



Continuing Education Spring 2009 Employee Perception Survey

A Comprehensive Report

Prepared by:
Office of Institutional Research and Planning
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Introduction

Overview

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

Purpose

The primary purpose of this survey was to collect additional evidence for the accreditation self-study reports. The Continuing Education Employee Perception Survey provided the self-study teams another means for assessing institutional effectiveness and helped to inform the planning agendas. The survey was used to elicit employee perceptions and opinions on institutional effectiveness, programs, services, instruction, facilities, and overall satisfaction.

Sample Design

The Employee Perception Survey used a census sample design; administered to all employees in Continuing Education (all faculty, staff, and administrators). The expected response was 20%-35%.

Instrumentation

The Office of Institutional Research and Planning referenced the previous accreditation surveys and worked with the Accreditation Coordinating Committee to develop and finalize the Continuing Education Employee Perception Survey. The survey consisted of six profile questions (e.g., work site, work status, and years of employment) for segmenting the data and profiling the respondents, four open ended questions, and 71 forced choice items organized into five sections which match the accreditation standards: Level of Quality (Standard I), Organizations for Student Learning (Standard II), Curriculum and Instruction (Standard III), Support for Student Personal and Academic Growth (Standard IV), and Resource Management and Development (Standard V). Face validity and content validity in the survey instrument were ensured based on the following criteria: 1) Survey questions are aligned with the Accreditation Standards; 2) Survey questions are directly related to the purpose of the surveys, which is to elicit perceptions and opinions of employees; 3) Survey questions are perceptually-based instead of factually-based; 4) Survey questions avoid addressing complex processes or systems that most survey participants would not be able to answer or are not applicable to them. Surveys were validated (content and face validity) through the feedback from the Accreditation Coordination Committee. Reliability was established through the pilot study.

Methodology

An online survey and a paper and pencil format survey were available for the Continuing Education Employee Perception Survey. The survey took approximately 30 minutes to complete. The online surveys were administered via *Zoomerang*[®] online survey tool. Those opting for the paper and pencil format obtained the survey instrument and Scantron form at designated locations at each site and returned them in drop-boxes at designated locations.

Implementation

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

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

Respondent Profile

Of the 826 employees who received the invitation to survey, 306 employees responded. This is a 37% response rate. **The response sample provides non-statistically validated data and information. Consequently, the results should be considered representative of the survey respondents only and not representative of the population as a whole.** Of those who responded, 4% were from Centre City, 13% were from Cesar Chavez, 6% were from ECC, 19% from Mid-City, 23% were from North City, 21% from West City, and 14% were from CE Headquarters. The majority of survey respondents (78%) worked primarily on campus while the remaining (22%) worked off campus. Approximately one-quarter of the respondents (24%) were full-time contract faculty and nearly one half (48%) were part-time adjunct faculty. The remaining were pro-rata faculty (1%), classified (19%), manager (3%), supervisor (2%) or unreported (3%). Most of the respondents (60%) reported having been with Continuing Education for 11 years or more. Approximately one-quarter of the respondents (24%) reported having been with CE for 2-6 years. The relatively large majority of respondents (79%) work during the day.

The Findings

Level of Quality

The survey items in the Level of Quality section assessed employee satisfaction with physical resources, student, employee, and financial resources. This section covered counseling, instruction, programs, classrooms, assigned working spaces, technology resources, financial resources, physical facilities, staffing resources, DSPS, job placement services, the associated student body, parking services, and staff development. Employees rated their satisfaction with each item on a scale that ranged from 1 (very dissatisfied) to 5 (very satisfied), as well as 6 (I have not used this service/resource).

The items that rated highest in satisfaction with the quality of programs and services in this section were Instruction (87% very satisfied or satisfied), Programs (83% very satisfied or satisfied), and Counseling (75% very satisfied or satisfied). Items that rated moderate on satisfaction were Technology Resources (66% very satisfied or satisfied), Classrooms (65% very satisfied or satisfied), DSPS (66% very satisfied or satisfied), and Staff Development (60% very satisfied or satisfied). The services that received the highest ratings on very dissatisfied and dissatisfied were Parking Services (33% very dissatisfied or dissatisfied), Financial Resources (27% very dissatisfied or dissatisfied), and Assigned Workspace (22% very dissatisfied or dissatisfied),

Figure 1.1: Level of Quality

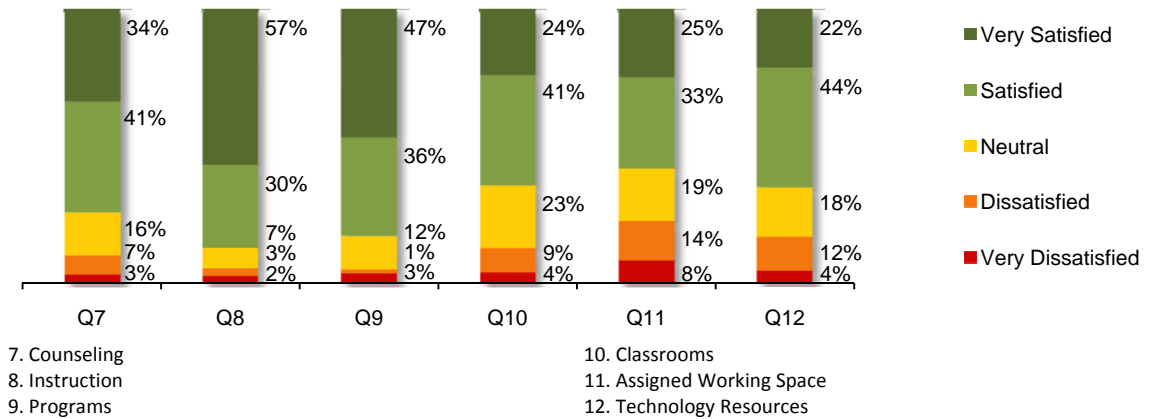


Figure 1.2: Level of Quality

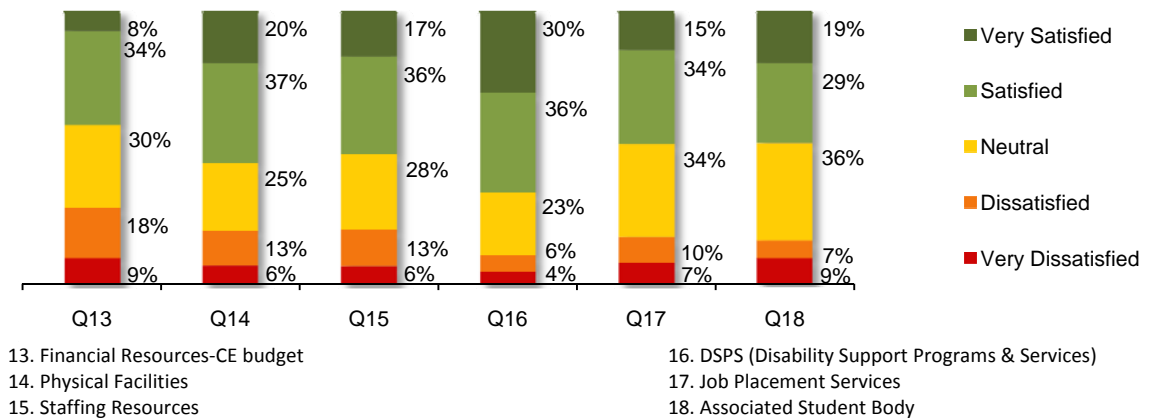
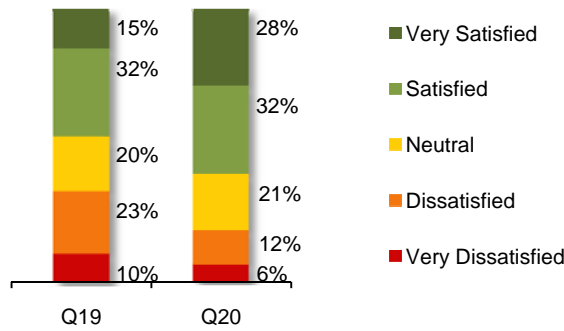


Figure 1.3: Level of Quality



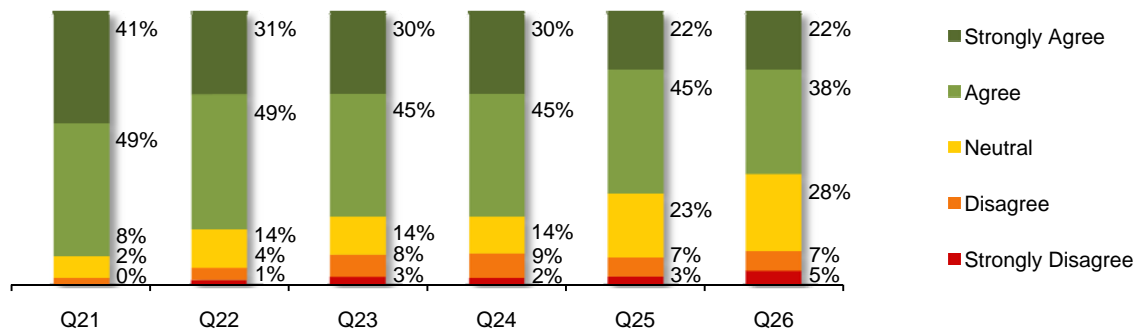
19. Parking Services
20. Staff Development

Organization for Student Learning

The survey items in the Organization for Student Learning section assessed the employees' familiarity with Continuing Education's mission statement, hiring processes and criteria, student learning outcomes, and evaluated institutional effectiveness, student learning outcomes, the governing board's policies and decision-making, the delineation of authority, the planning process, the institution's commitment to diversity, and the review process. This section also addressed faculty involvement with matters relating to programs, services, policy-making, diversity, the budget, staff development opportunities, and the curriculum. In addition, the section evaluated the reflection of Continuing Education's mission in its administrative structure, institutional planning, and hiring criteria. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I don't know).

A very large percentage of respondents strongly agreed or agreed (90%) that they were familiar with the Continuing Education mission statement. Similarly, a large majority (80%) strongly agreed or agreed that the programs, services and planning are consistent with the mission statement. A fairly large majority (75%) strongly agreed or agreed that improving institutional effectiveness is valued throughout CE and an equal percentage of respondents (75%) strongly agreed or agreed that there is ongoing dialog about improving student learning and institutional processes. When asked whether the governing board establishes policies to assure the quality of programs and services, 67% strongly agreed or agreed while 23% were neutral. Similarly, when asked whether the governing board's decision-making reflects the public interest, 60% strongly agreed or agreed while 28% were neutral.

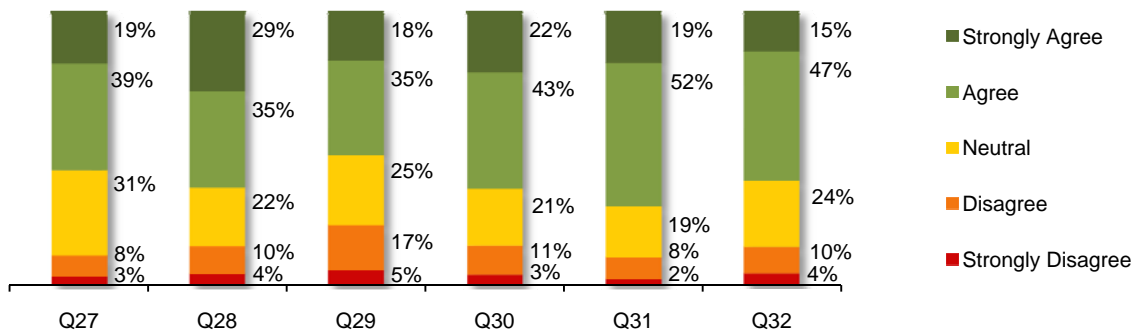
Figure 2.1: Organization for Student Learning



- 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.

A relatively smaller majority (58%) strongly agreed or agreed and 31% were neutral that there is clear delineation of authority and operational responsibility between the governing board and CE. Similarly, 64% strongly agreed or agreed and 22% were neutral when asked whether the CE leaders encourage all members to take initiative to improve institutional effectiveness. When asked whether the faculty exercises an extensive roll in matters related to educational programs, the hiring of faculty and other personnel and institutional polices, approximately half (53%) strongly agreed or agreed while one-quarter were neutral (25%) and nearly one quarter (22%) strongly disagreed or disagreed. When asked whether the faculty is sufficiently involved through committees in decisions involving curriculum development, more than half (65%) strongly agreed or agreed and less than a quarter (21%) were neutral. The majority of respondents (71%) strongly agreed or agreed that they are aware of the faculty’s role in various governing, planning, budgeting and policy making bodies. A smaller majority (62%) strongly agreed or agreed and nearly one quarter (24%) were neutral that CE establishes governance structures, processes and practices to facilitate effective communication among constituencies.

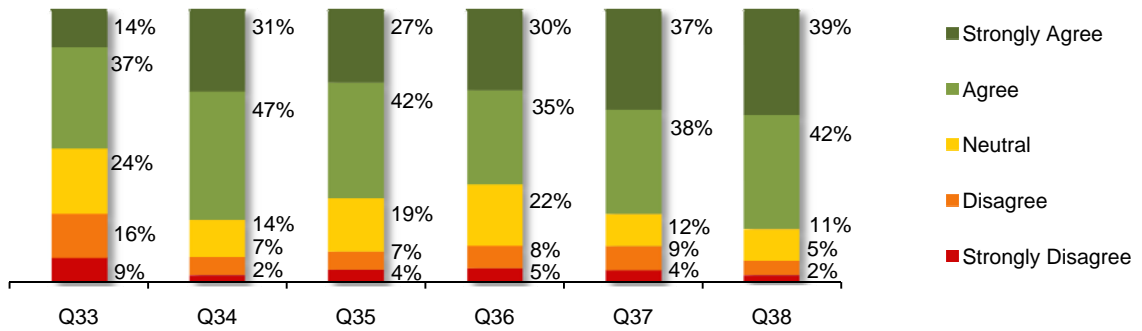
Figure 2.2: Organization for Student Learning



- 27. There is a clear delineation of authority and operational responsibility between the governing board and Continuing Education.
- 28. Continuing Educations 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.

When asked whether CE’s administrative structure is organized and staffed to reflect the institution’s purpose, size and complexity, just half (51%) strongly agreed or agreed while nearly one quarter (24%) were neutral and one quarter (25%) strongly disagreed or disagreed. The majority of survey respondents (78%) strongly agreed or agreed that 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. A lesser majority (69%) strongly agreed or agreed that the criteria, qualifications and procedures for hiring employees are clearly stated and followed. When asked whether the performance evaluations have been conducted according to contract guidelines, over half (65%) strongly agreed or agreed while nearly one quarter (22%) were neutral. A relatively large majority (75%) of the respondents strongly agreed or agreed that CE provides opportunities for professional and staff development. Similarly, 81% strongly agreed or agreed that as a group, their department stay current in their field of expertise.

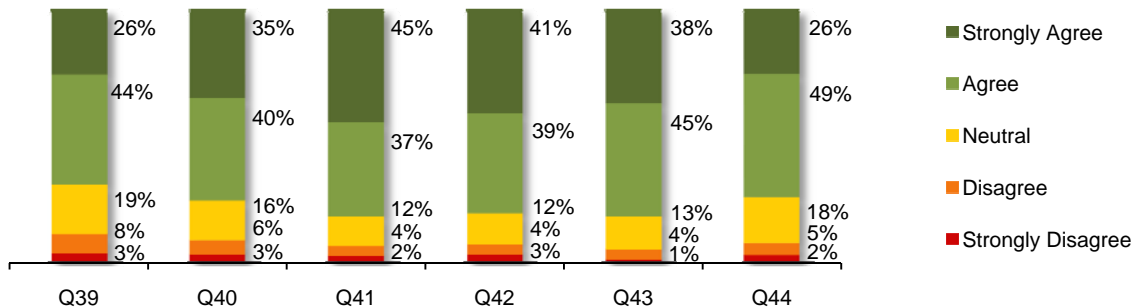
Figure 2.3: Organization for Student Learning



- 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.

The majority of respondents (70%) strongly agreed or agreed that the campus environment is conducive to personal development for the student population. Similarly, 75% strongly agreed or agree that CE implements programs, practices and services that enhance student appreciation of diversity. A strong majority (82%) strongly agreed or agreed that they are treated with respect, and that policies and practices at CE clearly demonstrate commitment to issues of equity and diversity (80% strongly agreed or agreed). Similarly, 83% strongly agreed or agreed responded that they were familiar with CE’s learning outcomes for students. A lesser majority (75%) strongly agreed or agreed that review of programs and services is integrated into CE’s planning process.

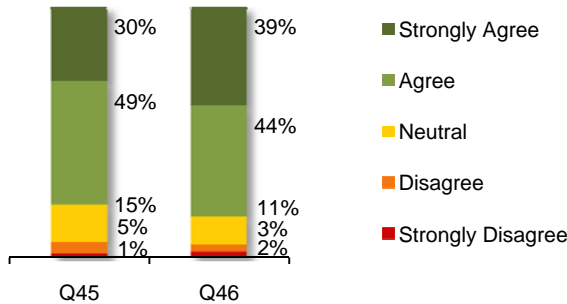
Figure 2.4: Organization for Student Learning



- 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.

When asked whether student learning outcomes are considered in program review and institutional planning, the majority (79%) strongly agreed or agreed. A even higher percentage of respondents (83%) strongly agreed or agreed when asked whether CE seeks to meet the varied educational needs of students through diverse programs.

Figure 2.5: Organization for Student Learning



45. Student learning outcomes are considered in program review and institutional planning.

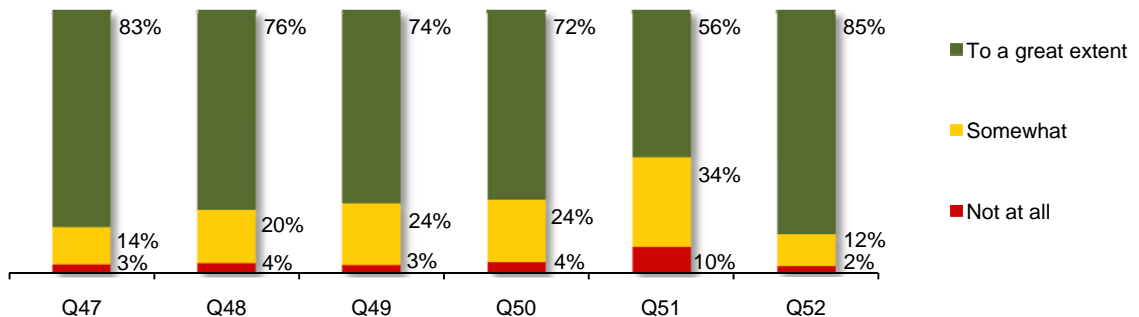
46. Continuing Education seeks to meet the varied educational needs of its students through diverse programs.

Curriculum and Instruction

The survey items in the first half of the Curriculum and Instruction section assessed the extent to which faculty integrate student learning outcomes aimed at improving interpersonal skills, appreciation for diversity, information processing skills, goal setting, application of technology, and lifelong learning skills into their teaching. Employees rated their level of integration on a scale that ranged from 1 (not at all) to 3 (to a great extent), as well as 4 (I don't know).

The skills that rated highest on integrating *to a great extent* were: Lifelong Learning (85%), Interpersonal Skills (83%), Appreciation of Diversity (76%), Information Processing Skills (74%), and Goal Setting (72%). The skill that rated the lowest was Application of Technology (56%).

Figure 3.1: Curriculum and Instruction



47. Interpersonal Skills

48. Appreciation of Diversity

49. Information Processing Skills

50. Goal Setting

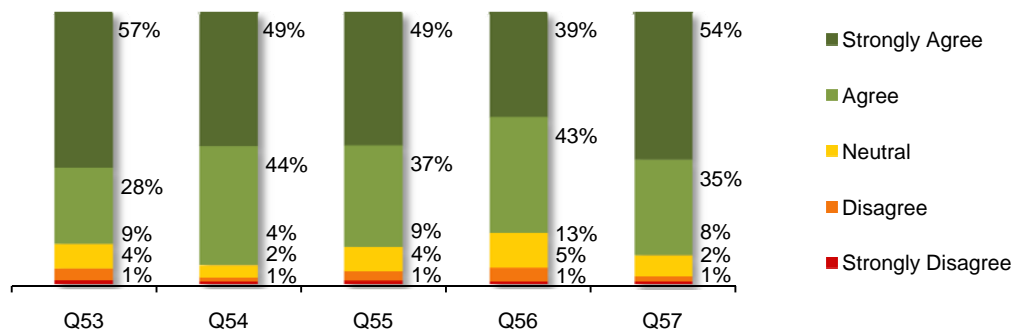
51. Application of Technology

52. Lifelong Learning Skills

The remainder of the section assessed the quality of instruction, the extent to which syllabi specify learning objectives that meet the diverse needs and learning styles of the students, and the use of both qualitative and quantitative data to evaluate progress toward achieving stated learning outcomes. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I don't know).

The majority of respondents (85%) strongly agreed or agreed when asked if they provide students with a syllabus that specifies student learning outcomes that are consistent with the approved course outlines. An overwhelming majority (93%) strongly agreed or agreed when asked if they are pleased with the quality of teaching and instruction at CE. Similarly, a large majority (86%) strongly agreed or agreed that instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students. The majority of respondents (82%) also strongly agreed or agreed that CE uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes. A very large majority (89%) strongly agreed or agreed when asked whether they use current educational research to enhance their teaching.

Figure 3.2: Curriculum and Instruction



- 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.

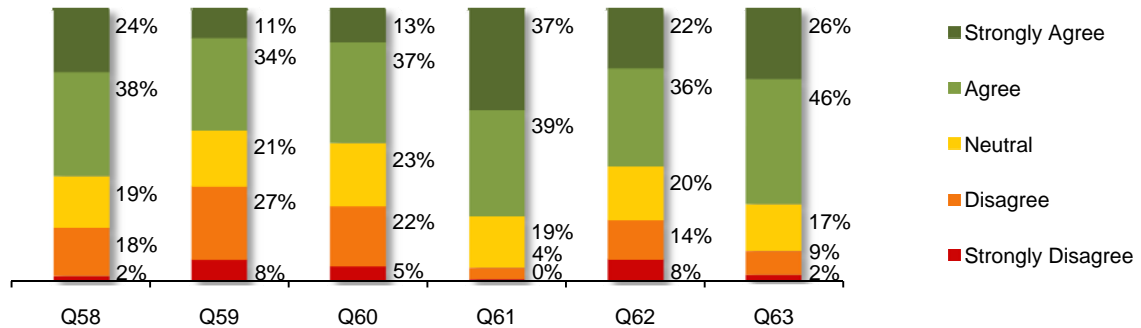
Support for Student Personal and Academic Growth

The survey items that comprised the Support for Student Personal and Academic Growth section assessed student referral to student support services and evaluated the adequacy of staffing, resources, and facilities to meet student needs. The section also addressed the accuracy of the Continuing Education website and class schedule. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I don't know).

Just over half of the respondents (62%) strongly agreed or agreed and nearly one quarter (20%) strongly disagreed or disagreed that student support services at CE are adequate to meet student needs. Slightly less than half (45%) and about one third (35%) strongly disagreed or disagreed that student services at CE have sufficient staff and resources to meet student needs. Similarly, half of the respondents (50%) strongly agreed or agreed and nearly one third (27%) strongly disagreed or disagreed that Student Services have sufficient facilities to meet student needs. The majority of respondents (76%) strongly agreed or agreed when asked if they refer students to various services. Just over half (58%) strongly agreed or agreed and nearly one quarter (22%) strongly disagreed or

disagreed that the class schedule is accurate. However, the majority (72%) strongly agreed or agreed that the website is accurate.

Figure 4: Support for Student Personal and Academic Growth



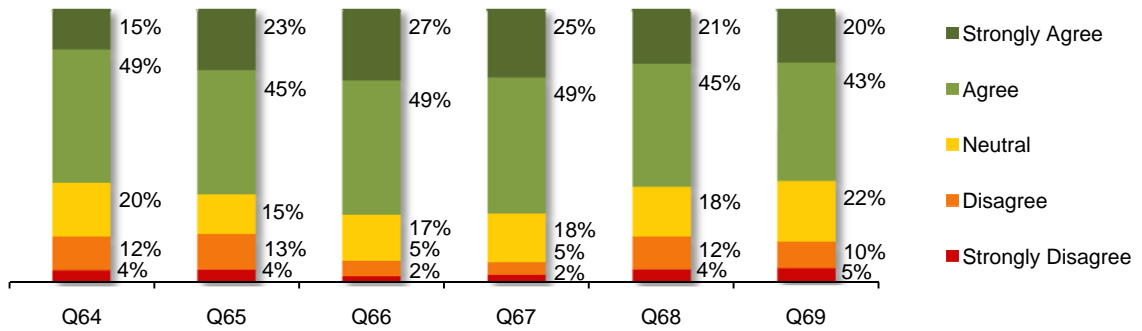
- 58. In general, I feel that student support services in Continuing Education are adequate to meet student needs.
- 59. Student Services at my campus has sufficient staff and resources to meet student needs.
- 60. Student Services at my campus has sufficient facilities to meet student needs.
- 61. I 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.

Resource Management and Development

The survey items that comprised the Resource Management and Development section assessed the maintenance of physical resources (e.g., grounds, buildings, and lighting), the importance of student learning needs in the design of new facilities, and the administration of technology planning, training, and integration in support student learning. The section also evaluates the equity of the District’s resource allocation process and Continuing Education’s budget. Employees rated their level of agreement with each item on a scale that ranged from 1 (strongly disagree) to 5 (strongly agree), as well as 6 (I don’t know).

When asked whether CE adequately maintains its physical resources to support its programs and services, 64% strongly agreed or agreed, while 20% were neutral. Similarly, 68% strongly agreed or agreed, and 15% were neutral when asked whether safety hazards are addressed promptly. The majority (76%) strongly agreed or agreed that the grounds are adequately maintain and 74% strongly agreed or agreed that the exterior features of the campus buildings are adequately maintained. However, only 66% strongly agreed or agreed that the interior of the buildings are adequately maintained and 63% strongly agreed or agreed that the exterior lighting is adequately maintained.

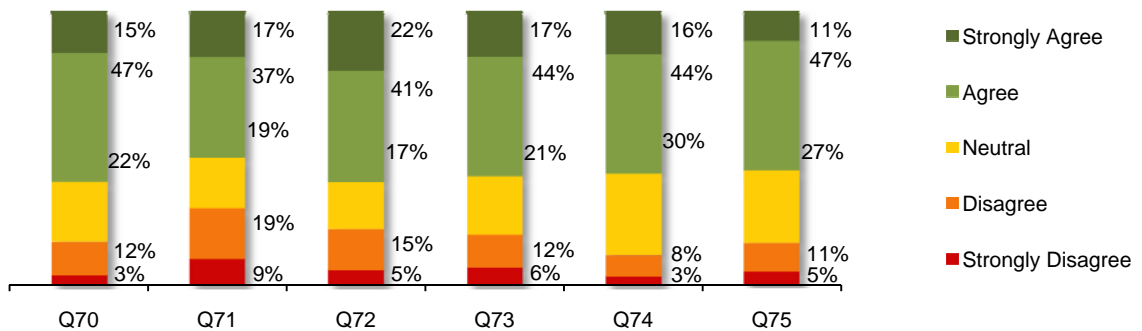
Figure 5.1: Resource Management and Development



- 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.

When asked whether technology planning is integrated with institutional planning, 62% strongly agreed or agreed while nearly one quarter (22%) were neutral and 18% responded that they did not know. Slightly over half (54%) strongly agreed or agreed and 28% strongly disagreed or agreed that the availability of computers, software, multimedia and other technologies is sufficient to support teaching and learning. When asked whether budget information is readily accessible, 61% strongly agreed or agreed and 21% were neutral while 18% strongly disagreed or disagreed. Similarly, when asked whether the CE budget reflects its priorities and planning goals, 60% strongly agreed or agreed, 30% were neutral and 21% responded that they didn't know. Similarly, just over half of the respondents (58%) strongly agreed or agreed, 27% were neutral when asked whether faculty and staff have sufficient opportunities to participate in budget development through its shared governance process.

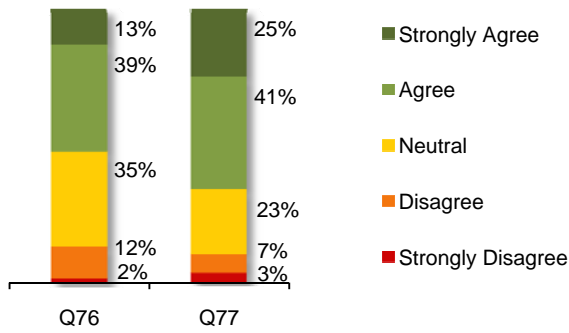
Figure 5.2: Resource Management and Development



- 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.

Approximately one half of the respondents (52%) strongly agreed or agreed and slightly over one-third (35%) neither agreed nor disagreed that the District resource allocation process effectively supports CE. Similarly, 66% strongly agreed or agreed and 23% were neutral when asked whether student learning needs are central to the planning, development and design of new facilities.

Figure 5.3: Resource Management and Development



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.

Conclusions

1. Generally, survey respondents are satisfied with the quality of instruction and counseling. There is less satisfaction with technology resources, classrooms, and staff development. The greatest dissatisfaction with the quality of resources is parking, financial resources, and assigned workspace.
2. Most respondents are familiar with the mission of Continuing Education and believe that the programs, services, and planning are consistent with the mission. Respondents also believe that institutional effectiveness is valued at CE and that there is support and open dialog about improving student learning and institutional processes.
3. Approximately half of the respondents believe that faculty play an extensive roll in matters related to educational programs including hiring of faculty, developing institutional policies and that the faculty is sufficiently involved in curriculum development. Additionally, a majority of the respondents believe that CE establishes governance structures, processes, and practices that facilitate effective communication among constituencies.
4. Nearly three quarters of the respondents believe that the criteria, qualifications, and procedures for hiring employees are clearly stated and followed. Moreover, well over half believe that performance evaluations have been conducted according to contract guidelines.
5. The majority of respondents believe that the campus environment is conducive to personal development for the student population and that CE implements programs, practices, and services that enhance student appreciation of diversity.
6. A relatively large majority of survey respondents agreed that they are treated with respect and that policies and practices at CE clearly demonstrate a commitment to issues of equity and diversity.
7. Respondents agreed that they integrate to a great extent the following skills in their teaching and learning practices: Lifelong Learning, Interpersonal Skills, Appreciation of Diversity, Information Processing, and Goal Setting.
8. A sizeable majority of respondents are pleased with the quality of teaching and instruction at CE and believe that instructors use teaching delivery modes and methodologies that reflect the diverse needs and learning styles of the students. The majority also believe that data are used to identify student learning needs and to assess student progress toward achieving stated learning outcomes.
9. There were mixed opinions regarding the support services at CE. More than half of the respondents believe that the support services at CE are adequate to meet student needs, while slightly less than half believe that student services are adequately staffed or have adequate facilities to meet student needs.
10. The majority of respondents believe that the grounds and the exterior of the campus buildings are adequately maintained and are that safety hazards are promptly addressed. A smaller majority believe that the interior of the buildings and the exterior lighting is adequately maintained.
11. The questions which asked about budget (budget planning, information on budget and opportunities to participate in budget development committees) all received moderate levels of satisfaction/agreement and relatively high neutral ratings, indicating that communication about budget is not widespread.

Appendix A

Survey Instrument



Continuing Education Employee Survey for Accreditation

This survey is designed to measure your satisfaction with the quality of various services provided to students in Continuing Education. Please select answers based on your experience. Your input will help CE strengthen future educational programs and services.

The survey contains seven sections and should approximately 15 minutes to complete. All information you share with us will be used for research purposes only and will be kept confidential. Please participate only once.

Thanks!

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

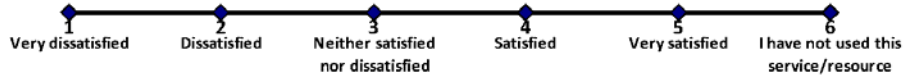
4. If you are faculty, please indicate your faculty status.
 1. Classroom 2. Non-classroom

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

The college 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. DSPPS (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:



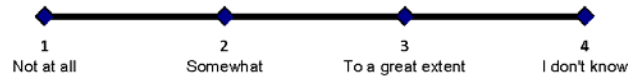
- 21. I am familiar with the mission statement that defines Continuing Education.
- 22. The Continuing Education programs, services and planning are consistent with its mission.
- 23. Improving institutional effectiveness is valued throughout Continuing Education.
- 24. Continuing Education facilitates 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 Educations 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	12	4%
Cesar Chavez	41	13%
ECC (Educational Cultural Complex)	17	6%
Mid-City	58	19%
North City	72	23%
West City	64	21%
CE Headquarters	42	14%
Total	306	100%
2. What is your primary work location for the majority of your time?		
On Campus	237	78%
Off Campus	68	22%
No Response	1	<1%
Total	306	100%
3. Please indicate your certificated status.		
Full-time Contract Faculty	74	24%
Part-time Adjunct Faculty	146	48%
Pro Rata Faculty	4	1%
Classified	58	19%
Manager	11	3%
Supervisor	5	2%
No Response	8	3%
Total	306	100%
4. If faculty, please indicate your primary faculty status.		
Classroom	181	59%
Non-Classroom	50	16%
No Response	75	25%
Total	306	100%
5. How long have you been employed in Continuing Education?		
1 year or less	15	5%
2-6 years	72	24%
7-10 years	33	11%
11 or more years	185	60%
No Response	1	<1%
Total	306	100%
6. What is your primary work schedule?		
Day	240	79%
Evening	62	20%
No Response	4	1%
Total	306	100%

Item Analysis by Percentage

Level of Quality	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied	Have not used service/ resource
7. Counseling	3%	7%	16%	41%	34%	21%
8. Instruction	2%	3%	7%	30%	57%	10%
9. Programs	3%	1%	12%	36%	47%	9%
10. Classrooms	4%	9%	23%	41%	24%	6%
11. Assigned Working Space	8%	14%	19%	33%	25%	4%
12. Technology Resources	4%	12%	18%	44%	22%	5%
13. Financial Resources-CE budget	9%	18%	30%	34%	8%	10%
14. Physical Facilities	6%	13%	25%	37%	20%	5%
15. Staffing Resources	6%	13%	28%	36%	17%	6%
16. DSPPS (Disability Support Programs & Services)	4%	6%	23%	36%	30%	27%
17. Job Placement Services	7%	10%	34%	34%	15%	36%
18. Associated Student Body	9%	7%	36%	29%	19%	28%
19. Parking Services	10%	23%	20%	32%	15%	6%
20. Staff Development	6%	12%	21%	32%	28%	7%

Organization for Student Learning	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
21. I am familiar with the mission statement that defines Continuing Education.	0%	2%	8%	49%	41%	5%
22. The Continuing Education programs, services and planning are consistent with its mission.	1%	4%	14%	49%	31%	5%
23. Improving institutional effectiveness is valued throughout Continuing Education.	3%	8%	14%	45%	30%	4%
24. Continuing Education facilitates an ongoing dialogue about improving student learning and institutional processes.	2%	9%	14%	45%	30%	4%
25. The governing board establishes policies to assure the quality of the programs and services.	3%	7%	23%	45%	22%	11%
26. The governing board's decision-making reflects the public interest.	5%	7%	28%	38%	22%	14%
27. There is a clear delineation of authority and operational responsibility between the governing board and Continuing Education.	3%	8%	31%	39%	19%	24%
28. Continuing Education's leaders encourage all members of its community to take the initiative to improve institutional effectiveness.	4%	10%	22%	35%	29%	8%
29. The faculty exercises an extensive role in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.	5%	17%	25%	35%	18%	11%
30. The faculty is sufficiently involved through committees in decisions involving curriculum development.	3%	11%	21%	43%	22%	9%

Organization for Student Learning	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
31. In general, I am aware of the faculty's role in various governing, planning, budgeting, and policy making bodies in Continuing Education.	2%	8%	19%	52%	19%	7%
32. Continuing Education establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	4%	10%	24%	47%	15%	10%
33. Continuing Education's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	9%	16%	24%	37%	14%	10%
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.	2%	7%	14%	47%	31%	8%
35. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.	4%	7%	19%	42%	27%	9%
36. My performance evaluations have been conducted according to my contract guidelines.	5%	8%	22%	35%	30%	13%
37. Continuing Education provides opportunities for continued professional and staff development.	4%	9%	12%	38%	37%	4%
38. As a group, the members of my department stay current in their fields of expertise.	2%	5%	11%	42%	39%	6%
39. The campus environment is conducive to personal development of the student population.	3%	8%	19%	44%	26%	5%
40. Continuing Education implements programs, practices, and services that enhance student appreciation of diversity.	3%	6%	16%	40%	35%	7%
41. I am personally treated with respect at this institution.	2%	4%	12%	37%	45%	2%
42. Policies and practices of Continuing Education clearly demonstrate commitment to issues of equity and diversity.	3%	4%	12%	39%	41%	6%
43. I am familiar with Continuing Education's learning outcomes for students (ESLRs or SLOs).	1%	4%	13%	45%	38%	6%
44. Review of programs and services is integrated into Continuing Education's planning process.	2%	5%	18%	49%	26%	13%
45. Student learning outcomes are considered in program review and institutional planning.	1%	5%	15%	49%	30%	14%
46. Continuing Education seeks to meet the varied educational needs of its students through diverse programs.	2%	3%	11%	44%	39%	4%

Curriculum and Instruction	Not at all	Somewhat	To a great Extent	I don't know
47. Interpersonal Skills	3%	14%	83%	11%
48. Appreciation of Diversity	4%	20%	76%	11%
49. Information Processing Skills	3%	24%	74%	12%
50. Goal Setting	4%	24%	72%	10%
51. Application of Technology	10%	34%	56%	12%
52. Lifelong Learning Skills	2%	12%	85%	13%

Curriculum and Instruction	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	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.	1%	4%	9%	28%	57%	14%
54. I am pleased with the quality of teaching and instruction here.	1%	2%	4%	44%	49%	9%
55. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	1%	4%	9%	37%	49%	10%
56. Continuing Education uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.	1%	5%	13%	43%	39%	15%
57. I use current educational research to enhance my teaching.	1%	2%	8%	35%	54%	13%

Support for Student Personal and Academic Growth	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
58. In general, I feel that student support services in Continuing Education are adequate to meet student needs.	2%	18%	19%	38%	24%	10%
59. Student Services at my campus has sufficient staff and resources to meet student needs.	8%	27%	21%	34%	11%	12%
60. Student Services at my campus has sufficient facilities to meet student needs.	5%	22%	23%	37%	13%	14%
61. I refer students for various services available on campus (e.g., Counseling, DSPS & Financial Aid).	0%	4%	19%	39%	37%	10%
62. The Continuing Education class schedule is accurate.	8%	14%	20%	36%	22%	8%
63. The Continuing Education website is accurate.	2%	9%	17%	46%	26%	13%

Recourse Management and Development	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
64. Continuing Education adequately maintains its physical resources to support its programs and services.	4%	12%	20%	49%	15%	4%
65. Safety hazards are addressed promptly.	4%	13%	15%	45%	23%	9%
66. The grounds are adequately maintained.	2%	5%	17%	49%	27%	3%
67. The exterior features of the campus buildings are adequately maintained.	2%	5%	18%	49%	25%	2%
68. The interior of the buildings are adequately maintained.	4%	12%	18%	45%	21%	1%
69. The exterior lighting of Continuing Education is adequately maintained.	5%	10%	22%	43%	20%	13%
70. Technology planning is integrated with institutional planning.	3%	12%	22%	47%	15%	18%
71. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	9%	19%	19%	37%	17%	8%
72. Continuing Education provides adequate training in the effective application of information technology to faculty and staff.	5%	15%	17%	41%	22%	6%
73. Budget information is readily accessible throughout Continuing Education.	6%	12%	21%	44%	17%	12%
74. Continuing Education's budget reflects its priorities and planning goals (general funds and	3%	8%	30%	44%	16%	21%
75. Faculty and staff have sufficient opportunities to participate in budget development for Continuing education through its shared governance processes.	5%	11%	27%	47%	11%	18%
76. The District resource allocation process effectively supports Continuing Education.	2%	12%	35%	39%	13%	25%
77. Student learning needs are central to the planning, development, and design of new facilities.	3%	7%	23%	41%	25%	13%

Item Analysis by Count

Level of Quality	Very dissatisfied	Dissatisfied	Neither satisfied nor dissatisfied	Satisfied	Very satisfied	Have not used service/ resource
7. Counseling	7	16	37	96	80	63
8. Instruction	6	8	20	82	154	29
9. Programs	9	4	33	99	128	26
10. Classrooms	10	25	64	114	68	18
11. Assigned Working Space	23	41	55	96	72	12
12. Technology Resources	12	35	51	124	61	15
13. Financial Resources-CE budget	24	49	80	91	21	30
14. Physical Facilities	18	36	69	103	55	16
15. Staffing Resources	17	37	76	98	47	19
16. DSPTS (Disability Support Programs & Services)	9	13	50	79	66	80
17. Job Placement Services	14	18	64	65	28	108
18. Associated Student Body	19	14	75	62	41	84
19. Parking Services	28	64	56	90	42	17
20. Staff Development	17	34	57	89	78	22

Organization for Student Learning	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
21. I am familiar with the mission statement that defines Continuing Education.	0	6	22	137	115	14
22. The Continuing Education programs, services and planning are consistent with its mission.	4	12	39	136	84	15
23. Improving institutional effectiveness is valued throughout Continuing Education.	7	23	39	125	85	12
24. Continuing Education facilitates an ongoing dialogue about improving student learning and institutional processes.	6	25	38	125	85	13
25. The governing board establishes policies to assure the quality of the programs and services.	7	18	61	118	56	33
26. The governing board's decision-making reflects the public interest.	12	18	71	96	54	42
27. There is a clear delineation of authority and operational responsibility between the governing board and Continuing Education.	6	17	68	85	42	69
28. Continuing Education's leaders encourage all members of its community to take the initiative to improve institutional effectiveness.	10	27	57	93	78	24
29. The faculty exercises an extensive role in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.	13	43	66	90	47	32
30. The faculty is sufficiently involved through committees in decisions involving curriculum development.	9	28	55	112	59	26

Organization for Student Learning	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
31. In general, I am aware of the faculty's role in various governing, planning, budgeting, and policy making bodies in Continuing Education.	5	21	49	138	50	20
32. Continuing Education establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	10	25	62	121	38	27
33. Continuing Education's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	22	41	61	95	37	27
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.	6	17	35	122	79	23
35. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.	11	17	50	109	70	26
36. My performance evaluations have been conducted according to my contract guidelines.	12	20	55	85	74	38
37. Continuing Education provides opportunities for continued professional and staff development.	11	24	32	104	101	12
38. As a group, the members of my department stay current in their fields of expertise.	6	14	30	110	103	17
39. The campus environment is conducive to personal development of the student population.	8	21	51	115	69	15
40. Continuing Education implements programs, practices, and services that enhance student appreciation of diversity.	7	15	41	105	92	19
41. I am personally treated with respect at this institution.	6	11	32	101	123	7
42. Policies and practices of Continuing Education clearly demonstrate commitment to issues of equity and diversity.	7	11	32	103	108	16
43. I am familiar with Continuing Education's learning outcomes for students (ESLRs or SLOs).	2	11	34	118	99	16
44. Review of programs and services is integrated into Continuing Education's planning process.	6	12	44	118	63	36
45. Student learning outcomes are considered in program review and institutional planning.	3	11	36	119	72	38
46. Continuing Education seeks to meet the varied educational needs of its students through diverse programs.	5	8	30	118	105	12

Curriculum and Instruction	Not at all	Somewhat	To a great Extent	I don't know
47. Interpersonal Skills	7	32	187	28
48. Appreciation of Diversity	8	46	172	27
49. Information Processing Skills	6	52	162	29
50. Goal Setting	9	53	163	26
51. Application of Technology	21	75	123	31
52. Lifelong Learning Skills	5	27	186	32

Curriculum and Instruction	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	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.	3	9	19	58	120	33
54. I am pleased with the quality of teaching and instruction here.	2	4	10	100	113	22
55. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	3	8	20	84	111	26
56. Continuing Education uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.	2	11	27	91	83	38
57. I use current educational research to enhance my teaching.	2	4	16	73	113	32

Support for Student Personal and Academic Growth	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
58. In general, I feel that student support services in Continuing Education are adequate to meet student needs.	4	43	46	93	58	26
59. Student Services at my campus has sufficient staff and resources to meet student needs.	18	64	49	81	27	32
60. Student Services at my campus has sufficient facilities to meet student needs.	12	51	54	86	30	38
61. I refer students for various services available on campus (e.g., Counseling, DSPS & Financial Aid).	1	10	45	93	89	26
62. The Continuing Education class schedule is accurate.	19	36	49	90	56	21
63. The Continuing Education website is accurate.	5	20	40	107	61	35

Resource Management and Development	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	I don't know
64. Continuing Education adequately maintains its physical resources to support its programs and services.	10	31	49	121	38	10
65. Safety hazards are addressed promptly.	10	31	35	108	54	23
66. The grounds are adequately maintained.	5	14	43	125	68	8
67. The exterior features of the campus buildings are adequately maintained.	6	12	47	128	66	5
68. The interior of the buildings are adequately maintained.	11	31	47	115	53	3
69. The exterior lighting of Continuing Education is adequately maintained.	11	22	51	99	46	33
70. Technology planning is integrated with institutional planning.	7	26	47	100	33	48
71. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	22	45	45	89	41	20
72. Continuing Education provides adequate training in the effective application of information technology to faculty and staff.	13	37	43	101	54	15
73. Budget information is readily accessible throughout Continuing Education.	14	28	50	102	39	31
74. Continuing Education's budget reflects its priorities and planning goals (general funds and	6	16	62	91	33	56
75. Faculty and staff have sufficient opportunities to participate in budget development for Continuing education through its shared governance processes.	10	23	58	103	24	47
76. The District resource allocation process effectively supports Continuing Education.	3	23	69	78	26	65
77. Student learning needs are central to the planning, development, and design of new facilities.	8	16	54	95	57	34

Appendix C

Verbatim Comments

Question 16: Please add other comments or suggestions related to instruction, instructional support services, and/or instructional facilities at the college.

1. Absolutely no support for development of new online courses in Continuing Education. We have asked for leadership for 2 years, and have received none.
2. As a veteran instructor for over ten years, I cannot help notice how long some instructors remain in the same classrooms doing the same things. I am looking at a situation where there is easily 80 years combined in the same room. I went from CE for over 10 years into College instruction at City and then left due to "burn out." I have come back as a substitute and am stymied that the very same individuals who have lost their passion are still in the classroom. It seems well past their time and it would be best for students to get vibrant, younger more enthusiastic instructors.
3. CE needs new computers
4. DSPS counseling/support services at my campus are outstanding.
5. ESL instructors, even contracts, have no designated office area (except for the classroom) to grade papers, lesson plan, meet with students, etc. I am also dismayed with our system for trying to get additional college credits to move up on the pay scale. It's very hard to find classes that will be approved, and I've taken other courses for my own benefit that I have felt SHOULD have counted towards my professional development plan, but DID NOT. From the instructor's standpoint, this is very discouraging.
6. Every staff member responds positively to ensure questions and requests are handled professionally and in a timely manner.
7. Experienced teachers should be allowed to substitute without a limit on their hours, so that one sub can fill in for the absent teacher for the duration of his/her illness. It is not uncommon to have 3 subs during a 5-day absence. This is disruptive to the class and reduces student learning. It also results in a drop in class size as dissatisfied students fail to return to school. Therefore, it impacts student retention.
8. faculty have limited release time to support program effectiveness and innovation
9. For the sections related to curriculum, instruction and teaching there should be a response to indicate not applicable to those taking this survey who do not teach.
10. I am somewhat dismayed by the priority assigned to paperwork, attendance procedures, etc.. These procedures are given much more attention than the actual teaching of students. GED students, in particular, are a vulnerable population and need much more individual attention than they are now provided at my site.
11. I am very pleased with administration's interest to include classified employees more in the decision making process. As many of the budget cutbacks will cause an immediate impact on classified jobs and hours of operation, to be included in the process helps make us feel more secure and respected.
12. I believe that every teacher should have a mentor teacher within the district. This would improve instructional services.
13. I don't feel that CE matches its staff effectively with its population served.
14. I feel there needs to be more interaction with the counselors and the BIT program instructors along with a strong, up-to-date certificate program. In addition, there needs to be other classes available to students who will not be getting certificates (i.e. need to learn software for their jobs).
15. I have been teaching pno classes for 11 yrs in a recreation ctr. equipped with one pno. Suggest liaison with Mesa College Music Dep't to utilize one of their piano labs.

16. I have consistently voiced concerns regarding safety of faculty, staff and students in the area of preparation for and practice of evacuation procedures and have yet to feel that we have adequately addressed these issues. My students were deeply concerned after the Virginia Tech shootings that we don't have a plan in place for a lockdown or evacuation in the event of a similar incident taking place in our facility. I also have concerns about safety support for off-campus locations. On an unrelated topic: Why aren't contract faculty program commitments allowed to reflect time for providing direct services to other faculty and student needs? Examples: more mentoring for newly hired faculty, faculty involvement in the assessment and placement process, a faculty staffed tutoring center on campus where volunteers and faculty can be available to help students with school-related and personal(ex. filling out a job application) matters throughout the school day.
17. I hopeful that Cont Ed will inspire its instructors etc. to serve students effectively. At this time I think that there is a large gap between those who care about students and those who do not. Sadly, those who do not are rewarded by being shuffled around and problems are swept under the rug.
18. I really enjoy working at CE, but I feel our biggest institutional failing is communication between departments and program. Instructors often know about only their own classes, know a little about other classes in their department, and know nothing about other programs and services that are available to students. What a wasted resource! If instructors would take the time to learn more about CE, I believe we would see greater cooperation between departments, higher enrollment in classes from referrals, etc. (This is less of a problem for staff, but it is a serious issue among faculty.)
19. I teach off campus so this does not apply But this campus has been rebuilt into a wonderful high-tech learning environment
20. I think that Budget Planning goes through the processes terrificly down to the Dean Level. Somehow...NOT ALL Program Chairs treat the Budget fairly.
21. I think there needs to be some type of performance evaluation done on a regular basis for the current teaching staff. There is nothing currently in place that I know of that ensures the students are receiving quality instruction.
22. I think we need more state of the art tools such as document cameras, LCD projectors, and Smart boards.
23. I would like more help with the registration process. I teach ESL classes in which students can enroll at any time. It's not unusual for me to have nearly 10 new students enroll in my class in one day. Since they arrive to class at different times, it is difficult for me to efficiently complete the registration process with them. This sometimes results in a student leaving the class prior to completing their registration. If possible I would like students to arrive to my class with all, or at least part of their forms completed.
24. I would like to emphasize that our faculty are outstanding. Many of them (especially ESL classes) have very, very (did I emphasize "very"?), large numbers of students, no class aides, and inadequate supplies and technology. Most televisions do not work...so showing videos or watching important events such as the presidential inauguration are not possible.
25. I feel that with the limited faculty we have here at Mid-City (ALL are adjunct), a legitimate effort to run an effective BSI program is a joke. Our faculty are doing as best they can but do not have the time, support, or means to run the BSI program the way it was intended.
26. I would like to see computers with internet in the classrooms for student learning.
27. I'm looking forward to a new campus in a few years!
28. Instruction and instructional support is uneven--some are terrific, and some not. Plus, good instructors' time is siphoned off from instruction in order to make up for shortages in classified

and administrative support. The organization is too lean to accomplish its goals. Dedicated teachers spend their own time and money to keep things going.

29. Instructional programs are excellent and support services are adequate.
30. Instructional support has always been good but lately has been exceptional.
31. Instructional: The instructors need to be more responsible for their workflow. Many are DEPENDENT on clerical support (continually ask the same questions over and over), are late with required paperwork yet continue to receive assignments every semester. I would suggest they receive correspondence from their Deans/I.L.'s on the importance of the other part of their job, paperwork reporting and required deadlines. They turn in paperwork to clerical that they have not proofread for accuracy and is missing data. This is a bigger problem in ESL as they have the student fill out a registration form and roll card. The instructor doesn't review the registration form at all because they have the luxury of having the roll card. I don't anticipate online registration being a remedy for ESL registration.
32. instructors should not be judged on how many students are in attendance, but how effective their teaching is.
33. Introduce student centered approach to instruction „have programs share best practices with one another to incorporate and have students evaluate instructors effectiveness and engagement.
34. I've had lots of really good support from ***** in any resources that I've needed as it relates to my instruction at Centre City and Point Loma.
35. I've see a reduction in custodial staff which means they get what has to be done but more staffing would help.
36. LVPC sorely needs repair & maintenance of bathrooms, classrooms, and exterior. Teachers have started to voluntarily recruit students to help clean classrooms and bathrooms. Bathrooms often lack appropriate supplies. Bathrooms often have big messes in them.
37. Many of the instructors need assistants in the classroom. There are not enough aids, especially for certificate and similar programs were assignments and exams are being given and scored. I spend enormous time grading, doing copy work, registering and working on attendance, completing reports, etc., a lot of activities that draw away from actual teaching.
38. More classes need to be given online. Students need more flexibility to complete courses for all programs. Classes need more tutors and instructional aides.
39. More instructional assistants would be helpful, especially for computer related classes.
40. Need more Instructional Aides for ABE/ASE and Basic Skills classes.
41. need more staff & funds for PR; need more faculty development opportunities; need more faculty release time to support department accordingly (e.g. grant writing, etc.)
42. No comments. Instructors at my campus are very efficient.
43. Not applicable as I teach at the VA Medical Center and my class has the support of the Dept of Veterans Affairs
44. Our leadership would like us to integrate more technology into our classrooms. I for one am very supportive of this. However, this is impossible without the technology equipment. MCC is so large that we really need more LCD Projectors so that Instructor's can check one or two out and take it to their classrooms in order to teach the Technology to their Students. I believe we have one now and it is off limits to anyone unless they are using it in room #302 in a VESL class. I really think it is unfair to ask your Instructor's to do this with one/two or even 6 computers in a classroom when you have up to 25 or more Ss. I know it's possible. I know Donna and Cindy have worked very hard on preparing lessons on how to teach Technology to a class of 25 Ss with one computer. However, I don't even like the idea of this and I don't think the Ss do either. Would you? It would be nice if the leadership asks us to teach something in particular that they

- provide is with the tools to in order to do so. In my opinion, we need at least one if not two more LCD's we could check out and take to our classrooms for the size of our campus.
45. OUR SITE HAS GROSSLY INSUFFICIENT PARKING AND OUTDOOR LIGHTING. THERE ARE SERIOUS ODOR PROBLEMS IN THE BUILDING
 46. Our technology is not up to date and is insufficient- though some progress has been made in the past few years. Some classrooms are without working computers. The computer lab in 301 has tables that were not meant to hold computers, so the cords and cables are all exposed and under the students' feet. The students are constantly pulling cables out with their feet causing the keyboard, mouse, or sound to malfunction.
 47. Noisy hallways during class disturb instructors, yet there is nobody available to check the halls to curb the disturbances. Ventilation in the classrooms is poor causing illness to spread among the students and instructors.
 48. Overall the instructional support is pretty good, but I would like to see more variety in the staff development opportunities offered to teachers. Many of the same topics are repeated every semester and are better suited to new teachers than people who have been teaching for a longer time.
 49. I also think right now staff meetings are being curtailed and shortened. That allows very few opportunities for communication between department heads and staff.
 50. Paper work has increased! No paid prep time!
 51. Students talking on cell phones in the hallways during class has become a huge problem at Mid City. I have to stop instruction at least once every day, usually more, to go out into the hallway to remind someone to speak more quietly. This problem has not been addressed adequately, and it takes away from the instructional atmosphere and the instructional time for students. Also, the air conditioning/heating system at Mid City is erratic at best and I believe is a hazard to students/teachers/support staff's health. It is so poorly regulated, and temperatures fluctuate vastly, especially on the very warm side. The air flow seems inadequate, and there are many times when it's almost impossible to detect any flow of fresh air coming into the classrooms. This has in the past caused students to suffer epileptic seizures and perhaps many other maladies that haven't been identified directly as connected to the cause of the air in the building. Two teachers at Mid City have had pneumonia within the past month----might this be connected to poor ventilation/circulation in the building????
 52. Teachers need more work space and computers. Teachers need to have an area to hold office hours to help students individually. At Mid-City we lack adequate space to conduct individual speaking exams for EL Civics.
 53. Teaching at Continuing Education I sometimes feel we're precieved by the district as a step-child and some classes should be transferable credit to inhance the final educational outcome of our students.
 54. The 135 day rule for hourly non-student aides is detrimental to our program. It is totally unnecessary considering the ed code allows for 190 days. Not only are these aides restricted to 135 days, but holidays and sick days are counted against them. A new requirement is that they be approved by the board, which further restricts their availability. These people are usually the best we can provide for our students because they are usually older, some are retired, and they are interested in sharing their abilities, but only want to work part time. I have never experienced the same degree of dedication from students as I have from the non-student hourly aides. They are an integral part of the success of our program, but they are limited far too much as to the number of days they can actually work. It is both ridiculous and short-sighted to continue this policy. The attendance accounting procedures are a major time consumer.

55. The ESL Resource people do amazing things with very little budget. However, the program chairs can't continue to be stretched so thin.
56. The increase in students has put a strain on the number of students being squeezed into classrooms. Some average sized classrooms now contain 40+ students.
57. The instructional support services and instructional facilities could be better served if we had a leader on campus to address our needs. (we're off site)
58. The level and quality of instruction varies by individual. Some instructors are more committed to the students, while others not necessarily so.. It would be nice if there were more instructors who were passionate about the students' success and that this passion was sustained over the life of their career here at CE. The facilities are a bit outdated, but we manage.
59. The online schedule is a lot more accurate than the paper version.
60. The quality of our department would increase with the regular monitoring and evaluation of adjunct faculty.
61. The San Diego Community College District's Continuing Education arm continues to operate largely from the top down. Decisions, from the master plan to the minute details, are invariably made without faculty input, as are budget allocations. Communication is still viewed as on a "need to know" basis. Instructors still live in fear of making waves with the administration and generally put up with whatever they have to while trying to meet all the prescriptions, mandates and policy changes that come down from the top. Rather than supporting faculty in their efforts to meet student needs, the administration (with each successive round) seems intent on reinventing the wheel or on having faculty do what should be the administrators' job in terms of program planning, supervision, providing forums for true communication, finding out how faculty and students can be better served, etc. Part of the problem is the sheer diversity and range of scope of our programs and the different schedules faculty have to follow. The only time everyone is all together is on contract report day. The problem with making suggestions or comments is that nothing ever gets done about them. Hence, faculty often feel it is an exercise in frustration.
62. There are not enough general computer open labs for students that allow students to work on anything. There are not enough comp. classes that have lecture at WCC.
63. There are plenty of resources for instructors to use. Books, videos, information about educational websites are readily available, one just need to ask. Program Shairs help instructors to find the instructional materials needed.
64. There is no office support for Saturday classes. Printing is not available.
65. There should be a larger DSPS counseling staff in order to better address the needs of current students with disabilities. The DSPS offices should be ADA compliant and accessible.
66. We are getting more support for meeting State requirements, i.e.-ESLRs and SOLs
67. We need more computers for the ESL lab. Students walk right back out the door when they see that they can't get a computer. At Mid City, there is a wonderful work room for the teachers. We need something like that at ECC with a large table where teachers can spread out materials and have resources handy, as well as computers for typing up worksheets and producing other teaching materials. There is presently only one desk in the ESL office for teacher use and it has a computer on it, so no flat place to work.
68. We need more counseling services.
69. We need to deveopl hybrid classroom/online classes to reach into workplaces and also connect with students unable to attend classes due to schedule conflicts.
70. While I believe that flex has been a great new approach, I don't think that the institution has been effective in providing staff/professional development in the areas that are needed. We

used to have a stronger plan with more workshops when there wasn't even any formal leadership in this area.

71. Would like to have access to a computer lab and computer classes at night for ESL students.

Question 17: Please add other comments or suggestions related to Student Services and student support programs, and/or Student Services facilities at the college.

1. Would like to see an expansion of the job placement and (especially) on-going job coaching services for students with disabilities, in particular, with brain injuries.
2. Whenever there is a money crunch, it seems that counseling always takes a hit, therefore impacting the amount of services/counseling students receive.
3. I am disappointed that administration doesn't take a more active interest/role in forming and supporting a consistent Associated Student Body so that students have a voice in addressing their needs to reach their educational, professional, and social goals.
4. Whenever I can get the counselor to deal with my beginning level students I am pleased but would like to see some more attention directed to level1-2.
5. We need to improve our recruitment and retention programs. Teachers need to be more involved in the planning and execution of these services.
6. We need more counselors who are speaking other languages besides English to help students whose English is their second language.
7. We need mandatory orientation such as they have in ESL.
8. We need job placement. We need career ladders so that students know what is open to them. And we need counselors (some bilingual and not just Spanish) to explain to students what is available to them. We need more ways of tracking students. We used to use Gold Mine but now we have no way of knowing what happens to students when they complete a VESL or ESL class.
9. We need another counselor in ABE/ASE.
10. Very helpful to students.
11. There is little or no evidence of security on campus in the morning. When present, the security guard is seated at a desk and does not go through the building. Although Mid City is a high crime area, there is nobody available in an emergency other than the receptionist. Deans do not go through the building, but remain in their offices or off campus. Students and non-students frequently roam the halls making a disturbance, but there is nobody available to deal with them. Security is seriously lacking. Students often park in the faculty and staff only parking lot, which has insufficient space for faculty, but cars without parking stickers are neither ticketed nor towed since nobody is on campus to check the lots. It often seems like nobody is in charge. Certainly there is nobody available in case of emergency other than the custodian. (who, by the way, does a great job)
12. The help I've received from the counseling staff with problematic student behavior in the past is invaluable. The counselors are very effective in turning around unwanted and inappropriate behavior in the classroom. I am more hesitant now to refer students due to cutbacks in personnel, but still send anyone who needs a little extra help.
13. The counseling support is unbelievable. Counselors are available to meet with students by appointments and on a walk-in basis to address the student's needs whether they are personal or educational.
14. Thank you for hiring f/t counselor
15. Students seem to need more support/direction/resources referrals from counseling to support student success in the classroom.
16. Students often comment that the staff in the front office are uncooperative and "mean".
17. Student services support is extremely variable depending upon the quality of the staff at a particular site.

18. Student Services should have mandatory instruction in Customer Services Skills, Should be required to have certification in at least the minimum, Survey of Business Application(basic word etc.) A clear definition of their job duties and not forced to work same duties as a Senior without the pay especially if you are a minority, because they don't do it to you if you are white.
19. Student Services is not adequately staffed to meet the needs of the students.
20. Student Services has wonderful counselors and SSAs. As the student population has grown, and our counseling faculty and student services and clerical support size have shrunk, there is an obvious unbalance. Ultimately, even though we all may find ways to work harder, smarter, or more efficiently, it does affect our students, who may have to wait quite a while to make an appointment for counseling, GED testing, etc. Counseling could benefit from more counselor hours and training of more staff on Assessment. Also, I believe that the counselor assigned to the BSI should be approved for overload assignment.
21. DSPS has one full-time counselor with a very large number of students needing academic, disability, and vocational support to students and faculty in all programs (ESL, BIT, ABE/GED/HS, DSPS classes). There is a definite need for another DSPS counselor (part-time), but office space is an issue. As it stands, the current counselor's office and student waiting area is barely accessible and in questionable compliance with disability law.
22. CalWorks at Mid-City has the largest student population in the District, yet they do not have adequate work space. The program employs two (2) Job Developers and four (4) Intake Coordinators (that's 6 employees) using three offices and utilizing open-area cubicles. This is completely inadequate and inappropriate. Often times, students are sharing confidential and personal information without any privacy, and anyone can hear. This definitely affects students, and is probably out of compliance with privacy laws. While I believe that the CalWorks faculty do a great job maintaining their professionalism given the circumstances, I feel strongly that the environmental setup is not appropriate for students and compromises the quality of the services provided by the program, the morale of our faculty, and the image of our institution.
23. Student services facilities are improving. However, we need to be aware that as our population increases, so will the need for additional student services faculty and staff. Our current facilities may be okay for now, but do not allow for the growth of student services.
24. Student services at an off-campus site are difficult to assess because we always have to refer students to the main office & distance makes these services almost inaccessible to our students.
25. Seems to work okay.
26. same as above (teach off campus)
27. Provide offices for private, confidential consultation and office space for adjunct counselors
28. Personally, I have not had an instance to use them, but when directing students to those facilities, it seems they are very well taken care of. My concern is that not all campuses are on the same page, which is confusing to the students. Also, we have had numerous communication breakdowns between counseling and admin with regard to hours of operation, testing schedules, etc.
29. OUR SITE HAS GROSSLY INSUFFICIENT PARKING AND OUTDOOR LIGHTING. THERE ARE SERIOUS ODOR PROBLEMS IN THE BUILDING !!!!!
30. Our counseling services have improved, but we still don't have adequate staffing to meet student needs.
31. Offices seem not to be designed for student support. Also, staffing is not designed to fully support students. Would like a change of philosophy in this area.
32. Numerous times students have needed the help of a female counselor who speaks Spanish at Mid City Center, but there isn't one there. The male counselor is available but due to the

- students' issues they weren't comfortable speaking to a man. Spanish speaking counselors are needed.
33. Not applicable as I teach at the VA Medical Center and my students have the support of the Dept of Veterans Affairs, such as Vocational Rehab., counseling, etc.
 34. No knowledge of subj.
 35. need more support (age appropriate counseling, lab hours, etc.) for OA students
 36. Need additional SSA's for testing and assessing purposes.
 37. Most of the time, we're so short staffed that we normally work alone in the front office.
 38. More services are needed for ESL students, especially lower level students.
 39. Administrators should attend ASB meetings or meet with student leaders at each campus on a regular basis.
 40. More hours for ESL counselors and students.
 41. Many of our students need support in counseling for personal and family-related issues. While our counselors provide course related referrals, I don't even bother asking for assistance for my students in non-curricular areas-----the response is minimal at best. Support and evaluation for learning disabled ESL students is non-existent in Continuing Ed. Oftentimes, instructors have minimal information about programs other than their own discipline that could greatly benefit their students. Also, I have long advocated involving community based organizations(such as the Lions Club) with such things as on-campus vision and hearing clinics. Many of our mandated students are expected to achieve in class, and yet struggle because of undiagnosed or untreated hearing and vision difficulties.
 42. limited human resources to do the job
 43. I've referred many students to counseling and student services for a variety of reasons, from job losses or research, transcripts (international), TOEFL, and getting into the City College system.
 44. It would be nice if students could be issued a student ID (CSID). I understand that verification of the ID is an issue but perhaps we could make an effort to verify this like the college does, especially for vocational classes that maintains the same students. We could even have a swipe in card system for attendance for voc and heavy voc classes.
 45. It would be helpful for counselors to participate in the Orientation Process for students in all disciplines, including ESL.
 46. It seems that more counseling staff is needed or more hours so that students can find a counselor available more easily.
 47. In an effort to improve student services, I am hoping there will be a higher priority given to protecting students' privacy. Due to a shortage of office space, CalWORKs, DSPS, and ESL collectively share a common office. This forces students to divulge personal and sensitive information that is easily overheard by students waiting to be seen and by ESL staff. The worst part is when a student breaks down and begins to cry, and I have nothing to offer her in the way of privacy. This has been an on-going problem since Sept 07, and there appears to be no resolution. With our student refugee population growing, I am concerned this situation will only worsen.
 48. I would give a high rating to the student services and support programs and staff.
 49. I think we have wonderful student support programs and student services here at MCC. Hats off to all those who support our Ss which would be all of us!!
 50. I teach on Saturdays and no one from counseling services has ever visited my class to let students know about their services. My students could use help related to job placement and career counseling.
 51. I often refer students to visit with our counselors. Students are aware of the services that are there for them, career planning, DSPS, ASB, etc.

52. I feel the counseling department is not well-versed in serving the needs of ESL students - not because of language barriers, but because there is an assumption that their goals and situations are the same as for other CE students, which is often not the case.
53. I believe that high school credit and grades would improve student success. Let them get use to this idea in continuing education with guided practice. This will help encourage our students to accept challenge and become life long learners.
54. I am not sure if this is the right area in regards to Student Services staff but there are a lot of areas that the staff needs improvement on. For example, communication between counselors, better facility for staff working area, implementation of policies and procedures from all staff and management to students and/or public and better classrooms. These are just a few that would help to be addressed.
55. I am disappointed to see how little work many counselors do. There are a few excellent ones, who are seriously over tasked. The current dean of counslors is not responsive, out of touch and very abrasive.
56. Good job and excellent councilors
57. Each CE campus needs a career/job development center with dedicated staff.
58. Due to budget issues it seems that our student services have been cut back and staff members simply do not have enough time to adequately serve the students.
59. DSPS is an incredible service. They do an outstanding job.
60. DSPS has been fantastic. I wish they could truly assess learning problems in the the lower ESL population.
61. Counseling staff is frequently gone. Students can't see counselors in a timely manner.
62. Counselors don't always have correct information regarding options for career development or academic choices.
63. Counseling at Mid City are not knowledgeable in programs that are not located at MCC. They are not helpful enough to students in general. They do not have handouts for CE programs.
64. child care services would improve and facilitate student's educational experience.
65. CalWorks asks students for information from me. This is all done orally, and the students haven't mastered English well enough to understand what to ask me. I'd like CalWorks to write down on a form or paper what information CalWorks wants from the teacher.
66. Again, uneven quality among existing employees. Plus, the range of student need is huge. CE can't be all things to all people, yet many people try. Attempting the impossible leads to inevitable problems. CE is the last social service agency available for many.

Question 18: Please add other comments or suggestions related to the college's physical facilities, technology infrastructure, and/or fiscal resources.

1. Why do we not make our facility more available for community-related activities and organizations? What better way to get the word out about what we have to offer than to have regular contact with CBO's. Whatever happened to our community advisory board? These people were vital in their input to our site and programs and in carrying out to the community info about all that we have to offer here.
2. Whom ever is responsible for the cement work in the welding area had their head inserted into an area where the sun doesn't shine. There is one area where water drains to but has no drain to allow it into the drain system. It has flooded the bottle rooms repeatedly every time there has been a moderate to heavy rain. The cover cement is de-laminating from the substrate. POOR Quality Control!!!!
3. When we plan new buildings, why do we not plan for ADEQUATE parking? Why do we not plan for future expansion of programs and classes? I'm in the newest CE facility, and there isn't a single extra room available for additional classes that we might add in the future! It's a great frustration to me, and I'm sure to other faculty and staff, that we spent so much money and time planning this new facility, but without a real eye to the future.
4. We've been in the Mid-City building for approximately 7 years. Not once have the side windows been cleaned.
5. Re: technology - Classroom computers are out of warranty. No cable connections. Slow access. No link from classroom computer to the TV above or any other viewing screen. None of these are in the budget.
6. We really need an IT tutoring center for staff. Tutoring on IT matters related to employment should be mandatory for new hires complete with manuals and different senarios that may arise. Clerical staff should not be responsible for training themselves via trial and error, nor should clerical staff be training instructional staff on what is required of them. GCCCD has an excellent tutoring opportunity in the IT center for staff to receive instruction and tutorials for different scenerios on the myriad of programs we were required to use. The tutoring schedules were posted on the shared drive and you could attend when time permitted. We were all required to be trained on the new programs that came our way and they were not all treated as workshops that could be ignored. There were tutorials on their website as well so that you could practice applications after logging in. In addition, I would give my eye tooth if I could run a report or two on ISIS so that I don't have to keep a separate spreadsheet in Excel of everything I have already entered into into ISIS in order to keep track of all of the assignments, room scheduling etc. I should be able to run a report alpha by instructor, or by site, or by class end date. Most of us are recreating, in Excel, what we have already entered into ISIS just so we know who is teaching what and where.
7. We should also be able to generate the tentative assignment forms for each instructor automatically based on what we have entered into ISIS. We have to re-enter the instructor assignment data again onto a Word template so that it prints neatly onto the TAO's provided to headquarters each semester. All of this information is already in ISIS, why are we duplicating our efforts?
8. We need updated computers and computer equipment. We also need docucameras in each classroom.
9. We need to update our technology resources.
10. We need to address bandwidth issues ASAP.

11. We need more technology resources to keep up with the times. That includes more modern projectors, computers, etc.
12. We need more parking spaces. We need more computers and up to date equipment to train students to make the jump to the community college level.
13. We need more computers in the labs and the headphones need to be replaced promptly when they break.
14. We need funding to adequately update our technology. We still use overhead projectors rather than document cameras. The computers are frequently out-of-warranty.
15. We need a huge lounge for the students, out of the weather elements. We need a staff-only restroom. We need a huge staff lounge, and a place for women to lie down if needed, if even for a few moments, by LAW!
16. We are not as up to date with technology as we should be. We don't have sufficient band width at Mid City Center.
17. WCC's new building is still going through growing pains. All the kinks need to be worked out. Patience is the key.
18. This seems to vary from site to site.
19. There's no place for students to sit down and enjoy each other (on the second floor, there are no chairs). The patio is too cold in the winter.

The ESL teacher office needs a copier.

20. There should be more SECURITY at sites due to the accessibility of our campuses by not only students but also the general public. Instructors feel very vulnerable while on campus, especially in the evening and on Saturdays.
21. There is no staff restrooms. With only 5 restroom stalls, the restrooms are filthy and there's often a line.
22. There is a need for old computers to be replaced with new ones when they are out of warranty.
23. The weld shop is still not finished construction, and is substandard at best. Water drains to areas where there is no drain.
24. The two CalWORKs job developers (adjunct faculty) have been forced to have office space in an area that is intended for clerical staff (in the middle of a large open area.) This is a very busy office space with dozens of students passing through every day and a total lack of privacy. Often sensitive issues need to be discussed and the students are sometimes very upset. CalWORKs and DSPS students that are waiting to speak with someone can easily overhear sensitive information. As the caseload of Mid-City CalWORKs students has grown (to include over 350 students,) this situation has continued to be embarrassing and unprofessional.
25. The rooms in which I teach are poorly lit and ventilated. No one seems to pay attention to the psychological effects of bare walls, and dim lighting. The general physical atmosphere is rather grim.
26. The physical facilities has too much work for the amount of employees. Technology infrastructure is offered to everyone in the community including teachers who want to learn how it works through classes offered in continuing education. Fiscal resources have always had a budget issue. It would be nice to utilize resources available to professors at City or Mesa College.
27. The physical facilities at Clairemont could be improved. They're sort of dilapidated.
28. The parking lot at West City is very dark at night.
29. The parking garage at MCC is a place where one can expect their car to be crunched. It's too small & crowded.
30. The only thing I want to add is a request for more staff/faculty parking at our new facilities being built. Please, PLEASE be sure to provide for adequate parking for us! At Centre City, it is a

NIGHTMARE to come after 8:00 AM and before 3:30PM, and try to find a place to park! I just don't go anywhere during the day unless I'm forced to go, as I know I will not have anywhere to park when I get back. We are required to work one night a week, and with the 4/10 schedule upcoming, I've decided the only way I can handle the parking situation is to work a split shift on my late day; NOT a happy solution! I REALLY hope when we get our new building, this problem will be rectified, PLEASE!

31. The new building at West City has/will have the features we requested during planning. It gives students space and tools to accomplish their work.
32. The IT help desk is very helpful when there are computer problems. It would be helpful to have a tech at each site, not one tech sharing two sites. However, the infrastructure is very weak-- there are serious connectivity problems at several of the campuses because of bandwidth problems. There aren't enough computers to meet the needs of the students. ESL labs are full and often there aren't enough computers for the number of students. We are encouraged to integrate technology, but the majority of classrooms don't have LCD projectors or computers
33. The interior of the buildings could use some upkeep. Some rooms appear old and dilapidated.
34. The classrooms and restrooms in the bungalows at the ECC campus are not cleaned regularly. Students complain about the poor maintenance.
35. The air conditioning and heating system cannot be controlled in individual classrooms. The heat is on in the summer and the air conditioning is on in the winter. In San Diego we should have windows that open.
36. Technology is layered on top of old processes, rather than processes re-imaged to take advantage of new technology. Example: forms that were created by typewriters are scanned, or recreated in Word to look as they did, with little concern for function and efficacy. Another example--lots of typing and retyping because databases don't integrate. Also, many logjam points, e.g. the ONE person who can sign something off is on vacation; when he/she gets back and recovers from the backlog, then the NEXT person in line is out sick etc. It takes about six to nine months to receive an order. We are often in institutional gridlock.
37. Technology is being updated daily.
38. Staff need to be updated on facility planning, new building construction deadlines, etc. What's happening with NC Campus?
39. some campuses are in need of renovation and repair as well as technology upgrades.
40. Room 124 acoustics unsafe! Creating hearing problems! Can and should be corrected!
41. Provide faculty lounges to relax, share information and consume food. Disallow food consumption and microwaving of food in learning environments.
42. Preventive maintenance of our facility at Miramar is not being done. The budget for staff to clean, etc is reduced and the attention given to maintaining what we have is not happening. My room has been without two blinds that help to cut the effects of the Western sun for almost a year. The carpeting has not been cleaned for a long time and the walls have not been painted for a while.
43. Parking is a continual problem at our center and perhaps others. I hope the District will support our office technology needs as our computer equipment ages.
44. Overall, my experience with light is that it is totally inadequate at some facilities such as NCC and currently WCC. Restrooms are also inadequate at NCC, and support for faculty working on weekends is non-existent. There should be access to a copier at the very least in any office where faculty teach on weekends or at other times when there is not staff support.
45. Overall the new building at WCC is great, however, there are some design issues that will be an issue for years to come. I think the teachers should have been allowed access to the building with hard hats early on in the process to give advice on issues before we had to make costly changes

- after the fact. There were mistakes to the electrical & plumbing layout that were in the plans correctly.
46. Over the many years I've been in continuing ed, I've been in facilities that vary from excellent to poor so I had a hard time answering those questions relating to physical settings, technology etc. Here at Mid city it's great. At ECC we used to put out trash cans to collect the rain that came into our room.
 47. Our technology in the classroom is really behind the times. A lot of the equipment is outdated or just doesn't work. I purchased a CD player to use in my class as there are no cd players available and most new text books come with cd's. There is also no way to utilize dvd's in the classroom as we do not have the equipment. There is a computer in my classroom but no projector to use to show the students what to do.
 48. The computers in the lab are pretty good considering how many people use them, but there are always problems. We are now requiring students to provide their own headphones as we have no money to purchase more. I think the district makes the mistake of buying very inexpensive equipment which really doesn't last very long and is not of good quality.
 49. The classroom has very few electrical outlets which makes setting up various machines challenging. In my classroom it varies from too hot to freezing. This is an ongoing problem in the building.
 50. Our classrooms need working televisions. Smart Boards would make a huge difference in improving instructional practices for all types of learners. There is not enough parking to accommodate all faculty and staff as well as our students with disabilities who drive. There is not much that can be done structurally, but there has not been much of an effort to develop additional means for vehicle storage, or to give incentives for alternative modes of transportation such as carpooling or bike riding or public transit.
 51. Not applicable as I teach at the VA Medical Center and my students have the facilities of the Dept of Veterans Affairs
 52. North City Aero: lay out of facility is a little confusing to new students. Interior is beginning to look very shabby.
 53. None of my classes are held on campus.
 54. New facilities are great.
 55. Need upgraded technology for ABE/ASE.
 56. more parking needed
 57. Many of the computers used by the CE faculty are "on their last leg". So are many of the printers used by the faculty. How about a few iMacs?
 58. Many of the computers for faculty members are rather old and slow.
 59. Linda Vista Presbyterian Church is in terrible condition. It's extremely dirty and unappealing to both teachers and students. Please maintain your less glamorous off-site locations, too.
 60. It would be nice to work in classrooms with natural light. The human race didn't evolve under blinking fluorescent lights.
 61. It would be nice to have access to more space for classrooms, staff and student lounges/break areas, facilities for students and staff to buy food/have lunch or dinner.
 62. Installations are in good shape. Some departments need new equipment.
 63. In order to promote more technology in the classroom, we need more newer computers in the classrooms, especially for ESL program
 64. In certain programs, need more funds for laptops, computers, and other assistive technology in the actual classrooms--smart boards, enlargers, text readers, etc.
 65. If a computer breaks down and is no longer under warranty, no one will repair it and the wait for a replacement can take months.

66. Bathrooms must be cleaned often and not during the times when the students are on break and need them.
67. I would like to see the instructors who will be teaching in the classroom consulted on the seating, installation of equipment, location of cupboards and filing drawers, white boards, bulletin boards...Issues which directly affect the instructor and the instructor's students. Deans and clerical staff do not have this information because they are not in the classroom teaching.
68. I would like administration to play more of a role in arranging off campus site use for classes. Communication is lacking in this area.
69. I love Center City. It's old, but it has a lot of character.
70. I highly, highly recommend that the district installs WIFI access on all campuses. That, and there should be Docu-cameras in every classroom. I think that the 3M projectors aren't economical and it's better for the environment to use Docu-cameras. They also integrate better into SDAIE strategies for education.
71. I happen to know the District is juggling several building projects so I'm patient
72. I feel we are far behind in terms of technology available to us as instructors, at least in ESL. BIT seems to get sufficient funding for technology, but our program also uses computers and technology for teaching, and I feel we aren't supported in that aspect as well as we should be. We have no student area or lounge--a place for students to eat, check email, etc., as a typical college does.
73. I enjoy the physical facilities at MCC. However, recently with the addition of 10 or so new Employees it has put a strain on the already cramped parking situation. I also think we should get an additional refrigerator because our current refrigerator is not large enough. I also think all the bathrooms should be checked twice a day for cleanliness and water spills which could really cause a problem. With the amount of Ss we have here the individual trash cans should also be emptied 2X day because the smell can get rancid after 8 hours or so.
74. I can only say that I am very fortunate to be part of the faculty at WCC. The center is equipped with state of the art equipment and technology.
75. I am continually impressed at how facilities are being improved! *** has done a outstanding job!
76. Having worked closely with the design and construction with the new WCC campus, I am delighted to see how committed the district is to environmental design.
77. Finding a new location for LVPC needs to be a priority.
78. Enrollment forms need to be online and able to roll over ever semester. In this day and age bubbling registration forms is ridiculous, the interfaces exist to make this process more user friendly for both faculty and students.
79. Elevator speed is an issue and it has broken down several times without a sufficient back-up plan.
80. Air conditioning vacillates between very cold and hot during class and is very distracting to students at times.
81. DSPS and other vital student services should have reserved space at each campus, in both classrooms (for DSPS classes) and counseling offices/clerical space.
82. Custodial services at some off-site campuses are virtually nonexistent.
83. could there be a few parking spaces set aside on the campus with short time limits for off campus instructors in order to drop off paperwork
84. Control of air conditioning is unreliable Not enough police visibility
85. classrooms could be better equipped. for example, I could use a TV in my classroom. I need to transport a large TV from the office to my classroom on a cart, and then after my class return it.
86. Bathrooms are inadequate in number and design. Countertops are poorly designed and hold water and drip on the floor creating a safety hazard and a mess. The computers are insufficient

in number and current technology. Overhead projectors in the classrooms are dinosaurs in terms of technology. TVs get no reception. Computer monitors can not be projected in a large size for use in the classroom since they are too small and even when connected to the TVs (which few are), the TVs screens are too small to be viewed throughout the classroom.

87. as \$\$\$ become available to continue expanding technology in class rooms
88. Apart from the "chosen" sites being built with bond money, most off campus locations are in woeful disrepair. Lightbulbs, venetian blinds and broken furniture are not replaced, floors, tables and bathrooms are never properly cleaned and faculty, staff and students literally have to fix it themselves if they expect anything to happen. The difference between the level of cleanliness, comfort and grade of facilities upkeep between the District offices and the majority of our classroom is significant.
89. Although new facility contains smart classrooms, some (most) of existing classrooms lacking in technology updates. Also, computers avail for faculty use are sub par, slow and limited in number.
90. All of the Tv's in the classrooms are equipped with VCRs which are out-of-date. I personally would like to use a digital projector, but there is not one available.

Question 19: Please add other comments or suggestions related to your overall experience as an employee at this college.

1. Working in the SDCCD is a great experience. However, I believe the office staffs' opinions need to be considered when it comes to changes of the facility and/or programs since we are the first to come in contact with students/public.
2. working as a faculty member of the continuing education dept at SDCCD has always been a positive and rewarding experience for me
3. While we can not mandate personalities, attitudes, and individual value systems, there should be some code of ethics that staff MUST adhere to. I have witnessed so much mistreatment among staff/faculty until it is sad. Not a good breath of air; especially since there is so much turmoil in our world already!
4. What people say and what they mean do not always coincide. The general sentiment is that we should be lucky we have a job. The day-in and day-out dedication to students, the Herculean effort to maintain 26.5 ACS in an open entry/open exit accounting system, and the professionalism skill, and equanimity demonstrated on a daily basis by most employees is assumed rather than recognized or rewarded.
5. We need security. This is a very serious issue which has been totally ignored. Having one security guard on campus for a few hours is completely inadequate. As to safety, the stairs at Mid City are concrete and are extremely steep. Many students have fallen and hurt themselves badly. This happens at least several times a week. At the very least, the stairs should be padded and carpeted.
6. We need a CE safety plan and procedures for all our campuses with adequate training and support from administration to include on-going trainings and scheduling of drills each school term.
7. We are fortunate to have such an overall outstanding institution. I think that our administration on the whole does a very good job in difficult times. Other institutions should be as well run!
8. Very satisfied.
9. No complaints!
10. Things are improving, but they take time. It seems the higher administration really, truly cares, and it shows. The immediate administration hardly speaks with the lower echelon staff and treats them with disdain sometimes. The upper management is also, sometimes, very sneaky and hides a lot of things that they "should" share with staff. They do treat clerical as if they are lepers sometimes, only speaking with office managers....there is a clear distinction that they are snobs with the higher education, but not higher manners or sensitivities to clerical staff, and not encouraging or praising enough....only once a year during administrative week. They are too busy to notice or come up for air to their staffing, only to reprimand us or correct us....but, a kind word every once in a while, and not hiding out in one's office would go a long way. The Dean sets the tone, and he sets a "distancing" tone.....keep away, hit-n-run, speak quickly, move quickly, don't ask too many questions, now go away and leave me alone....not conducive to warm-fuzzy feelings...very much something difficult to put one's finger upon, but definitely some psychological problems going on there. This staff member feels very uneasy at times. Very uneasy, as if a "stupid 2nd-grader" each day this staff member comes to the office....always kept off-guard....not fun at all. I do trust this is confidential or I will surely be fired. The ascent up the ladder has filled them with ego problems, or they are kept entirely too busy to mingle with the commoners. It is highly palpable the distance created, and the atmosphere is so thick it could be cut with a knife at times. Speak when spoken too, smile when approached, don't dare

look this way, act robotic and you will be accepted....not necessarily liked, but just accepted but not embraced...you will go along to get along. Very stifling indeed.

11. There is a lack of support for innovative ideas. With current budget problems, the focus seems to be away from quality of educational programs and towards a safer, less imaginative one. It would be more fun if we were motivated to try new things.
12. There are lots of opportunities for workshops and there is good support from the Chair and Asst.Chairs in my discipline.
13. The workload is excessive due to budget constraints. This limits creativity and innovation and impacts quality.
14. The support services staff in Continuing Ed are truly exceptional and go above and beyond in order to better serve the student population.
15. The students appreciate Internet access, however I feel that it is also a barrier to their focus on learning and achieving their goals. The Internet seems to be more of a distraction, rather than a means of research and communication.
16. The majority of my experience with this college has been positive, and rewarding.
17. The College does not allow part-time faculty to gain benefits even when they have been employed for over 20 years. This shows a lack of respect for employees.
18. The Chancellor and President Beebe are supportive, communicative leaders. My experience with the current Vice President of Instruction (***) is that decisions are made without the involvement of affected faculty, and are communicated in a way which does not demonstrate respect.
19. Student services offices are understaffed due to budget cuts.
20. Staff is incredibly supportive. Students are very engaging and motivated. Best part-time employment I've ever had!
21. Some teachers are extremely involved in CE, attend meetings and help make decisions, there are a lot of teachers who just simply go to work and go home. Most of the outside of the classroom work is shouldered by the same people. It would be better for CE and for all instructors if everyone played a part in what goes on at CE.
22. Some of my responses were about my experiences and some were my observations.
23. I think that the college district is so large now that management is taking up a larger portion as opposed to the actual teaching. Again, perhaps we are growing too fast to keep up with the buildings, but we need more classrooms, and if you want 27 or 28 students packed into them (as cattle cars), then you need to provide air conditioning, heat and adequate seating. Word of mouth is the most effective and cheapest advertising for our programs. CLEAN the BATHROOMS! Thanks,
24. SDCCD offers excellent courses to the community and I'm proud to work for SDCCD. I find the hiring processes very fair. SDCCD needs to focus on bringing older buildings up to a professional standard.
25. respect for staff/employees is very important in an environment where cultural and physical diversity of the students we serve is very popular. a lot of times we get ignored by our colleagues and treated as if we are not here to serve our main priority, students.
26. Resources are not equitably dispersed between programs. Some programs do not have enough support to be run effectively and efficiently. Release/reassign time is inequitably distributed because some programs have access to more funding than others, not because of need or merit. FTE generated, should be reflected in program budgets.
27. Quality in the classroom is outstanding. The breadth and depth of service is incredible. However, it is not an efficient organization. Just about anyone at any level can derail any project. There is no recourse, and no motivation for lifelong employees to do a better job.

28. Purpose and Instruction are always noble. I perceive the overall effectiveness of our institution in the community as a common good.
29. Parking is a real problem for our school. The parking spaces don't seem to be following sensible used of the space available.
30. Overall, my job is extremely satisfying. I am doing what I love to do and seeing wonderful results. The BSI program is one of the best ideas the district has ever supported. I hope it will continue, because it is so gratifying to be able to concentrate on quality instruction and student needs rather than worrying about numbers of bodies in the classroom.
31. Overall, my experience at MCC has been a positive one. When I first came here 5 years ago, I wasn't too pleased with the Leadership. However, now with the change of Executive Management, and how often there had been changes, I'm impressed with the fluidity and professionalism of how the changes occurred. I feel valued as an employee now and I think we have the best leadership we have had in years.
32. Overall, it has been positive.
33. Overall, I find CE to be a wonderful, innovative place to work with faculty and staff that are inspired to serve and improve the opportunities our diverse population. Occasionally, however, I am frustrated that certain policies and inaction seem to undermine our goals of appreciation of diversity and learner persistence. One of the biggest problems at Mid City is lack of appropriate bathroom facilities for students who need to wash themselves in accordance with their religious beliefs. Additionally, there have been instances in which appropriate celebrations of diversity and student accomplishment have been denied because of bureaucratic hurdles. I believe these celebrations are integral components of our stated goals of learner persistence.
34. Overall, I feel great pride in working for the SDCCD and Continuing Education.
35. Overall, have worked extremely hard for a long time and it is very discouraging to have an excellent record as a teacher and know that yourself and nearly every other teacher has to continue working two jobs to make a living because the one they have been loyal to (this one) offers so few full time positions.
36. Overall my experience has been very positive.
37. Overall I have enjoyed teaching at the college and participating on a volunteer committee. I find the faculty to be very professional, extremely knowledgeable in their subject area, and very committed to the students. I have also appreciated the depth and variety of in-service trainings.
38. Overall I am very happy with my job. However, over the years we have been required to do more and more clerical work, that is , paperwork that was once done by aides, etc. CASAS testing is a good example. In the beginning we just administered the tests. Now there are entry and update records to complete, the correcting of tests, and the entry of ID numbers for each student. At the literacy level and level 1 of ESL this is very difficult and time consuming.
39. Overall experience as employee: Good to very good.
40. Over all very good experience. I wish that there were more flex opportunities for welding instructors that pertain to welding technology.
41. Outstanding institution along with best ever President and VP of Instruction. Best place I've ever worked !!
42. Other than the major parking problem here at Centre City, I'm happy to work here. Most of the staff members are caring, agreeable, and good at what they do. I'm particularly proud of our mission to help educate people who have otherwise given up on getting an education. It is a joy to be a part of that!
43. My overall experience in working for the district has been positive. I love my workplace, my colleagues and my work. There is a very positive quality in the work and attitudes of all of the people at my site, whether classified or academic staff. Continuing Education's purpose of

- ...serving the community in general, and our student body in particular, is being carried out daily, and I am proud to be included in the work that we do at Mid City Center.
44. My overall experience at this college has been very enjoyable. The staff have been very supportive and accessible.
 45. My overall experience as an employee has been positive.
 46. My experience with continuing ed has always been positive; however I'd like services for my students be more readily accessible.
 47. My experience as an employee has been satisfactory. The SDCCD offers its employees the opportunity to grow professionally, to be part of the decision-making process, and to participate in the governance within the institution
 48. My evening students ask about child care. Also, some have car problems. Are there solutions to these?
 49. Most faculty are excellent and student focused and continuously improve quality of instruction. A team spirit does exist and there are resources available through the dept. chairs. One just needs to ask and self advocate. However, that support doesn't exist everywhere. For example, I've heard for years that administration at Centre City is oppressive both internally and externally.
 50. MCC is the best campus and I am very happy to be here.
 51. Keep your numbers up.
 52. I've loved every day of working for continuing ed. We have wonderful students and I admire my colleagues. It's a gift to work among people who are so dedicated and skilled. I continue to grow because of the quality of my peers.
 53. I've had a wonderful experience as a faculty member of this college.
 54. It makes me FEEL discouraged that the atmosphere of collegiality that I experienced when I was hired in the 70's has largely evaporated in regards to the relationship between adjunct and contract faculty. As an adjunct faculty member with over 30 years of continuous service to Continuing Education, I would like to state that my commitment to excellence is as deep as that of any contract faculty member, if not more so. In days past, it did not feel that there was a palpable divide between the groups...we all worked together to achieve common goals. I wish it still felt like that today.
 55. It is a pleasure to work with instructors who want to do the best job for the student population they teach.
 56. It has been very rewarding. I have enjoyed my 26 yrs. at this site.
 57. Institute training programs for adjunct faculty members and assign mentors to assist their professional growth.
 58. In this budget climate, this is the right time to cut management that does generate revenue generating staff. Lastly, I think it is important in order to work toward the mission, that employees who provide excellent student service and work towards increased enrollment are rewarded. We have many staff members that are gems, and those people are overworked and often mismanaged. The employees of any institution are the fibers that keep together Continuing Education. They can either make or break the mission.
 59. in general proud to be a member of CE!
 60. improving communication between faculty and between administration and faculty. Great disconnect in CE!
 61. I would prefer that we had more contract faculty. Many of the adjunct faculty need second jobs and therefore can't be as fully committed to teaching as they would like.

62. I was very dissatisfied when I lost all my classes to a "priority rehire", who wasn't qualified to teach them. I continued teaching those classes for two yrs., with no assurance I would be rehired. (I was.)
63. I used to love working here, but due to the constant state of dysfunction, I am considering looking for another position. I feel that this institution is becoming less and less effective by the minute.
64. I think we have wonderful faculty for the most part, but we need to work on giving people more job security. We also need to spread the responsibilities out more --- the same people seem to take on all the heavy lifting.
65. I think that the support staff does a great job in keeping track of all of us in No. facility on Aero drive, especialy ***.
66. I really enjoy working for SDCCD. The district provides excellent staff training.
67. I love working here and it is a great program.
68. I love working for the district and feel I am treated with genuine respect.
69. I love teaching these students and feel that every day that I am there, I have the opportunity to help someone achieve their goals. I would like there to be more emphasis on actual teaching and interaction with students and less on procedures. I wish there was more oversight and that the oversight focused on these issues.
70. I love my work in Continuing Education and I feel so lucky to be part of an institution that is administrated in the way that SDCCD is. The Chancellor is a fearless and transparent leader that makes me feel valued and part of the important team that is SDCCD. I appreciate the hard work to protect students' needs and services, employees and their benefits and most especially I appreciate the positive communication that comes regularly in the hard times as well as the good times. Monday messages that are inspiring are also very much appreciated. There is so... much excellence!!!
71. I love my job as an adjunct instructor, and I appreciate the support of my Dean, ***.
72. I have worked here for over 25 years and I am very proud to say that I work for the SDCCD. I feel appreciated and recognized for my work. With that said, for the past several years with the current administration, I feel that decisions are being made at the top; faculty isn't being asked for opinions or input. Sometimes decisions are made on instruction when no instructors or chairs have been consulted. I think this destroys morale and should be changed.
73. I have had a very pleasant experience at ECC.
74. I have had a good experience being employed by cont educ.
75. I have been working in this district since 1990 and it has been a great experience. I love coming to work and always have. My supervisors are and have been the best the district has and I am looking forward to at least another 16 years.
76. I have been at ECC for almost 10 years, and for all that time, we have been asking for a real ESL Computer Lab--a lab where ESL teachers can take their students once a week, or where students can "walk-in" during designated hours to study English on the computer. Even with programs vacating the main building at ECC to move to the new building, it still seems like a long shot that an ESL Lab will ever be designated, and that's really unfortunate.
77. I find the flex offerings disruptive to my class. We should be able to do them on non-class room time. So far they have not been very relative to my teaching assignment; a waste of time and money; and my students are very unhappy that their class is canceled, as they only come once a week.
78. I enjoy the people I work with. Mid-City has a quality staff.
79. I enjoy my career very much. I try to help the school every chance I get. I worry about the budget crisis. I worry that my classes are not full enough and that they may close. I don't know

- about anyone else, but I am of the opinion that it is time for the entire staff and faculty to give back 1% of it's salary to help in this time of need. I feel that eveyone who works here, is proud to be here. That being said, I also feel that the moral of my department needs to be uplifted.
80. I enjoy being a SDCCD teacher
 81. I certainly have appreciated the emphasis on staff development and how it is encourage and made available.
 82. I believe the District should be more aggressive in its leadership on using green technologies, doing away with lawns (this shouldn't be an option in a desert, arid region) and so forth
 83. I believe that an organized system of shared governance has been developed, but I don't think it has been successful in affecting decision-making at the top level, nor in increasing communication.
 84. I appreciate the consistent level of courtesy, interest and follow-through in regard to my having what I need to do the job.
 85. I am very satisfied as an employee with SDCCD Continuing Education. I look forward to our programs, benefits, pay, union, etc. falling in line with the colleges. I feel the Continuing Education Vocational classes preform at the same level as the college classes and the instructors should thus be compensated as such.
 86. I am often disappointed by the lack of respect shown among faculty members of other disciplines who teach mainly at continuing ed centers to those of us who teach off campus. Also, I feel that the vp of instruction is completely out of touch with what goes on in my discipline and makes decisions that affect the faculty without our input and without regard to what we know that he does not.
 87. I am incredibly proud to work for this district. I feel both supported and professionally challenged by the administration.
 88. I am Adjunct. I see my role as an extra pair of hands, but somehow (by osmosis or magic or something) I am to know about the latest information in my field and in CE, as well as how things get done at each facility and site. This survey makes it clear to me that I am minimally involved in how my employer does business--and I don't have suggestions for how to change this. I have been working as an Adjunct for the District for many years. This has enabled me to know my role and my way around to make work effective at more than one campus. My current assignment is 8 hours per week and I'm already working more than 8 hours/week to meet classes, keep up with Email, gather new information related to my job that comes from outside SDCCD, and maintain SDCCD relationships that ease my work. I have no additional volunteer time available for SDCCD so that I could be a more informed and participating employee. If I could change one thing in this regard, I would be included in and paid to participate in learning activities and important events with colleagues. In my experience, it's unusual for anyone to think of keeping Adjuncts updated, included and involved. But, somehow, Adjuncts are supposed to come in and do the same level of work as contract colleagues.
 89. I am a retired teacher, but I continue teaching because I feel I can make a difference for my students. The staff supports my work greatly. Thank you.
 90. I always have a prompt response to my questions and all staff are very helpful and friendly.
 91. Having begun my association with the District in 1983 as a student, I am thankful for the opportunity to work for such an honorable institution. When I enrolled in the High School Diploma Program I was welcomed and encouraged by many fine counselors, teachers and support staff and as I began working as a classified hourly (after I received my diploma), I was able to improve my job, interpersonal skills and gained work experience which gave me the ability to apply for (and receive) a contract position. Since 1983 I have gone from an

- unemployed student to a skilled Office Manager. As a product of the Continuing Education system, I share my experiences with students as a way to encourage them to succeed.
92. Have truly appreciated the academic freedom provided to me and the support for my continuing education as a teacher.
 93. Get your head out of the sand about racism in the District. Lincoln freed the slaves, pass that on to the district.
 94. For over 30 years I have enjoyed being a part of the Continuing Ed faculty. I would not have remained if that was not so.
 95. Favoritism is a BIG problem here. Poor management is also effecting the low quality of service. Poor planning (the "just get it done and over with attitude" and making exceptions to the rules) makes it unpredictable. Meetings and feed backs are often negative, there's no praises in the office. There's no opportunity to provide suggestions. When a suggestion is brought up, it is immediately banned.
 96. Deans are simply not on site enough. The lack of security is appalling. The district's attitude seems to be uncaring that street persons can walk unchallenged into any campus at anytime. Telling staff to call the police AFTER something happens is nothing short of criminal negligence. What are we waiting for? Another Columbine?
 97. Copy machines need to be maintained. The copy machine in the ESL office is frequently down and the contract people who are supposed to maintain it simply don't show up to do their job.
 98. Continuing Education is a wonderful place to work. Everyone is dedicated to supporting the mission of CE and helping students' achieve their goals. I am very happy here! Thank you!
 99. Clerical staff need to be be cross-trained in all aspects of the office they are assigned. And they should be expected to have the knowledge levels as workflow evolves. They should have at least basic knowledge in all software applications as well. Staffing balance and communication needs to be addressed. Select staff are putting in 2 hours worth of work per day while others in the office do their 8 hours and thensome to pick up the slack. Unfortunately, we are not paid accordingly. Automation, automation. And...
Can we review all the committees and their importance! There are committees for the committees.
 100. CE has an outstanding group of instructors. I am very proud of my colleagues. All other staff who are NOT in the classroom should really listen to our needs and suggestions for how best to help our students. We are the ones interacting on a daily basis with the students. Why do I so often have the feeling, when attending meetings, that the core issues of the meeting have already been decided and we are all just going through the motions.
 101. Because I teach one very specific activity class in Cont. Ed., there are a lot of areas in this survey that lie outside of my experiences.
 102. As an adjunct faculty member for twenty-six years, I wish that I could feel more secure about my job. This issue remains a painful reality in continuing education.
 103. An emergency exit plan should be better organized. As the economic situation of our students worsens, our classrooms, facilities and teachers are being stressed to the max. Are we ready for the breaking point when someone snaps? Where is the leadership on this?
 104. Adjunct instructors have no retirement benefits!