

# Preventing Forces

Fall 2005 Professional Development Day

Participants in the Fall 2005 Professional Development Day were asked to list forces that were preventing success at SMC. The question asked was “What is holding SMC back? What is getting in the way of serious progress in student success?”

About 630 comments were received. An exact count of comments was difficult because some respondents used multiple post-it notes for their response. In some cases this was apparent from similarity in handwriting and proximity of the notes, so multiple notes were considered as one comment. However in other cases the compiler may have considered multiple post-it notes from the same respondent as separate comments.

After examination of the comments, seventeen categories were chosen by the compiler. They are, in alphabetical order:

- Adjunct faculty issues**
- Administration and leadership**
- Better training needed**
- Budget**
- Cost of tuition, books, etc.**
- Faculty, staff and administrators: relationship & communication**
- Faculty issues**
- Infrastructure or lack of specific resources**
- Miscellaneous or uncategorized**
- Not enough classified staff**
- Not enough faculty or not enough fulltime faculty**
- Parking**
- SMC campus too small, issues with off-campus sites**
- SMC policies, politics or culture**
- State and local politics & policies**
- Student issues, student preparation and motivation**
- Tutoring**

Comments were categorized according to the issues mentioned. On average, each comment mentioned 1.4 issues. The number of issues in each comment is shown below.

Issues Mentioned Per Comment	
Issues	N=
1	424
2	160
3	44
4	2
<b>TOTAL</b>	<b>883</b>

Issues mentioned in comments, sorted by number of comments:

ISSUE	N=	%
SMC policies, politics or culture	161	18%
Budget	147	17%
Student issues, student preparation and motivation	110	12%
Infrastructure or lack of specific resource	81	9%
Faculty, staff and administrators: relationship & communication	77	9%
Administration and leadership	70	8%
Parking	38	4%
Faculty issues	34	4%
Cost of tuition, books, etc.	33	4%
State and local politics & policies	32	4%
Not enough faculty or not enough fulltime faculty	25	3%
SMC campus too small, issues with off-campus sites	22	2%
Adjunct faculty issues	14	2%
Not enough classified staff	14	2%
Miscellaneous or uncategorized	10	1%
Tutoring	10	1%
Better training needed	4	0.5%
<b>TOTAL</b>	<b>883</b>	<b>100%</b>

## ***Individual comments***

Comments are listed by issue. Comments which mention only one issue are listed with that issue. Please note that **comments that mention more than one issue are listed multiple times, once with each issue.**

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## **SMC policies, politics or culture**

Mentioned by 18% of respondents

This is a broad category. It includes mentions of specific policies of the College, but also issues related to organizational culture and politics at SMC.

Comments only in this category (alphabetically)

1. People's hurt feelings and bitterness over past frustrations. 2. Lack of boosterism, i.e. visible alumni association, fundraisers, cultivation of donors, etc.
1. Staffing. 2. Employees who really care about the student and not the check.
A lot of changes and students, staff not knowing what is taking place.
Administrators and staff who have been doing the same thing the same way too, too long!
An attitude of "What's in it for me?" rather than concern for the common good.
Backing up a good mission statement with actual practices.
Better communication of services offered to students.
Burdensome paperwork for instructors.
Bureaucracy and red tape.
Bureaucracy.
Cancellation of low enrollment classes before the first week of class begins.
Cancellations due to minimum enrollment.
Class sizes: too big.
Classes cancelled after semester begins.
Clearly scoping and planning.
Closing advanced classes because they do not have 18 students enrolled.
Communication.
Competition between departments.
Complacency.
Cumbersome hiring process especially for classified staff.
Current measures of educational achievement are not very accurate.
Dissonance in our visions of what is most important (vague, sorry)
Fear of change, of making mistakes, of different ideas.

Fear of change.
Fear of change.
Fear of telling the truth.
First person honest, candid communication.
Focus on body count to increase income at the expense of concern with actual student outcomes.
Focus on what SMC used to be like. Focus on what is wrong instead of what is great!
Good student data to make good decisions.
Grumblers. Complainers.
Have heard that some classes are cut too soon due to low enrollment before first 2 weeks.
Hidden agendas, some times politically driven within college governance prevent communication and work toward common goals.
Hidden agendas.
Inability of people to let go of previous wrongs.
Inability to look outside the box. Change is difficult, change is needed. Student feedback.
Inconsistent standards.
Indifference.
Inertia.
"It is being forced upon me so why should I" attitude.
Lack of a unified campus-wide effort to solve financial problems.
Lack of communication to simplify procedure.
Lack of goodwill; demonizing opponents; lack of charity re: motives.
Lack of recognition for the value of what various people contribute to the College. What people perceive to be competing interests keeps them from cooperating with one another for the collective benefit of the College.
Lack of support for classified staff.
Lack of support for true diverse course offerings.
Lack of togetherness among staff.
Lack of vision and repression. Familiarity with mediocrity. Low expectations. Cultural isolation from better models.
Limitations on what information can be given out to students as a staff member.
Little formal feedback from former students.

Mixed views of what is the purpose of the community college. For example, more trend in short-term employment goals vs. solely academics or us vs. them.
More courses are needed.
Motivation and reward system for students, faculty, staff and admin.
Negative attitudes.
Negative politics.
Negativity on campus about SMC.
No longitudinal data.
Non-workers.
Operationalizing "student success"
Organizing a means to get feedback from community (city, state) as to what are the needs in terms of job education.
Over reliance on Orwellian language that makes "student success" merely a comforting catchphrase.
People are resistant to change.
Personal agendas that bring down the SMC institution.
Politics, what dept. is liked best, governing who gets what: rather than using a more democratic approach.
Power grabs.
Power struggles. Egos.
Reduced teaching hours.
Reluctance to go the extra mile.
Resistance to change/adapt.
Responsibility on campus is prevented by irresponsibility in society at large, lack of awareness and tools to remedy the problem.
Rigid rules and regulations by the College and faculty.
Rose-colored glasses thinking: the idea that things are perfect, that anyone with a constructive suggestion is evil and must be crushed.
Self interest rather than interest in campus-wide success. A lack of understanding of role that another person does or the other person's college mission.
SMC says they care about student success, but do we really?? We (SMC) cancelled (unnecessarily) - automotive - architecture and other programs. Is this really striving for student success?
Some people are frustrated and no longer willing to trust "the process."

Staffing problems in some key areas.
The need to do everything "the same way"
The status quo.
Time to enact changes in new topic curriculum for vocational as well as theory-based learning.
Too much time spend on unrelated issues.
Unclear definition of "student success"
Unenforceable prerequisites.
Unnecessary building and not benefiting the students' success.
Very little communication between departments.
You need to keep faculty and staff happy first, not administrators only.

Comments in the category “SMC Policies, Politics and Culture” but also in other categories (alphabetically)

1. Attitude of "that can't be done" 2. A lot of bureaucratic red tape in order to make changes.
1. Budget, lack thereof. 2. Departments are too territorial.
1. Campus wide instructional technology budget (outdated equipment) 2. Lack of open communication (knowledge sharing)
1. Clear goals in each discipline or dept. 2. Different goals for each student creating a variety of needs in each class to cover.
1. Collegiality distractions. 2. Budget (restraints, constraints)
1. Ease of students getting what they need for class, i.e. long bookstore lines, junk foods make students sluggish and can't concentrate. 2. Focus on academic programs is so strong that some students don't get vocational ed courses that lead to jobs.
1. Financial problems: many students have to work and take care of family. 2. Need more remedial classes-this is a community college!
1. High price/tuition. 2. Negative thinking.
1. Impossible to get anything done: hiring, buying things, getting info on procedures. 2. Adversarial relationships, management vs. faculty, faculty vs. faculty.
1. Lack of flexibility between staff. 2. Not taking responsibility for own actions.
1. Lack of funds. 2. Administrative politics.
1. Lack of funds. 2. Negative attitudes.

1. Lacking communication. 2. Parking.
1. Not enough money. 2. Upset between faculty members.
A demoralizing culture of favoritism too obvious to be ignored resulting in a constant low morale situation. Too large administrators/managers group, not enough hands-on staff resulting in stressful atmosphere.
Administration lack of working together to find what is in the best interest of the students.
Administration must be courageous to deal with those who infringe on the right of others to hear other points of view.
Afraid to accept responsibility, finger pointing instead of focusing how to fix things.
Archaic rules. Proper parking available. Proper setting and facilities for disabled. Too many forms to fill out that have nothing to do with teaching.
Attachment to political agendas. Lack of cooperation. Money.
Blaming others, including students.
Budget problems: cutting programs, classes, staff.
Budget. Student success based on grades and retention, as opposed to what is learned.
Budgetary problems. Openness and honesty.
Budgetary shortfall. Tendency to fight and critique rather than coming together for a solution.
Campus climate.
Community resentments. Concerns for money and inst. building.
Egos and agendas that do not have the success of students as their central goal.
Emphasis on grades.
Emphasis only on academic programs and transfer which because of open enrollment is unrealistic. Need to also address lack of adequate budget/advertising/emphasis on vocational programs.
Employee morale (negative)
Endless growth mode.
Estrangement between faculty and administration (oh and too many committees/sub-committees) (and studies)
Factions on campus (lack of shared governance, communication) Politics: city and state (esp. with regard to the budget)
Having the right people in the right positions, i.e., we need a new president. Commitment to shift paradigms if necessary to guarantee student success.
Human relationships.

Infighting on campus.
Institutional <u>racism</u> at top levels in the hiring process. A social ethic that puts individual goals before the collective good.
Insufficient outreach efforts between campus constituencies (admin, faculty, staff, students, community)
Lack of communication and unclear and overlapping responsibility across departments.
Lack of creative approach to addressing fiscal challenges.
Lack of effective communication. Fear.
Lack of real transparency and shared governance.
Lack of trust between college constituencies.
Lack of unity among educators, administrators and board officials due to politics.
Limited parking. Lack of vocational courses/classes.
Low priority for vocational education.
Monetary: inadequate future planning. Truth about changing college resources.
Money distribution. We had the funds, but it was how it was spent.
Money to hire full-time faculty. Lack of positive attitude. People taking more than they give.
Money. Negative attitudes.
Money. Staffing. General discouragement.
Monies for extra tutors. Apathy of faculty and administration.
No health insurance offered to domestic students.
Not being willing to consider other people's ideas or not being open and understanding of other people's ideas and opinions.
Not enough financial resources to provide services for students. Too many folks who don't have students at the forefront of their thinking.
Open communication within all levels of college campus.
People not open to new ideas.
Political agendas of administrators.
Poor communication. Insufficient student support.
Poor leadership. Money. Become a community college once again.
Program elimination and cutbacks. Conflicts between faculty and admin. hinder student success.
Protectionism. Funding limitations.

Salary increases.
Shortage of state funds earmarked to take fee burdens off students and publishers finding ways to provide texts at less expense to students.
SMC employees are no longer seen as a "team" people have become their roles: administrator, classified staff, etc.
SMC lacks cooperation and communication between departments.
Students come to SMC with poor reading and writing skills, i.e., 4th grade level. Students are allowed to drop a course far too late in the semester: the 12th week!
Teacher burnout. Class sizes are too large often and this prohibits student success (ex: writing classes in particular, grading is too time-consuming)
The corporate model.
Too bureaucratic.
Unfairness in distribution of funds to each dept. and allocation of current software and technology funds.
Unprofessional personnel among administration, faculty and staff.
Unwilling to try new ideas.
We (SMC) is all talk, no action in some areas of student success. Student success is not only assisting students to get through classes at SMC, but to go on and succeed and become productive, self-supporting members of society.
We're many in body but many different minds. Everyone has their own agendas not working in unison with the same goals in mind.

## **Budget**

Mentioned by 17% of respondents

Comments only in this category (alphabetically)

Adequate college budget. Tradition of (budget) 15 units instruction weekly.
Adequate funding to depts. to enable maximizing faculty effectiveness and student success.
As always, money.
Budget "crisis"
Budget constraints.
Budget constraints.
Budget constraints.
Budget constraints.
Budget cut.
Budget instability.
Budget limitations.
Budget shortfall.
Budget shortfalls.
Budget.
Budget.
Budget.
Budgetary blues.
Budgetary constraints.
Budgetary constrictions.
Budgetary problems.
Budgetary problems.
Existing laws and monetary constraints. Lack of presumed benefit of doubt.
Finances, funding.
Fiscal constraints or limits.
Funding accessibility.
Growth money.

Inadequate budget and resources.
Inadequate financial support.
Inadequate funding.
Inadequate funds.
Insufficient funding.
Lack of funding.
Lack of funding.
Lack of money.
Lack of sufficient funds for all departments and staff.
Limited budget.
Limited money.
Limited resources. Put \$ where students' needs are.
Money.
Money.
Money.
Money.
Money.
More support of budget for each program.
No budget cut.
Overwhelming workload (i.e., too many classes)
Proper budgeting.
School's budget.
Small dept. budgets.
Underfunding.

Comments in the category “Budget” but also in other categories (alphabetically)

1. Budget constraints. 2. Different distribution of funds: less emphasis in administrator/manager positions.
1. Budget problems = larger classes. 2. Not enough time allotted to working individually with students.
1. Budget, lack thereof. 2. Departments are too territorial.

1. Budget: SMC budget. 2. Time: many demands on time for staff, faculty.
1. Collegiality distractions. 2. Budget (restraints, constraints)
1. Economic support for classes and students. 2. Language problems with both teachers and students. 3. Computer enrollment is not perfected.
1. Lack of funds. 2. Administrative politics.
1. Lack of funds. 2. Negative attitudes.
1. Lack of land area. 2. Lack of funds. Result: landscaping is minimized. 3. Students lack time to study since they need a job to support themselves.
1. Not enough money. 2. Upset between faculty members.
1. Physical land size. 2. Budget constraints.
Allocation of money. Students come for the quality of teaching and not new buildings, etc. Teachers should be compensated more for their hard work. Contracts should be signed on time.
Attachment to political agendas. Lack of cooperation. Money.
Budget cuts - cutting classes, putting up parking meters, raising tickets (parking) etc. I could go on and on!
Budget cuts (Lack of faculty)
Budget cuts (losing PT faculty, or lack of proper/adequate facilities and equipment)
Budget is low to hire more teachers.
Budget problems. Lack of trust.
Budget problems: cutting programs, classes, staff.
Budget shortfall (restricts innovative programming) Student finances: cost of supplies and equipment.
Budget, facilities, equipment, parking.
Budget. Campus too spread out.
Budget. Need more money to hire more full-time faculty.
Budget. Student success based on grades and retention, as opposed to what is learned.
Budgetary limitations. Communication short-coming within staff and/or between academic and administrative staff.
Budgetary problems, diminishing state support.
Budgetary problems. Openness and honesty.
Budgetary shortfall. Tendency to fight and critique rather than coming together for a solution.
Bureaucracy. Budget constraints.

California's inconsistent budget commitment to community colleges.
Classes filling up quickly. Not enough financial assistance for everyone (students)
Classes too large (annual budget too small for demand for SMC classes) Equipment old/inadequate.
Competition for state dollars.
Cut backs at state level.
Disagreements between administration and faculty over priorities that create student success. Ex: buildings and administrators vs. tutors and more full-time faculty. Lack of respect for students, faculty and staff.
Disharmony within the leadership, philosophy and procedures. Poor management skills within the various ranks. Territorial/power plays. Financial inconsistency.
Emphasis only on academic programs and transfer which because of open enrollment is unrealistic. Need to also address lack of adequate budget/advertising/emphasis on vocational programs.
Failure to truly examine patterns of expenditure.
Finances. Limited "out-of-class" interaction (office hours, etc.) Transportation.
Financial uncertainties and budgeting constraints resulting from legislative process in Sacramento (student fees)
Full time staff numbers need to be far larger: the money problems clearly are a causal factor here.
Funding allocation. No infrastructure to relay campus events, services, etc. to students.
Funding for students needing remedial help.
Funding/Budget/Money, quite often means too many part time instructors.
Holding back budget, unable to provide tutorial resources.
Inability thus far of college management, staff and faculty to work together towards a common vision of success for students. Resources not in alignment with needs of students and teachers. The state of California is broke: financial forces.
Inadequate community college funding (lack of resources)
Incompetent Board of Trustees, politicized budgetary process, difficult California budgetary process, poisonous campus climate, burned-out faculty.
Insufficient funds, insufficient classroom space.
Lack of appreciation for teachers/staff fight for salary benefits. Misuse of funds: buildings vs. student needs (labs-staff) Managers vs. teachers, staff.
Lack of creative approach to addressing fiscal challenges.
Lack of financial resources, e.g., diminishing financial aid for students. Shortage of

support staff in academic subjects, e.g., tutors, instructional aides.
Lack of funding for technology needs.
Lack of funding to hire F/T faculty positions. Nice campus environment tends to attract/retain students.
Lack of funds need more dedicated, talented personnel.
Lack of input by faculty in how funds are spent (scarce resources need thoughtful decisions) Need more schedule flexibility for students who have fulltime work/family commitments.
Lack of preparation for advanced classes. Student economic situations. Less money.
Lack of resources, money for support.
Lack of support and resources for department-level and individual faculty-level experimentation. Budgetary constraints and unpredictability.
Larger CA budget issues and problematic political support.
Legislature: educational criteria for budget distribution.
Limitations by the state of California.
Limited budgets for purchasing or leasing current generation technologies in occupational programs.
Monetary: inadequate future planning. Truth about changing college resources.
Money distribution. We had the funds, but it was how it was spent.
Money for models and techno services (smaller jobs) (AET)
Money for technology improvements.
Money to hire full-time faculty. Lack of positive attitude. People taking more than they give.
Money. Negative attitudes.
Money. Staffing. General discouragement.
Money: the statewide political climate which makes the budget process not just tight, but uncertain and contentious.
Not enough financial resources to provide services for students. Too many folks who don't have students at the forefront of their thinking.
Not enough funding allocated to student support services and supplemental instruction.
Not enough funds to support staff/faculty development.
Old infrastructure.
One solid vision. Narrow mindedness. Bureaucracy. Budget. Inflexibility.

Only one office hour for part-time instructors who teach 2 unit classes. Lack of funding? Lack of willingness? Setting priorities? Lack of opportunity and space for ESL students (they have no labs!) Reading, etc. Language, etc. ESL students pay much more tuition but have fewer rights than regular students.
Politics in Sacramento limiting resources.
Poor leadership. Money. Become a community college once again.
Preventing student success: ill-preparation from K-12 education. Preventing ideal campus: funding for education.
Programs having limited money to assist students.
Protectionism. Funding limitations.
Resources: financial. Resources: manpower.
Salary.
Shortage of state funds earmarked to take fee burdens off students and publishers finding ways to provide texts at less expense to students.
Space limitations. Budget limitations.
State economy affecting college budget.
State politics and budget.
Student awareness. Budget.
Students are being deterred by fee increases and lack of knowledge about financial aid opportunities.
Teachers that are discouraged because of budget and class cuts.
The city of Santa Monica. Lack of money.
The legislature provides the funding. The CCC system is politically decentralized. The CCC voice in the Calif. Legislature is weak as compared to the political voice of the CSU and UC systems.
The low fee that the state support community college with; compared to CSU and UC. Change the amount the state pays us.
Too much concern for money = bottom dollar. Tension between ideal and "business" environment.
Unfairness in distribution of funds to each dept. and allocation of current software and technology funds.
Unstable funding sources.

## ***Student issues, student preparation and motivation***

Mentioned by 12% of respondents

Comments only in this category (alphabetically)

1. Academic background. 2. Lack of study skills.
1. Chaos in students' personal lives. 2. Chaos in physically getting to the classroom.
1. Inadequate academic preparation. 2. Lack of emotional maturity.
1. Lost students from the cancelled programs. 2. The negative feelings that remain in students from their programs or their friends' programs being discontinued.
1. Time management. 2. Realistic goals.
1. Time: students need to better budget their time devoted to doing their homework. 2. Quality: students need to be successful before they can appreciate what is required to develop quality.
Amount of time spent trying to keep students from cheating and dealing with those that still manage to.
Brutal urban culture including poverty, pollution, illiteracy, lack of adequate social services, etc.
Conflicting student motivations.
Cost of textbooks. Students spread themselves too thin, have to work tons of hours as well as take classes, this gets in the way of their success.
Dishonesty among students.
Dropping academic skills especially reading levels amongst students.
Environment where grade on transcript means more than learning process, i.e., cheating.
Extreme competition for grades.
Faculty think students "aren't as strong as they used to be"
Failure of their (students') previous academic providers.
Failure to learn how to become active learners in elementary and secondary education.
Fear (lack of preparation)
Having too many students who do not read, who have no idea, based on facts, what is going on in the country and the world and only know pop culture-- they need to read a newspaper.
Having too many students who will not study and do not realize they are determining their future incomes.

Ill-prepared students.
Ill-prepared students.
Inability of elementary and high schools to teach students to read, write and think critically from the cultural perspectives in which they grew up and the lack of exposure to other cultures.
Inadequate K-12 public schools.
Increasing numbers of financially needy students. Students who have to work and may not be eligible for financial aid. Increased fees/book prices.
Individual motivation.
Keep students from dropping before completing classes.
Lack of academic preparation. Lack of motivation. Too many other distractive factors.
Lack of adequate preparation.
Lack of appreciation of the importance/value of a good education in a world where even C students can achieve great "success"
Lack of college-going culture in middle school and high school.
Lack of incentive. Peer pressure. Inadequate preparation for higher ed.
Lack of knowledge on the future of students after leaving SMC.
Lack of life skills ability and not enough at HS level education dealing with suddenly being an "adult" and fully responsible.
Lack of motivation.
Lack of preparedness among incoming students.
Lack of student preparation.
Lack of students equal levels of knowledge/ability. Time.
Lack of understanding of who our students are and what they bring, e.g., characteristics.
Lack of understanding on the student's part of what skills are needed to succeed in college.
Language and literacy ability of incoming students (native-born)
Mental preparation for serious study. Not all students are ready.
Models of more adults who read and show the time to reflect on what they've read.
Negative influences of society.
Not dealing with the very low writing/reading skills that many students have when they get to SMC.
Poor (or lack) of preparation for college.

Poor high-school preparation.
Problems with family life.
Procrastination (students wait too long to enroll and classes closed) Frustration/fear (students who are doing not so well in class choose not to seek help from teachers and counselors)
Quality of the students over the past few years (less mature, more confused, clueless) less responsible, underprepared.
Social alienation.
Some faculty are not fully aware of incoming students' personal educational and monetary problems.
Some students are behavior problems in the classroom. Some students do not spend enough time on their studies outside of the classroom.
Standards adhered to at K-12.
Student awareness.
Student deficiencies. -Lack of commitment -Lack of resources -Lack of skill set.
Students are not prepared for college by their earlier education.
Students coming to campus either unwilling or unable to make their education a priority.
Students don't feel empowered to succeed, too many competing priorities.
Students graduating from high school are underprepared. Remedial courses begin to dominate the curriculum.
Students ill-prepared for college-level work.
Students inability to suspend their disbelief.
Students' lack of basic skills when entering our classes (poor English skills) comprehension and writing.
Students not prepared for college. Lack of money.
Students not ready (attitude and effort-wise) to learn.
Students not well prepared in elementary and high school.
Students not willing to take the information given: expecting things to be handed to them time and time again.
Students' preparation (background) and mindset.
Students unprepared for college level work.
Students unprepared for demands of college.
Students who are unfamiliar with how to be students, underprepared for college work, study habits, haven't taken counseling course because they are required.

The rest of their life: work, economics, responsibilities, emotion.
The rising number of unprepared and underprepared students at SMC.
Time to allow students to focus on their education.
Underprepared students who have a consumer approach to education.
Underprepared students.
Unmotivated students who are not qualified for 'college level' classes (they're just here to hangout with their friends and to have fun)
Unrealistic expectations about college/life.
Unrealistic, underprepared unmotivated students. Codependent parents and guardians.
Weak K-12 public education.

Comments in the category “Student issues, student preparation and motivation” but also in other categories (alphabetically)

1. Clear goals in each discipline or dept. 2. Different goals for each student creating a variety of needs in each class to cover.
1. Ease of students getting what they need for class, i.e. long bookstore lines, junk foods make students sluggish and can't concentrate. 2. Focus on academic programs is so strong that some students don't get vocational ed courses that lead to jobs.
1. Lack of land area. 2. Lack of funds. Result: landscaping is minimized. 3. Students lack time to study since they need a job to support themselves.
1. Poor student preparation in high school. 2. A feeling that administration doesn't value teachers' opinions.
A change in the racial, ethnic and cultural makeup of the student body--but no parallel change in the administration and faculty.
Administration, faculty and students not communicating.
Administrative lack of respect for faculty and unwillingness to treat faculty fairly. Students are not prepared for college. We have weak entrance requirements.
Biased attitudes about what's best for students and not reaching out to students and asking them what they need and want. Its about the students' success, not your own personal gain.
Blaming others, including students.
Financial: many students work excessive hours to financially support themselves and do not have sufficient time to study.
Increased costs. Social alienation.

Isolation: faculty members not connected to colleagues; students feeling alone; administrators not connected to students.
Lack of adequate childcare for single mothers. Lack of tutorial/support services for students who are failing courses.
Lack of cohesive teamwork. Students/staff/faculty/admin/government.
Lack of preparation for advanced classes. Student economic situations. Less money.
Money distribution. We had the funds, but it was how it was spent.
Money: students can no longer afford classes, books, computers, printers, etc. Many have to work over school even if they want to attend. High schools preparing students for their first year of college, especially in English and Math.
More resources for helping at-risk students.
No health insurance offered to domestic students.
Not enough resources to assist students in dealing with issues such as financial aid, time management, study skills, and personal/family problems.
Not enough sections for so many students. Unfortunately, they can't all be added. Students end up waiting too long for transfer courses.
Preventing student success: ill-preparation from K-12 education. Preventing ideal campus: funding for education.
Professors who hold a negative attitude toward students: especially those not as prepared for college as they should be.
Student awareness. Budget.
Student language skills. Not enough audiovisual equipment in all classes.
Students' basic skill level. Affordability of college.
Students come to SMC with poor reading and writing skills, i.e., 4th grade level. Students are allowed to drop a course far too late in the semester: the 12th week!
Students not up to speed. Prof not up to speed.
Students work multiple jobs.
We (SMC) is all talk, no action in some areas of student success. Student success is not only assisting students to get through classes at SMC, but to go on and succeed and become productive, self-supporting members of society.

## ***Infrastructure or lack of specific resource***

Mentioned by 9% of respondents

Responses in this category often mentioned a particular need that was being unmet.

Comments only in this category (alphabetically)

1. Transportation and busing. 2. Lack of proper facilities (music: not enough pianos, the basic instruments)
Adequate student support services.
Campus is growing too fast to handle the load.
Classrooms that lack all the things students need to learn and to be comfortable.
Construction.
Deterioration of facilities: bathrooms, maintenance, classrooms.
Duplicating Dept. needs new direction and less independence.
Facilities: not enough classrooms and classrooms that are too hot in warm weather and cold in cold weather. Noisy construction. A-V equipment lacking.
Grounds Department needs better organization to have better green areas.
Grounds Department needs working sprinklers.
Inadequate lab supplies: not enough heating mantels, working instruments, glassware setups, etc.
Lack funds necessary to improve Math Lab: more space, more individual tutoring, more computers.
Lack of available computers: specifically a computer lab for the Mathematics Dept.
Lack of centralized place for help or information.
Lack of multimedia equipment and updated facility.
Large classes.
Large classes. Heavy teaching load and few office hours.
Large maximum class size makes individual response difficult.
Limited facilities.
More classes.
More opportunity/encouragement for professional development subsidy/grant/release time.
More resources to get students into college who wouldn't otherwise go.

Need more offices so part-time faculty can be available to students.
No new/modern exciting books in bookstore/library.
Not advertising enough (in my Dept-- AET)
Not enough basic skills courses.
Overcrowding.
Physical environment.
Poor classroom environments. Worse from construction. Rooms that are stifling. Rooms with only one board.
Problem with the bookstore not successfully negotiating with donor for reduced price textbooks (\$10 per book) for C-level students.
Sub-standard classrooms.
Technological access to remote-controlled mountain observatory (like the one at UC Berkeley (Lick)) wouldn't be that difficult to arrange a timeshare to provide students the experience of collecting real data and doing research.
Time: limited in class, inflexible.
Too few library hours (need extension including weekends) High cost of textbooks. Need textbook exchange program.
Too large classes.
We need an observatory to replace the old one which was torn down when 3rd floor to DH was built.

Comments in the category “Infrastructure or lack of specific resource” but also in other categories (alphabetically)

1. Budget problems = larger classes. 2. Not enough time allotted to working individually with students.
1. Campus wide instructional technology budget (outdated equipment) 2. Lack of open communication (knowledge sharing)
1. Economic support for classes and students. 2. Language problems with both teachers and students. 3. Computer enrollment is not perfected.
1. Rapid growth makes it hard to serve all students adequately. 2. Inadequate parking means students are not on time to class.
Accessibility issues: parking, adequate classroom spaces, financial aid, etc.
Archaic rules. Proper parking available. Proper setting and facilities for disabled. Too many forms to fill out that have nothing to do with teaching.

Budget cuts (losing PT faculty, or lack of proper/adequate facilities and equipment)
Budget shortfall (restricts innovative programming) Student finances: cost of supplies and equipment.
Budget, facilities, equipment, parking.
Classes too large (annual budget too small for demand for SMC classes) Equipment old/inadequate.
Communication on all levels between all groups. Building moves. Campus services.
Developmental writing classes are too large even at 25.
Finances. Limited "out-of-class" interaction (office hours, etc.) Transportation.
Funding allocation. No infrastructure to relay campus events, services, etc. to students.
Inability thus far of college management, staff and faculty to work together towards a common vision of success for students. Resources not in alignment with needs of students and teachers. The state of California is broke: financial forces.
Inadequate community college funding (lack of resources)
Insufficient funds, insufficient classroom space.
Lack of campus unity (too spread out) Much of older facilities unkempt.
Lack of creature comforts (parking, food options, etc.) for students.
Lack of fair leadership. Money for current software.
Lack of financial resources, e.g., diminishing financial aid for students. Shortage of support staff in academic subjects, e.g., tutors, instructional aides.
Lack of funding for technology needs.
Lack of resources, money for support.
Lack of support and resources for department-level and individual faculty-level experimentation. Budgetary constraints and unpredictability.
Large classes that prevent time spent on students' individual academic and emotional needs. Lack of time for students due to financial pressures.
Limited budgets for purchasing or leasing current generation technologies in occupational programs.
Limited space for our students.
Money for models and techno services (smaller jobs) (AET)
Money for technology improvements.
More resources for helping at-risk students.
Not enough funding allocated to student support services and supplemental instruction.

Not enough funds to support staff/faculty development.
Not enough resources to assist students in dealing with issues such as financial aid, time management, study skills, and personal/family problems.
Not enough sections for so many students. Unfortunately, they can't all be added. Students end up waiting too long for transfer courses.
Old infrastructure.
Only one office hour for part-time instructors who teach 2 unit classes. Lack of funding? Lack of willingness? Setting priorities? Lack of opportunity and space for ESL students (they have no labs!) Reading, etc. Language, etc. ESL students pay much more tuition but have fewer rights than regular students.
Parking. Enough classrooms. Building maintenance.
Physical campus (lack of classrooms, parking, etc.)
Poor communication. Insufficient student support.
Programs having limited money to assist students.
Salary.
Short of classrooms and parking.
Space limitations. Budget limitations.
Student language skills. Not enough audiovisual equipment in all classes.
Teachers that are discouraged because of budget and class cuts.
The city of Santa Monica. Lack of money.

## ***Faculty, staff and administrators: relationship & communication***

Mentioned by 9% of respondents

Comments only in this category (alphabetically)

1. Self-interest above overall interests of students, faculty, staff and community. 2. Distrust between groups: management and faculty or classified staff.
Conflict between administration, instructors and other staff.
Conflicting goals.
Develop ideas/ways that promote on-going SMC goal-attainment among faculty and staff.
Distrust and division among campus entities.
Divisions among professional groups (people who work here)
Faculty and administrators "forget" to keep classified updated with information changes when its often the classified who are on the front lines with the publics' and students' questions.
Fear. Tribalism (divisions into individual groups)
Inability of the different functions to work together as a family.
Inability to meet the needs of students ... and meet the needs of athletics and ... the lack of managers in recognizing the talents and experience of their staff.
Isolation among departments, faculty and staff.
Lack of a shared vision or definition of student success and a plan to get there.
Lack of communication and trust.
Lack of communication with the administration.
Lack of communication.
Lack of flexibility by different classes of employees towards other classes' situations (salary, job security, participation)
Lack of good faith
Lack of preparation from all the areas to work on something positive.
Lack of trust and communication between faculty, staff and admin.
Lack of unity.
Mistrust between faculty and administration.
No direct communication between faculty and senior management.

No effective positive collaboration between faculty and administration.
Not being able to come together as a collective group of intelligent people to put our egos aside and work together.
Past hurts not being able to forgive.
Poor communication among the diverse groups.
The past antipathy between administration and faculty. Mutual distrust has created inertia.
The struggle of various groups for priority-without looking at the problem more largely than their needs.
Turf wars between college groups (faculty, staff, administration)
Us and Them attitudes.

Comments in the category “Faculty, staff and administrators: relationship & communication” but also in other categories (alphabetically)

1. Impossible to get anything done: hiring, buying things, getting info on procedures. 2. Adversarial relationships, management vs. faculty, faculty vs. faculty.
1. Lack of flexibility between staff. 2. Not taking responsibility for own actions.
1. Poor student preparation in high school. 2. A feeling that administration doesn't value teachers' opinions.
1. Shortage of land, space. 2. Negative attitudes and shallow beliefs.
A lack of professional and administrative accountability.
Administration, faculty and students not communicating.
Administrative lack of respect for faculty and unwillingness to treat faculty fairly. Students are not prepared for college. We have weak entrance requirements.
Allocation of money. Students come for the quality of teaching and not new buildings, etc. Teachers should be compensated more for their hard work. Contracts should be signed on time.
Attachment to political agendas. Lack of cooperation. Money.
Budget problems. Lack of trust.
Budgetary limitations. Communication short-coming within staff and/or between academic and administrative staff.
Campus climate.
Communication on all levels between all groups. Building moves. Campus services.
Cut backs at state level.

Disagreements between administration and faculty over priorities that create student success. Ex: buildings and administrators vs. tutors and more full-time faculty. Lack of respect for students, faculty and staff.
Disharmony within the leadership, philosophy and procedures. Poor management skills within the various ranks. Territorial/power plays. Financial inconsistency.
Egos and agendas that do not have the success of students as their central goal.
Employee morale (negative)
Estrangement between faculty and administration (oh and too many committees/sub-committees) (and studies)
Factions on campus (lack of shared governance, communication) Politics: city and state (esp. with regard to the budget)
Faculty activists who think they know more or better than the administration and the Board. Negative attitudes expressed with lack of respect.
Fights between different administrative, union and governing bodies. Excessive real estate spread.
Human relationships.
Inability thus far of college management, staff and faculty to work together towards a common vision of success for students. Resources not in alignment with needs of students and teachers. The state of California is broke: financial forces.
Incompetent Board of Trustees, politicized budgetary process, difficult California budgetary process, poisonous campus climate, burned-out faculty.
Infighting on campus.
Insufficient outreach efforts between campus constituencies (admin, faculty, staff, students, community)
Isolation: faculty members not connected to colleagues; students feeling alone; administrators not connected to students.
Lack of appreciation for teachers/staff fight for salary benefits. Misuse of funds: buildings vs. student needs (labs-staff) Managers vs. teachers, staff.
Lack of cohesive teamwork. Students/staff/faculty/admin/government.
Lack of effective communication. Fear.
Lack of input by faculty in how funds are spent (scarce resources need thoughtful decisions) Need more schedule flexibility for students who have fulltime work/family commitments.
Lack of real transparency and shared governance.
Lack of trust between college constituencies.
Lack of unity among educators, administrators and board officials due to politics.

Need support staff that provide cheerful assistance to faculty and students. Support staff and administrators need to be responsive to needs presented. Need for quality training in pedagogy as well as better accountability of faculty to ensure that all faculty know how to teach and help all students to succeed.
Not being willing to consider other people's ideas or not being open and understanding of other people's ideas and opinions.
Open communication within all levels of college campus.
People in the front lines-- custodians, techs, etc., are not consulted prior to building/funding etc... waste of good input and money.
Program elimination and cutbacks. Conflicts between faculty and admin. hinder student success.
Salary increases.
SMC employees are no longer seen as a "team" people have become their roles: administrator, classified staff, etc.
SMC lacks cooperation and communication between departments.
The corporate model.
The people running the College not listening to the people interacting with the public.
Unprofessional personnel among administration, faculty and staff.
We're many in body but many different minds. Everyone has their own agendas not working in unison with the same goals in mind.

## **Administration and leadership**

Mentioned by 8% of respondents

Comments only in this category (alphabetically)

1. Lack of visible leadership. 2. Marketing plan to "sell" SMC to students.
1. Leadership. 2. Direction of goals.
A Board of Trustees (formerly?) unresponsive to the needs of the classroom.
Administration/managers hanging on to the way they've always done things. Us vs. them attitude. Not allowing faculty and classified to be included in the direction of the college.
Administration-centered (fascistic) leadership.
Administrative control of faculty participation.
Administrative resistance to change.
Administrators need to listen to or at least have an open mind regarding opinions and ideas of all campus groups.
An administration that is not responsive to the needs of a diverse community.
Apathy and frustration created by inappropriate administrative actions (example: continued hiring of administrators: top-heavy organization)
Board of Directors not hearing the needs of the people who attend and work here.
Board of Trustees never check things for themselves. They take the work of administrators and managers who easily lie.
Complaints regarding administration.
Emeritus College suffers from the lack of administrators, etc. so that it depends on volunteers.
Ignoring joint governance.
Inadequate leadership.
Incompetent administrators due to poor evaluation procedures, training and monitoring.
Inspired leadership.
Lack of a permanent president.
Lack of management skills within the college administrators, poor decision making.
Lack of support for innovation from powers that be.
Lack of support/vision from administrators etc. to departments wanting to try new

ideas.
Lack of vision for the last several years at the top.
Little guidance and leadership for scholarly activities.
Negative and uncreative attitude of management.
Not enough good leadership in a department.
Politics: the elitist group that will never relinquish power because they believe faculty and students must be controlled.
President.
Some of the leadership.
Top-down management styles.
Unqualified, discriminatory administrators directly in charge of buildings, departments and curriculum and staff.
Unstable and inadequate leadership.

Comments in the category “Administration and leadership” but also in other categories (alphabetically)

1. Attitude of "that can't be done" 2. A lot of bureaucratic red tape in order to make changes.
1. Budget constraints. 2. Different distribution of funds: less emphasis in administrator/manager positions.
1. Lack of funds. 2. Administrative politics.
1. Not enough full-time faculty: too much reliance on adjunct. 2. Too many administrators, vice-presidents, etc.
A change in the racial, ethnic and cultural makeup of the student body--but no parallel change in the administration and faculty.
A demoralizing culture of favoritism too obvious to be ignored resulting in a constant low morale situation. Too large administrators/managers group, not enough hands-on staff resulting in stressful atmosphere.
A lack of professional and administrative accountability.
Administration lack of working together to find what is in the best interest of the students.
Administration must be courageous to deal with those who infringe on the right of others to hear other points of view.
Administrative lack of respect for faculty and unwillingness to treat faculty fairly.

Students are not prepared for college. We have weak entrance requirements.
Afraid to accept responsibility, finger pointing instead of focusing how to fix things.
Allocation of money. Students come for the quality of teaching and not new buildings, etc. Teachers should be compensated more for their hard work. Contracts should be signed on time.
Bureaucracy. Budget constraints.
Campus climate.
Disagreements between administration and faculty over priorities that create student success. Ex: buildings and administrators vs. tutors and more full-time faculty. Lack of respect for students, faculty and staff.
Disharmony within the leadership, philosophy and procedures. Poor management skills within the various ranks. Territorial/power plays. Financial inconsistency.
Failure to truly examine patterns of expenditure.
Having the right people in the right positions, i.e., we need a new president. Commitment to shift paradigms if necessary to guarantee student success.
Incompetent Board of Trustees, politicized budgetary process, difficult California budgetary process, poisonous campus climate, burned-out faculty.
Institutional <u>racism</u> at top levels in the hiring process. A social ethic that puts individual goals before the collective good.
Lack of cohesive teamwork. Students/staff/faculty/admin/government.
Lack of communication and unclear and overlapping responsibility across departments.
Lack of fair leadership. Money for current software.
Lack of real transparency and shared governance.
Lack of unity among educators, administrators and board officials due to politics.
Low priority for vocational education.
No strong leadership or commitment to develop and support teaching. Previous Resource Center (and related activities) has disappeared.
One solid vision. Narrow mindedness. Bureaucracy. Budget. Inflexibility.
People in the front lines-- custodians, techs, etc., are not consulted prior to building/funding etc... waste of good input and money.
People not open to new ideas.
Political agendas of administrators.
Poor leadership. Money. Become a community college once again.
The corporate model.

The people running the College not listening to the people interacting with the public.
Too bureaucratic.
Too much concern for money = bottom dollar. Tension between ideal and "business" environment.
Top heaviness. Too many administrators, but no visionary leadership. Administration off-campus a related problem. Not enough faculty, secretarial, custodial staff and insufficient support for those who are here (e.g., the custodian for our building has asked for and never received a computer, permission to fix/change the heating/AC system in our building, which was put in incorrectly and never repaired)
Unwilling to try new ideas.

## **Parking**

Mentioned by 4% of respondents

Comments only in this category (alphabetically)

1. Parking situation on campus. 2. Lack of child care facilities for students with young children.
1. Parking. 2. Faculty not being available in office hours.
Difficulty parking.
Inadequate parking.
Lack of enough basic skills classes (Math, English)
Lack of parking for students is a preventive force to student success.
Lack of parking.
Lack of parking.
Parking because it is discouraging to come to campus 2 hours before a class and not be able to park, study and or work.
Parking for students.
Parking problems.
Parking problems.
Parking problems.
Parking situation.
Parking.
Parking.
Parking.
Parking.
Parking.
Parking.
Parking.
Parking.
Parking.

Comments in the category “Parking” but also in other categories (alphabetically)

1. Lacking communication. 2. Parking.
1. Rapid growth makes it hard to serve all students adequately. 2. Inadequate parking means students are not on time to class.
Accessibility issues: parking, adequate classroom spaces, financial aid, etc.
Archaic rules. Proper parking available. Proper setting and facilities for disabled. Too many forms to fill out that have nothing to do with teaching.
Budget cuts - cutting classes, putting up parking meters, raising tickets (parking) etc. I could go on and on!
Budget, facilities, equipment, parking.
Growth, forced by state funding, has only exasperated crowded classrooms and parking problems.
Lack of creature comforts (parking, food options, etc.) for students.
Limitations by the state of California.
Limited parking. Lack of vocational courses/classes.
Parking situation for students and faculty. Government regulations that prevent the students from getting the best services be it financial aid, EOPS, scholarships, etc.
Parking, i.e., move to beach lot and no new parking on campus. Whole mess with Bundy campus and the neighborhood.
Parking. Enough classrooms. Building maintenance.
Physical campus (lack of classrooms, parking, etc.)
Short of classrooms and parking.
Travel. Parking. Multi-campus.

## **Faculty issues**

Mentioned by 4% of respondents

Comments only in this category (alphabetically)

Different definitions of an average grade. An instructor's average grade is a C which means being able to do all the homework problems. To another instructor this would be an "A" grade.
Different grading standards among faculty.
Faculty success.
Faculty's unwillingness to change their philosophy of education to ensure student success.
Fear of talented faculty by other faculty that are threatened and/or bitter.
Focusing on student learning outcomes as "jobs" rather than as "careers" the difference between looking at next week vs. next decade(s)
Grading.
Instructors who are burned out.
Instructors who do not consider different learning styles and needs of students.
Lack of awareness of cultural influences in basic reading/writing language standards--cultural biases.
Lack of collaboration between faculty in visualizing and carrying out standards and goals for our students.
Lack of coordination among faculty at SMC and of SMC with other institutions (high schools, university)
Limited focus on critical thinking skills regarding popular culture and media of all kinds.
No contract.
Not all faculty on the same page re: student success
Some instructors' inability to communicate with students from different backgrounds/cultures.
Some students complain that some professors are biased and that this bias affects their grades. I believe profs should emphasize that they respect all beliefs, so as to correct students' misperceptions.
Tendency of faculty and students to communicate and get guidance through e-mail vs. in person office hour meetings. The personal faculty-student intellectual interaction is not been sufficiently encouraged.

Too many faculty members who are not accommodating the needs of a diverse student body.

Unconscious intolerance.

Comments in the category "Faculty issues" but also in other categories (alphabetically)

1. Clear goals in each discipline or dept. 2. Different goals for each student creating a variety of needs in each class to cover.

1. Not enough money. 2. Upset between faculty members.

A change in the racial, ethnic and cultural makeup of the student body--but no parallel change in the administration and faculty.

A lack of professional and administrative accountability.

Biased attitudes about what's best for students and not reaching out to students and asking them what they need and want. Its about the students' success, not your own personal gain.

Developmental writing classes are too large even at 25.

Emphasis on grades.

Faculty activists who think they know more or better than the administration and the Board. Negative attitudes expressed with lack of respect.

Monies for extra tutors. Apathy of faculty and administration.

Professors who hold a negative attitude toward students: especially those not as prepared for college as they should be.

Ratio of part-time to full-time faculty. SMC is losing talented, devoted teachers due to this.

Students not up to speed. Prof not up to speed.

Teacher burnout. Class sizes are too large often and this prohibits student success (ex: writing classes in particular, grading is too time-consuming)

Teachers that are discouraged because of budget and class cuts.

**Cost of tuition, books, etc.**

Mentioned by 4% of respondents

Comments only in this category (alphabetically)

Books: high prices.
Cost of textbooks.
Economical issues. Raised tuition, cost of books, etc.
Financial resources and financial aid must be available to all students.
Grade inflation.
High cost of textbooks and supplies.
High textbook prices.
High tuition fees and textbook prices.
Lack of desire/interest of faculty for instructional/departmental improvement.
Not being able to provide all students with financial aid who truly need it.
Rising cost of education in general, tuition/books/transport etc.
Students facing financial difficulties.
The rising costs of education at SMC and in the USA.
Tuition for students (low income students) is driving enrollment.
Tuition. Advertising.
Tuition/book costs, especially for international students.

Comments in the category “Cost of tuition, books, etc.” but also in other categories (alphabetically)

1. Economic support for classes and students. 2. Language problems with both teachers and students. 3. Computer enrollment is not perfected.
1. Financial problems: many students have to work and take care of family. 2. Need more remedial classes-this is a community college!
1. High price/tuition. 2. Negative thinking.
Accessibility issues: parking, adequate classroom spaces, financial aid, etc.
Budget shortfall (restricts innovative programming) Student finances: cost of supplies and equipment.

Classes filling up quickly. Not enough financial assistance for everyone (students)
Financial: many students work excessive hours to financially support themselves and do not have sufficient time to study.
Increased costs. Social alienation.
Lack of preparation for advanced classes. Student economic situations. Less money.
Large classes that prevent time spent on students' individual academic and emotional needs. Lack of time for students due to financial pressures.
Money: students can no longer afford classes, books, computers, printers, etc. Many have to work over school even if they want to attend. High schools preparing students for their first year of college, especially in English and Math.
No health insurance offered to domestic students.
Parking situation for students and faculty. Government regulations that prevent the students from getting the best services be it financial aid, EOPS, scholarships, etc.
Relationship with community could improve. Tuition expenses, particularly for foreign students.
Students are being deterred by fee increases and lack of knowledge about financial aid opportunities.
Students' basic skill level. Affordability of college.
Students work multiple jobs.

## **State and local politics & policies**

Mentioned by 4% of respondents

Comments only in this category (alphabetically)

City of Santa Monica.
Lack of cooperation and understanding from the city government of Santa Monica.
Public antipathy towards cultural education.
Sincere understanding on the part of government officials of the economic needs of the College and placing those first.
Society's disrespect for community colleges.
State regulations. Local politics, both internal and external.
The city of Santa Monica and the attitude that seems to say no to everything the college wants to do.
The city of Santa Monica that seems to be politicking us to death.
Town/gown relationship.
Unproductive relationship with the city and neighbors in Sunset Park.

Comments in the category "State and local politics & policies" but also in other categories (alphabetically)

Budgetary problems, diminishing state support.
California's inconsistent budget commitment to community colleges.
City of Santa Monica: access to Bundy campus. Too complex for students to follow shuttle info.
Community resentments. Concerns for money and inst. building.
Competition for state dollars.
Endless growth mode.
Factions on campus (lack of shared governance, communication) Politics: city and state (esp. with regard to the budget)
Financial uncertainties and budgeting constraints resulting from legislative process in Sacramento (student fees)
Growth, forced by state funding, has only exasperated crowded classrooms and parking problems.

Inability thus far of college management, staff and faculty to work together towards a common vision of success for students. Resources not in alignment with needs of students and teachers. The state of California is broke: financial forces.
Larger CA budget issues and problematic political support.
Legislature: educational criteria for budget distribution.
Money: the statewide political climate which makes the budget process not just tight, but uncertain and contentious.
Parking situation for students and faculty. Government regulations that prevent the students from getting the best services be it financial aid, EOPS, scholarships, etc.
Politics in Sacramento limiting resources.
Relationship with community could improve. Tuition expenses, particularly for foreign students.
Shortage of state funds earmarked to take fee burdens off students and publishers finding ways to provide texts at less expense to students.
State economy affecting college budget.
State politics and budget.
The legislature provides the funding. The CCC system is politically decentralized. The CCC voice in the Calif. Legislature is weak as compared to the political voice of the CSU and UC systems.
The low fee that the state support community college with; compared to CSU and UC. Change the amount the state pays us.
Unstable funding sources.

## ***Not enough faculty or not enough fulltime faculty***

Mentioned by 3% of respondents

Comments only in this category (alphabetically)

Lack of faculty in Nursing Dept.
More full-time instructors.
Not enough full-time faculty.
SMC needs to stop applying for waivers with regards to the need for hiring more full time faculty.

Comments in the category “Not enough faculty or not enough fulltime faculty” but also in other categories (alphabetically)

1. Budget problems = larger classes. 2. Not enough time allotted to working individually with students.
1. Budget: SMC budget. 2. Time: many demands on time for staff, faculty.
1. Not enough full-time faculty: too much reliance on adjunct. 2. Too many administrators, vice-presidents, etc.
A too high teacher-student ratio.
Budget cuts (Lack of faculty)
Budget is low to hire more teachers.
Budget. Need more money to hire more full-time faculty.
Full time staff numbers need to be far larger: the money problems clearly are a causal factor here.
Fulltime to adjunct ratio.
Inadequate staffing to keep the college running well.
Lack of funding to hire F/T faculty positions. Nice campus environment tends to attract/retain students.
Lack of funds need more dedicated, talented personnel.
Money to hire full-time faculty. Lack of positive attitude. People taking more than they give.
Money. Staffing. General discouragement.
Not enough full-time faculty for our students. Part-time faculty can't spend as much

time with the students as a full time instructor. That might effect the progress of the students.
Not enough staff to man and maintain newly built facilities. Need a greater reservoir of resources: campus support to maintain and maximize the use of new facilities.
Ratio of part-time to full-time faculty. SMC is losing talented, devoted teachers due to this.
Resources: financial. Resources: manpower.
Staffing.
Top heaviness. Too many administrators, but no visionary leadership. Administration off-campus a related problem. Not enough faculty, secretarial, custodial staff and insufficient support for those who are here (e.g., the custodian for our building has asked for and never received a computer, permission to fix/change the heating/AC system in our building, which was put in incorrectly and never repaired.
We could use more instructors, based on the number of students. We could open more sections.

**SMC campus too small, issues with off-campus sites**

Mentioned by 2% of respondents

Comments only in this category (alphabetically)

Decentralized campus.
Fragmented physical campus. Personnel split up, no sense of center.
Institute annual reports vs. 6-yr program reviews.
Isolation on an external site impinges ability to participate in student life.
Lack of advertising about "outlying" campuses. Many students miss the first day of class because they think their class is on the main campus! More drops because of that too.
Lack of follow through on good ideas for consistency and continuity.
Lack of space, land, having too many areas off of the main campus.
Space.
Space. If we are to meet the needs of student success we must be able to accommodate the students.
The limited size of the campus.
Working on three campuses.

Comments in the category “SMC campus too small, issues with off-campus sites” but also in other categories (alphabetically)

1. Lack of land area. 2. Lack of funds. Result: landscaping is minimized. 3. Students lack time to study since they need a job to support themselves.
1. Physical land size. 2. Budget constraints.
1. Shortage of land, space. 2. Negative attitudes and shallow beliefs.
Budget. Campus too spread out.
City of Santa Monica: access to Bundy campus. Too complex for students to follow shuttle info.
Fights between different administrative, union and governing bodies. Excessive real estate spread.
Lack of campus unity (too spread out) Much of older facilities unkempt.
Limited space for our students.

Parking, i.e., move to beach lot and no new parking on campus. Whole mess with Bundy campus and the neighborhood.
Physical campus (lack of classrooms, parking, etc.)
Travel. Parking. Multi-campus.

## **Adjunct faculty issues**

Mentioned by 2% of respondents

Comments only in this category (alphabetically)

Lack of access to adjunct faculty outside the classroom.
Lack of extra time part-time faculty can give to students.
Lack of recognition and integration of part-time faculty into the infrastructure.
Large number of part-time instructors, having limited contact with students, no offices, and no compensation for office hours.
Participation in long-term project to be able to shape projects as a part time faculty.
Part-time/full-time faculty discrepancies.
Too many adjunct faculty leading to some inconsistency; also reduced quality of instruction.
Too much dependence on adjunct faculty whose level of investment in SMC is limited.

Comments in the category “Adjunct faculty issues” but also in other categories (alphabetically)

A too high teacher-student ratio.
Fulltime to adjunct ratio.
Funding/Budget/Money, quite often means too many part time instructors.
Not enough full-time faculty for our students. Part-time faculty can't spend as much time with the students as a full time instructor. That might affect the progress of the students.
Only one office hour for part-time instructors who teach 2 unit classes. Lack of funding? Lack of willingness? Setting priorities? Lack of opportunity and space for ESL students (they have no labs!) Reading, etc. Language, etc. ESL students pay much more tuition but have fewer rights than regular students.
We could use more instructors, based on the number of students. We could open more sections.

### **Not enough classified staff**

Mentioned by 2% of respondents

Comments only in this category (alphabetically)

Implementation of electronic services to better facilitate delivery of student services is often delayed due to other priorities and too much work for Info Management staff.
Inadequate staffing especially among classified staff.
Size and number of students vs. number of support personnel hours: not enough help when students hit roadblocks.

Comments in the category “Not enough classified staff” but also in other categories (alphabetically)

1. Budget: SMC budget. 2. Time: many demands on time for staff, faculty.
A demoralizing culture of favoritism too obvious to be ignored resulting in a constant low morale situation. Too large administrators/managers group, not enough hands-on staff resulting in stressful atmosphere.
Full time staff numbers need to be far larger: the money problems clearly are a causal factor here.
Inadequate staffing to keep the college running well.
Lack of financial resources, e.g., diminishing financial aid for students. Shortage of support staff in academic subjects, e.g., tutors, instructional aides.
Lack of funds need more dedicated, talented personnel.
Money. Staffing. General discouragement.
Not enough staff to man and maintain newly built facilities. Need a greater reservoir of resources: campus support to maintain and maximize the use of new facilities.
Resources: financial. Resources: manpower.
Staffing.
Top heaviness. Too many administrators, but no visionary leadership. Administration off-campus a related problem. Not enough faculty, secretarial, custodial staff and insufficient support for those who are here (e.g., the custodian for our building has asked for and never received a computer, permission to fix/change the heating/AC system in our building, which was put in incorrectly and never repaired.

### ***Miscellaneous or uncategorized***

Mentioned by 1% of respondents

This category represents the failure of the compiler to discern the meaning or intent of a comment sufficiently to place it in any other category.

Comments in this category (alphabetically)

A closed mind.
Close-minded.
Honesty is prevented by dishonesty in society in general.
Lack of awareness of services and resources is also a preventive force.
Lack of motivation.
Motivation. Priorities.
Not involving all aspects necessary for success.
Racism.
Success defined by test scores and assimilation into the corporate society. Lack of moral and political will/action to challenge racism and class discrimination imbedded in social institutions and economy.
Tempus fugit (aka, time restraints)

Comments in the category “Miscellaneous or uncategorized” but also in other categories (alphabetically)

(None)

## ***Tutoring***

Mentioned by 1% of respondents

Comments only in this category (alphabetically)

Adequate tutoring.
Dis-organized tutorial program.
Lack of enough tutors.
Lack of supportive services (tutoring) is making dept-students have high attrition rate-fail.
There is not enough tutoring support.

Comments in the category “Tutoring” but also in other categories (alphabetically)

Funding for students needing remedial help.
Holding back budget, unable to provide tutorial resources.
Lack of adequate childcare for single mothers. Lack of tutorial/support services for students who are failing courses.
Monies for extra tutors. Apathy of faculty and administration.
Not enough funding allocated to student support services and supplemental instruction.

**Better training needed**

Mentioned by 0.5% of respondents

Comments only in this category (alphabetically)

Inadequate training.
Integrating high technology in the classroom.

Comments in the category “Better training needed” but also in other categories (alphabetically)

Need support staff that provide cheerful assistance to faculty and students. Support staff and administrators need to be responsive to needs presented. Need for quality training in pedagogy as well as better accountability of faculty to ensure that all faculty know how to teach and help all students to succeed.
No strong leadership or commitment to develop and support teaching. Previous Resource Center (and related activities) has disappeared.