



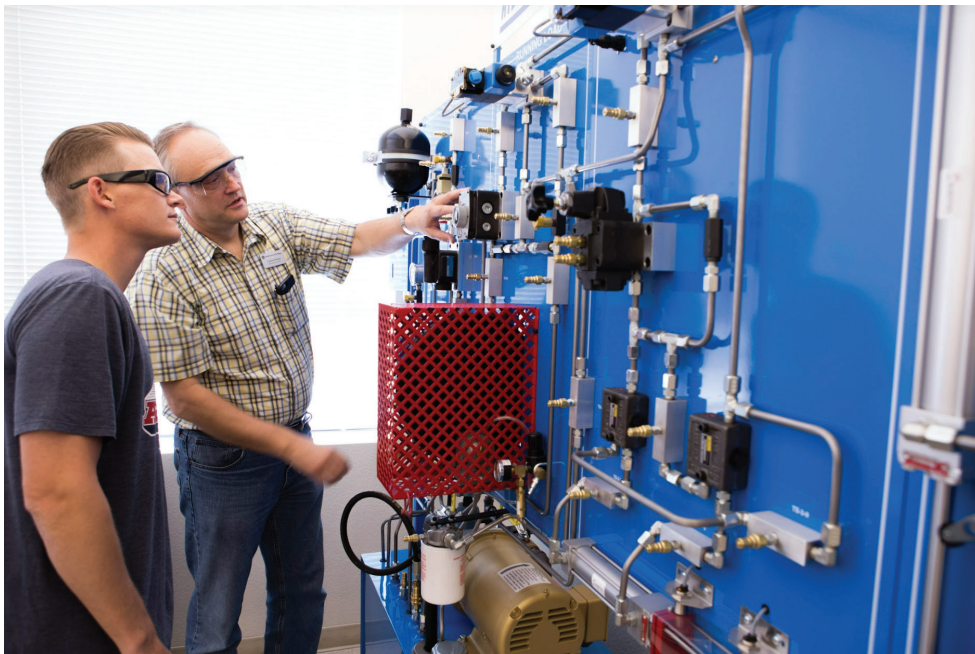
College Employee Satisfaction Survey 2022 Report

November 2022



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Introduction

In spring 2022, Pima Community College administered the Ruffalo Noel Levitz (RNL) College Employee Satisfaction Survey (CESS) for the fifth time. The survey is one tool of many to assess employment engagement and satisfaction to support continuous improvement at the College. The survey provides insights into employee perceptions regarding the importance of a series of statements and their satisfaction with implementation.

For the first three administrations (2013, 2015 and 2017), employee satisfaction generally increased over time in regard to college culture and policies. However, it is notable that several declines were observed in 2019. Thus, the 2022 administration is important in determining if there are ongoing declines in employee satisfaction or if it has increased or stayed the same as 2019 levels.

The College receives a variety of results from RNL, all of which are included in this report. This includes:

- Results for all employees
- Results for faculty and adjunct faculty (the latter is new this year)
- Benchmarking data

In addition, PCC has the option to include custom questions. New in 2022, Human Resources and the Office of Strategy, Analytics and Research engaged with the All Employee Representative Council to identify custom statements that were important to that group. While benchmarking data are not available for the new statements, when the survey is administered again, the 2022 results will provide a baseline against which changes can be observed to determine whether there are improvements.

This report provides a detailed review of the results and presents summary recommendations.



Introduction to the Survey Data

The College Employee Satisfaction Survey (CESS), provides importance and satisfaction data gathered from PCC employees on a range of statements. The survey administrators also provide comparison data and they calculate whether differences from year-to-year or PCC-to-comparison colleges are statistically significant. In addition, PCC has requested a separate report with faculty-only responses. New for 2022, adjunct faculty responses have also been requested.

The following provides an overview of the data provided in this report:

PCC satisfaction mean scores

These values provide the mean employee satisfaction scores for the statements within CESS, gathered using a five-point Likert scale. The range extends from very satisfied (score of 5) to not satisfied at all (score of 1). Where available, longitudinal data are provided.

Statistical significance between 2022 and 2019

Ruffalo Noel Levitz (RNL) calculates whether the response for a given statement is statistically significantly different from 2019. These results are labeled “RNL Stat Sig 2022 to 2019” within the report. The significance is calculated using an analysis of variance (ANOVA), with the results providing the level of significance or p-value. An increasing number of asterisks indicates a higher level of significance, per the following¹:

- NS = no significant difference exists between the groups.
- One asterisk = a p-value of .05, meaning that the two scores are significantly different, and such a difference would only be due to chance 5% of the time.
- Two asterisks = a p-value of .01, meaning that the two scores are significantly different, and such a difference would only be due to chance 1% of the time.
- Finally, three asterisks = a p-value of .001, meaning that the two scores are significantly different, and such a difference would only be due to chance 0.1% of the time.

2022 Comparison Group

RNL provides comparison data for each survey administration. For this report, the 2022 comparison data are provided. The list of colleges in the comparison group is provided in Appendix I. Note that RNL provides one comparison group. For other surveys, such as the Community College Survey of Student Engagement (CCSSE), two comparison groups are provided including the full cohort of colleges and extra-large colleges. For CCSSE, results for extra-large colleges are typically lower than for the full cohort and they provide a more meaningful comparison for PCC. The lack of an extra-large comparison group for CESS needs to be considered when PCC responses are compared to the comparison group.

¹ Description of the significance levels is from the College Employee Satisfaction Survey Interpretive Guide from RNL.

Statistical significance between PCC and the comparison group

RNL calculates whether the responses for a given statement are statistically significantly different from the comparison colleges. These results are labeled “RNL Stat Sig PCC to Comp Gp” within the report. An increasing number of asterisks indicates a higher level of significance, as described above.

In total, 582 responses were received in 2022, including 228 faculty, 332 staff and 22 administrators. For the faculty responses, 120 were from full time faculty, with 107 from adjunct faculty and there was one response for which the full time/part time status was not entered. The staff responses included 289 full time staff, 42 part time staff and one unknown. Table 1 presents the number of responses over time, which have declined somewhat over time.

The survey was sent to 2,318 employees. In order to obtain results with a 95% confidence level, responses are needed from 330 individuals. The total number of responses (582) exceeds this, indicating valid results for a non-stratified population. However, when analyzed at the staff/administrator and faculty level, there were enough responses for a statistically meaningful sample for staff/administrators, but the sample sizes are low for faculty (full time faculty: 154 responses needed but 120 received; adjunct faculty: 246 responses needed but 107 received). As a result, caution is needed as the results are analyzed. For full time faculty, 120 responses yields a confident level of 86%. This presents a higher than ideal level of uncertainty. However, while there are limitations in the sample size for faculty, consistent trends are seen in the data and it is recommended that the College carefully reflect on the results and does not disregard them due to smaller sample sizes.

Table 1: Count of CESS responses by administration year. Note that the response rate varies slightly by question. The count is based on satisfaction responses to the first statement in the survey (“This institution promotes excellent employee-student relationships”)

	2013	2015	2017	2019	2022
All responses	1,068	859	703	768	675
All faculty	-	293	264	259	225
Adjunct faculty	-	-	-	-	105

In recent years the College has offered incentives to encourage participation. They have varied for each administration and the 2022 incentives were:

- Lunch with the Chancellor (1 winner)
- \$50 Tucson Originals gift card (2 winners)
- Massage at the Northwest Campus through the Therapeutic Massage program (5 winners)

- The opportunity to be a 'Trucker for a Minute' and drive a semi with a PCC truck driving instructor (5 winners)

The CESS is administered anonymously through RNL. Following completion of the external survey, respondents are given the option to provide their contact information through a PCC survey to be entered into the drawing for one of the prizes.



Results for All Employees

College Culture and Policies

Within this section of the survey are a series of statements that address big-picture statements about the College, including, for example, the topics of mission, planning, communication and more. Tables 2 and 3 presents the responses for all employees for those statements for which comparison data are available. Responses are included from each administration of the survey. Table 2 includes those statements for which Ruffalo Noel Levitz (RNL) calculated a statistically significant change in employee satisfaction in 2022 compared with 2019. Table 3 contains the statements for which there was no statistically significant change.

In total, there are thirty statements across Tables 2 and 3. Of those, 70% saw a statistically significant increase from 2019 and are listed in Table 2. Note that for cells shaded in green in the table, this indicates higher levels of satisfaction in 2022 compared with 2019. This was the case for all statements in Table 2. The table is sorted with the statements with the largest statistically significant difference at the top, with an increasing number of asterisks in the “RNL Stat Sig 2022 to 2019” indicating a more significant difference. Among the statements seeing the high increases are “the institution promotes excellent employee-student relationships”, “this institution involves its employees in planning for the future” and “there is a spirit of teamwork and cooperation at this institution”.

In addition to PCC data, Table 2 also includes data from a comparison group of colleges and the RNL calculated statistically significant differences between PCC and the comparison group. Of the statements in Table 2, six of PCC’s 2022 results were statistically different from the comparison group. In one case the difference was positive (“This institution does a good job of meeting the needs of administrators”) and the others were negative. For approximately 75% of the statements, there was no statistically significant difference, indicating that the responses for PCC are the same as for the comparison group.

As noted above, Table 3 provides the statements for which there was no statistically significant increase between 2019 and 2022, and comparison data are available. It should be noted that for these statements, two thirds saw statistically significant lower levels of employee satisfaction compared with the comparison group. The most significant difference was found for the statement “This institution consistently follows clear processes for recognizing employee achievements”. For one statement in Table 3, PCC was higher than the comparison group in a statistically significant way (“This institution consistently follows clear processes for orienting and training new employees”).

Table 2: Longitudinal satisfaction mean scores for statements on Campus Culture and Policies for which there was a statistically significant difference between 2019 and 2022, and comparison data are available.

	2013		2015		2017		2019		2022	
This institution promotes excellent employee-student relationships	3.30	3.38	3.51	3.46	3.70					
This institution treats students as its top priority	3.30	3.31	3.48	3.40	3.66					
This institution does a good job of meeting the needs of students	3.31	3.24	3.37	3.32	3.59					
This institution involves its employees in planning for the future	2.62	2.99	3.08	2.83	3.17					
This institution plans carefully	2.58	2.64	2.87	2.83	3.15					
The leadership of this institution has a clear sense of purpose	2.77	3.00	3.16	3.01	3.26					
This institution makes sufficient staff resources available to achieve important objectives	2.84	2.96	2.99	2.88	3.17					
This institution consistently follows clear processes for selecting new employees	2.40	2.89	2.93	2.92	3.22					
There is a spirit of teamwork and cooperation at this institution	2.57	2.79	2.93	2.88	3.16					
The mission, purpose, and values of this institution are well understood by most employees	3.11	3.19	3.41	3.41	3.57					
The goals and objectives of this institution are consistent with its mission and values	3.17	3.31	3.50	3.37	3.54					
This institution does a good job of meeting the needs of its faculty	3.09	3.14	3.28	3.02	3.20					
This institution does a good job of meeting the needs of staff	2.82	3.02	3.14	2.94	3.15					
This institution makes sufficient budgetary resources available to achieve important objectives	2.99	2.95	3.06	3.03	3.22					
This institution does a good job of meeting the needs of administrators	3.43	3.57	3.67	3.66	3.78					
Most employees are generally supportive of the mission, purpose, and values of this institution	3.32	3.35	3.48	3.51	3.64					
Administrators share information regularly with faculty and staff	2.68	3.04	3.05	3.01	3.18					
There is good communication between the faculty and the administration at this institution	2.78	2.95	3.01	3.01	3.16					
There is good communication between staff and the administration at this institution	2.65	2.91	2.95	2.94	3.11					
Administrators take pride in their work	3.17	3.38	3.57	3.52	3.66					
This institution is well-respected in the community	2.82	2.93	3.33	3.41	3.55					

	RNL Stat Sig 2022 to 2019	2022 Comparison Group	RNL Stat Sig PCC to Comp Gp
	***	3.78	*
	***	3.71	NS
	***	3.64	NS
	***	3.16	NS
	***	3.21	NS
	***	3.38	*
	***	3.16	NS
	***	3.22	NS
	***	3.21	NS
	**	3.62	NS
	**	3.67	**
	**	3.30	*
	**	3.18	NS
	**	3.22	NS
	*	3.70	*
	*	3.69	NS
	*	3.25	NS
	*	3.19	NS
	*	3.15	NS
	*	3.81	***
	*	3.63	NS

Table 3: Longitudinal satisfaction mean scores for statements on Campus Culture and Policies for which there was not a statistically significant difference between 2019 and 2022, and comparison data are available.

	2013	2015	2017	2019	2022	RNL Stat Sig 2022 to 2019	2022 Comparison Group	RNL Stat Sig PCC to Comp Gp
There are effective lines of communication between departments	2.48	2.49	2.64	2.64	2.74	NS	2.85	*
Faculty take pride in their work	3.64	3.60	3.72	3.77	3.79	NS	3.92	**
Staff take pride in their work	3.50	3.60	3.73	3.71	3.75	NS	3.87	**
The reputation of this institution continues to improve	2.68	2.96	3.41	3.35	3.35	NS	3.41	NS
Efforts to improve quality are paying off at this institution	2.96	3.01	3.31	3.20	3.31	NS	3.39	NS
Employee suggestions are used to improve our institution	2.52	2.79	2.90	2.76	2.90	NS	3.04	**
This institution consistently follows clear processes for orienting and training new employees	2.72	3.11	3.22	3.20	3.23	NS	3.09	**
This institution consistently follows clear processes for recognizing employee achievements	2.65	2.85	3.03	2.95	2.98	NS	3.21	***
This institution has written procedures that clearly define who is responsible for each operation and service	2.66	2.79	2.83	2.93	3.04	NS	3.16	*

In addition to the core CESS statements, PCC has included a number of custom questions over the years. The results for those statements are presented in Table 4 (see next page). In most cases the results are not statistically different in 2022 compared with 2019. Two statements increased in a statistically significant way “The institution does a good job involving employees in college planning” and “This institution does an excellent job of keeping employees informed about matters affecting us”.



Table 4: Longitudinal satisfaction mean scores for statements on Campus Culture and Policies for which there is no comparison data available.

	2013	2015	2017	2019	2022	RNL Stat Sig 2022 to 2019
The institution does a good job involving employees in college planning	2.65	3.01	3.08	2.88	3.06	**
This institution does an excellent job of keeping employees informed about matters affecting us	-	-	3.15	3.13	3.27	*
Efforts to improve the effectiveness of the Governing Board's leadership are paying off at this institution	2.39	2.90	3.12	3.10	3.07	NS
Efforts to improve the integrity of Human Resources operations are paying off at this institution	2.61	2.91	2.89	3.09	3.12	NS
Efforts to improve the integrity of financial practices are paying off at this institution	3.02	3.15	3.32	3.24	3.35	NS
Efforts to improve the effectiveness of administrative leadership are paying off at this institution	2.80	2.91	3.09	2.98	3.11	NS
Pima Community College fosters an environment that is inclusive of diverse identities	3.54	3.71	3.86	3.81	3.76	NS
My immediate supervisor provides me with information about what is going on at the college	-	-	3.70	3.71	3.78	NS
This institution has high performance standards	-	-	3.17	3.19	3.28	NS
Systems and processes are in place to address under-performing employees	-	-	2.68	2.78	2.87	NS
Efforts to improve the college climate are paying off at the institution	-	2.92	3.10	2.94	3.08	NS
Efforts to improve the complaints and grievance procedures are paying off at this institution	2.80	3.14	3.15	-	3.15	-

Several years ago, the CESS results were used to identify areas of improvement, as documented in the 2017-2021 Strategic Plan and approved by the Governing Board. The College established targets for specific statements to monitor progress and the 2022 CESS administration provides the end point through which progress can be assessed. Results are summarized in Table 5. Of the six statements, PCC attained its target for four statements.

Table 5: CESS statements used as targets in the 2017-2021 Strategic Plan comparing targets with results over time.

	2015 (Strategic Plan Baseline)	Strategic Plan Target	2017	2019	2022 (end of Strategic Plan comparison)
Strategic Priority 3.1: Establish a strong communication system at the College (internal and external), including clear lines of communication, consistent communication channels and clear expectations.					
There are effective lines of communication between departments	2.49	2.80	2.64	2.64	2.74
There is good communication between the faculty and the administration at this institution	2.95	3.07	3.01	3.01	3.16
There is good communication between staff and the administration at this institution	2.91	3.06	2.95	2.94	3.11

Strategic Priority 3.5: Establish an atmosphere of collaboration and inclusion to support cooperation across the College

There is a spirit of teamwork and cooperation at this institution	2.79	3.06	2.93	2.88	3.16
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Strategic Priority 3.6: Foster an increased sense of purpose at the College

The leadership of this institution has a clear sense of purpose	3.00	3.35	3.16	3.01	3.26
Most employees are generally supportive of the mission, purpose, and values of this institution	3.35	3.59	3.48	3.51	3.64

Overall, the College Culture and Policies results for all employees are encouraging. The majority of statements have seen significant increases. The declines observed in 2017 have been largely reversed. In most areas, PCC is not significantly different from the comparison group. However, there remain areas where employee satisfaction at PCC remains behind employee satisfaction at the comparison colleges. That is an area for institutional improvement. Also, as the College strives to be a premiere institution, attaining the same satisfaction level as comparison colleges is not the goal. The target for future years is for PCC to exceed the level of employee satisfaction at the comparison colleges.

Work Environment

The Work Environment section of the CESS focuses at the work unit level and includes the employee-supervisor relationship, in contrast to the big picture statements in the previous section. The results are presented in Table 6.

The first four statements in Table 6 show a statistically significant change between 2019 and 2022. In two cases employee satisfaction increased, while for two it decreased. The two statements that show an increase are “I have adequate opportunities for training to improve my skills” and “My supervisor pays attention to what I have to say”. In the case of the statement about opportunities for training, PCC employee satisfaction is higher than the comparison group, with a high degree of statistical significance.

The two statements for which there was a decline in employee satisfaction, includes the statements “I am paid fairly for the work I do” and “The type of work I do on most days is personally rewarding”. The current Classification and Compensation Study may lead to changes in terms of employee satisfaction with pay.

For the remaining statements in Work Environment, there was no statistically significant increase from 2019, see Table 6. It is noted that employee satisfaction in 2017 in these areas was similar. Of the seventeen statements, almost 50% are not statistically different from the comparison group. This includes statements such as “I learn about important campus events in a timely manner”, “My department has the budget needed to do its job well” and “The work I do is appreciated by my supervisor”. However, almost 50% of the responses are statistically significantly lower than the comparison group. Example statements here include “I am empowered to resolve problems quickly”, “I have adequate opportunities for advancement” and “The work I do is valuable to the institution”. Only one statement in Table 5 was statistically higher than for the comparison group (“I have adequate opportunities for professional development”).



Table 6: Longitudinal satisfaction mean scores for statements on Work Environment.

	2013	2015	2017	2019	2022	RNL Stat Sig 2022 to 2019	2022 Comparison Group	RNL Stat Sig PCC to Comp Gp
I have adequate opportunities for training to improve my skills	3.23	3.40	3.48	3.54	3.67	*	3.49	***
My supervisor pays attention to what I have to say	3.61	3.89	3.92	3.89	4.03	*	3.96	NS
It is easy for me to get information at this institution	2.91	3.10	3.17	3.16	3.17	NS	3.29	**
I learn about important campus events in a timely manner	3.30	3.49	3.57	3.54	3.49	NS	3.55	NS
I am empowered to resolve problems quickly	2.90	3.11	3.31	3.28	3.31	NS	3.46	**
I am comfortable answering student questions about institutional policies and procedures	3.26	3.28	3.43	3.41	3.43	NS	3.56	**
I have the information I need to do my job well	3.37	3.42	3.66	3.66	3.66	NS	3.73	NS
My job responsibilities are communicated clearly to me	3.44	3.67	3.79	3.77	3.80	NS	3.77	NS
My supervisor helps me improve my job performance	3.46	3.69	3.77	3.73	3.82	NS	3.83	NS
My department or work unit has written, up-to-date objectives	3.10	3.37	3.50	3.51	3.53	NS	3.63	*
My department meets as a team to plan and coordinate work	3.34	3.45	3.64	3.65	3.72	NS	3.76	NS
My department has the budget needed to do its job well	3.12	3.02	3.06	3.12	3.24	NS	3.16	NS
My department has the staff needed to do its job well	2.85	3.05	2.90	2.93	2.94	NS	3.03	NS
The employee benefits available to me are valuable	3.75	3.61	3.78	3.77	3.75	NS	3.88	**
I have adequate opportunities for advancement	2.62	2.75	2.83	2.83	2.94	NS	3.09	**
I have adequate opportunities for professional development	3.43	3.50	3.56	3.60	3.70	NS	3.54	**
The work I do is appreciated by my supervisor	3.67	3.90	3.87	3.88	3.96	NS	3.95	NS
The work I do is valuable to the institution	3.84	3.96	3.89	3.88	3.81	NS	3.95	**
I am proud to work at this institution	3.91	3.89	4.04	3.95	3.97	NS	4.09	**
The type of work I do on most days is personally rewarding	3.92	4.06	4.09	4.14	4.01	*	4.10	*
I am paid fairly for the work I do	3.11	3.15	3.16	2.99	2.74	**	3.12	***

In 2022, PCC added several new custom statements to this section of the CESS, see Table 7. Several were added at the request of the College’s All Employee Representative Council. As these are custom statements, no comparison data are available. However, as CESS is administered into the future, the results provide a baseline against which progress can be monitored.

Table 7: Mean satisfaction for statements new in 2022.

	2022
Access to technology at this institution meets my expectations	3.84
I feel I can bring concerns to my supervisors or administration without retaliation	3.73
This institution's policies and practices give me the flexibility to manage my work and personal life	3.60
I feel I have a good work-life balance	3.57
The Diversity, Equity and Inclusion Strategic Planning Group is affecting meaningful change	3.53
Information needed to do my job effectively is communicated in a clear and timely manner	3.51
I am able to complete the work expected of me during my regular or contracted work hours	3.46
This institution makes data-driven decisions	3.30
Appropriate stakeholders are involved in College decisions	3.16
Employees are evaluated fairly and consistently	3.15
The institution supports a premier work environment for employees	3.08
The institution chooses and funds the most important priorities	3.01

Within the new statements, the highest levels of satisfaction were for “Access to technology at this institution meets my expectations”, “I feel I can bring concerns to my supervisors or administration without retaliation” and “This institution's policies and practices give me the flexibility to manage my work and personal life”. The lowest levels of satisfaction were for “The institution chooses and funds the most important priorities”, “The institution supports a premier work environment for employees” and “Employees are evaluated fairly and consistently”.

The findings in this section present a key opportunity area for PCC. While the 2022 results indicate an overall increase in satisfaction in regards to big-picture topics, when Work Environment is considered we see notable gaps compared with the comparison group and a lack of improvement from 2019 to 2022. That is not the case of all statements. Indeed, of the twenty one statements in Table 6, slightly over 50% are either not different from the comparison group or statistically up. However, there is clear opportunity for improvement in this area. This is an important area for institutional focus.

Results for Faculty

The following sections present results for faculty only. Note that the sample sizes for faculty responses are slightly lower than would be ideal and that needs to be kept in mind as the results are considered.

College Culture and Policies

Table 8 presents the faculty responses for the statements on College Culture and Policies. This includes responses for all faculty (2013 is not included as PCC did not separate out faculty responses that year), the 2022 responses for adjunct faculty and comparison data for all employees. This is the first year with adjunct faculty responses reported separately. RNL does not provide data on statistical significance for the faculty data so that is not included here.

Adjunct faculty satisfaction is notably higher than that of all faculty, indicating that full time faculty satisfaction is lower. All statements scored higher for adjunct faculty. Among the largest gaps are “This institution does a good job of meeting the needs of its faculty”, “Efforts to improve the college climate are paying off at the institution” and “Employee suggestions are used to improve our institution”.

When compared to the responses for all employees, of the 42 statements, higher levels of satisfaction for all faculty are seen for almost 50% of the statements. However, the gap between adjunct faculty satisfaction and all faculty must be reiterated here, as the comparison would be less favorable if full time faculty only responses were reported. Among the statements with the largest gaps between all faculty and all employees are “This institution does a good job of meeting the needs of its faculty”, “This institution involves its employees in planning for the future” and “There is good communication between the faculty and the administration at this institution”. For these statements, the 2022 responses are similar to 2017 responses, following a drop in 2019. While this is an encouraging sign of improvement, the findings in this section highlight an opportunity for improvement.

Table 8: Faculty responses for the statements on College Culture and Policies. The columns 2015-2022 include responses for all faculty.

	2015		2017		2019		2022		Adjunct Faculty 2022	Gap Between Adjunct and All Faculty 2022 Responses	All Employees 2022	Gap Between All Faculty and All Employees 2022 Responses
Faculty take pride in their work	4.00	4.14	4.02	3.98	4.26	0.28	3.79	0.19				
Staff take pride in their work	3.83	4.03	3.87	3.89	4.09	0.20	3.75	0.14				
Pima Community College fosters an environment that is inclusive of diverse identities	3.77	3.88	3.76	3.87	4.08	0.21	3.76	0.11				
My immediate supervisor provides me with information about what is going on at the college	-	3.67	3.68	3.76	4.15	0.39	3.78	-0.02				
Administrators take pride in their work	3.50	3.71	3.54	3.75	3.98	0.23	3.66	0.09				
This institution does a good job of meeting the needs of administrators	3.47	3.62	3.62	3.74	3.92	0.18	3.78	-0.04				
This institution promotes excellent employee-student relationships	3.51	3.66	3.49	3.72	3.98	0.26	3.70	0.02				
Most employees are generally supportive of the mission, purpose, and values of this institution	3.41	3.64	3.56	3.72	3.90	0.18	3.64	0.08				
This institution treats students as its top priority	3.40	3.59	3.36	3.64	4.02	0.38	3.66	-0.02				
The mission, purpose, and values of this institution are well understood by most employees	3.23	3.57	3.45	3.63	3.79	0.16	3.57	0.06				
This institution does a good job of meeting the needs of students	3.36	3.53	3.27	3.62	3.90	0.28	3.59	0.03				
This institution is well-respected in the community	2.86	3.33	3.25	3.52	3.73	0.21	3.55	-0.03				
The goals and objectives of this institution are consistent with its mission and values	3.30	3.56	3.30	3.44	3.81	0.37	3.54	-0.10				
This institution has high performance standards	-	3.31	3.10	3.36	3.69	0.33	3.28	0.08				
The reputation of this institution continues to improve	2.91	3.36	3.21	3.30	3.64	0.34	3.35	-0.05				
This institution consistently follows clear processes for selecting new employees	2.91	3.04	2.93	3.27	3.57	0.30	3.22	0.05				
This institution consistently follows clear processes for orienting and training new employees	3.04	3.22	3.12	3.25	3.52	0.27	3.23	0.02				
Efforts to improve quality are paying off at this institution	2.94	3.29	3.03	3.21	3.58	0.37	3.31	-0.10				
Efforts to improve the integrity of financial practices are paying off at this institution	2.98	3.32	2.94	3.21	3.55	0.34	3.35	-0.14				
Administrators share information regularly with faculty and staff	3.25	3.22	3.02	3.19	3.73	0.54	3.18	0.01				
This institution does a good job of meeting the needs of staff	3.09	3.19	2.89	3.18	3.54	0.36	3.15	0.03				
There is good communication between staff and the administration at this institution	3.11	3.16	2.97	3.17	3.58	0.41	3.11	0.06				

Table 8: Faculty responses for the statements on College Culture and Policies. The columns 2015-2022 include responses for all faculty. (continued)

	2015	2017	2019	2022	Adjunct Faculty 2022	Gap Between Adjunct and All Faculty 2022 Responses	All Employees 2022	Gap Between All Faculty and All Employees 2022 Responses
Efforts to improve the integrity of Human Resources operations are paying off at this institution	2.90	3.07	3.02	3.17	3.46	0.29	3.12	0.05
This institution does an excellent job of keeping employees informed about matters affecting us	-	3.26	3.11	3.16	3.67	0.51	3.27	-0.11
The leadership of this institution has a clear sense of purpose	2.96	3.16	2.86	3.14	3.68	0.54	3.26	-0.12
This institution makes sufficient staff resources available to achieve important objectives	3.01	3.04	2.87	3.14	3.57	0.43	3.17	-0.03
There is a spirit of teamwork and cooperation at this institution	2.84	3.08	2.80	3.14	3.63	0.49	3.16	-0.02
This institution has written procedures that clearly define who is responsible for each operation and service	2.92	3.02	3.03	3.14	3.59	0.45	3.04	0.10
Efforts to improve the complaints and grievance procedures are paying off at this institution	3.10	3.19	-	3.14	3.46	0.32	3.15	-0.01
Efforts to improve the effectiveness of the Board of Governors' leadership are paying off at this institution	2.74	3.07	2.92	3.14	3.52	0.38	3.07	0.07
This institution consistently follows clear processes for recognizing employee achievements	2.91	3.12	2.94	3.10	3.51	0.41	2.98	0.12
Systems and processes are in place to address under-performing employees	-	2.96	2.91	3.09	3.59	0.50	2.87	0.22
This institution makes sufficient budgetary resources available to achieve important objectives	2.78	3.01	2.80	3.03	3.39	0.36	3.22	-0.19
Efforts to improve the effectiveness of administrative leadership are paying off at this institution	2.82	3.06	2.80	3.02	3.48	0.46	3.11	-0.09
Efforts to improve the college climate are paying off at the institution	2.82	3.07	2.77	3.02	3.58	0.56	3.08	-0.06
The institution does a good job involving employees in college planning	2.94	3.00	2.74	3.01	3.46	0.45	3.06	-0.05
This institution plans carefully	2.61	2.88	2.76	3.00	3.52	0.52	3.15	-0.15
This institution involves its employees in planning for the future	2.92	3.00	2.75	2.97	3.49	0.52	3.17	-0.20
There is good communication between the faculty and the administration at this institution	2.91	2.92	2.79	2.97	3.50	0.53	3.16	-0.19
There are effective lines of communication between departments	2.68	2.83	2.72	2.89	3.37	0.48	2.74	0.15
Employee suggestions are used to improve our institution	2.73	2.90	2.62	2.82	3.37	0.55	2.90	-0.08
This institution does a good job of meeting the needs of its faculty	2.65	2.86	2.48	2.73	3.36	0.63	3.20	-0.47

Work Environment

Tables 9 and 10 present the results for Work Environment, with Table 9 providing those statements for which longitudinal data are available and Table 10 presenting the new statements for the 2022 administration.

Adjunct faculty show higher levels of satisfaction across all statements, consistent with the findings in the previous section. When comparing all faculty and all employees, the situation is mixed. Of the 21 statements in Table 9, there are higher levels of faculty satisfaction for a third. This indicates that, overall, faculty satisfaction across this range of statements is lower than for all employees. As adjunct faculty responses are higher than for all faculty, this highlights a larger gap between all employees and full time faculty. Among the statements with the largest negative gaps between all faculty and all employees are “The employee benefits available to me are valuable”, “I am paid fairly for the work I do” and “The work I do is valuable to the institution”.

The statements for which all faculty satisfaction is higher than all employees include “The type of work I do on most days is personally rewarding”, “I learn about important campus events in a timely manner” and “I have adequate opportunities for professional development”.

For the new statements in 2022, see Table 10, adjunct faculty show higher levels of satisfaction than all faculty. Further, responses for all faculty show lower levels of satisfaction than for all employees for 75% of the statements. In many cases, the gaps are small, but there are larger gaps in satisfaction for the statements “I am able to complete the work expected of me during my regular or contracted work hours” and “I feel I have a good work-life balance”. These differences further highlight the lower levels of satisfaction for all faculty, which, given the higher satisfaction of adjunct faculty, indicates that focusing on full time faculty satisfaction is a key opportunity for improvement.



Table 9: Faculty responses for the statements on Work Environment for which longitudinal data are available. The columns 2015-2022 include responses for all faculty.

	2015	2017	2019	2022
The type of work I do on most days is personally rewarding	4.33	4.26	4.26	4.15
My supervisor pays attention to what I have to say	4.00	3.88	3.81	4.00
The work I do is appreciated by my supervisor	3.99	3.80	3.81	3.96
I am proud to work at this institution	3.76	3.89	3.70	3.86
I have adequate opportunities for professional development	3.53	3.60	3.59	3.81
My supervisor helps me improve my job performance	3.80	3.76	3.66	3.78
My job responsibilities are communicated clearly to me	3.80	3.87	3.73	3.76
I have adequate opportunities for training to improve my skills	3.43	3.53	3.48	3.75
I have the information I need to do my job well	3.46	3.72	3.60	3.64
The work I do is valuable to the institution	3.91	3.78	3.76	3.64
I learn about important campus events in a timely manner	3.58	3.68	3.60	3.61
My department meets as a team to plan and coordinate work	3.46	3.54	3.47	3.56
My department or work unit has written, up-to-date objectives	3.60	3.58	3.57	3.51
I am comfortable answering student questions about institutional policies and procedures	3.24	3.38	3.33	3.47
The employee benefits available to me are valuable	2.97	3.15	3.12	3.40
I am empowered to resolve problems quickly	3.13	3.32	3.13	3.31
It is easy for me to get information at this institution	3.12	3.25	3.16	3.19
My department has the budget needed to do its job well	2.92	2.87	2.81	3.10
My department has the staff needed to do its job well	3.19	2.94	2.81	2.99
I have adequate opportunities for advancement	2.71	2.86	2.71	2.91
I am paid fairly for the work I do	2.78	2.71	2.62	2.51

Adjunct Faculty 2022	2022
	4.45
	4.29
	4.24
	4.23
	3.84
	4.11
	4.14
	3.87
	3.96
	3.98
	3.94
	3.75
	3.83
	3.62
	2.92
	3.67
	3.69
	3.23
	3.38
	3.11
	2.81

Gap Between Adjunct and All Faculty 2022 Responses	2022
	0.30
	0.29
	0.28
	0.37
	0.03
	0.33
	0.38
	0.12
	0.32
	0.34
	0.33
	0.19
	0.32
	0.15
	-0.48
	0.36
	0.50
	0.13
	0.39
	0.20
	0.30

All Employees 2022	2022
	4.01
	4.03
	3.96
	3.97
	3.70
	3.82
	3.80
	3.67
	3.66
	3.81
	3.49
	3.72
	3.53
	3.43
	3.75
	3.31
	3.17
	3.24
	2.94
	2.94
	2.74

Gap Between All Faculty and All Employees 2022 Responses	2022
	0.14
	-0.03
	0.00
	-0.11
	0.11
	-0.04
	-0.04
	0.08
	-0.02
	-0.17
	0.12
	-0.16
	-0.02
	0.04
	-0.35
	0.00
	0.02
	-0.14
	0.05
	-0.03
	-0.23

Table 10: Mean satisfaction for statements new in 2022.

	All Faculty 2022	Adjunct Faculty 2022	Gap Between Adjunct and All Faculty 2022 Responses	All Employees 2022	Gap Between All Faculty and All Employees 2022 Responses
Access to technology at this institution meets my expectations	3.84	3.98	0.14	3.84	0.00
I feel I can bring concerns to my supervisors or administration without retaliation	3.71	4.20	0.49	3.73	-0.02
The Diversity, Equity and Inclusion Strategic Planning Group is affecting meaningful change	3.63	3.85	0.22	3.53	0.10
This institution's policies and practices give me the flexibility to manage my work and personal life	3.56	3.96	0.40	3.60	-0.04
Information needed to do my job effectively is communicated in a clear and timely manner	3.50	3.97	0.47	3.51	-0.01
I feel I have a good work-life balance	3.40	3.98	0.58	3.57	-0.17
Employees are evaluated fairly and consistently	3.29	3.81	0.52	3.15	0.14
This institution makes data-driven decisions	3.25	3.64	0.39	3.30	-0.05
I am able to complete the work expected of me during my regular or contracted work hours	3.09	3.54	0.45	3.46	-0.37
Appropriate stakeholders are involved in College decisions	3.07	3.56	0.49	3.16	-0.09
The institution supports a premier work environment for employees	3.02	3.54	0.52	3.08	-0.06
The institution chooses and funds the most important priorities	2.92	3.39	0.47	3.01	-0.09

Summary

The CESS results for 2022 highlight both positives and areas for improvement. For the College Culture and Policies statements, responses for all employees indicate improvements for all employees over 2019 levels. For faculty, there is variability in this section with adjunct faculty showing higher levels of satisfaction compared with all faculty and all faculty responses variable compared with all employees. In the area of Work Environment, there are less increases over 2019, particularly for faculty. However, recall the discussion about sample sizes and the fact that for faculty responses there is a slightly higher level of uncertainty.

It should be noted that in another section of the CESS, respondents were asked about their overall satisfaction with their employment. Responses to this statement have been consistent over time and the mean is down from the comparison colleges. The results presented in this report provide more granular information about employee satisfaction, but a focus on overall employee satisfaction is important as the College looks to improve.

Based on the results within this report, the following is recommended:

- Engage with an external company to hold staff and faculty focus groups to understand the “why” behind the results in the CESS, in particular in regards to Work Environment and those areas where PCC sees lower employee satisfaction than the comparison group. Consider also the use of a follow-up survey to gather broad input on the “why”.
- Use the results from CESS and the focus groups to develop strategies to address weaknesses and increase employee satisfaction, with a focus on exceeding the comparison college group results in the next administration, consistent with the PCC vision to be a premiere community college.
- Expand outreach about the survey in future administrations to encourage higher participation levels, to include reaching out to faculty and staff leadership groups and supervisors to ask them to support participation.
- It is recommended that Human Resources, in collaboration with employee groups, carry out a review of methods for assessing employment engagement and satisfaction to develop a more comprehensive assessment system. This should consider question relevancy, understanding the "why" behind responses and the frequency of assessment. The Office of Strategy, Analytics and Research should be involved in the review to provide a technical assessment of any proposed instruments, to ensure they are unbiased and well designed.

Appendix I: Comparison Colleges

Bates Technical College
Black River Technical College
Central New Mexico Community College
Central Ohio Technical College
Central Wyoming College
Clovis Community College
College of the Redwoods
Cowley College
Dona Anna Community College
Greenville Technical College
Highland Community College
Illinois Central College
Kankakee Community College
Kansas City Kansas Community College
Kaskaskia College
Kishwaukee College
Manchester Community College
Marion Technical College
Mendocino College
Mineral Area College
Minneapolis Community and Technical College
Mountwest Community and Technical College
Mt Hood Community College
Murray State College
Normandale Community College
North Dakota State College of Science
Northern Oklahoma College
Northwest Arkansas Community College
Ogeechee Technical College
Parkland College
Piedmont Technical College
Prairie State College
Rockingham Community College
Santa Fe Community College
South Arkansas Community College
Southeast Technical College

Southwest Wisconsin Technical College
State Fair Community College
Sunny Broome
Tri-County Technical College
Trident Technical College
West Georgia Technical College
West Virginia Northern CC
Wisconsin Indianhead Technical College
Woodland Community College
York Technical College
Yuba College
Yuba Community College District