

COVID-19 Staff Survey: Working Experiences and Challenges Related to the COVID-19 Pandemic

Summer 2020

Report by:
Daniel Berumen
Marcell Gilmore
Annel Medina Tagarao
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Executive Summary

In response to the ongoing COVID-19 pandemic and Mt. San Antonio College's (Mt. SAC) move to a remote learning experience, the Office of Research and Institutional Effectiveness (RIE) and the Office of Instruction began planning a series of surveys to gather relevant feedback from the campus community. The COVID-19 Staff Survey, was administered in June and July of 2020 and aimed to identify issues classified staff were facing as they transitioned to working remotely during the pandemic.

The staff survey consisted of 38 total items, including multiple choice and open-ended questions. The survey was delivered to all classified staff employed at the college as of June 18, 2020. A total of 657 staff members received an invitation to complete the survey, and a total of 261 responses were collected for a response rate of 39.7%.

A review of the results provides the following highlights:

Access to Technology: Staff were given lists of common remote work issues related to technology and accessibility. Only 11% of staff indicated that they had an issue with accessing a reliable digital device. The most common technological issue, affecting about 42% of staff, was access to other computer hardware such as printers, scanners and copiers.

Remote Working Experience: While almost all staff respondents indicated that they have been able to keep a regular schedule to complete their work assignments, they also indicated that there have been challenges. About 46.1% of respondents believe that the amount of work they have been required to complete has increased, and 31.7% believe that their duties have increased as well. Childcare was an issue for many respondents; about 35% indicated that caring for their children was a challenge. Other common issues included having other adults working from home at the same time (34.1%) and not having a dedicated work space (29.4%).

Support from Mt. SAC: For the most part, staff seemed satisfied with the way the college has supported them during the COVID-19 pandemic, and the transition to remote work. Specifically, 77% of respondents indicated that they were very satisfied or generally satisfied with the support they were receiving from their immediate supervisor, and 74.0% were satisfied with the support from the college as a whole. About 73%, felt that the college has done a good job protecting staff from the negative health consequences of COVID-19. In terms of training, staff were mostly interested opportunities to learn more about software that has become common and necessary during remote work, such as Adobe and Zoom.

Communication from Mt. SAC: Respondents indicated high levels of satisfaction with the clarity (69.0%) and the timeliness (66.4%) of the communications they received from the college regarding COVID-19 and the college's response. Staff was less satisfied with the receptiveness of the college to feedback from staff. Specifically, about 40% were satisfied with the opportunities for feedback, and only 35.8% were satisfied with the way feedback has been received.

What has gone best: As with all COVID-19 surveys, staff were asked to identify what has gone best during the college's move to remote work in the face of the COVID-10 pandemic. Respondents indicated that they were happy and appreciative that they were able to safely work from home and that their jobs were secure. A significant number of comments lauded the way the college, including staff, faculty and management have worked in unison to maintain operations during this difficult time.

Introduction

In response to the ongoing COVID-19 pandemic and Mt. San Antonio College's (Mt. SAC) move to a remote learning experience, the Office of Research and Institutional Effectiveness (RIE) and the Office of Instruction began planning a series of surveys to gather relevant feedback from the campus community. The intent of the surveys were to inform the community of the efforts the college was taking to address issues that had developed and to provide a space for feedback about future services and changes to processes that would be needed.

The first survey in the series was the *COVID-19 Student Survey*, which was distributed to all Spring 2020 credit students between April and May of 2020. This was followed by the *COVID-19 Faculty Survey* in May and June of 2020. The third survey, and the focus of this report, is the *COVID-19 Staff Survey*, which was administered in June and July of 2020.

All three surveys were based on discussions throughout the Spring 2020 term that included input from Academic Senate, California School Employees Association (CSEA), Instruction and Student Services leadership. These discussions influenced questions and areas of focus for each of the surveys. Additionally, as other researchers across the country were working to address the same issue, the Mt. SAC drew from several other entities to identify additional valuable questions. These entities included the Hope Center, the Research and Planning (RP) Group, the Higher Education Data Sharing Consortium (HED), EDUCAUSE, and the Community College Equity Assessment Lab (CCEAL), among others.

The final version of the staff survey focused on four general areas of concern. The survey began by addressing issues related to technology, including access to hardware, software and reliable internet access. The second section focused on issues related to the current working experience, including questions related to challenges in workload, schedules, and team interactions. This was followed by a section focusing on personal challenges brought upon by the current crisis, including issues related to family life, finances, and health. The final section focused on the response by the campus to the current situation, including programs, communications, and trainings that have been provided to staff and students.

Methodology

The staff survey consisted of 38 total items, including multiple choice and open-ended questions. The survey, built in the Qualtrics environment, included functionality that allowed the researchers to display certain questions based on participant responses to previous questions. Additionally, staff were not required to answer any question. Therefore, not all staff completed all 38 items.

The survey was delivered to all classified staff employed at the college as of June 18, 2020. Survey invites were sent directly to Mt. SAC email accounts on June 22, 2020 and was closed on July 13, 2020. Throughout the data collection period, two email reminders were sent to staff who had not completed the survey. A total of 657 staff members received an invitation to complete the survey, and a total of 261 responses were collected, for a response rate of 39.7%.

Analysis

Analysis of the survey included both quantitative analysis of valid responses and qualitative analysis of all open-ended questions. For the quantitative questions, all missing responses were removed and only valid responses were included in the final “N” or sample for that question; because of this, the “N” for each question may vary. For all open-ended questions or response options, the content of each response was reviewed, summarized, and organized by common over-arching themes. This analysis can often result in one open-ended response containing multiple themes.

Limitations

The most relevant limitation with online surveys is respondents’ access to technology to complete the survey. Staff who were unable to access reliable internet, either at home or on campus, would have been less likely to respond to the survey. In particular, many CSEA 651 staff, who are primarily maintenance and operations professionals, do not regularly access a computer as part of their job duties. While they were included in the survey sample, their participation was minimal. As such, the college and the RIE office will need to develop alternative means of evaluating this cohort’s experiences during this time.

Additionally, Mt. SAC employs many non-permanent staff and student workers. These individuals were not included in this survey and therefore the results may not represent the full picture of non-management and non-faculty employees of the college.

Respondent Characteristics

An invitation to complete the *Covid-19 Staff Survey* was sent to the email accounts of 657 permanent employees at the college. These employees are represented by two different unions, CSEA 262 and CSEA 651. The CSEA 262 union represents all non-teaching academic and administrative professionals that are employed at the college. Its sister chapter, the CSEA 651 union, represents maintenance and operations professionals at the college.

Nearly 93% of survey respondents were members of CSEA 262 (Table 1). An “Other” option was provided to those who were either unsure of which union they belonged to; nine respondents selected this option. About 89% of respondents were full-time employees at the college (Table 2).

Table 1. Respondents by Union

Staff Union	Count	Percent
Unit 262	241	92.7%
Unit 651	10	3.8%
Other	9	3.5%
Total	260	100.0%

Table 2. Respondents by Employment Status

Employment Status	Count	Percent
Full-time	230	88.5%
Part-Time	30	11.5%
Total	260	100.0%

In the wake of the COVID-19 pandemic and orders from both state and county leadership, a significant majority of Mt. SAC employees were instructed to work remotely. Those who were deemed essential to the operations of the college were eventually asked to return to campus either on a full-time or part-time basis. Of the 260 staff members who completed the survey, 81.8% were working exclusively off-campus (Table 3). Another 15.9% of respondents were working partially remote and partially on campus.

Table 3. Employee Location Status

Location Status	Count	Percent
100% remotely	211	81.8%
100% on campus	6	2.3%
Partially remote and partially on campus	41	15.9%
Total	258	100.0%

Based on the location status identified in Table 3, respondents were navigated to different portions of the survey that were tailored to their specific situation. For example, of the 41 respondents who indicated they were working partially remote and partially on campus, 48.8% were working one day on campus, and 34.2% were working two days on campus (Table 4).

Table 4. Days Working at Mt. SAC Campus

Days on campus	Count	Percent
1	20	48.8%
2	14	34.2%
3	3	7.3%
4	4	9.8%
5 or more	0	0.0%
Total	41	100.0%

Technology and Accessibility

Staff who indicated that they were working at least partially from home ($N = 252$), were asked to identify the technological challenges they encountered since the transition. Since many staff also interact directly with students as part of their day to day duties, respondents were given the option to indicate the issues their students had also faced.

About 42% of respondents indicated that they had issues accessing other computer hardware such as printers or scanners (Table 5). This response was the highest by a significant margin.

About 15% of respondents had issues accessing online tools such as Banner, SARS and Argos, and 14.7% had issues accessing reliable internet.

The most common issues staff indicated that students faced is access to other computer hardware (13.1%), and access to reliable internet service (12.7%).

Table 5. Technological Issues

Technological Issue (N =252)	Staff	Student
Access to other computer hardware (e.g. Printers, Scanners)	41.7%	13.1%
Accessing tools like Banner, SARS, Argos, etc.	15.1%	8.3%
Access to reliable internet/service	14.7%	12.7%
Not applicable	14.3%	11.1%
Access to specialized software (e.g., Adobe products, statistical packages)	12.7%	6.7%
Discomfort or lack of familiarity with required technologies or applications	11.5%	6.3%
Adequate knowledge to effectively navigate Canvas	11.1%	6.3%
Access to a reliable digital device (e.g., laptop, mobile device)	10.7%	7.9%
Access to training resources for required technologies	9.1%	0.4%
Adequate digital replacements for face-to-face collaboration tools (e.g., whiteboards)	7.9%	0.4%
Adequate knowledge to effectively navigate tools like Banner, SARS, Argos, etc.	7.5%	2.4%
Other (please specify):	7.1%	0.4%
Access to reliable communication software/tools (e.g., Zoom, Skype, Google)	6.3%	5.6%

Employees were able to select the “other (please specify)” category and further describe any technological issues they may have been facing. Based on the comments provided, five themes were identified (Table 6). The most common issues mentioned in the comments were related to software access and a lack of a dedicated work space.

As one respondent noted:

“Not having the same computer setup at home makes the job more difficult, it [is] also a slower process to get the work done. What I did at work in one day takes me two days at home.”

Table 6. Other Technological Issues (Open Ended Comments)

Themes	Count - 17
Software access/quality	6
Lack of dedicated work space	5
Peripheral computer devices (monitors, phones, webcams, etc.)	4
Lack of access to classroom technology	1
Information from other divisions	1

When prompted, 82.2% of respondents indicated that they did not require any accessibility accommodations (Table 7). The most common issue respondents did encounter was the accessibility of software systems used by the college, including Banner and Argos (8.3%). This

was followed by integrating captioning into Zoom (7.2%). Respondents who selected “other (please specify)” were given the option to explain their response, but no additional information was provided

Table 7. Accessibility Issues

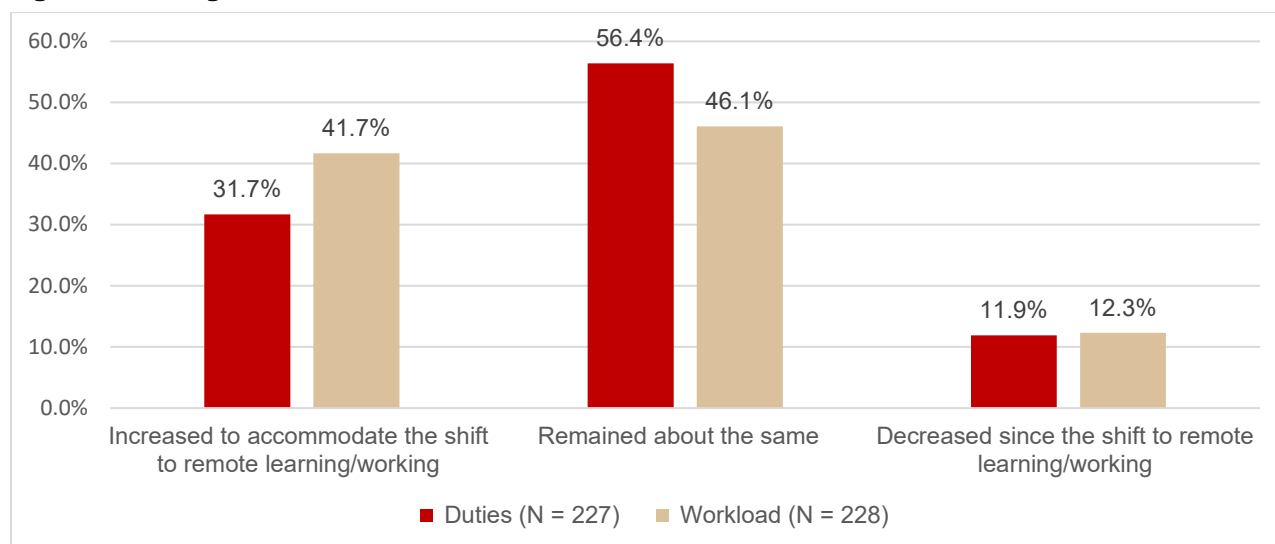
Accessibility Issues	Percent (N =180)
Do not require accessibility accommodations	82.2%
Accessibility of systems like Banner, SARS, Argos, etc.	8.3%
Integrating captioning into Zoom	7.2%
Access to assistive technology hardware or software	5.0%
Availability of live captioning on video conferencing	4.4%
Digital material in alternate formats, such as text enlargements, screen reader	4.4%
Availability of closed captioning tools	3.9%
Access to American Sign Language (ASL) interpreters	2.2%
Access to a note taker	1.7%
Accessible tutoring	1.7%
Accessibility of Canvas	1.1%
Other (please specify):	1.1%

Remote Working Experience

Respondents who indicated that they worked remotely, either partial or fully, were prompted to answer a series of questions about their experience. Staff were asked to identify any changes in their duties or workload, their communication with other staff, their needs, and their opinion about a return to campus.

Since the college’s transition to remote work, more than half of respondents (56.4%) indicated that their duties have remained about the same (Figure 1), while nearly a third (31.7%) believed that their duties actually increased. In terms of the amount of work staff have been required to complete, 46.1% indicated that it has remained the same since the transition, while 41.7% indicate that it has increased

Figure 1. Change to Workload and Duties Since Transition



Staff were then asked to indicate how often they were connecting with others at the college through conference calls, video chats, messaging, phone texts, or any other communication means (excluding training webinars). Staff appeared to maintain regular communication with their co-workers. Over 90% of respondents communicated everyday (46.9%) or 2-3 times a week (46.9%) with co-workers (Table 8). In regards to their immediate manager, supervisor or director, respondents were almost evenly split about the amount of time they are connecting; 28.6% communicated once a week, 28.6% communicated 2-3 times a week, and 20.5% communicated once a week.

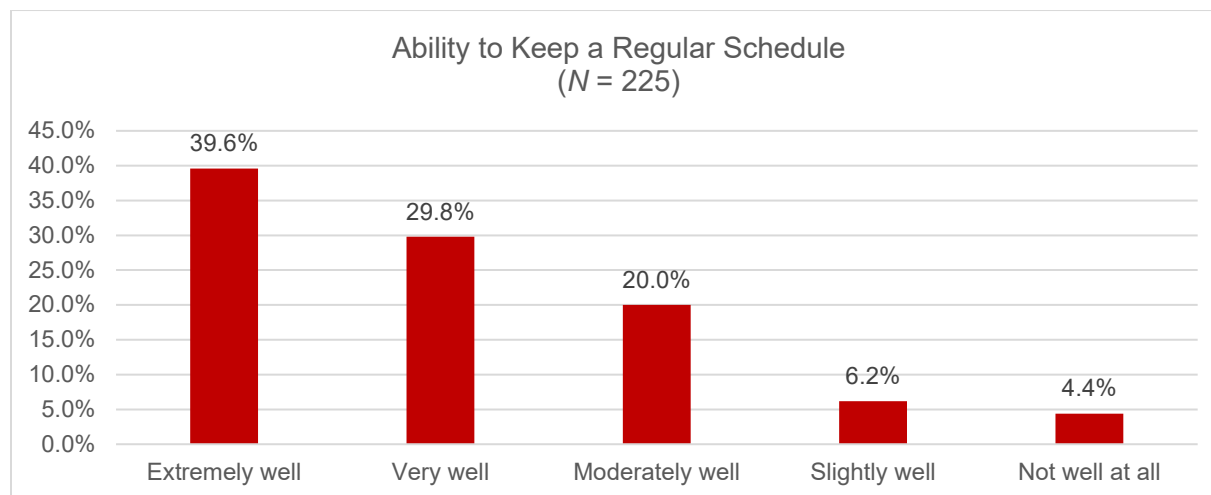
The question provided an opportunity for respondents to identify how often they communicated about work matters with people not listed, and provided an open textbox to list them. Respondents indicated that they were also in communication with vendors, consultants, retirees and employees at other colleges.

Table 8. Communication With Others

Employees	Every day	2-3 times a week	Once a week	Other	NA
My direct co-workers (N =226)	46.9%	46.9%	18.1%	5.3%	2.2%
Other college staff members (N =214)	20.1%	20.1%	20.1%	20.6%	7.9%
Faculty (N =207)	12.1%	12.1%	17.4%	22.2%	33.8%
My manager/supervisor/director (N =224)	28.6%	28.6%	20.5%	16.5%	0.9%
Administrators (N =213)	5.2%	5.2%	13.6%	35.2%	34.3%
Students (N =215)	22.8%	22.8%	3.7%	14.9%	43.7%
Other (please specify) (N =54)	5.6%	5.6%	14.8%	7.4%	63.0%

Staff were asked to evaluate how well they were able to maintain a regular schedule considering the shift to remote work. Over two thirds of respondents believed that they were able to extremely well (39.6%) or very well (29.8%) keep a regular schedule working from home (Figure 2). Conversely, approximately 4% of respondents did not feel positive about maintaining a regular schedule working from home.

Figure 2. Keeping a Regular Schedule Working From Home to Complete Assigned Work



Staff were given a list of possible challenges they may have experienced while working from home and asked to select all the options that applied to their situation (Table 9). Childcare was an issue for many respondents, about 35% indicated that caring for their children was a challenge and 26.2% indicated that educating their children was one as well. Other common issues included having other adults working at home at the same time (34.1%) and not having a dedicated work space (29.4%).

Table 9. Challenges While Working From Home

Challenges	Percent (N = 214)
I am caring for children during the workday	34.6%
There are other adults working from home at the same time I am	34.1%
I do not have a dedicated workspace	29.4%
I am expected to educate my children during the workday	26.2%
Not applicable	26.2%
Other (please specify)	18.2%
I am caring for elderly family members during the workday	9.8%

There were 39 respondents who chose “other (please specify)”, and of those 37 provided written responses to the question. The most common theme identified in the open ended comments related to staff’s lack of an adequate workspace (Table 10). This included respondents who did not have quiet spaces during the work day and those who did not have ergonomic chairs and desks. The second most common theme identified related to home or family responsibilities, including caring for children and older adults. A few respondents noted issues with workloads, and drawbacks to working remotely such as issues with communication and lack of supplies.

Some representative comments from respondents include:

“There is an expectation from other staff online for an immediate response. Sometimes my Skype chats are flooded”

"It's often harder to reach other employees remotely compared to when everyone was working on campus and you knew they were in their office during the same scheduled work hours each day"

"Have special needs 16 year old who needs a little attention during the day"

Table 10. Other Challenges While Working From Home (Open Ended Comments)

Themes	Count - 37
Lack of an adequate workspace	14
Home/family responsibilities	7
Access to peripheral computer devices	5
Workload	4
Difficulty communicating with other staff	3
Access to campus files/paperwork	2
Technology Adaption	1
Mental health	1

Staff were then asked to identify the additional supplies and services they still needed to carry out their work remotely. About 38% of respondents indicated a need for a copier, scanner and/or printer, and 28.5% indicated that they needed additional monitors (Table 11). About 17% indicated that they still required a laptop or desktop.

Twenty-three respondents selected "other (please specify)" and specified which items they still needed. In addition to peripheral computer devices (seven respondents), the additional supplies included four respondents requesting support for creating a functional and/or ergonomic work space (Table 12).

Table 11. Additional Supplies and/or Services Still Needed

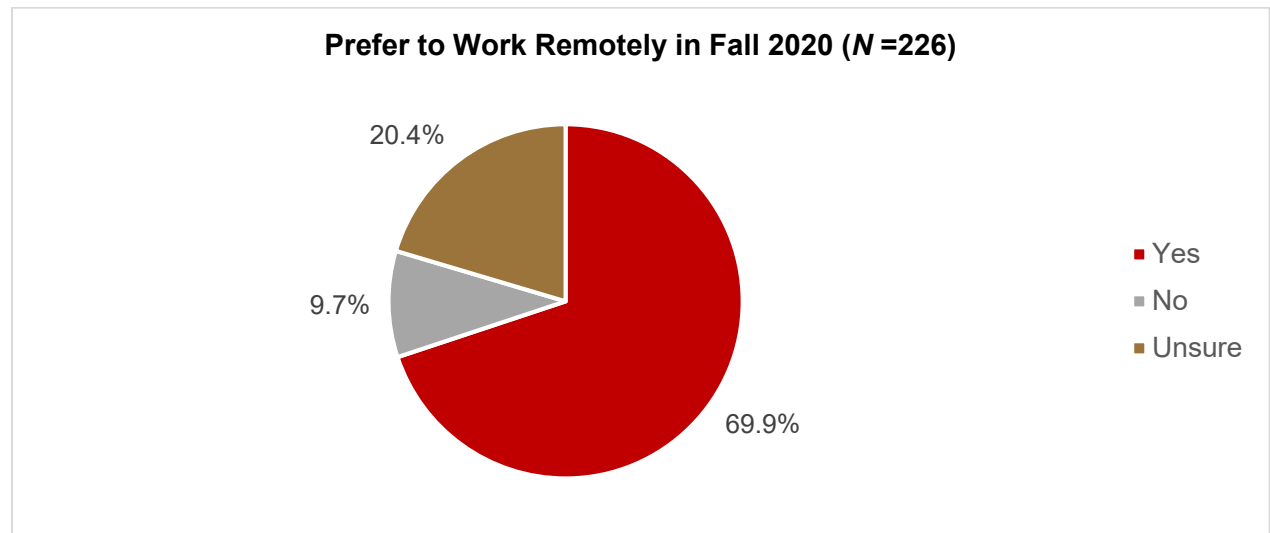
Supplies/Services Needed	Percent (N =200)
Copier/scanner/printer	37.5%
Additional monitors	28.5%
Not applicable	24.0%
Access to or reimbursement for internet/hotspot	17.0%
Laptop/desktop	16.5%
Communication equipment (headset, microphone, camera)	14.0%
Other (please specify)	13.0%
Access to a meeting/communication application (e.g., Zoom, Skype)	6.5%

Table 12. Other Supplies and/or Services Still Needed (Open Ended Comments)

Theme/Item	Count - 23
Peripheral computer devices (printers, monitor, headset)	7
Functional/ergonomic work space	4
Phone	3
Software updates	3
Computer/Laptop	2
Reimbursement for supplies/services	2
Other office supplies	2

Staff who were working remotely were then asked whether they would prefer to continue to work remotely during the Fall 2020 term. About 70% of respondents indicated that they wanted to continue working remotely during the fall, while 20.4% were unsure (Figure 3). As noted previously, the survey was administered in June 2020, before the Fall 2020 term had begun.

Figure 3. Prefer to Work Remotely in Fall 2020



Personal Challenges Related to COVID-19

The following section focuses on questions related to personal challenges that staff encountered during the COVID-19 pandemic. Questions were presented to all respondents, regardless of their work location, and was intended to identify non-work related challenges, such as health and financial issues.

First, staff were given a list of possible issues related to the COVID-19 pandemic that may have affected their ability to work effectively. About 45% of respondents indicated that these issues were not applicable to them (Table 13). The most common issue selected was mental health, with 32.6% of respondents. This was followed by social isolation (27.9%) and physical health (19.5%).

Table 13. Issues That Affected Ability to Work Effectively

Issues	Percent (N =215)
Not applicable	45.1%
Mental health	32.6%
Social isolation	27.9%
Physical health	19.5%
Personal safety	14.9%
Financial impacts	10.2%
Other (Please specify)	8.4%
Employment status	5.1%
Food shortages	1.9%
Housing instability	1.4%

Of those who selected “other (please specify)”, stress, an increased workload, and a lack of clear guidance and leadership from supervisors and/or the college affected their ability to work effectively (Table 14).

One respondent explained:

“My boss has not acclimated to working from home. Her stress has strained our working relationship and often causes me stress, anxiety, additional work, and longer hours”

Table 14. Other Issues That Affected Ability to Work Effectively (Open-Ended)

Themes	Count - 18
Stress	4
Increased workload	3
Unclear guidance/leadership	3
Home/personal responsibilities	2
Lack of functional/ergonomic work space	2
Unable to provide in-person support	2
Lack of physical activity	1
Lack of childcare	1

Staff were then asked to identify how often they worried about various issues related to the spread of the COVID-19 virus. About 96% of respondents worried often or sometimes about the wellbeing of friends and family, and 90.1% about their own wellbeing (Table 15). An additional 90.2% worried often or sometimes about what the future holds for Mt. SAC. Some notable worries included financial issues, including losing their jobs (62.8%), having access to healthcare for themselves and their family (61.1%) and paying bills (54.2%).

Table 15. Personal Worries

Issue	Often/ Sometimes	Never
The health and well-being of your friends and family (N =233)	95.7%	4.3%
What the future holds for Mt. SAC (N =234)	90.2%	9.8%
Your health and well-being (N =233)	90.1%	9.9%
The health and well-being of your colleagues (N =232)	89.2%	10.8%
The health and well-being of the students (N =229)	89.1%	10.9%
A family member losing their job (N =230)	71.7%	28.3%
Doing your job effectively despite the changes in your work environment (N =232)	65.5%	34.5%
Losing your job (N =226)	62.8%	37.2%
Having access to health care for you and/or your family (N = 229)	61.1%	38.9%
Losing connections with your colleagues at Mt. SAC (N = 231)	57.6%	42.4%
Paying your bills (N = 227)	54.2%	45.8%
Feeling pressure to come to your place of work (N = 231)	40.3%	59.7%

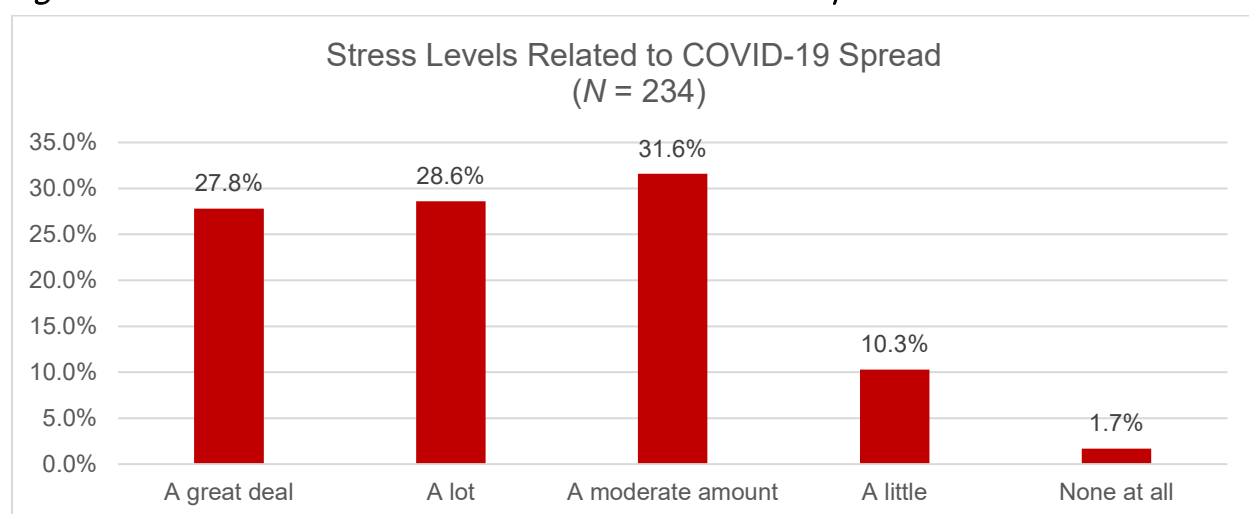
Staff were given a series of statements related to their ability to manage their responsibilities in the face of the COVID-19 pandemic. While 90.5% indicated that they often or sometimes felt they were on top of things, large percentages of respondents indicated that they had too many things to do (84.3%), felt under pressure from deadlines (76.0%), and felt they were in a hurry (75.1%) (Table 16).

Table 16. Frequency of Issues Since COVID-19

How Often	Often/ Sometimes	Never
Had too many things to do (N = 230)	84.3%	15.7%
Felt you were in a hurry (N = 229)	75.1%	24.9%
Felt under pressure from deadlines (N = 229)	76.0%	24.0%
Felt difficulties were piling up so high that you could not overcome them (N = 229)	45.4%	54.6%
Felt that you were on top of things (N = 231)	90.5%	9.5%
Had too many worries (N = 229)	65.9%	34.1%

Over half of the respondents felt a great deal or a lot of stress about the potential consequences of the spread of COVID-19 (Figure 4). In total, about 98% of respondents felt some level of stress about its spread.

Figure 4. Stress Levels Related to Potential COVID-19 Consequences



Mt. SAC Student Support and Resources

As part of their typical workdays, a significant number of staff members interact with students. In many instances, staff are the first point of contact for new students, and the relationships they create, and the support they provide, have direct impacts on student success. As such, staff have important insight into the issues students face, and possess the ability to provide direct and indirect support for these issues.

Staff who typically interact with students at least once a month (Appendix A), were asked about their awareness of services, resources and assistance that were made available to students in response to the COVID-19 pandemic and the move to remote learning.

Over 90% of respondents were aware of the Mountie Fresh Food Pantry (98.2%), the laptop lending program (96.3%), online academic counseling (95.1%) and IT Help for students (92.7%) (Table 17). Staff were most likely to relay information about the Mountie Fresh Food Pantry (71.5%), the laptop lending program (69.5%), IT help (67.7%), and online academic counseling (63.6%) to students.

Table 17. Awareness of Services, Resources and Assistance for Students

Services	Yes, and relayed to students	Yes, but not relayed to students	No
Laptop lending (N = 164)	69.5%	26.8%	3.7%
Mountie Fresh Food Pantry (N = 165)	71.5%	26.7%	1.8%
IT Help for students (N = 164)	67.7%	25.0%	7.3%
Online Academic Counseling (N = 162)	63.6%	31.5%	4.9%
Special EW status for course grades (N = 161)	52.8%	27.3%	19.9%
Pass/NP status for course grades (N = 162)	56.2%	33.3%	10.5%
Basic Needs Fund (food resources, housing referrals, case management support) (N = 165)	52.7%	32.7%	14.6%
Mental Health Services (N = 163)	54.6%	33.7%	11.7%

Of those respondents who interact with students in their typical workday, about 80% were either very satisfied or generally satisfied with the way in which the college messages the community about the services, resources and assistance it has made available to students during this time (Table 18).

Table 18. Satisfaction With Messaging About Services, Resources and Assistance

Satisfaction Level	Count	Percent
Very satisfied	61	37.2%
Generally satisfied	70	42.7%
Neither satisfied nor dissatisfied	26	15.9%
Generally dissatisfied	6	3.7%
Very dissatisfied	1	0.6%
Total	164	100%

In an open-ended question, staff were asked how Mt. SAC could better support students' remote learning needs during the COVID-19 pandemic. The most common theme identified in the responses staff provided was related to communication from the college to students (Table 19). Staff respondents indicated that the college should provide more information about services, resources, available classes, and information about when students will be able to return to campus.

Some representative comments related to this topic include:

"I think giving them more updates and information regarding classes being transitioned remotely. There are many students who ask when we are going back to campus and since I have no idea, I can't give them an answer. It's been even harder and frustrating for students to register for classes because the process seems too long, difficult and confusing...there are certain services we can't provide and I know some students have gotten frustrated because of it"

“Explain Mt SAC’s plan for getting students back on campus. I understand we don’t know when this will be, but we should know what to expect and how it will look like once back on campus”

“Make things more clear on the website explaining how the remote classes work and what is involved. A student told me they had no idea if they had to do zoom for a class or not. Some information was updated two days prior to school starting. When they signed up for a language class, they found out they had to pay \$150 for access to a text book for the class. They wanted to know why that information wasn’t listed before they registered for the class”

The second and third most common themes related to providing students with needed technology, such as laptops and hotspots, and then providing sufficient technical support and training on their use. Another common theme, was providing student additional academic support, such as tutoring.

One respondent explained:

“Senior management needs to provide AND FUND accessible remote tutoring. Some labs on campus have had their hourly workers slashed. This one on one assistance cannot always be handled by classified staff, and we need support. If you want to support students, hire students to support the campus.”

Table 19. How College Can Better Support Students (Open Ended)

Themes	Count - 55
Communication	13
Technology supplies	11
Technology support/training	11
Student academic support (ex: Tutoring)	5
Flexibility	5
Synchronous classes/support	3
Financial support for housing, food, school supplies	2
Software for support staff	2
Accessibility support	1
In-person support	1
Support faculty	1

MT. SAC's Response to COVID-19

Staff were asked a series of questions related to the college's response to the COVID-19 pandemic and the move to remote instruction and work. Staff were prompted to evaluate their satisfaction level with the support they were receiving from both their immediate supervisor and the college as a whole, to adjust to all the changes made in response to the COVID-19 pandemic.

Respondents indicated high levels of satisfaction with the support they were receiving. About 77% of respondents indicated that they were very satisfied or generally satisfied with the support they were receiving from their immediate supervisor, and only 74.0% with the support from the college in general (Table 20).

Table 20. Satisfaction with Support Regarding Changes in Response to COVID-19

Person/Entity	Very/ Generally Satisfied	Neither Satisfied/ Dissatisfied	Generally/ Very Dissatisfied
Immediate Supervisor/manager/director (N = 232)	76.7%	15.5%	7.8%
Mt. SAC in general (N = 231)	74.0%	24.7%	5.2%

To evaluate the support they received from senior leadership, with respect to changes caused by COVID-19, staff were given a series of statements and asked to evaluate their level of agreement.

Respondents showed the highest levels of agreement with the statements regarding the job the college has done protecting staff from negative health consequences (72.7%), the job it has done helping staff adapt to changes (70.4%), and how well it has shown care and concern for staff (69.0%) (Table 21). Conversely, the lowest level of agreement was with the statement regarding how receptive senior leadership was to feedback about the response to the crisis (53.3%).

Table 21. Senior Leadership's Response

Senior Leadership:	Strongly/ Somewhat Agree	Neutral	Strongly/ Somewhat Disagree
Has done a good job protecting staff from the negative health consequences of COVID-19 (N = 231)	72.7%	15.2%	12.1%
Had done a good job helping staff adapt to the changes at the institution brought on by the spread of COVID-19 (N = 230)	70.4%	16.1%	13.5%
Has helped staff understand the priorities and direction in their work given changes at the institutions brought on by the spread of COVID-19 (N = 230)	60.4%	22.6%	17.0%
Has shown care and concern for staff as they respond to the spread of COVID-19 (N = 229)	69.0%	16.2%	14.8%
Seems receptive to feedback from staff about their response to the changes at the institution brought on by the spread of COVID-19 (N = 229)	53.3%	31.9%	14.8%

About 65% of respondents strongly agreed or agreed that they knew who to contact at the college if they had questions about changes in response to the COVID-19 situation (Table 22). About 21% of respondents disagreed or strongly disagreed, indicating that there were still a number of staff members who were unclear about this process during the survey period.

Table 22. Know Who to Contact About Changes Due to COVID-19

Agreement Level	Count	Percent
Strongly agree	68	29.31%
Agree	84	36.21%
Neither agree nor disagree	31	13.36%
Disagree	42	18.10%
Strongly disagree	7	3.02%
Total	232	100%

Staff were then given a series of statements regarding communication from the college about the COVID-19 pandemic and its response. Staff were asked evaluate their level of satisfaction with the college in this regard. Respondents indicated the highest levels of satisfaction with the clarity (69.0%) and the timeliness (66.4%) of the communication they received (Table 23). About half of respondents were satisfied with information about how changes will impact their employment (51.8%) and the viability of the college (50.0%).

Similar to the results identified in Table 21, respondents indicated lower levels of satisfaction regarding the receptiveness of feedback from staff. About 40% were satisfied with the opportunities for feedback, and only 35.8% were satisfied with the way feedback has been received.

Table 23. Satisfaction With Communication

Statement	Satisfied	Neutral	Dissatisfied
The timeliness of the communication you've received from Mt. SAC about its ongoing responses to COVID-19 (N = 226)	66.4%	16.4%	17.3%
The clarity of the communication you've received from Mt. SAC about its ongoing responses to COVID-19 (N = 226)	69.0%	16.4%	14.6%
The support you've received from Mt. SAC to help you revise your programs to a remote format (N = 223)	57.1%	31.8%	10.3%
The information you've received about how changes at Mt. SAC in response to COVID-19 will impact your employment (N = 226)	51.8%	28.8%	19.5%
The information you've received about how changes at Mt. SAC in responses to COVID-19 will impact the institutions future viability (N = 226)	50.0%	28.3%	21.7%
Your opportunities to provide feedback to Mt. SAC about its responses to COVID-19 (N = 226)	40.3%	41.2%	18.6%
How well you and/or your colleagues feedback has been received by Mt. SAC (N = 225)	35.8%	49.3%	14.7%

Staff who were either still working on campus all of the time and those who were splitting their time on campus and remotely, were asked to rate their levels of satisfaction with the safety measures put in place for on campus staff. The question was answered by only 40 respondents, but about two-thirds (67.5%) were satisfied with them (Table 24). Those who were working on campus part of the time, had higher satisfaction levels than those who worked on campus the entire time (70.6% vs. 50.0%, respectively). As noted earlier, the low number of fully on campus respondents requires one to evaluate these results with caution.

Table 24. Satisfaction with On-Campus Safety Measures

Question	Satisfied	Neutral	Dissatisfied
100% On Campus (N = 6)	50.0%	0.0%	50.0%
Partially On Campus (N = 34)	70.6%	23.5%	5.9%
Total (N = 40)	67.5%	20.0%	12.5%

Finally, staff were given a list of safety measures that the college could implement in order to allow for a safe return to campus for students, staff and faculty. Respondents were asked to select all of the measures they deemed important. The most selected safety measure was giving staff the option to continue to work from home, with 88.9% of respondents choosing this option (Table 25). This was followed by cleaning and disinfecting frequently used surfaces/items (87.6%), increasing sanitation in offices (85.4%), and mandating mask usage (83.6%).

Table 25. Safety Measures to Implement for Safe Return

Safety Measure	Percent (N = 226)
Continue allowing work from home options for staff	88.9%
Have frequently used surfaces/items cleaned and disinfected on a regular basis	87.6%
Increase sanitizing in offices	85.4%
Require people to wear masks	83.6%
Increase sanitizing in classrooms/labs	83.2%
Increase sanitizing in public spaces	81.0%
Limit occupancy in buildings	78.8%
Alternative days of work on campus/from home to limit number of staff on campus on a given day	78.8%
Require 6 feet distancing	75.2%
Install shields/barriers/walls in places where people congregate	71.7%
Evaluate/upgrade HVAC systems in buildings	70.8%
Train staff on proper sanitizing of workspace	70.4%
Have daily health and temperature checks	61.9%
One-way routes in walking paths	43.8%
Other (please specify)	15.5%

Those who marked “other (please specify)”, were given the opportunity to specify their ideas. The most common theme identified in the comments (10 in total) was to have the college provide sufficient personal protective equipment (PPE) and cleaning supplies (Table 26). Others indicated that they would want the college to support staff and students who would want to

continue to work or study from home (nine responses). There were also eight references to restricting access to the campus, building, and rooms.

Some representative quotes include:

“Use clear, consistent, and on-brand communication regarding access guidelines and procedures to improve the safety of employees and students. Various programs/department have different “best practices” and guidelines for returning to campus. Health Questionnaires should include consistent screening criteria. Fire/paramedic, nursing, athletics should have consistent screening guidelines.”

Do not rush the return of staff who can effectively work from home. Aside from the exposure to COVID, I'm concerned about the social interactions regarding masks, distancing, etc. Staff/faculty should not be forced into potentially hostile situation on these issues when our job is not to enforce logical, necessary practices.

Table 26. Other Making Campus Ready Responses

Themes	Count - 46
Provide sufficient PPE/cleaning supplies	10
Allow work/study from home	9
Restrict access to building/rooms	8
Cleaning	5
Mask requirements	3
Communication of guidelines	3
Policy/training for managing noncompliance	3
Testing available on campus	3
Wait for vaccine	1
Wi-Fi availability	1

Training

The move to remote work has required many staff members to learn new software and hardware in order to fulfill their job duties. When prompted, 54.0% of respondents ($N = 228$) indicated that they were able to participate in trainings since transition to working remotely. Information about the organizations staff used for trainings are available in Appendix A.

Employees were then asked what additional topics they felt should be covered in future training(s) related to transitioning to an online environment. Overall 50 themes were identified in the comments. The most common of which was software training, including Adobe and other digital signature software, Zoom, Microsoft Teams, Banner, and Skype (Table 27). Respondents also indicated that they would like trainings helping them manage working from home, including managing mental health/stress, workload, and time management.

Table 27. Ideas for Staff Training

Theme	Count - 50
Software	21
Time Management/Mental Health/Working From Home	10
Engaging students virtually	4
Information on resources available to staff/students	4
Creating an ergonomic work space	3
Basic computer skills	2
Hardware Training	1
New Employee	1
Policy for noncompliance	1
Other - Unrelated	3

What Can Be Improved and What Has Gone the Best

The final questions in the survey were open ended prompts asking staff to describe what the college could do to better to support their remote work needs, and what, in general, has gone the best. When prompted to explain what the college could do to support them, 92 staff members provided responses, including 16 who indicated they did not need any additional support.

Of those who did provide suggestions, the most common one identified in the comments was the need for additional technology supplies, such as printers, scanners, webcams and hotspots (Table 28). Similarly, eight respondents highlighted the need for supplies and tools to create functional ergonomic workspaces, such as chairs, desks and back rests.

Respondents also indicated that they would like to see consistent and timely communications from leadership about the return to campus, work from home policies, resources available to staff or students, and any changes to college policies or services. Some comments related to this theme include the following:

“By better informing staff of what developments are being worked on in terms on returning to campus. I know things change day but I feel clueless on the task force that is working on a return to campus and their developments. It makes me fear that when I return to campus, my needs won’t be considered”

“More communication is needed. I have no information about what is going on in my department. I just received a phone call while taking this survey that someone is our department has tested positive for the virus and their direct co-worker is ordered to go on quarantine. My manager said I might need to go in to the office in the next week or thereafter. This is information that we need to know. Most of the information I receive about what to do on campus is provided by my union, not management”

A number of respondents indicated that they required additional support from the college to manage their increased workload and personal responsibilities such as childcare. Some comments include:

"Provide better flexibility with hours. I feel like I'm always looking for work and when I receive an email after hours I respond right away even though my "official work day shift" is over."

"Respect my work schedule. The longer we've been working remotely, the easier it's become for people to request things during my days off."

"Flexibility with day hours as we have to also care for our children during the day and can be stressful since we can't get adequate daycare at the moment. I am assuming this will get more stressful if and when school starts in the fall."

Another common request was for reimbursement from the college for the added expenses of working from home, such as the use of ink, paper, and the need to purchase additional internet service.

Table 28. What College Can Do to Support Remote Work Needs

Themes	Count - 85
Technology Supplies (Printers, Scanners, Webcams, Hotspots, etc.)	23
Communication (Leadership, Managers)	15
Support Managing Increased Workload	9
Reimbursement for home office supplies (Ink, paper, Wi-Fi, etc.)	9
Need Work Space Support (Ergonomic desks, chairs, supplies, etc.)	8
Software (Updates, Access, etc.)	7
Return to campus information	4
Training Support	3
Authentic opportunities for feedback	2
Childcare	2
Mental Health Support	2
Accessibility (Captions)	1

Finally, in terms of what has gone best during the move to remote work, 150 staff members provided responses to the open-ended question, including three who indicated that nothing has gone well. From those who provided responses, 12 themes were identified (Table 29).

By far the most common theme identified regarded staff's appreciation for being able to work from home during the pandemic.

Some representative comments related to this theme include:

"I have learned to be just as efficient if not MORE in this new environment of working from home. Another thing is that my team and I have connected a lot better than before. We work together on things we did not use to in the past. I love the team synergy!"

"One thing that has gone the best during these difficult times is being able to work from home and being able to social distance myself and family from others. Until there is a vaccine for this virus I find it very difficult for anyone to be able to work on campus. It will be too risky and health and social distancing cannot be guaranteed"

"Working from home, especially during this terrible pandemic has turned out to be a blessing. While there can be distractions that we don't have in the office, we also don't

have the many distractions that happen in the office. More importantly, being home allows me to be around my family and make sure they are safe. This is a huge relief of stress, knowing we are not out in the world and bringing the virus home. Less stress equals more productivity”

Respondents also indicated appreciation for their coworkers:

“In my opinion, we transitioned very successfully. At the start of the pandemic, the perspective was that there would be many classes that would not be able to successfully transition online. This was not the case, and almost all classes were able to transition. Additionally, faculty, staff, and students stepped up and did what they needed to do to make this transition successful--from training to establishing home offices to dealing with new co-workers (some feline, some canine, some toddlers!) to being worried about our own health and safety. While the transition was not without its bumps and bruises, rounds of applause to everyone who met the challenge with enthusiasm and support!”

“Staying connected to coworkers and colleagues who I had daily and weekly interaction with. We continue to stay in touch and are supportive of each other “in all the craziness.” I appreciate that everyone is being understanding of each other and have shifted expectations. The adjustments in deadlines and simplifying procedures was great.”

“Our unit worked an incredible amount of overtime and adjusted quickly to do things from home that would have been nearly impossible to do if we had to only work from our offices. While we weren't perfect, we were able to interact with and help many, many professors through trainings and direct help. It felt like our unit was recognized widely for our contribution to the college.”

Many respondents provided positive feedback about the support from college and their managers:

“I feel there has been a certain level of patience and grace from our [senior] leadership, staff, and students that continues to move the college forward”

“I think that Mt SAC has remained true to its core and kept the students the priority. I can tell when talking to most students that they feel that, even with distance learning and services.”

Relatedly, many showed appreciation to the college for their continued employment:

“Although my work environment has changed, I'm happy to have a job and not worry about putting food on the table or keeping a roof over my head. And I'm thankful for my office mates who keep me smiling. My family and I are safe and not needlessly exposed thanks to Mt. SAC's shift to remote working.”

“Staying employed! Thank you for not putting us on furlough or getting laid off. Thank you for the COLA adjustment! I am extremely grateful”

Table 29. What Has Gone Best

Theme	Count - 173
Being Home	59
Support/teamwork from coworkers	28
College/management Support	16
Job security	15
Health	14
Technology provided	9
Information Technology Department (IT)	8
Moving to digital/web processes	7
Staying positive	5
Communication	4
Students	3
Professional growth	2

Opportunities for Improvement

A review of the data from the Covid-19 Staff Survey indicated that a majority of staff members are satisfied with the support they have received from the college. Many have been able to adjust to a remote working experience, and are appreciative of the ability to continue to safely work from home.

The survey did indicate that there were some areas that respondents felt the college could provide additional support:

Opportunity #1: Increase Access to Peripheral Technology.

The most common technological issue, affecting about 42% of staff, was access to other computer hardware such as printers, scanners and copiers. In open-ended comments, the most common response to how the college could better support staff was providing access to this type of technology in order for staff to create functional work spaces at home.

Opportunity #2: Support Workload and Family Responsibility Issues.

About 46.1% of respondents believe that the amount of work they have been required to complete has increased, and 31.7% believe that their duties have increased as well. Childcare was an issue for many respondents, about 35% indicated that caring for their children was a challenge.

Opportunity #3: Provide Additional Opportunities for Authentic Feedback.

Respondents indicated high levels of satisfaction with the clarity (69.0%) and the timeliness (66.4%) of the communication they received from the college regarding the COVID-19 pandemic and the college's response. What staff was less satisfied with, was the receptiveness of the college to feedback from staff. About 40% were satisfied with the opportunities for feedback, and only 35.8% were satisfied with the way feedback has been received.

Appendix A:

Table A1. Typical Interaction with Students

Interact with Students	Count	Percent
Multiple times a day	66	28.2%
At least once a day	25	10.7%
Once or twice a week	34	14.5%
On rare occasion during the month (once or twice a month)	41	17.5%
Not at all	68	29.1%
Total	234	100%

Table A2. Training Organizations Used by Staff

Training Organizations	Percent (N = 118)
Training offered through Mt. SAC's Professional and Organization Development (POD)	67.8%
Training offered through the Vision Resource Center for California Community Colleges	25.4%
Webinars offered through Academic Senate for California Community Colleges	5.1%
Webinars offered through California Acceleration Project (CAP)	0.8%
Webinars offered through Cora Learning	24.6%
Webinars offered through USC Rossier Center for Urban Education	5.9%
Other	33.1%