



# **City College Employee Satisfaction Survey Spring 2012**

## **Executive Summary**

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# Introduction

### Overview

Accreditation is the process of evaluating the performance and effectiveness of an institution in order to ensure that the quality of education and student achievement of expected outcomes are being met. The three colleges in the San Diego Community College District (SDCCD), as well as the non-credit institution, SDCCD Continuing Education, completed their self-studies and accreditation site visits in the fall 2010. Each institution collected, reviewed and incorporated evidence into their self-study reports and was then visited by a site study team. The Accreditation Commission reviewed the recommendations from the site study team and then made commendations and recommendations for improvements. Each of the colleges and CE are scheduled to submit mid-term reports in 2013 to the Accreditation Commission in order to ensure compliance and maintain accredited status.

### Purpose

The purpose of this survey was to collect follow-up evidence on employee satisfaction, and to track changes since the previous survey, which was administered in 2009. The survey captures levels of satisfaction with programs, services, instruction and facilities, as well as perceptions and opinions regarding institutional effectiveness. The results of the survey may be used to help inform decisions and plans for improvements, as well as to identify key areas of strengths and opportunities.

### Sample Design

The Employee Satisfaction Survey used a census sample design in which all employees at the colleges and Continuing Education (all faculty, staff, and administrators) were invited to participate. The expected response rate at each institution was 20% to 35%.

### Instrumentation

The Office of Institutional Research and Planning referenced the previous accreditation survey administered in 2009 and worked primarily with the accreditation coordinating committees, the research committees, planning councils and the academic senates to refine the survey instrument. The survey contained profile questions (e.g., work status) in order to help examine the representation of the survey population against the entire employee population. The survey also contained open-ended questions and forced choice items representing 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 of the survey instrument were ensured using 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 committees and various constituency groups on campus. Reliability was established through the pilot study.

### Methodology

An invitation to participate in the online survey was sent to all employees, along with multiple notifications (i.e., pre-notification, invitation to survey, and follow up reminder notifications). A pencil and paper format of the survey was also available to all employees if requested. The online survey was administered via the *Zoomerang*® online survey tool. Those opting for the paper and pencil format obtained the survey instrument and a Scantron form from the campus-based researcher, and then returned the completed survey to the District Office of Institutional Research and Planning.

### Implementation

Communications: The Accreditation Committee, the Research Committee, the Academic senates, and the Master Planning, Assessment, and Resource Oversight Council (MPAROC) were kept informed and involved in the development and implementation processes through continuous communication and feedback opportunities including: 1) Review of the survey plan, 2) Review and finalization of the survey instrument, and 3) Review and briefing of the survey results.

Administration: Pre-notification emails were sent by the presidents to all employees to provide information about the survey and requesting that the employees take the survey when it arrived in their e-mail inbox. The Office of Institutional Research and Planning sent the invitation via email during the fourth week of the semester and reminder e-mails were sent by both the president and the Office of Institutional Research and Planning in the weeks following. The survey took approximately 30 minutes to complete.

### Respondent Profile

Of the 1,234 employees who received the invitation to survey, 336 employees responded. This is a 27% response rate. Caution should be exercised when interpreting the results. Results may only reflect the opinions of those who took the survey and may not reflect the opinions of the general population. Of those who responded, 28% were contract faculty, 40% were adjunct faculty, 20% were classified, 5% were managers and 4% were supervisors. These proportions closely reflect the actual breakdown of employee groups at City College. Nearly half of the respondents were from Student Support Services (45%) and over a quarter respondents (28%) were from Instruction. The remaining respondents were from Administrative Services (15%) and Other (11%). Nearly half of respondents had been with the college for 11 or more years (44%) and close to half (49%) between two and 10 years. Similarly, exactly half reported being with the District for 11 or more years (50%) and nearly half (43%) for between two and ten years.

## **Key Findings**

### **Institutional Effectiveness**

Overall, the majority of employees continue to have positive perceptions of improving institutional effectiveness and are highly satisfied with student learning programs, services and instructional programs, as well as the SLOs/administrative unit outcomes. For the SLOs and administrative unit outcomes assessment items with no referential points of comparison from the last survey, the majority of employees also rated high in satisfaction. Contrastingly, there was a considerable decrease in the percentage of employees that rated the Office of Instruction and library resources high in satisfaction. Moreover, departmental teaching resources and staffing resources continue to receive moderate and declining satisfaction ratings.

### **Support Services**

Employees continued to give low and decreasing satisfaction ratings on the college's adequacy of student services staff/resources to meet student needs. Employees also continue to believe that there are inadequate student services facilities to meet students needs. In addition, parking, the cafeteria, classrooms and assigned working/office space continued to receive low but marked improvement in satisfaction. Science labs and career technical labs continued to receive high percentages of neutral responses indicating a general lack of awareness/usage across the College.

### **Resources**

Overall, the majority of employees was highly satisfied with human resources and moderately yet increasingly satisfied with technological resources. Satisfaction ratings for physical resources were rather mixed. Employees were much less satisfied with the exterior lighting of the College but increasingly satisfied with the maintenances of the interior of the buildings. As far as the financial resources, the items regarding the participation in budget development and the college resource allocation model received low and considerably decreasing satisfaction ratings. Pertaining to these items, were the high percentages of neutral responses indicating a lack of awareness/usage of these resources.

### **Decision-Making Processes**

Overall, the majority of employees continued to be satisfied with the decision-making roles and processes and college and district administration. However, there was a decreasing trend across all the items in this area compared to the 2009 ratings. There was also a marked decrease in satisfaction with faculty voice in substantial matters related to decision making.

# 2012 Employee Satisfaction Survey

## Interactive Group Discussion Recommendations

### October 8, 2012

- 1) Institutional Effectiveness
  - a. Bring survey results back before the next administration to increase participation.
  - b. Implement customized Point of Service (POS) surveys.
  - c. Increase involvement of classified staff:
    - i. Customize invitation messages to classified employees and other groups.
    - ii. Develop a classified staff survey.
- 2) Instructional Program and Student Learning Outcomes (SLO)/Administrative Unit Outcomes (AUO)
  - a. Encourage continued SLO assessment, evaluation, and use of data in program review.
  - b. Plan professional development for faculty on data collection and access for doing SLO work.
  - c. Encourage the use of alternative methods of teaching.
- 3) Student Support Services
  - a. Design a college-wide plan for how student services will be staffed and allocated with resources.
- 4) Learning Support Services
  - a. Conduct POS surveys on a regular basis.
- 5) Human Resources
  - a. Identify needs of faculty and classified staff in regards to professional development through analyzing existing data collected from the Student services Summer Workshops for Classified Staff and the Faculty Flex Surveys.
  - b. Develop additional surveys to identify needs in this area.
- 6) Decision-Making Roles and Process
  - a. Help classified staff be able to attend more college-wide workshops, planning meetings, etc. by overcoming the current resources/staffing levels that prevent classified staff from going to meetings/workshops.
  - b. Consider rotating workshops to different areas, taking meetings to the group, using technology, designating a time by administration to increase participation in college-wide surveys or professional development activities.
  - c. Form plans to demonstrate that the survey results have been heard by the campus, actions have been planned based on the survey findings, and administrations commit to responses.

# **Appendix A**

## Survey Instrument



## Employee Satisfaction Survey – City College

This survey is designed to measure your satisfaction with the quality of various services provided to students and employees and the work environment at the college. Please select answers based on your experience at your college or site. Your input will help the college strengthen future educational programs and services and enhance the work environment. All information you share with us will be used for research purposes only and will be kept strictly confidential. Please only participate once.

**Directions:**

For each question, please completely fill in the appropriate circle on the response form provided. Please select only one answer per question.

1. Where is your primary college/work site?
 

1) City College	3) Miramar College	5) Off campus
2) Mesa College	4) ECC (Educational Cultural Complex)	
  
2. Which is your primary employment type?
 

1) Adjunct Faculty	4) Manager
2) Classified	5) Non-academic Hourly
3) Contract Faculty	6) Supervisor
  
3. If faculty, please indicate your faculty assignment:
 

1) Classroom	2) Non-classroom	3) Both
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4. If Classified, Manager, or Supervisor, please indicate your area of responsibility:
 

1) Administrative services (human resources, business operations, Facilities, and maintenance)	4) Student support services
2) Information technology	5) Other
3) Instruction/Instructional support services	
  
5. How long have you been employed at this college?
 

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:



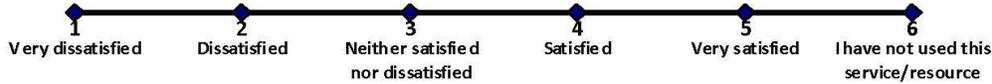
**Improving Institutional Effectiveness**

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.



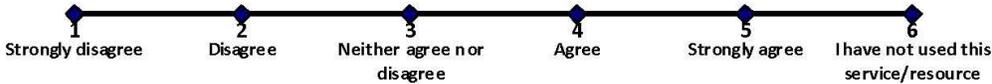
The college offers instructional programs, student services, library and learning support services, and all other resources that facilitate and enhance teaching and learning. Based on your experience with this college, please mark your level of SATISFACTION with the overall quality of the areas listed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

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



- 13. Office of Instruction
- 14. Departmental Teaching Resources
- 15. Staffing Resources
- 16. Library Resources
- 17. Duplicating/Reprographics
- 18. Technical Support
- 19. Audio-Visual Support

Please rate your level of agreement with the following statements:



**Instructional Programs and Student Learning Outcomes/Administrative Units Outcomes**

- 20. The faculty has a central role in assuring quality of instruction.
- 21. The college identifies and seeks to meet the varied educational needs of its students through diverse programs and services.
- 22. Instructors use teaching methodologies that reflect the diverse needs of the students.
- 23. The college has implemented effective plans and strategies for identifying student learning outcomes/administrative unit outcomes.
- 24. My department/program/service area has an effective practitioner-driven process for assessing student learning outcomes/administrative unit outcomes.
- 25. My department/program/service area has sufficient research data to assess progress toward achieving stated student learning outcomes/administrative unit outcomes.
- 26. My department/program/service area has used the results of student learning outcomes/administrative unit outcomes assessment to make improvements in instruction, student services, or administrative services.
- 27. Student learning outcomes and administrative unit outcomes are considered in program review.
- 28. The college supports academic freedom.
- 29. I am satisfied with the overall quality of instruction in my program.

**Student Support Services**

- 30. The college encourages personal, aesthetic, and intellectual development in students.
- 31. The college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.
- 32. Student Services at this college have sufficient staff/resources to meet student needs.
- 33. Student Services at this college have sufficient facilities to meet student needs.
- 34. 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:



**Library and Learning Support Services**

- 35. Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources.
- 36. The college provides ongoing training for users of library and other learning support services to develop information competency.
- 37. I use library and related support services in my teaching or work function.
- 38. 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:



- 39. Bookstore
- 40. Physical Facilities
- 41. Technology Resources
- 42. Science Labs
- 43. Career Technical Labs
- 44. Computer Labs
- 45. Parking
- 46. Classrooms
- 47. Assigned Working Space/Office Space
- 48. Cafeteria
- 49. Business Services/Fiscal Resources

Please rate your level of agreement with the following statements:



**Human Resources**

- 50. I am treated with respect at this college.
- 51. The criteria for hiring employees are clearly stated.
- 52. The procedures for hiring employees are strictly followed.
- 53. My performance evaluations have been conducted according to my contract guidelines.
- 54. Policies and practices of the college clearly demonstrate commitment to equity and diversity.
- 55. The college provides me adequate opportunities for continued professional and staff development.
- 56. 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:



**Technological Resources**

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

**Physical Resources**

- 60. Student learning and support needs are central to the planning, development, and design of new facilities.
- 61. Safety hazards are addressed promptly.
- 62. The grounds are pleasing and adequately maintained.
- 63. The exterior of the campus buildings are adequately maintained.
- 64. The interior of the classrooms, offices, and restrooms are adequately maintained.
- 65. The exterior lighting of the college is adequate.

**Financial Resources**

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

**Decision-Making Roles and Processes**

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

**College and District Administration**

- 75. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.
- 76. The college president provides effective leadership in planning and assessing institutional effectiveness.
- 77. The college president provides effective leadership in selecting and developing personnel.
- 78. The college president provides effective leadership in fiscal planning and budget development.
- 79. The college president works and communicates effectively with the communities served by the college.
- 80. The District Office uses effective methods of communicating with college staff and faculty.



**Comments:**

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

1. What do you like most about working at this college?
  
2. What do you think needs to be improved most 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

City College 2012 Employee Satisfaction Survey

1. Where is your primary college/work site?	Count	Percent
City College	317	95%
Mesa College	2	1%
Miramar College	0	0%
ECC (Educational Cultural Complex)	6	2%
Off campus	8	2%
<b>Total</b>	<b>333</b>	<b>100%</b>

2. Which is your primary employment type?	Count	Percent
Adjunct Faculty	134	40%
Classified	66	20%
Contract Faculty	95	28%
Manager	16	5%
Non-academic Hourly	12	4%
Supervisor	13	4%
<b>Total</b>	<b>336</b>	<b>100%</b>

3. If faculty, please indicate your faculty assignment:	Count	Percent
Classroom	155	68%
Non-classroom	35	15%
Both	37	16%
<b>Total</b>	<b>227</b>	<b>100%</b>

4. If Classified, Manager, or Supervisor, please indicate your area of responsibility:	Count	Percent
Administrative services (human resources, business operations, Facilities, and maintenance)	14	15%
Information technology	2	2%
Instruction/Instructional support services	26	28%
Student support services	42	45%
Other	10	11%
<b>Total</b>	<b>94</b>	<b>100%</b>

5. How long have you been employed at this college?	Count	Percent
1 year or less	23	7%
2 - 6 years	96	29%
7 - 10 years	65	20%
11 or more years	144	44%
<b>Total</b>	<b>328</b>	<b>100%</b>

6. How long have you been employed within the district?	Count	Percent
1 year or less	20	6%
2 - 6 years	73	22%
7 - 10 years	69	21%
11 or more years	165	50%
<b>Total</b>	<b>327</b>	<b>100%</b>

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<b>Improving Institutional Effectiveness</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Mean</b>	<b>I have not used this service/resource</b>
7. I am familiar with the mission statement of the college.	12 4%	16 5%	34 11%	109 35%	142 45%	4.13	7 2%
8. Improving institutional effectiveness is valued throughout the college.	12 4%	21 7%	47 15%	109 35%	123 39%	3.99	8 2%
9. The college facilitates an ongoing dialogue about improving student learning and institutional processes.	7 2%	17 6%	47 15%	116 38%	120 39%	4.06	13 4%
10. Program Review is integrated into the college planning process.	7 2%	21 7%	60 20%	113 38%	94 32%	3.90	25 8%
11. Student learning is considered in institutional planning.	9 3%	9 3%	51 17%	112 37%	123 40%	4.09	16 5%
12. The college's planning process offers opportunities for input by appropriate constituencies.	10 3%	18 6%	70 24%	104 35%	93 32%	3.85	25 8%

	<b>Very dissatisfied</b>	<b>Dissatisfied</b>	<b>Neither satisfied nor dissatisfied</b>	<b>Satisfied</b>	<b>Very satisfied</b>	<b>Mean</b>	<b>I have not used this service/resource</b>
13. Office of Instruction	1 0%	18 7%	75 29%	103 40%	63 24%	3.80	56 18%
14. Departmental Teaching Resources	7 3%	25 11%	72 30%	79 33%	54 23%	3.62	80 25%
15. Staffing Resources	20 8%	61 23%	71 27%	75 29%	36 14%	3.17	51 16%
16. Library Resources	7 3%	26 10%	58 22%	99 37%	75 28%	3.79	52 16%
17. Duplicating/Reprographics	4 1%	13 4%	20 7%	85 29%	168 58%	4.38	27 9%
18. Technical Support	7 2%	38 13%	40 14%	106 36%	102 35%	3.88	24 8%
19. Audio-Visual Support	6 2%	16 6%	39 14%	81 30%	131 48%	4.15	43 14%

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<b>Instructional Programs and Student Learning Outcomes/Administrative Units Outcomes</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Mean</b>	<b>I have not used this service/resource</b>
20. The faculty has a central role in assuring quality of instruction.	5 2%	6 2%	32 11%	82 28%	167 57%	4.37	16 5%
21. The college identifies and seeks to meet the varied educational needs of its students through diverse programs and services.	4 1%	9 3%	36 12%	110 37%	139 47%	4.24	10 3%
22. Instructors use teaching methodologies that reflect the diverse needs of the students.	1 0%	15 5%	57 21%	107 38%	98 35%	4.03	31 10%
23. The college has implemented effective plans and strategies for identifying student learning outcomes/administrative unit outcomes.	6 2%	20 7%	55 19%	115 40%	94 32%	3.93	19 6%
24. My department/program/service area has an effective practitioner-driven process for assessing student learning outcomes/administrative unit outcomes.	12 4%	21 8%	47 17%	94 34%	104 37%	3.92	26 9%
25. My department/program/service area has sufficient research data to assess progress toward achieving stated student learning outcomes/administrative unit outcomes.	13 5%	32 12%	54 19%	97 35%	82 29%	3.73	26 9%
26. My department/program/service area has used the results of student learning outcomes/administrative unit outcomes assessment to make improvements in instruction, student services, or administrative services.	15 5%	26 9%	51 19%	104 38%	79 29%	3.75	32 10%
27. Student learning outcomes and administrative unit outcomes are considered in program review .	2 1%	14 5%	55 20%	103 38%	95 35%	4.02	39 13%
28. The college supports academic freedom.	6 2%	14 5%	34 12%	94 32%	144 49%	4.22	16 5%
29. I am satisfied with the overall quality of instruction in my program.	7 2%	14 5%	41 14%	105 36%	124 43%	4.12	18 6%

<b>Student Support Services</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Mean</b>	<b>I have not used this service/resource</b>
30. The college encourages personal, aesthetic, and intellectual development in students.	4 1%	12 4%	36 12%	117 40%	121 42%	4.17	13 4%
31. The college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.	5 2%	4 1%	41 14%	119 41%	119 41%	4.19	13 4%
32. Student Services at this college have sufficient staff/resources to meet student needs.	78 28%	82 29%	46 16%	40 14%	33 12%	2.53	23 8%
33. Student Services at this college have sufficient facilities to meet student needs.	58 21%	65 23%	57 20%	63 23%	37 13%	2.84	24 8%
34. I refer students to the various services available on campus (e.g., DSPS, Tutoring, Health Services, Financial Aid, and EOPS).	1 0%	4 1%	23 8%	99 35%	157 55%	4.43	19 6%

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Library and Learning Support Services	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean	I have not used this service/resource
35. Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources.	5 2%	17 8%	68 31%	68 31%	61 28%	3.74	82 27%
36. The college provides ongoing training for users of library and other learning support services to develop information competency.	2 1%	9 4%	63 26%	79 33%	86 36%	4.00	62 21%
37. I use library and related support services in my teaching or work function.	7 3%	18 8%	57 26%	72 33%	63 29%	3.76	86 28%
38. 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.	13 6%	30 13%	67 30%	68 30%	48 21%	3.48	77 25%

	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied	Mean	I have not used this service/resource
39. Bookstore	11 4%	30 11%	44 16%	128 46%	67 24%	3.75	20 7%
40. Physical Facilities	14 5%	47 18%	59 22%	103 39%	42 16%	3.42	36 12%
41. Technology Resources	9 3%	47 17%	50 18%	115 41%	62 22%	3.61	17 6%
42. Science Labs	4 3%	14 12%	52 44%	32 27%	15 13%	3.34	183 61%
43. Career Technical Labs	6 4%	16 12%	47 34%	36 26%	34 24%	3.55	160 54%
44. Computer Labs	11 5%	32 15%	47 21%	74 34%	56 25%	3.60	78 26%
45. Parking	75 26%	75 26%	43 15%	69 24%	24 8%	2.62	11 4%
46. Classrooms	20 7%	55 20%	68 25%	94 35%	32 12%	3.23	25 9%
47. Assigned Working Space/Office Space	47 17%	54 20%	47 17%	80 29%	45 16%	3.08	28 9%
48. Cafeteria	35 12%	62 22%	73 26%	94 33%	17 6%	2.99	19 6%
49. Business Services/Fiscal Resources	11 4%	27 11%	74 30%	79 32%	54 22%	3.56	55 18%

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<b>Human Resources</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Mean</b>	<b>I have not used this service/ resource</b>
50. I am treated with respect at this college.	8 3%	17 6%	37 12%	111 37%	130 43%	4.12	0 0%
51. The criteria for hiring employees are clearly stated.	12 4%	17 6%	53 18%	109 37%	104 35%	3.94	7 2%
52. The procedures for hiring employees are strictly followed.	18 6%	22 8%	61 22%	91 33%	88 31%	3.75	22 7%
53. My performance evaluations have been conducted according to my contract guidelines.	12 4%	10 3%	36 13%	107 37%	123 43%	4.11	14 5%
54. Policies and practices of the college clearly demonstrate commitment to equity and diversity.	9 3%	15 5%	47 16%	111 37%	116 39%	4.04	4 1%
55. The college provides me adequate opportunities for continued professional and staff development.	15 5%	29 10%	46 15%	111 37%	98 33%	3.83	3 1%
56. As a group, the members of my department or program stay current in their fields of expertise.	11 4%	20 7%	44 15%	94 32%	129 43%	4.04	5 2%

<b>Technological Resources</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Mean</b>	<b>I have not used this service/ resource</b>
57. Technology planning is effectively integrated with institutional planning.	8 3%	32 13%	64 26%	82 33%	59 24%	3.62	53 18%
58. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	33 12%	51 19%	49 18%	80 30%	52 20%	3.25	32 11%
59. The college provides adequate training to faculty and staff in the application of information technology.	23 8%	45 16%	61 21%	94 33%	62 22%	3.45	13 4%

<b>Physical Resources</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Mean</b>	<b>I have not used this service/ resource</b>
60. Student learning and support needs are central to the planning, development, and design of new facilities.	9 3%	30 11%	48 18%	105 39%	76 28%	3.78	31 10%
61. Safety hazards are addressed promptly.	21 8%	35 13%	66 25%	89 33%	57 21%	3.47	32 11%
62. The grounds are pleasing and adequately maintained.	13 4%	32 11%	44 15%	113 38%	95 32%	3.82	5 2%
63. The exterior of the campus buildings are adequately maintained.	12 4%	35 12%	52 18%	126 43%	71 24%	3.71	5 2%
64. The interior of the classrooms, offices, and restrooms are adequately maintained.	46 15%	70 24%	42 14%	95 32%	44 15%	3.07	4 1%
65. The exterior lighting of the college is adequate.	26 9%	75 26%	58 20%	94 33%	34 12%	3.12	13 4%

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<b>Financial Resources</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Mean</b>	<b>I have not used this service/resource</b>
66. College guidelines and processes for budget development are clearly communicated.	14 6%	34 14%	65 27%	86 36%	42 17%	3.45	48 17%
67. I have appropriate opportunities to participate in budget development for the college through its shared governance processes.	20 9%	32 15%	80 38%	54 25%	26 12%	3.16	75 26%
68. The college resource allocation model equitably supports college programs and services.	21 9%	40 18%	90 40%	47 21%	26 12%	3.08	64 22%

<b>Decision-Making Roles and Processes</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree nor disagree</b>	<b>Agree</b>	<b>Strongly agree</b>	<b>Mean</b>	<b>I have not used this service/resource</b>
69. The college leaders encourage all members of the college community to take initiative in improving institutional effectiveness.	9 3%	27 10%	61 22%	104 38%	72 26%	3.74	17 6%
70. The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.	6 2%	23 9%	67 26%	96 38%	64 25%	3.74	33 11%
71. The classified staff exercise a substantial voice in matters related to college planning, budgeting, and institutional policies.	14 7%	35 16%	70 33%	64 30%	31 14%	3.29	74 26%
72. The faculty is central to decision-making involving curriculum development.	3 1%	13 5%	54 21%	87 34%	98 38%	4.04	34 12%
73. 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 3%	18 7%	60 22%	121 45%	59 22%	3.76	21 7%
74. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	9 3%	18 7%	72 28%	104 40%	55 21%	3.69	28 10%

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College and District Administration	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Mean	I have not used this service/resource
75. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	10 4%	33 12%	75 28%	110 40%	44 16%	3.53	18 6%
76. The college president provides effective leadership in planning and assessing institutional effectiveness.	7 3%	12 5%	57 22%	91 35%	95 36%	3.97	27 9%
77. The college president provides effective leadership in selecting and developing personnel.	8 3%	12 5%	71 28%	87 34%	76 30%	3.83	35 12%
78. The college president provides effective leadership in fiscal planning and budget development.	5 2%	7 3%	64 25%	92 36%	85 34%	3.97	35 12%
79. The college president works and communicates effectively with the communities served by the college.	6 2%	11 4%	62 24%	91 35%	91 35%	3.96	28 10%
80. The District Office uses effective methods of communicating with college staff and faculty.	19 7%	33 12%	59 21%	107 38%	60 22%	3.56	11 4%

# **Appendix C**

## Accreditation Matrix

<b>San Diego Community College District                      Employee Satisfaction Survey 2012                      Accreditation Standards Matrix - City College</b>				
Standard	Items	Items	Items	Items
II.A.1.	21			
I.B.4.	10	12	66-81	
I.B.6.	10	49	66-81	
I.B.7.	10	13-19	39-49	
II.A.2.f.	10-12	26		
I.B.	11			
I.B.2.	12			
II.A.2.c.	13	29		
II.A.	13-14	29		
II.C.	15	16	18-19	
II.B.3.b.				
II.B.3.c.				
II.B.3.a.				
II.A.2.a.	20	23		
II.A.1.b.	21			
II.A.2.d.	21	22		
II.A.2.e.	27			
II.A.7.	28			
II.A.3.c.	30-31			
II.B.3.d.	31			
II.C.1.a.	35			
II.C.2.	35			
II.C.1.b.	36			
II.C.1.c.	37			
II.C.1.	38			
II.C.1.e.	42-44	41		
I.A.	7			
II.A.6.a.	7			
II.B.1.	7	9		
II.C.1.d.	60-65			
I.A.4.	66-81			
I.B.3.	8	10		
II.B.	8		17	
I.B.1.	9			
I.B.5.	9			
II.B.4.	9			
II.A.1.a.	9	22	24-25	
II.A.1.c.	9	24	26	
II.A.2.b.	9	20	24	28

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III.A.	15	32		
III.A.1.	55			
III.A.1.a.	51-52	70		
III.A.1.b.	53			
III.A.1.c.	9			
III.A.2.	15			
III.A.4.	54			
III.A.4.a.	54			
III.A.4.b.	7	54		
III.A.4.c.	50	54		
III.A.5.	55			
III.A.5.a.	55			
III.A.5.b.	55			
III.A.6.	8-9			
III.B.	18-19	42-44	40	46
III.B.1.	61			
III.B.1.a.	60	62-63		
III.B.1.b.	60	64-65		
III.B.2.a.	10			
III.B.2.b.	10			
III.C.	18-19	41	57	33
III.C.1.	58-59			
III.C.1.a.	8	57		
III.C.1.b.	59			
III.C.1.c.	58			
III.C.1.d.	58			
III.C.2	10	57		
III.D.	49	68		
III.D.1.a.	10	68		
III.D.1.b.	10			
III.D.1.d.	12	67		
III.D.2.a.	11			
III.D.2.b.	12	66		
III.D.2.d.	68			
III.D.2.e.	68			
III.D.2.f.	68			
III.D.2.g.	68			
III.D.3.	8			
IV. A.	11	69		
IV. A.1.	12	73		
IV.A.2.	12	69	74	
IV.A.2.a.	70			
IV.A.2.b.	70			
IV.A.3.	12			

IV.B.2.	76-77			
IV.B.2.a.		77		
IV.B.2.b.	9-10	76		
IV.B.2.c.	76			
IV.B.2.d.	76	78		
IV.B.2.e.	49			
IV.B.3.				
IV.B.3.f.	80			
IV.B.3.g.	80			

# **Appendix D**

## Verbatim Comments

**Comments**

<b>1. What do you like most about working at this college?</b>	
Respondent #	Response
1	opportunities to be creative, innovative and effective when working to improve services in my area are readily available to me
2	The students and their diverse backgrounds.
3	This campus is one that exudes a welcome to "us" for new faculty
4	The students, the cordial atmosphere in my department.
5	Faculty is committed to teaching excellence.Eclectic mix of student who have life challenges, yet value their education
6	I teach online - I love the flexibility it provides myself and my students!!!
7	the students
8	I don't like it at all. Overall, the people I interact with are unprofessional. Our classrooms are filthy and ill equipped. Administrators do not support the faculty, and I feel like I am in a toxic, abusive relationship with the district.
9	The diversity of the student population and the collegial nature of the members of my department.
10	I enjoy teaching students and working in an environment where students welcome new knowledge.
11	The feeling that we are a family, faculty, staff and administrators included. Diverse student body.
12	I love working for ***** *****. She is a champion for the students and this department would have fizzled and faded long ago were it not for her.
13	The opportunity to enhance my effectiveness as an Instructor through the support of continuing education opportunities.
14	Diversity, team work and accountability my workplace provides is very professional.
15	Supportive of adjunct faculty. Lots of ways to feel effective and included.
16	That I have a wonderful job where I feel valued.
17	The people with whom I interact.
18	colleagues & supportive president
19	The people. For the most part Faculty, Staff and Administration work well together in creating a great campus.
20	the students
21	interaction with the studets
22	I love my job, and ever one is really nice to me!
23	The students
24	The diversity and academic feedom and sense of community.
25	The subset of students who are motivated - regardless of their level of preparation
26	The students are engaged. My mentor ***** ***** is always available, communicates effectively and in a timely manner. She encourages me and she makes me feel appreciated and honored to work for City college.
27	Working directly with students from diverse backgrounds.
28	I forgot.
29	I have many excellent colleagues who work hard and bring so much value to our college.
30	The benefits are crucial to keeping the retention rate low in the District.

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31	Being in a learning environment.
32	The diverse wonderful students.
33	Great environment, job security, and doing something I truly enjoy.
34	I am respected and given academic freedom to do my best work. I love the diverse makeup of the student body and staff/faculty. I also love the urban feel of the campus.
35	Close to home.
36	Diversity
37	The college is a wonderful and diverse place where people make a difference in each other's lives everyday.
38	Freedom to build and try curriculum, techniques and pedagogy that may benefit our ever changing student body.
39	The diverse population of students, faculty and staff. Relative consistency in open dialogue between students, faculty, and staff.
40	The atmosphere with the staff.
41	Collegial and professional work environment. Communication is good most of the time. Students are usually very motivated.
42	Very collegial, friendly faculty and staff, great leadership.
43	The people at City College are great, both staff and students alike. In general, the staff/faculty are positive, friendly, intelligent, and cooperative. My department co-workers make coming to work enjoyable and rewarding. Helping students and really making a difference on a daily basis is a very close second, though!
44	The students and my co-workers provide a rich work environment.
45	The diversity of the students
46	My fellow teachers in my department, Exercise Science! :) They all work so hard within our budget constraints. They take extra students in their classes and are NOT clock punchers. They come to work everyday full of enthusiasm. I believe it's a reflection of our department chair.
47	The diverse population that we serve. The support from our Dean.
48	I like working with the diversity of the campus.
49	students & coworkers
50	I love the diversity of the student body. I have good colleagues in my department.
51	The people I work with and the students I work for. It is priceless to work in an environment where I feel supported and cared for on a daily basis by my coworkers and supervisors. As life continues it becomes clearer that the function of our jobs will always exist but it is our interpersonal relationships that can make or break our work atmospheres. I feel really honored and privileged to exist and share the work space and days with the folks in the instructional office here at City College.
52	Communication among faculty, administrators and staff is good; the campus is pleasant; I am well-supported by VPI.
53	My fellow employees.
54	The diversity of students is amazing! Some should be in an Ivy League school but couldn't afford it, some should still be in Junior High but they got passed along by lazy teachers, and they're in my class sitting next to each other. It's a great challenge! I think of it as a privilege.
55	I like my immediate supervisors and my job.
56	The college has a strong focus on teaching and learning. The collegial atmosphere is excellent among all groups of employees.
57	The best thing about my College are the people, both the students and the Instructors.

City College 2012 Employee Satisfaction Survey

58	supportive colleagues and collaboration within departments and programs to work toward student success
59	The students
60	Focus on student success
61	I like the diversity programs provided by the college for the students of many social and cultural backgrounds.
62	It's funky and sometimes unorthodox, but it's City College and everyone here *loves* what they do and are truly committed to making a difference.
63	Love the students here and the lively community.
64	the diversity of our student population - and the challenge of working with students from countries around our world.
65	There is a pervasive sense of pride for the work we do in changing lives, and we are extremely proud of the diversity of students that we serve.
66	The individuals I work with in my Department. Great Manager and co-workers.
67	All the faculty and staff at City are great to work with and are dedicated professionals.
68	atmosphere of friendliness and cooperation
69	The people.
70	Work environment flexibility.
71	The diverse student body and professionalism of many of my colleagues.
72	The dedication of the faculty for students success.
73	Diversity of students, and the opportunity to help students on their paths to happy, successful careers.
74	The students seem to care about their learning. I have many DSPS students who use the facilities frequently.
75	The diversity of the staff members. The location of being in central San Diego, downtown.
76	Serving the students and the community.
77	I'm an adjunct faculty, and my involvement with the College is minimal. The Physical Science Department is run professionally. The college's budgetary problems have reduced the department's effectiveness, but not its moral. I see faculty sacrifice their time (without compensation), and their money (buying materials and supplies without compensation) to keep the quality of education in the department high. Faculty and staff will go out of their way to help adjuncts and each other. There is a feeling of family in the department, which leads to a higher productivity than should be expected. It's a pleasure to work in this academic environment.
78	I enjoy the collegial nature of City. I also enjoy the fact that upper management allows us to do our jobs without micro managing
79	The diverse students
80	My relationships with my students and my colleagues.
81	Working with students and providing services they need from DSPS
82	The students!
83	The students and faculty
84	I enjoy the art of Teaching Community College Students and have great hope for their futures.
85	The diversity of students we serve.
86	the paycheck
87	the diversity of students; the programming within Counseling, teamwork with other support services

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88	Collegiality, shared governance, excellent instructors. diversity of staff, faculty and students
89	I enjoy the students served and being a part of facilitating their learning.
90	The people and students.
91	IT'S DIVERSITY PROVIDES A GREAT LEARNING ENVIRONMENT.
92	Opportunity to convey knowledge and experience to young generation.
93	I appreciate the learning/training opportunities available to stay up to date on policies and regulations within my department that allow me to provide the best service possible to students.
94	The open-minded and incredibly dedicated staff & faculty.
95	the students
96	I have the deepest respect for my colleagues and administrators here at San Diego City College.
97	The supportive, collegial environment among all the administrative, faculty, and staff who work here.
98	The students!
99	The faculty and the students make City a great place to work.
100	Its diversity!
101	My direct supervisor and dean.
102	A continued employment.
103	I love the effect I can have on my students. I'm a great teacher and they appreciate my effort, and improve steadily in my classes.
104	The over all feeling of family here on campus.
105	I like being in an educational environment. I like contributing to student success.
106	The diversity of students and passion of faculty in working with this population
107	The diversity of the students and the open-minded policies/culture of the college.
108	The team work
109	my department is extremely supportive, respectful, and helpful. the students are sincere and appreciative.
110	I love the feeling that I help make a big difference in our students lives. I also value the vacation time.
111	our diverse students and their wealth of life experiences
112	The diversity in employment and students
113	The climate, the diverse population of students, administrators, staff and faculty. The opportunity to participate in shared governance.
114	The students come from many backgrounds. It is satisfying when it is possible to help the students.
115	I enjoy working with the students.
116	urban vibe
117	The people I work with, diversity and academic freedom.
118	Having the opportunity to make a difference in the lives of my students
119	I feel like I'm a valued member of the Mathematics department, even though I am an adjunct faculty member.
120	The diversity of students, staff and curriculum. The support from my chair to follow my own inclusive and facilitative pedagogy.
121	The students

City College 2012 Employee Satisfaction Survey

122	Diversity of students, new facilities and harmony within my department.
123	Our campus is built around the ideals of respect and collaboration--all the way from our administration to our staff, faculty, facilities, and ultimately to our students. We are wonderfully student- and learning-centered, and our leadership at the top maintains a bottom-up sensibility in the sense that most often (though not always), they function as facilitators rather than managers. This gives City College out of all the colleges in our district (and I serve on district-wide committees, chair a district-wide program, and serve in the AFT, so I know what goes on on other campuses) a truly special sensibility that is palpable, especially to students. Our setting in downtown San Diego is also important as it makes us a crossroads of sorts for all different kinds of people. We feel very much a part of our neighborhood and very much invested in our community.
124	The diversity of the student population
125	City is easily the most enjoyable working environment I have had in any field. Fellow staff are almost universally like-minded in their wishes to help students. The diversity of the community - students, staff, administration - is the key ingredient.
126	I love the diversity of both students and staff, the location, and the friendly, open atmosphere of the college. Cultural events are excellent. Being a new teacher, I felt very welcomed and "at home."
127	I have a very supportive supervisor and colleagues.
128	Many employees are well intended and have the best interest of students in mind
129	I enjoy the student interaction and working with those who are sincerely devoted to students and their colleagues. We are "family" here!
130	the faculty, staff and students with whom i work
131	we need better technology implementation for ECC(for each classroom)
132	I love my students
133	New buildings / upgrades, great president, colleagues who care.
134	The flexibility to develop innovative curricula
135	Working with the students. They appreciate the education they are receiving at City College. I also appreciate the faculty and staff that I work with.
136	The diverse atmosphere.
137	The campus atmosphere amongst students and staff. Very positive despite major budget crisis and limited classes.
138	I like working with students and helping them receive the support and assistance to achieve their academic goals. I like the collaboration and team work among my colleagues and in my department.
139	Helping students meet their educational goals.
140	I like the working community and its vast diversity and idealisms.
141	Interaction with students. keeping current with learning paradigms.
142	It seems like the students are treated well at City college because they almost always in upbeat spirits. The classrooms are nice, too.
143	I enjoy the diversity among the student body and the campus is a lovely addition to downtown San Diego.
144	Students Some Staff Some faculty
145	The cultural diversity of the student body and staff.
146	the people- fellow faculty, staff, & students
147	I enjoy working with my colleagues and serving a diverse student population.

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148	I love working at City. This is an ideal job for me given the make-up of students & faculty. Work is a joy.
149	The faculty members in my department
150	Diversity, excitement for learning
151	I love the students, I get to interact with groups of wonderful human beings. The diversity is great.
152	The people
153	Resources are wonderful and the integrity is upheld.
154	I like the Department of Languages because when we have to work as a group, we always try to share and get a long.
155	Very diverse regardless of some of the poverty that surrounds the college. I look forward to coming to work. The leaders and mentors in this department are professional but understanding, hard working and wonderful people all together.
156	The people i serve and work with. I MAKE my job pleasing. I stay in good spirits which makes people around me in good spirits.
157	tHE DIVERSE STUDENT POPULATION.
158	Very diverse faculty, staff and students.
159	I work for College Police, and I just really enjoy my role in the College Police Department.
160	It's central location downtown. The paycheck.
161	The enthusiasm of the entire staff and the diversity of the student population.
162	The students; the diversity of the population; needs of everyone being met from vocational students to students wanting to transfer to complete the B.A., to the ESOL program and eveything inbetween. The President!!!!
163	student population is stimulating and generally all staff/faculty have student best interests at heart
164	My peers and team.
165	The collegiality of the faculty, the resources, and the diversity of the student population.
166	My peers and my students.
167	The students and a variety of my peers.
168	Helping the students with the many problems they have.
169	The students!
170	The diversty of its students and the friendly members of faculty. I'm relatively new so it is hard for me to say.
171	Diverse student population. Friendly co-workers. The copy center and bookstore are so friendly and easy to work with.
172	It is hard to say only one thing about this College. I have been working at City College for more than 10 years. I Admire our school Chancellor Dr.Constance M. Carroll for her leadership and guidance. We are always informed about what is going on about the budget and important information. We also have a great President. Dr.Terrence Burgess. We have a great Captains that lead our ship to the right direction, ***** ***** and our beloved, caring,understanding,and awesome chairman ***** *****. I also love working with City College faculty and Staff. I want to thank all who is involved in this great institution.
173	Teaching the students that want to learn.
174	I enjoy teaching.
175	I have worked at City College for 30 years. I enjoy the diversity of the student population and assisting students so they can be successful in their educational objective.

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176	My co-workers and students.
177	The community feel.
178	Respectful, professional environment Freedom of speech
179	student diversityp
180	The attitude and emphasis on education of both staff and faculty.
181	I like everything in this college
182	my manager and helping the students
183	The students
184	The classified staff and students.
185	The president is very supportive, provides strong leadership. Diversity of students. Colleagues in department work really well together.
186	The diversity of the students sharing the campus. It is a friendly place to work and I enjoy workng with my colleagues.

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2. What do you think needs to be improved most at this college?	
Respondent #	Response
1	1. Faculty misunderstanding of the true meaning and intent of shared governance. 2. Management not holding employees appropriately accountable. The almost "tradition forming" refusal to fire or discipline a faculty/staff contract employee when it is clear he/she is an ineffective employee and their work( or lack thereof) hinder student success and the overall institutional mission of the college as opposed to supporting them.
2	We need to communicate to the students their own personal responsibility for academic success. Last Thursday we had a "Walk Out For Your Education" protest. Students protesting higher fees. Why has the administration been so silent on this and not held a rally to discuss this issue with the students directly? How many of our students are on financial aide? What do they have to do to keep their financial aide? Is financial aide tied to anything on the students end? How many times can a student retake a class he/she has failed and not have a financial stake in retaking that class, and taking the spot of another student? Why are students allowed to take classes they are not prepared for (ex Bio 107). Yes there are recommendations to have before taking this class, but students don't feel these recs apply to them, and when they fail...what do they do...retake the class without EVER fixing the basic problems that caused them to fail in the first place//such as basic math/reading and comprehension, how to study. I hear "Students have the right to fail" from my colleagues all the time. That statement is so wrong on so many levels, makes me want to scream! I could go on and on about this, and I have with some of my fellow adjuncts. Get the students involved, get the faculty involved, have round table discussions in the quad and listen to the students and faculty. Talk and listen to one another. That I do not see happening, so nothing changes and we continue on with the same old broken model.
3	Parking
4	Of course, the parking...but I do understand it is a temporary situation...but really a nightmare!
5	More "smart classrooms", office for adjuncts -- instead of having office hours in the cafeteria.
6	institutionalize tutorial-supported programs as part of the general college fund.
7	I'd love to see more sections of online classes offered!
8	more staffing/resources
9	Clean equipped classrooms would at least give the students and faculty a more positive working/learning environment. All the faculty at this facility have to share two small computer workstations crammed into a corner. I also feel that as long as classes are in session, the administrative office where the computers are should remain open. Last semester, they closed at 7pm on final exam night and no one could access the scantron machine, computers or anything else.
10	We need to hire a full time member of the Political Science Department
11	Student support services staffing especially in the DSPS office.
12	Budget! For student services such as tutoring, supplemental instruction, DSPS, counselors, more classes, hire more professors. Low cost food for our students. Low cost books for our students.
13	better allocation of resources
14	At least for our department, the Dean often fails to return phone calls/emails with our faculty--including the department head. Better communication and more fervent leadership from administration would be nice.
15	Processes from business services could be better explained. I also believe that a more structured orientation for new faculty would help to lessen the learning curve. This orientation may need to fall within the department, and be overseen by the appropriate Dean, rather than a campus wide orientation.
16	Classified staff evaluations and determining how effective they are in the position they fill.

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17	Coordination of services between counseling office and students\faculty. Counselors should know more about programs offered and be able to guide students to success.
18	Reduction in 'paperwork'.
19	Primary needs: funding for programs, maintenance of facilities Secondary: water-thirsty lawns (\$) need to be replaced with xeriscaping, we need organic local (edible!) food in the cafeteria
20	The Evaluation Process for contract faculty - promotion and tenure.
21	As always, it's hard for everybody to be in the loop on shared governance, although the structures are in place.
22	City College looks like a ghetto. Classrooms are in terrible shape.
23	nothing
24	Fiscal responsibility. Less administrative perks. City College has huge opportunities that they are missing out on. I run a small business and see this all the time. Use the resources from knowledgeable faculty and staff. Improve the access to better, healthier food on campus. It is terrible.
25	We need more full-time professors, we need more support for students (like DSPS services, better library resources) and the administration needs to deal more effectively with student complaints against professors (especially those professors with a history of numerous student complaints).
26	Do we recycle? Some classrooms have bins and some don't. My students always ask, and I'm never sure.
27	Classrooms and technology inside the class.
28	More diverse hiring of faculty,including looking outside the box for comparable or different expeirences, education and training that gives greater opportunities for diversity in the faculty ranks.
29	The way the budget is handled. We are continually delinquent in paying for things that are essential that we pay for yearly--online databases. We often have to pay late fees. Sometimes we are told that the money is in the budget only to find that it is not there. Also staff is spread too thin because of short staffing. Many are working out of class without being paid for out of class work with no hope for reclassification--turned down, even though the Hay group found that positions needed to be reclassified. We are at the point where we can't get sick or else we'd have to shut down. We almost have to schedule our sick days during flu season. Just one person gone leaves a huge impact. We can't operate if we were to do only the duties that are specifically outlined in our job descriptions. We would need to close much earlier than we actually do if we operated in terms of the positions that we actually have, but we do all of it anyway just so that we can be available for the students. Also, I don't think anyone is going to read this or care. That needs improvement too.
30	Increased accountability for staff and faculty. When job security is a given, some individuals tend to underperform, and there's not much that can be done. Students would be much better served by faculty and staff who are held accountable for the quality of their work, as we hold students accountable for their work in classes.
31	Leadership workshops would be useful for the current leaders as well and prospective leaders of the Departments.
32	The cleanliness of the interior of buildings. Permanent employees need to be in front line positions. We need expert information people in designated places or a phone number. The signage and directions around campus needs to be improved; elevator signs, bathroom signs, old signs need updating
33	IT could be faster, some problems with plant ops regarding air conditioning.

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34	Our classrooms were really old and outdated, but the new building will fix all that. Also, Duplicating could be given better equipment/facilities so we could get walk-in service.
35	Respect for the various departments & the people who work in them. Seems that some people don't appreciate all employees the same. We are all here because we are lucky enough to have a job but there are some employees who seem not to care if we are here or not. The instructors at times seem that they are the only ones whos jobs are important. Sometimes it feels that they think that others jobs are disposable.
36	Purchasing; Travel policies
37	Hard to say. The budget situation has resulted in everyone taking up a bigger load for the same pay.
38	Informing and training students how valuable attending classes on a regular basis is to their future as college scholars.
39	Staff support services.
40	Staff/Faculty relations with deadlines, due dates, add codes, etc.
41	Actual implementation of planning and evaluation could be done more effectively.
42	Parking! This will happen eventually with new construction.
43	I worry about how we're building several new buildings, but, with severe budget cuts, we won't have any classes or students to fill them. I know building funds and general funds are separate, but we may be building shiny, new facilities, just to let them collect dust.
44	The staff don't have a lot of opportunity to fully participate because the offices can never be closed and we are too short-staffed for staff members to leave to participate in the various committees and activities.
45	Hiring more tenure-track, full time faculty
46	By far the worst thing about this college is the supervision of our cleaning crew. Our classrooms in the P building and especially The Harry West Gym are disgustingly dirty. I have walked into work early in the morning to find the cleaning crew shooting baskets, working out, reading books in the reception area, and on numerous occasions sleeping in the reception area and weight room!
47	There is a lack of support for faculty when there are student disturbances. There is too much concern by Student Affairs about a student making a legal suit against the college, such that faculty are not appropriately supported or protected. This has caused risks to faculty members' physical safety at times.
48	Resources- The budget cuts have hit hard. There are less classes and some faculty have to have several roles. The DSPS office needs more support.
49	counselling
50	It seems that the budget issues are extremely detrimental to the quality of instruction because of lack of resources and the ability of the institution to serve its constituency. I routinely have wait lists for my classes that are as long as the class list and in many cases my students ability to move on to the next phase of their education goals is deterred because they are not able to enroll in the classes that they need.
51	Faculty overloads should be abolished to save money and offer adjuncts more teaching opportunities. Any faculty taking release time should not be allowed to teach overloads. AFT release time should be evaluated and subject to change by the larger members, not just approved by the inner circle of AFT cronies.
52	resources, Professional development, staff support. Given the constant fiscal challenges the college needs to embrace a culture of validation to recognize and honor the great work people do everyday on this campus with the given limited resources.

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53	To be honest, I think City College should go rogue and separate from the district. I know the Board of Trustees and the Chancellor all do great work but the level of bureacracy that it bring to the campus sometimes feels toxic in the sense that it feels patriarchal and heirarchical. While I appreciate that the district has five Vice Chancellors and at least four Deans, all with a handful of staff, I have to wonder exactly how all of that is benefitting our existing students. I think cross training and having anyone who works at the district work at City for a day or week should be mandatory. For instance, we had some folks from facilities show up in our offices to measure for blinds that were requested 5 years ago?! We've surely taken care of that on our own by now and that money could surely be put into our classrooms regardless of whether 'new construction' is coming. The level of bureacracy has simply gotten extremely deep and unnecessarily so. I actually think that the growth of the district offices should be heavier on the Human Resources and Payroll side of things and let Instructional Services, Student Services and Facilities be handled by the individual campuses. You could relocate those staff and offices as resources back out to the campuses and cut your costs by only needing to house payroll and human resources. I think this would allow those offices and staff to be used more effectively and efficiently.
54	Communication between student services and instructional services.
55	Transparency of planning and budgeting processes, particularly those at the district level that "roll downhill" to the college.
56	The ratio of full-time to adjunct faculty is supposed to be 3:1 according to AB 1725, but the district does all kinds of creative bookkeeping to reclassify classes, until the actually ratio ends up the opposite, 1:3. Without full-time faculty all our lofty goals of SLO's, student success, diversity, retention, and shared governance are bullshit. It's not going to get done and we bring in the full-time faculty to do it.
57	something needs to be done about the way time cards and paychecks are handled. My paperwork has been continually mishandled by ***** in business services, and I am the one who has to suffer by not getting paid on time. Labor laws are broken on a regular basis at City College and I find it ridiculous.
58	emergency communication needs to be improved
59	Some Instructors need more classes to bring them up to speed with modern applications. Course content needs to be seriously re-vamped and should include more applications and real-life examples. (Example being)Concepts such as "Calorimetry" need to be removed from course content in classes for pre-nursing students. Chemistry hasn't changed much in 90 years, however applications of Chemistry change almost daily. Biology is constantly changing and Instructors really need to keep up with it. A more rigorous, frequent and independent review system needs to be incorporated
60	Parking is horrible. It's ridiculous that I cannot park at my workplace to do my job. There is insufficient parking for faculty. The buildings are in ruin. I teach at 5 different colleges and the facilities/technical equipment are by far the worst. It is demoralizing for both me and my students to have such terrible buildings/classrooms.
61	Quit trying to be everything to everyone! We are an underfunded, inner-city campus; we need to focus on our Community College Charter: basic skills, technical skills and four year college transfer. The college needs to slim down its major/course offerings to reflect the foregoing reality!!~
62	The college needs more classes involved in career based training.
63	We need more staff and more physical resources in student & instructional support services.
64	While there are enough cultural fairs and vendors, I do not see institutional committment or work in areas of diversity and student equity. Even title V is watered down in the name of "opportunity for all". I see no focused dedication or support to programs like Puente, Umoja, and even long standing programs like EOPS and DSPS.
65	On rare occasions the attitudes of the supportive staff

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66	I am biased, but I believe we need to hire more contract counselors, especially given the expectations stemming from the SSTF recommendations. It is especially difficult to conduct career counseling which requires successive meetings. Currently we have 9 counselors for @ 18,000 students; not a good ratio.
67	The intelligence of it's students. Too many low functioning students enrolled for Financial Aid (not education), takes up resources and staff. Increase staff...covering multiple vacant positions with no breaks of any kind is exhausting AND against the law, but occurs daily. Police presence, improved parking, overall IMPROVED working conditions.
68	City needs more parking and lighting.
69	staffing
70	There are students that are not College material, it should be a better way to determine it. Also provide DSPS services for students that need them in order to succeed in their classes.
71	Parking situation.
72	DSPS services have been gutted and as an urban City college serving the working poor, the failure to provide adequate staffing for DSPS evaluation, mental health professionals and learning specialists impedes the ability of classroom instructor to be effective. It's discouraging that those with the least ability to voice concerns get the most financial hits when the budget is stressed, and especially so in a publically funded institution which should represent the needs of all its constituents. No on site evaluation nor adequate facilities for students to take tests or receive services anymore, let alone the support services, special classes and so forth that used to be part of the curriculum for DSPS students. It is another tragedy in the broader defunding of educational opportunities for those who need them the most.
73	The classroom and lab facilities for the engineering technologies - Machine Tech, AIRE, Electronics, Manufacturing and Electricity. This area should have been the first in the rebuilding process.
74	Connections between administrators and faculty, where ALL faculty, not just those on the "inside" with administrators feel included and have the ability to speak, be listened to, and feel valued. The role of Department Chairs representing the faculty, especially where many programs are represented by one Chair, has developed over the years, into a "closed gate" for some programs, and faculty to be fully included/represented in decision making processes, and open communication.
75	Hiring practices. There needs to be a better system to transfer employees from campus to campus (similar position to similar position). I don't mind preferential hiring. But, there is no need to go through the hiring process if the committee already knows who they want to hire before the job is even posted. Posting or emailing committee meetings to all faculty and staff (not just on the website). There should be more involvement from all constituents on campus, including students.
76	The same group of people is on almost all of the committees and are in the knowing. The group runs the campus. Other employees and students are made to feel less than.
77	Improvements are obvious hire back faculty lost to retirement and resignations. Equipment is old and some obsolete and needs to be replaced.
78	Do to staffing shortages we have missed the bus on decisions being made at the District level
79	Holding the "higher ups" accountable for their actions. As Deans are the leaders of our departments, they should be the model for the faculty, someone trustworthy, helpful, and collaborative. We do not have this in our department and it has become a hostile work environment.
80	We need to be able to hire more full-time faculty to distribute the work of a department.
81	Increase staffing & resources, esp DSPS office.

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82	I believe that there needs to be better leadership at the Chair level. I would recommend a rotating Chair; the Chairs of my department are ineffective and largely absent.
83	ALL faculty should have direct access to managers.
84	Equity in applying policies across the board. As an adjunct employee, I experienced a month pay cut due to not getting my flex hours in on time, even though I had done it and expressed I was having problems sending it when the system first started. Then I noticed another adjunct was told not to worry about getting her hours in on time in on time. I heard and additional adjunct in a larger meeting say he got his money back. That didn't happen for me and it still really feels like such an inequity.
85	Holding faculty and staff accountable for their actions when these actions go against what is best for our students. This includes contract and adjunct faculty who continuously demonstrate poor performance in the classroom and non-classroom assignments without reprimand or consequence(s); classified staff that behave inappropriately and unprofessionally with students without effective consequence(s).
86	everything
87	overall, the campus has been progressing over the years....a stronger Asso Students in improving student access to leadership development
88	lighting at gym parking lot at night and other identified areas, better marking of non-parking areas (zebra stripes)
89	Physical facilities (appalling), offer department meetings (behavioral sciences does not have a regular department meeting), and offer monthly adjunct meetings to increase cohesion, pass along knowledge about the college, and to connect with other professionals.
90	Parking and evening security
91	PHYSICAL FACILITIES NEEDS IMPROVEMENT.
92	Adjunct instructors should have the same rights as full-time instructors and be paid almost as much as they are paid. Some of them are better qualified than full-time instructors and offer a great deal to their students.
93	I'm not sure what the solution would be for this issue. In my opinion, there are employees that have the wrong attitude and as a result create a difficult work environment. Most of the time, in my experience, this problem is left unresolved. Either people are well past the time they should have retired or unfortunately the wrong faculty member was selected. I've been mistreated by a Dean because she decided to transgress her frustration of a student on to me. As a Dean, I would have expected more professionalism. Ultimately, this compromises the quality of service provided by the college.
94	Collaboration between departments. Interdisciplinary support.
95	Only full-time faculty have any say, and most departments have mostly adjuncts. It is difficult to answer your "faculty" questions because the answers are different depending on whether this refers to full-time faculty or adjunct faculty.
96	Facilities department with respect to cleaning our work spaces and offices needs to be improved.
97	Proper levels of staffing for student services departments (for staff positions working directly to support students.)
98	Resources--there should be an equitable distribution of resources throughout the district. Instead, Mesa College tends to be privileged in its library collection, computer labs, and supplies for professors. I have been told that this is because more students attend Mesa. However, all students and faculty need the same resources regardless of the total student population. This disparity does not provide for an equal educational opportunity for all.
99	Nothing

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100	Attitudes about faculty vs. Classified employees. We are ALL on the same team!
101	Make the students the priority rather than the faculty and staff. Without the students there would be no need for faculty or staff.
102	After, 13 years I still do not have a district sponsored contract. The child development centers do not have adequate district sponsored contracts to hire full time qualified personnel. We are responsible for the care and health of children whose parents are enrolled at the college. We are responsible for supervising, mentoring and training of future child development majors. Without district sponsored contracts, we are unable to keep and recruit well qualified staff. We are constantly juggling staff to cover the care and supervision of children and students. The centers are open more days than classified hourly are allowed to work. We are unable to have competitive salaries and compensation for the job we are hired to do. Each classroom should have a full time contract teacher and a full time contract aide. This allows adequate supervision for the care and safety of the children. It also allows students the opportunity to learn how to effectively teach in a classroom setting. As one of the largest departments on the campus with numerous graduates, we still are not funded and supported by the district in terms of contracted personnel. We are not providing best practice models for the college students. Hourly are not the solution. This is not a daycare facility. It is and should be a model to child development majors to prepare them for their future in education our our young children. This field continues to grow and change. We need to have the right staff to make sure that we are leading the way in innovative and advanced methods relating to child development. This cannot be done without recruiting, hiring and keeping highly qualified contract staff.
103	Transparency from business office on campus
104	We work in the stone age at this facility.
105	Instructor's safety - it's all about students but instructors' interests and safety are fairly neglected! Some students could benefit from an introductory course on college expectations. Some of them have major issues (health, social, psychological etc.) and instructors don't have the qualifications to deal with them . And I would add this is not their job to do so! Better student preparation to college expectations is necessary in my opinion. Overall I don't think this college is safe.
106	I have no smart classroom. I have no adjunct office. I have no job security. I have steadily lost course assignments, both at Mesa and City. The educational system at SDCCD is disintegrating. I am very discouraged and pessimistic for the students and academia.
107	Nothing.
108	Administrators, department chairperson - co-chairperson - their is no inclusion for adjunct; especially - women of color. Some deans believe adjunct poor student evaluations without questioning. Faculty members need to stop passing students along, just to get good evaluations. Students should earn their grades.
109	We cannot accommodate our students. The budget has wreaked havoc on our class offerings and support services and students are being given a huge disservice because of that.
110	Specifically in my department, alignment of courses in terms of student learning and scaffolding of SLOs. Better integration between counseling and student needs specific to the program of instruction ans student goals.
111	The janitorial staff needs to do a better job of cleaning and not watching tv in meeting rooms.
112	higher income for part time teachers.
113	When the \$ flows again, we need to hire a large percent of the faculty as contract. We should update all classroom computers and have smart classroom in all classrooms.
114	we need to hire full-time faculty and staff; fatigue and frustration are setting in

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115	1) Communication in general. 2) Timely communication with Business Services (if there is a problem with a requisition, it would be nice not to have to wait a month to find out). 3) Being less concerned about getting sued during the hiring process and more concerned with actually hiring people who know what they are doing. 4) Raising standards doing hiring instead of simply hiring the best of a bad crop. 5) Training supervisors and deans. 6) Committees that are supposed to be avenues of shared governance are often rubber stamps to whatever the higher ups decide (the ones I have seen, anyway).
116	Of course more funding is the most important need. On a lower level, there are several things. I do not like to have to contribute to the Union. I do not belong to the Union. I do not agree with the politics that the Union pushes. The rule or law that grades are to be kept for five years is ridiculous. At the University of California, a student has one quarter to raise objections to a grade. (That may mean six months if the course was taken in the Spring Quarter.) There should be a way to learn about the online instruction without being signed up for a course using online instruction. There should be someone designated to help instructors with questions about programs of publishers for student instruction.
117	The financial situation is dire. Parking is a nightmare. The bathrooms on the level with B104 are locked too early in the day. Restrooms should be kept open throughout the day.
118	squeezing blood from stones
119	Cleaning crew, parking and lighting
120	Technology resources available to faculty and students in the T bldg. Fair and equitable access to grant funding that department faculty helped to secure.
121	Repairing all the clocks in the buildings so that they reflect the current time.
122	The students need to be offered more classes at more times in order to graduate and transfer to a 4-year. I usually have 10-20 crashers every class. I realize this is a problem for every CC right now and is because of budget cuts, however any monies not specifically restricted to construction should be devoted to adding classes.
123	Teachers' retention
124	The lack of professionalism and connection to the real world-- among members of the administration, department chairs and others, who have spent their entire careers in academia-- needs improvement!
125	Obviously we are still reeling from years of budget cuts, with more austerity most likely in the offing. I was hesitant in some of my answers here because while our faculty, staff, and administration have been doing admirably with drastically reduced budgets, I would never want to give the impression that this is ideal, or even effective. It's not. We need our budgets restored. Period. I also want to note the overwhelming focus on Student Learning Outcomes, which strikes me as the very worst of a mechanistic, externally-imposed, deeply problematic view of what we do in our colleges. The amount of time and effort that has gone into developing these data points, measuring them, and then collecting them runs absolutely counter to what we do as effective educators. It's also incredibly disrespectful to us as experts in our field and makes us do a bunch of useless busy work that no one will ever be able to look at. We do what SLOs ask us to ALREADY. Having to create ridiculous studies of our praxis doesn't cause more analysis of what we do; rather, in order to accomodate the mandates of SLOs reporting, we take time away from prep, professional development, and collaboration--i.e. time away from our teaching--to engage in time-consuming busy work. This represents the absolute WORST of the business model ideology infesting our public educational institutions. Our students are not widgets; we are not machines; our colleges are not factories. The faculty are highly trained experts who care deeply about what we do in our classrooms. Reducing what we do to data points that track our "productivity" will destroy what we do with our students. I hope this horrible experiment with SLOs will not eliminate what is best about education: humans interacting and teaching other humans.

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126	Administration, like our US Government, stop listening to 'special interest' groups and if there is a problem with personnel, that it be dealt with effectively rather than continue to allow negative behavior to be rewarded, regardless of 'tenure'!
127	Resistance to standardized modes of assessing student outcomes. City is not National University, nor should it become one. Similarly, we are seeing the results of educational ideologies that push test, test, test in grade school. Let's not go there. Our students are coming from a wide range of backgrounds and experiences...one size does not fit all.
128	Developing more (innovative?) strategies for student retention.
129	The college has many challenges being situated in an urban setting. There is not a general sense of well being or safety. There needs to more of a campus safety presence and the facilities like the bathrooms need to be maintained better. They are ALWAYS subpar.
130	We need to fill vacant positions and a variety of other things that only money can provide.
131	the length of time it takes to accomplish anything!!!
132	Technology for each classroom
133	I think that most of the staff that work in the late shifts don't do their jobs---i have come in really early and really late to do work and have found them (numerous times) sleeping in my office, sleeping the weight room, watching movies in the main office or in one of the faculty offices. Bummer this happens still!!!
134	Hiring deans and VPs who have taught previously so they have a clear understanding of what faculty do everyday.
135	The disparity in the dedication -- or lack thereof -- to teaching among the faculty. Some teach with heart and whole heartedly; others merely go through the motions. Some faculty inspire students to perspire, to aim high and to learn; others inspire students to aim low and either spoon-feed students or do not cognitively engage students.
136	Better communication between managers and staff
137	Being that Student Services is a huge component of the operation of a community college campus I'm actually quite surprised and disappointed that the majority of these SS departments are last on the list of being remodeled. These areas need a major overhaul in the location and design.
138	Tutoring availability for all remedial areas, and setting clear goals for all students so that all are aware of what is expected and what they need to accomplish.
139	The survey is to broad, i don't work in student services, not faculty and non of the questions related to my department. I think that before the district makes plans for a new semester and or changes polices they need to talk with the people that actual deal with the students and the issues with policies and procedures brfor you make changes and or make excepections for students, because everyone needs to stand united no one should falter ad or make exceptions just because.
140	Visible security guards would be nice. There have been times inside the Success Center where I was completely alone around 6pm. One of these times, it was just me and a creepy guy asking me random questions. I felt like anything could have happened. Also, some kind of new teacher orientation with the department would be appreciated. I feel like I have to ask a lot of questions and figure a lot of things out on my own.
141	Parking
142	Resources
143	Computer consoles with internet connectivity in all the A building classrooms. More courses directed to heritage speakers of Spanish who are a natural resource in the community for a globalized economy.

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144	more funding! overall, & specifically for providing enough classes to meet student demand, enough staff to support student & faculty & administrative needs, and technology for 21st (or at least 20th) century pedagogy (e.g. widespread wifi, computer projector & speakers in every classroom, more student computers loaded with the software they need)
145	The current senior administrators lack leadership and personal accountability. The senior administrators rely too heavily on the Academic Senate and department chairs as advocates to the district. There is a perception that administrators are unwilling to make "unpopular" decisions in fear of jeopardizing renewal of their contract. There is a perception that senior administrators practice favoritism among departments.
146	We need funding. Many of the issues on this campus are related to the severe budget cuts we have endured over the last few years. Also, I take issue with the SLOs in that it ineffectively regulates our curriculum & seems to take away the time we need to really teach. Our campus takes them seriously though--due to the concerns of accreditation, but the need for them & analysis is far from faculty-centered.
147	Maintenance and upkeep, and SECURITY!!!
148	LOTS and LOTS of money back into the Student Services, like tutoring, DSPS, computer labs, etc...
149	Restore Paper towels in the Bathroom!
150	Easing the burden for our students, trying to make things less difficult rather than more. Many have trouble getting into classes, they risk loosing their aid, etc.
151	Selection of hiring committees for each discipline should be only one member from each discipline to be considered on the hiring committee for fairness,
152	We need Technology in classes. The R Buiding is an example. Students need to feel a newer environment were they can be motivated always.
153	Parking, need student and booths around campus to help students on the first week of classes.
154	accessibility. adaptive software. resources with the thought of the disabled student in mind. Access for blind, access for deaf, access for physical limitations, all facets. I am biased, Yes.
155	tHE DISTRICT OFFICES NEED TO BE DISBANDED AND NECESSARY PERSONEL SHOULD BE MOVED TO CAMPUSES.
156	Increase the number of student services faculty and staff.
157	We need to hire faculty and staff. Shortage of both has resulted in services being denied to students.
158	Communication w/in the departments; administrative as well as academic. Business service's role needs to be more defined. I'm new to City College and I'm not sure what they do or what they are exactly in charge of. I also feel that a lot of times, departments are only thinking about what benefits THEM and not what is good for the campus as a whole.
159	I think education (if you can call it that) is poor here at City College. I think that for the most part the only thing done here is to either pass students along rather than fail them and have to deal with complaints from students. When the students complain the administration does not back you up. They only care that your pass rates are high and that your FTES is high. So, it forces educators like me who actually care about my students learning something and that their grades actually reflect that they have learned something to give up and just do what everyone else is doing: pass them along and make them happy. If you do otherwise, you get docked pay, put on a remediation (re-education) plan, until you correct your attitude. City College is a trade school. Nothing more. Nothing less. The students and the administration only care that they get the piece of paper saying they are "educated." What a farce!
160	The lack of available funds from Federal and State sources. It is limiting us in trying to fulfill our mission.
161	better healthy food...not trying to compete with fast food options.

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162	On a very practical level, the bathrooms in the cafeteria!!!! On a more philosophical level, I'm surprised at the amount of politics at the college. I thought that we as educators are supposed to be humanists and therefore above the petty politics of the corporate world.
163	due to budget constraints- I feel that there needs to be a more strict guideline for entrance and continuation; academic counseling needs to direct students who are lacking in the ability to perform academically to other resources ie voc rehab, etc
164	More monies obviously.
165	Can't think of anything.
166	Funding, which is beyond reach of the college.
167	Many administrators seem out of touch with the real focus of our system... students! No freeze on administration hiring or classified when needed by administrators... but there is a freeze on all hiring that directly focus on the student. Although we no longer are offering intersession or summer programs... and faculty have been cut from participation (unless volunteering) during these times... but administrators have less terms and classes to deal with but the same amount of time. On the contrary many faculty are accepting adds above and beyond their cap to fill our FTE requirements without having to add more sections, therefore taking on more work. Additionally there is less full time faculty to support the needs of shared governance, department and district requirements; the faculty must work more effeciently (less time more students) and administration works less in the same amout of time. Less classes and sessions to administer, less money to administer, less services for students to administer, and so it goes. It does not seem to be well thought out with our true constituants in mind: the students. Sadly they are being cheated!
168	More parking for students and staff/faculty
169	More office technical, more custodians, more police, more staffing to maintain and staff SDCCD.
170	Technology, facilities and obviously parking space.
171	Internet access campus wide. More smart classrooms. I can hardly wait for us to come up to speed with other districts. We are missing so many opportunities and the ability to use online tools due to limited internet access in the classrooms.
172	We need more smart classrooms and staff that work diligently when we have technical problems in the classroom. It's been almost a month and the computer in my room has not been repaired.
173	More courses for our students instead of going to other colleges and for us to teach as an adjunct faculty.
174	adjunct compensation
175	Parking!
176	Hiring process: Job descriptions tend to change during the hiring process to to support a preferred candidate. Facilities are often very dirty.
177	Staffing issues are a concern. For the past 3-4 years, there has been two vacant positions in our office. Effective and larger office space to meet the needs of the students we serve.
178	I feel that following guidelines within the departments that a faculty works.
179	The cafeteria ceiling.
180	Transparency using budget Administrative will to support students who do are not familiar with college culture
181	parking
182	The websites need to be localized so that one home page will provide access to all of the web information and services.
183	Nothing need to be improved

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184	Staffing numbers need to be increased during peak period9 (Ex: hourlies). Classified staff should be involved in the decision making process atleast part of the time.
185	budget, budget, budget Also, I know it's tricky, but acknowledging success in ways other than test scores.
186	The curriculum develolpment process is much too slow. Allows too much obstruction vs innovation
187	More campus wide events for all staff, faculty, and administration to meet and interact with one another. Not just to eat together. It would be nice to know what we all do in out different areas on campus.
188	Easier transportation to get around the campus. (Golf carts for easier transportaion on camapus grounds)