

**Oklahoma City Community College
Employee Opinion Survey Results
Executive Summary
December 2008**

Survey Instrument

The Survey instrument was designed by the National Initiative for Leadership & Institutional Effectiveness (NILIE) and titled The Personal Assessment of the College Environment (PACE). The survey model was designed to review supervisory relationships, institutional structure, teamwork, and student focus. Four leadership or organizational systems have been identified to categorize the institution. These four systems included coercive (1), competitive (2), consultative (3) and collaboration (4). Collaboration was the highest attainable system designed to reflect a participatory environment with leaders demonstrating complete confidence and trust in employees and decision making widely dispersed throughout the organization. Consultative was the second highest attainable system with leaders having substantial confidence and trust in employees. Competitive was the third highest attainable system with leaders having condescending confidence and trust in employees and control over decisions is at the top. The fourth system was coercive with leaders having no confidence or trust in employees and decisions are made from the top down.

Methodology

The Personal Assessment of the College Environment was administered during the month of October 2008. There were 937 employees surveyed with 464 (49%) responding. However, it is important to note that the largest group was part-time faculty which had a 23% response rate compared to 82% full-time exempt staff, 76% full-time faculty, 61% full-time nonexempt staff and 20% part-time staff. About one third (31%) of the responses were attributable to the full-time exempt staff followed by full-time faculty (25%) and full-time nonexempt staff (23%).

Response by Self-Selected Primary Employment Status

Population	Surveys Returned for Analysis	Percent of Population	Represented	% of Total
Full-time faculty	147	112	76.2%	24.5%
Part-time faculty	373	85	22.8%	18.6%
Full-time Exempt staff	172	141	82.0%	30.9%
Full-time Nonexempt staff	170	104	61.2%	22.7%
Part-time staff	75	15	20.0%	3.3%
Did not respond		7		
Total	937	464	49.5%	100%

Results

By Category

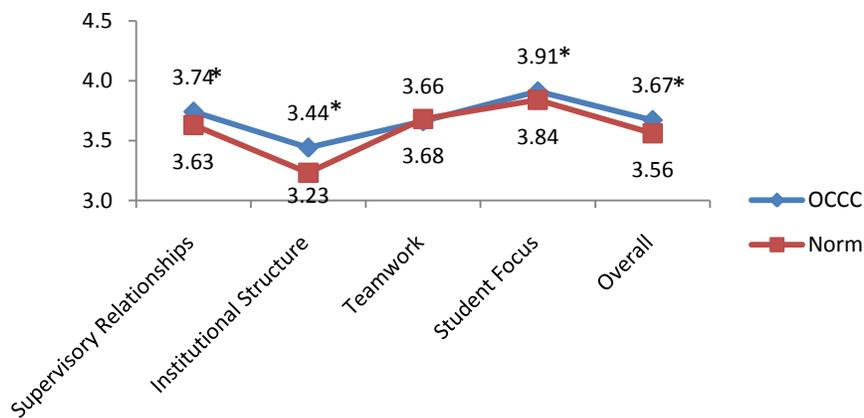
All PACE questions were categorized into four areas: supervisory relationships, institutional structure, teamwork, and student focus. The overall results indicated that all responses were within the consultative system. Three of the four categories were statistically significantly higher than the national norm including supervisory relationships, institutional structure and student

focus. The one which was not higher than the national norm was slightly below by 2 one hundredths of a point. The overall rating for the College was statistically significantly higher than the norm, 3.67 compared to 3.56.

Results by OCCC Compared to the Norm

	OCCC	Norm
Supervisory Relationships	3.74	3.63
Institutional Structure	3.44	3.23
Teamwork	3.66	3.68
Student Focus	3.91	3.84
Overall	3.67	3.56

Results by OCCC Compared to the Norm



T-test results indicate a significant difference between the OCCC Mean and the Norm Mean (0.05)

Top Five and Bottom Five Responses

The top five rated items are listed below. Four out of the five top five rated items were within the student focused category and one was within supervisory relationships. Two of these items were statistically significantly higher than the norm including the extent to which students receive an excellent education and the extent to which student ethnic and cultural diversity are important at this institution.

1. I feel my job is relevant to this institution's mission, 4.27
2. My supervisor expresses confidence in my work, 4.08
3. Students receive an excellent education at this institution, 4.06*
4. This institution prepares students for a career, 4.03
5. Student ethnic and cultural diversity are important at this institution, 4.02*

*T-test indicate a significant difference between the OCCC mean and the Norm mean (0.05)

All five of the bottom rated items were within the institutional structure. Although the following list identifies the bottom five rated items, all five of these ratings were statistically significantly higher than the national norm.

1. Information is shared within this institution, 3.12*
2. Decisions are made at the appropriate level at this institution, 3.16*
3. I have the opportunity for advancement within this institution, 3.16*
4. I am able to appropriately influence the direction of this institution, 3.18*
5. Institutional teams use problem-solving techniques, 3.24*

*T-test indicate a significant difference between the OCCC mean and the Norm mean (0.05)

Top Three and Bottom Three within the Employee Categories

Another key area to review is the top three and bottom three responses within the employee categories. There was some consistency of responses in both areas. There were two items listed within four of the five employee top categories including my job is relevant to the mission and my supervisor expressed confidence in my work. My supervisor is open to ideas was included in three of the five employee top three categories. Information shared within the College was in four of the five employee bottom categories. Decision making at the appropriate level and opportunity for advancement was included in three of the five employee bottom categories.

	# Resp	Top Three Responses	Bottom Three Responses
Full-time faculty	112	<ol style="list-style-type: none"> 1. My job is relevant to the mission 4.38 2. Supervisor expresses confidence in my work 4.29 3. Supervisor is open to ideas 4.16 	<ol style="list-style-type: none"> 1. Decisions made at appropriate level 2.95 2. Information is shared within institution 3.03 3. Institutional teams use problem solving techniques 3.20
Part-time faculty	85	<ol style="list-style-type: none"> 1. My job is relevant to the mission 4.47 2. Supervisor expresses confidence in my work 4.26 3. Student needs are central to what we do 4.25 3. Student ethnic and cultural diversity are important 4.25 3. Supervisor is open to ideas 4.25 	<ol style="list-style-type: none"> 1. Opportunity for advancement 3.19 2. I am able to influence the direction of the institution 3.41 3. Information is shared within institution 3.64
Full-time Exempt staff	141	<ol style="list-style-type: none"> 1. My job is relevant to the mission 4.20 2. Actions of this institution reflect its mission 4.10 3. Students receive an excellent education at this college 4.09 	<ol style="list-style-type: none"> 1. Opportunity for advancement 3.00 2. Information is shared within institution 3.01 3. Decisions made at appropriate level 3.07
Full-time Nonexempt staff	104	<ol style="list-style-type: none"> 1. My job is relevant to the mission 4.10 2. Students receive an excellent education 4.03 3. Student ethnic and cultural diversity are important 3.98 3. Supervisor expresses confidence in my work 3.98 	<ol style="list-style-type: none"> 1. Opportunity for advancement 2.74 2. I am able to influence the direction of the institution 2.88 3. Spirit of cooperation exists at this institution 2.94
Part-time staff	15	<ol style="list-style-type: none"> 1. Supervisor is open to ideas 4.47 2. Supervisor expresses confidence in my work 4.33 3. Supervisor helps me to improve my work 4.33 3. My work team provides an environment for open expression 4.33 	<ol style="list-style-type: none"> 1. Institution is appropriately organized 3.20 2. Information is shared within institution 3.27 3. Decisions made at appropriate level 3.33

OCCC Compared to the Norm

Of the 46 questions asked of employees, 59% (27 questions) were statistically significantly above the norm. These means ranged from a high of 4.06 for the extent to which students received an excellent education at this institution to a low of 3.12 for the extent to which information is shared at this institution. Only two items were rated statistically less than the norm, the extent to which there is a spirit of cooperation within my work team, and the extent to which non-teaching professional personnel meet the needs of students.

OCCC Mean Scores Compared to the NILIE Norm

The extent to which:	OCCC Mean	Norm Mean
1. Students receive an excellent education at this institution	4.06*	3.97
2. Student ethnic and cultural diversity are important at this institution	4.02*	3.81
3. The actions of this institution reflect its mission	3.98*	3.67
4. Faculty meet the needs of students	3.93*	3.83
5. Students are satisfied with their educational experience at this institution	3.92*	3.81
6. Student needs are central to what we do	3.91*	3.63
7. Administrative leadership is focused on meeting the needs of students	3.85*	3.48
8. Students are assisted with their personal development	3.76*	3.67
9. My supervisor actively seeks my ideas	3.74*	3.62
10. I receive appropriate feedback for my work	3.73*	3.51
11. My supervisor helps me to improve my work	3.71*	3.59
12. I receive timely feedback for my work	3.67*	3.48
• There is a spirit of cooperation within my work team	3.65*	3.78
• Non-teaching professional personnel meet the needs of the students	3.64*	3.76
13. Positive work expectations are communicated to me	3.63*	3.50
14. Institution-wide policies guide my work	3.63*	3.47
15. Work outcomes are clarified for me	3.62*	3.44
16. I receive adequate information regarding important activities at this institution	3.61*	3.49
17. Unacceptable behaviors are identified and communicated to me	3.58*	3.44
18. My work is guided by clearly defined administrative processes	3.55*	3.28
19. This institution has been successful in positively motivating my performance	3.41*	3.24
20. Open and ethical communication is practiced at this institution	3.35*	3.09
21. This institution is appropriately organized	3.33*	3.00
22. A spirit of cooperation exists at this institution	3.30*	3.12
23. Institutional teams use problem-solving techniques	3.24*	3.09
24. I am able to appropriately influence the direction of this institution	3.18*	2.98
25. Decisions are made at the appropriate level at this institution	3.16*	2.98
26. I have the opportunity for advancement within this institution	3.16*	3.02
27. Information is shared within the institution	3.12*	2.89

*T-test results indicate a significant difference between the OCCC mean and the Norm mean ($\alpha=0.05$)

Demographic Responses

There were four demographic questions included in the survey: employment status, number of years worked for the college, Academic Affairs Divisions, and administrative units. The chart on the next page provides means for each of the responses within the four major categories (supervisory relationships, institutional structure, teamwork and student focus). The color green was used to highlight the top three rated areas within a demographic area and the color red was used to highlight the bottom three rated areas. Student focus had the most highly rated areas with seven of the twelve falling into this category. Institutional structure was identified as the category in which most of the bottom rated means fell – ten of the twelve red highlighted areas.

Mean Climate Scores as Rated by Demographic Classifications

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Overall
OCCC	3.74	3.44	3.66	3.91	3.67
Norm	3.63	3.23	3.68	3.84	3.56
Primary employment status at OCCC					
Full-time faculty	3.92	3.48	3.79	3.95	3.77
Part-time faculty	3.92	3.81	3.85	4.07	3.92
Full-time Exempt staff	3.57	3.37	3.57	3.88	3.58
Full-time Nonexempt staff	3.56	3.20	3.38	3.81	3.48
Part-time staff	4.06	3.64	4.10	3.85	3.88
Years worked for the college					
Less than 1 year	3.83	3.57	3.82	3.80	3.73
1 to 4 years	3.75	3.51	3.64	3.94	3.70
5 to 9 years	3.81	3.50	3.71	3.94	3.72
10 to 14 years	3.75	3.42	3.63	3.95	3.68
15 to 19 years	3.84	3.38	3.62	3.90	3.68
20 or more years	3.45	3.19	3.61	3.91	3.51
Academic Affairs Division					
Information Technology	4.12	3.57	4.12	3.98	3.90
Science and Mathematics	3.79	3.48	3.64	3.81	3.68
Business	3.90	3.62	4.07	3.96	3.85
Social Sciences	3.92	3.57	3.80	4.07	3.83
Arts and Humanities	4.04	3.73	3.86	4.04	3.91
Health Professions	3.76	3.65	3.70	4.11	3.81
Administrative Unit					
Enrollment and Student Services	3.45	3.22	3.22	3.79	3.44
President's Office, PIE, Institutional Advance, General Counsel and IT	3.75	3.42	3.89	4.04	3.73
Human Resources & Support Services	3.60	3.34	3.40	3.84	3.55
Government Relations and Community Development	3.87	3.50	3.98	3.73	3.73
Business and Finance	3.31	3.24	3.33	3.91	3.44
Academic Affairs	3.92	3.56	3.84	3.95	3.80

Additional questions

There were 14 additional questions asked of employees. The first four questions were global in nature and the remaining ten were evaluative. The first question asked for the best method to promote diversity. The top two responses were hiring practices and staff training. The second question was "what is the most effective form of communication." The top two responses were email from supervisors followed by meetings within the employee's department. Employees were also asked which PACE categories had the most positive effect on the individual work environment, 36.5% indicated supervisory relationships, with organizational structure rated lowest at 4.4%. Ninety percent of the employees would recommend the College to their family and friends. The questions and responses to these four questions follow.

What would be the most important method OCCC could implement to promote diversity:		
	# of Responses	% of Responses
Staff training	102	23.4%
Hiring practices	116	26.7%
Student recruitment	77	17.7%
Public displays (artwork, pictures, posters)	65	14.9%
Other	75	17.2%
What is the most effective form of communication for you to hear about activities at OCCC:		
	# of Responses	% of Responses
The Communicator	85	18.6%
Pioneer	42	9.2%
Meetings within your department	98	21.4%
Emails from supervisors	173	37.8%
Employee website	41	8.9%
Other	19	4.1%
Which one of the following items has the most positive effect on your working environment:		
	# of Responses	% of Responses
Organizational Structure	20	4.4%
Supervisory Relationship	165	36.5%
Teamwork	145	32.1%
Student Focus	122	27.0%
Would you recommend OCCC as a place of employment to family and friends:		
	# of Responses	% of Responses
Yes	402	89.9%
No	45	10.1%

The following ten questions were developed to obtain a greater understanding of some of the more pertinent activities on campus and employees feelings toward the college. The top rated item was the willingness of staff to recommend their family and friends to enroll in the College (4.22). The second highest rated item at 3.86, was the availability of tools and technology to perform the job. The two lowest rated items were being informed on Achieving the Dream activities, 3.42, and the value of WOW sessions, 3.44.

The extent to which:	Mean
1. I recommend enrolling at OCCC to my family and friends	4.22
2. Tools and technology are available for me to perform my job	3.86
3. OCCC's atmosphere promotes academic learning outside of class time (individual studying, study groups, etc.)	3.67
4. OCCC faculty and staff promote students taking responsibility for their education	3.66
5. I routinely use tools or processes to evaluate the effectiveness of my work/class	3.64
6. Students consider themselves a part of the college community	3.61
7. I believe OCCC implements effective cost saving measures	3.49
8. Professional growth activities have assisted me in learning how to become more effective in my job	3.48
9. The WOW sessions have been informative and valuable	3.44
10. I am informed of the Achieving the Dream activities	3.42

Comments

Two hundred and thirteen (46%) of the respondents included written responses to their surveys. NILIE divided the comments by question within each of the four major categories (institutional structure, supervisory relationships, teamwork, student focus), customized questions, and others. A list of the top questions of 20 or more responses follows on the next page.

Question	Positive	
Students are central to what we do	50	<p>"I believe that OCCC realizes that the students are our reason for existence and basis decisions on that commitment."</p> <p>"I think we have very dedicated, long term employees that work hard and do a wonderful job for our students."</p> <p>"The commitment to the students. OCCC makes a difference in our community."</p> <p>"I am inspired and impressed by the climate among administrators and most faculty of meeting student needs."</p>
Motivating my performance	26	<p>"I am very pleased and impressed at the caliber of institution OCCC is not only for employees, but as well as for the students."</p> <p>"I am proud to be an OCCC employee. I feel that I am a part of the college family, and that we provide a great service to our community and beyond."</p>
Spirit of cooperation at this college	26	<p>"The spirit of cooperation and sense of shared mission make this institution strong."</p> <p>"The teamwork and shared vision of this institution."</p>
	Negative	
Motivating my performance	45	<p>"An overall feeling of not being valued as an employee exists within my area."</p> <p>"There is an atmosphere of fear and no matter how good of a job anyone does; no one is rewarded for their efforts (except from students)."</p> <p>"Accountability for performing one's duties is not held evenly across the college. Weaknesses are glossed over. The same personnel are called on repeatedly while others are allowed to skate by with minimal effort outside of teaching their classes."</p>
Information is shared	34	<p>"College-wide lack of effective communication and lack of direction."</p> <p>"Communication needs to improve...specifically regarding roles, procedures, and expectations."</p> <p>"An almost total lack of communication: many important decisions/developments are learned by accident, rumor, and/or long after occurrence."</p>
Institution is appropriately organized	29	<p>"Not enough people in the department to fully satisfy the growing need, which in turn makes everyone unhappy."</p> <p>"Organizational silos are entrenched ... And the recently announced organizational change removes the president even further from contact with staff."</p>
Spirit of cooperation at this institution	24	<p>"The coordinated efforts of full-time staff and adjunct faculty, as it relates to student support and services."</p> <p>"Poor customer service skills in each department."</p>
Leadership	21	<p>"Supervisors need sensitivity training and anger management counseling."</p> <p>"The upper executive management style is that of elitist mindset. Their actions translate that they are more interested in what is better for them personally and professionally than for the overall good of the institution."</p>

Conclusions and Next Steps

In general, the College compared favorably with the norm. Twenty-seven of the 46 questions asked were statistically significantly greater than the norm. Within the top five rated items two were statistically significant including excellent education students receive, and the importance of ethnic and cultural diversity. All five of the lowest rated items were statistically significantly higher than the norm.

The additional questions reflected a positive environment with 90% of employees willing to recommend their family and friends enroll in the College.

The areas that were rated the lowest and in need of potential improvement were part of the institutional structure category including communication, employee advancement, problem solving techniques used in teams, decision making at the appropriate level, and influence on the direction of the institution.

Potential next steps:

1. Share information with employees through the communicator, management meeting, faculty meeting, deans meeting, session during the week before classes start, etc.
2. Celebrate the positive results – maybe some type of thank you reception
3. Communication - establish an ad hoc committee to develop a communication plan
4. Employee advancement - incorporate a component regarding potential advancement into the employee evaluation process and/or systematically review positions on campus to determine advancement ladders
5. Use of problem solving techniques in teams and the spirit of cooperation in my work team - develop a team building training segment for all employees and/or conduct focus groups to identify how work teams could improve.
6. Decision making occurring at the appropriate level and influence on the direction of the institution – conduct focus groups to further clarify employee needs
7. Nonteaching personnel meet the needs of students - require customer service training for all staff and/or hire a “secret student” to visit areas of the campus to determine how he/she is treated