



# MHCC Employee Satisfaction Survey

Results of the 2016 Administration of the  
Noel-Levitz College Employees Satisfaction Survey (CESS)

Prepared by:

Tim Green  
Research Associate  
Analytics & Institutional Research  
Mt. Hood Community College

# Summary

- **Purpose**
  - Assess MHCC culture and climate.
  - Identify what is working well.
  - Explore opportunities to engage and support employees.
- **Data collected Winter/Spring Terms 2016**
- **College environment**
  - There was no other employee data gathering efforts occurring during this collection of the CESS.
  - There were no substantive changes in personnel during the data collection period.
- **Survey chosen by People's Strategies Council:**
  - Format paralleled Student Satisfaction Survey conducted previous year.
  - Survey allowed for custom questions within each section.
  - Cost was affordable.
- **Methodology:**
  - Online format with anonymous survey link.
  - Initial introduction of the survey sent out by the President / Invitations sent to All Staff by the HR Director.
  - Two reminder emails sent by the HR Director (one and two weeks after initial email) to encourage participation.
  - Survey opened for an additional week in Spring Term to encourage participation. An additional reminder was sent by the HR Director and a final reminder sent out by the President.

# The Survey

- **Four Sections**

1. Campus Culture / Policies - 30 Items  
MHCC Leadership Competencies / Planning - 10 Additional Items
2. Work Environment - 21 Items  
MHCC Student Focus - 9 Additional Items
3. Institutional Goals - 10 Goals  
MHCC Goals - 3 Additional Goals
4. Decision Making - 8 Items

*Plus...*

- Overall Satisfaction - 1 Item
- Demographics - 3 Items
- MHCC Demographics 2 Additional Items

- **Importance / Satisfaction**

*For Campus Culture / Policies and Work Environment*  
Respondents were asked to rate items on both  
Importance and Satisfaction

Importance Scale	Value	Satisfaction Scale
Not Important at All	1	Not Satisfied at All
Not Very Important	2	Not Very Satisfied
Somewhat Important	3	Somewhat Satisfied
Important	4	Satisfied
Very Important	5	Very Satisfied

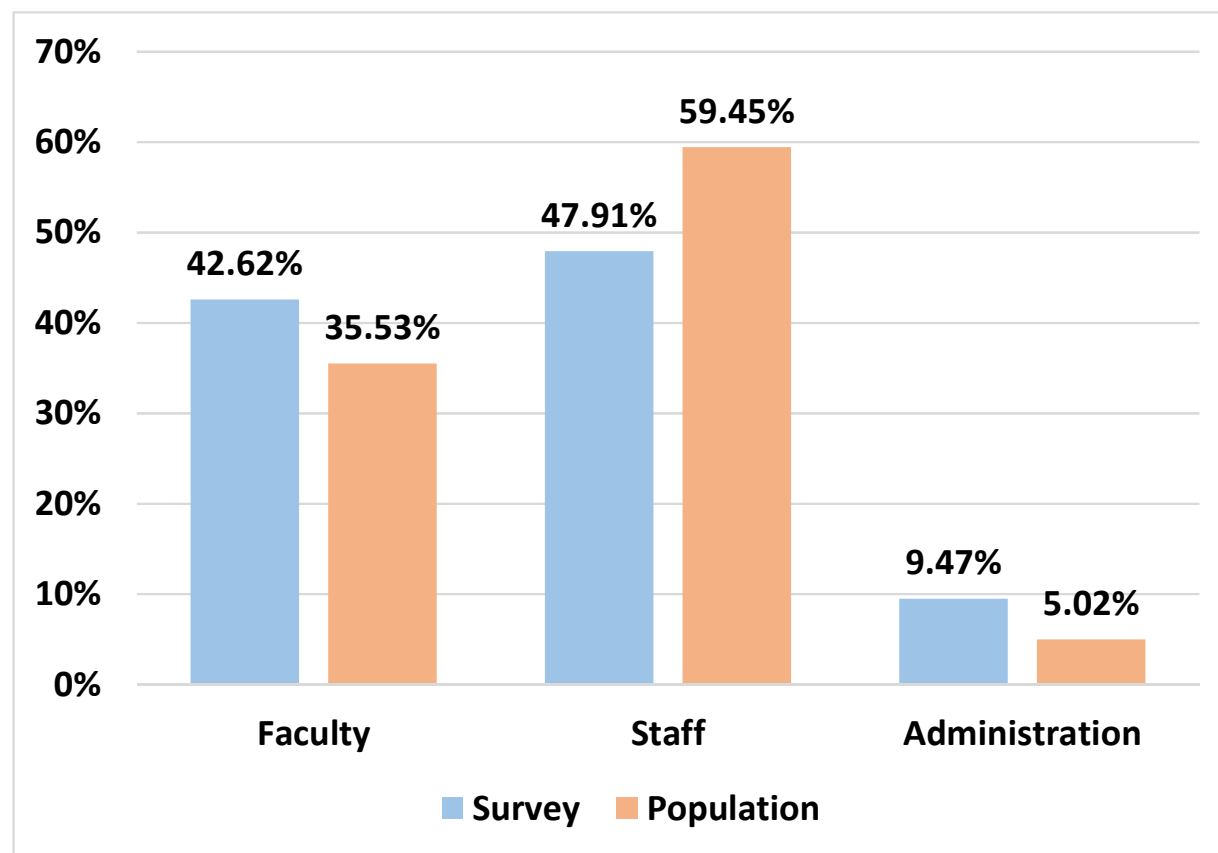
# Who Responded?

Total Employees: 1334

Total Respondents: 433

---

Response Rate: 32.46%



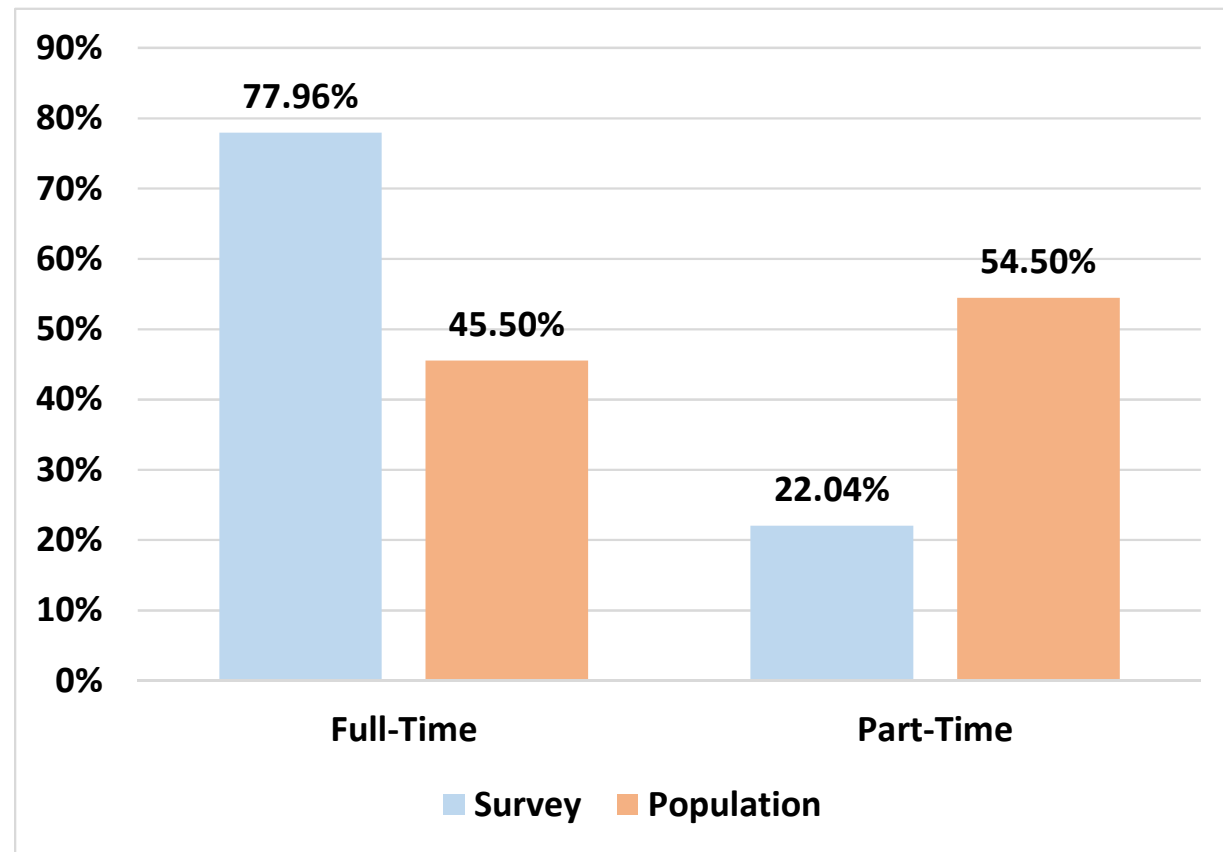
# Who Responded?

Total Employees: 1334

Total Respondents: 433

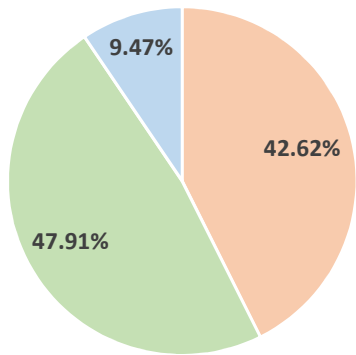
---

Response Rate: 32.46%



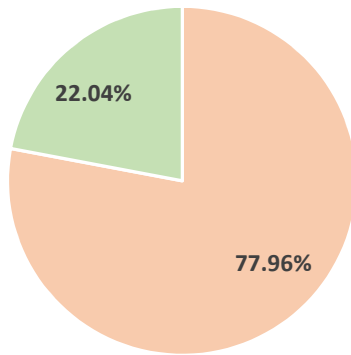
# Who Responded?

Distribution by Position



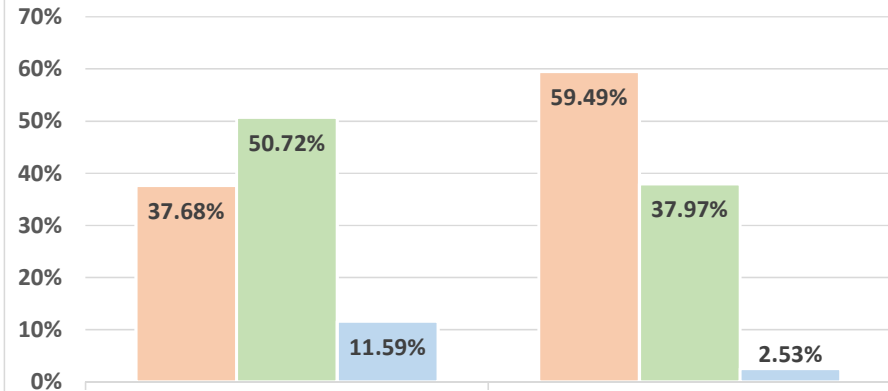
Faculty Staff Administration

Distribution by Full Time / Part Time Status



Full-Time Part-Time

Full Time / Part Time Status by Position

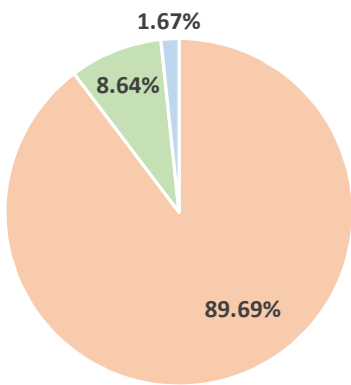


Full-Time Part-Time Faculty Staff Administration

Total Employees: 1334  
Total Respondents: 433

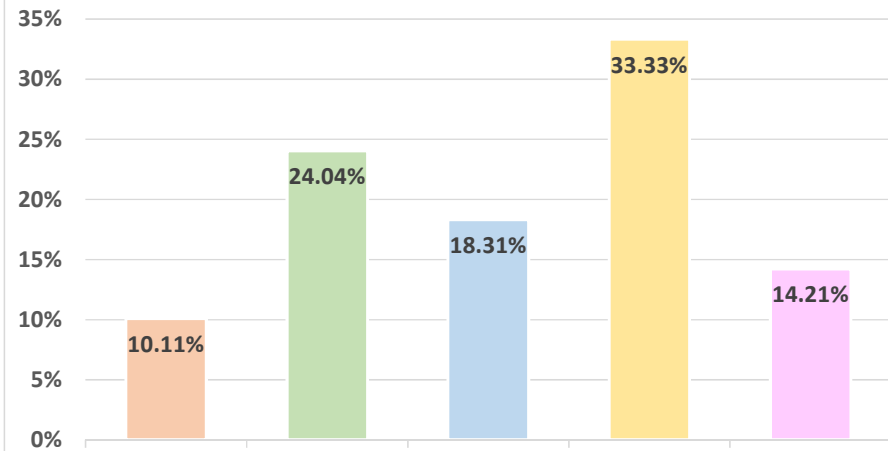
Response Rate: 32.46%

Distribution by Primary Work Location



Gresham Campus Maywood/SBDC Bruning Center

Years at MHCC

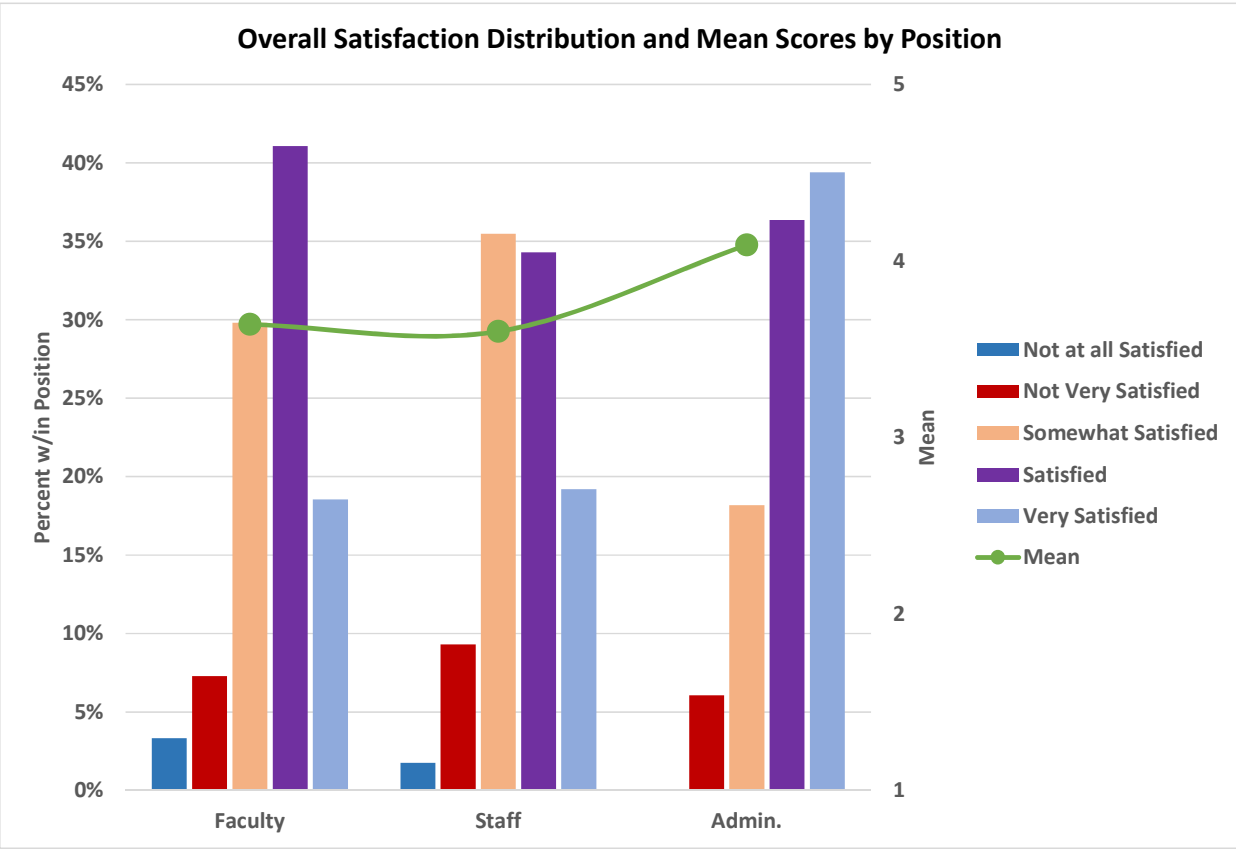


<1 Year 1-5 Years 6-10 Years 11-20 Years >20 Years

# Overall Satisfaction

Question: Overall, how satisfied are you with your employment at this institution so far?

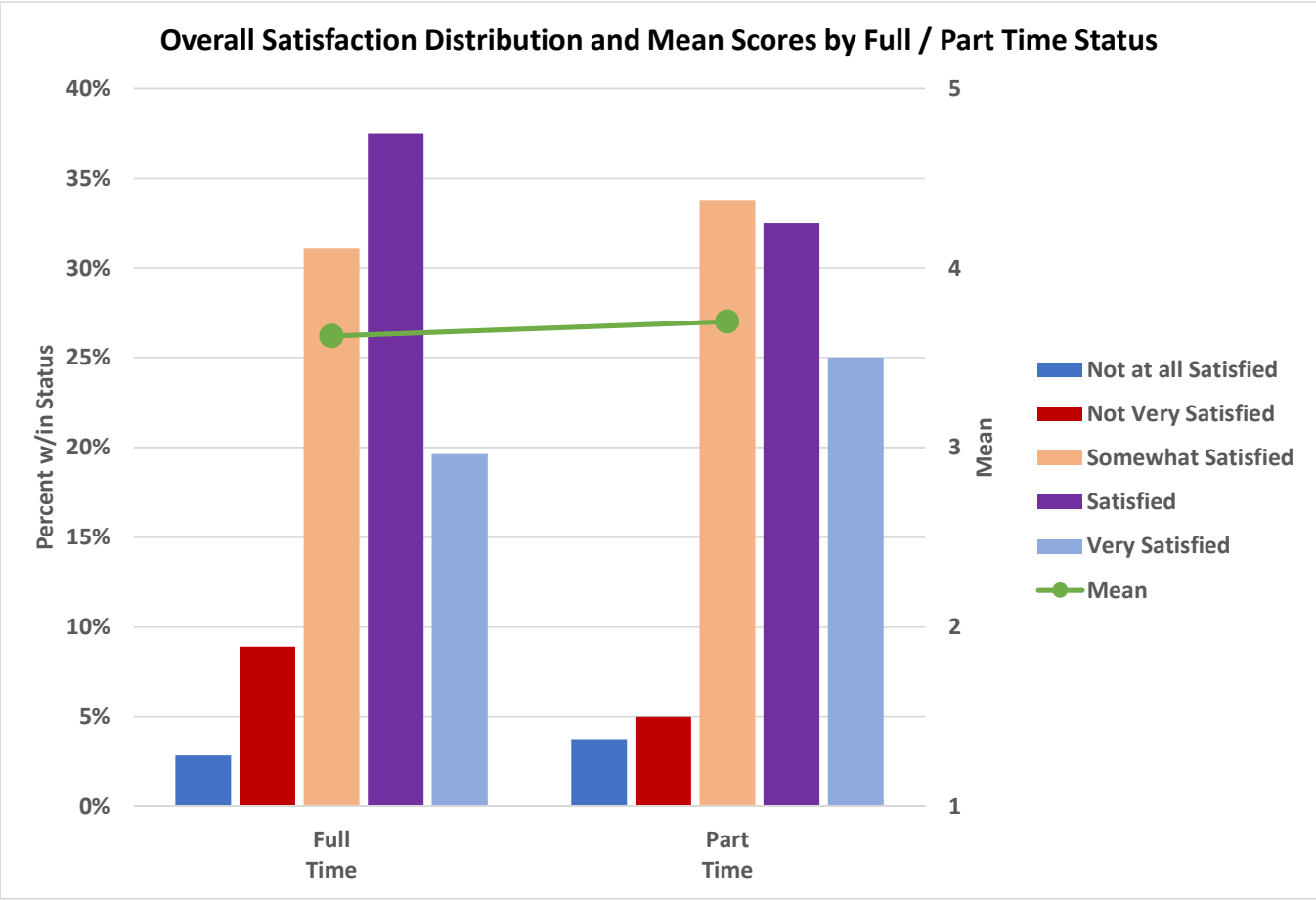
	Faculty	Staff	Admin.	Total
Not at all Satisfied	5 3.31%	3 1.74%	0 0.00%	8 2.25%
Not Very Satisfied	11 7.28%	16 9.30%	2 6.06%	29 8.15%
Somewhat Satisfied	45 29.80%	61 35.47%	6 18.18%	112 31.46%
Satisfied	62 41.06%	59 34.30%	12 36.36%	133 37.36%
Very Satisfied	28 18.54%	33 19.19%	13 39.39%	74 20.79%
<b>Total</b>	<b>151</b> 100.00%	<b>172</b> 100.00%	<b>33</b> 100.00%	<b>356</b> 100.00%
<b>Mean</b>	<b>3.64</b>	<b>3.60</b>	<b>4.09</b>	<b>3.64</b>
<b>s.d.</b>	<b>0.98</b>	<b>0.96</b>	<b>0.91</b>	<b>1.00</b>
<b>2014 Results</b>	<b>3.43</b>	<b>3.47</b>	<b>3.74</b>	<b>3.47</b>
	<b>1.02</b>	<b>1.07</b>	<b>0.89</b>	<b>1.03</b>



# Overall Satisfaction

Question: Overall, how satisfied are you with your employment at this institution so far?

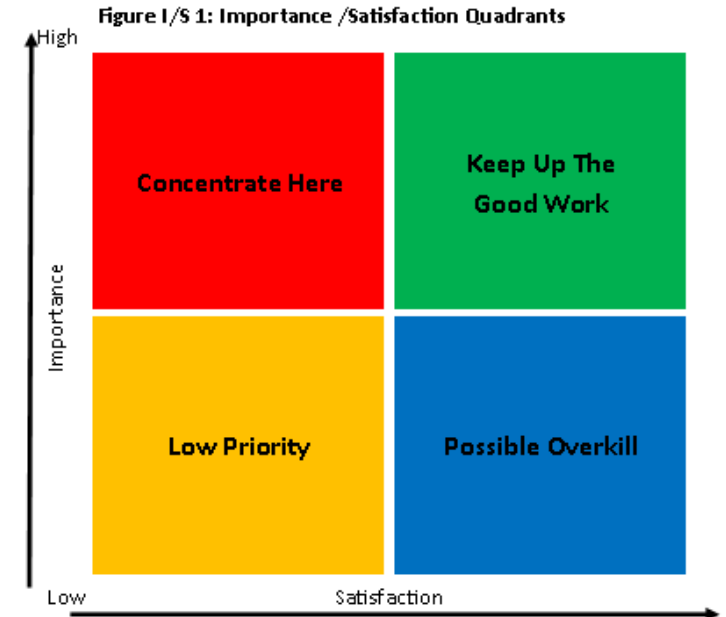
	Full Time	Part Time	Total
Not at all Satisfied	8 2.86%	3 3.75%	11 3.06%
Not Very Satisfied	25 8.93%	4 5.00%	29 8.06%
Somewhat Satisfied	87 31.07%	27 33.75%	114 31.67%
Satisfied	105 37.50%	26 32.50%	131 36.39%
Very Satisfied	55 19.64%	20 25.00%	75 20.83%
<b>Total</b>	<b>280</b> 100.00%	<b>80</b> 100.00%	<b>360</b> 100.00%
<b>Mean</b>	<b>3.62</b>	<b>3.70</b>	<b>3.64</b>
<b>s.d.</b>	<b>0.99</b>	<b>1.02</b>	<b>1.00</b>
<b>2014 Results</b>	<b>3.54</b>	<b>3.26</b>	<b>3.47</b>
	1.02	1.05	1.03



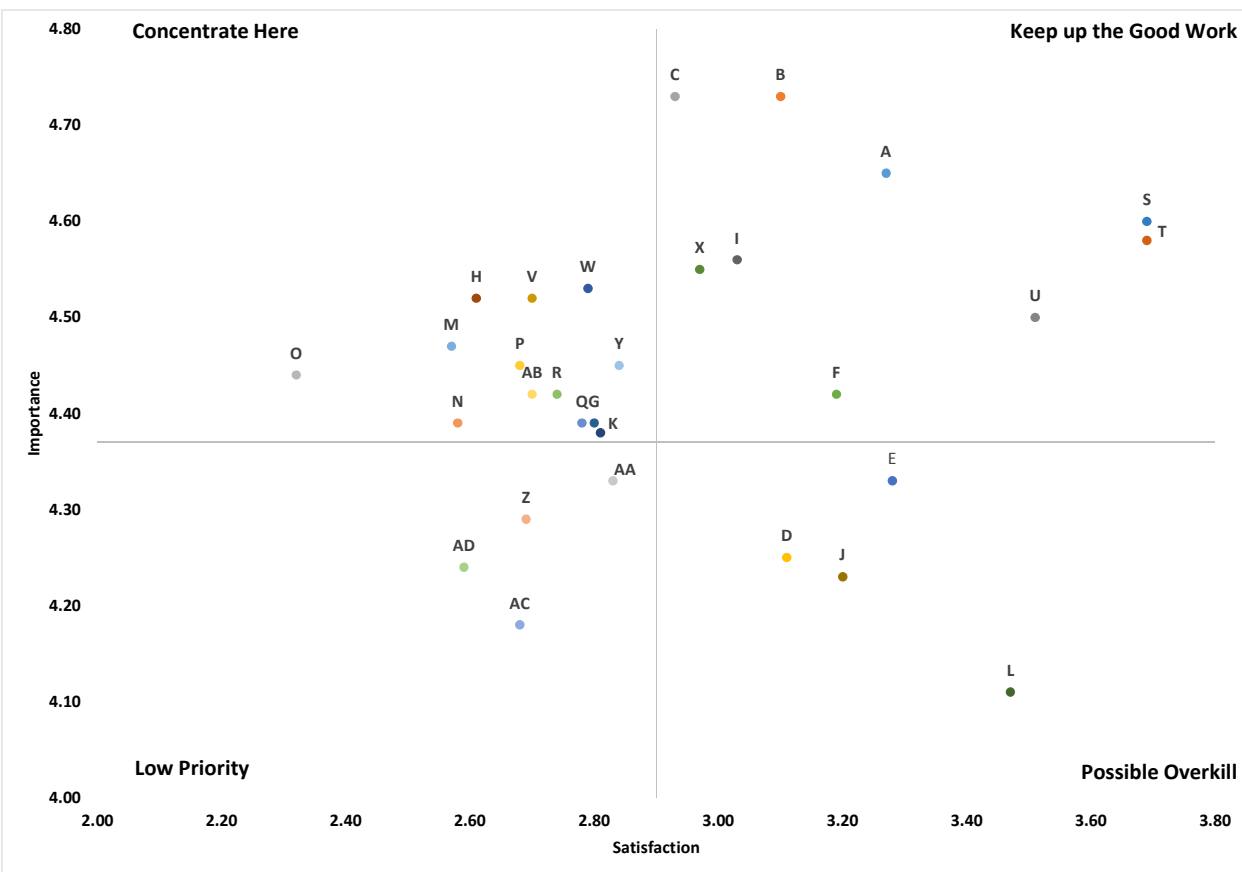


# Importance / Satisfaction Plots

- Two sections of the survey: Campus Culture / Policies and Work Environment. All items asked respondents to rate Importance then satisfaction.
- Importance -> Vertical / Satisfaction -> Horizontal
- Results in a chart with four quadrants:
  1. Keep up the good work – High Importance / High Satisfaction
  2. Concentrate Here – High Importance / Low Satisfaction
  3. Low Priority – Low Importance / Low Satisfaction
  4. Possible Overkill – Low Importance / High Satisfaction
- Where vertical and horizontal axes intersect is an arbitrary decision.  
Process for determining:  
Calculate overall grand mean importance and grand mean satisfaction scores.  
Use these grand means as a baseline.  
Adjust to accommodate items close or on the axes.



# Campus Culture / Policies

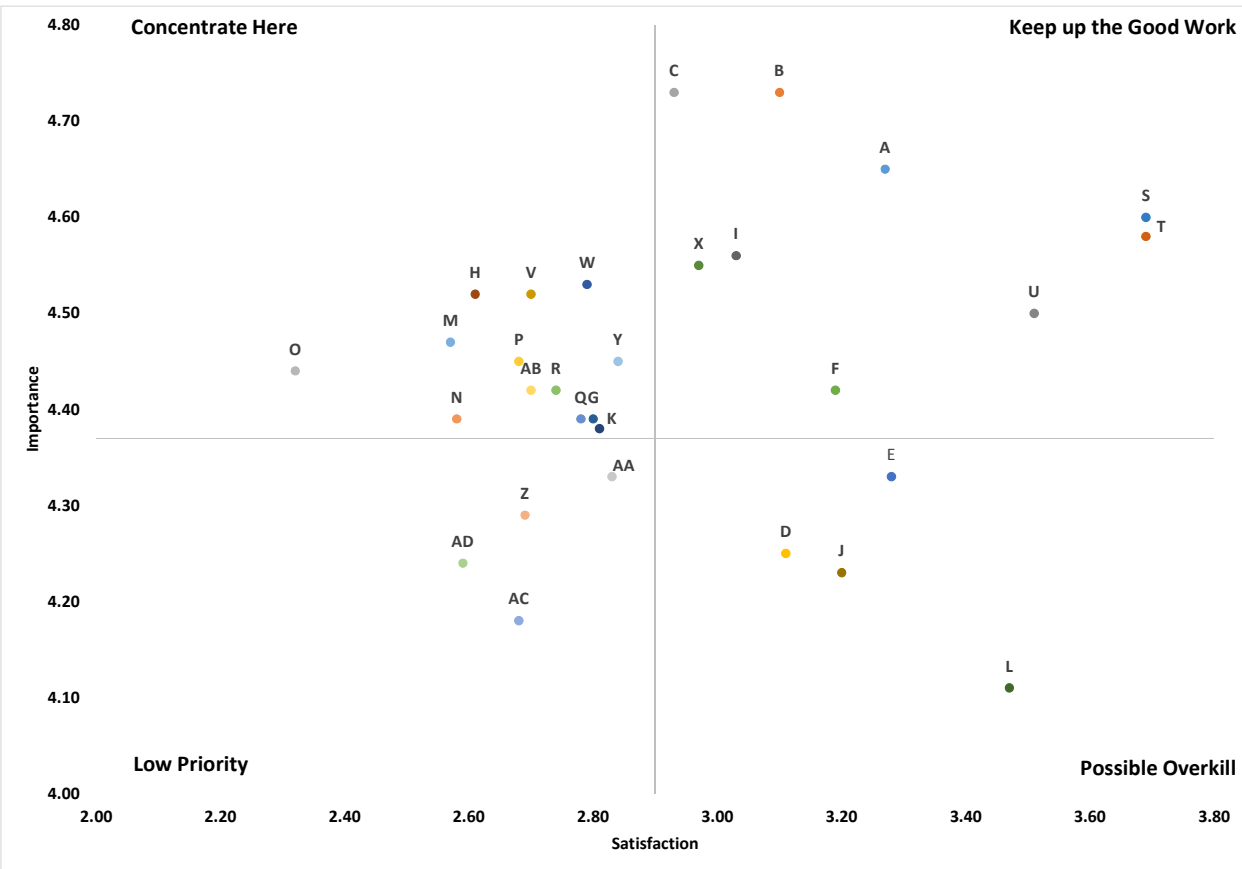


- A** This institution promotes excellent employee-student relationships
- B** This institution treats students as its top priority
- C** This institution does a good job of meeting the needs of students
- D** The mission, purpose, and values of this institution are well understood by most employees
- 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

## Concentrate Here Thirteen Items = Four Themes:

1. External Relationships – One Item **W**
2. Communications – Four Items **O, P, Q, and R**
3. Planning – Four Items **G, H, M, and N**
4. Processes – Four Items **K, V, Y, and AB**

# Campus Culture / Policies



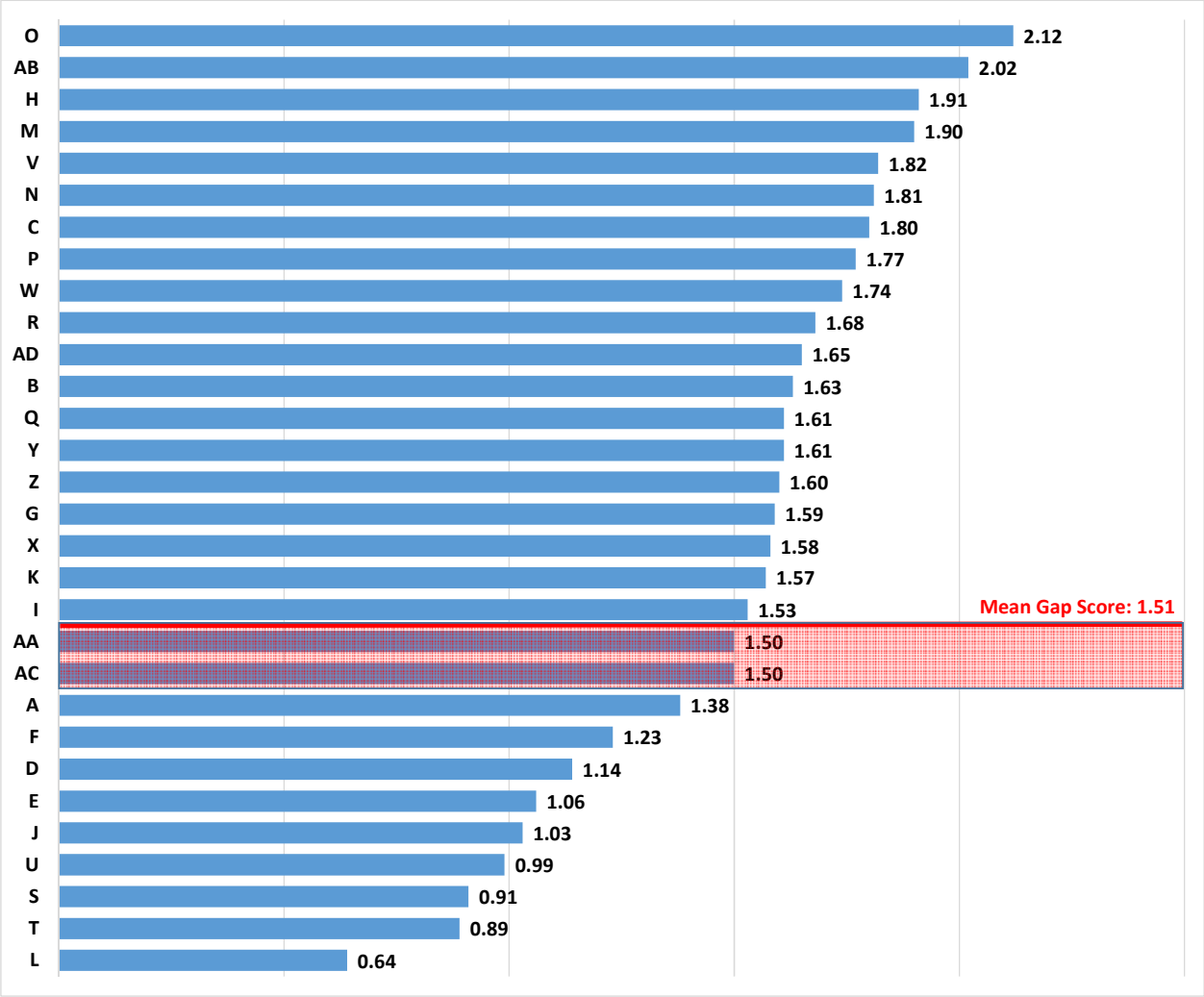
## Concentrate Here Items

- G** This institution involves its employees in planning for the future
- H** This institution plans carefully
- K** The institution does a good job of meeting the needs of staff
- M** This institution makes sufficient budgetary resources available to achieve important objectives
- N** This institution makes sufficient staff resources available to achieve important objectives
- O** There are effective lines of communication between departments
- P** Administrators share information regularly with faculty and staff
- Q** There is good communication between the faculty and the administration at this institution
- R** There is good communication between staff and the administration at this institution
- V** There is a spirit of teamwork and cooperation at this institution
- W** The reputation of this institution continues to improve
- Y** Efforts to improve quality are paying off at this institution
- AB** This institution consistently follows clear processes for orienting and training new employees

Concentrate Here Thirteen Items = Four Themes:

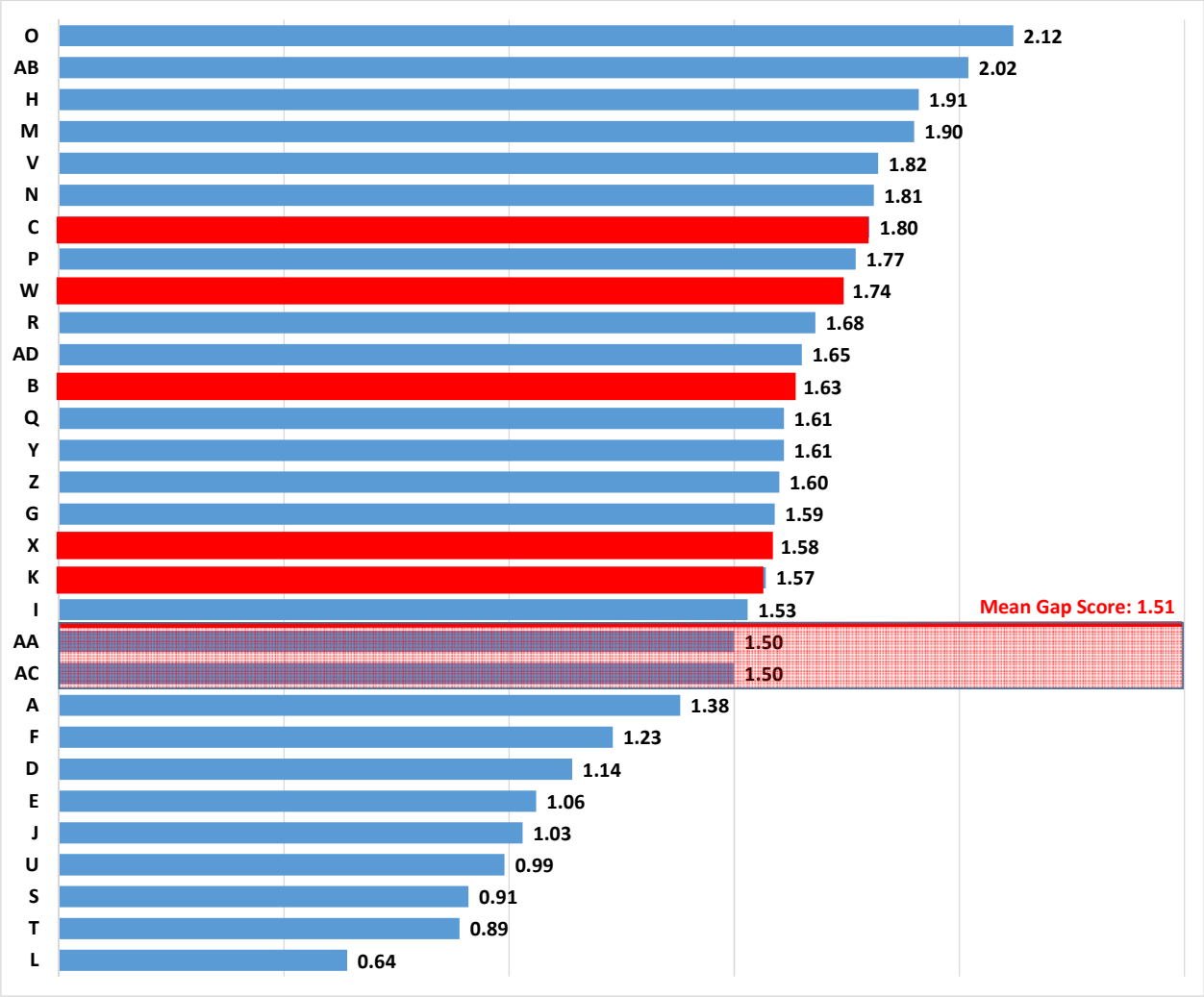
1. External Relationships – One Item **W**
2. Communications – Four Items **O, P, Q, and R**
3. Planning – Four Items **G, H, M, and N**
4. Processes – Four Items **K, V, Y, and AB**

# Campus Culture / Policies Gap Scores



- Gap scores calculated by subtracting the mean satisfaction score from the mean importance score.
- The average (mean) gap score for all items in the campus culture / policies section was 1.51.
- Nineteen of thirty items had gaps exceeding the mean gap score (an additional two items were just below the mean and are included in the analysis).
- The twenty-one items fell into four Themes...

# Campus Culture / Policies Gap Scores

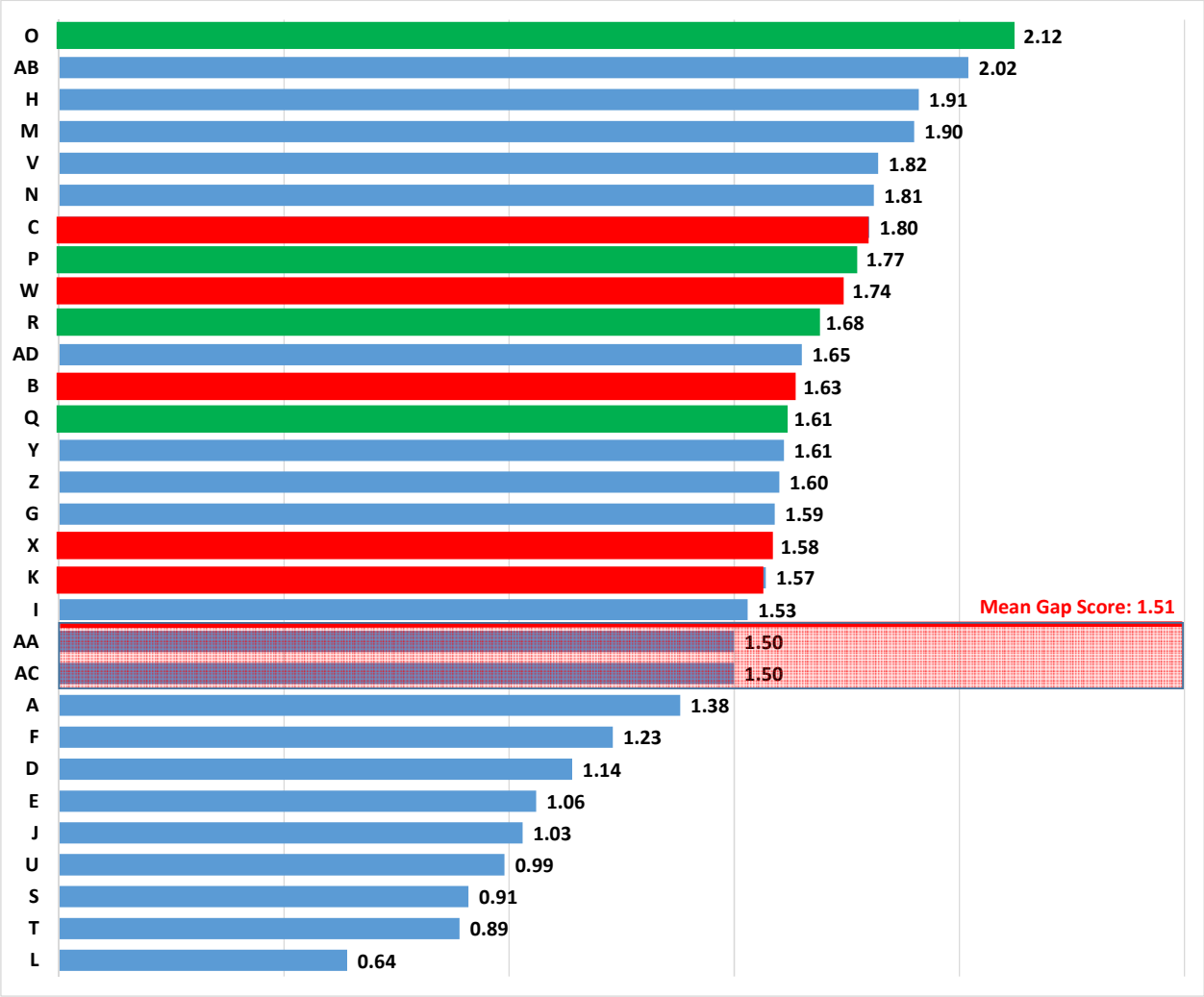


## Theme 1: Customer Focus – Five Items

- C** This institution does a good job of meeting the needs of students
- W** The reputation of this institution continues to improve
- B** This institution treats students as its top priority
- X** This institution is well-respected in the community
- K** This institution does a good job of meeting the needs of staff

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

# Campus Culture / Policies Gap Scores



## Theme 2: Communications – Four Items

- O** There are effective lines of communication between departments
- P** Administrators share information regularly with faculty and staff
- R** There is good communication between staff and the administration at this institution
- Q** There is good communication between the faculty and the administration at this institution

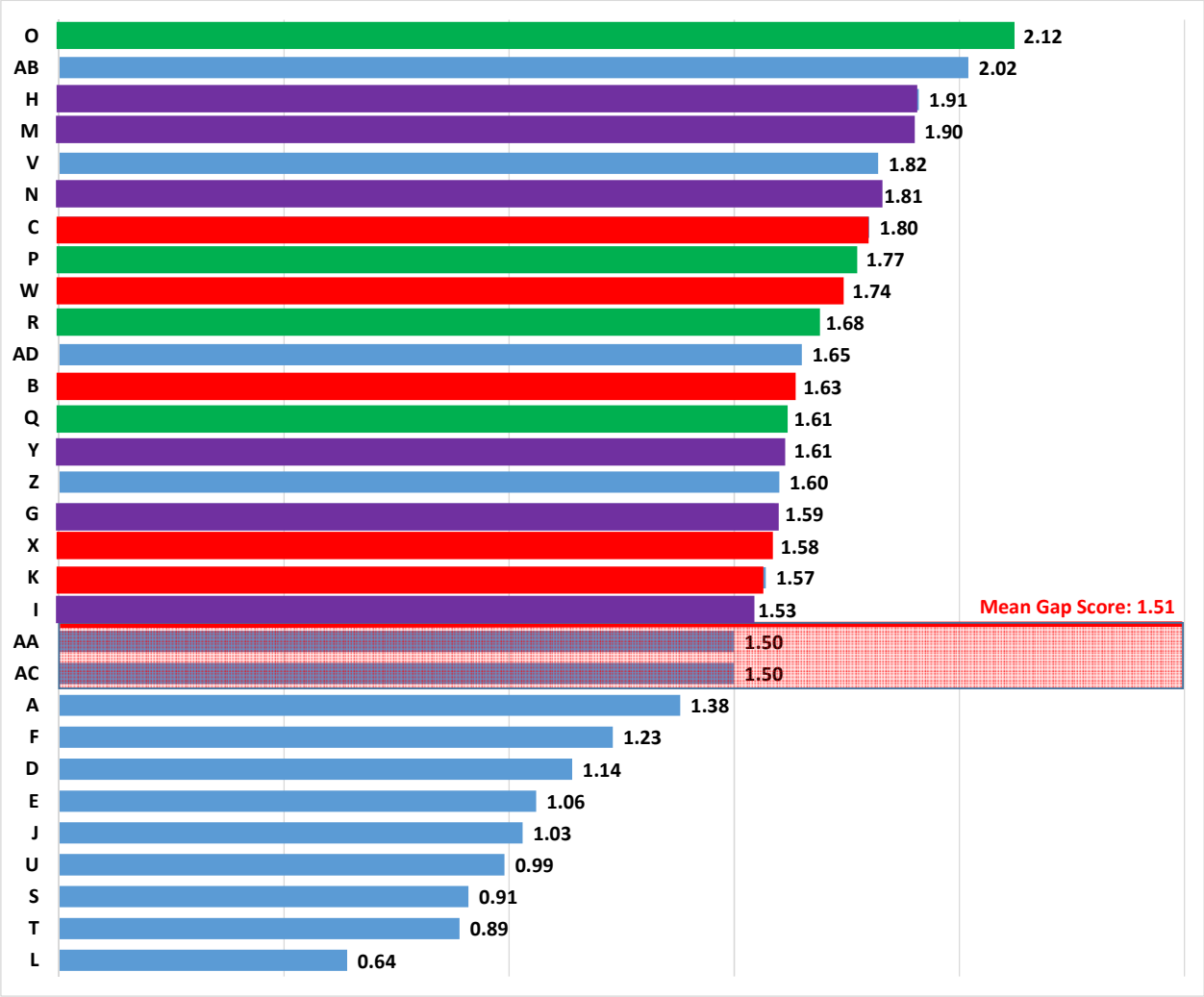
**Customer Focus**

(C, W, B, X, and K)

**Communications**

(O, P, R, and Q)

# Campus Culture / Policies Gap Scores

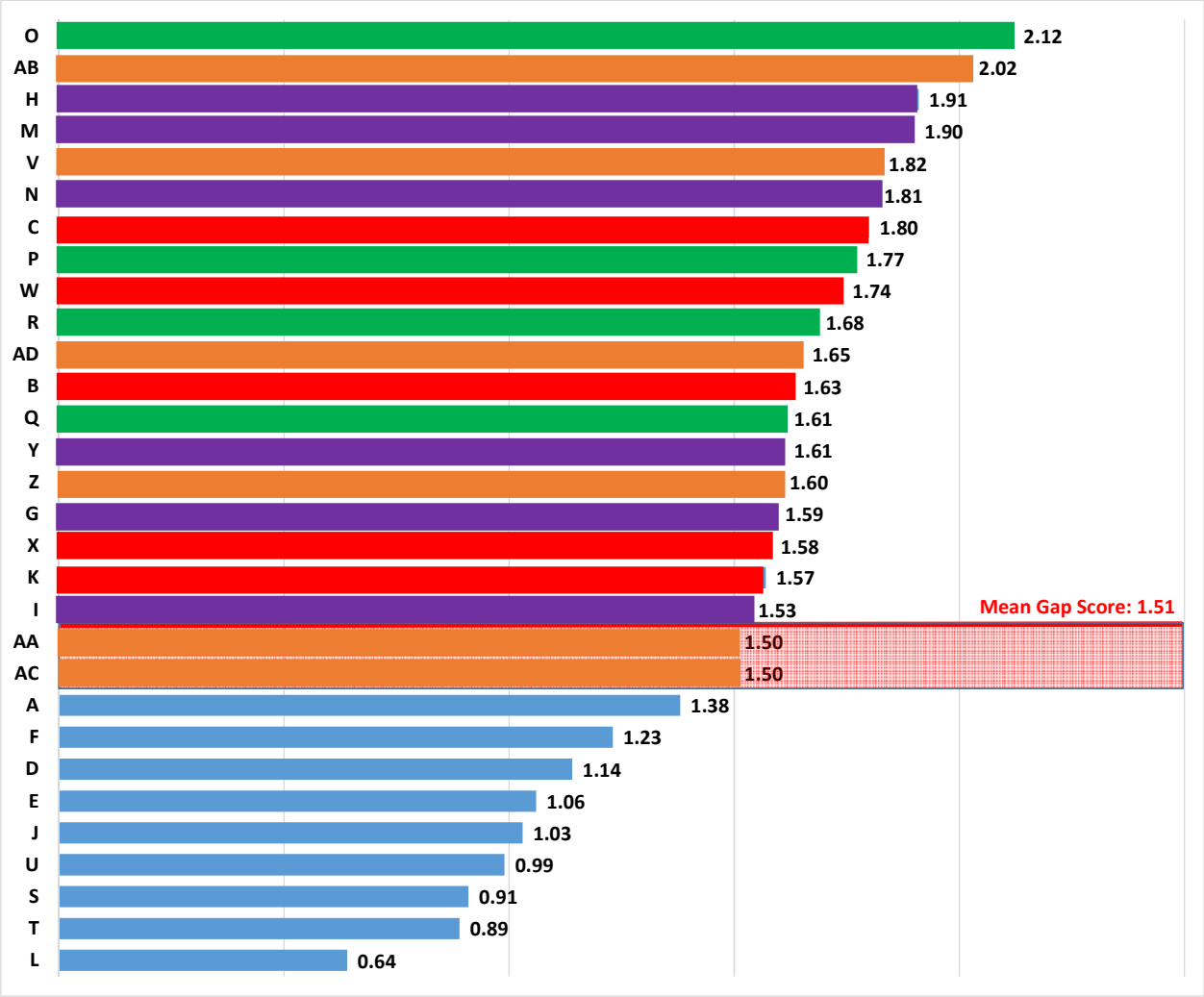


**Customer Focus** (C, W, B, X, and K)  
**Communications** (O, P, R, and Q)  
**Planning** (H, M, N, Y, G, and I)

## Theme 3: Planning – Six Items

- H** This institution plans carefully
- M** This institution makes sufficient budgetary resources available to achieve important objectives
- N** This institution makes sufficient staff resources available to achieve important objectives
- Y** Efforts to improve quality are paying off at this institution
- G** This institution involves its employees in planning for the future
- I** The leadership of this institution has a clear sense of purpose

# Campus Culture / Policies Gap Scores



## Theme 4: Processes – Six Items

- AB** This institution consistently follows clear processes for orienting and training new employees
- V** There is a spirit of teamwork and cooperation at this institution
- AD** This institution has written procedures that clearly define who is responsible for each operation and service
- 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

**Customer Focus** (C, W, B, X, and K)     
 **Communications** (O, P, R, and Q)     
 **Planning** (H, M, N, Y, G, and I)     
 **Processes** (AB, V, AD, Z, AA, and AC)



## Campus Culture / Policies Comments Match Gap Themes

# Customer Focus

“I do not believe there is a firm commitment of the administration to improve the college from the bottom up. Bottom meaning serving the students first.”

“Adjuncts are not included in "regular" faculty meetings and even work spaces. They are not given sufficient support or resources.”

“... ALL leaders need to actively engage faculty, staff, and outside partners on a regular basis to assess needs and use this to make strategic decisions. This should not be left to a small handful of individuals.”

“It is unfortunate that a few, but powerful faculty can prevent a department and even the college from advancing to adapt new technology and modern pedagogy... But in the end the compromises made do little to make significant changes that benefit our students.”

## Campus Culture / Policies Comments Match Gap Themes

# Customer Focus Communication

“Communication came up as a huge problem in the last survey. I don't think we've made much headway yet in this regard.”

“...There is virtually no opportunity for communication outside of your department. I have been very disappointed.”

“The culture would be a whole lot better if the communication was better.”

“The last employee satisfaction survey identified communication as a big lack in the campus culture. For a while, there were efforts to improve this, but over the past year or so, there has been a definite lack of communication between senior administrator and faculty/staff that is hampering faculty/staff ability to effectively do their jobs and help our students to succeed.”

“Horizontal and vertical communication channels need improvement between all employees - from administrators, to faculty, to staff in both directions. What are the best methods for delivery of information? Look to district communications to champion improved communication channels...”

## Campus Culture / Policies Comments Match Gap Themes

**Customer Focus**

**Communication**

**Planning**

“Change is very obvious at MHCC. A clear direction has been defined and a start to educating the staff what the direction is has taken place. More work needs to be done in this area. The upper administration has a positive but honest attitude towards MHC's ability to dig itself out of its financial situation. The President of the College is doing a great job of leading the College to a position that will allow it to be more of a leader in the education area. Change is hard and it takes time, but change is happening.”

“I've been working at this college for over 15 years. I'm tired of all the talk and commotion about improving things and seeing absolutely nothing change. Another survey... not a bit of improvement or change in mentality and practices since the last time I filled out a survey.”

“I sometimes perceive that we are focused on catching up and not paying particular focus on current or future trends that will set a precedence that precedes other colleges and we are not clearly focused on technological based trends reshaping the future of Education and how we will meet the needs of students training today for tomorrow. One other item is what schools are doing to get the most students into the latest classes that are employed and can't physically be in classes on campus but remotely meeting training needs in a Virtual class environment and expanding the class hours for more evening classes to make it more feasible for the employed to get into school. Remove the Roadblocks and boundaries for students.”

## Campus Culture / Policies Comments Match Gap Themes

**Customer Focus**

**Communication**

**Planning**

**Processes**

“General processes throughout the school are lacking in clear and centralized documentation, training and on-boarding procedures are inconsistent, individual departments are too silo’d from one another through communication and politics due to the focus on budget processes to the detriment of student outcomes.”

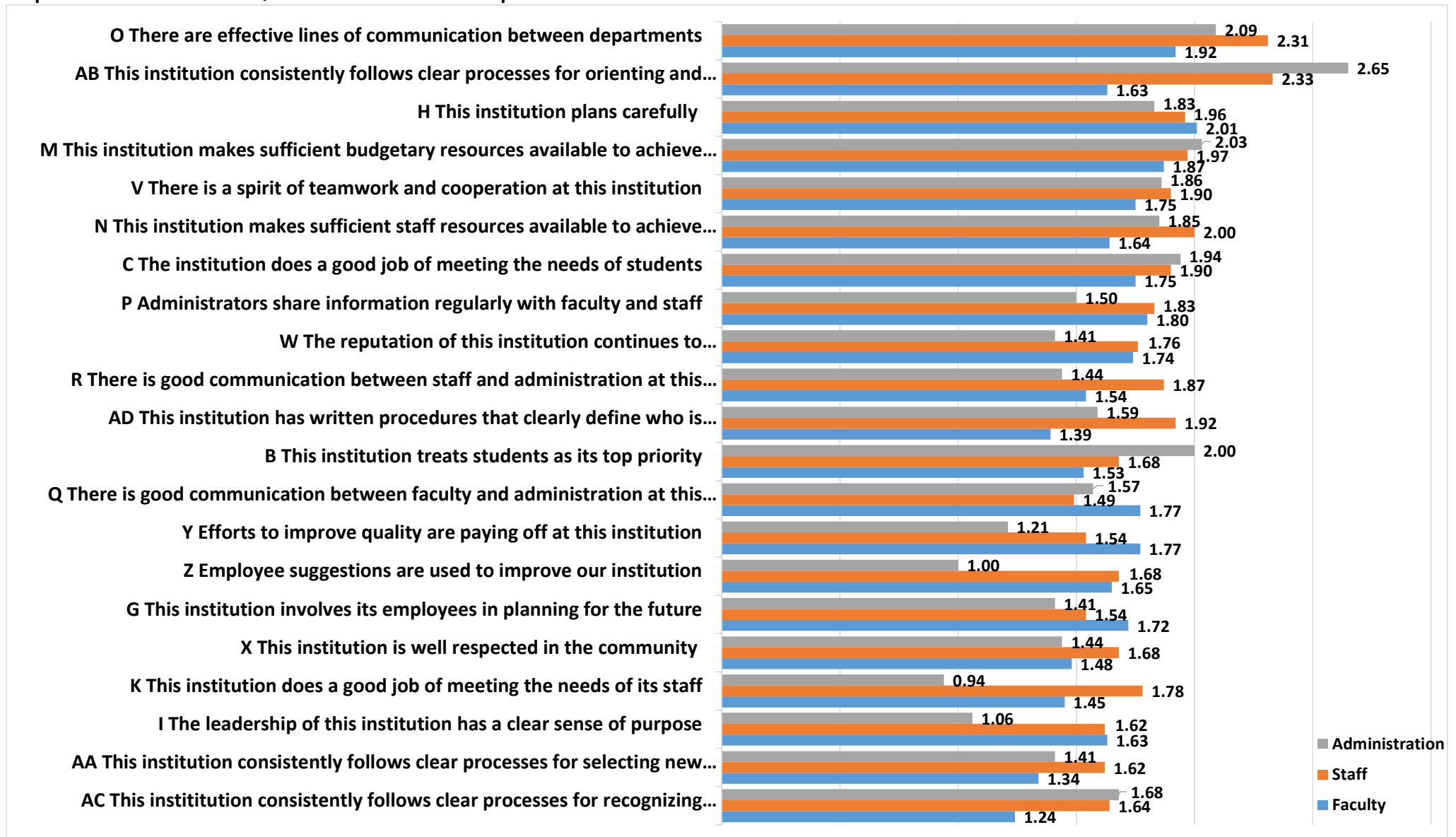
“The biggest problem is a lack of accountability. Decisions are made, for instance, to say "save the college money" but there is no objective method for measuring whether or not said decision produced anticipated results. In short there is no "ombudsman," and so zero accountability.”

“There is still a cataclysmic gap between faculty and student services departments. We're not working as one team for the highest good of our students. We're fragmented and students experience the consequences by being bounced around way too often.”

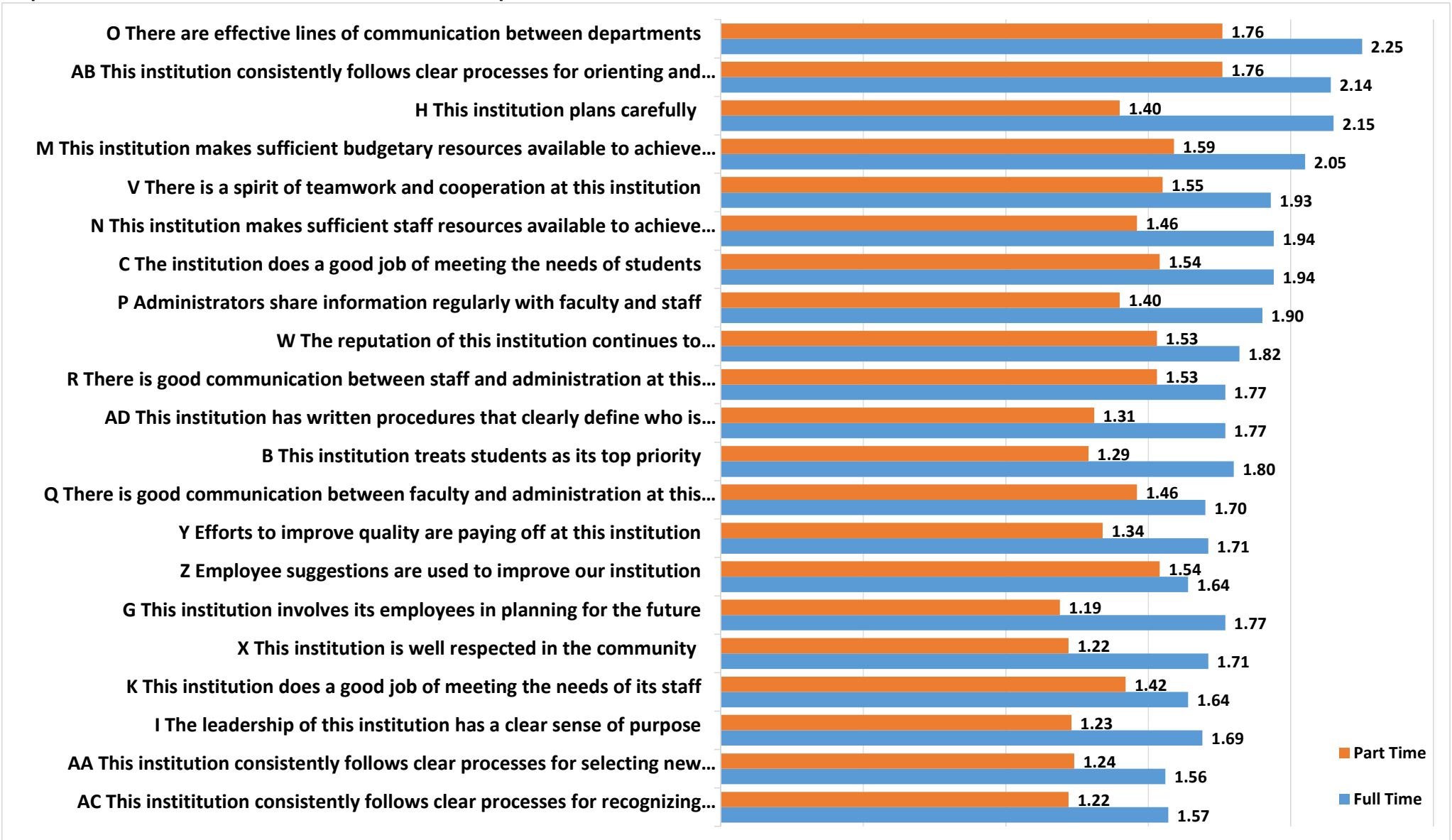
“My biggest challenge as a manager is a clear understanding of processes and procedures as well as whom is responsible for what areas and processes.”

# Campus Culture / Policies Gap Scores

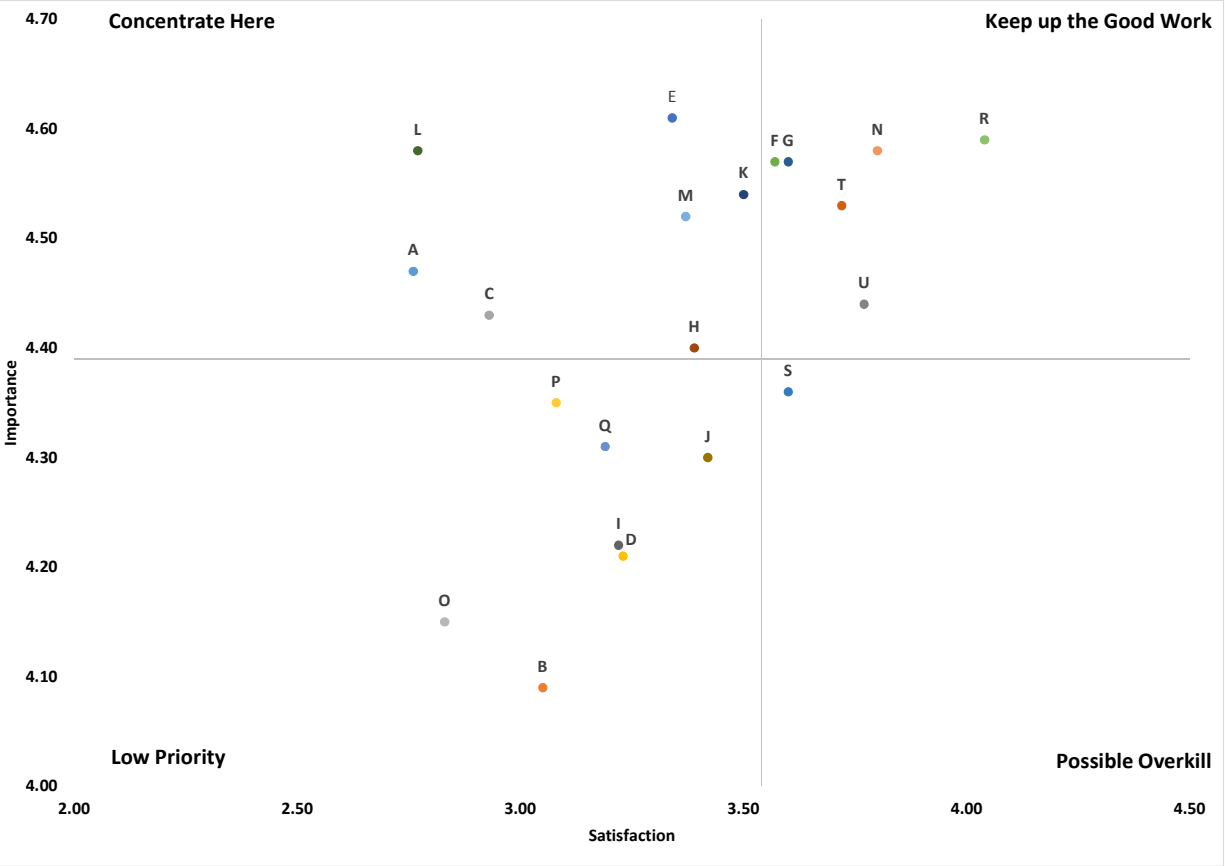
Gap = (Mean Importance) – (Mean Satisfaction)



# Campus Culture / Policies Gap Scores FT/PT Status Gap = (Mean Importance) – (Mean Satisfaction)



# Work Environment

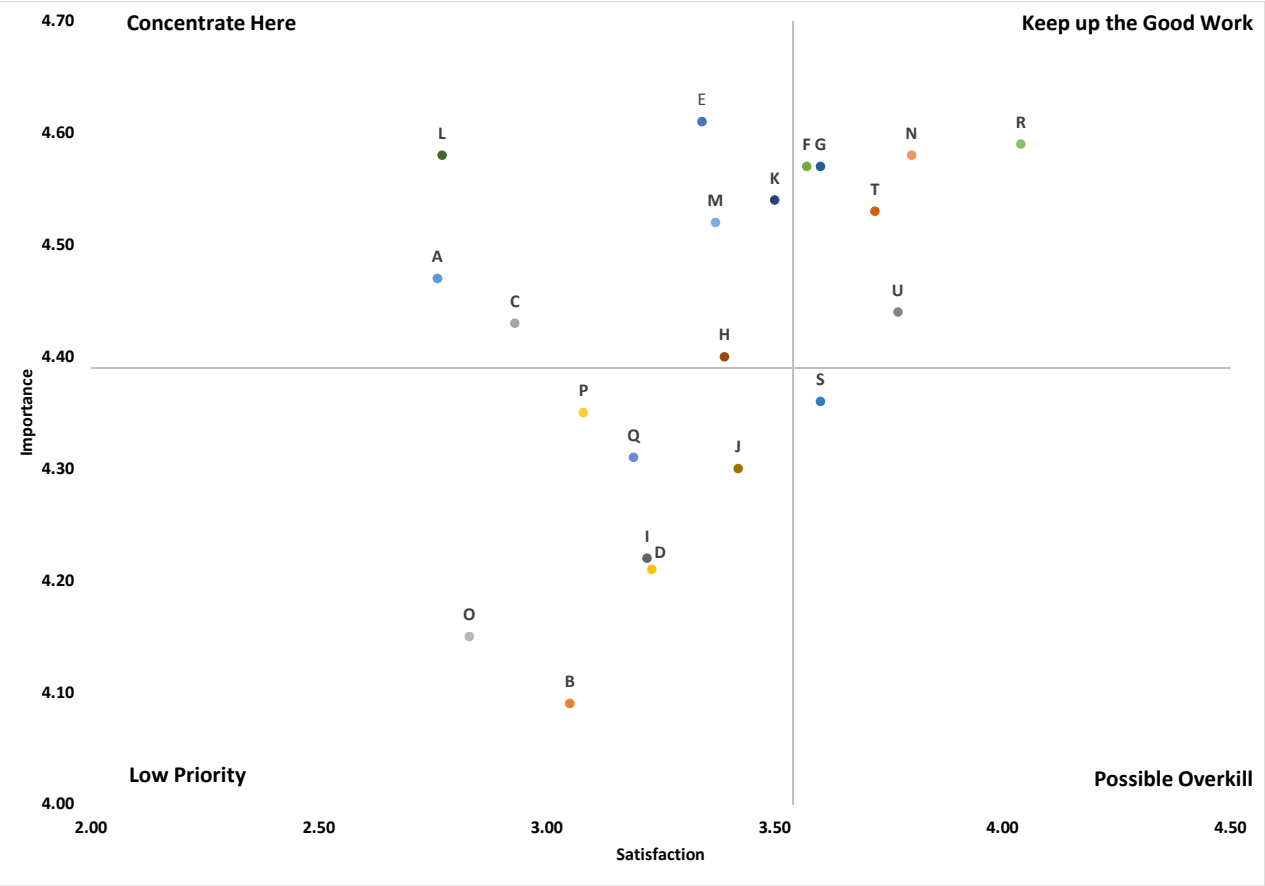


- A** It is easy for me to get information at this institution
- B** I learn about important campus events in a timely manner
- C** I am empowered to resolve problems quickly
- D** I am comfortable answering student questions about institutional policies and procedures
- E** I have the information I need to do my job well
- F** My job responsibilities are communicated clearly to me
- G** My supervisor pays attention to what I have to say
- H** My supervisor helps me improve my job performance
- I** My department or work unit has written, up-to-date objectives
- J** My department meets as a team to plan and coordinate work
- K** My department has the budget needed to do its job well
- L** My department has the staff needed to do its job well
- M** I am paid fairly for the work I do
- N** The employee benefits available to me are valuable
- O** I have adequate opportunities for advancement
- P** I have adequate opportunities for training to improve my skills
- Q** I have adequate opportunities for professional development
- R** The type of work I do on most days is personally rewarding
- S** The work I do is appreciated by my supervisor
- T** The work I do is valuable to the institution
- U** I am proud to work at this institution

Concentrate Here Seven Items = Three Themes:

1. Communications – Two Items A and E
2. Supervision – Two Items C and H
3. Resources – Three Items K, L, and M

# Work Environment



## Concentrate Here Items

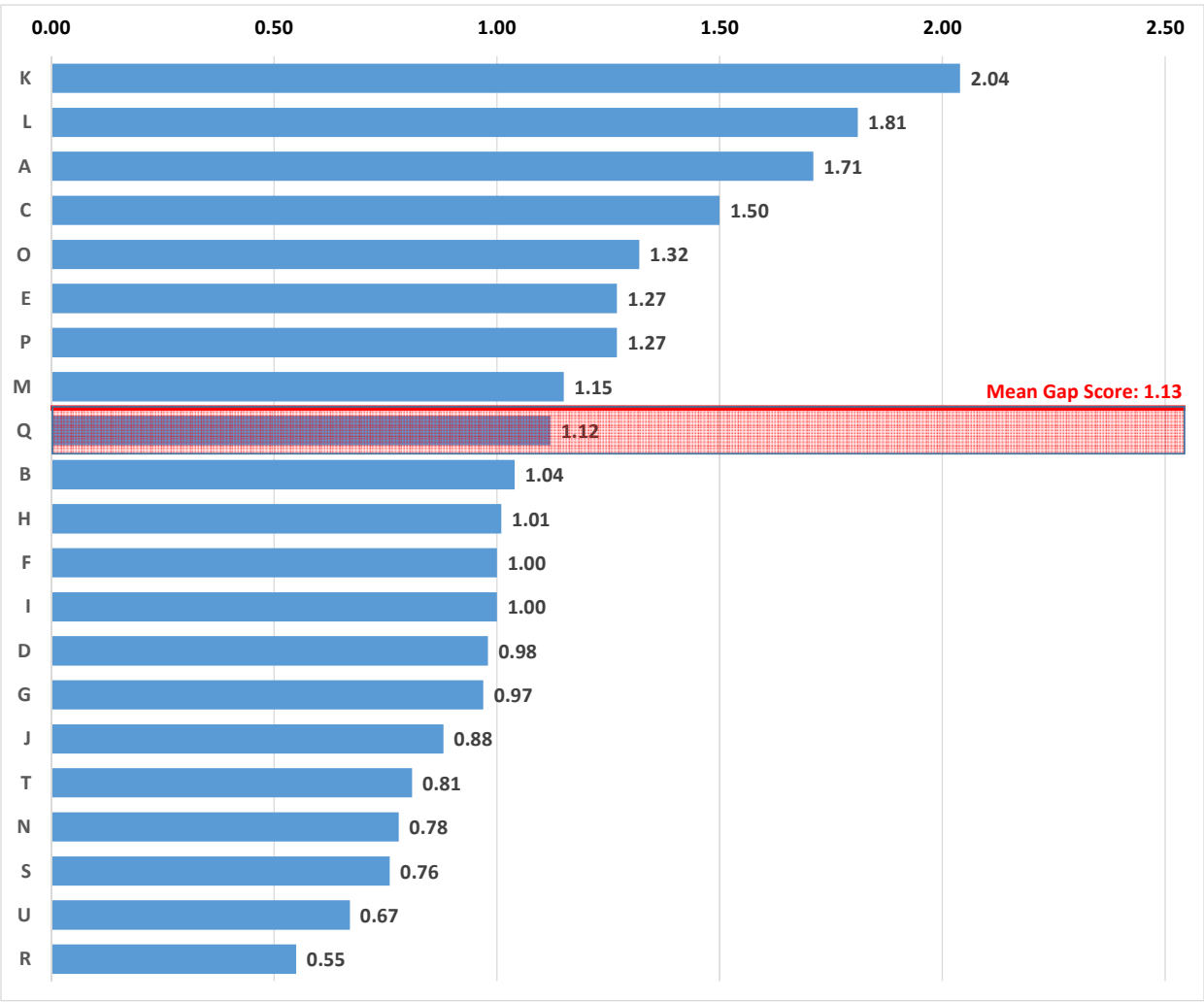
- A** It is easy for me to get information at this institution
- C** I am empowered to resolve problems quickly
- E** I have the information I need to do my job well
- H** My supervisor helps me improve my job performance
- K** My department has the budget needed to do its job well
- L** My department has the staff needed to do its job well
- M** I am paid fairly for the work I do

Concentrate Here Seven Items = Three Themes:

1. Communications – Three Items A and E
2. Supervision – Two Items C and H
3. Resources – Three Items K, L, and M

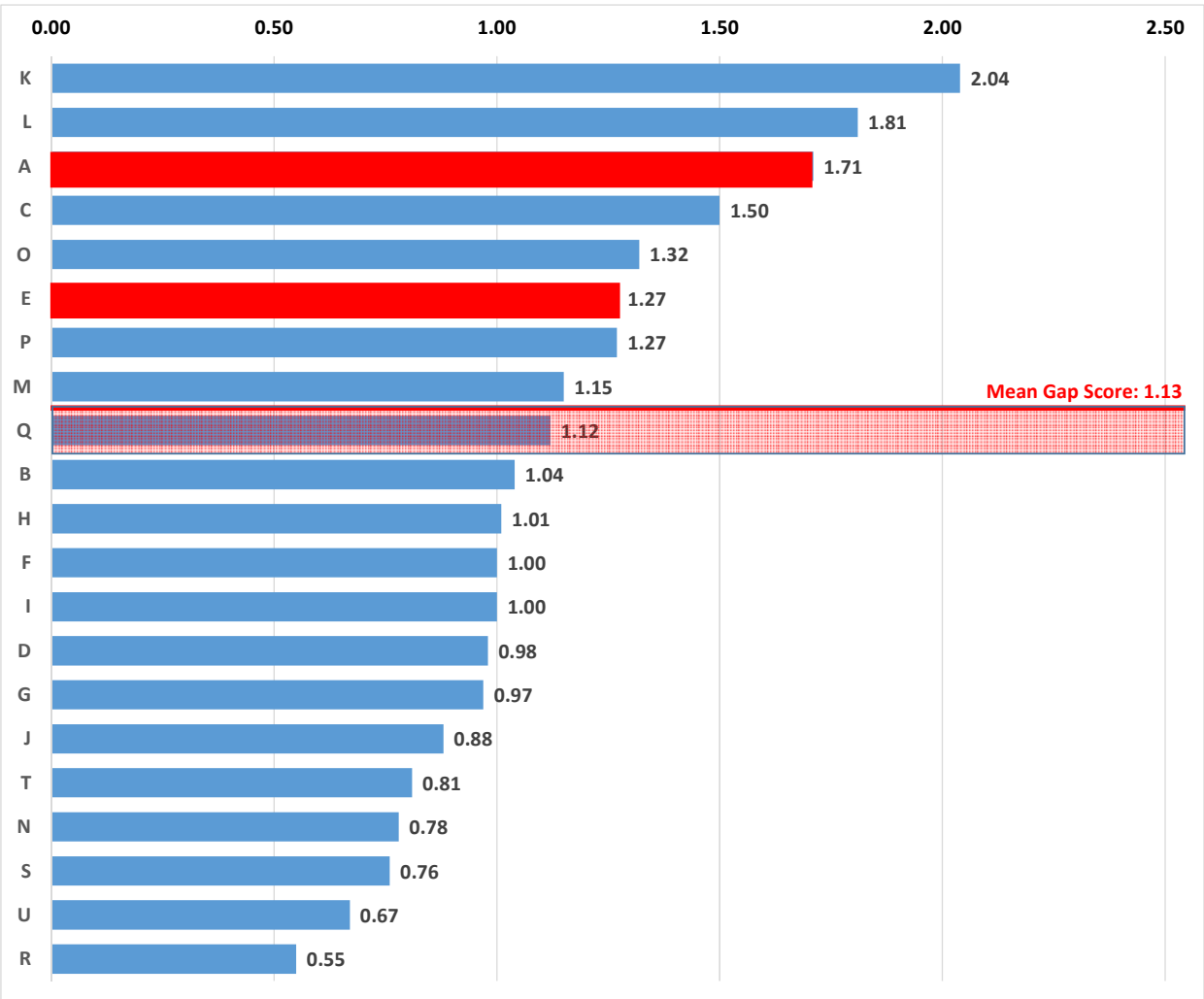


# Work Environment Gap Scores



- Twenty one items were asked in relation to the work environment.
- The average (mean) gap score for all work environment items was 1.13.
- Eight items had gap scores that exceeded the overall average; one additional item was close enough to the overall to warrant inclusion.
- The nine items fell into four themes...

# Work Environment Gap Scores

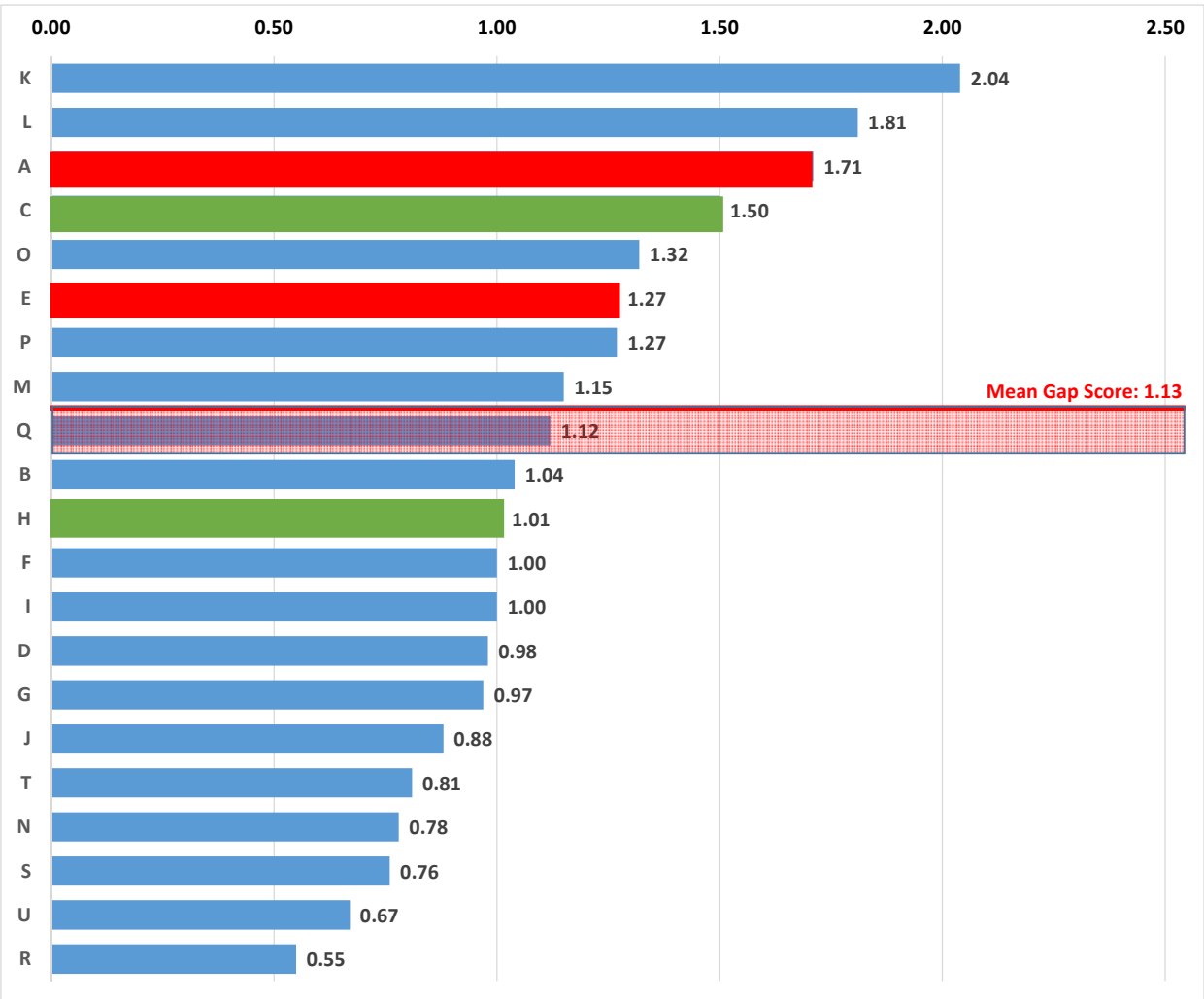


## Theme 1: Communication – Two Items

- A It is easy for me to get information at this institution
- E I have the information I need to do my job well

Communication  
(A and E)

# Work Environment Gap Scores



**Communication**  
(A and E)

**Supervision**  
(C and H)

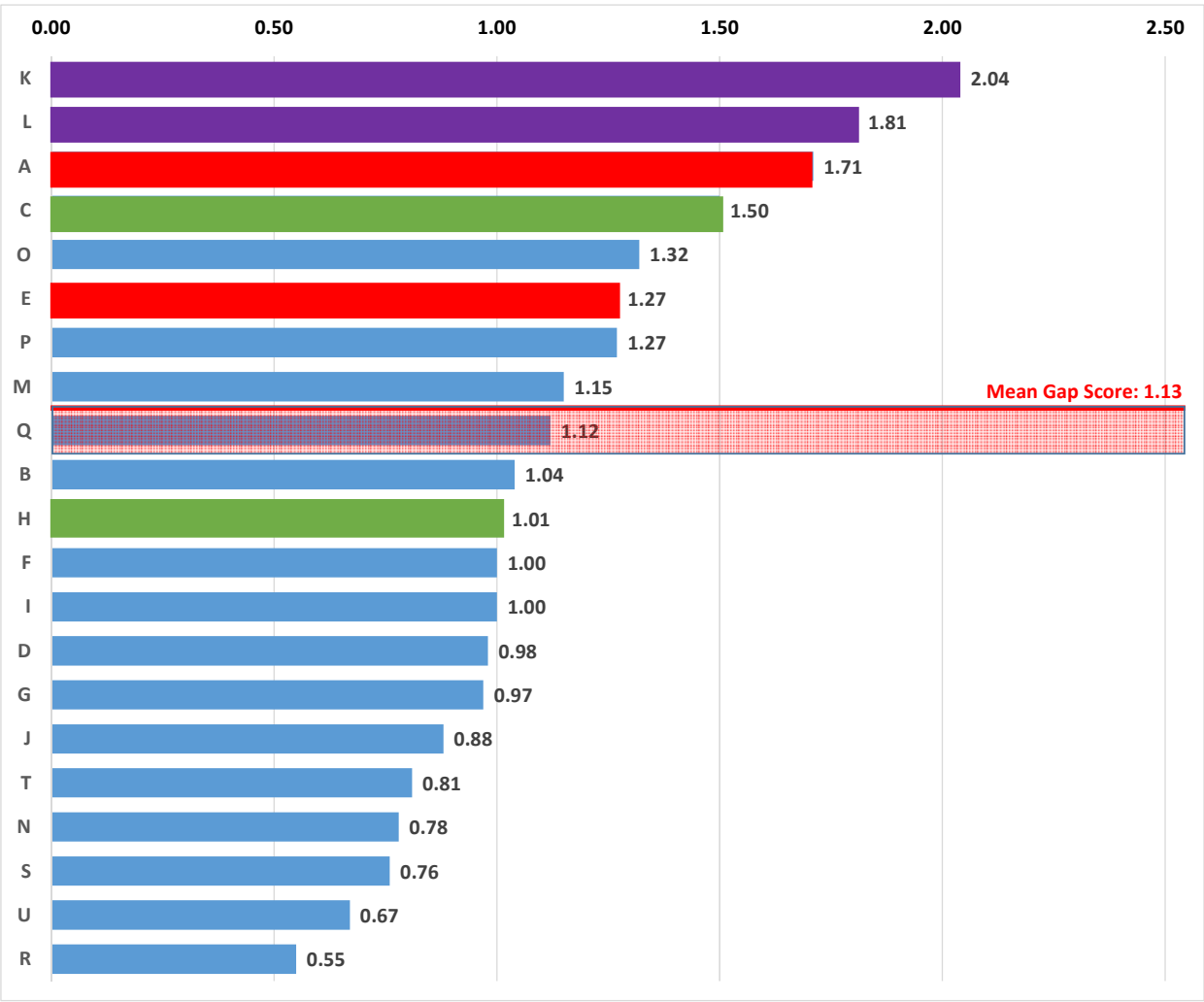
## Theme 2: Supervision – One Item

**C** I am empowered to resolve problems quickly

**H\*** My supervisor helps me to improve me job performance

\* Identified in the Importance / Satisfaction Analysis

# Work Environment Gap Scores

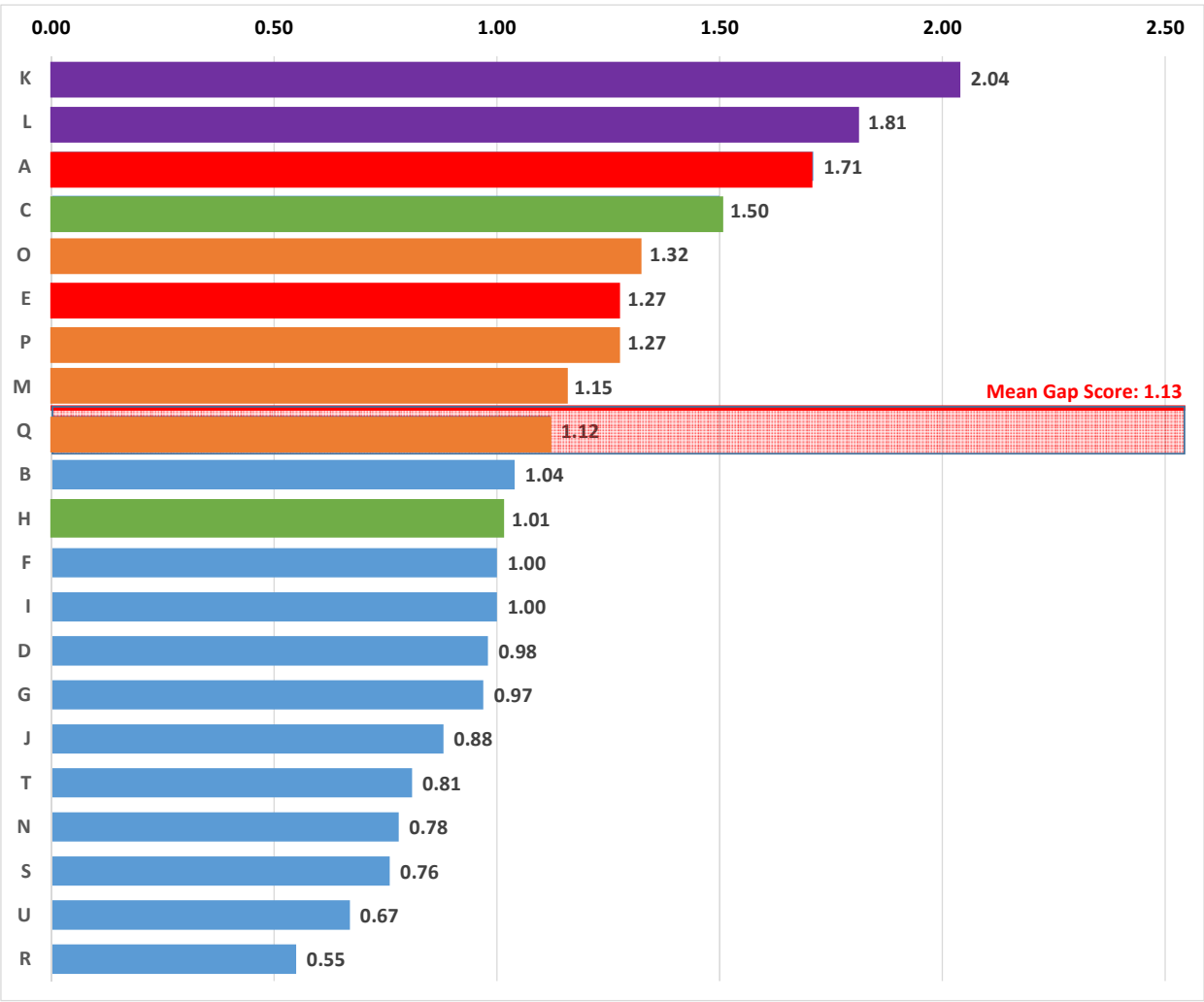


## Theme 3: Resources – Two Items

- K** My department has the budget needed to do its job well
- L** My department has the staff needed to do its job well

Communication (A and E)    
 Supervision (C)    
 Resources (K and L)

# Work Environment Gap Scores



Communication (A and E)    
 Supervision (C)    
 Resources (K and L)    
 Professional Opportunities (O, P, Q, and M)

## Theme 4: Professional Opportunity – Four Items

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

## Comments Match Work Environment Gap Themes

# Communication

“My own area functions reasonably well. It's in the interface with the other areas that we have issues. Again, information we give just seems to go into a black hole, never to return...”

“Communication is terrible. We have this new thing called email. It's great - it has a time stamp, it can be referenced in the future (or anytime for that matter), serves as a permanent record of the entire process, and is great for documentation purposes.”

“Communication is improving but we still struggle with outdated systems to coordinate efforts across the college. There are often situations where one department re-creates the wheel that another department has already built.”

“Communication still needs improvement. I would like to see an events calendar come to fruition. Regular/personal notifications of events going on campus - groups we might run into on campus. This will help employees be better ambassadors (and help lost students/groups find their way!) Notifications about parking lots being blocked off in advance so employees can be better prepared & excited to welcome groups to campus.”

“I am in my 20th year with the college. horizontal communication...knowing where to send students...has never been good. It has improved a bit but not a lot the past couple years....”

## Comments Match Work Environment Gap Themes

# Communication Supervision

“The college doesn't use its internal staff talent.”

“However on occasion my boss makes me feel uncomfortable and is demeaning to me in front of everyone in the department. My only complaint is I wish my boss was not my boss....I wish everyone here on campus would be more open to the greater good of the college, by working together to solve issues, instead of being selfish and angry about a change that needs to be made.”

“My department is small but would still benefit from regular team meetings. Communication is still sorely lacking, in any coordinated way and our boss doesn't seem to notice, but then wonders why no one knows why people are not on the same page. Please give managers, deans, and directors LEADERSHIP training (a very different thing than management training)”

“... My Dean has no idea what it is that I do, and has no interest in my program anyway.”

## Comments Match Work Environment Gap Themes

**Communication**

**Supervision**

**Resources**

“... more funding for various little things we need within our dept.; re; would like to have extra moneys to purchase various textbooks for our staff library and hardware that is needed to make our department run better;”

“We are constantly working with a limited budget and fewer staff than needed”

“Due to the significant loss of student enrollment at MHCC many of the departments across the campus are short staffed and stretched very thin. This contributes to a stressful environment for many employees who lose satisfaction with their jobs and consequently provide less than stellar customer service to our students....”

.... I'd like to be able to innovate however, and without more support staff and funding, it's very difficult to stretch our current budget any more. I don't mind putting in time off contract (it's essential that I do or else I won't do my on-contract work well) but that's only so that things run well in the status quo. Do we really want to wake up every morning and think, ‘Gee, I really want to achieve the status quo, today. Go Saints!’”



## Comments Match Work Environment Gap Themes

**Communication**

**Supervision**

**Resources**

**Opportunities**

“Employees do not have clear pathways to advancement. It is confusing to figure out how to advance and there is no support for this.”

“Advancement is not a possibility; you don't typically move from faculty to administration (and I really wouldn't want to). However, academic advancement (Masters to Doctorate) should be more of a possibility, and not just for the VP of Instruction.”

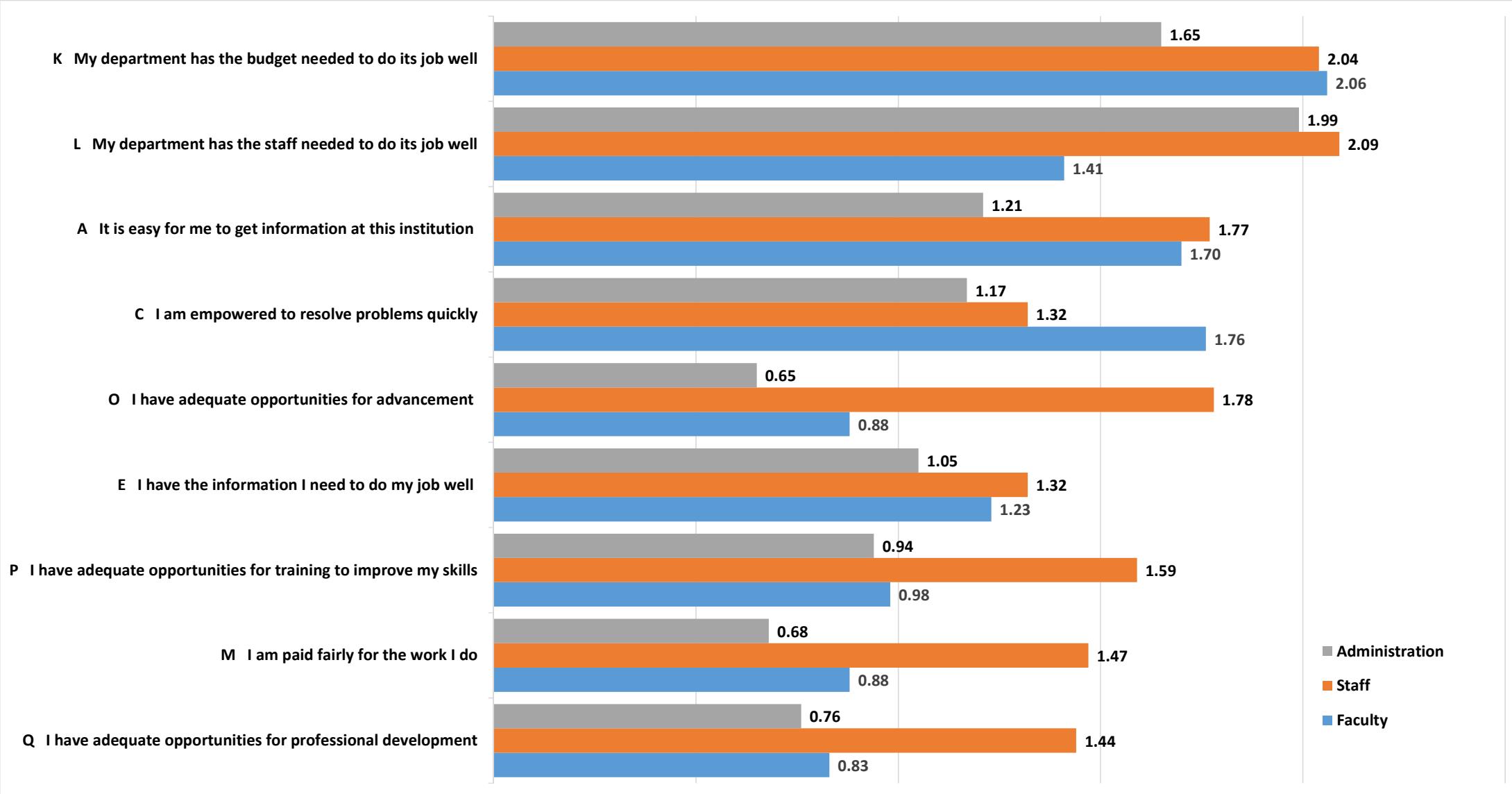
“could do a better job with new employee orientation”

“I can choose to work hard and to challenge myself or not. It makes no difference. There should be incentives for those that want to improve.”

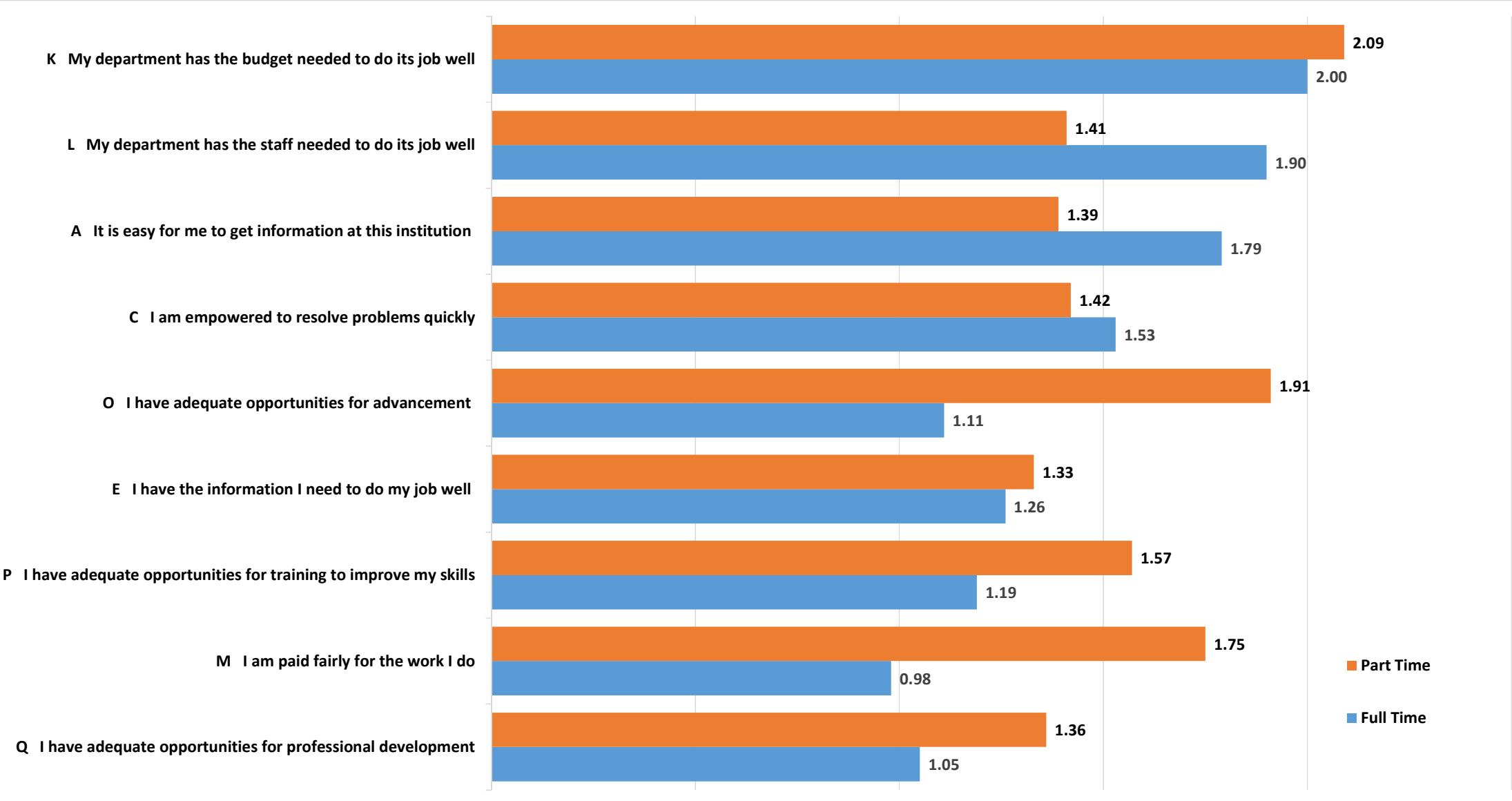
“Advancement?! Again, HA! Not professionally, not financially, simply not going to happen....”

There is no incentive as a staff person to continue to grow and be challenged...I topped out

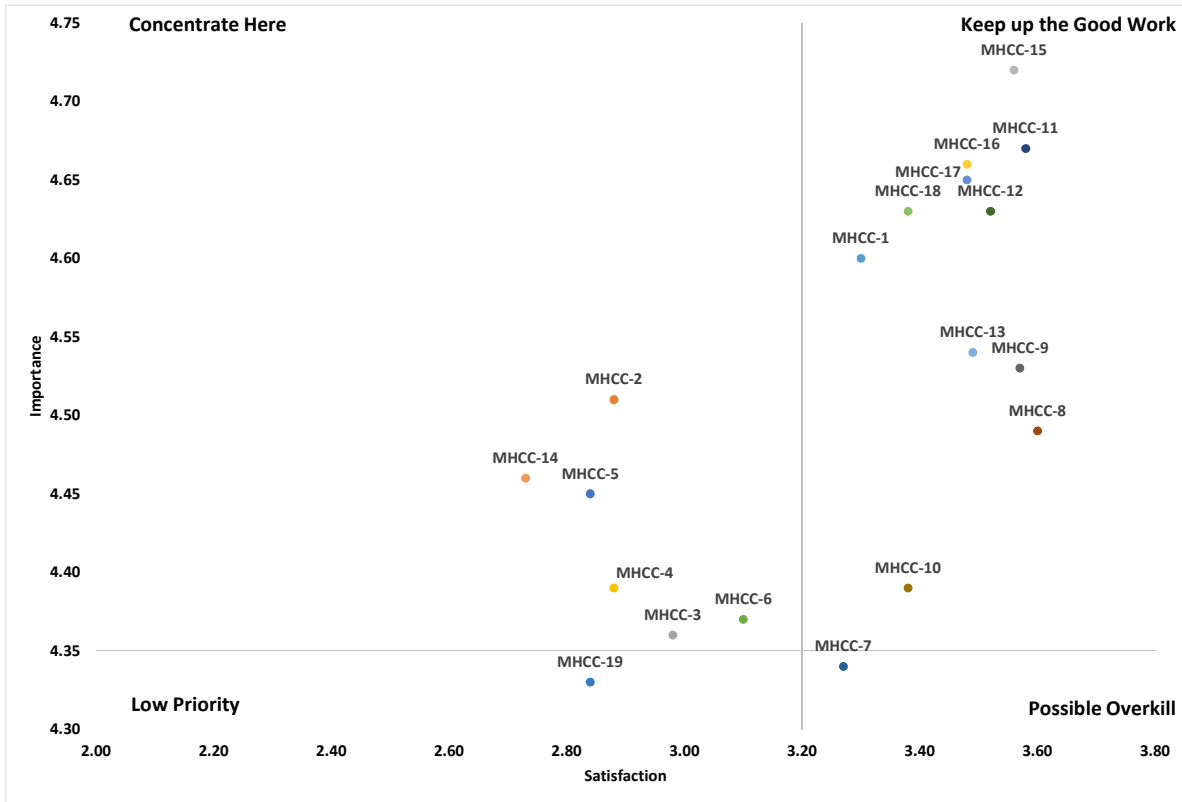
# Work Environment Gap Scores Exceeding Overall Mean



# Work Environment Gap Scores Exceeding Overall Mean



# MHCC Items



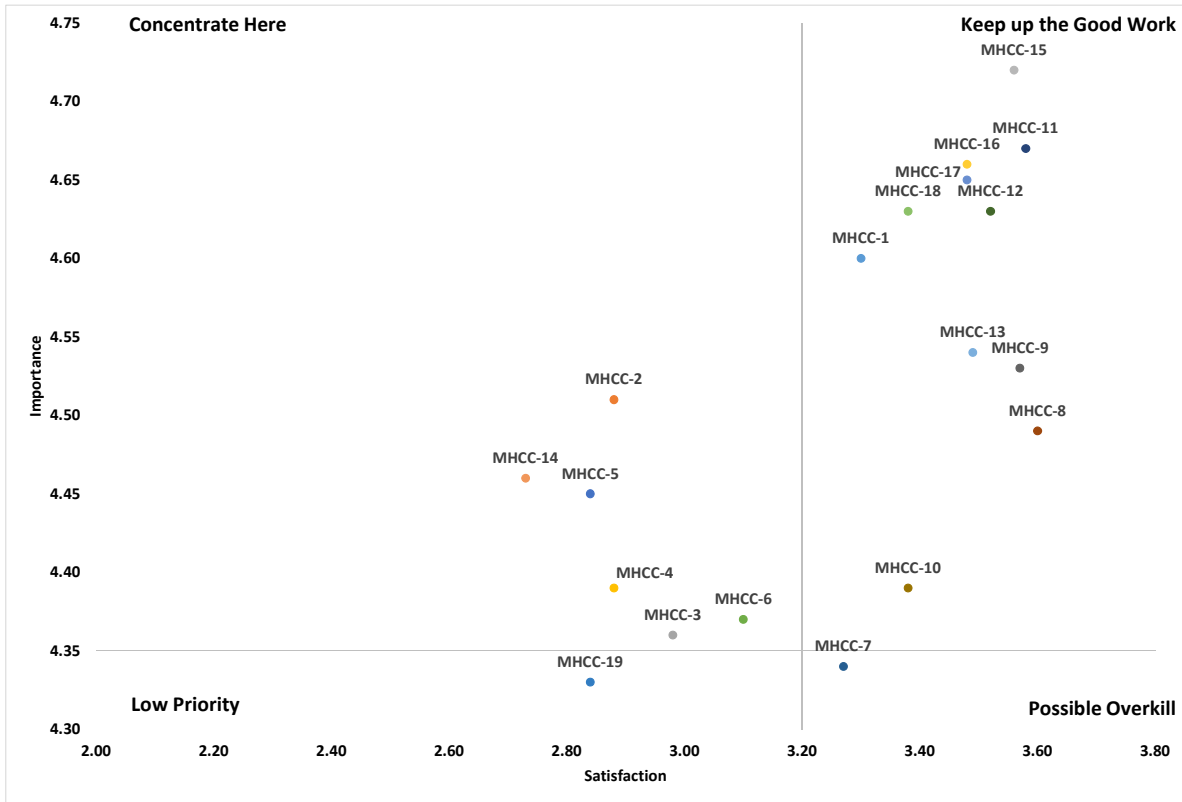
- MHCC-1 MHCC leaders promote the success of all students
- MHCC-2 MHCC leaders strategically improve the quality of the institution
- MHCC-3 MHCC leaders sustain the mission based on knowledge of the organization, it's environment, and future trends
- MHCC-4 MHCC leaders equitably and/or ethically sustain all college assets (i.e. people, processes, information, physical, and financial) to fulfill the mission, vision, and goals of the institution
- MHCC-5 MHCC leaders use clear listening, speaking and writing skills to engage honest, open dialogue at all levels of the college and surrounding community
- MHCC-6 MHCC leaders develop and maintain internal and external relationships that nurture diversity, promote the success of all students, and sustain the college mission
- MHCC-7 MHCC leaders understand, are committed to, and/or advocate for the mission, vision, and goals of the college at all levels (e.g. local, state, and national)
- MHCC-8 Employee's race/ethnicity impacts how they are viewed at MHCC

- MHCC-9 MHCC employees have opportunities to inform and /or comment on strategic planning via email and / or the internet
- MHCC-10 MHCC employees have opportunities to inform and / or comment on strategic planning via forums and / or departmental meetings
- MHCC-11 Student needs are central to what we do
- MHCC-12 Faculty meet the needs of the students
- MHCC-13 Non-faculty employees meet the needs of the students
- MHCC-14 Students have access to classes at the times they want to take them
- MHCC-15 Students receive an excellent education
- MHCC-16 Students are well prepared for their career
- MHCC-17 Students are well prepared to transfer/continue their education
- MHCC-18 Students are satisfied with their overall experience at MHCC
- MHCC-19 The college is well-represented in outlying communities within the district

Concentrate Here – Six Items = Two Themes:

1. Leadership Competencies – 5 Items (2, 3, 4, 5, and 6)
2. Student Access – One Item (14)

# MHCC Items



MHCC-2 MHCC leaders strategically improve the quality of the institution

MHCC-3 MHCC leaders sustain the mission based on knowledge of the organization, it's environment, and future trends

MHCC-4 MHCC leaders equitably and/or ethically sustain all college assets (i.e. people, processes, information, physical, and financial) to fulfill the mission, vision, and goals of the institution

MHCC-5 MHCC leaders use clear listening, speaking and writing skills to engage honest, open dialogue at all levels of the college and surrounding community

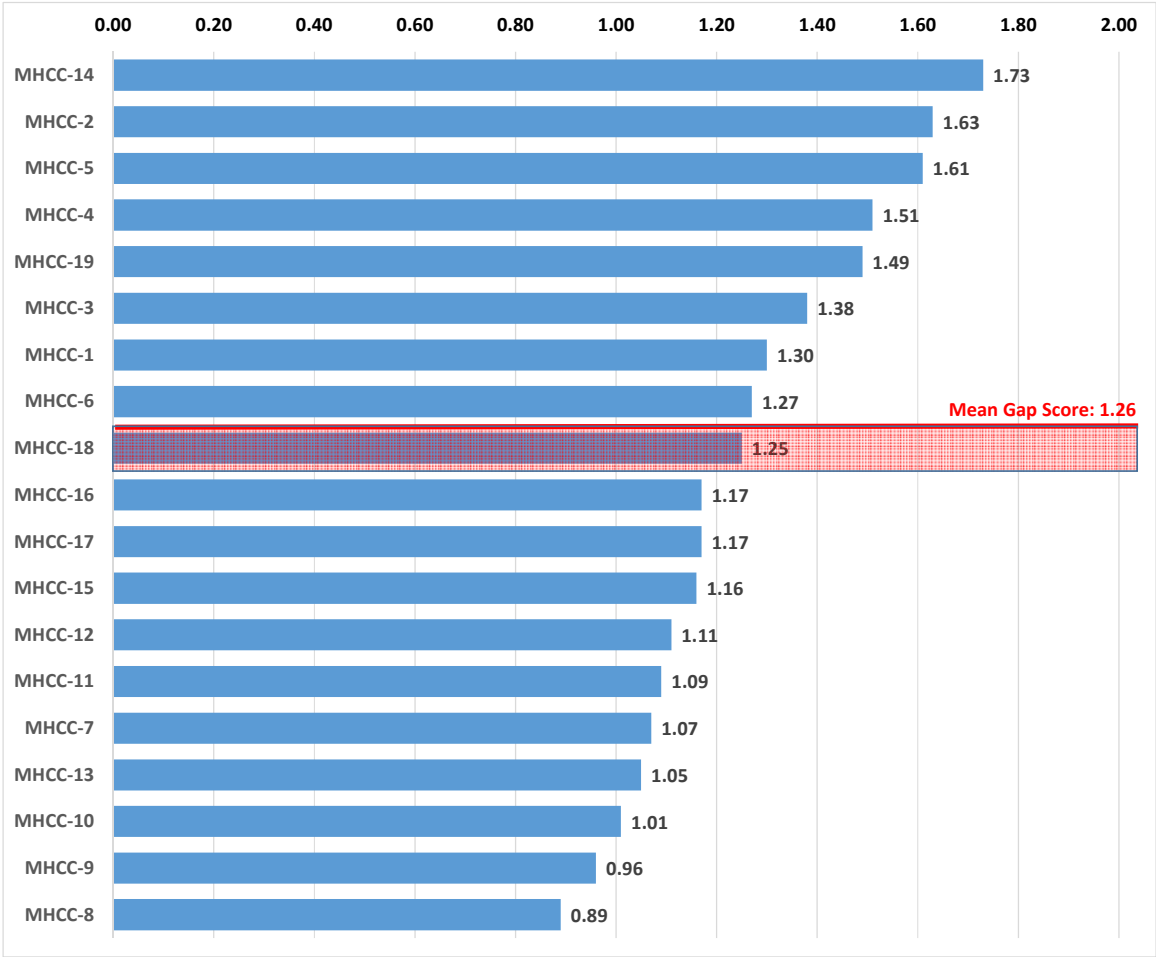
MHCC-6 MHCC leaders develop and maintain internal and external relationships that nurture diversity, promote the success of all students, and sustain the college mission

MHCC-14 Students have access to classes at the times they want to take them

Concentrate Here – Six Items = Two Themes:

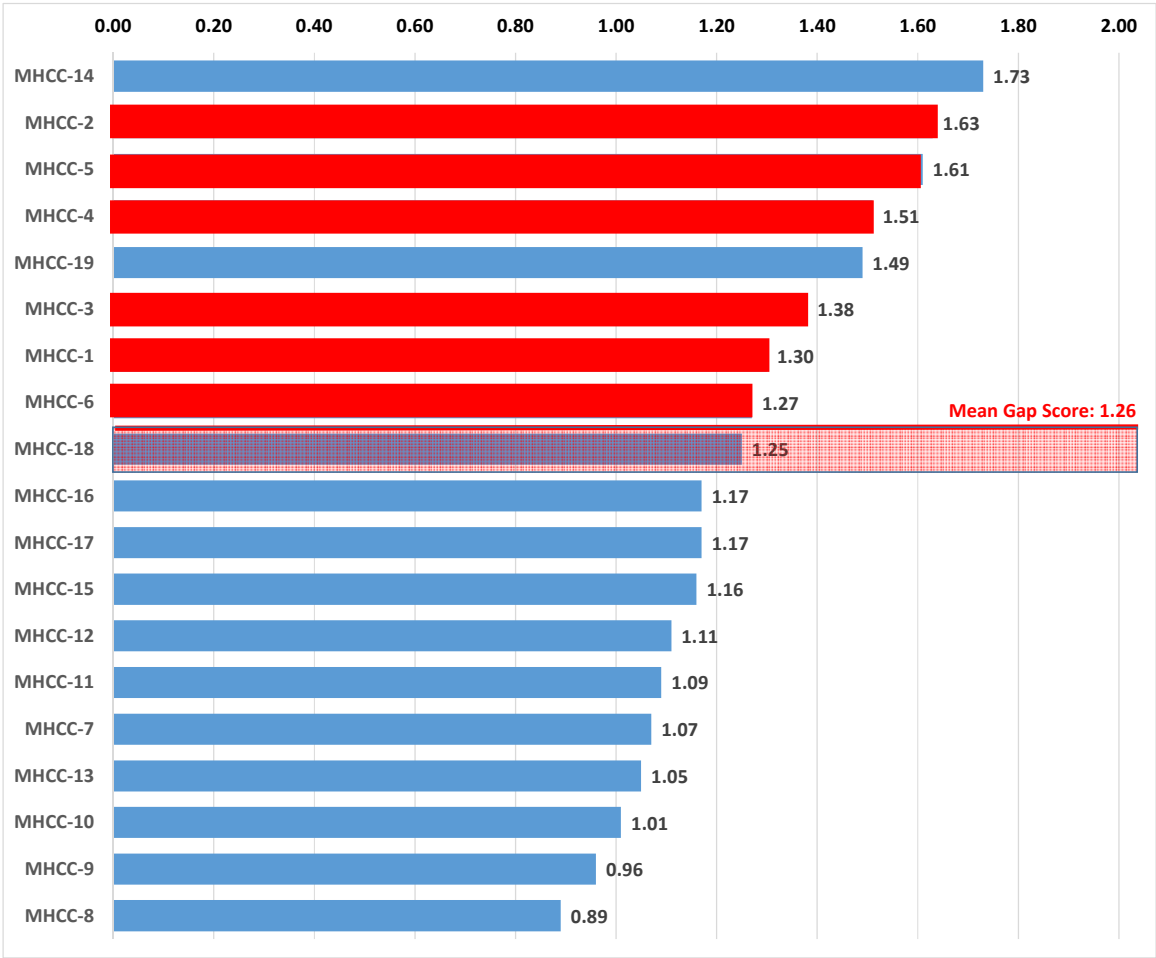
1. Leadership Competencies – 5 Items (2, 3, 4, 5, and 6)
2. Student Access – One Item (14)

# MHCC Item Gap Scores



- Nineteen MHCC-specific items were asked; ten with Culture/Policy and nine with Work Environment.
- The average (mean) gap score for all MHCC-specific items was 1.26.
- Eight items had gap scores that exceeded the overall average. One additional item was close to the average gap score and is included.
- The nine items fell into three themes...

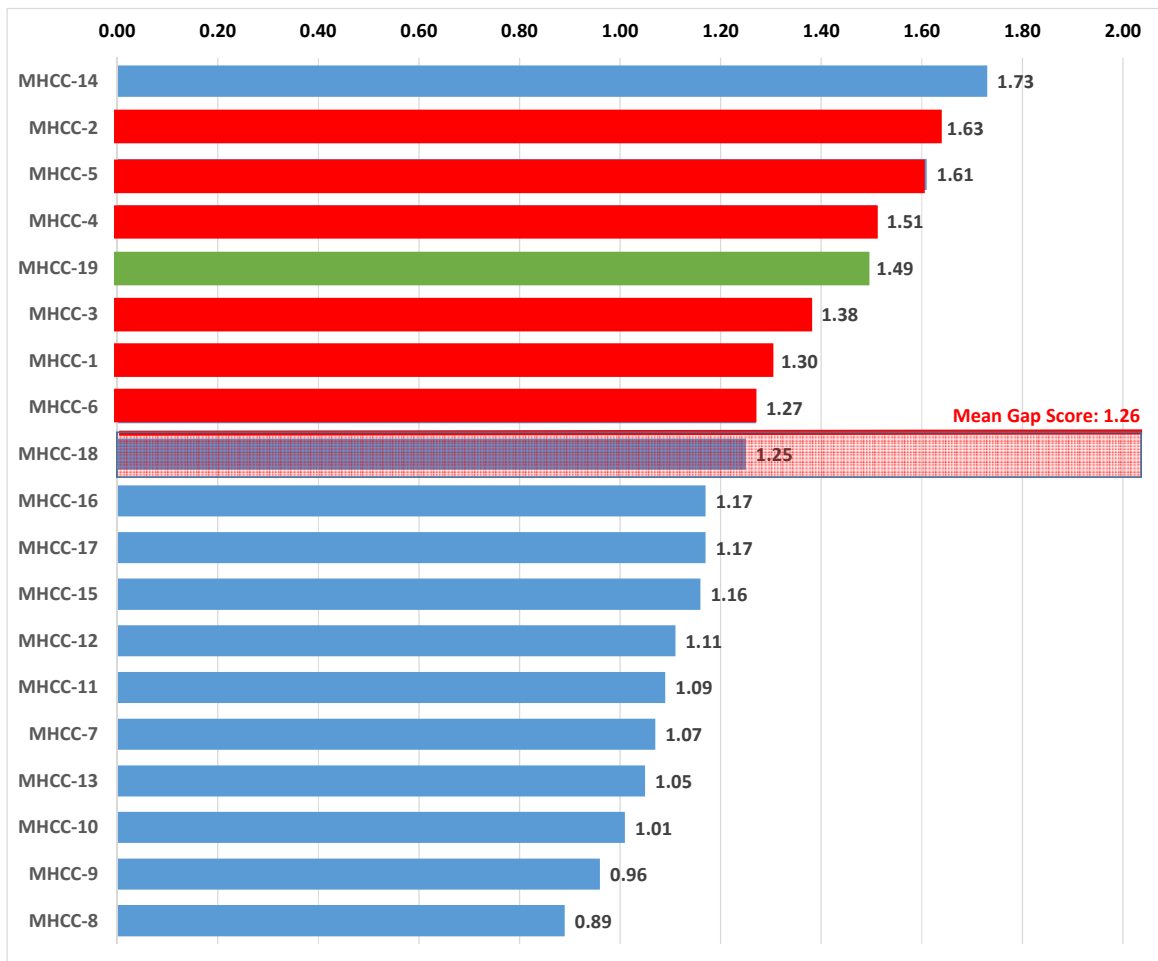
# MHCC Item Gap Scores



Leadership  
(MHCC- 1, 2, 3, 4, 5,  
and 6)

- Theme 1: Leadership (Seven Items)
- MHCC-2) MHCC leaders strategically improve the quality of the
- MHCC-5) MHCC leaders use clear listening, speaking and writing skills to engage honest, open dialogue....MHCC-C “MHCC leaders sustain the mission based on knowledge of the organization, it’s environment, and future trends”
- MHCC-4) MHCC leaders equitably and/or ethically sustain all college assets...to fulfill the mission, vision, and goals of the institution
- MHCC-3) MHCC leaders sustain the mission based on knowledge of the organization, it’s environment, and future trends
- MHCC-1) MHCC leaders promote the success of all students
- MHCC-6) MHCC leaders develop and maintain internal and external relationships that nurture diversity, promote the success...

# MHCC Item Gap Scores



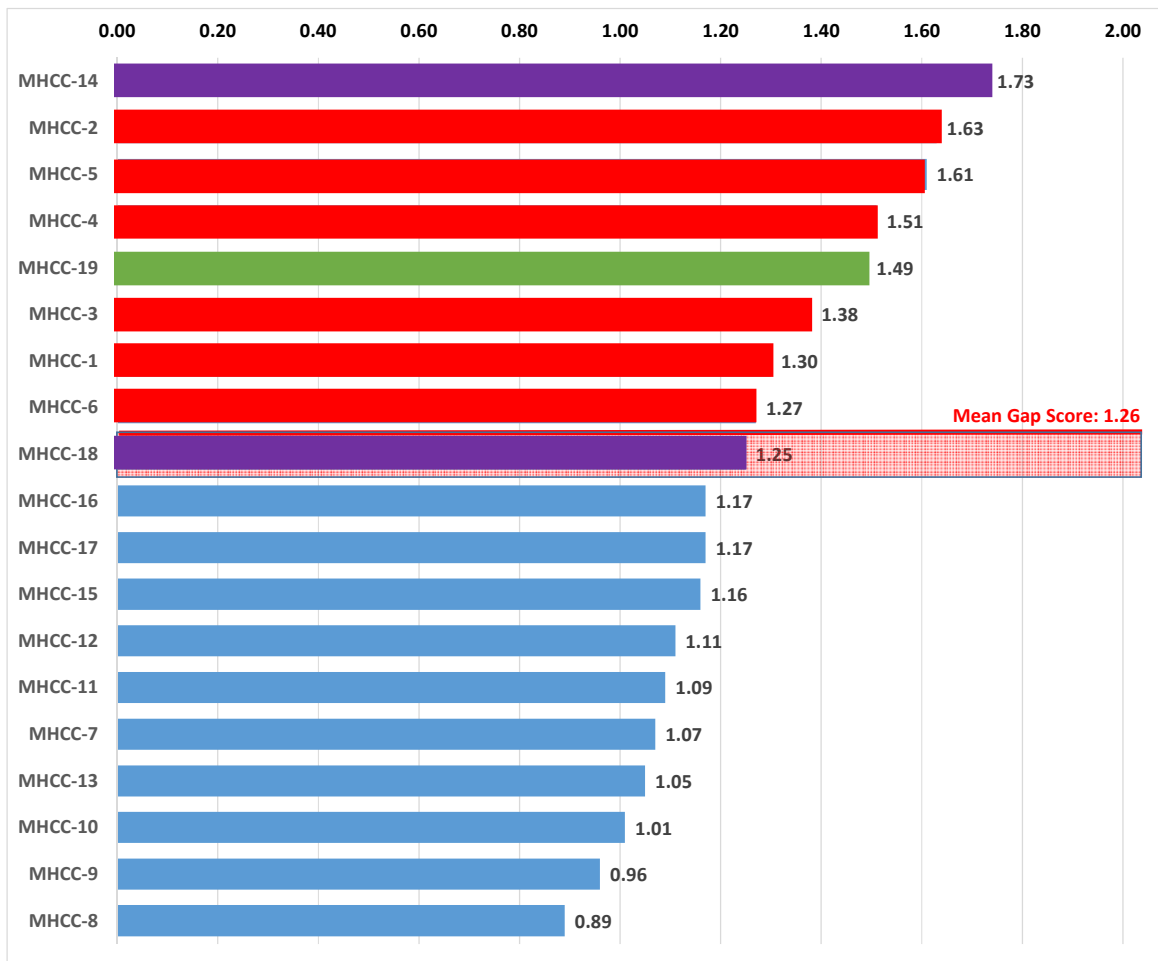
- Theme 2: Resident Access (1 Item)
- MHCC-19 “The college is well-represented in outlying communities within the district”

Leadership  
(MHCC- 1, 2, 3, 4, 5,  
and 6)

Resident Access  
(MHCC- 19)



# MHCC Item Gap Scores



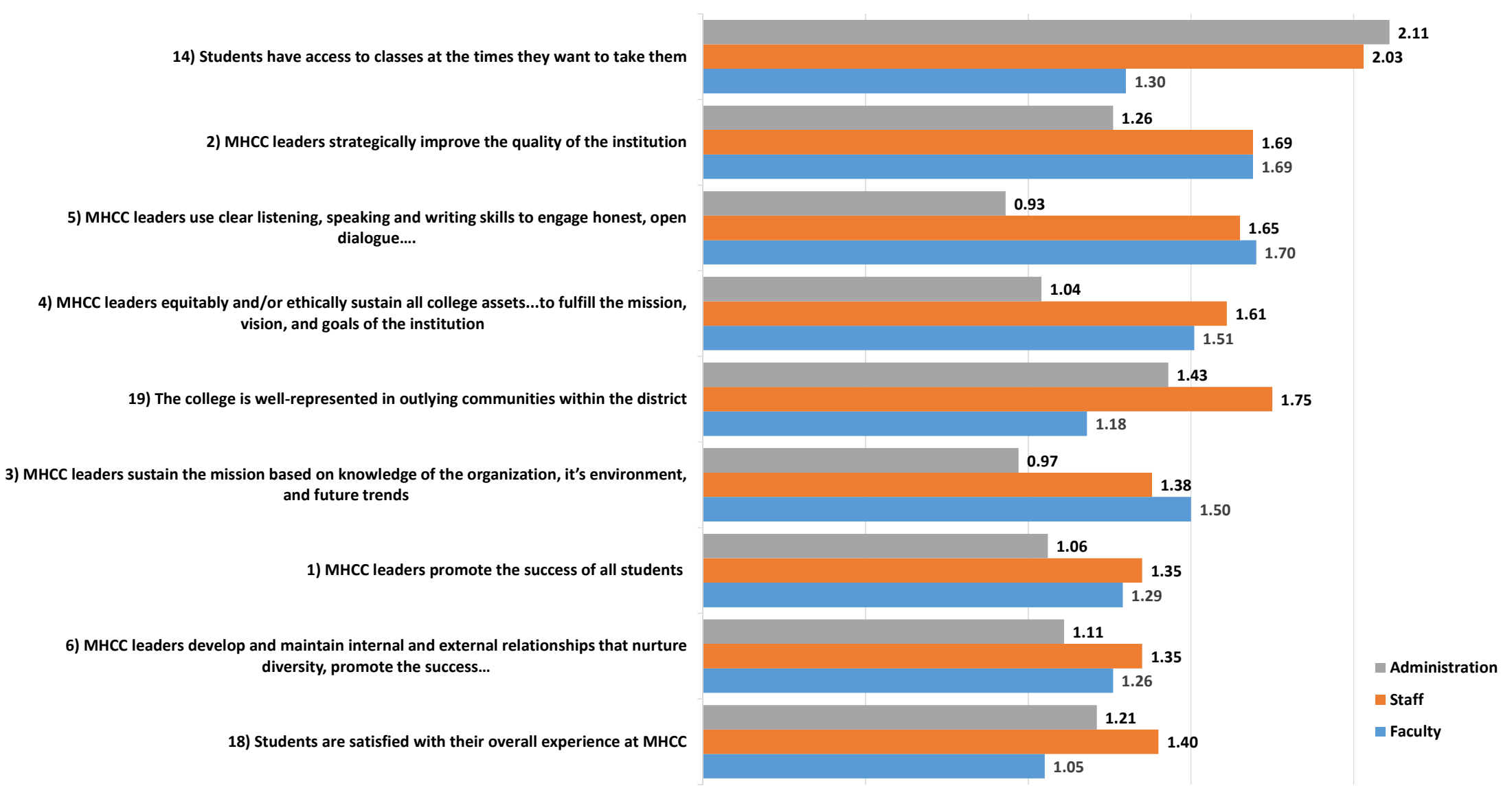
Leadership  
(MHCC- 1, 2, 3, 4, 5,  
and 6)

Resident Access  
(MHCC- 19)

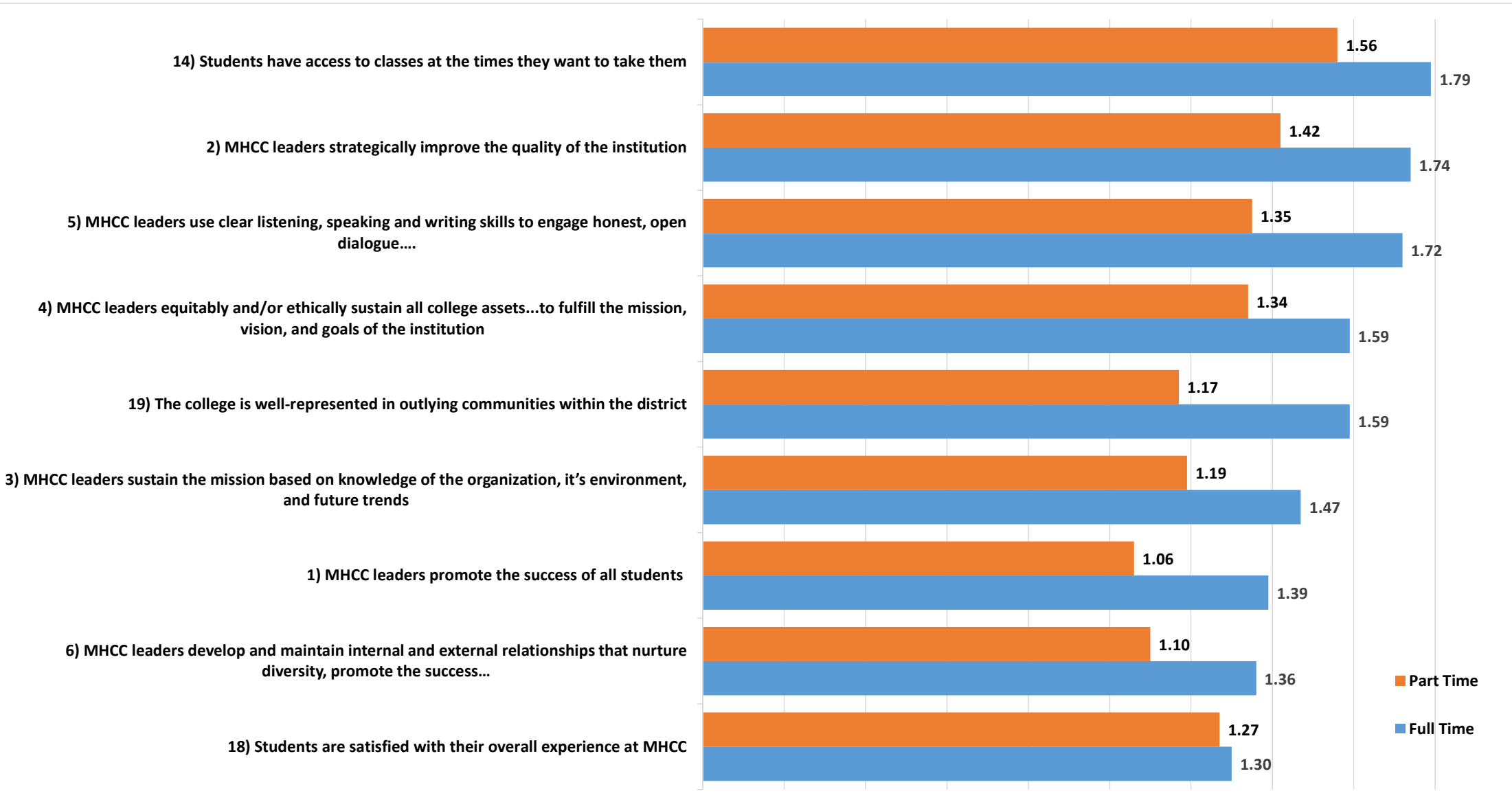
Student Access  
(MHCC- 14 and 18)

- Theme 3: Student Access (2 Items)
- MHCC-14 “Students have access to classes at the times they want to take them”
- MHCC-18 “Students are satisfied with their overall experience at MHCC”

# MHCC Items Gap Analysis by Position

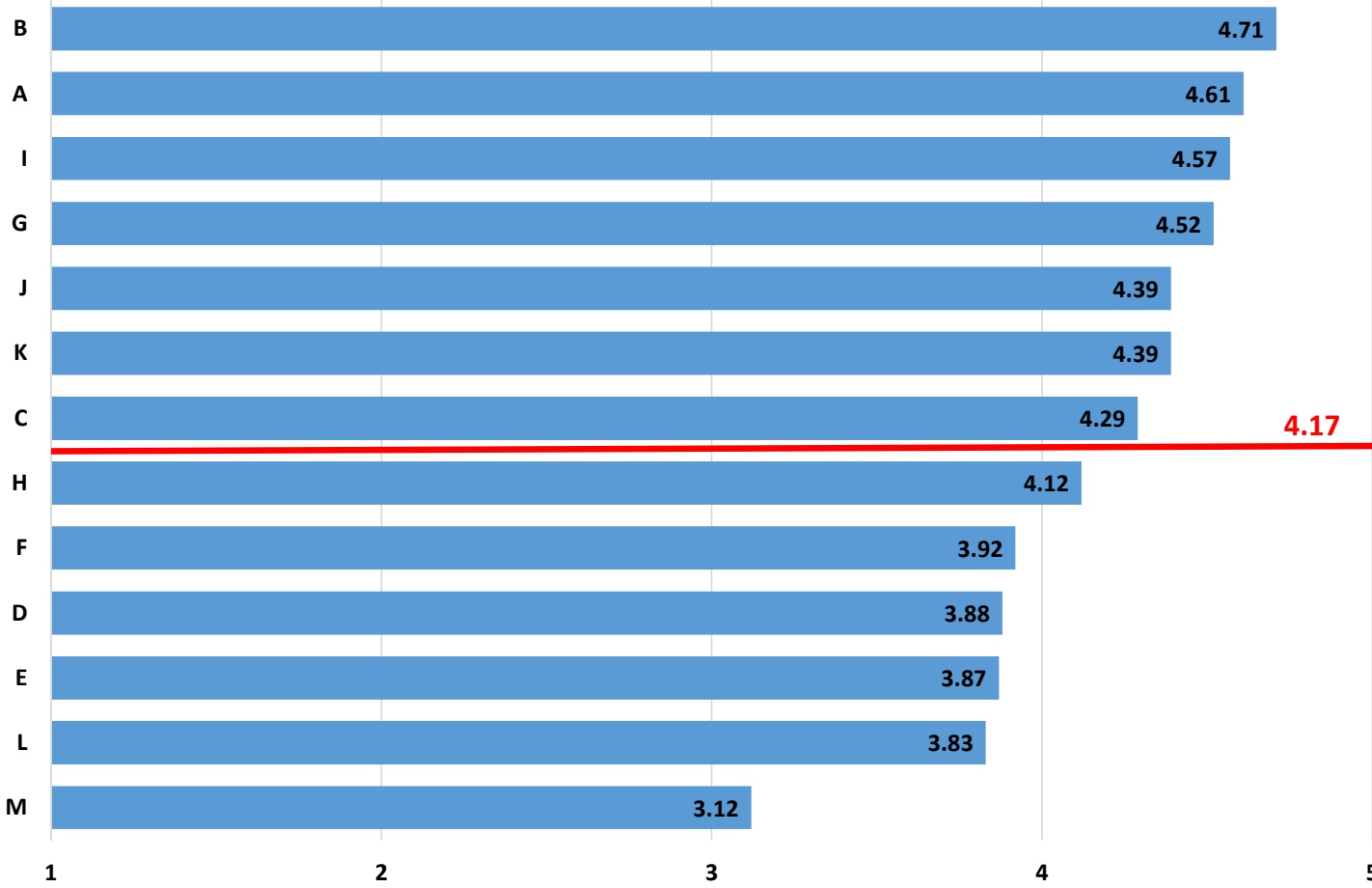


# MHCC Items Gap Analysis by FT/PT Status



# Goals

Mean Importance Scores of Identified Goals



# Goals

- [B] Retain more of its current students to graduation
- [A] Increase the enrollment of new students
- [I] Improve employee morale
- [G] Improve the quality of existing academic programs
- [J] Increase the college presence within the MHCC District boundary
- [K] Improve relationships with district residents and/or leaders
- [C] Improve the academic ability of entering student classes
- [H] Improve the appearance of campus buildings and grounds
- [F] Develop new academic programs
- [D] Recruit students from new geographic markets
- [E] Increase the diversity of racial and ethnic groups represented among the student body
- [L] Some other goal

1 Not Important At All

2

3 Somewhat Important

4

5 Very Important

Students  
(Goals B, A, and C)

Morale  
(Goal I)

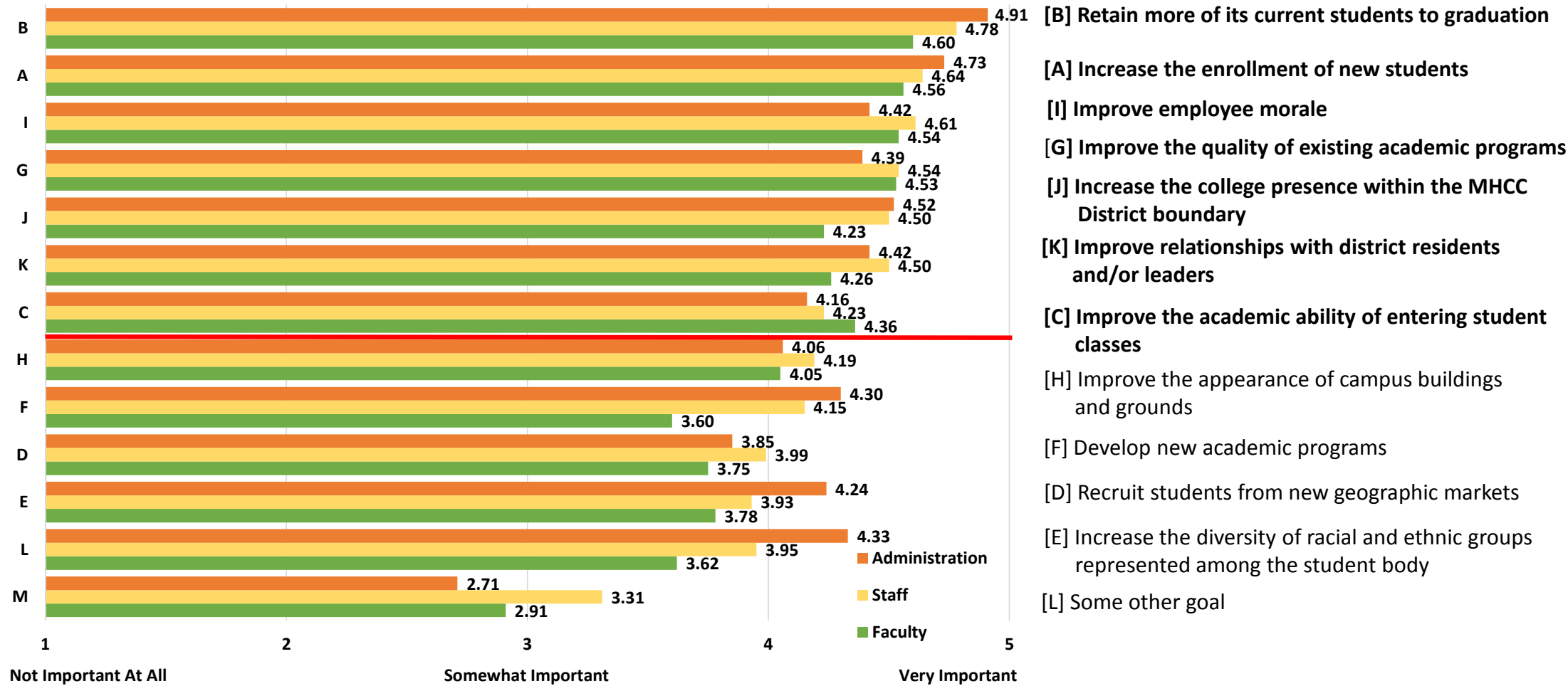
Community  
(Goals J and K)

Programs  
(Goal G)

# Goals by Position

Mean Importance Scores of Identified Goals

## Goals

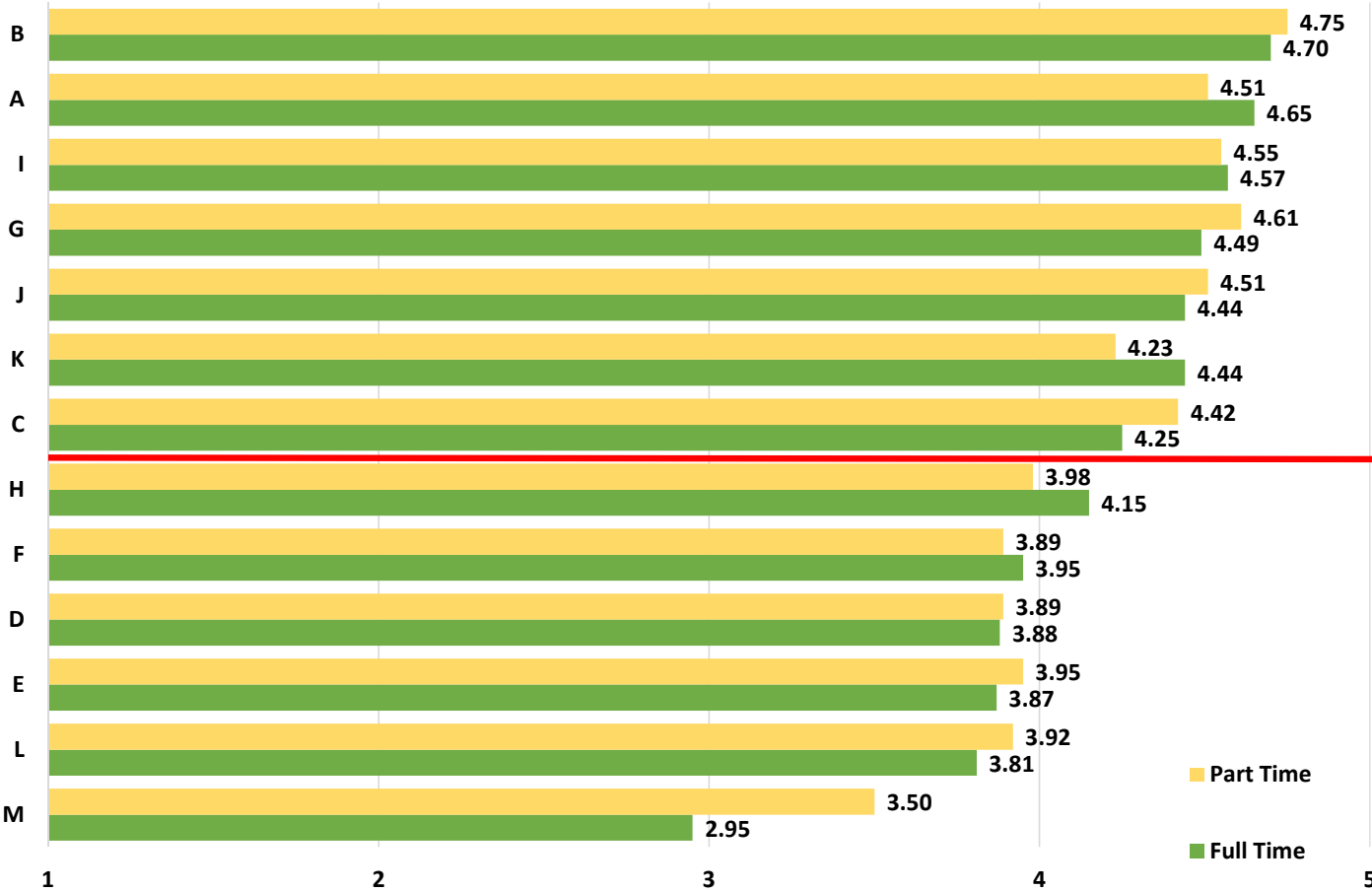


Students (Goals B, A, and C)      Morale (Goal I)      Community (Goals J and K)      Programs (Goal G)

- [B] Retain more of its current students to graduation
- [A] Increase the enrollment of new students
- [I] Improve employee morale
- [G] Improve the quality of existing academic programs
- [J] Increase the college presence within the MHCC District boundary
- [K] Improve relationships with district residents and/or leaders
- [C] Improve the academic ability of entering student classes
- [H] Improve the appearance of campus buildings and grounds
- [F] Develop new academic programs
- [D] Recruit students from new geographic markets
- [E] Increase the diversity of racial and ethnic groups represented among the student body
- [L] Some other goal

# Goals by FT/PT Status

Mean Importance Scores of Identified Goals



## Goals

- [B] Retain more of its current students to graduation
- [A] Increase the enrollment of new students
- [I] Improve employee morale
- [G] Improve the quality of existing academic programs
- [J] Increase the college presence within the MHCC District boundary
- [K] Improve relationships with district residents and/or leaders
- [C] Improve the academic ability of entering student classes
- [H] Improve the appearance of campus buildings and grounds
- [F] Develop new academic programs
- [D] Recruit students from new geographic markets
- [E] Increase the diversity of racial and ethnic groups represented among the student body
- [L] Some other goal

1 Not Important At All                      2                      3 Somewhat Important                      4                      5 Very Important

Students (Goals B, A, and C)                      Morale (Goal I)                      Community (Goals J and K)                      Programs (Goal G)

## Comments Reinforce Important Goals

# Students

“Evening services across the board: classes; food & beverage; computer labs; tutoring; and library services--all as ONE coordinated effort to meet the needs of students, particularly to recruit and retain students that work full time.”

“coordinating more services on campus to help students struggling economically or who are otherwise without resources (personal, academic, child care, transportation, organizational, etc.) sufficient to succeed.”

“I think making classes more accessible, adding more days and times, online options, and making classes available more than once per year will greatly improve certain programs. It will also help people graduate sooner.”

“The goal is to increase enrollment....draw students to MHCC.”

“Help students to become employed at appropriate jobs and careers.”

## Comments Reinforce Important Goals

# Students

# Morale

“Improve employee (staff) morale and the integrity, quality and longevity of college leadership”

“Culture of Excellence to increase employee engagement. This will drive positive change in all areas.”

“...Improving employee morale long term seems futile as long as things are so disjointed and chaotic among and across departments.”

“Improve moral. Pay a living wage, do what it takes to keep the good employees. Stop wasteful spending and stop trying to fix the problems from the bottom up!!!! Work from the top down!!! ...”

“encourage and allow employees time off to take classes during the day. we have lost our sense of value. when we hear about cuts it’s never one of the 80,000 a year people and when it is they always come back as a part time under SPEICAL pay and conditions to the 1000 hr. we work under. our sense of purpose is GONE. We now look at our jobs as a cash cow not pride. 90% of the people I work with would leave tomorrow if they could. no one is happy about this place.”

“Our focus right now is heavily geared towards our low enrollment rates. Although this is necessary for our continued success as an institution, there are such a large number of employees who are not happy. Morale needs to be boosted and that comes from the college higher ups showing that they truly value the employees”



## Comments Reinforce Important Goals

**Students**

**Morale**

**Community**

“Provide visibility to the region in a positive way - marketing to overcome the presence of PCC and CCC.”

“Marketing and outreach to the community seems deficient –“

“The college needs to have a greater presence in the community. The programs need to meet the needs of the community.”

“...as well as advertised community events to bring local folks in to feed on the buzz. You want people to vote to support, you must get them involved in the college somehow, so they can see the purpose and not just a sign and a lot full of cars when they drive by. How can we get them to relate to the college as a pillar in the community? A well thought out commercial giving examples of what the college can currently do for its community and what it can do after the bond. What types of things can people do here as non-students that aren't taking classes such as use of its facilities, specifically the whole HPE side...Handball/Racquet ball and tennis courts, the weight room, the gym, cheap aquatics rates, the track! Advertise the print shop to the public, it could be booming with business! We could and should get into commercial graphics.... Get that radio station active and broadcast it to the community! Get support from local business to advertise on the station to help support it. Advertise classes and different happenings at the local movie theaters (Mt Hood Theater) Start showing movies here. Anything to get foot traffic”

## Comments Reinforce Important Goals

**Students**

“Offering programs and degrees which students are interested and are current in today's workforce.”

**Morale**

“Evaluating current program offerings to determine if they are relevant to our current workforce demands and educational goals of our students. Any new programs created should be modeled on I-Best and other similar practices, where support is integrated into the program courses. This is the key to diversifying our student population, while supporting graduation and maintaining academic standards.”

**Community**

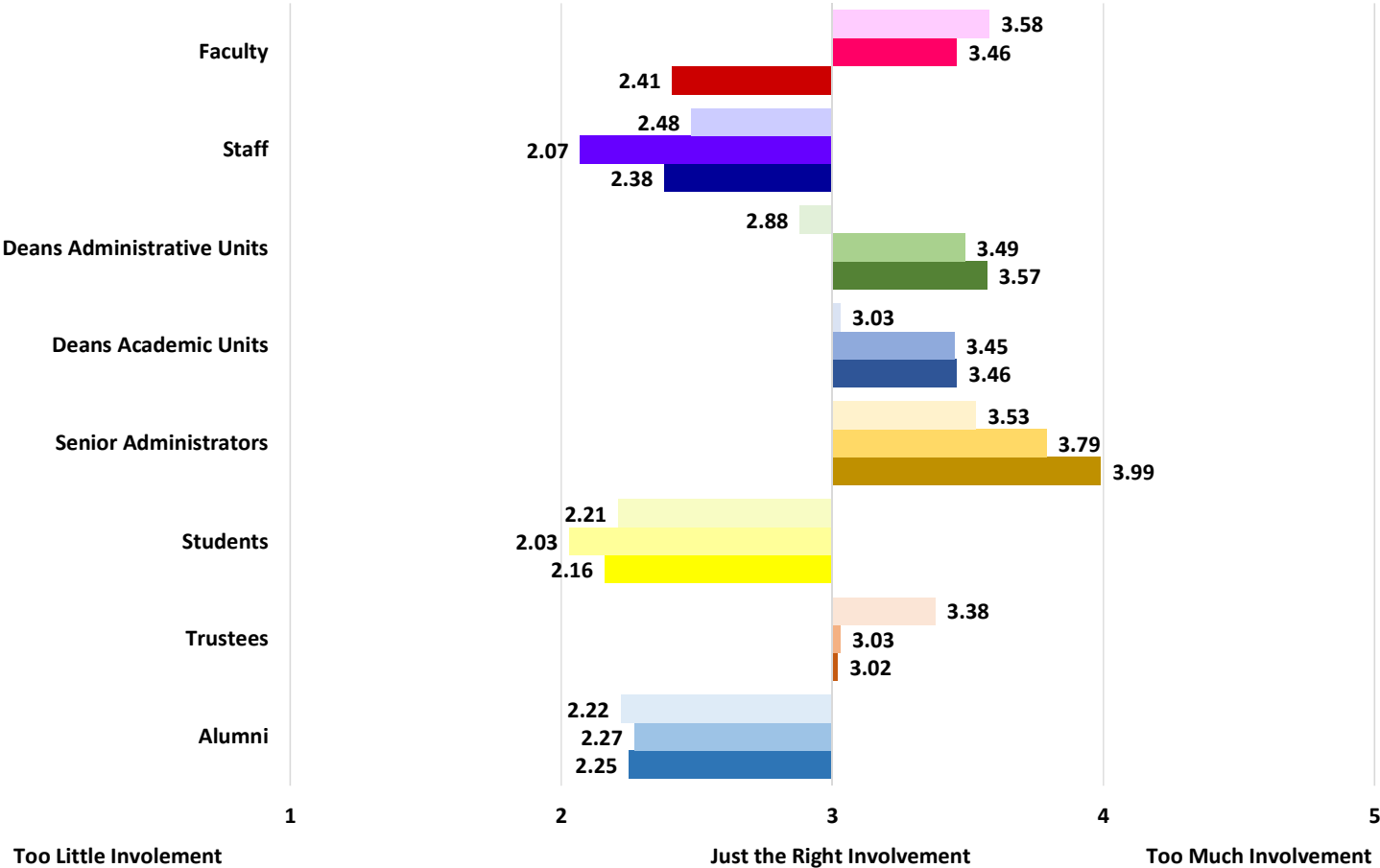
“Expanding programs, with an eye toward what programs are needed by underserved populations, AND meet current business and technology needs in our community.”

**Programs**

“Improving existing programs and being open to CHANGE by developing NEW programs is VERY important... We need to be flexible, down-grading or cutting programs that are no longer relevant.”

# Involvement in Decision Making

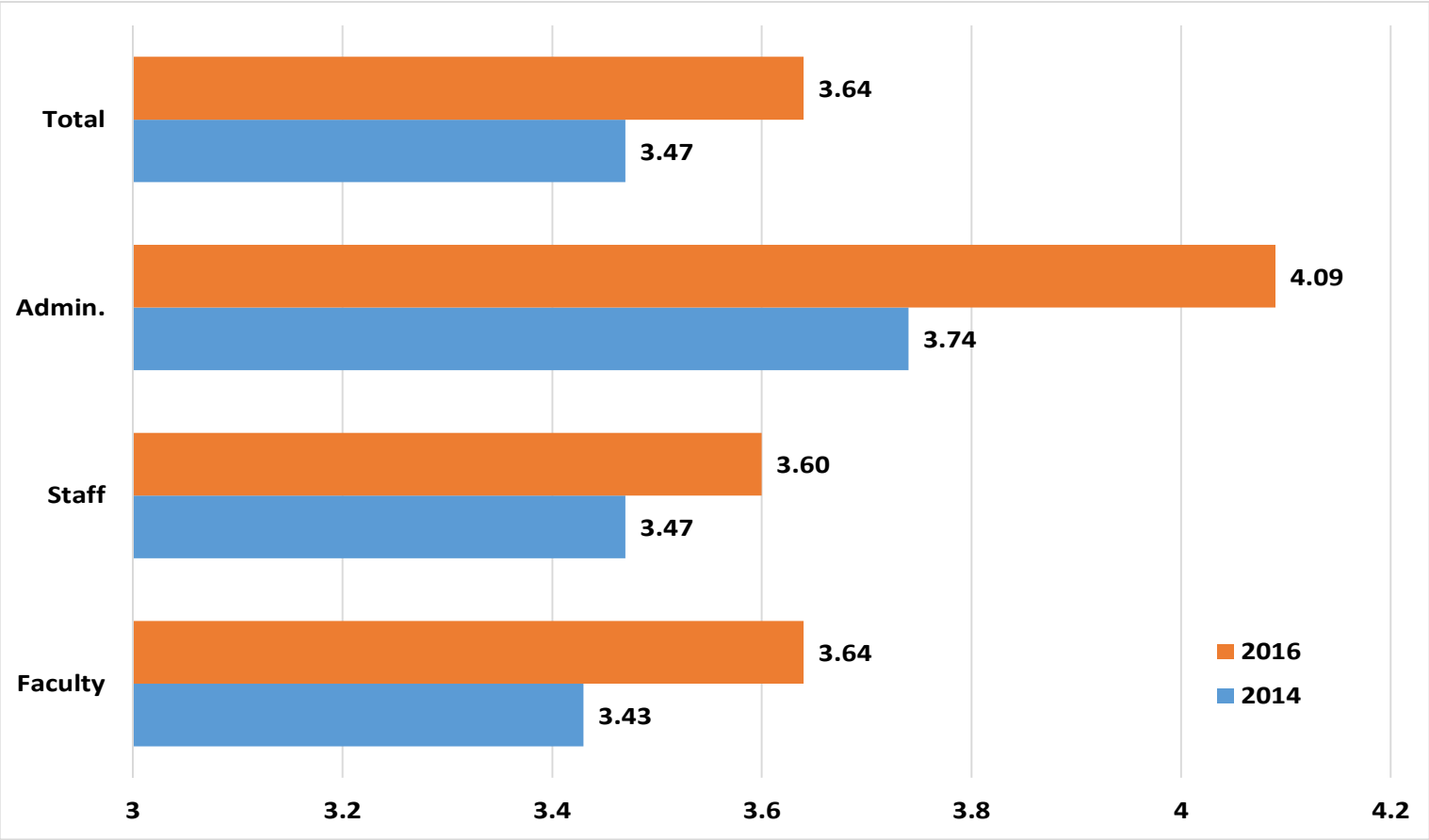
Mean Involvement in Planning/Decision-Making Scores by Position



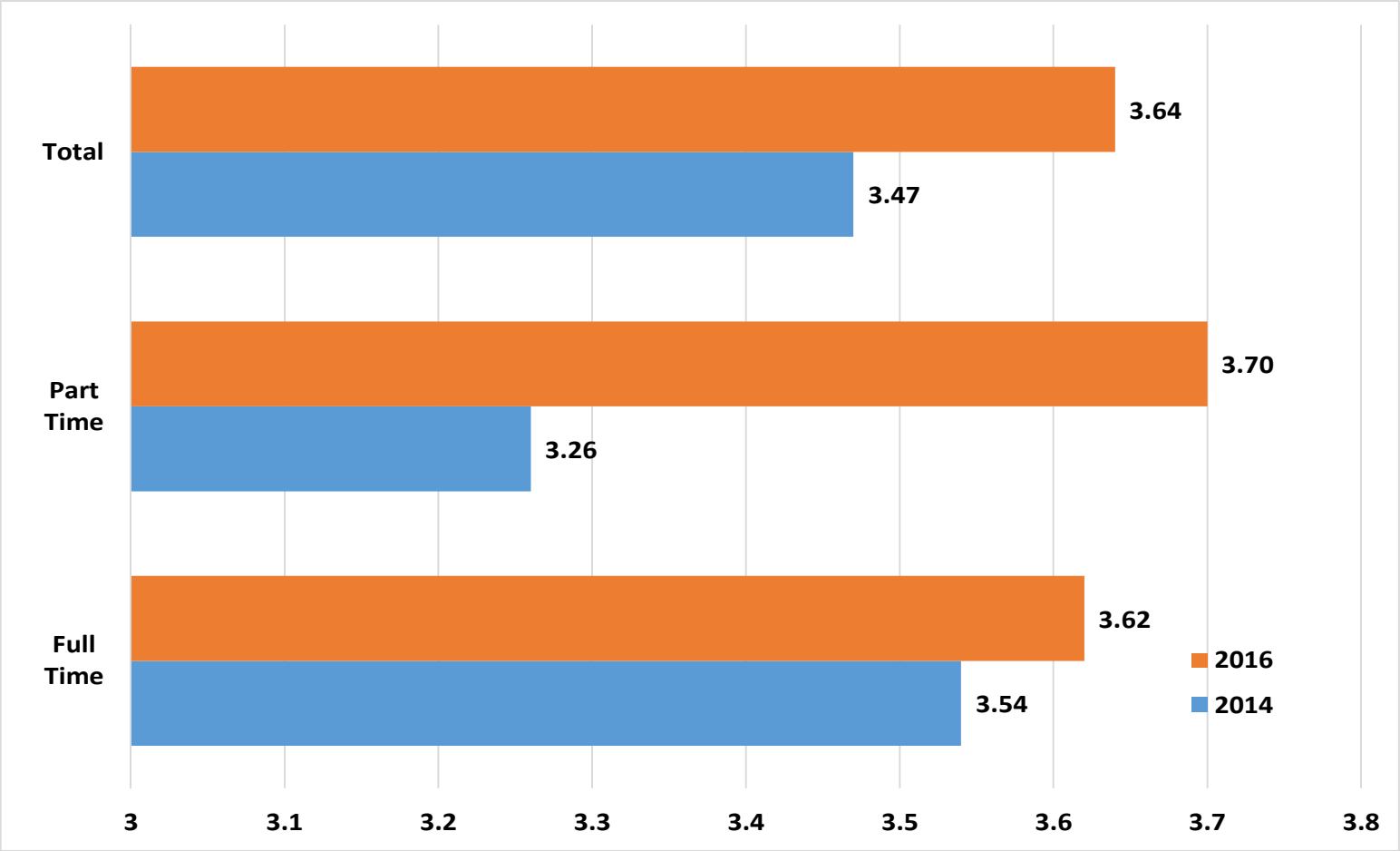
- Administration
- Staff
- Faculty

- Employees were asked to rate the involvement in planning and decision making of different groups related to the college. The rating was on a five point scale from 1=“Not Enough Involvement” to 5=“Too Much Involvement.”
- Senior administrators (and both Academic and Administrative Deans) were identified as having—slightly—too much involvement in planning and decision making.
- Faculty and Trustees were identified as having about the right amount of involvement in planning and decision making.
- Staff, Alumni, and Students were all identified as having less than the right amount of involvement in planning and decision making.
- Interestingly, employees indicated that Students had the least amount of involvement; they indicated both Staff and Alumni were involved at closer to the right level of involvement than Students.

# Comparisons Between 2014 and 2016 Administrations – Overall Satisfaction and Position



# Comparisons Between 2014 and 2016 Administrations – Overall Satisfaction and Full Time / Part Time Status



# Comparisons Between 2014 and 2016 Administrations – Campus Culture and Policies

Item	2016			2014			Rank
	Imp	Sat	Gap	Imp	Sat	Gap	
<b>O</b> There are effective lines of communication between departments	4.44 0.76	2.32 1.03	2.12	4.39 0.73	2.36 0.94	2.03	7
<b>AB</b> This institution consistently follows clear processes for orienting and training new employees	4.42 0.73	2.40 1.12	2.02	4.41 0.70	2.28 1.06	2.13	6
<b>H</b> This institution plans carefully	4.52 0.77	2.61 1.19	1.91	4.55 0.72	2.26 1.03	2.29	1
<b>M</b> This institution makes sufficient budgetary resources available to achieve important objectives	4.47 0.76	2.57 1.06	1.90	4.51 0.89	2.31 1.00	2.20	3
<b>V</b> There is a spirit of teamwork and cooperation at this institution	4.52 0.68	2.70 1.13	1.82	4.61 0.64	2.38 1.08	2.23	2
<b>N</b> This institution makes sufficient staff resources available to achieve important objectives	4.39 0.76	2.58 1.11	1.81	4.41 0.72	2.38 1.01	2.03	8
<b>C</b> The institution does a good job of meeting the needs of students	4.73 0.57	2.93 0.86	1.80	4.72 0.57	3.00 0.88	1.72	16
<b>P</b> Administrators share information regularly with faculty and staff	4.45 0.74	2.68 1.20	1.77	4.43 0.70	2.56 1.08	1.87	11
<b>W</b> The reputation of this institution continues to improve	4.53 0.70	2.79 1.06	1.74	4.57 0.60	2.39 1.06	2.18	4
<b>R</b> There is good communication between staff and administration at this institution	4.42 0.76	2.74 1.11	1.68	4.39 0.71	2.53 0.99	1.86	13
<b>AD</b> This institution has written procedures that clearly define who is responsible for each operation and service	4.24 0.81	2.59 1.12	1.65	4.25 0.75	2.56 1.05	1.69	18
<b>B</b> This institution treats students as its top priority	4.73 0.54	3.10 0.99	1.63	4.76 0.50	3.05 0.99	1.71	17
<b>Q</b> There is good communication between faculty and administration at this institution	4.39 0.85	2.78 1.12	1.61	4.39 0.69	2.58 1.00	1.81	15
<b>Y</b> Efforts to improve quality are paying off at this institution	4.45 0.72	2.84 1.09	1.61	4.47 0.64	2.60 0.94	1.87	12
<b>Z</b> Employee suggestions are used to improve our institution	4.29 0.75	2.69 1.12	1.60	4.27 0.70	2.39 0.97	1.88	10
<b>G</b> This institution involves its employees in planning for the future	4.39 0.79	2.80 1.21	1.59	4.39 0.75	2.56 1.11	1.83	14
<b>X</b> This institution is well respected in the community	4.55 0.72	2.97 1.04	1.58	4.64 0.59	2.50 0.99	2.14	5
<b>K</b> This institution does a good job of meeting the needs of its staff	4.38 0.74	2.81 1.10	1.57	4.32 0.73	2.63 0.99	1.69	19
<b>I</b> The leadership of this institution has a clear sense of purpose	4.56 0.77	3.03 1.29	1.53	4.61 0.64	2.72 1.13	1.89	9

# Comparisons Between 2014 and 2016 Administrations – Work Environment

Item	2016			2014			Rank
	Imp	Sat	Gap	Imp	Sat	Gap	
<b>K</b> My department has the budget needed to do its job well	4.54	2.50	2.04	4.52	2.37	2.15	1
	0.62	1.09		0.63	1.13		
<b>L</b> My department has the staff needed to do its job well	4.58	2.77	1.81	4.54	2.51	2.03	2
	0.60	1.19		0.58	1.12		
<b>A</b> It is easy for me to get information at this institution	4.47	2.76	1.71	4.46	2.61	1.85	3
	0.62	1.12		0.60	1.06		
<b>C</b> I am empowered to resolve problems quickly	4.43	2.93	1.50	4.38	2.91	1.47	4
	0.67	1.17		0.63	1.12		
<b>O</b> I have adequate opportunities for advancement	4.15	2.83	1.32	4.10	2.68	1.42	5
	0.93	1.29		0.90	1.25		
<b>E</b> I have the information I need to do my job well	4.61	3.34	1.27	4.62	3.21	1.41	6
	0.58	1.08		0.52	1.03		
<b>P</b> I have adequate opportunities for training to improve my skills	4.35	3.08	1.27	4.29	2.90	1.39	7
	0.72	1.24		0.69	1.25		
<b>M</b> I am paid fairly for the work I do	4.52	3.37	1.15	4.51	3.30	1.21	9
	0.61	1.23		0.57	1.30		
<b>Q</b> I have adequate opportunities for professional development	4.31	3.19	1.12	4.29	2.95	1.34	8
	0.73	1.24		0.69	1.27		
<b>B</b> I learn about important campus events in a timely manner	4.09	3.05	1.04	4.08	3.11	0.97	16
	0.76	1.13		0.72	1.02		
<b>H</b> My supervisor helps me improve my job performance	4.40	3.39	1.01	4.34	3.14	1.20	11
	0.76	1.37		0.76	1.37		
<b>F</b> My job responsibilities are communicated clearly to me	4.57	3.57	1.00	4.53	3.32	1.21	10
	0.60	1.13		0.58	1.12		

# Comparisons Between 2014 and 2016 Administrations – MHCC Items

Item	2016			2016			
	Imp	Sat	Gap	Imp	Sat	Gap	Rank
14) Students have access to classes at the times they want to take them	4.46	2.73	1.73	4.39	2.83	1.56	7
	0.66	1.04		0.70	0.99		
2) MHCC leaders strategically improve the quality of the institution	4.51	2.88	1.63	4.50	2.64	1.86	2
	0.71	1.09		0.66	1.03		
5) MHCC leaders use clear listening, speaking and writing skills to engage honest, open dialogue...	4.45	2.84	1.61	4.49	2.66	1.83	3
	0.69	1.18		0.63	1.07		
4) MHCC leaders equitably and/or ethically sustain all college assets...to fulfill the mission, vision, and goals of the institution	4.39	2.88	1.51	4.53	2.51	2.02	1
	0.77	1.11		0.59	1.05		
19) The college is well-represented in outlying communities within the district	4.33	2.84	1.49	4.34	2.53	1.81	4
	0.85	1.00		0.78	0.95		
3) MHCC leaders sustain the mission based on knowledge of the organization, it's environment, and future trends	4.36	2.98	1.38	4.44	2.68	1.76	5
	0.72	1.08		0.64	1.00		
1) MHCC leaders promote the success of all students	4.60	3.30	1.30	4.52	3.12	1.40	9
	0.60	0.96		0.61	0.98		
6) MHCC leaders develop and maintain internal and external relationships that nurture diversity, promote the success...	4.37	3.10	1.27	4.44	2.85	1.59	6
	0.77	1.10		0.69	1.01		
18) Students are satisfied with their overall experience at MHCC	4.63	3.38	1.25	4.63	3.28	1.35	10
	0.58	0.87		0.57	0.85		
16) Students are well prepared for their career	4.65	3.48	1.17	4.63	3.41	1.22	12
	0.56	0.98		0.55	0.96		
17) Students are well prepared to transfer/continue their education	4.65	3.48	1.17	4.61	3.49	1.12	15
	0.56	0.95		0.54	0.89		
15) Students receive an excellent education	4.72	3.56	1.16	4.71	3.49	1.22	13
	0.50	0.95		0.53	0.91		
12) Faculty meet the needs of the students	4.63	3.52	1.11	4.58	3.44	1.14	14
	0.59	0.98		0.62	0.97		
11) Student needs are central to what we do	4.67	3.58	1.09	4.69	3.71	0.98	18
	0.59	1.04		0.60	1.09		
7) MHCC leaders understand, are committed to, and/or advocate for the mission, vision, and goals of the college...	4.34	3.27	1.07	4.41	3.00	1.41	8
	0.78	1.00		0.65	0.94		



# Comparisons Between 2014 and 2016 Administrations – Goals (Mean Importance Scores)

Goal	2016	2014	Rank
<b>B)</b> Retain more of its current students to graduation	4.71	4.77	1
	0.59	0.53	
<b>A)</b> Increase the enrollment of new students	4.61	4.55	3
	0.62	0.67	
<b>I)</b> Improve employee morale	4.57	4.70	2
	0.63	0.58	
<b>G)</b> Improve the quality of existing academic programs	4.52	4.53	5
	0.64	0.69	
<b>J)</b> Increase the college presence within the MHCC District boundary	4.39	4.48	6
	0.83	0.78	
<b>K)</b> Improve relationships with district residents and/or leaders	4.39	4.55	4
	0.75	0.70	
<b>C)</b> Improve the academic ability of entering student classes	4.29	4.29	7
	0.79	0.87	
<b>H)</b> Improve the appearance of campus buildings and grounds	4.12	4.17	8
	0.85	0.83	
<b>F)</b> Develop new academic programs	3.92	3.93	9
	0.99	1.01	
<b>D)</b> Recruit students from new geographic markets	3.88	3.80	10
	1.00	1.02	
<b>E)</b> Increase the diversity of racial and ethnic groups represented among the student body	3.87	3.80	11
	1.04	1.02	
<b>L)</b> Increase the diversity of racial and ethnic groups represented among the workforce	3.83		
	1.01		
<b>M)</b> Some other goal	3.12	3.06	12
	1.36	1.37	

# Comparisons Between 2014 and 2016 Administrations – Mean Involvement in Planning and Decision Making

Goal	2016	2014
<b>Faculty</b>	2.99	3.07
	1.23	1.23
<b>Staff</b>	2.22	2.09
	0.87	0.89
<b>Deans Administrative Units</b>	3.46	3.47
	0.93	0.98
<b>Deans Academic Units</b>	3.42	3.41
	0.88	0.99
<b>Senior Administrators</b>	3.85	3.83
	0.91	0.90
<b>Students</b>	2.10	2.14
	0.78	0.81
<b>Trustees</b>	3.06	3.02
	0.89	1.00
<b>Alumni</b>	2.25	2.21
	0.97	0.96

*Note: The closer to 3.00 the closer to “the right amount of involvement.” >3 = “Too much Involvement” / <3 = “Too little involvement.”*

## Conclusions / Recommendations

### **To Increase Employee Satisfaction, MHCC Should:**

- Communicate, Communicate, Communicate!
- Be Customer Focused
- Use a Strategic Plan
- Examine Processes / Bust Barriers to Service Delivery
- Prioritize and Distribute Resources
- Professional Opportunities

### **Institutional Goals Should Address:**

- Recruiting and Retaining Students
- Community Residents
- Programs Address Industry Needs

### **Decision Making Issues:**

- Clearly Define and Agree to the Definition of “Participatory Governance”
- Develop Strategies to engage Staff and Students in Planning and Decision Making
- Alumni???