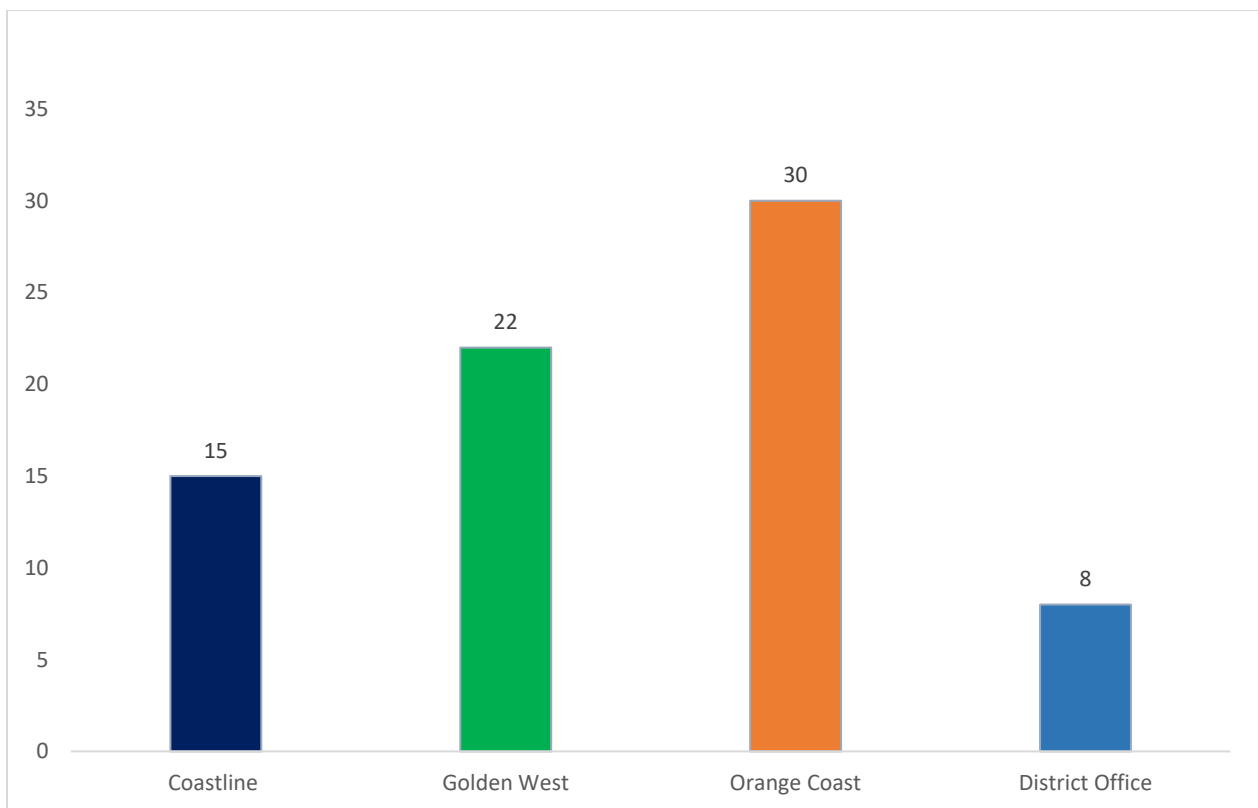




## Fall 2024 CDMA Management Survey Results

During the fall 2024 semester, Coast District Management Associated (CDMA) conducted a survey of all managers to gain broader insight to inform discussions with Coast Community College District (CCCD) leadership at Meet and Confer and to support professional development programming for managers. The survey was adapted from the Massachusetts Institute of Technology (MIT) in 2017, adjusted in fall 2022 for CDMA use, and augmented in fall 2024 for to address the current operational environment. The anonymous survey was distributed three times to 143 managers based on the active employee list by occupational classification in Banner/Argos. According to Class Climate software, the survey was completed by 76 managers (53% response rate). Figure 1 below highlights the distributes by college and site.

Figure 1. *Survey Response by College and Site*



Of the 75 responses, 20% were from Coastline, 29% were from Golden West, 40% were from Orange Coast, and 11% were from the District Office. One respondent did not indicate a site. The survey covered the areas of satisfaction, workload, experience at work, professional development, and future CDMA planning. The following report provides a summary of the survey results.

## Satisfaction

The overall rate of satisfaction of being an employee of CCCD is 76%. When excluding the neutral responses, the satisfaction rate is 88%. Table 1 presents the management satisfaction rates with the different occupational components associated with working at CCCD.

Table 1. *Satisfaction Rates with Various Occupational Aspects of Working at CCCD*

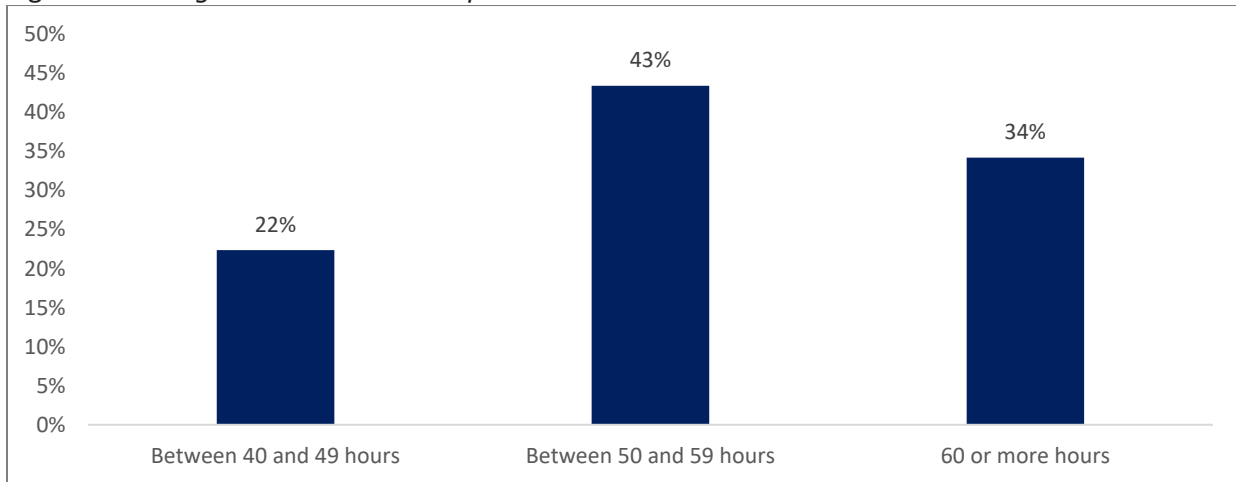
Occupational Components	Responses	Satisfied or Very Satisfied
Salary	76	70%
Benefits package	76	93%
Financial parity for managers	74	58%
Exempt status flexibility	73	73%
Administrative responsibilities	76	75%
Committee responsibilities	74	85%
Space for meetings, conferences, and other	75	83%
Mentorship by my supervisor or another	74	77%
Opportunities for training and/or professional growth	76	88%

The combined satisfaction rate of all the occupational components was 78%. The benefits package (93%), opportunities for training/professional growth (88%), committee responsibilities (85%), and space for meetings, conference, and other (83%) had satisfaction rates above average. The components of mentorship (77%), administrative responsibilities (75%), exempt status flexibility (73%), and salary (70%) were all above 70%, but below the average and have opportunities to improve. In contrast, the final parity for managers has the lowest rate of satisfaction when comparing to the overall average.

## Workload

The workload section opened by asking managers to estimate week work hours. Figure 2 highlights that 88% of managers work over 50 hours per week.

Figure 2. *Management Workload Proportions*



The descriptive statistics in Table 2 provide a broader analysis of workload by showing that managers work 54 hours per week on average and the most frequently reported hours worked is 50 per week.

Table 2. *Weekly Work Hours Descriptive Statistics*

Descriptive Analysis	Result
Count	80
Mean (Average)	53

Median (Number is the Middle of the Range)	53
Mode (Most Recurring Number)	50
Minimum (Lowest Number Reported)	40
Maximum (Highest Number Reported)	80

The results of hours reported align with the managers responses rating their workload with 73% of managers rating workload as too heavy. Managers were asked to rank where they spend their working hours (1 = the most time spent and 5 = the least time spent). Table 3 shows that managers spend most of their time communicating (e.g., email) with stakeholders, followed by administrative responsibilities, service external to the college, other work-related duties, and personnel management.

Table 3. *Time Spent on Work-Related Activities*

Work-Related Activity	Ranking Average	Rank
Meeting or communicating (e.g., emails) with staff and students	1.85	1
Administrative responsibilities and institutional service (e.g., committee work)	2.63	2
Service external to the college	2.94	3
Other work-related activities	3.62	4
Personnel management	3.99	5

### Experience at Work

Managers were asked to specify their level of agreement with statements about their experience at work. Table 4 highlights that managers are confident in their ability, their fit in their department, occupational expectations, and have opportunities to collaborate within their college or site location. There is an opportunity to strengthen district-wide collaboration efforts, manager recognition, work location, and adequacy of resources.

Table 4. *Experience*

Experience at Work	Responses	Agree or Strongly Agree
My primary department is a good fit for me.	76	97%
I have the opportunity to do what I do best every day.	76	82%
I know what is expected of me in my position.	76	83%
I am confident in my ability to do my job well.	76	98%
I feel recognized for my contribution.	74	72%
I feel my talents as an educator and/or manager are utilized to full capacity.	75	68%
I am respected as a subject matter expert in my position by my employees.	75	92%
I am respected as a subject matter expert in the field by the site leadership.	74	85%
I have the resources (e.g., equipment, training, budget) I need to do my job well.	74	57%
It is important to my department that I am physically in my office.	74	73%
I am satisfied with opportunities to collaborate with colleagues at my college.	75	83%
I am satisfied with opportunities to collaborate with colleagues across the district.	75	73%

Managers were asked to rate their level of concern regard various aspects of work. Table 5 shows the primary areas of moderate to high concern are associated with operational processes, institutional politics, and managing major projects. Further exploration into these topics will be needed provide details to the areas of concern

Table 5. *Level of Concern with Aspects of Work*

Work Aspects	Responses	Not Concerned	Moderate Concerned	Highly Concerned	Not Applicable
Managing a group or major project	76	32%	37%	29%	3%
Committee and/or administrative responsibilities	76	30%	50%	17%	3%

Timing of departmental meetings and functions	76	54%	41%	5%	0%
Personnel evaluations process	76	34%	49%	12%	5%
My professional evaluation process	76	47%	36%	9%	8%
Uncertain or undefined job expectations	75	45%	35%	17%	3%
Personnel disciplinary matters	75	37%	35%	23%	5%
Departmental or campus politics	75	19%	41%	39%	1%
Operational processes	75	15%	52%	33%	0%
Adequate staff to do what is expected of me as a manager	75	13%	31%	56%	0%
Empowerment to manage	75	47%	31%	23%	0%
Empowerment to make independent decisions appropriate to my level	75	47%	33%	19%	1%
Management approvals done at the appropriate level within my site	72	57%	24%	18%	1%
Management approvals done at the appropriate level across the district	73	25%	48%	25%	3%
Delegation of authority at my site	74	55%	34%	11%	0%
Delegation of authority at the district level	74	38%	31%	18%	14%
Levels of approval required for justification of permanent positions (e.g., classified, managers)	75	12%	39%	37%	12%
Levels of approval required for justification of permanent positions (e.g., professional experts, hourly)	75	21%	24%	41%	13%
Levels of approval required for contracts	74	22%	38%	24%	16%
Levels of approval for Banner/ARGOS access	75	37%	35%	23%	5%

## Professional Development

The managers were asked to share their level of agreement with statement related to professional development opportunities. A high proportionality (97%) of managers have been provided the opportunity to serve on committees. The data in Table 6 also shows that 95% of respondents indicated having supervisor support of professional development and learning. An area of growth would include ensuring performance evaluations are conducted in a timely manner.

Table 6. *Level of Agreement with Professional Development*

Professional Development Opportunities	Responses	Agree or Strongly Agree
I have been given growth and learning opportunities during the last year.	75	89%
My supervisor supports me in pursuing learning and professional development opportunities	76	95%
My performance reviews are conducted on a regular basis.	74	86%
I am given the opportunity to serve on committees.	75	97%

Managers were asked of the professional development opportunities they would like to have provided by CDMA or District in the next year. The top areas are summarized below.

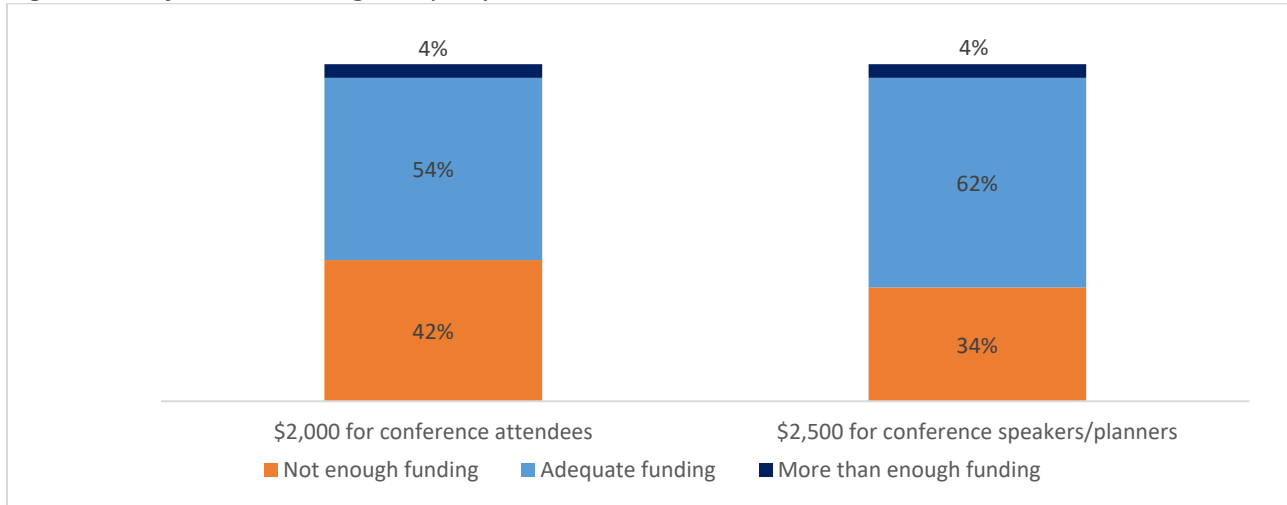
1. DEIA Training, such as equity mindset, leading from an equity lens, and navigating equity conversations.
2. Enhancing skills to manage difficult situations, employees, and conversations, in addition to diffusing conflict.
3. Typical manager training, including leadership and performance management.
4. Understanding CCCD data tools and implementing data-based decision making.

5. Technical training on CCCD processes.

The more detailed listed of professional development needs are used by CDMA to determine those offered by CDMA or advocated for with District leadership as part of Meet & Confer. The full summary in in Appendix 1.

As a service to support managers, CDMA oversees the managers professional development funds that are allocated to cover the cost of continuing education and professional development activities. In 2024-2025, a pilot program offered increased professional development funding. Reimbursement increased from up to \$1,500 to \$2,000 for conference attendees and from up to \$2,000 to \$2,500 for conference presenters/planners. Figure 3 shows most respondents found funding adequate/more than enough for conferences, particularly at the \$2,500 level for conference speakers/planners.

Figure 3. Conference Funding Adequacy



In addition, when prompted to specific their level of interest with CCCD offering a manager peer mentoring program, over two-third of managers (71%) specified some level of interest.

## SUMMING UP

Managers were asked the top words used to describe the positive aspect of their site’s environment. After a qualitative analysis, the following five themes below emerged.

1. Supportive Culture & Collaboration: There is a strong sense of unity and collaboration among staff, faculty, and leadership. Many employees appreciate the open communication, teamwork, and shared commitment to student success.
2. Student-Centered Approach: The institution’s focus on student service is consistently emphasized, with many staff members expressing a deep passion for supporting students and a dedication to the mission.
3. Leadership: New leadership, including the President and Vice President of Instruction, is positively impacting campus culture. Their emphasis on transparency, goal setting, and inclusivity is fostering a more supportive and innovative environment.
4. Professional Development: There is widespread appreciation for the professional development opportunities provided, which are seen as essential for personal and institutional growth.
5. Equity, Inclusion, and Innovation: A growing focus on DEIA (Diversity, Equity, Inclusion, and Accessibility) is noted, with many employees recognizing the shift from talk to action in these areas. The institution is also praised for its adaptability to new technologies and its focus on continuous improvement.

In closing, managers were asked to indicate up to three items that they would like CDMA to address this year. The open-ended responses were analyzed, and six prevalent themes emerged. The top themes are outlined below.

1. Compensation: Address salary inequities, lack of parity, additional assigned responsibilities, and differences in complexity of work within same positions.
2. Remote Work: Request for more flexibility with remote work options and exempt status.
3. Professional Development: Increase investment in leadership training, mentorship, and equity-focused workshops.
4. Communication: Improve transparency and regular communication from the district office and CDMA.
5. Work-Life Balance: Implement policies that promote mental health support, flexible hours, and more vacation time to address burnout and improve work-life balance.
6. Hiring Practices: Streamline the hiring process and ensure timely filling of vacant positions.

The more detailed listing of manager feedback on items for CDMA to address this year are used by CDMA to determine areas to discuss and advocated for managers with District leadership as part of Meet & Confer.

### STRENGTHS AND OPPORTUNITY AREAS BY SITE

The survey asked for each manager to indicate their site. Strengths and opportunity areas were based on the site's performance relative to other sites. Table 7 details the top three strengths and opportunity areas by site. Table 8 illustrates the top three opportunity areas by site.

Table 7. *Top Three Strength Areas for Sites*

Site	Strength	Strength	Strength
District-Wide	Benefits package	Confident in my ability to do my job well	Primary department is a good fit
Coastline	Empowerment to make decisions appropriate to level	Administrative responsibilities	Subject matter expert by site leadership
Golden West	Subject matter expert by employees/site leadership	Know what is expected of me as a manager	Committee responsibilities
Orange Coast	Subject matter expert by employees/site leadership	Growth and learning opportunities in last year	Manager performance reviews done on a regular basis
District Office	Have the resources needed to do my job	Moderate or no concern with operational processes	Little concern with delegation of authority at site

Table 8. *Top Three Opportunity Areas for Sites*

Site	Opportunity	Opportunity	Opportunity
District-Wide	Workload	Financial parity for managers	Adequate staff to do what is expected of me
Coastline	Personnel disciplinary matters	Manager performance reviews done on a regular basis	Management approvals done at appropriate level across district
Golden West	Operational processes	Have the resources needed to do my job	Empowerment to make independent decisions appropriate to my level
Orange Coast	Have the resources needed to do my job	Administrative responsibilities	Management approvals done at appropriate level across district
District Office	Uncertain or undefined job expectations	Know what is expected of me as a manager	Managing a group or project



## Appendix 1 CDMA Professional Development Summary

The feedback provided spans a wide range of professional development needs for CCCD managers.

### Top Priorities for Managers

1. DEIA Training, such as equity mindset, leading from an equity lens, and navigating equity conversations.
2. Enhancing skills to manage difficult situations, employees, and conversations as well as diffusing conflict.
3. Typical manager training, including leadership and performance management.
4. Understanding CCCD data tools and implementing data-based decision making.
5. Technical training on CCCD processes.

The larger summary of professional development items are summarized below.

### Leadership & Management Development

1. **Managing Difficult Employees and Faculty:** Training on managing conflict, providing effective feedback, conducting performance evaluations, and handling challenging conversations (e.g., with faculty or staff) is a critical need.
2. **Managing Up:** Training on how to bring up difficult topics or have uncomfortable conversations with supervisors, as well as navigating power dynamics.
3. **Effective Leadership Skills:** Topics such as leading from an equity lens, emotional intelligence, team building, and leadership in unionized environments are essential. There is also interest in leadership development specific to leading teams with diverse generational profiles (e.g., Gen Z, Gen Alpha).
4. **Performance Management:** Emphasis on how to improve performance evaluations, manage staff effectively, and develop a culture of accountability.
5. **Mentorship & Coaching:** There is a strong need for training in mentorship and coaching to develop managers and staff, with a particular focus on building supportive, growth-oriented environments.

### Equity, Diversity, and Inclusion (DEIA)

1. **Ongoing DEIA Training:** Managers express a need for continued training around diversity, equity, inclusion, and antiracism. Topics include unconscious bias, fostering inclusive environments, and addressing equity gaps, particularly in student success.
2. **Closing Equity Gaps:** Training that emphasizes both the importance of addressing equity gaps and practical tools for doing so.
3. **Cultural Competence:** Workshops on navigating campus climate, supporting diverse teams, and fostering a culture of care and respect.

### Communication & Conflict Resolution

1. **Improving Communication Skills:** Training to enhance both interpersonal and professional communication, especially in difficult situations. This includes conflict resolution, active listening, negotiation, and de-escalation skills.
2. **Difficult Conversations:** Additional training on how to manage difficult conversations with staff, peers, and supervisors, and how to give constructive feedback.

### Operational & Technical Skills

1. **District Processes & Procedures:** There is a demand for clearer, more standardized training on district processes (e.g., HR, purchasing, budgeting), with a focus on avoiding errors and navigating changing procedures.
2. **Technical Skills:** Emphasis on technical training in areas like project management, using reporting tools (e.g., Argos), AI tools, and platforms like Microsoft 365, as well as improving proficiency in tools like Outlook and Excel.
3. **Fiscal Training:** Managers require more training on budgeting, financial processes, and how to allocate resources strategically.

### Emotional Intelligence & Well-being

1. **Mental Health Support:** Training on understanding mental health needs in staff, recognizing signs and symptoms of common conditions, and providing support.



2. **Work-Life Balance & Stress Management:** Strategies to promote mental health and well-being in the workplace, helping managers create a supportive environment.
3. **Emotional Intelligence (EQ):** Workshops on self-awareness, empathy, emotional regulation, and how these skills impact leadership effectiveness and team dynamics.

#### **Professional Development & Career Advancement**

1. **Managerial Growth:** Managers seek guidance on how to advance their careers, including best practices for building resumes, networking, and leveraging leadership experiences for career growth.
2. **Cross-Training & Job Shadowing:** Managers would benefit from more opportunities for cross-training and job shadowing to better understand each other's roles and foster collaboration.

#### **Legal & Regulatory Knowledge**

1. **Legal Training:** There is a need for managers to be more informed about legal requirements, particularly related to labor laws, contracts, and compliance with district regulations. This includes how to handle union issues and navigate bargaining unit contracts.

#### **Strategic Planning & Decision-Making**

1. **Data-Driven Decision Making:** Managers want to learn how to use data more effectively in decision-making and program development, with a focus on student success and organizational improvement.
2. **Strategic Planning:** Workshops on how to develop, implement, and assess strategic plans, aligning goals with district priorities and student success initiatives.

#### **Team Building & Organizational Culture**

1. **Team Building & Morale:** There is a need for training that fosters strong team dynamics, builds camaraderie, and maintains high morale, especially in times of staff reductions or other challenges.
2. **Building a Positive Workplace Culture:** Training aimed at cultivating an inclusive and respectful work culture, addressing issues like burnout and fostering a positive campus climate.

#### **Additional Focus Areas**

1. **Customer Service Skills:** Managers would benefit from training focused on improving customer service interactions, both internally with staff and externally with students.
2. **Technology Training:** There is a demand for more training on emerging technologies (e.g., AI in administrative tasks, new district systems) to improve efficiency and workflow.
3. **Emergency & Crisis Management:** Training on how to handle emergencies, including mental health crises, and developing emergency response plans.
4. **Conflict Resolution & Mediation:** Strong focus on developing mediation skills for resolving conflicts and facilitating difficult discussions.

In summary, there is a clear need for more comprehensive, hands-on training for managers across a wide range of areas, with particular emphasis on leadership, communication, conflict management, DEIA, and operational processes. Providing ongoing support and professional development opportunities would help create a more effective, equitable, and supportive leadership environment