2011 Survey of Employee Engagement
Texas A&M University-Corpus Christi

Prepared by the Office of Planning & Institutional Research
The Higher Education Survey of Employee Engagement is conducted every two years at Texas A&M University-Corpus Christi. All full time, benefits eligible staff are invited to complete the online survey.

This report is organized into the following sections:

Section I: Demographics

Section II: Survey Design and Key Findings

Section III: Breakout Data by Dimension/Construct & Employment Category/Work Group

Section IV: Local Items
Demographics
2011 Survey of Employee Engagement

712 Full-time, benefits eligible employees with valid e-mail addresses

Number of Respondents, by Year

- 2011: 300
- 2009: 281

Respondents
2011 Survey of Employee Engagement

Response Rates

Response Rates, by Year

- 2011: 42%
- 2009: 38%
2011 Survey of Employee Engagement

Frequency of Responses, by Employment Category

- Exec/Admin - Executive, Administrative, Managerial
- Professional - Academic, student, or institutional support work requiring either college graduation or advanced experience
- Secretarial/Clerical - Associate with clerical activities or are specifically of a secretarial nature
- Technical - Technical, Paraprofessional to include specialized field positions
- Service - Non specialized maintenance/security
- Skilled Trades - Special manual skills often acquired through apprenticeships or other formal training (Not included - Less than 5 in this category in both 2009 and 2011)

*There were <5 respondents for the Skilled Trades in 2009 or 2011. No breakout data given.
## 2011 Survey of Employee Engagement

### Frequency of Responses, by Work Group

<table>
<thead>
<tr>
<th>Work Group</th>
<th>2011</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>STIA</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Exec</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>Enroll Serv</td>
<td>29</td>
<td>29</td>
</tr>
<tr>
<td>Dean-Stds</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>Ins Adv</td>
<td>7</td>
<td>7</td>
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<tr>
<td>Core</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>Library</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>College LA</td>
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<td>10</td>
</tr>
<tr>
<td>College ED</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>College BU</td>
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<tr>
<td>College NHS</td>
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<tr>
<td>College SE</td>
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<tr>
<td>SE Centers</td>
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<td>Outreach</td>
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<td>IT</td>
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<tr>
<td>Fiscal</td>
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<td>14</td>
</tr>
<tr>
<td>Univ Svcs</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>FS-Support</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Police</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Athletics</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>HR/EEO</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>FS-Grounds</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

*There were <5 respondents for the College of Nursing & Health Sciences in 2009. No breakout data given.*

- Art Museum of South Texas
- Executive Administration
- Enrollment Services
- Dean of Students
- Institutional Advancement
- Core/TLC/Title V
- Library
- College of Liberal Arts
- College of Education
- College of Business
- College of Nursing & Health Sciences
- College of Science & Engineering
- College of Science & Engineering (Institutes)
- Community Outreach
- Information Technology
- Fiscal Affairs/Accounting/Bursar/Purchasing
- University Services
- Facilities Services/FS Support
- University Police
- Athletic Department
- Human Resources/EEO
Survey Design & Key Findings
Surveys Overview

- The survey is administered throughout the State of Texas by the Institute for Organizational Excellence at the University of Texas-Austin.
- TAMU-CC full-time benefits eligible staff members received an individual link to participate in the survey via email. Reminders were posted on Campus Announcements and through campus mail. The survey was completed online from October 17th – November 4th, 2011.
- The questions included on the survey are related to workplace satisfaction and employee engagement, including pay, training, communication, and information sharing.
- TAMU-CC had the opportunity to provide 20 locally developed survey items, which are chosen by the Staff Advisory Council.
The score reporting system is as follows:

400-500: Superior performance; demonstrates substantial strength and excelled performance

351-399: Above average performance; demonstrates advanced abilities or strength

300-350: Average/acceptable performance; demonstrates adequate level of strength

200-299: Strong area of concern; scoring reflects negative performance perceptions by employees
Employee responses are grouped into the following five dimensions:

Response Dimensions

- Personal Demands
- Organizational Features
- Information
- Work Group Perceptions
- Accommodations
# 2011 Survey of Employee Engagement

## Key Findings: TAMU-CC Top 5 Constructs

<table>
<thead>
<tr>
<th>Construct</th>
<th>TAMU-CC Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic</td>
<td>405</td>
</tr>
<tr>
<td>Supervision</td>
<td>396</td>
</tr>
<tr>
<td>Employee Engagement</td>
<td>396</td>
</tr>
<tr>
<td>Physical Environment</td>
<td>394</td>
</tr>
<tr>
<td>Quality</td>
<td>391</td>
</tr>
</tbody>
</table>

- **400-500**: Superior performance
- **351-399**: Above average performance
- **300-350**: Average/acceptable performance
- **200-299**: Strong area of concern
## Key Findings: TAMU-CC Bottom 5 Constructs

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<tr>
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</thead>
<tbody>
<tr>
<td>Fair Pay</td>
<td>231</td>
</tr>
<tr>
<td>Management</td>
<td>347</td>
</tr>
<tr>
<td>Feedback</td>
<td>349</td>
</tr>
<tr>
<td>Fairness</td>
<td>353</td>
</tr>
<tr>
<td>Internal Communication</td>
<td>357</td>
</tr>
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Breakout Data by Dimension/Construct & Employment Category/Work Group
### Dimension: Work Group Perceptions

This dimension relates to the immediate work environment of the employee. It involves interactions with peers, supervisors, and all of the persons involved in employee’s day-to-day work activity.

<table>
<thead>
<tr>
<th>TAMU-CC Score</th>
<th>Supervision</th>
<th>Team Effectiveness</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>396</td>
<td>386</td>
<td>391</td>
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Transfer Agreement:

Employee insight into the nature of supervisory relationships, including the quality of communication, leadership and fairness.
2011 Survey of Employee Engagement

Supervision, by Employment Category

Exec/Admin - Executive, Administrative, Managerial

Professional - Academic, student, or institutional support work requiring either college graduation or advanced experience

Secretarial/Clerical - Associate with clerical activities or are specifically of a secretarial nature

Technical - Technical, Paraprofessional to include specialized field positions

Service - Non specialized maintenance/security

Skilled Trades - Special manual skills often acquired through apprenticeships or other formal training (Not included - Less than 5 in this category in both 2009 and 2011)
2011 Survey of Employee Engagement

Supervision, by Work Group

- Art Museum of South Texas
- Executive Administration
- Enrollment Services
- Dean of Students
- Institutional Advancement
- Core/TLC/TitleV
- Library
- College of Liberal Arts
- College of Education
- College of Business
- College of Nursing & Health Sciences
- College of Science & Engineering
- College of Science & Engineering (Institutes)
- Community Outreach
- Information Technology
- Fiscal Affairs/Accounting/Bursar/Purchasing
- University Services
- Facilities Services/FS Support
- University Police
- Athletic Department
- Human Resources/EEO
- Facilities Services/Grounds
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Team Effectiveness

Employee perception of the effectiveness of their work group and the extent to which the organizational environment supports teamwork among employees.
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Team Effectiveness, by Employment Category

- Executive, Administrative, Managerial
- Academic, student, or institutional support work requiring either college graduation or advanced experience
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Quality

Employee perceptions of the degree to which quality principles, such as customer service and continuous improvement, are part of the institutional culture.
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Quality, by Employment Category

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Dimension: Accommodations

The physical work setting and factors associated with compensation, benefits, work technology, and tools – the TBP- “Total Benefits Package” provided by the institution.

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<tbody>
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<td>231</td>
</tr>
<tr>
<td>Physical Environment</td>
<td>391</td>
</tr>
<tr>
<td>Benefits</td>
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Pay

Employee perceptions of the competitiveness of the total compensation package, and how well it compares to similar jobs elsewhere in the community.

- **TAMU-CC 2011** Overall rating for TAMU-CC campus in 2011
- **TAMU-CC 2009** Overall rating for TAMU-CC campus in 2009
- **Statewide** Overall rating for all participating state entities (agencies, institutions) in 2011
- **Similar Size** Overall rating for participating agencies with 301 to 1000 staff members/employees in 2011
- **Higher Ed** Overall rating for universities, colleges, institutes, and other agencies involved with students, teachers, and administrators in the area of learning in 2011
2011 Survey of Employee Engagement

Fair Pay, by Employment Category

- Exec/Admin - Executive, Administrative, Managerial
- Professional - Academic, student, or institutional support work requiring either college graduation or advanced experience
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Fair Pay, by Work Group

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2011 Survey of Employee Engagement

Benefits

Indication of the role that the employment benefit package plays in attracting and retaining employees.

- TAMU-CC 2011: Overall rating for TAMU-CC campus in 2011
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Benefits, by Employment Category

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Benefits, by Work Group
Physical Environment

Degree to which employees believe that a safe and pleasant working environment exists.

TAMU-CC 2011
Overall rating for TAMU-CC campus in 2011

TAMU-CC 2009
Overall rating for TAMU-CC campus in 2009

Statewide
Overall rating for all participating state entities (agencies, institutions) in 2011

Similar Size
Overall rating for participating agencies with 301 to 1000 staff members/employees in 2011

Higher Ed
Overall rating for universities, colleges, institutes, and other agencies involved with students, teachers, and administrators in the area of learning in 2011
Adequacy of Physical Environment, by Employment Category

- **Exec/Admin** - Executive, Administrative, Managerial
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**Dimension: Organization**

Addresses the organization’s strategic orientation and ability to leverage a diverse workforce towards fulfilling the organization’s mission. It is an internal evaluation of the organization’s ability to assess changes in the environment and make needed adjustments.

<table>
<thead>
<tr>
<th>TAMU-CC Score</th>
<th>Strategic Orientation</th>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>405</td>
<td>373</td>
<td></td>
</tr>
</tbody>
</table>

- **400-500** Superior performance
- **351-399** Above average performance
- **300-350** Average/acceptable performance
- **200-299** Strong area of concern
2011 Survey of Employee Engagement

Strategic Orientation

Employee perceptions about how the organization responds to external influences and an assessment of the institution’s ability to seek out and work with external entities.
2011 Survey of Employee Engagement

Strategic Orientation, by Employment Category

- Exec/Admin - Executive, Administrative, Managerial
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Strategic Orientation, by Work Group

2011 Mean

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- Athletic Department
- Human Resources/EEO
- Facilities Services/Grounds

2011

2009
Diversity

The extent to which employees feel that individual differences, including ethnicity or lifestyle, may result in alienation and/or missed opportunities for learning or advancement.
Diversity, by Employment Category

- **Exec/Admin** - Executive, Administrative, Managerial
- **Professional** - Academic, student, or institutional support work requiring either college graduation or advanced experience
- **Secretarial/Clerical** - Associate with clerical activities or are specifically of a secretarial nature
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Diversity, by Work Group

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## Dimension: Information

How consistent and structured communication flow is, both within the institution and to outside groups. It also examines the degree to which information systems and technology are efficient and effective.

<table>
<thead>
<tr>
<th>Information Systems</th>
<th>TAMU-CC Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Internal Communication</th>
<th>TAMU-CC Score</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>External Communication</th>
<th>TAMU-CC Score</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>376</td>
</tr>
</tbody>
</table>

### TAMU-CC Score

- **400-500**: Superior performance
- **351-399**: Above average performance
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Information Systems

Whether computer and communication systems utilized by employees enhances the ability to get the job done by providing accessible, accurate and clear information.
2011 Survey of Employee Engagement

Information Systems, by Employment Category

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Internal Communication

The extent to which employees view information exchanges as open and productive. Also, the extent to which computerized information is efficiently exchanged across the entire institution.
2011 Survey of Employee Engagement

Internal Communication, by Employment Category

- **Exec/Admin** - Executive, Administrative, Managerial
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Internal Communication, by Work Group
External Communication

How information flows in and out of the organization. The ability of the institution to synthesize and apply external communication to work performed by the institution.
2011 Survey of Employee Engagement

External Communication, by Employment Category

Exec/Admin - Executive, Administrative, Managerial

Professional - Academic, student, or institutional support work requiring either college graduation or advanced experience

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**Dimension: Personal Demands**

Level of overall job satisfaction and elements of actively engaging employees in the workplace. Personal and career development assessed as to their ability to improve performance.

<table>
<thead>
<tr>
<th>TAMU-CC Score</th>
<th>Employee Engagement</th>
<th>Employee Development</th>
<th>Job Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>396</td>
<td></td>
<td></td>
<td></td>
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<tr>
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Employee Engagement

Sense of trust and the level of employees’ participation in carrying out their work responsibilities towards delivering high quality work.
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Employee Engagement, by Employment Category

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2011 Mean

![Bar Chart showing employee engagement by work group for 2011 and 2011 Mean]
2011 Survey of Employee Engagement

Employee Development

Perception of the priority given to the career and development of employees by the organization.

<table>
<thead>
<tr>
<th>TAMU-CC 2011</th>
<th>TAMU-CC 2009</th>
<th>Statewide</th>
<th>Similar Size</th>
<th>Higher Ed</th>
</tr>
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<tbody>
<tr>
<td>390</td>
<td>392</td>
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TAMU-CC 2009
Overall rating for TAMU-CC campus in 2009.

Statewide
Overall rating for all participating state entities (agencies, institutions) in 2011.

Similar Size
Overall rating for participating agencies with 301 to 1000 staff members/employees in 2011.

Higher Ed
Overall rating for universities, colleges, institutes, and other agencies involved with students, teachers, and administrators in the area of learning in 2011.
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<th>2011</th>
<th>2009</th>
<th>2011 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exec/Admin</td>
<td>415</td>
<td>416</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>387</td>
<td>390</td>
<td></td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>400</td>
<td>399</td>
<td></td>
</tr>
<tr>
<td>Technical</td>
<td>360</td>
<td>390</td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td>351</td>
<td>329</td>
<td></td>
</tr>
</tbody>
</table>

(Not included - Less than 5 in this category in both 2009 and 2011)
2011 Survey of Employee Engagement

Employee Development, by Work Group

- Art Museum of South Texas
- Executive Administration
- Enrollment Services
- Dean of Students
- Institutional Advancement
- Core/TLC/TitleV
- Library
- College of Liberal Arts
- College of Education
- College of Business
- College of Nursing & Health Sciences
- College of Science & Engineering
- College of Science & Engineering (Institutes)
- Community Outreach
- Information Technology
- Fiscal Affairs/Accounting/ Bursar/Purchasing
- University Services
- Facilities Services/FS Support
- University Police
- Athletic Department
- Human Resources/EEO
- Facilities Services/Grounds
Job Satisfaction

Employee satisfaction with the overall work situation, especially the availability of time and resources to perform jobs effectively.
2011 Survey of Employee Engagement

Job Satisfaction, by Employment Category

- Exec/Admin - Executive, Administrative, Managerial
- Professional - Academic, student, or institutional support work requiring either college graduation or advanced experience
- Secretarial/Clerical - Associate with clerical activities or are specifically of a secretarial nature
- Technical - Technical, Paraprofessional to include specialized field positions
- Service - Non specialized maintenance/security
- Skilled Trades - Special manual skills often acquired through apprenticeships or other formal training (Not included - Less than 5 in this category in both 2009 and 2011)
2011 Survey of Employee Engagement

Job Satisfaction, by Work Group

2011 Mean

- Art Museum of South Texas
- Executive Administration
- Enrollment Services
- Dean of Students
- Institutional Advancement
- Core/TLC/Title V
- Library
- College of Liberal Arts
- College of Education
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- College of Nursing & Health Sciences
- College of Science & Engineering
- College of Science & Engineering (Institutes)
- Community Outreach
- Information Technology
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- University Services
- Facilities Services/FS Support
- University Police
- Athletic Department
- Human Resources/EEO
- Facilities Services/Grounds
**Dimension: Climate Items**

*Institutional Climate Areas (New indexes in 2011)*

The climate in which employees work to a large extent determines the efficiency and effectiveness of an organization. It is a combination of a safe, non-harassing, and ethical abiding employees who treat each other with fairness and respect in an organization with pro-active management and thoughtful decision making capabilities.

<table>
<thead>
<tr>
<th>TAMU-CC Score</th>
<th>Atmosphere</th>
<th>Ethics</th>
<th>Fairness</th>
<th>Feedback</th>
<th>Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>399</td>
<td>390</td>
<td>353</td>
<td>349</td>
<td>347</td>
<td>399-499</td>
</tr>
</tbody>
</table>

- **400-500**: Superior performance
- **351-399**: Above average performance
- **300-350**: Average/acceptable performance
- **200-299**: Strong area of concern
Atmosphere

The aspect of climate and positive Atmosphere of an organization must be free of harassment in order to establish a community of reciprocity.
2011 Survey of Employee Engagement

Atmosphere, by Employment Category

- **Exec/Admin**: Executive, Administrative, Managerial
- **Professional**: Academic, student, or institutional support work requiring either college graduation or advanced experience
- **Secretarial/Clerical**: Associate with clerical activities or are specifically of a secretarial nature
- **Technical**: Technical, Paraprofessional to include specialized field positions
- **Service**: Non specialized maintenance/security
- **Skilled Trades**: Special manual skills often acquired through apprenticeships or other formal training (Not included - Less than 5 in this category in both 2009 and 2011)
Ethics

An Ethical climate is a foundation of building trust within an organization where not only are employees ethical in their behavior, but that ethical violations are appropriately handled.
2011 Survey of Employee Engagement

Ethics, by Employment Category

Executive, Administrative, Managerial
Professional - Academic, student, or institutional support work requiring either college graduation or advanced experience
Secretarial/Clerical - Associate with clerical activities or are specifically of a secretarial nature
Technical - Technical, Paraprofessional to include specialized field positions
Service - Non specialized maintenance/security
Skilled Trades - Special manual skills often acquired through apprenticeships or other formal training (Not included - Less than 5 in this category in both 2009 and 2011)
2011 Survey of Employee Engagement

Ethics, by Work Group

- Art Museum of South Texas
- Executive Administration
- Enrollment Services
- Dean of Students
- Institutional Advancement
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  - Library
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- University Police
- Athletic Department
- Human Resources/EEO
- Facilities Services/Grounds
Fairness measures the extent to which employees believe that equal and fair opportunity exists for all members of the organization.
2011 Survey of Employee Engagement

Fairness, by Employment Category

<table>
<thead>
<tr>
<th>Employment Category</th>
<th>2011</th>
<th>2011 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exec/Admin</td>
<td>379</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>353</td>
<td></td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>358</td>
<td></td>
</tr>
<tr>
<td>Technical</td>
<td>356</td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td>267</td>
<td></td>
</tr>
</tbody>
</table>

**Exec/Admin** - Executive, Administrative, Managerial

**Professional** - Academic, student, or institutional support work requiring either college graduation or advanced experience

**Secretarial/Clerical** - Associate with clerical activities or are specifically of a secretarial nature

**Technical** - Technical, Paraprofessional to include specialized field positions

**Service** - Non specialized maintenance/security

**Skilled Trades** - Special manual skills often acquired through apprenticeships or other formal training (Not included - Less than 5 in this category in both 2009 and 2011)
2011 Survey of Employee Engagement

Fairness, by Work Group

<table>
<thead>
<tr>
<th>Work Group</th>
<th>2011 Mean</th>
<th>2011</th>
<th>2011 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>STIA</td>
<td>382</td>
<td>384</td>
<td>390</td>
</tr>
<tr>
<td>Exec</td>
<td>333</td>
<td>332</td>
<td>320</td>
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<tr>
<td>Enroll Serv</td>
<td>395</td>
<td>375</td>
<td>355</td>
</tr>
<tr>
<td>Dean-Stdnts</td>
<td>320</td>
<td>321</td>
<td>320</td>
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<tr>
<td>Ins Adv</td>
<td>390</td>
<td>345</td>
<td>345</td>
</tr>
<tr>
<td>Core</td>
<td>373</td>
<td>375</td>
<td>375</td>
</tr>
<tr>
<td>Library</td>
<td>390</td>
<td>289</td>
<td>289</td>
</tr>
<tr>
<td>College L.A.</td>
<td>293</td>
<td>292</td>
<td>292</td>
</tr>
<tr>
<td>College ED</td>
<td>345</td>
<td>345</td>
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</tr>
<tr>
<td>College BU</td>
<td>303</td>
<td>303</td>
<td>303</td>
</tr>
<tr>
<td>College NHS</td>
<td>303</td>
<td>303</td>
<td>303</td>
</tr>
<tr>
<td>College SE</td>
<td>360</td>
<td>360</td>
<td>360</td>
</tr>
<tr>
<td>SI Centers</td>
<td>373</td>
<td>373</td>
<td>373</td>
</tr>
<tr>
<td>Outreach</td>
<td>390</td>
<td>390</td>
<td>390</td>
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<tr>
<td>IT</td>
<td>375</td>
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<tr>
<td>Fiscal</td>
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<td>345</td>
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<tr>
<td>Univ Svcs</td>
<td>292</td>
<td>292</td>
<td>292</td>
</tr>
<tr>
<td>FS-Support</td>
<td>289</td>
<td>289</td>
<td>289</td>
</tr>
<tr>
<td>Police</td>
<td>345</td>
<td>345</td>
<td>345</td>
</tr>
<tr>
<td>Athletics</td>
<td>375</td>
<td>375</td>
<td>375</td>
</tr>
<tr>
<td>HR/EEO</td>
<td>375</td>
<td>375</td>
<td>375</td>
</tr>
<tr>
<td>FS-Grounds</td>
<td>243</td>
<td>243</td>
<td>243</td>
</tr>
</tbody>
</table>

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- Human Resources/EEO
- Facilities Services/Grounds
Feedback

Appropriate feedback is an essential element of organizational learning by providing the necessary data in which improvement can occur.
2011 Survey of Employee Engagement

Feedback, by Employment Category

- **Exec/Admin**: Executive, Administrative, Managerial
- **Professional**: Academic, student, or institutional support work requiring either college graduation or advanced experience
- **Secretarial/Clerical**: Associate with clerical activities or are specifically of a secretarial nature
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2011 Survey of Employee Engagement

Feedback, by Work Group

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- Facilities Services/Grounds
2011 Survey of Employee Engagement

Management

The climate presented by Management as being accessible, visible, and an effective communicator or information is a basic tenant of successful leadership.
2011 Survey of Employee Engagement

Management, by Employment Category

- **Exec/Admin** - Executive, Administrative, Managerial
- **Professional** - Academic, student, or institutional support work requiring either college graduation or advanced experience
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2011 Survey of Employee Engagement

Management, by Work Group

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- Facilities Services/Grounds
Local Items
2011 Local Items

Twenty local questions were provided by the TAMU-CC Staff Advisory Council to acquire information regarding timely issues on campus. The questions were designed within the parameters provided by the Institute of Organizational Excellence.

Responses are reported by Employment Category and Work Group. Mean score is reported, as well as charted in relation to the individual group responses. When possible, longitudinal data from local items in 2009 is provided.
1. I am satisfied with the Employee Betterment Program for tuition assistance. (Mean: 370)
1. I am satisfied with the Employee Betterment Program for tuition assistance. (Mean: 370)
2. My supervisor uses approved University policies and procedures when performing employee evaluations. (Mean: 403)
2011 Survey of Employee Engagement

2. My supervisor uses approved University policies and procedures when performing employee evaluations. (Mean: 403)

![Bar Chart]

- Art Museum of South Texas
- Executive Administration
- Enrollment Services
- Dean of Students
- Institutional Advancement
- Core/TLC/TitleV
- Library
- College of Liberal Arts
- College of Education
- College of Business
- College of Nursing & Health Sciences
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- Fiscal Affairs/Accounting/Bursar/Purchasing
- University Services
- Facilities Services/FS Support
- University Police
- Athletic Department
- Human Resources/EEO
- Facilities Services/Grounds
3. It is clear to me that my adjustment in salary is directly related to my employee evaluation. (Mean: 321)

Exec/Admin - Executive, Administrative, Managerial

Professional - Academic, student, or institutional support work requiring either college graduation or advanced experience

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Technical - Technical, Paraprofessional to include specialized field positions

Service - Non specialized maintenance/security

Skilled Trades - Special manual skills often acquired through apprenticeships or other formal training (Not included - Less than 5 in this category in both 2009 and 2011)
3. It is clear to me that my adjustment in salary is directly related to my employee evaluation. (Mean: 321)
4. The complaint and grievance procedure is fair and equitable to all employees. (Mean: 351)
4. The complaint and grievance procedure is fair and equitable to all employees. (Mean: 351)
5. Staff council events, such as employee appreciation luncheons, staff excellence awards, and the employee book scholarship, have helped improve my morale. (Mean: 342)
5. Staff council events, such as employee appreciation luncheons, staff excellence awards, and the employee book scholarship, have helped improve my morale. (Mean: 342)
6. Teamwork is encouraged and practiced by my supervisor. (Mean: 385)

- Exec/Admin - Executive, Administrative, Managerial
- Professional - Academic, student, or institutional support work requiring either college graduation or advanced experience
- Secretarial/Clerical - Associate with clerical activities or are specifically of a secretarial nature
- Technical - Technical, Paraprofessional to include specialized field positions
- Service - Non specialized maintenance/security
- Skilled Trades - Special manual skills often acquired through apprenticeships or other formal training (Not included - Less than 5 in this category in both 2009 and 2011)
6. Teamwork is encouraged and practiced by my supervisor.  
(Mean: 385)
7. The University provides employees with the training necessary to perform their jobs effectively. (Mean: 367)
7. The University provides employees with the training necessary to perform their jobs effectively. (Mean: 367)
8. I am satisfied with the variety of training opportunities for my professional development. (Mean: 353)
8. I am satisfied with the variety of training opportunities for my professional development. (Mean: 353)
9. I have a good understanding of the Employee Wellness Program. (Mean: 367)

**Exec/Admin** - Executive, Administrative, Managerial

**Professional** - Academic, student, or institutional support work requiring either college graduation or advanced experience

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**Service** - Non specialized maintenance/security

**Skilled Trades** - Special manual skills often acquired through apprenticeships or other formal training (Not included - Less than 5 in this category in both 2009 and 2011)
9. I have a good understanding of the Employee Wellness Program.  
(Mean: 367)
10. I understand how my work directly contributes to the overall success of this University. (Mean: 425)
2011 Survey of Employee Engagement

10. I understand how my work directly contributes to the overall success of this University. (Mean: 425)
11. Employee performance evaluations are fair and appropriate.  
(Mean: 369)
11. Employee performance evaluations are fair and appropriate.  
(Mean: 369)
12. The employee performance evaluation helps me to improve my job. (Mean: 366)
12. The employee performance evaluation helps me to improve my job. (Mean: 366)
13. I have input in the evaluation of my administrator or supervisor. (Mean: 295)

- **Exec/Admin** - Executive, Administrative, Managerial
- **Professional** - Academic, student, or institutional support work requiring either college graduation or advanced experience
- **Secretarial/Clerical** - Associate with clerical activities or are specifically of a secretarial nature
- **Technical** - Technical, Paraprofessional to include specialized field positions
- **Service** - Non specialized maintenance/security
- **Skilled Trades** - Special manual skills often acquired through apprenticeships or other formal training (Not included - Less than 5 in this category in both 2009 and 2011)
13. I have input in the evaluation of my administrator or supervisor.  
(Mean: 295)
14. The University administration should provide additional permanent funding to expand the Employee Wellness Program which currently includes 20 employees a semester. (Mean: 386)
14. The University administration should provide additional permanent funding to expand the Employee Wellness Program which currently includes 20 employees a semester. (Mean: 386)
15. My workload and job responsibilities are manageable. (Mean: 367)
15. My workload and job responsibilities are manageable. (Mean: 367)
16. My supervisor has clearly defined the role of my position and my performance expectations. (Mean: 386)
16. My supervisor has clearly defined the role of my position and my performance expectations. (Mean: 386)
17. Overall, I believe that the communication between management and employees has improved over the last 2 years. (Mean: 331)
17. Overall, I believe that the communication between management and employees has improved over the last 2 years. (Mean: 331)
18. I am satisfied with the TAMU-CC smoke-free policy which prohibits smoking in University buildings, entryways, eating areas and housing and designates. (Mean: 435)
18. I am satisfied with the TAMU-CC smoke-free policy which prohibits smoking in University buildings, entryways, eating areas and housing and designates. (Mean: 435)
19. I am satisfied with the enforcement of the TAMU-CC smoke-free policy. (Mean: 376)
19. I am satisfied with the enforcement of the TAMU-CC smoke-free policy. (Mean: 376)
20. I understand the importance of the Staff Advisory Council in representing my needs on the campus. (Mean: 367)
20. I understand the importance of the Staff Advisory Council in representing my needs on the campus. (Mean: 367)
The End

For additional information, please contact Katharine Mason in the Office of Planning & Institutional Research at 825-2242.