

Office of Institutional Advancement

An illustration showing a group of five people of diverse backgrounds and ages. They are gathered around a large, stylized globe. One person on the left is holding the top of the globe, another on the right is holding the bottom, and others are reaching towards it. The background is light blue with faint outlines of a tree and a building.

Fall 2003 Campus Climate Survey

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2003 Campus Climate Survey

“I have been here a long time and love the students. I enjoy it when students move on and come back to share their new experience . . . and the fact that I had something to do with their progress.”

Background

LACC is a learning organization. As such, we have established a vision and priorities in our *2002-2008 Strategic Plan*, are implementing a series of strategies, and have enumerated “vital signs” that measure how well we are doing in achieving our priorities and making our vision come alive. The vital signs are how we learn. By monitoring the effectiveness of our strategies, we are able to adjust—to learn. The *Campus Climate Survey* is a survey instrument that we use to measure employee attitudes every other year (in alternate years we measure student attitudes with the *Student Survey*).

For 2003, more than 200 responded to the survey instrument (132 faculty, 67 staff, 8 counselors and librarians, 12 managers, and 6 administrators) at September’s Flex Day and during the first weeks of the semester. This represents 33% of the total.

The survey contained three major sections. The first, “Importance and Satisfaction with Various Aspects of Job and Campus,” contained 57 different statements that elicit employees’ evaluation of the importance of each item, and their satisfaction with it. The statements concern experiences on campus related to the general campus climate, work-related issues, and various processes and communication on campus. The second, “Satisfaction with Campus Support Services,” enumerates the specific support areas and the final section details “Success in Achieving Campus Priorities.”

Several techniques were used to analyze the data. First, a mean satisfaction with each survey item was calculated. A second analysis involves the use of a “resource optimization matrix” that looks at both satisfaction *and* importance. Finally, a content analysis of the qualitative data generated from the comments section provides a method to add richness and texture to the quantitative analyses.

Executive Summary

Two major shifts have occurred since the survey was administered in 2001. First, a series of administrative functions have made significant gains in how people perceive their service to the campus. With the Copy Center leading an impressive turnaround, Media Services, Technical Support Services (TSS), Payroll, and Personnel all showed noteworthy shifts in perceptions. While this positive transition was happening, the campus was also experiencing a downward slide in resource-related issues. This is understandable given budget cuts, classes being cancelled, and positions being eliminated or not filled.

From a “strengths” perspective, respondents continue to value their individual work environment and relationships while appreciating their chance to work with a diverse student body. The “areas for improvement” are lead by the need for more funds, improved morale and trust, and an improved physical environment (although many people commented on the belief that Prop A and AA will have a huge impact on the campus).

Student Assistance Center, EOP&S, Campus Child Development Center, Learning Skills Center, and Library Services all received high ratings for their campus support services. Custodial Operations and Auxiliary Food Service rated lowest with many comments that expressed a frustration with the lack of both quality food and a gathering place.

Finally, this survey evaluates how respondents perceive our progress in achieving the eight priorities enu-

merated in our 2002-2008 “Creating an Urban Oasis of Learning” Strategic Plan. The budgeted-related priorities lead a downward slide of all eight priorities compared to 2001.

Part I: Importance of and Satisfaction with Various Aspects of Job and Campus

Strengths

Individual work environment and relationships—(See Table 1.) As was true in both the 1999 and 2001 surveys, the area that resulted in the greatest satisfaction involved the individuals’ immediate work situation. Statements like, “I love my department” and “My colleagues are great to work with” reflect the high satisfaction ratings of the following items:

- The extent to which you find your job challenging
- Level of respect you receive from your department chair or supervisor
- Your relationships with peers in your department/area/program
- Your work assignment
- Degree to which you can freely seek information or assistance from your immediate supervisor, management team, or union
- Recognition received from peers

Working with a diverse student body—The survey item, “Opportunities to interact informally with students” rated very high among respondents. More importantly, the comment section of the survey instrument provided the opportunity to elaborate. In response to the question, “What three things do you like best about LACC?” the diversity of students was mentioned most frequently. “The students—diverse ethnically, culturally, and economically are appreciative of the services we provide” and “LACC is an urban oasis of learning . . . about cultures” are illustrative of the comments provided.

Opportunities —It is interesting that while items that measured overall climate on the campus (“Morale on this campus,” “The present campus climate”) remained flat compared to 2001, there remains an underlying sense of hope and optimism. It is apparent that the on-going budget problems have taken a toll on the overall climate of the campus. There were numerous comments such as the following: “We must have more budget to serve students.” Still, another respondent captured a deeper sentiment, “Yes, we are in a budget crunch but constantly acting like the end of the world is near is very disconcerting to me as a new faculty member.” There is a foundation of resilience at City College that is captured in the data. Almost every item that began with the word “opportunities” ranked fairly high by campus members:

- Opportunities to improve the skills you use to perform your job
- Opportunities for creativity in professional responsibilities
- Opportunities to pursue innovation on the job

Areas of Improvement

Increased budgetary support—(See Table 1.) While the campus community is quite aware of the state’s seemingly intractable budget problems, our own budget situation is nonetheless frustrating for everyone. The comment section had a recurring “more money” theme reflected in such statements as, “More funding for athletics, performing arts, and physical education.” The survey items match this disappointment in specific ways. For example, “Sufficient numbers of support staff” was down considerably from 2001 as were other items that intimate a lack of funds. The item “LACC’s budgeting process meets the needs of the institution” had the greatest decline from 2001 even though the college received a commendation in its recent accreditation report for its efforts to link planning and budget.

Morale, trust, and cooperation—All of the items that measure broad-sweeping perceptions of morale and trust continued to rate low with no significant change from 1999. As one person said, “Improve morale and cooperation/attitude throughout the campus. Magic wand time: I’d eliminate ‘old baggage’ of gripes/bitterness/resentments to wipe the slate clean and give room for new spirit of cooperation/communication.”

Physical environment—Many of the items related to the physical environment of the campus were rated low with “conditions of the restrooms” being dead last. Also rating low were “LACC’s parking availability,” “The cleanliness of your work environment” and “LACC’s physical resources (e.g., facilities, equipment).” Written comments such as “There is writing on the windows and no one has attempted to clean them” were typical of some people’s frustration.

Greatest Change

District Office—(See Table 1.) In Fall 2003, satisfaction with the District Office, although still fairly low, increased substantially. The items, “Communication with District Offices (such as Payroll, personnel, educational services, business services),” and “Responsiveness when dealing with District personnel in such areas as payroll, personnel, etc.” show substantial improvement over 2001 and 1999.

Work Relationships – The items related to work relationships are near the top in terms of satisfaction, and at the same time, the level of satisfaction increased over the level expressed in Fall 2001. Items reflecting the greatest increase were: “Competency level of colleagues/ co-workers,” “Extent to which the Academic Senate is effective in providing curricular and professional leadership,” “Degree to which you can freely seek information or assistance from your immediate supervisor, management team, or union,” “Your relationships with peers in your department/ area/ program.”

Physical Environment—Satisfaction with the physical environment has rated a low level of satisfaction over the last several years, and after an increase between 1999 and 2001, has experienced a large decrease between 2001 and 2003.

Table I. Satisfaction with Various Aspects of Job and Campus:
Comparison of Fall 1999, Fall 2001 and Fall 2003
Sorted by Level of Satisfaction

	Fall 1999 Mean	Fall 2001 Mean	Fall 2003 Mean	Change: 2001 to 2003
21. The extent to which you find your job challenging	3.60	3.49	3.48	-0.01
23. Level of respect you receive from your department chair or supervisor	3.47	3.39	3.46	0.07
22. Your relationships with peers in your department/ area/ program	3.48	3.29	3.41	0.12
20. Your work assignment	3.53	3.46	3.39	-0.07
34. Degree to which you can freely seek information or assistance from your immediate supervisor, management team, or union*	3.16	3.17	3.34	0.17
44. Opportunities to interact informally with students*	3.57	3.32	3.31	-0.01
24. Opportunities to improve the skills you use to perform your job	3.02	3.09	3.22	0.13
38. Recognition received from peers	3.33	3.21	3.22	0.01
25. Competency level of colleagues/ co-workers	3.22	2.98	3.19	0.21
32. Your level of participation in professional responsibilities on campus	3.29	3.20	3.19	-0.01
36. Level of supervisor encouragement and support for professional growth and development	3.15	3.06	3.16	0.10
19. Your employment experience at LACC over the past two years	3.00	3.09	3.11	0.02
45. Your level of participation in student-sponsored activities	3.11	2.98	3.11	0.13
26. Opportunities for creativity in professional responsibilities*	3.04	2.95	3.08	0.13
12. Extent to which the Academic Senate is effective in providing curricular and professional leadership	2.91	2.88	3.06	0.18
27. Opportunities to pursue innovation on the job*	3.02	2.95	3.05	0.10
28. Workload distribution	2.85	2.92	3.01	0.09
52. Access to adequate training about computers and technology necessary to do your job	3.00	2.89	3.00	0.11
40. Opportunities to take a leadership role at LACC	3.11	2.97	2.97	0.00
30. The amount of space you have to do your job	2.77	2.86	2.92	0.06
14. Extent to which the college community/campus has made progress or improved in the last 2 years	2.90	3.00	2.91	-0.09
33. The level of participation of peers in professional responsibilities on campus	-	2.79	2.91	0.12
13. Extent to which your union provides effective leadership for employees**			2.88	-
35. Level of college encouragement and support for professional growth and development	3.00	3.01	2.88	-0.13
41. Flow of communication about campus activities and progress in meeting campus goals	2.66	2.86	2.88	0.02
47. Availability of personal counseling for employees*	2.74	2.74	2.79	0.05
18. The success of LACC in serving its students	2.63	2.79	2.74	-0.05
55. Security on campus	2.60	2.87	2.72	-0.15
11. LACCs governance process	2.62	2.64	2.71	0.07
53. Maintenance of equipment in your area	2.23	2.58	2.63	0.05
1. The present campus climate	2.46	2.74	2.62	-0.12
29. The extent to which job openings are advertised	2.56	2.77	2.62	-0.15
3. Sense of cooperation among members of the overall campus community	2.57	2.58	2.60	0.02

Continued on next page.

Continued from prior page	Fall 1999 Mean	Fall 2001 Mean	Fall 2003 Mean	Change: 2001 to 2003
51. Availability of state-of-the-art technology for instruction	2.53	2.63	2.60	-0.03
6. Your involvement in decisions that relate to your environment	2.47	2.60	2.59	-0.01
15. Extent to which the role of the faculty in campus decision-making is clear	2.52	2.64	2.56	-0.08
39. Support and rewards for innovation and excellence at LACC	2.57	2.66	2.56	-0.10
42. Flow of information between departments/ offices	2.26	2.41	2.56	0.15
46. Availability of career guidance for employees*	2.66	2.74	2.56	-0.18
10. LACCs hiring procedures	2.27	2.47	2.55	0.08
37. Recognition received from LACC administrators	2.59	2.67	2.54	-0.13
7. Communication with District Offices (such as Payroll, personnel, educational services, business services)	2.29	2.38	2.51	0.13
8. Responsiveness when dealing with District personnel in such areas as payroll, personnel, etc.	2.30	2.27	2.50	0.23
5. The extent to which resource allocation among programs/individuals is equitable and fair	2.45	2.53	2.48	-0.05
16. Extent to which the role of the classified staff in campus decision-making is clear	2.63	2.51	2.42	-0.09
31. The quality (air, light, etc.) of your work environment**			2.42	-
4. The level of trust that exists within the campus community	2.16	2.33	2.40	0.07
9. The extent to which management listens and responds to employees problems, complaints, and suggestions for improving LACC	2.36	2.41	2.39	-0.02
48. The cleanliness of your work environment	1.92	2.40	2.39	-0.01
49. LACCs physical resources (e.g., facilities, equipment)	2.00	2.38	2.39	0.01
54. Opportunity for input on remodeling or alteration of facilities	2.07	2.43	2.39	-0.04
2. Morale on this campus	2.31	2.38	2.38	0.00
50. Sufficient numbers of support staff for your program	2.21	2.52	2.37	-0.15
17. LACCs budgeting process meets the needs of the institution	2.20	2.49	2.27	-0.22
57. LACCs parking availability**			2.12	-
56. Conditions of restrooms on campus	1.96	2.20	2.02	-0.18

Scale: 1=Very dissatisfied 2=Somewhat Dissatisfied, 3=Somewhat satisfied, 4=Very satisfied

* Question was substantially re-worded in Fall 2003

** New question for Fall 2003

Resource Optimization Matrix

A resource optimization matrix is a way to allocate scarce resources strategically. Ideally, we want to improve everything we do; realistically, we have a limited amount of time, energy, and fiscal resources. So, where do we focus our resources? By combining the satisfaction scales and the importance scales we can create four quadrants (Figure 1). The four quadrants are as follows:

High satisfaction and high importance—Seven items fall into this quadrant that describes the “relative strengths” of the college. Specifically, many of the items in the “Individual work environment and relationships” grouping described earlier are in this quadrant because they are not only generated highly satisfactory responses, they were also deemed as being very important to the campus. These are items that we need to continue to invest in because of their importance but additional investments need to be tempered in favor of other items.

High satisfaction and low importance— These items, nine of them, are what might be called “relative over investments” because while the community gives them high satisfaction ratings, they also acknowledge they are relatively less important. Simply put, it is better to have high satisfaction ratings than low satisfaction ratings. But in our world of difficult choices and limited resources, we need to be focusing most of efforts elsewhere. The “opportunities” described in the strength section fall in this quadrant. A troubling finding in this analysis is the relatively low importance associated with the student-related items: “Opportunities to interact informally with students” and “Your level of participation in student-sponsored activities.” These results seem to fly in the face of a comment made by one respondent: “I think we should focus on the student first instead of everything else.”

Low satisfaction and low importance—This quadrant contains items of “relative low return on investment.” These nine items generate low satisfaction ratings that make them a source of concern. On the other hand, their relatively low importance ratings suggest that this is not where we can get our greatest return on investment.

Low satisfaction and high importance—There are 13 items in the “relative weakness quadrant.” Our community members are telling us that these items are of particular interest to them. They also generate low satisfaction ratings. This quadrant is where we can have a disproportionate impact on the college by improving the included items. Three items are troublesome because they reflect a general perception of conditions on the campus: “The level of trust that exists within the campus community,” “Sense of cooperation among members of the overall campus community,” and “Morale on this campus.” It is difficult to separate these results from budgetary problems that also show up in this quadrant. A second grouping of items in this quadrant are related to the environment:

- The quality (air, light, etc.) of your work environment
- Conditions of restrooms on campus
- LACC’s physical resources (e.g., facilities, equipment)
- The cleanliness of your work environment

These same items appear in the “relative weakness quadrant” in the 2001 survey. The difference is the “hope” that is evident in the written comments. For example, in the “What three things would you change at LACC” a respondent wrote, “The aesthetics of the campus but with our new money—that will improve.”

Figure 1. Resource Optimization Matrix

		<i>Importance</i>			
<i>Satisfaction</i>		<i>High Importance</i>		<i>Low Importance</i>	
		Quadrant 1 - Relative Strengths		Quadrant 2 - Relative Over-Investment	
		<i>Imp</i>	<i>Sat</i>	<i>Imp</i>	<i>Sat</i>
High Satisfaction	20. Your work assignment	3.90	3.39	52. Access to adequate training about computers and technology necessary to do your job	3.68 3.00
	23. Level of respect you receive from your department chair or supervisor	3.85	3.46	27. Opportunities to pursue innovation on the job	3.65 3.05
	19. Your employment experience at LACC over the past two years	3.85	3.11	36. Level of supervisor encouragement and support for professional growth and development	3.63 3.16
	25. Competency level of colleagues/ co-workers	3.83	3.19	26. Opportunities for creativity in professional responsibilities	3.63 3.08
	22. Your relationships with peers in your department/ area/ program	3.81	3.41	12. Extent to which the Academic Senate is effective in providing curricular and professional leadership	3.62 3.06
	21. The extent to which you find your job challenging	3.79	3.48	44. Opportunities to interact informally with students	3.54 3.31
	24. Opportunities to improve the skills you use to perform your job	3.79	3.22	38. Recognition received from peers	3.42 3.22
				32. Your level of participation in professional responsibilities on campus	3.36 3.19
				45. Your level of participation in student-sponsored activities	3.26 3.11
		Quadrant 3 - Relative Weaknesses		Quadrant 4 - Relative Low Return on Investment	
		<i>Imp</i>	<i>Sat</i>	<i>Imp</i>	<i>Sat</i>
Low Satisfaction	9. The extent to which management listens and responds to employees problems, complaints, and suggestions for improving LACC	3.90	2.39	15. Extent to which the role of the faculty in campus decision-making is clear	3.73 2.56
	53. Maintenance of equipment in your area	3.88	2.63	6. Your involvement in decisions that relate to your environment	3.72 2.59
	17. LACCs budgeting process meets the needs of the institution	3.88	2.27	7. Communication with District Offices (such as Payroll, personnel, educational services, business services)	3.69 2.51
	2. Morale on this campus	3.87	2.38	54. Opportunity for input on remodeling or alteration of facilities	3.69 2.39
	4. The level of trust that exists within the campus community	3.86	2.40	51. Availability of state-of-the-art technology for instruction	3.67 2.60
	3. Sense of cooperation among members of the overall campus community	3.85	2.60	29. The extent to which job openings are advertised	3.49 2.62
	57. LACCs parking availability	3.83	2.12	39. Support and rewards fro innovation and excellence at LACC	3.41 2.56
	8. Responsiveness when dealing with District personnel in such areas as payroll, personnel, etc.	3.82	2.50	46. Availability of career guidance for employees	3.36 2.56
	5. The extent to which resource allocation among programs/ individuals is equitable and fair	3.82	2.48	37. Recognition received from LACC administrators	3.36 2.54
	31. The quality (air, light, etc.) of your work environment	3.82	2.42		
	56. Conditions of restrooms on campus	3.81	2.02		
	49. LACCs physical resources (e.g., facilities, equipment)	3.80	2.39		
	48. The cleanliness of your work environment	3.79	2.39		

Part II—Satisfaction with Campus Support Services

Those support services that received the highest satisfaction ratings are much the same as in 1999 and 2001. They are: Student Assistance Center, EOP&S, Campus Child Development Center, Learning Skills Center, and Library Services. (See Table 2.)

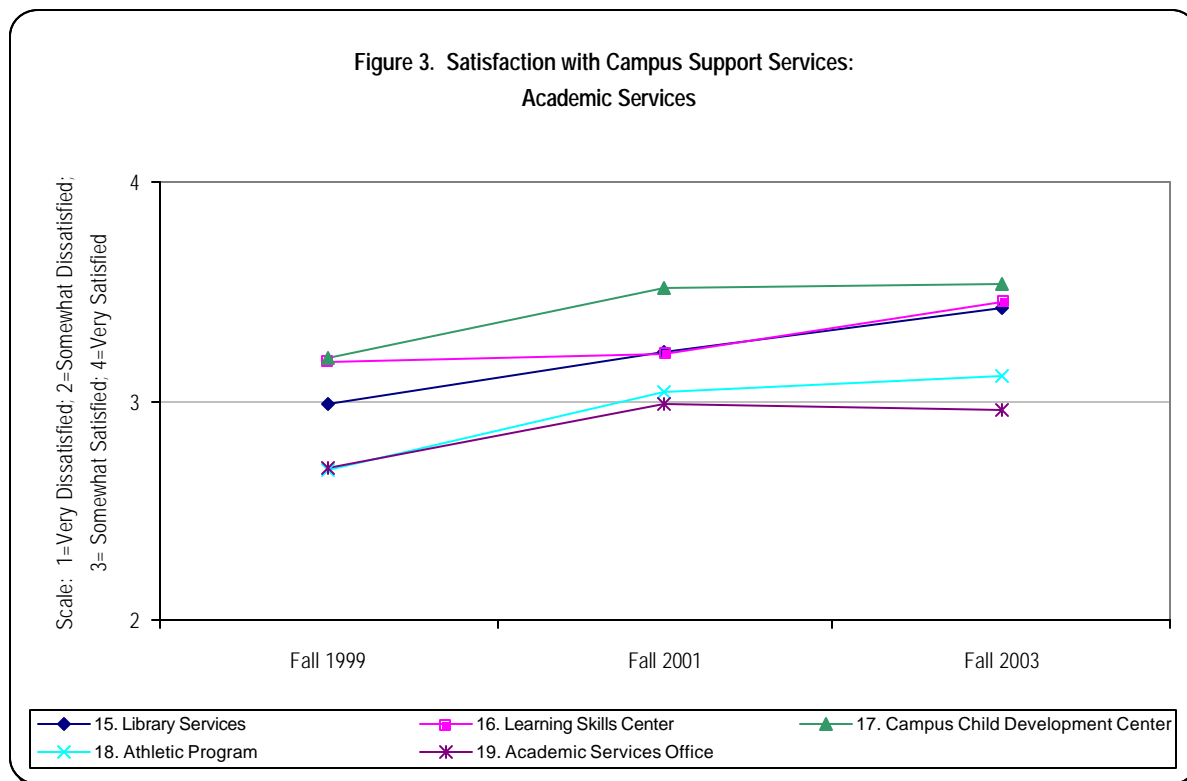
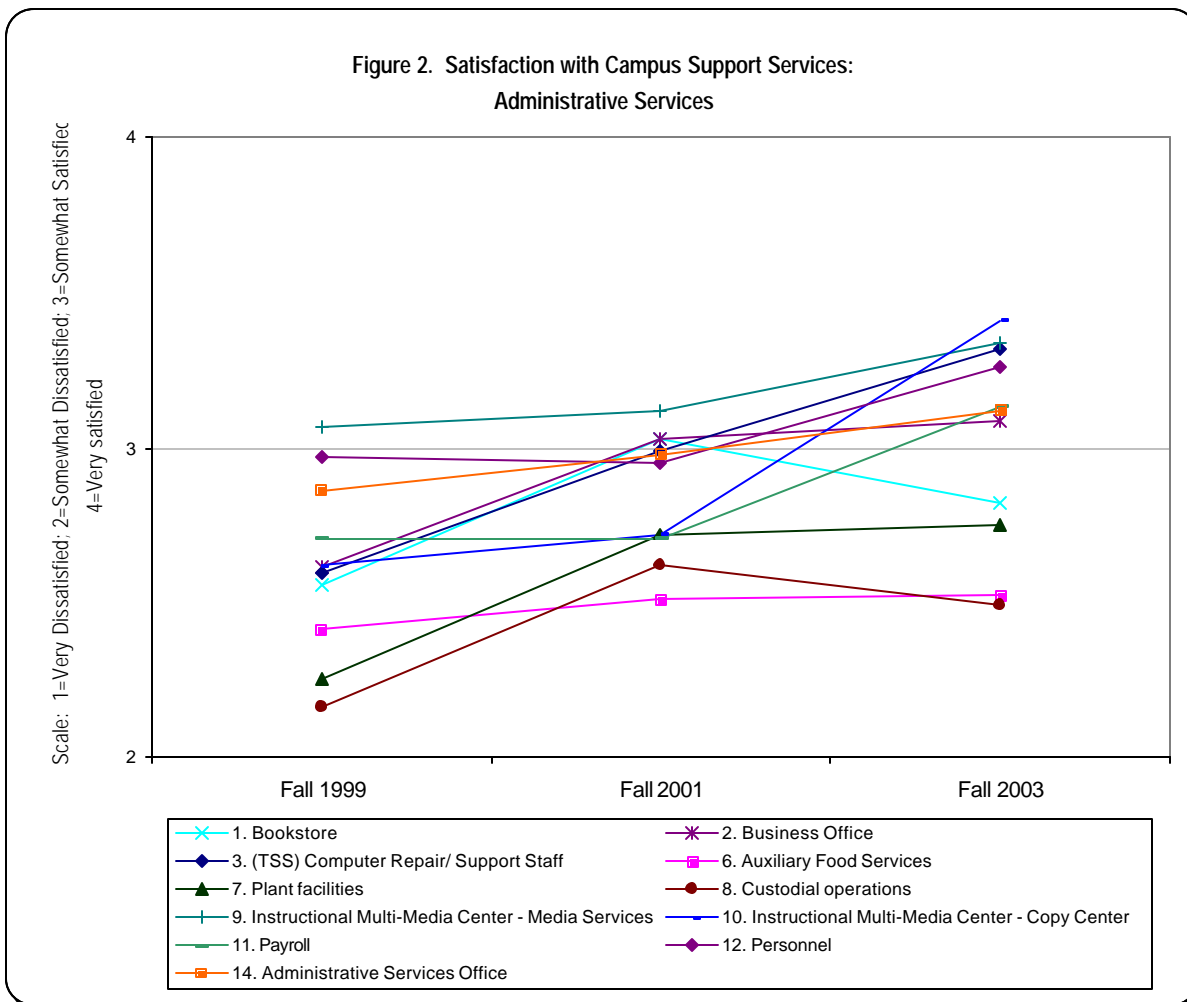
Plant facilities and custodial operations rated lowest in satisfaction and are opportunities for improvement, as they have been since 1999. However, the item that rated low but also provoked extensive written comments was “Auxiliary food service.” Statements such as, “How about a cafeteria or some good healthy food?” and “Create a place—a cafeteria—where people can gather” was a common observation.

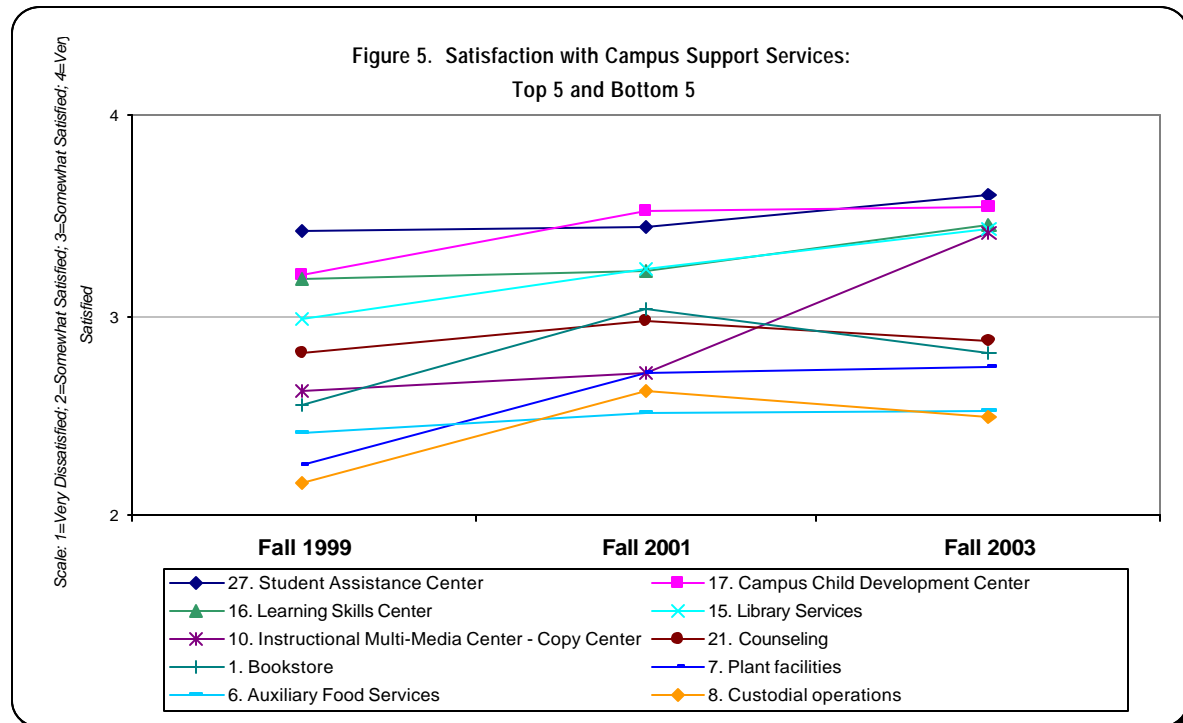
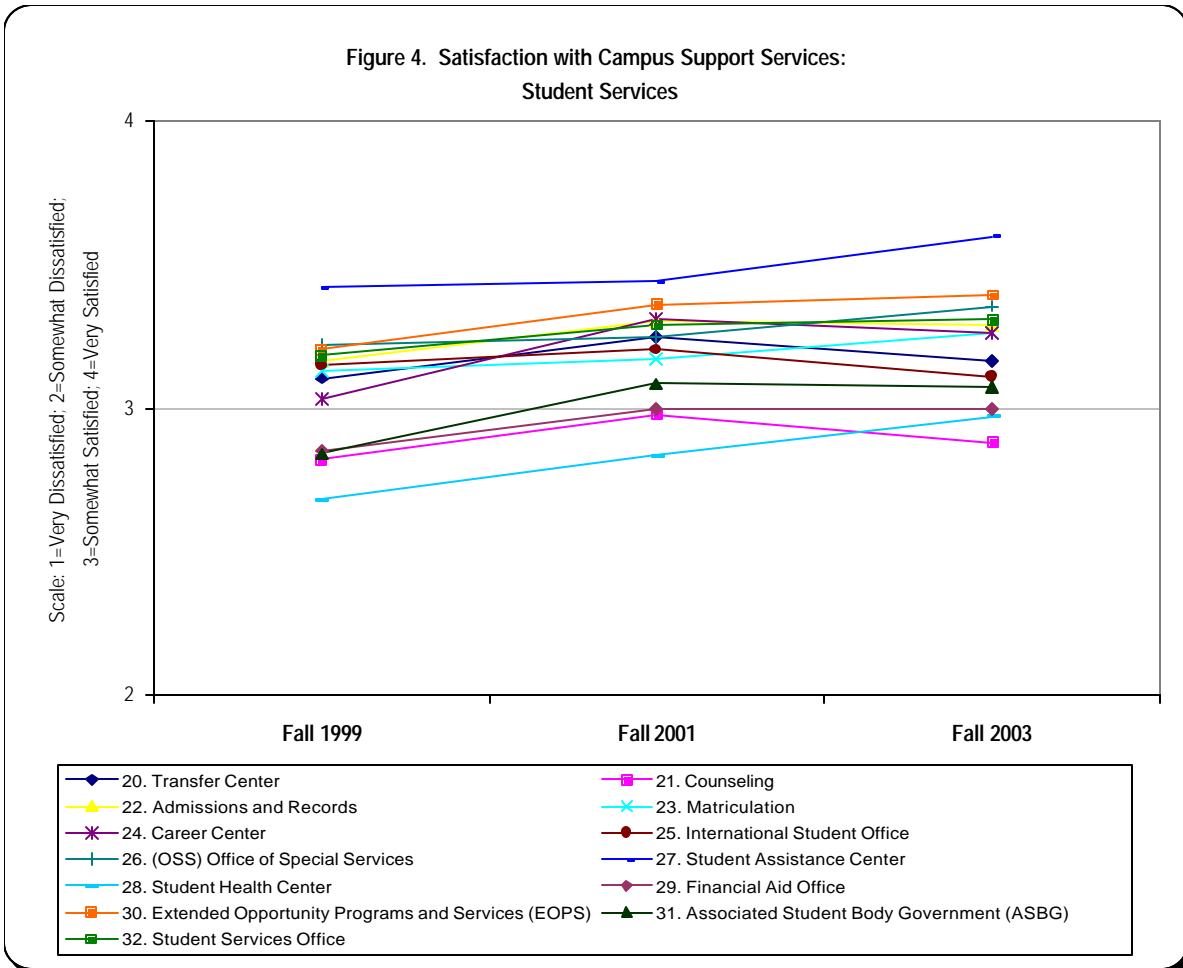
The major shift in 2003 is that the top student-related services were not alone. A series of administrative services made significant gains in satisfaction with the Copy Center leading the way. Joining the Copy Center is Technical Support Services (TSS), Media Services, Payroll, and Personnel. Obviously, these areas have made major changes that have resulted in positive perceptions of the services they are providing the campus.

**Table 2. Satisfaction with Campus Support Services:
Fall 1999—Fall 2001—Fall 2003**

	Fall 1999	Fall 2001	Fall 2003	Change: Fall 01 - Fall 03
1. Bookstore	2.55	3.03	2.82	-0.21
2. Business Office	2.61	3.03	3.09	0.06
3. (TSS) Computer Repair/ Support Staff	2.59	2.99	3.32	0.33
4. (TSS) Telephone Services	n/a	n/a	3.02	-
5. Sheriffs Office	n/a	n/a	3.15	-
6. Auxiliary Food Services	2.41	2.51	2.52	0.01
7. Plant facilities	2.25	2.72	2.75	0.03
8. Custodial operations	2.16	2.62	2.49	-0.13
9. Instructional Multi-Media Center - Media Services	3.07	3.12	3.34	0.22
10. Instructional Multi-Media Center - Copy Center	2.62	2.72	3.41	0.69
11. Payroll	2.71	2.71	3.13	0.42
12. Personnel	2.97	2.95	3.26	0.31
13. All-College Computer Lab for students	n/a	n/a	3.13	-
14. Administrative Services Office	2.86	2.98	3.12	0.14
15. Library Services	2.99	3.23	3.43	0.20
16. Learning Skills Center	3.18	3.22	3.45	0.23
17. Campus Child Development Center	3.20	3.52	3.54	0.02
18. Athletic Program	2.68	3.05	3.12	0.07
19. Academic Services Office	2.69	2.99	2.96	-0.03
20. Transfer Center	3.10	3.25	3.16	-0.09
21. Counseling	2.82	2.98	2.88	-0.10
22. Admissions and Records	3.16	3.30	3.29	-0.01
23. Matriculation	3.13	3.17	3.26	0.09
24. Career Center	3.03	3.31	3.26	-0.05
25. International Student Office	3.15	3.20	3.11	-0.09
26. (OSS) Office of Special Services	3.22	3.25	3.35	0.10
27. Student Assistance Center	3.42	3.44	3.60	0.16
28. Student Health Center	2.68	2.83	2.97	0.14
29. Financial Aid Office	2.85	3.00	3.00	0.00
30. Extended Opportunity Programs and Services (EOPS)	3.20	3.36	3.39	0.03
31. Associated Student Body Government (ASBG)	2.84	3.08	3.07	-0.01
32. Student Services Office	3.18	3.29	3.31	0.02
33. Student Discipline	n/a	n/a	2.95	-
34. Assessment Center	n/a	n/a	3.00	-
35. Staff and Organizational Development	3.05	3.18	3.00	-0.18
36. Teaching-Learning Center	n/a	n/a	3.00	-
37. Los Angeles City College Foundation	3.10	3.09	3.00	-0.09
38. Planning, Research, Marketing & Grants Office	n/a	3.14	3.00	-0.14
39. Presidents Office	n/a	3.24	3.00	-0.24

1 = Very Dissatisfied; 2 = Somewhat Dissatisfied; 3 = Somewhat Satisfied; 4 = Very Satisfied





Part III—Success in Achieving Campus Priorities

The responses that measured people's perceptions of how we are progressing on our campus priorities seem to reflect the deteriorating budget situation. The two priorities that suffered the greatest losses are resource related—"Increase the resources available to the college through state and district allocation processes and through extramural development efforts," and "Develop and implement plans to enhance the efficient allocation of resources that support the college's vision and priorities." Our budgetary woes, however, seem to have a halo effect that extends beyond resource-related priorities. The evaluation of progress on every priority moved back toward the 4.0 midpoint at a fairly uniform rate. The priority suffering the least slide was "Maintain and enhance a safe, aesthetically pleasing campus environment that encourages involvement, nurtures community, and leads to student success." (See Table 3.)

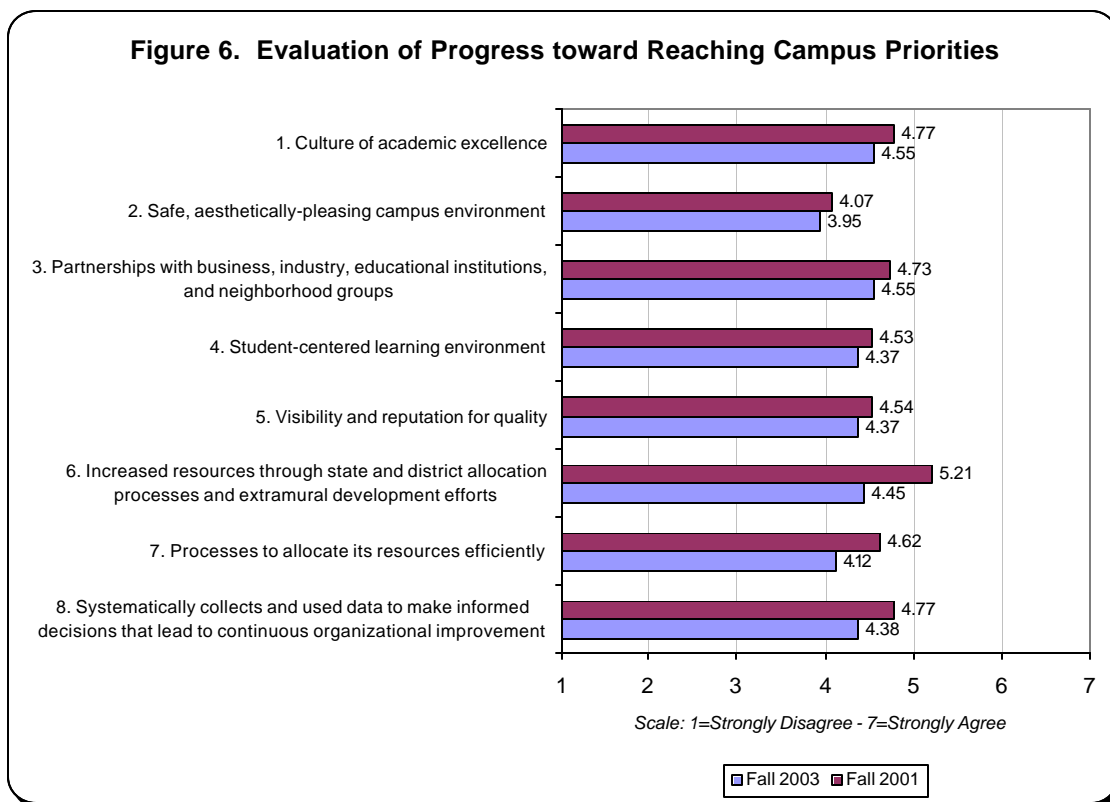


Table 3. Evaluation of Progress toward Reaching Campus Priorities, Fall 2001 and Fall 2003

Priority	Fall 2001	Fall 2003	Change
1. Culture of academic excellence	4.77	4.55	-0.22
2. Safe, aesthetically-pleasing campus environment	4.07	3.95	-0.12
3. Partnerships with business, industry, educational institutions, and neighborhood groups	4.73	4.55	-0.18
4. Student-centered learning environment	4.53	4.37	-0.16
5. Visibility and reputation for quality	4.54	4.37	-0.17
6. Increased resources through state and district allocation processes and extramural development efforts	5.21	4.45	-0.76
7. Processes to allocate its resources efficiently	4.62	4.12	-0.50
8. Systematically collects and used data to make informed decisions that lead to continuous organizational improvement	4.77	4.38	-0.39