

Campus Climate Survey

Fall 1999

Highlights:

Evaluation of Campus Environment and Experiences

- Greatest satisfaction in areas related to ones personal job
- Least satisfaction with the physical environment

Evaluation of Campus Services

- Greatest satisfaction with areas of student services
- Least satisfaction with areas of administrative services

Emphasis on Goals

- Greatest increase indicated for goals related to basic student learning
- Smaller increase indicated for goals tending to relate more to the community

Introduction and Methodology

In the fall of 1999, the College conducted a Campus Climate Survey in order to inform the college's review of its needs and strengths and to add insight to the planning and budgeting processes. Faculty, administrators and counselors completed the survey during an open forum regarding a possible joint use project with Los Angeles Unified School District in September 1999. Classified staff responded to the survey at a subsequent meeting regarding campus issues. Due to the low response rate, additional responses from classified staff were collected later during the semester. Faculty completed 164 surveys, while counselors completed 21, administrators completed 12, and classified staff and others completed 32, for a total of 229 surveys.

The questionnaire consisted of three major parts:

- Various Aspects of Job and Campus Experiences or Conditions
- Campus Support Services
- Educational Goals

Questions in the first two parts asked for ratings of both "Satisfaction" and "Importance," each on 4-point scales. The

Importance scale provided the following options:

1. Not at all Important
2. Somewhat Unimportant
3. Somewhat Important
4. Very Important
5. No opinion/does not apply

The Satisfaction scale provided these choices:

1. Very Dissatisfied
2. Somewhat Dissatisfied
3. Somewhat Satisfied
4. Very Satisfied
5. No opinion/does not apply

Questions about educational goals asked respondents to look five and ten years into the future and specify whether they thought each goal should have more or less emphasis than it currently has. The instructions stated:

"Evaluate each area in terms of the emphasis currently placed on it; then assign a rating from the following scale for the level of emphasis you see needed in the next 5 and 10 years.

1. Much less emphasis
2. Slightly less emphasis
3. About the same emphasis
4. Slightly more emphasis
5. Much more emphasis

Analysis of the questionnaire items includes both rank ordering by importance and level of satisfaction, as well as a “gap analysis.” Gap analysis entails subtracting the respondent’s level of satisfaction with an item from its importance. Gap analysis permits one to sort out those items with which respondents are not very satisfied, but have little importance from low-satisfaction items that are important. Similarly, respondents may be very satisfied with an item that has little importance. Items with the largest gaps are those that require the most attention, issues most in need of improvement. On the other hand, important items with a small gap are areas of strength where important needs are being met.

Evaluation of Campus Environment and Experiences

In general, areas of greatest satisfaction centered around the respondents’ personal job and experiences on the job. Areas of least satisfaction mostly involved the physical environment, with the exception being “level of trust.” This trend was evident in both the ranking of areas of satisfaction, and in the gap analysis.

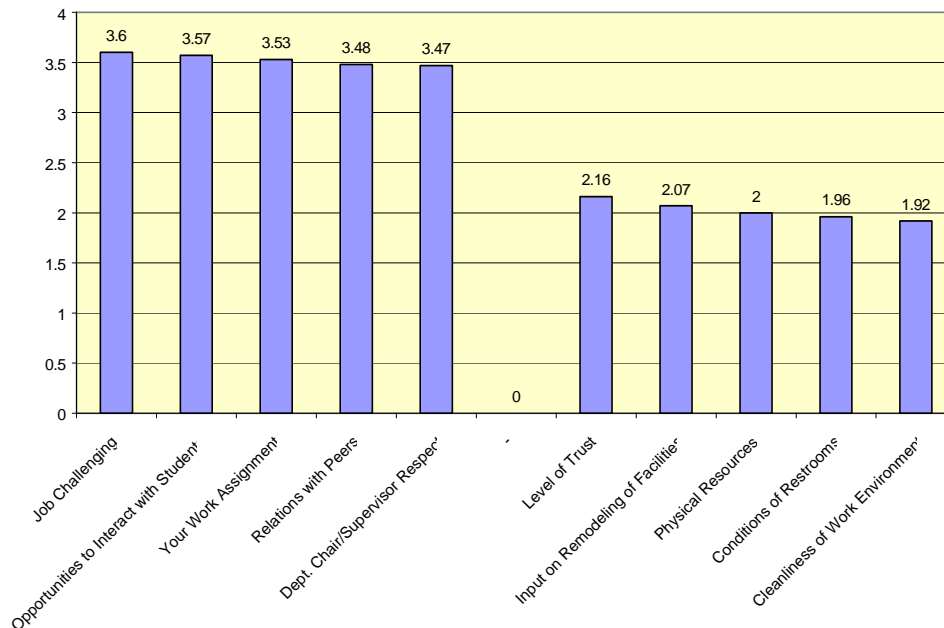
As Chart 1 shows, the following five items ranked the highest in terms of satisfaction include the following:

- “The extent to which you find your job challenging”
- “Opportunities to interact with students”
- “Your work assignment”
- “Your relationships with peers in your department/area/program”
- “Level of respect you receive from your department chair or supervisor”

The other end of the satisfaction spectrum includes these items with the lowest level of satisfaction:

- “The cleanliness of your work environment”
- “Conditions of the restrooms on campus”
- “LACC’s physical resources (e.g., facilities, equipment)”
- “Opportunity for input on remodeling or alteration of facilities”
- “The level of trust which exists within the campus community”

Chart 1. Mean Satisfaction with Campus Environment and Experiences: Highest Five and Lowest Five



Gap Analysis of Campus Environment and Experiences

Gap analysis of the importance and satisfaction with the campus environment and experiences also reveals that the biggest problem areas involve primarily physical conditions, in addition to a few other concerns. Again, areas with the greatest alignment between importance and satisfaction are professional and work-related experiences.

Table 2 shows that the following areas have the largest gap between importance and satisfaction:

- “The cleanliness of your work environment”
- “LACC’s physical resources (e.g., facilities, equipment)”
- “Conditions of the restrooms on campus”
- “The level of trust which exists within the campus community”
- “LACC’s budgeting process meets the

- needs of the institution”
- “Maintenance of equipment in your area”
- “Opportunity for input on remodeling or alteration of facilities”
- “Sufficient numbers of support staff for your program”
- “Morale on this campus”
- “Responsiveness when dealing with district personnel in such areas as payroll, personnel, etc.”

Table 3 shows that the following areas have the smallest gap, in other words, the greatest alignment, between importance and satisfaction: professional responsibilities, recognition received from peers, job challenging, opportunities to interact with students, leadership opportunities, staff development program, department chair/supervisor respect, relationships with peers, your work assignment, and your participation in student-sponsored activities.

Chart 2. Campus Environment and Experiences: Largest Evaluation Gaps

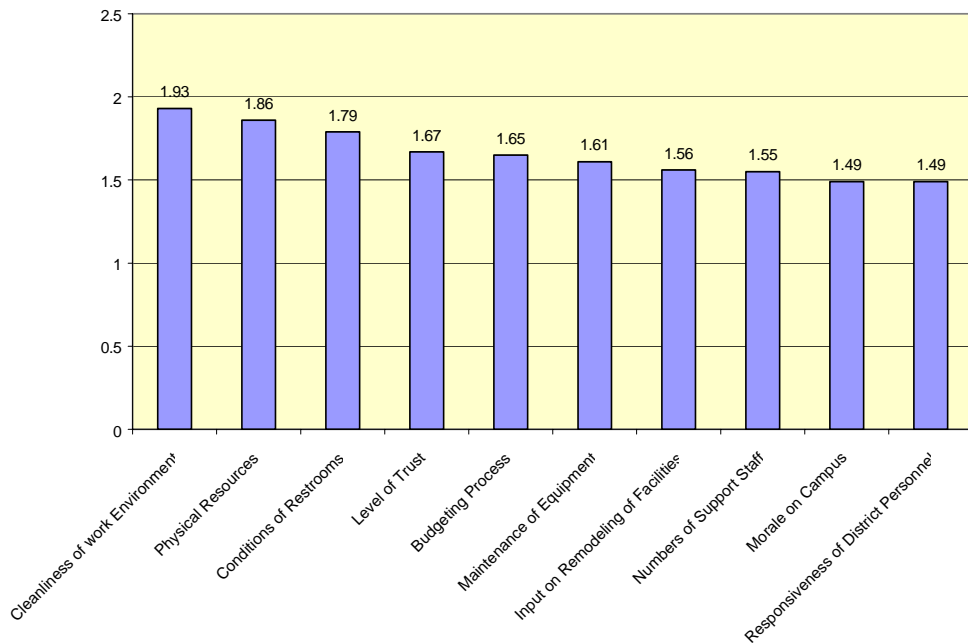
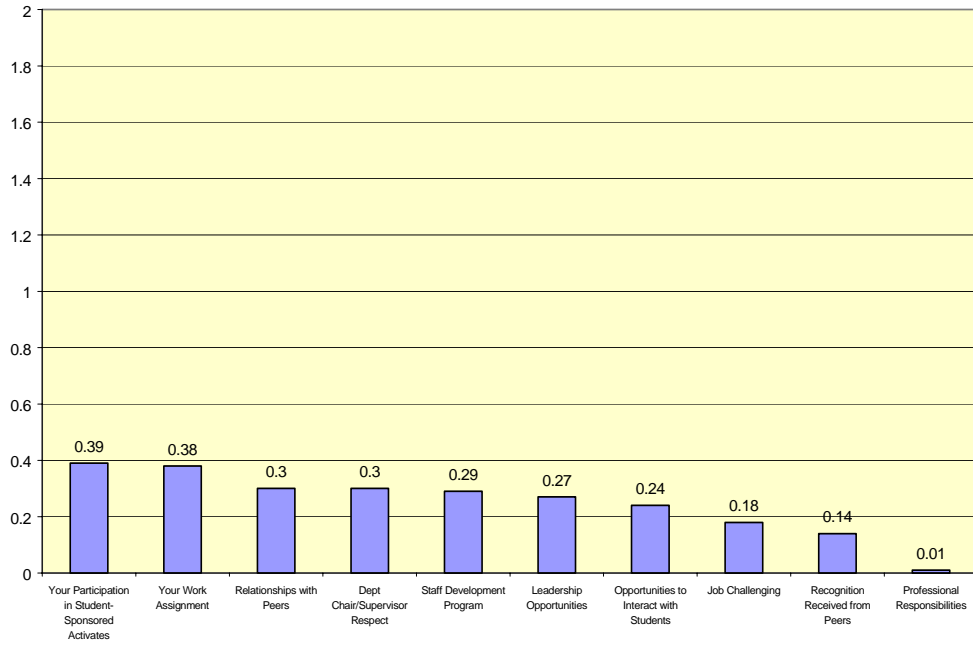


Chart 3. Campus Environment and Experiences: Smallest Evaluation Gap



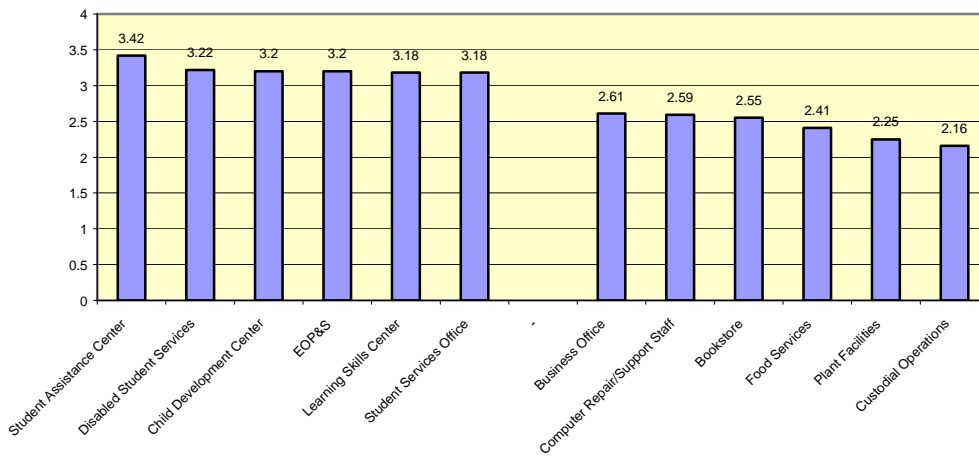
Evaluation of Campus Services

The range of ratings for *importance* of the various campus services was not great. Ratings ranged from a high of 3.83 for payroll to a low of 3.26 for the athletic program. All services scored above the rating of “Somewhat Important.”

It is also important to note that the range of *satisfaction* scores is not very great, ranging from a high of 3.42 for the student assistance center to a low of 2.16 for custodial operations. The six areas with the highest mean satisfaction were in the student services area, while areas of lowest satisfaction tended to occur in administrative services areas.

As Chart 4 shows, the six areas of highest satisfaction include the student assistance center, disabled student services, child development center, EOP&S, learning skills center, and the student services office. The six areas of least satisfaction are custodial operations, plant facilities, food services, bookstore, computer repair and support, and the business office.

Chart 4. Mean Satisfaction with Campus Services: Highest Six and Lowest Six

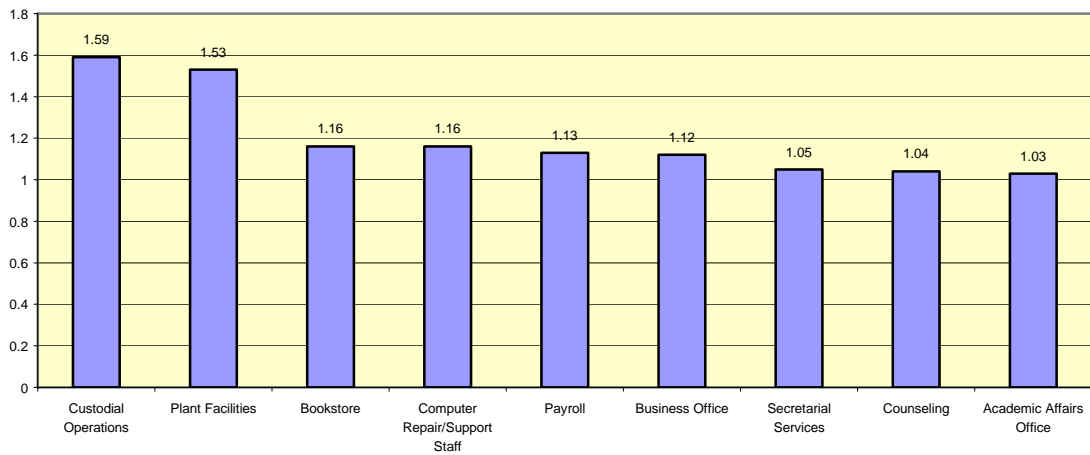


Gap Analysis of Campus Services

When satisfaction with services was compared with the importance of each service, nine areas had a gap greater than 1, as shown on Chart 5. These areas include: custodial operations,

plant facilities, bookstore, computer repair/support, payroll, business office, secretarial services, counseling, and the academic affairs office. These are the areas in need of greatest attention.

**Chart 5. Campus Services:
Items with Evaluation Gaps Greater Than 1.0**



Emphasis on Educational Goals and Roles

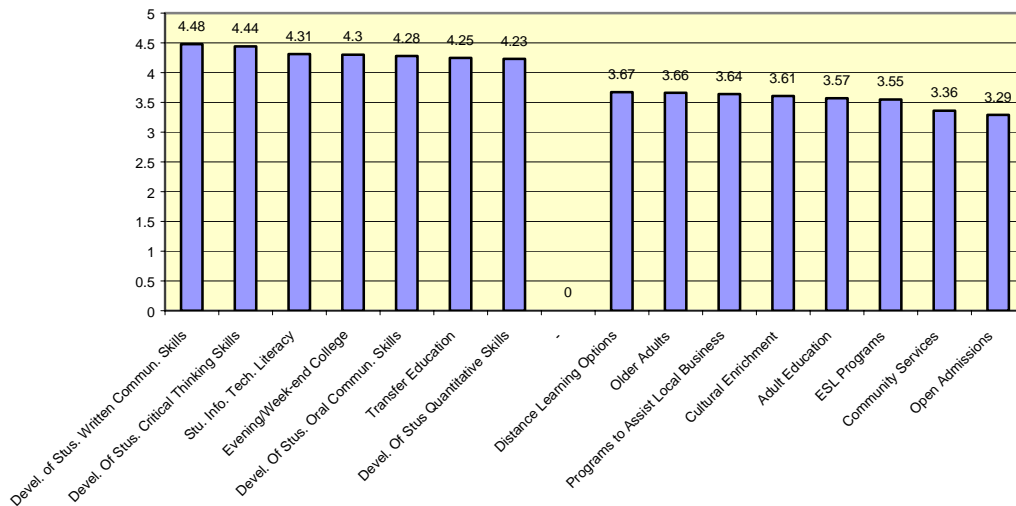
Respondents were asked to evaluate each goal area in terms of the emphasis currently placed on it, and then to assign a rating using a five-point scale, for the level of emphasis he or she saw needed in the next five and ten years. The rankings for the two time periods did not differ substantially. Across the board, respondents said that all educational goals and roles undertaken by the College should receive more emphasis than they currently receive.

The ratings revealed, in general, that the greatest increase in emphasis should be placed on what could be described as “student centered” skills. A smaller increase in emphasis was indicated for more “community centered” goals.

The greatest increase in emphasis was suggested for the development of students’ written communication skills, for the development of students’ critical thinking skills, for student information technology literacy, for an evening/week-end college, for the development of students’ oral communication skills, for transfer education, for the development of students’ quantitative skills, and for basic skills.

Smaller increases in emphasis were indicated for open admissions, community services, ESL programs, adult education, cultural enrichment, programs to assist local business, older adults, and distance learning options.

Chart 6. Change in Emphasis for Educational Roles of the College in Five Years: Areas of Greater Increases in Emphasis and Lesser Increases in Emphasis



Analysis by Employee Group

Respondents indicated to which employee group they belong: Administrator; Adult Education/Non-Credit Programs; Classified Staff; Counselors, other non-classroom certificated; Faculty, Credit Instructional Programs; Manager/Supervisor. For analysis purposes, Classified Staff were grouped with Adult Education/Non-Credit Programs and Manager/Supervisor.

Analysis of variance was used to identify significant differences among employee groups for areas of importance, areas of satisfaction, and problem areas revealed by the evaluation gap. Chart 7 displays the four areas where employee groups differ on the importance of various campus experiences, conditions, and services. Chart 8 shows the 14 areas where the employee groups have different levels of satisfaction. Chart 9 has the nine areas with significantly different evaluation gaps.

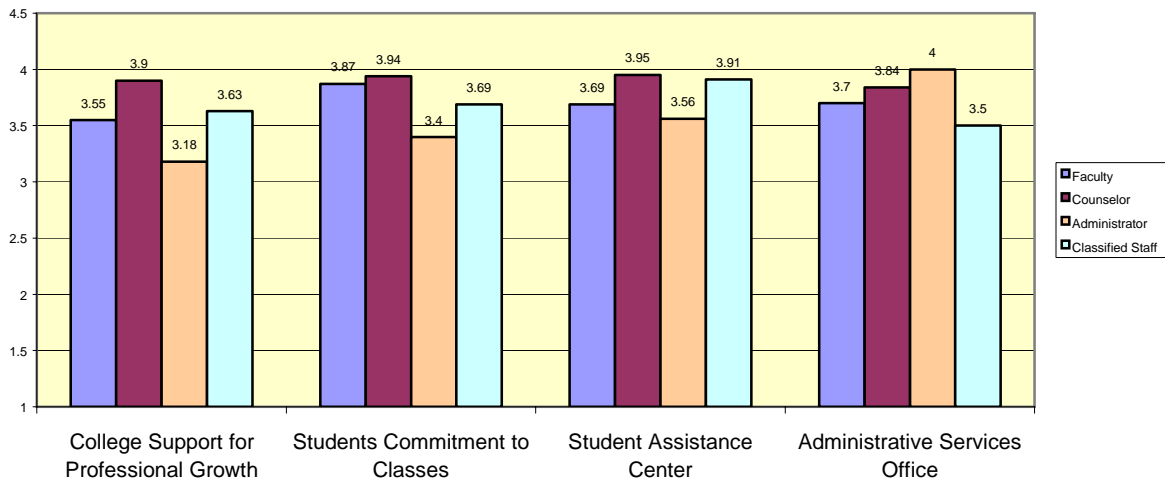
Areas of Importance for Employee Groups

Just four areas were rated differently in terms of importance by the various employee groups. In three areas, Administrator rated items as being more important than did Counseors:

- “College Support for Professional Growth”
- “Students Commitment to Classes”
- “Student Assistance Center”

On the fourth area, “Adminstrative Services Office,” Administrators rated this as significantly more important than did Classified Staff.

Chart 7. Areas of Importance: Variations among Employee Groups



Areas of Satisfaction and Employee Groups

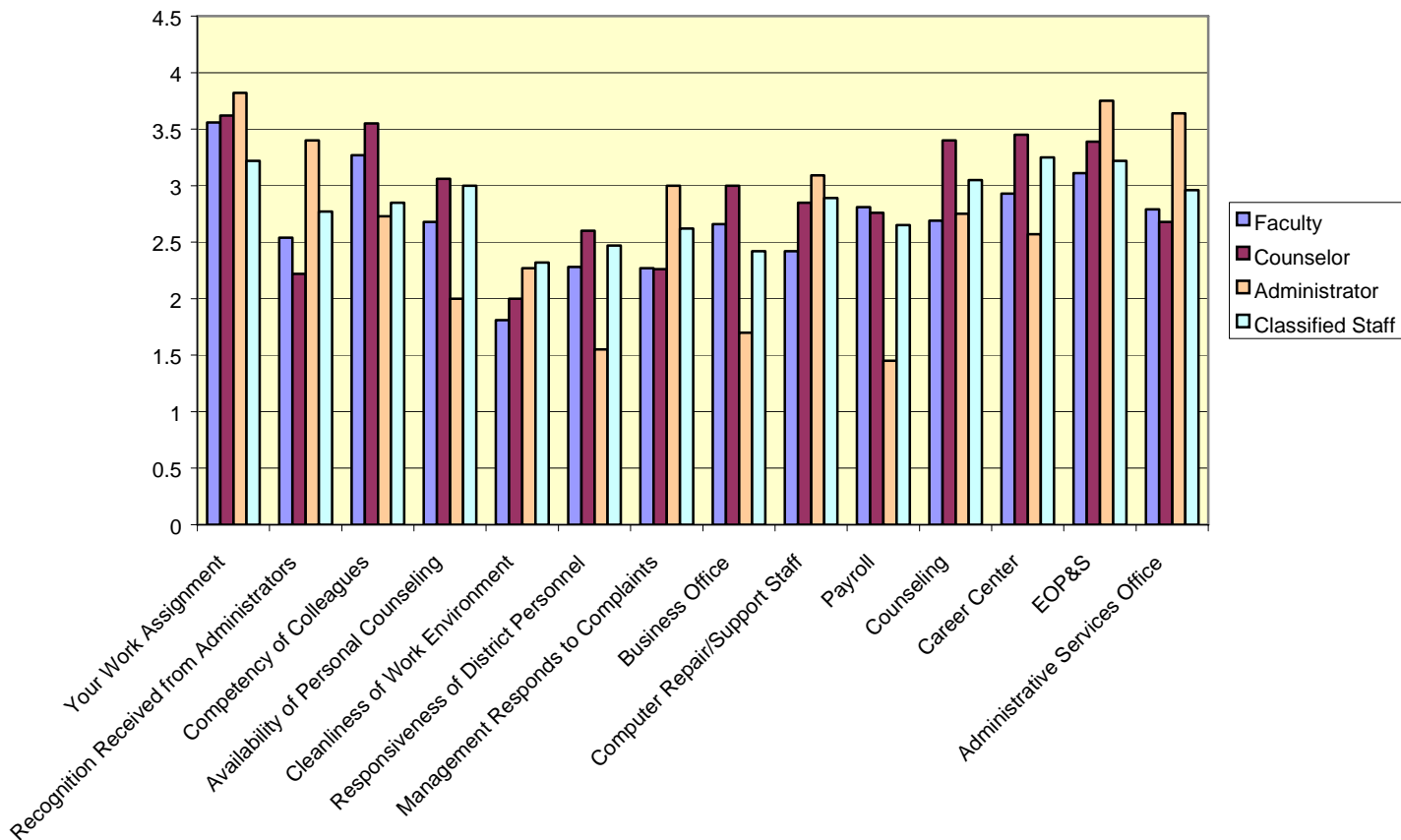
Levels of satisfaction with various campus experiences, conditions, and services differed among the employee groups in 14 areas. In one set of areas, Counselors were significantly more satisfied than Administrators:

- Competency of Colleagues
- Availability of Personal Counseling
- Counseling Career Center
- Responsiveness of District Personnel
- Business Office
- Payroll

In three areas, Administrators were more satisfied than Counselors:

- Recognition Received from Administrators
- Management Responds to Complaints
- Administrative Services Office

Chart 8. Areas of Satisfaction: Differences Among Employee Groups



**Evaluation Gaps and Problem Areas:
Differences by Employee Group**

In nine areas, employees in different groups identified different problem areas, according to analysis of the gap between the importance of and satisfaction with an experience, condition, or service. As Table 10 shows, Faculty felt that the following are problem areas more than did other employee groups:

- “Cleanliness of Work Environment”
- “Clear Faculty Role in Decision-Making”
- “Academic Computing”

Counselors identified the following areas of larger discrepancy between importance and

satisfaction than did other groups:

- “Level of College Encouragement for Professional Growth”
- “Clear Classified Role in Decision-Making”

Administrators felt a larger discrepancy between importance and satisfaction in the following areas:

- “Business Office”
- “Payroll”

Table 9. Evaluation Gaps: Different Problem Areas for Different Employee Groups

