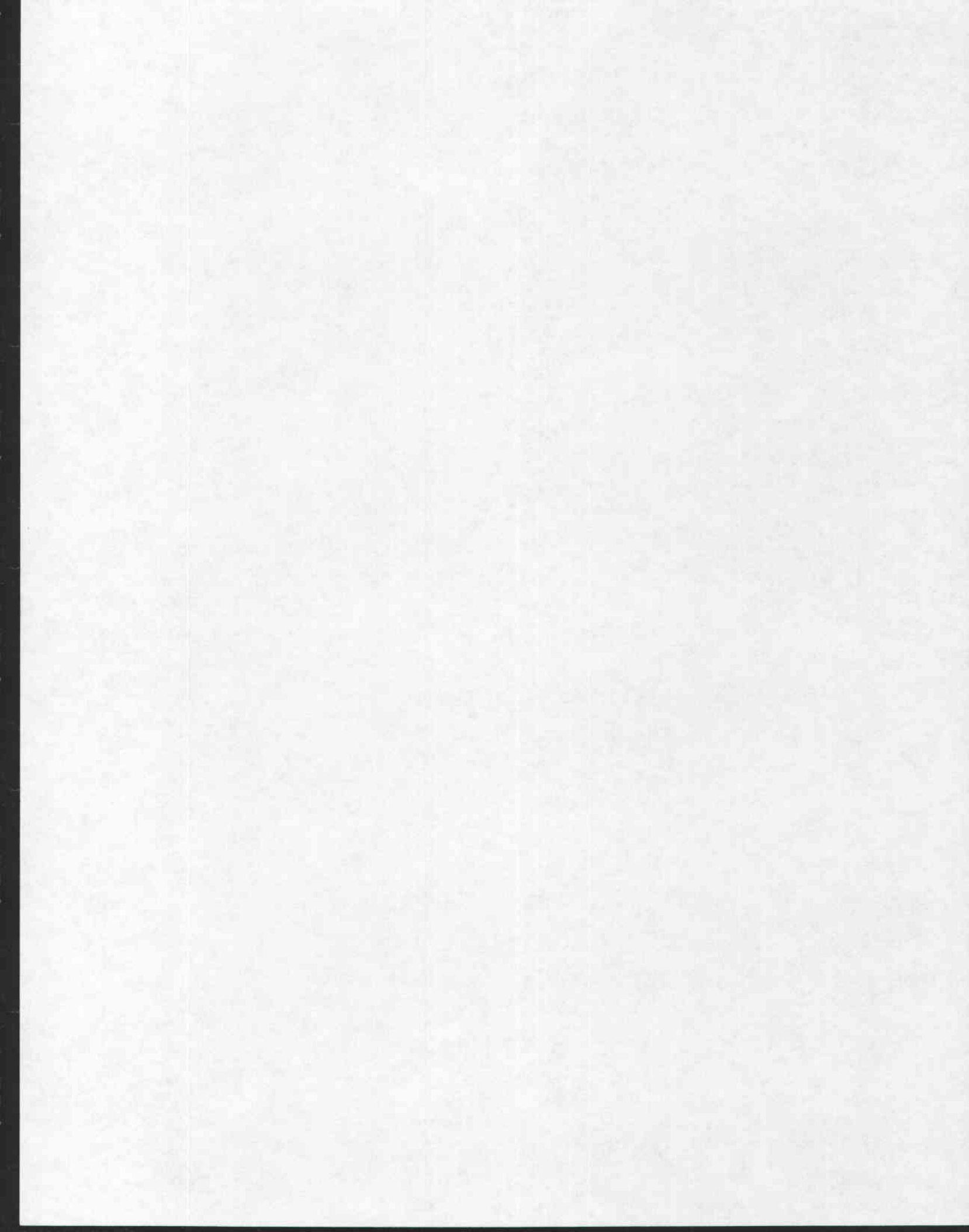


COPPER MOUNTAIN COMMUNITY COLLEGE DISTRICT

2007 Employee Mini Survey Research Report



<Final – 5 November 2007>



COPPER MOUNTAIN COMMUNITY COLLEGE DISTRICT

RESEARCH COMMITTEE

MISSION STATEMENT: to recommend, design, execute and evaluate research that is useful in establishing and monitoring institutional goals. This research will be carried out in an effort to measurably improve both success and satisfaction for CMC students, staff, faculty, administration, and the community at large.

Committee Members (2007):

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I. History

The impetus for this abbreviated (twelve-question), interim Faculty/Staff Survey resulted from a WASC accreditation recommendation:

“The Team strongly recommends that the college President take decisive measures to improve the campus climate by building trust and fostering mutual respect and communication with all campus constituencies.”

Additionally, the Interim Superintendent/President requested the re-establishment of the CMCCD Research Committee (Appendix A). In part, the direction called for the Research Committee to:

1. ...conduct the bi-annual Faculty and Staff survey, analyze results, and distribute a report. (Fall semester, 2007), [modified to a mini survey which contained only climate-based questions] and
2. ... conduct the bi-annual Student Satisfaction survey, analyze results, and distribute a report. (Spring semester, 2008).

II. Goals, Limitations, and Methodology

PROJECT GOALS

- ✓ To satisfy the WASC recommendation for climate improvement;
- ✓ To establish and interim (immediate) measure of the CMC climate for historical comparison to prior Faculty/Staff Surveys; and
- ✓ To establish fall 2007 baseline measures of the college climate for future evaluation of the results achieved by CMC's new leadership.

LIMITATIONS

The samples obtained for this study were not obtained at the same point in the semester as the previous study (September-October 2007 now versus August-September 2006 previously). The samples obtained for this study were not obtained in the same manner as the previous study (direct mailing now versus flex activity, three classified make-up sessions and direct mailing previously). The samples obtained for this study were not obtained on all questions as the previous study (twelve questions now versus 86 questions previously). Employee comments were difficult to summarize and analyze. A slightly different type of employee population may have been sampled. There is no way of determining how these changes in sampling methods may have affected the results. The results should also be interpreted with care in light of significant employee turnover in all three full-time employee categories over the past

year. Also, the conclusions in this study are based exclusively on employee perceptions of satisfaction without any consideration of performance data. Thus the employee opinions are not a substitute measurement for evidence based performance measurements.

METHODOLOGY

The Mini-Survey (Appendix B) and cover letter (Appendix C) was mailed to the residences of all full-time and part-time college employees (N {population size} = 199, n {sample size} = 116). All survey responses are confidential in that individual respondents cannot be identified by name. The proportion of usable response to the population surveyed was 114/199 (57.3%), and the proportions by employee category were as follows: Administrators 11/14 (78.6%), Full-time Faculty 27/38 (71.1%), Part-time Faculty 48/94 (51.1%), Full-time Classified 23/42 (54.8%), and Part-time Classified 5/11 (45.5%). For purposes of analyzing and summarizing results, Full-time and Part-time Classified employee responses are combined.

Responses will be summarized for analysis using both descriptive (bar charts) (Appendix D) and inferential statistics (Appendix E). A nonparametric Kruskal-Wallis One-way Analysis of Variance by ranks, two-tailed, at a level of significance of $\alpha = 0.05$ will be used; the null hypothesis is that medians are equal. Nonparametric methods are uniquely useful for testing nominal (categorical) and ordinal (ordered) scaled data--situations where parametric tests are not generally available. An important second use is when an underlying assumption for a parametric method has been violated. As no post-hoc testing is done on nonparametric data to ascertain data connection, a separate procedure, the Goodman and Kruskal test of concordance/discordance will be used. A data pair is concordant if the subject ranking on variable X (time) also ranks higher on variable Y (employee dissatisfaction); otherwise the pair is discordant, as the subject ranking is higher on variable X and lower in variable Y.

Current comparisons with the 2006 Faculty/Staff Survey results (Appendix F) will be presented in three parts: (1) aggregate responses for all employee-groups between 2006 and 2007; (2) changes in intra-group responses between 2006 and 2007; and (3) significant differences in the fall 2007 inter-group responses. This will provide new baseline measurements going forward. Finally, edited employee comments (appendix G) will be analyzed to ascertain any trends.

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III. Conclusions

Aggregate Changes 2006 to 2007

A comparison of the 2006 and 2007 bar charts (Appendices D and F) show three Survey statements experienced changes greater than 9%. Survey statement #42 increased (+13.1%), while there were negative movements in the responses to statements #51 (-9.7%) and #86 (-20.1%). All three of these movements were confirmed statistically significant (see Table #1, column "A").

Table #1

<u>Question</u>	<u>Column A</u> <u>ALL (2006 vs. 2007)</u>
6. I have had sufficient opportunity to participate in the planning process at CMC.	
15. I am satisfied with the college hiring process for my constituent group.	
19. My immediate supervisor encourages and supports my participation in professional development activities.	
21. The general college climate is respectful and responsive to a diverse educational and cultural campus environment.	
42. I have a substantive role in college governance and policy-making that related to my areas of responsibility and expertise.	better
43. The Administration supports and uses a decision-making process that involves the persons who will be affected.	
45. The Administration provides effective leadership to define goals, develop plans and establish priorities for the institution.	
46. The Administration has established and utilized effective methods of communication to exchange information in a timely and efficient manner.	
47. I am personally treated with respect at this college.	
51. The programs and services of CMC provide fair and ethical treatment of it's entire population.	worse
69. CMC administration handles grievances fairly.	
86. Overall, how would you assess the campus climate/environment at CMC for employees?	worse

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Intra-group Changes 2006 to 2007

Statistically significant movement in responses for each employee group between the 2006 and 2007 Surveys shows: Administration moved negatively on three Survey statements (see Table #2, column "B"); Full-time faculty moved positively on eight statements (see Table #2, column "C"), Part-time faculty show no significant changes relative to their 2006 responses (see Table #2, column "D"), and Classified staff moved negatively on two statements (see Table #2, column "E"). In summary, only Full-time faculty see an improvement over last years climate.

Table #2

<u>Question</u>	<u>Column B</u> <u>Admin</u> <u>(06-07)</u>	<u>Column C</u> <u>FFT</u> <u>(2006-07)</u>	<u>Column D</u> <u>FPT</u> <u>(06-07)</u>	<u>Column E</u> <u>Classified</u> <u>(06-07)</u>
6. I have had sufficient opportunity to participate in the planning process at CMC.		better		
15. I am satisfied with the college hiring process for my constituent group.				
19. My immediate supervisor encourages and supports my participation in professional development activities.		better		worse
21. The general college climate is respectful and responsive to a diverse educational and cultural campus environment.				
42. I have a substantive role in college governance and policy-making that related to my areas of responsibility and expertise.		better		
43. The Administration supports and uses a decision-making process that involves the persons who will be affected.		better		
45. The Administration provides effective leadership to define goals, develop plans and establish priorities for the institution.	worse	better		
46. The Administration has established and utilized effective methods of communication to exchange information in a timely and efficient manner.		better		worse
47. I am personally treated with respect at this college.				
51. The programs and services of CMC provide fair and ethical treatment of it's entire population.	worse			
69. CMC administration handles grievances fairly.		better		
86. Overall, how would you assess the campus climate/environment at CMC for employees?	worse	better		

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Intra-group Perceptions as of October 2007

See Table #3, columns “F”, “G”, and “H” statements (read as first group list is positive (+) while the second group listed is negative (-)). Overall, the Administration currently differs with: Full-time faculty on 4 of 12, Part-time faculty on 5 of 12 and Classified staff on 6 of 12 (for a total of 15 of 36 or 42%). All fifteen disagreements reflect an Administration that is more positive while the other employee groups are more negative.

Table #3, column “I” shows Full-time faculty more positive than Part-time faculty on 3 of 4 Survey statements; column “J” shows Full-time faculty as more positive than Classified staff on 3 of 3; and column “K” shows Part-time faculty as more positive than Classified staff on 6 of 6 Survey statements. In summary, Administration remains the most climate-positive group followed in order by Full-time faculty, Part-time faculty, and Classified staff.

Table #3

<u>Question</u>	<u>Column F</u> <u>Admin vs FFT</u>	<u>Column G</u> <u>Admin vs FPT</u>	<u>Column H</u> <u>Admin vs Classified</u>	<u>Column I</u> <u>FFT vs FPT</u>	<u>Column J</u> <u>FFT vs Classified</u>	<u>Column K</u> <u>FPT vs Classified</u>
6. I have had sufficient opportunity to participate in the planning process at CMC.		(+) / (-)	(+) / (-)		(+) / (-)	
15. I am satisfied with the college hiring process for my constituent group.						(+) / (-)
19. My immediate supervisor encourages and supports my participation in professional development activities.	(+) / (-)	(+) / (-)	(+) / (-)			
21. The general college climate is respectful and responsive to a diverse educational and cultural campus environment.				(-) / (+)		
42. I have a substantive role in college governance and policy-making that related to my areas of responsibility and expertise.		(+) / (-)	(+) / (-)	(+) / (-)	(+) / (-)	
43. The Administration supports and uses a decision-making process that involves the persons who will be affected.	(+) / (-)	(+) / (-)	(+) / (-)			(+) / (-)
45. The Administration provides effective leadership to define goals, develop plans and establish priorities for the institution.	(+) / (-)	(+) / (-)	(+) / (-)			(+) / (-)
46. The Administration has established and utilized effective methods of communication to exchange information in a timely and efficient manner.			(+) / (-)			(+) / (-)
47. I am personally treated with respect at this college.						(+) / (-)
51. The programs and services of CMC provide fair and ethical treatment of it's entire population.				(+) / (-)		
69. CMC administration handles grievances fairly.	(+) / (-)			(+) / (-)		
86. Overall, how would you assess the campus climate/environment at CMC for employees?						(+) / (-)