COLLEGE EMPLOYEE SATISFACTION SURVEY SUMMARY

Report summarizes the results of the 2018 Noel-Levitz College Employee Satisfaction Survey. This summary includes key findings, comparison to survey cohort, recommendations, the survey instrument used and results.

Spring 2018

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Method and Reflection

The Noel-Levitz College Employee Satisfaction Survey (CESS) asks employees to reflect on their experience working at Yuba College and share their perceptions and insights about the current state of the institution. The CESS focuses on four areas:

1. Campus culture and policies
2. Institutional goals
3. Involvement in planning and decision making
4. Work environment

The CESS allows custom questions to be added to the instrument, which Yuba College Council decided to take advantage of. The items selected to add to the survey were vetted and approved by College Council over a series of meetings. Union leadership from the Faculty Association (FAYCCD), American Federation of Teachers (YC-AFT), and California School Employees' Association (CSEA) were invited to participate in a separate meeting to provide feedback on the proposed additional items. These steps were taken to ensure wide participation and input from campus stakeholders. A complete list of items is located in Appendix A. The additional items were:

- Campus culture and policies: Items 31-40
- Institutional goals: Items J, K, L, M
- Involvement in planning and decision making: Parents, Adjunct Faculty, Community Members
- Work environment: Items 22-31
- Demographics: An option to identify as a temporary employee, identify primary work location, and asking if a responder is currently an adjunct faculty member.

Yuba College administered the 2018 CESS in February via a secure email link provided by the vendor and received 122 valid responses. This was an improvement over the 2015 administration of this survey which received 82 responses for Yuba College. During the 2018 administration of CESS we were able to achieve respectable response rates from administrators-60% (n=12), faculty-53% (n=46), and staff-57% (n=36). These approximate response rates were calculated utilizing the Yuba College Employee Checklist maintained by the President's Office from February and March 2018.

Based on mixed results and confusion from the 2015 administration of the CESS, district and college leadership determined that the survey would be conducted at a college level. As a result, staff from Maintenance, Child Care, Police, and IT who work at Yuba sites were not the target of the Yuba administration of the survey. As district employees they would be offered an opportunity to participate in the district survey. To mitigate some of the confusion that occurred during the 2015 administration of the survey respondents were asked to interpret the use of the term "institution" as Yuba College and not as Yuba Community College District.

The most pressing feedback the Division of Student Success and Institutional Effectiveness received during the 2018 administration of CESS was that the length of the survey was not accurately described in the messages received by staff. In future administrations of this survey the Division of Student Success and Institutional Effectiveness will stress that the survey could take up to 45 minutes or longer to complete, in order to allow survey responders to more effectively work the survey into their day.

An additional area of concern identified by the Division of Student Success and Institutional Effectiveness was the lack of adjunct faculty participation. Only 29 survey respondents identified as being adjunct faculty. Six of these adjunct faculty also identified as an administrator or staff member. We believe the heavy reliance on college emails to gather responses may have contributed greatly to this issue. Employees like adjunct faculty, especially within CTE who do not widely utilize the college emails, likely missing their opportunity to participate in the survey and as a result would be underrepresented in the responses.

Yuba Community College District has determined that colleges will administer the CESS every other year. By administrating the CESS, Yuba College hopes to highlight areas where we excel, while also exposing areas where we can improve as an institution. A renewed commitment has been made by college leadership and the Division of Student Success and Institutional Effectiveness to ensure results from this survey, as well as other surveys, are leveraged to inform plans to improve the college for students as well as staff. This will be accomplished by making survey results more widely available to the campus community in the form of this report, presentations to key committees to facilitate the development of actionable recommendations, as well as professional development workshops facilitated by staff from the Division of Student Success and Institutional Effectiveness.

Results and Analysis

Respondent Profile

The 2018 administration of CESS received 122 valid responses. This was an improvement of the previous administration of the survey which only received 82 responses. Over three quarters of employees that responded to the survey identified as full-time employees. Three respondents marked their employment status as temporary. Two of the temporary respondents identified their position as staff, and one identified as faculty (adjunct). Primary work location was predominantly identified as the Yuba College Marysville main campus at nearly 90%.
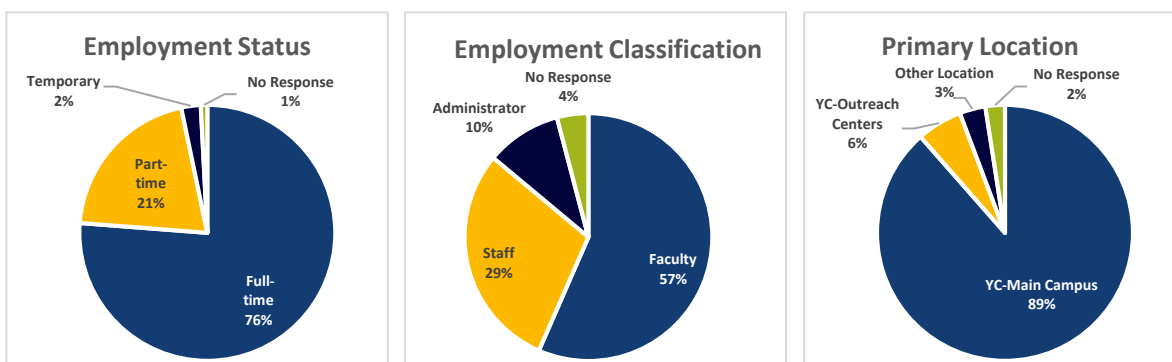
The majority (47%) of employees reported working for the institution for at least 11 years, while 32% reported working for the institution for 5 years or less. The chart below provides a complete view of reported length of employment with the institution.

Length of Employment

Less than 1 year, 7%

No Response, 1%

| 1 to 5 years, 25% | 6 to 10 years, 20% | 11 to 20 years, 33% | More than 20 years, 14% |

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%
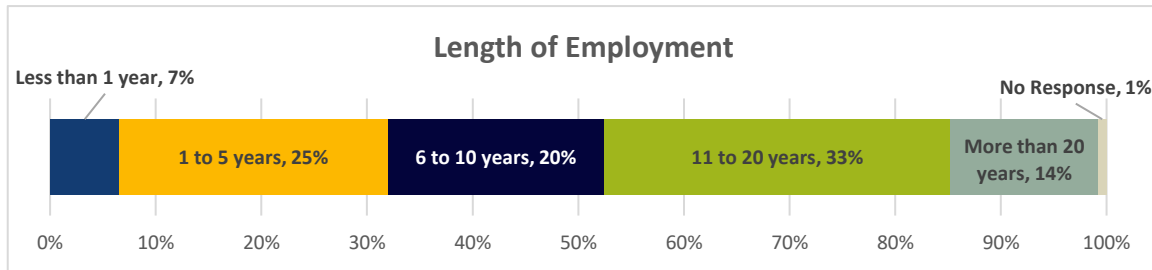
Campus Culture and Policies-Overall

Employees responding to this section of the survey were presented with 40 statements and asked to rate the statements level of importance to them as employees and then rate their satisfaction with the institutions ability to meet the item. A five-point Likert scale was used to rate both level of importance and level of satisfaction with each item.

Likert Rating Scale		
Value	**Satisfaction**	**Importance**
1	Not satisfied at all	Not important at all
2	Not very satisfied	Not very important
3	Somewhat satisfied	Somewhat important
4	Satisfied	Important
5	Very satisfied	Very important

Campus Culture and Policies-Overall
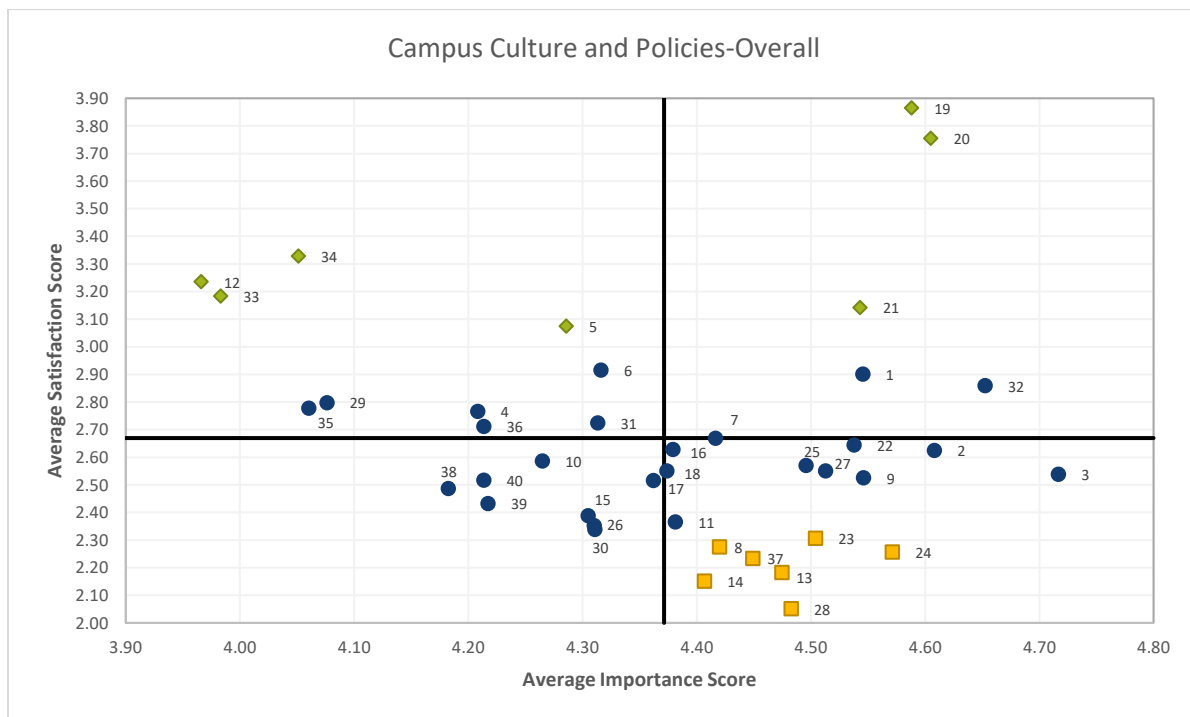
The above scatter plot illustrates where each statement fell on the importance and satisfaction scale. Green diamonds are items that received the highest satisfaction scores, and yellow squares are items identified as an area of challenge for the college.

Statements that received an average satisfaction score of at least 3.00 where identified as areas to highlight. Seven statements met this benchmark and included general support of the college mission, purpose and values, as well as widespread pride in the work employees perform, and the regular discussion and use of SLOs/SAOs within division and departments to improve. Note that none of these statements had an overall satisfaction score of 4.00 which would have indicated being "satisfied" with the statement, this suggests that as a college there is room to improve in these areas as well.

Campus Culture and Policies-Highlights			
Key	Statement	Importance	Satisfaction
5	Most employees are generally supportive of the mission, purpose, and values of this institution	4.29	3.07
12	This institution does a good job of meeting the needs of administrators	3.97	3.24
19*	Faculty take pride in their work	4.59	3.86
20*	Staff take pride in their work	4.61	3.75
21*	Administrators take pride in their work	4.54	3.14
33	This institution regularly discusses student learning outcomes (SLOs) and/or service area outcomes (SAOs) at division meetings	3.98	3.18
34	My department consistently utilizes student learning outcomes (SLOs) and/or service area outcomes (SAOs) results to improve	4.05	3.33

To identify major challenges we focused on statements that received the highest average importance scores but received the lowest average satisfaction scores. Seven statements were perceived to be major challenge areas for Yuba College, and included the institutions ability to plan and make decisions effectively, provide adequate budgetary and staff resources to achieve important objectives, the absence of a clear process for training and onboarding new employees, and the institutions lack of respect and positive reputation within the community.

Campus Culture and Policies-Challenges			
Key	Statement	Importance	Satisfaction
8*	This institution plans carefully	4.42	2.28
13*	This institution makes sufficient budgetary resources available to achieve important objectives	4.47	2.18
14*	This institution makes sufficient staff resources available to achieve important objectives	4.41	2.15
23	The reputation of this institution continues to improve	4.50	2.31
24	This institution is well-respected in the community	4.57	2.26
28*	This institution consistently follows clear processes for orienting and training new employees	4.48	2.05
37	Most employees at this institution trust leadership to make student focused decisions.	4.45	2.23

Items marked with an asterisk (*) indicates that the statement was identified in the 2015 CESS summary report for Yuba College. The average importance and satisfaction scores for all 40 statements can be found in Appendix A.

Campus Culture and Policies-Administrator, Faculty, Staff Comparison

Areas to highlight for each employment classification were identified by selecting the six statements with the highest average satisfaction rate. Items marked with an asterisk (*) indicates that the statement was identified in the 2015 CESS report for Yuba College. The 2015 CESS report did not isolate for administrators because of an insufficient number of responses from that population.

Although there was some variation across employment classifications in statements that received the highest average satisfaction rates, there was also some areas of consensus to be found. Overlap was seen in faculty and staff taking pride in their work, which was identified in all three classifications. Faculty and staff also agreed that the college is able to meet the needs of administrators, and that SLO's/SAO's are discussed and used within division and departments to improve. Administrators and staff both identified that administrators take pride in their work.

	Key	Statement	Importance	Satisfaction
		Campus Culture and Policies-Highlights		
Administrators	6	The goals and objectives of this institution are consistent with its mission and values	4.67	3.42
	7	This institution involves its employees in planning for the future	4.58	3.58
	16	Administrators share information regularly with faculty and staff	4.58	3.25
	19	Faculty take pride in their work	4.67	3.50
	20	Staff take pride in their work	4.67	3.25
	21	Administrators take pride in their work	4.58	3.58
Faculty	5	Most employees are generally supportive of the mission, purpose, and values of this institution	4.22	3.18
	12	This institution does a good job of meeting the needs of administrators	3.90	3.41
	19*	Faculty take pride in their work	4.63	4.00
	20	Staff take pride in their work	4.60	3.78
	33	This institution regularly discusses student learning outcomes (SLOs) and/or service area outcomes (SAOs) at division meetings	3.88	3.19
	34	My department consistently utilizes student learning outcomes (SLOs) and/or service area outcomes (SAOs) results to improve	3.92	3.45
Staff	12	This institution does a good job of meeting the needs of administrators	3.97	3.11
	19*	Faculty take pride in their work	4.50	3.63
	20*	Staff take pride in their work	4.50	3.63
	21*	Administrators take pride in their work	4.42	2.97
	33	This institution regularly discusses student learning outcomes (SLOs) and/or service area outcomes (SAOs) at division meetings	4.11	3.28
	34	My department consistently utilizes student learning outcomes (SLOs) and/or service area outcomes (SAOs) results to improve	4.23	3.31

Challenges for each employment classification were identified by selecting the five statements with the lowest average satisfaction rate. Items marked with an asterisk (*) indicate that the statement was identified in the 2015 CESS report for Yuba College. The 2015 CESS report did not isolate for administrators because of an insufficient number of responses from that population.

Identified challenges experienced a wider degree of variation across employment classifications than was found in the areas to highlight. The only statement with consensus from all three employment classifications was the lack of a clear process for training and onboarding new employees. This statement also received some of the lowest scores for satisfaction, with average satisfaction scores of less than 2.00 from administrators and staff indicating "not satisfied at all". Administrators and faculty also agreed that the college is not able to make adequate budgetary and staff resources available to achieve important college objectives. The fact that these three areas consistently show in our CESS results as an area of challenge would signal a need to take immediate action to improve in these areas.

	Key	Statement	Importance	Satisfaction
Campus Culture and Policies-Challenges				
Administrators	13	This institution makes sufficient budgetary resources available to achieve important objectives	4.67	2.25
	14	This institution makes sufficient staff resources available to achieve important objectives	4.58	2.17
	28	This institution consistently follows clear processes for orienting and training new employees	4.58	1.75
	30	This institution has written procedures that clearly define who is responsible for each operation and service	4.42	2.42
	38	The planning processes at this institutional are tied to the budget development process	4.55	2.45
Faculty	8*	This institution plans carefully	4.36	2.22
	13	This institution makes sufficient budgetary resources available to achieve important objectives	4.45	2.12
	14	This institution makes sufficient staff resources available to achieve important objectives	4.35	2.09
	28*	This institution consistently follows clear processes for orienting and training new employees	4.42	2.15
	37	Most employees at this institution trust leadership to make student focused decisions.	4.39	2.18
Staff	11	This institution does a good job of meeting the needs of staff	4.57	1.97
	23	The reputation of this institution continues to improve	4.53	2.08
	24	This institution is well-respected in the community	4.58	2.08
	26	Employee suggestions are used to improve our institution	4.50	2.06
	28	This institution consistently follows clear processes for orienting and training new employees	4.56	1.86

Prioritized Institutional Goals-Overall

Employees responding to this section of the survey were presented with 13 goals and asked to rate each on how important it was to them that the college pursue the goal. A five-point Likert scale was used to rate the level of importance for each goal.

Likert Rating Scale	
Value	**Importance**
1	Not important at all
2	Not very important
3	Somewhat important
4	Important
5	Very important

The overall highest and lowest prioritized three goals are identified in the chart below. The top three goals identified by employees responding to the survey were to retain more students to completion, improve the sense of community on campus, and improve employee morale. The three goals with the lowest average importance score were recruiting students from new geographic areas, increasing the diversity of racial and ethnic groups represented within the student body, and developing new academic programs. The majority of the prioritized goals were the same as the previous administration of CESS conducted in 2015.
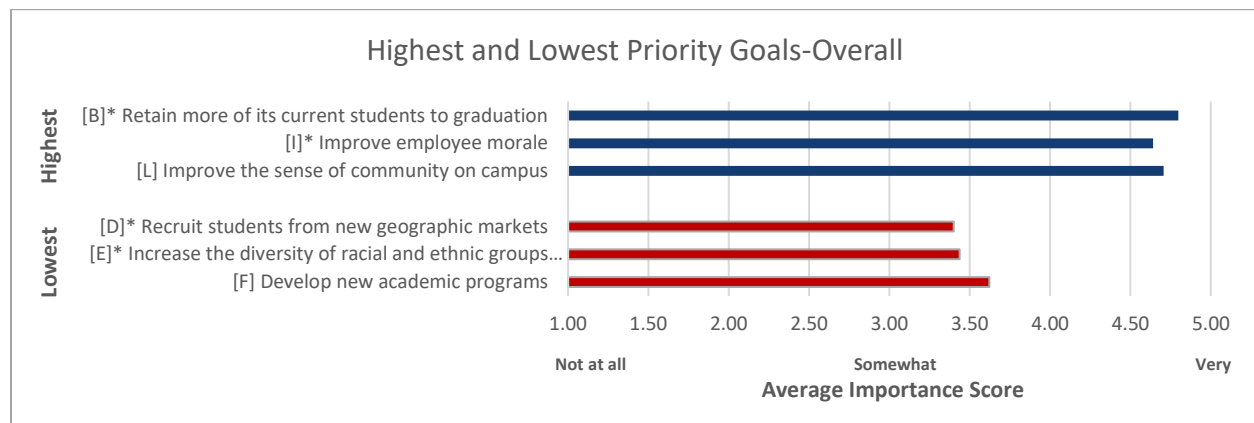
Items marked with an asterisk (*) indicate that the statement was identified in the 2015 CESS summary report for Yuba College. The option for "some other goal" was removed from this analysis. Results for all 13 goals are found in Appendix A.

Prioritized Institutional Goals-Administrators, Faculty, Staff Comparison

Goals to prioritize for each employment classification were identified by selecting the three goals with the highest average importance score. Items marked with an asterisk (*) indicate that the statement was identified in the 2015 CESS report for Yuba College. The 2015 CESS report did not isolate for administrators because of an insufficient number of responses from that population.

The top three goals to prioritize for each employment classification is located in the following chart. Although some variation existed across employment classifications about which goals to prioritize, all classifications agree that improving the retention of students to graduation is a critical goal that needs to be prioritized by the college. Administrators and staff recognize the need to improve employee morale. Faculty and staff also agreed that the college needs to move toward improving the sense of community on campus.

Highest Priority Goals by Employement Classification

Admin
- [B] Retain more of its current students to graduation
- [I] Improve employee morale
- [J] Increase partnerships with local high schools

Faculty
- [B]* Retain more of its current students to graduation
- [G]* Improve the quality of existing academic programs
- [L] Improve the sense of community on campus

Staff
- [B]* Retain more of its current students to graduation
- [I]* Improve employee morale
- [L] Improve the sense of community on campus

Average Importance Score
(1.00 Not at all — 3.00 Somewhat — 5.00 Very)

For the analysis of the bottom three goals the option of "some other goal" was removed. The chart below lists the three goals that received the lowest average importance score for each employment classification. All classifications agree that recruiting students from new geographic areas, increasing the diversity of racial and ethnic groups represented within the student body, and developing new academic programs are goals that warrant the lowest priority for the college.

Lowest Priority Goals by Employement Classification

Admin
- [D] Recruit students from new geographic markets
- [E] Increase the diversity of racial and ethnic groups…
- [F] Develop new academic programs

Faculty
- [D]* Recruit students from new geographic markets
- [E] Increase the diversity of racial and ethnic groups…
- [F]* Develop new academic programs

Staff
- [D]* Recruit students from new geographic markets
- [E]* Increase the diversity of racial and ethnic groups…
- [F] Develop new academic programs

Average Importance Score
(1.00 Not at all — 3.00 Somewhat — 5.00 Very)

Level of Involvement in Planning-Overall

Employees responding to this section of the survey were offered a list of 11 different types of stakeholder groups and asked to rate how much involvement they believe each group has in planning and decision making process at the college. A five-point Likert scale was used to rate the level of involvement for each goal.

Likert Rating Scale	
Value	**Involvement**
1	Not enough involvement
2	Not quite enough involvement
3	Just the right involvement
4	More than enough involvement
5	Too much involvement

Overall, the perceived level of involvement by senior level administrators, deans, and trustees in planning and decision making had average involvement scores over 3.00 indicating "just the right" level of involvement. Stakeholders belonging to faculty, alumni, parents, and staff received scores over 2.00 indicating "not quite enough" involvement in the planning and decision making process. Adjunct faculty, students, and community members received average involvement scores below 2.00 indicating "not enough" involvement in the planning and decision making process.

Level of Involvement-Overall
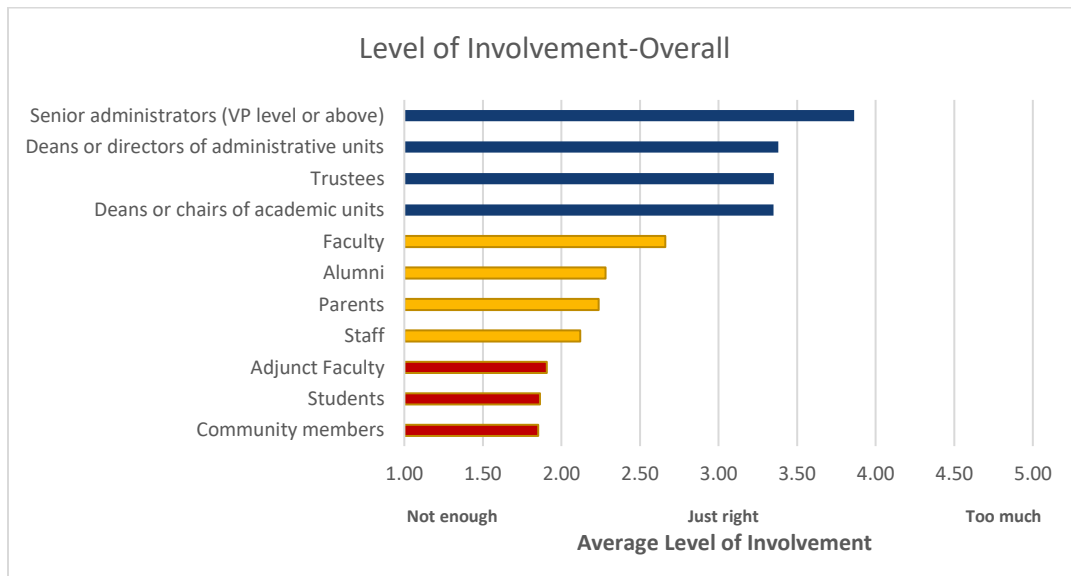
Level of Involvement in Planning- Administrator, Faculty, Staff Comparison

Variation existed in the perceived level of involvement by certain stakeholder groups when analyzed by employment classification. The gaps of average involvement scores were the widest between senior level administrators, deans, faculty and parents.

All employment classifications had average involvement scores exceeding 3.00 for senior level administrators, and trustees indicating "just the right" amount of involvement in the planning and decision making process at the college. Also, all employment classifications agree that students and community members do not have enough involvement with the colleges planning and decision making process with all classifications giving average involvement scores of less than 2.00. All other stakeholder groups received average involvement scores that varied between "not enough", "not quite enough", and "just enough" involvement in the planning and decision making process at Yuba College.

See the following chart to see how average involvement scores varied by employment classification for each stakeholder group.
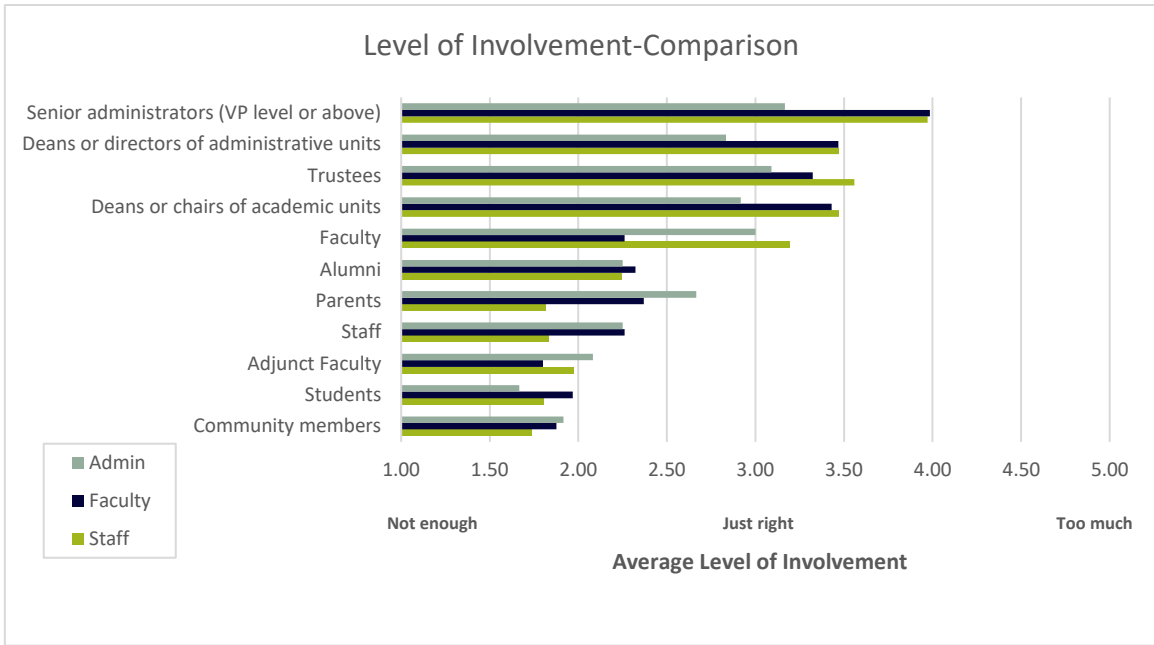
Work Environment-Overall

As with the culture and policy section of the survey, employees were presented with 31 statements about their work environment and asked to rate the statements level of importance to them as employees and then rate their satisfaction with the institutions ability to meet the statement. A five-point

Likert Rating Scale		
Value	**Satisfaction**	**Importance**
1	Not satisfied at all	Not important at all
2	Not very satisfied	Not very important
3	Somewhat satisfied	Somewhat important
4	Satisfied	Important
5	Very satisfied	Very important

Likert scale was used to rate both level of importance and level of satisfaction with each statement pertaining to their work environment.
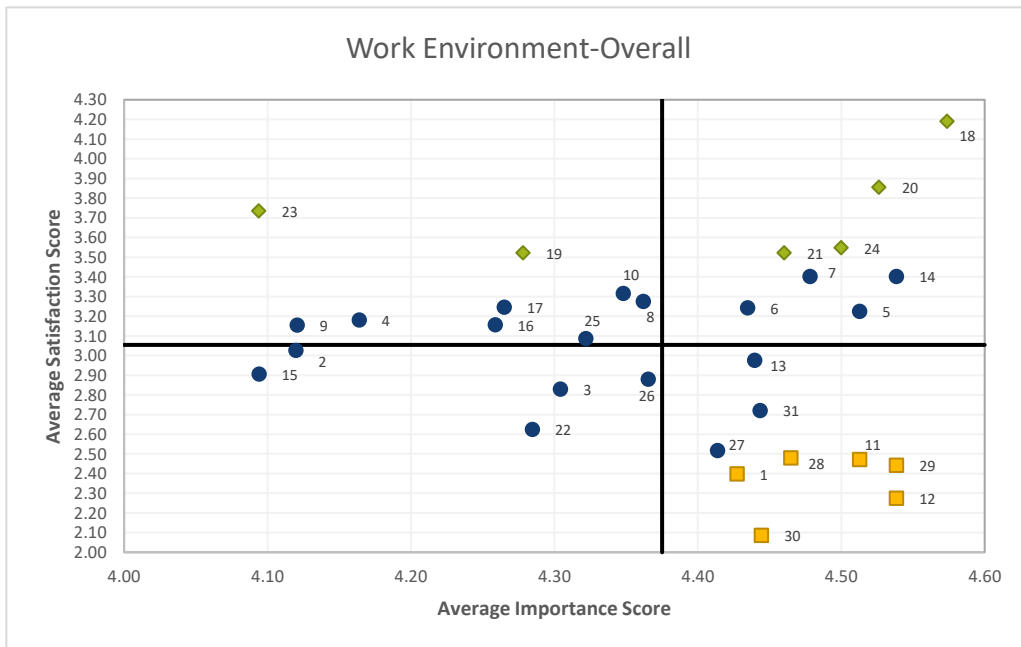
The scatter plot on the previous page illustrates where each statement fell on the importance and satisfaction scale. Green diamonds are items that received the highest satisfaction scores, and yellow squares are the items identified as an area of challenge for the college.

To determine which statements to highlight, a benchmark of an average satisfaction score of at least 3.50 was set. Six statements met or exceeded this benchmark and included employees having a general feeling of pride, value, and sense of appreciation of the work they perform, as well as feeling pride for working at the college, feeling safe while at work, and having their departments support to participate on committees. Note that only one of these statements had an overall satisfaction score greater than 4.00 which indicates being "satisfied" with the college's ability to meet the statement. This suggests that as a college there is room to improve in these areas as well.

Work Environment-Highlights			
Key	Statement	Importance	Satisfaction
18*	The type of work I do on most days is personally rewarding	4.57	4.19
19	The work I do is appreciated by my supervisor	4.28	3.52
20	The work I do is valuable to the institution	4.53	3.85
21	I am proud to work at this institution	4.46	3.52
23	I have the support of my department to participate on college committees	4.09	3.74
24*	I feel safe and secure on campus	4.50	3.55

Challenges were identified by isolating the statements that received the highest average importance scores and received the lowest average satisfaction scores. The six major challenge areas were found to be the employee's ability to get the information they need, unmet budget and staffing needs, and issues with district services provided by maintenance, IT and Human Resources.

Work Environment-Challenges			
Key	Statement	Importance	Satisfaction
1*	It is easy for me to get information at this institution	4.43	2.40
11*	My department has the budget needed to do its job well	4.51	2.47
12*	My department has the staff needed to do its job well	4.54	2.27
28	The facilities in which I work are cleaned regularly	4.46	2.48
29	My department has the IT support it needs to do its job well	4.54	2.44
30	The information and services I receive from the Human Resources Department are accurate and timely	4.44	2.08

Items marked with an asterisk (*) indicate that the statement was identified in the 2015 CESS summary report for Yuba College. The average importance and satisfaction scores for all 31 work environment statements are located in Appendix A.

Work Environment- Administrators, Faculty, Staff Comparison

The areas to highlight for each employment classification were identified by selecting the five work environment statements with the highest average satisfaction rate. Items marked with an asterisk (*) indicates that the statement was identified in the 2015 CESS report for Yuba College. The 2015 CESS report did not isolate for administrators because of an insufficient number of responses from that population.

When assessing work environment highlights across employment classifications, only one statement pertaining to the perception that the work employees do is valuable to the college received average satisfaction scores high enough to appear in all groups. Consensus was also found between administrators and faculty with work being appreciated by supervisors, and having the support they need to participate in college committees. The other areas of overlap were found between administrators and staff with believing the benefits they receive are valuable, and between faculty and staff with employees feeling that the work they do on most days is rewarding.

	Key	Statement	Importance	Satisfaction
		Work Environment-Highlights		
Administrator	7	My supervisor pays attention to what I have to say	4.42	4.08
	14	The employee benefits available to me are valuable	4.25	3.92
	19	The work I do is appreciated by my supervisor	4.17	3.92
	20	The work I do is valuable to the institution	4.50	4.08
	23	I have the support of my department to participate on college committees	4.00	4.17
Faculty	18*	The type of work I do on most days is personally rewarding	4.57	4.41
	19	The work I do is appreciated by my supervisor	4.17	3.57
	20	The work I do is valuable to the institution	4.50	3.93
	21	I am proud to work at this institution	4.44	3.60
	23	I have the support of my department to participate on college committees	4.00	3.82
Staff	4	I am comfortable answering student questions about institutional policies and procedures	4.50	3.58
	14*	The employee benefits available to me are valuable	4.57	3.57
	18*	The type of work I do on most days is personally rewarding	4.60	3.94
	20	The work I do is valuable to the institution	4.60	3.57
	24	I feel safe and secure on campus	4.74	3.63

Challenges for each employment classification were identified by selecting the six work environment statements with the lowest average satisfaction rates. Items marked with an asterisk (*) indicate that the statement was identified in the 2015 CESS report for Yuba College. The 2015 CESS report did not isolate for administrators because of an insufficient number of responses from that population.

Identified challenges across employment classifications had four shared statements. Consensus was seen in the lack of ease in obtaining information, shortage of staff, and issues with the services provided by IT and Human Resources. Administrators and staff also agreed that a budget large enough to support the department is a challenge. Statements involving district services also received some of the lowest scores for satisfaction found in the results, with average satisfaction scores of less than 2.00 from administrators and faculty indicating "not satisfied at all". The fact that these statements consistently show in our CESS results as a challenge indicate a need to take immediate action to improve in these areas.

	Key	Statement	Importance	Satisfaction
Work Environment-Challenges				
Administrator	1	It is easy for me to get information at this institution	4.42	2.50
	11	My department has the budget needed to do its job well	4.58	2.58
	12	My department has the staff needed to do its job well	4.50	2.42
	29	My department has the IT support it needs to do its job well	4.50	2.67
	30	The information and services I receive from the Human Resources Department are accurate and timely	4.50	1.92
	31	The information and services I receive from the Fiscal Services Department (payroll, purchasing, and reimbursement) are accurate and timely	4.50	2.67
Faculty	1	It is easy for me to get information at this institution	4.37	2.35
	12*	My department has the staff needed to do its job well	4.48	2.19
	27	The facilities in which I work are maintained in good condition	4.35	2.31
	28	The facilities in which I work are cleaned regularly	4.39	2.36
	29	My department has the IT support it needs to do its job well	4.52	2.34
	30	The information and services I receive from the Human Resources Department are accurate and timely	4.39	1.91
Staff	1	It is easy for me to get information at this institution	4.58	2.36
	11	My department has the budget needed to do its job well	4.63	2.43
	12*	My department has the staff needed to do its job well	4.66	2.34
	13	I am paid fairly for the work I do	4.54	2.31
	17	I have adequate opportunities for professional development	4.40	2.51
	29	My department has the IT support it needs to do its job well	4.63	2.51
	30	The information and services I receive from the Human Resources Department are accurate and timely	4.54	2.49

CESS Cohort Comparison

The cohort used for comparison in this section of the survey results are made up of aggregate scores from 59 community and technical colleges of similar size that participated in CESS during the previous three years. Cohort colleges are not limited to California, but are from all over the United States. The cohort comparison does not include comparisons to the special items that are added by each institution. During the analysis of the cohort comparison results it was determine for this summary to focus on the "Campus Culture and Policies", and "Work Environment" section of the results where the largest gaps, and strongest significant differences were found. The complete cohort result comparison is located in Appendix B. A list of the cohort group is located in Appendix C.

Campus Culture and Policies

While reviewing the cohort comparison results it was found that the importance scores had limited or no significant differences indicating that regardless of the institution, we score items at relatively the same level of importance. This is in stark contrast to the satisfaction score comparisons which were found to have some of the strongest significance difference testing and largest gaps in reported levels of satisfaction between Yuba College and the cohort group. Statements that had at least a 1.00 difference from the Yuba College average satisfaction score were selected to be emphasized in the following table.

	Campus Culture and Policies-Cohort Comparison			
Key	Statement	Yuba College Satisfaction	Cohort Satisfaction	Difference
2	This institution treats students as its top priority	2.63	3.63	-1.01
3	This institution does a good job of meeting the needs of students	2.54	3.57	-1.04
13	This institution makes sufficient budgetary resources available to achieve important objectives	2.18	3.18	-1.00
23	The reputation of this institution continues to improve	2.31	3.41	-1.10
24	This institution is well-respected in the community	2.26	3.63	-1.38
28	This institution consistently follows clear processes for orienting and training new employees	2.05	3.08	-1.03

Six items from campus culture and policies met the 1.00 benchmark. Four of these statements were also identified in the challenges for Yuba College. The statements included the level of respect and reputation of the college within the community, having a clear orientation and training program for new employees, and making budgetary resources available to accomplish important objectives.

Work Environment

Similar to the Campus Culture and Policies section of the comparison results it was found that the Work Environment importance scores had limited or no significant differences indicating that regardless of the institution, we score items at relatively the same level of importance. At the same time we see that the satisfaction score comparisons were found to have the strongest significance difference testing and largest gaps in reported levels of satisfaction between Yuba College and the cohort group. Statements that had at least a 0.50 difference from the Yuba College average satisfaction score were selected for the table below.

	Work Environment-Cohort Comparison			
Key	Statement	Yuba College Satisfaction	Cohort Satisfaction	Difference
1	It is easy for me to get information at this institution	2.40	3.27	-0.87
3	I am empowered to resolve problems quickly	2.83	3.37	-0.54
7	My supervisor pays attention to what I have to say	3.40	3.90	-0.50
11	My department has the budget needed to do its job well	2.47	3.09	-0.62
12	My department has the staff needed to do its job well	2.27	3.06	-0.78
21	I am proud to work at this institution	3.52	4.09	-0.57

Six items from Work Environment met the 0.50 benchmark. Three of these statements were also identified in the challenges for Yuba College, which were the ease of getting information, and having the budget and staff departments need to do their work.

Text Analysis

Qualitative feedback was sought for four areas of the survey: campus culture and policies, institutional goals, work environment, and any additional comments. In total, survey participants provided two hundred and eight valid responses, which fell into the following categories:

Comments by Topic	
Topic	Frequency
Yuba College Administration	64
Campus Culture and Morale	52
Faculty	42
Policy and Process	26
District	24
Facilities	23
Staffing and Staff	20
Office of Human Resources	19
Technology	18
Community Relationships	16
Training and On-boarding	16
Students	15
Resources and Budget	9
NA	7
Take Action	6

During initial analysis we found common themes between all written responses regardless of what the prompt asked. In response to the amount of overlap it was determined by the Division of Student Success and Intuitional Effectiveness to perform the text analysis on all comments in aggregate. The most prevalent perceived themes are discussed below.

Yuba College Administrators

Yuba College administrators was the most occurring topic in the submitted responses, with sixty-four of the comments pertaining to Yuba College administration. The comments illustrated the following perceptions with regard to college administrators.

- A sense of improvement in campus stability with the addition of permanent leadership after a period of prolonged interims in key administrator positions.
- A need to rebuild trust and confidence that college administrators are making student centered decisions by increasing transparency and communication between college administrators and faculty, adjuncts, and staff, especially with regard to decisions and policy or process changes. Communicating how and why decisions were made, not just sending out communication that the decision or change was made.

- A need for college administrators to increase participatory governance by seeking out the thoughts and ideas of faculty and staff when making decisions, or developing process or policy.
- A need for administrators to become more involved and visible in the community we serve in order to share the unique learning opportunities that exist here, and improve the communities' perception of Yuba College.
- A need for college administrators to acknowledge the contribution, insights and value that faculty and staff bring to the institution.
- A need for college administrators to communicate and follow up with faculty and staff when issues or concerns are brought to their attention for resolution or support.

Campus Culture and Morale

Comments pertaining to campus culture and morale were the second most prevalent topic. Fifty two of the two hundred and eight responses received from employees related specifically to campus culture, however, the Division of Student Services and Institutional Effectiveness believe that morale would improve if the other areas identified in this survey and in the written responses are addressed and improved upon. Especially with regard to building trust, positive relationships, consistent policy/processes, and addressing the needs of faculty and staff. Comments illustrated two perceptions with regard to campus culture and morale.

- A minority of comments reporting a feeling of a positive campus culture, citing a family like atmosphere that is supportive of faculty, staff, administrators and students.
- A majority of comments expressed low morale that borders on being corrosive, that contribute to system-wide dysfunction, causing a cycle of negativity that impacts the morale of college employees which in turn negatively effects students and the rest of the campus.

Faculty

Comments involving faculty focused on the need to hire more fulltime faculty, improve communication to adjunct faculty, and provide more opportunities of them to be involved. The following bullets outline the key themes that persisted in comments regarding faculty:

- Employees stressed the fact that Yuba College depends too heavily on adjunct faculty that are not able to fully involve themselves in the campus and our work here. Repeatedly responders pointed out the need to hire more fulltime faculty to improve the ratio of part time to fulltime faculty to help distribute existing and expected workloads, innovate and revitalize programs to engage and encourage students, and encourage a more vibrant campus culture.
- Comments repeatedly pointed out issues with communication regarding changes in process, policy or expectations that are not clearly passed along to adjunct faculty and administrators.
- Employees suggested that Yuba College should focus on hiring faculty that have practical working experience in the field of study instead of being limited to experiences in academia, so that students may benefit from the insights these faculty can provide when it comes to entering the workforce.

- Comments also suggested that many administrative tasks like scheduling and the on-boarding of adjunct faculty have been moved to faculty without acknowledgement or appreciation.

Policy and Process

Employees providing written responses consistently cited a need for the development and publication of the colleges' processes and procedures. The following areas were stressed in the submitted comments:
- The need to have processes and procedures explicitly written out, not just verbal or short email directives, this is especially needed in student services.
- Comments stressed the importance of removing the logistical barriers that have been created for our students to navigate through in order to enroll and complete their education at Yuba College.
- The need to update processes and procedures to encourage constancy in the application of workflows that are currently lacking at Yuba College.

District

Employee's comments were critical of the environment that currently exists at the district office, and questioned the value of the decisions being made at the executive level of leadership. The following represent the shared themes that emerged from these comments.
- A pervasive lack of trust seems to exist toward the top levels of executive leadership. This lack of trust is contributing to feelings of being deceived and disregarded, while questionable decisions are made that seem to go against the best interest of the students the district serves.
- Priorities seem to be made at the district level with little regard for how the decisions will effect faculty, staff or students.
- The district seems to lack clearly defined and productive institutional goals as well as plans that are well-thought out and coordinated to achieve those goals.
- Employees continue to question the soundness of the decision to move district services to an alternate location when executive leadership continue to stress issue with budget shortages.

Facilities

Comments concerning facilities stressed the following issues:
- ADA compliance with accessibility and safety of the facilities with regard to lighting, tripping hazards inside and outside of buildings, rodents in some areas, broken furniture, etc.
- Many of the buildings are aging and do not receive the maintenance and updating they require to not look or feel run down and ill-maintained.
- Many of the spaces on campus are not cleaned as frequently or as well as they should be.
- Maintenance requests to M&O can take months to be completed.

Staffing and Staff

Employees providing written responses that were about staffing or staff at Yuba College identified the following areas of concern:

- Persistent issues with understaffed and neglected departments. There is concern that the severe shortages of staff will negatively affect the institutions ability to implement initiatives like Guided Pathways and AB705.
- Continual issues with working classified employees out of class without appropriate compensation which leads staff to feel frustrated, overworked, and underappreciated which contributes to the low morale at the institution.
- A need for more training opportunities for staff to improve in areas like customer service to ensure students and the public have a positive experience when they visit us. Training is also needed to ensure processes and workflows are being followed appropriately. Training is especially needed when a process is changed or adopted or technology changes.

YCCD Office of Human Resources

Although many employees acknowledged in the written comments that the department is heavily impacted and have been under-resourced for many years, employees also expressed that many departments are under-resourced and still manage to perform necessary tasks. The following areas were stressed as areas to correct:

- Employees perceived an overall lack of responsiveness or acknowledgement to emails and phone calls. Questions and issues are not addressed in a timely manner. Employees reported inconsistency and inaccuracy of the information being provided by Human Resources staff.
- An expressed frustration with payroll errors. Employees suggested including leave balances and a breakdown of pay i.e. flex, load, stipend, extra pay on all paystubs to allow for a more accurate accounting for employees and the district.
- A perceived lack of even a preliminary process to orient and on-board new employees. Employees suggested that at least the minimum information to be given to new employees before their start date: pay (specific range and step), benefits, leave times, important college/district policies, procedures, mission and vision of the institution.
- An expressed frustration that college employees are being expected to pick up more and more of Human Resources tasks and a lack of general procedures/processes for employees to follow when submitting items to Human Resources.
- A need to rebuild trust in the hiring processes. Ensuring that hiring is a consistent, fair, and unbiased process that is not influenced by nepotism or favoritism, and allows the most qualified candidate from a pool made up of all individuals that applied for the position that meet minimum qualifications.
- A need to rebuild positive labor relations and trust with faculty and staff. A need for members of Human Resources to act as a non-biased intermediary between faculty, staff and administrators/district.

Technology

Comments regarding technology highlighted the following areas:

- Employees cite a need for new computers, updated software and functional classroom equipment. Faculty and staff are expected to work with obsolete computers and equipment that do not function as well as they need to, effecting their ability to complete work.
- A need to modernize and automate processes where possible and appropriate, particularly with matriculation and Human Resources.
- Issues with faculty and staff getting access to and assistance with software like Canvas, college email, etc.
- An expressed frustration with IT work requests being completed in a timely manner. Submitted IT requests seem to take months or years to be addressed or completed.
- Students are expected to navigate disjointed and miss-matched software that does not connect to each other.
- The website is plagued with broken links and outdated information. It is difficult to find things like Student Code of Conduct, and board policies. Things seem to appear and then disappear from the website frequently.
- A need for strong and reliable Wi-Fi on campus.

Community Relationships

Employees provided comments that centered on the colleges relationship and reputation within our community and service area partners, as well as our outreach efforts and strategies. Comments focused on the following areas:

- Our reputation within the community is poor, and not improving. Many of our local students do not feel excited about attending Yuba College, they fail to see the effect Yuba can have on their career or educational goals and view us only as a last resort.
- Students regularly share complaints in class or online about how they were treated rudely or dismissively by staff at the college which negatively effects our reputation in the community.
- Improve relationships with area high schools so they view Yuba College as a viable option for their students, not just a last alternative.
- Expressed skepticism in the institutions survey of the community needs, and a frustration in the colleges' slow response to identified issues.
- A need to increase our presence in the community, not so much advertising, but administrators, faculty, and staff being actively engaged in community organizations and activities, providing the college with opportunities to build relationships that restore the public's confidence in our ability to impact the community in positive ways.
- Employees suggest opening the campus (Marysville or Sutter) to the community, and acting as a host for community activities and events to increase traffic and build positive relationships with our local communities.

Training and On-boarding

While a few faculty expressed positive experiences with teaching communities and mentoring opportunities, and bulk of employee comments stressed the lack of any formal on-boarding protocols or sufficient training opportunities for staff to be able to complete the tasks expected of them. Comments stressed the following as areas to focus on:

- All new employees need to be appropriately on-boarded with ongoing support and training to ensure they are confident about their ability to perform their job duties.
- Existing employees need to undergo periodic training to ensure department procedures and processes are followed accurately so they can more efficiently and effectively serve students.
- There is a need to ensure all employees have at least a minimum understanding of other departments on campus so work can be done in tandem with each other and not give students conflicting information.
- An ongoing need for more training centered on the technology and software we are expected to utilize to complete our work tasks. A need for more training that focuses on how to improve teaching, and how to manage 150+ students.
- Staff express a desire to attend training, but with limited staffing and coverage it becomes difficult to take advantage of the training opportunities that are offered on campus.

Students

Employee comments identified the need to provide additional opportunities for students to be involved and network with each other. In particular comments suggested the following:

- Commit resources to expand Campus Life and club activities with the goal of increasing student engagement.
- Designate a place for students to hang out and have fun with each other. Allowing them to become more connected to the college and their peers which will help foster feelings of being cared for by the college and encourage persistence.
- Increase student retention and persistence efforts to encourage students complete their educational goal.
- Assist students with job placement, help prepare them for what to expect when applying for positions after completion. Yuba College did not succeed if students complete their education and are unable to obtain a job that allows them to earn a living wage.

Resources and Budget

Employee comments seemed to question the logic of some of the budgeting decisions we have made, as well as expressing frustration with interference by the district to make the best decisions for our college. Comments fixated on the following areas:

- Employees question the decisions with how categorical money from SSSP, Equity, and BSI are spent. There seems to be doubt that the expenditures have had a measurable effect on improving student outcomes or improving campus processes and policies, as everything seems to remain status quo.

- Yuba College seems to remain in a reactive state, putting out fires rather than planning and allocating resources appropriately.
- Constraints imposed by the district make it difficult for the college to make planning and budgeting decisions. The college needs to be empowered to make decisions that are best for our students.

Take Action

Employees shared concerns that little to no action would be taken with the results from this survey. Those that have been employed at the college for longer periods of time stated that a number of these studies had been performed in the past with little to no real effect. Employee comments pushed for a need to take real actionable steps to address the concerns brought to the surface from this and other studies the college conducts.

Recommendations

Developing recommendations for this report was an inclusive process that included input from the campus community that was gathered through a series of interactive Flex workshops between January and February 2019. The Division of Student Success and Institutional Effectiveness facilitated discussions about the survey results and asked participants to prioritize areas to address first. Feedback about recommendations were also received from the College Effectiveness and Accreditation Committee and College Council. All recommendations presented here were approved by CEAC as well as College Council.

1. Improve Campus Culture and Morale

Understanding that any efforts to improve campus culture and morale is a shared responsibility between all employment classifications within the institution, immediate steps need to be taken to improve campus culture and morale at Yuba College. Building back trust and improving relationships between all employment classifications is necessary, and can begin with administrators following up with faculty and staff when issues or requests for help are brought to their attention.

While we suspect that making gains with the other recommendations listed here will have a positive effect on campus culture and morale, we recommend that the college establish a workgroup or taskforce made up of administrators, faculty and staff that would be responsible with developing ways to improve morale on campus. Their goal would be integrating practices and traditions of recognition and appreciation into our campus culture.

2. Communication and Transparency

Reviewing the survey results, written comments, and feedback received from workshop participants it appears that Yuba College would benefit from improving all aspects of communication and transparency between employees. When referring to communication, we mean clearly communicating to employees any changes or updates that have been determined or adopted. When referring to transparency, we are talking about disclosing the background and logic on why a particular decision or change has been implemented over other options.

Based on feedback from workshop participants Yuba College has made improvement on communication, but not so much with transparency. We recommend that Yuba College make more of an effort to improve transparency which will help to build trust which would contribute to improving campus culture and morale.

Additional suggestions for improving communication is to encourage all employees to utilize their college email. Yuba College relies heavily on our Outlook email system to communicate with employees about nearly everything. When our part time employees, like adjunct faculty, do not connect with their college email they miss important information and announcements. The institution may also want to consider developing a single source for news about campus activities and events, so inboxes are not bombarded with messages from various individuals seeking to share information about their activities and campus events.

3. Update and Memorialize Existing Processes and Policies
We recommend that a major assessment and revision of our existing processes, procedures, and policies are necessary to ensure that they are current and work is performed correctly and consistently across departments. It may be wise to prioritize the topics identified in the STRATA report and the areas that initiatives like Guided Pathways, AB705, and enrollment management will rely on to be successful. Once processes and policies have been revised or established, Yuba College must prioritize memorializing them in writing to make them clear and accessible to all employees and students.

Taking these steps will contribute to building on the progress that has been made on improving communication and transparency at Yuba College. Faculty continually state in written comments in this survey and at the Flex workshops that they are not aware of processes and policies that Student Services utilize which makes it difficult to appropriately direct students. Inconsistencies in the interpretation of existing policies or process exist within different departments within student services, an example is FERPA, which should be relatively straight forward, but we struggle to retain the same interpretation of what is allowed within different departments across campus or even between staff within the same department.

4. Develop and Establish an Robust On-Boarding Process
Yuba College cannot depend on an overworked and understaffed Human Resources Department to develop and implement a consistent and robust on-boarding process that allows all new employees to feel supported as they begin working at our colleges. Yuba College must take on the responsibility of providing this support to our new employees. Yuba has already experienced success with the faculty mentorship program that pairs new faculty with tenured faculty members. It may be wise to build on this established program and develop a formal way to apply it to administrators and staff.

Taking on the responsibility of developing and implementing a comprehensive on-boarding process will require a major commitment from administration, but would be a huge step forward in improving campus culture at Yuba College. We recommend that Yuba College

established a workgroup or taskforce as a joint effort between the Professional Development Committee and LEAD to develop a proposal for an on-boarding process that can be implemented at Yuba College for staff and administrators that is in line with the existing program utilized by faculty.

5. Training Opportunities

Yuba College has taken steps to align professional development with the institutions stated objectives and goals, as well as increasing opportunities for all employment classifications to participate in professional development opportunities on campus. We would encourage Yuba College to continue down this path. Additional opportunities for faculty to learn about effective teaching strategies, and classroom management continue to be an area of interest. There seems to be a need for additional opportunities for faculty and staff to learn about the various resources and services on campus available to assist students. As well as an expressed need for additional resources for faculty and staff to learn technology and software that is necessary for their work. This would include platforms like Canvas, Ellucian, OOHLALA, and the newly adopted eLumen software, among others.

Appendix A: Survey Results

~ Indicates a custom item that was added to the survey by Yuba College.

Section 1: Campus Culture and Polices

Key	RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	IMPORTANCE			SATISFACTION			GAP
		Mean	Standard Deviation	Valid Respondents	Mean	Standard Deviation	Valid Respondents	
1	This institution promotes excellent employee-student relationships	4.55	.68	121	2.90	1.07	121	1.64
2	This institution treats students as its top priority	4.61	.71	120	2.63	1.11	120	1.98
3	This institution does a good job of meeting the needs of students	4.72	.66	120	2.54	1.05	119	2.18
4	The mission, purpose, and values of this institution are well understood by most employees	4.21	.83	120	2.77	1.07	120	1.44
5	Most employees are generally supportive of the mission, purpose, and values of this institution	4.29	.74	119	3.07	1.11	121	1.21
6	The goals and objectives of this institution are consistent with its mission and values	4.32	.77	117	2.92	1.19	119	1.40
7	This institution involves its employees in planning for the future	4.42	.86	120	2.67	1.27	118	1.75
8	This institution plans carefully	4.42	.92	119	2.28	1.12	120	2.15
9	The leadership of this institution has a clear sense of purpose	4.55	.79	119	2.53	1.30	120	2.02
10	This institution does a good job of meeting the needs of its faculty	4.26	.91	117	2.59	1.22	121	1.68
11	This institution does a good job of meeting the needs of staff	4.38	.77	118	2.36	1.10	118	2.02
12	This institution does a good job of meeting the needs of administrators	3.97	.89	118	3.24	1.02	119	0.73
13	This institution makes sufficient budgetary resources available to achieve important objectives	4.47	.81	118	2.18	1.06	121	2.29
14	This institution makes sufficient staff resources available to achieve important objectives	4.41	.82	118	2.15	1.07	120	2.26
15	There are effective lines of communication between departments	4.31	.96	118	2.39	1.14	121	1.92
16	Administrators share information regularly with faculty and staff	4.38	.84	116	2.63	1.27	121	1.75
17	There is good communication between the faculty and the administration at this institution	4.36	.89	116	2.52	1.11	120	1.85
18	There is good communication between staff and the administration at this institution	4.37	.89	115	2.55	1.17	118	1.82
19	Faculty take pride in their work	4.59	.74	119	3.86	.96	118	0.72
20	Staff take pride in their work	4.61	.59	119	3.75	1.11	122	0.85
21	Administrators take pride in their work	4.54	.73	116	3.14	1.23	120	1.40
22	There is a spirit of teamwork and cooperation at this institution	4.54	.71	119	2.64	1.20	121	1.89
23	The reputation of this institution continues to improve	4.50	.76	119	2.31	1.22	121	2.20
24	This institution is well-respected in the community	4.57	.72	119	2.26	1.05	121	2.32
25	Efforts to improve quality are paying off at this institution	4.50	.66	119	2.57	1.12	121	1.93
26	Employee suggestions are used to improve our institution	4.31	.81	119	2.34	1.12	121	1.97
27	This institution consistently follows clear processes for selecting new employees	4.51	.68	115	2.55	1.22	118	1.96
28	This institution consistently follows clear processes for orienting and training new employees	4.48	.73	116	2.05	1.13	119	2.43
29	This institution consistently follows clear processes for recognizing employee achievements	4.08	.93	118	2.80	1.20	119	1.28
30	This institution has written procedures that clearly define who is responsible for each operation and service	4.31	.80	116	2.35	1.12	119	1.96
31~	This institution consistently follows clear processes for evaluating employee performance.	4.31	.75	118	2.73	1.17	120	1.59
32~	Student learning is a top priority at this institution	4.65	.66	118	2.86	1.13	120	1.79
33~	This institution regularly discusses student learning outcomes (SLOs) and/or service area outcomes (SAOs) at division meetings	3.98	.99	119	3.18	1.12	120	0.80
34~	My department consistently utilizes student learning outcomes (SLOs) and/or service area outcomes (SAOs) results to improve	4.05	.99	117	3.33	1.19	119	0.72
35~	This institution uses student learning outcomes (SLOs) and/or service area outcomes (SAOs) results/data in college wide decision making	4.06	1.05	116	2.78	1.18	117	1.28
36	Program Reviews are used in college wide decision-making	4.21	.86	117	2.71	1.23	118	1.50
37~	Most employees at this institution trust leadership to make student focused decisions.	4.45	.76	118	2.23	1.19	120	2.22
38~	The planning processes at this institutional are tied to the budget development process	4.18	.80	115	2.49	1.03	115	1.70
39~	The planning process at this institution results in appropriate institutional plans	4.22	.87	115	2.43	1.11	118	1.79
40~	Ample opportunities exist for employees to participate in the institutional budget and planning process	4.21	.81	117	2.52	1.23	118	1.70

Section 2: Institutional Goals

	RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Mean	Standard Deviation	Valid Respondents
	[A] Increase the enrollment of new students	4.38	0.82	119
	[B] Retain more of its current students to graduation	4.80	0.46	119
	[C] Improve the academic ability of entering student classes	4.15	0.86	119
	[D] Recruit students from new geographic markets	3.40	1.22	120
	[E] Increase the diversity of racial and ethnic groups represented among the student body	3.44	1.23	119
	[F] Develop new academic programs	3.62	1.10	119
	[G] Improve the quality of existing academic programs	4.58	0.59	118
	[H] Improve the appearance of campus buildings and grounds	4.39	0.98	118
	[I] Improve employee morale	4.64	0.66	117
~	[J] Increase partnerships with local high schools	4.44	0.70	118
~	[K] Increase partnerships with regional agencies, industry, and businesses to promote economic development	4.44	0.76	119
~	[L] Improve the sense of community on campus	4.71	0.56	119
~	[M] Some other goal	3.55	1.50	75

(Choose three goals that you believe should be this institution's top priorities) First priority goal:	Count	Percent
[A] Increase the enrollment of new students	12	10.1%
[B] Retain more of its current students to graduation	41	34.5%
[C] Improve the academic ability of entering student classes	3	2.5%
[D] Recruit students from new geographic markets	0	0.0%
[E] Increase the diversity of racial and ethnic groups represented among the student body	1	0.8%
[F] Develop new academic programs	2	1.7%
[G] Improve the quality of existing academic programs	17	14.3%
[H] Improve the appearance of campus buildings and grounds	14	11.8%
[I] Improve employee morale	16	13.4%
~ [J] Increase partnerships with local high schools	1	0.8%
~ [K] Increase partnerships with regional agencies, industry, and businesses to promote economic development	7	5.9%
~ [L] Improve the sense of community on campus	4	3.4%
~ [M] Some other goal	1	0.8%
All responses	119	100.0%

(Choose three goals that you believe should be this institution's top priorities) Second priority goal:	Count	Percent
[A] Increase the enrollment of new students	20	16.9%
[B] Retain more of its current students to graduation	25	21.2%
[C] Improve the academic ability of entering student classes	4	3.4%
[D] Recruit students from new geographic markets	0	0.0%
[E] Increase the diversity of racial and ethnic groups represented among the student body	2	1.7%
[F] Develop new academic programs	4	3.4%
[G] Improve the quality of existing academic programs	11	9.3%
[H] Improve the appearance of campus buildings and grounds	11	9.3%
[I] Improve employee morale	18	15.3%
~ [J] Increase partnerships with local high schools	6	5.1%
~ [K] Increase partnerships with regional agencies, industry, and businesses to promote economic development	5	4.2%
~ [L] Improve the sense of community on campus	12	10.2%
~ [M] Some other goal	0	0.0%
All responses	118	100.0%

(Choose three goals that you believe should be this institution's top priorities) Third priority goal:	Count	Percent
[A] Increase the enrollment of new students	19	16.1%
[B] Retain more of its current students to graduation	12	10.2%
[C] Improve the academic ability of entering student classes	5	4.2%
[D] Recruit students from new geographic markets	2	1.7%
[E] Increase the diversity of racial and ethnic groups represented among the student body	2	1.7%
[F] Develop new academic programs	7	5.9%
[G] Improve the quality of existing academic programs	14	11.9%
[H] Improve the appearance of campus buildings and grounds	17	14.4%
[I] Improve employee morale	11	9.3%
~ [J] Increase partnerships with local high schools	5	4.2%
~ [K] Increase partnerships with regional agencies, industry, and businesses to promote economic development	6	5.1%
~ [L] Improve the sense of community on campus	15	12.7%
~ [M] Some other goal	3	2.5%
All responses	118	100.0%

	TOTAL "VOTES" FOR EACH GOAL	First Priority	Second Priority	Third Priority	TOTAL	TOTAL PERCENT
	[A] Increase the enrollment of new students	12	20	19	51	14.4%
	[B] Retain more of its current students to graduation	41	25	12	78	22.0%
	[C] Improve the academic ability of entering student classes	3	4	5	12	3.4%
	[D] Recruit students from new geographic markets	0	0	2	2	0.6%
	[E] Increase the diversity of racial and ethnic groups represented among the student body	1	2	2	5	1.4%
	[F] Develop new academic programs	2	4	7	13	3.7%
	[G] Improve the quality of existing academic programs	17	11	14	42	11.8%
	[H] Improve the appearance of campus buildings and grounds	14	11	17	42	11.8%
	[I] Improve employee morale	16	18	11	45	12.7%
~	[J] Increase partnerships with local high schools	1	6	5	12	3.4%
~	[K] Increase partnerships with regional agencies, industry, and businesses to promote economic development	7	5	6	18	5.1%
~	[L] Improve the sense of community on campus	4	12	15	31	8.7%
~	[M] Some other goal	1	0	3	4	1.1%
	All responses	119	118	118	355	100.0%

Section 3: Involvement in Planning and Decision-Making

	RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Mean	Standard Deviation	Valid Respondents
	How involved are: Faculty	2.66	1.06	118
	How involved are: Staff	2.12	0.87	117
	How involved are: Deans or directors of administrative units	3.38	1.01	116
	How involved are: Deans or chairs of academic units	3.35	1.04	117
	How involved are: Senior administrators (VP, Provost level or above)	3.86	0.99	116
	How involved are: Students	1.86	0.81	117
	How involved are: Trustees	3.35	1.25	114
	How involved are: Alumni	2.28	0.91	114
~	How involved are: Parents	2.24	0.96	114
~	How involved are: Adjunct Faculty	1.91	0.88	118
~	How involved are: Community members	1.85	0.80	115

Section 4: Work Environment

KEY	RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	IMPORTANCE			SATISFACTION			GAP
		Mean	Standard Deviation	Valid Respondents	Mean	Standard Deviation	Valid Respondents	
1	It is easy for me to get information at this institution	4.43	0.76	117	2.40	1.05	118	2.03
2	I learn about important campus events in a timely manner	4.12	0.81	117	3.03	1.00	118	1.09
3	I am empowered to resolve problems quickly	4.30	0.77	115	2.83	1.13	117	1.48
4	I am comfortable answering student questions about institutional policies and procedures	4.16	0.86	116	3.18	1.02	116	0.98
5	I have the information I need to do my job well	4.51	0.71	117	3.22	1.11	116	1.29
6	My job responsibilities are communicated clearly to me	4.43	0.79	115	3.24	1.23	116	1.19
7	My supervisor pays attention to what I have to say	4.48	0.78	115	3.40	1.43	117	1.08
8	My supervisor helps me improve my job performance	4.36	0.86	116	3.27	1.36	117	1.09
9	My department or work unit has written, up-to-date objectives	4.12	0.98	116	3.15	1.22	117	0.97
10	My department meets as a team to plan and coordinate work	4.35	0.77	115	3.32	1.33	117	1.03
11	My department has the budget needed to do its job well	4.51	0.71	117	2.47	1.22	119	2.04
12	My department has the staff needed to do its job well	4.54	0.74	117	2.27	1.24	117	2.26
13	I am paid fairly for the work I do	4.44	0.73	116	2.97	1.39	118	1.47
14	The employee benefits available to me are valuable	4.54	0.68	117	3.40	1.32	117	1.14
15	I have adequate opportunities for advancement	4.09	0.99	117	2.91	1.29	117	1.19
16	I have adequate opportunities for training to improve my skills	4.26	0.80	116	3.16	1.17	115	1.10
17	I have adequate opportunities for professional development	4.26	0.69	117	3.25	1.23	118	1.02
18	The type of work I do on most days is personally rewarding	4.57	0.62	115	4.19	0.85	116	0.38
19	The work I do is appreciated by my supervisor	4.28	0.82	115	3.52	1.32	117	0.76
20	The work I do is valuable to the institution	4.53	0.69	114	3.85	1.24	117	0.67
21	I am proud to work at this institution	4.46	0.68	113	3.52	1.25	117	0.94
22~	I learn about changes in policies and procedures in a timely manner	4.28	0.84	116	2.62	1.10	117	1.66
23~	I have the support of my department to participate on college committees	4.09	0.92	117	3.74	1.21	117	0.36
24~	I feel safe and secure on campus	4.50	0.63	116	3.55	1.09	117	0.95
25~	I receive the training I need to do my job well	4.32	0.79	115	3.09	1.15	116	1.24
26~	The amount of work I am expected to complete is reasonable	4.37	0.76	115	2.88	1.25	116	1.49
27~	The facilities in which I work are maintained in good condition	4.41	0.81	116	2.52	1.34	118	1.90
28~	The facilities in which I work are cleaned regularly	4.46	0.79	114	2.48	1.33	117	1.99
29~	My department has the IT support it needs to do its job well	4.54	0.77	117	2.44	1.24	118	2.10
30~	The information and services I receive from the Human Resources Department are accurate and timely	4.44	0.77	117	2.08	1.17	118	2.36
31~	The information and services I receive from the Fiscal Services Department (payroll, purchasing, and reimbursement) are accurate and timely	4.44	0.76	115	2.72	1.09	118	1.72

Overall satisfaction

	Mean	SD	Valid
Rate your overall satisfaction with your employment here so far:	3.31	1.06	121

Section 5: Demographics

How long have you worked at this institution?	Count	Percent
Less than 1 year	8	6.6%
1 to 5 years	31	25.6%
6 to 10 years	25	20.7%
11 to 20 years	40	33.1%
More than 20 years	17	14.0%
All responses	121	100.0%

Is your position:	Count	Percent
Faculty	69	59.0%
Staff	36	30.8%
Administrator	12	10.3%
All responses	117	100.0%

Is your position:	Count	Percent
Full-time	93	76.9%
Part-time	25	20.7%
~ Temporary	3	2.5%
All responses	121	100.0%

~	*Your primary work location is:*	Count	Percent
~	Yuba College-Main Campus	108	90.8%
~	Yuba College-Outreach Centers (Beale/Sutter)	7	5.9%
~	Other Location	4	3.4%
~	All responses	119	100.0%

~	*Are you currently an adjunct faculty member for Yuba College?*	Count	Percent
~	No	90	75.6%
~	Yes	29	24.4%
~	All responses	119	100.0%

Appendix B: Cohort Results

The significance level for Importance is a result of comparing your institution's average importance score to the comparison group's average importance score. Likewise for the Satisfaction score. The result is obtained by running an ANOVA (analysis of variance) on the two scores. The result you see is showing you the level of significance, or the p-value.

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.

Section 1: Campus Culture and Polices

Key	RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Yuba College			Comparison group			IMP Sign diff	SAT Sign diff	IMP Diff	SAT Diff
		IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP				
1	This institution promotes excellent employee-student relationships	4.55	2.90	1.64	4.63	3.71	0.92	NS	***	-0.082	-0.806
2	This institution treats students as its top priority	4.61	2.63	1.98	4.71	3.63	1.08	*	***	-0.104	-1.006
3	This institution does a good job of meeting the needs of students	4.72	2.54	2.18	4.68	3.57	1.11	NS	***	0.034	-1.035
4	The mission, purpose, and values of this institution are well understood by most employees	4.21	2.77	1.44	4.36	3.51	0.85	*	***	-0.149	-0.740
5	Most employees are generally supportive of the mission, purpose, and values of this institution	4.29	3.07	1.21	4.38	3.59	0.79	NS	***	-0.095	-0.517
6	The goals and objectives of this institution are consistent with its mission and values	4.32	2.92	1.40	4.44	3.58	0.86	NS	***	-0.121	-0.660
7	This institution involves its employees in planning for the future	4.42	2.67	1.75	4.42	3.08	1.35	NS	***	-0.006	-0.407
8	This institution plans carefully	4.42	2.28	2.15	4.51	3.13	1.38	NS	***	-0.095	-0.855
9	The leadership of this institution has a clear sense of purpose	4.55	2.53	2.02	4.59	3.33	1.26	NS	***	-0.046	-0.807
10	This institution does a good job of meeting the needs of its faculty	4.26	2.59	1.68	4.42	3.24	1.18	*	***	-0.155	-0.650
11	This institution does a good job of meeting the needs of staff	4.38	2.36	2.02	4.43	3.13	1.30	NS	***	-0.046	-0.765
12	This institution does a good job of meeting the needs of administrators	3.97	3.24	0.73	4.21	3.68	0.53	**	***	-0.242	-0.445
13	This institution makes sufficient budgetary resources available to achieve important objectives	4.47	2.18	2.29	4.48	3.18	1.30	NS	***	-0.001	-0.998
14	This institution makes sufficient staff resources available to achieve important objectives	4.41	2.15	2.26	4.41	3.10	1.31	NS	***	-0.004	-0.948
15	There are effective lines of communication between departments	4.31	2.39	1.92	4.47	2.79	1.68	*	***	-0.167	-0.405
16	Administrators share information regularly with faculty and staff	4.38	2.63	1.75	4.48	3.08	1.40	NS	***	-0.106	-0.454
17	There is good communication between the faculty and the administration at this institution	4.36	2.52	1.85	4.47	3.06	1.40	NS	***	-0.106	-0.548
18	There is good communication between staff and the administration at this institution	4.37	2.55	1.82	4.44	3.06	1.38	NS	***	-0.065	-0.505
19	Faculty take pride in their work	4.59	3.86	0.72	4.66	3.91	0.74	NS	NS	-0.069	-0.049
20	Staff take pride in their work	4.61	3.75	0.85	4.62	3.84	0.78	NS	NS	-0.013	-0.083
21	Administrators take pride in their work	4.54	3.14	1.40	4.59	3.75	0.83	NS	***	-0.043	-0.612
22	There is a spirit of teamwork and cooperation at this institution	4.54	2.64	1.89	4.57	3.06	1.51	NS	***	-0.028	-0.412
23	The reputation of this institution continues to improve	4.50	2.31	2.20	4.57	3.41	1.16	NS	***	-0.069	-1.102
24	This institution is well-respected in the community	4.57	2.26	2.32	4.63	3.63	1.00	NS	***	-0.058	-1.378
25	Efforts to improve quality are paying off at this institution	4.50	2.57	1.93	4.49	3.35	1.14	NS	***	0.008	-0.779
26	Employee suggestions are used to improve our institution	4.31	2.34	1.97	4.37	2.98	1.39	NS	***	-0.057	-0.641
27	This institution consistently follows clear processes for selecting new employees	4.51	2.55	1.96	4.41	3.17	1.23	NS	***	0.104	-0.623
28	This institution consistently follows clear processes for orienting and training new employees	4.48	2.05	2.43	4.42	3.08	1.34	NS	***	0.058	-1.031
29	This institution consistently follows clear processes for recognizing employee achievements	4.08	2.80	1.28	4.25	3.13	1.12	*	**	-0.175	-0.336
30	This institution has written procedures that clearly define who is responsible for each operation and service	4.31	2.35	1.96	4.34	3.11	1.23	NS	***	-0.025	-0.756

Section 2: Institutional Goals

RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Yuba College Mean	Comparison group Mean	Sign diff	Mean Diff
A) Increase the enrollment of new students	4.38	4.41	NS	-0.033
B) Retain more of its current students to graduation	4.80	4.70	NS	0.102
C) Improve the academic ability of entering student classes	4.15	4.38	**	-0.225
D) Recruit students from new geographic markets	3.40	3.70	**	-0.296
E) Increase the diversity of racial and ethnic groups represented among the student body	3.44	3.65	*	-0.210
F) Develop new academic programs	3.62	3.90	**	-0.282
G) Improve the quality of existing academic programs	4.58	4.53	NS	0.059
H) Improve the appearance of campus buildings and grounds	4.39	3.80	***	0.586
I) Improve employee morale	4.64	4.58	NS	0.063

(Choose three goals that you believe should be this institution's top priorities) First priority goal:	Yuba College Count	Yuba College Percent	Comparison group Count	Comparison group Percent
A) Increase the enrollment of new students	12	11.3%	3,379	22.4%
B) Retain more of its current students to graduation	41	38.7%	5,203	34.4%
C) Improve the academic ability of entering student classes	3	2.8%	1,168	7.7%
D) Recruit students from new geographic markets	0	0.0%	111	0.7%
E) Increase the diversity of racial and ethnic groups represented among the student body	1	0.9%	131	0.9%
F) Develop new academic programs	2	1.9%	555	3.7%
G) Improve the quality of existing academic programs	17	16.0%	2,009	13.3%
H) Improve the appearance of campus buildings and grounds	14	13.2%	178	1.2%
I) Improve employee morale	16	15.1%	2,378	15.7%
All responses	106	100.0%	15,112	100.0%

(Choose three goals that you believe should be this institution's top priorities) Second priority goal:	Yuba College Count	Yuba College Percent	Comparison group Count	Comparison group Percent
A) Increase the enrollment of new students	20	21.1%	3,329	22.2%
B) Retain more of its current students to graduation	25	26.3%	4,156	27.7%
C) Improve the academic ability of entering student classes	4	4.2%	1,438	9.6%
D) Recruit students from new geographic markets	0	0.0%	279	1.9%
E) Increase the diversity of racial and ethnic groups represented among the student body	2	2.1%	235	1.6%
F) Develop new academic programs	4	4.2%	989	6.6%
G) Improve the quality of existing academic programs	11	11.6%	2,423	16.2%
H) Improve the appearance of campus buildings and grounds	11	11.6%	338	2.3%
I) Improve employee morale	18	18.9%	1,792	12.0%
All responses	95	100.0%	14,979	100.0%

(Choose three goals that you believe should be this institution's top priorities) Third priority goal:	Yuba College Count	Yuba College Percent	Comparison group Count	Comparison group Percent
A) Increase the enrollment of new students	19	21.3%	2,345	16.1%
B) Retain more of its current students to graduation	12	13.5%	2,155	14.8%
C) Improve the academic ability of entering student classes	5	5.6%	1,599	11.0%
D) Recruit students from new geographic markets	2	2.2%	586	4.0%
E) Increase the diversity of racial and ethnic groups represented among the student body	2	2.2%	493	3.4%
F) Develop new academic programs	7	7.9%	1,663	11.4%
G) Improve the quality of existing academic programs	14	15.7%	2,510	17.3%
H) Improve the appearance of campus buildings and grounds	17	19.1%	672	4.6%
I) Improve employee morale	11	12.4%	2,515	17.3%
All responses	89	100.0%	14,538	100.0%

TOTAL "VOTES" FOR EACH GOAL	Yuba College TOTAL	Yuba College Percent	Comparison group TOTAL	Comparison group PERCENT
A) Increase the enrollment of new students	51	17.6%	9,053	20.3%
B) Retain more of its current students to graduation	78	26.9%	11,514	25.8%
C) Improve the academic ability of entering student classes	12	4.1%	4,205	9.4%
D) Recruit students from new geographic markets	2	0.7%	976	2.2%
E) Increase the diversity of racial and ethnic groups represented among the student body	5	1.7%	859	1.9%
F) Develop new academic programs	13	4.5%	3,207	7.2%
G) Improve the quality of existing academic programs	42	14.5%	6,942	15.6%
H) Improve the appearance of campus buildings and grounds	42	14.5%	1,188	2.7%
I) Improve employee morale	45	15.5%	6,685	15.0%
All responses	290	100.0%	44,629	100.0%

Section 3: Involvement in Planning and Decision-Making

RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Yuba College Mean	Comparison group Mean	Sign diff	Mean Diff
How involved are: Faculty	2.66	2.64	NS	0.018
How involved are: Staff	2.12	2.34	**	-0.219
How involved are: Deans or directors of administrative units	3.38	3.36	NS	0.015
How involved are: Deans or chairs of academic units	3.35	3.29	NS	0.058
How involved are: Senior administrators (VP, Provost level or above)	3.86	3.77	NS	0.090
How involved are: Students	1.86	2.32	***	-0.460
How involved are: Trustees	3.35	3.22	NS	0.128
How involved are: Alumni	2.28	2.51	**	-0.225

Section 4: Work Environment

KEY	RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Yuba College			Comparison group			IMP Sign Diff	SAT Sign diff	IMP Diff	SAT Diff
		IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP				
1	It is easy for me to get information at this institution	4.43	2.40	2.03	4.49	3.27	1.22	NS	***	-0.064	-0.869
2	I learn about important campus events in a timely manner	4.12	3.03	1.09	4.22	3.50	0.71	NS	***	-0.097	-0.478
3	I am empowered to resolve problems quickly	4.30	2.83	1.48	4.43	3.37	1.06	*	***	-0.124	-0.540
4	I am comfortable answering student questions about institutional policies and procedures	4.16	3.18	0.98	4.23	3.51	0.72	NS	***	-0.067	-0.332
5	I have the information I need to do my job well	4.51	3.22	1.29	4.60	3.63	0.97	NS	***	-0.090	-0.408
6	My job responsibilities are communicated clearly to me	4.43	3.24	1.19	4.57	3.70	0.86	*	***	-0.132	-0.463
7	My supervisor pays attention to what I have to say	4.48	3.40	1.08	4.59	3.90	0.69	*	***	-0.115	-0.501
8	My supervisor helps me improve my job performance	4.36	3.27	1.09	4.46	3.75	0.71	NS	***	-0.098	-0.475
9	My department or work unit has written, up-to-date objectives	4.12	3.15	0.97	4.26	3.58	0.68	NS	***	-0.137	-0.424
10	My department meets as a team to plan and coordinate work	4.35	3.32	1.03	4.35	3.67	0.68	NS	**	0.003	-0.350
11	My department has the budget needed to do its job well	4.51	2.47	2.04	4.51	3.09	1.42	NS	***	0.002	-0.617
12	My department has the staff needed to do its job well	4.54	2.27	2.26	4.56	3.06	1.50	NS	***	-0.021	-0.783
13	I am paid fairly for the work I do	4.44	2.97	1.47	4.56	3.14	1.42	*	NS	-0.120	-0.161
14	The employee benefits available to me are valuable	4.54	3.40	1.14	4.58	3.85	0.73	NS	***	-0.045	-0.447
15	I have adequate opportunities for advancement	4.09	2.91	1.19	4.25	3.02	1.23	*	NS	-0.155	-0.110
16	I have adequate opportunities for training to improve my skills	4.26	3.16	1.10	4.40	3.40	1.01	*	*	-0.146	-0.239
17	I have adequate opportunities for professional development	4.26	3.25	1.02	4.38	3.43	0.95	NS	NS	-0.112	-0.183
18	The type of work I do on most days is personally rewarding	4.57	4.19	0.38	4.58	4.09	0.49	NS	NS	-0.003	0.099
19	The work I do is appreciated by my supervisor	4.28	3.52	0.76	4.46	3.90	0.56	**	***	-0.178	-0.377
20	The work I do is valuable to the institution	4.53	3.85	0.67	4.56	3.98	0.59	NS	NS	-0.039	-0.123
21	I am proud to work at this institution	4.46	3.52	0.94	4.56	4.09	0.47	NS	***	-0.101	-0.569

Overall satisfaction	Yuba College Mean	Comparison group Mean	Sign diff
Rate your overall satisfaction with your employment here so far:	3.31	3.85	***

Section 5: Demographics

How long have you worked at this institution?	Yuba College Count	Yuba College Percent	Comparison group Count	Comparison group Percent
Less than 1 year	8	6.6%	1,338	8.6%
1 to 5 years	31	25.6%	4,695	30.2%
6 to 10 years	25	20.7%	3,663	23.6%
11 to 20 years	40	33.1%	3,929	25.3%
More than 20 years	17	14.0%	1,897	12.2%
All responses	121	100.0%	15,522	100.0%

Is your position:	Yuba College Count	Yuba College Percent	Comparison group Count	Comparison group Percent
Faculty	69	59.0%	7,003	45.4%
Staff	36	30.8%	7,056	45.7%
Administrator	12	10.3%	1,373	8.9%
All responses	117	100.0%	15,432	100.0%

Is your position:	Yuba College Count	Yuba College Percent	Comparison group Count	Comparison group Percent
Full-time	93	78.8%	12,458	82.8%
Part-time	25	21.2%	2,593	17.2%
All responses	118	100.0%	15,051	100.0%

Appendix C: Cohort Group

CESS 2018 Comparison Group	
Aims Community College	Mountwest Community & Technical College
Arizona Western College	Mt Hood Community College
Bates Technical College	Murray State College
Beaufort County Community College	New Mexico Junior College
Broome Community College	New Mexico State University - Carlsbad
Cascadia College	Normandale Community College
Cascadia Community College	North Dakota State College of Science
Central Ohio Technical College	Northeast Iowa CC
Central Wyoming College	Northeast State Community College
Chandler Gilbert Community College	Northern Oklahoma College
College of the Redwoods	Northwest Arkansas Community College
Cowley County Community College	Northwest Technical College
Durham Technical Community College	Ogeechee Technical College
Eastern Gateway Community College	Parkland College
Eastern New Mexico University-Ruidoso	Piedmont Technical College
Georgia Military College	Prairie State College
Gogebic Community College	Richland College
Greenville Technical College	SUNY Broome Community College
Guttman Community College	Santa Fe Community College
Helena College	Southeast_Technical_Institute
Kankakee Community College	Southern Crescent Technical College
Kishwaukee College	Southwest Wisconsin Technical College
Lakeland College AB	Southwestern College
Lakeshore Technical College	Tri-County Technical College
Laramie County Community College	Trident Technical College
Laredo Community College	West Georgia Technical College
Marion Technical College	Western Technical College
Minneapolis Community and Technical College	Wisconsin Indianhead Technical College
Montcalm Community College	Yuba Community College
Mountain View College	
Notes:	
All survey data has been collected within the last 3 years.	
Please refer to College Navigator for additional details on individual institutions:	
http://nces.ed.gov/collegenavigator/	