



# City College

## 2012 Employee Feedback Survey

June 2012



**Office of Institutional Research and Planning**

# Introduction

# Overview & Purpose

- The three SDCCCD 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 :
  - 80 forced-choice items
    - 74 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

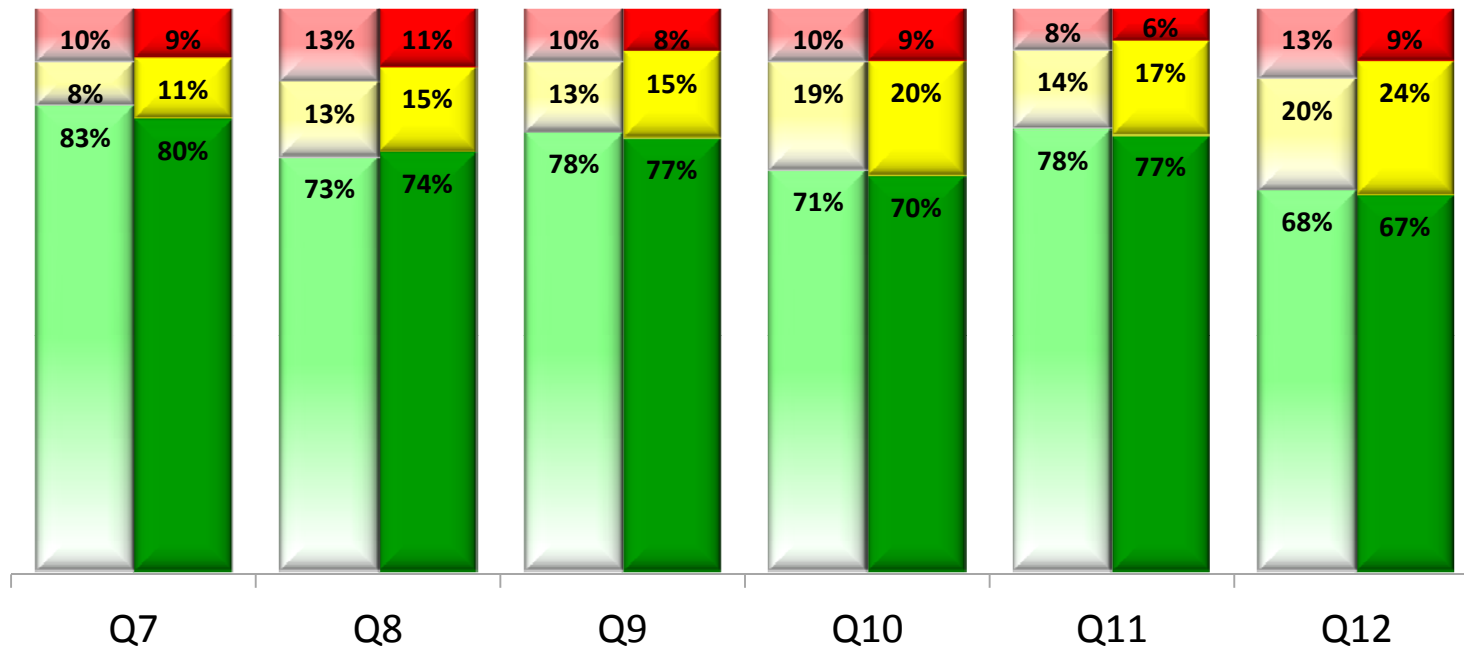
- The Employee Satisfaction Survey used a census sample design (all employees at all sites were invited to participate). The expected response rate at each site was 20% to 35%.
- The survey was made available both online and in a paper and pencil format and took approximately 30 minutes to complete.
- 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

- 1,234 employees received invitations to survey. 336 completed the survey (27% response rate).
- 40% adjunct faculty, 28% contract faculty, 20% classified, 4% supervisors, 5% managers, and 4% non-academic hourly
  - 68% of faculty reported classroom faculty assignment, 15% non-classroom, and 16% reported both classroom and non-classroom.
  - 45% of classified staff, managers, and supervisors were from student support services, 28% from instructional support services, 15% from administrative services, 2% from information technology, and 11% from other departments.
- 44% of respondents have been with the college for 11 years or more, 29% for two to six years, 20% 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.

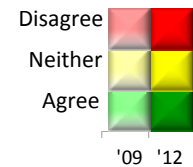
Q8. Improving institutional effectiveness is valued throughout the college.

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

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

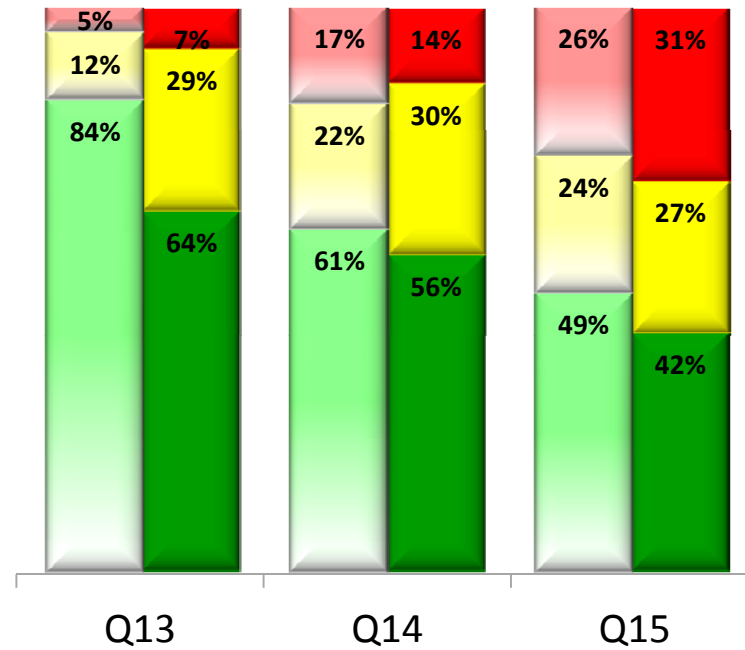
Q11. Student learning is considered in institutional planning.

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





# Student Learning Programs & Services

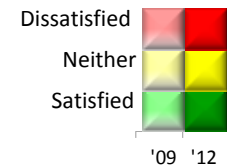


Rate your level of satisfaction with the overall quality of the areas listed below:

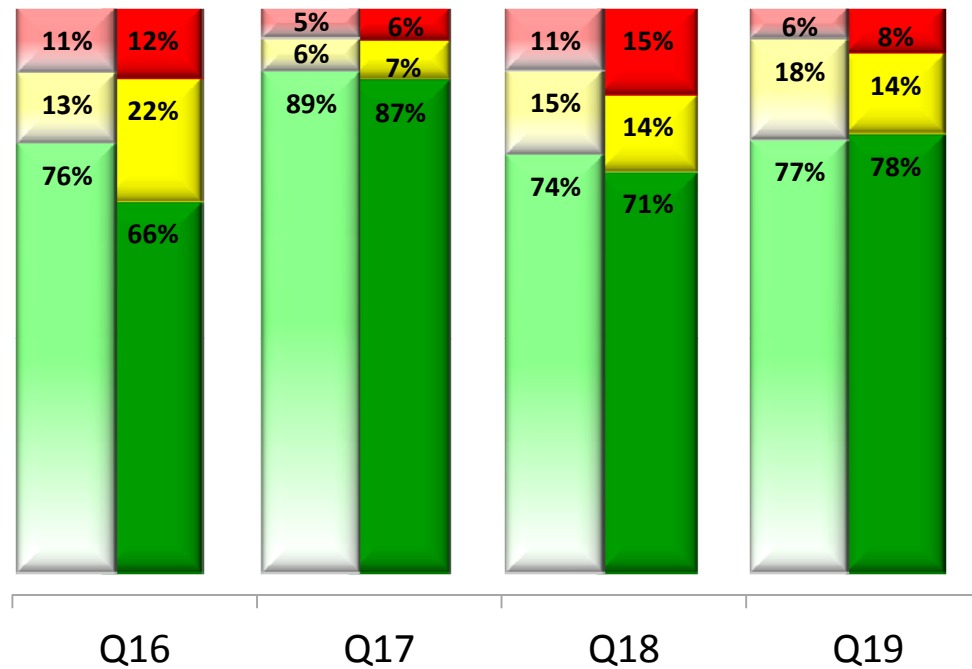
Q13. Office of Instruction

Q14. Departmental Teaching Resources

Q15. Staffing Resources



# Student Learning Programs & Services



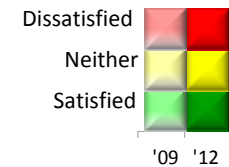
Rate your level of satisfaction with the overall quality of the areas listed below:

Q16. Library Resources

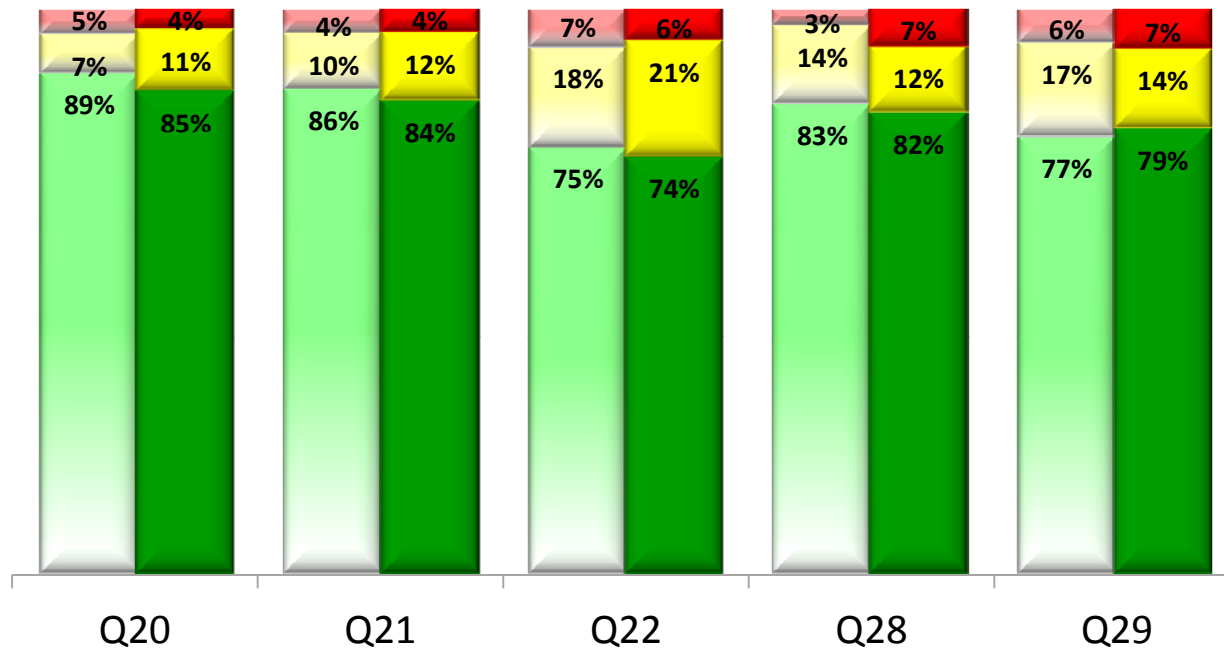
Q17. Duplicating/Reprographics

Q18. Technical Support

Q19. Audio-Visual Support



# Instructional Programs & SLOs/Administrative Unit Outcomes



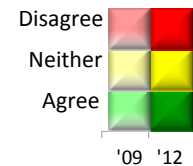
Q20. The faculty has a central role in assuring quality of instruction.

Q21. The college identifies and seeks to meet the varied educational needs of it's students through diverse programs and services.

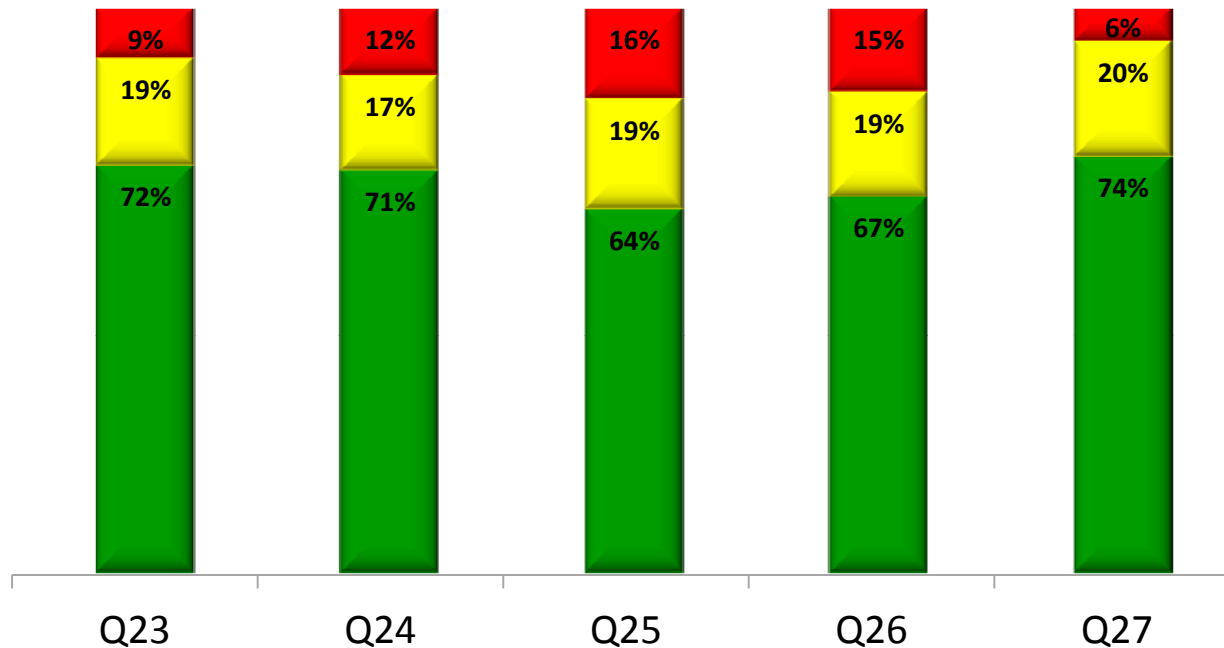
Q22. Instructors use teaching methodologies that reflect the diverse needs of the students.

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. 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.

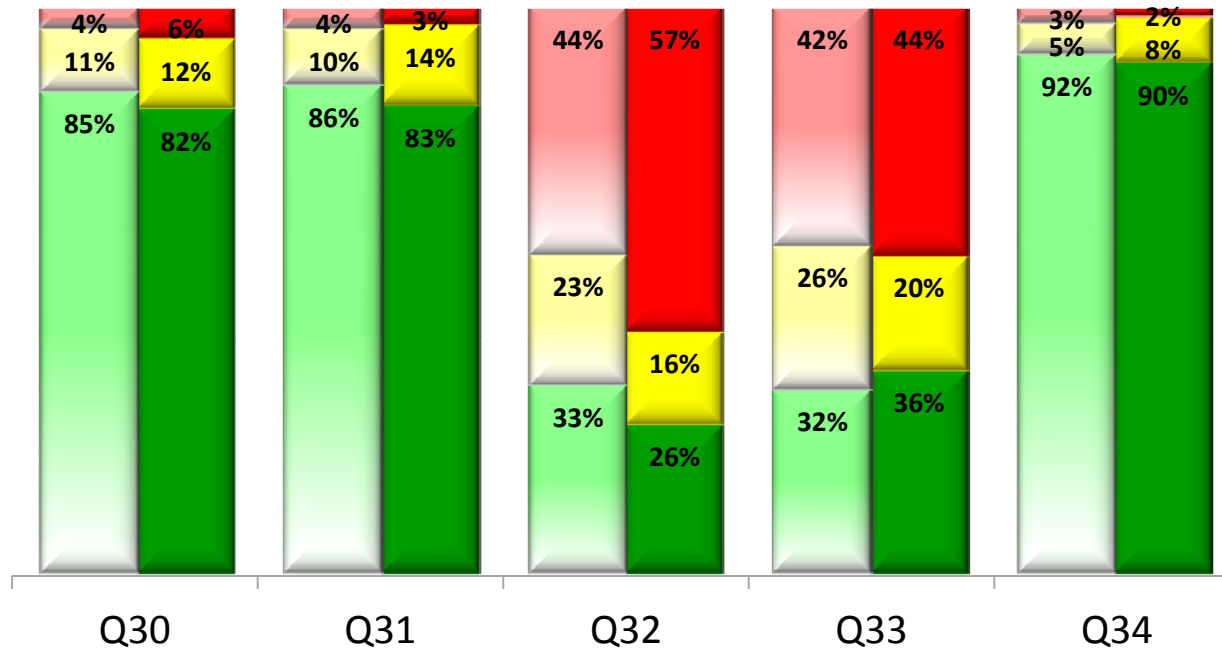


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# Institutional Effectiveness Summary

- Overall, the majority of employees continue to have positive perceptions of improving institutional effectiveness and are highly satisfied with student learning programs, services and instructional programs, as well as the SLOs/administrative unit outcomes.
- For the SLOs and administrative unit outcomes assessment items with no referential points of comparison from the last survey, the majority of employees also rated high in satisfaction.
- Contrastingly, there was a considerable decrease in the percentage of employees that rated the Office of Instruction and library resources high in satisfaction.
- Moreover, departmental teaching resources and staffing resources continue to receive moderate and declining satisfaction ratings.

# Student Support Services



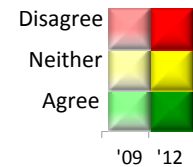
Q30. The college encourages personal, aesthetic, and intellectual development in students.

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

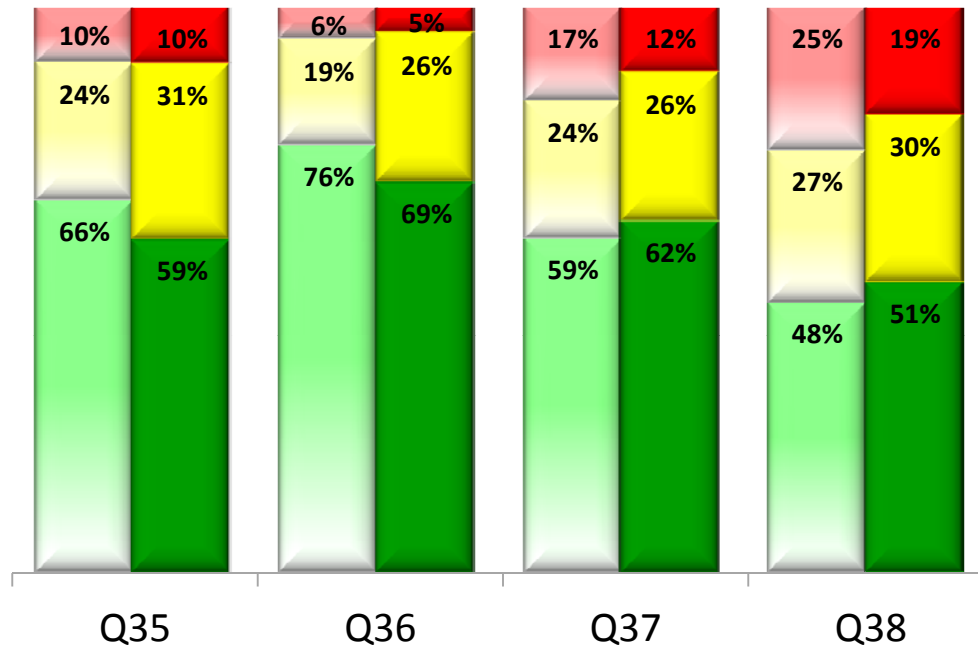
Q32. Student Services at this college have sufficient staff/resources to meet student needs.

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).



# Library & Learning Support Services

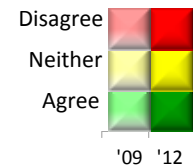


Q35. Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources.

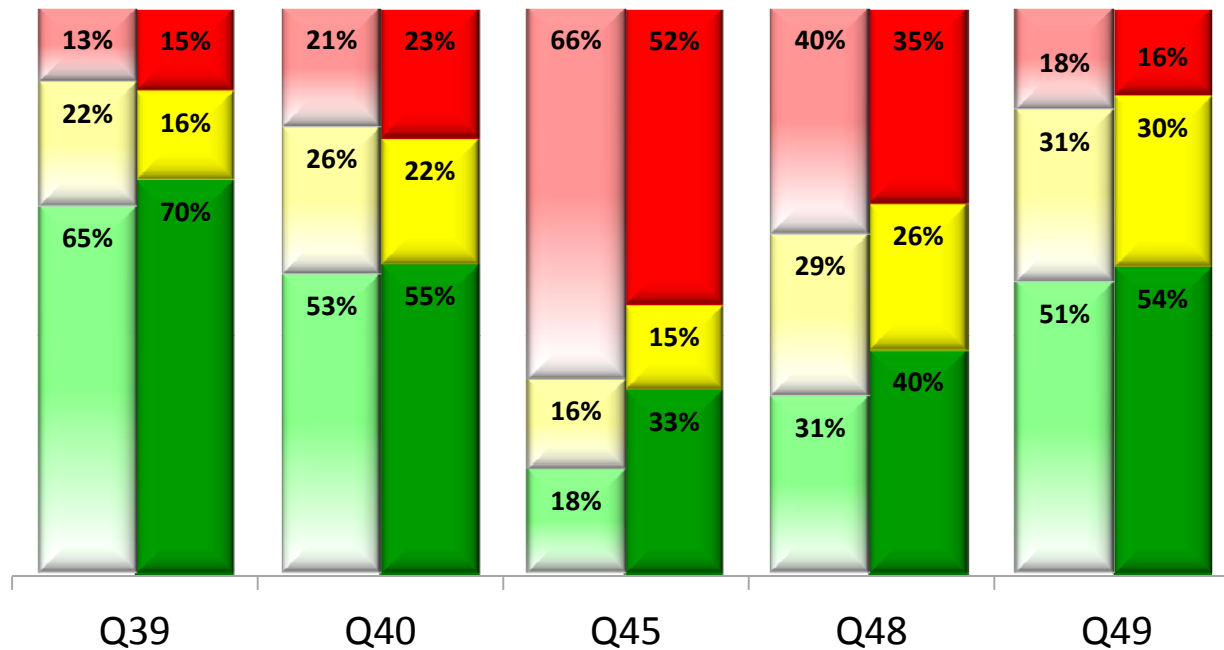
Q36. The college provides ongoing training for users of library and other learning support services to develop information competency.

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.

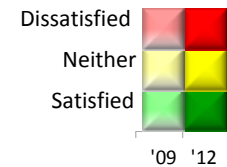


# Library & Learning Support Services



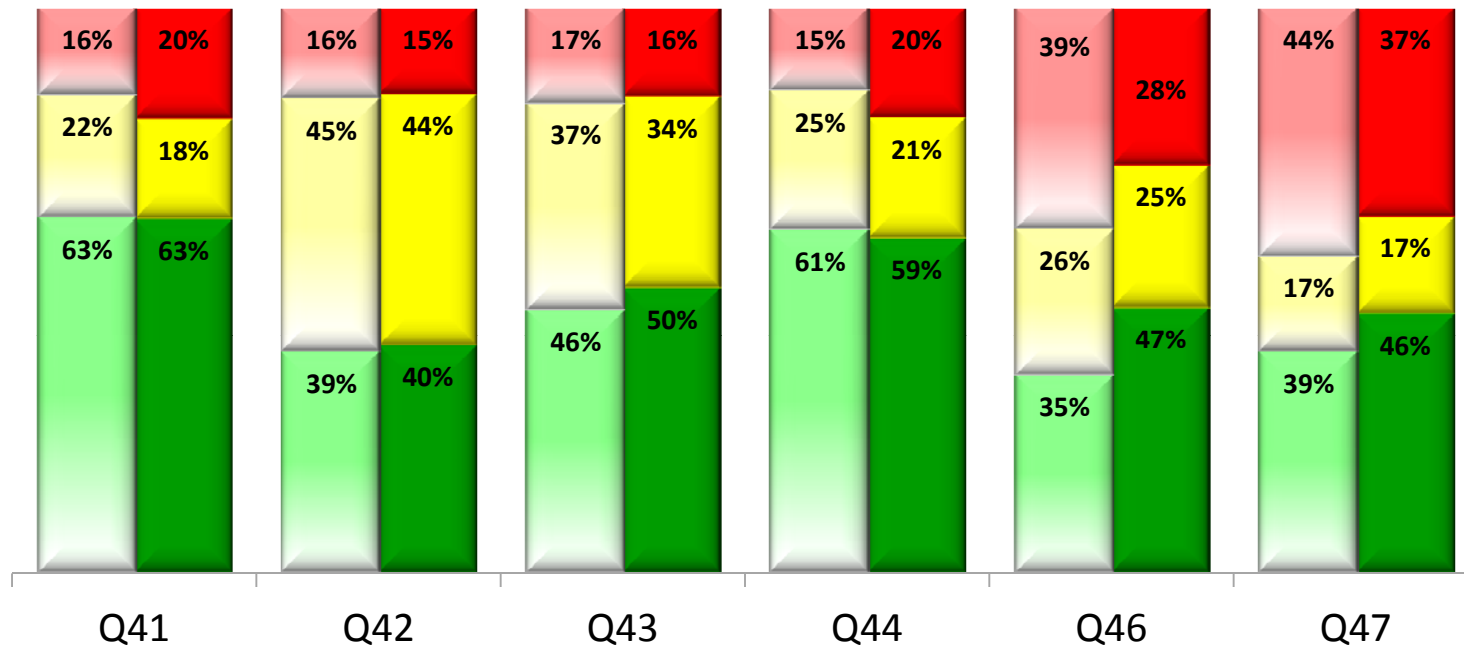
Rate your level of satisfaction with the overall quality of the areas listed below:

- 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

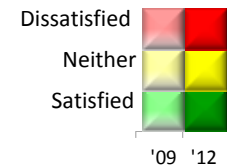
Q42. Science Labs

Q43. Career Technical Labs

Q44. Computer Labs

Q46. Classrooms

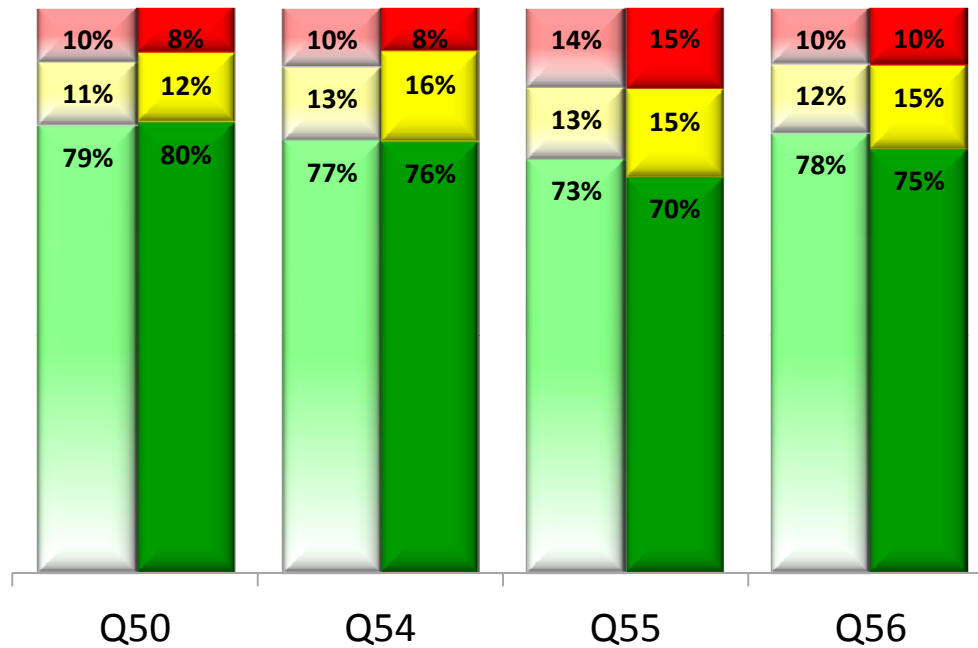
Q47. Assigned Working Space/Office Space



# Support Services Summary

- Employees continued to give low and decreasing satisfaction ratings on the college's adequacy of student services staff/resources to meet student needs.
- Employees also continue to believe that there are inadequate student services facilities to meet students needs.
- In addition, parking, the cafeteria, classrooms, and assigned working/office space continued to receive low but marked improvement in satisfaction.
- Science labs and career technical labs continued to receive high percentages of neutral responses indicating a general lack of awareness/usage across the College.

# Human Resources

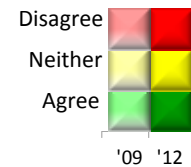


Q50. I am treated with respect at this college.

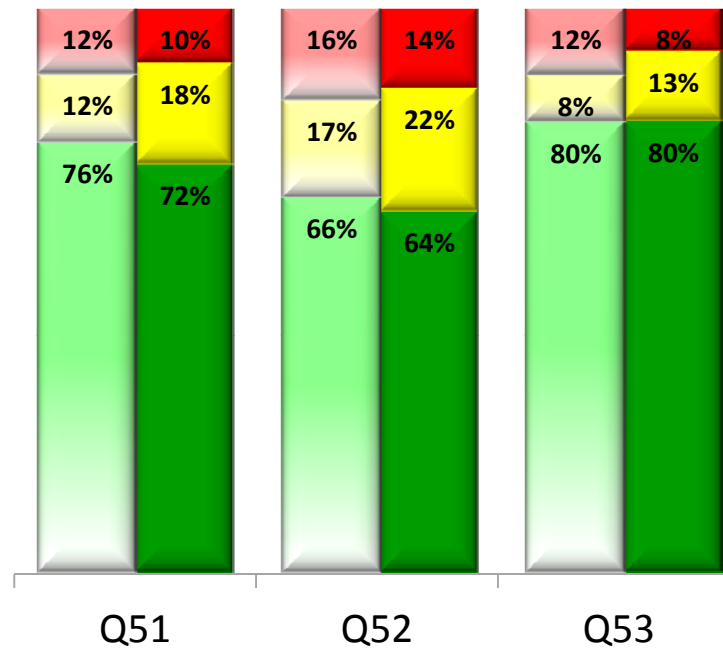
Q54. Policies and practices of the college clearly demonstrate commitment to equity and diversity.

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.



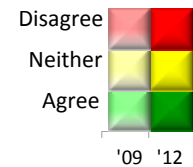
# Human Resources



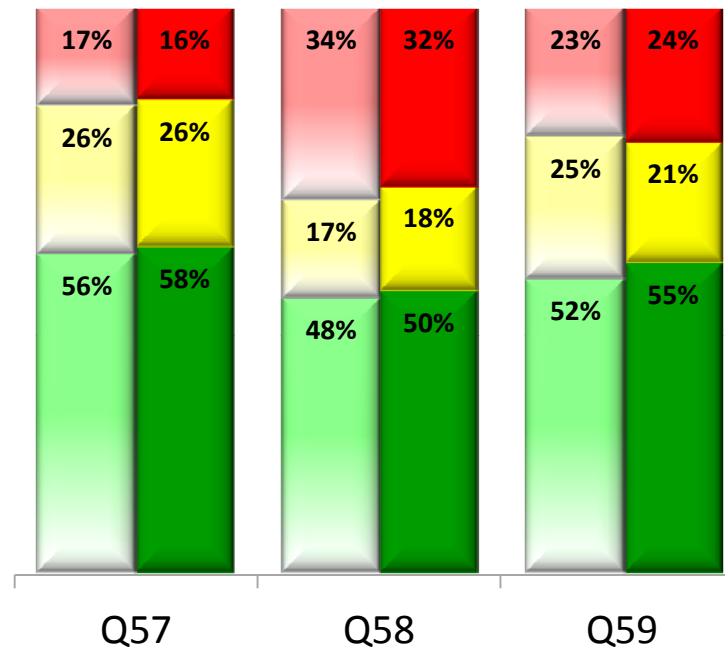
Q51. The criteria for hiring employees are clearly stated.

Q52. The procedures for hiring employees are strictly followed.

Q53. My performance evaluations have been conducted according to my contract guidelines.



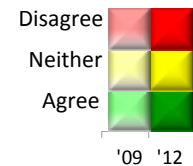
# Technological Resources



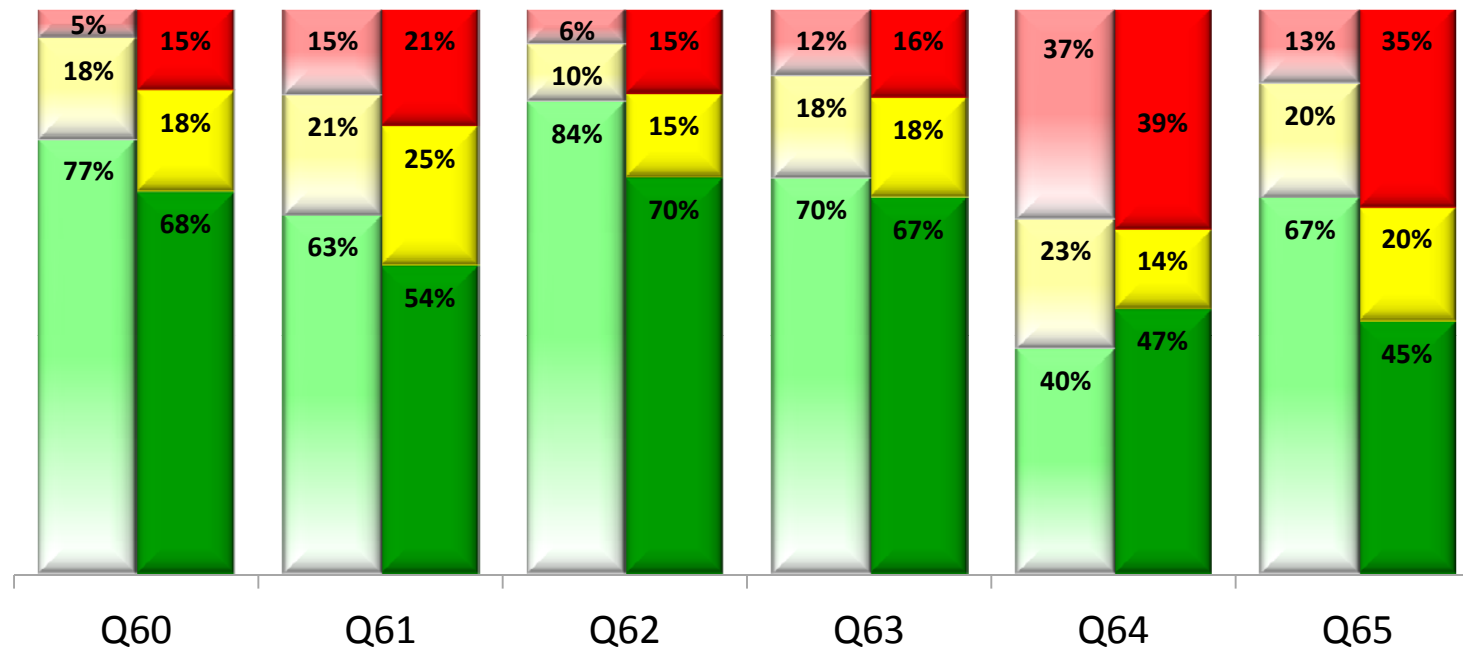
Q57. Technology planning is effectively integrated with institutional planning.

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.



# Physical Resources



Q60. Student learning and support needs are central to the planning, development, and design of new facilities.

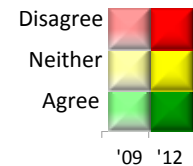
Q61. Safety hazards are addressed promptly.

Q62. The grounds are pleasing and adequately maintained.

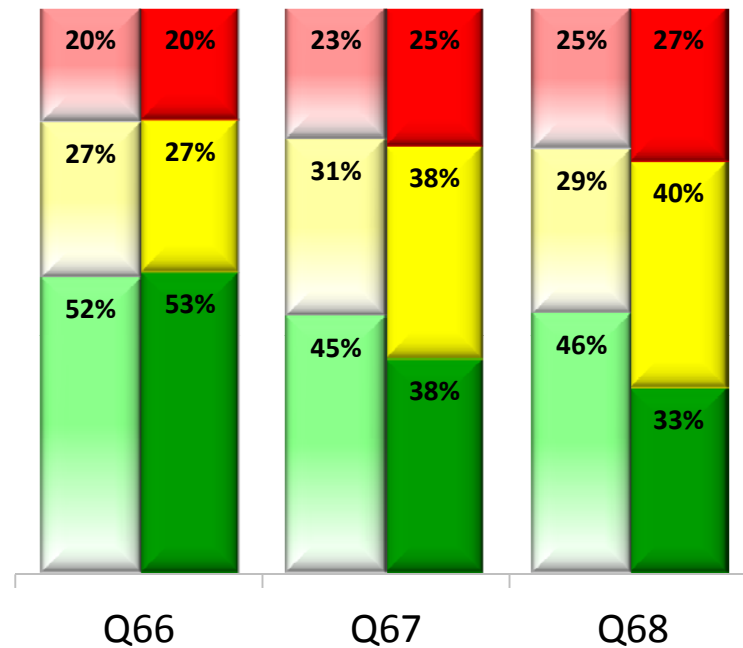
Q63. The exterior of the campus buildings are adequately maintained.

Q64. The interior of the classrooms, offices, and restrooms are adequately maintained.

Q65. The exterior lighting of the college is adequate.



# Financial Resources



Q66. College guidelines and processes for budget development are clearly communicated.

Q67. I have appropriate opportunities to participate in budget development for the college through its shared governance processes.

Q68. The college resource allocation model equitably supports college programs and services.

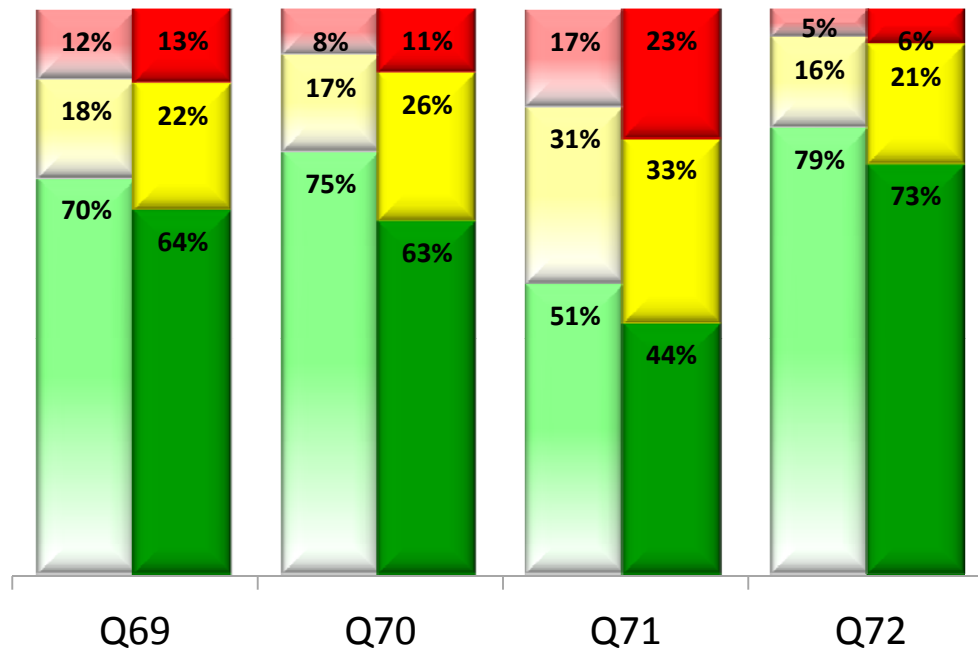


# Resources Summary

- Overall, the majority of employees was highly satisfied with human resources and moderately yet increasingly satisfied with technological resources.
- Satisfaction ratings for physical resources were rather mixed. Employees were much less satisfied with the exterior lighting of the College but increasingly satisfied with the maintenances of the interior of the buildings.
- The items regarding the participation in budget development and the college resource allocation model received low and considerably decreasing satisfaction ratings. These items also had high percentages of neutral responses, which may indicate a lack of awareness/usage of these recourses.



# Decision-Making Roles & Processes

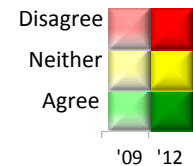


Q69. The college leaders encourage all members of the college community to take initiative in improving institutional effectiveness.

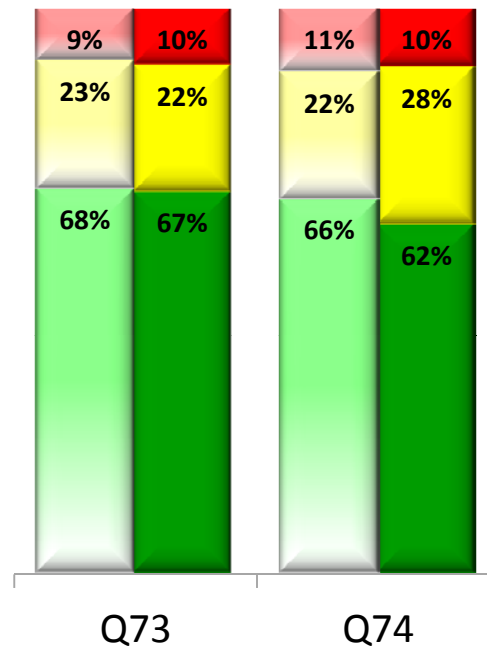
Q70. The faculty exercises a substantial voice in matters related to educational programs, the hiring of faculty and other personnel, and institutional policies.

Q71. The classified staff exercise a substantial voice in matters related to college planning, budgeting, and institutional policies.

Q72. The faculty is central to decision-making involving curriculum development.

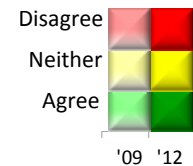


# Decision-Making Roles & Processes

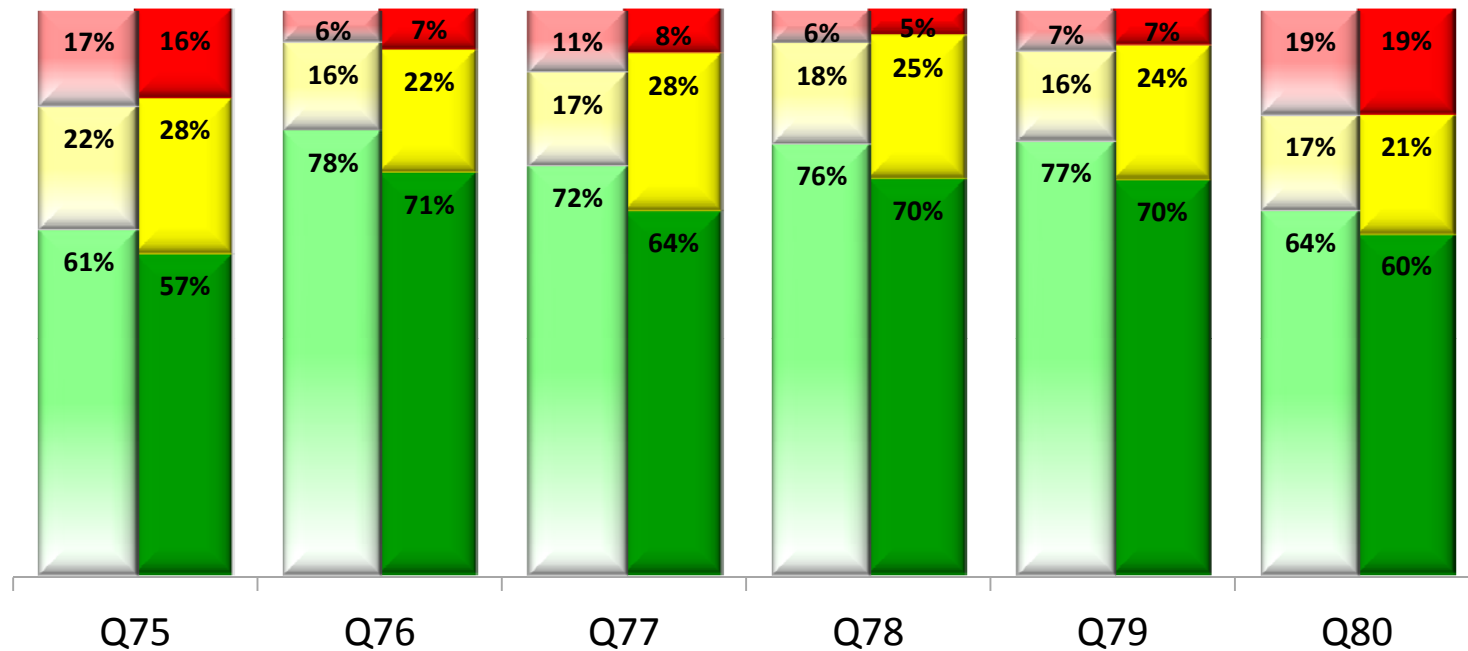


Q73. In general, I am aware of the staff and/or faculty role in various governing, planning, budgeting, and policy-making bodies at the college.

Q74. The college establishes governance structures, processes, and practices to facilitate effective communication among the institution's constituencies.



# College & District Administration



Q75. The college's administrative structure is organized and staffed to reflect the institution's purposes, size, and complexity.

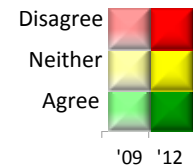
Q76. The college president provides effective leadership in planning and assessing institutional effectiveness.

Q77. The college president provides effective leadership in selecting and developing personnel.

Q78. The college president provides effective leadership in fiscal planning and budget development.

Q79. The college president works and communicates effectively with the communities served by the college.

Q80. The District Office uses effective methods of communicating with college staff and faculty.



# Decision-Making Processes Summary

- Overall, the majority of employees continued to be satisfied with the decision-making roles and processes and college and district administration.
- There was a decreasing trend across all the items in this area compared to the 2009 ratings.
- There was a marked decrease in satisfaction with faculty voice in substantial matters related to decision making.