



Workplace Environment Assessment Fall 2008

Institutional Assessment, Research and Planning

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Executive Summary

In November 2008, the College conducted a Workplace Environment Assessment. This survey is intended to determine employees' levels of satisfaction with various aspects of the College, including the work environment, the campus climate, opportunities for professional growth, and interactions with campus constituencies – colleagues, supervisors, and students. The survey also aims to gauge employees' knowledge of institutional governance structures, their representatives in College committees, involvement in work area and institutional decision making and feedback on the performance evaluation process. The results of this survey are used to identify areas with which employees are satisfied and those that need improvement.

Using the campus email system, all faculty, classified staff and managers/supervisors/confidential employees were sent a link to the Workplace Environment Assessment on Survey Monkey. The survey questions were reviewed with various employee groups and discussed at the College Planning Council in October 2008 before the survey was finalized. The survey was set up in Survey Monkey and administered by Human Resources & Legal Affairs. Several follow-up emails were sent as reminders to encourage employees to complete the survey. Responses were obtained from 158 classified staff (50% response rate), 110 regular credit faculty (41% response rate), 54 management/supervisory/confidential (72% response rate), 26 credit adjunct faculty (5% response rate) and 22 adjunct faculty in continuing education (5% response rate). Because the response rates for adjunct faculty on both the credit side and in Continuing Education were low, analyses by employee group were limited to regular faculty, classified staff and management/supervisory/confidential employees. It should be noted that such surveys are normally administered to regular employees. However, the College wanted to give an opportunity to adjunct credit and Continuing Education instructors to respond as well. A very low response rate from adjunct instructors was expected as they are much less affected by or involved in issues explored in such a survey and their time spent at the College is limited. Respondents were generally representative of the employee population.

Overall, the results of the survey indicate a high degree of satisfaction with many aspects of the College. Several areas should be further explored to identify possible ways to improve current processes and the knowledge about existing programs or structures. The main findings of the survey are as follows:

- 86% of respondents indicated that they would choose to work for SBCC if they had to do it over again; classified staff have the highest percentage at 89%, followed by management/supervisory/confidential at 87% and regular faculty at 84%
- A majority of respondents (85%-96%) indicated that their interactions with most faculty, staff, students and administrators/managers are positive
- 82% of respondents agree that there are opportunities for them to expand their skills at SBCC; regular faculty have the highest percentage at 86%, followed closely by classified staff at 85% and by management/supervisory/confidential at 77%
- 80% of respondents believe that they are valued as employees of the college; regular faculty have the highest percentage at 84%, followed closely by classified staff at 81% and by management/supervisory/confidential at 76%
- 91% of respondents know what is expected of them in their job; regular faculty have the highest percentage at 94%, followed by classified staff at 90% and management/supervisory/confidential at 87%
- 82% of respondents believe that they are adequately informed about what is going on at the college; management/supervisory/confidential and classified staff have equal high percentages at 85%, followed closely by regular faculty at 82%
- 78% of respondents agree that their supervisor supports a team environment of collaboration, cooperation and contributing to the success of others; management/supervisory/confidential have the highest percentage at 85%; followed closely by classified staff at 84%, followed by regular faculty at 73%

- 78% of respondents agree that their supervisor encourages and supports their professional growth and development; classified staff have the highest percentage at 82%; followed by regular faculty at 79%; followed by management/supervisory/confidential at 77%
- The professional growth program (stipend) is available to classified staff and management/supervisory/confidential; 44% of classified staff have taken advantage of this program and only 35% of management/supervisory/confidential
- 76% of respondents agree that the College takes active steps to support and promote diversity; classified staff have the highest percentage at 81%, followed by regular faculty at 79% and management/supervisory/confidential at 72%
- 74% of respondents agree that the College encourages employees in their area to take initiative in improving practices, programs and services; management/supervisory/confidential have the highest percentage at 85% followed by classified staff at 73%, followed by regular faculty at 72%
- 73% of respondents agree that there are processes in place for them to be involved in decision making and problem solving within their work groups; management/supervisory/confidential have the highest percentage at 85%; followed closely by regular faculty at 84%, followed by classified staff at 69%
- 72% of respondents agree that they receive recognition for doing a good job; classified staff have the highest percentage at 78%, followed by management/supervisory/confidential at 74% and regular faculty at 70%
- 71% of respondents agree that the College is making a good effort to support practices that move the institution towards sustainability; management/supervisory/confidential have the highest percentage at 85%, followed by classified staff at 77% and regular faculty at 61%
- 71% of respondents agree that the activities that the College offers such as faculty and classified in-service, retreats, lectures and orientations are effective in creating a sense of community for employees; management/supervisory/confidential have the highest percentage at 83%, followed by regular faculty at 74% and classified staff at 67%
- 68% of respondents agree that the College is making a good effort to inform them about opportunities to improve their health and well being; classified staff have the highest percentage at 77%, followed by management/supervisory/confidential at 70% and regular faculty at 65%
- 68% of respondents agree that campus facilities are maintained to ensure a physically safe working environment; management/supervisory/confidential have the highest percentage at 80% followed by classified staff at 75%, followed by regular faculty at only 51%
- 67% of respondents agree that campus security measures currently in place are sufficient; management/supervisory/confidential have the highest percentage at 72% followed by classified staff at 69%, followed by regular faculty at 64%
- 65% of respondents think that evaluation processes at SBCC improves the quality of their job performance; classified staff and regular faculty have equal percentages at 66%, followed by management/supervisory/confidential at 63%
- 65% of respondents feel that their representatives in governance committees adequately inform them about important committee issues and recommendations; regular faculty have the highest percentage at 77%, followed by classified staff at 65%, followed by management/supervisory/confidential at only 54%
- 61% of respondents know who their representatives are in college committees; regular faculty have the highest percentage at 84%, followed by management/supervisory/confidential at 59% and classified staff at only 51%
- 52% of respondents feel that they are adequately represented in college-wide decision making; regular faculty have the highest percentage at 62%, followed by management/supervisory/confidential at 52% and classified staff at only 48%. Given that about half of the classified staff and 41% of management/supervisory/confidential do not know who their representatives are in college committees, it is expected that there will be a fairly high percentage of individuals in each group who feels they are not adequately represented.

Based on the findings, below are a number of suggested implications. The results of this survey will be discussed with all employee groups to identify additional ways for improving some of the areas which were not rated as highly as many others.

Finding	Implication
65% of respondents think that evaluation processes at SBCC improves the quality of their job performance; classified staff and regular faculty have equal percentages at 66%, followed by management/supervisory/confidential at 63%	The College will examine the evaluation process in order to increase its efficacy.
<p>65% of respondents feel that their representatives in governance committees adequately inform them about important committee issues and recommendations; regular faculty have the highest percentage at 77%, followed by classified staff at 65%, followed by management/supervisory/confidential at only 54%</p> <p>61% of respondents know who their representatives are in college committees; regular faculty have the highest percentage at 84%, followed by management/supervisory/confidential at 59% and classified staff at only 51%</p> <p>52% of respondents feel that they are adequately represented in college-wide decision making; regular faculty have the highest percentage at 62%, followed by management/supervisory/confidential at 52% and classified staff at only 48%.</p>	The College will explore and implement enhanced avenues to ensure that classified staff and management/supervisory/confidential know who their representatives in various College committees are. The communication from the representatives of employee groups to their constituency will need to be enhanced.
68% of respondents agree that the College is making a good effort to inform them about opportunities to improve their health and well being; classified staff have the highest percentage at 77%, followed by management/supervisory/confidential at 70% and regular faculty at 65%	The College will seek ways to increase the awareness of all employee groups but particularly faculty about what the College offers for improvement of health and well being
68% of respondents agree that campus facilities are maintained to ensure a physically safe working environment; management/supervisory/confidential have the highest percentage at 80% followed by classified staff at 75%, followed by regular faculty at only 51%	The College will discuss with faculty to find out their concerns regarding campus facilities and take corrective actions, as appropriate.
78% of respondents agree that their supervisor supports their professional growth, but only 36.5% have taken advantage of the professional growth stipend program.	The College will continue to inform employees about the value of the professional development program, and to show how employees can benefit from participating.

The findings of the survey provide support for the directions the College is taking regarding efforts to improve campus sustainability, increase the flow of information to all members of the campus and community, and provide opportunities for professional growth for its employees. Some areas of concern do exist, including the efficacy of the performance evaluation process and the knowledge of who the representatives of classified staff and management/supervisory/confidential employees are in various College committees along with the communication of the representatives back to their constituencies.

Overall, the results of the survey re-affirm the efforts of the College to maintain an academic, physical and psychological environment that facilitates a safe and rewarding work environment for all employees.

Introduction

In November-December 2008, the College conducted a Workplace Environment Assessment. This survey is intended to determine employees' levels of satisfaction with various aspects of the College, including the work environment, the campus climate, and opportunities for professional growth. The survey also aims to determine employee characteristics that are not available from the data collected through human resources, such as involvement in decision making, and feedback on the performance evaluation process. The results of this survey are used to identify areas with which employees are satisfied and those that need improvement.

Research Design and Method

Using the campus email system, all faculty, staff and administrators/managers were sent a link to the Workplace Environment Assessment on Survey Monkey. The survey questions were reviewed with various employee groups and discussed at the College Planning Council before the survey was finalized. The survey was set up in Survey Monkey and administered by Human Resources & Legal Affairs. Several follow-up emails were sent as reminders to encourage individuals to complete the survey. Responses were obtained from 158 classified staff (50% response rate), 110 regular faculty (41% response rate), 54 management/supervisory/confidential (72% response rate), 26 credit adjunct faculty (5% response rate) and 22 adjunct faculty in continuing education (5% response rate). **The response rates for adjunct faculty on both the credit side and in continuing education were low, thus further analyses by employee group was limited to regular faculty, classified staff and management/ supervisory/confidential employees.** It should be noted that such surveys are normally administered to regular and full-time employees. The College wanted to give an opportunity to adjunct credit and Continuing Education instructors to respond as well. A very low response rate from adjunct instructors was expected as they are much less affected by issues explored in such a survey and their time spent at the College is limited.

Employees responded to 13 questions capturing information regarding basic demographics, work schedule, location, and expected career longevity. Employees additionally responded to questions regarding: 1) interactions with supervisors, other employees and students; 2) campus climate; 3) representation in college committees and involvement in decision making; and 4) expectations and recognition for job performance. The survey instrument is available in Appendix 1.

Survey Results **Demographic Characteristics**

Respondents were generally representative of SBCC employees on most demographic characteristics, such as age. Employees who are 18 to 40 are very slightly under-represented, while 51-60 year olds are somewhat over-represented (see Tables 1a & 1b).

Table 1a. Age		
Answer Options	Survey Respondents	All SBCC Employees
18 – 30	4.1%	5.6%
31 – 40	15.9%	18.0%
41 – 50	24.9%	24.8%
51 – 60	38.4%	33.8%
over 60	16.8%	17.7%
	<i>answered question</i>	370
	<i>skipped question</i>	32

Table 1b. Age by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
18 – 30	7.7%	1.8%	0.0%
31 – 40	19.2%	15.6%	13.2%
41 – 50	24.4%	23.9%	30.2%
51 – 60	35.9%	36.7%	39.6%
over 60	12.8%	22.0%	17.0%

While SBCC has a slightly larger female employee population, the survey sample includes even more female respondents (see Table 2a). This is especially true of the classified staff and management/supervisory/confidential employees groups (see Table 2b).

Table 2a. Gender		
Answer Options	Survey Respondents	All SBCC Employees
Female	67.1%	58.2%
Male	32.9%	41.8%
<i>answered question</i>		365
<i>skipped question</i>		37

Table 2b. Gender by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
Female	73.1%	54.3%	67.9%
Male	26.9%	45.7%	32.1%

Classified staff and management/supervisory/confidential are slightly over-represented, while regular faculty are somewhat under-represented and adjunct faculty are significantly under-represented (see Table 3). It should be noted that such surveys are normally administered to regular and full-time employees. The College wanted to give an opportunity to adjunct credit and Continuing Education instructors to respond as well. A very low response rate from adjunct instructors was expected as they are much less affected by issues explored in such a survey and their time spent at the College is limited.

Table 3. My primary position at SBCC is:		
Answer Options	Regular Survey Respondents	All regular SBCC Employees
Classified staff	49%	50%
Regular faculty	34%	40%
Management/Supervisory/Confidential	17%	10%

Minority racial/ethnic groups appear to be slightly under-represented in the respondent group and white employees are slightly over-represented (see Tables 4a & 4b).

Table 4a. Race/Ethnicity		
Answer Options	Survey Respondents	All SBCC Employees
American Indian or Alaska Native	0.3%	0.8%
Asian or Pacific Islander	1.9%	3.0%
Black or African American	0.6%	2.6%
Latino	18.0%	24.1%
White	79.1%	69.6%

Table 4b. Race/Ethnicity by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/Supervis/Conf
American Indian or Alaska Native	0.7%	0.0%	0.0%
Asian or Pacific Islander	1.5%	1.1%	2.2%
Black or African American	0.0%	2.2%	0.0%
Latino	23.1%	16.7%	15.2%
White	74.6%	80.0%	82.6%

Forty-four percent of respondents have been employed by SBCC in their permanent position for ten or more years, and 49% have been employed for one to nine years (see Tables 5a & 5b).

Table 5a. Years Employed by SBCC in Permanent Position		
Answer Options	Response Frequency	Response Count
Less than one year	7.6%	28
One to four years	24.4%	90
Five to nine years	24.4%	90
Ten to fourteen years	13.6%	50
Fifteen to nineteen years	14.9%	55
Twenty years or more	15.2%	56
<i>answered question</i>		369
<i>skipped question</i>		33

Table 5b. Years in Permanent Position by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/Supervis/Conf
Less than one year	7.6%	4.6%	3.7%
One to four years	29.1%	18.3%	20.4%
Five to nine years	29.7%	18.3%	27.8%
Ten to fourteen years	9.5%	14.7%	20.4%
Fifteen to nineteen years	12.0%	22.0%	11.1%
Twenty years or more	12.0%	22.0%	16.7%

Only 4% of respondents indicated that they have any kind of disability (see Tables 6a & 6b).

Table 6a. Disability Status. Defined as: Physical or mental impairment which substantially limits communication, ambulation, self-care, socialization, education, vocational training, employment, transportation, adapting to housing, etc.		
Answer Options	Response Frequency	Response Count
Yes	4.1%	15
No	95.9%	349
<i>answered question</i>		364
<i>skipped question</i>		38

Table 6b. Disability Status by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/Supervis/Conf
Yes	4.5%	5.7%	0.0%
No	95.5%	94.3%	100.0%

A majority (84%) of respondents indicated that they work on the main campus, with 10% at the Wake and Schott centers, and 6% at other locations (see Tables 7a & 7b).

Table 7a. Primary Work Location		
Answer Options	Response Frequency	Response Count
Main campus	84.0%	309
Wake/Schott	9.8%	36
Other location	6.3%	23
<i>answered question</i>		368
<i>skipped question</i>		34

Table 7b. Primary Work Location by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/Supervis/Conf
Main campus	87.7%	93.5%	81.1%
Wake/Schott	9.0%	0.9%	15.1%
Other location	3.2%	5.6%	3.8%

A slightly greater majority (86%) of respondents indicated that they work during daytime hours, with only 8% working evening hours and 6% working swing shift hours (see Tables 8a & 8b).

Table 8a. Primary Work Schedule		
Answer Options	Response Frequency	Response Count
Daytime hours	86.2%	319
Evening hours	7.6%	28
Swing shift hours	6.2%	23
<i>answered question</i>		370
<i>skipped question</i>		32

Table 8b. Primary Work Schedule by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/Supervis/Conf
Daytime hours	89.2%	89.9%	98.1%
Evening hours	3.8%	4.6%	0.0%
Swing shift hours	7.0%	5.5%	1.9%

Forty-nine percent of respondents indicated that they expect to continue their career with SBCC for ten or more years, while only 4% expect to stay for less than one year (see Tables 9a & 9b).

Table 9a. I expect to continue my career with SBCC for:		
Answer Options	Response Frequency	Response Count
Less than one year	4.4%	16
One to four years	21.6%	79
Five to nine years	26.6%	97
Ten to fourteen years	19.2%	70
Fifteen to nineteen years	9.9%	36
Twenty years or more	20.3%	74
<i>answered question</i>		365
<i>skipped question</i>		37

Table 9b. Expected Career Longevity by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/Supervis/Conf
Less than one year	6.5%	3.7%	1.9%
One to four years	24.5%	17.8%	28.8%
Five to nine years	25.2%	22.4%	28.8%
Ten to fourteen years	16.8%	19.6%	21.2%
Fifteen to nineteen years	10.3%	7.5%	9.6%
Twenty years or more	18.7%	29.9%	15.4%

The four most important factors for continuing a career with SBCC, as measured by the percentage of respondents who chose each factor, are: appropriate compensation (chosen by 71% of respondents), employee benefits (63%), working conditions (55%) and relationship with supervisor (50%) (see Tables 10a & 10b).

Table 10a. Critical Factors for Continuing Career with SBCC (choose all that apply)		
Answer Options	Response Frequency	Response Count
Appropriate compensation	71.2%	252
Employee benefits	62.7%	222
Working conditions	55.4%	196
Relationship with supervisor	50.3%	178
STRS/PERS retirement	44.4%	157
Cost of living	39.3%	139
Work load	35.9%	127
Possibility of upward mobility	29.4%	104
Distance of commute	21.2%	75
I plan to retire	16.4%	58
Housing availability	14.7%	52
Other (please specify):		63
<i>answered question</i>		354
<i>skipped question</i>		48

Table 10b. Critical Factors for Continuing Career with SBCC by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
Appropriate compensation	65.6%	79.4%	75.5%
Employee benefits	68.2%	61.8%	73.5%
Working conditions	56.3%	55.9%	53.1%
Relationship with supervisor	50.3%	42.2%	73.5%
STRS/PERS retirement	49.7%	50.0%	42.9%
Cost of living	47.0%	43.1%	28.6%
Work load	31.8%	43.1%	28.6%
Possibility of upward mobility	39.1%	13.7%	30.6%
Distance of commute	25.8%	13.7%	24.5%
I plan to retire	21.2%	13.7%	16.3%
Housing availability	15.2%	21.6%	8.2%

Eighty-six percent of respondents indicated that they would choose to work for SBCC if they had to do it all over again (see Table 11a). Eighty-nine percent of classified staff would choose to work for SBCC again, along with 87% of managers and 84% of regular faculty (see Table 11b).

Table 11a. If you had to do it all over again, would you choose to work for SBCC?		
Answer Options	Response Frequency	Response Count
Yes	86.4%	324
No	3.5%	13
Too soon to tell	4.0%	15
Undecided	6.1%	23
<i>answered question</i>		375
<i>skipped question</i>		27

Table 11b. Choose to work for SBCC Again by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
Yes	89.1%	83.6%	87.0%
No	2.6%	4.5%	3.7%
Too soon to tell	3.8%	3.6%	1.9%
Undecided	4.5%	8.2%	7.4%

Campus Climate

Eighty-two percent of the respondents somewhat agree or strongly agree that there are opportunities for them to expand their skills at SBCC (see Tables 12a & 12b).

Table 12a. There are opportunities for me to expand my skills at SBCC.		
Answer Options	Response Frequency	Response Count
I don't know	1.8%	7
Strongly disagree	6.6%	26
Somewhat disagree	9.9%	39
Somewhat agree	39.6%	156
Strongly agree	42.1%	166
<i>answered question</i>		394
<i>skipped question</i>		8

Table 12b. Opportunities to Expand Skills by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
I don't know	1.9%	0.0%	0.0%
Strongly disagree	5.8%	4.6%	11.3%
Somewhat disagree	7.1%	9.2%	11.3%
Somewhat agree	43.5%	33.9%	35.8%
Strongly agree	41.6%	52.3%	41.5%

While 68% of the respondents somewhat agree or strongly agree that campus facilities are maintained to ensure a physically safe working environment, 30% of respondents disagree (see Table 13a). When this question is evaluated by employee type, 48% of regular faculty disagree, compared to classified staff (24%) and management (20%) (see Table 13b).

Table 13a. Campus facilities are maintained to ensure a physically safe working environment.		
Answer Options	Response Frequency	Response Count
I don't know	1.8%	7
Strongly disagree	7.8%	31
Somewhat disagree	22.0%	87
Somewhat agree	41.5%	164
Strongly agree	26.8%	106
<i>answered question</i>		395
<i>skipped question</i>		7

Table 13b. Campus Facilities Maintained by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
I don't know	0.6%	0.9%	0.0%
Strongly disagree	6.5%	15.6%	3.7%
Somewhat disagree	17.5%	32.1%	16.7%
Somewhat agree	45.5%	33.0%	46.3%
Strongly agree	29.9%	18.3%	33.3%

While 65% of the respondents somewhat agree or strongly agree that evaluation processes at SBCC improve the quality of their job performance, 31% of respondents disagree (see Table 14a). When this question is evaluated by employee type, 34% of regular faculty and 35% of managers do not think that evaluation processes at SBCC improve the quality of their job performance (see Table 14b).

Table 14a. Evaluation processes at SBCC improve the quality of my job performance.		
Answer Options	Response Frequency	Response Count
I have not yet been evaluated	4.1%	16
Strongly disagree	13.7%	54
Somewhat disagree	17.0%	67
Somewhat agree	46.7%	184
Strongly agree	18.5%	73
<i>answered question</i>		394
<i>skipped question</i>		8

Table 14b. Evaluation processes at SBCC improve the quality of my job performance by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
I have not yet been evaluated	5.8%	0.0%	1.9%
Strongly disagree	13.6%	14.7%	14.8%
Somewhat disagree	14.9%	19.3%	20.4%
Somewhat agree	50.6%	45.9%	44.4%
Strongly agree	14.9%	20.2%	18.5%

Seventy-six percent of the respondents somewhat agree or strongly agree that SBCC takes active steps to support and promote diversity (see Tables 15a & 15b).

Table 15a. SBCC takes active steps to support and promote diversity.		
Answer Options	Response Frequency	Response Count
I don't know	11.2%	44
Strongly disagree	5.1%	20
Somewhat disagree	7.6%	30
Somewhat agree	32.6%	128
Strongly agree	43.5%	171
<i>answered question</i>		393
<i>skipped question</i>		9

Table 15b. SBCC takes active steps to support and promote diversity by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/Supervis/Conf
I don't know	7.8%	6.4%	5.6%
Strongly disagree	3.9%	7.3%	7.4%
Somewhat disagree	7.1%	7.3%	14.8%
Somewhat agree	34.4%	39.4%	27.8%
Strongly agree	46.8%	39.4%	44.4%

Overall, there is a very high level of agreement among employees that the general campus climate is one that is welcoming of differences in race, ethnicity, gender, disability, age, sexual orientation, religion and educational level (see Tables 16a and 16b).

Table 16a. The general campus climate is one that is welcoming and supportive of differences in:						
Answer Options	I don't know	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree	Response Count
Race and ethnicity	22	12	30	133	196	393
Gender	24	10	25	125	207	391
Disability	25	12	31	137	187	392
Age	27	13	29	136	188	393
Sexual orientation	68	10	25	121	165	389
Religion	85	13	22	124	148	392
Educational level	37	14	30	139	170	390
<i>answered question</i>						393
<i>skipped question</i>						9

Table 16b. The general campus climate is one that is welcoming and supportive of differences in:					
Answer Options	I don't know	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
Race and ethnicity	5.6%	3.1%	7.6%	33.8%	49.9%
Gender	6.1%	2.6%	6.4%	32.0%	52.9%
Disability	6.4%	3.1%	7.9%	34.9%	47.7%
Age	6.9%	3.3%	7.4%	34.6%	47.8%
Sexual orientation	17.5%	2.6%	6.4%	31.1%	42.4%
Religion	21.7%	3.3%	5.6%	31.6%	37.8%
Educational level	9.5%	3.6%	7.7%	35.6%	43.6%

Sixty-seven percent of respondents somewhat agree or strongly agree that campus security measures currently in place are sufficient. However, 27% of classified staff, 28% of managers and 31% of regular faculty disagree (see Tables 17a & 17b).

Table 17a. Campus security measures currently in place are sufficient.		
Answer Options	Response Frequency	Response Count
I don't know	6.3%	25
Strongly disagree	10.7%	42
Somewhat disagree	16.5%	65
Somewhat agree	48.0%	189
Strongly agree	18.5%	73
<i>answered question</i>		394
<i>skipped question</i>		8

Table 17b. Campus security measures currently in place are sufficient by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/Supervis/Conf
I don't know	3.9%	5.6%	0.0%
Strongly disagree	12.3%	11.1%	13.0%
Somewhat disagree	14.9%	19.4%	14.8%
Somewhat agree	51.3%	44.4%	48.1%
Strongly agree	17.5%	19.4%	24.1%

Campus Work Environment

Eighty percent of the respondents somewhat agree or strongly agree that they are valued as employees of the college (see Table 18a). Regular faculty have the highest percentage 84% followed by classified staff at 81% and managers 76% (see Table 18b).

Table 18a. I am valued as an employee of the college.		
Answer Options	Response Frequency	Response Count
Too early to tell	1.3%	5
Strongly disagree	4.9%	19
Somewhat disagree	10.4%	40
Somewhat agree	36.5%	141
Strongly agree	43.5%	168
No opinion	3.4%	13
<i>answered question</i>		386
<i>skipped question</i>		16

Table 18b. I am valued as an employee of the college by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
Too early to tell	1.3%	0.9%	1.9%
Strongly disagree	4.6%	2.8%	3.7%
Somewhat disagree	9.8%	7.3%	16.7%
Somewhat agree	39.9%	34.9%	33.3%
Strongly agree	41.2%	49.5%	42.6%
No opinion	3.3%	4.6%	1.9%

Seventy-one percent of the respondents agree or strongly agree that the activities the college offers, such as in-service, retreats and lectures are effective in creating a sense of community for employees (see Table 19a). Twenty-five% of regular faculty, 20% of classified staff and 17% of managers disagree (see Table 19b).

Table 19a. The activities that the college offers such as faculty and classified in-service, retreats, lectures, and orientations are effective in creating a sense of community for employees.		
Answer Options	Response Frequency	Response Count
Too early to tell	2.1%	8
Strongly disagree	7.0%	27
Somewhat disagree	14.2%	55
Somewhat agree	45.7%	177
Strongly agree	25.1%	97
No opinion	5.9%	23
<i>answered question</i>		387
<i>skipped question</i>		15

Table 19b. The activities that the college offers such as faculty and classified in-service, retreats, lectures, and orientations are effective in creating a sense of community for employees by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/Supervis/Conf
Too early to tell	3.3%	0.0%	0.0%
Strongly disagree	5.9%	8.3%	5.6%
Somewhat disagree	14.4%	16.7%	11.1%
Somewhat agree	49.0%	43.5%	53.7%
Strongly agree	18.3%	30.6%	29.6%
No opinion	9.2%	0.9%	0.0%

Eighty-two percent of the respondents agree or strongly agree that they are adequately informed about what is going on at the college (see Tables 20a & 20b).

Table 20a. I am adequately informed about what is going on at the college.		
Answer Options	Response Frequency	Response Count
Too early to tell	0.3%	1
Strongly disagree	5.9%	23
Somewhat disagree	10.8%	42
Somewhat agree	43.4%	169
Strongly agree	38.8%	151
No opinion	0.8%	3
<i>answered question</i>		389
<i>skipped question</i>		13

Table 20b. I am adequately informed about what is going on at the college by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/Supervis/Conf
Too early to tell	0.6%	0.0%	0.0%
Strongly disagree	7.1%	5.5%	5.6%
Somewhat disagree	7.1%	12.8%	9.3%
Somewhat agree	48.1%	39.4%	42.6%
Strongly agree	36.4%	42.2%	42.6%
No opinion	0.6%	0.0%	0.0%

While 65% of respondents feel that their representatives in governance committees adequately inform them about important college committee issues and recommendations, 20% of classified staff, 21% of regular faculty and 37% of managers feel that they are not adequately informed by their representatives (see Tables 21a & 21b). This is partially explained by the response below about knowing who the representatives in various College committees for each constituency are.

Table 21a. My representatives in governance committees adequately inform me about important college committee issues and recommendations.		
Answer Options	Response Frequency	Response Count
Too early to tell	2.8%	11
Strongly disagree	7.0%	27
Somewhat disagree	15.5%	60
Somewhat agree	36.2%	140
Strongly agree	28.7%	111
No opinion	9.8%	38
<i>answered question</i>		387
<i>skipped question</i>		15

Table 21b. My representatives in governance committees adequately inform me about important college committee issues and recommendations by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
Too early to tell	2.6%	0.0%	0.0%
Strongly disagree	5.9%	4.6%	18.5%
Somewhat disagree	13.7%	16.5%	18.5%
Somewhat agree	41.2%	35.8%	31.5%
Strongly agree	24.2%	41.3%	22.2%
No opinion	12.4%	1.8%	9.3%

Overall, 61% of respondents know who their representatives are in college committees (see Table 22a). Regular faculty are better informed about who their representatives are (84%) than managers (59%) or classified staff (51%) (see Table 22b).

Table 22a. I know who my representatives are in college committees.		
Answer Options	Response Frequency	Response Count
Yes	61.3%	234
No	38.7%	148
<i>answered question</i>		382
<i>skipped question</i>		20

Table 22b. I know who my representatives are in college committees by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
Yes	50.7%	84.1%	58.5%
No	49.3%	15.9%	41.5%

Overall, 52% of respondents feel that they are adequately represented in college-wide decision making (see Table 23a). However, only 48% of classified staff feel that they are adequately represented, compared to 52% of managers and 62% of regular faculty (see Table 23b). This is again correlated with knowing who the representatives of each group are in various College committees.

Table 23a. I am adequately represented in college-wide decision making.		
Answer Options	Response Frequency	Response Count
Too early to tell	4.7%	18
Strongly disagree	14.8%	57
Somewhat disagree	21.0%	81
Somewhat agree	37.8%	146
Strongly agree	14.0%	54
No opinion	7.8%	30
<i>answered question</i>		386
<i>skipped question</i>		16

Table 23b. I am adequately represented in college-wide decision making by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
Too early to tell	4.6%	3.7%	0.0%
Strongly disagree	15.7%	11.0%	16.7%
Somewhat disagree	20.9%	21.1%	29.6%
Somewhat agree	37.3%	43.1%	33.3%
Strongly agree	10.5%	19.3%	18.5%
No opinion	11.1%	1.8%	1.9%

Seventy-three percent of the respondents somewhat agree or strongly agree that there are processes in place for them to be involved in decision making and problem solving within their work group (see Table 24a). Regular faculty (84%) and managers (85%) are much more aware of these processes than classified staff (69%) (see Table 24b).

Table 24a. There are processes in place for me to be involved in decision making and problem solving within my work group.		
Answer Options	Response Frequency	Response Count
Too early to tell	3.1%	12
Strongly disagree	8.5%	33
Somewhat disagree	12.4%	48
Somewhat agree	38.2%	148
Strongly agree	34.4%	133
No opinion	3.4%	13
<i>answered question</i>		387
<i>skipped question</i>		15

Table 24b. There are processes in place for me to be involved in decision making and problem solving within my work group by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
Too early to tell	2.0%	0.0%	1.9%
Strongly disagree	11.1%	4.6%	5.6%
Somewhat disagree	13.7%	10.1%	7.4%
Somewhat agree	37.3%	40.4%	37.0%
Strongly agree	32.0%	43.1%	48.1%
No opinion	3.9%	1.8%	0.0%

Seventy-one percent of the respondents somewhat agree or strongly agree that SBCC is making a good effort to support practices that move towards sustainability (see Table 25a).

Table 25a. SBCC is making a good effort to support practices that move towards sustainability (ecological longevity).		
Answer Options	Response Frequency	Response Count
Too early to tell	6.0%	23
Strongly disagree	3.4%	13
Somewhat disagree	10.9%	42
Somewhat agree	39.1%	151
Strongly agree	31.6%	122
No opinion	9.1%	35
<i>answered question</i>		386
<i>skipped question</i>		16

Eighty-five percent of managers and 77% of classified staff agree that SBCC is making a good effort towards sustainability. Lower levels of agreement are seen among regular faculty (61%) (see Table 25b).

Table 25b. SBCC is making a good effort to support practices that move towards sustainability (ecological longevity) by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
Too early to tell	5.2%	5.5%	1.9%
Strongly disagree	1.3%	7.3%	5.6%
Somewhat disagree	9.8%	19.3%	5.6%
Somewhat agree	38.6%	38.5%	48.1%
Strongly agree	38.6%	22.0%	37.0%
No opinion	6.5%	7.3%	1.9%

Seventy-four percent of the respondents somewhat agree or strongly agree that SBCC encourages employees to take initiative in improving practices, programs and services (see Table 26a). Managers as a group agree strongly (85%) followed by classified staff (73%) and regular faculty (72%) (see Table 26b).

Table 26a. SBCC encourages employees in my area to take initiative in improving practices, programs and services.		
Answer Options	Response Frequency	Response Count
Too early to tell	1.6%	6
Strongly disagree	8.3%	32
Somewhat disagree	12.4%	48
Somewhat agree	39.8%	154
Strongly agree	34.6%	134
No opinion	3.4%	13
<i>answered question</i>		387
<i>skipped question</i>		15

Table 26b. SBCC encourages employees in my area to take initiative in improving practices, programs and services by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
Too early to tell	2.6%	0.9%	0.0%
Strongly disagree	12.3%	8.3%	0.0%
Somewhat disagree	9.1%	18.3%	15.1%
Somewhat agree	45.5%	36.7%	39.6%
Strongly agree	27.9%	34.9%	45.3%
No opinion	2.6%	0.9%	0.0%

Sixty-eight percent of the respondents somewhat agree or strongly agree that the college is making a good effort to inform them about opportunities to improve their health and well being, but 30% of regular faculty, 26% of managers and 16% of classified staff disagree (see Tables 27a & 27b).

Table 27a. The college is making a good effort to inform me about opportunities to improve my health and well being.		
Answer Options	Response Frequency	Response Count
Too early to tell	2.1%	8
Strongly disagree	8.5%	33
Somewhat disagree	16.8%	65
Somewhat agree	45.6%	177
Strongly agree	22.4%	87
No opinion	4.6%	18
<i>answered question</i>		388
<i>skipped question</i>		14

Table 27b. The college is making a good effort to inform me about opportunities to improve my health and well being by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
Too early to tell	1.9%	0.0%	0.0%
Strongly disagree	6.5%	9.2%	5.6%
Somewhat disagree	9.7%	21.1%	20.4%
Somewhat agree	51.3%	42.2%	48.1%
Strongly agree	26.0%	22.9%	22.2%
No opinion	4.5%	4.6%	3.7%

SBCC Employment Relationship

Seventy-two % of respondents somewhat agree or strongly agree that they receive recognition for doing a good job. 74% of managers, 70% of regular faculty and 78% of classified staff feel that they are recognized for doing a good job (see Tables 28a & 28b).

Table 28a. I receive recognition for doing a good job.		
Answer Options	Response Frequency	Response Count
Too early to tell	2.6%	10
Strongly disagree	7.7%	29
Somewhat disagree	15.6%	59
Somewhat agree	35.4%	134
Strongly agree	36.1%	137
No opinion	2.6%	10
<i>answered question</i>		379
<i>skipped question</i>		23

Table 28b. I receive recognition for doing a good job by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
Too early to tell	2.6%	1.8%	0.0%
Strongly disagree	5.8%	9.1%	5.6%
Somewhat disagree	12.3%	15.5%	20.4%
Somewhat agree	37.0%	40.0%	29.6%
Strongly agree	40.9%	30.0%	44.4%
No opinion	1.3%	3.6%	0.0%

Almost all (91%) of the respondents know what is expected of them in their job (see Table 29a). Regular faculty have the highest percentage who know what is expected of them (95%), followed by classified staff (90%) and managers (87%) (see Table 29b).

Table 29a. I know what is expected of me in my job.		
Answer Options	Response Frequency	Response Count
Too early to tell	0.3%	1
Strongly disagree	2.7%	10
Somewhat disagree	4.2%	16
Somewhat agree	25.7%	97
Strongly agree	65.3%	246
No opinion	1.9%	7
<i>answered question</i>		377
<i>skipped question</i>		25

Table 29b. I know what is expected of me in my job by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
Too early to tell	0.7%	0.0%	0.0%
Strongly disagree	3.3%	2.8%	0.0%
Somewhat disagree	4.6%	0.9%	9.3%
Somewhat agree	26.8%	22.0%	20.4%
Strongly agree	63.4%	72.5%	66.7%
No opinion	1.3%	1.8%	3.7%

Seventy-eight percent of respondents somewhat agree or strongly agree that their supervisor supports a team environment (see Table 30a). Eighty-five percent of managers and 84% of classified staff agree, compared to 73% of regular faculty (see Table 30b).

Table 30a. My supervisor supports a team environment of collaboration, cooperation and contributing to the success of others.		
Answer Options	Response Frequency	Response Count
Too early to tell	1.1%	4
Strongly disagree	8.4%	31
Somewhat disagree	8.9%	33
Somewhat agree	24.3%	90
Strongly agree	53.8%	199
No opinion	3.5%	13
<i>answered question</i>		370
<i>skipped question</i>		32

Table 30b. My supervisor supports a team environment of collaboration, cooperation and contributing to the success of others by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
Too early to tell	0.7%	0.9%	0.0%
Strongly disagree	8.6%	8.3%	9.6%
Somewhat disagree	6.6%	11.1%	5.8%
Somewhat agree	25.7%	24.1%	23.1%
Strongly agree	57.9%	49.1%	61.5%
No opinion	0.7%	6.5%	0.0%

Professional Growth

While 78% of respondents somewhat agree or strongly agree that their supervisor encourages and supports their professional growth (see Tables 31a & 31b), only 36.5% have taken advantage of the professional growth stipend program (see Table 32a). Slightly more classified staff (44%) have taken advantage of the program than managers (35%) (see Table 32b).

Table 31a. My supervisor encourages and supports my professional growth and development.		
Answer Options	Response Frequency	Response Count
Too early to tell	3.0%	8
Strongly disagree	5.2%	14
Somewhat disagree	9.7%	26
Somewhat agree	24.7%	66
Strongly agree	53.6%	143
No opinion	3.7%	10
<i>answered question</i>		267
<i>skipped question</i>		135

Table 31b. My supervisor encourages and supports my professional growth and development by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
Too early to tell	3.3%	0.0%	2.3%
Strongly disagree	4.0%	0.0%	7.0%
Somewhat disagree	6.6%	16.7%	11.6%
Somewhat agree	25.2%	28.6%	20.9%
Strongly agree	57.0%	50.0%	55.8%
No opinion	4.0%	4.8%	2.3%

Table 32a. I have taken advantage of the Professional Growth (stipend) Program.		
Answer Options	Response Frequency	Response Count
Yes	36.5%	97
No	63.5%	169
<i>answered question</i>		266
<i>skipped question</i>		136

Table 32b. I have taken advantage of the Professional Growth (stipend) Program by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
Yes	44.2%	N/A	34.9%
No	55.8%	N/A	65.1%

Respondents were asked to provide suggestions for additional classes to be offered through the Professional Development Center. Below suggestions received:

Dealing with disruptive behavior

Use of systems of web management (spaceghost, web editor)

Written communication such as clearer e-mail memos so there is less misunderstanding.

Anything that is cutting edge for teacher to use as a tool to become a better teacher.

Argos

As many technology classes as possible. The ones offered are very, very good but fill up quickly

Classes in personality and creativity recognition and respect.

Conflict resolution between co-workers

Disability awareness

Cultures in the workplace spanish in the workplace customer service for students workplace etiquette

Dealing with difficult students.

Dealing with students in emotional or mental distress

Diversity in the workplace.

Generations in the workplace.

Communicating respect to people at your workplace.

Eliminating favoritism in the workplace.

Dreamweaver Publisher

Dreamweaver or any sort of web content building training.

Customer service - support staff should get a baseline training for this.

Emergency plans special education

Ethics

Grant writing/reporting

Health related topics

How to maintain a blog for classroom activities, rather than Moodle which is getting more intuitive and easy to use but not there yet.

How to use technology in lieu of face to face meetings.

I recommend that PRO classes be offered in an online format where appropriate.

Inter communication skills.

Personality and work related skills testing to learn our aptitude and talents on a broader level than our job descriptions.

Leadership and program development (not just to be attended, but to be included with in the chair evaluation)

Learning to deal with difficult supervisors.

Making most of office hours Encouraging student participation in class

Marketing classes (i.e. ways to market classes; reach more new students,...)

Money management/ CPR/ classes helping to understand insurance (health, auto, life etc.)

Moodle training;Banner training,Filemaker Pro Training. For starters.

More classes on constructing websites to use in conjunction with my course(s).

New computer programs - Publisher, vizio, etc

personal safety office safety

Photoshop Web Site design/set-up

Political tolerance; being open to opposing points of view

Salient characteristics of a professional supervisor, mgmt/employee relations. Proper performance evals.

Stress management

Team building for departments.

The Power of the Mind: Using affirmations
The Power of the Spoken Word Expressing Love, Praise and Appreciation
Time Mgmt/Personal Organization and Planning Customer Service Covey 7 Habits
Covey for Managers and Covey Leadership
Supervisors Institute
Dealing with Difficult People
Innovation
Performance Evaluations
Teams
Business Writing
Effective Meetings
Understanding college structure, governance, and committee: a primer.
Web 2.0 instruction classes
Web creation and Internet content classes.
Work Safety Awareness

Campus Interactions

Eighty-eight percent of survey respondents indicated that their interactions with most faculty at SBCC are positive or very positive (see Tables 33a & 33b).

Table 33a. My interactions with most faculty at SBCC are:		
Answer Options	Response Frequency	Response Count
Not applicable	1.6%	6
Insufficient	7.1%	27
Very negative	0.5%	2
Negative	2.4%	9
Positive	54.5%	207
Very positive	33.9%	129
<i>answered question</i>		380
<i>skipped question</i>		22

Table 33b. Interactions with most faculty at SBCC by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
Not applicable	1.3%	0.9%	0.0%
Insufficient	7.1%	6.4%	7.4%
Very negative	1.3%	0.0%	0.0%
Negative	4.5%	0.0%	3.7%
Positive	60.6%	49.5%	59.3%
Very positive	25.2%	43.1%	29.6%

Almost all (95%) of the respondents indicated that their interactions with most classified staff at SBCC are positive or very positive (see Tables 34a & 34b).

Table 34a. My interactions with most classified staff at SBCC are:		
Answer Options	Response Frequency	Response Count
Not applicable	1.3%	5
Insufficient	2.4%	9
Very negative	0.5%	2
Negative	0.8%	3
Positive	57.3%	217
Very positive	37.7%	143
<i>answered question</i>		379
<i>skipped question</i>		23

Table 34b. Interactions with most classified staff at SBCC by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/Supervis/Conf
Not applicable	0.0%	0.9%	0.0%
Insufficient	1.3%	1.8%	1.9%
Very negative	0.6%	0.0%	0.0%
Negative	0.0%	0.9%	0.0%
Positive	60.0%	60.6%	59.3%
Very positive	38.1%	35.8%	38.9%

Almost all (96%) of the respondents indicated that their interactions with most students at SBCC are positive or very positive (see Tables 35a & 35b).

Table 35a. My interactions with most students at SBCC are:		
Answer Options	Response Frequency	Response Count
Insufficient experience	2.4%	9
Very negative	0.0%	0
Negative	1.3%	5
Positive	57.5%	218
Very positive	38.8%	147
<i>answered question</i>		379
<i>skipped question</i>		23

Table 35b. Interactions with most students at SBCC by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/Supervis/Conf
Insufficient experience	3.9%	0.0%	1.9%
Very negative	0.0%	0.0%	0.0%
Negative	1.9%	0.9%	1.9%
Positive	64.3%	54.1%	66.7%
Very positive	29.9%	45.0%	29.6%

Eighty-seven percent of respondents indicated that their interactions with most managers and administrators at SBCC are positive or very positive (see Table 36a). This is true for 96% of managers, 91% of regular faculty and 81% of classified staff (see Table 36b).

Table 36a. My interactions with most managers and administrators at SBCC are:		
Answer Options	Response Frequency	Response Count
Not applicable	2.4%	9
Insufficient	5.3%	20
Very negative	1.1%	4
Negative	4.5%	17
Positive	60.2%	227
Very positive	26.5%	100
<i>answered question</i>		377
<i>skipped question</i>		25

Table 36b. Interactions with most managers and administrators at SBCC by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/Supervis/Conf
Not applicable	3.2%	0.9%	0.0%
Insufficient	7.1%	4.7%	1.9%
Very negative	0.6%	1.9%	0.0%
Negative	8.4%	1.9%	1.9%
Positive	59.4%	64.5%	61.1%
Very positive	21.3%	26.2%	35.2%

Eighty-five percent of respondents indicated that their interactions with their immediate supervisor are positive or very positive (see Table 37a). Similarly high percentages are seen among all three employee groups (see Table 37b).

Table 37a. My interactions with my immediate supervisor are:		
Answer Options	Response Frequency	Response Count
Insufficient	2.7%	10
Very negative	1.9%	7
Negative	4.5%	17
Positive	23.1%	87
Very positive	62.0%	233
Decline to state	5.9%	22
<i>answered question</i>		376
<i>skipped question</i>		26

Table 37b. Interactions with immediate supervisor by Employee Type			
Answer Options	Classified Staff	Regular Faculty	Mgmt/ Supervis/Conf
Insufficient	0.6%	1.9%	1.9%
Very negative	2.6%	2.8%	0.0%
Negative	5.2%	5.7%	1.9%
Positive	23.9%	26.4%	20.8%
Very positive	61.9%	58.5%	67.9%
Decline to state	5.8%	4.7%	7.5%

Implications for the College

Overall, the results of the survey indicate a high degree of satisfaction with many aspects of the College. Based on the findings, below are a number of suggested implications. The results of this survey will be discussed with all employee groups to identify additional ways for improving some of the areas which were not rated as highly as many others.

Finding	Implication
65% of respondents think that evaluation processes at SBCC improves the quality of their job performance; classified staff and regular faculty have equal percentages at 66%, followed by management/supervisory/confidential at 63%	The College will examine the evaluation process in order to increase its efficacy.
65% of respondents feel that their representatives in governance committees adequately inform them about important committee issues and recommendations; regular faculty have the highest percentage at 77%, followed by classified staff at 65%, followed by management/supervisory/confidential at only 54%	The College will explore and implement enhanced avenues to ensure that classified staff and management/supervisory/confidential know who their representatives in various College committees are. The communication from the representatives of employee groups to their constituency will need to be enhanced.
61% of respondents know who their representatives are in college committees; regular faculty have the highest percentage at 84%, followed by management/supervisory/confidential at 59% and classified staff at only 51%	
52% of respondents feel that they are adequately represented in college-wide decision making; regular faculty have the highest percentage at 62%, followed by management/supervisory/confidential at 52% and classified staff at only 48%.	
68% of respondents agree that the College is making a good effort to inform them about opportunities to improve their health and well being; classified staff have the highest percentage at 77%, followed by management/supervisory/confidential at 70% and regular faculty at 65%	The College will seek ways to increase the awareness of all employee groups but particularly faculty about what the College offers for improvement of health and well being
68% of respondents agree that campus facilities are maintained to ensure a physically safe working environment; management/supervisory/confidential have the highest percentage at 80% followed by classified staff at 75%, followed by regular faculty at only 51%	The College will discuss with faculty to find out their concerns regarding campus facilities and take corrective actions, as appropriate.

78% of respondents agree that their supervisor supports their professional growth, but only 36.5% have taken advantage of the professional growth stipend program.	The College will continue to inform employees about the value of the professional development program, and to show how employees can benefit from participating.
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The findings of the survey provide support for the directions the College is taking regarding efforts to improve campus sustainability, increase the flow of information to all members of the campus and community, and provide opportunities for professional growth for its employees. Some areas of concern do exist, including the efficacy of the performance evaluation process and the knowledge of who the representatives of classified staff and management/supervisory/confidential employees are in various College committees along with the communication of the representatives back to their constituencies. Overall, the results of the survey re-affirm the efforts of the College to maintain an academic, physical and psychological environment that facilitates a safe and rewarding work environment for all employees.