MCC Faculty Staff Survey  
Spring 2004  
Presentation to President’s Council  
January 6, 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 relevant “Suggested Performance Measures” from Strategic Plan.

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>59% 22%</td>
</tr>
<tr>
<td>Full-time</td>
<td>131</td>
<td>303</td>
<td>21% 43%</td>
</tr>
<tr>
<td>Part-time</td>
<td>6</td>
<td>29</td>
<td>2% 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>58</td>
<td>211</td>
<td>15% 41%</td>
</tr>
<tr>
<td>Professional service to admin.</td>
<td>32</td>
<td>295</td>
<td>20% 25%</td>
</tr>
<tr>
<td>CSEA</td>
<td>72</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unknown</td>
<td>9</td>
<td></td>
<td></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.

1.0 Maximizing Learning Opportunities

1.5 Recognize and enhance excellence in teaching.

- Faculty opinion of learning environment and institutional support for teaching excellence
  - Over 50% of teaching staff Agree* with the following statements (or Disagree if negative):
    - I receive professional encouragement and support from members of my department: 83% (74%) Significant
    - Faculty receive professional encouragement and support from the College administration: 45% (52%) Significant
    - Faculty and student services staff collaborate effectively: 61% (52%) Significant
    - Faculty input is solicited when planning on-campus professional development events: 63% (54%)
    - Faculty input is incorporated into policy decisions that affect faculty: 51% (33%) Significant
  - Maintaining high academic expectations and classroom standards hurts a faculty member’s opportunity for promotion 69% (60%)

- Over 2/3 of teaching staff were Satisfied* with the following aspects of the learning environment:
  - Procedures for dealing with problem classroom behavior: 71% (60%)
  - Procedures for recommending student withdrawal for attendance reasons: 70% (60%)
  - Procedures for dealing with academic dishonesty: 67% (60%)

*Throughout this presentation, “Agree” includes both Agree and Strongly Agree; “Disagree” includes both Disagree and Strongly Disagree. “Satisfied” includes both Satisfied and Extremely Satisfied.
1.5 Recognize and enhance excellence in teaching.

- Faculty opinion of learning environment and institutional support for teaching excellence (continued).
  - A large percentage of teaching staff disagree that:
    - The College’s practices regarding faculty release time are equitable. 36% (49%) Significant
    - Faculty are rewarded by the College for being good teachers. 38% (44%)
    - Maintaining high academic expectations and classroom standards hurts a faculty member’s opportunity for promotion. 69% (60%)
  - Teaching staff were polarized on the following statements:
    - Voicing dissenting opinions hinders a faculty member’s chances for promotion.
      - 30% (30%) Disagree, but 45% (49%) Agree.

- Participation rate in professional development activities
  - The majority (~50%) of respondents in all position categories have:
    - attended conferences or seminars on campus 76% (89%) Significant
    - attended seminars off campus 82% (81%)
    - completed a workshop or other non-credit training program 57% (70%) Significant
  - Administrators had the highest rates of:
    - presenting at conferences, both on 70% (62%) and off 74% (75%) campus
    - holding leadership positions in professional organizations 54% (65%)
  - Faculty had the highest rates of:
    - authoring or editing a book or chapter 24% (26%)
  - Professional service to administration had the highest rates of:
    - having a creative work published, performed, or displayed 28% (10%)
  - CSEA employees were lower than the sample average on almost every category, except:
    - completing an undergraduate course 19% (24%)
    - completing an undergraduate degree 9% (12%)

2.0 RESPONDING TO COMMUNITY & WORKFORCE EXPECTATIONS
2.3 Collaborate with local schools, county and city government, and community agencies to address social and economic concerns confronting our community, as they relate to education.

- Number of courses including a community involvement component
  - 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)

![Bar chart showing distribution of courses requiring community involvement.]

3.0 ATTRACTING AND NURTURING HUMAN RESOURCE TALENT

3.1 Design and implement strategies for effectively recruiting and retaining qualified and diverse administration, faculty, and staff who possess the professional qualities to inspire student success.

- Reduction in hiring process timeframe
  - 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:
    - Hiring process went smoothly: 74% (65%) Agree -- Significant
    - Hiring process took a reasonable length of time: 63% (53%) Agree Significant
    - Sufficient number of well-qualified applicants: 67% (44%) Agree Significant
    - Candidate pool was sufficiently diverse: 53% Agree and 24% Disagree, in contrast to 39% Agree, and 37% Disagree in 2001. -- Significant
3.2 Promote an atmosphere that celebrates excellence and supports a culture of interaction and innovation.

- Expansion of the breadth of recognition of professional achievement
  - I am dissatisfied with the College’s recognition of professional achievements.
    - 23% (24%) Agree
    - 58% (52%) Disagree
    (Among Teaching Staff, 56% (45%) Disagree (p = 0.053))
  - MCC employees are recognized for good work and rewarded for success.
    - 45% (39%) Agree
    - 32% (35%) Disagree

- Employee satisfaction with overall work environment
  - Respondents are fairly satisfied overall with employment at MCC.
  - Average rating of 7.82 on 10-point scale (7.64) Significant
  - The majority (60% or higher) rated their satisfaction as either 8, 9, or 10; very few gave ratings on the 1-3 end of the scale
  - 71% rated 8-10 vs. 64% in 2001 – difference is significant
  - Administration is significantly higher 8.49 in 2004 than in 2001 with 7.69

<table>
<thead>
<tr>
<th>Position</th>
<th>Teaching Administration</th>
<th>Professional Service to Students</th>
<th>Professional Service to Admin CSEA</th>
<th>All Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall satisfaction</td>
<td>7.84</td>
<td>7.75</td>
<td>7.82</td>
<td>7.82</td>
</tr>
<tr>
<td></td>
<td>(313)</td>
<td>(248)</td>
<td>(407)</td>
<td>(463)</td>
</tr>
</tbody>
</table>
  - In another related question, only 11% (12%) indicated that they were dissatisfied with their overall working conditions

- There is a sense of shared purpose among faculty and staff at MCC.
  - 62% (55%) Agree — Significant
  - 18% (22%) Disagree

- There are not enough opportunities to interact socially with colleagues.
  - 38% (35%) Disagree
  - 43% (41%) Agree

- There are not enough opportunities to interact professionally with colleagues.
  - 40% (35%) Disagree
  - 40% (46%) Agree
  (37% (22%) of Teaching Staff disagree, and 42% (55%) agree.)
  --Significant
3.3 Encourage and support personal and professional growth through professional development activities and training.

- Increased funding support for professional development activities
  - There is insufficient funding for professional development activities.
    - 42% (46%) Agree
    - 43% (37%) Disagree
  - Greater importance should be placed on professional development activities in promotion decisions.
    - 44% (51%) Agree (p = 0.053)
    - 20% (19%) Disagree

(Professional service to students had a significant drop in agreement with this statement, from 72% in 2001 to 53% in 2004)

### Course and degree completion rates

<table>
<thead>
<tr>
<th></th>
<th>Teaching</th>
<th>Administration</th>
<th>Professional</th>
<th>Service to Students</th>
<th>Professional</th>
<th>Service to Admin. CSEA</th>
<th>All Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed a graduate course for credit</td>
<td>24% (32%)</td>
<td>30% (38%)</td>
<td>24% (26%)</td>
<td>27% (27%)</td>
<td>3% (2%)</td>
<td>25% (28%)</td>
<td></td>
</tr>
<tr>
<td>Completed an undergraduate course for credit</td>
<td>17% (11%)</td>
<td>11% (21%)</td>
<td>11% (39%)</td>
<td>41% (13%)</td>
<td>1% (3%)</td>
<td>20% (34%)</td>
<td></td>
</tr>
<tr>
<td>Completed a graduate degree</td>
<td>15% (16%)</td>
<td>16% (14%)</td>
<td>13% (16%)</td>
<td>13% (13%)</td>
<td>9% (5%)</td>
<td>14% (14%)</td>
<td></td>
</tr>
<tr>
<td>Completed a graduate degree</td>
<td>15% (14%)</td>
<td>16% (16%)</td>
<td>13% (16%)</td>
<td>13% (13%)</td>
<td>9% (5%)</td>
<td>14% (14%)</td>
<td></td>
</tr>
<tr>
<td>Completed an undergraduate degree</td>
<td>14% (12%)</td>
<td>15% (11%)</td>
<td>17% (11%)</td>
<td>43% (12%)</td>
<td>1% (1%)</td>
<td>18% (11%)</td>
<td></td>
</tr>
<tr>
<td>Completed a workshop or other noncredit training program</td>
<td>61% (70%)</td>
<td>58% (80%)</td>
<td>71% (67%)</td>
<td>56% (67%)</td>
<td>43% (64%)</td>
<td>57% (70%)</td>
<td></td>
</tr>
</tbody>
</table>

4.0 CAPITALIZING UPON RESOURCE DEVELOPMENT OPPORTUNITIES
4.2 Maintain, preserve, and upgrade all College facilities and equipment to enhance student learning, student life activities, and utilization by the community.

- Satisfaction with learning environment:
  - Over 2/3 of teaching staff were Satisfied with the following aspects of the learning environment:
    - Availability of software in college computer labs 80% (79%) Significant
    - Books and resources available in campus libraries 79% (69%)
    - Reliability of computers in college computer labs 78% (66%) Significant
    - Number of computers available on campus for student use 78% (76%)
    - Learning Center in your department 76% (72%)
    - Technology and equipment in classrooms 76% (61%)
    - Functionality of “smart” classrooms 75% (79%)
    - Communication with students via email 73% (62% Significant
    - Equipment in science labs 73% (56%)
  - The highest levels of dissatisfaction (over ¼ of teaching staff) in 2001 were reported with the following:
    - Walk-up copy centers 41% (29%) Significant
    - Functionality of traditional classrooms 23% (28%)
    - Cleanliness and condition of classrooms 18% (25%)
    - Equipment in science labs 11% (27%) Significant

4.3 Maintain, upgrade, and expand technology resources to support the academic and administrative systems of the College.

- Expansion of training opportunities for faculty and staff
  - I am dissatisfied with the technology training opportunities available to me.
    - 82% (82%) Disagree
    - 11% (12%) Agree

5.0 PROMOTING VISIONARY AND RESPONSIVE LEADERSHIP
5.1 Ensure that leadership and institutional processes effectively support the overall College mission.

- Employee understanding of the role of various campus sites in mission achievement
  - I believe that having both urban and suburban campuses is important to the mission of the College.
    - 80% (61%) Agree -- Significant
    - 8% (20%) Disagree
  - In the "College Initiatives" section of the survey, "Ensuring success of the proposed downtown new Damon City Campus (Renaissance Square Project)" and "Ensuring success of the Damon City Campus" both received relatively low Importance ratings, resulting in a ranking of #21 and #16 (#21) respectively on a list of 21 items.

5.2 Strengthen internal communication channels to provide for efficient information flow, appropriate opportunities for consultation, and rationale for decisions.

- Review of campus communications for promptness, rationale, and inclusiveness
  - Institutional priorities are not communicated effectively throughout the College.
    - 36% (36%) Agree
    - 41% (44%) Disagree
  - Budget priorities are not communicated effectively.
    - 38% (41%) Agree
    - 38% (37%) Disagree
  - I do not receive the information I need to perform my job in a timely fashion.
    - 16% (19%) Agree
    - 69% (66%) Disagree

5.3 Foster the development of and encourage participation in leadership roles within the College.

- Employee opinion of leadership opportunities and leadership effectiveness
  - There are insufficient opportunities to assume leadership roles at the College in areas of interest to me.
    
    | Area                  | Agree | Disagree |
    |-----------------------|-------|----------|
    | Teaching              | 25%   | 61%      |
    | Administration        | 29%   | 54%      |
    | Professional service to students | 32% | 44% |
    | Professional service to admin. | 35% | 42% |
    | CSEA                  | 12%   | 51%      |
    | All Respondents       | 26%   | 53%      |
5.4 Position Monroe Community College as a leader on a regional, state, and national level.

- Employee participation/leadership in outside organizations and activities
  - 71% (69%) of respondents said that they had been a member of a professional organization within the past 3 years.
  - 31% (34%) said that they had held a leadership position in a professional organization during that time period.
  - Rates of active participation in community or volunteer activities were uniformly high, 71–81% (64–88%), with the exception of CSEA staff: 48% (45%).

5.5 Improve the effectiveness of governance structures in terms of their role, authority, processes, and opportunities for meaningful participation.

- Rates of participation in governance matters (meetings, surveys)
  - Teaching (N=189) 40% (45%)
  - Administration (N=57) 60% (56%)
  - Professional service to students (N=55) 36% (31%)
  - Professional service to depts. (N=32) 34% (21%)
  - CSEA (N=75) 25% (28%)
  - All Respondents (N=417) 39% (39%)

- Teaching staff reported spending an estimated 1.7 (1.5) hours per week, on average, participating in governance activities. That’s higher than any other category.

- Faculty and Staff satisfaction with governance process
  - The Faculty Senate structure provides an effective forum for faculty and staff participation in College initiatives.
    - 49% (49%) Agree
    - 26% (25%) Disagree
  - There is sufficient consultation with governance organizations regarding important administrative decisions.
    - 50% (47%) Agree
    - 22% (26%) Disagree
    - (Teaching staff had a significant increase in agreement with this statement.)
      - 44% (39%) Agree – Significant
  - The current union structure (FA or CSEA) effectively represents my needs.
    - 58% (42%) Agree – Significant
    - 21% (32%) Disagree – Significant
    - (In particular, both Teaching and CSEA had significant increases in Agreement. Teaching 40% in 2001 vs. 60% in 2004; CSEA 42% in 2001 vs. 58% in 2004.)
6.0 ACHIEVING AND COMMUNICATING INSTITUTIONAL EFFECTIVENESS

6.1 Ensure that data analysis effectively supports the College's academic mission and decision-making processes.

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

QUESTIONS?