



**HELENA** COLLEGE  
University of Montana

# 2018 Employee Engagement and Satisfaction Survey

## Executive Summary

# Surveying Employee Engagement & Satisfaction

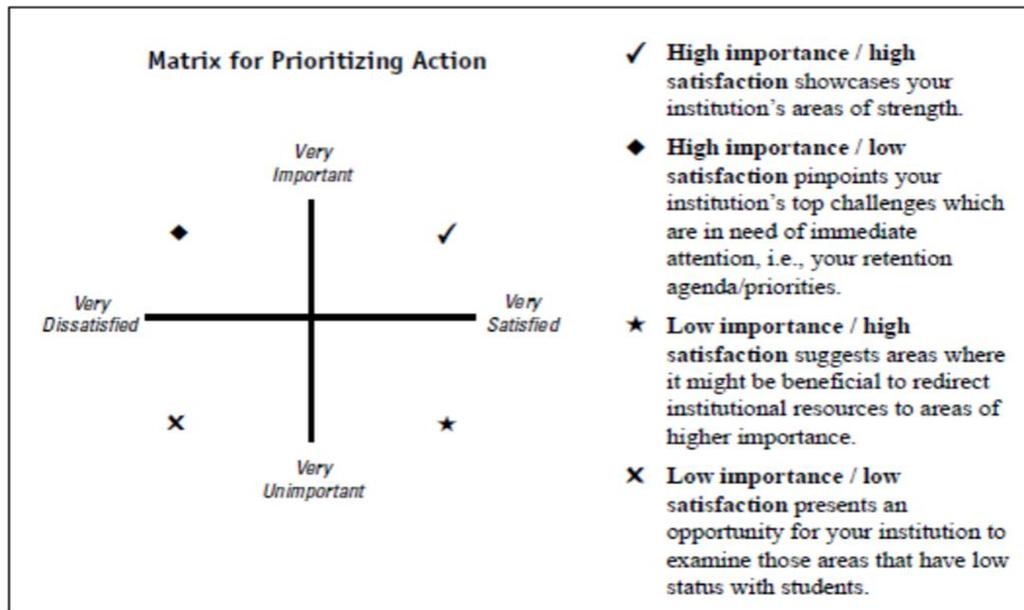
- Introduction
  - Survey results were used previously as a core theme indicator of achievement (old Core Theme Three) and a strategic plan KPI (former strategic goal five).
  - First CESS administration provides documented baseline (2015)
- Selection
  - Evaluated five potential surveys. Noel-Levitz CSEE adopted by College Council on January 13, 2015
- Administration
  - Conducted via internet from April 2-9, 2018
  - 65 completed surveys representing 67.7% response rate (including adjuncts response rate = 35.2%) 2015: 82.4%, 38.4%
  - Results received from NL on May 14, 2018

# Noel-Levitz College Employee Satisfaction Survey (CESS)

- Designed to assess the campus environment for college and university employees (faculty, staff, and administration).
- The CESS is similar in structure and design to the student satisfaction and priorities surveys in that respondents are asked to rate importance as well as satisfaction
- The survey instrument consists of 4 sections:
  - Section 1: Campus culture and policies (30 items)
  - Section 2: Institutional goals (11 items)
  - Section 3: Involvement in planning/decision-making (8 items)
  - Section 4: Work environment (21 items)
- Also includes basic campus demographic questions, ranking of institutional priorities and 4 open-ended questions

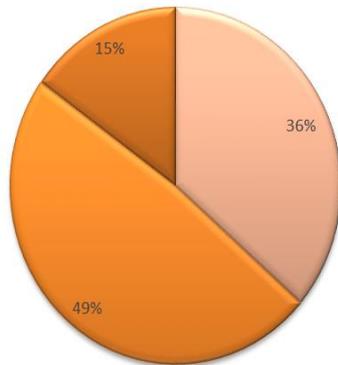
# Understanding the Results

- Results include: summary tables, national comparison report, raw survey data, and an interpretive guide
- Tables include mean importance and satisfaction for each item as well as standard deviation and the performance gap.
- Graphing the results (x=importance, y=satisfaction) provides a matrix to prioritize institutional action



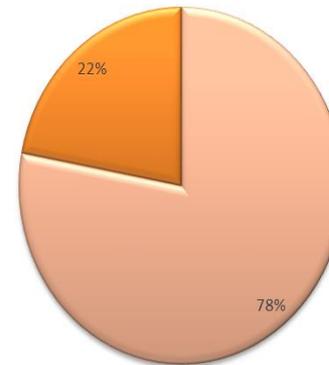
# Survey Demographics (n=70)

### Respondents by Employee Type



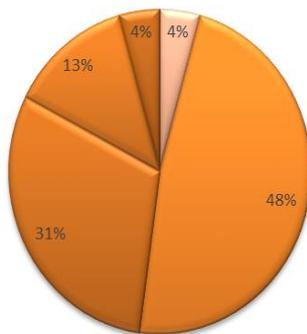
■ Faculty ■ Staff ■ Administrator

### Respondents by Employment Status



■ Full-time ■ Part-time

### Respondents by Longevity



■ Less than 1 year ■ 1 to 5 years ■ 6 to 10 years  
■ 11 to 20 years ■ More than 20 years

Overall response rate was 68%\*

80% of full-time employees  
31% of part-time employees\*

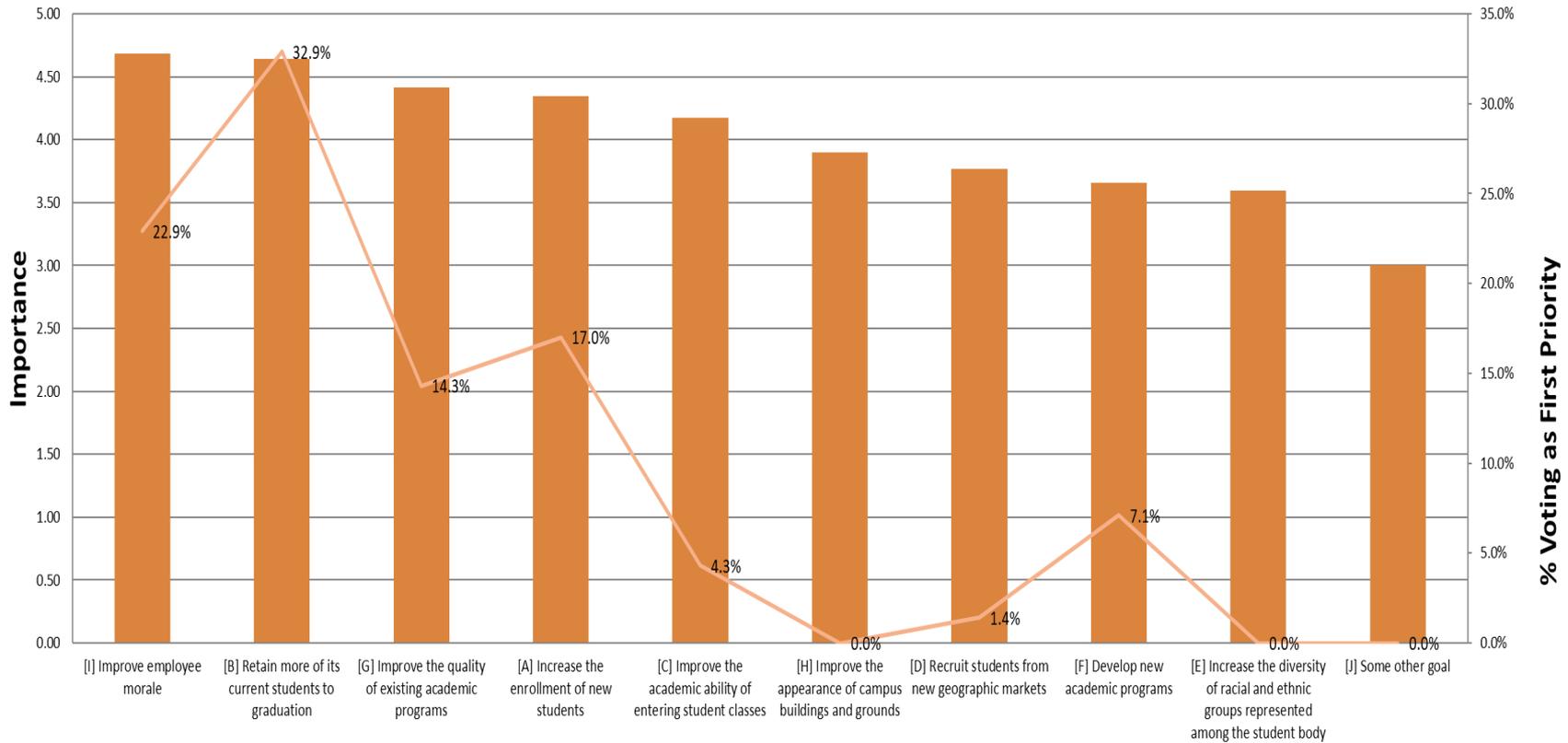
*\*Excluding adjuncts, who are invited to participate, but whose response rate is very low- 5%*

# Campus Culture & Policies

<b>Strengths (Highest Importance, Highest Satisfaction)</b>	<b>Q#</b>	<b>Import Rank</b>	<b>Satis Rank</b>	<b>Gap</b>
<b>This institution treats students as its top priority</b>	Q2	1	4	0.99
<b>Faculty take pride in their work</b>	Q19	2	1	0.78
The institution is well-respected in the community	Q24	3	9	1.32
The reputation of this institution continues to improve	Q23	4	13	1.41
The institution does a good job of meeting the needs of students	Q3	5	7	1.17
<b>This institution promotes excellent employee-student relationships</b>	Q1	6	3	0.86
Administrators take pride in their work	Q21	7	5	0.92
<b>Staff take pride in their work</b>	Q20	8	2	0.71
<b>Challenges (Highest Importance, Lowest Satisfaction)</b>	<b>Q#</b>	<b>Import Rank</b>	<b>Satis Rank</b>	<b>Gap</b>
<b>The leadership of this institution has a clear sense of purpose</b>	Q9	2	24	1.94
<b>This institution makes sufficient budgetary resources available to achieve important objectives</b>	Q13	9	22	1.71
<b>There are effective lines of communication between departments</b>	Q15	10	27	1.91
This institution plans carefully	Q8	11	25	1.77
There is good communication between the faculty and the administration at this institution	Q17	12	19	1.54
Administrators share information regularly with faculty and staff	Q16	13	20	1.59
There is a spirit of teamwork and cooperation at this institution	Q22	13	23	1.69
<b>Areas Where Effort/Resources Could be Redirected (Low Importance, High Satisfaction)</b>	<b>Q#</b>	<b>Import Rank</b>	<b>Satis Rank</b>	<b>Gap</b>
<b>Most employees are generally supportive of the mission, purpose, and values of this institution</b>	Q5	17	6	0.88
<b>The goals and objectives of this institution are consistent with its mission and values</b>	Q6	18	6	0.83
<b>This institution does a good job of meeting the needs of administrators</b>	Q12	22	8	0.85
This institution does a good job of meeting the needs of its faculty	Q10	17	10	1.08
The mission, purpose, and values of this institution are well understood by most employees	Q4	19	11	1.02
Efforts to improve quality are paying off at this institution	Q25	15	14	1.25
This institution consistently follows clear processes for selecting new employees	Q27	16	12	1.17
<b>Assess Priorities (Low Importance, Low Satisfaction)</b>	<b>Q#</b>	<b>Import Rank</b>	<b>Satis Rank</b>	<b>Gap</b>
<b>This institution consistently follows clear processes for recognizing employee achievements</b>	Q29	21	17	1.32
<b>This institution makes sufficient staff resources available to achieve important objectives</b>	Q14	20	18	1.34
<b>Employee suggestions are used to improve our institution</b>	Q26	20	21	1.48
This institution involves its employees in planning for the future	Q7	17	15	1.33
This institution does a good job of meeting the needs of staff	Q11	17	16	1.36
This institution has written procedures that clearly define who is responsible for each operation and service	Q30	14	28	1.92
This institution consistently follows clear processes for orienting and training new employees	Q28	14	26	1.82
There is good communication between staff and the administration at this institution	Q18	16	16	1.39

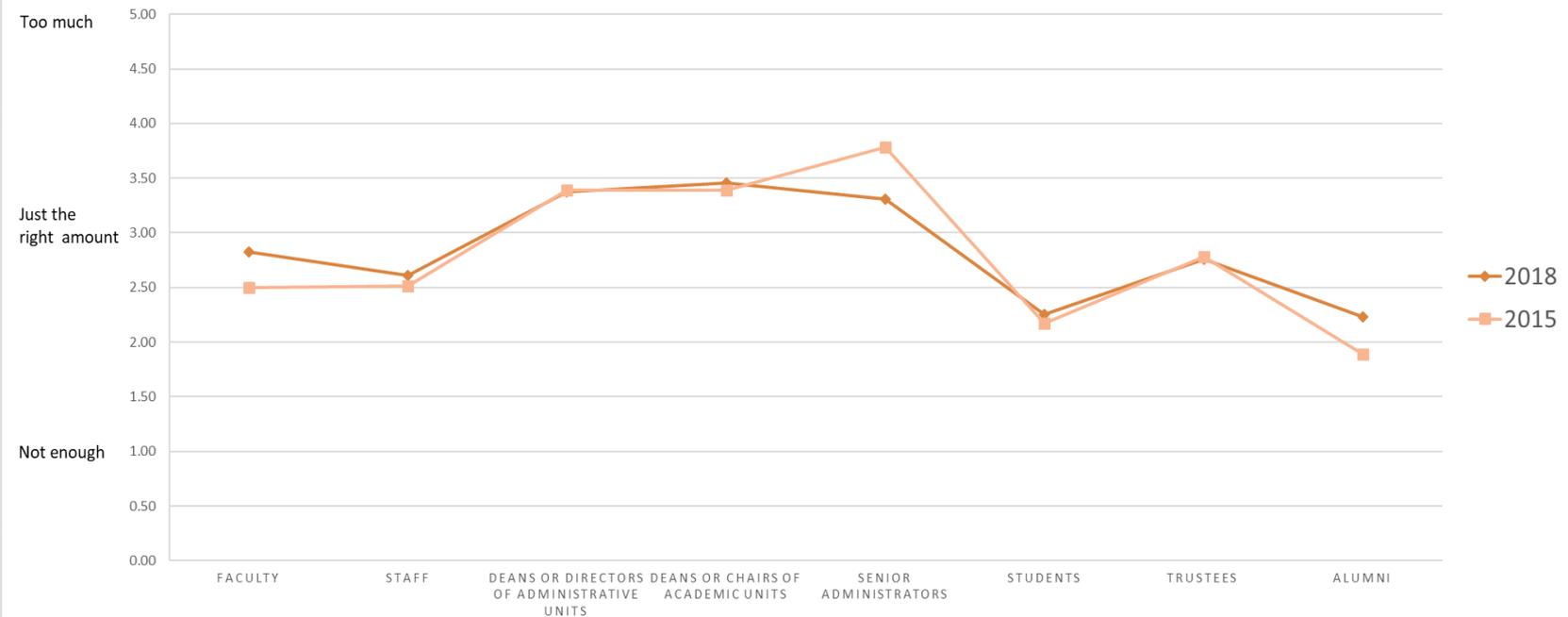
# Institutional Goals (Importance vs. Priorities)

Relative Importance of Institutional Goals



# Involvement in Planning and Decision-Making

INVOLVEMENT IN PLANNING AND DECISION-MAKING



**Too Much**



**Just the Right Amount**



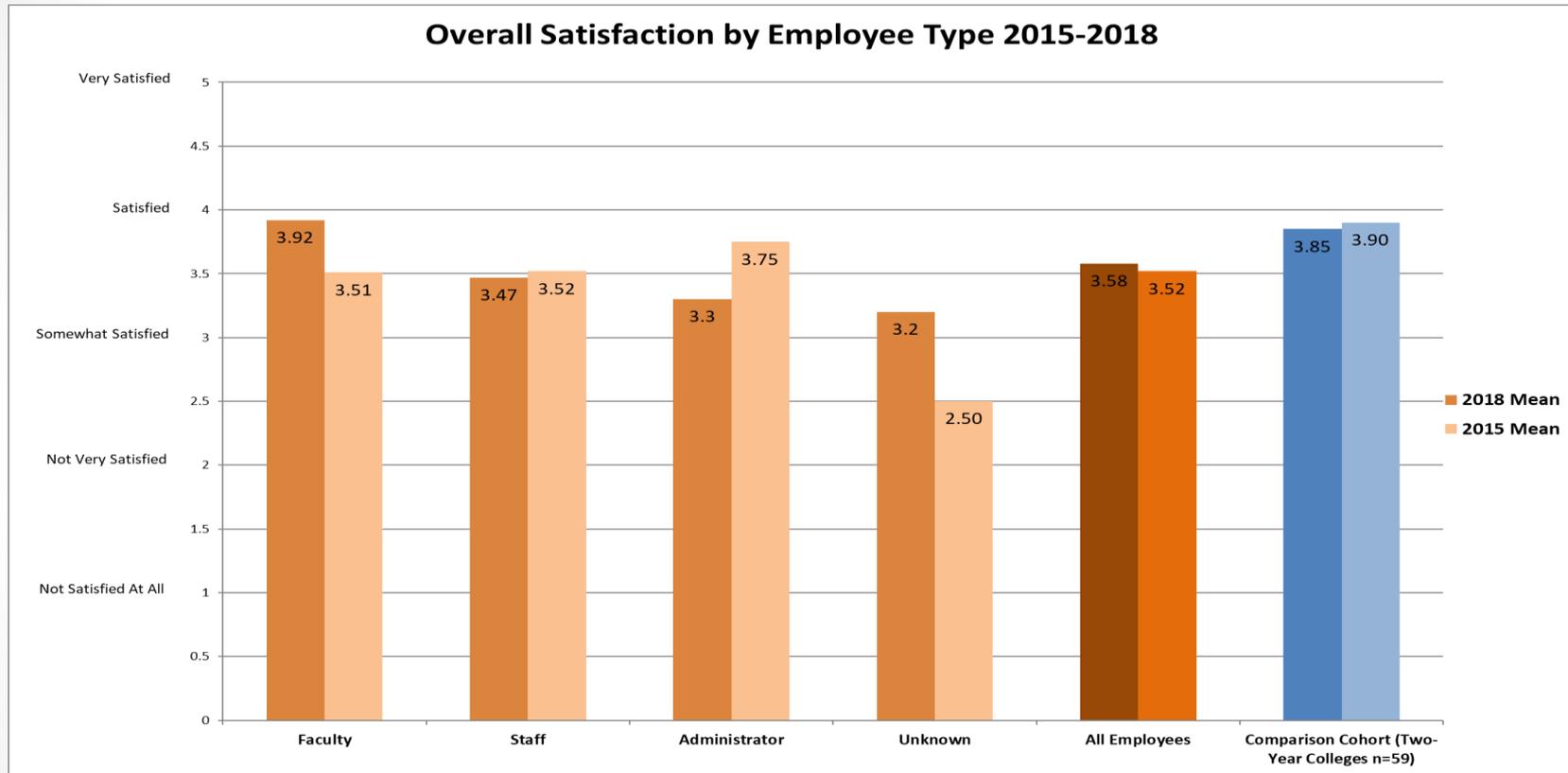
**Not Enough**

**Deans/Chairs of Academic Units (+.46, +.39)**     **Alumni (-.77, -1.11)**  
**Administrative Directors (+.38, +.39)**     **Students (-.75, -.83)**  
**Senior Administrators (+.31, +.78)**     **Staff (-.39, -.49)**  
**Trustees (-.24, -.23)**  
**Faculty (-.18, -.50)**

# Work Environment

<b>Strengths (Highest Importance, Highest Satisfaction)</b>	<b>Q#</b>	<b>Import Rank</b>	<b>Satis Rank</b>	<b>Gap</b>
The type of work I do on most days is personally rewarding	Q18	1	3	0.67
I am proud to work at this institution	Q21	2	5	0.70
The work I do is valuable to the institution	Q20	3	6	0.76
My job responsibilities are communicated clearly to me	Q6	3	9	0.96
I have the information I need to do my job well	Q5	4	10	1.04
The work I do is appreciated by my supervisor	Q19	6	2	0.50
My supervisor helps me improve my job performance	Q8	7	7	0.74
My supervisor pays attention to what I have to say	Q7	8	4	0.58
The employee benefits available to me are valuable	Q14	9	1	0.36
<b>Challenges (Highest Importance, Lowest Satisfaction)</b>	<b>Q#</b>	<b>Import Rank</b>	<b>Satis Rank</b>	<b>Gap</b>
I am paid fairly for the work I do	Q13	5	20	1.74
My department has the staff needed to do its job well	Q12	6	15	1.37
My department has the budget needed to do its job well	Q11	9	13	1.19
It is easy for me to get information at this institution	Q1	10	17	1.36
I am empowered to resolve problems quickly	Q3	11	12	1.11
<b>Areas Where Effort/Resources Could be Redirected (Low Importance, High Satisfaction)</b>	<b>Q#</b>	<b>Import Rank</b>	<b>Satis Rank</b>	<b>Gap</b>
My department meets as a team to plan and coordinate work	Q10	12	8	0.62
My department or work unit has written, up-to-date objectives	Q9	13	11	0.85
<b>Assess Priorities (Low Importance, Low Satisfaction)</b>	<b>Q#</b>	<b>Import Rank</b>	<b>Satis Rank</b>	<b>Gap</b>
I learn about important campus events in a timely manner	Q2	17	16	1.00
I am comfortable answering student questions about institutional policies and procedures	Q4	16	14	0.90
I have adequate opportunities for advancement	Q15	18	19	1.19
I have adequate opportunities for training to improve my skills	Q16	14	18	1.28
I have adequate opportunities for professional development	Q17	15	20	1.37

# Overall Employee Satisfaction & Open-Ended Questions



## Open-Ended Questions

1. Please provide any additional feedback about the campus culture and policies at Helena College (**35 comments**).
2. What other institutional goals do you think are important? Please describe them in the space below (**24 comments**).
3. Please provide any additional feedback about this institution's goals (**15 comments**).
4. Please provide any additional feedback about the work environment at Helena College (**20 comments**).

# Summary of Findings

- Respondent pool balanced between new and veteran employees (under/over 6 years) Excluding adjuncts, whose response rates are very low, full-time employees and staff were oversampled, while faculty and part-time employees were undersampled. The overall participation rate was 68% (-11% from 2015)
- Overall employee satisfaction rated between “somewhat satisfied” and “satisfied.” (3.58) A modest 2% increase from 2015
- Significant increase in faculty satisfaction since 2015 (12%). Administrator satisfaction declined by (-12%) while staff satisfaction relatively stable (-1%). Overall the institution rated less than the national cohort for 2018 (3.58 vs. 3.85)
- Campus culture & policies and work environment were viewed as equally important (4.5 vs. 4.4), though satisfaction was higher with the latter. (3.20 vs. 3.48). Satisfaction with both has improved slightly since 2015
- Survey results indicate general focus on student success, belief in college’s improving reputation in the community, and pride in work. Challenge areas involve leadership, communication, resources & compensation. Perceptions of equitable involvement in planning and decision making have improved.

# Recommendations & Next Steps

- The executive summary of the results will be published to the campus community via email and the college website.
- Refer to appropriate campus body to analyze survey results, summarize findings and provide recommendations (College Council?)
- Matrices plotting importance vs. satisfaction for each section can be used to identify priorities for action. Ex. challenges, assessing priorities and resources, etc.
- 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.*
- **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.**