



Noel-Levitz College Employee Satisfaction Survey 2013

Executive Summary

Introduction and survey format

As part of an initiative to improve the climate and strengthen the level of constructive employee engagement, Pima Community College (PCC) engaged the firm Noel-Levitz to conduct the College Employee Satisfaction Survey. The survey was opened to all PCC employees by way of an email invitation to participate on November 26, 2013 and closed December 20, 2013.

The survey was sent to 3,970 employees. 982 employees responded yielding a 25 percent response rate. PCC received results from Noel-Levitz on February 4, 2014. Since that time, the College has been reviewing, organizing, and analyzing feedback and data provided for its release to the College community.

This survey aligns with the Chancellor's Goal 2, *"Improve and strengthen the level of constructive employee engagement College-wide"*. These 2013-14 goals were approved by the Board on September 18, 2013. The College Employee Satisfaction Survey meets Objective 2A: *"Conduct a College-wide climate survey during fall 2013."*

The Noel-Levitz College Employee Satisfaction Survey was chosen based on:

- Comprehensive questions
- Participant's ability to weigh the importance of each question
- PCC's ability to do a comparative analysis with other 2-year colleges
- Inclusion of customized questions based on items related to the Higher Learning Commission's (HLC) probation sanction

The survey included five sections:

1. Culture and Policies
2. Institutional Goals
3. Involvement in Planning and Decision-making
4. Work Environment
5. Demographics

Most of the questions used a 5-point Likert scale for responses. The participants were asked to rate the level of importance for each statement and how satisfied they are with each statement.

Choices for Importance were:

- 5 = very important
- 4 = important
- 3 = somewhat important
- 2 = not very important
- 1 = not important at all

Choices for Satisfaction were:

- 5 = very satisfied
- 4 = satisfied
- 3 = somewhat satisfied
- 2 = not very satisfied
- 1 = not satisfied at all

Additionally, section three used a 5-point Likert scale questions pertaining to varying levels of involvement in planning and decision-making based on employee group.

Choices for involvement were:

- 5 = too much involvement
- 4 = more than enough involvement
- 3 = just the right involvement
- 2 = not quite enough involvement
- 1 = not enough involvement

Survey Results

Section 1: College Culture and Policies

Survey participants were asked to rate 37 statements for their “*importance to the respondent as an employee of the College*”. All response means for each ranked Importance Statements ranged between 5 = very important and 4 = important. None were less than 4 = Important.

Survey participants were also asked to rate their level of satisfaction with “*how well the statement is being implemented on your campus*” using a 5-point Likert scale.

The top five Satisfaction Statements were:

1. Faculty take pride in their work (Satisfaction Mean = 3.64)
2. Pima Community College fosters an environment that is inclusive of diverse identities (Satisfaction Mean = 3.54)
3. Staff takes pride in their work (Satisfaction Mean = 3.50)
4. The institution does a good job meeting the needs of the administrators (Satisfaction Mean = 3.43)
5. Most people are generally supportive of the mission, purpose, and values of this institution (Satisfaction Mean = 3.32)

The bottom five Satisfaction Statements were:

1. Efforts to improve the effectiveness of the Board of Governors’ leadership are paying off at this institution (Satisfaction Mean = 2.39)
2. The institution consistently follows clear processes for selecting new employees (Satisfaction Mean = 2.40)
3. There are effective lines of communication between departments (Satisfaction Mean = 2.48)
4. Employee suggestions are used to improve our institution (Satisfaction Mean = 2.52)
5. There is a spirit of teamwork and cooperation at this institution (Satisfaction Mean = 2.57)

Section 2: Institutional Goals

Participants were asked to evaluate nine Institutional Goals based on “how important it is to the participant that the institution should pursue these goals”.

The top three Importance goals identified by participants included:

1. Improve employee morale (Importance Mean = 4.68)
2. Retain more of its current students to graduation (Importance Mean = 4.64)
3. Improve the quality of existing academic programs (Importance Mean = 4.59)

Section 3: Involvement in Planning and Decision-making

RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Mean
How involved are: Faculty	2.83
How involved are: Staff	2.16
How involved are: Deans or directors of administrative units	3.33
How involved are: Deans or chairs of academic units	3.19
How involved are: Senior administrators	3.81
How involved are: Students	2.07
How involved are: Trustees	3.82
How involved are: Alumni	2.35

Section 4: Work Environment

Participants were asked to rate 23 Work Environment-related statements for Importance and Satisfaction using the same Likert scale used in Section 1. All response means for each ranked Importance Statements ranged between 5 = very important and 4 = important. None were less than 4 = Important.

Survey participants were also asked to rate their level of satisfaction with *“how well the statement is being implemented on your campus”*.

The top three Satisfaction Statements were:

1. The type of work I do on most days is personally rewarding (Satisfaction Mean = 3.92)
2. I am proud to work at this institution (Satisfaction Mean = 3.91)
3. The work I do is valuable to the institution (Satisfaction Mean = 3.84)

The bottom three Satisfaction Statements were:

1. I have adequate opportunities for advancement (Satisfaction Mean = 2.62)
2. My department has the staff needed to do its job well (Satisfaction Mean = 2.85)
3. I am empowered to resolve problems quickly (Satisfaction Mean = 2.90)

A significant finding is the response to the last work environment question dealing with overall satisfaction: “Rate your overall satisfaction with your employment here so far:” (Satisfaction Mean = 3.70)

Section 5: Demographics (*responses were optional*)

How long have you worked at this institution? (954 respondents)

- Less than 1 year, 6.4%
- 1 to 5 years, 25.3%
- 6 to 10 years, 25.6%
- 11 to 20 years, 28.4%
- More than 20 years, 14.4%
- All responses, 100.0%

Is your primary job classification: (952 respondents)

- Non-exempt staff, 31.6%
- Exempt staff, 27.7%
- Faculty, Adjunct, 16.4%
- Faculty, Full-time, 15.7%
- Administrator, 3.7%
- Temporary Staff, 4.9%
- All responses, 100.0%

Is your position: (956 respondents)

- Full-time, 78.5%
- Part-time, 21.5%
- All responses, 100.0%

Is your primary campus location: (937 respondents)

- Community Campus (including PCAE, PSESI, 29th Street, El Pueblo Library Learning Center, and El Rio Learning Center), 12.6%
- Desert Vista Campus (including CTD and ATC), 10.2%
- Downtown Campus, 14.0%
- East Campus, 11.8%
- Maintenance & Security, 6.0%
- Northwest Campus, 10.6%
- West Campus, 18.2%
- District Office, 16.5%
- All responses, 100.0%

Open-Ended Comments

Respondents were extended an opportunity to discuss their feelings in greater detail in open-ended comment boxes provided in the survey. The questions and the number of comments submitted (in parentheses) are provided below:

- What other institutional goals do you think are important? Please describe them in the space below. (849)
- Please provide any additional feedback about the campus culture and policies at Pima Community College. (660)
- Please provide any additional feedback about this institution's goals. (405)
- Please provide any additional feedback about the work environment at Pima Community College. (600)
- "Pima Community College fosters an environment that is inclusive of diverse identities." Comments for the next College Plan. (395)
- "The institution does a good job involving employees in college planning." Comments for the next College Plan. (465)
- "Please provide any feedback about improvements the institution has made addressing the issues for which it was placed on probation by the Higher Learning Commission." (526)

The large number of comments under each question were reviewed and summarized into major themes. These summary commentaries are described below.

Comment Box #1: What other institutional goals do you think are important? Please describe them in the space below

Transparency and accountability is the primary goal of respondents. Achieving this goal will involve planning and implementation of these plans. All stakeholders need to be at the table including students and the external community. This will require getting off probation as quickly as possible to restore the College's image for students and the community at large, including that of the media. Restoring communications at all levels is very important. Internal communications must be addressed immediately so that all College employees understand and can communicate the mission and vision of the College to its constituencies.

Leadership skills need to be improved. Administrators are seen as lacking in leadership skills, being invisible on campuses, and difficult to communicate with in the day to day work environment. They are seen as being indecisive on issues of importance to the education of students. When decisions are made, they reflect a top-down development that does not include relevant input by faculty and staff. This has resulted in a loss of trust and confidence in the system. Interim administrators are coming in from the outside or promoted from within the system but do not have the proper skills to perform their jobs properly. Overall, administration appears weak and requires attention, if not change.

Policy and procedures are important in addressing many of the College's problems. Policy is in place but is not followed, especially with regard to human resources and hiring practices. Policy must be reviewed and kept up to date and its development must involve all stakeholders. Professional Development needs to offer training on policy and procedures which needs to be available to all employees and should be a key component of new employee orientation.

Many comments demonstrate dissatisfaction with potential for promotion or advancement within the system. Administrators are charged with “going outside” to find lower level administrators they need and are unwilling to develop internal talent. At the other end of the scale, all employees need training in customer service, especially for targeted, underserved, student populations.

Another key goal is that of improving all programs, academic and occupational. Communications with the external community, especially employers must be addressed. Several comments targeted the proposed growth of online courses and programs at the expense of existing programs tailored to the local job market. Occupational programs must be relevant to our local community, requires engagement with the community and should involve faculty in the development of courses and programs. Student career exploration services and resources are lacking and need development.

Comment Box #2: Please provide any additional feedback about the campus culture and policies at Pima Community College

Campus (College) culture needs attention. According to non-administrative employees, an atmosphere of fear, low morale, possible retribution, and instability continues to exist throughout the district. Again, review of existing policy, policy development and adherence to policy are important to recovering internal and external trust and confidence in the College. Damage has been sustained by the community. Dissatisfaction with the board continues. Comments citing deteriorating conditions at the college outnumber those of improving conditions by close to 2:1 margin.

Morale is low. Adjunct faculty express concerns regarding low pay, lack of job security, and perhaps most importantly, of a lack of respect. Faculty identifies a lack of confidence in administrators and to the faculty-administrator salary gap.

Campus climate is in transition. Personal views regarding change include:

- Some see change as good, others as not so good.
- Some see improving conditions, others cite deteriorating conditions.
- Some say change is progressing rapidly, while others state it is too slow.

What are impediments to change? Various comments cite:

- Administrators,
- Employees,
- District departments,
- Old-timers

Comment Box #3: Please provide any additional feedback about this institution's goals

Three main goals repeatedly mentioned by the employees are: focus on the re-accreditation, focus on the improvement of culture and climate, and focus on visibility of “Student first” approach. Some confusion exists about the present institution’s goals: they seem to be too abstract, general, and without clear objectives on the operational level. The biggest concern about the status quo is the absence of the clear pathways to achieve the goals and the accountability system. The employees are asking for an inclusive and collaborative process for creating and achieving the goals, for the comprehensive strategy and plan, combined with accountability.

Three painful themes were recurrent topics of the answers to this question.

- “Improve Communication”. It seems that communication and collaboration suffer on every level and should be improved vertically and horizontally (between campuses, departments, and employees groups).
- Make Human Resources (HR) policies and their application fair and efficient. Give employees opportunities for promotion.
- Secure administrators and leaders of better quality who are less self-serving.

Additionally, the PCC place in the community was discussed from different points of view. The main theme is the request to align PCC programs with county job market needs. Recommendations for collaboration were proposed: K-12, other institutions of higher education, local businesses, and mass-media.

Efforts regarding open enrollment in addition to satisfying community concerns were applauded.

Comment Box #4: Please provide any additional feedback about the work environment at Pima Community College

Most responders said that positive changes are visible. However, dozens of comments described the work environment, either directly or indirectly, with terms such as “irritable”, “discontent”, “stressful”, “distrustful”, “tense”, “corrosive”, “fearful”, “hostile”, “careless”, “toxic” and “personal agendas”.

However, the opinions were split as to who should be held accountable for it. The upper leadership is blamed, from one side, for keeping the mentality of previous PCC leaders and not replacing them enough, and from other side - for high administrators’ turnover and many interim positions. Threat of HLC probation, community groups and media attacks also make the climate at the College unnecessarily very tense.

Not all the blame goes to the upper leadership. It seems that there are unpleasant work environments and distrust between and within departments. Supervisors need to pay more attention to their department and its employees. The top-down approach to management leads to the situation where faculty and staff concerns and ideas are “brushed off” or stolen by administration. Employees are striving for a fair and accountable system, where the workload will be dispatched fairly between persons and departments, and the remuneration will correspond to the work done, efficiency and quality of every employee. The opportunity for the professional growth and promotion is highly demanded. This opportunity can’t happen without improving Human Resources (HR) processes.

Finally, there is too much chaos in the organization, policies, and committees. There is no consistency or transparency for responsibilities or accountability. While the management is top-down, the real leadership is non-existent from the top down to the front-lines. Much energy is spent trying to figure out what is going on.

Comment Box #5: Pima Community College fosters an environment that is inclusive of diverse identities.

Approximately 51 percent of the responses strongly agree (46.4%) or agree (4.2%) with the statement. The factors driving the rate of concurrence with the statement refer mainly to Pima Community College as being inclusive and diverse in academics, faculty, students and staff body. Additionally, 8.6 percent partially agree. These responses are conditioned to improvement in specific areas such as the inclusion of “diverse ideas” instead of focus on identities, more training, more diverse faculty body, increase the number of international students, promoting ethnic diversity in higher positions and more support to veterans. A 6.8 percent of the respondents did not provide additional comment. Approximately 34 percent of the responses either strongly disagree (14.5%) or disagree (19.5%) with the statement. The

strongest arguments supporting the disagreement are the lack of acceptance of diverse ideas/thoughts, favoritism, and lack of diversity among administrators.

Comment Box #6: The institution does a good job involving employees in college planning.

Employees wish more attention would be paid to their feedback and suggestions. The dominant feeling is that the input from the "bottom" is asked but ignored, and the decisions are made "at the top of the chain", without taking employees expressed opinions and suggestions into account.

The comments suggest that before building the plan itself, PCC needs to build an efficient planning process, policies, and accountability, supported by the data, a well-constructed budget and clear communication. For now, the planning process demonstrates the poor management of time, resources and manpower.

Comment Box #7: Please provide any feedback about improvements the institution has made addressing the issues for which it was placed on probation by the Higher Learning Commission.

This question is the one where the responders' opinions were almost equally split on every topic.

While most comments do not mention the Board of Governors, the comments about the Board of Governors see the Board as a remaining problem.

Too many administrators are seen as being incompetent and self-serving, even if employees enjoy the fact that many incompetent and vicious administrators have left PCC.

Some describe the HLC-Self Study committee as showing efforts of inclusiveness, efficiency, and communication. In contrast, others see the process of working on HLC issues as an ineffective use of resources that lacks the ability to communicate clearly.

Comparison Benchmark Report

Noel-Levitz submitted an aggregate benchmark report for the 6 largest participating 2-year community colleges.

The study compared the Importance and Satisfaction Ratings for each Survey Question for Pima to aggregated data from the comparison institutions. Characteristics of benchmark institutions are shown below in Table 1.

List of six largest 2-year institutions that Noel-Levitz used for PCC benchmark comparison

College	State	Multi-Campus	Type	Enrollment
Pima Community College	AZ	Yes	City: large	32,988
Trident Technical College	SC	Yes	City: small	17,224
Ozarks Technical Community College	MO	Yes	City: midsize	15,123
Greenville Tech	SC	Yes	City: small	13,965
Laredo Community College	TX	Yes	City: midsize	9,356
Santa Fe Community College	FL	Yes	Rural: fringe	4,956
Western Technical College	WI	Yes	City: small	4,798

Results Highlights

All Statements with a satisfaction mean of 2.75 or lower:

Section 1: College Culture and Policies

This institution involves its employees in planning for the future	2.62
This institution plans carefully	2.58
There are effective lines of communication between departments	2.48
Administrators share information regularly with faculty and staff	2.68
There is good communication between staff and the administration at this institution	2.65
There is a spirit of teamwork and cooperation at this institution	2.57
The reputation of this institution continues to improve	2.68
Employee suggestions are used to improve our institution	2.52
This institution consistently follows clear processes for selecting new employees	2.40
This institution has written procedures that clearly define who is responsible for each operation and service	2.66
Efforts to improve the integrity of Human Resources operations are paying off at this institution	2.61
Efforts to improve the effectiveness of the Board of Governors' leadership are paying off at this institution	2.39

Section 4: Work Environment

I have adequate opportunities for advancement	2.62
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All statements where the ranking gap, when compared with the 6 largest participating 2-year community colleges, is .5 or higher:

Section 1: College Culture and Policies

	PCC	Comparison Schools
The goals and objectives of this institution are consistent with its mission and values	3.17	3.68
This institution plans carefully	2.58	3.26
The leadership of this institution has a clear sense of purpose	2.77	3.47
There is good communication between staff and the administration at this institution	2.65	3.15
Administrators take pride in their work	3.17	3.76
There is a spirit of teamwork and cooperation at this institution	2.57	3.11
The reputation of this institution continues to improve	2.68	3.36
This institution is well-respected in the community	2.82	3.87
Efforts to improve quality are paying off at this institution	2.96	3.50
Employee suggestions are used to improve our institution	2.52	3.06
This institution consistently follows clear processes for selecting new employees	2.40	3.21
This institution consistently follows clear processes for orienting and training new employees	2.72	3.26
This institution has written procedures that clearly define who is responsible for each operation and service	2.66	3.26

Section 4: Work Environment

	PCC	Comparison Schools
It is easy for me to get information at this institution	2.90	3.40
My department or work unit has written, up-to-date objectives	3.10	3.68

Next Steps

The college will develop strategies to address concerns and issues brought forth through this survey by its inclusion in the College's strategic plan and by conducting employee focus groups district-wide.

Tables of College Employee Survey Results

Please refer to Comparison Results Tables document.

The column headings use the following acronyms: IMP Mean = Importance to the respondent as an employee of the College; SAT Mean = how well the statement is being implemented on your campus; GAP = the difference between importance and satisfaction.

The tables provide PCC results as well as those of our comparison group. Refer to the list of comparison institutions in this document (page 10).