2017 Merritt College Employee Satisfaction Survey

Merritt College

Research and Planning Office

Executive Summary

In spring 2017, Merritt College administered the Noel Levitz College Employee Satisfaction Survey to all faculty, staff and administrators. This survey allows colleges evaluate key topics such as campus culture, work environment, mission and more. There are approximately 100 responses to the survey, with some variation among individual questions. The response rate is approximately 26%.

The survey includes 70 standard items and approximately 10 campus specific items covering four areas of campus operations, culture and climate. The four sections are: campus culture and policies, institutional goals, involvement in planning and decision making, and work environment. Respondents were also asked demographic questions.

This report reviews the survey structure, methodology and results. The data is presented within a context of institutional strengths and challenges. While strengths are areas of commendation, challenges are meant to help the college identify potential improvements.

Survey Structure and Methodology

Most items are scored by a dual Likert scale, asking for ratings of importance and satisfaction. Respondents are asked ranking questions about the institutional goals, and a scale of involvement for evaluating the role of various constituents in planning and decision making. Respondents are also given the opportunity to provide comments following each section. The results also reflect a statistical comparison to a national cohort of school employees surveyed within the last three years. The list of institutions included in the comparison group can be found in Appendix C. Statistical significance is calculated based on the difference in satisfaction scores and is indicated by level with * or ^ symbol. Stars (*) indicate significantly higher scores, while arrows (^) indicate lower scores. One symbol indicates significance at the .10 level, two symbols at the .05 level, and three symbols at the highest, .01 level.
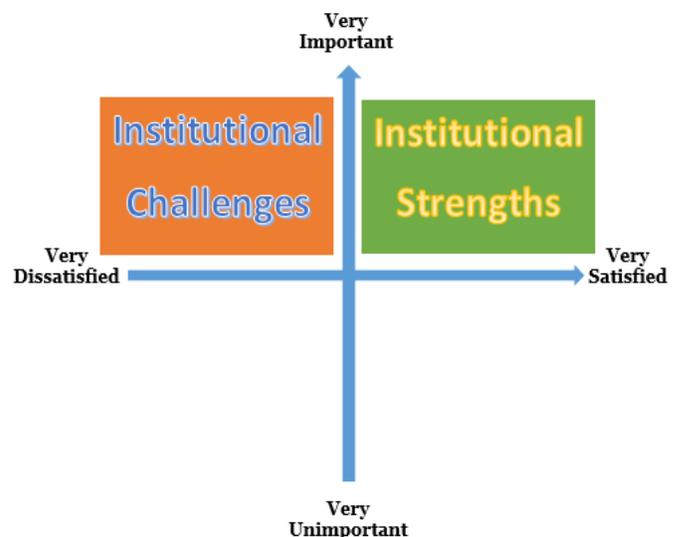
Importance and Satisfaction Rating Scale

Importance rating	Satisfaction rating	Numerical value
Very important	Very satisfied	5
Important	Satisfied	4
Somewhat important	Somewhat satisfied	3
Not very important	Not very satisfied	2
Not important at all	Not satisfied at all	1

Where the dual likert scale is used, a performance gap is calculated. The gap score is determined based on the difference between the mean importance rating and the mean satisfaction rating.
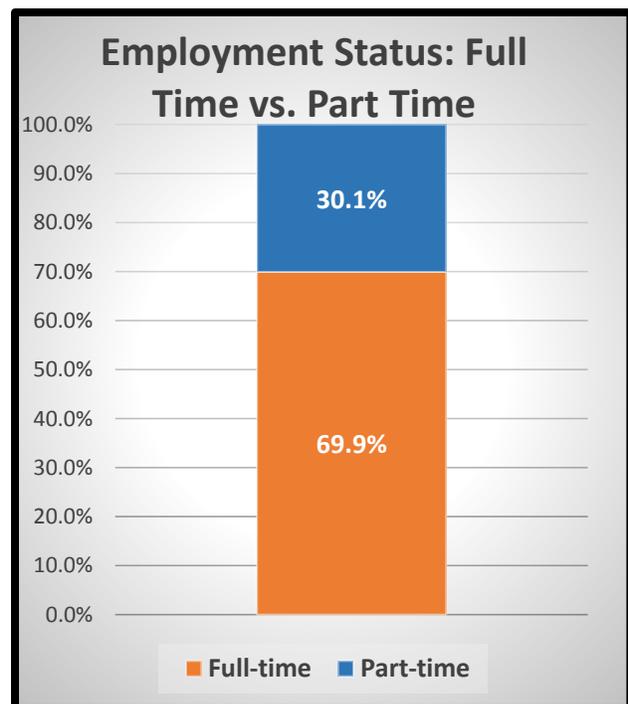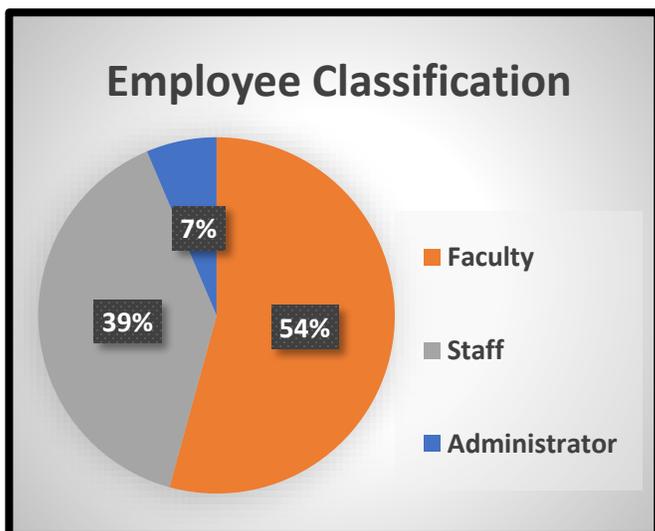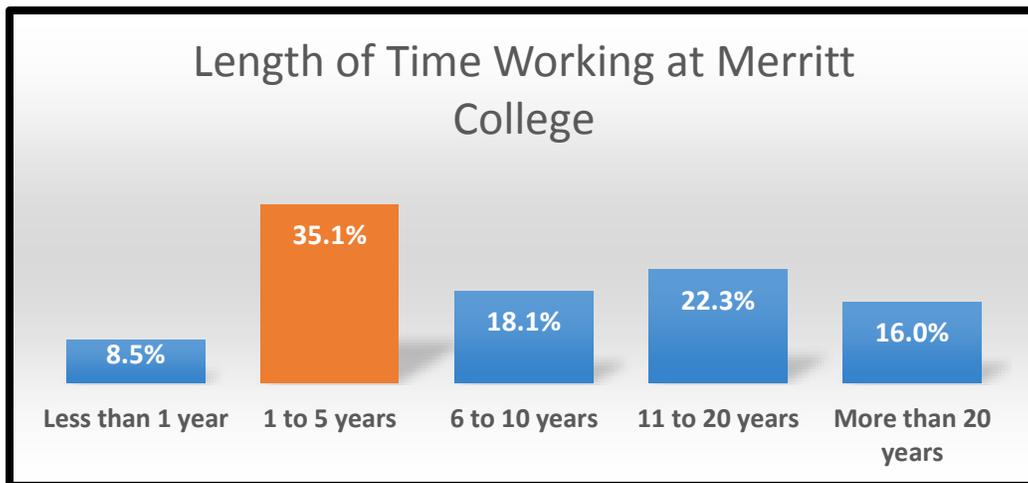

The gap score is also considered when determining institutional strengths and challenges. Areas of high importance and high satisfaction characterize institutional strengths, whereas areas of high importance and low satisfaction characterize institutional challenges.

Respondent Profile - Demographics

Gender	%	Race/Ethnicity	%
Male	27%	African American/Black	17%
Female	62%	Asian	5%
Prefer not to say	11%	Native Hawaiian or Pacific Islander	1%
		Hispanic/Latino	12%
		White Non-Hispanic	34%
		Two or More Races	9%
		Prefer Not to Say	22%

Length of Time Working at Merritt College

Less than 1 year	1 to 5 years	6 to 10 years	11 to 20 years	More than 20 years
8.5%	35.1%	18.1%	22.3%	16.0%

Employee Classification

- Faculty 54%
- Staff 39%
- Administrator 7%

Employment Status: Full Time vs. Part Time

- Full-time 69.9%
- Part-time 30.1%

Results

Section 1: Campus Culture and Policies

This section surveyed employees about campus culture including: service to and relationships with students, teamwork and communication, the institution's mission and goals, planning and resource allocation, and policies and procedures. The range of mean responses for importance scores is narrow, while there is a more obvious difference between the mean satisfaction scores for items. The complete list of items with mean importance, satisfaction and gap scores can be found in Appendix A.

The item with the smallest gap overall is *Faculty take pride in their work,* while the item with the largest gap overall is *The institution follows clear processes for orienting and training new employees.* The comparison group results for this item indicate significantly higher importance, while significantly lower satisfaction for employees at Merritt College. The report of comparison scores and statistical significance can be found in Appendix A.

Importance Score	Importance scale 1-5 (low-high) Range: 4.11-4.73 Median (midpoint) 4.45	Mean Score
What is most **important** to Merritt College Employees?	This institution does a good job of meeting the needs of students.	4.73
	This institution treats students as its top priority.	4.69
	This institution makes sufficient budgetary resources available to achieve important objectives.**	4.69
	Staff take pride in their work.	4.66
	This institution promotes excellent employee-student relationships.	4.64
	Faculty take pride in their work.	4.64
Satisfaction Score	Satisfaction scale 1-5 (low-high) Range: 2.01-3.59 Median (midpoint) 2.83	Mean Score
What are Merritt College Employees Most **satisfied** with?	Faculty take pride in their work. ^^^	3.59
	Staff take pride in their work. ^^^	3.51
	The goals and objectives of this institution are consistent with its mission and values. ^^	3.31
	Administrators take pride in their work. ^^	3.30
	This institution is well-respected in the community. ^^	3.30

Items above the midpoint in importance (4.45) with the lowest performance gap.	
Institutional Strengths	Faculty take pride in their work.
	Staff take pride in their work.
	This institution is well-respected in the community.
	Administrators take pride in their work.
	This institution promotes excellent employee-student relationships.

	Efforts to improve quality are paying off at this institution.
Items above the midpoint in importance (4.45) and below the midpoint in satisfaction (2.83) with the largest gap.
Institutional Challenges	College planning processes support my efforts to access resources for student success.
	Administrators share information regularly with faculty and staff.
	There is good communication between staff and the administration at this institution.
	The college uses student achievement data in decision making processes.
	The institution does a good job of meeting the needs of its faculty.

The college's specific items asked employees to evaluate institutional processes like student learning assessment, integrated planning and budgeting, Educational Master Planning, data-driven decision making and the participatory governance process for collegial decision making. Areas that are identified as challenges based on the gap analysis are the planning and resource allocation process for student success, the use of student achievement data in decision making and the participatory governance process.

Merritt College Campus Specific Items	Mean Importance	Mean Satisfaction	Performance Gap
Outcomes assessment leads to improvement in student learning at Merritt College.	4.36	2.93	1.43
Outcomes assessment leads guides meaningful conversations in my department or area.	4.28	3.08	1.20
College planning processes support my efforts to access resources for student success.	4.44	2.73	1.71
The college uses the Educational Master Plan (EMP) to guide teaching and learning.	4.31	2.91	1.40
The college uses student achievement data in decision making processes.	4.40	2.79	1.61
Participatory Governance allows all constituents a voice in college decision making processes.	4.49	2.84	1.65

*Note: Highlighted items of importance and satisfaction fell below the midpoint mean scores. Highlighted performance gaps fell above the midpoint of mean performance gaps.

Open Ended Comments

Employees were given the opportunity to provide additional feedback regarding campus culture and policies at Merritt College. 52 Employees left additional feedback in the form of positive comments, negative comments, and ideas for recommendations to improve campus culture and policies.

Positive Themes

- Merritt has talented faculty, staff and new administrators, and many hardworking and dedicated people on the campus
- There is a general positive attitude on campus
- The campus is improving, even though there is still work to be done

Negative Themes
- Slow decision making
- Strained leadership and administrative turnover
- Underfunding/under resourced including understaffed
- Resistance to culture change
- Lack of consistency or clear policies, accountability, and information sharing

Recommendations for Improvement
- Rejuvenate the campus
- Better communication and transparency
- Employee training
- More functions for staff to gather and socialize

Section 2: Institutional Goals

This section asked employees several questions about the goals of the institution. First, employees were asked: "How important is it to you that this institution pursue the following goals?" Then, employees were asked to rank the top three goals that the institution should prioritize. Lastly, employees were given the opportunity to recommend additional goals and provide feedback about the institution's goals.

Compared to other institutions, Merritt College ranked *Retain more of its currents students to graduation* and *Improve the quality of existing programs* significantly higher as institutional priorities. While *employee morale* was a goal with a high mean score for importance, it ranked 4th in top priorities for overall institutional goals, being replaced by *Increase the enrollment of new students.*

Highest Rated Goals (mean importance score)

- Retain more of its current students to graduation (4.82)*
- Improve the quality of existing programs. (4.77)***
- Improve employee morale. (4.69)

Top 3 Priority Goals (based on total top 3 priority ranking per goal)

- Retain more of its current students to graduation
- Improve quality of existing academic programs
- Increase the enrollment of new students

Employees had the opportunity to indicate goals the institution should prioritize that were not given as choices in the survey. Common themes among these recommended goals included developing human, facilities and technological capabilities including update/repair of the campus facilities, improving communication among employees and retention of employees, and ensuring students are successful and become employed after leaving Merritt College. Employees also drew a connection between communication and the need for a shared understanding of our college goals as a campus, and the ability to actually achieve the goals by working together to make progress.

Section 3: Involvement in Planning and Decision Making

In this section, each of the college constituent groups were listed and respondents were asked to rank the group's involvement in planning and decision making on a scale from not enough involvement

(1) to too much involvement (5). Senior Administration (VP, provost level or above) had the highest mean score in involvement, while part time employees (faculty or staff) had the lowest mean involvement. The midpoint in score in this section is 2.41. Groups that had a mean score below the midpoint are shaded in gray. Employees at Merritt College indicated that Alumni have significantly less involvement in planning and decision making than comparison institutions.

RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Mean
How involved are: Senior administrators (VP, Provost level or above)	3.71
How involved are: Deans or directors of administrative units	3.48
How involved are: Trustees	3.18
How involved are: Deans or chairs of academic units	3.10
How involved are: Faculty	2.81
How involved are: Staff	2.41
How involved are: Students	2.24
How involved are: Community members	2.17
How involved are: Alumni***	2.14
How involved are: Local employers	2.05
How involved are: Part time employees (faculty or staff	1.88

Section 4: Work Environment

In this section, employees were asked questions about getting training and information on the campus, communication, relationships with colleagues and supervisors, budgeting and resources, and opportunities for development and advancement. The range in mean scores in importance is narrow, indicating that all of these items are of relatively equal importance to Merritt College employees, while there are more identifiable areas of higher and lower satisfaction. The complete list of items with mean importance, satisfaction and gap scores can be found in Appendix B.

The item with the smallest gap in this section is *The type of work I do on most days is personally rewarding*, while the item with the largest gap is *My department has the staff needed to do its job well*. Merritt College employees ranked this item significantly lower than comparable institutions. The report of comparison scores and statistical significance can be found in Appendix B.

Importance Score	Importance scale 1-5 (low-high) Range: 4.28-4.64 Median (midpoint) 4.51	Mean Score
What is most **important** to Merritt College Employees?	My department has the staff needed to do its job well.	4.64
	It is easy for me to get information at this institution.*	4.62
	I have the information I need to do my job well.	4.62
	The type of work I do most days is personally rewarding.	4.60
	The work I do is valuable to the institution.	4.60
Satisfaction Score	Satisfaction scale 1-5 (low-high) Range: 2.33-3.98 Median (midpoint) 3.27	Mean Score
	The type of work I do on most days is personally rewarding.	3.98

What are Merritt College Employees Most **satisfied** with?	The work I do is valuable to the institution.	3.90
	I am proud to work at this institution. ^	3.85
	The employee benefits available to me are valuable.	3.71
	The work I do is appreciated by my supervisor.	3.68

	Items above the midpoint in importance (4.51) with the lowest performance gap.
Institutional Strengths	The type of work I do on most days is personally rewarding.
	The work I do is valuable to the institution.
	The employee benefits available to me are valuable.
	My supervisor pays attention to what I have to say.
	My job responsibilities are communicated to me clearly.
	Items above the midpoint in importance (4.51) and below the midpoint in satisfaction (3.27) with the largest gap.
Institutional Challenges	My department has the staff needed to do its job well.
	I am empowered to resolve problems quickly.
	My department has the budget needed to do its job well.
	It is easy for me to get information at this institution.
	I am paid fairly for the work I do.

Open Ended Comments

Employees were given the opportunity to provide additional feedback regarding the work environment at Merritt College. 28 Employees left additional feedback in the form of positive comments, negative comments, and ideas for recommendations to improve campus culture and policies.

Positive Themes
- General enjoyment of working with colleagues at Merritt College
- Many high-functioning and enjoyable departments on campus

Negative Themes
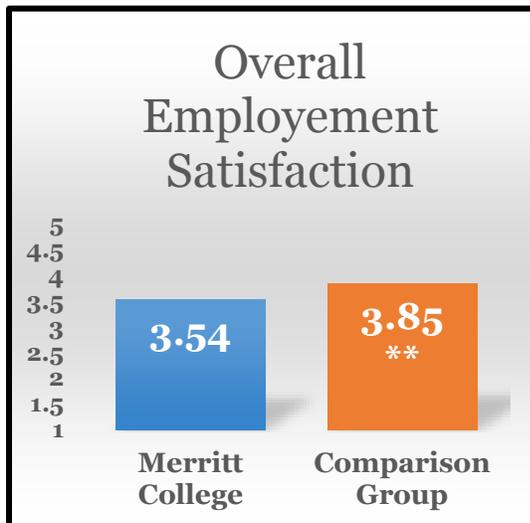- Administrative turnover
- Safety and outdated facilities

Recommendations for Improvement
- Maintain focus on serving the students
- On board and staff training

Conclusion

The final question of the survey was a global level summary question, *Rate your overall Satisfaction with your employment here so far*. The average score for Merritt College employees was 3.54, which was lower than the national comparison group.

Overall Employement Satisfaction

5
4.5
4
3.5
3
2.5
2
1.5
1

3.54
Merritt College

3.85
**
Comparison Group

Aggregating the strengths and challenges, the survey results identify key areas that both positively and negatively impact institutional effectiveness. While the employee-student relationship and employee-supervisor relationships seem strong, and employees generally enjoy working with their colleagues, improving communication and information sharing could make these relationships even better. In addition, while employees have obvious pride in their work and find it rewarding, employees feel that improving the planning, budgeting and resource allocation processes would help them do their jobs better and improve student success. The campus recognizes the quality improvement being made, however there are opportunities for continued refinement.

The challenges identified can be linked to the opportunity to achieve the goals that have been ranked highly and recommended as priorities by the employees. Adequate budget, resources, and staffing, as well as communication and information sharing impacts employee morale as well as student success and completion, and program quality.

The comparison group data can inform benchmarking, and setting standards and goals for improvement across the college. Noel Levitz provides statistical significance testing for many items included in this survey. While there were many items indicating that Merritt College was similar to a comparison group of schools, there were many items regarding campus culture and policies and the work environment that scored significantly lower than comparison schools. However, employees at Merritt College rated several institutional goals significantly higher in importance than peer institutions. Future measures of progress can be evaluated in several ways, one of which includes analyzing the ways in which the comparison of Merritt's scores change relative to the comparison group scores.

Strengths

- Pride in work/personaly rewarding and valuable
- Respect of institution
- Employee-student relationships
- Efforts to improve quality
- Employee benefits
- Supervisors pay attention to employees
- Clear communication of job responsiblities

Challenges

- Planning processes support access to resources for student success
- Meeting faculty needs, adequate staffing and budget to do jobs well
- Information sharing and communication, being empowerd to resolve problems quickly
- Use of data in decision making
- Fair pay for work

Statistical Comparison Summary (percent of items by category with statistical significance)			
Significantly Higher	**Section**	**Importance**	**Satisfaction**
	Campus Culture and Policies	10%	
	Institutional Goals	44%	
	Constituent Involvement in Planning and Decision Making		
	Work Environment	5%	
Significantly Lower	**Section**	**Importance**	**Satisfaction**
	Campus Culture and Policies		97%
	Institutional Goals		
	Constituent Involvement in Planning and Decision Making	25%	
	Work Environment		67%

Appendix A:

<table>
<tr><td>Section 1: Campus Culture and Policies</td></tr>
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RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Merritt College			Comparison group			IMP Sign diff	SAT Sign diff
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP		
This institution promotes excellent employee-student relationships	4.64	3.13	1.52	4.63	3.71	0.92	NS	^^^
This institution treats students as its top priority	4.69	2.97	1.72	4.71	3.64	1.08	NS	^^^
This institution does a good job of meeting the needs of students	4.73	2.95	1.77	4.68	3.58	1.11	NS	^^^
The mission, purpose, and values of this institution are well understood by most employees	4.32	3.05	1.26	4.36	3.51	0.85	NS	^^^
Most employees are generally supportive of the mission, purpose, and values of this institution	4.43	3.25	1.18	4.38	3.59	0.79	NS	^^^
The goals and objectives of this institution are consistent with its mission and values	4.44	3.31	1.13	4.44	3.58	0.86	NS	^^
This institution involves its employees in planning for the future	4.43	3.04	1.39	4.42	3.08	1.34	NS	NS
This institution plans carefully	4.51	2.35	2.16	4.52	3.13	1.38	NS	^^^
The leadership of this institution has a clear sense of purpose	4.55	2.58	1.98	4.59	3.33	1.26	NS	^^^
This institution does a good job of meeting the needs of its faculty	4.38	2.78	1.59	4.42	3.24	1.18	NS	^^^
This institution does a good job of meeting the needs of staff	4.46	2.57	1.89	4.43	3.13	1.30	NS	^^^
This institution does a good job of meeting the needs of administrators	4.11	3.05	1.06	4.21	3.68	0.53	NS	^^^
This institution makes sufficient budgetary resources available to achieve important objectives	4.69	2.57	2.11	4.48	3.18	1.29	**	^^^
This institution makes sufficient staff resources available to achieve important objectives	4.56	2.23	2.33	4.41	3.10	1.31	*	^^^
There are effective lines of communication between departments	4.36	2.23	2.13	4.47	2.80	1.68	NS	^^^
Administrators share information regularly with faculty and staff	4.42	2.81	1.61	4.49	3.08	1.40	NS	^

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There is good communication between the faculty and the administration at this institution	4.36	2.83	1.53	4.47	3.07	1.40	NS	^
There is good communication between staff and the administration at this institution	4.41	2.77	1.64	4.44	3.06	1.38	NS	^
Faculty take pride in their work	4.64	3.59	1.06	4.66	3.91	0.74	NS	^^^
Staff take pride in their work	4.66	3.51	1.16	4.62	3.84	0.78	NS	^^^
Administrators take pride in their work	4.58	3.30	1.28	4.59	3.76	0.83	NS	^^^
There is a spirit of teamwork and cooperation at this institution	4.58	2.69	1.89	4.57	3.06	1.51	NS	^^
The reputation of this institution continues to improve	4.51	2.79	1.72	4.57	3.41	1.16	NS	^^^
This institution is well-respected in the community	4.56	3.30	1.25	4.63	3.64	0.99	NS	^^
Efforts to improve quality are paying off at this institution	4.57	2.92	1.65	4.49	3.35	1.14	NS	^^^
Employee suggestions are used to improve our institution	4.45	2.60	1.85	4.37	2.98	1.39	NS	^^
This institution consistently follows clear processes for selecting new employees	4.46	2.72	1.74	4.41	3.18	1.23	NS	^^^
This institution consistently follows clear processes for orienting and training new employees	4.57	2.01	2.56	4.43	3.08	1.34	*	^^^
This institution consistently follows clear processes for recognizing employee achievements	4.26	2.64	1.62	4.25	3.14	1.12	NS	^^^
This institution has written procedures that clearly define who is responsible for each operation and service	4.45	2.36	2.09	4.34	3.11	1.22	NS	^^^

Appendix B

Section 4: Work environment

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Merritt College			Comparison group			IMP Sign Diff	SAT Sign diff
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP		
It is easy for me to get information at this institution	4.62	2.67	1.95	4.49	3.27	1.22	*	^^^
I learn about important campus events in a timely manner	4.33	2.89	1.44	4.22	3.51	0.71	NS	^^^
I am empowered to resolve problems quickly	4.51	2.46	2.04	4.43	3.37	1.06	NS	^^^
I am comfortable answering student questions about institutional policies and procedures	4.28	3.27	1.00	4.23	3.51	0.72	NS	^
I have the information I need to do my job well	4.62	3.25	1.37	4.60	3.63	0.97	NS	^^^
My job responsibilities are communicated clearly to me	4.55	3.32	1.23	4.57	3.71	0.86	NS	^^^
My supervisor pays attention to what I have to say	4.56	3.49	1.07	4.59	3.90	0.69	NS	^^^
My supervisor helps me improve my job performance	4.40	3.36	1.04	4.46	3.75	0.71	NS	^^
My department or work unit has written, up-to-date objectives	4.29	3.33	0.96	4.26	3.58	0.68	NS	^
My department meets as a team to plan and coordinate work	4.46	3.43	1.03	4.35	3.67	0.68	NS	NS
My department has the budget needed to do its job well	4.58	2.55	2.03	4.51	3.09	1.42	NS	^^^
My department has the staff needed to do its job well	4.64	2.33	2.31	4.56	3.06	1.50	NS	^^^
I am paid fairly for the work I do	4.56	3.01	1.54	4.56	3.13	1.43	NS	NS
The employee benefits available to me are valuable	4.56	3.71	0.85	4.58	3.85	0.74	NS	NS
I have adequate opportunities for advancement	4.39	2.86	1.53	4.25	3.02	1.23	NS	NS
I have adequate opportunities for training to improve my skills	4.45	2.69	1.76	4.41	3.40	1.01	NS	^^^
I have adequate opportunities for professional development	4.46	2.88	1.58	4.38	3.43	0.95	NS	^^^
The type of work I do on most days is personally rewarding	4.60	3.98	0.62	4.58	4.09	0.49	NS	NS
The work I do is appreciated by my supervisor	4.44	3.68	0.76	4.46	3.90	0.56	NS	NS
The work I do is valuable to the institution	4.60	3.90	0.70	4.56	3.98	0.59	NS	NS
I am proud to work at this institution	4.50	3.85	0.65	4.56	4.09	0.47	NS	^

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Appendix C

Comparison Group Institutions	Georgia Military College	Mountwest Community & Technical College	Prairie State College
Aims Community College	Gogebic Community College	Mt Hood Community College	Richland College
Arizona Western College	Greenville Technical College	Murray State College	Santa Fe Community College
Beaufort Count Community College	Guttman Community College	New Mexico Junior College	Southeast_Technical_Institute
Broome Community College	Helena College	New Mexico State University - Carlsbad	Southern Crescent Technical College
Cascadia College	Kankakee Community College	Normandale Community College	Southwest Wisconsin Technical College
Cascadia Community College	Kishwaukee College	North Dakota State College of Science	Southwestern College
Central Ohio Technical College	Lakeland College AB	Northeast Iowa CC	SUNY Broome Community College
Central Wyoming College	Lakeshore Technical College	Northeast State Community College	Tri-County Technical College
Chandler Gilbert Community College	Laramie County Community College	Northern Oklahoma College	Trident Technical College
College of the Redwoods	Laredo Community College	Northwest Arkansas Community College	West Georgia Technical College
Cowley County Community College	Marion Technical College	Northwest Technical College	Western Technical College
Durham Technical Community College	Minneapolis Community and Technical College	Ogeechee Technical College	Wisconsin Indianhead Technical College
Eastern Gateway Community College	Montcalm Community College	Parkland College	Yuba Community College
Eastern New Mexico University-Ruidoso	Mountain View College	Piedmont Technical College	