CENTRAL OREGON COMMUNITY COLLEGE
"GREAT COLLEGES TO WORK FOR" COLLEGE EMPLOYEE CLIMATE SURVEY
2020 EXECUTIVE SUMMARY

Background

The College participated in the Great Colleges to Work For (GCTWF) survey in spring 2019 and again in spring 2020 as a way to gather insight on the quality of the workplace experience for employees. The effort supports implementation and assessment of the 2018-23 Strategic Plan Institutional Efficiency (IE) initiative related to the College providing a supportive and productive workplace. Survey results will inform IE assessment benchmarks and progress as well as provide the institution with feedback on areas of strength and those needing attention.

It is important to note several differences between the 2019 and 2020 surveys:

- The 2019 survey was sent to a representative sample from across the College while the 2020 survey was sent to all benefitted employees.
- The College experienced a change in leadership and many of the GCTWF questions focus on senior leadership.
- The College pre-loaded employee type (full-time faculty, adjunct faculty, classified, and administrators) to the 2020 survey to more accurately reflect which employee groups responded.
- The 2020 survey included 60 statements and ten customized questions. The customized questions were developed by GCTWF and by the College.

Given these differences, the IE Goal Work Group recommends not comparing results between the two surveys and instead, use the 2020 results as benchmarks moving forward.

About the Great Colleges to Work For Survey

COCC administered the survey in March 2020 to 417 employees and 194 (47%) responded. Of those,

- 38% of faculty (52 full time faculty and 14 adjunct) responded, 42% of classified staff responded and 66% of administrators responsded;
- 55% have been at the College for ten or fewer years; and
- 28% are in a supervisory role.

Employees were asked to consider their typical workday and respond to 60 statements on a scale of "poor" to "very good to excellent" in the following categories:

Job Satisfaction/Support   Supervisors/Department Chairs
Teaching Environment   Senior Leadership
Professional Development   Faculty, Administration & Staff Relations

Compensation, Benefits & Work/Life Balance   Communication
Facilities   Collaboration
Policies, Resources & Efficiency   Fairness
Shared Governance   Respect & Appreciation
Pride

Employees were also asked to respond to ten customized questions, some suggested by GCTWF and others by the College.

Results to GCTWF and COCC questions are reported based on the percent of employees agreeing with each statement: Poor (0 – 44%); Warrants Attention (45 – 50%); Fair to Mediocre (55 – 64%); Good (65 – 74%); Very Good to Excellent (75 – 100%).

Employees also responded to two open-ended questions: 1) What do you appreciate most about working at this institution and 2) What would make COCC a better place to work?

Survey Results: 60 Statements

Overall, the College ranked "fair to mediocre" or higher in all categories, with only certain questions from various categories falling in "warrants attention" or "poor." Additionally, responses to the College's customized questions were overwhelmingly positive, with only one question falling into the "fair to mediocre" category.

<u>Areas to Celebrate</u>

Job Satisfaction: Overall, employees are satisfied with their position, with 75% responding positively when asked whether their position makes good use of their skills and abilities and 85%indicating they were given the responsibility and freedom to do their work.

Pride (79%): Responses to this section reflected employees' understanding of how their job contributes to the institution's mission (93%), their belief that COCC (84%) and their department (84%) are good places to work, and that they are proud to be part of COCC (75%).

COCC Commitment to Diversity, Equity and Inclusion (DEI): While not a pre-established GCTWF category, responses to specific GCTWF and customized questions indicate that employees believe that COCC values diversity and is a welcoming and inclusive place, has clear and effective processes for addressing discrimination, supports DEI trainings and principles, and related areas.

Department-Level Support and Pride: Questions regarding support from immediate supervisors and/or department colleagues were scattered throughout the survey. Regardless of which category they were part of, a key theme throughout was that employees feel well-supported by their immediate supervisors and peers/colleagues. Specific areas of note:

- Supervisors/departments support work/life balance (86%)
- Their department is a good place to work (85%)
- Good relationships exist between employees and supervisor/department chair (83%)
- Communication from supervisor/department chair is trusted (79%)
- Supervisor/department chair models institutional values (79%)
- People in the department work well together (75%)

Facilities: Respondents believe that COCC takes reasonable steps to provide a safe and secure environment for the College (76%) and that facilities meet employee needs (75%).

Areas Needing Attention

Of the 60 statements employees were asked to respond to, several received an average score of within the "warrants attention" or "poor" categories.

Collaboration: Employees expressed strong support for communication and collaboration within departments, but not necessarily across departments or the College. To illustrate, only 46% of respondents did not respond positively when asked about staff across different departments "being on the same team" and only 52% responded positively to "I can count on people to cooperate across departments."

Communication: Responses to communication varied, but areas to focus on include senior leadership providing clear direction for the institution's future, discussing changes prior to implementation, and a lack of open communication between faculty, classified and administrators.

Personnel-Related Topics: GCTWF indicated that a majority of institutions rarely rate positively in regards to compensation and a sense of fairness, especially in regards to performance issues. COCC is no different in that regard, but other personnel-related topics needing attention are:

	Agree/Strongly Agree	Sometimes Agree/Sometimes Disagree	Disagree/Strongly Disagree
Recognition and awards programs are meaningful to me.	35%	41%	25%
Orientation program prepares new faculty, administration and staff to be effective.	38%	38%	24%
Issues of low performance area addressed in my department.	43%	30%	28%
Review process accurately measures my job performance	45%	30%	26%

Promotions in my department are based on a person's ability.	48%	28%	24%
My department has adequate faculty/staff to achieve our goals.	50%	28%	22%
The institutions policies and practices ensure fair treatment for faculty, administration, and staff.	56%	31%	13%

Survey Results: Open-Ended Questions

The open-ended questions identified four key themes:

Student-Centered: COCC's commitment to students was well-celebrated throughout the open-ended comments and across all employee groups.

Mission-Centric: Open-ended responses conveyed a sense of pride in working at COCC, a connection to the College's mission, and an appreciation of how individual jobs relate to the College's mission.

Supportive Colleagues and Sense of Community: Employees expressed a strong sense of support for and from their colleagues, as well as a sense of community across the College.

Senior Leadership Communications: Comments provided by respondents reflected responses to Likert-scale questions regarding senior leadership communications, with a specific emphasis on wanting to know more about the College's future directions.

Feedback Based on Employee Groups

Because this year's survey identified responses anonymously by employee type (faculty, adjunct faculty, classified or administrator), the IE Goal Work Group is able to provide highlights of differences in responses between employee groups.

Commonalities: There are several areas in which all employee groups responded positively. These include job satisfaction, support for work/life balance, COCC's contribution to the community, pride in working at COCC, support for supervisors and department chairs, and the College's commitment to diversity, equity and inclusion.

While listed in the "Areas Needing Attention" section of this summary, it is important to note that all three employee groups expressed shared concern for the following areas:

- College's employee review process as an accurate measure of performance,
- Desire for senior leadership to provide clear direction for the College's future,
- COCC's awards and recognition programs are not meaningful, and

- Issues of low performance are not addressed.

Full-Time Faculty Feedback: Faculty, more than other employee groups, responded more positively to professional development statements. At the same time, they expressed less support regarding facilities meeting their needs, with this score falling in the "fair to mediocre" range.

Adjunct Faculty Feedback: Responses to Likert-scale and open-ended questions indicate that adjunct faculty may feel less valued than other faculty, especially in regards to the review process, input into department decisions, compensation, and recognition for contributions. At the same time, adjunct faculty felt a strong sense of pride, support for their department chair and senior leadership, and college wide relationships.

Classified Feedback: A general theme among classified responses was in regards to communication and collaboration. Specific questions ranked lowest by this group, as compared to faculty or administrators, were:

- At this institution, we discuss and debate issues respectfully to get better results (37% agreed, 63% disagreed).
- There's a sense that we're all on the same team at this institution (40% agreed, 60% disagreed).
- There is regular and open communication among faculty, administration, and staff (44% agreed, 54% disagreed).

Reflection on Results

Results from the GCTWF is a useful college-wide tool, especially if reviewing responses to individual questions. Key themes from the 2020 survey indicate that there are strong connections within departments and employees want this same level of connection across departments or organizational units. It is important to consider how the College addresses this need, as well as how individual departments can address the topics identified as needing attention (e.g., Human Resources to provide leadership on evaluating employee orientation and review processes and Senior Leadership Team to more intentionally focus on communicating the College's future directions).

In addition to college-wide use, the GCTWF survey supports the COCC Strategic Plan's Institutional Efficiency goal area, specifically in regards to its focus on creating a healthy and productive workplace. Results from the survey will also inform what new initiative and activities the IE goal work group may prioritize for the coming academic year as themes from the survey are embedded throughout this portion of the College's strategic plan.

Future Directions

Due to the transition in leadership, changes as a result of COVID-19, and the need to monitor progress of intentional interventions, the College will administer the survey again spring 2021 and potentially every two years after.

In addition to the Institutional Efficiency Goal work group using the results to inform future directions for their work, the Senior Leadership Team is using results and comments to create opportunities for greater and more inclusive communication, college wide connections, sense of team across the institution, and related areas. However, this and other work cannot be done alone. Individually and collectively, departments and employees are encouraged to actively engage in work to help improve in these areas so that together, we can become an even greater College.