



Continuing Education Employee Satisfaction Survey Spring 2012

Executive Summary

Prepared by:
Office of Institutional Research and Planning
June 2012

Table of Contents

	Page
Introduction	2
Overview	3
Purpose	3
Sample Design	3
Instrumentation	3
Methodology	4
Implementation	4
Respondent Profile	4
Key Findings	5
Appendix A Survey Instrument	8
Appendix B Item Analysis	14
Appendix C Verbatim Comments.....	21

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 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 Continuing Education Office of Instruction and Student Services 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 Continuing Education Office of Instruction and Student Services was 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 ninth 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 surveys took approximately 30 minutes to complete.

Respondent Profile

Of the 649 employees who received the invitation to survey, 336 employees responded. This is a 52% 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, 22% reported their primary work site was ECC, 21% reported Mid-City, 20% reported West City, 18% reported North City, 10% reported Centre City, 4% reported Cesar Chavez, and 4% reported CE headquarters as their primary work site. Of those who responded, half were adjunct faculty (50%), 25% were contract faculty, 20% were classified staff, 3% were managers, 2% were supervisors, and 1% were pro-rata faculty. Generally, work status reflects the actual breakdown of employees at Continuing Education; however, contract faculty were somewhat overrepresented and adjunct faculty were somewhat underrepresented. Three-fourths of the survey respondents worked primarily on campus (75%) while the remaining worked off campus (25%). Over two-thirds of the respondents had been with Continuing Education for 11 or more years (67%) and close to one-fifth had been with Continuing Education between two and six years (17%).

Key Findings

Quality of Service

The majority of employees continue to be satisfied with the quality of instruction and programs, but satisfaction with financial, physical, human, and technological resources and parking continue to receive low and declining ratings. The quality of staff development, however, continues to be a strength for the institution and shows improvement in satisfaction.

Organization for Student Learning

The items regarding institutional effectiveness (i.e., familiarity of and consistency with the mission, and valuing institutional effectiveness) continue to receive high ratings of agreement by most employees. Moreover, an increasing majority of employees continue to agree that program and services reviews are part of the planning process, and that SLOs are integral to this process.

There is continued and slightly increased satisfaction with the responsibility, policy and decision-making of the governing board. However, there is mixed, albeit increasing agreement, that faculty is involved in important decision-making processes (e. g., curriculum development, budgeting, and hiring). The attitude toward hiring practices at CE (i.e., criteria for hiring faculty), and the performance evaluation process continue to be favorable, showing an increase in satisfaction, as well as a marked increase in satisfaction with the professional development opportunities.

The majority of employees continue to believe that the campus environment (programs, services and practices) at CE is conducive to student's personal development and that it enhances student's appreciation of diversity. Moreover, the majority of employees continue to believe they are treated with respect and the policies and practices demonstrate a commitment to equity and diversity.

Curriculum and Instruction

The instructional component continues to rate high in satisfaction; quality of instruction, teaching methodologies that reflect diverse student needs and learning styles, and use of data to assess SLOs. What is more, an increasing number of employees believe that all areas of institutional SLOs, except for *Application of Technology* and *Lifelong Learning Skills* are increasingly integrated into teaching.

Support for Students

Employees continue to believe that there are inadequate student services staffing, facilities, or other support service resources to meet students' needs. Employees believe that the accuracy of the class schedule has improved but the website has not.

Resource Management & Development

Overall, employees continue to be moderately satisfied with the appearance and maintenance of the facilities, including safety of the buildings, the building grounds, lighting, and the exterior of the buildings. However, employees are increasingly less satisfied with the interior of the buildings.

More than half of the employees continue to believe that technology and training are available to support teaching and learning, and technology is integrated into planning.

Over half of the employees agreed that budget decisions reflect CE's priorities and that there are sufficient opportunities to participate in and/or have access to budget development information. Although there was less neutrality in this area compared to three years ago, there is still approximately one-quarter of employees who are unsure.

There was a relatively large increase in agreement that student learning needs are central to planning, development and design of new facilities (76% agreed compared to 66%).

Appendix A

Survey Instrument



Employee Satisfaction Survey Continuing Education

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

Directions: For each question, please select the appropriate box on the response form provided.

Part I - Tell Us About You...

1. What is your primary college/work site?
 1. Centre City
 2. Cesar Chavez
 3. ECC (Educational Cultural Complex)
 4. Mid-City
 5. North City
 6. West City
 7. CE Headquarters

2. What is your primary work location for the majority of your time?
 1. On campus
 2. Off campus

3. Please indicate your certificated status.
 1. Full-time Contract Faculty
 2. Part-time Adjunct Faculty
 3. Pro Rata Faculty
 4. Classified
 5. Manager
 6. Supervisor

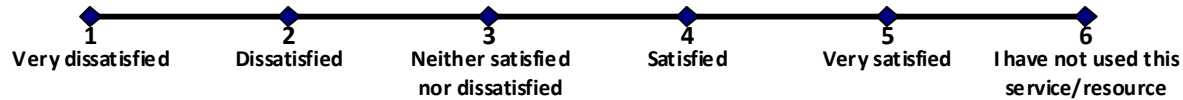
4. If you are faculty, please indicate your faculty status.
 1. Classroom
 2. Non-classroom

5. How long have you been employed in Continuing Education?
 1. 1 year or less
 2. 2-6 years
 3. 7-10 years
 4. 11 years or more

6. What is your primary work schedule?
 1. Day
 2. Evening

Part II – Level of Quality

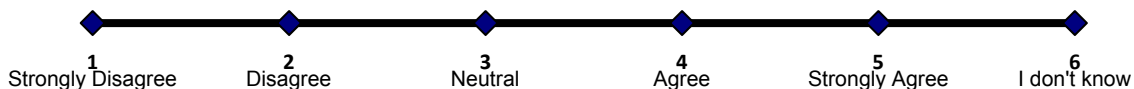
Continuing Education offers instructional programs, student services, learning support services, and all other resources that facilitate and enhance teaching and learning. Based on your experience with Continuing Education, please rate your level of SATISFACTION with the overall quality of the areas listed below using the following scale:



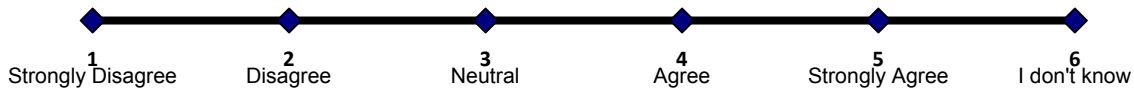
7. Counseling
8. Instruction
9. Programs
10. Classrooms
11. Assigned Working Space
12. Technology Resources
13. Financial Resources-CE budget
14. Physical Facilities
15. Staffing Resources
16. DSPS (Disability Support Programs & Services)
17. Job Placement Services
18. Associated Student Body
19. Parking Services
20. Staff Development

Part III – Organization for Student Learning

Please rate your level of agreement with each statement using the following scale:



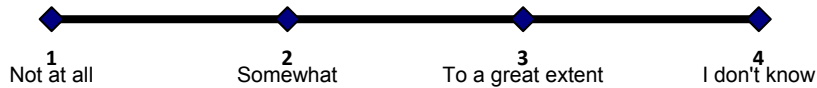
21. I am familiar with the mission statement that defines Continuing Education.
22. The Continuing Education programs, services and planning are consistent with its mission.
23. Improving institutional effectiveness is valued throughout Continuing Education.
24. Continuing Education facilitates an ongoing dialogue about improving student learning and institutional processes.
25. The governing board establishes policies to assure the quality of the programs and services.
26. The governing board's decision-making reflects the public interest.
27. There is a clear delineation of authority and operational responsibility between the governing board and Continuing Education.



28. Continuing Education's leaders encourage all members of its community to take the initiative to improve institutional effectiveness.
29. The faculty exercises an extensive roll in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.
30. The faculty is sufficiently involved through committees in decisions involving curriculum development.
31. In general, I am aware of the faculty's role in various governing, planning, budgeting, and policy making bodies in Continuing Education.
32. Continuing Education establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.
33. Continuing Education's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.
34. The criteria for hiring faculty includes a knowledge of subject matter or service to be performed, teaching ability, and the potential to contribute to the mission of the institution.
35. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.
36. My performance evaluations have been conducted according to my contract guidelines.
37. Continuing Education provides opportunities for continued professional and staff development.
38. As a group, the members of my department stay current in their fields of expertise.
39. The campus environment is conducive to personal development of the student population.
40. Continuing Education implements programs, practices, and services that enhance student appreciation of diversity.
41. I am personally treated with respect at this institution.
42. Policies and practices of Continuing Education clearly demonstrate commitment to issues of equity and diversity.
43. I am familiar with Continuing Education's learning outcomes for students (ESLRs or SLOs).
44. Review of programs and services is integrated into Continuing Education's planning process.
45. Student learning outcomes are considered in program review and institutional planning.
46. Continuing Education seeks to meet the varied educational needs of its students through diverse programs.

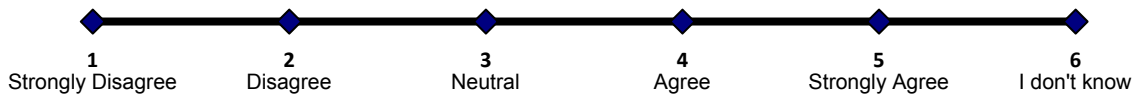
Part IV – Curriculum and Instruction

Please indicate the extent to which you integrate the following student learning outcomes into your teaching using the following scale.



- 47. Interpersonal Skills
- 48. Appreciation of Diversity
- 49. Information Processing Skills
- 50. Goal Setting
- 51. Application of Technology
- 52. Lifelong Learning Skills

Please rate your level of agreement with each statement using the following scale:



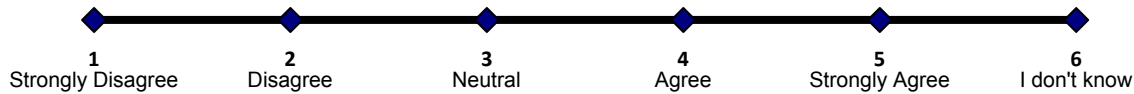
- 53. In the classes I teach, I provide students with a syllabus that specifies learning objectives that are consistent with the approved course outlines.
- 54. I am pleased with the quality of teaching and instruction here.
- 55. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.
- 56. Continuing Education uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.
- 57. I use current educational research to enhance my teaching.

Part V – Support for Student Personal and Academic Growth

- 58. In general, I feel that student support services in Continuing Education are adequate to meet student needs.
- 59. Student Services at my campus has sufficient staff and resources to meet student needs.
- 60. Student Services at my campus has sufficient facilities to meet student needs.
- 61. I refer students for various services available on campus (e.g., Counseling, DSPS & Financial Aid).
- 62. The Continuing Education class schedule is accurate.
- 63. The Continuing Education website is accurate.

Part VI – Resource Management and Development

Please rate your level of agreement with each statement using the following scale:



64. Continuing Education adequately maintains its physical resources to support its programs and services.
65. Safety hazards are addressed promptly.
66. The grounds are adequately maintained.
67. The exterior features of the campus buildings are adequately maintained.
68. The interior of the buildings are adequately maintained.
69. The exterior lighting of Continuing Education is adequately maintained.
70. Technology planning is integrated with institutional planning.
71. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.
72. Continuing Education provides adequate training in the effective application of information technology to faculty and staff.
73. Budget information is readily accessible throughout Continuing Education.
74. Continuing Education's budget reflects its priorities and planning goals (general funds and others).
75. Faculty and staff have sufficient opportunities to participate in budget development for Continuing Education through its shared governance processes.
76. The District resource allocation process effectively supports Continuing Education.
77. Student learning needs are central to the planning, development, and design of new facilities.

Part VI - Please Comment

Please record your comments for each statement in the box provided below.

78. Please add other comments or suggestions related to instruction, Instructional support services, and/or Instructional facilities at the college.
79. Please add other comments or suggestions related to Student Services and student support programs, and/or Student Services facilities at the college.
80. Please add other comments or suggestions related to the college's physical facilities, technology infrastructure, and/or fiscal resources.
81. Please add other comments or suggestions related to your overall experience as an employee at this college.

Thank you for taking the survey!

Appendix B

Item Analysis

1. What is your primary college/work site?	Count	Percent
Centre City	34	10%
Cesar Chavez	12	4%
ECC (Educational Cultural Complex)	75	22%
Mid-City	72	21%
North City	60	18%
West City	68	20%
CE Headquarters	14	4%
Total	335	100%

2. What is your primary work location for the majority of your time?	Count	Percent
On campus	253	75%
Off campus	83	25%
Total	336	100%

3. Please indicate your certificated status.	Count	Percent
Full-time Contract Faculty	84	25%
Part-time Adjunct Faculty	167	50%
Pro Rata Faculty	2	1%
Classified	67	20%
Manager	9	3%
Supervisor	7	2%
Total	336	100%

4. If you are faculty, please indicate your faculty status.	Count	Percent
Classroom	198	79%
Non-classroom	52	21%
Total	250	100%

5. How long have you been employed in Continuing Education?	Count	Percent
1 year or less	13	4%
2 - 6 years	57	17%
7 - 10 years	37	11%
11 or more years	222	67%
Total	329	100%

6. What is your primary work schedule?	Count	Percent
Day	277	85%
Evening	50	15%
Total	327	100%

Level of Quality	Very dissatisfied	Dissatisfied	Neutral	Satisfied	Very satisfied	Mean	I have not used this service/resource
7. Counseling	10 5%	17 8%	49 24%	68 33%	61 30%	3.75	103 33%
8. Instruction	3 1%	2 1%	24 9%	93 35%	144 54%	4.40	40 13%
9. Programs	3 1%	3 1%	30 11%	115 42%	122 45%	4.28	33 11%
10. Classrooms	6 2%	40 14%	58 21%	115 41%	59 21%	3.65	29 9%
11. Assigned Working Space	12 4%	34 12%	64 22%	112 38%	70 24%	3.66	14 5%
12. Technology Resources	6 2%	57 20%	46 16%	103 36%	71 25%	3.62	22 7%
13. Financial Resources - CE budget	23 8%	72 26%	94 34%	71 26%	16 6%	2.95	29 10%
14. Physical Facilities	11 4%	50 18%	71 25%	100 35%	52 18%	3.46	23 7%
15. Staffing Resources	17 6%	63 22%	86 30%	85 30%	35 12%	3.20	18 6%
16. DSPS (Disability Support Programs & Services)	6 3%	8 4%	50 25%	69 34%	71 35%	3.94	102 33%
17. Job Placement Services	10 6%	25 15%	66 38%	48 28%	23 13%	3.28	133 44%
18. Associated Student Body	6 3%	11 5%	72 35%	59 29%	58 28%	3.74	100 33%
19. Parking Services	40 14%	53 18%	55 19%	78 27%	62 22%	3.24	20 6%
20. Staff Development	15 5%	23 8%	50 17%	92 32%	106 37%	3.88	19 6%

Organization for Student Learning	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	I don't know
21. I am familiar with the mission statement that defines Continuing Education.	1 0%	1 0%	21 7%	128 44%	141 48%	4.39	4 1%
22. The Continuing Education programs, services and planning are consistent with its mission.	2 1%	7 2%	32 11%	135 47%	109 38%	4.20	11 4%
23. Improving institutional effectiveness is valued throughout Continuing Education.	4 1%	16 6%	34 12%	119 41%	114 40%	4.13	7 2%
24. Continuing Education facilitates an ongoing dialogue about improving student learning and institutional processes.	6 2%	13 5%	37 13%	131 46%	100 35%	4.07	9 3%
25. The governing board establishes policies to assure the quality of the programs and services.	4 2%	9 3%	47 18%	123 46%	82 31%	4.02	28 10%
26. The governing board's decision-making reflects the public interest.	3 1%	14 5%	58 23%	110 43%	70 27%	3.90	37 13%
27. There is a clear delineation of authority and operational responsibility between the governing board and Continuing Education.	1 0%	10 4%	68 30%	87 38%	64 28%	3.88	62 21%
28. Continuing Education's leaders encourage all members of its community to take the initiative to improve institutional effectiveness.	4 1%	13 5%	51 19%	110 41%	90 34%	4.00	28 9%
29. The faculty exercises an extensive roll in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.	10 4%	35 13%	62 24%	102 39%	54 21%	3.59	33 11%
30. The faculty is sufficiently involved through committees in decisions involving curriculum development.	8 3%	16 6%	43 16%	133 49%	71 26%	3.90	24 8%
31. In general, I am aware of the faculty's role in various governing, planning, budgeting, and policy making bodies in Continuing Education.	5 2%	17 6%	57 21%	128 47%	63 23%	3.84	24 8%
32. Continuing Education establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	6 2%	17 6%	60 23%	125 47%	57 22%	3.79	30 10%
33. Continuing Education's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	14 5%	34 13%	68 25%	106 39%	49 18%	3.52	22 8%

Organization for Student Learning (continued)	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	I don't know
34. The criteria for hiring faculty includes a knowledge of subject matter or service to be performed, teaching ability, and the potential to contribute to the mission of the institution.	3 1%	14 6%	34 13%	114 45%	89 35%	4.07	31 11%
35. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.	5 2%	15 6%	42 16%	116 45%	77 30%	3.96	30 11%
36. My performance evaluations have been conducted according to my contract guidelines.	11 5%	16 7%	41 17%	87 37%	81 34%	3.89	46 16%
37. Continuing Education provides opportunities for continued professional and staff development.	4 1%	18 7%	30 11%	96 35%	127 46%	4.18	9 3%
38. As a group, the members of my department stay current in their fields of expertise.	6 2%	11 4%	31 12%	120 45%	101 38%	4.11	14 5%
39. The campus environment is conducive to personal development of the student population.	8 3%	11 4%	46 17%	117 44%	81 31%	3.96	19 7%
40. Continuing Education implements programs, practices, and services that enhance student appreciation of diversity.	3 1%	5 2%	21 8%	128 47%	115 42%	4.28	12 4%
41. I am personally treated with respect at this institution.	4 1%	12 4%	22 8%	99 35%	145 51%	4.31	3 1%
42. Policies and practices of Continuing Education clearly demonstrate commitment to issues of equity and diversity.	3 1%	5 2%	25 9%	119 43%	122 45%	4.28	8 3%
43. I am familiar with Continuing Education's learning outcomes for students (ESLRs or SLOs).	1 0%	4 2%	22 8%	106 40%	133 50%	4.38	18 6%
44. Review of programs and services is integrated into Continuing Education's planning process.	1 0%	8 3%	34 14%	115 46%	90 36%	4.15	34 12%
45. Student learning outcomes are considered in program review and institutional planning.	1 0%	3 1%	27 11%	116 46%	103 41%	4.27	33 12%
46. Continuing Education seeks to meet the varied educational needs of its students through diverse programs.	2 1%	8 3%	22 8%	118 43%	125 45%	4.29	10 4%

Curriculum and Instruction (Integration of SLOs)	Not at all	Somewhat	To a great extent	Mean	I don't know
47. Interpersonal Skills	11 5%	27 11%	206 84%	2.80	24 9%
48. Appreciation of Diversity	11 5%	37 15%	193 80%	2.76	26 10%
49. Information Processing Skills	14 6%	40 17%	187 78%	2.72	24 9%
50. Goal Setting	13 5%	40 17%	186 78%	2.72	27 10%
51. Application of Technology	32 13%	85 36%	122 51%	2.38	25 9%
52. Lifelong Learning Skills	12 5%	21 9%	209 86%	2.81	25 9%

Curriculum and Instruction (continued)	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	I don't know
53. In the classes I teach, I provide students with a syllabus that specifies learning objectives that are consistent with the approved course outlines.	0 0%	5 2%	22 10%	62 28%	133 60%	4.45	36 14%
54. I am pleased with the quality of teaching and instruction here.	1 0%	1 0%	15 6%	90 37%	135 56%	4.48	23 9%
55. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	0 0%	2 1%	12 5%	100 43%	117 51%	4.44	33 12%
56. Continuing Education uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.	2 1%	6 3%	26 12%	93 43%	91 42%	4.22	45 17%
57. I use current educational research to enhance my teaching.	0 0%	1 0%	25 11%	82 37%	114 51%	4.39	37 14%

Support for Student Personal and Academic Growth	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	I don't know
58. In general, I feel that student support services in Continuing Education are adequate to meet student needs.	9 4%	39 16%	47 20%	102 43%	41 17%	3.53	34 12%
59. Student Services at my campus has sufficient staff and resources to meet student needs.	20 9%	61 26%	54 23%	74 32%	23 10%	3.08	40 15%
60. Student Services at my campus has sufficient facilities to meet student needs.	20 9%	38 16%	61 26%	88 38%	26 11%	3.27	39 14%
61. I refer students for various services available on campus (e.g., Counseling, DSPS & Financial Aid).	9 4%	14 6%	52 23%	87 38%	68 30%	3.83	39 14%
62. The Continuing Education class schedule is accurate.	12 5%	27 11%	43 18%	103 42%	60 24%	3.70	27 10%
63. The Continuing Education website is accurate.	11 4%	15 6%	52 21%	109 44%	60 24%	3.78	26 10%

Resource Management and Development	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	I don't know
64. Continuing Education adequately maintains its physical resources to support its programs and services.	9 4%	24 10%	42 17%	126 52%	43 18%	3.70	19 7%
65. Safety hazards are addressed promptly.	13 5%	31 13%	39 16%	102 42%	57 24%	3.66	24 9%
66. The grounds are adequately maintained.	8 3%	25 10%	31 12%	128 49%	67 26%	3.85	8 3%
67. The exterior features of the campus buildings are adequately maintained.	5 2%	17 7%	40 15%	136 53%	61 24%	3.89	7 3%
68. The interior of the buildings are adequately maintained.	15 6%	39 15%	42 16%	122 47%	42 16%	3.53	6 2%
69. The exterior lighting of Continuing Education is adequately maintained.	8 4%	18 8%	48 22%	101 45%	48 22%	3.73	42 16%
70. Technology planning is integrated with institutional planning.	11 5%	23 10%	38 17%	109 50%	39 18%	3.65	43 16%
71. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	20 9%	47 20%	43 19%	92 40%	30 13%	3.28	27 10%
72. Continuing Education provides adequate training in the effective application of information technology to faculty and staff.	12 5%	39 16%	43 17%	109 43%	48 19%	3.57	14 5%
73. Budget information is readily accessible throughout Continuing Education.	9 4%	17 7%	61 26%	105 44%	47 20%	3.69	27 10%
74. Continuing Education's budget reflects its priorities and planning goals (general funds and others).	8 4%	10 5%	54 24%	110 50%	40 18%	3.74	44 17%
75. Faculty and staff have sufficient opportunities to participate in budget development for Continuing Education through its shared governance processes.	12 5%	21 9%	59 26%	95 42%	39 17%	3.57	39 15%
76. The District resource allocation process effectively supports Continuing Education.	7 3%	18 9%	55 26%	96 46%	34 16%	3.63	56 21%
77. Student learning needs are central to the planning, development, and design of new facilities.	5 2%	11 5%	43 18%	124 51%	58 24%	3.91	23 9%

Appendix C

Verbatim Comments

Continuing Education – Employee Open-Ended Responses

Question 78

Please add other comments or suggestions related to instruction, Instructional support services, and/or Instructional facilities at the college.	
Respondent #	Response
1	ESL department is exceptional in staff development and support and resources available for instructors
2	I have no complaints.
3	Many excellent adjunct teachers have been with the district for 10-25 years, working without the job security of a contract. I find this to be an embarrassment about our district's practice. Shameful labor practice
4	Safety issues are a concern to night faculty when office staff is not available on site after 7pm
5	I need computers in my classroom at Miramar at night like I had at Mid City. It's very difficult to teach an advanced class without computer access.
6	I teach my art classes off campus. There are days when my student numbers far exceed the space I can have. Teachers could perhaps have a part in the selection of sites for their teaching. I am happy with the center but find it has been limiting.
7	As a Fee Instructor, I am unable to answer many of the questions.
8	The ESL leaders are exceptional in all ways: lots of support, ready to confer as needed, and plan useful workshops. Other departments don't seem to have such high quality workshops available to their instructors.
9	The ASB tries to facilitate having students in different programs get to know each other, but institutionally we don't do a good job of this. Students tend to know only about the program they are enrolled in. Faculty often have the same problem!
10	I think overall all of this is excellent. SDCCD's West City campus is the most state of the art and organized of all the 6 campuses I have taught on. Love it!
11	The ESL Program makes up 42% of CE, and very limited counseling services are available for ESL students. More counseling support is needed for the ESL Program. Our classroom facilities are not equipped with the sufficient technology to teach in today's world - no Internet access, nor LCD projection in most classrooms.
12	There isn't enough parking for students or staff, and the lighting and security are inadequate.
13	I would love to have more training in my field of intellectual disability.
14	Because I'm fairly new I'm not familiar with all the support services.
15	n/a
16	Instructional support services are very good.
17	1. LVPC is looking forward to the new building with its new instructional technology and clean facilities. 2. The noncredit ESL program needs to collaborate with credit ESOL programs at the three colleges to create challenge tests which will enable CE students to skip credit classes and place higher.
18	I am rarely asked what needs I have for my classes, and often find surprises when I arrive on the first day of a new semester and find that the software I teach has changed versions (sometimes with dramatic differences.)

Continuing Education – Employee Open-Ended Responses

19	It would be helpful if a counselor was available and trained with issues related to older adults. Instructors need more training with dealing with psych issues such as depression, suicide prevention, anxiety, grief/loss, and distress. As mental health clinics and schools are closing programs, there is an increased need for instructors' education regarding psychiatric problems, disabilities, CE resources, and community resources. I appreciate the training that has been provided in the OA program over the past two years in regards to SLO's and writing our syllabus. I look forward to a registration process that does not require filling out registration forms. Does this mean that we will not be dropping off weekly attendance records as well or is this wishful thinking?!
20	N/A
21	We have so many wonderful opportunities for staff development. I feel very fortunate to be part of this district.
22	At Centre City there is no library or even small tables/chairs in the hall where students can study while waiting for class or the bus. Even at ECC with the enormous halls by the theatre there are no chairs/tables where students can work on homework together. IT will not let instructors have access to their G or H drive in most rooms so they can obtain their resources during class time. The computer needs to be in a secure area so students do not touch it and the drops for internet are in only one location and it is not near the front of the room. There is no hot water at Centre City anywhere. Have to rinse out your coffee cup or wash your hands with cold water. Air conditioning is on and off-rooms can be between 64 degrees and 80. Better if instructor could regulate at least during the day.
23	The requirement that instructional aides be only full time students and the long process by which these aides are hired severely limits the number of quality aides we are able to have in our program.
24	I fear that the emphasis on transition to college could be the start of abandoning our mission to serve the students that are not served by college. In my experience, most of our students are not college bound and we still have important and legitimate student goals to aim towards that we should be proud of. We can improve our services to college bound students and advertise those services without making program decisions - such as a change to the calendar- that disadvantage the majority of our students in order to align with the colleges.
25	I completed this already but forgot to add these comments. Over the past 2 years we have added rubrics for SLO's that need to be completed and must list the certificates that were completed and send this information to the Instructional Services department. I realize this information is extremely important for outcomes and further funding. It does however take up an extremely large amount of faculty time when much of this data can be compiled and typed up by student services or some aide. This time takes away from the instructors who are on to their next class. I worry about the data not being completed and our information inaccurate. Thanks, *****

Continuing Education – Employee Open-Ended Responses

26	Due to continued staffing cutbacks, my office is understaffed which means a greater workload for the remaining employees. In order to maintain a continued and consistent level of service to our students the staff often works through their breaks, assumes tasks and assignments outside their job classifications and supports the faculty whenever necessary. Our biggest complaint is that the faculty has begun to feel the need to micromanage our daily assignments where ever and when ever possible and quite often, management sides with them. Recently, we were asked to extend our office hours by one hour during the first two weeks of the semester in order to meet students' needs. During that time period, classified staff kept track of the activity that took place during that hour. With the exception of one campus, the anticipated "extra" work generated during the two week rush period never materialized, and the staffing could have been better utilized during the daytime when things really were busier. For the last month or so both management and faculty have referred to this idea as a "pilot program" leading us to believe that the extended hours will continue even though classified staff took no part in the planning or implementation process of the "pilot program." These types of alliances do nothing to promote harmony, and as a result, classified employee morale is quickly eroding.
27	As a staff member of SDCCAO (for 8 years), I am not really qualified to answer many of the areas covered in this survey.
28	I feel that instructor support would benefit from having support staff work on Fridays. This is often the only time some of the faculty can come in for help.
29	N/A
30	The welding Program need to find a way to bring back the Gas Tungsten Arc Welding program. The program is very important for our students and our community.
31	I can only respond to what I experience in the ESL Department at Mid City. We have excellent support survices and facilities.
32	The classroom needs a color printer.
33	I would like to see Registration forms be processed much more quickly, Especially Emeritus Program forms which often seem to have a large pile of unprocessed forms.
34	Continue to have the best leadership possible (which I feel we have) starting with the Board of Trustees, our incredible Chancellor & CE president.
35	Flex activities for professional development have been very useful.
36	All campuses throughout SDCCD should have free access to wi fi
37	I believe they are doing the best they can with the resources they have
38	N/A I teach off campus
39	I feel very supported by the dean & Curriculum coordinator of ***** West City.
40	Teacher work areas seem to be a secondary priority. Not all facilities have equal access to the same pieces of equipment.
41	+no comment
42	Cesar Chavez campus, provides a lot of instructional support.
43	We have a great program and provide students with lots of services.
44	It would be helpful to have more support from aides; especially at the beginning of a semester when students are registering in class. With open enrollment, many students are registering for the first few weeks of class. Also supplies at the office should be adequate. For example, working at Miramar, if the copy machine needs toner we are expected to go to Aero Drive. This is very inconvenient. I don't understand why we don't have extra toner on hand. Fortunately this doesn't occur often, but it is very inconvenient when it does.
45	From a Classified Staff point of view, we seem to have a few incompetent and uncooperative instructors. This issue may relate to the statement regarding the hiring process.
46	happy the way it is now.

Continuing Education – Employee Open-Ended Responses

47	My classroom is rarely swept. Myself and my students do most of the surface wipe-downs and dusting.
48	Off-campus teachers have long been ignored by campus teachers. It has taken years to impress some with our areas of expertise and areas of teaching. I expressed this some time ago and am just now being identified as belonging.
49	I am aware of students who come to me complaining about the same Instructors over and over. So I know that there is a need to have some of the classes observed and perhaps, some peer coaching given to help an Instructor who may be burnt out, unhappy with their job, etc. It's a difficult situation to be in to hear about it repeatedly and not be able to do anything about it. There should be a way to report what we hear and have a SS go to the Assistant Program Chair/Dean if they're unhappy. Of course, there are those SS and employees who are always unhappy with life in general. But what I'm speaking of is poor instruction or methodologies or perhaps, being able to relate to the SS needs.
50	sometimes we need space to safeguard items.
51	It is very difficult to have no support services on Fridays. I would like to be able to enter the office during vacations to prepare for future classes.
52	Instructional aide recruitment, and assignment is always a challenge. Instructors need this critical assistance in order to get their teaching done. Also, there needs to be clear training guidelines and assistance for these aides rather than expect each instructor to recreate the wheel.
53	You did not have a space for Contract 60% instructors. I am one of these. I put in Pro Rata. I don't know if this is the correct response. I am definitely NOT contract 100%.
54	It would be helpful for instructors (specifically Parent Ed.) to have opportunities to access current research in the field and to share and collaborate on best practices.
55	Would like to have enough art supplies needed for demonstrations.
56	I wish we could have security on the campuses, especially in the evenings when office staff have gone home.
57	If funding for education at all levels, K through college, does not soon improve, the skills and abilities of the next generation will start to show signs of lack of proper education.
58	There has been great change and considerable growth in CE over the last 5 years. We need to continue to improve in technology, facilities, curriculum, and instructional methodologies.
59	There are no instructional support services at my campus on Friday. This is a huge problem, because students wander in to the administrative area to ask questions about counseling, CALWorks, and the class schedule.
60	It seems there is some mis-information passed along to students from the colleges concerning C.E. Classes/Services.
61	Obviously, budget cuts have cut into facilities, maintenance, instructional support, hours and security. The classes are still running which is very good.
62	I have not taught off the main City College campus for years, so my answers are either to best recollection, or, I do not know.
63	student regis. forms take too long to input
64	I have no comments.
65	Recent budget and legislative issues are impacting programs; it is not clear how things will play out.
66	none
67	It would be great to give contracts to more instructors and have a larger full time faculty base. A larger number of people who feel they are part of the institution and committed to it would enhance our instruction. Also, bringing in new younger teachers to add new blood.

Continuing Education – Employee Open-Ended Responses

68	The courses offered in BIT are a bit outdated and stagnenet. Sure we have kept up with the most current software, but a great deal of out population served does not want to learn about Microsoft Office, nor do they want or need to earn a certificate. Many of the students need simple lecture based classes that are short and to the point, and get them up and running on their home computers, and other devices. The way things are now, is how they have been for many years. There is NOT a lot of looking forward at new technology and how it is CURRENTLY being used. It's the same old way, and when new ideas are brought up, there are so many naysayers in upper management.
69	Instructors can benefit from using more real-world, current events in their curriculum. Students will relate more and be more engaged.
70	District Official GED testing availability is inadequate to support current student needs.
71	not all instructors in tune with today's instructional development and instructional delivery...
72	N/A
73	none
74	Cont Ed. has no smart carts in their rooms so technology is very difficult to use. There is no Internet in the rooms so we can't use technology in the classroom. It is very cumbersome to get the smart cart from the library each time we need it.
75	Instruction is very strong in Continuing Education and student needs are a top priority.
76	We need a tutor program
77	The course description must reflect what the class is about and NEVER be written based on anyone's greed to have more students enroll in a class. It is good business to have as many students enroll as possible but it is bad business to have them enroll based on a misleading course description.
78	Access to computers for the ESLevening group at Miramar is limited to one day during the week.
79	would be good to have a portable DVD player to hook up to the larger TV monitors in the classroom, that we could reserve and use occasionally.

Continuing Education – Employee Open-Ended Responses

Question 79

Please add other comments or suggestions related to Student Services and student support programs, and/or Student Services facilities at the college.	
Respondent #	Response
1	All teachers and instructors should have access to phone numbers when minor emergencies happen such as having the code changed on door locks without informing the instructor.
2	The limitations on the office hours for student services make many of those services inaccessible to many students.
3	We have 18 classes at a site with no Student Services available. They are at an office 8 miles away which is only open 4 days a week, and students are not treated politely when they go.
4	In Older Adult program at different locations.
5	Mid City is a wonderful facility, but there are so many pertinent issues in our community that could be integrated into our environment there... like speakers on HIV, community outreach presence for help with spousal abuse, addiction, mental illness etc. An occasional event of this sort would be very valuable to our students. Especially at night since many of the resources available to daytime students do not exist for our night students/faculty
6	Computers needed in all classrooms--it's 2012!!
7	We could really use another counselor here. The ESL Placement Office needs more aides to handle the sheer volume and to better assess before assigning students to classes.
8	Students who wish to meet with a counselor often have to wait many weeks. This is frustrating for them. Some front office staff visibly display that they are tired of answering the same questions every day... but this is their JOB!
9	unfamiliar with this.
10	There aren't enough counselors.
11	San Diego Continuing Education (SDCE) is without a doubt the best places in California to work or attend classes. We have a great staff in SDCE. Even in this budget crunch, SDCE has managed to keep the students their main focus. However, we need to have more structure in our Student Services offices. There tends to be a "not my job" attitude by both the classified and certificated. This has been a trend that has been progressing for several years. It can be an unpleasant experience for students as well as staff and needs to be addressed.
12	We need people to answer the phone at ECC student services but because of small staff numbers it becomes very hard to do
13	Again, I'm still learning what exists for my students. Because our class is off-campus, I don't normally refer them to services on the main campus.
14	With the California Budget Crisis, and the loss of office workers to retirement, etc., it is very difficult to maintain the level of service we used to have. We used to have 7 workers, now we have 4. I am amazed at the fact that no one has been laid off, and we are still attempting to "cover the same bases" with our 4 workers. I don't have any suggestions, it's just a comment.
15	Staff at Student Services are not customer service oriented and do not pay attention to student needs.
16	Budget cuts to student services has meant fewer counselors available to assist students and also an inability to provide in classroom workshops for students.
17	ESL faculty are reporting increasing numbers of DSPS students with intellectual and emotional disabilities in their classes due to budget cuts at local high schools, veteran programs, and senior citizen organizations. ESL faculty state they are not trained or prepared to handle students with such disabilities as autism and acquired brain injuries. In addition, it is challenging to teach a blended class that includes regular ESL students and DSPS learners.

Continuing Education – Employee Open-Ended Responses

18	N/A
19	I understand that student support services have been cut because of budget problems, but as we all know, we are terribly understaffed in our offices. Furthermore, some of our support staff in the counseling office is very rude and unhelpful to ESL students who do not understand what is being asked of them.
20	If there are more retirements and staff are not rehired, it will be difficult to serve students adequately.
21	New student services help to access student outcomes such as bridging and employment. Need more IA to assist instructors.
22	I think we need more counselors, more times for students.
23	We have a good counseling program on campus.
24	Although my students do nit access SS often, I have been told that it would have helped if they could have come in on a Friday.
25	N/A
26	We need to treat all students with a high level of respect. Sometimes I don't see that happening in the counseling office. I dread sending beginning ESL students there. The counselors are very polite, but the people the students usually talk to are often rude.
27	Students have complained that counseling office have treated them with disrespect and have been given the run around at Mid City. Counselors need more training and support so this does not happen.
28	Need for greater access to counseling services or more counselors
29	We need more counseling in ESL.
30	Counselors and student services staff often work in silos--information is not shared consistently throughout all campuses
31	Provide more Parking for the Students
32	Students have the ability to participate as much as they want. That is a personal thing.
33	Not enough counseling hours available to schedule counselors to make whole class presentation.
34	no comment
35	Students are always happy when they return from the student services dept of my campus.
36	Have you thought about developing a Student Services Checklist Campaign? A large beautiful poster of a student hangs above Student Services Stations and poses the following questions on behalf of the Student Services Staff: Did we... greet you with a Smile? ask you about your needs? answer your question(s) or direct you to some who can? give you alternative(s) or different option(s)? recommend or refer you to a prep/or bridging course, if your class is NOT available? explain the registration process for you as a new student? respect your privacy by keeping your personal information private? thank you for coming in? It is really a an awareness poster/campaign much like the CE Advantage Posters.
37	Being in the Student Services department, we really do not any professional development opportunities. Not only that, we do not have enough staff and inadequate facilities to work in.
38	good
39	I've had several cases of students waiting weeks to get paperwork completed by administrators. I had one case where a student's paperwork was lost. There are so many bureaucratic layers that no one takes responsibility.
40	The registration process and placement of students is so cumbersome that some students are not served.

Continuing Education – Employee Open-Ended Responses

41	In the PM program at MCC, there are not enough services when our SS are available which is right before class or during the break time. Also, there are times when the PM Instructors need an Administrator around and there is no one available whether it be for a SS issue, a security or safety issue. It is very unsafe to have all the SS and Faculty in one building the size of MCC and be naive enough to think that nothing will happen. It is very difficult for any of us to find the Custodian/Maintenance person at times in the evening program if we needed him for something.
42	Student services have gone the way of the budget- sad to say but true. We can only hope that as the economy improves so will the support programs for our students.
43	All of student services should have a requirement to keep updated on their computer skills, knowledge and computer programs they are able to work with. These skills are critical in a student support role. On-going training with office managers and ssa's is needed and counselors need to be integrated into this training so student goals and resources can be a priority. Sensitive information procedures need to be understood by all.
44	You make it REAL difficult for the custodians. You make it REAL difficult for facilities maintenance. We never hear back what was done and what was not done. We are never contacted as to what the root cause of a problem is and why it isn't fixed. We turn in requests and never hear anything..... This is so frustrating. There should be a full time custodian at each campus for every hour the school is open. The bathrooms can not be maintained with just 2 custodians....one after the school closes and one at 4:30 AM. Nothing gets cleaned well. There is just enough time allowed to do this. The custodians at WCC work like dogs. AND they never get ahead. I know this is a budget consideration. BUT....this is also a safety issue too.
45	student services staff can sometimes be impatient on the phone with students -online vs. print schedule discrepancies are confusing for students -need better communication avenues between instructors and staff. Perhaps a place on the website where instructors can provide up to date enrollment information. Office staff could access this information when talking to potential students. -instructor emails should be easily accessible on the SDCCD website
46	After the semester gets started, the office staff closes too early for students to get books for class at some campuses.
47	Student services has some good programs, but they need to monitor students more closely that are not meeting minimum requirements for attending our classes. We are allowing students in our classrooms that belong in special training programs, and this affects the morale of the more serious students.
48	There was no mention of the CalWORKs program in Continuing Education under student services.
49	Counseling resources need to be reviewed for CE campuses. Reallocation of those resources could be an outcome of the review.
50	Student Services is closed on Friday, although we run a large ESL program. In addition, students in the evening classes do not have adequate access to the Student Services Office which closes at 7:00 p.m. The Bookstore should be open more hours and on more days. The person in charge of the bookstore is only at Mid-City once or twice a week. We need greater coverage of the bookstore.
51	I believe we need to offer Student Services and more support programs for our evening students.
52	I gave low marks to some of the questions about student services. At Mid City Center staff in the Counseling department are often rude to students. I don't know what is going on there, but there seems to be an air of conflict or unhappiness in the department.
53	Student Services is poorly staffed. Additionally, current staff could be more helpful (friendly).

Continuing Education – Employee Open-Ended Responses

54	Parking continues to impact student attendance. It's outrageous to me that the empty space next to WCC is not used for parking. We continue to have lighting problems that cannot be resolved. There is a need for better/more efficient custodial services- Floors/stairs/carpets/tables/restrooms/consistently lack cleaning, dusting, vacuuming etc. Information board at entry of WCC still reads "classes begin Sept. 2011. Coffee machine has been out of service for several weeks.
55	District Official GED testing availability is inadequate to support current student needs.
56	under staffed to support student population.
57	N/A
58	Student Services Areas are the only areas in CE that are fully staffed.
59	Student Services classified staff attitudes at Mid-City are TERRIBLE, as is the work ethic and overall morale. There is better customer service at McDonald's. The CalWorks program is effective and very supportive of our diverse student population.
60	none
61	It is very crucial to have DSPS services for cont. ed at all campuses. Students can not go to Midcity for DSPS services. Miramar has it only for students who are at the college but not for Cont. Ed students and there is a great need for that.
62	Classified employees appear to be overworked and stressed most of the time. Mid City has gone without an office manager for many months, which has led to disorganization and inefficiency.
63	Student Services should be available on Friday
64	Staffing for Friday classes.
65	My class started at 6pm. The parking permit had to be paid by 6pm because the office closed. The first day of class, my students were inconvenienced by having to go look for the office and to pay to avoid a parking ticket. They wasted class time only to find the office closed at 6pm. They were nervous about a parking ticket.
66	There is an unawareness or insensitivity to the needs of our students off campus at Miramar who do not have access to the North City office for obtaining their CSID cards.
67	Would like to have career counselors available to talk to students even if they are not at the higher ESL levels and ready to transition to a Comm. College

Continuing Education – Employee Open-Ended Responses

Question 80

Please add other comments or suggestions related to the college's physical facilities, technology infrastructure, and/or fiscal resources.	
Respondent #	Response
1	Students have asked me if the floor ever is cleaned in 124.
2	No complaints.
3	With all of the downsizing, office staff is severely overworked, the level of cleanliness has diminished.... still its a great site. Things like having a screen in each classroom that can be hooked up to computer would greatly facilitate the use of technology. The old video/tvs we have are virtually useless as teaching tools Too small a screen to be seen from back of room, lots of glitches in getting the right remote for the right old tv, etc.
4	Stated above, need computers in all classrooms.
5	Rooms are not cleaned for weeks or even months. Forget about ever having the boards, computer areas, or windows ever being done.
6	The beams directly over the front door at West City drip onto the ground whenever it is rainy or foggy. This has been a problem since we opened the new building, and it hasn't been addressed.
7	Design layout is wonderful. Love the campus. Colors are GOD awful. Should not use that red or the gray. Both colors send the wrong message and DO NOT support a positive learning environment.
8	More money needs to be invested in purchasing smart carts with document cameras for classrooms without such technology.
9	We are way behind other schools in our technological infrastructure. We are still operating with white board, markers and overhead projectors, and that's about it.
10	parking is bad at West City Campus
11	CE's new buildings are great but it seems that they are not big enough to accommodate the student populations
12	I'm off-campus. We don't have a copy machine, a computer, a scanner, or any other technology. The overhead projector, a tv with VCR player, and a CD player pretty much make up our technology infrastructure.
13	Again, because of the CA Budget Crisis, and less workers, our campus is not as clean as it used to be. Again, I'm amazed that it's as clean as it is, even with so many less workers!
14	n/a
15	Budget cuts have affected maintenance and cleaning of classrooms. More attention should be given to basic cleaning.
16	When entering into an agreement with an off-campus facility, please arrange for custodial services such as regular bathroom cleaning and replenishment of supplies.
17	Many of the classrooms smell musty. Regardless, it's nice to have some of the newest technical equipment.
18	I appreciate the administrative support and response during this time of cut-backs with staff and economic resources.
19	Need more enforcement of parking at Mid City.
20	All Continuing Education classrooms should have at least 2 computers for students' needs/research purpose/career enhancement.
21	The new buildings will be greatly appreciated as the old ones are getting very worn out!
22	Need internet infrastucture and computers in more rooms or wireless.
23	It would be great to have 'smart' classrooms.

Continuing Education – Employee Open-Ended Responses

24	More parking is needed at WCC. There is a dirt lot adjacent that should be made available to students and faculty.
25	ECC (where I work) does not have a student center, or an open lab for students to work. We should have that. We do not have enough funding, but that is not our fault. We do our best and the District manages it's budget well-- we are still standing, and they support SDCE.
26	Many of the students wish there was funding for additional classes in my subject. Beyond that, parking at West City is most frustrating due to lack of spaces.
27	Since I work at an old site, infrastructure services, such as plumbing, is a constant issue. There are not enough bathrooms to accommodate the amount of students, faculty and staff personnel at this site and in the last year, the plumbing has backed up four times sending human waster into hallways, offices and storage closets. With the exception of the first 1 or two times when maintenance arrived to extract the dirty water from the carpet, the usual course of action involved setting up blowers to dry the carpeting allowing the waste to remain in the carpeting and drywall until staff could clean the carpets several weeks later. what about the health of our students and staff who are exposed to the germs and bacteria?
28	I would like to see the new Cesar Chavez building ASAP.
29	I think the district and CE are doing a great job with their new facilities.
30	Reduction in custodial service has resulted in dirty facilities, Bathrooms are often neglected. Floors and stairs are dirty.
31	N/A
32	some more tech related support to faulty and student. but difficult under present budget situation.
33	We need to get our ventilation up to codes and standards to meet the demands in our society where we can start teaching TIG and Alluminum welding in our welding program.
34	The new sites for Continuing Ed cannot be completed fast enough - our aging infrastructure is starting to take its toll on services, staff, and faculty.
35	Parking!!!! West City has too few spaces. Mid City has too few spaces. Mesa, with it's paid parking keeps many students away and will keep many more emeritus students away from the new building.
36	Student restrooms often seem neglected. They smell and sometimes don't have soap. They need at least two soap dispensers rather than one.
37	It would be nice if someone could sweep the floor between semesters.
38	Bungalows are in poor condition. Ceiling panels are stained and in poor condition.
39	We need more parking at Centre City. We need more restrooms at Centre City and Chavez.
40	The building will be replaced soon and we need to be patient
41	West City could use more parking in view of the many classes there & teachers dropping off CAVs each week.
42	Parking is horrendous at WCC and nothing has been done to address this issue. It's a shame when instructors have to compete with students to find a parking space.
43	no comment
44	I am glad we are getting new buildings
45	We could use a few computers in the classrooms and access to cable TV.
46	Band-width still remains an issue at various locations. Computers still need to be replaced. Newer computers mini or digi disks in addition to thumbdrives.
47	Parking at WCC inadequate. Planning the new buildings could learn from this experience.
48	good overall

Continuing Education – Employee Open-Ended Responses

49	A new facility is being built for us. Once this is completed, I'm sure my responses regarding physical facilities will be much more positive.
50	Classrooms are always too hot or too cold. There is no way for teachers to regulate the temperature.
51	Since ***** as left MCC, the building's cleanliness has really declined rapidly. They say you don't know what you have until it is gone. The paint on the walls are dingy. The cement on the stairwells is very dirty. The elevator rarely gets cleaned. The bathroom stall walls on all levels are very dirty and many times, the bathroom smells bad probably because the floors are very unclean. Many times, the bathrooms are unstocked in the PM programs too. I believe that our technology infrastructre needs to be updated, especially in the Teacher's workroom. We have very old computers and outdated keyboards. The tables in which we work on are not ergonomically correct, as well as the keyboards. The chairs should be the type that are adjustable with arms so that when we work the position of our arms, hands, wrists are proper and will not cause us damage while we do our work. Often, the computers are not working correctly. We should be able to work at an Ergonomic work station that is correct for our bodies/positioning. And, all of us should be able to adjust the workstation that is available to us at the time to our stature. The District updated the Computer Labs with the newest equipment, but the Teacher's workroom was forgotten. I think the District should be more mindful of what the Teacher's needs are when it comes to working with technology. We also need updated Technology in all of our classrooms. You really should take a tour sometime and see what we are lacking and having to work with in the majority of our classrooms at MCC.
52	Physical facilities at Mid-City are shameful at times. Handicap accessible button breaks frequently in 3rd floor female restroom. Toilet paper holders are broken-floors wet.
53	There needs to be a faster way to take old equipment to the warehouse. Old equipment is written up to be removed on the proper forms to go to the warehouse, but the old equipment just sits for year. A good example is all the old equipment sitting in the bottom of the parking garage at Mid City Campus.
54	I have always felt that we should be able to fax the CAV to the attendance clerk after a class is finished, and then give her the original copy later...rather than (in my case, having to drive across town from where the class is taught and where I live)
55	technology infrastructure is already outdated in a new building. We don't have the computer resources in many classrooms and instructors should be encouraged to move to more online resources and learning to engage our young adults.
56	See above.
57	PARking has been an ongoing issue at west City Campus. There is a definte need for more parking to accommodate all the students who attend this campus site.
58	-Parent Ed. classroom at North City campus is uncomfortably hot most class days. -parent ed classrooms (offsite) at Miramar college frequently too hot. Many attempts to repair have be made, but climate control is not optimal.
59	Parking can be a huge problem at west city
60	Parking is still an issue at some campuses like West City!
61	We need to be in our new site yesterday. Our technology is terribly outdated.
62	These issues are all being addressed properly.
63	Office pc and fax are out of date with new technology.
64	Looking forward to new buildings and new technology to support teaching.
65	We do not have adequate custodial support to maintain a clean building. The faculty bathrooms are often unstocked and dirty. The stairs are often dirty. The elevator is often in need of repair and it seems to take weeks to get the elevator serviced.
66	Classrooms need to be equipped with more technology and this is being addressed.

Continuing Education – Employee Open-Ended Responses

67	Parking at WCC is still unacceptable and where is the promised review and action at.
68	none
69	I believe it's due to budget restraints that facilities is understaffed. Rooms aren't cleaned very well regularly. Also technology is behind the times.
70	2 custodians for WCC is not enough. There is too much for these 2 to do, for them to do an adequate job. Nothing gets fixed on a timely basis. We are never informed when the job was done. We are never informed when the job was NOT done due to a problem. The faculty is just left in the dark.
71	I have never, nor have any of my colleagues, been "evaluated" as to if we are good or bad teachers.
72	At Mid City, parking is always a problem for staff and students.
73	new facilities/classrooms are great, older facilities/classrooms need updating. Technology in the classrooms to support instruction is lacking.
74	N/A
75	The technology for staff is out dated, our computers, unless we're supported by a grant or have been upgraded because we've been moved to a new bldg. and Prop. S or N has provided for us, are out of warranty by many years. MAny of us have Software requirements that we have not been allowed to purchase.
76	Our classrooms are behind the mark in terms of technology. Most classrooms have tvs mounted to the ceiling, with built-in VCRs. There are 2-3 projectors/"smart carts" for the entire building. We are lucky to have at least one Smart Board.
77	The West City campus was very poorly designed. The garage desks in the computer rooms will not accommodate larger monitors, or ergonomic keyboards. Students are packed into the space, with one way in and out of the rows in the classroom, which creates a fire hazard. Parking is non-existent and the majority of the large lot the campus sits on goes unused and undeveloped when there is so much need! My only hope is that the new construction will not have these same problems.
78	none
79	Within the last six months, maintenance of Mid City has been very poor. Trash is not picked up, floors are not swept and bathrooms are dirty.
80	We need better Wireless systems
81	Older buildings break down too often. Hard to maintain.
82	The classroom smells like a thrift store. There is an incredible amount of computer equipment and great technology. Is anybody using any of it? Are they being trained to use it? Are they given a password?
83	need more parking spaces
84	At Miramar the ESL department has been moved to temporary facilities. Bringing the room up to standard took a lot of reminders..and it still is not quite there with a leak remaining through the vent in the ceiling and an air quality that still smells moldy.

Continuing Education – Employee Open-Ended Responses

Question 81

Please add other comments or suggestions related to your overall experience as an employee at this college.	
Respondent #	Response
1	I appreciate a dean, department chair and office staff who are supportive and professional. I feel valued and empowered to do my work.
2	My overall experience has been very good, especially with the computerized registration process.
3	I am very satisfied with my employment at this college for over 40+ years.
4	Going on 40 years of teaching as did my mother, ***** with the Adult Education system, she had no complaints...nor do I...Thank You!
5	I love the people I work with and the overall morale of our community. No complaints. We all just hope that we don't become just a numbers-crunching machine for funding. The teachers and students here have amazing rapport that we fear could be ruined if we start applying certain kinds of "educational blueprints". These students need a sense of psychological/emotional belonging which is pre-requisite to learning. Our faculty is amazing at cultivating a strong sense of community for our students. They learn English quickly. Most are not currently wanting to be on an academic tract. To open this idea to them and give them the tools is important, but to push our (mostly unsupported adjunct) teachers to take on huge academic assessment tasks seems more like a corporate model to earn us money than a reflection of student needs.
6	Everyone I interact with has been responsive and helpful.
7	I thoroughly enjoy working for the District, and I understand that budget considerations have necessitated changes in staffing. It is my hope that in the near future some office staff can remain on site at night to support the night-time faculty and students' needs.
8	Love it at Miramar, just need computers in the classrooms.
9	I have enjoyed my work with the college and have been very enriched by the students over the years and hope they have been as well. The art classes have been a huge part of my students'lives in so many ways. Starting many students (majority seniors)in becoming more involved with people and their communities. This makes them far healthier and productive in their senior years.
10	Fee Instructors do not have the same access to services and support as do the regular instructors
11	Safety Issues abound: need eyes on the lobby at all hours, need cameras in garage and all hallways. Need to have front desk in lobby open all hours that students/teachers are in the building.
12	I love what I do, and that's why I'm here. Sometimes I have no idea what motivates other people to work here, as they don't seem committed to our students.
13	Love this campus, the staff, the administrators, the pay, the parking, the class room itself. Love it!
14	We have excellent leadership for CE, which continues to move our program forward. I feel completely supported in my efforts to improve our program.
15	I feel that the family feel of this organization has been replaced with a non-feeling administration that only looks at the bottom line... how many students do we have....
16	I very much enjoy teaching with the Community College District. The teachers are among the most caring and capable I've encountered anywhere.

Continuing Education – Employee Open-Ended Responses

17	I am very glad to be an employee of SDCCD. I think we are VERY well treated, secure, and valued, and I appreciate it!
18	n/a
19	The number one long term problem in community college instruction is the over reliance on part time faculty-80 or 90 percent in the continuing education division. You cannot have the highest quality program when the majority of faculty are adjunct. They cannot participate fully in the governance process and school related activities. The District does not treat adjuncts as full employees which puts them in a 2nd class position. Yes, the budget is worse than ever, but the number of adjuncts is approximately the same in good budget years.
20	My overall experience as an employee has been excellent.
21	The professional development offered to faculty is excellent. For example, the Stop the Hate training is exceptional and will help us create leadership in this arena as well as systems to support ways to prevent and respond to bias incidents and hate crimes.
22	As an evening teacher, who has another job during the day, I am rarely offered an opportunity to share my thoughts at evening meetings.
23	In the 11 years I have worked for Continuing Education, I have never received an evaluation of my performance.
24	My students in the Older Adult program are hearing about potential changes in the CE classrooms and the news. They are asking me questions that I cannot answer. I realize that it is a complex and changing process. Additional information and clear direction in terms of what I can and cannot communicate to my students would be appreciated in order to educate them in regards to effectively responding to these challenges and confusion. Simply telling them to trust our leadership is difficult. What are the questions that can be answered? For example, when is the legislature meeting? What are the potential outcomes of that meeting and what is the next step with the process? How do we deal with the anxiety, resentment, hopefulness, or hopelessness that comes with this ambiguity? Yes, there are no guarantees, but how do we use this as an opportunity to educate our students with how to deal with this lack of guarantees? In regards to the changes with the academic calendar, I question if focusing on the changes with the academic calendar by itself will provide the feedback needed from instructors and students. I appreciate the work being done by the Academic Senate as well as administration in regards to getting feedback from instructors and students regarding changes with the academic calendar. Additional information regarding changes with the calendar might be more effective if it was communicated within the context of changes with "Accreditation, Articulation/Matriculation, and Alignment." This helped me organize and understand the combination of issues discussed in the Academic Senate Meeting. As an instructor, I need to be more informed in regards to the impact/needs of these issues individually as well as the combination of these issues. I need more "education and empowerment" to proactively (and effectively) provide information regarding potential changes to and from instructors and students. As this is an election year, this seems especially important. Thank you for this opportunity to express my concerns.
25	I would like it if we as instructors were rated by students. Perhaps if a survey was delivered to students once a semester regarding their experience with the given teacher, it would be easier to see which instructors are more effective and get rid of those who do not meet the students' expectations or provide support for their needs. That way, students' voices would be heard, incompetent teachers would be dismissed, and good teachers would continue to hold their classes.
26	Overall, I love working for Continuing Education, and I am very proud to be part of our goal to improve the opportunities available to underserved populations.
27	I love my job and working for SDCE. It's a great environment. I can't imagine working for any other institution. Management, staff, & faculty do a terrific job in spite of limited resources.

Continuing Education – Employee Open-Ended Responses

28	Need more time to mentor new teachers or old ones on technology.
29	I just want to clarify that I have a 60% contract. There was no choice to identify myself as part-time contract in the first part of the survey. I am happy with my experience as an employee at this college because my colleagues are so dedicated, caring and talented.
30	I think it is a great place to work, and i respect everyone. I am treated with respect. We all care about serving students. I like our leadership - I think Dr. Beebe, ***** and ***** do a good job. But, I would really like to see a woman in one of those positions some day!
31	as an employee, been well take care of.
32	I appreciate and realize that critical to my sucess of my work as an adjunct instructor is the efforts and communication of my OA Dean and Program Chair as well as *****.
33	Having been a student and then an long-time employee of the District, I have seen a lot of changes in the last 30 years - some good, some bad. While the latest budget crisis continues, many of us are sincerely grateful for having a job and benefits, however, it is taking its toll. The growing animosity between faculty and classified must be addressed. As mentioned earlier, morale is quickly eroding. Many among the classified staff feel disrespected by the faculty and feel that management is not doing all they could to bolster their support for us. It's like management and faculty are bringing the circus to town and the classified staff is assigned to clean up after the elephants.
34	This is a high priority for me, to have computer techs be more understanding, supportive and work more closely with the instructor's needs(NOT HIS NEEDS)to better serve the students using the computers.
35	I love working here. I wish I had more time to get more involved in governance. We really could use more release time for faculty members who enjoy and want to be more active in governance, but can't because of full working schedules. I work most days until 6:00 and miss most of the meetings/committees.
36	There is a safety issue, There is no security at all. This is especially a problem at night in the garage when teachers are leaving. There is also a problem on Fridays when the office is closed and no one monitors who enters the building.
37	N/A
38	a great institution and I am proud to be part of it. All (administrators, faculty & staff) give more to the District than stated in the job discription. A dedicated group.
39	My room is very seldom cleaned. The multi-purpose room divider is very seldom closed by the teacher before me. The chairs and tables are very really set up for my class. The bathroom is always a mess. Water on the counters. some doors do not stay shut.
40	I have been very pleased to be a part of Continuing Ed, and am particularly proud of the many ways the administration encourages staff development and growth.
41	Whenever I interact with the West City staff or the department/program deans I find them uniformly friendly and very helpful. It is a pleasant environment.
42	I love coming here. Continuing education in San Diego is such a valuable resource, and I would rather work at Mid City than at any other site.
43	There is a lack of training opportunities for employees to take advantage of to progress within the district. Cross training is prohibited. What trainings are there for Classified Employees to improve within the District? Facaulty is provided with allocated money through Academic Senate for training while Classified isn't? Cookie sales and Anameals is not providing enough money for training opportunities. More needs to be done.
44	The classroom is still cold, and the parking is difficult.
45	Great place to teach and learn. Valuable to the overall public.

Continuing Education – Employee Open-Ended Responses

46	We have dedicated and talented faculty who facilitate learning and personal growth of students.
47	I like working with ***** and *****. I feel lucky to work with them.
48	SDCCD would benefit from implementing a strategic internal communications initiative
49	itpatient it is very rewarding I like meeting the students need, they are all so different.
50	My overall experience has been excellent. ***** is always responsive to me.
51	I love teaching my one class!
52	FYI, I am a 60% contract employee. This was not an option for question #3. I chose adjunct faculty because I found not continue with the survey without choosing an option.
53	no comment
54	It has been an honor thus far working for the college district.
55	I love working here and have for many years.
56	Overall I am very happy to be part of the faculty. I am hoping that the process for turning in CAVs at the district office will become automated so that weekly visits won't be necessary.
57	I am very fortunate to be a part of this college/continuing education. However, I do notice that the Classified Staff or the Student Services Department are not being given the same opportunities as the instructors or management. It is very hard to get our voice heard and I personally feel very discouraged to speak out about issues or concerns. This in turn makes me feel like we are not really a part of the college/continuing education.
58	CE is a unique institution. There is still much to done to let the public know what a gem on an institution we really are - very special and important in San Diego.
59	I would like more focus on allowing Instructors to teach there class and not outside of the course objective
60	I am an adjunct faculty member. I am paid hourly. I have had to spend several unpaid hours trying to untie administrative knots for my students so they can get necessary paperwork done. Also, when I need information from office staff, frequently I hear, "I have no idea," or, "I'm not responsible for that." Everyone, from receptionists to deans, is responsible. I'd like pro-active responses like, "I'm not sure, but let me direct you to someone who might be able to help." We are here to serve students, not vice versa. That should be our primary mantra.
61	I have been a teacher at Mid-City for 37 years and enjoy meeting and getting to know those from other disciplines.
62	I love coming to work because the students are wonderful. The classified staff and fellow teachers are professional, hard working and fun! I love my job.
63	My overall experience as Faculty has been a postive experience. I would like to see more 15 hour or 60% assignments open up for those Faculty that are dedicated, have excellent teaching skills and involved in professional development. There is no better way to feel and believe that you are valued by your employer than to receive something in return for your skills and qualities that stand above the rest. It is due to our staff, Faculty and Administration that make us a campus of excellence so I think those that work diligently should be rewarded.
64	the equipment has been up-grated recently
65	As an instructor, I couldn't ask for a better employer however lack of security is very hard. Being an adjunct and having no benefits after many years of service is frustrating. I work for my students and though I am part-time, my average work week is 40 hours. It would be nice see a contract sometime in the near future.
66	I have always enjoyed my interpersonal relationships with my Department, faculty and administrators, but it is especially rewarding to teach important life skills to adults, and see their enjoyment of life as a result!

Continuing Education – Employee Open-Ended Responses

67	work loads are totally uneven, we have been without a full time permanent office manager for years which has severely impacted the counselors and efficient services for students, and the customer service is lacking from some staff. Evaluation procedures need to be in place for instructional and classified staff so that individuals can get feedback on areas of growth and work toward future goals. New duties keep getting added on, but none of the old duties get taken away so being overwhelmed is a given for most counselors and instructors.
68	I am thrilled to be an associate professor here. I am thrilled to share my knowledge with the students.
69	My teaching days have always been my favorite days of the week (over 40 years) & If I ever needed help the deans were exceptional.
70	Overall, I've enjoyed being a faculty member of this district for over 30 years.
71	All colleges are experiencing major problems. Education is declining in other areas, not just those related to budget. Our district is probably coping better than any other college district that I am aware of. Our college and continuing education leaders are among the best in the business, and I am proud to be a SDCCD CE instructor!
72	I enjoy my job and feel grateful for having the opportunity to work in my capacity...I am looking forward to the future of the program and work ahead of us....There is so much we can do...maybe, having a facebook page for CalWORKs that will be tied to other services available internal/external...
73	I feel blessed to have this job. I just wish I had more hours.
74	Change is good. It never hurts to move employees around to different locations. Many classified staff have been in the same location for too many years.
75	The technology used in CE is antiquated. Only a few special classes at Mid-City have LCD Projectors and document cameras or Smart Boards. Almost all of the ESL classes still have to use overhead projectors.
76	I love working for this incredible institution, that cares deeply about students, staff, faculty and administration. I feel especially appreciative of the sound fiscal management of our District such that jobs have been preserved while generous benefits remain in tact.
77	My one concern for students as of now is that they are being turned away for testing at DSPS. Students tell me that due to budget cuts, we cannot afford to help students if they need testing for learning or other disabilities that may affect their academic success. This is sad.
78	Teaching a single class off campus, I have limited knowledge about much in this survey, but I can say that all my experiences with Flex, and with the President, Deans, etc. have been great.
79	I love teaching at ECC and the other campuses. I feel there is respect and assistance for the instructors. Everyday I came to work, I feel like it's my first day.
80	I love working here. I feel part of the institution and hope to continue for years to come.
81	I love teaching at WCC.
82	The SDCE Budget needs to be transparent. There needs to be priorities and spare money should go to those priorities and not to the dean who spends too much money and needs more.
83	I love my job here as an instructor, however, I do not feel that sense of inclusion that I have felt at other large institutions. I've been working here a long time, but there are very few opportunities for me to meet other instructors in a social setting. A retreat or some kind of "team building" or by bringing in experts in our fields to give us that much needed "keeping up with current technology trends" would be welcome (flex activity?)
84	I enjoy working on this campus. I'm sorry to see the moral of such a beautiful campus at such an all-time low!
85	I think SDCCD is a great place to work. I hope that we increase the grooming of current staff, as others retire, so that we may hire staff that reflect the populations that we serve.
86	poor management for employees who do not comply to the rules

Continuing Education – Employee Open-Ended Responses

87	lacking required employee safety training.
88	N/A
89	I feel very lucky to have my position and really enjoy the students and most of the faculty. However, I find it frustrating that there is little accountability for staff who treat students and other faculty with disrespect. It is easy for some employees to shirk their duties slack off easily because there are no active measures of accountability, not to mention an effective management system. Mid-City is definitely not known for its customer service, at least in the Counseling/Student Services Office.
90	none
91	It would be a good idea to have staff vote on certain critical issues such as the proposed new calendar. It is supposed that a decision has already been made without input from faculty, which is very unfair.
92	I am very proud to be an employee of SDCCD. I admire the leadership of Chancellor Carroll, Dr. Beebe and the governing board. Employees genuinely care about the students, and we are doing wonderful work for the community.
93	I am very glad to work with SDCCD, we are not perfect but we care about our students.
94	The paper work is over the top! I've been teaching for 30 years thru continuing ed. and you would think with computers we could eliminate most of the paper; instead we're doing more. It's the most stressful part of the job. The computer techs could easily close out each teachers semester at the campus thru an individualized appointment.
95	The students had many questions that I thought "administration" should answer. I asked people in the office and nobody knew the answers. The first days of class all these questions took up valuable class time. The other schools I work at provide instructors with the answers to all these FAQ before the semester begins.
96	The school campus should eliminate any smoking from any of the campuses. It adds extra work for the custodians in picking up cigarette butts besides being a health hazard of second-hand smoke exposure to other students.
97	I have overall been pleased to be an employee of the college. The administration and policies can be annoying. If it weren't for the enjoyment gained by working with the students in our population, I imagine I would have done something else. I do think that some people of the current administration do attempt to get some reaction and thoughts from the faculty but I also feel that some individuals have no idea what it is like to explain policies and directions to the ESL population.
98	Great place to work, a friendly culture from the top down. Exceptional!