

2023 Organizational Effectiveness Survey Saint Augustine’s University Summary Report



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2023 Organizational Effectiveness Survey Report – Saint Augustine’s University

INTRODUCTION

The concept of organizational effectiveness (also known as organizational "success" or "worth") is commonly used to refer to goal attainment — "how well" an organization is doing, or its relative "overall success," and the adequacy with which it operates given certain facilities and resources (Georgopoulos,1957, p.1).

Survey Design: Saint Augustine’s University administered an online 2023 Organizational Effectiveness Survey to all the staff & faculty. The survey had 40 questions on a Likert scale of The survey was made available on the SAU website. The survey was open from May 9-12, 2023. Eighty-one responded and the final analysis included 81 faculty and staff responses. On a five-point scale, respondents could choose one of five Likert scale alternatives. Respondents were asked to rate the organization's performance using 39 statements ranging from 'strongly agree' (Likert scale 5) to 'strongly disagree' (Likert scale 1). Two questions were classified as 'true' or 'false' and 'yes' or 'no'.

An additional analysis of the survey was done to identify areas of strengths and weaknesses. The effectiveness score for each statement was calculated by combining and averaging all the respondents' ratings. The obtained effectiveness score ranged from 0.1, indicating units of the least possible effectiveness, to 3.8, the highest among all statements but indicating the maximum possible score. Statements with a score of less than 2.9 indicate areas that could be improved. Three colors have been used to highlight the final scoresheet. Green, yellow and peach.

Purpose: The purpose of this survey is to thoroughly examine Saint Augustine's University's performance and determine what, if any, strategic changes should be implemented. The findings will assist the SAU leadership team in better understanding the importance of critical drivers of long-term growth and success in the education industry, evaluating how well our organization is performing in each of these critical success areas, identifying appropriate solutions to challenges, and introducing new improvements that benefit employees, allowing them to be aware of potential growth opportunities within the institution.

The survey questions are divided broadly into the following sections:

- Strategic Planning
- Organizational profile
- Institutional Effectiveness
- Campus Climate
- Workforce
- Process Management
- Information Technology
- Analysis of Survey Statements
- Open ended questions

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Analysis and Reporting: If you have any questions or would like additional information, please contact Institutional Research at <https://www.st-aug.edu/institutional-research/>.

SECTION I: STRATEGIC PLANNING

| The unique mission of SAU is regularly communicated throughout the organization. | Total | %age |
|--|-------|--------|
| Agree | 42 | 51.22% |
| Strongly agree | 20 | 24.39% |
| Disagree | 14 | 17.07% |
| Neutral | 5 | 6.10% |
| Strongly disagree | 1 | 1.22% |

| The mission of SAU is widely understood by all employees. | Total | %age |
|---|-------|--------|
| Strongly disagree | 4 | 4.88% |
| Strongly agree | 9 | 10.98% |
| Neutral | 28 | 34.15% |
| Disagree | 19 | 23.17% |
| Agree | 22 | 26.83% |

Employees are involved and participate in the budgetary process of SAU. Total %age

| | | |
|-------------------|----|--------|
| Agree | 5 | 6.10% |
| Disagree | 33 | 40.24% |
| Neutral | 17 | 20.73% |
| Strongly agree | 2 | 2.44% |
| Strongly disagree | 25 | 30.49% |

The organizational structure enables SAU to accomplish its mission effectively. Total %age

| | | |
|-------------------|----|--------|
| Agree | 25 | 30.49% |
| Disagree | 20 | 24.39% |
| Neutral | 29 | 35.37% |
| Strongly agree | 6 | 7.32% |
| Strongly disagree | 2 | 2.44% |

| The various student services offered by SAU are appropriate to its mission ▲ | | Total | %age |
|--|--|-------|--------|
| Agree | | 37 | 45.12% |
| Disagree | | 9 | 10.98% |
| Neutral | | 27 | 32.93% |
| Strongly agree | | 8 | 9.76% |
| Strongly disagree | | 1 | 1.22% |

| The various instructional programs offered by SAU are appropriate to its mission. | | Total | %age |
|---|--|-------|--------|
| Yes | | 70 | 85.37% |
| No | | 12 | 14.63% |

| The strategies expressed in the Strategic Plan support the mission of SAU. | Total | %age |
|--|-------|--------|
| Agree | 42 | 51.22% |
| Neutral | 24 | 29.27% |
| Strongly agree | 8 | 9.76% |
| Disagree | 4 | 4.88% |
| Strongly disagree | 4 | 4.88% |

| Lines of authority and responsibility are defined clearly and understood by SAU employees. | Total | %age |
|--|-------|--------|
| Disagree | 29 | 35.37% |
| Neutral | 21 | 25.61% |
| Agree | 19 | 23.17% |
| Strongly disagree | 8 | 9.76% |
| Strongly agree | 5 | 6.10% |

| Employees have access to and are informed about policies and actions of the executive leadership team. | Total | %age |
|---|--------------|-------------|
| Strongly agree | 6 | 7.32% |
| Strongly disagree | 9 | 10.98% |
| Disagree | 21 | 25.61% |
| Neutral | 21 | 25.61% |
| Agree | 25 | 30.49% |

| Employees have access to and are informed about policies and actions of the executive leadership team. | Total | %age |
|---|--------------|-------------|
| Strongly disagree | 9 | 10.98% |
| Strongly agree | 6 | 7.32% |
| Neutral | 21 | 25.61% |
| Disagree | 21 | 25.61% |
| Agree | 25 | 30.49% |

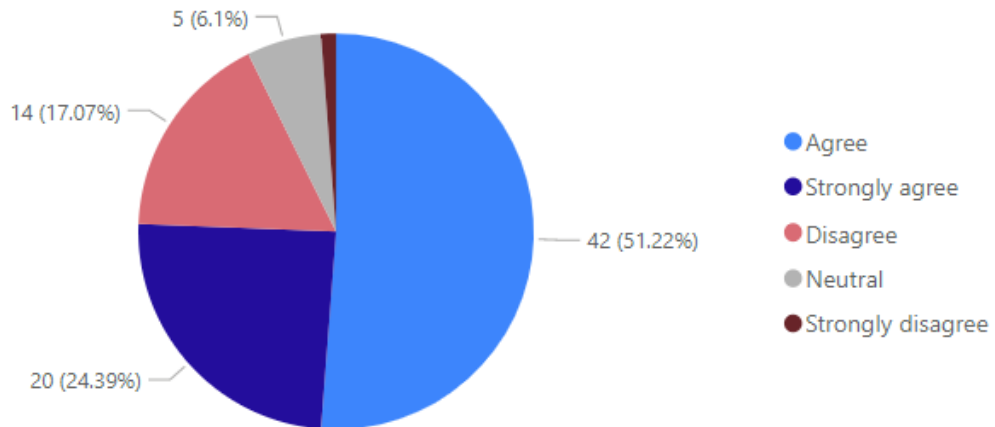
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| The strategic planning process is systematic and broad-based. ▲ | Total | %age |
|---|--------------|-------------|
| Agree | 32 | 39.02% |
| Disagree | 12 | 14.63% |
| Neutral | 31 | 37.80% |
| Strongly agree | 3 | 3.66% |
| Strongly disagree | 4 | 4.88% |

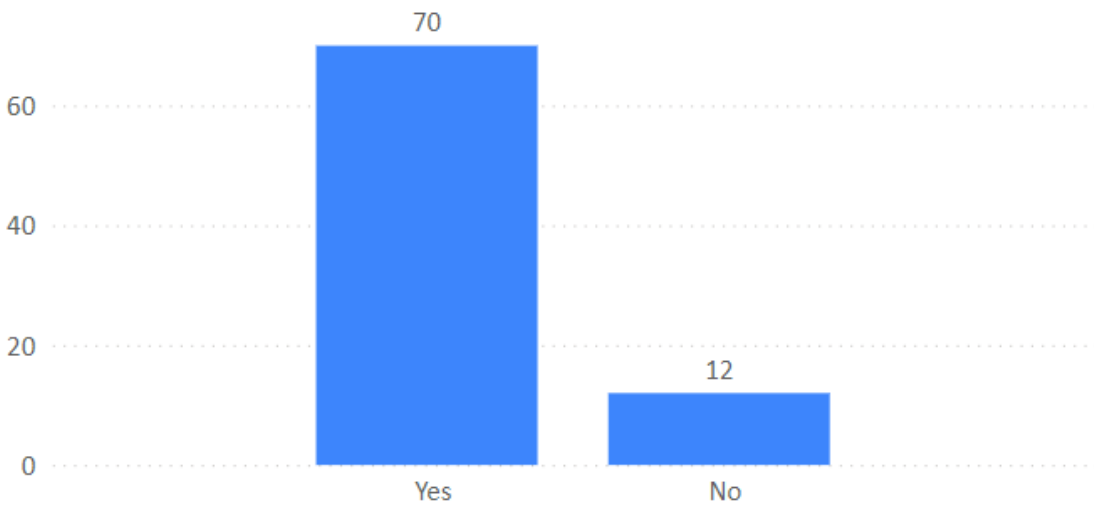
| Employees are made aware of the major institutional initiatives, overall direction, and strategic plan of the SAU. | Total | %age |
|---|--------------|-------------|
| Agree | 48 | 58.54% |
| Disagree | 11 | 13.41% |
| Neutral | 12 | 14.63% |
| Strongly agree | 5 | 6.10% |
| Strongly disagree | 6 | 7.32% |

SECTION I: STRATEGIC PLANNING

The unique mission of SAU is regularly communicated throughout the organization

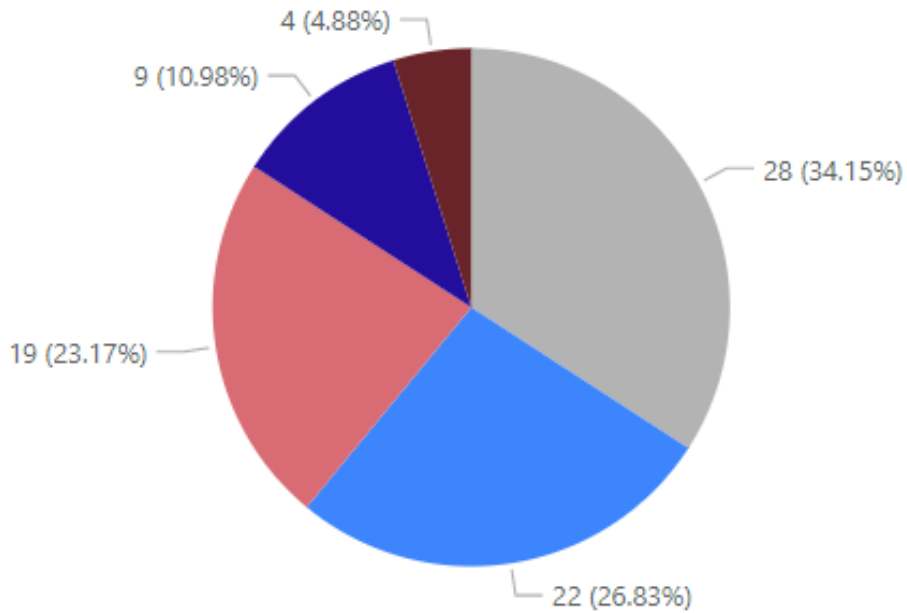


The various instructional programs offered by SAU are appropriate to its mission



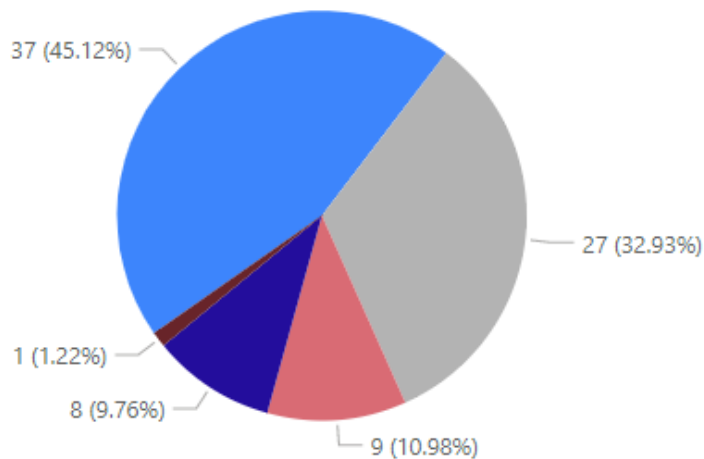
The mission of SAU is widely understood by all employees

● Neutral ● Agree ● Disagree ● Strongly agree ● Strongly disagree

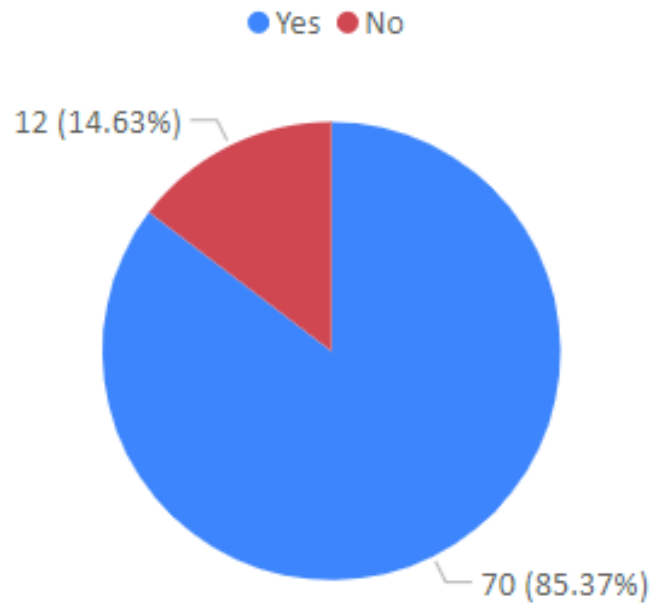


The various student services offered by SAU are appropriate to its mission

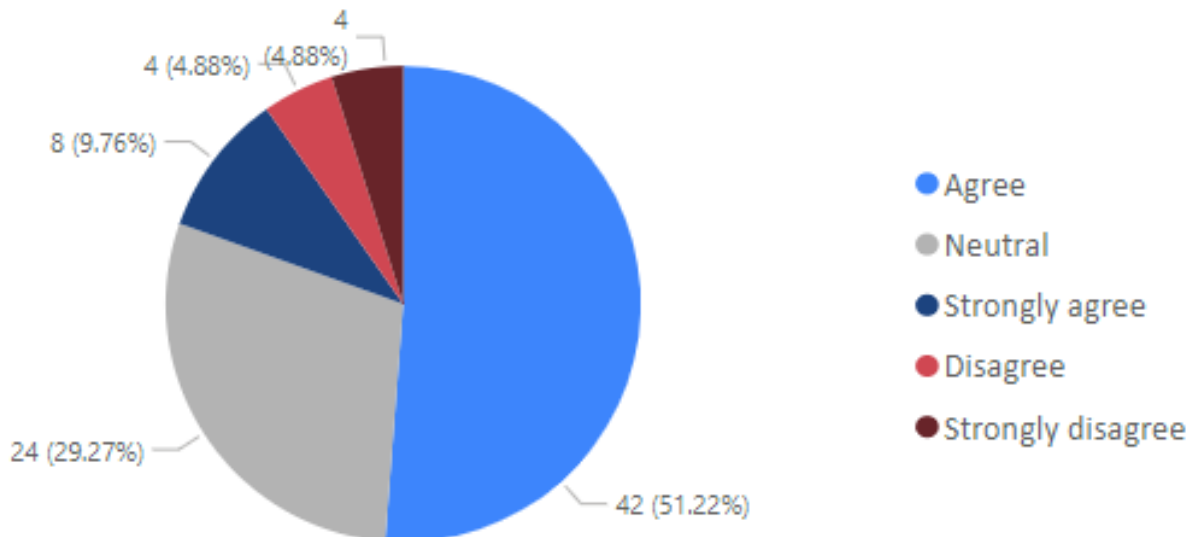
● Agree ● Neutral ● Disagree ● Strongly agree ● Strongly disagree



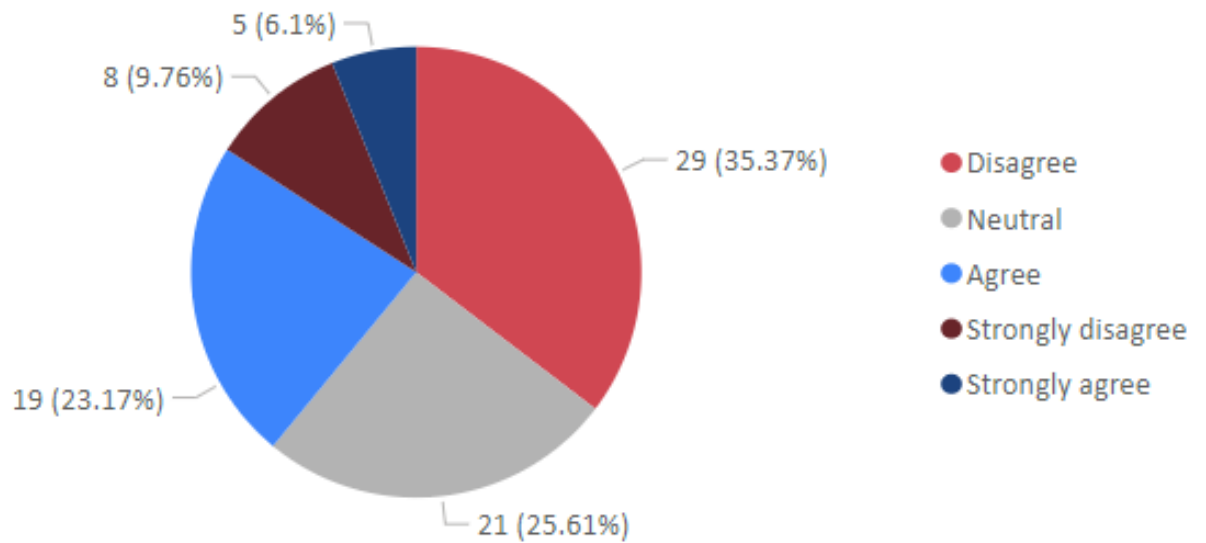
The various instructional programs offered by SAU are appropriate to its mission.



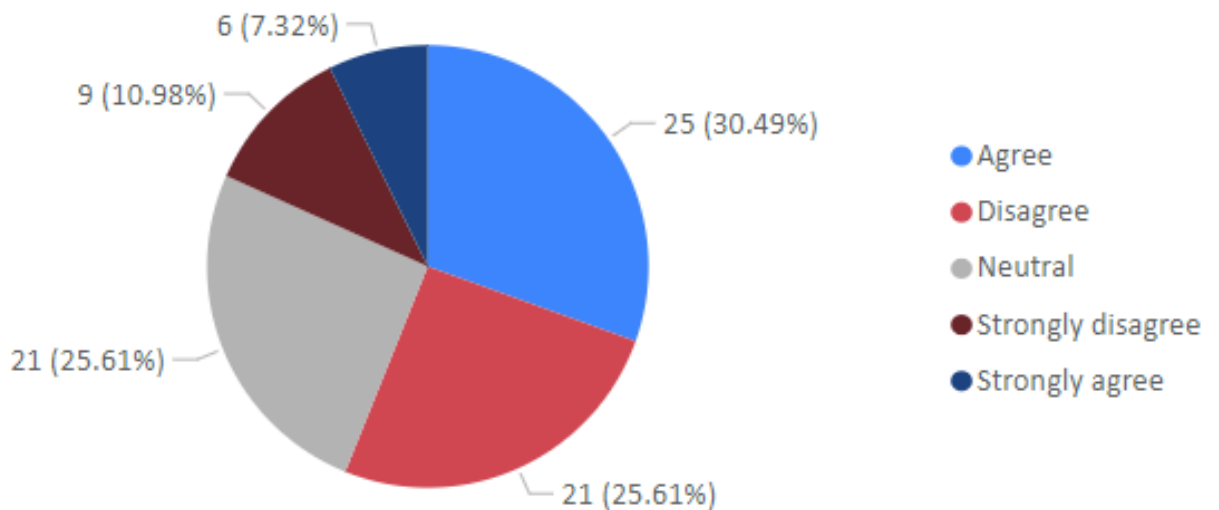
The strategies expressed in the Strategic Plan support the mission of SAU.



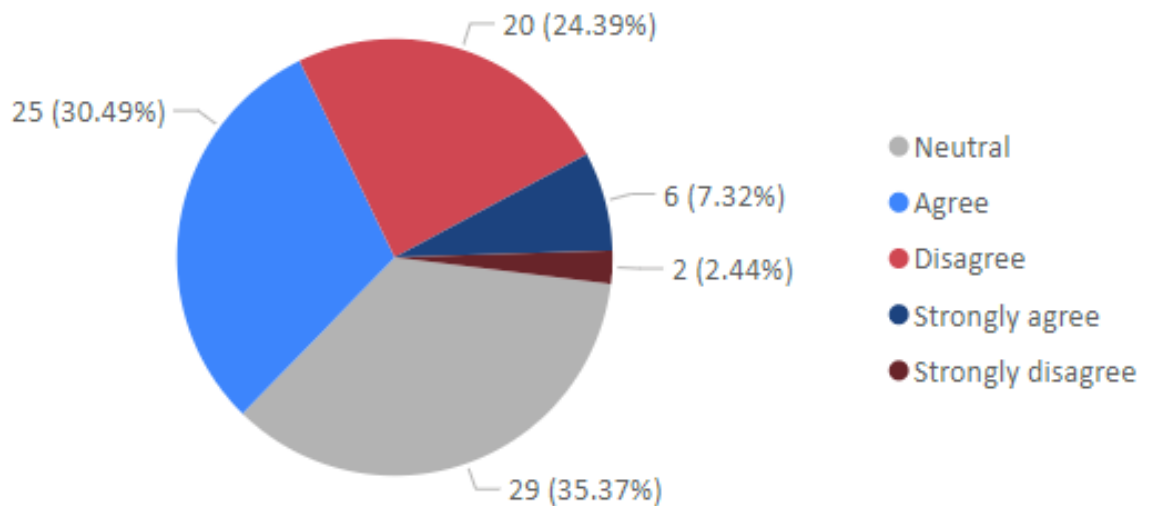
Lines of authority and responsibility are defined clearly and understood by SAU employees.



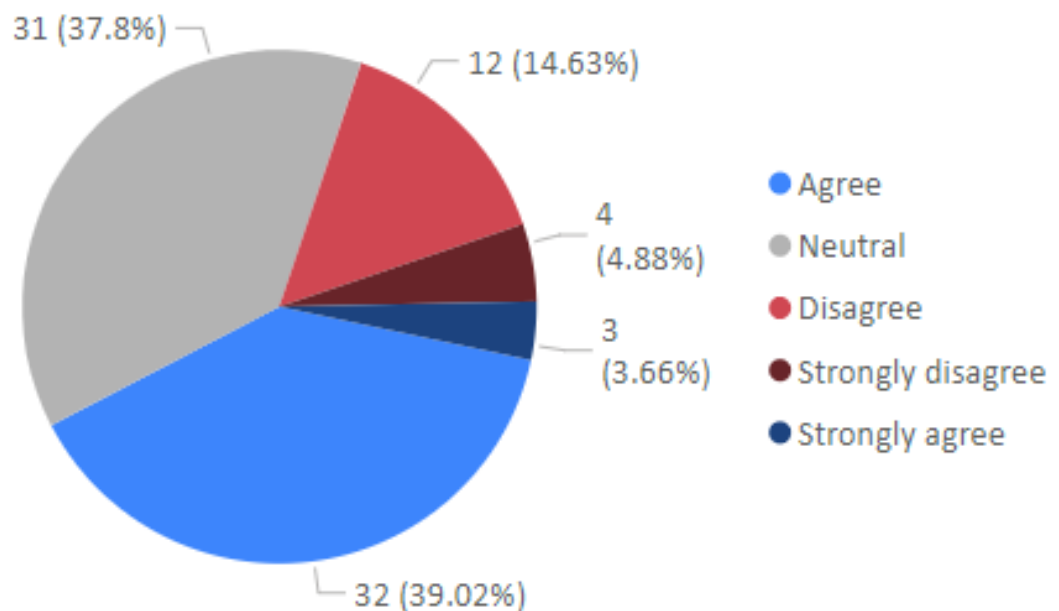
Employees have access to and are informed about policies and actions of the executive leadership team.



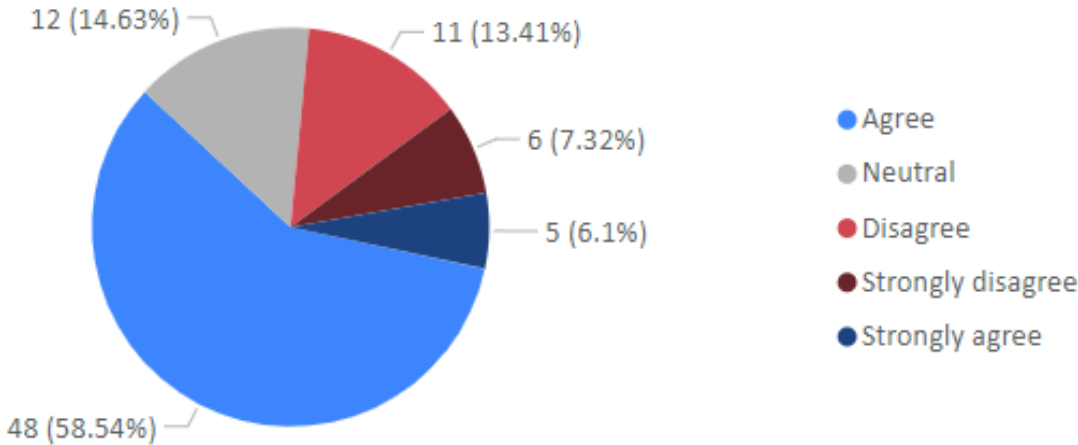
The organizational structure enables SAU to accomplish its mission effectively.



The strategic planning process is systematic and broad-based.



Employees are made aware of the major institutional initiatives, overall direction, and strategic plan of the SAU.



SECTION I: STRATEGIC PLANNING

The respondents agree that the mission of SAU is clearly communicated throughout the organization but have mixed opinions on whether it is widely understood by all employees. Staff and faculty almost unanimously stated that they do not participate in the budgetary process of the university. There is a mixed opinion on whether the organizational structure enables SAU to accomplish its mission effectively. Many staff and faculty employees have a positive view on various instructional programs and student services. Most respondents agree that the strategies expressed in the Strategic Plan support the mission of SAU. The respondents have mixed, predominantly negative responses to whether the lines of responsibility and authority are defined clearly and understood by SAU employees. They also have mixed views on how well employees are informed about or have access to the policies and actions of the executive leadership team. The respondents have a divided opinion on whether the strategic planning process is systematic and broad-based: 42% agree, 37% are neutral, 19.5% disagree.

SECTION II: ORGANIZATIONAL PROFILE

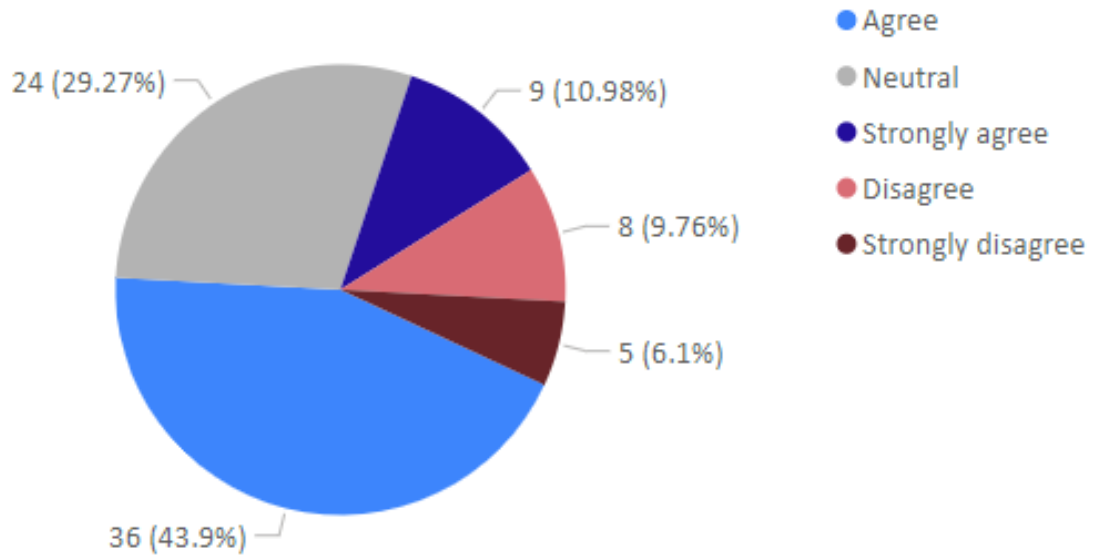
| Employees have access to the organizational chart and are informed about the duties and responsibilities of administrative leadership team. | Total | %age |
|--|--------------|-------------|
| Strongly disagree | 11 | 13.41% |
| Strongly agree | 4 | 4.88% |
| Neutral | 25 | 30.49% |
| Disagree | 17 | 20.73% |
| Agree | 25 | 30.49% |

| The organizational structure of SAU facilitates consensus building and teamwork among employees | Total | %age |
|--|--------------|-------------|
| Agree | 24 | 29.27% |
| Disagree | 18 | 21.95% |
| Neutral | 27 | 32.93% |
| Strongly agree | 5 | 6.10% |
| Strongly disagree | 8 | 9.76% |

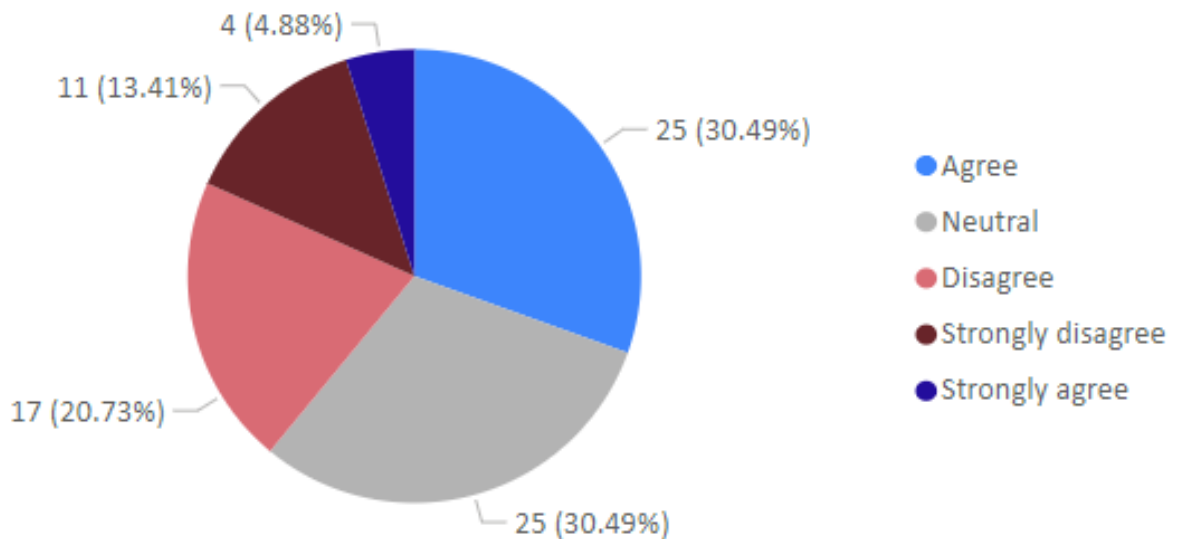
| Overall, the organizational structure of SAU is sound and effective. ▲ | Total | %age |
|--|--------------|-------------|
| Agree | 29 | 35.37% |
| Disagree | 11 | 13.41% |
| Neutral | 28 | 34.15% |
| Strongly agree | 4 | 4.88% |
| Strongly disagree | 10 | 12.20% |

SECTION II: ORGANIZATIONAL PROFILE

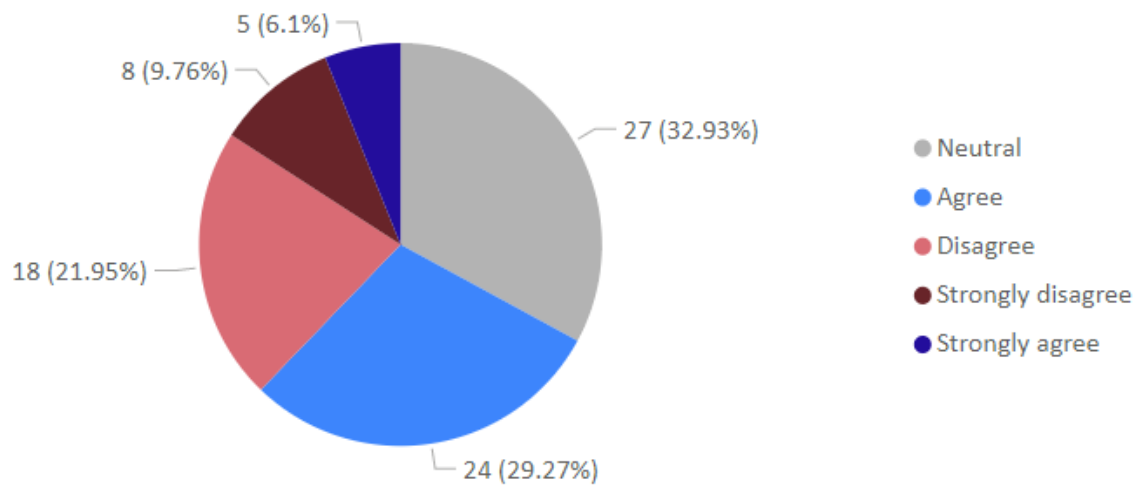
Performance evaluations are fair, are according to relevant criteria, and are based on information since the previous review



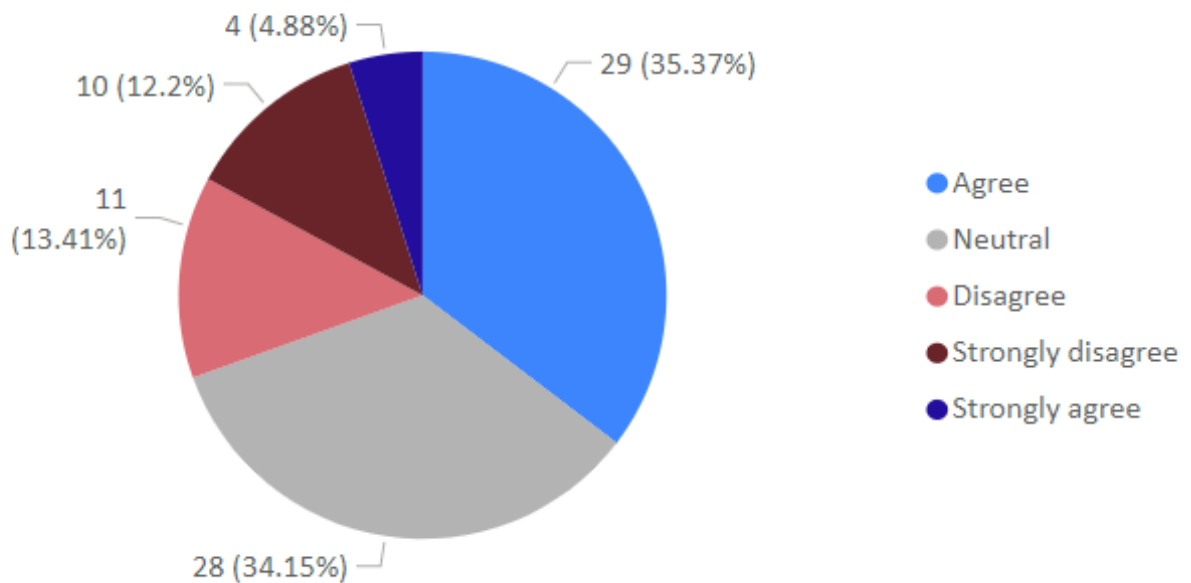
Employees have access to the organizational chart and are informed about the duties and responsibilities of administrative leadership team



The organizational structure of SAU facilitates consensus building and teamwork among employees



Overall, the organizational structure of SAU is sound and effective



SECTION II: ORGANIZATIONAL PROFILE

Staff and faculty have mixed opinions on the accessibility of the organizational chart and information about the duties and responsibilities of administrative leadership team, and on whether the organizational structure of SAU facilitates consensus building and teamwork among employees. The respondents either agree or are neutral to whether the overall organizational structure of SAU is sound and effective.

SECTION III: PROCESS MANAGEMENT

I am kept aware of the events, activities, and special programs sponsored by various departments of SAU. Total %age

| | | |
|-------------------|----|--------|
| Agree | 34 | 41.46% |
| Disagree | 11 | 13.41% |
| Neutral | 18 | 21.95% |
| Strongly agree | 9 | 10.98% |
| Strongly disagree | 10 | 12.20% |

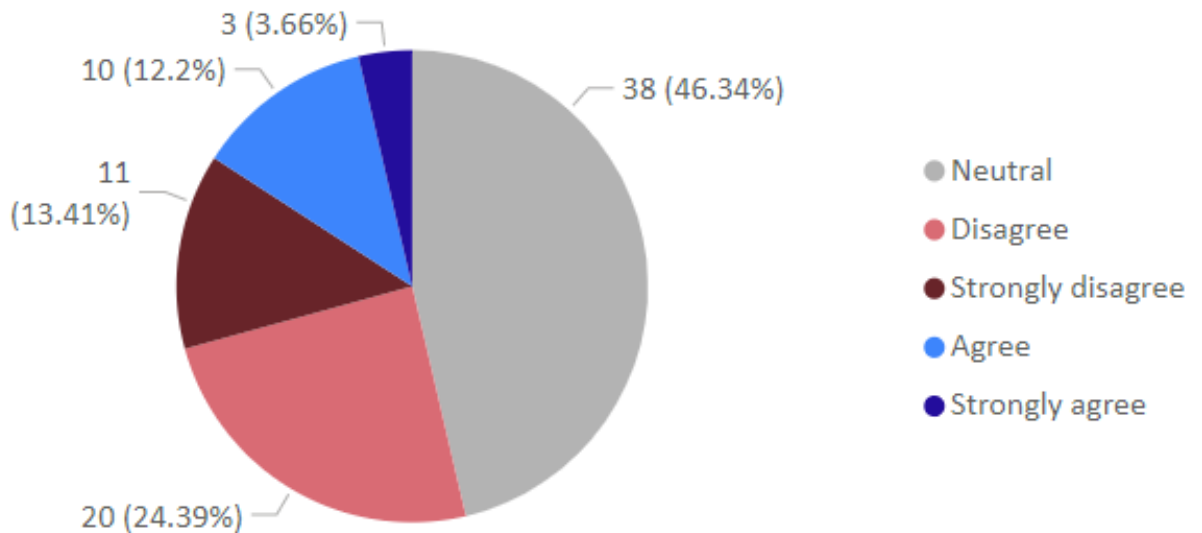
I am involved and participate in the decision-making process of the institution (committees, task forces, meetings, class scheduling efforts, etc.). Total %age

| | | |
|-------------------|----|--------|
| Agree | 37 | 45.12% |
| Disagree | 14 | 17.07% |
| Neutral | 24 | 29.27% |
| Strongly agree | 3 | 3.66% |
| Strongly disagree | 4 | 4.88% |

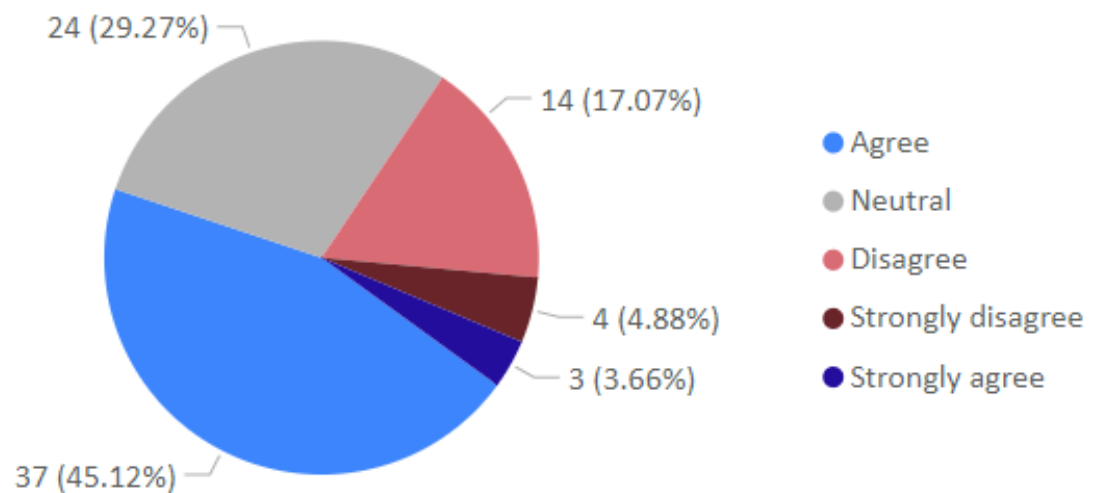
| Students are provided adequate opportunity to participate in the decision-making processes of SAU. | Total %age | |
|---|-------------------|--------|
| Agree | 10 | 12.20% |
| Disagree | 20 | 24.39% |
| Neutral | 38 | 46.34% |
| Strongly agree | 3 | 3.66% |
| Strongly disagree | 11 | 13.41% |

SECTION III: PROCESS MANAGEMENT

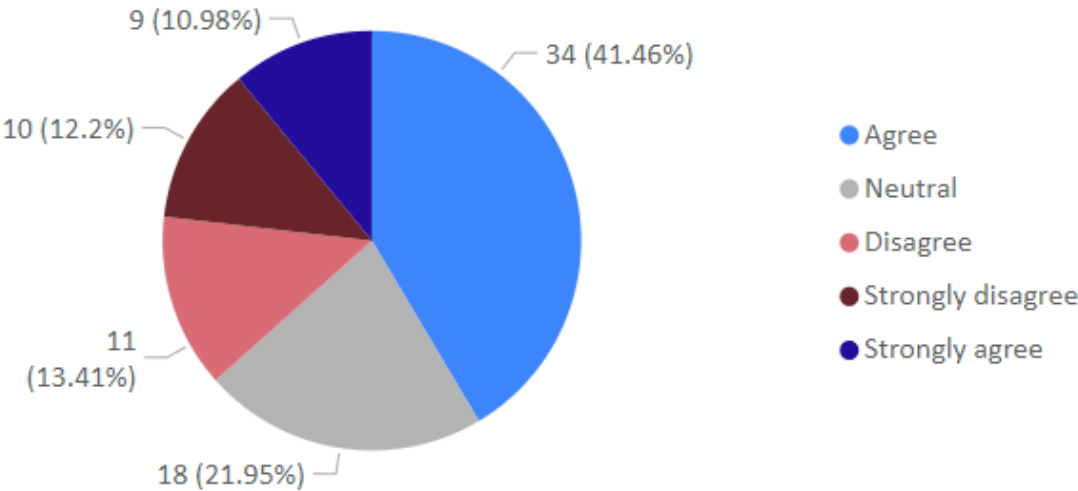
Students are provided adequate opportunity to participate in the decision-making processes of SAU



I am involved and participate in the decision-making process of the institution (committees, task forces, meetings, class scheduling efforts, etc.)



I am kept aware of the events, activities, and special programs sponsore by various departments of SAU



SECTION III: PROCESS MANAGEMENT

Over 50% of the respondents agree that they are kept aware of the events, activities, and special programs sponsored by various departments of SAU and around 22% stayed neutral. Around 50% of the respondents reported that they are involved and participate in the decision-making process of the institution, 30% had a neutral stance. Staff and faculty members are mostly neutral or negative to whether the students are provided adequate opportunity to participate in the decision-making processes of SAU.

SECTION IV: INSTITUTIONAL EFFECTIVENESS

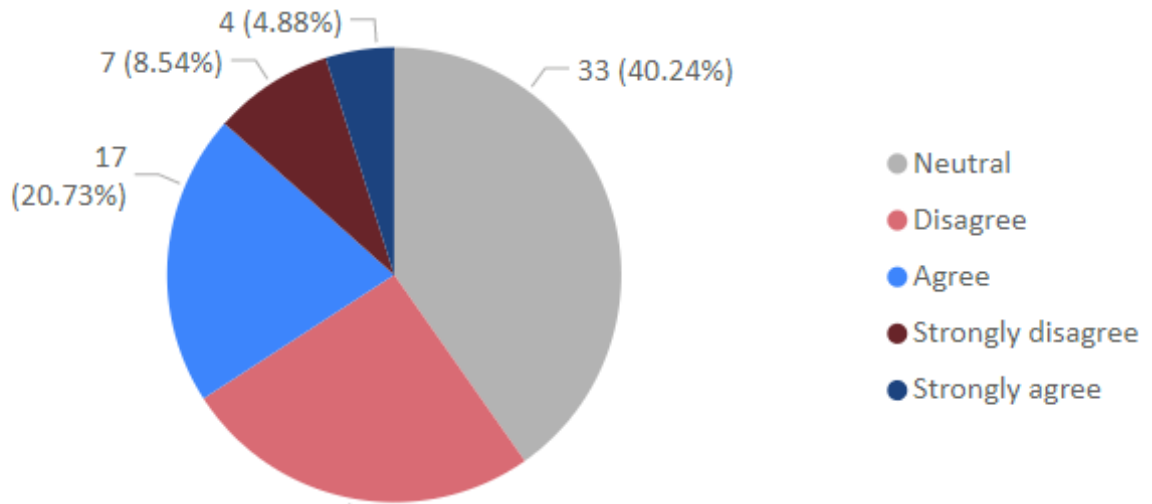
| Each employee is familiar with the need for and procedures of the institutional effectiveness process. | Total | %age |
|---|--------------|-------------|
| Agree | 17 | 20.73% |
| Disagree | 21 | 25.61% |
| Neutral | 33 | 40.24% |
| Strongly agree | 4 | 4.88% |
| Strongly disagree | 7 | 8.54% |

| The institutional effectiveness process fosters a culture of continuous improvement within the institution. | Total | %age |
|--|--------------|-------------|
| Agree | 32 | 39.02% |
| Disagree | 13 | 15.85% |
| Neutral | 28 | 34.15% |
| Strongly agree | 5 | 6.10% |
| Strongly disagree | 4 | 4.88% |

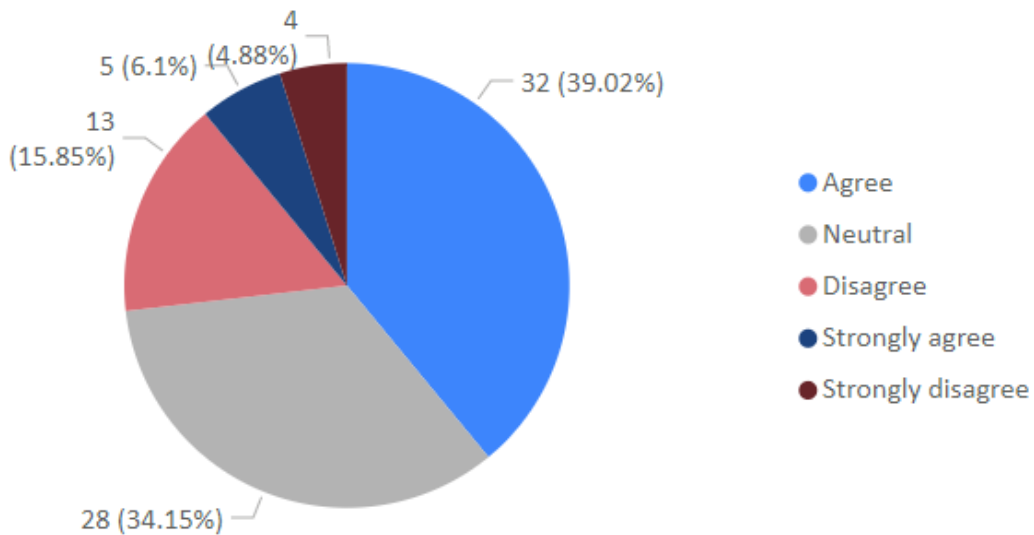
| The institutional effectiveness process is systematic and broad-based. | Total | %age |
|---|--------------|-------------|
| Agree | 23 | 28.05% |
| Disagree | 10 | 12.20% |
| Neutral | 41 | 50.00% |
| Strongly agree | 4 | 4.88% |
| Strongly disagree | 4 | 4.88% |

SECTION IV: INSTITUTIONAL EFFECTIVENESS

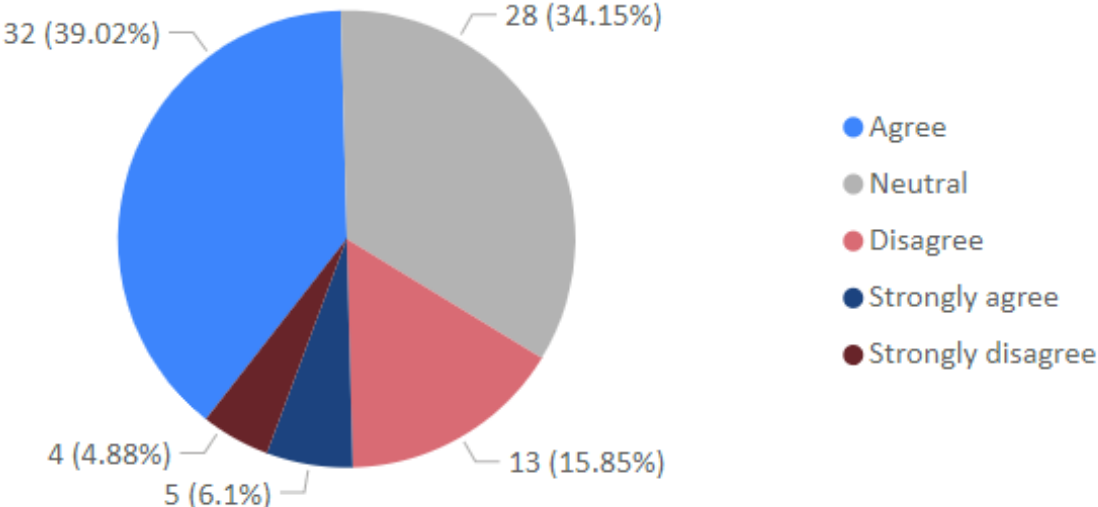
Each employee is familiar with the need for and procedures of the institutional effectiveness process.



The institutional effectiveness process is systematic and broad-based



The institutional effectiveness process fosters a culture of continuous improvement within the institution



SECTION IV: INSTITUTIONAL EFFECTIVENESS

The respondents had mixed stances on how each employee is familiar with the need and procedures of the institutional effectiveness process. Fifty percent of the employees are neutral about how systematic and broad-based the institutional effectiveness process is, around 32% agree with that statement. The respondents' responses on whether the institutional effectiveness process fosters a culture of continuous improvement within the institution were mixed, but mostly positive.

SECTION V: CAMPUS CLIMATE

| The administration and governing board of the Institution are committed to improving working conditions for all employees. | Total | %age |
|---|--------------|-------------|
| Agree | 25 | 30.49% |
| Disagree | 8 | 9.76% |
| Neutral | 32 | 39.02% |
| Strongly agree | 6 | 7.32% |
| Strongly disagree | 11 | 13.41% |

| SAU employees would know what to do in the case of an emergency threat on campus, including fire, tornado, a bomb threat, and an active shooter. | Total | %age |
|---|--------------|-------------|
| Agree | 27 | 32.93% |
| Disagree | 20 | 24.39% |
| Neutral | 20 | 24.39% |
| Strongly agree | 6 | 7.32% |
| Strongly disagree | 9 | 10.98% |

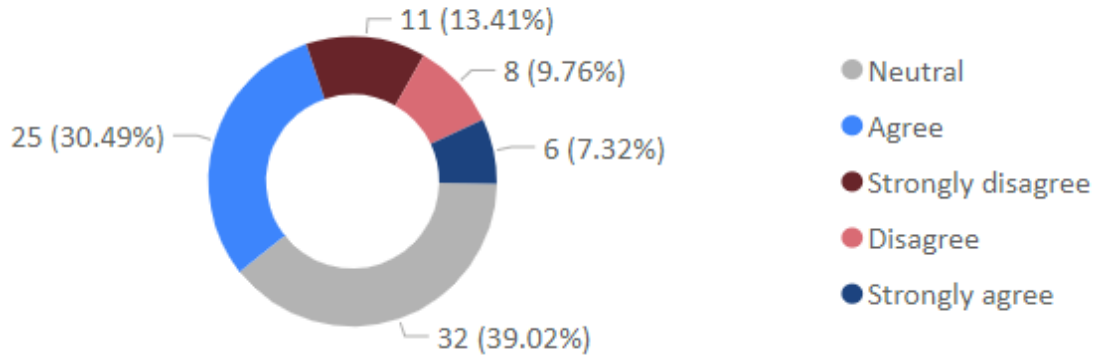
| SAU can be characterized as a healthy, productive institution. | Total | %age |
|---|--------------|-------------|
| Agree | 28 | 34.15% |
| Disagree | 11 | 13.41% |
| Neutral | 30 | 36.59% |
| Strongly agree | 4 | 4.88% |
| Strongly disagree | 9 | 10.98% |

| I feel safe while working on the SAU campus. | Total | %age |
|---|--------------|-------------|
| Agree | 45 | 54.88% |
| Disagree | 5 | 6.10% |
| Neutral | 16 | 19.51% |
| Strongly agree | 12 | 14.63% |
| Strongly disagree | 4 | 4.88% |

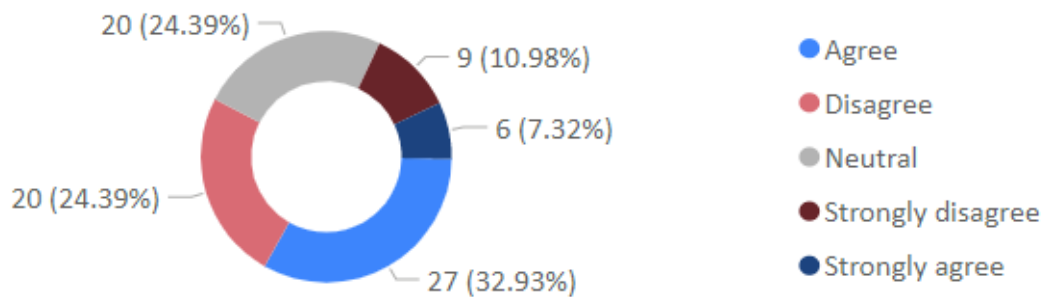
| I am aware of the content of SAU's safety plan. | Total | %age |
|--|--------------|-------------|
| Agree | 34 | 41.46% |
| Disagree | 27 | 32.93% |
| Neutral | 11 | 13.41% |
| Strongly agree | 3 | 3.66% |
| Strongly disagree | 7 | 8.54% |

SECTION V: CAMPUS CLIMATE

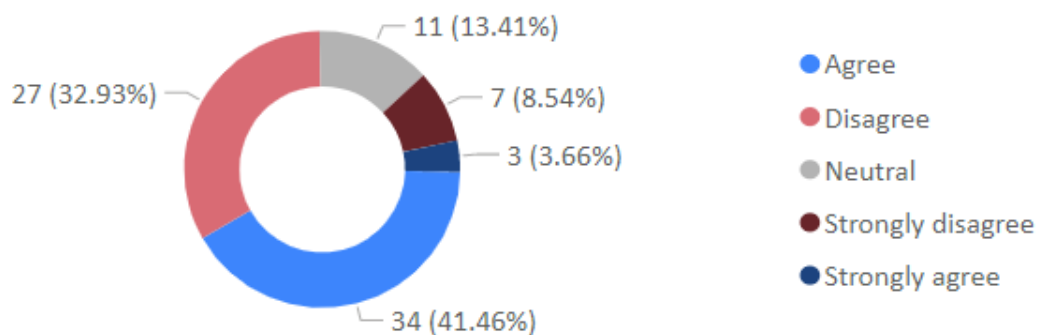
The administration and governing board of the Institution are committed to improving working conditions for all employees.



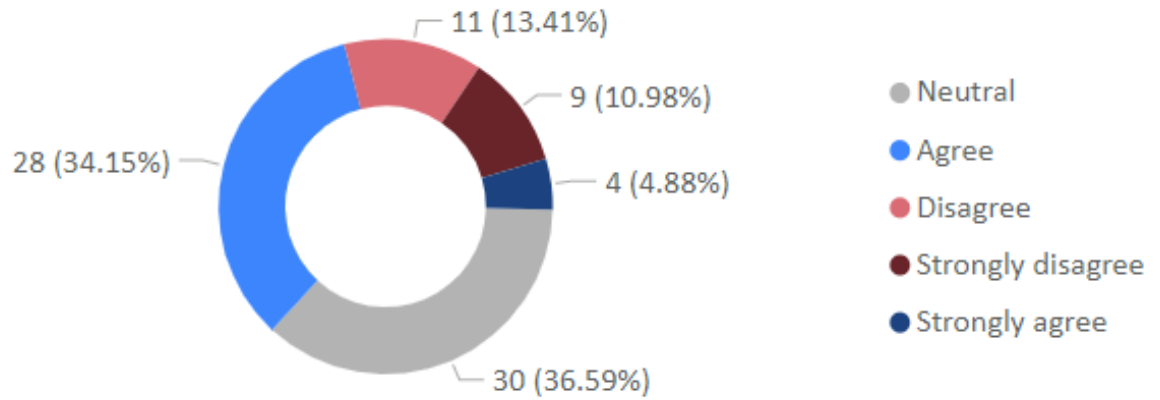
SAU employees would know what to do in the case of an emergency threat on campus, including fire, tornado, a bomb treat, and an active shooter



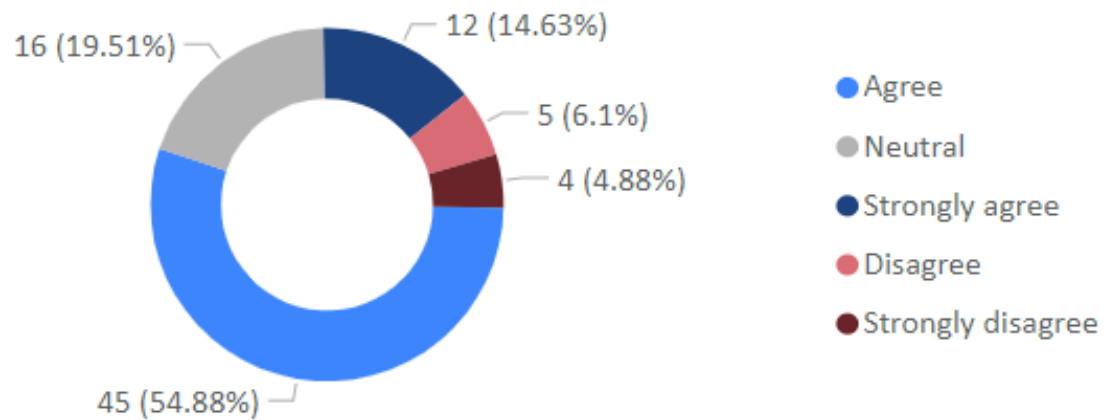
I am aware of the content of SAU's safety plan



SAU can be characterized as a healthy, productive institution



I feel safe while working on the SAU campus



SECTION V: CAMPUS CLIMATE

Respondents had mixed reactions, mostly neutral and positive, to the administration and governing board's commitment to improving working conditions for all employees. Employees at SAU had mixed feelings about their knowledge of what to do in the event of an emergency on campus. They were also divided on whether SAU can be described as a healthy, productive institution. Approximately 60% of staff and faculty members reported feeling safe while working on campus, with a nearly equal number of neutral and negative responses. The majority of respondents agreed that they were aware of SAU's safety plan; however, approximately 40% disagreed with that statement.

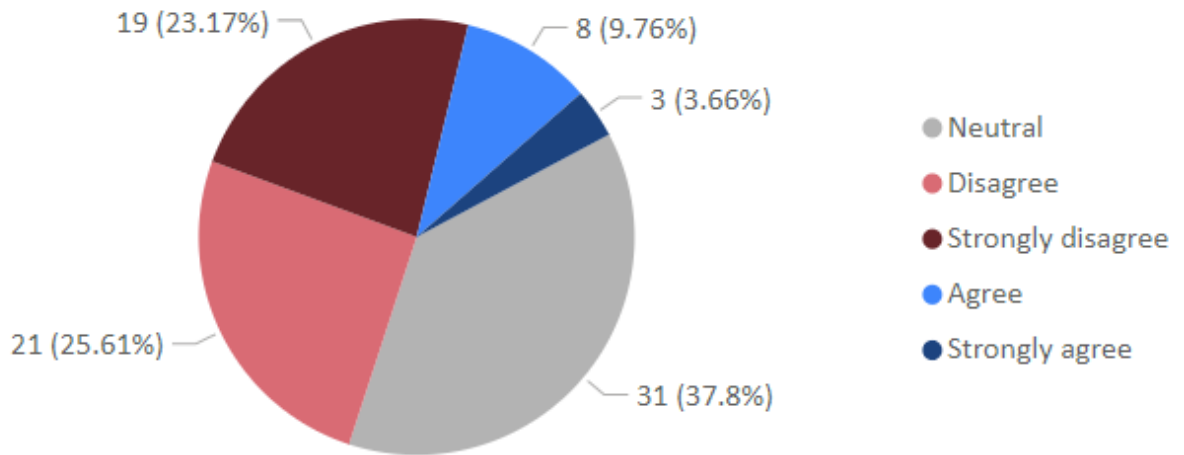
SECTION VI: FINANCE

| The administration and governing board of the SAU are committed to improving salaries for all employees. | Total | %age |
|--|-------|--------|
| Agree | 8 | 9.76% |
| Disagree | 21 | 25.61% |
| Neutral | 31 | 37.80% |
| Strongly agree | 3 | 3.66% |
| Strongly disagree | 19 | 23.17% |

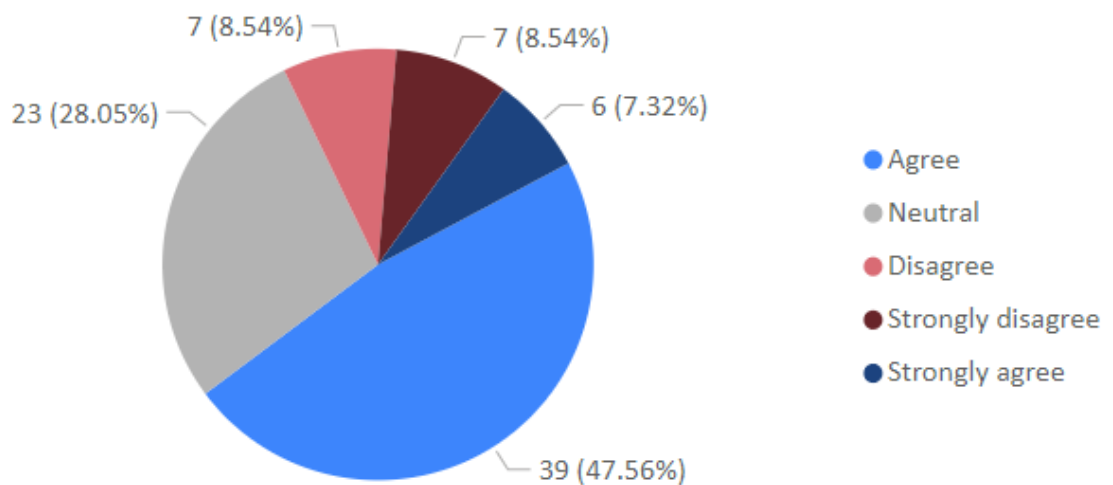
| The SAU medical plan appropriately balances costs, benefits, and service for full time employees. | Total | %age |
|---|-------|--------|
| Agree | 39 | 47.56% |
| Disagree | 7 | 8.54% |
| Neutral | 23 | 28.05% |
| Strongly agree | 6 | 7.32% |
| Strongly disagree | 7 | 8.54% |

SECTION VI: FINANCES

The administration and governing board of the SAU are committed to improving salaries for all employees.



The SAU medical plan appropriately balances costs, benefits, and service for full time employees



SECTION VI: FINANCES

The responses to whether the SAU administration and governing board are committed to improving wages for all employees were divided into two categories: neutral and negative. The majority of respondents agree that the medical plan adequately balances costs, benefits, and service for full-time employees.

SECTION VII: WORKFORCE

| Indicate your employment classification from among the following choices. | Total | %age |
|---|-------|--------|
| Adjunct | 2 | 2.44% |
| Faculty | 42 | 51.22% |
| Staff: Below Director level | 28 | 34.15% |
| Staff: Director level or higher | 10 | 12.20% |

| I have access to the information necessary to accomplish my work in an effective manner. | Total | %age |
|--|-------|--------|
| Agree | 43 | 52.44% |
| Disagree | 11 | 13.41% |
| Neutral | 14 | 17.07% |
| Strongly agree | 9 | 10.98% |
| Strongly disagree | 5 | 6.10% |

| All SAU employees periodically participate in an evaluation of their performance. | Total | %age |
|--|--------------|-------------|
| False | 11 | 13.41% |
| True | 71 | 86.59% |

| Performance evaluations are fair, are according to relevant criteria, and are based on information since the previous review. | Total | %age |
|--|--------------|-------------|
| Agree | 36 | 43.90% |
| Disagree | 8 | 9.76% |
| Neutral | 24 | 29.27% |
| Strongly agree | 9 | 10.98% |
| Strongly disagree | 5 | 6.10% |

| The SAU workplace is conducive to the retention of qualified personnel. ▲ | Total | %age |
|--|-------|--------|
| Agree | 15 | 18.29% |
| Disagree | 22 | 26.83% |
| Neutral | 27 | 32.93% |
| Strongly agree | 5 | 6.10% |
| Strongly disagree | 13 | 15.85% |

| SAU personnel are provided appropriate recognition for their service to the institution. ▼ | Total | %age |
|---|-------|--------|
| Agree | 29 | 35.37% |
| Neutral | 27 | 32.93% |
| Disagree | 14 | 17.07% |
| Strongly disagree | 9 | 10.98% |
| Strongly agree | 3 | 3.66% |

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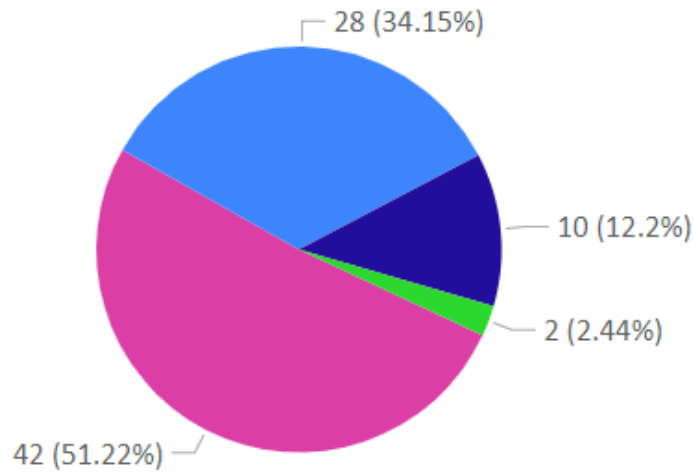
| The essential work of the institution is completed on time | Total | %age |
|--|-------|--------|
| Agree | 23 | 28.05% |
| Disagree | 19 | 23.17% |
| Neutral | 30 | 36.59% |
| Strongly agree | 3 | 3.66% |
| strongly disagree | 7 | 8.54% |

| SAU actively facilitates the recruitment and employment of qualified personnel. | Total | %age |
|---|-------|--------|
| Agree | 27 | 32.93% |
| Disagree | 10 | 12.20% |
| Neutral | 32 | 39.02% |
| Strongly agree | 5 | 6.10% |
| Strongly disagree | 8 | 9.76% |

SECTION VII: WORKFORCE

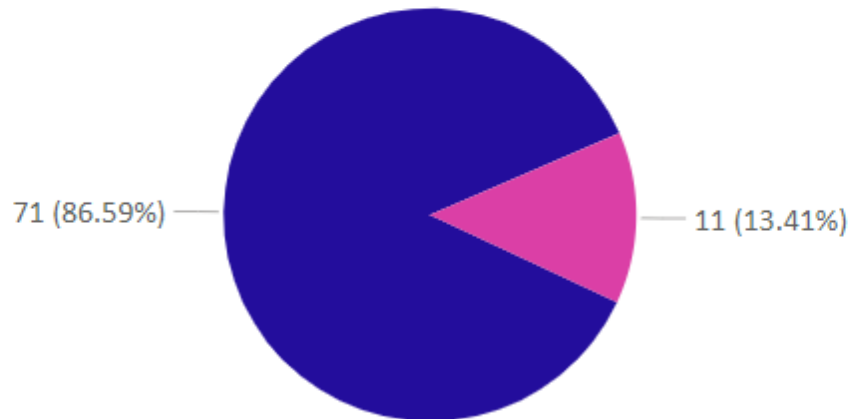
Indicate your employment classification from among the following choices.

● Faculty ● Staff: Below Director level ● Staff: Director level or higher ● Adjunct

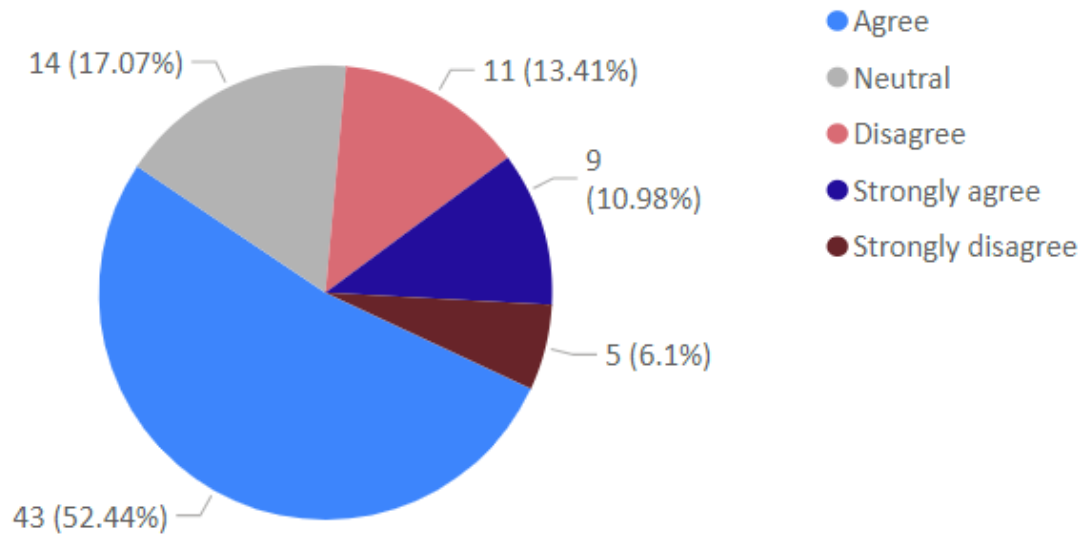


All SAU employees periodically participate in an evaluation of their performance

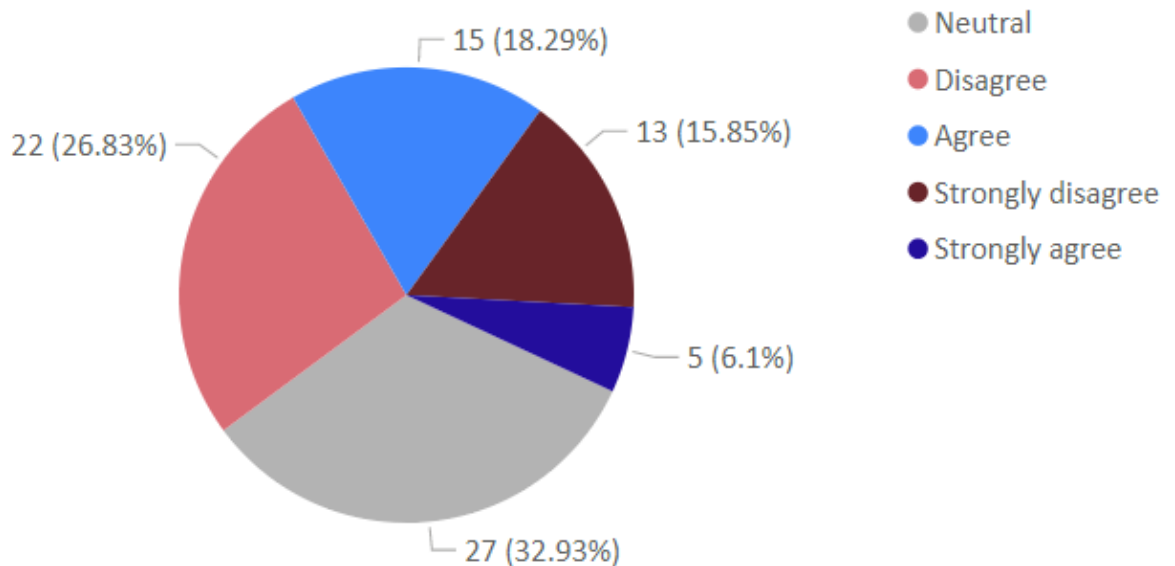
● True ● False



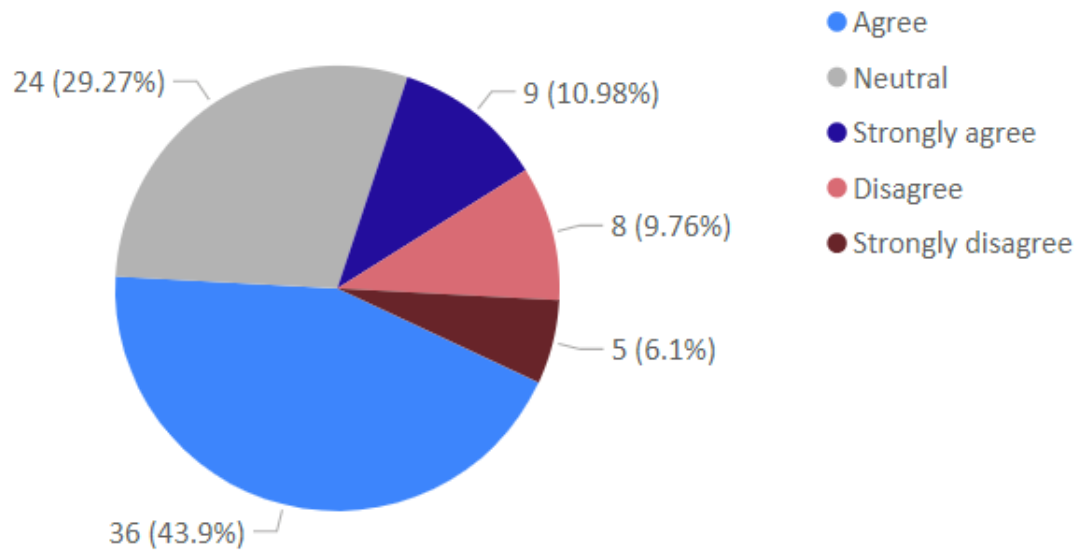
I have access to the information necessary to accomplish my work in an effective manner



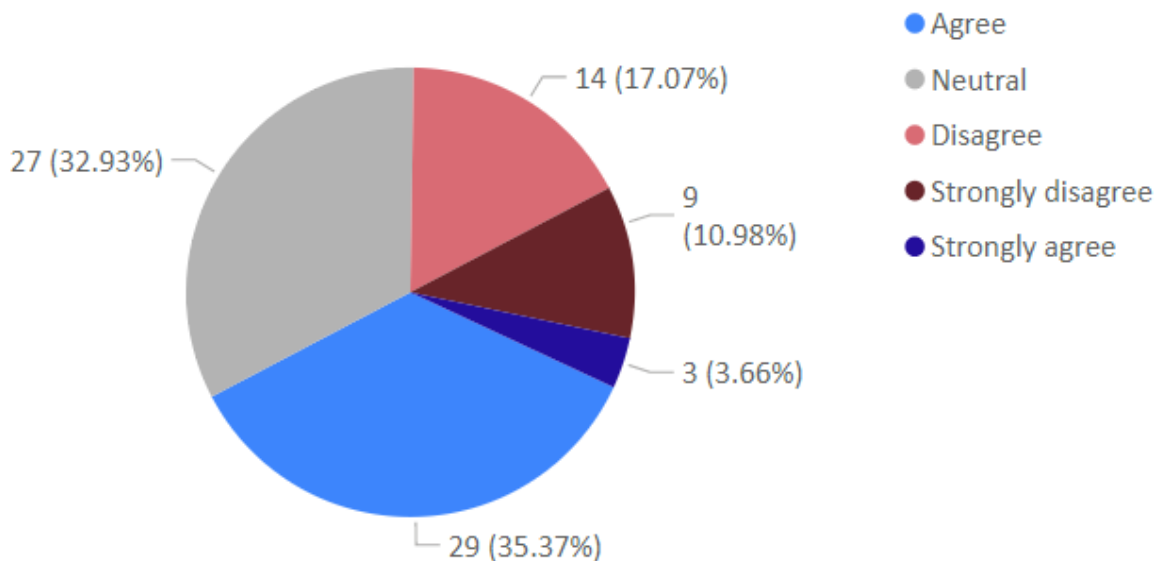
The SAU workplace is conducive to the retention of qualified personnel



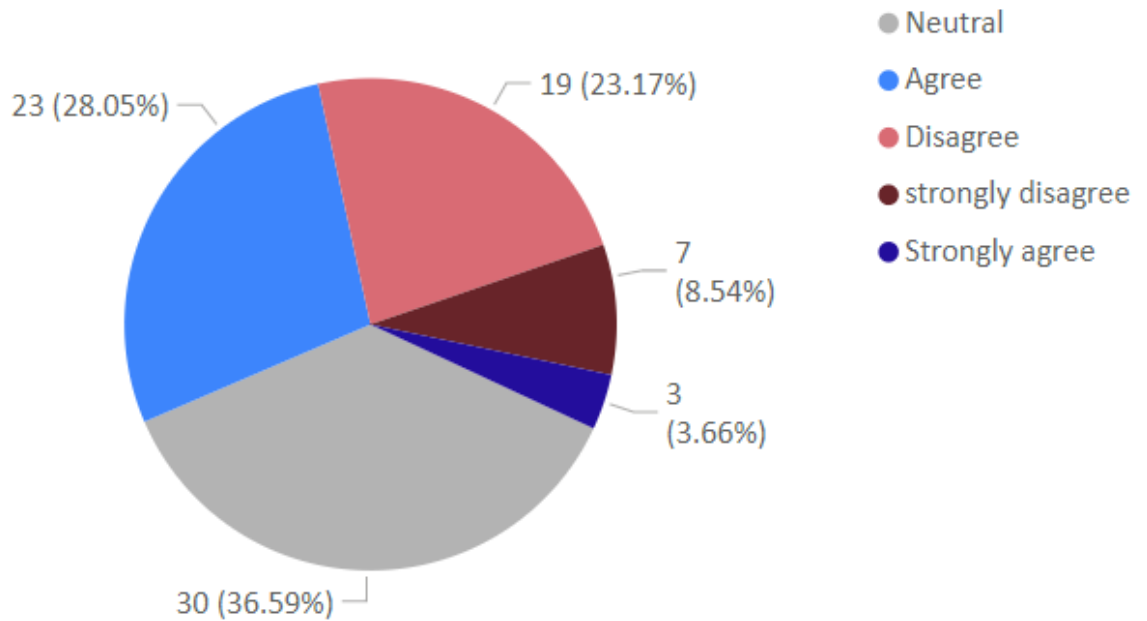
Performance evaluations are fair, are according to relevant criteria, and are based on information since the previous review



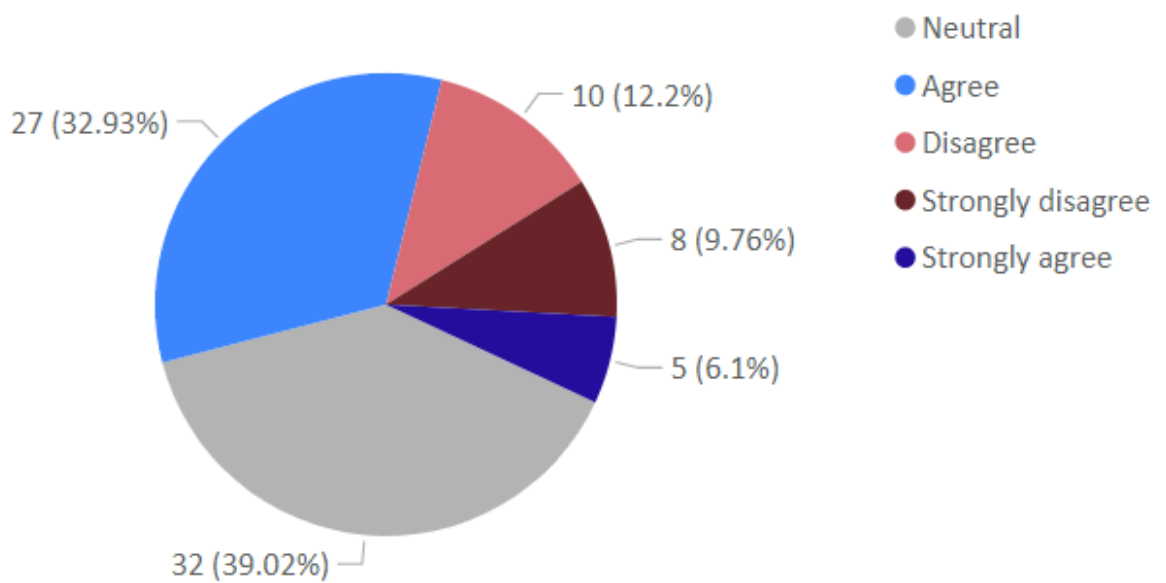
SAU personnel are provided appropriate recognition for their service to the institution



The essential work of the institution is completed on time



SAU actively facilitates the recruitment and employment of qualified personnel



SECTION VII: WORKFORCE

The percentages of the total number of different types of employees is the following:

- Faculty – 51.22%
- Staff-34.15%
- Director level or higher-12.2%
- Adjunct-2.44%

Approximately 63% of respondents are confident that they have access to the information they need to complete their work effectively. Eighty percent of respondents agreed that all SAU employees should have their performance evaluated on a regular basis. Employees mostly agree or are neutral on whether performance evaluations are fair, based on relevant criteria, and based on previous review information. On whether the SAU workplace is conducive to the retention of qualified personnel, respondents gave a mixed bag of answers, mostly neutral and negative. Respondents either agree or are neutral on whether SAU personnel receive appropriate recognition for their contributions to the institution. On whether the essential work is completed on time, respondents gave mixed responses. Respondents are mostly neutral or positive about SAU actively facilitating qualified personnel recruitment and employment.

SECTION VIII: INFORMATION TECHNOLOGY

| The level of technology related to professional development is sufficient to meet the needs of SAU employees. | Total | %age |
|--|--------------|-------------|
| Agree | 28 | 34.15% |
| Disagree | 12 | 14.63% |
| Neutral | 26 | 31.71% |
| Strongly agree | 8 | 9.76% |
| Strongly disagree | 8 | 9.76% |

| SAU provides me with adequate tools to accomplish my administrative work in a timely and effective manner. | Total | %age |
|---|--------------|-------------|
| Agree | 39 | 47.56% |
| Disagree | 11 | 13.41% |
| Neutral | 16 | 19.51% |
| Strongly agree | 8 | 9.76% |
| Strongly disagree | 8 | 9.76% |

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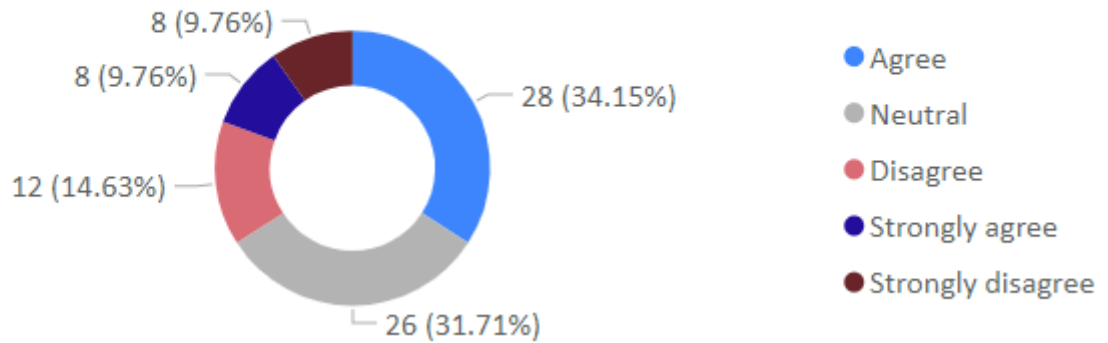
| I am provided adequate computer hardware required to accomplish my work in an effective manner. | Total | %age |
|--|--------------|-------------|
| Agree | 40 | 48.78% |
| Disagree | 15 | 18.29% |
| Neutral | 12 | 14.63% |
| Strongly agree | 12 | 14.63% |
| Strongly disagree | 3 | 3.66% |

| I am provided adequate support by Information Technology to accomplish my work in an effective manner. | Total | %age |
|---|--------------|-------------|
| Agree | 43 | 52.44% |
| Disagree | 5 | 6.10% |
| Neutral | 15 | 18.29% |
| Strongly agree | 15 | 18.29% |
| Strongly disagree | 4 | 4.88% |

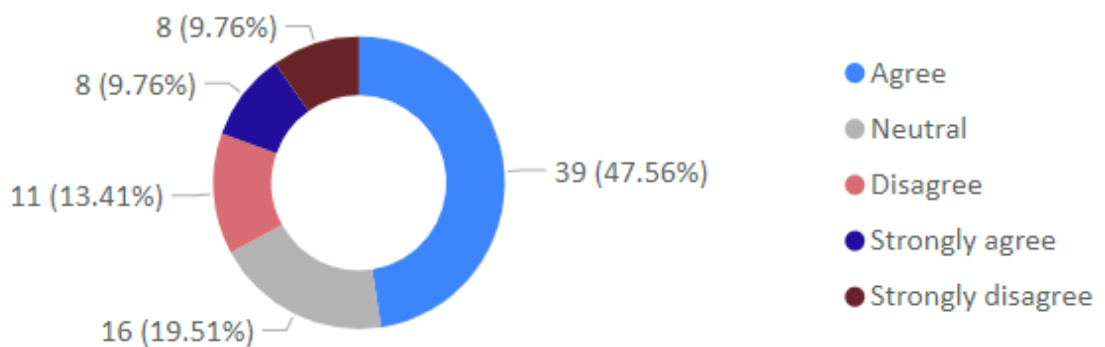
| I am provided relevant software required to accomplish my work in an effective manner. | Total | %age |
|---|--------------|-------------|
| Agree | 36 | 43.90% |
| Disagree | 8 | 9.76% |
| Neutral | 20 | 24.39% |
| Strongly agree | 12 | 14.63% |
| Strongly disagree | 6 | 7.32% |

SECTION VIII: INFORMATION TECHNOLOGY

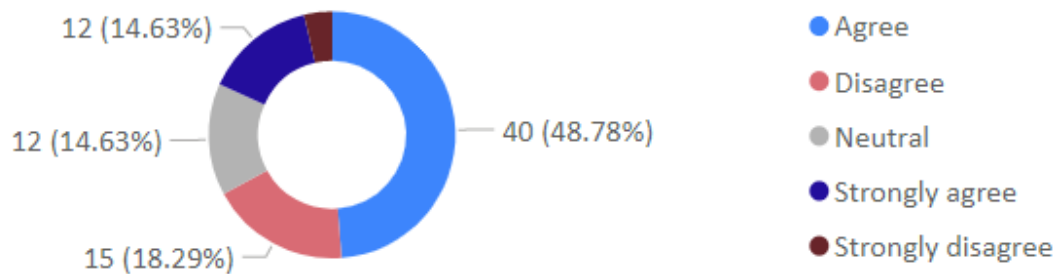
The level of technology related to professional development is sufficient to meet the needs of SAU employees.



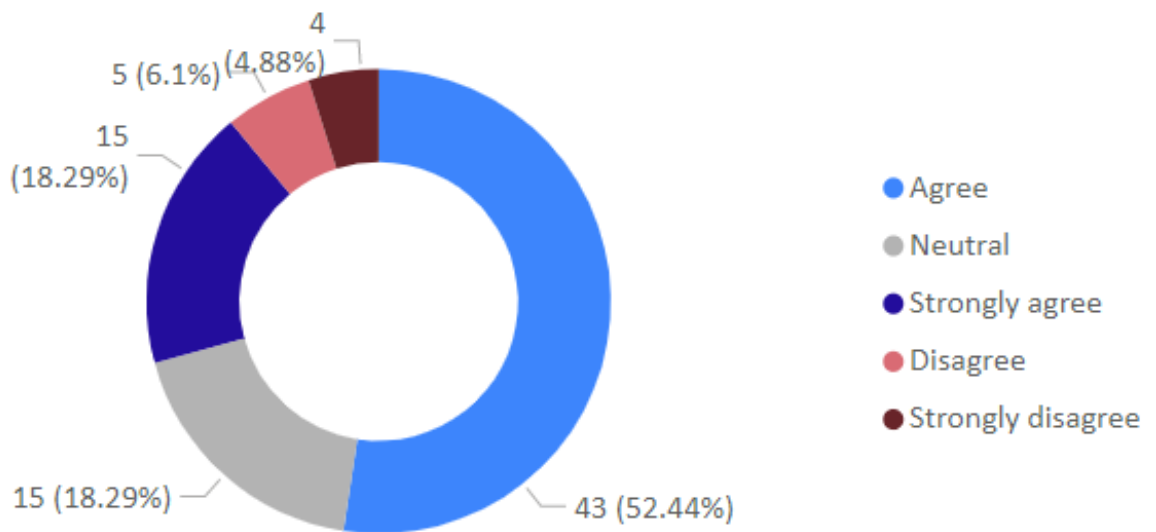
SAU provides me with adequate tools to accomplish my administrative work in a timely and effective manner



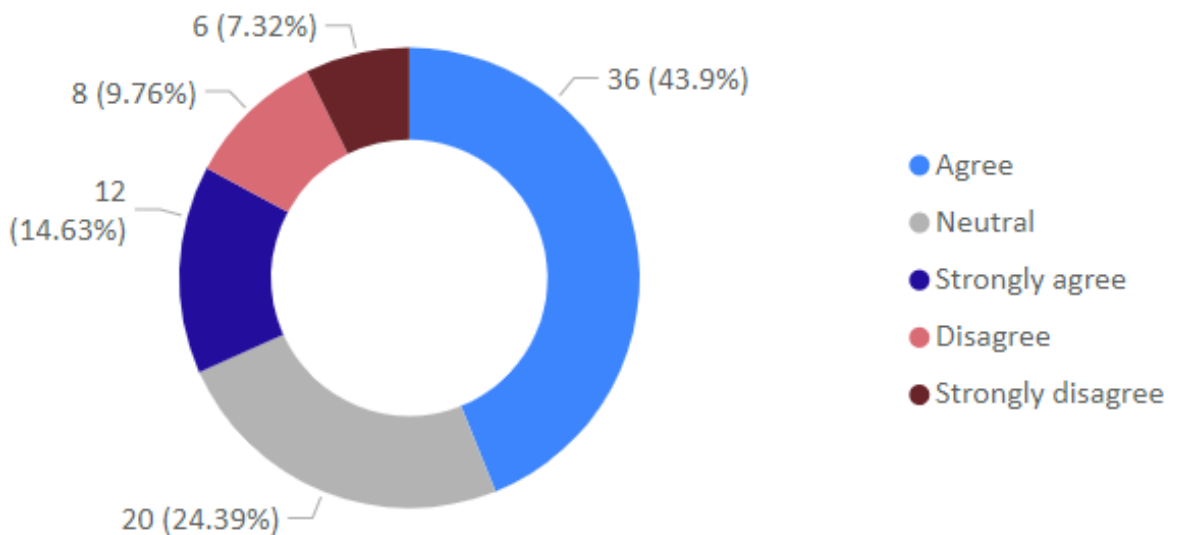
I am provided adequate computer hardware required to accomplish my work in an effective manner



I am provided adequate support by Information Technology to accomplish my work in an effective manner



I am provided relevant software to accomplish my work in an effective manner



SECTION IX: INFORMATION TECHNOLOGY

The respondents' opinions on the level of technology related to professional development being sufficient to meet the needs of SAU employees were mixed, but mostly positive. People generally agreed that SAU provided them with sufficient tools to complete their administrative tasks in a timely and efficient manner. The majority of respondents agree that the computer hardware provided is adequate for completing their work effectively. Most respondents also agree that the information technology department's assistance was adequate. The majority of employees were optimistic about being provided with the necessary software to complete their work effectively.

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SECTION IX: Analysis of Survey Statements

| Statements | Score |
|--|-------|
| The unique mission of SAU is regularly communicated throughout the organization. | 3.8 |
| I am provided adequate support by Information Technology to accomplish my work in an effective manner. | 3.7 |
| I feel safe while working on the SAU campus. | 3.7 |
| The strategies expressed in the Strategic Plan support the mission of SAU. | 3.6 |
| I am provided adequate computer hardware required to accomplish my work in an effective manner. | 3.5 |
| The various student services offered by SAU are appropriate to its mission. | 3.5 |
| I have access to the information necessary to accomplish my work in an effective manner. | 3.5 |
| I am provided relevant software required to accomplish my work in an effective manner. | 3.5 |
| Employees are made aware of the major institutional initiatives, overall direction, and strategic plan of the SAU. | 3.4 |
| Performance evaluations are fair, are according to relevant criteria, and are based on information since the previous review. | 3.4 |
| The SAU medical plan appropriately balances costs, benefits, and service for full time employees. | 3.4 |
| SAU provides me with adequate tools to accomplish my administrative work in a timely and effective manner. | 3.3 |
| I am kept aware of the events, activities, and special programs sponsored by various departments of SAU. | 3.2 |
| I am involved and participate in the decision-making process of the institution (committees, task forces, meetings, class scheduling efforts, etc.). | 3.2 |
| The institutional effectiveness process fosters a culture of continuous improvement within the institution. | 3.2 |
| The strategic planning process is systematic and broad-based. | 3.2 |
| The level of technology related to professional development is sufficient to meet the needs of SAU employees. | 3.2 |
| The mission of SAU is widely understood by all employees. | 3.1 |

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| | |
|--|-----|
| The organizational structure enables SAU to accomplish its mission effectively. | 3.1 |
| The institutional effectiveness process is systematic and broad-based. | 3.1 |
| SAU actively facilitates the recruitment and employment of qualified personnel. | 3.1 |
| SAU can be characterized as a healthy, productive institution. | 3.1 |
| The administration and governing board of the Institution are committed to improving working conditions for all employees. | 3.1 |
| Overall, the organizational structure of SAU is sound and effective. | 3.1 |
| SAU personnel are provided appropriate recognition for their service to the institution. | 3.0 |
| SAU employees would know what to do in the case of an emergency threat on campus, including fire, tornado, a bomb threat, and an active shooter. | 3.0 |
| The organizational structure of SAU facilitates consensus building and teamwork among employees | 3.0 |
| I am aware of the content of SAU's safety plan. | 3.0 |
| Employees have access to and are informed about policies and actions of the executive leadership team. | 3.0 |
| The essential work of the institution is completed on time | 3.0 |
| Employees have access to the organizational chart and are informed about the duties and responsibilities of administrative leadership team. | 2.9 |
| Each employee is familiar with the need for and procedures of the institutional effectiveness process. | 2.9 |
| Lines of authority and responsibility are defined clearly and understood by SAU employees. | 2.8 |
| The SAU workplace is conducive to the retention of qualified personnel. | 2.7 |
| Students are provided adequate opportunity to participate in the decision-making processes of SAU. | 2.7 |
| The administration and governing board of the SAU are committed to improving salaries for all employees. | 2.4 |
| Employees are involved and participate in the budgetary process of SAU. | 2.1 |
| The various instructional programs offered by SAU are appropriate to its mission. | 0.1 |
| All SAU employees periodically participate in an evaluation of their performance. | 0.1 |

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Summary

The organizational effectiveness survey was further analyzed to identify areas of strength and weakness. The effectiveness score for each statement was calculated by adding and averaging the ratings of all respondents. The obtained effectiveness score ranged from 0.1, indicating the least effective units, to 3.8, the highest among all statements and indicating the highest possible score. Statements with a score of less than 2.9 indicate areas for improvement. Three different colors have been used to highlight the final scoresheet. Green statements indicate agreement, implying that the organization is more effective. Yellow statements are almost agreeable, indicating a medium level of agreement. Statements in peach, on the other hand, indicate disagreement, indicating a relatively low level of organizational effectiveness.

Conclusion

"Organizational effectiveness" as a determinant of organizational success is a common goal for all organizations, especially in this age of dramatic change and high competition. The organizational effectiveness survey was designed to provide a comprehensive overview of the University's performance in areas such as strategic planning, organizational profile, campus climate, workforce, process management, and information technology. While the survey results suggest several areas for improvement, it is worth noting that the staff and faculty expressed a high level of satisfaction in several areas, including regular communication of SAU mission, effective organizational structure of SAU, involvement in the institution's decision-making process, institutional effectiveness process fosters continuous improvement, safe campus, and IT support.