# Spring 2025 Employee Satisfaction Survey

Chabot College: Office of Research, Planning & Institutional Effectiveness



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# Agenda

- Employee Satisfaction Survey Background
- Key Data Highlights from Quantitative Questions
  - Notable differences across employee categorizations
- Qualitative Data (Open-ended Questions)
  - Positive Comment Themes
  - Constructive Feedback Themes
- A Note on Data Overload and Presentation Length…
  - Present (~13 min)
  - Review the PPT silently (~2 min)
  - Discussion (~10 min)

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# Employee Satisfaction Survey Background

- Administered Spring 2025 (Open 2/19/25 to 3/3/25)

- 231 Employee Responses
    - 78 Classified Professionals
    - 55 Full-Time Faculty
    - 30 Part-Time Faculty
    - 6 Administrators
    - 62 Did not disclose

- Fall 2024 Employees (636)
    - 152 Classified Professionals
    - 164 Full-Time Faculty
    - 293 Part-Time Faculty
    - 27 Administrators

# Employee Satisfaction Respondent Demographics*

| | Survey Respondents | All Chabot Employees |
|---|---|---|
| **Classified Professionals** | 41% | 24% |
| **Faculty (Full- or Part-Time)** | 45% | 72% |
| **Administrators** | 3% | 4% |
| **Time at Chabot (10 years or less)** | 60% | 58% |
| **Women** | 58% | 55% |
| **Men** | 21% | 45% |
| **Nonbinary/Two-Spirit/Prefer to Self-Describe** | 3% | - |
| **African American/Black/African** | 9% | 10% |
| **Asian American/Asian/Filipino/a/x** | 8% | 20% |
| **Latino/a/x** | 18% | 19% |
| **White/European American** | 29% | 42% |
| **Native American** | <1% | <1% |
| **Pacific Islander** | 1% | <1% |
| **Other/Unknown Race/Ethnicity** | 2% | 5% |

**\*Please note:** Percentages within broad categories, such as gender or race/ethnicity, do not add to 100% because significant percentages (i.e., ~20-30%) of respondents did not disclose and they are included in the denominator.

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# Discussion Questions
## (jot down notable findings to discuss at the end)

1. What items in the data and/or feedback do you believe are most important to address?

2. What ideas do you have for addressing these important items? i.e., What policy or practice at Chabot do you suggest changing so that we can address the feedback and/or increase employee satisfaction?

Note: You have the PPT as a handout, which includes additional slides not presented today (due to time). Please jot down anything you want to come back to discuss at the end.

"…**Leadership** requires making tough decisions, listening to critical yet constructive feedback, and, most importantly, taking meaningful action to foster a culture of trust and accountability. **This survey** represents a step in the right direction, as it provides an opportunity for honest feedback. **Thank you for taking the first step.**"

# Quantitative Data

# Overall Employment Satisfaction

| GENERAL IMPRESSIONS OF CHABOT COLLEGE | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Based on your overall experience at Chabot over the past year, how satisfied are you with:** | **Percent who were** **Satisfied or Very Satisfied** | **Percent of those responding** | | | | | **Responses to each question** | | **Margin of Error\*** |
| | | **Very Dissatisfied** | **Dissatisfied** | **Neither Dissatisfied Nor Satisfied** | **Satisfied** | **Very Satisfied** | **Number** | **Pct. of 231** | |
| Overall employment at Chabot College | 73% | 2% | 10% | 15% | 52% | 21% | 230 | 100% | 6% |

| **Based on your overall experience at Chabot over the past year, how satisfied are you with:** | Percentage who were satisfied or very satisfied | | | | |
|---|---|---|---|---|---|
| | **Overall (n = 231)** | **Classified (n = 78)** | **Full-Time Faculty (n = 55)** | **Part-Time Faculty (n = 30)** | **Other\*\* (n = 68)** |
| Overall employment at Chabot College | 73% | 66%[F] | 85%[C,O] | 70% | 72%[F] |

# Method to determine differences

- Independent sample *t*-tests on the percentages

| Based on your overall experience at Chabot over the past year, <u>how satisfied</u> are you with: | Percentage who were satisfied or very satisfied | | | | |
|---|---|---|---|---|---|
| | Overall (n = 231) | Classified (n = 78) | Full-Time Faculty (n = 55) | Part-Time Faculty (n = 30) | Other** (n = 68) |
| **Overall employment at Chabot College** | 73% | 66%$^F$ | 85%$^{C,O}$ | 70% | 72%$^F$ |

- Superscripts added where statistically significant differences are found (i.e., $p \leq .10$)

**C** = difference with classified; **F** = difference with full-time faculty; **P** = difference with part-time faculty; **O** = difference with other employees
**Administrators (n=6) are combined with employees that did not disclose their job classification (n=62) to protect anonymity and have a group large enough for statistical comparisons.

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# Majority of Respondents Feel a Sense of Belonging

| Please tell us the extent to which you agree or disagree with the following statements about the campus climate: | Percentage who agree or strongly agree | | | | |
|---|---|---|---|---|---|
| | Overall (n = 231) | Classified (n = 78) | Full-Time Faculty (n = 55) | Part-Time Faculty (n = 30) | Other (n = 68) |
| I feel welcome at Chabot | 67% | 72%[O] | 65% | 69% | 56%[C] |
| I feel a sense of belonging at Chabot | 62% | 67% | 64% | 59% | 54% |
| Overall, I feel safe at Chabot | 70% | 63%[F,P] | 78%[C,O] | 83%[C,O] | 62%[F,P] |

| Please tell us the extent to which you agree or disagree with the following statements about the campus climate: | Agree or Strongly Agree | Strongly Disagree | Disagree | Neither Agree Nor Disagree | Agree | Strongly Agree | Number | Pct. of 231 | Margin of Error |
|---|---|---|---|---|---|---|---|---|---|
| I feel welcome at Chabot | 67% | 4% | 9% | 20% | 46% | 20% | 201 | 87% | 7% |
| I feel a sense of belonging at Chabot | 62% | 5% | 14% | 19% | 43% | 19% | 201 | 87% | 7% |
| Overall, I feel safe at Chabot | 70% | 4% | 7% | 19% | 49% | 20% | 201 | 87% | 6% |

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# Majority of Respondents do NOT feel Well-Trained for their Positions

| To what extent do you agree with the following statements regarding your personal experiences at Chabot? | Percentage who agree or strongly agree | | | | |
|---|---|---|---|---|---|
| | Overall (n = 231) | Classified (n = 78) | Full-Time Faculty (n = 55) | Part-Time Faculty (n = 30) | Other (n = 68) |
| I feel Chabot trained me to succeed in my position. | 30% | 28% | 36%$^O$ | 33% | 21%$^F$ |

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# Satisfaction with Leadership and Colleagues

| Based on your overall experience at Chabot over the past year, <u>how satisfied</u> are you with: | Percentage who were satisfied or very satisfied | | | | |
|---|---|---|---|---|---|
| | Overall (n = 231) | Classified (n = 78) | Full-Time Faculty (n = 55) | Part-Time Faculty (n = 30) | Other** (n = 68) |
| **Overall employment at Chabot College** | 73% | 66%$^F$ | 85%$^{C,O}$ | 70% | 72%$^F$ |
| **Senior Leadership (e.g., President and Vice Presidents) at Chabot College** | 48% | 41%$^P$ | 54% | 60%$^C$ | 47% |
| **Colleagues within your program/department** | 69% | 59%$^{F,O}$ | 75% | 70%$^C$ | 76%$^C$ |
| **Colleagues outside of your program/department** | 68% | 60%$^{F,O}$ | 76%$^{C,P}$ | 59%$^F$ | 73%$^C$ |
| **Maintenance/cleanliness of buildings and grounds** | 69% | 71%$^F$ | 56%$^{C,P,O}$ | 80%$^F$ | 72%$^F$ |
| **Classroom facilities** | 54% | 55% | 49% | 63% | 52% |
| **Parking facilities** | 67% | 65%$^P$ | 67%$^P$ | 87%$^{C,F,O}$ | 60%$^P$ |
| **Bathrooms** | 56% | 49%$^P$ | 49%$^P$ | 87%$^{C,F,O}$ | 55%$^P$ |

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# Satisfaction with Transparency in Decision-Making

| To what extent do you agree with the following statements? The Chabot College administration is transparent about decisions concerning: | Percentage who agree or strongly agree | | | | |
|---|---|---|---|---|---|
| | Overall (n = 231) | Classified (n = 78) | Full-Time Faculty (n = 55) | Part-Time Faculty (n = 30) | Other (n = 68) |
| Facilities (e.g., available spaces) | 41% | 37% | 35% | 48% | 47% |
| Funding for resources | 32% | 38%[F] | 11%[C,P,O] | 38%[F] | 41%[F] |
| Funding for hiring | 22% | 25% | 19% | 24% | 22% |
| Technology | 33% | 36%[F] | 22%[C,P] | 43%[F] | 34% |
| Your program/division | 48% | 40%[P] | 45% | 59%[C] | 53% |

C = difference with classified; F = difference with full-time faculty; P = difference with part-time faculty; O = difference with other employees
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# Respect for Differences

| Please tell us the extent to which you agree or disagree with the following statements about the campus climate: | Percentage who agree or strongly agree | | | | |
|---|---|---|---|---|---|
| | Overall (n = 231) | Classified (n = 78) | Full-Time Faculty (n = 55) | Part-Time Faculty (n = 30) | Other (n = 68) |
| **At Chabot, there is general respect for differences in:** | | | | | |
| race-ethnicity | 72% | 72% | 70% | 82%$^O$ | 66%$^P$ |
| disability | 72% | 72% | 69% | 79% | 70% |
| gender (men/women) | 69% | 72% | 67% | 72% | 61% |
| gender (transgender, gender nonbinary, genderqueer) | 69% | 71%$^O$ | 69% | 79%$^O$ | 57%$^{C,P}$ |
| age | 69% | 72%$^O$ | 71% | 72% | 58%$^C$ |
| sexual orientation | 72% | 72% | 73% | 79%$^O$ | 63%$^P$ |
| native language | 69% | 76%$^O$ | 64% | 76%$^O$ | 55%$^{C,P}$ |
| religion | 62% | 67% | 54%$^P$ | 72%$^F$ | 57% |
| job classification | 49% | 42%$^P$ | 55% | 61%$^C$ | 46% |

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# Discrimination Experienced at Chabot

| How often, if ever, have you experienced discrimination at Chabot over the past year based on the following characteristics? | Percentage who stated sometimes to very often | | | | |
|---|---|---|---|---|---|
| | Overall (n = 231) | Classified (n = 78) | Full-Time Faculty (n = 55) | Part-Time Faculty (n = 30) | Other (n = 68) |
| Age | 16% | 18% | 15% | 11% | 17% |
| Citizenship Status | 4% | 5%$^P$ | 2% | 0%$^{C,O}$ | 8%$^P$ |
| Disability | 7% | 9%$^P$ | 5%$^P$ | 0%$^{C,F,O}$ | 9%$^P$ |
| Educational Level | 15% | 22%$^{F,P}$ | 9%$^C$ | 7%$^C$ | 14% |
| Ethnicity or Race | 29% | 34%$^P$ | 33%$^P$ | 7%$^{C,F,O}$ | 31%$^P$ |
| Gender | 22% | 21% | 29%$^P$ | 11%$^F$ | 20% |
| Job Classification (administrator, faculty, classified professional) | 35% | 53%$^{F,P,O}$ | 20%$^C$ | 26%$^C$ | 25%$^C$ |
| Language | 10% | 13%$^{F,P}$ | 4%$^{C,O}$ | 4%$^{C,O}$ | 17%$^{F,P}$ |
| Religious Beliefs | 11% | 13%$^P$ | 13% | 4%$^C$ | 9% |
| Sexual Orientation | 7% | 8%$^P$ | 7%$^P$ | 0%$^{C,F,O}$ | 9%$^P$ |
| Socioecomonic Status | 10% | 17%$^{F,P}$ | 7%$^{C,P}$ | 0%$^{C,F,O}$ | 9%$^P$ |
| Other | 17% | 17% | 15% | 11%$^O$ | 25%$^P$ |

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# Mental Health (Not presented)

| Please tell us the extent to which you agree or disagree with the following statements about the campus climate: | Percentage who agree or strongly agree | | | | |
|---|---|---|---|---|---|
| | Overall (n = 231) | Classified (n = 78) | Full-Time Faculty (n = 55) | Part-Time Faculty (n = 30) | Other (n = 68) |
| There is an emotionally supportive climate at Chabot for employees with mental health needs | 37% | 39% | 31%$^P$ | 55%$^{F,O}$ | 27%$^P$ |

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# Remote Work (Not presented)

| To what extent do you agree with the following statements regarding your personal experiences at Chabot? | Percentage who agree or strongly agree | | | | |
|---|---|---|---|---|---|
| | Overall (n = 231) | Classified (n = 78) | Full-Time Faculty (n = 55) | Part-Time Faculty (n = 30) | Other (n = 68) |
| I believe I could work more days remotely and still fulfill my job responsibilities and serve students effectively. | 53% | 65%[F,P] | 45%[C] | 38%[C] | 52% |

**C** = difference with classified; **F** = difference with full-time faculty; **P** = difference with part-time faculty; **O** = difference with other employees
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# Positives about Benefits (Not presented)

| To what extent do you agree with the following statements regarding your personal experiences at Chabot? | Percentage who agree or strongly agree | | | | |
|---|---|---|---|---|---|
| | Overall (n = 231) | Classified (n = 78) | Full-Time Faculty (n = 55) | Part-Time Faculty (n = 30) | Other (n = 68) |
| Overall, the employee benefits available to me cover my needs. | 67% | 74%$^{P}$ | 73%$^{P}$ | 34%$^{C,F,O}$ | 69%$^{P}$ |
| Overall, I am able to easily access/utilize the employee benefits offered to me. | 68% | 79%$^{P,O}$ | 72%$^{P}$ | 41%$^{C,F,O}$ | 62%$^{C,P}$ |

**C** = difference with classified; **F** = difference with full-time faculty; **P** = difference with part-time faculty; **O** = difference with other employees
Administrators (n=6) are combined with employees that did not disclose their job classification (n=62) to protect anonymity and have a group large enough for statistical comparisons.

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# Issues with Benefits (Not presented)

| Percentage of employees that stated at least 1 benefit issue. | Percentage with at least 1 benefit issue | | | | |
| --- | --- | --- | --- | --- | --- |
| | Overall (n = 231) | Classified (n = 78) | Full-Time Faculty (n = 55) | Part-Time Faculty (n = 30) | Other (n = 68) |
| | 31% | 33% | 27% | 24% | 36% |

| OVERALL: Have you, or any other family member who uses your Chabot employee benefits, ever been unsatisfied with any of the following employee benefits? Please select all benefits that have been unsatisfactory. | Percentage of Overall | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Medical | Mental Health | Dental | Prescriptions | Retire-ment | Vision | Worker's Comp-ensation | Vacation/ Sick Leave | Other |
| | 12% | 10% | 15% | 4% | 6% | 7% | 2% | 11% | 6% |

| Mental Health | | | | |
| --- | --- | --- | --- | --- |
| Overall (n = 231) | Classified (n = 78) | Full-Time Faculty (n = 55) | Part-Time Faculty (n = 30) | Other (n = 68) |
| 10% | 8% | 16% | 3% | 6% |

| Vacation/Sick Leave | | | | |
| --- | --- | --- | --- | --- |
| Overall (n = 231) | Classified (n = 78) | Full-Time Faculty (n = 55) | Part-Time Faculty (n = 30) | Other (n = 68) |
| 11% | 16% | 7% | 3% | 5% |

**C** = difference with classified; **F** = difference with full-time faculty; **P** = difference with part-time faculty; **O** = difference with other employees
Administrators (n=6) are combined with employees that did not disclose their job classification (n=62) to protect anonymity and have a group large enough for statistical comparisons.

# Majority of Respondents Feel Supported by their Managers (Not presented)

| To what extent do you agree with the following statements regarding your personal experiences at Chabot? | Percentage who agree or strongly agree | | | | |
|---|---|---|---|---|---|
| | Overall (n = 231) | Classified (n = 78) | Full-Time Faculty (n = 55) | Part-Time Faculty (n = 30) | Other (n = 68) |
| I feel supported by my manager. | 63% | 67% | 57% | 69% | 61% |

**C** = difference with classified; **F** = difference with full-time faculty; **P** = difference with part-time faculty; **O** = difference with other employees
Administrators (n=6) are combined with employees that did not disclose their job classification (n=62) to protect anonymity and have a group large enough for statistical comparisons.

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# Majority of Respondents Would Recommend Chabot

| How much do you agree with the following statements: | Percentage who agree or strongly agree | | | | |
|---|---|---|---|---|---|
| | Overall (n = 231) | Classified (n = 78) | Full-Time Faculty (n = 55) | Part-Time Faculty (n = 30) | Other (n = 68) |
| I would recommend Chabot College as a place of employment to friends/family/others. | 62% | 62%$^O$ | 69%$^O$ | 72%$^O$ | 42%$^{C,F,P}$ |
| I plan to leave Chabot within the next 5 years due to dissatisfaction with the college and/or district. | 18% | 17%$^O$ | 13%$^O$ | 10%$^O$ | 36%$^{C,F,P}$ |

**C** = difference with classified; **F** = difference with full-time faculty; **P** = difference with part-time faculty; **O** = difference with other employees
Administrators (n=6) are combined with employees that did not disclose their job classification (n=62) to protect anonymity and have a group large enough for statistical comparisons.
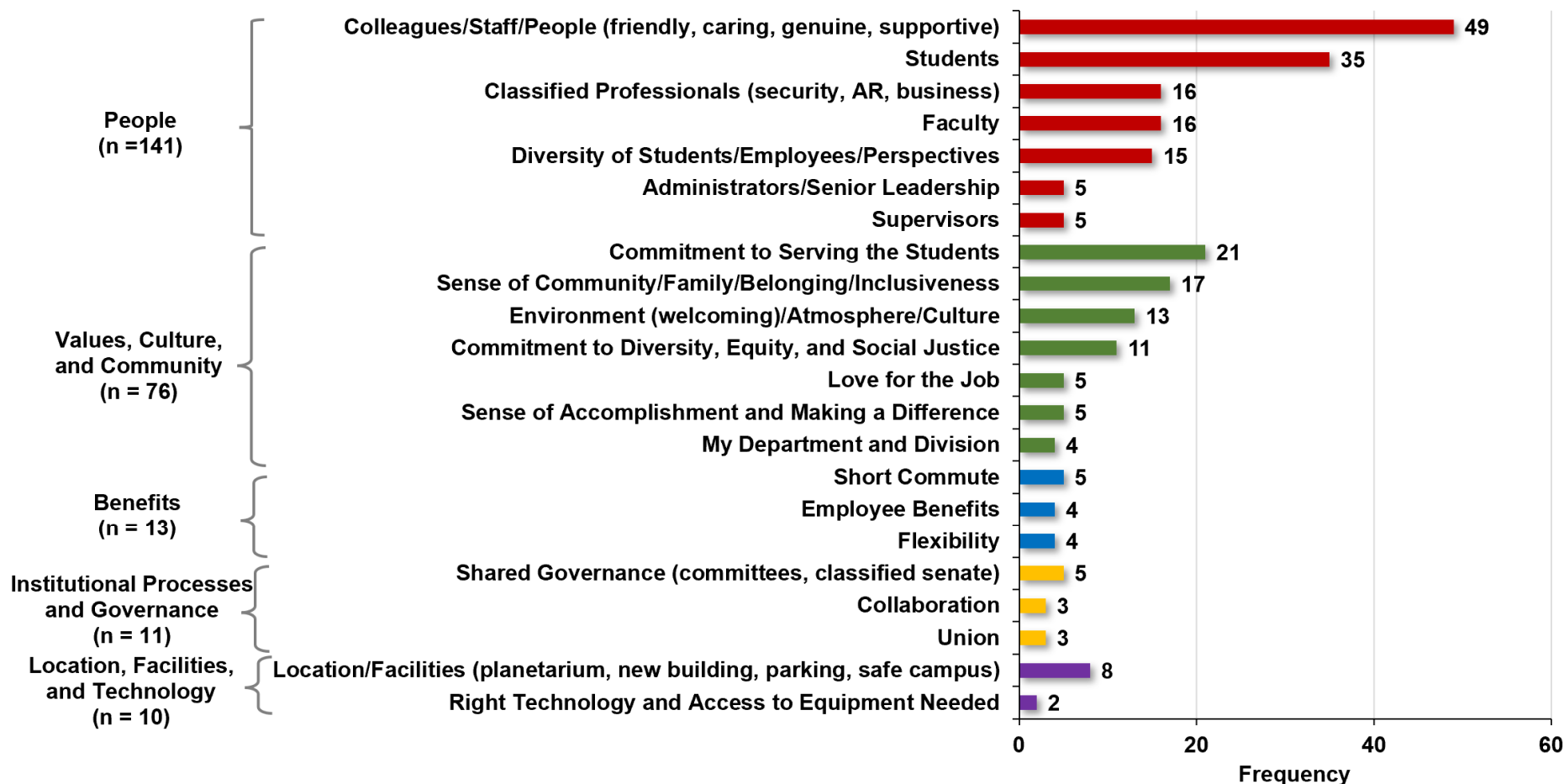
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# Qualitative Data

Themes in the **Positive Feedback**: What is something you like about Chabot?

# What is something you like about Chabot?

**People (n = 141)**
- Colleagues/Staff/People (friendly, caring, genuine, supportive): 49
- Students: 35
- Classified Professionals (security, AR, business): 16
- Faculty: 16
- Diversity of Students/Employees/Perspectives: 15
- Administrators/Senior Leadership: 5
- Supervisors: 5

**Values, Culture, and Community (n = 76)**
- Commitment to Serving the Students: 21
- Sense of Community/Family/Belonging/Inclusiveness: 17
- Environment (welcoming)/Atmosphere/Culture: 13
- Commitment to Diversity, Equity, and Social Justice: 11
- Love for the Job: 5
- Sense of Accomplishment and Making a Difference: 5
- My Department and Division: 4

**Benefits (n = 13)**
- Short Commute: 5
- Employee Benefits: 4
- Flexibility: 4

**Institutional Processes and Governance (n = 11)**
- Shared Governance (committees, classified senate): 5
- Collaboration: 3
- Union: 3

**Location, Facilities, and Technology (n = 10)**
- Location/Facilities (planetarium, new building, parking, safe campus): 8
- Right Technology and Access to Equipment Needed: 2

Frequency

# Colleagues, Staff, People (friendly, caring, genuine, supportive) (n=49) (Not presented)

- The most frequent response to what do you like about Chabot was the people!

- Respondents wrote again and again that they liked their "colleagues," "co-workers," and the "wonderful people."

# Classified Professionals (n=16) and Faculty (n=16) (Not presented)

- Some respondents were also specific in mentioning people by employee classification, writing they appreciated classified professionals and faculty.

# Students (n=35) (Not presented)

- The second most frequent response to what people like about Chabot is the students.

- Respondents wrote, quite simply, "the students."

# Commitment to Working with Students (n=21) (Not presented)

- The third most frequent response to what people like about Chabot is how committed people are to the students.

- Respondents wrote about appreciating people's:
  - Commitment to serving students
  - Dedication to students
  - Genuine care about students

# Sense of Community, Family, Belonging, or Inclusiveness (n=17) (Not presented)

- The fourth most frequent response to what people like about Chabot is consistent with the quantitative data.

- Many respondents like the sense of community, belonging, and home they feel at Chabot.
  - Feeling of community
  - Sense of family and genuine caring for others
  - The sense of inclusiveness
  - Sense of belonging

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# Qualitative Data

Themes in the **Constructive Feedback**: What would you like to see changed at Chabot to be more satisfied?

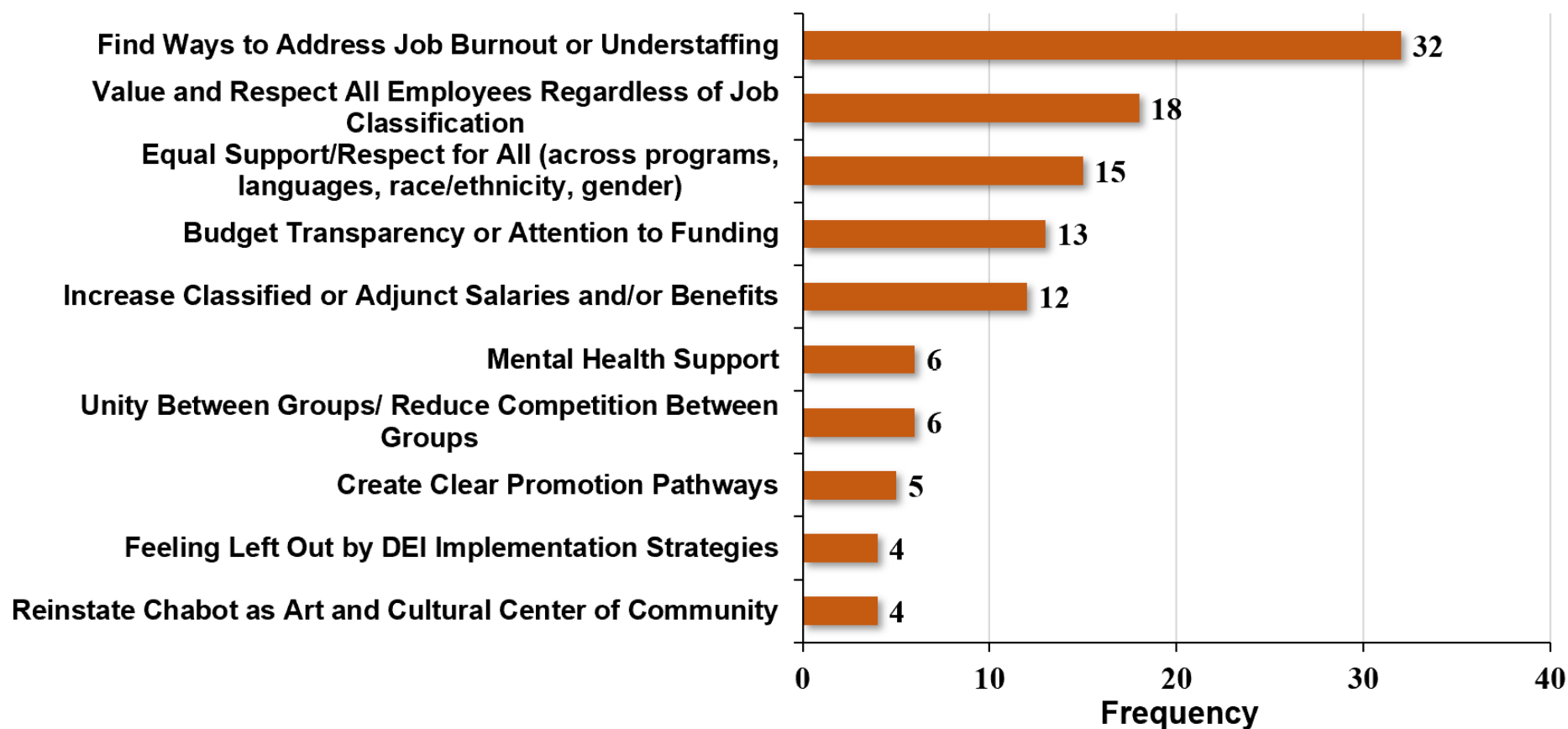# What would you like to see changed at Chabot to be more satisfied?

**140 Responses**

**Job Quality or Campus Culture Recommendations (n =115)**

| Recommendation | Frequency |
|---|---|
| Find Ways to Address Job Burnout or Understaffing | 32 |
| Value and Respect All Employees Regardless of Job Classification | 18 |
| Equal Support/Respect for All (across programs, languages, race/ethnicity, gender) | 15 |
| Budget Transparency or Attention to Funding | 13 |
| Increase Classified or Adjunct Salaries and/or Benefits | 12 |
| Mental Health Support | 6 |
| Unity Between Groups/ Reduce Competition Between Groups | 6 |
| Create Clear Promotion Pathways | 5 |
| Feeling Left Out by DEI Implementation Strategies | 4 |
| Reinstate Chabot as Art and Cultural Center of Community | 4 |

**Institutional Process Recommendations (n = 87)**

| Recommendation | Frequency |
|---|---|
| Processes -- Update Streamline Document or Solicit Feedback | 28 |
| Facilities, Maintenance, Food, and Safety | 16 |
| Proper Employee Training and Clear Job Expectations | 16 |
| Flex Day or Prof Dev Recommendation | 10 |
| Technology -- Utilize Update or Repair | 9 |
| Hiring Recommendation | 8 |

**Specific Recommendations to Administrators (n = 64)**

| Recommendation | Frequency |
|---|---|
| Transparency in Decision Making | 16 |
| Improve Top Down Structure/Make Less Hierarchical | 11 |
| Involve Employees - Esp. Those Closest to the Work - in Decision-Making Process | 10 |
| Hold Employees Accountable for Not Fulfulling Job Responsibilities | 9 |
| Trainings for Administrators -- Diversity, HR, or Other | 8 |
| Address Fraud Enrollments and Make Clear What is Being Done | 3 |
| Give Stated Priorities Infastructure to Meet Goals | 3 |
| Be Present and Authentic | 2 |
| Improve High Turnover Rate for Admin or Managers | 2 |

# Defining the Codes (Not presented)

- Too much information to present the definitions and quotes from 25 codes…

- Narrowed down to codes that:
  - Mentioned with high frequency
  - Lead to actionable policy decisions
  - Reflected in quantitative data

# Broad Theme 1: Job Quality or Campus Culture Recommendation (n=115)



Bar chart titled "Frequency":

| Category | Frequency |
| --- | --- |
| Find Ways to Address Job Burnout or Understaffing | 32 |
| Value and Respect All Employees Regardless of Job Classification | 18 |
| Equal Support/Respect for All (across programs, languages, race/ethnicity, gender) | 15 |
| Budget Transparency or Attention to Funding | 13 |
| Increase Classified or Adjunct Salaries and/or Benefits | 12 |
| Mental Health Support | 6 |
| Unity Between Groups/ Reduce Competition Between Groups | 6 |
| Create Clear Promotion Pathways | 5 |
| Feeling Left Out by DEI Implementation Strategies | 4 |
| Reinstate Chabot as Art and Cultural Center of Community | 4 |

# Find Ways to Address Job Burnout or Understaffing (n=32)

- When adding new work/new initiative→think about what can be stopped or made more efficient. Otherwise the new work can take away from student contact time.
  - We are always adding and rarely reducing or eliminating

- Calls for Regular and Broad Evaluations of Workload:
  - Between small departments (1-2 fulltime faculty) and large departments who have reassign time for a coordinator. Can anything be done that would allow faculty in small departments to have time for administrative tasks, student support, and shared governance work?
  - Across areas and classified roles. Unequal distribution of work.
  - Insufficient classified professionals to support teaching.
  - Insufficient staffing for student services

- Hold all employees accountable: High-functioning busy employees get piled on with more work, while lower functioning employees are allowed to under function. Burns out strong employees.

- Invest in technological solutions to simplify bureaucracy (e.g., online forms).

- Faster hiring process. Open positions lead to burnout for those covering the workload.

# Value and Respect All Employees Regardless of Job Classification (n=18)

- Frequent mentions of specifically **classified professionals** not being heard or valued. (12 of 18)

- Also mentions of the need for **part-time faculty** to be valued. (5 of 18)

- Chabot's strong emphasis on job titles, classifications, and hierarchy can be an obstacle to all employees getting heard.

- Some distrust that all information is being shared with classified professionals.

- Suggestion for listening sessions and anonymous feedback forms.

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# Equal Support/Respect for All (across programs, language, race/ethnicity, gender) (n=15) (Not presented)

- Sentiments that some programs, disciplines, racial/ethnic groups, genders receive more support than others.

- Utilize the equity scorecard.

- All employee classifications should feel equally valued.

- Trainings on unconscious bias.

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# Broad Theme 2: Institutional Process Recommendations (n=87)
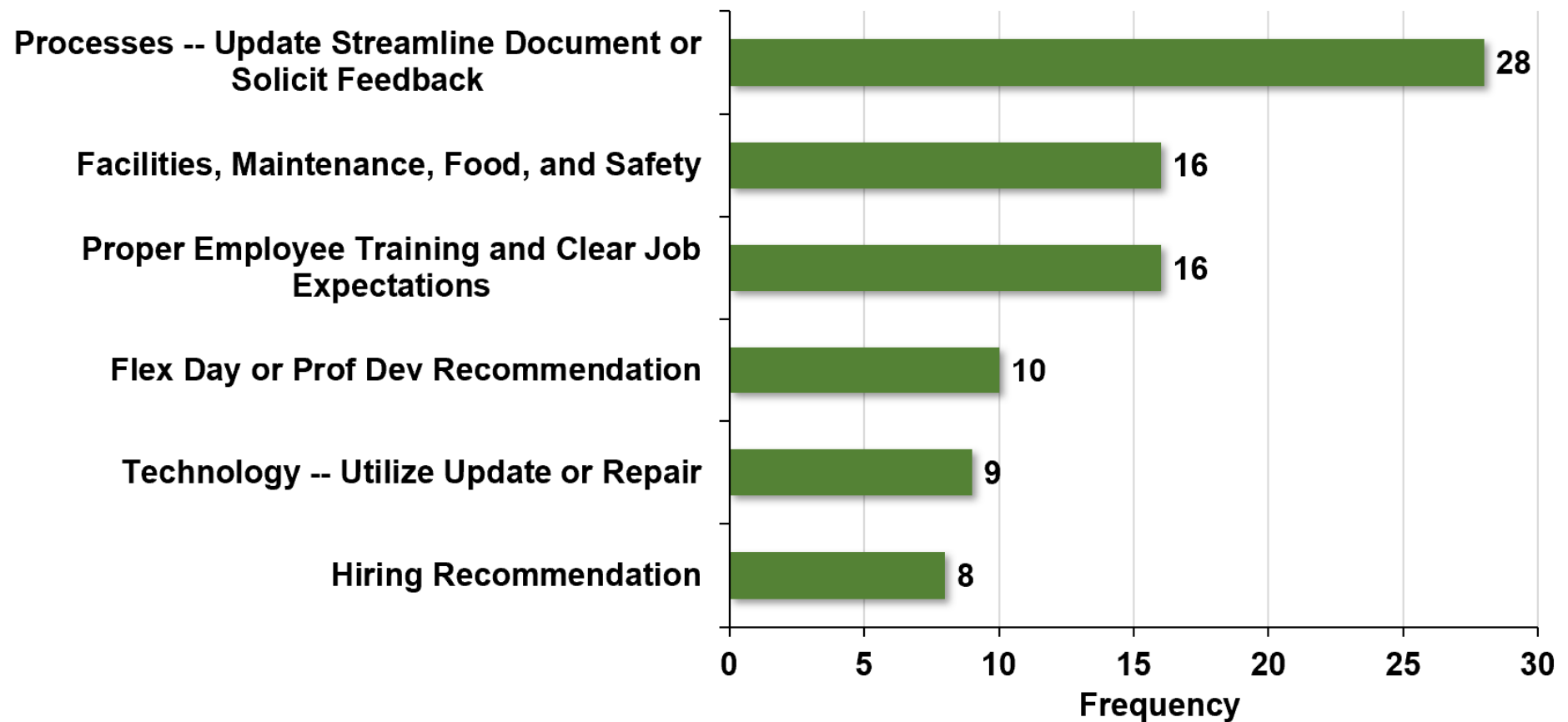
# Processes: Update, Streamline, Document and Solicit Feedback (n=28)

- Systems/processes are out-of-date/cumbersome/inefficient.
  - E.g., hiring, paying non-employees, getting reimbursed, archaic paper forms, Classweb interface, concurrent enrollment, etc.
- Recommendation to solicit feedback on technology and operating systems from the people who use them on regular basis→so issues can be addressed.
- **Written** handbook/guidelines easily accessible for procedures (what are the procedures, technology how to, instructions for forms, etc.).
- Need to develop process for making changes:
  - Develop reasonable timelines with those closest to the work
  - If adding task, discuss what task can be taken away or made more efficient

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# Proper Employee Training and Clear Job Expectations (n=16) (Not presented)

- Thrown into the work without clear training, structure, or job expectations.
- Onboarding process unclear:
  - Have at least **two** district employee trainings per year run by district
- Had to start position without equipment, office space, etc.
- Recommend that periodic assessments of employee workloads are conducted to ensure work is distributed evenly.

# Facilities, Maintenance, Food & Safety (n=16) (Not presented)

- Widely varied category:
  - Requests for cleaner buildings or more well-kept grounds/outdoor spaces (n=6)
  - Requests for specific facilities for programs/areas (n=6)

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# Professional Development or Flex Day Recommendation (n=10) (Not presented)

- Make the professional development process transparent.

- Flex day ideas:
  - Flex day at start of semester!
  - Use Flex day to collaborate about big changes (e.g., compressed calendar, CCNs, etc.)

- Provide release time for faculty and classified professionals to strategize to develop creative solutions to academic and campus issues.

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# Broad Theme 3: Specific Recommendations to Administrators (n=64)
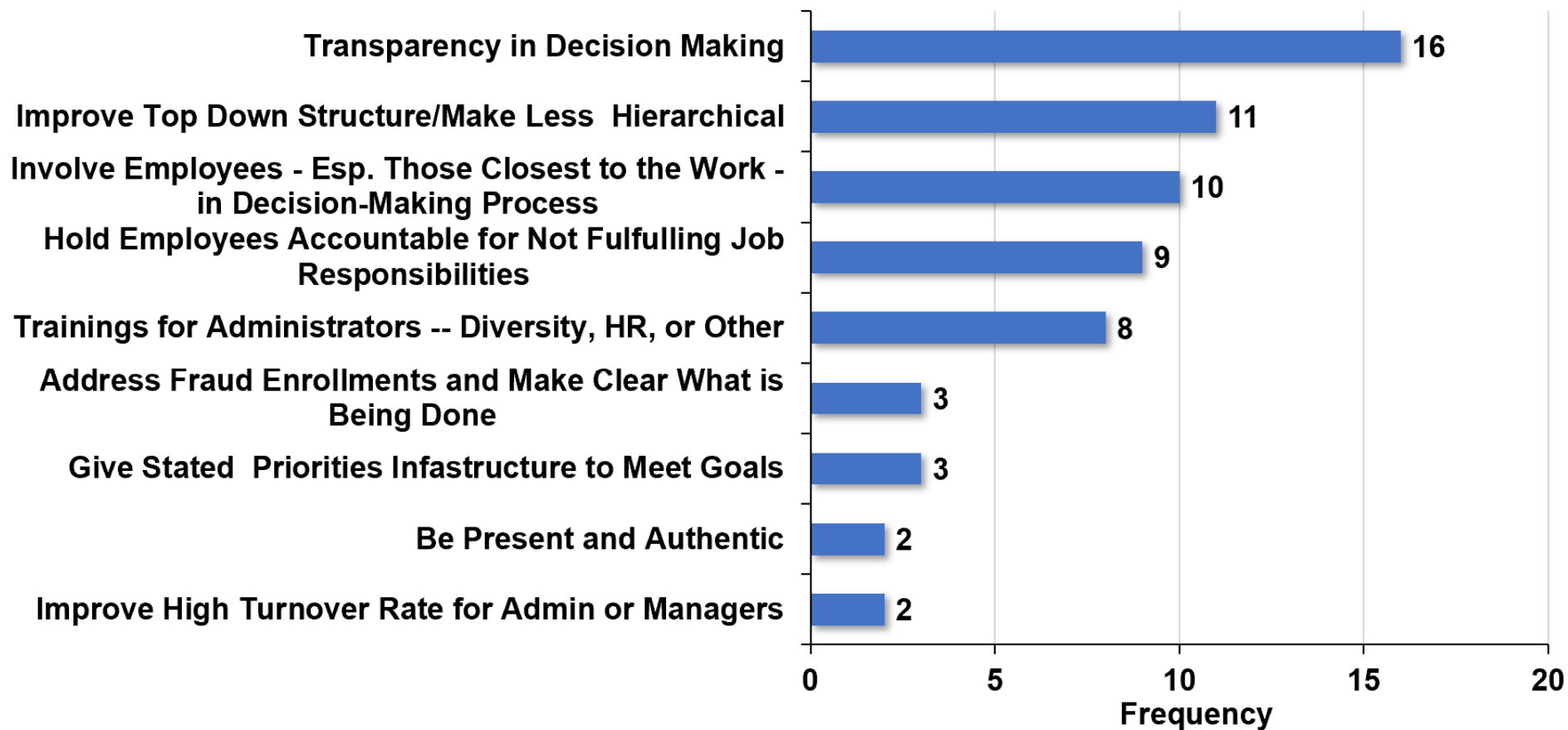
# Transparency in Decision-Making (n=16)

- Explain the "whys" of specific decisions. Survey respondents indicated a desire to understand.

- If executive decision not in alignment with shared governance recommendation, then clearly explain why.

- Transparency from direct supervisor (mentioned from several perspectives -- President, Deans, manager, etc.)

- Transparency in *funding* decisions

- Transparency particularly in regard to explaining decisions to classified professionals.

- Transparency in whether there is room for democratic input – if there is a clear decision for the health of the institution, then just communicate that and why.

# Improve Top-Down Structure/Make Less Hierarchical (n=11)

- The top-down administrative structure discourages employee input.

- Desire to be able to approach leadership directly, concerns with the directive to go through the "chain of command."

- Instead of managers saying/thinking "**my** team/department," try "**our** team" and valuing teamwork and collaboration.

- Some people were uncomfortable with use of titles (e.g., Dean, President, Dr.)→belief this creates unnecessary hierarchy.

- Avoid being so "top-down heavy."

# Involve Employees – Particularly Those Closest to the Work – in Decision-Making Processes (n=10)

- Sometimes decisions are made at higher levels without sufficient input from those who are directly impacted.

- The people who do the work on a daily basis will have great ideas.

- Include all employees, regardless of title and job classification, in decision-making.

- Listening sessions and anonymous feedback forms could help leadership gather input from all levels.

- Eight of ten comments made by classified professionals (remaining two did not specify job classification)

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# Hold Employees Accountable for Not Fulfilling Job Responsibilities (n=9) (Not presented)

- Employees who contribute to a hostile work environment or bully others need to be held accountable.

- Employees who do not do their work responsibilities need to be held accountable (e.g., Deans who don't listen, Faculty who do not do committee work, Classified who do not answer emails, etc.).

- Managers should address unsatisfactory behavior directly.

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# Trainings for Administrators – Diversity, HR, or Other (n=8) (Not presented)

- Recommendation for practical training for administrators to deconstruct biases.
    - Note: BIPOC community has biases to deconstruct too.
- Trainings for managers to understand: their roles, effective leadership, facilitation, how to address workplace bullying, hiring guidelines, etc.

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# Discussion Questions

1. What items in the data and/or feedback do you believe are most important to address?

2. What ideas do you have for addressing? I.e., What policy or practice at Chabot do you suggest changing so that we can address the feedback and/or increase employee satisfaction?

- 2 minutes to jot down your thoughts.

- 10 minutes for discussion
  - Open discussion with hearing from classified and faculty senate presidents to hear the feedback given in the presentations in their meetings last week?

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# What's next?

- Celebrate the positive themes.
  - An overwhelming number of respondents appreciated the people with whom they work at Chabot
  - An overwhelming number of respondents love serving students
  - Many respondents appreciate colleagues' commitment to serving students.
  - Many respondents appreciate a sense of belonging and home.

- Learn from the constructive feedback.
  - Too many ideas such that it would be possible to address everything!
  - What is most important to address:
    - From the perspective of faculty?
    - From the perspective of classified professionals?
    - From the perspective of administrators and/or senior leadership?

- Full survey questions will be posted on ORPIE website; link sent to campus this week.

- Further survey analysis: Coming Fall 2025.