



# Miramar 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 :
  - 83 forced-choice items
    - 77 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

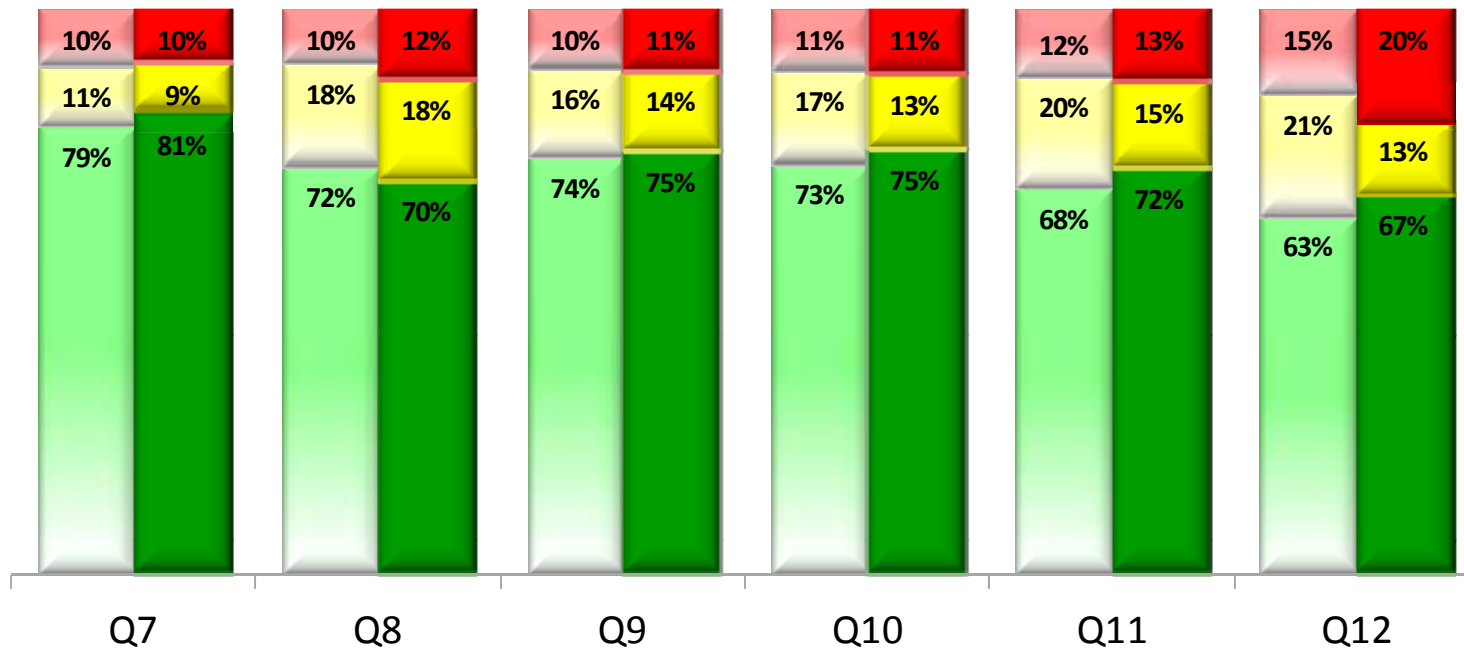
- The Employee Satisfaction Survey used a census sample design (all employees at all sites were invited to participate). The expected response rate at each site was 20% to 35%.
- The survey was made available both online and in a paper and pencil format and took approximately 30 minutes to complete.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

- 753 employees received invitations to survey. 251 completed the survey (33% response rate).
- 34% adjunct faculty, 30% contract faculty, 23% classified, 7% supervisors, 4% managers, and 2% non-academic hourly
  - 69% of faculty reported classroom faculty assignment, 11% non-classroom, and 20% reported both classroom and non-classroom.
  - 46% of classified staff, managers, and supervisors were from instructional support services, 28% from student support services, 12% from administrative services, 6% from information technology, and 8% from other departments.
- 38% of respondents have been with the college for 11 years or more, 37% for two to six years, 13% for seven to 10 years, and 12% for one year or less.

# The Findings

# Improving Institutional Effectiveness



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

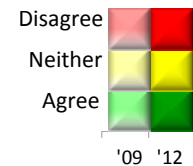
Q8. Improving institutional effectiveness is valued throughout the college.

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

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

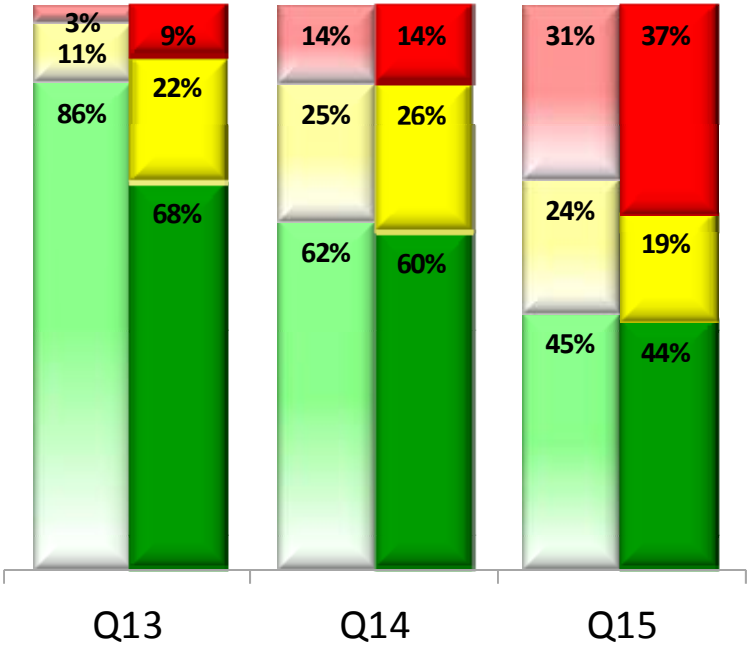
Q11. Student learning is considered in institutional planning.

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



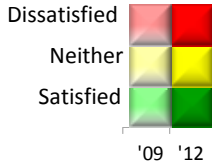


# Improving Institutional Effectiveness

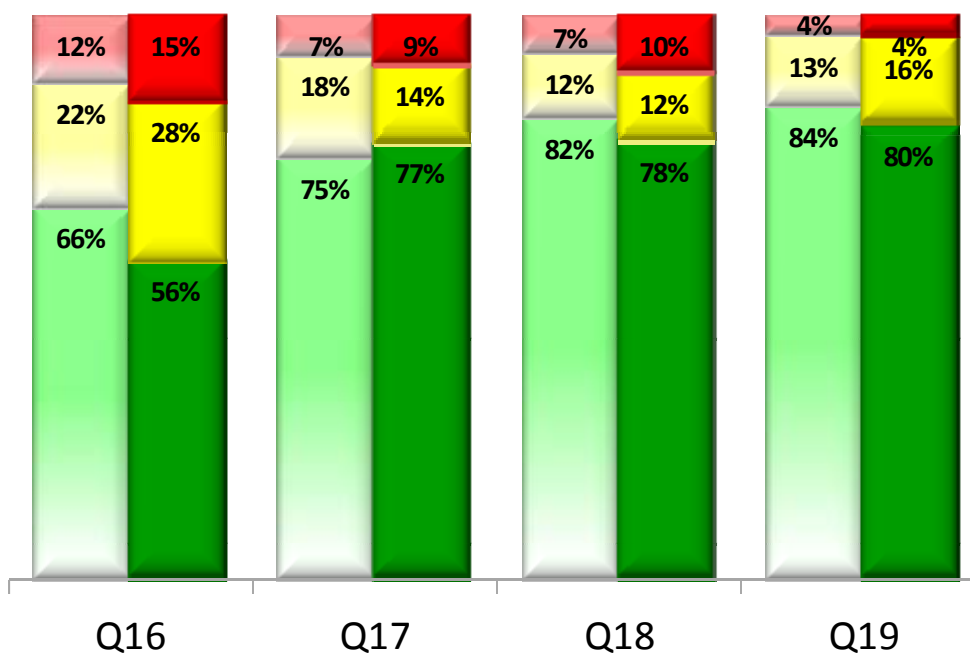


Rate your level of satisfaction with the overall quality of the areas listed below:

- Q13. Office of Instruction
- Q14. Departmental Teaching Resources
- Q15. Staffing Resources



# Improving Institutional Effectiveness



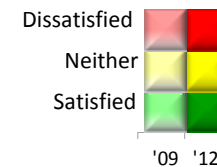
Rate your level of satisfaction with the overall quality of the areas listed below:

Q16. Library Resources

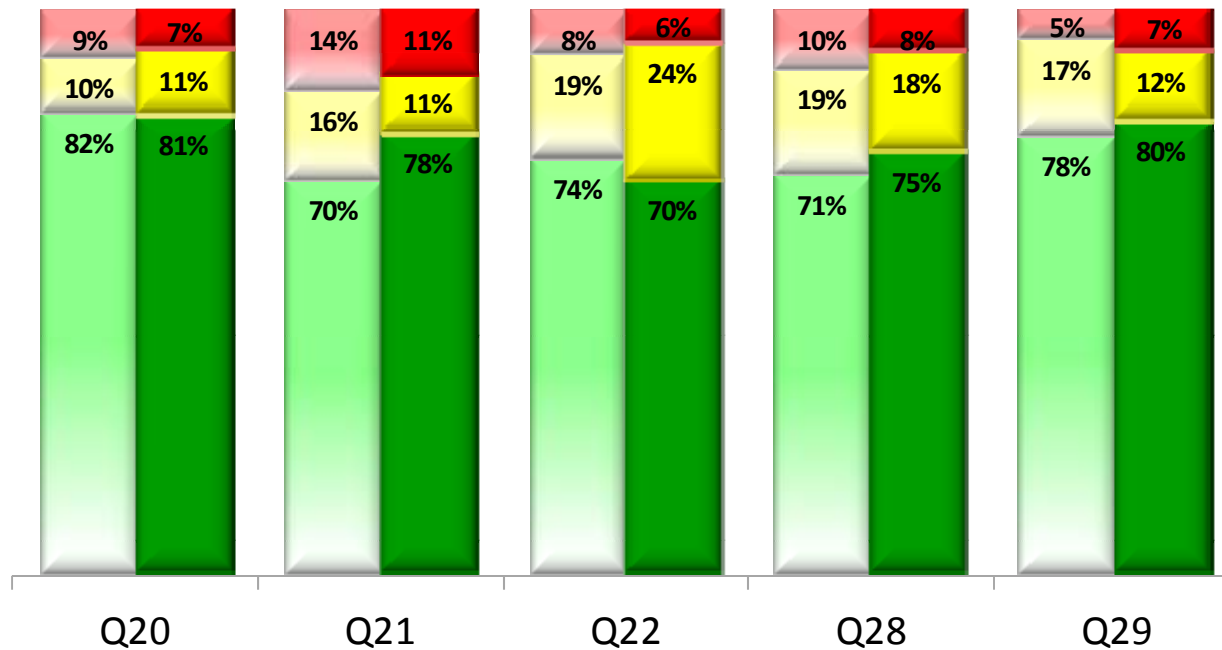
Q17. Duplicating/Reprographics

Q18. Technical Support

Q19. Audio-Visual Support



# Instructional Programs & SLOs/Administrative Unit Outcomes



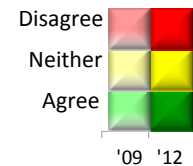
Q20. The faculty has a central role in assuring quality of instruction.

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

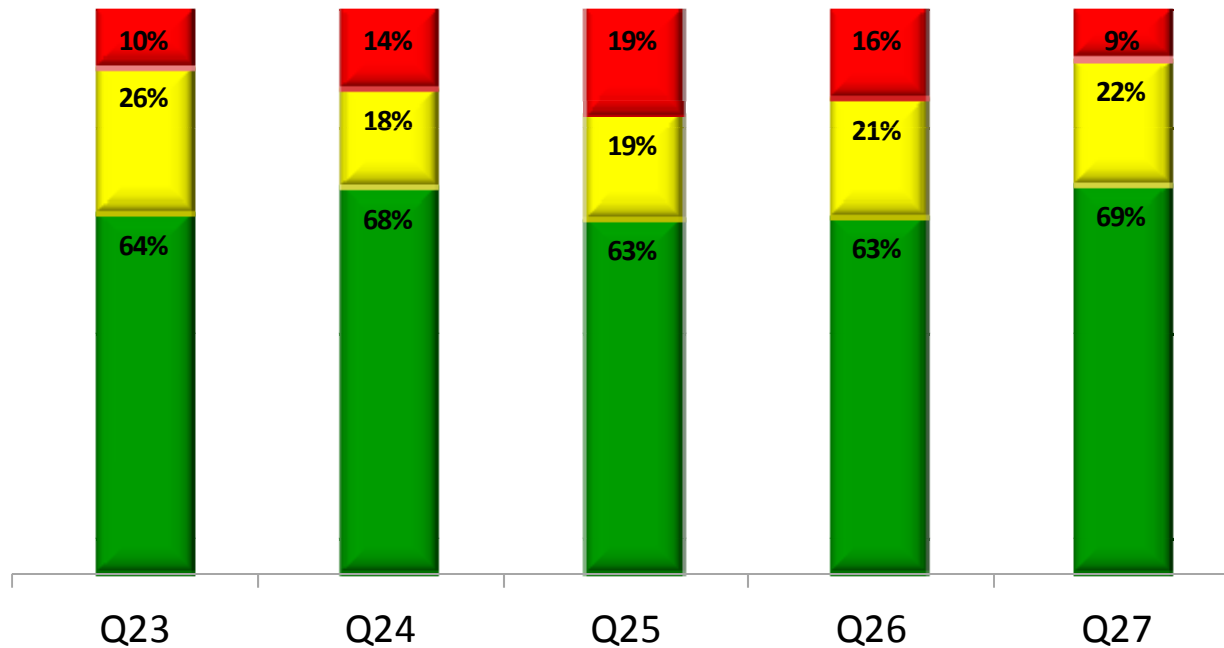
Q22. Instructors use teaching methodologies that reflect the diverse needs of the students.

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. 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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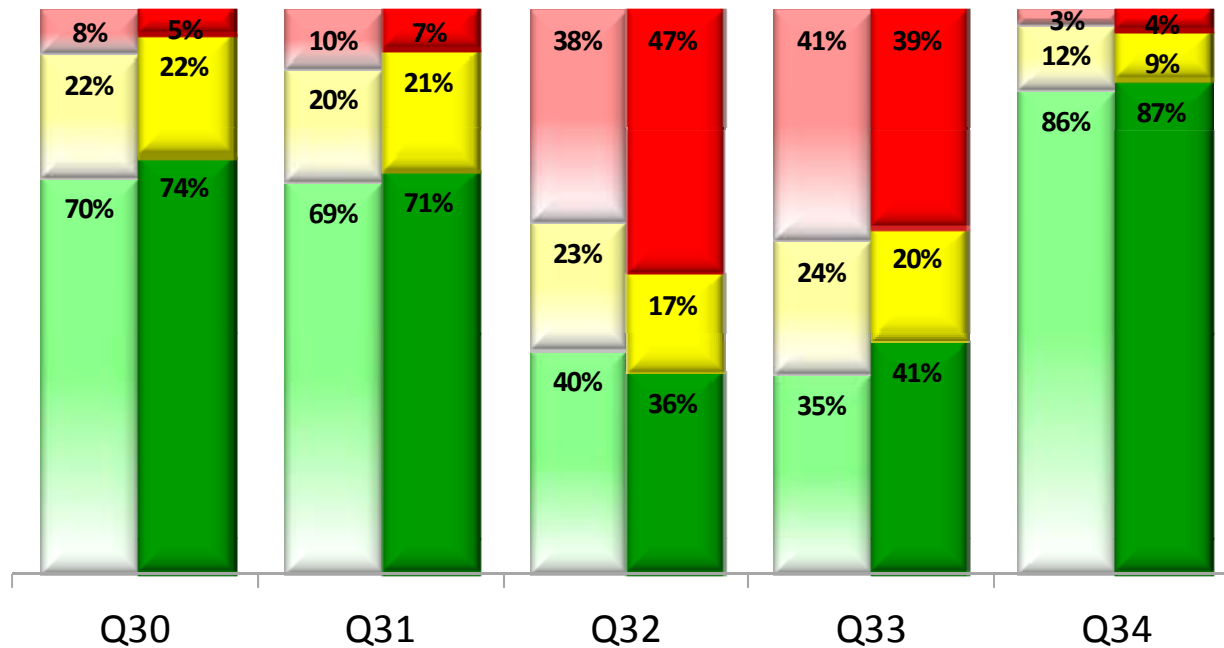
# Institutional Effectiveness Summary

- Overall, the majority of the employees had positive perceptions toward the college improving institutional effectiveness.
- Employees also expressed satisfaction with instructional programs and SLOs/administrative unit outcomes. This observation is consistent with the trend found in the 2009 Employee Satisfaction survey results.
- For the SLOs and administrative unit outcomes assessment items with no referential points of comparison from the 2009 Employee Satisfaction survey, the majority of employees also rated high satisfaction.

# Institutional Effectiveness Summary

- The survey items which showed a downward shift in contentment ratings by employees were the Office of Instruction and library resources. The lack of confidence employees have displayed in rating the overall quality of the Office of Instruction as neutral or unsatisfactory may be a consequence of the high administrative turnover that has occurred between 2009 and 2012.
- The high dissatisfaction ratings with the overall quality of staffing resources may be due to Miramar not having a human resources plan in place that addresses the growing needs of the college (as corroborated by one of Miramar's accreditation recommendations).

# Student Support Services



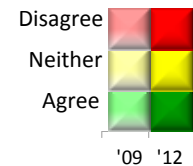
Q30. The college encourages personal, aesthetic, and intellectual development in students.

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

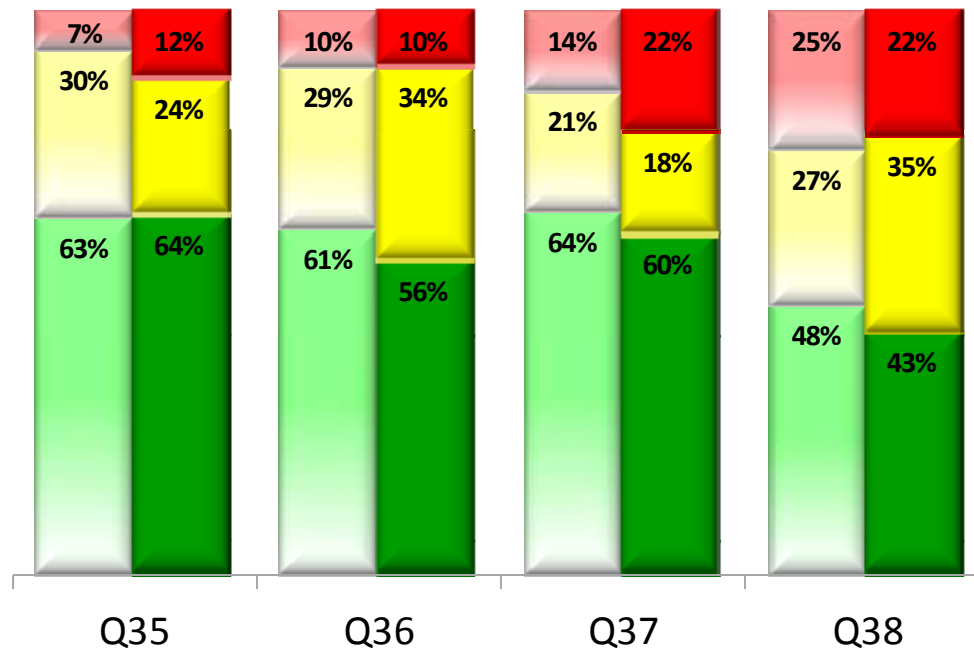
Q32. Student Services at this college have sufficient staff/resources to meet student needs.

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

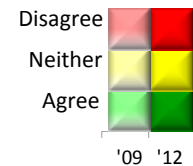


Q35. Librarians consult with campus faculty and other campus stakeholders to select and maintain books, periodicals, audio-visual materials, and other learning resources.

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

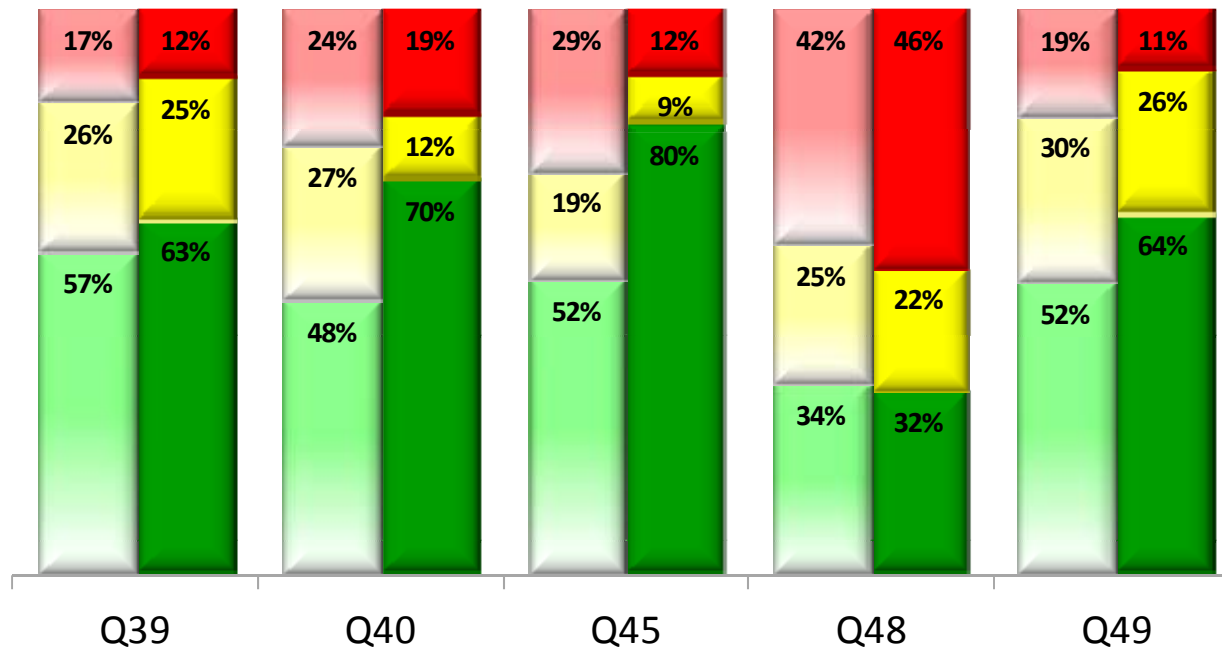
Q37. I use library and related support services in my teaching or work function.

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:

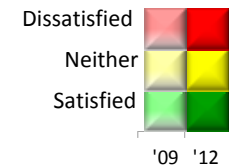
Q39. Bookstore

Q40. Physical Facilities

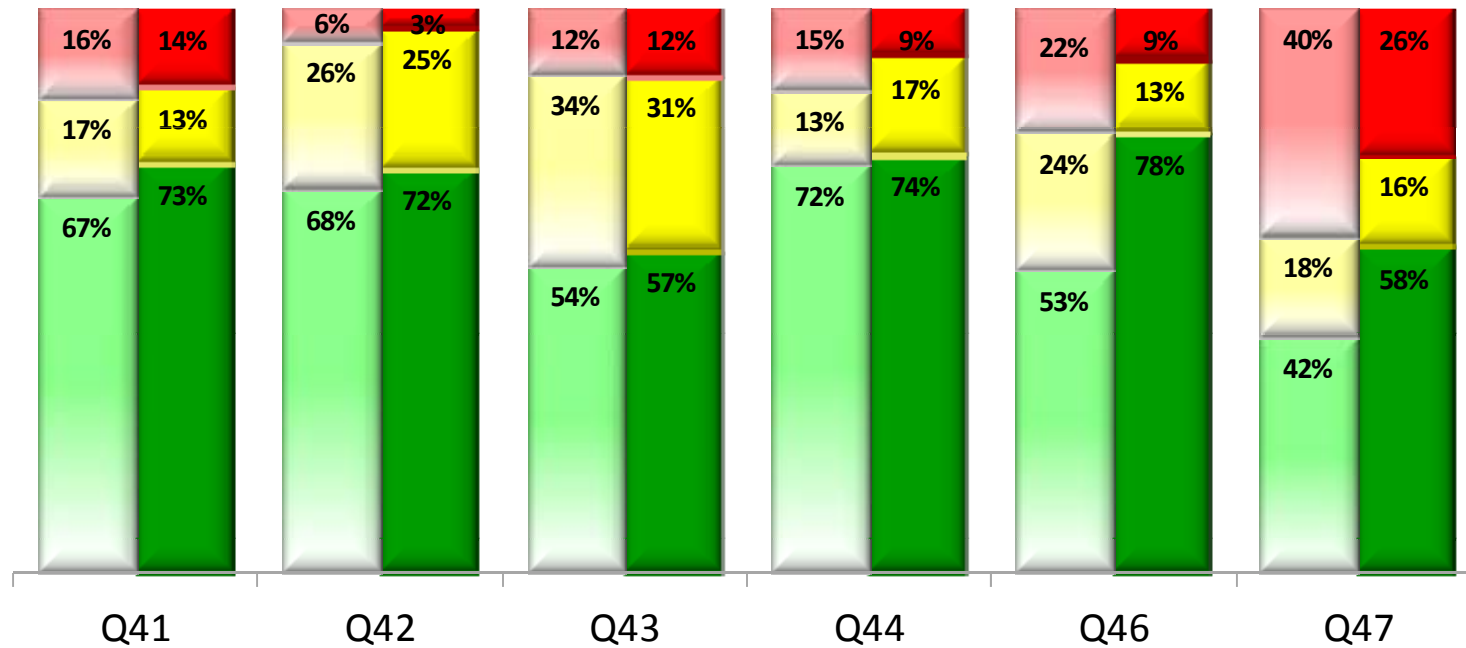
Q45. Parking

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

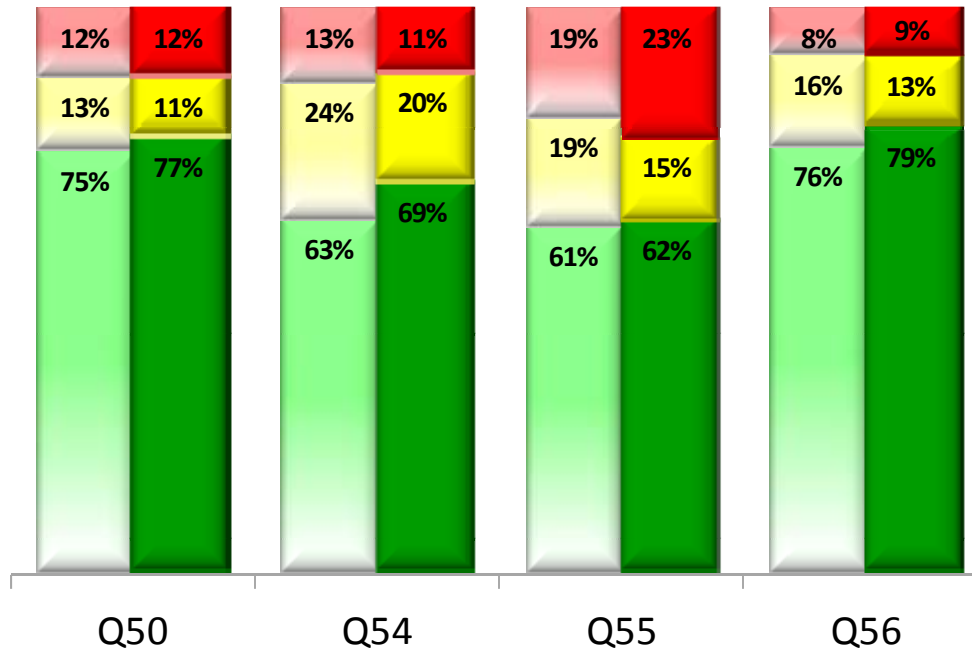


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# Support Services Summary

- Miramar employees showed positive perceptions of support services for students on campus. In particular, the majority of the library and learning support services items showed an increase trend in satisfaction ratings between 2009 and 2012.
- Employees showed dissatisfactory ratings for the cafeteria and showed a high percentage of neutral ratings for the business services/fiscal resources. This indicates that employees may not be involved with or are not aware of business services/fiscal resources on campus.
- Career technical labs continued to receive high percentages of neutral responses indicating a general lack of awareness/usage across the College.

# Human Resources

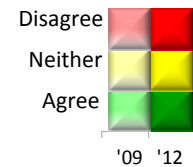


Q50. I am treated with respect at this college.

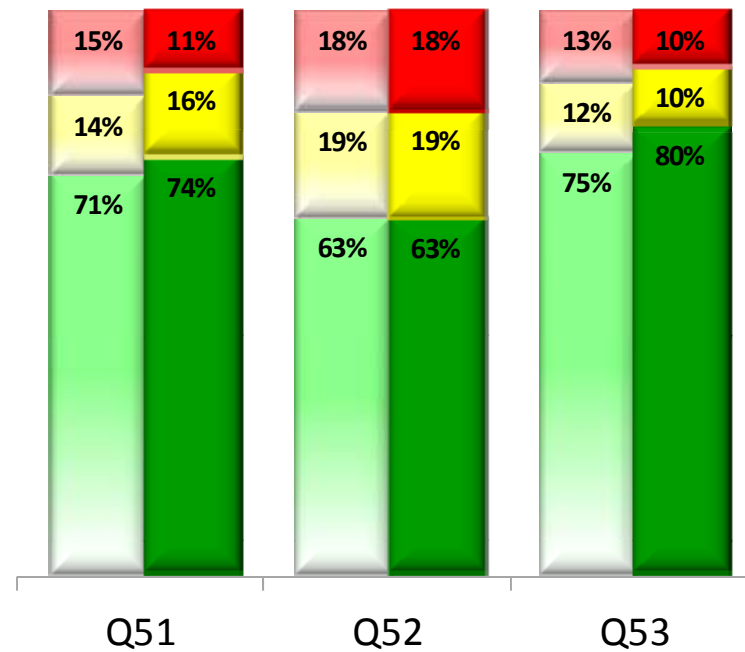
Q54. Policies and practices of the college clearly demonstrate commitment to equity and diversity.

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.



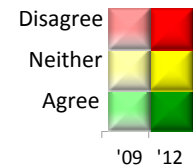
# Human Resources



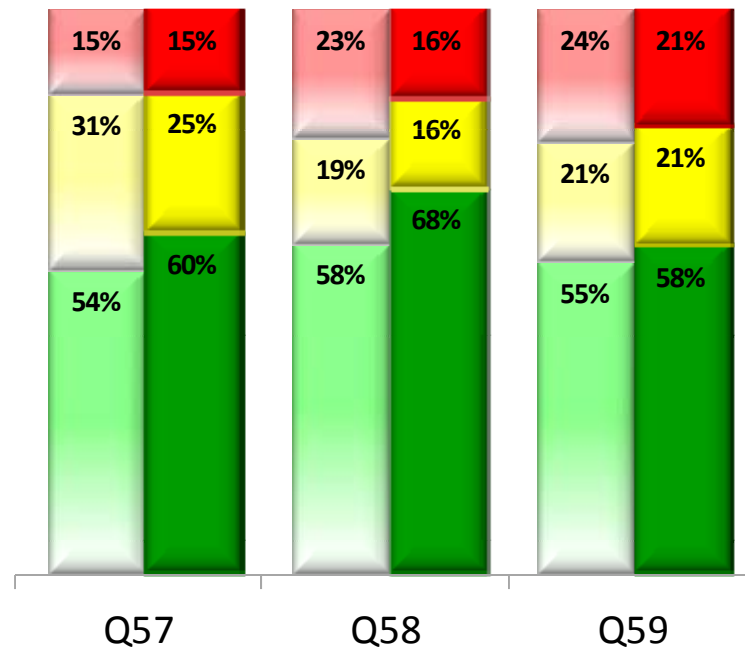
Q51. The criteria for hiring employees are clearly stated.

Q52. The procedures for hiring employees are strictly followed.

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



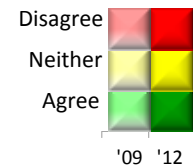
# Technological Resources



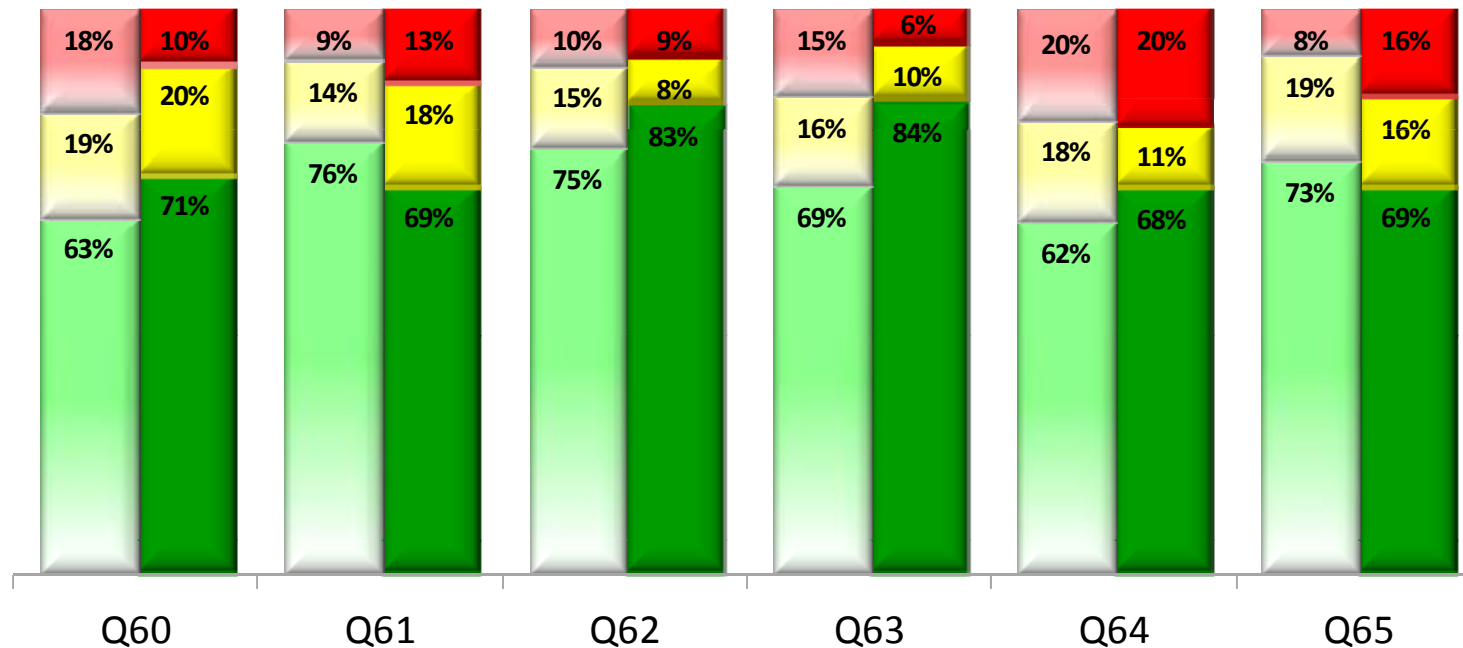
Q57. Technology planning is effectively integrated with institutional planning.

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.

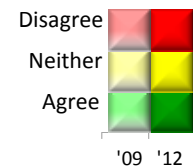
Q61. Safety hazards are addressed promptly.

Q62. The grounds are pleasing and adequately maintained.

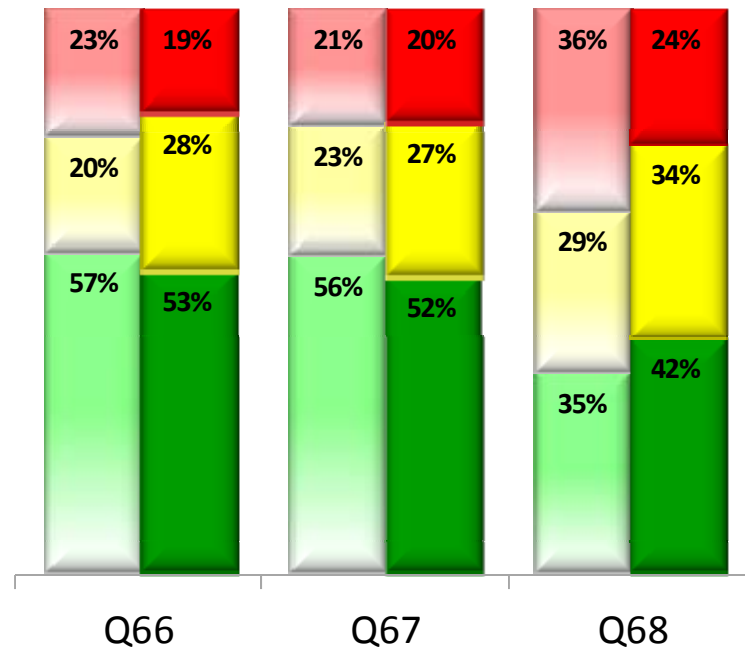
Q63. The exterior of the campus buildings are adequately maintained.

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

Q65. The exterior lighting of the college is adequate.



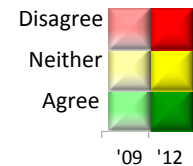
# Financial Resources



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.

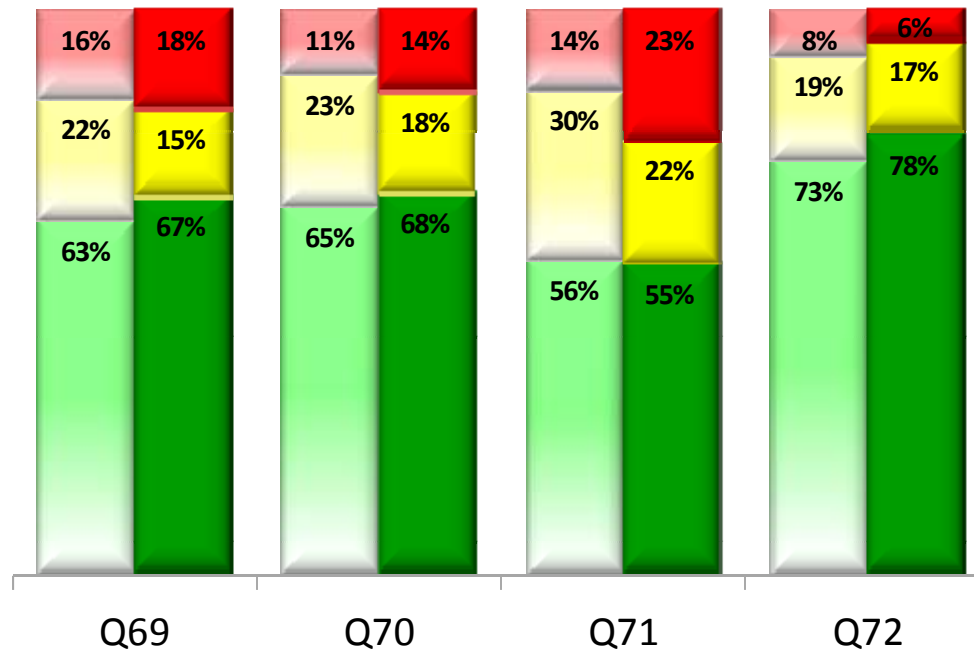




# Resources Summary

- Overall, the majority of employees displayed continued and increased satisfaction with both human and physical resources, increased satisfaction with technological resources, and mixed results for financial resources.
- Employees increased contentment with both technological and physical resources is probably due to the fact that Miramar has been able to construct and complete new facilities on campus due to State approved propositions S and N. This has allowed for new technologies to be made available in the newly built classrooms to support teaching and learning.
- The items regarding the participation in budget development and the college resource allocation model received low and considerably decreasing satisfaction ratings. Furthermore, these items received a high percentage of neutral responses indicating a lack of awareness/usage of the recourses.

# Decision-Making Roles & Processes

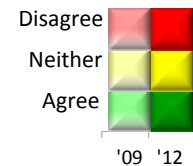


Q69. The college leaders encourage all members of the college community to take initiative in improving institutional effectiveness.

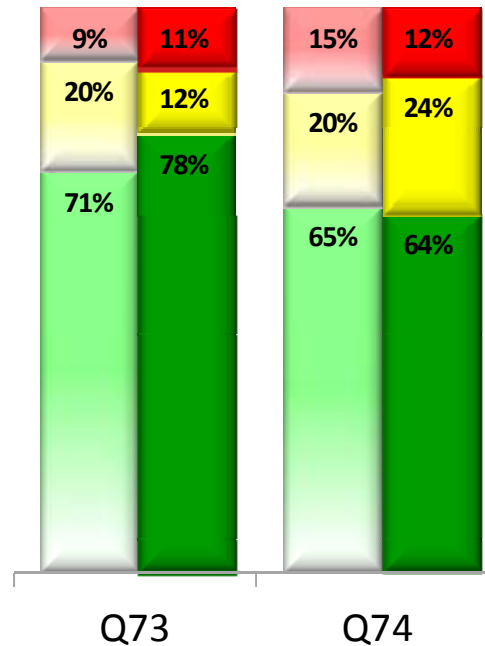
Q70. The faculty exercises a substantial voice in matters related to educational programs, hiring of faculty and other personnel, and institutional policies.

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.

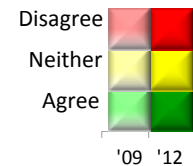


# Decision-Making Roles & Processes

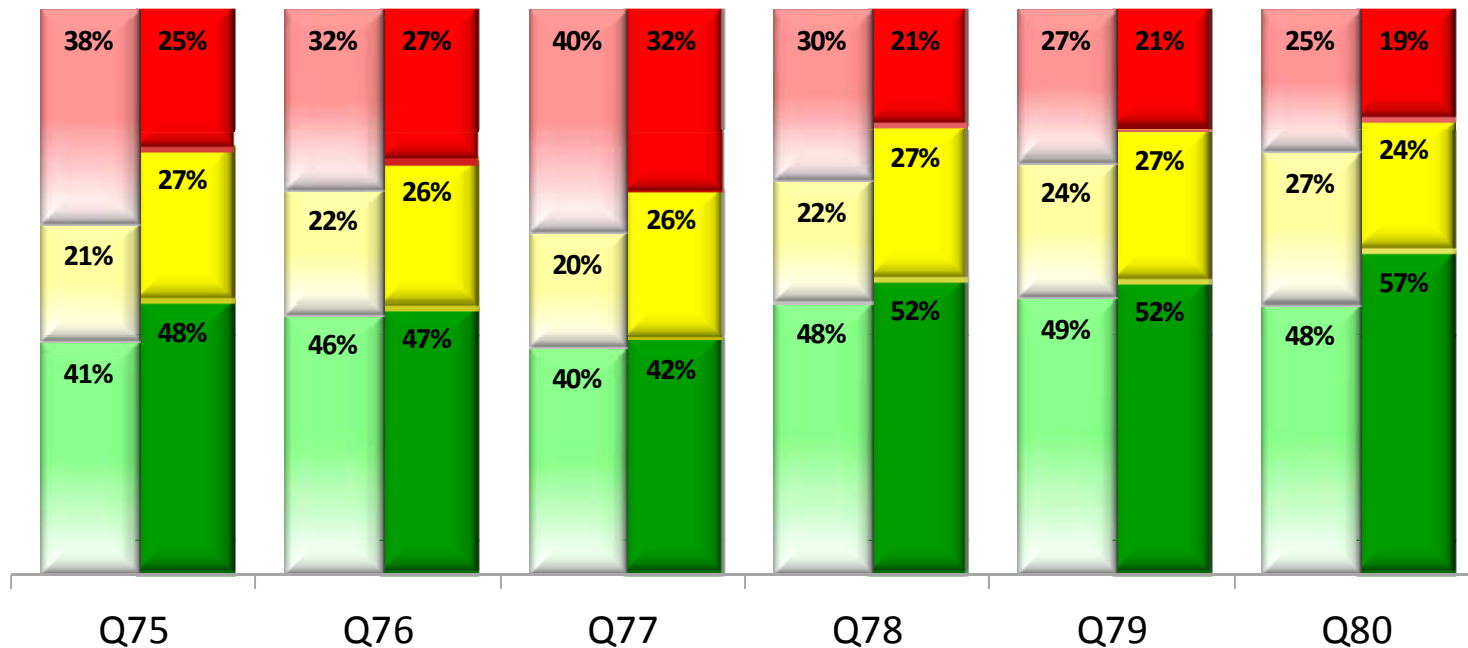


Q73. In general, I am aware of the staff and/or faculty role in governing, planning, budgeting, and policy-making bodies.

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.

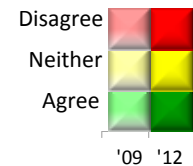
Q76. The college president provides effective leadership in planning and assessing institutional effectiveness.

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

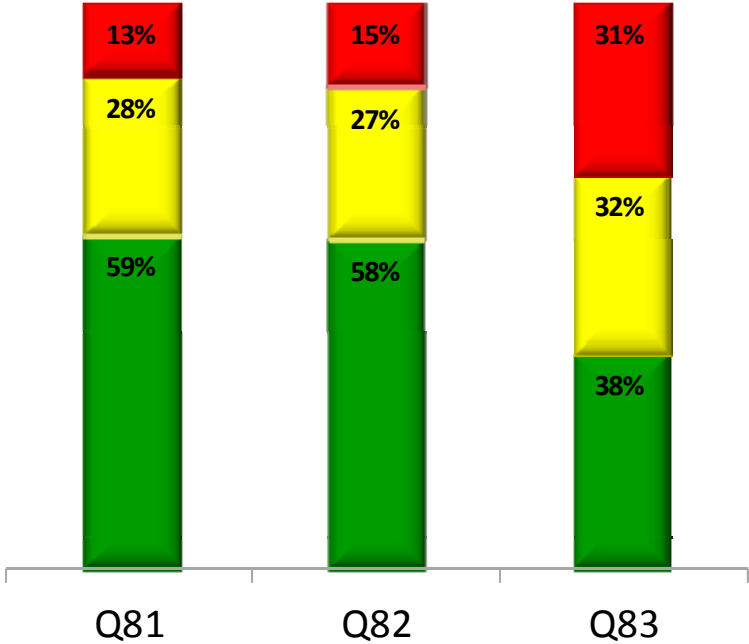
Q78. The college president provides effective leadership in fiscal planning and budget development.

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.



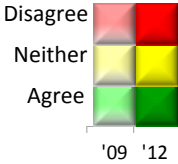
# College & District Administration



Q81. The college administrators and managers consistently execute the college policies.

Q82. The college administrators and managers demonstrate commitment to shared governance.

Q83. The District resource allocation model equitably supports the sister colleges.



# Decision-Making Processes

- The majority of employees continued to be satisfied with the decision-making roles and processes on campus.
- Data showed an increased trend in satisfaction ratings for college and district administration between 2009 to 2012. However, the results were still mixed.
- For those items that addressed the college and district administration and did not have a referential point of comparison from the 2009 Employee Satisfaction survey, more than half of the employees also rated high satisfaction.
- Employees showed mixed results in regard to the District resource allocation model equitably supporting the sister colleges.

# Conclusions