MHCC Employee Satisfaction Survey

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

Prepared by:

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

Contents

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 second 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 Winter and Spring Terms 2016. 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. 2nd 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 felt this would allow them to assess the newly adopted leadership competencies.

• The CESS is made up of the six sections outlined below:

  • Campus Culture and Policy   30 Items
    MHCC Leadership & Planning   10 Additional Items

  • Institutional Goals   10 Goals
    MHCC Goals   2 Additional Goals

  • Involvement in Planning/Decision Making   8 Items

- Work Environment   21 Items
    MHCC Student Focus   9 Additional Items

- Overall Satisfaction   1 Item

- Demographics   3 Items
    MHCC Demographics   2 Additional Items

- A copy of the survey is available in Appendix A.

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 1334 individuals working for MHCC. A total of 433 employees responded to the survey (including partial completions). The response rate was 32%. This response rate is an improvement over the 2014 administration of the survey (26% response rate): a 6% increase.

Figure M1: Data Collection Process

Date	Action	By
11-Feb	All Staff email introducing the survey and stressing its importance	President
15-Feb	Survey Opens	
15-Feb	Initial Invitation announcing the survey is open and providing the anonymous survey link	HR Director
22-Feb	First email reminder encouraging employees to complete the survey and anonymous survey link	HR Director
1-Mar	Second email reminder encouraging employees to complete the survey and anonymous survey link	HR Director
7-Mar	Third email reminder encouraging employees to complete the survey and anonymous survey link	HR Director
10-Mar	Additional reminder encourage members to participate	Classified Representative
10-Mar	Final Reminder sent with anonymous link	President
11-Mar	Survey Closes	

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
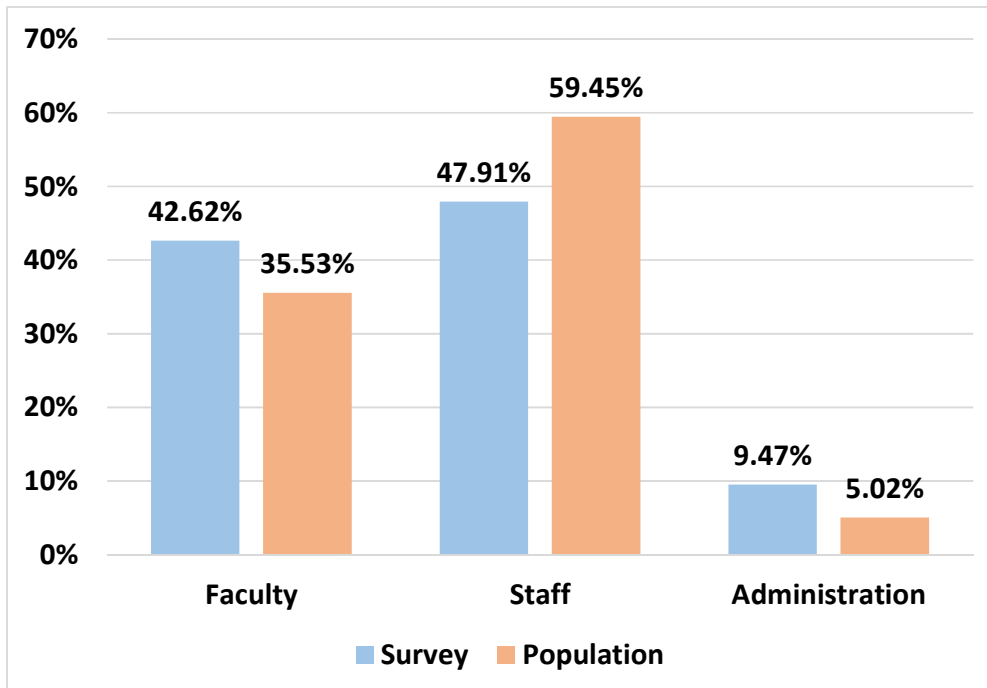
Results

Who Responded

- Five demographic questions were asked of survey respondents: (1) Position, (2) Full/Part-Time Status, (3) Location/Campus, (4) Years Working at MHCC, and (5) Ethnicity.

- Distribution of respondents by position is presented in Figure D1. Faculty comprised Forty-three percent of the sample. Staff comprised Forty-eight percent of the sample. Administration comprised nine percent.

Figure D1:
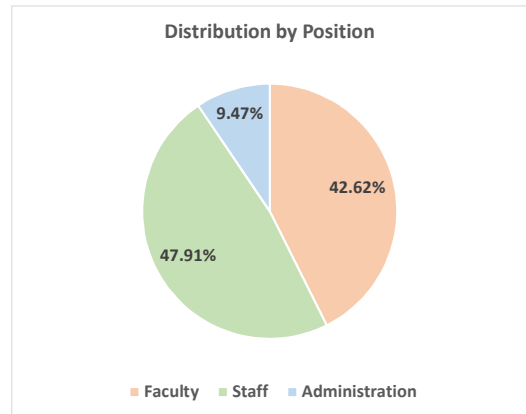
- The distribution of respondents by full and part-time status are presented in figure D2. Full-time employees comprised seventy-eight percent of the sample while part-time employees were twenty-two percent.

Figure D2:
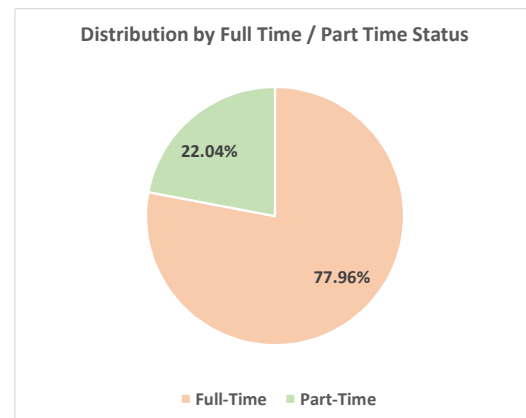
- Figure D3 breaks down the distribution of respondents by position and full/part-time status. For full-time employees, the majority of respondents (50.7%) were staff. For part-time employees, the majority of respondents (59.5%) were part-time faculty.

Figure D3:
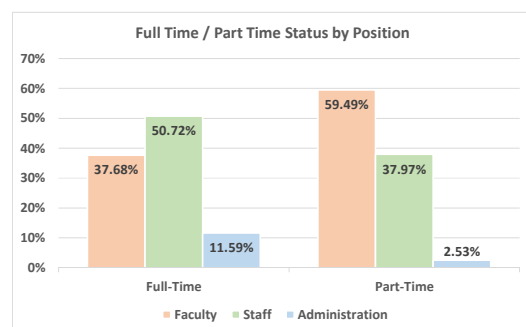
- Figure D4 presents the distribution of respondents by their primary work location or campus. The overwhelming majority of respondents (89.7%) identified the Gresham campus as their primary work location.

Distribution by Primary Work Location

1.67%
8.64%
89.69%

■ Gresham Campus   ■ Maywood/SBDC   ■ Bruning Center
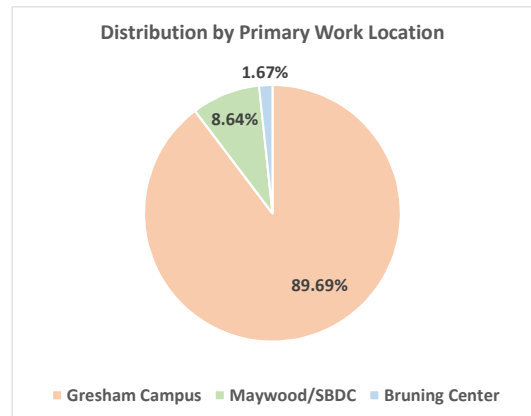
- The distribution of respondents by the number of years working at MHCC is presented if Figure D5. Most respondents indicated they had worked at the college for 11-20 years (33.3%). Twenty-four percent indicated they had worked for the college 1-5 years and eighteen percent indicated they had worked for the college 6-10 years.

Figure D5:

Years at MHCC

10.11%   24.04%   18.31%   33.33%   14.21%

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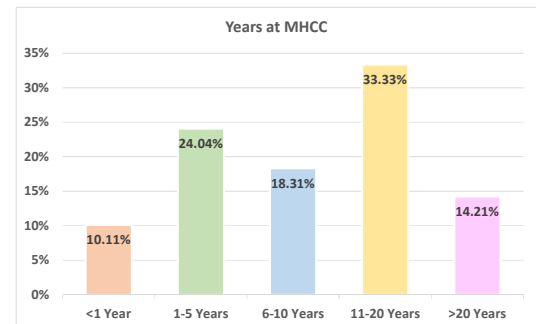
Overall Satisfaction

- Respondents were asked to rate their overall satisfaction with their employment. Results are presented in Table OS1. Fifty-three percent of faculty and staff (53.60% and 53.20% respectively) indicated they were Satisfied or Very Satisfied with their employment. Sixty-four percent (64.60%) of administrators indicated they were Satisfied or Very Satisfied with their employment.

Table OS1: Overall Satisfaction Distribution by Position

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

- 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. Mean scores range from a low of 3.60 (Staff) to a high of 4.09 (Administrators).

- Analysis of Variance was conducted to determine if there were statistically significant differences in overall satisfaction between the employee groups. A significant difference was found between groups – $F_{(2, 353)} = 3.68$, $p \leq .026$. Tukey's Honestly Significant Difference (HSD) revealed that Administrators were more satisfied than both Faculty and Staff.

Figure OS1:

Overall Satisfaction Distribution and Mean Scores by Position

- Overall satisfaction by Full Time / Part Time status is presented in Table OS2. Fifty-seven percent (57.1%) of full time employees indicated they were satisfied or very satisfied with their employment. Fifty-eight percent (57.5%) of part time employees indicated they were satisfied or very satisfied with their employment.

Table OS2: Overall Satisfaction by Full/Part Time Status

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

- Results are presented graphically in Figure OS2. A greater proportion of Full Time Employees indicated they were somewhat 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.

Figure OS2:

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

Analyses for Campus Culture / Policies and Work Environment Sections
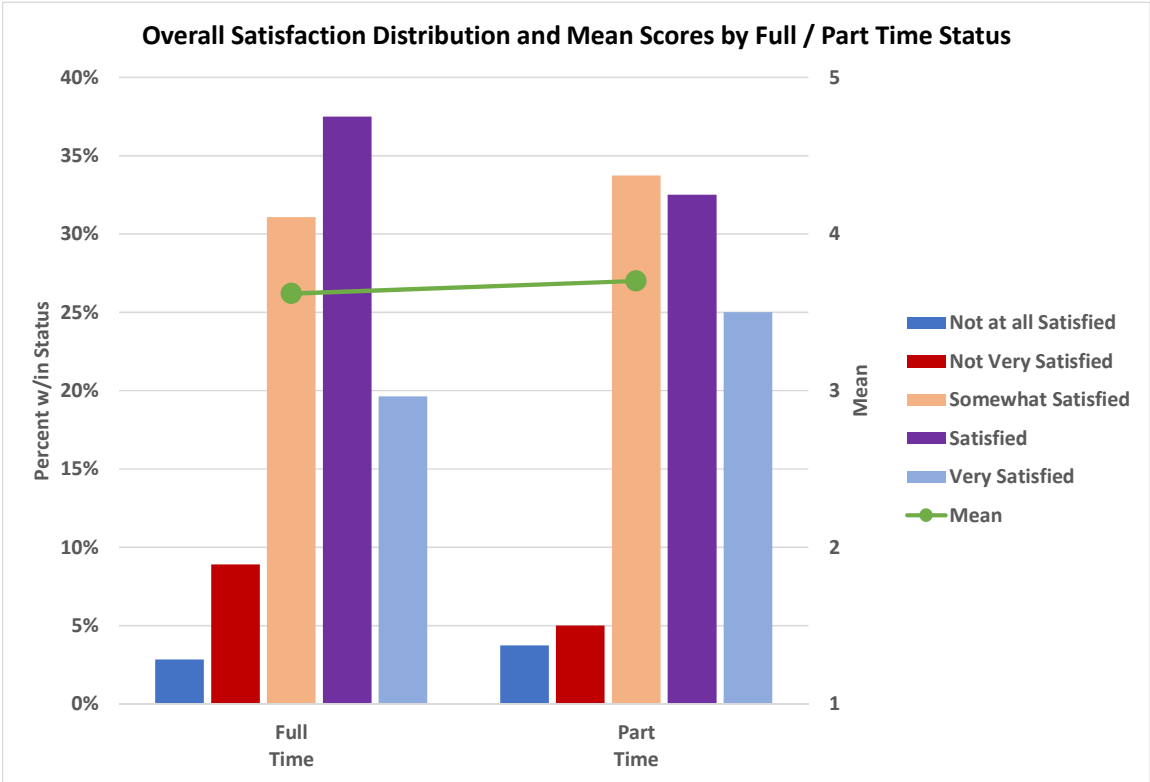
- One of the reasons for selecting the Noel-Levitz CESS was that the instrument asked respondents to rate both the importance and satisfaction with items in Culture/Policy Section and the Work Environment Section. This two question format provides a great deal of information regarding Employee Satisfaction. 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. Additionally, all the MHCC specific items in these two sections are assessed separately.

- *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.

Figure I/S 1: Importance/Satisfaction Quadrants

Concentrate Here	Keep Up The Good Work
Low Priority	Possible Overkill
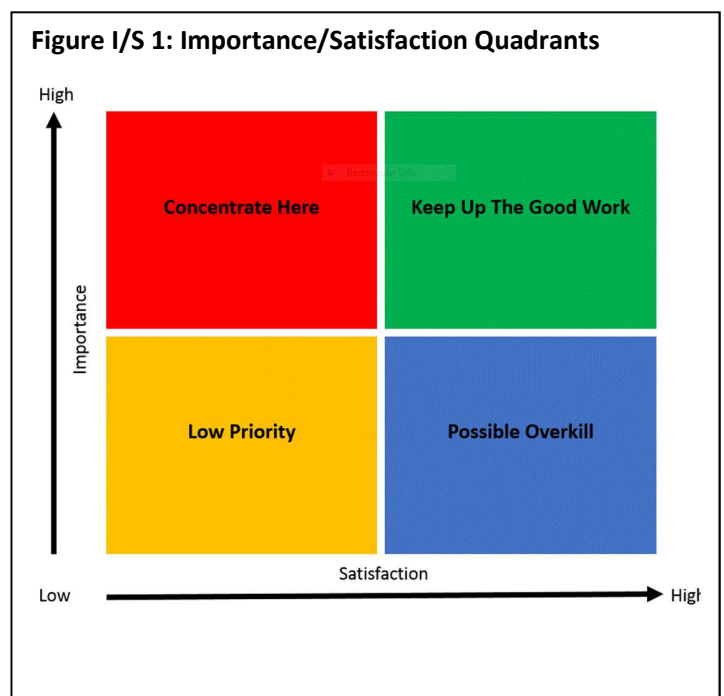
Where the horizontal and vertical axes intersect is an arbitrary decision. For these analyses, overall grand mean importance and satisfaction scores were calculated (the average score for all importance ratings the average score for all satisfaction ratings). These mean scores were used as a baseline 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 – 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): Nine items fell into the Keep Up The Good Work Quadrant. The items are related to Customer Focus, Job Value, and Strategic Direction. Customer Focus items are: (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," and (X) "The institution is well respected in the community." The Job Value items are specific to each employee group—Faculty, Staff, and Administrators—and address taking "pride in their work" (Items S, T, and U respectively). Two items are related to Strategic Direction: (F) "The goals and objectives of this institution are consistent with its mission and values" and (I) "The leadership at this institution has a clear sense of purpose."

- *Concentrate Here* (High Importance/Low Satisfaction): Thirteen items fell into the Concentrate Here Quadrant. The items appear to fall into four distinct areas:

  1) External Relationships: One Item (W) "The reputation of this institution continues to improve."
  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 Administration at this institution," and (R) "There is good communication between Staff and Administration at this institution."
  2) Planning: Five Items (G) "This institution involves employees in planning for the future," (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," and (Y) "Efforts to improve quality are paying off at this institution."
  3) Processes: Three Items (K) "This institution does a good job of meeting the needs of staff," (V) "There is a spirit of teamwork and cooperation at this institution," and (AB) "This institution consistently follows clear processes for orienting and training new employees."

- *Low Priority* (Low Importance / Low Satisfaction): Four Items fell into the Low Priority 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 (AD) "This institution has written procedures that clearly define who is responsible for each operation and service."

- *Possible Overkill* (Low Importance / High Satisfaction): Four items fell into the Possible Overkill 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," (J) "This institution does a good job of meeting the needs of faculty," and (L) "This institution does a good job of meeting the needs of administrators."

Figure CP1: Importance Satisfaction Plot of Culture & Policy Items
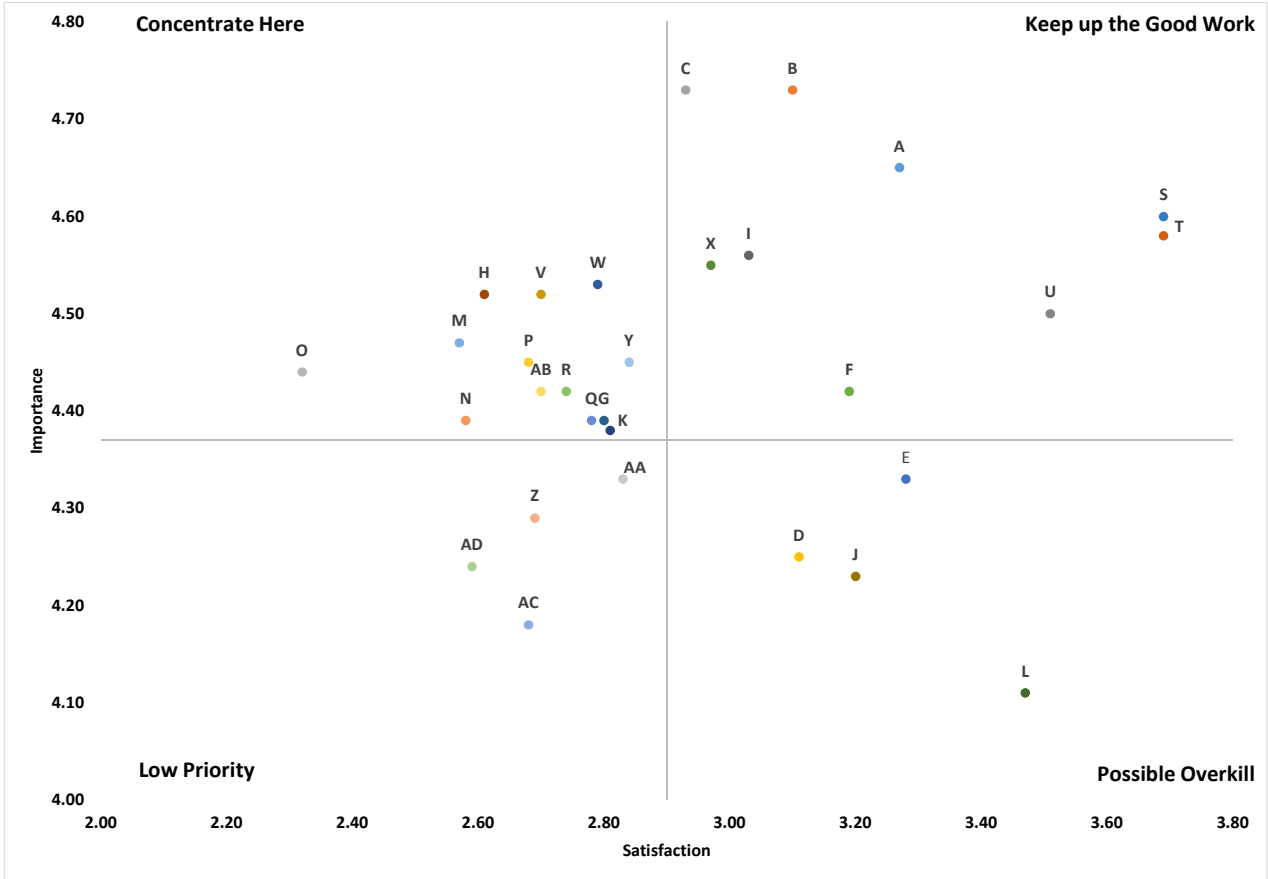
A This institution promotes excellent employee-student relationships
B This institution treats students as its top priority
C This institution does a good job of meeting the needs of students
D The mission, purpose, and values of this institution are well understood by most employees
E Most employees are generally supportive of the mission, purpose, and values of this institution
F The goals and objectives of this institution are consistent with its mission and values
G This institution involves its employees in planning for the future
H This institution plans carefully
I The leadership of this institution has a clear sense of purpose
J This institution does a good job of meeting the needs of its faculty
K This institution does a good job of meeting the needs of staff

L This institution does a good job of meeting the needs of administrators
M This institution makes sufficient budgetary resources available to achieve important objectives
N This institution makes sufficient staff resources available to achieve important objectives
O There are effective lines of communication between departments
P Administrators share information regularly with faculty and staff
Q There is good communication between the faculty and the administration at this institution
R There is good communication between staff and the administration at this institution
S Faculty take pride in their work
T Staff take pride in their work
U Administrators take pride in their work

V There is a spirit of teamwork and cooperation at this institution
W The reputation of this institution continues to improve
X This institution is well-respected in the community
Y Efforts to improve quality are paying off at this institution
Z Employee suggestions are used to improve our institution
AA This institution consistently follows clear processes for selecting new employees
AB This institution consistently follows clear processes for orienting and training new employees
AC This institution consistently follows clear processes for recognizing employee achievements
AD This institution has written procedures that clearly define who is responsible for each operation and service

Campus Culture & Policies – Gap Analysis

- 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 (1.51) and all items that fell at or above the mean gap score were highlighted in red. Nineteen of the thirty Campus Culture & Policy items were at or above the mean gap score; two additional items fell right below the average Gap Score (Gap Score =1.50) and are included in the analysis.

- All thirteen items that fell into the "Concentrate Here" quadrant of the Importance/Satisfaction Plot had gap scores in excess of the overall. An additional eight items also had gap scores exceeding the overall:

  1) (C) "This institution does a good job of meeting the needs of students"
  2) (AD) "This institution has written procedures that clearly define who is responsible for each operation and service"
  3) (B) " This institution treats students as its top priority"
  4) (Z) "Employee suggestions are used to improve our institution"
  5) (X) "This institution is well respected in the community"

Table CP1: Campus Culture & Policies Gap Scores

Item	Overall		
	Imp[1]	Sat[1]	Gap[2]
O There are effective lines of communication between departments	4.44	2.32	2.12
	0.76	1.03	
AB This institution consistently follows clear processes for orienting and training new employees	4.42	2.40	2.02
	0.73	1.12	
H This institution plans carefully	4.52	2.61	1.91
	0.77	1.19	
M This institution makes sufficient budgetary resources available to achieve important objectives	4.47	2.57	1.90
	0.76	1.06	
V There is a spirit of teamwork and cooperation at this institution	4.52	2.70	1.82
	0.68	1.13	
N This institution makes sufficient staff resources available to achieve important objectives	4.39	2.58	1.81
	0.76	1.11	
C The institution does a good job of meeting the needs of students	4.73	2.93	1.80
	0.57	0.86	
P Administrators share information regularly with faculty and staff	4.45	2.68	1.77
	0.74	1.20	
W The reputation of this institution continues to improve	4.53	2.79	1.74
	0.70	1.06	
R There is good communication between staff and administration at this institution	4.42	2.74	1.68
	0.76	1.11	
AD This institution has written procedures that clearly define who is responsible for each operation and service	4.24	2.59	1.65
	0.81	1.12	
B This institution treats students as its top priority	4.73	3.10	1.63
	0.54	0.99	
Q There is good communication between faculty and administration at this institution	4.39	2.78	1.61
	0.85	1.12	
Y Efforts to improve quality are paying off at this institution	4.45	2.84	1.61
	0.72	1.09	
Z Employee suggestions are used to improve our institution	4.29	2.69	1.60
	0.75	1.12	
G This institution involves its employees in planning for the future	4.39	2.80	1.59
	0.79	1.21	
X This institution is well respected in the community	4.55	2.97	1.58
	0.72	1.04	
K This institution does a good job of meeting the needs of its staff	4.38	2.81	1.57
	0.74	1.10	
I The leadership of this institution has a clear sense of purpose	4.56	3.03	1.53
	0.77	1.29	
AA This institution consistently follows clear processes for selecting new employees	4.33	2.83	1.50
	0.81	1.21	
AC This instititution consistently follows clear processes for recognizing employee achievements	4.18	2.68	1.50
	0.85	1.14	
A This institution promotes excellent employee-student relationships	4.65	3.27	1.38
	0.61	0.93	
F The goals and objectives of this institution are consistent with its mission and values	4.42	3.19	1.23
	0.74	1.06	
D The mission, purpose, and values of this institution are well understood by most employees	4.25	3.11	1.14
	0.81	1.03	
E Most employees are generally supportive of the mission, purpose, and values of this institution	4.34	3.28	1.06
	0.73	1.00	
J This institution does a good job of meeting the needs of its faculty	4.23	3.20	1.03
	0.83	1.16	
U Administrators take pride in their work	4.50	3.51	0.99
	0.76	1.06	
S Faculty take pride in their work	4.60	3.69	0.91
	0.61	1.03	
T Staff take pride in their work	4.58	3.69	0.89
	0.62	0.95	
L This institution does a good job of meeting the needs of administrators	4.11	3.47	0.64
	0.82	1.06	

6) (I) "The leadership of this institution has a clear sense of purpose"
7) (AA) "This institution consistently follows clear processes for selecting new employees"
8) (AC) "This institution consistently follows clear processes for recognizing employee achievements"

- The Gap Scores are plotted in Figure CP2. The items that had gaps in excess of the overall mean gap score (1.51) are color coded to their corresponding theme. Two additional items (with Gap Scores of 1.50) are included in the analysis.

- Analysis of twenty-one items results in adjustments to the four themes identified in the Importance/Satisfaction Plots:

1) *Customer Focus:* The item identified in *External Relationships* (item W) adds four items (C, B, X, and K). The five items in this theme suggest more service improvements to all customer groups the college serves.
2) *Communications:* There were no changes to this theme. The four items are: O, P, R, and Q.
3) *Planning:* One item was added to this theme: The six items are: H, M, N, Y, G, and I.
4) *Processes:* This theme saw the addition of three items as a result of the gap analysis. The six items in this theme are: AB, V, AD, Z, AA, and AC.

Figure CP2: Culture & Policies Gap Scores

Customer Focus	Communications	Planning	Processes
Five Items:	Four Items:	Six Items:	Five Items:
(C, W, B, X, and K)	(O, P, R, and Q)	(H, M, N, Y, G, and I)	(AB, V, AD, Z, AA, and AC)
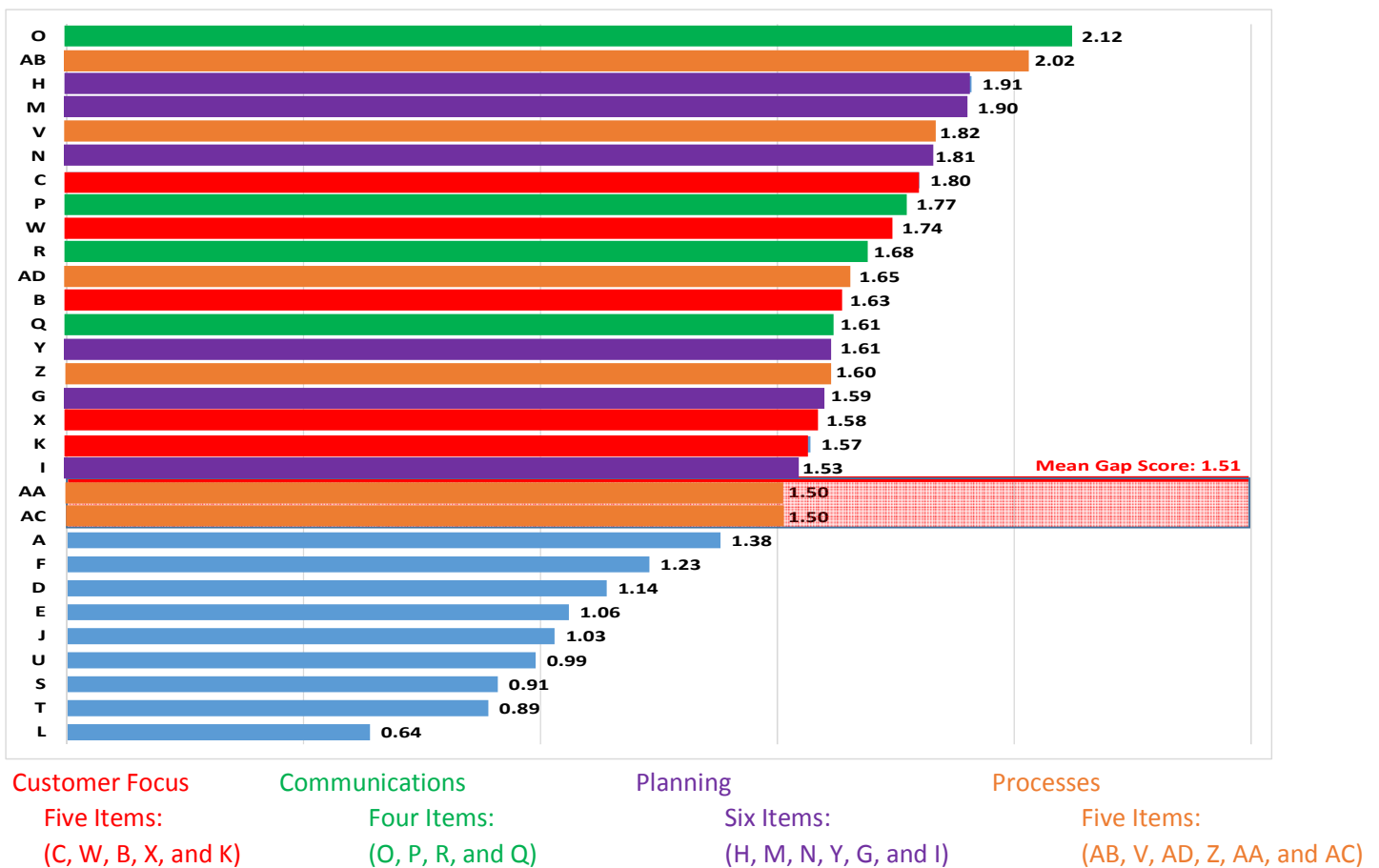
Campus Culture & Policies – Comments

- 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
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."
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." "After the last campus climate survey, there seemed to be an effort made to address employee dissatisfaction and open up lines of communication. Part of that effort is in the "Culture of Excellence" series. However, I strongly feel we are backsliding, particularly with the offices and administrators/vice presidents of Instruction and Student Development and Success. Many committee meetings are not being held or cancelled, and there is a distinct feeling of administrators feeling it "too much time" to communicate changes with faculty/staff or ask for meaningful input from faculty/staff. This is a real problem for buy-in from faculty/staff across campus, and why we do not trust new initiatives, because of the lack of input into decision-making and communication." "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…."

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

Theme	Comment Examples
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."
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." • "Communication between staff needs significant improvement, especially with new employees. This includes training. Myself as well as other employees have spent our first couple months here without any log in information, such as a username and password, so we weren't able to log into any computers or anything on the network. It took many attempts in contacting the service desk for this information to be sent to me. Specific training guidelines need to be written out for new employees as well, rather than being told 6 months down the line what they can and can't do." • "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 by Position

- Overall 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 position. 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. 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 positions with regard to Importance; only six of the thirty items were found to have statistically significant differences between positions. Where significant differences were identified, Administrators rated three of the items more important than Faculty. Faculty rated one item more important than Administrators. In two items, Tukey's HSD could not identify the where the differences where.

- There was less agreement between the positions with regard to Satisfaction. Nine of the thirty items had statistically significant differences. Tukey's HSD revealed that, in general, significant differences were found between Faculty and Administration.

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

Item	Overall Imp[1]	Overall Sat[1]	Overall Gap[2]	Faculty[3] Imp[1]	Faculty[3] Sat[1]	Faculty[3] Gap[2]	Staff[3] Imp[1]	Staff[3] Sat[1]	Staff[3] Gap[2]	Administrators[3] Imp[1]	Administrators[3] Sat[1]	Administrators[3] Gap[2]	Importance F, Sig.[4]	Post Hoc[5]	Satisfaction F, Sig.[4]	Post Hoc[5]
O There are effective lines of communication between departments	4.44	2.32	2.12	4.29	2.37	1.92	4.53	2.22	2.31	4.59	2.50	2.09	$F_{(2, 352)}=4.91, p \leq .008$	A>F		
	0.76	1.03		0.74	0.98		0.80	1.05		0.56	0.90					
AB This institution consistently follows clear processes for orienting and training new employees	4.42	2.40	2.02	4.29	2.66	1.63	4.53	2.20	2.33	4.50	1.85	2.65	$F_{(2, 351)}=4.73, p \leq .009$		$F_{(2, 351)}=11.57, p \leq .000$	A,S>F
	0.73	1.12		0.74	1.04		0.70	1.12		0.71	1.02					
H This institution plans carefully	4.52	2.61	1.91	4.51	2.50	2.01	4.56	2.60	1.96	4.65	2.82	1.83				
	0.77	1.19		0.69	1.14		0.83	1.24		0.54	1.17					
M This institution makes sufficient budgetary resources available to achieve important objectives	4.47	2.57	1.90	4.46	2.59	1.87	4.46	2.49	1.97	4.71	2.68	2.03				
	0.76	1.06		0.66	1.04		0.84	1.07		0.58	1.01					
V There is a spirit of teamwork and cooperation at this institution	4.52	2.70	1.82	4.46	2.71	1.75	4.57	2.67	1.90	4.68	2.82	1.86				
	0.68	1.13		0.59	1.09		0.74	1.13		0.53	1.06					
N This institution makes sufficient staff resources available to achieve important objectives	4.39	2.58	1.81	4.33	2.69	1.64	4.43	2.43	2.00	4.53	2.68	1.85				
	0.76	1.11		0.72	1.09		0.79	1.08		0.66	1.25					
C The institution does a good job of meeting the needs of students	4.73	2.93	1.80	4.72	2.97	1.75	4.77	2.87	1.90	4.79	2.85	1.94				
	0.57	0.86		0.53	0.98		0.56	0.92		0.48	0.86					
P Administrators share information regularly with faculty and staff	4.45	2.68	1.77	4.42	2.62	1.80	4.48	2.65	1.83	4.53	3.03	1.50				
	0.74	1.20		0.71	1.26		0.76	1.21		0.61	0.90					
W The reputation of this institution continues to improve	4.53	2.79	1.74	4.50	2.76	1.74	4.56	2.80	1.76	4.62	3.21	1.41				
	0.70	1.06		0.65	0.99		0.72	1.07		0.49	1.04					
R There is good communication between staff and administration at this institution	4.42	2.74	1.68	4.39	2.85	1.54	4.45	2.58	1.87	4.47	3.03	1.44			$F_{(2, 343)}=3.84, p \leq .022$	A>S
	0.76	1.11		0.68	1.07		0.80	1.10		0.56	1.09					
AD This institution has written procedures that clearly define who is responsible for each operation and service	4.24	2.59	1.65	4.11	2.72	1.39	4.38	2.46	1.92	4.21	2.62	1.59	$F_{(2, 348)}=4.89, p \leq .008$			
	0.81	1.12		0.80	1.07		0.78	1.20		0.77	1.04					
B This institution treats students as its top priority	4.73	3.10	1.63	4.71	3.18	1.53	4.70	3.02	1.68	4.94	2.94	2.00				
	0.54	0.99		0.50	0.98		0.62	0.98		0.24	0.95					
Q There is good communication between faculty and administration at this institution	4.39	2.78	1.61	4.41	2.64	1.77	4.37	2.88	1.49	4.45	2.88	1.57				
	0.85	1.12		0.75	1.17		0.96	1.05		0.67	1.10					
Y Efforts to improve quality are paying off at this institution	4.45	2.84	1.61	4.45	2.68	1.77	4.46	2.92	1.54	4.50	3.29	1.21			$F_{(2, 345)}=5.14, p \leq .006$	A>F
	0.72	1.09		0.67	1.08		0.76	1.07		0.56	0.97					
Z Employee suggestions are used to improve our institution	4.29	2.69	1.60	4.22	2.57	1.65	4.39	2.71	1.68	4.18	3.18	1.00			$F_{(2, 349)}=4.20, p \leq .016$	A>F,S
	0.75	1.12		0.72	1.10		0.77	1.14		0.58	0.90					
G This institution involves its employees in planning for the future	4.39	2.80	1.59	4.38	2.66	1.72	4.42	2.88	1.54	4.41	3.00	1.41				
	0.79	1.21		0.75	1.17		0.82	1.23		0.74	1.33					
X This institution is well respected in the community	4.55	2.97	1.58	4.53	3.05	1.48	4.56	2.88	1.68	4.59	3.15	1.44				
	0.72	1.04		0.68	0.97		0.76	1.05		0.56	1.10					
K This institution does a good job of meeting the needs of its staff	4.38	2.81	1.57	4.32	2.87	1.45	4.45	2.67	1.78	4.35	3.41	0.94			$F_{(2, 352)}=7.41, p \leq .001$	A>F,S
	0.74	1.10		0.64	0.99		0.81	1.12		0.54	0.82					
I The leadership of this institution has a clear sense of purpose	4.56	3.03	1.53	4.54	2.91	1.63	4.58	2.96	1.62	4.74	3.68	1.06			$F_{(2, 350)}=5.09, p \leq .007$	A>F,S
	0.77	1.29		0.69	1.28		0.83	1.32		0.51	1.17					
AA This institution consistently follows clear processes for selecting new employees	4.33	2.83	1.50	4.31	2.97	1.34	4.36	2.74	1.62	4.35	2.94	1.41				
	0.81	1.21		0.76	1.06		0.84	1.29		0.69	1.30					
AC This instititution consistently follows clear processes for recognizing employee achievements	4.18	2.68	1.50	4.08	2.84	1.24	4.26	2.62	1.64	4.09	2.41	1.68				
	0.85	1.14		0.83	1.13		0.88	1.17		0.77	1.13					
A This institution promotes excellent employee-student relationships	4.65	3.27	1.38	4.64	3.37	1.27	4.62	3.15	1.47	4.85	3.29	1.56				
	0.61	0.93		0.57	0.93		0.67	0.90		0.44	0.84					
F The goals and objectives of this institution are consistent with its mission and values	4.42	3.19	1.23	4.38	3.14	1.24	4.40	3.23	1.17	4.65	3.09	1.56				
	0.74	1.06		0.69	1.08		0.78	1.01		0.49	1.07					
D The mission, purpose, and values of this institution are well understood by most employees	4.25	3.11	1.14	4.12	3.11	1.01	4.29	3.19	1.10	4.59	3.03	1.56	$F_{(2, 351)}=5.30, p \leq .005$	A>F		
	0.81	1.03		0.77	1.03		0.86	0.95		0.56	1.14					
E Most employees are generally supportive of the mission, purpose, and values of this institution	4.34	3.28	1.06	4.18	3.36	0.82	4.42	3.25	1.17	4.59	3.12	1.47	$F_{(2, 350)}=7.22, p \leq .001$	A>F		
	0.73	1.00		0.69	0.99		0.75	0.98		0.56	1.09					
J This institution does a good job of meeting the needs of its faculty	4.23	3.20	1.03	4.41	2.87	1.54	4.09	3.43	0.66	3.94	4.06	-0.12	$F_{(2, 343)}=8.00, p \leq .000$	F>A	$F_{(2, 345)}=21.61, p \leq .000$	A>S>F
	0.83	1.16		0.68	1.17		0.94	1.03		0.66	0.81					
U Administrators take pride in their work	4.50	3.51	0.99	4.48	3.60	0.88	4.51	3.38	1.13	4.61	3.68	0.93				
	0.76	1.06		0.70	1.03		0.79	1.12		0.56	0.68					
S Faculty take pride in their work	4.60	3.69	0.91	4.66	4.01	0.65	4.55	3.47	1.08	4.58	3.53	1.05			$F_{(2, 338)}=12.55, p \leq .000$	F>A,S
	0.61	1.03		0.54	0.98		0.64	0.96		0.56	0.98					
T Staff take pride in their work	4.58	3.69	0.89	4.55	3.90	0.65	4.60	3.54	1.06	4.62	3.62	1.00			$F_{(2, 348)}=6.15, p \leq .002$	
	0.62	0.95		0.60	0.98		0.59	0.98		0.55	0.78					
L This institution does a good job of meeting the needs of administrators	4.11	3.47	0.64	3.99	3.47	0.52	4.16	3.42	0.74	4.18	3.52	0.66				
	0.82	1.06		0.86	1.06		0.82	1.04		0.81	0.83					

[1]For each item the mean (above) and standard deviation (below) are reported by the identified positions.
[2]Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.
[3]For each position, values reported in orange had gap scores greater than or equal to the overall average gap score (1.51). Items in **Bold Orange** indicate that at least one group did not exceed the average gap score.

[4]Analysis of Variance was conducted to determine if there were statistically significant differences in mean scores between the positions.
[5]Tukey'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 $p \leq 0.05$ 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 position are presented in Figure CP3. The figure presents the twenty-one items assessed in the Gap Analysis Section of the report.

- 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. Ten of the twenty-one items for this group did not exceed the 1.51 grand mean gap score.

- Administrators had the single highest gap score of the items: (AB) "This institution consistently follows clear processes for orienting and training new employees" – Gap Score of 2.65.

- Staff were most likely to indicate gaps. Twenty of the twenty-one items staff rated as exceeding the grand mean gap score.

Figure CP3:

Campus Culture / Policies Gap Scores

Gap = (Mean Importance) – (Mean Satisfaction)

- 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 mean of the gap scores was calculated (1.51) and all items that fell at or above the mean gap score were highlighted in red. Nineteen of the thirty Campus Culture & Policy items were at or above the mean gap score; two additional items were just below the mean gap score (Gap Score = 1.50) and are included in the analysis.

- The Table also presents mean Importance and Satisfaction scores (along with gap scores) broken down by 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 status, there was a great deal of agreement with regard to the importance of the Campus Culture & Policies items. Only one item revealed a statistically significant difference. Part time employees rated item (J) "This institution does a good job of meeting the needs of its faculty" as more important the full time employees.

- There was less agreement among the full and part time employees with regard to their satisfaction ratings. Twenty of the thirty items were found to have statistically significant differences between full and part timers. In all but one item – again item (J) "…meeting the needs of faculty" – where statistically significant differences were found, part time employees were more satisfied than their full time counterparts.

Table CP3: Culture & Policy Mean Importance, Mean Satisfaction, and Gap Scores Overall and by Full and 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≤
O There are effective lines of communication between departments	4.44	2.32	2.12	4.44	2.19	2.25	4.41	2.65	1.76				-3.24	111.30	0.002
	0.76	1.03		0.78	0.96		0.71	1.13							
AB This institution consistently follows clear processes for orienting and training new employees	4.42	2.40	2.02	4.44	2.30	2.14	4.36	2.60	1.76				-2.17	356	0.031
	0.73	1.12		0.73	1.10		0.74	1.14							
H This institution plans carefully	4.52	2.61	1.91	4.56	2.41	2.15	4.45	3.05	1.40				-4.51	128.19	0.000
	0.77	1.19		0.79	1.18		0.68	1.08							
M This institution makes sufficient budgetary resources available to achieve important objectives	4.47	2.57	1.90	4.48	2.43	2.05	4.47	2.88	1.59				-3.40	354	0.001
	0.76	1.06		0.79	1.05		0.68	1.00							
V There is a spirit of teamwork and cooperation at this institution	4.52	2.70	1.82	4.53	2.60	1.93	4.49	2.94	1.55				-2.39	356	0.017
	0.68	1.13		0.71	1.10		0.57	1.14							
N This institution makes sufficient staff resources available to achieve important objectives	4.39	2.58	1.81	4.38	2.44	1.94	4.40	2.94	1.46				-3.61	354	0.000
	0.76	1.11		0.79	1.10		0.67	1.05							
C The institution does a good job of meeting the needs of students	4.73	2.93	1.80	4.76	2.82	1.94	4.68	3.14	1.54				-2.74	356	0.006
	0.57	0.86		0.55	0.90		0.57	1.00							
P Administrators share information regularly with faculty and staff	4.45	2.68	1.77	4.45	2.55	1.90	4.44	3.04	1.40				-3.20	351	0.002
	0.74	1.20		0.74	1.19		0.69	1.20							
W The reputation of this institution continues to improve	4.53	2.79	1.74	4.56	2.74	1.82	4.47	2.94	1.53						
	0.70	1.06		0.70	1.06		0.68	0.99							
R There is good communication between staff and administration at this institution	4.42	2.74	1.68	4.42	2.65	1.77	4.42	2.89	1.53						
	0.76	1.11		0.76	1.10		0.73	1.12							
AD This institution has written procedures that clearly define who is responsible for each operation and service	4.24	2.59	1.65	4.25	2.48	1.77	4.20	2.89	1.31				-2.88	354	0.004
	0.81	1.12		0.83	1.11		0.76	1.16							
B This institution treats students as its top priority	4.73	3.10	1.63	4.76	2.96	1.80	4.66	3.37	1.29				-3.15	118.96	0.002
	0.54	0.99		0.55	0.95		0.53	1.03							
Q There is good communication between faculty and administration at this institution	4.39	2.78	1.61	4.40	2.70	1.70	4.38	2.92	1.46						
	0.85	1.12		0.86	1.08		0.83	1.23							
Y Efforts to improve quality are paying off at this institution	4.45	2.84	1.61	4.46	2.75	1.71	4.44	3.10	1.34				-2.57	350	0.010
	0.72	1.09		0.75	1.09		0.66	1.05							
Z Employee suggestions are used to improve our institution	4.29	2.69	1.60	4.28	2.64	1.64	4.32	2.78	1.54						
	0.75	1.12		0.75	1.14		0.75	1.04							
G This institution involves its employees in planning for the future	4.39	2.80	1.59	4.43	2.66	1.77	4.30	3.11	1.19				-2.92	357	0.004
	0.79	1.21		0.79	1.22		0.82	1.19							
X This institution is well respected in the community	4.55	2.97	1.58	4.58	2.87	1.71	4.43	3.21	1.22				-2.63	353	0.009
	0.72	1.04		0.72	1.03		0.75	1.02							
K This institution does a good job of meeting the needs of its staff	4.38	2.81	1.57	4.39	2.75	1.64	4.35	2.93	1.42						
	0.74	1.10		0.75	1.10		0.68	0.96							
I The leadership of this institution has a clear sense of purpose	4.56	3.03	1.53	4.57	2.88	1.69	4.58	3.35	1.23				-3.21	150.43	0.002
	0.77	1.29		0.80	1.34		0.63	1.10							
AA This institution consistently follows clear processes for selecting new employees	4.33	2.83	1.50	4.34	2.78	1.56	4.29	3.05	1.24						
	0.81	1.21		0.81	1.21		0.81	1.13							
AC This institution consistently follows clear processes for recognizing employee achievements	4.18	2.68	1.50	4.15	2.58	1.57	4.22	3.00	1.22				-2.86	353	0.004
	0.85	1.14		0.89	1.13		0.76	1.17							
A This institution promotes excellent employee-student relationships	4.65	3.27	1.38	4.67	3.15	1.52	4.58	3.47	1.11				-2.70	357	0.007
	0.61	0.93		0.62	0.90		0.63	0.96							
F The goals and objectives of this institution are consistent with its mission and values	4.42	3.19	1.23	4.42	3.08	1.34	4.37	3.39	0.98				-2.30	351	0.022
	0.74	1.06		0.75	1.07		0.72	0.98							
D The mission, purpose, and values of this institution are well understood by most employees	4.25	3.11	1.14	4.26	3.06	1.20	4.16	3.32	0.84				-1.97	355	0.050
	0.81	1.03		0.84	1.01		0.78	0.97							
E Most employees are generally supportive of the mission, purpose, and values of this institution	4.34	3.28	1.06	4.34	3.20	1.14	4.28	3.49	0.79				-2.29	355	0.022
	0.73	1.00		0.75	1.01		0.72	0.97							
J This institution does a good job of meeting the needs of its faculty	4.23	3.20	1.03	4.14	3.33	0.81	4.49	2.82	1.67	-3.36	347	0.001	3.54	349	0.000
	0.83	1.16		0.85	1.11		0.70	1.17							
U Administrators take pride in their work	4.50	3.51	0.99	4.49	3.43	1.06	4.54	3.68	0.86						
	0.76	1.06		0.76	1.05		0.68	1.09							
S Faculty take pride in their work	4.60	3.69	0.91	4.57	3.68	0.89	4.68	3.76	0.92						
	0.61	1.03		0.62	1.00		0.57	1.07							
T Staff take pride in their work	4.58	3.69	0.89	4.59	3.64	0.95	4.57	3.85	0.72						
	0.62	0.95		0.57	0.93		0.63	1.03							
L This institution does a good job of meeting the needs of administrators	4.11	3.47	0.64	4.11	3.36	0.75	4.03	3.63	0.40						
	0.82	1.06		0.83	1.09		0.87	0.87							

[1]For each item the mean (above) and standard deviation (below) are reported by the identified positions.
[2]Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.
[3]For each position, 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 least one group did not exceed the average gap score.

[4]An 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.

- Campus Culture & Policy gap scores by Full and Part Time Status are presented in Figure CP4. The figure presents the twenty-one items that had overall gap scores in excess of the grand mean gap score (1.51).

- Full Time Employees are reported in the lower (blue) bars; Part Time Employees are reported in the upper (orange) bars.

- Full Time Employees had gap scores in excess of the overall gap score for every item reported.

- Part Time Employees were less likely to have gaps on the items reported; eight of the twenty-one items had gap scores in excess of the overall (1.51).

Figure CP4:
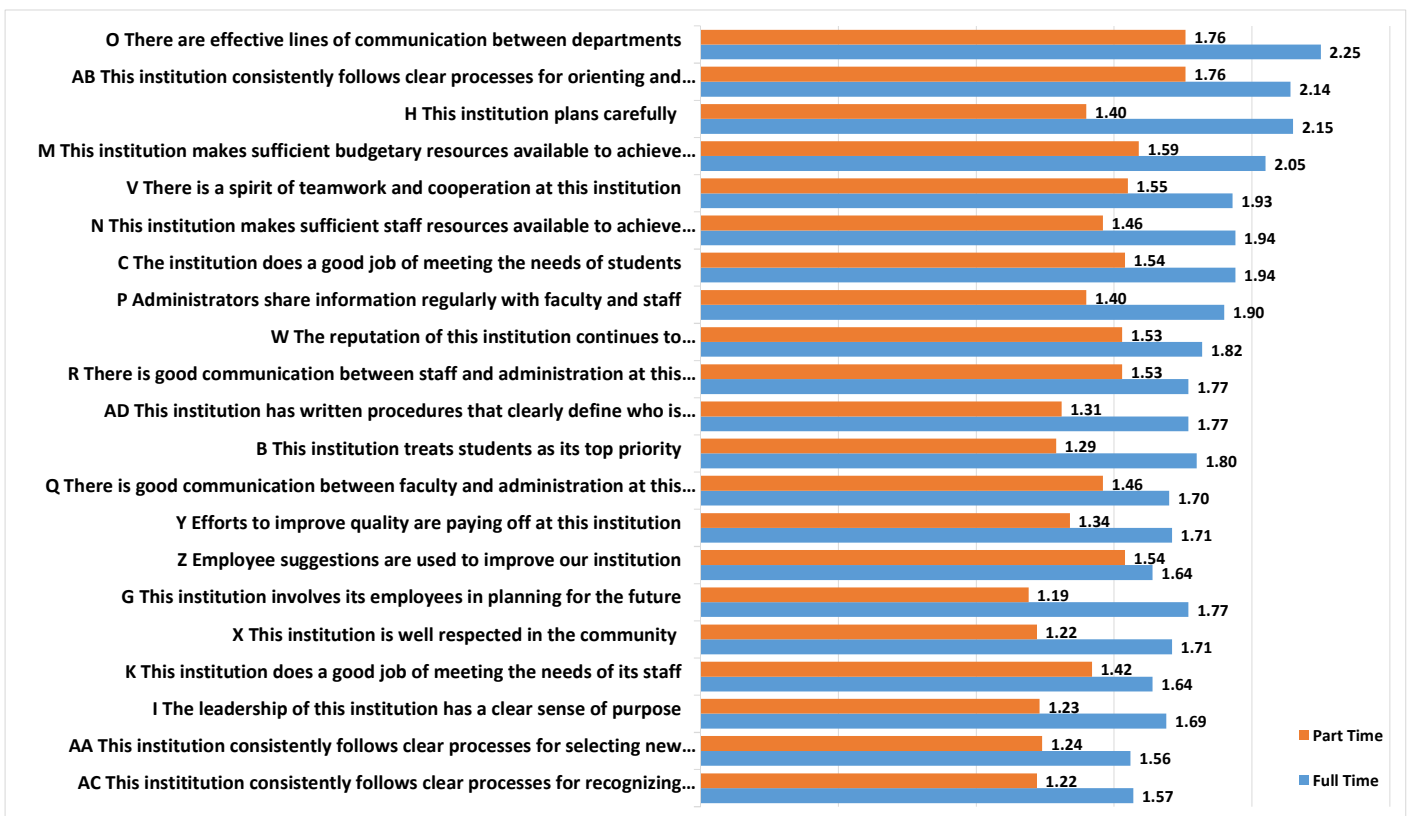
Work Environment – Importance/Satisfaction

- Results of the Importance / Satisfaction Plot for items in the Work Environment section are presented in Figure WE 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): Six items fell into the Keep Up The Good Work Quadrant. The six items appear to be related to Job Value. (F) "My job responsibilities are communicated clearly to me," (G) "My Supervisor Pays Attention to what I have to say," (N) "The employee benefits available to me are valuable," (R) "The type of work I do on most days is personally rewarding," (T) "The work I do is valuable to the institution," and (U) "I am proud to work at this institution."

- *Concentrate Here* (High Importance/Low Satisfaction): Seven items fell into the Concentrate Here Quadrant. The items appear to fall into three distinct areas:

  1) Communication: Two Items (A) "It is easy for me to get information at this institution" and (E) "I have the information I need to do my job well."
  2) Supervision: Two Items (C) "I am empowered to resolve problems quickly" and (H) "My supervisor helps me improve my job performance."
  3) Resources: Three 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," and (M) "I am paid fairly for the work I do."

- *Low Priority* (Low Importance / Low Satisfaction): Seven Items fell into the Low Priority Quadrant: (B) "I learn about important campus events in a timely manner," (D) I am comfortable answering student questions about institutional policies and procedures," (I) "My department or work unit has written, up-to-date objectives," (J) My department meets as a team to plan and coordinate work," (O) I have adequate opportunities for advancement," (P) "I have adequate opportunities for training to improve my skills," and (Q) "I have adequate opportunities for professional development."

- *Possible Overkill* (Low Importance / High Satisfaction): One item fell into the Possible Overkill Quadrant: (S) "The work I do is appreciated by my supervisor."

Figure WE1: Importance Satisfaction Plot of Work Environment Items
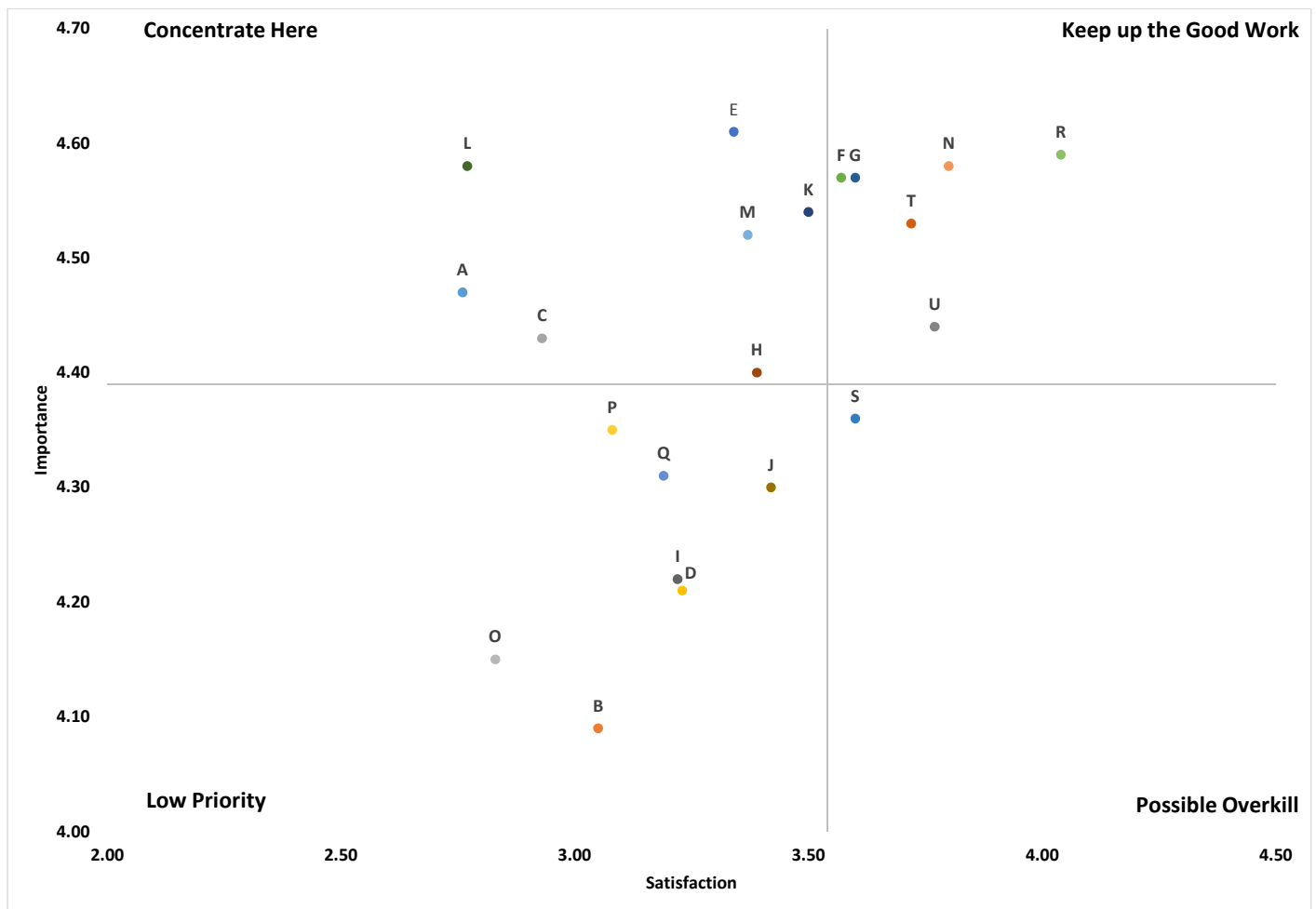
A It is easy for me to get information at this institution
B I learn about important campus events in a timely manner
C I am empowered to resolve problems quickly
D I am comfortable answering student questions about institutional policies and procedures
E I have the information I need to do my job well
F My job responsibilities are communicated clearly to me
G My supervisor pays attention to what I have to say
H My supervisor helps me improve my job performance
I My department or work unit has written, up-to-date objectives
J My department meets as a team to plan and coordinate work

K My department has the budget needed to do its job well
L My department has the staff needed to do its job well
M I am paid fairly for the work I do
N The employee benefits available to me are valuable
O I have adequate opportunities for advancement
P I have adequate opportunities for training to improve my skills
Q I have adequate opportunities for professional development
R The type of work I do on most days is personally rewarding
S The work I do is appreciated by my supervisor
T The work I do is valuable to the institution
U I am proud to work at this institution

Work Environment – Gap Analysis

- Overall Mean Importance and Mean Satisfaction (along with the standard deviations) and Gap scores for Work Environment items are presented in Table WE1. Gap scores are calculated by subtracting the Mean Satisfaction Score from the Mean Importance Score. Items are ranked by their Overall gap scores—largest gap to smallest.

- A mean of the gap scores was calculated (1.13) and all items that fell at or above the mean gap score were highlighted in red. Eight of the twenty-one Work Environment items were at or above the mean gap score. One additional item (Item Q) was very close the mean gap score and is included in the analysis.

- All but one of the items (Item H) that fell into the "Concentrate Here" quadrant of the Importance/Satisfaction Plot had gap scores in excess of the overall. The additional item identified above (Item Q) is added:

  1) (Q) "I have adequate opportunities for professional development"

Table WE1:

Item	Overall		
	Imp[1]	Sat[1]	Gap[2]
K My department has the budget needed to do its job well	4.54	2.50	2.04
	0.62	1.09	
L My department has the staff needed to do its job well	4.58	2.77	1.81
	0.60	1.19	
A It is easy for me to get information at this institution	4.47	2.76	1.71
	0.62	1.12	
C I am empowered to resolve problems quickly	4.43	2.93	1.50
	0.67	1.17	
O I have adequate opportunities for advancement	4.15	2.83	1.32
	0.93	1.29	
E I have the information I need to do my job well	4.61	3.34	1.27
	0.58	1.08	
P I have adequate opportunities for training to improve my skills	4.35	3.08	1.27
	0.72	1.24	
M I am paid fairly for the work I do	4.52	3.37	1.15
	0.61	1.23	
Q I have adequate opportunities for professional development	4.31	3.19	1.12
	0.73	1.24	
B I learn about important campus events in a timely manner	4.09	3.05	1.04
	0.76	1.13	
H My supervisor helps me improve my job performance	4.40	3.39	1.01
	0.76	1.37	
F My job responsibilities are communicated clearly to me	4.57	3.57	1.00
	0.60	1.13	
I My department or work unit has written, up-to-date objectives	4.22	3.22	1.00
	0.81	1.21	
D I am comfortable answering student questions about institutional policies and procedures	4.21	3.23	0.98
	0.80	1.08	
G My supervisor pays attention to what I have to say	4.57	3.60	0.97
	0.59	1.39	
J My department meets as a team to plan and coordinate work	4.30	3.42	0.88
	0.77	1.32	
T The work I do is valuable to the institution	4.53	3.72	0.81
	0.57	1.10	
N The employee benefits available to me are valuable	4.58	3.80	0.78
	0.56	1.23	
S The work I do is appreciated by my supervisor	4.36	3.60	0.76
	0.69	1.25	
U I am proud to work at this institution	4.44	3.77	0.67
	0.67	1.12	
R The type of work I do on most days is personally rewarding	4.59	4.04	0.55
	0.60	1.02	

- The Work Environment Gap Scores are plotted in Figure WE2. The items that had gaps in excess of the overall mean gap score (1.13) are color coded to their corresponding theme (along with the additional item that fell just below the mean gap score).

- 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:

1) *Communications:* Two items: A and E.
2) *Supervision:* Two Items: C and H.
3) *Resources:* Two items: K and L.
4) *Professional Opportunities:* This theme is an addition to the three themes identified in the Importance/Satisfaction Plot and one item – (M) – was moved from the Resources Theme. The four items are: O, P, M, and Q.

Figure WE2: Work Environment Gap Scores

Item	Gap Score
K	2.04
L	1.81
A	1.71
C	1.50
O	1.32
E	1.27
P	1.27
M	1.15
Q	1.12
B	1.04
H	1.01
F	1.00
I	1.00
D	0.98
G	0.97
J	0.88
T	0.81
N	0.78
S	0.76
U	0.67
R	0.55

Mean Gap Score: 1.13
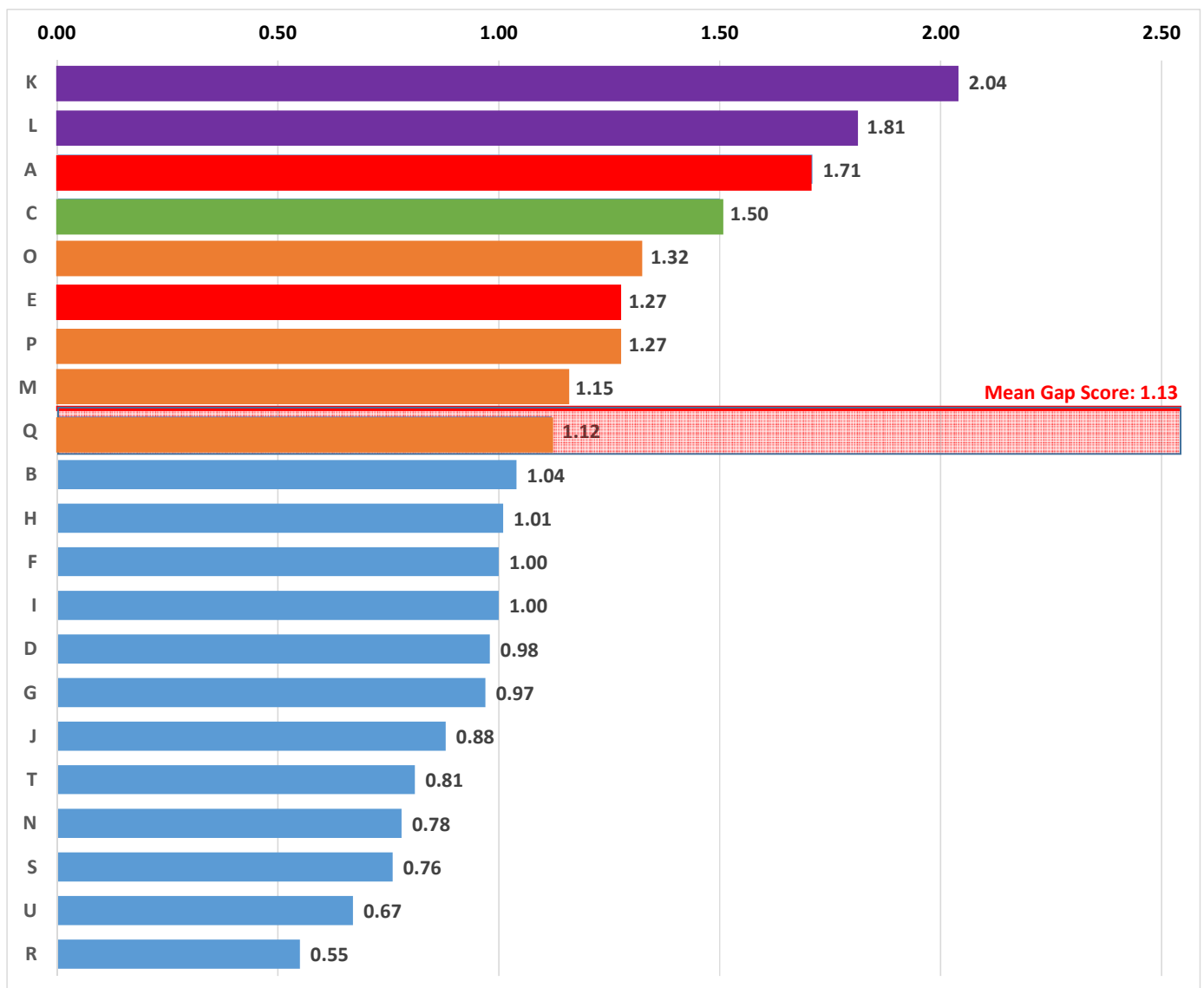
Communication
(A, E, and F)

Supervision
(C and H)

Resources
(K and L)

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

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	"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…."
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."

Table WE2 (Continued): Work Environment Comment Examples by Theme

Theme	Comment Examples
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!'"
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 salary wise over five years ago. My performance evaluations have been more critical than encouraging; I have nothing to work for either in recognition or in monetary terms. The college has been good to me in many ways. But I have not had a fulfilling work experience, especially recently...."

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 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.

- Table WE2 also presents mean Importance and Satisfaction scores (along with gap scores) broken down by Position. 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.

- Generally, there was agreement among the three positions with regard to Importance; only three of the twenty-one items were found to have statistically significant differences between positions.

- There was much less agreement between the positions with regard to Satisfaction. Nine of the twenty-one items had statistically significant differences. Tukey's HSD determined that Staff was generally less satisfied than either Administrators, Faculty, or both.

Table WE1: Work Environment Mean Importance, Mean Satisfaction, and Gap Scores Overall and by Position

Item	Overall Imp[1]	Overall Sat[1]	Overall Gap[2]	Faculty[3] Imp[1]	Faculty[3] Sat[1]	Faculty[3] Gap[2]	Staff[3] Imp[1]	Staff[3] Sat[1]	Staff[3] Gap[2]	Administrators[3] Imp[1]	Administrators[3] Sat[1]	Administrators[3] Gap[2]	Importance F, Sig.[4]	Importance Post Hoc[5]	Satisfaction F, Sig.[4]	Satisfaction Post Hoc[5]
K My department has the budget needed to do its job well	4.54 (0.62)	2.50 (1.09)	2.04	4.54 (0.60)	2.48 (1.06)	2.06	4.53 (0.66)	2.49 (1.14)	2.04	4.56 (0.56)	2.91 (0.90)	1.65				
L My department has the staff needed to do its job well	4.58 (0.60)	2.77 (1.19)	1.81	4.52 (0.54)	3.11 (1.07)	1.41	4.60 (0.67)	2.51 (1.22)	2.09	4.63 (0.49)	2.64 (0.96)	1.99			F(2, 351)=11.63, p≤.000	F>A,S
A It is easy for me to get information at this institution	4.47 (0.62)	2.76 (1.12)	1.71	4.50 (0.55)	2.80 (1.20)	1.70	4.47 (0.71)	2.70 (1.10)	1.77	4.30 (0.53)	3.09 (0.83)	1.21				
C I am empowered to resolve problems quickly	4.43 (0.67)	2.93 (1.17)	1.50	4.43 (0.58)	2.67 (1.21)	1.76	4.38 (0.77)	3.06 (1.09)	1.32	4.61 (0.50)	3.44 (1.11)	1.17			F(2, 349)=8.25, p≤.000	A>F
O I have adequate opportunities for advancement	4.15 (0.93)	2.83 (1.29)	1.32	3.99 (1.02)	3.11 (1.31)	0.88	4.29 (0.84)	2.51 (1.19)	1.78	4.03 (0.86)	3.38 (1.18)	0.65	F(2, 350)=4.67, p≤.010		F(2, 349)=12.44, p≤.000	A,F>S
E I have the information I need to do my job well	4.61 (0.58)	3.34 (1.08)	1.27	4.54 (0.60)	3.31 (1.03)	1.23	4.65 (0.58)	3.33 (1.11)	1.32	4.67 (0.48)	3.62 (1.04)	1.05				
P I have adequate opportunities for training to improve my skills	4.35 (0.72)	3.08 (1.24)	1.27	4.36 (0.68)	3.38 (1.26)	0.98	4.38 (0.74)	2.79 (1.16)	1.59	4.09 (0.82)	3.15 (1.18)	0.94			F(2, 351)=9.84, p≤.000	F>S
M I am paid fairly for the work I do	4.52 (0.61)	3.37 (1.23)	1.15	4.50 (0.56)	3.62 (1.24)	0.88	4.55 (0.63)	3.08 (1.81)	1.47	4.44 (0.56)	3.76 (1.06)	0.68			F(2, 353)=14.62, p≤.000	A,F>S
Q I have adequate opportunities for professional development	4.31 (0.73)	3.19 (1.24)	1.12	4.36 (0.64)	3.53 (1.25)	0.83	4.32 (0.78)	2.88 (1.15)	1.44	4.03 (0.86)	3.27 (1.18)	0.76			F(2, 351)=11.70, p≤.000	F>S
B I learn about important campus events in a timely manner	4.09 (0.76)	3.05 (1.13)	1.04	4.09 (0.73)	3.14 (1.12)	0.95	4.13 (0.79)	2.97 (1.17)	1.16	3.94 (0.61)	3.09 (0.97)	0.85				
H My supervisor helps me improve my job performance	4.40 (0.76)	3.39 (1.37)	1.01	4.33 (0.75)	3.28 (1.44)	1.05	4.43 (0.80)	3.46 (1.32)	0.97	4.52 (0.57)	3.76 (1.18)	0.76				
F My job responsibilities are communicated clearly to me	4.57 (0.60)	3.57 (1.13)	1.00	4.48 (0.61)	3.62 (1.07)	0.86	4.65 (0.61)	3.48 (1.17)	1.17	4.45 (0.56)	3.79 (1.12)	0.66	F(2, 352)=3.78, p≤ .024			
I My department or work unit has written, up-to-date objectives	4.22 (0.81)	3.22 (1.21)	1.00	4.13 (0.81)	3.33 (1.18)	0.80	4.28 (0.84)	3.07 (1.28)	1.21	4.27 (0.67)	3.58 (1.00)	0.69			F(2, 342)=3.35, p≤.036	A>S
D I am comfortable answering student questions about institutional policies and procedures	4.21 (0.80)	3.23 (1.08)	0.98	4.19 (0.67)	3.15 (1.09)	1.04	4.25 (0.91)	3.30 (1.08)	0.95	4.00 (0.67)	3.36 (0.99)	0.64				
G My supervisor pays attention to what I have to say	4.57 (0.59)	3.60 (1.39)	0.97	4.55 (0.54)	3.42 (1.51)	1.13	4.59 (0.65)	3.75 (1.29)	0.84	4.55 (0.56)	3.85 (1.18)	0.70				
J My department meets as a team to plan and coordinate work	4.30 (0.77)	3.42 (1.32)	0.88	4.27 (0.73)	3.36 (1.35)	0.91	4.30 (0.84)	3.41 (1.31)	0.89	4.36 (0.65)	3.82 (1.14)	0.54				
T The work I do is valuable to the institution	4.53 (0.57)	3.72 (1.10)	0.81	4.47 (0.58)	3.68 (1.15)	0.79	4.56 (0.57)	3.73 (1.04)	0.83	4.56 (0.50)	3.94 (1.00)	0.62				
N The employee benefits available to me are valuable	4.58 (0.56)	3.80 (1.23)	0.78	4.53 (0.56)	3.73 (1.28)	0.80	4.61 (0.57)	3.80 (1.20)	0.81	4.61 (0.50)	4.39 (0.79)	0.22			F(2, 351)=4.22, p≤.016	A>S,F
S The work I do is appreciated by my supervisor	4.36 (0.69)	3.60 (1.25)	0.76	4.25 (0.68)	3.50 (1.31)	0.75	4.44 (0.70)	3.65 (1.19)	0.79	4.38 (0.66)	4.06 (1.00)	0.32	F(2, 351)=3.12, p≤.045			
U I am proud to work at this institution	4.44 (0.67)	3.77 (1.12)	0.67	4.40 (0.62)	3.72 (1.15)	0.68	4.47 (0.74)	3.81 (1.08)	0.66	4.44 (0.56)	4.09 (0.80)	0.35				
R The type of work I do on most days is personally rewarding	4.59 (0.60)	4.04 (1.02)	0.55	4.65 (0.49)	4.33 (0.81)	0.32	4.52 (0.70)	3.82 (1.10)	0.70	4.59 (0.56)	4.03 (1.07)	0.56			F(2, 353)=10.83, p≤.000	F>S

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

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

[3]For each position, 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 least one group did not exceed the average gap score.

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

[5]Tukey'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 (1.13) along with the item that fell just below.

- 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, staff had gaps in excess of the overall mean gap score.

Figure WE3:

Work Environment Gap Scores Exceeding Overall Mean

Item	Administration	Staff	Faculty
K My department has the budget needed to do its job well	1.65	2.04	2.06
L My department has the staff needed to do its job well	1.99	2.09	1.41
A It is easy for me to get information at this institution	1.21	1.77	1.70
C I am empowered to resolve problems quickly	1.17	1.32	1.76
O I have adequate opportunities for advancement	0.65	1.78	0.88
E I have the information I need to do my job well	1.05	1.32	1.23
P I have adequate opportunities for training to improve my skills	0.94	1.59	0.98
M I am paid fairly for the work I do	0.68	1.47	0.88
Q I have adequate opportunities for professional development	0.76	1.44	0.83

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.   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.

- Table WE3 also presents mean Importance and Satisfaction scores (along with gap scores) broken down by 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 <u>not</u> 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 status, there was a great deal of agreement with regard to the importance of the Work Environment items. Only one of the twenty one items revealed statistically significant difference. Full-time employees rated item (N) "The employee benefits available to me are valuable" as significantly more important than part time employees.

- There was less agreement among the full and part time employees with regard to their satisfaction ratings. Seven of the twenty one items were found to have statistically significant differences between full and part timers. Interestingly, in four of the items (O, M, J, and N) Full Time employees were more satisfied; in three of the items (L, A, and B) Part Time employees were more satisfied.

- The three highest gap scores among part time employees deal with professional opportunity. Items K, O, and N had gap scores in excess of 1.90. These items indicate that part time employees do not perceive a likelihood of moving into full time status.

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	4.54	2.50	2.04	4.53	2.53	2.00	4.55	2.46	2.09						
	0.62	1.09		0.65	1.08		0.53	1.17							
L My department has the staff needed to do its job well	4.58	2.77	1.81	4.60	2.70	1.90	4.49	3.08	1.41				-2.52	356	0.012
	0.60	1.19		0.62	1.18		0.53	1.16							
A It is easy for me to get information at this institution	4.47	2.76	1.71	4.47	2.68	1.79	4.44	3.05	1.39				-2.6	354	0.01
	0.62	1.12		0.64	1.09		0.59	1.18							
C I am empowered to resolve problems quickly	4.43	2.93	1.50	4.44	2.91	1.53	4.41	2.99	1.42						
	0.67	1.17		0.69	1.19		0.63	1.12							
O I have adequate opportunities for advancement	4.15	2.83	1.32	4.10	2.99	1.11	**4.29**	**2.38**	**1.91**				3.74	353	0.000
	0.93	1.29		0.97	1.28		**0.76**	**1.24**							
E I have the information I need to do my job well	4.61	3.34	1.27	4.62	3.36	1.26	4.58	3.25	1.33						
	0.58	1.08		0.58	1.07		0.59	1.13							
P I have adequate opportunities for training to improve my skills	4.35	3.08	1.27	4.33	3.14	1.19	4.41	2.84	1.57						
	0.72	1.24		0.75	1.24		0.63	1.26							
M I am paid fairly for the work I do	4.52	3.37	1.15	4.51	3.53	0.98	**4.56**	**2.81**	**1.75**				4.31	115.11	0.000
	0.61	1.23		0.62	1.16		**0.55**	**1.34**							
Q I have adequate opportunities for professional development	4.31	3.19	1.12	4.30	3.25	1.05	**4.33**	**2.97**	**1.36**						
	0.73	1.24		0.74	1.25		**0.74**	**1.21**							
B I learn about important campus events in a timely manner	4.09	3.05	1.04	**4.10**	**2.95**	**1.15**	4.05	3.43	0.62				-3.37	355	0.001
	0.76	1.13		**0.77**	**1.12**		0.70	1.08							
H My supervisor helps me improve my job performance	4.40	3.39	1.01	4.40	3.43	0.97	4.40	3.35	1.05						
	0.76	1.37		0.80	1.38		0.63	1.31							
F My job responsibilities are communicated clearly to me	4.57	3.57	1.00	4.56	3.57	0.99	4.58	3.54	1.04						
	0.60	1.13		0.62	1.12		0.55	1.16							
I My department or work unit has written, up-to-date objectives	4.22	3.22	1.00	4.20	3.24	0.96	**4.28**	**3.15**	**1.13**						
	0.81	1.21		0.83	1.23		**0.76**	**1.22**							
D I am comfortable answering student questions about institutional policies and procedures	4.21	3.23	0.98	4.18	3.27	0.91	**4.30**	**3.10**	**1.20**						
	0.80	1.08		0.83	1.04		**0.67**	**1.18**							
G My supervisor pays attention to what I have to say	4.57	3.60	0.97	4.59	3.62	0.97	4.53	3.65	0.88						
	0.59	1.39		0.60	1.40		0.57	1.31							
J My department meets as a team to plan and coordinate work	4.30	3.42	0.88	4.29	3.52	0.77	**4.34**	**3.05**	**1.29**				2.776	356	0.006
	0.77	1.32		0.79	1.30		**0.75**	**1.36**							
T The work I do is valuable to the institution	4.53	3.72	0.81	4.55	3.73	0.82	4.46	3.73	0.73						
	0.57	1.10		0.57	1.09		0.57	1.10							
N The employee benefits available to me are valuable	4.58	3.80	0.78	4.62	4.17	0.45	**4.43**	**2.51**	**1.92**	2.62	352	0.009	10.65	99.10	0.000
	0.56	1.23		0.54	0.93		**0.62**	**1.28**							
S The work I do is appreciated by my supervisor	4.36	3.60	0.76	4.38	3.63	0.75	4.29	3.54	0.75						
	0.69	1.25		0.70	1.25		0.66	1.24							
U I am proud to work at this institution	4.44	3.77	0.67	4.46	3.75	0.71	4.38	3.89	0.49						
	0.67	1.12		0.67	1.13		0.69	1.06							
R The type of work I do on most days is personally rewarding	4.59	4.04	0.55	4.57	3.99	0.58	4.66	4.24	0.42						
	0.60	1.02		0.62	1.05		0.55	0.89							

[1]For each item the mean (above) and standard deviation (below) are reported by the identified status.
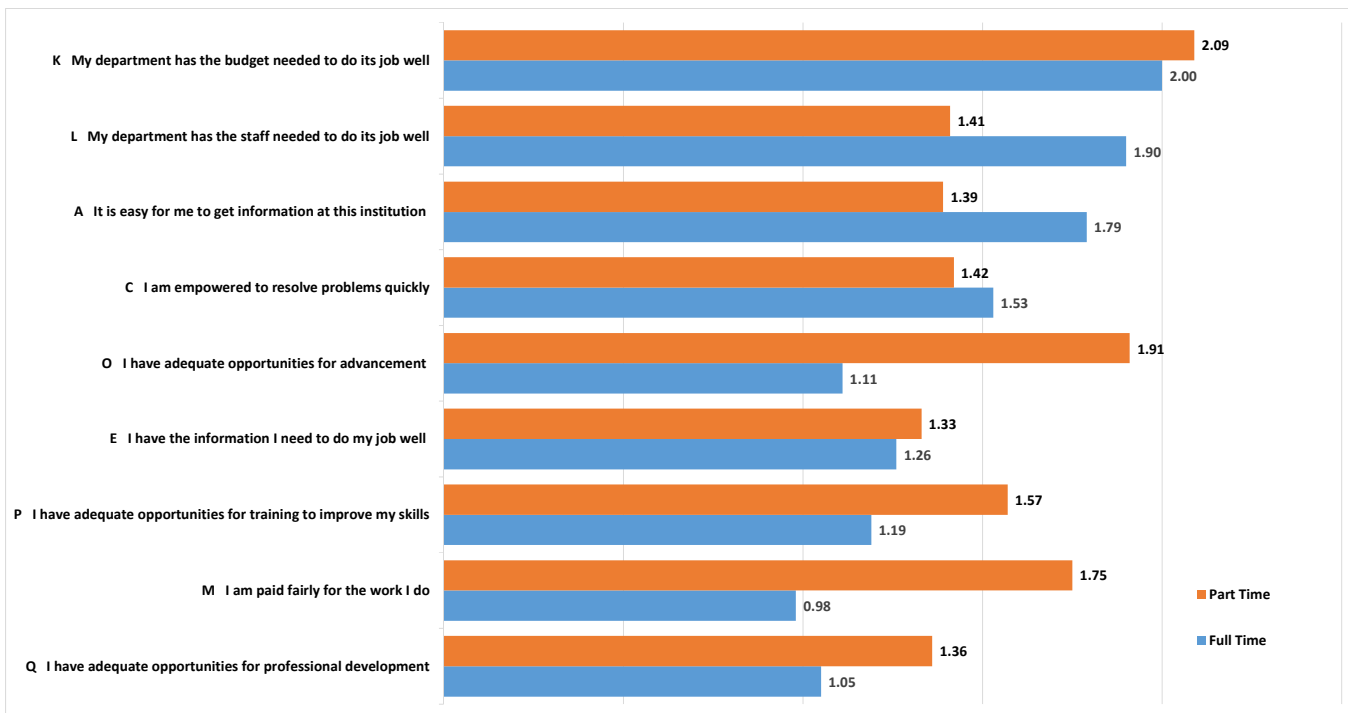[2]Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.
[3]For each status, values reported in orange had gap scores greater than or equal to the overall average gap score (1.68). Items in **Bold Orange** indicate that at one group did not exceed the average gap score.

[4]An 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 nine items that had overall gap scores close to or above of the grand mean gap score (1.13).

- Full Time Employees are reported in the lower (blue) bars; Part Time Employees are reported in the upper (orange) bars.

- Part Time Employees had gap scores in excess of the overall for every item.

- Full Time Employees were less likely to have gaps on the items reported; six of the nine Work Environment items had gap scores in excess of the overall mean.

Figure WE4:

Work Environment Gap Scores Exceeding Overall Mean FT/PT Status

Item	Part Time	Full Time
K My department has the budget needed to do its job well	2.09	2.00
L My department has the staff needed to do its job well	1.41	1.90
A It is easy for me to get information at this institution	1.39	1.79
C I am empowered to resolve problems quickly	1.42	1.53
O I have adequate opportunities for advancement	1.91	1.11
E I have the information I need to do my job well	1.33	1.26
P I have adequate opportunities for training to improve my skills	1.57	1.19
M I am paid fairly for the work I do	1.75	0.98
Q I have adequate opportunities for professional development	1.36	1.05

MHCC Items – Importance/Satisfaction

- Results of the Importance / Satisfaction Plot for items for MHCC specific items are presented in Figure MHCC 1. Nineteen items specific to MHCC were asked in one of the two sections (Culture & Policies and Work Environment). 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): Eleven items fell into the Keep Up The Good Work Quadrant. Three of the items – new to this administration of the survey – dealt with the diversity in the workforce: (MHCC-8) "Employees' race/ethnicity impacts how they are viewed at MHCC" and (MHCC-9) "Diversity is respected and valued throughout the campus," and (MHCC-10) "Workgroups include members with diverse values, backgrounds, and beliefs." The other eight items were student centric: (MHCC-1) "MHCC leaders promote the success of all students," (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-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."

- *Concentrate Here* (High Importance/Low Satisfaction): Six items fell into the Concentrate Here Quadrant. The items appear to fall into two distinct areas:

  1) Leadership Competencies: Five 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, its 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," and (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."
  2) Student Access: One Item (MHCC-14) "Students have access to classes at the times they want to take them."

- *Low Priority* (Low Importance / Low Satisfaction): One item fell into the Low Priority Quadrant: (MHCC-19) "The college is well-represented in outlying communities within the district."

- *Possible Overkill* (Low Importance / High Satisfaction): One item fell into the Possible Overkill Quadrant: (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)."

Figure MHCC1: Importance/Satisfaction MHCC Specific Items
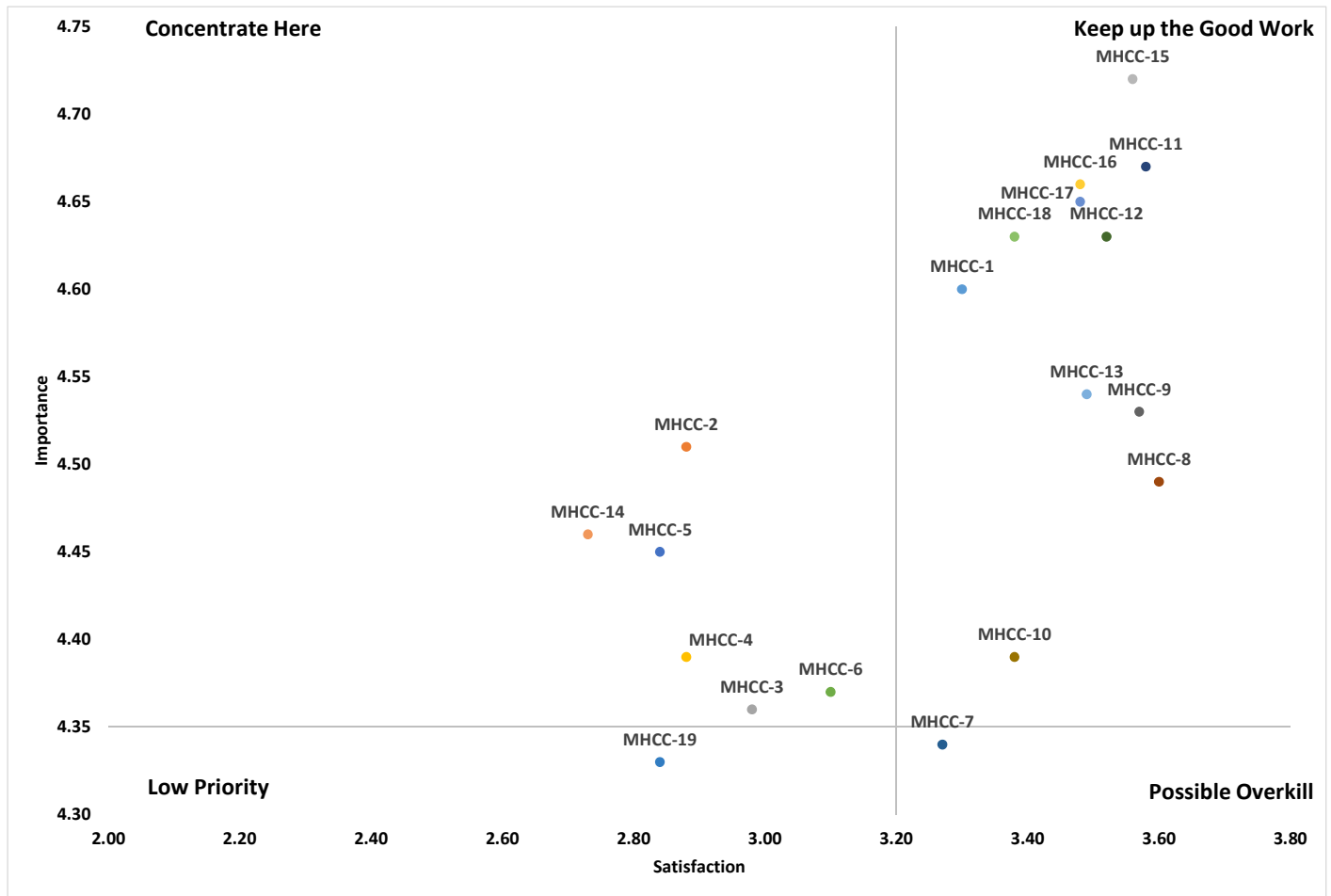
MHCC-1 MHCC leaders promote the success of all students
MHCC-2 MHCC leaders strategically improve the quality of the institution
MHCC-3 MHCC leaders sustain the mission based on knowledge of the organization, it's environment, and future trends
MHCC-4 MHCC leaders equitably and/or ethically sustain all 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 Employees' race/ethnicity impacts how they are viewed at MHCC

MHCC-9 Diversity is respected and valued throughout the campus
MHCC-10 Workgroups include members with diverse values, backgrounds, and beliefs
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

MHCC Item – Gap Analysis

- Overall Mean Importance and Mean Satisfaction (along with the standard deviations) and Gap scores for MHCC Items are presented in Table MHCC1. 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 (1.26) and all items that fell at or above the mean gap score were highlighted in red. Eight of the nineteen MHCC items were at or above the mean gap score; one additional item was close to the overall average gap score and is included in the analysis.

- All items that fell into the "Concentrate Here" quadrant of the Importance/Satisfaction Plot had gap scores in excess of the overall.

- Three additional items had gap scores at or above the overall average gap score: MHCC-1, MHCC-18, and MHCC-19.

Table MHCC1

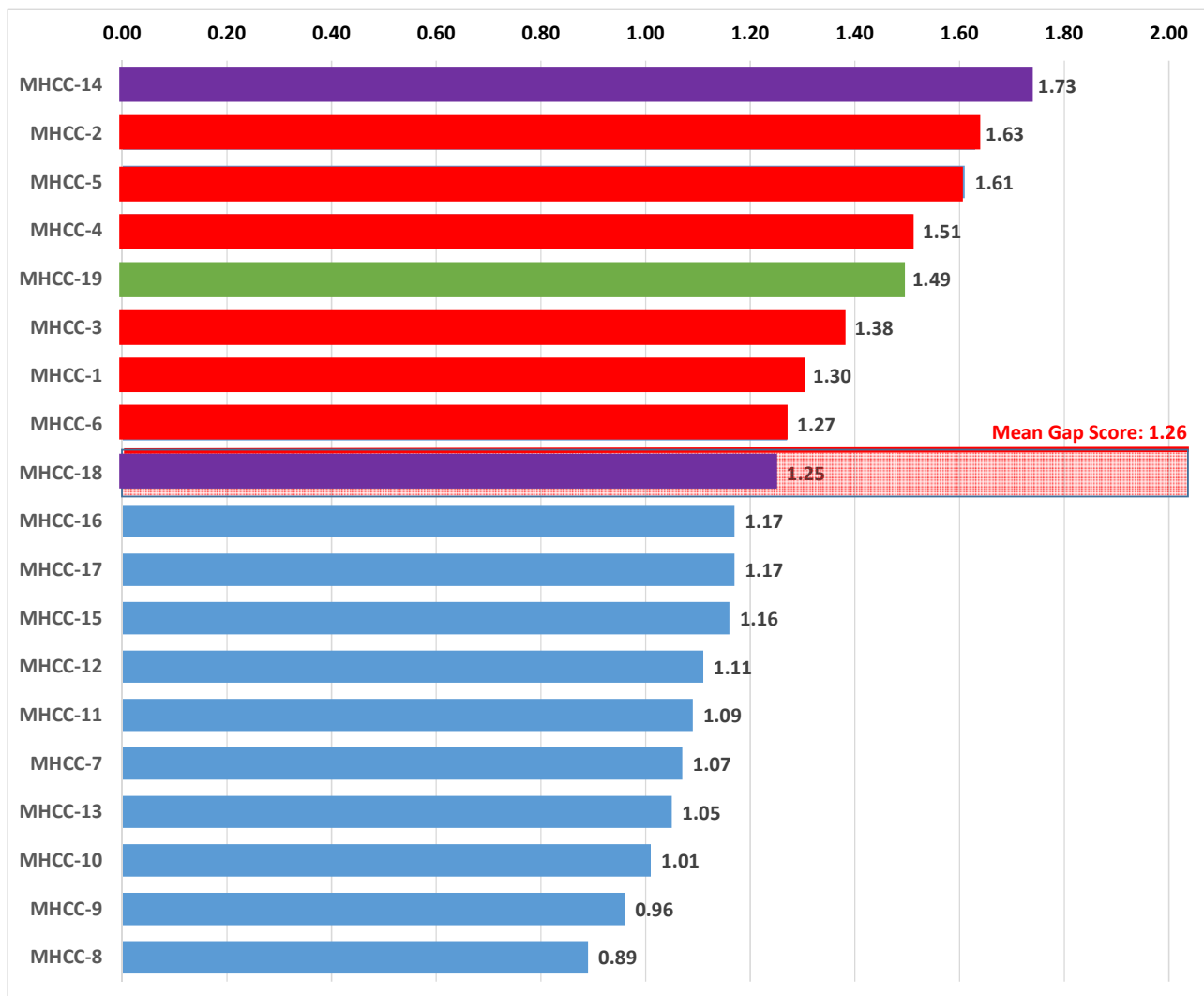| Item	Overall		
	Imp[1]	Sat[1]	Gap[2]
14) Students have access to classes at the times they want to take them	4.46	2.73	1.73
	0.66	1.04	
2) MHCC leaders strategically improve the quality of the institution	4.51	2.88	1.63
	0.71	1.09	
5) MHCC leaders use clear listening, speaking and writing skills to engage honest, open dialogue….	4.45	2.84	1.61
	0.69	1.18	
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
	0.77	1.11	
19) The college is well-represented in outlying communities within the district	4.33	2.84	1.49
	0.85	1.00	
3) MHCC leaders sustain the mission based on knowledge of the organization, it's environment, and future trends	4.36	2.98	1.38
	0.72	1.08	
1) MHCC leaders promote the success of all students	4.60	3.30	1.30
	0.60	0.96	
6) MHCC leaders develop and maintain internal and external relationships that nurture diversity, promote the success…	4.37	3.10	1.27
	0.77	1.10	
18) Students are satisfied with their overall experience at MHCC	4.63	3.38	1.25
	0.58	0.87	
16) Students are well prepared for their career	4.65	3.48	1.17
	0.56	0.98	
17) Students are well prepared to transfer/continue their education	4.65	3.48	1.17
	0.56	0.95	
15) Students receive an excellent education	4.72	3.56	1.16
	0.50	0.95	
12) Faculty meet the needs of the students	4.63	3.52	1.11
	0.59	0.98	
11) Student needs are central to what we do	4.67	3.58	1.09
	0.59	1.04	
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
	0.78	1.00	
13) Non-faculty employees meet the needs of the students	4.54	3.49	1.05
	0.64	0.64	
10) Workgroups include members with diverse values, backgrounds, and beliefs	4.39	3.38	1.01
	0.76	1.16	
9) Diversity is respected and valued throughout the campus	4.53	3.57	0.96
	0.71	1.14	
8) Employees' race/ethnicity impacts how they are viewed at MHCC	4.49	3.60	0.89
	0.75	1.14	

- The MHCC Item Gap Scores are plotted in Figure MHCC2. The items that had gaps in excess of the overall mean gap score (1.26) are color coded to their corresponding theme.
- The two themes identified in the Importance/Satisfaction Plot are confirmed in the Gap Analysis; a third theme is also identified:

  1) *Leadership:* Seven Items: MHCC-D, MHCC-B, MHCC-E, MHCC-C, MHCC-F, MHCC-G, MHCC-A
  2) *Student Access:* One Item: MHCC-N
  3) *External Relationships:* One Item: MHCC-S

Figure MHCC2: MHCC Item Gap Scores

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

Student Access
(MHCC-14 and 18)

External Relationships
(MHCC-19)

MHCC Item Gap Analysis by Position

- Overall Mean Importance and Mean Satisfaction (along with the standard deviations) and Gap scores for MHCC items are presented in Table MHCC2 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.

- Table MHCC2 also presents mean Importance and Satisfaction scores (along with gap scores) broken down by Position. 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.

- Generally, there was agreement among the three positions with regard to Importance; four of the nineteen items were found to have statistically significant differences between positions.

- There was much less agreement between the positions with regard to Satisfaction. Eleven of the nineteen items had statistically significant differences. Tukey's HSD determined that Staff was generally less satisfied than either Administrators, Faculty, or both.

Table MHCC2: Work Environment Mean Importance, Mean Satisfaction, and Gap Scores Overall and by Position

Item	Overall Imp[1]	Sat[1]	Gap[2]	Faculty[3] Imp[1]	Sat[1]	Gap[2]	Staff[3] Imp[1]	Sat[1]	Gap[2]	Administrators[3] Imp[1]	Sat[1]	Gap[2]	Importance F, Sig.[4]	Post Hoc[5]	Satisfaction F, Sig.[4]	Post Hoc[5]
14) Students have access to classes at the times they want to take them	4.46 / 0.66	2.73 / 1.04	1.73	4.35 / 0.67	3.05 / 1.03	1.30	4.54 / 0.66	2.51 / 0.99	2.03	4.55 / 0.57	2.44 / 0.98	2.11	F(2, 341)=3.68, p≤.026		F(2, 341)=12.69, p≤.000	F>S,A
2) MHCC leaders strategically improve the quality of the institution	4.51 / 0.71	2.88 / 1.09	1.63	4.50 / 0.58	2.81 / 1.07	1.69	4.53 / 0.78	2.84 / 1.13	1.69	4.58 / 0.61	3.32 / 0.81	1.26			F(2, 347)=3.35, p≤.036	A>S,F
5) MHCC leaders use clear listening, speaking and writing skills to engage honest, open dialogue….	4.45 / 0.69	2.84 / 1.18	1.61	4.42 / 0.64	2.72 / 1.21	1.70	4.52 / 0.71	2.87 / 1.16	1.65	4.45 / 0.56	3.52 / 1.00	0.93			F(2, 345)=6.33, p≤.002	A>S,F
4) MHCC leaders equitably and/or ethically sustain all college assets…to fulfill the mission, vision, and goals of the institution	4.39 / 0.77	2.88 / 1.11	1.51	4.36 / 0.72	2.85 / 1.12	1.51	4.45 / 0.76	2.84 / 1.09	1.61	4.45 / 0.62	3.41 / 1.04	1.04			F(2, 342)=3.84, p≤.023	A>F,S
19) The college is well-represented in outlying communities within the district	4.33 / 0.85	2.84 / 1.00	1.49	4.21 / 0.86	3.03 / 0.91	1.18	4.46 / 0.84	2.71 / 1.06	1.75	4.30 / 0.70	2.87 / 0.92	1.43	F(2, 333)=3.38, p≤.035		F(2, 331)=3.93, p≤.021	
3) MHCC leaders sustain the mission based on knowledge of the organization, it's environment, and future trends	4.36 / 0.72	2.98 / 1.08	1.38	4.37 / 0.63	2.87 / 1.06	1.50	4.39 / 0.73	3.01 / 1.10	1.38	4.33 / 0.60	3.36 / 0.99	0.97				
1) MHCC leaders promote the success of all students	4.60 / 0.60	3.30 / 0.96	1.30	4.53 / 0.62	3.24 / 0.97	1.29	4.62 / 0.60	3.27 / 0.97	1.35	4.76 / 0.44	3.70 / 0.81	1.06			F(2, 346)=3.24, p≤.040	A>S,F
6) MHCC leaders develop and maintain internal and external relationships that nurture diversity, promote the success…	4.37 / 0.77	3.10 / 1.10	1.27	4.30 / 0.76	3.04 / 1.11	1.26	4.45 / 0.78	3.10 / 1.09	1.35	4.50 / 0.62	3.39 / 1.00	1.11				
18) Students are satisfied with their overall experience at MHCC	4.63 / 0.58	3.38 / 0.87	1.25	4.61 / 0.55	3.56 / 0.90	1.05	4.63 / 0.62	3.23 / 0.82	1.40	4.68 / 0.48	3.47 / 0.73	1.21			F(2, 332)=6.05, p≤.003	
16) Students are well prepared for their career	4.65 / 0.56	3.48 / 0.98	1.17	4.67 / 0.54	3.78 / 0.98	0.89	4.65 / 0.60	3.24 / 0.89	1.41	4.62 / 0.49	3.40 / 0.93	1.22			F(2, 332)=12.66, p≤.000	F>S
17) Students are well prepared to transfer/continue their education	4.65 / 0.56	3.48 / 0.95	1.17	4.66 / 0.54	3.72 / 0.99	0.94	4.65 / 0.59	3.32 / 0.89	1.33	4.55 / 0.57	3.44 / 0.67	1.11			F(2, 335)=7.37, p≤.001	F>S
15) Students receive an excellent education	4.72 / 0.50	3.56 / 0.95	1.16	4.74 / 0.50	3.80 / 0.97	0.94	4.70 / 0.52	3.35 / 0.88	1.35	4.71 / 0.46	3.69 / 0.82	1.02			F(2,341)=9.89, p≤.000	F>S
12) Faculty meet the needs of the students	4.63 / 0.59	3.52 / 0.98	1.11	4.66 / 0.52	3.88 / 0.92	0.78	4.60 / 0.68	3.25 / 0.91	1.35	4.66 / 0.48	3.27 / 0.91	1.39			F(2, 340)=20.15, p≤.000	F>S,A
11) Student needs are central to what we do	4.67 / 0.59	3.58 / 1.04	1.09	4.69 / 0.50	3.62 / 1.10	1.07	4.62 / 0.67	3.60 / 0.97	1.02	4.81 / 0.47	3.52 / 0.94	1.29				
7) MHCC leaders understand, are committed to, and/or advocate for the mission, vision, and goals of the college…	4.34 / 0.78	3.27 / 1.00	1.07	4.32 / 0.81	3.23 / 1.03	1.09	4.38 / 0.75	3.29 / 0.98	1.09	4.42 / 0.56	3.58 / 0.94	0.84				
13) Non-faculty employees meet the needs of the students	4.54 / 0.64	3.49 / 0.64	1.05	4.51 / 0.67	3.57 / 1.01	0.94	4.55 / 0.64	3.44 / 0.89	1.11	4.56 / 0.50	3.45 / 0.79	1.11				
10) Workgroups include members with diverse values, backgrounds, and beliefs	4.39 / 0.76	3.38 / 1.16	1.01	4.28 / 0.78	3.37 / 1.10	0.91	4.49 / 0.73	3.45 / 1.21	1.04	4.47 / 0.72	3.09 / 1.26	1.38	F(2, 339)=3.36, p≤.036			
9) Diversity is respected and valued throughout the campus	4.53 / 0.71	3.57 / 1.14	0.96	4.44 / 0.74	3.56 / 1.09	0.88	4.62 / 0.68	3.62 / 1.20	1.00	4.66 / 0.48	3.27 / 1.10	1.39	F(2, 344)=3.03, p≤.049			
8) Employees' race/ethnicity impacts how they are viewed at MHCC	4.49 / 0.75	3.60 / 1.14	0.89	4.47 / 0.68	3.66 / 1.05	0.81	4.55 / 0.79	3.61 / 1.22	0.94	4.48 / 0.68	3.29 / 1.16	1.19				

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

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

[3]For each position, 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 least one group did not exceed the average gap score.

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

[5]Tukey'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.

- MHCC Item gap scores by position are presented in Figure MHCC3. The figure presents the nine items that had overall gap scores at or above the grand mean gap score (1.26)

- 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 fewer items exceed the grand mean gap score. For administrators, only three items had gaps greater than or equal to the grand mean.

- Faculty had gap scores in excess of the grand mean for all but two of the nine items presented.

- Staff were most likely to indicate gaps. For every item identified, staff had gaps in excess of the overall mean gap score.

Figure MHCC3:

MHCC Items Gap Analysis by Position
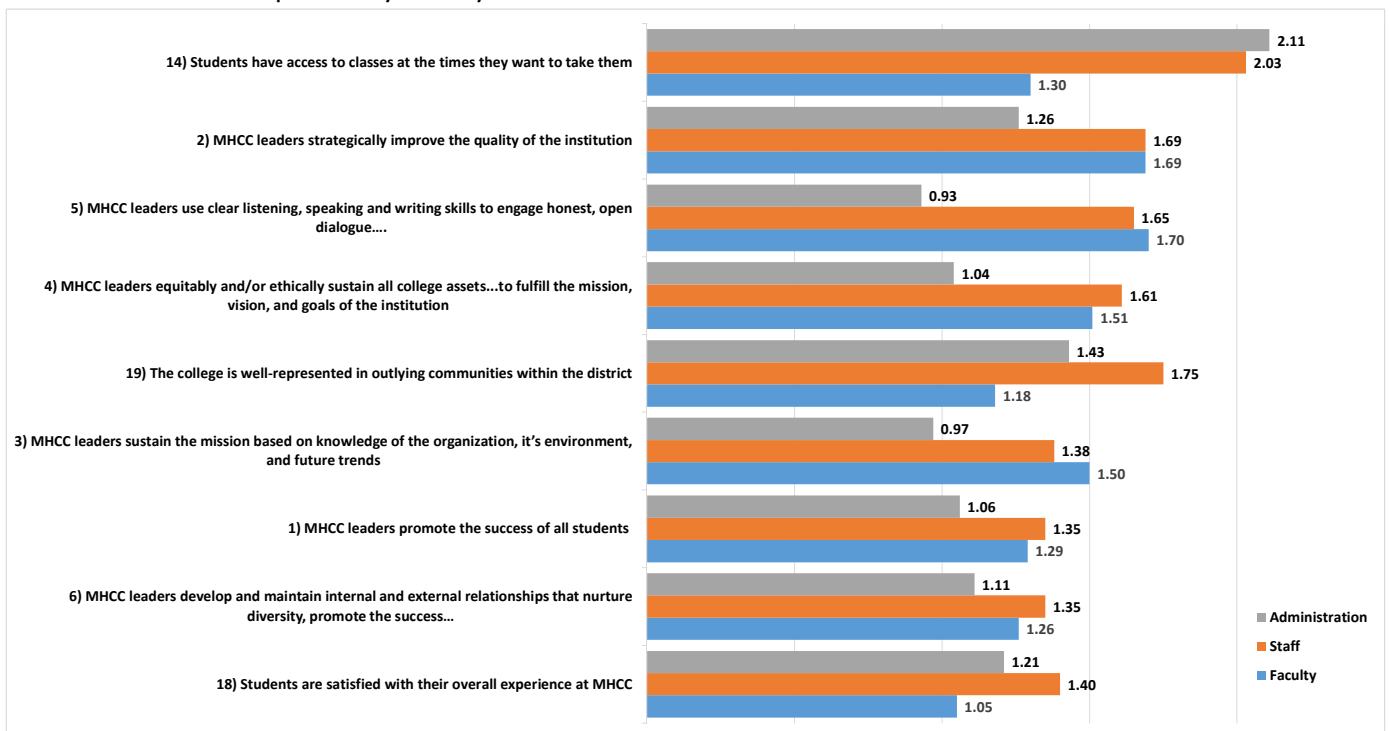
- Overall Mean Importance and Mean Satisfaction (along with the standard deviations) and Gap scores for MHCC Items are presented in Table MHCC3 below. The table also presents the scores by Full and Part Time Status. Gap scores are calculated by subtracting the Mean Satisfaction Score from the Mean Importance Score. Items are ranked by their Overall gap scores—largest gap to smallest.

- A mean of the gap scores was calculated (1.26) and all items that fell at or above the mean gap score were highlighted in red. Nine of the nineteen MHCC items were at or above the mean gap score.

- The Table also presents mean Importance and Satisfaction scores (along with gap scores) broken down by Status. Items highlighted in orange had gap scores in excess of the overall average gap score. Items highlighted in **bold orange** indicate that at one group did not exceed the overall average gap score.

- All items that fell into the "Concentrate Here" quadrant of the Importance/Satisfaction Plot had gap scores in excess of the overall.

- Finally, the table presents the results of Independent Samples t-tests based on status. The table reports statistically significant differences between full and part time status.

- For importance, no statistically significant differences were found between Full Time and Part Time Employees.

- For satisfaction, five of the items were found to have statistically significant differences based on status. Part Time Employees were more satisfied with four of the five items (MHCC-2, 5, 4, and 19). Full Time Employees were more satisfied with one of the five items (MHCC-16).

Table MHCC3: MHCC Item Gap Scores by Status

Item	Overall Imp[1]	Sat[1]	Gap[2]	Full Time[3] Imp[1]	Sat[1]	Gap[2]	Part Time[3] Imp[1]	Sat[1]	Gap[2]	Importance t	d.f.	p≤	Satisfaction t	d.f.	p≤
14) Students have access to classes at the times they want to take them	4.46	2.73	1.73	4.47	2.68	1.79	4.45	2.89	1.56						
	0.66	1.04		0.67	1.07		0.62	0.93							
2) MHCC leaders strategically improve the quality of the institution	4.51	2.88	1.63	4.52	2.78	1.74	4.51	3.09	1.42				-2.45	145.58	0.015
	0.71	1.09		0.73	1.12		0.62	0.95							
5) MHCC leaders use clear listening, speaking and writing skills to engage honest, open dialogue….	4.45	2.84	1.61	4.48	2.76	1.72	4.40	3.05	1.35				-2.08	145.99	0.040
	0.69	1.18		0.71	1.24		0.61	1.03							
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	4.40	2.81	1.59	4.43	3.09	1.34				-2.12	1.39.60	0.035
	0.77	1.11		0.79	1.14		0.59	0.98							
19) The college is well-represented in outlying communities within the district	4.33	2.84	1.49	4.36	2.77	1.59	4.26	3.08	1.17				-2.34	333	0.020
	0.85	1.00		0.84	0.99		0.89	1.00							
3) MHCC leaders sustain the mission based on knowledge of the organization, it's environment, and future trends	4.36	2.98	1.38	4.38	2.91	1.47	4.34	3.15	1.19						
	0.72	1.08		0.72	1.10		0.64	0.99							
1) MHCC leaders promote the success of all students	4.60	3.30	1.30	4.62	3.23	1.39	4.52	3.46	1.06						
	0.60	0.96		0.59	0.97		0.62	0.92							
6) MHCC leaders develop and maintain internal and external relationships that nurture diversity, promote the success…	4.37	3.10	1.27	4.38	3.02	1.36	4.38	3.28	1.10						
	0.77	1.10		0.79	1.11		0.71	1.09							
18) Students are satisfied with their overall experience at MHCC	4.63	3.38	1.25	4.66	3.36	1.30	4.55	3.45	1.27						
	0.58	0.87		0.57	0.88		0.60	0.88							
16) Students are well prepared for their career	4.65	3.48	1.17	4.66	3.53	1.13	4.65	3.26	1.20				2.02	336	0.044
	0.56	0.98		0.56	0.97		0.56	1.01							
17) Students are well prepared to transfer/continue their education	4.65	3.48	1.17	4.65	3.53	1.12	4.65	3.33	1.39						
	0.56	0.95		0.57	0.91		0.56	1.07							
15) Students receive an excellent education	4.72	3.56	1.16	4.72	3.59	1.13	4.74	3.45	1.41						
	0.50	0.95		0.51	0.93		0.50	1.01							
12) Faculty meet the needs of the students	4.63	3.52	1.11	4.64	3.50	1.14	4.58	3.55	1.03						
	0.59	0.98		0.60	1.01		0.57	0.85							
11) Student needs are central to what we do	4.67	3.58	1.09	4.69	3.54	1.15	4.63	3.72	0.91						
	0.59	1.04		0.58	1.07		0.61	0.92							
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	4.35	3.22	1.13	4.38	3.41	0.97						
	0.78	1.00		0.79	1.04		0.71	0.90							
13) Non-faculty employees meet the needs of the students	4.54	3.49	1.05	4.56	3.45	1.11	4.44	3.64	0.80						
	0.64	0.64		0.64	0.96		0.64	0.84							
10) Workgroups include members with diverse values, backgrounds, and beliefs	4.39	3.38	1.01	4.41	3.33	1.08	4.37	3.53	0.84						
	0.76	1.16		0.76	1.18		0.76	1.13							
9) Diversity is respected and valued throughout the campus	4.53	3.57	0.96	4.56	3.53	1.03	4.49	3.64	0.85						
	0.71	1.14		0.68	1.17		0.75	1.06							
8) Employees' race/ethnicity impacts how they are viewed at MHCC	4.49	3.60	0.89	4.54	3.57	0.97	4.42	3.71	0.71						
	0.75	1.14		0.73	1.17		0.77	1.08							

[1]For each item the mean (above) and standard deviation (below) are reported by the identified status.
[2]Gap scores are calculated by subtracting the mean satisfaction score from the mean importance score.
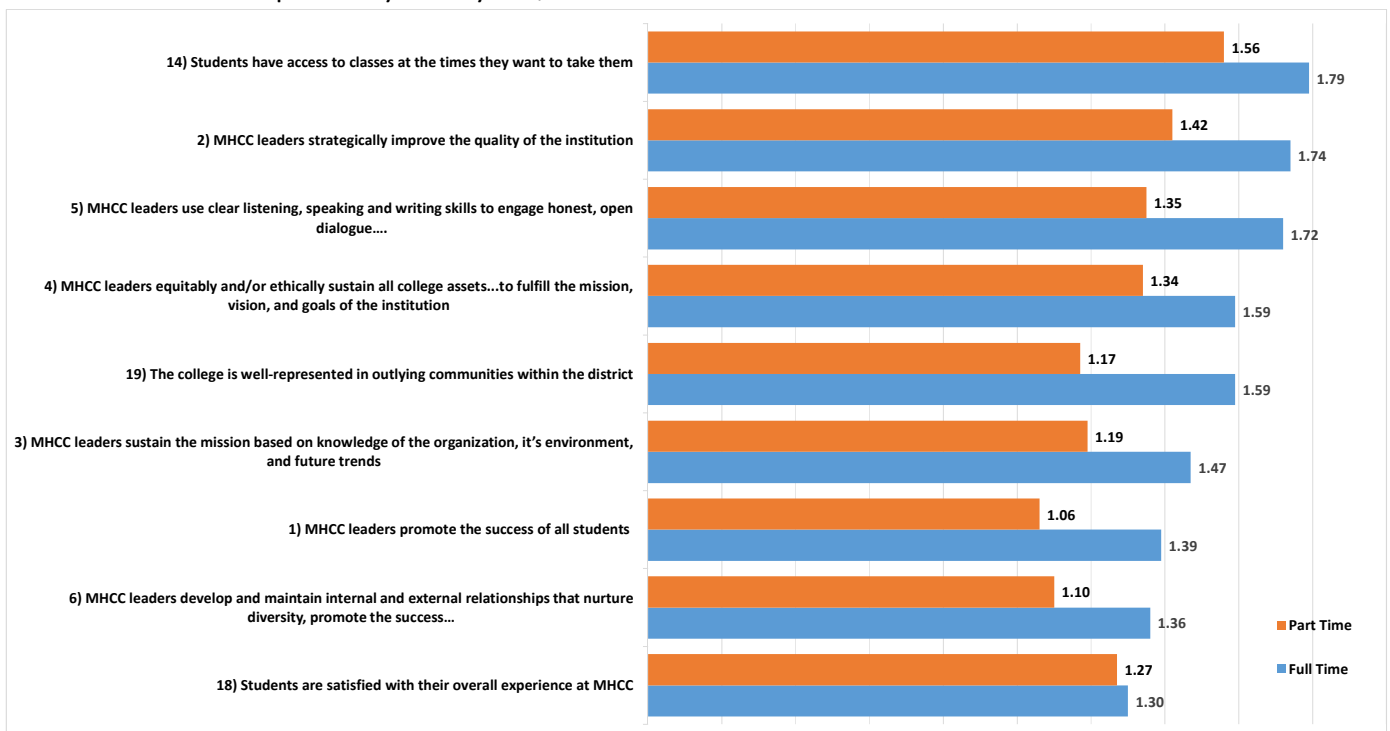[3]For each status, values reported in orange had gap scores greater than or equal to the overall average gap score (1.68). Items in **Bold Orange** indicate that at one group did not exceed the average gap score.

[4]An 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.

- MHCC Item gap scores by Full and Part Time Status are presented in Figure MHCC4. The figure presents the nine items that had overall gap scores in excess of the grand mean gap score (1.40) For each status, if a gap score is not reported, it did not exceed the grand mean gap score.

- Full Time are reported in the lower (blue) bars; Part Time are reported in the upper (orange) bars.

- Part Time employees were far less likely to have gaps in excess of the overall gap score. Four of the nine items reported had gap scores in excess of the overall.

- Full Time employees reported gap scores in excess of the overall gap score for all nine items. Additionally, the gap scores for full time status were substantially higher than those reported for part time status.

Figure MHCC4:

MHCC Items Gap Analysis by FT/PT Status

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 one = "Not Important At All" and five = "Very Important." Second, respondents were asked to identify which goal was their top, then second highest, then third highest priorities.

- Results of Goal Importance are presented in Figure G1. A grand mean importance score was calculated (4.17) and plotted with a red line. Seven of the twelve goals fell above the grand mean.

Figure G1:

Mean Importance Scores of Identified Goals

Goal	Score
B	4.71
A	4.61
I	4.57
G	4.52
J	4.39
K	4.39
C	4.29
H	4.12
F	3.92
D	3.88
E	3.87
L	3.83
M	3.12

Grand mean: 4.17

Scale: 1 = Not Important At All, 3 = Somewhat Important, 5 = Very Important

- 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] "Improve relationships with district residents"
[J] "Increase the college presence within the MHCC District Boundary"

4) *Programs*: One Goal:
[G] "Improve the quality of existing academic programs"

- 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 five of the identified goals.

- 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	4.71	4.60	4.78	4.91	F(2, 354)=6.00, p<.003	A>F
	0.59	0.63	0.55	0.29		
A) Increase the enrollment of new students	4.61	4.56	4.64	4.73		
	0.62	0.65	0.61	0.57		
I) Improve employee morale	4.57	4.54	4.61	4.42		
	0.63	0.67	0.61	0.61		
G) Improve the quality of existing academic programs	4.52	4.53	4.54	4.39		
	0.64	0.62	0.63	0.66		
J) Increase the college presence within the MHCC District boundary	4.39	4.23	4.50	4.52	F(2, 351)=3.26, p<.009	
	0.83	0.95	0.71	0.71		
K) Improve relationships with district residents and/or leaders	4.39	4.26	4.50	4.42	F(2, 354)=2.25, p<.015	
	0.75	0.82	0.66	0.61		
C) Improve the academic ability of entering student classes	4.29	4.36	4.23	4.16		
	0.79	0.79	0.80	0.77		
H) Improve the appearance of campus buildings and grounds	4.12	4.05	4.19	4.06		
	0.85	0.87	0.84	0.79		
F) Develop new academic programs	3.92	3.60	4.15	4.30	F(2, 354)=16.79, p<.000	A,S>F
	0.99	1.00	0.89	0.81		
D) Recruit students from new geographic markets	3.88	3.75	3.99	3.85		
	1.00	1.01	0.97	1.06		
E) Increase the diversity of racial and ethnic groups represented amont the student body	3.87	3.78	3.93	4.24		
	1.04	1.08	1.01	0.83		
L) Increase the diversity of racial and ethnic groups represented among the workforce	3.83	3.62	3.95	4.33	F(2, 354)=8.78, p<.000	A>F
	1.01	1.05	0.98	0.78		
M) Some other goal	3.12	2.91	3.31	2.71		
	1.36	1.40	1.27	1.59		

[1]The table presents Mean Importance Ratings (Above) and Standard Deviation (Below) for Overall and By Position.
[2]Analysis of Variance was conducted to determine if there were statistically significant differences in mean scores between the positions.
[3]Tukey'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.

- Administration rated three goals higher that fell below the overall average importance score (4.17) substantially higher than that average. (F) "Develop new academic programs" (Administration Average: 4.30), (E) "Increase the diversity of racial and ethnic groups represented among the student body" (Administration Average: 4.24), and (L) "Increase the diversity of racial and ethnic groups represented among the student body" Administration Average: 4.33).

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:

> Formula for Ranking Goals:
> (# of Top Priority Votes * 3) + (# Second Priority Votes * 2) + (# 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	103	92	54	547
A) Increase the enrollment of new students	110	72	57	531
I) Improve employee morale	31	48	55	244
G) Improve the quality of existing academic programs	34	34	41	211
F) Develop new academic programs	22	27	36	156
H) Improve the appearance of campus buildings and grounds	19	26	35	144
C) Improve the academic ability of entering student classes	20	23	26	132
L) Increase the diversity of racial and ethnic groups represented among the workforce	13	14	16	83
M) Some other goal	9	10	8	55
K) Improve relationships with district residents and/or leaders	5	7	16	45
E) Increase the diversity of racial and ethnic groups represented amont the student body	1	10	12	35
D) Recruit students from new geographic markets	2	6	13	31
J) Increase the college presence within the MHCC District boundary	5	4	3	26

[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 (J) "Increase the college presence within the MHCC District boundary" and (K) "Improve relationships with district residents and/or leaders") which were ranked fourth and fifth (respectively) in the importance analysis; dropped in the priorities analysis. Goal (J) actually was identified as the lowest priority of the thirteen goals listed.

- Item (F) "Develop new academic programs" moved from ninth in the importance list to fifth in the priorities list. Item (H) "Improve the appearance of campus buildings and grounds" moved from eighth in the importance list to sixth 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 WE2: Work Environment Comment Examples by Theme**

Theme	Comment Examples
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."
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"

| Theme	Comment Examples
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." • "It's cold here. There is no buzz...My very first thought regarding the ability to pass a bond would be dependent on feelings, warm feelings, and some sense of loyalty to support such an important learning system in our community such as MHCC…. There is very little buzz, and with a facility like this with all its potential there should be a constant buzz of energy creating smiling faces, a desire to stay and learn, 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. I'm sure there are lots of other ways but those are the ones that popped in my head…. 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"
Programs	• "Offering programs and degrees which students are interested and are current in today's workforce." • "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." • "Expanding programs, with an eye toward what programs are needed by underserved populations, AND meet current business and technology needs in our community." • "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."

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.

- Alumni, Students, and Staff are perceived as having too little involvement in decision making. Students are the furthest away from the appropriate level of decision making.

Figure PDM1:

Mean Involvement in Planning/Decision-Making Scores by Position
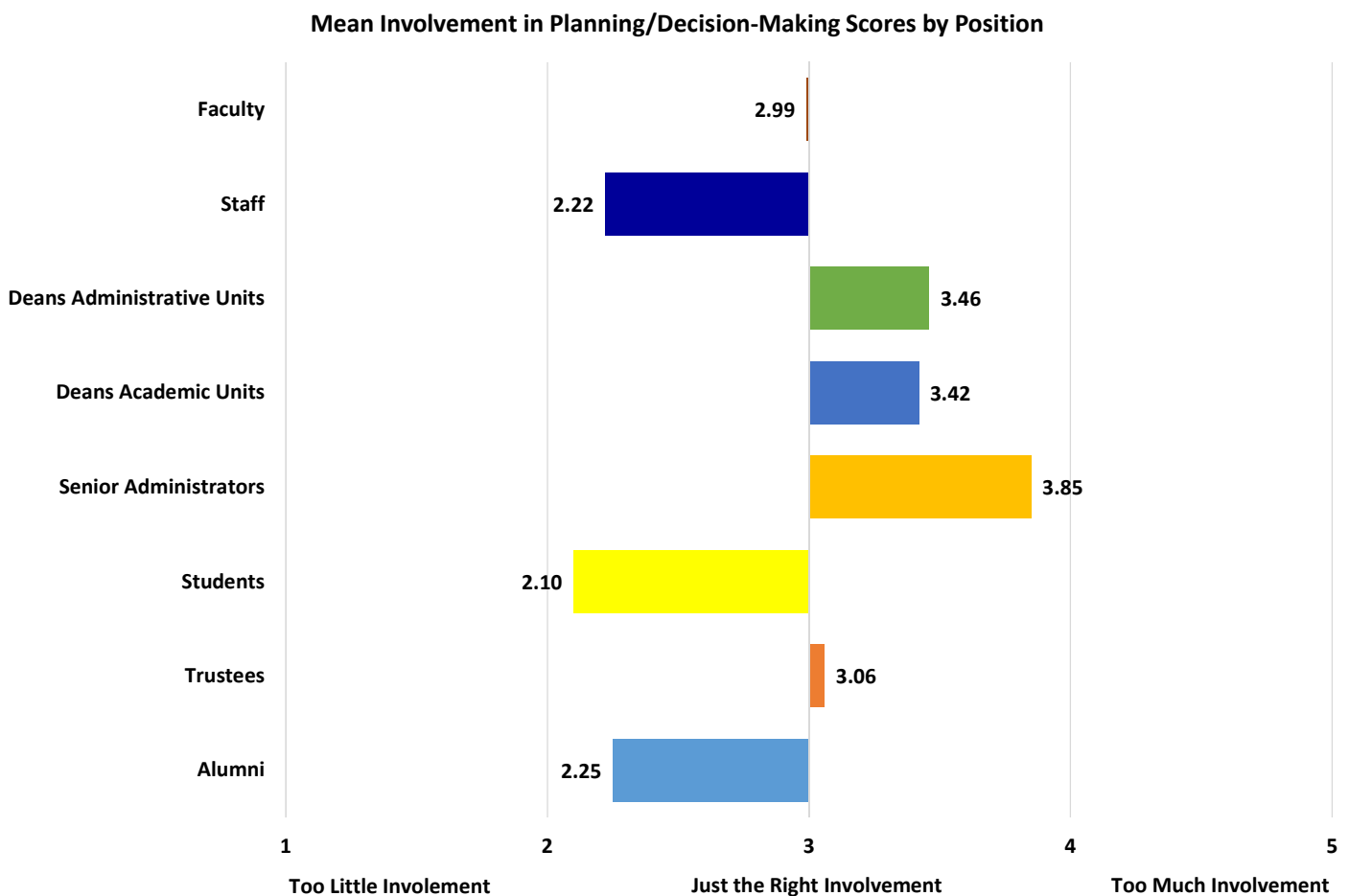
- Mean involvement in planning and decision making scores were broken out by position and are presented in Figure PDM2. In the figure for each stakeholder group, Faculty scores are presented in the lowest bar, Staff scores are presented in the middle bar, and Administration scores are presented in the highest bar.

- For Alumni and Students, there was general agreement among the positions that these groups had too little involvement.

- Although all three groups indicated Staff had too little involvement, there was more disagreement as to the degree of too little involvement.

- Similarly, all levels of Administration were perceived as having too much involvement but there was disparity between positions as to the degree of too much involvement. Administrators were the only group to identify Deans of Administrative Units as having too little involvement. Both Faculty and Staff rated Senior Administrators as having too much involvement at the highest rate of any group.

- 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.

Figure PDM2:

Mean Involvement in Planning/Decision-Making Scores by Position
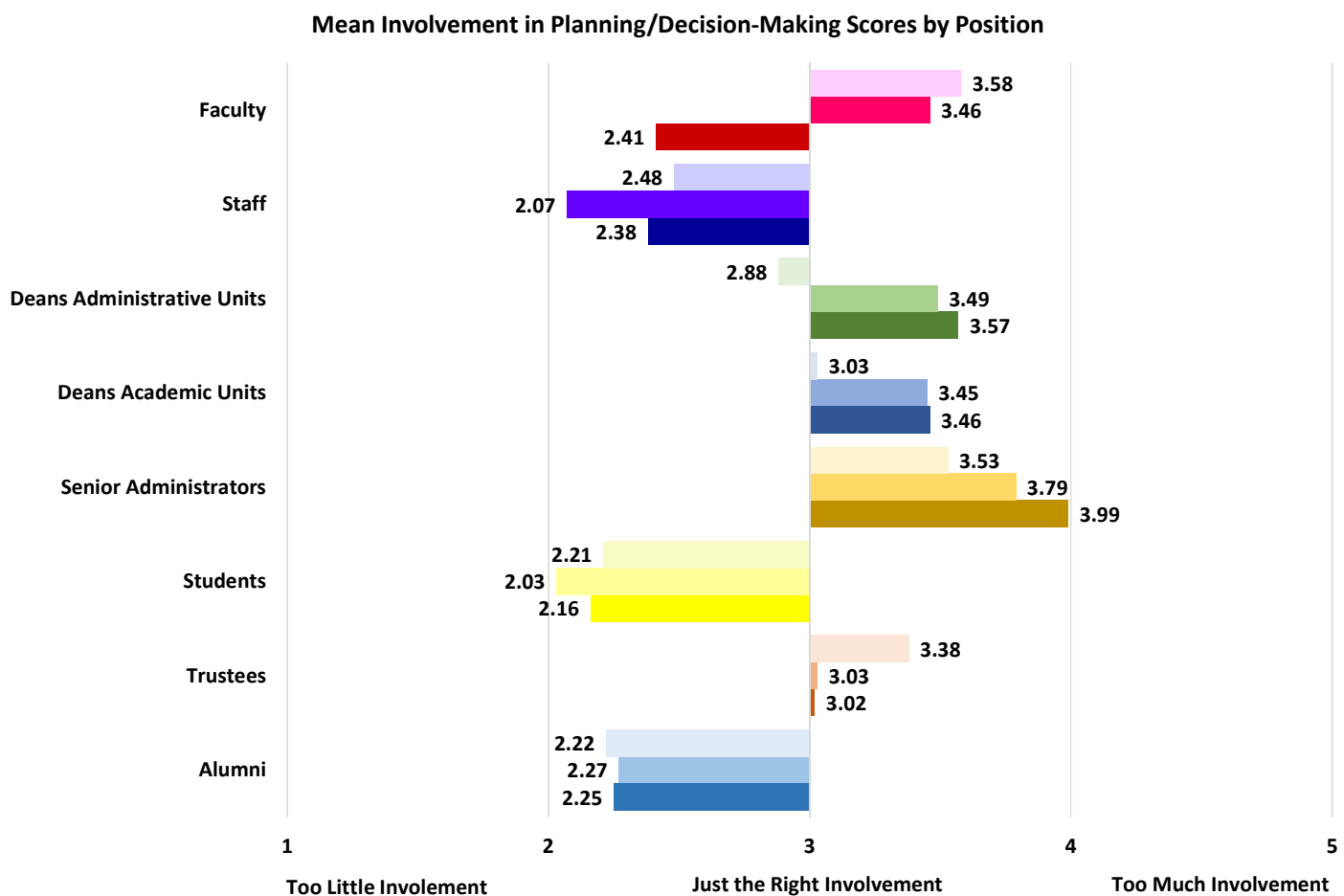
Comparisons Between 2014 and 2016 Administrations
Overall Satisfaction

- Average overall satisfaction scores by position and year are presented in Figure Comp01. For all employee groups, overall satisfaction increased in the 2016 administration. Administrators had the highest jump in satisfaction; this group's overall satisfaction jumped from 3.74 in 2014 to 4.09 in 2016 (a 0.35 point increase). Staff had the smallest increase in satisfaction 3.47 in 2014 to 3.60 in 2016 (a 0.13 increase).

Figure Comp01: Average Overall Satisfaction Scores by Position and Survey Administration
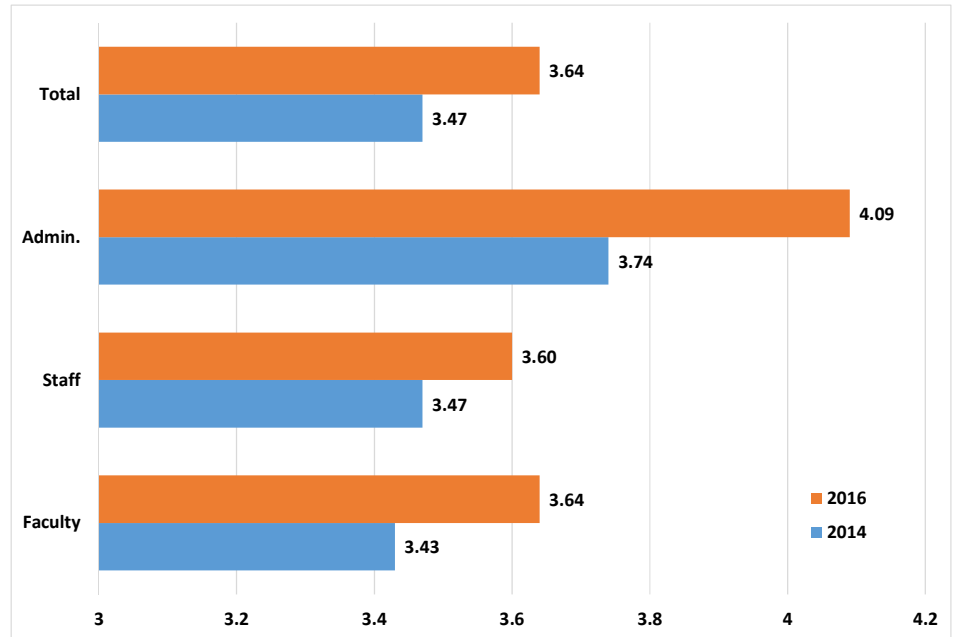
Figure Comp02: Average Overall Satisfaction Scores by Full Time/Part Time Status and Survey Administration
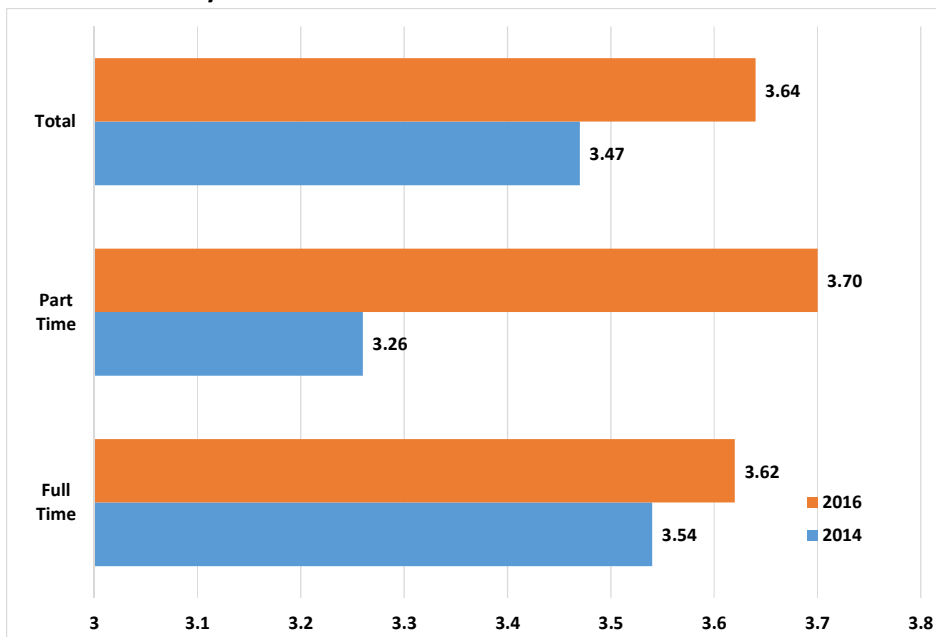
• Figure Comp02 present overall satisfaction scores by Full Time and Part Time Status. Full Time Employees saw a very small jump between the two administrations of the survey. In 2014 Full Time Employees reported an average overall satisfaction of score of 3.54 in 2016 the average score was 3.62 (a jump of 0.08). Part Time Employees saw a substantial increase in satisfaction; an average score of 3.26 in 2014 to 3.70 in 2016 (a 0.44 increase). Part Time Employees had the largest jump in overall satisfaction of any group analyzed.

Campus Culture and Policies Comparisons

- Overall Importance, Satisfaction, and Gap Scores for the 2014 and 2016 Administrations of the Campus Culture and Policy items are presented in Table Comp01.

- Items falling at or above the grand mean gap score (for the identified year) where the same for both administrations.

- Although all items identified in the 2014 administration were also identified in the 2016 administration, the rank order based on gaps changed substantially for those items with gaps at or above the grand mean gap score.

- In all but two instances – (O) "There are effective lines of communication between departments" and (AA) "This institution consistently follows clear processes for selecting new employees" – gap scores were lower in the 2016 administration of the survey. Importance scores remained relatively stable between administrations; generally, satisfaction scores were higher in the 2016 administration.

Table Comp01: Campus Culture and Policy Gap Scores by Administration Year

Item	2016			2014			Rank
	Imp	Sat	Gap	Imp	Sat	Gap	
O There are effective lines of communication between departments	4.44	2.32	2.12	4.39	2.36	2.03	7
	0.76	1.03		0.73	0.94		
AB This institution consistently follows clear processes for orienting and training new employees	4.42	2.40	2.02	4.41	2.28	2.13	6
	0.73	1.12		0.70	1.06		
H This institution plans carefully	4.52	2.61	1.91	4.55	2.26	2.29	1
	0.77	1.19		0.72	1.03		
M This institution makes sufficient budgetary resources available to achieve important objectives	4.47	2.57	1.90	4.51	2.31	2.20	3
	0.76	1.06		0.89	1.00		
V There is a spirit of teamwork and cooperation at this institution	4.52	2.70	1.82	4.61	2.38	2.23	2
	0.68	1.13		0.64	1.08		
N This institution makes sufficient staff resources available to achieve important objectives	4.39	2.58	1.81	4.41	2.38	2.03	8
	0.76	1.11		0.72	1.01		
C The institution does a good job of meeting the needs of students	4.73	2.93	1.80	4.72	3.00	1.72	16
	0.57	0.86		0.57	0.88		
P Administrators share information regularly with faculty and staff	4.45	2.68	1.77	4.43	2.56	1.87	11
	0.74	1.20		0.70	1.08		
W The reputation of this institution continues to improve	4.53	2.79	1.74	4.57	2.39	2.18	4
	0.70	1.06		0.60	1.06		
R There is good communication between staff and administration at this institution	4.42	2.74	1.68	4.39	2.53	1.86	13
	0.76	1.11		0.71	0.99		
AD This institution has written procedures that clearly define who is responsible for each operation and service	4.24	2.59	1.65	4.25	2.56	1.69	18
	0.81	1.12		0.75	1.05		
B This institution treats students as its top priority	4.73	3.10	1.63	4.76	3.05	1.71	17
	0.54	0.99		0.50	0.99		
Q There is good communication between faculty and administration at this institution	4.39	2.78	1.61	4.39	2.58	1.81	15
	0.85	1.12		0.69	1.00		
Y Efforts to improve quality are paying off at this institution	4.45	2.84	1.61	4.47	2.60	1.87	12
	0.72	1.09		0.64	0.94		
Z Employee suggestions are used to improve our institution	4.29	2.69	1.60	4.27	2.39	1.88	10
	0.75	1.12		0.70	0.97		
G This institution involves its employees in planning for the future	4.39	2.80	1.59	4.39	2.56	1.83	14
	0.79	1.21		0.75	1.11		
X This institution is well respected in the community	4.55	2.97	1.58	4.64	2.50	2.14	5
	0.72	1.04		0.59	0.99		
K This institution does a good job of meeting the needs of its staff	4.38	2.81	1.57	4.32	2.63	1.69	19
	0.74	1.10		0.73	0.99		
I The leadership of this institution has a clear sense of purpose	4.56	3.03	1.53	4.61	2.72	1.89	9
	0.77	1.29		0.64	1.13		
AA This institution consistently follows clear processes for selecting new employees	4.33	2.83	1.50	4.30	2.81	1.49	20
	0.81	1.21		0.73	1.14		
AC This institition consistently follows clear processes for recognizing employee achievements	4.18	2.68	1.50	4.10	2.70	1.40	23
	0.85	1.14		0.77	1.11		
A This institution promotes excellent employee-student relationships	4.65	3.27	1.38	4.71	3.24	1.47	21
	0.61	0.93		0.52	0.91		
F The goals and objectives of this institution are consistent with its mission and values	4.42	3.19	1.23	4.32	2.88	1.44	22
	0.74	1.06		0.74	0.96		
D The mission, purpose, and values of this institution are well understood by most employees	4.25	3.11	1.14	4.26	2.87	1.39	24
	0.81	1.03		0.79	1.02		
E Most employees are generally supportive of the mission, purpose, and values of this institution	4.34	3.28	1.06	4.28	3.08	1.20	25
	0.73	1.00		0.76	1.02		
J This institution does a good job of meeting the needs of its faculty	4.23	3.20	1.03	4.30	3.15	1.15	27
	0.83	1.16		0.72	1.06		
U Administrators take pride in their work	4.50	3.51	0.99	4.51	3.31	1.20	26
	0.76	1.06		0.66	1.06		
S Faculty take pride in their work	4.60	3.69	0.91	4.65	3.67	0.98	29
	0.61	1.03		0.53	0.96		
T Staff take pride in their work	4.58	3.69	0.89	4.60	3.60	1.00	28
	0.62	0.95		0.55	0.96		
L This institution does a good job of meeting the needs of administrators	4.11	3.47	0.64	4.01	3.28	0.73	30
	0.82	1.06		0.87	1.09		

Work Environment Comparisons

- Overall Importance, Satisfaction, and Gap Scores for the 2014 and 2016 Administrations of the Work Environment items are presented in Table Comp02.

- Three items that were at or above the grand mean in the 2014 Administration fell below the grand mean in the 2016 Administration of the survey.

- The rank order of items – based on the gap scores – was relatively consistent between the two administrations. Item (B) "I learn about important campus events in a timely manner" jumped substantially in the rank order; from number sixteen in 2014 to number ten in 2016.

Table Comp02: Work Environment Gap Scores by Administration Year

Item	2016			2014			Rank
	Imp	Sat	Gap	Imp	Sat	Gap	
K 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		
L 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		
A 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		
C 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		
O 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		
E 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		
P 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		
M 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		
Q 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 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		
H 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		
F 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		
I My department or work unit has written, up-to-date objectives	4.22	3.22	1.00	4.16	3.05	1.11	12
	0.81	1.21		0.82	1.20		
D I am comfortable answering student questions about institutional policies and procedures	4.21	3.23	0.98	4.21	3.17	1.04	15
	0.80	1.08		0.74	0.96		
G My supervisor pays attention to what I have to say	4.57	3.60	0.97	4.55	3.46	1.09	13
	0.59	1.39		0.56	1.39		
J My department meets as a team to plan and coordinate work	4.30	3.42	0.88	4.28	3.21	1.07	14
	0.77	1.32		0.71	1.28		
T The work I do is valuable to the institution	4.53	3.72	0.81	4.53	3.77	0.76	20
	0.57	1.10		0.60	1.13		
N The employee benefits available to me are valuable	4.58	3.80	0.78	4.51	3.70	0.81	17
	0.56	1.23		0.61	1.27		
S The work I do is appreciated by my supervisor	4.36	3.60	0.76	4.27	3.48	0.79	18
	0.69	1.25		0.77	1.31		
U I am proud to work at this institution	4.44	3.77	0.67	4.44	3.66	0.78	19
	0.67	1.12		0.64	1.16		
R The type of work I do on most days is personally rewarding	4.59	4.04	0.55	4.53	3.92	0.61	21
	0.60	1.02		0.61	1.06		

- Importance scores were relatively consistent between the two administrations of the survey; satisfaction scores generally increased.

- Gap Scores were generally smaller for the 2016 Administration of the survey. Items (B) "I learn about important campus events in a timely manner" and (T) "The work I do is valuable to the institution" had higher Gap Scores in the 2016 Administration.

MHCC Item Comparisons

- Overall Importance, Satisfaction, and Gap Scores for the 2014 and 2016 Administrations of the MHCC-specific items are presented in Table Comp03.

- Three items were replaced between the administrations of the survey. Items with blacked-out scores were not asked in the respective administration.

- All except one item – (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)" – were at above the respective grand mean for each administration of the survey.

Table Comp03: MHCC Item Gap Scores by Administration Year

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 / 0.66	2.73 / 1.04	1.73	4.39 / 0.70	2.83 / 0.99	1.56	7
2) MHCC leaders strategically improve the quality of the institution	4.51 / 0.71	2.88 / 1.09	1.63	4.50 / 0.66	2.64 / 1.03	1.86	2
5) MHCC leaders use clear listening, speaking and writing skills to engage honest, open dialogue….	4.45 / 0.69	2.84 / 1.18	1.61	4.49 / 0.63	2.66 / 1.07	1.83	3
4) MHCC leaders equitably and/or ethically sustain all college assets…to fulfill the mission, vision, and goals of the institution	4.39 / 0.77	2.88 / 1.11	1.51	4.53 / 0.59	2.51 / 1.05	2.02	1
19) The college is well-represented in outlying communities within the district	4.33 / 0.85	2.84 / 1.00	1.49	4.34 / 0.78	2.53 / 0.95	1.81	4
3) MHCC leaders sustain the mission based on knowledge of the organization, it's environment, and future trends	4.36 / 0.72	2.98 / 1.08	1.38	4.44 / 0.64	2.68 / 1.00	1.76	5
1) MHCC leaders promote the success of all students	4.60 / 0.60	3.30 / 0.96	1.30	4.52 / 0.61	3.12 / 0.98	1.40	9
6) MHCC leaders develop and maintain internal and external relationships that nurture diversity, promote the success…	4.37 / 0.77	3.10 / 1.10	1.27	4.44 / 0.69	2.85 / 1.01	1.59	6
18) Students are satisfied with their overall experience at MHCC	4.63 / 0.58	3.38 / 0.87	1.25	4.63 / 0.57	3.28 / 0.85	1.35	10
16) Students are well prepared for their career	4.65 / 0.56	3.48 / 0.98	1.17	4.63 / 0.55	3.41 / 0.96	1.22	12
17) Students are well prepared to transfer/continue their education	4.65 / 0.56	3.48 / 0.95	1.17	4.61 / 0.54	3.49 / 0.89	1.12	15
15) Students receive an excellent education	4.72 / 0.50	3.56 / 0.95	1.16	4.71 / 0.53	3.49 / 0.91	1.22	13
12) Faculty meet the needs of the students	4.63 / 0.59	3.52 / 0.98	1.11	4.58 / 0.62	3.44 / 0.97	1.14	14
11) Student needs are central to what we do	4.67 / 0.59	3.58 / 1.04	1.09	4.69 / 0.60	3.71 / 1.09	0.98	18
7) MHCC leaders understand, are committed to, and/or advocate for the mission, vision, and goals of the college…	4.34 / 0.78	3.27 / 1.00	1.07	4.41 / 0.65	3.00 / 0.94	1.41	8
13) Non-faculty employees meet the needs of the students	4.54 / 0.64	3.49 / 0.64	1.05	4.52 / 0.63	3.50 / 0.85	1.02	16
10) Workgroups include members with diverse values, backgrounds, and beliefs	4.39 / 0.76	3.38 / 1.16	1.01				
9) Diversity is respected and valued throughout the campus	4.53 / 0.71	3.57 / 1.14	0.96				
8) Employees' race/ethnicity impacts how they are viewed at MHCC	4.49 / 0.75	3.60 / 1.14	0.89				
20) Everyone in the organization has an opportunity to provide feedback on the strategic direction and/or organizational goals				4.30 / 0.77	2.96 / 1.12	1.34	11
21) MHCC employees have opportunities to inform and / or comment on strategic planning via forums and/or department meetings				4.18 / 0.73	3.18 / 1.07	1.00	17
22) MHCC employees have opportunities to inform and / or comment on strategic planning via email and / or the internet				4.21 / 0.73	3.25 / 1.06	0.96	19

- Although items falling at or above the grand mean gap score was consistent across administrations, the rank order of items based on gaps was different. Gap scores were lower (and, in some cases, substantially lower) in the 2016 administration. Importance scores were relatively similar across administrations; satisfaction scores tended to be higher.

Goals Comparisons

- The mean importance scores of goals by administration year is outlined in Table Comp04. Items are presented in rank order highest mean to lowest for the 2016 administration of the survey.

- Goals remained relatively stable between the administrations of the survey; mean importance scores were relatively similar.

- The items related to community – (J) "Increase the college presence within the MHCC District boundary" and (K) "Improve relationships with district residents and/or leaders" – both slipped in the rank order.

Table Comp04: Mean Importance Scores of Goals by Administration Year

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

Planning and Decision Making Comparisons

- Overall Mean Involvement Scores in Planning and Decision Making by Position and Administration Year are presented in table Comp05. Mean scores are based on a five point scale where 1="Too Little Involvement" and 5 = "Too Much Involvement."

- Scores were virtually identical for the two administrations of the survey. The notable exception was Staff that went from a mean score of 2.09 in 2014 to 2.22 in 2016.

Table Comp05: Mean Involvement in Planning and Decision Making by Position and Administration Year

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

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; not only to assure its relevance in an on-going fluid environment but also to demonstrate 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.

Comparisons Between 2014 and 2016 Administrations of the Survey

- For the Campus Culture and Policies, Work Environment, and MHCC-specific Items, there was very little change between the administrations of the survey. Importance scores across items remained relatively stable; there was very little change in the mean scores of items measured. Satisfaction scores, generally, increased slightly in the 2016 administration. As a result, the gap scores of items were slightly smaller. However, both administrations identified the same issues as critical for improving employee satisfaction.

- For the Goals section of the survey, there was very little change in the importance of the goals identified. Items associated with community relationships and district residents seemed to be less important in the opinion of employees this time around. In a time of shrinking budgets and declining enrollment, employees may be more focused on services to students. However, the strategic plan specifically identifies community as a core theme

and specific strategic priorities were developed to enhance relations with district residents. This cannot be ignored.

- For the Planning and Decision Making section of the survey, employees perceptions of the role of different employee groups in the planning and decision making process saw very little change. Staff did see a slight shift closer to having the right amount of involvement in the processes; however, they are still perceived as having too little involvement. The disparity between management and faculty with regard to faculty's role in the planning and decision making process remained virtually identical in the two administrations of the survey. There appears to have been little or no headway in this area.

Final Thoughts

- The response rate for the survey did improve between the 2014 (response rate = 26%) and 2016 (response rate = 32%) administrations . 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:

  o Establish and commit to a regularly scheduled employee satisfaction assessment. The survey should be repeated on a consistent basis: once every two years.

  o 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.

  o Clearly demonstrate that actions are occurring as a result of feedback from this data collection effort.

  o 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.

  o 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