

Office of Institutional Effectiveness

An illustration showing a group of four people (two men and two women) in business attire, holding a large globe together. They are standing in a circle, with one person kneeling in the foreground. The background features a stylized tree and a building facade. The entire scene is set against a light blue and white background with a dark blue curved border at the top and bottom.

## Fall 2005 Campus Climate Survey

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**“In our department, it is teaching fair and honest preparation for the work field or further study. This is what we do best. I believe it is the core of LACC.”**

**“I truly enjoy helping students, making a difference in their lives.”**

## Background

LACC strives to be 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 in 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 helps us evaluate our progress. We use it to collect employee attitudes every other year, and in alternate years we measure student attitudes with the *Student Survey*.

In Fall 2005, 284 respondents completed the *Campus Climate Survey*, including 161 faculty, 82 staff and managers, 9 counselors and librarians, 6 administrators, and 26 who did not report their employment responsibility.

The survey contained four major sections. The first, “Importance of and Satisfaction with Various Aspects of Job and Campus,” contained 55 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. The third section, “Learning Outcomes,” is new with the Fall 2005 survey, and includes statements to elicit initial, baseline thoughts about student learning outcomes. Finally, the fourth 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. Next, a “factor analysis” was done on the satisfaction with each item in order to identify major dimensions measured by the survey, and analysis of variance was done to determine whether different groups of employees responded differently. Finally, a content analysis of the qualitative data generated from the comments section provides a method to support and to add richness and texture to the quantitative analyses.

## Executive Summary

The strengths and challenges faced by the campus community continue to be the same ones identified in the earlier *Campus Climate Surveys*. The best part of working at LACC continues to be—emphatically—the students. The cultural diversity of the student body and neighboring community is valued by LACC’s faculty and staff. Survey respondents also continue to appreciate their individual on-the-job experience and their relationships with co-workers.

Challenges continue in the area of facilities. Respondents expressed continuing improved satisfaction with maintenance and cleanliness, however, there is still a long way to go. By Fall 2005, dissatisfaction has become more focused on the need to make progress with construction using Proposition A and Proposition AA bond funds. Connected with the bond fund potential, there is increased interest in “more new state-of-the-art instructional material and equipment.” The new challenges presented by the conversion to the SAP-HR payroll system became evident with the complaints expressed in this survey.

A new section was added to the Fall 2005 *Campus Climate Survey*: Student Learning Outcomes (SLO). New accreditation guidelines require on-going dialog around SLOs, the identification of student learning outcomes at all levels of the college, their assessment, and, finally, improvement. The new section seeks to establish a baseline of awareness and involvement in SLO efforts. A major difference between faculty and classified was identified in that many classified did not respond to the section, indicating a need for more information about SLOs.

Finally, campus progress on priorities has been uneven. Two areas have experienced significant perceived progress: “Culture of academic excellence” and “Student-centered learning environment.” Much ground has been lost, however, in two other areas: “Partnerships with business, industry, educational institutions, and neighborhood groups” and “Increased resources through state and district allocation processes and extramural development efforts.”

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## Section I: Importance of and Satisfaction with Various Aspects of Job and Campus

The fifty-five items in Section 1 were analyzed in three ways: First, an item analysis was done to identify items of greatest and least satisfaction. These survey items are amplified using the comments respondents offered to open-ended questions. Second, a factor analysis was done to combine the items into more general dimensions. This approach permits meaningful comparisons between employee groups. Third, a Resource Optimization Matrix was generated from responses about both satisfaction and importance of each item. This analysis helps to focus attention on areas needing improvement.

### 1. Item Analysis

#### Strengths

*Individual work environment and relationships* – (See Table 1.) As has been true in prior surveys, the area that resulted in the greatest satisfaction involved the individuals' immediate work situation and opportunity to serve students. The following survey items had high ratings of satisfaction:

- The extent to which you find your job challenging.
- Your work assignment.
- Level of respect you received from your department chair or supervisor.
- Your relationships with peers in your department/ area/ program.
- Competency level of colleagues/ co-workers.
- Degree to which you can freely seek information or assistance from your immediate supervisor, management team, or union.
- Your employment experience at LACC over the past two years.

A number of staff wrote comments expressing satisfaction with their jobs and careers:

- “I have an opportunity to pass on to younger generations what I have learned in my lifetime.”
- “It provides me the opportunity to teach students about the subject I love!”
- “The cooperation and respect between staff members in my department.”
- “We are all working to improve the lives of our students!”
- “The feeling of positive support I receive from my peers, supervisors and staff.”

#### *The Students! Working with a diverse student body* –

The survey item, “Opportunities to interact informally with students” rated very high in satisfaction among respondents. More importantly, the comment section of the survey instrument provided the opportunity to elaborate. In response to the questions, “What three things do you like best about LACC?” the diversity and multiculturalism of the campus was mentioned most frequently. As one respondent commented, “You’ll learn different cultures and customs.” Reflecting many members of the community, one respondent’s list of three things was: “Students. Students. Students.”

#### Challenges

*Facilities* – (See Table 1.) Responses in both Section I and in the comments section demonstrate that physical resources continue to be the area of least satisfaction. “Conditions of restrooms on campus” continues to be last in satisfaction. Respondents also expressed dissatisfaction with “The cleanliness of your work environment,” “The quality (air, light, etc.) of your work environment,” and LACC’s parking availability.”

Comments about improvements needed in facilities were by far the most common:

- “Provide a visually appealing place for students and staff.”

The golf range, food service, parking, custodial services and restrooms all generated specific comments:

- “We need a cafeteria & student center immediately for students and faculty to interact & feel at home.”
- “Eliminate driving range.”

Construction and remodeling with funds from Proposition A and Proposition AA are also a source of concern, as expressed in a number of comments:

- “Please start ASAP the new building before we run out of money.”
- “LACC needs to jumpstart the building process.”
- “Before all the money is gone – rebuild/modernize this campus now!”

**Curriculum and classroom modernization** – Concern for curricular issues and classroom modernization was expressed primarily in the comments section. A number of comments centered around technology-related issues:

- “More new state-of-the-art instructional material & equipment.”
- “More supportive curriculum development process. We need to be able to innovate.”
- “Technology in the classroom. Wireless Internet on and around campus.”
- “More emphasis & support of online learning”

**Communication** – The need for improved communication was expressed in both Section I and in the comments section. Respondents expressed dissatisfaction with:

- The extent to which management listens and responds to employees’ problems, complaints, and suggestions for improving LACC.
- Extent to which to role of the classified staff in campus decision-making is clear.
- Flow of information between administrative units and the faculty.
- Flow of information between departments/ offices.
- Extent to which the role of the faculty in campus decision-making is clear.

Individual comments elaborated on this concern:

- “Work to bridge barrier between certificated, classified staff.”
- “Improve the way administrative departments communicate with each other.”

- “Better overall communication between departments and administration.”

### Continuing Improvement

Notably, over the 6 years that the Campus Climate Survey has been administered, several areas have experienced steady increases in satisfaction (See Table 1.):

- Your employment experience at LACC over the past two years.
- The success of LACC in serving its students.
- Sense of cooperation among members of the overall campus community.
- Maintenance of equipment in your area.
- LACC’s hiring procedures.
- Morale on this campus.
- Flow of information between departments/ offices.
- The level of trust that exists with the campus community.
- The cleanliness of your work environment.

While several of these areas are still generally sources of dissatisfaction, efforts over the last 6 years have generated some positive results, and respondents noted improvements.

For example, although the condition of the campus facilities is still a challenge, improvements have been made, and commented upon:

- “I’m thrilled about the gardening in front of campus and hope that it will be maintained.”

The glue holding the college community together through these challenges is the sense of community expressed in the comments:

- We all “hang in there & do the best we can.”
- We are all working to improve the lives of our students! We are trying to improve the campus.
- The cooperation and respect between staff members in my department.
- Potential for “greatness.”

(Continued on page 6)

**Table 1. Satisfaction with Various Aspects of Job and Campus:  
Comparison of Fall 1999, Fall 2001, Fall 2003 and Fall 2005**

*Sorted by Level of Satisfaction*

|   | Fall 1999<br>Mean | Fall 2001<br>Mean | Fall 2003<br>Mean | Fall 2005<br>Mean | Change: 2003<br>to 2005 |
|---|-------------------|-------------------|-------------------|-------------------|-------------------------|
| 21. The extent to which you find your job challenging   | 3.60              | 3.49              | 3.48              | 3.46              | -0.02                   |
| 20. Your work assignment  | 3.53              | 3.46              | 3.39              | 3.40              | 0.01                    |
| 23. Level of respect you receive from your department chair or supervisor   | 3.47              | 3.39              | 3.46              | 3.39              | -0.07                   |
| 22. Your relationships with peers in your department/ area/ program   | 3.48              | 3.29              | 3.41              | 3.38              | -0.03                   |
| 24. Competency level of colleagues/ co-workers  | 3.22              | 2.98              | 3.19              | 3.31              | 0.12                    |
| 31. Degree to which you can freely seek information or assistance from your immediate supervisor, management team, or union | 3.16              | 3.17              | 3.34              | 3.28              | -0.06                   |
| 41. Opportunities to interact informally with students  | 3.57              | 3.32              | 3.31              | 3.25              | -0.06                   |
| 19. Your employment experience at LACC over the past two years  | 3.00              | 3.09              | 3.11              | 3.16              | 0.05                    |
| 33. Level of supervisor encouragement and support for professional growth and development                                   | 3.15              | 3.06              | 3.16              | 3.14              | -0.02                   |
| 13. Extent to which your union provides effective leadership for employees  |                   |                   | 2.88              | 3.13              | 0.25                    |
| 35. Recognition received from peers   | 3.33              | 3.21              | 3.22              | 3.12              | -0.10                   |
| 25. Opportunities for creativity in professional responsibilities   | 3.04              | 2.95              | 3.08              | 3.10              | 0.02                    |
| 42. Your level of participation in student-sponsored activities   | 3.11              | 2.98              | 3.11              | 3.07              | -0.04                   |
| 12. Extent to which the Academic Senate is effective in providing curricular and professional leadership                    | 2.91              | 2.88              | 3.06              | 3.06              | 0.00                    |
| 26. Opportunities to pursue innovation on the job   | 3.02              | 2.95              | 3.05              | 3.04              | -0.01                   |
| 55. Overall, how would you rate your satisfaction with LACC as an employee at the present time?                             |                   |                   |                   | 3.02              | -                       |
| 27. Workload distribution   | 2.85              | 2.92              | 3.01              | 2.97              | -0.04                   |
| 32. Level of college encouragement and support for professional growth and development                                      | 3.00              | 3.01              | 2.88              | 2.97              | 0.09                    |
| 37. Opportunities to take a leadership role at LACC   | 3.11              | 2.97              | 2.97              | 2.96              | -0.01                   |
| 18. The success of LACC in serving its students   | 2.63              | 2.79              | 2.74              | 2.95              | 0.21                    |
| 49. Access to adequate training about computers and technology necessary to do your job                                     | 3.00              | 2.89              | 3.00              | 2.91              | -0.09                   |
| 28. The extent to which job openings are advertised   | 2.56              | 2.77              | 2.62              | 2.84              | 0.22                    |
| 11. LACCs governance process  | 2.62              | 2.64              | 2.71              | 2.82              | 0.11                    |
| 3. Sense of cooperation among members of the overall campus community   | 2.57              | 2.58              | 2.60              | 2.76              | 0.16                    |
| 1. The present campus climate   | 2.46              | 2.74              | 2.62              | 2.75              | 0.13                    |
| 52. Security on campus  | 2.60              | 2.87              | 2.72              | 2.74              | 0.02                    |
| 50. Maintenance of equipment in your area   | 2.23              | 2.58              | 2.63              | 2.73              | 0.10                    |
| 29. The amount of space you have to do your job   | 2.77              | 2.86              | 2.92              | 2.72              | -0.20                   |
| 6. Your involvement in decisions that relate to your environment  | 2.47              | 2.60              | 2.59              | 2.71              | 0.12                    |
| 36. Support and rewards fro innovation and excellence at LACC   | 2.57              | 2.66              | 2.56              | 2.71              | 0.15                    |
| 44. Availability of personal counseling for employees   | 2.74              | 2.74              | 2.79              | 2.71              | -0.08                   |

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| Continued from prior page   | Fall 1999<br>Mean | Fall 2001<br>Mean | Fall 2003<br>Mean | Fall 2005<br>Mean | Change: 2003<br>to 2005 |
|---|-------------------|-------------------|-------------------|-------------------|-------------------------|
| 38. Flow of communication about campus activities and progress in meeting campus goals  | 2.66              | 2.86              | 2.88              | 2.70              | -0.18                   |
| 10. LACCs hiring procedures   | 2.27              | 2.47              | 2.55              | 2.67              | 0.12                    |
| 2. Morale on this campus  | 2.31              | 2.38              | 2.38              | 2.63              | 0.25                    |
| 34. Recognition received from LACC administrators   | 2.59              | 2.67              | 2.54              | 2.62              | 0.08                    |
| 5. The extent to which resource allocation among programs/individuals is equitable and fair                                   | 2.45              | 2.53              | 2.48              | 2.61              | 0.13                    |
| 15. Extent to which the role of the faculty in campus decision-making is clear  | 2.52              | 2.64              | 2.56              | 2.60              | 0.04                    |
| 39. Flow of information between departments/ offices  | 2.26              | 2.41              | 2.56              | 2.60              | 0.04                    |
| 40. Flow of information between administrative units and the faculty*   |                   |                   |                   | 2.57              | -                       |
| 47. Sufficient numbers of support staff for your program  | 2.21              | 2.52              | 2.37              | 2.56              | 0.19                    |
| 43. Availability of career guidance for employees   | 2.66              | 2.74              | 2.56              | 2.55              | -0.01                   |
| 48. Availability of state-of-the-art technology for instruction   | 2.53              | 2.63              | 2.60              | 2.54              | -0.06                   |
| 54. LACCs parking availability  |                   |                   | 2.12              | 2.54              | 0.42                    |
| 16. Extent to which the role of the classified staff in campus decision-making is clear                                       | 2.63              | 2.51              | 2.42              | 2.52              | 0.10                    |
| 30. The quality (air, light, etc.) of your work environment   |                   |                   | 2.42              | 2.51              | 0.09                    |
| 17. LACCs budgeting process meets the needs of the institution  | 2.20              | 2.49              | 2.27              | 2.49              | 0.22                    |
| 9. The extent to which management listens and responds to employees' problems, complaints, and suggestions for improving LACC | 2.36              | 2.41              | 2.39              | 2.48              | 0.09                    |
| 4. The level of trust that exists within the campus community   | 2.16              | 2.33              | 2.40              | 2.47              | 0.07                    |
| 45. The cleanliness of your work environment  | 1.92              | 2.40              | 2.39              | 2.47              | 0.08                    |
| 14. Extent to which the college community/campus has made progress or improved in the last 2 years                            | 2.90              | 3.00              | 2.91              | 2.44              | -0.47                   |
| 7. Communication with District Offices (such as Payroll, personnel, educational services, business services)                  | 2.29              | 2.38              | 2.51              | 2.43              | -0.08                   |
| 8. Responsiveness when dealing with District personnel in such areas as payroll, personnel, etc.                              | 2.30              | 2.27              | 2.50              | 2.43              | -0.07                   |
| 51. Opportunity for input on remodeling or alteration of facilities   | 2.07              | 2.43              | 2.39              | 2.35              | -0.04                   |
| 46. LACCs physical resources (e.g., facilities, equipment)  | 2.00              | 2.38              | 2.39              | 2.32              | -0.07                   |
| 53. Conditions of restrooms on campus   | 1.96              | 2.20              | 2.02              | 2.22              | 0.20                    |

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

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**2. Factor Analysis – Dimensions of the Campus Climate Survey**

Factor analysis identified 7 major dimensions of the satisfaction measures in Section I of the Campus Climate Survey. The 7 dimensions are:

1. Morale, trust and decision-making
2. Work environment and facilities
3. Interpersonal respect and recognition
4. Technology
5. Student connection
6. District Office
7. Job satisfaction

A table in the appendix displays the items in Section 1 that comprise each of the components. Table 3 shows the satisfaction in each area in Fall 2003 compared with

Fall 2005. The greatest increase in satisfaction was in ‘morale and trust, while the greatest decrease was in satisfaction with the District Office. The areas of greatest satisfaction are ‘Interpersonal respect and recognition’ and ‘Job satisfaction.’ Respondents expressed least satisfaction with ‘Work environment and facilities.’

Analysis of variance (ANOVA) revealed significant differences in the satisfaction of faculty and of classified staff in 4 of the 7 components explored by the survey. Table 4 displays the mean satisfaction scores for each component. Faculty are significantly more satisfied than classified staff in the following areas:

- Morale, trust and decision-making
- Interpersonal respect and recognition
- District Office
- Job satisfaction

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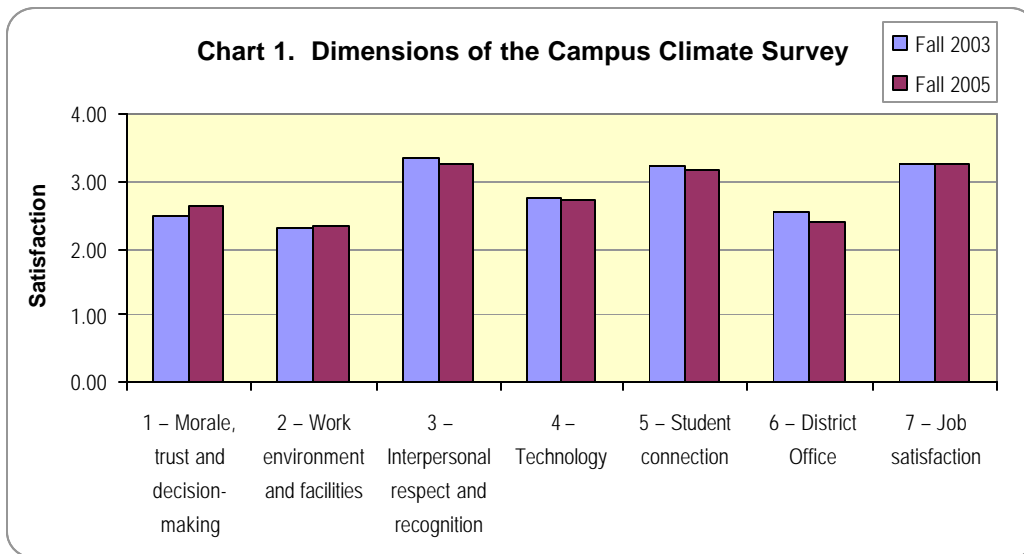


Table 2. Dimensions of the Campus Climate Survey

| Dimension                                 | Fall 2003 | Fall 2005 |
|---|-----------|-----------|
| 1 – Morale, trust and decision- making    | 2.48      | 2.62      |
| 2 – Work environment and facilities       | 2.32      | 2.35      |
| 3 – Interpersonal respect and recognition | 3.34      | 3.25      |
| 4 – Technology                            | 2.76      | 2.74      |
| 5 – Student connection                    | 3.22      | 3.16      |
| 6 – District Office                       | 2.54      | 2.41      |
| 7 – Job satisfaction                      | 3.26      | 3.25      |

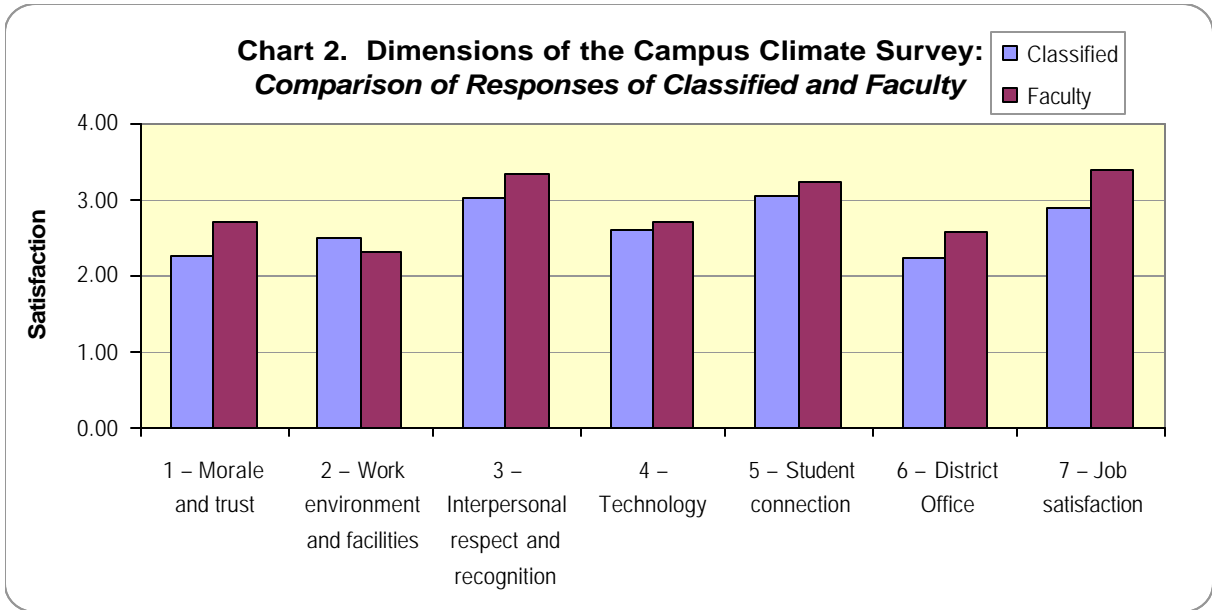


Table 3. Comparison of Classified and Faculty Levels of Satisfaction

| Dimension                                 | Classified | Faculty | Significant Difference |
|---|------------|---------|------------------------|
| 1 - Morale and trust                      | 2.25       | 2.71    | *                      |
| 2 - Work environment and facilities       | 2.50       | 2.31    |                        |
| 3 - Interpersonal respect and recognition | 3.02       | 3.33    | *                      |
| 4 - Technology                            | 2.60       | 2.73    |                        |
| 5 - Student connection                    | 3.04       | 3.25    |                        |
| 6 - District Office                       | 2.22       | 2.57    | *                      |
| 7 - Job satisfaction                      | 2.87       | 3.40    | *                      |

(Continued from page 6)

### ■ 3. 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 (Quadrant 1)**—Eight 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 (Quadrant 2)**— These items, eight 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. A troubling finding in this analysis, as it was in the Fall 2003 survey, 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.”

**Low satisfaction and low importance (Quadrant 4)**—This quadrant contains items of “relative low return on investment.” These five 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 (Quadrant 3)**— 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. Again, LACC’s physical environment is of great concern. Also troubling to the campus community are items related to budgeting:

- LACC’s budgeting process meets the needs of the institution.
- Sufficient numbers of support staff for your program.
- The extent to which resource allocation among programs/individuals is equitable and fair.

(Continued on page 10)

Figure 1. Resource Optimization Matrix

|                           |  | Importance                       |      |   |      |      |
|---------------------------|--|----------------------------------|------|---|------|------|
|                           |  | High Importance                  |      | Low Importance  |      |      |
|                           |  | Quadrant 1 - Relative Strengths  |      | Quadrant 2 - Relative Over-Investment   |      |      |
| Satisfaction              |  | Imp                              | Sat  | Imp   | Sat  |      |
| High Satisfaction         | 18. The success of LACC in serving its students.   | 3.93                             | 2.95 | 37. Opportunities to take a leadership role at LACC.  | 3.4  | 2.96 |
|                           | 27. Workload distribution.   | 3.8                              | 2.97 | 32. Level of college encouragement and support for professional growth and development.                   | 3.65 | 2.97 |
|                           | 19. Your employment experience at LACC over the past two years.  | 3.83                             | 3.16 | 12. Extent to which the Academic Senate is effective in providing curricular and professional leadership. | 3.62 | 3.06 |
|                           | 31. Degree to which you can freely seek information or assistance from your immediate supervisor, management team, or union.   | 3.85                             | 3.28 | 42. Your level of participation in student-sponsored activities.  | 3.31 | 3.07 |
|                           | 24. Competency level of colleagues/co-workers.   | 3.82                             | 3.31 | 25. Opportunities for creativity in professional responsibilities.  | 3.62 | 3.1  |
|                           | 22. Your relationships with peers in your department/area/program.   | 3.81                             | 3.38 | 35. Recognition received from peers.  | 3.43 | 3.12 |
|                           | 23. Level of respect you receive from your department chair or supervisor.   | 3.85                             | 3.39 | 41. Opportunities to interact informally with students.   | 3.51 | 3.25 |
|                           | 20. Your work assignment.  | 3.89                             | 3.4  |   |      |      |
|                           |  | Quadrant 3 - Relative Weaknesses |      | Quadrant 4 - Relative Low Return on Investment  |      |      |
|                           |  | Imp                              | Sat  | Imp   | Sat  |      |
| Low Satisfaction          | 53. Conditions of restrooms on campus.   | 3.83                             | 2.22 | 51. Opportunity for input on remodeling or alteration of facilities.                                      | 3.63 | 2.35 |
|                           | 46. LACC's physical resources (e.g., facilities, equipment).   | 3.83                             | 2.32 | 16. Extent to which the role of the classified staff in campus decision-making is clear.                  | 3.57 | 2.52 |
|                           | 8. Responsiveness when dealing with District personnel in such areas as payroll, personnel, etc.                               | 3.83                             | 2.43 | 43. Availability of career guidance for employees.  | 3.31 | 2.55 |
|                           | 45. The cleanliness of your work environment.  | 3.85                             | 2.47 | 39. Flow of information between departments/offices.  | 3.63 | 2.6  |
|                           | 4. The level of trust that exists within the campus community.   | 3.86                             | 2.47 | 34. Recognition received from LACC administrators.  | 3.47 | 2.62 |
|                           | 9. The extent to which management listens and responds to employees' problems, complaints, and suggestions for improving LACC. | 3.82                             | 2.48 |   |      |      |
|                           | 17. LACC's budgeting process meets the needs of the institution.   | 3.87                             | 2.49 |   |      |      |
|                           | 30. The quality (air, light, etc.) of your work environment.   | 3.82                             | 2.51 |   |      |      |
|                           | 54. LACC's parking availability.   | 3.79                             | 2.54 |   |      |      |
|                           | 48. Availability of state of the art technology for instruction.   | 3.87                             | 2.54 |   |      |      |
|                           | 47. Sufficient numbers of support staff for your program.  | 3.82                             | 2.56 |   |      |      |
|                           | 5. The extent to which resource allocation among programs/individuals is equitable and fair.                                   | 3.77                             | 2.61 |   |      |      |
| 2. Morale on this campus. | 3.86   | 2.63                             |      |   |      |      |

Scale of Importance: 1 = Not At All Important; 2 = Somewhat Unimportant; 3 = Somewhat Important; 4 = Very Important

Scale of Satisfaction: 1 = Very Dissatisfied; 2 = Somewhat Dissatisfied; 3 = Somewhat Satisfied; 4 = Very Satisfied

(Continued from page 8)



**Section II – Satisfaction with Campus Support Services**

The support services generating the greatest satisfaction continue to include Admissions and Records, Learning Skills Center, and Instructional Multi-Media Center – Media Services. These areas have been tops in prior surveys. Three additional services have joined the top-ranked group: Instructional Multi-Media Center – Copy Center, Library Services and Teaching Learning Center. (See Table 4.)

Three areas continue to be sources of concern, as noted in Section I: Auxiliary Food Services, Plant Facilities and Custodial Operations. In addition, in the wake of the District conversion to the SAP-HR payroll system, Payroll has become a major source of dissatisfaction, as has the Bookstore.

Despite the low degree of satisfaction with Custodial Services, that area has demonstrated great improvement every year since Fall 1999. Community members also expressed greatly increased satisfaction with the Instructional Multi-Media Center - Copy Center and the Business Office.

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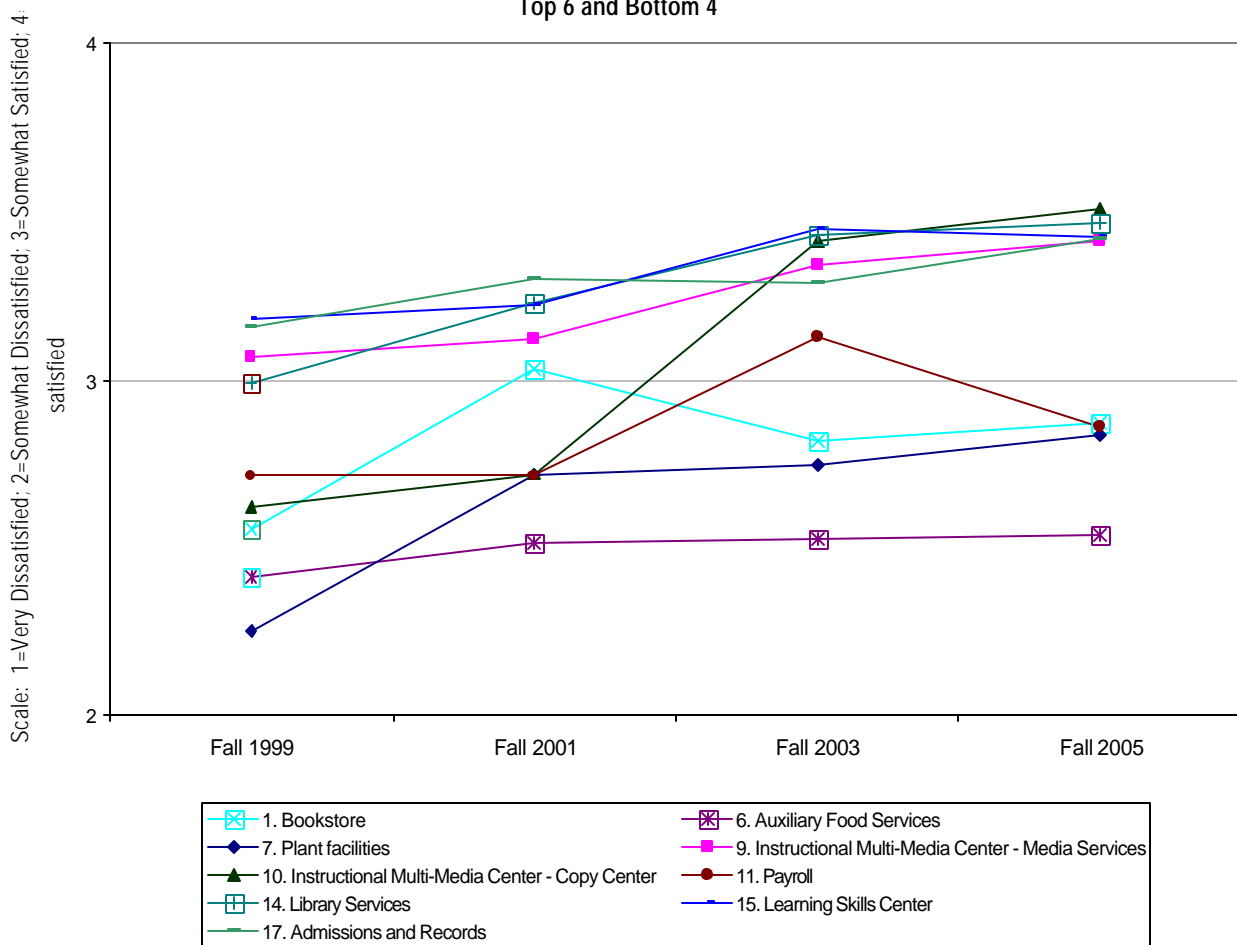
**Table 4. Satisfaction with Campus Support Services:  
Fall 1999—Fall 2001—Fall 2003—Fall 2005**

|  | Fall 1999 | Fall 2001 | Fall 2003 | Fall 2005 | Change:<br>Fall 03 - Fall 05 |
|--|-----------|-----------|-----------|-----------|------------------------------|
| 1. Bookstore   | 2.55      | 3.03      | 2.82      | 2.87      | 0.05                         |
| 2. Business Office                                   | 2.61      | 3.03      | 3.09      | 3.27      | 0.18                         |
| 3. (TSS) Computer Repair/ Support Staff              | 2.59      | 2.99      | 3.32      | 3.18      | -0.14                        |
| 4. (TSS) Telephone Services                          | n/a       | n/a       | 3.02      | 3.10      | 0.08                         |
| 5. Sheriffs Office                                   | n/a       | n/a       | 3.15      | 3.00      | -0.15                        |
| 6. Auxiliary Food Services                           | 2.41      | 2.51      | 2.52      | 2.53      | 0.01                         |
| 7. Plant facilities                                  | 2.25      | 2.72      | 2.75      | 2.84      | 0.09                         |
| 8. Custodial operations                              | 2.16      | 2.62      | 2.49      | 2.78      | 0.29                         |
| 9. Instructional Multi-Media Center - Media Services | 3.07      | 3.12      | 3.34      | 3.42      | 0.08                         |
| 10. Instructional Multi-Media Center - Copy Center   | 2.62      | 2.72      | 3.41      | 3.51      | 0.10                         |
| 11. Payroll  | 2.71      | 2.71      | 3.13      | 2.86      | -0.27                        |
| 12. Personnel  | 2.97      | 2.95      | 3.26      | 3.22      | -0.04                        |
| 13. Administrative Services Office                   | 2.86      | 2.98      | 3.12      | 3.26      | 0.14                         |
| 14. Library Services                                 | 2.99      | 3.23      | 3.43      | 3.47      | 0.04                         |
| 15. Learning Skills Center                           | 3.18      | 3.22      | 3.45      | 3.43      | -0.02                        |
| 16. Academic Affairs Office                          | 2.69      | 2.99      | 2.96      | 3.21      | 0.25                         |
| 17. Admissions and Records                           | 3.16      | 3.30      | 3.29      | 3.42      | 0.13                         |
| 18. (OSS) Office of Special Services                 | 3.22      | 3.25      | 3.35      | 3.36      | 0.01                         |
| 19. Student Services Office                          | 3.18      | 3.29      | 3.31      | 3.36      | 0.05                         |
| 20. Student Discipline                               | n/a       | n/a       | 2.95      | 3.18      | 0.23                         |
| 21. Staff and Organizational Development             | 3.05      | 3.18      | 3.00      | 3.26      | 0.26                         |
| 22. Teaching Learning Center                         | n/a       | n/a       | 3.00      | 3.47      | 0.47                         |
| 23. Los Angeles City College Foundation              | 3.10      | 3.09      | 3.00      | 2.97      | -0.03                        |
| 24. Institutional Research*                          | n/a       | 3.14      | 3.00      | 3.29      | 0.29                         |
| 25. Marketing*                                       | n/a       | 3.14      | 3.00      | 3.05      | 0.05                         |
| 26. Grants*  | n/a       | 3.14      | 3.00      | 2.86      | -0.14                        |
| 27. Workforce Development                            | n/a       | n/a       | n/a       | 3.11      |                              |


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

\* In surveys in Fall 2001 and Fall 2003, Institutional Research, Marketing and Grants were combined in the Planning, Research, Marketing & Grants Office.

Figure 2. Satisfaction with Campus Support Services:  
Top 6 and Bottom 4



(Continued from page 10)



### Section III - Student Learning Outcomes

The section on Student Learning Outcomes (SLOs) is new with the Fall 2005 survey, and reflects the renewed and increased college focus on student learning. Following on the heels of the new WASC accreditation standards that require colleges to identify and assess learning outcomes, LACC established a Student Learning Outcomes Committee and an Assessment Taskforce. Section III of the survey establishes the baseline level of awareness of SLOs at the current early stages of their implementation at LACC.

As Chart 3 shows, the overall awareness of SLOs is fairly high, while satisfaction in addressing them as a campus community lags.

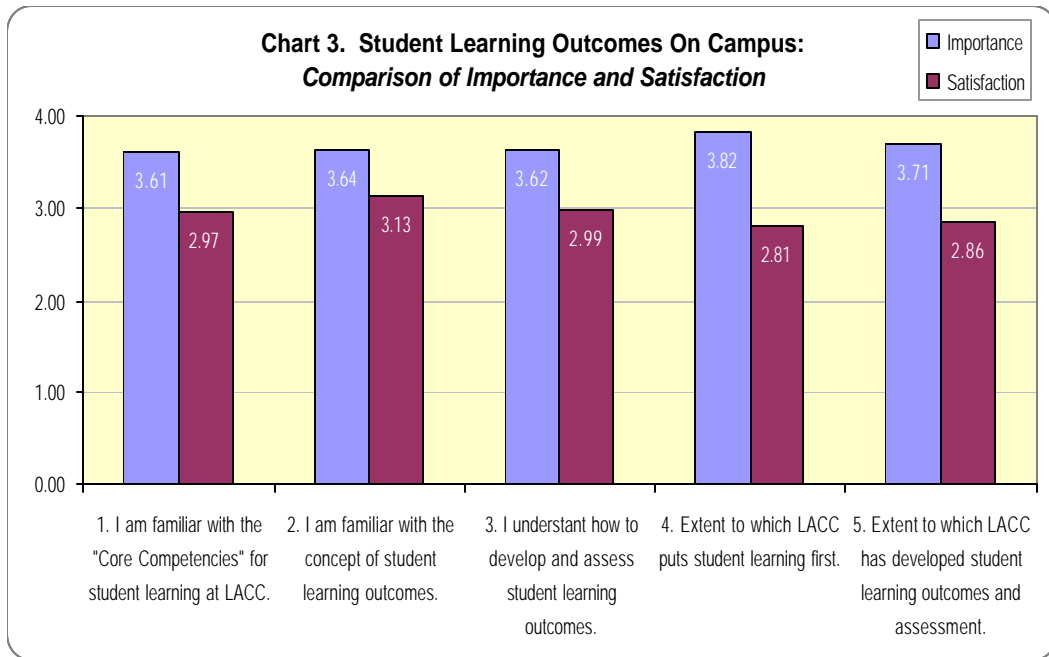
The largest gap between importance and satisfaction is with item 4, Extent to which LACC puts student learning first. This is the survey item with the highest importance and the least satisfaction. Respondents amplified on this concern in their comments. While we appreciate “the overall commitment to academic excellence and

professionalism,” as one member of the community observed, there is still much room for improvement, as others commented:

- “Everyone needs to do his/her part to make LACC a great learning institution.”
- “Need to create a ‘student centered’ campus with more campus activities”
- “That every member of the campus sees themselves as student focused”
- “Put students first – their education should be our #1 priority”
- “Making the students’ learning the 1st priority”
- “Focus more on learning”
- “Needs to be more focus on student learning outcomes”

The awareness of Student Learning Outcomes, however, is not shared by all employee groups. More than 40% of Classified Staff respondents chose not to answer the questions related to SLOs, perhaps indicating a lack of familiarity with the issue. This lack of information and involvement must be addressed if LACC is to become truly a learning institution.

(Continued on page 14)



*(Continued from page 12)*



## **Section IV—Progress in Achieving Campus Priorities**

Responses to the question: “To what extent do you agree that during the period [2003-2005] LACC has been successful in achieving these priorities?” reveal improvements in the two priorities relating most directly with students (Culture of academic excellence and Student-centered learning environment).

Progress in all other priorities is down from the level set in Fall 2001 when the question was first posed. The priority that lost the greatest amount of ground over the last two years is “Partnerships with business, industry, educational institutions, and neighborhood groups.”

Over the last four years, priority 6, “Increased resources through state and district allocation processes and extramural development efforts” has declined the most. (See Table 5.)

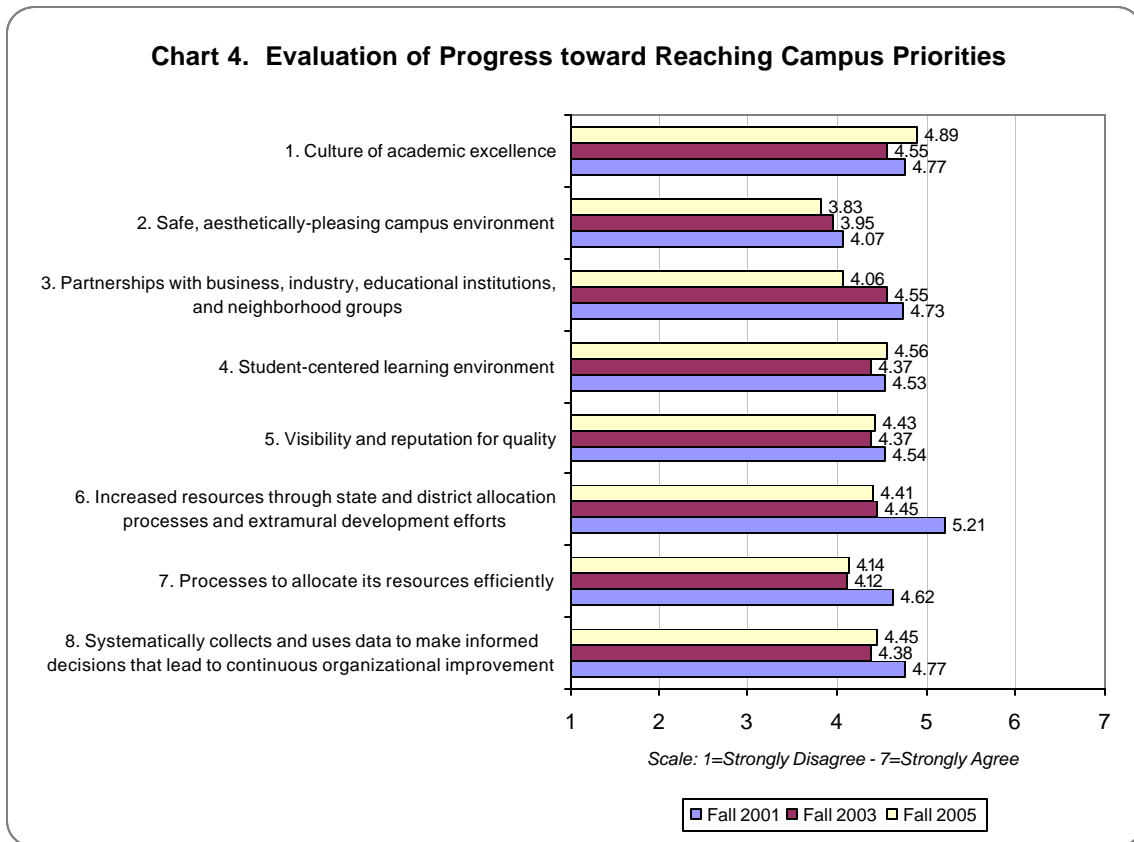


Table 5. Evaluation of Progress toward Reaching Campus Priorities, Fall 2001, Fall 2003 and Fall 2005

| Priority   | Fall 2001 | Fall 2003 | Fall 2005 | Change |
|--|-----------|-----------|-----------|--------|
| 1. Culture of academic excellence  | 4.77      | 4.55      | 4.89      | 0.34   |
| 2. Safe, aesthetically-pleasing campus environment   | 4.07      | 3.95      | 3.83      | -0.12  |
| 3. Partnerships with business, industry, educational institutions, and neighborhood groups                             | 4.73      | 4.55      | 4.06      | -0.49  |
| 4. Student-centered learning environment   | 4.53      | 4.37      | 4.56      | 0.19   |
| 5. Visibility and reputation for quality   | 4.54      | 4.37      | 4.43      | 0.06   |
| 6. Increased resources through state and district allocation processes and extramural development efforts              | 5.21      | 4.45      | 4.41      | -0.04  |
| 7. Processes to allocate its resources efficiently   | 4.62      | 4.12      | 4.14      | 0.02   |
| 8. Systematically collects and uses data to make informed decisions that lead to continuous organizational improvement | 4.77      | 4.38      | 4.45      | 0.07   |



# Appendix

- **Section I.** Importance of and Satisfaction with Various Aspects of Job and Campus—Summary of Results
- **Section II.** Satisfaction with Campus Support Services—Summary of Results
- **Section III.** Learning Outcomes—Summary of Results
- **Section IV.** Priorities—Summary of Results
- **Section V.** Personal Information—Summary of Results
- **Factor Analysis:** Seven Dimensions of Section I Measures of Satisfaction and the Items Comprising Each Dimension

## Section I. Importance of and Satisfaction with Various Aspects of Job and Campus - Summary of Results

|      |       | Importance           |                     |                     |                |                           | Satisfaction      |                     |                     |                |                           |       |      |
|------|-------|----------------------|---------------------|---------------------|----------------|---------------------------|-------------------|---------------------|---------------------|----------------|---------------------------|-------|------|
| Mean | Count | Not at all important | Some-what important | Some-what important | Very important | No Opinion/ Doesn't apply | Very Dissatisfied | Some-what satisfied | Some-what Satisfied | Very Satisfied | No Opinion/ Doesn't apply | Count | Mean |
| 3.81 | 279   | 0.7%                 | 1.8%                | 12.5%               | 82.4%          | 2.5%                      | 5.8%              | 24.3%               | 52.5%               | 12.3%          | 5.1%                      | 276   | 2.75 |
| 3.86 | 282   | 0.7%                 | 1.1%                | 9.9%                | 87.2%          | 1.1%                      | 9.3%              | 26.5%               | 49.5%               | 10.0%          | 4.7%                      | 279   | 2.63 |
| 3.88 | 280   | 0.4%                 | 1.1%                | 8.6%                | 88.6%          | 1.4%                      | 7.1%              | 25.4%               | 47.1%               | 16.8%          | 3.6%                      | 280   | 2.76 |
| 3.86 | 280   | 0.7%                 | 0.4%                | 11.1%               | 85.0%          | 2.9%                      | 15.5%             | 28.4%               | 37.8%               | 10.4%          | 7.9%                      | 278   | 2.47 |
| 3.77 | 279   | 0.7%                 | 1.4%                | 16.5%               | 76.3%          | 5.0%                      | 11.8%             | 22.1%               | 43.6%               | 11.1%          | 11.4%                     | 280   | 2.61 |
| 3.72 | 279   | 0.7%                 | 1.8%                | 21.4%               | 71.1%          | 4.6%                      | 11.1%             | 21.9%               | 41.2%               | 17.2%          | 8.6%                      | 279   | 2.71 |
| 3.74 | 278   | 1.1%                 | 0.7%                | 21.2%               | 75.2%          | 1.8%                      | 20.1%             | 22.6%               | 39.8%               | 10.0%          | 7.5%                      | 279   | 2.43 |
| 3.83 | 276   | 0.0%                 | 1.8%                | 13.0%               | 81.9%          | 3.3%                      | 19.8%             | 23.4%               | 38.5%               | 10.4%          | 7.9%                      | 278   | 2.43 |
| 3.82 | 279   | 1.1%                 | 1.1%                | 12.2%               | 81.4%          | 4.3%                      | 17.4%             | 26.0%               | 35.9%               | 13.2%          | 7.5%                      | 281   | 2.48 |
| 3.73 | 275   | 0.7%                 | 0.7%                | 21.8%               | 72.4%          | 4.4%                      | 18.0%             | 16.9%               | 33.1%               | 22.7%          | 9.4%                      | 278   | 2.67 |
| 3.69 | 278   | 0.7%                 | 3.2%                | 19.4%               | 67.6%          | 9.0%                      | 7.2%              | 15.5%               | 43.9%               | 15.1%          | 18.3%                     | 278   | 2.82 |
| 3.62 | 278   | 0.7%                 | 2.9%                | 25.5%               | 58.6%          | 12.2%                     | 3.9%              | 12.9%               | 36.6%               | 25.4%          | 21.1%                     | 279   | 3.06 |
| 3.71 | 280   | 1.8%                 | 2.1%                | 17.1%               | 72.1%          | 6.8%                      | 7.2%              | 12.2%               | 31.3%               | 38.5%          | 10.8%                     | 278   | 3.13 |
| 3.70 | 280   | 1.1%                 | 1.1%                | 21.8%               | 65.7%          | 10.4%                     | 19.6%             | 20.7%               | 32.6%               | 12.0%          | 15.2%                     | 276   | 2.44 |
| 3.71 | 273   | 1.1%                 | 1.8%                | 19.0%               | 67.8%          | 10.3%                     | 9.3%              | 23.8%               | 39.8%               | 9.7%           | 17.5%                     | 269   | 2.60 |
| 3.57 | 279   | 1.4%                 | 3.9%                | 24.4%               | 55.9%          | 14.3%                     | 11.6%             | 20.0%               | 30.9%               | 9.1%           | 28.4%                     | 275   | 2.52 |
| 3.87 | 280   | 0.7%                 | 0.4%                | 8.6%                | 79.6%          | 10.7%                     | 13.8%             | 24.0%               | 30.2%               | 11.3%          | 20.7%                     | 275   | 2.49 |
| 3.93 | 280   | 0.7%                 | 0.0%                | 4.6%                | 92.5%          | 2.1%                      | 6.5%              | 15.4%               | 48.0%               | 23.3%          | 6.8%                      | 279   | 2.95 |
| 3.83 | 278   | 0.4%                 | 1.8%                | 11.5%               | 82.0%          | 4.3%                      | 5.3%              | 14.2%               | 34.8%               | 39.4%          | 6.4%                      | 282   | 3.16 |
| 3.89 | 276   | 0.0%                 | 0.0%                | 11.2%               | 88.0%          | 0.7%                      | 5.0%              | 6.1%                | 31.9%               | 55.6%          | 1.4%                      | 279   | 3.40 |
| 3.75 | 278   | 0.4%                 | 3.2%                | 17.6%               | 77.7%          | 1.1%                      | 3.9%              | 6.0%                | 28.1%               | 58.0%          | 3.9%                      | 281   | 3.46 |
| 3.81 | 278   | 0.7%                 | 1.8%                | 13.3%               | 83.5%          | 0.7%                      | 5.0%              | 8.2%                | 29.3%               | 55.7%          | 1.8%                      | 280   | 3.38 |
| 3.85 | 278   | 1.1%                 | 0.7%                | 10.1%               | 86.0%          | 2.2%                      | 6.0%              | 9.3%                | 22.4%               | 59.8%          | 2.5%                      | 281   | 3.39 |
| 3.82 | 280   | 0.4%                 | 0.7%                | 15.7%               | 82.1%          | 1.1%                      | 6.8%              | 12.5%               | 33.9%               | 41.4%          | 5.0%                      | 280   | 3.31 |
| 3.62 | 277   | 0.7%                 | 3.6%                | 27.4%               | 64.6%          | 3.6%                      | 4.7%              | 16.1%               | 35.8%               | 34.7%          | 8.8%                      | 274   | 3.10 |

|      |     |      |       |       |       |       |  |       |       |       |       |       |     |     |
|------|-----|------|-------|-------|-------|-------|--|-------|-------|-------|-------|-------|-----|-----|
| 3.73 | 276 | 0.7% | 1.8%  | 21.0% | 74.3% | 2.2%  | 26. Opportunities to pursue innovation on the job.   | 8.3%  | 11.2% | 41.3% | 31.9% | 7.2%  | 276 | 304 |
| 3.80 | 275 | 0.0% | 0.4%  | 18.9% | 77.8% | 2.9%  | 27. Workload distribution.   | 8.4%  | 16.8% | 38.8% | 30.4% | 5.5%  | 273 | 297 |
| 3.52 | 275 | 1.1% | 6.2%  | 25.5% | 52.4% | 14.9% | 28. The extent to which job openings are advertised.   | 9.2%  | 15.1% | 33.2% | 21.0% | 21.4% | 271 | 284 |
| 3.72 | 275 | 0.7% | 1.8%  | 21.5% | 74.5% | 1.5%  | 29. The amount of space you have to do your job.   | 17.8% | 18.5% | 34.2% | 26.5% | 2.9%  | 275 | 272 |
| 3.82 | 275 | 0.0% | 1.1%  | 15.6% | 81.8% | 1.5%  | 30. The quality (air, light, etc.) of your work environment.   | 22.2% | 21.8% | 34.9% | 18.5% | 2.5%  | 275 | 251 |
| 3.85 | 275 | 0.7% | 1.1%  | 10.2% | 86.5% | 1.5%  | 31. Degree to which you can freely seek information or assistance from your immediate supervisor, management team, or union. | 5.8%  | 10.2% | 32.0% | 49.1% | 2.9%  | 275 | 328 |
| 3.65 | 272 | 1.1% | 2.9%  | 25.0% | 68.4% | 2.6%  | 32. Level of college encouragement and support for professional growth and development.                                      | 6.6%  | 17.3% | 42.4% | 28.0% | 5.5%  | 271 | 297 |
| 3.73 | 274 | 0.0% | 2.2%  | 21.9% | 71.9% | 4.0%  | 33. Level of supervisor encouragement and support for professional growth and development.                                   | 5.8%  | 14.4% | 34.3% | 39.4% | 6.1%  | 277 | 314 |
| 3.47 | 277 | 1.8% | 6.9%  | 31.0% | 55.2% | 5.1%  | 34. Recognition received from LACC administrators.   | 15.1% | 20.7% | 32.8% | 18.1% | 13.3% | 271 | 262 |
| 3.43 | 277 | 1.8% | 6.5%  | 35.7% | 51.6% | 4.3%  | 35. Recognition received from peers.   | 4.7%  | 10.2% | 45.6% | 30.7% | 8.8%  | 274 | 312 |
| 3.50 | 273 | 1.5% | 5.1%  | 30.4% | 53.8% | 9.2%  | 36. Support and rewards for innovation and excellence at LACC.   | 10.4% | 18.6% | 35.3% | 16.0% | 19.7% | 269 | 271 |
| 3.40 | 276 | 3.6% | 6.5%  | 31.2% | 50.0% | 8.7%  | 37. Opportunities to take a leadership role at LACC.   | 9.2%  | 8.8%  | 37.0% | 24.2% | 20.9% | 273 | 296 |
| 3.63 | 276 | 0.4% | 2.9%  | 29.0% | 63.4% | 4.3%  | 38. Flow of communication about campus activities and progress in meeting campus goals.                                      | 11.7% | 18.2% | 44.9% | 14.6% | 10.6% | 274 | 270 |
| 3.63 | 274 | 1.1% | 2.2%  | 27.0% | 62.4% | 7.3%  | 39. Flow of information between departments/offices.   | 11.1% | 25.2% | 40.0% | 11.9% | 11.9% | 270 | 260 |
| 3.70 | 276 | 0.7% | 2.2%  | 19.9% | 66.7% | 10.5% | 40. Flow of information between administrative units and the faculty.  | 14.6% | 20.4% | 32.8% | 14.2% | 17.9% | 274 | 257 |
| 3.51 | 275 | 1.5% | 7.3%  | 27.3% | 58.9% | 5.1%  | 41. Opportunities to interact informally with students.  | 4.0%  | 10.2% | 33.5% | 39.6% | 12.7% | 275 | 325 |
| 3.31 | 274 | 1.5% | 8.8%  | 37.2% | 38.0% | 14.6% | 42. Your level of participation in student-sponsored activities.   | 3.6%  | 7.2%  | 43.5% | 19.6% | 26.1% | 276 | 307 |
| 3.31 | 271 | 2.2% | 12.5% | 26.2% | 42.4% | 16.6% | 43. Availability of career guidance for employees.   | 12.9% | 15.1% | 30.5% | 9.9%  | 31.6% | 272 | 255 |
| 3.32 | 271 | 1.5% | 12.5% | 28.0% | 42.1% | 15.9% | 44. Availability of personal counseling for employees.   | 9.6%  | 12.2% | 29.5% | 12.9% | 35.8% | 271 | 271 |
| 3.85 | 276 | 0.4% | 0.4%  | 13.4% | 84.8% | 1.1%  | 45. The cleanliness of your work environment.  | 19.9% | 29.7% | 32.2% | 17.0% | 1.1%  | 276 | 247 |
| 3.83 | 274 | 0.4% | 0.4%  | 15.0% | 81.0% | 3.3%  | 46. LACC's physical resources (e.g. facilities, equipment).  | 19.9% | 33.7% | 32.6% | 9.1%  | 4.7%  | 276 | 232 |
| 3.82 | 273 | 0.0% | 0.7%  | 15.8% | 76.9% | 6.6%  | 47. Sufficient numbers of support staff for your program.  | 17.4% | 21.7% | 32.6% | 17.0% | 11.2% | 276 | 256 |
| 3.87 | 274 | 0.4% | 4.0%  | 16.4% | 67.5% | 11.3% | 48. Availability of state of the art technology for instruction.   | 15.0% | 21.5% | 31.0% | 14.2% | 18.2% | 274 | 254 |
| 3.71 | 275 | 1.1% | 1.8%  | 20.7% | 70.9% | 5.5%  | 49. Access to adequate training about computers and technology necessary to do your job.                                     | 9.5%  | 16.4% | 37.6% | 27.4% | 9.1%  | 274 | 291 |
| 3.80 | 275 | 0.4% | 0.7%  | 16.7% | 79.3% | 2.9%  | 50. Maintenance of equipment in your area.   | 13.1% | 20.7% | 38.9% | 21.5% | 5.8%  | 275 | 273 |
| 3.63 | 275 | 1.1% | 3.6%  | 22.2% | 60.7% | 12.4% | 51. Opportunity for input on remodeling or alteration of facilities.   | 21.4% | 19.2% | 29.2% | 10.3% | 19.9% | 271 | 235 |
| 3.90 | 274 | 0.4% | 0.0%  | 9.1%  | 89.1% | 1.5%  | 52. Security on campus.  | 13.1% | 20.8% | 39.1% | 22.3% | 4.7%  | 274 | 274 |
| 3.83 | 273 | 0.0% | 1.8%  | 12.8% | 84.2% | 1.1%  | 53. Conditions of restrooms on campus.   | 29.2% | 28.2% | 31.0% | 9.7%  | 1.8%  | 277 | 222 |
| 3.79 | 271 | 0.7% | 0.4%  | 17.0% | 79.0% | 3.0%  | 54. LACC's parking availability.   | 21.0% | 20.7% | 35.5% | 18.8% | 4.0%  | 276 | 254 |
|      |     |      |       |       |       |       | 55. Overall, how would you rate your satisfaction with LACC as an employee at the present time?                              | 4.9%  | 15.0% | 51.5% | 26.7% | 1.9%  | 266 | 302 |

| <b>Section II. Satisfaction with Campus Support Services - Summary of Results</b> |                     |                       |                    |                |                           |       |      |
|---|---------------------|-----------------------|--------------------|----------------|---------------------------|-------|------|
|   | <b>Satisfaction</b> |                       |                    |                |                           | Count | Mean |
|   | Very Dissatisfied   | Somewhat Dissatisfied | Somewhat Satisfied | Very Satisfied | No Opinion/ Doesn't apply |       |      |
| 1. Bookstore  | 6.91%               | 17.09%                | 41.82%             | 20.00%         | 14.18%                    | 275   | 2.87 |
| 2. Business Office  | 0.75%               | 6.72%                 | 35.45%             | 27.24%         | 29.85%                    | 268   | 3.27 |
| 3. (TSS) Computer Repair /Support Staff   | 5.04%               | 10.07%                | 35.25%             | 35.97%         | 13.67%                    | 278   | 3.18 |
| 4. (TSS) Telephone Services   | 4.68%               | 12.23%                | 37.05%             | 29.86%         | 16.19%                    | 278   | 3.10 |
| 5. Sheriff's Office   | 5.45%               | 15.64%                | 39.27%             | 26.18%         | 13.45%                    | 275   | 3.00 |
| 6. Auxiliary Food Services such as truck and vending machines                     | 19.62%              | 16.23%                | 27.17%             | 17.74%         | 19.25%                    | 265   | 2.53 |
| 7. Plant facilities   | 6.81%               | 18.64%                | 40.14%             | 18.64%         | 15.77%                    | 279   | 2.84 |
| 8. Custodial operations   | 10.07%              | 20.50%                | 42.81%             | 19.78%         | 6.83%                     | 278   | 2.78 |
| 9. Instructional Multi-Media Center - Media Services                              | 0.72%               | 3.62%                 | 32.97%             | 35.14%         | 27.54%                    | 276   | 3.42 |
| 10. Instructional Multi-Media Center - Copy Center                                | 1.13%               | 2.26%                 | 32.08%             | 45.66%         | 18.87%                    | 265   | 3.51 |
| 11. Payroll   | 12.19%              | 15.77%                | 38.35%             | 26.88%         | 6.81%                     | 279   | 2.86 |
| 12. Personnel   | 3.21%               | 10.00%                | 40.71%             | 35.71%         | 10.36%                    | 280   | 3.22 |
| 13. Administrative Services Office  | 2.53%               | 6.14%                 | 38.27%             | 31.41%         | 21.66%                    | 277   | 3.26 |
| 14. Library Services  | 1.11%               | 2.21%                 | 32.10%             | 39.48%         | 25.09%                    | 271   | 3.47 |
| 15. Learning Skills Center  | 1.08%               | 3.60%                 | 24.46%             | 31.65%         | 39.21%                    | 278   | 3.43 |
| 16 Academic Affairs Office  | 3.25%               | 9.03%                 | 32.49%             | 31.77%         | 23.47%                    | 277   | 3.21 |
| 17. Admissions and Records  | 0.36%               | 5.11%                 | 37.23%             | 40.88%         | 16.42%                    | 274   | 3.42 |
| 18. (OSS) Office of Special Services  | 1.50%               | 4.87%                 | 26.59%             | 30.34%         | 36.70%                    | 267   | 3.36 |
| 19. Student Services Office   | 0.72%               | 4.69%                 | 26.35%             | 27.80%         | 40.43%                    | 277   | 3.36 |
| 20. Student Discipline  | 3.26%               | 6.16%                 | 24.64%             | 23.19%         | 42.75%                    | 276   | 3.18 |
| 21. Staff and Organizational Development  | 2.55%               | 7.64%                 | 35.27%             | 33.09%         | 21.45%                    | 275   | 3.26 |
| 22. Teaching Learning Center  | 0.75%               | 4.85%                 | 23.13%             | 37.31%         | 33.96%                    | 268   | 3.47 |
| 23. Los Angeles City College Foundation   | 5.43%               | 8.33%                 | 21.01%             | 17.75%         | 47.46%                    | 276   | 2.97 |
| 24. Institutional Research  | 3.61%               | 2.17%                 | 18.41%             | 23.10%         | 52.71%                    | 277   | 3.29 |
| 25. Marketing   | 3.60%               | 6.83%                 | 22.66%             | 16.55%         | 50.36%                    | 278   | 3.05 |
| 26. Grants  | 5.43%               | 6.52%                 | 18.48%             | 11.59%         | 57.97%                    | 276   | 2.86 |
| 27. Workforce Development   | 1.08%               | 6.86%                 | 18.41%             | 13.36%         | 60.29%                    | 277   | 3.11 |

| Section III. Learning Outcomes - Summary of Results                             |                      |                      |                    |                |                           |       |      |
|---|----------------------|----------------------|--------------------|----------------|---------------------------|-------|------|
| Survey Item   | Importance           |                      |                    |                |                           | Count | Mean |
|   | Not at all important | Somewhat unimportant | Somewhat important | Very important | No Opinion/ Doesn't apply |       |      |
| 1. I am familiar with the "Core Competencies" for student learning at LACC.     | 1.16%                | 4.26%                | 15.50%             | 50.00%         | 29.07%                    | 258   | 3.61 |
| 2. I am familiar with the concept of student learning outcomes.                 | 1.17%                | 2.72%                | 19.07%             | 55.25%         | 21.79%                    | 257   | 3.64 |
| 3. I understand how to develop and assess student learning outcomes.            | 1.17%                | 3.50%                | 18.68%             | 54.09%         | 22.57%                    | 257   | 3.62 |
| 4. Extent to which LACC puts student learning first.                            | 0.39%                | 1.17%                | 12.06%             | 72.37%         | 14.01%                    | 257   | 3.82 |
| 5. Extent to which LACC has developed student learning outcomes and assessment. | 0.39%                | 2.75%                | 16.47%             | 58.82%         | 21.57%                    | 255   | 3.71 |

| Survey Item   | Satisfaction      |                       |                    |                |                           | Count | Mean |
|---|-------------------|-----------------------|--------------------|----------------|---------------------------|-------|------|
|   | Very Dissatisfied | Somewhat Dissatisfied | Somewhat Satisfied | Very Satisfied | No Opinion/ Doesn't apply |       |      |
| 1. I am familiar with the "Core Competencies" for student learning at LACC.     | 4.96%             | 11.57%                | 33.88%             | 19.42%         | 30.17%                    | 242   | 2.97 |
| 2. I am familiar with the concept of student learning outcomes.                 | 4.55%             | 7.85%                 | 35.12%             | 26.86%         | 25.62%                    | 242   | 3.13 |
| 3. I understand how to develop and assess student learning outcomes.            | 4.94%             | 11.93%                | 35.80%             | 21.40%         | 25.93%                    | 243   | 2.99 |
| 4. Extent to which LACC puts student learning first.                            | 10.33%            | 17.36%                | 36.36%             | 21.90%         | 14.05%                    | 242   | 2.81 |
| 5. Extent to which LACC has developed student learning outcomes and assessment. | 6.61%             | 15.29%                | 35.12%             | 17.77%         | 25.21%                    | 242   | 2.86 |

**Section IV. Priorities - Summary of Results**

|   | Strongly Disagree | Disagree | Some-what Disagree | Neither Disagree or Agree | Some-what Agree | Agree | Strongly Agree | Count | Mean |
|---|-------------------|----------|--------------------|---------------------------|-----------------|-------|----------------|-------|------|
| 1. LACC has a culture of academic excellence that systematically strengthens the educational program and the quality of teaching.                                     | 4.2%              | 6.4%     | 9.1%               | 13.3%                     | 29.5%           | 25.8% | 11.4%          | 264   | 4.89 |
| 2. LACC has a safe, aesthetically-pleasing campus environment.  | 11.3%             | 16.2%    | 19.6%              | 10.9%                     | 20.0%           | 16.6% | 5.3%           | 265   | 3.83 |
| 3. LACC has developed strong partnerships with business, industry, educational institutions, and neighborhood groups.   | 4.6%              | 13.7%    | 15.2%              | 30.0%                     | 16.3%           | 14.8% | 5.3%           | 263   | 4.06 |
| 4. LACC has a student-centered learning environment that focuses on students' needs and on removing the barriers to student success.                                  | 5.3%              | 6.9%     | 14.1%              | 16.0%                     | 23.7%           | 25.2% | 8.8%           | 262   | 4.56 |
| 5. LACC has both visibility and a reputation for quality in the community.  | 4.9%              | 8.4%     | 13.7%              | 20.2%                     | 25.5%           | 19.0% | 8.4%           | 263   | 4.43 |
| 6. LACC has successfully increased the resources available to the college through state and district allocation processes and through extramural development efforts. | 3.8%              | 7.6%     | 12.9%              | 29.7%                     | 19.8%           | 18.3% | 8.0%           | 263   | 4.41 |
| 7. LACC has processes in place to allocate its resources efficiently.   | 7.6%              | 10.3%    | 12.6%              | 27.1%                     | 20.6%           | 16.0% | 5.7%           | 262   | 4.14 |
| 8. LACC systematically collects and uses data to make informed decisions that lead to continuous organizational improvement.  | 5.7%              | 6.9%     | 10.0%              | 28.4%                     | 18.0%           | 24.9% | 6.1%           | 261   | 4.45 |

| <b>Section V. Personal Information - Summary of Results</b> |  |                                      |                   |  |                  |                          |                     |                          |                          |                |                   |                 |                  |       |                  |       |       |      |       |      |       |      |       |  |     |
|---|--|--------------------------------------|-------------------|--|------------------|--------------------------|---------------------|--------------------------|--------------------------|----------------|-------------------|-----------------|------------------|-------|------------------|-------|-------|------|-------|------|-------|------|-------|--|-----|
|   | Administrator  | Adult Education/ Non-Credit Programs | Classified Staff  | Counselors, Librarians, and other non-classroom certificated | Department Chair | Faculty, Credit Programs | Manager/ Supervisor |                          | Total                    |                |                   |                 |                  |       |                  |       |       |      |       |      |       |      |       |  |     |
| 1. Primary responsibility                                   | 2.3%   | 3.1%                                 | 27.1%             | 3.5%   | 4.7%             | 57.8%                    | 1.6%                |                          | 258                      |                |                   |                 |                  |       |                  |       |       |      |       |      |       |      |       |  |     |
|   | <table border="1"> <thead> <tr> <th>0 to 5 years</th> <th>6 to 10 years</th> <th>11 to 15 years</th> <th>16 to 20 years</th> <th>21 to 25 years</th> <th>26 years or more</th> </tr> </thead> <tbody> <tr> <td>35.0%</td> <td>19.0%</td> <td>14.8%</td> <td>8.7%</td> <td>5.7%</td> <td>16.7%</td> </tr> </tbody> </table>   |                                      |                   |  |                  |                          |                     | 0 to 5 years             | 6 to 10 years            | 11 to 15 years | 16 to 20 years    | 21 to 25 years  | 26 years or more | 35.0% | 19.0%            | 14.8% | 8.7%  | 5.7% | 16.7% |      | 263   |      |       |  |     |
| 0 to 5 years  | 6 to 10 years  | 11 to 15 years                       | 16 to 20 years    | 21 to 25 years   | 26 years or more |                          |                     |                          |                          |                |                   |                 |                  |       |                  |       |       |      |       |      |       |      |       |  |     |
| 35.0%   | 19.0%  | 14.8%                                | 8.7%              | 5.7%   | 16.7%            |                          |                     |                          |                          |                |                   |                 |                  |       |                  |       |       |      |       |      |       |      |       |  |     |
|   | <table border="1"> <thead> <tr> <th>African American / Black</th> <th>Asian / Pacific Islander</th> <th>Filipino</th> <th>Latino / Hispanic</th> <th>Native American</th> <th>White</th> <th>Other</th> <th>Decline to state</th> </tr> </thead> <tbody> <tr> <td>12.6%</td> <td>10.2%</td> <td>0.8%</td> <td>13.4%</td> <td>0.4%</td> <td>42.1%</td> <td>3.1%</td> <td>17.3%</td> </tr> </tbody> </table> |                                      |                   |  |                  |                          |                     | African American / Black | Asian / Pacific Islander | Filipino       | Latino / Hispanic | Native American | White            | Other | Decline to state | 12.6% | 10.2% | 0.8% | 13.4% | 0.4% | 42.1% | 3.1% | 17.3% |  | 254 |
| African American / Black                                    | Asian / Pacific Islander   | Filipino                             | Latino / Hispanic | Native American  | White            | Other                    | Decline to state    |                          |                          |                |                   |                 |                  |       |                  |       |       |      |       |      |       |      |       |  |     |
| 12.6%   | 10.2%  | 0.8%                                 | 13.4%             | 0.4%   | 42.1%            | 3.1%                     | 17.3%               |                          |                          |                |                   |                 |                  |       |                  |       |       |      |       |      |       |      |       |  |     |
|   | <table border="1"> <thead> <tr> <th>18-25</th> <th>26-35</th> <th>36-45</th> <th>46-55</th> <th>56 and over</th> </tr> </thead> <tbody> <tr> <td>2.3%</td> <td>10.9%</td> <td>22.9%</td> <td>29.1%</td> <td>34.5%</td> </tr> </tbody> </table>   |                                      |                   |  |                  | 18-25                    | 26-35               | 36-45                    | 46-55                    | 56 and over    | 2.3%              | 10.9%           | 22.9%            | 29.1% | 34.5%            |       | 258   |      |       |      |       |      |       |  |     |
| 18-25   | 26-35  | 36-45                                | 46-55             | 56 and over  |                  |                          |                     |                          |                          |                |                   |                 |                  |       |                  |       |       |      |       |      |       |      |       |  |     |
| 2.3%  | 10.9%  | 22.9%                                | 29.1%             | 34.5%  |                  |                          |                     |                          |                          |                |                   |                 |                  |       |                  |       |       |      |       |      |       |      |       |  |     |
|   | <table border="1"> <thead> <tr> <th>Male</th> <th>Female</th> </tr> </thead> <tbody> <tr> <td>49.0%</td> <td>51.0%</td> </tr> </tbody> </table>  |                                      | Male              | Female   | 49.0%            | 51.0%                    |                     | 251                      |                          |                |                   |                 |                  |       |                  |       |       |      |       |      |       |      |       |  |     |
| Male  | Female   |                                      |                   |  |                  |                          |                     |                          |                          |                |                   |                 |                  |       |                  |       |       |      |       |      |       |      |       |  |     |
| 49.0%   | 51.0%  |                                      |                   |  |                  |                          |                     |                          |                          |                |                   |                 |                  |       |                  |       |       |      |       |      |       |      |       |  |     |
| 5. Gender   | 49.0%  | 51.0%                                |                   |  |                  |                          |                     |                          | 251                      |                |                   |                 |                  |       |                  |       |       |      |       |      |       |      |       |  |     |

**Factor Analysis: Seven Dimensions of Section I Measures of Satisfaction  
and the Items Comprising Each Dimension**

|   |
|---|
| <b>1. Dimension 1 – Morale, trust and decision-making</b>   |
| 1. The present campus climate (.700)  |
| 2. Morale on this campus. (.716)  |
| 4. The level of trust that exists within the campus community. (.749)   |
| 9. The extent to which management listens and responds to employees' problems, complaints, and suggestions for improving LACC. (.789) |
| 11. LACC's governance process. (.760)   |
| 15. Extent to which the role of the faculty in campus decision-making is clear. (.691)  |
| 16. Extent to which the role of the classified staff in campus decision-making is clear. (.700)                                       |
| 17. LACC's budgeting process meets the needs of the institution. (.726)   |
| 55. Overall, how would you rate your satisfaction with LACC as an employee at the present time? (.695)                                |
| <b>2. Dimension 2 – Work environment and facilities</b>   |
| 30. The quality (air, light, etc.) of your work environment. (.668)   |
| 45. The cleanliness of your work environment. (.743)  |
| 46. LACC's physical resources (e.g., facilities, equipment). (.589)   |
| 53. Conditions of restrooms on campus. (.737)   |
| <b>3. Dimension 3 – Interpersonal respect and recognition</b>   |
| 22. Your relationships with peers in your department/area/program. (.695)   |
| 23. Level of respect you receive from your department chair or supervisor. (.681)   |
| 31. Degree to which you can freely seek information or assistance from your immediate supervisor, management team, or union. (.443)   |
| 33. Level of supervisor encouragement and support for professional growth and development. (.467)                                     |
| 35. Recognition received from peers. (.554)   |
| <b>4. Dimension 4 – Technology</b>  |
| 48. Availability of state of the art technology for instruction. (.639)   |
| 49. Access to adequate training about computers and technology necessary to do your job. (.589)                                       |
| 50. Maintenance of equipment in your area. (.514)   |
| <b>5. Dimension 5 – Student connection</b>  |
| 41. Opportunities to interact informally with students. (.735)  |
| 42. Your level of participation in student-sponsored activities. (.754)   |
| <b>6. Dimension 6 – District Office</b>   |
| 7. Communication with District offices (such as payroll, personnel, educational services, business services). (.798)                  |
| 8. Responsiveness when dealing with District personnel in such areas as payroll, personnel, etc. (.784)                               |
| <b>7. Dimension 7 – Job satisfaction</b>  |
| 20. Your work assignment. (.402)  |
| 21. The extent to which you find your job challenging. (.638)   |
| 25. Opportunities for creativity in professional responsibilities. (.532)   |
| 26. Opportunities to pursue innovation on the job. (.522)   |