



***INSTITUTE OF
TECHNOLOGY***

College Employee Satisfaction Survey

June 21, 2016

Oklahoma State University Institute of Technology
Okmulgee, Oklahoma

Office of Institutional Research

Introduction

The College Employee Satisfaction Survey (CESS) is one of several surveys included in the Research Toolkit by Ruffalo Noel Levitz. The CESS measures satisfaction of faculty, staff, and administrators in five areas including Campus Culture and Policies, Institutional Goals, Involvement in Planning and Decision Making, Work Environment, and Demographics. Although employee surveys have been administered periodically over the last several years, this is the first specifically addressing employee satisfaction for Oklahoma State University Institute of Technology (OSUIT) employees in particular.

Notification and Administration

Efforts were made to minimize employee concerns with regard to this survey. All full- and part-time employees were invited to participate; temporary employees and adjunct faculty were not. In a letter sent from the President's Office, supervisors were instructed to allow employees ample time to complete the survey during working hours. Laptop computers were set up in the Student Union to allow employees a location to complete their surveys with assistance from the Office of Institutional Research and where supervisors could not monitor or otherwise influence employee responses. The Office of Institutional Research encouraged employee questions and attempted to make the process as open and transparent as possible while maintaining employee confidentiality. While there were a few brief discussions about the security of the data collection procedures and potential for misuse of the results, the integrity of the Office of Institutional Research went essentially unchallenged.

The initial invitation to participate was sent on March 7, 2016 from the Office of the President. A total of 350 full- and part-time employees were included in this distribution. Follow-up reminder emails were sent from Institutional Research with a final reminder from the President's office on March 30, 2016. The survey closed at the end of business on April 1st. Out of the 350 employees in the initial sample, 231 submitted surveys for a response rate of 66.0%. See all results reported by Ruffalo Noel Levitz in appendix A.

Instrument

The CESS includes 70 items in five areas:

1. Campus culture and policies— Employees rate importance and satisfaction on a host of issues including campus mission, budgetary and human resources, departmental communication, pride in work, and training and employee recognition; these items were rated on a five-point scale from 1 = "very important" to 5 = "not important at all."
2. Institutional goals—Employees rate importance of a variety of institutional goals including recruitment, retention, diversity efforts, staff morale, and more; respondents also list which goals should be the top three priorities on campus; these items were then ranked to determine relative importance which tends to be more valid and reliable than ratings.
3. Involvement in planning and decision making—Employees rate how much involvement various campus constituents have in the decision-making process, from not enough to too much involvement; custom items were added to represent groups or institutions recognized

on this campus as having an effect on the decision-making process. Items added included 1) local government/chamber of commerce; 2) industry partners/advisors; and 3) OSU-Stillwater.

4. Work environment—Employees rate importance and satisfaction on issues such as information flow, employee empowerment, supervisor relationships, professional development, and fulfillment and job satisfaction. Custom items were also added in this section as follows: 1) “My supervisor discusses my performance evaluation with me”; and 2) “My supervisor evaluates my performance formally on a yearly basis.” These items were rated on a five-point scale from 1 = “very important” to 5 = “not important at all.”
5. Demographics—Polls overall satisfaction as well as length of employment and type of position. Added to this section were two summary items to reflect overall attitudes toward OSUIT: 1) I would recommend OSUIT to my family and friends as a great place to work”, and 2) I would recommend OSUIT to my family and friends as a great college.”

Just as with other Ruffalo Noel Levitz products, this survey focused not only on *satisfaction*, but also on *importance* which lends context to satisfaction scores. Satisfaction is only meaningful if it is also important to the respondent. The mathematical difference between an item’s importance score and its corresponding satisfaction score is referred to as its *gap score*. A high importance score with a relatively high satisfaction score would result in a small gap score and represents an institution’s strengths; on the other hand, a high importance score with a relatively low satisfaction score results in a larger gap score and represents an item the institution may focus on as a challenge to be addressed. Again, if the importance score is relatively low, satisfaction on that item would be lower on the institution’s list of priorities.

Comparison Group

Comparison group consisted of 58 community and technical colleges from across the country who had administered the CESS at some time over the past three years. See the list of comparison institutions in Appendix B.

Results

Section 1—Campus culture and policies

Employees seem ***less satisfied*** with our mission, communication, and meeting the needs of internal constituencies vs. the comparison group on the following items:

Most employees are generally supportive of the mission, purpose, and values of this institution

This institution treats students as its top priority

The mission, purpose, and values of this institution are well understood by most employees

There is good communication between the faculty and the administration at this institution

There are effective lines of communication between departments

This institution does a good job of meeting the needs of students

This institution does a good job of meeting the needs of its faculty

This institution does a good job of meeting the needs of staff

The following items were reported as **less important** to OSUIT employees vs. the comparison group:

Administrators share information regularly with faculty and staff

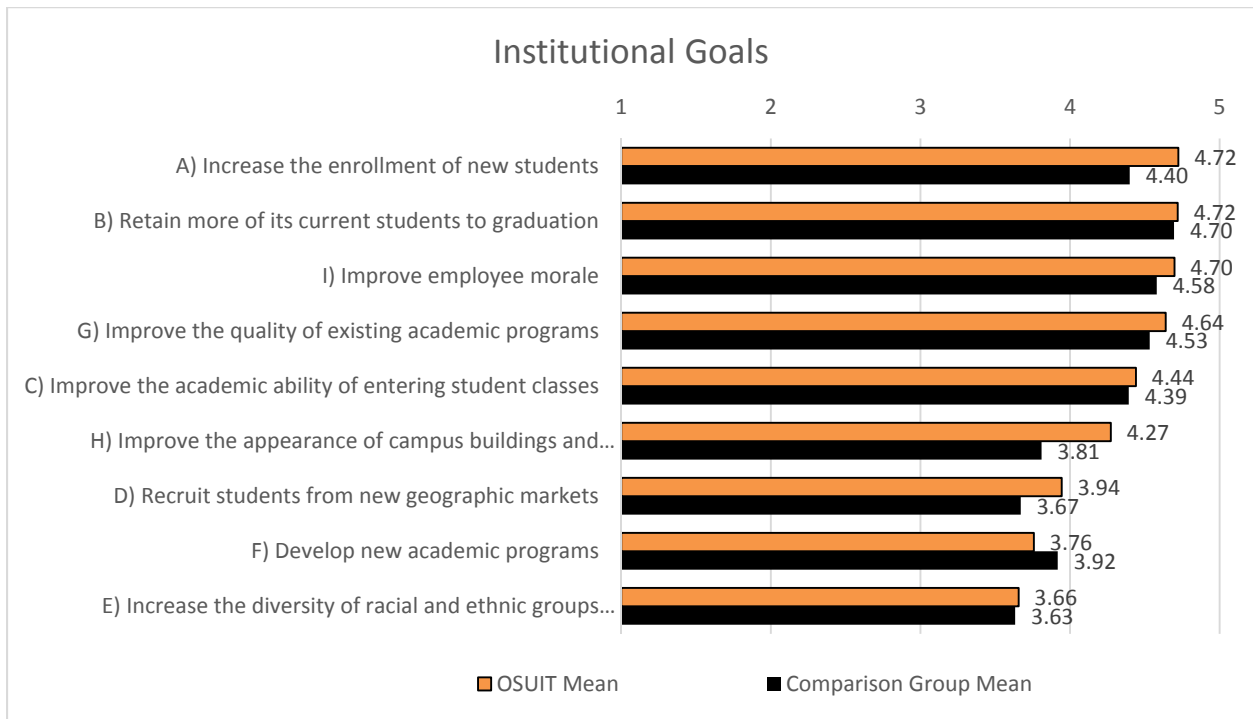
There is good communication between staff and the administration at this institution

This institution involves its employees in planning for the future

This institution makes sufficient staff resources available to achieve important objectives

There is a spirit of teamwork and cooperation at this institution

Section 2—Institutional goals



Increasing enrollment and improving retention were top priorities as reported by employees, followed closely by needs for improvement in *employee morale* and the *quality of current academic programs*. *Increasing student racial and ethnic diversity* was rated lowest for importance followed by *developing new academic programs* and *recruiting students from new academic markets*. OSUIT employees reported substantially higher importance than the comparison group on *improve the appearance of campus buildings and grounds* (gap = 0.46), *increase the enrollment of new students* (gap = 0.32), and *recruit from new geographic markets* (gap = 0.27).

Section 3—Involvement in planning and decision making

RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Mean	Just right involvement +/-
How involved are: Senior administrators (VP, Provost level or above)	3.65	
How involved are: OSU-Stillwater	3.36	
How involved are: Trustees/Regents	3.34	
How involved are: Deans or directors of administrative units	3.30	
How involved are: Deans or chairs of academic units	3.20	
How involved are: Local government/Chamber of Commerce	2.95	
How involved are: Industry Partners/Advisory Committee Members	2.84	
How involved are: Faculty	2.51	
How involved are: Alumni	2.44	
How involved are: Staff	2.29	
How involved are: Students	2.25	

Note that a score of “3” = “Just the right involvement” in planning and decision-making at OSUIT represents the middle of the scale. OSUIT employees report that faculty, alumni, staff, and students are not involved enough in decision-making at OSUIT, though reported involvement reflects similarly the results of the comparison group. Highlighted items were customized and added for the OSUIT administration of this survey; these tend to indicate more involvement than necessary on the part of OSU-Stillwater, and the potential for more involvement by the local government and industry partners/advisors.

Section 4—Work environment

When benchmarked against the comparison group, a visual inspection of the data revealed that OSUIT employees reported similar levels of importance and satisfaction. However, several items were identified as statistically significant in their differences from the comparison group:

OSUIT has more institutional pride.

Pay and benefits are more valuable to us.

It is important to us that we are able to answer students’ questions on policies and procedures.

Being short-staffed is less of an issue for OSUIT employees.

OSUIT employees are feeling the budget issues more profoundly than the comparison group.

Section 5—Demographics

Survey respondents were identified very broadly, for the sake of anonymity, by tenure, position, and status as follows.

<i>How long have you worked at this institution?</i>	Count	Percent	
Less than 1 year	22	9.8%	
1 to 5 years	98	43.8%	
6 to 10 years	39	17.4%	
11 to 20 years	44	19.6%	
More than 20 years	21	9.4%	
All responses	224	100.0%	

<i>Is your position:</i>	Count	Percent	
Faculty	85	38.5%	
Staff	116	52.5%	
Administrator	20	9.0%	
All responses	221	100.0%	

<i>Is your position:</i>	Count	Percent	
Full-time	223	98.7%	
Part-time	3	1.3%	
All responses	226	100.0%	

Because there were fewer than five part-time employees who filled out this survey, any future analyses of the data based on position status (full-time/part-time) will be aggregated—part-time and full-time employee results will not be separated, but will be reported together as one group.

Summary Items

When asked if they would recommend OSUIT to family and friends as a great place to work, 80.5 percent said they either *somewhat* or *strongly agree*; this item was not included in the original survey by Ruffalo Noel Levitz, but was added as a custom item for administration at OSUIT.

When asked if they would recommend OSUIT to family and friends as a great college, 90.4 percent either *somewhat* or *strongly agreed*. Again, this item was not included in the original survey by Ruffalo Noel Levitz, but was added as a custom item for administration at OSUIT.

When asked to *Rate your overall satisfaction with your employment here so far*, OSUIT employees reported a mean score of 3.88 vs. 3.86 for the comparison group. As with other Ruffalo Noel Levitz surveys administered on this campus, OSUIT responses tend to be either slightly depressed or less inflated than the comparison group. However, OSUIT employees are quite in line with the comparison group with regard to their overall employment satisfaction.

Conclusions

OSUIT employees are more satisfied with their work environment, less satisfied with the campus culture and policies, and equally satisfied with their employment overall at OSUIT vs. the comparison group benchmarks. Increasing enrollment and improving retention are the top priorities as reported by employees, followed closely by needs for improvement in employee morale and the quality of current academic programs. OSUIT employees report that faculty, alumni, staff, and students are not involved enough in decision-making at OSUIT, though these levels of reported involvement essentially reflect the results of the comparison group.

APPENDIX A:
Results of College Employee Satisfaction Survey

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Oklahoma State University of Technology - Spring 2016 Respondents

Section 1: Campus Culture and Policies

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	IMPORTANCE			SATISFACTION			GAP
	Mean	Standard Deviation	Valid Respondents	Mean	Standard Deviation	Valid Respondents	
This institution promotes excellent employee-student relationships	4.56	.67	243	3.61	.95	244	0.95
This institution treats students as its top priority	4.71	.57	242	3.37	1.12	243	1.34
This institution does a good job of meeting the needs of students	4.63	.63	240	3.36	1.04	242	1.27
The mission, purpose, and values of this institution are well understood by most employees	4.36	.73	243	3.35	1.09	244	1.01
Most employees are generally supportive of the mission, purpose, and values of this institution	4.39	.73	241	3.43	1.09	244	0.96
The goals and objectives of this institution are consistent with its mission and values	4.41	.68	242	3.60	1.09	243	0.81
This institution involves its employees in planning for the future	4.27	.84	241	3.04	1.21	242	1.23
This institution plans carefully	4.43	.80	239	3.13	1.21	239	1.30
The leadership of this institution has a clear sense of purpose	4.56	.74	240	3.35	1.32	243	1.22
This institution does a good job of meeting the needs of its faculty	4.38	.85	242	3.09	1.16	243	1.29
This institution does a good job of meeting the needs of staff	4.39	.75	239	2.89	1.08	237	1.49
This institution does a good job of meeting the needs of administrators	4.20	.82	238	3.68	.99	235	0.53
This institution makes sufficient budgetary resources available to achieve important objectives	4.43	.82	237	3.12	1.21	237	1.30
This institution makes sufficient staff resources available to achieve important objectives	4.30	.83	236	3.03	1.14	235	1.27
There are effective lines of communication between departments	4.38	.94	236	2.57	1.17	235	1.81
Administrators share information regularly with faculty and staff	4.37	.89	237	3.05	1.23	237	1.32
There is good communication between the faculty and the administration at this institution	4.34	.91	236	3.06	1.16	236	1.29
There is good communication between staff and the administration at this institution	4.38	.83	237	2.86	1.16	233	1.52
Faculty take pride in their work	4.61	.68	237	3.80	1.04	238	0.81
Staff take pride in their work	4.58	.68	238	3.75	1.11	237	0.83
Administrators take pride in their work	4.53	.78	237	3.79	1.05	235	0.74
There is a spirit of teamwork and cooperation at this institution	4.46	.77	235	2.93	1.15	235	1.53
The reputation of this institution continues to improve	4.62	.60	233	3.47	1.12	235	1.15
This institution is well-respected in the community	4.58	.61	232	3.53	1.05	234	1.06
Efforts to improve quality are paying off at this institution	4.48	.70	233	3.34	1.11	234	1.14
Employee suggestions are used to improve our institution	4.29	.86	231	2.89	1.15	232	1.40
This institution consistently follows clear processes for selecting new employees	4.35	.80	233	3.15	1.25	233	1.21
This institution consistently follows clear processes for orienting and training new employees	4.43	.80	233	3.06	1.22	233	1.37
This institution consistently follows clear processes for recognizing employee achievements	4.20	.93	231	3.00	1.14	231	1.20
This institution has written procedures that clearly define who is responsible for each operation and service	4.32	.85	232	3.16	1.19	233	1.16

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Oklahoma State University of Technology - Spring 2016 Respondents

Section 2: Institutional Goals

RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	Mean	Standard Deviation	Valid Respondents
[A] Increase the enrollment of new students	4.72	0.53	236
[B] Retain more of its current students to graduation	4.72	0.54	236
[C] Improve the academic ability of entering student classes	4.44	0.72	236
[D] Recruit students from new geographic markets	3.94	1.06	236
[E] Increase the diversity of racial and ethnic groups represented among the student body	3.66	1.17	236
[F] Develop new academic programs	3.76	1.06	236
[G] Improve the quality of existing academic programs	4.64	0.57	236
[H] Improve the appearance of campus buildings and grounds	4.27	0.91	234
[I] Improve employee morale	4.70	0.61	236
[J] Some other goal	3.67	1.26	175

(Choose three goals that you believe should be this institution's top priorities) First priority goal:	Count	Percent
[A] Increase the enrollment of new students	68	29.3%
[B] Retain more of its current students to graduation	59	25.4%
[C] Improve the academic ability of entering student classes	9	3.9%
[D] Recruit students from new geographic markets	4	1.7%
[E] Increase the diversity of racial and ethnic groups represented among the student body	4	1.7%
[F] Develop new academic programs	9	3.9%
[G] Improve the quality of existing academic programs	34	14.7%
[H] Improve the appearance of campus buildings and grounds	9	3.9%
[I] Improve employee morale	35	15.1%
[J] Some other goal	1	0.4%
All responses	232	100.0%

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Oklahoma State University of Technology - Spring 2016 Respondents

(Choose three goals that you believe should be this institution's top priorities) Second priority goal:	Count	Percent
[A] Increase the enrollment of new students	56	24.1%
[B] Retain more of its current students to graduation	66	28.4%
[C] Improve the academic ability of entering student classes	11	4.7%
[D] Recruit students from new geographic markets	2	0.9%
[E] Increase the diversity of racial and ethnic groups represented among the student body	4	1.7%
[F] Develop new academic programs	13	5.6%
[G] Improve the quality of existing academic programs	36	15.5%
[H] Improve the appearance of campus buildings and grounds	11	4.7%
[I] Improve employee morale	30	12.9%
[J] Some other goal	3	1.3%
All responses	232	100.0%

(Choose three goals that you believe should be this institution's top priorities) Third priority goal:	Count	Percent
[A] Increase the enrollment of new students	38	16.5%
[B] Retain more of its current students to graduation	26	11.3%
[C] Improve the academic ability of entering student classes	18	7.8%
[D] Recruit students from new geographic markets	14	6.1%
[E] Increase the diversity of racial and ethnic groups represented among the student body	12	5.2%
[F] Develop new academic programs	19	8.2%
[G] Improve the quality of existing academic programs	36	15.6%
[H] Improve the appearance of campus buildings and grounds	22	9.5%
[I] Improve employee morale	45	19.5%
[J] Some other goal	1	0.4%
All responses	231	100.0%

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Oklahoma State University of Technology - Spring 2016 Respondents

TOTAL "VOTES" FOR EACH GOAL	First Priority	Second Priority	Third Priority	TOTAL	TOTAL PERCENT
[A] Increase the enrollment of new students	68	56	38	162	23.3%
[B] Retain more of its current students to graduation	59	66	26	151	21.7%
[C] Improve the academic ability of entering student classes	9	11	18	38	5.5%
[D] Recruit students from new geographic markets	4	2	14	20	2.9%
[E] Increase the diversity of racial and ethnic groups represented among the student body	4	4	12	20	2.9%
[F] Develop new academic programs	9	13	19	41	5.9%
[G] Improve the quality of existing academic programs	34	36	36	106	15.3%
[H] Improve the appearance of campus buildings and grounds	9	11	22	42	6.0%
[I] Improve employee morale	35	30	45	110	15.8%
[J] Some other goal	1	3	1	5	0.7%
All responses	232	232	231	695	100.0%

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
 Oklahoma State University of Technology - Spring 2016 Respondents

Section 3: Involvement in planning and decision-making

RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Mean	Standard Deviation	Valid Respondents
How involved are: Faculty	2.51	0.93	229
How involved are: Staff	2.29	0.86	228
How involved are: Deans or directors of administrative units	3.30	0.84	225
How involved are: Deans or chairs of academic units	3.20	0.91	226
How involved are: Senior administrators (VP, Provost level or above)	3.65	0.81	226
How involved are: Students	2.25	0.88	227
How involved are: Trustees/Regents	3.34	0.81	219
How involved are: Alumni	2.44	0.85	225
How involved are: Local government/Chamber of Commerce	2.95	0.82	222
How involved are: Industry Partners/Advisory Committee Members	2.84	0.72	225
How involved are: OSU-Stillwater	3.36	1.05	226

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Oklahoma State University of Technology - Spring 2016 Respondents

Section 4: Work environment

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	IMPORTANCE			SATISFACTION			GAP
	Mean	Standard Deviation	Valid Respondents	Mean	Standard Deviation	Valid Respondents	
It is easy for me to get information at this institution	4.51	0.60	226	3.30	1.10	228	1.21
I learn about important campus events in a timely manner	4.28	0.68	225	3.45	1.12	227	0.82
I am empowered to resolve problems quickly	4.45	0.68	225	3.51	1.16	228	0.94
I am comfortable answering student questions about institutional policies and procedures	4.37	0.71	225	3.65	0.98	228	0.72
I have the information I need to do my job well	4.59	0.64	225	3.71	1.08	228	0.88
My job responsibilities are communicated clearly to me	4.60	0.62	225	3.81	1.22	226	0.79
My supervisor pays attention to what I have to say	4.59	0.69	222	3.92	1.28	227	0.67
My supervisor helps me improve my job performance	4.53	0.68	225	3.81	1.28	227	0.72
My department or work unit has written, up-to-date objectives	4.29	0.84	223	3.62	1.18	226	0.67
My department meets as a team to plan and coordinate work	4.36	0.87	223	3.74	1.24	227	0.62
My department has the budget needed to do its job well	4.60	0.64	227	2.80	1.22	226	1.80
My department has the staff needed to do its job well	4.57	0.64	226	3.28	1.26	226	1.29
I am paid fairly for the work I do	4.57	0.66	226	2.97	1.27	229	1.60
The employee benefits available to me are valuable	4.69	0.53	224	4.03	0.92	227	0.66
I have adequate opportunities for advancement	4.30	0.81	225	2.92	1.22	229	1.39
I have adequate opportunities for training to improve my skills	4.40	0.72	225	3.38	1.23	229	1.02
I have adequate opportunities for professional development	4.36	0.73	225	3.41	1.18	229	0.95
The type of work I do on most days is personally rewarding	4.51	0.65	226	4.06	1.02	228	0.46
The work I do is appreciated by my supervisor	4.52	0.68	225	3.96	1.19	228	0.56
The work I do is valuable to the institution	4.57	0.61	224	4.03	1.04	228	0.54
I am proud to work at this institution	4.62	0.65	224	4.30	0.97	227	0.33
My supervisor evaluates my performance formally on a yearly basis.	4.34	0.82	225	4.27	1.00	228	0.07
My supervisor discusses my performance evaluation with me.	4.36	0.79	222	4.21	1.04	227	0.15

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Oklahoma State University of Technology - Spring 2016 Respondents

Overall satisfaction

Rate your overall satisfaction with your employment here so far:	3.88	0.92	227
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Section 5: Demographics

<i>How long have you worked at this institution?</i>	Count	Percent
Less than 1 year	22	9.8%
1 to 5 years	98	43.8%
6 to 10 years	39	17.4%
11 to 20 years	44	19.6%
More than 20 years	21	9.4%
All responses	224	100.0%

<i>Is your position:</i>	Count	Percent
Faculty	85	38.5%
Staff	116	52.5%
Administrator	20	9.0%
All responses	221	100.0%

<i>Is your position:</i>	Count	Percent
Full-time	223	98.7%
Part-time	3	1.3%
All responses	226	100.0%

<i>I would recommend OSUIT to my family and friends as a great place to work:</i>	Count	Percent
Strongly disagree	10	4.4%
Somewhat disagree	15	6.6%
Neither agree nor disagree	19	8.4%
Somewhat agree	80	35.4%
Strongly agree	102	45.1%
All responses	226	100.0%

<i>I would recommend OSUIT to my family and friends as a great college:</i>	Count	Percent
Strongly disagree	5	2.2%
Somewhat disagree	2	0.9%
Neither agree nor disagree	15	6.6%
Somewhat agree	56	24.6%
Strongly agree	150	65.8%
All responses	228	100.0%

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
Oklahoma State University Institute of Technology - Spring 2016 - Comparison to 2-year, Public and 4-year, primarily associate's, Public Institutions

Section 1: Campus Culture and Policies

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	OSUIT			Comparison group			IMP Sign diff	SAT Sign diff
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP		
This institution promotes excellent employee-student relationships	4.56	3.61	0.95	4.63	3.71	0.92	NS	NS
This institution treats students as its top priority	4.71	3.37	1.34	4.71	3.64	1.08	NS	***
This institution does a good job of meeting the needs of students	4.63	3.36	1.27	4.68	3.58	1.10	NS	***
The mission, purpose, and values of this institution are well understood by most employees	4.36	3.35	1.01	4.36	3.51	0.85	NS	*
Most employees are generally supportive of the mission, purpose, and values of this institution	4.39	3.43	0.96	4.38	3.59	0.79	NS	*
The goals and objectives of this institution are consistent with its mission and values	4.41	3.60	0.81	4.44	3.59	0.85	NS	NS
This institution involves its employees in planning for the future	4.27	3.04	1.23	4.43	3.08	1.35	**	NS
This institution plans carefully	4.43	3.13	1.30	4.52	3.14	1.38	NS	NS
The leadership of this institution has a clear sense of purpose	4.56	3.35	1.22	4.59	3.34	1.25	NS	NS
This institution does a good job of meeting the needs of its faculty	4.38	3.09	1.29	4.43	3.25	1.18	NS	*
This institution does a good job of meeting the needs of staff	4.39	2.89	1.49	4.43	3.13	1.29	NS	***
This institution does a good job of meeting the needs of administrators	4.20	3.68	0.53	4.22	3.68	0.53	NS	NS
This institution makes sufficient budgetary resources available to achieve important objectives	4.43	3.12	1.30	4.48	3.20	1.28	NS	NS
This institution makes sufficient staff resources available to achieve important objectives	4.30	3.03	1.27	4.41	3.11	1.30	*	NS
There are effective lines of communication between departments	4.38	2.57	1.81	4.48	2.80	1.67	*	**
Administrators share information regularly with faculty and staff	4.37	3.05	1.32	4.49	3.08	1.41	**	NS
There is good communication between the faculty and the administration at this institution	4.34	3.06	1.29	4.47	3.07	1.40	**	NS
There is good communication between staff and the administration at this institution	4.38	2.86	1.52	4.44	3.06	1.39	NS	**
Faculty take pride in their work	4.61	3.80	0.81	4.66	3.91	0.75	NS	NS
Staff take pride in their work	4.58	3.75	0.83	4.62	3.82	0.80	NS	NS
Administrators take pride in their work	4.53	3.79	0.74	4.59	3.75	0.84	NS	NS
There is a spirit of teamwork and cooperation at this institution	4.46	2.93	1.53	4.57	3.06	1.51	**	NS
The reputation of this institution continues to improve	4.62	3.47	1.15	4.58	3.43	1.15	NS	NS
This institution is well-respected in the community	4.58	3.53	1.06	4.63	3.65	0.98	NS	NS
Efforts to improve quality are paying off at this institution	4.48	3.34	1.14	4.49	3.38	1.12	NS	NS
Employee suggestions are used to improve our institution	4.29	2.89	1.40	4.37	2.99	1.38	NS	NS
This institution consistently follows clear processes for selecting new employees	4.35	3.15	1.21	4.41	3.18	1.23	NS	NS
This institution consistently follows clear processes for orienting and training new employees	4.43	3.06	1.37	4.42	3.11	1.32	NS	NS
This institution consistently follows clear processes for recognizing employee achievements	4.20	3.00	1.20	4.26	3.14	1.12	NS	NS
This institution has written procedures that clearly define who is responsible for each operation and service	4.32	3.16	1.16	4.34	3.13	1.21	NS	NS

Significance levels: NS = no significant difference; * = p < .05; ** = p < .01; *** = p < .001

Section 2: Institutional Goals

RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")	OSUIT Mean	Comparison group Mean	Sign diff
A) Increase the enrollment of new students	4.72	4.40	***
B) Retain more of its current students to graduation	4.72	4.70	NS
C) Improve the academic ability of entering student classes	4.44	4.39	NS
D) Recruit students from new geographic markets	3.94	3.67	***
E) Increase the diversity of racial and ethnic groups represented among the student body	3.66	3.63	NS
F) Develop new academic programs	3.76	3.92	*
G) Improve the quality of existing academic programs	4.64	4.53	*
H) Improve the appearance of campus buildings and grounds	4.27	3.81	***
I) Improve employee morale	4.70	4.58	**

(Choose three goals that you believe should be this institution's top priorities) First priority goal:	OSUIT Count	OSUIT Percent	Comparison group Count	Comparison group Percent
A) Increase the enrollment of new students	68	29.4%	3,023	21.5%
B) Retain more of its current students to graduation	59	25.5%	4,881	34.7%
C) Improve the academic ability of entering student classes	9	3.9%	1,137	8.1%
D) Recruit students from new geographic markets	4	1.7%	98	0.7%
E) Increase the diversity of racial and ethnic groups represented among the student body	4	1.7%	117	0.8%
F) Develop new academic programs	9	3.9%	531	3.8%
G) Improve the quality of existing academic programs	34	14.7%	1,903	13.5%
H) Improve the appearance of campus buildings and grounds	9	3.9%	160	1.1%
I) Improve employee morale	35	15.2%	2,213	15.7%
All responses	231	100.0%	14,063	100.0%

Significance levels: NS = no significant difference; * = p < .05; ** = p < .01; *** = p < .001

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS

Oklahoma State University Institute of Technology - Spring 2016 - Comparison to 2-year, Public and 4-year, primarily associate's, Public Institutions

(Choose three goals that you believe should be this institution's top priorities) Second priority goal:	OSUIT Count	OSUIT Percent	Comparison group Count	Comparison group Percent
A) Increase the enrollment of new students	56	24.5%	3,029	21.7%
B) Retain more of its current students to graduation	66	28.8%	3,825	27.5%
C) Improve the academic ability of entering student classes	11	4.8%	1,387	10.0%
D) Recruit students from new geographic markets	2	0.9%	251	1.8%
E) Increase the diversity of racial and ethnic groups represented among the student body	4	1.7%	205	1.5%
F) Develop new academic programs	13	5.7%	983	7.1%
G) Improve the quality of existing academic programs	36	15.7%	2,287	16.4%
H) Improve the appearance of campus buildings and grounds	11	4.8%	304	2.2%
I) Improve employee morale	30	13.1%	1,663	11.9%
All responses	229	100.0%	13,934	100.0%

(Choose three goals that you believe should be this institution's top priorities) Third priority goal:	OSUIT Count	OSUIT Percent	Comparison group Count	Comparison group Percent
A) Increase the enrollment of new students	38	16.5%	2,178	16.0%
B) Retain more of its current students to graduation	26	11.3%	2,001	14.7%
C) Improve the academic ability of entering student classes	18	7.8%	1,551	11.4%
D) Recruit students from new geographic markets	14	6.1%	508	3.7%
E) Increase the diversity of racial and ethnic groups represented among the student body	12	5.2%	456	3.4%
F) Develop new academic programs	19	8.3%	1,564	11.5%
G) Improve the quality of existing academic programs	36	15.7%	2,360	17.4%
H) Improve the appearance of campus buildings and grounds	22	9.6%	649	4.8%
I) Improve employee morale	45	19.6%	2,310	17.0%
All responses	230	100.0%	13,577	100.0%

Significance levels: NS = no significant difference; * = p < .05; ** = p < .01; *** = p < .001

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
 Oklahoma State University Institute of Technology - Spring 2016 - Comparison to 2-year, Public and 4-year, primarily associate's, Public Institutions

TOTAL "VOTES" FOR EACH GOAL	OSUIT TOTAL	OSUIT PERCENT	Comparison group TOTAL	Comparison group PERCENT
A) Increase the enrollment of new students	162	23.5%	8,230	19.8%
B) Retain more of its current students to graduation	151	21.9%	10,707	25.8%
C) Improve the academic ability of entering student classes	38	5.5%	4,075	9.8%
D) Recruit students from new geographic markets	20	2.9%	857	2.1%
E) Increase the diversity of racial and ethnic groups represented among the student body	20	2.9%	778	1.9%
F) Develop new academic programs	41	5.9%	3,078	7.4%
G) Improve the quality of existing academic programs	106	15.4%	6,550	15.8%
H) Improve the appearance of campus buildings and grounds	42	6.1%	1,113	2.7%
I) Improve employee morale	110	15.9%	6,186	14.9%
All responses	690	100.0%	41,574	100.0%

Section 3: Involvement in planning and decision-making

RATE: INVOLVEMENT (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	OSUIT Mean	Comparison group Mean	Sign diff
How involved are: Faculty	2.51	2.64	*
How involved are: Staff	2.29	2.34	NS
How involved are: Deans or directors of administrative units	3.30	3.37	NS
How involved are: Deans or chairs of academic units	3.20	3.29	NS
How involved are: Senior administrators (VP, Provost level or above)	3.65	3.77	*
How involved are: Students	2.25	2.33	NS
How involved are: Trustees	3.34	3.25	NS
How involved are: Alumni	2.44	2.52	NS

Significance levels: NS = no significant difference; * = p < .05; ** = p < .01; *** = p < .001

COLLEGE EMPLOYEE SATISFACTION SURVEY RESULTS
 Oklahoma State University Institute of Technology - Spring 2016 - Comparison to 2-year, Public and 4-year, primarily associate's, Public Institutions

Section 4: Work environment

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	OSUIT			Comparison group			IMP Sign Diff	SAT Sign diff
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP		
It is easy for me to get information at this institution	4.51	3.30	1.21	4.49	3.28	1.22	NS	NS
I learn about important campus events in a timely manner	4.28	3.45	0.82	4.22	3.51	0.70	NS	NS
I am empowered to resolve problems quickly	4.45	3.51	0.94	4.43	3.37	1.05	NS	NS
I am comfortable answering student questions about institutional policies and procedures	4.37	3.65	0.72	4.23	3.52	0.71	**	NS
I have the information I need to do my job well	4.59	3.71	0.88	4.60	3.64	0.96	NS	NS
My job responsibilities are communicated clearly to me	4.60	3.81	0.79	4.57	3.71	0.86	NS	NS
My supervisor pays attention to what I have to say	4.59	3.92	0.67	4.59	3.91	0.68	NS	NS
My supervisor helps me improve my job performance	4.53	3.81	0.72	4.46	3.76	0.70	NS	NS
My department or work unit has written, up-to-date objectives	4.29	3.62	0.67	4.26	3.60	0.67	NS	NS
My department meets as a team to plan and coordinate work	4.36	3.74	0.62	4.35	3.67	0.67	NS	NS
My department has the budget needed to do its job well	4.60	2.80	1.80	4.50	3.12	1.38	*	***
My department has the staff needed to do its job well	4.57	3.28	1.29	4.55	3.09	1.46	NS	*
I am paid fairly for the work I do	4.57	2.97	1.60	4.56	3.13	1.43	NS	NS
The employee benefits available to me are valuable	4.69	4.03	0.66	4.58	3.86	0.73	*	*
I have adequate opportunities for advancement	4.30	2.92	1.39	4.26	3.02	1.23	NS	NS
I have adequate opportunities for training to improve my skills	4.40	3.38	1.02	4.40	3.41	1.00	NS	NS
I have adequate opportunities for professional development	4.36	3.41	0.95	4.38	3.43	0.95	NS	NS
The type of work I do on most days is personally rewarding	4.51	4.06	0.46	4.58	4.09	0.49	NS	NS
The work I do is appreciated by my supervisor	4.52	3.96	0.56	4.46	3.91	0.55	NS	NS
The work I do is valuable to the institution	4.57	4.03	0.54	4.56	3.98	0.58	NS	NS
I am proud to work at this institution	4.62	4.30	0.33	4.57	4.11	0.46	NS	**

Overall satisfaction	OSUIT Mean	Comparison group Mean	Sign diff
Rate your overall satisfaction with your employment here so far:	3.88	3.86	NS

Significance levels: NS = no significant difference; * = p < .05; ** = p < .01; *** = p < .001

Section 5: Demographics

<i>How long have you worked at this institution?</i>	OSUIT Count	OSUIT Percent	Comparison group Count	Comparison group Percent
Less than 1 year	22	9.8%	1,195	6.3%
1 to 5 years	98	43.8%	4,354	22.8%
6 to 10 years	39	17.4%	3,438	18.0%
11 to 20 years	44	19.6%	3,591	18.8%
More than 20 years	21	9.4%	6,486	34.0%
All responses	224	100.0%	19,064	100.0%

<i>Is your position:</i>	OSUIT Count	OSUIT Percent	Comparison group Count	Comparison group Percent
Faculty	85	38.5%	6,486	45.2%
Staff	116	52.5%	6,543	45.6%
Administrator	20	9.0%	1,314	9.2%
All responses	221	100.0%	14,343	100.0%

<i>Is your position:</i>	OSUIT Count	OSUIT Percent	Comparison group Count	Comparison group Percent
Full-time	223	98.7%	11,603	83.4%
Part-time	3	1.3%	2,314	16.6%
All responses	226	100.0%	13,917	100.0%

Significance levels: NS = no significant difference; * = p < .05; ** = p < .01; *** = p < .001

APPENDIX B:
List of Institutions in Comparison Group

Arizona Western College
Beaufort County Community College
Broome Community College
Cascadia College
Cascadia Community College
Central Ohio Technical College
Chandler Gilbert Community College
College of the Redwoods
Cowley County Community College
Daytona State College
Dine College
Durham Technical Community College
Eastern Gateway Community College
Georgia Military College
Gogebic Community College
Greenville Technical College
Gulf Coast State College
Guttman Community College
Helena College
Kankakee Community College
Kishwaukee College
Lakeland College AB
Lakeshore Technical College
Laramie County Community College
Laredo Community College
Marion Technical College
Midland College
Minneapolis Community and Technical College
Montcalm Community College
Mountain View College
Mountwest Community & Technical College
Mt Hood Community College
Murray State College
New Mexico Junior College
New Mexico State University - Carlsbad
Normandale Community College
North Dakota State College of Science
Northeast Iowa CC
Northeast State Community College
Northern Oklahoma College
Northwest Arkansas Community College
Northwest Technical College
Ogeechee Technical College
Parkland College
Piedmont Technical College
Richland College
Santa Fe Community College
Southeast Technical Institute
Southwest Wisconsin Technical College
Southwestern College
SUNY Broome Community College
Tri-County Technical College
Trident Technical College
West Georgia Technical College
West Virginia University at Parkersburg
Western Technical College
Wisconsin Indianhead Technical College
Yuba Community College