

LOS MEDANOS COLLEGE

EMPLOYEE ENGAGEMENT SURVEY REPORT 2022

Submitted to Shared Governance Council
By The Planning Committee

April 13 or 27, 2022

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I. PURPOSE

The purpose of this report is to:

1. Regularly evaluate policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
2. Broadly communicate the results of all assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

II. COLLEGE MISSION

Los Medanos College provides our community with equitable access to educational opportunities and support services that empower students to achieve their academic and career goals in a diverse and inclusive learning environment.

III. EMPLOYEE ENGAGEMENT REPORT CYCLE

The Planning Committee approved its [6-year planning calendar](#), including administration of the Employee Engagement Survey every three years: spring 2021, spring 2024, and spring 2027. The purpose of this cycle is to contribute to the development of the Educational Master Plan momentum point, as well as the accreditation timeframe for the Midterm Report and Institutional Self-Evaluation Report.

IV. SURVEY CONTENT AND ITEM DEVELOPMENT

Since 2010, the survey items have evolved to increase assessment of additional areas of the College. In spring 2019, the items had developed to be more comprehensive and closely aligned with ACCJC standards contained 7 categories: (1) Planning, (2) Shared Governance, (3) Teaching and Learning, (4) Equity and Diversity, (5) Professional Development, (6) Physical Resources, Safety and Security, and (7) Technology and Publications.

In 2020, the College's Educational Master Plan (EMP) 2020-2025 was approved. This Employee Engagement Survey again expanded to align with the EMP Goals in addition to ACCJC standards.

The Employee Engagement Survey 2021 contains 7 categories, and a total of 90 questions.

1. Planning: 10 questions
2. Shared Governance: 5 questions
3. Teaching and Learning: 14 questions
4. Equity and Diversity: 10 questions
5. Professional Development: 8 questions
6. Physical Resources, Safety and Security: 14 questions
7. Technology and Publications: 14 questions
8. Demographics and comments: 15 questions

Each question was noted with the ACCJC Standard(s) and EMP goal(s) to which it contributes to its evaluation. Please note, “Don’t Know” responses were not calculated in the percentages contained in this report. Typically, when the percentage is calculated, we include the strongly disagree to strongly agree, and exclude “Don’t Know”. The purpose is to focus on the percentage of those who have the opinion. For example, Q78 is about Ellucian. The percentage of “Agree” or “Strongly Agree” is only 30% (38/158); however, 60% indicated “Don’t Know” (76/158). Therefore, we can conclude that the majority of people don’t use Ellucian. Therefore, the percentage of “Agree” or “Strongly Agree” is 78% (38 agree or strongly agree/49 who rated the scale) instead of 30%. Almost 110 respondents out of 158 indicated Ellucian is not applicable to them or they skipped this item. In conclusion, we want to gauge people’s opinion on those who have experience with the subject matter in question.

The following Survey Monkey links are provided for reference:

- [Survey Monkey Form \(Questions Only\)](#)
- [Survey Monkey Report Link \(Results No Comments\)](#)

V. SURVEY TIMELINE

The Planning Committee reviewed and approved the [2021 Employee Engagement Survey Timeline](#) including the survey administration to occur from March 8 through April 8, 2022 (approximately four and a half weeks). The survey link was sent via e-mail to “All LMC Employees” on March 8, 2022 with weekly e-mail reminders. “All LMC Employees” includes the following groups:

- Full-time and Adjunct Faculty
- Permanent, Part-time, and Hourly Classified Professionals
- Managers
- Student Workers

At the April 8, 2022 Planning Committee meeting, the committee approved a one-week extension of the survey administration, in an effort to increase the number of respondents. The survey officially closed on April 16, 2022.

VI. REVIEW PROCESS AND TEMPLATE

The Planning Committee approved the [2021 Employee Engagement Survey Results Dissemination Outline](#). The dissemination outline designates committees, groups, offices and/or plans in which their charges and/or goals directly align with a specific section(s) of the survey. For each designated committee, group, office and/or plan, a lead(s) has been identified to guide the review.

The Planning Committee approved the [2021 Employee Engagement Survey Results Review Template](#) at their October meeting. This template was not mandatory to complete; it was merely provided as a tool to report-out the section results reviews to the Planning Committee; or as a reference to help facilitate the dialog during the section results review process. The template included the following questions to prompt the review process:

- 1.) What was your overall impression of the results?
- 2.) Did you notice any trends in the data?
- 3.) Were the results consistent with your expectations or predictions?
- 4.) Did the results provide you with information to assist in the evaluation of meeting your committee, group, office goals and/or charges?
- 5.) Based on the results are there any actions or strategies that will be modified, added and/or discontinued?

In early October 2021, an e-mail was sent to the responsible chair/lead(s) for each of the designated committees, groups, offices, and/or plans. The e-mail provided the following attachments for the chair/lead(s) to share with their members for review, including instructions to submit a summary of the results of the review to the Planning Committee by December 15, 2021:

- [2021 Employee Engagement Survey Results Dissemination Outline](#);
- The results of their designated section(s) of the [2019 & 2021 Employee Engagement Survey Results Crosswalk](#);
- The comments from their designated section(s) of [2021 Employee Engagement Survey Results-Comments Only](#);
- The [2021 Employee Engagement Survey Results Review Template](#)

At the December 2021 Planning Committee meeting, the committee approved an extension until February 2022 for the submission of the section results review summaries to the Planning Committee.

VII. RESULTS

The results have been organized by sections. There are seven sections in this survey:

- (1) Planning
- (2) Shared Governance
- (3) Teaching and Learning
- (4) Equity and Diversity
- (5) Professional Development
- (6) Physical Resources, Safety and Security
- (7) Technology and Publications

Each section contains a snapshot of the survey results, highlights of the summaries performed by the designated committees, and the areas of strengths, growth, and focus captured during the results review cycle.

Planning Process Section

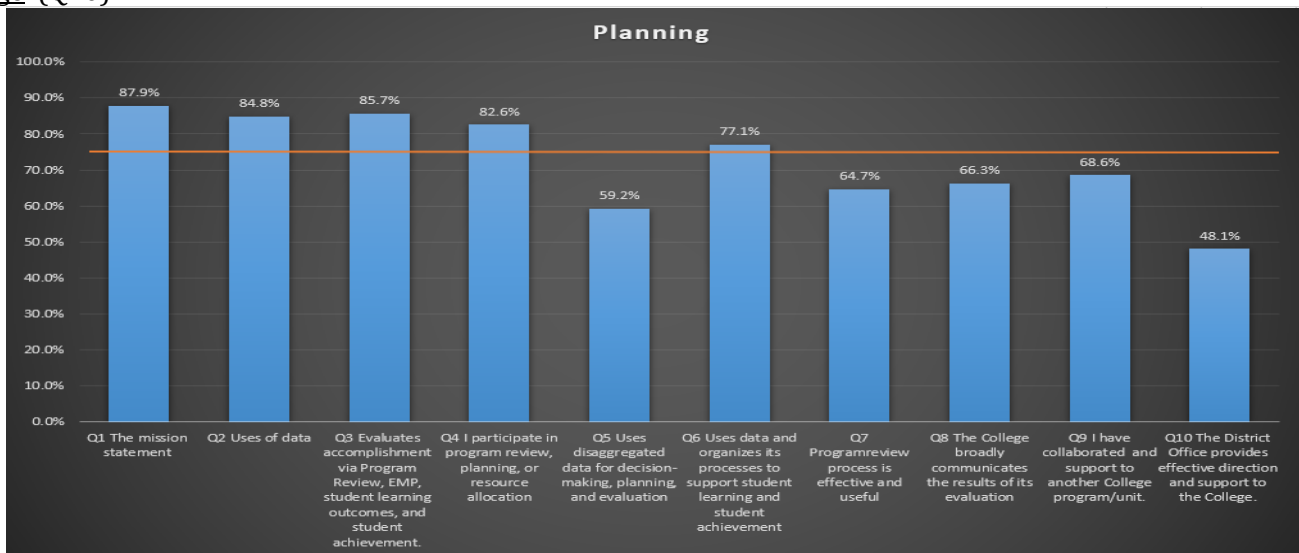
A snapshot of some of these results, with combined percentages for agree and strongly agree, is captured in this section. Click the link provided here to view the entire [2019 & 2021 Employee Engagement Survey Results Crosswalk](#) (select the "Section 1-Planning Process Section" tab to view the results for this section).

88% of respondents agree or strongly agree that the mission statement of the College accurately reflects the college's educational purposes, its intended student population, the types of degrees offered and its commitment to student learning and achievement. (Q1)

86% of respondents agree or strongly agree that the College evaluates accomplishment of its mission through Program Review goals, Strategic Plan Goals, objectives, student learning outcomes, and student achievement. (Q3)

59% of respondents agree or strongly agree that the College uses disaggregated data for the purposes of decision-making, planning, and evaluation. (Q5)

48% of respondents agree or strongly agree that the District Office provides effective direction and support to the College. (Q10)



SAMPLE COMMENTS

A snapshot of the comments for this section is provided below, click [here](#) to view all the comments for this section.

- *The college communicates the results of the evaluation to the employees during department and college meetings.*
- *This is happening more than ever before.*
- *The college does not clearly communicate results of evaluations, nor does the college communicate any analysis of strengths and weaknesses. It would be nice if the college used results of evaluations to set priorities and communicated this process, but this hasn't happened since 2012 or so.*
- *Overall I think the college itself does a really good job of managing its processes and goals. The district office has abdicated most of its duties to the colleges and yet still takes the same amount of funding. The district office also does not usually seem clear on its goals and has not been as effective.*
- *More use of disaggregated data, especially right now, to determine class offerings and mode of offerings needed. Resource allocation is critical in order to achieve program goals, but RAP requests are mostly left to languish.*
- *A lot of talking, not a lot of doing. We have serious issues with faculty not doing their job and we as a college focus on other things rather than addressing the root problem.*
- *Too much decision and planning making is based on data and not direct teacher/student input. Agree with some data i.e.-student/teacher makeup and experience yet the real thoughts/feelings should be documented that will determine the Institutions paths/direction.*
- *The College does not listen to students' needs. Students are very unhappy at this time. District office does not communicate. District Office also, has no regard for what is needed on campus.*

COMMITTEE SUMMARY

The following is the ***Planning Committee's feedback and potential actions:***

- Overall, the Planning Committee noted improved satisfaction from employees in program review and planning processes, the knowledge and use of data in decision making, the purpose and use of disaggregated data, and research and planning in general.
- It was noted in comparing with 2021 and 2019: (a) the results from 2021 had higher percentage on agree or strongly agree than those in 2019; (b) the number of respondents was slightly lower in 2021 versus 2019 (158 vs 233); (c) percentage and numbers of "Don't Know" had also decreased from 2019 to 2021. Overall, we had a positive result in 2021 than in 2019.
- Yes, the Planning Committee and the Office of Planning & Institutional Effectiveness have worked on improving the knowledge, use and application of data in decision making and planning processes. Additionally, the incorporation of the Data Coaches programs has also increased data democracy at the College. It was also noted that the guides, multiple training opportunities, chunking, and compiled theme reports for program review have resulted in overall improved satisfaction in the process and purpose of program review.
- Yes, the information gleaned from the results review has informed the committee that we are achieving our goals and objectives pertaining to: the program review process; knowledge, access and use of data; integrated planning and overall institutional effectiveness (data coaches, tableau, eLumen).
- The Planning Committee will discuss "chunking" out the sections of the survey to hopefully increase the number of respondents. Additionally, the committee will discuss incorporating drop-down options for some of the questions to make it clearer for the respondent. It was noted for question #4, that there are three areas we are asking for feedback on – program review, planning and resource allocation. It is difficult

to tease out which area(s) the respondent is answering to. It was noted that we may want to separate this question out into three (3) different questions to make it clearer and easier for the respondent to address.

The following is the *Shared Governance Council's feedback and potential actions*:

- Q1 – A higher percentage (80+%) responded, with far fewer skipping the question. Perhaps this is because respondents had more clarity, as the Mission Statement review process was quite extensive (e.g. multiple College Assemblies, survey, etc.)
- Q2 – These responses may be attributed to the great, thorough work of the PIE team.
- Q3 – The percentages are quite high, but there wasn't much change from 2019 to 2021. SGC discussed the robust efforts to integrate planning, data-sharing, and broad engagement and assessment.
- Q4 – The numbers are high and there was improvement from 2019 to 2021, but as with Q15, there is a lot covered in this question; perhaps it would be worthwhile to explore separating the content.
- One of the comments regarding RAP indicated that the goals are lost in the new process, so that may be something for SGC to take into consideration for any future adjustments or improvements to RAP.

AREAS OF STRENGTH, GROWTH AND FOCUS

Strength:

The college has a student-centered mission, uses data to inform our work, evaluates our accomplishment, and uses data to support our processes for student learning and achievement.

Growth:

The college could do more of the following—broadly communicate the results of its evaluation, provide more opportunities for people to collaborate with each other, and continue improving program review process. Ensure the goals are not lost in the new process by considering future adjustments or improvement to RAP to include the goals.

Focus:

The college will need to intentionally use disaggregate data for decision-making, planning and evaluation. Disaggregate data need to be at the front and center. The college will need to work with the District office closely so they understand college's need to support.

Shared Governance Section

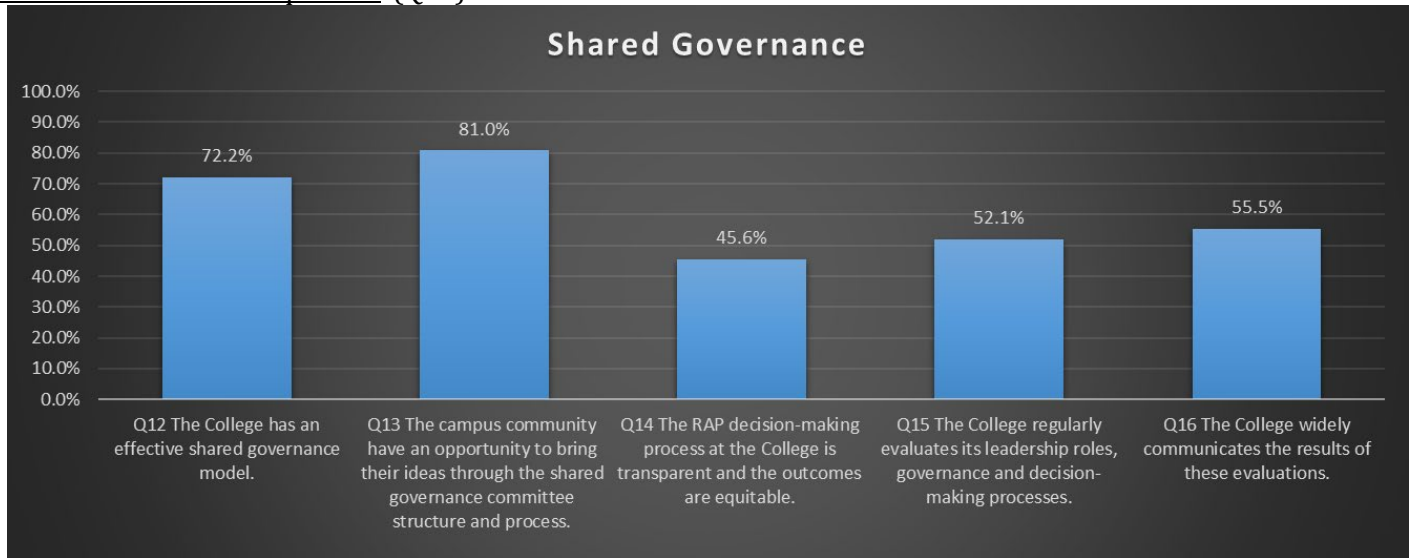
A snapshot of some of these results, with combined percentages for agree and strongly agree, is captured in this section. Click the link provided here to view the entire [2019 & 2021 Employee Engagement Survey Results Crosswalk](#) (select the "Section II-Shared Governance Section" tab to view the results for this section).

81% of respondents agree or strongly agree that members of the campus community have an opportunity to bring forth their ideas, suggestions, and feedback through the shared governance committee structure and process. (Q13)

72% of respondents agree or strongly agree that the College has an effective shared governance model. (Q12)

52.1% of respondents agree or strongly agree that the College regularly evaluates its leadership roles, governance and decision-making processes to ensure their integrity and effectiveness. (Q15)

45.6% of respondents agree or strongly agree that the RAP decision-making process at the College is transparent and the outcomes are equitable. (Q14)



SAMPLE COMMENTS

A snapshot of the comments for this section is provided below, click [here](#) to view all the comments for this section.

- *I think that the current VP of Business is doing a great job and all decisions are fair and equitable. However, the process of RAP is greatly flawed and was created by a previous VP. The system as of now does not take into consideration the scale and demonstrated need of the department. It now serves as a 'parking garage' to store and forget about department goals. The system needs to be redone so that departments who have been asking for equipment for years (and sometimes decades) can get the supplies they need. At least with the old system a department could defend their proposal and answer questions. As for bringing ideas to the Shared Governance Council, I do not believe that many people on campus feel that they can bring their ideas to the council. I think that people feel that they can bring their concerns to a dean or manager and the president but not the the council itself. I have not ever seen the college evaluate its leadership or publicly share their findings. They do however continually add management positions and I think the disconnect of not communicating why and what findings justify the position is what has contributed to staff frustrations around expanding management.*
- *More communication about evaluations that are the basis for improvements.*
- *I think that while the opportunity to share in SGC and its subcommittees exists, the reality is that many faculty do not feel that their voices are actually heard; it's frustrating to share something you are passionate about but then feel like you were only "heard" out of professional courtesy. RAP feels like a huge mystery. I understand that there are tiers and priorities but honestly, it feels like The Hunger Games and when you submit someone should say to you "May the odds be ever in your favor."*
- *To have an effective Share Governance Council, Classified Professionals need to be given the proper release time to participate in the different subcommittees on campus. The college can also improve evaluating the different leadership roles.*
- *Classified Senate needs to be at the table more. It was really unfortunate when the lock-down happened that Classified was largely left out of the conversation. It's not all about faculty – we need staff and administrators just as much as students do.*

COMMITTEE SUMMARY

The following is the *Shared Governance Council's feedback and potential actions*:

- Q12 & Q13 – Increased % of respondents who selected “agree” or “strongly agree”
- Q14 – The 61.22% noted for 2019 is actually the combined figure (not averaged), so there was actually some improvement from 2019 to 2021; however, the 45% figure leaves room for improvement, and a number of respondents skipped the question.
- Q15 – It would be helpful to clarify what is meant by/included in “leadership roles (e.g. managers, Senate leaders, initiative/project leads, etc.), and perhaps better to further separate this question into three categories: leadership roles, shared governance, and decision-making processes.
- Q16 – A question could be added to identify the shared governance groups in which the respondent participates, if any.

The following is the *Classified Senate's feedback and potential actions*:

- Although there were fewer total respondents in 2021 compared to 2019, the overall respondent number is still representative enough to be compared. In 2021, the percentage of "NA/Don't know" responses grew indicating perhaps an increased understanding of the question and of shared governance at the college. It was also noted that faculty participation was greater in 2021 versus 2019. At our January 31st meeting, the Classified Senate (CS) reviewed requested Employee Groups and Diversity Data to see the overall number of employees for each group at LMC.
- The first question (Q12) asked if employees have an effective shared governance model. Compared to 2019, respondents in 2021 appeared to agree or strongly agree more with the question. Similarly, to Q12, the results for the next question about employees' ideas, suggestions, and feedback (Q13) indicated that employees have grown more aware of the shared governance structure and process.
- The results indicated an overall increase in the knowledge and understanding in shared governance, although the number of Classified Professionals participating in shared governance still needs improvement. The results were consistent with our expectations as far as number of respondents (due to decreased staffing), and with our predictions related to decreased participation and knowledge of shared governance and Classified Senate. The loss of morale, connectivity, and support of Classified Professionals has been of significant concern to Classified Senate and has led to our Classified Professionals feeling devalued and unappreciated. The CS is working to connect and engage with our constituents to increase awareness and participation in shared governance.
- It was commented that the feeling is that the RAP process is frustrating and unclear which may indicate that the survey's responses are exactly honest. A presentation on the RAP process and outcomes justifying the decisions being made, may be helpful to our constituents. Additionally, it was recommended that a dedicated training session on what the RAP process is be held. A RAP training could be a useful solution to create transparency in the process. It was shared that RAP should be communicated broadly and has not with RAP being processed virtually, without the public RAP presentations and discussion of past years. These comments will be communicated to SGC and our VPs are expected to visit meetings in the future to address budget and RAP concerns. It was also noted that when the next survey is designed, some questions need to be revised for clarity (i.e. Q15, Q16, etc.) in order to produce more honest and clear responses.

The following is the *Academic Senate President's feedback and potential actions*:

- LMC faculty seem to like our staff development, our commitment to good teaching and student success, and our facilities and campus safety. Folks believe we are now using data to inform college decisions. There were some concerns about our IT resources, although everyone agreed that our IT employees are good and working hard. People don't like or understand our RAP process, many don't understand our shared governance structure, and some employees are confused about where their governance concerns can be addressed. 25% of respondents said they felt discriminated against on campus in some way by someone. Many feel we need to make more progress in employee diversity. People are unsure how the district folks are supporting our efforts. Note that these survey results have not been presented to Senate members yet, this is on the agenda for our next meeting on February 28th.
- In general, results for the 202 survey were more favorable than results for the 2019 survey, which is a good sign. Results from managers were generally significantly more positive than results from other employee groups (staff and faculty). Diversity results may be going in the wrong direction.
- Yes, for the most part the results were as I would expect, other than 25% of respondents saying they had felt personally discriminated against or offended by other college personnel. That high percentage was surprising to me.

AREAS OF STRENGTH, GROWTH, AND FOCUS

Strength:

The college has an effective shared governance model, and provides opportunities for members of the campus community to bring forth their ideas, suggestions, and feedback through the shared governance committee structure and process.

Growth:

The college should more widely communicate the evaluation results of leadership roles, governance and decision-making processes. The RAP process in general, including the decision-making process for funding proposals needs to be more transparent. More progress is needed in increasing employee diversity and informing employees of processes and procedure for reporting instances of discrimination or harassment, without retaliation.

Focus:

The college should offer trainings and provide presentations annually on the RAP process and proposals being considered for funding. Increased communications on the process and procedure for reporting discrimination and/or harassment is recommended. When evaluations are completed for leadership roles, governance and decision-making processes the results should be broadly communicated including the basis for improvement. The Classified Senate has invited all three (3) VPs to attend CS meetings in SP22 for a "Chat with the VP" to create a space for open dialog and collaboration. Increased education for faculty and staff about the LMC shared governance model and major college initiatives that affect employee groups, especially the Guided Pathways implementation. Improve diversity in hiring and staffing at LMC, and more effectively address instances of discrimination or prejudice that occur among staff members at LMC.

Teaching & Learning Section

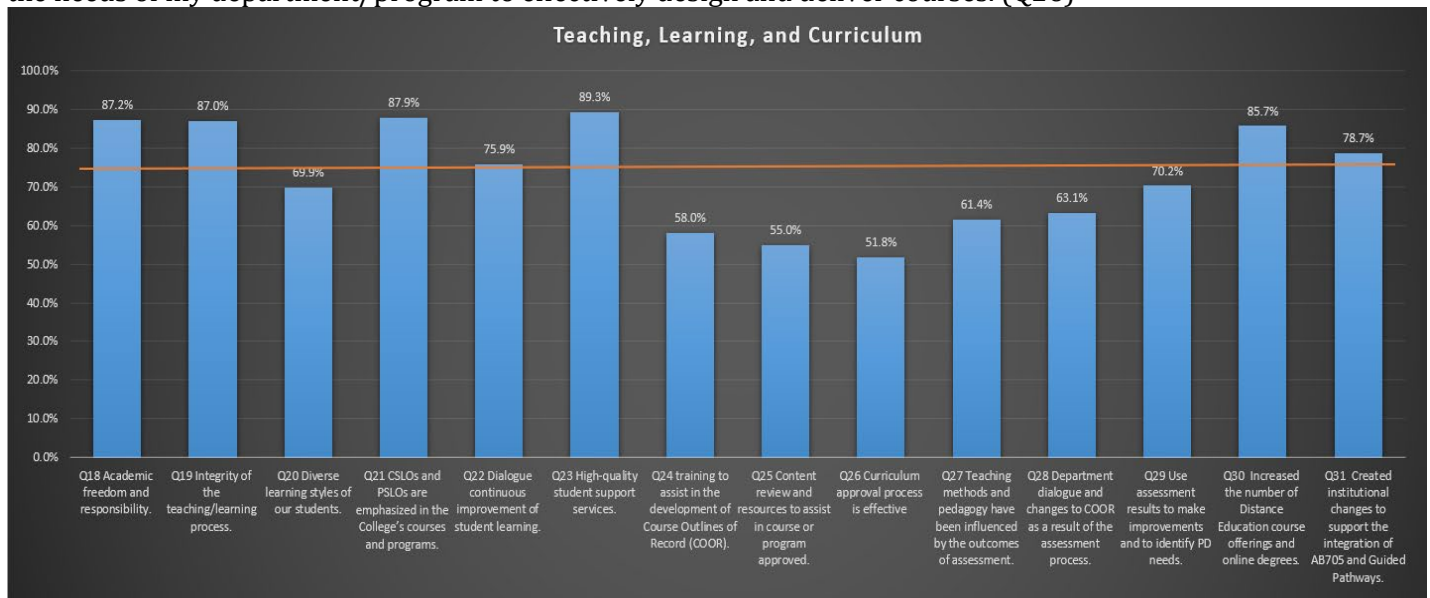
A snapshot of some of these results, with combined percentages for agree and strongly agree, is captured in this section. Click the link provided here to view the entire [2019 & 2021 Employee Engagement Survey Results Crosswalk](#) (select the "Section III-Teaching & Learning Section" tab to view the results for this section).

89% of respondents agree or strongly agree that the College provides effective and high-quality student support services. (Q23)

88% of respondents agree or strongly agree that CSLOs and PSLOs are effectively emphasized in the College's courses and programs. (Q21)

55% of respondents agree or strongly agree that effective and adequate content review, coaching and/or resources have been readily available and clearly identified to assist in getting a course or program approved. (Q25)

52% of respondents agree or strongly agree that the College's curriculum approval process is effective and meets the needs of my department/program to effectively design and deliver courses. (Q26)



SAMPLE COMMENTS

A snapshot of the comments for this section is provided below, click [here](#) to view all the comments for this section.

- *There is not enough support for DSPS in terms of support courses taught by DSPS professionals. Additionally, there is very little support or follow through for DSPS technological needs. A high tech center with full time staff and a computer lab is needed. There are random computers in various labs that have some technology installed but there is little communication as to where these systems are located and available hours. Some of these are housed in teaching classrooms or open labs in which the environment can be distracting. There is also no support training offered for these programs that I am aware of.*
- *This is our college's strongest asset. The one area that can be improved is the cordiality of admissions staff to students. They are often the first face of the college to incoming students.*
- *The college has not effectively supported a curriculum development, assessment, and revision process.*

- *The faculty leading the Curriculum Committee, the Teaching and Learning Committee, Distance Education, and English and Math faculty implementing AB 705 are doing wonderful work. These people need to be recognized more often in the college community by managers.*
- *GP needs a nudge. Guided Pathway STILL seems to be 'under construction'.*
- *Not a fan of the Student Learning Outcome and COOR research/data. Too complicated and misguided of what the outcome of my classes are and should be. Unfamiliar with the process of this and respect its process yet I truly don't see the how they determine whether my students are learning/succeeding. I'm sure the process has good intentions yet I don't understand its effectiveness.*

COMMITTEE SUMMARY

The following is the *Curriculum Committee's feedback and potential actions*:

20% of the respondents skipped Q24 however, the survey was sent to all LMC employees, whereas the classified responses might fall into the n/a, don't know, or skip the question altogether. It was suggested that the committee may want to reach out to the faculty to gather more insight about whether assistance is needed to help understand the curriculum process. It will need to be determined the best method (department chair/email) to identify the faculty that need help and provide them insight into locating and accessing curriculum resources. For future reference, the committee may need to revise this question in order to determine its relevancy (i.e. should the question not apply to the person because the individual doesn't partake in developing curriculum). Additional research is needed to determine the frequency in which faculty completes COOR updates; it might be a different experience if the process isn't completed regularly (by semester vs. yearly updates). Having connections with departments can support faculty in the process. It was noted that the Department Chair can also be helpful in providing guidance on the curriculum process to new faculty.

It was suggested that some questions can be "teased out" ask about more specific items, such as: "Are you responsible for completing COORs?"; "Do you know how to access them?"; "Is the process effective?". For Q25 and Q26, there was concern that the individual(s) may not know the curriculum process overall, nor where to find the information which could be the reason for the "don't know" responses. The committee discussed reviewing the data to market the process and support?

The eLumen process provides uncertainty, with some faculty not recognizing the process moved to an electronic environment. While most people understand course approval, there seems to be uncertainty about program approval. Creating geranial questions such as: "Do you know the curriculum process?"; "Do you know where to find the information to complete a COOR process using the eLumen software?". Crafting additional questions may add value to understanding the needs. There was concern on Q30 about those that didn't agree with offering DE course offerings and degrees.

AREAS OF STRENGTH, GROWTH, AND FOCUS

Strength:

The college has a high-quality student support services, CSLOs and PSLOs are emphasized in courses and programs, supports academic freedom and responsibility, fosters integrity of the teaching and learning process, expands DE course offerings, creates institutional changes to support AB705 and Guided Pathway, faculty and personnel engage in continuous improvement of student learning.

Growth:

The college could do more of the following—identifies the diverse learning style of our students, uses assessment results to make improvement and identify professional development needs, supports dialogue to COOR as a result of the assessment process, and support outcomes assessment influence teaching methods and pedagogy.

Focus:

The college will offer trainings to continue meeting the needs of department to design courses in curriculum approval process, adequate content review, and assisting in development of COOR.

Equity & Diversity Section

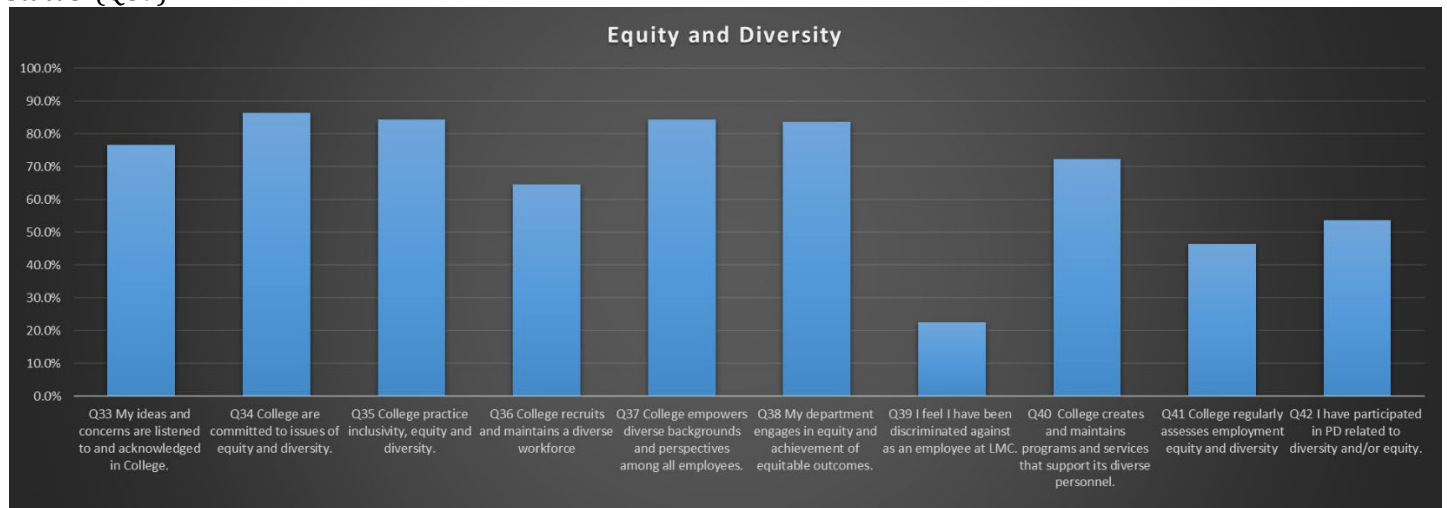
A snapshot of some of these results, with combined percentages for agree and strongly agree, is captured in this section. Click the link provided here to view the entire [2019 & 2021 Employee Engagement Survey Results Crosswalk](#) (select the “Section IV-Equity & Diversity Section” tab to view the results for this section).

86% of respondents agree or strongly agree that the College personnel understand and are committed to issues of equity and diversity. (Q34)

84% of respondents agree or strongly agree that College personnel practice inclusivity, equity and diversity. (Q35)

46% of respondents agree or strongly agree that the College regularly assesses its record in employment equity and diversity consistent with its mission. (Q41)

23% of respondents agree or strongly agree that they feel they have been discriminated against as an employee at LMC based on one or more of the following – age, race, ethnicity, gender, sexual orientation, family status, religion, national origin, disability status, political perspectives, educational level, socio-economic status or immigrant status. (Q39)



SAMPLE COMMENTS

A snapshot of the comments for this section is provided below, click [here](#) to view all the comments for this section.

- *I believe we spend way too much time on equity and diversity, time that could be better spent actually teaching our students something valuable they can use to better their careers or life experiences.*
- *The dean of Equity has done and continues to do an incredible job. The college staff can be discriminatory at times but the school has progressed a lot in a very short time. We are changing for the better and we continue to improve.*
- *I think many college personnel still struggle to understand 'equity' and how to apply it among daily actions/interactions. #35 - unclear if the question was in reference to interaction AMONG staff or toward students.*
- *I don't see any faculty members in my department that are full time AND politically conservative or religious/Christian*
- *While we do much to support our students around inclusion, we do not handle issues between personnel well at all, which has led to abuse by some faculty.*
- *We have a diverse group of faculty and classified professionals at LMC.*
- *Equity and diversity is challenging subject to acquire due to societal, institutional, and enviornmental changes that occur simultaneously. I appreciate LMC's efforts to engage in the conversations.*
- *I am proud to work at LMC - kudos on DEI initiatives and efforts. These start with dialogue and you provide ample opportunities for these discussions to happen and real change follow. Thank you!*
- *My opportunities in my department are constantly limited by my co-workers due to my "age". Management fully knows the situation, yet nothing changes.*
- *LMC is a diverse/fair Institution that's respectful of all races/genders/sexual preferences. Very proud of its work and representation of the community and its people. Proud to be a part of it because I grew up in the East Bay and was brought up to appreciate everyone regardless of who/what they are. Love LMC for that!*

COMMITTEE SUMMARY

The following is the [EEO Committee's feedback and potential actions](#):

- The results demonstrate that there are areas where we are heading in the right direction and other areas where we are heading in the wrong direction. There are a couple of data points (like questions 36 and 39) that are heading in the opposite direction and are concerning. While there are many ways to interpret the increase in reports of discrimination/ bias/ etc. This question requires us to raise that, awareness, could be a possible reason for the change in % reporting feeling being discriminated against. There are also multiple calls for more diversity in leadership and hiring in general.
- While there is increasing participation in professional development 92.5% from 74%, there is a call for assessment and evaluation that shift the process and procedures. (see Q43, #18). There is a frequent reference to age in the data. So, building more awareness around that component (comment 23 and 25). Comment 6 and 27 also speak to an interesting interplay between the ability of someone's voice and perspective being shared to growing or waning.
- The results had a mixed result for the committee. There were some positive data points but there were also some comments that require deeper discussion.
- One information item that was missing was the demographic information regarding participant breakdown of faculty classified, management.
- Feedback for question 39, is that the question should be revised. The question can be read in a few ways. There is also a question regarding whether this aligns with EMP goal #2. Employees are the focus of question

39 while students are the focus of EMP goal #2. This question might require a focus group to drill down to understand how employees read the question and then maybe a follow-up like a #39A to get a more nuanced answer. The strategy would be to think through facilitating a discussion to address some of the results in comments and response data.

The following is the *IDEA's feedback and potential actions*:

- Questions 36 and 39 are a concern. If more respondents feel LMC is not recruiting/maintaining a diverse workforce, and more respondents feel they have experienced discrimination at work based on a protected status, this needs to be addressed by the institution. Question 42 should also be considered to determine why significantly less respondents are taking advantage of professional development than were doing so in the past. Questions 33-42 were skipped by 15-20% of respondents in both years of the survey. This may indicate discomfort respondents have with answering equity questions, which should also be addressed.
- Yes, there was an increase in respondents feeling discriminated against at work, a decrease in respondents feeling LMC recruits and maintains a diverse workforce, and a drastic decrease in the number of respondents taking advantage of professional development opportunities.
- No, they were not consistent with the committee's expectations or predictions. IDEA expected the same amount if not more respondents would have taken advantage of professional development opportunities during campus closure. We did not expect or predict more people would feel discriminated against at work in the last two years.
- Yes, the results will assist us in strategizing how we will fulfill our charges in the future.
- Yes, IDEA will keep these trends and respondent concerns in mind when strategizing and making recommendations about the delivery of professional development at LMC, how to retain a diverse workforce, and working with the EEO committee to continue to strategize recruitment methods with an eye on recruiting a diverse workforce. As to the question of employees feeling discriminated against in the workplace, IDEA will continue to advise and strategize ways to document and address these issues in conjunction with administration and other shared governance bodies.

AREAS OF STRENGTH, GROWTH AND FOCUS

Strength:

The college has progressed to improving equity and diversity amongst personnel, and the offering of professional development in equity, diversity and inclusion. The results indicate that College personnel are committed to issues of equity and diversity, and practice inclusivity, equity and diversity.

Growth:

The college could do more of the following—regularly assess its record of equity and diversity including retaining/maintaining a diverse workforce; strategize recommendations about the delivery of professional development in an effort to increase participation; raising awareness of reporting discrimination and offering opportunities for a safe space to engage in dialog regarding discrimination; increasing diversity in leadership.

Focus:

The College in collaboration with IDEA and the EEO Committee will continue to strategize recruitment methods with an eye on recruiting a diverse workforce. The College will continue to advise and strategize ways to document and address the issues of discrimination in conjunction with administration and other shared governance bodies.

Professional Development Section

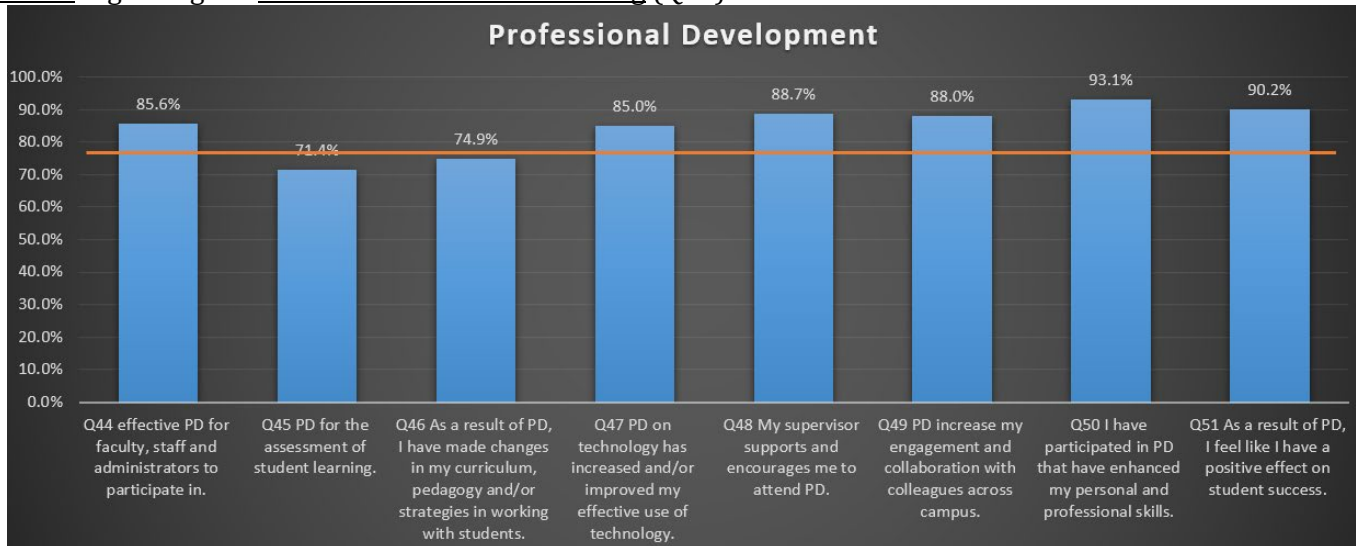
A snapshot of some of these results, with combined percentages for agree and strongly agree, is captured in this section. [Click the link provided here to view the entire 2019 & 2021 Employee Engagement Survey Results Crosswalk](#) (select the "Section V-Professional Development Section" tab to view the results for this section).

93% of respondents agree or strongly agree that I have participated in professional development activities that have enhanced my personal and professional skills. (Q50)

90% of respondents agree or strongly agree that as a result of my participation in professional development activities, I feel like I have a positive effect (directly or indirectly) on student success. (Q51)

75% of respondents agree or strongly agree that as a result of my participation in professional development activities, I have made changes in my curriculum, pedagogy and/or strategies in working with students. (Q46)

71% of respondents agree or strongly agree that there are a number of professional development opportunities available regarding the assessment of student learning (Q45)



SAMPLE COMMENTS

A snapshot of the comments for this section is provided below, [click here](#) to view all the comments for this section.

- I have participated in numerous on-campus and off-campus professional development activities that have enriched my teaching over the years. The college is particularly supportive in this area.
- There still seems to be a gap between opportunities provided to faculty and/or management in comparison to classified. There have been more opportunities presented in the last year, but without the same incentives and/or release time to attend. Some of these opportunities are scheduled during peak high traffic times needed for student/faculty support.
- The Professional Development process is focused on the Faculty but not on the Classified Professionals.
- I am very appreciative of the professional development opportunities I have had at LMC, especially the BEOI Canvas course, and the Pedagogy Innovation Project cohort.
- We need more training on equitable assessment practices

COMMITTEE SUMMARY

The following is the *Instructional Technology Coordinator's feedback and potential actions*:

- Respondents were generally pleased with the quantity and quality of professional development offerings, and the level of technology availability, access, and support.
- Overall, the agree/strongly agree responses trended upward for both professional development and technology after a year of working remotely.
- The Q76 results, 71.2% agree/strongly agree, were no surprise, given that Canvas is a user-friendly platform with user support provided by my office and supplemented by 24/7 Canvas phone and chat support. I did not expect the large jump in percentage for Q47 – 85% vs 59.4%. I thought the BEOI course stipends would lead to a small improvement in positive responses for this question.
- Yes, particularly the comments for Q52 and Q82.
- Added strategy: advocate for additional staff for my office in the form of another classified professional and student workers (for student IT help). The College is not going to go backwards on the high number of online course offerings, and in order to continue to provide quality professional development opportunities, and to increase the level of Canvas and instructional technology support, I need additional personnel.

AREAS OF STRENGTH, GROWTH AND FOCUS

Strength:

Professional Development participation has resulted in enhanced personal and professional skills, positive effect on student success, supported by supervisor, collaboration with colleagues, and effective use of technology. The college provides ample professional development for employees, with respondents indicating that the BEOI and Canvas support was helpful for becoming an effective online instructor.

Growth:

The college could do more of the following—participating in PD to enhance curriculum, pedagogy and/or strategies in working with students.

Focus:

The college will need to intentionally provide more professional development in assessment of student learning. Additionally, an immediate need for more IT staff and instructional technology professionals was noted in numerous responses.

Physical Resources, Safety & Security Section

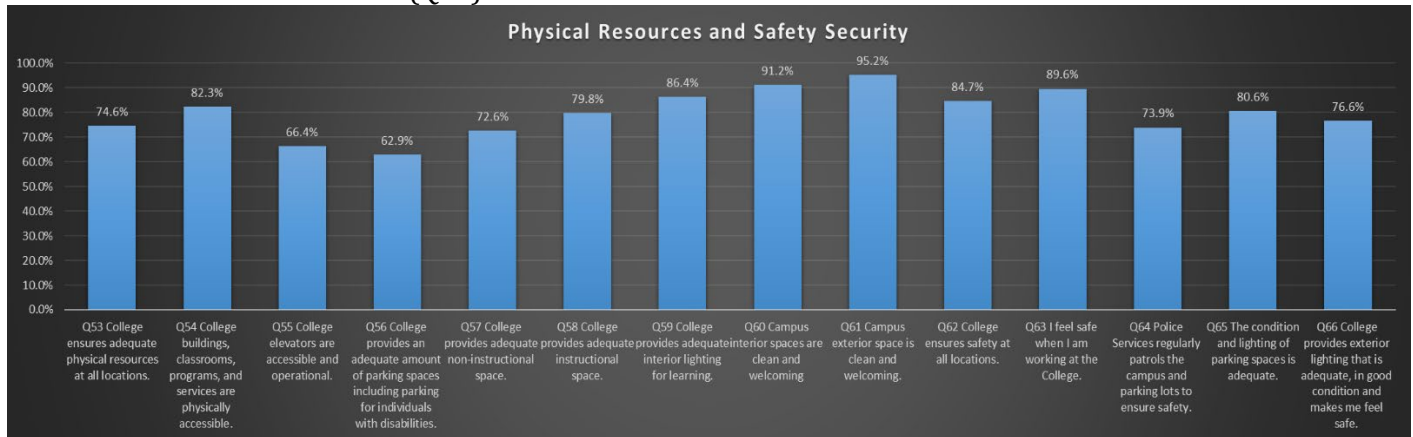
A snapshot of some of these results, with combined percentages for agree and strongly agree, is captured in this section. Click the link provided here to view the entire [2019 & 2021 Employee Engagement Survey Results Crosswalk](#) (select the “Section VI-Physical Resources, Safety & Security Section” tab to view the results for this section).

95.2% agree or strongly agree that the campus exterior space is clean and welcoming (i.e. grounds, landscaping, etc.). (Q61)

91.2% agree or strongly agree that the campus interior spaces are clean and welcoming (i.e., classrooms, hallway, bathroom, office, etc.). (Q60)

66.4% agree or strongly agree that the College elevators are accessible and operational. (Q55)

62.9% agree or strongly agree that the College provides an adequate amount of parking spaces including parking for individuals with disabilities. (Q56)



SAMPLE COMMENTS

A snapshot of the comments for this section is provided below, click [here](#) to view all the comments for this section.

- *Safety and Security at the Brentwood Center prior to the new campus, needed improvement. Poor communication and need to improve patrols around the center and parking lots.*
- *Interior lighting and safety in the main college complex are of a concern. I have not witnessed police services patrol level 2 or 3 regularly outside of the semester start. In the past, if department employees do not clean certain areas such as study tables, lab space, shared offices, desks and whiteboards on a regular basis, they will remain untouched unless on online request is placed. Please note. We have been remote for a year, so this statement may not be applicable upon return to face to face instruction.*
- *Our maintenance and custodial staff are doing a great job but are desperately understaffed. Priority needs to be given to these positions.*
- *Question 53 - the college maintains the base level, it is a mystery as to which maintenance requests are prioritized and why or why not. There have been requests that have been repeated requested over several years that have not been full-filled. This might be due to limited staff, both IT and Maintenance are understaffed in contrast to the number of students and employees they are expected to serve. There has been a*

huge shift of space and people over the past 15 years and these operational services have not experienced the same growth in staff.

- *The college elevators have a history of not working. In addition, some areas of the parking lot are dark.*
- *We need better lighting and more police visibility, especially during closed campus hours. Why are there no alarms to prevent theft? Also need more elevators!! With all the varied levels on campus it can be a real trek to get to an elevator just to get to a different level.*
- *The inability to lock classroom doors while remaining inside the room makes me feel unsafe.*
- *When teaching a night class the core building is sometimes locked before the class ends. If I am parked in C lot I have to end class early so I can get to my car before the building is locked.*
- *This section, and all mentioned, is up to amazing standards. I know Ivy Leagues that would score lower.*

COMMITTEE SUMMARY

The following is the [Buildings & Grounds' feedback and potential actions](#):

- Safety and security were a majority of the concerns; however, I was pleased to see that things had improved from the last survey done in 2019. Elevator issues seems to be area that needs to be improved on.
- Yes, The % of people agree that various things have improved has increased in 2021 from 2019, except elevators.
- As I am new and seeing these results for the first time, I really didn't have any expectations. It is certainly interesting seeing the results of various items. I can certainly relate to many the comments and concerns.
- Yes, Area lighting will be reviewed and upgraded as necessary. Lighting LED upgrades and schedules may be able to be modified to improve dark areas.
- No, I can relate to the various concerns and the B&G department will work to improve the various survey areas.

The following is the [Custodial Services' feedback and potential actions](#):

- My overall impression is mixed. I am happy to see an improvement, while having reduced staffing. There are 7 respondents that are still not completely satisfied with the services being provided by the custodial department. Knowing the location of the complaints would help pinpoint where our services need to improve.
- With fewer respondents during this survey the percentages may not be a good representation of LMC employees.
- The data shows that there have been improvements since 2019. With scheduled trainings the custodial staff has improved.
- Continue following trends in the cleaning industry. Provide outside training and certificate programs from professional resources.

The following is the [Police Services' feedback and potential actions](#):

- Police Services is happy to see that a majority, of employees feel safe while on campus. We appreciate hearing back from the community, on where areas of concern are on campus.
- We noticed that a majority of employees feel safe on campus. We noticed fewer staff members, participated in this survey from 2019. We also know, that there are fewer staff on campus, due to the ongoing pandemic. We appreciate all who participated in the survey.
- We work hard to provide a safe campus. We believe this will continue to improve now that were allowed to bring our Police aides back. They provide a much needed extra presence on our campus.

- Yes, this survey provided us with feedback, with areas of concern for employees. This will allow us to have ongoing conversations with our staff. Modify time spent in areas around campus.
- We will continue to be active, across the entire campus, including our parking lots and lake/trail. It's important to us, to continue to work with our campus community, to address any safety concerns they may have. We work with all departments on campus, to report areas of concern, so they can be resolved in a timely manner.

The following is the *Safety Committee's feedback and potential actions*:

- The data shows an improvement in most cases over the data in 2019.
- There is an improvement in most cases over the data in 2019 in both interior and exterior conditions. Lighting and elevator were two areas that were mentioned, including feeling of unsafe at night, especially in College Complex and parking lot C.
- Yes, but there are questions regarding the data and the transitions with Covid-19 and remote work. An example is the question about feeling safe on campus -- is that about remote services and less employees on campus or less people around or COVID nervousness?
- Yes, the survey results provided us with the information to assist in evaluating our committee's charges and goals.
- Spread the word to students on campus escorts and utilize existing communication channels, etc. Safety around going to the parking lots and ensuring that elevators are working properly. There were lights that were out around CC that were recently repaired.

The following is the *Sustainability Committee's feedback and potential actions*:

- Safety and security after dark were main concerns for those who commented.
- Yes, as stated above, most of the comments had to do with safety and security, especially regarding inadequate lighting.
- I did not read with any expectations, but the comments were predictable based on what I've heard people talk about on campus (ie it's scary leaving late at night)
- Yes, on a limited note. We have talked about offering priority parking as a way to incentivize carpooling, so it was nice to see a comment supporting that. The campus has been gradually changing lighting to more efficient LEDs, so perhaps all the requests for better lighting will lead to more upgrades.
- There are no actions or strategies developed based on the survey results.

AREAS OF STRENGTH, GROWTH AND FOCUS

Strength:

Although there were fewer respondents in 2021 versus 2019, there was overall noted improvement at the College with ensuring adequate physical resources at all locations, the maintenance of its facilities and equipment on a regular basis, and the cleanliness of the campus exterior space. The College has increased satisfaction with the development of new buildings such as the Student Union and Kinesiology Athletics Complex (an increase of 14% from 2019). The College has also improved the safety at the College, in comparison to the 2019 survey results.

Growth:

Police Services will continue to be active, across the entire campus, including our parking lots and lake/trail. It's important to that the College continue to work with our campus community, to address any safety concerns they may have. Collaboration with all departments on campus to identify and report areas of concern, so they can be resolved in a timely manner is key to improved safety and security on campus. The College has been gradually replacing lights with LEDs. While there was overall improvement in safety and security at the College noted in the results data, the comments indicated that safety and security after dark are primary concerns of employees. The

College may want to implement priority parking to incentivize carpooling which may increase the availability of parking spaces and advance sustainability at the College.

Focus:

Despite being understaffed, the College has improved Custodial Services overall, these improvements could be correlated to scheduled training for the Custodial staff. Increased safety lighting and police services presence may improve security and safety to noted areas of the campus (i.e. Lot C). The College will be deploying Police Aides again now that employees and students are returning to campus, this should help to increase police presence on campus. The College should improve lighting in College Complex hallways and parking lots (such as Lot C), and increase awareness of campus escorts when feeling unsafe.

Technology & Publications Section

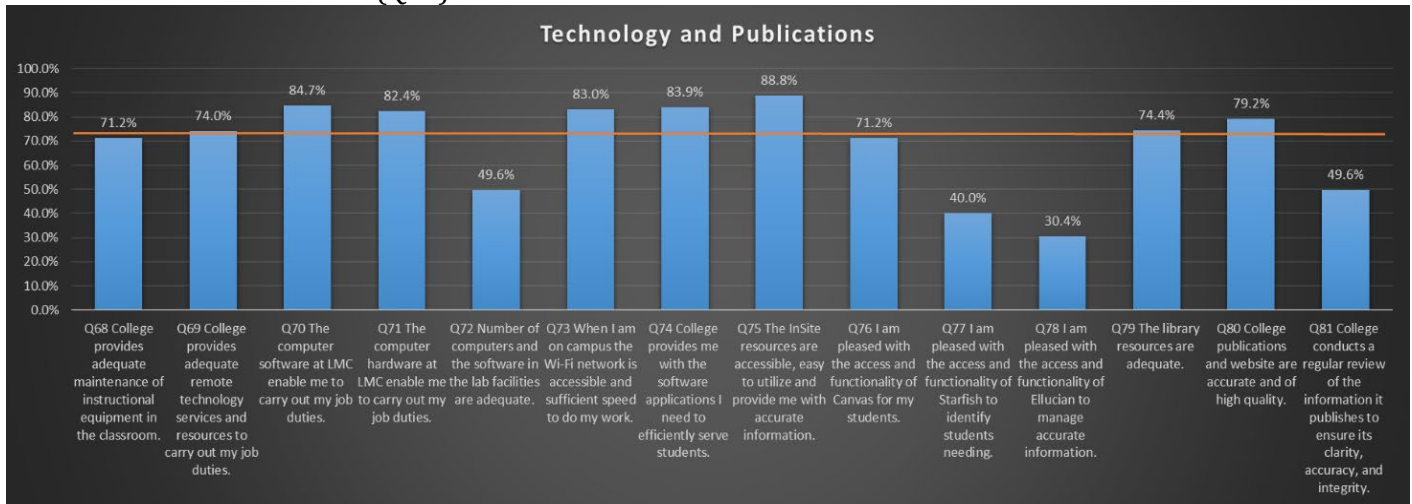
A snapshot of some of these results, with combined percentages for agree and strongly agree, is captured in this section. Click the link provided here to view the entire [2019 & 2021 Employee Engagement Survey Results Crosswalk](#) (select the “Section VII-Technology & Publications Section” tab to view the results for this section).

88.8% agree or strongly agree that the InSite resources, services and functions are accessible, easy to utilize and provide me with accurate information. (Q75)

84.7% agree or strongly agree that the computer software at LMC enable me to carry out my job duties. (Q70)

40% agree or strongly agree that they are pleased with the access and functionality of Starfish to identify students needing additional support and connecting them with resources. (Q77)

30.4% agree or strongly agree that they are pleased with the access and functionality of Ellucian to manage and deliver accurate information. (Q78)



SAMPLE COMMENTS

A snapshot of the comments for this section is provided below, click [here](#) to view all the comments for this section.

- *Since moving almost all instruction on line, the college has provided some additional resources for working at home, but the supply of hardware is limited, and support for personal computers (which I rely on) is also limited.*
- *LMC's IT department is AWESOME! we were able to get a laptop and monitor so that we could work from home.*
- *Are these questions also pertaining to the Brentwood Center? Prior to the new center being built, the staff would troubleshoot and maintain the equipment for faculty. Will faculty be taught how to troubleshoot and will who at the Brentwood Center will one direct the faculty for assistance when any tech equipment issue arises.*
- *More lab space is needed to serve students. Many labs are also teaching classrooms, and students may be shuffled out of a lab. Some programs have outgrown their lab space and equipment such as ESL and DSPS.*
- *Distance Education Committee has done an amazing job during pandemic with workshop offerings. Students have shared that the buildings on campus do not allow smooth wifi access all the time.*
- *Much of the services provided are not taken advantage of because of the lack of knowledge shared. The publications/website requires multiple people to stay accurate and clarity.*
- *Leveraging technology to streamline remote student support services has been a challenge due to the ecosystem of e-tools available that: a) don't talk to each other; b) cause barriers to students; c) increase manual tasks that are unnecessarily time consuming for staff; and, d) require duplication of efforts with little to no professional development to support classified professionals in maintaining proficiency in the awareness, knowledge and skills required to operate the e-tools efficiently and raise the bar on service excellence.*
- *Not sure if all departments regularly review their webpages or if there is really enough collaboration across campus for maintaining real site integrity. When different people manage different pages, it can detract from accuracy, integrity and clarity. Lack of uniformity.*

COMMITTEE SUMMARY

The following is the [Media & Marketing Department's feedback and potential actions](#):

- There is an increase in the overall satisfaction from 2019 to 2020. We agree with some outdated information or accuracy.
- There weren't very many responses or detailed information but the few responses there were it seemed that people weren't sure of the way content is updated.
- We have been working to improve the quality of our work. We strive to be accurate and up to date but room for improvements still exists.
- The qualitative data provided feedback on areas to investigate.
- Education to the community as to our processes and style guide through newsletters, Canvas resources and Flex workshops and other possible information sessions. Institute a system to alert stakeholders in keeping their content current.

The following is the [Distance Education Committee's feedback and potential actions](#):

- We should focus on bigger picture goals as a committee, not get caught in the weeds about laptops not working, etc.
- Tech needs on campus, especially wi-fi, have been identified and also sent on to the District through DDEC.

- Issues like amounts and what kinds of courses that should be taught online (after the pandemic is over) have been a focus of work over the last two years, including through the CTE grant, and our Consortium work. It's also part of our DE Strategic Plan for continued work over the next year or two.

The following is the *Technology Advisory Group's feedback and potential actions*:

- The data metrics appeared to trend better in many areas, but there were still a few areas to review.
- Collectively, the committee noticed that many of the comments highlighted slow laptops, the need for better software infrastructure, wifi challenges, challenges with starfish, and access to technology as a hurdle.
- I think generally the committee seemed to acknowledge many of the comments. Comment 41 summarizes the needs/expectations.
- The Library services provided during the pandemic is very limited. There should be a standard set of software that supports working remotely in the areas of knowledge management, project management, help/service management, issue/work order management.
- The results did provide some valuable information that are currently being included as part of the Tech Plan Goals and objectives.
- There continues to be a need for infrastructure improvements, those are within the purview of DOIT and will need to be shared within the appropriate forums.

AREAS OF STRENGTH, GROWTH AND FOCUS

Strength:

The appearance and content posted on the College's website and webpages is noted as detailed and informative. The College has done an excellent job in providing support to faculty for the transition of courses to online instruction upon the onset of the pandemic, and in providing more student services and support online. The IT&S Department is responsive and provides excellent support

Growth:

The College has improved wi-fi technology and access however, it was noted that some problems with connectivity and access still exist. Increased professional development on the access and use of technology is needed, The College should develop a standard set of software that support working remotely in the areas of knowledge management, project management, and issue/work order management.

Focus:

The College needs to improve the efficiency of existing technology (i.e. laptops, wi-fi, etc.) and professional development of therein (i.e. better software infrastructure, Starfish challenges, etc.). The College is currently in the process of finalizing our Technology Plan, and implementing the new Distance Education Strategic Plan. Many of the areas of improvement noted in the survey and comments, have or will be addressed in these plans.

VIII. RECOMMENDED IMPROVEMENTS

Outlined below are the strategies, potential actions, and/or recommended improvements provided by each committee, group, plan, and office that submitted a summary from their reviews of their designated section(s) of the Employee Engagement Survey Results 2019 & 2021 Crosswalk.

PLANNING COMMITTEE

The Planning Committee received feedback pertaining to “chunking” out the sections of the survey to hopefully increase the number of respondents. Additionally, the committee will also discuss incorporating drop-down options for some of the questions to increase clarity of the questions for the respondent. In an effort to reduce the number of questions in the survey, some of the content in the questions was difficult to address. For example, Q4 had three areas asking for feedback on – program review, planning and resource allocation. It was difficult for the respondent to “tease out” which area(s) the respondent should respond to. It was recommended that we may want to separate this question out into three (3) different questions to make it clearer and easier for the respondent to address.

SHARED GOVERNANCE COUNCIL

The College indicated a need for clarity on “leadership roles” (e.g. managers, Senate leaders, initiative/project leads, etc.) and the evaluation results of said roles. There was some confusion as to what roles this question was pertaining to and when/what evaluations are done. To clarify the question and the components therein, it may be best to further separate this question into three categories: leadership roles, shared governance, and decision-making processes. It also should be further clarified what it means by “evaluations”.

It was indicated in the survey comments that the goals aligned as part of the RAP process are lost in the new process, and to further improve the transparency of the resource allocation process. SGC may want to consider this for any future adjustments or improvements to RAP.

CLASSIFIED SENATE

There is a variety of reasons could also cause this lack of engagement, such as the length of the survey being 100 questions. Respondents were encouraged after each section to provide commentary and feedback about the section's questions. To allow for clearer results and more participation, the Planning Committee will be chunking questions out at different stages during the semester, contained to blocks of questions relevant to each other, and continuing to revise the questions. clearer results. It was commented that the feeling is that the RAP process is frustrating and unclear which may indicate that the survey's responses are exactly honest. A presentation on the RAP process and outcomes justifying the decisions being made, may be helpful to our constituents. Additionally, it was recommended that a dedicated training session on what the RAP process is be held. A RAP training could be a useful solution to create transparency in the process. It was shared that RAP should be communicated broadly and has not with RAP being processed virtually, without the public RAP presentations and discussion of past years. These comments will be communicated to SGC and our VPs are expected to visit meetings in the future to address budget and RAP concerns. It was also noted that when the next survey is designed, some questions need to be revised for clarity (i.e. Q15, Q16, etc.) in order to produce more honest and clear responses.

The Classified Senate discussed the following strategies to increase collaboration, communication and participation with our constituents:

- *Card brochures and flyers will be produced and distributed to all Classified Professionals to bring awareness and information on Classified Senate and shared governance at LMC;*

- *It was noted a number of Classified Professionals may feel intimidated by the CS meetings, and may not feel welcomed to attend, BethAnn will work on crafting e-mails that are a little more inviting and welcoming to all Classified Professionals and will work on outreach to new Classified Professionals;*
- *BethAnn has communicated with all three (3) VPs on scheduling time during spring 2022 meetings for VPs to come and chat with CS, this would hopefully create an open dialog and collaboration with Management and Classified;*
- *The Classified Senate discussed our SP22 priorities associated with the achievement of our 2021-24 Goals and Objectives. The Classified Senate has discussed focusing on Goal #1: Develop and promote additional opportunities for Classified Professionals to participate in activities that embrace diversity and celebrate multiculturalism; Goal #3: Increase by at least 10% the number of Classified Professionals participating in LMC, 4CD and State committees, activities and professional development opportunities for spring 2022;*
- *The CS will communicate and work with VP Montoya to have more collaboration and communication pertaining to the RAP process and the budget;*
- *The CS President will communicate with Management an area of concern noted in the comments pertaining to Managers bullying staff and faculty, making ethnic slurs, anti-semitism, knowingly not promoting competent people of color, and having romantic relationships with employees; and more specifically the process for submitting complaints so Classified Professionals are aware and informed of the process.*

ACADEMIC SENATE PRESIDENT

We need to improve the RAP funding process and make funding decisions more transparent. We need to spend more time educating faculty and staff about the LMC shared governance model and major college initiatives that affect employee groups, especially the Guided Pathways implementation. We need to work harder to improve diversity in hiring and staffing at LMC. We may need to more effectively address instances of discrimination or prejudice that occur among staff members at LMC.

CURRICULUM COMMITTEE

Reach out to the faculty to gather more insight about whether assistance is needed to help understand the curriculum process, then determine the best method (department chair/email) to identify the faculty that need help and provide them insight into locating and accessing curriculum resources.

The committee would like to add a question regarding how much, how often and/or whether a respondent participates in curriculum development or revision, and related professional development. This would make it easier to determine or gauge the relevance of their responses to other questions.

Better branding and marketing the curriculum process is needed, such as: providing details at All College Day; consider that some faculty (PT) are not involved in the process since the (FT) faculty oversees the process; offer a Flex as another means of training, which was done in the past by M. Lynn, especially with transitioning to eLumen.

The committee also outlined the need to enhance the curriculum process:

- *The committee concluded that the comments address how the curriculum committee can work on certain elements to market the process and provide professional development opportunities.*
- *With faculty developing reading/writing curriculum to meet specific requirements, one suggestion is to develop a cheat sheet to share at department meetings that easy to follow whereas it outlines what's required for curriculum approval.*
- *Consider the time of support needed when items are due for departments; timeline is helpful to with messaging when particular items are due.*
- *Develop a package that can be easily accessible and understood as it relates to the process.*

EEO COMMITTEE

It was suggested that Q39 be revised, as the question can be interpreted in a few different ways. There is also a question regarding whether this aligns with EMP goal #2. Employees are the focus of Q39 while students are the focus of EMP goal #2. This question might require a focus group to drill down to understand how employees interpret the question and then maybe a follow-up like a #39A to get a more nuanced answer. The strategy would be to think through facilitating a discussion to address some of the results in comments and response data.

While there are many ways to interpret the increase in reports of discrimination/ bias/ etc. This question requires us to raise that, awareness, could be a possible reason for the change in % reporting feeling being discriminated against.

There are also multiple calls for more diversity in leadership and hiring in general.

IDEA COMMITTEE

IDEA will keep these trends and respondent concerns in mind when strategizing and making recommendations about the delivery of professional development at LMC, how to retain a diverse workforce, and working with the EEO committee to continue to strategize recruitment methods with an eye on recruiting a diverse workforce. As to the question of employees feeling discriminated against in the workplace, IDEA will continue to advise and strategize ways to document and address these issues in conjunction with administration and other shared governance bodies.

INSTRUCTIONAL TECHNOLOGY COORDINATOR

Advocate for additional staff in Instructional Technology, in the form of another classified professional and a student worker (for student IT help). The College is not going to go backwards on the high number of online course offerings, and in order to continue to provide quality professional development opportunities, and to increase the level of Canvas and instructional technology support, additional personnel is needed.

BUILDINGS & GROUNDS

Things had improved from the last survey done in 2019, although elevator issues were noted as an area that needs improvement. Area lighting was noted as a point of concern from employees and subsequently will be reviewed and upgraded as necessary. Lighting LED upgrades and schedules may be modified to improve dark areas. The B&G department will continue to work to improve the various survey areas.

CUSTODIAL SERVICES

It was nice to note improvement especially while we have reduced staffing. There are seven respondents that were still not completely satisfied with the services being provided by the Custodial Department. If we knew the location of the complaints, it would help to pinpoint where our services need to improve.

We will continue to follow the trends in the cleaning industry including providing outside training and certificate programs from professional resources.

POLICE SERVICES

We believe safety and security for employees will continue to improve, now that we are able to bring our Police Aides back as they provide a much needed extra presence on our campus. The results from the survey will allow us to have ongoing conversations with our staff, and modify time spent in areas around campus.

Police Services will continue to be active, across the entire campus, including our parking lots and lake/trail. It's important to us, to continue to work with our campus community, to address any safety concerns they may have. We work with all departments on campus, to report areas of concern, so they can be resolved in a timely manner.

SAFETY COMMITTEE

Increase communication efforts to students on campus escorts including creating new and utilizing existing communication channels. Improve safety in the parking lots and ensuring that elevators are working properly. Lighting and elevator functionality were two areas that were mentioned, including feeling of unsafe at night, especially in College Complex and parking lot C.

MEDIA & MARKETING DEPARTMENT

Education to the community as to our processes and style guide through newsletters, Canvas resources and Flex workshops and other possible information sessions. Institute a system to alert stakeholders in keeping their content current.

DISTANCE EDUCATION COMMITTEE

The committee should focus on bigger picture goals and not get "caught in the weeds" about hardware technology (i.e. laptops not working, etc.). Technology needs on campus, especially wi-fi, have been identified and also forwarded to the District through DDEC. Issues like the number and types of courses that should be taught online (post-pandemic) have been a focus of work for the committee during the last two years. This work was done through the CTE grant and our Consortium, the work will also continue through our Distance Education Strategic Plan.

TECHNOLOGY ADVISORY GROUP

The committee noticed that many of the comments highlighted slow laptops, the need for better software infrastructure, wifi challenges, issues with starfish, and access to technology as hurdles.

There should be a standard set of software that supports working remotely in the areas of knowledge management, project management, help/service management, issue/work order management.

The results did provide some valuable information that are currently being included as part of the Tech Plan Goals and objectives. There continues to be a need for infrastructure improvements, those are within the purview of DOIT and will need to be shared within the appropriate forums.

IX. TIMELINE, TASKS, RESPONSIBLE PARTY

EMPLOYEE ENGAGEMENT SURVEY SPRING 2021—TIMELINE AND PROCESS

February 4-26, 2021	<ul style="list-style-type: none"> ➤ Seek President's Cabinet's feedback: <ol style="list-style-type: none"> a. Using the 2019 Survey Questions b. Revising outdated items c. Timeline d. Members seek feedback from their relevant area managers/staff ➤ Feedback from SGC on the Survey items and timeline. ➤ Feedback from Academic Senate, Classified Senate, and Student Senate on the Survey items and timeline.
March 1, 2021	All feedback from SGC, Academic Senate, and Classified Senate, is due to the Office of Planning & Institutional Effectiveness
March 4, 2021	Planning Committee accepts the Survey items and timeline
March 8 - April 16, 2021	Employee Engagement Survey be administered from March 8 to April 8, 2021 (4 1/2 weeks). *Survey administration extended at April 2021 meeting to April 16, 2021.
April 28, 2021	Results shared with the President's Cabinet
May 3, 2021	Results shared with Academic and Classified Senate
May 6, 2021	Results shared with the Planning Committee Planning Committee approves Results Dissemination Outline and Results Review Template
May 12, 2021	Results shared with Shared Governance Council (SGC)
May 19, 2021	Results shared with the President's Council
Summer 2021	Results and feedback post on the Website
September 2021	Dissemination of 2019 & 2021 Results Crosswalk (as approved by Planning Committee), Results Review Template and Timeline for Review Summary
December 15, 2021	Results Review Report/Summary Due to Planning Committee
February 2021	Planning Committee reviews and synthesizes results review reports/summaries
Spring 2022	Results and feedback incorporated to the <i>EMP 2020-2025 Midterm Evaluation Report</i> .

Implementation of the **Employee Engagement Survey every 3 years***:

***The survey will be implemented in Spring 2021 due to the USC Race & Equity Center employee surveys that will be administered in spring 2022.**

- Spring 2022→ results will incorporate to the mid-term EMP 2020-2025 to confirm/adjust college's direction.
- Spring 2025→ results will incorporate to the development of EMP 2025-2030.

Last time it was administered in Spring 2019.

X. APPENDICES

PLANNING DOCUMENTS

- [Six Year Planning Calendar](#)
 - [Educational Master Plan 2021-2025 Goals & Objectives](#)
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SURVEY PLANNING DOCUMENTS

- [Employee Engagement Survey 2021 Timeline & Process](#)
 - [Employee Engagement 2021 Survey Monkey Form \(Questions Only\)](#)
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SURVEY RESULTS DOCUMENTS

- [Employee Engagement Survey 2019 & 2021 Results Crosswalk](#)
 - [Employee Engagement Survey 2021 Results – No Comments](#)
 - [Employee Engagement Survey 2021 Comments Only](#)
 - [Employee Engagement Survey 2021 Results by Classification](#)
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SURVEY RESULTS DOCUMENTS

- [Employee Engagement Survey 2021 Results Dissemination Outline](#)
 - [Employee Engagement Survey 2021 Results Review Template](#)
 - [Employee Engagement Survey Results Review Summaries Update](#)
 - [Employee Engagement Survey Results Review Summaries Received](#)
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XI. ACCJC STANDARDS ALIGNMENT

- IB1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.
- IB2. The institution defines and assess student learning outcomes for all instructional programs and student and learning support services. (ER 11)
- IB4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.
- IB5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.
- IB6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.
- IB7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.
- IB8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.
- IB9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)
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- II.A.1 All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.
- II.A.2 Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.
- II.A.3 The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.
- II.A.11 The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.
- II.A.16 The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.
- II.B.1 The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library
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collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.

- II.B.3 The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.
- II.C.1 The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.
- II.C.2 The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.
- II.C.3 The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.