
Santa Barbara City College
TRANSPORTATION DEMAND MANAGEMENT PLAN
APRIL 2009



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**SANTA BARBARA CITY COLLEGE
TRANSPORTATION DEMAND MANAGEMENT PLAN
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Santa Barbara City College

TRANSPORTATION DEMAND MANAGEMENT PLAN APRIL 2007

INTRODUCTION AND EXECUTIVE SUMMARY

Santa Barbara City College (SBCC) has a long-standing commitment to maintaining the quality of life for the community as a whole and, more specifically, for those who live and work in the Santa Barbara Harbor area. An important element of that commitment is managing the means by which students, faculty, and staff travel to and from campus, especially in light of the college's proposed amendments to its Public Works Long-Range Development Plan (LRDP).

The following presents a status report on the development and implementation of the SBCC Transportation Demand Management Plan (TDMP) since 1999, including the Plan's measures and participation. The effectiveness of the Plan in reducing the use of single occupancy vehicles for transportation to and from the SBCC campus is addressed by comparing the parking space vacancy rates surveyed annually relative to the campus enrollment, faculty, and staff numbers.

This analysis shows that from 1999 to 2009, SBCC has dramatically increased opportunities for off-site education, and the use of alternative forms of transportation to and from the main college campus. During this time, enrollment throughout the college (on and off-campus) has increased by ? percent. The bulk of this increased enrollment has been at satellite campuses, or through on-line computer programs. These programs have been successful in limiting the increases in traffic on the main SBCC campus. **On-campus enrollment peaked in Fall 2003 at 14,068 and has declined since to ? in Fall 2006.** Off-campus enrollment has continued to grow in unduplicated headcount from 2,133 in Fall 2003 to ? in Fall 2009. Although the campus peak parking demand has decreased by 1.7 percent (please see Table 1 and 2 on page 19 and 20), peak parking space occupancy rates remain very high (around 97%).

This study demonstrates that while the variety of and participation in off-site education and SBCC main campus TDMP programs have increased, they are not capable of substantially reducing existing parking constraints on the main campus. Peak parking lot occupancy rates remain extremely constrained.

HISTORY

In May 2000, SBCC submitted a Public Works Plan Amendment (1-2000) to the Coastal Commission. The amendment proposed remodeling of two educational buildings, the development of three new educational buildings, and a possible parking structure, all within the college's main campus. As part of proposed traffic mitigation, the proposed amendment included development of a TDMP. In August 2000, the California Coastal Commission approved the remodeling of two educational buildings, but denied approval of the three new buildings until the Commission had determined that the TDMP had achieved its maximum effect of reducing existing traffic and parking demand impacts. The related staff reports (dated May 2000 and August 2000) included the following suggested modifications:

Within six months of the certification of this Public Works Plan Amendment, the College shall submit for the review by the Commission as a separate Public Works Plan Amendment a Traffic Demand Management Plan (TDMP). The TDMP must include, in addition to all the TDM measures enumerated in Policy TDM-1 of this Plan Amendment, performance standards and criteria which shall be designed to clearly evaluate annually the progress and effectiveness of the TDM measures in reducing parking and traffic impacts of the ten-year build out of the College.

In September of 2000, SBCC submitted a TDMP to the Coastal Commission for review. In May 2001, Coastal Commission staff deemed the submitted plan did not sufficiently include definitive performance standards and criteria by which to measure the effectiveness of the TDMP measures. While continuing to implement TDMP measures, SBCC retained Science Applications International Corporation (SAIC) and Associated Transportation Engineers (ATE) in May 2001 to address the Coastal Commission's concerns. The goal of the resulting study was to discuss the effectiveness of the campus TDMP, and to determine if the TDMP measures by themselves would be capable of accommodating additional parking demands associated with the three proposed new buildings.

In September 2005, SBCC appealed to the Coastal Commission to separate the permitting of the High Tech SoMA building under the SBCC Long-Range Development Plan (LRDP), from the Multi-Purpose and General Classroom buildings. The purpose of this separation is due to the SoMA building's Funding and Timing of Building Construction and the extent of the Buildings Parking Demand in comparison to the other two proposed buildings. The SoMA building will be used to consolidate existing programs, such as Media Arts, Journalism, Film Studies, Photography and the Faculty Resource Center, which require compatibility with and access to newer technologies that will be required for the programs to remain competitive. The net effect of the construction of this building, when separated from the other two proposed in the LRDP, along with the demolition of existing temporary buildings would require only 72 new spaces which could be accommodated by existing surface parking.

Throughout the period since the TDMP was first developed, SBCC has created several staff, faculty and student committees to meet and to brainstorm additional measures to reduce campus traffic and parking congestion. This has allowed the many stakeholders involved to buy in to programs which could not succeed without their public support. Upon the conclusion of these committee meetings in Spring 2006, SBCC began the implementation of these suggestions which go beyond the measures proposed in earlier versions of the TDMP. Included among these are a Vanpool Program that was put into operation in January 2007, as well as the developing and conducting of preliminary surveys to explore the feasibility of a Commuter Alternatives Rewards Program similar to the measures put into practice by the 72 institutions of higher education recognized by the U.S. Environmental Protection Agency as the Best Workplaces for Commuters. Measures such as these are likely to increase the effectiveness of the TDMP, but require a cognitive shift which will only take place over time as more alternatives to individual car use are made available. Early results, along with the rising prices of gasoline, have made the possibilities promising.

CURRENT STATUS

SBCC student parking demands do not conflict with visitors accessing the Waterfront and adjacent beaches during the peak summer months and weekends year-round. SBCC students are in class from the last week of August, prior to the Labor Day holiday weekend, through the third week of May. The College must start classes the week before Labor Day to meet the number of hours required for course completion and still finish prior to the Christmas Holiday period. To ensure there is no conflict during the Labor Day weekend, the campus is closed the Friday, Saturday, Sunday, and Monday of the Labor Day holiday. As a result, there is no impact on Waterfront parking supply during peak summer use periods for the harbor and beach areas. During the regular school year, classes are held during the week (Monday through Friday afternoon), so that weekend demand is accommodated by existing campus parking areas. Summer school classes have a substantially lower attendance rate, such that on-campus lots also adequately serve the student parking demand during this term.

Peak periods for parking on campus are:

- The first two weeks of registration. The College implemented an on-line registration system in April 2007 that allows students to enroll and pay for classes on-line without having to come to campus. In addition on-line ordering of books has been offered for several years. As a result, no students enrolled in on-line classes need to come to campus.
- Attendance is higher the first six weeks of classes than the rest of the semester. There is a reduction in parking demand after the final drop day for classes.

SBCC is separating the permitting of the High Tech SoMA building under the SBCC Long-Range Development Plan (LRDP) from the Multi-Purpose and General Classroom buildings. The purpose of this separation is due to the SoMA building's Funding, the timing of SoMA construction and the extent of the SoMA Parking Demand in comparison to the other two proposed buildings. SoMA has been funded by the state. The Multi-Purpose and General Classroom buildings are still in the distant future, if at all. Due to the demographics of the Santa Barbara Community College District, the Chancellor's office has not rated the buildings high enough to be included in state bond funding. In fact the Chancellor's office has put a limit on the expansion of the College's enrollment cap of 2.49% for 2008/09 and has indicated a limit of 1% for 2009/10.

From Fall Semester 1999 to the present, an extensive array of TDMP measures has been implemented on the SBCC main campus. Over the same time period, on-campus attendance has increased by ? percent. Despite this attendance increase, annual parking surveys performed by ATE found that peak parking demand has decreased by remained constant, indicating that the TDMP measures have been effective in reducing car travel to, and parking on, campus. However, annual parking surveys have consistently indicated that peak parking occupancy rates are over 97 percent. The first of the proposed campus additions, the SoMA Building, as stated above, is a consolidation of existing programs in a building technologically equipped to meet the needs of these programs. The demand associated with the SoMA Building, as the first building proposed for construction, would in fact be completely accommodated by existing surface parking. However, existing campus peak parking space occupancy rates of over 97 percent have led SBCC officials to conclude that full implementation of TDMP measures, along with utilizing available and increased surface parking on campus and within the adjacent City Waterfront lots, is not fully capable of addressing the increased parking demand from potential enrollment increases that could be associated with the two additionally proposed Multi-Purpose and General Classroom buildings.

Proposed Modifications
Santa Barbara City College Long-Range Development Plan
Section 2.6.5 Transportation and Parking Policies

The College has implemented since 1999 a Transportation Demand Management Program (TDMP) to reduce single-occupancy vehicle traffic trips to and from the College Campus and reduce campus parking demand by implementing a variety of alternative educational programs and transportation methods. The College will continue to implement measures to improve alternative educational programs and alternative transportation to and from the Campus for students, faculty and staff to reduce automobile traffic volumes and parking demand, while increasing alternative transportation opportunities and expanding the opportunities for on-line courses. The following are LRDP Transportation Demand Management Policies, and an update identifying the success by the College in implementing these policies.

TDM 1

- a. The Santa Barbara City College shall continue to work to reduce parking demands at the College, thereby reducing future parking needs and traffic impacts on and off campus.
- b. If the City of Santa Barbara and College Administration jointly determine that residual parking demands, taking into account the actual and reasonably anticipated gains from the implementation of TDMP programs and new and expanded MTD service, would exceed available supplies, then SBCC shall amend its Public Works Program to revise the TDMP to re-evaluate and address existing and future parking and traffic demands associated with existing and proposed campus development.
- c. Santa Barbara City College shall increase the number of carpool spaces to between 19 and 25 percent of the total spaces on campus based on evaluation of the TDMP implementation.
- d. The College will continue to encourage and promote continued use, maintenance and enhancement of the East and West Campus bus stops to increase transit ridership. The College will work in cooperation with the MTD to develop a plan to maintain a convenient and accessible West Campus bus stop in the same location or within close proximity to the current location adjacent to the Garvin Theatre on the West Campus with benches, shelter, trash receptacles and night lighting, and to provide up to 60 surface parking spaces as well. The College will work with the MTD to assure that the new West Campus bus stop location and configuration are implemented in a manner that will accommodate future bus service expansion. The College will also work in cooperation with the MTD and CalTrans to improve and expand existing bus stops on East Campus, West Campus, and along the north side of Cliff Drive fronting the campus, including benches, trash receptacles, shelters, night lighting, wheel chair accessibility and improve pedestrian crossing safety on Cliff Drive within a three-year period.
- e. Funding for future improvements shall be shared among the College, MTD, and CalTrans or its successor of interest based on mutually acceptable terms negotiated by the parties. The College will fully fund 100 percent of the cost of enhancements and improvements to the two existing bus stops located on West and East Campuses and shall fully implement the improvements within a three-year period, and in no event later than May 2010, unless additional time is granted by the Executive Director for up to two years. In addition, funding for future improvements to the existing bus stop located off campus and north of Cliff Drive at the intersection of Cliff Drive and Loma Alta Drive shall be shared among the College, MTD, and CalTrans or its successor of interest based on mutually acceptable terms negotiated by the parties. However, the College shall, at a minimum, fund one-third or more of the improvements for the above referenced off-campus location. The College shall work with MTD and CalTrans, or its successor of interest, to implement the improvements for this bus stop within three years and in no event later than May 2010, unless additional time, for up to two years, is granted by the Executive Director for good cause.

- f. The College will continue to work with MTD to increase student, staff and faculty bus ridership, including increasing the frequency of bus service, providing new bus routes including express routes, and rerouting bus routes all to improve ridership and rider safety during times when the Campus is in session.
- g. The College will continue to offer the Transit Pass Program Agreement, in operation since 2003, with the Santa Barbara Metropolitan Transit College. This initiative, requiring all credit program students to purchase an MTD pass, was established in 1996 as an incentive to encourage bus ridership. The current agreement with the MTD is in effect through Spring of 2014. If this program is not re-authorized prior to its expiration, then Santa Barbara City College shall amend its Public Works Program to revise the TDMP to re-evaluate and address existing and future parking and traffic demands associated with existing and proposed campus development. The College will also continue to explore ways to provide a cost-effective incentive program to encourage MTD use by faculty and staff, including a "Smart Card" option for use on campus.. The College has proposed to MTD the use of this card by faculty and staff for payment for MTD ridership. The "Smart Card" payment option would allow for the tracking of actual use by faculty and staff and reimbursement by the College to the MTD for this service. Santa Barbara City College will continue to work with MTD to identify further means to encourage and increase MTD use by faculty and staff.
- h. The College will work with MTD to provide a cost-effective incentive program to encourage MTD use by faculty and staff. The College will continue to work with MTD on identifying means to encourage transit use by faculty and staff.
- i. The College will continue to work with the Santa Barbara City Waterfront to ensure there is minimal impact on the public access parking for the Beach and Harbor users adjacent to the campus.
- j. The College will continue to pursue all opportunities for growing in Professional Development, concurrent enrollment, on-line and other off-campus courses in a manner that reduces traffic and parking generation.
- k. The College will continue to pursue establishing another satellite campus for both credit and non-credit courses to ease parking demand on the main campus.
- l. The College will continue to implement a shuttle service for the use by students, faculty and employees in the evenings and on-demand from the adjoining lots on Shoreline Drive and the lot in Pershing Park to improve access.
- m. The College will continue a vanpool program for use by students, faculty and employees with vans from Ojai and Ventura. The College will continue to expand the vanpool program to meet demand.
- n. The College, in its commitment to mitigate the minimal parking impacts of SoMA, and to continue to make progress toward a maximum peak-hour demand for parking at 95 percent, will continue to work in cooperation with the MTD to maintain an effective and accessible MTD bus stop with up to an additional 60 surface parking spaces on the West Campus.
- o. The sale to students of Santa Barbara City Waterfront parking permits shall be limited to a maximum of 300 permits per year for non-exclusive use of the Harbor and Beach lots. The permits will permit access to the College on weekdays and to the beach and harbor at all other times. **This plan was discontinued.**
- p. The College will continue to work closely with the City Waterfront Department to ensure that student parking at the beach and harbor adjacent to the campus continues to have a minimal impact on visitor-serving uses and coastal access.

TDM 2

Performance of the TDM will prove successful if the following criteria are met:

1. Bus ridership increases consistently over time.
2. Expansion of enrollment is met primarily through increasing:
 - a. On-line courses.
 - b. Concurrent enrollment courses.
 - c. Professional Development Courses.
 - d. Class offerings at other sites than the main campus at 721 Cliff Drive.
 - e. "Off-peak classes" offered before 10:00 a.m. or after 2:30 p.m., Monday through Thursday.
3. Participation in the vanpool program increases.
4. Carpool Spaces:
 - a. Access to carpool spaces is controlled and is at capacity during peak hours.
 - b. Carpool spaces are increased as a percent of total spaces over time during peak hours.
5. Successful implementation of an on-line student registration system.
6. Improve and expand existing bus stops on Cliff Drive in cooperation with SBMTD and CalTrans within a five year time frame.

TDM Criteria and Measures

For many years, SBCC has employed a number of measures to decrease the volume of drive-alone trips to campus. As part of the LRDP adopted in the 1980's, SBCC has attempted to manage the transportation choices of its students, faculty and staff in the following ways:

Completed:

- Constructed off-street passenger drop-off and pick-up points for bus transit and ride sharing.
- Constructed on-campus bicycle paths and parking at several locations.
- Converted 18.66% of all parking spaces on campus to carpool use only.

Ongoing:

- Requiring all students (as a part of registration) to purchase a Metropolitan Transit District (MTD) bus pass that enables them to make unlimited trips not only to/from campus, but also around other parts of town as well. This requirement has been in effect since 1996 and under the current agreement with the MTD is in effect through the Spring of 2014.
- Cooperating and coordinating with MTD to provide five bus routes coming to campus, one of which is a direct, express line from Isla Vista.
- Operating a vanpool program from Ojai and Ventura for faculty, staff and students.
- Providing security pick-up and drop-off to and from campus for staff and faculty that utilize regional transportation options. In addition, if a ride is not available for any reason, staff and faculty can take a taxi and be reimbursed by the College.
- Participating in the Traffic Solutions alternative transportation program run by the Santa Barbara Association of Governments.
- Operating a carpool program enforced by parking management staff.
- Providing multiple locations and events for students, staff, and faculty to get information on alternative transportation options.
- Offering a wide selection of off-campus and remote-learning Internet courses.

- Providing electronic mail access to all students and information regarding class scheduling, syllabi, etc. (the “Campus Pipeline”) to facilitate electronic communication with faculty in order to minimize on-campus vehicle trips.

These measures are discussed in detail below.

BUS TRANSIT

Existing Measures

SBCC has taken many steps to encourage use of transit among students, staff, and faculty.

1. As part of registration, all students are required to purchase a MTD bus pass. This pass enables students to make unlimited bus trips on MTD transit.
2. As illustrated in the attached map, the campus has two bus stops, one on Cliff Drive and one on West Campus adjacent to the Garvin Theatre drop-off circle.
3. The SBCC campus is served by five bus routes which connect the campus to the Isla Vista, Mesa, La Cumbre, and downtown areas.
 - *Route 5. Mesa/La Cumbre Connection.* This route serves La Cumbre, the Mesa, SBCC, and the downtown transit center. This bus runs weekdays, once an hour Santa from 6:00 am to 6:30 pm, and then approximately every 40 minutes from 6:30 pm to 10:30 pm.
 - *Route 15x. SBCC/UCSB Express.* This route links the SBCC campus, the Westside neighborhood of *Santa Barbara*, and Isla Vista. The bus runs weekdays every half hour starting at 7:45 am until noon, and then again from 2:00 to 4:30 pm. The bus runs every hour from noon to 2:00 pm and from 4:30 to 6:30 pm.
 - *Route 16. City College Shuttle.* This connects the SBCC campus to the downtown transit center. The shuttle runs weekdays every half hour from 7:15 am to 5 pm, but with increased service (every 10 to 20 minutes) during the 11 am to 1 pm peak lunch period.
 - *Route 17. SBCC/Mesa Link.* This bus runs weekdays every 20 to 40 minutes from 6:30 am to 11 am, and every hour from 11 am to 6 pm.
 - *The Mesa Loop.* The new Mesa Loop will run from the Transit Center, up Carrillo to Meigs, down Cliff, to Haley and up Chapala, switching directions depending on the flow of passenger traffic throughout the day.
4. SBCC also encourages the use of regional transit for those staff that live outside of the immediate Santa Barbara area. SBCC provides security pick-up and drop-off (and as described above, reimbursement for taxi service if needed) between the campus and drop-off points for the VISTA Coastal Express (bus service between Santa Barbara and Ventura counties), the Clean Air Express (bus service between north and south Santa Barbara County), and Amtrak train service (at the train station).
5. Through participation in Traffic Solutions, SBCC employees are eligible for the “Emergency Ride Home” program, whereby the expenses of a taxicab needed to transport an employee from work (e.g., to home or a child’s school) can be reimbursed. The Emergency Ride Home program eliminates the fear of being stranded at work without a way to travel quickly, so as to encourage participation in alternative transportation modes.

Measure Effectiveness

According to the annual campus study prepared February 27, 2009 by Associated Transportation Engineers (ATE), ridership by SBCC students, staff, and faculty has increased by 32 percent since 2002 (see Table 2 on page 19). Importantly, this increased ridership has occurred despite a decrease in general MTD ridership during the same time period. Therefore, this TDMP measure has been highly effective.

Future Measures

1. The SBCC East Campus bus stop is identified as a proposed MTD "Transit SuperStop" location. Transit SuperStops will include kiosks that provide real-time passenger information (i.e., arrival time of next bus), ticket vending machines, ATMs, murals, and possibly a snack and drink vending area. SBCC will also continue to work with the MTD in order to identify new routes, increase bus service, and promote the MTD service among staff, students, and faculty.
2. SBCC has also approached the Coastal Express and the Clean Air Express about including SBCC as a stop on their routes. The added convenience of arriving directly to East Campus would make these regional transportation providers even more appealing to SBCC students, staff, and faculty further enabling SBCC to increase vehicle occupancy and decrease campus traffic and parking congestion. Although there has not been change in the routes as of this time, SBCC will continue to pursue this avenue until more suitable arrangements have been made.

CARPOOLING/VANPOOLING

Existing Measures

SBCC has taken many steps to encourage vanpooling and carpooling among students, staff, and faculty. These are listed below:

1. As of April 2005, approximately 18.66% (or 328) of all campus parking spaces were dedicated to carpooling vehicles. Carpool spaces are open to both students and staff. The College has not increased the number of car pool spaces due to the objections by faculty and staff over the loss of faculty/staff designated parking. We are continuing to work on gaining their approval for increasing the number of spaces by the completion of the construction of the SOMA building.
2. Carpool spaces are located in the West Campus and East Campus lots (see the SBCC campus map). They have been sited in the most desirable locations on campus, placed closest to classrooms and offices located on the main campus level such that the driver and passenger(s) do not need to climb the hills from the lower lots when walking to and from the car.
3. SBCC has facilities and programs that support carpooling between SBCC students/staff and persons who work elsewhere. The campus has provided two Drop-Off Areas, one immediately adjacent to the Administration Building near Cliff Drive, and another on the West Campus near the Garvin Theatre (see SBCC campus map). Included is a personalized Carpool Match Service for College employees operated by the Commuter Programs Coordinator, as well as a Carpool Match Service for students provided through Campus Pipeline.
4. The Traffic Solutions program provides SBCC assistance in matching carpool partners and provides services, such as an emergency ride-home, to assist persons who take alternative transportation.
5. SBCC has developed an employee Vanpool Program that went into effect February, 2007. Initially, two vans were purchased serving the Ojai/Ventura areas. This has been expanded to include a 7 passenger van for Santa Maria. Another 12 passenger van will be put into service in May of 2009 for Ventura.

Measure Effectiveness

Access to carpool spaces is controlled by campus parking attendants who issue daily carpool passes as vehicles enter the parking lots. Carpool spaces are fully occupied during peak parking periods.

Future Measures

The existing TDMP identifies a goal of 25% of available campus parking to be designated as carpool. Beginning in Fall Semester 2006, 18.66% of available campus parking will be designated as carpool. The College will continue to expand the number of carpool spaces until use of the increased number of available preferred spaces would justify dedicating additional numbers. Several options for these increases have already been identified and will be brought to the various decision-making bodies of the College for approval.

The existing employee Carpool Match Service will benefit from increased enrollment allowing for more potential carpools to be identified. This will come with time as campus advertising and word-of-mouth draw more riders in. The existing student Carpool Match Service operated through Campus Pipeline will be greatly expanded to help filter students by neighborhood and class hours to better target prospective carpools and to increase the convenience of using and practicality of providing such a service.

BICYCLE USE

Existing Measures

SBCC has been committed to encouraging bike use by providing the following measures.

1. Most existing pedestrian paths leading to the campus can be used by bicycles (the exceptions being those paths with stairs). As illustrated in the SBCC campus map, pedestrian circulation on-campus is extensive.
2. In addition to pedestrian paths, marked bicycle lanes are provided on Loma Alta Drive. A dedicated bicycle path runs from Cliff Drive along the northern and eastern perimeter of East Campus.
3. As illustrated on the SBCC campus map, there are three bicycle parking areas located on the East Campus: one south of the Humanities Building; one on the south side of the Bookstore; and one on the west side of the Life Sciences Geology Building. Three additional bike parking areas are located on the West Campus: at the Drama/Music Building; the Luria Library; and the Interdisciplinary Center. In addition, there is a popular bike parking area at the bottom of the stairs on Cliff Drive and Pershing Park.
4. Dedicated motorcycle parking is also provided at the Loma Alta parking lot and is permitted in almost all of the Bike parking lots on campus.
5. SBCC has encouraged employee participation in the Traffic Solutions' Team Bike Challenge. Continued involvement by these bicyclists is invaluable in persuading others to try out alternative forms of transportation. These riders are also able to more easily adapt their own transportation habits when parking congestion is high, allowing for increased flexibility in the campus' ability to absorb additional traffic. Nearly half of these riders have also agreed to work together to continue advocating for more bicycle improvements on campus that will help create the infrastructure to increase bicycle ridership rates on campus in the future.

Measure Effectiveness

The location of SBCC in relation to the majority of students' residences (i.e., most students live outside of the adjacent Mesa neighborhood) somewhat discourages bicycle travel to campus, as designated bike lane access from downtown Santa Barbara to the campus is only provided via Cabrillo Boulevard and

Loma Alta Drive, and via a bike path winding through Pershing Park from Castillo Street. The relatively steep and busy Cliff Drive and Loma Alta Drive segments connecting the Westside neighborhood to Cliff Drive do not have bike paths. The resulting circuitous routes that bicyclists need to take on designated bike paths to East Campus precludes this transportation option for most students, faculty, and staff. The West Campus is easily accessible from the Mesa neighborhood by a pedestrian pathway linking Oceano Avenue to the Drama/Music Building. Though internal campus bike access and parking is well-established, it is likely that bike use has not increased substantially since 1999, when a survey identified that 2% of students and 3% of staff use this alternative transportation mode. Without substantial improvements to bike paths on the adjacent transportation network outside the control of the College, it would be difficult to substantially increase the level of participation in this TDMP measure.

Future Measures

1. In order to improve bike access and increase participation in this TDMP measure, SBCC has been working with the City of Santa Barbara to develop a Class I bike path (a path separated from car traffic) across the eastern campus edge, as proposed in the City of Santa Barbara Circulation Element. This proposed bike path, called the Lower Westside/Los Baños del Mar Multimodal Pathway, would connect Cabrillo Boulevard near Los Baños Pool to the Rancheria Street/Montecito Street intersection. The 10-foot wide path would include a signalized crossing at Cabrillo Boulevard. The path would link up with the existing bike path that continues from Pershing Park up to the East Campus (see the SBCC campus map), allowing bicycling through downtown and the Westside neighborhood to the campus.
2. A second major improvement to increase bicycle traffic to campus is Cliff Drive. Currently, Cliff Drive is a state highway which falls under the jurisdiction of CalTrans. The City of Santa Barbara is in the process of annexing this highway. SBCC has identified local schools, daycares, churches and neighborhoods with a vested interest in increasing safety and decreasing speed violations on this road. One common means of decreasing speeds is the narrowing of lanes. Not only would working with these stakeholders towards this end create safer streets, but it would also allow for the creation of a safe bicycle lane to increase the appeal of bicycling to campus. Once the annexation process is further along, SBCC is prepared to begin outreach to other stakeholder groups if the Board decides to do so.
3. Establish Class II bike paths (signed, but not including a dedicated striped lane) on all internal campus roads.
4. Develop shower and locker facilities for bicycle commuters in the existing gymnasium, and provide protected bicycle lockers as established at selected MTD bus stops. Concurrently, a service could be instituted where individuals could drop off and pick up bicycles at the Security Offices on East Campus, providing a secure parking environment.
5. In addition to bike access, the College has actively sought to increase pedestrian facilities. SBCC actively supports Santa Barbara City efforts to develop a sidewalk on Loma Alta Drive north of Cliff Drive. This new sidewalk would allow pedestrians to more easily walk from the Westside neighborhoods to the campus.

PROVIDING INFORMATION ON ALTERNATIVE TRANSPORTATION MODES

SBCC uses several methods to advertise alternative transportation options.

Existing Measures

1. The Office of the Vice President for Business Services provides information on bike paths and commuting resources and advertises these services during the annual faculty in-service training. The Business Services Office also coordinates prospective vanpools, carpools, and shuttles to and from regional transportation facilities. Information for students and staff is also dispensed via the following link:
 - www.sbcc.edu/commute
2. SBCC also participates in Traffic Solutions alternative transportation events such as the "Team Bike Challenge," "Bike to Work Week," and "Rideshare Week."
3. The College has also hired a Commuter Programs Coordinator who is in regular contact with campus students, staff, and faculty and available for questions regarding alternative transportation service and product providers. This allows for the continual dispersal of up-to-date, relevant information to a variety of campus populations at all times throughout the year.

Measure Effectiveness

SBCC believes that the dissemination of TDMP alternatives has been successful in advertising opportunities to faculty, staff, and students. Involvement with high-visibility programs organized by Traffic Solutions also has encouraged participation in TDMP measures. The increased presence of alternative transportation information through the Commuter Programs Coordinator, through the use of surveys, department, group and personal communication, has helped the College to better understand the needs of the various campus populations and begin to provide these populations with information more likely to alter various transportation behaviors to include more alternatives.

Future Measures

1. SBCC will continue to make dissemination of TDMP measure information a top priority. An on-line questionnaire regarding the efficiency of the programs will be included in both existing websites to determine ways to increase TDMP participation and outreach. The online questionnaire will be supplemented by ongoing exploration of a Commuter Alternatives Rewards (CAR) Program. The program will identify the incentives necessary to encourage staff and faculty to voluntarily give up their parking permits in order to join the CAR Program and decrease individual car use through alternative means by those who are the most willing and able to do so.
2. Beginning Fall Semester 2006, SBCC will be holding Alternative Transportation Week which will greatly expand the current outreach done at the beginning of each new semester by the MTD. By bringing many alternative transportation service providers, product vendors, and community organizations to campus, SBCC students, staff, and faculty will receive updated information about what services are currently available through the campus and community providers, be able to see and purchase the latest alternative transportation products, and learn what current issues are being addressed by local organizations to improve the future of alternative transportation options.
3. Continued and expanded participation in ongoing and newly implemented alternative transportation programs will also help increase visibility and participation in such programs through word of mouth.

DISTANCE LEARNING

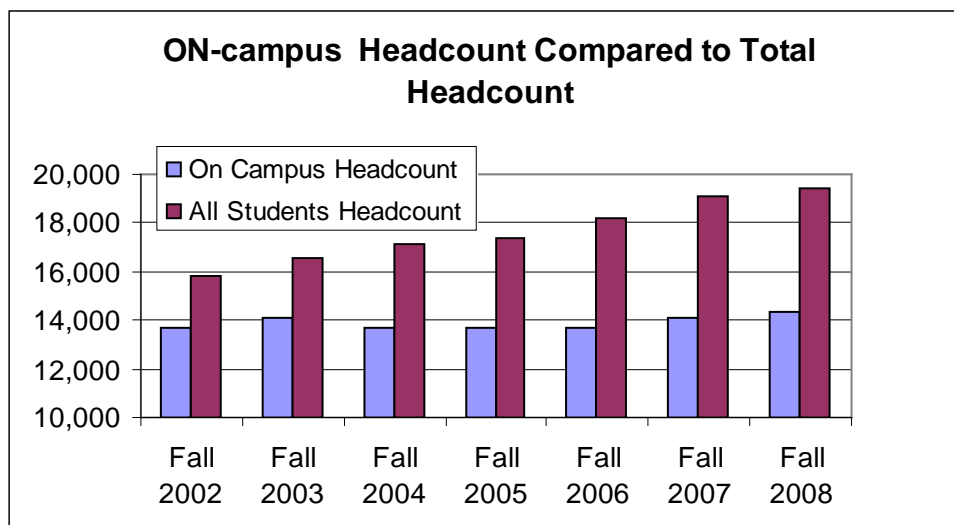
Existing Measures

On-Campus Enrollments: On-campus enrollment been approximately 14,000 since Fall 2003; declining to 13,867 in Fall 2006 and rising to ??? currently. Off-campus enrollment has continued to grow in unduplicated headcount from 2,133 in Fall 2003 to ? in Fall 2009. Off-campus enrollment consists of the following:

- On-line Enrollments: On-line enrollments (FTES) have grown from 213 in 1999-2000 to 1,582 for 2007-2008.

On-line FTES 1999-2008	
1999-2000	213.37
2000-2001	354.5
2001-2002	512.37
2002-2003	544.63
2003-2004	738.52
2004-2005	1,001.46
2005-2006	1,272.46
2006-2007	1,446.19
2007-2008	1,582.24

- Concurrent Enrollment: Concurrent enrollment has grown ?% from Fall 2003 through Fall 2009.
- Professional Development Courses and Other: Professional Development and Other off-campus enrollment has grown from 1009 in Fall 2003 to 1418 in Fall 2009.
- This has resulted in off-campus headcount growing from ?% to ?% of total headcount over that same time period.



- The College is committed to growing off-campus and will continue to pursue all potential opportunities to do so.

The College is committed to continue encouraging distance learning (taking courses through computer-based curriculum) as an alternative to course offerings on campus.

The "Campus Pipeline" computer network available to all students allows them to correspond directly with faculty in lieu of on-campus office hours, and allows the exchange of course assignments and evaluations/grades without the need for either party to travel to or from campus.

On-line Ordering for Books and Course Materials from the Bookstore. This service is open to all students. As a result, no students enrolled in on-line classes need to come to campus. In the 2003 calendar year, 689 items were shipped. This volume has increased in each succeeding year to 2,031 in 2004; 6,163 in 2005; 9,812 for 2006; 16,048 for 2007; and 16,438 for 2008. The program has been extremely successful.

Measure Effectiveness

Based on the exponential growth and demand for online course offerings, the effectiveness of distance learning measures has been extremely successful in limiting travel to, and parking on, the SBCC main campus. The "Campus Pipeline" has increased the accessibility of faculty to the student body, and has minimized the number of vehicular trips to/from campus required outside of regular class attendance days and nights.

Future Measures

The College is investing heavily in the technology to allow an increase in course enrollment through the Internet. Such classes allow for enrollment to expand without increasing traffic on campus.

The Banner system was implemented effective for the Summer and Fall 2007 semester in April of 2007. Banner allows students to register for classes via the Internet, decreasing the necessity of trips to the campus during the "add period" immediately preceding and typically lasting three weeks into the semester. Traffic congestion generated during the add period is generally much higher than throughout the remainder of the semester. The availability of online registration has dramatically reduced parking demand and traffic congestion due to registration during the first few weeks of each semester.

OFF-CAMPUS FACILITY COURSE OFFERINGS

Existing Measures

SBCC currently conducts class in 16 off-campus locations throughout the College (most notably the Wake Center in Goleta and Schott Center in downtown Santa Barbara).

Measure Effectiveness

Enrollment in 118 off-campus courses has been extremely successful. These numbers attest to the effectiveness of this TDMP measure in minimizing course attendance at the main SBCC campus.

Future Measures

Over the past four years, the College has engaged in discussions with land and facility owners in several remote locations for the development of a variety of facilities that could be used by City College. The locations span the campus service area from Carpinteria to western Goleta. The College will continue to pursue opportunities to develop off-campus facilities. The facilities being considered include housing, satellite classroom buildings, and transit facilities that could reduce parking demand on the main campus.

OTHER MEASURES

CONSOLIDATION/OVERSIGHT OF TDMP DUTIES/RESPONSIBILITIES

The Vice President of Business Services has been appointed TDMP Administrator to coordinate efforts in increasing vehicle occupancy, promoting transit use, encouraging alternative transportation use, and providing a marketing plan for TDMP participation. In this capacity, the Vice President of Business Services regularly meets with MTD officials and City of Santa Barbara officials to encourage these entities to continue to provide alternative transportation to campus.

The Vice President of Business Services has hired a Commuter Programs Coordinator to ensure that these responsibilities are carried out, proposed programs are designed and implemented, and new programs are investigated, developed, and proposed.

INCREASED SURFACE PARKING

The College, and its predecessor, has had a Joint Exercise of Powers Agreement since 1962 with the City of Santa Barbara to provide for improvement, operation and maintenance of certain City-owned properties including parks, parking lots and the municipal swimming pool for the beneficial use by the College and the City. This Agreement has been amended from time to time. In Fall 2003, the College entered into an agreement with the City of Santa Barbara Waterfront Department to purchase 300 parking permits to be used anywhere within the waterfront area. The College charged the students \$30.00/term for the permit, the equivalent price of a campus parking permit, and subsidizes the difference. The cost of the waterfront Parking permits was raised to \$95.00 per year for 2009 and is projected to go to at least \$105.00 per year in 2010. The increase in the cost of this program combined with the budget restrictions imposed by the state has caused this program to be discontinued.

The campus is closed the Friday, weekend, and Monday of the Labor Day holiday. As a result, there is no impact on Waterfront parking supply during peak summer use periods for the harbor and beach areas. During the regular school year, classes are held during the week (Monday through Friday afternoon), so that weekend demand is accommodated by existing campus parking areas. Summer school classes have a substantially lower attendance rate, such that on-campus lots also adequately serve the student parking demand during this term. In summary, SBCC student parking demands do not conflict with visitors accessing the Waterfront and adjacent beaches.

The College will continue to work closely with the City Waterfront Department to ensure that student parking at the Beach and Harbor adjacent to the campus continues to have at most a minimal impact on visitor-serving uses and coastal access. Although there will be little or no increase in parking demand from the construction of the School of Media Arts building, after taking into account the impact of the TDMP, the College will provide 60 additional surface parking spaces on the West Campus to meet peak parking demand during the first few weeks of each semester.

Additionally, eleven spaces have been added to existing Parking Lot 2C.

INCREASED PARKING FEES

A primary means of controlling parking is to increase the cost of parking. Charging for parking makes car drivers recognize the costs of their travel behavior, and the cost of parking makes other options (carpooling, bus) more financially attractive. Unfortunately, State law limits the amount community colleges, such as SBCC, can charge students and employees for parking. State law does allow, under specific circumstances, community colleges to increase parking fees in order to support the costs of a parking structure, but the law does not allow an increase in fees as part of a TDMP. Specifically, Education Code Section 76360 subsections (a) through (b) states:

- (a) The governing board of a community college district may require students in attendance and employees of the district to pay a fee, in an amount not to exceed forty dollars (\$40) per semester and twenty dollars (\$20) per intersession to be established by the board, for parking services. The fee shall only be required of students and employees using parking services and shall not exceed the actual cost of providing parking services...

- (b) The governing board may require payment of a parking fee at a campus in excess of the limits set forth in subdivision (a) for the purpose of funding the construction of on-campus parking facilities if both of the following conditions exist at the campus: (1) the full-time equivalent (FTES) per parking space on the campus exceeds the statewide average FTES per parking space on community college campuses. (2) The market price per square foot of land adjacent to the campus exceeds the statewide average market price per square foot of land adjacent to the community college campuses. If the governing board requires payment of a parking fee in excess of the limits set forth in subdivision (a), the fee may not exceed the actual cost of constructing a parking structure.

SBCC currently charges students \$35 per semester (for 17 weeks) for a daily parking pass; staff and faculty are free. In comparison, the University of California at Santa Barbara charges \$110 per quarter (for 12 weeks) and only students living more than 2 miles from campus are eligible for parking permits. Faculty and staff pay \$90 to \$120 per month. With SBCC campus parking fees for personal vehicles relatively low, it is challenging to entice SBCC students, faculty, and staff to use other transportation options.

PROVIDING ALL PERMANENT EMPLOYEES OPTIONS AND INCENTIVES TO FACILITATE THE USE OF ALTERNATIVES

Through participation in Traffic Solutions, SBCC employees are eligible for the “Emergency Ride Home” program, whereby the expenses of a taxicab needed to transport an employee from work (e.g., to home or a child’s school) can be reimbursed. The Emergency Ride Home program eliminates the fear of being stranded at work without a way to travel quickly, so as to encourage participation in alternative transportation modes.

In the past, all SBCC permanent employees received a Free MTD Transit Pass like those currently issued to students upon registration. This measure was pursued over the course of several semesters, but was discontinued as the participation was extremely limited (less than six individuals enrolled). Given the increasing cost of gas and growing interest in alternative transportation options, employee passes are being reexamined as a part of the Commuter Alternatives Rewards Program. If increased participation can be guaranteed, the measure may be reinstated.

CONCLUSION

The above analysis demonstrates that the SBCC TDMP has effectively decreased parking demand on the main campus. Annual parking surveys show that parking demand has not changed despite increases in on-campus attendance. According to the ATE study and MTD, ridership by SBCC students and staff has increased at a rate exceeding the growing campus’ enrollment and SBCC has become the single largest source of MTD riders district-wide. An expanded number of carpool parking spaces located in attractive locations closest to offices and classrooms are being used at a very high rate.

SBCC is committed to continue increasing the level of participation of the campus TDMP by implementing the Future Measures defined above. Some of these require the involvement of other jurisdictions, such as the City of Santa Barbara. This study demonstrates that the campus TDMP, though highly aggressive and effective, will not alone be immediately capable of accommodating the needed growth identified in the campus LRDP. While continuing to encourage employees and students to take alternative means of travel to campus, SBCC will have to provide a basic level of parking to address its on-campus transportation demand management challenges through on-campus surface parking.

Table 1. SBCC Peak Parking Demand and Main Campus Attendance, 1999 to 2009

Spring Semester	Peak Parking Demand	Annual Change Peak Parking Demand Since 1999	On-Campus Enrollment For Fall	Annual Change On-Campus Enrollment Since 1999
1999	2,424	--	12,350	--
2000	2,409	-0.62%	12,312	0.0%
2001	2,437	1.16%	13,113	6.5%
2002	2,465	1.15%	13,674	4.3%
2003	2,378	-3.53%	14,068	2.9%
2004	2,407	1.22%	13,828	-1.7%
2005	2,361	-1.91%	14,045	1.6%
2006	2,321	-1.69%	13,867	-1.3%
2007	2,382	2.63%	14,091	1.6%
2008	*	*	14,342	1.8
2009	2428	1.02%	?	?
Cumulative		0.00%		16.5%

* Census not taken in 2008.

Table 2. SBCC Bus Ridership, 2002 to 2006				
Year	East Campus	Loma Alta	West Campus	Daily Average
2002	1,087	205	84	1,334
2003	1,124	166	91	1,380
2004	1,352	Bus stop terminated	322	1,674
2005	1,332		294	1,626
2006*	1,052		300	1,352
2007	1416		341	1,757
2009	1908		180	2088
% Increase 2002 - 2009				57%

*Statistics collected in 2006 are from the 13th week of the Spring semester. Past ATE counts have been conducted between the 3rd and 5th weeks of the respective semesters. It is known that there is a significant decrease in student attendance following the semester drop period, usually reflected in decreases to traffic congestion after the 6th week. Reports from the MTD over the same period show a substantial increase in student ridership to the point where SBCC is the single largest user of MTD students, surpassing the larger UCSB student body. The data supplied complies with Coastal Commission requests that SBCC demonstrate performance standards and criteria which shall be designed to clearly evaluate annually the progress and effectiveness of the TDM measures in reducing parking and traffic impacts.

Implementation of parking permits for Continuing Education at the Wake & Schott Centers.

During the first half of 2009 the Continuing Education schedule consists of the Winter quarter, January 20 to March 28, and the Spring quarter, April 13 to June 6. This is based on the Winter quarter being 10 weeks and the Spring quarter being 8 weeks. The second half of this year consists of the Summer quarter going from June 22 to August 15 but the Fall 09 quarter is yet to be determined. Typically the Fall quarter would start two weeks after the end of the Summer quarter and run for ten weeks. If that is the case the projected dates for the Fall quarter would be August 31 to November 7. It is currently being proposed for the 2010 year that the Fall, Winter and Spring quarters run ten weeks each and the Summer quarter run for six weeks.

Regardless of the schedule the parking permits will be divided between the 1st half of the year, (Winter/Spring quarters) and the 2nd half of the year, (Summer/Fall quarters). Permit A will be good for the 1st half of the year at \$20 and Permit B will be good for the 2nd half of the year at \$20. An individual will have the ability to purchase Permit A on line anytime when they sign up for Winter or Spring. Permit B will be available to purchase online when an individual signs up for Summer or Fall. These permits will be valid at both the Wake and Schott Centers during the day and evening. These permits will also be valid on the Mesa Campus anytime after 3PM. This allows students who take Continuing Education classes on the Main Campus to park without having to buy a separate parking permit.

The \$3.25 delivery cost of on-line permits would be absorbed within the \$20.00 permit fee.

The Wake & Schott Centers are currently relying on Federal Work Study money to provide some part-time security officers at their sites. The revenues from the parking permits would provide Wake & Schott Centers with close to the same level of security that the Main Campus has.

Joe Sullivan
Vice President Business Services
Santa Barbara City College

Process for allocation of funds for routine, non-routine and new equipment
Draft for Discussion
CPC
April 14, 2009

2009-10

- Same process as in the past except that requests are specified in the program review resource allocation requests
- Some new equipment requests identified through program reviews (that cannot be covered from the funds departments currently have in the 41000 accounts) will be funded from one-time available funds based on CPC rankings. Also considered are rankings from the VPs and the Academic Senate with input from the Planning and Resource Committee for Instructional Departments and Faculty-led Student Services

2010-11 and beyond

Routine Equipment Needs

- By October 2009, each department estimates an average amount needed for annual routine, recurring expenses. Within available funds, this amount becomes part of the department's ongoing base budget. This process will not be repeated and is not part of program review beyond Fall 2009.
- In case of a revenue shortfall in any given year, the VPs, in consultation with deans, department chairs and managers will make decisions about the distribution of available funds.
- For now, departments can carry forward unspent routine funds. The process will be evaluated in Spring 2010 and Spring 2011 to see how is working and whether adjustments are necessary.

Non-routine Equipment Replacement Needs

- Equipment that costs \$5,000 or more that needs to be replaced on a periodic basis (i.e., not annually) is considered non-routine.
- Within available funds, money will be set aside each year to pay for non-routine equipment replacements. In case of a budget shortfall in any given year, VPs will work with deans, department chairs and managers to identify non-routine equipment whose replacement could be postponed for a year. These are not ranked by CPC.
- Departments have the discretion to use their carryover funds for routine equipment to help fund the purchase of their non-routine equipment in case of a budget shortfall.

New Equipment Requests

New equipment requests, not those identified as routine and non-routine or those that cannot be funded from existing budgets are to be included in the annual resource requests within program reviews. Only these requests are ranked by CPC with input from the VPs and, for Instructional Departments and Faculty-led Student Services, from the Academic Senate

Sources of Funding for Program Review Resource Requests

CPC
April 14, 2009

Growth Funding – used for ongoing expenses

- Allocate off the top money needed to pay for new faculty positions and other costs associated with growth (i.e., increase in hourly adjunct instructors)
- Remaining funds to be allocated among the following categories:
 - o revert budget cuts
 - o new classified staff and management positions
 - o equipment fund
 - o construction fund
 - o program review fund for other needs identified through program reviews

Block Grants – used for one-time expenses

Library (TTIP)

Instructional Support \$168,779 received in 2008-09

Facilities \$168,794 received in 2008-09

One-time settlement \$129,002 received in 2008-09

Lottery – used for one-time expenses

A certain amount could be used for software licenses and other instructional technology

Basic Skills Initiative - for one-time expenses within established guidelines

COLA – used for ongoing expenses

When available a portion of COLA funding is used to augment accounts such as supplies and travel

**Evaluation of the
Institutional Governance and Decision Making Structure and Processes
DRAFT FOR DISCUSSION
April 7, 2009**

The College Plan 2008-11 includes two objectives aimed at establishing a regular evaluation and improvement of institutional shared governance and decision-making structures and processes, conduct the evaluation and using the results to make changes as needed. The results of this survey will help the College to achieve these two objectives,

Please complete this survey reflecting on your experience while participating in the institutional governance committees. Melanie Rogers will distribute, collect and then tabulate and summarize the results. Responses will remain confidential and anonymous. **Please complete only one survey even if you serve on more than one committee.** Thank you.

Direct questions to Melanie Rogers.

Please make your marks as follows:

Like this: Not like this:

1. Today's Date: _____

Participant Profile

2. What is your position in the college?

Position Administration Dept. Chair Faculty Staff Student

Hours Full time Part time

Primary Campus Main Schott Wake

3. How many different institutional governance committees have you served on in during the 2008-09 academic year?

1 2 3 4 5 or more

4. Check each committee you served on during the 2008-09 Academic year?

- | | |
|---|--|
| <input type="radio"/> College Planning Council | <input type="radio"/> Student Senate |
| <input type="radio"/> District Technology Committee | <input type="radio"/> Planning and Resources |
| <input type="radio"/> Academic Senate | <input type="radio"/> Curriculum |
| <input type="radio"/> Instructional Technology | |
| <input type="radio"/> Other (please specify) | |

6. Did you receive an orientation on how the governance system functions when you started serving on a committee?

Yes No Don't recall Did not require an orientation

If no, what would you recommend?

7. Did you receive adequate or specialized training to make decisions when you started serving on a committee?

- Yes No Don't recall Did not require special training

If no, what would you recommend?

8. What training would you like to receive or would recommend for a new member?

- Budgeting Conflict Resolution Consensus Decision Making
 How to chair a meeting Leadership Meeting Management
 Parliamentary Procedures Other (Comment below)

Comment:

9. Check the committee you are evaluating today.

- College Planning Council Student Senate
 District Technology Committee Planning and Resources
 Academic Senate Curriculum
 Instructional Technology
 Other (please specify)

10. How often do (did) you attend committee meetings?

- Occasionally (approx. half the meetings or fewer) All the time (missed two meetings at most)
 Regularly (more than half the meetings) Perfect Attendance

11. Consider your experience on the Committee selected above. For each statement below please mark: Strongly Agree, Agree, Neutral, Disagree or Strongly Disagree.

<u>Task</u>	<u>Statement</u>	<u>SA</u>	<u>A</u>	<u>N</u>	<u>D</u>	<u>SD</u>
1.	Agendas, minutes and ancillary materials were provided electronically prior to the committee meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	In general, the objectives of each committee meeting were clear and understood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	The discussions usually followed the agenda.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	Committees completed the agenda in an efficient and timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	Action items and parties responsible were clearly articulated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 6. Action items were assigned and completed in a timely fashion. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Standardized procedures were identified and followed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. Committee chair or co-chairs were effective in managing meetings. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Information Adequacy

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 9. The committee members had appropriate information to make informed decisions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. Discussion and decisions were data driven and supported by sound evidence. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Participation

- | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 11. All constituent groups had an opportunity to participate on College committees. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. All members attended regularly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. All members were encouraged to be actively involved. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. All members participated in the discussion and decision making process. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. Decisions were made by consensus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Statement

SA A N D SD

Professional Conduct & Respectful Dialogue

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 16. Different opinions and values were respected. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. Committee members were always respectful of all members. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Overall

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 18. Participation in the committee was important and valuable to the college. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 19. The committee charge was understood and the members worked toward fulfilling the charge. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 20. Committees have means to evaluate the effectiveness of its decisions and actions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 21. Meetings were positive and constructive. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 22. Committees acted in accordance with Title 5 Participatory Governance guidelines. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 23. Overall, I am satisfied with the Committee's | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

performance.

24. I was an effective participant.

25. Please use the space below to provide any written comments about the institutional governance and committee structure in general and any specific committees. Include general comments, specific observations regarding positive or negative occurrences, suggestions for improvement. Use the other side as needed. Thank you.



Workplace Environment Assessment Fall 2008

Institutional Assessment, Research and Planning

**Melanie Rogers, M.A.
Research Analyst**

March 2009

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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.