



Kansas City Kansas Community College CESS June 2021

Kathryn Karford, VP Marketing and Research Services



“An educational environment that encourages a strong commitment to high academic standards that sustain and advances excellence in learning and encourages **challenging, innovative**, and varied programs, teaching methods, and delivery systems; **enhances student intellectual and social development** to the fullest extent possible; and stresses the attitudes, behaviors, responsibilities, and skills required for effective learning and citizenship in a multicultural democracy.”

Kansas City Kansas Community College values include:

- Commitment to Racial Equity
- Excellence in learning
- Challenging and Innovative programs
- Effective learning and citizenship



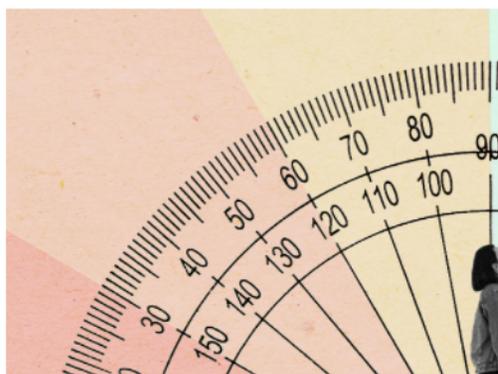
<https://www.kckcc.edu/about/mission-vision-purpose.html>

Organizational Culture

How to Measure Inclusion in the Workplace

by Lauren Romansky, Mia Garrod, Katie Brown, and Kartik Deo

May 27, 2021



Gartner set out to address this challenge by building a model of inclusion based on qualitative interviews with more than 30 **DEI executives** and an extensive review of the academic literature and existing indices.

This research identified seven key dimensions of inclusion: **fair treatment, integrating differences, decision-making, psychological safety, trust, belonging, and diversity.**

Fifty-two percent of the 722 invited responded to the survey, N=372

Low margin of error
+/-3.5% at .95 confidence level

77% were full time employees, similar to 2018 ratio but a greater response than in 2018 (N=230)
And a few more faculty this time (44% vs. 36%)

Reporting back and publishing employee lead improvements should maintain participation



CESS Results Agenda

1. Overview of the CESS
2. Workplace Strengths
3. Priorities for Improvement
4. Views on Goals and Planning
5. Mining Employee Suggestions; Planning Next Steps



Overview of the CESS



Four Areas

Campus Culture and Policies

Work Environment

Institutional Goals

Involvement in Planning

The CESS like other RNL instruments uses three scores for prioritizing findings on a 5 point scale:



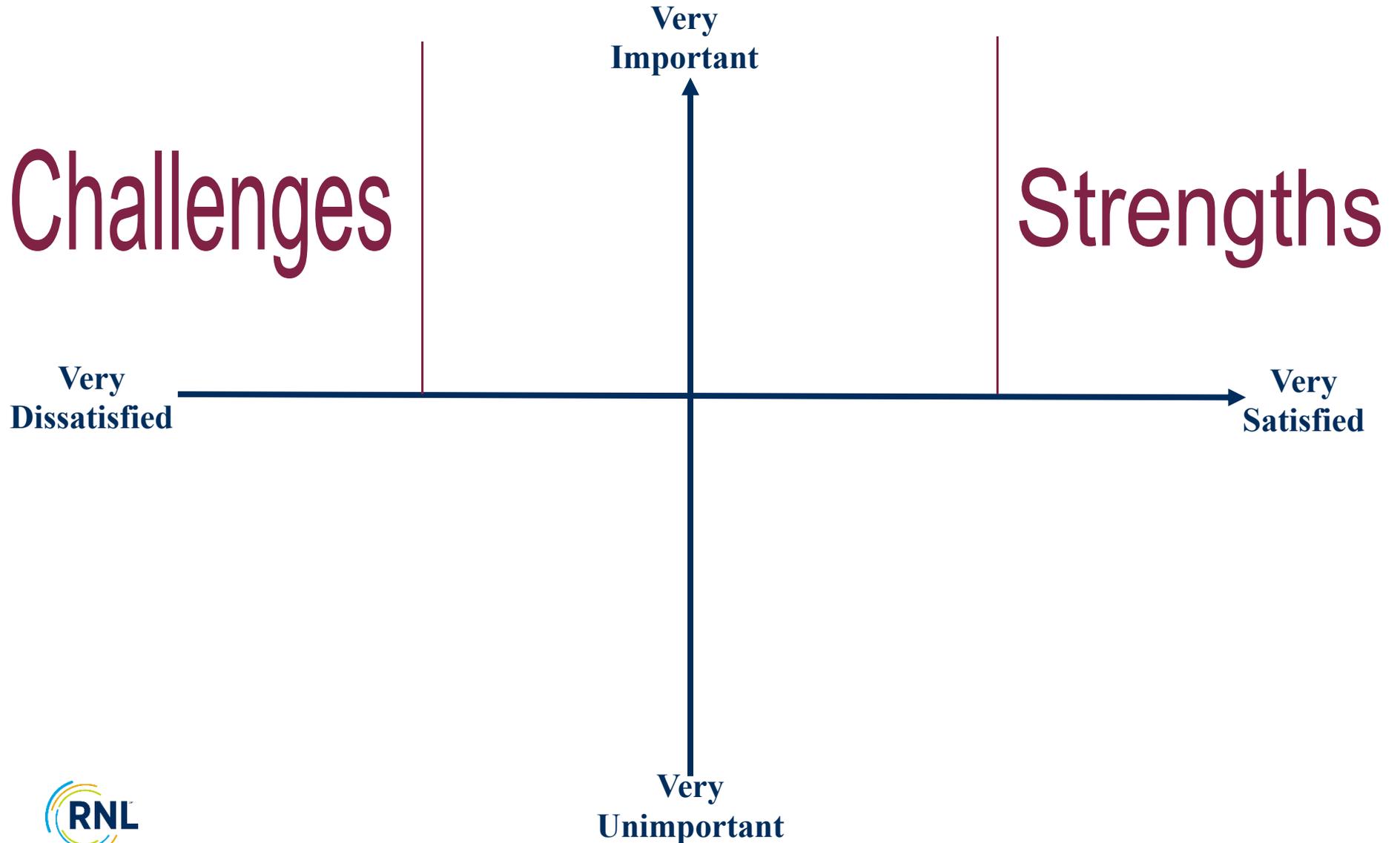
Importance

Satisfaction

Gap

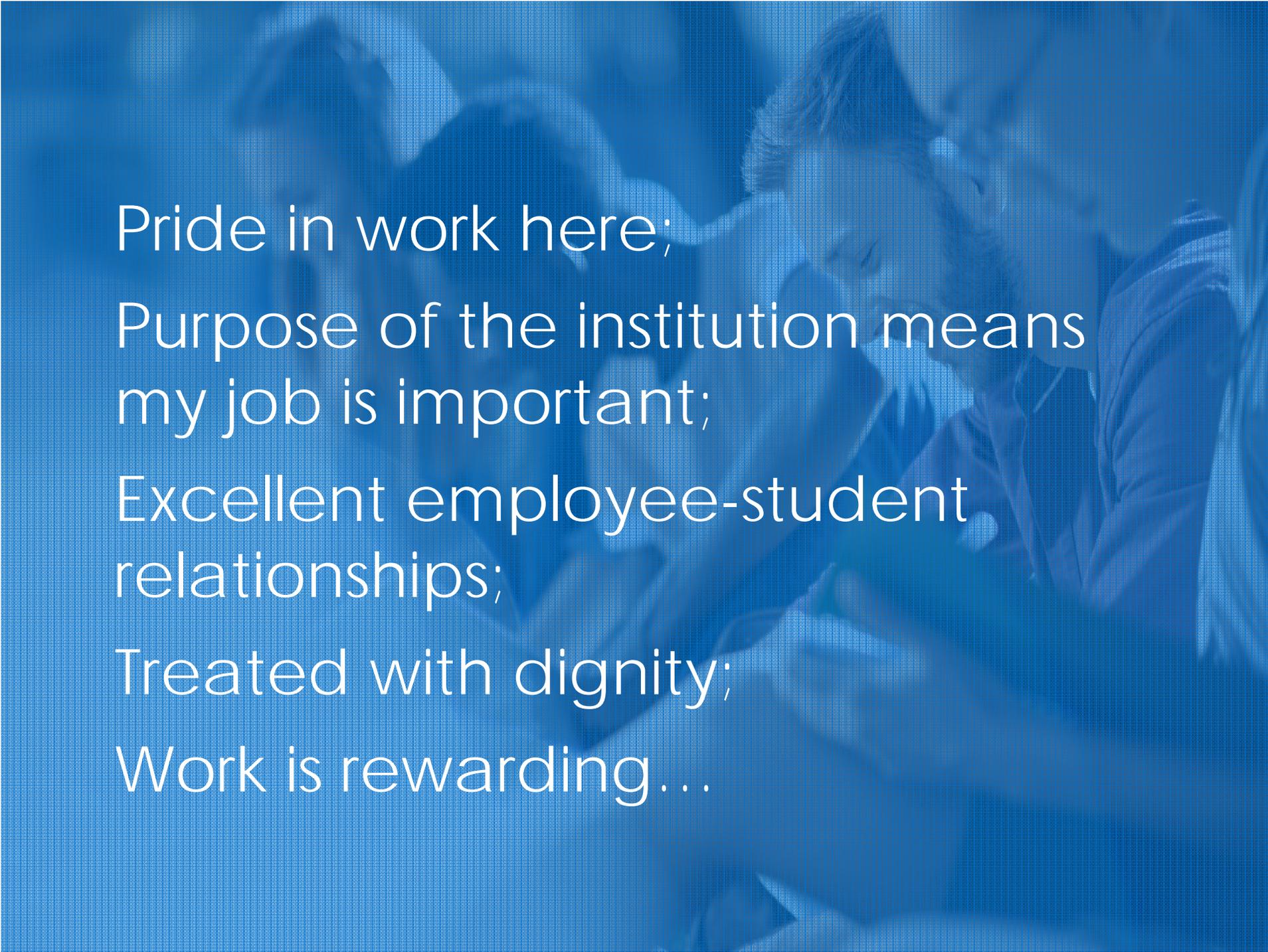
$$\text{IMP-SAT=GAP}$$

Plotting Strengths and Challenges





Workplace Strengths



Pride in work here;
Purpose of the institution means
my job is important;
Excellent employee-student
relationships;
Treated with dignity;
Work is rewarding...

Campus Culture:

All take pride in work; purpose; excellent student relationships; support mission; meets student needs

Considered the top half in importance (4.45 +); and top quartile in Satisfaction (3.45+) in order of SAT

Section 1: Campus Culture and Policies

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	2021			2018			IMP Sign diff	SAT Sign diff
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP		
Staff take pride in their work	4.62	3.71	0.91	4.57	3.56	1.01	NS	NS
Faculty take pride in their work	4.61	3.66	0.95	4.56	3.49	1.07	NS	*
I am proud to be a part of this institution	4.55	3.60	0.95	4.63	3.67	0.96	NS	NS
Administrators take pride in their work	4.52	3.53	0.99	4.54	3.39	1.15	NS	NS
The purpose of this institution makes me feel my job is important	4.45	3.52	0.93	4.52	3.67	0.85	NS	NS
This institution promotes excellent employee-student relationships	4.59	3.48	1.11	4.59	3.40	1.19	NS	NS
Most employees are generally supportive of the mission, purpose, and values of this institution	4.34	3.46	0.88	4.37	3.25	1.12	NS	**
This institution does a good job of meeting the needs of students	4.67	3.45	1.22	4.59	3.30	1.29	NS	NS

Comparison to 2018 Satisfaction; significantly higher in faculty pride and supportive of mission



Work Environment: treated with dignity; work rewarding; respect from colleagues; balance

4.54 or + in Importance; 3.75 or + in Satisfaction

Section 4: Work environment								
RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	2021			2018			IMP Sign Diff	SAT Sign diff
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP		
My supervisor treats me with respect and dignity	4.69	4.07	0.62	4.69	3.93	0.76	NS	NS
The type of work I do on most days is personally rewarding	4.61	4.03	0.58	4.51	4.00	0.51	NS	NS
I feel respect from my colleagues	4.48	3.87	0.61	4.47	3.83	0.64	NS	NS
I am able to maintain balance between work and my personal life	4.59	3.82	0.77	4.57	3.85	0.72	NS	NS
My supervisor cares about my professional development needs and career progress	4.51	3.79	0.72	4.47	3.65	0.82	NS	NS
The work I do is appreciated by my supervisor	4.49	3.77	0.72	4.47	3.69	0.78	NS	NS
My supervisor pays attention to what I have to say	4.66	3.75	0.91	4.66	3.69	0.97	NS	NS
The work I do is valuable to the institution	4.55	3.75	0.80	4.56	3.87	0.69	NS	NS



2021 Overall Satisfaction (5 point scale)

Employee overall satisfaction at Kansas City Kansas Community College is similar to 2018

Overall satisfaction	2021	2018	Sig Test
Rate your overall satisfaction with your employment here so far...	3.60	3.62	NS





Priorities for Improvement



For most items SAT is below national 2 year comparison;
BUT we have made significant progress in important areas since 2018

Campus Culture: communication*; orientation*; teamwork*; shared information... **significant improvement* since 2018 (keep momentum going)**

4.45 or + in Importance; 2.89 or- in Satisfaction; OR Gap of 1.54 or +; in order of Largest Gap

Section 1: Campus Culture and Policies

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	2021			2018			IMP Sign diff	SAT Sign diff
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP		
There are effective lines of communication between departments	4.46	2.54	1.92	4.50	2.21	2.29	NS	**
There is good communication between staff and the administration at this institution	4.45	2.72	1.73	4.45	2.55	1.90	NS	NS
This institution consistently follows clear processes for orienting and training new employees	4.41	2.72	1.69	4.54	2.40	2.14	NS	**
There is a spirit of teamwork and cooperation at this institution	4.47	2.85	1.62	4.51	2.60	1.91	NS	*
Administrators share information regularly with faculty and staff	4.48	2.90	1.58	4.53	2.70	1.83	NS	NS
This institution consistently follows clear processes for selecting new employees	4.38	2.82	1.56	4.49	2.51	1.98	NS	**
This institution does a good job of meeting the needs of staff	4.47	2.91	1.56	4.41	2.60	1.81	NS	**
The reputation of this institution continues to improve	4.47	2.93	1.54	4.57	2.74	1.83	NS	NS



Work environment: staffing; getting information*; paid fairly*; advancement; budget; benefits*; empowered to resolve problems* **significant improvement* since 2018 (keep momentum going)**

4.54 or + in Importance; 3.40 or- in Satisfaction; OR Gap of 1.13 or +; in order of Gap

Section 4: Work environment								
RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	2021			2018			IMP Sign Diff	SAT Sign diff
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP		
My department has the staff needed to do its job well	4.59	2.90	1.69	4.58	2.98	1.60	NS	NS
It is easy for me to get information at this institution	4.50	2.94	1.56	4.53	2.70	1.83	NS	*
I am paid fairly for the work I do	4.62	3.08	1.54	4.64	2.69	1.95	NS	***
I have adequate opportunities for advancement	4.29	2.90	1.39	4.31	2.70	1.61	NS	NS
My department has the budget needed to do its job well	4.51	3.26	1.25	4.50	3.11	1.39	NS	NS
The employee benefits available to me are valuable	4.60	3.41	1.19	4.62	2.95	1.67	NS	***
I am empowered to resolve problems quickly	4.40	3.27	1.13	4.38	3.05	1.33	NS	*





What is working? How can we further improve?

Communication between divisions and from administration

Orientation and Training

Teamwork

Staff numbers

Information

Paid fairly; Advancement opportunities

STAFF SEGMENT Largest Gaps

CAMPUS CULTURE Gaps 1.66+

- **There are effective lines of communication between departments**
- **There is good communication between staff and the administration at this institution**
- **There is a spirit of teamwork and cooperation at this institution**
- **This institution consistently follows clear processes for orienting and training new employees**
- **This institution does a good job of meeting the needs of staff**
- **This institution consistently follows clear processes for selecting new employees**
- **Administrators share information regularly with faculty and staff**
- **This institution involves its employees in planning for the future**

WORK ENVIRONMENT Gaps (1.15+)

- **My department has the staff needed to do its job well**
- **I am paid fairly for the work I do**
- **I have adequate opportunities for advancement**
- **It is easy for me to get information at this institution**
- **I don't feel anxious about the future of our organization**
- **My department has the budget needed to do its job well**
- **The employee benefits available to me are valuable**
- **I have the information I need to do my job well**
- **I have adequate opportunities for training to improve my skills**



FACULTY SEGMENT Largest Gaps

CAMPUS CULTURE Gaps 1.45+

- There are effective lines of communication between departments
- There is good communication between the faculty and the administration at this institution
- This institution does a good job of meeting the needs of its faculty
- This institution consistently follows clear processes for orienting and training new employees
- The reputation of this institution continues to improve
- Administrators share information regularly with faculty and staff
- This institution consistently follows clear processes for selecting new employees

WORK ENVIRONMENT Gaps (1.13+)

- It is easy for me to get information at this institution
- I don't feel anxious about the future of our organization
- My department has the staff needed to do its job well
- My department has the budget needed to do its job well
- I am paid fairly for the work I do
- The employee benefits available to me are valuable
- I am empowered to resolve problems quickly
- My job responsibilities are communicated clearly to me





Views on Goals and Planning

Important goals: retain; morale; enroll new; improve existing programs

**Significantly higher than national on enrollment; new markets; diversity; quality of existing programs; appearance; morale*

Section 2: Institutional Goals

RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Kansas City Kansas CC Mean	National 2 YR Comparison group Mean	Sign diff
Increase the enrollment of new students	4.69	4.53	***
Retain more of its current students to graduation	4.72	4.72	NS
Improve the academic ability of entering student classes	4.37	4.35	NS
Recruit students from new geographic markets	4.00	3.79	***
Increase the diversity of racial and ethnic groups represented among the student body	4.01	3.80	***
Develop new academic programs	3.98	3.89	NS
Improve the quality of existing academic programs	4.60	4.53	*
Improve the appearance of campus buildings and grounds	4.07	3.81	***
Improve employee morale	4.70	4.58	**



Important goals vs 2018: similar priorities but some are less important

**Significantly LESS: employee morale; efficiency of campus departments; new academic programs*

Section 2: Institutional Goals

RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	2021 Mean	2018 Mean	Sign diff
Increase the enrollment of new students	4.69	4.63	NS
Retain more of its current students to graduation	4.72	4.73	NS
Improve the academic ability of entering student classes	4.37	4.45	NS
Recruit students from new geographic markets	4.00	4.04	NS
Increase the diversity of racial and ethnic groups represented among the student body	4.01	3.88	NS
Develop new academic programs	3.98	4.15	*
Improve the quality of existing academic programs	4.60	4.63	NS
Improve the appearance of campus buildings and grounds	4.07	4.18	NS
Improve employee morale	4.70	4.81	*
Improve processes that will increase the efficiency and effectiveness of campus departments and the college as a whole	4.51	4.69	**
Some other goal	3.33	3.38	NS



Planning involvement is very similar 2021 vs 2018: significant gains for alumni, less for trustees

“3” is just right

Section 3: Involvement in planning and decision-making

RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	2021 Mean	2018 Mean	Sign diff
How involved are: Faculty	2.77	2.94	NS
How involved are: Staff	2.24	2.16	NS
How involved are: Deans or directors of administrative units	3.41	3.46	NS
How involved are: Deans or chairs of academic units	3.44	3.48	NS
How involved are: Senior administrators (VP, Provost level or above)	3.96	3.82	NS
How involved are: Students	2.23	2.28	NS
How involved are: Trustees	3.32	3.72	***
How involved are: Alumni	2.46	2.28	*

Faculty mean on Faculty 2.16; on Staff 2.37





Discussion
Mining Employee
Suggestions
Next Steps



What is working? How can we further improve?

Communication between divisions and from administration

Orientation and Training

Teamwork

Staff numbers

Information

Paid fairly; Advancement opportunities

Discussion

- **2021 Priorities for Improvement**

- Communication between divisions and from administration
- Orientation and Training
- Teamwork
- Staff numbers
- Information
- Paid fairly; Advancement opportunities
- **Are there other priorities upon review?**

- **Initiatives we have worked on the 18-24 months**

- What did we work on?
- How are we tracking?
- Who was included?
- How are we communicating progress? (especially those suggestions from rank and file employees used)



A blue-tinted photograph of a group of people in a meeting, with text overlaid. The text is white and reads: "Gather, Acknowledge and Train others on Best Practices— re: communication, onboarding..."

Gather, Acknowledge
and Train others on
Best Practices—
re: communication,
onboarding...

Processing suggestions and next steps

1. Decide on a few priorities from the quantitative data; best to just pick just 2-3
2. Re-read through the comments in light of those priorities
3. Using those suggestions and others gathered on these priorities (focus group or lunch brainstorming) divide into “just do it” short term/low cost and longer term/larger resources
4. Prioritize longer resource suggestions, create diverse committees; allocate resources/develop a budget
5. **Report plans; report progress, ask how we are doing**
6. Thank employees for doing their part and engaging



Example, here is how you might sort some of the suggestions from Open Ends

Quick/low cost or Urgent

- Work from home consistency
- Improve inter-campus communication
- Promoting from within
- Employee engagement activities
- Directory of who does what (perhaps a quick where to find X “cheat sheet”)

Time and/or \$\$ required

- Onboarding process
- Perhaps conduct a salary study/publish it
- Hiring process confusing

Thank you

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Appendix Demographics

Section 5: Demographics

<i>How long have you worked at this institution?</i>	2021 Count	2021 Percent	2018 Count	2018 Percent
Less than 1 year	33	9.2%	18	8.1%
1 to 5 years	106	29.5%	87	39.2%
6 to 10 years	87	24.2%	43	19.4%
11 to 20 years	85	23.7%	49	22.1%
More than 20 years	48	13.4%	25	11.3%
All responses	359	100.0%	222	100.0%

<i>Is your position:</i>	2021 Count	2021 Percent	2018 Count	2018 Percent
Faculty	155	43.9%	80	36.0%
Staff	189	53.5%	136	61.3%
Administrator	9	2.5%	6	2.7%
All responses	353	100.0%	222	100.0%

<i>Is your position:</i>	2021 Count	2021 Percent	2018 Count	2018 Percent
Full-time	277	76.9%	172	78.5%
Part-time	83	23.1%	47	21.5%
All responses	360	100.0%	219	100.0%

<i>Please provide your gender</i>	2021 Count	2021 Percent	2018 Count	2018 Percent
Male	122	34.1%	85	39.0%
Female	183	51.1%	133	61.0%
Non-binary	1	0.3%	0	0.0%
I don't wish to answer	50	14.0%	0	0.0%
Other	2	0.6%	0	0.0%
All responses	358	100.0%	218	100.0%