2009 Survey of Organizational Excellence
Texas A&M University-Corpus Christi

Prepared by the Office of Planning and Institutional Effectiveness
The Higher Education Survey of Organizational Excellence 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
740 Full-time, benefits eligible employees with valid e-mail addresses

Number of Respondents, by Year

- 365 Respondents in 2007
- 281 Respondents in 2009
Response rate is likely lower than usual due to a prevalence of harmful “scam” emails on campus at the time of administration. Staff indicated worries about responding to an email outside the TAMU-CC web system. There was a large volume of calls and emails in regard to this issue.

Additionally, in previous administrations of this survey at TAMU-CC, individuals could follow a general survey link and enter their work group and employment group information. However, in 2009 responses were pre-coded before administration and potential respondents were sent an individual link via email to complete the survey. This may have led to greater difficulty accessing the survey.

A positive side of the pre-coding is that it led to a complete elimination of “Unidentified” respondents so all survey responses collected could be appropriately placed by category groups.
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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

*There were <5 respondents for the Skilled Trades in 2009. No breakout data given.*
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Frequency of Responses, by Work Group

*There were <5 respondents for the College of Nursing & Health Sciences in 2009. No breakout data given.*
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Survey Design &
Key Findings
Survey 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 26th – November 13th, 2009.
- 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.
- Participation rates at TAMU-CC were lower than anticipated for the 2009 administration. This is seemingly due to an increase in scam e-mails that have increased staff hesitancy to click on links received from outside the TAMU-CC e-mail system, as well as a different survey delivery system that did not allow for the distribution of a ‘generic link’.
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:

<table>
<thead>
<tr>
<th>Response Dimensions</th>
<th>TAMU-CC Overall Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Demands</td>
<td>381</td>
</tr>
<tr>
<td>Organizational Features</td>
<td>378</td>
</tr>
<tr>
<td>Information</td>
<td>370</td>
</tr>
<tr>
<td>Work Group Perceptions</td>
<td>368</td>
</tr>
<tr>
<td>Accommodations/Benefits</td>
<td>360</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 Top 5 Constructs

<table>
<thead>
<tr>
<th>Construct</th>
<th>TAMU-CC Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Environment</td>
<td>398</td>
</tr>
<tr>
<td>Employment Development</td>
<td>392</td>
</tr>
<tr>
<td>Strategic Orientation</td>
<td>391</td>
</tr>
<tr>
<td>Quality</td>
<td>390</td>
</tr>
<tr>
<td>Burnout</td>
<td>390</td>
</tr>
</tbody>
</table>

#### Scoring Categories
- **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**

<table>
<thead>
<tr>
<th>Construct</th>
<th>TAMU-CC Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair Pay</td>
<td>262</td>
</tr>
<tr>
<td>Internal Information</td>
<td>351</td>
</tr>
<tr>
<td>Team Effectiveness</td>
<td>353</td>
</tr>
<tr>
<td>Change Oriented</td>
<td>365</td>
</tr>
<tr>
<td>Supervisor Effectiveness</td>
<td>370</td>
</tr>
</tbody>
</table>

**Score Interpretation**

- **400-500** Superior performance
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#### Key Findings: TAMU-CC Top 5 Increases from 2007

<table>
<thead>
<tr>
<th>Points Increased from 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fair Pay</td>
</tr>
<tr>
<td>Fairness</td>
</tr>
<tr>
<td>Internal Information</td>
</tr>
<tr>
<td>Diversity</td>
</tr>
<tr>
<td>Employment Development</td>
</tr>
</tbody>
</table>

Only **one item decreased** from the 2007 administration, which was “Time and Stress" (a decrease of -1%).

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Breakout Data by Dimension/Construct & Employment Category/Work Group
Dimension: Work Group Perceptions
(Score 368)

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>Supervisor Effectiveness</th>
<th>Fairness</th>
<th>Team Effectiveness</th>
<th>Diversity</th>
</tr>
</thead>
<tbody>
<tr>
<td>370</td>
<td>372</td>
<td>353</td>
<td>378</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
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Supervisor Effectiveness

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

- **TAMU-CC 2007**: Overall rating for TAMU-CC campus in 2007
- **TAMU-CC 2009**: Overall rating for TAMU-CC campus in 2009
- **Statewide**: Overall rating for all participating state entities (agencies, institutions) in 2009
- **Similar Size**: Overall rating for participating agencies with 301 to 1000 staff members/employees in 2009
- **Higher Ed**: Overall rating for universities, colleges, institutes, and other agencies involved with students, teachers, and administrators in the area of learning in 2009
2009 Survey of Organizational Excellence

Supervisor Effectiveness, 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
2009 Survey of Organizational Excellence

Supervisor Effectiveness, by Work Group

- Art Museum of South Texas
- Executive/Administrative/Managerial
- Enrollment Services
- Dean of Students
- Institutional Advancement
- Core/CASA/Title V
- Library
- College of Liberal Arts
- College of Education
- College of Business
- College of Nursing & Health Sciences
- College of Science & Tech (Staff)
- College of Science & Tech (Institutes)
- Community Outreach
- Computing & Media Services
- Fiscal Affairs/Accounting/Bursar/Purchasing
- University Services
- Physical Plant/PP Support
- University Police
- Athletic Department
- Human Resources/EEO
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Fairness

The extent to which employees believe that equal opportunity exists for all members in the organization.

TAMU-CC 2007
Overall rating for TAMU-CC campus in 2007

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

Statewide
Overall rating for all participating state entities (agencies, institutions) in 2009

Similar Size
Overall rating for participating agencies with 301 to 1000 staff members/employees in 2009

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- 2007 - 2009 - 2009 Mean
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Fairness, by Work Group

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- Physical Plant/PP Support
- University Police
- Athletic Department
- Human Resources/EEO
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 Work Group

2007 2009 2009 Mean

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- Human Resources/EEO
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.

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TAMU-CC 2007
Overall rating for TAMU-CC campus in 2007

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Overall rating for TAMU-CC campus in 2009

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Diversity, by Employment Category

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<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2009</th>
<th>2009 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exec/Admin</td>
<td>395</td>
<td>398</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>369</td>
<td>380</td>
<td></td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>370</td>
<td>372</td>
<td>372</td>
</tr>
<tr>
<td>Technical</td>
<td>372</td>
<td>372</td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td>298</td>
<td>316</td>
<td>337</td>
</tr>
<tr>
<td>Skilled Trades</td>
<td>337</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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Diversity, by Work Group

- Art Museum of South Texas
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- University Services
- Physical Plant/PP Support
- University Police
- Athletic Department
- Human Resources/EEO
Dimension: Accommodations
(Score 360)

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

<table>
<thead>
<tr>
<th>TAMU-CC Score</th>
<th>Fair Pay</th>
<th>Adequacy of Physical Environment</th>
<th>Benefits</th>
<th>Employment Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>262</td>
<td></td>
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</table>

400-500 Superior performance
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Fair Pay

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

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Overall rating for TAMU-CC campus in 2007

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Overall rating for TAMU-CC campus in 2009

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Overall rating for all participating state entities (agencies, institutions) in 2009

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Fair Pay, by Employment Category

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Fair Pay, by Work Group
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Adequacy of Physical Environment

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

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Adequacy of Physical Environment, by Employment Category

**2007**
- Exec/Admin
- Professional
- Secretarial/Clerical
- Technical
- Service
- Skilled Trades

**2009**
- Exec/Admin
- Professional
- Secretarial/Clerical
- Technical
- Service
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**2009 Mean**
- Exec/Admin
- Professional
- Secretarial/Clerical
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Benefits

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

<table>
<thead>
<tr>
<th></th>
<th>TAMU-CC 2007</th>
<th>TAMU-CC 2009</th>
<th>Statewide</th>
<th>Similar Size</th>
<th>Higher Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rating</td>
<td>384</td>
<td>388</td>
<td>361</td>
<td>368</td>
<td>372</td>
</tr>
</tbody>
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Benefits, by Employment Category

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Employment Development

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

- TAMU-CC 2007
  Overall rating for TAMU-CC campus in 2007

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  Overall rating for TAMU-CC campus in 2009

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Employment Development, by Employment Category

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**Dimension: General Organization Features**  
(Score 378)

An internal evaluation of the organization’s ability to assess and respond to changes in its environment. Also included are employee assessments of the quality of the institution’s relations with the public. This dimension captures key components of the “Institution Culture.”

<table>
<thead>
<tr>
<th>Dimension</th>
<th>TAMU-CC Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Oriented</td>
<td>365</td>
</tr>
<tr>
<td>Goal Oriented</td>
<td>374</td>
</tr>
<tr>
<td>Holographic</td>
<td>374</td>
</tr>
<tr>
<td>Strategic Orientation</td>
<td>391</td>
</tr>
<tr>
<td>Quality</td>
<td>390</td>
</tr>
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</table>

- **400-500** Superior performance
- **351-399** Above average performance
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- **200-299** Strong area of concern
Change Oriented

Employee perceptions of the institution’s capability and readiness to change based on new information and ideas.

- **TAMU-CC 2007**
  Overall rating for TAMU-CC campus in 2007

- **TAMU-CC 2009**
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Change Oriented, by Employment Category

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<th>2007</th>
<th>2009</th>
<th>2009 Mean</th>
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</thead>
<tbody>
<tr>
<td>Exec/Admin</td>
<td>378</td>
<td>381</td>
<td></td>
</tr>
<tr>
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<td>360</td>
<td>369</td>
<td></td>
</tr>
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<td>358</td>
<td></td>
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<td>364</td>
<td>357</td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td>306</td>
<td>298</td>
<td></td>
</tr>
<tr>
<td>Skilled Trades</td>
<td>330</td>
<td></td>
<td></td>
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Goal Oriented

The institution's ability to include all its members in focusing resources towards goal accomplishments.

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Overall rating for TAMU-CC campus in 2007

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2007 2009 2009 Mean

Exec/Admin 388 380 379
Professional 375 375 379
Secretarial/Clerical 371 379 369
Technical 384 369 369
Service 340 326 316
Skilled Trades 316 316 316
Holographic

The degree to which all sections of the institution ‘hang together’ and are understood by all. Perceptions of the consistency of decision making and activity within the institution. Previously called “Coherence”.

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Holographic, by Employment Category

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- **Skilled Trades** - Special manual skills often acquired through apprenticeships or other formal training
2009 Survey of Organizational Excellence

Holographic, by Work Group

- Art Museum of South Texas
- Executive/Administrative/Managerial
- Enrollment Services
- Dean of Students
- Institutional Advancement
- Core/CASA/Title V
- Library
- College of Liberal Arts
- College of Education
- College of Business
- College of Nursing & Health Sciences
- College of Science & Tech (Staff)
- College of Science & Tech (Institutes)
- Community Outreach
- Computing & Media Services
- Fiscal Affairs/Accounting/Bursar/Purchasing
- University Services
- Physical Plant/PP Support
- University Police
- Athletic Department
- Human Resources/EEO
2009 Survey of Organizational Excellence

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.

TAMU-CC 2007
Overall rating for TAMU-CC campus in 2007

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

Statewide
Overall rating for all participating state entities (agencies, institutions) in 2009

Similar Size
Overall rating for participating agencies with 301 to 1000 staff members/employees in 2009

Higher Ed
Overall rating for universities, colleges, institutes, and other agencies involved with students, teachers, and administrators in the area of learning in 2009
Strategic Orientation, 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
2009 Survey of Organizational Excellence

Strategic Orientation, by Work Group

- Art Museum of South Texas
- Executive/Administrative/Managerial
- Enrollment Services
- Dean of Students
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- College of Liberal Arts
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- University Services
- Physical Plant/PP Support
- University Police
- Athletic Department
- Human Resources/EEO
Quality

Employee perceptions of the degree to which quality principles, such as customer service and continuous improvement, are part of the institutional culture.
2009 Survey of Organizational Excellence

Quality, 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

<table>
<thead>
<tr>
<th>Category</th>
<th>2007</th>
<th>2009</th>
<th>2009 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exec/Admin</td>
<td>407</td>
<td>401</td>
<td>401</td>
</tr>
<tr>
<td>Professional</td>
<td>386</td>
<td>389</td>
<td>388</td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>388</td>
<td>390</td>
<td>389</td>
</tr>
<tr>
<td>Technical</td>
<td>391</td>
<td>400</td>
<td>394</td>
</tr>
<tr>
<td>Service</td>
<td>311</td>
<td>338</td>
<td>324</td>
</tr>
<tr>
<td>Skilled Trades</td>
<td>334</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2009 Survey of Organizational Excellence

Dimension: Information
(Score 370)

How consistent and structured communication flow is, both within the institution and to outside groups. How directed work concerns, focused and effective communication is, as well as how accessible information is to employees.

<table>
<thead>
<tr>
<th>TAMU-CC Score</th>
<th>Internal Communication</th>
<th>Availability of Information</th>
<th>External Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>351</td>
<td>372</td>
<td>389</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
2009 Survey of Organizational Excellence

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.

TAMU-CC 2007
Overall rating for TAMU-CC campus in 2007

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

Statewide
Overall rating for all participating state entities (agencies, institutions) in 2009

Similar Size
Overall rating for participating agencies with 301 to 1000 staff members/employees in 2009

Higher Ed
Overall rating for universities, colleges, institutes, and other agencies involved with students, teachers, and administrators in the area of learning in 2009
2009 Survey of Organizational Excellence

Internal Communication, 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

![Bar chart showing Internal Communication by Employment Category for 2007, 2009, and 2009 Mean](chart.png)

Values:
- Exec/Admin: 348, 359
- Professional: 336, 350
- Secretarial/Clerical: 358, 357
- Technical: 330, 338
- Service: 281, 315
- Skilled Trades: 341
2009 Survey of Organizational Excellence

Internal Communication, by Work Group

- Art Museum of South Texas
- Executive/Administrative/Managerial
- Enrollment Services
- Dean of Students
- Institutional Advancement
- Core/CASA/Title V
- Library
- College of Liberal Arts
- College of Education
- College of Business
- College of Nursing & Health Sciences
- College of Science & Tech (Staff)
- College of Science & Tech (Institutes)
- Community Outreach
- Computing & Media Services
- Fiscal Affairs/Accounting/Bursar/Purchasing
- University Services
- Physical Plant/PP Support
- University Police
- Athletic Department
- Human Resources/EEO
Availability of Information

Employees know where to get needed information and have the ability to access it in a timely manner.

TAMU-CC 2007
Overall rating for TAMU-CC campus in 2007

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

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Overall rating for all participating state entities (agencies, institutions) in 2009

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2009 Survey of Organizational Excellence

Availability of Information, 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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2009 Survey of Organizational Excellence

Availability of Information, by Work Group

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- College of Science & Tech (Staff)
- College of Science & Tech (Institutes)
- Community Outreach
- Computing & Media Services
- Fiscal Affairs/Accounting/Bursar/Purchasing
- University Services
- Physical Plant/PP Support
- University Police
- Athletic Department
- Human Resources/EEO
## 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.

<table>
<thead>
<tr>
<th></th>
<th>TAMU-CC 2007</th>
<th>TAMU-CC 2009</th>
<th>Statewide</th>
<th>Similar Size</th>
<th>Higher Ed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall rating</td>
<td>381</td>
<td>389</td>
<td>378</td>
<td>374</td>
<td>374</td>
</tr>
</tbody>
</table>

**TAMU-CC 2007**
Overall rating for TAMU-CC campus in 2007

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

**Statewide**
Overall rating for all participating state entities (agencies, institutions) in 2009

**Similar Size**
Overall rating for participating agencies with 301 to 1000 staff members/employees in 2009

**Higher Ed**
Overall rating for universities, colleges, institutes, and other agencies involved with students, teachers, and administrators in the area of learning in 2009
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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**Service** - Non specialized maintenance/security

**Skilled Trades** - Special manual skills often acquired through apprenticeships or other formal training
2009 Survey of Organizational Excellence

External Communication, by Work Group

- Art Museum of South Texas
- Executive/Administrative/Managerial
- Enrollment Services
- Dean of Students
- Institutional Advancement
- Core/CASA/Title V
- Library
- College of Liberal Arts
- College of Education
- College of Business
- College of Nursing & Health Sciences
- College of Science & Tech (Staff)
- College of Science & Tech (Institutes)
- Community Outreach
- Computing & Media Services
- Fiscal Affairs/Accounting/Bursar/Purchasing
- University Services
- Physical Plant/PP Support
- University Police
- Athletic Department
- Human Resources/EEO
Dimension: Personal Demands (Score 381)

How much internalization of stress is occurring and the extent to which debilitating social and psychological conditions appear to be developing at the level of the individual employee.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>TAMU-CC Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job Satisfaction</td>
<td>385</td>
</tr>
<tr>
<td>Time and Stress Management</td>
<td>374</td>
</tr>
<tr>
<td>Burnout</td>
<td>390</td>
</tr>
<tr>
<td>Empowerment</td>
<td>378</td>
</tr>
</tbody>
</table>

400-500
Superior performance

351-399
Above average performance

300-350
Average/acceptable performance

200-299
Strong area of concern
Job Satisfaction

Employee satisfaction with the overall work situation, especially the availability of time and resources to perform jobs effectively.
2009 Survey of Organizational Excellence

Job Satisfaction, by Employment Category

<table>
<thead>
<tr>
<th>Employment Category</th>
<th>2007</th>
<th>2009</th>
<th>2009 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exec/Admin - Executive, Administrative, Managerial</td>
<td>394</td>
<td>393</td>
<td></td>
</tr>
<tr>
<td>Professional - Academic, student, or institutional support work requiring either college graduation or advanced experience</td>
<td>380</td>
<td>380</td>
<td></td>
</tr>
<tr>
<td>Secretarial/Clerical - Associate with clerical activities or are specifically of a secretarial nature</td>
<td>387</td>
<td>393</td>
<td></td>
</tr>
<tr>
<td>Technical - Technical, Paraprofessional to include specialized field positions</td>
<td>380</td>
<td>402</td>
<td></td>
</tr>
<tr>
<td>Service - Non specialized maintenance/security</td>
<td>343</td>
<td>354</td>
<td>363</td>
</tr>
<tr>
<td>Skilled Trades - Special manual skills often acquired through apprenticeships or other formal training</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2009 Survey of Organizational Excellence

Job Satisfaction, by Work Group

- Art Museum of South Texas
- Executive/Administrative/Managerial
- Enrollment Services
- Dean of Students
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- Computing & Media Services
- Fiscal Affairs/Accounting/Bursar/Purchasing
- University Services
- Physical Plant/PP Support
- University Police
- Athletic Department
- Human Resources/EEO
Time and Stress Management

The extent to which employees feel that job demands are realistic, given time and resource constraints. Also about employee ability to balance work and home demands. **(NOTE: Higher score = lower stress)**

- TAMU-CC 2007: Overall rating for TAMU-CC campus in 2007
- TAMU-CC 2009: Overall rating for TAMU-CC campus in 2009
- Statewide: Overall rating for all participating state entities (agencies, institutions) in 2009
- Similar Size: Overall rating for participating agencies with 301 to 1000 staff members/employees in 2009
- Higher Ed: Overall rating for universities, colleges, institutes, and other agencies involved with students, teachers, and administrators in the area of learning in 2009
Time and Stress Management, by Employment Category
(NOTE: Higher score = lower stress)

- 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
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2009 Survey of Organizational Excellence
2009 Survey of Organizational Excellence

Time and Stress Management, by Work Group

(NOTE: Higher score = lower stress)
2009 Survey of Organizational Excellence

Burnout

The extent to which employees do NOT experience extreme mental exhaustion that can negatively impact physical health and job performance. (NOTE: Higher score = lower burnout)

TAMU-CC 2007
Overall rating for TAMU-CC campus in 2007

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Burnout, by Employment Category
(NOTE: Higher score = lower burnout)

- Exec/Admin - Executive, Administrative, Managerial
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<table>
<thead>
<tr>
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<th>2007</th>
<th>2009</th>
<th>2009 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exec/Admin</td>
<td>409</td>
<td>406</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>385</td>
<td>394</td>
<td></td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>387</td>
<td>382</td>
<td></td>
</tr>
<tr>
<td>Technical</td>
<td>374</td>
<td>390</td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td>331</td>
<td>326</td>
<td></td>
</tr>
<tr>
<td>Skilled Trades</td>
<td>340</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2009 Survey of Organizational Excellence
2009 Survey of Organizational Excellence

Burnout, by Work Group
(NOTE: Higher score = lower burnout)
2009 Survey of Organizational Excellence

Empowerment

The degree to which employees feel that they have some control over their jobs and the outcome of their efforts.

TAMU-CC 2007
Overall rating for TAMU-CC campus in 2007

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Overall rating for TAMU-CC campus in 2009

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Overall rating for participating agencies with 301 to 1000 staff members/employees in 2009

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Empowerment, 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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Skilled Trades - Special manual skills often acquired through apprenticeships or other formal training
2009 Survey of Organizational Excellence

Empowerment, by Work Group
2009 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 2007 is provided.
1. I am satisfied with the Employee Betterment Program for tuition assistance. (Mean: 360)

- **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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- **Service** - Non specialized maintenance/security
- **Skilled Trades** - Special manual skills often acquired through apprenticeships or other formal training
1. I am satisfied with the Employee Betterment Program for tuition assistance. (Mean: 360)
2. My supervisor uses approved University policies and procedures when performing employee evaluations. (Mean: 402)
2. My supervisor uses approved University policies and procedures when performing employee evaluations. (Mean: 402)
3. It is clear to me that my adjustment in salary is directly related to my employee evaluation. (Mean: 346)

- **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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- **Skilled Trades** - Special manual skills often acquired through apprenticeships or other formal training

![Bar chart showing salary distribution by job category with 2009 and 2009 Mean indicated]
3. It is clear to me that my adjustment in salary is directly related to my employee evaluation. (Mean: 346)
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. The morale in my department is high. (Mean: 348)
2009 Survey of Organizational Excellence

5. The morale in my department is high. (Mean: 348)
2009 Survey of Organizational Excellence

6. Teamwork is encouraged and practiced by my supervisor. (Mean: 381)
6. Teamwork is encouraged and practiced by my supervisor. (Mean: 381)
7. The University provides employees with the training necessary to perform their jobs effectively. (Mean: 369)
7. The University provides employees with the training necessary to perform their jobs effectively. (Mean: 369)
8. I am satisfied with the variety of training opportunities for my professional development. (Mean: 362)
8. I am satisfied with the variety of training opportunities for my professional development. (Mean: 362)
9. I have a good understanding of the Employee Wellness Program. (Mean: 372)
9. I have a good understanding of the Employee Wellness Program. (Mean: 372)
10. I understand how my work directly contributes to the overall success of this University. (Mean: 429)
10. I understand how my work directly contributes to the overall success of this University. (Mean: 429)
11. Employee performance evaluations are fair and appropriate. (Mean: 367)
11. Employee performance evaluations are fair and appropriate. (Mean: 367)
12. The employee performance evaluation helps me to improve my job. (Mean: 369)
12. The employee performance evaluation helps me to improve my job. (Mean: 369)
13. I have input in the evaluation of my administrator or supervisor. (Mean: 304)

<table>
<thead>
<tr>
<th>Category</th>
<th>2007</th>
<th>2009</th>
<th>2009 Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exec/Admin</td>
<td>325</td>
<td>323</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>296</td>
<td>308</td>
<td></td>
</tr>
<tr>
<td>Secretarial/Clerical</td>
<td>290</td>
<td>284</td>
<td></td>
</tr>
<tr>
<td>Technical</td>
<td>324</td>
<td>364</td>
<td></td>
</tr>
<tr>
<td>Service</td>
<td>232</td>
<td>222</td>
<td></td>
</tr>
<tr>
<td>Skilled Trades</td>
<td>311</td>
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</tr>
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</table>

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

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**Skilled Trades** - Special manual skills often acquired through apprenticeships or other formal training
13. I have input in the evaluation of my administrator or supervisor. (Mean: 304)
14. The University administration should provide additional permanent funding to expand the Employee Wellness Program which currently includes 20 employees a semester. (Mean: 403)
14. The University administration should provide additional permanent funding to expand the Employee Wellness Program which currently includes 20 employees a semester. (Mean: 403)
15. My workload and job responsibilities are manageable.  
(Mean: 370)
15. My workload and job responsibilities are manageable.  
(Mean: 370)
16. My supervisor has clearly defined the role of my position and my performance expectations. (Mean: 376)
16. My supervisor has clearly defined the role of my position and my performance expectations. (Mean: 376)
17. Overall, I believe that the communication between management and employees has improved over the last four years. (Mean: 344)
17. Overall, I believe that the communication between management and employees has improved over the last four years. (Mean: 344)
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: 434)
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: 434)
19. I am satisfied with the enforcement of the TAMU-CC smoke-free policy. (Mean: 383)
19. I am satisfied with the enforcement of the TAMU-CC smoke-free policy. (Mean: 383)
2009 Survey of Organizational Excellence

20. I understand the importance of the Staff Advisory Council in representing my needs on the campus. (Mean: 363)

Exec/Admin - Executive, Administrative, Managerial

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2009 Survey of Organizational Excellence

20. I understand the importance of the Staff Advisory Council in representing my needs on the campus. (Mean: 363)
The End

For additional information, please contact

Katharine Mason in the Office of Planning and Institutional Research at 825-2242