



# Continuing Education

## 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 survey contained:
  - 70 forced-choice 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

- 608 employees received survey, 237 completed the survey (39% response rate).

## Faculty Status

- Classroom (85%)
- Non-classroom (16%)

## Certificated Status

- Full-time Contract Faculty (22%)
- Part-time Adjunct Faculty (57%)
- Pro Rata Faculty (1%)
- Classified (15%)
- Manager (3%)
- Supervisor (2%)

## Length of Employment

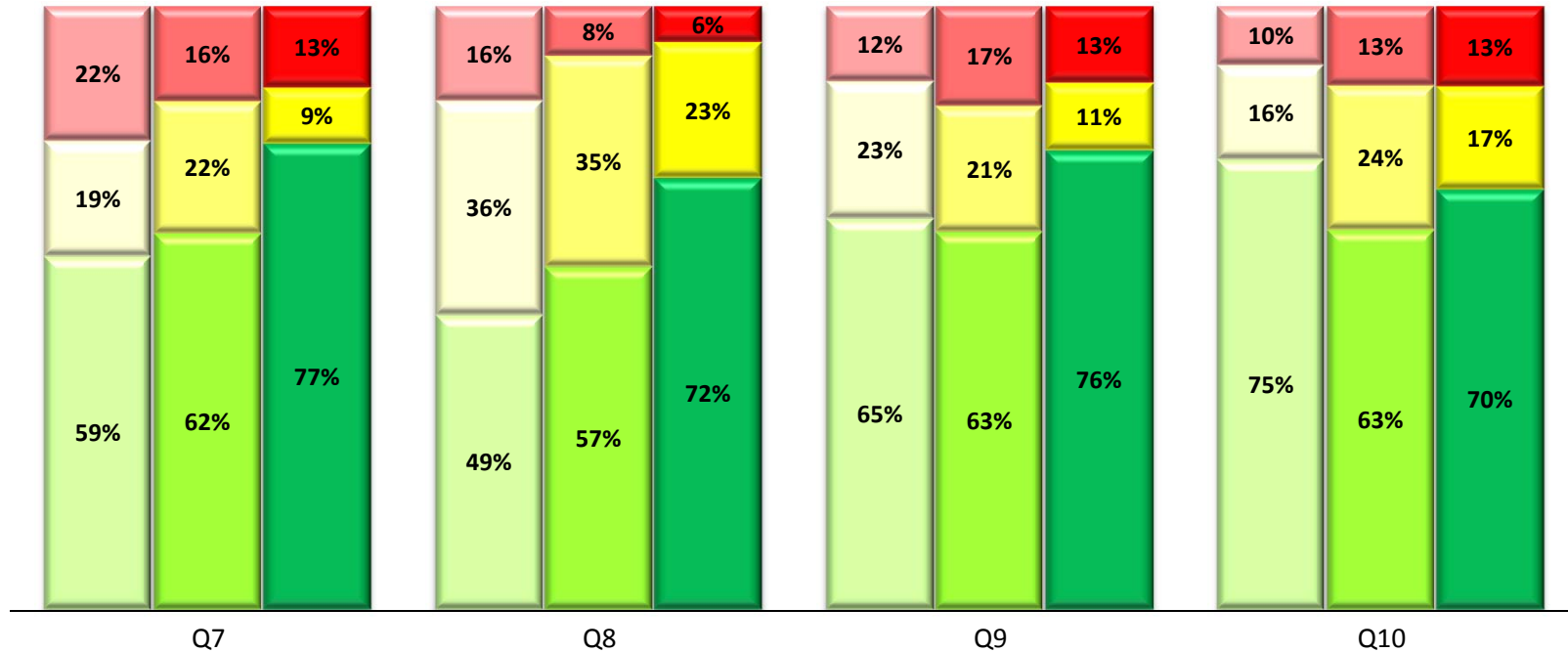
- 1 year or less (8%)
- 2-6 years (16%)
- 7-10 years (16%)
- 11 or more years (60%)

## Primary Location

- On campus (81%)
- Off campus (19%)

# The Findings

# Quality of Service



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

Q7. Assigned Working Space

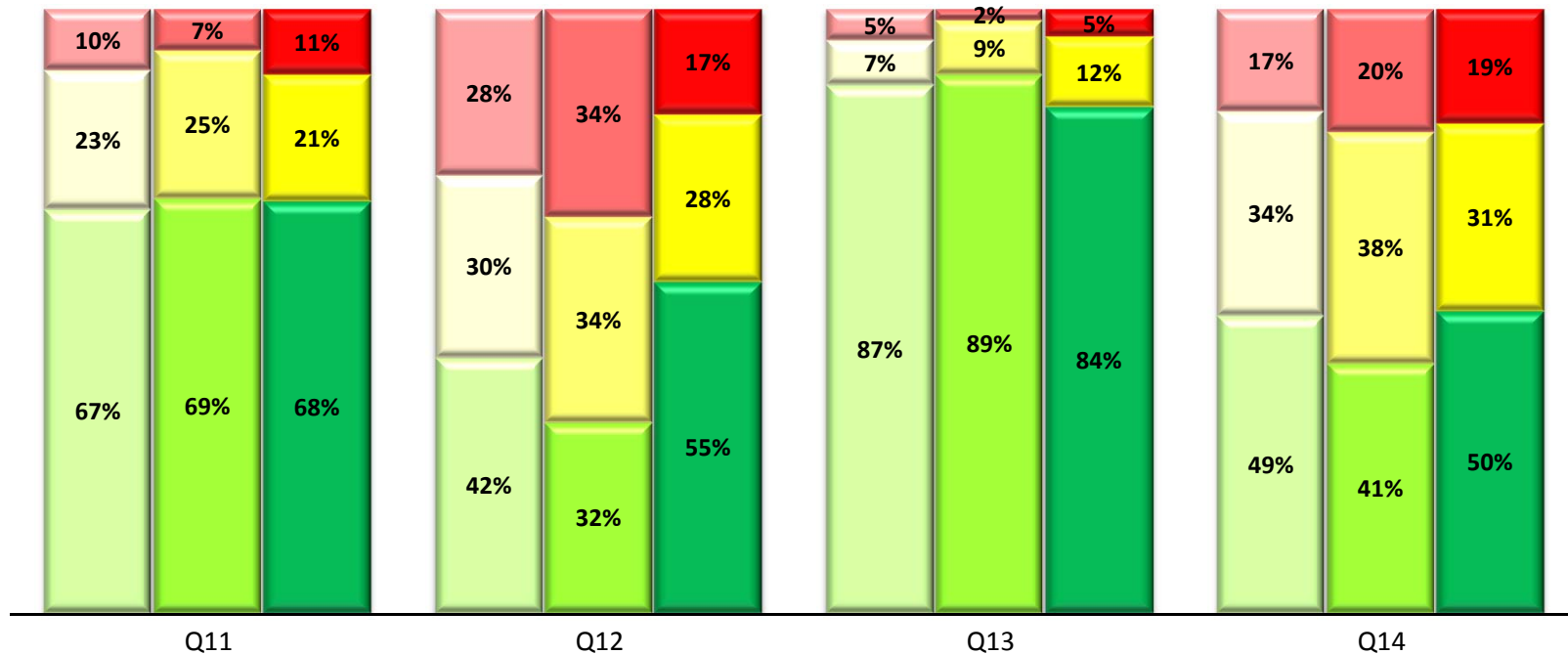
Q8. Associated Student Body

Q9. Classrooms

Q10. Counseling



# Quality of Service



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

Q11. DSPS (Disability Support Programs & Services)

Q12. Financial Resources-CE budget

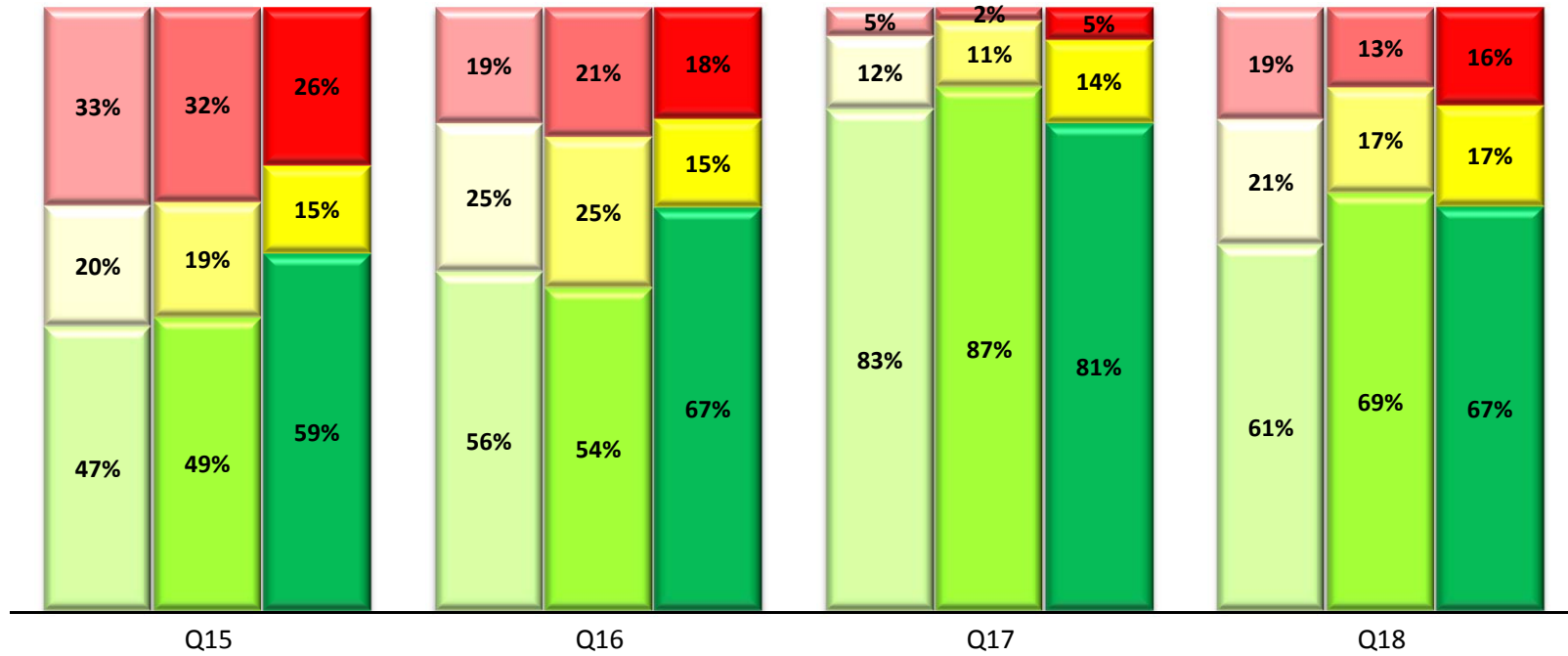
Q13. Instruction

Q14. Job Placement Services





# Quality of Service



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

Q15. Parking Services

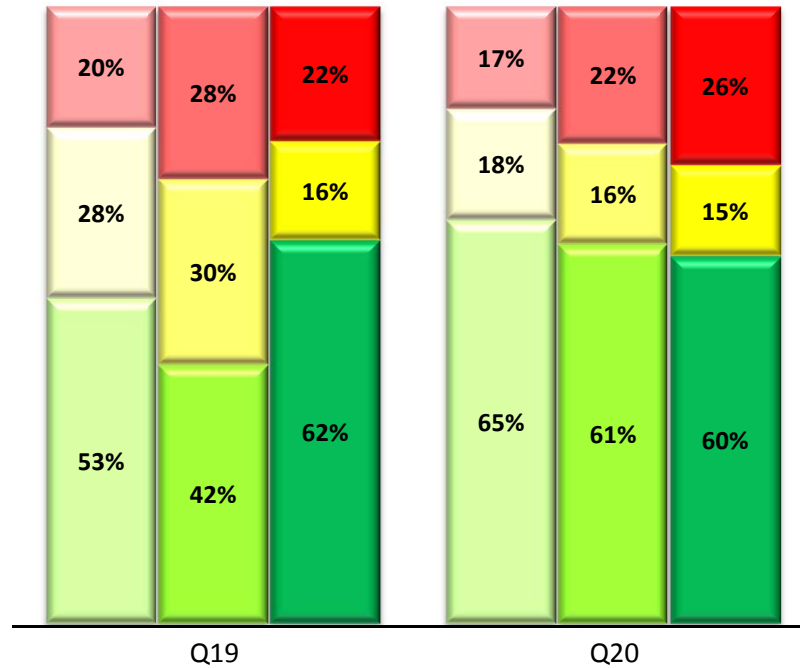
Q16. Physical Facilities

Q17. Programs

Q18. Staff Development



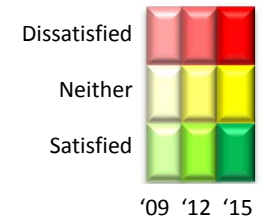
# Quality of Service



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

Q19. Staffing Resources

Q20. Technology Resources



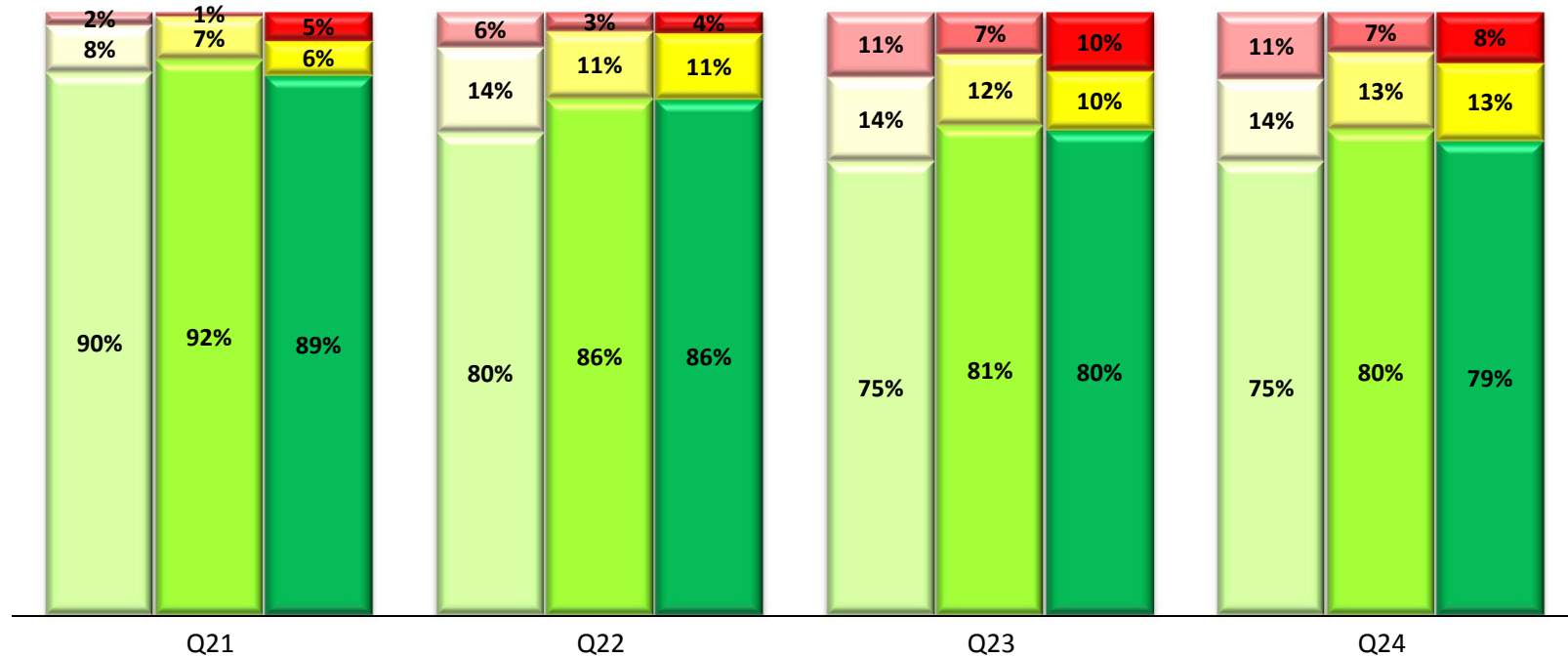
# Quality of Service Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q7	Assigned Working Space	3.53	3.66	4.01	<b>3.71</b>
Q8	Associated Student Body	3.44	3.74	4.01	<b>3.70</b>
Q9	Classrooms	3.73	3.65	4.07	<b>3.80</b>
Q10	Counseling	3.96	3.75	4.46	<b>4.06</b>
Q11	DSPS (Disability Support Programs & Services)	3.83	3.94	3.84	<b>3.87</b>
Q12	Financial Resources-CE budget	3.14	2.95	3.54	<b>3.16</b>
Q13	Instruction	4.37	4.40	4.48	<b>4.41</b>

# Quality of Service Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q14	Job Placement Services	3.40	3.28	3.39	<b>3.35</b>
Q15	Parking Services	3.19	3.24	3.50	<b>3.29</b>
Q16	Physical Facilities	3.50	3.46	3.70	<b>3.54</b>
Q17	Programs	4.22	4.28	4.34	<b>4.28</b>
Q18	Staff Development	3.64	3.88	3.82	<b>3.78</b>
Q19	Staffing Resources	3.44	3.20	3.60	<b>3.40</b>
Q20	Technology Resources	3.66	3.62	3.48	<b>3.60</b>

# Organization for Student Learning

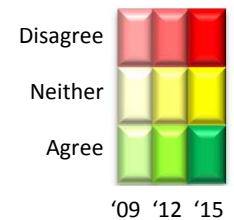


Q21. I am familiar with the mission statement that defines Continuing Education.

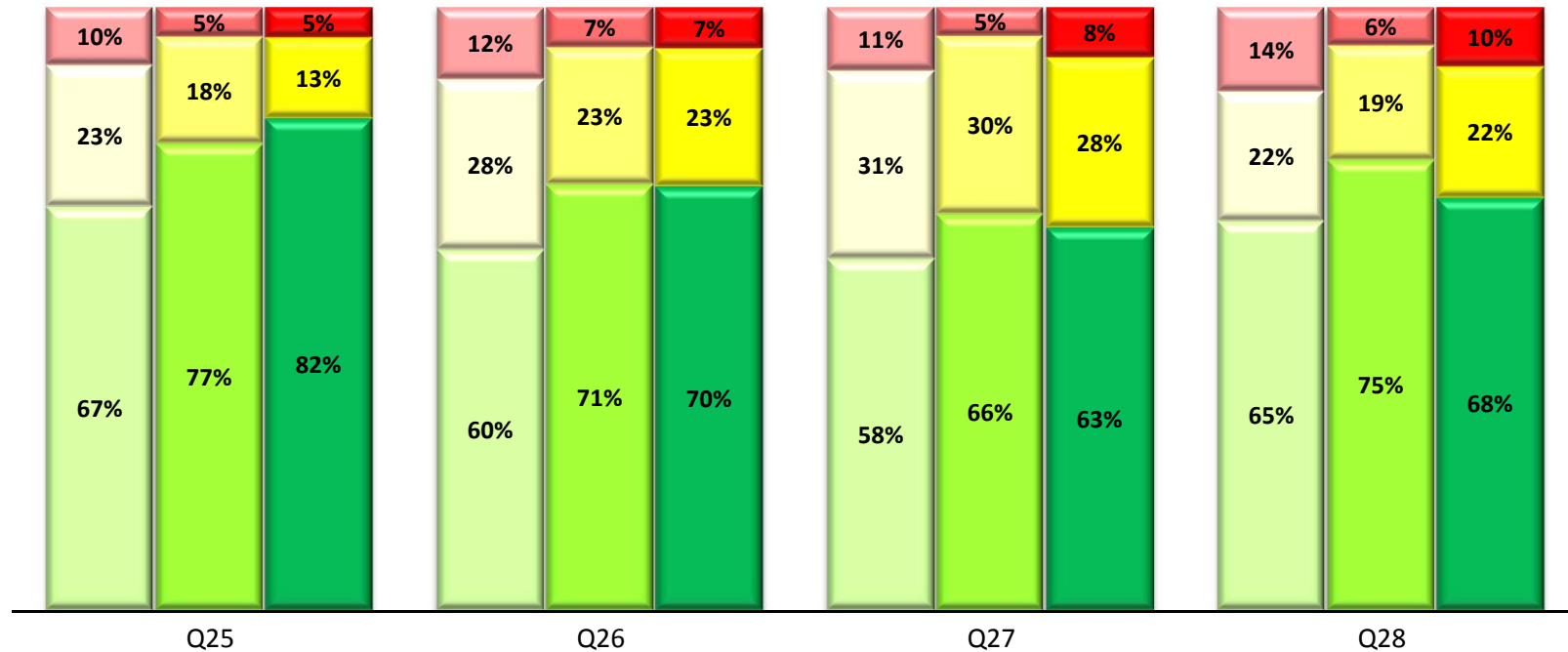
Q22. The Continuing Education programs, services, and planning are consistent with its mission.

Q23. Improving institutional effectiveness is valued throughout Continuing Education.

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



# Organization for Student Learning

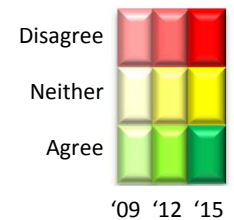


Q25. The governing board establishes policies to assure the quality of the programs and services.

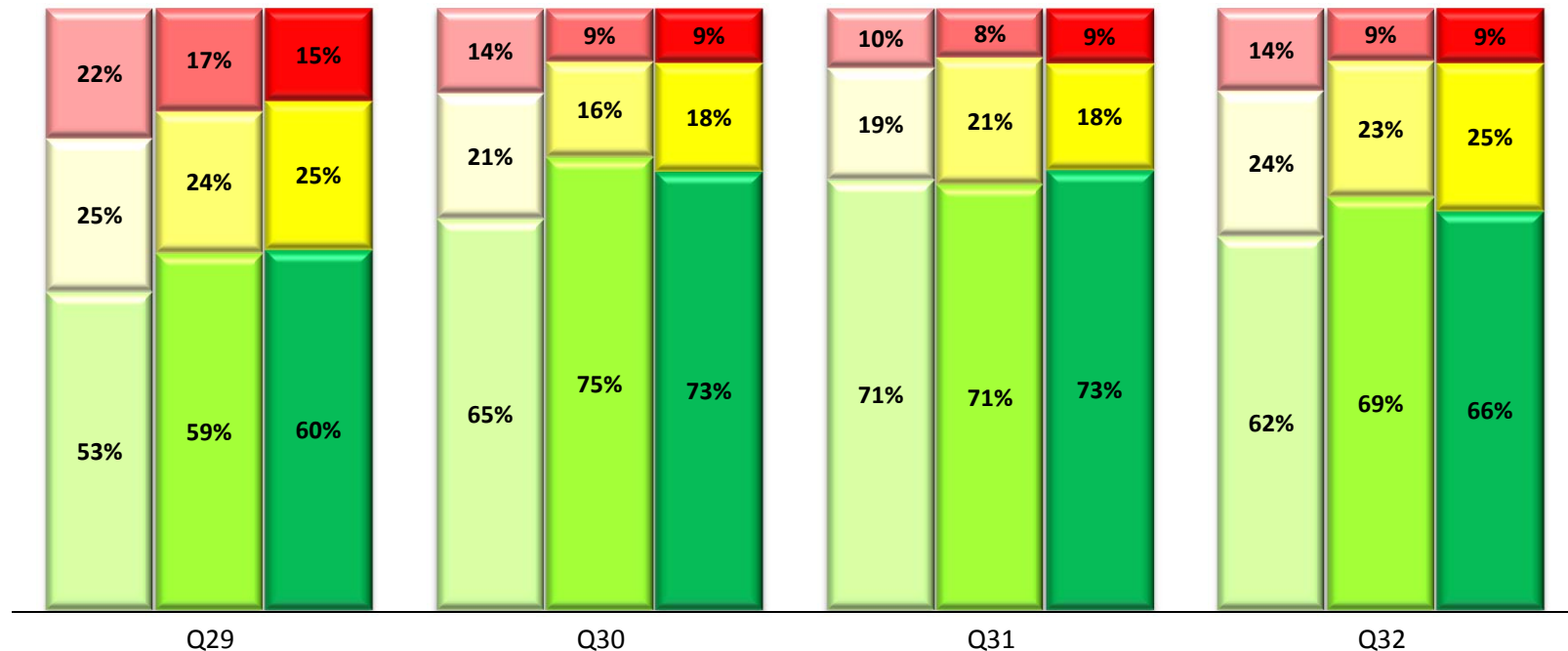
Q26. The governing board's decision-making reflects the public interest.

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

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



# Organization for Student Learning

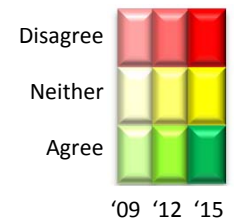


Q29. The faculty exercises an extensive role in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.

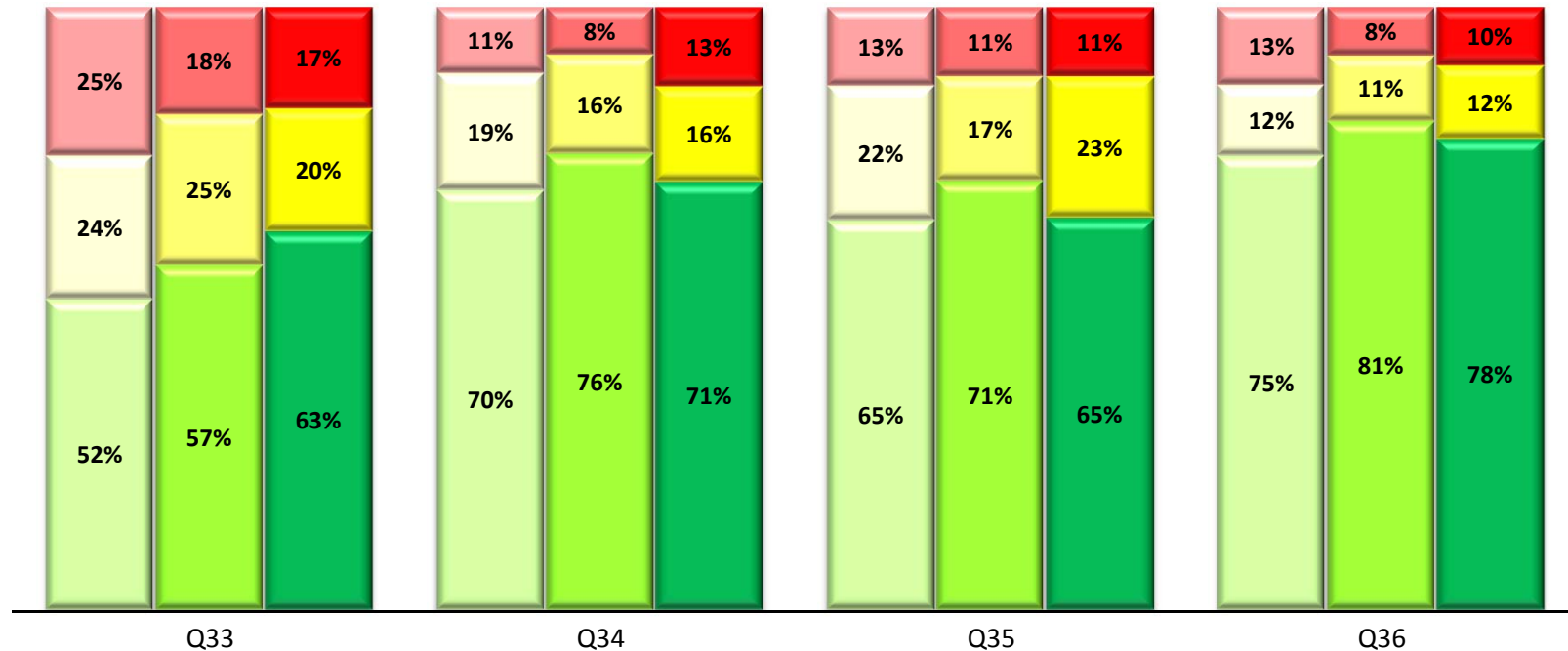
Q30. The faculty is sufficiently involved through committees in decisions involving curriculum development.

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

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



# Organization for Student Learning

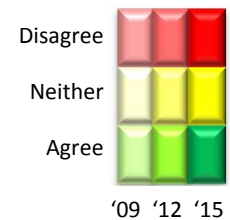


Q33. Continuing Education’s administrative structure is organized and staffed to reflect the institution’s purpose, size, and complexity.

Q34. The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.

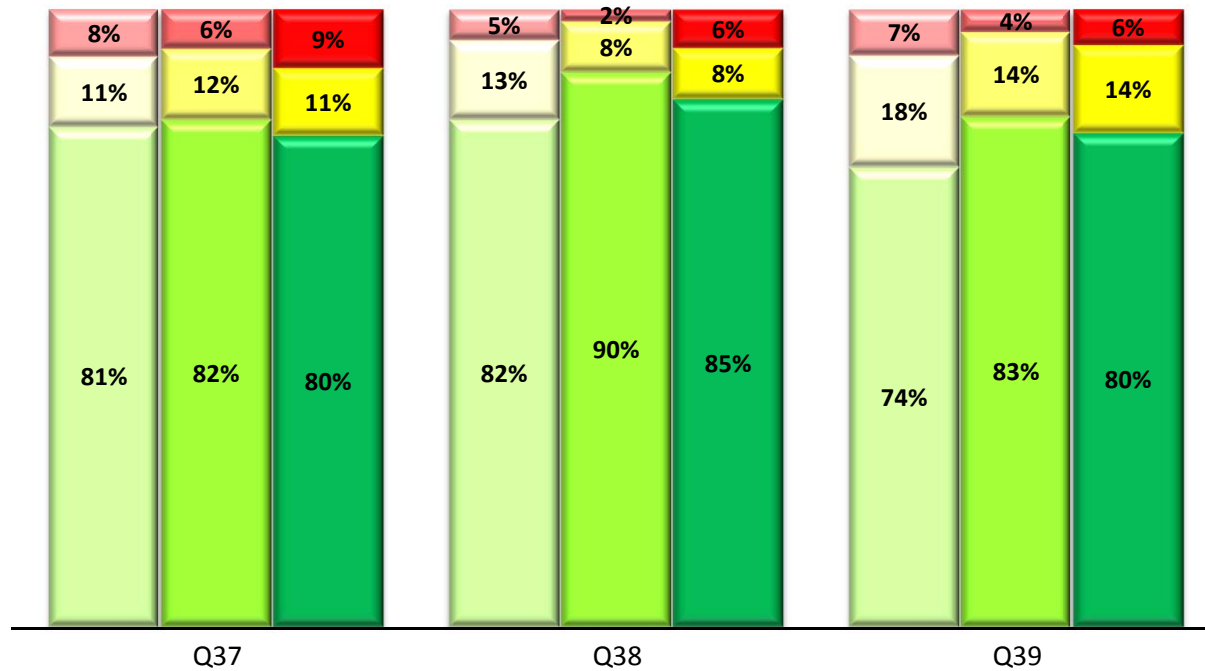
Q35. My performance evaluations have been conducted according to my contract guidelines.

Q36. Continuing Education provides opportunities for continued professional and staff development.





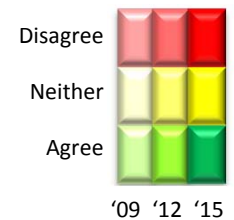
# Organization for Student Learning



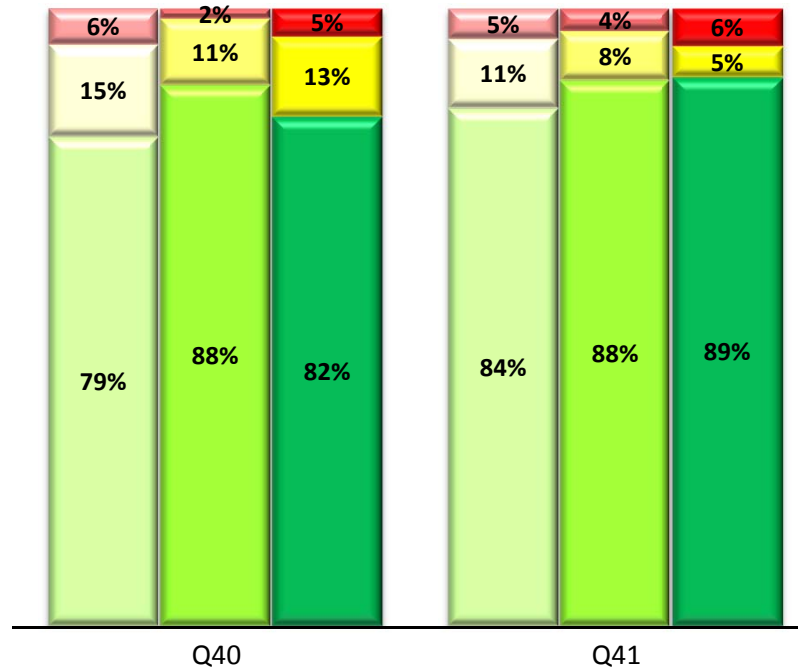
Q37. As a group, the members of my department stay current in their fields of expertise.

Q38. I am familiar with Continuing Education's learning outcomes for students (ESLRs or SLOs).

Q39. Review of programs and services is integrated into Continuing Education's planning process.

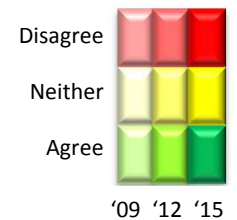


# Organization for Student Learning



Q40. Student learning outcomes are considered in program review and institutional planning.

Q41. Continuing Education seeks to meet the varied educational needs of its students through diverse programs.



# Organization for Student Learning Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q21	I am familiar with the mission statement that defines Continuing Education.	4.29	4.39	4.26	<b>4.32</b>
Q22	The Continuing Education programs, services and planning are consistent with its mission.	4.03	4.20	4.15	<b>4.13</b>
Q23	Improving institutional effectiveness is valued throughout Continuing Education.	3.92	4.13	4.01	<b>4.02</b>
Q24	Continuing Education facilitates an ongoing dialogue about improving student learning and institutional processes.	3.92	4.07	4.02	<b>4.00</b>
Q25	The governing board establishes policies to assure the quality of the programs and services.	3.76	4.02	4.10	<b>3.94</b>
Q26	The governing board's decision-making reflects the public interest.	3.65	3.90	3.91	<b>3.81</b>
Q27	There is a clear delineation of authority and operational responsibility between the governing board and Continuing Education.	3.64	3.88	3.77	<b>3.77</b>

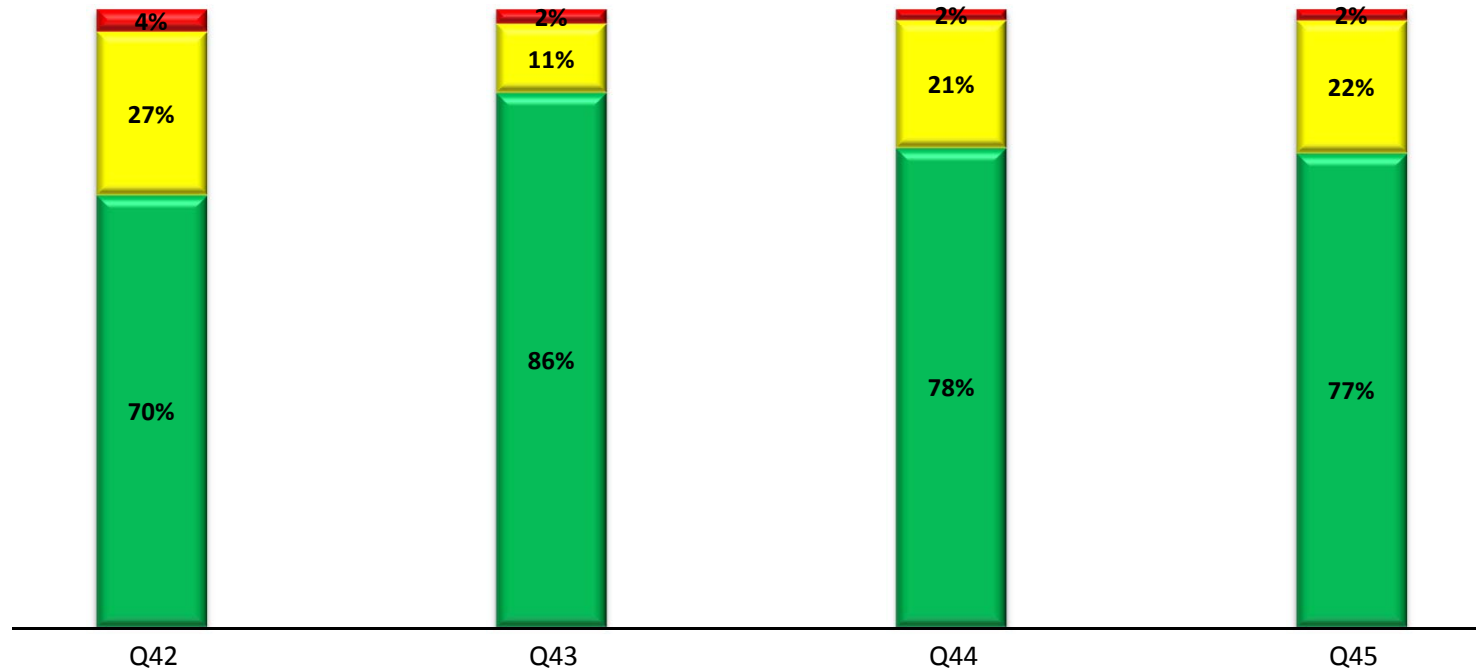
# Organization for Student Learning Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q28	Continuing Education leaders encourage all members of its community to take the initiative to improve institutional effectiveness.	3.76	4.00	3.83	<b>3.87</b>
Q29	The faculty exercises an extensive roll in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.	3.44	3.59	3.63	<b>3.55</b>
Q30	The faculty is sufficiently involved through committees in decisions involving curriculum development.	3.70	3.90	3.89	<b>3.82</b>
Q31	In general, I am aware of the faculty's role in various governing, planning, budgeting, and policy making bodies in Continuing Education.	3.79	3.84	3.87	<b>3.83</b>
Q32	Continuing Education establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.	3.59	3.79	3.78	<b>3.72</b>
Q33	Continuing Education's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.	3.33	3.52	3.64	<b>3.49</b>
Q34	The criteria, qualifications, and procedures for hiring employees are clearly stated and followed.	3.82	3.96	3.82	<b>3.87</b>

# Organization for Student Learning Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q35	My performance evaluations have been conducted according to my contract guidelines.	3.77	3.89	3.76	<b>3.81</b>
Q36	Continuing Education provides opportunities for continued professional and staff development.	3.96	4.18	4.07	<b>4.07</b>
Q37	As a group, the members of my department stay current in their fields of expertise.	4.10	4.11	4.07	<b>4.10</b>
Q38	I am familiar with Continuing Education's learning outcomes for students (ESLRs or ESLOs).	4.14	4.38	4.18	<b>4.24</b>
Q39	Review of programs and services is integrated into Continuing Education's planning process.	3.91	4.15	4.02	<b>4.03</b>
Q40	Student learning outcomes are considered in program review and institutional planning.	4.02	4.27	4.16	<b>4.15</b>
Q41	Continuing Education seeks to meet the varied educational needs of its students through diverse programs.	4.17	4.29	4.36	<b>4.27</b>

# Curriculum & Instruction



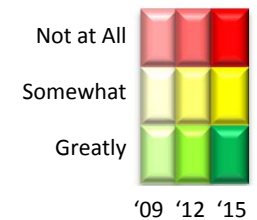
Indicate the extent to which you integrate the following student learning outcomes into your teaching:

Q42. Social Responsibility

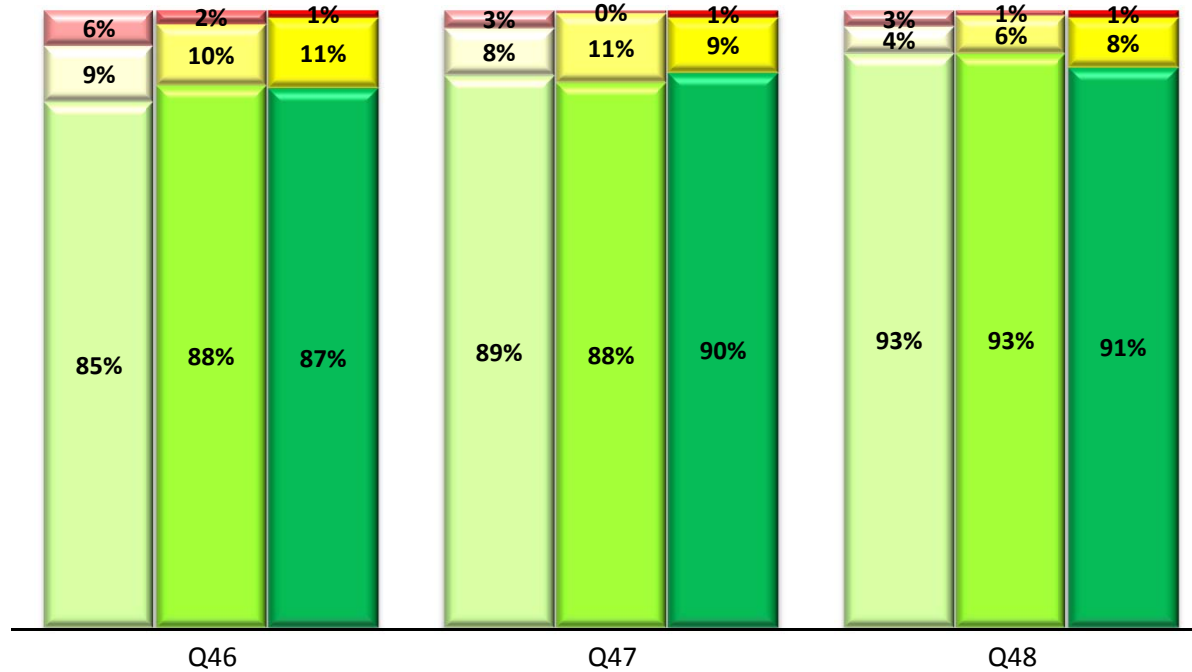
Q43. Effective Communication

Q44. Critical Thinking

Q45. Personal and Professional Development



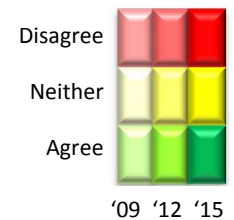
# Curriculum & Instruction



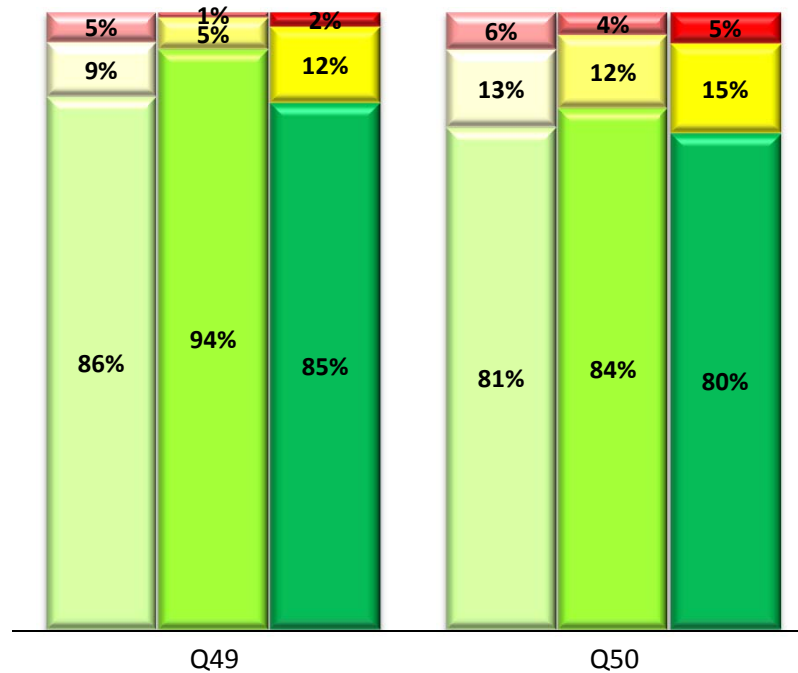
Q46. In the classes I teach, I provide students with a syllabus that specifies learning objectives that are consistent with the approved course outlines.

Q47. I use current educational research to enhance my teaching.

Q48. I am pleased with the quality of teaching and instruction here.

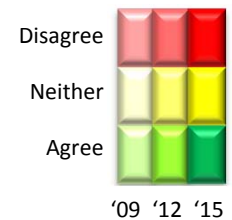


# Curriculum & Instruction



Q49. Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.

Q50. Continuing Education uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.

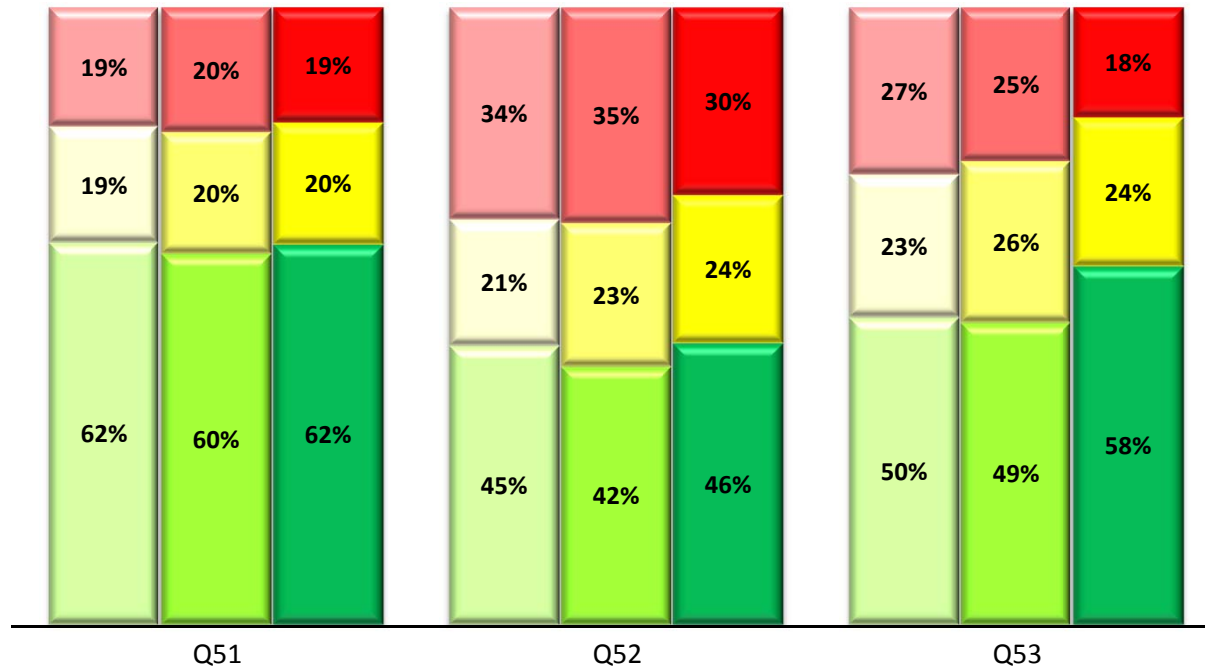




# Curriculum & Instruction Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q42	Social Responsibility	---	---	2.66	<b>2.66</b>
Q43	Effective Communication	---	---	2.84	<b>2.84</b>
Q44	Critical Thinking	---	---	2.76	<b>2.76</b>
Q45	Personal and Professional Development	---	---	2.75	<b>2.75</b>
Q46	In the classes I teach, I provide students with a syllabus that specifies learning objectives that are consistent with the approved course outlines.	4.35	4.45	4.46	<b>4.42</b>
Q47	I use current educational research to enhance my teaching.	4.40	4.39	4.48	<b>4.42</b>
Q48	I am pleased with the quality of teaching and instruction here.	4.39	4.48	4.46	<b>4.44</b>
Q49	Instructors use delivery modes and teaching methodologies that reflect the diverse needs and learning styles of the students.	4.29	4.44	4.31	<b>4.35</b>
Q50	Continuing Education uses both qualitative and quantitative data to identify student learning needs and to assess progress toward achieving stated learning outcomes.	4.13	4.22	4.18	<b>4.17</b>

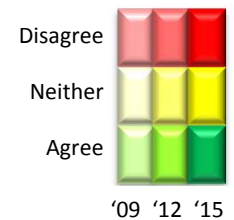
# Support for Student Personal & Academic Growth



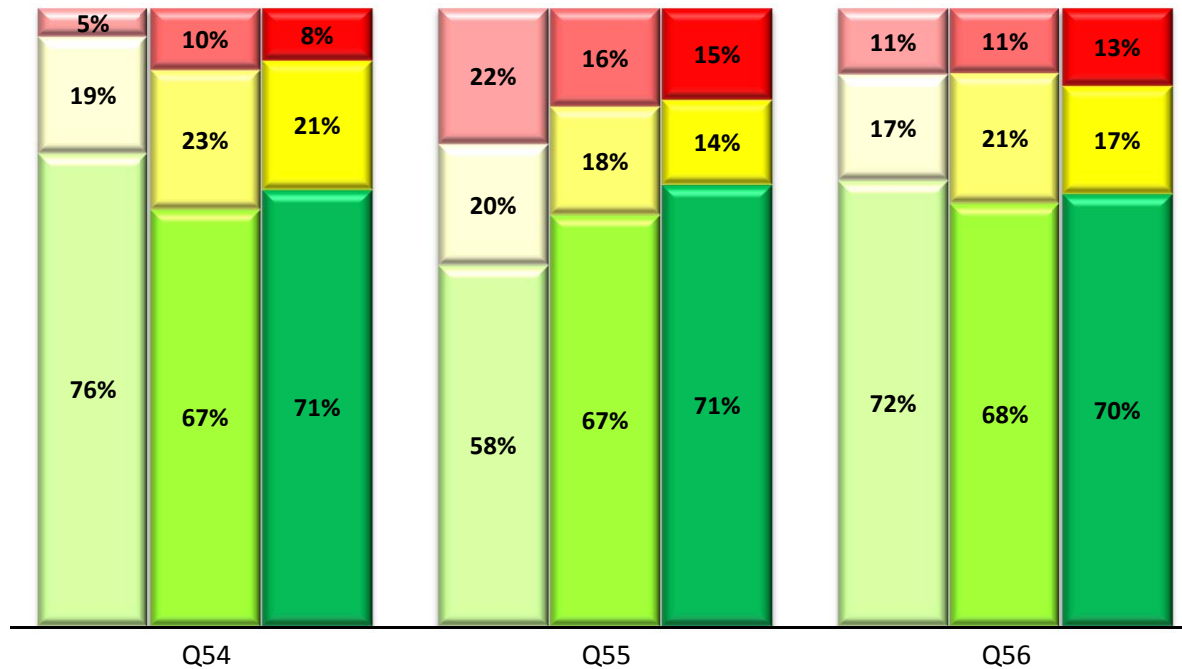
Q51. In general, I feel that student support services in Continuing Education are adequate to meet student needs.

Q52. Student Services at my campus has sufficient staff and resources to meet student needs.

Q53. Student Services at my campus has sufficient facilities to meet student needs.



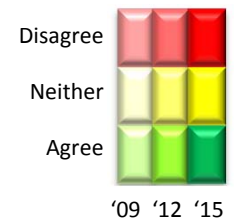
# Support for Student Personal & Academic Growth



Q54. I refer students for various services available on campus (e.g., Counseling, DSPS & Financial Aid).

Q55. The Continuing Education class schedule is accurate.

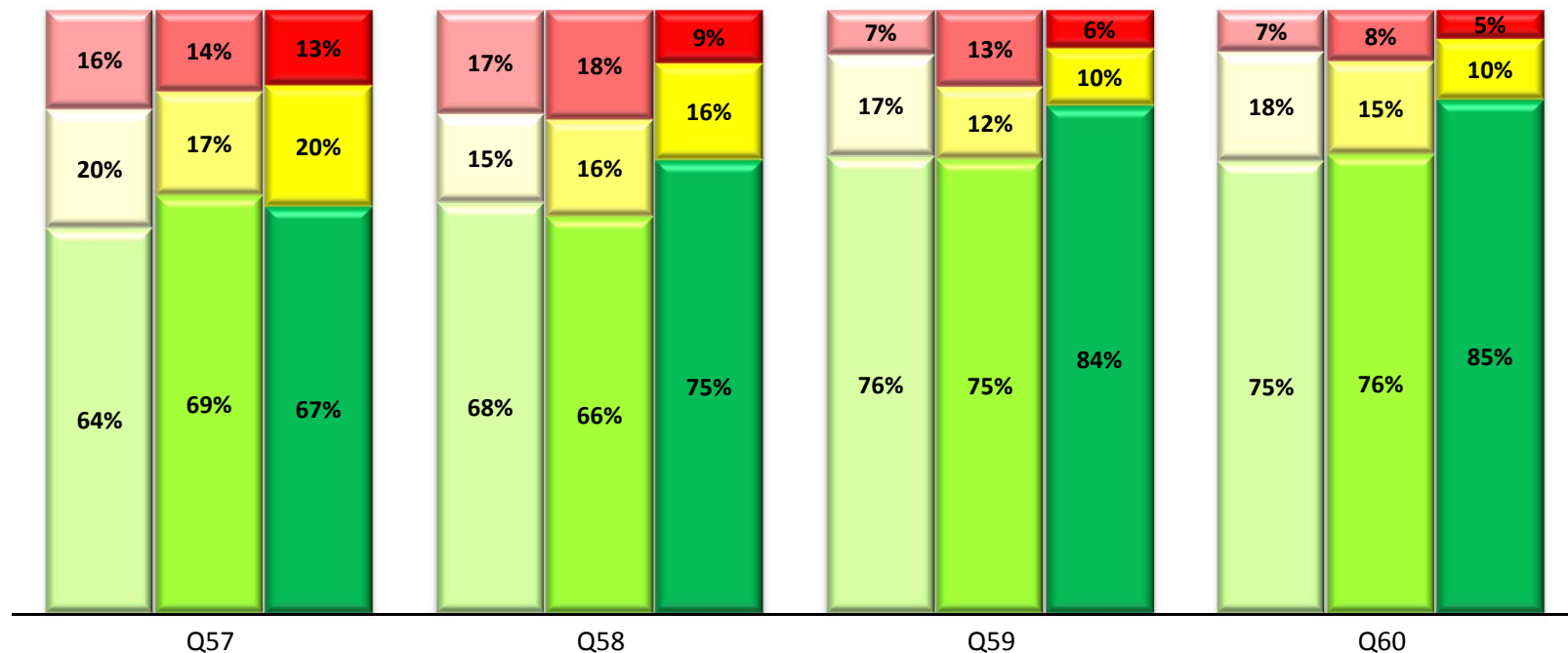
Q56. The Continuing Education website is accurate.



# Support for Student Personal & Academic Growth Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q51	In general, I feel that student support services in Continuing Education are adequate to meet student needs.	3.65	3.53	3.60	<b>3.59</b>
Q52	Student Services at my campus has sufficient staff and resources to meet student needs.	3.15	3.08	3.22	<b>3.14</b>
Q53	Student Services at my campus has sufficient facilities to meet student needs.	3.30	3.27	3.53	<b>3.35</b>
Q54	I refer students for various services available on campus (e.g., Counseling, DSPS & Financial Aid).	4.09	3.83	3.89	<b>3.94</b>
Q55	The Continuing Education class schedule is accurate.	3.51	3.70	3.81	<b>3.66</b>
Q56	The Continuing Education website is accurate.	3.85	3.78	3.78	<b>3.80</b>

# Resource Management & Development

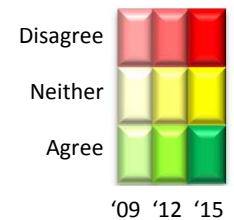


Q57. Continuing Education adequately maintains its physical resources to support its programs and services.

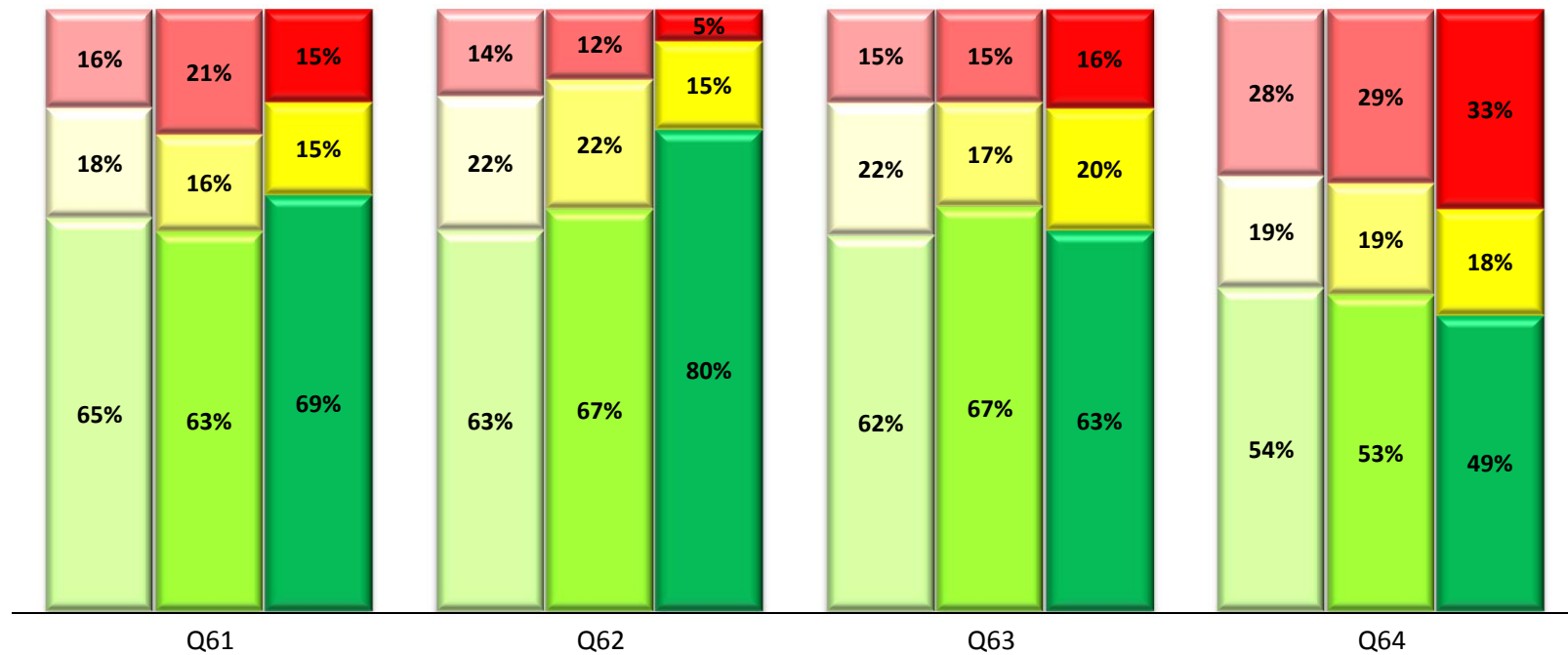
Q58. Safety hazards are addressed promptly.

Q59. The grounds are adequately maintained.

Q60. The exterior features of the campus buildings are adequately maintained.



# Resource Management & Development

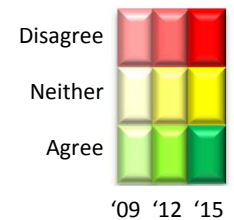


Q61. The interior of the buildings are adequately maintained.

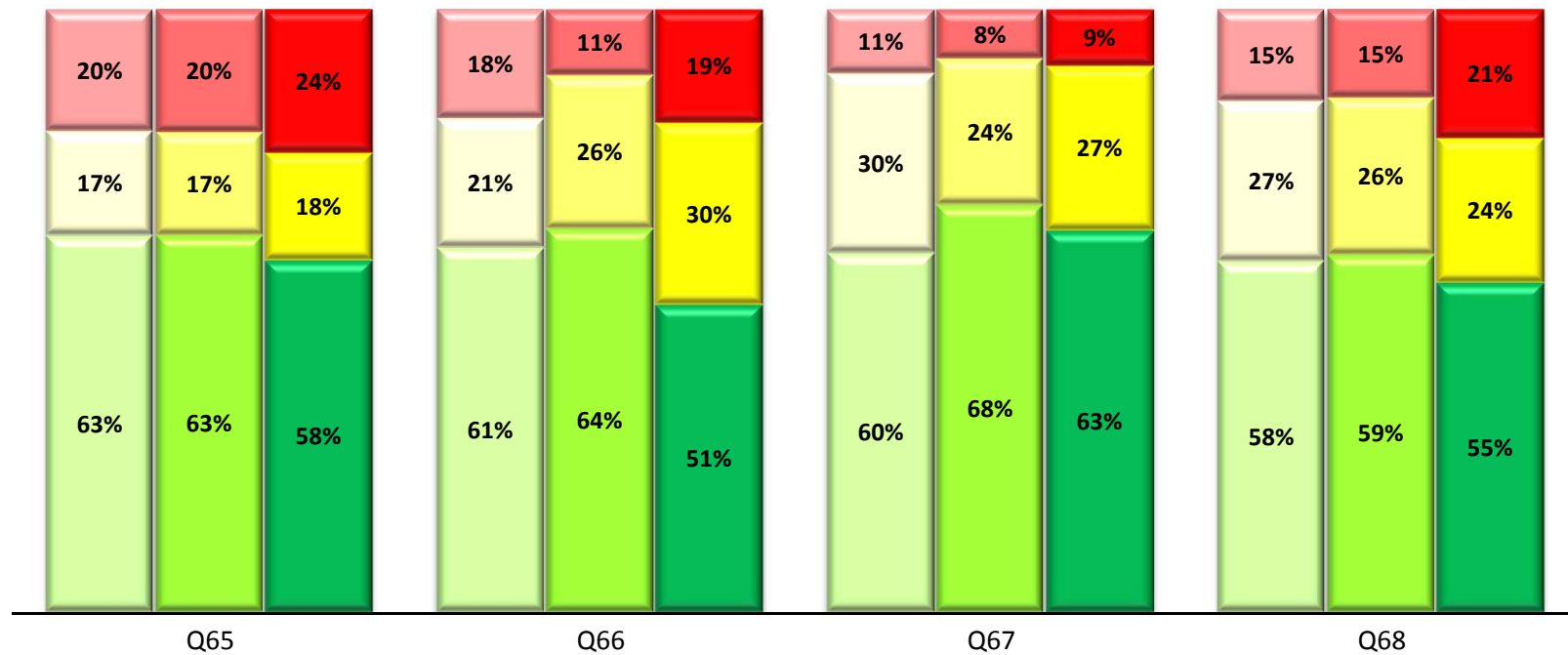
Q62. The exterior lighting of Continuing Education is adequately maintained.

Q63. Technology planning is integrated with institutional planning.

Q64. The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.



# Resource Management & Development

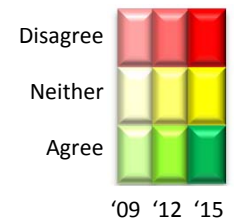


Q65. Continuing Education provides adequate training in the effective application of information technology to faculty and staff.

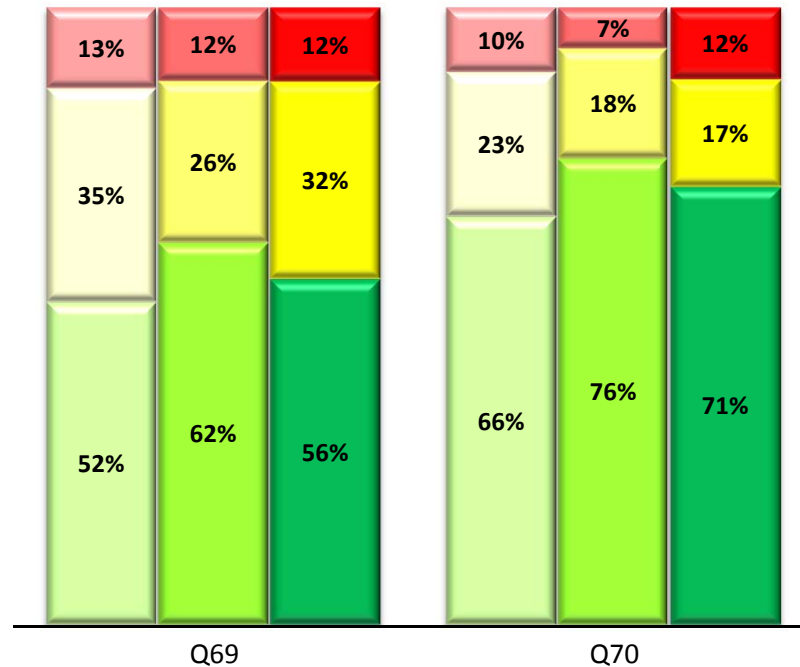
Q66. Budget information is readily accessible throughout Continuing Education.

Q67. Continuing Education's budget reflects its priorities and planning goals (general funds and others).

Q68. Faculty and staff have sufficient opportunities to participate in budget development for Continuing Education through its shared participatory processes.

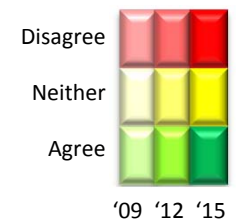


# Resource Management & Development



Q69. The District resource allocation process effectively supports Continuing Education.

Q70. Student learning needs are central to the planning, development, and design of new facilities.





## Resource Management & Development Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q57	Continuing Education adequately maintains its physical resources to support its programs and services.	3.59	3.70	3.72	<b>3.66</b>
Q58	Safety hazards are addressed promptly.	3.69	3.66	3.91	<b>3.74</b>
Q59	The grounds are adequately maintained.	3.93	3.85	4.07	<b>3.94</b>
Q60	The exterior features of the campus buildings are adequately maintained.	3.91	3.89	4.14	<b>3.96</b>
Q61	The interior of the buildings are adequately maintained.	3.65	3.53	3.78	<b>3.64</b>
Q62	The exterior lighting of Continuing Education is adequately maintained.	3.64	3.73	4.05	<b>3.78</b>
Q63	Technology planning is integrated with institutional planning.	3.59	3.65	3.64	<b>3.62</b>

# Resource Management & Development Mean Responses

Question #	Question Label	2009	2012	2015	Average
Q64	The availability of computers, software, multimedia, and other technologies is sufficient to support teaching and learning.	3.34	3.28	3.22	<b>3.28</b>
Q65	Continuing Education provides adequate training in the effective application of information technology to faculty and staff.	3.59	3.57	3.52	<b>3.56</b>
Q66	Budget information is readily accessible throughout Continuing Education.	3.53	3.69	3.46	<b>3.57</b>
Q67	Continuing Education's budget reflects its priorities and planning goals (general funds and others).	3.62	3.74	3.67	<b>3.68</b>
Q68	Faculty and staff have sufficient opportunities to participate in budget development for Continuing Education through its shared governance processes.	3.50	3.57	3.46	<b>3.51</b>
Q69	The District resource allocation process effectively supports Continuing Education.	3.51	3.63	3.64	<b>3.59</b>
Q70	Student learning needs are central to the planning, development, and design of new facilities.	3.77	3.91	3.83	<b>3.84</b>

End