



2016 EMPLOYEE SURVEY RESULTS AND ANALYSIS

JULY 2016

**Survey Administered by the Institutional Effectiveness Committee
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**Report Prepared by the Office of Institutional Advancement
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**2016 Employee Survey
EXECUTIVE SUMMARY
JULY 2016**

The organizational climate of the College is the product of the interactions and relationships among SPC employees who work together to accomplish our institutional mission and fulfill our vision of improving each student's life. The Employee Survey is designed to serve as a measure of employee satisfaction with the overall work environment of the College. A total of 351 employees responded to the 2016 survey, 50 individuals fewer than the number of participants for the 2014 survey (N=401).

The results of the 2016 Employee Survey indicate that the current organizational climate is supportive of the College's seven areas of commitment that comprise the College's system of organizational values and beliefs. Commitment to students, educational excellence, and access and diversity remain the most positive factors about South Plains College as seen by employees. As in previous Employee Surveys, the College's dedication to students emerged as the number one attribute employees do not want to see changed. The College's friendly work environment that is characterized by supportive and cooperative co-workers and a sense of family continues to be highly valued factors in working at SPC. *These findings do not deviate from those of previous surveys, which indicate that the organizational culture of the College remains stable and consistent.* Leadership on administrative and supervisory levels was also viewed as an institutional strength, overall

In order to determine strengths and opportunities for improvement, two benchmarks have been established for the purpose of analysis. A benchmark of 3.50 has been set for the Mean calculations for attribute/success factors and survey statements. Mean scores that fall below this benchmark are considered indicators of potential improvement. Additionally, a benchmark of 70% agreement has been established for the survey statements. Agreement that falls below this benchmark also indicates more specific areas of improvement.

The subscale factors pertaining to student focus, learning focus, access and diversity, employee empowerment, supervisory management, cooperation/teamwork, internal employee relations, physical environment, community focus, and leadership are viewed positively by employees. Mean scores for 16 of 17 organizational success factors exceeded the 3.50 benchmark for All Respondents. The mean score for rewards and recognition fell below the 3.50 benchmark to 3.47 for the first time. *Respondents exhibited slightly lower levels of satisfaction (lower Mean ratings) for all 17 success factors compared to two years ago in 2014.*

Statistical hypothesis testing, employed to determine possible statistical significance between the Mean results for the 2016 survey compared with the 2014 survey, was noted in three of the grouped variables for All Respondents. The Mean scores for rewards and recognition and physical environment exhibited F-test statistical significance at the 0.01 level, indicating significant difference in the variation of responses between the two survey years. The Mean score for rewards and recognition dropped from 3.58 to 3.47, and the Mean for physical environment dropped from 4.26 to 4.20. The Mean scores for community focus exhibited t-test statistical significance at the 0.01 level, indicating significant difference in the equality of the two Means for the two survey populations. The Mean for community focus dropped from 4.05 to 3.94. The Means of eight survey statements also exhibited statistical difference at the 0.01 level for All Respondents.

The Survey Analysis Report includes data that describe the degree of employee agreement with the 53 statements comprising the survey. Employees had high levels of agreement (greater than or equal to a 70% benchmark) for 37 of the statements for an overall satisfaction rating of 69.8%. This was a -5.7 percentage point decrease over the 2014 survey administration (40 statements for 75.5%), which was also below the 2012 mark of 39 statements for 73.6%. Of the 16 statements where overall agreement fell below the 70% benchmark, percentage point improvements were gained for only two of the statements.

The Survey Report also examines whether or not attributes/success factor and statement Means that did not meet the 3.50 benchmark in the prior survey increased in value to meet the benchmark (termed an “improvement”). Conversely, those statement Means that met the benchmark in the prior survey, but failed to meet the benchmark in the current survey are recorded as “setbacks.” The same analysis is applied to the number of statements that improve to meet the 70% agreement benchmark and that fall below the benchmark.

When comparing 2016 survey results to those of 2014, there were no benchmark improvements recorded for *attribute/success factors or statement Means*. One attribute/success factor (rewards and recognition) and 20 statement means experienced setbacks among the four employee categories and All Respondents from the 2014 survey ratings. These results are illustrated in Table 7 of the report.

Benchmark improvements for *statement agreement* among the employee categories also trailed setbacks 11 to 25. Eight (8) benchmark improvements recorded among Classified Personnel respondents in 2014 became setbacks in 2016. Overall, there were 12 statements that became setbacks for Classified Personnel. Faculty, Professional Non-Faculty and Administrator respondents experienced statement agreement improvements in one (1), three (3) and seven (7) areas, respectively. However, there were six (6) setbacks on statements for Professional Non-Faculty and two (2) for Faculty.

Among All Respondents, the survey identified areas that employees feel are in need of continued improvement ($M < 3.50$), which include:

- Greater cooperation and teamwork between departments and work groups. (M=3.41)
- Improved rewards and recognition in the form of higher salaries. (M=3.47)
- Better communication channels between departments and work groups. (M=3.16)
- Greater opportunities to provide ideas and recommendations for planning (M=3.42)
- Greater involvement in the College’s planning and decision-making processes. (M=3.36)
- Greater involvement in the allocation of budget resources. M=3.48)

Responses to the survey statement regarding adequate reward for work done did not meet the 3.50 benchmark for All Respondents (M=3.42), and the level of employee agreement with this statement slid to 57.3%, its lowest level. Improved compensation was identified by 68 respondents (31.1% of those providing comments) in the comment section of the survey as compared to 91 respondents (37.3%) in the 2014 survey and 81 respondents (50.0%) in the 2012 survey.

The number of survey statements achieving the 70% agreement benchmark among All Respondents dropped to 37 statements or 69.8% (40 statements for 75.5% in 2014). Likewise, the percentage agreement for All Respondents declined for 43 of the 53 survey statements by an average of -3.1 percentage points. Among individual employee groups identified in the survey, Classified Personnel exhibited less agreement with the survey statements than in the 2014 survey administration. Within this employee group, only 27 statements (52.8% of statements) exceeded the 70% agreement benchmark. In the 2014 survey, 39 statements achieved the 70% benchmark. Percentage agreement declined for 48 of the 53 statements by an average of -10.6 percentage points for this group.

Additionally, there was less agreement with the survey statements that two years ago among with Professional Non-Faculty. For this group, 34 statements achieved the 70% agreement benchmark, compared to 39 statements in 2014. The percentage agreement dropped in 38 of the 53 statements by an average of -4.6 percentage points. For Administrators, 49 statements achieved the 70% benchmark compared to 43 statements two years ago. The percentage agreement improved in 41 statements by an average of +7.1 percentage points. The smaller sample size for this group (N=22) is a contributing factor to the higher average percentage point increase.

Faculty had greater than 70% agreement with 39 survey statements for 75.5%, one statement fewer than in 2014. Additionally, percentage of agreement among faculty dropped for 38 of the statements by an average of -2.9 percentage points. Agreement with the statement – SPC encourages an open exchange of ideas – improved to 70.2% agreement after dropping below the benchmark for 2014.

Agreement with the statements – Being involved in service to the community is an important part of my job and I know the parts of the Institutional Plan that will affect me and my work – dropped below the 70% benchmark from the prior survey.

Overall, general agreement with the survey statements has declined over the past four years. Analysis of the percentage of respondents who were neutral in their agreement from 2014 to 2016 indicates a growing number of neutral responses (3 on the Likert scale). Among All Respondents, the percentage of neutral responses actually increased for 31 statements by a factor of +2.1 percentage points. Among All Respondents, the percentage of disagreement increased for 43 of the 53 statements by an average of +2.1 percentage points from 2014 to 2016.

Approximately 67.5% of respondents (N=237) submitted written comments to one or more of the three comment prompts. Respondents indicated that they do not want to change the following organizational attributes: 1) SPC's focus on serving students; 2) employee benefits; 3) the internal support employees receive within the organization; 4) supervisory and administrative leadership of the college; and 5) the educational program. Things respondents would like to see changed or improved include: 1) compensation; 2) better communications between work groups; 3) more internal support of employees; 4) improvements to facilities; and 5) improvement in supervisory and administrative leadership.

In summary, SPC employees see South Plains College as a great place to work. Overwhelmingly, survey respondents believe they are contributing to the success of the College (89.5%), that co-workers are committed to helping students succeed (94.0%), and indicate they are proud to work at SPC (93.2%). It is clear SPC employees are committed to working together to continue to make SPC a quality educational institution, while tackling the challenges that face the College.

The following report provides a comprehensive analysis of the survey data and identifies possible action items for planning purposes.

2016 Employee Survey RESULTS AND ANALYSIS JULY 2016

Introduction

The Employee Survey measures employee response to the seven Commitment Statements that form the organizational value and belief system for the College. The survey consists of 53 statements that are designed to provide a quantitative method for examining the following organizational attributes and critical success factors that characterize a quality educational institution.

- Student Focus
- Learning Focus
- Access and Diversity
- Employee Focus
 - Employee Empowerment
 - Supervisory Management
 - Cooperation and Teamwork
 - Rewards and Recognition
- Quality Work Environment
 - Organizational Communications
 - Internal Employee Relations
 - Physical Environment
- Community Focus
- Leadership Focus
 - Planning and Effectiveness
 - Leadership
 - Budgeting and Allocation of Resources

The list of survey statements organized according to the 17 attribute/success factor scales is found in Attachment A. Each statement represents a desired characteristic or quality that SPC employees believe is important for the College to achieve in order to accomplish its vision to “improve each student’s life.”

Respondents are asked to respond to the statements on a Likert scale of 1 to 5 where 1 = strongly disagree and 5 = strongly agree. Because the statements are drawn from the organizational values (Commitment Statements) of the College, an option to respond as “not-applicable” is omitted. The survey was administered in an online format. Provisions were made to provide access to computers through the Human Resources Office for those employees without computing resources.

As in previous surveys, employees were given the opportunity to provide written responses to three statements: 1) List three things you would never want to change about SPC and/or your department; 2) List three things you would like to see improved or changed; and 3) I wished you had asked about; I would have said.

Survey Administration and Response

The 2016 Employee Survey was administered online from March 23 to June 10. A total of 351 employees participated in the survey, representing 62.2% of the total College workforce of 564 employed in April 2016. This response rate was 50 responses fewer than the 401 respondents for the 2014 Employee Survey, which represented 70.1% of the total College workforce.

The percentage of respondents closely represents the different employee categories. Faculty (N=192) represented 54.7% of the respondents; Classified Personnel (N=58) 16.8%; Professional Non-Faculty (N=71) 20.0%; and Administrators (N=22) 6.3%. Seven (7) respondents chose not to indicate their employee classification. Their responses were included as part of the All Respondents data. The

only employee group that had more respondents than the previous 2014 survey was Administrators with three additional respondents (22 vs. 19).

Data Calculation and Results

Arithmetic Means were calculated for each of the 53 statements that comprise the survey. Statements left unanswered were not counted in calculations. Additionally, the degree of agreement with each statement was calculated as a percentage of the respondents selecting one of the scale choices: 5-strongly agree, 4-agree, 3-neither agree/disagree, 2-disagree, and 1-strongly disagree.

Survey statements are worded such that lower Means (disagree or strongly disagree) and the relative percentage of disagreement with the statement indicate areas where improvement is needed. The relative percentage of neutrality to a statement can also be interpreted as indicating areas for improvement. While neutrality does not indicate that an employee would tend to disagree with the statement, it also indicates that the employee has yet to form a favorable opinion about the statement.

The 53 statements have been categorized into 17 attribute/success factors that align with the College’s seven organizational values and commitments. Arithmetic Means were calculated for each of the individual statements for each employee group and the All Respondents category. The greater the Mean indicates a higher the level of agreement (satisfaction) with the statement.

The Means for each of the 17 organizational attributes/success factors were calculated by averaging the arithmetic Means of the statements that are attributable to the particular factor. This method was used for each of the employee groups and the All Respondents category. **Mean calculations for all attributes/success factors are summarized below in Table 1.**

Mean calculations for all individual statements can be found in Attachment B, where attribute Means appear in bold face type. For comparative purposes, results from the 2014 Employee Survey are provided. The degree of statement agreement calculated as a percentage of the respondents can be found in Attachments C and E, with comparative agreement data between the 2016 and 2014 surveys in Attachments D-1 (agree), D-2 (neutral), and D-3 (disagree).

Table 1 SUMMARY OF SURVEY ATTRIBUTE MEANS					
ORGANIZATIONAL ATTRIBUTES/SUCCESS FACTORS	FAC N=192	CLASS N=59	PN-F N=71	ADM N=22	ALL N=351
Student Focus	4.36	4.15	4.17	4.49	4.28
Learning Focus	4.28	4.29	4.14	4.41	4.25
Access and Diversity	4.30	4.24	4.10	4.28	4.24
Employee Focus	3.95	3.64	3.78	4.11	3.86
Subcategory: Employee Empowerment	4.00	3.71	3.83	4.12	3.91
Subcategory: Supervisory Management	4.10	3.78	3.92	4.18	3.99
Subcategory: Cooperation and Teamwork	3.87	3.54	3.68	4.02	3.78
Subcategory: Rewards and Recognition	3.53	3.25	3.39	3.98	3.47
Quality Work Environment	4.03	3.82	3.77	4.17	3.94
Subcategory: Organizational Communications	3.69	3.34	3.31	3.82	3.55
Subcategory: Internal Employee Relations	4.16	3.99	3.89	4.25	4.08
Subcategory: Physical Environment	4.20	4.14	4.15	4.50	4.20
Community Focus	3.99	3.89	3.80	4.08	3.94
Leadership Focus	3.80	3.61	3.66	4.14	3.75
Subcategory: Planning and Effectiveness	3.64	3.33	3.55	4.14	3.60
Subcategory: Leadership	3.95	3.88	3.78	4.19	3.90
Subcategory: Budgeting and Allocation of Resources	3.75	3.50	3.59	4.07	3.68
Bold indicates subscale Means that fall below the 3.50 benchmark.					

Analysis of Data Results

Analysis of the Means and response percentages provides an indication of the College's organizational strengths and opportunities for improvement. For the purpose of this analysis, two benchmarks were applied to help identify strengths and improvement areas. A minimum statement and attribute/success factor Mean was established at 3.50 and a minimum statement agreement percentage was established at 70%. Applying these benchmarks to the data assists in understanding how well we are doing within each commitment (success) area and where improvement is needed.

For Faculty and Administrators, Means for the 17 success measures met or exceeded the 3.50 benchmark, as reported in Table 1 and Table 2. **For All Respondents, the benchmark Mean for rewards and recognition fell to 3.47, the first time any of the success factor Means have fallen below the benchmark for this group.** For Classified Personnel, the benchmark Mean fell below 3.50 for the following attribute/success factors: rewards and recognition, organizational communications, and planning and effectiveness. All three of these areas met the benchmark for the 2014 survey for the first time since 2006. The benchmark Mean fell below 3.50 in two areas among Professional Non-Faculty respondents: rewards and recognition and organizational communications. The rewards and recognition factor met the benchmark in 2014 for this group.

TABLE 2					
ATTRIBUTE AND STATEMENT BENCHMARK PERFORMANCE					
ATTRIBUTE/SUCCESS MEASURES MEETING 3.5 MEAN BENCHMARK					
	2014 Survey Results		2016 Survey Results		
Employee Category	N	%	N	%	Improvement
All Respondents	17	100.0%	16	94.1%	No
Faculty	17	100.0%	17	100.0%	Unchanged
Classified	17	100.0%	14	82.3%	No
Professional Non-Faculty	16	94.1%	15	88.2%	No
Administrators	17	100.0%	17	100.0%	Unchanged
SURVEY STATEMENTS MEETING 3.5 MEAN BENCHMARK					
	2014 Survey Results		2016 Survey Results		
Employee Category	N	%	N	%	Improvement
All Respondents	48	90.6%	47	88.7%	No
Faculty	52	98.1%	51	96.2%	No
Classified	48	60.6%	40	75.5%	No
Professional Non-Faculty	48	90.6%	44	83.0%	No
Administrators	53	100.0%	53	100.0%	Unchanged
SURVEY STATEMENTS MEETING 70% AGREEMENT BENCHMARK					
	2014 Survey Results		2016 Survey Results		
Employee Category	N	%	N	%	Improvement
All Respondents	40	75.5%	37	69.8%	No
Faculty	40	75.5%	39	73.6%	No
Classified	39	73.6%	27	50.9%	No
Professional Non-Faculty	38	71.7%	34	64.2%	No
Administrators	43	81.1%	49	92.5%	Yes

Tables 3 and 4 identify the specific attribute/success factors and statements that did not reach these benchmarks. For All Respondents, Means for 47 of the 53 survey statements met or exceeded the 3.50 benchmark, one statement less than the 48 that met the benchmark for the 2014 survey. However, only 37 of the statements met or exceeded the 70% agreement benchmark, compared to 40 statements meeting this agreement benchmark in the 2014 survey. Agreement to the statements relating to 1.) opportunities for professional development, 2.) being involved in community service, and 3.) listening to the needs of the community fell below the 70% benchmark. Previously, the benchmark had been met for these statements.

**TABLE 3
ATTRIBUTE AND STATEMENT MEANS NOT MEETING 3.50 BENCHMARK**

Survey Subscales and Statements	FAC	CLASS	PN-F	ADM	ALL
Employee Focus Attribute					
Employee Empowerment					
Opportunities are provided for my professional growth and development.		3.25			
Support staff and instructional staff are treated fairly and equitably.		3.34	3.26		
Cooperation and Teamwork					
I feel there is a spirit of cooperation between departments and work groups at SPC.		3.15	3.13		3.41
Rewards and Recognition					
I feel adequately rewarded for the work I do.	3.44	3.14	3.41		3.42
I am recognized for my work.		3.34	3.38		
Quality Work Environment Attribute					
Organizational Communications					
Communication between departments at SPC is effective and adequate.	3.32	3.10	2.76		3.16
Communication within my department is effective and adequate.		3.44			
SPC Encourages an open exchange of ideas.		3.47	3.49		
Leadership Focus Attribute					
Planning and Effectiveness					
As it plans for the future, my college asks for my ideas.		3.08	3.23		3.42
I am involved in SPC planning and effectiveness efforts.		2.81	3.39		3.36
Budgeting and Allocation of Resources					
I am satisfied with the budgeting process.		3.47			
SPC institutional goals and objectives are reflected in the budget.		3.44			
I have the opportunity to provide input to the budget process.		2.98	3.32		3.48

**TABLE 4
ATTRIBUTE STATEMENTS NOT MEETING 70% AGREEMENT BENCHMARK**

Survey Statements	FAC	CLASS	PN-F	ADM	ALL
Student Focus					
I am allowed to make decisions to help solve student problems.		64.4%			
Learning Focus					
I believe SPC's curriculum is updated effectively and equitably.		69.5%	65.7%		
Employee Focus Attribute					
Employee Empowerment					
I am encouraged to develop creative and innovative ideas.		54.2%			
Opportunities are provided for my professional growth and development.		47.5%			69.5%
Support staff and instructional staff are treated fairly and equitably.	66.7%	45.8%	55.7%		61.0%
Supervisory Management					
My supervisor provides me with the information necessary to do my job.		69.5%			
I have confidence in the fairness of my supervisor		62.7%			
My supervisor involves me in decisions that affect my job.		55.9%			
My ideas are given serious consideration by my supervisor.		58.6%			
Cooperation and Teamwork					
I feel there is a spirit of cooperation between departments and work groups at SPC.	56.8%	45.8%	45.7%		53.4%
Rewards and Recognition					
I feel adequately rewarded for the work I do.	57.3%	47.5%	60.6%		57.3%
I am recognized for my work.	64.1%	50.8%	57.7%		60.6%
Quality Work Environment Attribute					
Organizational Communications					
Communication between departments at SPC is effective and adequate.	49.0%	35.6%	32.9%	59.1%	43.7%
Communication within my department is effective and adequate		61.0%	69.0%		
SPC encourages an open exchange of ideas.		46.6%	62.9%	68.2%	64.3%
Internal Employee Relations					
Individuals at SPC treat each other with respect and appreciation.		62.7%	69.0%		
SPC values and cares about me as an employee.		59.3%	65.7%		
Community Focus Attribute					
Being involved in service to the community is an important part of my job.	68.1%	59.3%	65.7%		67.2%
Our college listens actively to the needs of our community constituents.	68.2%	57.6%	58.6%		65.0%

TABLE 4 (Continued)
ATTRIBUTE STATEMENTS NOT MEETING 70% AGREEMENT BENCHMARK

Survey Statements	FAC	CLASS	PN-F	ADM	ALL
Leadership Focus Attribute					
Planning and Effectiveness					
As it plans for the future, my college asks for my ideas.	58.6%	30.5%	45.7%		52.4%
I know the parts of the Institutional Plan that will affect me and my work.	64.1%	55.9%			65.6%
I am involved in SPC planning and effectiveness efforts.	49.0%	20.3%	48.6%		45.7%
Leadership					
Our college's leaders use our vision and values to guide us.			68.6%		
I have adequate communication with the top administrative staff at SPC.	67.7%	58.6%	55.7%		64.1%
Budgeting and Allocation of Resources					
I am satisfied with the budgeting process.	55.2%	39.0%	54.9%		53.3%
SPC institutional goals and objectives are reflected in the budget.	59.4%	40.7%	54.3%	68.2%	55.0%
I have the opportunity to provide input to the budget process.	60.4%	27.1%	53.5%	68.2%	53.4%

For Faculty respondents, 51 of the statements met the 3.50 mean benchmark, and 39 statements met the 70% agreement benchmark. This compares to 52 statements meeting the Mean benchmark and 40 statements meeting the agreement benchmark in 2014. Among Classified Personnel, the number of statements meeting the Mean benchmark declined from 48 to 40, and the number of statements meeting the agreement benchmark dropped from 39 (2014) to 27. All the improvements that were made in this group in 2014 have become setbacks in 2016.

For Professional Non-Faculty personnel, the number of statements meeting the Mean benchmark declined from 48 to 44, while the number of statements meeting the 70% agreement benchmark also declined from 38 to 34. For Administrators, the Means for all 53 statements met the benchmark, unchanged from 2014. The number of statements meeting the 70% agreement benchmark improved from 43 to 49.

Table 5
SUMMARY OF SURVEY ATTRIBUTE MEANS
All Respondents 2006 to 2016

ATTRIBUTES/SUCCESS FACTORS	2006 N=311	2008 N=374	2010 N=367	2012 N=403	2014 N=401	2016 N=351	Difference 2014-2016
Student Focus	4.36	4.35	4.40	4.33	4.36	4.28	-0.08
Learning Focus	4.25	4.27	4.31	4.25	4.32	4.25	-0.05
Access and Diversity	4.20	4.27	4.34	4.27	4.30	4.24	-0.06
Employee Focus	3.99	3.89	4.04	3.93	3.93	3.86	-0.07
Subcategory: Employee Empowerment	4.00	4.02	4.08	3.99	3.99	3.91	-0.08
Subcategory: Supervisory Management	4.20	4.12	4.16	4.05	4.05	3.99	-0.06
Subcategory: Cooperation and Teamwork	3.89	3.87	3.95	3.85	3.82	3.78	-0.04
Subcategory: Rewards and Recognition	3.57	3.55	3.68	3.56	3.58	3.47	-0.11
Quality Work Environment	3.99	3.97	4.05	4.01	4.00	3.94	-0.06
Subcategory: Organizational Communications	3.65	3.64	3.70	3.66	3.63	3.55	-0.08
Subcategory: Internal Employee Relations	4.13	4.13	4.19	4.13	4.11	4.08	-0.03
Subcategory: Physical Environment	4.18	4.14	4.22	4.24	4.26	4.20	-0.06
Community Focus	4.02	4.03	4.10	3.99	4.05	3.94	-0.11
Leadership Focus	3.79	3.77	3.85	3.82	3.84	3.75	-0.09
Subcategory: Planning and Effectiveness	3.58	3.56	3.62	3.67	3.71	3.60	-0.11
Subcategory: Leadership	3.90	3.98	4.04	4.02	4.01	3.90	-0.11
Subcategory: Budgeting and Allocation of Resources	3.72	3.75	3.78	3.68	3.71	3.68	-0.03

Note: Highest Mean ratings over the period are indicated in green. Lowest Mean ratings over the period are indicated in red.

It is informative and important to review survey data over time to determine if the College is making progress to sustain, enhance and improve the organizational culture that contributes to institutional quality and success. This progression of success is also dependent upon employee satisfaction with and affirmation of the organizational values and commitments that contribute to South Plains College's unique position as a quality institution of higher education. Table 5 provides the

attribute/success factor Means for All Respondents from 2006 to the current 2016 results. The data presented in this table illustrates that employee satisfaction and affirmation was at its highest level six years ago with 13 of the 17 success factors recording the highest Mean rating since 2006. **For the 2016 survey, 14 of the 17 Mean ratings for attribute/success factors have recorded their lowest values over the past 10 years.**

This shift in employee satisfaction, as measured by the percentage level of agreement to the survey statements, is also illustrated in Attachment D-1, which compares the statement agreement between the 2014 and the 2016 surveys. For All Respondents, the percentage of agreement dropped for 43 of the 53 statements by an average of -3.1 percentage points. This variance is more than what was experienced in the 2014 survey when the percentage of agreement dropped for 38 statements by an average of -2.3 percentage points. Even so, there is evidence that overall agreement with the survey statements has been eroding over the past six years, perhaps influenced in part by employee growth and turnover that has occurred. Analysis of the percentage of respondents who were neutral (Attachment D-2) in their agreement from 2014 to 2016 points to a larger number of neutral responses. In fact, among All Respondents, the percentage of neutral responses increased for 31 statements by a factor of +2.1 percentage points. Interestingly, for the 2014 survey the number of neutral responses decreased for 30 statements by a factor of -2.1. Neutral responses decreased for 21 statements by a factor of -1.8 percentage points.

However, there is a notable trend among respondents who indicate their disagreement with the statements (Attachment D-3). Among All Respondents, the percentage of disagreement increased for 43 statements by an average of +2.1 percentage points. This follows the 2014 survey where the percentage of disagreement increased for 44 of the 53 statements by an average of +2.6 percentage points when compared to the 2012 survey. Disagreement percentages exceeded 10% for 23 statements. For the 2010 survey which recorded the highest levels of agreement to survey statements, disagreement percentages exceeded 10% for only 10 statements.

For this survey administration, it would seem that greater employee neutrality and disagreement in survey responses is contributing to a lesser degree of agreement to many survey statements. This would be evident when examining the degree of agreement among the four employee groups. For Classified Personnel, disagreement percentages increased for 43 of the statements by an average of +7.2 percentage points. At the same time, neutrality increased for 36 statements by a factor of +7.4 percentage points. Similar results can be observed in Attachments D-2 and D3 for Faculty and Professional Non-Faculty groups.

An examination of each organizational success factor follows.

Student Focus (M=4.28)

This area continues to be the College's primary strength, exhibiting the highest subscale Mean of 4.28. Employees continue to believe students are the highest priority (93.2% agreement), SPC does a good job meeting student needs (87.4%), and employees as a whole are committed to helping students (94.0%). Overall employees believe they are empowered to make decisions to solve student problems (80.3%). Administrators had the highest level of agreement on making decisions to help students at 95.5% agreement, followed by Faculty with 83.3% and Professional Non-Faculty with 83.1% agreement. However, agreement to this statement dropped below the 70% benchmark for Classified Personnel, from 77.6% (2014) to 64.4%. Agreement to the statement also dropped slightly among Faculty by -2.7 percentage points from the prior survey. The overall Mean for this subscale was 4.36 in 2014 and 4.40 for the 2010 Employee Survey.

Learning Focus (M=4.25)

This attribute/success factor is built on statements regarding educational quality, physical facilities for learning, curriculum and career preparation. Employees see the learning environment as another strength. This subscale had a composite score of 4.25, compared to 4.32 in the 2014 survey. 96.0% of All Respondents felt students receive a quality education at SPC, a +1.8 percentage points improvement over the previous survey agreement rate of 94.3%. This improvement in agreement

corresponds to similar increases in agreement among Faculty respondents, 94.3% agreement compared to 92.2% in 2014; Classified Personnel, 100% agreement compared to 98.5%; and Administrators, 95.5% agreement compared to 89.5%. Also, 86.0% of All Respondents believe the physical facilities are conducive to effective learning, a slight decrease from the 2014 survey results. However, only 75.1% agreed the curriculum is updated effectively and equitably (M=3.96), a decline of -6.4 percentage points. Agreement among Classified Personnel and Professional Non-Faculty fell below the 70% agreement benchmark to 69.5% and 65.7% respectively. There was greater neutrality among respondents for these two groups: 22.0% for Classified Personnel and 30.0% for Professional Non-Faculty. Even among Faculty respondents, agreement dropped -4.7 percentage points to 79.2%. There was greater agreement among all employee groups that SPC prepares students for careers with the skills needed in the workplace. Overall, 93.7% of All Respondents agreed with this statement.

Access and Diversity (M=4.24)

A critical factor in fulfilling its mission, this attribute is another strength for the College community, receiving a satisfaction Mean of 4.24. Employees indicate that a diverse multi-cultural environment is valued (83.5%), the College programs and services are affordable (92.6%), the educational program is available at convenient times and places (81.7%), and admissions policies provide equal access to educational programs (89.4%). Means for the four statements that comprise this subscale for all employee categories were greater than 4.0. With the exception of Administrators, there was somewhat less agreement among employee groups that multiculturalism is valued compared to two years ago (84.3% in 2014). However, faculty agreed the most that educational programs and services are provided at convenient times and places, 84.9%. Administrators' agreement with this statement improved from 68.4% to 81.8%, meeting the 70% agreement benchmark.

Employee Focus (M=3.86)

This subscale consists of 14 statements organized into four sub-categories: Employee Empowerment, Supervisory Management, Cooperation and Teamwork, and Rewards and Recognition. The overall subscale score for this area is 3.86 compared to the 3.93 rating in the 2014 survey.

The sub-category **Employee Empowerment** scored a 3.91 mean. Some 89.5% of All Respondents believe their work gives them the ability to contribute to the success of SPC and 80.5% believe they have control over those aspects of their job for which they are accountable. Classified Personnel, who have traditionally indicated less empowerment than other employee groups in prior surveys, exhibited lesser agreement with all five statements that comprise this measure. 83.1% indicated their work gives them the ability to contribute to the success of the College (91.0% in 2014) and 86.4% indicated they have control over the aspects of their job for which they are accountable (88.2% in 2014). However, only 54.2% agreed that they are encouraged to develop creative and innovative ideas, a set-back from the 70.1% agreement in 2014.

73.4% of Faculty were satisfied with opportunities for professional growth, a decline from the 75.0% agreement in 2014. This drop in agreement, coupled with corresponding drops among Classified Personnel (56.9%) and Professional Non-Faculty (74.6%), contributed to a decline in agreement among All Respondents for this statement, from 72.8% in 2014 to 69.5%, below the benchmark. Agreement that support staff is treated fairly and equitably, a concern among respondents recorded in past survey administrations, also dropped among All Respondents keeping this statement below the benchmark at 61.0% agreement, its lowest level of agreement to date. The statement received an overall Mean of 3.51, a decrease from the 3.59 ranking from 2014. Only 45.8% of Classified Personnel believe support and instructional staff are treated fairly and equitably, down -14.5 percentage points from 2014. Agreement with this statement also falls below the 70% benchmark for Faculty (66.7%) and Professional Non-Faculty (55.7%).

Employees remain satisfied with **Supervisory Management**. This sub-category scored 3.99. There were acceptable levels of agreement (greater than 74%) that immediate supervisors provide information necessary to do the job, are fair, and communicate expectations. While these responses indicate that the College's supervisory management structure is an additional strength, the overall level

of agreement with the supervisory management statements declined among All Respondents and was mixed among employee groups.

Faculty satisfaction with supervisory management diminished slightly compared to the 2014 survey results. Among Classified Personnel, the drop in agreement was significant, so much so, that agreement to four of the five statements that comprise this measure fell below the 70% benchmark by an average of -18.0 percentage points. Improvements in satisfaction with supervisory management for Classified Personnel that were gained in 2014 became setbacks in 2016. For Professional Non-Faculty, confidence in the fairness of supervisors and belief that supervisors communicate expectations improved +3.0 and +11.6 percentage points, respectively.

The **Cooperation and Teamwork** sub-category had an overall Mean of 3.78 compared to 3.82 in 2014 and 3.95 in 2010. As in previous surveys, employees generally believe there is greater cooperation *within* individual work groups than *between* individual work groups. This prevailing perception may be the result of the College's continued growth and expansion.

Agreement with the statement "there is a spirit of cooperation between departments and work groups" continued to fall below the 70% agreement benchmark for three of the four employee groups. Faculty response to this statement declined from 64.1% (2014) to 56.8%. Only 45.8% of Classified Personnel agreed with the statement, a significant -15.4 percentage point drop from two years ago. Only 45.7% of Professional Non-Faculty agreed with the statement, a drop from the 50.6% agreement to the statement in 2014. Agreement among Administrators improved, however, from 68.4% to 72.7%. Overall, 53.4% of All Respondents agreed there is a spirit of cooperation between groups, a decline from the 59.5% agreement two years ago.

On the other hand, there was relatively high agreement (82.3%) that people within a particular work group cooperate with each other to get the job done. However, the percentage of agreement with this statement declined slightly among Classified Personnel and Professional Non-Faculty. The results may suggest that a program of supervisor training and emphasis on teamwork may need to be considered.

For the **Rewards and Recognition** sub-category, there were similar responses. This area scored an overall Mean of 3.47, the first time the rating has fallen below the 3.50 benchmark. This score was 3.58 for the 2014 survey and 3.68 for the 2010 survey. Only 57.3% of All Respondents believe they are adequately rewarded and only 60.6% feel they are recognized for the work they do. Both these levels of agreement were less than what was perceived two years ago. The percentage of agreement to the "adequately rewarded" statement dropped slightly for Faculty to 57.3% (-0.8 percentage points), for Classified Personnel to 47.5% (-7.7 points) and Professional Non-Faculty to 60.6% (-0.3 points). Agreement among Administrators improved to 72.7%.

There was also less agreement among Faculty (64.1%), Classified Personnel (50.8%) and Professional Non-Faculty (57.1%) that they are recognized for their work. Overall, 60.6% of All Respondents agreed they are recognized for the work they do, compared to 64.5% in 2014 and 68.6% in 2010.

Quality Work Environment (M=3.94)

This subscale area consists of 10 statements organized into three sub-categories: Organizational Communications, Internal Employee Relations, and Physical Environment. The overall subscale Mean for this area is 3.94. Within this subscale, employees overwhelmingly agreed that they are proud to work for SPC (93.5%). This statement received an overall Mean score of 4.63, slightly higher than the 2014 survey score of 4.60. There was greater than 91.0% agreement with this statement in all four employee categories. However, agreement to statements pertaining to individuals treat each other with respect and appreciation and SPC values and cares about me failed to meet the 70% benchmark for Classified Personnel and Professional Non-Faculty.

Responses to statements regarding **Organizational Communications** showed a similar pattern to the responses to statements for Cooperation and Teamwork. The overall Mean for the statement “Communication *between* departments at SPC is effective and adequate” was 3.16, a decrease from the 3.21 rating two years ago. The communications statement failed to meet the 3.50 benchmark among three employee groups with the exception of Administrators. Classified Personnel rated communication between groups somewhat lower than they did two years ago, 3.10 compared to 3.27 in 2014. Professional Non-Faculty rated this statement even lower at 2.76 compared to 2.87 in 2014. Overall, only 43.7% of respondents agreed with the statement and 32.0% disagreed. Professional Non-Faculty had the lowest level of agreement with 32.9% and the highest level of disagreement with 47.1%.

Conversely, respondents indicated that there is better communication *within* departments and work groups. With the exception of Classified Personnel and Professional Non-Faculty, there was greater than 70% agreement with this statement in all employee categories and the overall Mean for this statement was 3.82, lower than the 3.92 in 2014. While only 61.0% of Classified Personnel believe that communication *within* departments is effective and adequate, agreement among this employee group dropped -8.1 points. The decline in agreement for Professional Non-Faculty was similar, dropping to 69.0% below the benchmark. For the statement “SPC encourages an open exchange of ideas,” there was an improvement among Faculty with 70.2% agreement compared to 67.7% in 2014. However, the level of agreement among Administrators fell below the benchmark to 68.2% from 73.7% in 2014. Classified Personnel continued to remain below the 70% benchmark with 46.6% agreement, an drop from 65.7% (-19.1 percentage points) in 2014. Only 64.3% of All Respondents agreed with the statement.

Overall, the organizational communications sub-category mean was 3.55 compared to 3.63 for the 2014 survey. The data would suggest that continued improvement of organizational communications, particularly inter-departmental communications, is still an important task.

For the sub-category **Internal Employee Relations**, there is generally high agreement that employees generally understand the needs and expectations of each other. 76.3% of All Respondents indicated that individuals with whom they interact understand their needs and expectations, compared to 75.4% in 2014. Conversely, 86.8% of respondents agreed that they individually understand the needs and expectations of those they work with. Understanding the needs and expectations of others is a product of effective interpersonal communications, and the gap in the data would suggest that professional development in this area should be a consideration.

74.4% of respondents agreed that employees treat each other with respect and appreciation, less than the 75.7% agreement two years ago. 70.5% of All Respondents believe SPC values and cares for each individual employee, also less than 74.3% agreement in 2014. Agreement to this statement exceeded the 70% benchmark only for Faculty and Administrators. The level of agreement declined -18.6 points to 59.3% for Classified Personnel and -6.7 points to 65.7% agreement for Professional Non-Faculty. The overall Mean score for this sub-category was 4.08, compared to 4.11 for the 2014 survey.

For the sub-category **Physical Environment**, 78.9% of the respondents indicated that physical facilities in their areas were adequate. There was less agreement among Faculty (74.0%) to the statement than two years ago (78.3%). Agreement to this statement exceeded 80.0% for all other employee groups. 91.4% of respondents agreed SPC provides a safe, clean and secure environment, compared to 92.8% in 2014. Agreement for this statement dropped for three of the four employee groups by an average of -2.2 percentage points. The overall Mean for this sub-category was 4.20, compared to 4.26 in 2014.

Community Focus (M=3.94)

The attribute Mean for this area was 3.94 with 82.0% of respondents agreeing that the College does a good job of responding to the needs of the communities we serve (M=4.14). Only 67.2% of All Respondents indicated that being involved in community service was an important part of their jobs (M=3.88). Agreement to this statement fell below the 70% benchmark for Faculty (68.1%), Classified Personnel (59.3%) and Professional Non-Faculty (65.7%).

Additionally, there was less agreement among employees that the College listens actively to the needs of community constituents (M=3.80). Only 65.0% of All Respondents agreed with this statement, compared to 71.5% two years ago. Classified Personnel had the lowest level of agreement with 57.6% followed by Professional Non-Faculty with 58.6% and Faculty with 68.2%.

Leadership Focus (M=3.75)

This subscale area consists of 14 statements organized into three sub-categories: Planning and Effectiveness, Leadership, and Budgeting and Allocation of Resources. Mean scores for 11 of the 14 statements meet or exceed the 3.50 benchmark. Additionally, only seven statements garnered greater than 70% agreement among All Respondents, unchanged from the 2014 survey. The overall mean score for the Leadership Focus attribute was 3.75 compared to 3.84 in 2014.

The sub-category **Planning and Effectiveness** had a Mean rating of 3.60, and the Means for two of the four statements that comprise this sub-category fell below the 3.50 benchmark. Fewer respondents agreed that they are asked for their ideas as the College plans for the future. Agreement for this statement drop significantly for two employee categories. 52.4% of All Respondents agreed, compared to 58.4% in 2014. Faculty agreement dropped -0.3 points to 58.6%, Classified Personnel dropped -25.4 points to 30.5%, and Professional Non-Faculty -14.1 points to 45.7%. Administrators agreed more to the statement improving from 68.4% to 77.3%. The Mean for this statement did not meet the benchmark with a rating of 3.42 compared to 3.55 two years ago. Additionally, there was slightly lesser agreement that respondents know the parts of the Institutional Plan that affect their work. 65.6% of All Respondents agreed with this statement, compared to 68.5% two years ago. 21.8% were neutral on this statement and 12.6% disagreed.

Similarly, only 45.7% of respondents agreed that they were involved in SPC's planning and effectiveness efforts; 35.1% were neutral and 19.3% disagreed with this statement. The least agreement for this statement was among Classified Personnel with 20.3%, while 44.1% of Classified Personnel were neutral and 35.6% disagreed. The Mean for this statement was also below the benchmark at 2.81 for this group. Agreement to the involvement statement also declined for Faculty (49.0%) and Professional Non-Faculty (48.6%), but improved for Administrators from 68.4% in 2014 to 72.7%.

Interestingly, 74.1% of the respondents indicated they are informed and understand the College's planning and institutional effectiveness efforts, down -2.9 percentage points from 2014 results. Overall, the data indicates that additional work is needed to inform and involve employees in the College's planning and effectiveness processes. Supervisory personnel serve as important facilitators of this process and in providing opportunities for employees to contribute to planning and effectiveness.

The **Leadership** sub-category had a Mean score of 3.90, its lowest rating in the past 10 years. For the most part, respondents agreed that they receive the administrative support necessary to do their jobs (74.3% agreement, M=3.91) and that those in leadership roles demonstrate a viable commitment to the institutional mission of the College (78.6% agreement, M=3.96). There was 71.9% agreement among All Respondents that College leaders use our vision and values to guide the school, although only 68.6% of Professional Non-Faculty respondents agreed with this statement. 74.5% of All Respondents agreed that College leaders create and support a work environment that helps employees do their jobs. There was 79.8% agreement that top administrators are accessible and approachable (M=4.03), but only 64.1% agreement that employees have adequate communication with top administrative staff. Agreement among Faculty (67.7%), Classified Personnel (58.6%) and Professional Non-Faculty (55.7%) respondents also failed to meet the 70% agreement benchmark for this statement.

The **Budgeting and Allocation of Resources** sub-category had a Mean score of 3.68, a slight decline over the 2014 survey Mean of 3.71, but less than the 2010 Mean of 3.78. The majority of respondents, 82.1% agreed they have sufficient resources to do their job. However, there continues to be mixed levels of satisfaction with the budget process. Mean score for this statement was 3.57, a decline from 3.63 for the 2014 survey. Only 53.3% of All Respondents were satisfied with the budget

process. 55.2% of Faculty respondents indicated satisfaction with the process and 36.4% were undecided. Additionally, 55.0% of respondents believe the budget reflects institutional goals and objectives. 59.4% of Faculty agreed, and improvement of +5.7 percentage points from 2014. Agreement among Professional Non-Faculty for this statement declined to 54.1% with 41.4% undecided. Agreement for Classified Personnel dropped to 40.7% with 45.8% undecided. Mean score for this statement overall was 3.62, slightly less than the rating of 3.67 for 2014 and less than 3.76 for 2010.

Only 53.4% of respondents indicated they have opportunity to provide input to the budget process with 27.1% undecided and 19.4% disagreeing. Classified Personnel exhibited only 27.1% agreement with this statement (M=2.98) with 44.1% undecided and 28.8% disagreeing. Professional Non-Faculty agreement improved to 53.5% and Administrator agreement improved to 68.2%. Four consecutive years of budget constraints are no doubt a factor to be considered when evaluating employee satisfaction with the budget process. The data would suggest that additional work is needed to involve and inform employees about the budget process and its link to institutional planning and effectiveness. Supervisory personnel are key facilitating this process, especially in light of anticipated declines in state appropriations.

Tests for Statistical Difference

Statistical hypothesis testing was employed in order to determine any statistical significance between the Mean results from the 2016 survey compared with the 2014 survey. SPSS software was used to perform a two independent sample t-test which resulted in both the F-test statistic and p-value (probability-value) and the two-tailed t-test statistic and p-value. The F-test statistic measures the equality of variance between the two survey distributions. It indicates if there is a significant difference in the variation between the responses received for the 2016 survey and those received in 2014. Variance is measured as the average of the squares of the distance each response is from the mean response. The t-test statistic measures for the equality of the means between the two samples and whether the two groups' averages most likely reflects a "real" difference in the population from which the groups were sampled. A p-value of 0.01 was used for determining significance for both the F-test and t-test statistic.

Table 6 identifies the grouped variables and the individual statement variables that met the 0.01 threshold for significant difference. For All Respondents, the grouped variables Rewards and Recognition, Physical Environment and Community Focus showed significant difference at the 0.01 level for the F-test statistic which measures the equality of variance in the responses between the 2016 and 2014 survey samples. For the 2016 survey, responses were more varied across the 5-point Likert scale than the previous survey. Both survey statements related to the Rewards and Recognition variable also indicated statistical significance for the F-test statistic: 1) I feel I am adequately rewarded for the work I do; and 2) I am recognized for my work. The grouped variable Rewards and Recognition also recorded a "set-back" in that the Mean fell below the 3.50 benchmark. (See next section and Table 7.) The Means for the statement – Our college listens actively to the needs of our community constituents – showed statistical difference for both the F-test and t-test statistics.

The opportunities for professional development statement also showed F-test significant difference, as did the SPC values and cares about me statement, among All Respondents. Belief the curriculum is updated effectively and equitable, that College leaders use vision and values to guide the institution, and that the College does a good job of meeting the needs and expectations of students all showed significant difference at the 0.01 level for the t-test statistic, indicating a "real" difference between the Mean results.

For Classified Personnel, Rewards and Recognition showed similar results. The F-test indicated significant difference for the grouped variable Mean as well as the two survey statements. The statement – I am recognized for my work – fell below the 3.50 benchmark as well. Additionally, the F-test indicated significant difference among Classified Personnel for the grouped variable Supervisory Management. Three of the five survey statements associated with Supervisory Management also demonstrated significant difference at the 0.01 level for the F-test. These included: 1) My supervisor

**Table 6
TESTS FOR STATISTICAL SIGNIFICANCE OF MEANS
2014 and 2016 Survey Results**

Grouped Variables		2014 M	2016 M	F-test	t-test
Rewards and Recognition					
	All Respondents	3.58	3.47	.002*	.163
	Classified Personnel	3.61	3.25	.002*	.083
Physical Environment					
	All Respondents	4.26	4.20	.014*	.169
Community Focus					
	All Respondents	4.05	3.94	.038	.012*
Supervisory Management					
	Classified Personnel	4.12	3.78	.003*	.067
Individual Statements					
	All Respondents				
16.	Out college's leaders use our vision and values to guide us.	4.05	3.90	.062	.016*
21.	Opportunities are provided for my professional growth and development.	3.88	3.74	.001*	.102
23.	I feel adequately rewarded for the work I do.	3.48	3.42	.001*	.502
30.	I believe SPC's curriculum is updated effectively and equitably.	4.13	3.96	.305	.002*
33.	I am recognized for my work.	3.69	3.52	.000*	.036
41.	Our college listens actively to the needs of our community constituents.	3.94	3.80	.005*	.009*
47.	SPC values and cares about me as an employee.	3.89	3.81	.007*	.185
52.	SPC does a good job of meeting the needs and expectations of its students.	4.30	4.19	.726	.015*
	Classified Personnel				
6.	My supervisor provides me with the information necessary to do my job.	4.24	3.93	.014*	.128
7.	I have confidence in the fairness of my supervisor.	4.22	3.69	.000*	.016*
23.	I feel adequately rewarded for the work I do.	3.42	3.17	.011*	.283
24.	Individuals at SPC treat each other with respect and appreciation.	3.97	3.63	.006*	.079
31.	SPC provided educational programs and services that are available at convenient times and places.	4.13	3.76	.004*	.036
33.	I am recognized for my work.	3.81	3.34	.000*	.030
40.	Communication within my department is effective and adequate.	3.91	3.44	.011*	.044
48.	My ideas are given serious consideration by my supervisor.	3.97	3.64	.002*	.092
	Professional Non-Faculty				
10.	Individuals at SPC with whom I interact understand my needs and expectations.	3.69	3.71	.005*	.827
21.	Opportunities are provided for my professional growth and development.	4.01	3.82	.008*	.237
41.	Our college listens actively to the needs of our community constituents.	3.95	3.54	.287	.001*
51.	I am involved in SPC's planning and effectiveness efforts.	3.52	3.39	.008*	.394
	Faculty				
45.	I know the parts of the Institutional Plan that will affect me and my work.	3.80	3.69	.019*	.247

**Indicates statistical significance at the 0.01 level.*

provides me with the information necessary to do my job; 2) I have confidence in the fairness of my supervisor; and 3) My ideas are given serious consideration by my supervisor. Confidence in the fairness of the supervisor also showed statistical difference at the 0.01 level for the t-test statistic, as well.

Three other survey statements showed F-test statistical significance for Classified Personnel: 1) Individuals at SPC treat each other with respect and appreciation; 2) SPC provides educational programs and services that are available at convenient times and places; and 3) Communication within my department is effective and adequate, which fell below the 3.5 benchmark as a set-back.

Three survey statements showed statistical significance for the F-test for Professional Non-Faculty and one statement showed significant difference for the t-test statistic. These included (f-test) individuals understanding needs and expectations, opportunities for professional growth, involvement in planning and effectiveness; and (t-test) the college listens to needs of community constituents.

For Faculty, only one statement exhibited significant difference for the F-test statistic at the 0.01 level: knowledge of the parts of the Institutional Plan that affect me and my work.

This analysis would appear to give evidence to a notable shift in satisfaction, as measured by the level of agreement to survey statements, primarily among Classified Personnel respondents in the areas of Rewards and Recognition and Supervisory Management. However, there was also greater variance among All Respondents for the areas of Rewards and Recognition, Physical Environment and Community Focus.

Improvements and Setbacks

Comparing 2014 and 2016 data also provides a means for determining if improvements have been made in the past two years in measurement areas where either Mean or agreement benchmarks were not met. Tables 7 and 8 provide a summary of improvements and setbacks for Means by employee groups and percentage agreement, respectively. Overall, there were more setbacks in benchmark Means and percentages than there were improvements. **Among attribute/success factor and statement Means, there were no improvements made from the prior survey administration in any measurement area.** In fact, many improvements realized in 2014 became setbacks in 2016, especially for Classified Personnel.

There were 20 setbacks among the Mean benchmark measures: 11 involving Classified Personnel measures; five (5) for Professional Non-Faculty; two (2) for Faculty; and two (2) for All Respondents. For overall composite scores for success factors, the Classified Personnel rating for Rewards and Recognition, Organizational Communications and Planning and Effectiveness fell below the 3.50 Mean benchmark. Professional Non-Faculty and All Respondents ratings for Rewards and Recognition also fell below the benchmark. It was the first time the Mean for Rewards and Recognition did not meet or exceed the benchmark for All Respondents.

For Classified Personnel, setbacks were seen among survey statements pertaining to opportunities for professional development, staff being treated fairly and equitably, recognition for work, communication within the department, encouraging an open exchange of ideas, ideas are asked for in planning, involved in planning and effectiveness efforts, satisfaction with the budget process, and institutional goals reflected in the budget. Professional Non-Faculty had less satisfaction with recognition for work, open exchange of ideas, being asked for ideas in planning, and involvement in planning and effectiveness. Faculty were less satisfied for being rewarded for work and involvement in planning and effectiveness.

As indicated in Table 8, improvements were made in 11 statement measurement areas meeting the 70% agreement benchmark, which included seven (7) Administrators measures, three (3) Professional Non-Faculty measures and one (1) Faculty measure. Administrators had greater agreement at the 70% level for the following statements: educational programs and services are

available at convenient times and places; there is a spirit of cooperation between departments and work groups; adequately rewarded for work done; college does a good job responding to needs of the community; college asks for ideas when planning for future; involvement in planning and effectiveness; and satisfaction with the budget process.

**TABLE 7
SUMMARY OF MEAN IMPROVEMENTS AND SETBACKS COMPARED TO PRIOR EMPLOYEE SURVEY**

	Attributes / Success Factors and Survey Statements	2014	2016	Improvement	Setback
	<i>Employee Empowerment</i>				
21.	Opportunities are provided for my professional development and growth.				
	Classified Personnel	3.55	3.25		X
46.	Support staff and instructional staff are treated fairly and equitably.				
	Classified Personnel	3.50	3.34		X
	<i>Rewards & Recognition</i>				
	Classified Personnel	3.61	3.25*		X
	Professional Non-Faculty	3.57	3.39		X
	All Respondents	3.58	3.47*		X
23.	I feel adequately rewarded for the work I do.				
	Faculty	3.50	3.44		X
33.	I am recognized for my work.				
	Classified Personnel	3.81	3.34*		X
	Professional Non-Faculty	3.67	3.38		X
	<i>Organizational Communications</i>				
	Classified Personnel	3.63	3.34		X
40.	Communication within my department is effective and adequate.				
	Classified Personnel	3.91	3.44*		X
50.	SPC encourages an open exchange of ideas.				
	Classified Personnel	3.72	3.47		X
	Professional Non-Faculty	3.71	3.49		X
	<i>Planning & Effectiveness</i>				
	Classified Personnel	3.60	3.33		X
26.	As it plans for the future, my college asks for my ideas.				
	Classified Personnel	3.51	3.08		X
	Professional Non-Faculty	3.53	3.23		X
	All Respondents	3.55	3.42		X
51.	I am involved in SPC's planning and effectiveness efforts				
	Faculty	3.53	3.44		X
	Professional Non-Faculty	3.52	3.39*		X
	<i>Budgeting & Allocation of Resources</i>				
17.	I am satisfied with the budgeting process				
	Classified Personnel	3.66	3.47		X
37.	SPC institutional goals and objectives are reflected in the budget.				
	Classified Personnel	3.59	3.44		X

NOTE: Improvement indicates Statement or Attribute Mean improved to meet or exceed the 3.50 benchmark from 2014 to 2016. Setback indicates that the Statement or Attribute Mean fell below the 3.50 benchmark from 2014 to 2016.
*Indicates F-test statistical significance at the 0.01 level.

Professional Non-Faculty had greater agreement with the following measures: encouraged to develop creative and innovative ideas; individuals understand my needs and expectations; and knowledge of the parts of the Institutional Plan that affects my work. Faculty indicated greater agreement at the 70% level that the college encourages an open exchange of ideas.

Setbacks in percentage agreement were seen in 25 measurement areas, 12 of which were recorded as improvements in 2014. The majority of these setbacks were among Classified Personnel and Professional Non-Faculty respondents. For Classified Personnel, agreement to 12 statements fell below the 70% benchmark compared to the prior survey. These included: allowed to make decision to solve student problems; curriculum is updated effectively and equitably; encouraged to develop

creative and innovative ideas; supervisor provides information necessary to do job; confidence in the fairness of my supervisor; supervisor involves me in decisions; ideas are given serious consideration by supervisor; individuals at SPC treat each other with respect and appreciation; SPC values and cares for me as an employee; being involved in community service is an important part of my job; college actively listens to needs of our community; adequate communication with top administrators.

**TABLE 8
SUMMARY OF STATEMENT IMPROVEMENTS AND SETBACKS
COMPARED TO PRIOR EMPLOYEE SURVEY**

	Survey Statement	2014	2016	Improvement	Setback
	<i>Student Focus</i>				
18.	I am allowed to make decisions to help solve student problems.				
	Classified Personnel	77.6%	64.4%		X
	<i>Learning Focus</i>				
30.	I believe SPC's curriculum is updated effectively and equitably.				
	Classified Personnel	79.1%	69.5%		X
	Professional Non-Faculty	78.2%	65.7%		X
	<i>Access and Diversity</i>				
31.	SPC provides educational programs and services that are available at convenient times and places.				
	Administrators	68.4%	81.8%	X	
	<i>Employee Empowerment</i>				
5.	I am encouraged to develop creative and innovative ideas.				
	Classified Personnel	70.1%	54.2%		X
	Professional Non-Faculty	69.0%	73.2%	X	
21.	Opportunities are provided for my professional growth and development.				
	All Respondents	72.8%	69.5%		X
	<i>Supervisory Management</i>				
32.	My supervisor provides me with the information necessary to do my job.				
	Classified Personnel	83.6%	69.5%		X
7.	I have confidence in the fairness of my supervisor.				
	Classified Personnel	86.6%	62.7%		X
32.	My supervisor involves me in decisions that affect my job.				
	Classified Personnel	72.1%	55.9%		X
48.	My ideas are given serious consideration by my supervisor				
	Classified Personnel	76.5%	58.6%		X
	<i>Teamwork & Cooperation</i>				
8.	I feel there is a spirit of cooperation between departments and work groups at SPC.				
	Administrators	68.4%	72.7%	X	
	<i>Rewards & Recognition</i>				
33.	I am adequately rewarded for the work I do.				
	Administrators	68.4%	72.7%	X	
	<i>Organizational Communications</i>				
40.	Communication within my department is effective and adequate.				
	Professional Non-Faculty	78.2%	69.0%		X
50.	SPC encourages an open exchange of ideas.				
	Faculty	67.7%	70.2%	X	
	Administrators	73.7%	68.2%		X
	<i>Internal Employee Relations</i>				
10.	Individuals at SPC with whom I interact understand my needs and expectations.				
	Professional Non-Faculty	67.4%	72.9%	X	
24.	Individuals at SPC treat each other with respect and appreciation.				
	Classified Personnel	82.1%	62.7%		X
	Professional Non-Faculty	70.9%	69.0%		X
47.	SPC values and cares about me as an employee.				
	Classified Personnel	77.9%	59.3%		X
	Professional Non-Faculty	72.4%	65.7%		X

**TABLE 8 (Continued)
SUMMARY OF STATEMENT IMPROVEMENTS AND SETBACKS
COMPARED TO PRIOR EMPLOYEE SURVEY**

	Survey Statement	2014	2016	Improvement	Setback
	Community Focus				
13.	Our college does a good job responding to the needs of the communities we serve.				
	Administrators	68.4%	90.9%	X	
35.	Being involved in service to the community is an important part of my job.				
	Faculty	70.5%	68.1%		X
	Classified Personnel	75.0%	59.3%		X
	Professional Non-Faculty	70.1%	65.7%		X
	All Respondents	71.8%	67.2%		X
41.	Our college listens actively to the needs of our community constituents.				
	Classified Personnel	73.5%	57.6%		X
	Professional Non-Faculty	76.7%	58.6%		X
	All Respondents	71.5%	65.0%		X
	Planning & Effectiveness				
26.	As it plans for the future, my college asks for my ideas.				
	Administrators	68.4%	77.3%	X	
45.	I know the parts of the Institutional Plan that will affect me and my work.				
	Faculty	71.4%	64.1%		X
	Professional Non-Faculty	67.4%	71.4%	X	
51.	I am involved in SPC's planning and effectiveness efforts.				
	Administrators	68.4%	72.7%	X	
	Leadership				
16.	Our college's leaders use our vision and values to guide us.				
	Professional Non-Faculty	75.6%	68.6%		X
36.	I have adequate communication with the top administrative staff at SPC.				
	Classified Personnel	73.5%	58.6%		X
	Budgeting & Allocation of Resources				
17.	I am satisfied with the budgeting process.				
	Administrators	63.2%	81.8%	X	

NOTE: Improvement indicates Statement or Subscale Mean improved to meet or exceed the 70.0% benchmark from 2014 to 2016. Setback indicates that the Statement or Subscale Mean fell below the 70.0% benchmark from 2014 to 2016.

Professional Non-Faculty statement measures had seven (7) setbacks: curriculum is updated effectively and equitably; communication within my department is effective and adequate; individuals with whom I interact understand my needs and expectations; individuals treat each other with respect and appreciation; SPC values and cares for me as an employee; being involved in community service is an important part of my job; college listens actively to needs of the community; knowledge of the parts of the Institutional Plan that will affect me and my job; and college leaders use vision and values to guide us.

There were two (2) setbacks among Faculty: being involved in community service is an important part of my job; and knowledge of the parts of the Institutional Plan that affect my job. There was one (1) setback among Administrators: SPC encourages an open exchange of ideas. There were three (3) setbacks for All Respondents: opportunities are provided for my professional growth and development; being involved in service to the community is an important part of my job; and college listens actively to the needs of our community constituents.

Analysis of Written Comments

Employees were given the opportunity to respond to three open-ended questions designed to identify organizational strengths and weaknesses. A total of 237 employees (67.5% of respondents) responded to one or more of the three comment statements. Comments were grouped by affinity into common themes and were ranked according to frequency. The following provides a brief analysis of the comments for each question. These elements can be viewed as what is presently “most important” to employees within the College’s organizational climate. In many ways, the comments provide insightful context into the factors driving the survey results in particular attribute and statement areas.

Institutional Strengths

Employees were asked to *list three things they would never want to change about SPC and/or their departments*. A total of 187 respondents (78.9% of those providing written comments) provided 459 comments, compared to 221 respondents providing 565 comments in the 2014 survey. Table 9 provides a summary of 15 of the attributes identified by the respondents. Chart 1 on page 21 provides a comparison with the comment categories from the 2014 survey for those attribute areas that received 10 or more comments. The top six attributes (greater than 15% response frequency) are discussed here.

1. Student Focus: Dedication to students and remaining student-centered were listed by 41.2% of employees responding to this section (N=77). Nearly one in six of all “do not change” comments cited the College’s student focus as a strength. This element was characterized by employees as putting students first, serving students, keeping students our number one priority, caring about students, concern for students, valuing student success, high priority given to student’s welfare, and student-centered philosophy. Dedication to students was also the number one strength identified in the past three survey administrations, with a 42.5% frequency rate in 2014, 61.8% in 2012, and 48.9% in 2010.

**TABLE 9
INSTITUTIONAL STRENGTHS IDENTIFIED FROM COMMENTS**

Rank	List three things you would never want to change about SPC and/or your department.	Frequency	Percent of Respondents	Percent of Comments
1.	Student focus	77	41.2%	16.8%
2.	Benefits	70	37.4%	15.3%
3.	Employee Support	48	25.7%	10.5%
4.	Leadership	39	20.9%	8.5%
5.	Educational Program	29	15.5%	6.3%
6.	SPC Family	28	15.0%	6.1%
7.	Work Environment	26	13.9%	5.7%
8.	Facilities	23	12.3%	5.0%
9.	Co-Workers	20	10.7%	4.4%
10.	Cooperation	17	9.1%	3.7%
11.-12.	Affordability	13	7.0%	2.8%
11.-12.	Class Size	13	7.0%	2.8%
13.	Communication	12	6.4%	2.6%
14.-15.	Mission	10	5.3%	2.2%
14.-15.	Academic Freedom	10	5.3%	2.2%

Written comments are organized according to topic and frequency.

Total Respondents to the comment section of the survey = 237

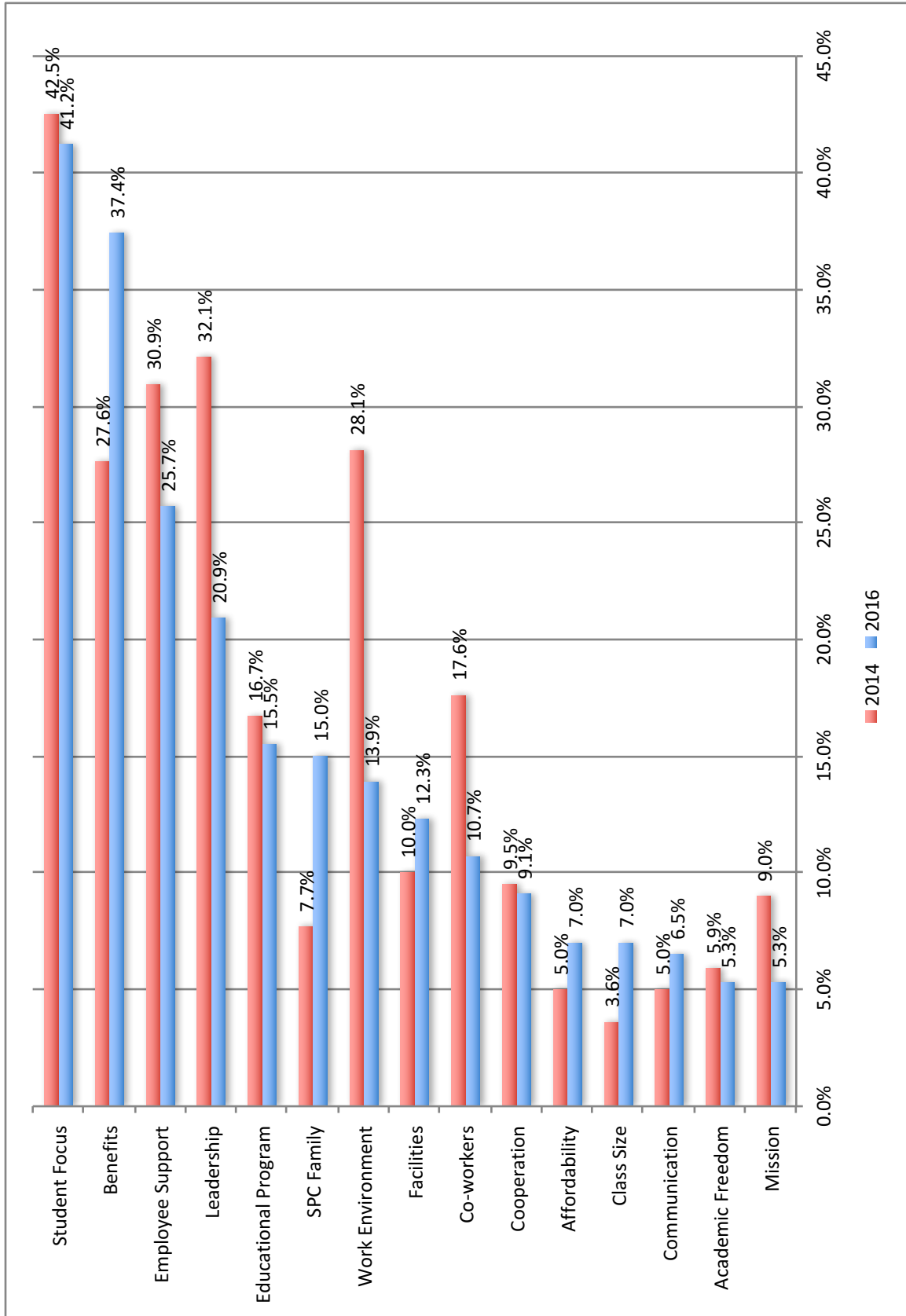
Total Respondents to this question = 187 (78.9% of respondents to comment section)

Total Comments received for this question = 459

2. Benefits: Benefits were noted by 37.4% of respondents (N=70). Frequently cited were health insurance, vacation days, work hours, and holidays. Benefits were noted by 27.6% of respondents in the 2014 survey with a lower frequency of 61 comments and a fifth place ranking. Benefits continue to be cited as an important aspect of working at South Plains College.

3. Employee Support: Comments pertaining to employee support were listed by 25.7% of respondents (N=48). Employees appreciate commitment to each other, positive way SPC treats employees, care for

CHART 1
Comparison of Institutional Strengths from Survey Comments
2016 Employee Survey and 2014 Employee Survey



co-workers, employee respect, loyalty of employees, openness to new ideas, trust in abilities, equitable treatment and continued opportunities for advancement. This element experienced a greater frequency (N=68) of comments in the 2014 survey where it was mentioned by 30.8% of the respondents, ranking this element third in the listing.

4. Leadership: Supervisory and administrative leadership was mentioned by 20.9% of respondents (N=39). The College’s leadership is described as being supportive, accessible, encouraging, caring, approachable, positive and open. Respondents indicated the one thing they don’t want to change is “my boss.” Leadership was listed as the second ranked strength in the 2014 survey with 32.1% of respondents (N=71).

5. Educational Program: The quality of the educational program was noted by 15.5% of respondents (N=29). Good teachers, quality of instruction, strong academics, value placed on teaching, involvement in curriculum development, conducive learning environment, and career preparation provided to students characterized the comments. This element was cited by 16.7% of respondents in 2014.

6. SPC Family: Respondents do not want to change the “SPC Family” atmosphere and feeling they experience among their co-workers. This comment was cited by 15.0% of those providing comments (N=28). This feeling is likely the product of the positive work environment and friendliness of SPC employees in general. In the 2014 survey, SPC Family was ranked 11th with 7.7% of the comments (N=17).

Work environment, facilities, co-workers, affordability, class size, communication, mission and academic freedom, all had 10 or more comments and frequency of 5% or greater.

Opportunities for Improvement

Employees were asked to list three things they would like to see improved or changed. A total of 219 respondents (92.4% of those providing comments) provided 514 comments that were grouped by common affinity. This compares to 244 respondents providing 561 comments in the 2014 survey. Comments for improvement were wide ranging, and Table 10 provides a summary of 12 elements ranked by respondent frequency. Chart 2 on page 24 provides comparative data with the 2014 survey for those attribute areas that received 10 or more comments. Only six attributes received greater than 10% respondent frequency and are discussed below.

**TABLE 10
AREAS OF IMPROVEMENT AS IDENTIFIED FROM COMMENTS**

	List three things you would like to see improved or changed.	Frequency	Percent of Respondents	Percent of Comments
1.	Compensation	68	31.1%	13.2%
2.	Communication	67	30.6%	13.0%
3.	Employee Support	59	26.9%	11.5%
4.	Facilities	48	21.9%	9.3%
5.	Leadership	40	18.3%	7.8%
6.	Student Services	26	11.9%	5.1%
7.-8.	Educational Program	21	9.6%	4.1%
7.-8.	Professional Development	21	9.6%	4.1%
9.	Technology	20	9.1%	3.9%
10.	HR Policies	19	8.7%	3.7%
11.	Class Schedule	15	6.8%	2.9%
12.	Campus Safety/Security	10	4.6%	1.9%

Written comments are organized according to topic and frequency.
 Total Respondents to the comment section of the survey = 237
 Total Respondents to this question = 219 (92.4% of respondents to comment section)
 Total Comments received for this question = 514

1. Compensation: Better salaries and pay were the most frequently cited items for improvement by 31.1% of respondents (N=68). This compares to 37.3% of respondents (N=91) who cited better salaries in the 2014 survey. In the current economic climate, it is not surprising that employees continue to

point out the importance of adequate compensation for the work they do. Merit raises, performance-based pay, industry competitive salaries, salaries commensurate with education, classified personnel salaries, holiday pay for part-time employees, comp-time policy, faculty overload pay, faculty summer pay, and faculty salaries competitive with other community colleges characterized the comments made in this area.

2. Better Communication: The second highest comment element also in 2014, improvements in how the College community communicates was cited by 30.6% of respondents (N=67). This compares to 22.1% of respondents two years ago (N=54). Better communication between campuses, between departments and offices, between administration and staff, and within departments were cited in the comments. Better access to information, better knowledge of campus activities, email communications, and opportunities to share ideas with others were also suggested. As the College continues to grow and expand within its service area, improvements to organizational communications will continue to pose challenges for SPC.

3. Employee support: Improvements to how employees are supported in their jobs were cited by 26.9% of respondents to this question (N=59). This element was cited by 47 respondents in the 2014 survey for a frequency of 19.3%. Giving employees trust, equitable treatment, placing value on new ideas, greater appreciation of employees, more involvement in planning, opportunities for advancement, fair work-loads, morale of faculty and staff, personal accountability and responsibility, and being treated as a professional were noted as concerns.

4. Facilities: Improvements to facilities was mentioned by 21.9% of respondents (N=48). For the 2014 survey, this element was cited by 17.6% of respondents (N=43). The need for bigger facilities, more office space, remodeling of instructional labs, signage on campus, Reese Center building repairs and remodeling, repair of mechanical systems and cleanliness of facilities were identified. Budget constraints that have resulted in deferred maintenance over the past two fiscal years are likely contributing to the level of comments.

5. Leadership: Supervisory and administrative leadership were listed as an institutional strength by 20.9% of respondents in this survey. However, 18.3% of respondents (N=40) also listed concerns to be addressed by leadership as an opportunity for improvement. Consistency and transparency in decision-making and policy application, willingness to take action when needed, unity of vision, communication and access to upper administrators, better cooperation, being receptive to new ideas and suggestions for change, seeking employee input, positive reinforcement from supervisors, and supervisor accountability characterized the comments in this section. In 2014, 21.3% of respondents listed supervisory and administrative concerns as an area for improvement, ranking this element third.

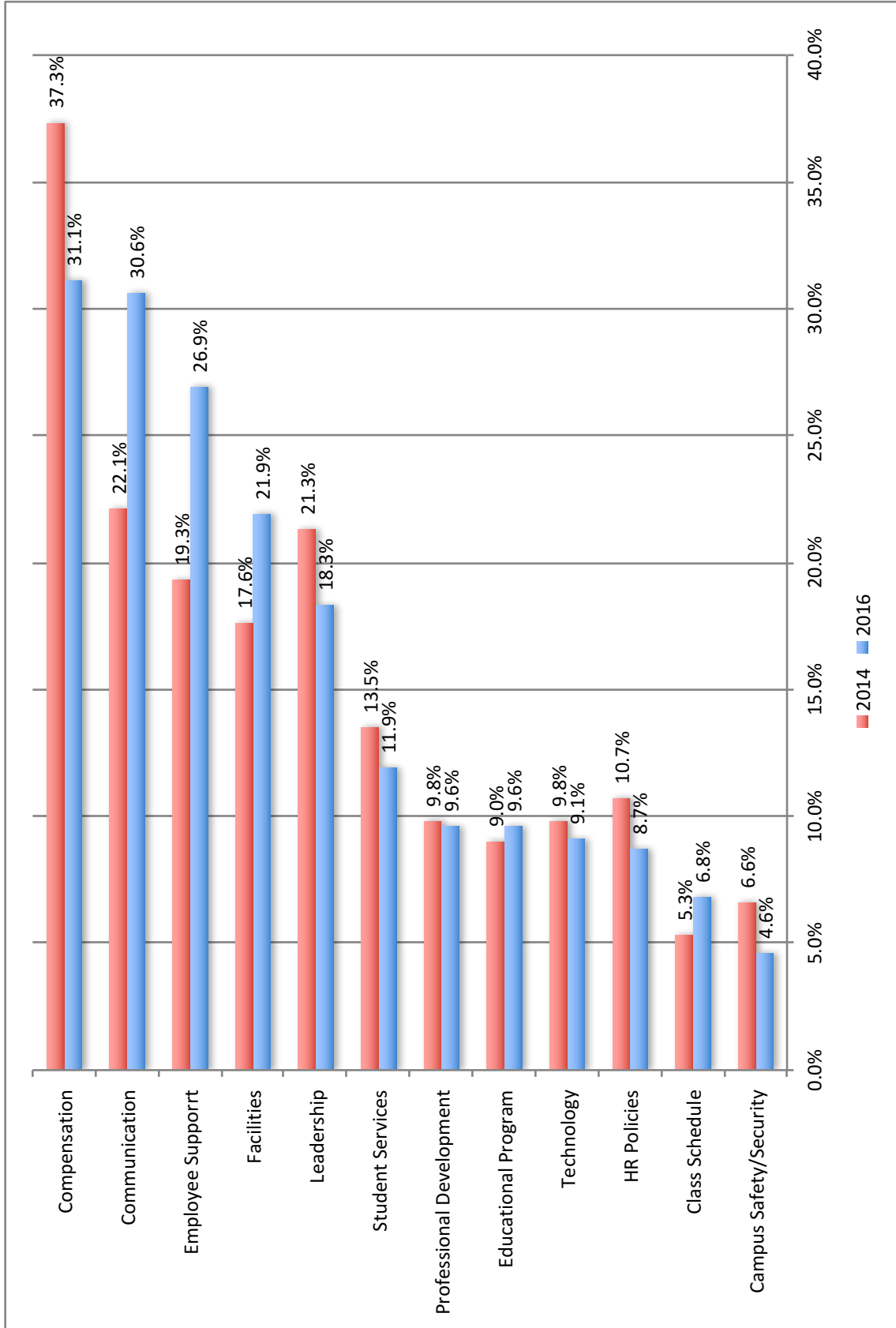
6. Student Services: Improvements to services that support students were recommended by 11.9% of respondents (N=26). In the 2014 survey, 33 comments were received for a frequency rate of 13.5%. Better tutoring services, advisement services, expanding student activities and veterans services, improvements in housing, and developing student leadership were suggestions noted in the comments.

The educational program, professional development, technology, human resources policies, class schedule and campus safety /security were also cited as opportunities for improvement and /or change with each area receiving 10 or more comments for a frequency percentage greater than 4.0%.

Open-ended comments

Fifty-eight (58) employees (24.5%) responded to the question: I wish you have asked about, and I would have said. Attachment H summarizes the responses that were also grouped according to affinity. Responses to this question were wide ranging and reflected the same concerns voiced as areas for improvement. Comments regarding leadership (N=9) and human resources policies (N=9) were submitted by 15.5% of respondents. Comments related to facilities (N=8) were submitted by 13.7% of respondents. Comments related to compensation (N=7) were submitted by 11.2% of respondents to this open-ended statement.

CHART 2
Comparison of Institutional Improvements from Survey Comments
2016 Employee Survey and 2014 Employee Survey



Summary and Action Items

The organizational climate of the College is the product of the interactions and relationships among SPC employees who work together to accomplish our institutional mission and fulfill our vision of improving each student's life. The results of the 2016 Employee Survey indicate that the current organizational climate is supportive of the College's seven areas of commitment that form the College's system of organizational values and beliefs. These commitments are made to students, educational excellence, access and diversity, faculty and staff, a quality campus environment, the community, and to the effective use of resources. Respondents to the survey affirmed that they experience these core values, for the most part, in their day-to-day work at SPC. The decline in student enrollment in the past two years, continuing budget constraints and challenges, new state accountability mandates, changes to the core curriculum, reorganization of key administrative areas, and the overall economic uncertainty has influenced employee satisfaction. While employee affirmation of core values is presently at acceptable levels, overall employee agreement with the 53 value statements that characterize the organizational climate of the College exhibits a diminishing trend.

The College's commitment to students, to educational excellence, to access and diversity and the community continue to be identified as the organization's greatest strengths. Employees highly value the College community's dedication to student success and the friendly work environment that is characterized by a sense of family, supportive and cooperative co-workers, and competent supervisors and administrators. For the most part, employees feel empowered to do their jobs and indicate they are treated with respect, appreciation and fairness. The College continues to be focused on community and constituent needs, although there was statistically significant difference noted among All Respondents that the college listens actively to the needs of our community constituents.

When comparing 2016 survey results to those of 2014, there were no benchmark improvements recorded for attribute/success factors and statement Means. Benchmark improvements for statement agreement trailed setbacks 11 to 25. Classified Personnel recorded benchmark setbacks in 12 measurement areas, indicating lesser satisfaction with the College's overall work environment.

It is certain that within the next two years budget resources, especially from state appropriations, will become more constrained. The College has also experienced a 51% decline in property evaluations over the past two years, forcing the Board of Regents to raise the ad valorem tax rate to the College's cap of \$0.40/\$100 valuation. The pressure to effectively allocate future resources remains a critical concern, not only for planners but also for the College community as a whole. It is fair to observe that for some respondents, budget restraints become translated as lack of support and indifference to departmental priorities. In this context, survey respondents continue to indicate a desire to be more involved in the planning and budgeting decisions and the prioritization of institutional initiatives. While improvement has been made in this arena, attention to a greater level of involvement will lead to greater satisfaction with the planning and budget processes.

Since the 2012 survey, the College has experienced a 2% decline in enrollment, which has begun to turn around with the 2016 fall semester. As the College plans for stable growth and expansion, organizational communication becomes more critical. Respondents expressed a concern for communications between departments, rating this factor below the 3.50 Mean benchmark and 70% agreement benchmark in all employee categories and among All Respondents overall. Communication *between* departments is viewed as less than adequate, when taken in the context of the written comments. Employees, for the most part, believe effective communications channels exist *within* departments, with the exception of Classified Personnel and Professional Non-Faculty.

By the same token, employees have a similar view in regard to "a spirit of cooperation" between departments and work groups. Agreement to this survey statement failed to meet the 70% benchmark for three employee groups and for All Respondents, falling to its lowest percentage rank. While agreeing that people within a work group cooperate to get the job done, it becomes apparent that the College needs to work to foster stronger teams, greater respect for co-workers and clearer communication of performance expectations.

By design, the Employee Survey identifies opportunities for improvement and strengthening employee commitment to core institutional values and beliefs. Analysis of the data would suggest that there are four possible areas within our organizational culture that need to be addressed. These areas include the following action items. These action items do not waiver much from conclusions drawn from the results of previous surveys over the past 10 years.

Rewards and Recognition: A primary suggestion for improvement, employee rewards and recognition continues to emerge from the Employee Survey with each administration as an important employee concern. While most employee concerns revolve around compensation, just as important is recognition for work done. Regents approved a 4% COLA for FY 2015, a 3% COLA for FY 2016 and a 2% COLA for FY 2017. It should be noted that announcement of the 2% COLA for FY 2017 came after the survey closed. Whether this announcement would have influenced responses if it had come earlier is speculative. Survey responses suggest continued review of faculty overload pay, base salaries vs. percent raises, rank promotions, salary comparisons to other colleges and industry in our region, promotions, and hiring practices.

Communication and Cooperation: These two functions within our organization go hand-in-hand in that one facilitates the other. While the survey results and comments do not provide any great insight into improving organizational communications and inter-departmental communications, respondents remind us that these are areas that require constant attention and improvement. The data suggests that there is a greater desire for more access to information, greater awareness of decision-making and more input into decisions. To improve in this area, we first need to identify the kinds of information people need and make it conveniently available when they want it. Levering technology to facilitate more effective organizational communications is an option that needs to be balanced appropriately with traditional face-to-face interaction through an established system of councils and committees. Supervisory personnel play a critical role in facilitating top-down communication as well as lateral communications. More internal training opportunities in organizational communications and internal customer service may help improve this area, especially for this group.

Planning and Effectiveness: While the College's program of institutional effectiveness was put to the test three years ago with the Reaffirmation of Accreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and was found to be in compliance with the core requirements and comprehensive standards of the Principles of Accreditation with no recommendations, it is clear that continued work is in order. The College continues to transition to a more user-friendly planning and effectiveness model to achieve uniformity and consistency. The implementation of TaskStream, as an institutional online planning and assessment resource, has standardized planning and budgeting and provided greater communication and sharing of resource information among its users. The development of an Office of Institutional Effectiveness and Assessment, headed by a director, has provided leadership and focus in this area in support of departmental assessment initiatives. During the SACSCOC reaffirmation process, preparation of the Compliance Certification Report, development of a Quality Enhancement Plan and the visit by the On-Site Reaffirmation Committee engaged a number of faculty and staff in this new aspect of accountability and accreditation. This activity no doubt contributed to greater satisfaction with involvement in planning and budgeting among employees in general. However, it is very easy for those who are responsible for planning and assessment to lapse into a state of contentment and be less diligent in documenting planning and assessment activities. Continued implementation of these new assessment systems will require even greater employee involvement and understanding of effectiveness activities. Engaging employees in planning and effectiveness is a function of supervisory and administrative leadership, and the data indicate work is needed in this area.

Budget Process: While the majority of respondents indicate they have sufficient resources to do their jobs, the budget process emerges as another area for improvement. Survey responses do not pinpoint the exact cause of dissatisfaction, but suggest that consideration be given to creating greater understanding of the resource limitations the College will face in the future and the limitations this "new reality" will place on the budget process. Involvement in setting the priority needs of

departments and offices as part of allocating budget resources will contribute to greater employee satisfaction. This involvement must be facilitated by supervisory personnel.

In summary, SPC employees see South Plains College as a great place to work. Overwhelmingly, survey respondents believe they are contributing to the success of the College and indicate they are proud to work at SPC. It's clear SPC employees are committed to working together to continue to make SPC a quality educational institution, while tackling the challenges the College is facing.

ATTACHMENT A EMPLOYEE SURVEY SUBSCALES

CATEGORY 1: STUDENT FOCUS (Commitment to Students)

1. Student needs have the highest priority in our mission.
18. I am allowed to make decisions to help solve student problems.
52. SPC does a good job meeting the needs and expectations of its students.
53. I believe SPC employees as a whole are committed to helping students.

CATEGORY 2: LEARNING FOCUS (Commitment to Educational Excellence)

2. Students receive a quality education at SPC.
19. The physical facilities of SPC are conducive to effective learning for students.
30. I believe SPC's curriculum is updated effectively and equitably.
38. SPC prepares students for careers with the skills needed in the workplace.

CATEGORY 3: ACCESS AND DIVERSITY (Commitment to Access and Diversity)

3. A diverse multi-cultural environment is valued on SPC campuses.
4. College programs and services are affordable for students.
31. SPC provides educational programs and services that are available at convenient times and places.
43. SPC's open admissions policy provides students with equal access to educational programs and services.

CATEGORY 4: EMPLOYEE EMPOWERMENT (Commitment to Faculty and Staff)

Sub-category: Employee Empowerment

5. I am encouraged to develop creative and innovative ideas.
20. My work gives me the ability to contribute to the success of SPC.
21. Opportunities are provided for my professional growth and development.
39. I have control over those aspects of my job for which I am accountable.
46. Support staff and instructional staff are treated fairly and equitably.

Sub-category: Supervisory Management

6. My supervisor provides me with the information necessary to do my job.
7. I have confidence in the fairness of my supervisor.
22. My supervisor lets me know what is expected of me.
32. My supervisor involves me in decisions that affect my job.
48. My ideas are given serious consideration by my supervisor.

Sub-category: Cooperation and Teamwork

8. I feel there is a spirit of cooperation between departments and work groups at SPC.
44. People in my work group cooperate with each other to get the job done.

Sub-category: Rewards and Recognition

23. I feel adequately rewarded for the work I do.
33. I am recognized for my work.

CATEGORY 5: QUALITY WORK ENVIRONMENT (Commitment to Quality Work Environment)

Sub-category: Organizational Communications

9. Communication between departments at SPC is effective and adequate.
40. Communication within my department is effective and adequate.
50. SPC encourages an open exchange of ideas.

Sub-category: Internal Employee Relations

- 10. Individuals at SPC with whom I interact understand my needs and expectations.
- 11. I am proud to work for SPC.
- 24. Individuals at SPC treat each other with respect and appreciation.
- 34. I understand the needs and expectations of the individuals with whom I interact.
- 47. SPC values and cares about me as an employee.

Sub-category: Physical Environment

- 12. SPC provides a clean, safe and secure environment for employees and students.
- 25. The physical facilities in my area are adequate.

CATEGORY 6: COMMUNITY FOCUS (Commitment to the Community)

- 13. Our college does a good job responding to the needs of the communities we serve.
- 35. Being involved in service to the community is an important part of my job.
- 41. Our college listens actively to the needs of our community constituents.

CATEGORY 7: LEADERSHIP FOCUS (Effective Use of Resources)

Sub-category: Planning and Effectiveness

- 14. I am informed and understand SPC's planning and effectiveness efforts.
- 26. As it plans for the future, my college asks for my ideas.
- 45. I know the parts of the Institutional Plan that will affect me and my work.
- 51. I am involved in SPC's planning and effectiveness efforts.

Sub-category: Leadership

- 15. I receive the administrative support necessary to do my job.
- 16. Our college's leaders use our vision and values to guide us.
- 27. I believe those in leadership roles demonstrate a visible commitment to the institutional mission of the college.
- 28. The top administrators at SPC are accessible and approachable.
- 36. I have adequate communication with the top administrative staff at SPC.
- 42. Our college's leaders create and support a work environment that helps me do my job.

Sub-category: Budgeting and Allocation of Resources

- 17. I am satisfied with the budgeting process.
- 29. I have sufficient resources to do my job.
- 37. SPC institutional goals and objectives are reflected in the budget.
- 49. I have the opportunity to provide input to the budget process.

OPEN-ENDED QUESTIONS

List three things you would never want to change about SPC and/or your department.

List three things you would like to see improved or changed.

If you would like to comment on an issue that has not been addressed in this survey, please complete the following:

I wish you would have asked about:

I would have said:

ATTACHMENT B
2016 EMPLOYEE SURVEY
ATTRIBUTE/ SUCCESS FACTOR MEANS

	2016 EMPLOYEE SURVEY					2014 EMPLOYEE SURVEY				
	FAC N=192	CLASS N=59	PN-F N=71	ADM N=22	ALL N=351	FAC N=217	CLASS N=68	PN-F N=87	ADM N=19	ALL N=401
STUDENT FOCUS	4.36	4.15	4.17	4.49	4.28	4.42	4.37	4.25	4.54	4.36
1 Student needs have the highest priority in our mission.	4.47	4.49	4.35	4.59	4.45	4.51	4.65	4.47	4.74	4.53
18 I am allowed to make decisions to help solve student problems.	4.11	3.85	4.07	4.41	4.06	4.23	4.00	3.97	4.32	4.13
52 SPC does a good job meeting the needs and expectations of its students.	4.28	4.08	4.01	4.36	4.19	4.33	4.33	4.22	4.47	4.30
53 I believe SPC employees as a whole are committed to helping students.	4.56	4.17	4.25	4.59	4.42	4.59	4.49	4.33	4.63	4.51
LEARNING FOCUS	4.28	4.29	4.14	4.41	4.25	4.34	4.36	4.28	4.33	4.32
2 Students receive a quality education at SPC.	4.58	4.61	4.45	4.45	4.54	4.53	4.70	4.56	4.47	4.56
19 The physical facilities of SPC are conducive to effective learning for students.	4.10	4.20	4.10	4.36	4.13	4.21	4.29	4.22	4.47	4.23
30 I believe SPC's curriculum is updated effectively and equitably.	4.06	3.86	3.74	4.27	3.96	4.20	4.12	4.00	4.16	4.13
38 SPC prepares students for careers with the skills needed in the workplace.	4.36	4.49	4.27	4.55	4.37	4.40	4.32	4.32	4.21	4.35
ACCESS AND DIVERSITY	4.30	4.24	4.10	4.28	4.24	4.35	4.38	4.14	4.24	4.30
3 A diverse multi-cultural environment is valued on SPC campuses.	4.25	4.32	3.92	4.09	4.17	4.28	4.40	4.05	4.11	4.23
4 College programs and services are affordable for students.	4.40	4.63	4.46	4.27	4.44	4.53	4.58	4.47	4.53	4.52
31 SPC provides educational programs and services that are available at convenient times	4.17	3.76	3.86	4.18	4.03	4.18	4.13	3.84	3.89	4.07
43 SPC's open admissions policy provides students with equal access to educational programs and services.	4.36	4.24	4.17	4.59	4.32	4.41	4.40	4.22	4.42	4.36
EMPLOYEE FOCUS	3.95	3.64	3.78	4.11	3.86	3.98	3.93	3.87	3.99	3.93
Subcategory: Employee Empowerment	4.00	3.71	3.83	4.12	3.91	4.06	3.89	3.93	4.07	3.99
5 I am encouraged to develop creative and innovative ideas.	3.99	3.64	3.83	4.00	3.88	4.11	3.94	3.86	4.16	4.01
20 My work gives me the ability to contribute to the success of SPC.	4.46	4.20	4.30	4.55	4.38	4.45	4.33	4.37	4.37	4.40
21 Opportunities are provided for my professional growth and development.	3.84	3.25	3.82	4.09	3.74	3.94	3.55	4.01	3.84	3.88
39 I have control over those aspects of my job for which I am accountable.	4.07	4.10	3.97	4.05	4.04	4.13	4.15	4.01	4.21	4.10
46 Support staff and instructional staff are treated fairly and equitably.	3.64	3.34	3.26	3.91	3.51	3.69	3.50	3.40	3.79	3.59
Subcategory: Supervisory Management	4.10	3.78	3.92	4.18	3.99	4.09	4.12	3.96	4.02	4.05
6 My supervisor provides me with the information necessary to do my job.	4.20	3.93	3.99	4.14	4.08	4.20	4.24	4.10	4.21	4.17
7 I have confidence in the fairness of my supervisor.	4.09	3.69	4.08	4.23	4.02	4.10	4.22	4.06	4.00	4.10
22 My supervisor lets me know what is expected of me.	4.22	4.00	4.03	4.09	4.11	4.16	4.25	3.90	4.00	4.09
32 My supervisor involves me in decisions that affect my job.	3.98	3.61	3.73	4.14	3.85	3.99	3.93	3.87	3.89	3.94
48 My ideas are given serious consideration by my supervisor.	4.03	3.64	3.76	4.32	3.91	4.03	3.97	3.87	4.00	3.97
Subcategory: Cooperation & Teamwork	3.87	3.54	3.68	4.02	3.78	3.85	3.83	3.77	3.89	3.82
8 I feel there is a spirit of cooperation between departments and work groups at SPC.	3.55	3.15	3.13	3.77	3.41	3.62	3.40	3.29	3.63	3.49

ATTACHMENT B
2016 EMPLOYEE SURVEY
ATTRIBUTE/ SUCCESS FACTOR MEANS

	2016 EMPLOYEE SURVEY					2014 EMPLOYEE SURVEY				
	FAC N=192	CLASS N=59	PN-F N=71	ADM N=22	ALL N=351	FAC N=217	CLASS N=68	PN-F N=87	ADM N=19	ALL N=401
44 People in my work group cooperate with each other to get the job done.	4.19	3.93	4.24	4.27	4.15	4.07	4.25	4.26	4.16	4.14
Subcategory: Rewards and Recognition	3.53	3.25	3.39	3.98	3.47	3.59	3.61	3.57	3.79	3.58
23 I feel adequately rewarded for the work I do.	3.44	3.17	3.41	4.05	3.42	3.50	3.42	3.47	3.84	3.48
33 I am recognized for my work.	3.61	3.34	3.38	3.91	3.52	3.68	3.81	3.67	3.74	3.69
QUALITY WORK ENVIRONMENT	4.03	3.82	3.77	4.17	3.94	4.04	4.03	3.89	4.17	4.00
Subcategory: Organizational Communications	3.69	3.34	3.31	3.82	3.55	3.71	3.63	3.49	3.82	3.63
9 Communication between departments at SPC is effective and adequate.	3.32	3.10	2.76	3.50	3.16	3.33	3.27	2.87	3.63	3.21
40 Communication within my department is effective and adequate.	3.98	3.44	3.69	4.09	3.82	3.96	3.91	3.89	3.84	3.92
50 SPC encourages an open exchange of ideas.	3.78	3.47	3.49	3.86	3.66	3.83	3.72	3.71	4.00	3.77
Subcategory: Internal Employee Relations	4.16	3.99	3.89	4.25	4.08	4.15	4.16	4.01	4.24	4.11
10 Individuals at SPC with whom I interact understand my needs and expectations.	3.98	3.85	3.71	4.05	3.90	3.98	3.97	3.69	4.11	3.91
11 I am proud to work for SPC.	4.69	4.58	4.52	4.68	4.63	4.63	4.68	4.52	4.58	4.60
24 Individuals at SPC treat each other with respect and appreciation.	4.06	3.63	3.68	3.95	3.89	4.01	3.97	3.74	4.16	3.93
34 I understand the needs and expectations of the individuals with whom I interact.	4.19	4.19	3.99	4.23	4.15	4.21	4.26	4.24	4.32	4.22
47 SPC values and cares about me as an	3.89	3.69	3.57	4.32	3.81	3.92	3.90	3.85	4.05	3.89
Subcategory: Physical Environment	4.20	4.14	4.15	4.50	4.20	4.26	4.29	4.21	4.53	4.26
12 SPC provides a clean, safe and secure environment for employees and students.	4.50	4.32	4.38	4.59	4.45	4.51	4.61	4.36	4.53	4.49
25 The physical facilities in my area are adequate.	3.89	3.97	3.93	4.41	3.95	4.01	3.97	4.07	4.53	4.03
COMMUNITY FOCUS	3.99	3.89	3.80	4.08	3.94	4.07	4.09	3.99	4.18	4.05
13 Our college does a good job responding to the needs of the communities we serve.	4.22	4.08	3.99	4.18	4.14	4.31	4.28	4.08	4.05	4.23
35 Being involved in service to the community is an important part of my job.	3.87	3.81	3.86	4.09	3.88	3.95	4.04	3.94	4.26	3.97
41 Our college listens actively to the needs of our community constituents.	3.89	3.78	3.54	3.95	3.80	3.94	3.94	3.95	4.21	3.94
LEADERSHIP FOCUS	3.80	3.61	3.66	4.14	3.75	3.88	3.80	3.76	4.12	3.84
Subcategory: Planning & Effectiveness	3.64	3.33	3.55	4.14	3.60	3.74	3.60	3.70	4.08	3.71
14 I am informed and understand SPC's planning and institutional effectiveness efforts.	3.93	3.86	3.79	4.27	3.91	4.06	3.97	3.94	4.26	4.02
26 As it plans for the future, my college asks for my ideas.	3.51	3.08	3.23	4.09	3.42	3.56	3.51	3.53	3.95	3.55
45 I know the parts of the Institutional Plan that will affect me and my work.	3.69	3.56	3.79	4.14	3.72	3.80	3.74	3.81	4.05	3.79
51 I am involved in SPC's planning and effectiveness efforts.	3.44	2.81	3.39	4.05	3.36	3.53	3.16	3.52	4.05	3.48
Subcategory: Leadership	3.95	3.88	3.78	4.19	3.90	4.05	4.05	3.91	4.25	4.01
15 I receive the administrative support necessary to do my job.	3.93	3.81	3.92	4.18	3.91	4.08	4.14	3.87	4.11	4.03
16 Our college's leaders use our vision and values to guide us.	3.92	3.95	3.79	4.14	3.90	4.07	4.08	3.97	4.37	4.05
27 I believe those in leadership roles demonstrate a viable commitment to the institutional mission of the college.	3.99	3.90	3.89	4.27	3.96	4.15	4.10	3.99	4.21	4.09

ATTACHMENT B
2016 EMPLOYEE SURVEY
ATTRIBUTE/ SUCCESS FACTOR MEANS

	2016 EMPLOYEE SURVEY					2014 EMPLOYEE SURVEY				
	FAC N=192	CLASS N=59	PN-F N=71	ADM N=22	ALL N=351	FAC N=217	CLASS N=68	PN-F N=87	ADM N=19	ALL N=401
28 The top administrators at SPC are accessible and approachable.	4.07	4.14	3.82	4.32	4.03	4.13	4.16	3.97	4.58	4.10
36 I have adequate communication with the top administrative staff at SPC.	3.79	3.60	3.51	4.14	3.70	3.79	3.84	3.77	4.21	3.79
42 Our college's leaders create and support a work environment that helps me do my job.	3.99	3.88	3.76	4.09	3.91	4.05	4.00	3.90	4.05	3.99
Subcategory: Budgeting & Allocation of Resources	3.75	3.50	3.59	4.07	3.68	3.77	3.62	3.61	3.97	3.71
17 I am satisfied with the budgeting process.	3.56	3.47	3.56	4.23	3.57	3.66	3.66	3.55	3.74	3.63
29 I have sufficient resources to do my job.	4.10	4.08	3.89	4.23	4.04	4.13	4.13	3.94	4.26	4.09
37 SPC institutional goals and objectives are reflected in the budget.	3.69	3.44	3.57	3.86	3.62	3.67	3.59	3.66	3.95	3.67
49 I have the opportunity to provide input to the budget process.	3.64	2.98	3.32	3.95	3.48	3.60	3.12	3.26	3.95	3.45
SUBSCALES MEASURES MEETING 3.5 BENCHMARK	17 100.0%	14 82.4%	15 88.2%	17 100.0%	16 94.1%	17 100.0%	17 100.0%	16 94.1%	17 100.0%	17 100.0%
SUBSCALE MEASURES NOT MEETING 3.5 BENCHMARK	0 0.0%	3 17.6%	2 11.8%	0 0.0%	1 5.9%	0 0.0%	0 0.0%	1 5.9%	0 0.0%	0 0.0%
TOTAL SUBSCALE MEASURES	17	17	17	17	17	17	17	17	17	17
SURVEY STATEMENTS MEETING 3.5 BENCHMARK	51 96.2%	40 75.5%	44 83.0%	53 100.0%	47 88.7%	52 98.1%	48 90.6%	48 90.6%	53 100.0%	48 90.6%
SURVEY STATEMENTS NOT MEETING 3.5 BENCHMARK	2 3.8%	13 24.5%	9 17.0%	0 0.0%	6 11.3%	1 1.9%	5 9.4%	5 9.4%	0 0.0%	5 9.4%
TOTAL SURVEY STATEMENTS	53	53	53	53	53	53	53	53	53	53

**ATTACHMENT C
2016 EMPLOYEE SURVEY
DEGREE OF STATEMENT AGREEMENT**

	FACULTY		CLASSIFIED		PROFESSIONAL N-F		ADMINISTRATORS		ALL EMPLOYEE GROUPS			
	Agree	Neutral Disagree	Agree	Neutral Disagree	Agree	Neutral Disagree	Agree	Neutral Disagree	Agree	Neutral Disagree		
STUDENT FOCUS												
1 Student needs have the highest priority in our mission.	93.2%	3.6%	3.1%	91.5%	3.4%	5.1%	94.4%	0.0%	5.6%	93.2%	2.6%	4.3%
18 I am allowed to make decisions to help solve student problems.	83.3%	7.3%	9.4%	64.4%	27.1%	8.5%	83.1%	8.5%	8.5%	80.3%	10.8%	8.8%
52 SPC does a good job meeting the needs and expectations of its students.	89.6%	9.4%	1.0%	81.4%	13.6%	5.1%	85.7%	11.4%	2.9%	87.4%	10.3%	2.3%
53 I believe SPC employees as a whole are committed to helping students.	97.4%	2.1%	0.5%	84.7%	10.2%	5.1%	93.0%	4.2%	2.8%	94.0%	3.7%	2.3%
LEARNING FOCUS												
2 Students receive a quality education at SPC.	94.3%	3.6%	2.1%	100.0%	0.0%	0.0%	97.2%	2.8%	0.0%	96.0%	2.6%	1.4%
19 The physical facilities of SPC are conducive to effective learning for students.	84.4%	8.9%	6.8%	84.7%	8.5%	6.8%	88.6%	8.6%	2.9%	86.0%	8.3%	5.7%
30 I believe SPC's curriculum is updated effectively and equitably.	79.2%	15.1%	5.7%	69.5%	22.0%	8.5%	65.7%	30.0%	4.3%	75.1%	18.6%	6.3%
38 SPC prepares students for careers with the skills needed in the workplace.	93.2%	4.7%	2.1%	93.2%	6.8%	0.0%	95.8%	4.2%	0.0%	93.7%	4.9%	1.4%
ACCESS AND DIVERSITY												
3 A diverse multi-cultural environment is valued on SPC campuses.	84.4%	9.4%	6.3%	88.1%	5.1%	6.8%	77.5%	11.3%	11.3%	83.5%	8.8%	7.7%
4 College programs and services are affordable for students.	90.1%	8.9%	1.0%	94.9%	5.1%	0.0%	98.6%	1.4%	0.0%	92.6%	6.0%	1.4%
31 SPC provides educational programs and services that are available at convenient times and places.	84.9%	9.9%	5.2%	75.9%	6.9%	17.2%	77.5%	14.1%	8.5%	81.7%	10.6%	7.7%
43 SPC's open admissions policy provides students with equal access to educational programs and services.	90.6%	6.8%	2.6%	84.7%	11.9%	3.4%	87.1%	10.0%	2.9%	89.4%	7.7%	2.9%
EMPLOYEE FOCUS												
Subcategory: Employee Empowerment												
5 I am encouraged to develop creative and innovative ideas.	74.0%	14.1%	12.0%	54.2%	30.5%	15.3%	73.2%	11.3%	15.5%	70.4%	16.2%	13.4%
20 My work gives me the ability to contribute to the success of SPC.	91.1%	6.3%	2.6%	83.1%	11.9%	5.1%	88.7%	5.6%	5.6%	89.5%	6.6%	4.0%
21 Opportunities are provided for my professional growth and development.	73.4%	9.9%	16.7%	47.5%	20.3%	32.2%	74.6%	7.0%	18.3%	69.5%	11.1%	19.4%
39 I have control over those aspects of my job for which I am accountable.	78.6%	12.0%	9.4%	86.4%	6.8%	6.8%	85.9%	5.6%	8.5%	80.5%	10.0%	9.5%
46 Support staff and instructional staff are treated fairly and equitably.	66.7%	16.7%	16.7%	45.8%	28.8%	25.4%	55.7%	15.7%	28.6%	61.0%	18.1%	20.9%
Subcategory: Supervisory Management												
6 My supervisor provides me with the information necessary to do my job.	78.1%	14.6%	7.3%	69.5%	13.6%	16.9%	73.2%	14.1%	12.7%	75.5%	13.4%	11.1%
7 I have confidence in the fairness of my supervisor.	75.0%	12.0%	13.0%	62.7%	13.6%	23.7%	78.9%	8.5%	12.7%	74.1%	10.8%	15.1%

**ATTACHMENT C
2016 EMPLOYEE SURVEY
DEGREE OF STATEMENT AGREEMENT**

	FACULTY			CLASSIFIED			PROFESSIONAL N-F			ADMINISTRATORS			ALL EMPLOYEE GROUPS		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
22 My supervisor lets me know what is expected of me.	81.8%	13.0%	5.2%	76.3%	11.9%	11.9%	81.7%	8.5%	9.9%	86.4%	4.5%	9.1%	80.6%	11.4%	8.0%
32 My supervisor involves me in decisions that affect my job.	74.5%	13.5%	12.0%	55.9%	22.0%	22.0%	70.4%	12.7%	16.9%	81.8%	4.5%	13.6%	70.0%	14.6%	15.4%
48 My ideas are given serious consideration by my supervisor.	75.0%	15.6%	9.4%	58.6%	22.4%	19.0%	71.8%	12.7%	15.5%	90.9%	4.5%	4.5%	72.2%	15.5%	12.3%
Subcategory: Cooperation & Teamwork															
8 I feel there is a spirit of cooperation between departments and work groups at SPC.	56.8%	26.6%	16.7%	45.8%	20.3%	33.9%	45.7%	24.3%	30.0%	72.7%	13.6%	13.6%	53.4%	24.3%	22.3%
44 People in my work group cooperate with each other to get the job done.	80.7%	13.0%	6.3%	78.0%	6.8%	15.3%	90.1%	5.6%	4.2%	86.4%	9.1%	4.5%	82.3%	10.3%	7.4%
Subcategory: Rewards & Recognition															
23 I feel adequately rewarded for the work I do.	57.3%	16.7%	26.0%	47.5%	15.3%	37.3%	60.6%	14.1%	25.4%	72.7%	13.6%	13.6%	57.3%	15.7%	27.1%
33 I am recognized for my work.	64.1%	16.7%	19.3%	50.8%	18.6%	30.5%	57.7%	18.3%	23.9%	72.7%	13.6%	13.6%	60.6%	17.1%	22.3%
QUALITY WORK ENVIRONMENT															
Subcategory: Organizational Communications															
9 Communication between departments at SPC is effective and adequate.	49.0%	25.0%	26.0%	35.6%	30.5%	33.9%	32.9%	20.0%	47.1%	59.1%	18.2%	22.7%	43.7%	24.3%	32.0%
40 Communication within my department is effective and adequate.	74.5%	13.0%	12.5%	61.0%	8.5%	30.5%	69.0%	15.5%	15.5%	81.8%	4.5%	13.6%	71.1%	12.0%	16.9%
50 SPC encourages an open exchange of ideas.	70.2%	18.3%	11.5%	46.6%	36.2%	17.2%	62.9%	18.6%	18.6%	68.2%	22.7%	9.1%	64.3%	21.9%	13.8%
Subcategory: Internal Employee Relations															
10 Individuals at SPC with whom I interact understand my needs and expectations.	76.6%	17.2%	6.3%	78.0%	11.9%	10.2%	72.9%	21.4%	5.7%	81.8%	13.6%	4.5%	76.3%	16.6%	7.1%
11 I am proud to work for SPC.	93.8%	5.2%	1.0%	91.5%	8.5%	0.0%	93.0%	5.6%	1.4%	95.5%	0.0%	4.5%	93.2%	5.7%	1.1%
24 Individuals at SPC treat each other with respect and appreciation.	79.2%	13.0%	7.8%	62.7%	18.6%	18.6%	69.0%	21.1%	9.9%	77.3%	13.6%	9.1%	74.4%	15.4%	10.3%
34 I understand the needs and expectations of the individuals with whom I interact.	87.0%	12.0%	1.0%	88.1%	10.2%	1.7%	82.9%	11.4%	5.7%	90.9%	4.5%	4.5%	86.8%	10.9%	2.3%
47 SPC values and cares about me as an employee.	74.0%	15.1%	10.9%	59.3%	25.4%	15.3%	65.7%	18.6%	15.7%	90.9%	4.5%	4.5%	70.5%	17.2%	12.3%
Subcategory: Physical Environment															
12 SPC provides a clean, safe and secure environment for employees and students.	92.7%	5.8%	1.6%	88.1%	5.1%	6.8%	90.1%	8.5%	1.4%	95.5%	0.0%	4.5%	91.4%	5.7%	2.9%
25 The physical facilities in my area are adequate.	74.0%	12.0%	14.1%	84.7%	3.4%	11.9%	80.0%	7.1%	12.9%	95.5%	0.0%	4.5%	78.9%	8.6%	12.6%
COMMUNITY FOCUS															
13 Our college does a good job responding to the needs of the communities we serve.	84.9%	12.5%	2.6%	74.6%	22.0%	3.4%	78.6%	17.1%	4.3%	90.9%	0.0%	9.1%	82.0%	14.6%	3.4%
35 Being involved in service to the community is an important part of my job.	68.1%	20.9%	11.0%	59.3%	37.3%	3.4%	65.7%	28.6%	5.7%	77.3%	18.2%	4.5%	67.2%	24.7%	8.0%
41 Our college listens actively to the needs of our community constituents.	68.2%	27.6%	4.2%	57.6%	37.3%	5.1%	58.6%	34.3%	7.1%	77.3%	9.1%	13.6%	65.0%	29.2%	5.7%

**ATTACHMENT C
2016 EMPLOYEE SURVEY
DEGREE OF STATEMENT AGREEMENT**

	FACULTY		CLASSIFIED		PROFESSIONAL N-F		ADMINISTRATORS		ALL EMPLOYEE GROUPS					
	Agree	Neutral Disagree	Agree	Neutral Disagree	Agree	Neutral Disagree	Agree	Neutral Disagree	Agree	Neutral Disagree				
LEADERSHIP FOCUS														
Subcategory: Planning & Effectiveness														
14 I am informed and understand SPC's planning and institutional effectiveness efforts.	74.9%	15.2%	9.9%	70.7%	20.7%	8.6%	70.0%	21.4%	8.6%	90.9%	4.5%	74.1%	16.7%	9.2%
26 As it plans for the future, my college asks for my ideas.	58.6%	22.5%	18.8%	30.5%	42.4%	27.1%	45.7%	30.0%	24.3%	77.3%	18.2%	52.4%	27.2%	20.3%
45 I know the parts of the Institutional Plan that will affect me and my work.	64.1%	20.8%	15.1%	55.9%	30.5%	13.6%	71.4%	22.9%	5.7%	81.8%	4.5%	65.6%	21.8%	12.6%
51 I am involved in SPC's planning and effectiveness efforts.	49.0%	33.3%	17.7%	20.3%	44.1%	35.6%	48.6%	38.6%	12.9%	72.7%	18.2%	45.7%	35.1%	19.3%
Subcategory: Leadership														
15 I receive the administrative support necessary to do my job.	72.8%	14.1%	13.1%	74.6%	10.2%	15.3%	76.1%	16.9%	7.0%	81.8%	13.6%	74.3%	13.7%	12.0%
16 Our college's leaders use our vision and values to guide us.	70.7%	21.5%	7.9%	74.6%	16.9%	8.5%	68.6%	20.0%	11.4%	90.9%	0.0%	71.9%	19.2%	8.9%
27 I believe those in leadership roles demonstrate a viable commitment to the institutional mission of the college.	77.1%	13.0%	9.9%	79.7%	10.2%	10.2%	80.3%	9.9%	9.9%	90.9%	4.5%	78.6%	11.4%	10.0%
28 The top administrators at SPC are accessible and approachable.	79.7%	13.0%	7.3%	83.1%	11.9%	5.1%	74.6%	9.9%	15.5%	90.9%	4.5%	79.8%	11.4%	8.8%
36 I have adequate communication with the top administrative staff at SPC.	67.7%	23.4%	8.9%	58.6%	24.1%	17.2%	55.7%	25.7%	18.6%	81.8%	13.6%	64.1%	23.3%	12.6%
42 Our college's leaders create and support a work environment that helps me do my job.	76.0%	17.2%	6.8%	71.2%	20.3%	8.5%	72.9%	17.1%	10.0%	81.8%	9.1%	74.5%	17.2%	8.3%
Subcategory: Budgeting & Allocation of Resources														
17 I am satisfied with the budgeting process.	55.2%	33.9%	10.9%	39.0%	52.5%	8.5%	54.9%	32.4%	12.7%	81.8%	13.6%	53.3%	35.9%	10.8%
29 I have sufficient resources to do my job.	82.8%	10.9%	6.3%	89.8%	3.4%	6.8%	73.2%	15.5%	11.3%	90.9%	4.5%	82.1%	10.0%	8.0%
37 SPC institutional goals and objectives are reflected in the budget.	59.4%	32.8%	7.8%	40.7%	45.8%	13.6%	54.3%	41.4%	4.3%	68.2%	22.7%	55.0%	36.4%	8.6%
49 I have the opportunity to provide input to the budget process.	60.4%	25.0%	14.6%	27.1%	44.1%	28.8%	53.5%	19.7%	26.8%	68.2%	18.2%	53.4%	27.1%	19.4%
TOTAL STATEMENTS MEETING 70% BENCHMARK	39	73.6%		27	50.9%		34	64.2%		49	92.5%	37	69.8%	
TOTAL STATEMENTS NOT MEETING	14	26.4%		26	49.1%		19	35.8%		4	7.5%	16	30.2%	

**ATTACHMENT D-1
2016 EMPLOYEE SURVEY
STATEMENT AGREEMENT COMPARISON BETWEEN 2016 AND 2014 SURVEY**

	FACULTY 2016		CLASSIFIED 2016		PROFESSIONAL N-F 2016		ADMINISTRATORS 2016		ALL EMPLOYEE GROUPS 2016	
	Agree	Change	Agree	Change	Agree	Change	Agree	Change	Agree	Change
STUDENT FOCUS										
1 Student needs have the highest priority in our mission.	93.2%	-1.7	91.5%	-4.1	94.4%	-1.0	100.0%	-4.5	93.2%	-1.9
18 I am allowed to make decisions to help solve student problems.	83.3%	-2.7	64.4%	-13.2	83.1%	3.8	78.9%	16.5	80.3%	-2.3
52 SPC does a good job meeting the needs and expectations of its students.	89.6%	-1.2	81.4%	-8.2	85.7%	-3.8	94.7%	-3.8	87.4%	-2.3
53 I believe SPC employees as a whole are committed to helping students.	97.4%	0.6	84.7%	-7.9	93.0%	-1.3	94.7%	0.7	94.0%	-1.3
LEARNING FOCUS										
2 Students receive a quality education at SPC.	94.3%	2.1	100.0%	1.5	97.2%	-1.7	89.5%	6.0	96.0%	1.8
19 The physical facilities of SPC are conducive to effective learning for students.	84.4%	-0.9	84.7%	-3.1	88.6%	-2.1	94.7%	0.7	86.0%	-1.4
30 I believe SPC's curriculum is updated effectively and equitably.	79.2%	-4.7	69.5%	-9.6	65.7%	-12.4	84.2%	6.7	75.1%	-6.4
38 SPC prepares students for careers with the skills needed in the workplace.	93.2%	0.1	93.2%	3.5	95.8%	2.7	78.9%	16.5	93.7%	2.4
ACCESS AND DIVERSITY										
3 A diverse multi-cultural environment is valued on SPC campuses.	84.4%	-0.9	88.1%	-4.4	77.5%	-1.8	73.7%	8.1	83.5%	-0.8
4 College programs and services are affordable for students.	90.1%	-3.9	94.9%	-0.6	98.6%	0.9	94.7%	-3.8	92.6%	-2.4
31 SPC provides educational programs and services that are available at convenient times and places.	84.9%	0.1	75.9%	-10.9	77.5%	5.4	68.4%	13.4	81.7%	0.9
43 SPC's open admissions policy provides students with equal access to educational programs and services.	90.6%	-1.1	84.7%	-7.9	87.1%	-0.2	94.7%	0.7	89.4%	-1.4
EMPLOYEE FOCUS										
Subcategory: Employee Empowerment										
5 I am encouraged to develop creative and innovative ideas.	74.0%	-4.8	54.2%	-15.9	73.2%	4.3	73.7%	3.6	70.4%	-3.6
20 My work gives me the ability to contribute to the success of SPC.	91.1%	1.3	83.1%	-7.9	88.7%	-3.2	84.2%	11.2	89.5%	-0.5
21 Opportunities are provided for my professional growth and development.	73.4%	-1.6	47.5%	-9.4	74.6%	-4.7	78.9%	2.9	69.5%	-3.3
39 I have control over those aspects of my job for which I am accountable.	78.6%	-3.9	86.4%	-4.8	85.9%	4.3	78.9%	-6.2	80.5%	-2.3
46 Support staff and instructional staff are treated fairly and equitably.	66.7%	-1.0	45.8%	-14.5	55.7%	-0.1	73.7%	-1.0	61.0%	-2.5
Subcategory: Supervisory Management										
6 My supervisor provides me with the information necessary to do my job.	78.1%	-4.4	69.5%	-14.1	73.2%	-2.6	73.7%	8.1	75.5%	-4.8
7 I have confidence in the fairness of my supervisor.	75.0%	-3.3	62.7%	-23.9	78.9%	3.0	78.9%	2.9	74.1%	-4.7
22 My supervisor lets me know what is expected of me.	81.8%	-1.6	76.3%	-10.3	81.7%	11.6	84.2%	2.2	80.6%	0.4
32 My supervisor involves me in decisions that affect my job.	74.5%	-2.0	55.9%	-16.2	70.4%	-2.0	73.7%	8.1	70.0%	-4.1
48 My ideas are given serious consideration by my supervisor.	75.0%	-2.0	58.6%	-17.9	71.8%	-1.7	78.9%	12.0	72.2%	-3.4
Subcategory: Cooperation & Teamwork										
8 I feel there is a spirit of cooperation between departments and work groups at SPC.	56.8%	-6.4	45.8%	-15.4	45.7%	-4.9	68.4%	4.3	53.4%	-6.1

**ATTACHMENT D-1
2016 EMPLOYEE SURVEY
STATEMENT AGREEMENT COMPARISON BETWEEN 2016 AND 2014 SURVEY**

	FACULTY			CLASSIFIED			PROFESSIONAL N-F			ADMINISTRATORS			ALL EMPLOYEE GROUPS		
	2016		Change	2014		Change	2016		Change	2014		Change	2016		Change
	Agree	80.7%		Agree	78.0%		Agree	90.1%		Agree	86.4%		Agree	82.3%	
44 People in my work group cooperate with each other to get the job done.	78.8%	1.9	83.8%	-5.8	90.7%	-0.6	84.2%	2.2	82.3%	0.0					
Subcategory: Rewards & Recognition															
23 I feel adequately rewarded for the work I do.	58.1%	-0.8	55.2%	-7.7	60.9%	-0.4	68.4%	4.3	58.0%	-0.7					
33 I am recognized for my work.	64.4%	-0.3	69.1%	-18.3	62.1%	-4.3	73.7%	-1.0	64.5%	-3.9					
QUALITY WORK ENVIRONMENT															
Subcategory: Organizational Communications															
9 Communication between departments at SPC is effective and adequate.	47.5%	1.5	49.3%	-13.7	39.1%	-6.2	57.9%	1.2	45.5%	-1.8					
40 Communication within my department is effective and adequate.	74.2%	0.3	69.1%	-8.1	78.2%	-9.1	73.7%	8.1	74.1%	-2.9					
50 SPC encourages an open exchange of ideas.	67.7%	2.4	65.7%	-19.1	64.4%	-1.5	73.7%	-5.5	65.7%	-1.4					
Subcategory: Internal Employee Relations															
10 Individuals at SPC with whom I interact understand my needs and expectations.	78.8%	-2.2	77.6%	0.4	67.4%	5.5	78.9%	2.9	75.4%	0.8					
11 I am proud to work for SPC.	92.6%	1.1	95.5%	-4.0	92.0%	1.0	84.2%	11.2	92.5%	0.7					
24 Individuals at SPC treat each other with respect and appreciation.	77.0%	2.2	82.1%	-19.3	70.9%	-1.9	73.7%	3.6	75.7%	-1.3					
34 I understand the needs and expectations of the individuals with whom I interact.	88.9%	-1.9	94.1%	-6.0	94.2%	-11.3	94.7%	-3.8	91.0%	-4.2					
47 SPC values and cares about me as an employee.	75.6%	-1.6	77.9%	-18.6	72.4%	-6.7	78.9%	12.0	74.3%	-3.8					
Subcategory: Physical Environment															
12 SPC provides a clean, safe and secure environment for employees and students.	93.1%	-0.4	92.5%	-4.4	92.0%	-1.8	94.7%	0.7	92.8%	-1.3					
25 The physical facilities in my area are adequate.	78.3%	-4.4	79.4%	5.3	86.0%	-6.0	94.7%	0.7	80.8%	-1.9					
COMMUNITY FOCUS															
13 Our college does a good job responding to the needs of the communities we serve.	88.9%	-4.0	92.5%	-17.9	80.2%	-1.7	68.4%	22.5	86.0%	-4.0					
35 Being involved in service to the community is an important part of my job.	70.5%	-2.4	75.0%	-15.7	70.1%	-4.4	84.2%	-6.9	71.8%	-4.6					
41 Our college listens actively to the needs of our community constituents.	69.1%	-0.9	73.5%	-15.9	76.7%	-18.2	78.9%	-1.7	71.5%	-6.5					
LEADERSHIP FOCUS															
Subcategory: Planning & Effectiveness															
14 I am informed and understand SPC's planning and institutional effectiveness efforts.	81.6%	-6.7	77.6%	-6.9	77.0%	-7.0	84.2%	6.7	79.8%	-5.6					
26 As it plans for the future, my college asks for my ideas.	59.0%	-0.3	55.9%	-25.4	59.8%	-14.1	68.4%	8.9	58.4%	-5.9					
45 I know the parts of the Institutional Plan that will affect me and my work.	71.4%	-7.4	61.8%	-5.8	67.4%	4.0	73.7%	8.1	68.5%	-2.9					
51 I am involved in SPC's planning and effectiveness efforts.	52.1%	-3.1	26.9%	-6.5	55.2%	-6.6	68.4%	4.3	48.9%	-3.2					
Subcategory: Leadership															
15 I receive the administrative support necessary to do my job.	81.1%	-8.3	80.3%	-5.7	78.2%	-2.1	73.7%	8.1	79.4%	-5.2					
16 Our college's leaders use our vision and values to guide us.	77.4%	-6.7	80.3%	-5.7	75.6%	-7.0	100.0%	-9.1	77.9%	-6.0					
27 I believe those in leadership roles demonstrate a viable commitment to the institutional mission of the college.	82.4%	-5.3	82.4%	-2.7	74.7%	5.6	84.2%	6.7	80.3%	-1.6					
28 The top administrators at SPC are accessible and approachable.	77.0%	2.7	85.3%	-2.2	73.6%	1.1	89.5%	1.4	77.6%	2.2					

**ATTACHMENT D-1
2016 EMPLOYEE SURVEY
STATEMENT AGREEMENT COMPARISON BETWEEN 2016 AND 2014 SURVEY**

	FACULTY		CLASSIFIED		PROFESSIONAL N-F		ADMINISTRATORS		ALL EMPLOYEE GROUPS	
	2016	2014	2016	2014	2016	2014	2016	2014	2016	2014
	Agree	Change	Agree	Change	Agree	Change	Agree	Change	Agree	Change
36 I have adequate communication with the top administrative staff at SPC.	67.7%	4.1	58.6%	-14.9	55.7%	-11.7	81.8%	8.1	64.1%	-1.4
42 Our college's leaders create and support a work environment that helps me do my job.	76.0%	-4.6	71.2%	-12.6	72.9%	0.8	81.8%	8.1	74.5%	-3.8
Subcategory: Budgeting & Allocation of Resources										
17 I am satisfied with the budgeting process.	55.2%	-0.1	39.0%	-16.2	54.9%	-0.2	81.8%	18.7	53.3%	-1.7
29 I have sufficient resources to do my job.	82.8%	-0.6	89.8%	3.0	73.2%	-6.1	90.9%	12.0	82.1%	-0.5
37 SPC institutional goals and objectives are reflected in the budget.	59.4%	5.7	40.7%	-4.9	54.3%	-3.9	68.2%	-0.2	55.0%	1.1
49 I have the opportunity to provide input to the budget process.	60.4%	1.4	27.1%	-3.8	53.5%	7.5	68.2%	5.0	53.4%	2.4
TOTAL STATEMENTS MEETING 70% BENCHMARK	39	40	27	39	34	38	49	43	37	40
TOTAL STATEMENTS NOT MEETING 70% BENCHMARK	73.6%	75.5%	50.9%	73.6%	64.2%	71.7%	92.4%	81.1%	69.8%	75.5%
TOTAL STATEMENTS INCREASING IN AGREEMENT	14	13	26	14	19	15	4	10	16	13
AVERAGE PERCENTAGE POINT CHANGE	26.4%	24.5%	49.1%	26.4%	35.8%	28.3%	7.6%	18.9%	30.2%	24.5%
TOTAL STATEMENTS DECREASING IN AGREEMENT	15	19	5	41	15	9	41	12	10	15
AVERAGE PERCENTAGE POINT CHANGE	1.8	3.3	2.7	6.5	4.1	2.5	7.1	4.0	1.3	2.7
TOTAL STATEMENTS	38	34	48	12	38	44	12	41	43	38
AVERAGE PERCENTAGE POINT CHANGE	-2.9	-2.9	-10.6	-1.7	-4.6	-7.3	-4.0	-12.2	-3.1	-2.3

**ATTACHMENT D-2
2014 EMPLOYEE SURVEY
DEGREE OF STATEMENT AGREEMENT**

	FACULTY		CLASSIFIED		PROFESSIONAL N-F		ADMINISTRATORS		ALL EMPLOYEES	
	2016	2014	2016	2014	2016	2014	2016	2014	2016	2014
	Neutral	Change	Neutral	Change	Neutral	Change	Neutral	Change	Neutral	Change
STUDENT FOCUS										
1 Student needs have the highest priority in our mission.	3.6%	2.3%	1.3	3.4%	0.0%	3.4	0.0%	2.3%	-2.3	0.0
18 I am allowed to make decisions to help solve student problems.	7.3%	7.0%	0.3	27.1%	16.4%	10.7	8.5%	14.9%	-6.5	-21.1
52 SPC does a good job meeting the needs and expectations of its students.	9.4%	8.3%	1.1	13.6%	9.0%	4.6	11.4%	8.1%	3.3	-0.7
53 I believe SPC employees as a whole are committed to helping students.	2.1%	1.8%	0.2	10.2%	4.4%	5.8	4.2%	4.6%	-0.4	-5.3
LEARNING FOCUS										
2 Students receive a quality education at SPC.	3.6%	5.1%	-1.4	0.0%	1.5%	-1.5	2.8%	1.1%	1.7	-10.5
19 The physical facilities of SPC are conducive to effective learning for students.	8.9%	8.8%	0.1	8.5%	10.6%	-2.1	8.6%	4.7%	3.9	-5.3
30 I believe SPC's curriculum is updated effectively and equitably.	15.1%	13.4%	1.7	22.0%	19.4%	2.6	30.0%	19.5%	10.5	-0.7
38 SPC prepares students for careers with the skills needed in the workplace.	4.7%	5.5%	-0.8	6.8%	10.3%	-3.5	4.2%	6.9%	-2.7	-21.1
ACCESS AND DIVERSITY										
3 A diverse multi-cultural environment is valued on SPC campuses.	9.4%	11.5%	-2.1	5.1%	4.5%	0.6	11.3%	16.1%	-4.8	-12.0
4 College programs and services are affordable for students.	8.9%	5.5%	3.3	5.1%	4.5%	0.6	1.4%	1.1%	0.3	0.0
31 SPC provides educational programs and services that are available at convenient times and places.	9.9%	9.2%	0.7	6.9%	10.3%	-3.4	14.1%	19.8%	-5.7	-2.2
43 SPC's open admissions policy provides students with equal access to educational programs and services.	6.8%	7.4%	-0.6	11.9%	5.9%	6.0	10.0%	8.0%	2.0	-5.3
EMPLOYEE FOCUS										
Subcategory: Employee Empowerment										
5 I am encouraged to develop creative and innovative ideas.	14.1%	12.4%	1.6	30.5%	20.9%	9.5	11.3%	19.5%	-8.3	-7.4
20 My work gives me the ability to contribute to the success of SPC.	6.3%	8.3%	-2.0	11.9%	6.0%	5.9	5.6%	6.9%	-1.3	-15.8
21 Opportunities are provided for my professional growth and development.	9.9%	11.6%	-1.7	20.3%	21.5%	-1.2	7.0%	13.8%	-6.8	-1.4
39 I have control over those aspects of my job for which I am accountable.	12.0%	9.2%	2.8	6.8%	2.9%	3.8	5.6%	8.0%	-2.4	12.9
46 Support staff and instructional staff are treated fairly and equitably.	16.7%	16.1%	0.5	28.8%	20.6%	8.2	15.7%	17.4%	-1.7	8.4
Subcategory: Supervisory Management										
6 My supervisor provides me with the information necessary to do my job.	14.6%	7.8%	6.7	13.6%	9.0%	4.6	14.1%	14.9%	-0.9	-16.5
7 I have confidence in the fairness of my supervisor.	12.0%	7.8%	4.1	13.6%	7.5%	6.1	8.5%	10.3%	-1.9	-0.7
22 My supervisor lets me know what is expected of me.	13.0%	7.8%	5.2	11.9%	9.0%	2.9	8.5%	21.8%	-13.4	-0.7
32 My supervisor involves me in decisions that affect my job.	13.5%	9.2%	4.3	22.0%	13.2%	8.8	12.7%	11.5%	1.2	-6.0

**ATTACHMENT D-2
2014 EMPLOYEE SURVEY
DEGREE OF STATEMENT AGREEMENT**

	FACULTY		CLASSIFIED		PROFESSIONAL N-F		ADMINISTRATORS		ALL EMPLOYEES	
	2016	2014	2016	2014	2016	2014	2016	2014	2016	2014
	Neutral	Change	Neutral	Change	Neutral	Change	Neutral	Change	Neutral	Change
48 My ideas are given serious consideration by my supervisor.	15.6%	4.1	22.4%	6.2	12.7%	-2.3	4.5%	-0.7	15.5%	2.0
Subcategory: Cooperation & Teamwork										
8 I feel there is a spirit of cooperation between departments and work groups at SPC.	26.6%	5.8	20.3%	5.4	24.3%	7.0	13.6%	8.4	24.3%	5.8
44 People in my work group cooperate with each other to get the job done.	13.0%	2.4	6.8%	-3.5	5.6%	1.0	9.1%	3.8	10.3%	1.3
Subcategory: Rewards & Recognition										
23 I feel adequately rewarded for the work I do.	16.7%	-4.5	15.3%	-5.6	14.1%	-3.2	13.6%	-2.2	15.7%	-4.6
33 I am recognized for my work.	16.7%	-2.8	18.6%	-3.4	18.3%	-5.8	13.6%	8.4	17.1%	-3.4
QUALITY WORK ENVIRONMENT										
Subcategory: Organizational Communications										
9 SPC encourages an open exchange of ideas.	25.0%	-5.4	30.5%	5.1	20.0%	7.4	18.2%	2.4	24.3%	-0.7
40 Communication within my department is effective and adequate.	13.0%	3.8	8.5%	-6.2	15.5%	6.3	4.5%	-6.0	12.0%	1.8
50 SPC encourages an open exchange of ideas.	18.3%	-4.7	36.2%	15.3	18.6%	-4.4	22.7%	1.7	21.9%	-1.2
Subcategory: Internal Employee Relations										
10 Individuals at SPC with whom I interact understand my needs and expectations.	17.2%	2.4	11.9%	-6.0	21.4%	1.7	13.6%	-7.4	16.6%	-0.2
11 I am proud to work for SPC.	5.2%	0.1	8.5%	7.0	5.6%	-2.4	0.0%	-15.8	5.7%	-0.1
24 Individuals at SPC treat each other with respect and appreciation.	13.0%	-1.3	18.6%	9.7	21.1%	2.5	13.6%	-12.7	15.4%	0.3
34 I understand the needs and expectations of the individuals with whom I interact.	12.0%	3.2	10.2%	5.8	11.4%	6.8	4.5%	-0.7	10.9%	3.9
47 SPC values and cares about me as an employee.	15.1%	-0.6	25.4%	13.7	18.6%	-1.0	4.5%	-6.0	17.2%	0.7
Subcategory: Physical Environment										
12 SPC provides a clean, safe and secure environment for employees and students.	5.8%	2.5	5.1%	2.1	8.5%	6.2	0.0%	-5.3	5.7%	2.5
25 The physical facilities in my area are adequate.	12.0%	1.4	3.4%	-4.0	7.1%	2.5	0.0%	-5.3	8.6%	-0.2
COMMUNITY FOCUS										
13 Our college does a good job responding to the needs of the communities we serve.	12.5%	3.3	22.0%	14.6	17.1%	3.2	0.0%	-26.3	14.6%	3.3
35 Being involved in service to the community is an important part of my job.	20.9%	-0.3	37.3%	19.6	28.6%	5.6	18.2%	2.4	24.7%	4.0
41 Our college listens actively to the needs of our community constituents.	27.6%	-0.5	37.3%	12.3	34.3%	15.7	9.1%	-12.0	29.2%	3.7
LEADERSHIP FOCUS										
Subcategory: Planning & Effectiveness										
14 I am informed and understand SPC's planning and institutional effectiveness efforts.	15.2%	1.8	20.7%	7.3	21.4%	8.8	4.5%	-0.7	16.7%	3.7
26 As it plans for the future, my college asks for my ideas.	22.5%	3.6	42.4%	17.4	30.0%	8.2	18.2%	2.4	27.2%	6.3

**ATTACHMENT D-2
2014 EMPLOYEE SURVEY
DEGREE OF STATEMENT AGREEMENT**

	FACULTY		CLASSIFIED		PROFESSIONAL N-F		ADMINISTRATORS		ALL EMPLOYEES	
	2016 Neutral	2014 Change	2016 Neutral	2014 Change	2016 Neutral	2014 Change	2016 Neutral	2014 Change	2016 Neutral	2014 Change
45 I know the parts of the Institutional Plan that will affect me and my work.	20.8%	3.3	30.5%	2.6	22.9%	-2.7	4.5%	-16.5	21.8%	0.3
51 I am involved in SPC's planning and effectiveness efforts.	33.3%	-0.8	44.1%	-12.6	38.6%	12.1	18.2%	2.4	35.1%	-0.5
Subcategory: Leadership										
15 I receive the administrative support necessary to do my job.	14.1%	5.8	10.2%	-5.0	16.9%	11.2	13.6%	3.1	13.7%	4.2
16 Our college's leaders use our vision and values to guide us.	21.5%	4.4	16.9%	3.3	20.0%	4.9	0.0%	0.0	19.2%	3.9
27 I believe those in leadership roles demonstrate a viable commitment to the institutional mission of the college.	13.0%	0.1	10.2%	-0.1	9.9%	-6.2	4.5%	-0.7	11.4%	-1.4
28 The top administrators at SPC are accessible and approachable.	13.0%	-3.6	11.9%	3.0	9.9%	-6.2	4.5%	4.5	11.4%	-3.3
36 I have adequate communication with the top administrative staff at SPC.	23.4%	-2.4	24.1%	7.9	25.7%	8.3	13.6%	3.1	23.3%	1.5
42 Our college's leaders create and support a work environment that helps me do my job.	17.2%	5.2	20.3%	10.0	17.1%	0.9	9.1%	-17.2	17.2%	3.4
Subcategory: Budgeting & Allocation of Resources										
17 I am satisfied with the budgeting process.	33.9%	-2.6	52.5%	13.7	32.4%	0.2	13.6%	-7.4	35.9%	0.4
29 I have sufficient resources to do my job.	10.9%	0.3	3.4%	-2.5	15.5%	2.8	4.5%	-11.2	10.0%	-0.8
37 SPC institutional goals and objectives are reflected in the budget.	32.8%	-8.9	45.8%	-5.7	41.4%	7.7	22.7%	-3.6	36.4%	-4.7
49 I have the opportunity to provide input to the budget process.	25.0%	2.0	44.1%	-4.5	19.7%	-10.2	18.2%	-2.9	27.1%	-2.4
TOTAL STATEMENTS INCREASING IN NEUTRAL AGREEMENT	33	23	36	11	28	32	13	29	31	23
AVERAGE PERCENTAGE POINT CHANGE	2.8	2.6	7.4	1.7	5.5	3.4	4.9	8.9	2.1	1.4
TOTAL STATEMENTS DECREASING IN NEUTRAL AGREEMENT	20	30	17	41	25	20	37	24	21	30
AVERAGE PERCENTAGE POINT CHANGE	-2.3	-3.1	-4.2	-5.4	-3.8	-3.9	-7.9	-4.5	-1.8	-2.8

**ATTACHMENT D-3
2014 EMPLOYEE SURVEY
DEGREE OF STATEMENT AGREEMENT**

	FACULTY		CLASSIFIED		PROFESSIONAL N-F		ADMINISTRATORS		ALL EMPLOYEE GROUPS	
	2016	2014	2016	2014	2016	2014	2016	2014	2016	2014
	Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	Disagree	Disagree
	Change	Change	Change	Change	Change	Change	Change	Change	Change	Change
STUDENT FOCUS										
1 Student needs have the highest priority in our mission.	3.1%	2.8%	5.1%	4.4%	5.6%	2.3%	4.5%	0.0%	4.3%	2.7%
18 I am allowed to make decisions to help solve student problems.	9.4%	7.0%	8.5%	6.0%	8.5%	5.7%	4.5%	0.0%	8.8%	6.3%
52 SPC does a good job meeting the needs and expectations of its students.	1.0%	0.9%	5.1%	1.5%	2.9%	2.3%	4.5%	0.0%	2.3%	1.3%
53 I believe SPC employees as a whole are committed to helping students.	0.5%	1.4%	5.1%	2.9%	2.8%	1.1%	4.5%	0.0%	2.3%	1.5%
LEARNING FOCUS										
2 Students receive a quality education at SPC.	2.1%	2.8%	0.0%	0.0%	0.0%	0.0%	4.5%	0.0%	1.4%	1.5%
19 The physical facilities of SPC are conducive to effective learning for students.	6.8%	6.0%	6.8%	1.5%	2.9%	4.7%	4.5%	0.0%	5.7%	4.5%
30 I believe SPC's curriculum is updated effectively and equitably.	5.7%	2.8%	8.5%	1.5%	4.3%	2.3%	4.5%	10.5%	6.3%	2.8%
38 SPC prepares students for careers with the skills needed in the workplace.	2.1%	1.4%	0.0%	0.0%	0.0%	0.0%	4.5%	0.0%	1.4%	1.0%
ACCESS AND DIVERSITY										
3 A diverse multi-cultural environment is valued on SPC campuses.	6.3%	3.2%	6.8%	3.0%	11.3%	4.6%	9.1%	5.3%	7.7%	3.5%
4 College programs and services are affordable for students.	1.0%	0.5%	0.0%	0.0%	0.0%	1.1%	9.1%	5.3%	1.4%	0.8%
31 SPC provides educational programs and services that are available at convenient times and places.	5.2%	6.0%	17.2%	2.9%	8.5%	8.1%	4.5%	15.8%	7.7%	6.8%
43 SPC's open admissions policy provides students with equal access to educational programs and services.	2.6%	0.9%	3.4%	1.5%	2.9%	4.6%	4.5%	0.0%	2.9%	1.7%
EMPLOYEE FOCUS										
Subcategory: Employee Empowerment										
5 I am encouraged to develop creative and innovative ideas.	12.0%	8.8%	15.3%	9.0%	15.5%	11.5%	9.1%	5.3%	13.4%	9.8%
20 My work gives me the ability to contribute to the success of SPC.	2.6%	1.8%	5.1%	3.0%	5.6%	1.1%	4.5%	0.0%	4.0%	2.0%
21 Opportunities are provided for my professional growth and development.	16.7%	13.4%	32.2%	21.5%	18.3%	6.9%	9.1%	10.5%	19.4%	13.4%
39 I have control over those aspects of my job for which I am accountable.	9.4%	8.3%	6.8%	8.8%	8.5%	10.3%	9.1%	15.8%	9.5%	9.2%
46 Support staff and instructional staff are treated fairly and equitably.	16.7%	16.1%	25.4%	19.1%	28.6%	26.7%	13.6%	21.1%	20.9%	19.3%
Subcategory: Supervisory Management										
6 My supervisor provides me with the information necessary to do my job.	7.3%	9.7%	16.9%	7.5%	12.7%	9.2%	13.6%	5.3%	11.1%	9.0%
7 I have confidence in the fairness of my supervisor.	13.0%	13.8%	23.7%	6.0%	12.7%	13.8%	13.6%	15.8%	15.1%	12.8%
22 My supervisor lets me know what is expected of me.	5.2%	8.8%	11.9%	4.5%	9.9%	8.0%	9.1%	10.5%	8.0%	8.3%
32 My supervisor involves me in decisions that affect my job.	12.0%	14.3%	22.0%	14.7%	16.9%	16.1%	13.6%	15.8%	15.4%	14.7%
48 My ideas are given serious consideration by my supervisor.	9.4%	11.5%	19.0%	7.4%	15.5%	11.5%	4.5%	15.8%	12.3%	11.0%

**ATTACHMENT D-3
2014 EMPLOYEE SURVEY
DEGREE OF STATEMENT AGREEMENT**

	FACULTY		CLASSIFIED		PROFESSIONAL N-F		ADMINISTRATORS		ALL EMPLOYEE GROUPS	
	2016 Disagree	2014 Disagree	2016 Disagree	2014 Disagree	2016 Disagree	2014 Disagree	2016 Disagree	2014 Disagree	2016 Disagree	2014 Disagree
15 I receive the administrative support necessary to do my job.	13.1%	10.6%	15.3%	4.5%	7.0%	16.1%	4.5%	15.8%	12.0%	11.0%
16 Our college's leaders use our vision and values to guide us.	7.9%	5.5%	8.5%	6.1%	11.4%	9.3%	9.1%	0.0%	8.9%	6.8%
27 I believe those in leadership roles demonstrate a viable commitment to the institutional mission of the college.	9.9%	4.6%	10.2%	7.4%	9.9%	9.2%	4.5%	10.5%	10.0%	7.0%
28 The top administrators at SPC are accessible and approachable.	7.3%	6.5%	5.1%	5.9%	15.5%	10.3%	4.5%	10.5%	8.8%	7.7%
36 I have adequate communication with the top administrative staff at SPC.	8.9%	10.6%	17.2%	10.3%	18.6%	15.1%	4.5%	15.8%	12.6%	12.8%
42 Our college's leaders create and support a work environment that helps me do my job.	6.8%	7.4%	8.5%	5.9%	10.0%	11.6%	9.1%	0.0%	8.3%	8.0%
Subcategory: Budgeting & Allocation of Resources										
17 I am satisfied with the budgeting process.	10.9%	8.3%	8.5%	6.0%	12.7%	12.6%	4.5%	15.8%	10.8%	9.5%
29 I have sufficient resources to do my job.	6.3%	6.0%	6.8%	7.4%	11.3%	8.0%	4.5%	5.3%	8.0%	6.7%
37 SPC institutional goals and objectives are reflected in the budget.	7.8%	4.6%	13.6%	2.9%	4.3%	8.1%	9.1%	5.3%	8.6%	5.0%
49 I have the opportunity to provide input to the budget process.	14.6%	18.0%	28.8%	20.6%	26.8%	24.1%	13.6%	15.8%	19.4%	19.5%
TOTAL STATEMENTS THAT INCREASED IN DISAGREEMENT	34	32	43	18	31	45	27	30	43	44
AVERAGE PERCENTAGE POINT CHANGE	2.3	3.0	7.2	2.7	3.7	5.9	5.5	9.2	2.1	2.6
TOTAL STATEMENTS THAT DECREASED IN DISAGREEMENT	19	20	7	31	19	4	26	6	9	8
AVERAGE PERCENTAGE POINT CHANGE	-1.9	-1.3	-1.7	-3.6	-2.6	-1.9	-6.2	-5.9	-0.5	-1.1

**ATTACHMENT E
2016 EMPLOYEE SURVEY
DEGREE OF STATEMENT AGREEMENT**

	FACULTY				CLASSIFIED PERSONNEL				PROFESSIONAL NON-FACULTY				ADMINISTRATORS				ALL EMPLOYEE GROUPS							
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree				
STUDENT FOCUS																								
1 Student needs have the highest priority in our mission.	57.8%	35.4%	3.6%	2.6%	0.5%	62.7%	28.8%	3.4%	5.1%	0.0%	48.5%	47.9%	0.0%	5.6%	0.0%	72.7%	22.7%	0.0%	0.0%	4.5%	56.7%	36.5%	2.6%	3.4%
18 I am allowed to make decisions to help solve student problems.	41.1%	42.2%	7.3%	5.7%	3.6%	32.2%	32.2%	27.1%	5.1%	1.4%	33.8%	49.3%	8.5%	7.0%	1.4%	54.5%	40.9%	0.0%	0.0%	4.5%	38.2%	42.2%	10.8%	5.4%
52 SPC does a good job meeting the needs and expectations of its students.	39.1%	50.5%	9.4%	1.0%	0.0%	32.2%	49.2%	13.6%	5.1%	0.0%	18.6%	67.1%	11.4%	2.9%	0.0%	54.5%	36.4%	4.5%	0.0%	4.5%	34.4%	53.0%	10.3%	2.0%
53 I believe SPC employees as a whole are committed to helping students.	58.9%	38.5%	2.1%	0.5%	0.0%	37.3%	47.5%	10.2%	5.1%	0.0%	35.2%	57.7%	4.2%	2.8%	0.0%	72.7%	22.7%	0.0%	0.0%	4.5%	50.9%	43.1%	3.7%	1.7%
LEARNING FOCUS																								
2 Students receive a quality education at SPC.	65.6%	28.6%	3.6%	2.1%	0.0%	61.0%	39.0%	0.0%	0.0%	0.0%	47.9%	49.3%	2.8%	0.0%	0.0%	59.1%	36.4%	0.0%	0.0%	4.5%	60.1%	35.9%	2.6%	1.1%
19 The physical facilities of SPC are conducive to effective learning for students.	33.3%	51.0%	8.9%	6.3%	0.5%	42.4%	42.4%	8.5%	6.8%	0.0%	25.7%	62.9%	8.6%	1.4%	1.4%	50.0%	45.5%	0.0%	0.0%	4.5%	34.0%	52.0%	8.3%	4.9%
30 I believe SPC's curriculum is updated effectively and equitably.	32.8%	46.4%	15.1%	5.2%	0.5%	28.8%	40.7%	22.0%	5.1%	3.4%	12.9%	52.9%	30.0%	4.3%	0.0%	45.5%	45.5%	4.5%	0.0%	4.5%	28.4%	46.7%	18.6%	5.2%
38 SPC prepares students for careers with the skills needed in the workplace.	45.8%	47.4%	4.7%	1.6%	0.5%	55.9%	37.3%	6.8%	0.0%	0.0%	31.0%	64.8%	4.2%	0.0%	0.0%	68.2%	27.3%	0.0%	0.0%	4.5%	45.4%	48.3%	4.9%	0.9%
ACCESS AND DIVERSITY																								
3 A diverse multi-cultural environment is valued on SPC campuses.	49.5%	34.9%	9.4%	3.6%	2.6%	50.8%	37.3%	5.1%	6.8%	0.0%	28.2%	49.3%	11.3%	8.5%	2.8%	40.9%	40.9%	9.1%	4.5%	4.5%	43.9%	39.6%	8.8%	5.1%
4 College programs and services are affordable for students.	51.0%	39.1%	8.9%	1.0%	0.0%	67.8%	27.1%	5.1%	0.0%	0.0%	47.9%	50.7%	1.4%	0.0%	0.0%	50.0%	40.9%	0.0%	4.5%	4.5%	53.0%	39.6%	6.0%	1.1%
31 SPC provides educational programs and services that are available at convenient times and places.	37.5%	47.4%	9.9%	5.2%	0.0%	25.9%	50.0%	6.9%	8.6%	8.6%	16.9%	60.6%	14.1%	8.5%	0.0%	45.5%	36.4%	13.6%	0.0%	4.5%	31.2%	50.4%	10.6%	6.0%
43 SPC's open admissions policy provides students with equal access to educational programs and services.	48.4%	42.2%	6.8%	2.6%	0.0%	42.4%	42.4%	11.9%	3.4%	0.0%	32.9%	54.3%	10.0%	2.9%	0.0%	72.7%	22.7%	0.0%	0.0%	4.5%	45.3%	44.1%	7.7%	2.6%
EMPLOYEE EMPOWERMENT																								
Subcategory: Employee Empowerment																								
5 I am encouraged to develop creative and innovative ideas.	40.1%	33.9%	14.1%	8.9%	3.1%	28.8%	25.4%	30.5%	11.9%	3.4%	28.2%	45.1%	11.3%	12.7%	2.8%	36.4%	40.9%	13.6%	4.5%	4.5%	34.8%	35.6%	16.2%	10.0%
20 My work gives me the ability to contribute to the success of SPC.	59.4%	31.8%	6.3%	1.0%	1.6%	42.4%	40.7%	11.9%	5.1%	0.0%	47.9%	40.8%	5.6%	4.2%	1.4%	68.2%	27.3%	0.0%	0.0%	4.5%	53.8%	35.6%	6.6%	2.3%
21 Opportunities are provided for my professional growth and development.	32.3%	41.1%	9.9%	11.5%	5.2%	25.4%	22.0%	20.3%	16.9%	15.3%	31.0%	43.7%	7.0%	12.7%	5.6%	40.9%	40.9%	9.1%	4.5%	4.5%	30.8%	38.7%	11.1%	12.3%
39 I have control over those aspects of my job for which I am accountable.	41.1%	37.5%	12.0%	6.3%	3.1%	32.2%	54.2%	6.8%	5.1%	1.7%	22.5%	63.4%	5.6%	5.6%	2.8%	45.5%	27.3%	18.2%	4.5%	4.5%	35.8%	44.7%	10.0%	6.3%
46 Support staff and instructional staff are treated fairly and equitably.	18.8%	47.9%	16.7%	11.5%	5.2%	25.4%	20.3%	28.8%	13.6%	11.9%	5.7%	50.0%	15.7%	21.4%	7.1%	36.4%	36.4%	13.6%	9.1%	4.5%	18.1%	43.0%	18.1%	13.8%
Subcategory: Supervisory Management																								
6 My supervisor provides me with the information necessary to do my job.	51.6%	26.6%	14.6%	4.7%	2.6%	47.5%	22.0%	13.6%	10.2%	6.8%	40.8%	32.4%	14.1%	9.9%	2.8%	50.0%	31.8%	4.5%	9.1%	4.5%	47.9%	27.6%	13.4%	7.1%
7 I have confidence in the fairness of my supervisor.	53.6%	21.4%	12.0%	6.8%	6.3%	44.1%	18.6%	13.6%	10.2%	13.6%	50.7%	28.2%	8.5%	4.2%	8.5%	63.6%	18.2%	4.5%	4.5%	9.1%	51.6%	22.5%	10.8%	6.8%
22 My supervisor lets me know what is expected of me.	47.4%	34.4%	13.0%	3.1%	2.1%	44.1%	32.2%	11.9%	3.4%	8.5%	33.8%	47.9%	8.5%	7.0%	2.8%	36.4%	50.0%	4.5%	4.5%	4.5%	42.7%	37.9%	11.4%	4.0%
32 My supervisor involves me in decisions that affect my job.	39.6%	34.9%	13.5%	7.8%	4.2%	33.9%	22.0%	22.0%	15.3%	6.8%	25.4%	45.1%	12.7%	11.3%	5.6%	50.0%	31.8%	4.5%	9.1%	4.5%	35.7%	34.3%	14.6%	10.0%
48 My ideas are given serious consideration by my supervisor.	40.6%	34.4%	15.6%	5.7%	3.6%	31.0%	27.6%	22.4%	12.1%	6.9%	23.9%	47.9%	12.7%	11.3%	4.2%	50.0%	40.9%	4.5%	0.0%	4.5%	35.5%	36.7%	15.5%	7.4%
Subcategory: Cooperation & Teamwork																								
8 I feel there is a spirit of cooperation between departments and work groups at SPC.	18.8%	38.0%	26.6%	13.0%	3.6%	10.2%	35.6%	20.3%	27.1%	6.8%	1.4%	44.3%	24.3%	25.7%	4.3%	22.7%	50.0%	13.6%	9.1%	4.5%	13.7%	39.7%	24.3%	18.0%
44 People in my work group cooperate with each other to get the job done.	47.4%	33.3%	13.0%	3.1%	3.1%	37.3%	40.7%	6.8%	8.5%	6.8%	40.8%	49.3%	5.6%	1.4%	2.8%	50.0%	36.4%	9.1%	0.0%	4.5%	43.7%	38.6%	10.3%	3.7%
Subcategory: Rewards & Recognition																								
23 I feel adequately rewarded for the work I do.	21.4%	35.9%	16.7%	17.7%	8.3%	23.7%	23.7%	15.3%	20.3%	16.9%	15.5%	45.1%	14.1%	15.5%	9.9%	50.0%	22.7%	13.6%	9.1%	4.5%	22.2%	35.0%	15.7%	17.1%
33 I am recognized for my work.	22.4%	41.7%	16.7%	13.5%	5.7%	27.1%	23.7%	18.6%	16.9%	13.6%	14.1%	43.7%	18.3%	14.1%	9.9%	36.4%	36.4%	13.6%	9.1%	4.5%	22.0%	38.6%	17.1%	14.3%
QUALITY WORK ENVIRONMENT																								
Subcategory: Organizational Communications																								
9 Communication between departments at SPC is effective and adequate.	13.0%	35.9%	25.0%	21.9%	4.2%	13.6%	22.0%	30.5%	28.8%	5.1%	1.4%	31.4%	20.0%	35.7%	11.4%	22.7%	36.4%	18.2%	13.6%	9.1%	11.1%	32.6%	24.3%	25.4%
40 Communication within my department is effective and adequate.	41.7%	32.8%	13.0%	7.3%	5.2%	28.8%	32.2%	8.5%	15.3%	15.3%	21.1%	47.9%	15.5%	9.9%	5.6%	50.0%	31.8%	4.5%	4.5%	9.1%	35.1%	36.0%	12.0%	9.4%

**ATTACHMENT E
2016 EMPLOYEE SURVEY
DEGREE OF STATEMENT AGREEMENT**

	FACULTY				CLASSIFIED PERSONNEL				PROFESSIONAL NON-FACULTY				ADMINISTRATORS				ALL EMPLOYEE GROUPS								
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree					
50 SPC encourages an open exchange of ideas. <i>Subcategory: Internal Employee Relations</i>	24.1%	46.1%	18.3%	6.8%	4.7%	20.7%	25.9%	36.2%	13.8%	3.4%	5.7%	57.1%	18.6%	17.1%	1.4%	31.8%	36.4%	22.7%	4.5%	4.5%	19.9%	44.4%	21.9%	9.8%	4.0%
10 Individuals at SPC with whom I interact understand my needs and expectations.	29.2%	47.4%	17.2%	5.2%	1.0%	18.6%	59.3%	11.9%	8.5%	1.7%	4.3%	68.6%	21.4%	5.7%	0.0%	31.8%	50.0%	13.6%	0.0%	4.5%	22.0%	54.3%	16.6%	5.7%	1.4%
11 I am proud to work for SPC.	76.0%	17.7%	5.2%	1.0%	0.0%	66.1%	25.4%	8.5%	0.0%	0.0%	60.6%	32.4%	5.6%	1.4%	0.0%	81.8%	13.6%	0.0%	0.0%	4.5%	71.2%	21.9%	5.7%	0.9%	0.3%
24 Individuals at SPC treat each other with respect and appreciation.	35.4%	43.8%	13.0%	6.8%	1.0%	25.4%	37.3%	18.6%	11.9%	6.8%	11.3%	57.7%	21.1%	7.0%	2.8%	31.8%	45.5%	13.6%	4.5%	4.5%	28.2%	46.2%	15.4%	7.4%	2.8%
34 I understand the needs and expectations of the individuals with whom I interact.	32.8%	54.2%	12.0%	1.0%	0.0%	33.9%	54.2%	10.2%	0.0%	1.7%	22.9%	60.0%	11.4%	4.3%	1.4%	40.9%	50.0%	4.5%	0.0%	4.5%	30.9%	55.9%	10.9%	1.4%	0.9%
47 SPC values and cares about me as an employee.	29.7%	44.3%	15.1%	6.8%	4.2%	27.1%	32.2%	25.4%	13.6%	1.7%	11.4%	54.3%	18.6%	11.4%	4.3%	50.0%	40.9%	4.5%	0.0%	4.5%	26.6%	43.8%	17.2%	8.3%	4.0%
<i>Subcategory: Physical Environment</i>																									
12 SPC provides a clean, safe and secure environment for employees and students.	59.2%	33.5%	5.8%	1.6%	0.0%	52.5%	35.6%	5.1%	5.1%	1.7%	49.3%	40.8%	8.5%	1.4%	0.0%	72.7%	22.7%	0.0%	0.0%	4.5%	56.6%	34.9%	5.7%	2.3%	0.6%
25 The physical facilities in my area are adequate.	32.8%	41.1%	12.0%	10.4%	3.6%	28.8%	55.9%	3.4%	6.8%	5.1%	28.6%	51.4%	7.1%	10.0%	2.9%	54.5%	40.9%	0.0%	0.0%	4.5%	32.3%	46.6%	8.6%	8.9%	3.7%
COMMUNITY FOCUS																									
13 Our college does a good job responding to the needs of the communities we serve.	39.6%	45.3%	12.5%	2.6%	0.0%	37.3%	37.3%	22.0%	3.4%	0.0%	24.3%	54.3%	17.1%	4.3%	0.0%	40.9%	50.0%	0.0%	4.5%	4.5%	35.7%	46.3%	14.6%	3.1%	0.3%
35 Being involved in service to the community is an important part of my job.	30.9%	37.2%	20.9%	10.5%	0.5%	27.1%	32.2%	37.3%	1.7%	1.7%	27.1%	38.6%	28.6%	4.3%	1.4%	40.9%	36.4%	18.2%	0.0%	4.5%	30.2%	37.1%	24.7%	6.9%	1.1%
41 Our college listens actively to the needs of our community constituents.	25.5%	42.7%	27.6%	3.1%	1.0%	25.4%	32.2%	37.3%	5.1%	0.0%	4.3%	54.3%	34.3%	5.7%	1.4%	36.4%	40.9%	9.1%	9.1%	4.5%	21.8%	43.3%	29.2%	4.6%	1.1%
LEADERSHIP FOCUS																									
<i>Subcategory: Planning & Effectiveness</i>																									
14 I am informed and understand SPC's planning / institutional effectiveness efforts.	28.8%	46.1%	15.2%	8.9%	1.0%	25.9%	44.8%	20.7%	6.9%	1.7%	18.6%	51.4%	21.4%	7.1%	1.4%	45.5%	45.5%	4.5%	0.0%	4.5%	27.3%	46.8%	16.7%	7.8%	1.4%
26 As it plans for the future, my college asks for my ideas.	17.8%	40.8%	22.5%	12.6%	6.3%	15.3%	15.3%	42.4%	16.9%	10.2%	7.1%	38.6%	30.0%	18.6%	5.7%	40.9%	36.4%	18.2%	0.0%	4.5%	16.3%	36.1%	27.2%	13.8%	6.6%
I know the parts of the Institutional Plan that will affect me and my work.	22.9%	41.1%	20.8%	12.0%	3.1%	18.6%	37.3%	30.5%	8.5%	5.1%	14.3%	57.1%	22.9%	4.3%	1.4%	50.0%	31.8%	4.5%	9.1%	4.5%	21.8%	43.8%	21.8%	9.5%	3.2%
51 I am involved in SPC's planning and effectiveness efforts.	18.2%	30.7%	33.3%	12.5%	5.2%	10.2%	10.2%	44.1%	22.0%	13.6%	4.3%	44.3%	38.6%	11.4%	1.4%	45.5%	27.3%	18.2%	4.5%	4.5%	15.5%	30.2%	35.1%	13.5%	5.7%
<i>Subcategory: Leadership</i>																									
15 I receive the administrative support necessary to do my job.	34.0%	38.7%	14.1%	12.0%	1.0%	25.4%	49.2%	10.2%	11.9%	3.4%	23.9%	52.1%	16.9%	5.6%	1.4%	45.5%	36.4%	13.6%	0.0%	4.5%	30.9%	43.4%	13.7%	10.0%	2.0%
16 Our college's leaders use our vision and values to guide us.	30.9%	39.8%	21.5%	5.8%	2.1%	28.8%	45.8%	16.9%	8.5%	0.0%	21.4%	47.1%	20.0%	11.4%	0.0%	36.4%	54.5%	0.0%	4.5%	4.5%	28.7%	43.3%	19.2%	7.2%	1.7%
I believe those in leadership roles demonstrate a viable commitment to the institutional mission of the college.	33.3%	43.8%	13.0%	8.9%	1.0%	25.4%	54.2%	10.2%	5.1%	5.1%	18.3%	62.0%	9.9%	9.9%	0.0%	45.5%	45.5%	4.5%	0.0%	4.5%	29.1%	49.6%	11.4%	8.3%	1.7%
28 The top administrators at SPC are accessible and approachable.	36.5%	43.2%	13.0%	5.7%	1.6%	39.0%	44.1%	11.9%	1.7%	3.4%	25.4%	49.3%	9.9%	12.7%	2.8%	50.0%	40.9%	4.5%	0.0%	4.5%	34.8%	45.0%	11.4%	6.3%	2.6%
36 I have adequate communication with the top administrative staff at SPC.	23.4%	44.3%	23.4%	5.7%	3.1%	22.4%	36.2%	24.1%	13.8%	3.4%	17.1%	38.6%	25.7%	15.7%	2.9%	40.9%	40.9%	13.6%	0.0%	4.5%	22.7%	41.4%	23.3%	8.9%	3.7%
42 Our college's leaders create and support a work environment that helps me do my job.	30.7%	45.3%	17.2%	5.7%	1.0%	28.8%	42.4%	20.3%	5.1%	3.4%	15.7%	57.1%	17.1%	7.1%	2.9%	40.9%	40.9%	9.1%	4.5%	4.5%	27.5%	47.0%	17.2%	6.0%	2.3%
<i>Subcategory: Budgeting & Allocation of Resources</i>																									
17 I am satisfied with the budgeting process.	15.6%	39.6%	33.9%	6.8%	4.2%	18.6%	20.3%	52.5%	6.8%	1.7%	14.1%	40.8%	32.4%	12.7%	0.0%	50.0%	31.8%	13.6%	0.0%	4.5%	17.7%	35.6%	35.9%	8.0%	2.8%
29 I have sufficient resources to do my job.	33.9%	49.0%	10.9%	5.7%	0.5%	28.8%	61.0%	3.4%	3.4%	3.4%	28.2%	45.1%	15.5%	9.9%	1.4%	40.9%	50.0%	4.5%	0.0%	4.5%	31.6%	50.4%	10.0%	6.3%	1.7%
37 SPC institutional goals and objectives are reflected in the budget.	19.3%	40.1%	32.8%	6.3%	1.6%	18.6%	22.0%	45.8%	11.9%	1.7%	8.6%	45.7%	41.4%	2.9%	1.4%	31.8%	36.4%	22.7%	4.5%	4.5%	17.5%	37.5%	36.4%	6.9%	1.7%
49 I have the opportunity to provide input to the budget process.	24.0%	36.5%	25.0%	8.9%	5.7%	8.5%	18.6%	44.1%	20.3%	8.5%	12.7%	40.8%	19.7%	19.7%	7.0%	45.5%	22.7%	18.2%	9.1%	4.5%	20.0%	33.4%	27.1%	13.1%	6.3%