



MHCC Employee Satisfaction Survey

A Summary of Findings for the 2020 Implementation of the
Noel-Levitz College Employee Satisfaction Survey (CESS)
Prepared for President's Cabinet

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Results

Who Responded

- Nine demographic questions were asked of survey respondents: (1) Position, (2) Full/Part-Time Status, (3) Part-Time Status (ILC's Taught or Hours Worked), (4) Years Working at MHCC, (5) Ethnicity, (6) Veteran Status, (7) Disability Status, (8) Sexual Orientation, and (9) Gender.

- Distribution of respondents by position is presented in Figure D1. Faculty comprised almost forty percent of the sample. Staff comprised Fifty-one percent of the sample. Administration comprised nine percent.

- Sampling weights were applied for analyses presented in this report comparing the responses by position. The weights were calculated by dividing the population percent by the survey respondent percent. Weights by position are:

- Faculty: 0.82
- Staff: 1.19
- Administration: 0.69

- The distribution of respondents by full and part-time status are presented in figure D2. Full-time employees comprised eighty percent of the sample while part-time employees were twenty percent.

- Sampling weights were applied for analyses presented in this report comparing the responses by Full/Part-time status. The weights were calculated by dividing the population percent by the survey respondent percent. Weights by Full/Part-time Status are:

- Full-time: 0.59
- Part-time: 2.62

Figure D1:

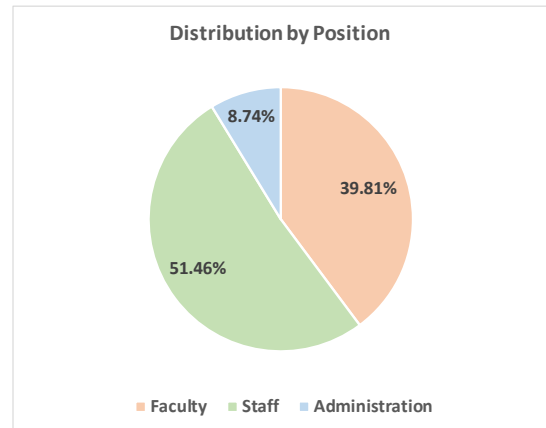
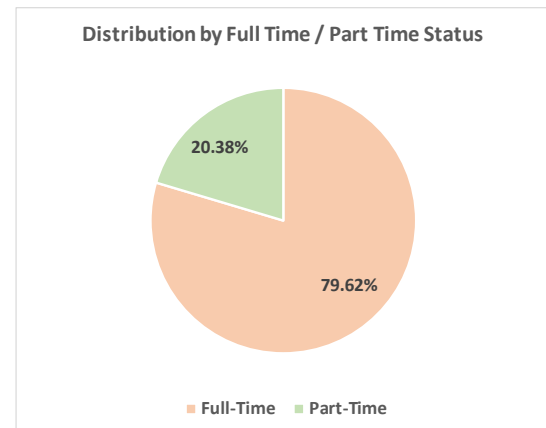


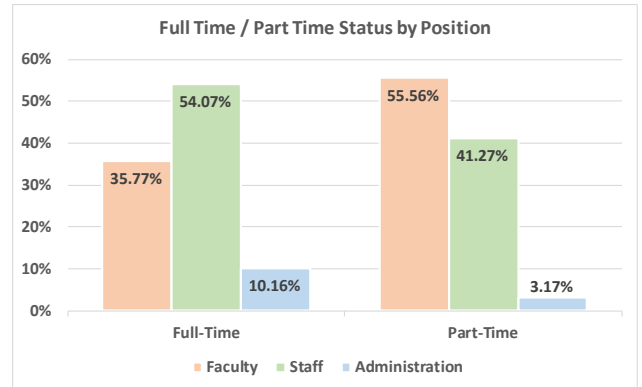
Figure D2:



- Figure D3 breaks down the distribution of respondents by position and full/part-time status. For full-time employees, the majority of respondents (54.07%) were staff. For part-time employees, the majority of respondents (55.56%) were part-time faculty.

Figure D3:

MHCC Survey Respondent Position Comparisons by Full and Part Time Status



- In the 2016 report, a request was made to compare full and part-time faculty responses only. Sampling weights were applied for analyses presented in this report comparing the responses by Full/Part-time Faculty status. The weights were calculated by dividing the population percent by the survey respondent percent. Weights by Full/Part-time Faculty Status are:

- Full-time Faculty: 0.49
- Part-time: 2.29

- For Part-time respondents, a follow-up question asking the number of ILC's taught (for Part-time Faculty) or number of hours worked (for Part-time Staff) was asked. Figures D4A and D4B present the distribution of respondents by the number of ILC's taught or Hours worked (respectively). For Part-time Faculty, the majority of respondents (72%) indicated they had taught 10-22.5 ILC's in the last year. For Part-time Staff, the majority indicated they had worked 500-950 hours in the last year.

Figure D4A:

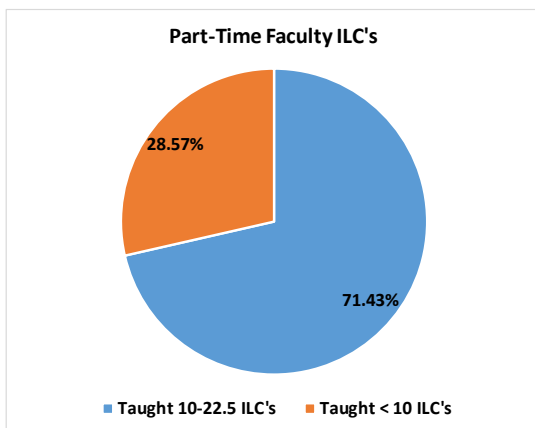
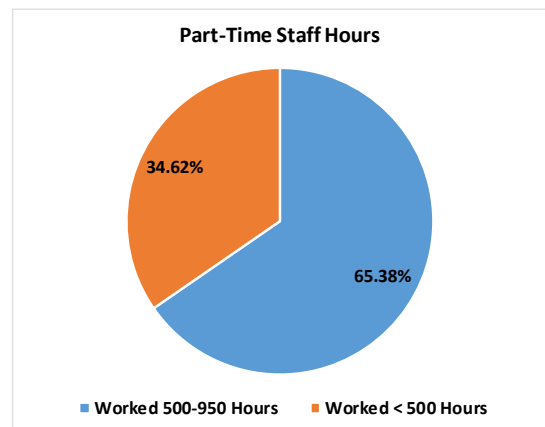
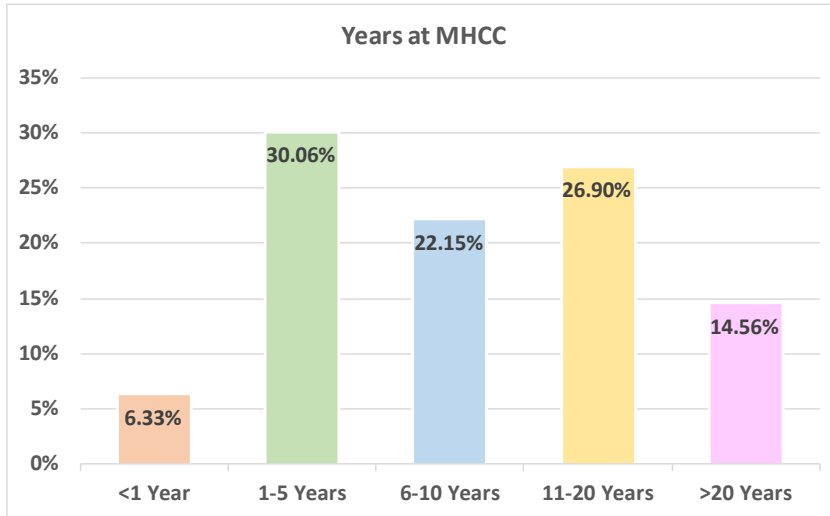


Figure D4B:



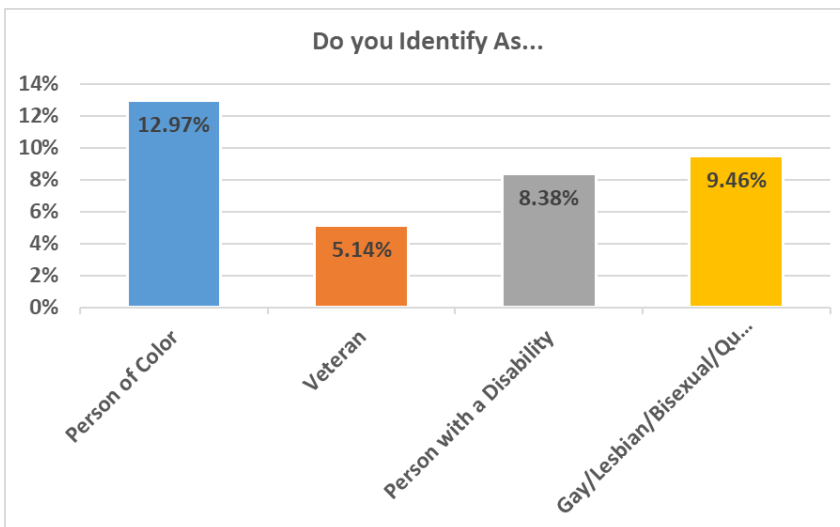
- The distribution of respondents by the number of years working at MHCC is presented in Figure D5. Most respondents indicated they had worked at the college for 1-5 years (30.06%). Twenty-six percent indicated they had worked for the college 11-20 years and twenty-two percent indicated they had worked for the college 6-10 years.

Figure D5:



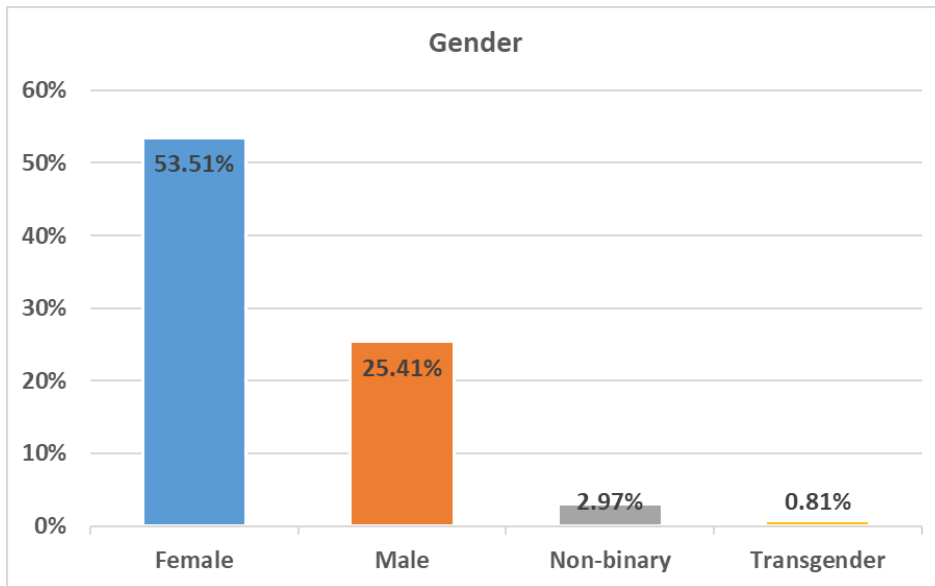
- Four of the last five demographic questions were Yes / No responses. Results are presented in Figure D6. The figure presents the percent of respondents that indicated yes to each question.

Figure D6: Additional Demographics



The final demographic question asked about gender. Four responses were presented: (1) Female, (2) Male, (3) Non-binary, and (4) Transgender. Results are presented in Figure D7. The majority of respondents were female.

Figure D7:



Overall Satisfaction

By Position

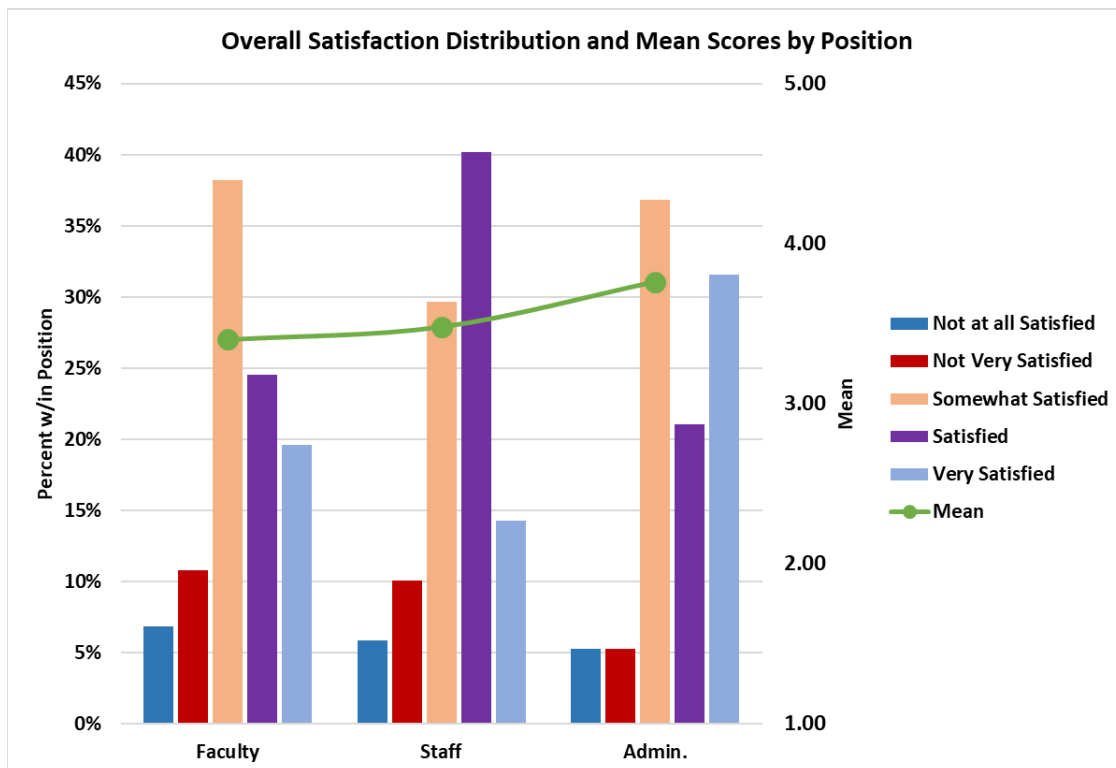
- Respondents were asked to rate their overall satisfaction with their employment. Counts and percent within position are presented in Table OS1. Over fifty percent of respondents, regardless of position, indicated they were Satisfied or Very Satisfied with their employment. For Faculty, 44.12% indicated they were Satisfied or Very Satisfied. For Staff, 54.50% indicated they were Satisfied or Very Satisfied. For Administrators, 52.63% were Satisfied or Very Satisfied. The table also presents mean and standard deviation scores by position and overall. Mean scores were similar for faculty and staff. Administrators' mean satisfaction was higher.

Table OS1: Overall Satisfaction Distribution and Mean Scores by Position

	Faculty	Staff	Admin.	Total
Not at all Satisfied	7 6.86%	11 5.82%	1 5.26%	18 5.83%
Not Very Satisfied	11 10.78%	19 10.05%	1 5.26%	31 10.03%
Somewhat Satisfied	39 38.24%	56 29.63%	7 36.84%	102 33.01%
Satisfied	25 24.51%	76 40.21%	4 21.05%	105 33.98%
Very Satisfied	20 19.61%	27 14.29%	6 31.58%	53 17.15%
Total	102 100.00%	189 100.00%	19 100.00%	309 100.00%
Mean	3.40	3.48	3.76	3.67
s.d.	1.12	1.04	1.12	0.92

- Results are presented graphically in Figure OS1. The figure demonstrates consistent distribution of scores across the three position types. Mean scores are also plotted and reveal relatively minor differences between the employment groups.

Figure OS1:



- Analysis of Variance was conducted to determine if there were statistically significant differences in overall satisfaction between the employee groups. No significant differences were found based on employee group.

By Full/Part-time Status

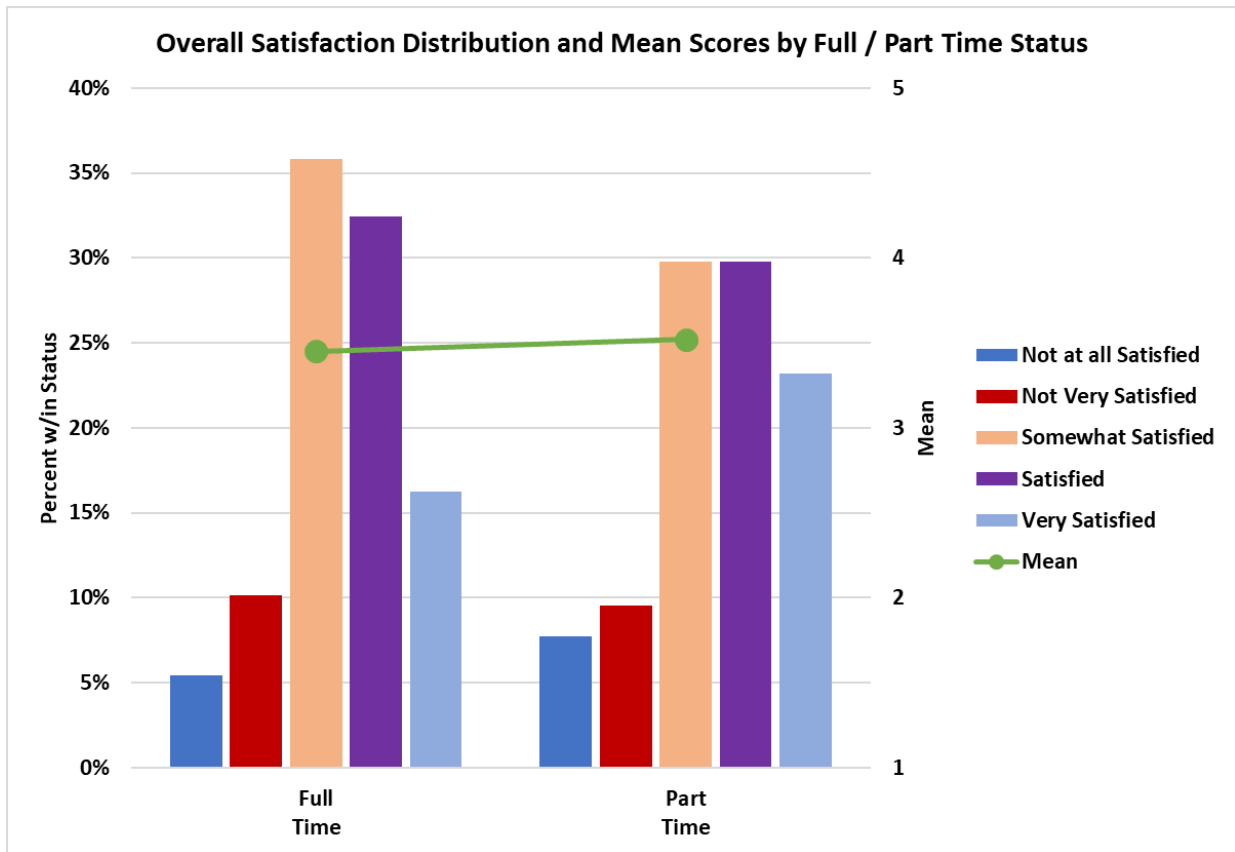
- Overall satisfaction by Full / Part-time status is presented in Table OS2. Forty-eight percent (48.65%) of full time employees indicated they were satisfied or very satisfied with their employment. Almost fifty-three percent (52.98%) of part time employees indicated they were satisfied or very satisfied with their employment.
- Results are presented graphically in Figure OS2. Roughly equal proportions of Full-time Employees (15.55%) and Part-time Employees (17.26%) indicated they were Not at all Satisfied or Not Very Satisfied with their employment.

Table OS2: Overall Satisfaction Distribution and Mean Scores by Full/Part Time Status

	Full Time	Part Time	Total
Not at all Satisfied	8 5.41%	13 7.74%	21 6.69%
Not Very Satisfied	15 10.14%	16 9.52%	30 9.55%
Somewhat Satisfied	53 35.81%	50 29.76%	102 32.48%
Satisfied	48 32.43%	50 29.76%	98 31.21%
Very Satisfied	24 16.22%	39 23.21%	63 20.06%
Total	148 100.00%	168 100.00%	314 100.00%
Mean	3.45	3.52	3.49
s.d.	1.05	1.18	1.12

- An independent samples t-test was conducted to determine if there were statistically significant differences between full and part time employees. The test revealed no significant differences.

Figure OS2:



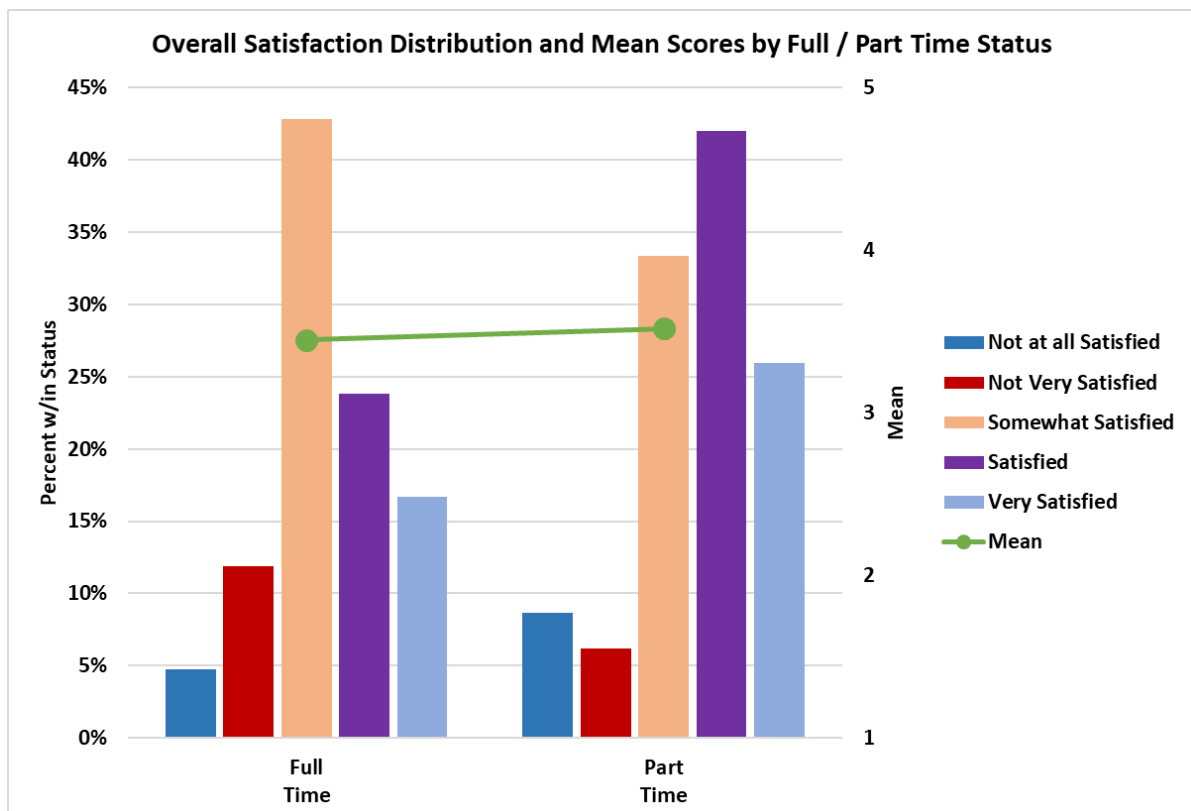
By Faculty Full / Part-time Status

- Overall satisfaction by Full / Part-time status for Faculty only is presented in Table OS3. Forty percent (40.48%) of full time faculty indicated they were satisfied or very satisfied with their employment. Almost Sixty-eight percent (67.93%) of part time faculty indicated they were satisfied or very satisfied with their employment.
- Results are presented graphically in Figure OS3. Roughly equal proportions of Full-time Faculty (10.8%) and Part-time Faculty (11.4%) indicated they were Not at all Satisfied or Not Very Satisfied with their employment.
- An independent samples t-test was conducted to determine if there were statistically significant differences between full and part-time faculty. The test revealed no significant differences.

Table OS3: Overall Satisfaction Distribution and Mean Scores by Full/Part Time Status Faculty Only

	Full Time	Part Time	Total
Not at all Satisfied	2 4.76%	7 8.64%	9 2.87%
Not Very Satisfied	5 11.90%	5 6.17%	10 3.18%
Somewhat Satisfied	18 42.86%	27 33.33%	45 14.33%
Satisfied	10 23.81%	21 42.00%	31 9.87%
Very Satisfied	7 16.67%	21 25.93%	28 8.92%
Total	42 100.00%	81 100.00%	123 100.00%
Mean	3.34	3.54	3.47
s.d.	1.09	1.19	1.15

Figure OS3:



By Year of Implementation

- Table OS4 presents Overall Satisfaction by year of survey Implementation. The 2018 Implementation appears to have more respondents indicate that they were satisfied with their employment overall than any other Implementation of the survey. Over sixty-three percent (63.43%) were satisfied or very satisfied with their overall employment. The 2020 Implementation had the lowest proportion of respondents indicate satisfaction; only forty-nine (49.84%) indicated they were satisfied or very satisfied with their employment overall. Analysis of variance was conducted to determine if there were statistically significant differences in satisfaction between Implementations. Statistically significant differences were found $F(3,1369)=3.95, p\leq.008$. Tukey's Honestly Significant Difference (HSD) was used to determine which Implementations were different. The test revealed that the 2020 Implementation of the survey was significantly lower in overall satisfaction than the 2018 Implementation.

Table OS4: Overall Satisfaction Distribution and Mean Scores by Year of Survey Implementation

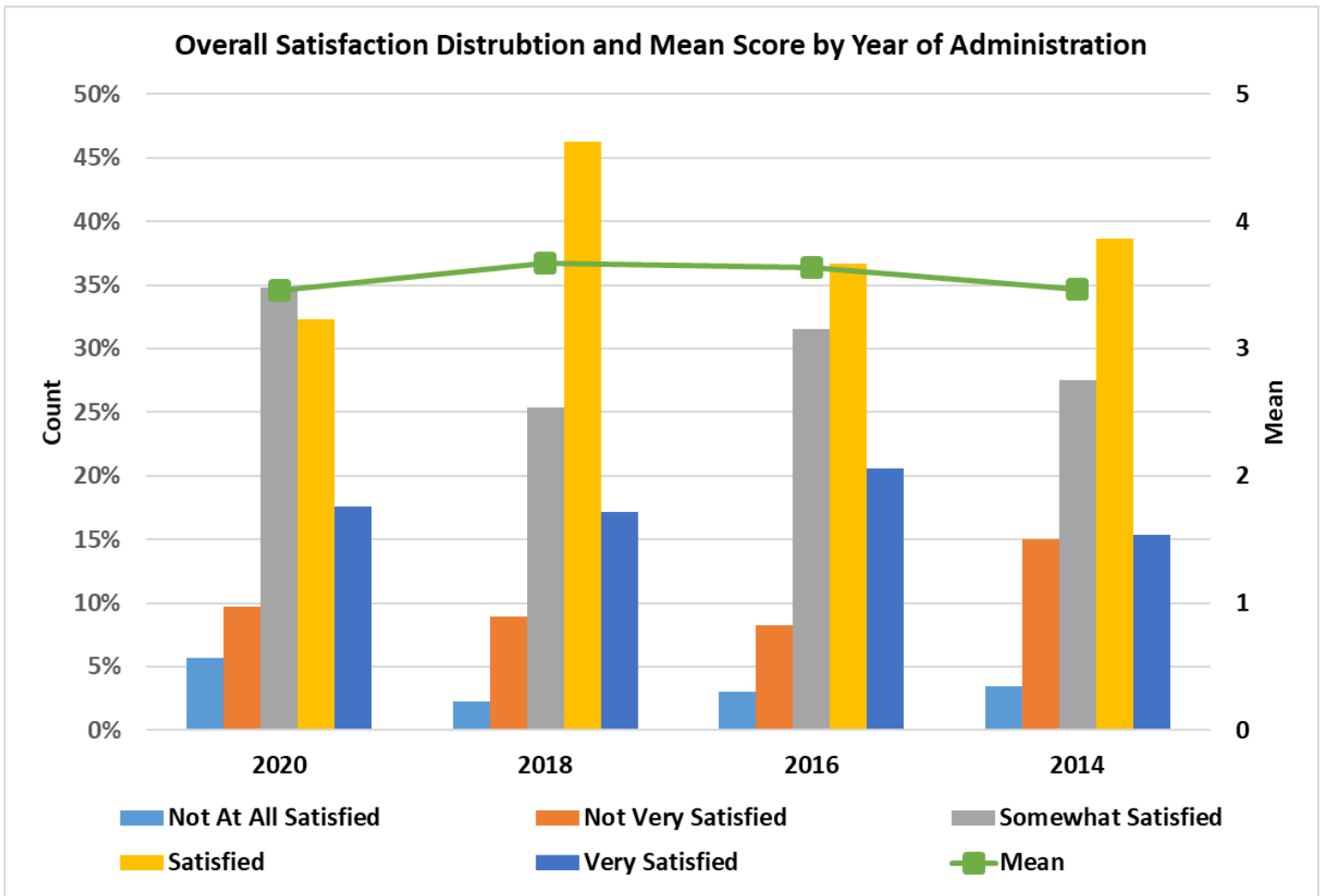
	Total	2020	2018	2016	2014
Not At All Satisfied	48	18	9	11	10
	3.50%	5.64%	2.24%	3.01%	3.48%
Not Very Satisfied	140	31	36	30	43
	10.20%	9.72%	8.96%	8.22%	14.98%
Somewhat Satisfied	407	111	102	115	79
	29.64%	34.80%	25.37%	31.51%	27.53%
Satisfied	534	103	186	134	111
	38.89%	32.29%	46.27%	36.71%	38.68%
Very Satisfied	244	56	69	75	44
	17.77%	17.55%	17.16%	20.55%	15.33%
Total	1373	319	402	365	287
	100.00%	100.00%	100.00%	100.00%	100.00%
Mean	3.57	3.46	3.67	3.64	3.47
s.d.	1.01	1.07	0.94	1	1.03

Analysis of Variance: $F(3, 1369)=3.95, p\leq.008$

Tukey HSD (Honestly Significant Difference): 2020<2018

- Data for overall satisfaction by Implementation year are presented graphically in Figure OS4. Lower proportions of respondents in the 2016 and 2018 Implementations (11.23% and 11.19% respectively) indicated they were Not At All Satisfied or Not Very Satisfied than in the 2020 or 2014 Implementations (15.36% and 18.47% respectively).

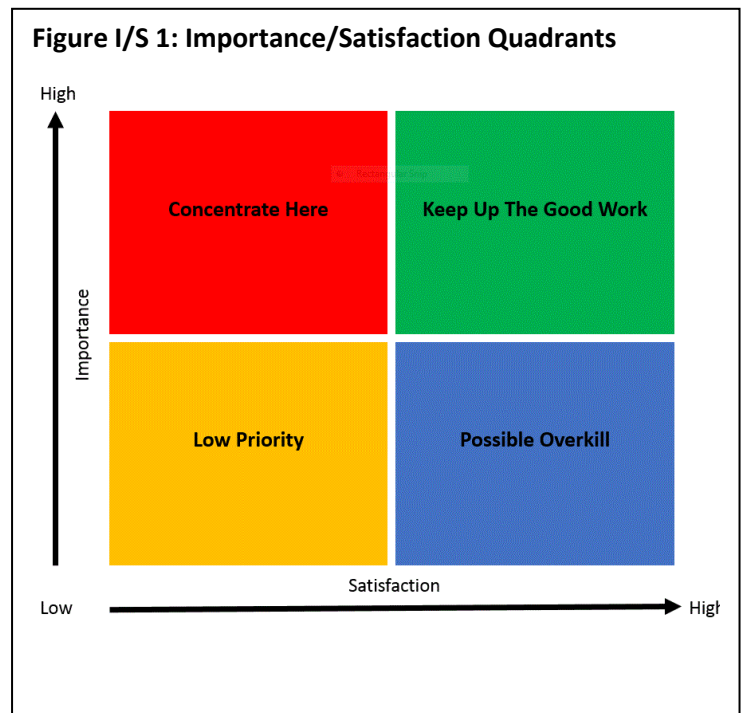
Figure OS4:



Analyses for Campus Culture / Policies and Work Environment Sections

- One of the reasons for selecting the Noel-Levitz CESS was that the instrument asked respondents to rate both the importance and satisfaction with items in Culture/Policy Section and the Work Environment Section. This two question format provides a great deal of information regarding Employee Satisfaction. Two separate analyses have been performed: (1) Importance/Satisfaction Plots and (2) Gap Analyses. For this Implementation, the supplemental questions developed by MHCC were included in the analyses for the two sections.

- *Importance/Satisfaction plots* are used to assess satisfaction relative to all other items plotted in the chart. Importance scores are plotted on the vertical axis; satisfaction scores are plotted on the horizontal axis. The items fall into one of four quadrants in the chart (See Figure I/S 1). Items with High Importance scores and High Satisfaction scores fall into the “Keep Up The Good Work” quadrant. Items with High Importance and Low Satisfaction scores fall into the “Concentrate Here” quadrant. Items falling in this quadrant need to be addressed to improve overall satisfaction. Items with Low Importance and Low Satisfaction scores fall into the “Low Priority” quadrant. Finally, items with Low Importance and High Satisfaction scores fall into the “Possible Overkill” quadrant.



Where the horizontal and vertical axes intersect is an arbitrary decision. For these analyses, overall grand mean importance and satisfaction scores were calculated (the average score for all importance ratings and the average score for all satisfaction ratings). These mean scores were used as a baseline for the axes intersections. The plots were examined and the axes were adjusted to accommodate items that fell on or near an axis.

- *Gap analysis* examines the differences between importance and satisfaction ratings. Gaps can be positive or negative based on the average rating for a given item. Gap analysis is used to examine the greatest differences between importance and satisfaction. It does not take into consideration relative importance nor satisfaction. For example, an item could be rated moderately important (relative to other items being examined) but have very low satisfaction resulting in a large positive gap score. This would indicate the item has large disparity. However, there may be items (with lower gap scores) that are more important to respondents.

Campus Culture & Policies

Campus Culture & Policies – Importance/Satisfaction

- Results of the Importance / Satisfaction Plot for items in the Culture/Policy section are presented in Figure CP 1. The items are listed at the bottom of the page and are color coded based on the quadrant they fell into.
- *Keep Up The Good Work* (High Importance/High Satisfaction): Twelve items fell into the Keep Up The Good Work Quadrant.
 - (A) “This institution promotes excellent Student Employee relations”
 - (E) “Most employees are generally supportive of the mission, purpose, and values of this institution”
 - (S) “Faculty take pride in their work”
 - (T) “Staff take pride in their work”
 - (U) “Administrators take pride in their work”
 - (1) “Faculty meet the needs of students”
 - (2) “Non-faculty employees meet the needs of students”
 - (4) “Students receive an excellent education”
 - (5) “Students are well prepared for their careers”
 - (6) “Students are well prepared to transfer/continue their education”
 - (7) “Students are satisfied with their overall experience at MHCC.”
 - (9) “Diversity is respected and valued throughout the campus”
- *Concentrate Here* (High Importance/Low Satisfaction): Twenty-four items fell into the Concentrate Here Quadrant.
 - (B) “This institution treats students as its top priority”
 - (C) “This institution does a good job of meeting the needs of students”
 - (F) “The goals and objectives of this institution are consistent with its mission and values”
 - (G) “This institution involves its employees in planning for the future”
 - (H) “This institution plans carefully”
 - (I) “The leadership of this institution has a clear sense of purpose”
 - (K) “This institution does a good job of meeting the needs of its staff”
 - (M) “This institution makes sufficient budgetary resources available to achieve important objectives”
 - (N) “This institution makes sufficient staff resources available to achieve important objectives”
 - (O) “There are effective lines of communication between departments”
 - (P) “Administrators share information regularly with faculty and staff”
 - (Q) “There is good communication between faculty and the administration at this institution”
 - (R) “There is good communication between staff and the administration at this institution”
 - (V) “There is a spirit of teamwork and cooperation at this institution”
 - (W) “The reputation of this institution continues to improve”
 - (X) “This institution is well-respected in the community”
 - (Y) “Efforts to improve quality are paying off at this institution”
 - (Z) “Employee suggestions are used to improve our institution”

- (AA) "This institution consistently follows clear processes for selecting new employees"
- (AB) "This institution consistently follows clear processes for orienting and training new employees"
- (AD) "This institution has written procedures that clearly define who is responsible for each operation and service"
- (3) "Students have access to classes at the times they want to take them"
- (8) "The college is well-known in outlying communities within the district"
- (10) "The institution does a good job of meeting the needs of its part-time faculty and tutors"

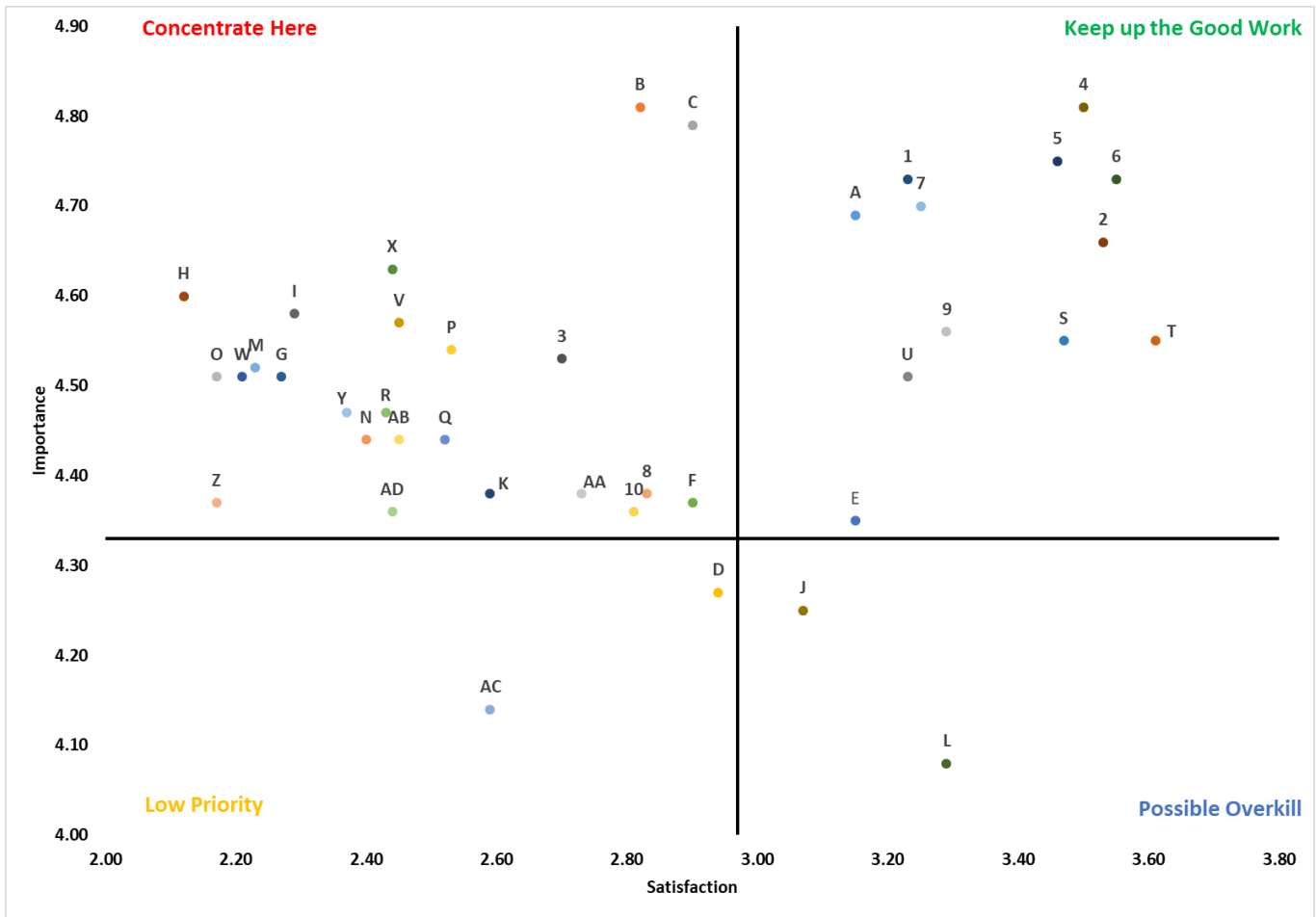
- *Low Priority* (Low Importance / Low Satisfaction): Two Items fell into the Low Priority Quadrant:

- (AC) "This institution consistently follows clear processes for recognizing employee achievements"
- (D) "The mission, purpose, and values of this institution are well understood by most employees"

- *Possible Overkill* (Low Importance / High Satisfaction): Two items fell into the Possible Overkill Quadrant:

- (J) "This institution does a good job of meeting the needs of its faculty"
- (L) "This institution does a good job of meeting the needs of administrators"

Figure CP1: Importance Satisfaction Plot of Culture & Policy Items



- A** This institution promotes excellent employee-student relationships
 - B** This institution treats students as its top priority
 - C** This institution does a good job of meeting the needs of students
 - D** The mission, purpose, and values of this institution are well understood by most employees
 - E** Most employees are generally supportive of the mission, purpose, and values of this institution
 - F** The goals and objectives of this institution are consistent with its mission and values
 - G** This institution involves its employees in planning for the future
 - H** This institution plans carefully
 - I** The leadership of this institution has a clear sense of purpose
 - J** This institution does a good job of meeting the needs of its faculty
 - K** This institution does a good job of meeting the needs of staff
 - L** This institution does a good job of meeting the needs of administrators
 - M** This institution makes sufficient budgetary resources available to achieve important objectives
 - N** This institution makes sufficient staff resources available to achieve important objectives
 - O** There are effective lines of communication between departments
 - P** Administrators share information regularly with faculty and staff
 - Q** There is good communication between the faculty and the administration at this institution
 - R** There is good communication between staff and the administration at this institution
 - S** Faculty take pride in their work
 - T** Staff take pride in their work
 - U** Administrators take pride in their work
 - V** There is a spirit of teamwork and cooperation at this institution
 - W** The reputation of this institution continues to improve
 - X** This institution is well-respected in the community
 - Y** Efforts to improve quality are paying off at this institution
 - Z** Employee suggestions are used to improve our institution
 - AA** This institution consistently follows clear processes for selecting new employees
 - AB** This institution consistently follows clear processes for orienting and training new employees
 - AC** This institution consistently follows clear processes for recognizing employee achievements
 - AD** This institution has written procedures that clearly define who is responsible for each operation and service
- MHCC Supplemental Questions**
- 1** Faculty meet the needs of students
 - 2** Non-faculty employees meet the needs of students
 - 3** Students have access to classes at the times they want to take them
 - 4** Students receive an excellent education
 - 5** Students are well prepared for their careers
 - 6** Students are well prepared to transfer / continue their education
 - 7** Students are satisfied with their overall experience at MHCC
 - 8** The college is well-known in outlying communities within the district
 - 9** Diversity is respected and valued throughout the campus
 - 10** The institution does a good job of meeting the needs of its part-time faculty and tutors

Campus Culture & Policies – Gap Analysis

Table CP1: Campus Culture & Policies Gap Scores

Item	Overall			Item	Overall		
	Imp ¹	Sat ¹	Gap ²		Imp ¹	Sat ¹	Gap ²
H This institution plans carefully	4.60	2.12	2.48	AA This institution consistently follows clear processes for selecting new employees	4.38	2.73	1.65
O There are effective lines of communication between departments	4.51	2.17	2.34	8 The college is well-known in outlying communities within the district	4.38	2.83	1.55
W The reputation of this institution continues to improve	4.51	2.21	2.30	10 The institution does a good job of meeting the needs of its part-time faculty and tutors.	4.36	2.81	1.55
I The leadership of this institution has a clear sense of purpose	4.58	2.29	2.29	AC This institution consistently follows clear processes for recognizing employee achievements	4.14	2.59	1.55
M This institution makes sufficient budgetary resources available to achieve important objectives	4.52	2.23	2.29	A This institution promotes excellent employee-student relationships	4.69	3.15	1.54
G This institution involves its employees in planning for the future	4.51	2.27	2.24	1 Faculty meet the needs of students	4.73	3.23	1.50
Z Employee suggestions are used to improve our institution	4.37	2.17	2.20	F The goals and objectives of this institution are consistent with its mission and values	4.37	2.90	1.47
X This institution is well respected in the community	4.63	2.44	2.19	7 Students are satisfied with their overall experience at MHCC	4.70	3.25	1.45
V There is a spirit of teamwork and cooperation at this institution	4.57	2.45	2.12	D The mission, purpose, and values of this institution are well understood by most employees	4.27	2.94	1.33
Y Efforts to improve quality are paying off at this institution	4.47	2.37	2.10	4 Students receive an excellent education	4.81	3.50	1.31
N This institution makes sufficient staff resources available to achieve important objectives	4.44	2.40	2.04	5 Students are well prepared for their careers	4.75	3.46	1.29
R There is good communication between staff and administration at this institution	4.47	2.43	2.04	U Administrators take pride in their work	4.51	3.23	1.28
P Administrators share information regularly with faculty and staff	4.54	2.53	2.01	9 Diversity is respected and valued throughout the campus	4.56	3.29	1.27
AB This institution consistently follows clear processes for orienting and training new employees	4.44	2.45	1.99	E Most employees are generally supportive of the mission, purpose, and values of this institution	4.35	3.15	1.20
B This institution treats students as its top priority	4.81	2.82	1.99	6 Students are well prepared to transfer/continue their education	4.73	3.55	1.18
AD This institution has written procedures that clearly define who is responsible for each operation and service	4.36	2.44	1.92	J This institution does a good job of meeting the needs of its faculty	4.25	3.07	1.18
Q There is good communication between faculty and administration at this institution	4.44	2.52	1.92	2 Non-faculty employees meet the needs of students	4.66	3.53	1.13
C The institution does a good job of meeting the needs of students	4.79	2.90	1.89	S Faculty take pride in their work	4.55	3.47	1.08
3 Students have access to classes at the times they want to take them	4.53	2.7	1.83	T Staff take pride in their work	4.55	3.61	0.94
K This institution does a good job of meeting the needs of its staff	4.38	2.59	1.79	L This institution does a good job of meeting the needs of administrators	4.08	3.29	0.79

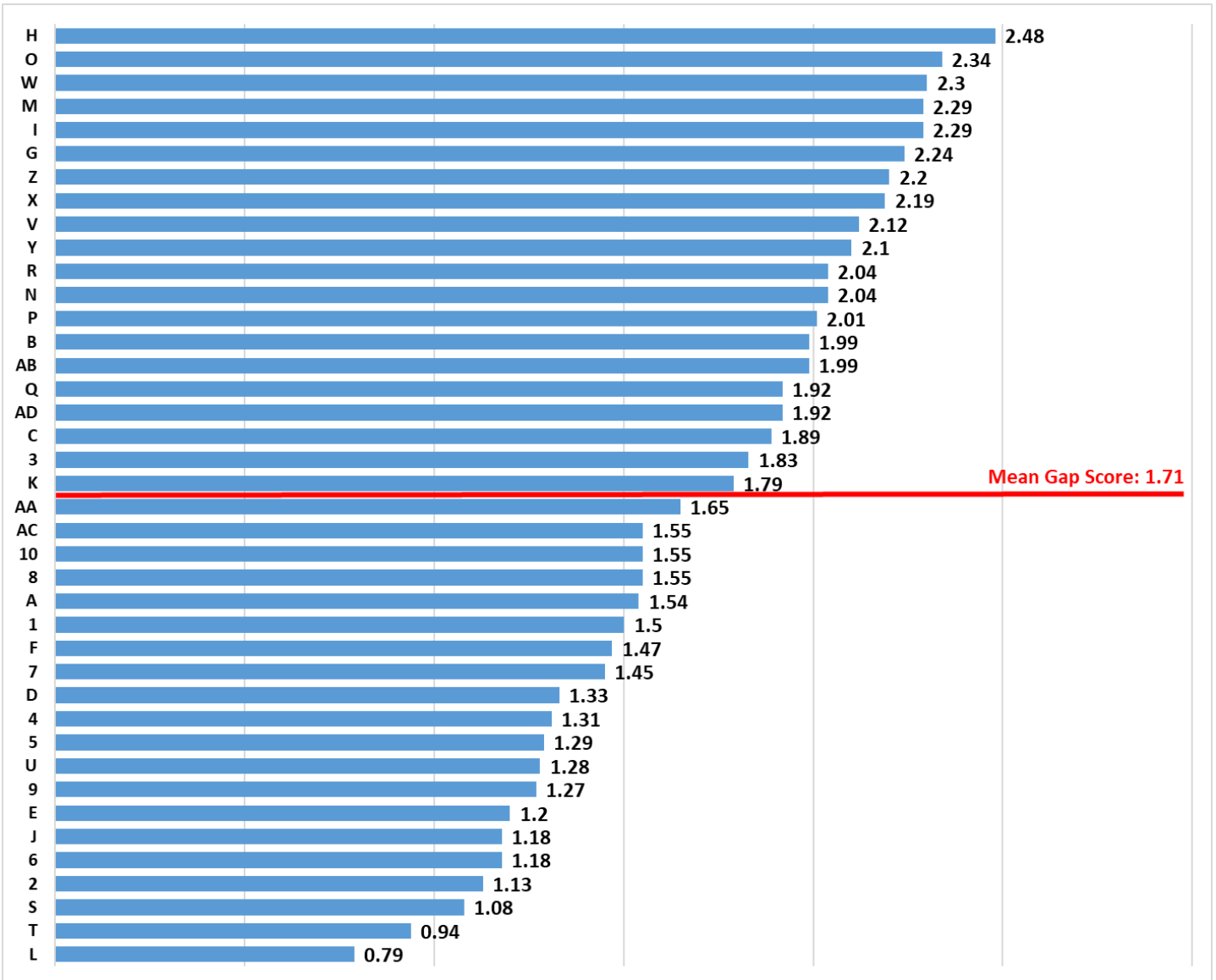
For each item the mean (above) and standard deviation (below) are reported.

²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.

- Overall Mean Importance and Mean Satisfaction (along with the standard deviations) and Gap scores for Campus Culture & Policies items are presented in Table CP1. Gap scores are calculated by subtracting the Mean Satisfaction Score from the Mean Importance Score. Items are ranked by their Overall gap scores—largest gap to smallest.
- A mean of the gap scores was calculated (1.71) and all items that fell at or above the mean gap score were highlighted in red. Twenty of the forty Campus Culture & Policy items were at or above the mean gap score.

- Twenty items (of the twenty four) that fell into the “Concentrate Here” quadrant of the Importance/Satisfaction Plot had gap scores in excess of the overall. The next four items below the overall average were also included in the “Concentrate Here” quadrant.
- The Gap Scores are plotted in Figure CP2. The mean gap score (1.71) is also plotted for reference.

Figure CP2: Campus Culture & Policies Gap Scores



Campus Culture & Policies Gap Scores by Employee Group

- Mean Importance and Mean Satisfaction (along with the standard deviations) and Gap scores for Campus Culture & Policies items are presented in Table CP2 for the overall and by employee group. Gap scores are calculated by subtracting the Mean Satisfaction Score from the Mean Importance Score. Items are ranked by their Overall gap scores—largest gap to smallest.
- Items highlighted in orange had gap scores in excess of the overall average gap score for all employee groups. Items highlighted in bold orange indicate that at least one employee group did not exceed the overall average gap score.
- Finally, the table presents the results of Analysis of Variance (ANOVA). The table reports statistically significant differences between the positions. Where statistically significant differences were found, Tukey's HSD (Honestly Significant Difference) post hoc test was conducted to determine where the differences were.
- Unlike previous Implementations of the survey, there was disagreement among the three employee groups with regard to Importance; twelve of the forty items were found to have statistically significant differences between positions. In all cases where significant differences were identified, Administrators rated the items less important than Faculty and / or staff.
 - (Z) "Employee suggestions are used to improve our institution" $F(2, 300)=5.42, p<.005$
 - (Y) "Efforts to improve quality are paying off at this institution" $F(2, 298)=3.16, p<.044$
 - (AD) "This institution has written procedures that clearly define who is responsible for each operation and service" $F(2, 302)=4.25, p<.015$
 - (Q) "There is good communication between faculty and administration at this institution" $F(2, 297)=11.72, p<.000$
 - (K) "This institution does a good job of meeting the needs of its staff" $F(2, 302)=5.59, p<.004$
 - (10) "The institution does a good job of meeting the needs of its part-time faculty and tutors" $F(2, 293)=6.61, p<.002$
 - (AC) "This institution consistently follows clear processes for recognizing employee achievements" $F(2, 302)=3.22, p<.041$
 - (4) "Students receive an excellent education" $F(2, 300)=3.97, p<.020$
 - (U) "Administrators take pride in their work" $F(2,298)=3.21, p<.042$
 - (J) "This institution does a good job of meeting the needs of its faculty" $F(2, 296)=17.12, p<.000$
 - (S) "Faculty take pride in their work" $F(2, 297)=10.01, p<.000$
 - (T) "Staff take pride in their work" $F(2,298)=5.45, p<.005$
- There was less agreement between the employee groups with regard to Satisfaction. Twenty-three of the forty items had statistically significant differences. Tukey's HSD revealed that, generally, administrators were significantly more satisfied than faculty and / or staff.
 - (H) "This institution plans carefully" $F(2, 298)=3.40, p<.035$
 - (W) "The reputation of this institution continues to improve" $F(2, 302)=3.46, p<.033$

- (I) "The leadership of this institution has a clear sense of purpose" $F(2, 300)=5.85, p<.003$
- (G) "This institution involves its employees in planning for the future" $F(2, 300)=14.16, p<.000$
- (Z) "Employee suggestions are used to improve our institution" $F(2, 299)=7.47, p<.001$
- (X) "This institution is well respected in the community" $F(2, 301)=4.15, p<.017$
- (Y) "Efforts to improve quality are paying off at this institution" $F(2, 298)=4.43, p<.013$
- (R) "There is good communication between staff and administration at this institution" $F(2, 300)=5.34, p<.005$
- (P) "Administrators share information regularly with faculty and staff" $F(2, 299)=2.45, p<.011$
- (AB) "This institution consistently follows clear processes for orienting and training new employees" $F(2, 300)=7.09, p<.001$
- (Q) "There is good communication between faculty and administration at this institution" $F(2, 295)=10.77, p<.000$
- (3) "Students have access to classes at the times they want to take them" $F(2, 297)=10.18, p<.000$
- (K) "This institution does a good job of meeting the needs of its staff" $F(2, 299)=8.34, p<.000$
- (10) "The institution does a good job of meeting the needs of its part-time faculty and tutors" $F(2, 289)=5.92, p<.003$
- (AC) "This institution consistently follows clear processes for recognizing employee achievements" $F(2, 300)=4.87, p<.008$
- (1) "Faculty meet the needs of students" $F(2, 296)=27.24, p<.000$
- (F) "The goals and objectives of this institution are consistent with its mission and values" $F(2, 296)=4.04, p<.019$
- (4) "Students receive an excellent education" $F(2, 298)=7.53, p<.001$
- (5) "Students are well prepared for their careers" $F(2, 296)=10.66, p<.000$
- (6) "Students are well prepared to transfer/continue their education" $F(2, 296)=8.53, p<.000$
- (J) "This institution does a good job of meeting the needs of its faculty" $F(2, 291)=22.96, p<.000$
- (2) "Non-faculty employees meet the needs of students" $F(2, 301)=4.75, p<.009$
- (S) "Faculty take pride in their work" $F(2, 295)=11.66, p<.000$

Table CP2: Culture & Policy Mean Importance, Mean Satisfaction, and Gap Scores Overall and by Position

Item	Overall			Faculty ³			Staff ³			Administrators ³			Importance F, Sig. ⁴	Post Hoc ⁵	Satisfaction F, Sig. ⁴	Post Hoc ⁵
	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²				
H This institution plans carefully	4.60	2.12	2.48	4.63	2.01	2.62	4.60	2.12	2.48	4.41	2.77	1.64			F(2, 298)=3.40, p≤.035	F, S<A
	0.70	1.15		0.65	1.21		0.73	1.09		0.64	1.22					
O There are effective lines of communication between departments	4.51	2.17	2.34	4.52	2.28	2.24	4.51	2.07	2.44	4.41	2.48	1.93				
	0.76	1.09		0.65	1.25		0.82	0.99		0.80	0.98					
W The reputation of this institution continues to improve	4.51	2.21	2.30	4.59	2.09	2.50	4.51	2.22	2.29	4.15	2.85	1.30			F(2, 302)=3.46, p≤.033	F, S<A
	0.70	1.16		0.60	1.26		0.45	1.09		0.68	1.07					
I The leadership of this institution has a clear sense of purpose	4.58	2.29	2.29	4.64	1.98	2.66	4.56	2.41	2.15	4.44	2.78	1.66			F(2, 300)=5.85, p≤.003	F, S<A
	0.70	1.20		0.67	1.25		0.71	1.13		0.76	1.26					
M This institution makes sufficient budgetary resources available to achieve important objectives	4.52	2.23	2.29	4.47	2.29	2.18	4.57	2.17	2.40	4.37	2.52	1.85				
	0.73	1.05		0.68	1.10		0.74	1.02		0.89	1.06					
G This institution involves its employees in planning for the future	4.51	2.27	2.24	4.60	1.99	2.61	4.49	2.29	2.20	4.33	3.48	0.85			F(2, 300)=14.16, p≤.000	F, S<A
	0.69	1.16		0.74	1.17		0.67	1.08		0.69	1.06					
Z Employee suggestions are used to improve our institution	4.37	2.17	2.20	4.48	2.01	2.47	4.35	2.06	2.29	3.85	3.11	0.74	F(2, 300)=5.42, p≤.005	A<S, F	F(2, 299)=7.47, p≤.001	F, S<A
	0.78	1.15		0.65	1.25		0.82	1.07		0.78	1.02					
X This institution is well respected in the community	4.63	2.44	2.19	4.71	2.43	2.28	4.61	2.37	2.24	4.37	3.19	1.18			F(2, 301)=4.15, p≤.017	S, F<A
	0.65	1.17		0.52	1.26		0.70	1.11		0.64	1.09					
V There is a spirit of teamwork and cooperation at this institution	4.57	2.45	2.12	4.60	2.39	2.21	4.56	2.44	2.12	4.44	2.81	1.63				
	0.64	1.19		0.59	1.25		0.68	1.15		0.58	1.31					
Y Efforts to improve quality are paying off at this institution	4.47	2.37	2.10	4.54	2.27	2.27	4.47	2.34	2.13	4.11	3.11	1.00	F(2, 298)=3.16, p≤.044	A<S, F	F(2, 298)=4.43, p≤.013	F, S<A
	0.68	1.14		0.61	1.23		0.72	1.09		0.65	0.98					
N This institution makes sufficient staff resources available to achieve important objectives	4.44	2.40	2.04	4.47	2.54	1.93	4.45	2.29	2.16	4.15	2.67	1.48				
	0.67	1.10		0.61	1.11		0.71	1.09		0.62	0.97					
R There is good communication between staff and administration at this institution	4.47	2.43	2.04	4.57	2.39	2.18	4.45	2.36	2.09	4.22	3.26	0.96			F(2, 300)=5.34, p≤.005	S, F<A
	0.70	1.15		0.62	1.23		0.75	1.09		0.65	1.11					
P Administrators share information regularly with faculty and staff	4.54	2.53	2.01	4.57	2.34	2.23	4.55	2.56	1.99	4.33	3.26	1.07			F(2, 299)=2.45, p≤.011	F, S<A
	0.65	1.23		0.63	1.30		0.67	1.18		0.49	1.17					
AB This institution consistently follows clear processes for orienting and training new employees	4.44	2.45	1.99	4.38	2.70	1.68	4.51	2.26	2.25	4.19	3.04	1.15			F(2, 300)=7.09, p≤.001	S<A
	0.70	1.19		0.69	1.17		0.70	1.16		0.69	1.20					
B This institution treats students as its top priority	4.81	2.82	1.99	4.79	3.03	1.76	4.83	2.69	2.14	4.85	2.93	1.92				
	0.46	1.14		0.54	1.09		0.43	1.14		0.37	1.22					
AD This institution has written procedures that clearly define who is responsible for each operation and service	4.36	2.44	1.92	4.35	2.52	1.83	4.41	2.38	2.03	3.89	2.63	1.26	F(2, 302)=4.25, p≤.015	A<F, S		
	0.75	1.17		0.70	1.17		0.75	1.17		0.81	1.09					
Q There is good communication between faculty and administration at this institution	4.44	2.52	1.92	4.70	2.11	2.59	4.34	2.68	1.66	4.07	3.19	0.88	F(2, 297)=11.72, p≤.000	A, S<F	F(2, 295)=10.77, p≤.000	F<A
	0.71	1.21		0.53	1.28		0.76	1.12		0.55	1.05					
C The institution does a good job of meeting the needs of students	4.79	2.90	1.89	4.76	2.77	1.99	4.80	2.84	1.96	4.89	3.00	1.89				
	0.44	1.04		0.48	1.09		0.43	1.02		0.32	0.93					
3 Students have access to classes at the times they want to take them	4.53	2.7	1.83	4.44	3.12	1.32	4.58	2.49	2.09	4.52	2.48	2.04			F(2, 297)=10.18, p≤.000	A, S<F
	0.69	1.16		0.65	1.11		0.72	1.14		0.65	1.06					
K This institution does a good job of meeting the needs of its staff	4.38	2.59	1.79	4.50	2.62	1.88	4.37	2.48	1.89	3.89	3.56	0.33	F(2, 302)=5.59, p≤.004	A<S, F	F(2, 299)=8.34, p≤.000	S, F<A
	0.73	1.11		0.64	1.10		0.77	1.07		0.65	1.10					

¹For each item the mean (above) and standard deviation (below) are reported by the identified positions.

²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.

³For each position, values reported in orange had gap scores greater than or equal to the overall average gap score (1.41). Items in Bold Orange indicate that at least one group did not exceed the average gap score.

⁴Analysis of Variance was conducted to determine if there were statistically significant differences in mean scores between the positions.

⁵Tukey's HSD Post Hoc Test was calculated to determine where the differences could be found. F=Faculty, S=Staff, and A=Administration. Groups separated by commas were not significantly different at the p≤0.05 level; If a group is not identified the test revealed it was not significantly different from either of the identified groups.

Table CP2: Culture & Policy Mean Importance, Mean Satisfaction, and Gap Scores Overall and by Position (Continued)

Item	Overall			Faculty ³			Staff ³			Administrators ³			Importance		Satisfaction	
	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	F, Sig. ⁴	Post Hoc ⁵	F, Sig. ⁴	Post Hoc ⁵
AA This institution consistently follows clear processes for selecting new employees	4.38 0.73	2.73 1.23	1.65	4.37 0.66	2.84 1.18	1.53	4.41 0.76	2.62 1.25	1.79	4.11 0.70	3.22 1.06	0.89				
8 The college is well-known in outlying communities within the district	4.38 0.76	2.83 1.11	1.55	4.47 0.70	2.83 1.19	1.64	4.37 0.79	2.79 1.06	1.58	4.04 0.73	3.26 1.11	0.78				
10 The institution does a good job of meeting the needs of its part-time faculty and tutors.	4.36 0.77	2.81 1.11	1.55	4.53 0.72	2.55 1.14	1.98	4.30 0.78	2.88 1.07	1.42	3.88 0.66	3.41 1.02	0.47	F(2, 293)=6.61, p<.002	A<S, F	F(2, 289)=5.92, p<.003	F<A
AC This institution consistently follows clear processes for recognizing employee achievements	4.14 0.87	2.59 1.13	1.55	4.12 0.83	2.75 1.13	1.37	4.20 0.88	2.45 1.11	1.75	3.67 0.84	3.15 1.11	0.52	F(2, 302)=3.22, p<.041	A<F, S	F(2, 300)=4.87, p<.008	S<A
A This institution promotes excellent employee-student relationships	4.69 0.53	3.15 1.03	1.54	4.70 0.51	3.33 1.03	1.37	4.68 0.55	3.04 1.00	1.64	4.74 0.45	3.33 1.19	1.41				
1 Faculty meet the needs of students	4.73 0.55	3.23 1.18	1.50	4.77 4.60	3.88 0.96	0.89	4.71 0.59	2.88 1.15	1.83	4.73 0.46	3.19 1.07	1.54			F(2, 296)=27.24, p<.000	S, A<F
F The goals and objectives of this institution are consistent with its mission and values	4.37 0.71	2.90 1.12	1.47	4.31 0.80	2.73 1.23	1.58	4.40 0.65	2.92 1.05	1.48	4.41 0.75	3.52 0.94	0.89			F(2, 296)=4.04, p<.019	F, S<A
7 Students are satisfied with their overall experience at MHCC	4.70 0.55	3.25 0.96	1.45	4.77 0.48	3.39 1.05	1.38	4.67 0.58	3.16 0.90	1.51	4.62 0.50	3.41 0.94	1.21				
D The mission, purpose, and values of this institution are well understood by most employees	4.27 0.74	2.94 1.10	1.33	4.20 0.82	3.00 1.25	1.20	4.32 0.70	2.88 1.01	1.44	4.19 0.69	3.19 1.09	1.00				
4 Students receive an excellent education	4.81 0.51	3.50 1.01	1.31	4.93 0.26	3.80 1.02	1.13	4.75 0.60	3.32 0.98	1.43	4.81 0.40	3.67 0.83	1.14	F(2, 300)=3.97, p<.020		F(2, 298)=7.53, p<.001	
5 Students are well prepared for their careers	4.75 0.53	3.46 1.01	1.29	4.79 0.45	3.82 0.95	0.97	4.74 0.58	3.26 0.99	1.48	4.67 0.49	3.52 0.97	1.15			F(2, 296)=10.66, p<.000	S<F
U Administrators take pride in their work	4.51 0.71	3.23 1.18	1.28	4.61 0.70	3.14 1.23	1.47	4.48 0.71	3.23 1.17	1.25	4.19 0.63	3.67 0.93	0.52	F(2,298)=3.21, p<.042	A<F		
9 Diversity is respected and valued throughout the campus	4.56 0.72	3.29 1.27	1.27	4.57 0.71	3.48 1.06	1.09	4.58 0.73	3.21 1.36	1.37	4.42 0.82	3.07 1.25	1.35				
E Most employees are generally supportive of the mission, purpose, and values of this institution	4.35 0.72	3.15 1.06	1.20	4.30 0.79	3.30 1.08	1.00	4.37 0.68	3.05 1.06	1.32	4.41 0.64	3.37 0.98	1.04				
6 Students are well prepared to transfer/continue their education	4.73 0.55	3.55 0.97	1.18	4.79 0.45	3.87 0.97	0.92	4.71 0.59	3.38 0.94	1.33	4.62 0.50	3.52 0.86	1.10			F(2, 296)=8.53, p<.000	S<F
J This institution does a good job of meeting the needs of its faculty	4.25 0.85	3.07 1.32	1.18	4.61 0.61	2.40 1.23	2.21	4.12 0.89	3.39 1.23	0.73	3.67 0.84	3.67 1.19	0.00	F(2, 296)=17.12, p<.000	A<S<F	F(2, 291)=22.96, p<.000	F<S, A
2 Non-faculty employees meet the needs of students	4.66 0.55	3.53 0.94	1.13	4.64 0.58	3.70 0.86	0.94	4.68 0.53	3.40 0.98	1.28	4.63 0.57	3.89 0.70	0.74			F(2, 301)=4.75, p<.009	S<A
S Faculty take pride in their work	4.55 0.64	3.47 1.18	1.08	4.76 0.47	3.90 1.17	0.86	4.47 0.68	3.22 1.14	1.25	4.22 0.70	3.56 0.90	0.66	F(2, 297)=10.01, p<.000	A<F	F(2, 295)=11.66, p<.000	S<F
T Staff take pride in their work	4.55 0.65	3.61 1.07	0.94	4.65 0.60	3.74 1.09	0.91	4.53 0.66	3.52 1.08	1.01	4.12 0.59	3.74 0.72	0.38	F(2,298)=5.45, p<.005	A<S, F		
L This institution does a good job of meeting the needs of administrators	4.08 0.81	3.29 1.09	0.79	4.13 0.79	3.14 1.12	0.99	4.09 0.82	3.36 1.07	0.73	3.74 0.66	3.48 0.94	0.26				

¹For each item the mean (above) and standard deviation (below) are reported by the identified positions.
²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.
³For each position, values reported in orange had gap scores greater than or equal to the overall average gap score (1.41). Items in Bold Orange indicate that at least one group did not exceed the average gap score.

⁴Analysis of Variance was conducted to determine if there were statistically significant differences in mean scores between the positions.
⁵Tukey's HSD Post Hoc Test was calculated to determine where the differences could be found. F=Faculty, S=Staff, and A=Administration. Groups separated by commas were not significantly different at the p<0.05 level; If a group is not identified the test revealed it was not significantly different from either of the identified groups.

- Campus Culture & Policy gap scores by employee group are presented in Figure CP3A. The figure presents the twenty items that had overall gap scores greater than the grand mean gap score. Figure CP3B presents the twenty items that had overall gap scores lower than the grand mean gap score. For both figures, Faculty are reported in the lower (blue) bars; Staff are reported in the middle (orange) bars; Administrators are reported in the upper (gray) bars.
- **Administrators** had far fewer items exceed the grand mean gap score. Only five of the twenty items presented in Figure CP3A had Administrator gap scores above the grand mean gap score:
 - (O) "There are effective lines of communication between departments"
 - (M) "This institution makes sufficient budgetary resources available to achieve important objectives"
 - (B) "This institution treats students as its top priority"
 - (C) "The institution does a good job of meeting the needs of students"
 - (3) "Students have access to classes at the times they want to take them"
 In contrast, **Staff** rated all but one item above the grand mean gap score:
 - (Q) "There is good communication between faculty and administration at this institution"
 And **Faculty** rated all but two items above the grand mean gap score:
 - (AB) "This institution consistently follows clear processes for orienting and training new employees"
 - (3) "Students have access to classes at the times they want to take them"
- For items where the Overall gap score was below the grand mean gap score (Figure CP3B), **Administrators** only had one item (of the twenty presented) that had a gap score exceed the grand mean gap score: (1) "Faculty meet the needs of students." **Staff** were more likely to have items where their gap score exceeded the grand mean gap score. Eight items exceeded the grand mean gap score:
 - (AA) "This institution consistently follows clear processes for selecting new employees"
 - (8) "The college is well-known in outlying communities within the district"
 - (AC) "This institution consistently follows clear processes for recognizing employee achievements"
 - (A) "This institution promotes excellent employee-student relationships"
 - (1) "Faculty meet the needs of students"
 - (F) "The goals and objectives of this institution are consistent with its mission and values"
 - (7) "Students are satisfied with their overall experience at MHCC"
 - (5) "Students are well prepared for their careers"**Faculty** had slightly fewer items than staff exceed the grand mean gap score. Six items exceeded the grand mean gap score:
 - (AA) "This institution consistently follows clear processes for selecting new employees"
 - (8) "The college is well-known in outlying communities within the district"
 - (10) "The institution does a good job of meeting the needs of its part-time faculty and tutors"
 - (F) "The goals and objectives of this institution are consistent with its mission and values"
 - (U) "Administrators take pride in their work"
 - (J) "This institution does a good job of meeting the needs of its faculty"

- Faculty had the single highest gap score of the forty items in the Campus Culture & Policies section of the survey: (I) “The leadership of this institution has a clear sense of purpose” – Gap Score of 2.66.
- Although Faculty and Staff, in general, appear to be in agreement with most of the forty items assessed in the Campus Culture & Policies. There appears to be more disparity in the satisfaction of items than in past Implementations of the survey. Administrators are in even less agreement than the other two groups. Generally, for all Campus Culture & Policies items (Figures CP3A and CP3B), Administrators are more satisfied or rate items lower in importance (the gap scores are smaller) than the other two employee groups.

Figure CP3A: Campus Culture and Policy Gap Scores Where Overall Gap Scores Exceed the Grand Mean Gap Score by Employee Group

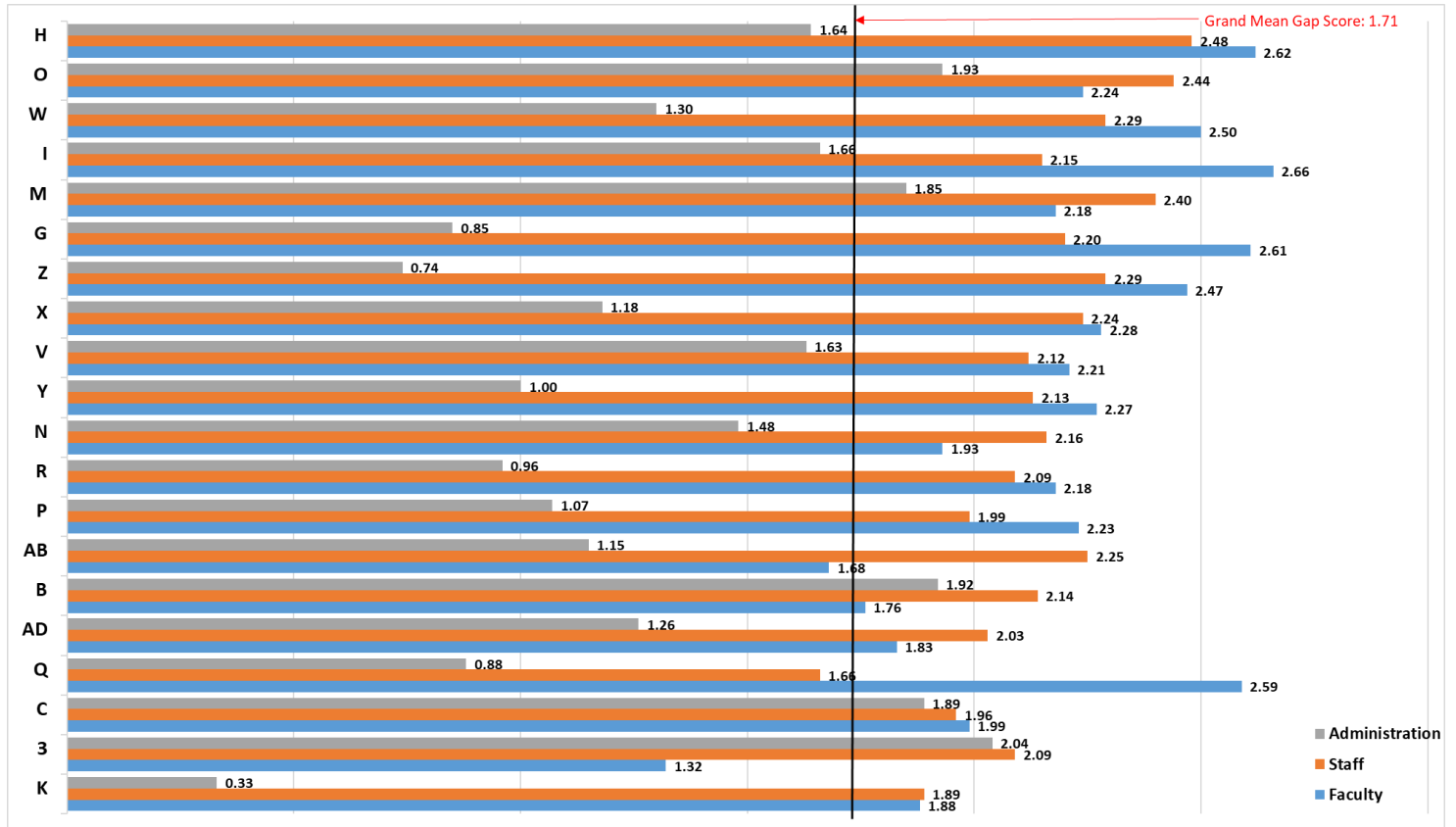
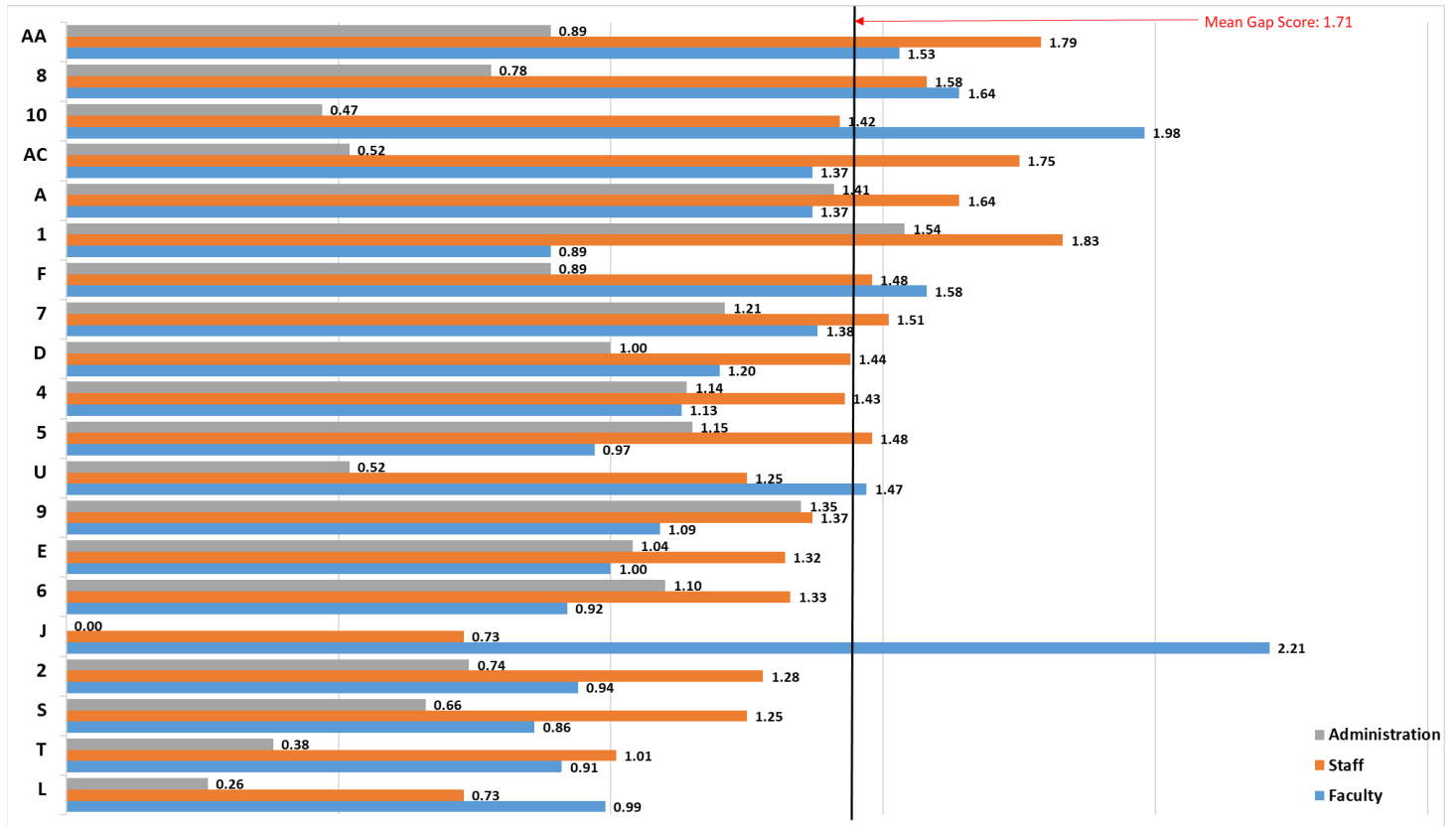


Figure CP3B: Campus Culture and Policy Gap Scores Where Overall Gap Scores Are Less Than the Grand Mean Gap Score by Employee Group



Campus Culture & Policies Gap Scores by Year of Implementation

- Mean Importance and Mean Satisfaction (along with the standard deviations) and Gap scores for Campus Culture & Policies items are presented in Table CP3 for the overall and by Year of Implementation (this is the fourth year the survey has been administered). Gap scores are calculated by subtracting the Mean Satisfaction Score from the Mean Importance Score. Items are ranked by their Overall gap scores—largest gap to smallest.
- MHCC custom questions (which have changed over the Implementations of the survey) have been omitted from this analysis.
- Items highlighted in orange had gap scores in excess of the overall average gap score for all Implementations. Items highlighted in **bold orange** indicate that at least one Implementation year did not exceed the overall average gap score.
- Finally, the table presents the results of Analysis of Variance (ANOVA). The table reports statistically significant differences between the positions. Where statistically significant differences were found, Tukey's HSD (Honestly Significant Difference) post hoc test was conducted to determine where the differences were.
- This is the first time comparisons across Implementation years has been reported.
- With regard to importance, only three items were found to have significant differences across years. This speaks to the reliability of the instrument as we would expect consistent importance scores across Implementations of the survey. Differences for these items were primarily between the 2018 and 2014 Implementations of the survey.
 - (AD) "This institution has written procedures that clearly define who is responsible for each operation and service" $F(3, 1408)=3.79, p<.010$
 - (A) "This institution promotes excellent employee-student relationships" $F(3, 1545)=3.63, p<.013$
 - (S) "Faculty take pride in their work" $F(3, 1421)=3.81, p<.010$
- There was less agreement between Implementation years with regard to Satisfaction. Twenty-one of the forty items had statistically significant differences. Tukey's HSD revealed that, generally, for the 2018 Implementation, respondents were significantly more satisfied than the other Implementations.
 - (H) "This institution plans carefully" $F(3, 1527)=11.17, p<.000$
 - (M) "This institution makes sufficient budgetary resources available to achieve important objectives" $F(3, 1487)=8.12, p<.000$
 - (V) "There is a spirit of teamwork and cooperation at this institution" $F(3, 1428)=8.87, p<.000$
 - (W) "The reputation of this institution continues to improve" $F(3, 1419)=20.70, p<.000$
 - (I) "The leadership of this institution has a clear sense of purpose" $F(3, 1531)=22.87, p<.000$
 - (X) "This institution is well respected in the community" $F(3, 1417)=18.03, p<.000$
 - (N) "This institution makes sufficient staff resources available to achieve important

- objectives" $F(3, 1487)=5.07, p<.002$
- (G) "This institution involves its employees in planning for the future" $F(3, 1537)=12.77, p<.000$
 - (Y) "Efforts to improve quality are paying off at this institution" $F(3,1410)=14.72, p<.000$
 - (Z) "Employee suggestions are used to improve our institution" $F(3, 1408)=22.63, p<.000$
 - (Q) "There is good communication between faculty and administration at this institution" $F(3, 1402)=4.72, p>.003$
 - (C) "The institution does a good job of meeting the needs of students" $F(3, 1530)=3.46, p<.016$
 - (R) "There is good communication between staff and administration at this institution" $F(3, 1426)=5.70, p<.001$
 - (B) "This institution treats students as its top priority" $F(3, 1538)=4.47, p<.004$
 - (K) "This institution does a good job of meeting the needs of its staff" $F(3, 1496)=5.33, p<.001$
 - (A) "This institution promotes excellent employee-student relationships" $F(3, 1539)=2.87, p<.036$
 - (F) "The goals and objectives of this institution are consistent with its mission and values" $F(3, 1522)=7.02, p<.000$
 - (D) "The mission, purpose, and values of this institution are well understood by most employees" $F(3, 1536)=4.27, p<.005$
 - (U) "Administrators take pride in their work" $F(3, 1410)=4.41, p<.004$
 - (E) "Most employees are generally supportive of the mission, purpose, and values of this institution" $F(3, 1536)=3.65, p<.012$
 - (L) "This institution does a good job of meeting the needs of administrators" $F(3, 1446)=3.15, p<.024$

Table CP3: Culture & Policy Mean Importance, Mean Satisfaction, and Gap Scores Overall and by Year of Survey Implementation

Item	Overall			2020			2018			2016			2014			Importance F, Sig. ⁴	Post Hoc ⁵	Satisfaction F, Sig. ⁴	Post Hoc ⁵
	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²				
H This institution plans carefully	4.53	2.38	2.15	4.58	2.18	2.40	4.49	2.42	2.07	4.52	2.61	1.91	4.55	2.26	2.29			F(3, 1527)=11.17, p<.000 20, 14<16	
O There are effective lines of communication between departments	4.46	2.32	2.14	4.51	2.22	2.29	4.49	2.36	2.13	4.44	2.32	2.12	4.39	2.36	2.03				
M This institution makes sufficient budgetary resources available to achieve important objectives	4.49	2.42	2.07	4.52	2.26	2.26	4.48	2.52	1.96	4.47	2.57	1.90	4.51	2.31	2.20			F(3, 1487)=8.12, p<.000 14,20<18, 16	
AB This institution consistently follows clear processes for orienting and training new employees	4.43	2.39	2.04	4.43	2.48	1.95	4.44	2.38	2.06	4.42	2.40	2.02	4.41	2.28	2.13				
V There is a spirit of teamwork and cooperation at this institution	4.55	2.59	1.96	4.57	2.47	2.10	4.51	2.75	1.76	4.52	2.70	1.82	4.61	2.38	2.23			F(3, 1428)=8.87, p<.000 14, 20<16, 18	
W The reputation of this institution continues to improve	4.51	2.55	1.96	4.52	2.22	2.30	4.44	2.72	1.72	4.53	2.79	1.74	4.57	2.39	2.18			F(3, 1419)=20.70, p<.000 20, 14<18, 16	
I The leadership of this institution has a clear sense of purpose	4.57	2.67	1.90	4.57	2.34	2.23	4.54	2.56	1.98	4.56	3.03	1.53	4.61	2.72	1.89			F(3, 1531)=22.87, p<.000 20<16	
X This institution is well respected in the community	4.60	2.71	1.89	4.64	2.46	2.18	4.57	2.81	1.76	4.55	2.97	1.58	4.64	2.50	2.14			F(3, 1417)=18.03, p<.000 20, 14<18, 16	
N This institution makes sufficient staff resources available to achieve important objectives	4.40	2.52	1.88	4.44	2.44	2.00	4.36	2.65	1.71	4.39	2.58	1.81	4.41	2.38	2.03			F(3, 1487)=5.07, p<.002 14, 20<18	
P Administrators share information regularly with faculty and staff	4.46	2.64	1.82	4.53	2.55	1.98	4.43	2.73	1.70	4.45	2.68	1.77	4.43	2.56	1.87				
G This institution involves its employees in planning for the future	4.41	2.60	1.81	4.49	2.30	2.19	4.38	2.68	1.70	4.39	2.80	1.59	4.39	2.56	1.83			F(3, 1537)=12.77, p<.000 20<14<16	
AD This institution has written procedures that clearly define who is responsible for each operation and service	4.31	2.51	1.80	4.35	2.45	1.90	4.40	2.46	1.94	4.24	2.59	1.65	4.25	2.56	1.69			F(3, 1408)=3.79, p<.010 16, 14<18	
Y Efforts to improve quality are paying off at this institution	4.45	2.67	1.78	4.47	2.37	2.10	4.41	2.82	1.59	4.45	2.84	1.61	4.47	2.60	1.87			F(3,1410)=14.72, p<.000 20<14<18, 16	
Z Employee suggestions are used to improve our institution	4.30	2.54	1.76	4.38	2.18	2.20	4.29	2.79	1.50	4.29	2.69	1.60	4.27	2.39	1.88			F(3, 1408)=22.63, p<.000 20, 14<16,18	
Q There is good communication between faculty and administration at this institution	4.41	2.66	1.75	4.47	2.51	1.96	4.38	2.74	1.64	4.39	2.78	1.61	4.39	2.58	1.81			F(3, 1402)=4.72, p<.003 20<18, 16	
C The institution does a good job of meeting the needs of students	4.73	3.00	1.73	4.78	2.94	1.84	4.69	3.13	1.56	4.73	2.93	1.80	4.72	3.00	1.72			F(3, 1530)=3.46, p<.016 16, 20<18	
R There is good communication between staff and administration at this institution	4.42	2.63	1.79	4.48	2.47	2.01	4.40	2.73	1.67	4.42	2.74	1.68	4.39	2.53	1.86			F(3, 1426)=5.70, p<.001 20, 14<19	
B This institution treats students as its top priority	4.75	3.05	1.70	4.79	2.89	1.90	4.73	3.15	1.58	4.73	3.10	1.63	4.76	3.05	1.71			F(3, 1538)=4.47, p<.004 20<16, 18	
K This institution does a good job of meeting the needs of its staff	4.37	2.74	1.63	4.40	2.63	1.77	4.39	2.88	1.51	4.38	2.81	1.57	4.32	2.63	1.69			F(3, 1496)=5.33, p<.001 14, 20<18	

¹For each item the mean (above) and standard deviation (below) are reported by the identified positions.

²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.

³For each position, values reported in orange had gap scores greater than or equal to the overall average gap score (1.41). Items in **Bold Orange** indicate that at least one group did not exceed the average gap score.

⁴Analysis of Variance was conducted to determine if there were statistically significant differences in mean scores between the positions.

⁵Tukey's HSD Post Hoc Test was calculated to determine where the differences could be found. F=Faculty, S=Staff, and A=Administration. Groups separated by commas were not significantly different at the p<0.05 level; If a group is not identified the test revealed it was not significantly different from either of the identified groups.

Table CP3: Culture & Policy Mean Importance, Mean Satisfaction, and Gap Scores Overall and by Year of Survey Implementation (Continued)

Item	Overall			2020			2018			2016			2014			Importance F, Sig. ⁴	Post Hoc ⁵	Satisfaction F, Sig. ⁴	Post Hoc ⁵
	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²				
AA This institution consistently follows clear processes for selecting new employees	4.33	2.81	1.52	4.38	2.74	1.64	4.32	2.84	1.48	4.33	2.83	1.50	4.30	2.81	1.49				
AC This institution consistently follows clear processes for recognizing employee achievements	0.75	1.21		0.71	1.23		0.72	1.24		0.81	1.21		0.73	1.14					
A This institution promotes excellent employee-student relationships	4.13	2.70	1.43	4.15	2.62	1.53	4.10	2.78	1.32	4.18	2.68	1.50	4.10	2.70	1.40				
F The goals and objectives of this institution are consistent with its mission and values	0.83	1.14		0.86	1.14		0.83	1.14		0.85	1.14		0.77	1.11					
D The mission, purpose, and values of this institution are well understood by most employees	4.65	3.28	1.37	4.69	3.19	1.50	4.58	3.39	1.19	4.65	3.27	1.38	4.71	3.24	1.47	F(3, 1545)=3.63, p≤.013	F(3, 1539)=2.87, p≤.036		
J This institution does a good job of meeting the needs of its faculty	0.60	0.96		0.54	1.06		0.69	0.92		0.61	0.91		0.52	0.91					
U Administrators take pride in their work	4.35	3.04	1.31	4.36	2.95	1.41	4.30	3.09	1.21	4.42	3.19	1.23	4.32	2.88	1.44		F(3, 1522)=7.02, p≤.000		
E Most employees are generally supportive of the mission, purpose, and values of this institution	0.76	1.05		0.74	1.13		0.82	1.03		0.74	1.06		0.74	0.96					
T Staff take pride in their work	4.25	3.02	1.23	4.26	2.99	1.27	4.21	3.08	1.13	4.25	3.11	1.14	4.26	2.87	1.39		F(3, 1536)=4.27, p≤.005		
S Faculty take pride in their work	0.79	1.06		0.76	1.11		0.77	1.05		0.81	1.03		0.79	1.02					
L This institution does a good job of meeting the needs of administrators	4.27	3.14	1.13	4.28	3.00	1.28	4.27	3.20	1.07	4.23	3.20	1.03	4.30	3.15	1.15				
	0.80	1.17		0.85	1.32		0.78	1.11		0.83	1.16		0.72	1.06					
	4.49	3.37	1.12	4.51	3.24	1.27	4.44	3.38	1.06	4.50	3.51	0.99	4.51	3.31	1.20		F(3, 1410)=4.41, p≤.004		
	0.72	1.07		0.70	1.18		0.72	0.99		0.76	1.06		0.66	1.06					
	4.32	3.22	1.10	4.34	3.19	1.15	4.30	3.30	1.00	4.34	3.28	1.06	4.28	3.08	1.20		F(3, 1536)=3.65, p≤.012		
	0.75	1.01		0.75	1.05		0.75	0.96		0.73	1.00		0.76	1.02					
	4.56	3.64	0.92	4.55	3.64	0.91	4.53	3.63	0.90	4.58	3.69	0.89	4.60	3.60	1.00				
	0.61	0.98		0.64	1.05		0.63	0.96		0.62	0.95		0.55	0.96					
	4.58	3.65	0.93	4.58	3.53	1.05	4.50	3.69	0.81	4.60	3.69	0.91	4.65	3.67	0.98	F(3, 1421)=3.81, p≤.010			
	0.62	1.04		0.62	1.16		0.69	0.99		0.62	1.03		0.53	0.96					
	4.06	3.32	0.74	4.07	3.27	0.80	4.06	3.27	0.79	4.11	3.47	0.64	4.01	3.28	0.73		F(3, 1446)=3.15, p≤.024		
	0.84	1.07		0.82	1.07		0.80	1.06		0.85	1.06		0.87	1.09					

¹For each item the mean (above) and standard deviation (below) are reported by the identified positions.

²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.

³For each position, values reported in orange had gap scores greater than or equal to the overall average gap score (1.41). Items in Bold Orange indicate that at least one group did not exceed the average gap score.

⁴Analysis of Variance was conducted to determine if there were statistically significant differences in mean scores between the positions.

⁵Tukey's HSD Post Hoc Test was calculated to determine where the differences could be found. F=Faculty, S=Staff, and A=Administration. Groups separated by commas were not significantly different at the p≤0.05 level; if a group is not identified the test revealed it was not significantly different from either of the identified groups.

- Campus Culture & Policy gap scores by Implementation year are presented in Figure CP4A. The figure presents the nineteen items that had overall gap scores greater than the grand mean gap score. Figure CP4B presents the eleven items that had overall gap scores lower than the grand mean gap score.
- For items that had overall gap scores greater than the grand mean gap score (Figure CP4A), the 2014 and 2020 Implementations had gap scores that exceeded the mean gap score for every item presented. For both the 2016 and 2018 Implementations five items fell below the grand mean gap score.
- Except for four of the nineteen items presented, 2020 Implementation gap scores were higher.
- Generally, between the 2014 and 2018 Implementations of the survey, gap scores were decreasing. The 2020 Implementation of the survey saw gap scores increase dramatically. Although it appears the college was improving, it seems to have slipped backward for this Implementation. There may be some explanation for this. The college had recently finished its first program review in many years and actually cut programs. The college was also in the process of conducting a non-instructional program review and looking at the elimination of positions.

Figure CP4A: Campus Culture and Policy Gap Scores Where Overall Gap Scores Exceed the Grand Mean Gap Score by Year of Survey Implementation

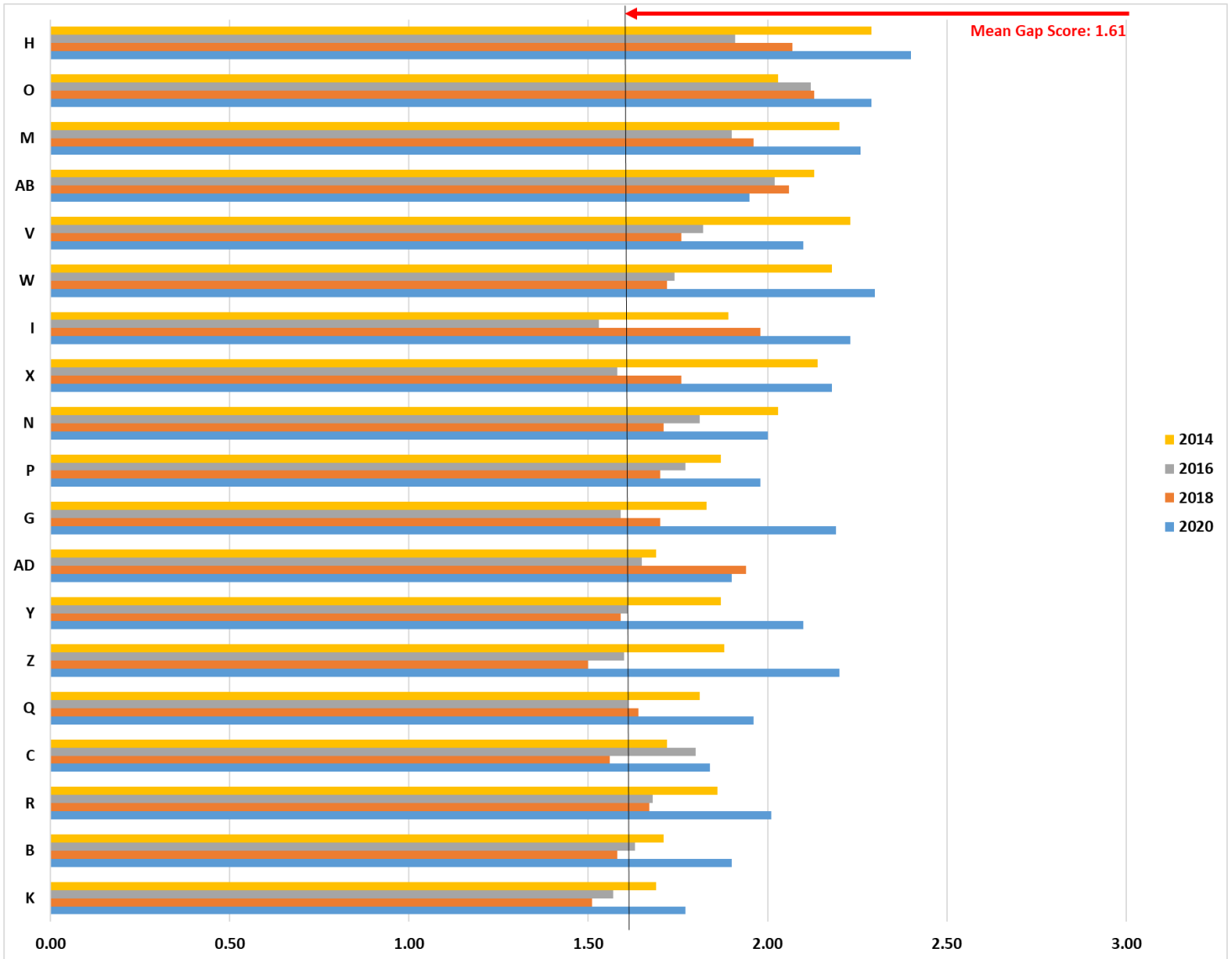
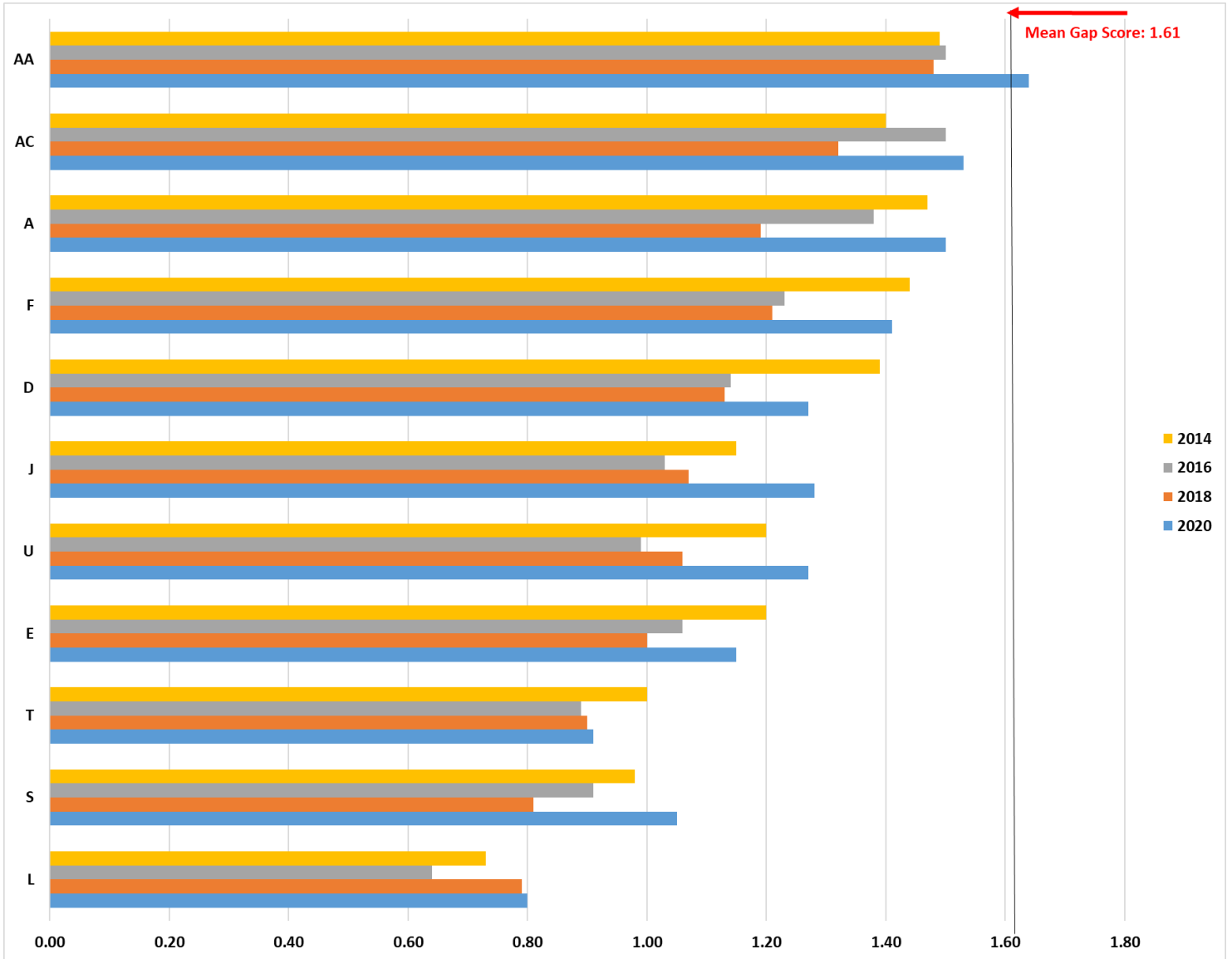


Figure CP4B: Campus Culture and Policy Gap Scores Where Overall Gap Scores Are Less Than the Grand Mean Gap Score by Year of Survey Implementation



Campus Culture and Policies Gap Scores by Full Time / Part Time Status

- Overall Mean Importance and Mean Satisfaction (along with the standard deviations) and Gap scores for Campus Culture & Policies items are presented in Table CP4 below. The table also presents the scores by Full and Part Time Status. Gap scores are calculated by subtracting the Mean Satisfaction Score from the Mean Importance Score. Items are ranked by their Overall gap scores—largest gap to smallest.
- A grand mean gap score was calculated (1.61) and all items that fell at or above the mean gap score were highlighted in **red**. Twenty-one of the forty Campus Culture & Policy items were at or above the grand mean gap score.
- The Table also presents mean Importance and Satisfaction scores (along with gap scores) broken down by Full / Part-time Status. Items highlighted in **orange** had gap scores in excess of the overall average gap score. Items highlighted in **bold orange** indicate that at least one group did not exceed the overall average gap score.
- Finally, the table presents the results of Independent Samples t-tests based on status. The table reports statistically significant differences between full and part time status for Importance and Satisfaction at the $p \leq .05$ level.
- Based on Full/Part-time status, there was a great deal of agreement with regard to the importance of the Campus Culture & Policies items. Only one item revealed statistically significant differences. Part-time employees ($M=4.57$, $s.d.=0.72$) rated item (10) “This institution does a good job of meeting the needs of its part-time faculty and tutors” more important than full-time employees ($M=4.32$, $s.d.=0.77$), $t(298)=-2.89$, $p \leq .004$.
- There was less agreement among the full and part time employees with regard to their satisfaction ratings. Twenty-three of the forty Campus Culture & Policy items were found to have statistically significant differences between full and part timers. In all but one case, where statistically significant differences were found, Part-time Employees reported higher rates of satisfaction than their Full-time employee counterparts did. The one item where Full-time Employees were more satisfied than their Part-time employee counterparts was:
(J) “This institution does a good job of meeting the needs of its faculty” Full-time ($M=3.09$, $s.d.=1.34$), Part-time ($M=2.69$, $s.d.=1.25$).

Table CP4: Campus Culture & Policies Gap Scores by Full / Part-time Status

Item	Overall			Full Time ³			Part Time ³			Importance			Satisfaction		
	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	t	d.f.	p≤	t	d.f.	p≤
H This institution plans carefully	4.59	2.23	2.36	4.60	2.04	2.56	4.57	2.40	2.17				-2.71	305	0.007
	0.66	1.17		0.70	1.15		0.62	1.16							
M This institution makes sufficient budgetary resources available to achieve important objectives	4.54	2.28	2.26	4.49	2.22	2.27	4.59	2.33	2.26						
	0.73	1.11		0.73	1.03		0.73	1.17							
W The reputation of this institution continues to improve	4.50	2.27	2.23	4.52	2.17	2.35	4.48	2.37	2.11						
	0.68	1.22		0.70	1.14		0.67	1.29							
G This institution involves its employees in planning for the future	4.49	2.30	2.19	4.53	2.26	2.27	4.45	2.34	2.11						
	0.70	1.17		0.70	1.18		0.69	1.17							
I The leadership of this institution has a clear sense of purpose	4.56	2.40	2.16	4.60	2.17	2.43	4.52	2.60	1.92				-3.07	306	0.002
	0.70	1.22		0.69	1.20		0.72	1.22							
O There are effective lines of communication between departments	4.46	2.33	2.13	4.53	2.09	2.44	4.40	2.54	1.86				-3.46	307.61	0.001
	0.75	1.16		0.75	1.06		0.75	1.21							
Z Employee suggestions are used to improve our institution	4.37	2.25	2.12	4.36	2.12	2.24	4.38	2.36	2.02						
	0.71	1.17		0.79	1.17		0.63	1.16							
Y Efforts to improve quality are paying off at this institution	4.46	2.39	2.07	4.46	2.35	2.11	4.46	2.44	2.02						
	0.66	1.18		0.68	1.14		0.64	1.20							
X This institution is well respected in the community	4.62	2.61	2.01	4.64	2.35	2.29	4.60	2.84	1.76				-3.57	307	0.000
	0.61	1.22		0.65	1.16		0.58	1.24							
V There is a spirit of teamwork and cooperation at this institution	4.56	2.61	1.95	4.56	2.34	2.22	4.56	2.85	1.71				-3.81	307	0.000
	0.64	1.21		0.63	1.19		0.64	1.18							
N This institution makes sufficient staff resources available to achieve important objectives	4.44	2.51	1.93	4.42	2.37	2.05	4.45	2.63	1.82				-2.09	308	0.037
	0.63	1.14		0.68	1.06		0.59	1.19							
P Administrators share information regularly with faculty and staff	4.55	2.66	1.89	4.53	2.44	2.09	4.57	2.86	1.71				-2.87	309	0.004
	0.62	1.31		0.66	1.20		0.89	1.37							
B This institution treats students as its top priority	4.81	2.97	1.84	4.82	2.76	2.06	4.80	3.16	1.64				-3.16	306	0.002
	0.47	1.14		0.46	1.13		0.47	1.11							
R There is good communication between staff and administration at this institution	4.48	2.66	1.82	4.48	2.31	2.17	4.48	2.97	1.51				-4.94	308	0.000
	0.64	1.21		0.72	1.11		0.56	1.21							
AB This institution consistently follows clear processes for orienting and training new employees	4.42	2.62	1.80	4.43	2.42	2.01	4.41	2.81	1.60				-2.90	306	0.004
	0.67	1.19		0.71	1.17		0.64	1.66							
C The institution does a good job of meeting the needs of students	4.78	3.00	1.78	4.80	2.85	1.95	4.75	3.13	1.62				-2.39	302	0.018
	0.47	1.04		0.43	1.04		0.50	1.02							
Q There is good communication between faculty and administration at this institution	4.43	2.66	1.77	4.48	2.37	2.11	4.38	2.90	1.48				-3.93	306	0.000
	0.73	1.22		0.66	1.21		0.79	1.18							
K This institution does a good job of meeting the needs of its staff	4.38	2.63	1.75	4.38	2.61	1.77	4.38	2.65	1.73						
	0.71	1.10		0.73	1.14		0.70	1.07							
10 The institution does a good job of meeting the needs of its part-time faculty and tutors.	4.45	2.72	1.73	4.32	2.83	1.49	4.57	2.62	1.95	-2.89	298	0.004			
	0.75	1.20		0.77	1.06		0.72	1.31							
3 Students have access to classes at the times they want to take them	4.54	2.82	1.72	4.51	2.67	1.84	4.56	2.95	1.61				-2.13	292.23	0.034
	0.63	1.14		0.72	1.18		0.53	1.08							
AD This institution has written procedures that clearly define who is responsible for each operation and service	4.34	2.63	1.71	4.34	2.34	2.00	4.34	2.89	1.45				-4.22	307	0.000
	0.73	1.17		0.76	1.15		0.70	1.13							

¹For each item the mean (above) and standard deviation (below) are reported by the identified positions.

²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.

³For each position, values reported in orange had gap scores greater than or equal to the overall average gap score (1.31). Items in Bold Orange indicate that at least one group did not exceed the average gap score.

⁴An Independent samples t-test was conducted to determine if there were statistically significant differences in the ratings of importance and satisfaction between Full and Part Time Employees. Where statistically significant differences were found, the t-value, degrees of freedom, and level of significance are reported.

Table CP4: Campus Culture & Policies Gap Scores by Full / Part-time Status (Continued)

Item	Overall			Full Time ³			Part Time ³			Importance			Satisfaction		
	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	t	d.f.	p≤	t	d.f.	p≤
AA This institution consistently follows clear processes for selecting new employees	4.37	2.87	1.50	4.36	2.68	1.68	4.39	3.03	1.36				-2.66	285.27	0.008
	0.67	1.16		0.74	1.25		0.91	1.50							
8 The college is well-known in outlying communities within the district	4.39	2.95	1.44	4.37	2.77	1.60	4.41	3.11	1.30				-2.72	301	0.007
	0.72	1.10		0.77	1.14		0.66	1.05							
7 Students are satisfied with their overall experience at MHCC	4.69	3.26	1.43	4.72	3.26	1.46	4.67	3.26	1.41						
	0.55	0.95		0.53	0.99		0.57	0.91							
A This institution promotes excellent employee-student relationships	4.69	3.26	1.43	4.70	3.10	1.60	4.67	3.41	1.26				-2.65	304	0.008
	0.52	1.02		0.53	1.05		0.51	0.97							
F The goals and objectives of this institution are consistent with its mission and values	4.34	2.92	1.42	4.38	2.87	1.51	4.31	2.97	1.34						
	0.68	1.10		0.74	1.15		0.61	1.04							
AC This institution consistently follows clear processes for recognizing employee achievements	4.14	2.73	1.41	4.11	2.57	1.54	4.16	2.87	1.29				-2.35	295.27	0.019
	0.82	1.11		0.88	1.15		0.77	1.05							
J This institution does a good job of meeting the needs of its faculty	4.29	2.88	1.41	4.27	3.09	1.18	4.31	2.69	1.62				2.70	300	0.007
	0.84	1.31		0.83	1.34		0.84	1.25							
1 Faculty meet the needs of students	4.74	3.39	1.35	4.73	3.25	1.48	4.74	3.51	1.23				-1.99	280.6	0.047
	0.51	1.11		0.55	1.20		0.47	1.01							
4 Students receive an excellent education	4.84	3.51	1.33	4.82	3.55	1.27	4.87	3.48	1.39						
	0.44	1.02		0.50	1.03		0.38	1.02							
D The mission, purpose, and values of this institution are well understood by most employees	4.29	3.01	1.28	4.25	2.91	1.34	4.32	3.10	1.22						
	0.71	1.10		0.77	1.13		0.64	1.06							
5 Students are well prepared for their careers	4.73	3.47	1.26	4.77	3.52	1.25	4.70	3.43	1.27						
	0.51	0.99		0.53	1.04		0.49	0.93							
9 Diversity is respected and valued throughout the campus	4.57	3.36	1.21	4.56	3.23	1.33	4.59	3.48	1.11						
	0.68	1.19		0.75	1.29		0.61	1.08							
6 Students are well prepared to transfer/continue their education	4.73	3.54	1.19	4.73	3.61	1.12	4.73	3.48	1.25						
	0.51	1.00		0.54	0.97		0.48	1.02							
U Administrators take pride in their work	4.50	3.31	1.19	4.51	3.17	1.34	4.49	3.43	1.06				-2.00	306	0.047
	0.68	1.16		0.72	1.20		0.64	1.11							
E Most employees are generally supportive of the mission, purpose, and values of this institution	4.36	3.25	1.11	4.34	3.11	1.23	4.39	3.39	1.00				-2.38	306	0.018
	0.69	1.05		0.74	1.07		0.63	1.01							
2 Non-faculty employees meet the needs of students	4.68	3.63	1.05	4.65	3.52	1.13	4.70	3.74	0.96				-2.18	288.85	0.030
	0.53	0.88		0.57	0.94		0.49	0.81							
S Faculty take pride in their work	4.56	3.51	1.05	4.58	3.52	1.06	4.55	3.51	1.04						
	0.61	1.72		0.63	1.18		0.59	1.17							
T Staff take pride in their work	4.53	3.65	0.88	4.55	3.59	0.96	4.52	3.70	0.82						
	0.61	1.06		0.67	1.06		0.56	1.07							
L This institution does a good job of meeting the needs of administrators	4.08	3.25	0.83	4.07	3.30	0.77	4.10	3.21	0.89						
	0.49	1.07		0.80	1.09		0.78	1.05							

¹For each item the mean (above) and standard deviation (below) are reported by the identified positions.

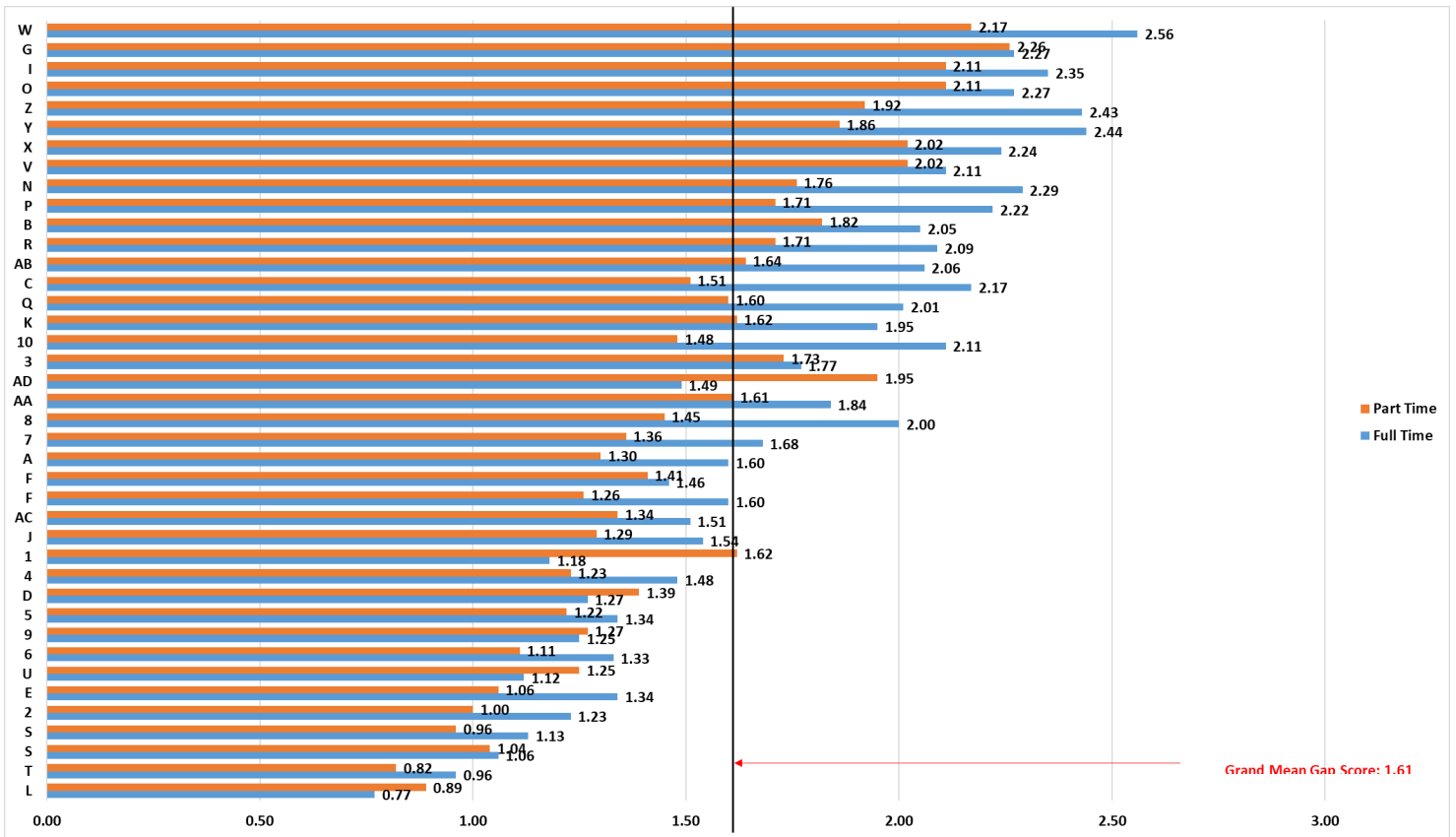
²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.

³For each position, values reported in orange had gap scores greater than or equal to the overall average gap score (1.31). Items in Bold Orange indicate that at least one group did not exceed the average gap score.

⁴An Independent samples t-test was conducted to determine if there were statistically significant differences in the ratings of importance and satisfaction between Full and Part Time Employees. Where statistically significant differences were found, the t-value, degrees of freedom, and level of significance are reported.

- Campus Culture & Policy gap scores by Full and Part Time Status are presented in Figure CP5. The figure presents all forty Campus Culture & Policy items and highlights the overall gap grand mean score (1.61).
- Full Time Employees are reported in the lower (blue) bars; Part Time Employees are reported in the upper (orange) bars.
- For the majority of items (thirty-five of the forty items), Full-time employees had greater gap scores than their Part-time counterparts. The five items where Part-time employees had greater gap scores were:
 - (10) “This institution does a good job of meeting the needs of its part-time faculty and tutors”
 - (J) “This institution does a good job of meeting the needs of its faculty”
 - (4) “Students receive an excellent education”
 - (5) “Students are well prepared for their careers”
 - (6) “Students are well prepared to transfer/continue their education”

Figure CP5: Campus Culture & Policies Item Gap Scores by Full / Part-time Status



Campus Culture and Policies Gap Scores by Faculty and Full Time / Part Time Status

- Overall Mean Importance and Mean Satisfaction (along with the standard deviations) and Gap scores for Campus Culture & Policies items by Faculty only are presented in Table CP5 below. The table also presents the scores by Full and Part Time Faculty Status. Gap scores are calculated by subtracting the Mean Satisfaction Score from the Mean Importance Score. Items are ranked by their Overall gap scores—largest gap to smallest.
- A grand mean gap score was calculated (1.60) and all items that fell at or above the mean gap score were highlighted in **red**. For Faculty, eighteen of the forty Campus Culture & Policy items were at or above the grand mean gap score.
- The Table also presents mean Importance and Satisfaction scores (along with gap scores) broken down by Full / Part-time Faculty Status. Items highlighted in **orange** had gap scores in excess of the overall average gap score. Items highlighted in **bold orange** indicate that at least one group did not exceed the overall average gap score.
- Finally, the table presents the results of Independent Samples t-tests based on status. The table reports statistically significant differences between full and part time faculty status at the $p \leq .05$ level.
- Based on Full/Part-time faculty status, there was generally agreement with regard to the importance of the Campus Culture & Policies items. Three items revealed statistically significant differences. In all eight cases, part-time faculty rated items less important than their full-time faculty counterparts.
 - (A) “This institution promotes excellent employee-student relationships”
Part-time Faculty (M=4.55, s.d.=0.56) Full-time Faculty (M=4.76, s.d.=0.48)
 $t(98.72)=2.21, p \leq .029$.
 - (5) “Students are well prepared for their careers”
Part-time Faculty (M=4.67, s.d.=0.48) Full-time Faculty (M=4.84, s.d.=0.40)
 $t(108.27)=2.01, p \leq .047$.
 - (S) “Faculty take pride in their work”
Part-time Faculty (M=4.62, s.d.=0.60) Full-time Faculty (M=4.82, s.d.=0.39)
 $t(115.73)=2.22, p \leq .028$.
- There was less agreement among the full and part time faculty with regard to their satisfaction ratings. Sixteen of the forty Campus Culture & Policy items were found to have statistically significant differences between full and part time faculty satisfaction ratings. In all but one case where statistically significant differences were found, Part-time Faculty reported higher rates of satisfaction than their Full-time Faculty counterparts did. The one item where Full-time faculty reported a statistically significant higher level of satisfaction than their Part-time faculty counterparts was:
 - (5) “Students are well prepared for their careers”
Part-time Faculty (M=3.56, s.d.=0.92) Full-time Faculty (M=4.92, s.d.=0.96)
 $t(119)=2.04, p \leq .043$.

Table CP5: Campus Culture & Policies Gap Scores by Faculty and Full / Part-time Status

Item	Overall			Full Time ³			Part Time ³			Importance			Satisfaction		
	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	t	d.f.	p≤	t	d.f.	p≤
G This institution involves its employees in planning for the future	4.56	2.21	2.35	4.63	1.83	2.80	4.52	2.41	2.11				-2.64	118	0.009
H This institution plans carefully	4.58	2.27	2.31	4.67	1.81	2.86	4.53	2.53	2.00				-3.24	119	0.002
Z Employee suggestions are used to improve our institution	4.48	2.19	2.29	4.49	1.88	2.61	4.47	2.36	2.11				-2.12	117	0.037
I The leadership of this institution has a clear sense of purpose	4.58	2.32	2.26	4.69	1.73	2.96	4.52	2.65	1.87				-3.83	119	0.000
W The reputation of this institution continues to improve	4.56	2.34	2.22	4.61	1.90	2.71	4.53	2.59	1.94				-2.86	119	0.005
Q There is good communication between faculty and administration at this institution	4.66	2.45	2.21	4.73	1.84	2.89	4.62	2.77	1.85				-4.03	121	0.000
J This institution does a good job of meeting the needs of its faculty	4.63	2.45	2.18	4.59	2.36	2.23	4.66	2.50	2.16						
Y Efforts to improve quality are paying off at this institution	4.51	2.34	2.17	4.57	2.22	2.35	4.47	2.41	2.06						
10 The institution does a good job of meeting the needs of its part-time faculty and tutors.	4.60	2.45	2.15	4.48	2.63	1.85	4.67	2.35	2.32						
M This institution makes sufficient budgetary resources available to achieve important objectives	4.54	2.41	2.13	4.41	2.20	2.21	4.62	2.51	2.11						
O There are effective lines of communication between departments	4.50	2.45	2.05	4.55	2.16	2.39	4.47	2.60	1.87						
X This institution is well respected in the community	4.68	2.64	2.04	4.71	2.26	2.45	4.65	2.85	1.80				-2.51	119	0.014
V There is a spirit of teamwork and cooperation at this institution	4.58	2.64	1.94	4.61	2.20	2.41	4.56	2.88	1.68				-3.00	119	0.003
P Administrators share information regularly with faculty and staff	4.58	2.66	1.92	4.56	2.09	2.47	4.59	2.97	1.62				-3.59	121	0.000
N This institution makes sufficient staff resources available to achieve important objectives	4.49	2.63	1.86	4.46	2.48	1.98	4.50	2.71	1.79						
R There is good communication between staff and administration at this institution	4.56	2.70	1.86	4.57	2.15	2.42	4.56	3.00	1.56				-3.85	121	0.000
K This institution does a good job of meeting the needs of its staff	4.48	2.68	1.80	4.51	2.57	1.94	4.47	2.74	1.73						
AD This institution has written procedures that clearly define who is responsible for each operation and service	4.34	2.72	1.62	4.35	2.38	1.97	4.33	2.91	1.42				-2.51	119	0.014

¹For each item the mean (above) and standard deviation (below) are reported by the identified positions.

²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.

³For each position, values reported in orange had gap scores greater than or equal to the overall average gap score (1.38). Items in **Bold Orange** indicate that at least one group did not exceed the average gap score.

⁴An Independent samples t-test was conducted to determine if there were statistically significant differences in the ratings of importance and satisfaction between Full and Part Time Faculty. Where statistically significant differences were found, the t-value, degrees of freedom, and level of significance are reported.

Table CP5: Campus Culture & Policies Gap Scores by Faculty and Full / Part-time Status (Continued)

Item	Overall			Full Time ³			Part Time ³			Importance			Satisfaction		
	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	t	d.f.	p≤	t	d.f.	p≤
B This institution treats students as its top priority	4.76	3.18	1.58	4.81	2.92	1.89	4.73	3.31	1.42						
	0.55	1.08		0.53	1.10		0.57	1.04							
AB This institution consistently follows clear processes for orienting and training new employees	4.44	2.87	1.57	4.33	2.57	1.76	4.50	3.03	1.47				-2.06	118	0.041
	0.67	1.17		0.69	1.16		0.66	1.16							
8 The college is well-known in outlying communities within the district	4.48	3.04	1.44	4.47	2.67	1.80	4.48	3.24	1.24				-2.59	118.00	0.011
	0.66	1.16		0.74	1.20		0.61	1.09							
3 Students have access to classes at the times they want to take them	4.49	3.06	1.43	4.40	3.16	1.24	4.55	3.00	1.55						
	0.58	1.15		0.69	1.08		0.50	1.20							
AA This institution consistently follows clear processes for selecting new employees	4.42	3.00	1.42	4.33	2.72	1.61	4.47	3.15	1.32						
	0.64	1.11		0.68	1.23		0.61	1.01							
AC This institution consistently follows clear processes for recognizing employee achievements	4.20	2.82	1.38	4.07	2.70	1.37	4.27	2.88	1.39						
	0.80	1.13		0.86	1.13		0.76	1.14							
F The goals and objectives of this institution are consistent with its mission and values	4.27	2.93	1.34	4.33	2.58	1.75	4.24	3.12	1.12				-2.34	72.46	0.022
	0.73	1.16		0.85	1.27		0.66	1.06							
7 Students are satisfied with their overall experience at MHCC	4.70	3.38	1.32	4.82	3.39	1.43	4.64	3.38	1.26						
	0.55	0.97		0.42	1.12		0.60	0.88							
U Administrators take pride in their work	4.57	3.29	1.28	4.64	3.02	1.62	4.53	3.43	1.10						
	0.70	1.20		0.70	1.25		0.70	1.16							
2 Non-faculty employees meet the needs of students	4.55	3.43	1.12	4.65	3.51	1.14	4.50	3.39	1.11						
	0.57	1.00		0.53	0.97		0.58	1.01							
A This institution promotes excellent employee-student relationships	4.62	3.46	1.16	4.76	3.23	1.53	4.55	3.59	0.96	2.21	98.72	0.029	-2.07	119	0.041
	0.54	0.93		0.48	1.09		0.56	0.81							
D The mission, purpose, and values of this institution are well understood by most employees	4.24	3.13	1.11	4.17	2.90	1.27	4.27	3.26	1.01						
	0.77	1.18		0.86	1.30		0.71	1.10							
5 Students are well prepared for their careers	4.73	3.69	1.04	4.84	3.92	0.92	4.67	3.56	1.11	2.01	108.27	0.047	2.04	119.00	0.043
	0.50	0.95		0.40	0.96		0.54	0.92							
6 Students are well prepared to transfer/continue their education	4.77	3.74	1.03	4.81	3.97	0.84	4.75	3.62	1.13						
	0.48	1.04		0.43	0.91		0.50	1.09							
9 Diversity is respected and valued throughout the campus	4.56	3.56	1.00	4.57	3.41	1.16	4.56	3.65	0.91						
	0.66	0.97		0.74	1.12		0.61	0.88							
L This institution does a good job of meeting the needs of administrators	4.18	3.19	0.99	4.09	3.10	0.99	4.24	3.24	1.00						
	0.74	1.08		0.82	1.17		0.69	1.04							
1 Faculty meet the needs of students	4.73	3.79	0.94	4.80	3.94	0.86	4.70	3.71	0.99						
	0.50	0.98		4.44	0.95		0.53	0.99							
E Most employees are generally supportive of the mission, purpose, and values of this institution	4.36	3.42	0.94	4.25	3.21	1.04	4.42	3.53	0.89						
	0.73	1.04		0.84	1.09		0.66	1.04							
T Staff take pride in their work	4.62	3.68	0.94	4.67	3.79	0.88	4.59	3.63	0.96						
	0.58	1.11		0.63	1.08		0.55	1.13							
2 Non-faculty employees meet the needs of students	4.62	3.72	0.90	4.66	3.68	0.98	4.61	3.74	0.87						
	0.56	0.82		0.59	0.90		0.55	0.78							
S Faculty take pride in their work	4.69	3.79	0.90	4.82	3.99	0.83	4.62	3.68	0.94	2.22	115.73	0.028			
	0.54	1.18		0.39	1.15		0.60	1.19							

¹For each item the mean (above) and standard deviation (below) are reported by the identified positions.

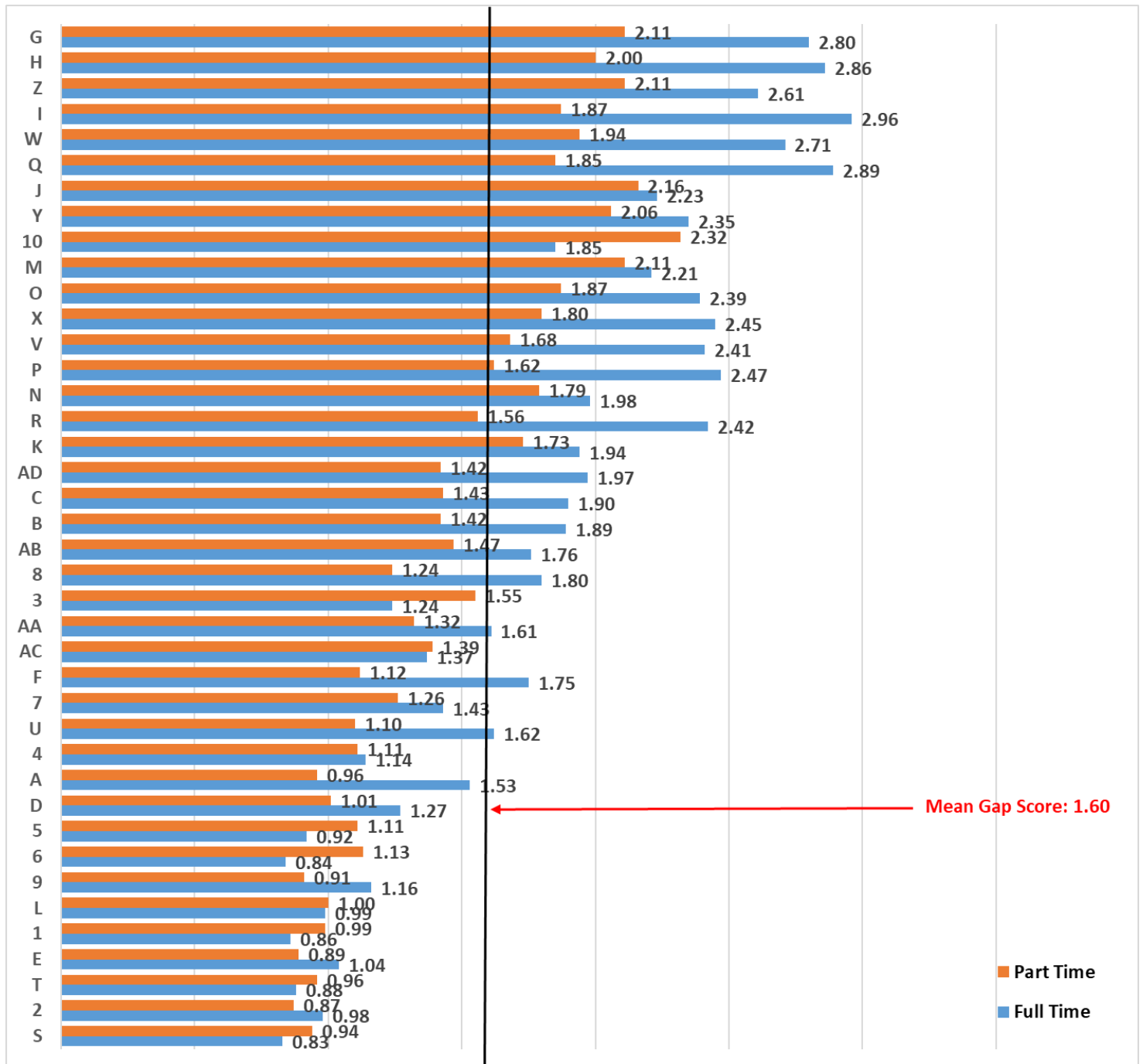
²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.

³For each position, values reported in orange had gap scores greater than or equal to the overall average gap score (1.38). Items in Bold Orange indicate that at least one group did not exceed the average gap score.

⁴An Independent samples t-test was conducted to determine if there were statistically significant differences in the ratings of importance and satisfaction between Full and Part Time Faculty. Where statistically significant differences were found, the t-value, degrees of freedom, and level of significance are reported.

- Campus Culture & Policy gap scores by Faculty and Full / Part-time Status are presented in Figure CP5. The figure presents all forty Campus Culture & Policy items and highlights the overall gap grand mean score (1.60).
- Full Time Employees are reported in the lower (blue) bars; Part Time Employees are reported in the upper (orange) bars.
- For the majority of items (thirty-one of the forty items), full-time faculty had greater gap scores than their part-time faculty counterparts. The nine items where part-time faculty had greater gap scores were:
 - (10) “This institution does a good job of meeting the needs of its part-time faculty and tutors”
 - (3) “Students have access to classes at the times they want to take them”
 - (AC) “This institution consistently follows clear processes for recognizing employee achievements”
 - (5) “Students are well prepared for their careers”
 - (6) “Students are well prepared to transfer/continue their education”
 - (L) “This institution does a good job of meeting the needs of administrators”
 - (1) “Faculty meet the needs of students”
 - (T) “Staff take pride in their work”
 - (S) “Faculty take pride in their work”

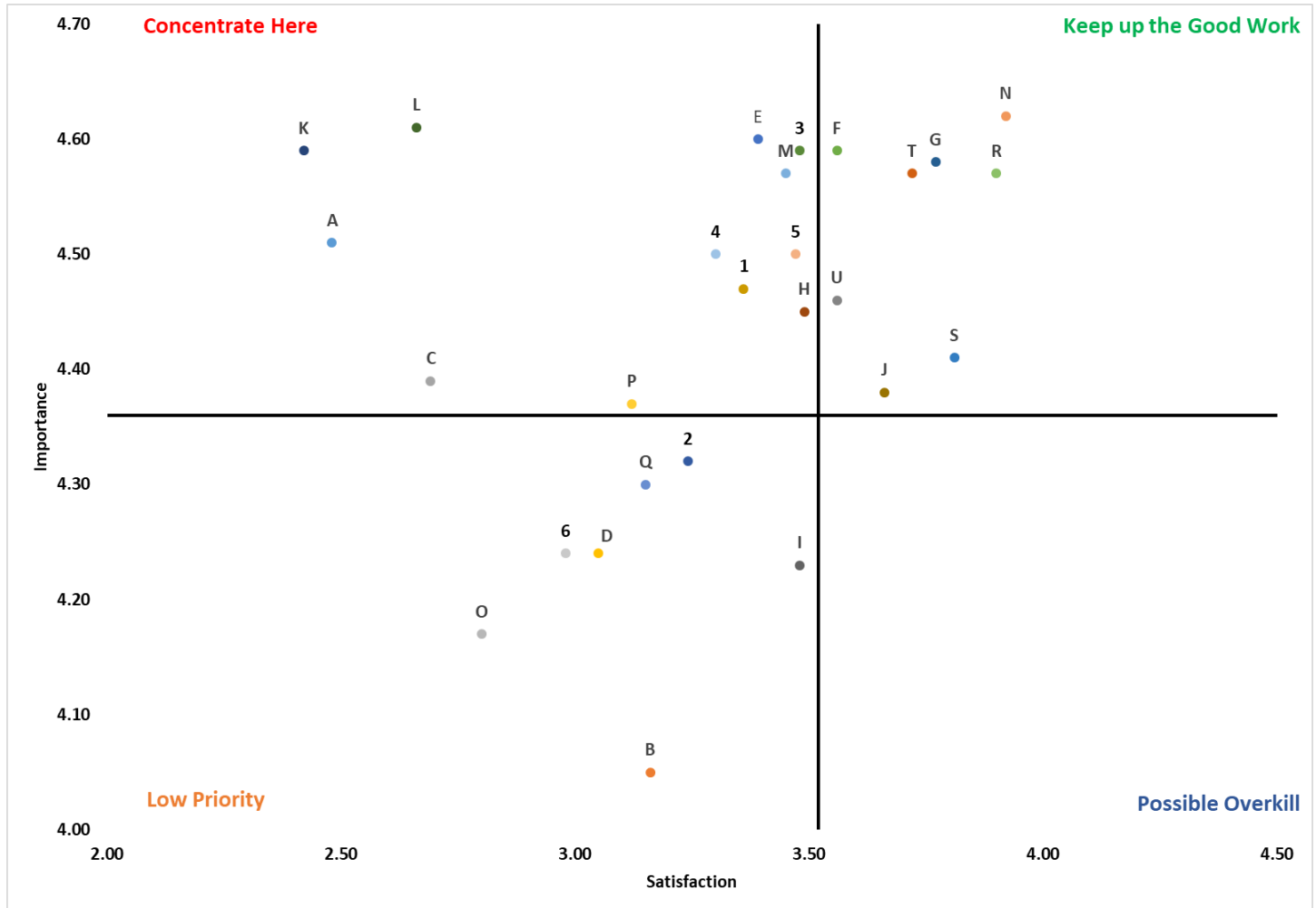
Figure CP5: Bar Chart of Campus Culture & Policies Gap Scores by Faculty and Full / Part-time Status



Work Environment – Importance/Satisfaction

- Results of the Importance / Satisfaction Plot for items in the Work Environment section are presented in Figure WE1. The items are listed at the bottom of the page and are color coded based on the quadrant they fell into.
- **Keep Up The Good Work** (High Importance/High Satisfaction): Eight items fell into the Keep Up The Good Work Quadrant.
 - (F) My job responsibilities are communicated clearly to me”
 - (G) “My supervisor pays attention to what I have to say”
 - (J) “My department meets as a team to plan and coordinate work’
 - (N) “The employee benefits available to me are valuable”
 - (R) “The type of work I do on most days is personally rewarding”
 - (S) “The work I do is appreciated by my supervisor”
 - (T) “The work I do is valuable to the institution”
 - (U) “I am proud to work at this institution”
- **Concentrate Here** (High Importance/Low Satisfaction): Twelve items fell into the Concentrate Here Quadrant.
 - (A) “It is easy for me to get information at this institution”
 - (C) “I am empowered to resolve problems quickly”
 - (H) “My supervisor helps me improve my job performance”
 - (K) “My department has the budget needed to do its job well”
 - (L) “My department has the staff needed to do its job well”
 - (M) “I am paid fairly for the work I do”
 - (P) “I have adequate opportunities for training to improve my skills”
 - (1) “Employee's demographic characteristics (e.g. race/ethnicity, gender etc.) do not impact how they are viewed at MHCC”
 - (3) “Employees feel safe on MHCC's Gresham campus”
 - (4) “Employees feel safe on MHCC's Maywood campus”
 - (5) “Employees feel safe at MHCC's Bruning Center”
- **Low Priority** (Low Importance / Low Satisfaction): Seven Items fell into the Low Priority Quadrant:
 - (B) “I learn about important campus events in a timely manner”
 - (D) I am comfortable answering student questions about institutional policies and procedures”
 - (I) “My department or work unit has written, up-to-date objectives”
 - (O) “I have adequate opportunities for advancement”
 - (Q) “I have adequate opportunities for professional development”
 - (2) “Workgroups (e.g. councils, task forces, committees, etc.) include members with diverse values backgrounds and beliefs”
 - (6) “Employees are connected to the MHCC community”
- **Possible Overkill** (Low Importance / High Satisfaction): No items fell into the Possible Overkill Quadrant.

Figure WE1: Importance Satisfaction Plot of Work Environment Items



- A** It is easy for me to get information at this institution
- B** I learn about important campus events in a timely manner
- C** I am empowered to resolve problems quickly
- D** I am comfortable answering student questions about institutional policies and procedures
- E** I have the information I need to do my job well
- F** My job responsibilities are communicated clearly to me
- G** My supervisor pays attention to what I have to say
- H** My supervisor helps me improve my job performance
- I** My department or work unit has written, up-to-date objectives
- J** My department meets as a team to plan and coordinate work
- K** My department has the budget needed to do its job well
- L** My department has the staff needed to do its job well
- M** I am paid fairly for the work I do
- N** The employee benefits available to me are valuable
- O** I have adequate opportunities for advancement
- P** I have adequate opportunities for training to improve my skills
- Q** I have adequate opportunities for professional development
- R** The type of work I do on most days is personally rewarding
- S** The work I do is appreciated by my supervisor
- T** The work I do is valuable to the institution
- U** I am proud to work at this institution
- 1** Employees demographic characteristics do not impact how they are viewed at MHCC
- 2** Workgroups include members with diverse values backgrounds and beliefs
- 3** Employees feel safe on MHCC's Gresham Campus
- 4** Employees feel safe on MHCC's Maywood Campus
- 5** Employees feel safe at MHCC's Bruning Center
- 6** Employees are connected to the MHCC community

Work Environment – Gap Analysis

- Overall Mean Importance and Mean Satisfaction (along with the standard deviations) and Gap scores for Work Environment items are presented in Table WE1. Gap scores are calculated by subtracting the Mean Satisfaction Score from the Mean Importance Score. Items are ranked by their Overall gap scores—largest gap to smallest.
- A mean of the gap scores was calculated (1.13) and all items that fell at or above the mean gap score were highlighted in red. Eleven of the twenty-seven Work Environment items were at or above the mean gap score.
- Four items that fell into the “Concentrate Here” quadrant in the Importance Satisfaction Plot Analysis fell below the mean gap score. Items M, 3, and 1 had gap scores extremely close to the mean gap score (1.12, 1.11, and 1.11 respectively). Item H was much further below the mean gap score with a score of 0.99.

Table WE1: Work Environment Gap Scores

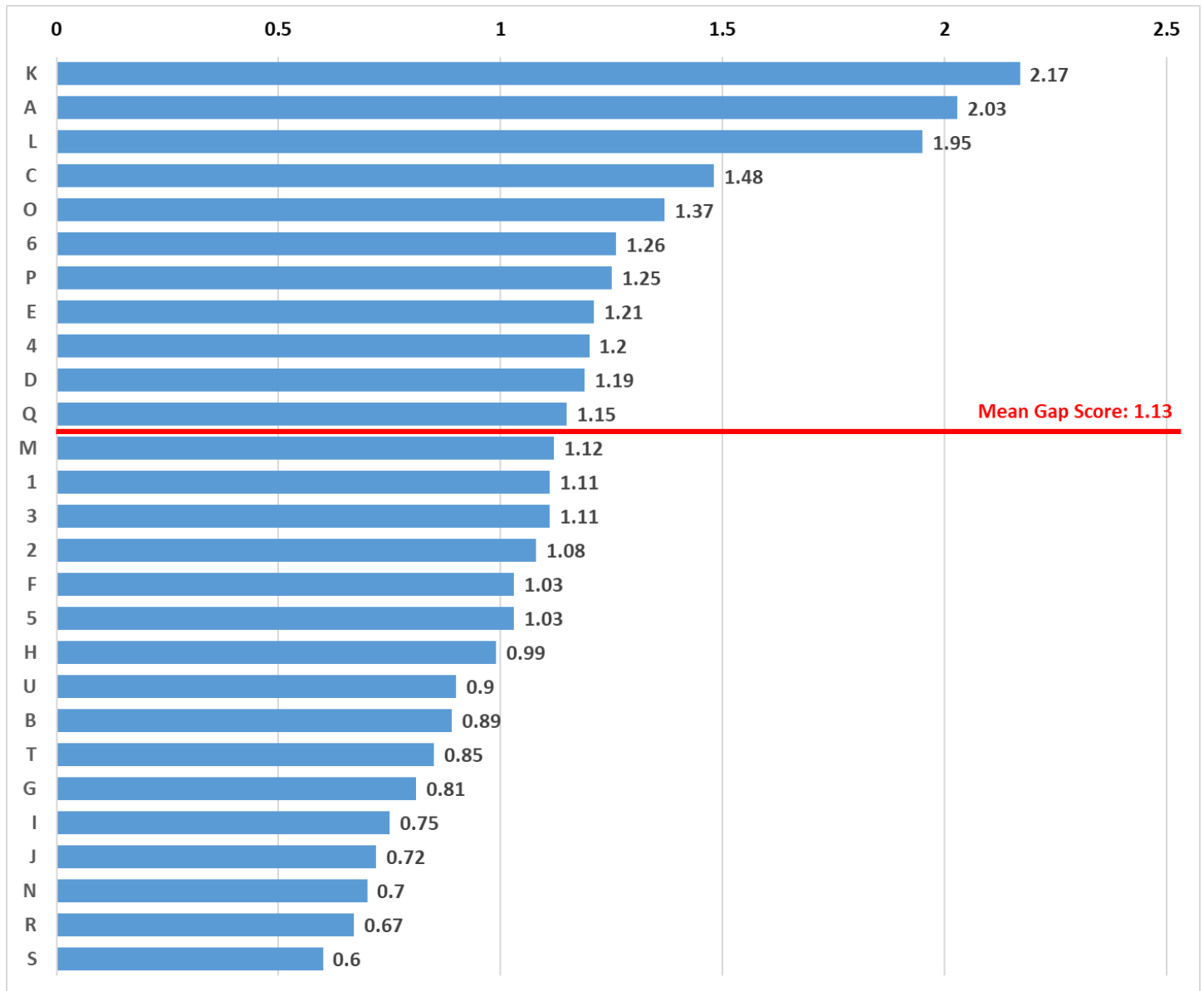
Item	Overall		
	Imp ¹	Sat ¹	Gap ²
K My department has the budget needed to do its job well	4.59	2.42	2.17
A It is easy for me to get information at this institution	4.51	2.48	2.03
L My department has the staff needed to do its job well	4.61	2.66	1.95
C I am empowered to resolve problems quickly	4.39	2.91	1.48
O I have adequate opportunities for advancement	4.17	2.80	1.37
6. Employees are connected to the MHCC community	4.24	2.98	1.26
P I have adequate opportunities for training to improve my skills	4.37	3.12	1.25
E I have the information I need to do my job well	4.60	3.39	1.21
4. Employees feel safe on MHCC's Maywood campus	4.50	3.30	1.20
D I am comfortable answering student questions about institutional policies and procedures	4.24	3.05	1.19
Q I have adequate opportunities for professional development	4.30	3.15	1.15
M I am paid fairly for the work I do	4.57	3.45	1.12
3. Employees feel safe on MHCC's Gresham campus	4.59	3.48	1.11
1. Employee's demographic characteristics (e.g. race/ethnicity, gender etc.) do not impact how they are	4.47	3.36	1.11
2. Workgroups (e.g. councils, task forces, committees, etc.) include members with diverse values, backgrounds, and	4.32	3.24	1.08
5. Employees feel safe at MHCC's Bruning Center	4.50	3.47	1.03
F My job responsibilities are communicated clearly to me	4.59	3.56	1.03
H My supervisor helps me improve my job performance	4.48	3.49	0.99
U I am proud to work at this institution	4.46	3.56	0.90
B I learn about important campus events in a timely manner	4.05	3.16	0.89
T The work I do is valuable to the institution	4.57	3.72	0.85
G My supervisor pays attention to what I have to say	4.58	3.77	0.81
I My department or work unit has written, up-to-date objectives	4.23	3.48	0.75
J My department meets as a team to plan and coordinate work	4.38	3.66	0.72
N The employee benefits available to me are valuable	4.62	3.92	0.70
R The type of work I do on most days is personally rewarding	4.57	3.90	0.67
S The work I do is appreciated by my supervisor	4.41	3.81	0.60

¹For each item the mean (above) and standard deviation (below) are reported by the identified positions.

²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.

- The Work Environment Gap Scores are plotted in Figure WE2. Note items M, 1, and 3 fall immediately below the mean gap score.

Figure WE2: Work Environment Gap Scores



Work Environment Gap Scores by Position

- Overall Mean Importance and Mean Satisfaction (along with the standard deviations) and Gap scores for Campus Culture & Policies items by position are presented in Table WE2 below. Gap scores are calculated by subtracting the Mean Satisfaction Score from the Mean Importance Score. Items are ranked by their Overall gap scores—largest gap to smallest. Items highlighted in orange had gap scores in excess of the overall average gap score. Items highlighted in bold orange indicate that at least one group did not exceed the overall average gap score.
- Finally, the table presents the results of Analysis of Variance (ANOVA). The table reports statistically significant differences between the positions for Importance and Satisfaction. Where statistically significant differences were found, Tukey’s HSD (Honestly Significant Difference) post hoc test was conducted to determine where the differences were. Where a statistically significant difference was reported and Tukey’s HSD is blank, the test could not determine where the differences were.
- Interestingly, there was a great deal of difference in the importance ratings based on employee group. Fifteen of the twenty-seven items were found to have statistically significant differences based on employee group. In all cases, it appears Administrators identified the items as less important than Faculty or Staff (or both):
 - (K) “My department has the budget needed to do its job well” $F(2, 302)=3.85, p<.022$
 - (L) “My department has the staff needed to do its job well” $F(2, 299)=4.62, p<.011$
 - (O) “I have adequate opportunities for advancement” $F(2, 300)=8.77, p<.000$
 - (P) “I have adequate opportunities for training to improve my skills” $F(2, 301)=4.55, p<.011$
 - (4) “Employees feel safe on MHCC’s Maywood campus” $F(2, 257)=4.54, p<.012$
 - (Q) “I have adequate opportunities for professional development” $F(2, 299)=3.68, p<.026$
 - (M) “I am paid fairly for the work I do” $F(2, 302)=3.06, p<.048$
 - (3) “Employees feel safe on MHCC’s Gresham campus” $F(2, 297)=4.86, p<.008$
 - (2) “Workgroups (e.g. councils, task forces, committees, etc.) include members with diverse values, backgrounds, and beliefs” $F(2, 290)=3.78, p<.024$
 - (F) “My job responsibilities are communicated clearly to me” $F(2, 300)=4.45, p<.013$
 - (H) “My supervisor helps me improve my job performance” $F(2, 299)=4.08, p<.018$
 - (B) “I learn about important campus events in a timely manner” $F(2, 300)=3.76, p<.024$
 - (G) “My supervisor pays attention to what I have to say” $F(2, 300)=4.53, p<.012$
 - (I) “My department or work unit has written, up-to-date objectives” $F(2, 300)=3.21, p<.042$
 - (S) “The work I do is appreciated by my supervisor” $F(2, 301)=4.06, p<.018$
- There was more agreement between the positions with regard to Satisfaction. Nine of the twenty-seven items had statistically significant differences. Where Tukey’s HSD determined identified differences, generally administrators were more satisfied than faculty, staff, or both.
 - (A) “It is easy for me to get information at this institution” $F(2, 302)=5.73, p<.004$
 - (L) “My department has the staff needed to do its job well” $F(2, 301)=10.34, p<.000$
 - (C) “I am empowered to resolve problems quickly” $F(2, 300)=3.70, p<.026$

- (O) "I have adequate opportunities for advancement" $F(2, 300)=12.75, p<.000$
- (P) "I have adequate opportunities for training to improve my skills" $F(2,302)=10.74, p<.000$
- (Q) "I have adequate opportunities for professional development" $F(2, 301)=13.16, p<.000$
- (M) "I am paid fairly for the work I do" $F(2, 302)=10.84, p<.000$
- (B) "I learn about important campus events in a timely manner" $F(2,298)=3.86, p<.022$
- (R) "The type of work I do on most days is personally rewarding" $F(2, 302)=5.84, p<.003$

Table WE2: Work Environment Mean Importance, Mean Satisfaction, and Gap Scores Overall and by Position

Item	Overall			Faculty ³			Staff ²			Administrators ³			Importance F, Sig. ⁴	Post Hoc ⁵	Satisfaction	
	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²			F, Sig. ⁴	Post Hoc ⁵
K My department has the budget needed to do its job well	4.59	2.42	2.17	4.55	2.45	2.10	4.63	2.37	2.26	4.27	2.73	1.54	F(2, 302)=3.85, p<.022	A<F, S		
A It is easy for me to get information at this institution	4.51	2.48	2.03	4.55	2.36	2.19	4.52	2.46	2.06	4.26	3.33	0.93			F(2, 302)=5.73, p<.004	F, S<A
L My department has the staff needed to do its job well	4.61	2.66	1.95	4.53	3.05	1.48	4.68	2.43	2.25	4.35	2.85	1.50	F(2, 299)=4.62, p<.011	A<S	F(2, 301)=10.34, p<.000	S<F
C I am empowered to resolve problems quickly	4.39	2.91	1.48	4.42	2.83	1.59	4.40	2.89	1.51	4.11	3.59	0.52			F(2, 300)=3.70, p<.026	F, S<A
O I have adequate opportunities for advancement	4.17	2.80	1.37	4.00	3.23	0.77	4.32	2.54	1.78	3.56	3.31	0.25	F(2, 300)=8.77, p<.000	A<S	F(2, 300)=12.75, p<.000	S<F, A
6. Employees are connected to the MHCC community	4.24	2.98	1.26	4.25	2.94	1.31	4.25	2.99	1.26	4.00	3.08	0.92				
P I have adequate opportunities for training to improve my skills	4.37	3.12	1.25	4.36	3.55	0.81	4.42	2.87	1.55	3.88	3.35	0.53	F(2, 301)=4.55, p<.011	A<F, S	F(2,302)=10.74, p<.000	S<F
E I have the information I need to do my job well	4.60	3.39	1.21	4.57	3.40	1.17	4.62	3.37	1.25	4.56	3.44	1.12				
4. Employees feel safe on MHCC's Maywood campus	4.50	3.30	1.20	4.49	3.48	1.01	4.55	3.18	1.37	4.00	3.64	0.36	F(2, 257)=4.54, p<.012	A<F, S		
D I am comfortable answering student questions about institutional policies and procedures	4.24	3.05	1.19	4.25	2.99	1.26	4.26	3.06	1.20	4.07	3.33	0.74				
Q I have adequate opportunities for professional development	4.30	3.15	1.15	4.34	3.65	0.69	4.32	2.87	1.45	3.81	3.35	0.46	F(2, 299)=3.68, p<.026	A<S, F	F(2, 301)=13.16, p<.000	S<F
M I am paid fairly for the work I do	4.57	3.45	1.12	4.57	3.84	0.73	4.59	3.18	1.41	4.23	3.96	0.27	F(2, 302)=3.06, p<.048	A<F, S	F(2, 302)=10.84, p<.000	S<F, A
3. Employees feel safe on MHCC's Gresham campus	4.59	3.48	1.11	4.55	3.57	0.98	4.65	3.39	1.26	4.23	3.92	0.31	F(2, 297)=4.86, p<.008	A<F, S		
1. Employee's demographic characteristics (e.g. race/ethnicity, gender etc.) do not impact how they are	4.47	3.36	1.11	4.51	3.55	0.96	4.48	3.28	1.20	4.19	3.04	1.15				
2. Workgroups (e.g. councils, task forces, committees, etc.) include members with diverse values, backgrounds, and	4.32	3.24	1.08	4.28	3.38	0.90	4.39	3.19	1.20	3.88	3.04	0.84	F(2, 290)=3.78, p<.024	A<F, S		
5. Employees feel safe at MHCC's Bruning Center	4.50	3.47	1.03	4.51	3.49	1.02	4.54	3.41	1.13	4.13	3.91	0.22				
F My job responsibilities are communicated clearly to me	4.59	3.56	1.03	4.57	3.70	0.87	4.64	3.49	1.15	4.22	3.48	0.74	F(2, 300)=4.45, p<.013	A<F, S		
H My supervisor helps me improve my job performance	4.48	3.49	0.99	4.47	3.54	0.93	4.49	3.45	1.04	4.00	3.63	0.37	F(2, 299)=4.08, p<.018	A<F, S		
U I am proud to work at this institution	4.46	3.56	0.90	4.53	3.47	1.06	4.45	3.59	0.86	4.19	3.81	0.38				
B I learn about important campus events in a timely manner	4.05	3.16	0.89	4.14	3.13	1.01	4.04	3.11	0.93	3.59	3.81	-0.22	F(2, 300)=3.76, p<.024	A<S, F	F(2,298)=3.86, p<.022	S, F<A
T The work I do is valuable to the institution	4.57	3.72	0.85	4.56	3.63	0.93	4.59	3.75	0.84	4.31	3.88	0.43				
G My supervisor pays attention to what I have to say	4.58	3.77	0.81	4.63	3.79	0.84	4.59	3.74	0.85	4.18	3.96	0.22	F(2, 300)=4.53, p<.012	A<S, F		
I My department or work unit has written, up-to-date objectives	4.23	3.48	0.75	4.15	3.40	0.75	4.30	3.46	0.84	3.88	4.07	-0.19	F(2, 300)=3.21, p<.042	A<S		
J My department meets as a team to plan and coordinate work	4.38	3.66	0.72	4.42	3.70	0.72	4.40	3.58	0.82	4.07	4.22	-0.15				
N The employee benefits available to me are valuable	4.62	3.92	0.70	4.60	3.81	0.79	4.66	3.94	0.72	4.38	4.42	-0.04				
R The type of work I do on most days is personally rewarding	4.57	3.90	0.67	4.65	4.19	0.46	4.55	3.75	0.80	4.31	3.92	0.39			F(2, 302)=5.84, p<.003	***
S The work I do is appreciated by my supervisor	4.41	3.81	0.60	4.34	3.83	0.51	4.48	3.77	0.71	4.08	4.08	0.00	F(2, 301)=4.06, p<.018	A<S		

¹For each item the mean (above) and standard deviation (below) are reported by the identified positions.

²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.

³For each position, values reported in orange had gap scores greater than or equal to the overall average gap score (1.02). Items in Bold Orange indicate that at least one group did not exceed the average gap score.

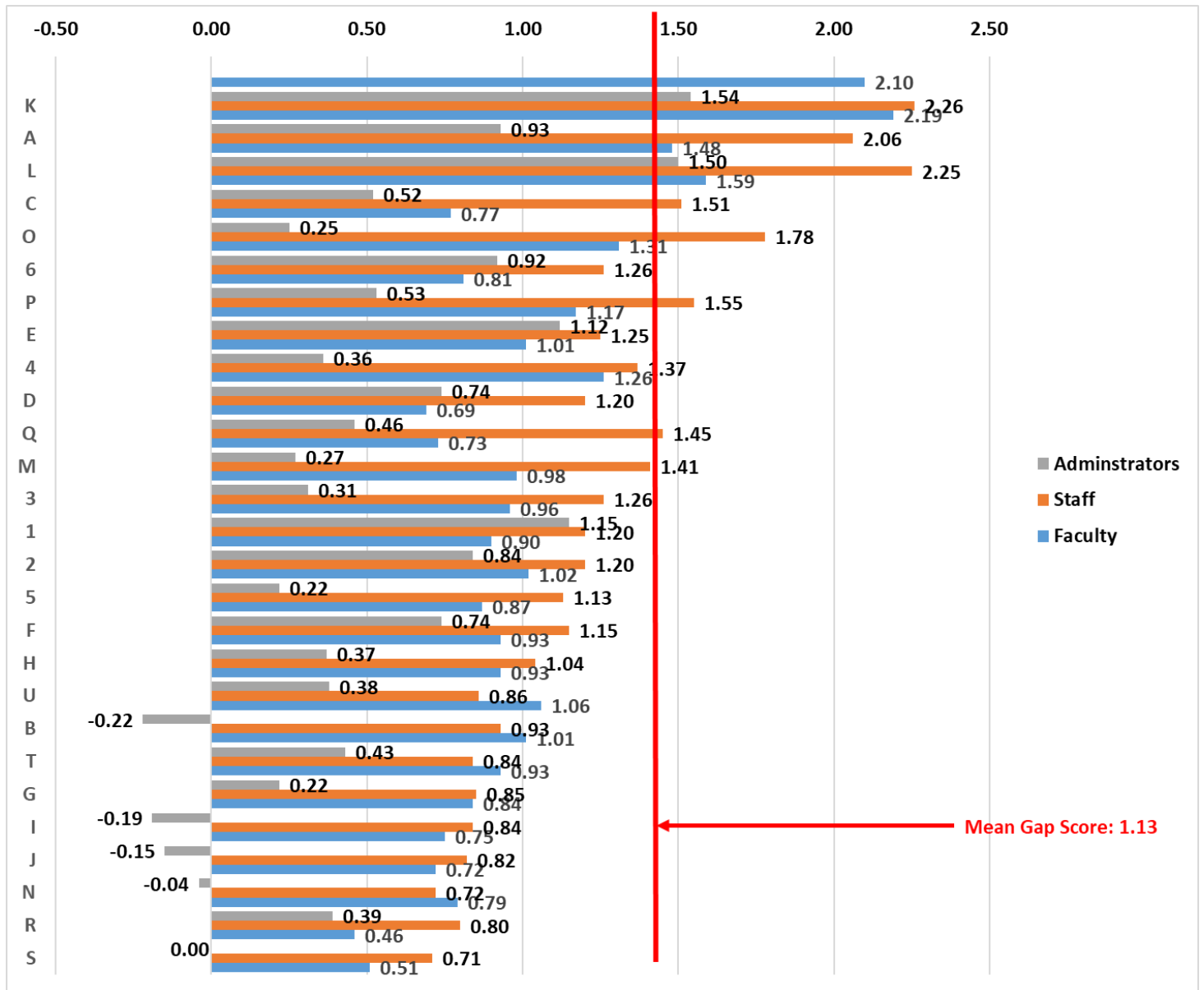
⁴Analysis of Variance was conducted to determine if there were statistically significant differences in mean scores between the positions.

⁵Tukey's HSD Post Hoc Test was calculated to determine where the differences could be found. F=Faculty, S=Staff, and A=Administration. Groups separated by commas were not significantly different at the p<.05 level; If a group is not identified the test revealed it was not significantly different from either of the identified groups.

*** Tukey's HSD could not identify where differences were between the groups.

- Work Environment gap scores by position are presented in Figure WE3. The figure presents the eight items that had overall gap scores in excess of the grand mean gap score (1.02).
- Faculty are reported in the lower (blue) bars; Staff are reported in the middle (orange) bars; Administrators are reported in the upper (gray) bars.
- Both Administrators and Faculty had far fewer items exceed the grand mean gap score. For administrators, five items had gap scores that did not exceed the grand mean. For Faculty, four items had gap scores that did not exceed the grand mean.
- Staff were most likely to indicate gaps. For every item identified (except item (6) “Employees are connected to the MHCC community” – gap score 1.01), staff had gaps in excess of the overall mean gap score (1.02).

Figure WE3: Work Environment Gap Scores for Items that Exceeded the Overall Mean Gap Score by Position



Work Environment Gap Scores by Year of Implementation

- Overall Mean Importance and Mean Satisfaction (along with the standard deviations) and Gap scores for Campus Culture & Policies items by position are presented in Table WE3 below. Gap scores are calculated by subtracting the Mean Satisfaction Score from the Mean Importance Score. Items are ranked by their Overall gap scores—largest gap to smallest. Items highlighted in orange had gap scores in excess of the overall average gap score. Items highlighted in bold orange indicate that at least one group did not exceed the overall average gap score.
- Finally, the table presents the results of Analysis of Variance (ANOVA). The table reports statistically significant differences between the positions for Importance and Satisfaction. Where statistically significant differences were found, Tukey’s HSD (Honestly Significant Difference) post hoc test was conducted to determine where the differences were. Where a statistically significant difference was reported and Tukey’s HSD is blank, the test could not determine where the differences were.
- There were no statistically significant differences between Implementation years on the importance of the Work Environment items. This speaks to the reliability of the CESS survey.
- With regard to satisfaction, fourteen of the twenty-seven items had statistically significant differences. Generally Tukey’s HSD identified the 2014 Implementation to have lower overall satisfaction scores than the other years.
 - (K) “My department has the budget needed to do its job well” $F(3, 1354)=5.41, p<.001$
 - (L) “My department has the staff needed to do its job well” $F(3, 1355)=3.72, p<.011$
 - (A) “It is easy for me to get information at this institution” $F(3, 1369)=3.40, p<.008$
 - (P) “I have adequate opportunities for training to improve my skills” $F(3, 1356)=3.23, p<.022$
 - (E) “I have the information I need to do my job well” $F(3, 1362)=2.66, p<.047$
 - (Q) “I have adequate opportunities for professional development” $F(3, 1356)=3.77, p<.010$
 - (F) “My job responsibilities are communicated clearly to me” $F(3, 1367)=3.01, p<.029$
 - (H) “My supervisor helps me improve my job performance” $F(3, 1361)=6.42, p<.000$
 - (I) “My department or work unit has written, up-to-date objectives” $F(3, 1346)=6.27, p<.000$
 - (B) “I learn about important campus events in a timely manner” $F(3, 1359)=3.30, p<.020$
 - (G) “My supervisor pays attention to what I have to say” $F(3, 1366)=4.41, p<.004$
 - (J) “My department meets as a team to plan and coordinate work” $F(3, 1359)=6.62, p<.000$
 - (U) “I am proud to work at this institution” $F(3, 1358)=4.95, p<.002$
 - (S) “The work I do is appreciated by my supervisor” $F(3, 1358)=4.92, p<.002$

Table WE3: Work Environment Mean Importance, Mean Satisfaction, and Gap Scores Overall and by Year of Implementation

Item	Overall			2020			2018			2016			2014			Importance F, Sig. ⁴	Post Hoc ⁵	Satisfaction	
	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²			F, Sig. ⁴	Post Hoc ⁵
K My department has the budget needed to do its job well	4.54	2.50	2.04	4.57	2.41	2.16	4.51	2.67	1.84	4.54	2.50	2.04	4.52	2.37	2.15			F(3, 1354)=5.41, p<.001 14, 20<18	
L My department has the staff needed to do its job well	4.56	2.70	1.86	4.59	2.70	1.89	4.55	2.78	1.77	4.58	2.77	1.81	4.54	2.51	2.03			F(3, 1355)=3.72, p<.011 14<16, 20	
A It is easy for me to get information at this institution	4.48	2.65	1.83	4.51	2.49	2.02	4.49	2.71	1.78	4.47	2.76	1.71	4.46	2.61	1.85			F(3, 1369)=3.40, p<.008 20<18, 16	
C I am empowered to resolve problems quickly	4.40	2.95	1.45	4.39	2.90	1.49	4.38	3.02	1.36	4.43	2.93	1.50	4.38	2.91	1.47				
O I have adequate opportunities for advancement	4.14	2.83	1.31	4.12	2.87	1.25	4.19	2.92	1.27	4.15	2.83	1.32	4.10	2.68	1.42				
P I have adequate opportunities for training to improve my skills	4.35	3.09	1.26	4.35	3.17	1.18	4.39	3.16	1.23	4.35	3.08	1.27	4.29	2.90	1.39			F(3, 1356)=3.23, p<.022 14<18, 20	
E I have the information I need to do my job well	4.60	3.35	1.25	4.59	3.35	1.24	4.58	3.45	1.13	4.61	3.34	1.27	4.62	3.21	1.41			F(3, 1362)=2.66, p<.047 14<18	
Q I have adequate opportunities for professional development	4.32	3.16	1.16	4.29	3.20	1.09	4.36	3.26	1.10	4.31	3.19	1.12	4.29	2.95	1.34			F(3, 1356)=3.77, p<.010 14<18, 20	
M I am paid fairly for the work I do	4.51	3.40	1.11	4.55	3.52	1.03	4.48	3.41	1.07	4.52	3.37	1.15	4.51	3.30	1.21				
F My job responsibilities are communicated clearly to me	4.55	3.48	1.07	4.58	3.55	1.03	4.52	3.47	1.05	4.57	3.57	1.00	4.53	3.32	1.21			F(3, 1367)=3.01, p<.029 14<20, 16	
D I am comfortable answering student questions about institutional policies and procedures	4.19	3.18	1.01	4.23	3.05	1.18	4.14	3.25	0.89	4.21	3.23	0.98	4.21	3.17	1.04				
H My supervisor helps me improve my job performance	4.40	3.42	0.98	4.45	3.47	0.98	4.42	3.60	0.82	4.40	3.39	1.01	4.34	3.14	1.20			F(3, 1361)=6.42, p<.000 14<20, 18	
I My department or work unit has written, up-to-date objectives	4.20	3.27	0.93	4.21	3.47	0.74	4.20	3.32	0.88	4.22	3.22	1.00	4.16	3.05	1.11			F(3, 1346)=6.27, p<.000 14<18<20	
B I learn about important campus events in a timely manner	4.06	3.16	0.90	4.04	3.17	0.87	4.03	3.29	0.74	4.09	3.05	1.04	4.08	3.11	0.97			F(3, 1359)=3.30, p<.020 16<18	
G My supervisor pays attention to what I have to say	4.56	3.66	0.90	4.57	3.73	0.84	4.56	3.81	0.75	4.57	3.60	0.97	4.55	3.46	1.09			F(3, 1366)=4.41, p<.004 14<20, 18	
J My department meets as a team to plan and coordinate work	4.33	3.45	0.88	4.38	3.67	0.71	4.36	3.49	0.87	4.30	3.42	0.88	4.28	3.21	1.07			F(3, 1359)=6.62, p<.000 14<18, 20	
T The work I do is valuable to the institution	4.53	3.73	0.80	4.56	3.70	0.86	4.49	3.74	0.75	4.53	3.72	0.81	4.53	3.77	0.76				
N The employee benefits available to me are valuable	4.55	3.81	0.74	4.61	3.93	0.68	4.51	3.80	0.71	4.58	3.80	0.78	4.51	3.70	0.81				
U I am proud to work at this institution	4.44	3.73	0.71	4.46	3.56	0.90	4.43	3.87	0.56	4.44	3.77	0.67	4.44	3.66	0.78			F(3, 1358)=4.95, p<.002 20<18	
S The work I do is appreciated by my supervisor	4.34	3.67	0.67	4.39	3.78	0.61	4.35	3.79	0.56	4.36	3.60	0.76	4.27	3.48	0.79			F(3, 1358)=4.92, p<.002 14<20, 18	
R The type of work I do on most days is personally rewarding	4.57	3.99	0.58	4.57	3.96	0.61	4.59	4.03	0.56	4.59	4.04	0.55	4.53	3.92	0.61				

¹For each item the mean (above) and standard deviation (below) are reported by the identified year.

²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.

³For each position, values reported in orange had gap scores greater than or equal to the overall average gap score (1.02). Items in Bold Orange indicate that at least one group did not exceed the average gap score.

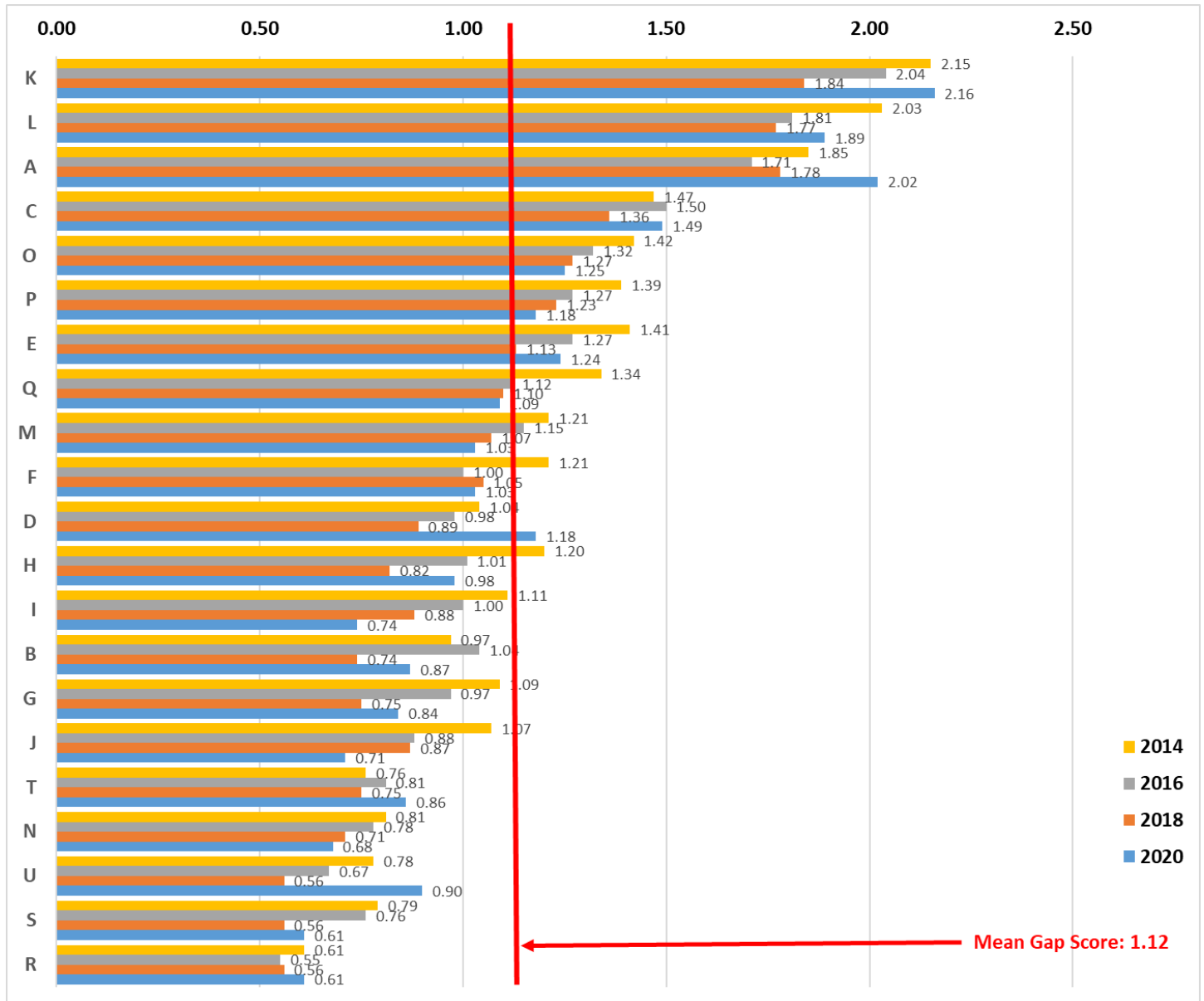
⁴Analysis of Variance was conducted to determine if there were statistically significant differences in mean scores between the positions.

⁵Tukey's HSD Post Hoc Test was calculated to determine where the differences could be found. F=Faculty, S=Staff, and A=Administration. Groups separated by commas were not significantly different at the p<.05 level; If a group is not identified the test revealed it was not significantly different from either of the identified groups.

*** Tukey's HSD could not identify where differences were between the groups.

- Work Environment gap scores by Implementation year are presented in Figure WE4. The figure presents the all items and plots the overall average gap score (1.12).
- The 2014 Implementation year had the most items – eleven – that exceeded the mean gap score. The 2020 Implementation had the second highest number of items – eight – that exceeded the mean gap score:
 - (K) “My department has the budget needed to do its job well”
(2014 Gap Score = 2.15 / 2020 Gap Score = 2.16)
 - (L) “My department has the staff needed to do its job well”
(2014 Gap Score = 1.85 / 2020 Gap Score = 1.89)
 - (A) “It is easy for me to get information at this institution”
(2014 Gap Score = 2.03 / 2020 Gap Score = 2.02)
 - (O) “I have adequate opportunities for advancement”
(2014 Gap Score = 1.42 / 2020 Gap Score = 1.25)
 - (P) “I have adequate opportunities for training to improve my skills”
(2014 Gap Score = 1.39 / 2020 Gap Score = 1.18)
 - (E) “I have the information I need to do my job well”
(2014 Gap Score = 1.41 / 2020 Gap Score = 1.24)
 - (Q) “I have adequate opportunities for professional development”
(2014 Gap Score = 1.34)
 - (M) “I am paid fairly for the work I do”
(2014 Gap Score = 1.21)
 - (F) “My job responsibilities are communicated clearly to me”
(2014 Gap Score = 1.21)
 - (D) “I am comfortable answering student questions about institutional policies and procedures”
(2020 Gap Score = 1.18)
 - (H) “My supervisor helps me improve my job performance”
(2014 Gap Score = 1.20)

Figure WE4: Work Environment Gap Scores for Items that Exceeded the Overall Mean Gap Score by Year of Implementation



Work Environment Gap Scores by Full Time / Part Time Status

- Overall Mean Importance and Mean Satisfaction (along with the standard deviations) and Gap scores for Work Environment items are presented in Table WE4 below. The table presents overall ratings and gap scores and ratings by Full and Part-time Status. Gap scores are calculated by subtracting the Mean Satisfaction Score from the Mean Importance Score. A grand mean gap score was calculated (1.16) and items with gap scores at or above the overall mean gap score are highlighted in red. For Full / Part-time status, items highlighted in orange had gap scores in excess of the overall average gap score. Items highlighted in bold orange indicate that at least one group did not exceed the overall average gap score. Items are ranked by their Overall gap scores—largest gap to smallest. Finally, the table presents the results of Independent Samples t-tests based on status. The table reports statistically significant differences between full and part time status.
- Based on Full / Part-time Employee status, there was a great deal of agreement with regard to the importance of the Work Environment items. Only two of the twenty-seven items revealed statistically significant differences. In both cases, part-time employees rated the items more important than their full-time counterparts did.
 - (O) “I have adequate opportunities for advancement”
(FT M=4.09 / PT M=4.31, $t(306)=-2.13$, $p \leq .034$)
 - (D) “I am comfortable answering student questions about institutional policies and procedures”
(FT M=4.20 / PT M=4.37, $t(303)=-2.07$, $p \leq .039$)
- There was less agreement among the full and part time employees with regard to their satisfaction ratings. Nine of the twenty-seven items were found to have statistically significant differences between full and part timers. In all cases, full-time employees were more satisfied than part-time employees.
 - (A) “It is easy for me to get information at this institution”
(FT M=2.43 / PT M=2.77, $t(307)=-2.06$, $p \leq .010$)
 - (O) “I have adequate opportunities for advancement”
(FT M=3.01 / PT M=2.34, $t(306)=4.80$, $p \leq .000$)
 - (P) “I have adequate opportunities for training to improve my skills”
(FT M=3.28 / PT M=2.77, $t(307)=3.62$, $p \leq .000$)
 - (M) “I am paid fairly for the work I do”
(FT M=3.69 / PT M=2.84, $t(307)=6.01$, $p \leq .000$)
 - (N) “The employee benefits available to me are valuable”
(FT M=4.31 / PT M=2.37, $t(296.53)=15.75$, $p \leq .000$)
 - (Q) “I have adequate opportunities for professional development”
(FT M=3.32 / PT M=2.77, $t(306)=3.85$, $p \leq .000$)
 - (1) “Employee's demographic characteristics (e.g. race/ethnicity, gender etc.) do not impact how they are viewed at MHCC”
(FT M=3.32 / PT M=2.77, $t(273.42)=-2.01$, $p \leq .045$)

- (J) “My department meets as a team to plan and coordinate work”
(FT M=3.32 / PT M=2.77, $t(306.31)=4.19$, $p \leq .000$)
- (I) “My department or work unit has written, up-to-date objectives”
(FT M=3.55 / PT M=3.24, $t(307)=2.18$, $p \leq .030$)

Table WE4: Work Environment Gap Scores by Full/Part Time Status

Item	Overall			Full Time ³			Part Time ³			Importance			Satisfaction		
	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	t	d.f.	p≤	t	d.f.	p≤
K My department has the budget needed to do its job well	4.60	2.41	2.19	4.56	2.44	2.12	4.63	2.38	2.25						
A It is easy for me to get information at this institution	4.51	2.61	1.90	4.49	2.43	2.06	4.53	2.77	1.76				-2.60	307	0.010
L My department has the staff needed to do its job well	4.60	2.77	1.83	4.60	2.67	1.93	4.60	2.85	1.75						
O I have adequate opportunities for advancement	4.20	2.65	1.55	4.09	3.01	1.08	4.31	2.34	1.97	-2.13	306	0.034	4.80	306	0.000
C I am empowered to resolve problems quickly	4.37	2.96	1.41	4.40	2.88	1.52	4.34	3.06	1.28						
D I am comfortable answering student questions about institutional policies and procedures	4.29	2.97	1.32	4.20	3.10	1.10	4.37	2.85	1.52	-2.07	303	0.039			
P I have adequate opportunities for training to improve my skills	4.31	3.01	1.30	4.38	3.28	1.10	4.26	2.77	1.49				3.62	307	0.000
M I am paid fairly for the work I do	4.53	3.24	1.29	4.56	3.69	0.87	4.50	2.84	1.66				6.01	307	0.000
N The employee benefits available to me are valuable	4.57	3.29	1.28	4.64	4.31	0.33	4.50	2.37	2.13				15.75	296.53	0.000
6. Employees are connected to the MHCC community	4.23	3.01	1.22	4.22	2.96	1.26	4.25	3.07	1.18						
Q I have adequate opportunities for professional development	4.24	3.03	1.21	4.32	3.32	1.00	4.17	2.77	1.40				3.85	306	0.000
E I have the information I need to do my job well	4.57	3.41	1.16	4.61	3.36	1.25	4.53	3.45	1.08						
	0.59	1.15		0.56	1.11		0.62	1.19							

¹For each item the mean (above) and standard deviation (below) are reported by the identified status.

²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.

³For each status, values reported in orange had gap scores greater than or equal to the overall average gap score (1.68). Items in **Bold Orange** indicate that at one group did not exceed the average gap score.

⁴An Independent samples t-test was conducted to determine if there were statistically significant differences in the ratings of importance and satisfaction between Full and Part Time Employees.

Table WE4: Work Environment Gap Scores by Full/Part Time Status (Continued)

Item	Overall			Full Time ³			Part Time ³			Importance			Satisfaction		
	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	t	d.f.	p≤	t	d.f.	p≤
2. Workgroups (e.g. councils, task forces, committees, etc.) include members with diverse values, backgrounds, and	4.31	3.20	1.11	4.30	3.28	1.02	4.32	3.14	1.18						
	0.74	1.07		0.81	1.14		0.66	0.99							
4. Employees feel safe on MHCC's Maywood campus	4.48	3.38	1.10	4.48	3.29	1.19	4.47	3.48	0.99						
	0.70	1.00		0.71	1.09		0.68	0.88							
1. Employee's demographic characteristics (e.g. race/ethnicity, gender etc.) do not impact how they are	4.47	3.44	1.03	4.46	3.30	1.16	4.49	3.56	0.93				-2.01	273.42	0.045
	0.68	1.09		0.77	1.21		0.60	0.97							
3. Employees feel safe on MHCC's Gresham campus	4.55	3.52	1.03	4.58	3.48	1.10	4.53	3.56	0.97						
	0.56	0.98		0.59	1.08		0.53	0.87							
F My job responsibilities are communicated clearly to me	4.58	3.56	1.02	4.57	3.56	1.01	4.58	3.56	1.02						
	0.57	1.13		0.59	1.17		0.56	1.11							
5. Employees feel safe at MHCC's Bruning Center	4.48	3.48	1.00	4.49	3.49	1.00	4.47	3.46	1.01						
	0.69	0.94		0.69	1.00		0.70	0.88							
H My supervisor helps me improve my job performance	4.44	3.47	0.97	4.43	3.48	0.95	4.45	3.45	1.00						
	0.65	1.38		0.74	1.39		0.56	1.38							
J My department meets as a team to plan and coordinate work	4.39	3.48	0.91	4.36	3.80	0.56	4.43	3.19	1.24				4.19	306.31	0.000
	0.67	1.32		0.71	1.18		0.64	1.38							
U I am proud to work at this institution	4.47	3.60	0.87	4.45	3.52	0.93	4.48	3.67	0.81						
	0.63	1.18		0.64	1.17		0.62	1.20							
B I learn about important campus events in a timely manner	4.06	3.21	0.85	4.02	3.15	0.87	4.10	3.26	0.84						
	0.77	1.06		0.82	1.08		0.71	1.05							
T The work I do is valuable to the institution	4.52	3.68	0.84	4.58	3.73	0.85	4.47	3.63	0.84						
	0.55	1.15		0.56	1.19		0.53	1.11							
G My supervisor pays attention to what I have to say	4.58	3.74	0.84	4.55	3.76	0.79	4.60	3.73	0.87						
	0.60	1.33		0.64	1.34		0.55	1.31							
I My department or work unit has written, up-to-date objectives	4.18	3.39	0.79	4.22	3.55	0.67	4.15	3.24	0.91				2.18	307	0.030
	0.75	1.24		0.78	1.22		0.72	1.24							
S The work I do is appreciated by my supervisor	4.40	3.74	0.66	4.37	3.85	0.52	4.42	3.63	0.79						
	0.63	1.26		0.69	1.19		0.56	1.31							
R The type of work I do on most days is personally rewarding	4.55	3.94	0.61	4.58	3.94	0.64	4.52	3.94	0.58						
	0.61	1.08		0.60	1.02		0.62	1.14							

¹For each item the mean (above) and standard deviation (below) are reported by the identified status.

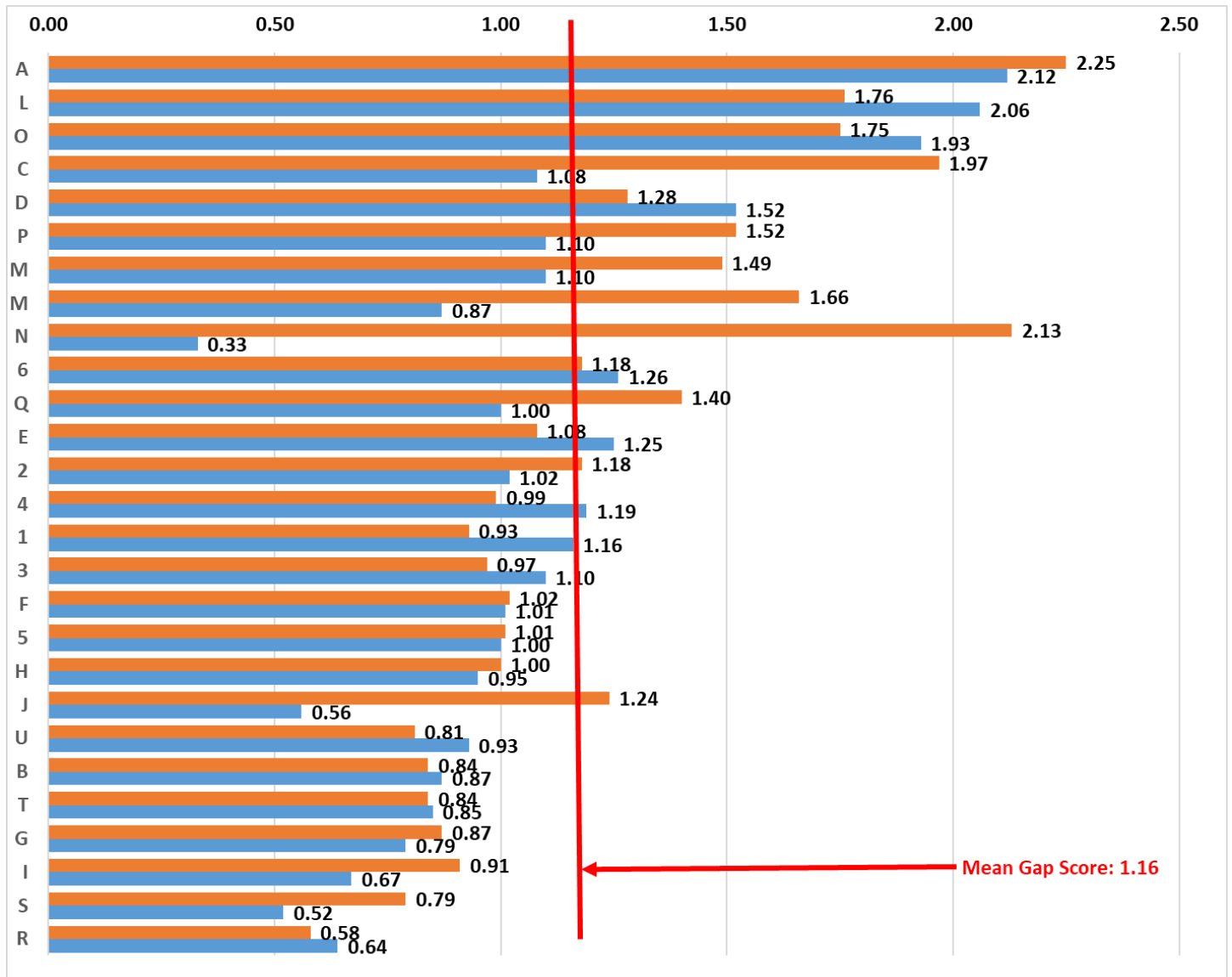
²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.

³For each status, values reported in orange had gap scores greater than or equal to the overall average gap score (1.68). Items in **Bold Orange** indicate that at one group did not exceed the average gap score.

⁴An Independent samples t-test was conducted to determine if there were statistically significant differences in the ratings of importance and satisfaction between Full and Part Time Employees.

- Work Environment gap scores by Full and Part-time Status are presented in Figure WE5. The figure presents the gap scores of full and part-time employees along with the mean gap score.
- Full Time Employees are reported in the lower (blue) bars; Part Time Employees are reported in the upper (orange) bars.
- Part Time Employees were more likely to report gaps in excess of the overall mean gap score. Thirteen of the twenty-seven work environment items had gap scores in excess of the overall mean gap score.
- Full Time Employees were less likely to have gaps in excess of the overall mean gap score. Eight of the twenty-seven work environment items – reported in the figure – had gaps in excess of the overall mean gap score (0.98).

Figure WE5: Work Environment Gap Scores Exceeding Overall Mean Gap Score by FT/PT Status



Work Environment Gap Scores by Full Time / Part Time Status Faculty Only

- Overall Mean Importance and Mean Satisfaction (along with the standard deviations) and Gap scores for Work Environment items are presented in Table WE5 below. The table presents overall ratings and gap scores and ratings by Full and Part-time Faculty Status. Gap scores are calculated by subtracting the Mean Satisfaction Score from the Mean Importance Score. A grand mean gap score was calculated (1.11) and items with gap scores at or above the overall mean gap score are highlighted in **red**. For Faculty Full / Part-time status, items highlighted in **orange** had gap scores in excess of the overall average gap score. Items highlighted in **bold orange** indicate that at least one group did not exceed the overall average gap score. Items are ranked by their Overall gap scores—largest gap to smallest. Finally, the table presents the results of Independent Samples t-tests based on status. The table reports statistically significant differences between full-time and part-time faculty status.
- Based on Full / Part-time Faculty status, there was a great deal of agreement with regard to the importance of the Work Environment items. Only one of the twenty-seven items revealed statistically significant differences
 - (O) “I have adequate opportunities for advancement” as significantly less important than part time employees”
(FT M=3.89 / PT M=4.30, $t(79.31)=-2.26$, $p \leq .026$)
- There was less agreement among the full and part time faculty with regard to their satisfaction ratings. Seven of the twenty-seven items were found to have statistically significant differences between full and part time faculty.
 - (A) “It is easy for me to get information at this institution”
(FT M=2.20 / PT M=2.76, $t(120)=-2.36$, $p \leq .020$)
 - (N) “The employee benefits available to me are valuable”
(FT M=4.35 / PT M=2.41, $t(49.10)=8.80$, $p \leq .000$)
 - (O) “I have adequate opportunities for advancement”
(FT M=3.61 / PT M=2.26, $t(117)=5.70$, $p \leq .000$)
 - (M) “I am paid fairly for the work I do”
(FT M=4.18 / PT M=2.97, $t(120)=5.51$, $p \leq .000$)
 - (P) “I have adequate opportunities for training to improve my skills”
(FT M=3.85 / PT M=2.79, $t(119)=4.84$, $p \leq .000$)
 - (J) “My department meets as a team to plan and coordinate work”
(FT M=3.95 / PT M=3.03, $t(49.30)=3.31$, $p \leq .002$)
 - (Q) “I have adequate opportunities for professional development”
(FT M=3.95 / PT M=2.88, $t(118)=5.71$, $p \leq .000$)
- For item (A) “It is easy for me to get information at this institution” full-time faculty were less satisfied than part-time faculty. For all other items where statistically significant differences were found, full-time faculty were more satisfied than part-time faculty.

Table WE5: Work Environment Gap Scores by Full/Part Time Status Faculty Only

Item	Overall			Full Time ³			Part Time ³			Importance			Satisfaction		
	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	t	d.f.	p≤	t	d.f.	p≤
K My department has the budget needed to do its job well	4.56	2.45	2.11	4.55	2.45	2.10	4.58	2.45	2.13						
A It is easy for me to get information at this institution	4.52	2.57	1.95	4.57	2.20	2.37	4.48	2.76	1.72				-2.36	120	0.020
N The employee benefits available to me are valuable	4.56	3.10	1.46	4.62	4.35	0.27	4.52	2.41	2.11				8.80	49.10	0.000
L My department has the staff needed to do its job well	4.52	3.07	1.45	4.53	3.03	1.50	4.52	3.09	1.43						
C I am empowered to resolve problems quickly	4.41	2.98	1.43	4.43	2.72	1.71	4.39	3.12	1.27						
O I have adequate opportunities for advancement	4.15	2.73	1.42	3.89	3.61	0.28	4.30	2.26	2.04	-2.26	79.31	0.026	5.70	117	0.000
D I am comfortable answering student questions about institutional policies and procedures	4.32	2.91	1.41	4.20	3.06	1.14	4.39	2.82	1.57						
6. Employees are connected to the MHCC community	4.26	2.95	1.31	4.24	2.93	1.31	4.28	2.97	1.31						
E I have the information I need to do my job well	4.54	3.31	1.23	4.59	3.46	1.13	4.52	3.24	1.28						
M I am paid fairly for the work I do	4.56	3.40	1.16	4.58	4.18	0.40	4.55	2.97	1.58				5.51	120.00	0.000
P I have adequate opportunities for training to improve my skills	4.32	3.17	1.15	4.39	3.85	0.54	4.27	2.79	1.48				4.84	119	0.000

¹For each item the mean (above) and standard deviation (below) are reported by the identified status.

²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.

³For each status, values reported in orange had gap scores greater than or equal to the overall average gap score (1.68). Items in Bold Orange indicate that at one group did not exceed the average gap score.

⁴An Independent samples t-test was conducted to determine if there were statistically significant differences in the ratings of importance and satisfaction between Full and Part Time Employees.

Table WE5: Work Environment Gap Scores by Full/Part Time Status Faculty Only (Continued)

Item	Overall			Full Time ³			Part Time ³			Importance			Satisfaction		
	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	Imp ¹	Sat ¹	Gap ²	t	d.f.	p≤	t	d.f.	p≤
J My department meets as a team to plan and coordinate work	4.42 0.63	3.36 1.42	1.06	4.41 0.68	3.95 1.15	0.46	4.42 0.61	3.03 1.45	1.39				3.31	49.3	0.002
Q I have adequate opportunities for professional development	4.28 0.81	3.26 1.20	1.02	4.39 0.71	3.95 0.98	0.44	4.22 0.86	2.88 1.14	1.34				5.17	118.00	0.000
2. Workgroups (e.g. councils, task forces, committees, etc.) include members with diverse values, backgrounds,	4.27 0.78	3.29 1.07	0.98	4.29 0.89	3.45 1.08	0.84	4.26 0.72	3.19 1.07	1.07						
B I learn about important campus events in a timely manner	4.15 0.72	3.19 1.11	0.96	4.14 0.76	3.09 1.15	1.05	4.15 0.71	3.24 1.09	0.91						
H My supervisor helps me improve my job performance	4.46 0.61	3.52 1.41	0.94	4.47 0.71	3.55 1.48	0.92	4.45 0.56	3.50 1.39	0.95						
5. Employees feel safe at MHCC's Bruning Center	4.45 0.66	3.52 0.94	0.93	4.54 0.68	3.47 1.09	1.07	4.39 0.65	3.55 0.85	0.84						
3. Employees feel safe on MHCC's Gresham campus	4.49 0.56	3.56 0.98	0.93	4.59 0.56	3.85 1.12	0.74	4.44 0.56	3.55 0.90	0.89						
4. Employees feel safe on MHCC's Maywood campus	4.46 0.65	3.54 0.95	0.92	4.52 0.67	3.43 1.11	1.09	4.42 0.64	3.60 0.56	0.82						
U I am proud to work at this institution	4.51 0.60	3.60 1.19	0.91	4.54 0.67	3.38 1.26	1.16	4.50 0.56	3.73 1.14	0.77						
T The work I do is valuable to the institution	4.53 0.56	3.63 1.13	0.90	4.59 0.57	3.63 1.27	0.96	4.50 0.56	3.64 1.05	0.86						
1. Employee's demographic characteristics (e.g. race/ethnicity, gender etc.) do not impact how they are	4.49 0.67	3.60 1.02	0.89	4.52 0.75	3.52 1.17	1.00	4.47 0.62	3.64 0.92	0.83						
G My supervisor pays attention to what I have to say	4.62 0.54	3.76 1.38	0.86	4.64 0.53	3.81 1.43	0.83	4.61 0.55	3.74 1.37	0.87						
I My department or work unit has written, up-to-date objectives	4.14 0.79	3.30 1.24	0.84	4.16 0.82	3.47 1.23	0.69	4.12 0.77	3.21 1.24	0.91						
F My job responsibilities are communicated clearly to me	4.56 0.56	3.62 1.09	0.94	4.58 0.57	3.77 1.16	0.81	4.55 0.56	3.53 1.04	1.02						
S The work I do is appreciated by my supervisor	4.40 0.68	3.75 1.34	0.65	4.30 0.78	3.90 1.27	0.40	4.47 0.62	3.67 1.37	0.80						
R The type of work I do on most days is personally rewarding	4.60 0.63	4.09 1.05	0.51	4.69 0.56	4.26 0.90	0.43	4.55 0.66	4.00 1.12	0.55						

¹For each item the mean (above) and standard deviation (below) are reported by the identified status.

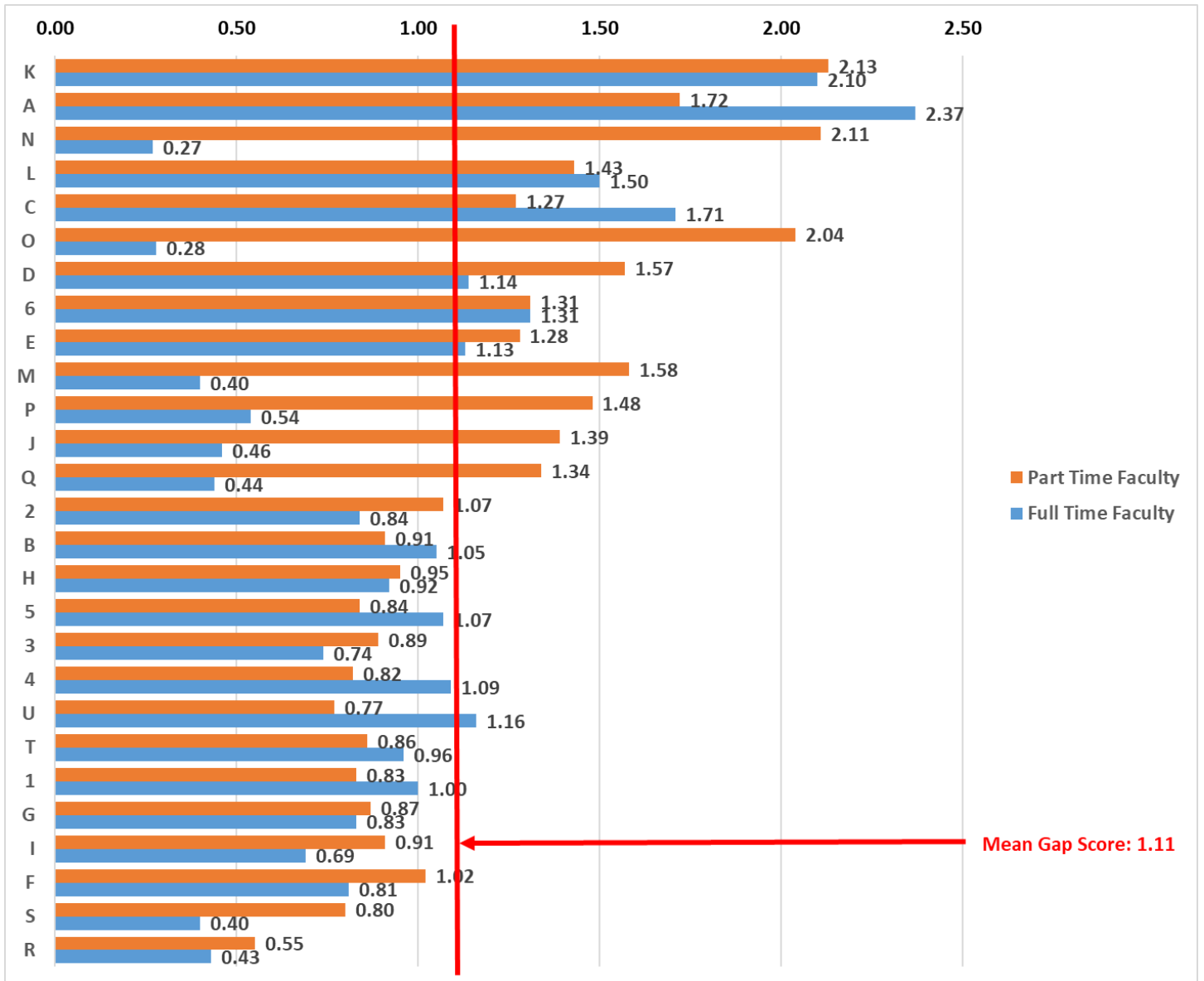
²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.

³For each status, values reported in orange had gap scores greater than or equal to the overall average gap score (1.68). Items in **Bold Orange** indicate that at one group did not exceed the average gap score.

⁴An Independent samples t-test was conducted to determine if there were statistically significant differences in the ratings of importance and satisfaction between Full and Part Time Employees.

- Work Environment gap scores by Full and Part-time Faculty Status are presented in Figure WE6. The figure presents the Work Environment Gap scores by Faculty Status and plots the overall mean gap score (1.11).
- Full Time Faculty are reported in the lower (blue) bars; Part Time Faculty are reported in the upper (orange) bars.
- In general, Part Time Faculty reported gaps in excess or close to of the overall mean gap score. For Part Time Faculty, thirteen Work Environment Items had gap scores at or above the overall mean gap score.
- Full Time Faculty were less likely to report gaps in excess or close to the overall mean gap score. Eight Work Environment Items had gap scores at or above the overall mean gap score for Full Time Faculty.
- Interestingly, three items that had the highest disparity between Full-time and Part-time Faculty were all related to compensation:
 - (N) “The employee benefits available to me are valuable”
FT Gap Score = 0.27 / PT Gap Score = 2.11. Difference = 1.84
 - (O) “I have adequate opportunities for advancement”
FT Gap Score = 0.28 / PT Gap Score = 2.24. Difference = 1.76
 - (M) “I am paid fairly for the work I do”
FT Gap Score = 0.40 / PT Gap Score = 1.58. Difference = 1.18

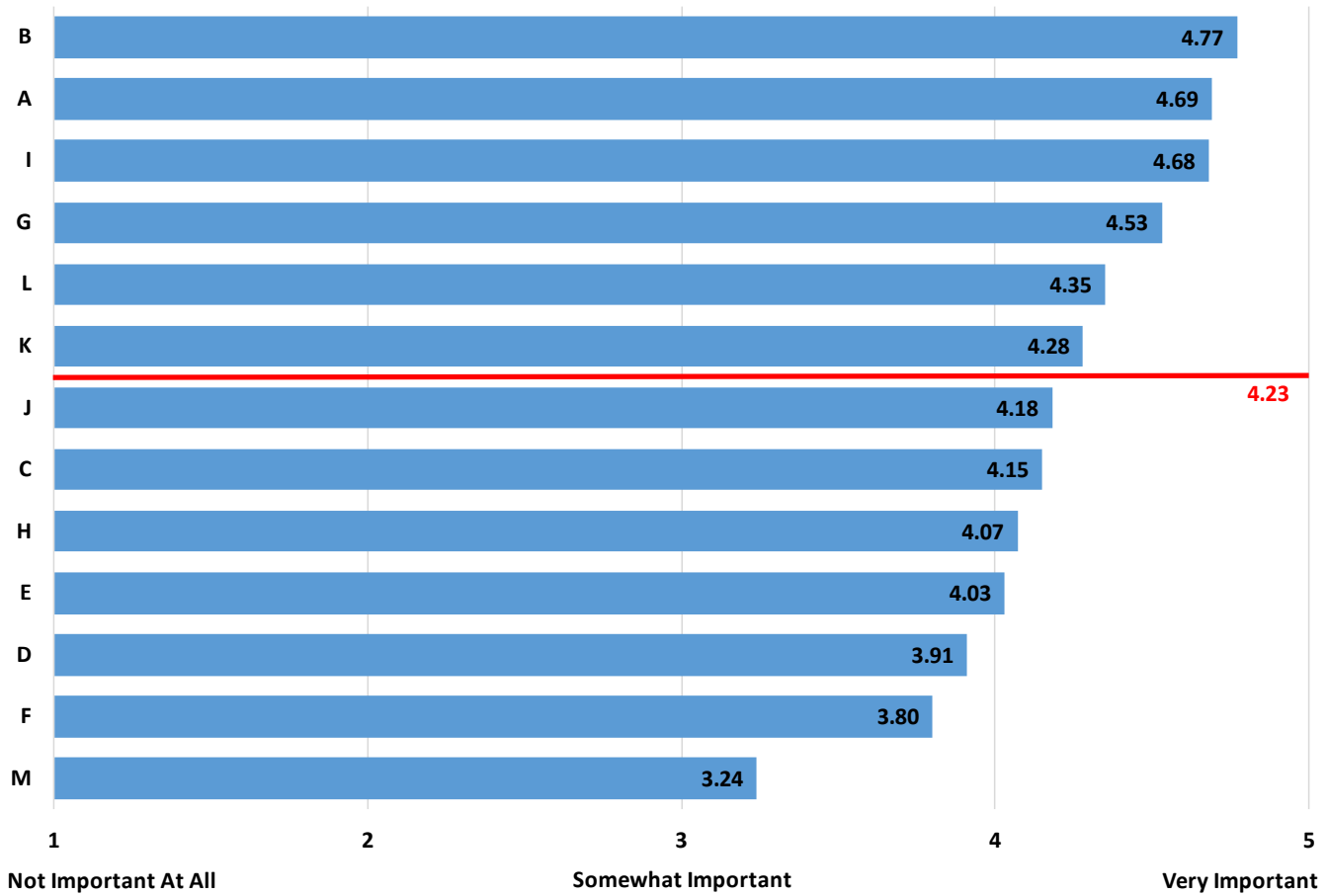
Figure WE6: Work Environment Gap Scores Exceeding Overall Mean Gap Score by FT/PT Status Faculty Only



Goals

- Respondents were asked to evaluate twelve goals for the college in two separate ways. First, they were asked to rate the importance of the goals on a 5-point scale where 1 = “Not Important At All” and 5 = “Very Important.” Second, respondents were asked to identify which goal was their top, then second highest, then third highest priorities.
- The twelve goals presented to respondents were:
 - (A) “Increase enrollment of new students”
 - (B) “Retain more of its current students to graduation”
 - (C) “Improve 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) “Ensure the diversity of the district is represented in the workforce” (MHCC Item)
 - (K) “Identify/Address the needs of district residents” (MHCC Item)
 - (L) “Improve relationships with district residents and/or leaders” (MHCC Item)
 - (M) “Some other goal”
- Results of Goal Importance are presented in Figure G1. A grand mean importance score was calculated (4.23) and plotted with a red line. Six of the twelve goals fell above the grand mean.
 - (B) “Retain more of its current students to graduation” (M=4.77)
 - (A) “Increase enrollment of new students” (M=4.69)
 - (I) “Improve employee morale” (M=4.68)
 - (G) “Improve the quality of existing academic programs” (M=4.53)
 - (L) “Improve relationships with district residents and/or leaders” (M=4.35)
 - (K) “Identify/Address the needs of district residents” (M=4.28)

Figure G1: Mean Importance Scores of Identified Goals



- The second method of assessing goals was to ask respondents of the twelve identified, what was the top priority, second highest priority, and third highest priority. In order to rank the goals by priority the formula outlined below was applied:

Formula for Ranking Goals:

$$(\# \text{ of Top Priority Votes} * 3) + (\# \text{ Second Priority Votes} * 2) + (\# \text{ Third Priority Votes})$$

- Counts of the Priority Voting are presented in Table G1.

Table G1: Goals Ranked by Top, Second, or Third Priority

Goal	Top Priority	Second Priority	Third Priority	Rank ¹
B) Retain more of its current students to graduation	107	85	49	540
A) Increase the enrollment of new students	74	74	48	418
G) Improve the quality of existing academic programs	52	54	49	313
I) Improve employee morale	46	35	51	259
H) Improve the appearance of campus buildings and grounds	24	30	36	168
F) Develop new academic programs	19	24	36	141
K) Identify/Address the needs of district residents	17	11	30	103
L) Improve relationships with district residents and/or leaders	15	19	20	103
C) Improve the academic ability of entering student classes	12	20	25	101
E) Increase the diversity of racial and ethnic groups represented among the student body	8	15	16	70
J) Ensure the diversity of the district is represented in the workforce	9	12	10	61
M) Some other goal	5	4	9	32
D) Recruit students from new geographic markets	3	6	10	31

¹ See the formula for ranking goals outlined above

- The ranking of goals based on priority saw some shifts when compared with the importance data. Interestingly, the goals related to community (Items (L) “Increase the college presence within the MHCC District boundary” and (K) “Identify/Address the needs of district residents”) which were ranked fifth and sixth (respectively) in the importance analysis; dropped to seventh (Item K) and eighth (Item L) in the priorities analysis.
- Item (F) “Develop new academic programs” moved from ninth in the importance analysis to sixth in the priorities list. Item (H) “Improve the appearance of campus buildings and grounds” moved from eighth in the importance list to fifth in the priorities rankings.

Goals by Position

- Overall mean importance ratings along with the mean importance rating by position for the twelve goals are presented in Table G2.
- In general, Faculty rated the goals as less important than either staff or administrators.
- Analysis of Variance (ANOVA) was conducted to determine if the differences in importance ratings were statistically significant. The analysis revealed statistically significant differences for four of the identified goals.
 - (I) “Improve employee morale” $F(2, 303)=4.32, p<.014$
 - H) “Improve the appearance of campus buildings and grounds” $F(2, 302)=3.06, p<.048$
 - (F) “Develop new academic programs” $F(2, 304)=5.11, p<.007$
 - (M) “Some other goal” $F(2, 178)=3.47, p<.033$
- Where significant differences were found, Tukey’s HSD (Honestly Significant Difference) Post Hoc Analysis was conducted to determine where the differences were. Where Tukey’s HSD could identify differences, Administrators rated the importance of goals lower than one or both of the other two positions.

Table G2: Mean Importance of Presented Goals Overall and by Position

Goal	Overall	Faculty	Staff	Administration	ANOVA ²	
					F, Sig.	Post Hoc
B) Retain more of its current students to graduation	4.77 0.54	4.75 0.57	4.76 0.54	4.85 0.67		
A) Increase the enrollment of new students	4.69 0.60	4.68 0.59	4.72 0.59	4.37 0.69		
I) Improve employee morale	4.68 0.59	4.72 0.49	4.70 0.60	4.30 0.83	F(2, 303)=4.32, p<.014	A<F,S
G) Improve the quality of existing academic programs	4.53 0.62	4.53 0.61	4.56 0.61	4.33 0.69		
L) Improve relationships with district residents and/or leaders	4.35 0.79	4.29 0.93	4.42 0.71	4.00 0.74		
K) Identify/Address the needs of district residents	4.28 0.83	4.23 0.90	4.32 0.79	4.15 0.83		
J) Ensure the diversity of the district is represented in the workforce	4.18 0.89	4.17 0.94	4.17 0.88	4.30 0.73		
C) Improve the academic ability of entering student classes	4.15 0.91	4.18 0.83	4.16 0.94	3.88 1.06		
H) Improve the appearance of campus buildings and grounds	4.07 0.93	4.08 0.97	4.11 0.90	3.56 0.86	F(2, 302)=3.06, p<.048	A<F,S
E) Increase the diversity of racial and ethnic groups represented among the student body	4.03 0.98	4.10 0.98	3.99 1.00	4.07 0.84		
D) Recruit students from new geographic markets	3.91 1.00	4.00 1.01	3.90 0.98	3.56 1.06		
F) Develop new academic programs	3.80 1.04	3.59 1.07	3.95 1.01	3.44 0.94	F(2, 304)=5.11, p<.007	***
M) Some other goal	3.24 1.39	3.03 1.48	3.40 1.30	2.31 1.52	F(2, 178)=3.47, p<.033	A<S

¹The table presents Mean Importance Ratings (Above) and Standard Deviation (Below) for Overall and By Position.

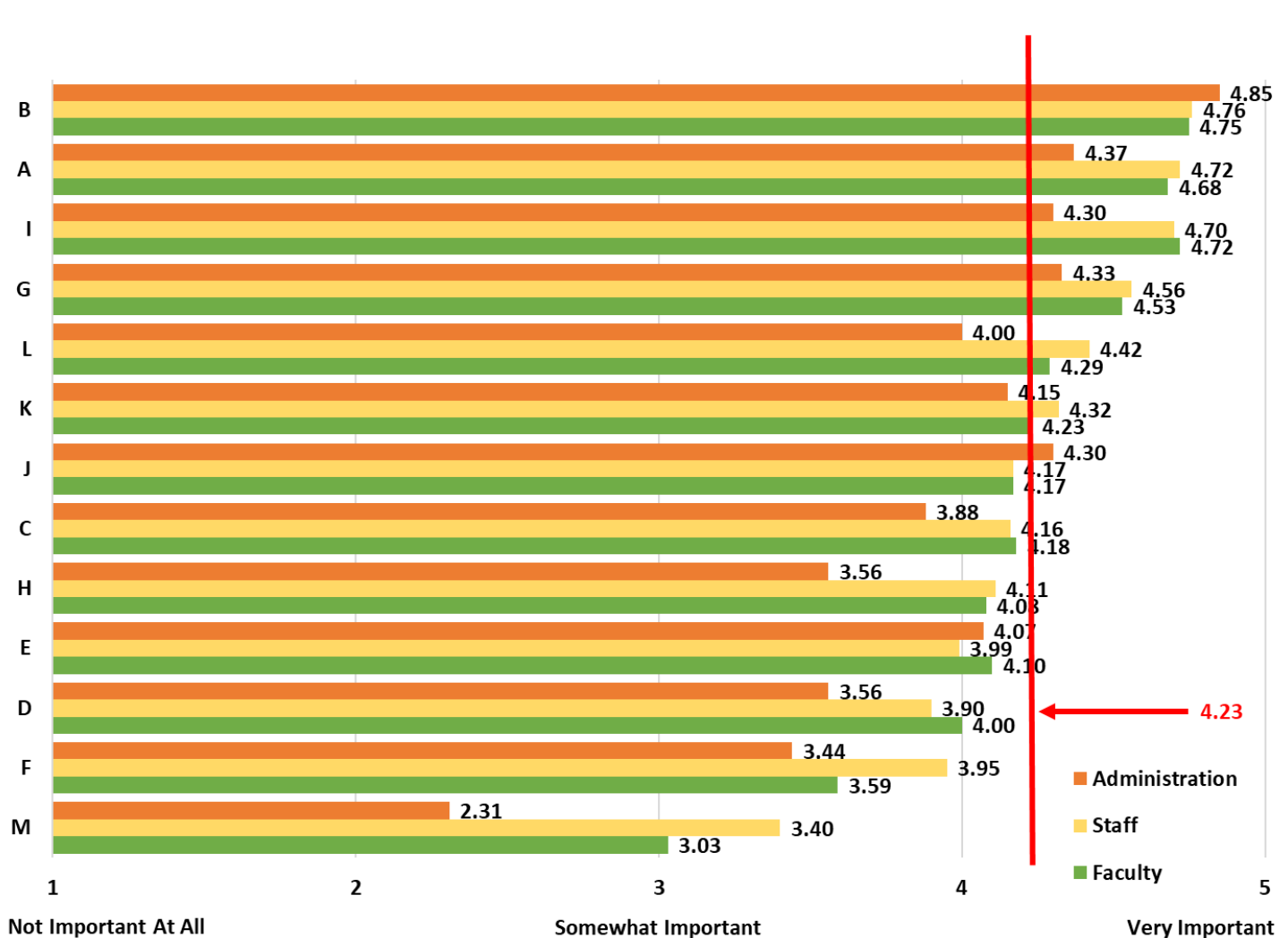
²Analysis of Variance was conducted to determine if there were statistically significant differences in mean scores between the positions.

³Tukey's HSD Post Hoc Test was calculated to determine where the differences could be found. F=Faculty, S=Staff, and A=Administration. Groups separated by commas were not significantly different at the p<0.05 level; if a group is not identified the test revealed it was not significantly different from either of the identified groups.

*** Indicates Tukey's HSD could not identify where the differences were.

- Figure G2 presents importance ratings by position. Faculty are represented by the lower (green) bar, Staff are represented by the middle (gold) bar, and Administrators are represented by the upper (orange) bar.
- Administrators tended to rate the goals lower in importance than either Staff or Faculty. Administrators rated three goals higher in importance than one or both of the other two employee groups:
 - (B) “Retain more of its current students to graduation”
 - (J) “Ensure the diversity of the district is represented in the workforce”
 - (E) “Increase the diversity of racial and ethnic groups represented among the student body”
- Administrators rated one goal that was below the overall average importance score (4.23) higher than that average. Item (J) “Ensure the diversity of the district is represented in the workforce.” (Administrator Mean = 4.30)
- Administrators also rated one goal that fell above the overall average importance score (4.23) lower than that average: Item (L) “Improve relationships with district residents and/or leaders.” (Administrator Mean = 4.00)

Figure G2: Mean Importance Scores of Identified Goals by Position



Goals by Implementation Year

- Overall mean importance ratings along with the mean importance rating by position for the twelve goals are presented in Table G3.
- In general, the 2018 Implementation saw goals rated less important than other Implementations of the survey.
- Analysis of Variance (ANOVA) was conducted to determine if the differences in importance ratings were statistically significant. The analysis revealed statistically significant differences for five of the identified goals.
 - (B) “Retain more of its current students to graduation” $F(3, 1403)=3.81, p<.010$
 - (I) “Improve employee morale” $F(3, 1405)=4.69, p<.003$
 - (A) “Increase the enrollment of new students” $F(3, 1405)=12.10, p<.000$
 - (C) “Improve the academic ability of entering student classes” $F(3, 1379)=3.25, p<.021$
 - (E) “Increase the diversity of racial and ethnic groups represented among the student body” $F(3, 1402)=2.83, p<.037$
- Where significant differences were found, Tukey’s HSD (Honestly Significant Difference) Post Hoc Analysis was conducted to determine where the differences were. Where Tukey’s HSD could identify differences, the 2018 Implementation tended to rate the importance of goals lower.

Table G3: Mean Importance of Presented Goals Overall and by Position

Goal	Overall	2020	2018	2016	2014	ANOVA ²	
						F, Sig.	Post Hoc
B) Retain more of its current students to graduation	4.72	4.78	4.65	4.71	4.77	F(3, 1403)=3.81, p≤.010	18<14, 20
	0.58	0.53	0.66	0.59	0.53		
I) Improve employee morale	4.62	4.68	4.56	4.57	4.70	F(3, 1405)=4.69, p≤.003	18, 16<14
	0.62	0.59	0.63	0.63	0.58		
A) Increase the enrollment of new students	4.55	4.68	4.39	4.61	4.55	F(3, 1405)=12.10, p≤.000	18<14, 16, 20
	0.69	0.60	0.79	0.62	0.67		
G) Improve the quality of existing academic programs	4.51	4.53	4.47	4.52	4.53		
	0.67	0.64	0.69	0.64	0.69		
C) Improve the academic ability of entering student classes	4.22	4.15	4.14	4.29	4.29	F(3, 1379)=3.25, p≤.021	***
	0.85	0.90	0.83	0.79	0.87		
H) Improve the appearance of campus buildings and grounds	4.12	4.07	4.14	4.12	4.17		
	0.87	0.93	0.87	0.85	0.83		
F) Develop new academic programs	3.86	3.77	3.83	3.92	3.93		
	1.01	1.06	0.99	0.99	1.01		
E) Increase the diversity of racial and ethnic groups represented among the student body	3.90	4.03	3.89	3.87	3.80	F(3, 1402)=2.83, p≤.037	14<20
	1.03	1.00	1.03	1.04	1.05		
D) Recruit students from new geographic markets	3.84	3.91	3.76	3.88	3.80		
	1.01	1.00	1.00	1.00	1.02		
M) Some other goal	3.14	3.19	3.20	3.12	3.06		
	1.35	1.41	1.30	1.36	1.37		

¹The table presents Mean Importance Ratings (Above) and Standard Deviation (Below) for Overall and By Position.

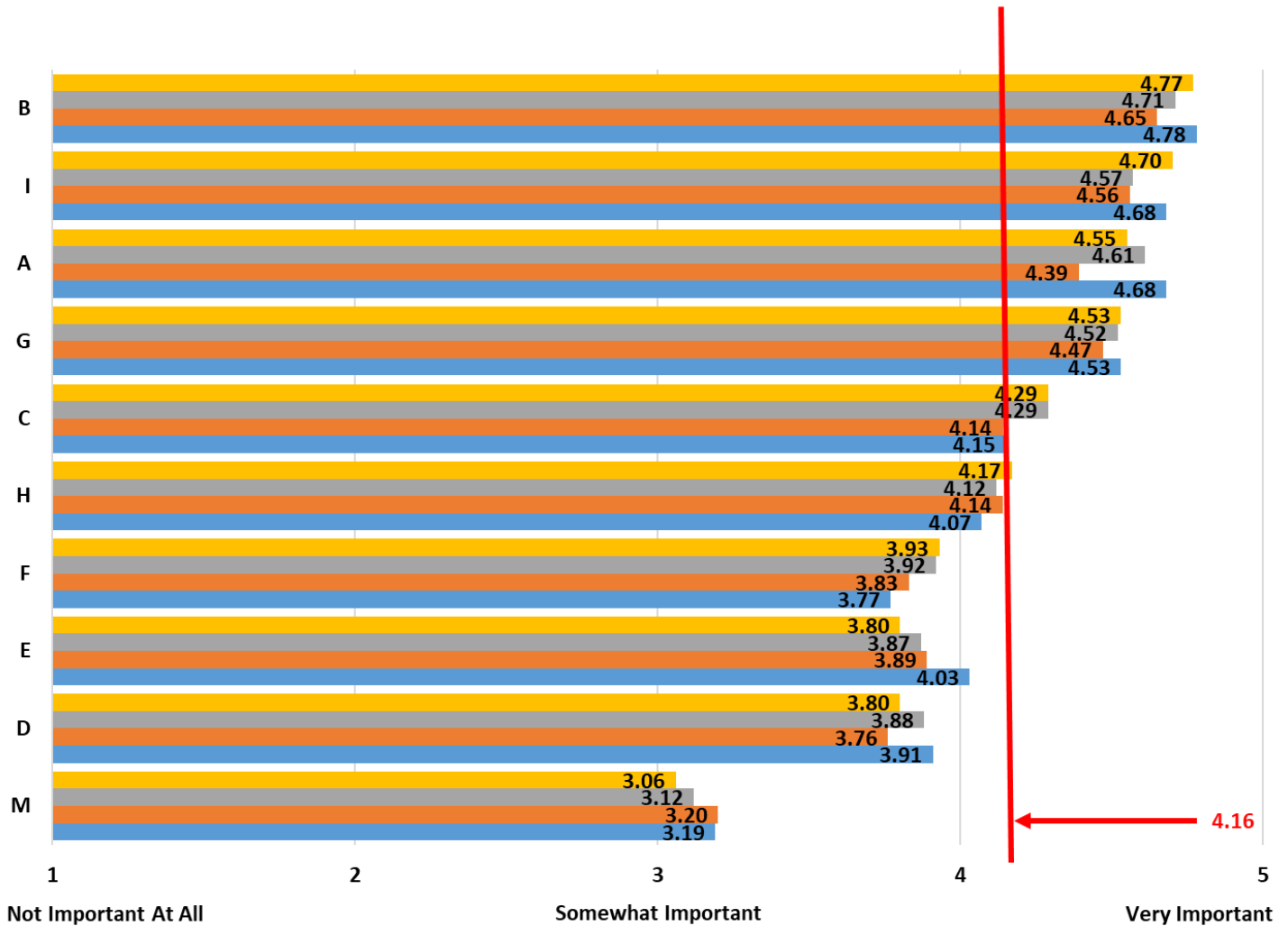
²Analysis of Variance was conducted to determine if there were statistically significant differences in mean scores between the positions.

³Tukey's HSD Post Hoc Test was calculated to determine where the differences could be found. F=Faculty, S=Staff, and A=Administration. Groups separated by commas were not significantly different at the p≤0.05 level; If a group is not identified the test revealed it was not significantly different from either of the identified groups.

*** Indicates Tukey's HSD could not identify where the differences were.

- Figure G3 presents importance ratings by year of Implementation. 2020 is represented by the lower (blue) bar, 2018 is represented by the lower middle (orange) bar, 2016 is represented by the upper middle (grey) bar, and 2014 is represented by the upper (gold) bar.
- Generally, the importance ratings were similar across years.

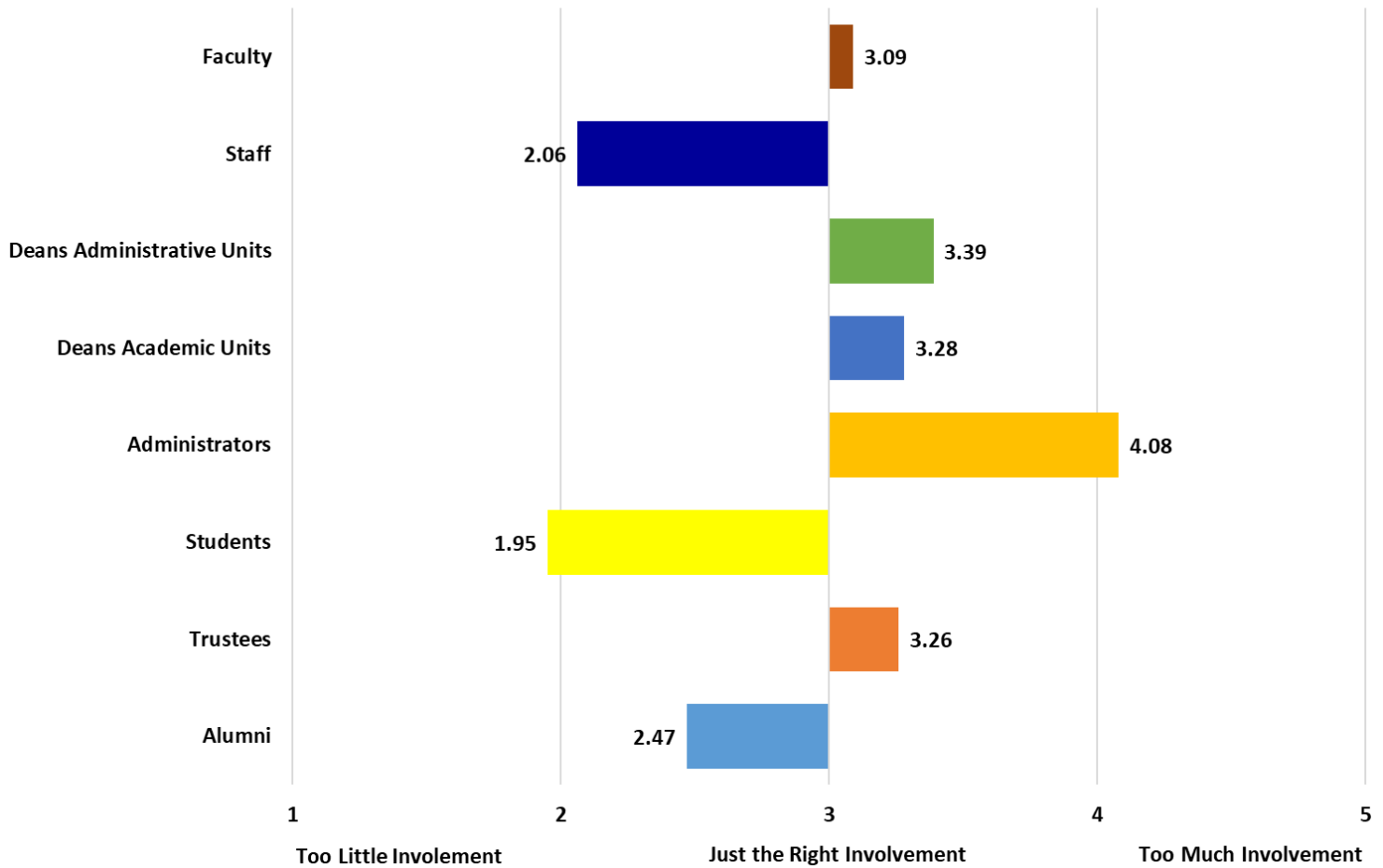
Figure G2: Mean Importance Scores of Identified Goals by Position



Planning & Decision Making

- Survey respondents were provided a list of college stakeholders and asked to indicate – for each stakeholder group – their involvement in planning and decision making on a 5-point scale where One = “Too Little Involvement” and 5 = “Too Much Involvement.”
- Overall results of the roles college stakeholders play in Planning & Decision Making are presented in Figure PDM1.
- The figure indicates that Faculty, Trustees, and Deans are perceived as having very close to the right amount of involvement in planning and decision-making.
- Top level Administrators are perceived as having too much involvement in planning and decision-making. These Administrators are the furthest away (of all stakeholder groups) from the appropriate level of decision-making (on the “Too Much Involvement” side).
- Alumni, Students, and Staff are perceived as having too little involvement in decision-making. Students are the furthest away (of all stakeholder groups) from the appropriate level of decision-making (on the “Too Little Involvement” side).

Figure PDM1: Mean Involvement in Planning/Decision Making Scores by Stakeholder Group



Decision Making and Problem Solving by Position

- Table PDM1 presents the mean scores for problem solving and decision making by position and for the overall. For each position mean scores are presented (above) and standard deviation is presented (below). The table also presents results of Analysis of Variance (ANOVA) for position where statistically significant differences were found. When statistically significant differences were found, Tukey's HSD was conducted to determine where the differences were.
- Four stakeholder groups were found to have statistically significant differences between position:
 - Faculty. $F(2, 290)=75.51, p<.000$
 - Staff. $F(2, 289)=4.90, p<.001$
 - Deans Academic Units. $F(2, 286)=5.78, p<.003$
 - Administrators. $F(2, 288)=6.55, p<.002$

Table PDM1: Mean Problem Solving & Decision Making Scores by Position

Position	Overall	Faculty	Staff	Administration	ANOVA ²	
					F, Sig.	Post Hoc
Faculty	3.09 1.36	1.95 0.90	3.63 1.20	3.74 1.21	$F(2, 290)=75.51, p<.000$	F<S,A
Staff	2.06 0.85	2.07 0.92	1.98 0.77	2.74 0.91		
Deans Administrative Units	3.39 1.04	3.36 1.04	3.46 1.05	2.85 0.68		
Deans Academic Units	3.28 1.05	3.05 1.07	3.44 1.02	2.89 0.81	$F(2, 286)=5.78, p<.003$	A<S
Administrators	4.08 0.90	4.29 0.83	4.01 0.94	3.56 0.58		
Students	1.95 0.80	2.09 0.82	1.88 0.80	1.93 0.68		
Trustees	3.26 0.94	3.26 0.91	3.26 0.96	3.22 0.98		
Alumni	2.47 0.90	2.48 0.90	2.45 0.92	2.56 0.76		

- Mean involvement in planning and decision-making scores were broken out by position and are presented in Figure PDM2. In the figure for each stakeholder group, Faculty scores are presented in the lowest bar/darkest shade, Staff scores are presented in the middle bar/medium shade, and Administration scores are presented in the highest bar/lightest shade.
- For Alumni and Students, there was general agreement among the positions that these groups had too little involvement.
- For Trustees, there was general agreement among positions that this group had about the right amount of involvement
- Although all three groups indicated Staff had too little involvement, there was more disagreement as to the degree of too little involvement; Administrators perceived staff involvement closer to the right amount than the other two groups.
- For Senior Administrators, all three groups perceived them to have too much involvement; Administrators perceived their involvement closer to the right amount than either Faculty or Staff.
- For Deans of both Academic Units and Administrative Units, Administrators perceived them as having too little involvement. Faculty perceived them as having close to the right amount of involvement. Staff perceived them as having too much involvement.
- For Faculty, there was a substantial disparity between administrators and faculty regarding their role in planning and decision-making. Faculty indicated they had too little involvement; Administrators indicated that Faculty had too much involvement. Administrators placed Faculty Involvement in Planning & Decision Making furthest away from the right amount of involvement for any group. Although to a lesser degree, Staff perceived Faculty as having too much involvement as well.

Figure PDM2: Mean Involvement in Planning/Decision-Making Scores by Stakeholder Group and Position

