

Community Colleges of Spokane

2007 Employee Opinion Survey

Summary of Results
From Initial Analyses



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2007 EMPLOYEE OPINION SURVEY SUMMARY OF RESULTS

INTRODUCTION

In spring 2007, the Directors of Institutional Research at the institutions comprising the Community Colleges of Spokane (CCS) District undertook a comprehensive regional environmental scan in support of district-level strategic planning. As a component of the overall scan, the Directors decided to include a district-wide climate survey. A similar survey had been conducted in the spring of 2004. Comparison of the 2007 results with the earlier survey will provide planners with an indication of changing opinions and perceptions over the last three years.

METHODOLOGY

The survey was administered over the course of several weeks during spring quarter 2007. The questionnaire was created with Snap Surveys software and was web-based. The survey items included in the questionnaire were based on the 2004 survey items, but excluded several items deemed problematic by the earlier research team. Other than the order of presentation, the survey items were not modified, allowing direct comparison of the 2004 and 2007 data. The questionnaire assessed employee opinions and perceptions in seven areas:

- 1) CCS Mission Fulfillment
- 2) Student Access
- 3) Diversity
- 4) Financial Management
- 5) Facilities
- 6) Internal Issues
- 7) External Relationships

In April 2007, CCS Chancellor, Dr. Gary Livingston, sent all employees an email message inviting them to participate in the survey. Supervisors were instructed to provide employees who did not have regular access to email an opportunity to respond to the survey. In an attempt to keep the sample somewhat representative of the distribution of employees throughout the district, responses were monitored in two dimensions: by institution (District, IEL, SCC, SFCC) and employee classification (exempt, classified/hourly, and faculty) throughout the sampling period¹. Periodically throughout the sampling period, additional email messages were sent to encourage participation of groups falling short of their representative proportions. It is important to note that this process, known as convenience sampling, does not yield true random sampling. Instead, this method represents a logistical balance between maintaining sensitivity to employee's busy work schedules while also obtaining some semblance of representation of the overall employee population.

All survey results were collected via email in the Snap Surveys database, then exported to SPSS for analysis.

RESULTS

The overall sample size target was 709 employees. This target was calculated based on a February 2007 CCS employee headcount of 1,950, a desired confidence level of 95%, and a desired margin of error of

¹ Work study students, also technically employees of the college, were not included in the study.

3%. The actual number of surveys obtained was 591, yielding a sample proportion of 30.3% and margin of error of approximately 4% at the 95% confidence level, assuming random sampling. By comparison, the 2004 survey resulted in 360 responses out of 1665 employees for a return rate of 21.6%. The response rate of the 2007 survey was significantly higher than that obtained in 2004 (see Table 1.)

Table 1. Survey Response Rate Comparison

Survey Year	Sample Size	Employee Population	Sample Proportion ¹
2007	591	1950	30.3%
2004	360	1665	21.6%

¹ Difference in response rates is statistically significant (Difference of proportions, z=5.93, p<0.001).

SAMPLE DEMOGRAPHICS

Institutional Distribution

The district is comprised of four institutional entities: The District Offices (District), The Institute for Extended Learning (IEL), Spokane Community College (SCC), and Spokane Falls Community College (SFCC). Respondents were asked to indicate the institution for which they worked. Table 2 presents the distribution of respondents relative to the actual institutional populations (columns A and B) and the comparable data from the 2004 sample (columns C and D).

Table 2. Comparison of Employee Distributions by Institution

Institution	(A) 2007 Employee Population		(B) 2007 Sample		(C) 2004 Sample		(D) 2007 Sample	
	District	273	14.0%	69	11.8%	40	11.2%	69
IEL	610	31.3%	194	33.0%	79	22.2%	194	33.0%
SCC	570	29.2%	120	20.4%	139	39.0%	120	20.4%
SFCC	497	25.5%	204	34.8%	98	27.5%	204	34.8%
Total	1950	100.0%	587	100.0%	356	100.0%	587	100.0%

2007 Nonresponses = 4

1 Difference of Proportions Significant: z=4.19, p<0.001

2 Difference of Proportions Significant: z=4.40, p<0.001

2004 Nonresponses = 4

3 Difference of Proportions Significant: z=3.56, p<0.001

4 Difference of Proportions Significant: z=6.20, p<0.001

5 Difference of Proportions Significant: z=2.30, p<0.05

Columns A and B show that in 2007, SCC employees were significantly underrepresented (red cell), and SFCC were significantly overrepresented (green cell). Relative to the 2004 survey, the institutional distribution was quite different, with SCC's rate falling by nearly half, IEL's rate increasing by 50%, and SFCC's rate significantly higher than 2004.

Employee Classification

The district is comprised of three general employee classifications: Administrative and Professional Exempt (Exempt), Classified and Hourly Staff (Staff), and Faculty. Within each of these classifications are employees who either work full-time or part-time. For the purposes of this report, the combination of classification and fulltime status will be referred to as Classification, as shown in Table 3. Since the number of part-time exempt employees was very small (only 8 district-wide) these respondents were not analyzed as a separate group, but instead were included in the Exempt classification.

Table 3. Comparison of Employee Classification Distributions

Classification	2007 Employee Population		2007 Sample		2004 Sample		2007 Sample	
	Full-time Faculty	412	21.1%	165	28.1%	123	34.6%	165
Part-time Faculty	512	26.3%	94	16.0%	29	8.2%	94	16.0%
Full-time Staff*	567	29.1%	189	32.2%	130	36.6%	189	32.2%
Part-time Staff	290	14.9%	39	6.6%	13	3.7%	39	6.6%
Exempt	169	8.7%	100	17.0%	60	16.9%	100	17.0%
Total	1950	100.0%	587	100.0%	355	100.0%	587	100.0%

* Staff includes classified and hourly employees

2007 Nonresponses = 4

1 Difference of Proportions Significant: $z=3.53$, $p<0.001$ 2 Difference of Proportions Significant: $z=5.10$, $p<0.001$ 3 Difference of Proportions Significant: $z=5.20$, $p<0.001$

2004 Nonresponses = 5

4 Difference of Proportions Significant: $z=5.77$, $p<0.001$ 5 Difference of Proportions Significant: $z=2.11$, $p<0.05$ 6 Difference of Proportions Significant: $z=3.46$, $p<0.001$

Relative to the district-wide population, all part-time employees (both faculty and staff) are significantly underrepresented while full-time faculty and exempt employees are significantly overrepresented. The only classification that was representative of its population proportion was full-time staff. A similar pattern of representation was observed with the 2004 sample (not shown in the table). While the 2007 sample had nearly double the part-time responses than 2004, bringing the distribution closer to the population proportions than the previous survey, it is clear that more effort must be made in future studies to solicit input from part-time faculty and staff.

Years Employed

The 2007 survey asked respondents to indicate how many years they had been employed with CCS in one-year increments up to 10 years, whereas the 2004 survey provided fewer categories for respondents to select. For direct comparisons to the 2004 data, the 2007 Years Employed data were aggregated into groups consistent with the 2004 survey. Unfortunately, at the time of this writing, we did not have district-wide years-employed data available for comparison against the survey sample.

Over 50% of the 2004 respondents had been employed at CCS for over 10 years, with only 9% being new employees (see Table 4). We see a shift in 2007 with significantly fewer “old-timers” and a higher proportion of new employees. While we don’t know the true population distribution, this seems quite reasonable considering the high number of retirements that have occurred over the last several years.

Table 4. Comparison of Years-Employed Distributions

Years Employed	2004 Sample		2007 Sample	
Less than 2 years	31	8.8%	87	14.9%
2 to 5 years	74	20.9%	126	21.6%
5 to 10 years	70	19.8%	127	21.8%
Over 10 years	179	50.6%	243	41.7%
Total	354	100.0%	583	100.0%

2004 Nonresponses = 6 2007 Nonresponses = 8

1 Difference of Proportions Significant: $z=2.75$, $p<0.001$ 2 Difference of Proportions Significant: $z=2.65$, $p<0.001$

Table 5 presents the distribution of respondents by classification and years-employed. It appears from this table that, with the exception of part-time staff, the majority of respondents were employees who have worked at CCS five years or more.

Table 5. Comparison of All Respondents by Classification and Years-Employed

Years of Employment	Employment Classification					Total
	Full-Time Faculty	Part-Time Faculty	Full-Time Staff	Part-Time Staff	Exempt	
Less than 2	3.8%	2.4%	4.3%	2.2%	2.1%	14.8%
2-5	3.4%	2.8%	4.3%	2.1%	2.9%	15.5%
5-10	6.2%	6.0%	10.2%	1.4%	4.3%	28.1%
More than 10	14.8%	5.0%	13.1%	1.0%	7.7%	41.7%
Total	28.2%	16.2%	31.8%	6.7%	17.0%	100.0%

Number of respondents = 581

Generalizability of Results

As noted earlier, the sampling method employed in gathering these data was not true random sampling and only 30% of all employees chose to respond to the survey. These self-selecting individuals may or may not represent the opinions of the entire employee population. Moreover, it is also clear from the Institutional and Classification distribution comparisons that the 2004 and 2007 samples are biased relative to the known population, and differ substantially to each other. Thus the results of the survey must be viewed with caution, since we don't know the effect these biases might have on the results. For example, would the opinions of the underrepresented part-time employees cause a significant shift in the overall opinions?

Fortunately, in recent years researchers have developed techniques to assess and mitigate various types of sample bias. Unfortunately, these techniques can be very labor-intensive, involving the application of weighting schemes that effectively bring the sample demographics back into alignment with the known population. In the present study, weighting factors that compensated for Institutional and Classification bias were applied to all the 2007 variables. The unweighted responses were statistically compared to weighted responses. No statistically significant differences were observed for any item. This cursory assessment suggests that, while the samples are clearly biased relative to the CCS population, the effect of this bias is not so great as to cause significant shifts in the average responses. However, because this bias assessment was only cursory, caution is still warranted in generalizing the following results to the entire CCS population of employees.

CCS MISSION FULFILLMENT

Employees were asked to evaluate how well CCS is fulfilling its mission, as adopted by the Board of Trustees in July 2004:

Community Colleges of Spokane, collaborating as a district, is committed to providing quality, relevant learning opportunities for students and the six-county regional community we serve.

We fulfill our mission:

- a) Through our three student-centered institutions - Spokane Community College, Spokane Falls Community College, and the Institute for Extended Learning - where outstanding faculty and staff provide comprehensive educational, training and enrichment activities for people of all ages and backgrounds.
- b) Through a challenging and supportive environment where diverse students, faculty, and staff flourish.
- c) Through collaboration with our colleagues in education and our partners in business and the community.

Table 6 presents the 2004 and 2007 responses which show a clear positive shift in the perception of employees that CCS is fulfilling its mission. It is important to note, however, that the mission statement

was different in 2004, and so the employees were responding to two different things. It is also important to note that two-thirds of all employees still feel that there is work to be done in fulfilling the mission.

Table 6. How well is CCS fulfilling its mission?

Mission Rating	2004 Sample	2007 Sample
CCS is not fulfilling its mission	3.4%	3.2%
CCS is not fulfilling its mission, but is working on it	13.4%	7.3% ¹
CCS is fulfilling its mission, but could do more	63.6%	55.3% ²
CCS is fulfilling its mission	19.6%	34.2% ³
Number of Responses	352	588

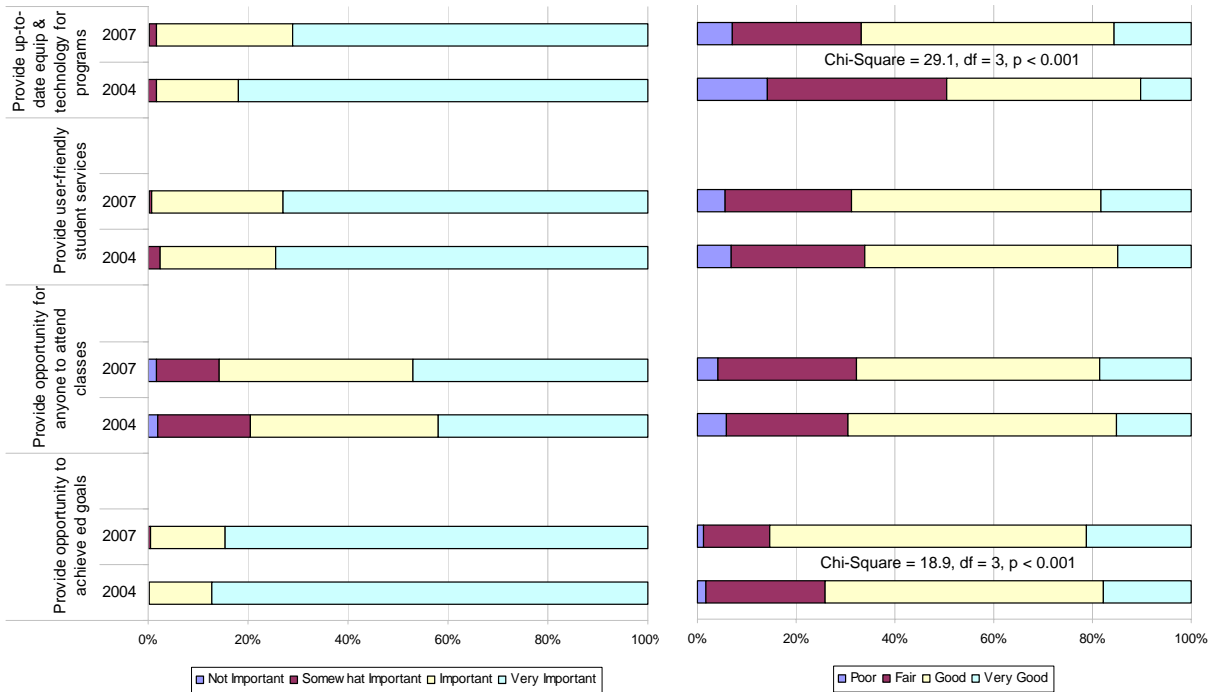
1 Difference of Proportions: $z=3.04$, $p<0.01$
 2 Difference of Proportions: $z=2.52$, $p<0.05$
 3 Difference of Proportions: $z=4.78$, $p<0.001$

STUDENT ACCESS

Access to quality educational opportunities was measured through four items:

- Provide opportunity to achieve educational goals through adequate course offerings,
- Provide opportunity for any person to attend classes regardless of ability to pay,
- Provide user-friendly student services,
- Provide up-to-date equipment and technology for educational programs.

Chart 1. Student Access



Employees were asked to indicate how important they felt these items were for CCS to do, and then to rate how well CCS was doing them. Chart 1 summarizes the responses from 2004 and 2007. There were no significant differences in the importance ratings from 2004 to 2007, and with the exception of

providing opportunities to attend class regardless of ability to pay, the vast majority of respondents felt these were important to very important.

The performance ratings were also similar between 2004 and 2007, although significant improvements were observed on two items. Combined ratings of good and very good increased from half to two-thirds regarding how well CCS is providing current technology and equipment to programs. The combined ratings of good and very good also increased from three-quarters to 85% regarding how well CCS is providing opportunities to achieve educational goals through adequate course offerings.

PROMOTING DIVERSITY

Diversity has been a priority of CCS for years. Recent efforts have been made by CCS and the institutions to increase internal awareness of the importance of diversity to our society and to actively increase diversity in the employee and student populations. Employees were asked to indicate how important they felt these items were for CCS to do, and then to rate how well CCS:

- Promoting diversity in employee recruitment,
- Promoting diversity in student recruitment.

Chart 2. Diversity

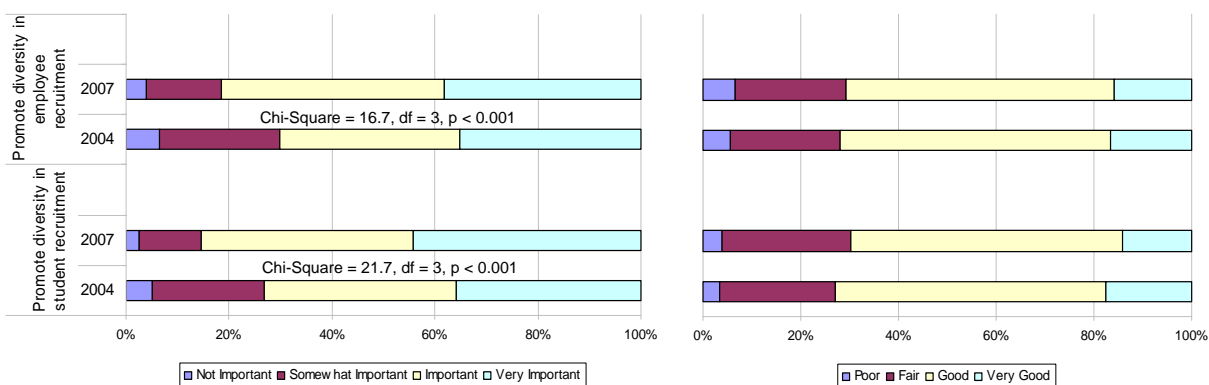


Chart 2 show relatively small but significant increases from 2004 to 2007 in the ratings of how important diversity is to CCS. Combined ratings of important to very important increased by over 10 percentage points for these two survey items. Interestingly, the performance ratings did not show corresponding changes—approximately one-third of the respondents felt that CCS is doing a poor to fair job promoting diversity, both then and now.

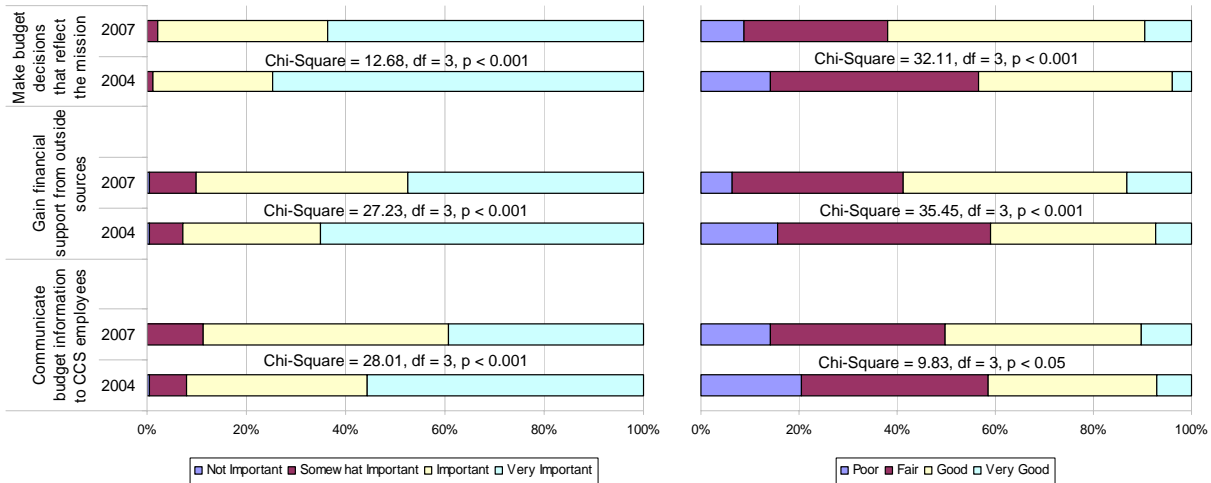
FINANCIAL MANAGEMENT

The financial resources available to a public sector organization, and the ways in which those resources are used, tend to be an ongoing source of concern and controversy. Employees were asked to rate the importance of, and performance on, three items:

- Make budget decisions that reflect the mission,
- Gain financial support from outside sources, such as individuals, groups, businesses, corporations, private foundations, and grants,
- Communicate budget information to CCS employees.

Within CCS, the importance of financial issues is clearly seen in these three items (Chart 3). Both in 2004 and 2007, the vast majority, over 90%, rated these items as important or very important. Interestingly, the 2007 responses show a significant negative shift of 10-15 percentage points from very important to important on all three items.

Chart 3. Financial Management



Contrary to 2004, when the majority of respondents rated performance on these three items as poor to fair, 2007 sees a shift toward significantly better performance with the majority rating of good or very good. Still, approximately 14% of respondents rated communication about budget information as poor, and one-third still rate it only fair.

Of the 77 respondents who rated budget communication as poor, a disproportionately large number were full-time faculty employed between 5 and 10 years—15.6% compared to 6.2% in the whole sample ($z=2.96, p<0.01$). The classification distribution of the respondents who rated budget communications as fair was not significantly different than the whole sample.

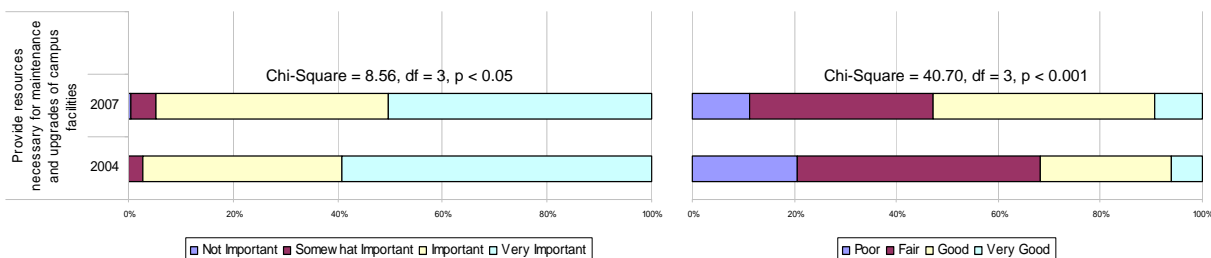
FACILITIES

Employees were asked to rate the following item pertaining to facilities:

- Provide the resources necessary for maintenance and upgrade of campus facilities.

Similar to 2004, respondents reported that maintaining and upgrading campus facilities is important. Over 95% in both survey years rated this item important or very important (see Chart 4). Interestingly, similar to the financial management items discussed above, the proportion of 2007 respondents rating this as very important declined significantly by nearly 10 percentage points.

Chart 4. Facilities



A majority of respondents (53%) reported CCS as good or very good at providing necessary facilities resources. This is a significant improvement over 2004, when only 32% reported the same ratings. In addition, we see a significant shift from poor to fair by about 10 percentage points from 2004 to 2007.

INTERNAL ISSUES

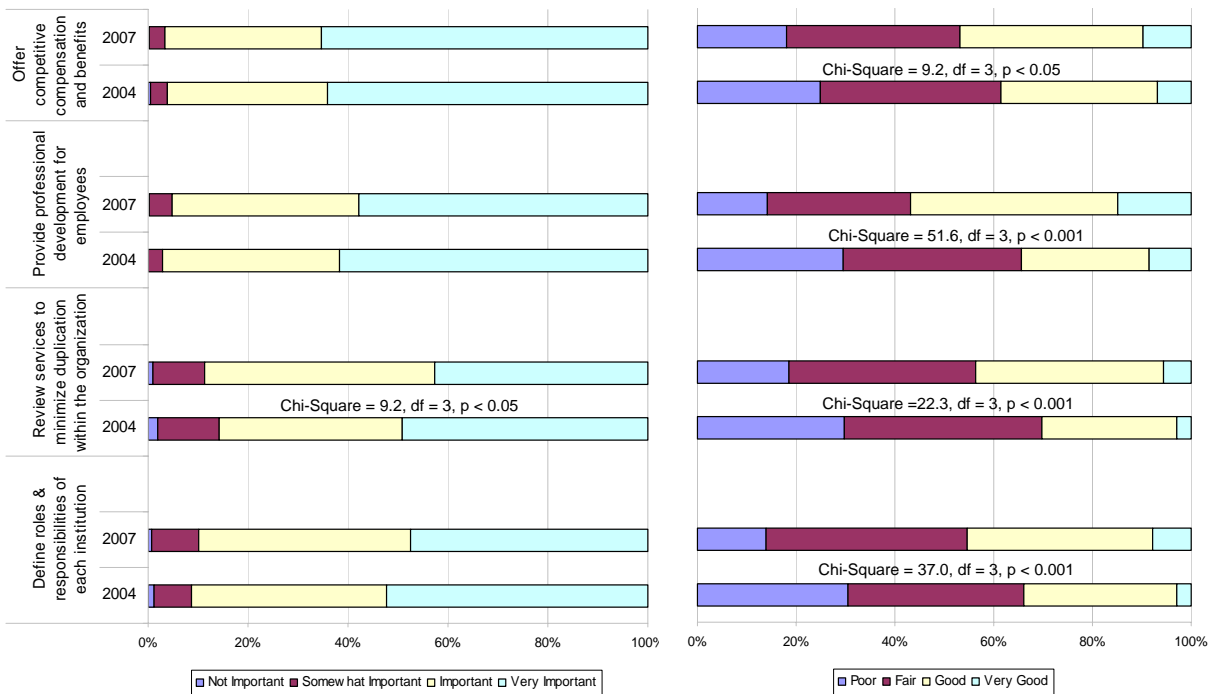
Because CCS is an organization comprised of several institutions that provide similar educational services to the six-county region they serve, there is a risk that inefficiencies might arise due to unnecessary duplication of effort and unclear roles and responsibilities. In addition, there has been a perception in the district that employee compensations are low relative to peer organizations and to private industry, and that professional development was not valued as highly as perhaps it should be. Four survey items addressed these issues:

- Offer competitive compensation and benefits to recruit and retain employees,
- Provide professional development for employees,
- Review instructional and other services to minimize duplication within the organization,
- Define roles and responsibilities of each entity (District, IEL, SCC, and SFCC).

Respondents rated the importance of all four items as being important to very important (see Chart 5), ranging from 86% to 97%. Responses between 2004 and 2007 were very similar, with no significant differences.

Overall, the performance ratings on all four items show significant positive change from 2004, although there is still room for improvement. Of all the areas assessed in this survey, these issues yielded the worst performance ratings.

Chart 5. Miscellaneous Internal Issues



Compensation and Benefits. As in 2004, a majority of respondents (53%) still report that compensation and benefits are poor or fair. Of the 100 respondents who rated performance as poor, there was a disproportionately high number of full-time faculty employed from 5-10 years compared to the entire sample—12% vs. 6.2%, respectively ($z=2.09$, $p<0.05$). The proportions of the respondents who rated compensations as fair was not significantly different across employment classifications.

Professional Development. The most significant performance shift was seen with regard to professional development ratings. Both the poor and fair ratings declined from 2004, yielding a combined drop of about 20 percentage points. However, 43% of respondents still rated this item poor or fair. Of the 79 respondents who rated performance as poor, a disproportionately high number were full-time faculty (43% compared to 28.2%, $z=2.68$, $p<0.01$) and a disproportionately low number were exempt (7.6% compared to 17%, $z=2.14$, $p<0.05$). These results suggest a difference in perception between faculty and administration on this issue.

Duplication of Services. More than half of the respondents rated review of services for duplication as less than good. Of the 99 respondents who rated performance as poor, both the full-time faculty and exempt employee groups were disproportionately high relative to the entire sample. The full-time faculty proportion was 43% compared to 28.2% ($z=2.43$, $p<0.05$) and the exempt was 27.3% compared to 17% ($z=2.41$, $p<0.05$).

Roles and Responsibilities. More than half of respondents rated role and responsibility definition as less than good. Of the 76 who rated this item as poor, exempt employees were disproportionately high—30.3% compared to 17% in the entire sample ($z=2.77$, $p<0.01$).

EXTERNAL RELATIONSHIPS

The CCS mission statement specifically refers to collaboration with external educational, business, and community organizations. Five items were included in the survey to assess perceptions in these areas:

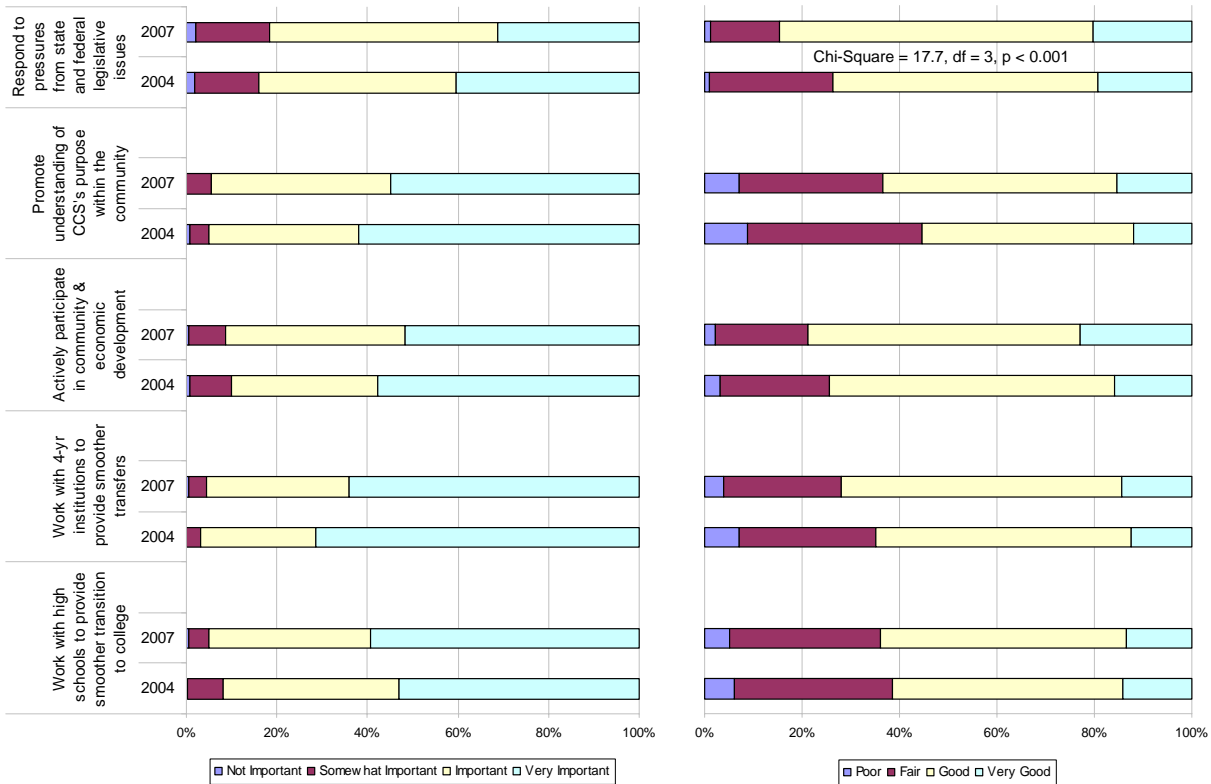
- Respond to pressures from federal and state legislative initiatives,
- Promote understanding of the institution's purpose within the community,
- Serve as an active participant in regional community and economic development,
- Work with four-year institutions to ensure a smooth transfer for students,
- Work with high schools to ensure a smooth transition to college.

The vast majority of respondents rated the importance of all five items as being important to very important, ranging from 82% to 97%. Responses between 2004 and 2007 were very similar, with no significant differences.

With regard to performance ratings, while all five items show shifts toward better ratings (i.e., a larger proportion of good and very good ratings), the only shift that was statistically significant was *responding to pressures from legislative initiatives*, with a 10 point change.

Around one-third of the respondents rated working with high schools, working with four-year institutions, and promoting CCS to the community as only fair or poor. One-fifth of respondents rated CCS as being fair or poor in participating in community and economic development. While most of these fall in the fair rating category, it is clear that respondents feel there is room for improvement.

Chart 6. Miscellaneous External Issues



2007 SYNOPSIS

In interpreting these results we assume that for issues or functions considered “very important,” a rating of “very good” indicates the organization is responding successfully. Since the rating scales used to assess importance and performance were both based on 4-point Likert scales, it is possible to calculate average ratings for these two measures and directly compare them to one another. For items rated very important (e.g., 3.5 or higher), it would be desirable to see performance ratings of very good (e.g, 3.5 or higher). The extent to which the performance rating is lower than the importance rating is an indication of a possible disconnect between desire and action and warrants further attention.

Table 7 presents such a comparison. With the exception of one item, *Responds to pressures from state and federal legislative initiatives*, all items displayed a significant difference between the proportion of respondents who rated items as important compared to their performance ratings of good. In looking at the gaps between average ratings, five items show differences of less than ½ point (white cells in the Gap column). Eight out of the 19 items received average importance ratings higher than 3.5 (light blue cells), yet received average performance ratings that were lower by ¾ to 1-¼ points—a substantial difference for a 4-point scale.

Table 7. Comparison of Performance to Importance Ratings in 2007.

Questionnaire Item	Average ¹ Importance	Average ² Performance	Gap ³	Percentage Important ⁴	Percentage Good ⁵	Significance ⁶
Student Access						
Provide opportunity to achieve educational goals	3.84	3.05	-0.79	99.5%	85.5%	z=9.04, p<0.001
Provide opportunity for anyone to attend classes	3.31	2.82	-0.49	85.9%	67.7%	z=7.24, p<0.001
Provide user-friendly student services	3.72	2.81	-0.91	99.3%	68.8%	z=14.04, p<0.001
Provide up-to-date equip & technology for programs	3.69	2.75	-0.94	98.4%	66.8%	z=14.08, p<0.001
Diversity						
Promote diversity in student recruitment	3.27	2.80	-0.47	85.4%	69.7%	z=6.34, p<0.001
Promote diversity in employee recruitment	3.16	2.80	-0.36	81.4%	70.8%	z=4.19, p<0.001
Financial Management						
Communicate budget information to CCS employees	3.28	2.46	-0.82	88.7%	50.2%	z=14.02, p<0.001
Gain financial support from outside sources	3.37	2.65	-0.72	90.1%	58.7%	z=11.94, p<0.001
Make budget decisions that reflect the mission	3.61	2.63	-0.99	97.9%	61.9%	z=15.01, p<0.001
Facilities						
Provide resources necessary for maintenance and upgrades of campus facilities	3.45	2.51	-0.94	94.9%	52.7%	z=16.05, p<0.001
Internal Issues						
Define roles & responsibilities of each institution	3.37	2.39	-0.97	89.8%	45.4%	z=23.32, p<0.001
Review services to minimize duplication within the organization	3.31	2.31	-1.00	88.7%	43.7%	z=22.9, p<0.001
Provide professional development for employees	3.53	2.57	-0.95	95.1%	56.7%	z=23.71, p<0.001
Offer competitive compensation and benefits	3.62	2.38	-1.23	96.5%	46.9%	z=29.71, p<0.001
External Issues						
Work with high schools to provide smoother transition to college	3.54	2.72	-0.81	95.0%	64.0%	z=20.05, p<0.001
Work with 4-yr institutions to provide smoother transfers	3.59	2.82	-0.77	95.6%	71.9%	z=16.82, p<0.001
Actively participate in community & economic development	3.42	2.99	-0.43	91.2%	78.7%	z=8.19, p<0.001
Promote understanding of CCS's purpose within the community	3.49	2.72	-0.78	94.4%	63.5%	z=19.53, p<0.001
Respond to pressures from state and federal legislative issues	3.11	3.04	-0.07	81.7%	84.6%	Not Significant

1 Rated on a scale of 1 to 4, with 1 meaning Not Important and 4 meaning Very Important
 2 Rated on a scale of 1 to 4, with 1 meaning Poor and 4 meaning Very Good
 3 Difference between the Average Importance and Average Performance ratings.
 4 Percentage of respondents who rated the item Important or Very Important (3 or 4, respectively).
 5 Percentage of respondents who rated the item Good or Very Good (3 or 4, respectively).
 6 Difference of proportions test.
 Red indicates items with gaps greater than 0.5 point.
 Cyan indicates items with average importance rating higher than 3.5.

CONCLUSIONS

The 2004 and 2007 survey samples failed to statistically represent the entire CCS employee population, with part-time employees being severely underrepresented. Two out of five CCS employees worked part-time in 2007, but only one in five survey respondents worked part-time. Other surveys recently conducted within the CCS district have also failed to elicit proportional responses from part-time employees. Because these employees represent a fairly large segment of the CCS employee population, this lack of response warrants further investigation as it could be an indication of disenfranchisement. However, it may also represent a breakdown in communication (e.g., failure to receive notification of the survey), lack of access to necessary resources (e.g., access to email or computers), apathy, exhaustion, or other factors.

Overall, where statistically significant differences were observed from 2004 to 2007, the changes were positive. With regard to *promoting employee and student diversity*, respondents showed an increased rating of importance, even though they felt that, in practice, no improvements had been made.


Despite the significant improvement in ratings relative to 2004, a majority of respondents still rate *compensation and benefits*, *definition of institutional roles and responsibilities*, and *review of services for duplication* as less than good. Full-time faculty employed between 5 and 10 years, expressed a disproportionately high level of dissatisfaction regarding compensation and benefits; exempt employees expressed a disproportionately high level of dissatisfaction regarding roles and responsibilities; and both full-time faculty and exempt employees expressed a disproportionately high level of concern about *review of services for duplication*.

In 2004, the majority of respondents rated *financial management*, *facilities*, and *professional development opportunities* as poor or fair, while in 2007 the majority rated these items as good to very good. However, it is important to note that some two out of five respondents still rate these items as poor or fair. Full-time faculty employed between 5 and 10 years in particular expressed a disproportionately high level of dissatisfaction with budget communication. A disproportionately high number of full-time faculty (regardless of years employed) also still rated professional development opportunities as poor while a disproportionately low number of exempt employees rated this item poor. This difference might reflect a perceptual disconnect between administrators and faculty on the opportunities available to faculty, that more opportunities have been made available to exempt employees than to faculty over the last several years, that communication with faculty about the opportunities available to them has been inadequate, etc.

One-third of respondents rate *working with high schools*, *working with four-year institutions*, and *promoting CCS to the community* as poor or fair. Around one-fifth rated *CCS participation in community and economic development* as poor or fair. All of these functions were rated as important activities. While most of these respondents fall in the fair category, it appears to be a clear signal they feel additional improvements are required in these areas.

The need for continuing improvement is also evidenced when comparing the 2007 average importance ratings against the average performance ratings. This comparison showed appreciable differences on all but one of the 19 survey items, but particularly on those items rated as very important (3.5 or higher). These eight items received performance ratings anywhere from 0.75 to 1.25 point lower (fair) than their respective importance rating. Only five items showed differences of less than one half point.

APPENDIX



Community Colleges of Spokane
Office of Institutional Research
2007 CCS Employee Opinion Survey
Revised 04/04/2007

Your perceptions and experiences as a CCS employee provide valuable insights into the way our district functions. Your responses to the following questions will assist the Board of Trustees in evaluating and revising its strategic plan for the coming years.

Your candid responses are greatly appreciated and will be treated with strict confidentiality. The survey must be completed in one session, and should require less than 5 minutes to complete.

SECTION 1

Community Colleges of Spokane's (CCS) current mission statement

Community Colleges of Spokane, collaborating as a district, is committed to providing quality, relevant learning opportunities for students and the six-county regional community we serve.

We fulfill our mission:

- a) Through our three student-centered institutions - Spokane Community College, Spokane Falls Community College, and the Institute for Extended Learning - where outstanding faculty and staff provide comprehensive educational, training and enrichment activities for people of all ages and backgrounds.
- b) Through a challenging and supportive environment where diverse students, faculty, and staff flourish.
- c) Through collaboration with our colleagues in education and our partners in business and the community.


-- Adopted by the Board of Trustees on July 20, 2004.

1 Which statement best describes the extent to which CCS is fulfilling its mission?

- I believe CCS is not fulfilling its mission.
- I believe CCS is not fulfilling its mission, but is working on it.
- I believe CCS is fulfilling its mission, but could do more.
- I believe CCS is fulfilling its mission.

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Community Colleges of Spokane
Office of Institutional Research
2007 CCS Employee Opinion Survey
Revised 04/04/2007

SECTION 2

	How important is it that CCS do this?				How well does CCS do this?			
	Not Important	Somewhat Important	Very Important	Very Important	Poor	Fair	Good	Very Good
1) Provide opportunity for people to achieve their educational objective through adequate course offerings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2) Provide opportunity for any person to attend classes regardless of ability to pay.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3) Provide student services that are user friendly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4) Promote diversity in student recruitment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5) Promote diversity in employee recruitment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6) Work with high schools to ensure a smooth transition to college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7) Work with four-year institutions to ensure a smooth transfer for students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8) Respond to pressures from federal and state legislative initiatives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9) Serve as an active participant in regional community and economic development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10) Promote understanding of the institution's purpose within the community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11) Gain financial support from outside sources, such as individuals, groups, businesses, corporations, private foundations, and grants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12) Make budget decisions that reflect the mission.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13) Communicate budget information to CCS employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14) Provide up-to-date equipment and technology for education programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15) Provide the resources necessary for								

maintenance and upgrades of campus facilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16) Define the roles and responsibilities of each entity (District, IEL, SCC, SFCC).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17) Review instructional and other services to minimize duplication within the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18) Provide professional development for employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19) Offer competitive compensation and benefits to recruit and retain employees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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SECTION 3 - Demographic Information

Please choose the responses that best describes you.

2 For which CCS entity do you primarily work?

- District
- IEL
- SCC
- SFCC

3 What is your primary role at CCS?

- Faculty
- Staff (classified and hourly)
- Exempt

4 What is your employment status?

- Full time
- Part time

5 How long have you been employed with CCS?

--Click Here--

6 Comments you'd like to make about CCS relative to fulfilling its mission (2000 characters max.):

End of Survey

Thank you for taking the time to complete this survey.

Please be sure to press the Submit button below to send the data back to us.

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