

2015 Employee Engagement and Satisfaction Survey

Executive Summary

Helena College University of Montana

Office of Institutional Research



Introduction

Helena College has identified employee engagement and satisfaction as an institutional priority by inclusion in both the college's current core themes and its strategic plan. Under core theme three-strengthen the community, employee engagement and satisfaction serves as an indicator of achievement for objective four which is to develop and strengthen employee knowledge, skills and engagement. The specific metric for measuring achievement of the objective is the percentage of employees surveyed indicating overall engagement and satisfaction. The rationale for the indicator is that it demonstrates employee investment in their work and the mission and goals of the College and their perceptions of the work environment provided by the College. In the 2012-2022 Helena College Strategic Plan the measurement of employee satisfaction, particularly with regard to institutional resources, serves as a key performance indicator (KPI) for objective two-build and maintain positive internal relationships under strategic goal five which is to advance the institution.

The current baseline for assessing employee satisfaction is a survey that was administrated in 2010 by the Office of Human Resources which found that 88.2% of employees indicated overall satisfaction with their employment at Helena College. This finding was reported by the acting Director of Human Resources in 2012; however, the Office of Institutional Research does not possess any documentation of the instrument or the results of the survey conducted in 2010. Further efforts will be made to locate and archive the results from this prior survey. For the purpose of ongoing assessment and to obtain more current data, during the 2014-15 academic year the Director of Human Resources and the Director of Institutional Research identified, recommended and administrated an appropriate third-party survey instrument.

Selection

From recommendations received by employees and colleagues via the National Council for Community College Research and Planning (NCCCRP) listserv, five potential employee surveys were identified and researched by the Directors of Human Resources and Institutional Research. These surveys included the Noel Levitz College Employee Satisfaction Survey (CESS), the Chronicle of Higher Education's Great Colleges to Work For Survey, the Higher Education Survey of Employee Engagement (HESEE) from the Institute for Organizational Excellence at the University of Texas, the Personal Assessment of the College Environment (PACE) from North Carolina State University, and the Q12 Survey from Gallup, Inc. A comparative summary of the surveys was presented to the College Leadership Team and the College Council early in the spring semester of 2015. Based on a combination of features, cost, and the processing time for



survey results, a recommendation was made to select the CESS. The College Council accepted this recommendation and approved the purchase of the CESS on January 13, 2015.

Administration

The CESS was administrated electronically via the internet on March 12-26, 2015. All college employees, including adjunct faculty were sent an email invitation from the Director of Human Resources with a link to the survey on March 12th. A follow-up reminder was sent out via email on March 19th. Noel-Levitz was responsible for maintaining the confidentiality of the survey and did not provide any information that would link individual responses back to any employee that completed the survey. A total of 87 employees completed the survey. As of fall 2014 the college employed 226 employees including 91 full-time faculty and staff and 135 part-time faculty and staff. Based on these figures the survey response rate was 38.5%. The final survey results were provided by Noel-Levitz to the Office of Institutional Research by secure electronic download on May 2, 2025.

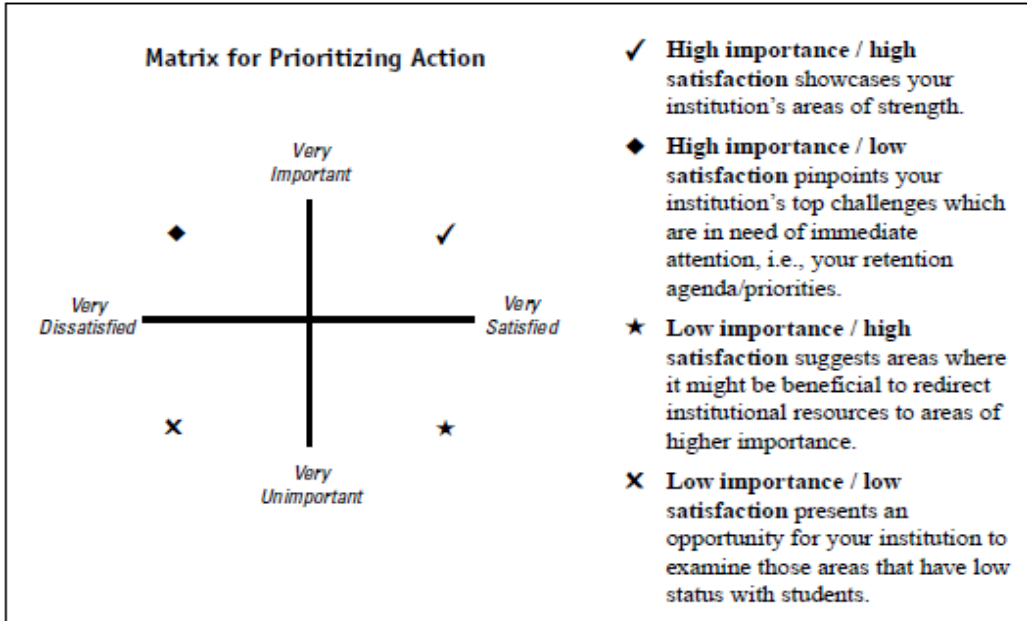
Overview

The Noel-Levitz College Employee Satisfaction Survey includes 74 questions measuring five areas including: campus culture and policies (30), institutional goals (11), involvement in planning and decision making (8), work environment (21) and demographics (4) which includes a question assessing overall satisfaction. For each item respondents are asked to rate both importance and satisfaction on a five point scale from very important/satisfied to not important/satisfied at all. The first four sections also include open-ended questions where employees have the opportunity to provide feedback relevant to each of the topic areas. The demographic questions survey length of employment, type of position (faculty, staff, and administrators) and employment status (full-time, part-time). Under the institutional goals section, respondents are also asked to choose 3 goals that should be the institution's priorities and to rank them accordingly.

Results

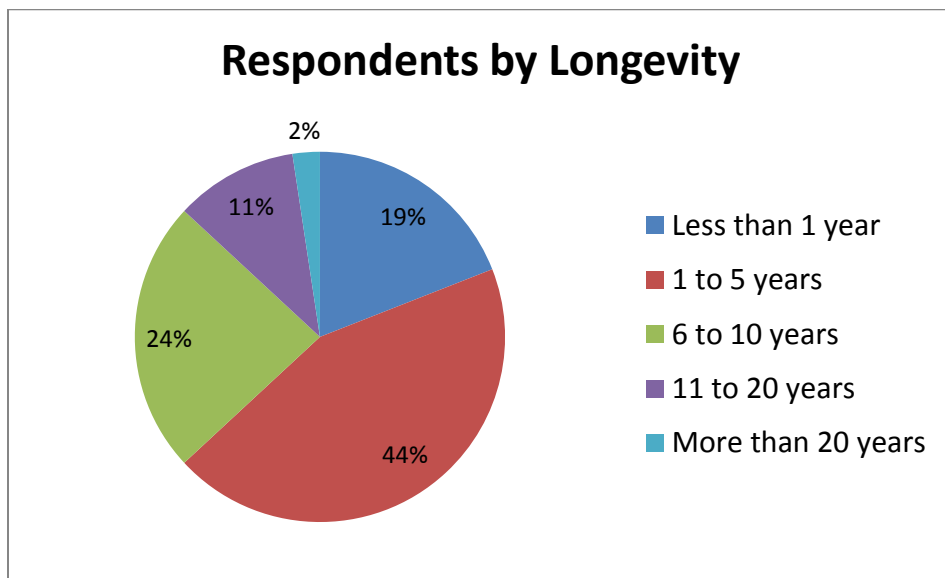
On May 2nd, Noel-Levitz provided the results of the survey which included a complete set of summary tables, a national comparison report for benchmarking against peer institutions, the raw survey data, and an interpretative guide. A summary table of each section provides the mean importance and satisfaction for each question as well as the standard deviation and the gap between importance and satisfaction. For each section, mean importance and satisfaction scores were graphed to provide a matrix for prioritizing institutional action in response to the survey. A summary of results by section follows.

Plotting Survey Results (Importance vs. Satisfaction)



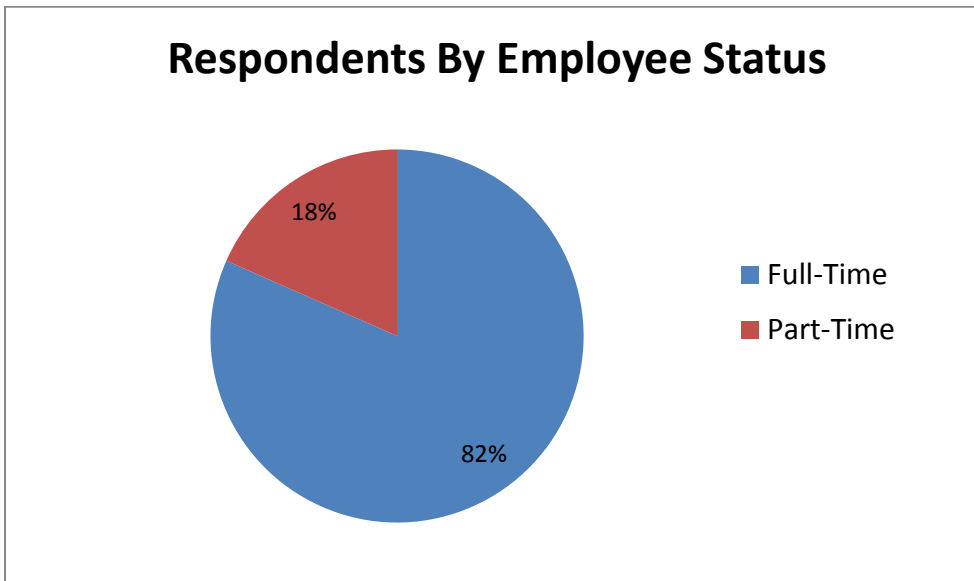
Demographics

Question 22: Employee Longevity



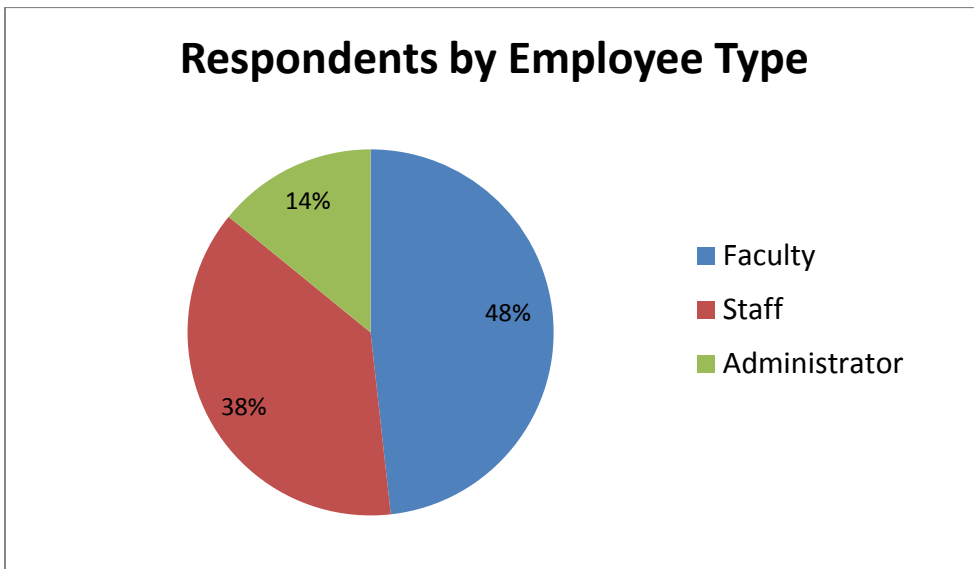
- Majority of respondents (63%) employed less than 6 years

Question 23: Employment Status



- In AY 2014-15, employee status was 40.3% full-time, 59.7% part-time

Question 24: Employee Type



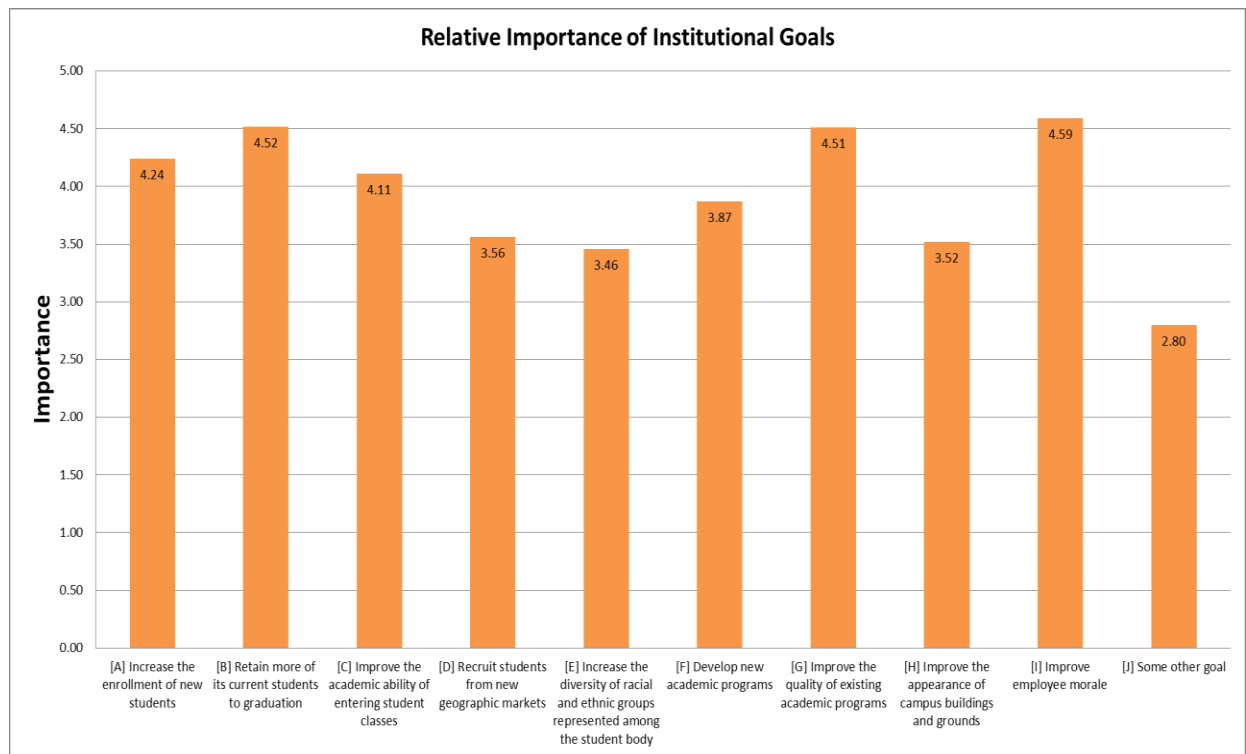
- AY 2014-15 employee type: 58.1% faculty, 26.5% staff, 15.4% administrators

Section 1: Campus Culture and Policies

(Average Item Importance= 4.47, Average Item Satisfaction= 3.06, Average Gap= 1.41)

Strengths (Highest Importance, Highest Satisfaction)	Q#	Import Rank	Satis Rank	Gap
This institution does a good job of meeting the needs of students	Q3	1	7	1.24
This institution treats students as its top priority	Q2	1	9	1.29
Faculty take pride in their work	Q19	2	1	0.80
Staff take pride in their work	Q20	3	2	0.90
This institution promotes excellent employee-student relationships	Q1	4	4	1.05
This institution is well-respected in the community	Q24	6	10	1.31
Administrators take pride in their work	Q21	8	3	0.84
Efforts to improve quality are paying off at this institution	Q25	10	13	1.24
Challenges (Highest Importance, Lowest Satisfaction)	Q#	Import Rank	Satis Rank	Gap
There is a spirit of teamwork and cooperation at this institution	Q22	5	26	2.07
This institution makes sufficient budgetary resources available to achieve important objectives	Q13	6	20	1.78
There are effective lines of communication between departments	Q15	8	27	2.13
This institution plans carefully	Q8	9	15	1.51
This institution consistently follows clear processes for selecting new employees	Q27	11	20	1.61
This institution makes sufficient staff resources available to achieve important objectives	Q14	11	16	1.55
This institution consistently follows clear processes for orienting and training new employees	Q28	12	25	1.85
Institutional leaders share information regularly with employees	Q16	13	22	1.67
Areas Where Effort/Resources Could be Redirected (Low Importance, High Satisfaction)	Q#	Import Rank	Satis Rank	Gap
The goals and objectives of this institution are consistent with its mission and values	Q6	19	5	0.77
The mission, purpose, and values of this institution are well understood by most employees	Q4	21	6	0.74
Most employees are generally supportive of the mission, purpose, and values of this institution	Q5	22	8	0.80
This institution does a good job of meeting the needs of administrators	Q12	23	12	0.85
Assess Priorities (Low Importance, Low Satisfaction)	Q#	Import Rank	Satis Rank	Gap
This institution involves its employees in planning for the future	Q7	16	17	1.46
Employee suggestions are used to improve our institution	Q26	17	23	1.62
This institution consistently follows clear processes for recognizing employee achievements	Q29	18	24	1.69
There is good communication between staff and the administration at this institution	Q18	18	21	1.54
This institution has written procedures that clearly define who is responsible for each operation and service	Q30	20	16	1.41

Section 2: Institutional Goals



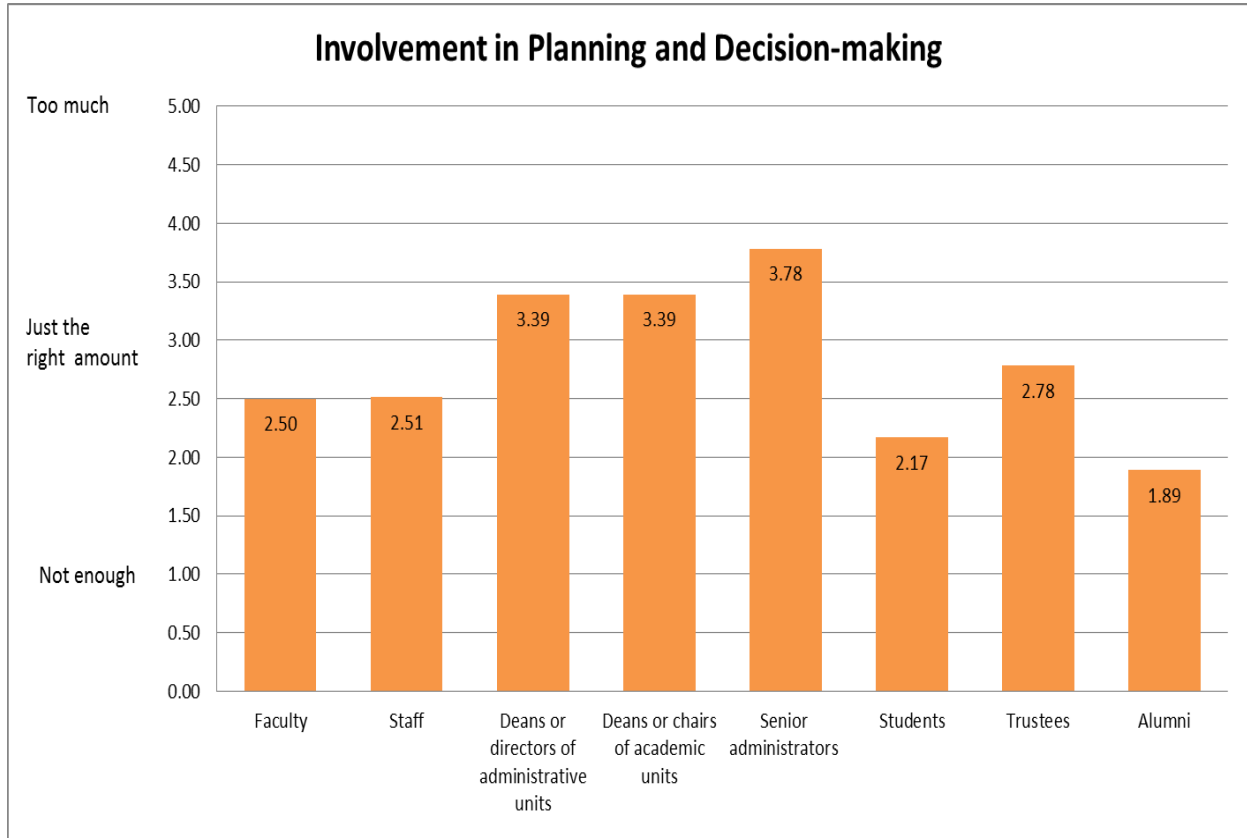
INSTITUTIONAL PRIORITIES BY TOTAL "VOTES" FOR EACH GOAL	First Priority	Second Priority	Third Priority	As Any Priority
[A] Increase the enrollment of new students	10.3%	23.0%	18.4%	51.7%
[B] Retain more of its current students to graduation	23.0%	23.0%	21.8%	54.0%
[C] Improve the academic ability of entering student classes	9.2%	3.4%	6.9%	19.5%
[D] Recruit students from new geographic markets	1.1%	2.3%	2.3%	5.7%
[E] Increase the diversity of racial and ethnic groups represented among the student body	0.0%	0.0%	2.3%	2.3%
[F] Develop new academic programs	4.6%	9.2%	11.5%	25.3%
[G] Improve the quality of existing academic programs	23.0%	19.5%	13.8%	56.3%
[H] Improve the appearance of campus buildings and grounds	1.1%	0.0%	2.3%	3.4%
[I] Improve employee morale	26.4%	19.5%	16.1%	62.1%
[J] Some other goal	1.1%	0.0%	4.6%	5.7%
All responses	100.0%	100.0%	100.0%	

Most Important Goals Identified by Survey Respondents

1. Improve employee morale (62%)
2. Improve the quality of academic programs (56%)
3. Retain more current students to graduation (54%)
4. Increase the enrollment of new students (52%)
5. Develop new academic programs (25%)

Section 3: Involvement in Planning and Decision Making

In your opinion, how much involvement do each of the following have in planning and decision-making at your institution?



Too Much



Just the Right Amount



Not Enough

Senior Administrators (+.78)

Administrative Directors (+.39)

Academic Deans/Chairs (+.39)

Alumni (-1.11)

Students (-.83)

Faculty (-.50)

Staff (-.49)

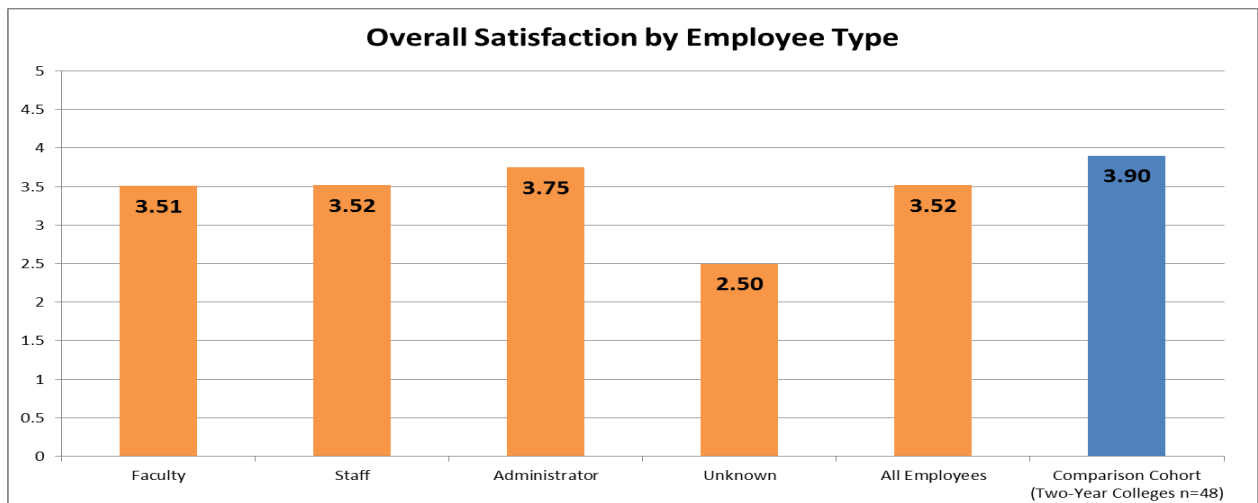
Trustees (-.23)

Section 4: Work Environment

(Average Item Importance= 4.48, Average Item Satisfaction= 3.38, Average Gap= 1.00)

Strengths (Highest Importance, Highest Satisfaction)	Q#	Import. Rank	Satis. Rank	Gap
My supervisor pays attention to what I have to say	Q7	1	3	0.67
The employee benefits available to me are valuable	Q14	3	2	0.52
The type of work I do on most days is personally rewarding	Q18	4	1	0.48
The work I do is valuable to the institution	Q20	6	4	0.68
I am proud to work at this institution	Q21	7	5	0.73
My supervisor helps me improve my job performance	Q8	7	7	0.91
The work I do is appreciated by my supervisor	Q19	9	6	0.75
Challenges (Highest Importance, Lowest Satisfaction)	Q#	Import Rank	Satis. Rank	Gap
I am paid fairly for the work I do	Q13	1	19	1.80
My department has the staff needed to do its job well	Q12	1	13	1.34
My job responsibilities are communicated clearly to me	Q6	1	11	1.21
I have the information I need to do my job well	Q5	2	12	1.28
My department has the budget needed to do its job well	Q11	5	17	1.55
It is easy for me to get information at this institution	Q1	7	16	1.41
I am empowered to resolve problems quickly	Q3	8	13	1.23
Areas Where Effort/Resources Could be Redirected (Low Importance, High Satisfaction)	Q#	Import Rank	Satis. Rank	Gap
My department meets as a team to plan and coordinate work	Q10	10	8	0.84
My department or work unit has written, up-to-date objectives	Q9	11	8	0.73
I am comfortable answering student questions about institutional policies and procedures	Q4	13	10	0.84
Assess Priorities (Low Importance, Low Satisfaction)	Q#	Import Rank	Satis. Rank	Gap
I have adequate opportunities for training to improve my skills	Q16	9	14	1.22
I have adequate opportunities for professional development	Q17	9	14	1.22
I have adequate opportunities for advancement	Q15	12	18	1.41
I learn about important campus events in a timely manner	Q2	14	15	1.00

Overall Satisfaction



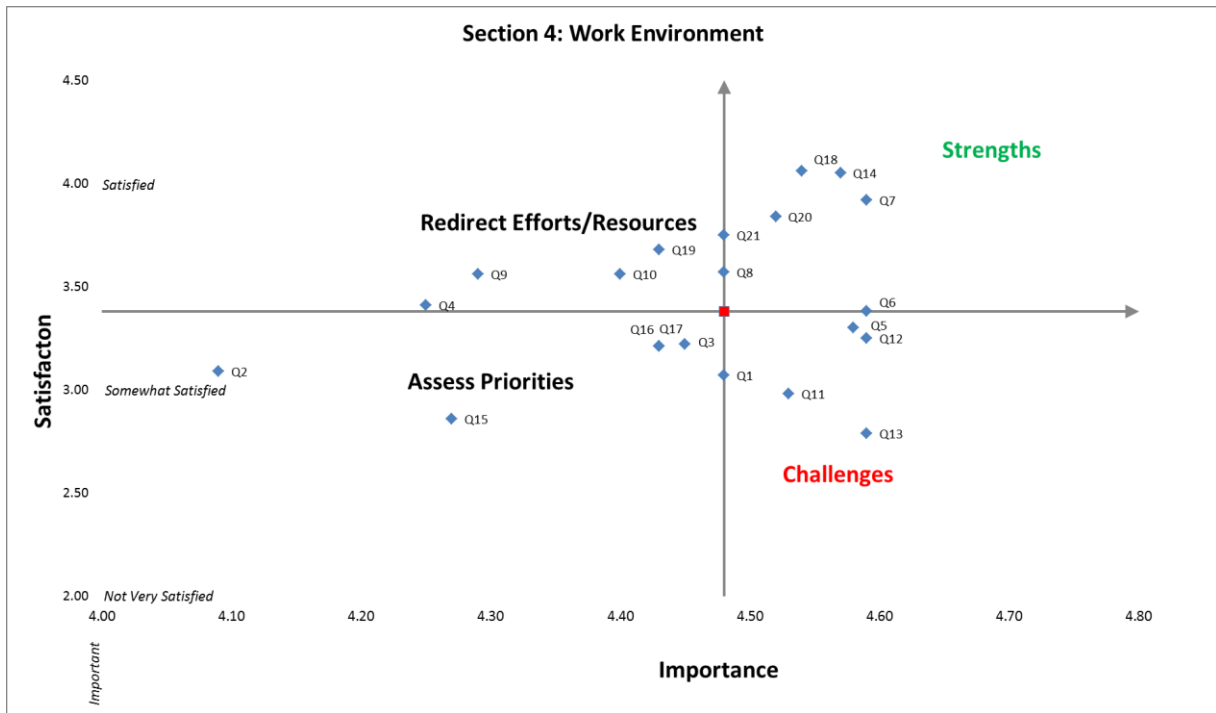
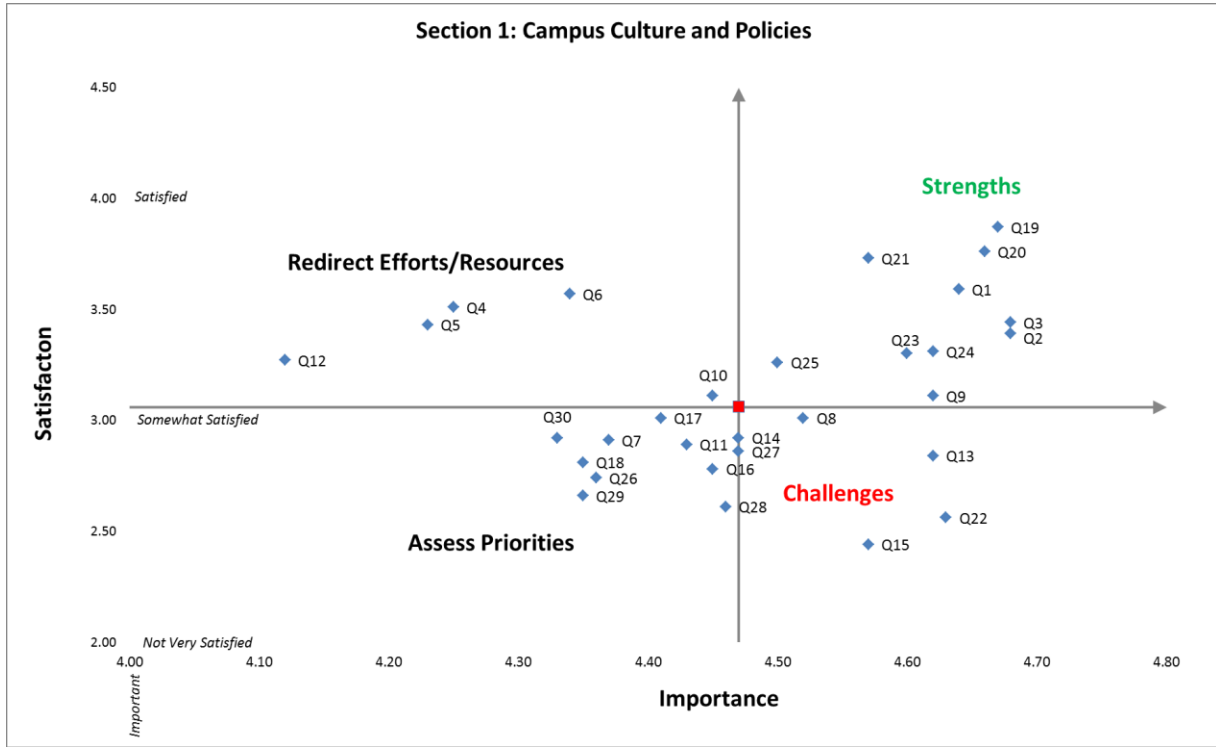
Open-Ended Questions

1. Please provide any additional feedback about the campus culture and policies at Helena College (**39 comments**).
2. What other institutional goals do you think are important? Please describe them in the space below (**21 comments**).
3. Please provide any additional feedback about this institution's goals (**18 comments**).
4. Please provide any additional feedback about the work environment at Helena College (**41 comments**).

Conclusions and Recommendations

1. In the respondent pool full-time employees and staff were oversampled, while faculty and part-time employees were undersampled. The overall participation rate was 38.5%
2. Overall employee satisfaction rated between "somewhat satisfied" and "satisfied."
3. Overall faculty and staff satisfaction were equivalent (3.51, 3.52) and less than administrator satisfaction (3.75), while overall the institution rated less than the national cohort (3.52 vs. 3.90).
4. Campus culture & policies and work environment were viewed as equally important (4.5), though satisfaction was higher with the latter. (3.06 vs. 3.38).
5. Survey results indicate general clarity, consensus, and commitment to institutional mission & goals. Challenge areas involve teamwork, communication, resources & compensation, human resource process/policies, decision-making.
6. Matrices plotting importance vs. satisfaction for each section can be used to identify priorities for action.
7. The quantitative results (numeric) should be used as the only source for key findings and strategies. Once those key findings are known, in particular strengths and challenges/opportunities for change (high importance/low satisfaction OR highest gaps), *read through the open-ends and pull only those that might have some relation to the quantitative as potential suggestions, but do not treat any open-end as being anything but one person's opinion.*
8. A summary of the quantitative results should be published to the campus community; one or more institutional groups (existing or ad hoc) should be delegated the task of reviewing the comprehensive quantitative results and providing recommendations for action or suggestions for improvement.
9. Highlight any changes that are implemented that came from the survey results and/or employee feedback, to show that the survey results were important and translated into action on the part of the institution.

Appendix A: Prioritization Matrices



Appendix B Noel-Levitz Survey Cohort: Two-Year Colleges

Comparison Group
Aims Community College
Arizona Western College
Broome Community College
Butler Community College
Cascadia Community College
Central Ohio Tech
College of the Redwoods
Community College of Beaver County
Cowley County Community College
Eastern Gateway Community College
Georgia Military College
Greenville Technical College
Kankakee Community College
Kishwaukee College
Lakeland College AB
Lakeshore Technical College
Laramie County Community College
Laredo Community College
Marion Technical College
Minneapolis Community and Technical College
Montcalm Community College
Mountain View College
Mountwest Community & Technical College
Mt Hood Community College
Murray State College
New Mexico Junior College
New Mexico State University - Carlsbad
Normandale Community College
North Dakota State College of Science
Northeast Iowa CC
Northeast State Community College
Northern Oklahoma College
Northwest Arkansas Community College
Northwest Iowa Community College
Northwest Technical College
Ogeechee Technical College
Parkland College
Piedmont Technical College
Rhodes State College
Richland College
Santa Fe Community College
Southwest Wisconsin Technical College
Southwestern College
Tri-County Technical College
Trident Technical College
Western Technical College
Wisconsin Indianhead Technical College