Mesa College
2012 Employee Feedback Survey

October 2012

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 :
  - 86 forced-choice items
    - 80 Likert scaled items
    - 6 profile questions
  - 2 open-ended questions

- Face and content validity were ensured as follows:
  - 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.
  - Validation through feedback from the accreditation committee, research committee, planning council, and academic senate.

Methodology & Implementation

- The 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

- 1,345 employees received invitations to survey. 452 completed the survey (34% response rate).

- 38% adjunct faculty, 32% contract faculty, 24% classified, 3% supervisors, 2% managers, and 1% non-academic hourly
    - 71% of faculty reported classroom faculty assignment, 11% non-classroom, and 18% reported both classroom and non-classroom.
    - 39% of classified staff, managers, and supervisors were from student support services, 30% from instructional support services, 18% from administrative services, 5% from information technology, and 9% from other departments.

- 51% of respondents have been with the college for 11 years or more, 24% for two to six years, 19% for seven to 10 years, and 7% for one year or less.

The Findings

Improving Institutional Effectiveness
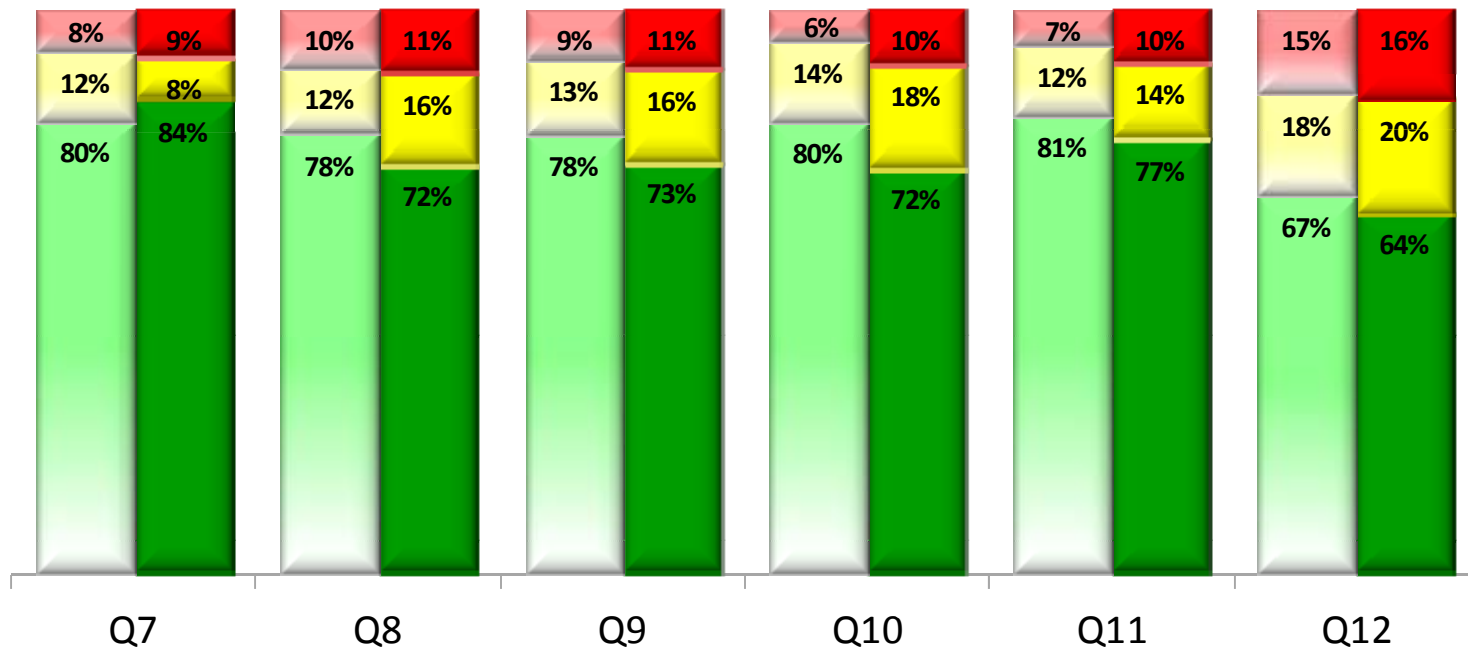
Q7. I am familiar with the mission statement of the college.

Q8. Improving institutional effectiveness is valued throughout the college.

Q9. The college facilitates an ongoing dialogue about improving student learning and institutional processes.

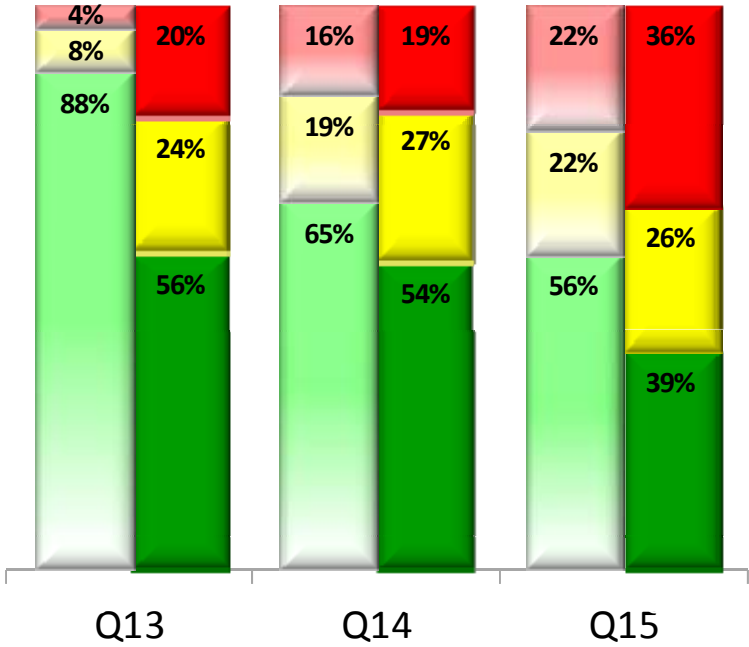Q10. Program Review is integrated into the college planning process.

Q11. Student learning is considered in institutional planning.

Q12. The college's planning process offers opportunities for input by appropriate constituencies.
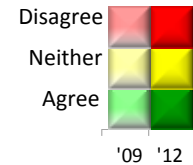
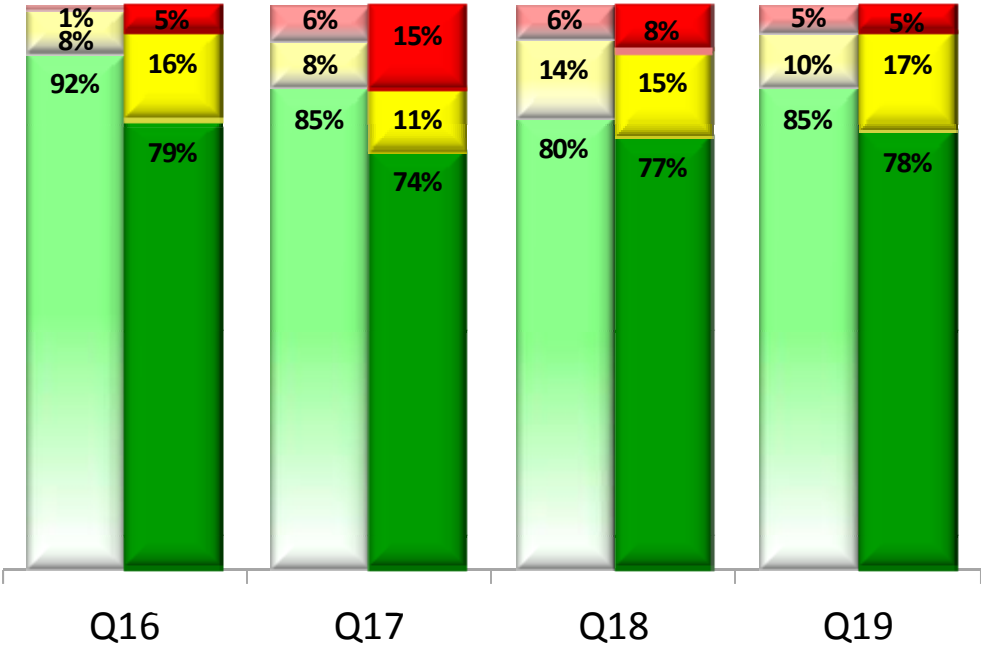# Improving Institutional Effectiveness

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

Q13. Office of Instruction

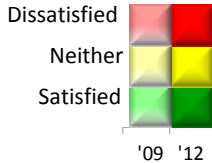Q14. Departmental Teaching Resources

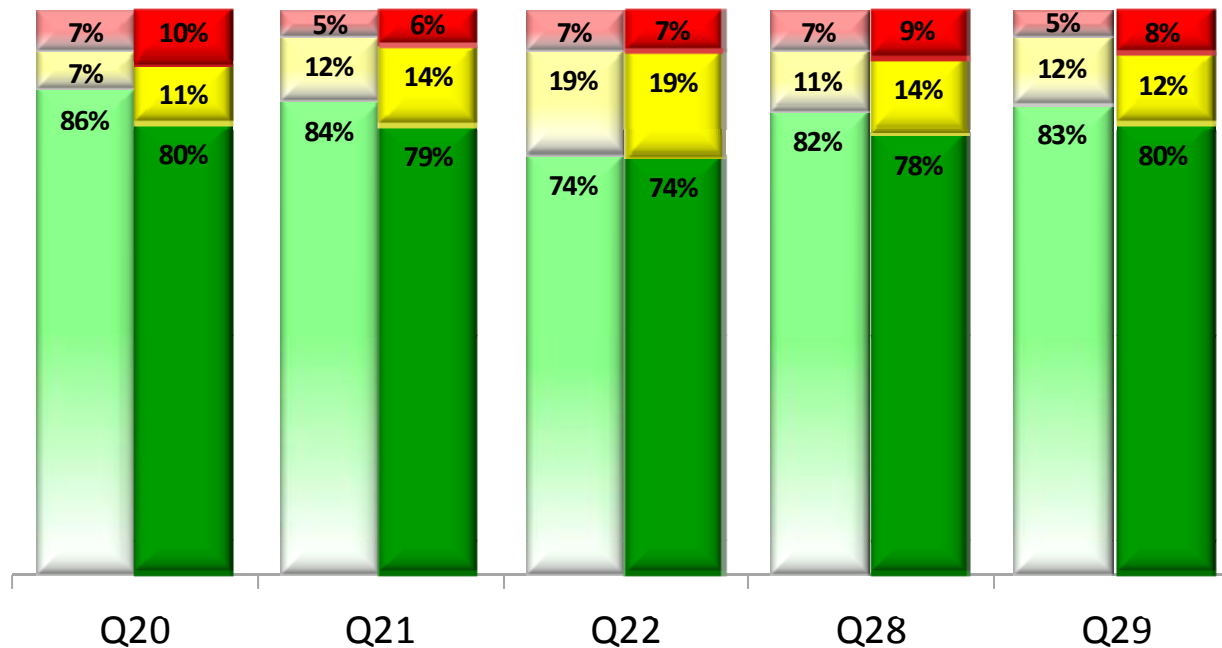Q15. Staffing Resources
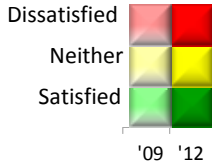
Improving Institutional Effectiveness

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

Q16. Library Resources

Q17. Duplicating/Reprographics

Q18. Technical Support

Q19. Audio-Visual Support

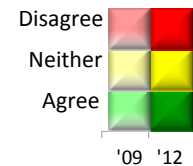# Instructional Programs & SLOs/Administrative Unit Outcomes

Q20. The faculty has a central role in assuring quality of instruction.

Q21. The college identifies and seeks to meet the varied educational needs of it's students through diverse programs and services.
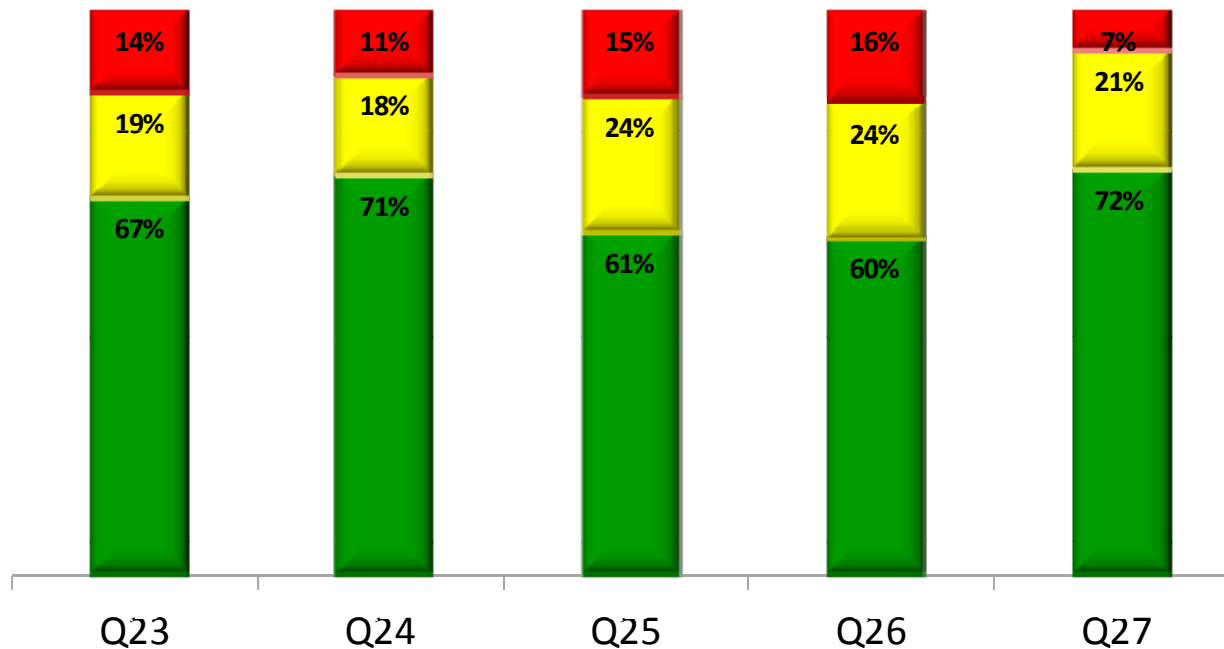
Q22. Instructors use teaching methodologies that reflect the diverse needs of the students.

Q28. The college supports academic freedom.

Q29. I am satisfied with the overall quality of instruction in my program.

Instructional Programs & SLOs/Administrative Unit Outcomes

	Q23	Q24	Q25	Q26	Q27
Disagree	14%	11%	15%	16%	7%
Neither	19%	18%	24%	24%	21%
Agree	67%	71%	61%	60%	72%

Q23. The college has implemented effective plans and strategies for identifying SLOs/administrative unit outcomes.

Q24. My department has an effective practitioner-driven process for assessing SLOs/administrative unit outcomes.

Q25. My department has sufficient research data to assess progress toward achieving stated SLOs/administrative unit outcomes.

Q26. My department has used the results of SLOs/administrative unit outcomes assessment to make improvements in instruction, student services, or administrative services.

Q27. SLOs and administrative unit outcomes are considered in program review.

Disagree
Neither
Agree

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Institutional Effectiveness Summary

- Overall, instructional programs continue to receive high ratings from employees.

- Satisfaction with staffing resources, departmental teaching resources, and the Office of Instruction, decreased from 2009 to 2012.

- The majority of employees indicated they were satisfied with the College's efforts to improve institutional effectiveness and SLO/AUO assessment processes.
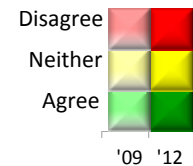
Student Support Services
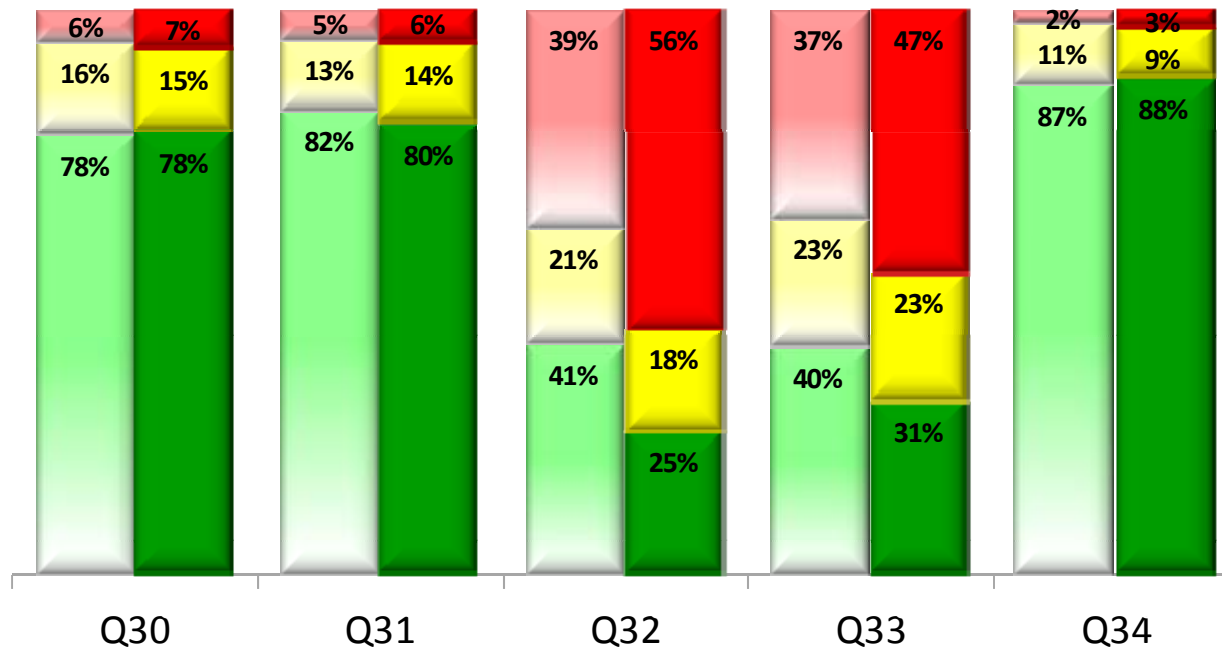
Q30. The college encourages personal, aesthetic, and intellectual development in students.

Q31. The college designs and implements programs, practices, and services that enhance student understanding and appreciation of diversity.

Q32. Student Services at this college have sufficient staff/resources to meet student needs.

Q33. Student Services at this college have sufficient facilities to meet student needs.

Q34. I refer students to the various services available on campus (e.g., DSPS, Tutoring, Health Services, Financial Aid, and EOPS).

Disagree

Neither

Agree

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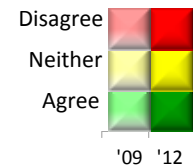# Library & Learning Support Services
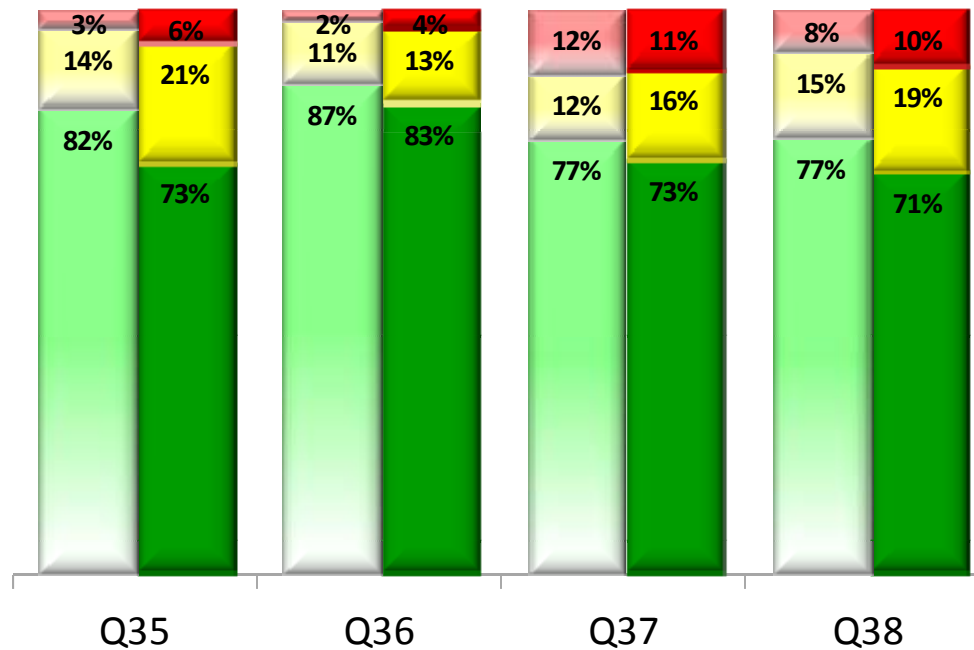
Q35. Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources.

Q36. The college provides ongoing training for users of library and other learning support services to develop information competency.

Q37. I use library and related support services in my teaching or work function.

Q38. The library's collection of books, periodicals, media, electronic databases, and other resources is adequate to meet the needs of my program or work function.

Disagree
Neither
Agree

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Library & Learning Support Services
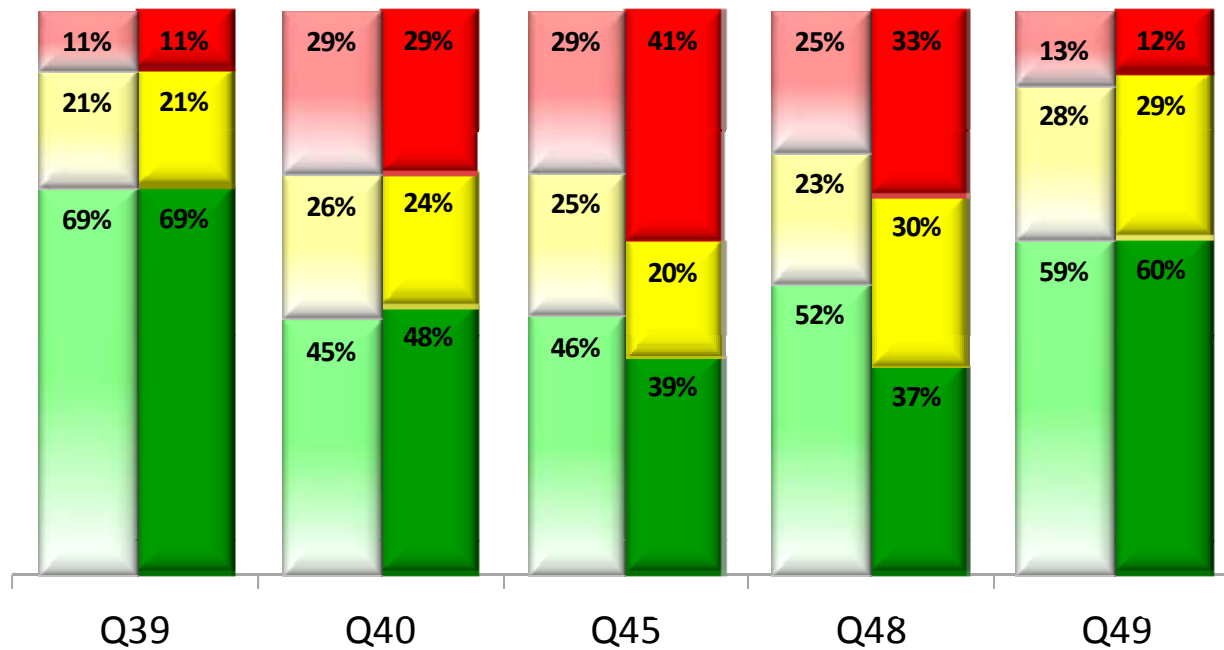
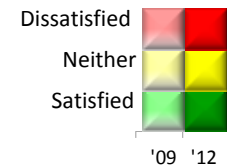Rate your level of satisfaction with the overall quality of the areas listed below:

Q39. Bookstore
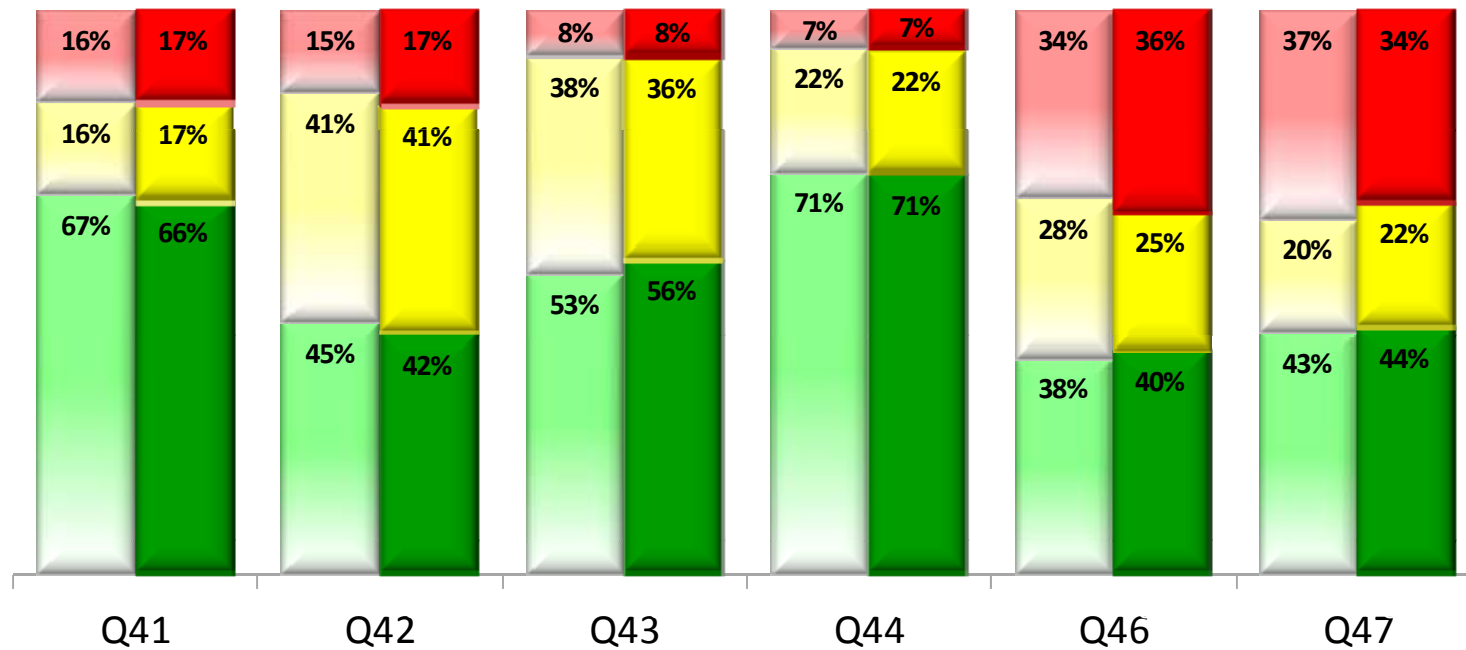
Q40. Physical Facilities

Q45. Parking

Q48. Cafeteria

Q49. Business Services/Fiscal Resources

Library & Learning Support Services

Rate your level of satisfaction with the overall quality of the areas listed below:
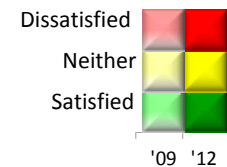
Q41. Technology Resources

Q42. Science Labs

Q43. Career Technical Labs

Q44. Computer Labs

Q46. Classrooms

Q47. Assigned Working Space/Office Space

Dissatisfied

Neither

Satisfied

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Support Services Summary

- Satisfaction ratings for support services were rather mixed. While satisfaction with student development remained stable or improved, satisfaction with student services staffing and facilities decreased substantially.

- Although the majority of employees indicated they were satisfied with library services and resources, ratings for these services decreased somewhat since 2009.

- While satisfaction with areas such as the cafeteria decreased substantially, increases in satisfaction were observed for key learning support service areas, such as career tech labs and classrooms.
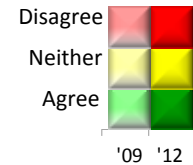
Human Resources
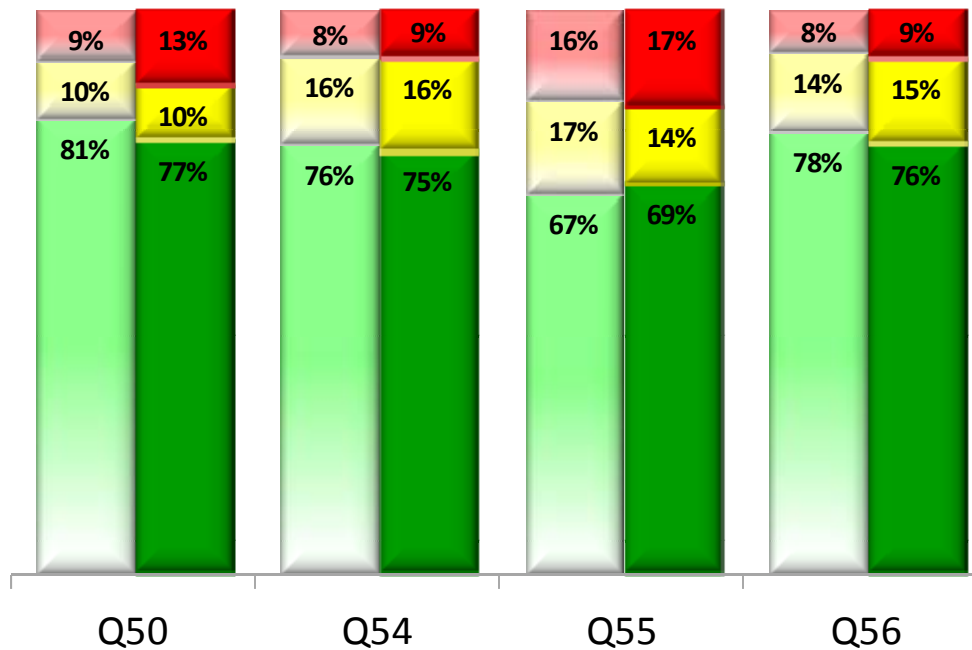
Q50. I am treated with respect at this college.
Q54. Policies and practices of the college clearly demonstrate commitment to equity and diversity.
Q55. The college provides me adequate opportunities for continued professional and staff development.
Q56. As a group, the members of my department or program stay current in their fields of expertise.
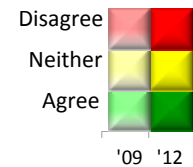
Disagree
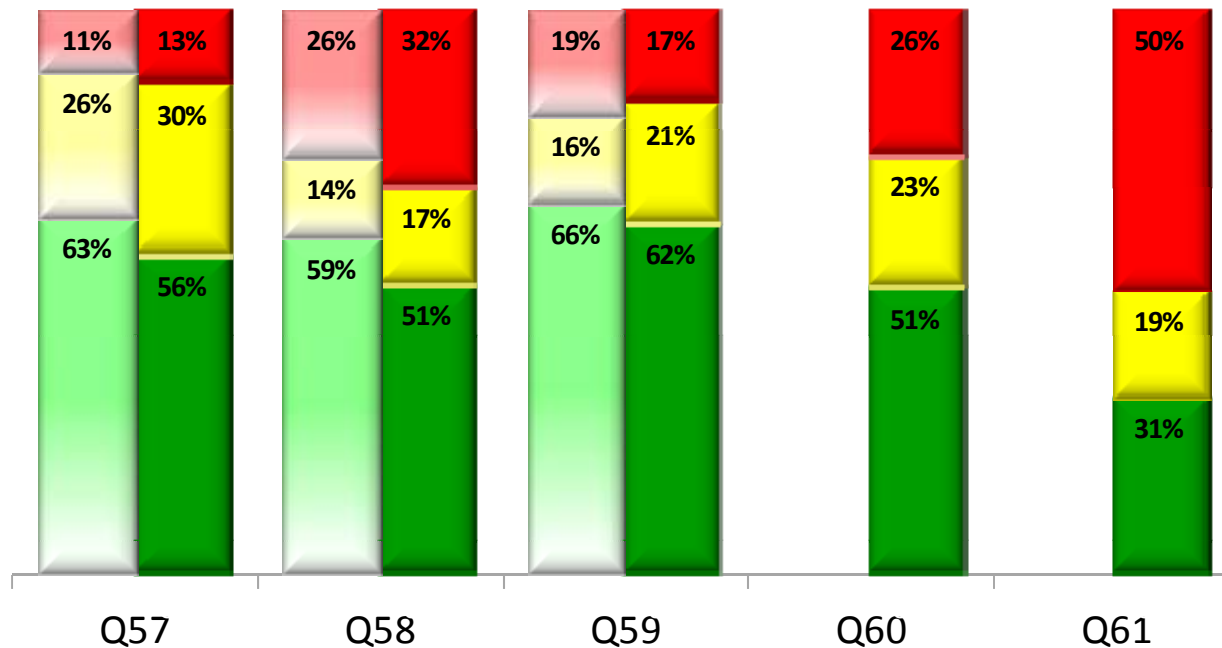Neither
Agree

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Human Resources
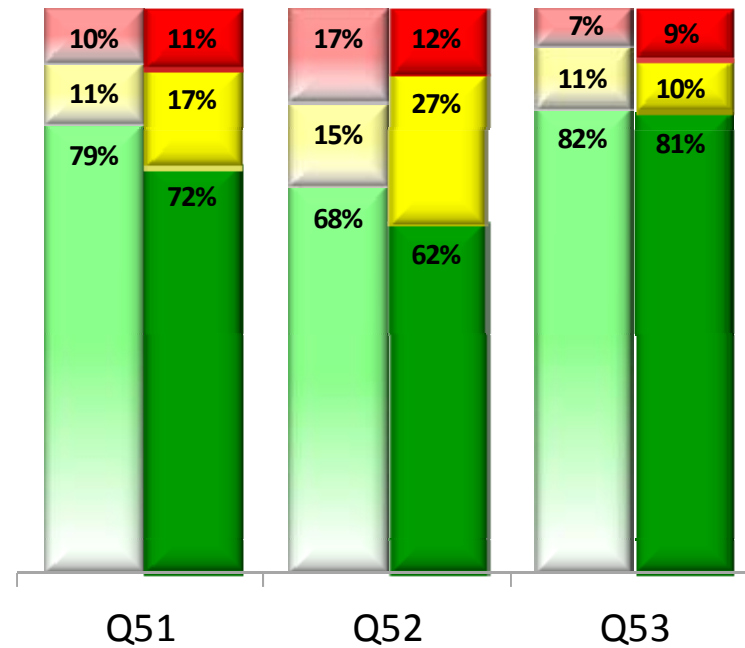
Q51. The criteria for hiring employees are clearly stated.
Q52. The procedures for hiring employees are strictly followed.
Q53. My performance evaluations have been conducted according to my contract guidelines.

Disagree
Neither
Agree

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Technological Resources

Q57. Technology planning is effectively integrated with institutional planning.

Q58. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.
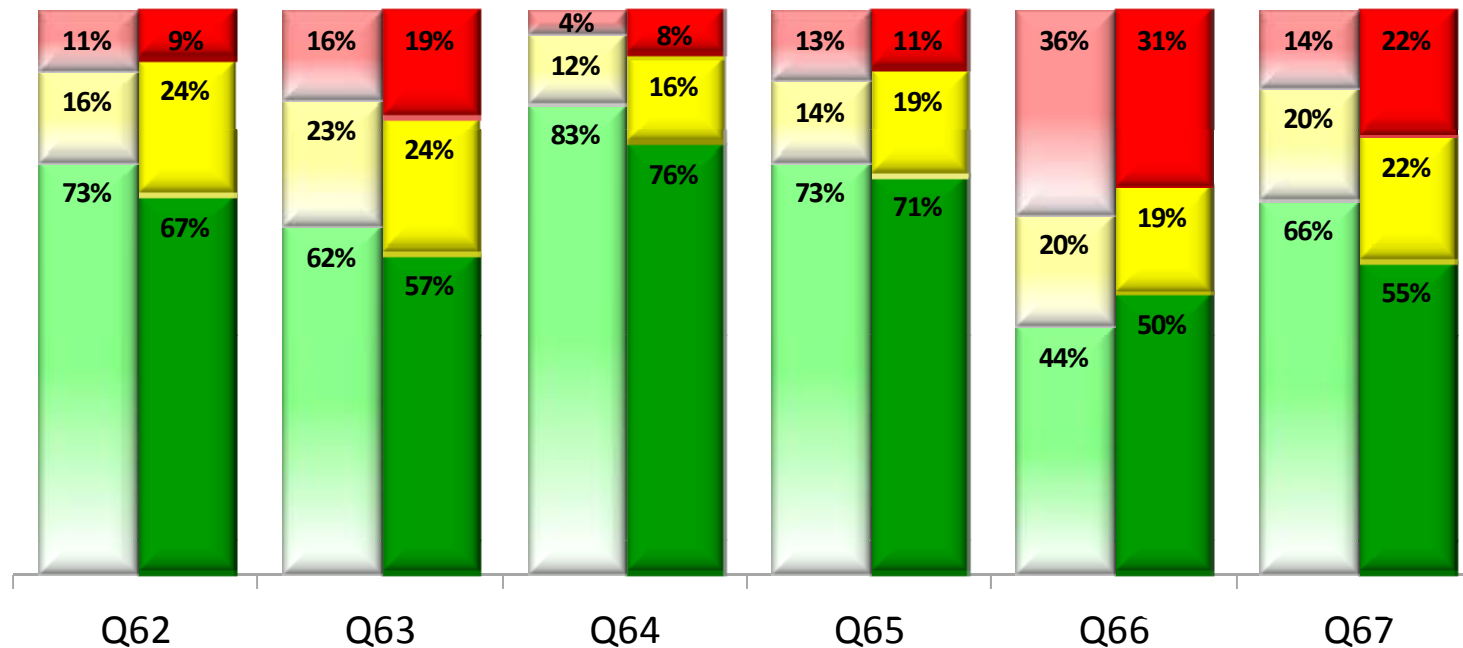
Q59. The college provides adequate training to faculty and staff in the application of information technology.

Q60. There is sufficient technical support to keep computer labs functioning properly.

Q61. There is adequate wireless connectivity on this campus for my laptop or other mobile devices.

Disagree
Neither
Agree

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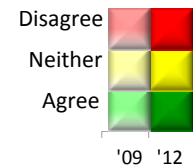
Physical Resources

Q62. Student learning and support needs are central to the planning, development, and design of new facilities.
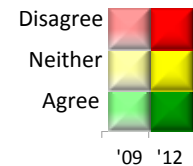Q63. Safety hazards are addressed promptly.
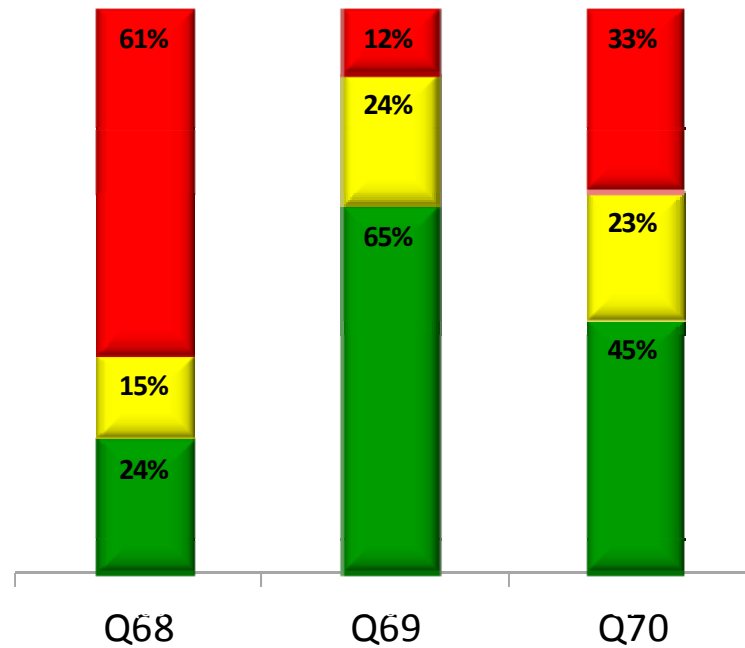Q64. The grounds are pleasing and adequately maintained.
Q65. The exterior of the campus buildings are adequately maintained.
Q66. The interior of the classrooms, offices, and restrooms are adequately maintained.
Q67. The exterior lighting of the college is adequate.
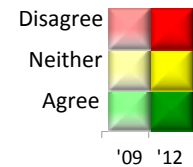
Disagree
Neither
Agree

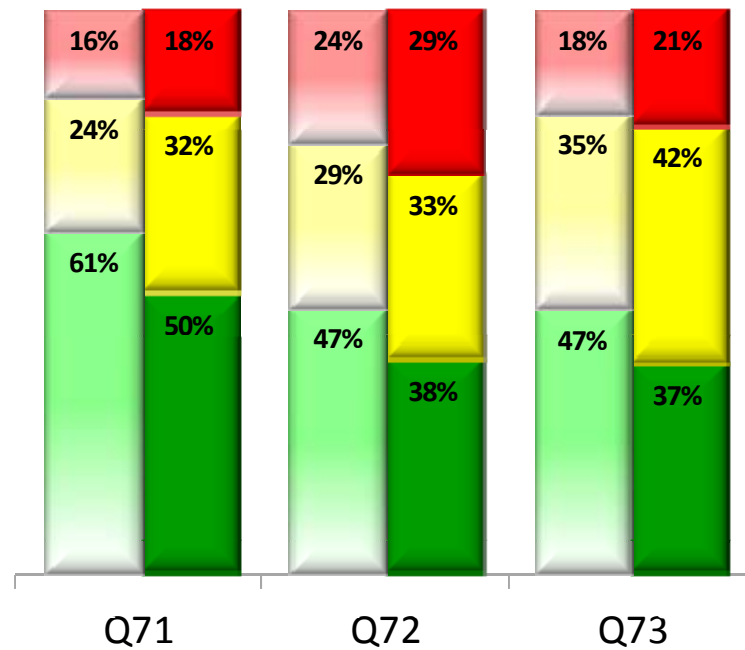'09 '12

Physical Resources

Q68. There is adequate parking on this campus.
Q69. Police respond promptly to requests/calls on campus.
Q70. Facilities requests are handled promptly on campus.

Disagree
Neither
Agree

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Financial Resources

Q71. College guidelines and processes for budget development are clearly communicated.

Q72. I have appropriate opportunities to participate in budget development for the college through its shared governance processes.

Q73. The college resource allocation model equitably supports college programs and services.
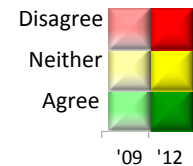
Resources Summary

- On the whole, the majority of employees were satisfied with human, physical, and technological resources. However, when compared to 2009 ratings, satisfaction decreased somewhat for elements in each of these areas.

- Satisfaction ratings were particularly low for wireless connectivity and parking.

- On the positive side, satisfaction improved for building maintenance, and the majority of employees were satisfied with the responsiveness of the campus police.
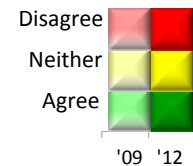
Decision-Making Roles & Processes
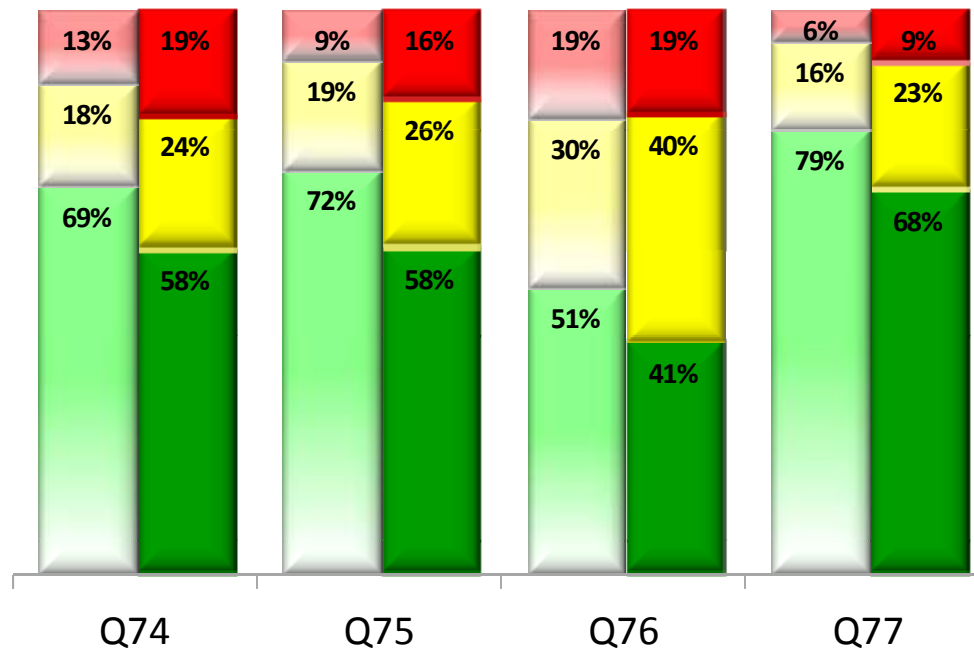
Q74. The college leaders encourage all members of the college community to take initiative in improving institutional effectiveness.

Q75. The faculty exercises a substantial voice in matters related to educational programs, hiring of faculty and other personnel, and institutional policies.

Q76. The classified staff exercise a substantial voice in matters related to college planning, budgeting, and institutional policies.

Q77. The faculty is central to decision-making involving curriculum development.

Decision-Making Roles & Processes
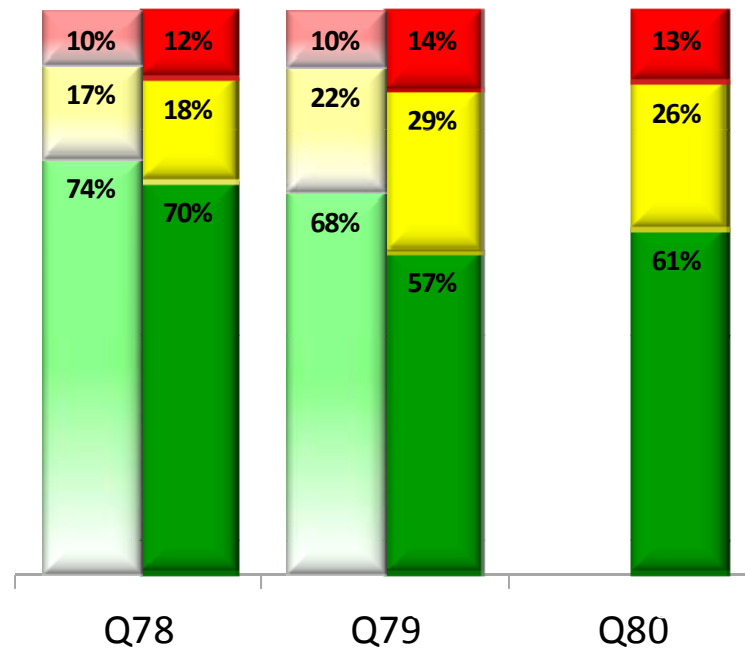
Q78. In general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college.

Q79. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.

Q80. College faculty and staff understand their roles in helping the college achieve its goals.
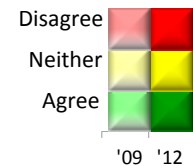
College & District Administration
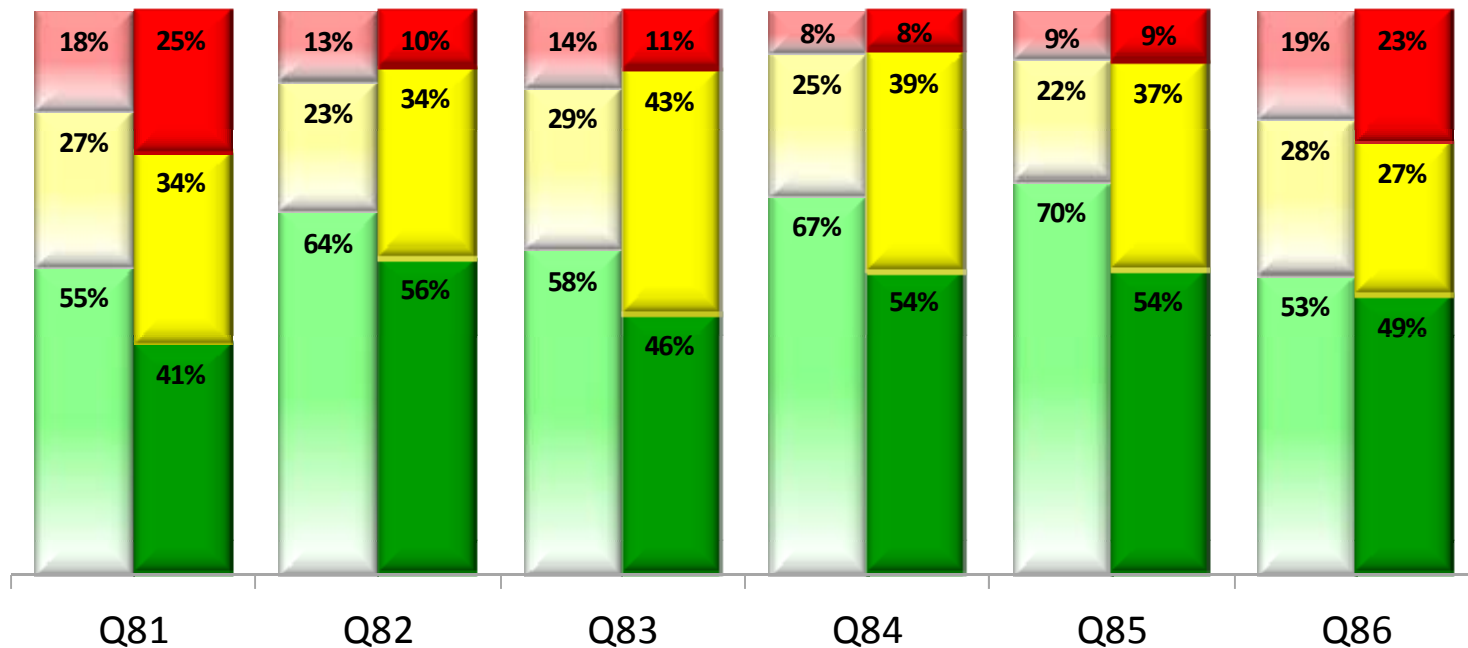
Q81. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.

Q82. The college president provides effective leadership in planning and assessing institutional effectiveness.

Q83. The college president provides effective leadership in selecting and developing personnel.

Q84. The college president provides effective leadership in fiscal planning and budget development.

Q85. The college president works and communicates effectively with the communities served by the college.

Q86. The District Office uses effective methods of communicating with college staff and faculty.

Disagree
Neither
Agree

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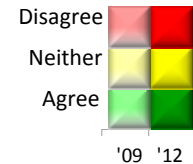
Decision-Making Processes Summary

- While awareness of faculty/staff roles in college governance remained high, awareness of the college's leadership and organizational structure decreased somewhat since 2009.

- A large percentage of employees provided neutral responses to items related to the leadership of the college president, which may be due to recent changes in college leadership.

- The high percentage of neutral responses pertaining to staff involvement in college affairs may indicate a general lack of awareness across the College.

- Ratings for faculty involvement in college affairs remained high. The majority of employees indicated that the faculty represented a significant voice in matters related to the college.

Discussion & Action

Discussion Points/Action Items