



Listening to Our Employees

EMPLOYEE ENGAGEMENT SURVEY 2012

LISTENING TO OUR EMPLOYEES: INTRODUCTION

In March 2012, Stromp Research & Consulting administered an Employee Engagement Survey to NMC employees. The survey was designed by the Office of Research, Planning & Effectiveness (ORPE) to measure employee attitudes on a variety of topics in three categories: strategic alignment, culture, and engagement. The results will help NMC shape continuous improvement efforts related to attracting, developing, and retaining talent as well as suggest opportunities for process improvement. Studies have repeatedly shown that fully engaged employees perform better than those who are disengaged. Specifically, these employees exhibit heightened organizational performance, elevated productivity, increased financial success, and are retained at a higher level than their disengaged peers.¹

Highlights

- 81.4% of NMC's regular employees participated in the survey (80% in 2011, 76% in 2010)
- Total survey response rate including all employee groups was 65.5% (65% on 2011, 58% in 2010)
- Top five areas receiving the highest level of agreement included:
 - Committed to continuous quality improvement (97.5% in 2012, 95.8% in 2011; 92.3% in 2010)
 - Feel safe when working on campus (93.5% in 2012, 91.0% in 2011; 89.8% in 2010)
 - Work responsibilities are clear (92.7% in 2012, 94.5% in 2011; 91.2% in 2010)
 - Have the necessary skills to contribute to continuous improvement (91.7% in 2012, 93.3% in 2011)
 - Have the necessary skills in order to help NMC achieve its strategic directions (89.2% in 2012, 88.8% in 2011, 80.2% in 2010)
- Bottom five areas receiving the lowest level of agreement include:
 - Performance evaluation process helps me improve my job performance² (52.4% in 2012, 41.0% in 2011; 35.3% in 2010)
 - Have career discussions with my supervisor (54.9% in 2012, 50.7% in 2011; 49.9% in 2010)
 - Shared governance is effective way to lead the organization³ (56.1% in 2012, 53.0% in 2011)
 - Campus-wide input is considered in developing strategic plan (57.6% in 2012, 50.5% in 2011)
 - Shared governance communications are useful (61.4% in 2012, 61.9% in 2011)
- Across the three sections, a total of four questions met or exceeded the College's goal of achieving 90% agreement (strongly and somewhat agree scores combined). None of the Culture section questions achieved this goal. Those questions that did included:
 - I am committed to continuous quality improvement in my work. (97.5%)

¹ Esty, K. and M. Gewirtz. "Creating a Culture of Employee Engagement." *Boston.com: NEHRA HR Center*. June 23, 2008. <<http://www.boston.com/jobs/nehra/062308.shtml>>

² Note that the wording of this question changed in the 2012 survey. In 2010 and 2011 the question read: Performance evaluation process distinguishes performance.

³ In the 2012 survey, shared governance was defined as including President's Council, Policy Council and Planning & Budget Council. No such definition was provided in prior years.

- I feel safe when I am working on campus. (93.5%)
- My work responsibilities are clear to me. (92.7%)
- I have the necessary skills to contribute to NMC's continuous improvement efforts. (91.7%)

Note. Throughout this report, comparable 2011 and 2010 survey results are provided where available. Please refer to the Instrumentation section on page 4 for an explanation of the changes made between the 2011 and 2012 survey years regarding the survey instrument.

The Methodology

The population for this survey included NMC employees employed as of February 4, 2012 with a valid email address. A total of 609 employees were invited to participate in the survey via email. The email provided a link to the survey hosted by Stromp Research & Consulting. A total of 399 employees responded to the survey representing an overall response rate of 65.5% (65% in 2011, 58% in 2010). The response rate considering only regular employees was 81.4% (80% in 2011, 76% in 2010).

Characteristics of Respondents

Employee demographic information was provided to Stromp Research & Consulting in order for us to understand important characteristics about the respondents. Demographic information included: age, longevity at the college, job classification, department, and executive area. The data file returned to ORPE by the third party research firm had all names removed. Table 1 shows the percentage distribution by job classification, and it shows how respondents represented their employee group population (Table 1). For instance, adjunct faculty made up 24% of the respondents and 51% of all adjuncts responded to the survey. The next largest groups of respondents were the admin/professionals and faculty, both at 21% of survey participants with 83% of admin/professionals and 81% of faculty responding to the survey respectively.

Table 1. Response Rate by Employee Group

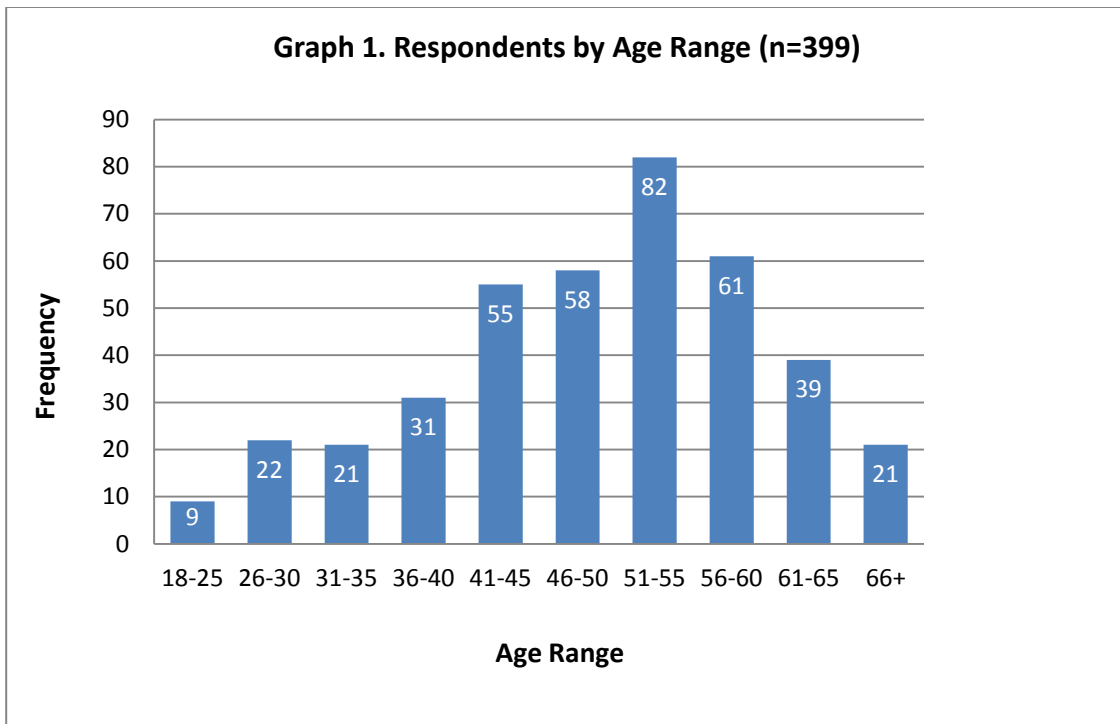
	n	Percent of Respondents	Response Rate by Employee Group from the Population
Faculty - Adjunct	97	24%	51%
Admin/Professional	85	21%	83%
Faculty	82	21%	81%
Tech/Paraprofessional	44	11%	83%
Supplemental	35	9%	38%
Maintenance/Custodial	29	7%	74%
Support Staff	16	4%	76%
Executive Officer	11	3%	92%
Total	399	100%	66%

Table 2. Response Rate by Executive Area and Department

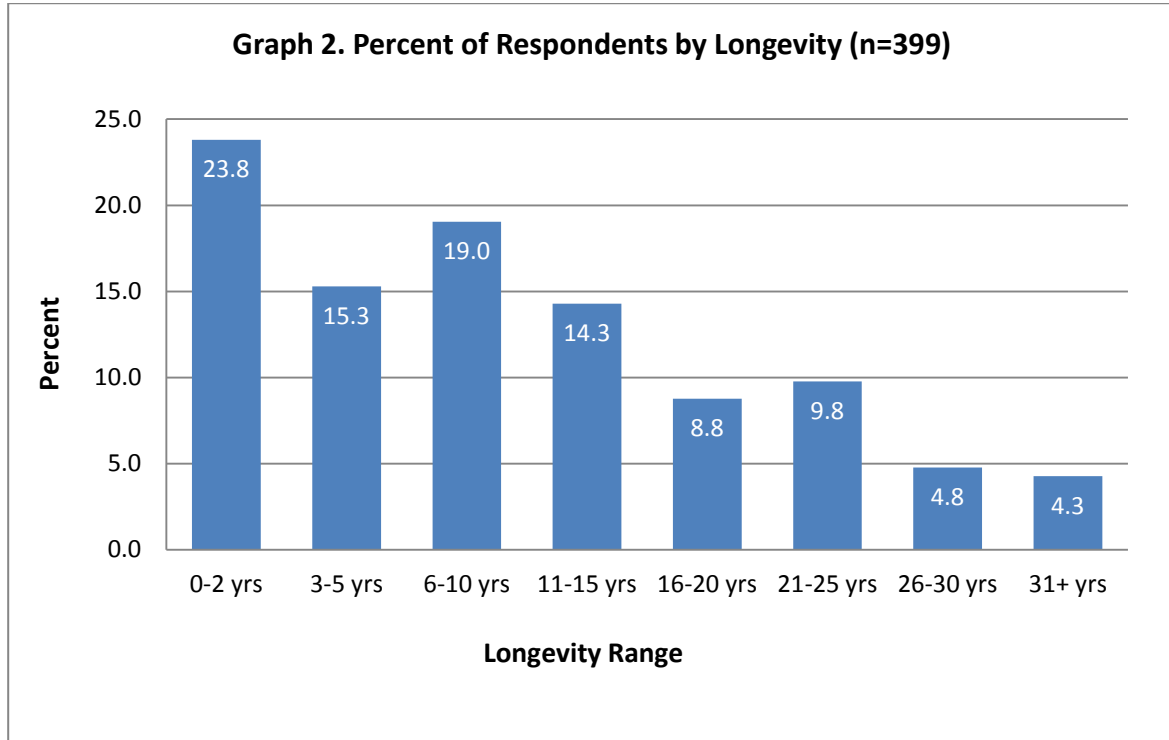
Executive	Department	Frequency	Executive	Department	Frequency
Educational Services	Admissions & Upward Bound	8	President's Office	President's Office (also includes the Foundation and ORPE)	15
	Business	28		Dennos Museum	6
	Communications	40		Public Relations & Communications	6
	Educational Services	10		Total	27
	Financial Aid	7			
	GLMA	14			
	Health Occupations	17	Lifelong & Professional Learning	Aviation	15
	Humanities	16		Extended Educational Services (includes Physical Education)	9
	ITS	6		Human Resources	7
	Instructional Technology	7		LPL Leadership	8
	Learning Services	8		Technical	20
	Library	7		Training	6
	LRT & SLM	8		University Center	5
	Math	22		Total	70
	Records & Registration	5			
	Science	16			
	Social Science	19	Finance & Administration	Auxiliaries (includes the Bookstore and Hagerty Center)	8
	Student Life	5		Business Office, Finance & Administration	12
	Student Services	9		Campus Services	30
	Total	252		Total	50

Well over half (63% compared to 62% in 2011) of the respondents were from Educational Services (n=252) (Table 2). Departments with less than five responses were combined with other departments for reporting out purposes. President's Council responses were included with the President's Office as were those from the Foundation and the Office of Research, Planning & Effectiveness.

The largest number of respondents was within the 51-55 year age range which is consistent with 2011 results. (Graph 1)



The composition of NMC employees by age range did not vary greatly from the 2011 survey with the exception of the 6% decline in the 18-25 age group and the 4% increase in the 51-55 age group.



The largest change in the employee profile by longevity range was seen in the 0-2 yr group which fell by 4.1% over prior year with a corresponding increase in the 3-5 yr longevity group of 1.9%

These were the only demographics provided to Stomp Research & Consulting. The departmental information will help guide NMC toward areas for best practices and for improvement. In some areas the results were cross-tabulated by one demographic characteristic. **In order to maintain confidentiality, the results were not cut by more than one demographic variable simultaneously.** Also, as mentioned above results were only reported for groupings with five or more respondents.

Instrumentation

This is the third year NMC employees have been surveyed on the dimensions of strategic direction, culture and engagement which were the three sections of the survey. In total, the survey consisted of 43 closed-ended questions and six open-ended questions. It was tested before being made available to all NMC employees, and based on this the survey was estimated to take 10-15 minutes to complete. Actual completion time averaged 13 minutes.

Questions asked for level of agreement using a five-point Likert scale ranging from “strongly disagree” to “strongly agree”. “Don’t know” was also an optional response. In 2010, non-responses were allowed; however, in 2011 and 2012, the web-based survey was designed to require that all questions be answered before the respondent submitted the survey. New to 2012 was the addition of randomized question order by section to remove possible question order effect.

As with last year, the instrument was updated in 2012 to reflect insights gained from the 2011 survey. However the changes were minor compared with those made to the 2011 instrument. One new question was added - *I understand my role in planning at NMC* and one question was removed - *This vision is shared by NMC employees*. The former will be helpful in evaluating the aligned planning process and the latter was determined to be redundant to other questions in the survey. Four questions received slight re-wording to improve understanding, and one question was moved from the Engagement section to the Culture section.

The open ended questions are intended to change year to year. As such, one question was added to gather input on how we can improve on the aligned planning process in our second year of implementation. The other two new questions were intended to inform the Development Office about faculty/staff participation in the annual campaign.

The questions included in the Engagement Index and the Supervisor Index did not change. However, the one question that was removed in the 2012 instrument had been included in the Planning Index in 2011. In its place, we have added the new question - *I understand my role in planning at NMC* - keeping the maximum score for the planning index at 45 points. The 2012 survey instrument is included as Appendix A.

In developing the original 2010 instrument, ORPE reviewed several different instruments and approaches to surveying employee satisfaction and engagement. The decision to develop a survey unique to NMC rather than use an off the shelf survey was based on NMC’s desire to customize the survey to the fullest extent possible. NMC will benefit from being able to use the information to make specific improvements across the College related to issues of greatest concern to our institution. The tradeoff for using a proprietary survey is that we are not able to benchmark our results with other institutions. In order to develop this survey OPRE reviewed the Noel-Levitz *College Employee Satisfaction Survey*, the Personal Assessment of the College Environment (PACE) *Employee Climate Survey*, and the Gallup *Q12 Employee Engagement* instrument.

Results

The results section is organized into three main parts. Part I includes the percentage distribution results for all the statements in the survey organized by section. Section I is about the Strategic Alignment statements. Section II is about the Culture statements; and Section III is about the Engagement statements. Part II of the results shows how respondent answers differed based on employee group and department. Part III shows the results for the Engagement Index, the Supervisor Index, and the Planning Index. NMC has set a goal of 90% agreement with each question in the survey.

PART I. PERCENTAGE DISTRIBUTION BY STRATEGIC ALIGNMENT, CULTURE AND ENGAGEMENT

Section 1: Strategic Alignment

The primary purpose of the Strategic Alignment section is to determine how well strategic directions and institutional effectiveness criteria are understood and the readiness of the organization to align around them for action. Additionally the section measures level of agreement relating to NMC's vision for the future and the role of supervisors in aligning department goals to college goals. The results from the section inform the Planning Index as well as measure processes outlined in NMC's Systems Portfolio specifically Category 5 – Leading and Communicating and Category 8 – Planning Continuous Improvement.

Considering the close ended questions in the Strategic Alignment section, progress was made in all but one of the questions with the largest gain posted in response to the question *I have made changes in my work during the last year in order to improve persistence and completion*. The one question that experienced a decline in agreement was *I have the necessary skills to contribute to NMC's continuous improvement efforts*.

The results from this section suggest that NMC employees feel equipped with the skills necessary to contribute to continuous improvement efforts and to help NMC achieve its strategic directions (Graph 3).

The four questions in this section with the highest level of agreement were also the top four from the 2011 survey. In all but one of these questions, the agreement score improved over the prior year (Table 3).

Table 3. 2012, 2011 & 2010 Survey Comparison for Strategic Alignment Questions

Question	2012 Agreement Response (n=399)	2011 Agreement Response (n = 402)	2010 Agreement Response (n=363)
Q3_4. I have the necessary skills to contribute to NMC's continuous improvement efforts.	91.7%	93.3%	N/A
Q3_3. I have the necessary skills in order to help NMC achieve its strategic directions.	89.2%	88.8%	80.2%
Q3_1. I understand how my job contributes to achieving NMC's strategic directions.	88.5%	87.6%	79.1%
Q3_6. NMC's President is effective at communicating a clear vision. ⁴	83.2%	81.3%	76.3%

⁴ The wording for this question was changed for 2012 to read: "NMC's President is effective at communicating this vision." This question followed the question "NMC has a clear vision for the future."

Of those questions with increases in agreement scores, the four with the largest increases were:

- I have made changes in my work during the last year in order to improve persistence and completion. (+5.1%)
- I understand how my job contributes to institutional effectiveness improvements. (+3.4%)
- My supervisor works to align the goals of our department with the goals of the College. (+3.1%)

Those questions receiving the lowest levels of agreement were the same as in 2011 – *NMC has a clear vision for the future* and *My supervisor works to align the goals of our department with the goals of the College*. The one question that saw a decline in agreement was *I have the necessary skills to contribute to NMC's continuous improvement efforts* (-1.6%).

An open-ended question was placed at the end of this section allowing employees the opportunity to comment further about NMC's strategic alignment. In total, 50 people provided a response to this question (down from 72 responses in 2011). They were coded by Stromp Research & Consulting. The frequency of response by topic is provided below in Table 4. A frequency of 12 on "focus on students/learning" means that 12 of the 52 open ended responses to this question grouped around that topic.

Question 4 of the survey stated: ***Please share any additional comments on the topic of NMC's strategic alignment.***

Table 4. Comments on Strategic Alignment

Q4. NMC Strategic Alignment Comments CODED	Frequency
I am supporting the strategy	7
Improve communication/training on strategy	6
Better relate strategy to me/my area	6
Strategy/vision not being implemented	5
Miscellaneous	5
Positive: On board with strategy	4
Positive: Good communication on strategy	4
Improve valuing people	3
Improve global preparedness	3
Focus on students/learning/basics	3
Lack of time to fulfill strategy	2
Lack of leadership support for strategy	2
Total (13% of Survey Participants)	50

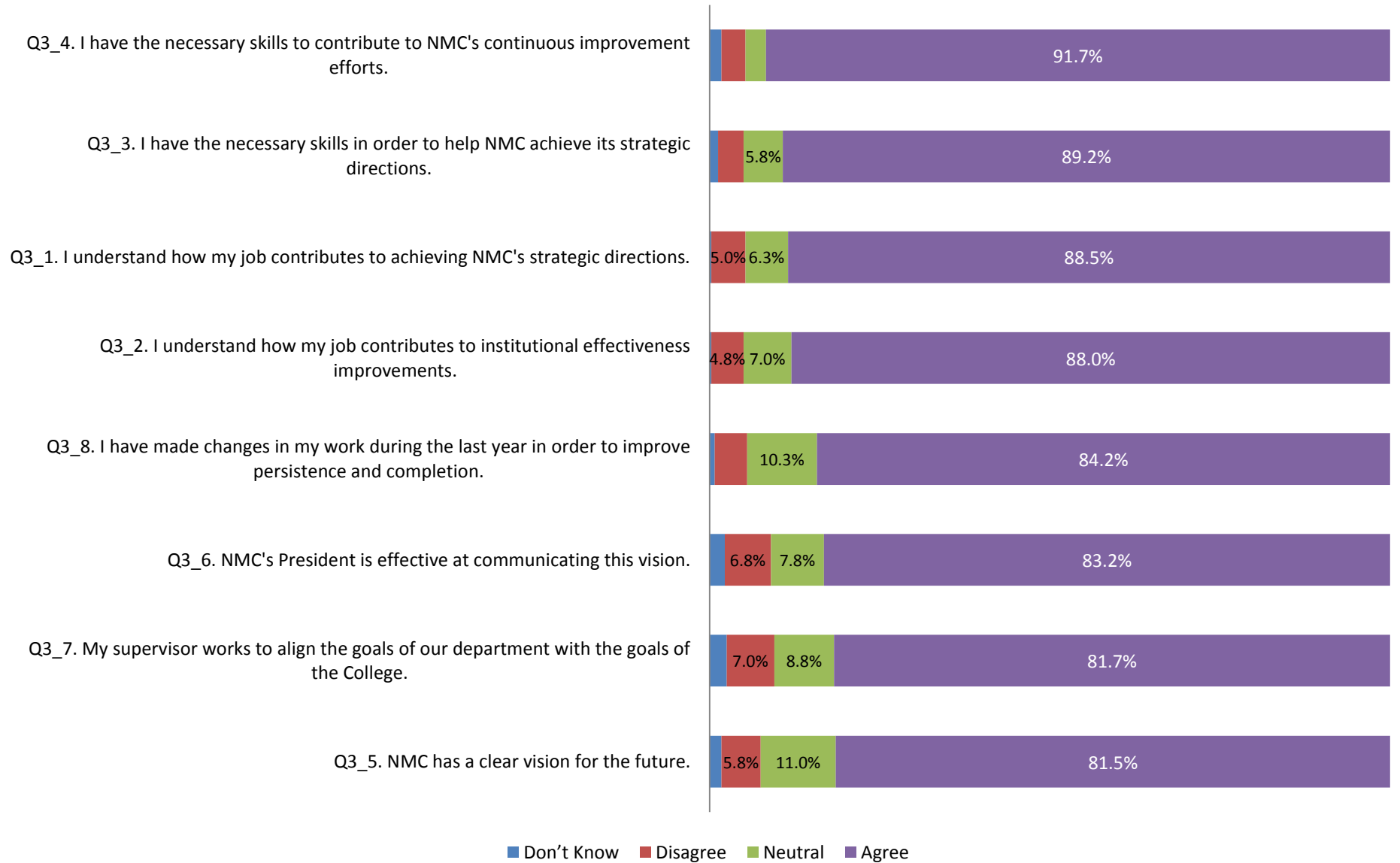
Table 5 provides sample verbatim comments related to the most frequently occurring grouped topics for this question. Therefore, they may or may not represent widely held views. Each member of President's Council has received a complete copy of the open ended question responses. Most PC members will also receive a customized report with results for their area along with the open ended comments for their area.

Table 5. Sample Respondent Comments from Section I: Strategic Alignment

I am supporting the strategy	This year we added certification exams to our technology classes that supports “credentials of value” and “value added” opportunities.
	This year I have especially enjoyed the “human” resources the college has made available to me for professional development. I have gained skills and plan to continue this life-experience learning, so that I may become one of those who helps others in our community advance.
	I have always tried to keep students engaged in the program therefore they have ownership and are more dedicated to completing something they own.
Improve communication/training on strategy	A statement explaining how the strategic directions were decided upon and who was involved with these decisions would be nice.
	It seems that we should be asking questions that ask for agreement to the strategic agenda and weather the institutional effectiveness system is doing its job.
	I believe staff need more training in the concepts of institutional effectiveness and how this is achieved.
Better relate strategy to me/my area	Much more focus this year on aligning departmental and individual goals to NMC’s strategic direction/initiatives. Working on defining daily responsibilities as they relate to those goals. All good progress over last year.
	My job does not relate to persistence and completion at all as I work in an “auxiliary” department.
	It is often times not clear to me on how I fit into this structure.
Strategy/Vision not being implemented	There is a vision and implementation in select areas but in general there is a big disconnect. Yes, there is a vision but little as understanding of learning in the classroom and a defined process for leveraging portfolio A content to meet strategic needs Operationally, institutional effectiveness is about the budget and this means extending portfolio B and diminishing portfolio A.
	Out of touch with needs of community.
	Networked workforce and lifelong relationships get more lip service than action. NMC needs a high-profile advocate to solicit, select, and “champion” ideas that advance these goals. Good ideas wither on the vine.
Miscellaneous	Given that student success is also dependent on students’ abilities to dedicate the time and put forth the necessary efforts to achieve their goals in education, there are factors beyond our control (such as poverty, family crises) for which it is hard to compensate or “align” our work strategies. However, I am certain that faculty and staff do all they can to make it possible for students to succeed.

These sample comments show that progress is being made yet they also reflect the challenges of implementing NMC’s strategic directions in turbulent times. Cleary more can be done both to effect change and to more fully engage NMC employees in the strategic direction of the college. An opportunity exists to provide more background on both the strategic directions and the institutional effectiveness criteria.

Graph 3. Section: Strategic Alignment (n=399)



Section 2: Culture

Section 2 on Culture helps NMC measure our Culture criterion and provides evidence for valuing people. Additionally the questions help measure several of our stated values as well as aspects of the Operations criterion specifically leading and communicating.

The four questions in this section that received the highest agreement scores were also the top four in 2011. Three of these saw improvement over the prior year with one posting a decline. A comparison of top responses is provided in Table 6.

Table 6. 2011 & 2010 Survey Comparison for Culture Questions

Question	2012 Agreement Response (n=399)	2011 Agreement Response (n=402)	2010 Agreement Response (n=363)
Q6_17. NMC employees hold themselves to high ethical standards	88.0%	86.6%	80.2%
Q6_18. I believe NMC employees are committed to continuous quality improvement.	87.0%	86.8%	74.7%
Q6_14. My supervisor holds me accountable for performance.	86.0%	85.1%	75.5%
Q6_3. College information is communicated in a timely fashion.	79.9%	80.1%	69.7%

When considering all of the closed ended questions in this section, all but two increased in agreement scores over the prior year. Of those with increased agreement scores, two had the largest increase:

- Campus-wide input is considered in developing the strategic plan. (+7.1%)
- NMC is agile in responding to learner needs. (+6.5%)

Those questions receiving the lowest level of agreement were the same as in 2011 and included a question that moved from the Engagement section into Culture – *I have career discussions with my supervisor* – where it received the lowest agreement score last year in that section. Three questions in this section saw a decline in agreement scores. They were:

- I am involved in the decisions that impact my work. (-2.7%)
- Communication from NMC's shared governance councils and committees is useful. (-.5%)
- College information is communicated in a timely fashion. (-.2%)

Once again, the question pertaining to NMC's performance evaluation process received the lowest agreement scores in the Culture section. Despite this claim, there was a noticeable increase in the level of agreement (+11.4%). However it should be noted that the wording of this question changed in 2012 to better reflect the intent of the performance evaluation process as helping to improve job performance vs. distinguishing among performance levels. Revising and implementing an improved staff performance feedback system which includes a systematic schedule for career discussions is an operational goal for FY'12.

A continued opportunity area for improvement is with our shared governance structure. This year we added to the question the definition of shared governance as including President's Council, Policy Council

and Planning & Budget Council. Note that this question had the highest “Don’t Know” agreement of all questions in the survey (8.5%) suggesting that greater clarity around shared governance is needed.

There are six questions related to supervisors in the Culture section. In aggregate they are intended to measure the impact supervisors can have in helping to foster a positive culture pertaining to soliciting input from employees, motivating performance, confronting issues, and providing useful performance feedback. Each of these areas offer opportunity for improvement for our supervisors and could therefore be specific topics for supervisor training programs. The statement receiving the lowest level of agreement was *I have career discussions with my supervisor*. Despite having a low level of agreement, there was progress in this area over 2011 (+4.2%). The focus of Talent on leadership development will be key to helping improve scores in the “supervisor questions”.

Campus-wide input is considered in developing the strategic plan was new in 2011 and established an important new expectation and baseline measure for the aligned planning process going forward. While the level of agreement is still low (57.6%) comparatively, there was significant improvement in agreement with this question (+7.1%) which is positive with regard to the aligned planning process. However, more improvement is needed, and the open ended question comments related to planning will be helpful in this regard.

At the end of the close-ended questions, respondents were asked to share any additional comments on the topic of Section II: Culture. **Question 7 stated: Please share any additional comments on the topic of NMC’s culture.** Table 7 provides a coded summary of the 54 responses received (78 comments in 2011).

Table 7. Comments on Culture

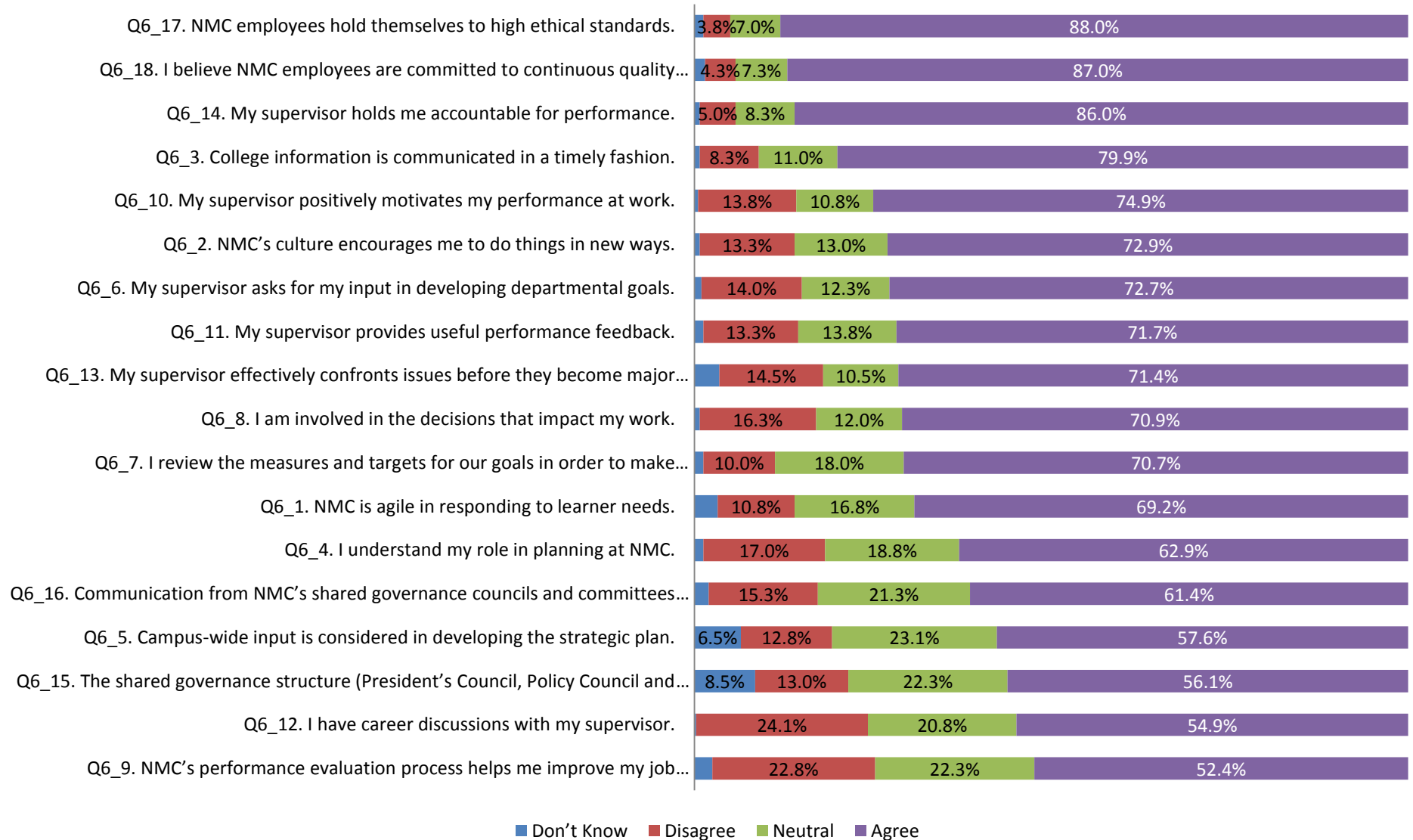
Q7. NMC Culture Comments CODED	Frequency
Faculty/Staff need more input	6
Shared governance structure needs improvement	6
Bureaucracy limits change	5
Improve communication	5
Negative supervisor experience	5
Positive experience regarding culture	4
Need more focus, less goals	3
Need supervisor feedback/involvement	3
Need to be more agile/flexible	3
Too much change can be detrimental	3
Do not get involved in planning	2
Employees are committed	2
Issues with survey question/wording	2
Need career advancement/training support	2
NMC’s own culture limits change	2
Miscellaneous	1
Total (14% of Survey Participants)	54

Table 8 provides sample verbatim comments related to the most frequently occurring grouped topics for this question. Therefore, they may or may not represent widely held views.

Table 8. Sample Respondent Comments from Section II: Culture

Faculty/Staff need more input	Campus-wide input...I think input is considered but in the end, feel the strategic plan becomes what the administration wants it to be...
	Faculty are generally not involved in selecting “strategic directions”, and would probably pick some different ones, or add to.
	The administration is only agile for some ideas, seems it moves more quickly when the ideas are generated from within administrative channels, not so much from the teaching end of things.
	It saddens me to see how some staff are treated at NMC. Decisions are made effecting the jobs and careers of staff with little to no input from those individuals. Hard-working, dedicated people are told AFTER decisions are made.
Shared governance structure needs improvement	Our governance structure results in slow decision making, lack of decision making, and sometimes decisions are made without seeking input from areas that will be impacted.
	Shared governance needs more checks. There needs to be a way to “reset” a committee when the personal agendas of members prevent them from working for the betterment of the institution.
	Why isn’t Faculty Council listed as part of shared governance? This appears to be a common theme with the administration, that is excluding Faculty Council.
	The governance structure remains somewhat of a mystery to me even though I’ve worked here for almost 3 years. It is hard to see/understand the results of council activity and how these translate into governance.
Bureaucracy limits change	NMC needs to find a way to deal with the complacent, those who no longer provide the engagement and inspiration that our students need.
	I still think some of our internal systems and procedures are outdated, duplicative and don’t necessarily support NMC’s strategic directions/IE criteria/values of collaboration, outreach, agility, foresight, and positive culture.
	The stands of one or two board members demoralize the staff and is difficult to counter.
Improve communication	The amount of internal communication the college develops has gone way up in the past few years. This is mostly to the good. But everyone really needs to start honing what they send out.
	There is not always a clear understanding of how decisions are made at NMC. Some decisions are made by committees but which committees have that authority. The hiring process is not always transparent.
Negative supervisor experience	I don’t think my supervisor sees it as her role to motivate my performance, and therefore she does not appear to make this a priority. I would like to have career discussions with my supervisor, but I believe she will say that there’s just no place to go, nothing much to discuss.
	My supervisor’s technique for letting the employees know they are doing something wrong is the silent treatment. Many times the employee is not even aware what the supervisor is upset about.

Graph 4. Section 2: Culture (n=399)



Section 3: Engagement

The primary purpose of Section 3: Engagement is to broadly gauge the level of engagement NMC employees have in their work and with the college. The questions also take into account whether the conditions exist to allow for high engagement such as clear work responsibilities, access to needed information and a safe work environment. This section adapts the Gallup Q12 engagement questions for NMC's purposes. Gallup's research indicates a connection between twelve elements of engagement and achieving organizational outcomes.

In 2012 this section changed little from the prior year. The most notable change was the movement of the question *I have career discussions with my supervisor* to the Culture section. This section still provides an overall satisfaction score for employment at NMC. Table 9 below summarizes the questions with the top four agreement scores in this section and compares the scores to the two prior years.

Three of the top four questions in this section were also in the top four last year. However, with the decrease in the agreement score for the question *I know where to access college information I need to do my job*, it fell out of the top four for the section. A comparison of top responses is provided in Table 6.

Table 9. 2012, 2011 & 2010 Survey Comparison for Highest Agreement Engagement Questions

Question	2012 Agreement Response (n=399)	2011 Agreement Response (n=402)	2010 Agreement Response (n=363)
Q9_8. I am committed to continuous quality improvement at work.	97.5%	95.8%	92.3%
Q9_12. I feel safe when I am working on campus.	93.5%	91.0%	89.8%
Q9_1. My work responsibilities are clear to me.	92.7%	94.5%	91.2%
Q9_16. Based on my experiences at NMC, I would recommend NMC as an employer.	89.0%	87.6%	86.2%

The largest increases in agreement scores for the questions in this section included:

- I am comfortable taking thoughtful risks in my work. (+4.6%)
- The mission of the college makes me feel my job is important. (+3.9%)

Those questions that received the lowest agreement scores for this section included:

- My work is valued at NMC. (78.2%)
- I am encouraged to continuously develop my skills. (78.2%)
- I provide input to my departmental goals. (78.2%)
- I have the support I need to do my job. (79.2%)

Of the seventeen questions contained in this section, five saw declining agreement levels over the 2011 survey namely:

- I have the support I need to do my job. (-4.6%)
- I know where to access college information I need to do my job. (-3.8%)
- My work responsibilities are clear to me. (-1.8%)
- I am satisfied with my experience working at NMC. (-.3%)
- I provide input to my departmental goals. (-.2%)

The overall satisfaction questions (Q9_16. and Q9_17.) are approaching our goal of 90% agreement (strongly or somewhat). The latter fell somewhat as noted above.

The open ended question for this section (Q10.) stated: ***Please share any additional comments on the topic of engagement at NMC.*** A summary of coded responses follows in Table 10.

Table 10. Comments on Engagement

Q10. NMC Engagement Comments CODED	Frequency
Positive engagement experience	9
Workload too high/Not enough time to be engaged	6
Faculty/staff not valued by leadership	5
Staff not used to their full ability/allowed to take risks	5
Salaries do not match job demand	4
Improve professional development/training	3
Work on engagement of adjuncts/supplemental	3
Contracted areas disconnected from college	2
Focus on students	2
Need better collaboration opportunities	2
Would like a full time position	2
Miscellaneous	2
Total (11% of Survey Participants)	45

Table 11 provides sample verbatim comments related to the most frequently occurring grouped topics for this question. Therefore, they may or may not represent widely held views.

Table 11. Sample Respondent Comments from Section III: Engagement

Positive engagement experience	Our students are interesting and inspiring. Our colleagues are most collegial. Our work is always important.
	I have never seen an organization pull off Engagement as effectively as NMC. This is not something that can be paid lip service, but it seems that the management structure of the college, from my supervisor, to the people who run all the other groups I a part of or attend, up through our vice presidents, to the college president, have completely embraced the importance of Engagement to the morale of the staff. I think the pay is pretty low for what I do and what I bring to the table, but I really enjoy he work environment, so it is doubtful that I will seek higher paying employment elsewhere because the job and my professional relationships at NMC are so rewarding.
	I love NMC! This is a great place to work, and I can make a difference here.
	In 23 years of education from K-16, my professional experience with NMC has been the most rewarding. I feel valued and appreciated, which motivates me to be a better employee.
	I have a great deal of respect for the people that I work for, and I am very confident in their ability to lead me and support me.
Workload too high/not enough time to be engaged	There definitely is encouragement for self-improvement. No time, but plenty of encouragement. As a side note, I think the college should send out an anonymous

	survey that more specifically asks for employee input on the strategic directions of the college.
	NMC might want to reevaluate how it distributes release time, for it appears as though there are some people who receive release time for doing very little, and there are others who receive no release time who are doing a great deal of work. The work inequities that exist between committee work, course loads, release time, etc. creates a toxic environment that inevitably discourages the motivated and committed employees from remaining engaged.
	I feel that everyone is feeling the stress of increased workload. College support staff have seen the reduction in supplemental and/or student workers and have seen increased workload as a result.
Faculty/staff not valued by leadership	I think that the Board makes it very hard for faculty to feel good about themselves and I do not believe that the board members values the instructors or what we do.
	I believe that my work is valued by some people at NMC but not the leadership.
Staff not used to their full ability/allowed to take risks	I do not feel that risks (thoughtful ones) are encouraged or accepted unless they turn out great - and if they are in one of the "priority" areas. Taking risks for creative teaching might interfere with 100% efficiency and retention. Faculty role is to produce great numbers and keep a low profile. General curriculum contributions are not valued.
	I see all that needs to be accomplished with our Strategic Plan; and I wonder how we can more fully leverage people who have more to contribute to the college. I feel that I perform a valued role at the college, but I am not the only one who feels held back or limited in my contributions.

For 2012, an additional open ended question was added to help inform the planning process. The question read: *What would help you be better informed about planning (strategic and operational) at NMC?* A summary of the coded responses follows in Table 12 below. Note that significantly more respondents (208 total) provided comments to this question than for any of the other open ended questions.

Table 12. Comments on Being Better Informed about Planning

Q12. Better Informed about Planning CODED	Frequency
No improvement needed	52
Involve employees more	13
Concise communication	12
More open meeting formats	12
Unsure	11
Share/relate information at department level	10
A central place for information/website or blog	9
Explain how my role connects to goals/strategy	9
Share specific actions/examples	9
Explain what the goals are/why they were chosen	8
Miscellaneous	7
An additional meeting/conference on the topic	6
Frequent email updates	6
Information is overwhelming	5
Not enough time to devote to planning	5

Better communication/coordination among groups	4
It should come from the president	4
A flow chart	3
A newsletter	3
Employees have responsibility	3
It should come from my supervisor	3
Provide clear meeting summaries	3
Supervisors must be invested	3
Cannot always attend meetings	2
Improve communications about operations	2
Improve the tone of communication	2
Need to work more hours	2
Total (52% of Survey Participants)	208

Table 13 provides sample verbatim comments related to the most frequently occurring grouped topics for this question. Therefore, they may or may not represent widely held views.

Table 13. Sample Respondent Comments from Planning Open Ended Question

No improvement needed	The official communications are thorough, comprehensive and frequent.
	I don't care much about involvement in the process, just the results. I have the information I need.
	I think we are informed. I just think there needs to be more of a strategic focus on utilizing the human resources of the college.
	It has improved this year. I am better informed. I do not have any suggestions.
	The posted web videos, open board meetings, open office policies are at the highest level.
Involve employees more	I feel generally informed although I'm not always a part of the process in areas that affect my responsibilities.
	I think I am well-informed about the planning at NMC. It's not becoming better informed that I worry about. It's that I know I have information that could help in that planning. But I am never asked.
	Supplemental employees are not allowed to attend employee meetings even if the information is directly related to a project the supplemental employee is working on. A solution would be to give the people who aren't allowed to attend a copy of the agenda or some other form of what they missed at the meeting. I also think it hurts employee morale to be working next to an "employee" doing similar work but being treated differently.
Concise communication	Clear, concise goals, we have too many goals, objectives, etc spread out over a four page A3, if it can't fit on a one page A3 it's not important.
	Be more concise. Use language that non-administrative professionals can easily understand.
	A one-page summary of the various goals for quick reference. Something for the bulletin board.
	"Cliff Note" version of committee/council minutes.
	A condensed version of info applicable to adjuncts (much of it is not), would be greatly appreciated!

	More open communication in clear concise terms. Better turn around time on issues/concerns of plans, not just tabled then forgotten about.
More open meeting formats	More specific plans shared at opening conference on campus plan, etc.
	More updates from Tim that are directed to personnel, similar to the Board updates, but with a little more operational detail. In addition, I feel that a more robust inquiry into faculty and staff visions for the future of NMC could garner some very useful directional goals.
	More presentations scheduled where staff is updated about the planning which is going on.
Unsure	I am not sure, but I do feel that there are days that I am out of the loop and it affects what my department is working on.
Share/relate information at department level	I believe there needs to be a better form of information to come from direct supervisors to their department members of plans, changes, goals, etc. in a more timely fashion than right before they are to take place. In this time of uncertainty and uneasiness in the workforce, supervisors need to pay more attention to communicating abrupt changes that directly impact employees responsibilities and type of work.
	Monthly review of departmental goals and objectives, and including measures for this in my Performance Feedback discussions; VP updates about our areas biannually.
	Pre and post semester planning sessions relative to the department.
	The President's weekly? updates to the Board (with attachments) is usually the most comprehensive and timely information I receive regarding what is going on. I don't see PC or VP updates... I think it is assumed that Dept heads or VP's will take responsibility for keeping the departments informed but that isn't consistent, and when given, is not always comprehensive but subject to department area interests only. I am offended that I was not pulled in to any strategic planning session.

Considering the comments above, further refinement of the communication plan for planning is a possible area for improvement. Additionally, several of the comments about roles in planning might suggest a connection to the shared governance questions in the Culture section. A lack of clarity about roles pertaining to input and decision making could exacerbate frustrations with the planning process.

Also new for 2012, the open ended questions on motivation were replaced with two questions related to giving to the Annual Faculty/Staff Campaign. It is intended that these open ended questions will change from year to year giving us the opportunity to gather feedback on a variety of topics over time. Of note is that while the questions were specific to giving to the annual campaign, the responses received were also telling about the impact of total compensation changes that have taken place recently. Therefore they lead to a broader set of insights. Yet the responses also provide some concrete feedback to the Development Office regarding the campaign.

Question 13 asked: *If you currently give to the Annual Faculty/Staff Campaign, why?* Question 14 asked: *If you do not currently give to the Annual Faculty/Staff Campaign, why?* Coded responses to both questions are contained in Tables 14 & 15 below. A full set of the open ended responses to questions 14 and 15 will be provided to the Development office for further consideration.

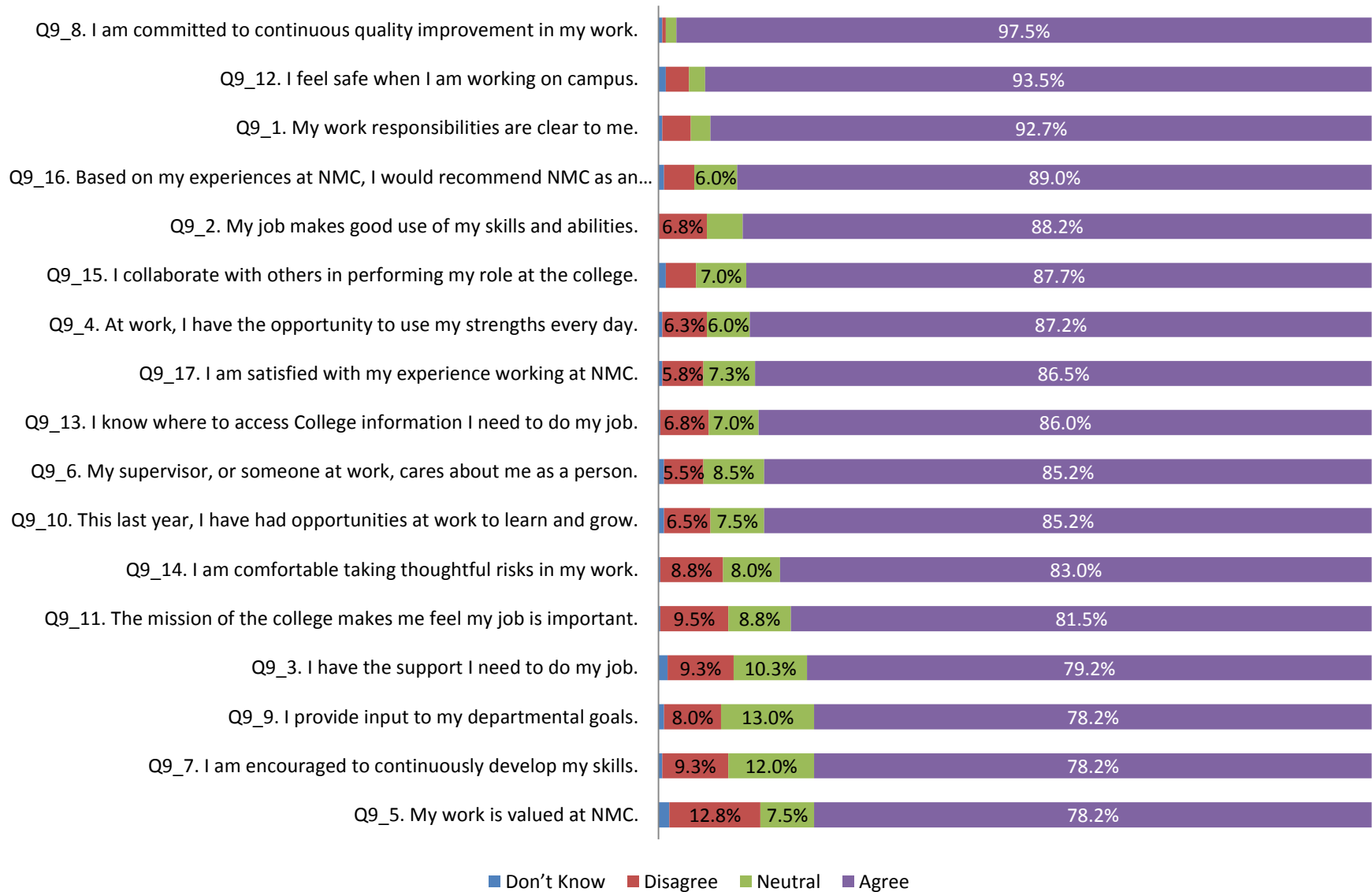
Table 14. Comments on Giving to the Annual Campaign

Q13. Why Giving to the Annual Campaign CODED	Frequency
To support students	38
I believe in the mission of the college	19
To support the college	13
Good for the community	12
I believe in higher education	9
It's expected/feel obligated	7
It's the right thing to do	6
Miscellaneous	6
Investing in the future/"paying it forward"	4
It's a good cause	4
For our student workers	3
I give, but it is difficult	3
NMC is a good steward	3
To provide opportunities I needed myself	3
Unsure of what Campaign is	3
To set an example	2
Total (34% of Survey Participants)	135

Table 15. Comments on Not Giving to the Annual Campaign

Q14. Why Not Giving to the Annual Campaign CODED	Frequency
Don't have extra financial resources	29
I don't get paid enough to contribute	21
Unsure of what Campaign is	21
Can't afford to give on adjunct/supplemental salary	19
Benefit costs have gotten too high	17
I support other causes	16
Miscellaneous	6
Don't feel connected to college/cause	5
I donate my time	5
I should contribute, but have not made time to do so	5
Disagree with direction of college	3
Unsure	2
Total (37% of Survey Participants)	149

Graph 5. Section 3: Engagement (n=399)



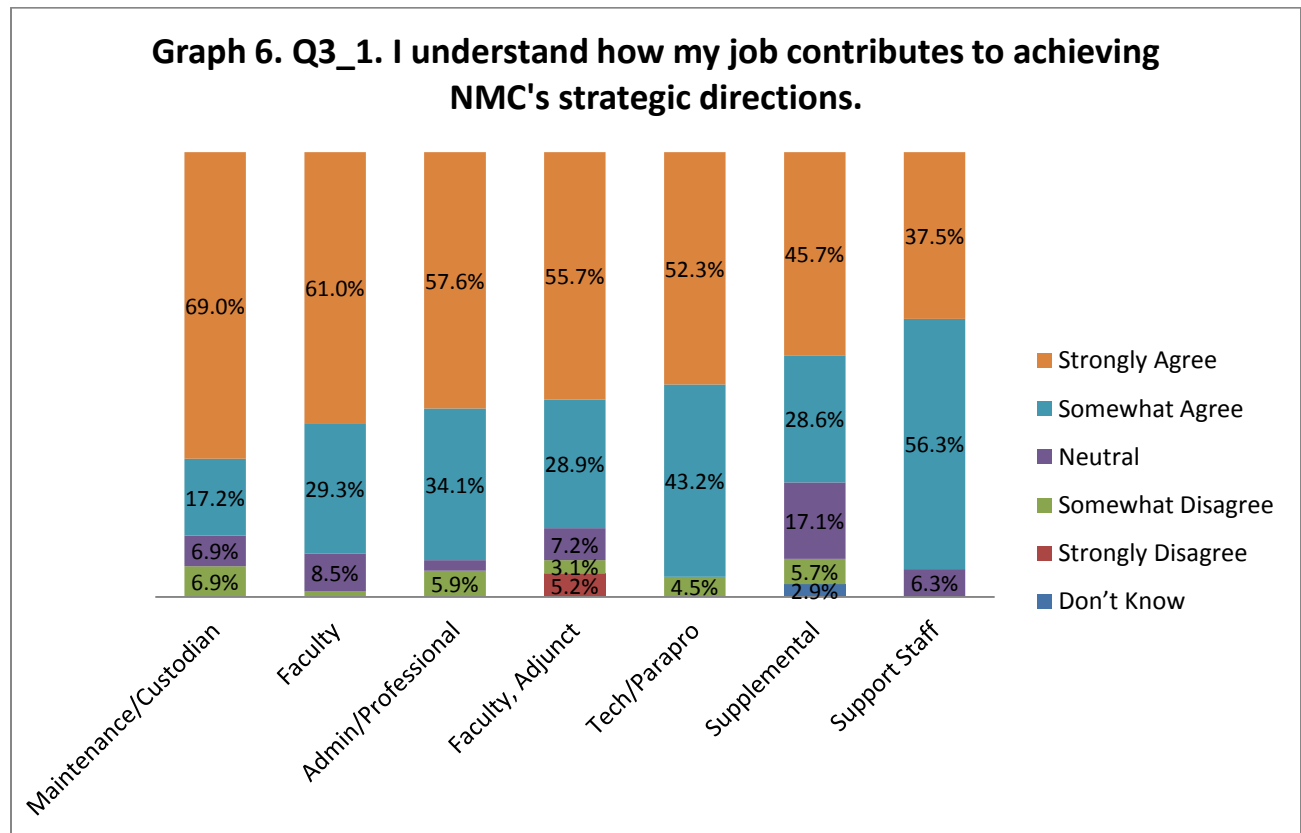
PART II. RESULTS BY EMPLOYEE GROUP AND BY DEPARTMENT

Part II of the results shows how respondent answers differed based on some of the demographic variables. Specifically, we looked at response differences by employee group and by department. These breakouts were determined to be the most useful in terms of pointing out opportunities for improvement.

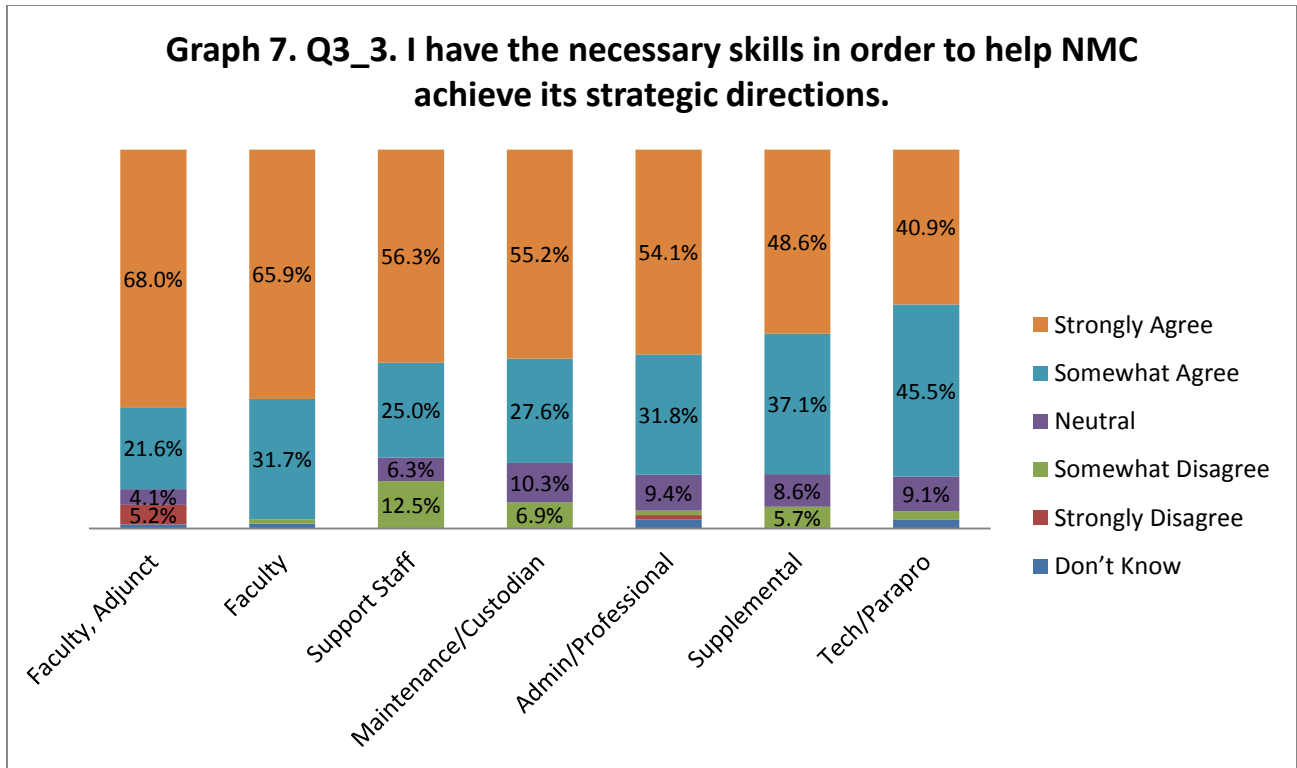
To assure that question responses by each of these two demographic variables differed by more than chance we ran a chi-square significance tests on each of the 43 close-ended questions by employee group and again by department. Only those questions where response differences were significant ($p \leq .05$), meaning they truly represent different views by employee group or by department, are included in the results below.

Differences by Employee Group

With the employee groups broken out as shown in Table 1 (page 2), nearly half (20 of 43 questions) of all questions were significant. Since the executive group responses tended to show higher agreement than other employee groups, this employee group was not included in the significance testing.

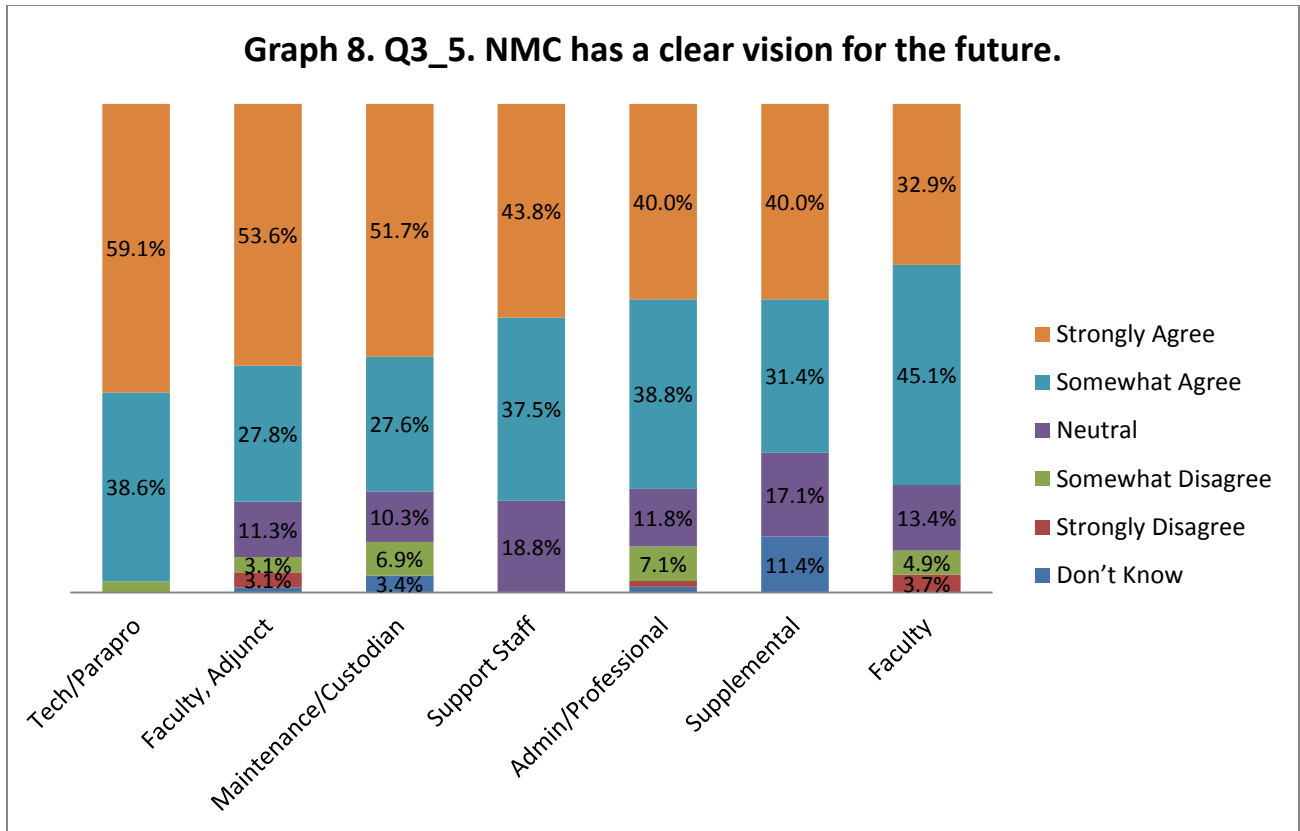


[Note: Chi-square 51.595; $p \leq 0.008$]



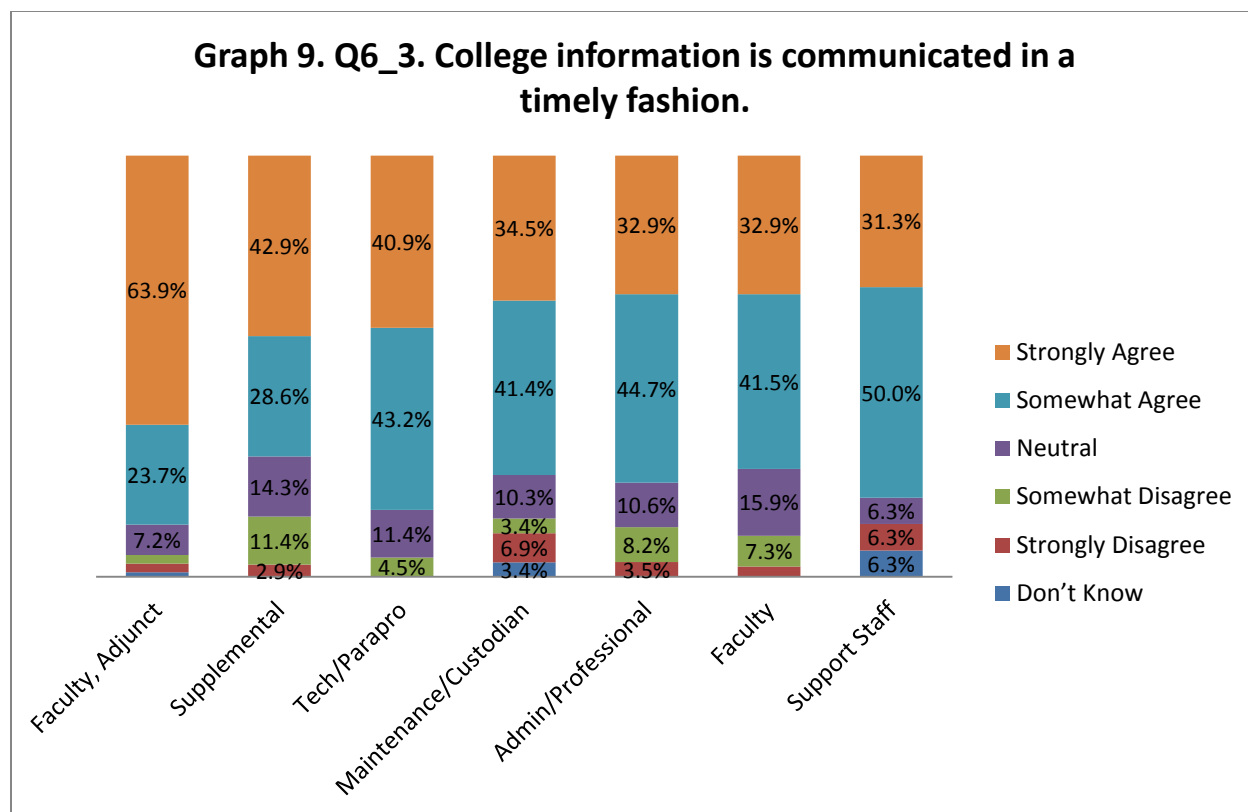
[Note: Chi-square 49.559; $p \leq 0.014$]

Most noticeable in Graphs 6 and 7 are the 5.2% strongly disagree scores for each question given by the Adjunct Faculty. Yet Adjunct Faculty respondents also had the highest strongly agree score of all employee groups for Q3_3.



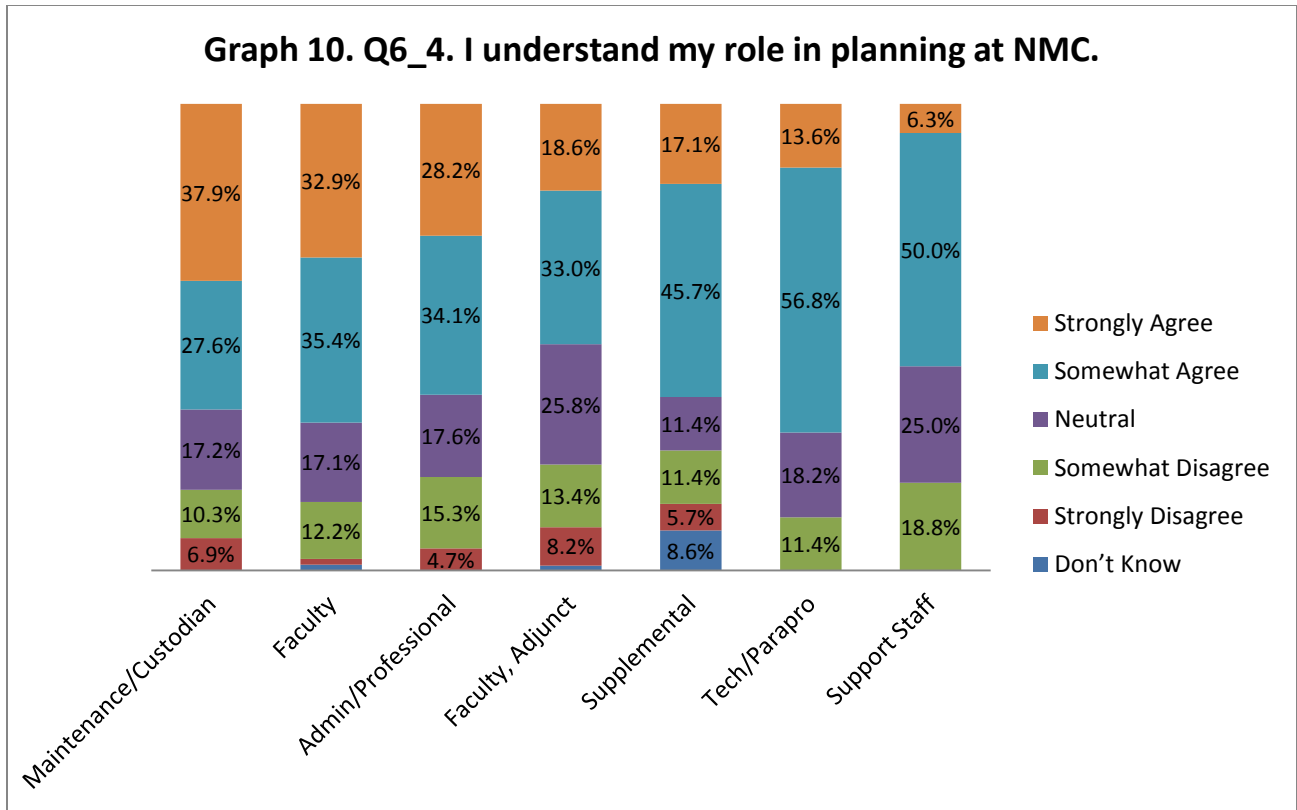
[Note: Chi-square 50.563; $p < 0.011$]

Graph 8 shows generally high levels of agreement with this statement with the strongest support coming from the Tech/Parapro group. The relatively high 7.1% somewhat disagree score for the Admin/Professional group is noteworthy as are the 3.7% and 3.1% strongly disagree scores for Faculty and Adjunct Faculty respectively.



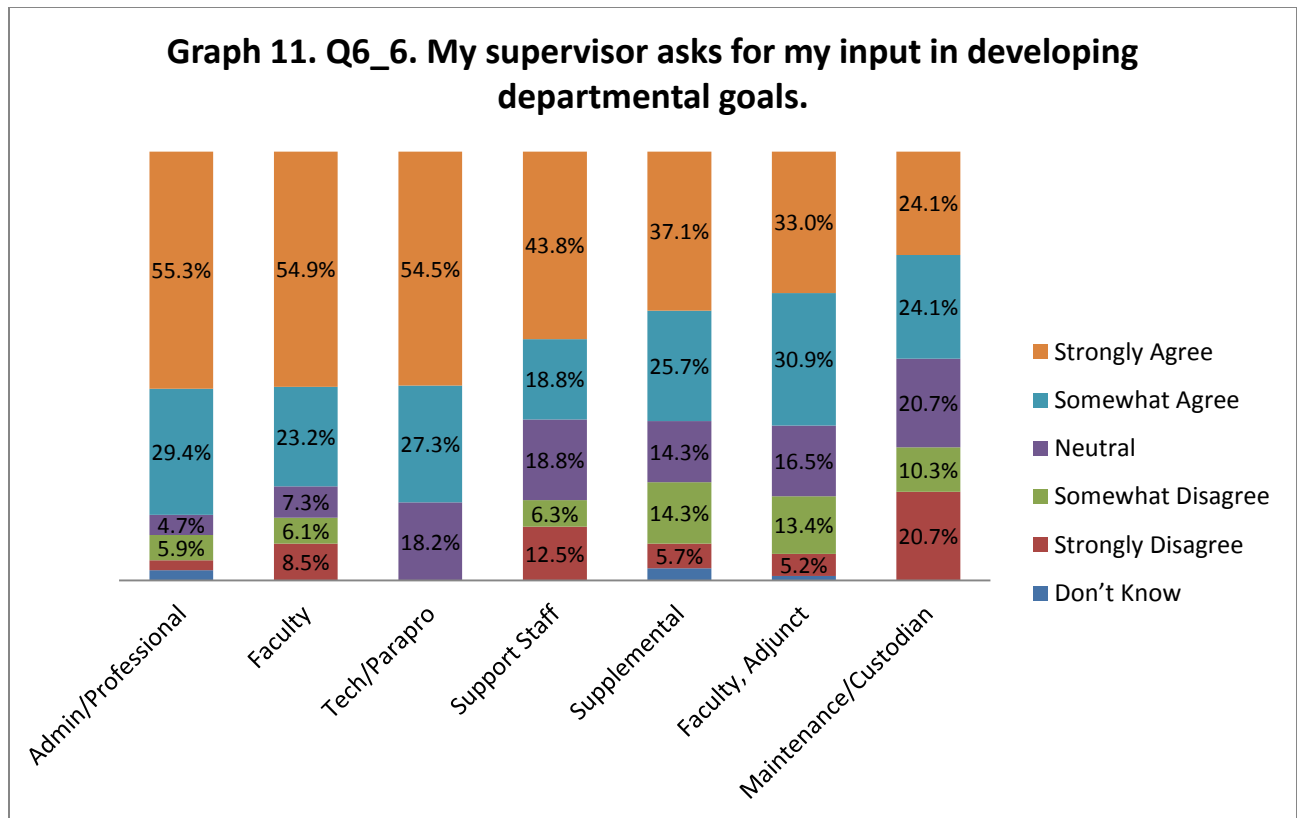
[Note: Chi-square 48.878; $p < 0.016$]

High agreement scores for Adjunct Faculty regarding timely communication of college information is encouraging to see. The 14.3% and 11.7% strongly or somewhat disagree score given by the Supplemental and Admin/Professional groups respectively is noteworthy as well.

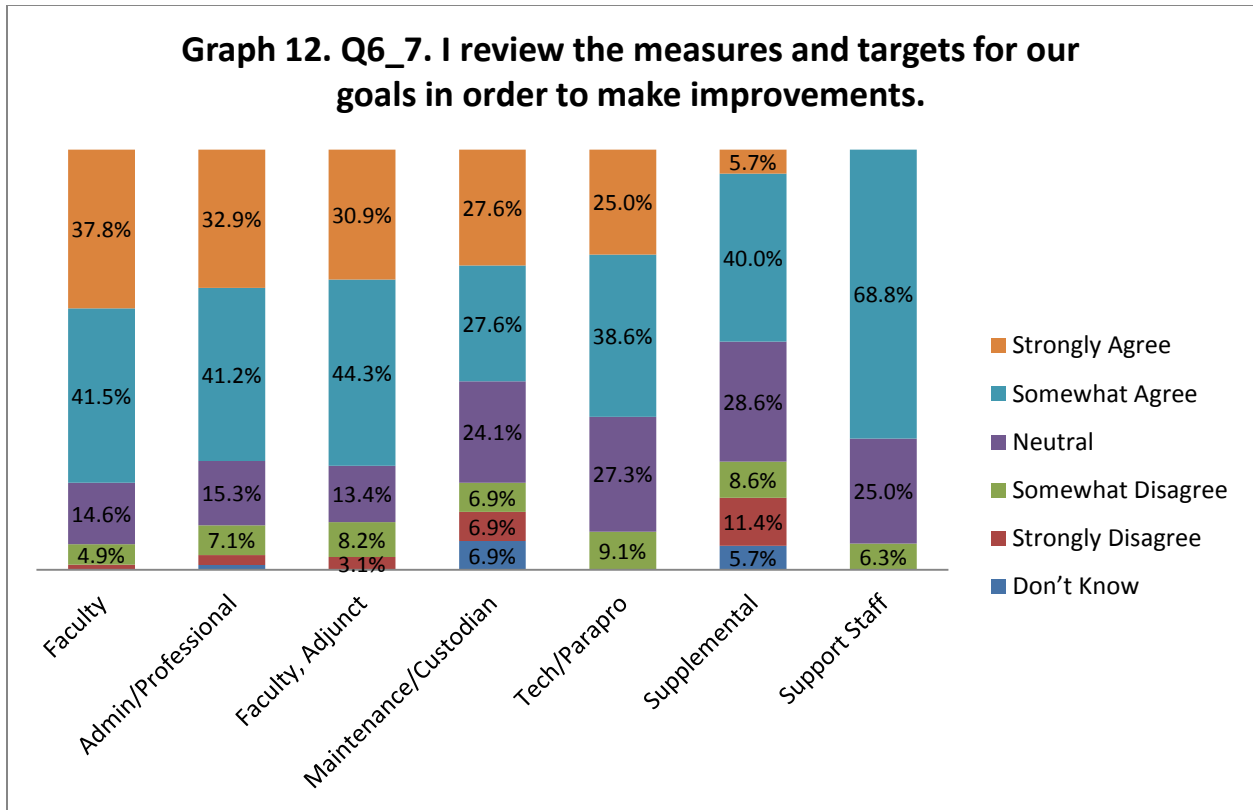


[Note: Chi-square 40.007; $p \leq 0.016$]

Of concern with these responses is the 20% strongly or somewhat disagree response from the Admin/Professional group given that many Leadership Team members are part of this group. The higher strongly disagree scores given by Maintenance/Custodian, Adjunct Faculty and Supplemental employees might relate to similarly higher disagreement scores on Q6_6. *My supervisor asks for my input in developing department goals.* (Graph 11)



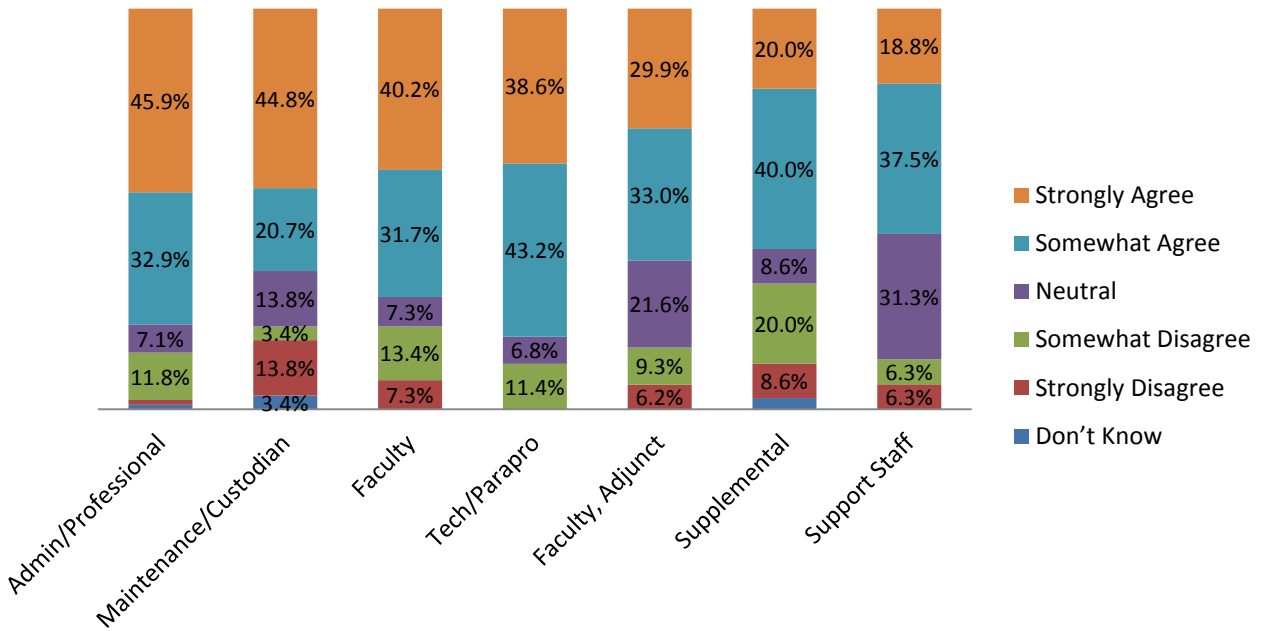
[Note: Chi-square 53.705; $p \leq 0.005$]



[Note: Chi-square 54.881; $p < 0.004$]

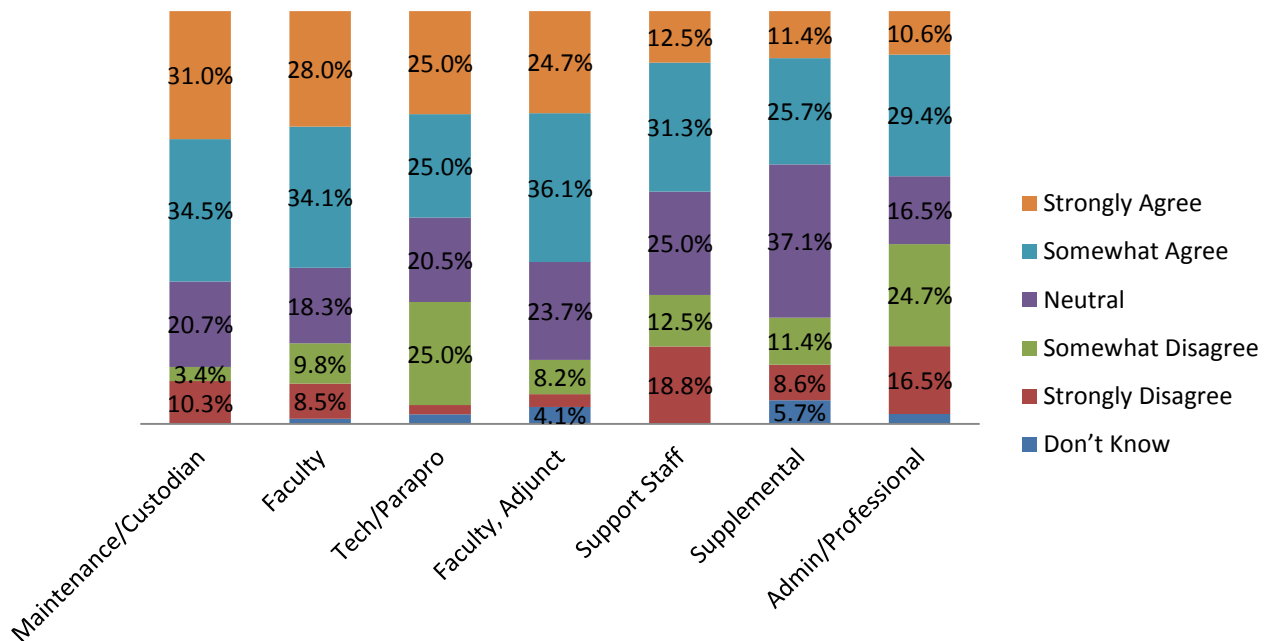
Over time, usage of the Operational Plan A3 should help these scores rise for all employee groups.

Graph 13. Q6_8. I am involved in the decisions that impact my work.



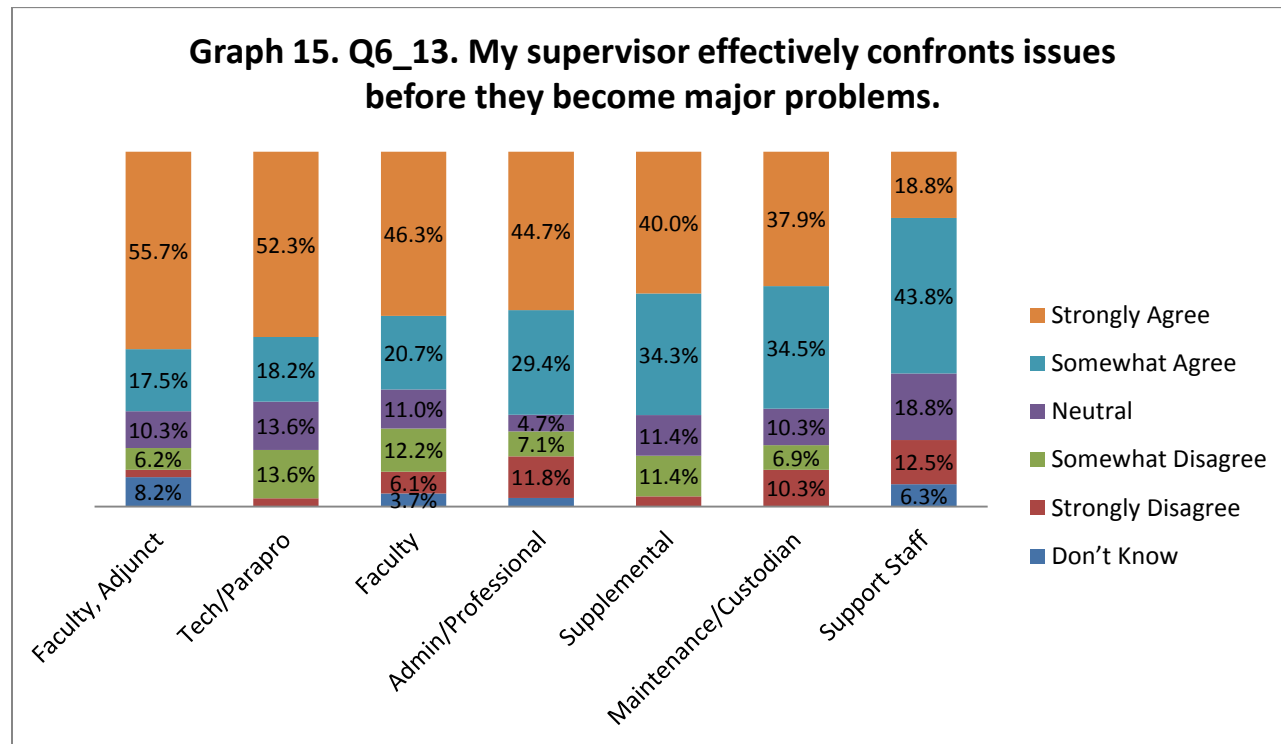
[Note: Chi-square 49.582; $p \leq 0.013$]

Graph 14. Q6_9. NMC's performance evaluation process helps me improve my job performance.



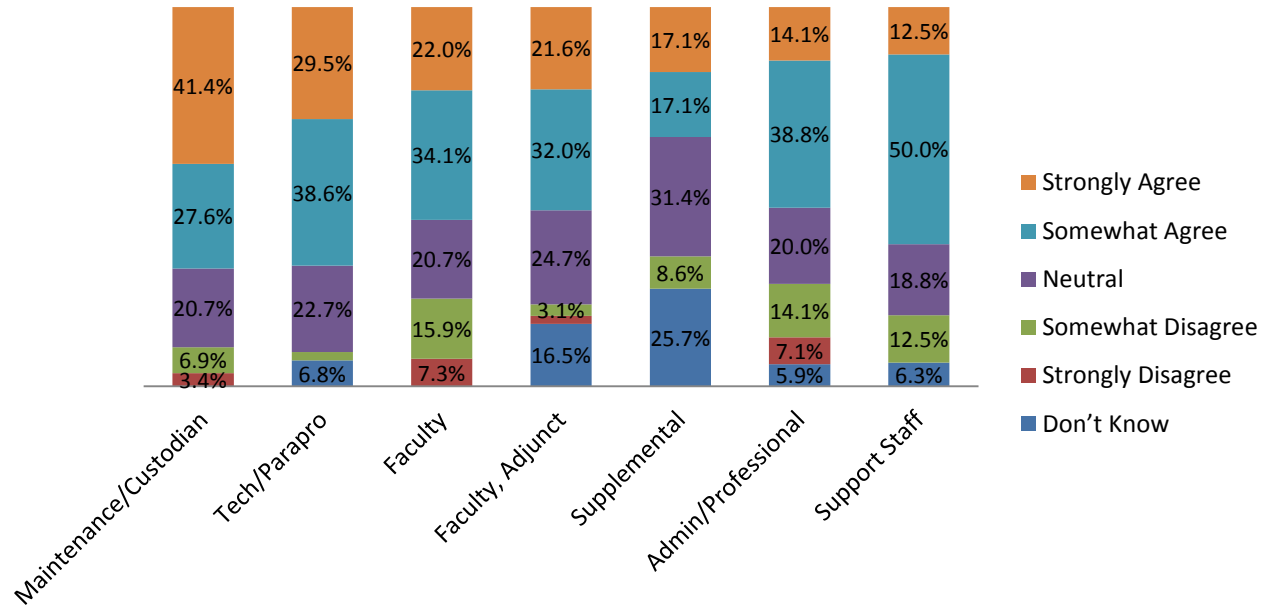
[Note: Chi-square 52.110; $p \leq 0.007$]

Opportunities for improvement are apparent in both Graphs 13 and 14 with all employee groups.



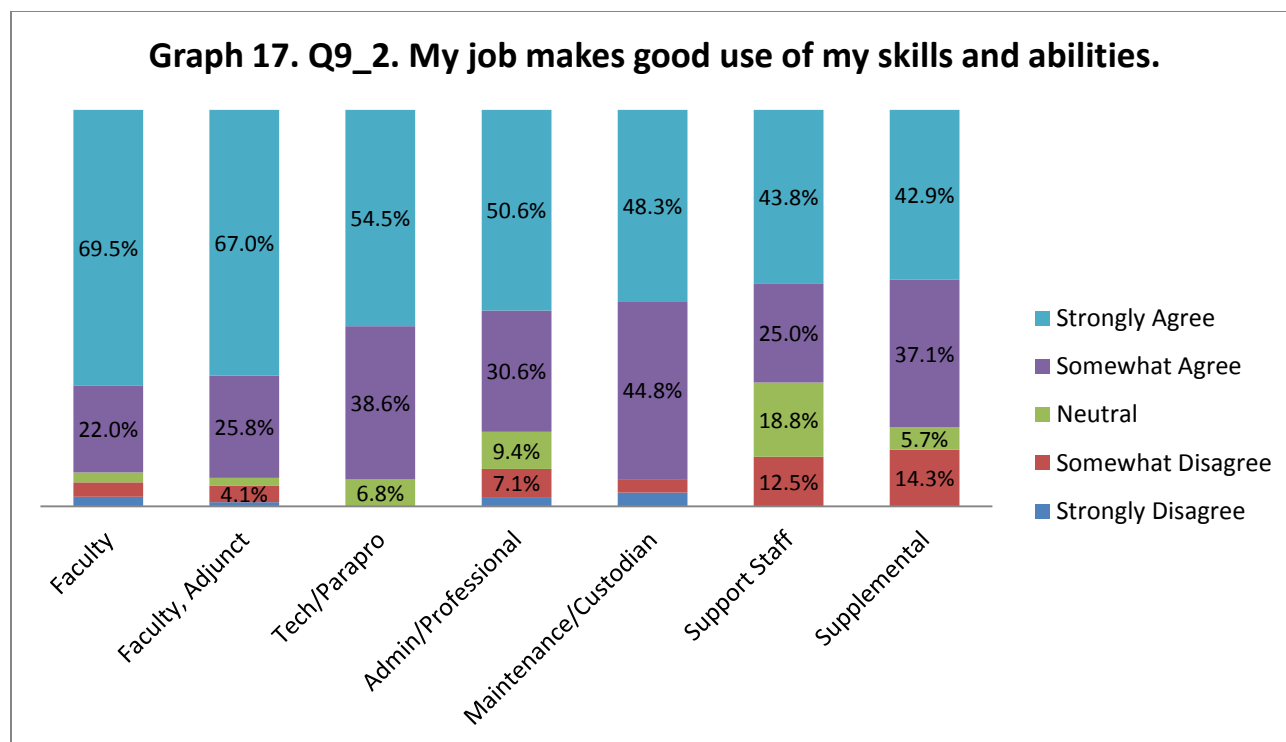
[Note: Chi-square 44.669; $p \leq 0.041$]

Graph 16. Q6_15. The shared governance structure (President's Council, Policy Council and Planning & Budget Council) is an effective way to lead the organization.



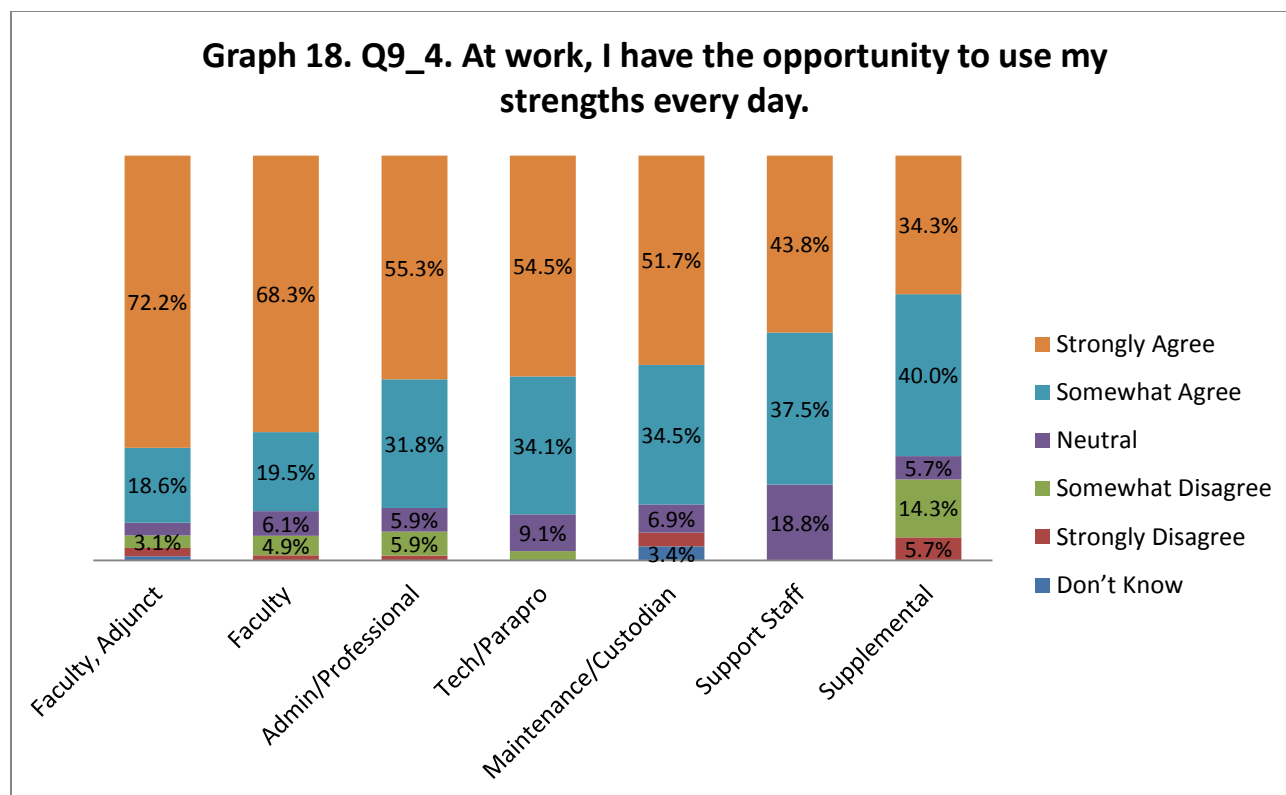
[Note: Chi-square 67.951; $p \leq 0.000$]

The relatively high don't know scores for Adjunct Faculty and Supplemental employees is not surprising though still suggests opportunities for improvement.



[Note: Chi-square 39.771; $p \leq 0.023$]

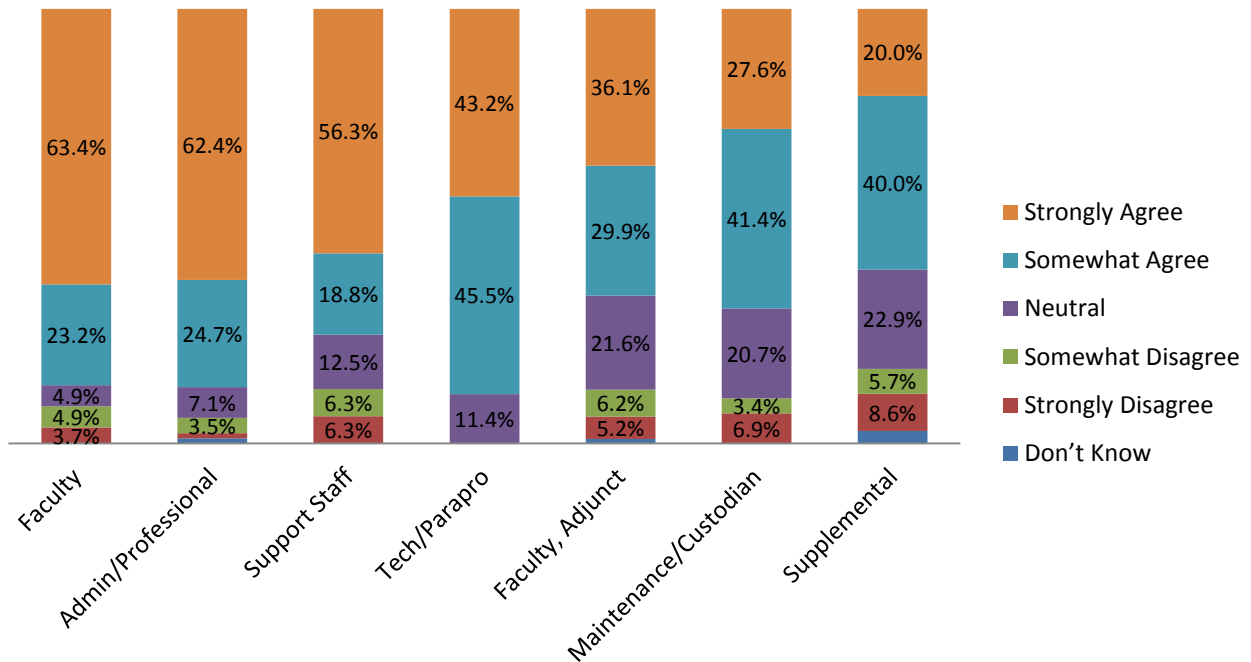
Support staff and Supplemental staff report the highest levels of disagreement with this question suggesting untapped potential. These percentages are also somewhat high in the Admin/Professional staff responses.



[Note: Chi-square 46.147; $p < 0.030$]

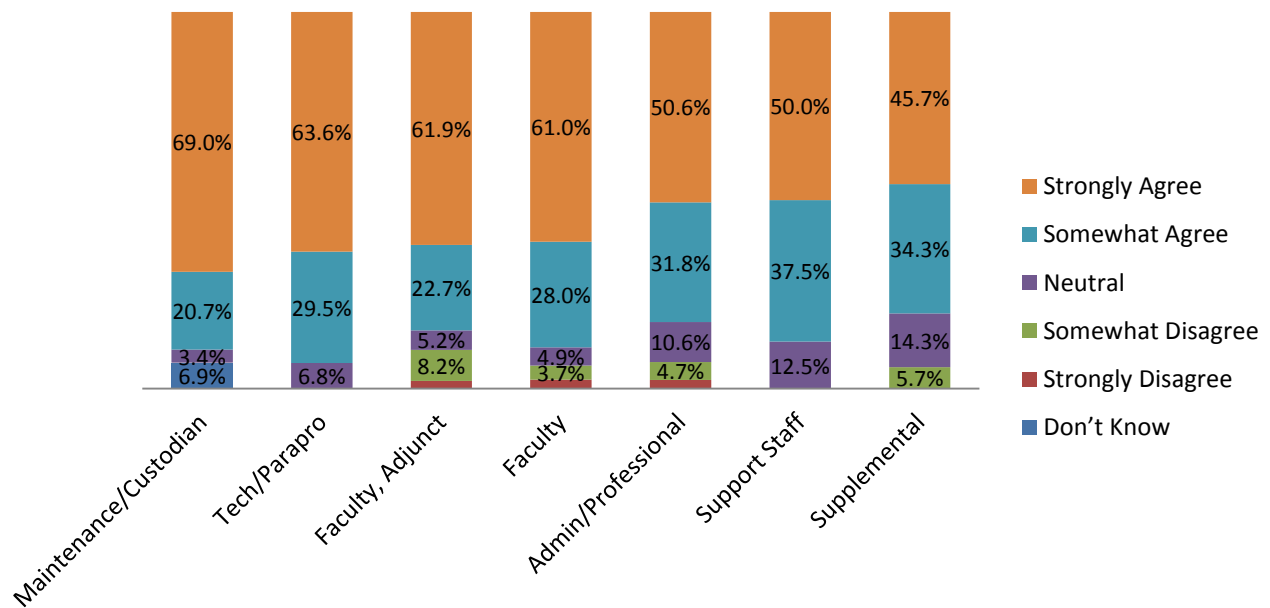
As with the prior question, Supplemental staff report the highest levels of disagreement of all employee groups to this question.

Graph 19. Q9_9. I provide input to my departmental goals.



[Note: Chi-square 56.971; p<=0.002]

Graph 20. Q9_17. I am satisfied with my experience working at NMC.



[Note: Chi-square 47.109; p<=0.024]

The college maintains a high level of agreement with this question of overall satisfaction with NMC. The highest level of disagreement to this statement comes from the Adjunct Faculty employee group.

Differences by Department

Employees differed in their responses to many statements based on what department they are in. The results presented here are an overview. More specific results will be presented to each executive area for potential action steps. There were 14 statements in which responses significantly differed by department. Those statements are provided in Table 16 below.

Table 16. Statements with which responses differed significantly by department.

Q3_1. I understand how my job contributes to achieving NMC's strategic directions.
Q3_2. I understand how my job contributes to institutional effectiveness improvements.
Q3_4. I have the necessary skills to contribute to NMC's continuous improvement efforts.
Q3_8. I have made changes in my work during the last year in order to improve persistence and completion.
Q6_1. NMC is agile in responding to learner needs.
Q6_6. My supervisor asks for my input in developing department goals.
Q6_7. I review the measures and targets for our goals in order to make improvements.
Q6_11. My supervisor provides useful performance feedback.
Q6_12. I have career discussions with my supervisor.
Q6_13. My supervisor effectively confronts issues before they become major problems.
Q6_15. The shared governance structure (President's Council, Policy Council and Planning & Budget Council) is an effective way to lead the organization.
Q6_16. Communication from NMC's shared governance councils and committees is useful.
Q9_11. The mission of the college makes me feel my job is important.
Q9_14. I am comfortable taking thoughtful risks in my work.

PART III. ENGAGEMENT, SUPERVISOR AND PLANNING INDICES

Beginning with the 2010 engagement survey, we created three indices – Engagement, VP and Supervisor – comprised of select questions from the survey related to each topic. The thinking was that an index would provide a quick snapshot of how NMC is doing related to a given topic. Each index was created by totaling all responses to the index questions (including only those respondents who answered all index questions), averaging them, and then dividing by the number of questions included in the index. This forced the index score to the five point scale used in the questionnaire. The problem with this approach is the tendency for people to want to apply the Likert scale variables to the index score which is not appropriate. The approach also greatly reduces the range of scores for managing improvement over time.

Therefore, for 2011 the indices changed – now Engagement, Supervisor and Planning, the questions in each index changed and the method for calculating the index score changed as well. Since all survey respondents are now forced to answer each question, no responses are removed from the index scores. Additionally, the indices are created by totaling all of the scores for each question by index and creating an average. Therefore the maximum score for each index varies based on the number of questions in each index. There is no set scale with which to relate each index score.

In order to compare index scores between the 2010 surveys and future survey results, we recreated the engagement and supervisor indices using the new method with 2010 data. However, we must provide a few caveats when comparing data from 2011 and beyond to 2010 results. First, there are differences in the questions included in each index between the years. These changes in questions altered the maximum scores between 2010 and forward. However, the changes were so minimal in 2012 that the maximum scores for each index did not change. Finally, as noted above, in 2010 responses were excluded if the respondent did not answer all of the questions contained in an index. No responses were excluded in 2011 or forward as all respondents were required to answer each of the close ended questions.

Additional data regarding the indices are contained in Appendix B.

Engagement Index

In 2010, the engagement index consisted of 15 items from the three different sections of the survey. In 2011 and 2012, 11 questions defined the index, and they come only from the Culture and Engagement sections. The questions are provided in Table 17 below. The higher the index score the higher the level of engagement as all the statements were positively worded with “5 = Strongly Agree” and “1 = “Strongly Disagree”.

Table 17. Survey Items Included in the Engagement Index

Section 2: Culture	6_8. I am involved in the decisions that impact my work.
	6_18. I believe NMC employees are committed to continuous quality improvement.
Section 3: Engagement	9_1. My work responsibilities are clear to me.
	9_3. I have the support I need to do my job.
	9_4. At work, I have the opportunity to use my strengths every day.
	9_5. My work is valued at NMC.
	9_6. My supervisor, or someone at work, cares about me as a person.
	9_7. I am encouraged to continuously develop my skills.
	9_8. I am committed to continuous quality improvement in my work.
	9_9. I provide input to my departmental goals.
	9_10. This last year, I have had opportunities at work to learn and grow.

The overall average **Engagement Index score was 47 out of a maximum score of 55**. One way to assess progress is to set a target as a percent of the maximum score. The 2012 score is 85% of the maximum score for this index which is unchanged over 2011. In 2010 we were at 75% of the maximum score. Our target is 90%.

We tested the engagement index for each of the following demographic variables – age ranges, longevity ranges, employee groups, and departments – for significance and to determine how much of the variability in the index scores could be accounted for by each variable. None of the demographic variables are significant for this index.

The Engagement Index was also tested for internal reliability using Cronbach’s Alpha. High internal reliability means that taken together, the questions that comprise the Engagement Index are a reliable measure of engagement. The results show a high level of internal consistency within this index (Cronbach’s Alpha = .89).

We also tested for inter-item correlation between questions that comprise the index. Based on this analysis, none of the questions appeared to be redundant within the index. Therefore, no questions were eliminated.

Each Vice President will receive his or her respective index scores in order to make comparisons to the survey average. The departments with the top five Engagement Index scores were: Educational Services, Social Science, Student Services (also on the 2011 list), Training, and Information Technology Services.

Supervisor Performance Index

The Supervisor Index included seven questions in 2010 but was reduced to five questions in 2011 (Table 18). Those same five questions remained in 2012 although they all now reside in the Culture section. **The Supervisor Index score was 20 out of a maximum score of 25.** The 2012 score is 78% of the maximum score for this index which improved by 2% over 2011 results. In 2010 we were at 75% of the maximum score. Our target is 90%.

Table 18. Survey Items Included in the Supervisor Index

Section 2: Culture	6_10. My supervisor positively motivates my performance at work.
	6_11. My supervisor provides useful performance feedback.
	6_12. I have career discussions with my supervisor.
	6_13. My supervisor effectively confronts issues before they become major problems.
	6_14. My supervisor holds me accountable for performance.

Longevity accounted for 4.1% of the variability in this index ($p \leq .02$; Eta Squared = .04). None of the remaining demographic variables are significant with regard to this index.

The Supervisor Index was also tested for internal reliability using Cronbach's Alpha. The results show a high level of internal consistency within this index (Cronbach's Alpha = .90). We also tested for inter-item correlation between questions that comprise the index. No questions were removed from the index based on this analysis. However, the results indicate a relationship between the following question pairs:

- My supervisor positively motivates my performance at work AND My supervisor provides useful performance feedback.
- My supervisor positively motivates my performance at work AND My supervisor effectively confronts issues before they become major problems.
- My supervisor provides useful performance feedback AND My supervisor effectively confronts issues before they become major problems.

Each Vice President will receive his or her respective index scores in order to make comparisons to the survey average. The departments with the top five Supervisor Index scores were: Information Technology Services, Human Resources, Admissions & Upward Bound, Student Services (also on the 2011 list), and Communications (also on the 2010 and 2011 lists).

Planning Index

The Planning Index was added in 2011 to provide a measure for our Operations criterion which includes planning continuous improvement. This index is made up of nine questions (Table 19). Note that question

6_4 is new to the survey and new to the Planning Index. One question was removed from the index this year - *This vision is shared by NMC employees.*

Table 19. Survey Items Included in the Planning Index

Section 1: Strategic Alignment	3_1. I understand how my job contributes to achieving NMC's strategic directions.
	3_2. I understand how my job contributes to institutional effectiveness criteria improvements.
	3_3. I have the necessary skills in order to help NMC achieve its strategic directions.
	3_4. I have the necessary skills to contribute to NMC's continuous improvement efforts.
	3_5. NMC has a clear vision for the future.
	3_7. My supervisor works to align the goals of our department with the goals of the College.
Section 2: Engagement	6_4. I understand my role in planning at NMC.
	6_5. Campus-wide input is considered in developing the strategic plan.
	6_6. My supervisor asks for my input in developing departmental goals.

The overall Planning Index score was 37 out of a maximum score of 45. The 2012 score is 82% of the maximum score for this index which improved by 2% over 2011 results. Our target is 90%.

Job class accounted for 6% of the variability in this index ($p \leq .01$; Eta Squared = .06). Longevity accounted for 4% of the variability in this index ($p \leq .05$; Eta Squared = .04).

The Planning Index was tested for internal reliability using Cronbach's Alpha. The results show an acceptable level of internal consistency within this index (Cronbach's Alpha = .84). We also tested for inter-item correlation between questions that comprise the index. No questions were removed as a result of this analysis. However, there appears to be a relationship between the following question pairs:

- I understand how my job contributes to achieving NMC's strategic directions AND I understand how my job contributes to institutional effectiveness improvements.
- I have the necessary skills in order to help NMC achieve its strategic directions AND I have the necessary skills to contribute to NMC's continuous improvement efforts.

Each Vice President will receive his or her respective index scores in order to make comparisons to the survey average. The departments with the top five Planning Index scores were: Student Services (also on the 2011 list), Educational Services, Business Division, Lifelong & Professional Learning (also on the 2011 list), the Library (also on the 2011 list), and the President's Office.

Opportunities for Improvement

The 2012 survey results point to some continuing opportunity areas as well as highlight some additional areas for further consideration.

- As with the 2011 survey results, the Culture section results offer the greatest area for improvement. None of the 18 questions met the 90% agreement level target, and the agreement level for four of the questions only reached percentages in the 50's.

- Agreement with the performance evaluation system question increased 11.4% in 2012 over prior year; which may be due to revisions in the wording to better reflect what we intend to measure. Even with the 2012 improvement, this question received the lowest agreement score for two years running. Taking action on the performance feedback system is part of NMC's operational goals. [Revise and implement an improved Staff Performance Feedback System – FY'12]
- Career discussions with supervisors also had low agreement scores (54.9%) again in 2012 though they increased slightly over 2011 results. [Related Operational Goal: Staff Performance Feedback system improvements will include a systematic schedule for career discussion – FY'12]
- A relatively lower level of agreement with the statement about the effectiveness of NMC's shared governance structure as a way to lead (56.1% in 2012, 53% in 2011) suggests that continued opportunities for improvement exist. [Related Operational Goal: Evaluate shared governance at NMC – FY'14]
- Agreement levels with the statement: I have the support I need to do my job, went down with the neutral response increasing by nearly 5% over prior year.
- The Supervisor and Planning indices each gained a point in 2012 over prior year. This is encouraging movement. The opportunity exists to focus improvement in departments with relatively low scores for each of the three indices. [Related Operational Goal: Develop and implement a leadership curriculum – FY'12]
- Comments across the six open ended questions suggest the following:
 - Growing concern over total compensation.
 - Continued frustration among some adjunct faculty.
 - Further opportunities to improve internal communication at NMC.
 - A desire for more campus input into the planning process at both the institutional and departmental levels.
 - Further clarification around the decision making process is desired.
 - Desire for additional explanation of the strategic plan.

Conclusion: Using our Results

The content of this research report is intended for all employees to better understand how their views of NMC compare with their peers. For all of us, awareness of our strengths and weaknesses as an organization is valuable information.

The President, Vice Presidents, Dean of Students and Executive Director of LRT will each receive a customized report with results for their areas including a cut of the level of agreement by section for those departments in their area, engagement, supervisor and planning index scores for their area and a complete set of verbatim responses for their area for the each section open-ended question and the planning question. With this information, each PC member will be able to assess the departments in their area and work with the respective supervisors to map a plan for change over the coming year. Additionally, each department head will receive a set of frequencies for their department for all close ended questions.

The Office of Research, Planning and Effectiveness (ORPE) will be utilizing the results of this survey to update key measures in our Systems Portfolio which is part of our accreditation process. Specifically one or more measures have been mapped to each question in the survey. Additionally, the planning index and its component questions will be utilized to help manage the process over the coming years as this process moves into its second year of implementation. These results are crucial to the Plan, Do, Check, Adjust (PDCA) cycle. ORPE will again ensure that the results of this survey are included in the Grasp the Situation

summaries which are the front end of the planning process and directly inform our Strategic Planning process.

Finally, the Talent Team and the Human Resources department will be able to utilize this report to prioritize existing and develop new training programs for supervisors and employees alike.

If you have questions about the data presented in this report or would like to offer additional ideas about how to fully utilize the results of this survey, please contact [Karen Ruedinger](#) at 995-1032 in the Office of Research, Planning and Effectiveness.

Appendix A: Employee Engagement Survey Instrument

Thank you for your time in completing NMC's Employee Engagement Survey. Your opinions will help us determine opportunities for improvement. All responses will remain confidential. Your responses will be anonymous to anyone at NMC.

There are 49 questions and the survey is expected to take 10-15 minutes to complete. The survey is divided into three sections: (1) Strategic Alignment, (2) Culture and (3) Engagement – with a comment box provided at the end of each section where you are encouraged to note questions or expand on a thought provoked by a question.

All survey participants will be entered to win prizes. The winners will be drawn at random by Stromp Research and Consulting. Please click "next page" below to begin.

Section 1: Strategic Alignment

NMC is actively pursuing five strategic directions. They are:

1. Ensure that NMC learners are prepared for success in a global society and economy
2. Establish national & international competencies and provide leadership in select areas (advanced manufacturing, arts & culture, entrepreneurship & innovation, health care, renewable energy & sustainability, value added agriculture, water) connected to regional economy and assets
3. Deliver learning through a networked workforce
4. Establish lifelong relationships with learners
5. Transcribe most learning to establish credentials of value

NMC's institutional effectiveness system is based on five criteria. They are:

1. Scholarship, Enrichment, and Workforce: Helping Students Learn
2. Partnership: Building Collaborative Relationships, Accomplishing Other Objectives
3. Champion: Understanding Student and Stakeholder Needs, Supporting Organizational Operations
4. Culture: Valuing People
5. Operations: Leading and Communicating, Measuring Effectiveness, Planning Continuous Improvement

		Strongly Disagree 1	Somewhat Disagree 2	Neutral 3	Somewhat Agree 4	Strongly Agree 5	Don't Know 6
Q3_1	I understand how my job contributes to achieving NMC's strategic directions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3_2	I understand how my job contributes to institutional effectiveness improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3_3	I have the necessary skills in order to help NMC achieve its strategic directions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3_4	I have the necessary skills to contribute to NMC's continuous improvement efforts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3_5	NMC has a clear vision for the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3_6	NMC's President is effective at communicating this vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3_7	My supervisor works to align the goals of our department with the goals of the College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q3_8	I have made changes in my work during the last year in order to improve persistence and completion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4. Please share any additional comments on the topic of NMC's Strategic Alignment:

Section 2: Culture

		Strongly Disagree 1	Somewha t Disagree 2	Neutra l 3	Somewha t Agree 4	Strongl y Agree 5	Don't Know 6
Q6_1	NMC is agile in responding to learner needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_2	NMC's culture encourages me to do things in new ways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_3	College information is communicated in a timely fashion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_4	I understand my role in planning at NMC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_5	Campus-wide input is considered in developing the strategic plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_6	My supervisor asks for my input in developing departmental goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_7	I review the measures and targets for our goals in order to make improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_8	I am involved in the decisions that impact my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_9	NMC's performance evaluation process helps me improve my job performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_10	My supervisor positively motivates my performance at work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_11	My supervisor provides useful performance feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_12	I have career discussions with my supervisor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6_13	My supervisor effectively confronts issues before they become major problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_14	My supervisor holds me accountable for performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_15	The shared governance structure (President's Council, Policy Council and Planning & Budget Council) is an effective way to lead the organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_16	Communication from NMC's shared governance councils and committees is useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_17	NMC employees hold themselves to high ethical standards.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q6_18	I believe NMC employees are committed to continuous quality improvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7. Please share any additional comments on the topic of NMC's Culture:

Section 3: Engagement

		Strongly Disagree 1	Somewha t Disagree 2	Neutra l 3	Somewha t Agree 4	Strongl y Agree 5	Don't Know 6
Q9_1	My work responsibilities are clear to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_2	My job makes good use of my skills and abilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_3	I have the support I need to do my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_4	At work, I have the opportunity to use my strengths every day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_5	My work is valued at NMC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_6	My supervisor, or someone at work, cares about me as a person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_7	I am encouraged to continuously develop my skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_8	I am committed to continuous quality improvement in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_9	I provide input to my departmental goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_10	This last year, I have had opportunities at work to learn and grow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_11	The mission of the college makes me feel my job is important.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_12	I feel safe when I am working on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_13	I know where to access College information I need to do my job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_14	I am comfortable taking thoughtful risks in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_15	I collaborate with others in performing my role at the college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9_16	Based on my experiences at NMC, I would recommend NMC as an employer.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q9_17	I am satisfied with my experience working at NMC.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10. Please share any additional comments on the topic of engagement at NMC.

Each year, additional questions are included in the Employee Engagement Survey to help gain targeted input on topics that are of importance in the coming year. These open-ended questions are expected to change each year. Thank you for your candid input.

Q12. What would help you be better informed about planning (strategic and operational) at NMC?

Q13 If you currently give to the Annual Faculty/Staff Campaign, why?

Q14. If you do not currently give to the Annual Faculty/Staff Campaign, why not?

Thank you for your time! Please click the "submit survey" button below.

Appendix B: Index Details

Engagement Index

	2012	2011
Target Score	50	50
Index score	47	47
Std. Dev.	7.64	8.68
Maximum Score	55	55
% of Maximum Score	85%	85%
N	399	401

In 2010 the Engagement Index score was 75% of the maximum score (n=313).

Supervisor Index

	2012	2011
Target Score	23	23
Index score	20	19
Std. Dev.	5.05	5.23
Maximum Score	25	25
% of Maximum Score	78%	76%
N	399	402

In 2010 the Supervisor Index score was 69% of the maximum score (n=290).

Planning Index

	2012	2011
Target Score	41	41
Index score	37	36
Std. Dev.	6.17	6.93
Maximum Score ⁵	45	45
% of Maximum Score	82%	80%
N	399	402

There was no comparable Planning Index in the 2010 survey results.

⁵ The following Planning Index question was removed from the 2012 survey: *This vision is shared by NMC employees.* In its place, a new question added to the survey was included in the Planning Index. That question is: *I understand my role in planning at NMC.*