

Summary of Spring 2005 Campus Climate Survey

INTRODUCTION

In December 2004, Los Angeles Harbor College (LAHC) contracted with the Evaluation and Training Institute (ETI) to conduct a Campus Climate Survey. The purpose of the survey was to assess the campus working environment in preparation for the Western Association of Schools and Colleges' (WASC) accreditation process.

METHODOLOGY

The Campus Climate Survey was a self-administered written questionnaire distributed by LAHC to its employees along with a self-addressed envelope for return directly to ETI. To ensure that all employees had an opportunity to participate in the study, surveys were distributed on February 25, 2005 and accepted until March 28, 2005¹. A notice from LAHC was also sent to employees reminding them to complete the survey. Respondents were asked not to include their name on the survey, allowing for anonymity. ETI received a total of 112 completed surveys, for a response rate of 33 percent².

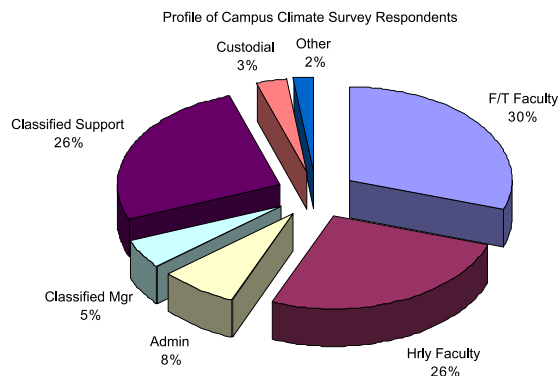
SURVEY

ETI designed a 76-question survey which queried respondents about the following key areas:

- Institutional mission and organizational culture;
- Communication and information flow;
- Interactions and professional relationships;
- Daily operations and job performance;
- Resources;
- Student instruction and success;
- Strategic goals;
- Overall satisfaction;
- Demographics
- Participation in LAHC meetings and/or functions; and,
- Open discussion questions.

FINDINGS

Profile of Respondents



- Respondents tended to cluster in three job classifications: full-time faculty (30%), hourly faculty (26%), and classified support (26%). Eight percent were administrators and 5% were classified managers.

Source: Los Angeles Harbor College Campus Climate Survey Final Report, May 2005. Evaluation and Training Institute.

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- Slightly over half were most likely to have worked at LAHC from less than 2 years to 10 years (53%).
- A majority did not report having another job outside of their work at LAHC (72%).
- Most respondents were female (59%).
- Most were White/Caucasian (67%) with another 12% African American and Asian/Pacific Islander.

Participation at L.A. Harbor College

- The majority reported that they had participated in meetings and/or functions sponsored by LAHC within the past 12 months (90%).
- The most frequently cited reasons for attending meetings included (n=101):
 - "I feel that my participation will help improve LAHC" (63%)
 - "I believe participation benefits me professionally" (51%)
 - "I am required to participate" (50%)
 - "I feel it is my responsibility to be on committees" (50%)
 - "I enjoy collaborating with my colleagues" (49%)
 - "Meetings work toward the overall mission of education students" (44%)
 - "I believe participation benefits me personally" (44%)
 - "Participation results in a favorable outcome(s) for LAHC" (26%)
 - "Participation affects my professional advancement at LAHC" (22%)
 - "Meetings are held at convenient times for me" (17%)
 - "Other" (8%)

In the following sections, a five-point scale, where 5 was the most positive rating and 1 was the least positive rating, was used.

Institutional Mission and Organization

Respondents were asked to rate the degree to which L.A. Harbor College had worked toward pursuing its institutional mission and participatory governance process.

- On average, respondents gave the highest or most positive rating to Harbor College staff who strive for excellence in their work (3.7 mean score)
- The college was also given high ratings for its ability to provide information about the college's mission (3.6 mean score) and to inform staff/faculty about its goals and objectives (3.5 mean score).
- The college was given lower mean scores for encouraging innovation and risk-taking in the workplace (2.6 mean score) and responding to feedback (2.7 mean score).

To what extent does LAHC's participatory governance process:	Mean Score
Function effectively (n=100)	3.0
Represent all parties affected by its decisions (n=109)	2.9
Result in decision-making that is open (n=111)	2.9
Result in decision-making that is fair (n=39)	2.8
Allocate resources and funding in a fair manner (n=110)	2.6
Allocate resources and funding in an open manner (n=110)	2.5

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Communications and Information Flow

- Thirty-five percent reported that they received most of their information about the College from their division or department chair.
- Faculty and staff gave an average rating of 3.8 when asked about the degree to which they had input into participatory governance within their department.
- Harbor College was rated the highest for communicating information about the college to staff and faculty on a regular basis (3.5 mean score).

Interactions and Professional Relationships

- Faculty and staff gave a mean score of 4.4 when asked about the degree to which they felt their interactions with the majority of their colleagues were positive.
- In contrast, faculty and staff gave an average score of 3.4 on the extent to which they felt comfortable asking the administrator for help.

Respondents were asked more specifically about their interactions with their manager and/or supervisor.

How well does your manager or supervisor:	Mean Score
Provide you with opportunities to grow professionally (n=112)	4.1
Ensure that you have the professional development/training to do your job well (n=112)	4.0
Provide you with the information/training you need to advance professionally	3.8

Daily Operations and Job Performance

- Respondents gave an average rating of a 4.3 to managers in their ability to ensure that their staff understood the criteria used in awarding promotions and advancement at the College.
- Managers received slightly lower average scores regarding their ability to respond to suggestions or provide regular feedback about job performance (3.9 mean score).
- A mean score of 4.0 was given to questions regarding clear communication about job expectations.

Resources

Harbor College staff were asked to rate the quality and extent to which the College had provided adequate resources for them to perform their work.

- Respondents gave the highest average marks for the College's ability to use technology to enhance student learning (3.5 mean score).
- On the other hand, a mean rating of 2.7 was given for the degree to which Harbor had provided pleasant, healthy, and safe facilities conducive to learning and working.
- An average mean rating of 3.5 was given for the extent to which "a lack of financial resources at LAHC" negatively affected their work.

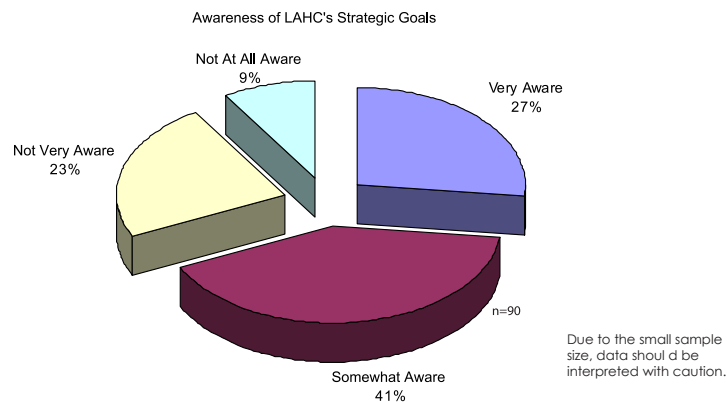
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Student Information

To what extent does Los Angeles Harbor College:	Mean Score
Provide quality instruction to students (n=111)	3.9
Promote students' education and personal achievement (n=111)	3.9
Have a student-focused campus (n=111)	3.6
Made progress in transforming from a traditional/lecture mode to a student-centered/student learning outcomes mode (n=110)	3.3
Provide innovative and state of the art instructional programs (n=110)	3.1

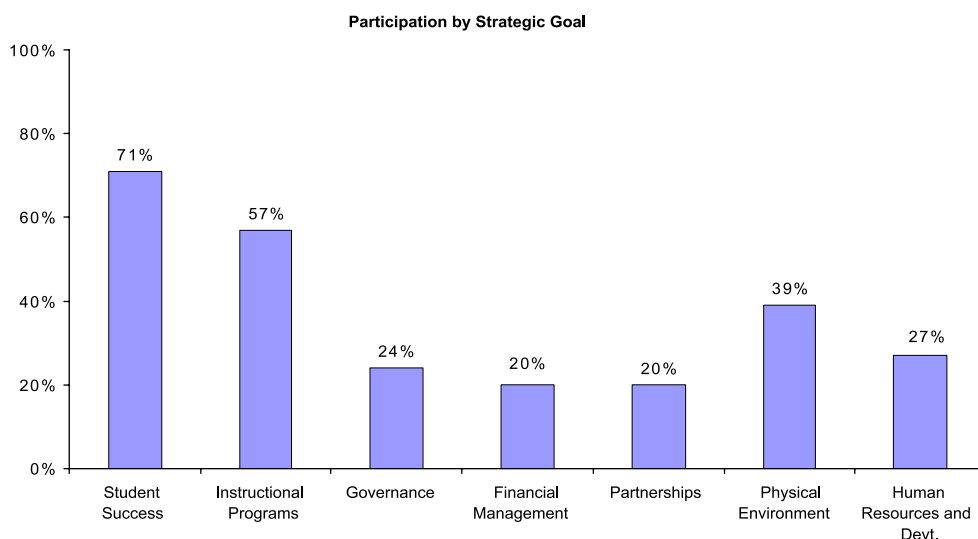
Strategic Goals



- A total of 41% of respondents reported being "somewhat aware" of LAHC's strategic goals.
- Only 9% were "not at all aware".
- Over three-fourths (77%) of respondents reported that they had worked toward the strategic goals of the college.
- Seventy-one percent cited student success as the goal they had participated in.

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Respondents were asked to rank, in the order of importance, the seven strategic goals according to how they perceived each goal was currently being pursued versus how they preferred each goal to be pursued. These rankings are presented below:



Current Ranking of Each Strategic Goal

	Ranked 1 st	Ranked 2 nd	Ranked 3 rd	Ranked 4 th	Ranked 5 th	Ranked 6 th	Ranked 7 th
Current Ranking	Student Success	Instructional Programs	Governance	Financial Management	Partnerships	Physical Environment & Human Development (tied)	Human Resources & Development

Preferred Ranking of Each Strategic Goal

	Ranked 1 st	Ranked 2 nd	Ranked 3 rd	Ranked 4 th	Ranked 5 th	Ranked 6 th	Ranked 7 th
Preferred Ranking	Student Success	Instructional Programs	Physical Environment & Human Development (tied)	Financial Management	Governance	Governance	Partnerships

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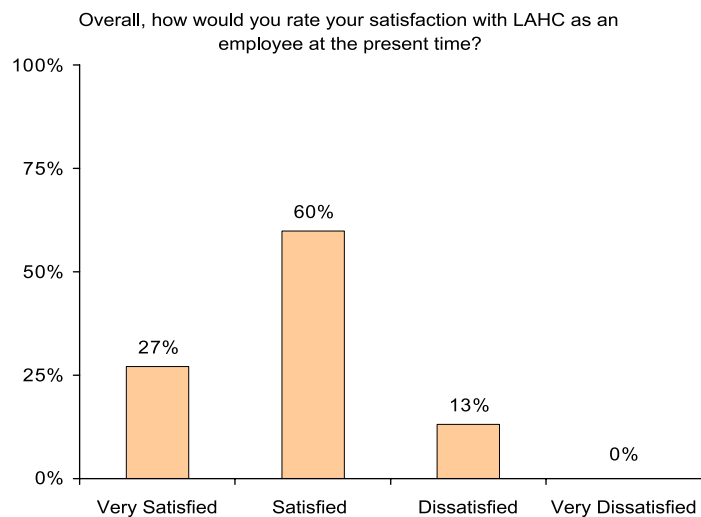
Overall Satisfaction

	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %
I enjoy the work that I do (n= 110)	73	23	5	0
I would recommend working at LAHC to a friend who is looking for a job (n= 110)	38	47	7	7
I am content with the quality of education provided by LAHC to student (n= 106)	19	65	16	0
I am content with the current resources provided by LAHC (n= 112)	7	24	54	15

- When respondents were asked whether they were content with the quality of education provided by LAHC, 84% either "agreed" or "strongly agreed."

OPEN DISCUSSION QUESTIONS*

At end of the survey, respondents were asked to provide open-ended responses to five questions. The following sections report these findings.



n=112

*It should be noted that some of the quotations have been modified slightly for grammar and/or greater clarity.
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Favorite Aspects of Working at Harbor College

For the majority of respondents, the most frequently cited "best thing" about working at Harbor College related to students.

- "I really like the students! They're the best part of the job..."
- "The personal satisfaction I feel when a student has that 'AH-HA' moment."
- "Direct interaction with students and teaching them. Understanding their hopes, dreams, and trying to help them... by teaching with passion."

Other favorite aspects with working at Harbor College included: other colleagues, ranging from other workmates to those in managerial or leadership positions.

- "My department chair is a great person to work with, very supportive..."
- "As a part-time instructor, I feel I am respected and supported by my division chair."
- "My supervisors and their willingness to hear classified's input on what would make our department work better for students."

Challenges

Most respondents reported that the greatest challenge to implementing new, creative, and innovative programs and ideas at Harbor College was related to lack of funding.

- "Small budgets, big ideas."
- "Foremost, the attitude that we have no money so why bother? Mostly, money, but also an administration that is working on their own goals rather than using our established process, e.g., TV studio, culinary arts, expansion of A.J."

Suggestions and Improvements for Harbor College

Physical Environment

- "The physical environment is cold and deserted. The new buildings should change this, along with increased sheriff presence..."
- "Better lighting (outdoor)."

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Staffing

- "More tutors."
- "Get more of the lower classified employees involved."
- "New leadership, healthy budget allocated fairly, not showing favoritism."
- "A more responsive, better trained IT department..."

Communication

- "Improve overall campus communication. This includes not only information on campus activities, but complete and accurate procedural manual. E-mail sounds great on paper, but it is not always effective..."
- "Create a block of time when classes don't meet so everyone can attend a function at the same time. Increase the esprit de corps. Create a campus-wide faculty and staff newsletter (printed and distributed through the mailroom, not every has e-mail)."

Courses/Schedule of Classes

- "Select a schedule of classes and go with it. Administration needs to become more aware of problems in the trenches."
- "Bring back Monday-Wednesday-Friday hourly classes because many students have difficulty maintaining attention for a long period of time."
- "More consistency in course scheduling. Smaller classes should be the goal instead of constantly pursuing great and greater WSCH numbers."
- "Produce an atmosphere conducive to the students. Remember to put the money in the classroom. Forty percent of our instructors are not teaching."

Respondent Contributions to Harbor College

Last, respondents were asked about the contributions they would be willing to make to ensure LAHC a better campus. For the most part, Harbor College staff reported a willingness to contribute their efforts in various forms.

- "I have time available to work on developing new classes using technology to enhance present classes."
- "Attend evening events."
- "Share my input on committees."
- "Develop more efficient ways to serve students and apply for increased funding through grants."

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