



Continuing Education

2012 Employee Feedback Survey

June 2012



Office of Institutional Research and Planning

Introduction

Overview & Purpose

- The three SDCCD colleges and CE conducted employee surveys in the Spring 2012 as a follow up to the survey administered in 2009 for the accreditation self-study.
- Information from the surveys may be used to inform the planning action items in the self-study report, as well as provide support for other planning decisions.
- This survey was designed to elicit employee perceptions and opinions on institutional effectiveness, programs, services, instruction, facilities, and overall satisfaction.
- The results from the 2012 Employee Satisfaction Survey were compared to the results from the 2009 Employee Satisfaction Survey which was used as a baseline to track trends over time.

Instrumentation

- The survey contained :
 - 77 forced-choice items
 - 71 Likert scaled items
 - 6 profile questions
 - 4 open-ended questions

- Face and content validity were ensured by the following:
 - Questions were aligned with Accreditation Standards.
 - Questions were directly related to the purpose of eliciting employee perceptions and opinions.
 - Questions avoided addressing complex processes or systems.

Methodology & Implementation

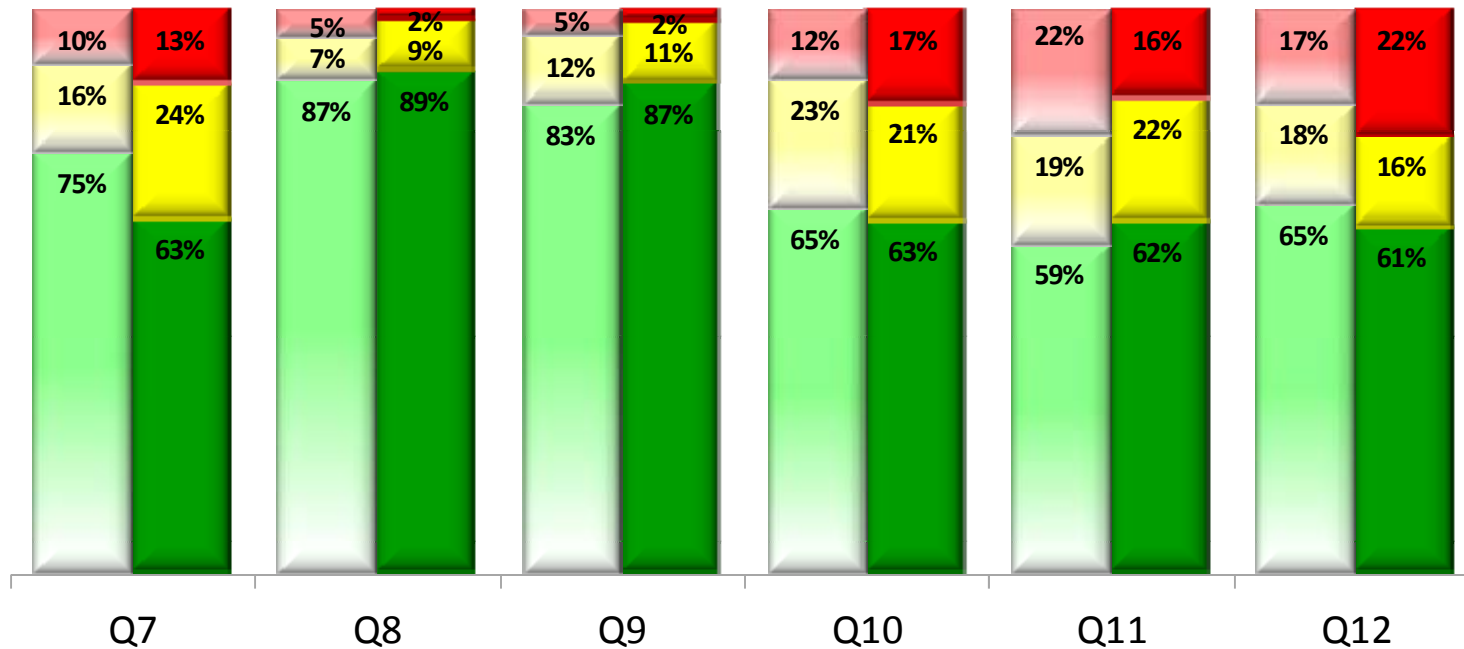
- The CE Employee Satisfaction Survey used a census sample design (all employees at all sites were invited to participate). The expected response rate at each site was 20% to 35%.
- The survey was made available both online and in a paper and pencil format and took approximately 30 minutes to complete.
- The survey administration window was approximately three weeks.
- Pre-notification emails, invitations to survey, and reminder notices were sent via e-mail to all employees.

Respondent Profile

- 649 employees received invitations to survey. 336 completed the survey (52% response rate).
- 22% from ECC, 21% from Mid-City, 20% from West City, 18% from North City, 10% from Centre City, 4% Cesar Chavez, and 4% CE Headquarters.
- 75% worked primarily on campus and 25% worked off campus.
- 50% were part-time adjunct faculty, 25% full-time contract faculty, 20% classified, 3% manager, 2% supervisor, and 1% pro-rata faculty.
- 67% of the respondents have been with CE for 11 or more years, 17% two to six years, 11% seven to 10 years, and 4% one year or less.

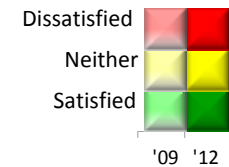
The Findings

Quality of Service

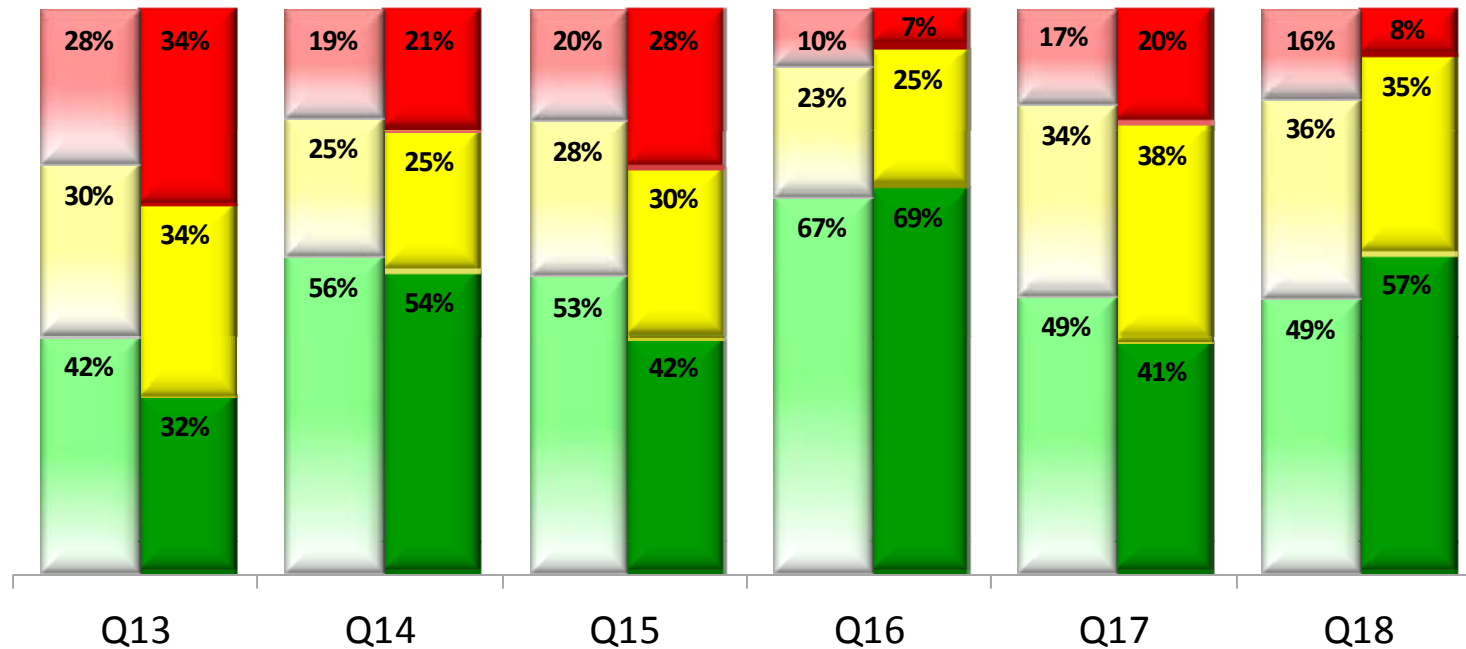


Rate your level of satisfaction with the overall quality of the areas listed below:

- Q7. Counseling
- Q8. Instruction
- Q9. Programs
- Q10. Classrooms
- Q11. Assigned Working Space
- Q12. Technology Resources



Quality of Service



Rate your level of satisfaction with the overall quality of the areas listed below:

Q13. Financial Resources-CE budget

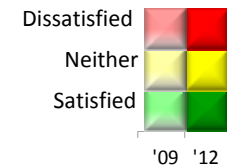
Q14. Physical Facilities

Q15. Staffing Resources

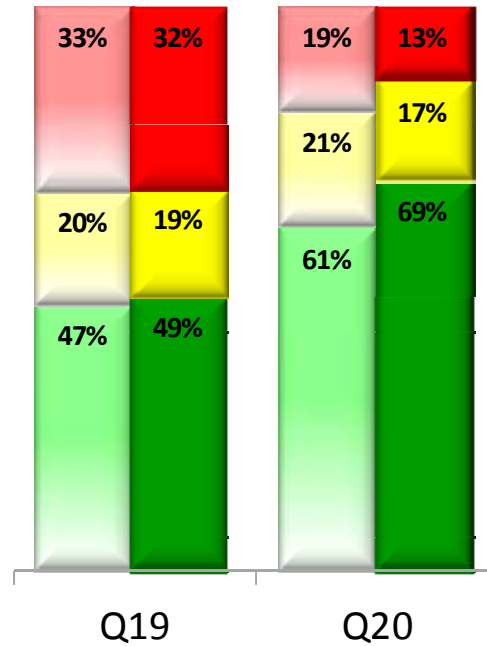
Q16. DSPS (Disability Support Programs & Services)

Q17. Job Placement Services

Q18. Associated Student Body



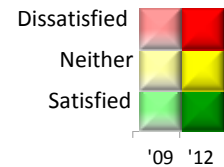
Quality of Service



Rate your level of satisfaction with the overall quality of the areas listed below:

Q19. Parking Services

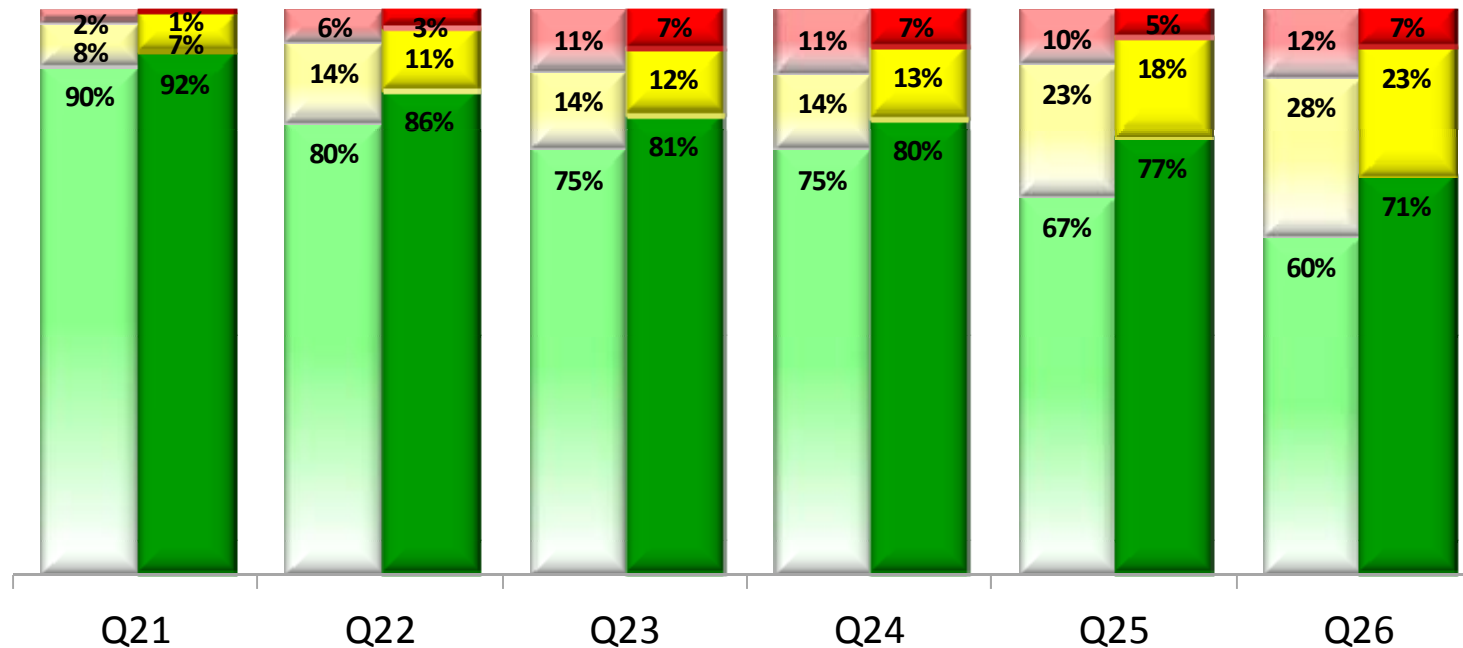
Q20. Staff Development



Quality of Service

- The majority of employees continue to be satisfied with the quality of instruction and programs.
- Satisfaction with financial, physical, human, and technological resources and parking continue to receive low and declining ratings.
- The quality of staff development, however, continues to be a strength for the institution and shows improvement in satisfaction.

Organization for Student Learning



Q21. I am familiar with the mission statement that defines CE.

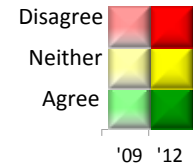
Q22. The CE programs, services, and planning are consistent with its mission.

Q23. Improving institutional effectiveness is valued throughout CE.

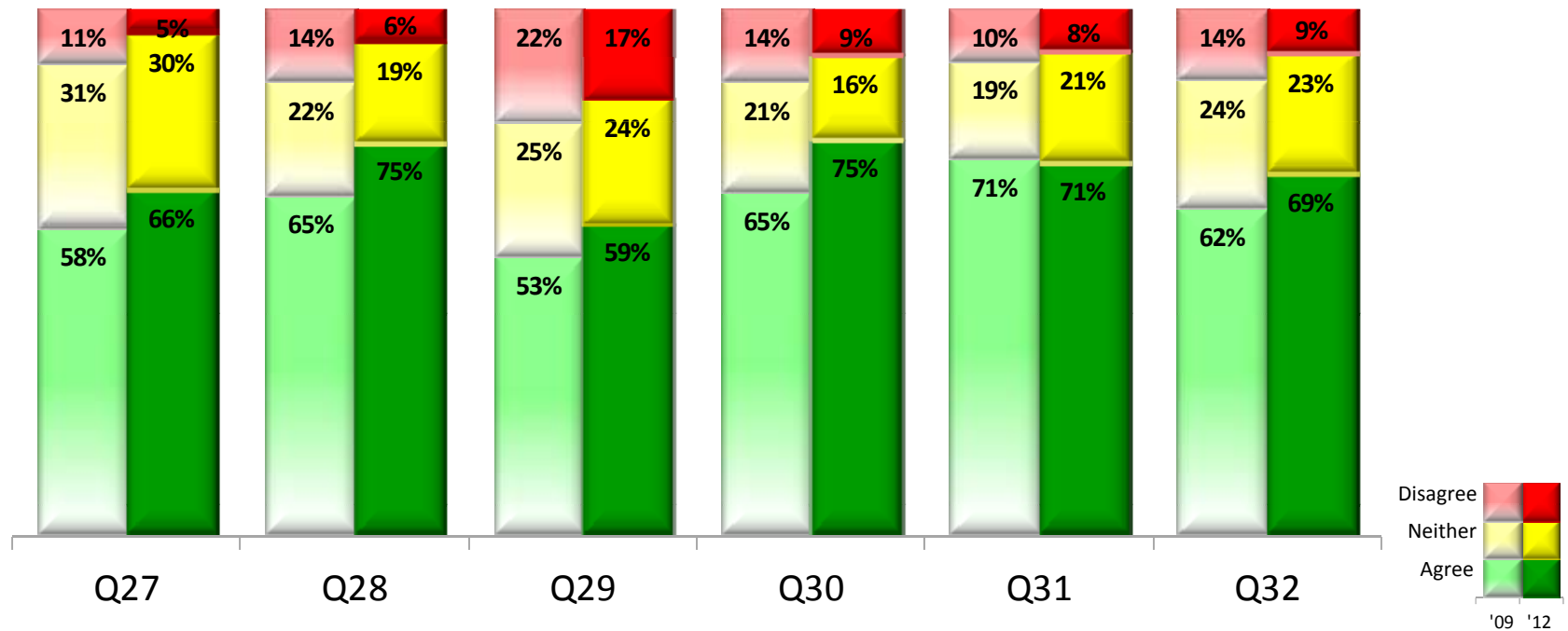
Q24. CE facilitates an ongoing dialogue about improving student learning and institutional processes.

Q25. The governing board establishes policies to assure the quality of the programs and services.

Q26. The governing board's decision-making reflects the public interest.



Organization for Student Learning



Q27. There is a clear delineation of authority and operational responsibility between the governing board and CE.

Q28. CE's leaders encourage members of its community to take the initiative to improve institutional effectiveness.

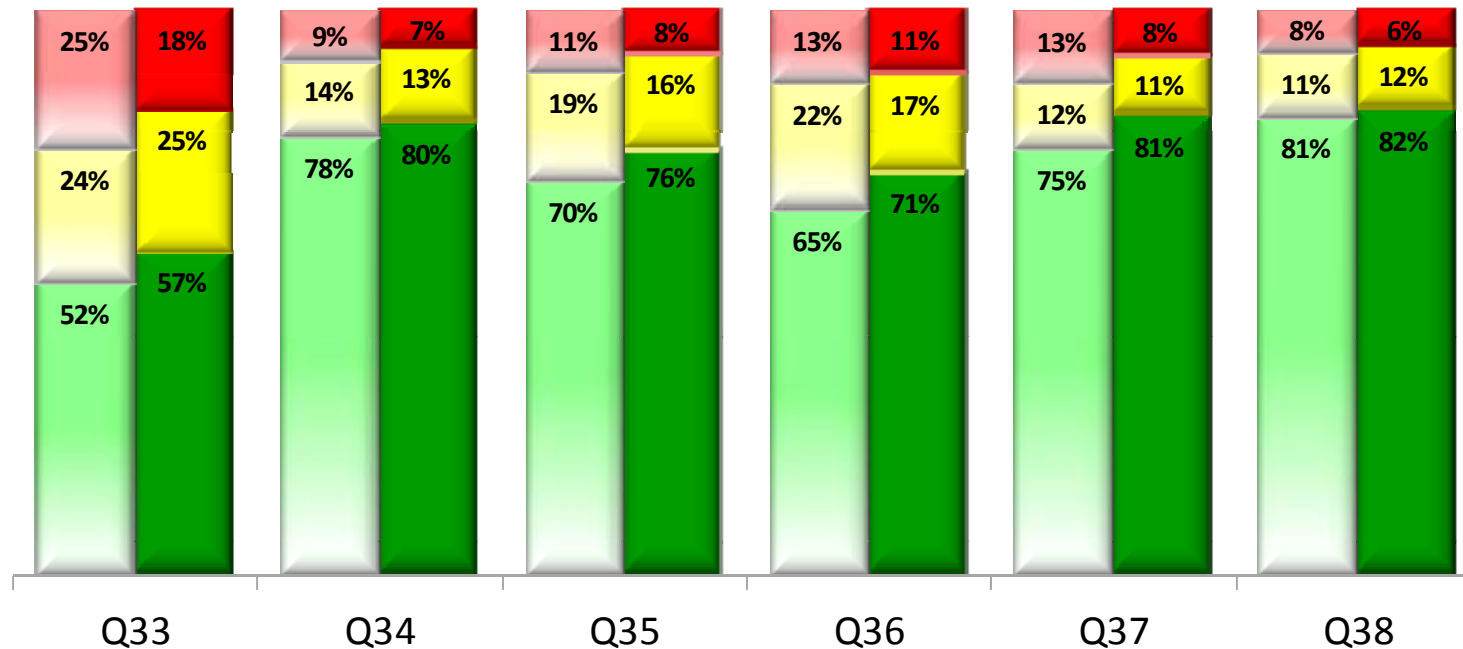
Q29. The faculty exercises an extensive roll in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.

Q30. The faculty is sufficiently involved through committees in decisions involving curriculum development.

Q31. I am aware of the faculty's role in various governing, planning, budgeting, and policy making bodies in CE.

Q32. CE establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.

Organization for Student Learning



Q33. CE's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.

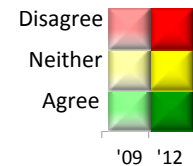
Q34. The criteria for hiring faculty includes a knowledge of subject matter or service to be performed, teaching ability, and the potential to contribute to the mission of the institution.

Q35. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.

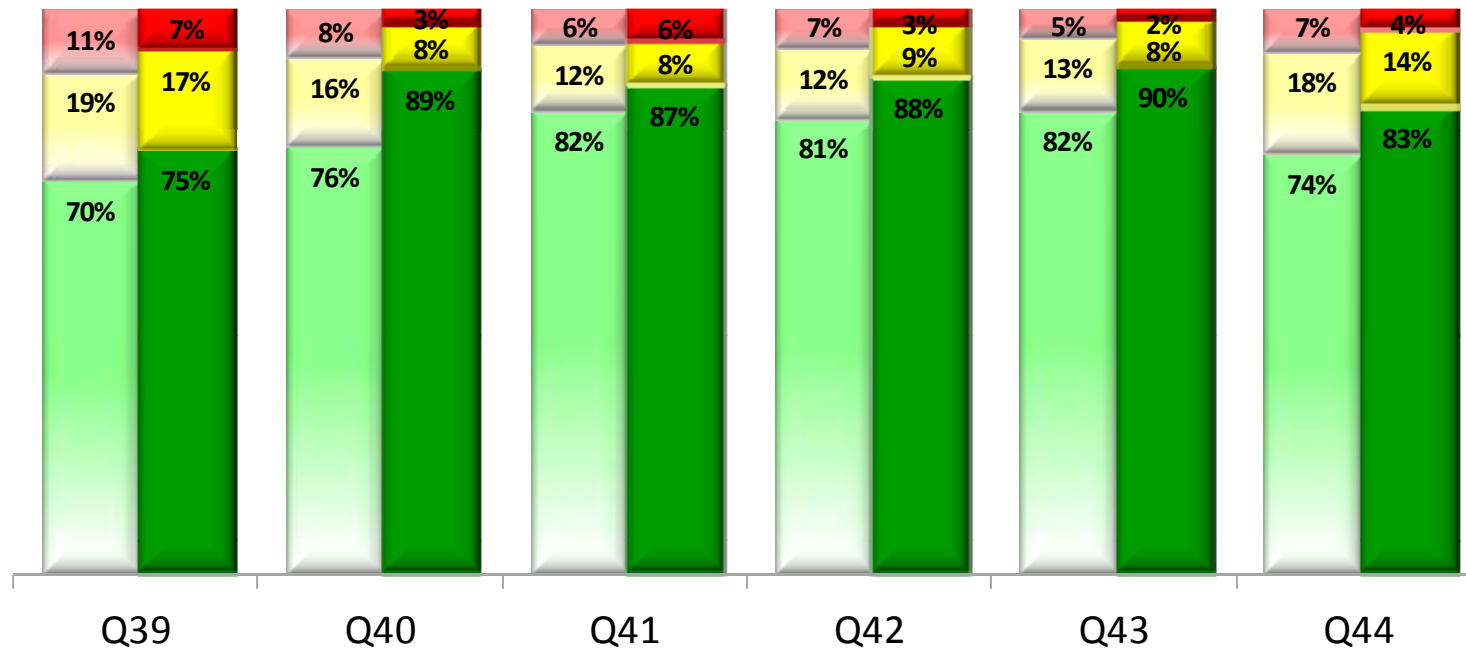
Q36. My performance evaluations have been conducted according to my contract guidelines.

Q37. CE provides opportunities for continued professional and staff development.

Q38. As a group, the members of my department stay current in their fields of expertise.



Organization for Student Learning



Q39. The campus environment is conducive to personal development of the student population.

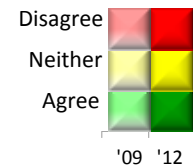
Q40. CE implements programs, practices, and services that enhance student appreciation of diversity.

Q41. I am personally treated with respect at this institution.

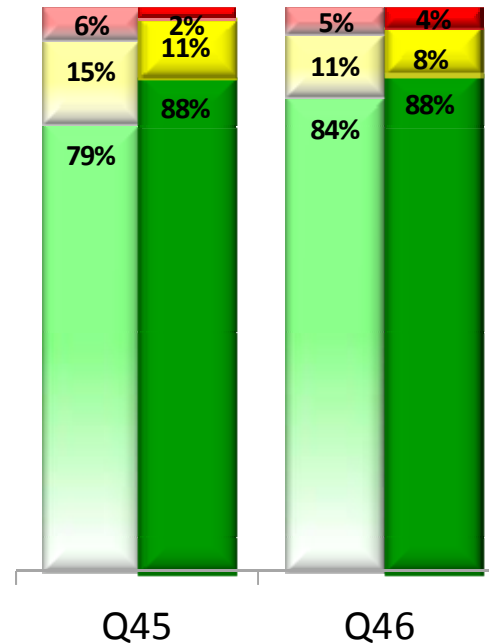
Q42. Policies and practices of CE clearly demonstrate commitment to issues of equity and diversity.

Q43. I am familiar with CE's learning outcomes for students (ESLRs or SLOs).

Q44. Review of programs and services is integrated into CE's planning process.

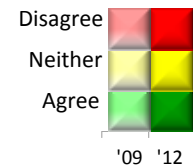


Organization for Student Learning



Q45. Student learning outcomes are considered in program review and institutional planning.

Q46. CE seeks to meet the varied educational needs of its students through diverse programs.



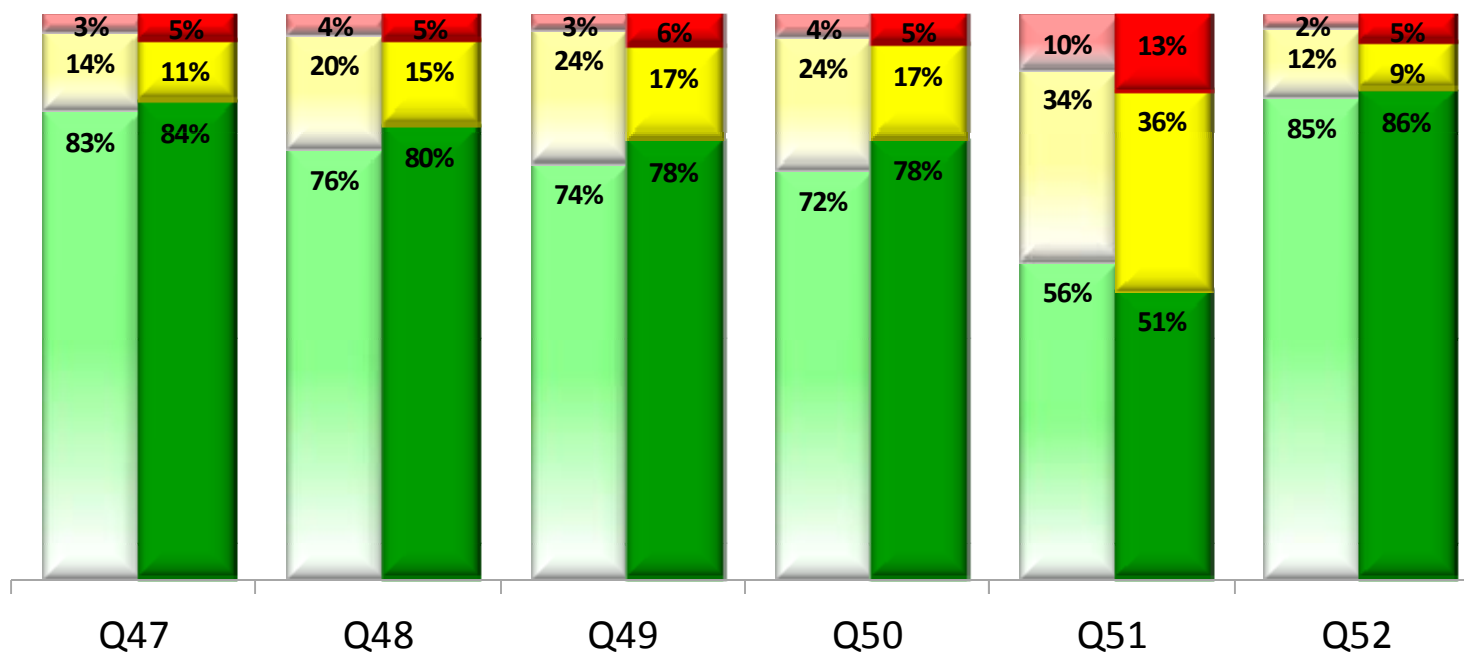
Organization for Student Learning

- The items regarding institutional effectiveness (i.e., familiarity of and consistency with the mission, and valuing institutional effectiveness) continue to receive high ratings of agreement by most employees.
- An increasing majority of employees continue to agree that program and services reviews are part of the planning process, and that SLOs are integral to this process.
- There is continued and slightly increased satisfaction with the responsibility, policy and decision-making of the governing board. However, there is mixed, albeit increasing agreement that faculty is involved in important decision-making processes (e.g., curriculum development, budgeting, and hiring).

Organization for Student Learning

- The attitude toward hiring practices at CE (i.e., criteria for hiring faculty), and the performance evaluation process continue to be favorable, showing an increase in satisfaction, as well as a marked increase in satisfaction with the professional development opportunities.
- The majority of employees continue to believe that the campus environment (programs, services, and practices) at CE is conducive to student's personal development and that it enhances student's appreciation of diversity.
- The majority of employees continue to believe they are treated with respect and the policies and practices demonstrate a commitment to equity and diversity.

Curriculum & Instruction



Indicate the extent to which you integrate the following student learning outcomes into your teaching:

Q47. Interpersonal Skills

Q48. Appreciation of Diversity

Q49. Information Processing Skills

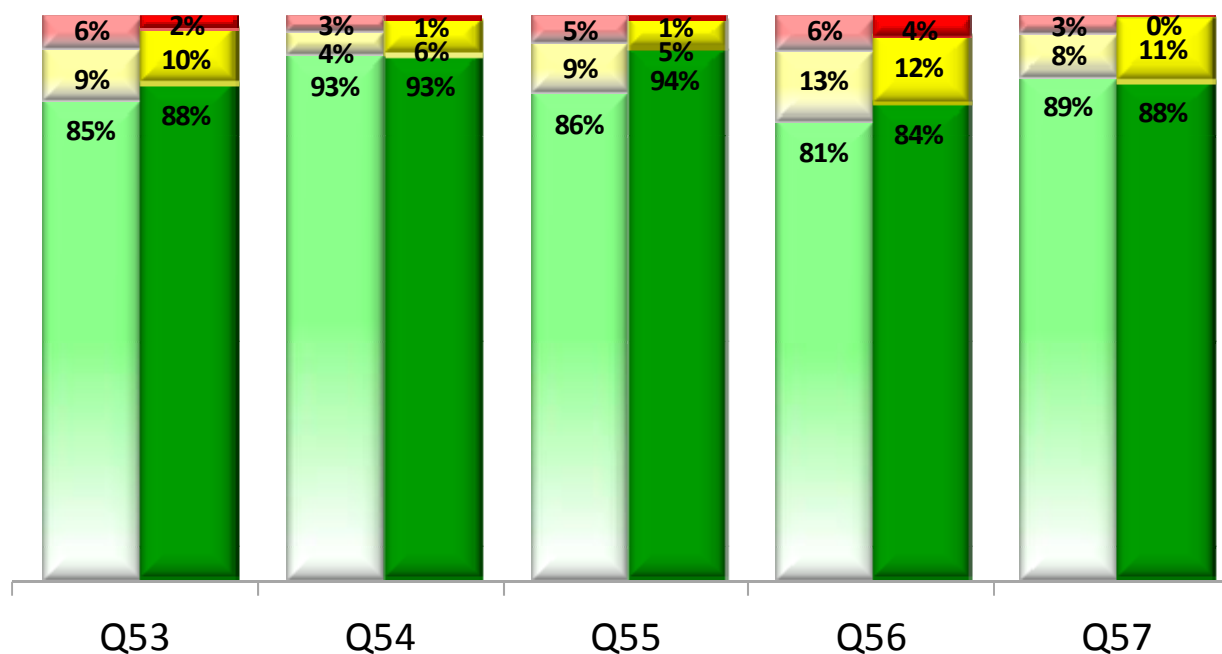
Q50. Goal Setting

Q51. Application of Technology

Q52. Lifelong Learning Skills



Curriculum & Instruction



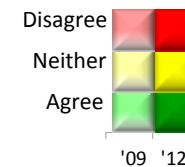
Q53. In the classes I teach, I provide students with a syllabus that specifies learning objectives that are consistent with the approved course outlines.

Q54. I am pleased with the quality of teaching and instruction here.

Q55. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.

Q56. CE uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.

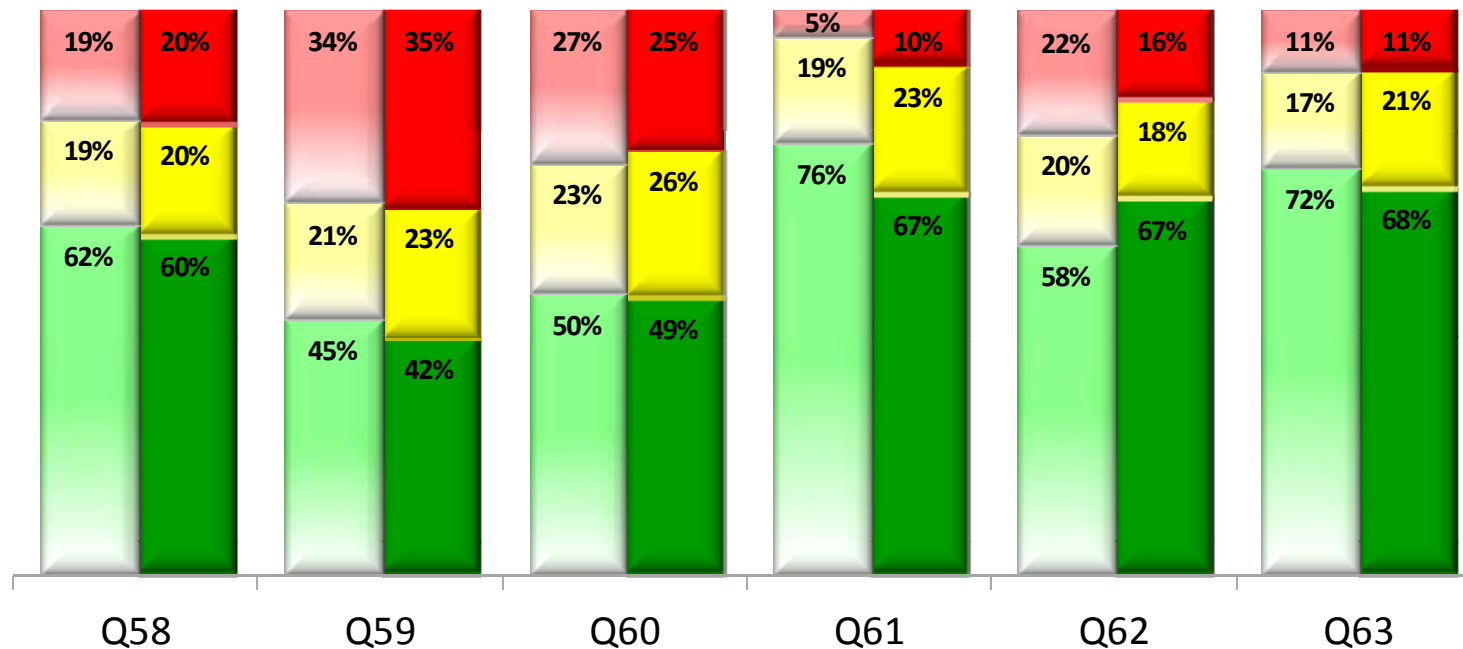
Q57. I use current educational research to enhance my teaching.



Curriculum and Instruction

- The instructional component continues to rate high in satisfaction; quality of instruction, teaching methodologies that reflect diverse student needs and learning styles, and use of data to assess SLOs.
- An increasing number of employees believe that all areas of institutional SLOs, except for *Application of Technology* and *Lifelong Learning Skills* are increasingly integrated into teaching.

Support for Student Personal & Academic Growth



Q58. In general, I feel that student support services in CE are adequate to meet student needs.

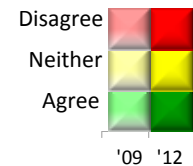
Q59. Student Services at my campus has sufficient staff and resources to meet student needs.

Q60. Student Services at my campus has sufficient facilities to meet student needs.

Q61. I refer students for various services available on campus (e.g., Counseling, DSPS, & Financial Aid).

Q62. The CE class schedule is accurate.

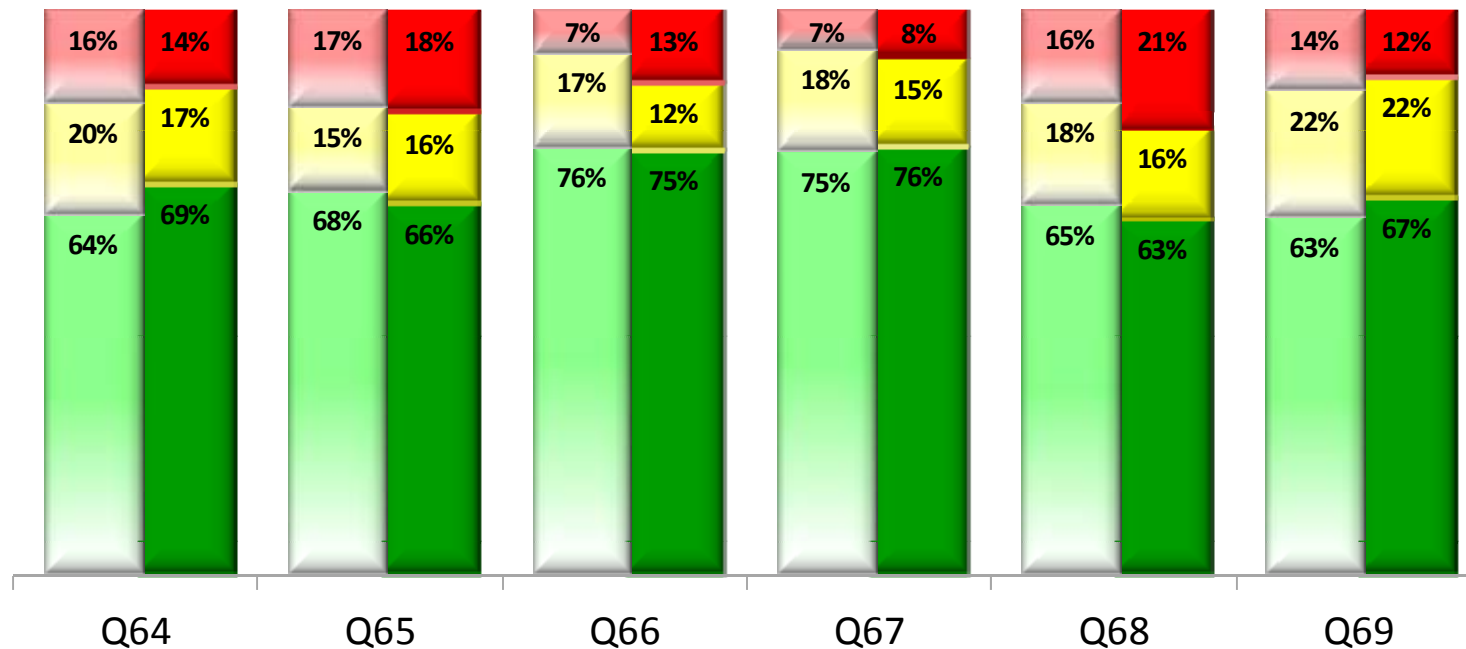
Q63. The CE website is accurate.



Support for Students

- Employees continue to believe that there are inadequate student services staffing, facilities, or other support services resources to meet students' needs.
- Employees believe that the accuracy of the class schedule has improved but the website has not.

Resource Management & Development



Q64. CE adequately maintains its physical resources to support its programs and services.

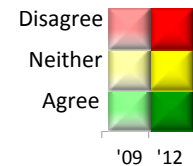
Q65. Safety hazards are addressed promptly.

Q66. The grounds are adequately maintained.

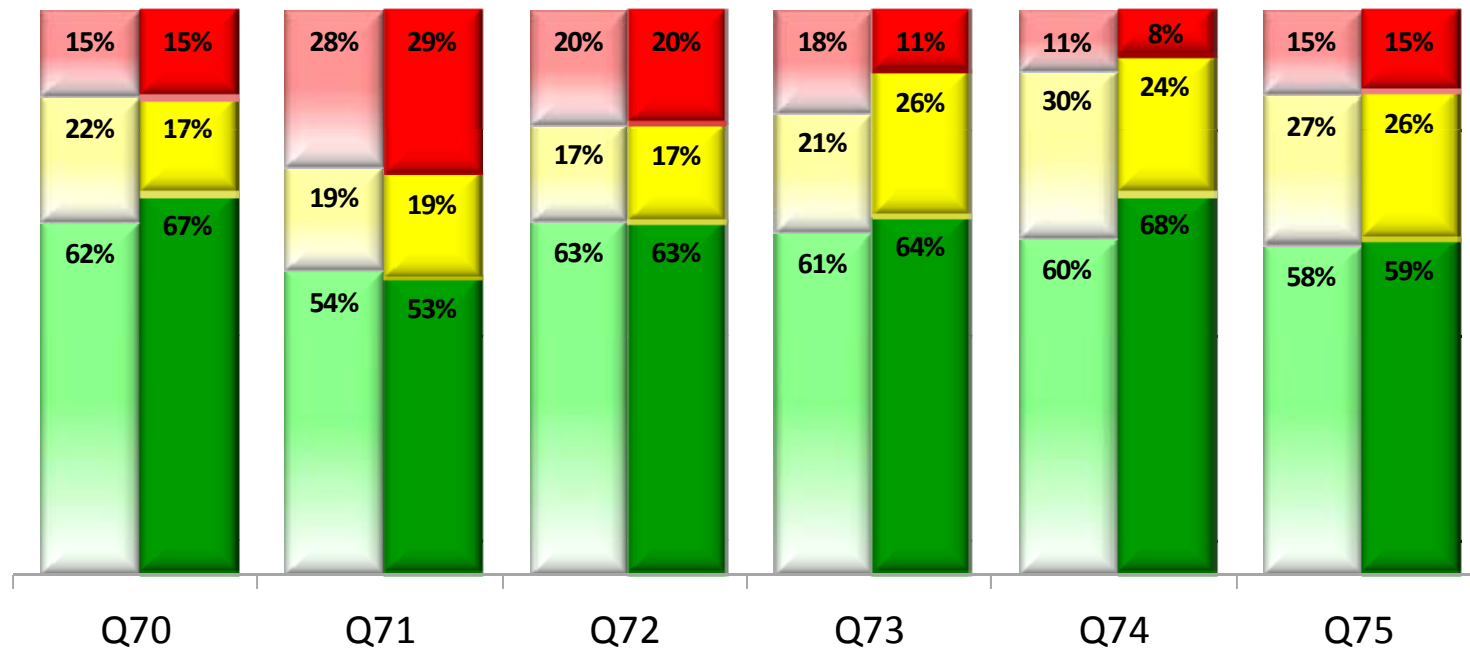
Q67. The exterior features of the campus buildings are adequately maintained.

Q68. The interior of the buildings are adequately maintained.

Q69. The exterior lighting of CE is adequately maintained.



Resource Management & Development



Q70. Technology planning is integrated with institutional planning.

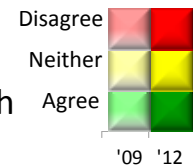
Q71. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.

Q72. CE provides adequate training in the effective application of information technology to faculty and staff.

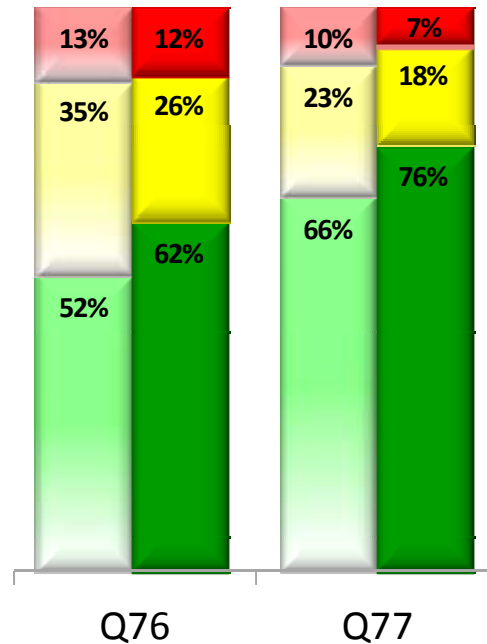
Q73. Budget information is readily accessible throughout CE.

Q74. CE's budget reflects its priorities and planning goals (general funds and others).

Q75. Faculty and staff have sufficient opportunities to participate in budget development for CE through its shared governance processes.

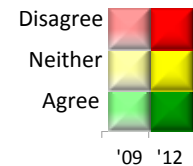


Resource Management & Development



Q76. The District resource allocation process effectively supports CE.

Q77. Student learning needs are central to the planning, development, and design of new facilities.



Resource Management & Development

- Overall, employees continue to be moderately satisfied with the appearance and maintenance of the facilities, including safety of the buildings, the building grounds, lighting, and the exterior of the buildings. However, employees are increasingly less satisfied with the interior of the buildings.
- More than half of the employees continue to believe that technology and training are available to support teaching and learning, and technology is integrated into planning.

Resource Management & Development

- Over half of the employees agreed that budget decisions reflect CE's priorities and that there are sufficient opportunities to participate in and/or have access to budget development information. Although there was less neutrality in this area compared to three years ago, there is still approximately one-quarter of employees who are unsure.
- There was a relatively large increase in agreement that student learning needs are central to planning, development, and design of new facilities (76% agreed compared to 66%).

Conclusions