

1999 Accreditation Employee Survey

In fall 1999, the Hartnell College Accreditation Steering Committee surveyed all permanent and temporary employees. The purpose of this survey was to assess employee perceptions as they relate to accreditation standards. The results are intended to support the Accreditation Self-Study, as well as provide information for assessing and making decisions about Hartnell College's programs and services.

Completed questionnaires were returned by approximately 70% of Hartnell College's employees during fall 1999. The respondents generally appear to be representative of all Hartnell employees (see Table 1). Typical (median¹) assessments of survey statements ranged from "slightly disagree" to "mostly agree", and from "good" to "very good", depending on the scale used. This Research Brief summarizes the survey results for the 358 respondents.

Employees Largely Satisfied with College

Employees as a whole appear to be satisfied with how most aspects of the college are functioning, as evidenced by the median response for the vast majority (75%) of statements being "mostly agree". There generally tended to be agreement among respondents from different subgroups regarding the highest rated statements², which are shown in Graph 1. Respondents' comments also supported these assessments. Many respondents remarked that one of Hartnell's greatest strengths was its employees, who are committed, of high quality, caring, friendly, and are concerned about student success. "The

people who work at Hartnell . . . strive to make this campus a great one", and "Instructors are very committed to their students and to good teaching" are typical comments.

Survey respondents' ratings also indicate that the college community supports its diverse students and treats them with respect. As stated by one respondent, "We are improving [our efforts] to promote the development of a diverse

educational and cultural campus environment".

Results Identify Where Improvement Needed

While respondents as a whole were positive toward most statements on the questionnaire, there were a number of areas identified as being problematic by specific subgroups. Full-time faculty, in

Table 1. 1999 Accreditation Employee Survey Respondent Characteristics

Respondent Characteristics	Total Respondents	
	N ³	%
Total Respondents	358	100%
Employee Group		
Full-Time Faculty	103	30%
Part-Time Faculty	139	41%
Classified Staff	74	22%
Managers	26	8%
Gender		
Men	173	51%
Women	169	49%
Disability Status		
Disabled	36	12%
Not Disabled	266	88%
Ethnicity		
African American	5	2%
Asian American	11	4%
American Indian	7	2%
Filipino	15	5%
Latino	55	18%
White	215	70%

Note: Percentages may not sum to 100% due to rounding.

¹ One-half of the responses are below and one-half of the responses are above the median.

² Seventy-five percent or more of the respondents mostly agreed or strongly agreed with statement.

³ Some subtotals may not sum to the total because some respondents did not identify their subgroup.



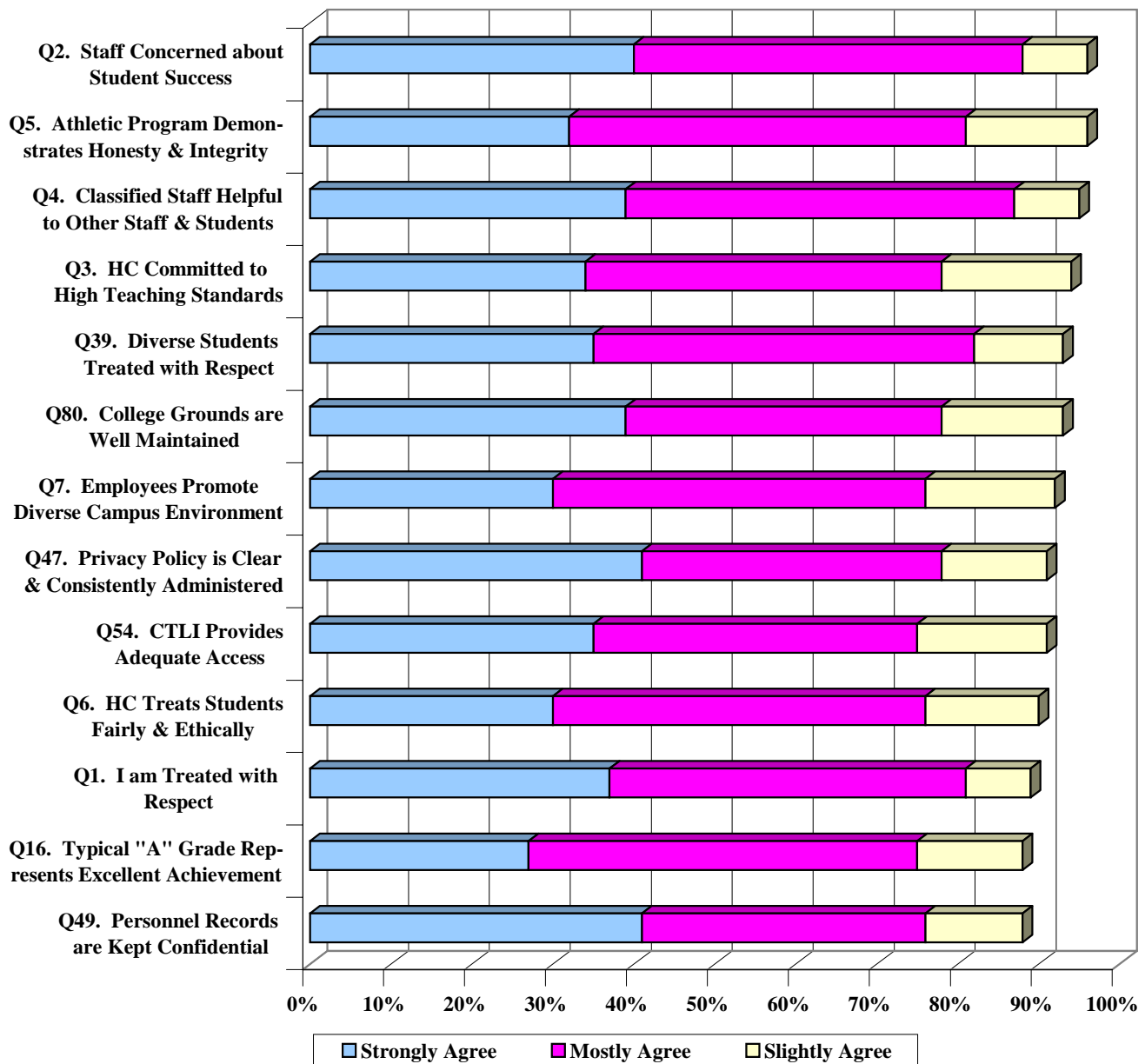
particular, tended to disagree⁴ more often than other employee groups with many of the survey statements, as shown in Graph 2A. These lower ratings may reflect faculty discontent related to contract negotiations. Full-time faculty disagreed most that: the organization for administering the budget is clearly defined

(69% slightly, mostly or strongly disagreed); guidelines for budget development are clearly defined (63% disagreed); and computer labs provide adequate access to applications (62% disagreed).

Graph 2B displays the percentages of the lowest rated statements⁴ by total

employees and subgroups other than full-time faculty. Part-time faculty disagreed that: they have a substantive governance role in their area of responsibility (58% slightly, mostly or strongly disagreed); and computer labs provide adequate access to applications (45% disagreed). In addition, 53% of the managers dis-

Graph 1. Statements Having Greatest Agreement for Total Respondents ²



² Seventy-five percent or more of the respondents mostly agreed or strongly agreed with statement.

⁴ Fifty percent or more of respondents indicated some level of disagreement and/or 30% or more of respondents mostly disagreed or strongly disagreed with the statement.



agreed that the library’s book holdings are adequate. Employees as a whole also disagreed that: parking space is adequate on campus (56% disagreed); and the organization for administering the budget is clearly defined (48% disagreed).

The majority (56%) of full-time faculty also assessed the campus climate for employees as being “fair” or “poor”, with the typical (median) rating being “fair”. In contrast, only 30% of employees as a whole rated campus climate as “fair” or “poor”, with the typical rating being

“good”. While this assessment is not laudatory, it is more positive than the results of the 1998 Diversity Survey, in which 47% of the total respondents rated campus climate as “fair” or “poor”.

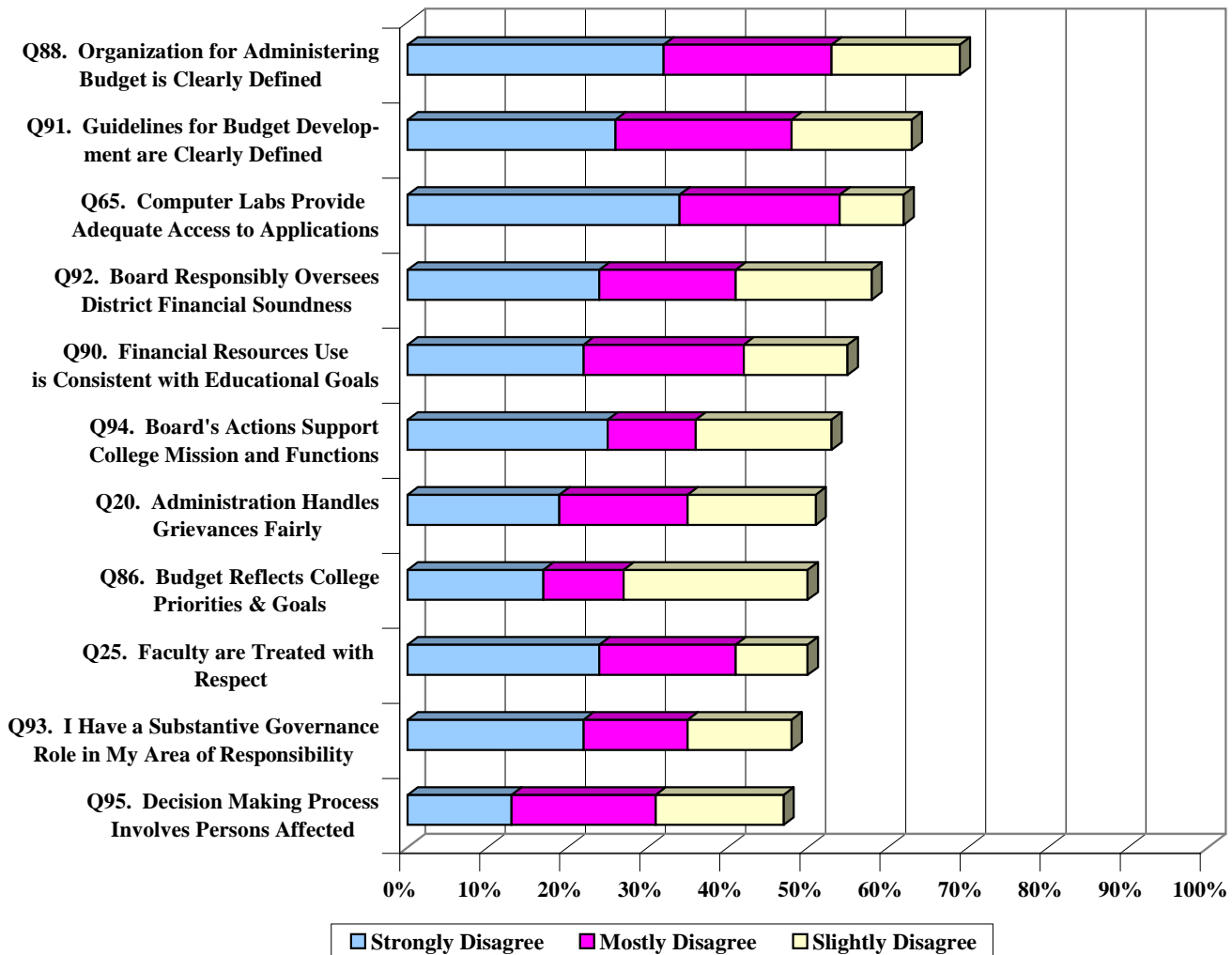
Comments related to campus climate indicated a need for better working conditions, including compensation, benefits, and training, and improved relations among administrators, faculty, and classified staff. Representative comments included: “All groups need to come together and get on with the programs that will promote the college”, and

the “Administration and Board need to make a genuine commitment to improving the faculty salary schedule; not just for the present but for long time”.

Summary and Conclusions

Employees as a whole appear to be satisfied with how most aspects of the college are functioning. Some of the most prominent of these areas are listed below and represent a solid foundation on which additional positive outcomes may be built:

Graph 2A. Statements Having Greatest Disagreement for Full-Time Faculty⁴



⁴Fifty percent or more of respondents indicated some level of disagreement and/or 30% or more of respondents mostly disagreed or strongly disagreed with the statement.



1. Employees are interested in promoting student academic success.
2. The college community promotes an environment that supports student and employee diversity.
3. Hartnell's employees, who are committed, of high quality, caring, and friendly, are seen as the college's greatest strength.
4. The college is committed to high teaching standards.
5. The campus grounds are considered well maintained.
6. Employee privacy is appropriately maintained.

However, survey results also show several areas, listed below, in which improvement may be needed:

1. Overall, employees don't view the campus climate as being very positive. The typical employee only assessed the climate as

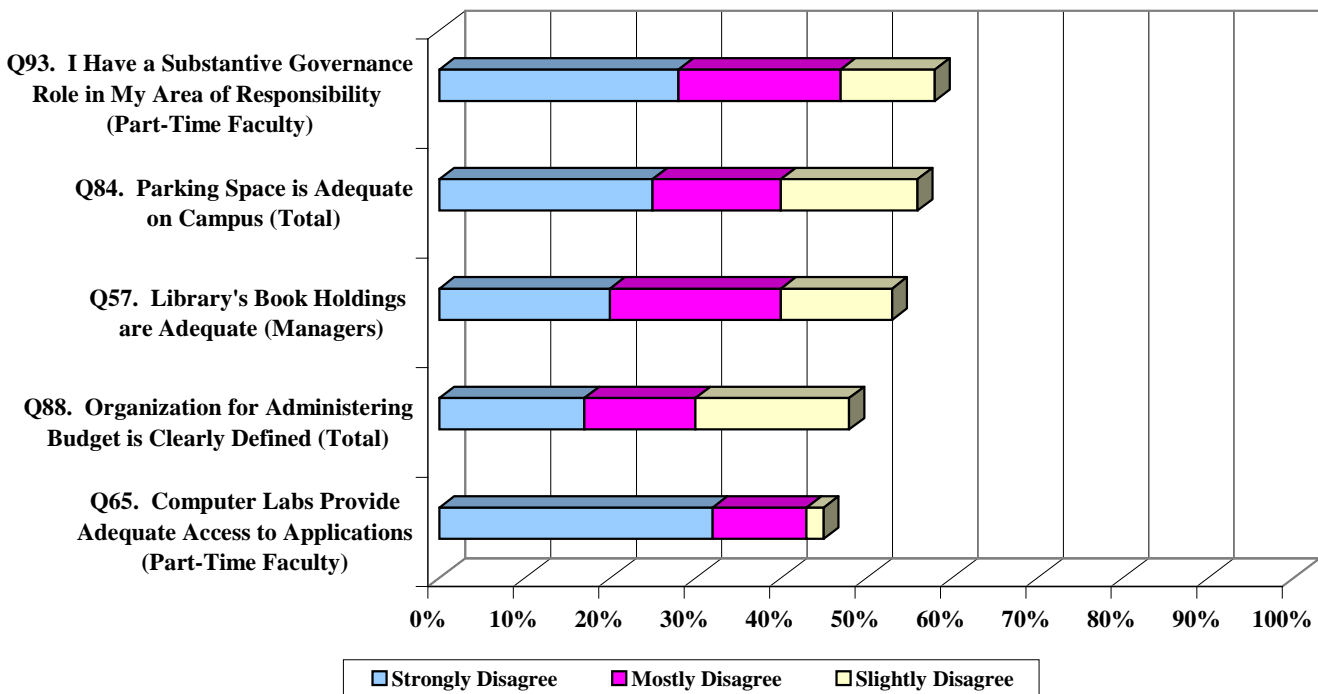
"good", and full-time faculty rated it as "fair".

- 2 Full-time faculty assessed numerous areas as being problematic. The most significant were:
 - a. Procedures for budget planning and administration are not well understood and not believed to reflect college goals and priorities.
 - b. Faculty do not have adequate access to software applications needed to support their courses in the computer labs.
 - c. Full-time faculty do not believe faculty are treated with respect.
 - d. Faculty don't believe they have a substantive role in college governance related to their areas of responsibility and expertise.

3. Parking space on campus is inadequate.

Research Brief is a publication of the Institutional Research and Planning Office. More detailed information may be found in the **1999 Accreditation Employee Survey Final Report**, which is available upon request.

Graph 2B. Statements Having Greatest Disagreement for Other Employee Groups⁴



⁴Fifty percent or more of respondents indicated some level of disagreement and/or 30% or more of respondents mostly disagreed or strongly disagreed with the statement.

