



# Noel-Levitz College Employee Satisfaction Survey

**SPRING 2014**

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Prepared by the Office of  
Institutional Effectiveness

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# Introduction

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## *Survey Themes, Contents, and Rating Scales<sup>1</sup>*

The Noel-Levitz College Employee Satisfaction Survey (CESS) is designed to assess the campus environment for all college employees (faculty, staff, and administration) on various workplace themes, including interdepartmental communication, campus mission, institutional goals, and decision-making. The survey allows employees the opportunity to contribute their opinions and concerns regarding the workplace environment and the institution in general.

The survey is divided into four sections:

- Section 1: Campus Culture and Policies
- Section 2: Institutional Goals
- Section 3: Involvement in Planning and Decision-Making
- Section 4: Work Environment

In Section 1, *Campus Culture and Policies*, respondents were asked to rate thirty-five prompts related to campus culture and college policy in terms of importance and satisfaction. The original version of the survey includes thirty core prompts within Section 1. Southwestern College’s Office of Research, Grants, and Planning provided an additional five prompts specific to our institutional environment:

- This institution’s leadership demonstrates support for shared planning and decision-making.
- This institution’s leadership creates an environment that promotes trust and respect.
- The Superintendent/President makes timely and informed decisions.
- The Governing Board does a good job implementing policy initiatives.
- This institution does a good job communicating budget decision-making processes.

The following five-point Likert scale was used for both the importance and satisfaction ratings:

Importance and Satisfaction Rating Scale		
Importance Rating	Satisfaction Rating	Numerical Value
Very important	Very satisfied	5
Important	Satisfied	4
Somewhat Important	Somewhat Satisfied	3
Not very important	Not very satisfied	2
Not important at all	Not satisfied at all	1

In Section 2, *Institutional Goals*, respondents were asked to rate the importance of nine different institutional goals and select three of nine goals they believed to be Southwestern College’s top priority. This section also included one open-ended question, “What other institutional goals do you think are important? Please describe them in the space below.”

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<sup>1</sup> Source: Noel-Levitz Interpretive Guide

In Section 3, *Involvement in Planning and Decision-Making*, survey participants were asked to indicate the level of involvement they believe each constituency group (faculty, staff, deans, trustees, alumni, etc.) should have in the College’s planning and decision-making processes. The following five-point Likert scale was used for involvement ratings:

Involvement Rating Scale	
Involvement Rating	Numerical Value
Too much involvement	5
More than enough involvement	4
Just the right involvement	3
Not quite enough involvement	2
Not enough involvement	1

In Section 4, *Work Environment*, participants rated twenty-five statements related to work environment in terms of importance and satisfaction which utilized the same response structure as Section 1. Four of the twenty-five statements in Section 4 were additional items provided by the SWC Office of Research, Grants, & Planning and are specific to the College’s version of the survey:

- I have a reasonable workload.
- Work responsibilities are within my job description.
- My workplace fosters an environment of ethical behavior.
- I am comfortable expressing my opinion.

In addition to the four sections outlined above, the survey included a global satisfaction item (“Rate your overall satisfaction with your employment here so far”) that utilized the same 5-point Likert satisfaction scale as found in Section 1. Three open-ended questions found in the latter portion of the questionnaire are related to the three core questionnaire sections, namely, *Campus Culture and Policies*, *Institutional Goals*, and *Work Environment*:

1. Please provide any additional feedback about the campus culture and policies at Southwestern College.
2. Please provide any additional feedback about this institution’s goals.
3. Please provide any additional feedback about the work environment at Southwestern College.

### *Analysis of Survey Results: Statistical Terminology*

An important component of this report is the use of the *mean* and *standard deviation*. The mean is the average value of the data derived by summing the scores on a particular survey item and dividing by the number of scores counted. Within context of the survey, the standard deviation is a measure of the relative dispersion of survey scores. Interpretation of the standard deviation is important for understanding the precision of survey item data. A high value tends to indicate greater variability in the data away from the mean while a smaller value indicates less variability, meaning data is distributed more closely around the mean.

*Statistical significance* refers to the likelihood that an observed result or relationship does not occur by chance, and would likely occur again if testing were repeated. The role of the p-value and alpha level in the determination of statistical significance is a ubiquitous aspect of statistical research. In practice, a p-value under five percent is strong evidence, but

not proof, that a given result is statistically significant and the result of a systematic effect. In essence, p-values assist in the determination of whether observed differences across mean survey scores are too great to have simply occurred by chance.

### *Analysis of Survey Results: Calculating the Performance Gap*

Means for importance and satisfaction ratings for individual items are calculated by summing all respondent ratings and dividing by the number of valid respondents. Performance gap means are calculated by taking the difference between the (mean) importance rating and the (mean) satisfaction rating. A large performance gap value indicates a large disparity between the level of importance and the level of satisfaction for a given survey item.

### *Analysis of Survey Results: Institutional Comparison Groups*

As part of its survey administration service, Noel-Levitz provides a complimentary comparison report of our survey results to a master list of like institutions. Currently, the list is composed of thirty-five two-year, public colleges across the country (see Page 6, "Institution Comparison Groups," for the list of colleges included in questionnaire item comparisons). Each section of this report includes a table of significant mean differences between Southwestern College ratings and the comparison group ratings. Items identified as being "statistically significant" denote a substantive statistical difference between the mean (average) scores of Southwestern College items and the average scores of comparison institutions. It is important to note that all statistical analyses in this report utilized questionnaire prompts that were original to the Noel-Levitz survey; consequently, questionnaire items added by the SWC Office of Research, Grants, & Planning are excluded from statistical analysis with comparison institutions.

### *Survey Instrument Validity and Reliability*

The reliability of the Noel-Levitz College Employee Satisfaction Survey was measured by comparing year-to-year average overall satisfaction for institutions with multiple years of survey results. The school demonstrated consistent results. The correlation of overall satisfaction between successive years of the survey was .649. Due to the absence of another instrument to compare to the CESS, validity was measured by the correlation between individual survey items and overall satisfaction. All correlations were significant at the .01 level. This is an indication that the survey items are both associated with, and contribute to, overall satisfaction.

### *Survey Administration*

Southwestern College launched the initial administration of the Noel-Levitz College Employee Satisfaction Survey on March 20, 2014. Employees had approximately two weeks to complete the survey before its closure on April 4, 2014. The survey was administered online through survey links distributed using the College's Microsoft Outlook e-mail system. Approximately one-thousand, three-hundred and eighty-seven (1,387) college employees received a survey invitation. Over the course of the two-week survey period, three reminder notifications were emailed to employees on March 21, March 26, and April 1, 2014. The survey received two hundred twenty-two (222) complete submissions with a response rate of sixteen percent (16%); and 252 total (including incomplete) submissions with a response rate of 18%. All submitted responses were included in this survey analysis, regardless of full or partial completion of individual surveys. To ensure anonymity, IP addresses were not tracked, nor were departmental or program-specific prompts included in the demographic portion of the survey.

## *Key findings*

Many institutional patterns are discernable within the College Employee Satisfaction Survey, including:

### Campus Culture and Policies

Southwestern College employees provided the highest ratings of “Importance” to items related to faculty performance and student experience. The top three items rated as most important in Section 1 were: “Faculty take pride in their work,” “The institution treats students as its top priority,” and “The institution does a good job of meeting the needs of its students.” These items also received some of the highest “Satisfaction” ratings among College employees.

Items with the largest gap in ratings between level of importance and amount of satisfaction were related to campus environment, collaboration, and budgetary issues. College employees rated the three following items lowest on the satisfaction scale: “There is a spirit of teamwork and cooperation at this institution,” “This institution's leadership creates an environment that promotes trust and respect,” and “This institution makes sufficient budgetary resources available to achieve important objectives.” Other items with relatively similar disparity were in reference to communication between faculty and administration and communication of the budget decision-making process.

On average, Southwestern College employee satisfaction scores were significantly lower than the institution comparison group averages for twenty-nine of the thirty items in Section 1.

### Institutional Goals

Southwestern College employees indicated the following goals should be the College’s top priority in spring of 2014 (percentage of total votes reflected in parentheses):

1. Retain more of its current students to graduation (23.0%)
2. Improve the quality of existing academic programs (22.9%)
3. Improve employee morale (21.9%)

Additionally, Southwestern College employees gave each of these three identified goals higher ratings of “Importance” than that of the comparison group.

### Involvement in Planning and Decision-Making

College employees ranked constituency groups in the following order from “Too much involvement” to “Not enough involvement” in planning and decision-making: Senior administrators, Deans or directors of administrative units, Trustees, Deans or directors of academic units, Academic Senate, Faculty, Students, Staff, and Alumni.

All constituency group involvement ratings of *Importance* were significantly different from comparison college ratings, with the exception of Students and Staff. Of those significantly different groups, Southwestern College respondents rated all groups higher in importance than the comparison college ratings, with the exception of the Alumni group (which was rated significantly lower on importance than comparison colleges).

### Work Environment

Work environment gap analysis indicated that budget allocation (“My department has the budget need to do its job well”), staffing shortage (“My department has the staff needed to do its job well”), work advancement (“I have adequate

opportunities for advancement”), and salary compensation (“I am paid fairly for the work I do”) were among the highest of identified work environment concerns.

Of the four aforementioned work environment concerns, the first three were the only survey items of Section 3 found to be statistically different from comparison group ratings in terms of both *Importance* (higher) and *Satisfaction* (lower).

### *Conclusion*

An important characteristic of the Noel-Levitz Employee Satisfaction Survey is the availability of similarly situated (public, two-year) educational institutions for purposes of comparison. On the macro-level, public two-year college employees may be viewed as essentially comparable—whether employees are professional staff, faculty members, or administration. College employees within any public, two-year institutional setting would be expected to encounter, and react similarly, to related institutional, statutory, political, and economic influences.

At the micro-level, the employee makeup of individual campuses can generate considerable variability, which in turn can affect institutional comparisons. Fortunately, as occurs with this survey comparison, when a broad spectrum of educational institutions is aggregated, data can be viewed as more reliable and representative of public, two-year educational institutions. Future distribution of the Noel-Levitz survey on an annual basis will permit in-campus comparisons and enhance the scope and robustness of the College Employee Satisfaction Survey instrument. This situation, together with comparison group colleges, should enhance the overall quality of prospective employee survey analyses.

## Institutional Comparison Group List

Comparison Institutions*	Type of Institution	Location
Aims Community College	2-year, Public	Colorado
Arizona Western College	2-year, Public	Arizona
Broome Community College	2-year, Public	New York
Butler Community College	2-year, Public	Kansas
Cascadia Community College	2-year, Public	Washington
Central Ohio Tech	2-year, Public	Ohio
Community College of Beaver County	2-year, Public	Pennsylvania
Cowley County Community College	2-year, Public	Kansas
Eastern Gateway Community College	2-year, Public	Ohio
Georgia Military College	2-year, Public	Georgia
Greenville Technical College	2-year, Public	South Carolina
Kankakee Community College	2-year, Public	Illinois
Kishwaukee College	2-year, Public	Illinois
Lakeland College AB	2-year, Public	Wisconsin
Lakeshore Technical College	2-year, Public	Wisconsin
Laredo Community College	2-year, Public	Texas
Minneapolis Community and Technical College	2-year, Public	Minnesota
Montcalm Community College	2-year, Public	Michigan
Mountwest Community & Technical College	2-year, Public	West Virginia
Murray State College	2-year, Public	Oklahoma
New Mexico Junior College	2-year, Public	New Mexico
New Mexico State University - Carlsbad	2-year, Public	New Mexico
Normandale Community College	2-year, Public	Minnesota
Northeast State Community College	2-year, Public	Tennessee
Northwest Iowa Community College	2-year, Public	Iowa
Northwest Technical College	2-year, Public	Minnesota
Ogeechee Technical College	2-year, Public	Georgia
Piedmont Technical College	2-year, Public	South Carolina
Rhodes State College	2-year, Public	Ohio
Santa Fe Community College	2-year, Public	Florida
Southwest Wisconsin Technical College	2-year, Public	Wisconsin
Tri-County Technical College	2-year, Public	South Carolina
Trident Technical College	2-year, Public	South Carolina
Western Technical College	2-year, Public	Wisconsin
Wisconsin Indianhead Technical College	2-year, Public	Wisconsin

\* All comparison institution data collected within the last three years



# Survey Instrument Overview



## Employee Satisfaction Survey

Southwestern College has engaged Noel-Levitz to conduct this survey of employees to assess their satisfaction. This survey should take about 20 minutes to complete. Your answers are completely anonymous, and no information is collected that will allow individuals to be identified.

Thank you!

very important	important	somewhat important	not very important	not important at all	<b>SECTION 1: Campus culture and policies</b>	very satisfied	satisfied	somewhat satisfied	not very satisfied	not satisfied at all
					The following statements describe different aspects of colleges and universities. Rate how important each of these are to you as an employee of this institution, and then rate your satisfaction with how well the statement is implemented on your campus.					
					1. This institution promotes excellent employee-student relationships					
					2. This institution treats students as its top priority					
					3. This institution does a good job of meeting the needs of students					
					4. The mission, purpose, and values of this institution are well understood by most employees					
					5. Most employees are generally supportive of the mission, purpose, and values of this institution					
					6. The goals and objectives of this institution are consistent with its mission and values					
					7. This institution involves its employees in planning for the future					
					8. This institution plans carefully					
					9. The leadership of this institution has a clear sense of purpose					
					10. This institution does a good job of meeting the needs of its faculty					
					11. This institution does a good job of meeting the needs of staff					
					12. This institution does a good job of meeting the needs of administrators					
					13. This institution makes sufficient budgetary resources available to achieve important objectives					
					14. This institution makes sufficient staff resources available to achieve important objectives					
					15. There are effective lines of communication between departments					
					16. Administrators share information regularly with faculty and staff					
					17. There is good communication between the faculty and the administration at this institution					
					18. There is good communication between staff and the administration at this institution					



very important	important	somewhat important	not very important	not important at all	<b>SECTION 1 (Continued): Campus culture and policies</b>	very satisfied	satisfied	somewhat satisfied	not very satisfied	not satisfied at all
					The following statements describe different aspects of colleges and universities. Rate how important each of these are to you as an employee of this institution, and then rate your satisfaction with how well the statement is implemented on your campus.					
					19. Faculty take pride in their work					
					20. Staff take pride in their work					
					21. Administrators take pride in their work					
					22. There is a spirit of teamwork and cooperation at this institution					
					23. The reputation of this institution continues to improve					
					24. This institution is well-respected in the community					
					25. Efforts to improve quality are paying off at this institution					
					26. Employee suggestions are used to improve our institution					
					27. This institution consistently follows clear processes for selecting new employees					
					28. This institution consistently follows clear processes for orienting and training new employees					
					29. This institution consistently follows clear processes for recognizing employee achievements					
					30. This institution has written procedures that clearly define who is responsible for each operation and service					
					31. This institution's leadership demonstrates support for shared planning and decision-making					
					32. This institution's leadership creates an environment that promotes trust and respect					
					33. The Superintendent/President makes timely and informed decisions					
					34. The Governing Board does a good job implementing policy initiatives					
					35. This institution does a good job communicating its budget decision-making processes					

very important	important	somewhat important	not very important	not important at all	
					<b>SECTION 2: Institutional goals</b>
					36. How important is it to you that this institution pursue the following goals?
					[A] Increase the enrollment of new students
					[B] Retain more of its current students to graduation
					[C] Improve the academic ability of entering student classes
					[D] Recruit students from new geographic markets
					[E] Increase the diversity of racial and ethnic groups represented among the student body
					[F] Develop new academic programs
					[G] Improve the quality of existing academic programs
					[H] Improve the appearance of campus buildings and grounds
					[I] Improve employee morale
					[J] Some other goal
					[K] Recruit international students

37. From the list above (in Section 2), choose three goals that you believe should be this institution's top priorities, and enter the letter for that goal below, in order of importance:

First priority goal: \_\_\_\_\_

Second priority goal: \_\_\_\_\_

Third priority goal: \_\_\_\_\_

What other institutional goals do you think are important? Please describe them in the space below:

<b>SECTION 3: Involvement in planning and decision-making</b>		too much involvement	more than enough involvement	just the right involvement	not quite enough involvement	not enough involvement
38. In your opinion, how much involvement do each of the following have in planning and decision-making at your institution						
Faculty						
Staff						
Deans or directors of administrative units						
Deans or chairs of academic units						
Senior administrators (VP, Provost level or above)						
Students						
Trustees						
Alumni						
Academic Senate						



very important	important	somewhat important	not very important	not important at all		very satisfied	satisfied	somewhat satisfied	not very satisfied	not satisfied at all
<b>SECTION 4: Work environment</b> The following statements describe conditions of your work environment as an employee at this institution. Rate how important each of these are to you, and then rate your satisfaction with this aspect of your work environment.										
					39. It is easy for me to get information at this institution					
					40. I learn about important campus events in a timely manner					
					41. I am empowered to resolve problems quickly					
					42. I am comfortable answering student questions about institutional policies and procedures					
					43. I have the information I need to do my job well					
					44. My job responsibilities are communicated clearly to me					
					45. My supervisor pays attention to what I have to say					
					46. My supervisor helps me improve my job performance					
					47. My department or work unit has written, up-to-date objectives					
					48. My department meets as a team to plan and coordinate work					
					49. My department has the budget needed to do its job well					
					50. My department has the staff needed to do its job well					
					51. I am paid fairly for the work I do					
					52. The employee benefits available to me are valuable					
					53. I have adequate opportunities for advancement					
					54. I have adequate opportunities for training to improve my skills					
					55. I have adequate opportunities for professional development					
					56. The type of work I do on most days is personally rewarding					
					57. The work I do is appreciated by my supervisor					
					58. The work I do is valuable to the institution					
					59. I am proud to work at this institution					
					60. I have a reasonable workload					
					61. Work responsibilities are within my job description					
					62. My workplace fosters an environment of ethical behavior					
					63. I am comfortable expressing my opinion					



64. Rate your overall satisfaction with your employment here so far:

- Very Satisfied
- Satisfied
- Somewhat satisfied
- Not very satisfied
- Not satisfied at all

65. Please provide any additional feedback about the campus culture and policies at Southwestern College.

66. Please provide any additional feedback about this institution's goals

67. Please provide any additional feedback about the work environment at Southwestern College.

**SECTION 5: Demographics**

68. How long have you worked at this institution?

- Less than 1 year
- 1 to 5 years
- 6 to 10 years
- 11 to 20 years
- More than 20 years

69. Is your position:

- Full-time
- Part-time

70. Is your position:

- Faculty
- Staff
- Administrator

## Respondent Demographics

<i>How long have you worked at this institution?</i>	SWC Count	SWC Percent	Comparison Count	Comparison Percent
Less than 1 year	7	3.0%	806	7.9%
1 to 5 years	44	18.7%	3,150	31.0%
6 to 10 years	42	17.9%	2,358	23.2%
11 to 20 years	88	37.4%	2,483	24.4%
More than 20 years	54	23.0%	1,371	13.5%
All responses	235	100.0%	10,168	100.0%

<i>Is your position:</i>	SWC Count	SWC Percent	Comparison Count	Comparison Percent
Faculty	125	53.2%	4,235	43.6%
Staff	86	36.6%	4,430	45.6%
Administrator	24	10.2%	1,058	10.9%
All responses	235	100.0%	9,723	100.0%

<i>Is your position:</i>	SWC Count	SWC Percent	Comparison Count	Comparison Percent
Full-time	154	65.5%	6,885	81.8%
Part-time	81	34.5%	1,533	18.2%
All responses	235	100.0%	8,418	100.0%

## Section 1: Campus Culture and Policies

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Section 1 presents response data for the first thirty-five items of the employee satisfaction survey that address employee attitudes toward campus culture and college policy. The first data table (Table 1) includes descriptive statistics for both the importance and satisfaction ratings of each item, as well as performance gap analysis of the two aforementioned categories. Descriptive statistics include: the mean (or average), standard deviation, and the valid number of responses tallied for each item (notated using “N”). Performance gap analysis is a method used to determine the amount of disparity between the average level of importance and the average level of satisfaction for a given survey item. The items in this table have been ranked by disparity size, from largest to smallest.

The second table in Section 1 (Table 2) is a comparison of importance and satisfaction ratings between Southwestern College and the institution comparison group. This analysis includes only the survey items provided in the original version of the Noel-Levitz questionnaire, and does not include additional items specific to the Southwestern College version of the survey. Item averages that significantly ( $p < .05$ ) differed between our College and the comparison group are highlighted in blue and marked with an asterisk.

**Table 1: Gap Analysis, Campus Culture and Policies**

Campus Culture and Policies								
Ranking of Importance and Satisfaction Score Gaps								
GAP RANK	IMPORTANCE (IMP): 1 = "Not important at all" / 5 = "Very important" SATISFACTION (SAT): 1 = "Not satisfied at all" / 5 = "Very satisfied"	IMPORTANCE			SATISFACTION			GAP
		Mean	SD	N	Mean	SD	N	
1	There is a spirit of teamwork and cooperation at this institution	4.53	.85	231	2.29	1.09	231	2.24
2	This institution's leadership creates an environment that promotes trust and respect †	4.58	.79	227	2.36	1.19	229	2.22
3	This institution makes sufficient budgetary resources available to achieve important objectives	4.50	.75	248	2.42	1.10	251	2.08
4	There is good communication between the faculty and the administration at this institution	4.50	.73	227	2.45	1.07	227	2.05
5	The institution does a good job communicating its budget decision-making processes †	4.51	.73	228	2.51	1.21	227	2.00
6	This institution plans carefully	4.54	.80	249	2.59	1.10	252	1.95
7	Employee suggestions are used to improve our institution	4.37	.80	227	2.43	1.10	225	1.94
8	This institution makes sufficient staff resources available to achieve important objectives	4.40	.83	247	2.47	1.09	249	1.93
9	The reputation of this institution continues to improve	4.54	.74	231	2.61	1.18	229	1.93
10	There are effective lines of communication between departments	4.43	.78	230	2.50	1.04	226	1.93
11	This institution is well-respected in the community	4.58	.70	227	2.69	1.14	225	1.89
12	Administrators share information regularly with faculty and staff	4.48	.73	229	2.60	1.13	229	1.88
13	The leadership of this institution has a clear sense of purpose	4.55	.80	249	2.72	1.24	251	1.83
14	This institution does a good job of meeting the needs of its faculty	4.38	.85	248	2.56	1.20	248	1.82
15	There is good communication between staff and the administration at this institution	4.46	.76	226	2.64	1.08	224	1.82
16	This institution does a good job of meeting the needs of staff	4.38	.88	247	2.58	1.06	247	1.80
17	This institution involves its employees in planning for the future	4.50	.76	249	2.72	1.08	253	1.78
18	This institution's leadership demonstrates support for shared planning and decision-making †	4.45	.80	227	2.69	1.28	229	1.76
19	The Governing Board does a good job implementing policy initiatives †	4.54	.69	225	2.79	1.11	224	1.75
20	This institution treats students as its top priority	4.73	.60	252	3.01	1.15	252	1.72
21	Efforts to improve quality are paying off at this institution	4.48	.69	230	2.79	1.13	227	1.69
22	The Superintendent/President makes timely and informed decisions †	4.58	.64	228	2.91	1.28	226	1.67
23	This institution does a good job of meeting the needs of students	4.72	.64	250	3.06	1.04	252	1.66



**Table 1: Gap Analysis, Campus Culture and Policies (Cont.)**

Campus Culture and Policies								
<i>Ranking of Importance and Satisfaction Score Gaps</i>								
GAP RANK	IMPORTANCE (IMP): 1 = "Not important at all" / 5 = "Very important" SATISFACTION (SAT): 1 = "Not satisfied at all" / 5 = "Very satisfied"	IMPORTANCE			SATISFACTION			GAP
		Mean	SD	N	Mean	SD	N	
24	This institution has written procedures that clearly define who is responsible for each operation and service	4.42	.71	228	2.78	1.09	225	1.64
25	This institution consistently follows clear processes for selecting new employees	4.46	.78	228	2.84	1.28	224	1.62
26	Administrators take pride in their work	4.63	.64	225	3.11	1.16	224	1.52
27	This institution consistently follows clear processes for orienting and training new employees	4.40	.75	224	2.91	1.16	223	1.49
28	The goals and objectives of this institution are consistent with its mission and values	4.47	.67	249	3.00	1.04	251	1.47
29	This institution promotes excellent employee-student relationships	4.62	.65	252	3.24	.99	250	1.38
30	The mission, purpose, and values of this institution are well understood by most employees	4.38	.73	249	3.02	1.05	251	1.36
31	This institution consistently follows clear processes for recognizing employee achievements	4.22	.82	226	2.86	1.16	225	1.36
32	Most employees are generally supportive of the mission, purpose, and values of this institution	4.42	.62	248	3.19	1.06	250	1.23
33	Faculty take pride in their work	4.76	.49	229	3.74	1.04	227	1.02
34	Staff take pride in their work	4.71	.56	229	3.79	.96	226	0.92
35	This institution does a good job of meeting the needs of administrators	4.03	1.01	247	3.49	1.19	244	0.54

† Item is unique to Southwestern College's version of the survey.

**Table 2: Statistical Analysis, Campus Culture and Policies**

<b>Campus Culture and Policies</b>					
<i>Comparison of Importance and Satisfaction Mean Scores</i>					
Statistically Significant Categories	<b>IMPORTANCE (IMP):</b> 1 = "Not important at all" / 5 = "Very important" <b>SATISFACTION (SAT):</b> 1 = "Not satisfied at all" / 5 = "Very satisfied"	Importance		Satisfaction	
		SWC Mean	Comparison Group Mean	SWC Mean	Comparison Group Mean
SAT	This institution promotes excellent employee-student relationships	4.62	4.62	<b>3.24*</b>	<b>3.76*</b>
SAT	This institution treats students as its top priority	4.73	4.69	<b>3.01*</b>	<b>3.70*</b>
SAT	This institution does a good job of meeting the needs of students	4.72	4.67	<b>3.06*</b>	<b>3.65*</b>
SAT	The mission, purpose, and values of this institution are well understood by most employees	4.38	4.35	<b>3.02*</b>	<b>3.54*</b>
SAT	Most employees are generally supportive of the mission, purpose, and values of this institution	4.42	4.37	<b>3.19*</b>	<b>3.60*</b>
SAT	The goals and objectives of this institution are consistent with its mission and values	4.47	4.44	<b>3.00*</b>	<b>3.62*</b>
SAT	This institution involves its employees in planning for the future	4.50	4.41	<b>2.72*</b>	<b>3.11*</b>
SAT	This institution plans carefully	4.54	4.51	<b>2.59*</b>	<b>3.23*</b>
SAT	The leadership of this institution has a clear sense of purpose	4.55	4.59	<b>2.72*</b>	<b>3.40*</b>
SAT	This institution does a good job of meeting the needs of its faculty	4.38	4.43	<b>2.56*</b>	<b>3.29*</b>
SAT	This institution does a good job of meeting the needs of staff	4.38	4.41	<b>2.58*</b>	<b>3.19*</b>
IMP, SAT	This institution does a good job of meeting the needs of administrators	<b>4.03*</b>	<b>4.23*</b>	<b>3.49*</b>	<b>3.70*</b>
SAT	This institution makes sufficient budgetary resources available to achieve important objectives	4.50	4.47	<b>2.42*</b>	<b>3.27*</b>
SAT	This institution makes sufficient staff resources available to achieve important objectives	4.40	4.40	<b>2.47*</b>	<b>3.17*</b>
SAT	There are effective lines of communication between departments	4.43	4.45	<b>2.50*</b>	<b>2.88*</b>
SAT	Administrators share information regularly with faculty and staff	4.48	4.47	<b>2.60*</b>	<b>3.14*</b>
SAT	There is good communication between the faculty and the administration at this institution	4.50	4.47	<b>2.45*</b>	<b>3.12*</b>
SAT	There is good communication between staff and the administration at this institution	4.46	4.43	<b>2.64*</b>	<b>3.13*</b>
IMP, SAT	Faculty take pride in their work	<b>4.76*</b>	<b>4.67*</b>	<b>3.74*</b>	<b>3.91*</b>
IMP	Staff take pride in their work	<b>4.71*</b>	<b>4.62*</b>	3.79	3.82

\*Statistically significant mean scores (highlighted in blue for emphasis)

**Table 2: Statistical Analysis, Campus Culture and Policies (Cont.)**

Campus Culture and Policies					
<i>Comparison of Importance and Satisfaction Mean Scores</i>					
Statistically Significant Categories	<b>IMPORTANCE (IMP):</b> 1 = "Not important at all" / 5 = "Very important" <b>SATISFACTION (SAT):</b> 1 = "Not satisfied at all" / 5 = "Very satisfied"	Importance		Satisfaction	
		SWC Mean	Comparison Group Mean	SWC Mean	Comparison Group Mean
SAT	Administrators take pride in their work	4.63	4.60	<b>3.11*</b>	<b>3.77*</b>
SAT	There is a spirit of teamwork and cooperation at this institution	4.53	4.57	<b>2.29*</b>	<b>3.08*</b>
SAT	The reputation of this institution continues to improve	4.54	4.59	<b>2.61*</b>	<b>3.55*</b>
SAT	This institution is well-respected in the community	4.58	4.64	<b>2.69*</b>	<b>3.77*</b>
SAT	Efforts to improve quality are paying off at this institution	4.48	4.48	<b>2.79*</b>	<b>3.44*</b>
SAT	Employee suggestions are used to improve our institution	4.37	4.35	<b>2.43*</b>	<b>3.04*</b>
SAT	This institution consistently follows clear processes for selecting new employees	4.46	4.40	<b>2.84*</b>	<b>3.21*</b>
SAT	This institution consistently follows clear processes for orienting and training new employees	4.40	4.41	<b>2.91*</b>	<b>3.17*</b>
SAT	This institution consistently follows clear processes for recognizing employee achievements	4.22	4.24	<b>2.86*</b>	<b>3.18*</b>
IMP, SAT	This institution has written procedures that clearly define who is responsible for each operation and service	<b>4.42*</b>	<b>4.32*</b>	<b>2.78*</b>	<b>3.19*</b>

\*Statistically significant mean scores (highlighted in blue for emphasis)

## Section 2: Institutional Goals

Section 2 data is related to survey items querying respondents as to the importance and priority of various institutional goals. Table 3 presents descriptive data related to institutional goal importance ratings and includes the mean (average), standard deviation, and the number of valid responses tallied for each item. The three goals identified as being the most importance are highlighted in green.

Table 4 identifies survey item means that were significantly different from those of the comparison group. Items determined to be statistically significant are denoted with an asterisk and highlighted in blue.

Table 5 presents the total count and percent of “votes” for each institutional goal as rated by Southwestern College and comparison group respondents. The three goals identified as being the most important are highlighted in green.

*Please note: Table 3 includes two additional survey items that are not included in Table 4 and Table 5; these two items were customized by the Southwestern College Office of Research, Grants, & Planning and cannot be included in analyses involving the comparison group.*

**Table 3: Importance Ratings, Institutional Goals**

<b>Institutional Goals “Importance” by Mean Score*</b>			
<b>IMPORTANCE: 1 = "Not important at all / 5 = "Very important"</b>	<b>SWC Mean</b>	<b>SD</b>	<b>N</b>
[A] Increase the enrollment of new students	4.23	0.89	236
[B] Retain more of its current students to graduation	4.70	0.66	236
[C] Improve the academic ability of entering student classes	4.50	0.79	234
[D] Recruit students from new geographic markets	3.17	1.17	234
[E] Increase the diversity of racial and ethnic groups represented among the student body	3.37	1.22	234
[F] Develop new academic programs	3.73	1.12	236
[G] Improve the quality of existing academic programs	4.69	0.56	237
[H] Improve the appearance of campus buildings and grounds	3.76	1.07	236
[I] Improve employee morale	4.73	0.63	236
[J] Recruit international students †	2.96	1.29	235
[K] Some other goal †	3.15	1.41	196

\*Three highest mean scores highlighted in green for emphasis

† Item is unique to Southwestern College’s version of the survey.

**Table 4: Statistical Analysis, Institutional Goals**

<b>Institutional Goals</b> <i>"Importance" Mean Score Comparison of Institutional Goals</i>		
<b>IMPORTANCE: 1 = "Not important at all / 5 = "Very important"</b>	<b>SWC Mean</b>	<b>Comparison Group Mean</b>
A) Increase the enrollment of new students	4.23	4.26
B) Retain more of its current students to graduation	4.70	4.66
C) Improve the academic ability of entering student classes	4.50	4.40
D) Recruit students from new geographic markets	<b>3.17*</b>	<b>3.58*</b>
E) Increase the diversity of racial and ethnic groups represented among the student body	<b>3.37*</b>	<b>3.57*</b>
F) Develop new academic programs	<b>3.73*</b>	<b>3.96*</b>
G) Improve the quality of existing academic programs	<b>4.69*</b>	<b>4.52*</b>
H) Improve the appearance of campus buildings and grounds	3.76	3.84
I) Improve employee morale	<b>4.73*</b>	<b>4.56*</b>

\*Statistically significant mean scores (highlighted in blue for emphasis)

**Table 5: Percentage Comparison of Institutional Goals Priority**

<b>Institutional Goals</b> <i>Percentage Totals of "Top Priorities"</i>				
<b>Total "Votes" by Goal</b>	<b>Southwestern College Total</b>	<b>Southwestern College Percent</b>	<b>Comparison Group Total</b>	<b>Comparison Group Percent</b>
A) Increase the enrollment of new students	78	11.3%	4,608	16.1%
B) Retain more of its current students to graduation	159	23.0%	7,136	25.0%
C) Improve the academic ability of entering student classes	89	12.9%	3,233	11.3%
D) Recruit students from new geographic markets	2	0.3%	503	1.8%
E) Increase the diversity of racial and ethnic groups represented among the student body	3	0.4%	524	1.8%
F) Develop new academic programs	36	5.2%	2,422	8.5%
G) Improve the quality of existing academic programs	158	22.9%	4,940	17.3%
H) Improve the appearance of campus buildings and grounds	14	2.0%	847	3.0%
I) Improve employee morale	151	21.9%	4,342	15.2%
All responses	690	100.0%	28,555	100.0%

\*Three highest percentages highlighted in green for emphasis

## Section 3: Involvement in Planning and Decision-Making

Section 3 allows respondents to rate the level of involvement of various constituency groups on a five-point scale from “Too much” to “Not enough.” Table 6 provides descriptive statistics (mean, standard deviation, and the valid number of responses) and ranks constituency groups based on *Involvement in Planning and Decision-Making* mean scores. Table 7 presents Southwestern College and comparison group means, and identifies those that are significantly different from the aggregated means of comparison group colleges.

**Table 6: Ranking Analysis, Involvement in Planning and Decision -Making**

<b>Involvement in Planning and Decision-Making Constituency Group Involvement by Mean Score</b>				
<b>INV Rank</b>	<b>INVOLVEMENT:</b> 5 = "Too much involvement", 3 = "Just the right involvement", 1 = "Not enough involvement"	<b>SWC Mean</b>	<b>SD</b>	<b>N</b>
1	How involved are: Senior administrators (VP, Provost level or above)	3.92	0.96	227
2	How involved are: Deans or directors of administrative units	3.60	0.98	223
3	How involved are: Trustees	3.47	1.01	222
4	How involved are: Deans or chairs of academic units	3.41	0.96	222
5	How involved are: Academic Senate	3.10	1.01	222
6	How involved are: Faculty	2.95	1.36	230
7	How involved are: Students	2.31	0.90	227
8	How involved are: Staff	2.29	0.91	225
9	How involved are: Alumni	2.28	0.95	214

**Table 7: Statistical Analysis, Involvement in Planning and Decision-Making**

<b>Involvement in Planning and Decision-Making Mean Score Comparison of Constituency Group Involvement</b>		
<b>INVOLVEMENT:</b> 5 = "Too much involvement", 3 = "Just the right involvement", 1 = "Not enough involvement"	<b>Southwestern College Mean</b>	<b>Comparison Group Mean</b>
How involved are: Senior administrators (VP, Provost level or above)	<b>3.92*</b>	<b>3.71*</b>
How involved are: Deans or directors of administrative units	<b>3.60*</b>	<b>3.33*</b>
How involved are: Trustees	<b>3.47*</b>	<b>3.23*</b>
How involved are: Deans or chairs of academic units	<b>3.41*</b>	<b>3.28*</b>
How involved are: Faculty	<b>2.95*</b>	<b>2.58*</b>
How involved are: Students	2.31	2.33
How involved are: Staff	2.29	2.34
How involved are: Alumni	<b>2.28*</b>	<b>2.52*</b>

\*Statistically significant mean scores (highlighted in blue for emphasis)

## Section 4: Work Environment

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Section 4 presents response data for the final twenty-five items of the *College Employee Satisfaction Survey*. These items address employee attitudes toward their work environment. The first data table (Table 8) includes descriptive statistics for both the importance and satisfaction ratings of each item, as well as performance gap analysis of the two aforementioned categories. Descriptive statistics include the mean, standard deviation, and the valid number of responses tallied for each item (denoted by “N”). Performance gap analysis is a method used to determine the amount of disparity between the average level of importance and the average level of satisfaction for a given survey item. The items in this table have been ranked by disparity magnitude, from largest to smallest.

The second table in Section 4 (Table 9) is a comparison of importance and satisfaction ratings between Southwestern College and the institution comparison group. This analysis includes only the survey items provided in the original version of the Noel-Levitz questionnaire, and does not include additional items specific to the Southwestern College version of the survey. Questionnaire items that are statistically significantly ( $p < .05$ ) are marked with an asterisk and highlighted in blue.

**Table 8: Gap Analysis, Work Environment**

Work Environment								
Ranking of Importance and Satisfaction Score Gaps								
GAP RANK	IMPORTANCE: 1 = "Not important at all" / 5 = "Very important" SATISFACTION: 1 = "Not satisfied at all" / 5 = "Very satisfied"	IMPORTANCE			SATISFACTION			GAP
		Mean	SD	N	Mean	SD	N	
1	My department has the budget needed to do its job well	4.58	.65	220	2.45	1.19	217	2.13
2	My department has the staff needed to do its job well	4.64	.58	217	2.66	1.26	213	1.98
3	I have adequate opportunities for advancement	4.37	.75	221	2.51	1.21	221	1.86
4	I am paid fairly for the work I do	4.57	.65	220	2.78	1.27	219	1.79
5	It is easy for me to get information at this institution	4.55	.62	225	2.80	1.08	220	1.75
6	I have adequate opportunities for training to improve my skills	4.48	.69	220	2.77	1.24	217	1.71
7	The employee benefits available to me are valuable	4.63	.66	218	2.97	1.37	215	1.66
8	I have adequate opportunities for professional development	4.44	.71	218	2.82	1.26	217	1.62
9	I am empowered to resolve problems quickly	4.44	.68	221	2.87	1.22	216	1.57
10	I am comfortable expressing my opinion †	4.49	.71	218	3.02	1.47	222	1.47
11	I have a reasonable workload †	4.49	.72	220	3.09	1.27	222	1.40
12	My workplace fosters an environment of ethical behavior †	4.57	.70	219	3.23	1.43	219	1.34
13	I have the information I need to do my job well	4.62	.59	220	3.35	1.09	219	1.27
14	My supervisor helps me improve my job performance	4.46	.71	220	3.22	1.43	219	1.24
15	My job responsibilities are communicated clearly to me	4.56	.63	222	3.37	1.14	220	1.19
16	Work responsibilities are within my job description †	4.48	.70	214	3.33	1.30	217	1.15
17	My supervisor pays attention to what I have to say	4.54	.66	218	3.40	1.44	219	1.14
18	My department or work unit has written, up-to-date objectives	4.31	.76	220	3.21	1.26	218	1.10
19	My department meets as a team to plan and coordinate work	4.39	.75	219	3.29	1.34	219	1.10
20	The work I do is appreciated by my supervisor	4.43	.72	222	3.40	1.37	218	1.03
21	I learn about important campus events in a timely manner	4.24	.77	223	3.25	1.12	216	0.99
22	I am comfortable answering student questions about institutional policies and procedures	4.25	.78	219	3.27	1.13	217	0.98
23	The work I do is valuable to the institution	4.61	.56	222	3.75	1.28	220	0.86
24	I am proud to work at this institution	4.50	.69	221	3.69	1.20	220	0.81
25	The type of work I do on most days is personally rewarding	4.62	.59	221	4.05	1.06	222	0.57

† Item is unique to Southwestern College's version of the survey.



**Table 9: Statistical Analysis, Work Environment**

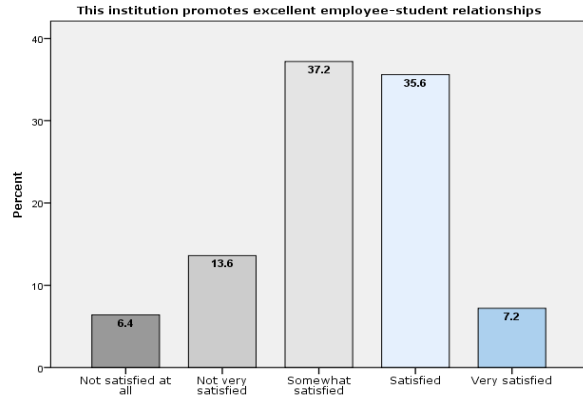
<b>Work Environment</b>					
<i>Comparison of Importance and Satisfaction Mean Scores</i>					
Statistical y Significant Categories	<b>IMPORTANCE (IMP):</b> 1 = "Not important at all" / 5 = "Very important" <b>SATISFACTION (SAT):</b> 1 = "Not satisfied at all" / 5 = "Very satisfied"	IMPORTANCE		SATISFACTION	
		SWC Mean	Comparison Group Mean	SWC Mean	Comparison Group Mean
IMP, SAT	My department has the budget needed to do its job well	<b>4.58*</b>	<b>4.48*</b>	<b>2.45*</b>	<b>3.16*</b>
IMP, SAT	My department has the staff needed to do its job well	<b>4.64*</b>	<b>4.54*</b>	<b>2.66*</b>	<b>3.12*</b>
IMP, SAT	I have adequate opportunities for advancement	<b>4.37*</b>	<b>4.21*</b>	<b>2.51*</b>	<b>3.08*</b>
SAT	I am paid fairly for the work I do	4.57	4.55	<b>2.78*</b>	<b>3.16*</b>
SAT	It is easy for me to get information at this institution	4.55	4.47	<b>2.80*</b>	<b>3.35*</b>
SAT	I have adequate opportunities for training to improve my skills	4.48	4.39	<b>2.77*</b>	<b>3.43*</b>
SAT	The employee benefits available to me are valuable	4.63	4.57	<b>2.97*</b>	<b>3.80*</b>
SAT	I have adequate opportunities for professional development	4.44	4.35	<b>2.82*</b>	<b>3.46*</b>
SAT	I am empowered to resolve problems quickly	4.44	4.40	<b>2.87*</b>	<b>3.42*</b>
SAT	I have the information I need to do my job well	4.62	4.61	<b>3.35*</b>	<b>3.67*</b>
SAT	My supervisor helps me improve my job performance	4.46	4.43	<b>3.22*</b>	<b>3.75*</b>
SAT	My job responsibilities are communicated clearly to me	4.56	4.57	<b>3.37*</b>	<b>3.74*</b>
SAT	My supervisor pays attention to what I have to say	4.54	4.58	<b>3.40*</b>	<b>3.89*</b>
SAT	My department or work unit has written, up-to-date objectives	4.31	4.22	<b>3.21*</b>	<b>3.62*</b>
SAT	My department meets as a team to plan and coordinate work	4.39	4.31	<b>3.29*</b>	<b>3.68*</b>
SAT	The work I do is appreciated by my supervisor	4.43	4.45	<b>3.40*</b>	<b>3.89*</b>
SAT	I learn about important campus events in a timely manner	4.24	4.20	<b>3.25*</b>	<b>3.58*</b>
SAT	I am comfortable answering student questions about institutional policies and	4.25	4.21	<b>3.27*</b>	<b>3.55*</b>
SAT	The work I do is valuable to the institution	4.61	4.55	<b>3.75*</b>	<b>3.99*</b>
SAT	I am proud to work at this institution	4.50	4.57	<b>3.69*</b>	<b>4.14*</b>
—	The type of work I do on most days is personally rewarding	4.62	4.55	4.05	4.10

\*Statistically significant mean scores (highlighted in blue for emphasis)

# Section 1: Charts - Campus Culture and Policies

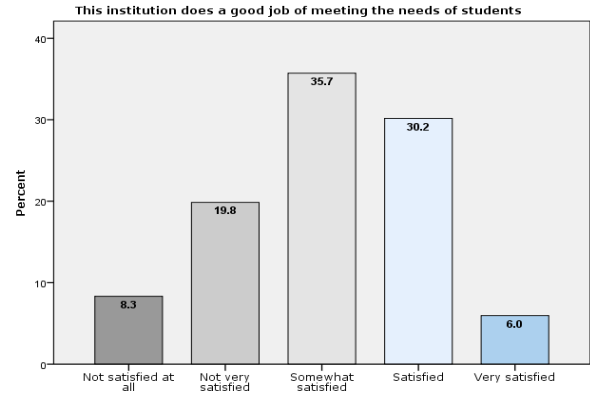
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## 1. This institution promotes excellent employee-student relationships



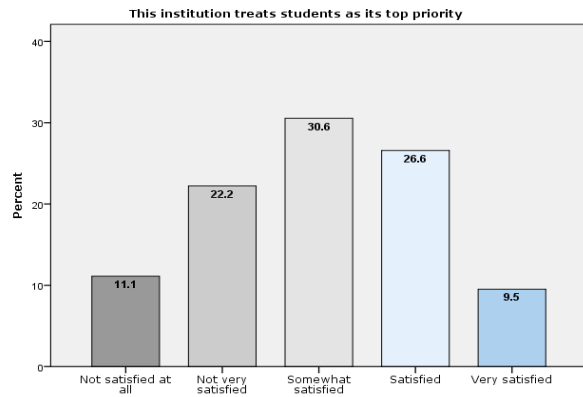
	Frequency	Percent
1 Not satisfied at all	16	6.4
2 Not very satisfied	34	13.6
3 Somewhat satisfied	93	37.2
4 Satisfied	89	35.6
5 Very satisfied	18	7.2
Total	250	100.0

## 3. This institution does a good job of meeting the needs of students



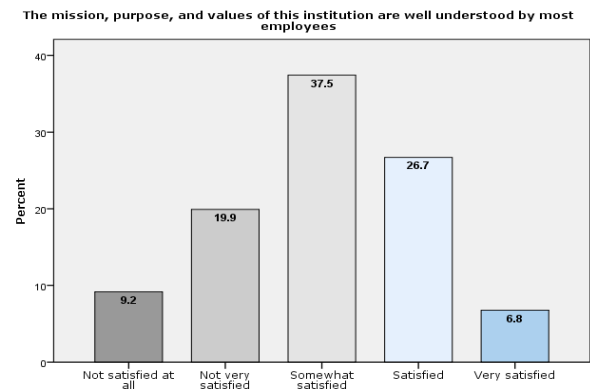
	Frequency	Percent
1 Not satisfied at all	21	8.3
2 Not very satisfied	50	19.8
3 Somewhat satisfied	90	35.7
4 Satisfied	76	30.2
5 Very satisfied	15	6.0
Total	252	100.0

## 2. This institution treats students as its top priority



	Frequency	Percent
1 Not satisfied at all	28	11.1
2 Not very satisfied	56	22.2
3 Somewhat satisfied	77	30.6
4 Satisfied	67	26.6
5 Very satisfied	24	9.5
Total	252	100.0

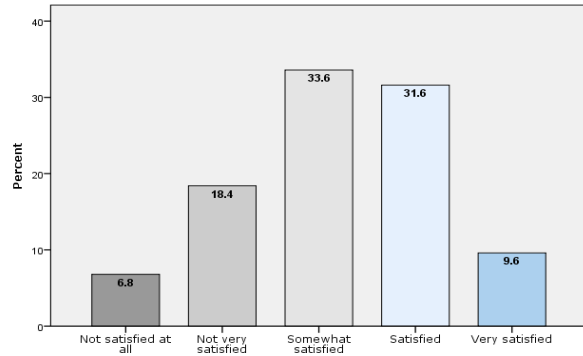
## 4. The mission, purpose, and values of this institution are well understood by most employees



	Frequency	Percent
1 Not satisfied at all	23	9.2
2 Not very satisfied	50	19.9
3 Somewhat satisfied	94	37.5
4 Satisfied	67	26.7
5 Very satisfied	17	6.8
Total	251	100.0

**5. Most employees are generally supportive of the mission, purpose, and values of this institution**

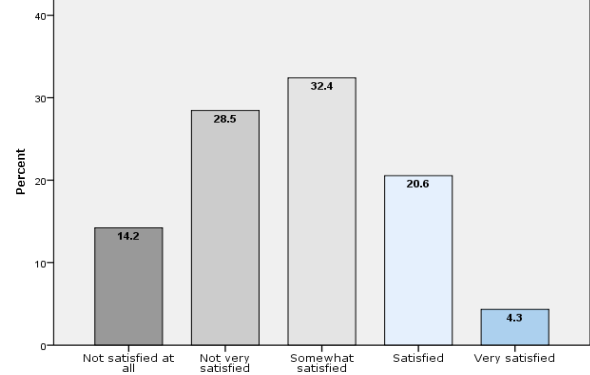
Most employees are generally supportive of the mission, purpose, and values of this institution



	Frequency	Percent
1 Not satisfied at all	17	6.8
2 Not very satisfied	46	18.4
3 Somewhat satisfied	84	33.6
4 Satisfied	79	31.6
5 Very satisfied	24	9.6
Total	250	100.0

**7. This institution involves its employees in planning for the future**

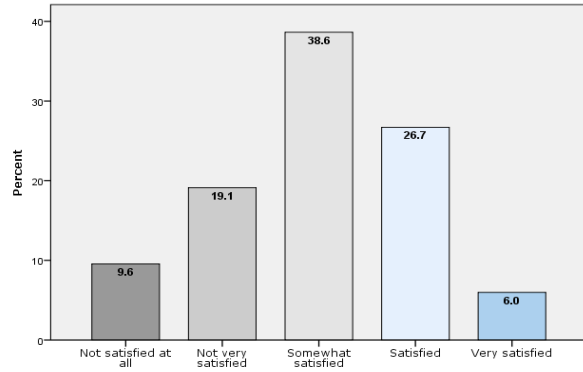
This institution involves its employees in planning for the future



	Frequency	Percent
1 Not satisfied at all	36	14.2
2 Not very satisfied	72	28.5
3 Somewhat satisfied	82	32.4
4 Satisfied	52	20.6
5 Very satisfied	11	4.3
Total	253	100.0

**6. The goals and objectives of this institution are consistent with its mission and values**

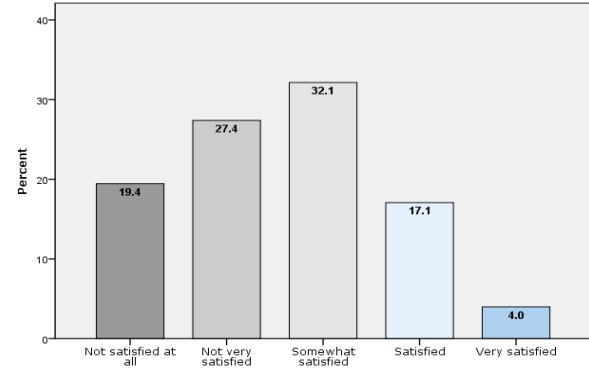
The goals and objectives of this institution are consistent with its mission and values



	Frequency	Percent
1 Not satisfied at all	24	9.6
2 Not very satisfied	48	19.1
3 Somewhat satisfied	97	38.6
4 Satisfied	67	26.7
5 Very satisfied	15	6.0
Total	251	100.0

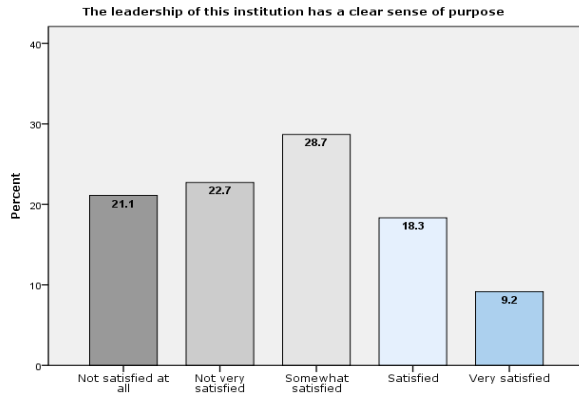
**8. This institution plans carefully**

This institution plans carefully



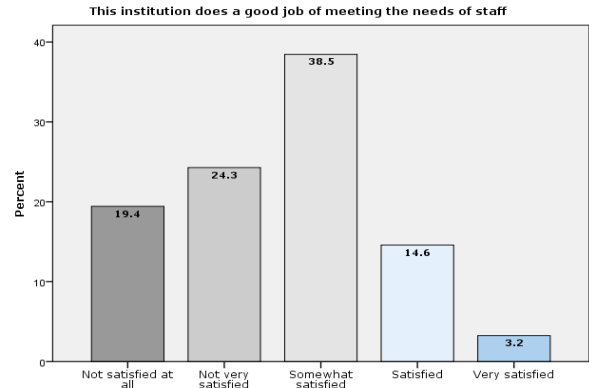
	Frequency	Percent
1 Not satisfied at all	58	19.4
2 Not very satisfied	56	27.4
3 Somewhat satisfied	81	32.1
4 Satisfied	43	17.1
5 Very satisfied	10	4.0
Total	252	100.0

**9. The leadership of this institution has a clear sense of purpose**



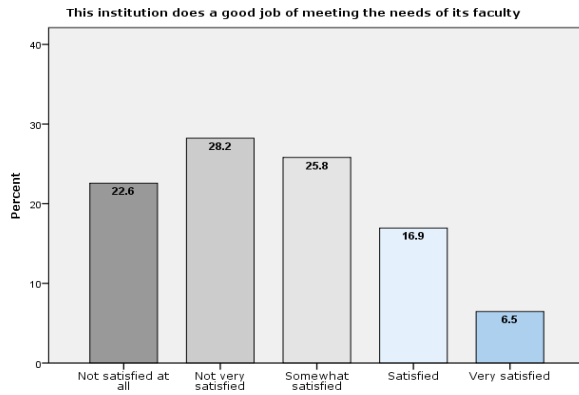
	Frequency	Percent
1 Not satisfied at all	53	21.1
2 Not very satisfied	57	22.7
3 Somewhat satisfied	72	28.7
4 Satisfied	46	18.3
5 Very satisfied	23	9.2
Total	251	100.0

**11. This institution does a good job of meeting the needs of staff**



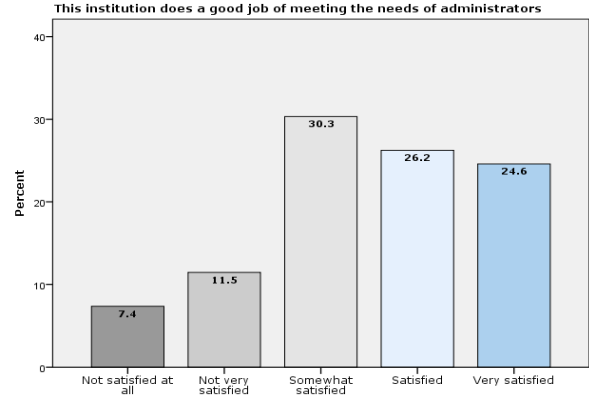
	Frequency	Percent
1 Not satisfied at all	48	19.4
2 Not very satisfied	60	24.3
3 Somewhat satisfied	95	38.5
4 Satisfied	36	14.6
5 Very satisfied	8	3.2
Total	247	100.0

**10. This institution does a good job of meeting the needs of its faculty**



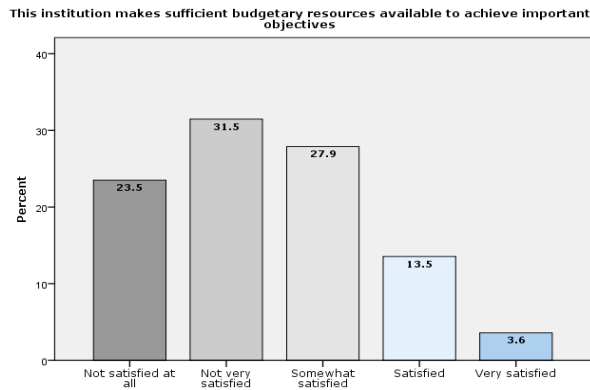
	Frequency	Percent
1 Not satisfied at all	56	22.6
2 Not very satisfied	70	28.2
3 Somewhat satisfied	64	25.8
4 Satisfied	42	16.9
5 Very satisfied	16	6.5
Total	248	100.0

**12. This institution does a good job of meeting the needs of administrators**



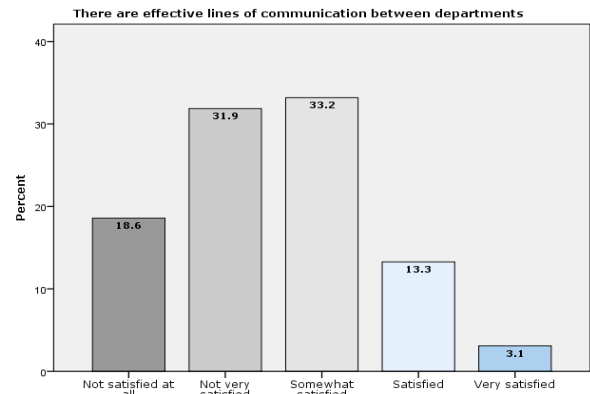
	Frequency	Percent
1 Not satisfied at all	18	7.4
2 Not very satisfied	28	11.5
3 Somewhat satisfied	74	30.3
4 Satisfied	64	26.2
5 Very satisfied	60	24.6
Total	244	100.0

**13. This institution makes sufficient budgetary resources available to achieve important objectives**



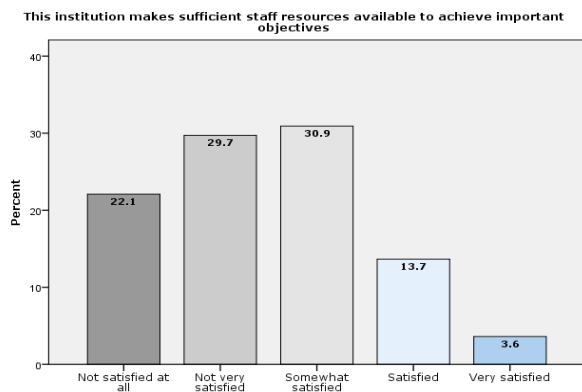
	Frequency	Percent
1 Not satisfied at all	59	23.5
2 Not very satisfied	79	31.5
3 Somewhat satisfied	70	27.9
4 Satisfied	34	13.5
5 Very satisfied	9	3.6
Total	251	100.0

**15. There are effective lines of communication between departments**



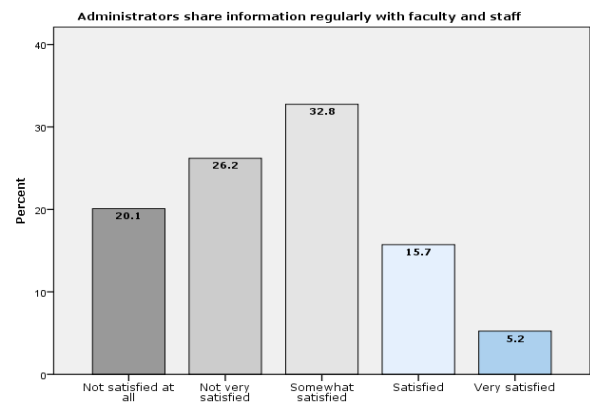
	Frequency	Percent
1 Not satisfied at all	42	18.6
2 Not very satisfied	72	31.9
3 Somewhat satisfied	75	33.2
4 Satisfied	30	13.3
5 Very satisfied	7	3.1
Total	226	100.0

**14. This institution makes sufficient staff resources available to achieve important objectives**



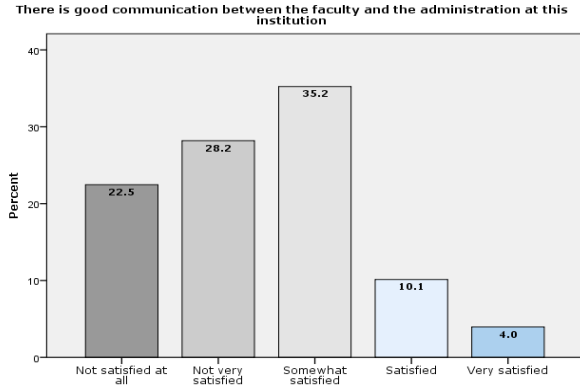
	Frequency	Percent
1 Not satisfied at all	55	22.1
2 Not very satisfied	74	29.7
3 Somewhat satisfied	77	30.9
4 Satisfied	34	13.7
5 Very satisfied	9	3.6
Total	249	100.0

**16. Administrators share information regularly with faculty and staff**



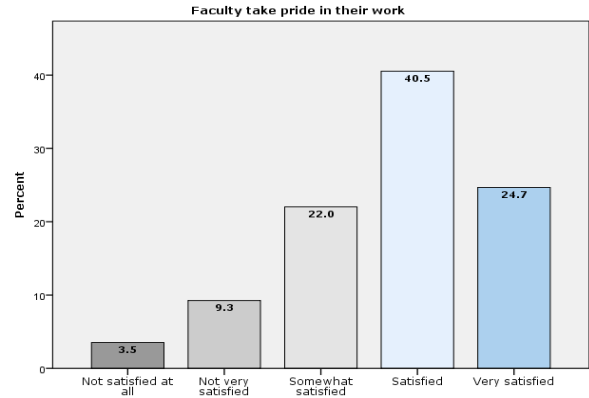
	Frequency	Percent
1 Not satisfied at all	46	20.1
2 Not very satisfied	60	26.2
3 Somewhat satisfied	75	32.8
4 Satisfied	36	15.7
5 Very satisfied	12	5.2
Total	229	100.0

**17. There is good communication between the faculty and the administration at this institution**



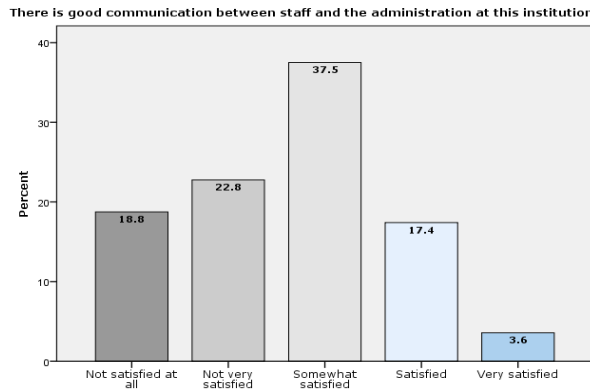
	Frequency	Percent
1 Not satisfied at all	51	22.5
2 Not very satisfied	64	28.2
3 Somewhat satisfied	80	35.2
4 Satisfied	23	10.1
5 Very satisfied	9	4.0
Total	227	100.0

**19. Faculty take pride in their work**



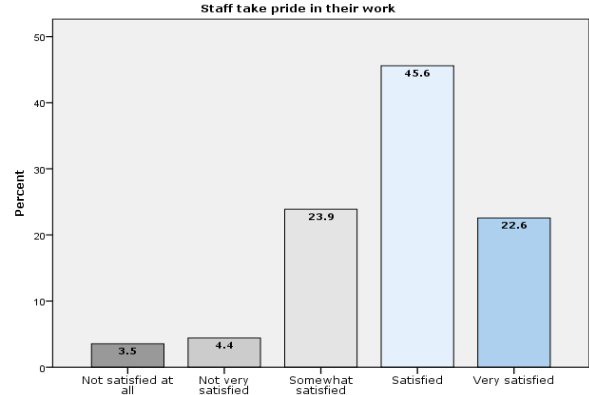
	Frequency	Percent
1 Not satisfied at all	8	3.5
2 Not very satisfied	21	9.3
3 Somewhat satisfied	50	22.0
4 Satisfied	92	40.5
5 Very satisfied	56	24.7
Total	227	100.0

**18. There is good communication between staff and the administration at this institution**



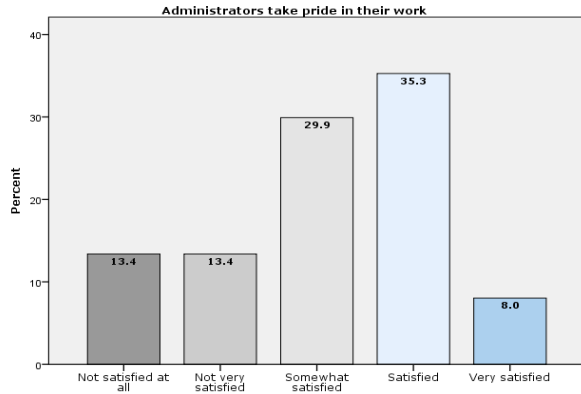
	Frequency	Percent
1 Not satisfied at all	42	18.8
2 Not very satisfied	51	22.8
3 Somewhat satisfied	84	37.5
4 Satisfied	39	17.4
5 Very satisfied	8	3.6
Total	224	100.0

**20. Staff take pride in their work**



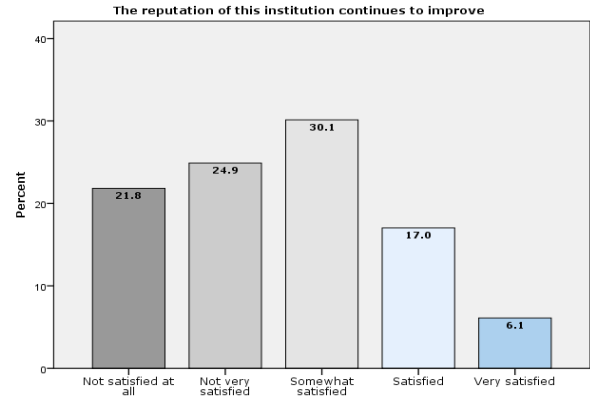
	Frequency	Percent
1 Not satisfied at all	8	3.5
2 Not very satisfied	10	4.4
3 Somewhat satisfied	54	23.9
4 Satisfied	103	45.6
5 Very satisfied	51	22.6
Total	226	100.0

**21. Administrators take pride in their work**



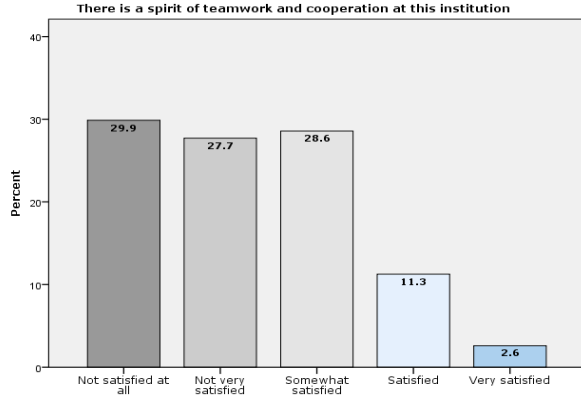
	Frequency	Percent
1 Not satisfied at all	30	13.4
2 Not very satisfied	30	13.4
3 Somewhat satisfied	67	29.9
4 Satisfied	79	35.3
5 Very satisfied	18	8.0
Total	224	100.0

**23. The reputation of this institution continues to improve**



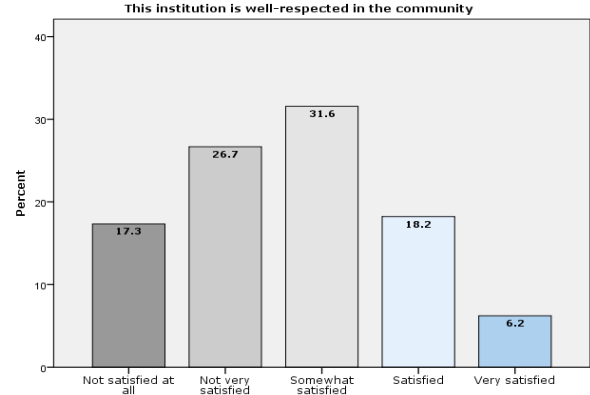
	Frequency	Percent
1 Not satisfied at all	50	21.8
2 Not very satisfied	57	24.9
3 Somewhat satisfied	69	30.1
4 Satisfied	39	17.0
5 Very satisfied	14	6.1
Total	229	100.0

**22. There is a spirit of teamwork and cooperation at this institution**



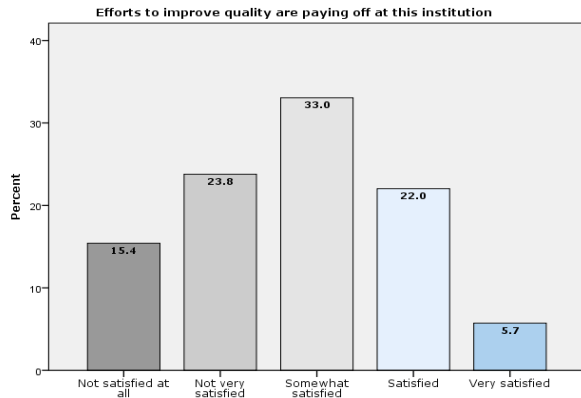
	Frequency	Percent
1 Not satisfied at all	69	29.9
2 Not very satisfied	64	27.7
3 Somewhat satisfied	66	28.6
4 Satisfied	26	11.3
5 Very satisfied	6	2.6
Total	231	100.0

**24. This institution is well-respected in the community**



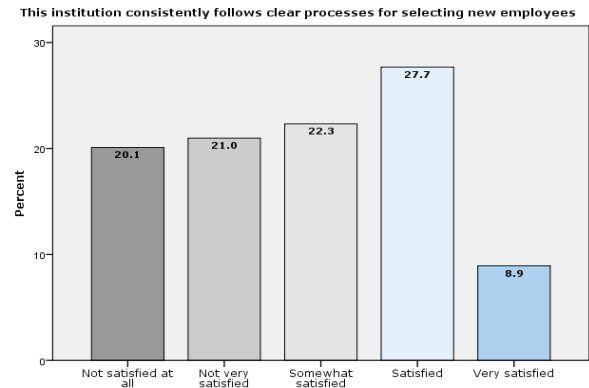
	Frequency	Percent
1 Not satisfied at all	39	17.3
2 Not very satisfied	60	26.7
3 Somewhat satisfied	71	31.6
4 Satisfied	41	18.2
5 Very satisfied	14	6.2
Total	225	100.0

**25. Efforts to improve quality are paying off at this institution**



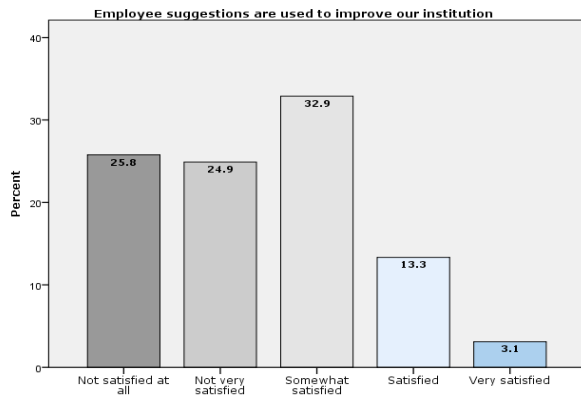
	Frequency	Percent
1 Not satisfied at all	35	15.4
2 Not very satisfied	54	23.8
3 Somewhat satisfied	75	33.0
4 Satisfied	50	22.0
5 Very satisfied	13	5.7
Total	227	100.0

**27. This institution consistently follows clear processes for selecting new employees**



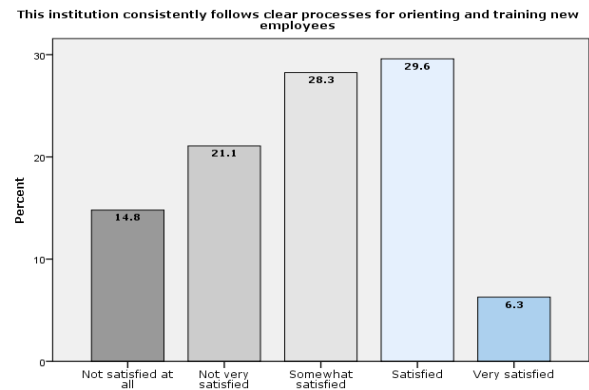
	Frequency	Percent
1 Not satisfied at all	45	20.1
2 Not very satisfied	47	21.0
3 Somewhat satisfied	50	22.3
4 Satisfied	62	27.7
5 Very satisfied	20	8.9
Total	224	100.0

**26. Employee suggestions are used to improve our institution**



	Frequency	Percent
1 Not satisfied at all	58	25.8
2 Not very satisfied	56	24.9
3 Somewhat satisfied	74	32.9
4 Satisfied	30	13.3
5 Very satisfied	7	3.1
Total	225	100.0

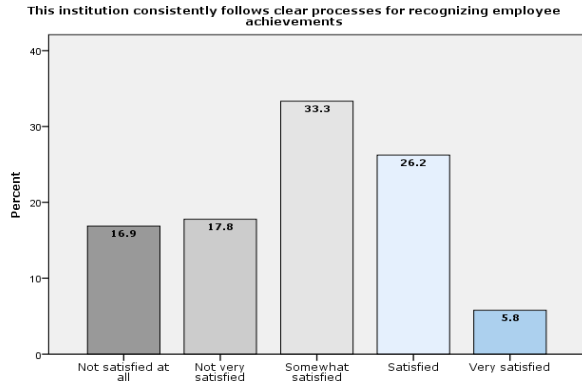
**28. This institution consistently follows clear processes for orienting and training new employees**



	Frequency	Percent
1 Not satisfied at all	33	14.8
2 Not very satisfied	47	21.1
3 Somewhat satisfied	63	28.3
4 Satisfied	66	29.6
5 Very satisfied	14	6.3
Total	223	100.0

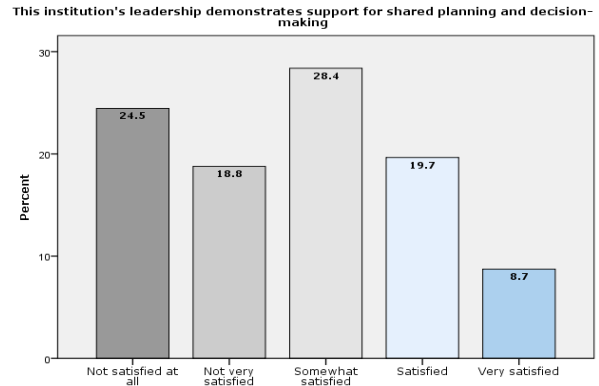


**29. This institution consistently follows clear processes for recognizing employee achievements**



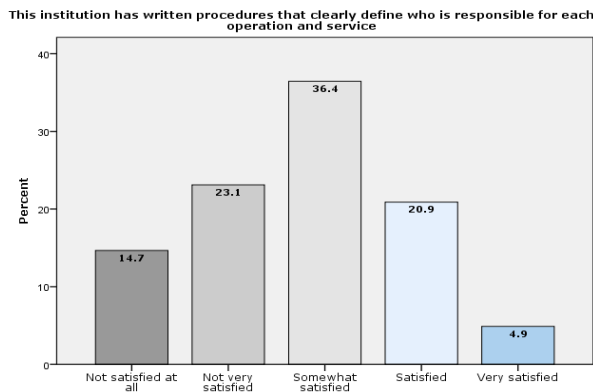
	Frequency	Percent
1 Not satisfied at all	38	16.9
2 Not very satisfied	40	17.8
3 Somewhat satisfied	75	33.3
4 Satisfied	59	26.2
5 Very satisfied	13	5.8
Total	225	100.0

**31. This institution's leadership demonstrates support for shared planning and decision-making**



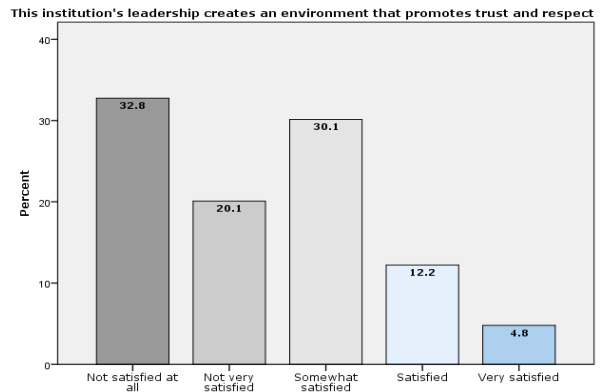
	Frequency	Percent
1 Not satisfied at all	56	24.5
2 Not very satisfied	43	18.8
3 Somewhat satisfied	65	28.4
4 Satisfied	45	19.7
5 Very satisfied	20	8.7
Total	229	100.0

**30. This institution has written procedures that clearly define who is responsible for each operation and service**



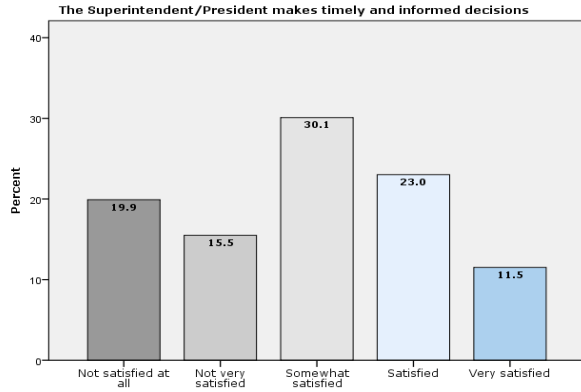
	Frequency	Percent
1 Not satisfied at all	33	14.7
2 Not very satisfied	52	23.1
3 Somewhat satisfied	82	36.4
4 Satisfied	47	20.9
5 Very satisfied	11	4.9
Total	225	100.0

**32. This institution's leadership creates an environment that promotes trust and respect**



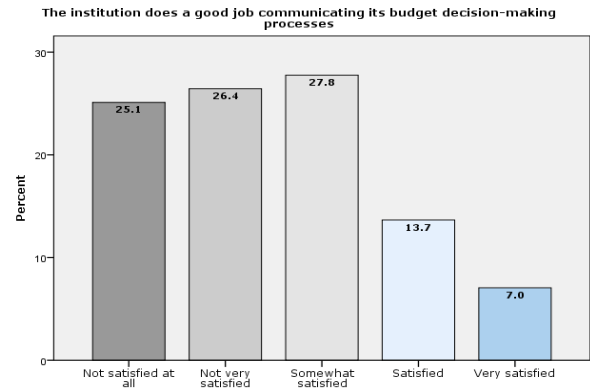
	Frequency	Percent
1 Not satisfied at all	75	32.8
2 Not very satisfied	46	20.1
3 Somewhat satisfied	69	30.1
4 Satisfied	28	12.2
5 Very satisfied	11	4.8
Total	229	100.0

**33. The Superintendent/President makes timely and informed decisions**



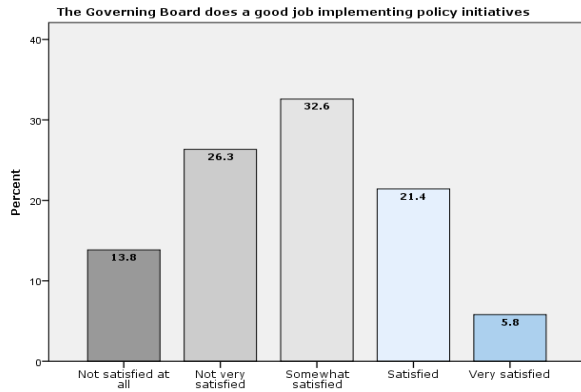
	Frequency	Percent
1 Not satisfied at all	45	19.9
2 Not very satisfied	35	15.5
3 Somewhat satisfied	68	30.1
4 Satisfied	52	23.0
5 Very satisfied	26	11.5
Total	226	100.0

**35. The institution does a good job communicating its budget decision-making processes**



	Frequency	Percent
1 Not satisfied at all	57	25.1
2 Not very satisfied	60	26.4
3 Somewhat satisfied	63	27.8
4 Satisfied	31	13.7
5 Very satisfied	16	7.0
Total	227	100.0

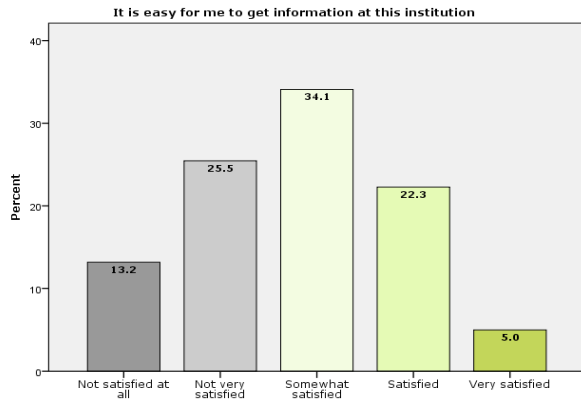
**34. The Governing Board does a good job implementing policy initiatives**



	Frequency	Percent
1 Not satisfied at all	31	13.8
2 Not very satisfied	59	26.3
3 Somewhat satisfied	73	32.6
4 Satisfied	48	21.4
5 Very satisfied	13	5.8
Total	224	100.0

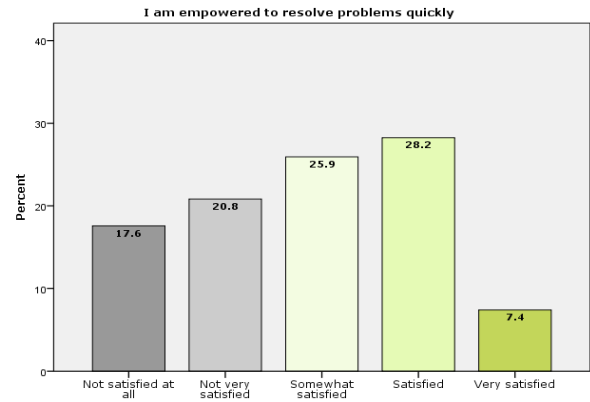
## Section 4: Charts - Work Environment

### 39. It is easy for me to get information at this institution



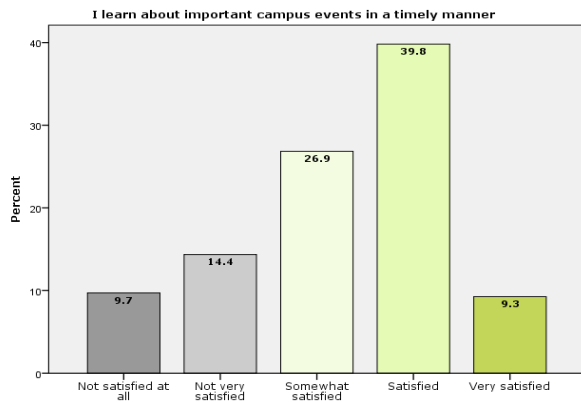
	Frequency	Percent
1 Not satisfied at all	29	13.2
2 Not very satisfied	56	25.5
3 Somewhat satisfied	75	34.1
4 Satisfied	49	22.3
5 Very satisfied	11	5.0
Total	220	100.0

### 41. I am empowered to resolve problems quickly



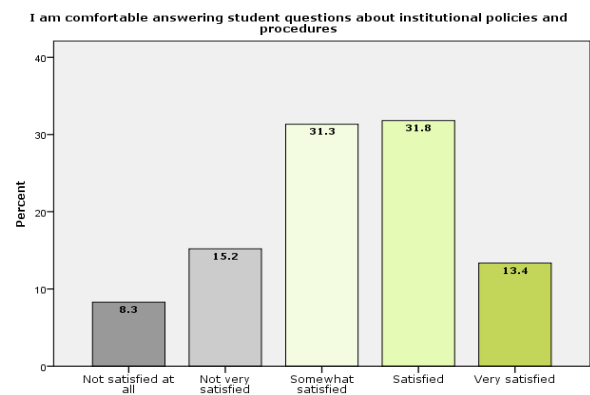
	Frequency	Percent
1 Not satisfied at all	38	17.6
2 Not very satisfied	45	20.8
3 Somewhat satisfied	56	25.9
4 Satisfied	61	28.2
5 Very satisfied	16	7.4
Total	216	100.0

### 40. I learn about important campus events in a timely manner



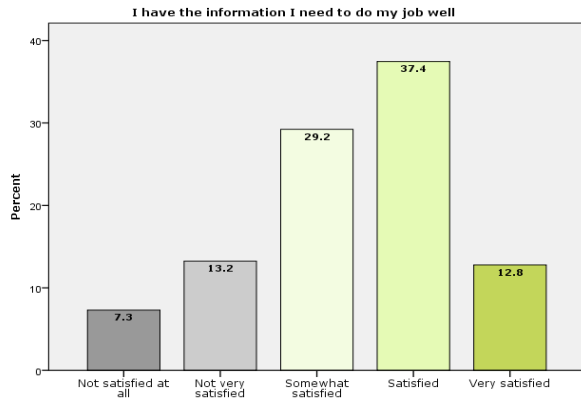
	Frequency	Percent
1 Not satisfied at all	21	9.7
2 Not very satisfied	31	14.4
3 Somewhat satisfied	58	26.9
4 Satisfied	86	39.8
5 Very satisfied	20	9.3
Total	216	100.0

### 42. I am comfortable answering student questions about institutional policies and procedures



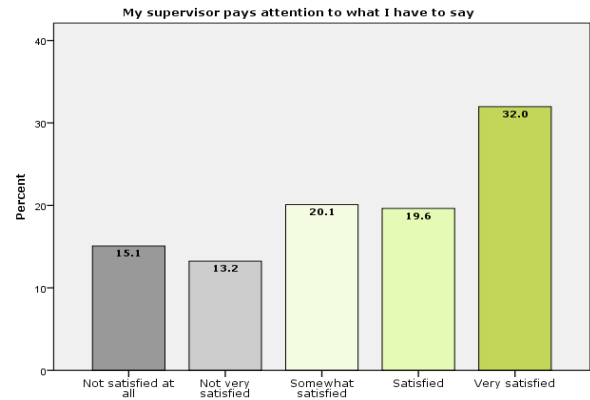
	Frequency	Percent
1 Not satisfied at all	18	8.3
2 Not very satisfied	33	15.2
3 Somewhat satisfied	68	31.3
4 Satisfied	69	31.8
5 Very satisfied	29	13.4
Total	217	100.0

**43. I have the information I need to do my job well**



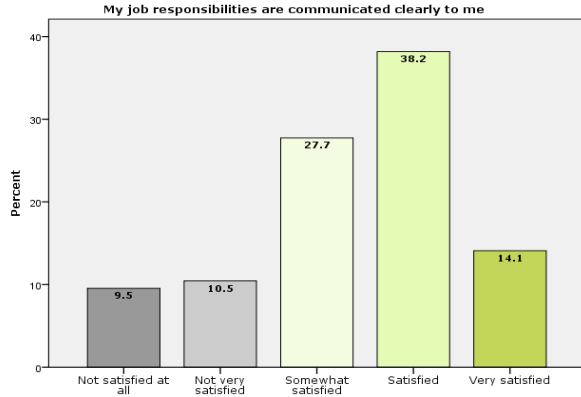
	Frequency	Percent
1 Not satisfied at all	16	7.3
2 Not very satisfied	29	13.2
3 Somewhat satisfied	64	29.2
4 Satisfied	82	37.4
5 Very satisfied	28	12.8
Total	219	100.0

**45. My supervisor pays attention to what I have to say**



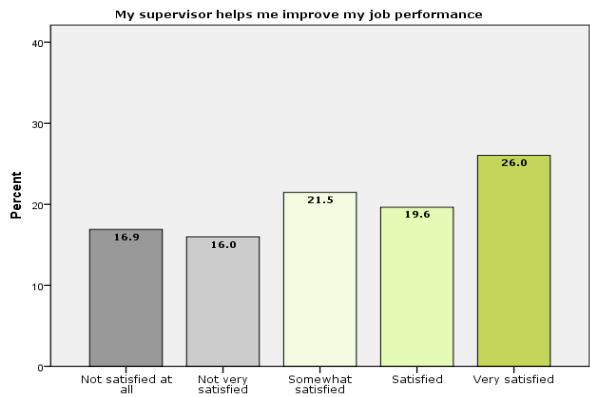
	Frequency	Percent
1 Not satisfied at all	33	15.1
2 Not very satisfied	29	13.2
3 Somewhat satisfied	44	20.1
4 Satisfied	43	19.6
5 Very satisfied	70	32.0
Total	219	100.0

**44. My job responsibilities are communicated clearly to me**



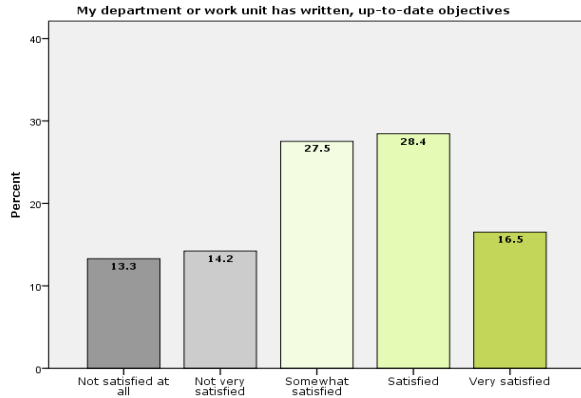
	Frequency	Percent
1 Not satisfied at all	21	9.5
2 Not very satisfied	23	10.5
3 Somewhat satisfied	61	27.7
4 Satisfied	84	38.2
5 Very satisfied	31	14.1
Total	220	100.0

**46. My supervisor helps me improve my job performance**



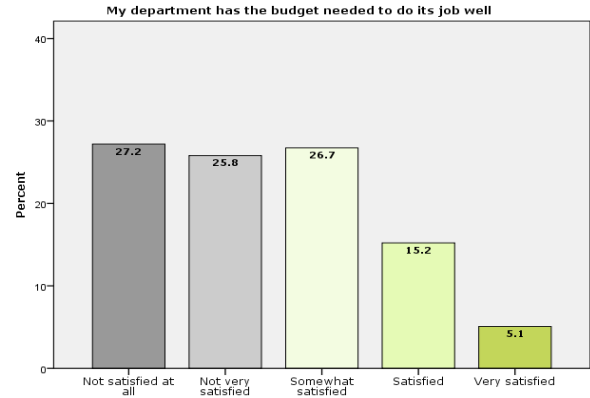
	Frequency	Percent
1 Not satisfied at all	37	16.9
2 Not very satisfied	35	16.0
3 Somewhat satisfied	47	21.5
4 Satisfied	43	19.6
5 Very satisfied	57	26.0
Total	219	100.0

**47. My department or work unit has written, up-to-date objectives**



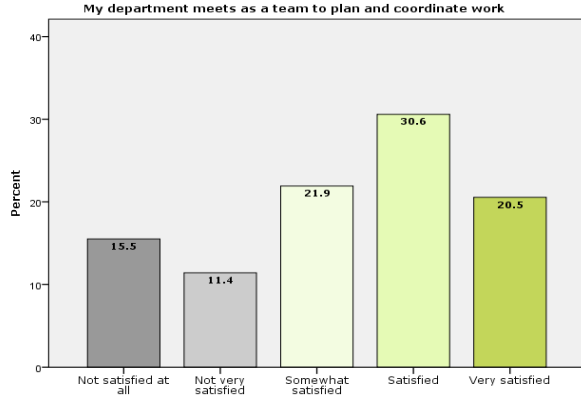
	Frequency	Percent
1 Not satisfied at all	29	13.3
2 Not very satisfied	31	14.2
3 Somewhat satisfied	60	27.5
4 Satisfied	62	28.4
5 Very satisfied	36	16.5
Total	218	100.0

**49. My department has the budget needed to do its job well**



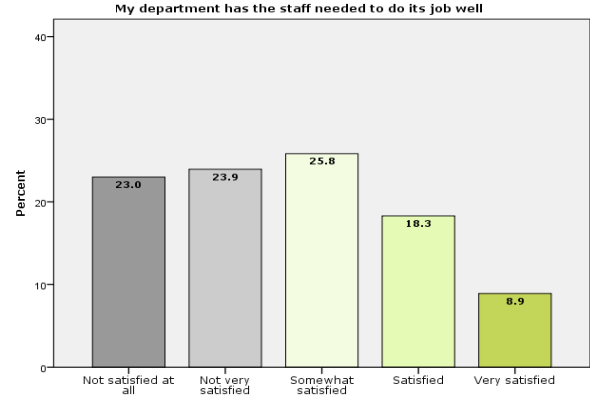
	Frequency	Percent
1 Not satisfied at all	59	27.2
2 Not very satisfied	56	25.8
3 Somewhat satisfied	58	26.7
4 Satisfied	33	15.2
5 Very satisfied	11	5.1
Total	217	100.0

**48. My department meets as a team to plan and coordinate work**



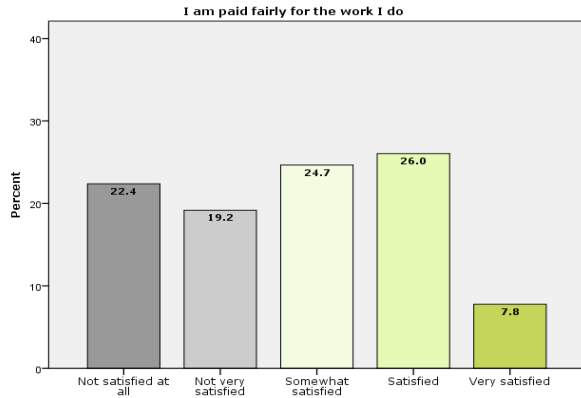
	Frequency	Percent
1 Not satisfied at all	34	15.5
2 Not very satisfied	25	11.4
3 Somewhat satisfied	48	21.9
4 Satisfied	67	30.6
5 Very satisfied	45	20.5
Total	219	100.0

**50. My department has the staff needed to do its job well**



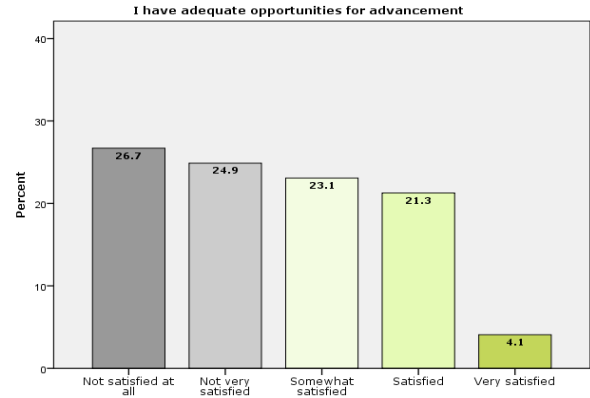
	Frequency	Percent
1 Not satisfied at all	49	23.0
2 Not very satisfied	51	23.9
3 Somewhat satisfied	55	25.8
4 Satisfied	39	18.3
5 Very satisfied	19	8.9
Total	213	100.0

**51. I am paid fairly for the work I do**



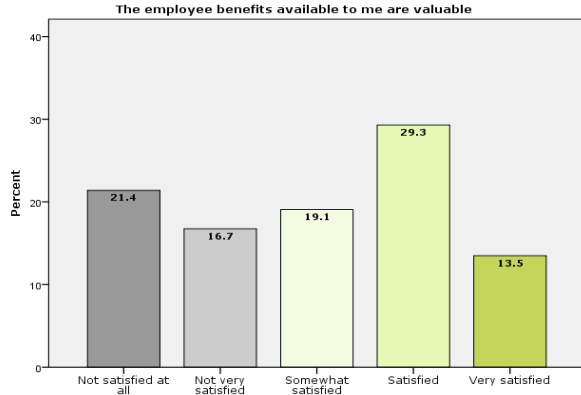
	Frequency	Percent
1 Not satisfied at all	49	22.4
2 Not very satisfied	42	19.2
3 Somewhat satisfied	54	24.7
4 Satisfied	57	26.0
5 Very satisfied	17	7.8
Total	219	100.0

**53. I have adequate opportunities for advancement**



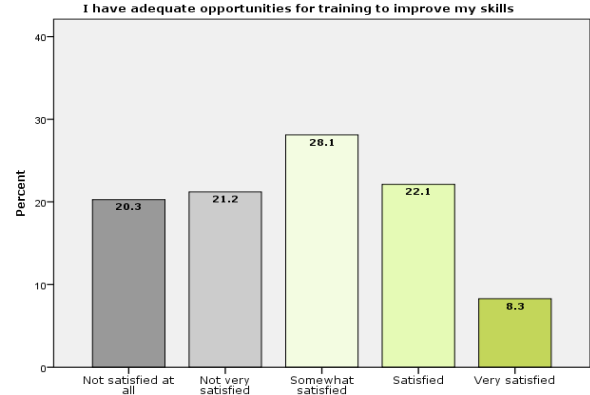
	Frequency	Percent
1 Not satisfied at all	59	26.7
2 Not very satisfied	55	24.9
3 Somewhat satisfied	51	23.1
4 Satisfied	47	21.3
5 Very satisfied	9	4.1
Total	221	100.0

**52. The employee benefits available to me are valuable**



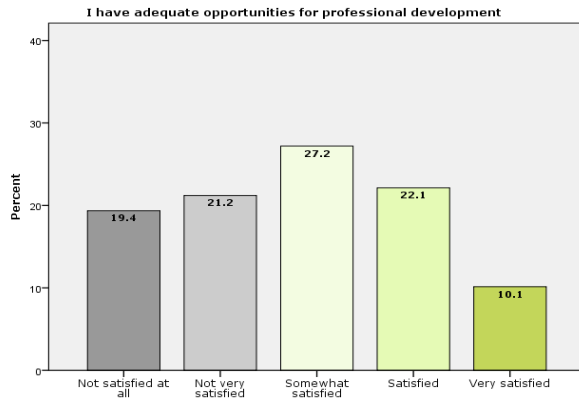
	Frequency	Percent
1 Not satisfied at all	46	21.4
2 Not very satisfied	36	16.7
3 Somewhat satisfied	41	19.1
4 Satisfied	63	29.3
5 Very satisfied	29	13.5
Total	215	100.0

**54. I have adequate opportunities for training to improve my skills**



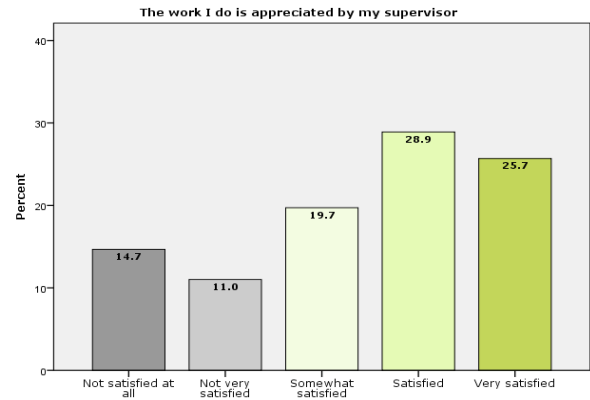
	Frequency	Percent
1 Not satisfied at all	44	20.3
2 Not very satisfied	46	21.2
3 Somewhat satisfied	61	28.1
4 Satisfied	48	22.1
5 Very satisfied	18	8.3
Total	217	100.0

**55. I have adequate opportunities for professional development**



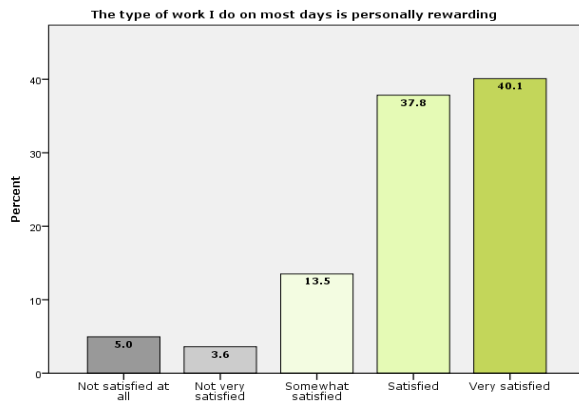
	Frequency	Percent
1 Not satisfied at all	42	19.4
2 Not very satisfied	46	21.2
3 Somewhat satisfied	59	27.2
4 Satisfied	48	22.1
5 Very satisfied	22	10.1
Total	217	100.0

**57. The work I do is appreciated by my supervisor**



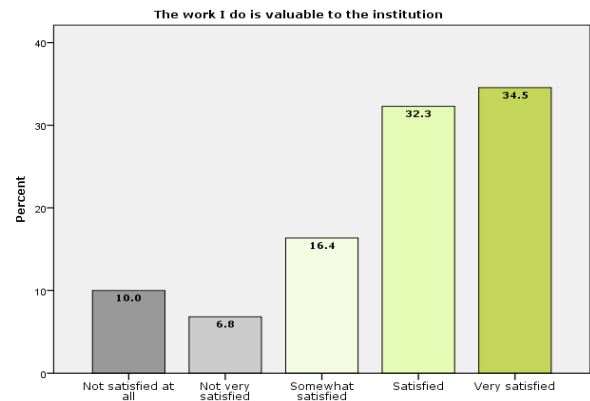
	Frequency	Percent
1 Not satisfied at all	32	14.7
2 Not very satisfied	24	11.0
3 Somewhat satisfied	43	19.7
4 Satisfied	63	28.9
5 Very satisfied	56	25.7
Total	218	100.0

**56. The type of work I do on most days is personally rewarding**



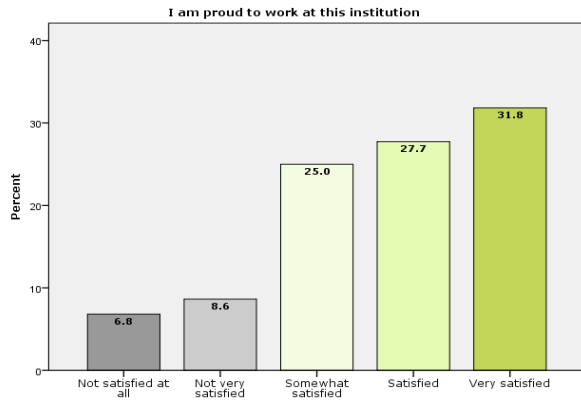
	Frequency	Percent
1 Not satisfied at all	11	5.0
2 Not very satisfied	8	3.6
3 Somewhat satisfied	30	13.5
4 Satisfied	84	37.8
5 Very satisfied	89	40.1
Total	222	100.0

**58. The work I do is valuable to the institution**



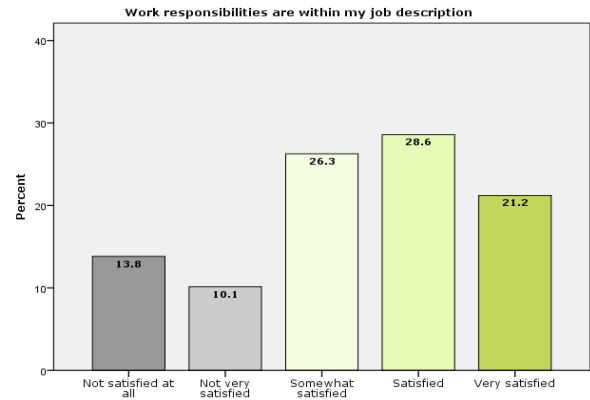
	Frequency	Percent
1 Not satisfied at all	22	10.0
2 Not very satisfied	15	6.8
3 Somewhat satisfied	36	16.4
4 Satisfied	71	32.3
5 Very satisfied	76	34.5
Total	220	100.0

**59. I am proud to work at this institution**



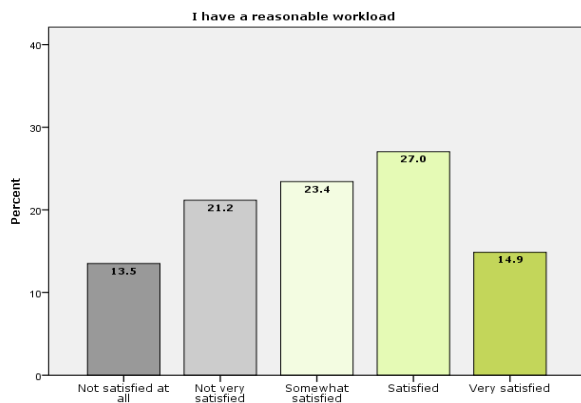
	Frequency	Percent
1 Not satisfied at all	15	6.8
2 Not very satisfied	19	8.6
3 Somewhat satisfied	55	25.0
4 Satisfied	61	27.7
5 Very satisfied	70	31.8
Total	220	100.0

**61. Work responsibilities are within my job description**



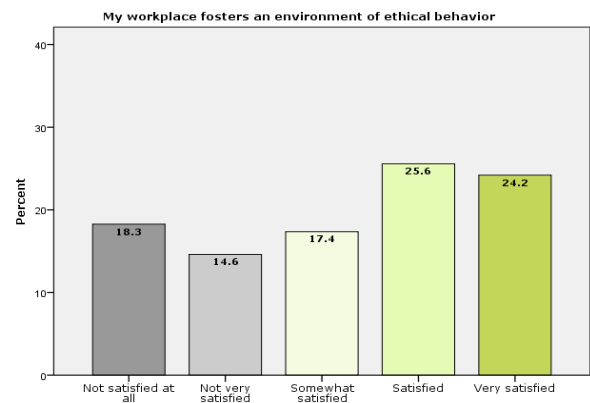
	Frequency	Percent
1 Not satisfied at all	30	13.8
2 Not very satisfied	22	10.1
3 Somewhat satisfied	57	26.3
4 Satisfied	62	28.6
5 Very satisfied	46	21.2
Total	217	100.0

**60. I have a reasonable workload**



	Frequency	Percent
1 Not satisfied at all	30	13.5
2 Not very satisfied	47	21.2
3 Somewhat satisfied	52	23.4
4 Satisfied	60	27.0
5 Very satisfied	33	14.9
Total	222	100.0

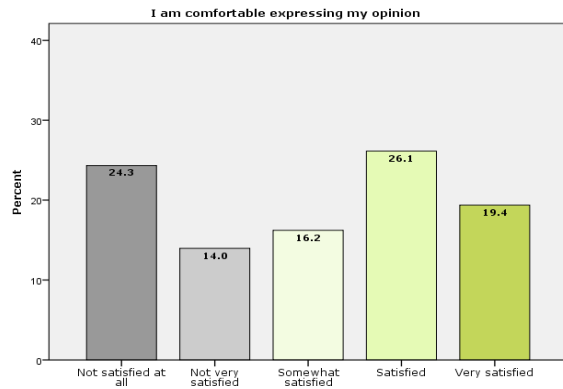
**62. My workplace fosters an environment of ethical behavior**



	Frequency	Percent
1 Not satisfied at all	40	18.3
2 Not very satisfied	32	14.6
3 Somewhat satisfied	38	17.4
4 Satisfied	56	25.6
5 Very satisfied	53	24.2
Total	219	100.0



**63. I am comfortable expressing my opinion**



	Frequency	Percent
1 Not satisfied at all	54	24.3
2 Not very satisfied	31	14.0
3 Somewhat satisfied	36	16.2
4 Satisfied	58	26.1
5 Very satisfied	43	19.4
Total	222	100.0

# Open-Ended Question Analysis

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## Response Classifications

In order to facilitate an understanding of the College Employee Satisfaction Survey's (CESS) open-ended responses, several thematic categories were used to classify employee opinions and perspectives. These categories were guided by a need to encompass comments in a logical and meaningful way of relevance to the campus community and at the same time reflect the employee survey's underlying focus on "Campus Culture and Policies," "Institutional Goals," "Involvement in Planning and Decision-Making," and the "Work Environment." Nine classification groups were developed to organize respondent opinions and perspectives systematically. Employee comments ranged from minimal to extensive with many involving a broad spectrum of thematic contents—thus, open-ended responses could be classified under two or more categories.

The thematic categories were defined in the following manner:

1. Communication references relate to formal and informal information patterns across institutional actors and entities.
2. Funding/Compensation involves mention of budgetary resources and fiscal allocations, workplace salary, compensation, and other budgetary items.
3. Infrastructure encompasses physical resources and capital such as technology and support.
4. Institutional Process relates to organizational practices and mechanisms at the employee level such as hiring and human resource management.
5. Morale covers workplace satisfaction, attitudes, and sentiments.
6. Student Success involves any institutional attributes and initiatives affecting curriculum, academic outcomes, and educational trajectories.
7. Transparency includes institutional disclosure practices, or the availability of information permitting collective decision-making.
8. Workplace Support involves staff development and human capital initiatives.
9. Miscellaneous are employee comments outside the aforementioned groupings.

For the purpose of organization of each open-ended question summary, the three most frequently mentioned themes are discussed. Summary statements within each question category are broad and reflect an attempt to accurately and objectively recapitulate employee opinion.

## Survey Prompts in Context

For a comprehensive analysis, employee comments to open-ended prompts must be viewed in context of the Noel-Levitz questionnaire framework. Within the CESS, all open-ended prompts are aligned with one of two survey sections—*Institutional Goals* and *Workplace Environment*.

The first prompt, "**What other institutional goals do you think are important?**" is found within the *Institutional Goals* section. This question follows an earlier instruction to "choose three goals that you believe should be this institution's top priorities" from a listing of eleven (11) specified institutional goals and is intended as a follow-up query. To ascertain a

more generalized institutional goals perspective, a stand-alone prompt is also found within the *Workplace Environment* section. This latter prompt requests that employees **“provide any additional feedback about this institution's goals.”** Responses within this second institutional goals prompt are expected to reflect not only more immediate policy and organizational goals, but aspirational goals as well.

Additionally, the *Workplace Environment* section contained two other prompts focused upon Campus Culture & Policies and the Workplace Environment, respectively. In terms of the Campus Culture and Policies, respondents were instructed to **“provide any additional feedback about the campus culture and policies at Southwestern College.”** The final prompt sought employee perspective regarding the immediate workplace environment with **“any additional feedback about the work environment at Southwestern College.”** This prompt was intended as a follow-up to statements that “describe conditions of your work environment as an employee at this institution” touching upon compensation, training opportunities, staffing, workload, and other topics.

### Respondent Demographics (Reprise)

The majority of Noel-Levitz questionnaire respondents have been at Southwestern College for more than ten years (60.4%). Most respondent were also comprised of full-time employees (65.5%). In terms of employee position, more than half (53.2%) of all respondents were either full- or part-time faculty members.

Noel-Levitz CESS Respondent Demographics		
How long have you worked at this institution?	Count	Percent
Less than 1 year	7	3.0%
1 to 5 years	44	18.7%
6 to 10 years	42	17.9%
11 to 20 years	88	37.4%
More than 20 years	54	23.0%
All responses	235	100.0%
Is your position:	Count	Percent
Faculty	125	53.2%
Staff	86	36.6%
Administrator	24	10.2%
All responses	235	100.0%
Is your position:	Count	Percent
Full-time	154	65.5%
Part-time	81	34.5%
All responses	235	100.0%

## Section 2, Question 37

### What other institutional goals do you think are important?<sup>2</sup>

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#### Student Success

Respondent feedback regarding *Student Success* made up about 34% of all Question 37 commentary. The following bullet points summarize many of the comments made in regards to institutional goals and student success at Southwestern College:

- Better integration of local employment with academic offerings—students must be more “marketable” to prospective employers.
- Evaluate program inventories for viability in current job markets.
- Generate new or innovative programs to improve the labor market prospects of students.
- Increase the availability of courses in critical or core academic areas.
- Increase university transfers.

#### Institutional Process

Respondent feedback regarding *Institutional Process* made up about 25% of all Question 37 commentary. The following bullet points summarize many of the comments made in regards to institutional goals and institutional processes at Southwestern College:

- Advance the institutional standing of part-time faculty (vesting, teaching assignments, etc.)
- Greater effort needed to advance decision-making processes among institutional actors.
- Improve accountability through better formal procedures, for instance, transparency of processes.
- Implement policies that assure employee “voice” is considered in institutional processes.

#### Funding/Compensation

Respondent feedback regarding *Funding/Compensation* made up about 17% of all Question 37 commentary. The following bullet points summarize many of the comments made in regards to institutional goals and funding/compensation at Southwestern College:

- Higher pay and pay equity for faculty and staff.
- Consistency in implementation cost-of-living allowance for college employees.
- Ensure that student services are funded adequately (tutoring, library, etc.).
- Restoration of funding cutbacks.

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<sup>2</sup> Thematic categories based on three most prevalent response designations.

## Section 4, Question 65

Please provide any additional feedback about the campus culture and policies at Southwestern College.<sup>3</sup>

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### Morale

Respondent feedback regarding *Morale* made up about 47% of all Question 65 commentary. The following bullet points summarize many of the comments made in regards to campus culture, policies, and morale at Southwestern College:

- Campus morale viewed as lower, or no more improved, than in previous years.
- A chasm exists between administrators and employees.
- Campus culture generally negative in nature (“toxic,” “defeatist,” etc.)
- Adjunct faculty treated or viewed with little regard.
- An inordinate amount of institutional influence is attributed to faculty (presumably, full-time) to the detriment of other employee groups.

### Institutional Process

Respondent feedback regarding *Institutional Process* made up about 47% of all Question 65 commentary. The following bullet points summarize many of the comments made in regards to campus culture, policies, and institutional processes at Southwestern College:

- Campus leadership viewed as self-serving or “protected.”
- Management, supervisors, and deans regarded as poorly or improperly engaged in oversight role.
- “Bad apples,” “lawbreakers” and corruption unaddressed by institution.
- Difficult to acquire or discern procedural information and formal institutional policies.

### Funding/Compensation

Respondent feedback regarding *Funding/Compensation* made up about 9% of all Question 65 commentary. The following bullet points summarize many of the comments made in regard to campus culture, policies, and funding/compensation at Southwestern College:

- Hiring, vesting and salary policies regard as ambiguous or inconsistent.
- Too few employees for institutional workloads.
- Budgets inadequate to support material needs of offices and programs.

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<sup>3</sup> Thematic categories based on three most prevalent response designations.

## Section 4, Question 66

Please provide any additional feedback about this institution's goals.<sup>4</sup>

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### Institutional Process

Respondent feedback regarding *Institutional Process* made up about 25% of all Question 66 commentary. The following bullet points summarize many of the comments made in regards to institutional goals and institutional processes at Southwestern College:

- Lack of support from administration and a lack of motivation and cooperation among constituency groups in order to accomplish goals.
- Strategic priorities and master plans need revision and should utilize campus-wide input.
- Staff should have a greater role in decision-making; those most affected by administrative decisions have little input in the decision-making process.
- Budget allocation process is not explained well to campus community.
- Processes are ineffective; too much time spent making plans and not enough time following through.
- Decisions made by committees and administration do not seem to coincide with institutional goals.

### Student Success

Respondent feedback regarding *Student Success* made up about 15% of all Question 66 commentary. The following bullet points summarize many of the comments made in regards to institutional goals and student success at Southwestern College:

- Goals should be focused around students, their success, and academic excellence.
- Update curriculum to better reflect current workforce needs, including instruction of modern technologies.
- Progress has been made by focusing institutional goals around student performance indicators.
- Students would benefit from technologies that better support registration processes and available course offerings.

### Funding

Respondent feedback regarding *Funding/Compensation* made up about 15% of all Question 66 commentary. The following bullet points summarize many of the comments made in regards to institutional goals and funding/compensation at Southwestern College:

- More funding allocated to programs and course offerings.
- Support for adjunct faculty, including paid office hours, should be a greater college priority.
- Classroom equipment and technology are outdated; Prop R funds were poorly used.
- Lack of tutoring services and computers available to students.
- Student experience should be the focus of resource and budget disbursement.

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<sup>4</sup> Thematic categories based on three most prevalent response designations.

## Section 4, Question 67

Please provide any additional feedback about the work environment at Southwestern College.<sup>5</sup>

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### Morale

Respondent feedback regarding *Morale* made up about 35% of all Question 67 commentary. The following bullet points summarize many of the comments made in regards to work environment and morale at Southwestern College:

- Morale is low.
- There is a lack of trust and respect between administrators, faculty, and staff.
- Leaders are intimidating and unapproachable; several employees report feeling bullied in the workplace.
- Little cooperation or support between departments; poor communication.
- Staff feels unappreciated, over-worked, and poorly compensated.
- Personal interests have gotten in the way of productivity.
- Not enough oversight of the quality of work from leadership.
- Instructors are supportive of each other, staff are friendly and professional, great students at Southwestern College.

### Funding/Compensation

Respondent feedback regarding *Funding/Compensation* made up about 12% of all Question 67 commentary. The following bullet points summarize many of the comments made in regards to the work environment and funding/compensation at Southwestern College:

- Wages and resources for adjunct faculty are dismal.
- Classroom supplies and equipment are inadequate or nonexistent.
- Not enough classified staff to keep up with demands.
- Unfair compensation; need better processes for promotions and raises.

### Institutional Process

Respondent feedback regarding *Institutional Process* made up about 12% of all Question 67 commentary. The following bullet points summarize many of the comments made in regards to the work environment and institutional processes at Southwestern College:

- Employees need to be involved at every level; top-down approach to decision-making not right.
- Lack of accountability of managers.
- Too much resistance to change current, ineffective processes.

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<sup>5</sup> Thematic categories based on three most prevalent response designations.