



College Employee Satisfaction Survey

SPRING 2015

Prepared by the Office of
Institutional Effectiveness,
Institutional Research Unit

Table of Contents

Introduction

Survey Themes, Contents, and Rating Scales	<u>1</u>
--	--------------------------

Understanding the Survey Results	<u>3</u>
---	--------------------------

Key Findings

Section 1: Campus Culture and Policies	<u>5</u>
--	--------------------------

Section 2: Institutional Goals.....	<u>5</u>
-------------------------------------	--------------------------

Section 3: Involvement in Planning and Decision-Making	<u>6</u>
--	--------------------------

Section 4: Work Environment	<u>6</u>
-----------------------------------	--------------------------

Overall Satisfaction.....	<u>7</u>
---------------------------	--------------------------

Institutional Comparison Group List	<u>8</u>
--	--------------------------

Respondent Demographics	<u>10</u>
--------------------------------------	---------------------------

Section 1: Campus Culture and Policies	<u>11</u>
---	---------------------------

Section 1.A

Table 1: <i>Importance and Satisfaction Descriptives, Gap Scores, & Year-to-Year Comparisons of Gap Ranking</i>	<u>12</u>
---	---------------------------

Table 2: <i>Statistical Comparison of Importance and Satisfaction Ratings Between Southwestern College and Comparison Group</i>	<u>14</u>
---	---------------------------

Section 1.B

<i>Campus Culture and Policies, Tables and Charts</i>	<u>16</u>
---	---------------------------

Section 2: Institutional Goals	<u>25</u>
---	---------------------------

Table 3: <i>Importance Rating Descriptives</i>	<u>26</u>
--	---------------------------

Table 4: <i>Means and Mean Change of Importance Scores from Spring 2014 to Spring 2015</i>	<u>26</u>
--	---------------------------

Figure 1: Bar chart of <i>Mean Change of Importance Scores from Spring 2014 to Spring 2015</i>	<u>27</u>
--	---------------------------

Table 5: <i>Statistical Comparison of Importance Scores between Southwestern College and Comparison Group</i>	<u>28</u>
---	---------------------------

Table 6: <i>Weighted Priority Ranking of Institutional Goals from Spring 2014 to Spring 2015</i>	<u>28</u>
--	---------------------------

Figure 2: Bar chart of <i>Weighted Priority Ranking of Institutional Goals from Spring 2014 to Spring 2015</i>	<u>29</u>
--	---------------------------

Section 3: Involvement in Planning and Decision-Making	<u>30</u>
---	---------------------------

Table 7: <i>Involvement Rating Descriptives</i>	<u>31</u>
---	---------------------------

Table 8: <i>Statistical Comparison of Involvement Ratings between Southwestern College and Comparison Group</i>	<u>31</u>
---	---------------------------

Table 9: <i>Distance Scores & Change from Spring 2014 to Spring 2015</i>	<u>31</u>
--	---------------------------

Figure 3: Bar chart of <i>Involvement Distance Scores from Spring 2014 to Spring 2015</i>	32
Section 4: Work Environment	33
Section 4.A	
Table 10: <i>Importance and Satisfaction Descriptives, Gap Scores, & Year-to-Year Comparison of Gap Ranking</i>	34
Table 11: <i>Statistical Comparison of Importance and Satisfaction Ratings Between Southwestern College and Comparison Group</i>	35
Section 4.B	
<i>Work Environment, Tables and Charts</i>	36
Overall Satisfaction	43
Table 12: <i>Descriptives, Spring 2015</i>	43
Table 13: <i>Means and Mean Change from Spring 2014 to Spring 2015</i>	43
Table 14: <i>Statistical Comparison of Overall Satisfaction Ratings Between Southwestern College and Comparison Group</i>	43
Survey Instrument	
Ruffalo Noel-Levitz College Employee Satisfaction Survey.....	44
Open-Ended Response Summaries	49

Introduction

Survey Themes, Contents, and Rating Scales¹

The College Employee Satisfaction Survey (CESS), created and administered by Ruffalo Noel-Levitz, 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 institution in general.

The College Employee Satisfaction Survey Report is divided into several sections:

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

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

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

In Section 2, *Institutional Goals*, respondents were asked to rate the importance of nine distinct institutional goals and to then select three of those goals as Southwestern College's top priorities. This section also included one open-ended question, "What other institutional goals do you think are important? Please describe them in the space below."

¹ Source: Ruffalo 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 were asked to respond to twenty-five statements related to work environment in terms of importance and satisfaction that utilized the same rating scale 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.

Overall Satisfaction

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. The final section included three additional open-ended questions related to *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.

Survey Instrument Validity and Reliability

The reliability of the Ruffalo Noel-Levitz College Employee Satisfaction Survey was measured by comparing year-to-year, overall satisfaction averages for institutions with multiple years of survey results. The survey 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 survey items are both associated with, and contribute to, overall satisfaction.

Understanding the Survey Results

Statistical Terminology

An important component of this report is the use of the mean and standard deviation (SD) of aggregated survey responses. The mean, or average, is derived by summing scores on a particular survey item and dividing by the total count of responses. Within context of an individual survey item, standard deviation is a measure of the relative dispersion of scores. Interpretation of standard deviation is important for understanding the distribution of survey item data. A large standard deviation indicates greater variability in scores around the mean, while a smaller value denotes a tighter distribution of scores, or, in this case, stronger agreement among responses.

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 absolute 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. In this report, one asterisk (*) signifies a p-value of .05, meaning that the two scores are significantly different and such a difference would only be due to chance 5% of the time. Two asterisks (**) signify a p-value of .01, meaning the two scores are significantly different and that such a difference would only occur by chance 1% of the time. Finally, three asterisks (***) signify a p-value of .001, meaning that the two scores are significantly different and such a difference would only be due to chance 0.1% of the time.

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 employee ratings of importance and their level of satisfaction for a given survey item.

Institutional Comparison Groups

As part of its survey administration service, Ruffalo 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 Ruffalo Noel-Levitz survey; consequently, questionnaire items added by the SWC Office of Research, Grants, & Planning are excluded from statistical analysis with comparison institutions.

Year-to-Year Comparisons

This year marks the second administration of the Employee Satisfaction survey hosted by the company, Ruffalo Noel-Levitz. As a result, we will be able to compare survey results longitudinally to illustrate improvements, or lack thereof, made by the college in response to last year's findings. Year-to-year comparisons will be included in the majority of the results sections in this report.

Survey Administration

Southwestern College launched the initial administration of the Ruffalo Noel-Levitz College Employee Satisfaction Survey on March 13, 2015. Employees had approximately four weeks to complete the survey, including Spring Break, before its closure on April 9, 2015. The survey was administered online through survey links distributed using the College's Microsoft Outlook e-mail system to active employee's email accounts. Approximately 1,489 college employees received a survey invitation. Over the course of the four-week survey period, four reminder notifications were sent to employees. By its close, the survey received two hundred thirty-eight (238) complete submissions, a response rate of sixteen percent (16%), and two hundred eighty-three (283) total submissions, a response rate of 19%. All submitted responses were included in the total survey response rate, regardless of full or partial completion of individual surveys. The total response rate of 19% is up one percentage point from the previous administration in spring 2014. To ensure anonymity, IP addresses were not tracked and demographic information is reported in aggregate form only.

Key Findings

Section 1: Campus Culture and Policies

Importance

In regards to campus culture and policies, Southwestern College employees provided the highest ratings of importance on items related to student experience and faculty and staff performance. Survey items rated highest on importance in Section 1 are:

- “This institution treats students as its top priority”
- “Staff take pride in their work”
- “This institution does a good job of meeting the needs of students”
- “Faculty take pride in their work”
- “This institution promotes excellent employee-student relationships”

Satisfaction

Those items with the highest importance ratings also received some of the highest satisfaction ratings among College employees, with the exception of “...meeting the needs of students” and treating “students as its top priority.” Respondents also rated “meeting the needs of administrators” high in terms of satisfaction, which was up .15 points from the previous year.

Importance and Satisfaction Gap

Similar to feedback from the 2014 survey administration, items with the largest gap in ratings between level of importance and amount of satisfaction were related to campus environment, communication and collaboration, and budgetary issues. Survey items with the largest gaps between importance and satisfaction in Section 1 are:

- “There is a spirit of teamwork and cooperation at this institution”
- “This institution’s leadership creates an environment that promotes trust and respect”
- “This institution makes sufficient budgetary resources available to achieve important objectives”
- “This institution makes sufficient staff resources available to achieve important objectives”
- “There are effective lines of communication between departments”

Comparison Group

Southwestern College respondent’s satisfaction ratings were significantly lower on every item in Section 1 in respect to the institutional comparison group’s averages. In terms of importance, Southwestern respondents rated only four items significantly less important than the average response for the comparison group.

Section 2: Institutional Goals

Southwestern College employees identified the following goals as most important and as top priorities for the institution. These priorities remain unchanged from the previous year’s survey administration.

- “Retain more of its current students to graduation”
- “Improve employee morale”
- “Improve the quality of existing academic programs”

In last year’s analysis, Southwestern College employees gave each of these three identified goals higher ratings of importance than that of the institutional comparison group. This year there are no significant differences in ratings for the goals between Southwestern and comparison group respondents.

Section 3: Involvement in Planning and Decision-Making

Relatively consistent with last year's ratings, when survey respondents were asked about constituency groups' involvement in planning and decision-making, the following groups were ranked based on averages scores in order from "too much involvement" to "not enough involvement:"

- Senior administrators
- Deans or directors of administrative units
- Deans or directors of academic units
- Trustees
- Academic Senate
- Faculty
- Staff
- Students
- Alumni

All involvement ratings for constituency groups were significantly different from institutional comparison group ratings, with the exception of trustees, students, and staff. Of those ratings that were significantly different, Southwestern College respondents rated senior administrators, deans or directors of administrative units, deans or chairs of academic units, and faculty higher in involvement than the comparison group. The only group that Southwestern respondents rated significantly lower than the comparison group was alumni.

Section 4: Work Environment

Importance

In regards to work environment, Southwestern College employees provided the highest ratings of importance on items related to the value of the work that is done at the College and compensation and employee benefits. Survey items rated highest on importance in Section 4 are:

- "The type of work I do on most days is personally rewarding"
- "The work I do is valuable to the institution"
- "I am proud to work at this institution"
- "The employee benefits available to me are valuable"
- "I am paid fairly for the work I do"

Satisfaction

Those items with the highest importance ratings also received some of the highest satisfaction ratings among Southwestern College employees, with the exception of items related to compensation and benefits.

Importance and Satisfaction Gap

Similar to feedback from the 2014 survey administration, items with the largest gap in ratings between level of importance and amount of satisfaction were related to fiscal needs, personnel support, job advancement, and information sharing. Salary compensation seems to be slightly less of a concern as compared to last year. "I am paid fairly for the work I do" had one of the largest gaps in the 2014 survey administration and this year sits sixth in rank. Survey items with the largest gaps between importance and satisfaction in Section 4 are:

- "My department has the staff needed to do its job well"
- "My department has the budget needed to do its job well"
- "I have adequate opportunities for advancement"
- "It is easy for me to get information at this institution"

Comparison Group

Southwestern College respondents' satisfaction ratings were significantly lower on every item in Section 4 when compared to the comparison group's averages, with the exception of two items: "I am paid fairly for the work I do" and "The type of work I do on most days is personally rewarding." In terms of importance, Southwestern respondents rated only two items significantly less important than the average response for the comparison group: "I have the information I need to do my job well" and "My supervisor pays attention to what I have to say."

Overall Satisfaction

Satisfaction

Lastly, respondents were asked to rate their overall satisfaction with their employment at Southwestern College so far. In the current survey administration, overall satisfaction fell between "*Somewhat satisfied*" and "*Satisfied*" (M = 3.65). This was a moderate improvement from the previous year, though the difference between spring 2014 and spring 2015 was not statistically significant.

Comparison Group

Southwestern College respondents' overall satisfaction rating was significantly lower compared to the institutional comparison group's satisfaction rating.

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
College of the Redwoods †	2-year, Public	California
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
Laramie County Community College †	2-year, Public	Wyoming
Laredo Community College	2-year, Public	Texas
Marion Technical College †	2-year, Public	Ohio
Minneapolis Community and Technical College	2-year, Public	Minnesota
Montcalm Community College	2-year, Public	Michigan
Mountain View College †	2-year, Public	Texas
Mountwest Community & Technical College	2-year, Public	West Virginia
Mt Hood Community College †	2-year, Public	Oregon
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
North Dakota State College of Science †	2-year, Public	North Dakota
Northeast Iowa Community College †	2-year, Public	Iowa
Northeast State Community College	2-year, Public	Tennessee
Northern Oklahoma College †	2-year, Public	Oklahoma
Northwest Arkansas Community College †	2-year, Public	Arkansas
Northwest Iowa Community College	2-year, Public	Iowa
Northwest Technical College	2-year, Public	Minnesota
Ogeechee Technical College	2-year, Public	Georgia
Parkland College †	2-year, Public	Illinois
Piedmont Technical College	2-year, Public	South Carolina
Rhodes State College	2-year, Public	Ohio

Comparison Institutions*	Type of Institution	Location
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

† College added to Comparison Group as of 2015.

Respondent Demographics

As illustrated in the tables below, Southwestern College survey respondents, in comparison to similar 2-year, public institutions, are employees who have been working at the College longer and are comprised of slightly more faculty positions and fewer full-time positions. As compared to the distribution of all Southwestern College employees, survey respondents are comprised of substantially more administrators (12% of respondents, 2% of all SWC employees) and classified staff (37% of respondents, 29% of all SWC employees). Additionally, though faculty make up about 69% of employees at Southwestern College, they only represented about 50% of survey respondents.

How long have you worked at this institution?	SWC Count	SWC Percent	Comparison Count	Comparison Percent
Less than 1 year	18	7.6%	1,070	7.9%
1 to 5 years	35	14.7%	4,084	30.2%
6 to 10 years	41	17.2%	3,184	23.5%
11 to 20 years	96	40.3%	3,387	25.0%
More than 20 years	48	20.2%	1,812	13.4%
All responses	238	100.0%	13,537	100.0%

Is your position:	SWC Count	SWC Percent	Comparison Count	Comparison Percent
Faculty	121	50.8%	5,710	44.0%
Staff	88	37.0%	5,869	45.2%
Administrator	29	12.2%	1,397	10.8%
All responses	238	100.0%	12,976	100.0%

Is your position:	SWC Count	SWC Percent	Comparison Count	Comparison Percent
Full-time	180	75.6%	10,466	83.6%
Part-time	58	24.4%	2,056	16.4%
All responses	238	100.0%	12,522	100.0%

Section 1: Campus Culture and Policies

Section 1.A

[Table 1.](#) *Campus Culture and Policies: Importance and Satisfaction Descriptives, Gap Scores, & Year-to-Year Comparison of Gap Ranking*

[Table 2.](#) *Campus Culture and Policies: Statistical Comparison of Importance and Satisfaction Ratings between Southwestern College and Comparison Group*

Section 1.B

[Tables and bar charts](#) for importance and satisfaction mean changes from 2014 to 2015

Section 1.A presents response data for the first thirty-five items of the 2015 CESS and addresses 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, standard deviation (“SD”), and the valid number of responses tallied for each item (“n”). Please see *Statistical Terminology* on page 2 for further clarification of statistics.

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 gap size, from largest to smallest. Large gaps (items near the top of the list) indicate substantial differences in ratings of importance and levels of satisfaction, and signify areas of weakness in regard to employee satisfaction. Items toward the end of the list require less attention, as they are better balanced between the two ratings. Gap rankings for both 2014 and 2015 results are included to illustrate changes in attitudes from the previous year and are available in Table 1.

The second table in Section 1.A (Table 2) provides a comparison of importance and satisfaction ratings between Southwestern College and the institutional comparison group. This analysis includes only the survey items provided in the original version of the Ruffalo Noel-Levitz questionnaire, and does not include additional items specific to the Southwestern College version of the survey (items 31 through 35). Item averages that significantly differed between our College and the comparison group are highlighted in beige (dark beige for importance; light beige for satisfaction) and marked with one, two, or three asterisks, depending on significance level. Please see *Statistical Terminology* on page 2 for further clarification of significance testing.

Section 1.B provides graphical and tabular information for each survey item. These charts allow for comparison between importance and satisfaction ratings, changes in these ratings from 2014 to 2015, and provide more detailed information regarding the change in gap scores from year to year.

SECTION 1.A
Table 1. Campus Culture and Policies: Importance and Satisfaction Descriptives, Gap Scores, & Year-to-Year Comparison of Gap Ranking

2015 Gap Rank	2014 Gap Rank	Statements Rated on Importance and Satisfaction Scales (Score of 1: "Not important/Not satisfied at all" / Score of 5: "Very important/Very satisfied")	IMPORTANCE			SATISFACTION			Gap
			Mean	SD	n	Mean	SD	n	
1	1	There is a spirit of teamwork and cooperation at this institution	4.54	0.82	241	2.54	1.17	246	2.00
2	2	This institution's leadership creates an environment that promotes trust and respect †	4.54	0.77	238	2.58	1.24	242	1.96
3	3	This institution makes sufficient budgetary resources available to achieve important objectives	4.52	0.77	271	2.73	1.12	277	1.79
4	8	This institution makes sufficient staff resources available to achieve important objectives	4.48	0.77	273	2.71	1.10	279	1.77
5	10	There are effective lines of communication between departments	4.30	0.83	240	2.53	1.06	246	1.77
6	6	This institution plans carefully	4.51	0.77	273	2.74	1.20	281	1.77
7	7	Employee suggestions are used to improve our institution	4.37	0.80	236	2.63	1.14	240	1.74
8	12	Administrators share information regularly with faculty and staff	4.46	0.74	240	2.75	1.14	245	1.71
9	4	There is good communication between the faculty and the administration at this institution	4.42	0.78	236	2.76	1.08	241	1.66
10	5	The institution does a good job communicating its budget decision-making processes †	4.43	0.83	235	2.78	1.16	243	1.65
11	13	The leadership of this institution has a clear sense of purpose	4.51	0.80	271	2.87	1.25	278	1.64
12	11	This institution is well-respected in the community	4.57	0.73	237	2.94	1.20	243	1.63
13	24	This institution has written procedures that clearly define who is responsible for each operation and service	4.34	0.84	237	2.71	1.13	242	1.63
14	15	There is good communication between staff and the administration at this institution	4.41	0.81	232	2.79	1.10	242	1.62
15	25	This institution consistently follows clear processes for selecting new employees	4.43	0.81	239	2.82	1.23	243	1.61
16	18	This institution's leadership demonstrates support for shared planning and decision-making †	4.43	0.75	237	2.82	1.21	244	1.61
17	16	This institution does a good job of meeting the needs of staff	4.41	0.85	271	2.83	1.09	274	1.58
18	27	This institution consistently follows clear processes for orienting and training new employees	4.41	0.81	237	2.87	1.13	240	1.54
19	20	This institution treats students as its top priority	4.68	0.65	280	3.14	1.16	283	1.54
20	9	The reputation of this institution continues to improve	4.50	0.76	241	2.97	1.20	244	1.53
21	17	This institution involves its employees in planning for the future	4.41	0.79	274	2.90	1.20	279	1.51
22	21	Efforts to improve quality are paying off at this institution	4.48	0.72	235	3.00	1.15	241	1.48
23	23	This institution does a good job of meeting the needs of students	4.62	0.66	278	3.16	1.06	282	1.46
24	14	This institution does a good job of meeting the needs of its faculty	4.42	0.84	274	2.97	1.12	277	1.45
25	22	The Superintendent/President makes timely and informed decisions †	4.52	0.75	235	3.19	1.18	242	1.33
26	19	The Governing Board does a good job implementing policy initiatives †	4.49	0.74	233	3.18	1.10	237	1.31
27	31	This institution consistently follows clear processes for recognizing employee achievements	4.20	0.88	234	2.92	1.11	239	1.28

SECTION 1.A

Table 1. Campus Culture and Policies: Importance and Satisfaction Descriptives, Gap Scores, & Year-to-Year Comparison of Gap Ranking

2015 Gap Rank	2014 Gap Rank	Statements Rated on Importance and Satisfaction Scales (Score of 1: "Not important/Not satisfied at all" / Score of 5: "Very important/Very satisfied")	IMPORTANCE			SATISFACTION			Gap
			Mean	SD	n	Mean	SD	n	
28	26	Administrators take pride in their work	4.56	0.70	233	3.29	1.14	238	1.27
29	29	This institution promotes excellent employee-student relationships	4.61	0.70	279	3.37	0.98	281	1.24
30	28	The goals and objectives of this institution are consistent with its mission and values	4.36	0.80	271	3.18	1.10	277	1.18
31	30	The mission, purpose, and values of this institution are well understood by most employees	4.29	0.79	278	3.12	1.07	278	1.17
32	32	Most employees are generally supportive of the mission, purpose, and values of this institution	4.33	0.78	274	3.25	1.01	278	1.08
33	33	Faculty take pride in their work	4.62	0.59	238	3.69	0.94	242	0.93
34	34	Staff take pride in their work	4.63	0.62	235	3.70	0.98	243	0.93
35	35	This institution does a good job of meeting the needs of administrators	4.18	0.91	267	3.58	1.09	272	0.60

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

SECTION 1.A
Table 2. Campus Culture and Policies: Statistical Comparison of Importance and Satisfaction Ratings between Southwestern College and Comparison Group

Statements Rated on Importance and Satisfaction Scales (Score of 1: "Not important/Not satisfied at all" / Score of 5: "Very important/Very satisfied")	SOUTHWESTERN			COMPARISON GROUP			Significance	
	IMP Mean	SAT Mean	Gap	IMP Mean	SAT Mean	Gap	IMP	SAT
This institution promotes excellent employee-student relationships	4.61	3.37	1.24	4.62	3.76	0.87	NS	***
This institution treats students as its top priority	4.68	3.14	1.54	4.70	3.70	1.01	NS	***
This institution does a good job of meeting the needs of students	4.62	3.16	1.46	4.68	3.65	1.03	NS	***
The mission, purpose, and values of this institution are well understood by most employees	4.29	3.12	1.18	4.35	3.55	0.80	NS	***
Most employees are generally supportive of the mission, purpose, and values of this institution	4.33	3.25	1.08	4.37	3.61	0.76	NS	***
The goals and objectives of this institution are consistent with its mission and values	4.36	3.18	1.47	4.43	3.62	0.82	NS	***
This institution involves its employees in planning for the future	4.41	2.90	1.66	4.41	3.11	1.31	NS	**
This institution plans carefully	4.51	2.74	1.77	4.51	3.21	1.31	NS	***
The leadership of this institution has a clear sense of purpose	4.51	2.87	1.64	4.59	3.40	1.20	*	***
This institution does a good job of meeting the needs of its faculty	4.42	2.97	1.44	4.43	3.30	1.13	NS	***
This institution does a good job of meeting the needs of staff	4.41	2.83	1.57	4.41	3.18	1.23	NS	***
This institution does a good job of meeting the needs of administrators	4.18	3.58	0.59	4.22	3.71	0.51	NS	*
This institution makes sufficient budgetary resources available to achieve important objectives	4.52	2.73	1.79	4.47	3.24	1.23	NS	***
This institution makes sufficient staff resources available to achieve important objectives	4.48	2.71	1.77	4.40	3.16	1.25	NS	***
There are effective lines of communication between departments	4.30	2.53	1.78	4.45	2.87	1.57	**	***
Administrators share information regularly with faculty and staff	4.46	2.75	1.72	4.47	3.13	1.35	NS	***
There is good communication between the faculty and the administration at this institution	4.42	2.76	1.66	4.47	3.11	1.35	NS	***
There is good communication between staff and the administration at this institution	4.41	2.79	1.62	4.43	3.11	1.32	NS	***
Faculty take pride in their work	4.62	3.69	0.93	4.67	3.91	0.75	NS	***
Staff take pride in their work	4.63	3.70	0.93	4.62	3.83	0.79	NS	*
Administrators take pride in their work	4.56	3.29	1.28	4.59	3.77	0.83	NS	***
There is a spirit of teamwork and cooperation at this institution	4.54	2.54	2.00	4.58	3.09	1.49	NS	***
The reputation of this institution continues to improve	4.50	2.97	1.53	4.59	3.53	1.06	*	***
This institution is well-respected in the community	4.57	2.94	1.63	4.64	3.74	0.90	*	***
Efforts to improve quality are paying off at this institution	4.48	3.00	1.48	4.49	3.43	1.06	NS	***

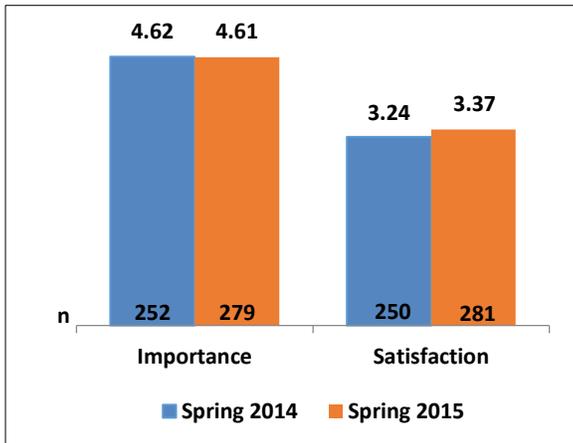
SECTION 1.A
Table 2. Campus Culture and Policies: Statistical Comparison of Importance and Satisfaction Ratings between Southwestern College and Comparison Group

Statements Rated on Importance and Satisfaction Scales (Score of 1: "Not important/Not satisfied at all" / Score of 5: "Very important/Very satisfied")	SOUTHWESTERN			COMPARISON GROUP			Significance	
	IMP Mean	SAT Mean	Gap	IMP Mean	SAT Mean	Gap	IMP	SAT
Employee suggestions are used to improve our institution	4.37	2.63	1.74	4.36	3.03	1.32	NS	***
This institution consistently follows clear processes for selecting new employees	4.43	2.82	1.60	4.40	3.22	1.17	NS	***
This institution consistently follows clear processes for orienting and training new employees	4.41	2.87	1.54	4.42	3.18	1.24	NS	***
This institution consistently follows clear processes for recognizing employee achievements	4.20	2.92	1.28	4.24	3.19	1.05	NS	***
This institution has written procedures that clearly define who is responsible for each operation and service	4.34	2.71	1.63	4.33	3.18	1.15	NS	***

*, **, *** Group means are significantly different at .05, .01, and .001 levels, respectively, and highlighted in tan for emphasis.

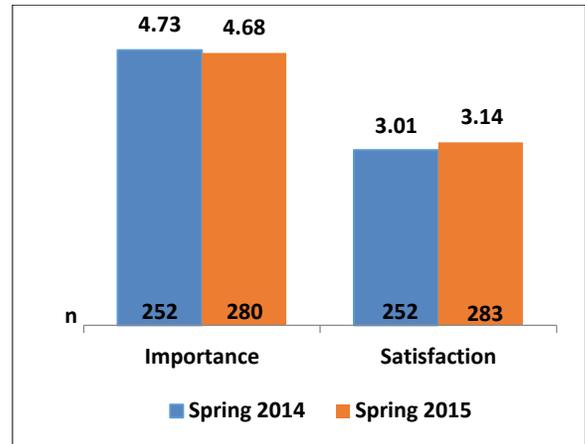
Section 1.B: Campus Culture and Policies, Tables & Charts

1. This institution promotes excellent employee-student relationships



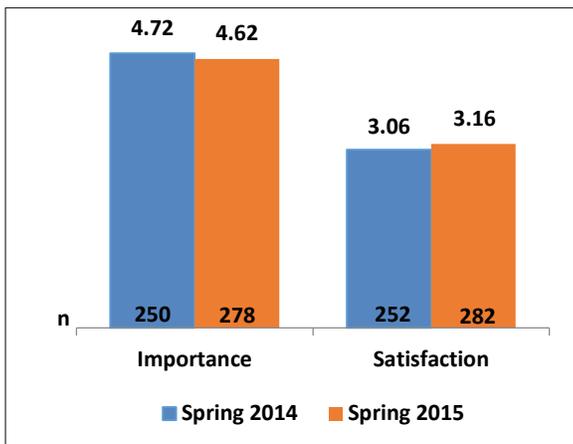
	Importance	Satisfaction	Gap
Spring 2014	4.62	3.24	1.38
Spring 2015	4.61	3.37	1.24
Difference	-0.01	0.13	-0.14

2. This institution treats students as its top priority



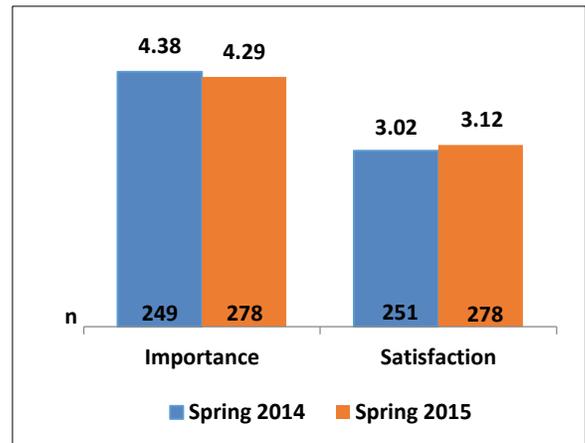
	Importance	Satisfaction	Gap
Spring 2014	4.73	3.01	1.72
Spring 2015	4.68	3.14	1.54
Difference	-0.05	0.13	-0.18

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



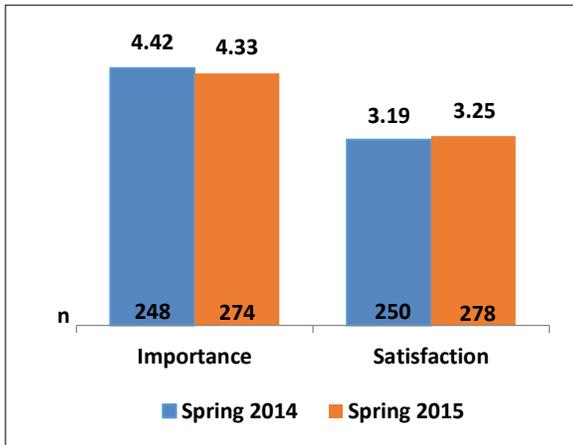
	Importance	Satisfaction	Gap
Spring 2014	4.72	3.06	1.66
Spring 2015	4.62	3.16	1.46
Difference	-0.10	0.10	-0.20

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



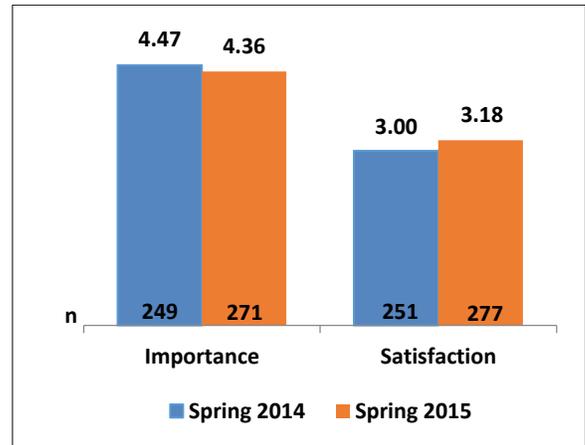
	Importance	Satisfaction	Gap
Spring 2014	4.38	3.02	1.36
Spring 2015	4.29	3.12	1.17
Difference	-0.09	0.10	-0.19

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



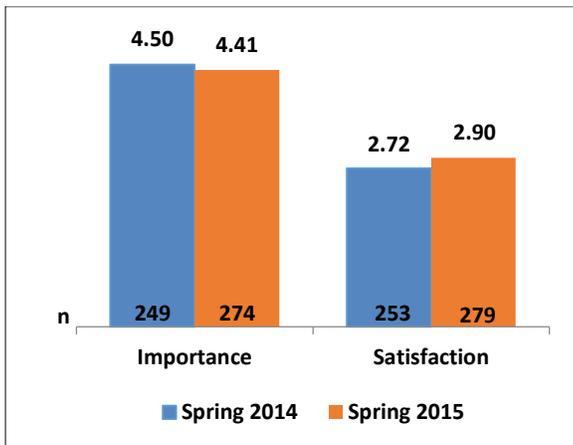
	Importance	Satisfaction	Gap
Spring 2014	4.42	3.19	1.23
Spring 2015	4.33	3.25	1.08
Difference	-0.09	0.06	-0.15

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



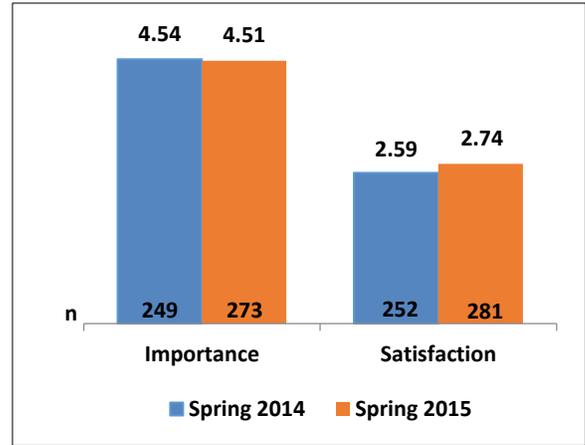
	Importance	Satisfaction	Gap
Spring 2014	4.47	3.00	1.47
Spring 2015	4.36	3.18	1.18
Difference	-0.11	0.18	-0.29

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



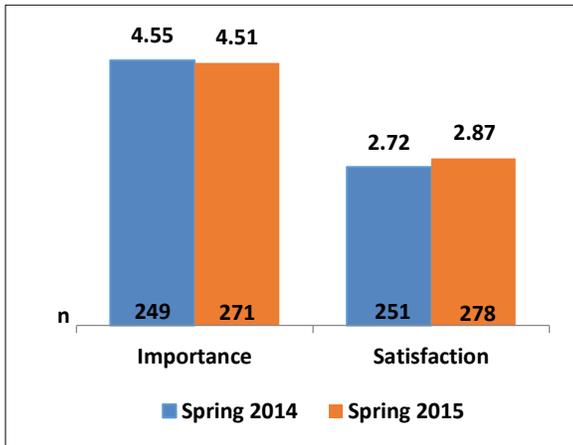
	Importance	Satisfaction	Gap
Spring 2014	4.50	2.72	1.78
Spring 2015	4.41	2.90	1.51
Difference	-0.09	0.18	-0.27

8. This institution plans carefully



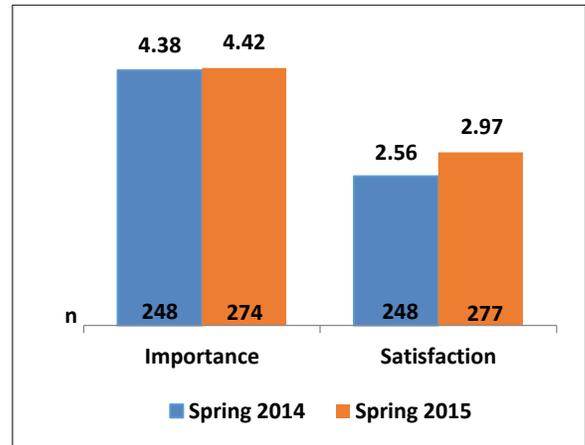
	Importance	Satisfaction	Gap
Spring 2014	4.54	2.59	1.95
Spring 2015	4.51	2.74	1.77
Difference	-0.03	0.15	-0.18

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



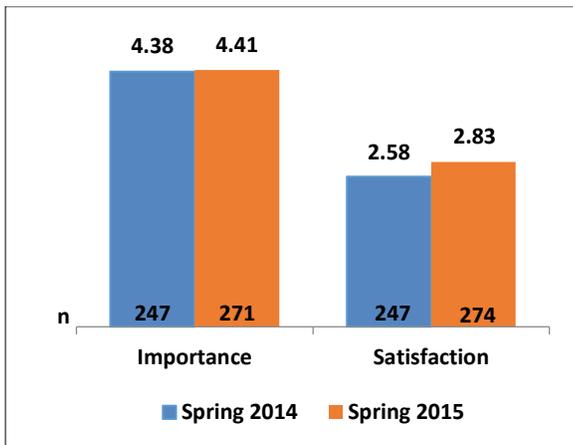
	Importance	Satisfaction	Gap
Spring 2014	4.55	2.72	1.83
Spring 2015	4.51	2.87	1.64
Difference	-0.04	0.15	-0.19

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



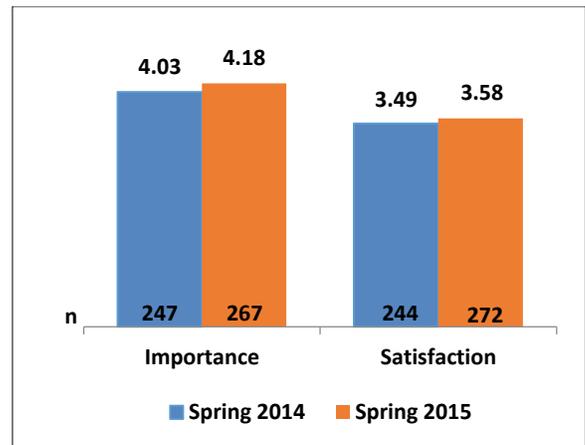
	Importance	Satisfaction	Gap
Spring 2014	4.38	2.56	1.82
Spring 2015	4.42	2.97	1.45
Difference	0.04	0.41	-0.37

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



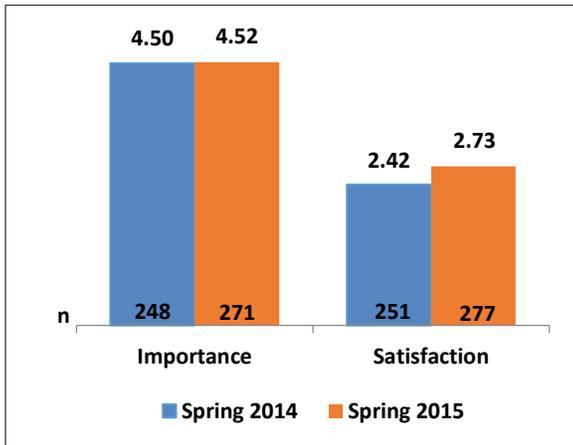
	Importance	Satisfaction	Gap
Spring 2014	4.38	2.58	1.80
Spring 2015	4.41	2.83	1.58
Difference	0.03	0.25	-0.22

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



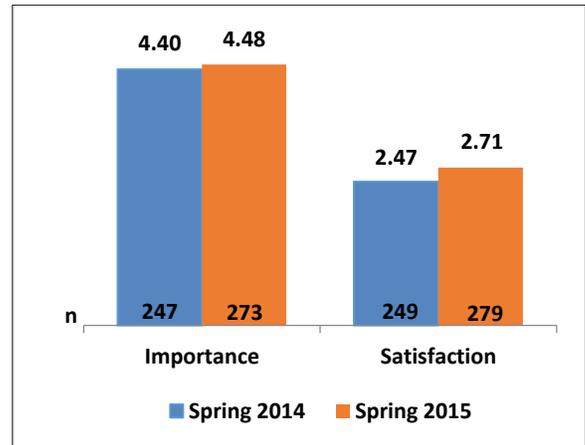
	Importance	Satisfaction	Gap
Spring 2014	4.03	3.49	0.54
Spring 2015	4.18	3.58	0.60
Difference	0.15	0.09	0.06

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



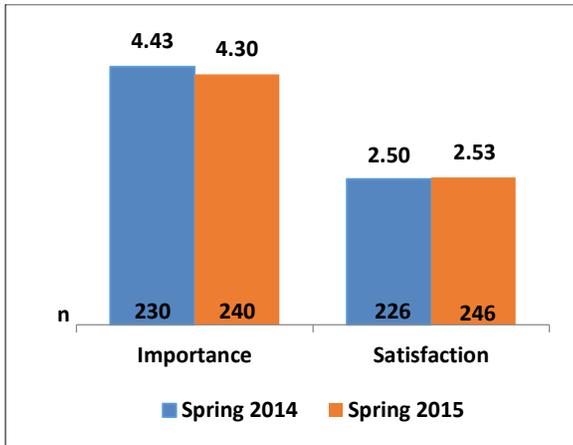
	Importance	Satisfaction	Gap
Spring 2014	4.50	2.42	2.08
Spring 2015	4.52	2.73	1.79
Difference	0.02	0.31	-0.29

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



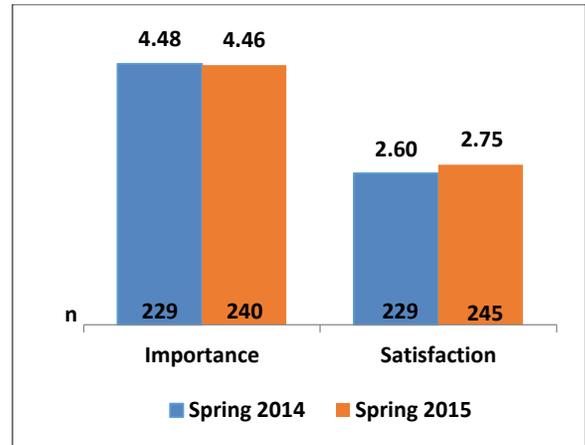
	Importance	Satisfaction	Gap
Spring 2014	4.40	2.47	1.93
Spring 2015	4.48	2.71	1.77
Difference	0.08	0.24	-0.16

15. There are effective lines of communication between departments



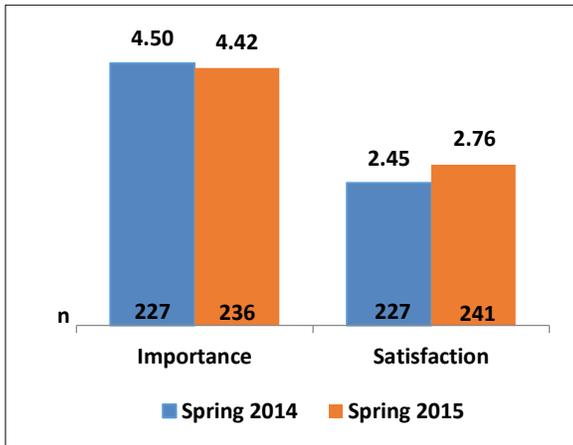
	Importance	Satisfaction	Gap
Spring 2014	4.43	2.50	1.93
Spring 2015	4.30	2.53	1.77
Difference	-0.13	0.03	-0.16

16. Administrators share information regularly with faculty and staff



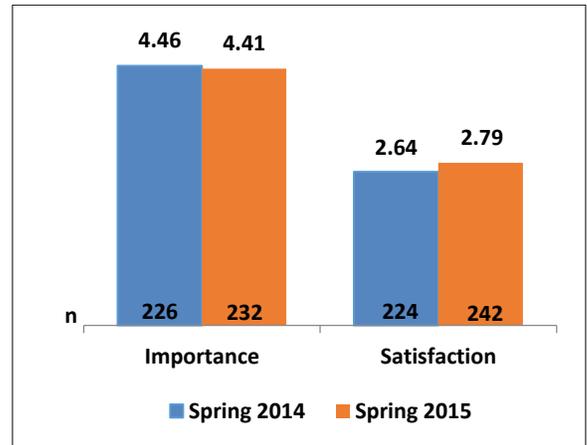
	Importance	Satisfaction	Gap
Spring 2014	4.48	2.60	1.88
Spring 2015	4.46	2.75	1.71
Difference	-0.02	0.15	-0.17

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



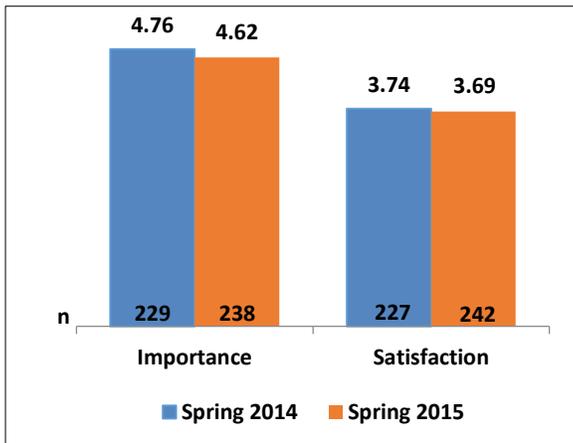
	Importance	Satisfaction	Gap
Spring 2014	4.50	2.45	2.05
Spring 2015	4.42	2.76	1.66
Difference	-0.08	0.31	-0.39

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



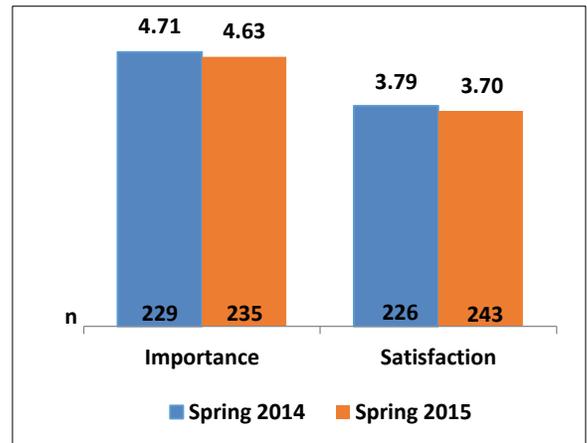
	Importance	Satisfaction	Gap
Spring 2014	4.46	2.64	1.82
Spring 2015	4.41	2.79	1.62
Difference	-0.05	0.15	-0.20

19. Faculty take pride in their work



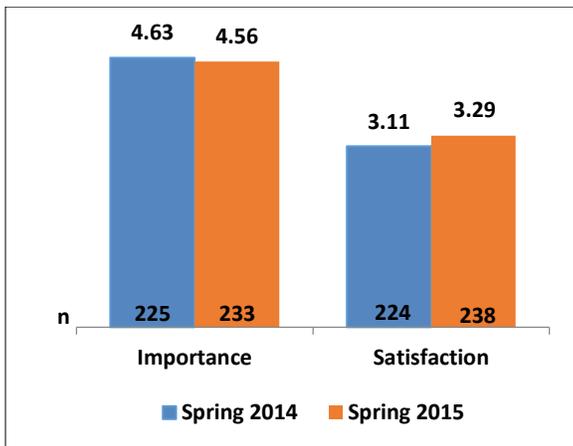
	Importance	Satisfaction	Gap
Spring 2014	4.76	3.74	1.02
Spring 2015	4.62	3.69	0.93
Difference	-0.14	-0.05	-0.09

20. Staff take pride in their work



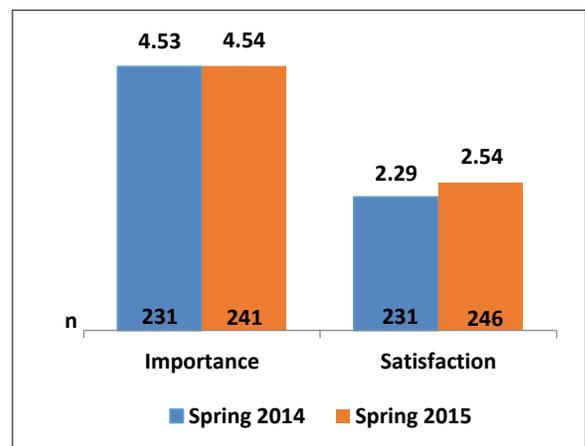
	Importance	Satisfaction	Gap
Spring 2014	4.71	3.79	0.92
Spring 2015	4.63	3.70	0.93
Difference	-0.08	-0.09	0.01

21. Administrators take pride in their work



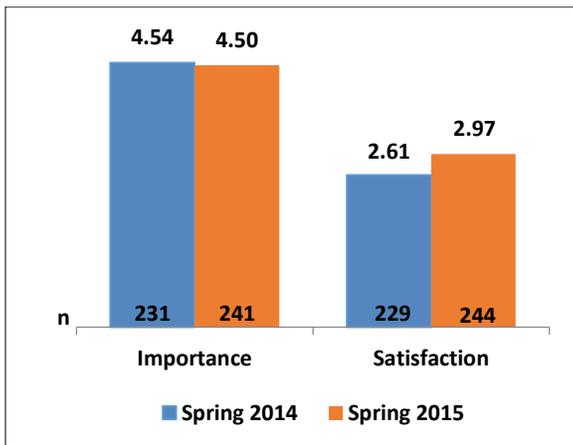
	Importance	Satisfaction	Gap
Spring 2014	4.63	3.11	1.52
Spring 2015	4.56	3.29	1.27
Difference	-0.07	0.18	-0.25

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



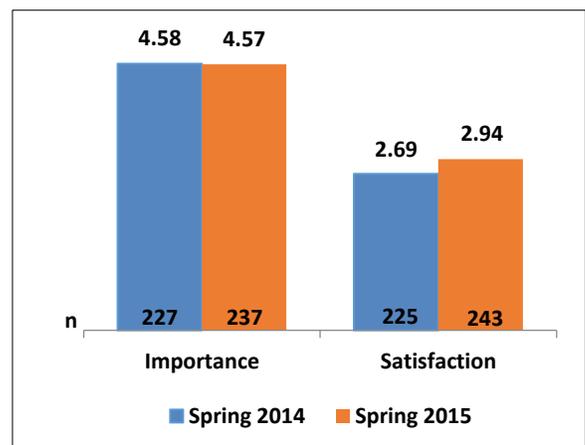
	Importance	Satisfaction	Gap
Spring 2014	4.53	2.29	2.24
Spring 2015	4.54	2.54	2.00
Difference	0.01	0.25	-0.24

23. The reputation of this institution continues to improve



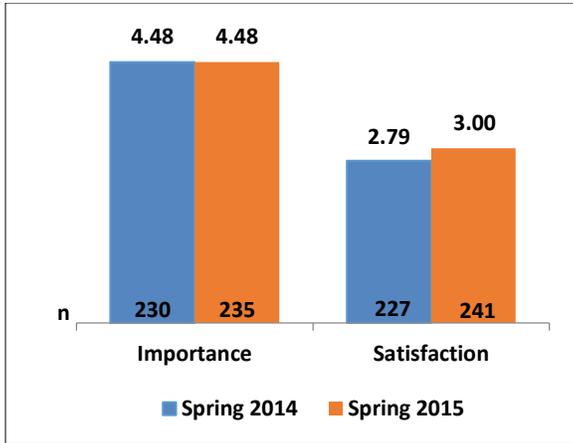
	Importance	Satisfaction	Gap
Spring 2014	4.54	2.61	1.93
Spring 2015	4.50	2.97	1.53
Difference	-0.04	0.36	-0.40

24. This institution is well-respected in the community



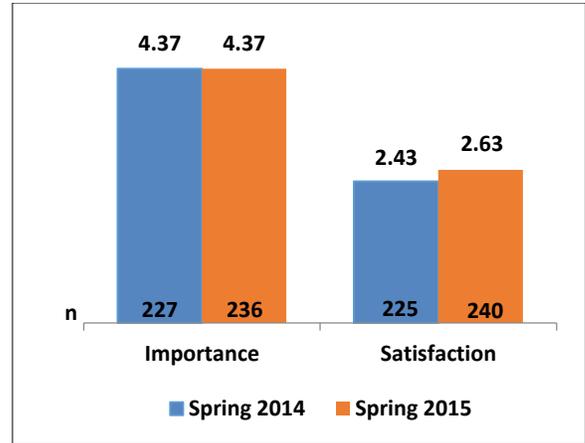
	Importance	Satisfaction	Gap
Spring 2014	4.58	2.69	1.89
Spring 2015	4.57	2.94	1.63
Difference	-0.01	0.25	-0.26

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



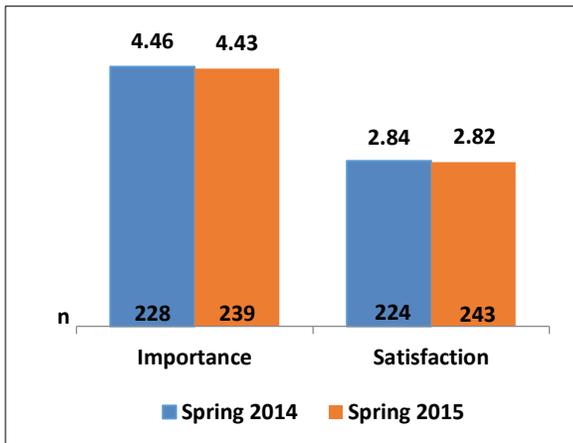
	Importance	Satisfaction	Gap
Spring 2014	4.48	2.79	1.69
Spring 2015	4.48	3.00	1.48
Difference	0.00	0.21	-0.21

26. Employee suggestions are used to improve our institution



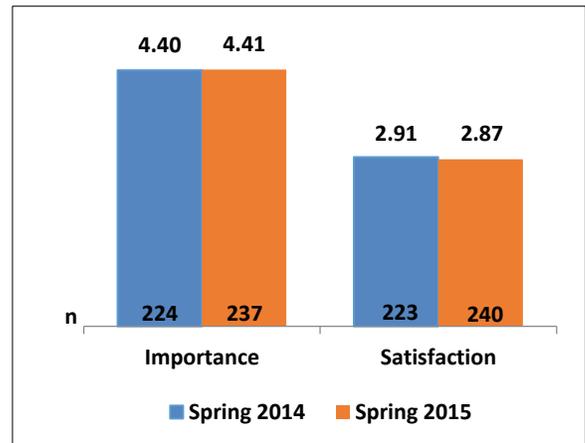
	Importance	Satisfaction	Gap
Spring 2014	4.37	2.43	1.94
Spring 2015	4.37	2.63	1.74
Difference	0.00	0.20	-0.20

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



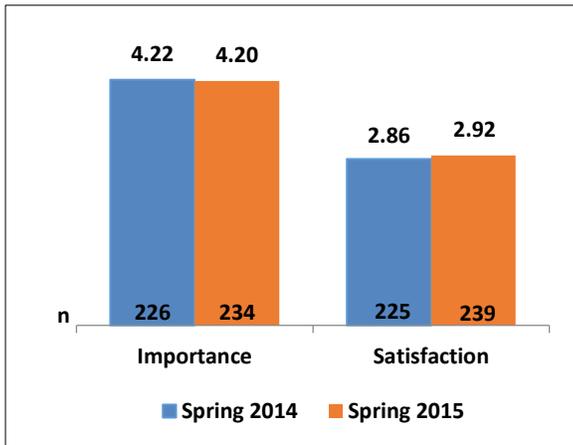
	Importance	Satisfaction	Gap
Spring 2014	4.46	2.84	1.62
Spring 2015	4.43	2.82	1.61
Difference	-0.03	-0.02	-0.01

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



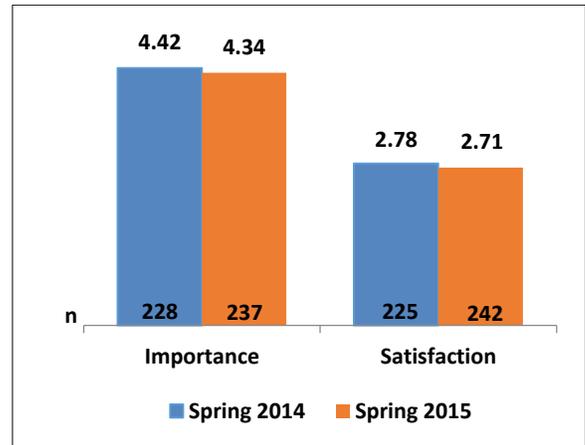
	Importance	Satisfaction	Gap
Spring 2014	4.40	2.91	1.49
Spring 2015	4.41	2.87	1.54
Difference	0.01	-0.04	0.05

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



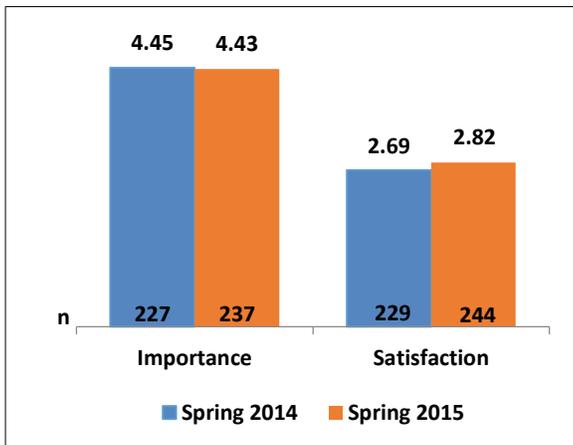
	Importance	Satisfaction	Gap
Spring 2014	4.22	2.86	1.36
Spring 2015	4.20	2.92	1.28
Difference	-0.02	0.06	-0.08

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



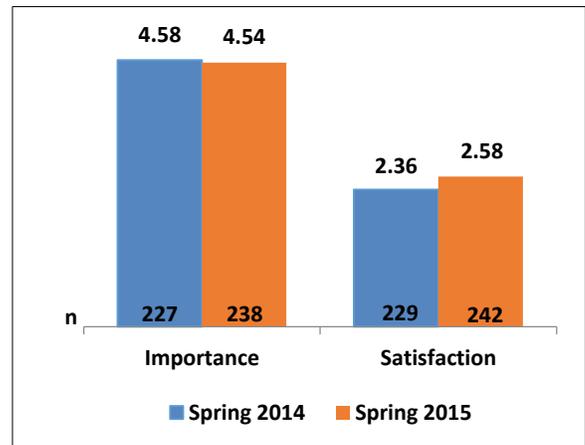
	Importance	Satisfaction	Gap
Spring 2014	4.42	2.78	1.64
Spring 2015	4.34	2.71	1.63
Difference	-0.08	-0.07	-0.01

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



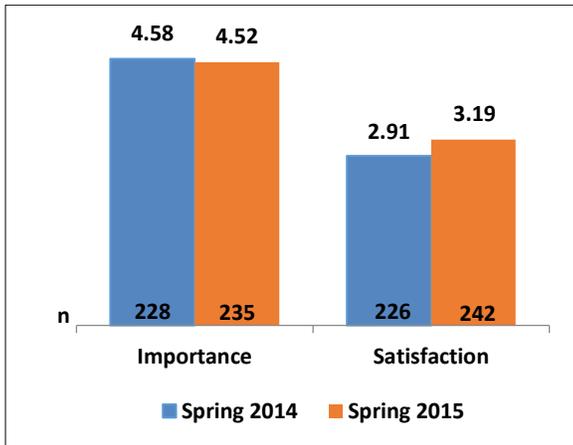
	Importance	Satisfaction	Gap
Spring 2014	4.45	2.69	1.76
Spring 2015	4.43	2.82	1.61
Difference	-0.02	0.13	-0.15

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



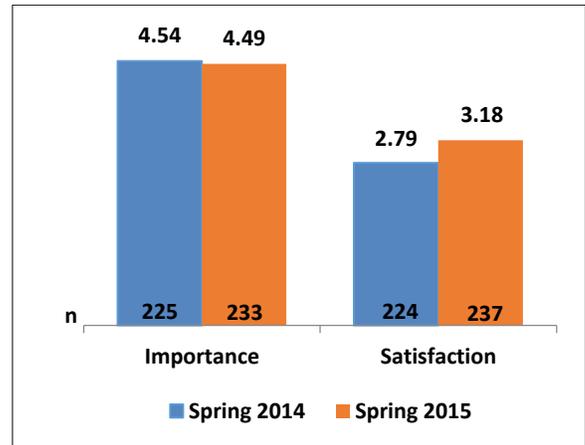
	Importance	Satisfaction	Gap
Spring 2014	4.58	2.36	2.22
Spring 2015	4.54	2.58	1.96
Difference	-0.04	0.22	-0.26

33. The Superintendent/President makes timely and informed decisions



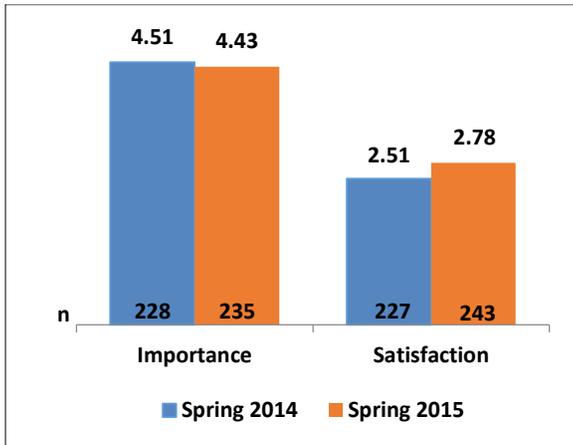
	Importance	Satisfaction	Gap
Spring 2014	4.58	2.91	1.67
Spring 2015	4.52	3.19	1.33
Difference	-0.06	0.28	-0.34

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



	Importance	Satisfaction	Gap
Spring 2014	4.54	2.79	1.75
Spring 2015	4.49	3.18	1.31
Difference	-0.05	0.39	-0.44

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



	Importance	Satisfaction	Gap
Spring 2014	4.51	2.51	2.00
Spring 2015	4.43	2.78	1.65
Difference	-0.08	0.27	-0.35

Section 2: Institutional Goals

[**Table 3.**](#) *Institutional Goals: Importance Rating Descriptives*

[**Table 4.**](#) *Institutional Goals: Means and Mean Change of Importance Scores from Spring 2014 to Spring 2015*

[**Figure 1.**](#) Bar Chart of *Mean Change of Importance Scores from Spring 2014 to Spring 2015*

[**Table 5.**](#) *Institutional Goals: Statistical Comparison of Importance Scores between Southwestern College and Comparison Group*

[**Table 6.**](#) *Institutional Goals: Weighted Priority Ranking of Institutional Goals and Ranking Change from Spring 2014 to Spring 2015*

[**Figure 2.**](#) Bar chart of *Weighted Priority Ranking of Institutional Goals from Spring 2014 to Spring 2015*

Section 2 focused on the importance and prioritization of Institutional Goals at Southwestern College. In the first section, respondents were asked to rate the level of importance of eleven institutional goals on a Likert scale from 1 (“Not important at all”) to 5 (“Very important”). Table 3 presents descriptive data related to institutional goal importance ratings. Descriptive statistics include the mean, standard deviation (“SD”), and the valid number of responses tallied for each item (“n”). Please see *Statistical Terminology* on page 2 for further clarification of statistics. Mean scores of institutional goals are presented in order of highest to lowest importance ratings.

Table 4 includes Importance means scores from the spring 2014 survey administration in comparison to spring 2015 ratings. A mean change was calculated for each of the items and Figure 1 depicts these year-to-year changes. Positive scores (bars above the axis) indicate an increase in ratings of importance from 2014 to 2015; while negative scores (bars below the axis) indicate a decrease in ratings of importance. *Please note: Table 4 has two fewer items as Goals J and K are excluded for comparison purposes.*

Table 5 provides a comparison of Importance mean scores from Southwestern College to the institutional comparison group. None of the means significantly differed between the College and the comparison group for this current survey administration.

Survey respondents were then asked to rank the top three goals that they felt should be the institution’s top priorities. Due to the ranking aspect of this section, and to standardize scores across years, raw counts for each goal were weighted according to each participant’s ranking order. Higher values indicate a combination of higher importance ranking and more participants selecting that goal, whereas lower values indicate that fewer people selected that goal and/or did not rank it as highly.

Table 6 displays these calculated, weighted importance ranking scores from 2014 in comparison to 2015 scores. Additionally, the change in these weighted scores from 2014 to 2015 is presented in this table. Positive numbers in the ranking change column indicate that a particular institutional goal has increased in priority/ranking in 2015 compared to 2014; a negative ranking change indicates that an institutional goal has decreased in priority/ranking compared to the previous year.

Figure 2 depicts weighted importance ranking scores from 2014 and 2015 for each of the listed institutional goals on the survey.

Table 3. Institutional Goals: Importance Rating Descriptives (Spring 2015; Sorted by Level of Importance)

Statements Rated on Importance Scales (Score of 1: "Not important at all" / Score of 5: "Very important")	Mean	SD	n
[B] Retain more of its current students to graduation	4.69	0.59	246
[I] Improve employee morale	4.63	0.69	244
[G] Improve the quality of existing academic programs	4.60	0.64	245
[C] Improve the academic ability of entering student classes	4.47	0.76	245
[A] Increase the enrollment of new students	4.22	0.91	246
[F] Develop new academic programs	3.90	1.03	244
[H] Improve the appearance of campus buildings and grounds	3.79	1.00	245
[E] Increase the diversity of racial and ethnic groups represented among the student body	3.56	1.16	245
[D] Recruit students from new geographic markets	3.47	1.11	246
[J] Recruit international students	3.02	1.21	245

Table 4. Institutional Goals: Means and Mean Change of Importance Scores from Spring 2014 to Spring 2015

Statements Rated on Importance Scales (Score of 1: "Not important at all" / Score of 5: "Very important")	Spring 2014	Spring 2015	Mean Change
Increase the enrollment of new students	4.23	4.22	-0.01
Retain more of its current students to graduation	4.70	4.69	-0.01
Improve the academic ability of entering student classes	4.50	4.47	-0.03
Recruit students from new geographic markets	3.17	3.47	0.30
Increase the diversity of racial and ethnic groups represented among the student body	3.37	3.56	0.19
Develop new academic programs	3.73	3.90	0.17
Improve the quality of existing academic programs	4.69	4.60	-0.09
Improve the appearance of campus buildings and grounds	3.76	3.79	0.03
Improve employee morale	4.73	4.63	-0.10
Recruit international students	2.96	3.02	0.06
Some other goal	3.15	2.96	-0.19

Figure 1. Mean Change of Importance Scores from Spring 2014 to Spring 2015

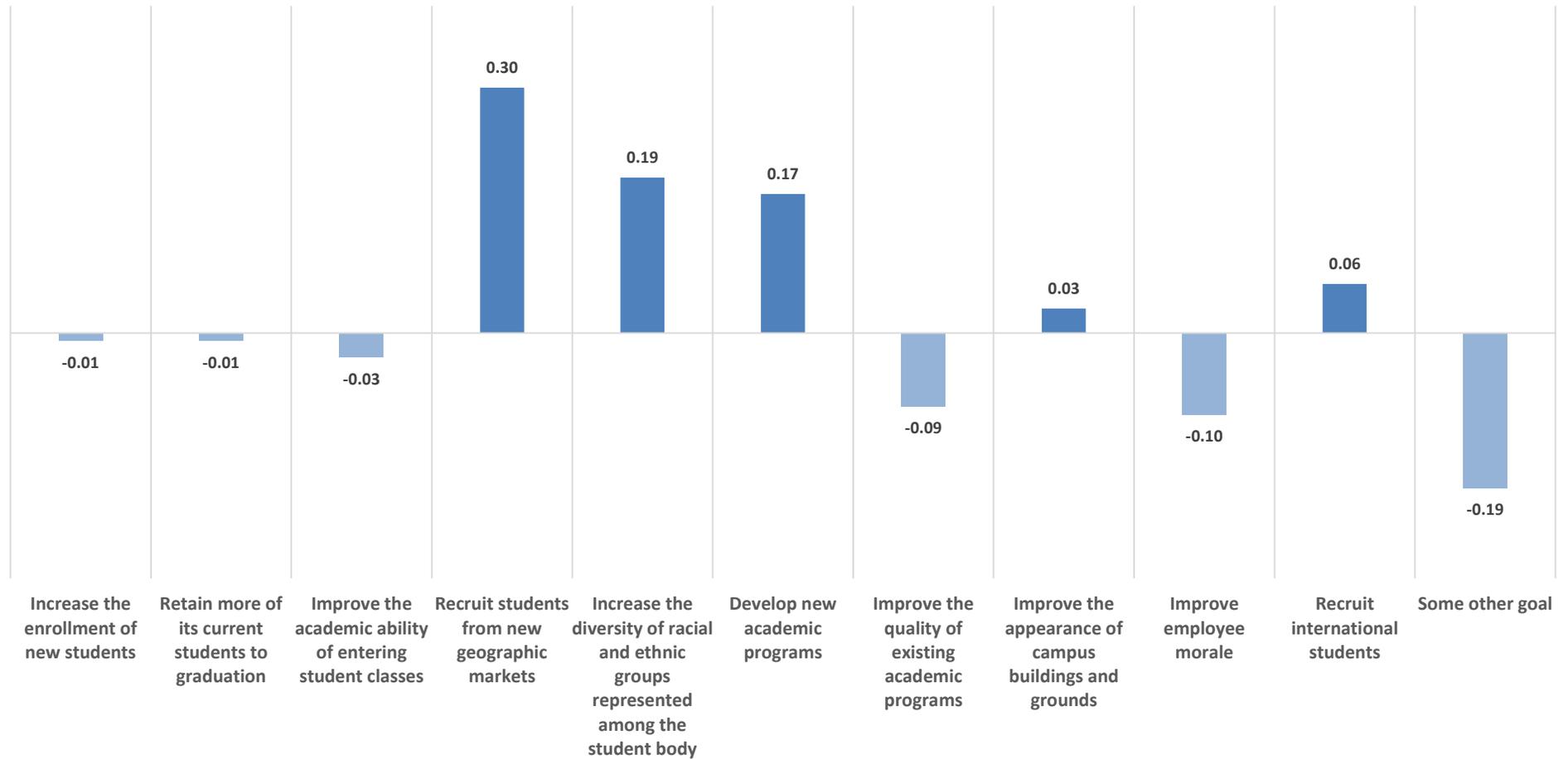


Table 5. Institutional Goals: Statistical Comparison of Importance Scores between Southwestern College and Comparison Group ^α

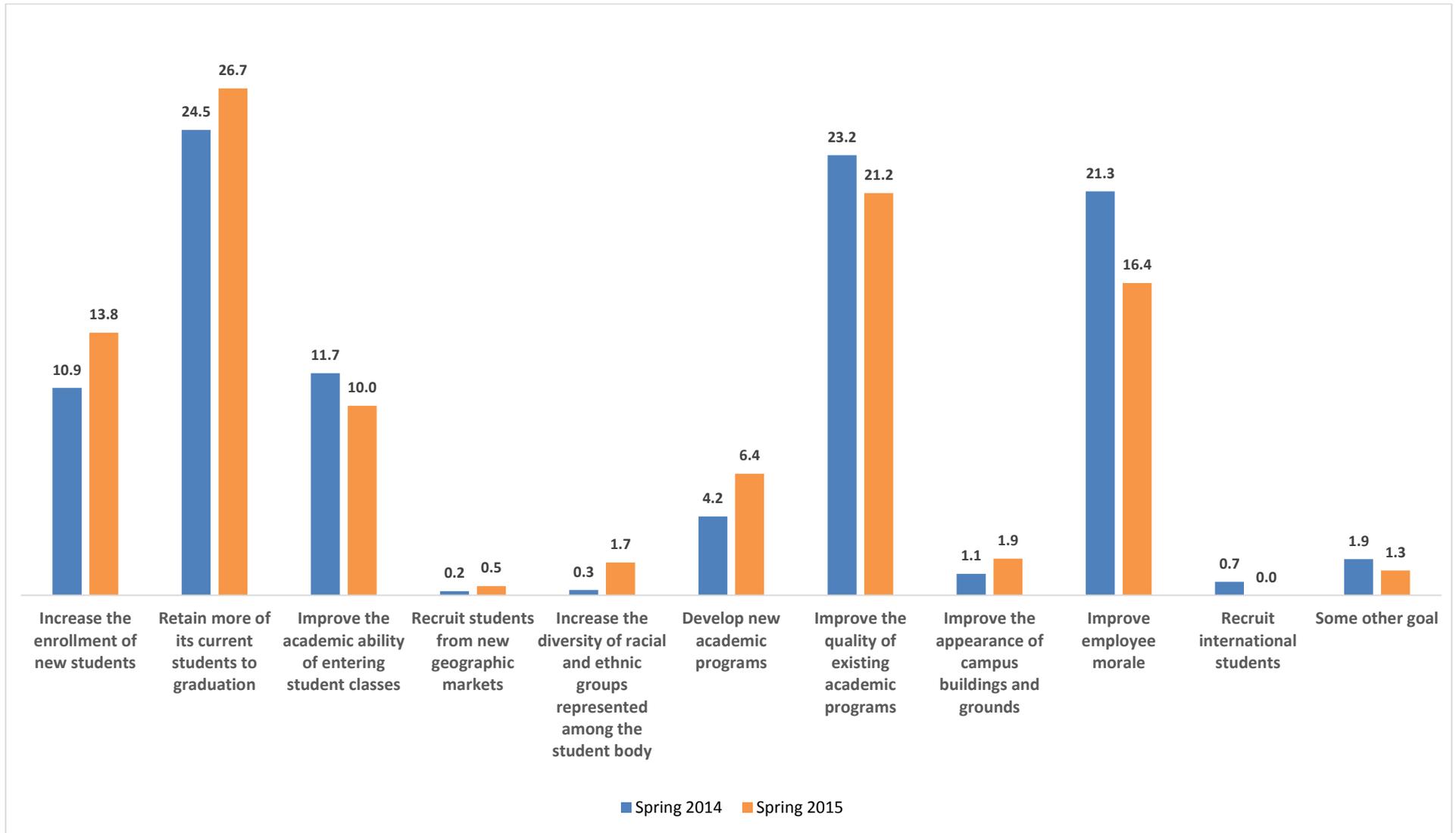
Statements Rated on Importance Scales (Score of 1: "Not important at all" / Score of 5: "Very important")	SWC Mean	Comparison Group Mean
A) Increase the enrollment of new students	4.22	4.31
B) Retain more of its current students to graduation	4.69	4.67
C) Improve the academic ability of entering student classes	4.47	4.39
D) Recruit students from new geographic markets	3.47	3.59
E) Increase the diversity of racial and ethnic groups represented among the student body	3.56	3.59
F) Develop new academic programs	3.90	3.95
G) Improve the quality of existing academic programs	4.60	4.53
H) Improve the appearance of campus buildings and grounds	3.79	3.85
I) Improve employee morale	4.63	4.56

^α None of Southwestern College's mean scores differed significantly from the Comparison Group.

Table 6. Institutional Goals: Weighted Priority Ranking of Institutional Goals and Ranking Change from Spring 2014 to Spring 2015

	2014 Weighted Ranking	2015 Weighted Ranking	Ranking Change
[A] Increase the enrollment of new students	10.9	13.8	2.9
[B] Retain more of its current students to graduation	24.5	26.7	2.2
[C] Improve the academic ability of entering student classes	11.7	10.0	-1.7
[D] Recruit students from new geographic markets	0.2	0.5	0.3
[E] Increase the diversity of racial and ethnic groups represented among the student body	0.3	1.7	1.4
[F] Develop new academic programs	4.2	6.4	2.2
[G] Improve the quality of existing academic programs	23.2	21.2	-2.0
[H] Improve the appearance of campus buildings and grounds	1.1	1.9	0.8
[I] Improve employee morale	21.3	16.4	-4.8
[J] Recruit international students	0.7	0.0	-0.7
[K] Some other goal	1.9	1.3	-0.6

Figure 2. Weighted Priority Ranking of Institutional Goals from Spring 2014 to Spring 2015



Section 3: Involvement in Planning and Decision-Making

Table 7. *Involvement in Planning and Decision-Making: Involvement Rating Descriptives (Spring 2015, Sorted by Level of Involvement)*

Table 8. *Involvement in Planning and Decision-Making: Statistical Comparison of Involvement Ratings between Southwestern College and Comparison Group*

Table 9. *Involvement in Planning and Decision-Making: Distance Scores and Change from Spring 2014 to Spring 2015*

Figure 3. Bar Chart of *Involvement Distance Scores from Spring 2014 and Spring 2015*

Following ranking of institutional goals, survey respondents were then asked to assess the level of involvement in planning and decision-making of nine campus constituency groups (e.g., students, faculty, trustees, senior administrators, etc.). Participants rated involvement on a Likert scale from 1 (“Not enough involvement”) to 5 (“Too much involvement”), with 3 representing “Just the right involvement.”

Table 7 presents descriptive data related to the involvement ratings of constituency groups. Descriptive statistics include the mean, standard deviation (“SD”), and the valid number of responses tallied for each item (“n”). Please see *Statistical Terminology* on page 2 for further clarification of statistics. Mean scores of involvement are presented in order of highest to lowest involvement.

Table 8 provides a comparison of involvement mean scores from Southwestern College to the institutional comparison group. Means ratings of five of the eight constituency groups were significantly different between the College and the comparison group for this year’s survey administration, and these have been highlighted in tan in the table.

Due to the anchors of the scale representing the extremes of “under-involvement” and “over-involvement,” a distance score has been calculated from the “optimal” answer of 3 (*Just the right involvement*). In Table 9, the values for each constituency group are calculated and represent the distance away from “Just the right [amount of] involvement” for each year. Positive distance values represents perceived “over-involvement” of a constituency group, while negative distance values represent “under-involvement” for a group. Score differentials from 2014 to 2015 has also been calculated and are presented in this table.

Figure 3 depicts the involvement distance scores from Table 9 from spring 2014 and spring 2015 for each constituency group in the survey. Positive values/bars above the axis indicate that a group is perceived as “over-involved.” Negative values/bars below the axis indicate that a group is perceived as “under-involved.” Values/bars that are closer to the axis represent that a group is perceived as having the “right amount” of involvement.

Table 7. Involvement in Planning and Decision-Making: Involvement Rating Descriptives (Spring 2015, Sorted by Level of Involvement)

INV Rank	Involvement (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Mean	SD	n
1	How involved are: Senior administrators (VP, Provost level or above)	3.91	0.97	234
2	How involved are: Deans or directors of administrative units	3.60	0.92	233
3	How involved are: Deans or chairs of academic units	3.47	0.94	232
4	How involved are: Trustees	3.35	1.00	231
5	How involved are: Academic Senate	3.10	0.94	230
6	How involved are: Faculty	3.00	1.27	237
7	How involved are: Staff	2.41	0.91	234
8	How involved are: Students	2.37	0.96	238
9	How involved are: Alumni	2.20	0.93	226

Table 8. Involvement in Planning and Decision-Making: Statistical Comparison of Involvement Ratings between Southwestern College and Comparison Group

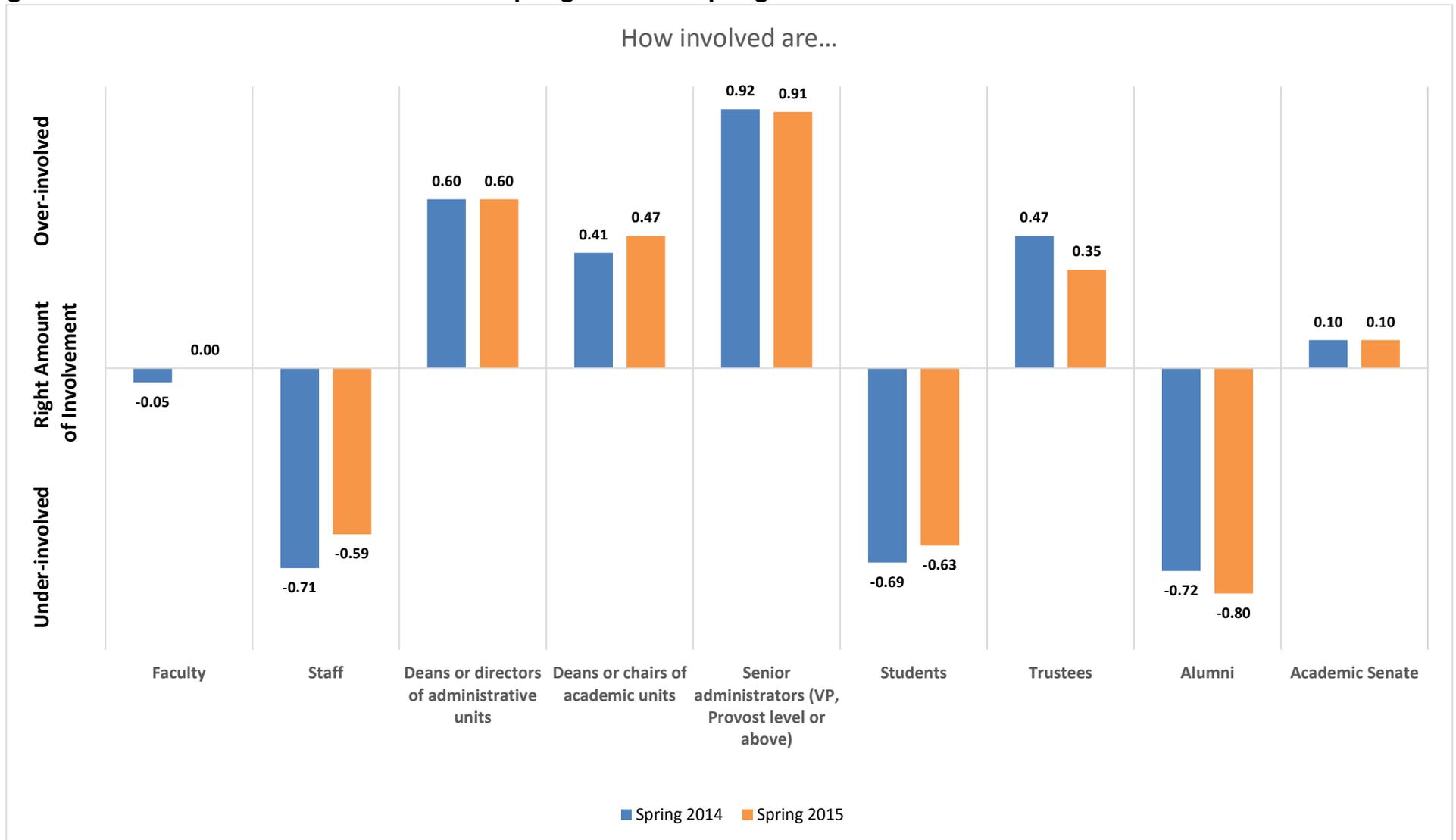
Involvement (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Southwestern College Mean	Comparison Group Mean
How involved are: Senior administrators (VP, Provost level or above)	3.91***	3.72***
How involved are: Deans or directors of administrative units	3.60***	3.34***
How involved are: Deans or chairs of academic units	3.47**	3.29**
How involved are: Trustees	3.35	3.24
How involved are: Faculty	3.00***	2.61***
How involved are: Staff	2.41	2.34
How involved are: Students	2.37	2.33
How involved are: Alumni	2.20***	2.52***

** , *** Group means are significantly different at .01 and .001 levels, respectively, and highlighted in tan for emphasis.

Table 9. Involvement in Planning and Decision-Making: Distance Scores & Change from Spring 2014 to Spring 2015

	Spring 2014 Distance Score	Spring 2015 Distance Score	Distance Score Change
Faculty	-0.05	0.00	0.05
Staff	-0.71	-0.59	0.12
Deans or directors of administrative units	0.60	0.60	0.00
Deans or chairs of academic units	0.41	0.47	0.06
Senior administrators (VP, Provost level or above)	0.92	0.91	-0.01
Students	-0.69	-0.63	0.06
Trustees	0.47	0.35	-0.12
Alumni	-0.72	-0.80	-0.08
Academic Senate	0.10	0.10	0.00

Figure 3. Involvement Distance Scores from Spring 2014 and Spring 2015



Section 4: Work Environment

Section 4.A.

[Table 10.](#) *Work Environment: Importance and Satisfaction Descriptives, Gap Scores, & Year-to-Year Comparison of Gap Ranking*

[Table 11.](#) *Work Environment: Statistical Comparison of Importance and Satisfaction Ratings between Southwestern College and Comparison Group*

Section 4.B.

[Tables and bar charts](#) for importance and satisfaction mean changes from 2014 to 2015

Section 4.A presents response data for twenty-five items of the *College Employee Satisfaction Survey*. These items address employee attitudes toward the work environment at Southwestern College. The first data table (Table 10) includes descriptive statistics for both 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 (“SD”), and the valid number of responses tallied for each item (“n”). Please see *Statistical Terminology* on page 2 for further clarification of statistics.

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 gap size, from largest to smallest. Large gaps (items near the top of the list) indicate substantial differences in ratings of importance and levels of satisfaction, and signify areas of weakness in regard to employee satisfaction. Items toward the end of the list require less attention, as they are better balanced between the two ratings. Gap rankings for both 2014 and 2015 results are included to illustrate changes in attitudes from the previous year and are available in Table 10.

The second table in Section 4.A (Table 11) provides a comparison of importance and satisfaction ratings between Southwestern College and the institutional comparison group. This analysis includes only the survey items provided in the original version of the Ruffalo Noel-Levitz questionnaire, and does not include additional items specific to the Southwestern College version of the survey. Item averages that significantly differed between our College and the comparison group are highlighted in tan (dark tan for importance; light tan for satisfaction) and marked with one, two, or three asterisks, depending on significance level. Please see *Statistical Terminology* on page 2 for further clarification of significance testing.

In Section 4.B provides graphical and tabular information for each survey item. These charts allow for comparison between importance and satisfaction ratings, 2014 to 2015 ratings, and also provide more detailed information regarding the change in gap scores from year to year.

SECTION 4.A

Table 10. Work Environment: Importance and Satisfaction Descriptives, Gap Scores, & Year-to-Year Comparison of Gap Ranking									
2015 Gap Rank	2014 Gap Rank	Statements Rated on Importance and Satisfaction Scales (Score of 1: "Not important/Not satisfied at all" / Score of 5: "Very important/Very satisfied")	IMPORTANCE			SATISFACTION			Gap
			Mean	SD	n	Mean	SD	n	
1	2	My department has the staff needed to do its job well	4.50	0.73	224	2.58	1.26	229	1.92
2	1	My department has the budget needed to do its job well	4.46	0.78	224	2.62	1.23	227	1.84
3	3	I have adequate opportunities for advancement	4.29	0.91	224	2.64	1.26	230	1.65
4	5	It is easy for me to get information at this institution	4.48	0.71	227	2.88	1.16	233	1.60
5	11	I have a reasonable workload †	4.49	0.66	225	3.07	1.38	231	1.42
6	9	I am empowered to resolve problems quickly	4.33	0.77	225	2.91	1.20	232	1.42
7	4	I am paid fairly for the work I do	4.52	0.65	225	3.13	1.27	233	1.39
8	6	I have adequate opportunities for training to improve my skills	4.40	0.77	224	3.02	1.23	229	1.38
9	7	The employee benefits available to me are valuable	4.52	0.71	225	3.16	1.37	231	1.36
10	10	I am comfortable expressing my opinion †	4.54	0.70	223	3.19	1.36	232	1.35
11	12	My workplace fosters an environment of ethical behavior †	4.56	0.76	223	3.30	1.40	233	1.26
12	8	I have adequate opportunities for professional development	4.39	0.76	225	3.15	1.25	232	1.24
13	16	Work responsibilities are within my job description †	4.46	0.75	222	3.25	1.36	230	1.21
14	14	My supervisor helps me improve my job performance	4.37	0.79	225	3.18	1.35	226	1.19
15	13	I have the information I need to do my job well	4.49	0.74	224	3.34	1.08	231	1.15
16	15	My job responsibilities are communicated clearly to me	4.50	0.66	221	3.37	1.16	230	1.13
17	17	My supervisor pays attention to what I have to say	4.48	0.75	224	3.36	1.40	229	1.12
18	18	My department or work unit has written, up-to-date objectives	4.25	0.83	222	3.21	1.18	230	1.04
19	19	My department meets as a team to plan and coordinate work	4.34	0.82	222	3.31	1.37	230	1.03
20	20	The work I do is appreciated by my supervisor	4.38	0.82	226	3.40	1.35	233	0.98
21	21	I learn about important campus events in a timely manner	4.11	0.81	226	3.21	1.06	231	0.90
22	23	The work I do is valuable to the institution	4.53	0.66	227	3.73	1.15	230	0.80
23	22	I am comfortable answering student questions about institutional policies and procedures	4.14	0.85	225	3.34	1.04	230	0.80
24	24	I am proud to work at this institution	4.53	0.64	224	3.78	1.19	230	0.75
25	25	The type of work I do on most days is personally rewarding	4.56	0.64	225	4.01	0.96	231	0.55

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

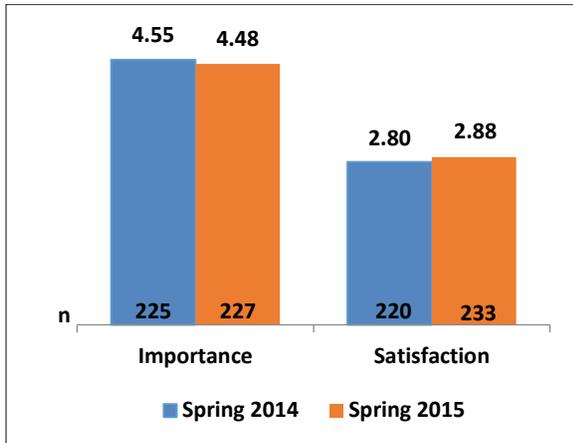
SECTION 4.A
Table 11. Work Environment: Statistical Comparison of Importance and Satisfaction Ratings between Southwestern College and Comparison Group

Statements Rated on Importance and Satisfaction Scales (Score of 1: "Not important/Not satisfied at all" / Score of 5: "Very important/Very satisfied")	SOUTHWESTERN			COMPARISON GROUP			Significance	
	IMP Mean	SAT Mean	Gap	IMP Mean	SAT Mean	Gap	IMP	SAT
It is easy for me to get information at this institution	4.48	2.88	1.61	4.47	3.34	1.14	NS	***
I learn about important campus events in a timely manner	4.11	3.21	0.90	4.20	3.57	0.62	NS	***
I am empowered to resolve problems quickly	4.33	2.91	1.42	4.40	3.42	0.98	NS	***
I am comfortable answering student questions about institutional policies and procedures	4.14	3.34	0.80	4.21	3.55	0.67	NS	**
I have the information I need to do my job well	4.49	3.34	1.15	4.60	3.67	0.93	**	***
My job responsibilities are communicated clearly to me	4.50	3.37	1.12	4.56	3.74	0.83	NS	***
My supervisor pays attention to what I have to say	4.48	3.36	1.12	4.57	3.89	0.68	*	***
My supervisor helps me improve my job performance	4.37	3.18	1.19	4.43	3.75	0.68	NS	***
My department or work unit has written, up-to-date objectives	4.25	3.21	1.04	4.22	3.62	0.61	NS	***
My department meets as a team to plan and coordinate work	4.34	3.31	1.03	4.31	3.67	0.64	NS	***
My department has the budget needed to do its job well	4.46	2.62	1.84	4.48	3.14	1.35	NS	***
My department has the staff needed to do its job well	4.50	2.58	1.91	4.54	3.11	1.42	NS	***
I am paid fairly for the work I do	4.52	3.13	1.39	4.54	3.17	1.38	NS	NS
The employee benefits available to me are valuable	4.52	3.16	1.36	4.57	3.83	0.74	NS	***
I have adequate opportunities for advancement	4.29	2.64	1.65	4.21	3.08	1.13	NS	***
I have adequate opportunities for training to improve my skills	4.40	3.02	1.38	4.38	3.43	0.95	NS	***
I have adequate opportunities for professional development	4.39	3.15	1.24	4.35	3.46	0.89	NS	***
The type of work I do on most days is personally rewarding	4.56	4.01	0.55	4.55	4.11	0.44	NS	NS
The work I do is appreciated by my supervisor	4.38	3.40	0.98	4.44	3.89	0.55	NS	***
The work I do is valuable to the institution	4.53	3.73	0.80	4.55	4.00	0.55	NS	***
I am proud to work at this institution	4.53	3.78	0.75	4.56	4.14	0.42	NS	***

*, **, *** Group means are significantly different at .05, .01, and .001 levels, respectively, and highlighted in tan for emphasis.

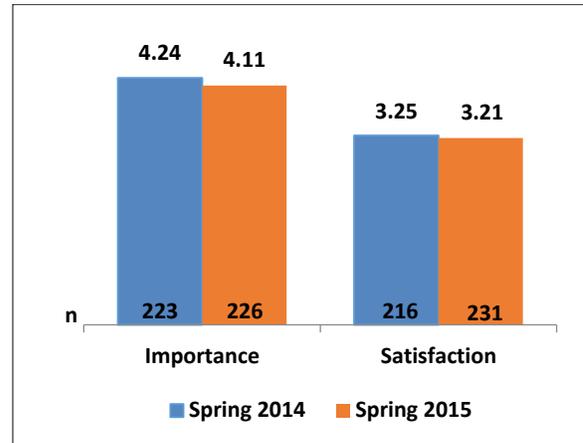
Section 4.B: Work Environment, Tables & Charts

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



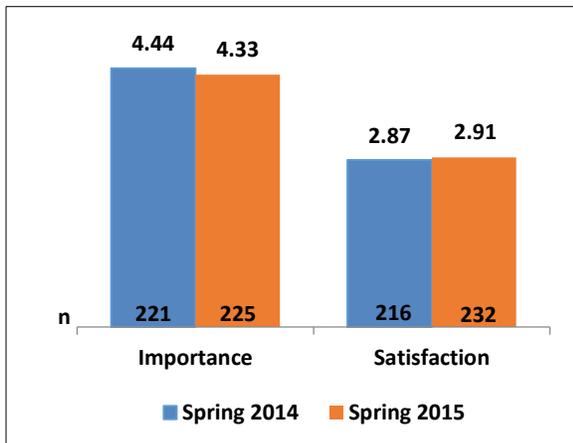
	Importance	Satisfaction	Gap
Spring 2014	4.55	2.80	1.75
Spring 2015	4.48	2.88	1.60
Difference	-0.07	0.08	-0.15

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



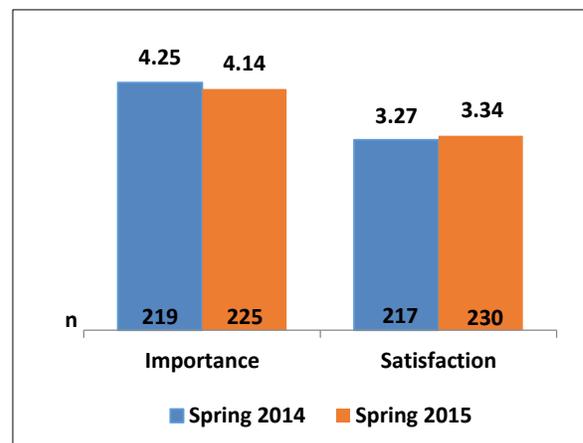
	Importance	Satisfaction	Gap
Spring 2014	4.24	3.25	0.99
Spring 2015	4.11	3.21	0.90
Difference	-0.13	-0.04	-0.09

41. I am empowered to resolve problems quickly



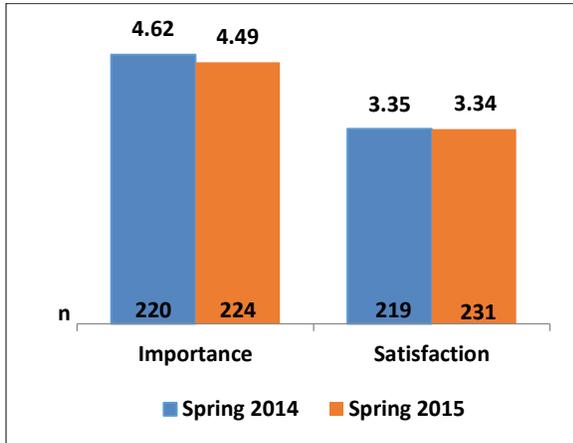
	Importance	Satisfaction	Gap
Spring 2014	4.44	2.87	1.57
Spring 2015	4.33	2.91	1.42
Difference	-0.11	0.04	-0.15

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



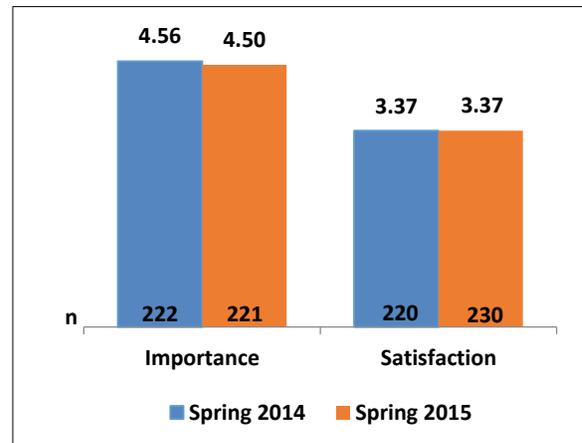
	Importance	Satisfaction	Gap
Spring 2014	4.25	3.27	0.98
Spring 2015	4.14	3.34	0.80
Difference	-0.11	0.07	-0.18

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



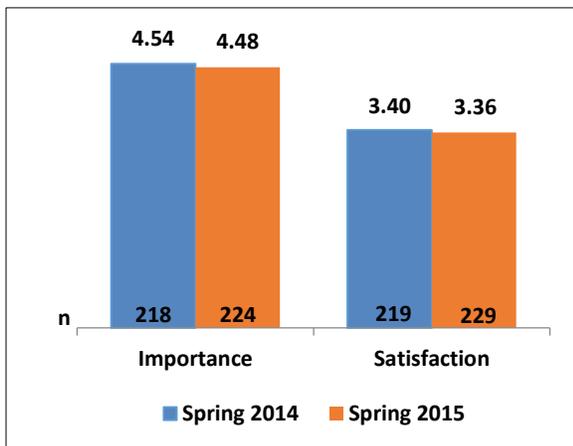
	Importance	Satisfaction	Gap
Spring 2014	4.62	3.35	1.27
Spring 2015	4.49	3.34	1.15
Difference	-0.13	-0.01	-0.12

44. My job responsibilities are communicated clearly to me



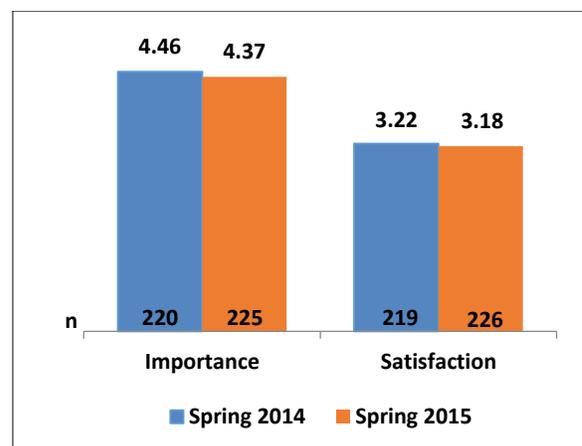
	Importance	Satisfaction	Gap
Spring 2014	4.56	3.37	1.19
Spring 2015	4.50	3.37	1.13
Difference	-0.06	0.00	-0.06

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



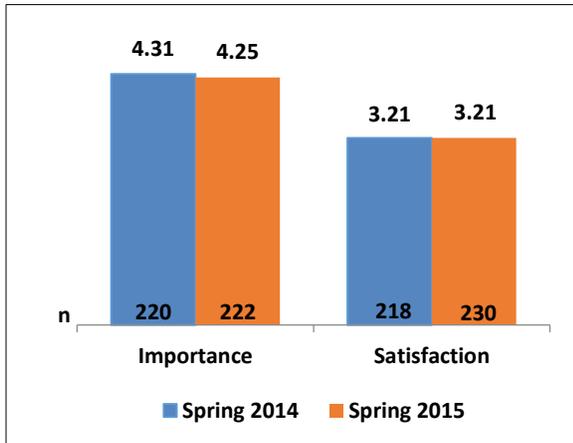
	Importance	Satisfaction	Gap
Spring 2014	4.54	3.40	1.14
Spring 2015	4.48	3.36	1.12
Difference	-0.06	-0.04	-0.02

46. My supervisor helps me improve my job performance



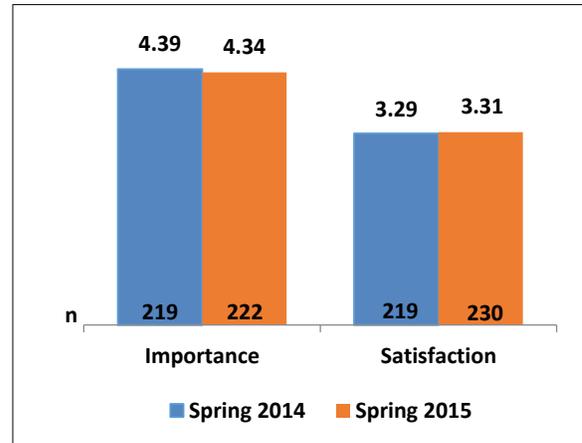
	Importance	Satisfaction	Gap
Spring 2014	4.46	3.22	1.24
Spring 2015	4.37	3.18	1.19
Difference	-0.09	-0.04	-0.05

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



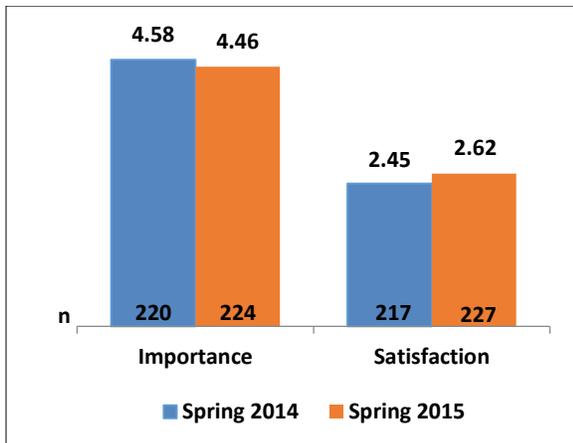
	Importance	Satisfaction	Gap
Spring 2014	4.31	3.21	1.10
Spring 2015	4.25	3.21	1.04
Difference	-0.06	0.00	-0.06

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



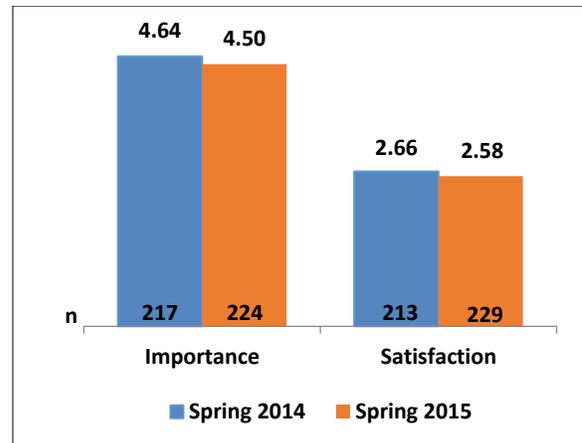
	Importance	Satisfaction	Gap
Spring 2014	4.39	3.29	1.10
Spring 2015	4.34	3.31	1.03
Difference	-0.05	0.02	-0.07

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



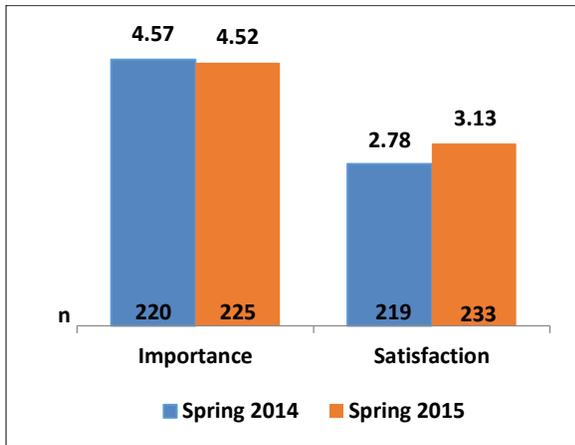
	Importance	Satisfaction	Gap
Spring 2014	4.58	2.45	2.13
Spring 2015	4.46	2.62	1.84
Difference	-0.12	0.17	-0.29

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



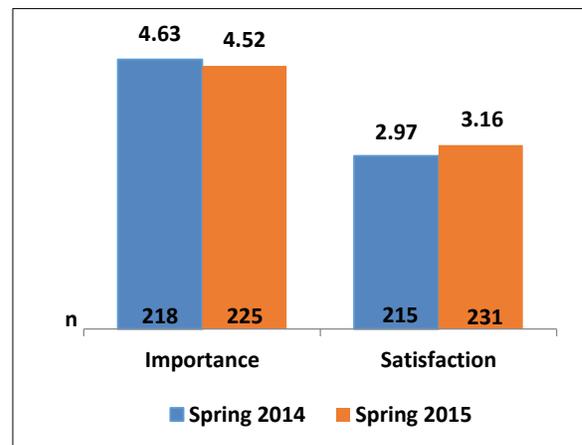
	Importance	Satisfaction	Gap
Spring 2014	4.64	2.66	1.98
Spring 2015	4.50	2.58	1.92
Difference	-0.14	-0.08	-0.06

51. I am paid fairly for the work I do



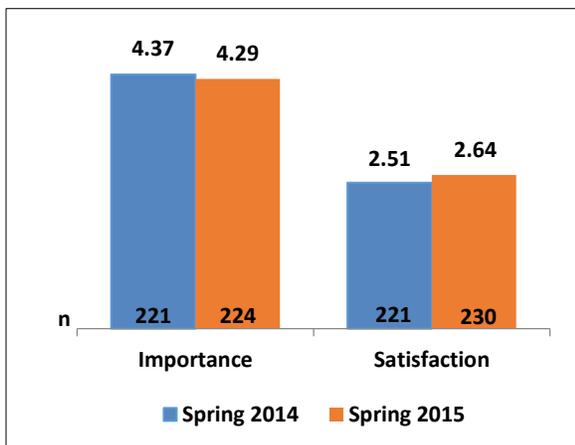
	Importance	Satisfaction	Gap
Spring 2014	4.57	2.78	1.79
Spring 2015	4.52	3.13	1.39
Difference	-0.05	0.35	-0.40

52. The employee benefits available to me are valuable



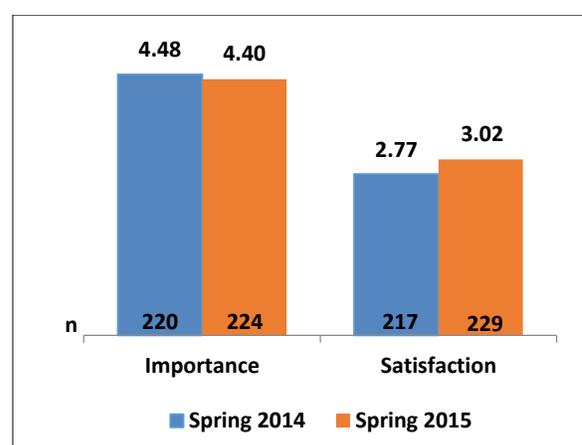
	Importance	Satisfaction	Gap
Spring 2014	4.63	2.97	1.66
Spring 2015	4.52	3.16	1.36
Difference	-0.11	0.19	-0.30

53. I have adequate opportunities for advancement



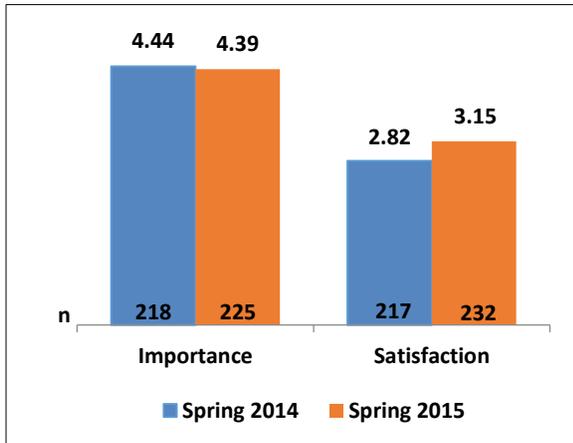
	Importance	Satisfaction	Gap
Spring 2014	4.37	2.51	1.86
Spring 2015	4.29	2.64	1.65
Difference	-0.08	0.13	-0.21

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



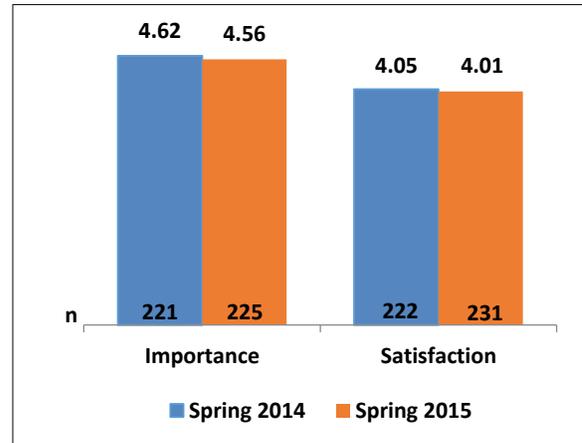
	Importance	Satisfaction	Gap
Spring 2014	4.48	2.77	1.71
Spring 2015	4.40	3.02	1.38
Difference	-0.08	0.25	-0.33

55. I have adequate opportunities for professional development



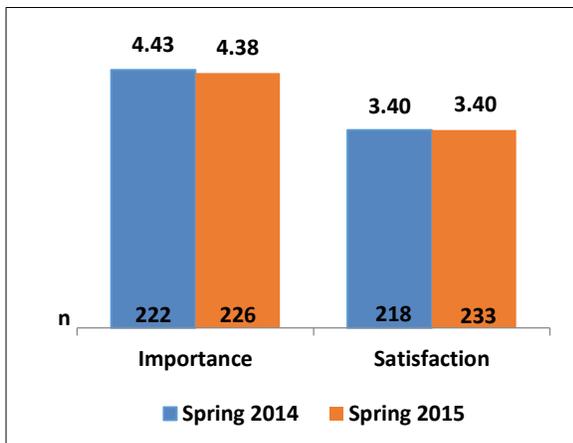
	Importance	Satisfaction	Gap
Spring 2014	4.44	2.82	1.62
Spring 2015	4.39	3.15	1.24
Difference	-0.05	0.33	-0.38

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



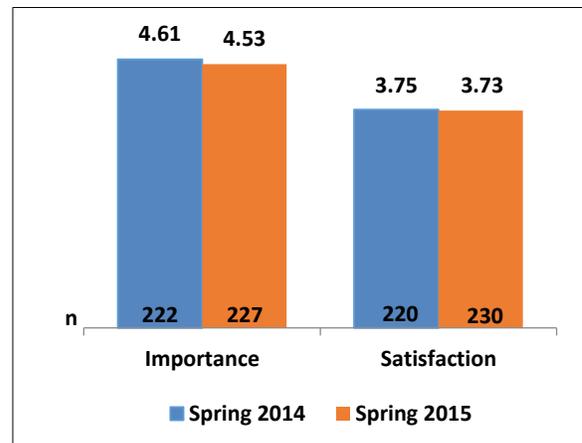
	Importance	Satisfaction	Gap
Spring 2014	4.62	4.05	0.57
Spring 2015	4.56	4.01	0.55
Difference	-0.06	-0.04	-0.02

57. The work I do is appreciated by my supervisor



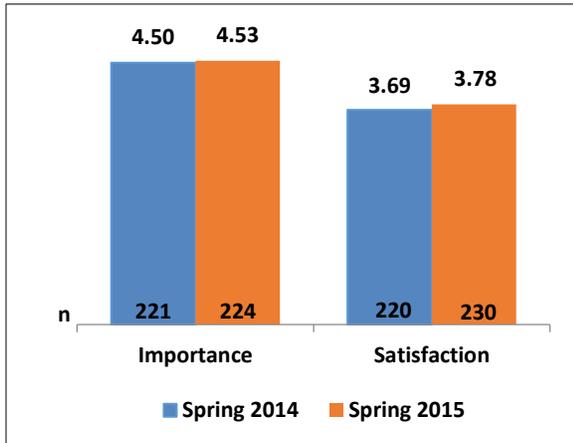
	Importance	Satisfaction	Gap
Spring 2014	4.43	3.40	1.03
Spring 2015	4.38	3.40	0.98
Difference	-0.05	0.00	-0.02

58. The work I do is valuable to the institution



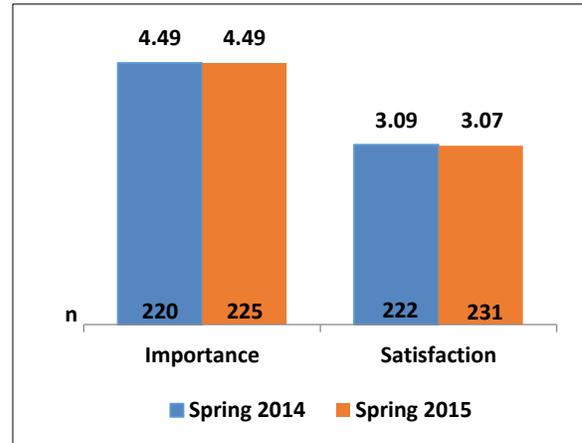
	Importance	Satisfaction	Gap
Spring 2014	4.61	3.75	0.86
Spring 2015	4.53	3.73	0.80
Difference	-0.08	-0.02	-0.06

59. I am proud to work at this institution



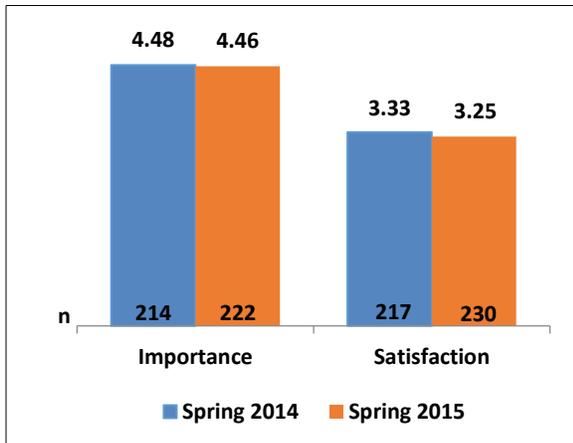
	Importance	Satisfaction	Gap
Spring 2014	4.50	3.69	0.81
Spring 2015	4.53	3.78	0.75
Difference	0.03	0.09	-0.06

60. I have a reasonable workload



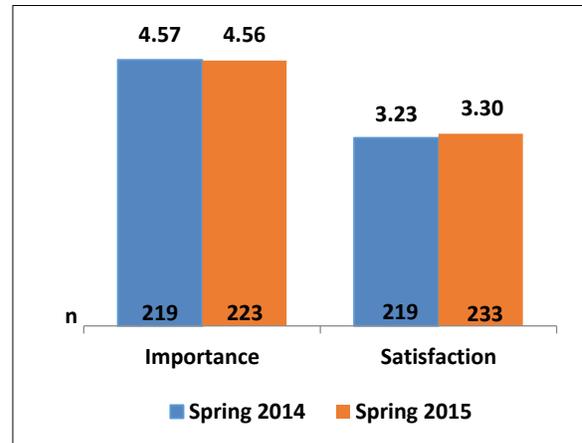
	Importance	Satisfaction	Gap
Spring 2014	4.49	3.09	1.40
Spring 2015	4.49	3.07	1.42
Difference	0.00	-0.02	0.02

61. Work responsibilities are within my job description



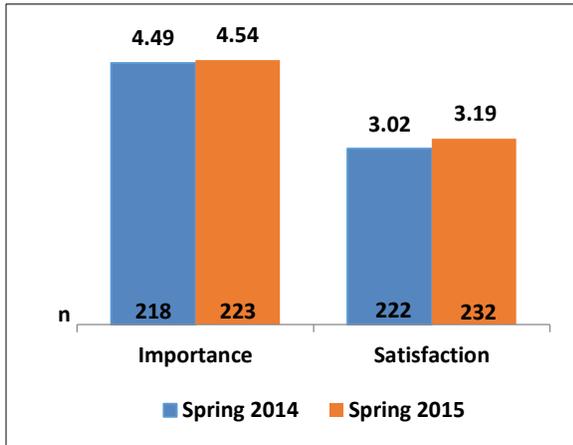
	Importance	Satisfaction	Gap
Spring 2014	4.48	3.33	1.15
Spring 2015	4.46	3.25	1.21
Difference	-0.02	-0.08	0.06

62. My workplace fosters an environment of ethical behavior



	Importance	Satisfaction	Gap
Spring 2014	4.57	3.23	1.34
Spring 2015	4.56	3.30	1.26
Difference	-0.01	0.07	-0.08

63. I am comfortable expressing my opinion



	Importance	Satisfaction	Gap
Spring 2014	4.49	3.02	1.47
Spring 2015	4.54	3.19	1.35
Difference	0.05	0.17	-0.12

Overall Satisfaction

[Table 12.](#) Overall Satisfaction: Descriptives, Spring 2015

[Table 13.](#) Overall Satisfaction: Means and Mean Change from Spring 2014 to Spring 2015

[Table 14.](#) Overall Satisfaction: Statistical Comparison of Overall Satisfaction Ratings between Southwestern College and Comparison Group

The last item on the *College Employee Satisfaction Survey* asked respondents to rate their overall satisfaction with their employment at Southwestern College so far. The first data table (Table 12) in this section includes descriptive statistics for this item for the spring 2015 survey administration. Descriptive statistics include the mean, standard deviation (“SD”), and the valid number of responses tallied for each item (“n”). Please see *Statistical Terminology* on page 2 for further clarification of statistics.

The second table in this section (Table 13) depicts the overall satisfaction means and change from spring 2014 to spring 2015. Overall satisfaction did not significantly increase from the 2014 to 2015 survey administration.

Lastly, Table 14 provides a comparison of the overall satisfaction rating between Southwestern College and the institutional comparison group. The overall satisfaction rating was significantly lower for Southwestern College compared to the institutional comparison group. Please see *Statistical Terminology* on page 2 for further clarification of significance testing.

Table 12. Overall Satisfaction: Descriptives, Spring 2015			
SATISFACTION: 1 = "Not satisfied at all" / 5 = "Very satisfied"	Mean	SD	n
Rate your overall satisfaction with your employment here so far:	3.65	1.08	231

Table 13. Overall Satisfaction: Means and Mean Change from Spring 2014 to Spring 2015^β			
SATISFACTION: 1 = "Not satisfied at all" / 5 = "Very satisfied"	2014 Mean	2015 Mean	Mean Change
Rate your overall satisfaction with your employment here so far:	3.56	3.65	0.11

^β 2014 and 2015 Overall satisfaction means are not significantly different.

Table 14. Overall Satisfaction: Statistical Comparison of Overall Satisfaction Ratings between Southwestern College and Comparison Group		
SATISFACTION: 1 = "Not satisfied at all" / 5 = "Very satisfied"	SWC Mean	Comparison Group Mean
Rate your overall satisfaction with your employment here so far:	3.65***	3.90***

*** Group means are significantly different at .001 level.

Survey Instrument

Noel-Levitz[®] Employee Satisfaction Survey

Southwestern College has engaged Ruffalo 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	SECTION 1: Campus culture and policies	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	SECTION 1 (Continued): Campus culture and policies	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	
					SECTION 2: Institutional goals
					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:

SECTION 3: Involvement in planning and decision-making		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
SECTION 4: Work environment 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

Open-ended Response Summaries

Throughout the 2015 College Employee Satisfaction Survey (CESS), survey respondents were given the opportunity to respond to four open-ended questions. The first open-ended question was supplemental to Section 2 and related to institutional goals; the remaining three open-ended questions were located at the end of Section 4 and requested additional feedback regarding three of the four major sections of the survey.

Q #37: "What other institutional goals do you think are important? Please describe them in the space below."

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

Q #66: "Please provide any additional feedback about this institution's goals."

Q #67: "Please provide any additional feedback about the work environment at Southwestern College."

The responses provided to these questions were carefully coded and summarized in the following report. Implications of these results should be interpreted with caution as responses were optional and do not reflect all respondent's opinions, let alone that of all college employees and therefore are not statistically sound. For a valid understanding of the survey results, the statistically-supported, quantitative analysis (provided in the initial report) should serve as the main focus, and the preceding qualitative information should be considered only as a supplement to those major findings.

Survey Prompts in Context

For a comprehensive understanding, employee comments to open-ended prompts should be viewed in context of the CESS questionnaire framework.

The first open-ended prompt, "*What other institutional goals do you think are important?*" is found within the Institutional Goals section. This question serves as a follow-up to an earlier prompt to "*choose three goals that you believe should be this institution's top priorities*" from a listing of eleven (11) specified institutional goals. Question 37 is intended to address any other aspirational goals that are not currently incorporated in institutional planning. To ascertain more generalized feedback regarding institutional goals, an additional prompt is found within Section 4, Workplace Environment. This latter prompt (Question 66) requests that employees "*provide any additional feedback about this institution's goals.*"

Additionally, the Workplace Environment section contained two prompts regarding Campus Culture & Policies and the Workplace Environment. Question 65 asked respondents to "*provide any additional feedback about the campus culture and policies at Southwestern College.*" The final prompt (Question 67) sought employee perspective regarding "*any additional feedback about the work environment at Southwestern College.*" This prompt was intended as a follow-up to statements that "describe conditions of [the] work environment as an employee at this institution" which included topics such as compensation, training opportunities, staffing, workload, and others.

Finally, it should be noted that an underlying attempt of this survey, as a whole, is to identify challenges or areas of improvement for the college in regards to campus culture and policies, work environment, planning and decision-making, and institutional goals. One limitation of the open-ended section of the survey may be the lack of counterbalance; that is, the absence of prompting respondents to reflect on what they believe the college is doing right and to provide their perspective of what programs and services are already meeting expectation.

Response Classifications

In order to facilitate summarization of the College Employee Satisfaction Survey's (CESS) open-ended responses, several thematic categories were constructed to classify employee opinions and perspectives. These categories were guided by a need to encompass comments in a logical and meaningful way to the campus community and at the same time reflect the employee survey's underlying focus of "Campus Culture and Policies," "Institutional Goals," "Involvement in Planning and Decision-Making," and the "Work Environment." Similar to last year's administration, survey responses were classified based on content and tone using a homegrown method of content analysis. Twelve classification groups were developed to organize respondent opinions and perspectives systematically. Employee comments varied greatly in length, many with an array of thematic contents; thus, many responses are classified under two or more categories.

A majority of the category themes derived from last year's report carried over to this year, as several comments and concerns from the prior year were voiced again in the current survey administration. There were only a few minor changes to category titles and operational definitions to allow for more accurate and relevant categorization. Responses were classified based on the following categories:

1. **Budget** involves mention of fiscal allocations and processes, employee salary/ compensation, and other budgetary items.
2. **Communication** refers to formal and informal information patterns across departments, offices, and employees.
3. **Employee Services** relates to organizational practices and mechanisms at the employee level such as hiring and human resource management. This category also includes comments regarding adjunct issues (like job security) and employee job fit.
4. **Infrastructure & Technology** encompasses physical resources and capital such as facilities, maintenance, technology, and other equipment.
5. **Mission & Priorities** includes institutional-level comments regarding the college's mission and its perceived organization of priorities.
6. **Morale** relates to an individual's workplace satisfaction, attitudes, and sentiments. A sub-category within Morale emerged related to intimidation, trust, and fear of retaliation.
7. **Planning & Decision-Making** relates to organizational practices of planning and decision-making, including shared governance.
8. **Policy & Procedure** refers to the understanding and implementation of departmental or institutional policies and procedures, or lack thereof.
9. **Student Success** involves any institutional processes and initiatives affecting curriculum, academic outcomes, and educational trajectories.
10. **Transparency** includes institutional disclosure practices, or the availability of information permitting collective decision-making.
11. **Workplace Support** involves staff development, training, and job-related support within and across departments.
12. **Other** encompasses employee comments outside the aforementioned categories (including topics of compressed calendar, safety, transparency, community/PR, and others).

Distribution of Category Topics

Table 1, presented below, provides a general overview of the most frequently mentioned topics by each open-ended question. The left-most “TOTAL” column illustrates the most frequently mentioned categories across all four questions. The top three categories overall are Morale, Student Success, and Employee Services, respectively. The distribution of categories within each question will be discussed in further detail in the succeeding sections. Finally, the bottom row, “Number of Respondents” gives light to the limitation of generalizability of these responses to the entire campus community as, on average, only about 73 employees responded to each question (Highest n = 103, Question 65; Lowest n = 46, Question 66).

Table 1. Distribution of Categories across Open-Ended Responses

CATEGORY	Question 37		Question 65		Question 66		Question 67		TOTAL
	n	%	n	%	n	%	n	%	n
Budget	8	6%	14	5%	6	6%	10	7%	38
Communication	2	2%	24	9%	4	4%	12	8%	42
Employee Services	17	13%	32	12%	8	9%	30	21%	87
Infrastructure & Technology	13	10%	14	5%	5	5%	5	4%	37
Mission & Priorities	7	5%	12	5%	9	10%	2	1%	30
Morale	14	11%	56	22%	14	15%	49	35%	133
Planning & Decision-Making	11	9%	17	7%	11	12%	6	4%	45
Policy & Procedure	4	3%	27	10%	1	1%	9	6%	41
Student Success	36	28%	32	12%	21	22%	5	4%	94
Transparency	2	2%	11	4%	1	1%	4	3%	18
Workplace Support	6	5%	12	5%	6	6%	3	2%	27
Other	9	7%	9	4%	8	9%	7	5%	33
Number of Category Tags	129	100%	260	100%	94	100%	142	100%	625
Number of Respondents	71	25%	103	36%	46	16%	73	26%	238

Section 2, Question 37 Response Summary

“What other institutional goals do you think are important?”

Figure 2. Distribution of Topics in Open-Ended Question 37 Responses

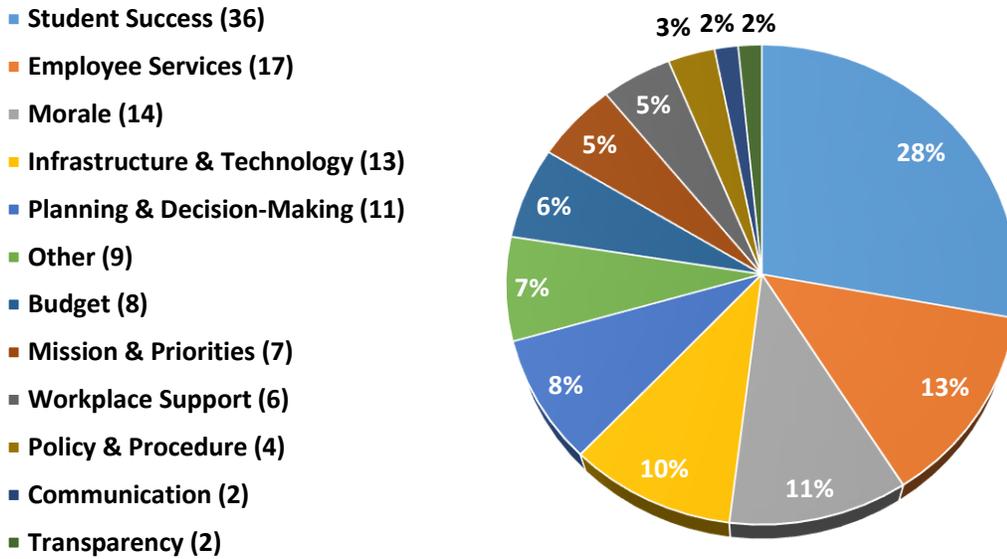
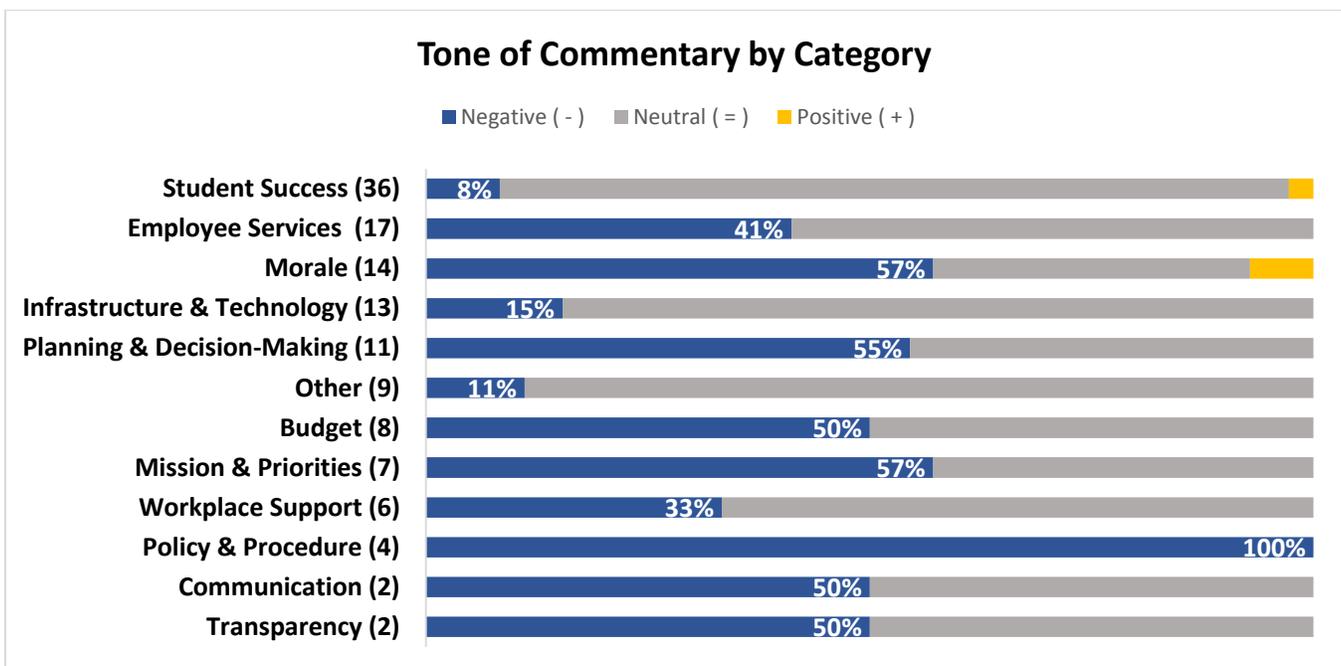


Figure 3. General Tone of Open-Ended Question 37 Responses



Section 2, Question 37 Response Summary

“What other institutional goals do you think are important?”

For the purpose of organization of each open-ended response 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.

Within context of Question 37, response content was most frequently tagged for Student Success, Employee Services, and Morale. The following bullet points summarize many of the comments made in regards to these topics at Southwestern College:

Student Success

- Improve quality of existing academic and support programs
- Increase support and morale among full-time and part-time faculty in order to better serve students
- Align and re-evaluate course and program offerings to better match local and current workforce needs

Employee Services

- Improve hiring process and prioritization for adjunct faculty
- Increase the number of full-time faculty
- Increase the number of student support staff (tutors, custodians, library & bookstore employees)

Morale

- Equality of treatment and pay among all employees
- Improve relationships between administrators, faculty, and staff
- Create an environment of inclusion and support for part-time faculty

Section 4, Question 65 Response Summary

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

Figure 6. Distribution of Topics in Open-Ended Question 65 Responses

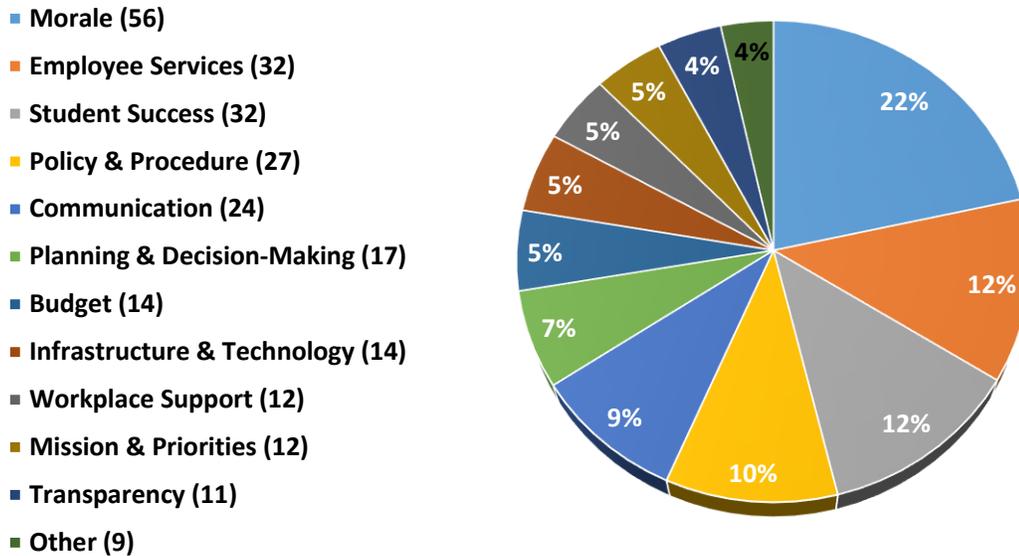
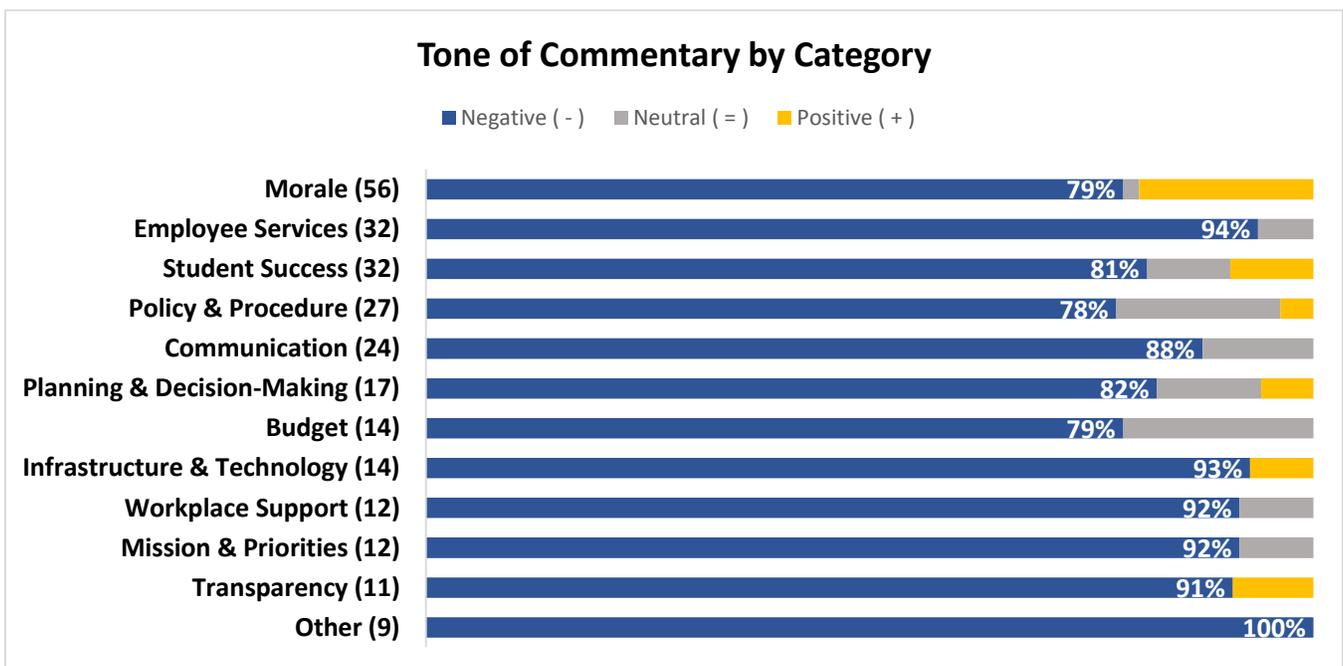


Figure 7. General Tone of Open-Ended Question 65 Responses



Section 4, Question 65 Response Summary

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

For the purpose of organization of each open-ended response 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.

Within context of Question 65, response content was most frequently tagged for Morale, Employee Services, and Student Success. The following bullet points summarize many of the comments made in regards to these topics at Southwestern College:

Morale

- Great lack of trust and ability in administration and management
- Issues regarding involvement, communication, and support from administration to classified staff
- Part-time faculty feel underappreciated
- Campus culture has been improving

Employee Services

- Poor job fit for many employees/ quality of hiring
- Little job security for part-time faculty
- Improve Human Resources communication and procedures

Student Success

- Administrators do not make student’s their top priority
- Create a professional, clean environment for students in order to foster success
- Need for faculty training to improve academic programs (including distance education)

Section 4, Question 66 Response Summary

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

Figure 10. Distribution of Topics in Open-Ended Question 66 Responses

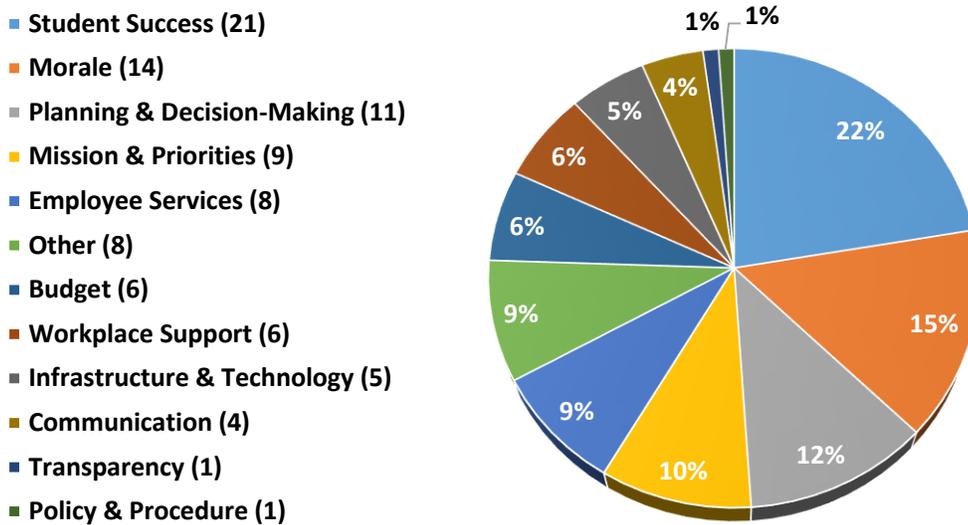
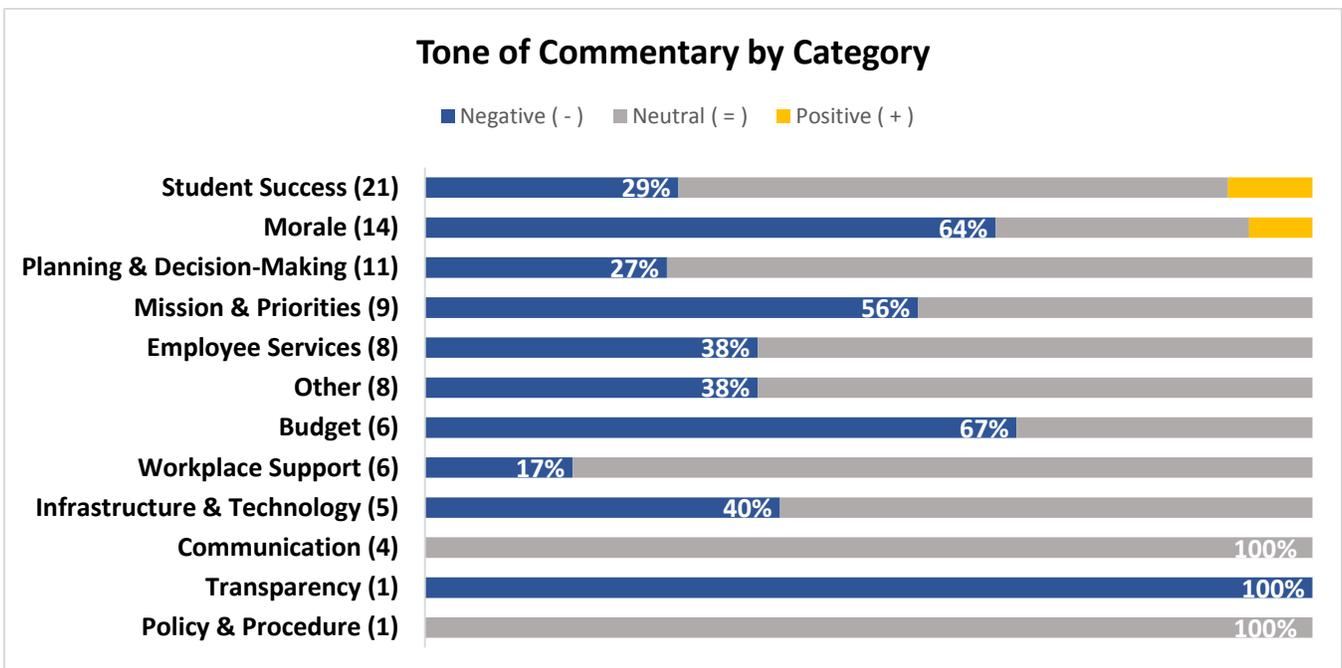


Figure 11. General Tone of Open-Ended Question 66 Responses



Section 4, Question 66 Response Summary

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

For the purpose of organization of each open-ended response 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.

Within context of Question 66, response content was most frequently tagged for Student Success, Morale, and Planning and Decision-Making. The following bullet points summarize many of the comments made in regards to these topics at Southwestern College:

Student Success

- Funding, and decisions made around it, should be centered around our students (improve classrooms and office space, increase staff, update technology).
- Build curriculum around workforce/vocational and transfer needs to support student success after SWC

Morale

- Improve level of trust between faculty and staff
- Train administration to be more supportive & responsive to staff

Planning & Decision-Making

- Include faculty in decision-making process
- Increase the practice of data-informed decision making to better align program offerings with student needs
- Keep student needs at the center of institutional decision-making

Section 4, Question 67 Response Summary

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

Figure 14. Distribution of Topics in Open-Ended Question 67 Responses

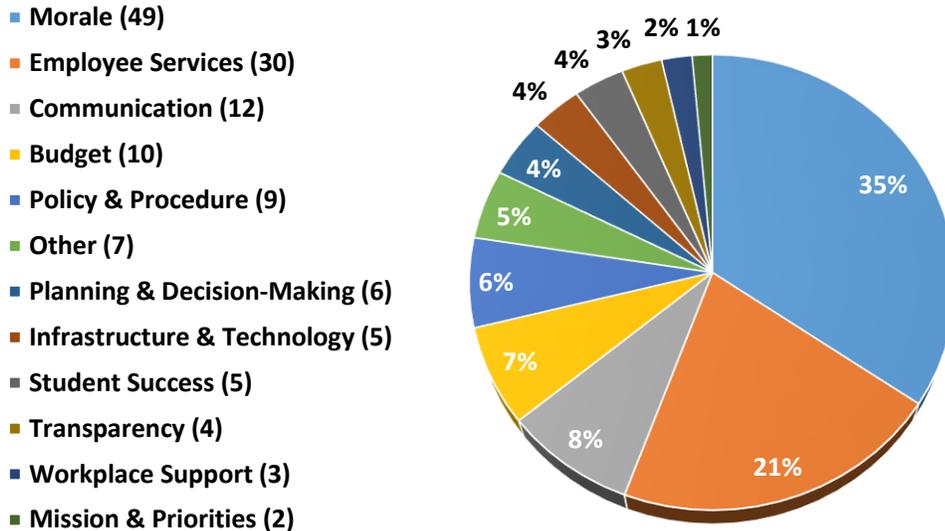
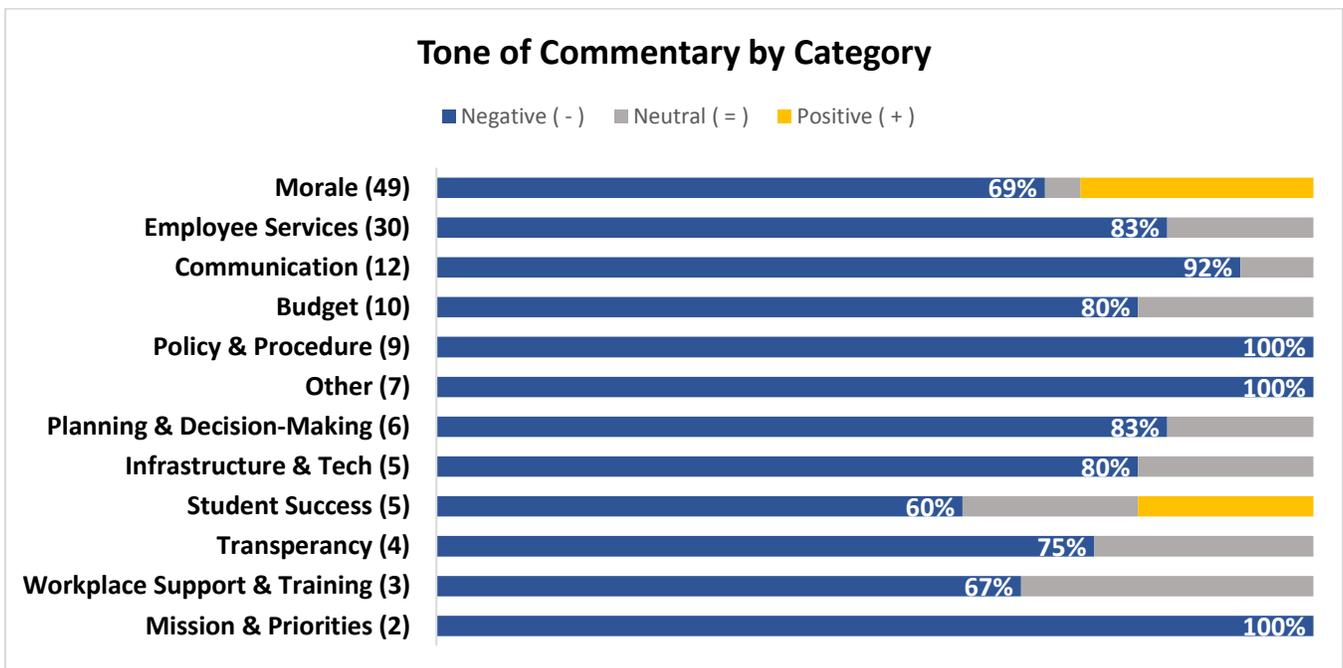


Figure 15. General Tone of Open-Ended Question 67 Responses



Section 4, Question 67 Response Summary

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

For the purpose of organization of each open-ended response 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.

Within context of Question 67, response content was most frequently tagged for Morale, Employee Services, and Communication. The following bullet points summarize many of the comments made in regards to these topics at Southwestern College:

Morale

- Dissatisfaction among competency and supervision of administrators
- Environment of fear and bullying from high-level employees
- While the environment is generally welcoming and collaborative, there are subgroups that are greatly discontent and these individuals seem to have a large effect on campus or departmental culture.

Employee Services

- Little to no accountability of administrators
- Lack of training, supervision, and support from management/ administration
- Increase hiring of staff and faculty and improve process of replacing vacant positions

Communication

- Little to no interaction with department heads and division deans
- Suggestions for change are often shut down
- Regular feedback from higher level employees would foster improvement and inclusion