

Research & Analysis

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FACULTY AND STAFF SATISFACTION SURVEY 2005: FOCUS ON COMMENTS

In April 2005, the HCC Faculty and Staff Satisfaction Survey was administered as part of the College assessment program. The survey solicited ratings of 40 College services of which 23 were campus-based. The purpose of this brief is to examine employee comments to elaborate on the ratings, and disseminate this valuable input.

Purpose. Five questions guided the examination of comments:

1. What specific strengths and challenges were noted by employees?
2. What qualities did employees associate with service satisfaction?
3. What qualities did employees use to describe services with relatively low satisfaction ratings?
4. What areas emerged from faculty and staff additional comments?
5. How can these findings be applied to service improvement?

Method. For question one, comments on the major areas surveyed - academic support, student services, and non-academic services - were quantified. A conventional content analysis was then applied (Hsieh & Shannon, 2005). Questions two and three were approached using a directed manifest content analysis (Potter & Levine-Donnerstein, 1999). This deductive approach enabled the identification of characteristics associated with high and low satisfaction areas. A content analysis was performed on every 10th comment (N=55) to elaborate on the qualities underlying satisfaction ratings of College services. The analyses were restricted to campus services, the largest area assessed by the survey.

Question five examined unspecified additional comments offered by employees. To maintain integrity of the comment content, an undirected manifest content analysis approach was applied. Preconceived categories were avoided to allow categories to develop (Mayring, 2000). The categories were restricted to between 10 and 15 groups to output manageable information.

Results. The results are organized by the questions noted above.

1. What specific strengths and challenges were noted by employees?

Table 1 shows the three areas surveyed, the average percent of satisfied ratings from faculty and staff, and the number of units in the area. Comments were summarized by the total and average number for strengths, challenges, and improvements. Employee comments reinforced the relative strength of the College's academic support services. On the average, for each unit there were 12 comments supporting strengths, and 5 describing challenges.

Table 1: Survey Areas and Comments

Survey			Comments						
Area	Average % Satisfied	Service Units	Strengths		Challenges		Improve		Total Comments
			N	Mean	N	Mean	N	Mean	N
Academic support	85.8%	6	72	12	30	5	4	0.7	106
Student services	74.5%	7	71	10	103	15	26	4	200
Non-academic support	80.0%	10	231	23	150	15	19	2	400

Comments also suggest the need to create opportunities to strengthen student services, and non-academic services. On the average, for each student services unit, there were ten comments describing strengths, and 15 suggesting challenges. Within the seven student services areas, student activities and the test centers had the highest satisfaction ratings of 87% and 83%, respectively. The registration process and financial aid services had the lowest satisfaction ratings of 66% and 65%, respectively. Table 2 shows a sample of comments to illustrate employee experiences with these services:

Table 2: Comments on student services strengths and challenges

Student Services Areas	Faculty and Staff Comments
Student activities-strength	<i>There are a great deal of student activities that promote student unity and involvement</i> <i>Represents the students, serves its purpose</i>
Student activities-strength	<i>Test center is easy to use</i> <i>Personnel pleasant and genuinely helpful-prompt and timely service</i>
Financial aid-challenge	<i>No central location for information – students have to call several people...</i> <i>90% of my students have a problem with financial aid paper work flow</i>
Registration-challenge	<i>Not enough staff to serve students</i> <i>...not enough orientations</i>

On the average, these service areas received 23 notes of service strengths and 15 challenges. Printing received satisfied ratings from 96% of the faculty and staff, and mail service was favorably rated by 93%. Lower ratings were found for parking and classroom equipment with 64% satisfaction in both service areas. Table 3 samples employee comments to lend insight into the ratings:

Table 3: Comments on non-academic services strengths and challenges

Non-academic Areas	Faculty and Staff Comments
Printing-strength	<i>Super staff! Work is ready when promised</i> <i>Printing is done in a timely fashion</i>
Mail service-strength	<i>Prompt and accurate</i> <i>People friendly and willing to assist with problems and inquiries</i>
Parking-challenge	<i>Many times there is not enough parking for staff</i> <i>Limited parking space within close proximity to campus buildings is an ongoing problem</i>
Classroom equipment-challenge	<i>Old overhead projectors and screens</i> <i>Lots of equipment in classroom is old or non-existent...</i>

2. What qualities did employees associate with service satisfaction? Two themes emerged most frequently to describe service satisfaction: responsive (59%, 19/32) and prompt (31%, 10/32) service.

Responsive services were described as responsive, helpful, friendly, reliable, accessible and efficient with knowledgeable, courteous, and efficient staff. A sample of employee comments follows:

- *Very quick in answering all questions and concerns.*
- *Quality, fast work, always!*

3. What qualities did employees use to describe services with relatively low satisfaction ratings? Two themes are offered to summarize comments regarding service dissatisfaction: inaccessible or limited resources (48%, 11/23) and non-responsive (43%, 10/23) services.

Services with accessibility challenges were reported as inconvenient, understaffed, or a limited resource. Employees commented:

- *Not enough staff to help students in timely manner...*
- *Many times there is not enough parking for staff.*

Non-responsive services were described as inefficient, disorganized, unresponsive, uncooperative, or rude. As employees noted:

- *Rudeness, lack of professionalism.*
- *Disorganized, not customer friendly.*

4. What areas emerged from faculty and staff additional comments? Table 4 shows the 324 unspecified comments by location clustered as strengths, challenges or additional comments to improve service quality.

Table 4: Unspecified comments

Location	Strength	Challenge	Additional Comments
Brandon	18	18	34
Dale Mabry	39	30	76
Plant City	4	4	13
Ybor City	19	20	45
District	6	8	26
Total	86	80	164

The content analysis focused on the additional comments falling outside the survey items to identify emergent content categories. Figure 1 shows the four most frequent categories to emerge from additional comments: staffing, technological support, communication, and training or professional development. These four categories account for 55 percent of the additional comments.

Figure 1: Emergent categories from additional comments

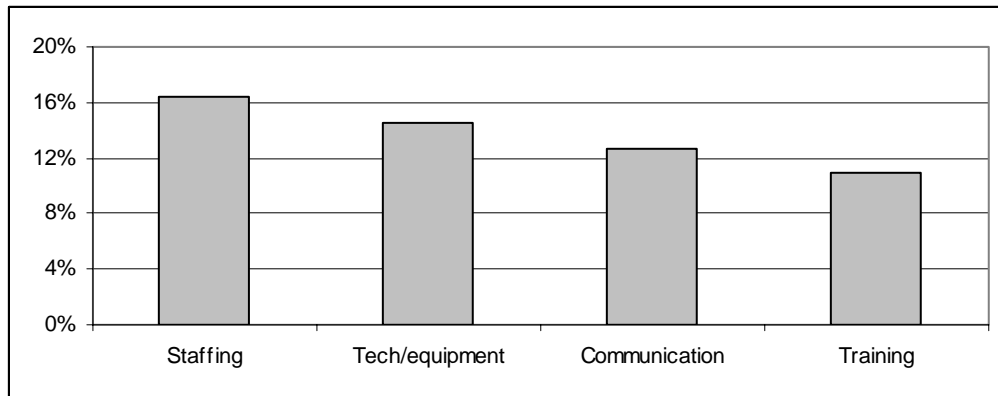


Table 5 contains a sample of the additional comments. Comments were selected which suggested specific challenges, or posed potential solutions.

Table 5: Additional comment categories

Additional comment categories	Faculty and Staff Comments
Staffing, 18 comments	<p><i>More staff and resources are needed at peak times</i></p> <p><i>To ease campus loads, adjunct hours should be expanded or positions for FT faculty that float among several campuses</i></p> <p><i>Not enough promotion and encouragement from within</i></p>
Technology support, 16 comments	<p><i>Have a program to replenish lab and faculty computers</i></p> <p><i>Buy more computers...too many old worn out PCs</i></p> <p><i>More technology and computers available – especially in the classrooms</i></p>
Communication, 14 comments	<p><i>Better communication between departments and campuses</i></p> <p><i>Better communication needed between student services department...consider a 'one-stop' approach</i></p> <p><i>Need more info sharing between departments...and to improve communication from top to bottom</i></p>
Training, 12 comments	<p><i>Cross train personnel</i></p> <p><i>Teach staff to use Hawk net, IDs, e-mail...public folders....</i></p> <p><i>All staff could benefit from customer service</i></p>

Additional emergent categories included: adjunct instructors' needs, students, compensation, programs and courses, campus operations, administration and decision-making, accountability, and standardized College procedures. For each of these eight categories, comments accounted for less than 10 percent of the total.

4. How can these findings be applied to service improvement?

This brief was designed to provide more detailed descriptors of service rating by HCC employees. It may be anticipated that future survey administrations will be more favorable if efforts concentrate on improving service responsiveness and timely delivery.

Within student services, services with lower satisfaction ratings may benefit from cross-departmental meetings with services sharing practices specifically related to responsive and prompt services. For example, a facilitated exchange between test center and financial aid personnel would allow financial aid staff to learn the processes employed by the test center.

The challenges to the non-academic services require a different approach. A status assessment of the current situation coupled with future objectives may be applied as the framework for improvement planning for parking and the provision of classroom equipment.

The four dominant categories to emerge from faculty and staff additional comments suggest two applications:

- (1) modify the satisfaction survey to include these four categories so progress may be self-monitored, and
- (2) open dialogues to clarify the priorities for staffing, technological equipment, communication and training.

Dialogues may be accommodated through open forums with college leadership, the College advisory councils, as well as campus retreats.

In summary, responsive and prompt services were associated with favorable satisfaction ratings. Inaccessible or non-responsive services were associated with less favorable ratings. Faculty and staff additional comments suggested the importance of attending to staffing, technological support and equipment, communication, and training.

Acknowledgements

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References

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