



All Colleges

2015 Employee Feedback Survey

Fall 2015



Office of Institutional Research and Planning

Overview & Purpose

- Follow-up Survey to the Spring 2009 and Spring 2012 Accreditation Surveys
 - All three colleges and Continuing Education administered an employee satisfaction survey

- Information from the surveys may be used to:
 - Inform the planning action items in the self-study report
 - Support other planning decisions

- Six Domains of Employee Perception and Opinion
 - Institutional Effectiveness
 - Programs
 - Services
 - Instruction
 - Facilities
 - Overall Satisfaction

Instrumentation

- The surveys at the three credit colleges contained:
 - 79 common items including six profile questions
 - Two open-ended items
 - Some items from 2012 survey were omitted, all others were the same, except for a few additions

- Face and Content Validity Criteria:
 - Accreditation standards
 - Employee perceptions and opinions
 - Perceptually-based
 - Complex processes or systems
 - District Accreditation Coordinating Committee

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%-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

Response Rate

- 2,798 employees received survey, 907 completed the survey (32% response rate).
 - City (34%)
 - Mesa (30%)
 - Miramar (35%)
 - CE (39%)

Employment Type

- Adjunct faculty (41%)
- Classified (20%)
- Contract Faculty (29%)
- Manager (4%)
- Non-academic Hourly (<1%)
- Supervisor (6%)

Faculty Assignment

- Classroom (71%)
- Non-classroom (11%)
- Both (18%)

Area of Responsibility

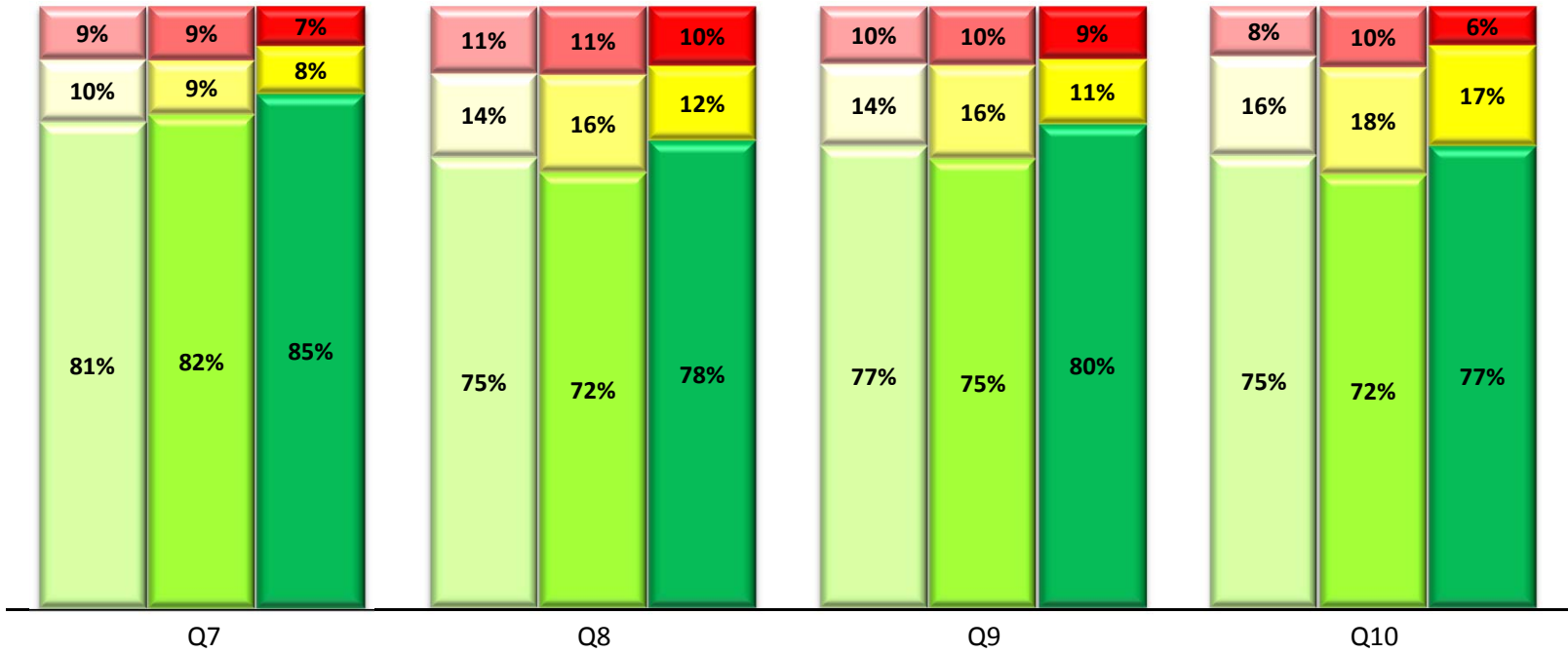
- Administrative Services (18%)
- Information Technology (3%)
- Instruction/Instructional Support Services (31%)
- Student Support Services (36%)
- Other (12%)

Length of Employment

- 1 year or less (15%)
- 2-6 years (20%)
- 7-10 years (20%)
- 11 or more years (45%)

The Findings

Improving Institutional Effectiveness

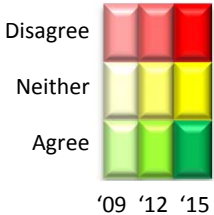


Q7. I am familiar with the mission statement of the college.

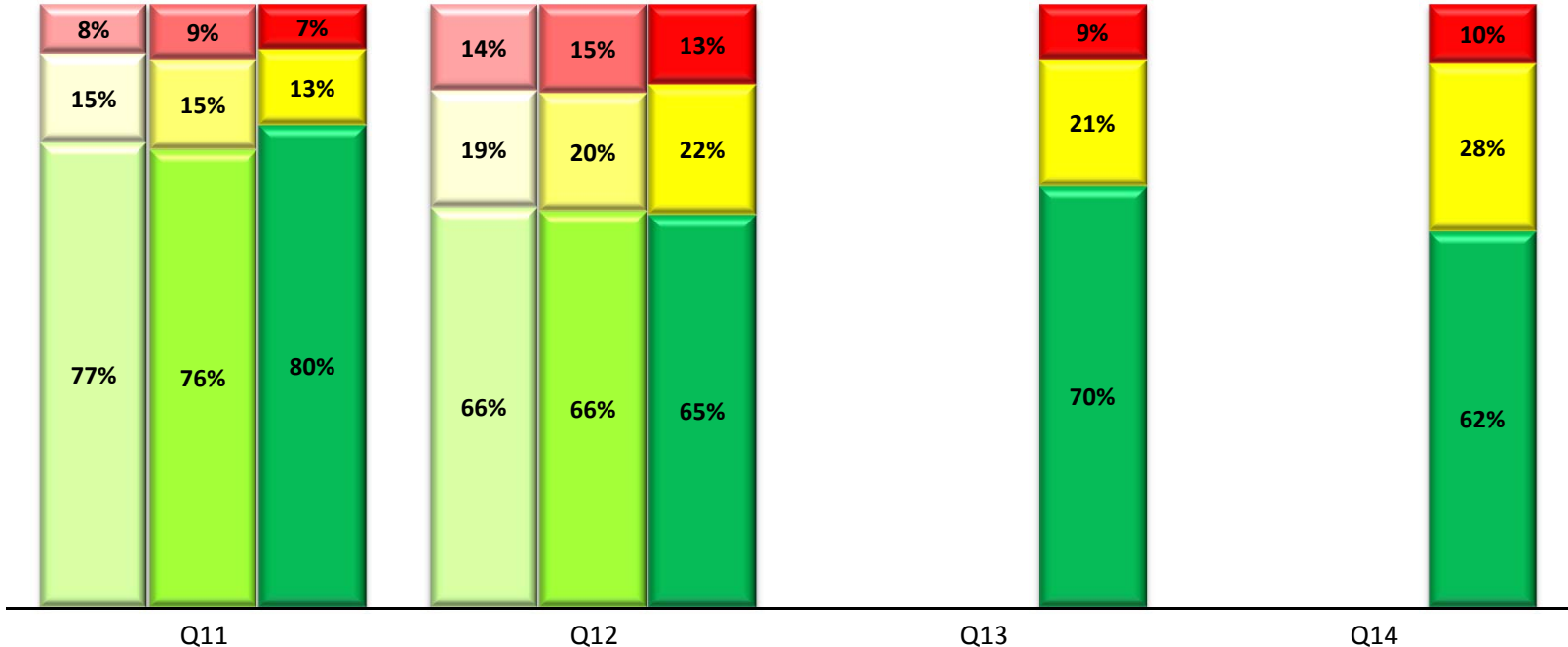
Q8. Improving institutional effectiveness is valued throughout the college.

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

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



Improving Institutional Effectiveness

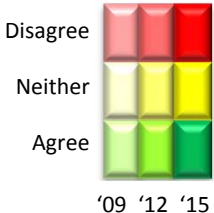


Q11. Student learning is considered in institutional planning.

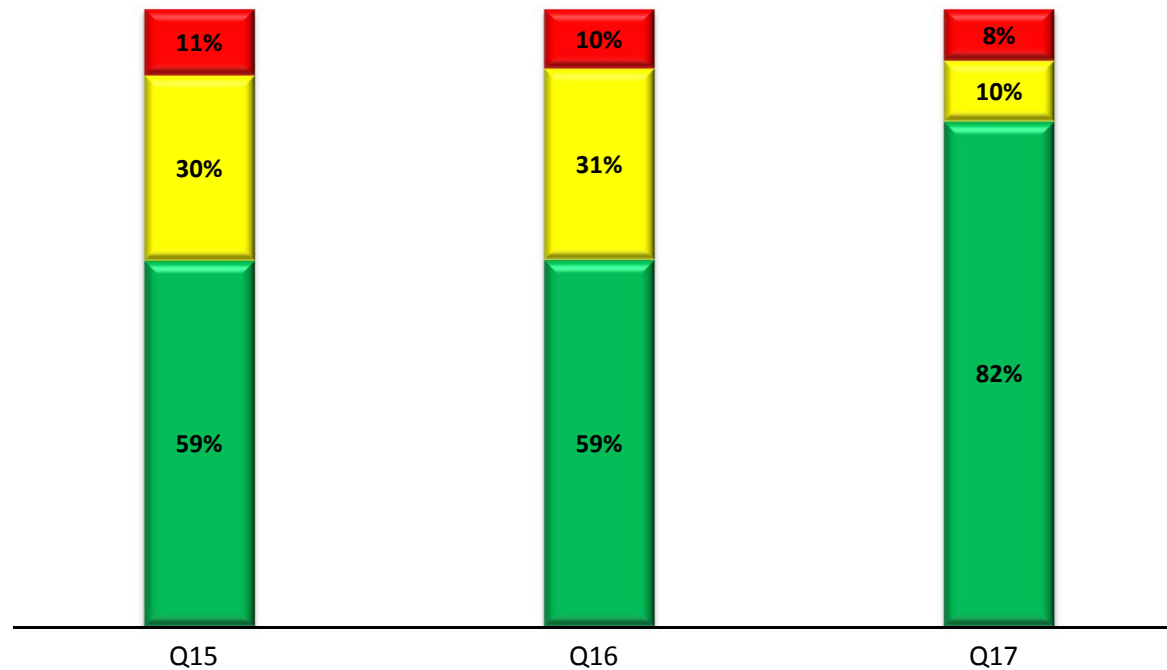
Q12. The college's planning process offers opportunities for input by appropriate constituencies.

Q13. The college has a culture of using data to determine how effectively it is accomplishing its mission.

Q14. The college routinely identifies performance gaps for subpopulations of students (e.g., ethnicity and age).



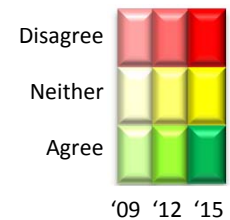
Improving Institutional Effectiveness



Q15. The college implements strategies to mitigate performance gaps for subpopulations of students (e.g., ethnicity and age).

Q16. The college routinely evaluates strategies for efficacy of closing student performance gaps.

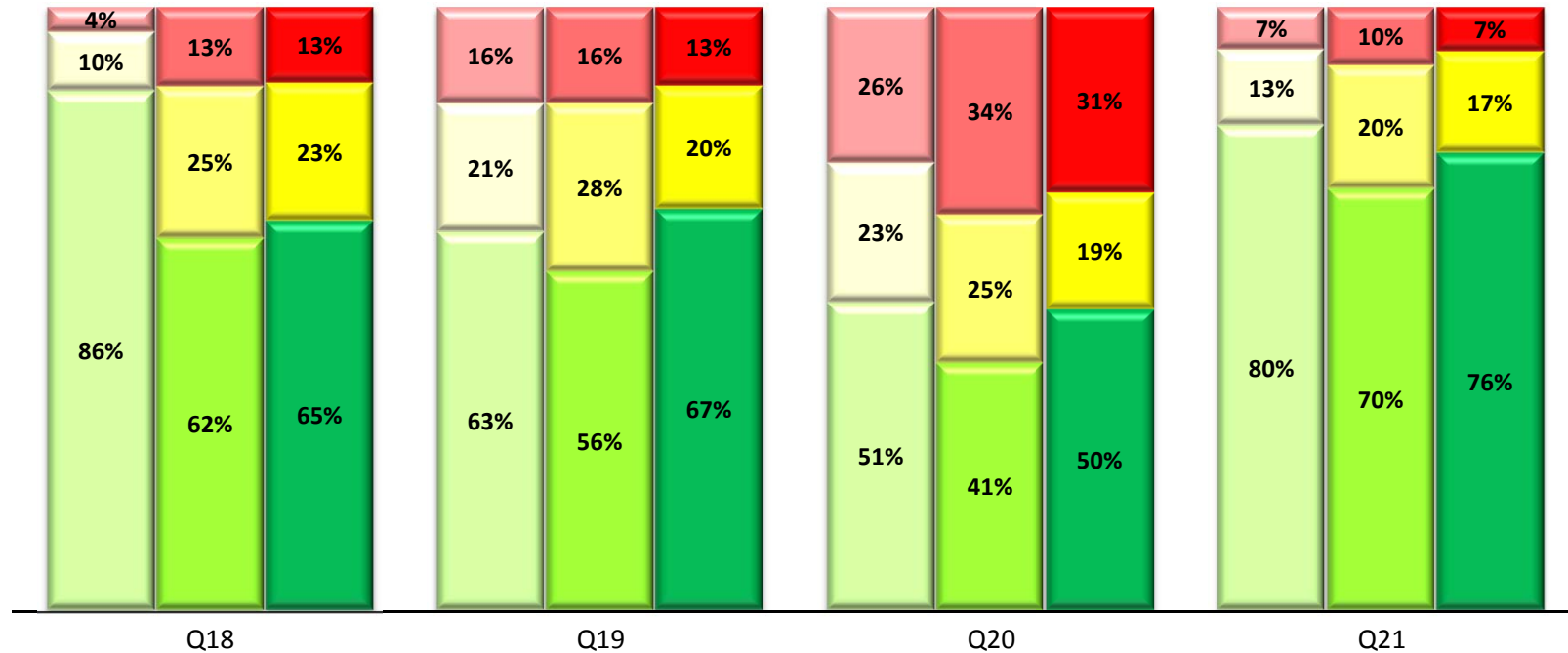
Q17. The college is, above all, committed to high quality education, student learning, and achievement.



Improving Institutional Effectiveness Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q7	I am familiar with the mission statement of the college.	4.10	4.15	4.19	4.14
Q8	Improving institutional effectiveness is valued throughout the college.	3.96	3.94	4.02	3.97
Q9	The college facilitates an ongoing dialogue about improving student learning and institutional processes.	3.99	3.97	4.05	4.00
Q10	Program Review is integrated into the college planning process.	3.96	3.92	4.03	3.97
Q11	Student learning is considered in institutional planning.	4.03	4.00	4.09	4.04
Q12	The college's planning process offers opportunities for input by appropriate constituencies.	3.73	3.73	3.73	3.73
Q13	The college has a culture of using data to determine how effectively it is accomplishing its mission.	---	---	3.84	3.84
Q14	The college routinely identifies performance gaps for subpopulations of students (e.g., ethnicity and age).	---	---	3.74	3.74
Q15	The college implements strategies to mitigate performance gaps for subpopulations of students (e.g., ethnicity and age).	---	---	3.69	3.69
Q16	The college routinely evaluates strategies for efficacy of closing student performance gaps.	---	---	3.68	3.68
Q17	The college is, above all, committed to high quality education, student learning, and achievement.	---	---	4.17	4.17

Student Learning, Programs, & Services



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

Q18. Office of Instruction

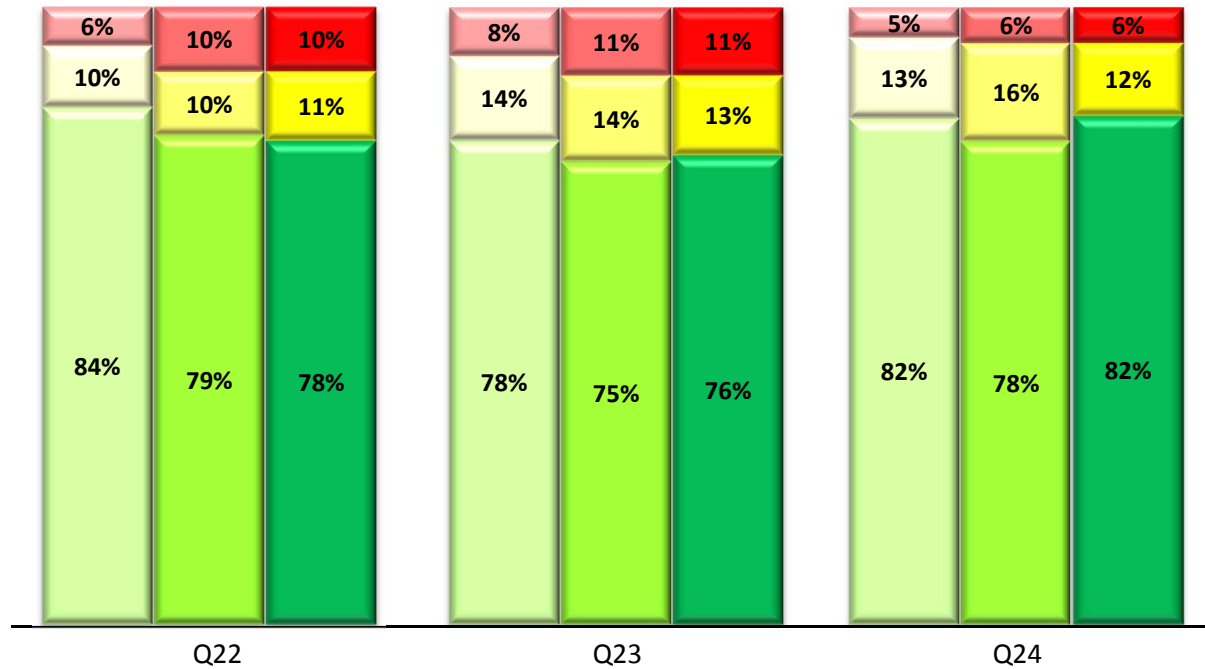
Q19. Departmental Teaching Resources

Q20. Staffing Resources

Q21. Library Resources



Student Learning, Programs, & Services

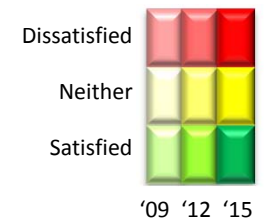


Rate your level of satisfaction with the overall quality of the areas listed below:

Q22. Duplicating/Reprographics

Q23. Technical Support

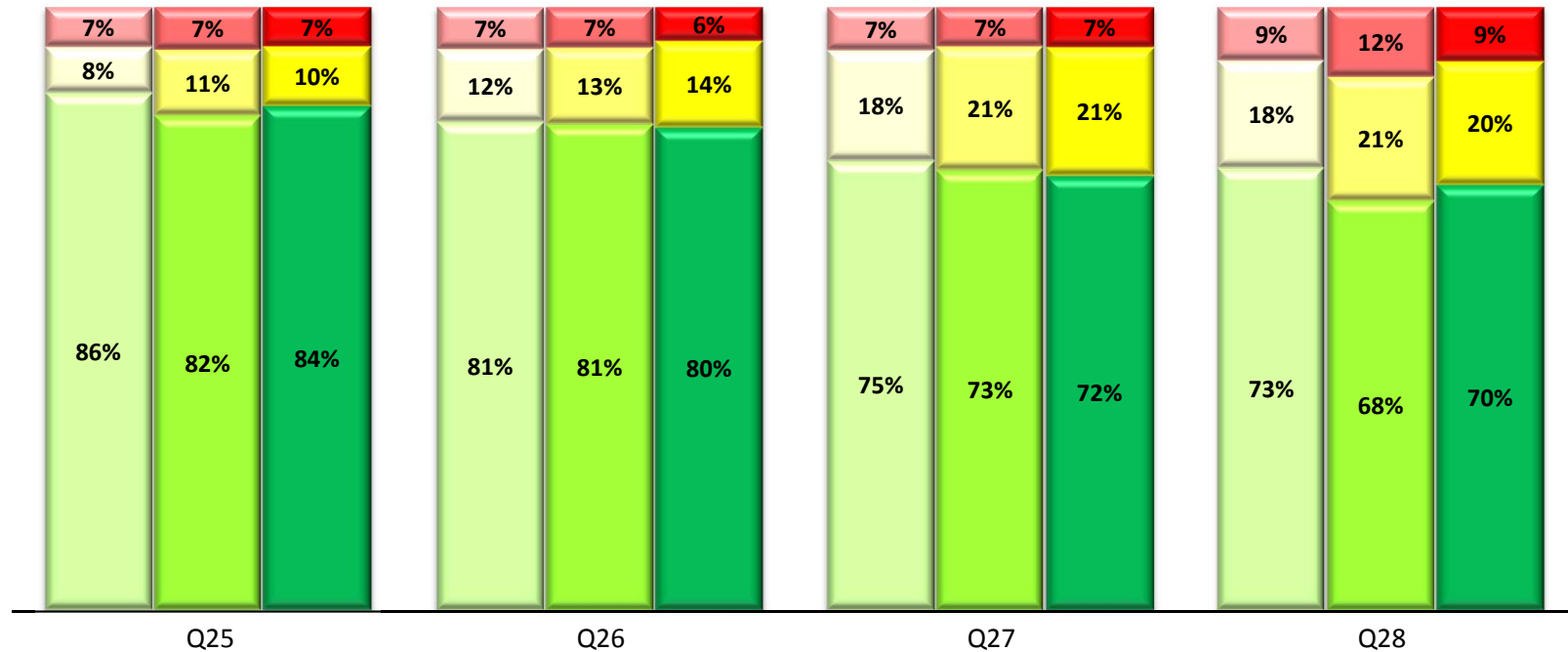
Q24. Audio-Visual Support



Student Learning, Programs, & Services Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q18	Office of Instruction	4.28	3.67	3.73	3.92
Q19	Departmental Teaching Resources	3.68	3.58	3.78	3.67
Q20	Staffing Resources	3.35	3.10	3.31	3.25
Q21	Library Resources	4.18	3.89	4.02	4.04
Q22	Duplicating/Reprographics	4.28	4.11	4.10	4.17
Q23	Technical Support	4.10	3.96	3.98	4.02
Q24	Audio-Visual Support	4.27	4.17	4.20	4.22

Instructional Programs & SLOs/Administrative Unit Outcomes

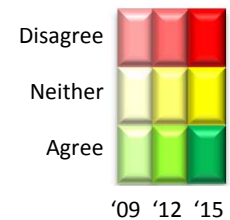


Q25. The faculty has a central role in assuring quality of instruction.

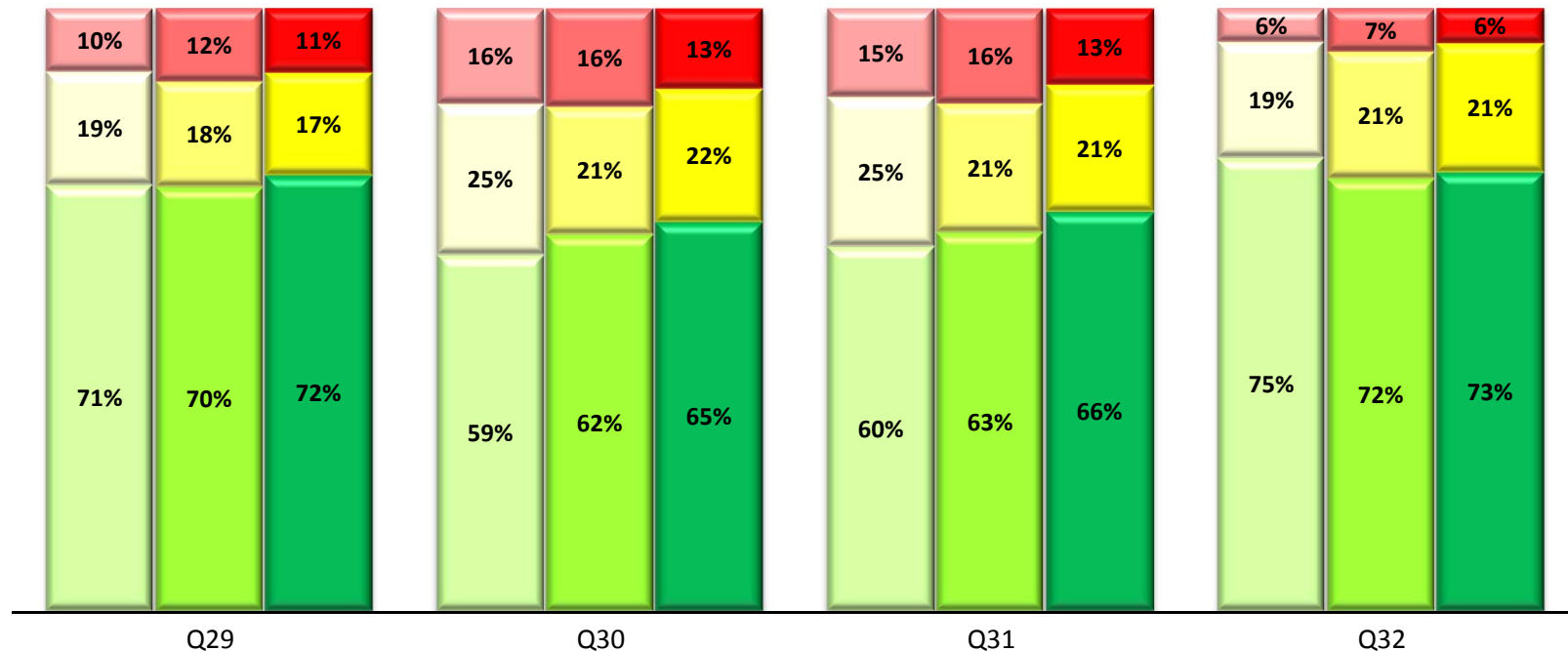
Q26. The college identifies and seeks to meet the varied educational needs of its students through diverse programs and services.

Q27. Instructors use teaching methodologies that reflect the diverse needs of the students.

Q28. The college has implemented effective plans and strategies for identifying student learning outcomes/administrative unit outcomes.



Instructional Programs & SLOs/Administrative Unit Outcomes

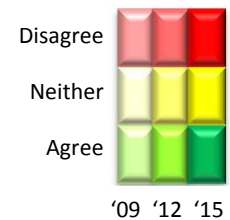


Q29. My department/program/service area has an effective practitioner-driven process for assessing student learning outcomes/administrative unit outcomes.

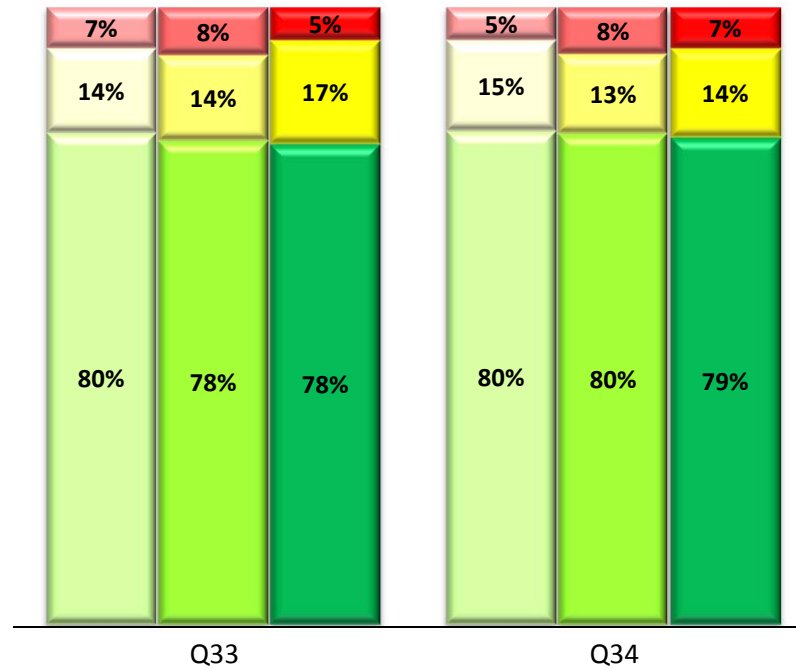
Q30. My department/program/service area has sufficient research data to assess progress toward achieving stated student learning outcomes/administrative unit outcomes.

Q31. My department/program/service area has used the results of student learning outcomes/administrative unit outcomes assessment to make improvements in instruction, student services, or administrative services.

Q32. Student learning outcomes and administrative unit outcomes are considered in Program Review.

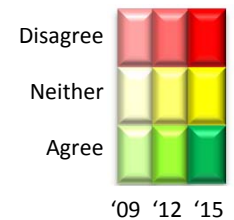


Instructional Programs & SLOs/Administrative Unit Outcomes



Q33. The college supports academic freedom

Q34. I am satisfied with the overall quality of instruction in my program.



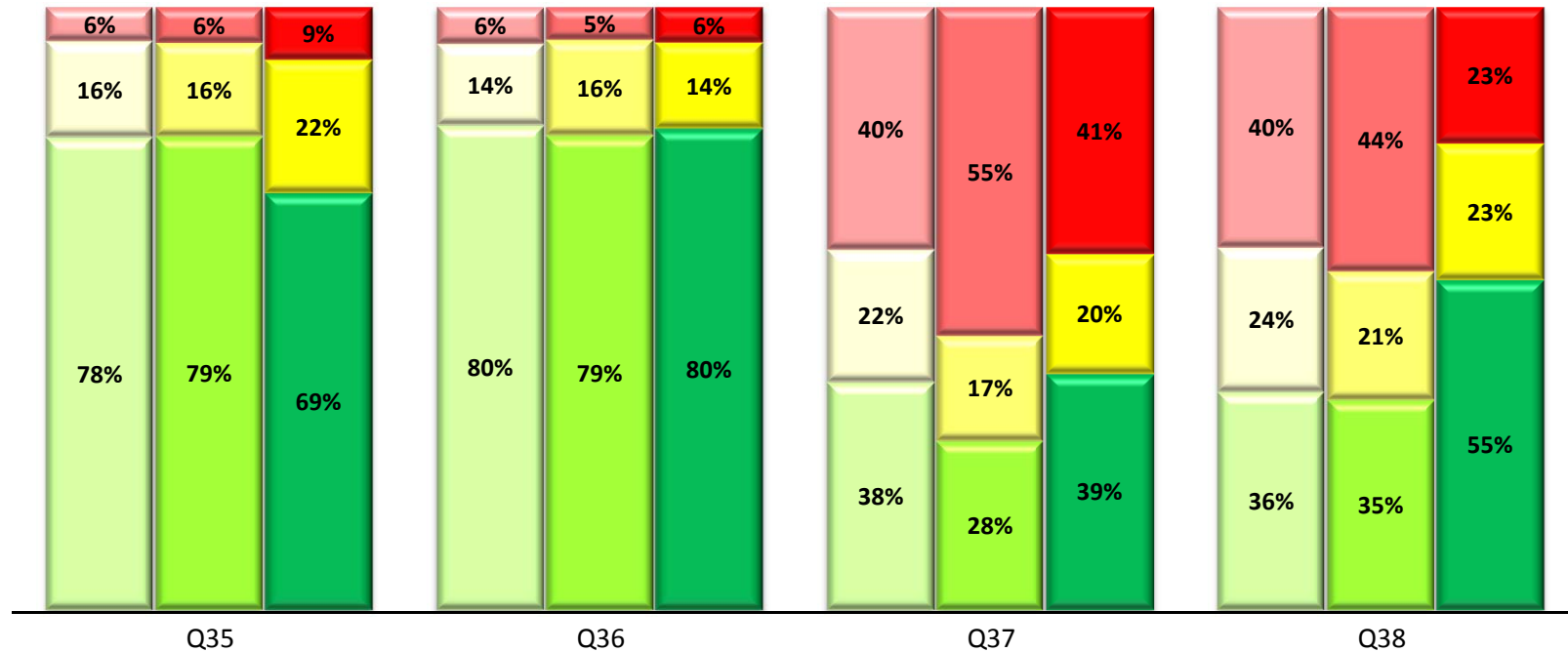
Instructional Programs & SLOs/Administrative Unit Outcomes Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q25	The faculty has a central role in assuring quality of instruction.	4.29	4.23	4.20	4.24
Q26	The college identifies and seeks to meet the varied educational needs of its students through diverse programs and services.	4.15	4.12	4.08	4.12
Q27	Instructors use teaching methodologies that reflect the diverse needs of the students.	3.98	3.98	3.95	3.97
Q28	The college has implemented effective plans and strategies for identifying student learning outcomes/administrative unit outcomes.	3.93	3.82	3.87	3.87
Q29	My department/program/service area has an effective practitioner-driven process for assessing student learning outcomes/administrative unit outcomes.	3.93	3.90	3.93	3.92
Q30	My department/program/service area has sufficient research data to assess progress toward achieving stated student learning outcomes/administrative unit outcomes.	3.65	3.70	3.79	3.71
Q31	My department/program/service area has used the results of student learning outcomes/administrative unit outcomes assessment to make improvements in instruction, student services, or administrative services.	3.68	3.71	3.82	3.73
Q32	Student learning outcomes and administrative unit outcomes are considered in Program Review.	4.06	3.95	3.99	4.00
Q33	The college supports academic freedom.	4.12	4.10	4.09	4.11
Q34	I am satisfied with the overall quality of instruction in my program.	4.17	4.13	4.10	4.14

Institutional Effectiveness Summary

- Employees show continued awareness of institutional effectiveness, the importance of student learning, and the use of data to assess academic and institutional progress.
- Employees feel less engaged in college-wide planning efforts than in previous years.
- Though employees recognize the importance of identifying performance gaps for subpopulations of students, they are less aware or satisfied with the implementation or strategies to close the gap.
- Overall, employees are more satisfied with programs and services since 2012. Employees are more satisfied with operational departments (e.g. Duplicating/Reprographics and Audio-Visual support) than with instructional departments or resources (e.g. Office of Instruction and Staffing Resources).
- Employees feel strongly that faculty play a central role in assuring the quality of instruction. Employees also indicated an increase in the availability and use of data and research to improve instruction and student learning.

Student Support Services

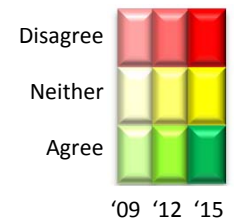


Q35. The college encourages holistic development (e.g., personal, aesthetic, and intellectual) in students.

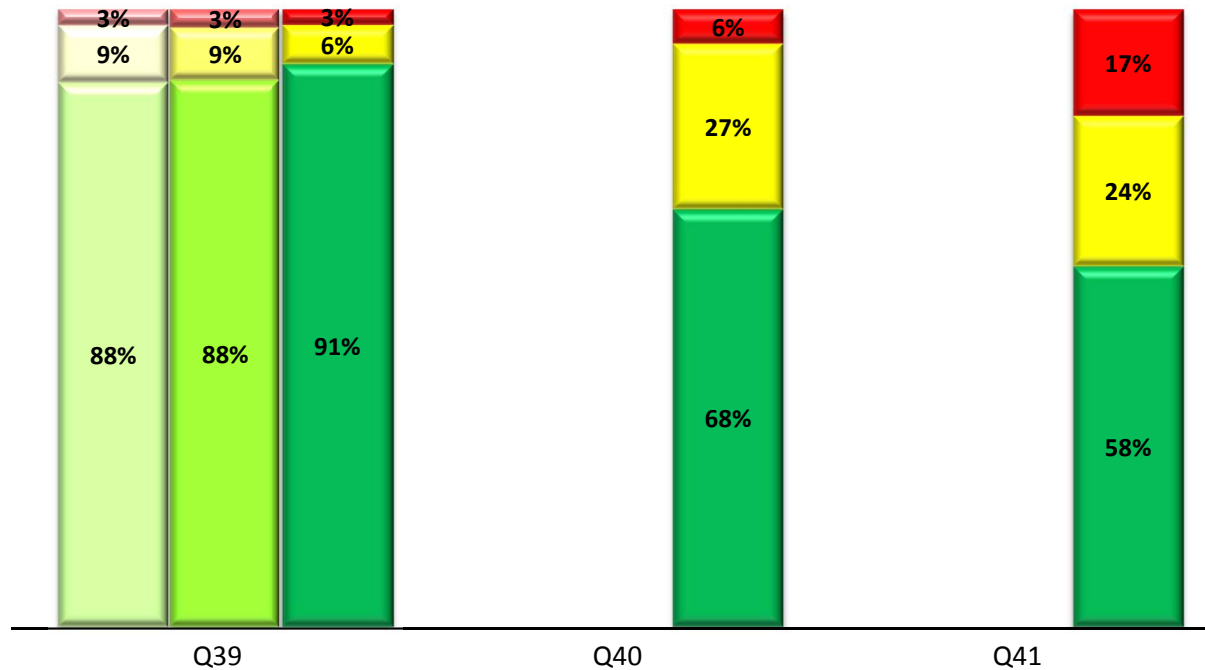
Q36. The college implements programs, practices, and services that enhance student appreciation of diversity.

Q37. Student Services at this college have sufficient staff/resources to meet student needs.

Q38. Student Services at this college have sufficient facilities to meet student needs.



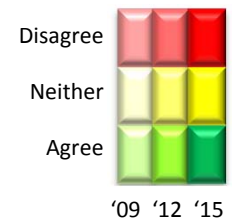
Student Support Services



Q39. I refer students to the various services available on campus (e.g., DSPS, Tutoring, Health Services, Financial Aid, and EOPS).

Q40. Co-curricular and athletic programs (e.g., student clubs) are aligned with the college's mission to enhance the student's educational experience.

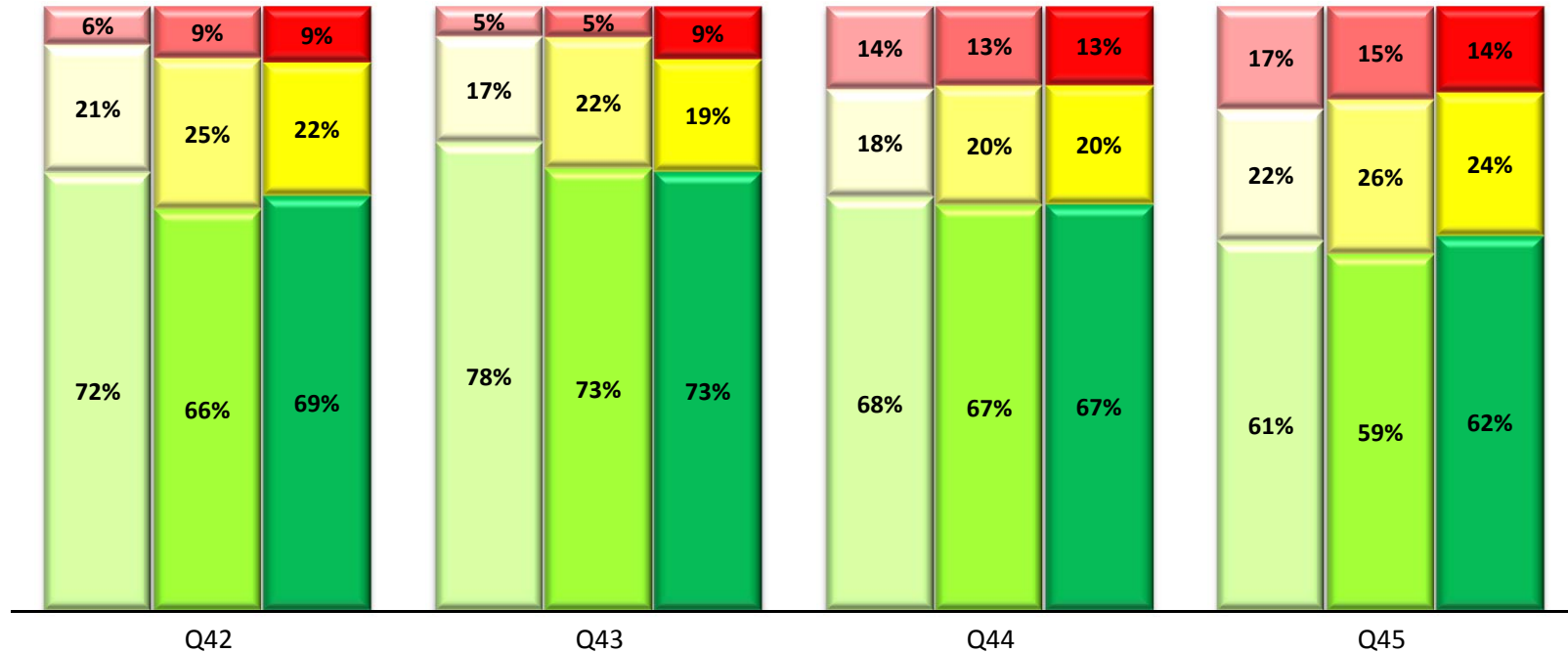
Q41. Students are accurately advised on clear pathways for completing degrees, certificates, and transfer.



Student Support Services Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q35	The college encourages holistic development (e.g., personal, aesthetic, and intellectual) in students.	4.07	4.07	3.83	4.00
Q36	The college implements programs, practices, and services that enhance student appreciation of diversity.	4.12	4.07	4.04	4.08
Q37	Student Services at this college have sufficient staff/resources to meet student needs.	2.98	2.59	3.00	2.85
Q38	Student Services at this college have sufficient facilities to meet student needs.	2.95	2.85	3.44	3.06
Q39	I refer students to the various services available on campus (e.g., DSPS, Tutoring, Health Services, Financial Aid, and EOPS).	4.38	4.35	4.36	4.36
Q40	Co-curricular and athletic programs (e.g., student clubs) are aligned with the college's mission to enhance the student's educational experience.	---	---	3.87	3.87
Q41	Students are accurately advised on clear pathways for completing degrees, certificates, and transfer.	---	---	3.58	3.58

Library & Learning Support Services

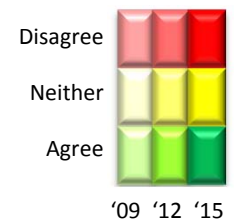


Q42. Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources.

Q43. The college provides ongoing training for users of learning support services (e.g., library and tutoring centers).

Q44. I use library and related support services in my teaching or work function.

Q45. 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.



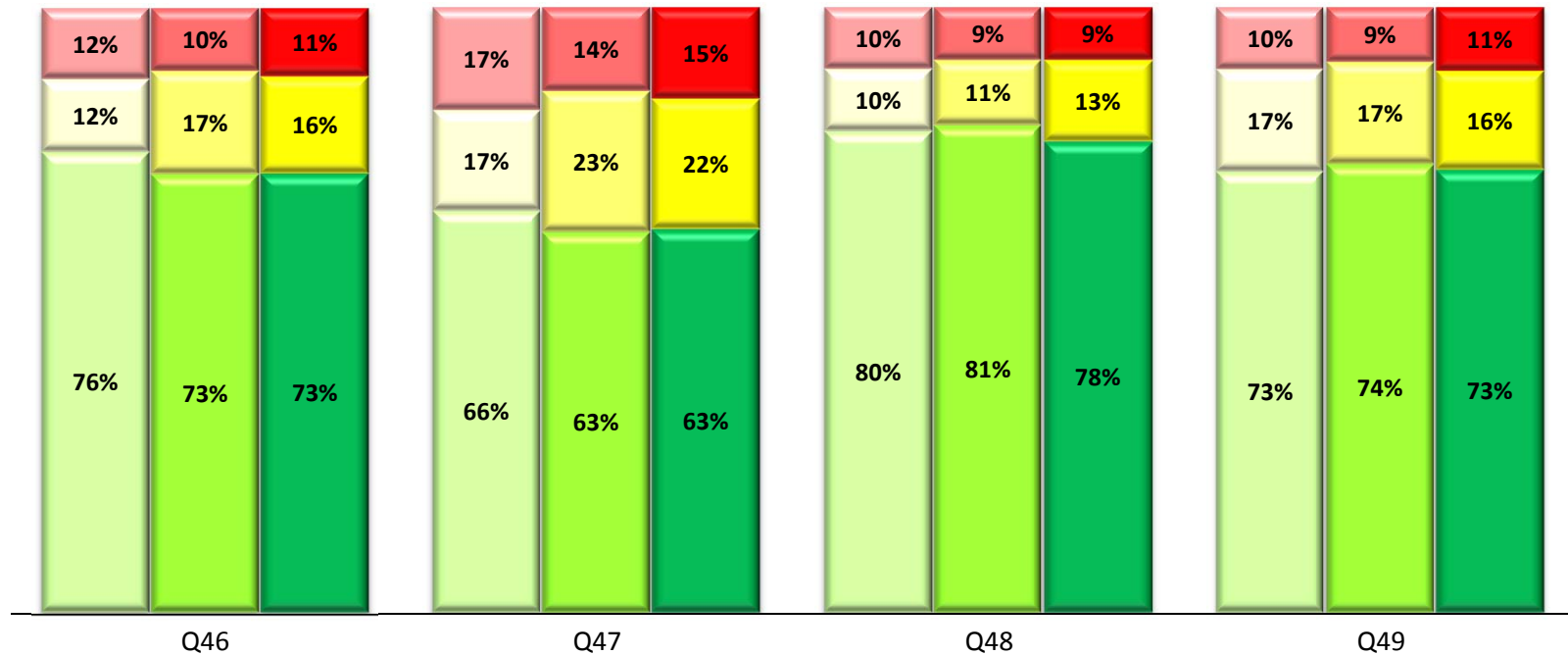
Library & Learning Support Services Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q42	Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources.	4.01	3.89	3.87	3.93
Q43	The college provides ongoing training for users of learning support services (e.g., library and tutoring centers).	4.13	4.04	3.92	4.04
Q44	I use library and related support services in my teaching or work function.	3.85	3.79	3.77	3.81
Q45	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.	3.67	3.62	3.65	3.65

Support Services Summary

- The majority of employees believe that the colleges recognize and support student diversity and holistic development. However, there was a slight drop in agreement around supporting holistic development in 2015, as compared to previous years.
- A large percent of employees refer students to Student Services, but also recognized that the colleges lack appropriate staffing and resources.
- Employees showed slight declines in using or needing library and learning support services, as compared to previous survey administrations.

Human Resources

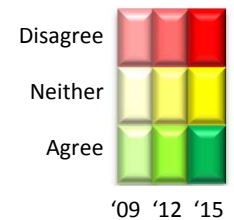


Q46. The criteria for hiring employees are clearly stated.

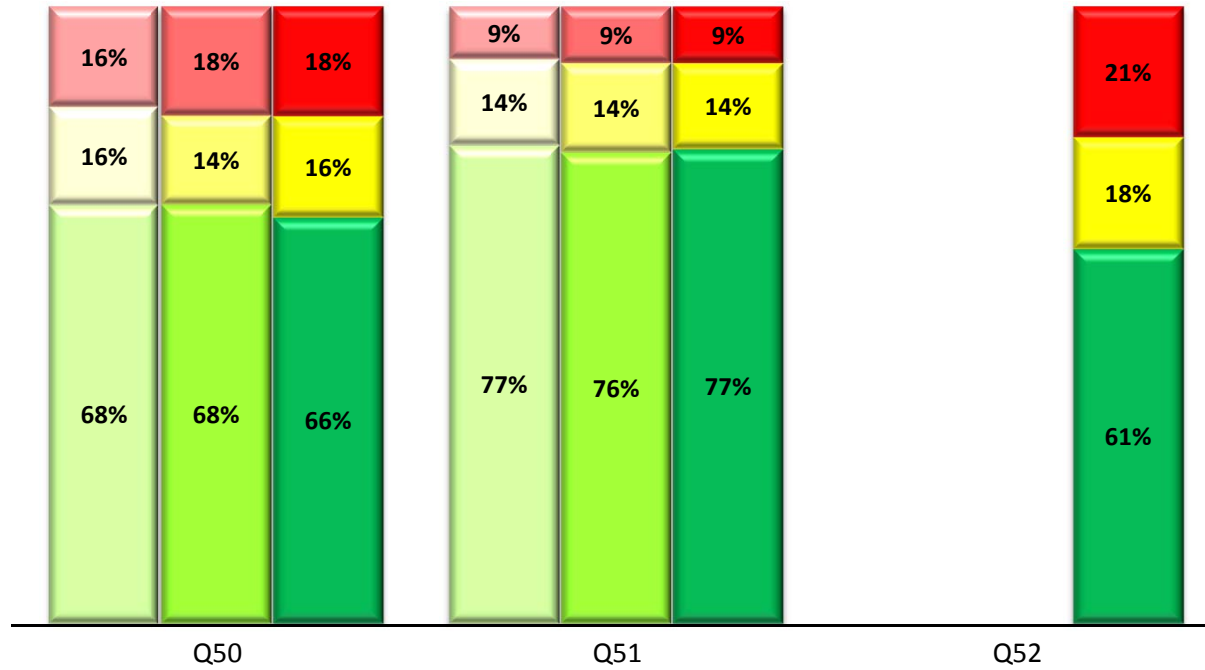
Q47. The procedures for hiring employees are strictly followed.

Q48. My performance evaluations have been conducted according to my contract guidelines.

Q49. Policies and practices of the college clearly demonstrate commitment to equity and diversity.



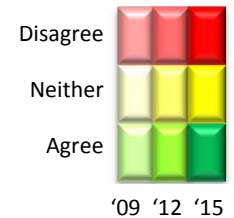
Human Resources



Q50. The college provides me adequate opportunities for continued professional development.

Q51. As a group, the members of my department or program stay current in their fields of expertise.

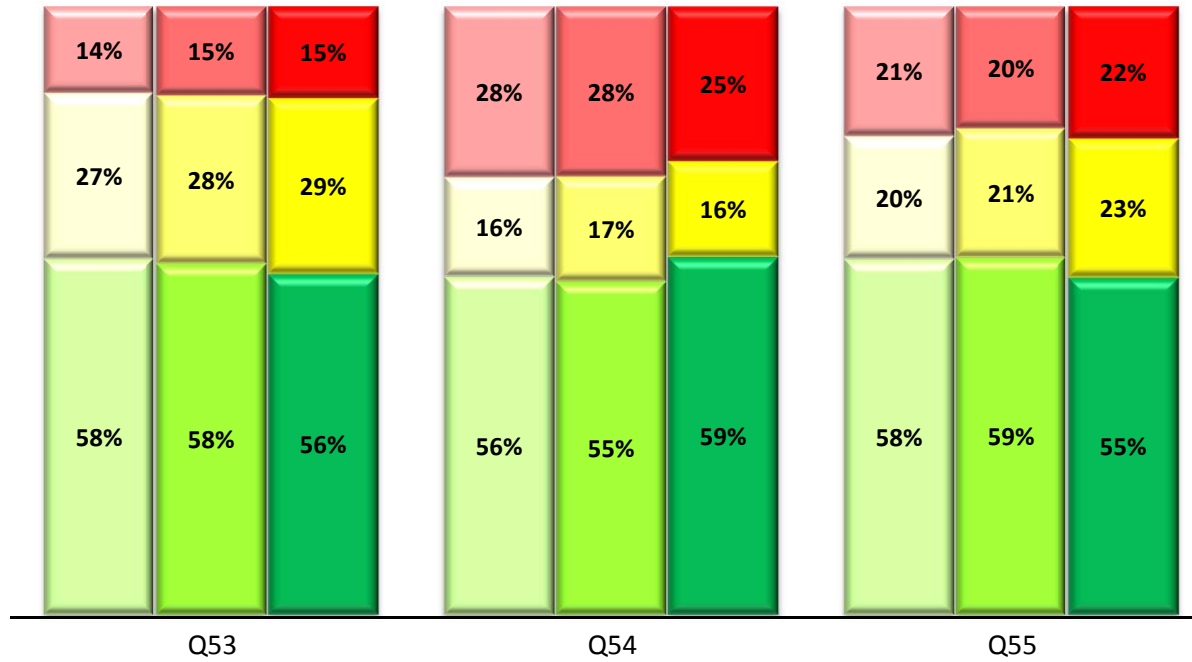
Q52. The college fully integrates adjunct faculty by providing them orientation, oversight, evaluation, and professional development.



Human Resources Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q46	The criteria for hiring employees are clearly stated.	3.94	3.90	3.86	3.90
Q47	The procedures for hiring employees are strictly followed.	3.72	3.72	3.72	3.72
Q48	My performance evaluations have been conducted according to my contract guidelines.	4.08	4.10	4.03	4.07
Q49	Policies and practices of the college clearly demonstrate commitment to equity and diversity.	3.97	3.97	3.92	3.96
Q50	The college provides me adequate opportunities for continued professional development.	3.82	3.74	3.72	3.77
Q51	As a group, the members of my department or program stay current in their fields of expertise.	4.08	4.07	4.04	4.07
Q52	The college fully integrates adjunct faculty by providing them orientation, oversight, evaluation, and professional development.	---	---	3.56	3.56

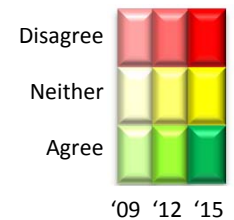
Technological Resources



Q53. Technology planning is effectively integrated with institutional planning.

Q54. The available computers, software, multimedia, and other technologies are sufficient to support teaching and learning.

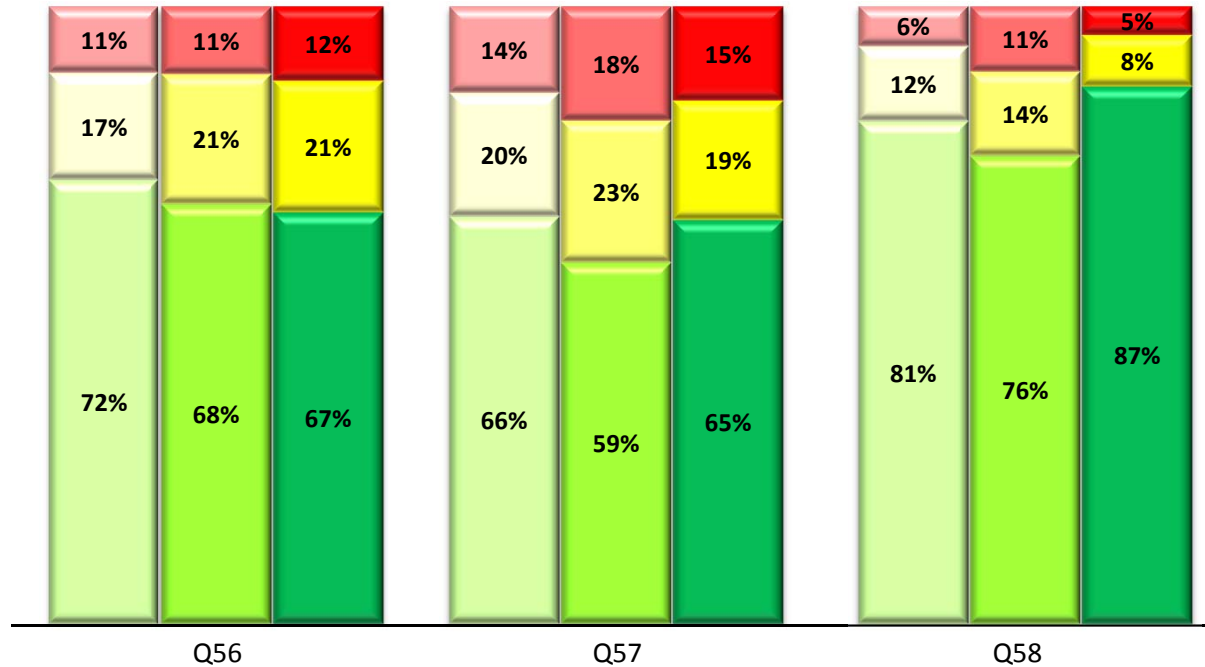
Q55. The college provides adequate training to faculty and staff in the application of information technology.



Technological Resources Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q53	Technology planning is effectively integrated with institutional planning.	3.64	3.61	3.54	3.60
Q54	The available computers, software, multimedia, and other technologies are sufficient to support teaching and learning.	3.41	3.35	3.49	3.41
Q55	The college provides adequate training to faculty and staff in the application of information technology.	3.56	3.53	3.45	3.52

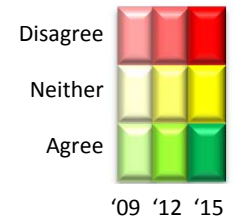
Physical Resources



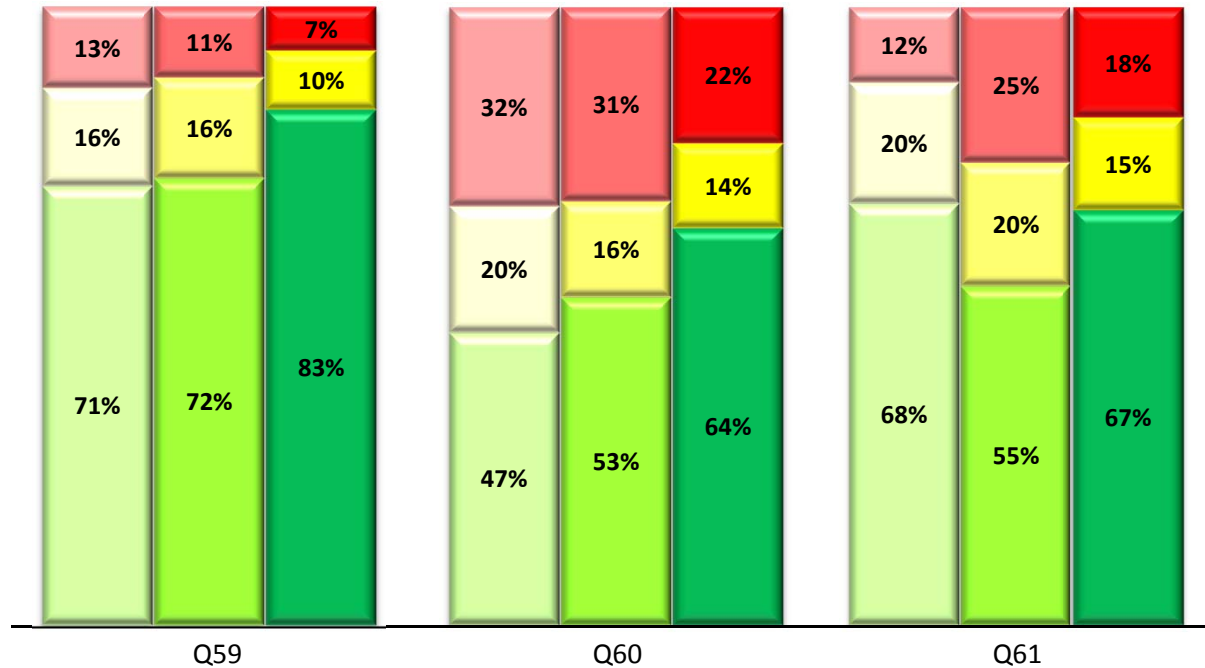
Q56. Student learning and support needs are central to the planning, development, and design of new facilities.

Q57. Safety hazards are addressed promptly.

Q58. The grounds are pleasing and adequately maintained.



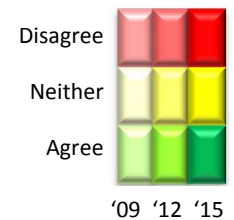
Physical Resources



Q59. The exterior of the campus buildings are adequately maintained.

Q60. The interior of the classrooms, offices, and restrooms are adequately maintained.

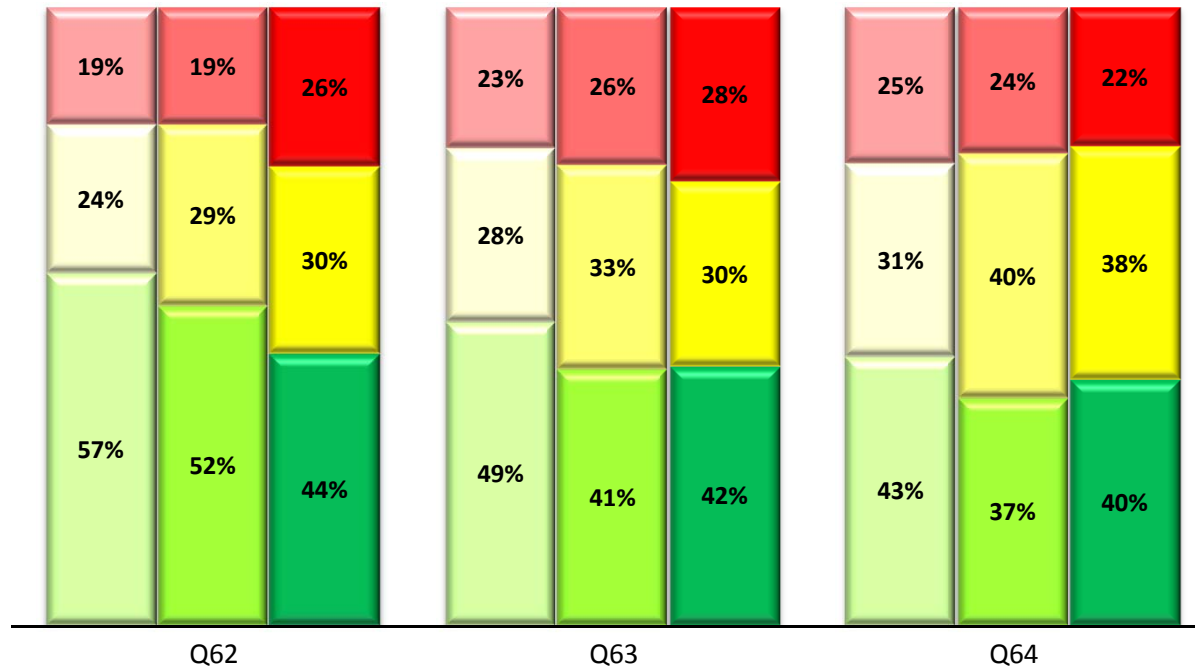
Q61. The exterior lighting of the college is adequate.



Physical Resources Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q56	Student learning and support needs are central to the planning, development, and design of new facilities.	3.90	3.81	3.78	3.83
Q57	Safety hazards are addressed promptly.	3.74	3.57	3.71	3.67
Q58	The grounds are pleasing and adequately maintained.	4.12	3.97	4.23	4.10
Q59	The exterior of the campus buildings are adequately maintained.	3.80	3.85	4.09	3.90
Q60	The interior of the classrooms, offices, and restrooms are adequately maintained.	3.20	3.28	3.60	3.34
Q61	The exterior lighting of the college is adequate.	3.75	3.40	3.67	3.60

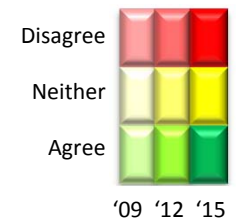
Financial Resources



Q62. College processes for budget development are clearly communicated.

Q63. I have appropriate opportunities to participate in budget development for the college through its participatory governance processes.

Q64. The college resource allocation model equitably supports college programs and services.



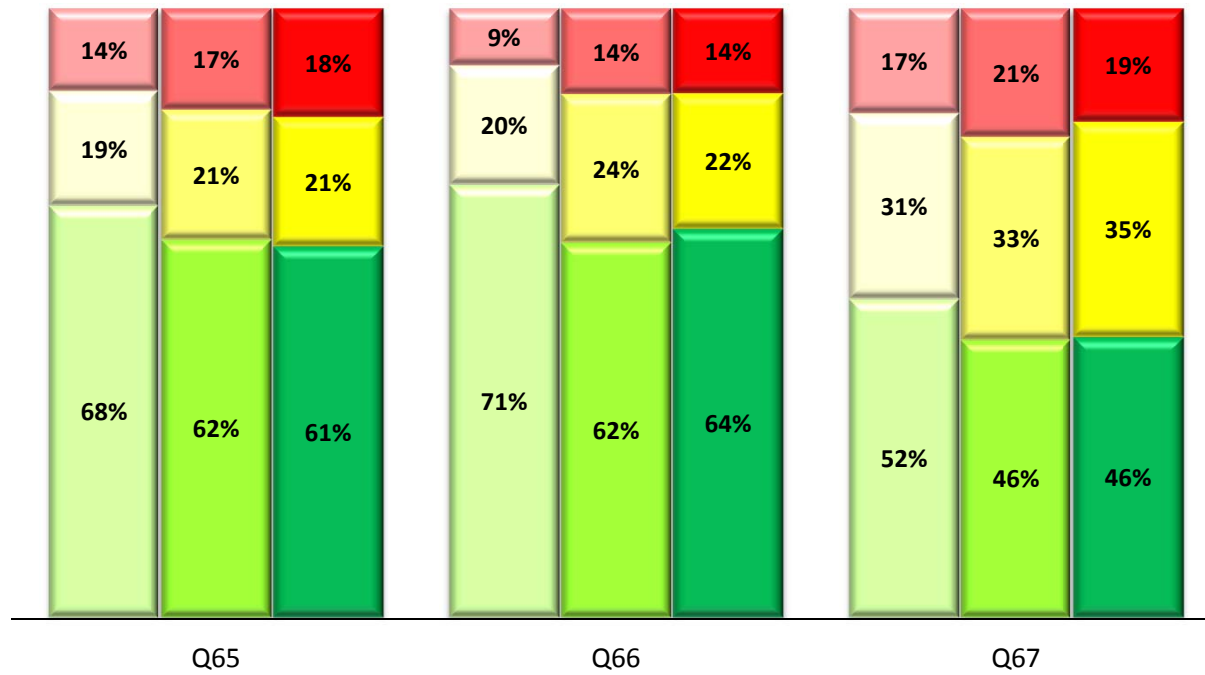
Financial Resources Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q62	College processes for budget development are clearly communicated.	3.54	3.44	3.23	3.42
Q63	I have appropriate opportunities to participate in budget development for the college through its participatory governance processes.	3.35	3.22	3.18	3.26
Q64	The college resource allocation model equitably supports college programs and services.	3.26	3.19	3.21	3.22

Resources Summary

- The majority of employees positively agreed with statements related to Human Resources, such as hiring practices and a commitment to equity and diversity. However, satisfaction appears to be dropping slightly for issues around performance evaluations being completed according to contract guidelines and continued professional development.
- Employees are more satisfied with the availability of technology at their colleges than in previous years, but less satisfied with training. Employees also indicated low awareness of how technology planning was integrated with institutional planning.
- Overall, employees reported very high satisfaction with the external physical resources at the colleges, and increased satisfaction with classrooms and buildings.
- One area for growth is to increase employee engagement and awareness of financial planning and resource allocation.

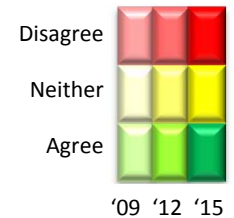
Decision-Making Roles & Processes



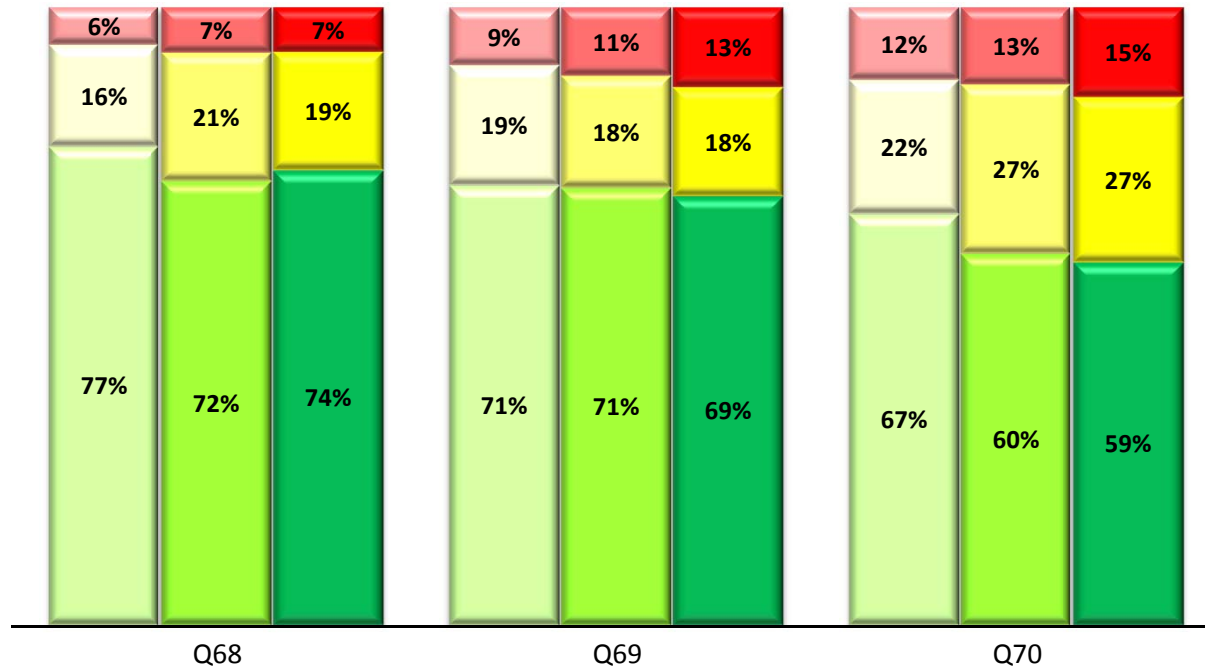
Q65. The college leaders encourage all members of the college community to take initiative in improving institutional effectiveness.

Q66. The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.

Q67. The classified staff exercise a substantial voice in matters related to college planning, budgeting, and institutional policies.



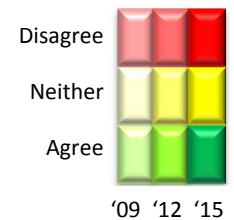
Decision-Making Roles & Processes



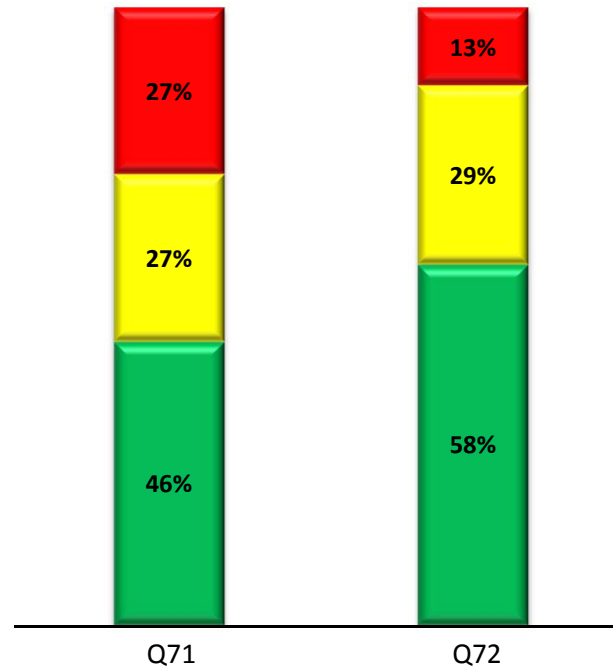
Q68. The faculty is central to decision-making involving curriculum development.

Q69. In general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college.

Q70. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.

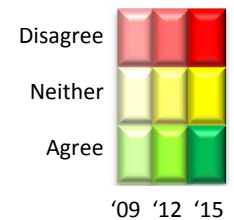


Decision-Making Roles & Processes



Q71. The processes for decision-making and the resulting decisions are widely communicated across the college.

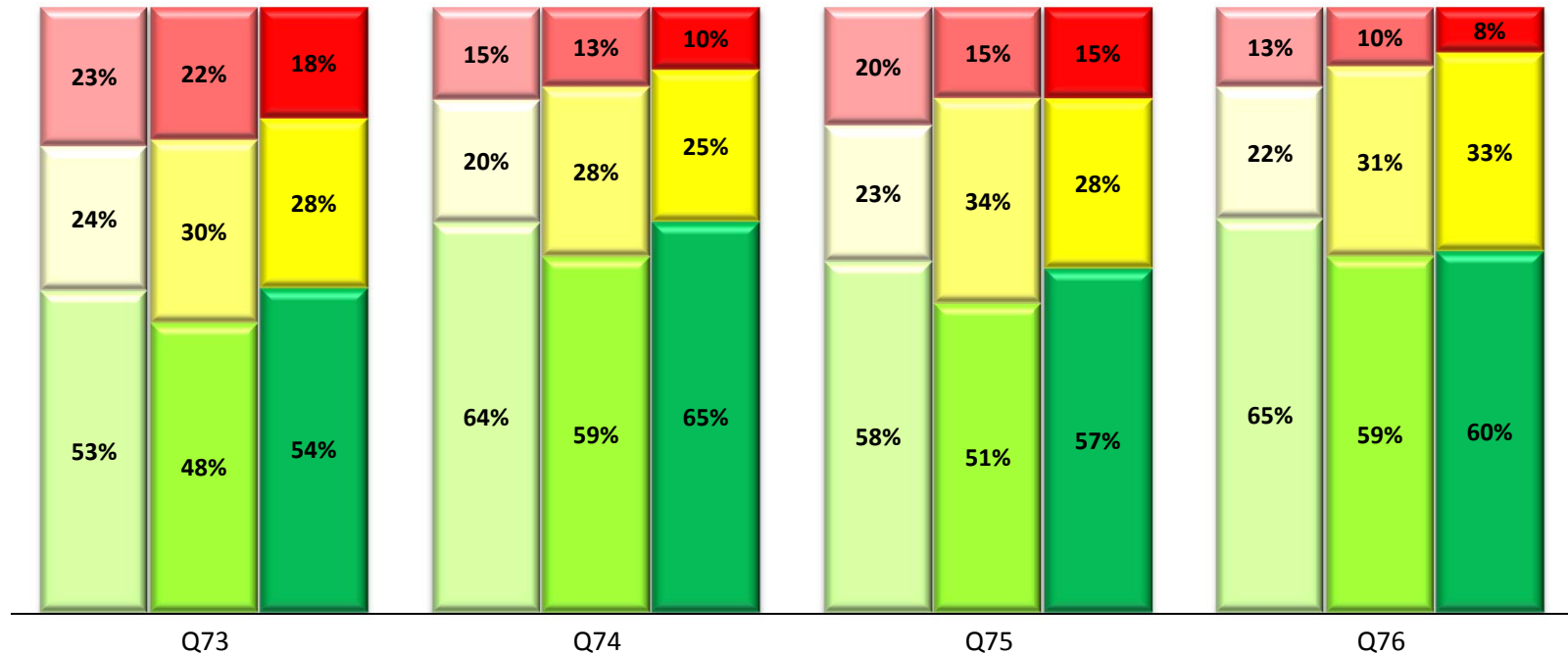
Q72. The college and District integrate plans and goals for improving student learning and institutional effectiveness.



Decision-Making Roles & Processes Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q65	The college leaders encourage all members of the college community to take initiative in improving institutional effectiveness.	3.75	3.65	3.59	3.67
Q66	The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.	3.85	3.66	3.68	3.73
Q67	The classified staff exercise a substantial voice in matters related to college planning, budgeting, and institutional policies.	3.45	3.34	3.37	3.39
Q68	The faculty is central to decision-making involving curriculum development.	4.06	3.94	3.92	3.98
Q69	In general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college.	3.85	3.82	3.74	3.81
Q70	The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	3.75	3.64	3.59	3.66
Q71	The processes for decision-making and the resulting decisions are widely communicated across the college.	---	---	3.28	3.28
Q72	The college and District integrate plans and goals for improving student learning and institutional effectiveness.	---	---	3.60	3.60

College & District Administration

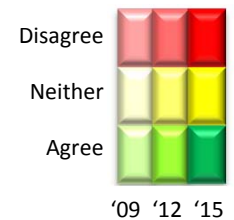


Q73. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.

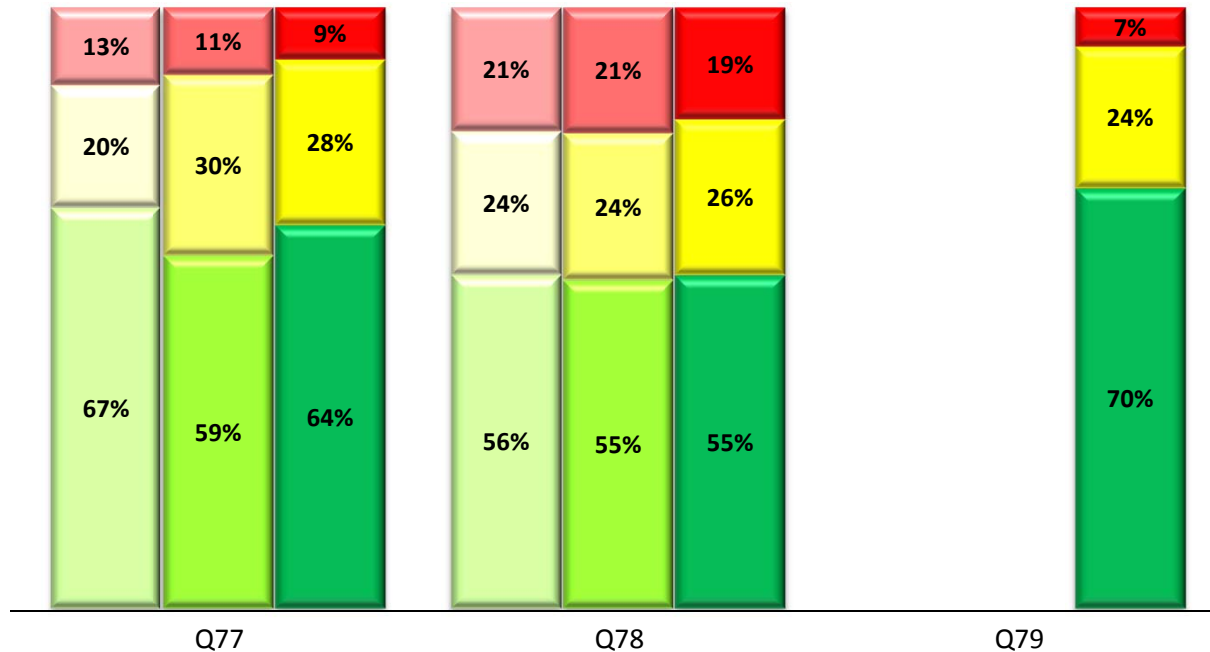
Q74. The college president provides effective leadership in planning and assessing institutional effectiveness.

Q75. The college president provides effective leadership in selecting and developing personnel.

Q76. The college president provides effective leadership in fiscal planning and budget development.



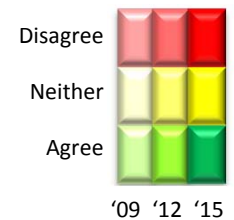
College & District Administration



Q77. The college president works and communicates effectively with the communities served by the college.

Q78. The District Office uses effective methods of communicating with college staff and faculty.

Q79. The college president provides effective leadership for supporting the college's accreditation process.



College & District Administration Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q73	The college's administrative structure is organized and staffed to reflect the institution's purpose, size, and complexity.	3.39	3.34	3.45	3.39
Q74	The college president provides effective leadership in planning and assessing institutional effectiveness.	3.72	3.65	3.78	3.71
Q75	The college president provides effective leadership in selecting and developing personnel.	3.58	3.50	3.60	3.56
Q76	The college president provides effective leadership in fiscal planning and budget development.	3.77	3.69	3.73	3.73
Q77	The college president works and communicates effectively with the communities served by the college.	3.78	3.69	3.79	3.75
Q78	The District Office uses effective methods of communicating with college staff and faculty.	3.48	3.45	3.48	3.47
Q79	The college president provides effective leadership for supporting the college's accreditation process.	---	---	3.92	3.92

Decision-Making Processes Summary

- Overall, employees indicated a continued decline in engagement and awareness of the decision-making process. Employees also indicated a gap in communication of decisions.
- Since the last administration of the survey in 2012, employees showed increased satisfaction with executive leadership.
- Specifically, employee ratings increased around areas of effective leadership in planning, institutional effectiveness, personnel decisions, budget development, and communicating effectively with the college community.

End