



## SAN BERNARDINO COMMUNITY COLLEGE DISTRICT EMPLOYEE CLIMATE SURVEY

2015-2016

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RRN: 73

# San Bernardino Community College District Employee Climate Survey

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2015-2016

## Introduction

In December 2015, a District Employee Climate survey was developed by the SBCCD Office of Institutional Effectiveness, Research, and Planning; in collaboration with the District Support Services Planning and Program Review Committee (DSSPPRC), was distributed to all San Bernardino Community College District (SBCCD) employees. The current version of the survey was first developed and administered in Fall 2015 with input from the DSSPPRC, and focused on the ACCJC standards. The survey will be administered in the fall of every year to assess employee perceptions of the District's progress toward meeting goals and objectives identified in the District Strategic Plan. The key findings are presented in this summary to provide the District community a comprehensive perspective for evidence-based decision-making and continuous improvement. An Enterprise electronic dashboard is also in the process of being developed to facilitate the examination of the results in more detail and better inform the improvement process.

Of the approximately 1,227<sup>1</sup> District employees who received the survey, a cross-section of 154 administrators, faculty, and staff (approximately 13%) responded to 188 items ranging from respondent demographics to satisfaction ratings of various aspects of the District. Responses were examined by location, constituency group and as a whole. The survey was organized into seven themes and four areas to assess perceptions of various aspects of the District Support Services:

### Themes

- Inclusiveness
- Institutional Effectiveness and Planning
- Shared Governance (also known as Collegial Consultation)
- Human Resources
- Physical Resources
- Technology Resources
- Financial Resources

### Areas

- Police
- KVCR
- EDCT
- Environmental Health and Safety

## Summary of Results

A limitation of these findings is that the response rate of 13% provides a limited level of statistical validity and results may not be representative of all District employees.

### Themes

#### **Inclusiveness** (see Tables 5, 5A, and 5B)

- 96% of the respondents with valid responses agreed or strongly agreed that it is important to stay informed about what is happening in the District

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<sup>1</sup> Data retrieved 02/20/2015 from [http://datamart.cccco.edu/Faculty-Staff/Staff\\_Demo.aspx](http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx). The manager/administrator count was generated from Crafton.

- 88% of the respondents with valid responses agreed or strongly agreed that they take time to stay informed about what is happening in the District
- 84% of the respondents with valid responses agreed or strongly agreed that when they arrived in the District they felt welcomed into the District community
- 79% of the respondents with valid responses agreed or disagreed that diversity contributes to everyone's success in the District
- 53% of administrators and classified staff and 63% of full-time faculty agree that the Crafton campus community is doing what it needs to, to stay informed
- 84% of administrators, 56% of classified staff, and 30% of Full-Time faculty are satisfied with the level of inclusiveness in the District
- 90% of the respondents with valid responses from the District Offices, 89% from KVCR, 83% from EDCT, 60% from the Annex, 42% from Crafton, and 42% from Valley are satisfied with the level of inclusiveness in the District
- One suggestion for improving inclusiveness included sending multiple smaller emails as updates throughout the process rather than one large email at the end of the process

#### **Institutional Effectiveness and Planning** (see Tables 6, 6A, and 6B)

- 54% of respondents with valid responses agreed that evaluation and fine-tuning of District Services and processes is ongoing
- 50% of respondents with valid responses agreed that the annual process of prioritizing objectives at the District Offices is integrated with the District Strategic Plan
- 40% of the respondents did not know if the annual process of prioritizing objectives for District Services was integrated with the District Strategic Plan
- 67% of administrators, 33% of classified staff, and 18% of Full-Time faculty are satisfied with the planning and decision-making processes at the District level
- 67% of respondents with valid responses from KVCR, 65% from the District Offices, 60% from EDCT, 26% from Valley, 25% from Crafton, and 20% for the Annex are satisfied with the planning and decision making processes at the District Level
- One suggestion for improving institutional effectiveness and planning included rotating meetings at the different District locations to help increase attendance

#### **Shared Governance** (see Tables 7, 7A, and 7B)

- 69% of respondents with valid responses agreed or strongly agreed that Faculty are provided adequate opportunities to participate in important District level committees
- 69% of respondents with valid responses agreed or strongly agreed that managers exercise a substantial voice during decision-making processes in District level committees
- 57% of respondents with valid responses agreed or strongly agreed that faculty exercise a substantial voice during decision-making processes in District level committees
- 44% of the respondents did not know whether students exercise a substantial voice during decision-making processes in District Level committees
- 74% of administrators, 31% of classified staff, and 13% of Full-Time faculty are satisfied with shared governance at the District level
- 100% of respondents with valid responses from EDCT, 72% from District Offices, 71% from KVCR, 23% from Crafton, 20% from the Annex, and 17% from Valley are satisfied with shared governance at the District level
- One suggestion for improving shared governance was that managers reduce the amount of responsibility and faculty and students increase the amount of responsibility that they take on

#### **Human Resources** (see Tables 8, 8A, and 8B)

- 71% of respondents with valid responses agreed or strongly agreed that Human Resources staff are courteous and helpful
- 55% of respondents with valid responses agreed or strongly agreed that planning for human resources is integrated with the District Strategic Plan and/or the District Level planning processes

- 51% of respondents with valid responses agreed or strongly agreed that they were satisfied with the level of services provided by Human Resources
- 39% of the respondents did not know whether planning for human resources is integrated with the District Strategic Plan
- 77% of administrators, 50% of Full-Time faculty, and 33% of classified staff are satisfied with the level of services provided by Human Resources
- 86% of respondents with valid responses from EDCT, 82% of respondents from KVCR, 72% from the District Offices, 53% from Crafton, 38% from Valley, and none of the respondents with valid responses from the Annex are satisfied with the services provided by Human Resources
- One suggestion for improving human resources services is for Human Resources to establish internal measurable objectives that include demonstrable increases in staff knowledge and expertise

#### **Physical Resources** (see Tables 9, 9A, and 9B)

- 62% of respondents with valid responses agreed or strongly agreed that the planning for physical resources is integrated with the District Strategic Plan
- 58% of respondents with valid responses agreed or strongly agreed that the District facilities department provides accurate information
- 57% of respondents with valid responses agreed or strongly agreed that they are satisfied with the level of service provided by the District Facilities Department
- 48% of the respondents did not know whether the District Facilities Department provides accurate information
- 77% of administrators, 57% of Full-Time faculty, and 31% of classified staff are satisfied with the level of services provided by the District Facilities Department
- 100% of the respondents with valid responses from the Annex, 71% of respondents with valid responses from KVCR, 64% from the District Offices, 58% from Crafton, 50% from EDCT, and 47% of valid responses from Valley are satisfied with the services provided by the District Facilities Department
- One suggestion is that more attention be paid to facilities repair and maintenance

#### **Technology Resources** (see Tables 10, 10A, and 10B)

- 89% of respondents with valid responses agreed or strongly agreed that the printing services staff follow through with providing help
- 89% of respondents with valid responses agreed or strongly agreed that they receive help and support they need from the Print Shop
- 85% of respondents with valid responses agreed or strongly agreed that they have access and appropriate features they need for the voicemail
- 82% of respondents with valid responses agreed or strongly agreed the procedures for requesting work in the Print Shop are clear and easy to understand
- 49% of respondents also did not know whether planning for technology resources was integrated with the District Strategic Plan
- 86% of Full-Time faculty, 69% of classified staff, and 50% of managers are satisfied with the technology training provided by TESS for faculty
- 77% of Full-Time faculty, 72% of classified staff, and 64% of managers are satisfied with the technology training provided by TESS for staff
- 100% of respondents with valid responses from the Annex and EDCT, 75% of respondents with valid responses from KVCR, 72% from Valley and Crafton, 70% of respondents with valid responses from the District are satisfied with the technology training provided by TESS for faculty
- 100% of respondents with valid responses from EDCT, 81% from Valley, 80% of respondents with valid responses from KVCR, 71% from the District Offices, 67% of respondents with valid responses from the Annex, and 64% from Crafton are satisfied with the technology training provided by TESS for staff

- One suggestion for improving technology resources was to develop more flexible search terms for the District WIKI

**Financial Resources** (see Tables 11, 11A, and 11B)

- 70% of respondents with valid responses agreed or strongly agreed that the fiscal services staff are helpful
- 66% of respondents with valid responses agreed or strongly agreed that financial planning is integrated with the District Strategic Plan
- 63% of respondents with valid responses agreed or strongly agreed that the procedures for completing a journal entry are clear and easy to understand
- 52% of the respondents did not know whether the District follows the Resource Allocation Model
- 46% of the respondents did not know whether financial planning is integrated with the District Strategic Plan
- One suggestion for improving financial resources is to conduct more training and provide step-by-step instructions on Financial 2000, Finding POs, PR's, processing contracts, CalCards, allowable expenses, and Qwestica

**Areas**

**Police** (see Tables 12, 12A, and 12B)

- 87% of respondents with valid responses agreed or strongly agreed that the District Police Department is professional
- 86% of respondents with valid responses agreed or strongly agreed that the police/security are helpful
- 85% of respondents with valid responses agreed or strongly agreed that, overall, they are satisfied with the service provided by the District Police Department
- 96% of managers, 83% of Full-Time faculty, and 81% of classified staff are satisfied with the services provided by the District Police Department
- 100% of respondents with valid responses from the District, Annex, KVCR and EDCT, 82% from Crafton, and 70% from Valley are satisfied with the services provided by the District Police Department

**KVCR** (see Tables 13, 13A, and 13B)

- 83% of respondents with valid responses agreed or strongly agreed that they appreciate the email offers KVCR sends to all employees for discounted tickets to concerts and events
- 80% of respondents with valid responses agreed or strongly agreed that they are satisfied with the tours provided by KVCR for student orientation groups, business chambers, school groups, and scouting organizations
- 31% of the respondents did not know whether KVCR is a valuable asset to the District
- 69% of classified staff, 68% of managers, and 59% of Full-Time faculty agree that KVCR is a valuable asset to the District
- 100% of respondents with valid responses from KVCR and EDCT, 77% of respondents with valid responses from Valley, 59% from the District, and 48% of respondents with valid responses from Crafton agree that KVCR is a valuable asset to the District
- One suggestion is that KVCR act as part of the colleges

### **EDCT** (see Tables 14, 14A, and 14B)

- 71% of respondents with valid responses agreed or strongly agreed that the community and business partnerships created by the EDCT are valuable to the District
- 71% of respondents with valid responses agreed or strongly agreed that EDCT is a vital resource that provides customized and short-term job training solutions to the regional work force
- 44% of the respondents did not know whether EDCT is a vital resource that provides customized and short-term job training solutions to the regional work force
- 41% of the respondents did not know whether the community and business partnerships created by the EDCT are valuable to the District

### **Environmental Health and Safety** (see Tables 15, 15A, and 15B)

- 67% of respondents with valid responses agreed or strongly agreed that they were satisfied with the level of service provided by the Environmental Health and Safety department
- 62% of respondents with valid responses agreed or strongly agreed that workshops and trainings provided by the Environmental Health and Safety department were helpful
- 31% of respondents also did not know whether they were satisfied with the level of service provided by the Environmental Health and Safety department
- 82% of managers, 68% of classified staff, and 50% of Full-Time faculty are satisfied with the level of service provided by the Environmental Health and Safety department
- 100% of respondents with valid responses from KVCR and EDCT, 83% from the District Offices, 61% of valid responses from Valley, 56% from Craffton, and 50% from the Annex are satisfied with the level of service provided by the Environmental Health and Safety department
- One suggestion for improving environmental health and safety is to reduce the number of newsletters and/or decrease the amount of information provided in each newsletter

### **Methodology**

The SBCCD surveys were collected via an on-line survey link. The initial call for participation was emailed December 1, 2015 to all administrators, staff, and faculty by the Chancellor. A second email reminder was sent on December 14, 2015 by the Chancellor. The deadline was extended to December 24, 2015. The survey closed on December 24, 2015 with a total of 154 valid surveys received. Surveys that were not completed were not included in the results because some people had started the survey multiple times and including these surveys would have invalidated the results by counting the same response from the same respondent more than once.

The survey included multiple-choice questions asking respondents to identify their primary employee category (e.g., full-time faculty, adjunct faculty, classified employee, administration, Board of Trustees member etc.), the location in which they work (Craffton, Valley, District Office, etc.), years employed in the District, and the number of District committees that the respondent served on during the 2014-2015 academic year. Next, employees were asked to rate the extent to which they agree, disagree, or don't know/ do not have an opinion regarding the following processes: inclusiveness, institutional effectiveness, shared governance, human resources, physical resources, technology resources, financial resources, police, KVCR, EDCT, and Environmental Health and Safety. In addition, multiple open-ended comment boxes were provided to share any comments or suggestions related to each topic covered in the survey. Finally, the survey concluded with seven multiple-choice demographic questions to collect the gender, age, and race/ethnicity of the respondents.



Tables' 5 – 15 capture employee's perceived satisfaction with specific items associated with inclusiveness, institutional effectiveness and planning, shared governance, human resources, physical resources, technology resources, financial resources, police, KVCR, EDCT, and environmental health and safety. Tables 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, and 15 are organized as follows; the first column lists the statements, the second column (i.e. "N") shows the number of employees who responded to the item, the column entitled "Min" shows the lowest response on the scale, the column entitled "Max" shows the highest response on the scale, the column "Mean" shows the average rating, and the last column shows the standard deviation. Respondents rated whether or not they agreed with the statements on a four-point Likert scale:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

If the minimum (i.e. lowest) score was a "3", that means that none of the respondents disagreed or strongly disagreed with the statement. If the maximum (i.e. highest) score was a "4", that means that at least one respondent strongly agreed with the statement. If the mean score was 3.5, this indicates that, on average, respondents either agreed or strongly agreed with the statement. Tables are arranged by Mean score in descending order and exclude "do not know" and "no opinion" responses (i.e. valid responses).

Tables 5A, 6A, 7A, 8A, 9A, 10A, 11A, 12A, 13A, 14A, and 15A display employee's perceived satisfaction with items related to inclusiveness, institutional effectiveness and planning, shared governance, human resources, physical resources, technology resources, financial resources, police, KVCR, EDCT, and environmental health and safety. These tables illustrate the frequency (N) and percentage (%) compiling replies by all constituencies to each item organized by response choice. The five options for all items included; strongly agree, agree, disagree, strongly disagree, and don't know/no opinion. The agreement percentages for strongly agree, agree, disagree, and strongly disagree exclude the "Did not know/No opinion" responses from the percentage calculated (i.e. valid responses). In addition, the percent of "Did not know/No opinion" responses include all responses in the percentage calculation.

Tables 5A, 6A, 7A, 8A, 9A, 10A, 11A, 12A, 13A, 14A, and 15A include the suggestions and comments related to each theme and areas which were provided by respondents. All identifying information was removed and replaced with [Name], [position], or [pronoun] to maintain confidentiality. In addition, each comment or suggestion was categorized as a comment or suggestion to help identify suggestions that might be used to improve services and processes.

## Sample

In total, 154 valid responses were received from full-time and part-time faculty members, classified and confidential staff, and managers. Table 1 illustrates the response rates by employee group. The response rate is based on the number of surveys collected (S) divided by the total number of District employees (N). It is important to note that a low response rate can introduce biases to the data, and because respondents self-selected to participate in the survey, the sample may not be representative. The response rate of 13% provides a limited level of statistical validity when it

comes to generalizing the results. A sample size of 571 (47%) was needed to achieve a 95% confidence interval that these results reflect the views of all District employees. Moreover, when looking by employee group, a sample size of 77 (93%) was needed to generalize the results to all managers, a sample size of 259 (76%) was needed for classified staff, 179 (83%) for FT Faculty, and 379 (65%) for PT Faculty.

**TABLE 1: RESPONSE RATE BY EMPLOYEE GROUP.**

Manager/ Administrator			Classified or Confidential Staff			Full-time Faculty			Part-time Faculty			Total		
S	N <sup>2</sup>	%	S	N	%	S	N	%	S	N	%	S	N	%
28	83	33.7	61	342	17.8	48	215	22.3	15	587	2.6	154	1,227	12.5

Tables 2 and 3 illustrate the response distribution by employee category, primary work area, years employed at the District, race/ethnicity, age, and gender. Respondents were more likely to be full-time classified/confidential staff (40%) or FT Faculty (31%), work at San Bernardino Valley College (40%), have been employed between 6-10 years (25%), and 42% did not serve on a committee. Overall, the respondents were more likely to be female (42%), 55 years old or older (32%), and Caucasian (36%).

**TABLE 2: RESPONDENTS PRIMARY LOCATION, FUNCTION, LENGTH EMPLOYED, AND DEMOGRAPHIC INFORMATION.**

Primary Function	N	%	Length of employment	N	%
Manager/Administrator	28	18.2	Two years or less	21	13.6
Classified or Confidential Staff	61	39.6	3-5 years	24	15.6
Full-time Faculty	48	31.2	6-10 years	39	25.3
Part-time Faculty	15	9.7	11-15 years	24	15.6
Unknown	2	1.3	16-20 years	19	12.3
<b>Total</b>	<b>154</b>	<b>100.0</b>	21 or more years	25	16.2
			Unknown	2	1.3
<b>Location</b>	<b>N</b>	<b>%</b>	<b>Total</b>	<b>154</b>	<b>100.0</b>
Crafton Hills College	44	28.6			
San Bernardino Valley College	61	39.6	<b># of Committees Served on in 2014-15</b>	<b>N</b>	<b>%</b>
District Office	21	13.6	None	64	41.6
District Annex	5	3.2	1	31	20.1
KVCR	13	8.4	2	22	14.3
EDCT	7	4.5	3	21	13.6
Unknown	3	1.9	4	4	2.6
<b>Total</b>	<b>154</b>	<b>100.0</b>	5	3	1.9
			6	1	.6
			7 or more	4	2.6
			Unknown	4	2.6
			<b>Total</b>	<b>95</b>	<b>100.0</b>

<sup>2</sup> Data retrieved 02/20/2015 from [http://datamart.cccco.edu/Faculty-Staff/Staff\\_Demo.aspx](http://datamart.cccco.edu/Faculty-Staff/Staff_Demo.aspx).



**TABLE 3: RESPONDENTS GENDER, AGE, AND ETHNICITY.**

<b>Gender</b>	<b>N</b>	<b>%</b>	<b>Identify with Multiple Races/Ethnicity</b>	<b>N</b>	<b>%</b>
Female	65	42.2	Yes	44	28.6
Male	52	33.8	No	65	42.2
Decline to State	32	20.8	Decline to State	37	24.0
Unknown	5	3.2	Unknown	8	5.2
<b>Total</b>	<b>154</b>	<b>100.0</b>	<b>Total</b>	<b>154</b>	<b>100.0</b>

<b>Identify as Hispanic</b>	<b>N</b>	<b>%</b>	<b>Age</b>	<b>N</b>	<b>%</b>
Yes	26	16.9	34 years old or younger	12	7.8
No	82	53.2	35 - 39 years old	8	5.2
Decline to State	40	26.0	40 - 44 years old	15	9.7
Unknown	6	3.9	45 - 49 years old	11	7.1
<b>Total</b>	<b>154</b>	<b>100.0</b>	50 - 54 years old	19	12.3
			55 years old or older	49	31.8
			Decline to state	32	20.8
			Unknown	8	5.2
			<b>Total</b>	<b>154</b>	<b>100.0</b>

<b>Ethnicity Percent of Total</b>	<b>N</b>	<b>%</b>
Asian	5	3.2
African American	6	3.9
Caucasian	55	35.7
Hispanic	16	10.4
Native American	2	1.3
Multiple Ethnicity	17	11.0
Decline to State	45	29.2
Unknown	8	5.2
<b>Total</b>	<b>154</b>	<b>100.0</b>

**Findings**

Responses about employee perceptions of various aspects pertaining to their experience working in the District were recorded on a four-point Likert scale (4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree). Table 4 identifies the mean response, percent agreement, and percent who did not know, to questions related to the overall satisfaction of eleven categories: satisfaction with police services, KVCR, inclusiveness, planning and decision making, informed on important issues, shared governance, human resources, facilities, safety, and technology training.

The findings, based upon mean responses, indicate that employees were most satisfied with the services provided by the police (M = 3.05) followed by KVCR being a valuable asset (M = 2.88), and the technology training provided by TESS to faculty (M = 2.83) and staff (M = 2.80). Specifically, 85% of the responses agreed that the police were helpful, 75% agreed that they were satisfied with technology training provided for the staff, and 74% agreed that they were satisfied with the technology training provided for Faculty.

**TABLE 4: PERCEIVED LEVEL OF OVERALL SATISFACTION.**

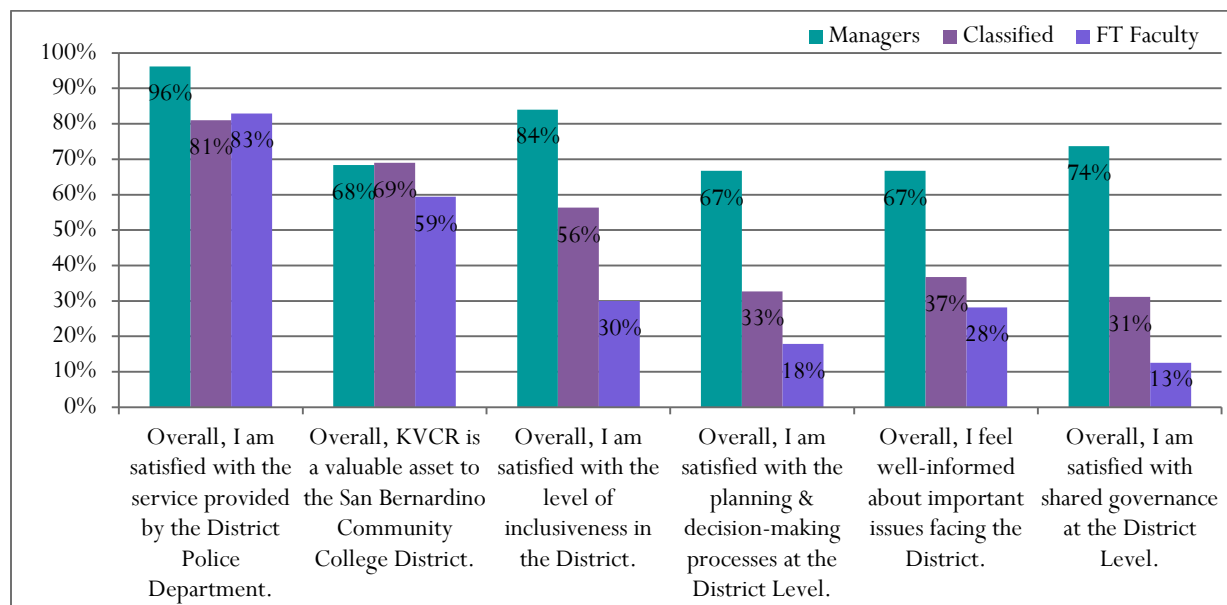
<b>Overall Satisfaction</b>	<b>Strongly Agree/Agree*</b>	<b>Don't Know/No Opinion</b>	<b>Mean Response*</b>
Police services	85%	9%	3.05
KVCR is valuable asset to SBCCD	69%	31%	2.88
Level of Inclusiveness	56%	14%	2.45
Overall planning and decision-making processes	36%	24%	2.09
Well-Informed about issues facing the District	41%	15%	2.27
Shared Governance	32%	24%	2.04
Services provided by Human Resources	51%	9%	2.40
Services provided by District Facilities	57%	40%	2.46
Services provide by Environmental Health and Safety	67%	31%	2.58
Technology training provided by TESS for Faculty	74%	45%	2.83
Technology training provided by TESS for staff	75%	40%	2.80
<b>Total</b>	<b>58%</b>	<b>25%</b>	<b>2.52</b>

\*Excludes the Don't Know/No Opinion responses from the percentage calculation. A "4" represents "Strongly Agree" and a "1" represents "Strongly Disagree".

Further analysis revealed differences of employee perceptions when results were examined by constituency group. Figures 1 and 1A illustrate areas in which notable differences were found among subgroups in perceived satisfaction with helpfulness of the police, satisfaction with police services, KVCR, inclusiveness, planning and decision making, informed on important issues, shared governance, human resources, facilities, safety, and technology training.

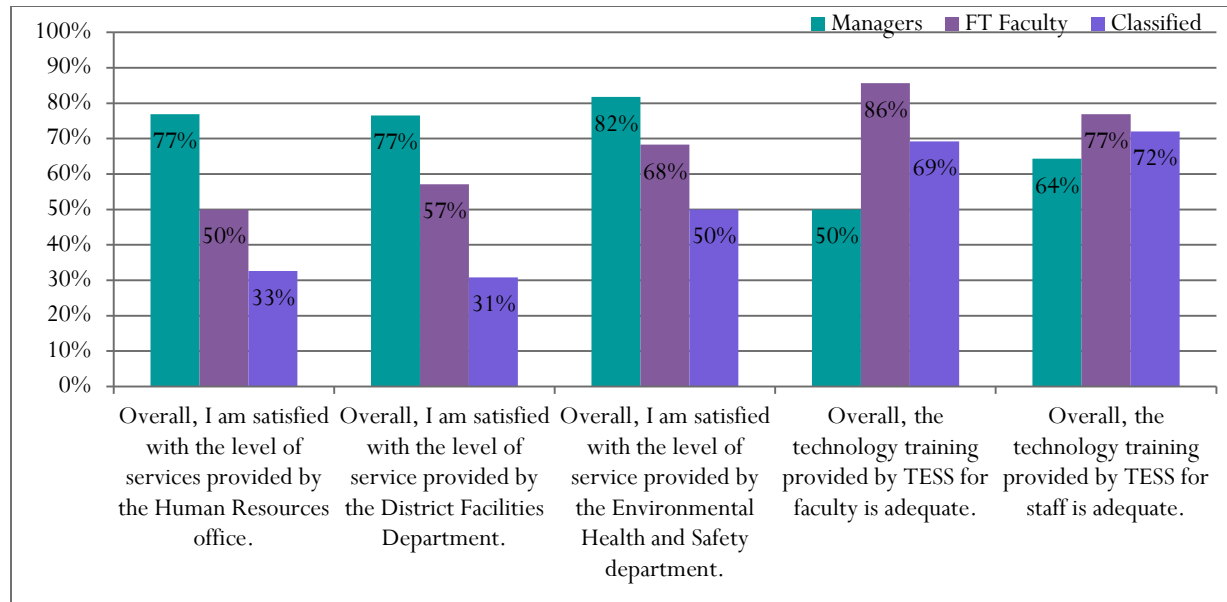
Referring to Figure 1, overall, managers (84%) were more likely to be satisfied with inclusiveness than classified staff (56%) and faculty (30%). Also, managers (74%) were more likely to be satisfied with shared governance than classified staff (31%) and faculty (13%). In addition, less than 70% of all three constituencies were satisfied in three different District areas: viewing KVCR as a valuable asset, planning and decision-making, and being well-informed about important issues facing the District.

**Figure 1: Employee Perceived Satisfaction by Constituency Group for Satisfaction with Police Services, KVCR, Inclusiveness, Planning and Decision Making Processes at the District, being Well-Informed on Important Issues facing the District, and Shared Governance at the District.**



Referring to Figure 1A, overall, managers (77%) were more likely to be satisfied with services provided by Human Resources than classified staff (50%) and faculty (33%). Also, managers (82%) were more likely to be satisfied with the level of service provided by the Environmental Health and Safety department than classified staff (68%) and faculty (50%). Conversely, Faculty (86%) were more likely to be satisfied with technology training for faculty than classified staff (69%) and managers (50%).

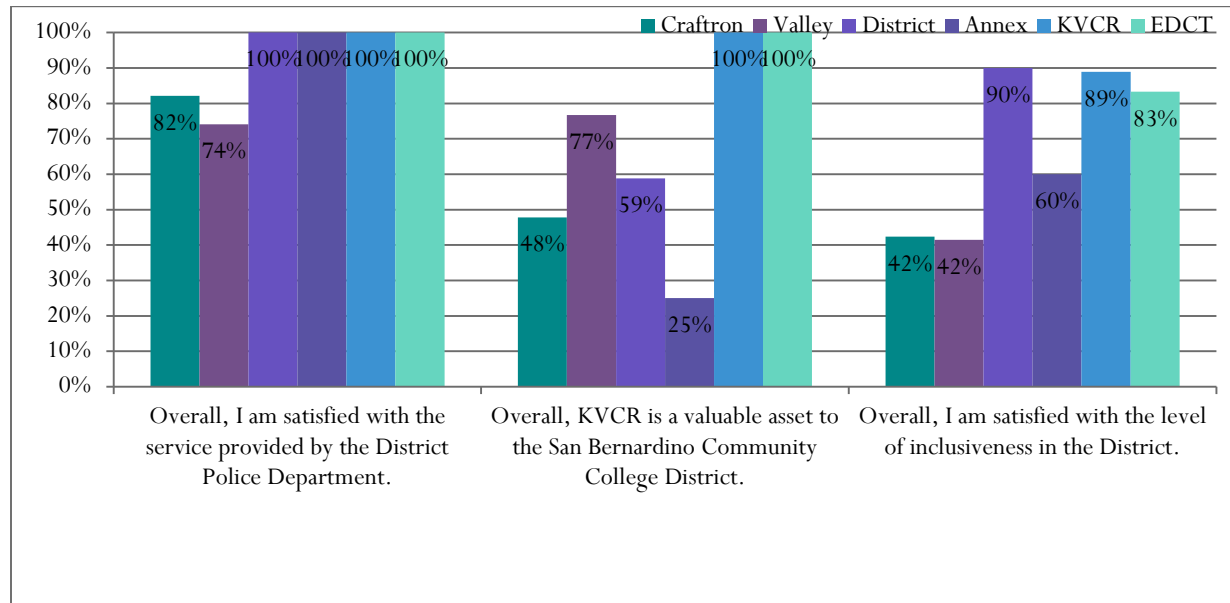
**Figure 1A: Employee Perceived Satisfaction by Constituency Group for Helpfulness of the Police, Satisfaction with Human Resources, Facilities, Safety, and Technology Training.**



Further analysis revealed differences of employee perceptions when results were examined by location. Figures 2-2C illustrate areas in which notable differences were found among subgroups by location in perceived satisfaction with satisfaction with police services, KVCR, inclusiveness, planning and decision making, informed on important issues, shared governance, human resources, facilities, safety, and technology training.

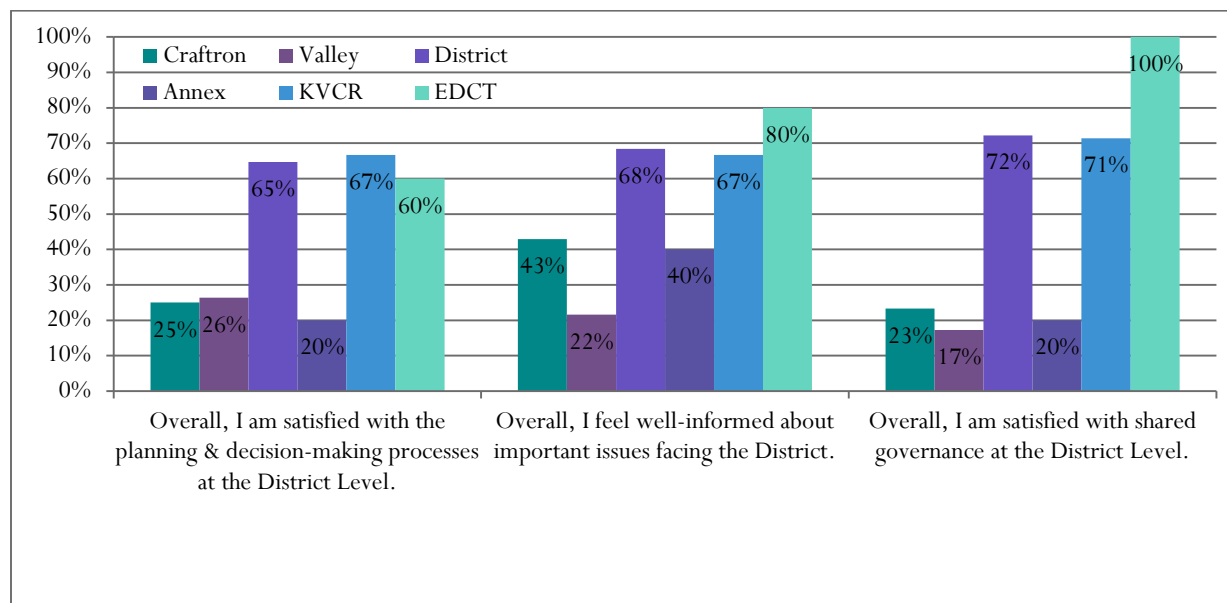
Referring to Figure 2, the District, Annex, KVCR, and EDCT were 100% satisfied with the services provided by the police, 82% of Crafton respondents were satisfied with the services provided by the police, and 74% of Valley respondents were satisfied with the services provided by the police. In addition, 77% of Valley respondents felt that KVCR was an asset to the District; whereas 59% of respondents at the District and 48% of Crafton respondents agreed that KVCR was an asset. Ninety percent of respondents at the District felt satisfied with inclusiveness; whereas, 60% of respondents from the annex and 42% of respondents from Crafton and Valley felt satisfied with inclusiveness.

**Figure 2: Employee Perceived Satisfaction by Location for Satisfaction with Police Services, KVCR, and Inclusiveness in the District.**



Referring to Figure 2A, 60 – 67% of the respondents from KVCR, the District, and EDCT felt satisfied with planning and decision making processes at the District level. Conversely, 25% of Craffton respondents, 26% of Valley respondents, and 20% of the Annex respondents felt satisfied with planning and decision-making processes at the District. When looking at the percent of respondents who felt well-informed with important issues facing the District, 43% of Craffton respondents felt well-informed, 22% of Valley respondents felt well-informed, and 40% of the Annex respondents felt well-informed. Next, when examining the satisfaction with shared governance at the District level, the District (72%), KVCR (71%), and EDCT (100%) were more likely to agree that they were satisfied with shared governance at the District level. Conversely, 28% of Craffton respondents, 17% of Valley respondents, and 20% of Annex respondents were satisfied with shared governance at the District level.

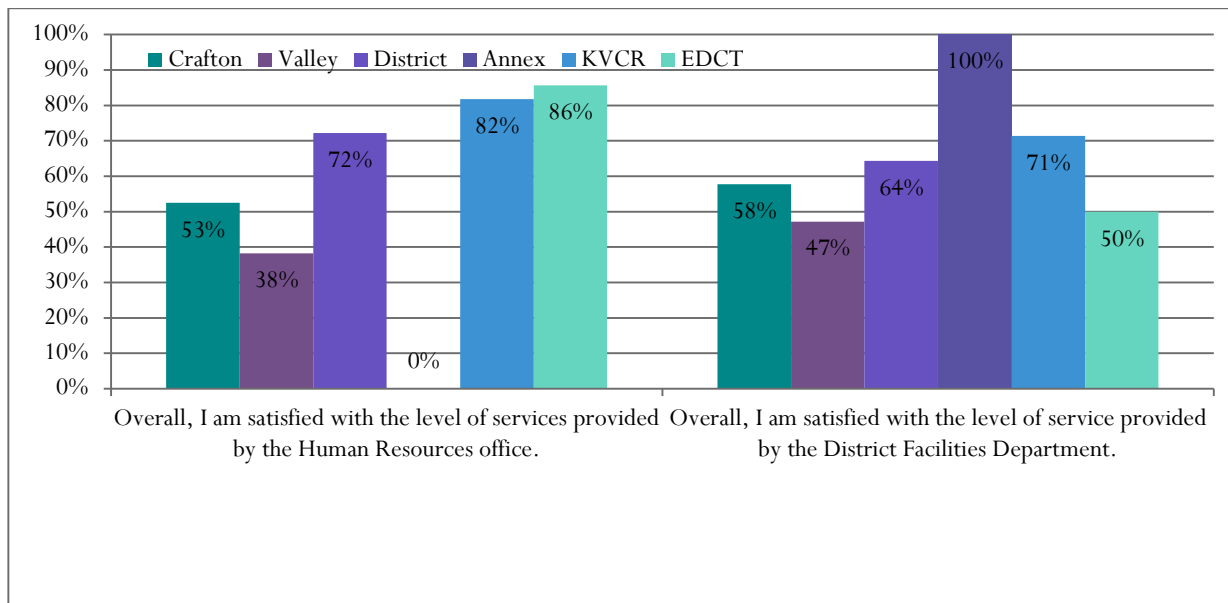
**Figure 2A: Employee Perceived Satisfaction by Location for Satisfaction with Planning and Decision-Making Processes at the District Level, being Well-Informed about Issues facing the District, and Shared Governance at the District Level.**





Referring to Figure 2B, 72 – 86% of the respondents from KVCR, the District, and EDCT felt satisfied with the level of services provided by Human Resources. Conversely, 53% of Crafton respondents, 38% of Valley respondents, and none of the Annex respondents felt satisfied with the services provided by Human Resources. When looking at the percent of respondents who felt satisfied with District facilities, 100% of the Annex respondents felt satisfied, 71% of KVCR respondents, and 64% of District respondents felt satisfied with the District facilities department. Conversely, 58% of Crafton respondents, 47% of Valley respondents, and 50% of EDCT respondents were satisfied with the District facilities department.

**Figure 2B: Employee Perceived Satisfaction by Location for Satisfaction with Human Resources, and Services provided by the Facilities Department.**



Referring to Figure 2C, 100% of the respondents from KVCR and EDCT felt satisfied with services provided by Environmental Health and Safety. In addition, 83% of respondents from the District Offices felt satisfied with Environmental Health and Safety. Conversely, 56% of Craftton respondents, 61% of Valley respondents, and 50% of the Annex respondents felt satisfied with services provided by health and safety. When looking at the percent of respondents who felt satisfied with technology training provided to staff and faculty, over 70% of respondents from all six locations felt satisfied with the technology training provided by TESS for staff and faculty.

**Figure 2C: Employee Perceived Satisfaction by Location for Satisfaction with Environmental Health and Safety Services, Technology Training for Faculty, and Technology for Staff.**

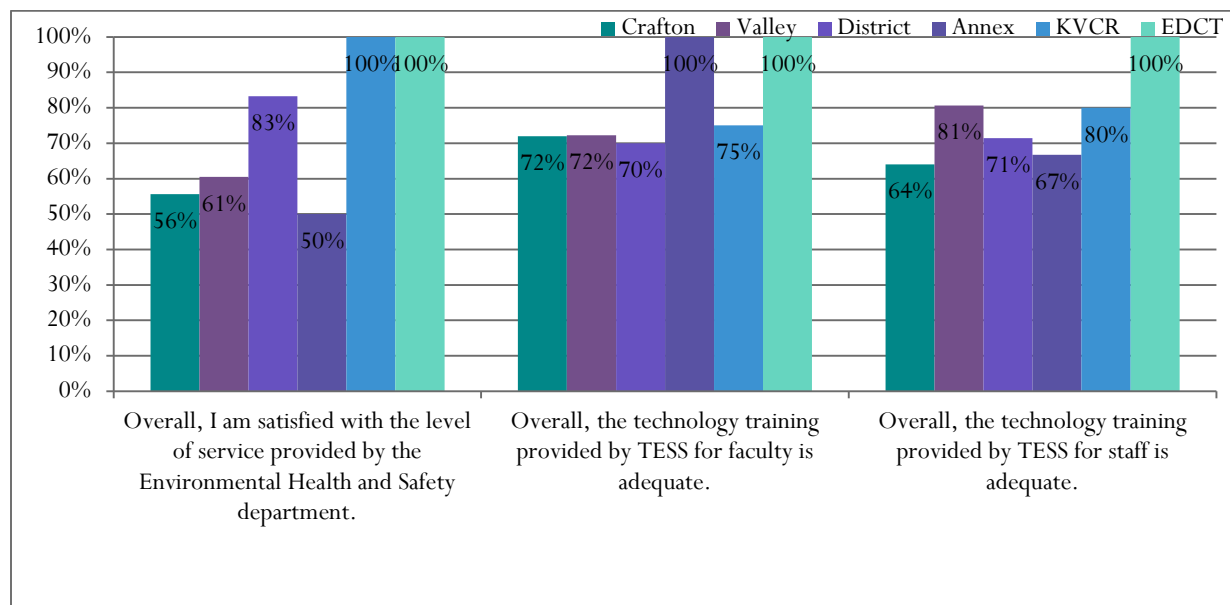


Table 5 is a compilation of the items related to inclusiveness. Respondents agreed that it is important to stay informed (Mean = 3.20), that they felt welcomed when they arrived in the District (Mean = 3.04), that that they take time to stay informed about what is happening (Mean = 3.03), and diversity contributes to everyone's success (Mean=3.03). District wide, employees were relatively less satisfied with opportunities for advancement (Mean = 2.12), felt that things changed to fast (Mean = 2.16), were less likely to agree that District administrators encourage innovation (Mean = 2.23), and less likely to agree that communication across the District was timely and accurate (Mean = 2.2). One suggestion for improving inclusiveness included sending multiple smaller emails as updates throughout the process rather than one large email at the end of the process (see Table 5B).

**TABLE 5: INCLUSIVENESS AVERAGES IN DESCENDING ORDER FROM STRONGLY AGREE TO STRONGLY DISAGREE**

<b>Please indicate the extent to which you agree or disagree with the following statements about inclusiveness:</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
q2ac In general, I feel it is important to stay informed about what is happening in the District.	148	1	4	3.20	.543
q3f When I arrived in the District, I felt welcomed into the District community.	146	1	4	3.04	.769
q2aa In general, I take time to stay informed about what is happening in the District.	147	1	4	3.03	.566
q3v Diversity contributes to everyone's success in the District.	130	1	4	3.03	.835
q3h The District community is equally supportive of all sexual-orientations.	112	1	4	2.95	.757
q2ak The District community is equally supportive of all genders	121	1	4	2.85	.843
q2f I know where to find District committee agendas and minutes.	144	1	4	2.82	.790
q3l I feel safe where I work in the District.	144	1	4	2.81	.895
q2n In general, District committee agendas and minutes are up to date.	113	1	4	2.81	.718
q3g The District community is equally supportive of all racial/ethnic groups.	123	1	4	2.76	.926
q2z If I need information about the SBCCD District, I know where to find it.	146	1	4	2.75	.766
q5b I feel included in opportunities to seek professional development.	144	1	4	2.74	.901
q2v Changes at the District level in rules and procedures have taken me by surprise in the last twelve months.	136	1	4	2.72	.892
q3w I am personally treated with respect in this District.	139	1	4	2.71	.920
q2j I regularly read District committee agendas and minutes to stay informed.	140	1	4	2.62	.754
q2y Overall, I am satisfied with the level of inclusiveness in the District.	127	1	4	2.45	.974
q3j The District's procedures & practices clearly demonstrate commitment to issues of employee equity & diversity.	126	1	4	2.42	.958
q2ab The District community is doing what it needs to, to stay informed.	126	1	4	2.34	.812
q2e Communication across the District is timely and accurate.	142	1	4	2.25	.862
q3al District administrators encourage innovation.	121	1	4	2.23	.901
q2u Things change too fast around here.	139	1	4	2.16	.879
q4m I am satisfied with the opportunities for advancement in the District.	126	1	4	2.12	.926

Table 5A illustrates the number and percent of respondents who agreed or strongly agreed with each statement on inclusiveness. Since Table 5 and the narrative prior to Table 5 summarizes the level of agreement on each item, the narrative referencing Table 5A focuses on the percent of “Don’t Know / No Opinion” responses. The percent of don’t know responses may indicate areas where additional communication and training need to occur. The items with the largest “Don’t Know / No Opinion” responses were if the District community is supportive of all sexual orientations (26%), whether District committee agendas and minutes were up to date (25%), whether the District community is supportive of all genders (20%), and whether District administrators encourage innovation (20%).

**TABLE 5A: NUMBER AND PERCENT OF RESPONSES BY THE AGREEMENT LIKERT SCALE QUESTIONS FOR THE INCLUSIVENESS QUESTIONS**

Please indicate the extent to which you agree or disagree with the following statements about inclusiveness:	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	Don't Know / No Opinion	
	#	%	#	%	#	%	#	%		#	%
q3f When I arrived in the District, I felt welcomed into the District community.	8	5.5	16	11.0	84	57.5	38	26.0	146	6	3.9
q5b I feel included in opportunities to seek professional development.	17	11.8	31	21.5	69	47.9	27	18.8	144	8	5.3
q2e Communication across the District is timely and accurate.	30	21.1	55	38.7	48	33.8	9	6.3	142	6	4.1
q2f I know where to find District committee agendas and minutes.	10	6.9	30	20.8	80	55.6	24	16.7	144	6	4.0
q2n In general, District committee agendas and minutes are up to date.	6	5.3	24	21.2	69	61.1	14	12.4	113	37	24.7
q2j I regularly read District committee agendas and minutes to stay informed.	11	7.9	43	30.7	74	52.9	12	8.6	140	12	7.9
q2z If I need information about the SBCCD District, I know where to find it.	9	6.2	38	26.0	79	54.1	20	13.7	146	5	3.3
q2aa In general, I take time to stay informed about what is happening in the District.	2	1.4	15	10.2	106	72.1	24	16.3	147	5	3.3
q2ac In general, I feel it is important to stay informed about what is happening in the District.	2	1.4	4	2.7	105	70.9	37	25.0	148	4	2.6
q2ab The District community is doing what it needs to, to stay informed.	19	15.1	53	42.1	46	36.5	8	6.3	126	25	16.6
q2u Things change too fast around here.	31	22.3	68	48.9	27	19.4	13	9.4	139	12	7.9

Please indicate the extent to which you agree or disagree with the following statements about inclusiveness:	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	Don't Know / No Opinion	
	#	%	#	%	#	%	#	%		#	%
q2v Changes at the District level in rules and procedures have taken me by surprise in the last twelve months.	8	5.9	54	39.7	42	30.9	32	23.5	136	16	10.5
q3al District administrators encourage innovation.	31	25.6	38	31.4	45	37.2	7	5.8	121	30	19.9
q4m I am satisfied with the opportunities for advancement in the District.	40	31.7	38	30.2	41	32.5	7	5.6	126	26	17.1
q2ak The District community is equally supportive of all genders	12	9.9	17	14.0	69	57.0	23	19.0	121	31	20.4
q3g The District community is equally supportive of all racial/ethnic groups.	18	14.6	17	13.8	65	52.8	23	18.7	123	29	19.1
q3h The District community is equally supportive of all sexual-orientations.	8	7.1	11	9.8	72	64.3	21	18.8	112	40	26.3
q3v Diversity contributes to everyone's success in the District.	8	6.2	19	14.6	64	49.2	39	30.0	130	22	14.5
q3j The District's procedures & practices clearly demonstrate commitment to issues of employee equity & diversity.	27	21.4	34	27.0	50	39.7	15	11.9	126	25	16.6
q3w I am personally treated with respect in this District.	22	15.8	19	13.7	76	54.7	22	15.8	139	11	7.3
q3l I feel safe where I work in the District.	18	12.5	20	13.9	78	54.2	28	19.4	144	7	4.6
q2y Overall, I am satisfied with the level of inclusiveness in the District.	29	22.8	27	21.3	56	44.1	15	11.8	127	20	13.6

NOTE: THE PERCENT OF AGREE RESPONSES ARE DIVIDED BY THE TOTAL COLUMN AND EXCLUDE THE "NO OPINION/DON'T KNOW" RESPONSES. THE PERCENT OF "NO OPINION/DON'T KNOW" RESPONSES INCLUDE THE TOTAL NUMBER OF AGREE RESPONSES AND THE TOTAL "NO OPINION/DON'T KNOW" RESPONSES.

**TABLE 5B: COMMENTS (C) AND SUGGESTIONS (S) REGARDING INCLUSIVENESS**

Type	Comment or Suggestion
C	"Inclusiveness" should be more about professionalism, not about preferences or genetics.
C	1) Diversity and inclusiveness should be valued by the District, but are not. Evidence of the real attitude here is shown by the actions of a manager who reprimanded an employee for communicating in Spanish and forbade the use of Spanish for communication between employees. Shortly thereafter the same manager was joined by two additional managers in dressing up in sombreros as a Halloween stunt. The pictures of the three managers and the reprimand letter authored by one of them make the situation at Claremont McKenna College look tame in comparison. This entire episode and District's giant failure to do anything about it the reality of the actual climate and practice in this District. 2) In committees throughout the District we still have males talking over and interrupting women when they speak. There's a lot of "mansplaining" 3) There is a huge amount of class prejudice. Staff is treated as though we are all low skill, uneducated, and dumb. Managers and faculty are rude and patronizing to staff on a frequent basis; many seem to take the attitude that the state, in hiring classified staff, intended to provide managers and faculty with personal servants. 4) What ever happened to the CBT recommendation that the EDCT be required to be self-sustaining? It is a giant money pit that does little to assist the local economy. Stop using the colleges as cash cows to continue this farce. 5) There is no trust, no open exchange of information. Communication is quashed to the greatest extent possible.
C	Classified Staff are an afterthought at SBCCD, included only after those in charge realize they left us out
C	Crafton seems to provide only the minimum for adjuncts to be included in collegiality. On the other hand, individual chairs and deans do a very good job of including and responding to adjuncts.
C	I do not feel included at this District. SBCCD is so sneaky it's scary. At this point, bad decisions District makes does not shock me anymore.
S	I don't believe one way e-mail communication is adequate methods of including employees. Depending on the complexity of the communication, the e-mail can be completely miss understood, providing almost no meaningful communication; which means no effective inclusiveness. The communication needs to be meaningful to the employee or the communication is effectively worthless. Sending large e-mail at the end, verses multiple smaller e-mails over the course of a project, would make it more understandable and more meaningful to employees. Suggestion: More communication in smaller amounts from the start of a project, may provide more effective communication and inclusiveness.
C	[Name] from the District is very rude and unprofessional. She makes a person's first impression about the District very poor.
C	No suggestions at this time.



Type	Comment or Suggestion
C	Please stop inviting campuses to come to your Holiday party and other activities on days when they obviously cannot attend. Not being invited is better than being invited to something no one can attend...except District personnel. This appears that you don't care. Thanks.
S	The "inclusiveness" comes in the form of covering after decisions have already been made so the decision makers can say they asked. In the event we are asked before a decision is made, informed recommendations by discipline experts are ignored every time.
C	The District and College websites have a lot of information, but it isn't always easy to find. District policies and procedures are good, but are routinely ignored. Discrimination and bullying are rampant, but proving a case is near impossible and "blame the victim" seems to be the working philosophy of management.
C	The District needs to foster inclusiveness and communicate more transparently while also listening to the constituent groups at the colleges. The District appears far too removed from the colleges and functions independently while ignoring the needs of the colleges, faculty, and students. This has been much more evident since the terrorist attack on Dec 2, but it is also evident in the responses to faculty concerns before the Board of Trustees and in other meetings. The sense is that the District cannot be bothered with faculty, staff, and student concerns.
C	The key requirement for inclusiveness in activities or opportunities is political in nature; that is, it's most important who one knows rather than how deserving one may be. It's a very corrupt environment where those who pander to the highest ups hear of opportunities and get advancement; for example, more titles are created at the district level for higher administrators than at the colleges. To be blunt, if one isn't on the good side of [Name], [Name], or [Name], it's a no-go.
C	The questions such as "If I need information about the SBCCD District, I know where to find it" are vague. I can find information that is not very important easily. Information about items that are very relevant to my working life are hard to find. As an example the reasons for some actions taken by the district or college are impossible to find - the district knowingly promoted and hired a person who did not meet the minimum qualification. Then they paid the person to take classes in order to meet the minimum qualification. Then the person decided to quit. Where do I find out how much the person was paid to take the classes?
C	There is an overwhelming sense throughout the district that classified staff serve at the whim and pleasure of faculty and management. Having served on a number of campus and district committees throughout my years have only served to increase my feeling that this is true. Classified staff are not treated with the respect they deserve and have very few opportunities to develop professionally or to advance within the district.
C	This district has become completely top-down. I haven't seen an honest and sincere attempt to get true, meaningful input from faculty and students in years. It is particularly bad at CHC. We've become an organization trying to run itself by surveys...like this one. The humanity of this district is caput.

Type	Comment or Suggestion
C	THIS SURVEY, COMING DURING FINALS AND AFTER THE TOTAL AND COMPLETE MISHANDLING OF OUR SAFETY BEFORE, DURING, AND AFTER THE SHOOTING, IS SYMPTOMATIC OF A CLUELESS, OUT-OF-TOUCH DISTRICT THAT TREATS MOST OF US AS INVISIBLE AND DISPENSABLE.
C	Too many times the colleges and district operate independently to the point of competitiveness rather than as a team trying to create a culture of success for our students and the community we serve.

Table 6 is a compilation of the items related to institutional effectiveness and planning. Respondents were most likely to agree that evaluation and fine-tuning of District Offices organizational structures and process were ongoing (Mean = 2.31), and that the annual process of prioritizing objectives at the District Offices was integrated with the District Strategic Plan (Mean = 2.31). District wide, employees were less likely to agree that planning and decision-making process at the District level were efficient (Mean = 2.07) or informed by the analysis of reliable and objective evidence balanced by collective wisdom. One suggestion for improving institutional effectiveness and planning included rotating meetings at the different locations to help increase attendance (see Table 6B).

**TABLE 6: INSTITUTIONAL EFFECTIVENESS AND PLANNING AVERAGES IN DESCENDING ORDER FROM STRONGLY AGREE TO STRONGLY DISAGREE**

<b>Please indicate the extent to which you agree or disagree with the following statements about <u>Institutional Effectiveness and Planning</u>:</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
q1p Evaluation and fine-tuning of District Offices organizational structures and processes to support the Colleges and other District entities is ongoing.	112	1	4	2.31	.987
q9z The annual process of prioritizing objectives at the District Offices is integrated with the SBCCD District Strategic Plan.	90	1	4	2.31	.907
q2a The District facilitates an ongoing dialogue about improving District Level processes.	119	1	4	2.29	.894
q9aa District Offices resource allocation is directly related to the annual prioritization of objectives and the District Strategic Plan.	99	1	4	2.24	.858
q1v District offices utilize the results from research studies to inform decision-making.	93	1	4	2.22	.965
q1ab Data and information are used routinely to inform decisions at the District level.	95	1	4	2.20	.974
q9w The annual process of prioritizing objectives at the District Offices is open and honest.	108	1	4	2.16	.919
q1x After a District Office service is evaluated, improvements are made.	102	1	4	2.12	.904
q9ai Overall, planning and decision-making processes at the District level are open and easy to understand.	121	1	4	2.11	.902
q9ak Overall, planning and decision-making processes at the District Level produce meaningful and relevant results.	117	1	4	2.09	.947

<b>Please indicate the extent to which you agree or disagree with the following statements about <u>Institutional Effectiveness and Planning</u>:</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
q1r Overall, I am satisfied with the planning & decision-making processes at the District Level.	123	1	4	2.09	.941
q9aj Overall, planning and decision-making processes at the District Level are informed by the analysis of reliable and objective evidence balanced with collective wisdom.	113	1	4	2.07	.961
q9al Overall, planning and decision-making processes at the District Level are efficient (i.e. people adaptively and innovatively use available resources to maximize potential outcomes and productivity.)	114	1	4	2.07	.947

Table 6A illustrates the number and percent of respondents who agreed or strongly agreed with each statement on institutional effectiveness and planning. Since Table 6 and the narrative prior to Table 6 summarizes the level of agreement on each item, the narrative referencing Table 6A focuses on the percent of “Don’t Know / No Opinion” responses. The percent of don’t know responses may indicate areas where additional communication and training need to occur. Overall, the percent of “Don’t Know / No Opinion” responses was consistently high and ranged from 19% to 40%. The items with the largest “Don’t Know / No Opinion” responses were whether the annual process of prioritizing objectives for District Services was integrated with the District Strategic Plan (40%), whether District services uses results from research studies to inform decision-making (39%), and whether District offices routinely use data and information to routinely inform decisions (37%).

**TABLE 6A: NUMBER AND PERCENT OF RESPONSES BY THE AGREEMENT LIKERT SCALE QUESTIONS FOR THE INSTITUTIONAL EFFECTIVENESS AND PLANNING QUESTIONS**

<b>Please indicate the extent to which you agree or disagree with the following statements about <u>institutional effectiveness and planning</u>:</b>	<b>Strongly Disagree</b>		<b>Disagree</b>		<b>Agree</b>		<b>Strongly Agree</b>		<b>Total</b>	<b>Don't Know / No Opinion</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>		<b>%</b>	
q2a The District facilitates an ongoing dialogue about improving District Level processes.	26	21.8	42	35.3	42	35.3	9	7.6	119	33	21.7%
q9w The annual process of prioritizing objectives at the District Offices is open and honest.	31	28.7	36	33.3	34	31.5	7	6.5	108	43	28.5%
q9z The annual process of prioritizing objectives at the District Offices is integrated with the SBCCD District Strategic Plan.	21	23.3	26	28.9	37	41.1	6	6.7	90	60	40.0%

Please indicate the extent to which you agree or disagree with the following statements about institutional effectiveness and planning:	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	Don't Know / No Opinion	
	#	%	#	%	#	%	#	%		#	%
q9aa District Offices resource allocation is directly related to the annual prioritization of objectives and the District Strategic Plan.	22	22.2	36	36.4	36	36.4	5	5.1	99	53	34.9%
q1v District offices utilize the results from research studies to inform decision-making.	28	30.1	24	25.8	34	36.6	7	7.5	93	59	38.8%
q1ab Data and information are used routinely to inform decisions at the District level.	30	31.6	23	24.2	35	36.8	7	7.4	95	56	37.1%
q1x After a District Office service is evaluated, improvements are made.	31	30.4	33	32.4	33	32.4	5	4.9	102	48	32.0%
q9ai Overall, planning and decision-making processes at the District level are open and easy to understand.	37	30.6	40	33.1	38	31.4	6	5.0	121	29	19.3%
q9aj Overall, planning and decision-making processes at the District Level are informed by the analysis of reliable and objective evidence balanced with collective wisdom.	40	35.4	33	29.2	32	28.3	8	7.1	113	39	25.7%
q9ak Overall, planning and decision-making processes at the District Level produce meaningful and relevant results.	39	33.3	36	30.8	34	29.1	8	6.8	117	34	22.5%
q9al Overall, planning and decision-making processes at the District Level are efficient (i.e. people adaptively and innovatively use available resources to maximize potential outcomes and productivity.)	39	34.2	36	31.6	31	27.2	8	7.0	114	37	24.5%
q1p Evaluation and fine-tuning of District Offices organizational structures and processes to support the Colleges and other District entities is ongoing.	34	30.4	17	15.2	53	47.3	8	7.1	112	40	26.3%
q1r Overall, I am satisfied with the planning & decision-making processes at the District Level.	41	33.3	38	30.9	36	29.3	8	6.5	123	29	19.1%

Note: The percent of agree responses are divided by the total column and exclude the "no opinion/don't know" responses. The percent of "No Opinion/Don't Know" responses include the total number of agree responses and the total "No Opinion/Don't Know" responses.

TABLE 6B: COMMENTS (C) AND SUGGESTIONS (S) REGARDING INSTITUTIONAL EFFECTIVENESS AND PLANNING

Type	Comments or Suggestions
C	Planning & decision-making is only meaningful, if the end result is achievable. Having to make the same decisions and planning objectives over and over again, because they could not be archived, indicates they aren't possible and requires prerequisites
C	Again, Classified staff opinions and voices are not given due consideration.
C	Because I have not been given information on any of the issues in this section, I cannot offer an opinion.
C	Both campuses made a clear recommendation of a vote of no confidence. I'm perplexed.
C	Budgeting is unfair between the two colleges. CHC receives far more funding per student than SBVC.
C	Data is manipulated and often inaccurate or outdated. I have never seen "collective wisdom" or "objective evidence" nor is there balance.
C	Decisions are made first. Then a narrative is created and advertised to justify the pre-made decision. Many committees, especially hiring committees are skewed to make sure that pre-selected candidate is hired for the job. In one of the committee I was in I found that an interim dean hired by the interim vice president was put on a committee to select the permanent vice president. That interim dean was the vote that broke the tie to hire the vice president. That smells of conflict of interest to me.
C	Dialogue is easy; follow-up action beyond superficial gestures is rare.

Type	Comments or Suggestions
C	<p>District Assembly is the most effective joint body for working on policies, and they are conducting a regular review of all policies, so in answer to the first question on this page, I'd say "yes." However, I'd hesitate to say the District (capital "D" for the unit) is open and honest or can take credit for this dialogue, as the body represents all the units. "Open and honest" is not how I would describe district communications in general; one finds out about things usually when one has done something "wrong," and then finds out a new policy applies to that area - information is not generally distributed, and there is a great deal of blaming that goes on when one doesn't magically know the new policy. The district tends to rationalize criticisms or input it received (this relates to the 7th statement, "after a district office service is evaluated, improvements are made.") Case in point: the district's strategic plan incorporated elements about allocation of resources. Several statements in the report noted the colleges "did not understand" the allocation plan. I take issue with that; I understand it just fine, I just don't agree with it, and I think that's true of others as well. Saying they "don't understand" undermines the validity of their point of view. Another example of the inequity and lack of input solicited for district decisions is the budget. The district has prioritized Crafton's needs at the expense of Valley's, to the extent it plans to keep Valley's reserves as a bank to fund Crafton's deficits. The budget plan for 2015-2020 incorporates continued debt by Crafton, and factors in no percentage increases in salaries and wages. Not a smart plan at all. The plan should hold Crafton accountable for living within its means, and should also factor in a 1-2% salary increase each year. After having implemented a long-overdue 8% raise in 2013 and 2014, the district should have immediately put into the new plan a way to stay current and not have to backtrack in the future. Neglecting to incorporate an increase puts the district in the same position as it was before, which was a mistake. Why repeat it? Also, [Name] has stated that cost of living allocations naturally should come to the district. It should be known that is not a standard practice at other districts. The more common practice is to pass on the living allowance to those who are living: the district's employees. When one questions any of this, that person is ridiculed or retaliated against through being excluded from further dialogue. One must already agree to be included, which leads to a very slanted process. In other words, it is anything but objective. The district communication style is also anything but open; it is the work of a select few who are not necessarily the best qualified to make decisions. Asking questions is considered a taboo activity and a challenge to authority rather than a natural part of input and discourse. This district has a long way to go to clean up its mess and make changes toward equity and fairness. It needs to operate as an open institution rather than as a family business.</p>
C	<p>District does not facilitate a dialogue and we don't even get a truthful monologue. No one trusts the District to tell the truth because they never seem to do so. The same criticisms have been leveled at District for years and there is no improvement. Data is withheld requests for it go unfulfilled for as long as District can possibly delay it. "...analysis of reliable and objective evidence balanced with collective wisdom", you have just got to be kidding!</p>
C	<p>HR has been a problem for years. No planning or decision making has improved their performance. Let's be optimistic for the future, but optimism doesn't solve the problem.</p>
C	<p>I agree that District is good with "meeting" to improve effectiveness. Unfortunately, better outcomes are not noticed if any. Unless, however, the changes are made for upper employees only.</p>



Type	Comments or Suggestions
C	I believe there are the same people chosen to be on multiple committees at several times. [Name] serves on multiple committees. Not only being able to leave [pronoun] work station unattended but being a voice for several committees that other employees would like to be part of. I am not trying to pick on [pronoun], this happens with multiple people. In terms of the district level decision making process I will use the evaluation process. There is an option for no answer or n/a on evals yet the district asked that the portion be removed after evaluations were completed. This does not give a fair evaluation. [Name] is known throughout the district to fudge numbers.
C	I do not agree that the numbers from the data received at SBVC are accurate. They are molded to fit their need.
C	I wish there was a mark between agree/disagree, because I think the "entities" do "try".
C	Security on SBVC campus needs improvement. Lack of Security measures and communication is key to the success of San Bernardino Valley College. When District Administrators take too long to make decisions, I feel that they really don't care about Staff, Faculty or student Safety at San Bernardino Valley College. On December 2, 2015, many county offices closed early, even California State University, San Bernardino closed early. What will it take for the administrators of San Bernardino Community College District to realize that they need to address procedures and policies for Safety Protocol? Until it happens here! The District has received Homeland Security money, what has become of it?
C	The ability to process paperwork at the district level can be very frustrating. Although all staff are very helpful it seems that if there was sufficient staff, cross training or the ability to have more than just one person responsible for a specific procedure things would not come to a halt when someone is out on vacation or sick. Most other districts have gone green and cut down on the paper handling - any reason we haven't?
C	The District continues to ignore accreditation recommendations as well as the concerns of faculty, staff, and students. The chancellor demonstrates through his email responses and newspaper columns that he simply does not understand these concerns nor does he truly value the input of the constituency groups.
S	The district has spent large amounts of money for consultations yet the campuses have not had open dialogue about the results and the implementation changes as a result of the findings. When there is a meeting, it is not timely, meaning it is up to two years after the study or it is short notice and the meeting is as the district where many of us who work on the campuses cannot leave to attend. The district continues to make major financial decisions without consultation or open dialog with its constituents at the respective campuses (1.9 million). There is no trust in the work of high level officials at the district or the knowledge of the board overseeing the practices of the chancellor.
S	The district is slow to revise procedures that could help to streamline processes (i.e., electronic signatures on contracts). The time it takes to get contract approval is ridiculous (45-60 days). The accounting system (Financial 2000) does not accurately reflect actual spending. Requiring Board of Trustees approval on all contracts adds time and work to the cumbersome bureaucratic requirements of the organization (it seems that a simple signature process could be enacted for contracts under a certain dollar amount.)
C	The district seems only concerned about retaining its surplus and cashing out vacation for poor performing employees that play golf with the board members
C	The entire organization is very process driven and follows its processes very well to the detriment of having accomplishments in a timely manner.
C	The strategic planning and direction of the district has been a joke for about 20 years. Quixotic decisions are made with some thought but little evidence. Pet projects of executives are prioritized, mandated, and executed regardless of input or evidence. Data, especially financial and human resource, is not readily available or reliable. Research at the district office is new, so hopefully this will change; there's only room for improvement.

Type	Comments or Suggestions
C	There has been an effort to make District level budgeting more transparent, although there was a greater expenditure for the District Office than had been determined through the regular processes.
S	There is nothing wrong with District level processes. Stop too much dialogue and do the work assigned!
C	This district merely uses the 'appearance' of data collections as a substitute for actually collecting and seriously using data in its decision making processes. This is especially true at CHC where EVERY report or study comes out saying that everything is wonderful, students love everything being done, and all is well in the land of OZ. NO ONE at the top is paying attention to what's going on in the classroom, nor even asks...unless there is another personal agenda at work for the administrator. Any serious look at CHC's and the District's data processes would not be kind in its appraisal of the use of data to drive anything meaningful.

Table 7 is a compilation of the items related to shared governance. Respondents were most likely to agree that managers exercise a substantial voice during decision-making processes in District level committees (Mean = 2.80), that Faculty are provided adequate opportunities to participate in important District Level committees (Mean = 2.71), and that Faculty exercise a substantial voice during decision-making processes in District Level committees (Mean = 2.60). District wide, employees were less likely to agree that they were satisfied with shared governance at the District level (Mean = 2.04) and that the opinions of classified staff are given appropriate weight in matters of institutional importance at the District Level (Mean = 2.13). One suggestion for improving shared governance was that managers reduce the amount of responsibility and faculty and students increase the amount of responsibility that they take on (see Table 7B).

**TABLE 7: SHARED GOVERNANCE AVERAGES IN DESCENDING ORDER FROM STRONGLY AGREE TO STRONGLY DISAGREE**

Please indicate the extent to which you agree or disagree with the following statements about shared governance:	N	Min	Max	Mean	Std. Deviation
q1ae Managers exercise a substantial voice during decision-making processes in District Level committees.	96	1	4	2.80	.947
q3r Faculty are provided adequate opportunities to participate in important District Level committees.	103	1	4	2.71	.976
q1z The faculty exercise a substantial voice during decision-making processes in District Level committees.	99	1	4	2.60	.999
q3ag The opinions of managers are given appropriate weight in matters of institutional importance at the District Level.	103	1	4	2.55	.947
q3ai Students are provided adequate opportunities to participate in important District Level committees.	88	1	4	2.50	.971
q3ah Classified staff are provided adequate opportunities to participate in important District Level committees.	106	1	4	2.46	1.006
q1aa The staff exercise a substantial voice during decision-making processes in District Level committees.	102	1	4	2.36	.942
q4a The District Level planning processes offers adequate opportunities for input by appropriate constituencies.	111	1	4	2.30	.870

<b>Please indicate the extent to which you agree or disagree with the following statements about shared governance:</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
q9am Overall, I feel well-informed about important issues facing the District.	126	1	4	2.27	.843
q3p The opinions of faculty are given appropriate weight in matters of institutional importance at the District Level.	106	1	4	2.25	1.012
q3m I am optimistic about what the District will achieve with its current set of collegial consultation District Level committees and processes.	113	1	4	2.24	.966
q1af Students exercise a substantial voice during decision-making processes in District Level committees.	83	1	4	2.23	.954
q3n I have the opportunity to participate meaningfully in decision-making at the District Level.	118	1	4	2.22	.907
q3o The opinions of students are given appropriate weight in matters of institutional importance at the District Level.	97	1	4	2.18	.924
q9ah Overall, planning and decision-making processes at the District Level are collaborative (i.e. People across departments, divisions, and job classifications are working together to share knowledge and build consensus toward a common purpose.)	118	1	4	2.15	.930
q3af The opinions of classified staff are given appropriate weight in matters of institutional importance at the District Level.	106	1	4	2.13	.977
q9an Overall, I am satisfied with shared governance at the District Level.	115	1	4	2.04	.902

Note: The percent of agree responses are divided by the total column and exclude the "no opinion/don't know" responses. The percent of "No Opinion/Don't Know" responses include the total number of agree responses and the total "No Opinion/Don't Know" responses.

Table 7A illustrates the number and percent of respondents who agreed or strongly agreed with each statement on shared governance. Since Table 7 and the narrative prior to Table 7 summarizes the level of agreement on each item, the narrative referencing Table 7A focuses on the percent of "Don't Know / No Opinion" responses. The percent of don't know responses may indicate areas where additional communication and training need to occur. Overall, the percent of "Don't Know / No Opinion" responses was consistently high and ranged from 15% to 44%. The items with the largest "Don't Know / No Opinion" responses were whether students exercise a substantial voice during decision-making processes in District Level committees (44%), whether students are provided adequate opportunities to participate in important District Level committees (41%), and whether the opinions of students are given appropriate weight in matters of institutional importance at the District Level (35%).

**TABLE 7A: NUMBER AND PERCENT OF RESPONSES BY THE AGREEMENT LIKERT SCALE QUESTIONS FOR THE SHARED GOVERNANCE QUESTIONS**

Please indicate the extent to which you agree or disagree with the following statements about shared governance:	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	Don't Know / No Opinion	
	#	%	#	%	#	%	#	%		#	%
q4a The District Level planning processes offers adequate opportunities for input by appropriate constituencies.	22	19.8	42	37.8	39	35.1	8	7.2	111	40	26.5
q3n I have the opportunity to participate meaningfully in decision-making at the District Level.	30	25.4	40	33.9	40	33.9	8	6.8	118	33	21.9
q3o The opinions of students are given appropriate weight in matters of institutional importance at the District Level.	29	29.9	27	27.8	36	37.1	5	5.2	97	52	34.9
q3p The opinions of faculty are given appropriate weight in matters of institutional importance at the District Level.	33	31.1	25	23.6	37	34.9	11	10.4	106	43	28.9
q3af The opinions of classified staff are given appropriate weight in matters of institutional importance at the District Level.	36	34.0	28	26.4	34	32.1	8	7.5	106	42	28.4
q3ag The opinions of managers are given appropriate weight in matters of institutional importance at the District Level.	20	19.4	19	18.4	51	49.5	13	12.6	103	47	31.3
q3r Faculty are provided adequate opportunities to participate in important District Level committees.	18	17.5	14	13.6	51	49.5	20	19.4	103	46	30.9
q3ah Classified staff are provided adequate opportunities to participate in important District Level committees.	27	25.5	16	15.1	50	47.2	13	12.3	106	44	29.3
q3ai Students are provided adequate opportunities to participate in important District Level committees.	20	22.7	14	15.9	44	50.0	10	11.4	88	62	41.3
q1z The faculty exercise a substantial voice during decision-making processes in District Level committees.	17	17.2	26	26.3	36	36.4	20	20.2	99	49	33.1
q1aa The staff exercise a substantial voice during decision-making processes in District Level committees.	23	22.5	29	28.4	40	39.2	10	9.8	102	47	31.5

Please indicate the extent to which you agree or disagree with the following statements about shared governance:	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	Don't Know / No Opinion	
	#	%	#	%	#	%	#	%		#	%
q1ae Managers exercise a substantial voice during decision-making processes in District Level committees.	12	12.5	18	18.8	43	44.8	23	24.0	96	52	35.1
q1af Students exercise a substantial voice during decision-making processes in District Level committees.	23	27.7	25	30.1	28	33.7	7	8.4	83	64	43.5
q3m I am optimistic about what the District will achieve with its current set of collegial consultation District Level committees and processes.	34	30.1	26	23.0	45	39.8	8	7.1	113	37	24.7
q9ah Overall, planning and decision-making processes at the District Level are collaborative (i.e. People across departments, divisions, and job classifications are working together to share knowledge and build consensus toward a common purpose.)	36	30.5	35	29.7	40	33.9	7	5.9	118	32	21.3
q9am Overall, I feel well-informed about important issues facing the District.	25	19.8	49	38.9	45	35.7	7	5.6	126	23	15.4
q9an Overall, I am satisfied with shared governance at the District Level.	38	33.0	40	34.8	31	27.0	6	5.2	115	36	23.8

Note: The percent of agree responses are divided by the total column and exclude the "no opinion/don't know" responses. The percent of "No Opinion/Don't Know" responses include the total number of agree responses and the total "No Opinion/Don't Know" responses.

**TABLE 7B: COMMENTS (C) AND SUGGESTIONS (S) REGARDING SHARED GOVERNANCE**

Type	Comments or Suggestions
C	"Substantial voice" and "appropriate weight" have opinion based meaning. Since higher management makes the decision anyways, and they don't address why or why not staff, faculty, student opinions are valid or invalid, 'shared governance' is a pointless question outside those who feel their voice was heard in particular matters.
C	A lot of my dissatisfaction with district level governance have to do with [Name] and the [Name]. It is possible that the other district employees are doing a satisfactory job, but I don't have much contact with them nor an understanding of what they actually do.
C	Again, because I have been given little information on any of the issues in this section, I cannot offer many opinions.
C	District uses the same people to make decisions, therefore, District gets the same results.
C	Faculty input to the District is primarily controlled by the campus administration, which appears to be running the academic senate as well. Committee appointments are highly affected by who the administration wants on them.

Type	Comments or Suggestions
C	Faculty try to "exercise a substantial voice," but that voice is most often ignored and recently has been publicly scolded by the [Name] and [Name]. I am disgusted with the lack of "shared governance" and "collegial consultation" that is the current practice of the district and colleges. I feel that we (faculty and staff) are all as informed as the district ([Name] + [Name]) wants us to be to suit its own agenda and needs.
C	Faculty, including part-time faculty, are not consulted enough nor listened to when they are consulted. The District actually has inhibited/prohibited academic discussions on college and district email about such major items as the College's Mission Statement, which should have a thorough, open discussion. This is just one of many examples of censure that has resulted in an environment of fear for those who lack job protections.
C	Generally, I believe collegial consultation with the faculty and participation by classified staff and students work well in decision-making. However, there are significant exceptions. One is the [Name] refusal to respond to academic senate resolutions asking for [Name] action clearly shows an unwillingness to resolve differences in a cooperative manner.
C	I am not satisfied with shared governance at the District or campus level. Participation in shared governance by classified staff gets lip service but District and the campuses refuse to comply with the fact that the participation of staff in governance should comply with SB235 which passed into law in 2001. Staff is included on committees but there is no release time for staff for this activity for staff. The opinions of managers are given way too much weight and are usually self-serving. Managers come to meetings having already decided what is going to happen; participation is a farce.
S	If the [Name] ever showed up to his own advisory committee, District Assembly, I would feel more positively about how my input is taken
C	Managers are the least powerful of the groups in the district. As the only segment without bargaining rights, managers are at risk for being discontinued for any reason, and it doesn't have to be stated what that reason is. This is the most disillusioning part of working at the district in an administrative capacity. Because the select few gather influence among only themselves, everyone not in the inner circle is out of the loop. [Name] even stated at an opening day talk last year that "managers don't have bargaining rights, so we'll decide what to do about them based on what changes faculty (CTA) and staff (CSEA) negotiate." Recently, the district has included the president of the management association in some district meetings, but that still doesn't confer any actual authority on the management association.
S	Managers take too much responsibility; faculty and students not enough.
C	Same comment.
C	Shared governance in this district is a joke. There is the illusion of shared governance, but in practice, all decisions are faculty and management-driven.
C	Shared governance is another word for bureaucracy. It is a waste of time and does not promote effectiveness.
C	Shared governance works great at this district. A lot of time and resources are wasted on shared governance. We have to shut up and do our jobs than whining.
C	There is a need for discussion on the role of the Academic Senate which has assumed authority for matters that are not under its purview. Also, the Senate is a recommending body and not a deciding body.
C	There is virtually no collaboration going on between senior mgt. and anyone else in this district.



Type	Comments or Suggestions
C	There's little sharing going on in the governance of the district. Our district confers for governance questions well, but collegial and consultative governance is minimal. Questions put to finance especially are treated as uninformed combativeness, which only perpetuates more combativeness from the constituencies and degrades the relationships further. Asking questions and wanting answers is treated as a game of defense rather than actual input with adjustments. Constituencies are expected to take recommendations on face value without meaningful ability to affect the final products.
C	What I see is top-down decision-making. Managers decide. Committees abound, and consultation is done, but the managers primarily use the collegial consultation process to get support for what will happen. When opposition exists, it is ignored or written off as being from a fringe element. We have a pretense of collegial consultation.

Table 8 is a compilation of the items related to human resources. Respondents were most likely to agree that human resources staff are courteous and helpful (Mean = 2.74), and that they are satisfied with the level of services provided by the Human Resources office (Mean = 2.40). District wide, employees were less likely to agree that Human Resources provides consistent policy interpretation and guidance specific to human resources (Mean = 2.25) or that Human Resources policies and procedures are fair, equitable, and consistently administered (Mean = 2.25). One suggestion for improving human resources services is for Human Resources to establish internal measurable objectives that include demonstrable increases in staff knowledge and expertise (see Table 8B).

**TABLE 8: HUMAN RESOURCES AVERAGES IN DESCENDING ORDER FROM STRONGLY AGREE TO STRONGLY DISAGREE**

Please indicate the extent to which you agree or disagree with the following statements about Human Resources:	N	Min	Max	Mean	Std. Deviation
q9p The Human Resources staff is courteous and helpful.	136	1	4	2.74	.911
q9x Overall, I am satisfied with the level of services provided by the Human Resources office.	138	1	4	2.40	.924
q9a Planning for human resources is integrated with the District Strategic Plan and/or the District Level planning process.	92	1	4	2.39	.994
q9h Human Resources has a sufficient number of staff with the appropriate qualifications to support effective operations of the entire District.	115	1	4	2.39	.971
q9v The Human Resources staff provides consistent and accurate information.	129	1	4	2.33	.904
q9e Human Resources ensures that employees are evaluated systematically and at stated intervals.	126	1	4	2.33	.876
q9k Human Resources establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review.	122	1	4	2.30	.926
q9d The District hires employee's administrators, faculty and staff who are qualified to provide and support the District/College programs and services.	135	1	4	2.27	.899
q9o Human Resources policies and procedures are fair, equitable, and consistently administered.	122	1	4	2.25	.932
q9g Human Resources provides consistent policy interpretation and guidance specific to human resources.	122	1	4	2.25	.903

Table 8A illustrates the number and percent of respondents who agreed or strongly agreed with each statement on human resources. Since Table 8 and the narrative prior to Table 8 summarizes the level of agreement on each item, the narrative referencing Table 8A focuses on the percent of “Don’t Know / No Opinion” responses. The percent of don’t know responses may indicate areas where additional communication and training need to occur. Overall, the percent of “Don’t Know / No Opinion” responses was consistently high and ranged from 11% to 39%. The items with the largest “Don’t Know / No Opinion” responses were whether planning for human resources is integrated with the District Strategic Plan (39%), whether Human Resources has a sufficient number of staff with the appropriate qualifications to support effective operations of the entire District (24%), whether Human Resources provides consistent policy interpretation and guidance specific to human resources (20%), and whether Human Resources establishes, publishes, and adheres to written personnel policies and procedures (20%).

**TABLE 8A: NUMBER AND PERCENT OF RESPONSES BY THE AGREEMENT LIKERT SCALE QUESTIONS FOR THE HUMAN RESOURCES QUESTIONS**

Please indicate the extent to which you agree or disagree with the following statements about Human Resources:	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	Don't Know / No Opinion	
	#	%	#	%	#	%	#	%		#	%
q9a Planning for human resources is integrated with the District Strategic Plan and/or the District Level planning process.	24	26.1	18	19.6	40	43.5	10	10.9	92	59	39.1
q9d The District hires employee's administrators, faculty and staff who are qualified to provide and support the District/College programs and services.	35	25.9	35	25.9	59	43.7	6	4.4	135	18	11.8
q9e Human Resources ensures that employees are evaluated systematically and at stated intervals.	28	22.2	34	27.0	58	46.0	6	4.8	126	27	17.6
q9g Human Resources provides consistent policy interpretation and guidance specific to human resources.	30	24.6	40	32.8	44	36.1	8	6.6	122	31	20.3
q9k Human Resources establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review.	30	24.6	34	27.9	49	40.2	9	7.4	122	31	20.3
q9o Human Resources policies and procedures are fair, equitable, and consistently administered.	32	26.2	36	29.5	45	36.9	9	7.4	122	30	19.7

q9h Human Resources has a sufficient number of staff with the appropriate qualifications to support effective operations of the entire District.	27	23.5	29	25.2	46	40.0	13	11.3	115	37	24.3
q9p The Human Resources staff is courteous and helpful.	19	14.0	21	15.4	72	52.9	24	17.6	136	17	11.1
q9v The Human Resources staff provides consistent and accurate information.	29	22.5	37	28.7	54	41.9	9	7.0	129	23	15.1
q9x Overall, I am satisfied with the level of services provided by the Human Resources office.	29	21.0	38	27.5	58	42.0	13	9.4	138	13	8.6

Note: The percent of agree responses are divided by the total column and exclude the "no opinion/don't know" responses. The percent of "No Opinion/Don't Know" responses include the total number of agree responses and the total "No Opinion/Don't Know" responses.

**TABLE 8B: COMMENTS (C) AND SUGGESTIONS (S) REGARDING HUMAN RESOURCES**

Type	Comments or Suggestions
C	Again, because I have not been given information on any of the issues in this section, I cannot offer many opinions.
C	For the most part, I am answering these questions based on previous experience. Although there have been MANY new hires in Human Resources recently, it seems as if it is too early to evaluate performance.
C	From my interactions with faculty representatives in the union, HR still has serious problems with equally applying policies, clearly communicating policies and procedures, and engaging in professional conversations. The general consensus is that HR is difficult to deal with.
C	Getting so much better.
C	HR is lacking in the speed with which they respond to issues and requests.
C	HR is understaffed and the qualifications of some of the new employees is questionable. Most of the new HR staff, so far, have been procrastinated and not following through with their assignments. Also, they fail to keep others updated on HR progress when it comes to hiring and recruiting.
C	Human Resources continues to give out wrong and inconsistent information and tend to interpret our CBA incorrectly
C	Human resources has been broken and irrelevant for the last decade.
C	Human resources has some of the nicest staff working in it from the entire district. [Name] and [Name] employ excellent customer service. They are friendly, get back to you on time, and don't make you feel like you are bothering them as some of the other district staff make us feel.

Type	Comments or Suggestions
C	Human resources hires preselected candidates not the most qualified candidates. These pre-selected candidates are not evaluated for years. For example [Position] has never been evaluated in [pronoun] three years as [position] or 1.5 years as [position]. The [position] was evaluated once at the end of two years after [pronoun] started. Payroll department makes many mistakes mostly in favor of the district. The person in charge of [job] at the district level is rude and terrible. [Pronoun] cannot spell and [pronoun] cannot write a coherent statement. Yet [pronoun] is allowed to bully every person who tries to get any [job] approved by the Board of Trustees. District is in the process of hiring a full time faculty for Aeronautics, though barely 2-5 students a year earn FAA certificate. It would be cheaper to just pay the student to stay at home. HR does not do due diligence in checking applications when hiring people. I know of a person who was on administrative leave who was hired by the district. The person had lied on the application and district never checked it. I know this because I was on the hiring committee. HR is very biased. Some managers get lot of support staff other manager are given no support staff. Two years ago the [position] had one Administrative secretary. Currently the [position] has 2 [positions] plus one full time and another part time clerical help. Obviously this [position] is much more favored than the previous [pronoun].
C	Human Resources is Very Distant, never answers phone calls: always goes to voicemail! Need a response from an interview, only response you get is by email which is very impersonal and not professional.
S	Human Resources needs to be the center of all services and projects this district does, and take ownership of that service. For example, when hiring of an employee (adjunct faculty, student workers, etc.) can be done outside Human Resources, which is a fundamental example of the problem HR needs to resolve.
C	I am hopeful that HR will be improving under new leadership
C	I am more satisfied with HR than I have been in the past. Although these issues are improving I still believe there is a very long road ahead. It seems you have to speak to the right people to get the right answer. Some answer questions without knowing the correct answer instead of saying they will get back to you with the correct answer. Additionally, I had several rude or short encounters with HR, this has also improved and seems to be more specific people rather than the entire group.
C	I know that Human Resources has been overhauled, and we have spent A LOT of money hiring "experts" but in practice, there is a long way to go. There is still a lack of consistency, information, and uniform adherence to policies. There is NEVER consistency between SBVC and CHC with regard to hiring and HR. New Part-time faculty have recently experienced extreme difficulty in working with HR with no returned phone calls and confusion about appointments or delays in completing paperwork.
C	I still do not believe HR is adequately staffed at this time.
C	I'm perplexed that you have Security working your front desk to answer the phone. We're in San Bernardino and they need to be on vigilant surveillance to assure that all personnel are safe!
C	It looks to me like we are overstaffing HR. We couldn't achieve quality so now we are going for quantity.
S	It seems like HR was able to gain a lot of new employees who were not open to adapt to the College's culture. They have made a lot of changes (i.e. random cover sheets) and the HR staff expects the college to follow these changes on a dime. We also do not get any direction from the HR managers, just from random HR staff, who we don't even know. In the future, changes should come from the HR manager and our managers should be made aware of these changes prior to them being implemented.

Type	Comments or Suggestions
C	[Name] has been trying hard to re-organize HR and [pronoun] is doing a great job! The new employees hired by HR do not seem to have any direction or do not know what they are doing! [Name], [Name] and [Name] are very helpful!
C	[Name] is especially kind, smiling and happy. Responses to approved drivers is unacceptable.
C	Over 2 years ago there were a few of us that turned in the package to determine if the work we were doing was consistent with pay grade and nothing ever happened. It was never addressed. Evaluations are cumbersome and very time consuming with not much benefit gained. Process and procedures that are in direct conflict with common sense get in the way of being able to efficiently do the job.
C	The answer to most of these questions is inherent in our accreditation status and the accreditation report given to us by the ACCJC.
C	The District administration unfortunately is very inexperienced. Fiscal services is about the only department almost trustworthy. Training is imperative for the Human Resources department beginning with hiring to firing. Retaining employees has gone way below satisfaction. Leadership on the academic side is in need of some severe training as well dealing with both classified and certificated employees.
C	The hiring process could be done faster. The Human Resources staff are very helpful and reply quickly to inquiries.
C	The HR department is a mess. It has been without a competent manager for at least two decades. It is too soon to tell if [Name] will make a change, but the problems are deeply ingrained in a District culture that is dishonest and exploitive. Policy interpretation is inconsistent and frequently unfair. District HR makes up "policies" and procedures at will and the policies or procedures are not applied equally to all parties. Nothing is done about managers who indulge in favoritism or simply don't know what they are doing. District's decision to hire [Name] as the [position] has been disastrous. The job description was altered to make it impossible to remove [pronoun] from the pool but [pronoun] was clearly unqualified to lead. That [pronoun] was unqualified (by personality and education) for the position was clear prior to [pronoun] hire, but at the [Name] insistence [pronoun] was hired anyway. As a result: (1) Valley College gained an embarrassing notoriety for having a president with no academic degree whatsoever (2) the AJCC confirmed that [Name] is unqualified (3) money that could have been spent on students was spent on getting [Name] a degree for "life experience (4) Valley still has no real leader. Human resources does not ensure that employees, especially managers, are evaluated on time. The recent evaluation of the Chancellor was late and gave little time for employees to respond. Additionally many employees will not participate in evaluations of managers because they fear reprisal.
C	The HR department needs to continue to develop ways to better track evaluation schedules.

Type	Comments or Suggestions
C	The Human Resources office has recently undergone a significant change, and the new leadership seems to be extremely competent and capable. [Name] was a good choice, and [pronoun] is making regular progress toward reorganizing the unit. My responses above to the statements about evaluations and hiring practices refer to those that have been in place thus far. They are now under review, and I have confidence will be handled fairly by the new HR leadership. One word about these statements: there is nothing about advancement or promotion here. While someone might be hired for a position for which they are qualified, what about being promoted to a position for which he or she is not qualified? This has happened at various points, and is most notable for district promotions (which seem to happen secretly and without opportunity for others to apply - all of a sudden there's a new position with someone stepping into the role), and most glaringly, for the position of college president. That act of political maneuvering placed the college in a position of great risk: losing its accreditation. It also undermined the validity of the credentials that the majority of personnel have; it's hard to think of anyone else who doesn't have a degree here, and there are many with several advanced degrees, some specifically in educational leadership. Somehow among all this richness of knowledge and experience, the top management of the district pushed someone into a position as president who has no credentials worthy of that position. Community members have been known to comment: "Oh, you're at the college with the fake president." What a claim to fame. HR has a challenging task ahead to fix the many ways this district is broken.
C	The Human Resources staff has always been courteous when I have questions, but not necessarily helpful. There is a lack of communication/follow-up and the time to process things takes too long. Phone calls are not returned in a timely manner and there is no communication on the status of pending issues. Overall, while courteous and friendly, I feel that there needs to be more follow-through and better communication to improve on the "helpful" part of customer service.
C	There are issues with Human Resources and have been since long before I came to the district. I do not think this is the fault of the actual HR staff, but of a lack of consistent and reliable leadership.
C	There have been considerable improvements in HR services with the hiring of the new VC and the reorganization.
C	There is a lack of communication and lack of follow through. We are told something is happening only to find out when board docs come out that it hasn't. Emails and phone calls go unanswered. Everything takes months longer than it should.
S	There seems to be a dearth of expertise in human resources. The staff still rely too heavily on legal and contracted advice for basic questions on retirements, health benefits, employment processes, etc. HR should establish internal measurable goals to improve expertise. Objectives to reach these goals should not only include attending more conferences (which is great!), but objectives should also have demonstrable increases in staff knowledge and expertise. Also, please find a way to manage talent across the district better, which will allow us to better utilize and grow talent within.
C	They do not respond to email or phone messages. They do not adhere to policy and procedures. They do not think the rules apply to them as it does for the rest of the employees.
C	Usually these people are rude to deal with on the phone! Emails are very curt!
	[Name] is bringing an excellent level of professionalism to the HR Department. [Pronoun] made organizational changes quickly based on the needs of the department and the needs of accreditation. The inability of the District to recruit a qualified HR Vice Chancellor previously was difficult for the staff to work with, But, it was necessary to wait to make change of this magnitude until we had a permanent VC.



Table 9 is a compilation of the items related to physical resources. Respondents were most likely to agree that planning for physical resources is integrated with the District Strategic Plan (Mean = 2.53), and that the District Facilities Department provides accurate information (Mean = 2.46). District wide, employees were less likely to agree that procedures in the District Facilities Department are clear and consistent (Mean = 2.35) or that the District plans and uses data to evaluate its District level facilities and equipment on a regular basis to ensure that it can support programs and services District wide (Mean = 2.39). One suggestion is that more attention be paid to facilities repair and maintenance (see Table 9B).

**TABLE 9: PHYSICAL RESOURCES IN AVERAGES DESCENDING ORDER FROM STRONGLY AGREE TO STRONGLY DISAGREE**

<b>Please indicate the extent to which you agree or disagree with the following statements about Physical Resources:</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
q10a Planning for physical resources is integrated with the District Strategic Plan.	81	1	4	2.53	.853
q9at The District Facilities Department provides accurate information.	79	1	4	2.46	.903
q9cm Overall, I am satisfied with the level of service provided by the District Facilities Department.	90	1	4	2.46	.914
q9as The District Facilities Department responds to your requests in a timely fashion.	84	1	4	2.45	.924
q9c The District plans for the future and maintains its physical resources in order to support the Colleges and other District Entities.	91	1	4	2.45	.898
q9ae The District Offices uses its physical resources effectively to support the programs and services at the Colleges and other District Entities.	92	1	4	2.43	.868
q9m The District plans and uses data to evaluate its District Level facilities and equipment on a regular basis to ensure that it can support programs and services District wide.	87	1	4	2.39	.957
q9ar Procedures in the District Facilities Department are clear and consistent.	80	1	4	2.35	.887

Table 9A illustrates the number and percent of respondents who agreed or strongly agreed with each statement on physical resources. Since Table 9 and the narrative prior to Table 9 summarizes the level of agreement on each item, the narrative referencing Table 9A focuses on the percent of “Don’t Know / No Opinion” responses. The percent of don’t know responses may indicate areas where additional communication and training need to occur. Overall, the percent of “Don’t Know / No Opinion” responses was consistently high and ranged from 38% to 48%. The items with the largest “Don’t Know / No Opinion” responses were whether the District Facilities Department provides accurate information (48%), whether planning for physical resources is integrated with the District Strategic plan (46%), and whether procedures in the District Facilities Department are clear and consistent (46%).

**TABLE 9A: NUMBER AND PERCENT OF RESPONSES BY THE AGREEMENT LIKERT SCALE QUESTIONS FOR THE PHYSICAL RESOURCES QUESTIONS**

Please indicate the extent to which you agree or disagree with the following statements about Physical Resources:	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	Don't Know / No Opinion	
	#	%	#	%	#	%	#	%		#	%
q10a Planning for physical resources is integrated with the District Strategic Plan.	13	16.0	18	22.2	44	54.3	6	7.4	81	70	46.4
q9ae The District Offices uses its physical resources effectively to support the programs and services at the Colleges and other District Entities.	16	17.4	27	29.3	42	45.7	7	7.6	92	57	38.3
q9c The District plans for the future and maintains its physical resources in order to support the Colleges and other District Entities.	17	18.7	24	26.4	42	46.2	8	8.8	91	60	39.7
q9m The District plans and uses data to evaluate its District Level facilities and equipment on a regular basis to ensure that it can support programs and services District wide.	21	24.1	19	21.8	39	44.8	8	9.2	87	64	42.4
q9ar Procedures in the District Facilities Department are clear and consistent.	17	21.3	23	28.8	35	43.8	5	6.3	80	69	46.3
q9as The District Facilities Department responds to your requests in a timely fashion.	17	20.2	20	23.8	39	46.4	8	9.5	84	66	44.0
q9at The District Facilities Department provides accurate information.	16	20.3	17	21.5	40	50.6	6	7.6	79	72	47.7
q9cm Overall, I am satisfied with the level of service provided by the District Facilities Department.	18	20.0	21	23.3	43	47.8	8	8.9	90	60	40.0

Note: The percent of agree responses are divided by the total column and exclude the "no opinion/don't know" responses. The percent of "No Opinion/Don't Know" responses include the total number of agree responses and the total "No Opinion/Don't Know" responses.

**TABLE 9B: COMMENTS (C) AND SUGGESTIONS (S) REGARDING PHYSICAL RESOURCES**

Type	Comments or Suggestions
C	Again, my response must be, How should I know? I am not privy to much of this information.
C	All comments are directed at the District office.
C	As a college employee, I know little about this department. Should I know more?



Type	Comments or Suggestions
C	Facilities planning is a joke. End users are left out of conversations in which they need to be present. District makes bad or uninformed decisions that employees at the campuses then have to live with.
C	Facilities still functions as an entity all its own. While some requests are immediately addressed, others take weeks and multiple reminders to complete. While custodial generally does a good job, I have also been concerned that they continue to wash down hard surfaces during the severe drought and prohibition of wasting water.
C	For the first five weeks of fall 2015 there was no air conditioning in my classroom. When I put in maintenance ticket, it was ignored. I was later told that no one else complained so they did not believe me and their computer showed that the room had temperature of 69 degrees. No one came to check the room. After five weeks and many emails and complaints someone came in. They found that the computer was not properly calibrated and finally the air conditioning was fixed. No one from maintenance even said sorry. They are arrogant and non-responsive. On the other hand my office space is always freezing. Around 66 degrees. I turn on a space heater to heat the space.
C	The district's view of resources is as slanted as its other operations. The "District" has first choice. Major issues of compliance (such as safety concerns in the applied technology building at SBVC) were overlooked until very recently. At this point, I have a "wait and see" attitude about the district's management of facilities. There isn't effective planning, as far as I can tell. That is, whenever new program needs arise, we're told "there isn't space for that." Those gaps should be noted in a district plan so they can be addressed. Saying endlessly that there isn't space isn't an appropriate response. I can think of 3 or 4 programs that could expand right now - and have been proven to help students - if there were more space. Instead, when these programs are brought up as useful but needing space to expand, they are dismissed, or the program personnel are told to "figure it out" on their own. Not at all supportive (relates to statement #4 above).
S	There is a lack of attention to facilities repair and maintenance at the district office.

Table 10 is a compilation of the items related to technology resources. Respondents were most likely to agree that they received the help and support they needed from the Print Shop (Mean = 3.21), the printing services staff follow through with providing help (Mean = 3.12), that they have the access and appropriate features they need from their voice mail (Mean = 3.06), and that the procedures for requesting work in the Print Shop are clear and easy to understand (Mean = 3.02). District wide, employees were less likely to agree that updating their department website was easy and intuitive (Mean = 2.33) or that the TESS project request process is intuitive (Mean = 2.55). One suggestion for improving technology resources was to develop more flexible search terms for the District WIKI (see Table 10B). Another suggestion was to replace the Help Desk remote assistance with on call support staff person.

**TABLE 10: TECHNOLOGY RESOURCES AVERAGES IN DESCENDING ORDER FROM STRONGLY AGREE TO STRONGLY DISAGREE**

Please indicate the extent to which you agree or disagree with the following statements about Technology Resources:	N	Min	Max	Mean	Std. Deviation
q9bs I receive the help and support I need from the Print Shop.	111	1	4	3.21	.799
q9bo The Printing Services staff follow through with providing help.	110	1	4	3.12	.787
q9bd I have the access and appropriate features for my voice mail.	125	1	4	3.06	.733

<b>Please indicate the extent to which you agree or disagree with the following statements about Technology Resources:</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
q9br The procedures to requesting work in the Print Shop are clear and easy to understand.	114	1	4	3.02	.820
q9bl I have the computer I need to do my job effectively.	134	1	4	2.92	.876
q9au TESS staff follow through with providing help for Datatel/Colleague/Ellucian in a timely fashion.	94	1	4	2.90	.843
q12a When I contact Technology & Educational Support Services) TESS staff for help with Datatel/Colleague/Ellucian they are very helpful.	103	1	4	2.90	.798
q9cp I have the computer applications I need to do my job effectively.	136	1	4	2.90	.837
q9cn I consistently have access to the WiFi at district sites.	121	1	4	2.88	.862
q9cl I call or open a web ticket with the helpdesk first whenever I have a technology need.	132	1	4	2.85	.746
q9cr I feel that my district computer data is stored securely on the network and protected with the appropriate technologies.	104	1	4	2.83	.806
q9bm Overall, the technology training provided by TESS for faculty is adequate.	80	1	4	2.83	.823
q9aw When I contact TESS staff for help with Image Now they are very helpful.	56	1	4	2.82	.956
q9bc Planning for technology resources is integrated with the District Strategic Plan.	75	1	4	2.81	.954
q9cs When I use the district sites conference rooms I have access to the technology I need.	84	1	4	2.81	.828
q9cv My students have the access and features they need with their student e-mail.	63	1	4	2.81	.800
q9bn Overall, the technology training provided by TESS for staff is adequate.	87	1	4	2.80	.913
q9av The training provided for Datatel/Colleague/Ellucian is helpful.	71	1	4	2.80	.920
q9bg When I contact TESS staff for help with Blackboard/Turnitin they are very helpful.	66	1	4	2.79	.903
q9az The procedures to receive help for Datatel/Colleague/Ellucian are clear and consistent.	84	1	4	2.77	.883
q9bq The training provided for Blackboard and Turnitin is adequate.	70	1	4	2.77	.887
q9cq I have access to and am satisfied with the emergency communication tools provided by TESS (i.e. Blackboard Connect, Informacast).	107	1	4	2.76	.889
q9bp After I open a helpdesk ticket I receive a response from and SBCCD Technician in a timely fashion.	132	1	4	2.74	.870
q9co The procedures for requesting technology assistance are clear.	130	1	4	2.74	.803
q9bu When I contact TESS staff for help with Lynda.com they follow through by providing the help I need.	49	1	4	2.73	.953
q9ci TESS staff follow through with providing help for SARS in a timely fashion.	56	1	4	2.73	.904
q9ay The procedures to receive help for Image Now are clear and consistent.	51	1	4	2.73	.940
q9ch When I contact TESS staff for help with SARS they are very helpful.	53	1	4	2.72	.928

<b>Please indicate the extent to which you agree or disagree with the following statements about Technology Resources:</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
q9ax TESS staff follow through with providing help for Image Now in a timely fashion.	52	1	4	2.71	.936
q9ba The training provided for Image Now is helpful.	50	1	4	2.68	.957
q9bf I am aware and use most features of my phone like call forward, transfer, hold, and do not disturb.	131	1	4	2.68	.853
q9cx Web streaming of District events are effective and of good quality.	74	1	4	2.68	.862
q9be When I call the colleges or District main phone numbers I am presented with automated options that get me to the right person.	102	1	4	2.67	.883
q9bv The procedures for receiving help with Blackboard, Lynda.com, and Turnitin are clear and consistent.	64	1	4	2.66	.946
q9ck The training provided for SARS is helpful.	54	1	4	2.63	.996
q9bk The TESS project request process is easy to understand.	73	1	4	2.62	.981
q9cj The procedures to receive help for SARS are clear and consistent.	54	1	4	2.61	.979
q9ct The district website is effective and up to date.	123	1	4	2.58	.800
q9cy The district and colleges event calendars are accessible and easy to use.	104	1	4	2.55	.923
q9bj The TESS project request process is effective.	75	1	4	2.55	1.017
q9cu I update my department website frequently.	86	1	4	2.51	1.015
q9cw Updating my department website is easy and intuitive.	79	1	4	2.33	1.047

Table 10A illustrates the number and percent of respondents who agreed or strongly agreed with each statement on technology resources. Since Table 10 and the narrative prior to Table 10 summarizes the level of agreement on each item, the narrative referencing Table 10A focuses on the percent of “Don’t Know / No Opinion” responses. The percent of don’t know responses may indicate areas where additional communication and training need to occur. Overall, the percent of “Don’t Know / No Opinion” responses was consistently high and ranged from 8% to 65%. The items with the largest “Don’t Know / No Opinion” responses were whether the training and support provided for Image Now, SARS, Blackboard, Turnitin, Lynda.com, and Datatel was helpful. In addition, 49% of respondents also did not know whether planning for technology resources was integrated with the District Strategic Plan.

**TABLE 10A: NUMBER AND PERCENT OF RESPONSES BY THE AGREEMENT LIKERT SCALE QUESTIONS FOR THE TECHNOLOGY RESOURCES QUESTIONS**

<b>Please indicate the extent to which you agree or disagree with the following statements about Technology Resources:</b>	<b>Strongly Disagree</b>		<b>Disagree</b>		<b>Agree</b>		<b>Strongly Agree</b>		<b>Total</b>	<b>Don't Know / No Opinion</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>		<b>#</b>	<b>%</b>
	q12a When I contact Technology & Educational Support Services) TESS staff for help with Datatel/Colleague/Ellucian they are very helpful.	9	8.7	11	10.7	64	62.1	19		18.4	103

Please indicate the extent to which you agree or disagree with the following statements about <b>Technology Resources</b> :	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	Don't Know / No Opinion	
	#	%	#	%	#	%	#	%		#	%
q9au TESS staff follow through with providing help for Datatel/Colleague/Ellucian in a timely fashion.	9	9.6	11	11.7	54	57.4	20	21.3	94	51	35.2
q9az The procedures to receive help for Datatel/Colleague/Ellucian are clear and consistent.	9	10.7	17	20.2	42	50.0	16	19.0	84	61	42.1
q9av The training provided for Datatel/Colleague/Ellucian is helpful.	10	14.1	8	11.3	39	54.9	14	19.7	71	72	50.3
q9aw When I contact TESS staff for help with Image Now they are very helpful.	8	14.3	7	12.5	28	50.0	13	23.2	56	90	61.6
q9ax TESS staff follow through with providing help for Image Now in a timely fashion.	8	15.4	8	15.4	27	51.9	9	17.3	52	93	64.1
q9ay The procedures to receive help for Image Now are clear and consistent.	8	15.7	7	13.7	27	52.9	9	17.6	51	95	65.1
q9ba The training provided for Image Now is helpful.	8	16.0	9	18.0	24	48.0	9	18.0	50	94	65.3
q9ch When I contact TESS staff for help with SARS they are very helpful.	8	15.1	8	15.1	28	52.8	9	17.0	53	93	63.7
q9ci TESS staff follow through with providing help for SARS in a timely fashion.	8	14.3	8	14.3	31	55.4	9	16.1	56	90	61.6
q9cj The procedures to receive help for SARS are clear and consistent.	10	18.5	10	18.5	25	46.3	9	16.7	54	92	63.0
q9ck The training provided for SARS is helpful.	10	18.5	10	18.5	24	44.4	10	18.5	54	92	63.0
q9bj The TESS project request process is effective.	17	22.7	12	16.0	34	45.3	12	16.0	75	71	48.6
q9bk The TESS project request process is easy to understand.	14	19.2	12	16.4	35	47.9	12	16.4	73	64	46.7
q9bl I have the computer I need to do my job effectively.	15	11.2	12	9.0	76	56.7	31	23.1	134	12	8.2
q9bd I have the access and appropriate features for my voice mail.	6	4.8	12	9.6	76	60.8	31	24.8	125	21	14.4
q9be When I call the colleges or District main phone numbers I am presented with automated options that get me to the right person.	15	14.7	17	16.7	57	55.9	13	12.7	102	44	30.1

Please indicate the extent to which you agree or disagree with the following statements about Technology Resources:	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	Don't Know / No Opinion	
	#	%	#	%	#	%	#	%		#	%
q9bf I am aware and use most features of my phone like call forward, transfer, hold, and do not disturb.	13	9.9	36	27.5	62	47.3	20	15.3	131	16	10.9
q9bp After I open a helpdesk ticket I receive a response from and SBCCD Technician in a timely fashion.	14	10.6	29	22.0	66	50.0	23	17.4	132	13	9.0
q9cl I call or open a web ticket with the helpdesk first whenever I have a technology need.	8	6.1	24	18.2	80	60.6	20	15.2	132	15	10.2
q9co The procedures for requesting technology assistance are clear.	11	8.5	30	23.1	71	54.6	18	13.8	130	17	11.6
q9cp I have the computer applications I need to do my job effectively.	13	9.6	16	11.8	79	58.1	28	20.6	136	10	6.8
q9cn I consistently have access to the WiFi at district sites.	11	9.1	20	16.5	63	52.1	27	22.3	121	25	17.1
q9cq I have access to and am satisfied with the emergency communication tools provided by TESS (i.e. Blackboard Connect, Informacast).	16	15.0	10	9.3	65	60.7	16	15.0	107	40	27.2
q9cr I feel that my district computer data is stored securely on the network and protected with the appropriate technologies.	9	8.7	17	16.3	61	58.7	17	16.3	104	43	29.3
q9cs When I use the district sites conference rooms I have access to the technology I need.	9	10.7	11	13.1	51	60.7	13	15.5	84	62	42.5
q9ct The district website is effective and up to date.	14	11.4	34	27.6	65	52.8	10	8.1	123	24	16.3
q9cu I update my department website frequently.	18	20.9	21	24.4	32	37.2	15	17.4	86	59	40.7
q9cw Updating my department website is easy and intuitive.	24	30.4	15	19.0	30	38.0	10	12.7	79	66	45.5
q9cx Web streaming of District events are effective and of good quality.	10	13.5	13	17.6	42	56.8	9	12.2	74	71	49.0
q9cy The district and colleges event calendars are accessible and easy to use.	20	19.2	18	17.3	55	52.9	11	10.6	104	43	29.3

Please indicate the extent to which you agree or disagree with the following statements about Technology Resources:	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	Don't Know / No Opinion	
	#	%	#	%	#	%	#	%		#	%
q9cv My students have the access and features they need with their student e-mail.	8	12.7	3	4.8	45	71.4	7	11.1	63	81	56.3
q9bg When I contact TESS staff for help with Blackboard/Turnitin they are very helpful.	9	13.6	8	12.1	37	56.1	12	18.2	66	81	55.1
q9bu When I contact TESS staff for help with Lynda.com they follow through by providing the help I need.	9	18.4	3	6.1	29	59.2	8	16.3	49	97	66.4
q9bv The procedures for receiving help with Blackboard, Lynda.com, and Turnitin are clear and consistent.	11	17.2	10	15.6	33	51.6	10	15.6	64	82	56.2
q9bq The training provided for Blackboard and Turnitin is adequate.	9	12.9	10	14.3	39	55.7	12	17.1	70	77	52.4
q9bm Overall, the technology training provided by TESS for faculty is adequate.	7	8.8	14	17.5	45	56.3	14	17.5	80	65	44.8
q9bn Overall, the technology training provided by TESS for staff is adequate.	12	13.8	10	11.5	48	55.2	17	19.5	87	58	40.0
q9bo The Printing Services staff follow through with providing help.	8	7.3	4	3.6	65	59.1	33	30.0	110	38	25.7
q9br The procedures to requesting work in the Print Shop are clear and easy to understand.	8	7.0	13	11.4	62	54.4	31	27.2	114	34	23.0
q9bs I receive the help and support I need from the Print Shop.	7	6.3	5	4.5	57	51.4	42	37.8	111	37	25.0
q9bc Planning for technology resources is integrated with the District Strategic Plan.	12	16.0	6	8.0	41	54.7	16	21.3	75	71	48.6

Note: The percent of agree responses are divided by the total column and exclude the "no opinion/don't know" responses. The percent of "No Opinion/Don't Know" responses include the total number of agree responses and the total "No Opinion/Don't Know" responses.

**TABLE 10B: COMMENTS (C) AND SUGGESTIONS (S) REGARDING TECHNOLOGY RESOURCES**

Type	Comments or Suggestions
S	Emergency communication tools need to be more readily available in our classrooms with phone numbers posted or available next to the phones. -While I have had all the computer tools needed for my classes, the recent update and removal of the full version



Type	Comments or Suggestions
S	Access to WIFI at the district site (various conference and meeting rooms) has rarely worked. I expect to be unable to connect to anything when I go to a meeting there. The district WIKI is too restrictive. Unless one knows the exact phrase of the desired item, it's impossible to find. Search terms should be expanded and more flexible.
C	Blackboard training etc. is too disjointed. Everyone has different issues and different levels of skill but help offers most often only one agenda no matter the skill and no matter whether we need the information or not. It's very confusing. One on one time works well but this is not practical for them. Training moves very quickly. Instructor assumes everyone is at the same skill level. Frustrating. Some people have been told that others have learned, why haven't they???. Blackboard changes so often, it is difficult to keep up.
C	Excellent Team!
S	For minor issues - the time, effort and need for immediate help to continue working makes it absurd to file a ticket and wait a week to get help. For the department to plan for an on call support staff person would be helpful.
S	Get rid of the Help Desk remote assistance!! When I call, I'm on the phone way too long! Half the time is waiting for someone to come back with an answer! They don't seem to be very knowledgeable with tech support.
C	I have twice submitted helpdesk tickets and each time they were not addressed. I was never even contacted about them. The only communication I received from my last help ticket was an email stating the ticket was completed and closed. Yet nothing was done.
C	It was a bit confusing when ordering business cards for the first time, since I didn't know if I needed to create an account or not.
S	Off-site / remote online technology assistance is rarely helpful. When our TESS technicians get involved, they are able to solve problems.
S	Please, I beg of you, fix how the college IT and district IT staff manage/co-manage/don't manage various software packages. I'm constantly and consistently tossed between college and district staff to get training, upgrade, and purchasing support on various software applications. Everyone complains to me it's not their job to handle a specific software package. I don't care whose job it is; I need a resolution. Plain and simple.
C	Technology Services in this district rarely, if ever, actually try to dialog with faculty to help get the technology they need into the classroom. Like everything else, decisions are made to please mgt., or 'look good', actually creating and developing effective technology resources in this district has not occurred in years. Technology services in this district are little more than a patchwork of computers working in loose conniption with each other. Most services are not intended nor available for the classroom or to help students. The move towards online course, thinking that will fix the problems in this district are simply unsupported by the data.
C	TESS is not responsive to the districts' needs. They hardly ever answer their phones, and when they do, they are not familiar enough with TESS's programs to be efficient in resolving technical problems. [Name] is not much help either. [Pronoun] seems to always be in a "meeting" and not available. TESS is frequently truant on critical updates for programs; which causes work to halt for some departments.
C	The Blackboard help support is almost useless. If they can't find it in a manual, they can't help.
C	The District Website evaluation documents are difficult to find. Please separate evaluation of District and campuses...not all answers fit both areas. This evaluation is way too long. Consider breaking it up and sending each page at different times. Does TESS cover both District and campuses? I'm a bit confused. In general, we have way too many acronyms
C	The limited interaction I've had with TESS has been quite satisfactory.
C	The print shop pro staff is very friendly.

Type	Comments or Suggestions
C	The process in which new employees need to wait for email access, phones, datatel, etc. is ridiculous. We are going into a two week timeline and it makes it extremely hard for new employees to get started and acclimated into their new positions without using email. Many end up using personal email to do work because they cannot access the district email. Too many student workers are given staff email addresses. Student workers have student emails that can be used. My computer is very old. They say I have a newer model but I haven't received a new computer in 3 years and when I received this one it was a replacement, not a new one. Basically I have had the same computer for 5 years.
C	Three years ago I had put in a request with TESS to automate the process so students would automatically complete the Vocational Student Survey when they apply for admission in CTE courses. After giving me run-around for more than a year, the request was number 1 on the TESS priority list in summer 2013. It is now December 2015. The work is still not done. Yet there is 50,000 plus dollars to spend for an international trip by the [Position] to go China. Where are the priorities? To get Chinese students here or support the local taxpayer who are already at our colleges. It seems district has money for junkets and boondoggles but no money to hire programmers to customize Datatel. RCCD and Chaffey have automated the process years ago.
C	WiFi is non-existent most of the time. The helpdesk is no help. The website calendar is pathetic. Student and faculty emails frequently do not work. Maintaining department site is far too cumbersome and time consuming, which is why they are not updated. The district website is difficult to navigate and not user friendly. My office computer is too old, but I cannot get a replacement (used computer- not even a new one) until it is over 5 years old, yet the hardware has long since not worked. The Print shop is great! Congratulations to them for doing it right!
C	You have some great people running those departments and is shows

Table 11 is a compilation of the items related to financial resources. Respondents were most likely to agree that the fiscal services staff is helpful (Mean = 2.73), that financial planning is integrated with the District Strategic Plan (Mean = 2.54), and that the procedures for completing a journal entry are clear and easy to understand (Mean = 2.53). District wide, employees were less likely to agree that the District Resource Allocation Model is open and easy to understand (Mean = 2.11) or that dependable financial information is distributed in a timely fashion to inform sound financial decision making (Mean = 2.14). One suggestion for improving financial resources is to conduct more training and provide step-by-step instructions on Financial 2000, Finding POs, PR's, processing contracts, CalCards, allowable expenses, and Questica (see Table 11B).

**TABLE 11: FINANCIAL RESOURCES IN AVERAGES DESCENDING ORDER FROM STRONGLY AGREE TO STRONGLY DISAGREE**

Please indicate the extent to which you agree or disagree with the following statements about Financial Resources:	N	Min	Max	Mean	Std. Deviation
q9ca The Fiscal Services staff is helpful.	98	1	4	2.73	.892
q11a Financial planning is integrated with the District Strategic Plan.	79	1	4	2.54	.917
q9cf The procedures for completing a journal entry are clear and easy to understand.	59	1	4	2.53	.935



<b>Please indicate the extent to which you agree or disagree with the following statements about Financial Resources:</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
q9cg The procedures for completing bank reconciliations are clear and easy to understand.	50	1	4	2.48	.995
q9bx The District has policies and procedures to ensure sound financial practices and financial stability.	85	1	4	2.39	.977
q9t The procedures for purchasing are clear and easy to understand.	90	1	4	2.34	.985
q9ag The procedures for completing contracts are clear and easy to understand.	86	1	4	2.34	1.025
q9bt The District's mission and goals are used as the foundation for financial planning.	84	1	4	2.32	.984
q9bw Financial planning is integrated with and supports all District planning.	79	1	4	2.30	1.005
q9s The procedures for financial aid processing are clear and easy to understand.	51	1	4	2.29	1.006
q9bh The District plans and manages its financial affairs with integrity and in a manner that ensures financial stability.	94	1	4	2.26	.972
q9by Appropriate financial information is disseminated throughout the institution in a timely manner.	96	1	4	2.25	.940
q9cc The District regularly evaluates its financial management processes and uses the results of the evaluation to improve them.	79	1	4	2.23	1.012
q9ad The allocation of resources supports the development and maintenance of programs and services.	87	1	4	2.20	.938
q9bz The District follows the Resource Allocation model.	70	1	4	2.17	.992
q9cb The District clearly defines and follows its guidelines and processes for financial planning and budget development.	83	1	4	2.14	1.002
q9cd Dependable financial information is distributed in a timely fashion to inform sound financial decision making.	87	1	4	2.14	.967
q9ce The District Resource Allocation Model is open and easy to understand.	80	1	4	2.11	.981

Table 11A illustrates the number and percent of respondents who agreed or strongly agreed with each statement on financial resources. Since Table 11 and the narrative prior to Table 11 summarizes the level of agreement on each item, the narrative referencing Table 11A focuses on the percent of "Don't Know / No Opinion" responses. The percent of don't know responses may indicate areas where additional communication and training need to occur. Overall, the percent of "Don't Know / No Opinion" responses was consistently high and ranged from 33% to 66%. The items with the largest "Don't Know / No Opinion" responses were whether the procedures for completing bank reconciliations, journal entries, and financial aid processing are clear and easy to understand. In addition, 52% of respondents did not know if the District follows the Resource Allocation Model.

**TABLE 11A: NUMBER AND PERCENT OF RESPONSES BY THE AGREEMENT LIKERT SCALE QUESTIONS FOR THE FINANCIAL RESOURCES QUESTIONS**

Please indicate the extent to which you agree or disagree with the following statements about Financial Resources:	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	Don't Know / No Opinion	
	#	%	#	%	#	%	#	%		#	%
q11a Financial planning is integrated with the District Strategic Plan.	16	20.3	11	13.9	45	57.0	7	8.9	79	68	46.3
q9ad The allocation of resources supports the development and maintenance of programs and services.	25	28.7	26	29.9	30	34.5	6	6.9	87	56	39.2
q9bh The District plans and manages its financial affairs with integrity and in a manner that ensures financial stability.	28	29.8	21	22.3	38	40.4	7	7.4	94	49	34.3
q9bt The District's mission and goals are used as the foundation for financial planning.	23	27.4	19	22.6	34	40.5	8	9.5	84	62	42.5
q9bw Financial planning is integrated with and supports all District planning.	23	29.1	17	21.5	31	39.2	8	10.1	79	66	45.5
q9bx The District has policies and procedures to ensure sound financial practices and financial stability.	20	23.5	22	25.9	33	38.8	10	11.8	85	61	41.8
q9by Appropriate financial information is disseminated throughout the institution in a timely manner.	24	25.0	33	34.4	30	31.3	9	9.4	96	49	33.8
q9cb The District clearly defines and follows its guidelines and processes for financial planning and budget development.	30	36.1	17	20.5	30	36.1	6	7.2	83	61	42.4
q9cc The District regularly evaluates its financial management processes and uses the results of the evaluation to improve them.	26	32.9	16	20.3	30	38.0	7	8.9	79	67	45.9
q9cd Dependable financial information is distributed in a timely fashion to inform sound financial decision making.	29	33.3	23	26.4	29	33.3	6	6.9	87	59	40.4
q9ce The District Resource Allocation Model is open and easy to understand.	29	36.3	18	22.5	28	35.0	5	6.3	80	65	44.8

Please indicate the extent to which you agree or disagree with the following statements about Financial Resources:	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	Don't Know / No Opinion	
	#	%	#	%	#	%	#	%		#	%
q9bz The District follows the Resource Allocation model.	25	35.7	12	17.1	29	41.4	4	5.7	70	76	52.1
q9ca The Fiscal Services staff is helpful.	13	13.3	16	16.3	53	54.1	16	16.3	98	49	33.3
q9cf The procedures for completing a journal entry are clear and easy to understand.	12	20.3	10	16.9	31	52.5	6	10.2	59	88	59.9
q9cg The procedures for completing bank reconciliations are clear and easy to understand.	11	22.0	11	22.0	21	42.0	7	14.0	50	95	65.5
q9s The procedures for financial aid processing are clear and easy to understand.	15	29.4	11	21.6	20	39.2	5	9.8	51	95	65.1
q9t The procedures for purchasing are clear and easy to understand.	23	25.6	23	25.6	34	37.8	10	11.1	90	56	38.4
q9ag The procedures for completing contracts are clear and easy to understand.	24	27.9	20	23.3	31	36.0	11	12.8	86	58	40.3

Note: The percent of agree responses are divided by the total column and exclude the "no opinion/don't know" responses. The percent of "No Opinion/Don't Know" responses include the total number of agree responses and the total "No Opinion/Don't Know" responses.

**TABLE 11B: COMMENTS (C) AND SUGGESTIONS (S) REGARDING FINANCIAL RESOURCES**

Type	Comments or Suggestions
C	Budget distribution between CHC and SBVC is unfair. CHC receives more per student.
C	Contracts is confusing because the process is continuously changing. [Name] says one thing one day and then does another thing the next day.
C	Fiscal services is very professional and dependable. However, budget planning and disseminating budget information should include staff support and not management only. Information is not given timely nor accurately.
C	Fiscal Services staff are extremely helpful and courteous.
C	I am extremely grateful for the assistance received from [Name], [Name], and [Name].
C	I wouldn't know about these subjects as I am not involved with financial services at such levels.
C	[Name] is strong financial manager. I am proud that this district remained financially strong throughout the economic crisis and did not have to lay off staff or reduce salaries.
S	More training on Financial 2000 would be helpful.

Type	Comments or Suggestions
C	<p>Planning and practice are not integrated with anything but self-interest. The allocation of resources is achieved by using Valley College as a cash cow to support an inflated District Office and luxurious conditions at CHC. No one believes anything that District says about money. The fiscal services staff is anything but helpful. We are no longer able to use Amazon because the account got so screwed up. Fiscal services staff seems to take joy in placing road blocks in front of campus staff. District doesn't "manage its financial affairs with integrity" and fails to adequately manage contracts into which it enters. It has, over the years, failed to adequately administer contracts with Keenan and the Hay Group and as a result spent huge sums of money without receiving the services it should. District does not adequately research vendor prior to contracting for services. For instance, District entered into a contract with Cenergistic without adequate research. The Office of the Inspector General of Massachusetts warned schools about Energy Education Inc. (AKA Cenergistic) in 2009 and numerous school District have had well publicized problems with their services; damning information is only a few google clicks away. But nevertheless, District signed Cenergistic's boilerplate contract for energy management. So we are now paying hundreds of thousands of dollars to have a Cenergistic employee turn the HVAC system on and off. District does not even know what is in the contracts it signs. District negotiated with bargaining units for a salary comparison for 14 specific classifications within 7 specific colleges, but spent \$197K for nothing but access to a database that has nothing to do with the study that was supposed to take place.</p>
C	<p>See comments in an earlier section about the district financial planning and its relationship to the district strategic plan. In my view, it is heavily skewed toward Craffton, unsupportive of SBVC, and unrealistic in projecting future personnel costs and the need for ongoing reasonable salary increases. The basis for making decisions at the district is unknown; it appears to be a cultural inheritance from the days when [Name] was in charge; as [pronoun] came over from Craffton, the budget has reflected a preference for that college since [pronoun] tenure. The district has not been open to a more even-handed distribution of resources. At this moment in time, there are still personnel openings at SBVC in the double digits, while at Craffton they are in the single digits. This situation is critical for faculty positions. Last year, Craffton got all but 2 open positions filled; for the same period, SBVC had 18 empty positions. So is it an equitable budget and is planning fair across the units? No. SBVC is written in as the resource from which Craffton and the District draw when they want something, but SBVC's needs come last. Indeed, the 2015-2020 budget builds in this continuing dynamic of drawing on Valley's reserves to bolster Craffton's shortfalls. This practice weakens the college. Many staff at SBVC speculate that is intentional, and that the purpose is to grow Craffton and shrink Valley. Ironic, because the greatest actual growth (in FTE, and thus, state allocated income) is from Valley. It's time for the budget to truly reflect the needs and contributions of SBVC. Having a weak and unqualified [position] has made it possible for the Chancellor's Cabinet to gets its way with decisions regarding Valley's budget. Within the current climate, it's not easy for management to stand up and support significant change. It's time for leadership at Valley in the form of a president who truly supports its staff and programs, and stands up for the resource allocation model that reflects Valley's needs and contributions.</p>
S	<p>The ability to process paperwork at the district level can be very frustrating. Although all staff are very helpful it seems that if there was sufficient staff, cross training or the ability to have more than just one person responsible for a specific procedure things would not come to a halt when someone is out on vacation or sick. The timeline to process takes too long and is very cumbersome. There is no way to track items and many times paperwork finds its way into a black hole. Going paperless would allow for better tracking. Most other districts have gone green and cut down on the paper handling - any reason we haven't?</p>

Type	Comments or Suggestions
C	The Chancellor and the Fiscal Resources do an outstanding job in managing the fiscal affairs of this District!
C	The district does not fund enough classified position to keep the district going and have high morale
C	The district holds meetings regarding resource allocation and prioritization, but then decides to do whatever the Chancellor wants instead.
C	The district is slow to revise procedures that could help to streamline processes (i.e., electronic signatures on contracts). The time it takes to get contract approval is ridiculous (45-60 days). The accounting system (Financial 2000) does not accurately reflect actual spending. Requiring Board of Trustees approval on all contracts adds time and work to the cumbersome bureaucratic requirements of the organization (it seems that a simple signature process could be enacted for contracts under a certain dollar amount.)
C	The District makes up its own budget formulas that change depending on to whom they are presenting it. How can we be practicing "sound" financial practices" when we have two of the highest paid chancellors (1 vice) in the state with guaranteed raises every year and world travel expenses covered by the district? We have one of the highest reserves of CCC in the state, YET we have the lowest paid faculty with the district saying we are too poor (in the red) to give our faculty raises.
C	The District's financial priorities are upside down. The colleges need more full-time faculty to teach students, which is how the District generates funds anyways. The prioritization of faculty hiring is a long, tedious, overly complicated process that should be simplified and expedited. Departments are running on reduced numbers of faculty, yet the district reserves continue to be much higher than the state recommended 5%. That is money the District receives to serve students that is instead being bankrolled.
C	The person in charge of contract is really rude and terrible. [Pronoun] gives no directions and rejects everything and then loses paperwork.
C	This survey is a hodge-podge and not tailored to the recipient's circumstances, position, or role within the district and colleges. It is, therefore, too cumbersome for someone, for example, like a part -time faculty member to respond to with much in the way of useful feedback. In short, the survey is poorly designed and of little useful (statistical (value)). Hopefully, the District did not pay an outside vendor to put this poorly executed survey together.
S	We need more training and/or step by step instructions for managing our budgets. Finding PO's, PR's, processing Contracts, CalCards, allowable expenses, Financial 2000, Qwestica. It's all so time consuming and I don't feel like I ever received the proper training.
S	What a mess. Where to start? The budgeting processes are abysmal. For how many years now do we under-budget and save millions in operations, especially in personnel costs? This inefficiency is hurting our ability to serve students by not allowing us to properly manage our budgets. There are plethora of one-time expenses, which adjust our final numbers, but our operational expenditures shouldn't be so difficult to budget. Whatever the campuses budget in March is out-of-date in August with the final budget, which makes budgeting a futile effort. Because so much occurs with budget over the summer months with the closing and opening of fiscal years, the state budget adoption processes, and the final budget deadlines, Fiscal Services should attempt to communicate more often and broadly than currently practiced. This will greatly improve transparency and shed light on the difficulty inherent in finalizing budgets. Also, purchasing and contracts feel as if they are falling back into old habits of more rules and processes, because one bad apple who worked there destroyed a program. Anything to do with finances in this district is a pain.

Table 12 is a compilation of the items related to the police. Respondents were most likely to agree that the District Police Department is professional (Mean = 3.11), and that they are satisfied with the services provided by the District Police Department (Mean = 3.05). District wide, employees were less likely to agree that the police/security responded in a timely fashion (Mean = 2.94). Table 12B illustrates two comments provided by respondents about the police, one complements the police on doing a great job and the other expresses concern over how the SBCCD Police responded to the incident on December 2, 2015.

**TABLE 12: POLICE AVERAGES IN DESCENDING ORDER FROM STRONGLY AGREE TO STRONGLY DISAGREE**

<b>Please indicate the extent to which you agree or disagree with the following statements about inclusiveness:</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
q3u The District Police Department is professional.	134	1	4	3.11	.722
q2ad Overall, I am satisfied with the service provided by the District Police Department.	138	1	4	3.05	.748
q3s Overall, the SBCCD police/security are helpful.	141	1	4	3.04	.726
q3q Police/security are available when I need them.	137	1	4	2.96	.821
q3t Police/security respond in a timely fashion.	127	1	4	2.94	.800

Table 12A illustrates the number and percent of respondents who agreed or strongly agreed with each statement on the police. Since Table 12 and the narrative prior to Table 12 summarizes the level of agreement on each item, the narrative referencing Table 12A focuses on the percent of “Don’t Know / No Opinion” responses. The percent of don’t know responses may indicate areas where additional communication and training need to occur. Overall, the percent of “Don’t Know / No Opinion” responses ranged from 7% to 16%. The items with the largest “Don’t Know / No Opinion” responses were whether the police respond in a timely fashion (16%), and whether the District Police Department is professional (11%).

**TABLE 12A: NUMBER AND PERCENT OF RESPONSES BY THE AGREEMENT LIKERT SCALE QUESTIONS FOR THE POLICE QUESTIONS**

<b>Please indicate the extent to which you agree or disagree with the following statements about Police:</b>	<b>Strongly Disagree</b>		<b>Disagree</b>		<b>Agree</b>		<b>Strongly Agree</b>		<b>Total</b>	<b>Don't Know / No Opinion</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>		<b>#</b>	<b>%</b>
q3q Police/security are available when I need them.	11	8.0	16	11.7	78	56.9	32	23.4	137	14	9.3
q3s Overall, the SBCCD police/security are helpful.	7	5.0	13	9.2	88	62.4	33	23.4	141	11	7.2
q3t Police/security respond in a timely fashion.	7	5.5	23	18.1	67	52.8	30	23.6	127	24	15.9
q3u The District Police Department is professional.	5	3.7	13	9.7	78	58.2	38	28.4	134	17	11.3



q2ad Overall, I am satisfied with the service provided by the District Police Department.	7	5.1	14	10.1	82	59.4	35	25.4	138	14	9.2
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Note: The percent of agree responses are divided by the total column and exclude the "no opinion/don't know" responses. The percent of "No Opinion/Don't Know" responses include the total number of agree responses and the total "No Opinion/Don't Know" responses.

**TABLE 12B: COMMENTS (C) AND SUGGESTIONS (S) REGARDING POLICE**

Type	Comment or Suggestion
C	Campus Police is doing a great job around campus but I feel they are under trained.
C	The response by the police department on 12-2-2015 was deplorable. We sat in unlocked offices not knowing what was going on for quite some time before notification went out. There were two, possibly three (was what we were told at the time) shooters at large in the area. All local hospitals, county offices, SBCUSD, RUSD and the County Superintendent of Schools for San Bernardino were locked down or employees sent home for the day. While San Bernardino Valley College in the middle of all this, sat open wide to the public. News came too late, very little and not good responses. The handling of this by our district and police department was awful.

Table 13 is a compilation of the items related to KVCR. Respondents were most likely to agree that they were satisfied with the tours provided by KVCR for student orientation groups and organizations (Mean = 3.02), and that they appreciate the email offers KVCR sends to all employees (Mean = 3.01). District wide, employees were less likely to agree that they were satisfied with the process for sending press releases to KVCR about department activities and events (Mean = 2.66) or that KVCR was a valuable asset to the District (Mean = 2.88). One suggestion is that KVCR act as part of the colleges (see Table 13B).

**TABLE 13: KVCR AVERAGES IN DESCENDING ORDER FROM STRONGLY AGREE TO STRONGLY DISAGREE**

Please indicate the extent to which you agree or disagree with the following statements about inclusiveness:	N	Min	Max	Mean	Std. Deviation
q2an I am satisfied with the tours provided by KVCR for student orientation groups, business chambers, school groups, and scouting organizations.	61	1	4	3.02	.785
q2am I appreciate the email offers KVCR sends to all employees including faculty and staff for discounted tickets to concerts and events.	103	1	4	3.01	.822
q2af Overall, KVCR is a valuable asset to the San Bernardino Community College District.	105	1	4	2.88	1.089
q2al I am satisfied with the process for sending press releases to KVCR about my department's activities and events.	65	1	4	2.66	.871

Table 13A illustrates the number and percent of respondents who agreed or strongly agreed with each statement about KVCR. Since Table 13 and the narrative prior to Table 13 summarizes the

level of agreement on each item, the narrative referencing Table 13A focuses on the percent of “Don’t Know / No Opinion” responses. The percent of don’t know responses may indicate areas where additional communication and training need to occur. Overall, the percent of “Don’t Know / No Opinion” responses was consistently high and ranged from 31% to 60%. The items with the largest “Don’t Know / No Opinion” responses were whether respondents were satisfied with the tours provided by KVCR (60%), and whether respondents were satisfied with the process for sending press releases to KVCR about department activities and events (57%).

**TABLE 13A: NUMBER AND PERCENT OF RESPONSES BY THE AGREEMENT LIKERT SCALE QUESTIONS FOR THE KVCR QUESTIONS**

Please indicate the extent to which you agree or disagree with the following statements about KVCR:	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	Don't Know / No Opinion	
	#	%	#	%	#	%	#	%		#	%
q2al I am satisfied with the process for sending press releases to KVCR about my department's activities and events.	7	10.8	18	27.7	30	46.2	10	15.4	65	85	56.7
q2am I appreciate the email offers KVCR sends to all employees including faculty and staff for discounted tickets to concerts and events.	8	7.8	10	9.7	58	56.3	27	26.2	103	48	31.8
q2an I am satisfied with the tours provided by KVCR for student orientation groups, business chambers, school groups, and scouting organizations.	3	4.9	9	14.8	33	54.1	16	26.2	61	90	59.6
q2af Overall, KVCR is a valuable asset to the San Bernardino Community College District.	18	17.1	15	14.3	34	32.4	38	36.2	105	46	30.5

Note: The percent of agree responses are divided by the total column and exclude the “no opinion/don’t know” responses. The percent of “No Opinion/Don’t Know” responses include the total number of agree responses and the total “No Opinion/Don’t Know” responses.

**TABLE 13B: COMMENTS (C) AND SUGGESTIONS (S) REGARDING KVCR**

Type	Comment or Suggestion
S	KVCR does not act as part of the college - personnel and managers remain far too separate. That is why there is often little support for the district on campus. They are an educational facility; they need to act like it.



Type	Comment or Suggestion
C	EDCT and KVCR are not vital to SBCCD. They are inconsequential appendages to the organization. I'm still waiting for them to be vital to the organization, because the services they provide to the community are important and consequential; however, those services can just as easily be performed appended to another organization, which is why they aren't vital to SBCCD.

Table 14 is a compilation of the items related to EDCT. Respondents were most likely to agree that the community and business partnerships created by the EDCT are valuable to the District (Mean = 2.78). District wide, employees were less likely to agree EDCT is a vital resource that provides customized and short-term job training solutions to the regional work force (Mean = 2.76). Table 14B shows the comments provided by three respondents on EDCT.

**TABLE 14: EDCT AVERAGES IN DESCENDING ORDER FROM STRONGLY AGREE TO STRONGLY DISAGREE**

Please indicate the extent to which you agree or disagree with the following statements about inclusiveness:	N	Min	Max	Mean	Std. Deviation
q2ah The community and business partnerships created by the EDCT are valuable to the San Bernardino Community College District.	88	1	4	2.78	1.011
q2ag EDCT is a vital resource that provides customized and short-term job training solutions to the regional work force.	85	1	4	2.76	1.031

Table 14A illustrates the number and percent of respondents who agreed or strongly agreed with each statement on EDCT. Since Table 14 and the narrative prior to Table 14 summarizes the level of agreement on each item, the narrative referencing Table 14A focuses on the percent of "Don't Know / No Opinion" responses. The percent of don't know responses may indicate areas where additional communication and training need to occur. The percent of "Don't Know / No Opinion" responses for the two response items was 44% and 41%. Forty-four percent of the respondents did not know whether EDCT provides customized and short-term job training solutions to the regional workforce and 41% did not know if community partnerships are valuable to the District.

**TABLE 14A: NUMBER AND PERCENT OF RESPONSES BY THE AGREEMENT LIKERT SCALE QUESTIONS FOR THE EDCT QUESTIONS**

Please indicate the extent to which you agree or disagree with the following statements about EDCT:	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	Don't Know / No Opinion	
	#	%	#	%	#	%	#	%		#	%
	q2ag EDCT is a vital resource that provides customized and short-term job training solutions to the regional work force.	16	18.8	9	10.6	39	45.9	21		24.7	85

q2ah The community and business partnerships created by the EDCT are valuable to the San Bernardino Community College District.	15	17.0	11	12.5	40	45.5	22	25.0	88	61	40.9
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Note: The percent of agree responses are divided by the total column and exclude the "no opinion/don't know" responses. The percent of "No Opinion/Don't Know" responses include the total number of agree responses and the total "No Opinion/Don't Know" responses.

**TABLE 14B: COMMENTS (C) AND SUGGESTIONS (S) REGARDING EDCT**

Type	Comment or Suggestion
C	EDCT and KVCR are not vital to SBCCD. They are inconsequential appendages to the organization. I'm still waiting for them to be vital to the organization, because the services they provide to the community are important and consequential; however, those services can just as easily be performed appended to another organization, which is why they aren't vital to SBCCD.
C	EDCT is able to reach a population who wouldn't otherwise be well served by the college - full time heads of households who are unable to take time away to attend a full course or program. These participants learn job-specific skills such as leadership and conflict resolution which wouldn't be available in regular for-credit classes. The tools they learn are practical and used immediately on-the-job to improve their jobs and workplaces and contribute to health of their companies and their overall family income. They are learning more that information that can be tested by exams, but skills and information that is tested daily where they work. EDCT is a vital part of college life and leaves participants with a very favorable opinion of the District. Many participants have come back to take other college classes and work toward certificate and degree programs as a result of the progress they made in specific short-term EDCT programs.
C	EDCT is one of the best thing happened in this District. EDCT serves 75% of the adult population that is not now served by the SBCCD colleges, when considering that 25% of the regional population has only some college education. EDCT is the best solution to help displaced and dislocated workers gain new skills and get back to the workforce. EDCT has created well-paying and full-time jobs for 12 individuals who work at EDCT. Of these 12 employees, 10 are managers. There are also 4 part-time employees and 36 professional expert. Except the partial salary of the Associate Vice Chancellor and the partial salary of the Administrative Assistant all the other nearly 50 full-time and part-time positions are 100% self-supporting. EDCT make a huge economic impact to this community. Currently, EDCT provides performance improvement job training for about 60 Inland Empire companies. SBCCD must be growing this organization further to serve this economically distressed community. EDCT is an asset and a gem for SBCCD and this region as a whole!

NOTE: THE PERCENT OF AGREE RESPONSES ARE DIVIDED BY THE TOTAL COLUMN AND EXCLUDE THE "NO OPINION/DON'T KNOW" RESPONSES. THE PERCENT OF "NO OPINION/DON'T KNOW" RESPONSES INCLUDE THE TOTAL NUMBER OF AGREE RESPONSES AND THE TOTAL "NO OPINION/DON'T KNOW" RESPONSES.

Table 15 is a compilation of the items related to environmental health and safety. Respondents were most likely to agree that they are satisfied with the level of service provided by the Environmental Health and Safety Department (Mean = 2.58). District wide, employees were less

likely to agree that the Environmental Health and Safety newsletter helped them to be safer. One suggestion for improving environmental health and safety is to reduce the number of newsletters and/or decrease the amount of information provided in each newsletter (see Table 15B).

**TABLE 15: ENVIRONMENTAL HEALTH AND SAFETY AVERAGES IN DESCENDING ORDER FROM STRONGLY AGREE TO STRONGLY DISAGREE**

<b>Please indicate the extent to which you agree or disagree with the following statements about <u>Environmental Health and Safety</u>:</b>	<b>N</b>	<b>Min</b>	<b>Max</b>	<b>Mean</b>	<b>Std. Deviation</b>
q9aq Overall, I am satisfied with the level of service provided by the Environmental Health and Safety department.	104	1	4	2.58	.910
q9y The workshops and one-on-one trainings provided by the Environmental Health and Safety department were helpful.	93	1	4	2.51	.916
q9ap The procedures for safety programs are clear and easy to understand.	106	1	4	2.50	.876
q9ao The monthly Environmental Health & Safety Newsletter helped me to be more safe.	103	1	4	2.48	.850

Table 15A illustrates the number and percent of respondents who agreed or strongly agreed with each statement on environmental health and safety. Since Table 15 and the narrative prior to Table 6 summarizes the level of agreement on each item, the narrative referencing Table 15A focuses on the percent of “Don’t Know / No Opinion” responses. The percent of don’t know responses may indicate areas where additional communication and training need to occur. Overall, the percent of “Don’t Know / No Opinion” responses was consistently high and ranged from 29% to 38%. The items with the largest “Don’t Know / No Opinion” responses were whether the workshops provided were helpful (38%), and whether the newsletter helped respondents to be safer (31%).

**TABLE 15A: NUMBER AND PERCENT OF RESPONSES BY THE AGREEMENT LIKERT SCALE QUESTIONS FOR THE ENVIRONMENTAL HEALTH AND SAFETY QUESTIONS**

<b>Please indicate the extent to which you agree or disagree with the following statements about <u>Environmental Health and Safety</u>:</b>	<b>Strongly Disagree</b>		<b>Disagree</b>		<b>Agree</b>		<b>Strongly Agree</b>		<b>Total</b>	<b>Don't Know / No Opinion</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>		<b>#</b>	<b>%</b>
q9y The workshops and one-on-one trainings provided by the Environmental Health and Safety department were helpful.	19	20.4	16	17.2	50	53.8	8	8.6	93	58	38.4
q9ao The monthly Environmental Health & Safety Newsletter helped me to be more safe.	17	16.5	27	26.2	52	50.5	7	6.8	103	47	31.3

Please indicate the extent to which you agree or disagree with the following statements about <u>Environmental Health and Safety</u> :	Strongly Disagree		Disagree		Agree		Strongly Agree		Total	Don't Know / No Opinion	
	#	%	#	%	#	%	#	%		#	%
	q9ap The procedures for safety programs are clear and easy to understand.	19	17.9	23	21.7	56	52.8	8		7.5	106
q9aq Overall, I am satisfied with the level of service provided by the Environmental Health and Safety department.	20	19.2	14	13.5	60	57.7	10	9.6	104	46	30.7

Note: The percent of agree responses are divided by the total column and exclude the "no opinion/don't know" responses. The percent of "No Opinion/Don't Know" responses include the total number of agree responses and the total "No Opinion/Don't Know" responses.

**TABLE 15B: COMMENTS (C) AND SUGGESTIONS (S) REGARDING ENVIRONMENTAL HEALTH AND SAFETY**

Type	Comments or Suggestions
C	The office of Environmental Health and Safety performs badly. [Name] does not know what [pronoun] is doing and seems to be incapable of learning. [Name] has failed to establish adequate hazard communication or chemical hygiene programs. [Name] can't do the job and should not be allowed to continue.
S	As for Health and Safety, I can only say that its drawbacks have been glaringly obvious over the past several weeks. From a lack of effective decision making in the face of a terrorist attack that led to SBVC being the only local, public institution remaining open and staffed with thousands of potential victims, to the [Name] email response that clearly indicates that he didn't understand our concerns, the safety of this college is clearly jeopardized. Additionally, the lack of room locks, classroom vulnerability because of glass walls (e.g.: Business, Health, and Administration buildings, and general lack of training of staff and faculty place most of us in harm's way. With the enormous reserves in this district, clearly faculty and staff can be paid for their time to be trained. Further, the bomb scare notifications during finals week went to students before going to faculty who are the ones responsible for student safety. So our students were jumping up, grabbing their things, and fleeing the campus while their teachers still had not received notifications. That is backwards to say the least, and it potentially puts students at risk if the threat is a ruse to draw people into the parking lots in order to attack them.
C	I'm not sure if this is the correct place to comment on this, but I feel like student and staff safety was not a concern when there was an active shooter running around San Bernardino...
S	In general - too many newsletters that are distributed on a regular basis when there really isn't anything new to report. Diminishes the impact when there really is something of importance to report
C	SBVC is not a safe campus at all. With the current climate, it is UNACCEPTABLE that the door locks not be completed until the end of August 2016!!!! In fact, it is likely a Cal OSHA complaint. Buildings that are unsafe and are reported as unsafe (Physical Science, HLS) by faculty and staff seem to require faculty and staff to attend Board meetings pleading for action to be taken before anyone listens and takes steps to remedy the unsafe conditions.
C	There has been an effort to achieve the appearance of compliance with safety issues, which is an improvement over totally ignoring the problems we have.

Type	Comments or Suggestions
S	Too much information at one time is given. Safety is very important but information given is too confusing. I'm never sure if the information is for me or another classification. It always seem to hit you at once! Drills are poorly handled also.
C	[Name] has no idea what [pronoun] is doing and consistently sides with management on safety issues. I'm surprised that [pronoun] is still an employee of this district

The final question on the Campus Climate Survey was open-ended and provided respondents with the opportunity to provide additional comments or suggestions about the topics covered on the survey. The following list includes comments as submitted by respondents. Identifying information was removed and replaced with [Name] or [Position] to respect privacy.

TABLE 16: OVERALL COMMENTS (C) AND SUGGESTIONS

Type	Comments or Suggestions
C	Every year I think it can't get worse than this now we have reached the bottom and things will improve. But to my amazement there is always another low level we can reach. Most managers who were hired in last three years were handpicked and placed in position. They were not selected based on their qualification and ability. Thus it is going to be hard to make any progress until this practice of internal picking stops.
C	Everyone at the District has been incredibly welcoming and helpful.
C	How will these questions help with improving services?? STUPID
C	I am proud of CHC's attention to and educating the campus about diversity.
S	I suggest taking the last 6 questions that have the option to "decline to state" off the survey, as they serve no purpose in a climate survey regarding services of the district.
S	I'd like to suggest that District considers some kind of incentive to retain employees, and to encourage greater participation. I feel like a stepchild when it comes to District activities.
C	It's good to see these questions included as part of a district survey (that is a good change).
C	My sexual orientation is not your business!
C	Someday institutions are going to realize that so much emphasis on "race" is nor productive.
C	The atmosphere in this District is creepy and getting creepier. People have no trust that anything that District does is aboveboard or in the interests of faculty, staff, or students. Many people fear retaliation from District and for good reason - District does retaliate. If I had known what it is really like to work in this District and at this college I would have made very different decisions. It has taken a very long time for me to lose all belief in what this college and District profess, but it has certainly been accomplished now.

Any questions regarding this report can be directed to the SBCCD Office of Institutional Effectiveness, Research, and Planning at (909) 384-4375 or you may send an email to [kwurtz@sbccd.edu](mailto:kwurtz@sbccd.edu): 1516DistrictClimate.docx; snCHC\_1516\_EmployeeDistrictClimate.sav.