

APPENDIX B

ONLINE SURVEY RESULTS



VENTURA COUNTY COMMUNITY COLLEGE DISTRICT
Market Assessment and Organizational Performance Review

BACKGROUND

As part of the Market Assessment and Organizational Performance Review, KH solicited input from all VCCCD employees, faculty and staff in an online survey to obtain perceptions of VCCCD's programs and services, organizational needs, and work culture.

The online survey was closed and reopened a number of times. KH emailed the survey announcement and link the last week of March 2005 for dissemination to all VCCCD employees using the District email system. The original completion due date was midnight on April 14. The survey was not distributed to the employees at two of the three VCCCD Colleges until less than a week before the due date so the due date was extended until midnight on April 30. As of April 30, 2005, 429 surveys were completed.

At the May 2005 VCCCD Board Meeting, some VCCCD employees expressed concerns that they had not had sufficient time to complete the survey in April and requested another extension. KH complied with this request and re-opened the survey on May 16 and set the due date for midnight on June 3. KH then extended the due date for the last time, until June 5, 2005. By June 5, 664 VCCCD employees completed the survey.

Comparisons have been drawn between the original and final due date tabulated response averages and there is no considerable change. Changes on response averages range from no change to .08.

Overall, survey responses reveal a need for outreach and long-term planning initiatives, as well as improved communication. The vast majority of respondents are committed to their jobs, value the relationships that they have with co-workers, and most importantly are committed to the students that VCCCD serves. This last point provides a starting point for positive change.

RESPONSE RATES

KH tabulated the responses and did not share individual responses to maintain confidentiality. The total of 664 respondents represents approximately 33% of VCCCD employees. Exhibit B-1 displays response rates by location.

The District Administrative Center (DAC) yielded the highest percentage of respondents at 78%, but this statistic is qualified by the more important fact that DAC respondents only comprised 7.5% of total respondents. Although Moorpark College maintained a slight majority over the other two Colleges with 25% of their total employees responding to the survey (196 responses), the distribution of respondents was fairly even. While 170 respondents (26%) did not specify their location (potentially a concern about confidentiality), the majority (74%) of respondents did provide this information.

EXHIBIT B-1: RESPONDENTS PER LOCATION

LOCATION	NUMBER OF RESPONDENTS	TOTAL COLLEGE EMPLOYEES •	RESPONDENTS/TOTAL EMPLOYEES
Moorpark College	196	780	25%
Oxnard College	89	451	20%
Ventura College	159	716	22%
District Administrative Center	50	64	78%
Not Specified	169	--	--
TOTAL	664	1,983**	33%

- Source: Spring 2005 Employee Counts by Location and Employee Type. VCCCD Office of Institutional Research. March 15, 2005.

** Part-time Faculty are counted at each College at which they taught, but they are counted only once in the VCCCD total. Managers and Classified are not included in the Part-time Faculty counts.

Exhibit B-2 displays response rates according to Employee Type. When the number of Part-Time Faculty is not included in the Number of Respondents and the Total of Employees in the District, the totals become 594 and 985 respectively. This increases the response rate to **58% for full-time employees**. These numbers represent 474 of the respondents who answered this question; 190 respondents skipped this question.

EXHIBIT B-2: RESPONDENTS BY EMPLOYEE TYPE

EMPLOYEE TYPE	NUMBER OF RESPONDENTS	TOTAL EMPLOYEE HEADCOUNT •	RESPONDENTS BY EMPLOYEE TYPE
Full-Time Faculty	164	418	39%
Part-Time Faculty	90	998	9%
Classified Staff	171	488	35%
Classified Supervisor	12	35	34%
Manager	24	44	54%
Other	13	--	--
Not Specified	190	--	--
TOTAL ALL EMPLOYEES	664	1,983**	33%
TOTAL FULL-TIME EMPLOYEES	574	985	58%

- Source: Spring 2005 Employee Counts by Location and Employee Type. VCCCD Office of Institutional Research. March 15, 2005.

** Part-time Faculty are counted at each College at which they taught, but they are counted only once in the VCCCD total. Managers and Classified are not included in the Part-time Faculty counts.

Exhibit B-3 displays response rates according to the number of years employees have worked at VCCCD.

EXHIBIT B-3: RESPONDENTS BY NUMBER OF YEARS WORKED

NUMBER OF YEARS WORKED	NUMBER OF RESPONDENTS	RESPONSE PERCENT
Less than 5 years	121	18.2%
6-10 years	155	23.3%
11 or more years	220	33.1%
Not Specified	168	25.3%
TOTAL	664	100%

The survey results indicated that 18.2% of respondents who answered this question have worked at VCCCD for five years or less, 23.3% for between 6 and 10 years, and 33.1% have worked in the District for 11 or more years. Another 25.3% or 168 respondents skipped this question.

KH presents the overall responses and then notes if the responses differ by College or DAC.

PROGRAMS AND SERVICES

Respondents agree that they are committed to meeting students' needs.

When asked if they thought Employees are committed to meeting students' needs, 89% of respondents agreed to some extent with this statement. *The decisiveness of these responses indicates a positive foundation from which cooperation and positive change can arise.*

Respondents perceive that College programs and services reflect student needs the most and are less sensitive to the needs of the communities served and current market trends.

Exhibit B-4 displays the percent of respondents who perceive that programs and services reflect the needs of students, the needs of communities served, and current market trends.

EXHIBIT B-4: PERCENT OF RESPONDENTS WHO PERCEIVE THAT PROGRAMS AND SERVICES REFLECT THE NEEDS OF DIFFERENT STAKEHOLDER GROUPS

STAKEHOLDER GROUPS	AGREE, AGREE SOMEWHAT	DISAGREE SOMEWHAT, DISAGREE	NO OPINION
Students	75%	22%	4%
Communities	64%	30%	6%
Current Market Trends	49%	35%	16%

A compelling number of respondents agreed to some extent that the programs reflect both the needs of students (75%) and communities served (64%). Although nearly 50% of respondents agreed to some extent that the programs and services reflect current market trends, a significant amount (16%) of the respondents maintained no opinion on the matter. In addition, survey results from Oxnard College indicate that the majority of respondents from that College disagreed to some extent that programs and services reflect the current market trends, thereby reaffirming the need for development in this area.

Respondents indicate that VCCCD does not coordinate and communicate adequately with external stakeholders.

When asked if there is effective coordination with External Partners and Constituents to deliver better and relevant programs and services, only 34% agreed to some extent. ***The responses indicate a need for improved coordination and communication with these external groups, particularly the Community, Business and Industry, and K-12.***

Exhibit B-5 displays the percent of respondents who believe that feedback is regularly obtained from Students, Employees, Community, Business and Industry, Four-Year Colleges and Universities, and K-12.

EXHIBIT B-5: PERCENT OF RESPONDENTS WHO PERCEIVE THAT FEEDBACK IS REGULARLY OBTAINED FROM DIFFERENT STAKEHOLDER GROUPS

STAKEHOLDER GROUPS	AGREE, AGREE SOMEWHAT	DISAGREE SOMEWHAT, DISAGREE	No OPINION
Students	50%	40%	10%
Employees	37%	57%	5%
Community	25%	58%	17%
Business and Industry	30%	35%	24%
Four-Year Colleges and Universities	47%	29%	23%
K-12	29%	42%	30%

Of the 664 respondents, 641 answered this question; 50% was the most decisive percent of respondents who agreed that feedback was regularly obtained from a stakeholder group, in this case students, indicating an overall need for more feedback. Of particular interest is the fact that the majority of respondents from Oxnard College (34%) and Ventura College (25%) disagreed with the statement that feedback is regularly obtained from students. ***When examining the results from the DAC respondents, the majority of responses to 5 out of the 6 statements regarding feedback were “No Opinion,” implying an overall disconnect from stakeholder groups.*** Also worth mentioning is that Business and Industry, Four-Year Colleges and Universities, and K-12 all received more than 20% of their responses in the “No Opinion” category. ***Respondents do not appear to be familiar with the process of soliciting feedback from external stakeholders regarding VCCCD programs and services.*** Particularly at Oxnard College, results indicated a lack of effective coordination with external partners and constituents with 56% of respondents disagreeing to some extent with the statement.

Notably, 62% of respondents disagree to some extent that the long-term implications, not just short-term advantages, of decisions and actions are considered. ***This response suggests a need for long-term planning.***

INSTRUCTIONAL PROGRAMS

Respondents were asked to distribute 100 points across 19 instructional program categories, indicating where they anticipate the greatest market growth over the next 3-5 years.

Respondents anticipated the greatest market growth over the next 3-5 years to be in health programs (particularly health sciences and nursing) and computer sciences.

Health Programs received the most points with a response average of 19.4 points per respondent. This finding was supported by the data collected when the respondents were asked in a following open-ended section to identify specific instructional programs that they believed should be launched in the next 3 to 5 years to meet student and community needs. Of the 706 total suggestions made, programs in Nursing and Health (75 responses) and the related area of Health Technology (51 responses) received the most support.

Following Health Programs is Computer Science with an average of 16.4 points, Biological Sciences with 15.0 points, Vocational Technologies with 13.8 points, and Language Arts with 13.4 points. The open-ended responses affirmed these findings as Computer Technology and Vocational Programs received 57 and 37 responses respectively. Additionally, 154 of the responses (22%) anticipated a need for development in Technology related programs (Computer, Entertainment, Health, Manufacturing, Information), indicating another projected area of growth.

Respondents predicted Home Economics, Animal Science, and Physical Education as the programs in the greatest decline.

Home Economics scored the lowest with a response average of 3.8, followed by Animal Sciences/Animal Exotic Training with 5.3 points and Physical Education with 6.0 points. When asked in the open-ended portion to list the programs they believed were in the greatest decline, respondents indicated Home Economics (102 responses) and Physical Education (48 responses) most often. The remainder of program categories for the point distribution fell between 8.1 and 13.4 points; 166 respondents skipped this question.

Suggested Improvements

Respondents were asked to indicate improvements in instructional programs that would dramatically enhance their impact on students and the communities served.

Many respondents identified increased funding, improved external collaboration, and improved scheduling as desired improvements in instructional programs.

Many respondents (312 responses) identified desired improvements in instructional programs, particularly increased funding (especially technology), followed by communication and cooperation with local industry, improved scheduling (weekend and night classes), community outreach, and online offerings.

The enhancement and increased use of technology is indicated most frequently with 37 responses. Specific suggestions include smart classrooms, PowerPoint use, and upgraded computers and programs:

Use more computers and PowerPoint in the classroom.

Most of our equipment is out of date. Many classes are using materials and curriculums that are not current.

Increase funding for: Hiring Faculty, Equipment, Hardware, Licenses and Software.

Communication and cooperation with the local community is also mentioned as a top priority. Specifically, respondents recognize the need for evaluating and adjusting the Colleges' offerings to the needs of the communities served (23 responses) while also establishing connections with local industry through internships and contract education options (33 responses). At both Oxnard College and Moorpark Colleges, respondents articulated a particular desire for increased outreach to the Hispanic communities in the surrounding areas. Specific suggestions from the total pool of respondents included:

Closer liaison with and monitoring of the needs of employers is needed.

Increase the number of internship programs available to students.

Outreach to a greater diversity of segments of the community.

Respondents also suggested the possibility of offering a variety of class delivery options. Receiving 32 responses in total, such options include an improved wait list system, more online offerings, day and night classes, Saturday classes, shorter and accelerated terms, and the option of non-credit classes. Respondents would also like to see more remedial classes (17 responses), more rigor and consistency in the evaluation of both faculty and students (13 and 12 responses respectively), and an overall improvement in the communication between faculty and administration (13 responses). Specific suggestions include:

Offer more delivery options like online, shorter-term, early morning, and late evenings, credit and non-credit.

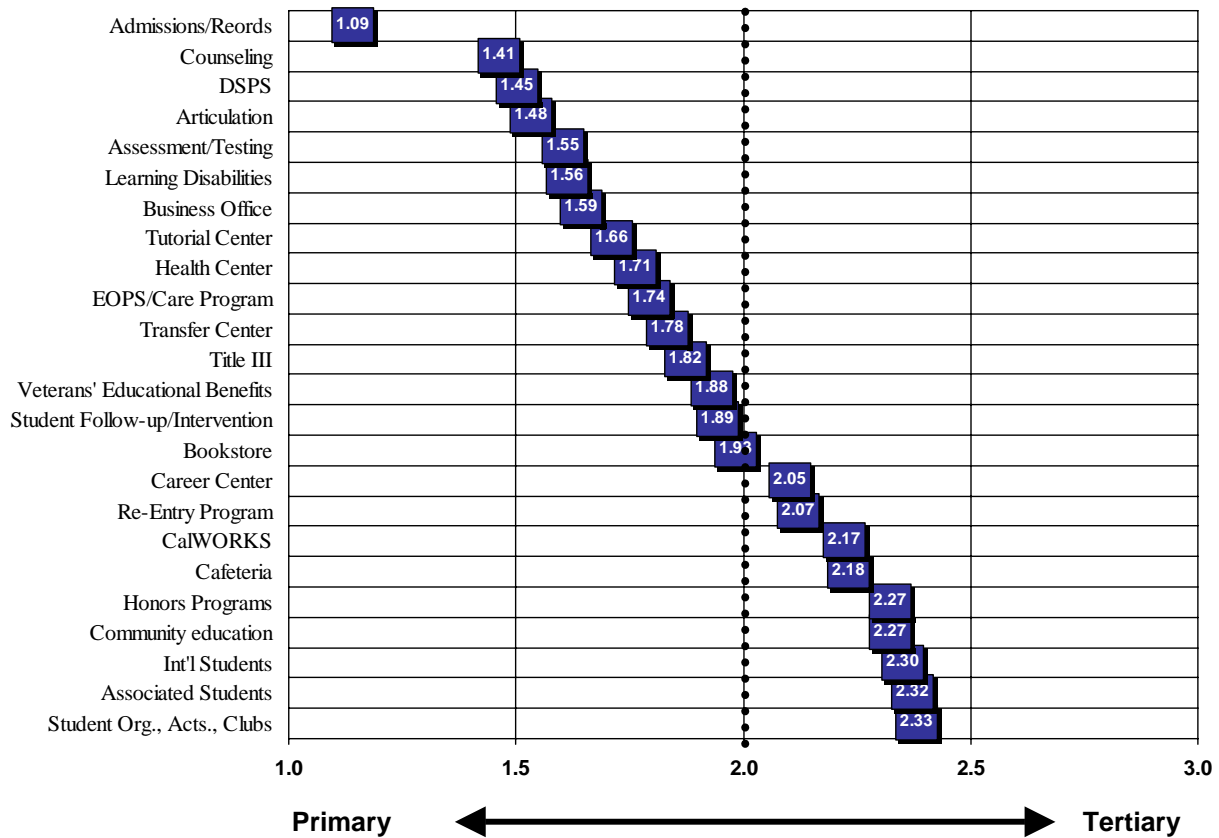
Offer more classes targeted to adults looking for ways to enhance their lives – not toward a degree.

Remedial classes require supplemental assistance, team teaching, mandatory study groups and other strategies to increase success rates of at-risk students.

STUDENT SERVICES

Respondents were asked to rate different student services as primary, secondary, or tertiary to a College’s mission and student success. Of the 664 total respondents, 523 answered this question and 301 of these respondents gave responses to an open-ended follow-up question. The relative levels of agreement are graphically displayed in Exhibit B-6:

EXHIBIT B-6: PERCEPTIONS OF STUDENT SERVICES



This graph pictorially represents the respondents’ assessments of the importance of various student services. As indicated by the positioning to the left of the graph, “Admissions and Records” and “Counseling” are rated as being the most essential while services such as “Student Organizations, Activities, and Clubs” are deemed less vital to the Colleges’ missions and student success.

Exhibit B-7 displays the percentage of respondents who answered primary, secondary, or tertiary for each service:

EXHIBIT B-7: RESPONDENTS' PERCEPTION OF IMPORTANCE OF STUDENT SERVICES

STUDENT SERVICE	PRIMARY	SECONDARY	TERTIARY	NO OPINION
Admissions and Records	91%	7%	1%	1%
Articulation	53%	26%	8%	14%
Assessment and Testing	53%	34%	10%	4%
Associated Students	11%	40%	40%	9%
Bookstore	31%	43%	24%	2%
Cafeteria	20%	39%	38%	3%
CalWORKS	17%	37%	31%	15%
Career Center	23%	45%	29%	3%
Community Education	18%	32%	42%	8%
Counseling	64%	27%	6%	2%
Disabled Students Programs and Services (DSPS)	62%	26%	8%	4%
Extended Opportunity Programs and Services (EOPS) and Care Program	41%	35%	17%	8%
Financial Aid	75%	19%	5%	2%
Health Center	43%	41%	14%	2%
Honors Program	14%	41%	38%	7%
International Student Programs (ISP)	14%	36%	42%	8%
Re-entry Program	24%	41%	30%	5%
Student Business Office	51%	30%	13%	6%
Student Organizations, Activities, and Clubs	11%	43%	43%	3%
Student Follow-up and Intervention (student success, probation, etc.)	32%	40%	22%	6%
Students with Learning Disabilities	52%	31%	11%	6%
Title III	18%	21%	10%	51%
Transfer Center	39%	37%	18%	5%
Tutorial Center	44%	43%	10%	3%
Veterans' Educational Benefits	32%	35%	22%	11%

Respondents rated many student services as being vital to a College and student's success. They were especially adamant about Admissions, Counseling, and Disability Services.

With many of the available student services grouped as primary, the respondents indicated the importance and necessity of such services to the Colleges' mission and students' success.

In particular, respondents were supportive of the importance of such areas as Admissions and Records (474 responses), Financial Aid (386 responses), and Counseling (328). Respondents corroborated the data when they were asked in an open-ended follow-up question to indicate improvements to Student Services that would dramatically enhance their impact on students or the communities served. One of the respondents' main

concerns was that students are not aware of many of the student services available, and therefore may not be receiving the benefits of their existence.

Supported by the placement in the Primary group and the many open-ended responses, counseling services are viewed as both a vital aspect of the Colleges and students' success and subsequently one of the areas in which improvements would have the greatest impact. Receiving 61 responses in the open-ended question, the accessibility and quality of counseling services is a serious concern among respondents, who suggest various solutions: extending office hours to allow night and weekend students to take advantage of services, providing customer service training for counselors, and increasing the number of counseling staff. Specific open-ended responses include:

Improve Counseling service so that they are up to date and accurate on transfer issues and graduation requirements.

Increase the number of counselors to provide services for day and evening students equitably.

Counselors need to be more customer-service oriented.

I've seen what our counselors do at schools for recruitment and it's embarrassing!

Respondents most frequently identified the career center, the bookstore, and the re-entry program as secondary services that support the College's mission and are valuable to students.

Among those student services predominantly grouped as secondary were the Career Center (45%), the Bookstore (43%), and the Re-entry Program (41%). Also, such services as the Cafeteria (39%), CalWORKs (37%), the Honors Program (41%), Student Follow-up and Intervention (40%), and Veterans' Educational Benefits (35%) all received a majority of responses in the Secondary classification.

Additionally, respondents indicate the need to more fully support special programs (26 responses), such as the Re-entry Program, the Women's Center, Child-Care programs, and the Health Center. All these programs were perceived to have a valuable positive effect on the Colleges and their students. Also receiving significant attention were suggestions for improved scheduling (31 responses), an increased budget for staff employment (26 responses), improved marketing of services (16 responses), a centralized location of services (15 responses), and an improved use of technology, such as more student services available online (14 responses). The need for technological advancements within the District is a strong trend throughout the survey.

Focus on support for new and re-entry students once they are here to help them succeed in a College environment without sacrificing quality of educational experience.

Keep the cafeteria open so students will remain on campus rather than leave and skip classes.

Respondents deemed associated students and student organizations and clubs as the least essential student services.

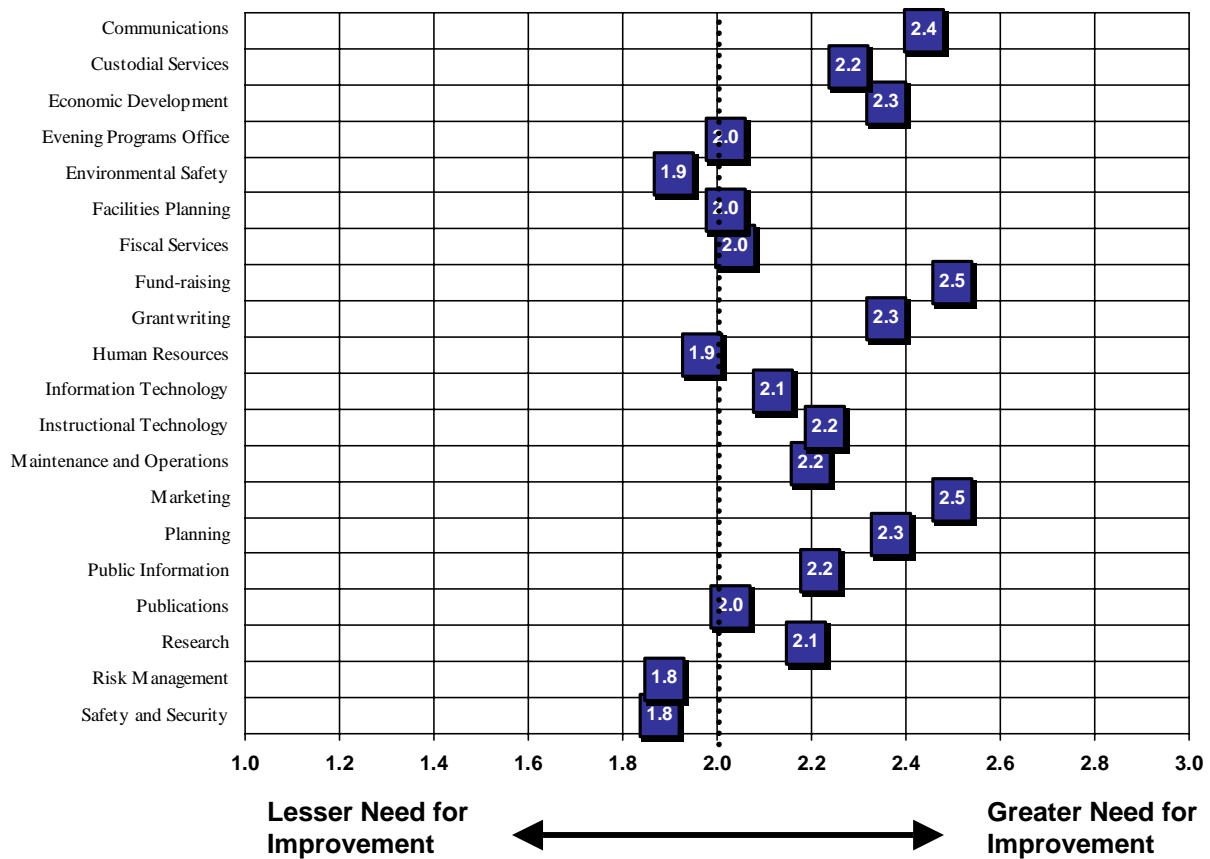
Associated Students and Student Organizations, Activities, and Clubs were placed in the Tertiary category, receiving 205 responses and 220 responses respectively. When considering this information in addition to the lack of mention in the open-ended section, it is no surprise that the elimination of these supplemental services is among the most popular responses when respondents were asked to suggest strategies for decreasing expenses. One open-ended response adamantly expresses this attitude:

Where are the data suggesting that secondary and tertiary amenities such as clubs, veterans' benefits, bookstores, and cafeterias actually improve student success?

ADMINISTRATIVE OR INSTITUTIONAL SUPPORT

Respondents were asked to rate different administrative or institutional support functions in terms of their need for improvement. Of the 664 respondents, 517 answered this question. The relative levels of agreement are graphically displayed in Exhibit B-8:

EXHIBIT B-8: PERCEPTIONS OF ADMINISTRATIVE SERVICE



At least some amount of improvement is needed in every area. The dashed line represents the established mean of the two poles (2.0); however, the clustering of data falls significantly to the right of this line, implying an overall consensus regarding the need for improvement.

Exhibit B-9 displays the percent of respondents who believed the various functions were “Effective As Is,” “Needed Some Improvements,” “Needed Major Improvements,” or “No Opinion.”

EXHIBIT B-9: RESPONDENTS’ PERCEIVED AMOUNT OF IMPROVEMENT NEEDED IN ADMINISTRATIVE OR INSTITUTIONAL SUPPORT FUNCTION

ADMINISTRATIVE OR INSTITUTIONAL SUPPORT FUNCTION	EFFECTIVE AS IS	SOME IMPROVEMENTS NEEDED	MAJOR IMPROVEMENTS NEEDED	No OPINION
Communications	10%	36%	46%	8%
Custodial Services	16%	42%	38%	4%
Economic Development	6%	36%	27%	31%
Evening Programs Office	18%	31%	16%	35%
Environmental Safety	23%	40%	13%	24%
Facilities Planning	23%	38%	20%	19%
Fiscal Service	23%	36%	22%	18%
Fund-raising	6%	29%	40%	25%
Grant Writing	11%	27%	34%	28%
Human Resources	29%	37%	22%	11%
Information Technology	18%	46%	24%	11%
Instructional Technology	10%	42%	24%	23%
Maintenance and Operations	16%	46%	29%	10%
Marketing	9%	29%	47%	15%
Planning	12%	33%	39%	16%
Public Information	16%	41%	30%	14%
Publications	22%	36%	21%	20%
Research	13%	33%	22%	32%
Risk Management	22%	27%	12%	38%
Safety and Security	29%	40%	14%	17%

Respondents cited communications, fund-raising, and marketing as the administrative services most in need of major improvements.

Of all the administrative or institutional support functions listed, the only 2 functions given a rating of “Effective As Is” by more than 25% of respondents were Human Resources and Safety and Security, each with 29%. Although Human Resources received one of the largest number of ratings as being “Effective As Is” (29%), the percent of responses suggesting improvement to some extent totaled 59%, and the open-ended responses were even more convincing of the need for improvement. The presence of the unexpectedly high rating for Human Resources may be attributed to the influence of DAC employees, whose positions fall within this department.

Notably, not a single function received a majority rating of “Effective As Is.” Those areas that were most consistently rated as “Some Improvements Needed” included Maintenance and Operations (46%), Information Technology (46%), Instructional Technology (42%), and Custodial Services (42%). Respondents from Oxnard College indicated a noticeably higher level of dissatisfaction with administrative or institutional support services than the other two Colleges; 8 functions, including facilities planning, public information, and marketing, received a majority of responses identifying “Major Improvements Needed.”

When respondents were asked in an open-ended, follow-up question for suggestions regarding improvements and enhancements in their College’s administrative or institutional support functions, the results affirmed the findings from the ratings section. ***The demand for increased trust, support and communication between faculty and administration*** garnered 61 responses out of the total 267 respondents who answered this question. Additionally, more communication was the most popular suggestion by respondents (40 responses) for improving the DAC’s Administrative or Institutional Support Functions. ***Improved communication across all three employee groups is recognized commonly as a necessary change.*** Specific suggestions for improved communication included:

Trust (and support) department faculty and their deans to determine the most effective way to deliver instruction and services.

Make the District, Management and Employees accountable for their areas of responsibility.

Institute more involvement with workers, specifically communication with those individuals impacted and closest to stakeholders before making decisions!

There has been no effective communication in the past year in particular, and historically, communication has been poor. Hence, concerning institutional support functions, the left hand doesn’t know what the right hand is doing most of the time.

The need for some improvements in campus support services was also among the most definitive findings. Custodial Services, Maintenance and Operations, and Safety and Security each received a majority rating of “Some Improvements Needed,” accumulating 42%, 46%, and 40% respectively. These areas combined for 38 responses in the individual Colleges’ open-ended suggestion section. Such suggestions include:

As we offer more and more community ed. classes, we are bringing hundreds of students on campus without any support from custodians on weekends and very little police support.

Custodial and maintenance is understaffed and stretched too thin

Also worth noting is the recognized need for major improvements in the area of Business Processes, including Fund-raising (40%), Grant Writing (34%), Marketing (47%), and Planning (39%), which each received a majority of responses rating them as “Major Improvements Needed.” As discussed later, the open-ended responses reflect this recognized need for improvement.

In the open-ended section, respondents articulated a particular dissatisfaction with the organization of human resources, upper management positions and salaries, and lack of teamwork.

When asked to suggest improvements in the DAC’s Administration or Institutional Support Functions, not only did the restructuring of Human Resources receive a number of responses (20), but also specifically the reorganization of Upper Management Positions and Salaries (25 responses). Additionally, in both of the open-ended questions regarding possibilities for decreasing expenses, the restructuring of management and administration, including salaries, was the most common response by far. Out of a total 258 respondents who answered how to decrease expenses at the level of the individual Colleges, 61 responses suggested reorganization of management, in addition to the 145 respondents out of a possible 256 who specifically mentioned reduction of management and their salaries as a means of reducing cost at the District level. Specific responses included:

Streamline and focus on only the essential district personnel needed.

Hire administrators that demonstrate effective leadership and management skills. Develop a culture of teamwork rather than one of adversarial relationships and petty politics.

Respondents lack sufficient knowledge of the evening programs office (EPO).

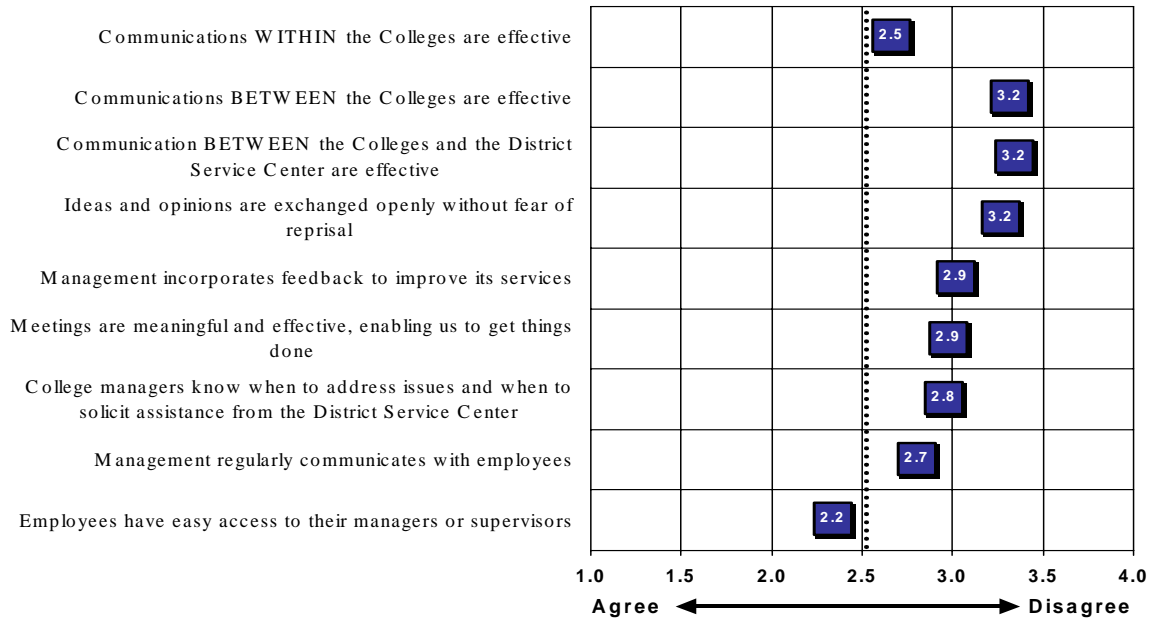
The 35% respondents who indicated “No Opinion” regarding the effectiveness of the Evening Programs Office (EPO) represent a lack of knowledge regarding this service. Representing those who do know about it, however, were the 31% who rated the EPO as “Some Improvements Needed.” This request for further development is supported by the results of the open-ended section regarding ways to increase revenue, in which increased numbers of evening and weekend programs were popular suggestions.

WORK CULTURE

Internal Communications

Respondents were asked to indicate their level of agreement with different statements regarding aspects of the Work Culture at VCCCD. The relative levels of agreement regarding Internal Communications are graphically depicted in Exhibit B-10:

EXHIBIT B-10: PERCEPTIONS OF INTERNAL COMMUNICATION



Respondents did not feel confident in the existing processes of internal communication, in particular citing communication difficulties among Colleges and with the DAC.

Respondents expressed disapproval with the effectiveness and organization of Internal Communications. The dashed line represents the established mean of the two poles (2.5); however, the clustering of data and the overall median (2.9) falls significantly to the right of this line, implying an overall consensus regarding the need for improvement. Although the graph illustrates that the respondents lean toward agreeing that employees have easy access to their managers or supervisors, this fact does in no way imply that the dialogue between employees and managers is common and useful; rather, respondents were much more likely to disagree with the statement that ideas and opinions are exchanged openly without fear of reprisal, thereby qualifying the seemingly positive perception of employee-manager communication.

Exhibit B-11 represents the percent of respondents who either “Agree,” “Agree Somewhat,” “Disagree Somewhat,” “Disagree,” or has “No Opinion” regarding the statements about Internal Communications at VCCCD. Of the 664 respondents, 503 answered this question.

EXHIBIT B-11: RESPONDENTS' PERCEPTION OF INTERNAL COMMUNICATIONS' EFFECTIVENESS

INTERNAL COMMUNICATIONS	AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	DISAGRE E	NO OPINION
Communications WITHIN the Colleges are effective	16%	32%	23%	22%	6%
Communications BETWEEN the Colleges are effective	3%	15%	34%	39%	10%
Communications BETWEEN the Colleges and the District Administrative Center are effective	3%	17%	27%	42%	11%
Ideas and opinions are exchanged openly without fear of reprisal	8%	18%	22%	49%	3%
Employees have easy access to their managers or supervisors	27%	39%	15%	17%	2%
Management regularly communicate with employees	17%	27%	24%	29%	2%
Management incorporates feedback to improve its services	11%	22%	26%	35%	6%
College managers know when to address issues and when to solicit assistance from the District Administrative Center	10%	16%	18%	25%	32%
Meetings are meaningful and effective, enabling us to get things done	7%	28%	27%	29%	8%

As illustrated here and previously regarding improvements in Administrative or Institutional Support Functions, communication is among the areas most in need of improvement. In Exhibit B-11, the majority of respondents decisively disagreed with 6 out of the 9 statements regarding internal communications. Oxnard College responses were particularly negative with regard to Internal Communications as the majority designated a “Disagree” response to 8 out of the 9 statements, with a significant 60% disagreeing that “Ideas and opinions are exchanged without fear of reprisal.” Other than these statements, the statement dealing with communication within Colleges proved to be the only area to which a majority of respondents “Agreed Somewhat.” Although the open-ended sections indicate some discontent with the lack of interdepartmental communication, the majority of complaints dealt with a perceived disconnect between individual Colleges and between the Colleges and the DAC. Some of these suggestions for improvement include:

Develop a sense that the district values and supports the individual Colleges. Reverse the current climate that puts the district above the College and its students.

Develop, implement and adhere to a clearly defined policy and process of shared, i.e., collaborative, governance. Encourage and foster an environment of professionalism and civility.

District staff members are typically cut-off from the “front lines” of student and instructional services and sometime forget who the customer of the institution is – students.

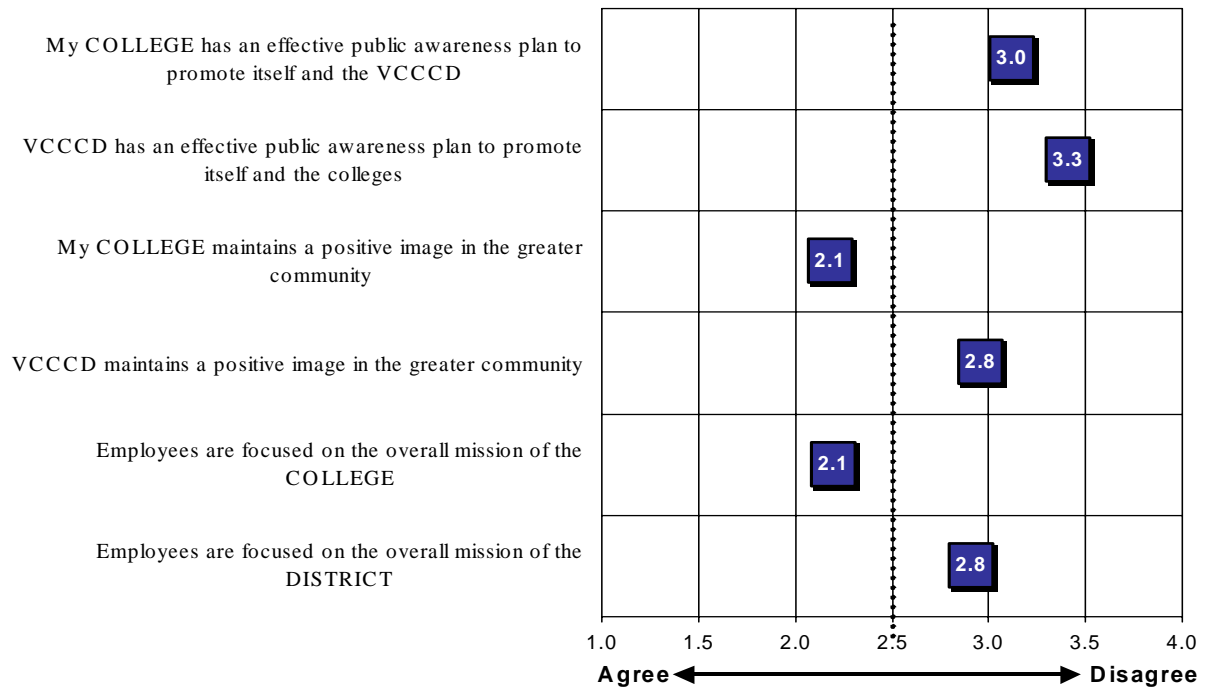
Create an enhanced feeling that the employees are vital to the achievement of mutually determined goals and objectives of the Colleges with the community matrix.

When asked to suggest possible improvements in both their individual work environments and VCCCD overall, increased and improved communication was the most popular response. Besides suggesting a better system of communication and respect in general (54 responses), a large number of respondents (31) specifically mentioned the desire for “support and acknowledgement of individual Colleges and faculty.” When these data are combined with the fact that “improved communication between administration and faculty,” as well as “increased intercampus communication and interaction” garnered 38 and 40 responses respectively, it becomes apparent that the relationships between the Colleges themselves and with the larger district are characterized by competition rather than cooperation. In turn, this lack of communication suggests potential redundancy and inefficiency, which are mentioned by significant numbers of respondents in the open-ended sections.

External Relations and Communications

Respondents were also asked to indicate their level of agreement with different statements regarding External Relations and Communications. The relative levels of agreement regarding External Relations and Communications at both their individual Colleges and the District are graphically depicted in Exhibit B-12:

EXHIBIT B-12: PERCEPTIONS OF EXTERNAL RELATIONS AND COMMUNICATIONS



Respondents felt the need for improved marketing and external communication at all levels, but notably more so regarding the DAC than the individual Colleges.

Exhibit B-12 pictorially represents the significant level of disapproval with the effectiveness and organization of External Relations and Communications. The dashed line represents the established mean of the two poles (2.0); however, the clustering of data falls to the right of this line, implying an overall consensus regarding the need for improvement.

The grouping of the data reflects a number of trends found throughout the survey. First, respondents believe that an improvement in marketing and positive public relations is necessary both at the individual College level and the greater VCCCD. This trend is supported on multiple occasions by high response rates in these areas in the open-ended sections. Secondly, the graph illustrates the disparity between respondents' perceptions of their individual Colleges and the District in general. In this case, respondents were much more confident in both the public image and dedication of employees at their respective Colleges than those of the VCCCD overall. These examples reflect the aforementioned mentality of "Us versus Them" pervading the relationship between individual Colleges and DAC.

Exhibit B-13 displays the percent of respondents who either "Agree," "Agree Somewhat," "Disagree Somewhat," "Disagree," or has "No Opinion" regarding the statements about VCCCD External Relations and Communications. Of the 664 respondents, 501 answered this question.

EXHIBIT B-13: RESPONDENTS' PERCEPTION OF EXTERNAL COMMUNICATIONS' EFFECTIVENESS

EXTERNAL RELATIONS AND COMMUNICATIONS	AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	DISAGREE	NO OPINION
My COLLEGE has an effective public awareness plan to promote itself and the VCCCD	10%	28%	23%	20%	19%
VCCCD has an effective public awareness plan to promote itself and the Colleges	4%	18%	28%	32%	18%
My COLLEGE maintains a positive image in the greater community	33%	32%	14%	12%	9%
VCCCD maintains a positive image in the greater community	8%	26%	30%	27%	9%
Employees are focused on the overall mission of the COLLEGE	31%	37%	15%	11%	5%
Employees are focused on the overall mission of the DISTRICT	9%	24%	29%	23%	15%

Exhibit B-13 reaffirms the desire for increased marketing and improved public relations, particularly when dealing with the District as a whole: 57% of respondents disagreed to some extent that VCCCD maintains a positive image in the greater community and 60% exhibit some level of disagreement with the notion that VCCCD has an effective public awareness plan. Although only 38% of respondents felt that their individual College effectively publicized their services, a convincing 65% agreed to some extent that their College maintained a positive public image.

At the level of the individual Colleges, Moorpark College respondents had greater confidence than the overall trend (85% agree to some extent) that their "College maintains a positive image in the greater community." Conversely, Oxnard College respondents indicated an overall need for improvement in external relations with a majority disagreeing with 5 out of the 6 statements. In general, respondents were more concerned with the lack of VCCCD external relations and communications.

Perhaps the most interesting statistic in this area is the disparity between the 68% of respondents who agreed to some extent that employees are focused on the overall mission of the College and the 33% of respondents who believed that employees are focused on the overall mission of the District. *These data reflect the lack of cohesion and cooperation among the Colleges and the subsequent need for a unified commitment to the District.*

Internal Processes

Finally, with regard to Work Culture issues, respondents were asked to indicate their level of agreement with different statements regarding Internal Processes. The relative levels of agreement are graphically depicted in Exhibit B-14:

EXHIBIT B-14: PERCEPTIONS OF INTERNAL PROCESSES

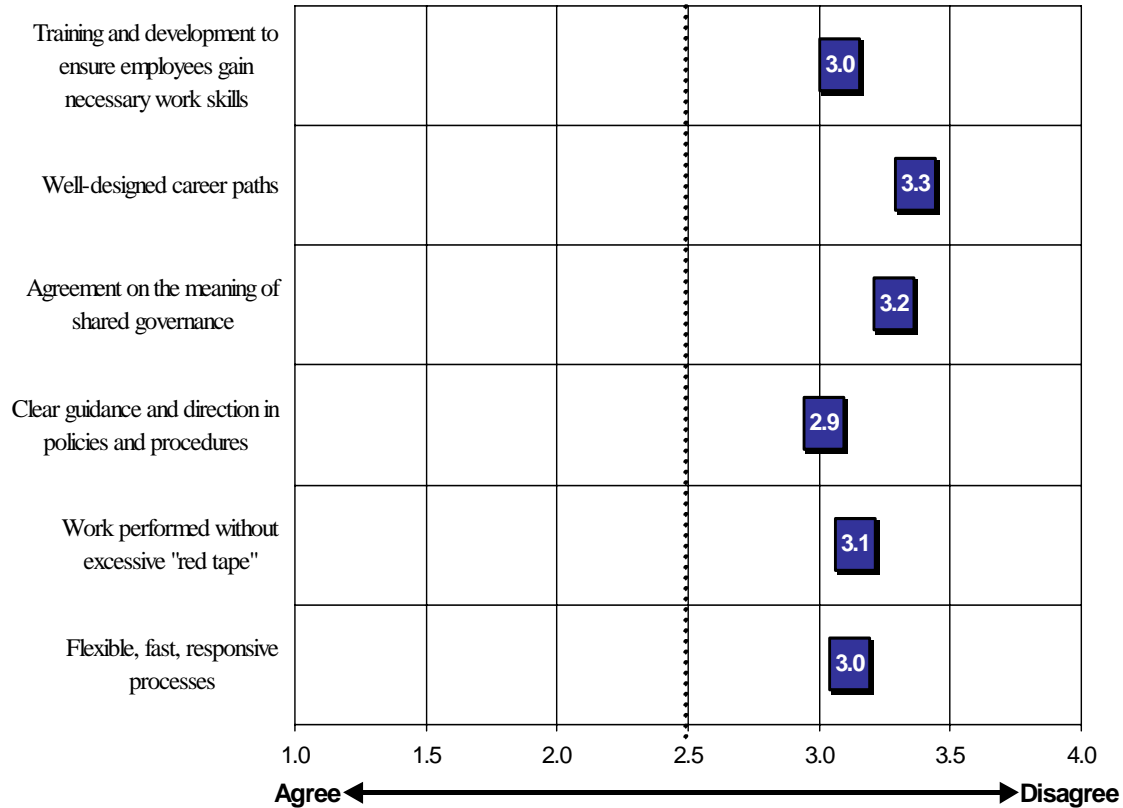


Exhibit B-14 pictorially represents the predominating opinion that *a significant amount of improvement is needed in every area of Internal Processes*. The dashed line represents the established mean of the two poles (2.0); however, the clustering of data and the overall median (3.05) fall significantly to the right of this line, implying consensus regarding the need for improvement.

Exhibit B-15 displays the percent of respondents who either “Agree,” “Agree Somewhat,” “Disagree Somewhat,” “Disagree,” or has “No Opinion” regarding the statements about VCCCD Internal Processes. Of the 664 respondents, 499 answered this question.

EXHIBIT B-15: RESPONDENTS' PERCEPTION OF INTERNAL PROCESSES' EFFECTIVENESS

INTERNAL PROCESSES	AGREE	AGREE SOMEWHAT	DISAGREE SOMEWHAT	DISAGREE	NO OPINION
Flexible, fast, responsive processes	4%	25%	28%	37%	5%
Work performed without excessive "red tape"	6%	22%	30%	38%	4%
Clear guidance and direction in policies and procedures	6%	27%	30%	33%	4%
Agreement on the meaning of shared governance	7%	14%	21%	45%	13%
Well-designed career paths	5%	11%	25%	46%	13%
Training and development to ensure employees gain necessary work skills	6%	23%	27%	34%	10%

With not a single statement receiving more than 33% of the respondents' approval, internal processes appear to be one of the areas most in need of improvement.

Respondents consistently agreed about the need for an improved implementation of shared governance.

With 66% of respondents disagreeing to some extent that there is consensus on the meaning of shared governance, this process is a strong candidate for improvement. Receiving 37 responses in the section regarding improvements for individual work environments and 59 responses for VCCCD overall, an improved system of feedback and decision-making involving both administrative and faculty positions is in high demand. Their perception that their opinions and input receive less acknowledgement and support than those of the administrators, may be fuelling the resentment toward this latter group in the open-ended sections

Respondents identified the reduction in bureaucratic policies and administration as a necessary change within existing internal processes.

The first three statements in Exhibit B-10 deal with the current level of efficiency; more than 60% of respondents disagreed to some extent with each of them. In the open-ended sections regarding improvements for individual and VCCCD work environments, a desire for increased efficiency emerged as a significant trend with each section receiving 27 and 33 responses respectively. For the most part, the lack of efficiency is not attributed to faults at the level of the individual, but rather with the flawed overall structuring of internal processes. Respondents generally believed that increased productivity would result from a more established system of policy, less administrative interference, and the elimination of redundant administrative positions. Specific suggestions include:

Make information regarding policies, procedures, chain of command, flow of information, etc. more accessible so that campuses understand their roles and their responsibilities and can better plan.

I think the district should develop uniform procedures for all basic tasks. Procedures for all basic tasks should be written up and available online.

District services should be that, services to the district, not barriers to the Colleges doing their job. They are there to facilitate, not to stifle.

Many respondents articulated the desire for improved career programs, including increased and updated technological training for all faculty.

Lastly, among the greatest concerns of respondents was the lack of established programs geared toward developing and training employees on a career-oriented path: 71% of respondents exhibit some level of disagreement regarding “well-designed career paths” and 61% disagree to some extent about the effectiveness of employee “training and development”. Specifically, 49 respondents suggested increasing training to keep employees updated on the latest technology and teaching methods, as well as on how to succeed in their career goals. Some of these suggestions include:

More in house training for classified staff to improve their skills

All new employees should have hands-on training in the paperwork process for requisitions, contracts, and student worker paperwork/payroll.

Establish goals/objectives for our department so that all are working for common goals.

Provide opportunities for formal mentoring for new faculty.

Improve educational reimbursement for advanced studies.

REVENUES AND EXPENSES

In a series of open-ended questions, respondents were asked to suggest different methods of increasing revenue and decreasing expenses for both their individual Colleges and for VCCCD overall. Results from this section reaffirm the widely agreed upon need for improvements in the areas of marketing, community involvement, and administrative structuring.

Respondents repeatedly suggested improvements in fund-raising and marketing, as well as facility rentals and revised scheduling, as means for increasing revenue.

The suggestions made with respect to increasing revenues for both the individual Colleges and for VCCCD in general proved to be consistent with the data obtained from the other sections. ***Demands for improved efforts in the areas of fundraising and grant writing, as well as an improved general marketing strategy were among the most frequent responses.*** This finding is particularly true at the level of the individual Colleges, which comprised more than 40% of the total 289 responses. Respondents once again pointed out the need for increased interaction with the communities surrounding the Colleges, such as establishing partnerships with local businesses (38 responses) and more extensive recruiting of both high school students and prospective international students (27 responses). Some of the suggestions were:

Make a major commitment to working with our foundation on fundraising.

Advertise courses... promote “articles” regarding the value of a community College education

A grant-writing nexus of individuals needs to work together to crank out grants regularly.

Provide a more focused marketing to local business on what courses their employees need to improve and expand their skills.

Some of the more innovative strategies for increasing revenue included the rental of unused space and the reorganization of scheduling systems. Specifically, these suggestions included:

Publicize the availability of space for special meetings/conferences, especially with the new LRC up and running.

Renting out space would foster the local awareness for the campuses as a unified resource for community opportunities. Take it to the next level and establish a marketing department to promote and ‘sell’ available space within the campuses.

Develop better scheduling and a compressed calendar (16 week total) for better student recruitment and retention.

Many respondents cited a restructuring of administrators and their salaries as the most effective way of decreasing expenses for both the individual Colleges and the VCCCD overall.

When respondents were asked to suggest strategies to reduce expenses at both the individual Colleges and the VCCCD, the most common response was a reduction in the number of administrators and their salaries (61 and 89 responses respectively). Respondents also felt that there was a surplus of unproductive programs and teachers and that a reduction in these areas would increase efficiency and decrease expenses. Some examples of responses include:

For revenue-generating departments (bookstore, food services and auxiliary services) centralize the operations and staff so as to leverage district-wide savings and opportunities.

Bring administrative salaries and benefits in line with faculty.

Eliminate unproductive programs or have small ‘unproductive’ programs at one of the three institutions where the prospects for success are greatest and eliminate them at one or two of the other schools.

Major streamlining of systems and processes is needed to change the way the district does business with less staff.

Besides the more traditional strategies, respondents also suggested a number of simple, inventive methods of reducing expenses. ***Among these suggestions were a more stringent monitoring of utilities and supplies,***

which are often wasted by being in use even when faculty and students are not on campus. Additionally, there was significant support for the outsourcing of certain auxiliary services, such as maintenance, food, security, and the bookstore, which all place a financial burden on the individual Colleges and VCCCD overall. Finally, many respondents believed that the intercollegiate athletic programs are a drain on funding because of the high cost of maintaining facilities and equipment as well as their lack of direct impact on the academic goals of the Colleges. This perception conflicts with the actual budgetary performance of these programs, particularly at Ventura College. Specific suggestions included:

Turn out the lights and close classroom doors when not in use.

Consider more centralized purchasing (processing of bids and quotes to allow for bulk purchases).

Set the temperature controls for the air conditioning/heating differently.

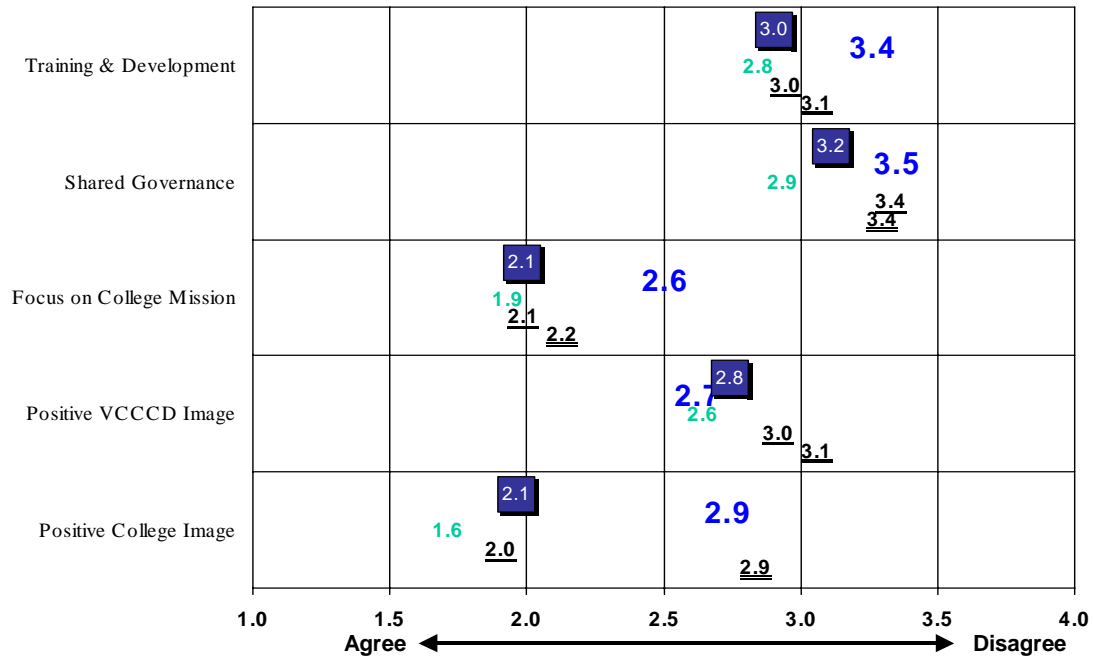
Outsource the bookstore, cafeteria, and housekeeping. Develop a more cost efficient method of mail delivery and pick up.

Overall, a reduction in administrators and their salaries at the Colleges and DAC was the general consensus for decreasing expenses. Perhaps because of communication problems or the recent cutbacks and negotiations many faculty members seem to be resentful of their administrative counterparts, leading to such responses as, “Get rid of a lot of redundant upper management and hire the people that actually interact with students.”

COLLEGE COMPARISONS

As discussed in each topic, attitudes regarding VCCCD's programs and services, organizational needs, and work culture were generally consistent across the Colleges and DAC; however, in certain areas, there were divergent perceptions. Using a minimum .5 difference as a unit of variation, Exhibit B-16 visually displays those areas in which the Colleges and DAC differ the most:

EXHIBIT B-16: DIFFERENCES IN DAC AND COLLEGES' PERCEPTIONS

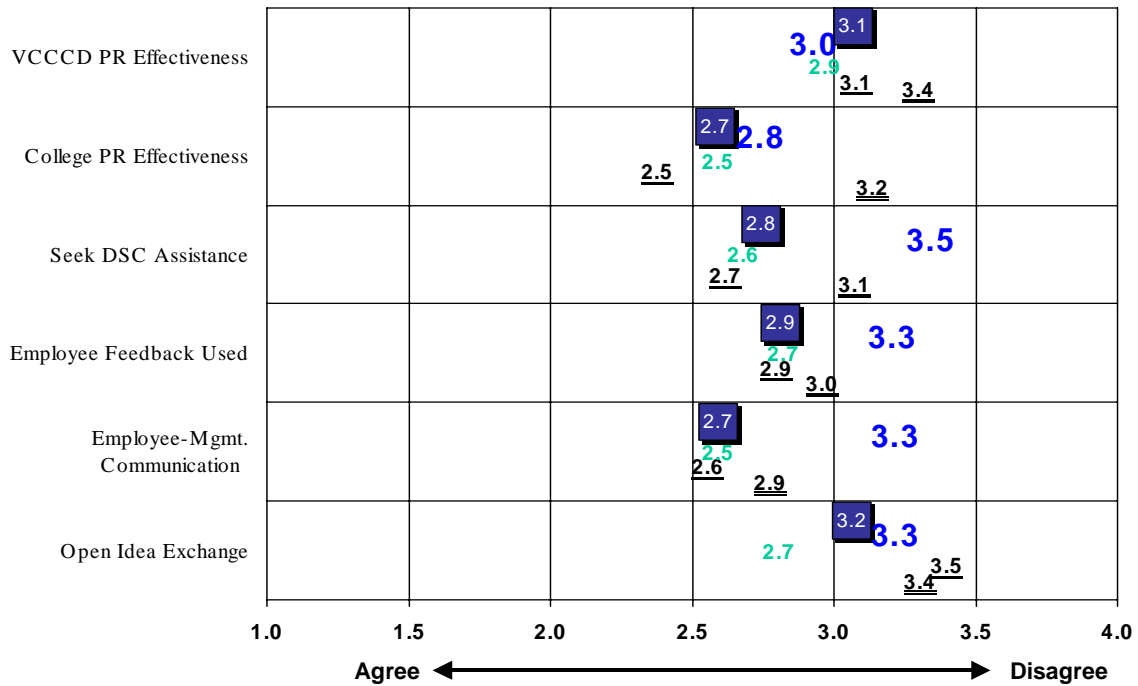


LEGEND: Mean Average DAC Moorpark College Oxnard College Ventura College

For purposes of interpretation, response averages representing higher levels of agreement will be understood as more optimistic attitudes versus higher levels of disagreement signifying pessimism.

- While the DAC respondents exhibited a high level of pessimism regarding the effectiveness of training and development programs to ensure employees have the necessary skills, Moorpark College's respondents were more optimistic.
- All groups were fairly pessimistic about the agreement on the meaning of shared governance but Moorpark College respondents were less so.
- Moorpark College respondents felt rather optimistic about the employees' focus on the overall mission of the College while the DAC respondents were more pessimistic.
- Oxnard College respondents were more pessimistic regarding VCCCD's positive image in the greater community than their counterparts at Moorpark College.

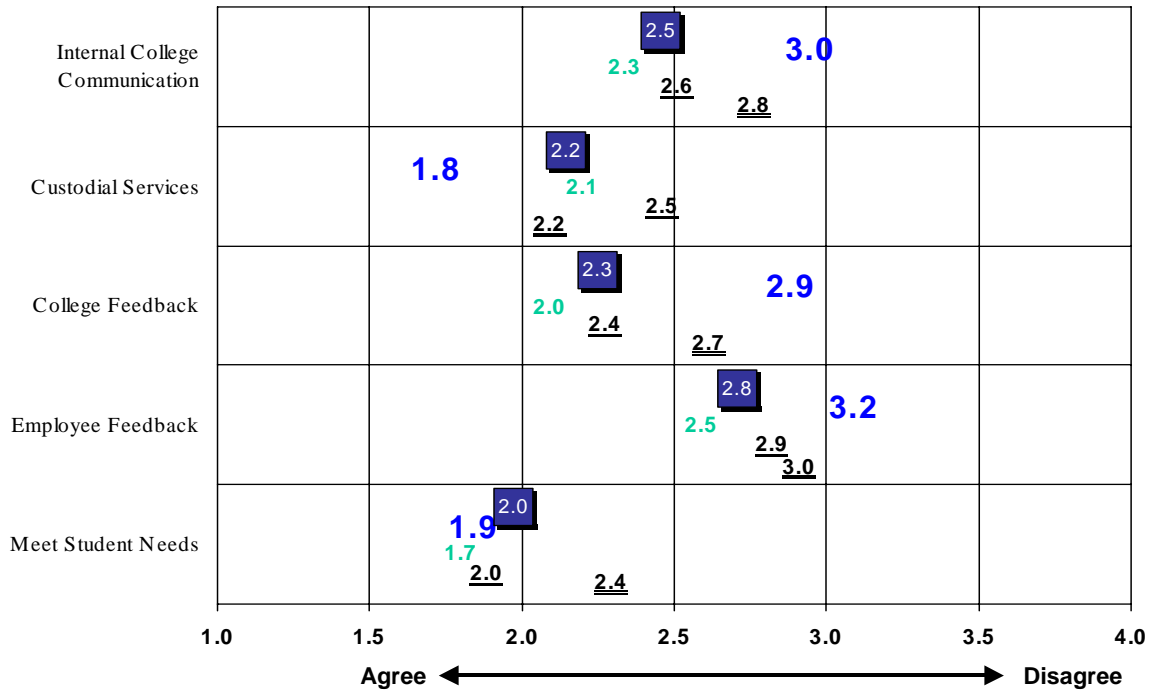
EXHIBIT B-17: DIFFERENCES IN DAC AND COLLEGES' PERCEPTIONS (CONT'D)



LEGEND: Mean Average **DAC** Moorpark College Oxnard College Ventura College

- Compared to Oxnard College, Moorpark College respondents were more optimistic about the effectiveness of VCCCD’s public awareness plan to promote itself and the Colleges.
- Oxnard College respondents were the most pessimistic regarding the effectiveness of their College’s public awareness plan to promote itself and the VCCCD overall.
- Compared to Moorpark College and Ventura College, the DAC respondents were less optimistic about the abilities of College managers to know when to address issues and when to solicit assistance from the DAC.
- While the Colleges, particularly Moorpark College, were somewhat optimistic about the managers’ incorporation of feedback to improve services, the DAC was more pessimistic.
- DAC respondents conveyed their pessimistic attitude regarding the regular communication between management and employees, while the Colleges were more optimistic.
- Unlike the other groups who were pessimistic about their ability to openly exchange ideas and opinions without the fear of reprisal, Moorpark College was more optimistic.

EXHIBIT B-18: DIFFERENCES IN DAC AND COLLEGES' PERCEPTIONS (CONT'D)



LEGEND: Mean Average DAC Moorpark College Oxnard College Ventura College

- Whereas Moorpark College respondents were optimistic about the effectiveness of communication within the Colleges, Oxnard College respondents and the DAC respondents were more pessimistic.
- Ventura College respondents were more pessimistic about the quality of custodial services than Moorpark College respondents and especially DAC respondents.
- Moorpark College respondents were more optimistic about the gathering of feedback from Four-Year Colleges and Universities when evaluating services and programs than were their counterparts at the DAC and Oxnard College.
- DAC respondents were more pessimistic when asked if feedback is regularly obtained from employees than were the Moorpark College respondents.
- With regard to programs and services reflecting the needs of students, Moorpark College respondents were more optimistic about their efforts than were Oxnard College respondents.
- When examining the results from the DAC respondents, the majority of responses to 5 out of the 6 statements regarding feedback were “No Opinion,” implying an overall separation from stakeholder groups.