



Parkland College

Fall 2014

College Employee Satisfaction Survey

(via Noel Levitz)

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Grants, and Contracts

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Today's Agenda

- Survey Introduction
- Section 1 and Discussion
- Section 2 and Discussion
- Section 3 and Discussion
- Section 4 and Discussion
- Open Ended Question Discussion

About Noel-Levitz

- Third party with no affiliation to Parkland College other than administering survey
- 40 year old company serving 3,000+ institutions world-wide
- <https://www.noellevitz.com/>
- 1-800-876-1117
- NL Representative: Ms. Wendi Hansen
- Email: Wendi-Hansen@noellevitz.com



2-Year Institutions: Comparison Group

- Aims Community College
- Arizona Western College
- Broome Community College
- Cascadia Community College
- Central Ohio Tech
- Community College of Beaver County
- Cowley County Community College
- Eastern Gateway Community College
- Georgia Military College
- Greenville Technical College
- **Kankakee Community (IL)**
- **Kishwaukee College (IL)**
- Lakeland College AB
- Lakeshore Technical College
- Laramie County Community College
- Laredo Community College
- Marion Technical College
- Minneapolis Comm & Technical College
- Montcalm Community College
- Mountain View College
- Mountwest Comm & Technical College
- Mt Hood Community College
- Murray State College
- New Mexico Junior College
- New Mexico State University - Carlsbad
- Normandale Community College
- Northeast State Community College
- Northern Oklahoma College
- Northwest Arkansas Community College
- Northwest Iowa Community College
- Northwest Technical College
- Ogeechee Technical College
- Piedmont Technical College
- Rhodes State College
- Richland College
- Santa Fe Community College
- Southwest Wisconsin Technical College
- Tri-County Technical College
- Trident Technical College
- Western Technical College
- Wisconsin Indianhead Technical College

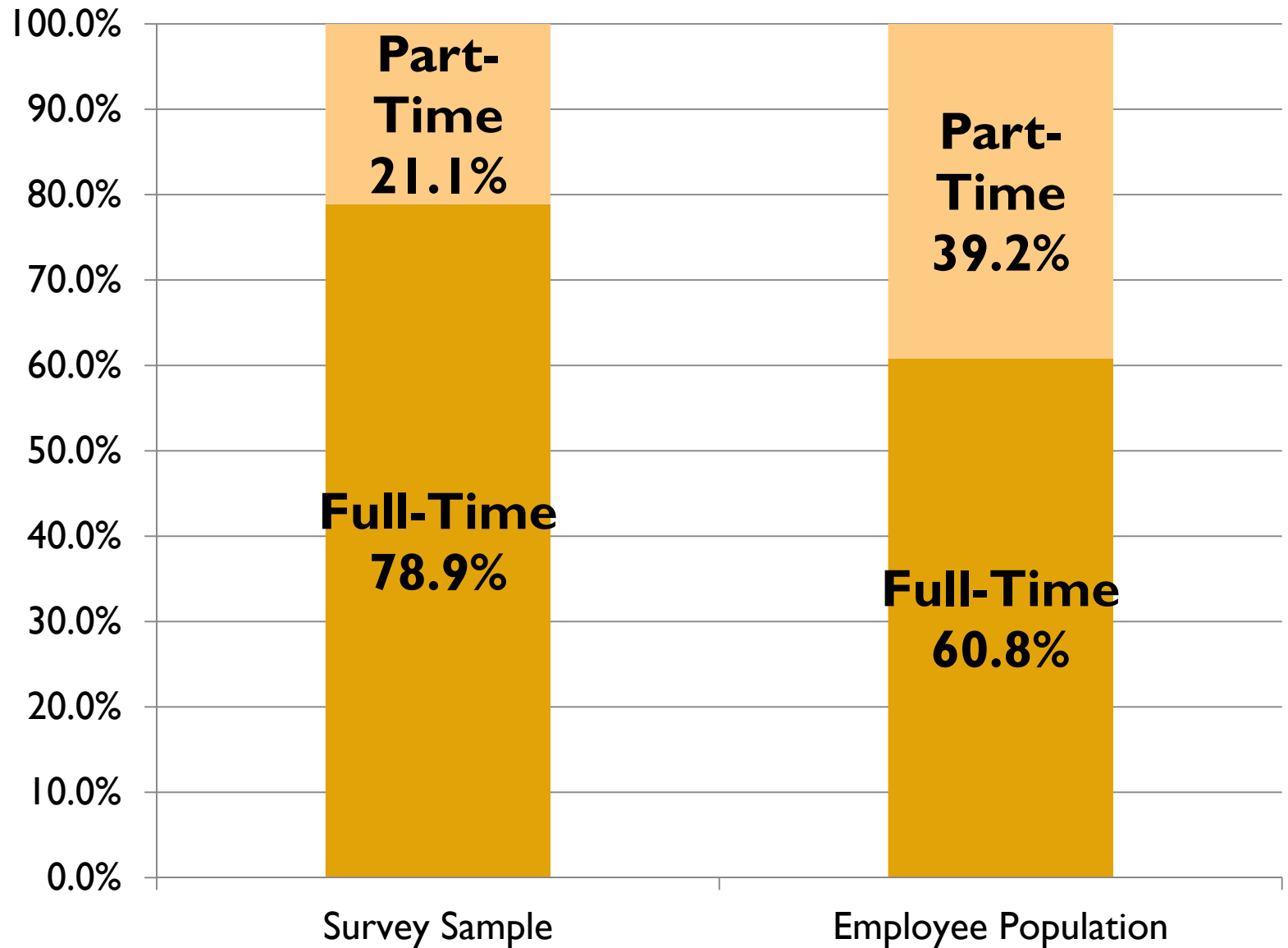


About the Survey

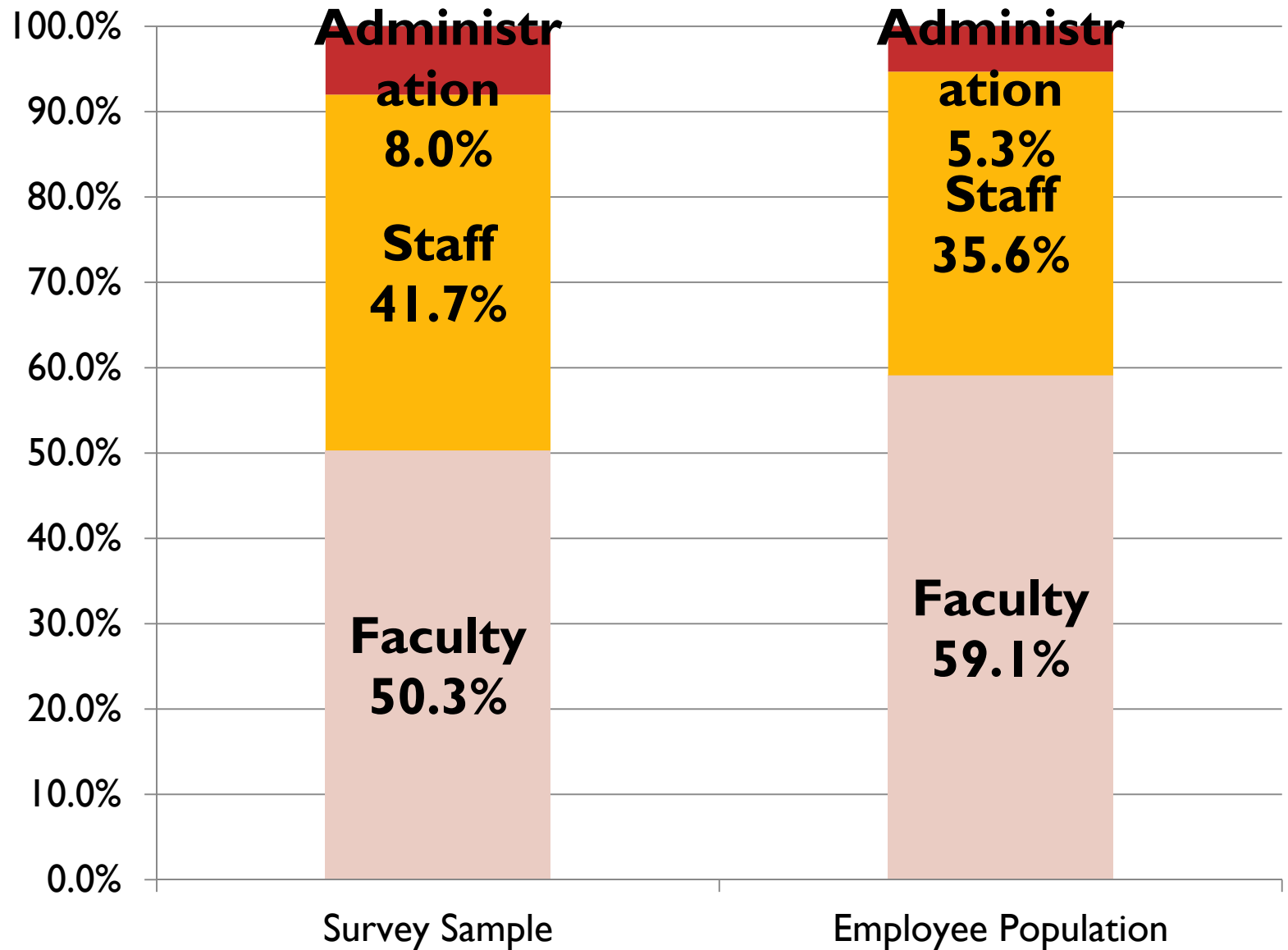
- Survey sent to all full-time & part-time employees *except* student employees and temporary help.
- Includes PT hourly and PT Faculty.
- Method: On-line via Parkland Email.

- Duration: 3.2 weeks
- Total Surveys Sent: 1,449
- Total Surveys Received: 375
- Response Rate: 25.8%

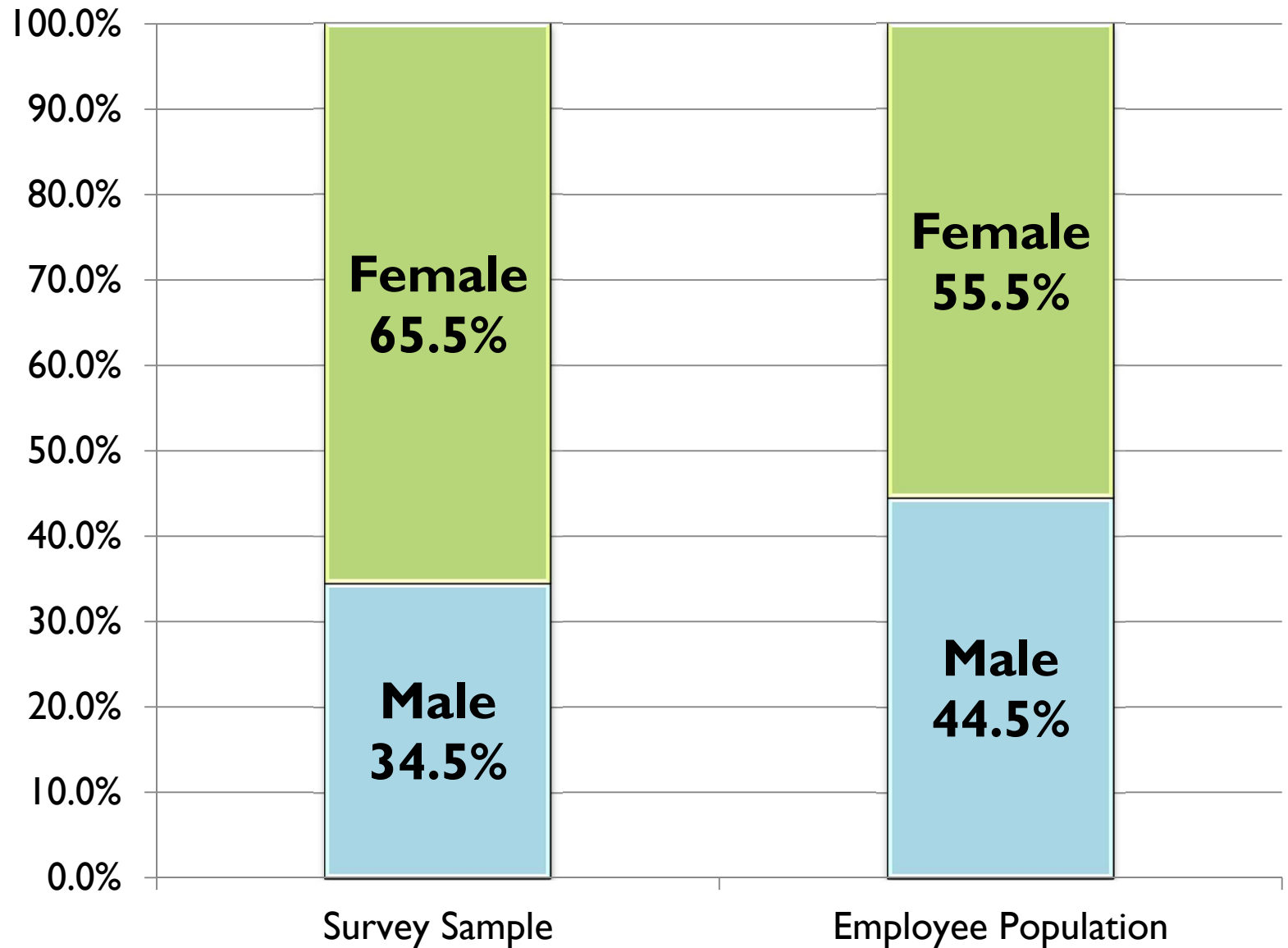
Who answered the survey? Employment Status



Who answered the survey? Job Classification



Who answered the survey? Gender

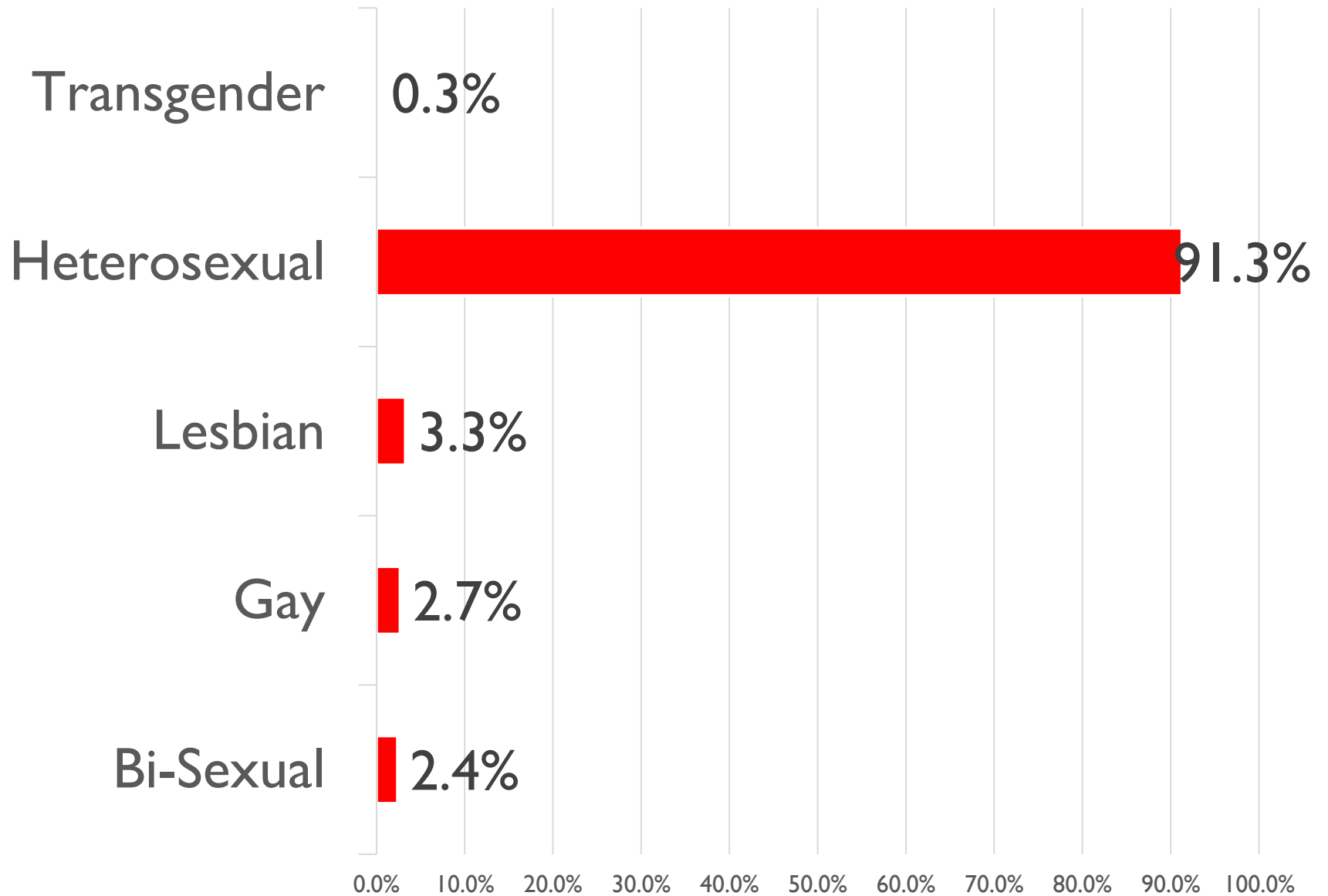


Who answered the survey?

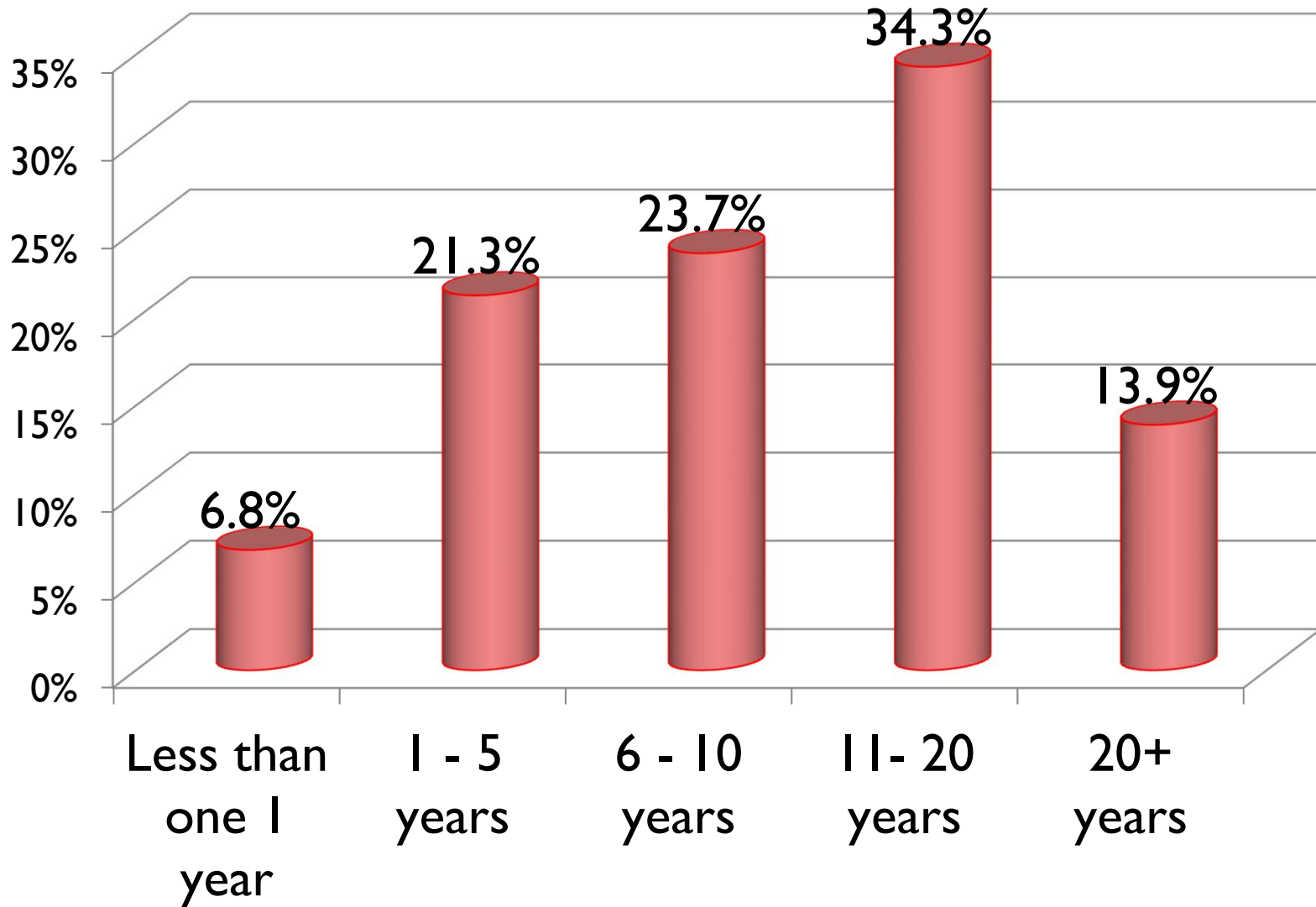
Ethnicity

Category	Survey Sample	Employee Population
American Indian/ Alaskan	0.6%	0.7%
Asian	2.3%	2.7%
Black/ African American	3.2%	7.5%
Hispanic	0.9%	2.1%
Multi-Racial	6.8%	NA
White	85.6%	86.6%
Other	0.6%	0.4%

Who answered the survey? Sexual Orientation



Who Answered the Survey? Years Employed at Parkland





Four Sections of the Survey

- 1. Campus culture and policies
- 2. Institutional Goals
- 3. Involvement in planning and decision-making
- 4. Work Environment



Section I: Campus culture and policies

- Top 5 difference between Importance and Satisfaction
- Top 5 Most Important
- Top 5 Most Satisfied
- 5 Least Satisfied
- Parkland vs Comparison Group

2 Likert Scales

- Importance (1 – 5)
 - 1 = Not at all important
 - 2 = Not very important
 - 3 = Somewhat important
 - 4 = Important
 - 5 = Very important
- Satisfaction (1 – 5)
 - 1 = Not at all satisfied
 - 2 = Not very satisfied
 - 3 = Somewhat satisfied
 - 4 = Satisfied
 - 5 = Very satisfied



Top 5: High Importance vs Low Satisfaction

1. Effective lines of communication between departments. (Gap=1.59) (FT Gap=1.69)
2. Spirit of teamwork & cooperation at this institution. (Gap=1.51) (FT Gap=1.51)
3. Administration share info regularly with faculty and staff. (Gap=1.42) (FT Gap=1.46)
4. Employees suggestions used to improve institution. (Gap=1.39) (FT Gap=1.34)
5. Admin clearly communicates institutional change to faculty/staff (Gap=1.38) (FT Gap= 1.45)

Top 5: Most Important

1. Meeting the needs of students.
PC: $\bar{x}=4.71$ | CG: $\bar{x}= 4.67$
FT: $\bar{x}=4.75$
2. Treat students as the top priority.
PC: $\bar{x}=4.69$ | CG: $\bar{x}= 4.70$
FT: $\bar{x}=4.73$
3. Institution is well-respected in the community.
PC: $\bar{x}=4.66$ | CG: $\bar{x}= 4.64$
FT: $\bar{x}=4.70$
3. Faculty take pride in their work.
PC: $\bar{x}=4.66$ | CG: $\bar{x}= 4.67$
FT: $\bar{x}=4.69$

Top 5: Most Important

4. Promotion of excellent employee-student relationships

PC: $\bar{x}=4.63$ | CG: $\bar{x}= 4.62$

FT: $\bar{x}=4.65$

5. Staff take pride in their work

PC: $\bar{x}=4.61$ | CG: $\bar{x}= 4.62$

FT: $\bar{x}=4.64$

5. Leadership has a clear sense of purpose PC:

$\bar{x}=4.61$ | CG: $\bar{x}= 4.59$

FT: $\bar{x}=4.67$

Top 5: Most Satisfied

1. Faculty take pride in their work.
PC: $\bar{x}=3.96$ | CG: $\bar{x}= 3.91$
FT: $\bar{x}=3.92$
2. Institution is well-respected in the community.
PC: $\bar{x}=3.92$ | CG: $\bar{x}= 3.72$ ***
FT: $\bar{x}= 4.01$
3. Administration take pride in their work.
PC: $\bar{x}=3.88$ | CG: $\bar{x}= 3.75$ *
FT: $\bar{x}= 4.65$
4. Institution promotes excellent employee- student relationships.
PC: $\bar{x}=3.85$ | CG: $\bar{x}= 3.74$ *
FT: $\bar{x}= 3.91$
5. Institution does a good job of meeting needs of admin.
PC: $\bar{x}=3.82$ | CG: $\bar{x}= 3.70$ *
FT: $\bar{x}=3.85$

*Statistical significance level: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$*

Top 5: Least Satisfied

1. The Key-Performance Indicators are well understood by most employees.
PC: $\bar{x}=2.81$ | CG: NA
FT: $\bar{x}=2.73$
2. Effective lines of communication between depts.
PC: $\bar{x}=2.81$ | CG: $\bar{x}=2.86$
FT: $\bar{x}=2.79$
3. Employee suggestions are used to improve our institution.
PC: $\bar{x}=3.00$ | CG: $\bar{x}=3.02$
FT: $\bar{x}=3.05$
4. Sufficient staff resources available to achieve important objectives.
PC: $\bar{x}=3.05$ | CG: $\bar{x}=3.14$
FT: $\bar{x}=3.08$

:

Top 5: Least Satisfied (continued)

5. Good communication between staff
/administration.

PC: $\bar{x}=3.08$ | CG: $\bar{x}= 3.10$

FT: $\bar{x}=3.08$

6. *Makes sufficient budgetary resources
available to achieve important objectives.*

PC: $\bar{x}=3.08$ | CG: $\bar{x}= 3.10$ *

FT: $\bar{x}=3.17$

*Statistical significance level: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$*



Parkland vs Comparison Group Top 5 Most Satisfaction Difference Gap Comparison (Parkland more satisfied than comparison group)

- Institution follows clear processes for selecting new employees. (Gap= 0.27) ***
- Mission, purpose, and values are well understood by most employees (Gap=0.20) ***
- Institution is well-respected in community.
(Gap= 0.20) ***
- Most employees are generally supportive of mission, purpose, and values. (Gap= 0.16) ***
- Institution does a good job meeting needs of student.
(Gap= 0.16) ***



Parkland vs Comparison Group Top 5 Least Satisfaction Difference Gap Comparison (Comparison group more satisfied than Parkland)

- Sufficient budgetary resources available to achieve important objectives. (Gap= -0.14) *
- Sufficient staff resources available to achieve important objectives. (Gap= -0.09)
- Reputation of the institution continues to improve. (Gap = - 0.08)
- Efforts to improve quality are paying off. (Gap= -0.06)
- There are effective lines of communication between departments. (Gap= -0.06)

*Statistical significance level: * $p < .05$. ** $p < .01$. *** $p < .001$*



Section I Discussion

Take Away Summary:

Areas of needed improvement

- Communication
- Team work
- Employee input to administration for college improvement
- Budget and staff resources
- Understanding and the use of data



Section 2: Institutional Goals

- Goals standard to survey: Noel- Levitz.
- Likert Scale: Importance (1 – 5)
 - 1 = Not at all important
 - 2 = Not very important
 - 3 = Somewhat important
 - 4 = Important
 - 5 = Very important
- Ranking of Priorities:
 - Rank Top 3 Priorities
 - Sum of all multiple “votes”

Top 5 Most Important Goals

1. Retain more students to graduation

Parkland \bar{x} =4.64 | Comparison Group \bar{x} =4.67, Rank=1

2. Increase enrollment of new students

Parkland \bar{x} =4.54 | Comparison Group \bar{x} =4.28, Rank=5 ***

3. Improve employee morale.

Parkland \bar{x} =4.53 | Comparison Group \bar{x} =4.56, Rank=2

4. Improve quality of existing academic programs.

Parkland \bar{x} =4.47 | Comparison Group \bar{x} =4.53, Rank=3

5. Improve academic ability of entering student classes.

Parkland \bar{x} =4.28 | Comparison Group \bar{x} =4.40, Rank=4 **

*Statistical significance level: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$*

Top 5 Priorities (Total % of Votes)

1. Retain more students to graduation

Parkland = 26.6% | Comparison Group = 25.3%, Rank = 1

2. Increase enrollment of new students

Parkland = 25.6% | Comparison Group = 16.6%, Rank = 3 **

3. Improve quality of existing academic programs.

Parkland = 15.5% | Comparison Group = 17.0%, Rank = 2

4. Improve employee morale.

Parkland = 13.7% | Comparison Group = 15.2%, Rank = 4

5. Improve academic ability of entering student classes.

Parkland = 9.2% | Comparison Group = 11.1%, Rank = 5 **

*Statistical significance level: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$*



Section 2 Discussion

Take Away Summary:

- Focus on Student Persistence and Completion
- Increase Enrollment
- Continue to improve academic programs (assessment)
- Improve Morale



Section 3: Involvement in planning and decision making

Likert Scale: Involvement (1 – 5)

1= Not enough involvement

2= Not quite enough involved

3= Just the right involvement

4= More than enough involvement

5 = Too much involvement

Rank of involvement in planning & decision-making

Position	PC * Rank	PC Mean	CG Rank	CG Mean	Stat Sig
Senior Admin (Pres., VP)	1	3.78	1	3.72	
Deans/Director of administrative units	2	3.48	2	3.34	**
Trustees	3	3.41	4	3.24	***
Deans/Chair of academic units	4	3.55	3	3.28	
Faculty	5	2.99	5	2.59	***
Alumni	6	2.44	6	2.52	
Staff	7	2.31	7	2.33	
Students	8	2.28	8	2.32	

Statistical significance level: * $p \leq .05$, ** $p \leq .01$, * $p \leq .001$**



Section 3 Discussion

Take Away Summary:

- Inverse hierarchical org chart.
- Too much involvement in decision making from top-down administration.



Section 4: Work Environment

- Top 5 difference between Importance and Satisfaction
- Top 5 Most Important
- Top 5 Most Satisfied
- 5 Least Satisfied

2 Likert Scales

- Importance (1 – 5)
 - 1 = Not at all important
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 - 2 = Not very satisfied
 - 3 = Somewhat satisfied
 - 4 = Satisfied
 - 5 = Very satisfied

Top 5: High Importance vs Low Satisfaction

1. Department has the staff needed to do its job well. (Gap=1.80) *** (FT Gap=1.87)
2. Department has budget needed to do its job well. (Gap=1.74) *** (FT Gap=1.70)
3. It is easy for me to get info at this institution. (Gap=1.29) (FT Gap=1.32)
4. I am empowered to resolve problems quickly. (Gap=1.08) (FT Gap=1.11)
5. I have the information I need to do my job well. (Gap=0.98) (FT Gap=1.00)

*Statistical significance level: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$*

Top 5: Most Important

1. I have the information I need to my job well. PC: $\bar{x}=4.67$ | CG: $\bar{x}= 4.60$ *
FT: $\bar{x}=4.65$
2. My department has the staff needed to do its job well. PC: $\bar{x}=4.62$ | CG: $\bar{x}= 4.54$ *
FT: $\bar{x}=4.66$
3. The employee benefits available to me are valuable. PC: $\bar{x}=4.61$ | CG: $\bar{x}= 4.57$
FT: $\bar{x}=4.69$
4. My supervisor pays attention to what I have to say.
PC: $\bar{x}=4.60$ | CG: $\bar{x}= 4.58$
FT: $\bar{x}=4.62$
4. My job responsibilities are communicated to me clearly.
PC: $\bar{x}=4.60$ | CG: $\bar{x}= 4.57$
FT: $\bar{x}=4.62$

Statistical significance level: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

Top 5: Most Important (continued)

5. I am proud to work at this institution. PC:

PC: $\bar{x}=4.56$ | CG: $\bar{x}= 4.56$

FT: $\bar{x}=4.58$

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

PC: $\bar{x}=4.56$ | CG: $\bar{x}= 4.55$

FT: $\bar{x}=4.58$

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

PC: $\bar{x}=4.56$ | CG: $\bar{x}= 4.47$

FT: $\bar{x}=4.59$

Top 5: Most Satisfied

1. I am proud to work at this institution.

PC: $\bar{x}=4.14$ | CG: $\bar{x}= 4.13$

FT: $\bar{x}=4.20$

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

PC: $\bar{x}=4.01$ | CG: $\bar{x}= 4.11$

FT: $\bar{x}=4.01$

3. The employee benefits available to me are valuable. PC: $\bar{x}=3.94$ | CG: $\bar{x}= 3.81$ *

FT: $\bar{x}=4.26$

4. The work I do is valuable to the institution. PC: $\bar{x}=3.92$ | CG: $\bar{x}= 3.99$

FT: $\bar{x}=3.96$

Top 5: Most Satisfied (continued)

5. The work I do is appreciated by my supervisor.

PC: $\bar{x}=3.83$ | CG: $\bar{x}= 3.89$

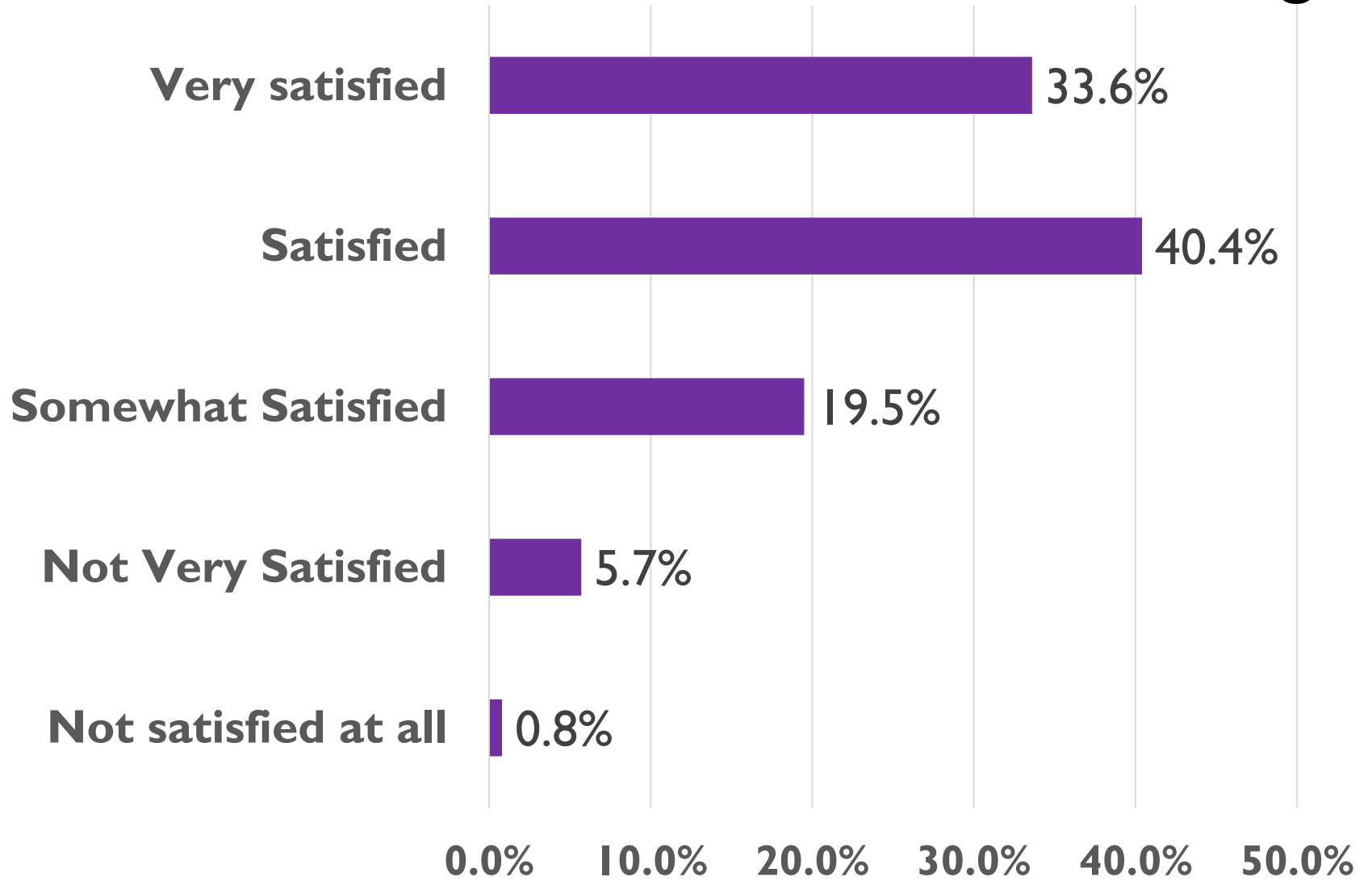
FT: $\bar{x}= 3.85$

Top 5: Least Satisfied

1. My department has the budget needed to do its job well. PC: $\bar{x}=2.80$ | CG: $\bar{x}= 3.13$ ***
FT: $\bar{x}= 2.84$
2. My department has the staff needed to do its job well. PC: $\bar{x}=2.82$ | CG: $\bar{x}= 3.11$ ***
FT: $\bar{x}= 2.79$
3. I have adequate opportunities for advancement. PC:
PC: $\bar{x}=3.18$ | CG: $\bar{x}= 3.06$ |
FT: $\bar{x}= 3.37$
4. It is easy for me to get information at the institution.
PC: $\bar{x}=3.27$ | CG: $\bar{x}= 3.32$
FT: $\bar{x}= 3.27$
5. I am empowered to resolve problems quickly. PC:
PC: $\bar{x}=3.33$ | CG: $\bar{x}= 3.41$
FT: $\bar{x}= 3.30$

Statistical significance level: * $p \leq .05$, ** $p \leq .01$, *** $p \leq .001$

Overall Satisfaction with Parkland College

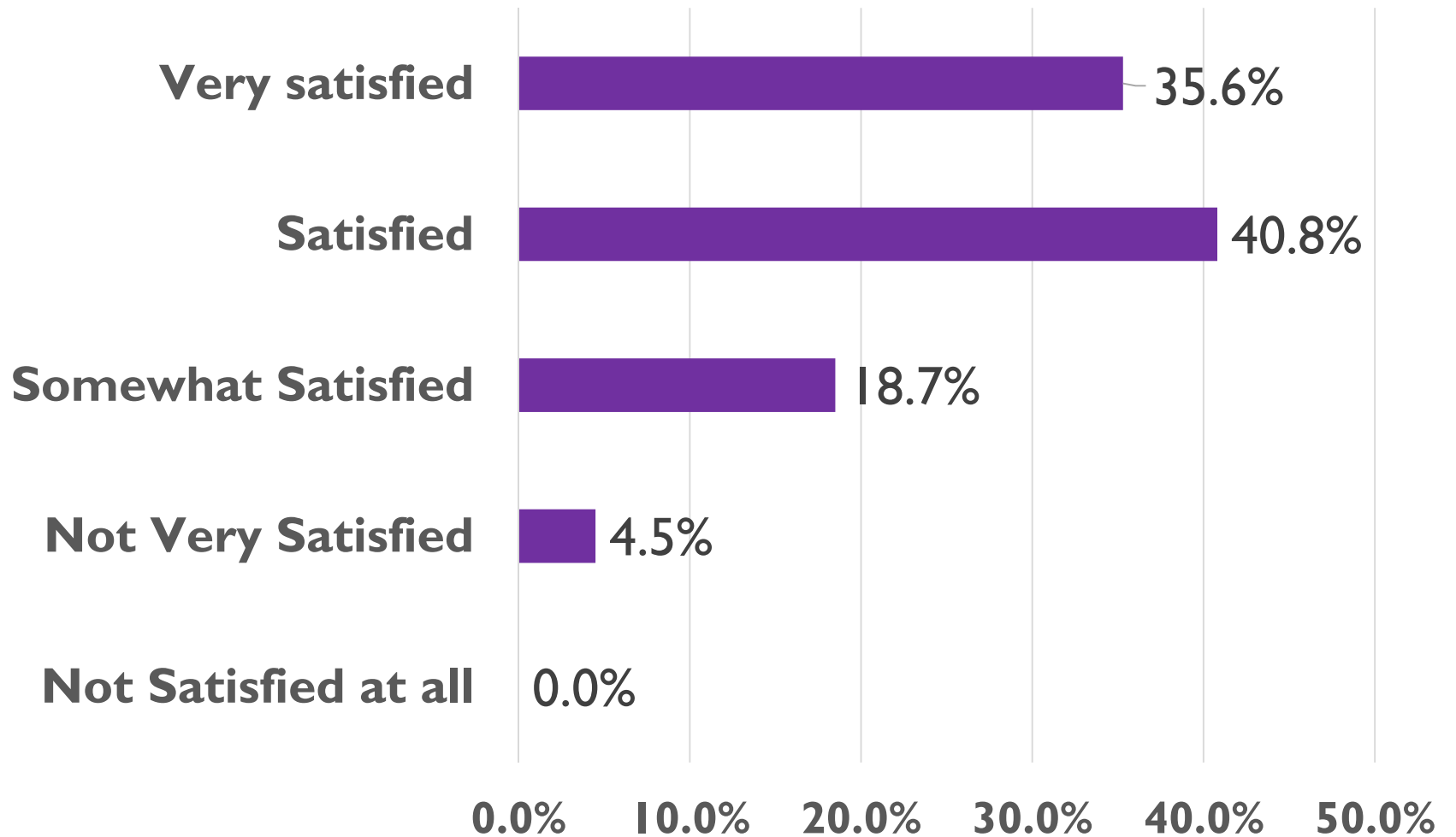


Satisfaction Score= 4.0

Comparison Group= 3.89 *

*Statistically significant at $P \leq .05$

Full-Time Employee Overall Satisfaction with Parkland College

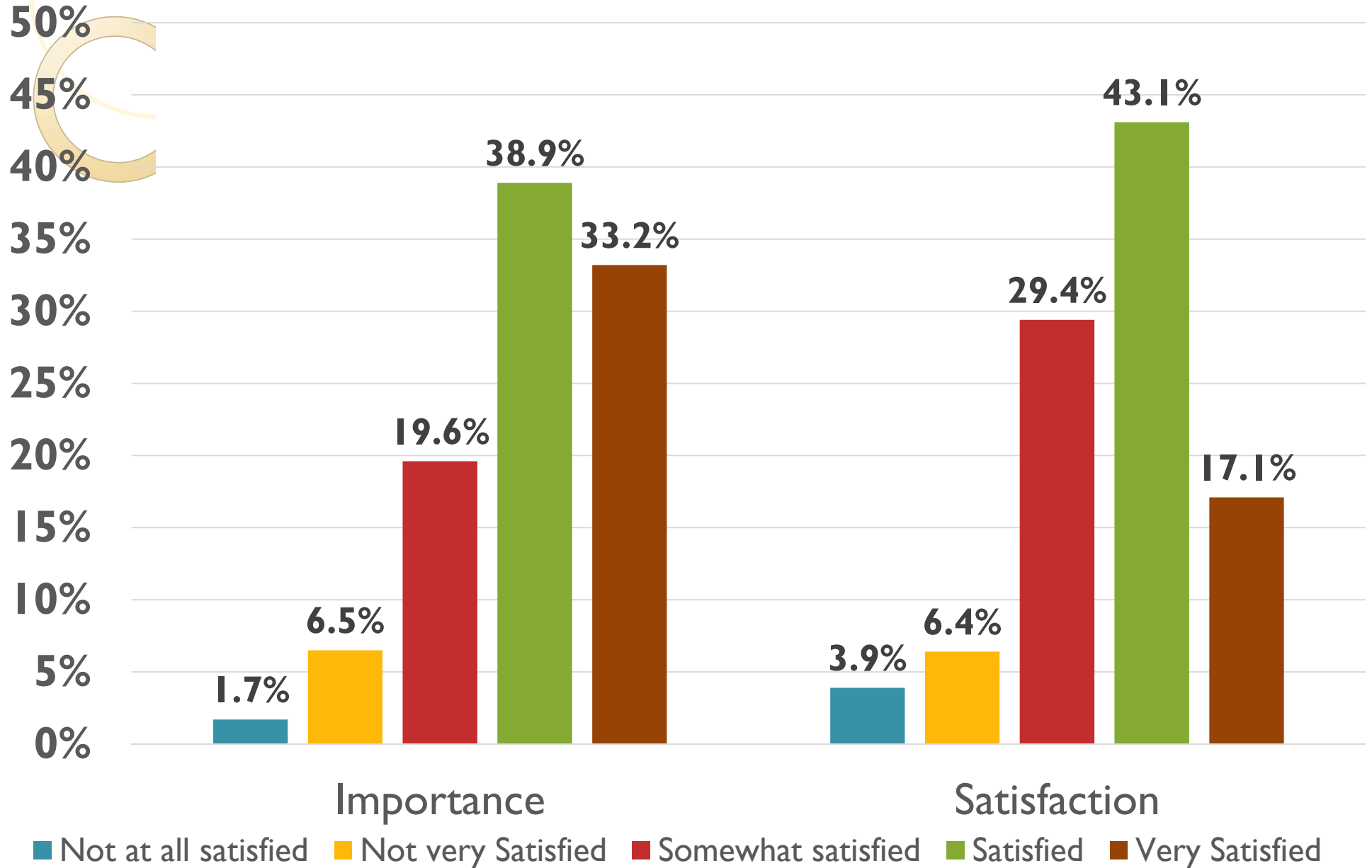


Satisfaction Score= 4.08

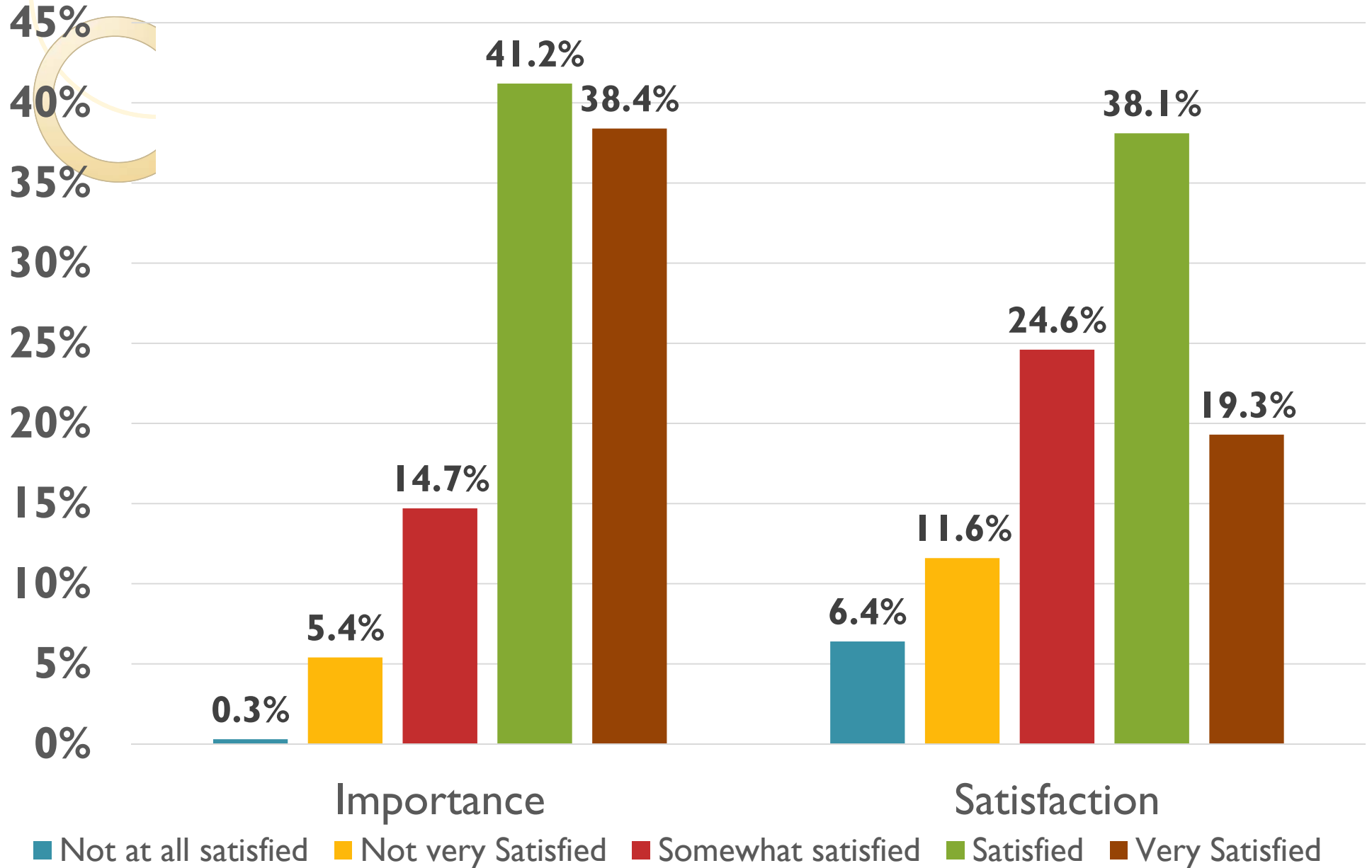
Comparison Group= 3.89 *

*Statistically significant at $P \leq .05$

There is a desire among my colleagues to enhance diversity at Parkland



Parkland does a good job of hiring a diverse faculty, staff, and administration



Section 4 Discussion Take Away Summary:

Areas of needed improvement

- Need additional funds to do work.
- Need additional staff to do work.
- Opportunity for job advancement.
- Need for improved communication.
- Need to diversify employee population.



Open Ended Questions and Open Discussion



Top Written Concerns:

- Communication
- Budget
- Trust
- Academic reorganization
- Total number of administrators