FULL REPORT – MAY 2022

2021-22 District Employee Climate Survey

San Bernardino Community College District

Office of Research, Planning, and Institutional Effectiveness:

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Document Notes: Please note that we made a few modifications to the raw data in this public document. We list them below, so that you understand our decision process.

1. Comments that said "N/A", "No Response", "None" etc. were deleted from the comments sections to reduce the size of the document.

2. We redacted, with a red box ▮, the name and/or title of any individual mentioned in a comment regardless of the valence (i.e., positive or negative). However, unredacted comments were sent to managers of each department.

3. We did not edit the content of any comment (i.e., correct grammar, spelling, or clarity) except for the edits made in points 1 and 2.

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PARTICIPANT INFORMATION

What is your primary function in the San Bernardino Community College District?
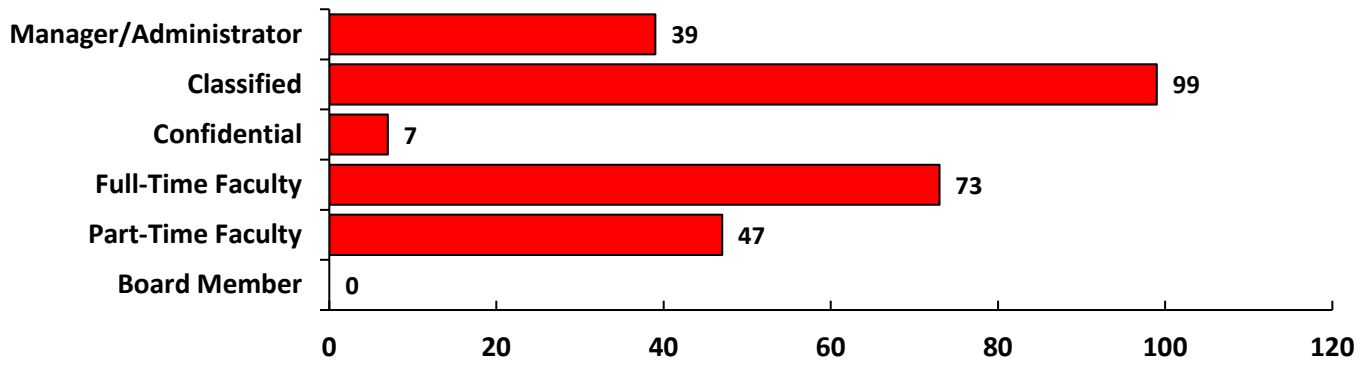
EMPLOYEE CATEGORY	PERCENT	COUNT
Manager/Administrator	14.72%	39
Classified	37.36%	99
Confidential	2.64%	7
Full-Time Faculty	27.55%	73
Part-Time Faculty	17.74%	47
Total	**100%**	**265**

At which location are you primarily assigned?
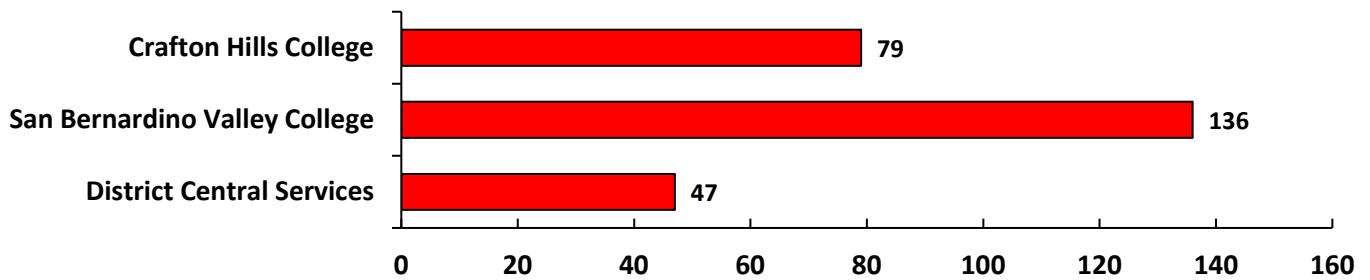
LOCATION	PERCENT	COUNT
Crafton Hills College	30.15%	79
San Bernardino Valley College	51.91%	136
District Central Services (i.e., TESS, EDCT, KVCR, ATTC)	17.94%	47
Total	**100%**	**262**

How many years have you been employed in the San Bernardino Community College District?

Category	Value
2 years or less	31
3-5 years	69
6-10 years	57
11-15 years	30
16-20 years	26
21 or more years	52
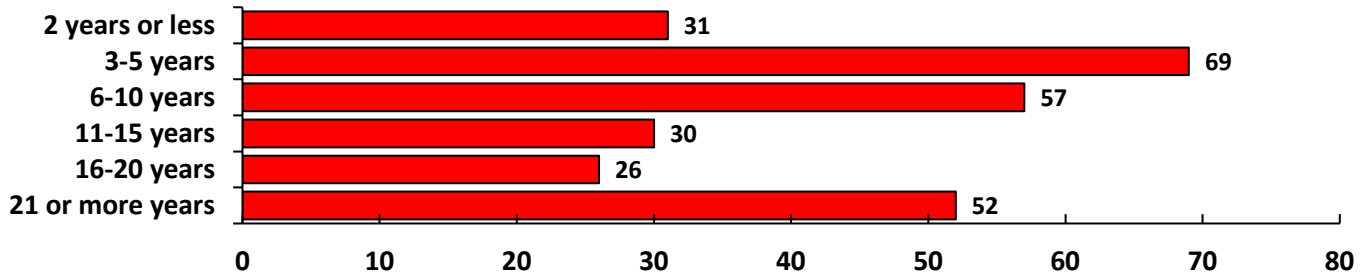
YEARS	PERCENT	COUNT
2 years or less	11.70%	31
3-5 years	26.04%	69
6-10 years	21.51%	57
11-15 years	11.32%	30
16-20 years	9.81%	26
21 or more years	19.62%	52
Total	**100%**	**265**

How many District/College shared governance committees did you serve on during the 2021–22 academic year? (Count only those groups that have voting or consensus members representing more than one constituency.)

Category	Value
None	126
1	64
2	31
3	18
4	8
5	7
6	3
7 or more	6
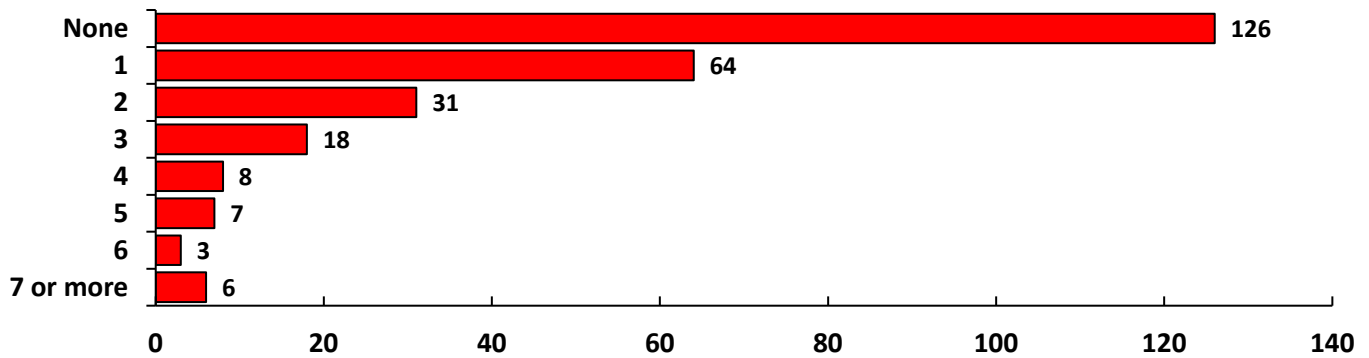
NUMBER OF COMMITTEES	PERCENT	COUNT
None	47.91%	126
1	24.33%	64
2	11.79%	31
3	6.84%	18
4	3.04%	8
5	2.66%	7
6	1.14%	3
7 or more	2.28%	6
Total	**100%**	**263**

What is your gender/gender identity?
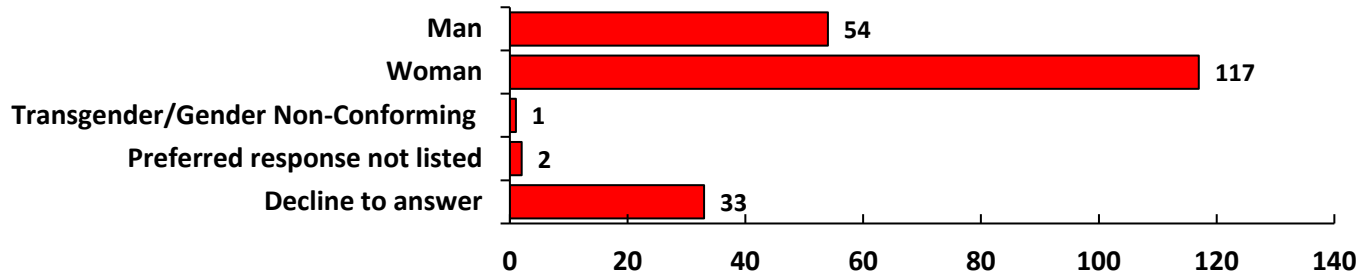
GENDER/GENDER IDENTITY	PERCENT	COUNT
Man	26.09%	54
Woman	59.52%	117
Transgender/Gender Non-Conforming	0.48%	1
Preferred response not listed	0.97%	2
Decline to answer	15.94%	33
Total	**100%**	**207**

Please indicate the racial or ethnic groups with which you identify. (Check all that apply.)
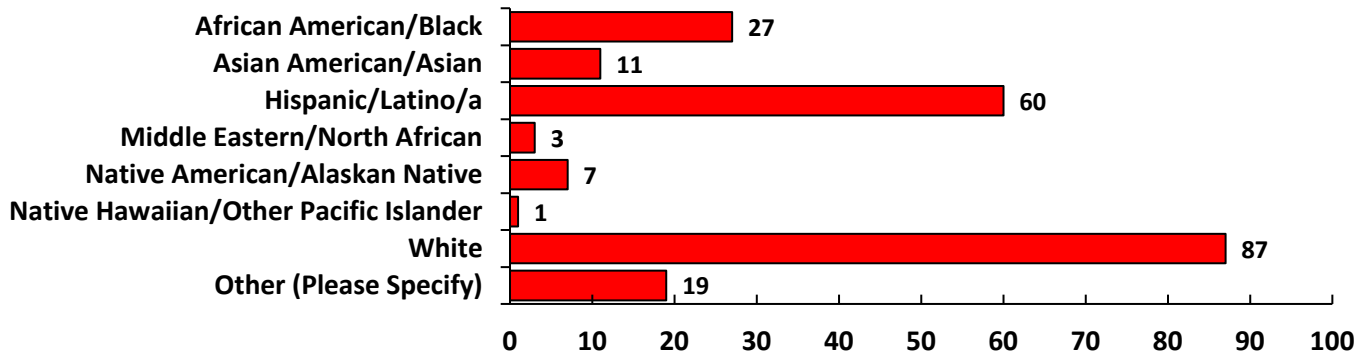
RACIAL/ETHNIC GROUPS	PERCENT	COUNT
African American/Black	12.56%	27
Asian American/Asian	5.12%	11
Hispanic/Latino/a	27.91%	60
Middle Eastern/North African	1.40%	3
Native American/Alaskan Native	3.26%	7
Native Hawaiian/Other Pacific Islander	0.47%	1
White	40.47%	87
Other (Please Specify)	8.84%	19
Total	**100%**	**215**

Comments

American

bi-racial

Creole

decline to answer

Decline to answer

mix

None of your business

Prefer not to answer

Of the following, please mark the one racial or ethnic group with which you most identify.

Racial/Ethnic Group	Count
African American/Black	26
Asian American/Asian	11
Hispanic/Latino/a	51
Middle Eastern/North African	1
Native American/Alaskan Native	4
Native Hawaiian/Other Pacific Islander	0
White	79
Other	22
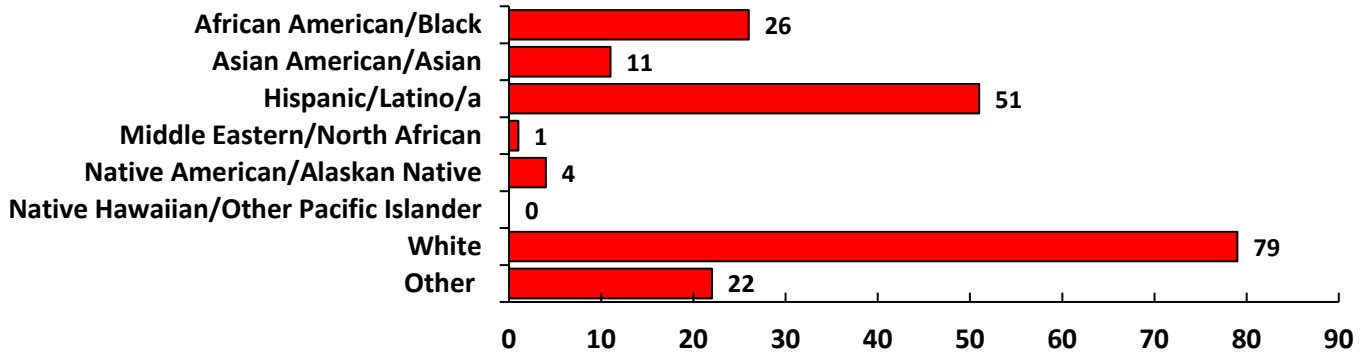
RACIAL/ETHNIC GROUPS	PERCENT	COUNT
African American/Black	13.40%	26
Asian American/Asian	5.67%	11
Hispanic/Latino/a	26.29%	51
Middle Eastern/North African	0.52%	1
Native American/Alaskan Native	2.06%	4
Native Hawaiian/Other Pacific Islander	0.00%	0
White	40.72%	79
Other	11.34%	22
Total	**100%**	**194**

Were you born in the United States?
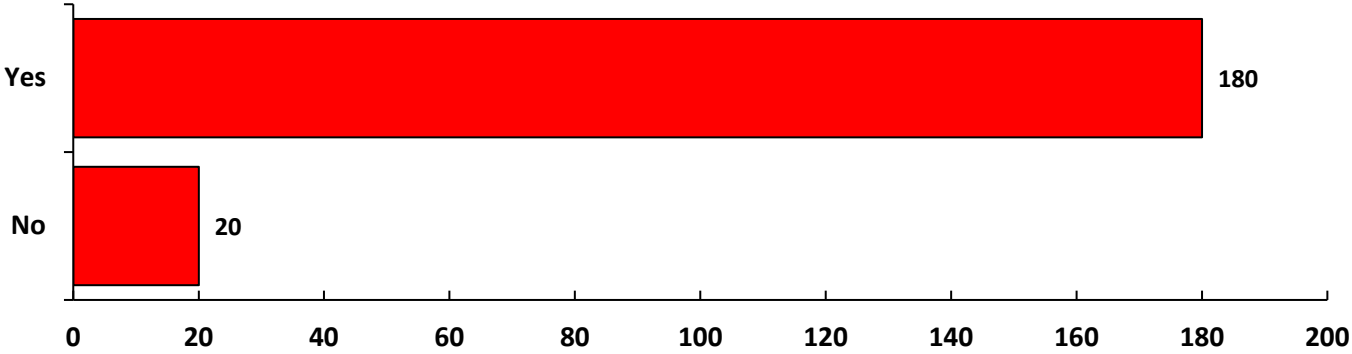
ANSWER	PERCENT	COUNT
Yes	90.00%	180
No	10.00%	20
Total	**100%**	**200**

In which country were you born?

Canada

Guatemala

Korea

Mexico

Nigeria

Philippines

Thailand

Please indicate your generation status:
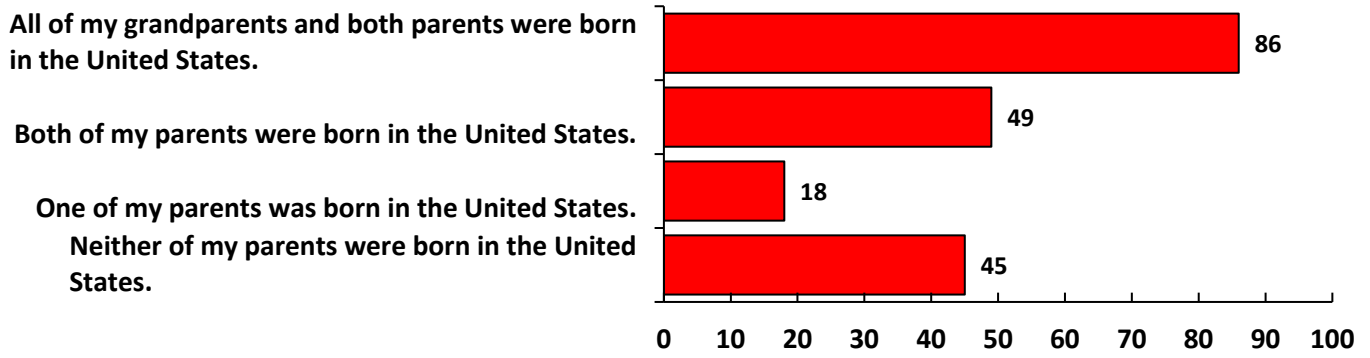
GENERATION STATUS	PERCENT	COUNT
All of my grandparents and both parents were born in the United States.	43.43%	86
Both of my parents were born in the United States.	24.75%	49
One of my parents was born in the United States.	9.09%	18
Neither of my parents were born in the United States.	22.73%	45
Total	**100%**	**198**

CLIMATE SURVEY RESULTS: OVERALL DISTRICT SATISFACTION

Overall, what is your satisfaction level toward the services provided by District Central Services?
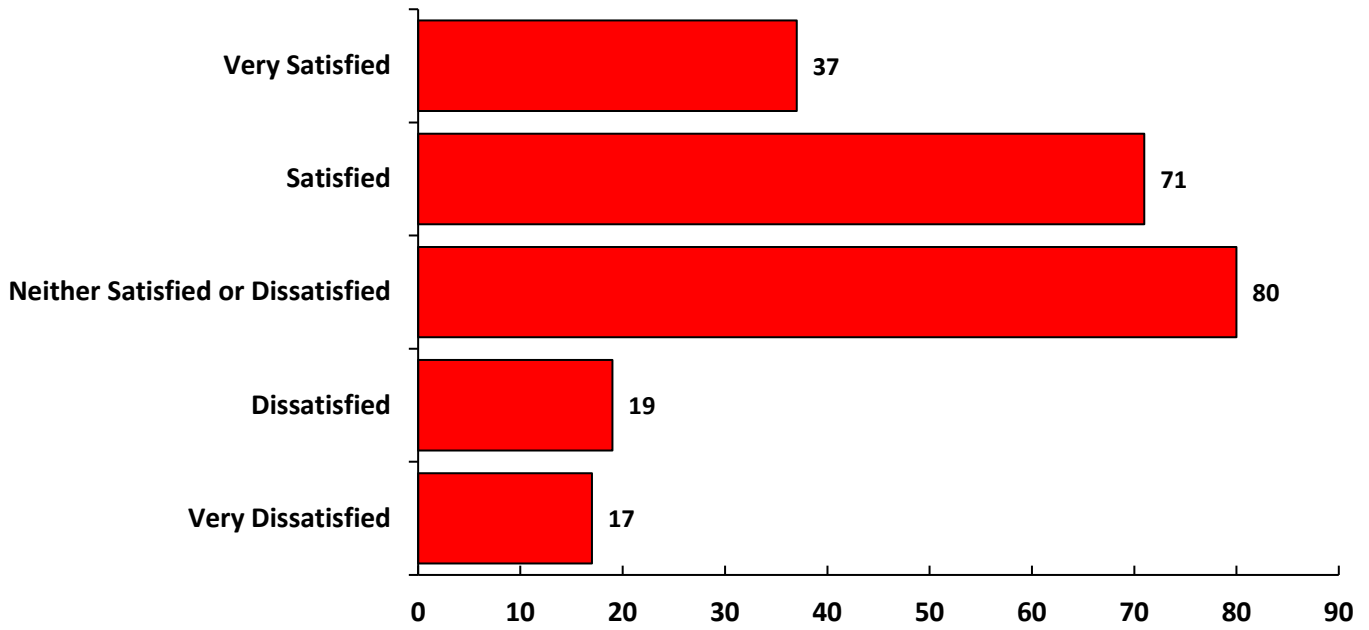
SATISFACTION	PERCENT	COUNT
Very Satisfied	16.52%	37
Satisfied	31.70%	71
Neither Satisfied or Dissatisfied	35.71%	80
Dissatisfied	8.48%	19
Very Dissatisfied	7.59%	17
Total	**100%**	**224**

CLIMATE SURVEY RESULTS: SHARED GOVERNANCE AT THE DISTRICT

Please indicate the extent to which you agree or disagree with the following statements about shared governance at SBCCD:

District Shared Governance Climate Questions: Graph

1. I actively participate in opportunities to share my perspective in district- level committees.
2. District committees consider my perspective in decision-making.
3. District committees operate and make decisions efficiently and effectively.
4. District committee constituents work in the best interest of the District as a whole.
5. Overall, planning, and decision-making processes at SBCCD are collaborative.
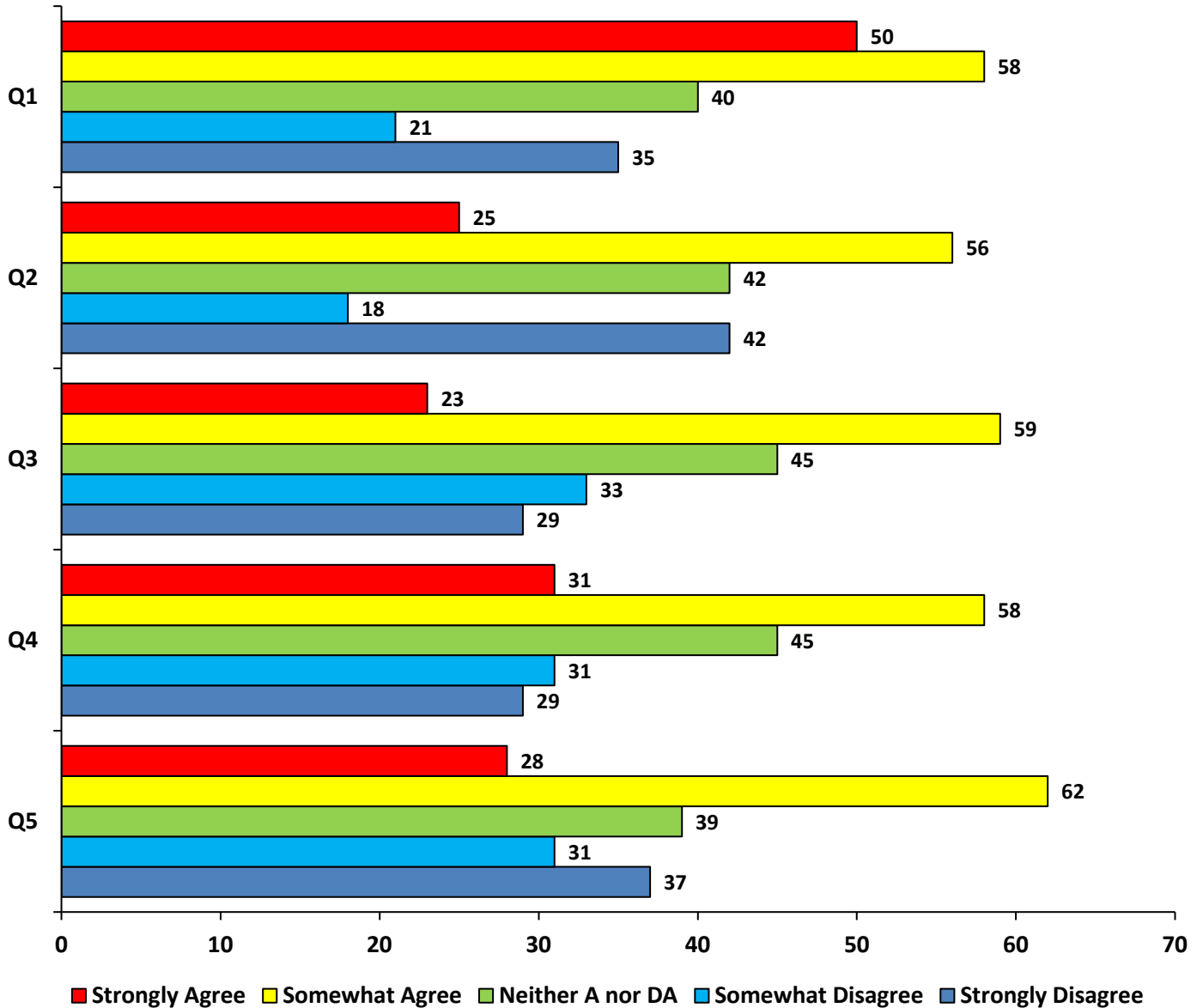
Note: "Neither A nor DA" stands for "Neither Agree nor Disagree"

District Shared Governance Climate Questions: Table

1. I actively participate in opportunities to share my perspective in district- level committees.
2. District committees consider my perspective in decision-making.
3. District committees operate and make decisions efficiently and effectively.
4. District committee constituents work in the best interest of the District as a whole.
5. Overall, planning, and decision-making processes at SBCCD are collaborative.

Question	Strongly agree (5)	Somewhat agree (4)	Neither Agree nor Disagree (3)	Somewhat disagree (2)	Strongly disagree (1)	NA/ Don't Know	Total	*% Responding Strongly agree or Somewhat agree	Mean
Q1	50 (21.93%)	**58 (25.44%)**	40 (17.54%)	21 (9.21%)	35 (15.35%)	24 (10.53%)	228	108 (52.94%)	3.33
Q2	25 (11.06%)	**56 (24.78%)**	42 (18.58%	18 (7.96%)	42 (18.58%)	43 (19.03%)	226	81 (44.26%)	4.60
Q3	23 (10.09%)	**59 (25.88%)**	45 (19.74%)	33 (14.47%)	29 (12.72%)	39 (17.11%)	228	82 (43.39%)	3.07
Q4	31 (13.60%)	**58 (25.44%)**	45 (19.74%)	31 (13.60%)	29 (12.72%)	34 (14.91%)	228	89 (45.88%)	3.16
Q5	28 (12.28%)	**62 (27.19%)**	39 (17.11%)	31 (13.60%)	37 (16.23%)	30 (13.16%)	228	90 (45.45%)	3.05

Note: Scale ranges from 1= "Strongly disagree" to 5= "Strongly agree." *All "NA/Don't know" responses were excluded.
Note: Numbers in () represent the percent of respondents.

Comments - If you have any suggestions to improve shared governance at the district level, please state them here:

Talking during committee meetings is nice but actual budgets and detailed objectives would be better

Listen to the classified staff that works the frontline services. When it comes to work procedures they have the working knowledge and the ability to troubleshoot a process.

Communicate with all instructors about plans

The faculty union seems to think they have more legal rights than they actually do, and they appear to put themselves before the needs of our disabled students. Our disabled students are federally entitled to courses and course materials that are entirely accessible BEFORE they start any online course. Faculty are using the union to shield them from actually making their course materials ADA compliant, particularly course files and documents, such as PDF's Word, Excel, multimedia, as well as having 99% accurate captioning in place for all course videos. Faculty courses at CHC are not viewable to any outside or professional course accessibility evaluators. Accessibility compliance is a highly technical area of expertise that typically cannot be properly assessed by a dept. dean, as is how accessibility evaluation is currently being done at CHC. The dept. deans are the only people allowed to access and evaluate faculty courses at CHC. I believe the college needs a properly trained peer review system in place, as many other community colleges utilize. The CCC states course's need to be aligned with the OEI Rubric to show compliance and effectiveness in 4 critical areas, including accessibility. The Instructional and Ed Tech Committees have outwardly denied that these issues exist, and are not open to addressing the lack of transparency in online course evaluations and the almost complete lack of "real" accessibility training for faculty (hands-on). It is clear the majority of CHC faculty wish to continue shielding themselves and maintain their denial from being fully responsible parties in regards to ADA compliant and accessibility in their course designs.

The planning and ideas could be proposed during in service days

Keep an open line of communication and transparency with faculty and staff.

Many of the shared governance committees seem to be in name only. The committee often dismiss input from faculty indicating they fail to see value in the faculty perspective or have any interest in doing anything other than what district administration planned to do from the beginning.

The committees I have been able to participate in were not spaces that encouraged discussion from the campus members, even those of high rank. District workers present their decisions as final and not items that are up for collegieal discussion.

District committees are geared to benefit the District. So how can there be an improvement in such an atmosphere?

Shared governance with our district means that the district gets 70% of the seats and the college maybe gets some too. We were promised to follow up on missing constituents, especially students, on shared governance committees, when is the last time a committee chair actually took responsibility for this? In general, there is an extreme lack of organization, planning, and follow-through for our district and administration. We have a

conglomeration of ideas shoved on us before the last idea is complete. We completely lack "lessons learned" or any form of review for the success of a plan, which are usually not even completed before we start a new shiny idea.

Support managers to have flexibility to offer release time to allow for participation without pressure of maintaining work load representing necessary work of committees.

The District lacks visionary leadership. There has not been an articulated vision that clearly states where we want to be in 5 years or 10 years. That is what true planning is all about. It is shared governance that helps to articulate a clear vision.

NA

Even with zoom it is hard to participate in committees when there is no to minimal effort to accommodate employees needing to be away from their workstation to participate. With zoom it is a little easier to attend but being at a front desk while on zoom with students needing help and with the light on that signifies I am in a meeting online the phones are still ringing, the students are still asking questions. It is hard to really participate under these conditions. The ability to move to the break room for meetings would be beneficial, but because the meetings are on zoom we have been directed that we have to remain at our workstations for meetings.

We need to modify the hiring process, so we can filter out the lazy employees before they are hired and we are stuck with the dead weight. Hiring needs to have more criteria before tenure track positions are posted.

I have attended some committee meetings, but am not a voting member myself, however it seems like the SAME active staff/faculty members are on all of the same committees. There should be more representatives across campuses, especially to reduce burnout on the folks who are extra involved.

Direct managers should encourage ALL staff to participate in committees by communicating opportunities and allowing the time to attend.

As a classified member, we are given an opportunity to speak by they never listen and when the plan the district goes with fails they never look back and consider the fact the classified warned against it. We are marginalized consistently. We are called "professionals" in mocking / condescending tone. Manager rely on us to make departments run but we are treated like we know nothing, regardless of what education and experience we have.

1st year employee so I don't have a committee assignment this year

Provide time/compensation for employees to get involved

Consider best practices and research related to inclusive governance. For special projects, allow interested parties to participate. Close communication and feedback loops (ensure multidirectional communication before and after important decisions and around important information items). We would be better served if all administrators did not use speech like "we will continue to x" when it is not clear that x is happening, or will happen, or that shared governance will influence it in any way. Just saying that we're doing something does not make it so.

i have long been dismayed that the calendar decisions are so isolated from the college community. There is no apparent means to contribute ideas or concerns about the calendar each year. There may be various constituents

represented, but there is no easy way to give input, and as input is typically filtered through several representatives, it loses its intensity and detail. Why not make a public statement about seeking input for the coming calendar and have the committee process any concerns for calendar creation.

A review of the continued silos of the same district employees serving on decision making committees to achieve a specific outcome requires review to develop a process that demonstrates equity that supports all stakeholders within the district. Many employees disregard these surveys because feedback has been given over the years and nothing has or is changing for the better as a whole.

Many decisions are made even though the committees have given input, without using the input given by the college committee's.

Actively recruit voices that aren't often heard on the table. Most folks who participate in district committees are the same folks who already hold lots of power or are heard quite a bit.

In my experience, there have been some members who are appointed despite conflict of interest (ie: a person filling a faculty role but is also a member of the union executive board or academic senate may have an agenda outside of just representing as a faculty member)

I believe that there should be much more transparency with the committees especially as it pertains to decision making at the district level. Committees should survey all district stakeholders and use that information as a basis for their decision making.

There is little equity between Crafton Hills College and San Bernardino Valley College. Crafton Hills College suffers because of this.

have the shared governance better include and reflect faculty and staff

Many classified staff themselves do not have the opportunities to serve on committees. The CSEA E-board members are on several hiring committees and other district committees and do not offer other employees the opportunities.

This district is a dictatorship not a democracy and doesn't care about anyone expect the privledge people

I have no clue how to redress the power imbalance in which admin sees its interests and perspectives as primary. Follow the $$.

District processes fail to recognize the nature of the work of the colleges and impede our service to students.

The district needs to start using collegial consultation when making decisions and stop allowing managers to make all decisions in complete disregard for recommendations of the faculty/staff. Current data also needs to be considered when making decisions.

Certain committees and academic senate only want to hear from certain faculty members. Many faculty are ignored or suppressed by those in "authority." Collaborative planning should be collaborative - and not seek "buy-in" after decisions are already made.

The same people serve in committees. Not all classified has opportunity to participate; work environment/work schedule just does not allow other employees to be able to participate.

Committee Chairs should go through an extensive training on shared governance, Roberts Rules of Order, diversity, and Brown Act.

district committees rarely seem to have any relation to actual situations at colleges, or even seem oppositional

How does one even get to be on a shared governance? Accessibility always seems to be an issue, not only for our students but for the college and community. We have Hi-FLEX in classrooms, why not in board rooms?

I don't think the district has any knowledge of campus expectations, or work.

Executive Management determines what planning happens ultimately.

There is not "shared governance" within SBCCD. It is a top down model whereby administrators bully faculty a staff to do what administration wants.

CLIMATE SURVEY RESULTS: INCLUSIVENESS AT THE DISTRICT

Please indicate the extent to which you agree or disagree with the following statements about inclusiveness at the district level:

Inclusiveness Questions: Graph

1. Communication from District Support Operations (DSO) is timely and accurate.
2. I know where to find SBCCD districtwide collegial consultation committee agendas and minutes.
3. If I need information about District Support Operations (DSO), I know where to find it.
4. I am personally treated with respect in this District.
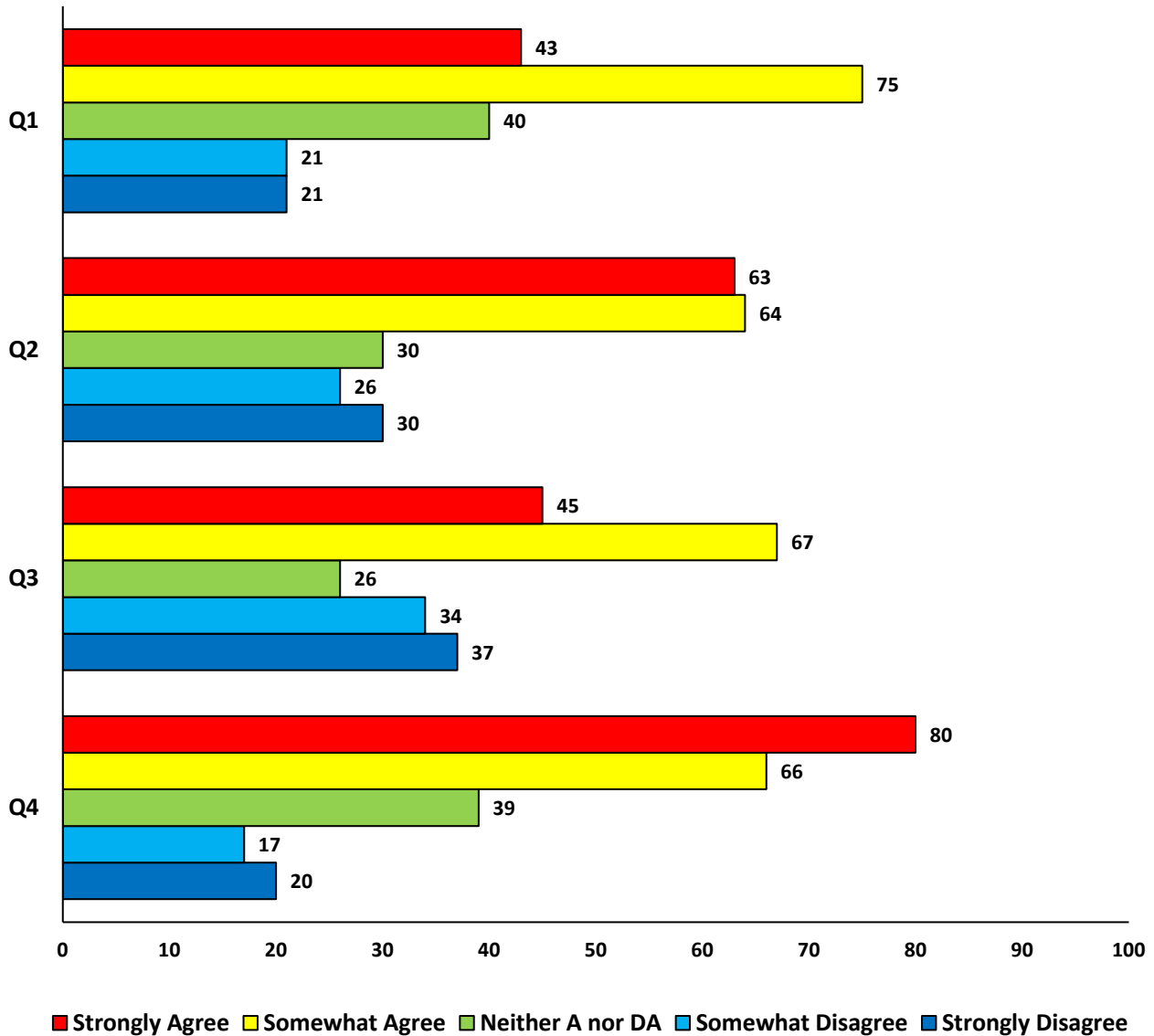
Note: "Neither A nor DA" stands for "Neither Agree nor Disagree"

Inclusiveness Questions: Graph

5. The SBCCD community is equally supportive of all **genders.**
6. The SBCCD community is equally supportive of all **racial/ethnic groups.**
7. The SBCCD community is equally supportive of all **sexual-orientations.**
8. The SBCCD community is equally supportive of all **age groups.**
9. Overall, I am satisfied with the level of inclusiveness at SBCCD.

Q5
- Strongly Agree: 93
- Somewhat Agree: 59
- Neither A nor DA: 34
- Somewhat Disagree: 17
- Strongly Disagree: 11

Q6
- Strongly Agree: 85
- Somewhat Agree: 60
- Neither A nor DA: 31
- Somewhat Disagree: 17
- Strongly Disagree: 22

Q7
- Strongly Agree: 92
- Somewhat Agree: 59
- Neither A nor DA: 38
- Somewhat Disagree: 9
- Strongly Disagree: 11

Q8
- Strongly Agree: 92
- Somewhat Agree: 57
- Neither A nor DA: 34
- Somewhat Disagree: 18
- Strongly Disagree: 12

Q9
- Strongly Agree: 68
- Somewhat Agree: 67
- Neither A nor DA: 36
- Somewhat Disagree: 27
- Strongly Disagree: 24

■ **Strongly Agree** □ **Somewhat Agree** ■ **Neither A nor DA** ■ **Somewhat Disagree** ■ **Strongly Disagree**
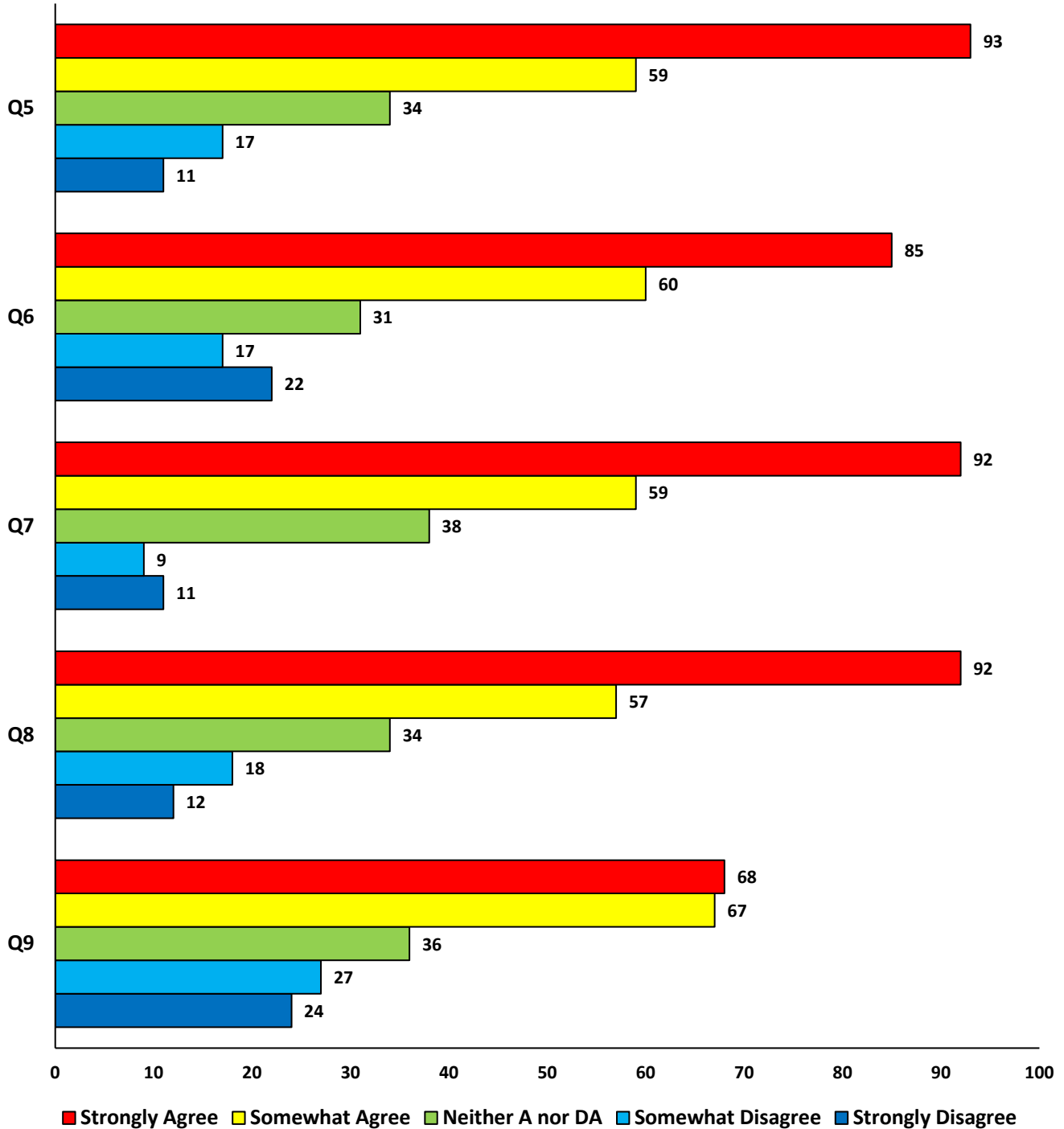
Note: "Neither A nor DA" stands for "Neither Agree nor Disagree"

Inclusiveness Questions: Table

1. Communication from District Support Operations (DSO) is timely and accurate.
2. I know where to find SBCCD districtwide collegial consultation committee agendas and minutes.
3. If I need information about District Central Services, I know where to find it.
4. I am personally treated with respect in this District.
5. The SBCCD community is equally supportive of all **genders.**
6. The SBCCD community is equally supportive of all **racial/ethnic groups.**
7. The SBCCD community is equally supportive of all **sexual-orientations.**
8. The SBCCD community is equally supportive of all **age groups.**
9. Overall, I am satisfied with the level of inclusiveness at SBCCD.

Question	Strongly agree (5)	Somewhat agree (4)	Neither Agree nor Disagree (3)	Somewhat disagree (2)	Strongly disagree (1)	NA/ Don't Know	Total	*% Responding Strongly agree or Somewhat agree	Mean
Q1	43 (19.28%)	**75 (33.63%)**	40 (17.94%)	21 (9.42%)	21 (9.42%)	23 (10.31%)	223	118 (59.00%)	3.49
Q2	63 (28.13%)	**64 (28.57%)**	30 (13.39%)	26 (11.61%)	30 (13.39%)	11 (4.91%)	224	127 (59.62%)	3.49
Q3	45 (20.27%)	**67 (30.18%)**	26 (11.71%)	34 (15.32%)	37 (16.67%)	13 (5.86%)	222	112 (53.59%)	3.23
Q4	**80 (35.40%)**	66 (29.20%)	39 (17.26%)	17 (7.52%)	20 (8.85%)	4 (1.77%)	226	146 (65.77%)	3.40
Q5	**93 (41.15%)**	59 (26.11%)	34 (15.04%)	17 (7.52%)	11 (4.87%)	12 (5.31%)	226	152 (71.03%)	3.96
Q6	**85 (37.61%)**	60 (26.55%)	31 (13.72%)	17 (7.52%)	22 (9.73%)	11 (4.87%)	226	145 (67.44%)	3.79
Q7	**92 (40.89%)**	59 (26.22%)	38 (16.89%)	9 (4.00%)	11 (4.89%)	16 (7.11%)	225	151 (72.25%)	4.01
Q8	**92 (40.89%)**	57 (25.33%)	34 (15.11%)	18 (8.00%)	12 (5.33%)	12 (5.33%)	225	149 (69.95%)	3.93
Q9	**68 (30.22%)**	67 (29.78%)	36 (16.00%)	27 (12.00%)	24 (10.67%)	3 (1.33%)	225	135 (60.81%)	3.58

Note: Scale ranges from 1= "Strongly disagree" to 5= "Strongly agree." *All "NA/Don't know" responses were excluded.

Note: Numbers in () represent the percent of respondents.

Comments - If you have any suggestions to improve inclusiveness at the District, please state them here:

The district and its policies lean heavily toward the Latinx demographic while some activities for Black students, faculty, and staff feel rushed, last minute or not inclusive

As new part-time faculty, I would like to see a formalized process for on-boarding.

Again, better communication to all people.

There is a very conservative majority at CHC and I hope that this will change and become more of a balance of different viewpoints in the future.

The EEO training was a great first step for all faculty to be prepared in hiring committees

A lot of "inclusiveness" within the district feels like it is performative. It's all about checking boxes to look like the district cares about different groups, rather than actually working to make it an inclusive district.

I get tired of hearing about inclusiveness. The District allows inclusiveness when it benefits the District.

Inclusiveness does not mean that we just make sure that there is a seat at the table. It means that we listen to local concerns and follow through with actionable solutions, including rubrics for the desired outcomes.

NA

I find District Announcements are often sent at 5pm or 6pm on a Friday. Is it possible to have these sent at an earlier time? Additionally, I would appreciate as a staff member being alerted to updates with the district before the general population.

The new webpage is horrible. The first page for the district with the moving, spinning, images that fly into my face is not very access friendly. I can't imagine what someone with a screen reader has to go through with those images. The flying, fast moving images set of my visual vertigo, and migraine. I actively avoid the district web page due to the spinning, moving images.

Decision need to include many people. For example, women security is in questions when women restroom become all-gender restrooms without a close alternative. The extra reaction time a women has can make the difference between not being violated and having an incident occur that will affect her physically and emotionally.

Consider best practices and research related to inclusive governance. For special projects, allow interested parties to participate. Close communication and feedback loops (ensure multidirectional communication before and after important decisions and around important information items). We would be better served if all administrators did not use speech like "we will continue to x" when it is not clear that x is happening, or will happen, or that shared governance will influence it in any way. Just saying that we're doing something does not make it so. I'll also add that it is important to allow some level of self-determination or self-efficacy in terms of involvement. Many interested parties are never invited to the table across many areas. District employees tend to show up and tell us how great things are going. Then they disappear. Where are the relationships? How are we supposed to trust our admin? District employees and admin are often at ribbon cuttings, but do they know what goes on in the classrooms?

I don't even know what DSO means? What does district support operations include? The entire district staff? Certain operations? Anachronisms like this that are known to the administration, but don't filter down to the instruction or department level are non-inclusive.

Again, breaking down silos and reducing or eliminating the "isms" that plague the district.

Leadership need more training or education on inclusiveness. Often than not, training is offered to all other employees, yet leaders are the ones who hold more power yet sometimes are either the least knowledgeable, sensitive to, or have surface-level understanding of many equity issues.

The hard push on inclusiveness has left me feeling uncomfortable at times because I am white. The amount of conversation and PD on this topic seems to overshadow all other training. Recent job posts have led people to feel that if they are not a person of color, they will not get hired, despite their qualifications. I am very much in favor of inclusiveness and enjoy the depth that all racial and ethnic groups bring to our college setting but am starting to feel like the intense focus on this topic could be tempered with other PD opportunities.

Diverse beliefs are more than gender and sexual orientation. Political inclusion is vital to sustainable democracy.

Words and actions need to match.

include faculty and staff in the COLA distribution of funds

just a racist and underserving the disenfranchised like the Jim Crow South

As we hire a more diverse faculty, staff, and admin, it helps. Regular training in diversity awareness helps. My ████, ███, and ███████ are all cis-white males, who talk equity and inclusion, but ultimately I see unconscious bias alive and well in their perceptions. All of us are at risk of unconscious bias, even those of us who are members of minoritized and stigmatized populations. It is a tough battle.

Certain "minority" voices are respected much, much more than others. "Allies" are not included in many groups.

Campus events are mostly for liberal groups. It is not inclusive of conservative groups which is a disservice not only to staff but mostly students since Yucaipa is more conservative.

District links are a mess -- so many dead links, with new emails going out still having links that don't go anywhere, or circle back -- I used to know where to find things, but now so frustrated with problems finding things that I often don't bother, chances are not good I am going to find what I want using the website

As the ████████████ stated we need Intentional Action. There has never been an actual coordinator for the Puente Program, a counselor and professor must do all events, planning, etc, on top of their regular duties. They are not even full time in Puente. How can we expand programs, if we do not provide the resources for our faculty. How can we assist students if we do not have the resources. Same for Umoja. We currently have a part time coordinator, not full time. How do we expect to help our black students, in addition to our black male students? When issues like this our discussed in meetings, they are just that only discussed never any action.

We can always be more inclusive of our workforce.

Few people are not comfortable expressing their voice in meetings or committees because it doesn't align with Executive management decision making. Behind "Closed" doors managers and classified are reprimanded for not being team players.

Our job postings are blatantly discriminatory in terms of ableism. If this is just coming to light, I question how many other hidden or covert microaggressions are within our policies and procedures.

I feel the more focus you put on being equal to certain groups tends to forget other groups. I believe if you just let it go and not address anyone group in particular and make sure everyone is treated equal then that is better than putting the focus on making sure certain groups are recognized.

CLIMATE SURVEY RESULTS: BUSINESS SERVICES

Did you have contact with Business Services (includes Purchasing, Contracts, and Insurance) during academic year 2021-22?
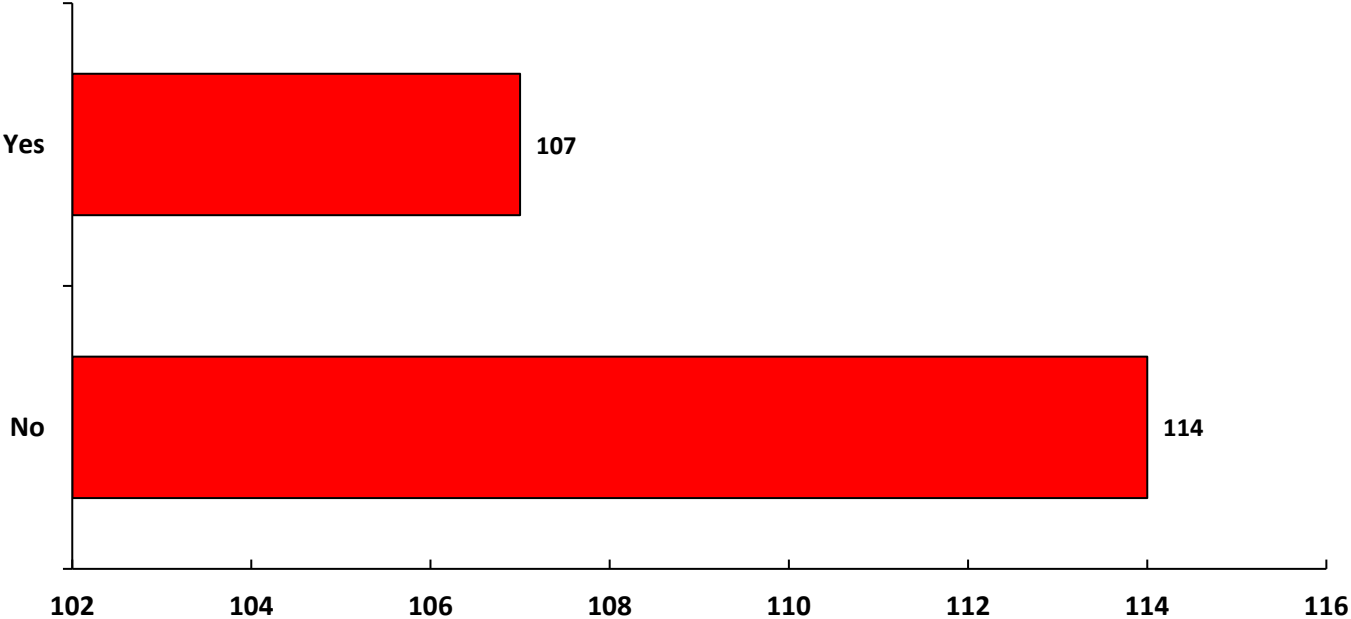
ANSWER	PERCENT	COUNT
Yes	48.42%	107
No	51.58%	114
Total	**100%**	**221**

Please indicate the extent to which you agree or disagree with the following statements about Business Services:

Business Services Climate Questions: Graph

1. Business Services provides consistent policy interpretation and guidance specific to procurement.
2. Business Services establishes, publishes, and adheres to written policies and procedures that are available for information and review.
3. Overall, I am satisfied with the level of services provided by the Business Services office during academic year 2021-22.
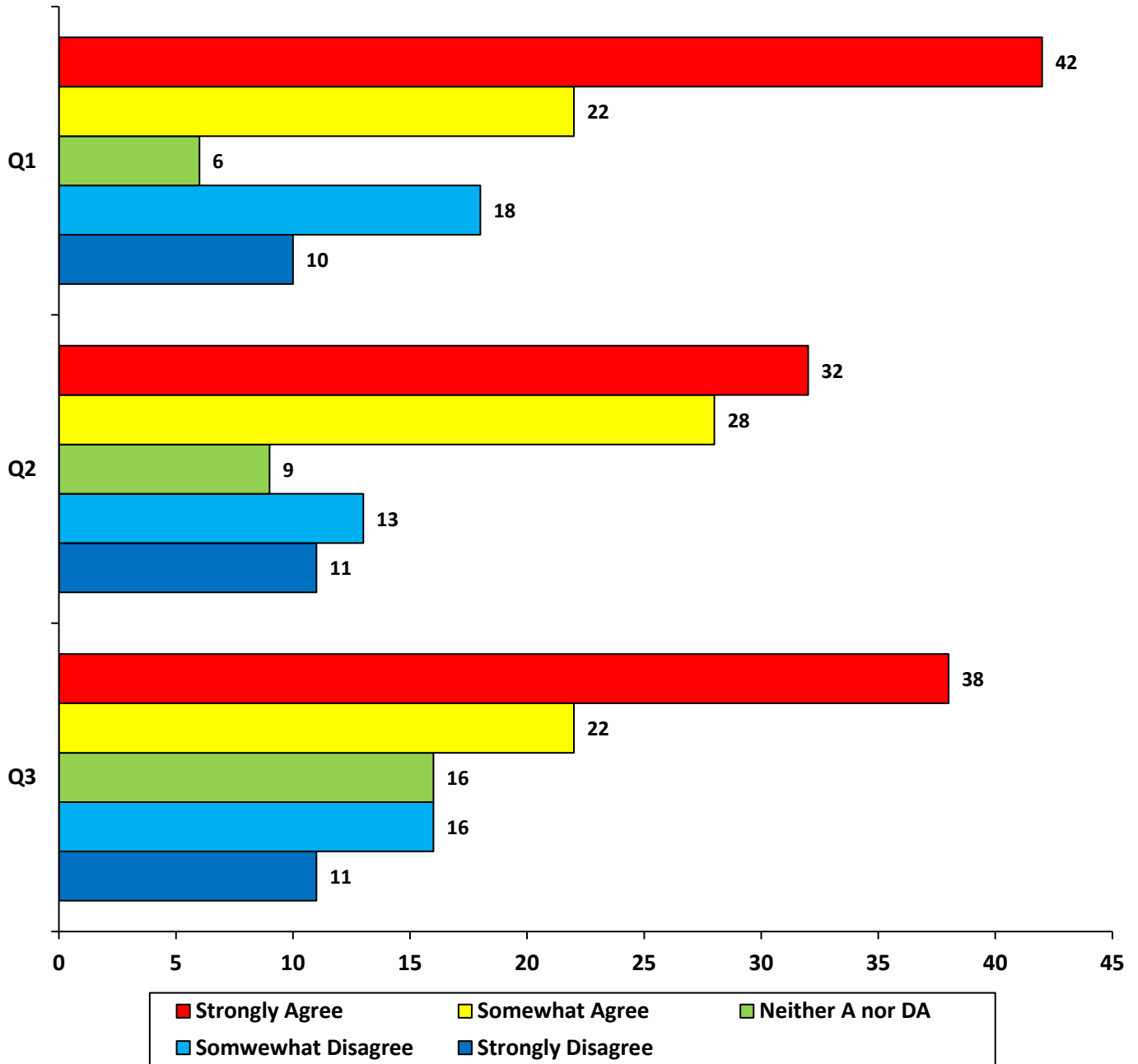
Note: "Neither A nor DA" stands for "Neither Agree nor Disagree"

Business Services Climate Questions: Table

1. Business Services provides consistent policy interpretation and guidance specific to procurement.
2. Business Services establishes, publishes, and adheres to written policies and procedures that are available for information and review.
3. Overall, I am satisfied with the level of services provided by the Business Services office during academic year 2021-22.

Question	Strongly agree (5)	Somewhat agree (4)	Neither Agree nor Disagree (3)	Somewhat disagree (2)	Strongly disagree (1)	NA/ Don't Know	Total	*% Responding Strongly agree or Somewhat agree	Mean
Q1	**42 (40.38%)**	22 (21.15%)	6 (5.77%)	18 (17.31%)	10 (9.62%)	6 (5.77%)	104	64 (65.31%)	3.69
Q2	**32 (30.77%)**	28 (26.92%)	9 (8.65%)	13 (12.50%)	11 (10.58%)	11 (10.58%)	104	60 (65.52%)	3.61
Q3	**38 (36.54%)**	22 (21.15%)	16 (15.38%)	16 (15.38%)	11 (10.58%)	1 (0.96%)	104	60 (58.25%)	3.58

Note: Scale ranges from 1= "Strongly disagree" to 5= "Strongly agree." *All "NA/Don't know" responses were excluded.
Note: Numbers in () represent the percent of respondents.

Comments - If you have any suggestions to improve Business Services, please state them here:

The turnaround time for even simple things is ridiculous. There has to be a way to do better.

The District Payroll Department with respect to timely receipt of wages is deficient. Why does our payroll processes take twice as long as any other simulated suited organizations to process a simple as direct deposit authorization takes 60 days to implement. Other institutions can do so within two weeks. As long as the change is received before a mid-month cut-off date. Here is the response received from the payroll technician It takes two months to account verifications. Financial institutions can do so with three to five business days.

COMMUNICATION

no

I have had excellent experience working with ██████████. She has always assisted me with my question and issues in processing orders, contracts and reimbursements. I do wish there was 1 on 1 trainings, or instructional trainings videos available for staff on how to use Oracle. If there is such content, then making it more available to the staff so they know.

Contracts are denied constantly. Even those that are submitted the same as the year before. The process to get anything purchased is always dreaded in this District.

Quicker responses from Purchasing

Seems like rules change

If there is not a main contact to go to for help with District Support Issues (specifically contracts, PRs/POs), then the information provided on the website needs to be updated to the current processes and made easier to find. Scrolling through a list of "FAQs" is not helpful when we aren't sure what exactly it is called that we need to do. Many Classified employees are still having issues with budgeting processes due to a lack of training. There needs to be a contact available to help to explain things to the employees. There is now a culture of submitting something and crossing your fingers that it doesn't get rejected again. It is not efficient for the District to continue this way as a whole and is not fair to the Classified who are more familiar with these systems to have to stop when they are doing and train/help others. Not everyone uses these systems the same and to assume they do or that one training is sufficient is not working. More training opportunities need to be available and specific to different types of transactions that different employees may need help with.

I wish to commend ██████████, ██████████, ██████████ for their level of accountability, their dedication, and support. When I have encountered a problem with ORACLE, they are always patient and respond in a timely manner.

Have you ever tried to be reimbursed? Actually, tried it yourself without delegating it out? Try logging into Oracle.

Offer a hands-on, face-to-face training for new admin support staff

Hire additional staff to support the number of Contracts and POs that need to be approved daily, weekly, and monthly for the District. In short, it takes too long to process with Business Services; they do the best they can with their current staff.

I would compliment Business Services for the tremendous support they have provided to my department in the past.

business processes aren't always clear. They constantly change or information posted is outdated. Although, it appears that it's been getting better over the years.

The consistency of what object codes to use for certain purchases has changed year to year for some purchases. What we were told one year and therefor have budgeted for that object code the following fiscal year only to have the contract and or PR returned as it is now the wrong object code and now funds need to be transferred and PR's and contracts need to be rewritten. This results lost man-hours that could have been put to better use.

There are times when policies don't seem consistent, one time it's okay to do something the next it's not. It can be confusing.

I'm still quite new, but business procedures are confusing and difficult. There should be more training and guidance for procedures.

Everything I've heard indicates that it's extremely difficult to get the bills paid and initiate new contracts with vendors. The process discourages innovation and providing solid resources for our students.

I never know what their new policy are and if I make a mistake on a PR, they are rude mostly and expect everyone should know every change the day it happens as if we all work in Fiscal.

not sure that I had contact or understand the support this agency would deliver

None

n.a.

Business Services needs to update the training information and needs to be more transparent.

Connection between Business Services, Grants, and those working on Grants could be stronger. It would be nice to have some sort of meeting every two years or a training at the beginning of each grant.

When changes are made at this level, sharing the information prior to the change will be helpful to district employees. No information or misinformation causes a back and forth reaction that impacts the efficiency of completing a task**.**

There are people in that area that are very helpful and some that are not.

There are members of business services that are very rude and abrasive. While the system itself is functional, there is room for some vast improvement in customer service and professionalism, especially when dealing with someone who is new to a process. Kindness and grace is needed here!

Can we make the process simpler?

Procedures for contract processing (aside from legal requirements) should be more lenient and accommodating. Returning contracts for minor type errors and non-content related things seems petty. Accounting could be more helpful with processing. There is a sense of tension in that department which shows when emails are just forwarded and explanations are not given for returns. Trainings should be held for processes that are not commonly done, like budget entry, etc. so staff is more knowledgeable of the processes and aren't made to "feel small" or brushed off when they ask for help.

Many of the staff members seem very unhappy in their position and it is reflective of conversations given through email.

It would be nice to have a run down of their services and what they provide and to who they provide them too.

Processes should be recorded and revised as neccessary

I think that there needs to be more of focus on remembering that we are here to serve students and finding ways to make that happen, rather than being stuck on rules and procedures that are not communicated very well.

They need to be consistent and most important return emails in a timely manner or be on sight to answer phone calls.

Business Services MUST offer more purchasing, software, and policy training and guidance for employees. There is not enough professional development offered by Business Services, and many times, employees are left to fend for themselves. Secretaries are often problematic or even hostile to the idea of training other employees. This must come from Business services.

They are amazing and always willing to help.

All my interactions with Business services are good. I am always being happy with the help I get from them when I have questions.

I am Part Time Employee.

CLIMATE SURVEY RESULTS: ECONOMIC DEVELOPMENT AND CORPORATE TRAINING

Did you have any contact with EDCT in the 2021-2022 academic year or are you aware of its services it provides to the community?
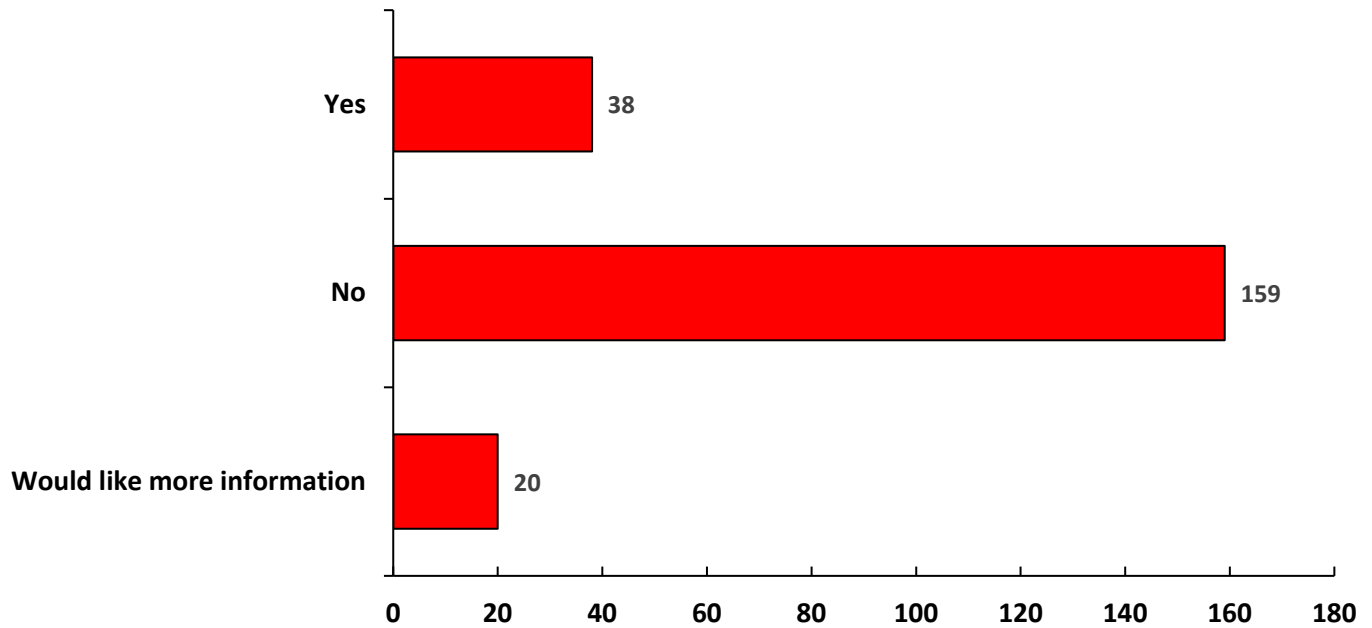
ANSWER	PERCENT	COUNT
Yes	17.51%	38
No	73.27%	159
Would like more information	9.22%	20
Total	**100%**	**217**

Please indicate the extent to which you agree or disagree with the following statements about EDCT:

EDCT Climate Questions: Graph

1. EDCT is a vital resource that provides customized and short-term job training solutions to the regional work force and our community.
2. The community and business partnerships created by EDCT are valuable to the San Bernardino Community College District.
3. EDCT is sufficiently integrated and works well with the colleges and the District.
4. I know the role of EDCT.
5. Overall, I am satisfied with the service provided by EDCT during academic year 2021-22.
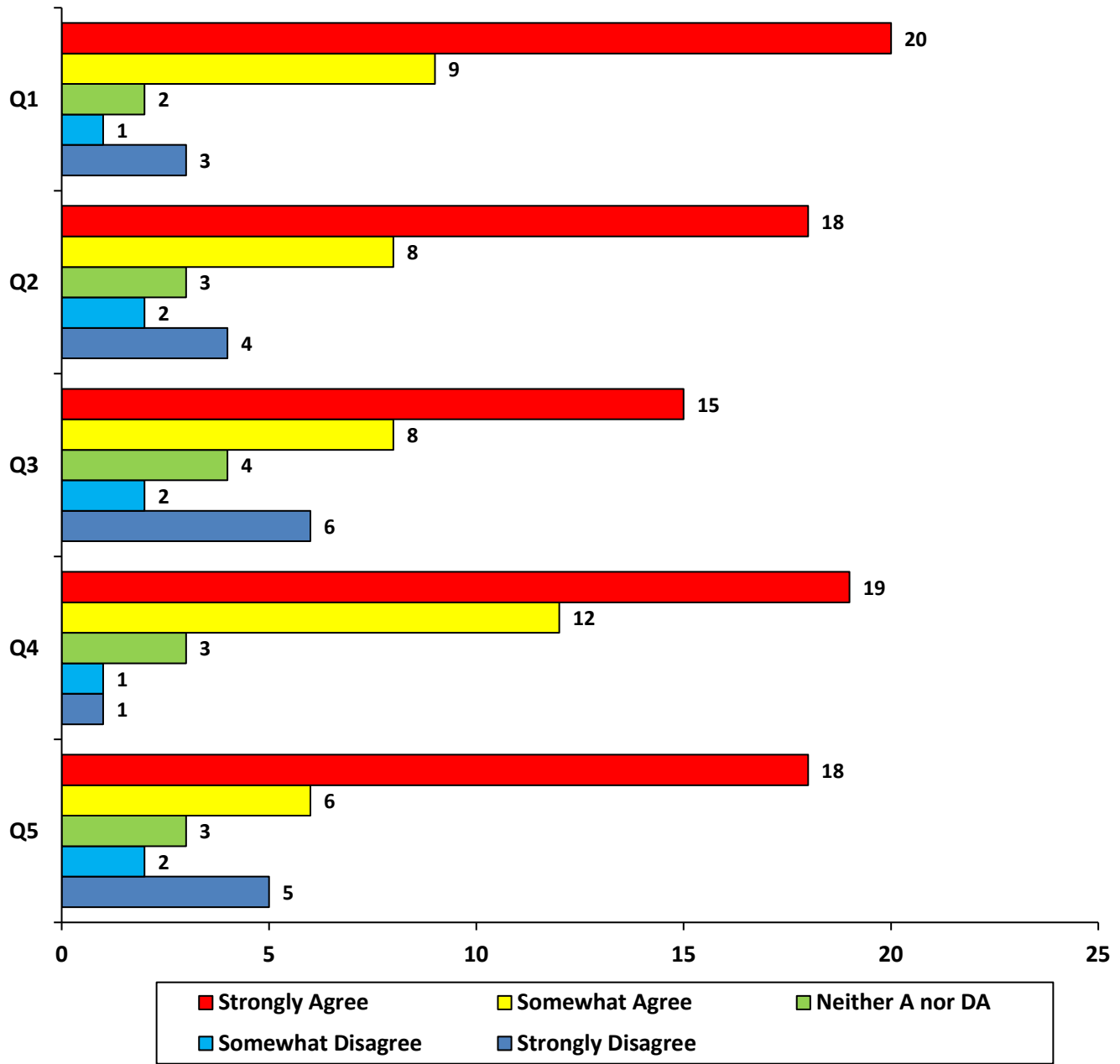
Note: "Neither A nor DA" stands for "Neither Agree nor Disagree"

EDCT Climate Questions: Graph

6. EDCT provides a holistic approach for non-traditional students that provides customized short-term training solutions for workforce, businesses, and community partners.
7. EDCT kicks off CTE programs in the curriculum approval stage to jump start classes build community and awareness and develop business relationships.
8. EDCT is the first positive college experience for individuals (i.e., justice involved, homeless, and out of school youth) with barriers to employment.
9. EDCT provides customized short-term training for businesses' employees.
10. EDCT is self-sustaining through acquiring grants and contracts to serve our community, region, and state.
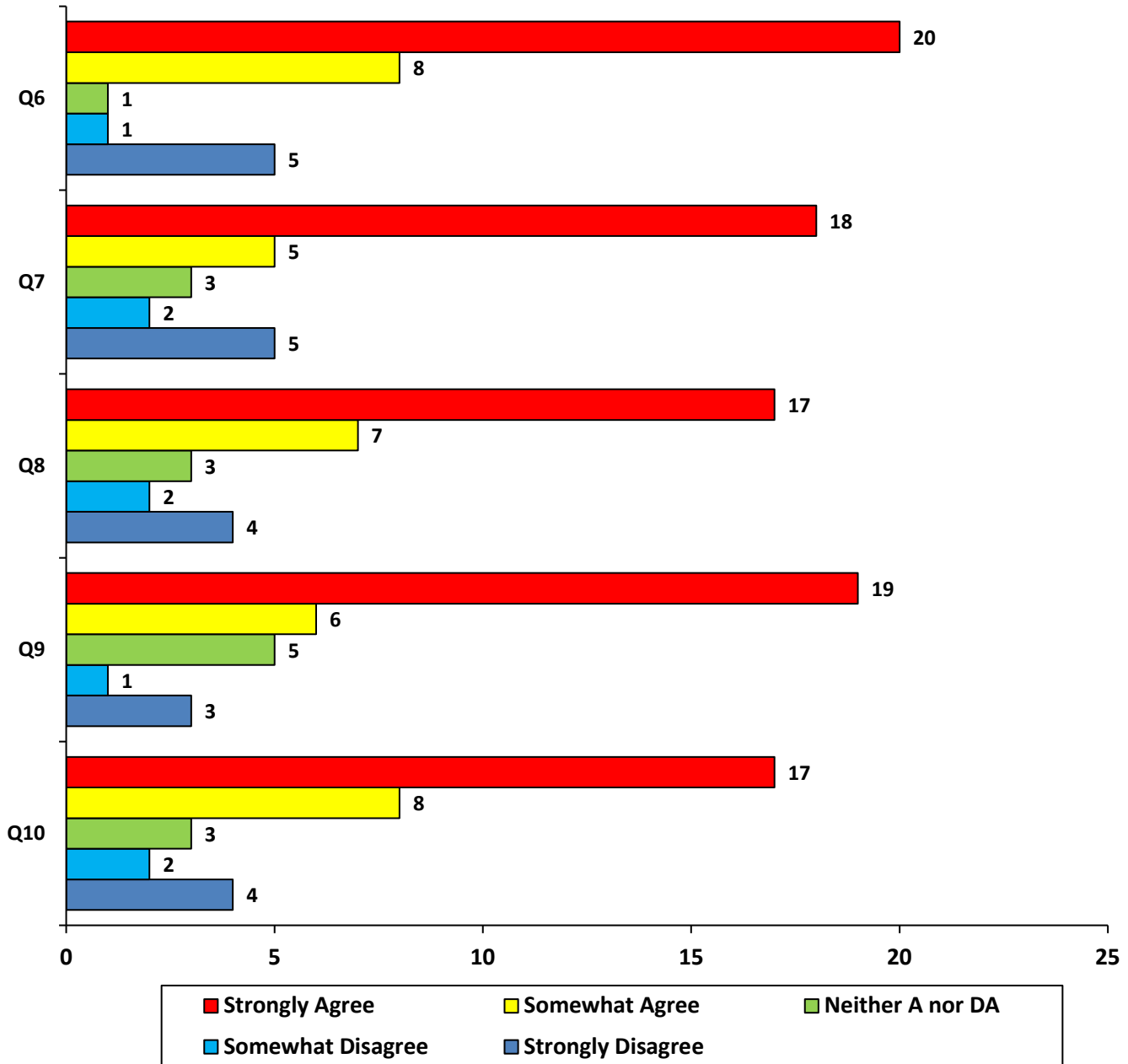
Note: "Neither A nor DA" stands for "Neither Agree nor Disagree"

EDCT Climate Questions: Table

1. EDCT is a vital resource that provides customized and short-term job training solutions to the regional work force and our community.
2. The community and business partnerships created by EDCT are valuable to the San Bernardino Community College District.
3. EDCT is sufficiently integrated and works well with the colleges and the District.
4. I know the role of EDCT.
5. Overall, I am satisfied with the service provided by EDCT during academic year 2021-22.
6. EDCT provides a holistic approach for non-traditional students that provides customized short-term training solutions for workforce, businesses, and community partners.
7. EDCT kicks off CTE programs in the curriculum approval stage to jump start classes build community and awareness and develop business relationships.
8. EDCT is the first positive college experience for individuals (i.e., justice involved, homeless, and out of school youth) with barriers to employment.
9. EDCT provides customized short-term training for businesses' employees.
10. EDCT is self-sustaining through acquiring grants and contracts to serve our community, region, and state.

Question	Strongly agree (5)	Somewhat agree (4)	Neither Agree nor Disagree (3)	Somewhat disagree (2)	Strongly disagree (1)	NA/ Don't Know	Total	*% Responding Strongly agree or Somewhat agree	Mean
Q1	20 (52.63%)	9 (23.68%)	2 (5.26%)	1 (2.63%)	3 (7.89%)	3 (7.89%)	38	29 (82.86%)	4.20
Q2	18 (47.37%)	8 (21.05%)	3 (7.89%)	2 (5.26%)	4 (10.53%)	3 (7.89%)	38	26 (74.29%)	3.97
Q3	15 (39.47%)	8 (21.05%)	4 (10.53%)	2 (5.26%)	6 (15.79%)	3 (7.89%)	38	23 (65.71%)	3.69
Q4	19 (50.00%)	12 (31.58%)	3 (7.89%)	1 (2.63%)	1 (2.63%)	2 (5.26%)	38	31 (86.11%)	4.31
Q5	18 (47.37%)	6 (15.79%)	3 (7.89%)	2 (5.26%)	5 (13.16%)	4 (10.53%)	38	24 (70.59%)	3.88
Q6	20 (52.63%)	8 (21.05%)	1 (2.63%)	1 (2.63%)	5 (13.16%)	3 (7.89%)	38	28 (80.00%)	4.06
Q7	18 (47.37%)	5 (13.16%)	3 (7.89%)	2 (5.26%)	5 (13.16%)	5 (13.16%)	38	23 (69.70%)	3.88
Q8	17 (44.74%)	7 (18.42%)	3 (7.89%)	2 (5.26%)	4 (10.53%)	5 (13.16%)	38	24 (72.73%)	3.94
Q9	19 (50.00%)	6 (15.79%)	5 (13.16%)	1 (2.63%)	3 (7.89%)	4 (10.53%)	38	25 (73.53%)	4.09
Q10	17 (44.74%)	8 (21.05%)	3 (7.89%)	2 (5.26%)	4 (10.53%)	4 (10.53%)	38	25 (73.53%)	3.94

Note: Scale ranges from 1= "Strongly disagree" to 5= "Strongly agree." *All "NA/Don't know" responses were excluded.
Note: Numbers in () represent the percent of respondents.

Comments - If you have any suggestions to improve EDCT, please state them here:

no

I think that EDCT does great work for the community and is an integral piece of the District. I would like to see what EDCT does spotlighted within our District so that more of the college faculty/staff and administrators are aware of what we do. It seems that only those we have partnered with at the colleges know what we do, and are accepting of us. Those who do not have a sense that we are duplicating efforts, or have no idea what we do. Lately, it feels like we are building positive relationships with the colleges. My hope is that we continue to build those relationships and get to a point where we are fully accepted by both colleges.

Not sure why they exist?

Keep up the good work!

How does EDTC support and/or the campuses and students? This entity has always been a mystery to the majority of faculty. Where does the money they make go? Why does EDTC use district services (payroll, HR, etc.) but is not assessed for those services like the campuses are?

We need to be rid of the EDCT. It is a complete waste of financial resources.

The fact that there is an "I need more information" option for EDCT speaks volumes. EDCT clearly does not understand their role in the district as a whole. They do not understand what it means for faculty to be the primary recommending body on the 10+1. It is imperative that the district leadership take a role in training EDCT on Title 5 and the 10+1.

Eliminate most management positions.

More resources are needed, food should always be available.

It seems like noncredit is not coordinated between the college and the district.

n/a

I'm still not sure what EDCT is. I think they duplicate things we do at Valley, but are not bound by the same rules. Really not sure what they are for, who works for them, or whether it relates to community college.

During the years working within the district I have not witnessed EDCT work closely with the colleges to create or enhance CTE programs. What I have witnessed is EDCT compete with the colleges CTE offerings. The colleges CTE programs allows students from any background to obtain accredited college credits, EDCT does not. It would be more beneficial to the district to combine or connect EDTC with college CTE programs to obtain the FTES for the new funding model. This combined effect will allow the district to provide free training to underrepresented students or any student that chooses to enroll in a CTE program and get college credit for their program. A student will also have the ability to continue the accredited education if they chose to do so after completing a CTE program at one of the colleges by way of EDTC.   I encourage EDTC to work with the campuses workforce departments to enhance job placement and retention for students.

I think we create a lot of committees and positions that aren't always necessary so all programs should be evaluated for effectiveness and then some spring cleaning should happen where we "trim the fat"

I have no clue what EDCT it or that it even exists.

Close it

All of it needs to be improved. Literally all of it. Just stop it. Stop EDCT.

EDCT does not put enough information out to the district employees.

Mostly it is invisible. Do more outreach, including to the educators and student support staff that are working with regular students.

The EDCT does not follow state required curriculum processes and acts in direct competition with the CTE program at SBVC and Crafton. The grants that they use for their funding are often taken away from the existing college programs hurting those programs. EDCT should only be allowed to offer training in subject areas not offered anywhere else in the district and any grant funds intended for subject areas offered by either college campus should be directly used to fund those existing programs

Provide more information on EDCT so that the academic community at SBVC is aware of what they do and why they do it.

Too many managers, very little classified professionals. Top heavy.

What is it?

It would be nice to have a run down of their services and what they provide and to who they provide them too. In addition to how they market this to our students. Is this at one of our colleges or only at the district? How does this help our students and their employment.

What do they do over there?

Advertise what you do more

CLIMATE SURVEY RESULTS: FACILITIES, PLANNING, AND CONSTRUCTION

Did you have contact with Facilities, Planning and Construction (includes facilities, equipment, land, and other assets at the district level) during academic year 2021-22?
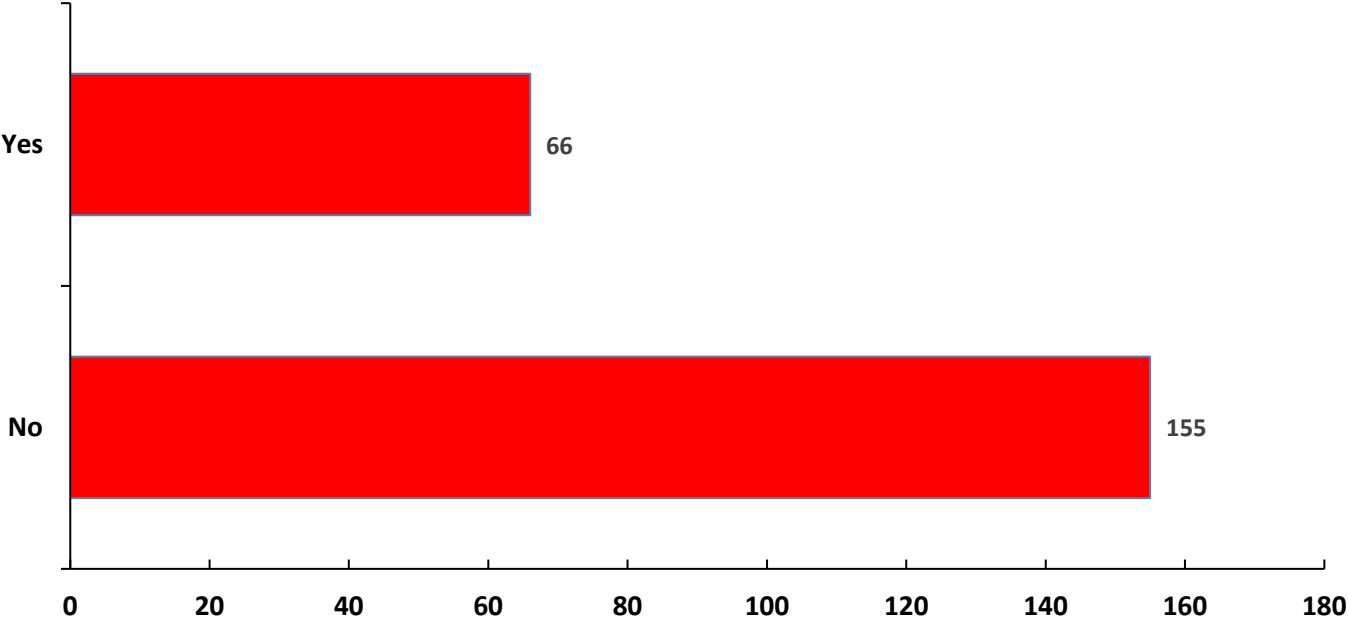
ANSWER	PERCENT	COUNT
Yes	34.56%	75
No	65.44%	142
Total	**100%**	**217**

Please indicate the extent to which you agree or disagree with the following statements about Facilities, Planning and Construction:

Facilities, Planning and Construction Climate Questions: Graph

1. Planning for physical resources is integrated with the colleges' Facility Master Plans.

2. The District's Facilities Planning & Construction uses its physical resources effectively to support the programs and services at the Colleges and other District entities.

3. The District's Facilities, Planning & Construction Department staff are helpful and courteous.

4. The District's Facilities, Planning & Construction Environmental Health & Safety staff respond in a timely fashion to provide technical support for the use of online safety training and resource platforms.

Note: "Neither A nor DA" stands for "Neither Agree nor Disagree"

Facilities, Planning and Construction Climate Questions: Graph

5. The campus and District sites' earthquake and evacuation drills overseen by the Facilities, Planning & Construction – Emergency Management staff are well-organized and provide useful information pertaining to site emergency procedures.

6. The District's Facilities, Planning & Construction staff are consistent in communication and follow-up.

7. The District's Facilities, Planning & Construction staff are accessible, and address my requests and concerns in a timely and professional manner.

8. Overall, I am satisfied with the level of service provided by District's Facilities, Planning & Construction Department during academic year 2021-22.

Note: "Neither A nor DA" stands for "Neither Agree nor Disagree"

Facilities, Planning and Construction Climate Questions: Table

1. Planning for physical resources is integrated with the colleges' Facility Master Plans.

2. The District's Facilities Planning & Construction uses its physical resources effectively to support the programs and services at the Colleges and other District entities.

3. The District's Facilities, Planning & Construction Department staff are helpful and courteous.

4. The District's Facilities, Planning & Construction Environmental Health & Safety staff respond in a timely fashion to provide technical support for the use of online safety training and resource platforms.

5. The campus and District sites' earthquake and evacuation drills overseen by the Facilities, Planning & Construction – Emergency Management staff are well-organized and provide useful information pertaining to site emergency procedures.
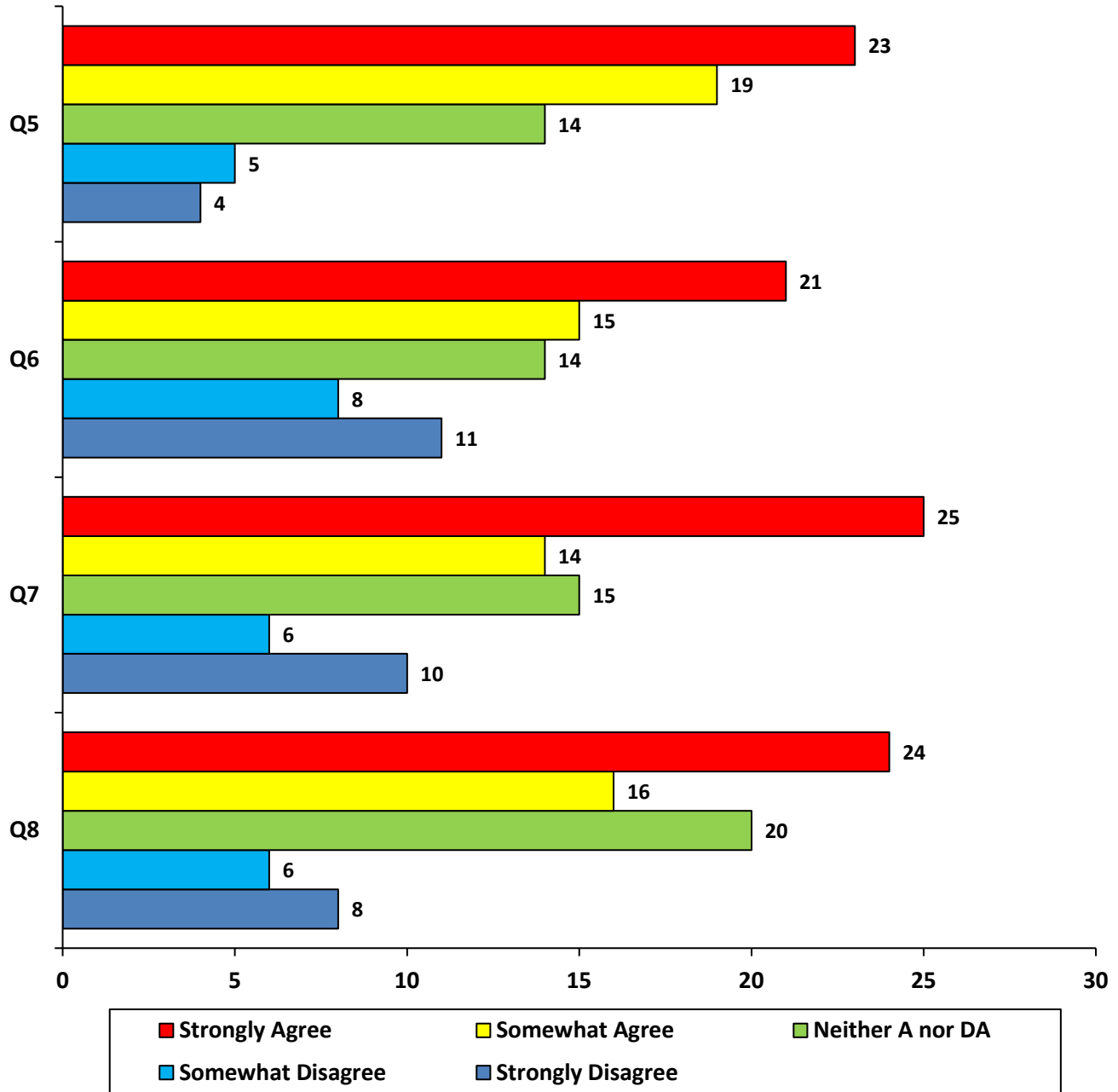
6. The District's Facilities, Planning & Construction staff are consistent in communication and follow-up.

7. The District's Facilities, Planning & Construction staff are accessible, and address my requests and concerns in a timely and professional manner.

8. Overall, I am satisfied with the level of service provided by District's Facilities, Planning & Construction Department during academic year 2021-22.

Question	Strongly agree (5)	Somewhat agree (4)	Neither Agree nor Disagree (3)	Somewhat disagree (2)	Strongly disagree (1)	NA/ Don't Know	Total	*% Responding Strongly agree or Somewhat agree	Mean
Q1	19 (25.33%)	15 (20.00%)	9 (12.00%)	7 (9.33%)	6 (8.00%)	19 (25.33%)	75	34 (60.71%)	3.61
Q2	20 (26.67%)	13 (17.33%)	13 (17.33%)	6 (8.00%)	9 (12.00%)	14 (18.67%)	75	33 (54.10%)	3.48
Q3	31 (41.89%)	15 (20.27%)	17 (22.97%)	1 (1.35%)	8 (10.81%)	2 (2.70%)	74	46 (63.89%)	3.83
Q4	21 (28.00%)	15 (20.00%)	15 (20.00%)	3 (4.00%)	5 (6.67%)	16 (21.33%)	75	36 (61.02%)	3.75
Q5	23 (30.67%)	19 (25.33%)	14 (18.67%)	5 (6.67%)	4 (5.33%)	10 (13.33%)	75	42 (64.62%)	3.80
Q6	21 (28.00%)	15 (20.00%)	14 (18.67%)	8 (10.67%)	11 (14.67%)	6 (8.00%)	75	36 (52.17%)	3.39
Q7	25 (33.33%)	14 (18.67%)	15 (20.00%)	6 (8.00%)	10 (13.33%)	5 (6.67%)	75	39 (55.71%)	3.54
Q8	24 (32.00%)	16 (21.33%)	20 (26.67%)	6 (8.00%)	8 (10.67%)	1 (1.33%)	75	40 (54.05%)	3.57

Note: Scale ranges from 1= "Strongly disagree" to 5= "Strongly agree." *All "NA/Don't know" responses were excluded.
Note: Numbers in () represent the percent of respondents.

Comments - If you have any suggestions to improve Facilities, Planning & Construction, please state them here:

no

Where are the electric car charging stations? THis should be implemented at every community college by now, so I am shocked the district and CHC have no Green vehicle support at all.

As with most district committees, the purpose of the committee and the decisions need to be communicated to everyone. Faculty and staff should be able to find the responsibilities of the committee and the pathway for getting issues addresses by the committee.

There is a complete lack of follow-up on ticketed items. There is very little direction to faculty out on the campus during a drill on what to do during the drill or the point of the drill. We are alone, sometimes after dark, with a group of 30 students confused and standing around waiting for it to be over. Is this what we should do during an emergency?

Review the Fire, Earthquake and Emergency Drills they are a joke with no accountability for students or staff. No instructions on what is needed from the faculty during the process. We just evacuate wait for the horn to blow and it is over. No meeting with building captains to account for all students faculty and staff. I guess we are on our own. what you practice is what will happen during an emergency.

More parking is needed

Very hard to get a hold of Safety, seems they are always very busy. Seems our district doesn't take safety seriously and needs to invest in that department.

None

n/a

No more bond measures

The planning process for the new tech building left people out despite our questions at the few meetings where we get to interact with SBVC admin. I think there has been more of a focus showing us historical videos that being present with the problems we face. SBVC seems to be scared to make the fault line more visible, which impacts our ability to be prepared - the District, the campus, students, and the community. We should be the example and set the standard. Sustainability has not been addressed. I think it is fair to say we're current to the 1980s or 1990s as far as sustainability efforts, if we are generous and count LEED certifications. I think with changes in admin there is reason for hope, but there is a lot of hard work ahead.

Be more inclusive of constitute groups.

I have to repeat or restate what I need many times.

Staff needs to be reached outside of normal business hours. For faculty teaching early courses or late evening courses, it's hard to get a hold of folks to open locked classrooms and other things.

Don't build on top of the Living Lab Garden (aka Biology Garden) at SBVC. It's wrong. It hurts students. It's not okay to blame it on ADA compliance. Don't pit one underserved group against another.

Management in this office is extremely helpful.

they are almost their own entity. this department brings in a lot of money so its no surprise that they on the outside appear to be very resourceful to the district

The current organization structure feels like a jumbled mess. Newly hired personnel may be able to help with that, but in the past the staff hired to do various aspects of these jobs have been poorly supported and poorly integrated into district operations.

Construction planning takes place with little or no awareness of how instruction is impacted. The campus is looped into planning too late to influence the outcome and to the detriment of students.

District facilities planning has been terrible to work with. The consistent and complete disregard to safety has been shocking and there is also been issues with the use of data for facilities planning that is significantly outdated. There is also no apparent rhyme or reason for any facility plans that are made and Faculty are not included in planning processes and not listened to

What does this body do?

I have asked many times to be part of building planning and have been ignored. If you are building a building where I work and meet with students, wouldn't you want people like me involved in planning, not the people who never will enter or use that building?

Not sure if this is the correct area but most work orders placed have extremely slow turnaround times

A major issue that we ran into recently is that plans for the new Tech building changed and the building site was changed in a way that would result in the destruction of the Biology Gardens without input from the Science Division. Affected constituents must be included in discussions like these.

CLIMATE SURVEY RESULTS: FISCAL SERVICES

Did you have contact with Fiscal Services (includes Accounting, Accounts Payable, and Payroll) during academic year 2021-22?
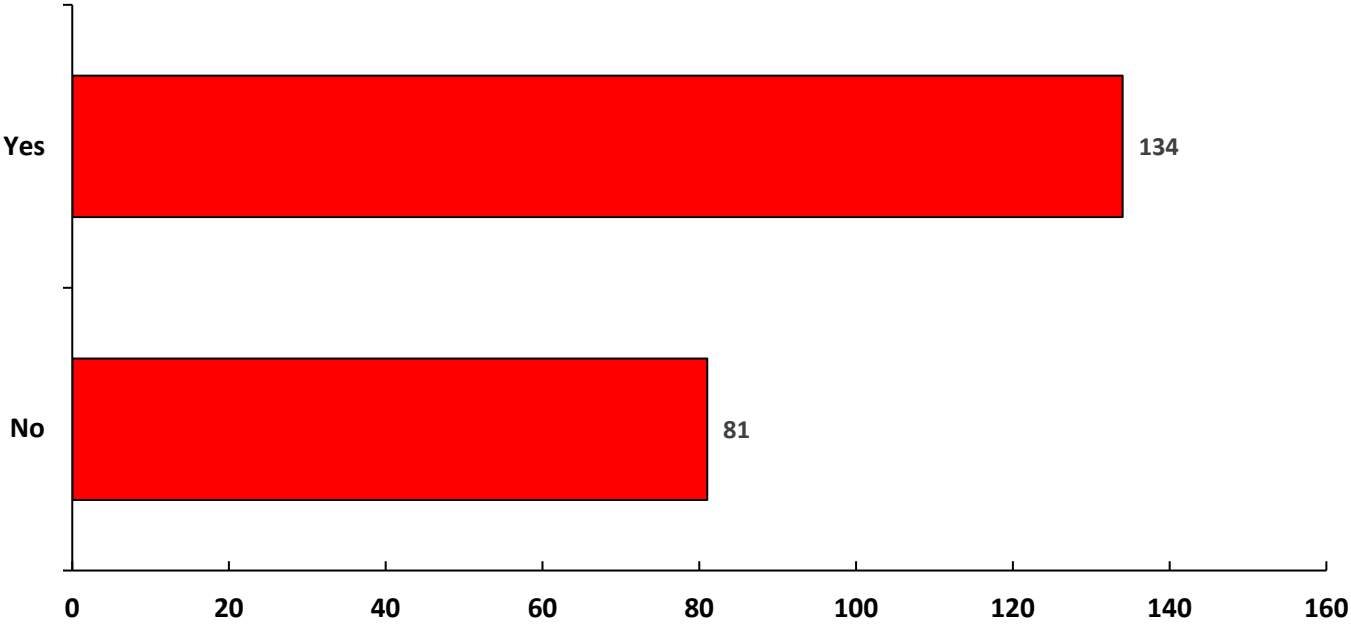
ANSWER	PERCENT	COUNT
Yes	62.33%	134
No	37.67%	81
Total	**100%**	**215**

Please indicate the extent to which you agree or disagree with the following statements about Fiscal Services:

Fiscal Services Climate Questions: Graph

1. Fiscal Services is transparent in developing and administering the budget.
2. Fiscal Services provides clear guidance on developmental budget timeline and process.
3. Fiscal Services provides clear guidance and consistent interpretation of procedures for reimbursement and vendor payments.
4. Fiscal Services pays vendors timely.
5. Fiscal Services provides timely and helpful response to requests for information or assistance.
6. I would like to receive additional Oracle training.
7. Overall, I am satisfied with the level of services provided by Fiscal Services during academic year 2021-22.
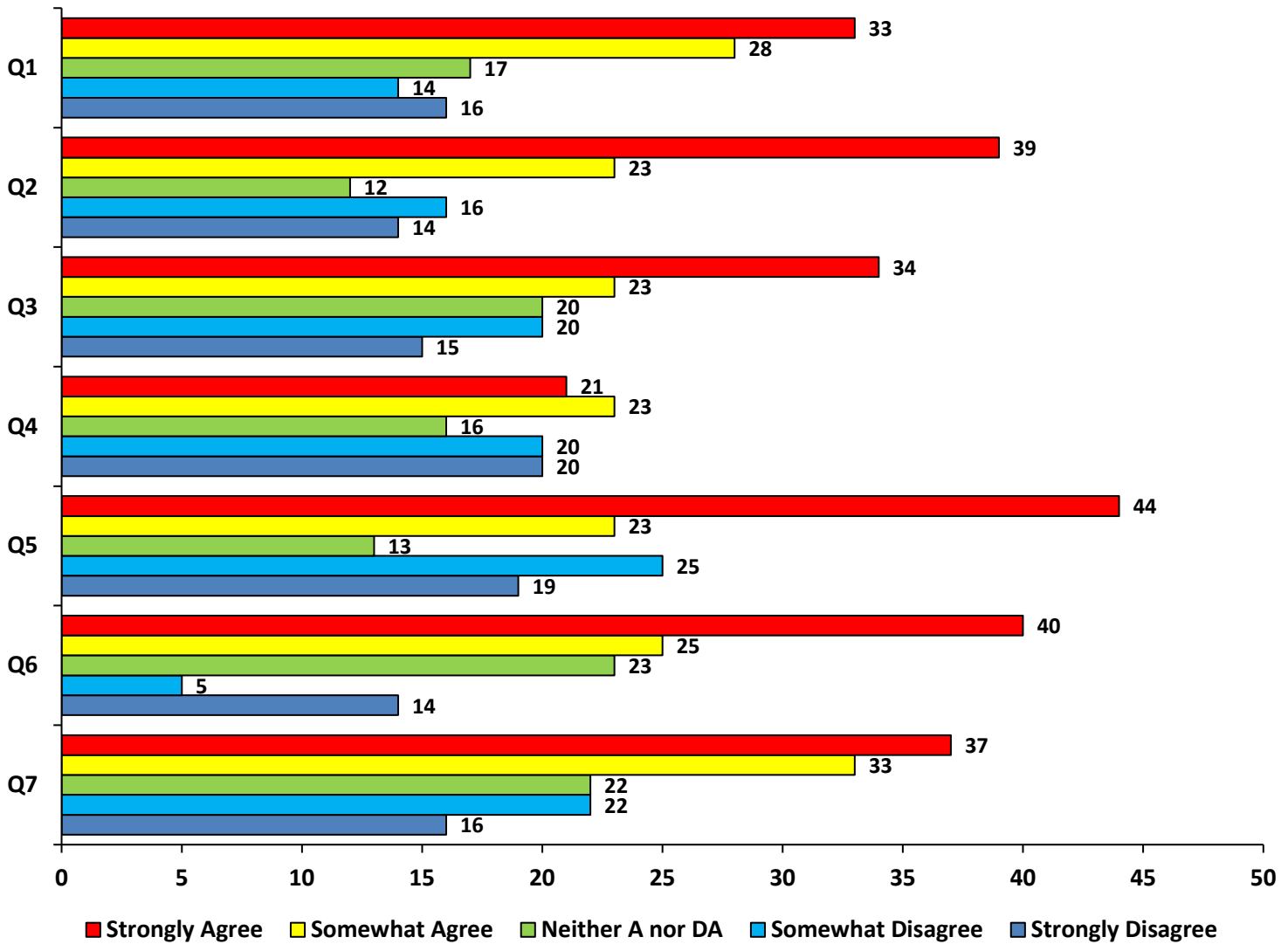
Note: "Neither A nor DA" stands for "Neither Agree nor Disagree"

Fiscal Services Climate Questions: Table

1. Fiscal Services is transparent in developing and administering the budget.

2. Fiscal Services provides clear guidance on developmental budget timeline and process.

3. Fiscal Services provides clear guidance and consistent interpretation of procedures for reimbursement and vendor payments.

4. Fiscal Services pays vendors timely.

5. Fiscal Services provides timely and helpful response to requests for information or assistance.

6. I would like to receive additional Oracle training.

7. Overall, I am satisfied with the level of services provided by Fiscal Services during academic year 2021-22.

Question	Strongly agree (5)	Somewhat agree (4)	Neither Agree nor Disagree (3)	Somewhat disagree (2)	Strongly disagree (1)	NA/ Don't Know	Total	*% Responding Strongly agree or Somewhat agree	Mean
Q1	33 (25.00%)	28 (21.21%)	17 (12.88%)	14 (10.61%)	16 (12.12%)	24 (18.18%)	132	61 (56.48%)	3.44
Q2	39 (29.55%)	23 (17.42%)	12 (9.09%)	16 (12.12%)	14 (10.61%)	28 (21.21%)	132	62 (59.62%)	3.55
Q3	34 (25.95%)	23 (17.56%)	20 (15.27%)	20 (15.27%)	15 (11.45%)	19 (14.50%)	131	57 (50.89%)	3.37
Q4	21 (15.79%)	23 (17.29%)	16 (12.03%)	20 (15.04%)	20 (15.04%)	33 (24.81%)	133	44 (44.00%)	3.05
Q5	44 (33.08%)	23 (17.29%)	13 (9.77%)	25 (18.80%)	19 (14.29%)	9 (6.77%)	133	67 (54.03%)	3.39
Q6	40 (31.01%)	25 (19.38%)	23 (17.83%)	5 (3.88%)	14 (10.85%)	22 (17.05%)	129	65 (60.75%)	3.67
Q7	37 (27.61%)	33 (24.63%)	22 (16.42%)	22 (16.42%)	16 (11.94%)	4 (2.99%)	134	70 (53.85%)	3.41

Note: Scale ranges from 1= "Strongly disagree" to 5= "Strongly agree." *All "NA/Don't know" responses were excluded
Note: Numbers in () represent the percent of respondents

Comments Fiscal Services - If you have any suggestions to improve Fiscal Services, please state them here:

No one understands Oracle and if you contact someone about an issue you will just get emailed a training guide. Additionally, folks drop the ball too often when looking at reimbursing expenses or communication about vendors.

Please review my previous comments on this survey concerning Business/Fiscal Services. I spoke in great detail about what I view are.ptoblematic procedures within the Payroll Division.

BETTER RESPONSE AND TRAINING

no

More transparency and accessible information online.

On the whole I believe fiscal services is meeting its obligations to maintain a massive fiscal division however faculty requests for assistance are often left unanswered or met with more annoyance than assistance.

My comment earlier about Business Services is actually more applicable to Fiscal Services and the accounting functions - I thought Fiscal fell under Business. Please refer to comments about Business Services.

Our budgets are vague and opaque for many line items. Faculty salaries are consistently overestimated and that overage is not then reallocated to faculty. The budget has a reserve amount over both the board recommendation and the state recommendation. It is unclear why Fisal Services chooses this, again vague and opaque.

███████, ████████, ████████ are always most polite and professional.

Fix the RAM. The DSO clearly needs to make budget cuts so the campuses can offer the resources that students need. It is far past time for the DSO to cut back on its spending. There are far too many management positions. We do not need a chancellor and 3 vice-chancellors. Management managing management is a ridiculous waste of funding.

Service in fiscal services is wildly inconsistent. Certain individuals are responsive and pleasant to work with, while there are others that ignore questions and are rude all the time. Better training should be put in place for Questica, Oracle, and Financial 2000. There is no formal training happening from fiscal services, beyond being told to look things up on you own in the wiki or see in someone you work with might know. It would be helpful to have someone from the fiscal department to provide training directly to ensure people are being trained correctly and consistently.

Ooohwee...This would take a conversation. My main concern is with the timesheet processes.

Open POs are closed out without informing the originator that the purchase orders have had no activity. I think the PR originator should be contacted before POs are closed to ensure vendors have been paid.

Receiving an invoice for payment back with the only guidance from accounts payable as to what is wrong with it being the statement "the invoice does not match the PO" is not helpful. Trying to get information out of some folks is difficult and no one in accounts payable seems to be reachable by phone. The fact that accounts payable

is completely isolated from purchasing and that neither accounts payable nor purchasing know what the other does seems counter productive as the questions about how to fix an issue so a vendor can be paid results in emails that go along the lines of: I don't know what they do over there but you need to work with them to fix this or it wont get paid. If I don't know what needs fixing how are accounts payable and I supposed to fix anything.

Definitely would appreciate more trainings dealing with Oracle and Questica.

None

Oracle always shows different balances and different payments amounts for contracts and vendors.

n/a

Take responsibility for mistakes made in the Fiscal Services Department. Others are forced to compensate for those mistakes.

Fiscal Services needs to pay P.O.'s on-time. Provide better customer service (internally and vendors). Notify when user when P.O.'s are not approved.

Identify a fiscal system that makes running, reviewing and completing reports more effectively and efficiently. Each fiscal systems report process for budgets never insync with each other. Before purchasing fiscal software, include stakeholders to inquire how the system will impact how they complete tasks. I feel thousands of dollars have been wasted on software.

Invoices are not paid on time and as a result my department jist found out we had unpaid invoices from 2020 that needed to be paid. ███████████ has been very helpful in calling the vender and speaking with them to get our account off hold.

It would be helpful if they answer their phones, this includes AP managers. If they can't answer the phone then a 48 response for an email doesn't seem unreasonable. I've had multiple interactions where I haven't received a response at all or its so delayed that it doesn't matter. I've also asked a manager to call when I am unable to get a hold of staff only to be asked what its regarding then I'm sent an email response. It can be infuriating.

The Resource Allocation Model (RAM) will need to be adjusted to assist Crafton Hills College. This should reflect the New Student Centered Funding Formula.

Emails should be answered in a timely manner during business hours.

Prior comments under Business Services section regarding accounting should be in this section. Thank you.

There needs to be a better system for accounting processes. Need to post details faster.

Most of the fiscal services staff act like they would rather not deal with you.

fake accountants in charge doesn't equal accuracy and efficiency it equals fraud. These people still use a type writer.

It's difficult to reach Fiscal Services staff by phone. Nobody picks up the phones anymore.

Faculty, staff and vendors need to be paid in a timely manner which currently does not happen and in some situations there has been complete refusals to pay faculty and vendors

I have zero information about a departmental "budget" - when I ask, zero information is provided. Please provide information to faculty about budgets and spending.

updated oracle guides, timely replies and payment to vendors. updated oracle trainings

I have asked for assistance locating reimbursements that were sent to the wrong address (through no fault of my own) but am routinely ignored. For current reimbursements, things go pretty smoothly, but if a mistake has been made in the past, it's hard to get anyone to help.

Pay us on time.

I still have no clue on how Oracle is being used. I still have to provide a timesheet every month in addition to an overload sheet, even though it is in SARS. Why haven't we updated our systems to technology that is for the 2022 year and beyond not the 1900s

Maybe some help on the phone for staff when they need it.

I don't think that the budget and projections are communicated well.

Would like to be provided with a some kind of written guide so when my department is told something different all the time I can go back and say but it is in your guide! Again most important return emails in a timely manner(just answer them period) and be on sight to answer phone calls. Just because you work remotely those of us that are on campus should be able to reach during regular business hours.

Too much red tape

I am frustrated by Fiscal Service's lack of support to employees. They give little to no training to employees.

Provide training on budgets, pulling reports, PR/PO, PRFs. ETC.

CLIMATE SURVEY RESULTS: HUMAN RESOURCES

Did you have contact with Human Resources during academic year 2021-22?
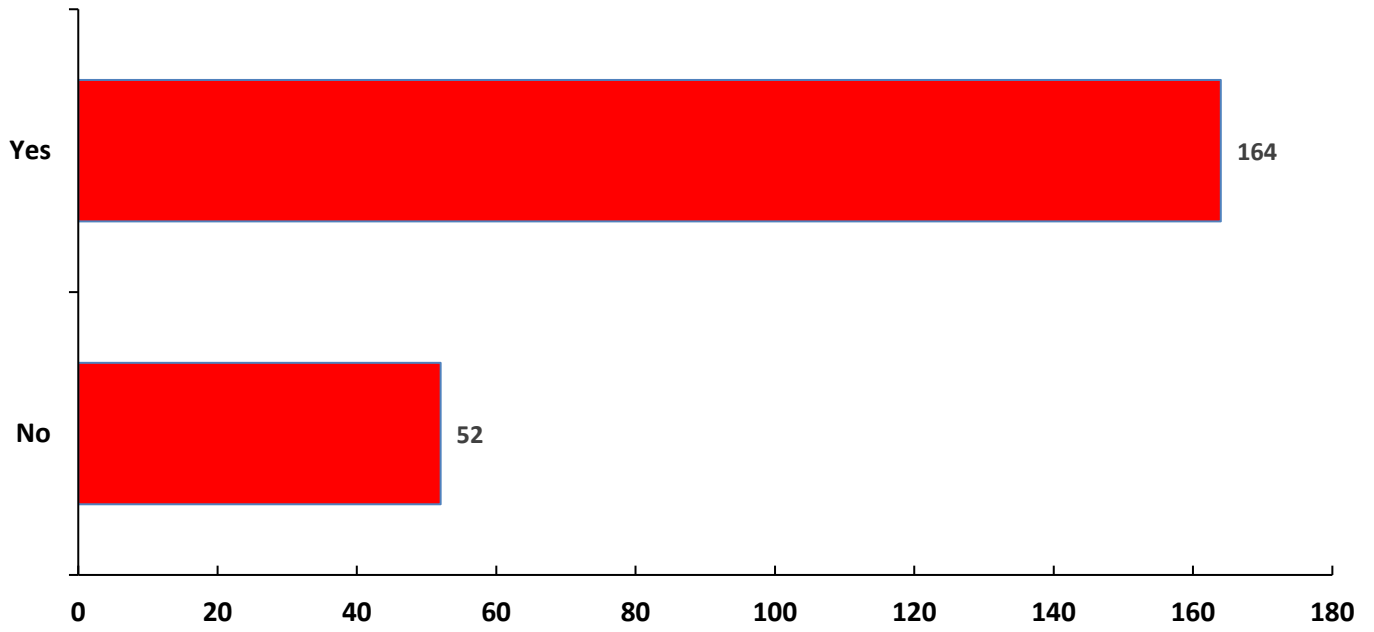
ANSWER	PERCENT	COUNT
Yes	75.93%	164
No	24.07%	52
Total	**100%**	**216**

Please indicate the extent to which you agree or disagree with the following statements about Human Resources:

Human Resources Climate Questions: Graph

1. Human Resources has facilitated inclusion and diversity in recruitment.
2. Human Resources is making progress in updating policies and procedures to ensure fairness and equity.
3. Human Resources offers trainings and support to encourage diversity and equality throughout the district.
4. Human Resources supports and encourages collaboration between managers, faculty, and classified staff.
5. The Human Resources team is supportive and encourages team building and collaboration.

Note: "Neither A nor DA" stands for "Neither Agree nor Disagree"

Human Resources Climate Questions (Continued): Graph

6. Human Resources is accessible and has provided online resources including FAQs and other forms on their website.
7. Human Resources is approachable and provides opportunity for feedback.
8. The Human Resources team has been present and available during the 2021-22 academic year.
9. Human Resources has made improvements on communication and access for all employees.
10. The Human Resources team has made improvements on providing consistent and accurate information.
11. Overall, I am satisfied with the level of services provided by the Human Resources office during academic year 2021-22.

Q6
- Strongly Agree: 47
- Somewhat Agree: 54
- Neither A nor DA: 21
- Somewhat Disagree: 12
- Strongly Disagree: 18

Q7
- Strongly Agree: 48
- Somewhat Agree: 40
- Neither A nor DA: 25
- Somewhat Disagree: 19
- Strongly Disagree: 25

Q8
- Strongly Agree: 56
- Somewhat Agree: 44
- Neither A nor DA: 23
- Somewhat Disagree: 14
- Strongly Disagree: 18

Q9
- Strongly Agree: 35
- Somewhat Agree: 37
- Neither A nor DA: 32
- Somewhat Disagree: 11
- Strongly Disagree: 24

Q10
- Strongly Agree: 38
- Somewhat Agree: 42
- Neither A nor DA: 29
- Somewhat Disagree: 14
- Strongly Disagree: 22

Q11
- Strongly Agree: 43
- Somewhat Agree: 53
- Neither A nor DA: 28
- Somewhat Disagree: 13
- Strongly Disagree: 22

Legend: ■ Strongly Agree ■ Somewhat Agree ■ Neither A nor DA ■ Somewhat Disagree ■ Strongly Disagree

Note: "Neither A nor DA" stands for "Neither Agree nor Disagree"
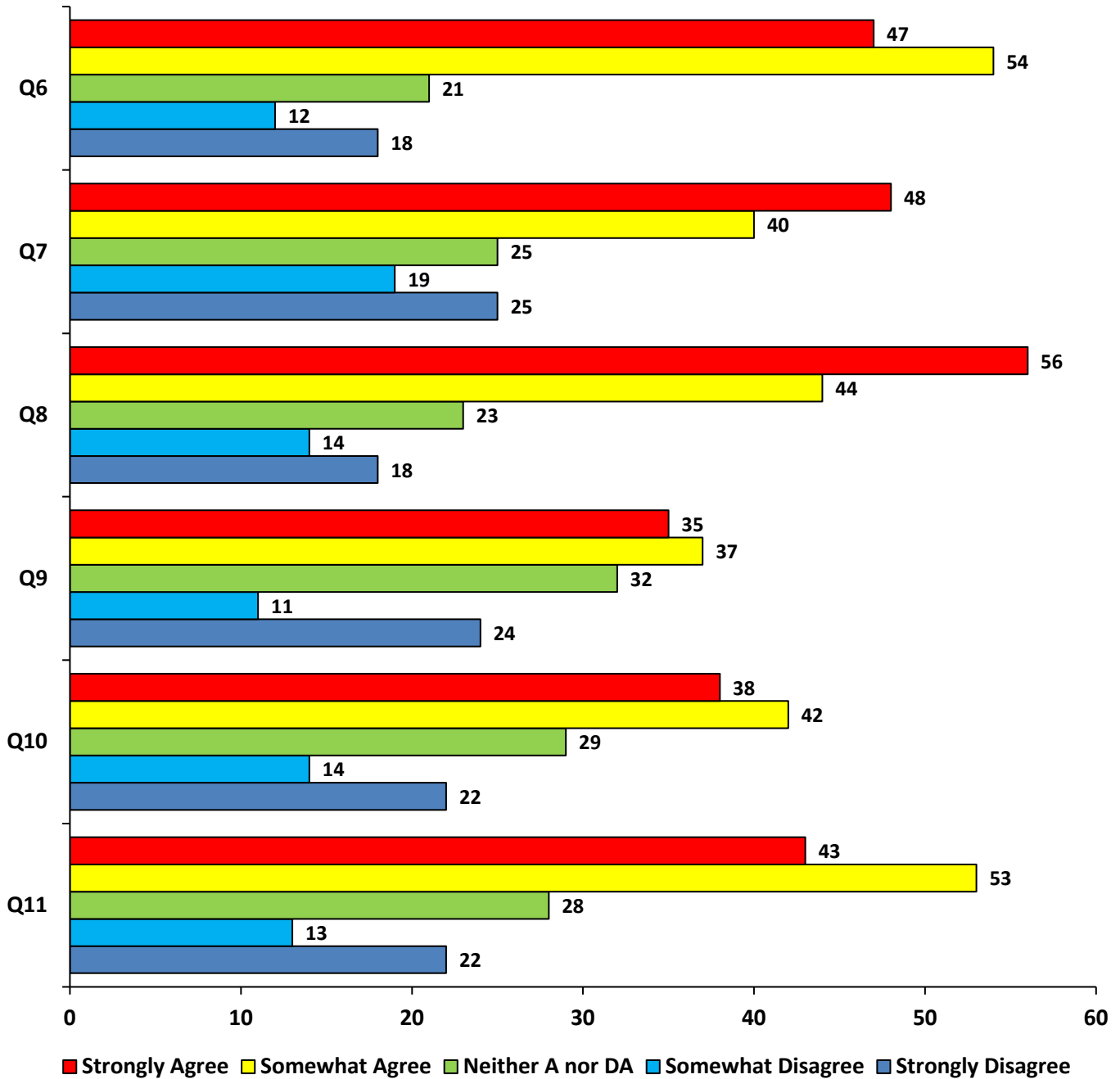
Human Resources Climate Questions: Table

1. Human Resources has facilitated inclusion and diversity in recruitment
2. Human Resources is making progress in updating policies and procedures to ensure fairness and equity.
3. Human Resources offers trainings and support to encourage diversity and equality throughout the district.
4. Human Resources supports and encourages collaboration between managers, faculty, and classified staff.
5. The Human Resources team is supportive and encourages team building and collaboration.
6. Human Resources is accessible and has provided online resources including FAQs and other forms on their website.
7. Human Resources is approachable and provides opportunity for feedback.
8. The Human Resources team has been present and available during the 2021-22 academic year.
9. Human Resources has made improvements on communication and access for all employees.
10. The Human Resources team has made improvements on providing consistent and accurate information.
11. Overall, I am satisfied with the level of services provided by the Human Resources office during academic year 2021-22.

Question	Strongly agree (5)	Somewhat agree (4)	Neither Agree nor Disagree (3)	Somewhat disagree (2)	Strongly disagree (1)	NA/ Don't Know	Total	*% Responding Strongly agree or Somewhat agree	Mean
Q1	**60 (36.81%)**	45 (27.61%)	15 (9.20%)	9 (5.52%)	17 (10.43%)	17 (10.43%)	163	105 (71.92%)	3.84
Q2	**57 (34.97%)**	33 (20.25%)	21 (12.88%)	13 (7.98%)	16 (9.82%)	23 (14.11%)	163	90 (64.29%)	3.73
Q3	**48 (29.45%)**	46 (28.22%)	21 (12.88%)	16 (9.82%)	17 (10.43%)	15 (9.20%)	163	94 (63.51%)	3.62
Q4	**36 (22.09%)**	41 (25.15%)	31 (19.02%)	15 (9.20%)	27 (16.56%)	13 (7.98%)	163	77 (51.33%)	3.29
Q5	35 (21.60%)	**40 (24.69%)**	28 (17.28%)	16 (9.88%)	25 (15.43%)	18 (11.11%)	162	75 (52.08%)	3.31
Q6	47 (29.19%)	**54 (33.54%)**	21 (13.04%)	12 (7.45%)	18 (11.18%)	9 (5.59%)	161	101 (66.45%)	3.66
Q7	**48 (29.81%)**	40 (24.84%)	25 (15.53%)	19 (11.80%)	25 (15.53%)	4 (2.48%)	161	88 (56.05%)	3.43
Q8	**56 (34.78%)**	44 (27.33%)	23 (14.29%)	14 (8.70%)	18 (11.18%)	6 (3.73%)	161	100 (64.52%)	3.68
Q9	35 (21.74%)	**37 (22.98%)**	32 (19.88%)	11 (6.83%)	24 (14.91%)	22 (13.66%)	161	72 (51.80%)	3.35
Q10	38 (23.75%)	**42 (26.25%)**	29 (18.13%)	14 (8.75%)	22 (13.75%)	15 (9.38%)	160	80 (55.17%)	3.41
Q11	43 (26.71%)	**53 (32.92%)**	28 (17.39%)	13 (8.07%)	22 (13.66%)	2 (1.24%)	161	96 (60.38%)	3.52

Note: Scale ranges from 1= "Strongly disagree" to 5= "Strongly agree." *All "NA/Don't know" responses were excluded
Note: Numbers in () represent the percent of respondents

Comments - If you have any suggestions to improve a policy or procedure under the scope of Human Resources, please state them here:

Limited contact this year, just through being hired on as part-time faculty. Just don't know at this point if there has been improvement in the areas being questioned being a new employee.

Great workers and always very helpful., Thank you all.

The serious issue with error of part time instructor's "service credits' to the state retirement system has not been resolved or/and not communicated to us for over a year. When will this be resolved? When will we be notified? Mine are/were incorrect, and goes back as far as from the start of my employment.

Since the SBCCD website was updated, it is difficult to find paperwork and other resources on the HR page. There are dead links and it is no longer intuitive. Also, the hiring forms for student workers and professional experts have been converted so that they can be completed online, but this is often clunky and many forms need to be updated for easier digital completion and signature.

Communication between new employees and Human Resources. I was placed on the wrong benefit after submitting paper work in a timely manner. It caused some effort on my part to correctly place myself in the proper benefit.

I agreed with most of the statements in the survey however my issue is with the follow through on making sure things like inclusion and accessibility actually occur at all levels. HR says the right things and I believe honestly wants these things for our district but does not get the support needed to make sure ALL areas of the district embrace these concepts. I support the direction HR is going but it can't just be HR doing the work.

I am actually disappointed at the lack of reports available from HR. I've requested employee reports for our campus and was told they do not exist. Instead we have to manually track Board items independently and hope we got everyone. I know HR/Admin needs access to various ad hoc employee reports throughout the year, so I don't know why they are not made available when requested. Even if there is personal information, that can be omitted, but basic hire dates and classes of employees (anything found on the Board Report minutes) should be readily available to anyone on an "as-needed" basis.

On hiring committees HR is excessively stifling discussion and limiting candidates of color that may be less familiar with such strict hiring processes. Candidates were not allowed to even ask clarifying questions and hiring committee members were limited to very narrow hiring procedures and questions.

Human Resources allows managers hired to manage another manager. Money is wasted on consultants. Money which should be used to pay for COLA.

Human Resouces leadership is welcoming of inclusion, but we need that at all levels of HR. We also need improved training for all levels of HR. HR arguing with HR on how to do HR is not confidence-boosting. Who is responsible for teaching the other areas of the district that they are responsible for supporting the colleges and students. If it is HR, that needs to be improved dramatically. If it's not HR, the responsible party needs to be identified and communicated to the campuses.

My most significant problem with Human Resources is they do not respond to emails. I have sent emails and have not received so much as a confirmation thanking me for my suggestions. I know other colleagues have had the same experience. I finally had to show up in person to get my issue addressed.

███████, EEO training was awesome! I have become frustrated with the EmployeeWiki on the district website ever since the website update. I am no longer able to access the forms I am looking for and have had to email HR staff directly (Thank you ██████ for replying promptly!). Can the website be fixed to be more searchable? It was very helpful in its prior format.

███████ is great! Give him raise.

Instructions on how to find out what benefits I currently have and with who. I did not save my choices to my computer during open enrollment, it would be nice to know what link to use to review them at anytime.

I recommend having a universal email for employees to submit transcripts instead of one specific person so that we don't have to keep buying them because links expire or when one person is out on extended leave.

We need to do a better job making sure multiple people read job adds before they are posted (we had a major error in a recent job add). We also need it more clear how screening will occurring. Strong candidates were not allowed to be invited for interviews due to scoring low on DEI in their application but I was under the impression we would be continuing to look at this during the in-person interview. Given that the applications did not require very much information it was disturbing to hold a lack of specific content against a candidate at such an early stage in the hiring processes. Also we had errors with simple things, like tallying scores - it's not even hard to write an excel macro, there is not excuse for this error. We also need to consider the weight each criteria should have related to other criteria.

Provide more trainings and workshops, but make them required because the same people are always showing up, but not the people who need to attend trainings.

To be more sensitive to other people's time and more costumers service-kind oriented.

n/a

The main question I have for HR, which may be out of their control, is how we ensure that the managers/admin making final hiring decisions take the committee's will into account. We've had a few folks squeak by to second levels and it hasn't been clear why we lose out on the unanimous candidate. Then we end up with a faculty member or administrator who is less than present or less than prepared and really shouldn't have been selected. Secondary question: What is the oversight process when administrative positions are restructured? Does anyone have a say in how that happens besides Presidents/Chancellors? Where is the inclusivity? How do we vet people so that we are putting the right person in the right position.

Be more transparent and inclusive. Be honest, sincere, and fair.

Consistency is improved but not where it needs to be. Where is the managers handbook? Too many policy updates were supposed to know about by osmosis.

Current job flyers with statements about hiring people of color comes off as harsh. Several people have voiced concerns that they feel like they wont get hired because they are white. I understand what HR is attempting but feel it could be worded in a more professional manner.

Human Resources is "available" only electronically and only if the person seeking help knows what he/she/they are looking for online. The District Website is not easy to navigate and is not user intuitive. HR Benefits contact, ██████████, ALWAYS responds promptly and professionally, regardless of the question. She is consistently very kind and helpful and deserves recognition.

Human Resources needs to improve in a wide variety of areas. A monthly communication update would be helpful especially as it pertains to negotiations and information that would be helpful to management. Many managers are struggling with the professional development aspect of their employees so it would be great if HR offered a catalog of professional development for managers, faculty, staff and classified employees. In addition, it is challenging to get emails responded to by professionals in HR.

With AWS it is difficult to know who works when or who is available to call or email with a question. When emails are replied it is in the evening after work hours.

Our hiring practices don't make sense. Desired qualifications are irrelevant. It's a fearful way to hire and we don't get to know the actual candidates, only whether or not they can give a canned answer.

i was unable to reach anyone from HR when i had a Covid situation. HR phones should have been forwarded to cell phones so that they were reachable for immediate assistance.

Very unhappy with the way that HR dealt with the transparency of the classified job description study.

stop promoting and hiring new people to perform work that they are not qualified to do.

Difficult to reach the staff by phone. Issues that should take less than a minute to resolve on the phone takes days or weeks playing phone tags.

There seem to be good intentions among new HR admin but I'm not seeing any concrete actions to do anything more than the basics of posting jobs, supervising the screening and interviewing. One exception is that I've seen HR increase its in-house announcements about open positions, and I think that is a good thing.

Recruitment strategies and processes are inconsistent. Equivalency processes are broken. HR fails to provide appropriate back up to managers.

HR is a tough place to work, especially at a place like SBVC and this district. Keep up the good work.

Communication about who to contact in HR would be nice since it seems it changes all the time

When the HR presented about the hiring process for adjuncts in the Faculty Chair Meeting, the Counseling Department stated that the chairs are often over looked, as there are 3 deans and many directors/coordinators. They never go to the chair(s) when hiring adjuncts, yet the chair(s) train and seemed to get blamed when a counselor does not give accurate information. This is still happening. In addition, adjuncts need to have mandated training. Not when the day and times fit their needs. It also seems that in the current state, HR along with district does not want to give C.O.L.A. to any employees that actually work first hand with students.

Especially knowing all of the work they have put in due to the Covid pandemic, ever changing technology and so much more. Nor do they seem to agree that students need accessibility and with that Student Services need to also be able to work remotely. And when I say work remotely they should be able to do this from their home, not from their office desk. Even the chair during chair hours have to work from their on-campus office, where as Instruction side does not. They also have to input their chair hours that they are working on chair duties into the SARs grid, but instruction does not have too. Even our amazing Articulation officer has to work on-campus and for what reason, just that she has too. If she needs to attend meetings she makes herself available if they need to be done on-campus, yet all of her meetings are virtual and she still needs to be on campus. Example: there was a virtual meeting that she needed to attend, yet that morning her son was sick. She could still do her work from home, as her son is older, but was told no. The meeting was then canceled and people on that meeting couldn't move the process forward, all because Student Services does not allow faculty to work remotely, beside their current one day of their choosing and Fridays. Fridays because the campus is closed in person.   Student Services faculty should have the same inclusivity and equality as does the instruction side. It is more likely that students will want to see a counselor on-campus if they have classes on campus. Most of the time students prefer to see counselors online as it is accessible to our students. I believe majority of students do want to meet with Financial Aid in-person because they are not accessible online. Faulty in Student Services need Equality, which they are not getting. If counselors would like to work 5 days a week on-campus they should be able too, especially our full time tenure faculty. If they decide to work from home because this makes them happier then they should be able too. Don't we want a happy work place? In addition, why are we not hiring more tenure positions across the board. If adjuncts have worked here for more than five years, clearly we can afford to hire them as full time.

Unfair movement and ridiculously bad classification study. Disproportionately changing job titles and or steps. This has made a morale nightmare on campus. No input from management on job description changes that effected the divisions negatively. Some staff didn't benefit at all from the study and certainly SHOULD have. To reclass admin asst 6 steps was a ludicrous and then have to Y rate in a feeble attempt to fix the situation after 2 years.

I have had a great experience with HR

Inconsistent information.

Human Resources is an extension of SBCCD's Administrators, Board, and Chancellor. It does not represent the equality and inclusivity that HR's are "supposed" to represent. They do not protect employees from abusive Administrators, they do not promote equal pay for equal work, they sweep inappropriate behavior by faculty and administrators during the hiring process under the rug, and they pay "lip service" to fairness.

Improvements and changes may be being made but not always disseminated to managers. I don't always know about changes made until I make a mistake.

CLIMATE SURVEY RESULTS: KVCR

Did you watch KVCR television during the academic year 2021-22?
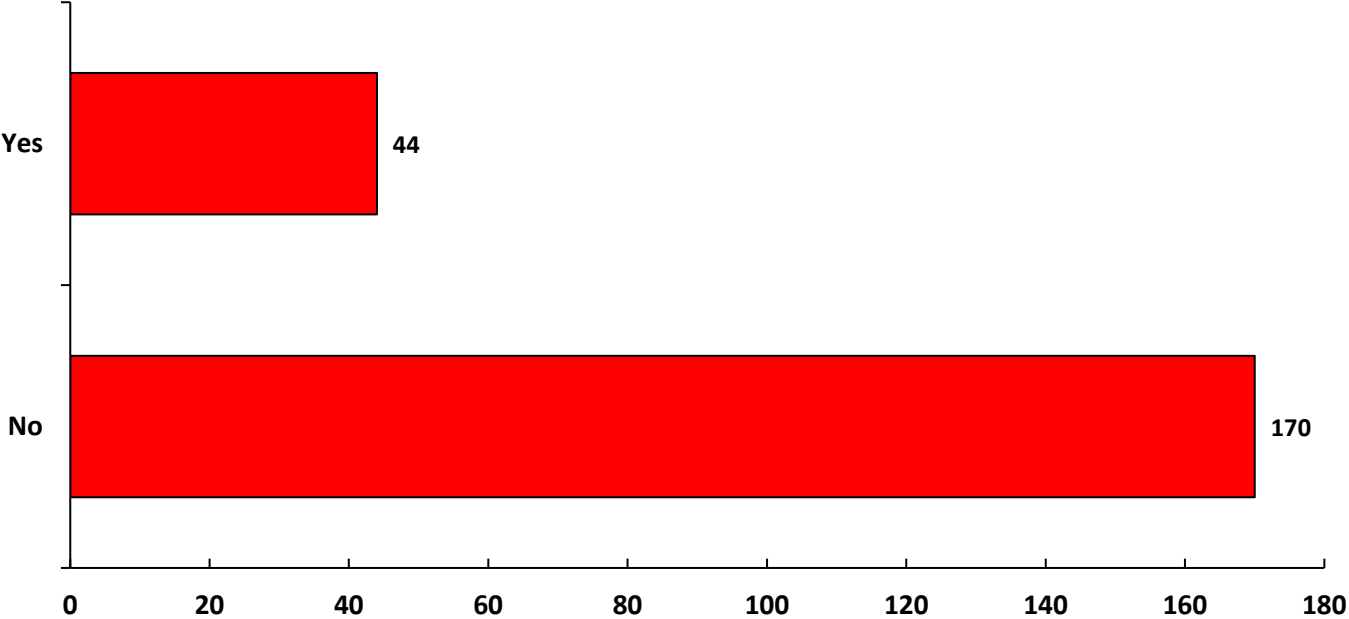
ANSWER	PERCENT	COUNT
Yes	20.56%	44
No	79.44%	170
Total	**100%**	**214**

Did you listen to KVCR radio during the academic year 2021-22?

Yes — 44

No — 170
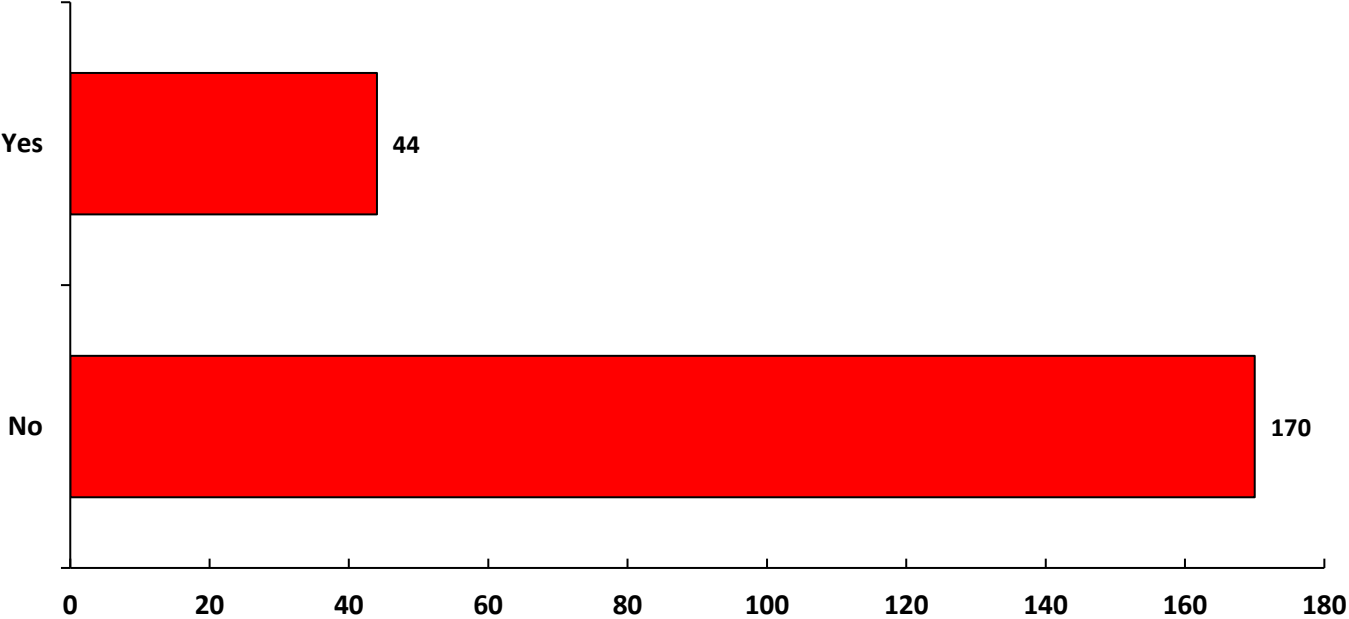
ANSWER	PERCENT	COUNT
Yes	20.56%	44
No	79.44%	170
Total	**100%**	**214**

Are you aware that part of its free services to the community KVCR provides a channel known as FNX | First Nations Experience? First Nations experience is the first and only broadcast television network in the United States exclusively devoted to Native American and World Indigenous content.
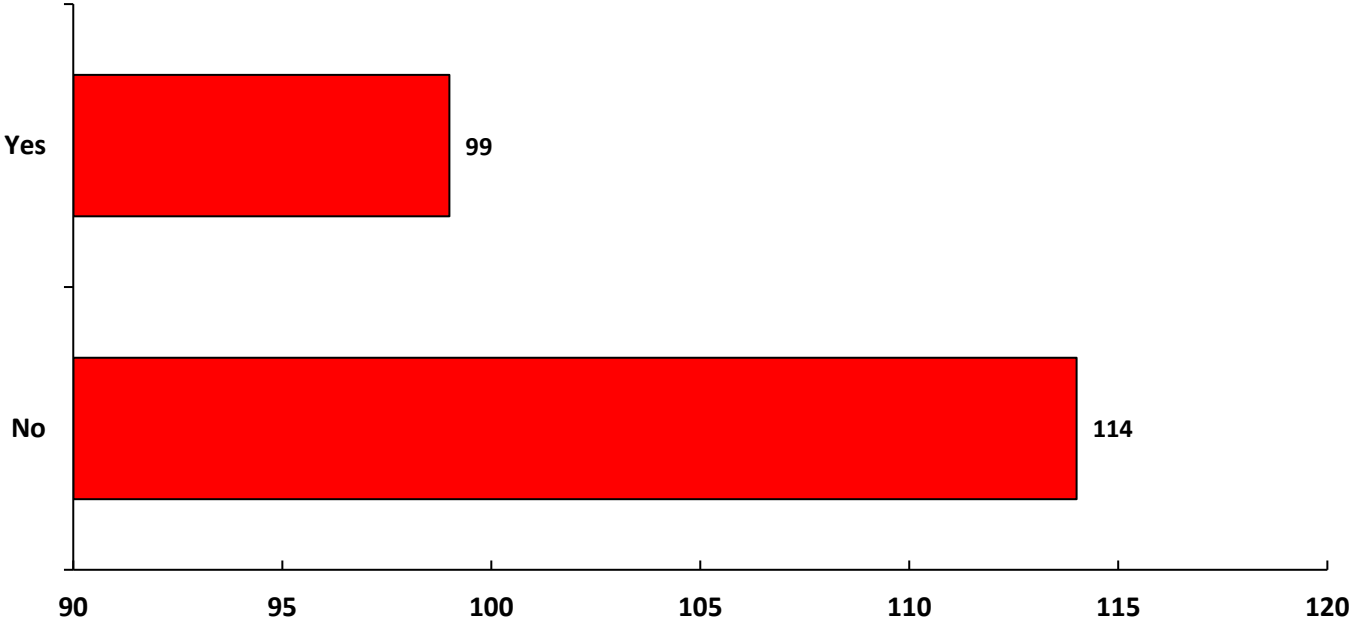
ANSWER	PERCENT	COUNT
Yes	46.48%	99
No	53.52%	114
Total	**100%**	**213**

Please indicate the extent to which you agree or disagree with the following statements about KVCR:

KVCR Climate Questions: Graph

1. KVCR's programming (television, radio, or online) is relevant to me.
2. KVCR promotes SBCCD's colleges and programs.
3. KVCR benefits the colleges and the District.
4. I consider myself a public media consumer.

Legend: ■ Strongly Agree □ Somewhat Agree ■ Neither A nor DA ■ Somewhat Disagree ■ Strongly Disagree
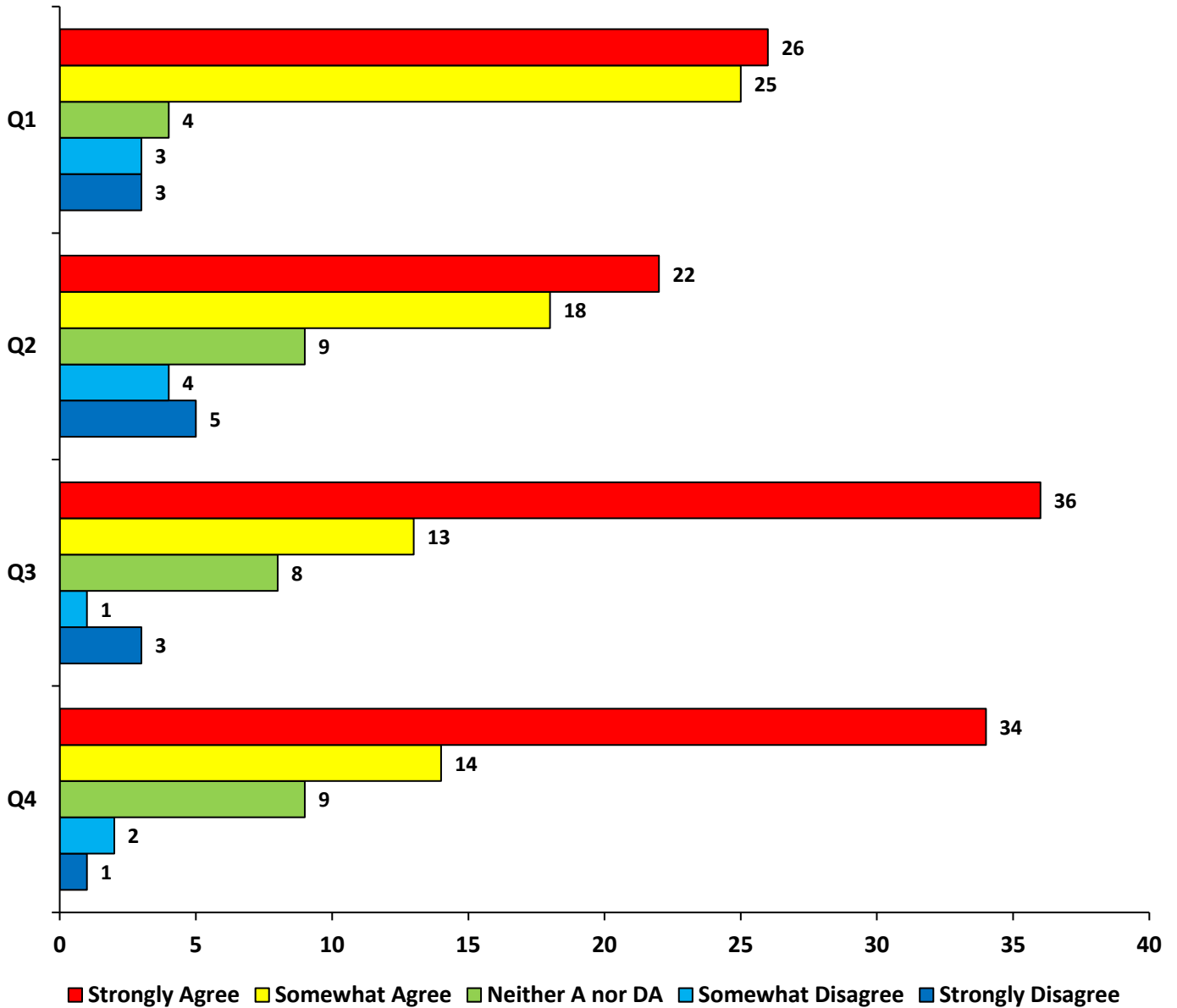
Note: "Neither A nor DA" stands for "Neither Agree nor Disagree"

KVCR Questions (Continued): Graph

5. I understand the mission of public media consumer.

6. I am aware that KVCR Has been on lockdown for close to two years due to construction and Covid.

7. Overall, KVCR is a valuable asset to the San Bernardino Community College District.

Legend: ■ Strongly Agree □ Somewhat Agree ■ Neither A nor DA ■ Somewhat Disagree ■ Strongly Disagree

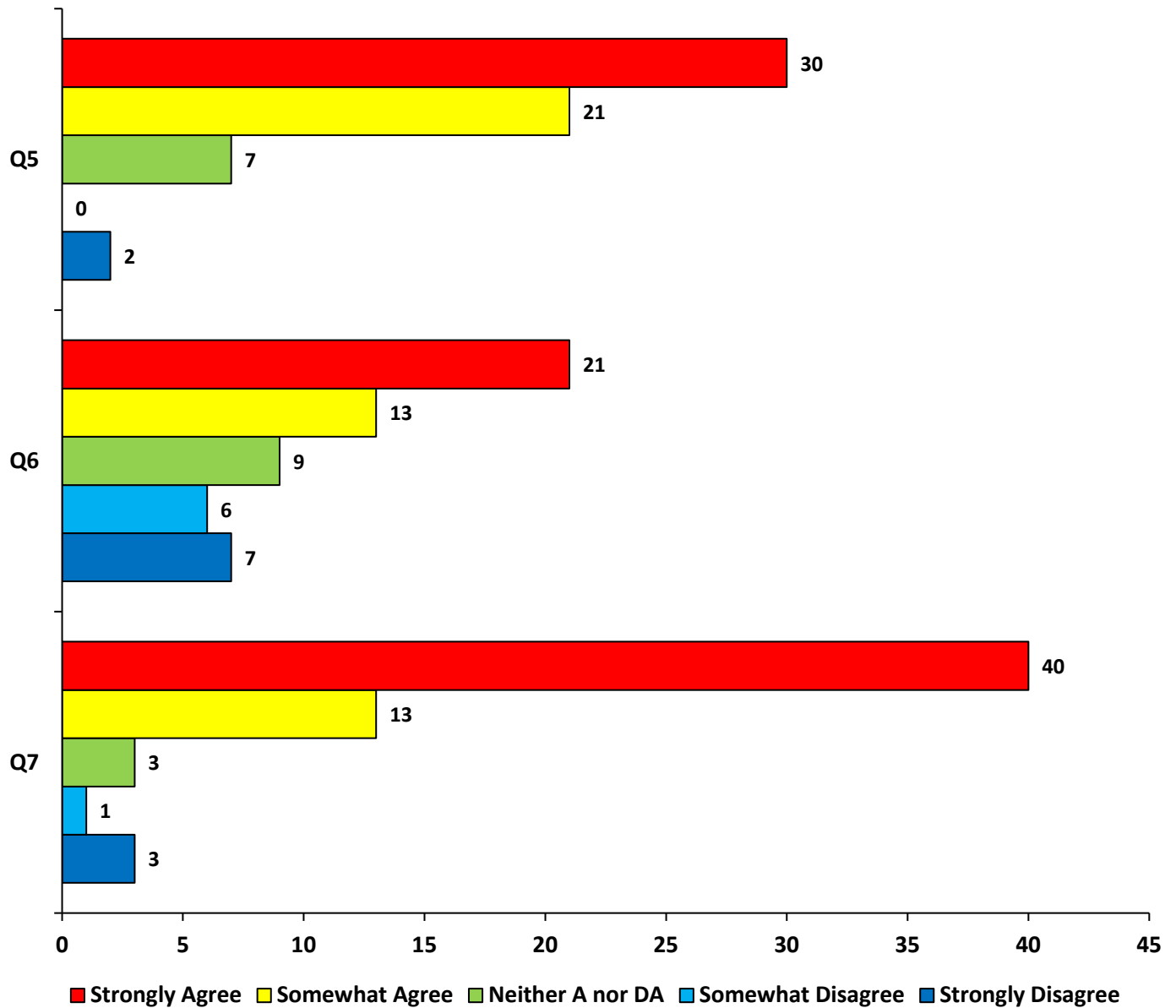| Question	Strongly Agree	Somewhat Agree	Neither A nor DA	Somewhat Disagree	Strongly Disagree
Q5	30	21	7	0	2
Q6	21	13	9	6	7
Q7	40	13	3	1	3

KVCR Climate Questions: Table

1. KVCR's programming (television, radio, or online) is relevant to me.
2. KVCR promotes SBCCD's colleges and programs.
3. KVCR benefits the colleges and the District.
4. I consider myself a public media consumer.
5. I understand the mission of public media consumer.
6. I am aware that KVCR has been on lockdown for close to two years due to construction and Covid.
7. Overall, KVCR is a valuable asset to the San Bernardino Community College District.

Question	Strongly agree (5)	Somewhat agree (4)	Neither Agree nor Disagree (3)	Somewhat disagree (2)	Strongly disagree (1)	NA/ Don't Know	Total	*% Responding Strongly agree or Somewhat agree	Mean
Q1	26 (42.62%)	25 (40.98%)	4 (6.56%)	3 (4.92%)	3 (4.92%)	0 (0.00%)	61	51 (83.61%)	4.11
Q2	22 (36.07%)	18 (29.15%)	9 (14.75%)	4 (6.56%)	5 (8.20%)	3 (4.92%)	61	40 (68.97%)	3.83
Q3	36 (59.02%)	13 (21.31%)	8 (13.11%)	1 (1.64%)	3 (4.62%)	0 (0.00%)	61	49 (80.33%)	4.28
Q4	34 (55.74%)	14 (22.95%)	9 (14.75%)	2 (3.28%)	1 (1.64%)	1 (1.64%)	61	48 (80.00%)	4.30
Q5	30 (49.18%)	21 (34.43%)	7 (11.48%)	0 (0.00%)	2 (3.28%)	1 (1.64%)	61	51 (85.00%)	4.28
Q6	21 (34.43%)	13 (21.31%)	9 (14.75%)	6 (9.84%)	7 (11.48%)	5 (8.20%)	61	34 (60.71%)	3.63
Q7	40 (65.57%)	13 (21.31%)	3 (4.92%)	1 (1.64%)	3 (4.92%)	1 (1.64%)	61	53 (88.33%)	4.43

Note: Scale ranges from 1= "Strongly disagree" to 5= "Strongly agree." *All "NA/Don't know" responses were excluded
Note: Numbers in () represent the percent of respondents

Comments - If you have any suggestions to improve KVCR, please state them here:

I love all the American Indian programs.

no

Needs full student involvement.

While I appreciate the occasional mention of the colleges and the district on KVCR, that isn't enough to say they are a benefit to us. I like KVCR, I personally support them financially, but they need to have a more integrated role in our district.

I have been a strong supporter of KVCR since the 70's. It is pathetic when I learn of the husband/wife hired (they are finally gone), the waste of time and money to pay a slew of inept managers. That the former chancellor, ████████, hired his son to work there. His son did nothing but collect a paycheck.

█████ is great!

For being on lockdown these last 2 years due to COVID and construction they still have my traffic in the morning on the way in to work and always have the news and stories that are local besides the regular NPR shows I enjoy on the weekends.

I'm not familiar with anything KVCR does, maybe providing communications about events and programs?

No

more publicity/awareness/outreach

KVCR needs to work with Payroll to have donations automatically deducted from employee paychecks.

Eliminating or drastically reducing the services of KVCR would not be a proper use of our assets. It is a resource to be valued and shared. It would be nice to play KVCR in a few areas on campus (e.g. cafe, outdoor patios, etc.). They're stuck in that corner and don't have an established way of connecting to new faculty, which would be cool.

Provide a larger variety of shows for the Black/African Americans and the black indigenous populations not just for Black History Month. Have more up to date programing. Work with departments on both campuses to promote educational programs and supportive services available to students and community members. Regulary email and mail out flyers information to the community to promote KVCR and its services.

I believe KVCR can be a better asset to the colleges and district if used as a marketing tool.

It would be nice to know more about KVCR--I only that it exists.

KVCR is amazing and should be celebrated.

Keep ████████ on! He's very good.

I love when our students can get hands-on training in media outlet operation (radio or tv). I listen to KVCR radio regularly and only occasionally hear promotional news re our colleges. We could be interviewing alumni

regularly, just 20-second sound bites. I am very excited by the tribal television programming, but I do not know how to access it and I've never heard it promoted on KVCR radio.

Keep up this continued cooperation with KVCR.

Keep up the good work.

As long as they can be self-sustaining they are a great benefit to us.

I think that the question prompts are misleading and did not allow for any assessment of how well KVCR serves the campus and district needs.

The only people i know who know about KVCR are senior citizens

KVCR should be it's own funded entity. It should stop promoting the idea that it is publically funded when in fact it is mostly funded by the SBCCD. It is an albatross around the District's neck, syphoning funds which could be spent on academic programs, and hire pay for employees.

CLIMATE SURVEY RESULTS: POLICE DEPARTMENT

Did you have contact with the District Police Department during academic year 2021-22?
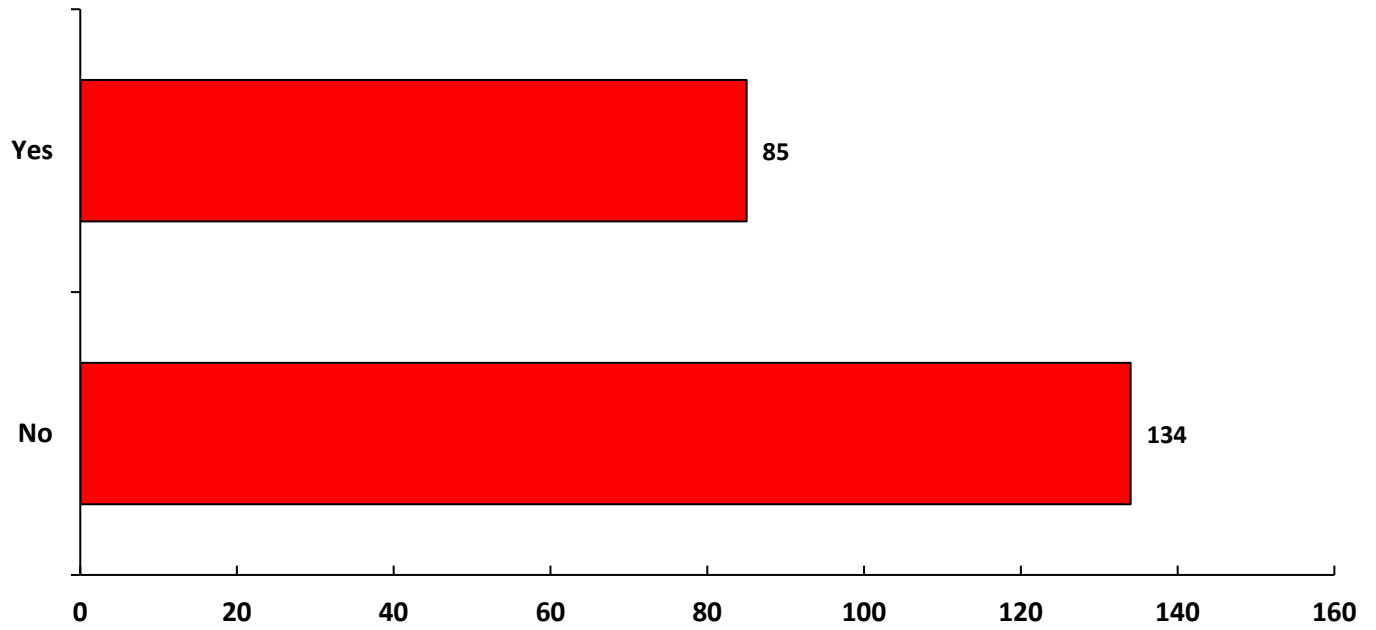
ANSWER	PERCENT	COUNT
Yes	38.81%	85
No	61.19%	134
Total	**100%**	**219**

Please indicate the extent to which you agree or disagree with the following statements about the District Police Department:

Police Department Climate Questions: Graph

1. Police/security are available when I am involved in a safety or crime-related incident.
2. Overall, the SBCCD Police Department is helpful.
3. Police/security respond in a timely fashion to safety and police emergencies.
4. The District Police Department is professional during their daily contacts.
5. Overall, I am satisfied with the service provided by the District Police Department during academic year 2021-22.
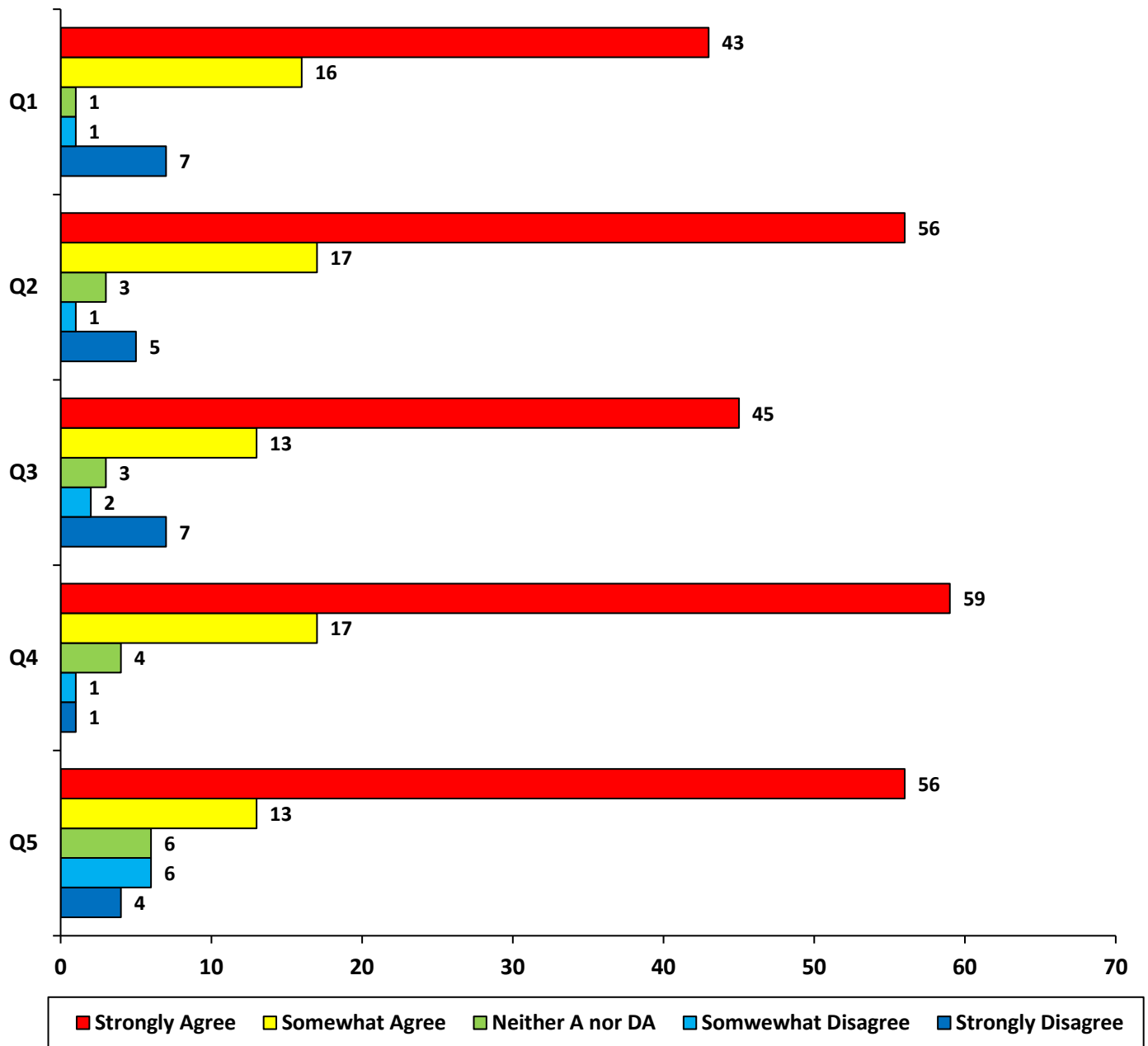
Note: "Neither A nor DA" stands for "Neither Agree nor Disagree"

Police Department Climate Questions: Table

1. Police/security are available when I am involved in a safety or crime-related incident.
2. Overall, the SBCCD Police Department is helpful.
3. Police/security respond in a timely fashion to safety and police emergencies.
4. The District Police Department is professional during their daily contacts.
5. Overall, I am satisfied with the service provided by the District Police Department during academic year 2021-22.

Question	Strongly agree (5)	Somewhat agree (4)	Neither Agree nor Disagree (3)	Somewhat disagree (2)	Strongly disagree (1)	NA/ Don't Know	Total	*% Responding Strongly agree or Somewhat agree	Mean
Q1	43 (51.19%)	16 (19.05%)	1 (1.19%)	1 (1.19%)	7 (8.33%)	16 (19.05%)	84	59 (86.76%)	4.28
Q2	56 (66.67%)	17 (20.24%)	3 (3.57%)	1 (1.19%)	5 (5.95%)	2 (2.38%)	84	73 (89.02%)	4.44
Q3	45 (53.57%)	13 (15.48%)	3 (3.57%)	2 (2.38%)	7 (8.33%)	14 (16.67%)	84	58 (82.86%)	4.24
Q4	59 (70.24%)	17 (20.24%)	4 (4.76%)	1 (1.19%)	1 (1.19%)	2 (2.38%)	84	76 (92.68%)	4.61
Q5	56 (66.67%)	13 (15.48%)	6 (7.14%)	6 (7.14%)	4 (4.76%)	0 (0.00%)	84	69 (82.14%)	4.36

Note: Scale ranges from 1= "Strongly disagree" to 5= "Strongly agree." *All "NA/Don't know" responses were excluded
Note: Numbers in () represent the percent of respondents

Comments - If you have any suggestions to improve the District Police Department, please state them here:

None.

None, they have always been very helpful and professional.

NEED TO BE SEEN MORE

When a staff or faculty accidently trips alarm, not come in with guns drawn. That is very terrifying in todays climate. Perhaps a procedure to call out if there is a friendly person in the room before coming in with guns drawn.

More presence on CHC's campus would be nice.

I have always had a pleasant experience with our District officers. They are kind and helpful. HOWEVER. Dispatch needs more training in knowing the difference between SBVC & Crafton's campuses. Dispatching to Crafton when I specifically said I'm at Valley is unacceptable. And to call back to confirm which campus after 10 minutes is even more unacceptable especially in an emergency situation! I understand they are understaffed which has presented challenges in having them arrive in a timely manner, being between 2 campus. I have concerns with the safety of my area that if the officers are at Crafton it could take 20+ minutes for them to arrive at SBVC (which I've had happen by the way). I'm better off calling SB or Colton PD.

No suggestions for improvement. I only called them when I locked myself out of my office at the end of the day. They were timely, professional and polite.

The level of support is limited due to the a shortage of staff in this department. The officers and security who we do employ do an excellent job, are professional and helpful.

All my interactions this year have been wonderful! I know they need help with staffing, so hopefully that can happen soon for them and we have more coverage on the campuses.

I am proud of the District Police Department after years and years of the toxic and destructive environment due to former chief ███████ and ███████. We have a true police department. Not a shabby one. And only because the CSEA Union took a stand when the Board of Trustees had their monthly meetings.

I would like to see their presence on foot throughout the day. I would like to be able to directly contact security for issues and/or concerns. Our calls have been directed to an outside police dept who contacts our campus police/security. That process causes too much delay. There are times I would like their presence when walking through the parking lot at night, but i never see anyone.

They are Great.

My personal encounters with campus police and security have been positive, but I think measure could be taken to make district police more approachable and accessible to students and community members, without being threatening or intimidating.

The department as a whole is understaffed

Contacting the police dept is very cumbersome on the phone. It feels like you get transferred multiple times and then no one answers the phone. I imagine staffing is an issue, but these seems like an important contact point.

There are only a couple Security Officers and they are never around when I need help, probably because they are short staffed.

i see them on campus frequently and they are always kind and helpful

More personnel. More officers to provide even, balanced, and sufficient coverage that also supports shorter response times. We should never have to wait for an officer to respond from Crafton Hills to an incident on the SBVC campus.

n/a

I'd prefer to never have to see a video of an active shooter reenactment. Please be sensitive to our students' varying needs. Otherwise, keep up the good work!

The district police officers that I have encountered are always cordial, respectful, and helpful.

While I didn't have any need to contact campus police in the past year I have needed to prior to 2020 and they were great!

Dispatchers are not knowledgeable as to campus details and that has greatly impacted response times to active and threatening incidents

No Blue Lives Matter flags - that should be obvious

I have had no contact with District Police because we don't have enough officers to interact with. Hire more officers to patrol the campuses and keep parking offenses in check

We should never get a recorded message or shunted to an operator with the county sheriff's office. We need regular, visible foot and vehicle patrols on all district sites, and at least one officer stationed so that it won't take 20-30 minutes to answer a call. Or dump the pretense of a police force and we'll just call 9-1-1 which is what I would do in a time-sensitive emergency.

More police

Maybe have them out in the community of our college, helping out, talking with students, staff, faculty and not because they are in trouble.

No improvements other then the department should be more involved in participatory governance and ▮▮▮▮ ▮▮▮▮ is fantastic!

Have permanent presence on Crafton Hills campus.

I work Remotely, do not go to the Campus.

CLIMATE SURVEY RESULTS: TESS

Did you have contact with Technology & Educational Support Services (TESS) during academic year 2021-22?
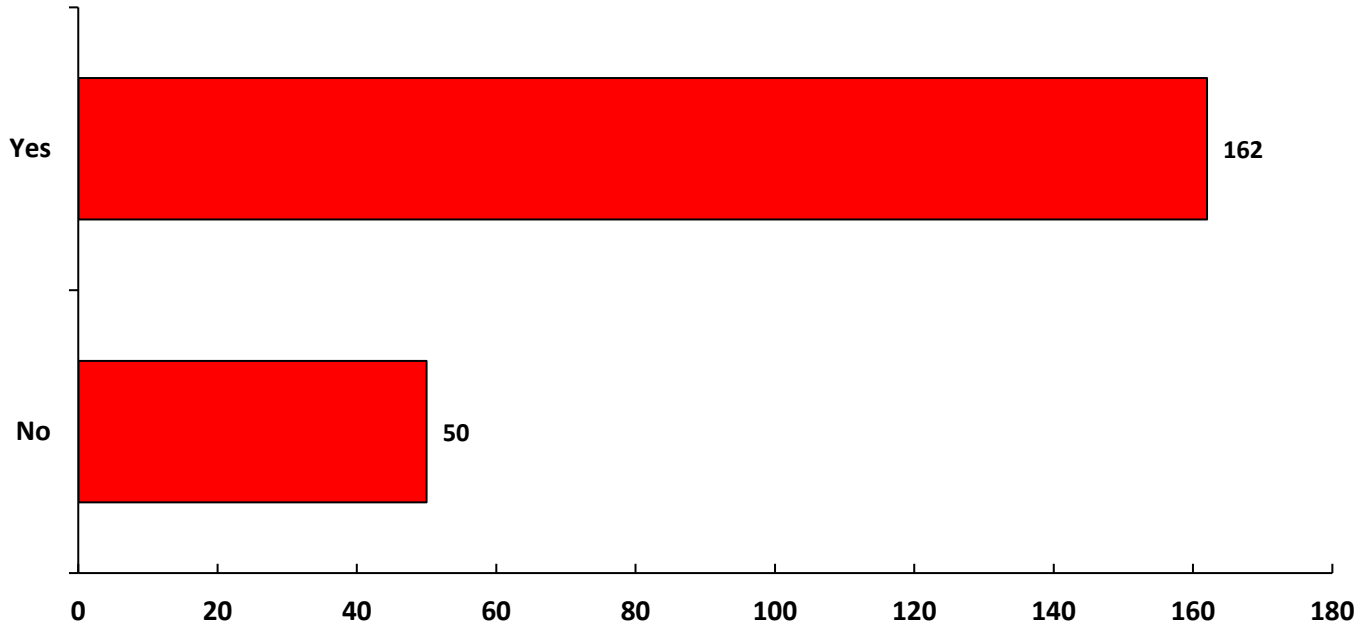
ANSWER	PERCENT	COUNT
Yes	76.42%	162
No	23.58%	50
Total	**100%**	**212**

Please indicate the extent to which you agree or disagree with the following statements about TESS:
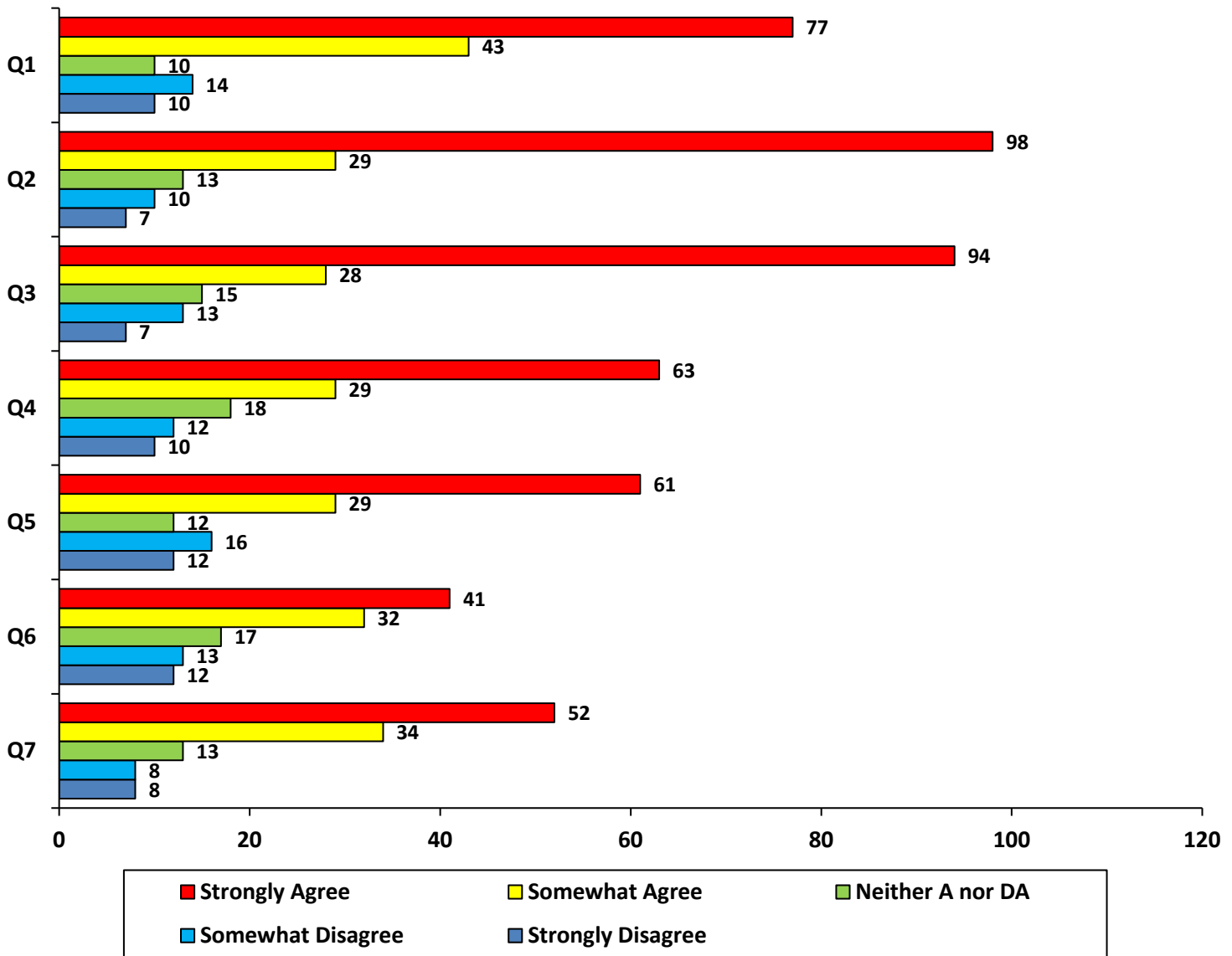
TESS Climate Questions: Graph

1. The process to receive help from TESS is clear and consistent.

2. When I contact TESS staff for help, they are very helpful.

3. TESS staff follow through with providing help in a timely fashion.

4. The TESS project request process is effective.

5. The TESS project request process is easy to understand.

6. I am satisfied with the Colleague student information system.

7. I am satisfied with the Canvas learning management system.

Note: "Neither A nor DA" stands for "Neither Agree nor Disagree"

TESS Climate Questions (Continued): Graph

8. I am satisfied with Internet and phone services provided by TESS.

9. I receive the help and support I need from the Administrative Applications department.

10. I receive the help and support I need from the Technology Services department.

11. I receive the help and support I need from the Distance Education department.

12. I receive the help and support I need from the Printing Services department.

13. I receive the help and support I need from the Oracle Support team.

14. I receive the help and support I need from the Help Desk.

15. Overall, I am satisfied with the level of services provided by TESS during academic year 2021-22.

Note: "Neither A nor DA" stands for "Neither Agree nor Disagree"

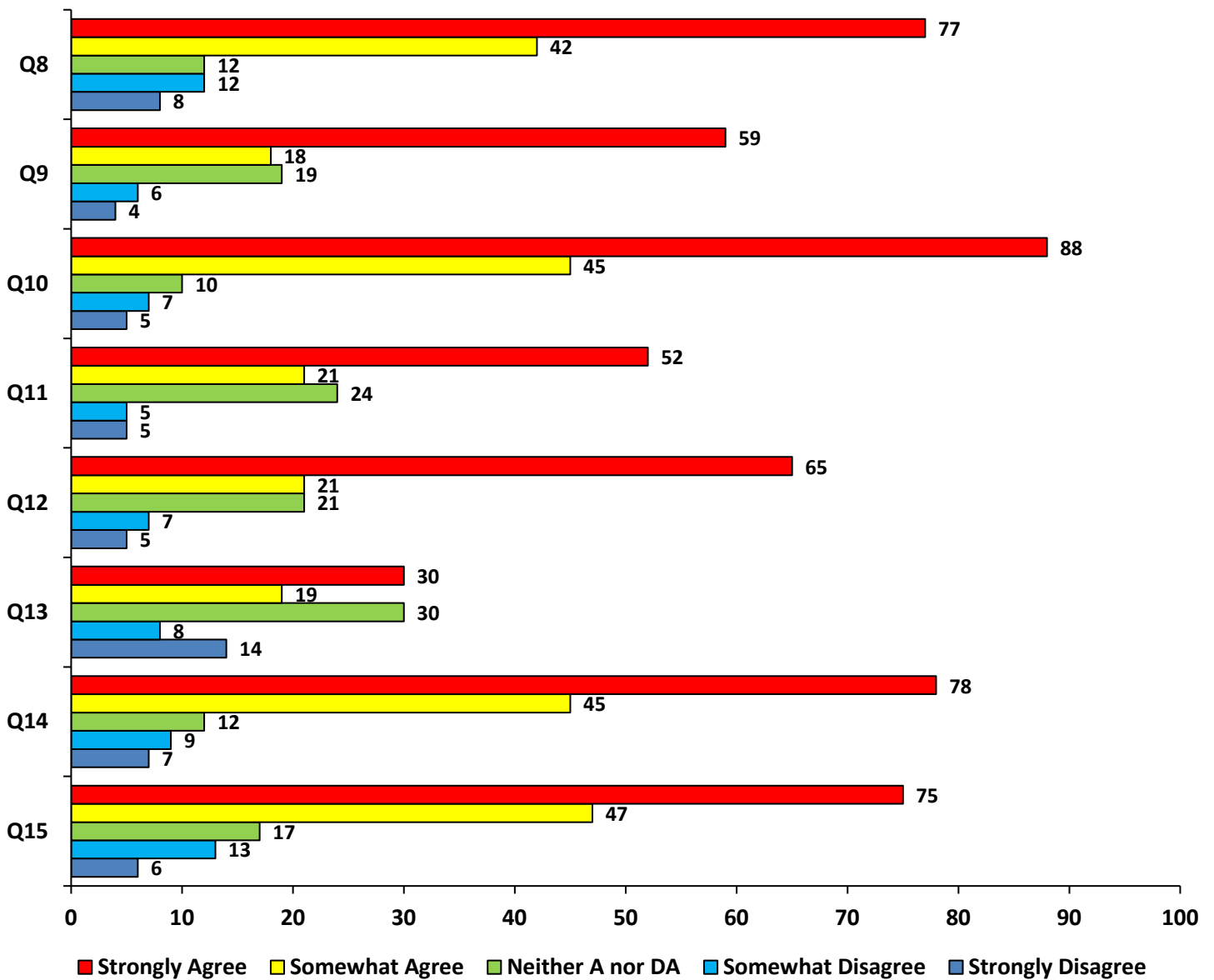## TESS Climate Questions: Table

1. The process to receive help from TESS is clear and consistent.

2. When I contact TESS staff for help, they are very helpful.

3. TESS staff follow through with providing help in a timely fashion.

4. The TESS project request process is effective.

5. The TESS project request process is easy to understand.

6. I am satisfied with the Colleague student information system.

7. I am satisfied with the Canvas learning management system.

Question	Strongly agree (5)	Somewhat agree (4)	Neither Agree nor Disagree (3)	Somewhat disagree (2)	Strongly disagree (1)	NA/ Don't Know	Total	*% Responding Strongly agree or Somewhat agree	Mean
Q1	77 (48.43%)	43 (27.04%)	10 (6.29%)	14 (8.81%)	10 (6.29%)	5 (3.14%)	159	120 (77.92%)	4.06
Q2	98 (61.64%)	29 (18.24%)	13 (8.18%)	10 (6.29%)	7 (4.40%)	2 (1.26%)	159	127 (80.89%)	4.28
Q3	94 (59.12%)	28 (17.61%)	15 (9.43%)	13 (8.18%)	7 (4.40%)	2 (1.26%)	159	122 (77.71%)	4.20
Q4	63 (39.62%)	29 (18.24%)	18 (11.32%)	12 (7.55%)	10 (6.29%)	27 (16.98%)	159	92 (69.70%)	3.93
Q5	61 (38.61%)	29 (18.35%)	12 (7.59%)	16 (10.13%)	12 (7.59%)	28 (17.72%)	158	90 (69.23%)	3.85
Q6	41 (25.95%)	32 (20.25%)	17 (10.76%)	13 (8.23%)	12 (7.59%)	43 (27.22%)	158	73 (63.48%)	3.67
Q7	52 (33.12%)	34 (21.66%)	13 (8.28%)	8 (5.10%)	8 (5.10%)	42 (26.75%)	157	86 (74.78%)	3.99

Note: Scale ranges from 1= "Strongly disagree" to 5= "Strongly agree." *All "NA/Don't know" responses were excluded.
Note: Numbers in () represent the percent of respondents.

TESS Climate Questions (Continued): Table

8. I am satisfied with Internet and phone services provided by TESS

9. I receive the help and support I need from the Administrative Applications department

10. I receive the help and support I need from the Technology Services department

11. I receive the help and support I need from the Distance Education department

12. I receive the help and support I need from the Printing Services department

13. I receive the help and support I need from the Oracle Support team

14. I receive the help and support I need from the Help Desk

15. Overall, I am satisfied with the level of services provided by TESS during academic year 2021-22.

Question	Strongly agree (5)	Somewhat agree (4)	Neither Agree nor Disagree (3)	Somewhat disagree (2)	Strongly disagree (1)	NA/ Don't Know	Total	*% Responding Strongly agree or Somewhat agree	Mean
Q8	77 (48.73%)	42 (26.58%)	12 (7.59%)	12 (7.59%)	8 (5.06%)	7 (4.43%)	158	119 (78.81%)	4.11
Q9	59 (37.11%)	18 (11.32%)	19 (11.95%)	6 (3.77%)	4 (2.52%)	53 (33.33%)	159	77 (72.64%)	4.15
Q10	88 (55.35%)	45 (28.30%)	10 (6.29%)	7 (4.40%)	5 (3.14%)	4 (2.52%)	159	133 (85.81%)	4.32
Q11	52 (32.91%)	21 (13.29%)	24 (15.19%)	5 (3.16%)	5 (3.16%)	51 (32.28%)	158	73 (68.22%)	4.03
Q12	65 (41.40%)	21 (13.38%)	21 (13.38%)	7 (4.46%)	5 (3.18%)	38 (24.20%)	157	86 (72.27%)	4.13
Q13	30 (18.87%)	19 (11.95%)	30 (18.87%)	8 (5.03%)	14 (8.81%)	58 (36.48%)	159	49 (48.51%)	3.43
Q14	78 (49.37%)	45 (28.48%)	12 (7.59%)	9 (5.70%)	7 (4.43%)	7 (4.43%)	158	123 (81.46%)	4.18
Q15	75 (47.17%)	47 (29.56%)	17 (10.69%)	13 (8.18%)	6 (3.77%)	1 (0.63%)	159	122 (77.95%)	4.09

Note: Scale ranges from 1= "Strongly disagree" to 5= "Strongly agree." *All "NA/Don't know" responses were excluded.
Note: Numbers in () represent the percent of respondents.

Comments - If you have any suggestions to improve TESS, please state them here:

The phone number for TESS help desk is not always answered. Additionally, sometimes fixing something, even a small issue, can take weeks. Improving the availability and turn around time of services would be helpful.

The best computer help .

1) TESS is very friendly and helpful, EXCEPT as instructors we should be able to talk to someone immediately (like we use to in past) if there are problems with Canvas. Instructors should not have to put in a "help desk ticket" to get help. It's very delayed. 2) The 2 ladies (DE) who were supposed to be training people on the mandatory Canvas class were terrible at keeping up on grading and updating the "approved instructors list". How is it that we have deadlines but they didn't? Instructors were treated with disregard and lack of respect. This caused huge stress for instructors waiting and being told they can't teach if they aren't approved. It's unacceptable that this college did this to people.

████████ is an excellent tech. He is always willing to help and assist when asked. He is very knowledgeable and friendly.

SchoolDude is terrible, IMO. Can we please consider a better customer support platform?

TESS has always been timely and efficient! They are friendly and helpful EVERY time I need assistance. They all have worked tirelessly through this pandemic, and unlike other departments, have remained consistent and on top of their responsibilities and duties.

TESS is a division that often doesn't remember it exists to support the campuses with what we actually need, not with what they decide we need. They either tell campuses they can't possibly do what we need or overstep to tell us they will take care of things that are faculty purview.

It is extremely difficult to find out to contact TESS. I used my own campuses help desk for help and took 2 months to get connected to TESS.

I cannot think of any suggestions. I am very, very pleased with the leadership, staff and technicians at TESS.

TESS needs to avail themselves to the campuses as they are a primary resource. We should not feel like we are going to TESS for requests. TESS should be ACTIVELY coming to CAMPUSES to see what WE need as we are serving the students that keep TESS employed. Why are district services so difficult for the campuses to find and use? Why are they not tasked with coming to us to make sure our needs and the student's needs are met?

Who is the Oracle Support Team?

Access to the work requests are difficult to find on the website. I always have to due a search to find the work request.

It would be nice to have the Design Tool available in Canvas, and maybe some training using it if made available.

Can we have more information on what services are offered to students experiencing technology issues?

you guys do a great job overall. My favorite district office.

Projectors in classroom at CHC don't work half the time, interfering with my instruction. When I try to use copier services, the excuse of why it is delayed is because there is a paper shortage.

I would like help with my personal laptop, which I use to each a course (using digital drawings) but since the school did not purchase it for me, TESS refuses to help with any problems that occur. Like problems getting on the internet ,etc.

No

sbvc to have its own printing service

I think there internal review process utilizing surveys to obtain consumer feedback after completing a service should be a model for the entire district.

I wish we had a bit more control over our own course rosters so students who are dropped or leave the course could be removed from canvas easier so they cannot take assignments prompts or tests and post them on other sites.

Many of the staff have made improvements in being more helpful. The applications/oracle staff make me feel like I'm bothering them when I ask for help. The managers in this department are great to work with.

This department kept our programs running! Kudos to everyone!!!!

School Dude has NEVER worked, and the "Help Desk" is occasionally successful. We need one, streamlined process for ALL USERS to report technical issues, whether those are with District issued hardware, access to email, Canvas, etc., , including students and faculty, that is clear, easy, and provides some sort of tracking to show where our requests are in the queue. If this is already in play, then I am unaware as are most of my colleagues. The "call back" thing doesn't exactly work.

the printshop staff is helpful. ████████ lacks communication skills, can be rude, isn't helpful at all and doesn't know where my jobs are most of the time.

The IT Help Desk Ticket System SchoolDude turnaround is quick. My technologies issues are resolved in a quick timely manner. The IT Team here at the District Office are very professional, courteous and extremely helpful.

Another group of incompetent people. The worst It department I have ever work with.

Our e-mail system seems messed up, and I've given up trying to get help with the delayed and lost e-mails because whatever the problem is seems out of the reach of the staff.   Having to change passwords is driving me crazy, and it seems like there is at least a 50% chance that when I do the forced district password change in WebAdvisor every six months or whatever it is, I end up with district connectivity problems and I have to call TESS to reset everything for me with a new password.

Processes related to o boarding new personnel are glacially slow and disconnected from HR processes. They are also unnecessarily cumbersome.

TESS has always been helpful. Keep up the good work and thanks for your continued kind assistance.

don't like the new phones. too many software systems that have the same functions. not very efficient

How can we have one system for our students: WebAdvisor, Starfish, Canvas, , Cranium Cafe, Zoom, etc. SBVC needs a technician for Cranium Cafe, unsure how our sister college, who is much much smaller in enrollment has one and has one for Starfish, but SBVC who is has a lot more students does not. It also seems that Crafton is updating their SARS so that they can message/text students, but SBVC does not.

Web Advisor is extremely cumbersome for students and not user friendly. We need to find a better registration platform to help with the registration process. Not sure what services Administrative Applications provides. Would be helpful to provide examples of services by area to better respond to the questions. The request for printing services is a very cumbersome tool and needs to be improved to increase efficiency and use of tool.

TESS is resistant to supporting colleges individual tech neecs/software, we're always pressured to choose one software to be used for both colleges.

Allow employees to do their own call forwarding.

SchooolDude is a bit cumbersome to use and has its own login and passwords system separate from everything else. This system could be much more user friendly.

ADDITIONAL COMMENTS

Additional Comments - If you have any additional general comments or suggestions for District Support Operations (DSO), as a whole, please state them here:

Part time people need to be treated with respect and seen as a vital part of this community.

I do believe the RAM needs to be addressed. When you have colleges struggling to hire enough full time faculty to adequately do the work of the colleges but the district has more than enough money to do whatever it wants, with no concern for budget, there is a problem.   The district employees need to be more connected to the campuses they serve. By remaining physically distant many departments convey a air of annoyance and disdain for faculty requests or suggestions. I often question if the majority of district staff are aware of what collegial consultation or shared governance is. Do they know what faculty purview is and where it lies? Do they know the students who ultimately we are all working to serve? I know there are some that do but not enough.

As adjunct faculty it is difficult to interact or be included within these departments.

I cannot think of one.

Support the colleges. Come to the colleges. Hold yourselves accountable to the colleges. Do not make the colleges and students consistently come to the DSO to ask for help. Instead, actively attend the college and seek out ways that the DSO could be more useful to them.   STOP ASKING FOR OUR NAMES ON THESE FORMS. You are silencing voices when you ask for names and the reasonings to continue doing it are ridiculously shallow.

I applaud everyone working under DSO! You guys have handled the pandemic very well and want you to know I appreciate your diligence and dependability. There is one area I see that could be improved in order to help out admin support however, and that is in the area of payroll processing- the streamlining of timesheets language and simplification of due dates...and probably more.

Take the courage to fix the 30/70 allocation model

Staff works extremely hard and should be recognized and appreciated by having their own classified staff appreciation bbq without them having to go to either of the campuses.

I wish classified felt like they were valued. It's talked about, but it seems only to be the words of politicians.

None

n/a

Let's work together. I think of SBVC admin in the District category because I feel like they are pretty disconnected from faculty and students most of the time. Although these roles are semi-political, it would be great to have more real talk from administrators and a stronger connection to our District (and even CHC). We don't need a dog and pony show. Ever. Never. It would be great to see better structure and preparation for presentations - less time, more hard info, better scholarship in the approach, less political patter, more honesty, less glamorizing the past, more rigorous selection of candidates on a faster timeline (and don't settle for who we think should or

will be in the positions based on local ties), overlap between positions so there is shadowing, listening tours... A professor can dream. These comments aren't about any one person, they're about the climate.

Include stakeholders that will be impacted by the use of software programs in the initial process of seeking software prior to purchasing any software. This can capture areas where barriers may be created or underutilized or not be utilized by all employees which is currently happening. This can reduce the loss in dollars and increase accuracy for data collection and reporting purposes.

Remember who your customers are.

For managers, it would very beneficial if the DSO would hold monthly meetings to keep us abreast of things happening in the district. This would also be an excellent opportunity for the different divisions to provide professional development to managers so we can continue our growth as leaders and ultimately be beneficial to our employees.

They were very helpful in the online transition and provided needed resources and support during the off campus/remote learning period. Thank you.

There is an ongoing racial and privledge pandemic that is highly present and until that is addressed there will be no growth within this district

https://wiki.sbccd.org/hr is not working

Please get everyone back to work on-site at all locations. We need to concentrate on better customer services for our students and staff. You can't tell me all these people that don't want to come back to work in person have been locked up in there houses for 2 years. They are out shopping, eating, and taking long vacations (during work days)

PROVIDE TRAINING for all employees. Make the trainings more accessible and often. There should be one person in each area dedicated to giving employees the professional develpment they need to succeed in their jobs. I am tired of hostile, anxious secretaries doing trainings for DSO. ORACLE, SARS, OUTLOOK, CISCO FINANCIAL 2000 etc.

The TESS team is Outstanding!