MCC Faculty Staff Survey  
Spring 2004  

Presentation to Middle States  
January 12, 2005  

Overview and Methodology  
- Survey conducted in April 2004 (May-June in 2001)  
- Purpose:  
  - Measure the progress of goals in the Strategic Plan (the 2001 survey established a baseline for such purposes)  
  - Gather employee perceptions regarding work climate and job satisfaction, and other information relevant to issues identified in the 2001-2005 Strategic Plan  
  - Developed in-house, based on Performance Areas in Strategic Plan, review of employee surveys from other institutions, and input from MCC faculty and staff.  
  - Second survey at MCC to solicit opinions from all employees  
  - Today’s presentation organized around Middle States Standards 1 - 14  

Respondent Overview  
- Overall response was good  
  - Total N=417, 29% of entire staff (36% in 2001)  
  - Response from Adjunct Faculty was very low, 10% (6% in 2001)  
  - Without Adjuncts, response rates increase to 41% faculty (54% in 2001) and 39% overall (49% in 2001)  

<table>
<thead>
<tr>
<th>Position</th>
<th>Survey Respondents</th>
<th>Entire MCC Staff</th>
<th>Response Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching Staff</td>
<td>189</td>
<td>846</td>
<td>22%</td>
</tr>
<tr>
<td>Full-time</td>
<td>131</td>
<td>303</td>
<td>43%</td>
</tr>
<tr>
<td>Part-time</td>
<td>6</td>
<td>29</td>
<td>21%</td>
</tr>
<tr>
<td>Adjunct</td>
<td>52</td>
<td>514</td>
<td>10%</td>
</tr>
<tr>
<td>Administration</td>
<td>57</td>
<td>93</td>
<td>61%</td>
</tr>
<tr>
<td>Professional service to students</td>
<td>99</td>
<td>211</td>
<td>41%</td>
</tr>
<tr>
<td>Professional service to admin.</td>
<td>34</td>
<td>209</td>
<td>41%</td>
</tr>
<tr>
<td>CSEA</td>
<td>75</td>
<td>295</td>
<td>25%</td>
</tr>
<tr>
<td>Unknown</td>
<td>5</td>
<td>9</td>
<td>2%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>417</td>
<td>1445</td>
<td>29%</td>
</tr>
</tbody>
</table>
Respondent Overview

- Distributions that matched the 2003-04 population and 2001 sample
  - Age
  - Years employed at MCC
  - Ethnicity
  - Campus

- Distributions that did not match
  - Distribution by rank did not match the 2003-04 population. There was a significantly greater proportion of instructors responding to the survey than the population.
  - Distribution of Teaching (Fewer), Administration (Greater), Professional service (Greater), and CSEA (Same) did not match 2003-04 population distribution
  - A significantly greater proportion of females responded than the 2003-04 population proportion (similarly, significantly fewer males responded). However, the gender distribution did match the 2001 sample.

Standard 1: Mission, Goals, and Objectives

- I support the mission and goals of the College. (Q62)
  - Agree* 97% (94%)

- I believe that having both urban and suburban campuses is important to the mission of the College. (Q64)
  - 80% (61%) Agree -- Significant
  - 8% (20%) Disagree

*Throughout this presentation, “Agree” includes both Agree and Strongly Agree; “Disagree” includes both Disagree and Strongly Disagree. “Satisfied” includes both Satisfied and Extremely Satisfied.

Standard 2: Planning, Resource Allocation, and Institutional Renewal

- Staffing in my department is adequate. (Q66)
  - 47% (41%) Agree
  - 36% (42%) Disagree

- Budget priorities are not communicated effectively. (Q67)
  - 38% (41%) Agree
  - 38% (37%) Disagree

- The institutional data I need for planning purposes is not readily available. (Q76)
  - 76% (66%) Disagree - Significant
  - 11% (15%) Agree

- College decisions are well thought out and based on long-range plans. (Q39)
  - 69% (56%) Agree – Significant
    (Teaching staff went from 48% in 2001 to 65% in 2004. – Significant)
Standard 3: Institutional Resources

- There is insufficient funding for professional development activities. (Q46)
  - 42% (46%) Agree
  - 43% (37%) Disagree

- Campus buildings and grounds are clean and in good condition. (Q49)
  - 75% (84%) Agree – Significant
  - 15% (8%) Disagree – Significant
  (In particular, Professional service to students went from 86% in 2001 to 67% in 2004 – Significant AND Professional service to administration went from 92% in 2001 to 69% in 2004 – Significant)

Standard 4: Leadership and Governance

- The Faculty Senate structure provides an effective forum for faculty and staff participation in College initiatives. (Q74)
  - 49% (49%) Agree
  - 26% (25%) Disagree

- The current union structure (FA or CSEA) effectively represents my needs. (Q77)
  - 58% (42%) Agree – Significant
  - 21% (32%) Disagree – Significant
  (In particular, both Teaching and CSEA had significant increases in Agree: Teaching 40% in 2001 vs. 60% in 2004; CSEA 42% in 2001 vs. 58% in 2004.)

Standard 5: Administration

- There is sufficient consultation with governance organizations regarding important administrative decisions. (Q41)
  - 50% (47%) Agree
  - 22% (26%) Disagree
  (Teaching staff had a significant increase in agreement with this statement.)
  - 44% (29%) Agree – Significant

- Institutional priorities are not communicated effectively throughout the College. (Q44)
  - 36% (36%) Agree
  - 41% (44%) Disagree
**Standard 6: Integrity**

- The work climate at MCC is not supportive of diversity. (Q50)
  - 80% (75%) Disagree
  - 10% (16%) Agree

- On the whole, I feel that MCC is a high quality institution. (Q79)
  - 92% (90%) Agree
  - 2% (2%) Disagree

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**Standard 7: Institutional Assessment**

**Standard 14: Assessment of Student Learning**

- Implementing outcomes assessment – student, academic program, and total college (Q86)

<table>
<thead>
<tr>
<th>Importance</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>70% noted that this is Essential to Very Important (70%)</td>
<td>76% noted that MCC’s performance was Excellent to Good (61% -- Improved Significant)</td>
</tr>
</tbody>
</table>

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**Standard 8: Student Admissions**

- Number of courses including a community involvement component (Q3)
  - Over three-quarters (80%) of survey respondents who teach say that “Some” or “None” of their courses require community involvement. (79% in 2001, i.e., 61% None & 18% Some)
Standard 9: Student Support Services

- Maintaining a strong system of academic advisement (Q80)
  - Importance: 97% noted that this is Essential to Very Important (92%)
  - Performance: 81% noted that MCC’s performance was Excellent to Good (80%)

- Promoting student development in non-academic areas (e.g., socially, emotionally, culturally) (Q97)
  - Importance: 76% noted that this is Essential to Very Important (69% -- Increased Significantly)
  - Performance: 61% noted that MCC’s performance was Excellent to Good (53% -- Improved Significantly)

Standard 10: Faculty

10.2 Appointment Process
- 55% of respondents (n=201) (54% [251] in 2001) reported serving on at least one selection committee and responded to the section on hiring process:
  - There was a sufficient number of well-qualified applicants (Q37)
    - 67% (44%) Agree Significant
  - The candidate pool was sufficiently diverse. (Q38)
    - 53% Agree and 24% Disagree, in contrast to 39% Agree, and 37% Disagree in 2001. – Significant

10.4 Educational Curricula
- During the past two years, have you developed a new course, workshop, or program? (Q105a)
  - Teaching: 57% (65%)

Standard 11: Educational Offerings

- Providing community workforce development through credit and non-credit training. (Q85)
  - Importance: 87% noted that this is Essential to Very Important (83%)
  - Performance: 87% noted that MCC’s performance was Excellent to Good (86%)

- Continuing the expansion and development of distance learning course opportunities. (Q87)
  - Importance: 66% noted that this is Essential to Very Important (68%)
  - Performance: 85% noted that MCC’s performance was Excellent to Good (89%)
Standard 12: General Education

- Maintaining strong programs in remedial and developmental education. (Q84)
  
  Importance
  - 88% noted that this is Essential to Very Important (85%)
  
  Performance
  - 87% noted that MCC’s performance was Excellent to Good (85%)

- Maintaining a strong core of general education courses. (Q89)
  
  Importance
  - 96% noted that this is Essential to Very Important (90% -- Increased Significantly)
  
  Performance
  - 93% noted that MCC’s performance was Excellent to Good (86% -- Improved Significantly)

Standard 13: Related Educational Activities

- Building a strong service learning program. (Q100)
  
  Importance
  - 64% noted that this is Essential to Very Important (58%)
  
  Performance
  - 67% noted that MCC’s performance was Excellent to Good (59%)

- Integrating international, intercultural, or global perspectives into student activities programming (special events, lectures, film series, clubs, etc.) (Q107c)
  
  - 69% noted this as Essential or Very Important in 2004 (64% in 2001)

Using the information...

- Copies of the 2001 & 2004 survey results are available in the Middle States office.

- There are enough aggregated data tables broken down by position to make the use of charts or tables possible.

- For any special comparisons, see Angel Andreu at Institutional Research, 6-102, Ext. 3031
Thoughts, perceptions
Word pictures, so clear, so sharp:
Seductive bullets

Questions?