



MHCC Employee Satisfaction Survey

Results of the 2018 Administration of the Noel-Levitz
College Employee Satisfaction Survey (CESS)

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Introduction

At the direction of the president, the People's Strategies Council was tasked with identifying and conducting an Employee Satisfaction Survey. The survey was conducted to assess the current climate and culture of the institution, identify what was working well, and explore opportunities to engage and provide support to employees. This marks the third administration of the survey.

The People's Strategies Council reviewed five proprietary surveys and examined them based on costs, measures, who in the institution it was appropriate for, and data collection methods (e.g. paper vs. online). A list of the surveys reviewed is available in Table I1: Survey Comparisons. After reviewing the surveys, the council chose the Noel-Levitz College Employee Satisfaction Survey (CESS). CESS was selected for three reasons. First, the format of the survey paralleled the last round of data collection for MHCC's Student Satisfaction Survey—on items associated with satisfaction, respondents were asked to rate both Importance and Satisfaction. Second, the survey allowed for custom questions in four of the main sections: (1) Campus Culture/Policies, (2) Work Environment, (3) Institutional Goals, and (4) Demographics. Finally, the CESS was selected because costs were affordable.

Data were collected in the Spring Term 2018. For this administration of the survey, no additional data collection activities were being administered for employees. In contrast, just prior to data collection in the 2014 administration, the institution announced major budget cuts and staff eliminations. Additionally, there was an unprecedented amount of internal data collection occurring during that time frame. The Strategic Planning Task Force asked employees to complete a Strengths, Weaknesses, Opportunities, and Threats (SWOT) Assessment. Human Resources also initiated a 360° Feedback on Supervisor Leadership Competencies that were recently adopted by MHCC.

Table I1: Survey Comparisons

	Institutional Performance Survey	Great Colleges to Work For	Employee Satisfaction Survey	Institutional Priorities Survey	Personal Assessment of the College Environment (PACE)
Organization	National Center for Higher Education Management Systems	Chronicle of Higher Education	Noel Levitz	Noel Levitz	National Initiative for Leadership & Institutional Effectiveness
Method	Paper Questionnaire	2 Paper Questionnaires	On-line and/or Paper Questionnaire	On-line and/or Paper Questionnaire	On-line Survey Only
Appropriate for	Faculty / Top/Mid-Level Managers / Administrators	Faculty / Exempt Employees / Administrators	All Employees	All Employees	All Employees (not explicitly stated)
Measures	Student Education Satisfaction Student academic development Student Career Development Student Personal Development Faculty and Administrator Employment Satisfaction Professional Dev./Faculty Quality System Openness and Community Interaction Ability to Acquire Resources Organizational Health	Collaborative Governance Confidence in Senior Leadership Supervisor Relationships Compensation and Benefits Job Satisfaction Respect and Appreciation Professional/Career Development Programs Teaching Environment Tenure Clarity/Process Diversity Facilities, Workplace, & Security Work/Life Balance	Campus culture and policies Institutional goals Involvement in planning/decision making Work environment Demographics (overall satisfaction, job position, length of employment)	Academic Advising Effectiveness Campus Climate Campus Life Campus Support Services Concern for the Individual Instructional Effectiveness Recruitment and Financial Aid Effectiveness Registration Effectiveness Responsiveness to Diverse Populations Safety and Security Service Excellence Student Centeredness	Institutional Structure Supervisory Relationship Teamwork Student Focus
Costs	\$1600 for 100 questionnaires / \$150 per each additional 50 questionnaires	Free Additional fees for data sets and Benchmark data	1-759 Surveys – \$2.50 per 760-999 Surveys - \$2.20 per 1000+ Surveys - \$2.00 per \$200 Charge for use of paper questionnaires \$500 Setup fee	\$1.70 per completed survey \$225 processing fee \$75 on-line fee \$0.25 Administration fee (for on-line version)	Data set with norm base data - \$2750 (no report) Analysis report for this administration - \$4750 Comparative report to previous administrations - \$5000
Notes	Not appropriate for all employees.	May not be appropriate for all employees. Provides three standard reports. 2 nd Questionnaire to be filled out by HR.	Does not provide nationally normed data. Same format as the last Student Satisfaction Survey (Importance/Satisfaction).	Similar format as the last Student Satisfaction Survey (Importance/Agreement) Designed to be done with the Student Satisfaction Inventory	Conducted at MHCC in 2008

The Survey

- The Noel-Levitz CESS was selected by the People's Strategy Council to assess MHCC Employee Satisfaction. The survey was selected for several reasons:
 - This survey assessed key components that were relevant to the MHCC environment.
 - MHCC had recently conducted its student satisfaction assessment; the format for this survey was similar (for key components in the Campus Culture and Work Environment sections); respondents are asked to rate Importance of and Satisfaction with each item. The graphical presentation of data was appealing and easy to understand.
 - The survey provided the opportunity to ask a number of college specific questions. The council opted to change college specific questions for this round of the survey; the questions asked for this round were more in line with the sections in the survey.
- The CESS is made up of the six sections outlined below:
 - Campus Culture and Policy 30 Items
MHCC Student Focus 10 Additional Items
 - Institutional Goals 10 Goals
MHCC Goals Community Focus 3 Additional Goals
 - Involvement in Planning/Decision Making 8 Items

- Work Environment
 - MHCC Employee Focus
- Overall Satisfaction
- Demographics
 - MHCC Demographics
- A copy of the survey is available in Appendix A.

21 Items
 6 Additional Items
 1 Item
 3 Items
 5 Additional Items

Methodology

The survey was conducted online through an anonymous survey link. The data were collected, stored, and initially analyzed by Noel-Levitz. MHCC did not have access to who completed the survey. The process for data collection is outlined in Figure M1: Data Collection Process.

During Spring Term, there were 1340 individuals working for MHCC. A total of 412 employees responded to the survey (including partial completions). The response rate was 32%. This response rate is identical to the 2016 administration of the survey.

Figure M2: Survey and Population Distributions by Position outline the sample and employee population distributions. The figure includes all respondents (both Full and Part-Time) by the Identified positions. Staff include Classified, Confidential, and CDFS employees. The sample slightly over-represents Faculty and Administrators. Staff are slightly under-represented when compared with the population.

Figure M2: Survey and Population Distributions by Position

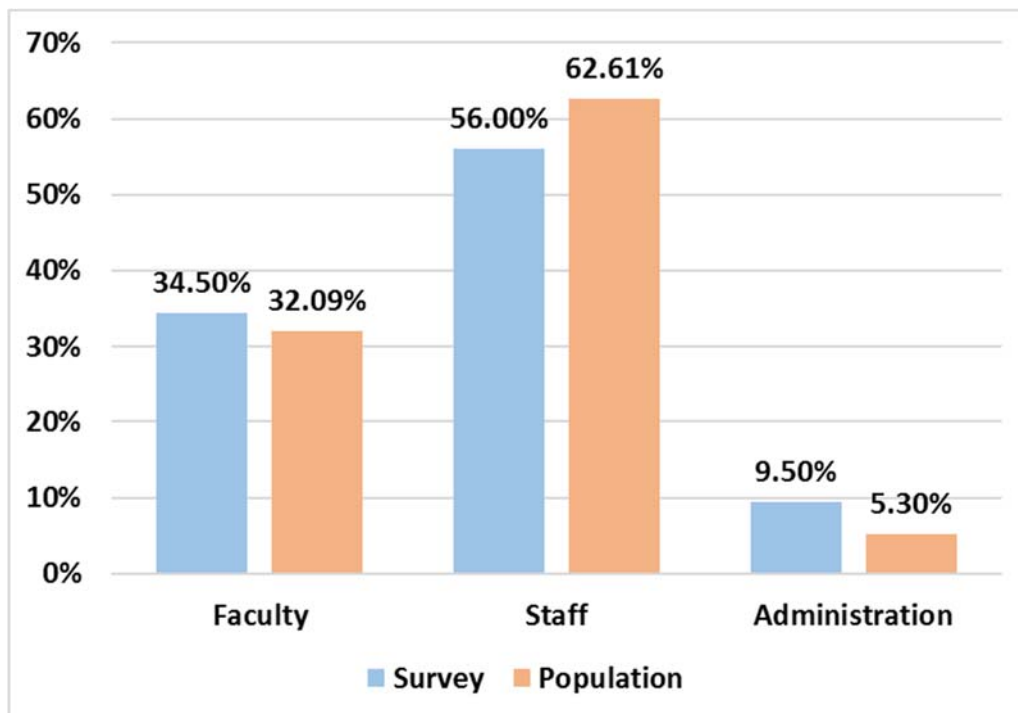


Figure M1: Data Collection Process

Date	Action	By
24-Apr	All Staff email introducing the survey and stressing its importance	People's Strategy Council and Representatives from all Bargaining Units
Survey Opens		
1-May	Initial Invitation announcing the survey is open and providing the anonymous survey link	Representatives from all Bargaining Units
8-May	First email reminder encouraging employees to complete the survey and anonymous survey link	People's Strategy Council
14-May	Second email reminder encouraging employees to complete the survey and anonymous survey link	Representatives from all Bargaining Units
17-May	Third email reminder encouraging employees to complete the survey and anonymous survey link	Representatives from all Bargaining Units
22-May	Survey Closes	

Results

Who Responded

- Five 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, and (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 Thirty-four percent of the sample. Staff comprised Fifty-six 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:
 - o Faculty: 0.93
 - o Staff: 1.12
 - o Administration: 0.56
- The distribution of respondents by full and part-time status are presented in figure D2. Full-time employees comprised seventy-one percent of the sample while part-time employees were twenty-eight 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:
 - o Full-time: 0.65
 - o Part-time: 1.89

Figure D1:

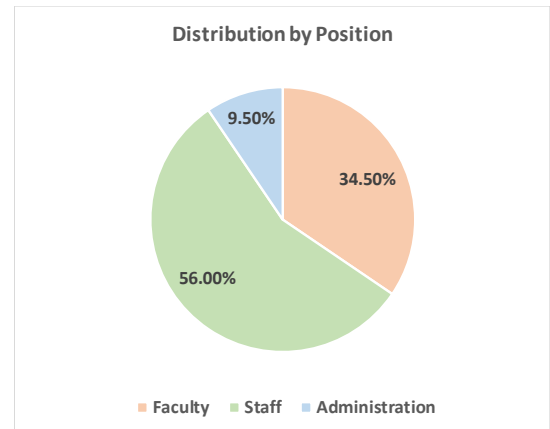
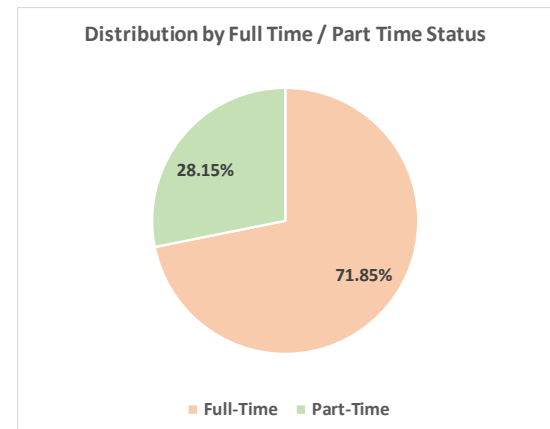
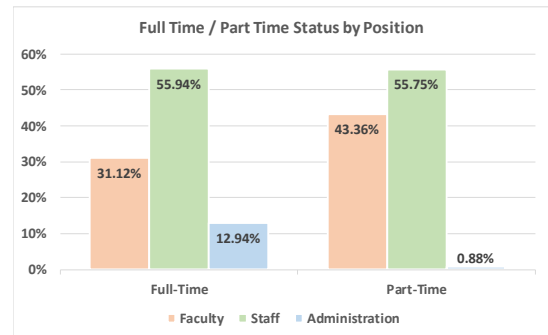


Figure D2:



- Figure D3 breaks down the distribution of respondents by position and full/part-time status. For full-time employees, the majority of respondents (50.7%) were staff. For part-time employees, the majority of respondents (59.5%) were part-time faculty.
- 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: 0.55
 - Part-time: 1.81

Figure D3:



- 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 presents 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:

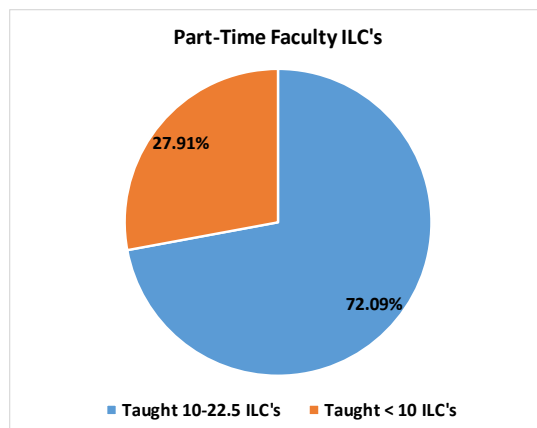
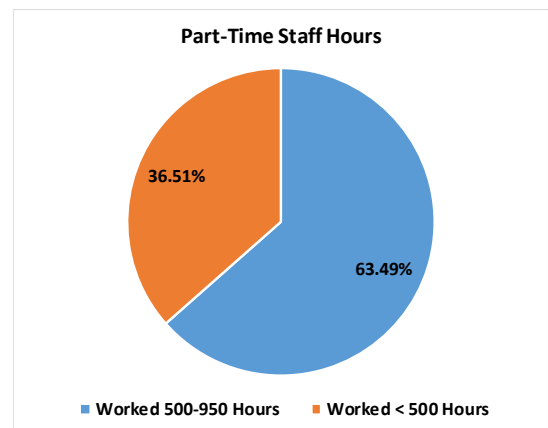
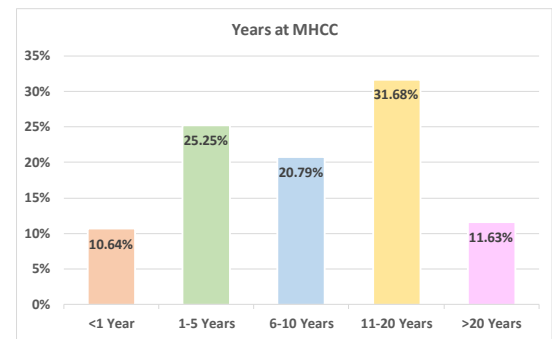


Figure D4B:



- 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 11-20 years (31.7%). Twenty-five percent indicated they had worked for the college 1-5 years and twenty percent indicated they had worked for the college 6-10 years.

Figure D5:



Overall Satisfaction

By Position

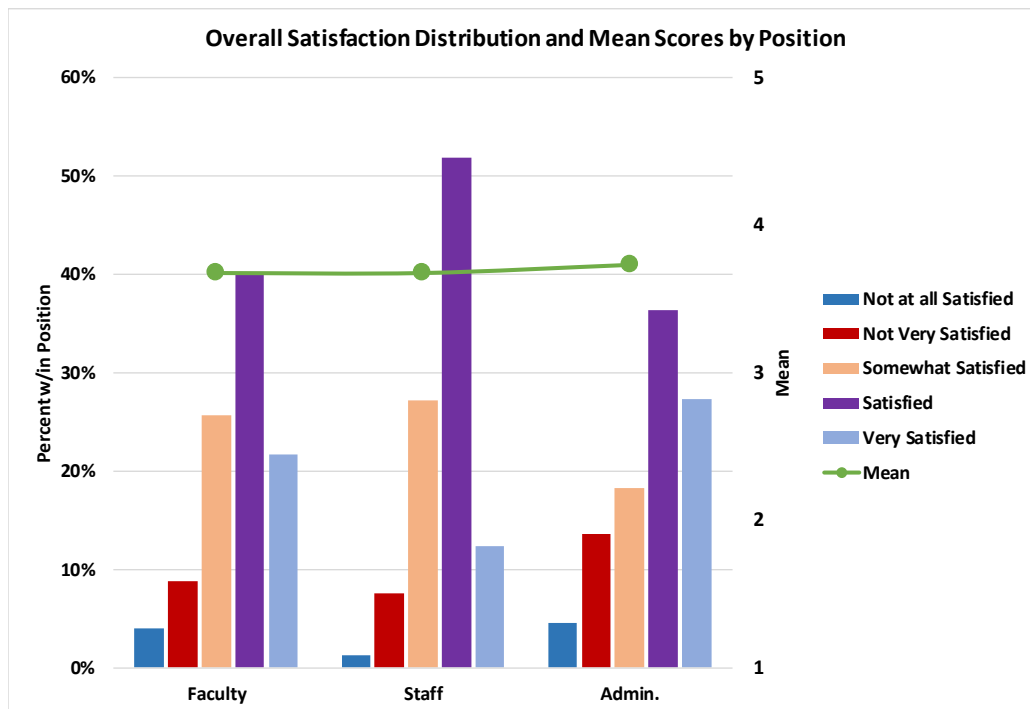
- Respondents were asked to rate their overall satisfaction with their employment. Counts and percent within position are presented in Table OS1. Over sixty percent of respondents, regardless of position, indicated they were Satisfied or Very Satisfied with their employment. For Faculty, 61.6% indicated they were Satisfied or Very Satisfied. For Staff, 64.1% indicated they were Satisfied or Very Satisfied. For Administrators, 63.8% were Satisfied or Very Satisfied. The table also presents mean and standard deviation scores by position and overall. Mean scores were the same for faculty and staff. Administrators' mean satisfaction was slightly higher.

Table OS1: Overall Satisfaction Distribution and Mean Scores by Position

	Faculty	Staff	Admin.	Total
Not at all Satisfied	5 4.00%	3 1.20%	1 4.55%	9 2.28%
Not Very Satisfied	11 8.80%	19 7.57%	3 13.64%	33 8.35%
Somewhat Satisfied	32 25.60%	68 27.09%	4 18.18%	101 25.57%
Satisfied	50 40.00%	130 51.79%	8 36.36%	188 47.59%
Very Satisfied	27 21.60%	31 12.35%	6 27.27%	64 16.20%
Total	125 100.00%	251 100.00%	22 100.00%	395 100.00%
Mean	3.67	3.67	3.73	3.67
s.d.	1.03	0.84	1.11	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 little 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.

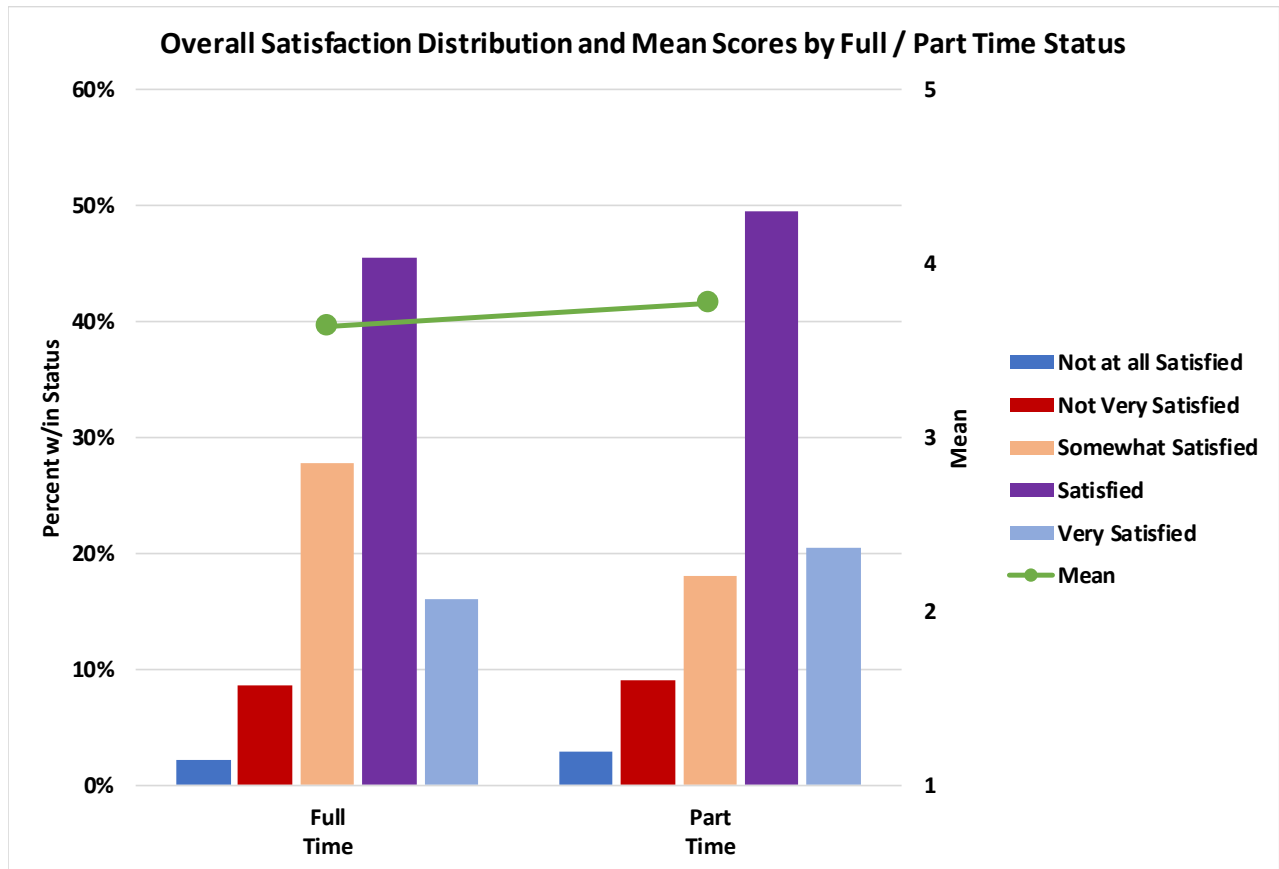
By Full/Part-time Status

- Overall satisfaction by Full / Part-time status is presented in Table OS2. Sixty-one percent (61.5%) of full time employees indicated they were satisfied or very satisfied with their employment. Seventy percent (70.0%) 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 (10.7%) and Part-time Employees (11.9%) 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 employees. The test revealed no significant differences.

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

	Full Time	Part Time	Total
Not at all Satisfied	6 2.15%	3 2.63%	9 2.28%
Not Very Satisfied	23 8.24%	10 8.77%	33 8.35%
Somewhat Satisfied	79 28.32%	20 17.54%	101 25.57%
Satisfied	130 46.59%	58 50.88%	188 47.59%
Very Satisfied	41 14.70%	23 20.18%	64 16.20%
Total	279 100.00%	114 100.00%	395 100.00%
Mean	3.64	3.76	3.67
s.d.	0.9	0.96	0.92

Figure OS2:



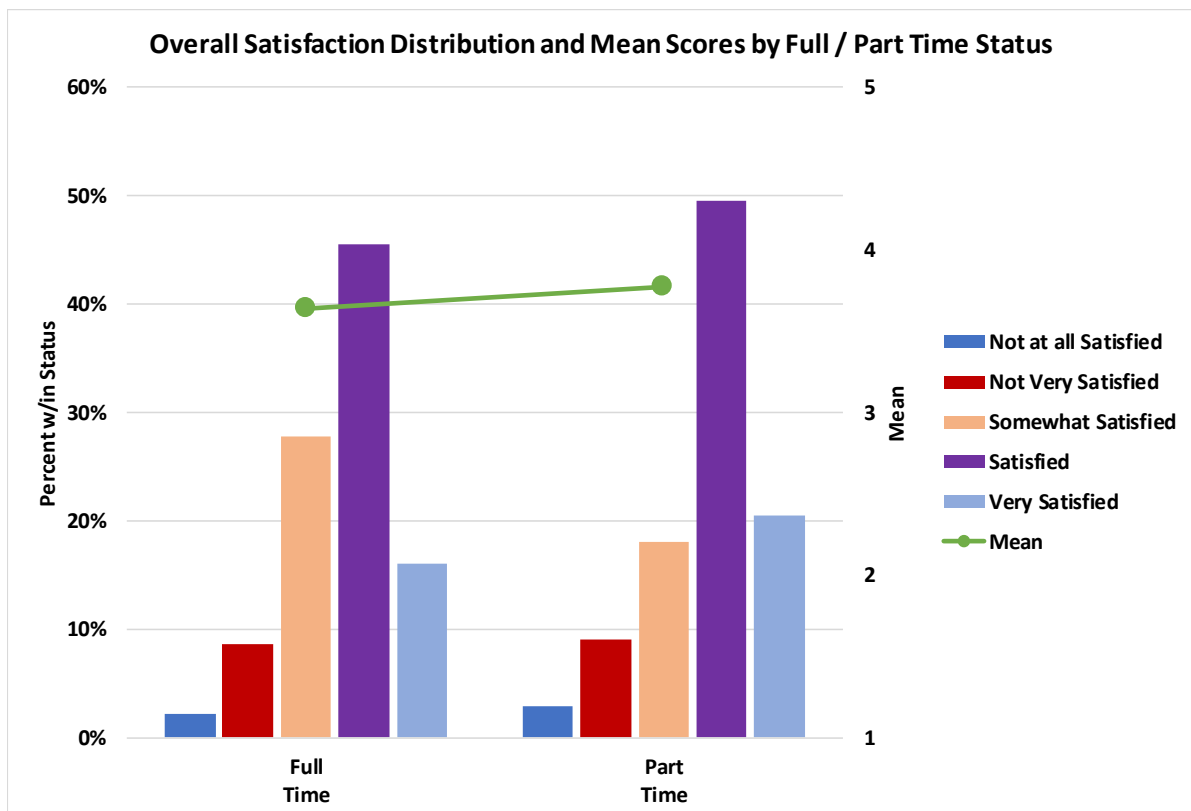
By Faculty Full / Part-time Status

- Overall satisfaction by Full / Part-time status for Faculty only is presented in Table OS3. Sixty-one percent (61.4%) of full time faculty indicated they were satisfied or very satisfied with their employment. Sixty-two percent (62.9%) 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

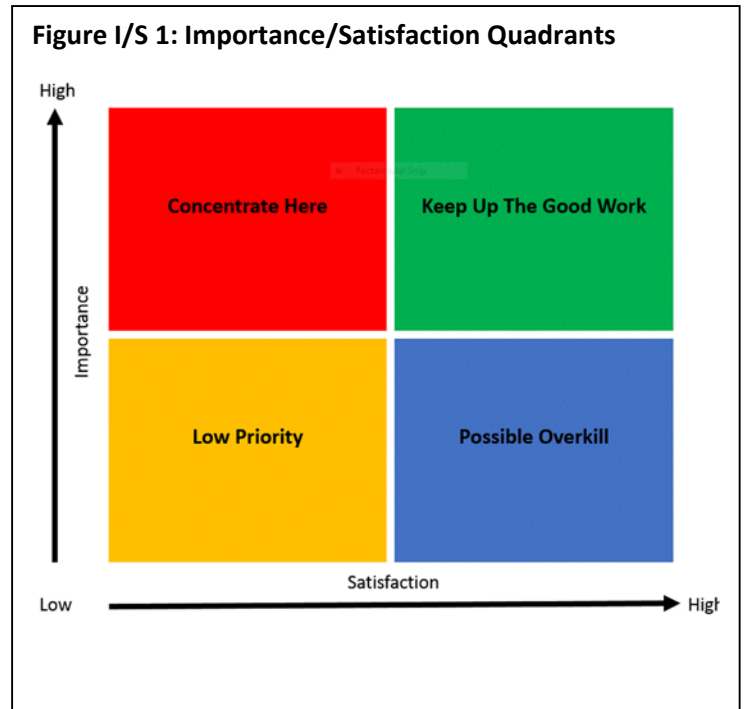
	Full Time	Part Time	Total
Not at all Satisfied	3 1.90%	5 2.49%	9 2.27%
Not Very Satisfied	14 8.86%	18 8.96%	32 8.08%
Somewhat Satisfied	44 27.85%	36 17.91%	80 20.20%
Satisfied	72 45.57%	100 42.00%	171 43.18%
Very Satisfied	25 15.82%	42 20.90%	67 16.92%
Total	158 100.00%	201 100.00%	359 90.66%
Mean	3.64	3.77	3.71
s.d.	0.93	0.97	0.95

Figure OS2:



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. The two analyses are conducted for two sections in the CESS: (1) Campus Culture / Policies and (2) Work Environment. For this administration, 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

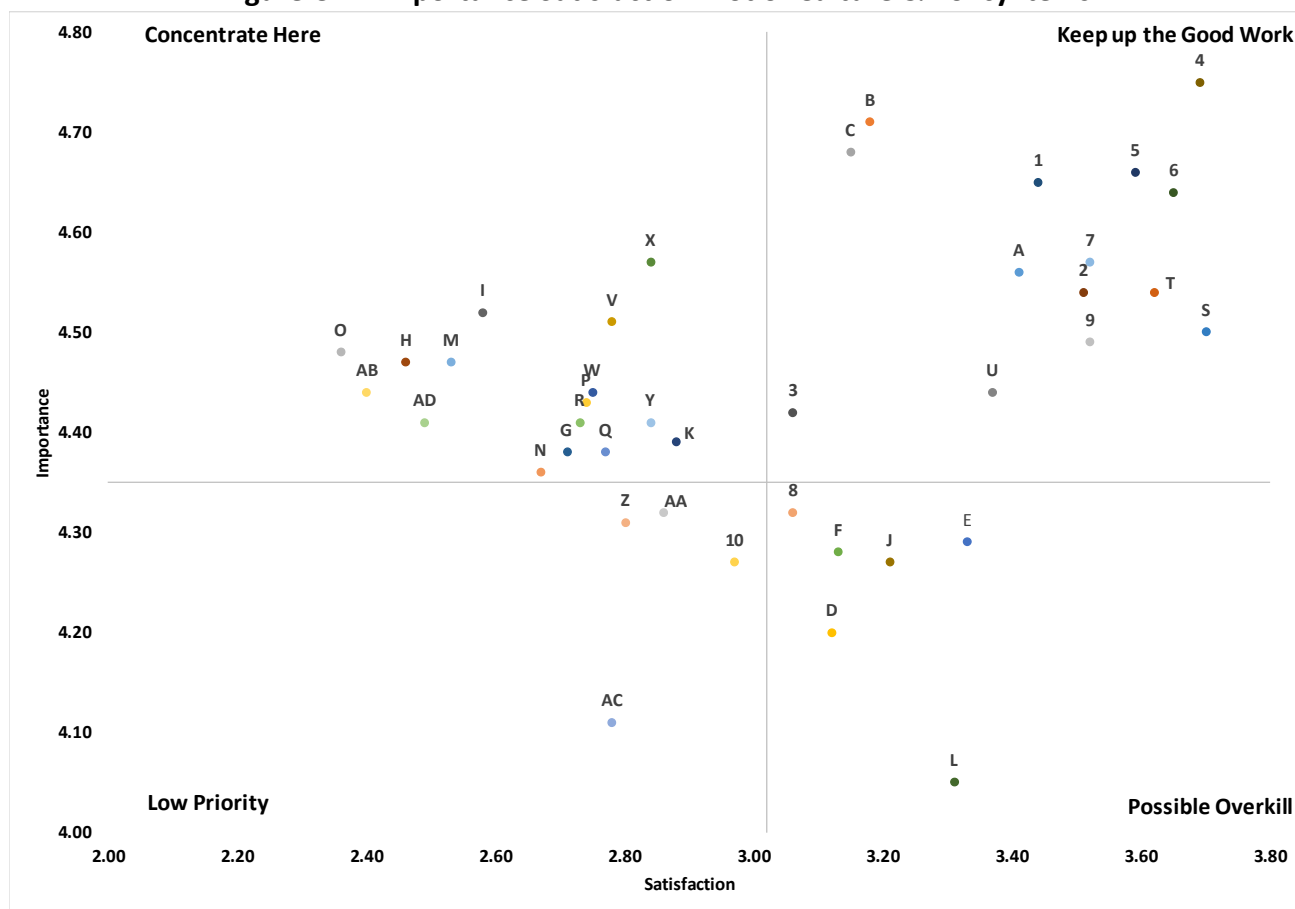
Campus Culture & Policies – Importance/Satisfaction

- 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): Fourteen items fell into the Keep Up The Good Work Quadrant. The items are related to Student Focus and Job Value.
 1. Student Focus (ten items): (A) “This institution promotes excellent Student Employee relations,” (B) “This institution treats students as its top priority,” (C) “This institution does a good job of meeting the needs of students,” (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,” and (7) “Students are satisfied with their overall experience at MHCC.”
 2. Job Value (four items): three of the items are specific to each employee group—Faculty, Staff, and Administrators—and address taking “pride in their work” (Items S, T, and U respectively) and item (9) “Diversity is respected and valued throughout the campus.”
- *Concentrate Here* (High Importance/Low Satisfaction): Sixteen items fell into the Concentrate Here Quadrant. The items appear to fall into six distinct areas:
 - 1) Planning (three items): (I) “The leadership of this institution has a clear sense of purpose,” (G) “This institution involves its employees in planning for the future,” and (H) “This institution plans carefully.”
 - 2) Resource Allocation (three items): (K) “This institution does a good job of meeting the needs of staff,” (M) “This institution makes sufficient budgetary resources available to achieve important objectives,” and (N) “This institution makes sufficient staff resources available to achieve important objectives.”
 - 3) Communication (four items): (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,” and (R) “There is good communication between staff and the administration at this institution.”
 - 4) External Relationships (two items): (W) “The reputation of this institution continues to improve,” and (X) “This institution is well-respected in the community.”
 - 5) Quality (two items): (V) “There is a spirit of teamwork and cooperation at this institution,” and (Y) “Efforts to improve quality are paying off at this institution.”
 - 6) Processes (two items): (AB) “This institution consistently follows clear processes for orienting and training new employees,” and (AD) “This institution has written procedures that clearly define who is responsible for each operation and service.”
- *Low Priority* (Low Importance / Low Satisfaction): Six Items fell into the Low Priority Quadrant: (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,” (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,” and (8) “The college is well-known in outlying communities within the district.”

- *Possible Overkill* (Low Importance / High Satisfaction): Four items fell into the Possible Overkill Quadrant: (Z) “Employee suggestions are used to improve our institution,” (AA) “This institution consistently follows clear processes for selecting new employees,” (AC) “This institution consistently follows clear processes for recognizing employee achievements,” and (10) “The institution does a good job of meeting the needs of its part-time faculty and tutors.”

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
O There are effective lines of communication between departments	4.48	2.36	2.12	3 Students have access to classes at the times they want to take them	4.42	3.06	1.36
AB This institution consistently follows clear processes for orienting and training	0.71	1.06		AC This institution consistently follows clear processes for recognizing employee	0.73	1.09	
H This institution plans carefully	4.44	2.40	2.04	10 The institution does a good job of meeting the needs of its part-time faculty	4.11	2.78	1.33
M This institution makes sufficient budgetary resources available to achieve	0.74	1.20		8 The college is well-known in outlying communities within the district	0.83	1.13	
I The leadership of this institution has a clear sense of purpose	4.47	2.46	2.01	1 Faculty meet the needs of students	4.27	2.97	1.30
AD This institution has written procedures that clearly define who is responsible for	0.77	1.12		F The goals and objectives of this institution are consistent with its mission	0.79	1.03	
AA This institution consistently follows clear processes for selecting new	4.47	2.53	1.94	A This institution promotes excellent employee-student relationships	4.32	3.06	1.26
X This institution is well respected in the community	0.70	1.01		D The mission, purpose, and values of this institution are well understood by most	0.74	1.09	
V There is a spirit of teamwork and cooperation at this institution	4.52	2.58	1.94	5 Students are well prepared for their careers	4.65	3.44	1.21
N This institution makes sufficient staff resources available to achieve important	0.75	1.20		U Administrators take pride in their work	0.31	1.03	
W The reputation of this institution continues to	4.41	2.49	1.92	4 Students receive an excellent education	4.28	3.13	1.15
P Administrators share information regularly with faculty and staff	0.72	1.16		J This institution does a good job of meeting the needs of its faculty	0.82	1.02	
R There is good communication between staff and administration at this institution	4.62	2.86	1.76	7 Students are satisfied with their overall experience at MHCC	4.56	3.41	1.15
G This institution involves its employees in planning for the future	0.74	1.24		2 Non-faculty employees meet the needs of students	0.70	0.90	
Q There is good communication between faculty and administration at this	4.57	2.84	1.73	6 Students are well prepared to transfer/continue their education	4.20	3.12	1.08
Y Efforts to improve quality are paying off at this institution	0.65	1.13		9 Diversity is respected and valued throughout the campus	0.78	1.03	
B This institution treats students as its top priority	4.51	2.78	1.73	E Most employees are generally supportive of the mission, purpose, and values of this	4.66	3.59	1.07
K This institution does a good job of meeting the needs of its staff	0.67	1.08		T Staff take pride in their work	0.62	0.92	
Z Employee suggestions are used to improve our institution	4.36	2.67	1.69	S Faculty take pride in their work	4.44	3.37	1.07
C The institution does a good job of meeting the needs of students	0.74	1.02		L This institution does a good job of meeting the needs of administrators	0.74	0.99	
	4.44	2.75	1.69		4.75	3.69	1.06
	0.72	1.12			0.56	0.92	
	4.43	2.74	1.69		4.27	3.21	1.06
	0.70	1.17			0.79	1.10	
	4.41	2.73	1.68		4.57	3.52	1.05
	0.72	1.07			0.64	0.85	
	4.38	2.71	1.67		4.54	3.51	1.03
	0.79	1.14			0.67	0.92	
	4.38	2.77	1.61		4.64	3.65	0.99
	0.75	1.12			0.61	0.92	
	4.41	2.84	1.57		4.49	3.52	0.97
	0.71	1.07			0.73	1.13	
	4.71	3.18	1.53		4.29	3.33	0.96
	0.58	1.05			0.76	0.96	
	4.39	2.88	1.51		4.54	3.62	0.92
	0.67	0.98			0.62	0.98	
	4.31	2.80	1.51		4.50	3.70	0.80
	0.76	1.09			0.70	0.99	
	4.68	3.18	1.50		4.05	3.31	0.74
	0.61	0.94			0.82	1.04	

¹For 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 (1.41) 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.

- All sixteen items that fell into the “Concentrate Here” quadrant of the Importance/Satisfaction Plot had gap scores in excess of the overall. An additional four items also had gap scores exceeding the overall average:
 - 1) (AA) “This institution consistently follows clear processes for selecting new employees”
 - 2) (B) “This institution treats students as its top priority”
 - 3) (Z) “Employee suggestions are used to improve our institution”
 - 4) (C) “This institution does a good job of meeting the needs of students”
- Analysis of twenty items results in adjustments to the six themes identified in the Importance/Satisfaction Plots (new items are highlighted in **bold**):
 - o Communication (four items):
 - (O) “There are effective lines of communication between departments” – *Gap = 2.12*
 - (P) “Administrators share information regularly with faculty and staff” – *Gap = 1.69*
 - (R) “There is good communication between staff and the administration at this institution” – *Gap = 1.68*
 - (Q) “There is good communication between faculty and the administration at this institution” – *Gap = 1.61*
 - o Processes (four items):
 - (AB) “This institution consistently follows clear processes for orienting and training new employees” – *Gap = 2.04*
 - (AD) “This institution has written procedures that clearly define who is responsible for each operation and service” – *Gap = 1.92*
 - (AA) “This institution consistently follows clear processes for selecting new employees”** – *Gap = 1.76* (Moved from Low Priority Quadrant)
 - (V) “There is a spirit of teamwork and cooperation at this institution” – *Gap = 1.73*
 - o Planning (six items):
 - (H) “This institution plans carefully” – *Gap = 2.01*
 - (I) “The leadership of this institution has a clear sense of purpose” – *Gap = 1.94*
 - (M) “This institution makes sufficient budgetary resources available to achieve important objectives” – *Gap = 1.94*
 - (N) “This institution makes sufficient staff resources available to achieve important objectives” – *Gap = 1.69*
 - (G) “This institution involves its employees in planning for the future” – *Gap = 1.67*
 - (Z) “Employee suggestions are used to improve our institution”** – *Gap = 1.51* (Moved from Low Priority Quadrant)
 - o Customer Focus (six items):
 - (X) “This institution is well-respected in the community” – *Gap = 1.73*
 - (W) “The reputation of this institution continues to improve” – *Gap = 1.69*

(Y) “Efforts to improve quality are paying off at this institution” – Gap = 1.57

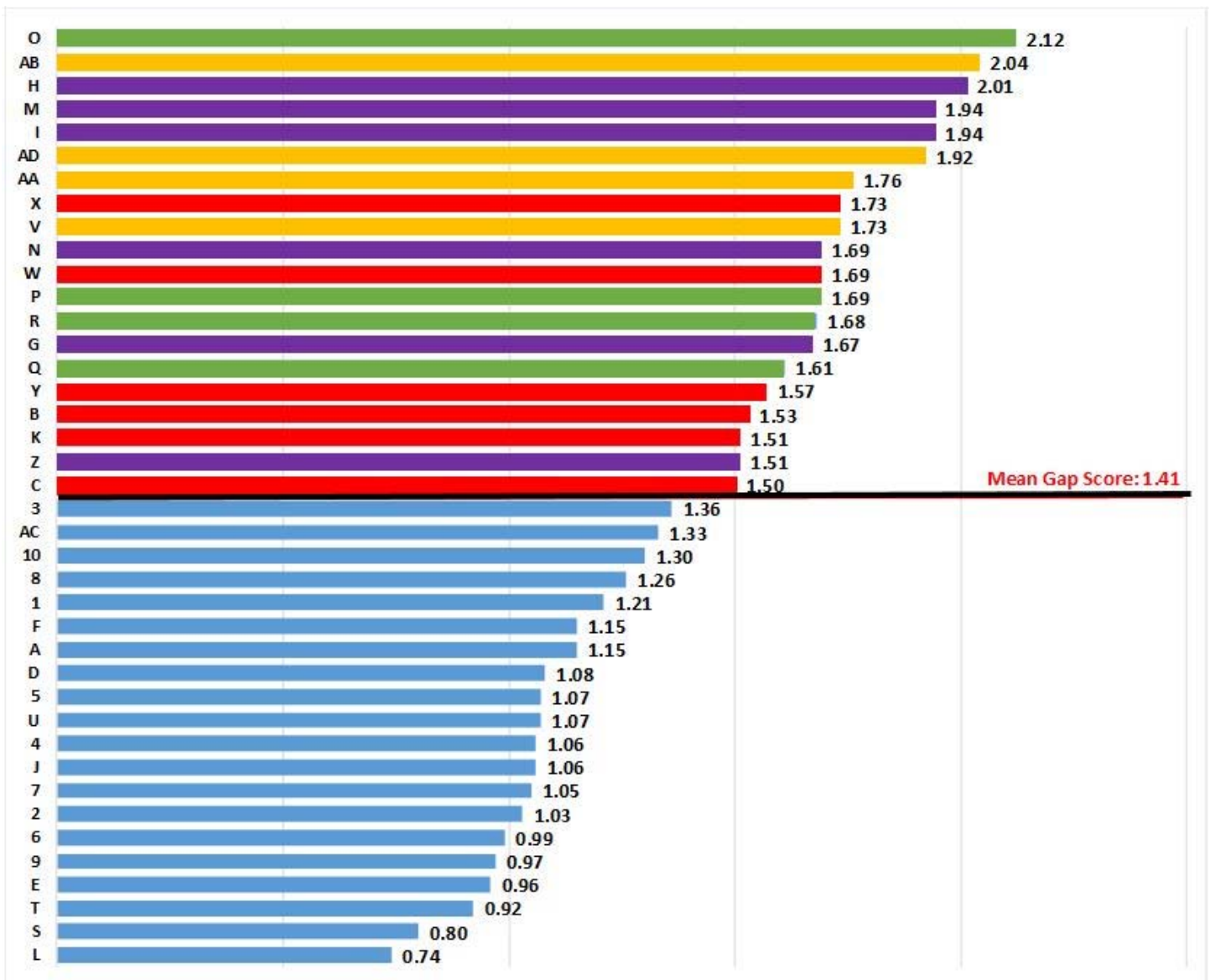
(B) “This institution treats students as its top priority” – Gap = 1.53 (Moved from Keep Up The Good Work Quadrant)

(K) “This institution does a good job of meeting the needs of staff” – Gap = 1.51

(C) “This institution does a good job of meeting the needs of students” – Gap = 1.50 (Moved from Keep Up The Good Work Quadrant)

- The Gap Scores are plotted in Figure CP2. The items that had gaps in excess of the overall mean gap score (1.41) are color coded to their corresponding theme.

Figure CP2: Culture & Policies Gap Scores



Communications
(O, P, R, and Q)

Processes
(AB, AD, AA, and V)

Planning
(H, I, M, N, G, and Z)

Customer Focus
(X, W, Y, B, K, and C)

Campus Culture & Policies – Comments

- Respondents were asked if they had any additional comments regarding the Campus Culture & Policies. A review of the comments reinforced the themes identified through the quantitative analyses. Examples of comments related to the themes are presented in Table CP2.
- Spell check was run on comments but no attempt was made to correct grammar or punctuation.

Table CP2: Campus Culture & Policies Comment Examples by Theme

Theme	Comment Examples
Communication	• “I think one of the biggest issues is communication. People need to do better with communicating with other departments. I feel that there is no excitement on campus anymore. It seems that people are not excited to come to work. “ • “It would be lovely if when I emailed someone at the Gresham campus I would get a response. Most of time I do not and I have to make several attempts to get a response, let alone an actual answer to my question....” • “On the whole, this thugish mentality of both unions seems to be due to a lack of effective communication and relationship building between college administration and union leaders. I'd like to see more productive, collaborative problem solving in the future, and less "us vs them" mentality. “
Processes	• “Simplifying compliance procedure needed. Really.” • “It seems that there has been breakdown over the last few years of clear protocols and processes.” • “Morale is low because the faculty don't feel like the administration is doing anything to help those processes (or we don't know if anything is being done).” • “Policies at MHCC are not clear and a high degree of barriers exist when attempting to get anything accomplished. The culture at Mt. Hood allows certain individuals to have an ease of process and "work arounds" while others are repeatedly told "No." Certain departments can go to the administration and get what they desire while others continually have to fight for everything. Work performance is not valued and bad behavior is allowed even though it impacts others negatively on campus.”

Table CP2 (Continued): Campus Culture & Policies Comment Examples by Theme

Theme	Comment Examples
Planning	• “The college needs to involve the classified staff in more. Classified staff are excluded in establishing anything important for the college. “ • “There is no clarity around organizational structure, decision making or ensuring staff are given proper resources to complete their work. A lot of time is spent figuring out who is responsible or how a process should work/work arounds rather than assisting students or developing programming.” •
Customer Focus	• “MHCC has a challenging culture. Not everyone has the student's best interest in mind. Student success initiatives are bogged down by union contracts.” • “Over and over again employee feedback is requested and seems almost entirely ignored. It is very disheartening. “ • “I appreciate that the college is taking steps to survey faculty and staff and learn what areas could improve and uses this data to strategically implement change. It is very important that the college meets the needs of students and improves it's image within the community....” • “We do not do a good job of talking to students and staff who work first-hand with students prior to making decisions that directly impact students.”

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 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.
- Generally, there was agreement among the three employee groups with regard to Importance; only three of the forty items were found to have statistically significant differences between positions. Where significant differences were identified, Administrators rated two of the items less important than Faculty (Item 10 "The institution does a good job of meeting the needs of its part-time faculty and tutors" and Item J "The institution does a good job of meeting the needs of its faculty"). Administrators rated one item less important than staff (Item Z "Employee suggestions are used to improve our institution").
- There was less agreement between the employee groups with regard to Satisfaction. Fifteen of the forty items had statistically significant differences. Tukey's HSD revealed that, in general, significant differences were found between Faculty and Administration.
 - o (AB) "This institution consistently follows clear processes for orienting and training new employees" $F(2, 385)=5.14, p\leq.005$.
 - o (I) "The leadership of this institution has a clear sense of purpose" $F(2, 386)=6.10, p\leq.002$.
 - o (V) "There is a spirit of teamwork and cooperation at this institution" $F(2, 387)=3.33, p\leq.037$.
 - o (G) "This institution involves its employees in planning for the future" $F(2, 385)=3.48, p\leq.032$.
 - o (Q) "There is good communication between faculty and administration at this institution" $F(2, 376)=5.88, p\leq.003$.
 - o (Y) "Efforts to improve quality are paying off at this institution" $F(2, 385)=4.80, p\leq.009$.
 - o (Z) "Employee suggestions are used to improve our institution" $F(2, 383)=7.82, p\leq.000$.
 - o (10) "The institution does a good job of meeting the needs of its part-time faculty and tutors" $F(2, 369)=16.75, p\leq.000$.
 - o (1) "Faculty meet the needs of students" $F(2, 381)=9.21, p\leq.000$.
 - o (F) "The goals and objectives of this institution are consistent with its mission and values" $F(2, 387)=4.49, p\leq.012$.
 - o (5) "Students are well prepared for their careers" $F(2, 376)=4.51, p\leq.012$.
 - o (J) "This institution does a good job of meeting the needs of its faculty" $F(2, 382)=22.39, p\leq.000$.
 - o (9) "Diversity is respected and valued throughout the campus" $F(2, 381)=3.21, p\leq.041$.

- o (S) "Faculty take pride in their work" $F(2, 382)=6.96, p \leq .001$.
- o (L) "This institution does a good job of meeting the needs of administrators"
 $F(2, 374)=6.85, p \leq .001$.

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

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	F, Sig. ⁴	Post
O There are effective lines of communication between departments	4.48	2.36	2.12	4.39	2.26	2.13	4.53	2.39	2.14	4.46	2.65	1.81				
	0.71	1.06		0.69	0.97		0.73	1.10		0.56	1.15					
AB This institution consistently follows clear processes for orienting and training	4.44	2.40	2.04	4.36	2.20	2.16	4.46	2.50	1.96	4.58	2.39	2.19				
	0.74	1.20		0.65	1.08		0.80	1.25		0.56	1.14					
H This institution plans carefully	4.47	2.46	2.01	4.49	2.22	2.27	4.44	2.61	1.83	4.68	2.22	2.46			F(2, 385)=5.47, p<.005	
	0.77	1.12		0.66	1.06		0.84	1.13		0.48	1.15					
M This institution makes sufficient budgetary resources available to achieve	4.47	2.53	1.94	4.41	2.43	1.98	4.48	2.58	1.90	4.70	2.57	2.13				
	0.70	1.01		0.69	0.88		0.72	1.07		0.47	1.08					
I The leadership of this institution has a clear sense of purpose	4.52	2.58	1.94	4.58	2.28	2.30	4.47	2.74	1.73	4.76	2.54	2.22			F(2, 386)=6.10, p<.002	
	0.75	1.20		0.64	1.15		0.82	1.20		0.50	1.25					
AD This institution has written procedures that clearly define who is responsible for	4.41	2.49	1.92	4.36	2.30	2.06	4.46	2.60	1.86	4.24	2.34	1.90				
	0.72	1.16		0.68	1.14		0.73	1.16		0.80	1.13					
AA This institution consistently follows clear processes for selecting new	4.62	2.86	1.76	4.31	2.66	1.65	4.35	2.94	1.41	4.11	3.08	1.03				
	0.74	1.24		0.58	1.17		0.81	1.27		0.70	1.22					
X This institution is well respected in the community	4.57	2.84	1.73	4.54	2.77	1.77	4.58	2.88	1.70	4.58	2.81	1.77				
	0.65	1.13		0.60	1.04		0.68	1.18		0.56	1.11					
V There is a spirit of teamwork and cooperation at this institution	4.51	2.78	1.73	4.49	2.59	1.90	4.52	2.89	1.63	4.53	2.63	1.90			F(2, 387)=3.33, p<.037	
	0.67	1.08		0.65	1.06		0.69	1.09		0.56	1.04					
N This institution makes sufficient staff resources available to achieve important	4.36	2.67	1.69	4.27	2.67	1.60	4.39	2.67	1.72	4.57	2.51	2.06				
	0.74	1.02		0.72	0.95		0.76	1.06		0.51	0.97					
W The reputation of this institution continues to	4.44	2.75	1.69	4.46	2.55	1.91	4.45	2.85	1.60	4.29	2.74	1.55				
	0.72	1.12		0.63	1.13		0.76	1.12		0.62	1.04					
P Administrators share information regularly with faculty and staff	4.43	2.74	1.69	4.34	2.66	1.68	4.49	2.74	1.75	4.35	3.19	1.16				
	0.70	1.17		0.68	1.16		0.71	1.19		0.49	0.90					
R There is good communication between staff and administration at this institution	4.41	2.73	1.68	4.35	2.72	1.63	4.44	2.71	1.73	4.33	3.08	1.25				
	0.72	1.07		0.74	1.07		0.72	1.08		0.59	0.94					
G This institution involves its employees in planning for the future	4.38	2.71	1.67	4.34	2.49	1.85	4.40	2.82	1.58	4.35	2.78	1.57			F(2, 385)=3.48, p<.032	
	0.79	1.14		0.79	1.09		0.79	1.15		0.68	1.22					
Q There is good communication between faculty and administration at this	4.38	2.77	1.61	4.47	2.49	1.98	4.35	2.91	1.44	4.19	2.80	1.39			F(2, 376)=5.88, p<.003	
	0.75	1.12		0.65	1.19		0.81	1.07		0.63	1.06					
Y Efforts to improve quality are paying off at this institution	4.41	2.84	1.57	4.39	2.61	1.78	4.42	2.93	1.49	4.34	3.16	1.18			F(2, 385)=4.80, p<.009	F<A
	0.71	1.07		0.62	1.06		0.77	1.07		0.54	0.90					
B This institution treats students as its top priority	4.71	3.18	1.53	4.73	3.19	1.54	4.69	3.20	1.49	4.84	2.78	2.06				
	0.58	1.05		0.51	1.03		0.62	1.05		0.38	1.17					
K This institution does a good job of meeting the needs of its staff	4.39	2.88	1.51	4.33	2.87	1.46	4.44	2.85	1.59	4.22	3.24	0.98				
	0.67	0.98		0.61	0.89		0.71	1.03		0.54	0.97					
Z Employee suggestions are used to improve our institution	4.31	2.80	1.51	4.25	2.50	1.75	4.37	2.92	1.45	3.92	3.21	0.71	F(2, 382)=3.95, p<.020	A<S	F(2, 383)=7.82, p<.000	F<A
	0.76	1.09		0.70	1.03		0.78	1.11		0.76	0.92					
C The institution does a good job of meeting the needs of students	4.68	3.18	1.50	4.66	3.10	1.56	4.67	3.19	1.48	4.84	3.00	1.84				
	0.61	0.94		0.56	0.93		0.65	0.93		0.38	1.04					

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
3 Students have access to classes at the times they want to take them	4.42	3.06	1.36	4.40	3.05	1.35	4.42	3.09	1.33	4.54	2.68	1.86				
	0.73	1.09		0.67	1.03		0.78	1.11		0.51	1.08					
AC This institution consistently follows clear processes for recognizing employee	4.11	2.78	1.33	3.98	2.76	1.22	4.19	2.77	1.42	4.00	2.97	1.03				
	0.83	1.13		0.73	1.05		0.86	1.16		0.97	1.23					
10 The institution does a good job of meeting the needs of its part-time faculty	4.27	2.97	1.30	4.42	2.56	1.86	4.22	3.17	1.05	4.00	3.32	0.68	F(2, 370)=4.15, p≤.017	A<F	F(2, 369)=16.75, p≤.00	F<S,A
	0.79	1.03		0.67	1.03		0.85	0.96		0.58	1.03					
8 The college is well-known in outlying communities within the district	4.32	3.06	1.26	4.27	2.97	1.30	4.37	3.11	1.26	4.11	2.95	1.16				
	0.74	1.09		0.72	1.06		0.75	1.12		0.75	1.04					
1 Faculty meet the needs of students	4.65	3.44	1.21	4.74	3.74	1.00	4.60	3.32	1.28	4.63	2.97	1.66			F(2, 381)=9.21, p≤.00	A<F
	0.31	1.03		0.48	1.00		0.67	1.02		0.55	0.98					
F The goals and objectives of this institution are consistent with its mission	4.28	3.13	1.15	4.19	2.98	1.21	4.31	3.25	1.06	4.51	2.75	1.76			F(2, 387)=4.49, p≤.012	A<F
	0.82	1.02		0.92	1.09		0.79	0.96		0.57	1.04					
A This institution promotes excellent employee-student relationships	4.56	3.41	1.15	4.61	3.39	1.22	4.53	3.44	1.09	4.65	3.22	1.43				
	0.70	0.90		0.61	0.91		0.74	0.88		0.68	1.08					
D The mission, purpose, and values of this institution are well understood by most	4.20	3.12	1.08	4.13	3.08	1.05	4.22	3.17	1.05	4.32	2.76	1.56				
	0.78	1.03		0.82	1.10		0.76	0.99		0.68	1.08					
5 Students are well prepared for their careers	4.66	3.59	1.07	4.70	3.79	0.91	4.64	3.49	1.15	4.61	3.47	1.14			F(2, 376)=4.51, p≤.012	
	0.62	0.92		0.51	0.98		0.67	0.90		0.60	0.77					
U Administrators take pride in their work	4.44	3.37	1.07	4.46	3.32	1.14	4.43	3.37	1.06	4.43	3.54	0.89				
	0.74	0.99		0.66	1.03		0.78	0.98		0.65	0.88					
4 Students receive an excellent education	4.75	3.69	1.06	4.82	3.81	1.01	4.71	3.64	1.07	4.82	3.50	1.32				
	0.56	0.92		0.42	0.95		0.63	0.92		0.40	0.77					
J This institution does a good job of meeting the needs of its faculty	4.27	3.21	1.06	4.44	2.70	1.74	4.19	3.43	0.76	4.05	3.65	0.40	F(2, 384)=4.85, p≤.008	A<F	F(2, 382)=22.39, p≤.00	F<S,A
	0.79	1.10		0.64	1.12		0.85	1.01		0.71	0.96					
7 Students are satisfied with their overall experience at MHCC	4.57	3.52	1.05	4.59	3.57	1.02	4.55	3.51	1.04	4.61	3.41	1.20				
	0.64	0.85		0.54	0.90		0.70	0.83		0.56	0.77					
2 Non-faculty employees meet the needs of students	4.54	3.51	1.03	4.60	3.47	1.13	4.52	3.55	0.97	4.55	3.26	1.29				
	0.67	0.92		0.55	0.98		0.72	0.91		0.61	0.77					
6 Students are well prepared to transfer/continue their education	4.64	3.65	0.99	4.65	3.74	0.91	4.64	3.62	1.02	4.68	3.47	1.21				
	0.61	0.92		0.54	0.94		0.66	0.92		0.53	0.73					
9 Diversity is respected and valued throughout the campus	4.49	3.52	0.97	4.42	3.53	0.89	4.53	3.57	0.96	4.50	2.92	1.58			F(2, 381)=3.21, p≤.041	A<F,S
	0.73	1.13		0.69	1.07		0.75	1.14		0.84	1.27					
E Most employees are generally supportive of the mission, purpose, and values of this	4.29	3.33	0.96	4.21	3.42	0.79	4.32	3.33	0.99	4.41	2.89	1.52				
	0.76	0.96		0.81	0.93		0.74	0.97		0.61	0.89					
T Staff take pride in their work	4.54	3.62	0.92	4.52	3.79	0.73	4.56	3.54	1.02	4.38	3.51	0.87				
	0.62	0.98		0.64	0.99		0.61	0.98		0.69	0.74					
S Faculty take pride in their work	4.50	3.70	0.80	4.59	3.96	0.63	4.45	3.57	0.88	4.41	3.51	0.90			F(2, 382)=6.96, p≤.00	
	0.70	0.99		0.60	0.96		0.74	0.97		0.65	0.97					
L This institution does a good job of meeting the needs of administrators	4.05	3.31	0.74	4.02	3.10	0.92	4.06	3.45	0.61	4.11	2.84	1.27			F(2, 374)=6.85, p≤.001	A<S
	0.82	1.04		0.77	1.08		0.85	0.99		0.67	1.08					

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. Seven of the twenty items presented in Figure CP3A had Administrator gap scores below the grand mean gap score. In contrast, Faculty and Staff rated all of the items at or above the grand mean gap score.
- Interestingly, for items where the Overall gap score was below the grand mean gap score (Figure CP3B), Administrators were more likely to have gap scores that exceeded the grand mean gap score; for seven of the twenty items in Figure CP3B, Administrators had gap scores that exceeded the grand mean gap score.
- Administrators had the single highest gap score of the items: (H) “This institution plans carefully” – Gap Score of 2.46.
- Faculty and Staff, in general, appear to be in agreement with most of the forty items assessed in the Campus Culture and Policies. Administrators are less in alignment with the other two groups. Generally, for items that exceed the grand mean gap score (Figure CP3A), Administrators are more satisfied or rate items lower in importance (the gap scores are smaller) than the other two employee groups. Generally, for items that were lower than the grand mean gap score (Figure CP3B), Administrators are less satisfied or rate items higher in importance (the gap scores are larger) when compared with 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

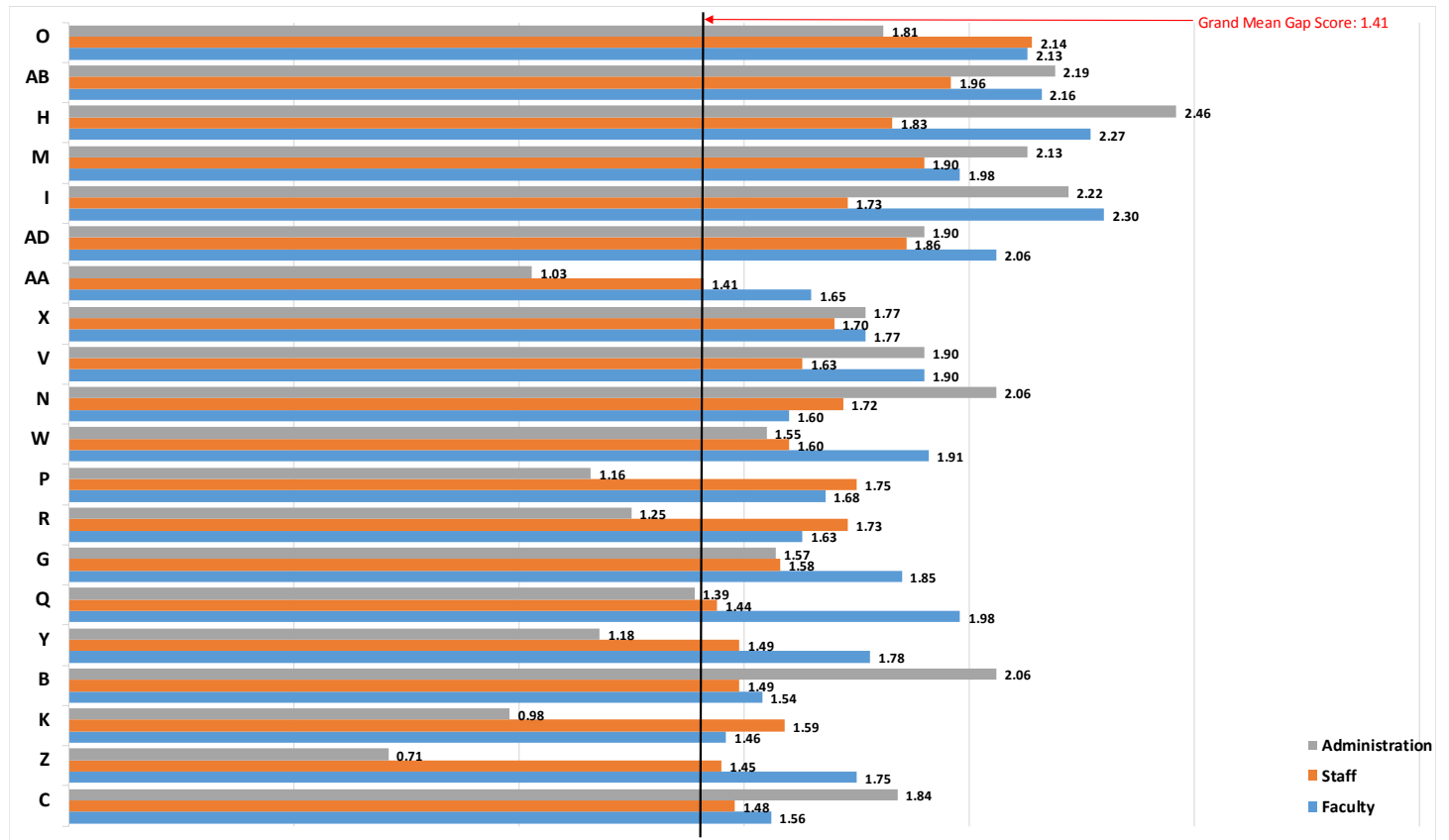
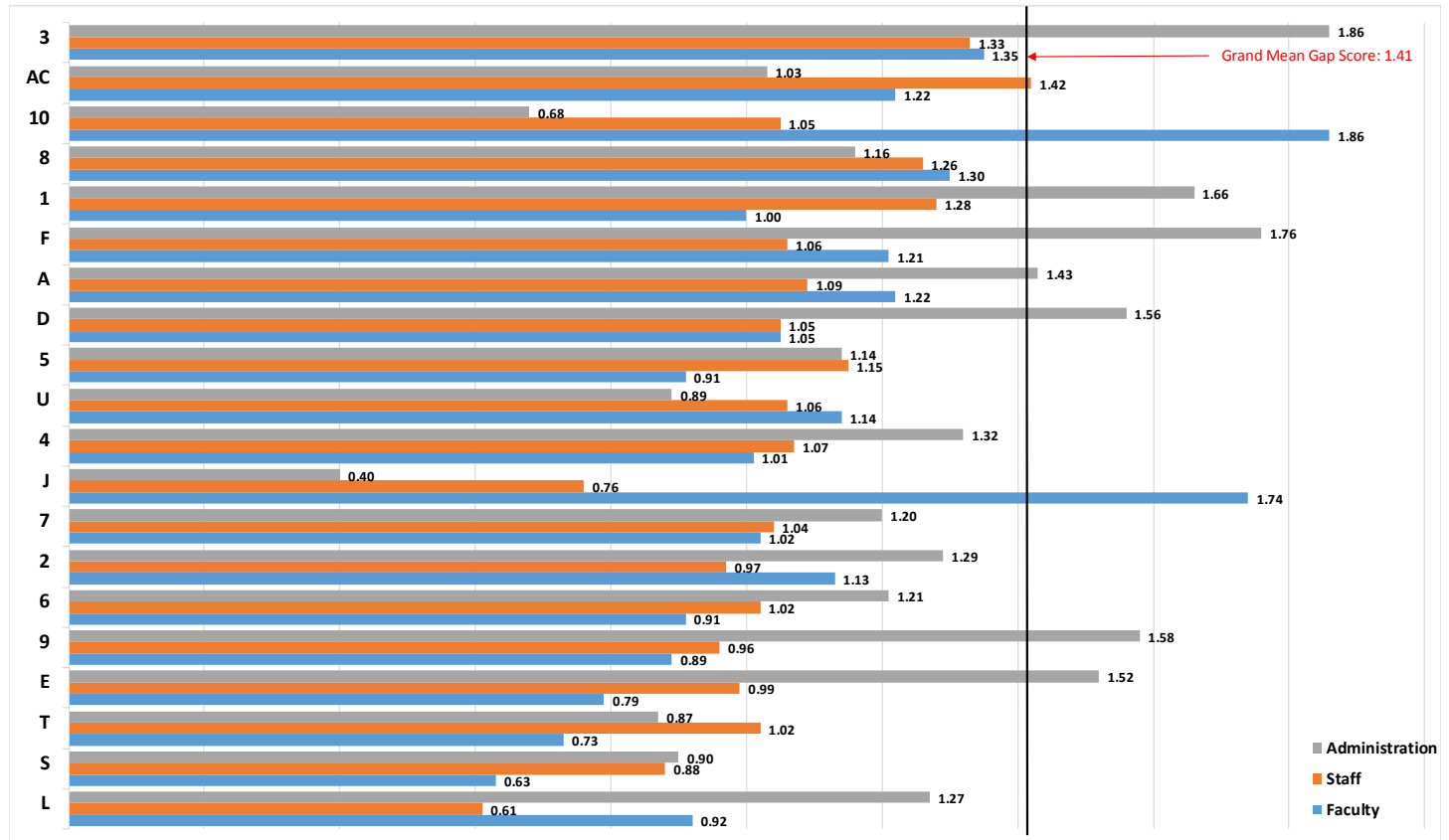


Figure CP3B: Campus Culture and Policy Gap Scores Where Overall Gap Scores Are Less Than the Grand Mean Gap Score by Employee Group



Campus Culture 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 CP3 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 (1.31) 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.
- 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 two items revealed statistically significant differences. Part-time employees ($M=4.46$, $s.d.=0.69$) 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 ($M=4.20$, $s.d.=0.79$), $t(380)=3.47$, $p\leq.001$. Part-time employees ($M=4.42$, $s.d.=0.49$) rated item (J) “This institution does a good job of meeting the needs of its faculty” more important than full time employees ($M=4.21$, $s.d.=0.82$), $t(389)=2.83$, $p\leq.005$.
- There was less agreement among the full and part time employees with regard to their satisfaction ratings. Thirty-four of the forty Campus Culture & Policy items were found to have statistically significant differences between full and part timers. In all cases where statistically significant differences were found, Part-time Employees reported higher rates of satisfaction than their Full-time employee counterparts did.

Table CP3: Campus Culture & Policies Gap Scores by Full / Part-time Status

Item	Overall			Full Time ³			Part Time ³			Importance ⁴			Satisfaction ⁴		
	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≤
O There are effective lines of communication between departments	4.48	2.46	2.02	4.49	2.26	2.23	4.47	2.64	1.83				3.40	383.61	0.001
	0.70	1.13		0.71	0.98		0.69	1.23							
AB This institution consistently follows clear processes for orienting and training new employees	4.43	2.53	1.90	4.45	2.23	2.22	4.40	2.81	1.59				4.84	389	0.000
	0.72	1.22		0.74	1.13		0.69	1.24							
M This institution makes sufficient budgetary resources available to achieve important objectives	4.48	2.64	1.84	4.46	2.41	2.05	4.50	2.85	1.65				4.20	391	0.000
	0.68	1.04		0.70	0.97		0.67	1.07							
H This institution plans carefully	4.47	2.63	1.84	4.49	2.22	2.27	4.46	2.98	1.48				6.93	391	0.000
	0.73	1.15		0.77	1.05		0.70	1.12							
I The leadership of this institution has a clear sense of purpose	4.51	2.77	1.74	4.57	2.33	2.24	4.45	3.16	1.29				7.26	392	0.000
	0.73	1.21		0.74	1.14		0.72	1.13							
AD This institution has written procedures that clearly define who is responsible for each operation	4.37	2.66	1.71	4.43	2.25	2.18	4.33	3.02	1.31				6.67	385	0.000
	0.70	1.19		0.74	1.08		0.65	1.18							
V There is a spirit of teamwork and cooperation at this institution	4.50	2.89	1.61	4.51	2.62	1.89	4.50	3.13	1.37				4.54	392	0.000
	0.66	1.13		0.66	0.99		0.66	1.20							
W The reputation of this institution continues to improve	4.44	2.84	1.60	4.43	2.60	1.83	4.44	3.05	1.39				3.95	392	0.000
	0.68	1.17		0.73	1.05		0.64	1.23							
N This institution makes sufficient staff resources available to achieve important objectives	4.38	2.79	1.59	4.34	2.53	1.81	4.41	3.01	1.40				4.56	389	0.000
	0.71	1.06		0.75	0.96		0.68	1.09							
X This institution is well respected in the community	4.54	2.95	1.59	4.60	2.68	1.92	4.50	3.19	1.31				4.43	389	0.000
	0.64	1.17		0.63	1.07		0.64	1.20							
Q There is good communication between faculty and administration at this institution	4.41	2.87	1.54	4.34	2.60	1.74	4.47	3.11	1.36				4.48	383	0.000
	0.70	1.14		0.77	1.08		0.63	1.13							
G This institution involves its employees in planning for the future	4.38	2.85	1.53	4.38	2.53	1.85	4.38	3.14	1.24				5.34	390	0.000
	0.77	1.17		0.79	1.09		0.76	1.16							
R There is good communication between staff and administration at this institution	4.40	2.88	1.52	4.39	2.58	1.81	4.42	3.16	1.26				5.45	385	0.000
	0.69	1.09		0.73	1.02		0.66	1.07							
P Administrators share information regularly with faculty and staff	4.43	2.91	1.52	4.43	2.56	1.87	4.43	3.22	1.21				5.61	392	0.000
	0.67	1.20		0.70	1.09		0.64	1.21							
Y Efforts to improve quality are paying off at this institution	4.41	2.93	1.48	4.40	2.74	1.66	4.41	3.10	1.31				3.33	387	0.001
	0.68	1.09		0.72	1.03		0.65	1.12							
Z Employee suggestions are used to improve our institution	4.31	2.87	1.44	4.26	2.72	1.54	4.35	3.01	1.34				2.53	384	0.012
	0.72	1.11		0.80	1.05		0.64	1.16							
K This institution does a good job of meeting the needs of its staff	4.41	3.01	1.40	4.36	2.75	1.61	4.46	3.24	1.22				5.14	394	0.000
	0.64	0.98		0.69	0.97		0.58	0.93							
C The institution does a good job of meeting the needs of students	4.67	3.27	1.40	4.71	2.98	1.73	4.63	3.52	1.11				5.84	390.08	0.000
	0.59	0.96		0.61	0.90		0.57	0.94							
B This institution treats students as its top priority	4.71	3.32	1.39	4.74	2.98	1.76	4.69	3.63	1.06				6.42	395	0.000
	0.55	1.06		0.58	1.05		0.52	0.97							
10 The institution does a good job of meeting the needs of its part-time faculty and tutors.	4.34	2.95	1.39	4.20	3.00	1.20	4.46	2.91	1.55	3.47	380	0.001			
	0.75	1.12		0.79	0.94		0.69	1.26							

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 (1.31). 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 CP3: 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	4.32 0.72	2.94 1.25	1.38	4.31 0.73	2.76 1.21	1.55	4.32 0.70	3.11 1.27	1.21				-2.80	385	0.005
3 Students have access to classes at the times they want to take them	4.43 0.7	3.16 1.09	1.27	4.42 0.74	2.92 1.06	1.50	4.44 0.66	3.37 1.08	1.07				-4.13	384	0.000
AC This institution consistently follows clear processes for recognizing employee achievements	4.12 0.79	2.87 1.15	1.25	4.08 0.88	2.68 1.12	1.40	4.16 0.71	3.04 1.15	1.12				-3.13	389	0.002
1 Faculty meet the needs of students	4.65 0.56	3.48 1.06	1.17	4.65 0.63	3.37 1.02	1.28	4.65 0.5	3.58 1.09	1.07						
J This institution does a good job of meeting the needs of its faculty	4.32 0.75	3.18 1.14	1.14	4.21 0.82	3.22 1.08	0.99	4.42 0.49	3.15 1.20	1.27	-2.83	389	0.005			
F The goals and objectives of this institution are consistent with its mission and values	4.32 0.81	3.19 1.02	1.13	4.27 0.84	2.99 1.03	1.28	4.37 0.78	3.37 .99	1.00				-3.71	392	0.000
8 The college is well-known in outlying communities within the district	4.31 0.72	3.18 1.11	1.13	4.30 0.77	2.89 1.03	1.41	4.31 0.68	3.43 1.11	0.88				-4.93	382	0.000
A This institution promotes excellent employee-student relationships	4.57 0.69	3.51 0.91	1.06	4.59 0.69	3.28 0.89	1.31	4.55 0.70	3.71 0.88	0.84				-4.74	395	0.000
D The mission, purpose, and values of this institution are well understood by most employees	4.24 0.77	3.18 1.04	1.06	4.17 0.78	2.99 1.03	1.18	4.29 0.76	3.35 1.02	0.94				-3.46	391	0.001
4 Students receive an excellent education	4.74 0.53	3.71 0.97	1.03	4.76 0.58	3.64 0.86	1.12	4.73 0.49	3.77 1.06	0.96						
5 Students are well prepared for their careers	4.63 0.59	3.61 0.95	1.02	4.68 0.64	3.58 0.90	1.10	4.6 0.55	3.64 1	0.96						
2 Non-faculty employees meet the needs of students	4.55 0.63	3.57 0.93	0.98	4.54 0.69	3.42 0.91	1.12	4.57 0.57	3.70 0.93	0.87				-2.97	381	0.003
7 Students are satisfied with their overall experience at MHCC	4.57 0.6	3.6 0.88	0.97	4.57 0.66	3.42 0.79	1.15	4.57 0.55	3.76 0.92	0.81				-3.85	381	0.000
U Administrators take pride in their work	4.45 0.71	3.51 0.99	0.94	4.43 0.75	3.24 0.95	1.19	4.46 0.66	3.75 0.97	0.71				-5.19	383	0.000
6 Students are well prepared to transfer/continue their education	4.62 0.61	3.68 0.95	0.94	4.67 0.61	3.61 0.86	1.06	4.57 0.61	3.75 1.01	0.82						
E Most employees are generally supportive of the mission, purpose, and values of this institution	4.32 0.75	3.42 0.94	0.90	4.27 0.75	3.17 0.96	1.10	4.35 0.76	3.65 0.87	0.70				-5.21	392	0.000
9 Diversity is respected and valued throughout the campus	4.48 0.74	3.62 1.13	0.86	4.51 0.73	3.35 1.16	1.16	4.45 0.75	3.85 1.05	0.60				-4.38	366.64	0.000
T Staff take pride in their work	4.53 0.62	3.70 0.67	0.83	4.52 0.63	3.54 0.95	0.98	4.54 0.62	3.84 0.96	0.70				-3.05	392	0.002
S Faculty take pride in their work	4.51 0.66	3.77 0.98	0.74	4.48 0.72	3.61 1.00	0.87	4.54 0.62	3.91 0.93	0.63				-3.03	371.96	0.003
L This institution does a good job of meeting the needs of administrators	4.05 0.83	3.40 1.00	0.65	4.08 0.78	3.14 1.09	0.94	4.02 0.87	3.64 0.85	0.38				-4.91	339.32	0.000

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

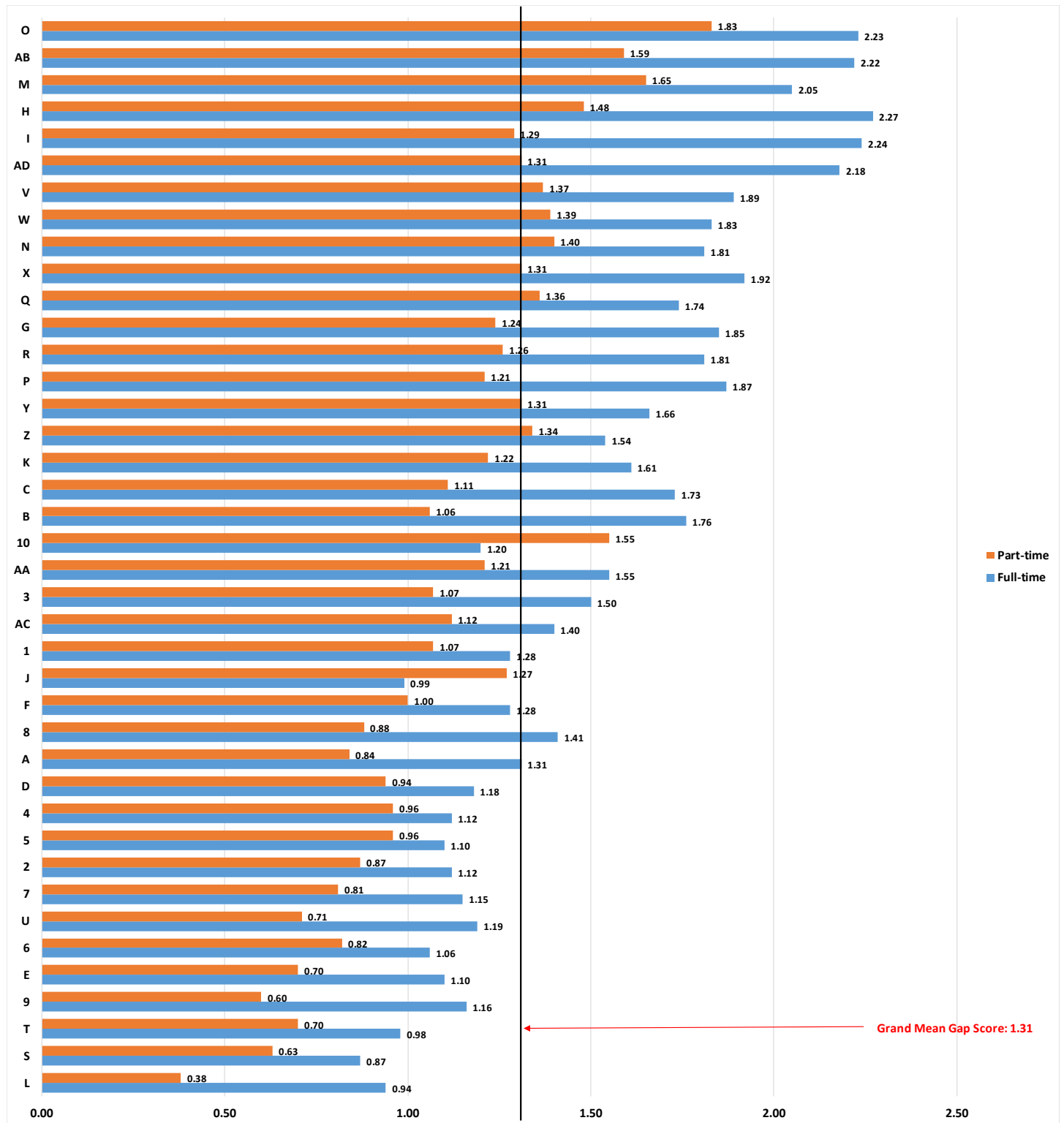
²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.

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 CP4. The figure presents all forty Campus Culture & Policy items and highlights the overall gap grand mean score (1.31).
- 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 eight of the forty items), Full-time employees had greater gap scores than their Part-time counterparts. The two 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” and (J) “This institution does a good job of meeting the needs of its faculty.”

Figure CP4: 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 CP4 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 (1.38) 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. Additionally, one item (B “The institution treats students as its top priority”) had a gap score of 1.37 and is included in the analysis.
- 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.
- Based on Full/Part-time faculty status, there was generally agreement with regard to the importance of the Campus Culture & Policies items. Eight items revealed statistically significant differences. In all eight cases, part-time faculty rated items less important than their full-time faculty counterparts.
 - Part-time faculty (M=4.31, s.d.=0.82) rated item (H) “This institution plans carefully” less important than full-time faculty (M=4.58, s.d.=0.54), $t(128)=2.03$, $p\leq.044$.
 - Part-time faculty (M=4.37, s.d.=0.82) rated item (I) “The leadership at this institution has a clear sense of purpose” less important than full time faculty (M=4.69, s.d.=0.49), $t(128.86)=2.79$, $p\leq.006$.
 - Part-time faculty (M=4.20, s.d.=0.72) rated item (AD) “This institution has written procedures that clearly define who is responsible for each operation and service” less important than full-time faculty (M=4.45, s.d.=0.65), $t(128)=1.99$, $p\leq.049$.
 - Part-time faculty (M=4.48, s.d.=0.62) rated item (C) “The institution does a good job of meeting the needs of students” less important than full-time faculty (M=4.76, s.d.=0.51), $t(115.67)=2.85$, $p\leq.005$.
 - Part-time faculty (M=4.61, s.d.=0.57) rated item (B) “This institution treats students as its top priority” less important than full-time faculty (M=4.80, s.d.=0.46), $t(116.67)=2.05$, $p\leq.043$.
 - Part-time faculty (M=4.70, s.d.=0.51) rated item (4) “Students receive an excellent education” less important than full-time faculty (M=4.89, s.d.=0.36), $t(124.05)=2.43$, $p\leq.016$.
 - Part-time faculty (M=4.51, s.d.=0.85) rated item (5) “Students are well prepared for their careers” less important than full-time faculty (M=4.80, s.d.=0.43), $t(118.27)=3.24$, $p\leq.002$.
 - Part-time faculty (M=4.49, s.d.=0.65) rated item (6) “Students are well prepared to transfer/continue their education” lower than full-time faculty (M=4.74, s.d.=0.45), $t(125.89)=2.58$, $p\leq.011$.

- There was less agreement among the full and part time faculty with regard to their satisfaction ratings. Nineteen of the forty Campus Culture & Policy items were found to have statistically significant differences between full and part timer faculty. In most cases where statistically significant differences were found, Part-time Employees reported higher rates of satisfaction than their Full-time employee counterparts did. There were, however, four items where part-time faculty were less satisfied than full-time faculty:
 - o Part-time faculty (M=3.37, s.d.=1.08) rated item (1) “Faculty meet the needs of students” lower than full-time faculty (M=3.93, s.d.=0.90), $t(112.02)=3.19$, $p \leq 0.002$.
 - o Part-time faculty (M=3.49, s.d.=1.10) rated item (4) “Students receive an excellent education” lower than full-time faculty (M=3.98, s.d.=0.83), $t(120.07)=2.90$, $p \leq 0.004$.
 - o Part-time faculty (M=3.45, s.d.=1.05) rated item (5) “Students are well prepared for their careers” lower than full-time faculty (M=3.99, s.d.=0.88), $t(108.31)=3.14$, $p \leq 0.002$.
 - o Part-time faculty (M=3.47, s.d.=1.06) rated item (6) “Students are well prepared to transfer/continue their education” lower than full-time faculty (M=3.90, s.d.=0.85), $t(114.16)=2.55$, $p \leq 0.012$.

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

Item	Overall			Full Time ³			Part Time ³			Importance ⁴			Satisfaction ⁴		
	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≤
AB This institution consistently follows clear processes for orienting and training new employees	4.36	2.30	2.06	4.37	2.08	2.29	4.36	2.43	1.93						
	0.67	1.12		0.62	1.02		0.71	1.16							
O There are effective lines of communication between departments	4.35	2.32	2.03	4.44	2.18	2.26	4.29	2.40	1.89						
	0.74	1.01		0.61	0.93		0.81	1.05							
10 The institution does a good job of meeting the needs of its part-time faculty and tutors.	4.46	2.50	1.96	4.37	2.63	1.74	4.51	2.43	2.08						
	0.69	1.13		0.64	0.90		0.72	1.24							
H This institution plans carefully	4.41	2.45	1.96	4.58	1.95	2.63	4.31	2.74	1.57	2.03	128	0.044	-4.32	130	0.000
	0.74	1.07		0.54	0.99		0.82	1.02							
I The leadership of this institution has a clear sense of purpose	4.49	2.56	1.93	4.69	1.95	2.74	4.37	2.91	1.46	2.79	128.86	0.006	-4.91	130	0.000
	0.73	1.17		0.49	1.03		0.82	1.11							
M This institution makes sufficient budgetary resources available to achieve important objectives	4.39	2.50	1.89	4.42	2.34	2.08	4.38	2.60	1.78						
	0.76	0.93		0.59	0.82		0.86	0.98							
AD This institution has written procedures that clearly define who is responsible for each operation and service	4.29	2.48	1.81	4.45	2.09	2.36	4.20	2.71	1.49	1.99	128	0.049	-2.93	127	0.004
	0.70	1.20		0.65	1.04		0.72	1.23							
J This institution does a good job of meeting the needs of its faculty	4.46	2.67	1.79	4.42	2.73	1.69	4.48	2.64	1.84						
	0.65	1.19		0.64	1.04		0.66	1.27							
W The reputation of this institution continues to improve	4.40	2.64	1.76	4.52	2.44	2.08	4.34	2.76	1.58						
	0.68	1.17		0.57	1.07		0.73	1.21							
Q There is good communication between faculty and administration at this institution	4.43	2.67	1.76	4.51	2.27	2.24	4.39	2.91	1.48				-3.05	128	0.003
	0.68	1.19		0.61	1.15		0.72	1.16							
V There is a spirit of teamwork and cooperation at this institution	4.45	2.77	1.68	4.53	2.38	2.15	4.40	3.00	1.40				-3.25	129	0.001
	0.70	1.09		0.57	0.98		0.77	1.09							
G This institution involves its employees in planning for the future	4.27	2.61	1.66	4.41	2.35	2.06	4.20	2.76	1.44				-2.14	130	0.034
	0.85	1.07		0.73	1.10		0.91	1.03							
Z Employee suggestions are used to improve our institution	4.25	2.61	1.64	4.25	2.37	1.88	4.25	2.76	1.49				-2.05	122	0.043
	0.70	1.06		0.69	0.99		0.72	1.07							
AA This institution consistently follows clear processes for selecting new employees	4.33	2.70	1.63	4.28	2.62	1.66	4.36	2.75	1.61						
	0.60	1.20		0.55	1.15		0.64	1.24							
Y Efforts to improve quality are paying off at this institution	4.34	2.71	1.63	4.46	2.49	1.97	4.27	2.84	1.43						
	0.66	1.08		0.55	1.03		0.72	1.09							
X This institution is well respected in the community	4.49	2.88	1.61	4.60	2.63	1.97	4.43	3.02	1.41				-2.01	127	0.047
	0.65	1.07		0.52	0.98		0.71	1.10							
N This institution makes sufficient staff resources available to achieve important objectives	4.26	2.76	1.50	4.27	2.57	1.70	4.26	2.87	1.39						
	0.77	0.97		0.66	0.93		0.82	0.99							
P Administrators share information regularly with faculty and staff	4.32	2.85	1.47	4.35	2.44	1.91	4.30	3.09	1.21				-3.05	130	0.003
	0.70	1.21		0.67	1.08		0.72	1.22							
C The institution does a good job of meeting the needs of students	4.58	3.18	1.40	4.76	3.00	1.76	4.48	3.28	1.20	2.85	115.67	0.005			
	0.60	0.93		0.51	0.93		0.62	0.92							
3 Students have access to classes at the times they want to take them	4.38	2.99	1.39	4.42	3.13	1.29	4.36	2.91	1.45						
	0.69	1.01		0.65	1.05		0.71	0.99							
R There is good communication between staff and administration at this institution	4.31	2.93	1.38	4.38	2.48	1.90	4.27	3.21	1.06				-3.94	124	0.000
	0.75	1.06		0.74	1.04		0.75	0.98							
B This institution treats students as its top priority	4.68	3.31	1.37	4.80	3.05	1.75	4.61	3.47	1.14	2.05	116.67	0.043	-2.45	131	0.016
	0.54	0.98		0.46	1.09		0.57	0.88							

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

Item	Overall			Full Time ³			Part Time ³			Importance ⁴			Satisfaction ⁴		
	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 This institution does a good job of meeting the needs of its staff	4.33	3.00	1.33	4.33	2.73	1.60	4.33	3.15	1.18				-2.82	130	0.005
	0.63	0.85		0.59	0.91		0.66	0.78							
AC This institution consistently follows clear processes for recognizing employee achievements	4.01	2.81	1.20	3.94	2.71	1.23	4.04	2.87	1.17						
	0.73	1.06		0.73	1.04		0.73	1.07							
F The goals and objectives of this institution are consistent with its mission and values	4.20	3.05	1.15	4.18	2.89	1.29	4.22	3.15	1.07						
	0.91	1.05		0.95	1.13		0.89	1.00							
8 The college is well-known in outlying communities within the district	4.25	3.10	1.15	4.28	2.81	1.47	4.24	3.26	0.98				-2.27	127.00	0.025
	0.70	1.10		0.75	0.98		0.67	1.14							
A This institution promotes excellent employee-student relationships	4.56	3.42	1.14	4.67	3.35	1.32	4.49	3.46	1.03						
	0.63	0.91		0.59	0.92		0.65	0.92							
1 Faculty meet the needs of students	4.69	3.57	1.12	4.79	3.93	0.86	4.64	3.37	1.27				3.19	112.02	0.002
	0.50	1.05		0.44	0.90		0.53	1.08							
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							
4 Students receive an excellent education	4.77	3.66	1.11	4.89	3.98	0.91	4.70	3.49	1.21	2.43	124.05	0.016	2.90	120.07	0.004
	0.46	1.06		0.36	0.83		0.51	1.10							
7 Students are satisfied with their overall experience at MHCC	4.55	3.53	1.02	4.64	3.62	1.02	4.50	3.48	1.02						
	0.54	0.96		0.53	0.81		0.55	1.04							
D The mission, purpose, and values of this institution are well understood by most employees	4.16	3.14	1.02	4.09	3.01	1.08	4.20	3.22	0.98						
	0.83	1.06		0.80	1.15		0.86	1.00							
5 Students are well prepared for their careers	4.61	3.64	0.97	4.80	3.99	0.81	4.51	3.45	1.06	3.24	118.27	0.002	3.14	1.08.31	0.002
	0.55	1.03		0.43	0.88		0.85	1.05							
6 Students are well prepared to transfer/continue their education	4.58	3.62	0.96	4.74	3.90	0.84	4.49	3.47	1.02	2.58	125.89	0.011	2.55	114.16	0.012
	0.60	1.00		0.45	0.85		0.65	1.06							
U Administrators take pride in their work	4.43	3.47	0.96	4.51	3.14	1.37	4.38	3.67	0.71				-2.84	127	0.005
	0.65	1.05		0.67	0.98		0.65	1.04							
9 Diversity is respected and valued throughout the campus	4.40	3.57	0.83	4.44	3.48	0.96	4.38	3.62	0.76						
	0.70	1.09		0.68	1.06		0.71	1.11							
E Most employees are generally supportive of the mission, purpose, and values of this institution	4.22	3.46	0.76	4.19	3.36	0.83	4.24	3.52	0.72						
	0.82	0.86		0.82	1.01		0.82	0.75							
T Staff take pride in their work	4.49	3.75	0.74	4.55	3.84	0.71	4.46	3.69	0.77						
	0.63	1.03		0.65	0.95		0.62	1.08							
L This institution does a good job of meeting the needs of administrators	3.95	3.27	0.68	4.10	2.92	1.18	3.87	3.49	0.38				-3.16	120	0.002
	0.84	1.00		0.69	1.15		0.91	0.84							
S Faculty take pride in their work	4.57	3.89	0.68	4.63	4.05	0.58	4.53	3.81	0.72						
	0.61	1.00		0.60	0.83		0.62	1.03							

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

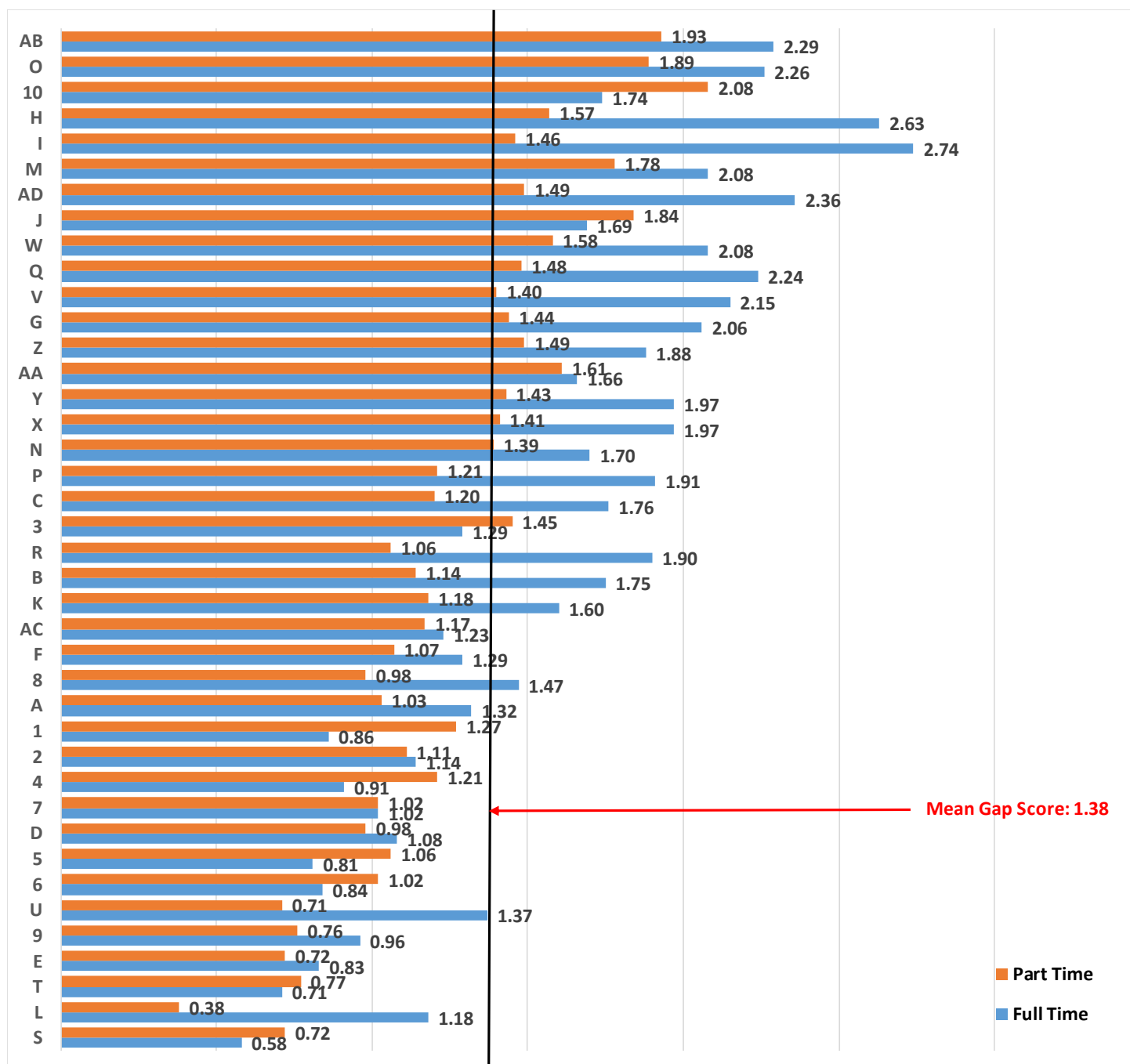
²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.

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 (1.38).
- 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 eight items where part-time faculty had greater gap scores were:
 - o (10) “This institution does a good job of meeting the needs of its part-time faculty and tutors”
 - o (J) “This institution does a good job of meeting the needs of its faculty”
 - o (3) “Students have access to classes at the times they want to take them”
 - o (1) “Faculty meet the needs of students”
 - o (4) “Students receive an excellent education”
 - o (5) “Students are well prepared for their careers”
 - o (6) “Students are well prepared to transfer/continue their education”
 - o (T) “Staff take pride in their work”
 - o (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

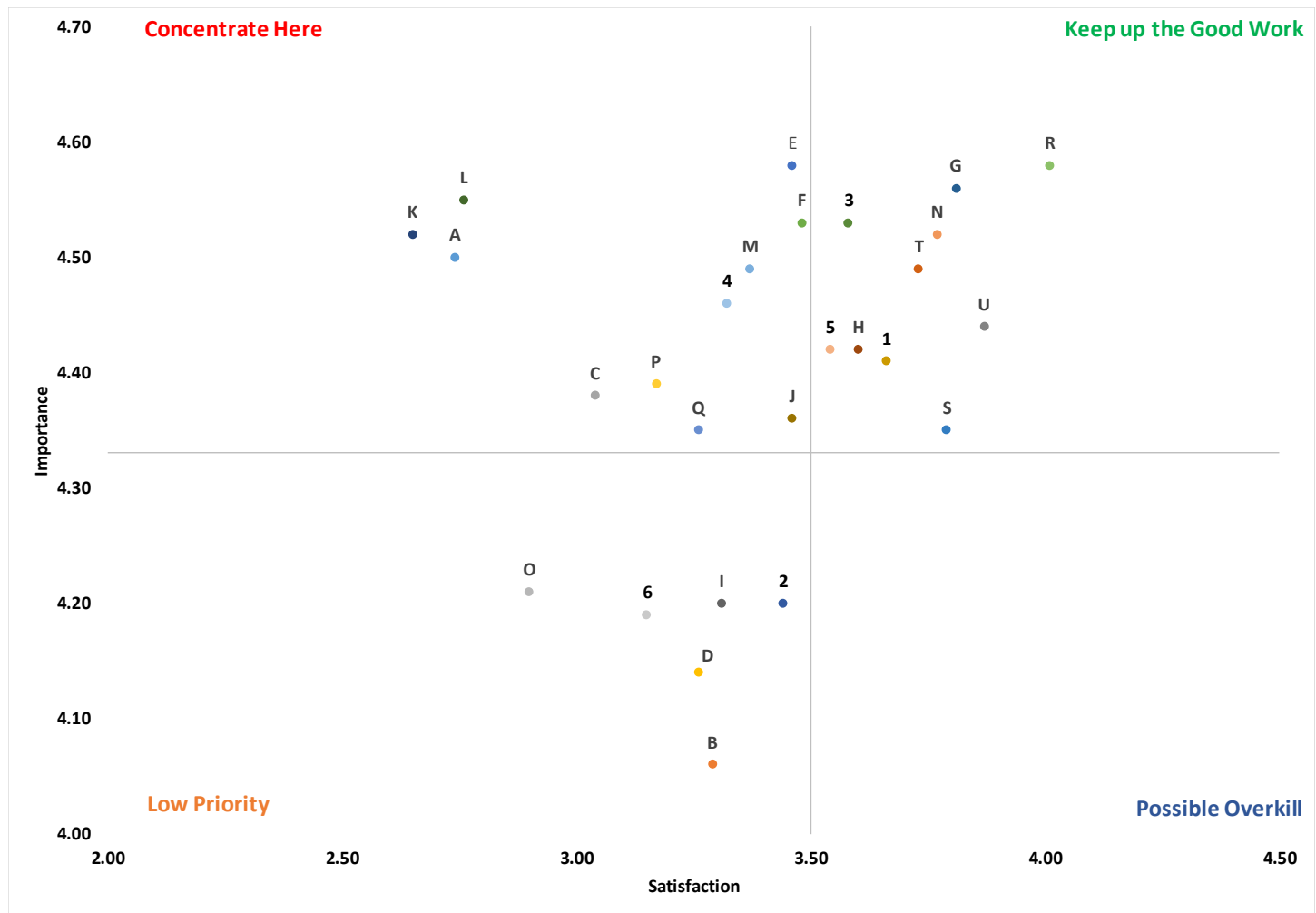
- Results of the Importance / Satisfaction Plot for items in the Work Environment section are presented in Figure WE1. The items are listed at the bottom of the page and are color coded based on the quadrant they fell into.
- Keep Up The Good Work** (High Importance/High Satisfaction): Ten items fell into the Keep Up The Good Work Quadrant. The ten items appear to be related to Job Setting.
 - (G) “My Supervisor Pays Attention to what I have to say”
 - (H) “My supervisor helps me improve my job performance”
 - (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”
 - (1) “Employees 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”
 - (5) “Employees feel safe at MHCC’s Bruning Center”
- Concentrate Here** (High Importance/Low Satisfaction): Eleven items fell into the Concentrate Here Quadrant. The items appear to fall into three distinct areas:
 - Communication (Three Items):
 - (A) “It is easy for me to get information at this institution”
 - (E) “I have the information I need to do my job well”
 - (F) “My job responsibilities are communicated clearly to me”
 - Supervision (Two Items):
 - (C) “I am empowered to resolve problems quickly”
 - (J) “My department meets as a team to plan and coordinate work”
 - Resources: (Six Items)
 - (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”
 - (Q) “I have adequate opportunities for professional development”
 - (4) “Employees feel safe on MHCC’s Maywood campus”
- Low Priority** (Low Importance / Low Satisfaction): Six 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”
 - (2) “Workgroups (e.g. councils, task forces, committees, etc.) include members with diverse

values backgrounds and beliefs”

o (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 | N The employee benefits available to me are valuable |
| B I learn about important campus events in a timely manner | O I have adequate opportunities for advancement |
| C I am empowered to resolve problems quickly | P I have adequate opportunities for training to improve my skills |
| D I am comfortable answering student questions about institutional policies and procedures | Q I have adequate opportunities for professional development |
| E I have the information I need to do my job well | R The type of work I do on most days is personally rewarding |
| F My job responsibilities are communicated clearly to me | S The work I do is appreciated by my supervisor |
| G My supervisor pays attention to what I have to say | T The work I do is valuable to the institution |
| H My supervisor helps me improve my job performance | U I am proud to work at this institution |
| I My department or work unit has written, up-to-date objectives | 1 Employees demographic characteristics do not impact how they are viewed at MHCC |
| J My department meets as a team to plan and coordinate work | 2 Workgroups include members with diverse values backgrounds and beliefs |
| K My department has the budget needed to do its job well | 3 Employees feel safe on MHCC's Gresham Campus |
| L My department has the staff needed to do its job well | 4 Employees feel safe on MHCC's Maywood Campus |
| M I am paid fairly for the work I do | 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 (1.02) and all items that fell at or above the mean gap score were highlighted in red. Thirteen of the twenty-seven Work Environment items were at or above the mean gap score.
- All but one of the items (Item J “My department meets as a team to plan and coordinate work”) that fell into the “Concentrate Here” quadrant of the Importance/Satisfaction Plot had gap scores in excess of the overall. Three additional items – that fell into the *Low Priority Quadrant* – had gap scores in excess of the mean gap score:
 - (D) “I am comfortable answering students questions about policies and procedures”
 - (O) “I have adequate opportunities for advancement”
 - (6) “Employees are connected to the MHCC community”
- Analysis of ten items results in the addition of a fourth theme to the three identified in the Importance/Satisfaction Plots. The four themes are:
 - Communication (Five Items):
 - (A) “It is easy for me to get information at this institution”
 - (E) “I have the information I need

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	4.52	2.65	1.87
L My department has the staff needed to do its job well	4.55	2.76	1.79
A It is easy for me to get information at this institution	4.50	2.74	1.76
C I am empowered to resolve problems quickly	4.38	3.04	1.34
O I have adequate opportunities for advancement	4.21	2.90	1.31
P I have adequate opportunities for training to improve my skills	4.39	3.17	1.22
D I am comfortable answering student questions about institutional policies and procedures	4.40	3.26	1.14
4. Employees feel safe on MHCC's Maywood campus	4.46	3.32	1.14
E I have the information I need to do my job well	4.58	3.46	1.12
M I am paid fairly for the work I do	4.49	3.37	1.12
Q I have adequate opportunities for professional development	4.35	3.26	1.09
F My job responsibilities are communicated clearly to me	4.53	3.48	1.05
6. Employees are connected to the MHCC community	4.19	3.15	1.04
3. Employees feel safe on MHCC's Gresham campus	4.53	3.58	0.95
J My department meets as a team to plan and coordinate work	4.36	3.46	0.90
I My department or work unit has written, up-to-date objectives	4.20	3.31	0.89
5. Employees feel safe at MHCC's Bruning Center	4.42	3.54	0.88
H My supervisor helps me improve my job performance	4.42	3.60	0.82
B I learn about important campus events in a timely manner	4.06	3.29	0.77
2. Workgroups (e.g. councils, task forces, committees, etc.) include members with diverse values, backgrounds, and beliefs	4.20	3.44	0.76
T The work I do is valuable to the institution	4.49	3.73	0.76
1. Employee's demographic characteristics (e.g. race/ethnicity, gender etc.) do not impact how they are viewed at MHCC	4.41	3.66	0.75
G My supervisor pays attention to what I have to say	4.56	3.81	0.75
N The employee benefits available to me are valuable	4.52	3.77	0.75
R The type of work I do on most days is personally rewarding	4.58	4.01	0.57
U I am proud to work at this institution	4.44	3.87	0.57
S The work I do is appreciated by my supervisor	4.35	3.79	0.56

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.

to do my job well”

- o (F) “My job responsibilities are communicated clearly to me”
- o (6) “Employees are connected to the MHCC community”
- o (D) “I am comfortable answering student questions about institutional policies and procedures”

2) Supervision (Two Items):

- o (C) “I am empowered to resolve problems quickly”
- o (J) “My department meets as a team to plan and coordinate work”

3) Resources: (Three Items):

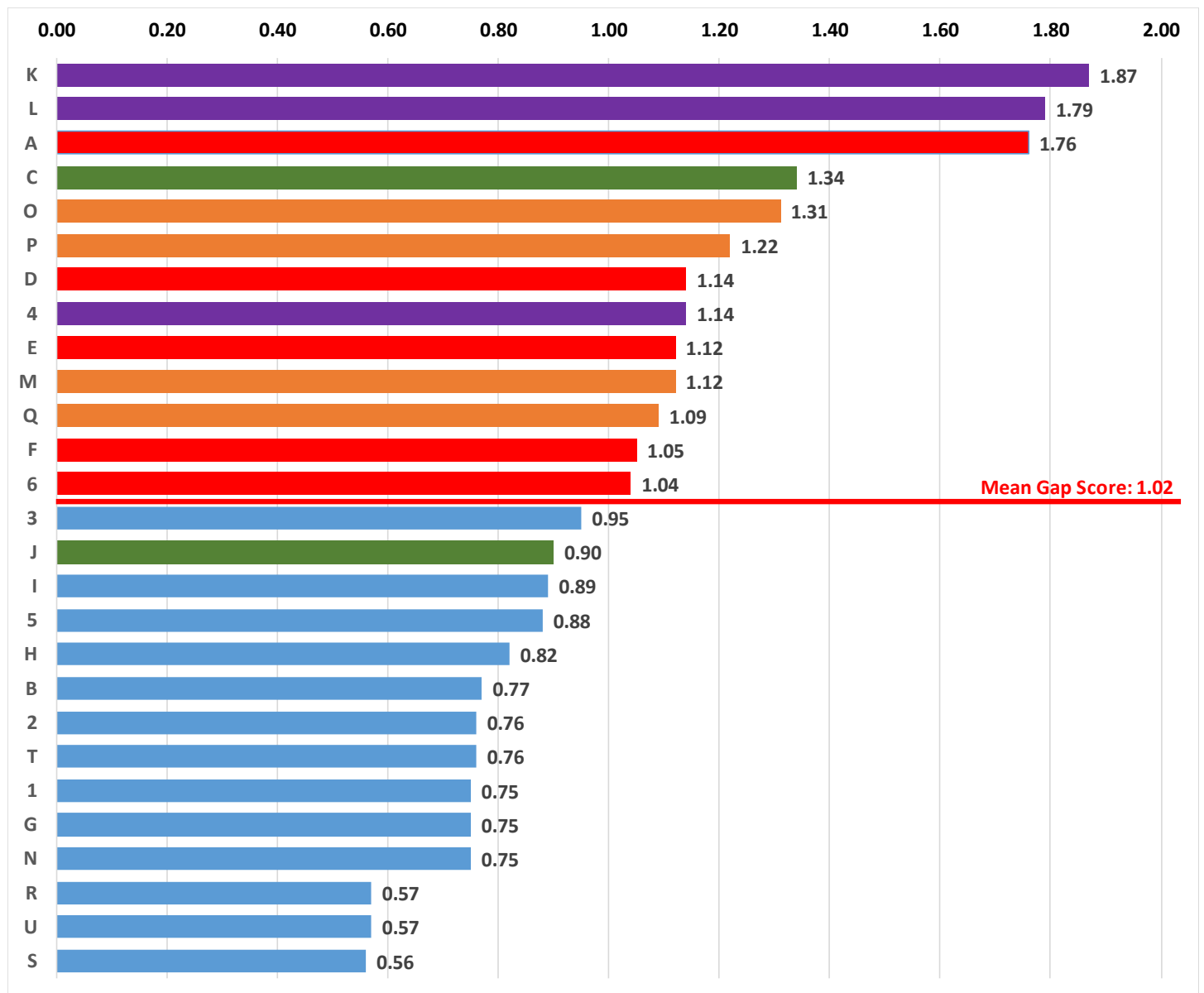
- o (K) “My department has the budget needed to do its job well”
- o (L) “My department has the staff needed to do its job well”
- o (4) “Employees feel safe on MHCC’s Maywood campus”

4) Professional Opportunities (Four Items):

- o (M) “I am paid fairly for the work I do”
- o (P) “I have adequate opportunities for training to improve my skills”
- o (Q) “I have adequate opportunities for professional development”
- o (O) “I have adequate opportunities for advancement”

- The Work Environment Gap Scores are plotted in Figure WE2. The items that had gaps in excess of the overall mean gap score (1.02) are color coded to their corresponding theme. Item (J) “My department meets as a team to plan and coordinate work” (which had a gap score below the mean score but was identified in the Importance / Satisfaction Plots) is included in the analysis.

Figure WE2: Work Environment Gap Scores



Communication
(A, D, E, F, and 6)

Supervision
(C and J)

Resources
(K, L, and 4)

Professional Opportunities
(M, O, P, and Q)

Work Environment – Comments

- Respondents were asked if they had any additional comments regarding the Work Environment. A review of the comments reinforced the themes identified through the quantitative analyses. Examples of comments related to the themes are presented in Table CP2.
- Spell check was run on comments but no attempt was made to correct grammar or punctuation.

Table WE2: Work Environment Comment Examples by Theme

Theme	Comment Examples
Communication	• “Overall the work environment is great. I'd like to see more collaboration between departments working together to achieve big picture goals....” • “Getting all the information needed, including flyers on time or essential information would be great. We are always having to ask 3 or 4 times in order to get information at the Maywood campus” • “The work environment at MHCC contains a high degree of silos. There is little cross communication between departments....” • “other than my immediate team I don't feel a part of the campus, I receive virtually no communication, and I have no idea how the campus works. I still can't correctly answer student questions because I am not given correct information when I ask for it from administration.” • “I think staff within specific areas do well in making employees feel valued. Sometimes it's hard across areas, as expectations aren't always communicated, nor is information.”
Supervision	• “Please provide all deans and managers leadership training. Not management training, but leadership training. We have too many deans and managers that don't offer their teams a sense of inspirational direction....” • “Morale is low. The administration seems disconnected from the faculty. Staff are disgruntled because cuts seem to always be made at the bottom rather than at the top. The school is literally falling apart because we can't pass a bond. There's no oversight regarding faculty performance or class scheduling (despite the fact that we have a full-time scheduler).” • “administrators need to be held accountable for the work they and the department do if it fall below standard” • “I feel appreciated by my direct supervisor. Not as much by upper administration.”
Resources	• “The College keeps telling Student Services to cut, cut, cut. There is nothing to cut but staff and we are stretched so thin already. We need more staff to be able to support students and due to the front line work that allows student to go to school and pay for school....” • “Tough to do job without needed equipment or supplies” • “Because of financial pressures, there are fewer people doing more work and taking on added responsibilities at the college. This leads to over-stressed staff and morale issues. Let's continue to add people in needed areas and reduce cuts if at all possible. Let's also recognize and celebrate staff as much as possible.”
Professional Opportunities	• “College needs to provide support and opportunities for career advancement for PT staff.” • “In the staff areas of the college there is not really any opportunities for advancement or opportunities to move in the colleges different areas. We are told there are opportunities...but when we try to access them we are ALWAYS shut out.” • “Professional development for part time faculty should not be restricted to the terms you are teaching. The terms I am not teaching are optimal times to work on my professional development and training to better equip me for the terms I am teaching. In my opinion with is a benefit likely not used by many because of the restrictions. “

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.
- Generally, there was agreement among the three positions with regard to Importance; seven of the twenty-seven items were found to have statistically significant differences between positions.
 - o (L) "My department has the staff needed to do its job well" $F(2, 370)=3.36, p<.036$
 - o (O) "I have adequate opportunities for advancement" $F(2, 370)=8.10, p<.000$
 - o (E) "I have the information I need to do my job well" $F(2, 374)=5.08, p<.007$
 - o (F) "My job responsibilities are communicated clearly to me" $F(2, 372)=4.95, p<.008$
 - o (H) "My supervisor helps me improve my job performance" $F(2, 374)=8.78, p<.000$
 - o (B) "I learn about important campus events in a timely manner" $F(2, 377)=6.07, p<.003$
 - o (2) "Workgroups (e.g. councils, task forces, committees, etc.) include members with diverse values, backgrounds, and beliefs" $F(2, 361)=3.97, p<.020$
- There was less agreement between the positions with regard to Satisfaction. Ten 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.
 - o (O) "I have adequate opportunities for advancement" $F(2, 378)=5.40, p<.005$
 - o (D) "I am comfortable answering student questions about institutional policies and procedures" $F(2, 376)=7.44, p<.001$
 - o (M) "I am paid fairly for the work I do" $F(2, 382)=11.41, p<.000$
 - o (3) "Employees feel safe on MHCC's Gresham campus" $F(2, 378)=5.39, p<.005$
 - o (J) "My department meets as a team to plan and coordinate work" $F(2, 377)=5.97, p<.003$
 - o (I) "My department or work unit has written, up-to-date objectives" $F(2, 380)=3.90, p<.021$
 - o (5) "Employees feel safe at MHCC's Bruining Center" $F(2, 297)=4.14, p<.017$
 - o (G) "My supervisor pays attention to what I have to say" $F(2, 382)=3.12, p<.045$
 - o (N) "The employee benefits available to me are valuable" $F(2, 378)=4.17, p<.016$
 - o (R) "The type of work I do on most days is personally rewarding" $F(2, 385)=7.60, p<.001$

Table WE1: Work Environment 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	
	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	4.52 0.63	2.65 1.04	1.87	4.47 0.67	2.62 0.79	1.85	4.54 0.61	2.64 1.08	1.90	4.54 0.56	2.97 1.03	1.57	F(2, 370)=3.36, p≤.036			
L My department has the staff needed to do its job well	4.55 0.62	2.76 1.16	1.79	4.43 0.70	2.92 1.06	1.51	4.61 0.59	2.66 1.19	1.95	4.59 0.50	2.95 1.30	1.64				
A It is easy for me to get information at this institution	4.50 0.60	2.74 1.07	1.76	4.51 0.63	2.57 1.13	1.94	4.50 0.59	2.83 1.02	1.67	4.35 0.59	2.68 1.09	1.67				
C I am empowered to resolve problems quickly	4.38 0.63	3.04 1.15	1.34	4.27 0.64	2.86 1.22	1.41	4.42 0.62	3.14 1.09	1.28	4.49 0.61	2.95 1.24	1.54				
O I have adequate opportunities for advancement	4.21 0.87	2.90 1.28	1.31	3.97 0.98	3.16 1.31	0.81	4.34 0.79	2.73 1.23	1.61	4.03 0.65	3.27 1.34	0.76	F(2, 370)=8.10, p≤.000		F(2, 378)=5.40, p≤.005	
P I have adequate opportunities for training to improve my skills	4.39 0.70	3.17 1.19	1.22	4.36 0.71	3.33 1.24	1.03	4.41 0.70	3.09 1.15	1.32	4.27 0.57	3.08 1.34	1.19				
D I am comfortable answering student questions about institutional policies and procedures	4.40 0.79	3.26 1.07	1.14	4.07 0.72	2.95 1.04	1.12	4.18 0.82	3.39 1.06	0.79	4.03 0.84	3.49 0.99	0.54			F(2, 376)=7.44, p≤.001	
4. Employees feel safe on MHCC's Maywood campus	4.46 0.74	3.32 1.03	1.14	4.34 0.80	3.13 1.05	1.21	4.50 0.73	3.41 1.00	1.09	4.63 0.50	3.17 1.12	1.46				
E I have the information I need to do my job well	4.58 0.58	3.46 1.05	1.12	4.44 0.61	3.33 1.14	1.11	4.63 0.56	3.53 0.99	1.10	4.72 0.46	3.43 1.23	1.29	F(2, 374)=5.08, p≤.007	F<A		
M I am paid fairly for the work I do	4.49 0.60	3.37 1.22	1.12	4.44 0.64	3.75 1.21	0.69	4.53 0.59	3.15 1.17	1.38	4.46 0.56	3.73 1.23	0.73				
Q I have adequate opportunities for professional development	4.35 0.71	3.26 1.22	1.09	4.38 0.68	3.48 1.20	0.90	4.34 0.73	3.16 1.21	1.18	4.32 0.54	3.16 1.32	1.16				
F My job responsibilities are communicated clearly to me	4.53 0.61	3.48 1.13	1.05	4.38 0.62	3.41 1.21	0.97	4.60 0.60	3.52 1.08	1.08	4.57 0.51	3.51 1.23	1.06				
6. Employees are connected to the MHCC community	4.19 0.78	3.15 0.98	1.04	4.11 0.83	3.00 0.95	1.11	4.24 0.77	3.23 1.00	1.01	4.19 0.62	3.03 0.91	1.16				

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≤0.05 level; If a group is not identified the test revealed it was not significantly different from either of the identified groups.

Table WE1: Work Environment 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
3. Employees feel safe on MHCC's Gresham campus	4.53 0.64	3.58 1.00	0.95	4.44 0.66	3.33 1.11	1.11	4.57 0.63	3.70 0.93	0.87	4.61 0.56	3.61 0.95	1.00			F(2, 378)=5.39, p≤.005	
J My department meets as a team to plan and coordinate work	4.36 0.74	3.46 1.29	0.90	4.31 0.74	3.28 1.40	1.03	4.40 0.74	3.47 1.24	0.93	4.30 0.82	4.32 0.79	-0.02			F(2, 377)=5.97, p≤.003	F<A
I My department or work unit has written, up-to-date objectives	4.20 0.81	3.31 1.23	0.89	4.12 0.79	3.10 1.26	1.02	4.23 0.82	3.37 1.21	0.86	4.16 0.81	3.84 1.00	0.32			F(2, 380)=3.90, p≤.021	F<A
5. Employees feel safe at MHCC's Bruning Center	4.42 0.82	3.54 0.93	0.88	4.33 0.87	3.31 1.01	1.02	4.44 0.82	3.65 0.87	0.79	4.66 0.49	3.53 0.99	1.13			F(2, 297)=4.14, p≤.017	
H My supervisor helps me improve my job performance	4.42 0.73	3.60 1.28	0.82	4.20 0.83	3.40 1.33	0.80	4.54 0.66	3.67 1.26	0.87	4.43 0.74	4.00 1.22	0.43	F(2, 374)=8.78, p≤.000			
B I learn about important campus events in a timely manner	4.06 0.75	3.29 1.05	0.77	3.91 0.76	3.18 0.96	0.73	4.16 0.74	3.32 1.08	0.84	3.76 0.77	3.51 1.08	0.25	F(2, 377)=6.07, p≤.003	A<S		
2. Workgroups (e.g. councils, task forces, committees, etc.) include members with diverse values, backgrounds, and	4.20 0.83	3.44 1.09	0.76	4.02 0.84	3.38 1.10	0.64	4.28 0.83	3.49 1.09	0.79	4.31 0.63	3.25 1.12	1.06	F(2, 361)=3.97, p≤.020			
T The work I do is valuable to the institution	4.49 0.60	3.73 1.11	0.76	4.48 0.62	3.65 1.19	0.83	4.50 0.60	3.76 1.04	0.74	4.49 0.57	3.84 1.20	0.65				
1. Employee's demographic characteristics (e.g. race/ethnicity, gender etc.) do not impact how they are	4.41 0.78	3.66 1.11	0.75	4.27 0.87	3.73 1.01	0.54	4.45 0.75	3.65 1.15	0.80	4.57 0.51	3.28 1.15	1.29				
G My supervisor pays attention to what I have to say	4.56 0.61	3.81 1.23	0.75	4.45 0.60	3.62 1.32	0.83	4.60 0.61	3.86 1.17	0.74	4.70 0.53	4.27 1.16	0.43			F(2, 382)=3.12, p≤.045	F<A
N The employee benefits available to me are valuable	4.52 0.63	3.77 1.21	0.75	4.42 0.65	3.78 1.27	0.64	4.58 0.62	3.70 1.20	0.88	4.54 0.56	4.49 0.61	0.05			F(2, 378)=4.17, p≤.016	S,F<A
R The type of work I do on most days is personally rewarding	4.58 0.62	4.01 0.95	0.57	4.65 0.56	4.28 0.82	0.37	4.55 0.65	3.88 0.99	0.67	4.58 0.56	4.05 0.95	0.53			F(2, 385)=7.60, p≤.001	
U I am proud to work at this institution	4.44 0.64	3.87 1.04	0.57	4.39 0.66	3.71 1.16	0.68	4.46 0.64	3.95 0.96	0.51	4.41 0.61	3.86 1.24	0.55				
S The work I do is appreciated by my supervisor	4.35 0.71	3.79 1.11	0.56	4.23 0.78	3.65 1.21	0.58	4.41 0.69	3.84 1.06	0.57	4.38 0.60	4.05 1.12	0.33				

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.

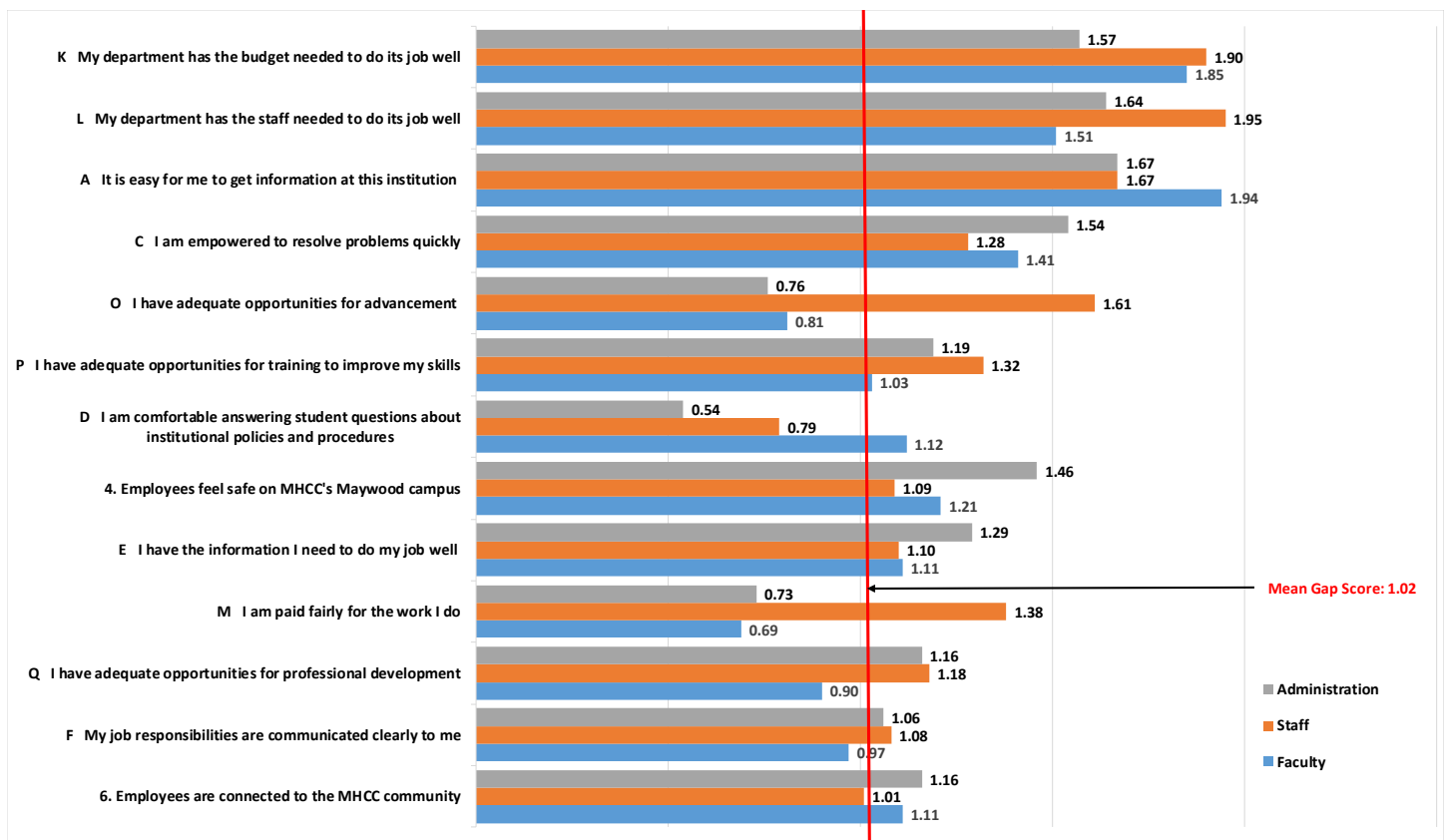
³For each position, values reported in **orange** had gap scores greater than or equal to the overall average gap score (1.02). Items in **Bold Orange** indicate that at least one group did not exceed the average gap score.

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≤0.05 level; If a group is not identified the test revealed it was not significantly different from either of the identified 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 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 WE3 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 (0.98) 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. Full-time employees rated item (O) “I have adequate opportunities for advancement” and item (U) “I am proud to work at this institution” as significantly less important than part time employees.
- There was less agreement among the full and part time employees with regard to their satisfaction ratings. Seventeen of the twenty-seven items were found to have statistically significant differences between full and part timers.
 - o (A) “It is easy for me to get information at this institution”
 - o (L) “My department has the staff needed to do its job well”
 - o (O) “I have adequate opportunities for advancement”
 - o (C) “I am empowered to resolve problems quickly”
 - o (M) “I am paid fairly for the work I do”
 - o (N) “The employee benefits available to me are valuable”
 - o (4) “Employees feel safe on MHCC’s Maywood campus”
 - o (E) “I have the information I need to do my job well”
 - o (F) “My job responsibilities are communicated clearly to me”
 - o (6) “Employees are connected to the MHCC community”
 - o (3) “Employees feel safe on MHCC’s Gresham campus”
 - o (5) “Employees feel safe at MHCC’s Bruning Center”
 - o (I) “My department or work unit has written, up-to-date objectives”
 - o (2) “Workgroups (e.g. councils, task forces, committees, etc.) include members with diverse values, backgrounds, and beliefs”
 - o (1) “Employee’s demographic characteristics (e.g. race/ethnicity, gender, etc.) do not impact how they are viewed at MHCC”
 - o (R) “The type of work I do on most days is personally rewarding”
 - o (U) “I am proud to work at this institution”

- In all but three items, Full-time employees were less satisfied than their Part-time counterparts were. For items O, M, and N Part-time employees were less satisfied than Full-time employees were. All three of these items deal with compensation and opportunity.

Table WE3: 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	4.53	2.71	1.82	4.50	2.63	1.87	4.56	2.77	1.79						
	0.62	1.04		0.62	1.04		0.62	1.04							
A It is easy for me to get information at this institution	4.51	2.84	1.67	4.47	2.59	1.88	4.55	3.06	1.49				-4.28	387.01	0.000
	0.60	1.14		0.61	0.98		0.60	1.22							
L My department has the staff needed to do its job well	4.55	2.88	1.67	4.55	2.68	1.87	4.54	3.08	1.46				-3.39	379	0.001
	0.63	1.16		0.62	1.16		0.64	1.13							
O I have adequate opportunities for advancement	4.24	2.84	1.40	4.13	3.01	1.12	4.35	2.68	1.67	-2.56	370	0.011	2.47	375.58	0.014
	0.86	1.32		0.87	1.24		0.84	1.28							
P I have adequate opportunities for training to improve my skills	4.40	3.19	1.21	4.37	3.15	1.22	4.44	3.22	1.22						
	0.67	1.23		0.71	1.20		0.62	1.25							
C I am empowered to resolve problems quickly	4.37	3.18	1.19	4.39	2.87	1.52	4.35	3.45	0.90				-5.06	386	0.000
	0.64	1.17		0.61	1.13		0.68	1.14							
M I am paid fairly for the work I do	4.51	3.34	1.17	4.46	3.48	0.98	4.56	3.21	1.35				2.15	384	0.032
	0.61	1.22		0.60	1.23		0.62	1.20							
Q I have adequate opportunities for professional development	4.36	3.28	1.08	4.36	3.25	1.11	4.36	3.30	1.06						
	0.70	1.22		0.69	1.23		0.71	1.23							
N The employee benefits available to me are valuable	4.48	3.42	1.06	4.54	4.22	0.32	4.42	2.66	1.76				14.24	348.03	0.000
	0.68	1.33		0.57	0.87		0.76	1.24							
4. Employees feel safe on MHCC's Maywood campus	4.46	3.40	1.06	4.47	3.17	1.30	4.46	3.61	0.85				-3.98	314	0.000
	0.72	1.01		0.74	1.04		0.72	0.93							
E I have the information I need to do my job well	4.57	3.54	1.03	4.58	3.35	1.23	4.56	3.71	0.85				-3.28	384	0.001
	0.58	1.08		0.56	1.05		0.60	1.08							
F My job responsibilities are communicated clearly to me	4.54	3.55	0.99	4.51	3.39	1.12	4.58	3.69	0.89				-2.59	385	0.010
	0.60	1.15		0.61	1.14		0.59	1.15							
6. Employees are connected to the MHCC community	4.22	3.23	0.99	4.16	3.00	1.16	4.28	3.44	0.84				-4.26	366.72	0.000
	0.77	1.03		0.78	0.92		0.76	1.07							

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 WE3: 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≤
J My department meets as a team to plan and coordinate work	4.35	3.45	0.90	4.37	3.54	0.83	4.34	3.37	0.97						
	0.74	1.32		0.75	1.26		0.73	1.37							
3. Employees feel safe on MHCC's Gresham campus	4.54	3.66	0.88	4.53	3.45	1.08	4.55	3.85	0.70				-3.98	381	0.000
	0.62	1.00		0.65	1.01		0.60	0.96							
D I am comfortable answering student questions about institutional policies and procedures	4.16	3.29	0.87	4.10	3.23	0.87	4.22	3.34	0.88						
	0.75	1.08		0.82	1.05		0.68	1.11							
5. Employees feel safe at MHCC's Bruning Center	4.43	3.60	0.83	4.43	3.43	1.00	4.44	3.77	0.67				-3.30	284.96	0.001
	0.80	0.92		0.82	0.97		0.79	0.83							
I My department or work unit has written, up-to-date objectives	4.22	3.39	0.83	4.18	3.25	0.93	4.25	3.52	0.73				-2.17	380	0.030
	0.78	1.24		0.83	1.22		0.74	1.25							
H My supervisor helps me improve my job performance	4.44	3.66	0.78	4.39	3.53	0.86	4.49	3.79	0.70						
	0.71	1.30		0.77	1.28		0.65	1.31							
T The work I do is valuable to the institution	4.53	3.79	0.74	4.46	3.69	0.77	4.58	3.88	0.70						
	0.59	1.10		0.61	1.10		0.57	1.10							
2. Workgroups (e.g. councils, task forces, committees, etc.) include members with diverse values, backgrounds, and	4.22	3.49	0.73	4.18	3.35	0.83	4.26	3.62	0.64				-2.38	367	0.018
	0.56	1.12		0.78	1.07		0.92	1.16							
B I learn about important campus events in a timely manner	4.05	3.33	0.72	4.01	3.24	0.77	4.08	3.41	0.67						
	0.80	1.08		0.75	0.98		0.79	1.15							
G My supervisor pays attention to what I have to say	4.56	3.87	0.69	4.56	3.75	0.81	4.57	3.98	0.59						
	0.60	1.24		0.61	1.24		0.58	1.24							
1. Employee's demographic characteristics (e.g. race/ethnicity, gender etc.) do not impact how they are	4.40	3.72	0.68	4.43	3.56	0.87	4.38	3.86	0.52				-2.64	377	0.009
	0.82	1.12		0.71	1.11		0.92	1.11							
S The work I do is appreciated by my supervisor	4.37	3.84	0.53	4.33	3.75	0.58	4.41	3.92	0.49						
	0.70	1.12		0.72	1.13		0.69	1.11							
R The type of work I do on most days is personally rewarding	4.61	4.09	0.52	4.58	3.97	0.61	4.64	4.19	0.45				-2.40	387	0.017
	0.61	0.94		0.60	0.96		0.62	0.90							
U I am proud to work at this institution	4.47	3.96	0.51	4.39	3.77	0.62	4.55	4.13	0.42	-2.41	374	0.017	-3.40	389	0.001
	0.64	1.06		0.65	1.05		0.62	1.04							

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

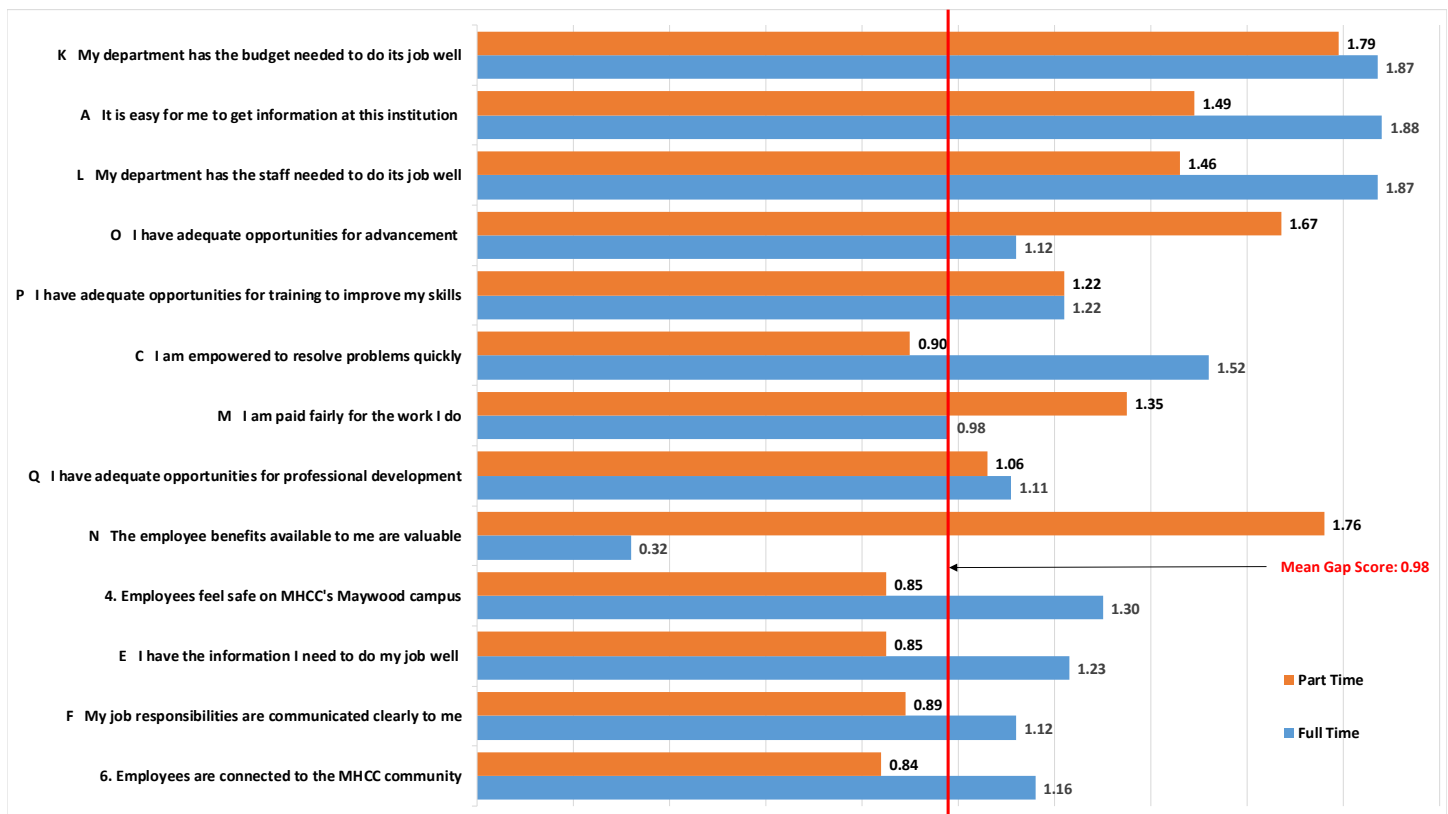
²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.

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 WE4. The figure presents the thirteen items that had overall gap scores close to or above of the grand mean gap score (0.98).
- Full Time Employees are reported in the lower (blue) bars; Part Time Employees are reported in the upper (orange) bars.
- Part Time Employees were less likely to report gaps in excess of the overall mean gap score. Seven of the thirteen work environment items – reported in the figure – had gaps in excess of the overall mean gap score (0.98).
- Full Time Employees were more likely to have gaps in excess of the overall mean gap score. Twelve of the thirteen work environment items – reported in the figure – had gaps in excess of the overall mean gap score (0.98).

Figure WE4: 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 WE4 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 (0.98) 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. Full-time employees rated item (O) “I have adequate opportunities for advancement” as significantly less important than part time employees.
- There was less agreement among the full and part time employees with regard to their satisfaction ratings. Eight of the twenty-seven items were found to have statistically significant differences between full and part time faculty.
 - o (A) “It is easy for me to get information at this institution”
 - o (O) “I have adequate opportunities for advancement”
 - o (C) “I am empowered to resolve problems quickly”
 - o (M) “I am paid fairly for the work I do”
 - o (N) “The employee benefits available to me are valuable”
 - o (Q) “I have adequate opportunities for professional development”
 - o (J) “My Department meets as a team to plan and coordinate work”
 - o (5) “Employees feel safe at MHCC’s Bruning Center”
- For four of the items (items A, C, and 5) with statistically significant differences, Full-time faculty were less satisfied than their Part-time counterparts were. For items O, M, N, Q, and J Part-time faculty were less satisfied than Full-time employees were. Where Part-time faculty were less satisfied than Full-time faculty, the items deal with compensation and opportunities.

Table WE4: 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	4.53	2.71	1.82	4.45	2.56	1.89	4.50	2.72	1.78						
	0.62	1.04		0.63	0.90		0.74	1.11							
A It is easy for me to get information at this institution	4.51	2.85	1.66	4.51	2.36	2.15	4.51	2.96	1.55				-2.86	129	0.005
	0.60	1.14		0.63	1.03		0.62	1.20							
L My department has the staff needed to do its job well	4.55	2.90	1.65	4.45	2.85	1.60	4.38	3.07	1.31						
	0.63	1.16		0.67	1.01		0.76	1.16							
O I have adequate opportunities for advancement	4.25	2.83	1.42	3.80	3.57	0.23	4.30	2.33	1.97	-2.87	73.54	0.005	5.57	123	0.000
	0.86	1.32		1.04	1.13		0.77	1.26							
P I have adequate opportunities for training to improve my skills	4.41	3.19	1.22	4.36	3.48	0.88	4.37	3.05	1.32						
	0.66	1.23		0.73	1.18		0.69	1.32							
C I am empowered to resolve problems quickly	4.37	3.19	1.18	4.30	2.68	1.62	4.23	3.20	1.03				-2.34	126	0.021
	0.65	1.17		0.58	1.19		0.74	1.21							
M I am paid fairly for the work I do	4.51	3.33	1.18	4.40	4.17	0.23	4.50	2.93	1.57				6.17	125.00	0.000
	0.61	1.22		0.61	1.01		0.70	1.14							
N The employee benefits available to me are valuable	4.47	3.37	1.10	4.42	4.37	0.05	4.42	2.64	1.78				9.59	124.51	0.000
	0.68	1.33		0.59	0.79		0.76	1.25							
Q I have adequate opportunities for professional development	4.36	3.28	1.08	4.39	3.64	0.75	4.35	3.18	1.17				2.07	125.00	0.041
	0.70	1.23		0.68	1.15		0.68	1.24							
4. Employees feel safe on MHCC's Maywood campus	4.46	3.41	1.05	4.37	2.98	1.39	4.29	3.39	0.90						
	0.73	1.01		0.79	1.11		0.82	0.90							
E I have the information I need to do my job well	4.57	3.55	1.02	4.47	3.28	1.19	4.39	3.43	0.96						
	0.58	1.08		0.59	1.14		0.65	1.16							
6. Employees are connected to the MHCC community	4.23	3.24	0.99	4.05	2.89	1.16	4.22	3.21	1.01						
	0.77	1.03		0.85	0.92		0.79	1.00							
F My job responsibilities are communicated clearly to me	4.55	3.56	0.99	4.39	3.38	1.01	4.38	3.47	0.91						
	0.60	1.16		0.60	1.22		0.66	1.21							

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 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	4.35	3.45	0.90	4.34	3.52	0.82	4.24	2.79	1.45				2.85	120	0.005
	0.74	1.32		0.72	1.34		0.76	1.42							
D I am comfortable answering student questions about institutional policies and procedures	4.17	3.29	0.88	4.08	2.92	1.16	4.05	3.02	1.03						
	0.75	1.08		0.72	1.05		0.72	1.03							
3. Employees feel safe on MHCC's Gresham campus	4.54	3.67	0.87	4.47	3.24	1.23	4.40	3.51	0.89						
	0.62	1.00		0.65	1.15		0.69	1.03							
5. Employees feel safe at MHCC's Bruning Center	4.43	3.61	0.82	4.38	3.16	1.22	4.21	3.61	0.60				-2.33	93	0.022
	0.80	0.91		0.83	1.09		0.95	0.78							
I My department or work unit has written, up-to-date objectives	4.22	3.40	0.82	4.07	3.10	0.97	4.23	3.12	1.11						
	0.78	1.24		0.84	1.22		0.69	1.38							
H My supervisor helps me improve my job performance	4.45	3.67	0.78	4.14	3.42	0.72	4.30	3.36	0.94						
	0.71	1.30		0.89	1.32		0.70	1.36							
T The work I do is valuable to the institution	4.53	3.80	0.73	4.42	3.64	0.78	4.58	3.68	0.90						
	0.59	1.10		0.63	1.19		0.58	1.21							
2. Workgroups (e.g. councils, task forces, committees, etc.) include members with diverse values, backgrounds, and	4.22	3.50	0.72	3.96	3.43	0.53	4.13	3.28	0.85						
	0.86	1.13		0.87	1.06		0.80	1.18							
B I learn about important campus events in a timely manner	4.05	3.34	0.71	3.92	3.18	0.74	3.91	3.18	0.73						
	0.77	1.08		0.69	0.89		0.88	1.09							
G My supervisor pays attention to what I have to say	4.56	3.88	0.68	4.46	3.64	0.82	4.43	3.60	0.83						
	0.59	1.24		0.59	1.31		0.62	1.35							
1. Employee's demographic characteristics (e.g. race/ethnicity, gender etc.) do not impact how they are	4.40	3.73	0.67	4.28	3.75	0.53	4.26	3.70	0.56						
	0.83	1.12		0.90	0.99		0.82	1.08							
S The work I do is appreciated by my supervisor	4.37	3.84	0.53	4.24	3.70	0.54	4.23	3.53	0.70						
	0.70	1.12		0.82	1.24		0.72	1.18							
R The type of work I do on most days is personally rewarding	4.61	4.09	0.52	4.63	4.28	0.35	4.68	4.29	0.39						
	0.61	0.93		0.56	0.83		0.56	0.81							
U I am proud to work at this institution	4.48	3.97	0.51	4.36	3.66	0.70	4.47	3.80	0.67						
	0.64	1.06		0.66	1.10		0.66	1.27							

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

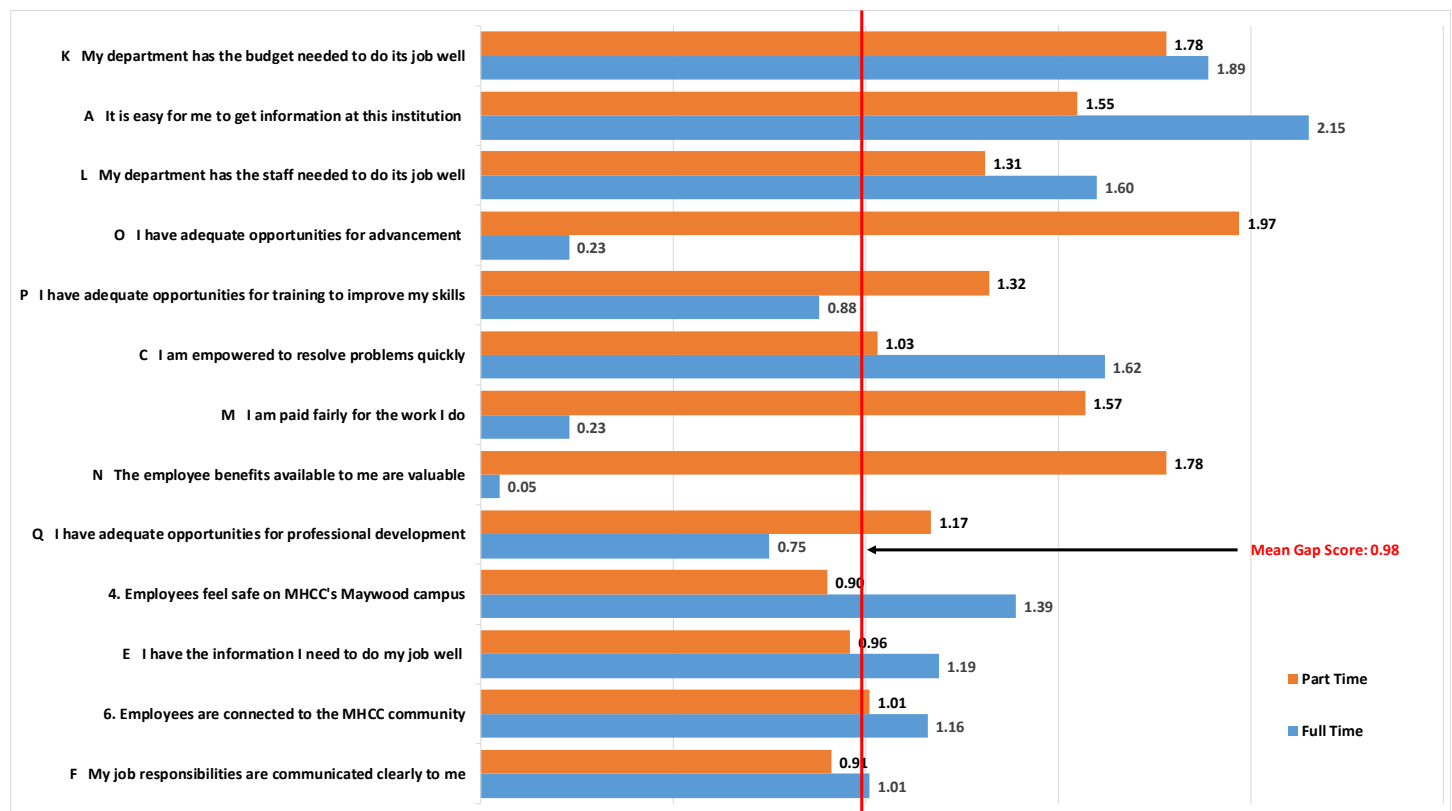
²Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.

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 WE5. The figure presents the thirteen items that had overall gap scores at or above of the grand mean gap score (0.98).
- 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.
- Full Time Faculty were less likely to report gaps in excess or close to the overall mean gap score.
- Interestingly, three items that had the highest disparity between Full-time and Part-time Faculty were all related to compensation:
 - o (O) "I have adequate opportunities for advancement"
 - o (M) "I am paid fairly for the work I do"
 - o (N) "The employee benefits available to me are valuable"

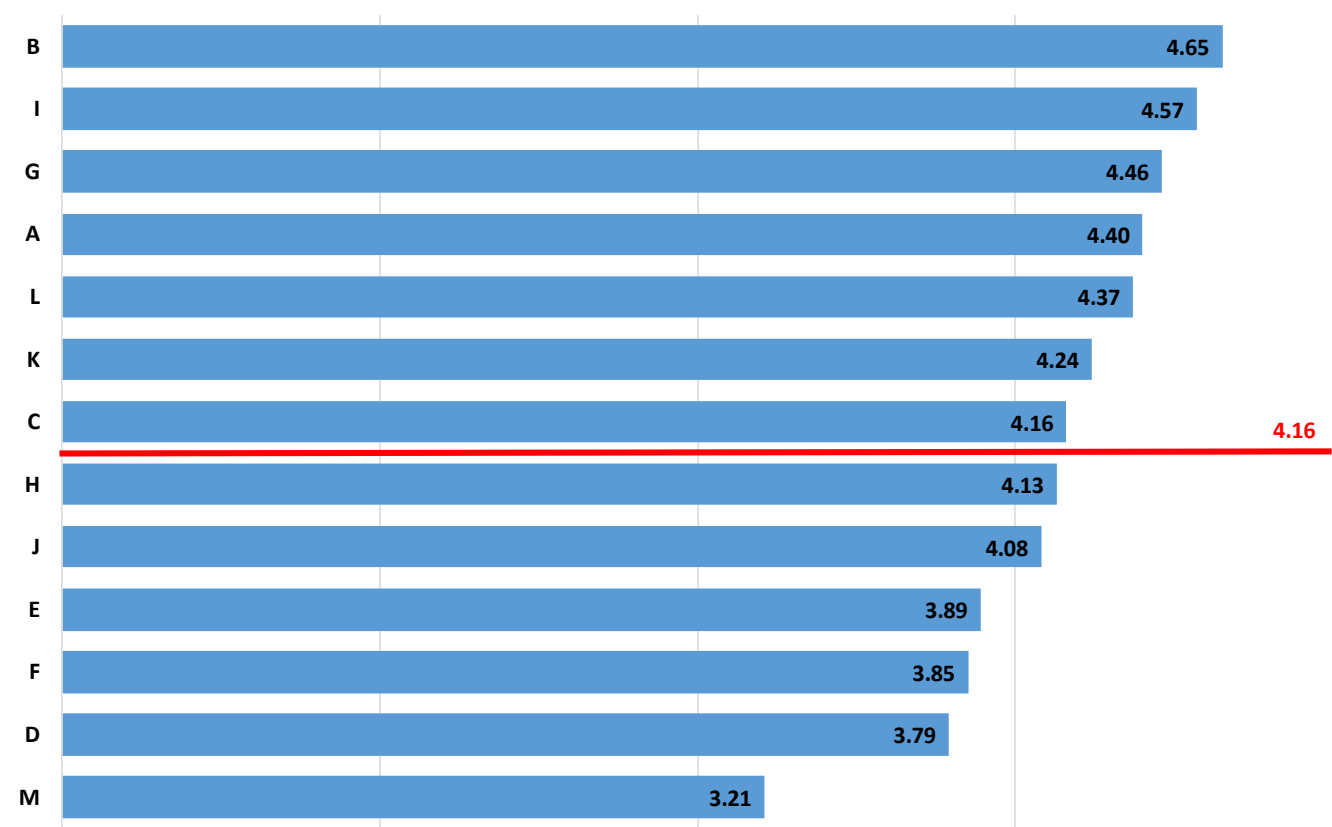
Figure WE5: Work Environment Gap Scores Exceeding Overall Mean Gap Score by FT/PT Status Faculty Only



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:
 - o (A) “Increase enrollment of new students”
 - o (B) “Retain more of its current students to graduation”
 - o (C) “Improve academic ability of entering student classes”
 - o (D) “Recruit students from new geographic markets”
 - o (E) “Increase the diversity of racial and ethnic groups represented among the student body”
 - o (F) “Develop new academic programs”
 - o (G) “Improve the quality of existing academic programs”
 - o (H) “Improve the appearance of campus buildings and grounds”
 - o (I) “Improve employee morale”
 - o (J) “Ensure the diversity of the district is represented in the workforce” (MHCC Item)
 - o (K) “Identify/Address the needs of district residents” (MHCC Item)
 - o (L) “Improve relationships with district residents and/or leaders” (MHCC Item)
 - o (M) “Some other goal”
- Results of Goal Importance are presented in Figure G1. A grand mean importance score was calculated (4.16) and plotted with a red line. Seven of the twelve goals fell above the grand mean.
- The seven most important goals fall into four distinct themes:
 - 1) *Students*: Three Goals:
 - [B] “Retain more of its current students to graduation”
 - [A] “Increase the enrollment of new students”
 - [C] “Improve the academic ability of entering student classes”
 - 2) *Morale*: One Goal:
 - [I] “Improve Employee Morale”
 - 3) *Community*: Two Goals:
 - [K] “Identify/Address the needs of district residents”
 - [L] “Improve relationships with district residents and/or leaders”
 - 4) *Programs*: One Goal:
 - [G] “Improve the quality of existing academic programs”

Figure G1: Mean Importance Scores of Identified Goals



- Overall mean importance ratings along with the mean importance rating by position for the twelve goals are presented in Table G1.
- 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 three of the identified goals.
 - o (J) “Ensure the diversity of district is represented in the workforce”
 - o (F) “Develop new academic programs”
 - o (M) “Some other goal”
- 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, Faculty rated the importance of goals lower than one or both of the other two positions.

Table G1: 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	4.65 0.66	4.56 0.75	4.68 0.62	4.74 0.51		
I) Improve employee morale	4.57 0.63	4.56 0.62	4.58 0.64	4.45 0.69		
G) Improve the quality of existing academic programs	4.46 0.70	4.47 0.69	4.45 0.71	4.53 0.65		
A) Increase the enrollment of new students	4.40 0.79	4.35 0.84	4.44 0.76	4.21 0.85		
L) Improve relationships with district residents and/or leaders	4.37 0.78	4.28 0.86	4.40 0.73	4.50 0.81		
K) Identify/Address the needs of district residents	4.24 0.81	4.19 0.89	4.26 0.78	4.42 0.69		
C) Improve the academic ability of entering student classes	4.16 0.83	4.11 0.89	4.20 0.79	3.89 0.87		
H) Improve the appearance of campus buildings and grounds	4.13 0.87	4.05 0.92	4.18 0.85	4.11 0.77		
J) Ensure the diversity of the district is represented in the workforce	4.08 0.98	3.84 1.04	4.17 0.94	4.38 0.86	F(2, 388)=5.71, p≤.004	F<A
E) Increase the diversity of racial and ethnic groups represented among the student body	3.89 1.03	3.75 1.02	3.96 1.02	3.87 1.18		
F) Develop new academic programs	3.85 0.99	3.55 1.08	4.02 0.92	3.63 0.85	F(2, 389) 10.07, p≤.000	F<S
D) Recruit students from new geographic markets	3.79 0.99	3.65 0.99	3.87 0.99	3.61 1.01		
M) Some other goal	3.21 1.28	2.82 1.43	3.40 1.18	2.96 1.09	F(2, 241)=5.65, p≤.004	

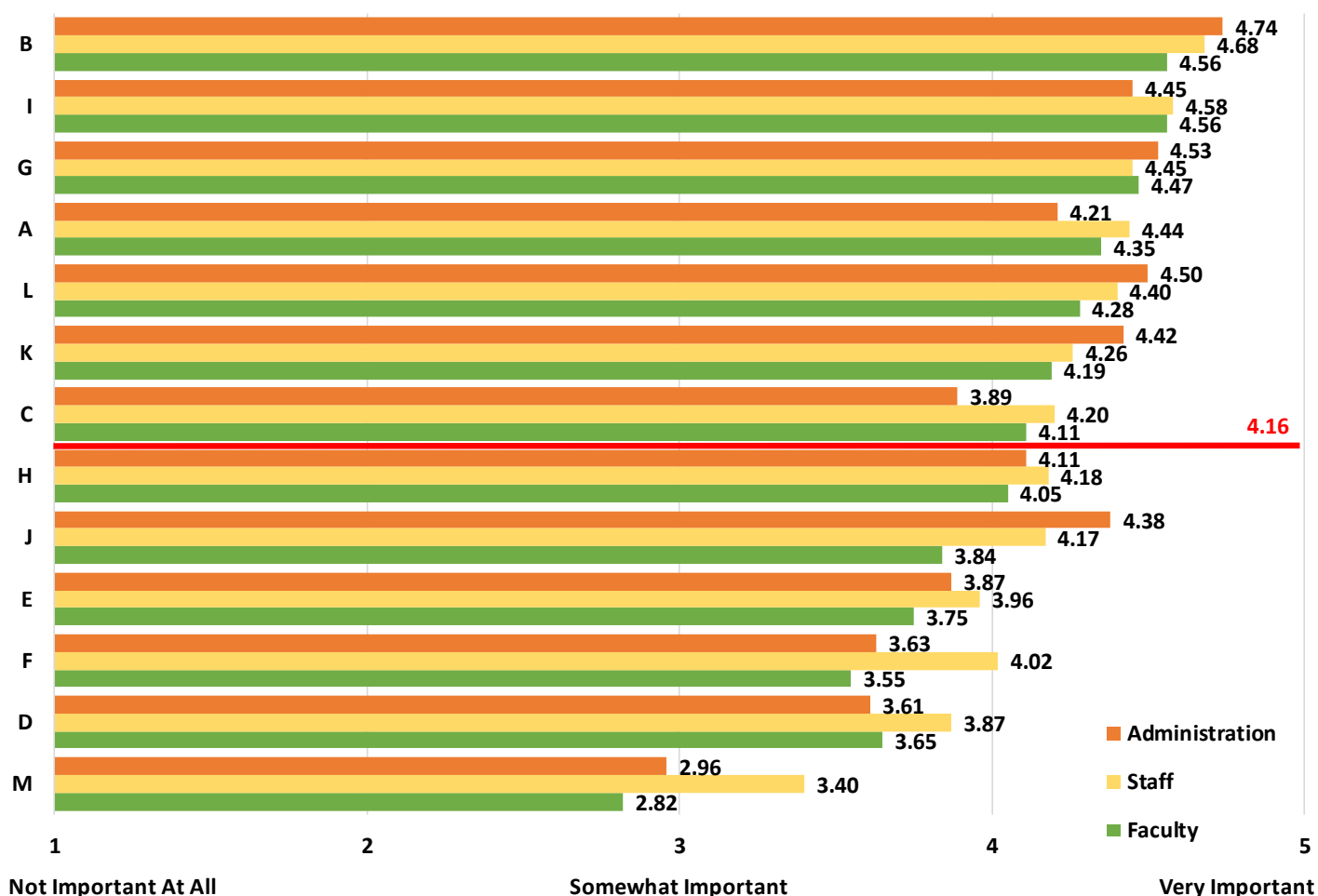
¹The table presents Mean Importance Ratings (Above) and Standard Deviation (Below) for Overall and By Position.

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.

- 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.
- Faculty tended to rate the goals lower in importance than either Staff or Administration.
- Both Administration and Staff rated one goal that fell below the overall average importance score (4.16) substantially higher than that average. Item (J) “Ensure the diversity of the district is represented in the workforce” (Administration Average: 4.38 / Staff Average: 4.17).
- Both Administration and Faculty rated one goal that fell above the overall average importance score (4.16) substantially lower than that average. Item (C) “Improve the academic ability of entering student classes” (Administration Average: 3.89 / Faculty Average: 4.11).

Figure G2: Mean Importance Scores of Identified Goals by Position



- 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:

$$\text{Formula for Ranking Goals:} \\ (\# \text{ of Top Priority Votes} * 3) + (\# \text{ Second Priority Votes} * 2) + (\# \text{ Third Priority Votes})$$

- Counts of the Priority Voting are presented in Table G2. The results are presented graphically in Figure G3.

Table G2: 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 – Comments

- Respondents were asked if they had any additional comments regarding Goals. A review of the comments reinforced the themes identified through the quantitative analyses. Examples of comments related to the themes

are presented in Table G3.

- Spell check was run on comments but no attempt was made to correct grammar or punctuation.

Table G3: Goal Additional Comments Examples by Theme

Theme	Comment Examples
Students	• “There are so many folks that struggle with classes and don't finish. Stronger emphasis on student success. And reaching out to new geographic markets can help as long as we have a strong student success program in place.” • “Help students to achieve their own goals, which may or may not include graduation.” • “Provide a collaborative and connected support network for students. Regulate mandatory advising sessions for students.” • Absolutely to enroll new students, however it does no good to keep enrolling new students, if we're not satisfying the goal of graduating students...” Because we're surviving currently on the student population we "do" have, I feel that having good employee morale will "always" help with enrollment/retention/grad rates....always!” • “Many if not most of our employees chose to work at a mission-driven institution--helping students improve their lives gives meaning to our work. Therefore, improving our ability to help students, and making these transformations manifest helps employees see the good work we do.”
Morale	• “Employee morale” • “Current MHCC leadership is "invisible" to the frontline staff and faculty.” • “We must increase employee morale and all have buy in from all parts of the institution. It is time for shared governance and less top-down management. We need leaders who are willing to guide us - right now, we seem to just be hanging on.” • “I think that to set ourselves apart as a great institution of learning that we should improve employee morale. You will find that this morale will infiltrate all aspects of the college and it's programs, creating a more positive environment for staff and students.” • “...Because we're surviving currently on the student population we "do" have, I feel that having good employee morale will "always" help with enrollment/retention/grad rates....always!” • “Fairness. when everybody feel they are treated fairly, they feel happier in studying and working.” • “I think improving employee morale is very important. Not just as a whole campus, but in the smaller offices too.” • “improve employee morale”

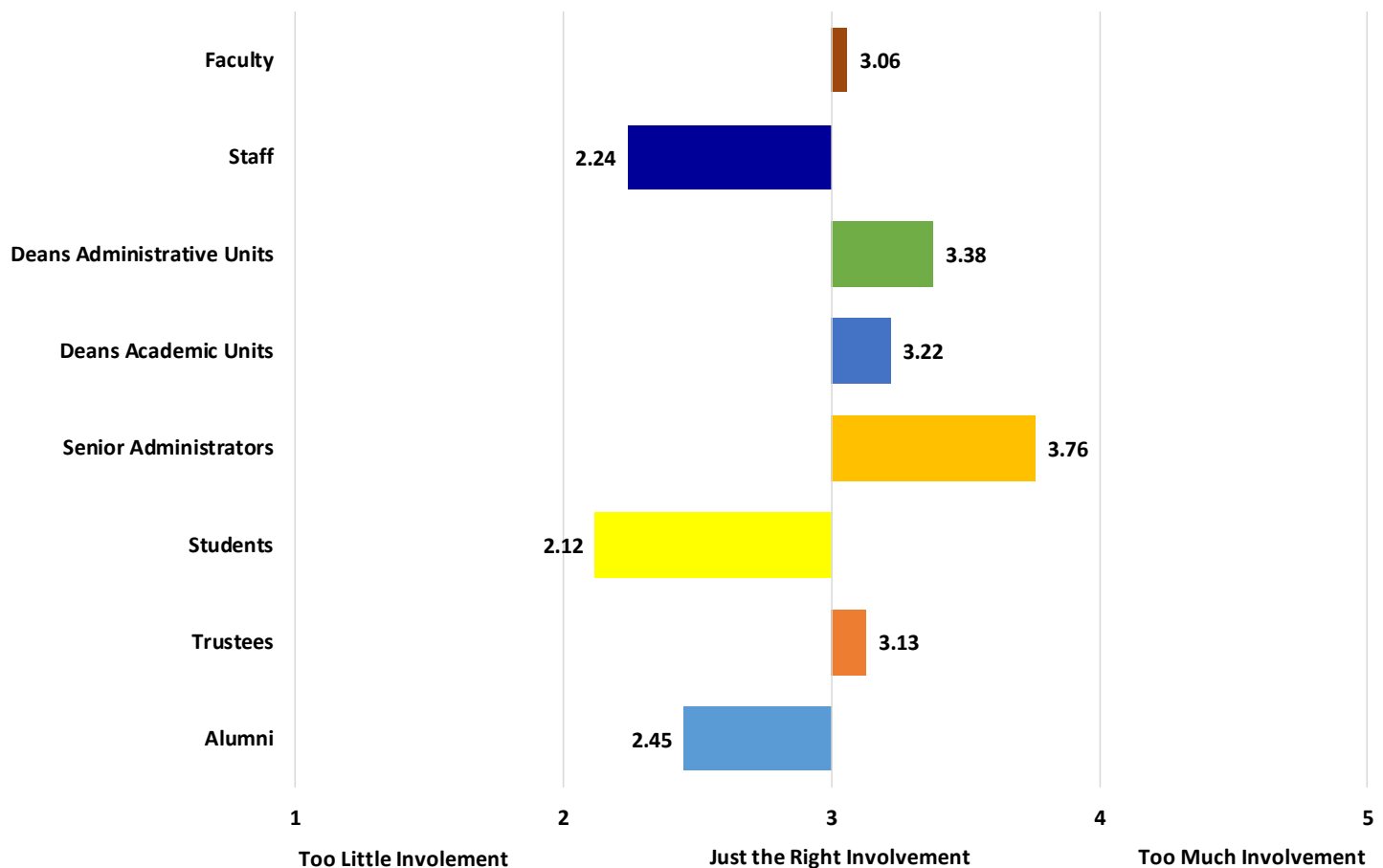
Table G3: Goal Additional Comments Examples by Theme (Continued)

Theme	Comment Examples
Community	• “Improve our connection and visibility in the community.” • “Pass a bond (which is why I rated "improve relationships with district residents" as priority #2.” • “Improve relationship with district-residents, leaders and community-based organizations that serve communities of color and people living in poverty.” • “Realize that we cannot be all things to all people, and to focus our resources on our district's identified needs, as expressed by district residents.” • “I think that Mt. Hood is doing a lot in the community. However, their marketing and public relations are not as good. As a resident, I receive a quarterly schedule in the mail. That is it! There is more of a presence on Facebook, now. But, not everyone follows our page. There needs to be a way to make ourselves more visible to the community who is not on Facebook or who doesn't subscribe to our page. The Saturday Market is an excellent beginning. However, our other events are not as well advertised. It would be awesome to see more fliers in the mailboxes of the residents. School plays, fundraisers, charity events, etc.” • “The more outreach this institution makes to its community, the better.” • “We should know more about our community and our place in it. Not just the history of MHCC or broader east county, but what are current and former students have done. We should value time that we spend in the community, and welcome the chance to tell our story and listen to the story of our community. If we understood where some of our students were coming from, or perhaps more about the challenges that they and their family went through to get here I think we might have a bit more focus on helping them through and beyond.”
Programs	• “MHCC has bare bone basics, which is a great selling point. But I think MHCC is losing ground on innovative new programs and developments. From my limited perspective, I don't see MHCC capitalizing on the diversity of interests of it's faculty and staff to create new innovative programs at low to no costs to the college. A good example of refreshing innovation is the development of the new computer gaming program--more things like this need to happen. Everyone seems to be receptive to such refreshing ideas, but nothing happens...” • “We NEED to assess the programs we are offering and determine if they are meeting the needs of our community. Programs ... have had dwindling enrollment and yet we continue to allocate extensive financial resources to them. How could those resources be better spent if we were tracking and assessing programs annually to catch them before they hit dismal enrollment numbers? There was a team assessing those and then mysteriously it stopped mid way through the year.” • “I also feel like we need to make sure we are on the cutting edge of employment and education trends at all time to compete in todays world. We need to make sure we are constantly developing new programs and making sure old programs are not only relevant still but also completely up to date.” • “Make sure our programs are current, relevant, and prepare students for their goals, whether it is a job, transfer, a certificate, etc.” • “It is important to create VALUE and QUALITY in the academic programs. If the programs are valuable, then students will ENROLL. If the programs have quality, then students will RETAIN.”

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 and Trustees are perceived as having very close to the right amount of involvement in planning and decision-making.
- All levels of Administration are perceived as having too much involvement in planning and decision-making. Senior 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

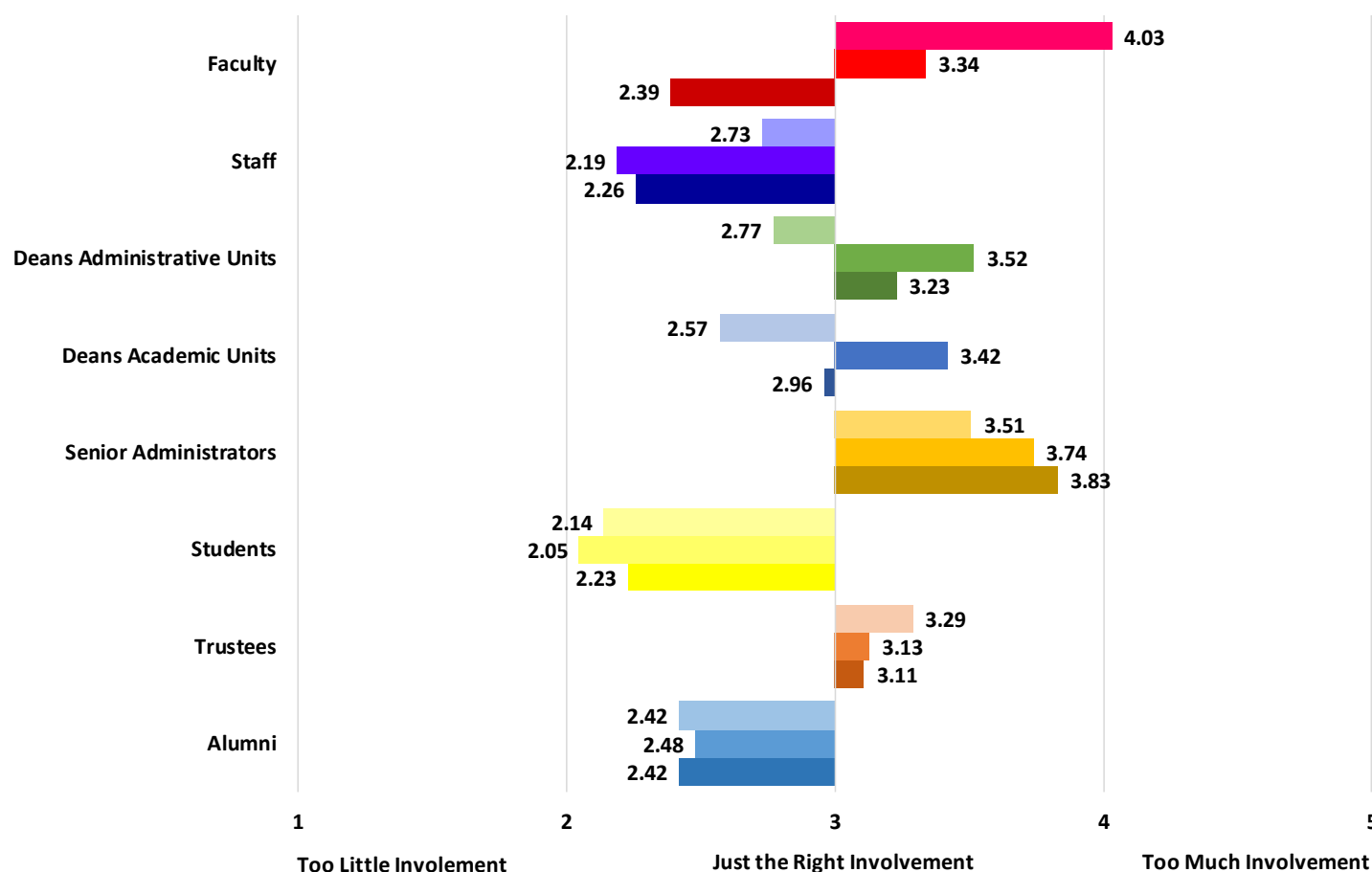


- Mean involvement in planning and decision-making scores were broken out by position and are presented in Figure PDM2. In the figure for each stakeholder group, Faculty scores are presented in the lowest bar/darkest shade, Staff

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 these groups 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.
- 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 Academic 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 Deans of Administrative Units, Administrators perceived them as having too little involvement. Faculty and Staff both 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



Conclusions & Recommendations

Employee Satisfaction

- Communication:** Communication continues to be the priority for improving employee satisfaction. Communication issues came up in both the Campus Culture & Policies and Work Environment sections of the survey. This is a critical area that must be addressed in all directions. Provide a mechanism for the President and Senior Level Administrators to share updates and reasoning behind decisions made. A key component of communication is listening; Faculty, Staff, and Lower Level Management need a mechanism to express ideas, concerns, and solutions to problems. Employees not only need this mechanism to communicate but need to see the concerns are being addressed or ideas are being acted upon. If employee suggestions are not used, provide specific reasons why they are not. At MHCC, communication is not just a vertical issue but a horizontal one as well. Inter-departmental information sharing is critical. It appears there is very little information sharing between departments on this campus. The college should consider developing a communications task force to identify best practices and methods for disseminating information across campus.
- Customer Focus:** The institution must be aware of and address the needs of all customers it serves. Yes, students are a critical (and the largest) customer group served by the college. However, everyone should be aware of and consider benefits sought by other high level markets including Community Residents and Institutional Partners (college employees are a large segment of this market).
- Strategic Plan:** Since the first administration of the CESS at MHCC, the college has created and adopted a strategic plan. It is critical that this plan be a living document and used in all aspects of decision-making. The plan should be driving budget allocation decisions, policy development, and resources deployment (both financial and physical).

As decisions are made and implemented it is critical that their alignment with the strategic plan be communicated to effected employees. Additionally, a strategic plan – in order to be truly effective – must be a living document. The plan must be reviewed annually and updated as appropriate; this not only assures its relevance in an on-going fluid environment but demonstrates its importance to the organization.

- **Processes:** It appears there are a number of barriers preventing employees from providing the highest quality service to college customers. These barriers may come in the form of outdated or inefficient policies and / or procedures, supervisory management instead of leadership management, or lack of knowledge or information. Current processes must be examined and where feasible and appropriate obstacles/barriers must be removed so that employees can be effective in their functions. A “pencil test” – the process of mapping out a process (for example, first time registration/getting started at the college) to identify the steps and obstacles faced – may be of value.
- **Resources:** Both financial and human resources need to be prioritized and allocated appropriately. Allocation of resources must clearly demonstrate alignment with the strategic plan. Decisions with regard to resource allocation should be communicated in the context of the plan.
- **Professional Opportunities:** The institution must provide opportunities for skills and professional development. Part-time employees (in particular Part-time Faculty) need access to information regarding resources available to them and processes for acquiring those resources. The college should commit to advancing employees where appropriate.

Institutional Goals

- **Students:** Develop actions to recruit and retain students that are aligned with the strategic plan. In order to assure these actions are successful, it is critical that a mechanism is in place to track their effectiveness.
- **Residents:** It is critical for the institution to establish (or re-establish) relationships with community residents. Develop strategies to (1) engage district residents, (2) increase awareness of the benefits (social and economic) the college provides, and (3) bring community members on campus.
- **Programs:** Existing programs must keep up with the rapid changes occurring in the industries they serve. Strategies must be developed to assure all programs continue to address the technological and social needs of their constituent businesses. It is critical that students are well prepared to address all skills needed for entry-level positions.
- **Morale:** Although it is not an appropriate goal in itself, employee morale should be addressed. Morale was identified as the third most important of the thirteen goals evaluated. Low morale was identified in open comments more than any other issue. Frustration with transient leadership, shifting priorities, and lost opportunities have brought the morale at this institution (according to some comments) to its lowest level ever. Again, improving low morale should not necessarily be a stated goal; however, it is important that MHCC recognize that it exists. By addressing issues in the Employee Satisfaction section above, morale will improve.

Decision Making Issues

- **Participatory Governance:** In the Decision Making section of the survey, it was very clear that there was a discrepancy between Faculty and Administrators with regard to the roles of different stakeholder groups in the planning and decision making process at the college. This was particularly evident with regard to the role of Faculty. Participatory Governance must be clearly defined and agreed to by all employee groups on the campus.
- **Staff and Students:** Both staff and student stakeholder groups were identified as having too little involvement in the planning and decision making process. Identify strategies to increase the involvement and engage these groups

in the processes.

- **Alumni:** Alumni were also identified as having too little involvement in the planning and decision making process. This segment was identified as a partner group in the strategic plan. Making an effort to manage or communicate with MHCC Alumni should be a priority. In order for alumni to be involved in these processes a mechanism must be instituted to organize this group; resources must be allocated to developing and maintaining an Alumni Organization.

Final Thoughts

- The response rate for the survey did improve between the 2014 (response rate = 26%) and 2016 (response rate = 32%) administrations; for the most recent administration, there was no change in the response rate (32%). Noel-Levitz reports response rates typically range from a low of 20% to a high of 40%. The 32% response rate for this administration fell slightly short of the goal of 35%. A thirty-five percent response rate is reasonable and can be accomplished. Suggestions for improving employee participation in the survey include:
 - Establish and commit to a regularly scheduled employee satisfaction assessment. The survey should be repeated on a consistent basis: once every two years.
 - Assure employees that the instrument is used to assess the current climate and not as a tool for retribution against individuals or employee groups. Additionally, some employees are concerned about the anonymity of the survey. It should be stressed that data are collected through an anonymous survey link and by a third party; unless a respondents identify themselves in open comments, there is no way for MHCC to know how an individual responded to the survey questions.
 - Clearly demonstrate that actions are occurring as a result of feedback from this data collection effort.
 - Provide advanced information regarding the survey, share successes and changes that have resulted from the survey findings, get leaders at all levels involved in promoting the importance of completing the survey.
 - Identify a mechanism to provide employees an incentive for completing the survey. Typical incentives include drawings for cash awards and other prizes.

Appendix A: The Noel-Levitz College Employee Satisfaction Survey

Note: This survey is copyrighted

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RESEARCH TOOLKIT – REVIEW SAMPLE

Noel-Levitz Employee Satisfaction Survey

[INSTITUTION] has engaged Noel-Levitz to conduct this survey of employees to assess their satisfaction.

This survey should take about 20 minutes to complete. Your answers are completely anonymous, and no information is collected that will allow individuals to be identified.

Thank you!

very important	important	somewhat important	not very important	not important at all	SECTION 1: Campus culture and policies	very satisfied	satisfied	somewhat satisfied	not very satisfied	not satisfied at all
					The following statements describe different aspects of colleges and universities. Rate how important each of these are to you as an employee of this institution, and then rate your satisfaction with how well the statement is implemented on your campus.					
					This institution promotes excellent employee-student relationships					
					This institution treats students as its top priority					
					This institution does a good job of meeting the needs of students					
					The mission, purpose, and values of this institution are well understood by most employees					
					Most employees are generally supportive of the mission, purpose, and values of this institution					
					The goals and objectives of this institution are consistent with its mission and values					
					This institution involves its employees in planning for the future					
					This institution plans carefully					
					The leadership of this institution has a clear sense of purpose					
					This institution does a good job of meeting the needs of its faculty					
					This institution does a good job of meeting the needs of staff					
					This institution does a good job of meeting the needs of administrators					
					This institution makes sufficient budgetary resources available to achieve important objectives					
					This institution makes sufficient staff resources available to achieve important objectives					
					There are effective lines of communication between departments					
					Administrators share information regularly with faculty and staff					
					There is good communication between the faculty and the administration at this institution					
					There is good communication between staff and the administration at this institution					
					Faculty take pride in their work					
					Staff take pride in their work					
					Administrators take pride in their work					
					There is a spirit of teamwork and cooperation at this institution					
					The reputation of this institution continues to improve					
					This institution is well-respected in the community					
					Efforts to improve quality are paying off at this institution					
					Employee suggestions are used to improve our institution					
					This institution consistently follows clear processes for selecting new employees					
					This institution consistently follows clear processes for orienting and training new employees					
					This institution consistently follows clear processes for recognizing employee achievements					
					This institution has written procedures that clearly define who is responsible for each operation and service					

NOTE: WE CAN ACCOMMODATE UP TO 10 ADDITIONAL CAMPUS-SPECIFIC QUESTIONS IN SECTION 1.

Please provide any additional feedback about the campus culture and policies at (INSTITUTION).

Q2

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

NOTE: WE CAN ACCOMMODATE UP TO 3 ADDITIONAL CAMPUS-SPECIFIC INSTITUTIONAL GOALS IN SECTION 2.

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

First priority goal: _____
Second priority goal: _____
Third priority goal: _____

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

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

Q2

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

NOTE: WE CAN ACCOMMODATE UP TO 3 ADDITIONAL CAMPUS-SPECIFIC POPULATIONS IN SECTION 3.

Q4

very important	important	somewhat important	not very important	not important at all	SECTION 4: Work environment	very satisfied	satisfied	somewhat satisfied	not very satisfied	not satisfied at all
					The following statements describe conditions of your work environment as an employee at this institution. Rate how important each of these are to you, and then rate your satisfaction with this aspect of your work environment.					
					It is easy for me to get information at this institution					
					I learn about important campus events in a timely manner					
					I am empowered to resolve problems quickly					
					I am comfortable answering student questions about institutional policies and procedures					
					I have the information I need to do my job well					
					My job responsibilities are communicated clearly to me					
					My supervisor pays attention to what I have to say					
					My supervisor helps me improve my job performance					
					My department or work unit has written, up-to-date objectives					
					My department meets as a team to plan and coordinate work					
					My department has the budget needed to do its job well					
					My department has the staff needed to do its job well					
					I am paid fairly for the work I do					
					The employee benefits available to me are valuable					
					I have adequate opportunities for advancement					
					I have adequate opportunities for training to improve my skills					
					I have adequate opportunities for professional development					
					The type of work I do on most days is personally rewarding					
					The work I do is appreciated by my supervisor					
					The work I do is valuable to the institution					
					I am proud to work at this institution					

NOTE: WE CAN ACCOMMODATE UP TO 10 ADDITIONAL CAMPUS-SPECIFIC QUESTIONS IN SECTION 4.

Please provide any additional feedback about the work environment at (INSTITUTION).

Rate your overall satisfaction with your employment here so far: Very

Satisfied

Satisfied

Somewhat satisfied

Not very satisfied

Not satisfied at all

SECTION 5: Demographics

How long have you worked at this institution?

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

Is your Position:

- ☐ Full-time
- ☐ Part-time

Is your position:

- ☐ Faculty
- ☐ Staff
- ☐ Administrator

MHCC Supplemental Questions by Section

Added to Section 1: Campus Culture and Policies (Importance/Satisfaction) Ten-question Limit

1. Faculty meet the needs of the students
2. Non-faculty employees meet the needs of the 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

Added to Section 2: Institutional Goals Three-goal Limit

1. Ensuring the diversity of our district population is represented in the workforce
2. Identify and/or address the needs of district residents
3. Improve relationships with district residents and/or leaders

Added to Section 4: Work Environment (Importance / Satisfaction) Nine-question limit

1. Employees' demographic characteristics (e.g. race/ethnicity, gender, etc.) do not impact how they are viewed at MHCC
2. Workgroups (e.g. councils, task forces, committees, etc.) 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

Added to Section 5: Demographics Two-question limit (Permission Granted to ask 6 questions)

1. Note: Follow-up Question to Standard Question #11:

Is Your Position:

()Faculty

()Staff

()Administrator

2. Note: Follow-up Question to Question #1 and Display if Standard Question Q#10 = "Part-time"

In the last year, have you

*() Worked Less than 500 Hours **Note: Display if Q#11 = Staff***

*() Worked 500-950 Hours **Note: Display if Q#11 = Staff***

*() Taught Less than 10 ILC's **Note: Display if Q#11 = Faculty***

*() Taught 10-22.5 ILC's **Note: Display if Q#11 = Faculty***

3. *Do you identify as a person of color?*
☐ Yes
☐ No
4. *Do you identify as a veteran?*
☐ Yes
☐ No
5. *Do you identify as a person with a disability?*
☐ Yes
☐ No
6. *Do you identify as Gay/Lesbian/Bisexual/Queer?*
☐ Yes
☐ No

Please check your identified gender.

(Please check all that apply)

- ☐ Female
☐ Non-binary
☐ Transgender
☐ Male