college president provides effective leadership in fiscal planning and budget development.	8	15	77	114	92	71
91. The college president works and communicates effectively with the communities served by the college.	12	15	68	127	92	60
92. The District Office uses effective methods of communicating with college staff and faculty.	20	48	97	120	67	25

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	21	87	105	53	96
94. Public Relations/ Communications	10	23	73	122	53	92
95. Facilities Services	14	34	94	106	44	84
96. Human Resources	14	34	96	125	48	59
97. Information Technology	9	27	82	127	67	64
98. Instructional Services	9	15	87	126	54	83
99. Student Services	10	21	82	115	60	87
100. Institutional Research and Planning	11	14	90	104	48	107

Appendix C

Accreditation Matrix

San Diego Community College District Employee Satisfaction Survey Accreditation Standards Matrix					
Standard	Employee Survey Items				
I.A.	7				
I.A.4.	78-91				
I.B.	11				
I.B.1.	9				
I.B.2.	12				
I.B.3.	8,	10			
I.B.4.	10,	12,	78-91		
I.B.5.	9				
I.B.6.	10,	61,	78-91		
I.B.7.	10,	13-31,	51-61		
II.A.	13-14,	41			
II.A.1.	33				
II.A.1.a.	9,	34,	36-37		
II.A.1.b.	33				
II.A.1.c.	9,	36,	38		
II.A.2.a.	32,	35			
II.A.2.b.	9,	32,	36,	40	
II.A.2.c.	13,	41			
II.A.2.d.	33,	34			
II.A.2.e.	39				
II.A.2.f.	10-12,	38			
II.A.3.c.	42-43				
II.A.6.a.	7				
II.A.7.	40				
II.B.	8,	17-24,	26,	29-31,	46
II.B.1.	7,	9,	16		
II.B.3.a.	21,	23,	29,	31	
II.B.3.b.	16,	42			
II.B.3.c.	17,	19,	23,	31	
II.B.3.d.	43				
II.B.4.	9				
II.C.	15,	25,	27-28		

II.C.1.	50				
II.C.1.a.	47				
II.C.1.b.	48				
II.C.1.c.	49				
II.C.1.d.	72-77				
II.C.1.e.	54-56,	53			
II.C.2.	47				
III.A.	15,	44			
III.A.1.	67				
III.A.1.a.	63-64,	82			
III.A.1.b.	65				
III.A.1.c.	9				
III.A.2.	15				
III.A.4.	66				
III.A.4.a.	66				
III.A.4.b.	7,	66			
III.A.4.c.	62,	66			
III.A.5.	67				
III.A.5.a.	67				
III.A.5.b.	67				
III.A.6.	8-9				
III.B.	27-28,	54-56,	52,	58,	45
III.B.1.	73				
III.B.1.a.	72,	74-75			
III.B.1.b.	72,	76-77			
III.B.2.a.	10				
III.B.2.b.	10				
III.C.	27-28,	53,	69,	45	
III.C.1.	70-71				
III.C.1.a.	8,	69			
III.C.1.b.	71				
III.C.1.c.	70				
III.C.1.d.	70				
III.C.2	10,	69			

Standard	Employee Survey Items		
III.D.	61,	80	
III.D.1.a.	10,	80	
III.D.1.b.	10		
III.D.1.d.	12,	79	
III.D.2.a.	11		
III.D.2.b.	12,	78	
III.D.2.d.	80		
III.D.2.e.	80		
III.D.2.f.	80		
III.D.2.g.	80		
III.D.3.	8		
IV. A.	11,	81,	
IV. A.1.	12,	85,	
IV.A.2.	12,	81,	86

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. More section for ESL CLASS.
2. 1) I rated the DSPS services as low as possible, because the DSPS computer lab is only open during extremely limited hours with extremely in-adequate staffing.
2) I rated your "diversity" questions low because all colleges (not just this one) only have "multicultural classes" about Blacks, Latinos, Asians, etc., but there are NO classes about "white" culture in America. Caucasians are almost demonized in many multicultural classes, but where is the education on white American history? Until colleges stop acting like all white people are oppressive racists, there will be no true equality.
3. Adjunct faculty are encouraged to participate on committees in my dept.
4. All classrooms should be provided with modern equipment in order to provide equal access to state of the art instructions
5. All classrooms should be smart rooms with a computer and a projector, with internet access.
6. All classrooms should be smart. If not, those that need/request a smart classroom should be able to teach in same. Faculty restrooms should be clean. Classroom seating should not exceed fire code.
7. all faculty (adjunct and contract) should have access to smart computers. some departments do not allow adjunct to have keys to classrooms and or smart classrooms thereby marginalizing the adjunct faculty in front of students and negatively impacting their ability to teach with current technology.
8. As an adjunct faculty member I truly have no clue about most of the questions asked in this survey. I come in, teach my courses and go home. I appreciate that I have the freedom I need to be able to teach my courses for the most part. I feel the way student learning outcomes were adressed in my department were a joke.
9. As an adjunct faculty member, I do not feel like I am involved in the overall shared governance process at the college. As 75% of the teaching faculty are adjunct, this seems quite unfair.
10. Audio visual opportunites are not equal in each classroom. Smart classrooms are excellent. I taught in one for a year. Now I am in a classroom with very poor AV
11. Bravo for addressing BASIC SKILLS development. Please continue.
12. Please offer more *MANDATORY* faculty training on topics such as (1) Most effective or "best" pedagogical practices for the 2-year college environment and (2) How to teach in a way that accommodates diverse student learning styles. The concept of HOW STUDENTS LEARN BEST seems to not be on the radar of enough faculty. Hooray for student learning outcomes, but please add to this endeavor more emphasis on helping faculty to become better teachers.
13. Electronic equipment, and how we use it with our laptops, needs to be standardized among the classrooms
14. Every classroom should have air conditioning and computer/power point access. A system of insuring that adjuncts get the classroom keys they need BEFORE the start of the term needs to be

- developed. I feel strongly that there should be someone on duty from instruction between the hours of 4:00 - 5:00 p.m. -- in essence, whenever there are classes in session.
15. Facilities in the Physical Education Dept are terrible. Locker rooms are really bad. Weight rooms are a joke. Many facilities need to be remodeled or replaced.
 16. Facilities need to be upgraded with newer technology such as SMART class rooms, Internet and new furnishings.
 17. Facilities will be vastly improved when new buildings are complete.
 18. Fine and responsive. The lack of leadership might be taking a toll. Need a VP who is proactive and well versed on matters of administration and intellectual growth.
 19. I am a retired professor who teaches pro-rata, so my answers reflect long experience at the college as contract faculty.
 20. I appreciate the established structure and processes in instruction. The current economic climate has had a tremendous impact on administrators, however, the established structure and processes have allowed for an effective operation of programs and services.
 21. I appreciate the open communication within the district about state budget concerns.
 22. I really enjoy working in Instructional Services. Opportunities to provide my feedback and input are provided regularly.
 23. I think that our instructional side has worked hard in the past and continues to work hard on meeting the needs of our students and our community.
 24. I think we do well with the modest resources available. It would be much better if we could hire more full time faculty and depend less on adjunct faculty who are underpaid and don't have as much invested in the success of our institution and therefore our students.
 25. In general I have been pleased with instructional support, although it would be nice to borrow a-v material from sister libraries when our library does not have a given item. Frequently, a-v material just sits on the shelf unused, and the policy now is I believe, that Mesa cannot borrow from Miramar and vice versa.
 26. When I e-mailed the president of Mesa on a very routine matter, I was impressed with the promptness and the courtesy with which she responded.
 27. In my department, students at Mesa College receive an excellent education. Every summer we have SDSU and UCSD students taking courses along with our Mesa students which affords an excellent opportunity to benchmark. On AVERAGE the UCSD students (and possibly the SDSU students) are better than Mesa. But Mesa's best students are as good (often better) than even the UCSD students).
 28. No question that Mesa's facilities and support services are inferior to UCSD and SDSU - but that is a logical consequence of the fact that Community Colleges are #4 on the funding priority out of Sacramento, whereas UCSD and SDSU are #1 and #2 respectively.
 29. *** is a tremendous resource at Mesa College.
 30. Make more classrooms "smart classroom" equipped for instruction
 31. Many classrooms are ill fit for teaching, the heating/cooling systems aren't functioning. Many faculty do not bring in technology carts because it is cumbersome and time consuming whereas were we to have computers in all classrooms our students would have more innovative and our

- teaching lessons could be more in line with modern teaching methodologies. Av should have a student on student aid assist to bring in the carts to the classroom, we would all benefit; the teachers, the students in the classroom and the student(s) workers who need jobs.
32. Many professors inappropriately teach personal political ideologies as opposed to classroom material or topics, and promote distrust and fear in the student community, especially in so called liberal studies dept.s. As a result, many of our students leave with a skewed view of the world that instills a sense of victimhood instead of personal responsibility and true freedom of thought. This is sad and has serious consequences for the future of the country.
 33. Mesa College is outstanding!
 34. Mesa College should have an administrator on campus to be contacted between 4:00 and 5:00 p.m. - I have run into NUMEROUS problems for evening classes with no one to make decisions or to help.
 35. Mesa needs mandatory Diversity training for all faculty. It would augment teaching if faculty could be more sensitive to the issues that face many of our students.
 36. Most of my negative comments in this area are related to a lack of sufficient funding.
 37. n/a
 38. No comment.
 39. none
 40. none
 41. NONE
 42. None at this time
 43. None at this time.
 44. Not at this time.
 45. Other than needing more money for instructional resources, I think Instruction is in very good shape overall.
 46. The budget is too small for my program. We print very little and need equipment maintenance. We do not have enough to get by, let alone provide an enriching academic experience.
 47. The classrooms are way too old. We put the students of the 21st century into the classroom of the 60s.
 48. The college can not expect the same amount of work from a dept. (or discipline) with a small # of faculty compared to a large # of faculty.
 49. The college cares about its diverse population of students, and in particular, instructors are encouraged to devote their energies to helping students achieve learning goals.
 50. The dialogue about improving student learning and institutional processes is overly bureaucratic and, so, often misses the point.
 51. The freezes of positions put an adverse impact directly upon front-line support for students and faculty. I feel that there is a community service/outreach gap and lack of campus participation of important student-functions and activities among supervisors & deans - especially among faculty.
 52. The fundamental problem in all areas is the shortage of resources that lead to excess reliance on adjunct faculty, even as tenure-line faculty ranks decline, the insufficient number of classified staff, and the doubling-up of administrators to fill leadership gaps.

53. The lack of a permanent Vice President of instruction has been, and continues to be detrimental to the campus. While the interims have provided some leadership, the lack of cohesiveness among the deans and the ability to represent instruction at the Executive level is damaging to instructional programs and overall campus confidence.
54. The managers and supervisors are able to negatively impact the lives of numerous employees who work for Facilities Services, while not providing them with the necessary leadership.
55. The obvious problem is that we are grossly underfunded and our facilities, supplies, and staff are stretched to the limit (but do an excellent job anyway). The other obvious problem is that far too many students are not academically prepared for college. Some departments appear to have at least some instructors that do not set adequate standards.
56. The rooms in the F building at Mesa are terrible. Mine has no light switch! When I need to show projected images I must open the circuit-breaker panel to switch off the lights. The screen stays down only with rubber bands! There's only 1 outlet. Etc., The T-buildings are just as bad.
57. The staff at the book store, the IT support, Admissions and Records, have been helpful, professional, and kind in every interaction I have had with them.
58. The staffing on this campus is below adequate. There is a high degree of pressure and stress due to the lack of staffing
59. There are instructors on the campus who do not meet the state mandated educational requirements as of 2006. Student instruction suffers when class are being taught by people who only possess an associates degree when a masters is required. The approach to teaching and what is considered acceptable classroom instruction varies greatly with education.
60. There are more instructional technology needs identified than funds to meet those needs, particularly in online instruction. Many of the online courses are taught by adjunct faculty who are expected to supply their own computers, software, and technical support. While more support is provided to contract faculty, more is needed. These needs are well documented in the Mesa College Information Technology Strategic Plan.
61. The curriculum approval process is very long, cumbersome and frustrating to faculty members trying to modernize and create new courses and programs in response to student employment needs. Each person who touches the course outline or program is willing to help and offer advice, but there are often contradictions in the nature of the process or the changes that need to be made. This problem is most acute right before a course is ready to go to CIC. In addition, courses are put on hold with no clear explanation of why it was put on hold or what action needs to be taken to remove the hold. Putting courses on hold, without clear explanations, delays courses being taught to students wanting to improve their employment prospects.
62. There is a need to hire more counselors to assist students with advising and matriculation needs.
63. There is a total disconnect between instruction, instruction support services and facilities and instructors. Question, is something not right?
64. this survey was to long.
65. We are spread too thin during the current economic crisis.
66. We have a need for more qualified supervisors. I feel that we could all benefit if supervisors were required to be continually trained in supervising and managing the employees they are

responsible for. In 13 years with the district, I have had 3 supervisors (2 here at Mesa), and only one had these skills (she went on to become a Dean). The one we presently have, is only trained in managing a business, and has no idea on how to manage people, which results in disrespecting the employees, and poor employee morale, which results in poor student service. The truth is that an employees performance is directly related to the supervisor who manages them, and when the supervisor does not know how to manage properly, and communicate effectly, then the employees performance suffers, and makes it harder to service the students properly. Please address this serious issue, so we can all benefit with better services for all.

67. we have multiple resources on the Mesa home page. Perhaps a FAQ page, or flow chart map of the site to help faculty to learn & navigate the site would be helpful. If a faculty has shown a need for software to develop a course, it should be purchased for them.
68. We need more computers for language labs, English and others.
69. we need more money for instructional assistants
70. We need more technical and administrative support staff. The deans and dean secretaries are totally overwhelmed. Specific technical/ vocational/ professional programs have no help at all. Trying to find someone on campus who actually knows the answer to specific questions is time consuming and frustrating beyond belief. My department has had 6 deans in 9 years. No one wants to stay! Reprographics is a nightmare. I am frustrated at not having a xerox machine that I can even touch. When I tell other faculty at other community colleges in California what our working conditions are like, they are stunned. (You don't have heat in your office? You don't have a xerox machine or a department/ division secretary to help?)
71. We need to have diversity trainings as a mandated part of the flex credits on a yearly basis
72. While filling this out I realized that since I am adjunct faculty (I teach one class at Mesa) I am not really aware or connected with campus life. I am kept well informed by email of activites, important news, etc. but I think most adjunct feel, to some extent, not fully connected with the whole campus. I give 100%+ to my students in the classroom, but regarding other issues I am not always connected with the campus, Districe, Deparment, etc.
73. While many of our students will eventually go on for a four year degree, they are at a Community College because they need to work their way through college or to get a job soon. We need to give them skills, via classes, that will help them get the jobs. We should not be forgetting our vocational roots. Too much emphasis is being placed on whether a course is transferable or not. More emphasis needs to be on classes that will give our students an edge in today's job market.
74. *** is a wonderful resource on our campus--I don't know how she does all that--does she sleep here?

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. Student Services and support program are a very busy department on campus. Supervisor should treat the support staff as human and not slaves. A word of thank and pat in the back and job well done is sufficient to relief our stress and not castigating us like a little child that did something wrong.
2. again, more instructional assistants, "ta's"
3. At Mesa there are great services for students at the Transfer Center, Counseling, EOPS and many other important programs. However, there are a few exceptions. Some of the employees in DSPS and Student health services seem incompetent --they need so much explanation and bungle their work at times. I also think most workers at AS don't treat students with respect.
4. Comments RE: Student Support Facilities and Services:
 1. Take a second look at the past administrative decision to put the DSPS Hish Tech Center on the 2nd floor of the LRC. If the LRC elevators were to malfunction during an emergency situation, this could create a safety issue for the wheelchair-bound DSPS students who utilize the 2nd-floor DSPS High Tech lab.
 2. Regarding longer-range student services facilities planning/development: Please consider implementing a facilities model that houses the LRC resources and services together with (or at least closer to) the Tutoring and Writing Center services.
 3. Regarding financial aid services for students: One of the important first steps for students seeking financial aid is to fill out the web-based FAFSA application. Please set up more student computer stations IN THE FINANCIAL AID OFFICE so that students who need guidance WHILE THEY ARE FILLING OUT the online FAFSA can actually get the help that they need FROM FINANCIAL AID STAFF who are trained in this area. Sadly, too often students who go to the financial aid office are shuffled off to other computer lab facilities on campus where help from the financial aid experts is not available. This, in turn, can hurt the students. When students can't easily get answers to the questions they have while they are filling out the FAFSA, they tend to make more mistakes that can end up jeopardizing and/or delaying the processing of their financial aid package.
 4. Regarding library facilities and services: The LRC/library building really needs to be open for students on the weekends. This can be such critical service for some students. And sometimes a Saturday morning or afternoon may be the only free block of study time a student has. Do the right thing and make sure you continue to offer some weekend library hours to the students.
5. DSP&S is a mess. We have more and more students with personality disorders who make the classroom environment difficult at times. The counselors in DSP&S downplay this issue. I have thought about retiring based on this!!! We have students in our department who are legendary and no one outside of the department cares.
6. Our designated Academic Counselor to the department is outstanding. The personnel in Evaluations is great and very helpful. The librarians are awesome!
7. Great to have and they are excellent at providing information to instructors so that we can best refer students.
8. Hire more counselors for guiding students through transfer requirments...
9. I believe there is little emphasis on the "Access" portion of the District's goals, as well as the

- college's, when it comes to outreach for the less fortunate communities. I feel that there is a community service/outreach gap and lack of campus participation of important student-functions and activities among supervisors & deans - especially among non-classroom faculty.
10. I hope that Student Success Day will continue despite the budget crunch.
 11. I love the focus on transferring students that Mesa has.
 12. I think a strong, seriously committed individual is lacking here, not another student whose cell phone comes first.
 13. I think DSPS has more to do in our campus community. How are the disabled students understood? Why do I never see any disabled persons awareness days or celebrations? How are the students with mental illnesses getting along? Why do we hear about the problems and not the solutions? Can we do better to promote these students as a valuable asset?
 14. I think Mesa does a great job of trying to meet students needs. I would like to see the counselors have more access to students. More student services staffa and counselors would help all students reach goals. I also believe in high tech and high touch. continue providing technology so we can identify and assist students who need greater degrees of attention.
 15. I think the Administration needs to consider impact on students when trying to restructure the budget...talk with staff that actually work with students - not the District employees.
 16. I understand that food services are limited by budget concerns.
 17. I-300 is an eyesore. Fortunately, it won't be with us much longer.
 18. improved communication to students about scholarship-Mesa Foundation; better software support. If a faculty has shown a need for software to develop a course, it should be purchased for them.
 19. In discipline matters, all for the student. In extra curricular activities, such a bureaucracy that it is almost impossible to start anything. Critical thinking, absolutely zero.
 20. In your survey you ask about TRIO, DSPS, and EOPS without spelling the meaning out. I know what the last one is (equal opportunity??), but I have no idea what the other two are and could not answer your questions.
 21. It seems that more students are needing more academic help, and are attending the college as a kind of "remedial" step--- expecting that they will get more help. I have students whose academic difficulty materializes after the first midterm exam (4- 5 weeks into the semester)---. Maybe there could be a way to test them for basic skills in Reading Comprehension, Math, etc. in the week prior to the first week of classes, and then they would have a better idea of the level of preparedness they have for various courses. Reading comprehension and note-taking, essay test-preparation skills is one area where I have noticed students have trouble.
 22. It would be nice if the office hours were consistant and the same for all departments.
 23. I've requested additional training with ISIS and I'm still waiting. I'm learning as I go, which I don't feel is as effective.
 24. *** is a tremendous resource at Mesa College.
 25. Mesa is a good place to learn.
 26. More access, or appointment times, for evening students.
 27. More counselors are needed.
 28. n/a
 29. No comment.
 30. none
 31. none
 32. NONE
 33. None at this time.
 34. Not at this time.

35. Retention Services are aimed only at Latino/African students and neglect Asian /American Indian Students.
36. Some student services areas appear to be understaffed (general counseling, personal growth, assessment)while others appear overstaffed (admissions, outreach). The resource allocation often does not seem to reflect areas of greatest student needs.
37. Stop making faculty save big lists of students who will never use the Tutoring services at Mesa. Instead have the tutoring services record users as is done at most student services elsewhere. Printing vast lists of students wastes faculty time, expensive peel&stick paper, and puts student information at risk as these lists must sit around all semester for each class. Instructor name is printed at the top but you have instructors print and sign every page! Dumbest system I've ever seen!!!
38. Student Service facilities need updating and relocation to a prime and/or central campus area since it is the first point of contact for students.
39. Student Service seems to be in a silo more than ever. Many grumblings within departments indicates that employees are not happy with the leadership, but are afraid to speak up. There is talk of transparency in leadership functions, but decisions seem to “pop up” without consultation or in direct opposition of consultation.
40. Student services are often left out in planning. They need to be a part of the whole process. Counselors play a vital role in planning and supporting instruction.
41. Student Services are very visable on campus. Students feel supported/
42. Student Services continues to be understaffed, especially with the hiring freeze associated with the budget. There is not adequate staffing/faculty and facilities in Counseling to meet the needs of students.
43. Student Services is fantastic!
44. Student Services needs more space for Medical and Counseling.
45. Student services, remains understaffed, given demands.
46. The college has markedly improved these programs over the past 20-30 years.
47. The counseling department is understaffed. There are occasional mistakes made by counselors in regard to the classes student should take. This problem could be solved by better communication between departments and counselors. We've done this in the past and will do it again. If counselors were not so rushed and overworked they would probably make fewer mistakes as well.
48. The division between faculty and administration is a constant issue. Each new Dean of Student Services works to implement their values and priorities with the minimum of shared governance. Example, counselors are denied attendance at the local SDSU counselor's conference, but told instead to apply to a conference in Lake Tahoe that the VP endorses.
49. The DSPS group is great. Many students are thriving because of them.
50. The facilities have been outdated for years causing health issues for employees, let's hope the new building is a major improvement.
51. The new student services building is a very exiting prospect for our students.
52. The Tutoring Centers are popular with students.
53. There needs to be better communication between the District and the campuses. There needs to be better cooperation between the District and the site offices. The District needs to realize that the students are our customers, our primary reason for doing what we do.
54. There should be a semester meeting between Transfer stuff and faculty regarding the newest development of Transfer policies of the schools transfered to.
55. these programs suffer of lack of sufficient resources.
56. This collage, as an institution, cares about its students and does what it can for them within

- the budgetary resources available.
57. We need a student center for students to get together as a community.
 58. We work well with District Student Services - they are very responsive to our needs and are very pleasant to work with.
 59. Well done.
 60. When State budget issues are solved, greater funding will become available for student services, and student support.
 61. Who is in charge of DSPS? They do not seem to be operating in conjunction with Counseling and Student Health Services. Students need help psychologically and it not clear who is covering this need.
 62. Why does the SDCCD require so many rosters with absences detailed when other districts do not? At the very least, inform adjuncts as to WHY they are putting in the extra effort (does the District get more money if we turn in absences? Does the district need to have written copies of grades with the instructor signatures in addition to the ones entered online? Why is this District different from others?
 63. With increasing populations of veterans returning from military service, Mesa College should provide resources to support their return to college life (counseling services specializing in PTSD)

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

1. Grounds are maintained beautifully!
2. Temperature of offices are very cold - inadequate heating in the winter and air conditioners are blasting in the summer.
3. air conditioned classrooms are in short supply
4. All great! If only more people would open up and train.
5. bath rooms are dirty, floor is never moped.
6. better quality of chalk should be provided so that it is not so dusty and breakable.
7. Build a student center/cafeteria
8. Buildings still need to be repaired even if they are going to be torn down eventually
9. Computer assistants should get an upgraded pay scale because computer assistants are being asked to do EVERYTHING now! There are many classes online, so computer lab assistants are asked to be teachers. You sign up for admissions online now, so computer techs are asked to do admissions work. Computer assistants are asked to help students do research online, just like librarians. There is financial aid online, so computer assistants are asked to be "financial aid" assistants. Computer assistants have to be familiar with Microsoft Office Apps (Word/Excel/PowerPoint/Access) and graphic programs (Photoshop, Illustrator), and they must help students with website creation (Dreamweaver & HTML editing), etc. So computer assistants are being asked to be ALL THINGS TO ALL PEOPLE, and for that, they should get an upgraded classification and more pay. All computer techs and computer assistants are now doing so many different jobs, they deserve more pay and more CREDIT for what they do.
10. Employees at the Financial Aid Office at Mesa College are suffering from lack of heat in their offices and from dust and noise. The employees should be moved to a more comfortable office until the Financial office is repaired.
11. Facilities services have slipped considerably under current ****.
12. Facilities support is spotty in early morning and late afternoon. I am sure that this is budget related.
13. Faculty concerns for possible health impact of new technologies is consistently ignored by administration, at both the college and district level.
14. Faculty offices are kept either too hot or too cold.
15. Great technology, were it not for the fact the Chair of my Department, *** warned me not to use it in the classroom, with only one reason at hand: it is too complex for "our" students. Long sigh with an even longer question mark....
16. I don't know who is in charge of landscaping but let me tell you it is beautiful! Also, you have the nicest people at Mesa working in Facilities. They are kind of afraid of their boss and I think that is weird. They are afraid to say anything. Maybe that is the way it needs to be? I don't like to see that. They all work so hard with such a great attitude. If people are afraid of their boss they will be less productive, less satisfied and the quality of their work will reflect their resentment. I don't pretend to know how that all works out but just to let you know.... *** is

just so amazing. She has helped so many people with so many things. She is incredible. *** must have a 500 IQ. I don't even know how he does all that but this college owes him a big thank you! So thanks *** for all your hard work.

17. I hope that there will be lessons learned from the recent building constructed that will be used in the construction of new buildings going up now! For example the new G Building has numerous expensive and un-green problems! Because it doesn't have windows that can be opened, the office on the sunny side of the building are horribly hot while those on the shady side are almost always very cold. The noisy airconditioning is overused causing classrooms and offices to be too cold, while some roast in their offices. This is caused by going cheap on construction. We could have saved millions in energy cost had we built green in the first place.
18. I know we are in a budget crisis. However, we haven't always been in this situation yet things don't get fixed like they should.
19. I teach in a classroom that is either too hot or too cold. Students have told me it is always like this.
20. I think that classrooms could have a little more technology in them. Grossmont College, for example, has both document cameras and computers with projectors installed in every classroom. Mesa College, on the other hand, has only overheads available. I think this is not sufficient.
21. I think that more resources should be contributed to getting LARGER and STURDIER STUDENT DESKS, since many of the students are large in size (height and weight) and the tiny desks frequently are in various states of brokenness. Also, the desks are not comfortable for them in terms of ergonomics, ability to concentrate, etc. Ventilation and climate control in the classrooms is also a problem, too hot once the sun warms up the buildings. It would be nice if ALL of the classrooms could be equipped with "smart" technology/internet access. The landscape team does a VERY NICE JOB of making the gardens thrive around campus, and their efforts help to offset the oldness/worn-out aspect of the older buildings.
22. I think that the President should have responded to the financial aid employee memo to the entire campus. I would like to know that the problems were addressed.
23. I think the Chancellor and Mesa's President are providing excellent leadership in most if not all areas of Education Administration. For instance, in our approved bond-measures, equalization, and finance administering with staff as a priority. Regarding fiscal resources and mid management (i.e. Deans/chairs): there may be issues that could include input from the lower ranks before decisions are made...and with the utmost seriousness given to their consideration - as they specialize in serving students.
24. In general, very satisfied.
25. In the process of rebuilding/updating campus buildings
26. Info Tech. for the district lags behind other Ed institutions in San Diego. Grades/attendance should be submitted on line only!
27. It does not appear that the current major rebuilding project is going to evenly address needs in all areas. There is a definite need for greater fiscal resources for instructional resources and for the facilities that are not being redeveloped and/or replaced.

28. It would be helpful if the District would consult with the highly trained front-line people they employ before they make decisions on policy and/or procedure. Not only could time and money be saved, but solutions to problems could be arrived at with much more relative information at hand.
29. Less grass, please! Grass is costly (water, labor, chemicals) and non-native. With water shortages and rationing, the college should have a "Dryscape".
30. Mandatory small recycling bins in every office for discarded paper, etc.
31. Stop printing so excessively. The PR dept spends way too much money that is wasted - ultimately thrown in the garbage (literally). Find other ways to spread the message (email, electronic signs, kiosks, etc).
32. lighting on campus can be varied at time; not all science labs are heated; elevators are often broken; faulty thermostats. If a faculty has shown a need for software to develop a course, it should be purchased for them. It upsets me to see parking officers on Segways purchased by the college; what a waste of tax payer money. There is lots of examples of wasteful spending in our district and on our campus.
33. Many facilities are great, while some, such as C-200, have continuing issues with leaks, air conditioning, etc.
34. Many faculty offices are still cubicles with no privacy. This needs to be corrected ASAP!!!!!!!!!!!!!!
35. Many of the physical facilities have been neglected for quite awhile. Many interiors have not been painted in years, some buildings have no heat or AC, some classrooms have holes in the walls, leaking roofs, etc. As new buildings are built we need to be sure that they are maintained to a higher standard than the current buildings.
36. more computers around campus for students. more tutors. Ideally one on one in math and english.
37. Most restrooms need immediate attention.
38. n/a
39. Need a few more computers in faculty work spaces and a bit more maintenance
40. Needs a new college. The building are too old.
41. No comment.
42. none
43. NONE
44. None at this time.
45. None at this time.
46. Not at this time.
47. our district continually makes bonehead purchases in the computer software area.
48. when the district plans a building, they never consult faculty at the beginning and always underestimate the square footage needed.
49. Physical facilities are substandard and often unsafe; technology is improving, but lags behind many high schools - both due to inadequate fiscal resources. Faculty input is considered in planning, but still not taken seriously enough.

50. Regarding physical facilities: Please implement some type of regular health and sanitation inspection process for the campus restroom facilities used by students. The lack of cleanliness observed sometimes is not a healthy situation.
51. Some of the buildings are old and lack the technological requirements that promote learning. Some also are uncomfortable- temperature, size, etc.
52. Some of the campus is new and modern; some of it is quite dated and minimal. Future budgets may allow these buildings/classrooms to be improved. I believe there should be more cleaning inside the classrooms.
53. The budget for my department is woefully under what it needs to be. There is a constant struggle to get the necessary supplies and equipment to teach my laboratory courses. The supplies I am forced to use are often outdated and I end up telling the students - "well tis is how the test should have reacted" - This is a horrible way to have to teach. I end up bringing in my own supplies and materials in many instances just so I have what I need to have in order to competently teach my class. I do most of my own reprographics work just so our budget can be spent on other necessary things. It has only gotten worse over the years I have taught here.
54. The cafeteria and bookstore may be too costly to support. When students can buy textbooks on-line for \$20 that our bookstore charges \$98 for, something is very wrong!
55. The campus' facilities are not well maintained. While daily janitorial are done properly, deferred maintenance issues create an unsafe, unsightly, and unfriendly environment. The landscaping, where they have been able to work, is beautiful!
56. Technology continues to be a large hindrance for this campus. Lack of modern software, training, and funding is evident. Wi-fi should be a standard across campus. Money needs to be invested into new systems, which would result in better efficiency and ultimately save funds in the future. A standard training calendar needs to be implemented, with assurance from management that employees will be released to attend. Three computer techs for the campus is woefully inadequate.
57. Fiscal resources are managed well by the VPAS. What needs improvement are the systems to help areas like Repro and Stockroom for accounting purposes and taking these offices into the 21st century. Business services struggles with using systems that are not friendly to use, but the staff is excellent! Payroll services are great, it would also be good for them to have better systems to use for absence reporting.
58. The classrooms I teach in are very cluttered and not kept clean. This not only lends itself to possible injury of students or staff but sets an unprofessional tone.
59. the college has an excellent technology infrastructure.
60. The college is in need of an updated technology infrastructure.
61. The current infrastructure is being overhauled which is long over do.
62. The district should have a dedicated grant writer. Each college should pursue charitable gifts. There seems to be no reason why the campuses do not have donors whose names could be proudly displayed on the various buildings. That we are in dire economic times should not be

- the catalyst for such action; it should have been ongoing for a long time now...
63. The effectiveness use of technology is greatly limited by institutional restrictions.
 64. The Mesa Gym is old and cold. The weight training rooms are highly inadequate with no heat.
 65. The new building are great but the older ones are a nightmare. There is relatively no money for new equipment and the paperwork to request anything is daunting. With no administrative help or someone in the know to help, faculty practically have given up. Hardly no one stops for lunch since there is no time and all the healthy, non-prepackaged food was eliminated from the cafeteria. It's depressing.
 66. The passed Bond propositions will help improve the future; Chancellor has done excellent job managing the changing and irrational mess of a budget that we get from Sacramento
 67. The physical environment at Mesa is more a park-like setting rather than "business-like". I enjoy walking around the campus - it is well maintained.
 68. The physical facilities always look great!
 69. I love that I can send what I need copied to Reprographics and they have it ready the next day.
 70. I would like to see all foreign language classes in a classroom with access to a computer and Internet for teaching purposes.
 71. The physical facilities have improved 100%, and so has the technology infrastructure.
 72. Fiscal resources are still very tight.
 73. The priority of construction of the Behavioral Sciences building was placed behind the Biological Sciences. At that time, faculty who remained teaching in F200 would have resources to update instruction (e.g. internet connection, laptop/projectors, etc.). To date, none of those resources has been provided to accomodate the change in priority. The heaters & Venetian blinds do not work in the classrooms. The most current technology available in the classroom is a VHS/DVD player and overhead projector. Bare essentials, like chalk or white board markers have often not been available in the classrooms.
 74. The problem again is mainly funding. Some problems (like those in the I-300 building) cannot just be fixed with the usual resources. The building is a disaster!
 75. The quality and standards for Facilities maintenance and customer service relating to Facilities issues need to improve.
 76. The range of answers provided do not reflect the phasing in of new structures, built out with Prop S and N funds. Reliability of these answers should be questioned. Some classrooms are dumps, while others are more desirable. Same with faculty and classified staff office spaces.
 77. the roof leaks in classrooms..air conbditiioning only good on coid days
 78. The track has been long over due. It's good to see the college moving forward in support of the student-athletes at the college and in the comunity.
 79. The update cycle for computer hardware and software must be faster to ensure that faculty stay current and effective in the use of information technology and multimedia. This is particularly crucial for faculty who are in science and technology fields. I personally had to resort to spending over \$4000 (without hope of reimbursement) of my own funds to equip myself sufficiently.
 80. The women's restrooms could be cleaned better on a daily bases,as well as keeping the rolls

- of paper for drying hands full.
81. The Writing Center needs more equitable funding relative to its FTES and the funding of the other centers.
 82. there are many areas of concern in this area
 83. There is a lack of ladies restrooms on the Mesa campus. The existing ones are few and far between. Some need ADA modifications for women in wheelchairs.
 84. They need improvement.
 85. This is improving finally, but improvements should be made in the older areas on campus in order to provide some sort of equity in instruction.
 86. Very gradually, things are getting better -- though in some areas we are way behind some other community colleges and other San Diego educational institutions.
 87. We have a plan that is currently being implemented to update facilities. This will benefit the entire college community.
 88. We need more room, some upgrades in facilities, but the campus does use every available space.
 89. What a mess! No heat or airconditioning in my office. Classroom is either too hot or too cold. Dreadful lighting in the classroom. Old equipment that requires service calls or just doesn't function for our needs.
 90. When can we teach in a classroom where there are an overhead projector, a computer, and a white board?
 91. Why haven't the water leaks in the LRC been repaired? They endanger equipment and the health of people in the LRC. Don't wait for the contractor. Fix the leaks.
 92. Will improve when new buildings are completed according to master plan.
 93. Wireless would be great for teaching in the classroom and for students.
 94. Need access to lecture room computers to use for Power Point presentations. Departments do not share with each other.

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

1. So far I love this college, We served our students well.
2. Adjunct faculty are undervalued. Adjunct teaching as a career is not well understood by college administration/planners.
3. Allow long term Adjuncts the opportunity to become 60% Adjuncts in all departments, not just a chosen few.
4. As a off campus, one class per semester, adjunct, most of the questions in this survey where outside of my experience and answered accordingly.
5. As an adjunct faculty I do feel left out of the loop due in part to my full time work schedule outside of the College.
6. I am enjoying my teaching experience at Mesa but do not have any idea if I will be offered another class as I am unaware of the process for selecting faculty.
7. As an adjunct with over 30 yrs. experience in teaching in the both public and private sectors,I have been treated very well by my dept. (***)and its dean -- I couldn't ask for more understanding folks.
8. As an employee I find the experience so devastating and null. I wish I did not have to go day and night listening to my colleagues complain, complain, complain, with such a sense of dismay as if complaining would be devastating. I tried it once and the retaliatory measures were such I can only correlate the bureaucracy in this college to the state of terror in the aftermath of the French revolution. Open your mouth and you are death, as in instant death, no nuances.
9. College employees should be allowed to celebrate Christmas again. College employees should be allowed to put up "Merry Christmas" signs again. Our supposedly "multicultural" colleges allow us to celebrate being Muslim, Jewish, and almost every other religion EXCEPT for Christianity. This type of discrimination against Christians gets really OLD, and it's a disgrace that our supposedly "open-minded" colleges are allowed to openly be anti-Christian while simlutaneously being extremely pro-Muslim, pro-Jewish, and pro-anything-but-Christain.
10. Contract faculty are working more than full time jobs due to our not being able to budgetary constraints on hiring. It's not good for the students when faculty are spread too thin (nor good for the faculty). Payroll problems are still at an unacceptable level and faculty should not be bear the financial burden of payroll errors. On the plus side, faculty and staff are very dedicated and hard working and Mesa is a collegial atmosphere in which to work.
11. Emergency Preparedness for Disabilities (faculty/staff/students) is not really supported/followed up by the board of Trustee or important people who runs the project. It seem to be delayed for few years now. I get the impression they put Disabilities especially Deaf people in low priority for communication needs for emergencies.
12. Foster more social exchanges and building a sense of community for faculty across campus. It would be great to have childcare options on campus like most large agencies.
13. Generally speaking, I am extremely proud of San Diego Mesa College. We are not perfect by any means, but I am very satified with my career. We need more funds to run our classes. We need more funds to FIX our buildings. In the future, the District needs to get the input from the end-users before attempting to get public funding for buildings so as to know what is needed.
14. Getting information from research is way too slow!
15. Good place to work; great, dedicated faculty in my department; central focus in my

- department is the student and their success
16. great other people to work with here.
 17. Have always been happy with the people I work with. We have a very good management team and my co-workers, maybe except for a few rotten apples, are good team players.
 18. How about having supervisors attend a class on basic manners and on how to act in a civil manner. My supervisor is rude. She goes out of her way to humiliate and dominate staff. I love every aspect of working for SDCCD except for having to tolerate this rude individual. It's beginning to affect my work. I am not alone. You say my feedback is important but I know nothing will be done to correct this situation. The only staff member she is not rude to is ***. He comes and goes as he pleases and plays computer games all day long.
 19. I am extremely new to the District and to Mesa College so my knowledge of the ins and outs of how things work is very minimal in several respects.
 20. I am happy to be employed at an academic institution that maintains high standards at all levels. I am grateful about the no-layoff policy in these troubled economic times. Our Chancellor & her Cabinet members deserve a lot of credit for careful and effective planning and administration of policies through all levels.
 21. I am pleased with the overall activity at Mesa College; due to this, I will continue working here.
 22. I am proud of the Fashion Department in which I work.
 23. I am proud of the wonderful leadership, care, and respect given by President Cepeda and Chancellor Carroll; and grateful that our personal financial security is given high priority in these trying times.
 24. I am proud to be a Mesa faculty member. our share governance process overall is effective; If a faculty has shown a need for software to develop a course, it should be purchased for them.
 25. I am proud to work at Mesa and look forward to every day.
 26. I am very happy with my ability to provide quality instruction. I look forward to the completion of the new planned facilities
 27. I feel somewhat disconnected as an adjunct. Some policies can lend themselves to an "en loco parentis" feeling for/over adjuncts. A subtext like we are not responsible, we are "sub professions" although we have Masters and are well educated and have had a lot of other experiences prior to coming to Mesa. There is not a lot of appreciation for our contributions to campus or for appreciation for our potential contributions to the campus. I understand their are budget constraints but my department tends to marginalize and minimize our contributions.
 28. I find Mesa a college filled with people who care about the students and care about fulfilling the college's mission to serve our community. The college is well organized administratively. While many faculty step up and take on their non-teaching responsibilities, there is a sizeable group of faculty that do not. This causes resentment; this is discouraging.
 29. I have always been treated with respect - the areas I work with show me that Participatory Governance works well at our campus. I've always been given opportunities to provide my input to make things better and Administration has always provided me with the necessary tools to do my job - whether it's equipment or training.
 30. I have found most of the people working at Mesa to be unbelievably wonderful and dedicated. It is, besides the students, the best part of being part of the SDCCD. I also feel very fortunate to have Constance Carroll as our Chancellor.
 31. I have seen a decline in the overall quality of leadership in recent years. We need stronger leadership on the campuses.
 32. I love Mesa, but the lack of modernization in technology and efficiency of systems, coupled

with administrative leadership makes Mesa a challenge to navigate. Also – this survey was not well written. Multiple topics in one question, likert scale responses were not always appropriate for the question. It also seemed like some questions were missing, ei – campus leadership (not just divisions).

33. I LOVE working at Mesa College as I work in an excellent department. I have had a few issues of contention at the higher levels, however. I also love my Mesa Students!
34. I think it is remarkably well run, and is full of wonderfully qualified and experienced people. I believe that most systems and procedures are reasonably mature and streamlined. I appreciate the highly collegial atmosphere, and the meaningful, considerable degree to which participatory governance is put into practice.
35. I use to be hopeful the problems inherent with a large bureaucracy would be overcome by each new administration, but this has not materialized. It works best to do your work with as little interaction with administration as possible.
36. I was profoundly offended at President Cepeda's response to the classified staff member who wrote about problems in their facilities. I would caution her that if she sends out a DL with that there may be a time when HER writings get the same treatment. Clearly, the staff member in financial aid was at the end of his/her rope. I think that Dr. Cepeda should have sent a DL memo articulating the ways that she was insuring the problem was taken care of. That Dr. Cepeda and/or her designee has yet to respond publicly to the problem leads me to believe that there still is a problem. This incident would have been a perfect opportunity for Dr. Cepeda to right a wrong, to show that she actively addressed the concerns of the staff, and that she clearly accepts responsibility for what happens at Mesa.
37. I'm very satisfied with the administration's ability to respond to faculty concerns.
38. In general adjuncts aren't compensated fairly for their work financially. Also the Districts relationship with adjuncts and their needs is virtually non-existent, though everyone agrees without adjuncts the school couldn't function as a business, which somehow almost makes me feel better, but not quite.
39. In my 30 years at the college, it has improved markedly in almost every area, especially in the respect accorded to faculty members, and the extent to which we can influence administrative and board decisions.
40. It has been an interesting ride. I do not agree with hiring on rotation. I also do not agree that full-time head coaches remain full-time after they have retired from coaching. It makes it extremely difficult to bring in the necessary replacements when your sport retired coach is taking up the classes you could be giving to the replacement in order to be able to pay them. Los Angeles has a great fix for this solution. Once a full-time head coach steps down and retires from coaching they become a part-time employee. That way you can bring in (attract) a replacement by being able to pay them.
41. It should be mandatory that to become a supervisor, one must take a course in how to be a better leader; how to speak to students and especially the staff one supervises in a respectful and courteous way. A supervisor should include in her/his leadership compliments on staff's work now and then - to the individual (only if deserving)
42. It would be helpful to have more communication between student services and instruction. Example: Data on placement results could be shared with the related departments
43. It would not do me any good.
44. Many professors are very dedicated to the profession, sacrificing their personal lives to do a great job for their students. However there are many others who do as little as possible and some who are incompetent. I think more should be done during the faculty probationary

- period to not continue the employment of teachers who are not an asset to our students and institution. There are many wonderful candidates for teaching positions and if an contract faculty member proves to be problematic during these first years, they will be an even bigger problem that cannot be changed once they have tenure.
45. Mesa Community College stands out as an exemplary institution. The commitment to the students is apparent on campus.
 46. More full time positions are needed! But, I know money is the constraint, unfortunately.
 47. My overall experience as an employee has been good. However, have had many supervisors within 3-1/2 years (6 total and still counting; 4 of the 6 were/are interim/acting assignments).
 48. My overall experience has been very positive.
 49. n/a
 50. Nice to work with students
 51. No use to complain. Nothing changes. Classified are not respected. *** is a joke. Just comes to work to surf the web. Does minimum work. Supervisor spends every waking hour looking for new job. She is not available to staff. Who cares? Nobody.
 52. none
 53. none
 54. NONE
 55. None at this time.
 56. Not all adjuncts are supplementing their income. Many of us consider this to be our profession. Please develop a program to actively recruit existing adjuncts into permanent positions at the college where they are already teaching. Other colleges, for example, give adjuncts a hiring preference. Also, cut the overload of contract faculty rather than adjuncts who are freeway flyers.
 57. Not enough staff meetings. Been too busy to really have a meeting. Instead only a few get department change information. I feel all employees should be present when important decisions are being made within the department and not to just a selected few.
 58. our hiring procedures do not let us indicate whether the hiree will stay and do the job.
 59. Overall Mesa College is an excellent place to teach and provides an environment very supportive for students to learn.
 60. Overall this is a great place to work and I love my job. Some of my negative responses are based on only brief contact or contact through a student with a department. Please take that into consideration. Also, Please tell Dr. Cepeda that she is an incredible leader. *** is also very impressive. ***, although controversial, has done excellent work and she should know that she is on the right track to straightening things out--don't lose heart! I also think *** ought to know that I appreciate all of his hard work to keep us afloat. He probably gets compliments 50 times a day so here's my 51st compliment. ***, thanks for saving our jobs. Chancellor Carroll deserves our highest respect for her tireless work. I hope she is treated well because she really deserves it!
 61. Overall, I find it a very positive and supportive environment with teachers of political and ethnic background. Also the diversity of enrolled students is rich and wonderful. Year after year I hear of students being able to successfully transfer and complete their degree in their desired profession. This is important and perhaps the more rewarding aspect of teaching for SDCCD.
 62. Overall, I've been very satisfied.
 63. Overall, Mesa College provides a very high quality of education and services to its student body.

64. Overall, Mesa is an attractive and encouraging place to work. The Deans I've worked with have had good 'big-picture' vision as well as good people skills.
65. Overall, my experience at Mesa College is quite positive.
66. Payroll and benefits get more things wrong than right!
67. Planning for the new buildings before the bonds were proposed was poor. Not enough homework was done by administration as to the required sizes before the bonds were proposed. We will outgrow some of the the new buildings before they are opened.
68. Providing appropriate (grant) infrastructure (e.g. flexibility in hiring,purchasing, etc.) would enhance implementation of grants awarded to the college.
69. Reprographics at Mesa has the best on line service for faculty in California!!! If everything worked like reprographics people would fight to work at Mesa.
70. Reprographics is out of control. The rules are NOT acceptable to us. I need to get to bed and this issue will cause me to be awake all night! Enough!
71. Should have online tutorials (instead of in-person flex sessions) that teach the structure, resources and "who to go to" for the college and district.
72. Students first!
73. Students, in my experience, have been well served by Mesa. And, as a long time instructor, I have been well served by both Mesa and my students.
74. Thank you to the District Office for keeping us employees informed concerning the budget crisis and how it effects our jobs. Please involve employees in decisions such as changing to a 4-day week.
75. The faculty in my departnemt/discipline are exceptionsl. There is good communication among us, about concerns or events. I enjoy working at Mesa.
76. The hiring practice is highly flawed and allows unrestrained discrimination by the president. According to the present hiring practice, the search committee may only send three qualified candidates to the president, at which time the president, who has not participated in the search process, makes a decision about a candidate based on a half-hour interview. The president should either have to take part in the total interview process or make a final decision along with the search committee. The fact that the search committee is not allowed to rank the finalists makes for a completely unfair process with allows the president the possibilty unrestrained discrimination amongst the finalists.
77. The quality of my worklife at Mesa College has improved tremendously over the past year. I feel Mesa College is the best campus in the district to study and work.
78. The staff and faculty at Mesa are wonderful!
79. The students have gotten better and brighter and the services have declined, particularly overworked and understaffed repro.
80. The Worst and the best, in funny ways. Great work environment across the board. Dangerous work environment, with a lot of negativity on the part of the Dean who takes too long to sign papers, es too unconventional in dealing with people and problems and loses everything, from clip to transcript.
81. There is general feeling that the staff are the last to know anything and that their well-being is last on the District's list of concerns. For example: a bomb threat in which staff is told to simply continue working when other campuses in the city would have been evacuate and offering no follow-up to that extremely stressful situation; being told to continue working when there is no power and SDG&E has clearly said that there will be no power until after the college has closed - and this during spring break when no students are even on campus; requiring staff to work in a building that is below 55 degrees for over a month, only coming to the rescue when staff has reached the end of their ability to cope. My personal feeling is that

there is no workable evacuation plan, no workable disaster plan and no real concern for the welfare of the staff.

82. Very good place to work over-all with an excellent faculty. Very friendly and student centered.
83. Very good.
84. Very satisfied overall.
85. We're spoiled!
86. Within my department, there continues to be gender bias and this issue has been raised over and over, without change. Also, SLOs are something that are considered a waste of time within the dept. This is not offset by management.
87. Would like to hear the state report of my school, departmental, and program every semester.
88. Would like to see quicker turnaround time with IT help.