



INSTITUTE OF TECHNOLOGY

College Employee Satisfaction Survey

May 2022

Oklahoma State University Institute of Technology
Okmulgee, Oklahoma

Office of Institutional Research

COLLEGE EMPLOYEE SATISFACTION 2022

Introduction

The College Employee Satisfaction Survey (CESS) is one of several surveys by Ruffalo Noel Levitz (RNL). OSUIT first administered the CESS in 2016 and included in a rotation of surveys administered every third year. The CESS measures the satisfaction of faculty, staff, and administrators in the areas of *Campus Culture and Policies* (Section 1) and *Work Environment* (Section 4). The CESS also measures employee priorities for *Institutional Goals* (Section 2) and levels of *Involvement in Planning and Decision Making* (Section 3) among OSUIT's stakeholder groups.

Administration

An initial email was sent from the Office of Institutional Research on February 9, 2022, to full- and part-time employees to announce the upcoming CESS survey. RNL sampling methods state temporary employees, adjunct faculty, and students employed through a work-study program were to be excluded. Supervisors were asked to allow their employees ample time to complete the survey during working hours. The Office of Institutional Research also encouraged employee questions and attempted to make the process as open and transparent as possible. Efforts were made to minimize employee concerns regarding privacy and confidentiality of responses to this survey. By using a third-party survey, the Office of Institutional Research did not receive any identifiable information linked to the responses and thereby confidentiality was maintained.

An email containing the survey link was sent on February 14, 2022, to a total of 277 full- and part-time employees. Follow-up reminder emails were sent on February 18 and February 23 with a final reminder on February 24, 2022. When the survey closed on February 28, 2022, 149 of the 277 employees submitted a survey for an overall response rate of 53.8%. Some survey submissions were incomplete, so tables include tallies of valid counts of respondents (see results reported by RNL in appendix A).

Demographics

Survey respondents were identified very broadly, for the sake of anonymity, by time on the job, position type, and part-time/full-time status as follows:

<i>How long have you worked at this institution?</i>	Count	Percent
Less than 1 year	9	6.7%
1 to 5 years	49	36.6%
6 to 10 years	43	32.1%
11 to 20 years	23	17.2%
More than 20 years	10	7.5%
All responses	134	100.0%

<i>Is your position:</i>	Count	Percent
Faculty	56	43.4%
Staff	54	41.9%
Administrator (Director-level or above)	19	14.7%
All responses	129	100.0%

<i>Is your position:</i>	Count	Percent
Full-time	132	99.2%
Part-time	1	0.8%
All responses	133	100.0%

When asked, “How long have you worked at this institution?” results showed that the 134 responding employees were reasonably distributed. The responses by position are generally reflected of OSUIT’s employee population.

Instrument

The CESS includes 70 items in five areas:

1. Campus culture and policies. Employees rated importance and satisfaction on several issues including campus mission, budgetary and human resources, communication, pride in work, and employee recognition. Employees rated these items on a five-point scale from 1 = “not important at all” to 5 = “very important” on the *Importance* scale, and 1 = “not satisfied at all” to 5 = “very satisfied” on the *Satisfaction* scale.
2. Institutional goals. Employees rated a variety of institutional goals on importance including recruitment, retention, diversity efforts, staff morale, and more. Respondents also listed which goals should be among the top three priorities for this 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 rated how much involvement various campus constituents have in the planning and decision-making process, from *not enough involvement* to *too much involvement*. Campus-added items included 1) local government/chamber of commerce; 2) industry partners/advisors; and 3) OSU-Stillwater. In addition, item “Trustees” was changed to “Trustees/Regents” for clarity.
4. Work environment. Employees rated importance and satisfaction on issues such as information flow, employee empowerment, supervisor relationships, professional development, job satisfaction and personal fulfillment. Custom items regarding employee performance evaluations were also added in this section. These items were rated on a five-point scale from 1 = “not important at all” to 5 = “very important.” This section ended with a single item of overall satisfaction using the “Satisfaction” scale of 1 = “not satisfied at all” to 5 = “very satisfied.”
5. Demographics. This section polled length of employment, type of position (faculty/staff/administrator), and status as full- or part-time employee. 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.”

The CESS focused on ratings of *importance* and *satisfaction* which lend 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 the *performance gap* or *gap score*. A performance gap is simply the importance score minus the satisfaction score. The larger the performance gap, the greater the discrepancy between expectations and satisfaction is with the current situation. A high importance score with a relatively high satisfaction score that results in a small gap score and represents an institution's *strength*. A high importance score with a relatively low satisfaction score results in a larger gap score and represents an institution's opportunity for improvement or *challenge*. Strengths and challenges are identified for the purpose of strategic planning.

OSUIT Results

The main report as delivered by RNL and the main report with items *sorted by highest to lowest importance* (appendix A) reveal satisfaction levels as perceived by OSUIT employees. These are taken at face value without any additional comparisons or benchmarking.

Section 1: Campus Culture and Policies

The following are the strengths and challenges identified during the 2022 administration pertaining to the culture of the campus and policies at OSUIT, listed from highest to lowest importance, and with the mean importance and mean satisfaction scores.

Strengths (high importance and high satisfaction)

- This institution treats students as its top priority. (4.7, 3.5)
- This institution does a good job of meeting the needs of students. (4.7, 3.5)
- Faculty take pride in their work. (4.6, 3.7)
- Staff take pride in their work. (4.6, 3.6)
- Administrators take pride in their work. (4.6, 3.6)
- The reputation of this institution continues to improve. (4.6, 3.4)
- This institution is well-respected in the community. (4.5, 3.7)
- The institution promotes excellent employee-student relationships. (4.5, 3.7)
- The leadership of this institution has a clear sense of purpose. (4.5, 3.2)
- This institution does a good job of meeting the needs of its faculty. (4.4, 3.3)
- Efforts to improve quality are paying off at this institution. (4.4, 3.3)
- This institution does a good job of meeting the needs of its administrators. (4.3, 3.6)

Challenges (high importance and low satisfaction)

- This institution does a good job of meeting the needs of its staff. (4.4, 3.1)
- There is good communication between faculty and the administration at this institution. (4.4, 3.1)
- There is a spirit of teamwork and cooperation at this institution. (4.4, 3.0)

Section 2: Institutional Goals

Institutional goals were addressed in the CESS as a list of items scaled by importance and as three lists organized by endorsement of first, second, and third priority goals. The top three goals according both to importance ratings and tally of endorsements were:

- 1) Increase the enrollment of new students. (23.3%)
- 2) Retain more of its current students to graduation. (23.3%)

3) Improve the quality of existing academic programs. (18.4%).

Section 3: Involvement in Planning and Decision-making

Employees rated the involvement of various categories of stakeholders. These are reported using a five-point scale with 1 being *not enough involvement* to 5 being *too much involvement*.

Employees reported that staff, students, faculty, alumni, and industry partners were not quite involved enough in planning and decision-making at OSUIT while senior administrators were involved more than enough. Also reported as more involved, but to a lesser extent, were OSU-Stillwater, Trustees/Regents, and deans or chairs of academic units.

Section 4: Work environment

The following are the strengths and challenges identified pertaining to the work environment at OSUIT, listed from highest to lowest importance and with the mean importance and satisfaction scores in parentheses.

Strengths (high importance and high satisfaction)

- The type of work I do on most days is personally rewarding. (4.6, 4.1)
- The employee benefits available to me are valuable. (4.6, 4.1)
- I am proud to work at this institution. (4.5, 4.1)
- My supervisor pays attention to what I have to say. (4.5, 4.0)

Challenges (high importance and low satisfaction)

- The work I do is valuable to the institution. (4.6, 3.8)
- I have the information I need to do my job well. (4.5, 3.7)
- My job responsibilities are communicated clearly to me. (4.5, 3.7)
- My department has the budget needed to do its job well. (4.5, 3.4)
- I am paid fairly for the work I do. (4.5, 3.1)
- My department has the staff needed to do its job well. (4.5, 3.1)

Summary items

Included in Section 4 was a single item to rate an employee's overall satisfaction with working at OSUIT on a five-point scale (1=*not satisfied at all* to 5=*very satisfied*). One hundred thirty-six (136) employees responded to this item with a mean satisfaction rating of 3.9.

There were two campus-added items included in the Section 5 Demographics. The first item, "I would recommend OSUIT to my family and friends as a great place to work" was endorsed (*Somewhat agree* or *Strongly agree*) by 81.9% of the 138 OSUIT employees who responded. The second item, "I would recommend OSUIT to my family and friends as a great college" was endorsed (*Somewhat agree* or *Strongly agree*) by 91.3% of the 138 OSUIT employees who responded.

OSUIT vs. Comparison Group for Benchmarking

Comparison group results were used as benchmarks for external comparisons (appendix B). The current comparison group consisted of five 4-year, public universities from the United States who had administered the CESS at some time over the past five years. More OSUIT

faculty responded to the CESS, whereas more staff in the comparison group responded to the survey.

Section 1: Campus Culture and Policies

While mean importance scores for both groups were similar, importance for the comparison group exceeded that of OSUIT employees with statistically significant difference for several items. (Note: * .05 level of significance, ** .01 level of significance, *** .001 level of significance)

- This institution promotes excellent employee-student relationships. *
- Most employees are generally supportive of the mission, purpose, and values of this institution. *
- The goals and objectives of this institution are consistent with its mission and values. **
- This institution involves its employees in planning for the future. ***
- This institution plans carefully. **
- This institution makes sufficient budgetary resources available to achieve important objectives. *
- There are effective lines of communication between departments. *
- Administrators share information regularly with faculty and staff. **
- There is good communication between staff and the administration at this institution. *
- There is a spirit of teamwork and cooperation at this institution. *
- Employee suggestions are used to improve our institution. **
- This institution consistently follows clear processes for selecting new employees. ***
- This institution consistently follows clear processes for orienting and training new employees. *
- This institution consistently follows clear processes for recognizing employee achievements. *

As with importance scores, the satisfaction scores were quite similar between the comparison group and OSUIT employees. The comparison group reported statistically significant higher satisfaction than OSUIT employees on the following items: (Note: * .05 level of significance, ** .01 level of significance, *** .001 level of significance)

- Most employees are generally supportive of the mission, purpose, and values of this institution. *
- The goals and objectives of this institution are consistent with its mission and values. *
- This institution does a good job of meeting the needs of its faculty. **
- This institution makes sufficient budgetary resources available to achieve important objectives. ***
- This institution makes sufficient staff resources available to achieve important objectives. **
- Administrators share information regularly with faculty and staff. **
- There is good communication between the faculty and the administration at this institution. **
- There is good communication between staff and the administration at this institution. *
- This institution is well-respected in the community. ***
- This institution consistently follows clear processes for selecting new employees. ***

Section 2: Institutional Goals

The importance of the top-rated goals among OSUIT employees was higher than the comparison group. OSUIT's top-rated goals included: (Note: * .05 level of significance, ** .01 level of significance, *** .001 level of significance)

- Increasing the enrollment of new students. ***
- Retain more of its current students to graduation.
- Recruit students from new geographic markets.
- Improve appearance of campus buildings and grounds. **

Section 3: Involvement in Planning and Decision-making

Responses by OSUIT employees suggest that our students, faculty, and alumni were not quite involved enough in planning and decision-making, even less than those from comparison group institutions. OSUIT employees and the comparison group were similar on involvement of other groups.

Section 4: Work Environment

While OSUIT employees reported very similar levels of importance for items pertaining to the work environment, they reported higher satisfaction levels than the comparison group on all items except the following:

- My department or work unit has written, up-to-date objectives.
- The work I do is valuable to the institution.

Summary items

The difference in overall satisfaction with employment at OSUIT (3.9) versus the comparison group (3.6) was statistically significant (.01 level of significance). This shows OSUIT employees are generally more satisfied with their employment than the comparison group employees. Since the remaining two summary items were campus-added by OSUIT, there is no data for the comparison group.

Additional Analyses: Comparison of OSUIT 2016, 2019, 2020 and 2022 Results

With the first administration of the CESS at OSUIT in spring 2016, this survey was included in a three-year rotation of surveys. The 2019 administration of the CESS was the first opportunity to compare employee satisfaction data based on a follow-up administration. Due to a major realignment of academic schools, program closures, and changes in leadership, Institutional Research was asked to administer the CESS again in 2020. The following analyses compare OSUIT employees' results from 2016, 2019, 2020, and 2022 on the CESS (see appendix C for data tables).

Section 1: Campus Culture and Policies

OSUIT employee satisfaction with *Campus Culture and Policies* items was placed in context by the relative importance of each item. Items above the median on *importance* for 2022 were included with comparable results from 2016, 2019, and 2020. Previous results falling below the median threshold for importance were marked "n/a" (not applicable) in the table below. Items with a relatively small performance gap (difference between mean *importance* and mean

satisfaction) were listed as strengths, while items with large performance gaps were listed as challenges, as follows:

Items in order of importance (highest to lowest)	2016	2019	2020	2022
This institution does a good job of meeting the needs of students	Strength	Strength	Strength	Strength
This institution treats students as its top priority	Strength	Strength	Strength	Strength
Faculty take pride in their work	Strength	Strength	Strength	Strength
Administrators take pride in their work	Strength	Strength	Strength	Strength
Staff take pride in their work	Strength	Strength	Strength	Strength
The reputation of this institution continues to improve	Strength	Challenge	Strength	Strength
The leadership of this institution has a clear sense of purpose	Strength	Challenge	Challenge	Strength
This institution promotes excellent employee-student relationships	Strength	Strength	Strength	Strength
This institution is well-respected in the community	Strength	Strength	Strength	Strength
There is a spirit of teamwork and cooperation at this institution	Challenge	Challenge	Challenge	Challenge
Efforts to improve quality are paying off at this institution	Strength	Strength	Strength	Strength
This institution does a good job of meeting the needs of its faculty	n/a	n/a	n/a	Strength
This institution does a good job of meeting the needs of staff	n/a	n/a	n/a	Challenge
This institution makes sufficient budgetary resources available to achieve important objectives	Challenge	n/a	Strength	Strength
There is good communication between the faculty and the administration at this institution	n/a	n/a	Challenge	Challenge

Section 2: Institutional Goals

For each of the four administrations of the CESS on the OSUIT campus, employees listed the same top four goals on the importance scale:

- Retain more of its current students to graduation.
- Increase the enrollment of new students.
- Improve the quality of existing academic programs.
- Improve employee morale.

Section 3: Involvement in Planning and Decision-making

The involvement of stakeholder groups in planning and decision-making at OSUIT (using a five-point scale: 1=*not enough involvement* through 5=*too much involvement*) did not vary greatly between 2016 and 2022. However, one consistent trend over time shows that employees perceived the senior administrators (VP and above) as having more than enough involvement in planning and decision-making. The following table shows the mean scores for involvement for the four administrations of the CESS:

Stakeholder Groups (highest to lowest)	2016	2019	2020	2022
Senior administrators (VP, Provost level or above)	3.7	3.8	3.9	3.7
OSU-Stillwater	3.4	3.3	3.4	3.5
Deans or chairs of academic units	3.2	2.9	3.2	3.3
Trustees	3.3	3.2	3.3	3.3
Deans or directors of administrative units	3.3	3.0	3.3	3.2
Local government/Chamber of Commerce	3.0	3.0	3.1	3.1
Industry Partners/Advisory Committee Members	2.8	2.8	2.8	2.8
Alumni	2.4	2.5	2.5	2.5
Faculty	2.5	2.3	2.4	2.5
Students	2.3	2.3	2.2	2.3
Staff	2.3	2.1	2.3	2.2

Section 4: Work Environment

With a leadership change in the work environment before the 2022 administration of the CESS, some differences in results were expected. Satisfaction with the work environment decreased from 2020 to 2022 in most areas. The table below shows an analysis of items pertaining to satisfaction with the work environment. Items above the median on *importance* for 2022 were included with comparable results from 2016, 2019, and 2020. Previous results falling below the median threshold for importance were marked “n/a” (not applicable) in the table below. Items with relatively small performance gaps were listed as strengths, while items with large performance gaps were listed as challenges.

Items in order of importance (highest to lowest)	2016	2019	2020	2022
The employee benefits available to me are valuable	Strength	Strength	Strength	Strength
The type of work I do on most days is personally rewarding	Strength	Strength	Strength	Strength
The work I do is valuable to the institution	Strength	Strength	Strength	Challenge
I am proud to work at this institution	Strength	Strength	Strength	Strength
I have the information I need to do my job well	Strength	Strength	Challenge	Challenge
I am paid fairly for the work I do	Challenge	Challenge	Challenge	Challenge
My supervisor pays attention to what I have to say	Strength	Strength	Strength	Strength
My department has the staff needed to do its job well	Challenge	Challenge	Challenge	Challenge
It's easy for me to get information at this institution	n/a	n/a	n/a	Challenge
My job responsibilities are communicated clearly to me	Strength	Strength	Challenge	Challenge
My department has the budget needed to do its job well	Challenge	Challenge	Challenge	Challenge

Summary items

For the *Overall Satisfaction* summary item, the mean satisfaction from 2020 to 2022 remained unchanged at 3.9. For the campus-added item *I would recommend OSUIT to my family and*

friends as a great place to work, as shown below, responses did not vary greatly over the four administration periods:

<i>I would recommend OSUIT to my family and friends as a great place to work:</i>	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent
Strongly agree	102	45.1%	75	40.8%	72	45.3%	64	46.4%
Somewhat agree	80	35.4%	77	41.8%	60	37.7%	49	35.5%
Neither agree nor disagree	19	8.4%	17	9.2%	15	9.4%	15	10.9%
Somewhat disagree	15	6.6%	11	6.0%	7	4.4%	7	5.1%
Strongly disagree	10	4.4%	4	2.2%	5	3.1%	3	2.2%
All responses	226	100.0%	184	100.0%	159	100.0%	138	100.0%

Likewise, responses to the campus-added item *I would recommend OSUIT to my family and friends as a great college* were similar to previous years.

<i>I would recommend OSUIT to my family and friends as a great college:</i>	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent
Strongly agree	150	65.8%	115	62.2%	100	62.9%	85	61.6%
Somewhat agree	56	24.6%	55	29.7%	44	27.7%	41	29.7%
Neither agree nor disagree	15	6.6%	9	4.9%	11	6.9%	7	5.1%
Somewhat disagree	2	0.9%	6	3.2%	3	1.9%	3	2.2%
Strongly disagree	5	2.2%	0	0.0%	1	0.6%	2	1.4%
All responses	228	100.0%	185	100.0%	159	100.0%	138	100.0%

Additional Analyses: Comparison by Position Type

Analyses by position type seemed the most useful breakout from the demographic items. These analyses by position are included in Appendix D. Respondents included 56 faculty, 54 staff, 19 administrators (Director-level or above), and 20 respondents who did not reveal their position type.

Section 1: Campus Culture and Policies.

The following *strengths*, in order of total highest importance, include the mean importance and mean satisfaction range for the four position types.

1. This institution does a good job of meeting the needs of students.
 - Mean Importance Range 4.6-4.8
 - Mean Satisfaction Range 3.5-3.7
 - No position selected reported highest importance and lowest satisfaction.
2. This institution treats students as its top priority.
 - Mean Importance Range 4.6-4.7
 - Mean Satisfaction Range 3.3-3.8

- Faculty reported lowest importance.
- Administrators had highest satisfaction.
- 3. Faculty take pride in their work.
 - Mean Importance Range 4.4-4.6
 - Mean Satisfaction Range 3.4-4.0
 - No position selected reported lowest importance and lowest satisfaction.
- 4. Administrators take pride in their work.
 - Mean Importance Range 4.4-4.6
 - Mean Satisfaction Range 3.5-3.7
 - Administrators reported lowest importance.
 - Faculty reported highest satisfaction.
- 5. Staff take pride in their work.
 - Mean Importance Range 4.4-4.6
 - Mean Satisfaction Range 3.2-3.6
 - Administrators reported lowest importance.
 - No position selected reported lowest satisfaction.
- 6. The reputation of this institution continues to improve.
 - Mean Importance Range 4.5-4.6
 - Mean Satisfaction Range 3.2-3.4
 - Faculty and Staff reported highest importance and highest satisfaction.

Section 2: Institutional Goals.

Employees ranked the importance and prioritized ten institutional goals. The top four institutional goals based on mean importance score are shown below.

1. Retain more of its current students to graduation.
 - Mean Importance Range 4.7-4.9
 - No position selected reported highest importance.
2. Increase the enrollment of new students.
 - Mean Importance Range 4.7-4.8
 - Staff and No position selected reported highest importance.
3. Improve the quality of existing academic programs.
 - Mean Importance Range 4.5-4.8
 - Staff reported highest importance.
4. Improve employee morale.
 - Mean Importance Range 4.2-4.7
 - Administrators reported lowest importance.

Section 3: Involvement in Planning and Decision-making.

This section shows perceptions of employees regarding stakeholders and their involvement in planning and decision-making for the campus. In this case, a score of “3” represents “Just the right involvement.” In the overall results, Senior administrators (VP, Provost level or above) are seen as having “more than enough involvement.” When the responses for these results are analyzed by position type, the following are the mean involvement scores, highest to lowest:

- Staff (3.8)
- Faculty (3.7)
- Administrators (3.6)

- No position selected (3.1)

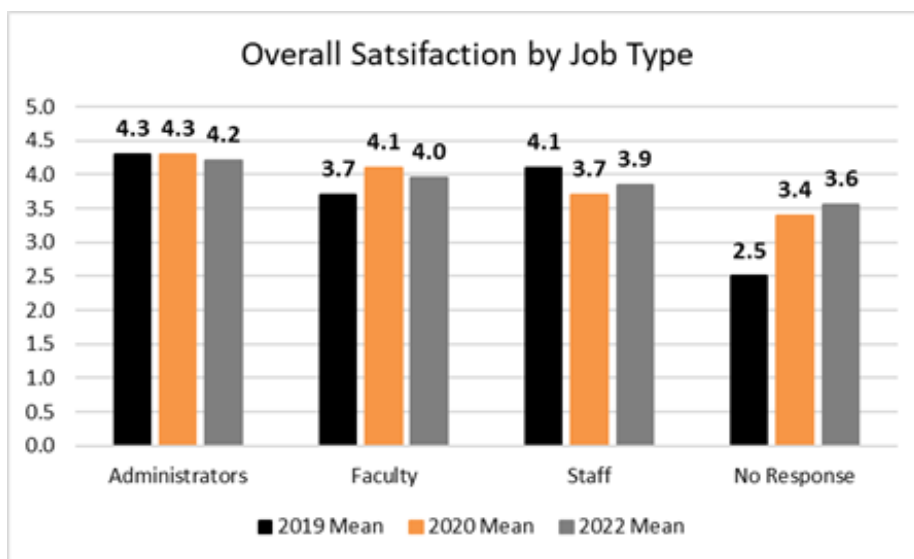
Section 4: Work Environment.

Employees also ranked the importance of factors in the work environment. The top four items based on mean importance score are shown below.

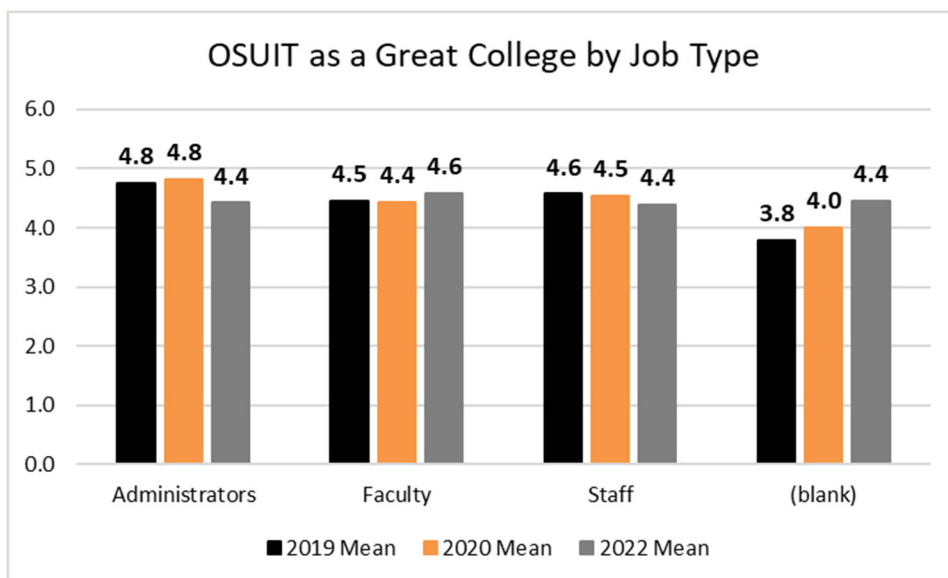
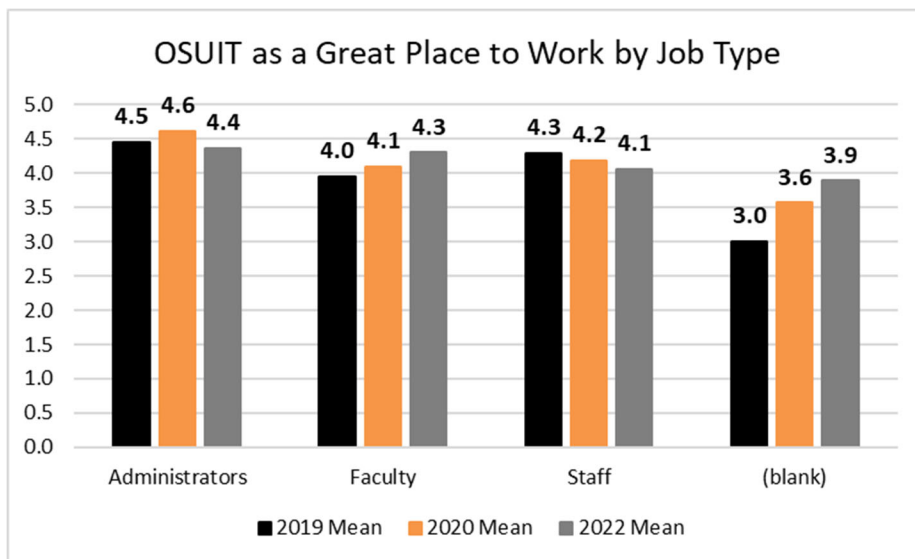
1. The employee benefits available to me are valuable.
 - Mean Importance Range 4.4-4.7
 - Mean Satisfaction Range 3.9-4.4
 - Faculty and Staff reported highest importance and lowest satisfaction.
2. The type of work I do on most days is personally rewarding.
 - Mean Importance Range 4.3-4.7
 - Mean Satisfaction Range 3.7-4.4
 - Administrators reported lowest importance and lowest satisfaction.
3. The work I do is valuable to the institution.
 - Mean Importance Range 4.3-4.6
 - Mean Satisfaction Range 3.5-4.1
 - Faculty and Staff reported highest importance.
 - Administrators reported highest satisfaction.
4. I am proud to work at this institution.
 - Mean Importance Range 4.3-4.6
 - Mean Satisfaction Range 3.9-4.4
 - Administrators reported lowest importance.
 - Faculty reported highest satisfaction.

Summary Items

Overall satisfaction across position types revealed that Administrators had the highest satisfaction while the respondents who did not select a position type had the lowest satisfaction.



Responses for each position type were also reported for the campus-added summary items “I would recommend OSUIT to my family and friends as a great place to work” and “I would recommend OSUIT to my family and friends as a great college”.



Open-ended Comments

The CESS included four open-ended items for employee comments. These items were not included in this report because of personally identifiable information contained within. All comments as written were provided to President Path and redacted comments were delivered to the President’s Cabinet. Because responses could possibly result in personal identification, the President and his Cabinet were asked not to share the comments as written with anyone else. Open-ended comments often become a platform for voicing frustrations, so as expected, some responses were controversial. Whether constructive or otherwise, comments provide helpful suggestions for quick-fix actions as well as highlight issues that require more in-depth planning and resource allocation.

Section 1: Campus Culture and Policies

The first open-ended item appeared in *Section 1: Campus Culture and Policies* which states, “Please provide any additional feedback about the campus culture and policies at Oklahoma State University Institute of Technology.” Fifty-five (55) employees commented on various topics including improving communication throughout the university, student customer service, employee retention, and leadership.

Section 2: Institutional Goals

Comments for *Institutional Goals* included two open-ended items. After rating and ranking the institutional goals, employees were asked “What other institutional goals do you think are important?” Employees provided 50 responses followed by 26 additional responses to the follow-up item, “Please provide any additional feedback about OSUIT’s goals.” The most common items mentioned for both questions were increase diversity, increase enrollment, improve retention, improve employee morale, and update campus buildings and grounds.

Section 4: Work Environment

Thirty-five (35) employees responded to the open-ended item in the *Work Environment* section, “Please provide any additional feedback about the work environment at Oklahoma State University Institute of Technology.” Lack of communication and planning, employee morale, and employee evaluations were the main themes of these comments.

Surveys such as the CESS are administered for the purpose collecting feedback and providing a way for employees to anonymously voice their options and perspectives. With each comment provided, campus leaders receive the feedback needed to determine what may be considered the collective voice of the campus

Conclusion

Results revealed some of OSUIT’s strengths include students are top priority, OSUIT does a good job of meeting the needs of its students, and employees are proud of their work. Employee perceptions of institutional goals focus on 1) increasing enrollment of new students, 2) retaining more students to graduation, and 3) improving quality of existing academic programs. Senior administrators, OSU-Stillwater, Trustees/Regents, and deans or chairs of academic units were perceived as exhibiting *just right involvement to more than enough involvement* in planning and decision-making while students, staff, faculty, and alumni were perceived as exhibiting *not quite enough involvement*.

Regarding the work environment, employees were satisfied with 1) supervisors evaluate and discuss performance formally on a yearly basis, 2) being proud to work at OSUIT, 3) personally rewarding work, and 4) employee benefits available to me are valuable.

Regardless of position, communication and the “spirit of teamwork and cooperation” seem to be OSUIT’s biggest challenges. These topics are clearly important to OSUIT employees and were mentioned numerous times throughout the open-ended comments that were provided to the President and Vice Presidents.

Overall, 89.1% of employees think OSUIT is a great place to work and 91.3% say they would recommend OSUIT to my family and friends as a great college.

Detailed results are found in the appendices. Appendix A provides the main report and a listing of the satisfaction items (Sections 1 and 4) arranged from most-to-least important. Appendix B provides benchmarking data with OSUIT results shown side-by-side with those of the comparison group followed by the list of comparison group institutions used in the 2022 analysis. Appendix C provides tables with side-by-side results from the 2016, 2019, 2020, and 2022 administrations of the CESS. Appendix D includes four sets of report tables disaggregated by job type: Administrator (Director-level or above), Faculty, Staff, and “blank” for respondents who did not reveal their job type.

Michelle Canan
Director, Institutional Research

APPENDIX A:

**Results of 2022 College Employee Satisfaction Survey:
Main Report and Satisfaction Items Sorted by Importance**

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 Mean	Importance Standard Deviation	Importance Valid Count	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count	Gap: Mean Difference
This institution promotes excellent employee-student relationships	4.5	0.7	147	3.7	0.9	147	0.8
This institution treats students as its top priority	4.7	0.7	146	3.5	1.0	147	1.2
This institution does a good job of meeting the needs of students	4.7	0.6	146	3.5	0.9	147	1.2
The mission, purpose, and values of this institution are well understood by most employees	4.3	0.8	146	3.4	1.0	147	0.8
Most employees are generally supportive of the mission, purpose, and values of this institution	4.3	0.8	146	3.6	1.0	147	0.7
The goals and objectives of this institution are consistent with its mission and values	4.3	0.8	146	3.6	1.0	146	0.7
This institution involves its employees in planning for the future	4.2	0.9	145	2.8	1.2	145	1.4
This institution plans carefully	4.3	0.8	144	3.1	1.0	145	1.3
The leadership of this institution has a clear sense of purpose	4.5	0.8	143	3.2	1.2	144	1.3
This institution does a good job of meeting the needs of its faculty	4.4	0.8	144	3.3	1.1	145	1.1
This institution does a good job of meeting the needs of staff	4.4	0.8	143	3.1	1.0	141	1.3
This institution does a good job of meeting the needs of administrators	4.3	0.8	142	3.6	1.0	141	0.7
This institution makes sufficient budgetary resources available to achieve important objectives	4.4	0.8	143	3.3	1.0	141	1.1
This institution makes sufficient staff resources available to achieve important objectives	4.3	0.8	143	3.2	1.0	142	1.2
There are effective lines of communication between departments	4.3	0.9	143	2.6	1.1	143	1.8
Administrators share information regularly with faculty and staff	4.3	0.9	142	3.1	1.2	142	1.2
There is good communication between the faculty and the administration at this institution	4.4	0.8	142	3.1	1.1	143	1.3
There is good communication between staff and the administration at this institution	4.3	0.9	142	3.0	1.2	141	1.3
Faculty take pride in their work	4.6	0.7	143	3.7	1.1	143	0.9
Staff take pride in their work	4.6	0.7	141	3.6	1.1	140	1.0
Administrators take pride in their work	4.6	0.7	141	3.6	1.1	141	1.0

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	Importance Mean	Importance Standard Deviation	Importance Valid Count	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count	Gap: Mean Difference
There is a spirit of teamwork and cooperation at this institution	4.4	0.8	142	3.0	1.2	140	1.4
The reputation of this institution continues to improve	4.6	0.7	142	3.4	1.1	139	1.2
This institution is well-respected in the community	4.5	0.7	142	3.7	1.0	140	0.8
Efforts to improve quality are paying off at this institution	4.4	0.7	141	3.3	1.1	139	1.1
Employee suggestions are used to improve our institution	4.2	0.9	141	2.8	1.1	138	1.5
This institution consistently follows clear processes for selecting new employees	4.2	0.9	141	3.2	1.2	138	1.0
This institution consistently follows clear processes for orienting and training new employees	4.3	0.9	139	2.9	1.2	135	1.4
This institution consistently follows clear processes for recognizing employee achievements	4.2	1.0	141	3.0	1.2	138	1.1
This institution has written procedures that clearly define who is responsible for each operation and service	4.3	0.8	141	2.9	1.2	138	1.5

Section 2: Institutional Goals

Rate: Importance (1 = "Not important at all" / 5 = "Very important")	Mean	Standard Deviation	Valid Count
Increase the enrollment of new students	4.7	0.6	142
Retain more of its current students to graduation	4.8	0.6	141
Improve the academic ability of entering student classes	4.3	0.8	140
Recruit students from new geographic markets	4.1	1.0	142
Increase the diversity of racial and ethnic groups represented among the student body	3.9	1.2	142
Develop new academic programs	3.8	1.0	142
Improve the quality of existing academic programs	4.6	0.7	142
Improve the appearance of campus buildings and grounds	4.3	0.9	142
Improve employee morale	4.6	0.7	142
Some other goal	3.3	1.5	98

(Choose three goals that you believe should be this institution's top priorities) <u>First</u> priority goal:	Count	Percent
Increase the enrollment of new students	28	19.7%
Retain more of its current students to graduation	41	28.9%
Improve the academic ability of entering student classes	5	3.5%
Recruit students from new geographic markets	2	1.4%
Increase the diversity of racial and ethnic groups represented among the student body	2	1.4%
Develop new academic programs	7	4.9%
Improve the quality of existing academic programs	33	23.2%
Improve the appearance of campus buildings and grounds	7	4.9%
Improve employee morale	16	11.3%
Some other goal	1	0.7%
All responses	142	100.0%

(Choose three goals that you believe should be this institution's top priorities) <u>Second</u> priority goal:	Count	Percent
Increase the enrollment of new students	44	31.2%
Retain more of its current students to graduation	35	24.8%
Improve the academic ability of entering student classes	3	2.1%
Recruit students from new geographic markets	3	2.1%
Increase the diversity of racial and ethnic groups represented among the student body	4	2.8%
Develop new academic programs	7	5.0%
Improve the quality of existing academic programs	23	16.3%
Improve the appearance of campus buildings and grounds	4	2.8%
Improve employee morale	17	12.1%
Some other goal	1	0.7%
All responses	141	100.0%

(Choose three goals that you believe should be this institution's top priorities) <u>Third</u> priority goal:	Count	Percent
Increase the enrollment of new students	27	19.1%
Retain more of its current students to graduation	23	16.3%
Improve the academic ability of entering student classes	11	7.8%
Recruit students from new geographic markets	8	5.7%
Increase the diversity of racial and ethnic groups represented among the student body	7	5.0%
Develop new academic programs	7	5.0%
Improve the quality of existing academic programs	22	15.6%
Improve the appearance of campus buildings and grounds	15	10.6%
Improve employee morale	18	12.8%
Some other goal	3	2.1%
All responses	141	100.0%

Total "votes" for each goal	First Priority	Second Priority	Third Priority	Total	Total Percent
Increase the enrollment of new students	28	44	27	99	23.3%
Retain more of its current students to graduation	41	35	23	99	23.3%
Improve the academic ability of entering student classes	5	3	11	19	4.5%
Recruit students from new geographic markets	2	3	8	13	3.1%
Increase the diversity of racial and ethnic groups represented among the student body	2	4	7	13	3.1%
Develop new academic programs	7	7	7	21	5.0%
Improve the quality of existing academic programs	33	23	22	78	18.4%
Improve the appearance of campus buildings and grounds	7	4	15	26	6.1%
Improve employee morale	16	17	18	51	12.0%
Some other goal	1	1	3	5	1.2%
All responses	142	141	141	424	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")	Mean	Standard Deviation	Valid Count
How involved are: Faculty	2.5	0.9	138
How involved are: Staff	2.2	0.8	137
How involved are: Deans or directors of administrative units	3.2	0.8	135
How involved are: Deans or chairs of academic units	3.3	0.8	136
How involved are: Senior administrators (VP, Provost level or above)	3.7	0.8	137
How involved are: Students	2.3	0.9	137
How involved are: Trustees	3.3	0.8	135
How involved are: Alumni	2.5	0.8	135
How involved are: Local government/Chamber of Commerce	3.1	0.9	135
How involved are: Industry Partners/Advisory Committee Members	2.8	0.8	136
How involved are: OSU-Stillwater	3.5	1.1	136

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 Mean	Importance Standard Deviation	Importance Valid Count	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count	Gap: Mean Difference
It is easy for me to get information at this institution	4.5	0.7	137	3.3	1.1	137	1.2
I learn about important campus events in a timely manner	4.1	0.8	138	3.5	1.1	136	0.6
I am empowered to resolve problems quickly	4.3	0.8	137	3.5	1.1	137	0.8
I am comfortable answering student questions about institutional policies and procedures	4.2	0.8	138	3.6	1.0	136	0.6
I have the information I need to do my job well	4.5	0.7	138	3.7	1.1	137	0.8
My job responsibilities are communicated clearly to me	4.5	0.8	138	3.7	1.2	137	0.8
My supervisor pays attention to what I have to say	4.5	0.8	138	4.0	1.2	136	0.5
My supervisor helps me improve my job performance	4.4	0.8	137	3.9	1.2	136	0.5
My department or work unit has written, up-to-date objectives	4.1	0.9	136	3.5	1.2	136	0.6
My department meets as a team to plan and coordinate work	4.3	0.9	137	3.7	1.3	137	0.6
My department has the budget needed to do its job well	4.5	0.8	137	3.4	1.1	136	1.1
My department has the staff needed to do its job well	4.5	0.8	137	3.1	1.3	136	1.4
I am paid fairly for the work I do	4.5	0.8	138	3.1	1.2	138	1.4
The employee benefits available to me are valuable	4.6	0.7	139	4.1	0.9	138	0.5
I have adequate opportunities for advancement	4.1	1.0	139	3.2	1.2	138	0.9
I have adequate opportunities for training to improve my skills	4.4	0.8	139	3.6	1.2	138	0.8
I have adequate opportunities for professional development	4.3	0.8	139	3.7	1.2	138	0.7
The type of work I do on most days is personally rewarding	4.6	0.7	138	4.1	1.0	138	0.5
The work I do is appreciated by my supervisor	4.4	0.8	138	4.0	1.1	138	0.4
The work I do is valuable to the institution	4.6	0.7	137	3.8	1.2	138	0.7
I am proud to work at this institution	4.5	0.7	136	4.1	1.0	138	0.4
My supervisor evaluates my performance formally on a yearly basis	4.1	1.0	139	4.2	1.0	138	-0.1
My supervisor discusses my performance evaluation with me	4.2	0.9	139	4.1	1.0	138	0.1

Overall satisfaction	Mean	Standard Deviation	Valid Count
Rate your overall satisfaction with your employment here so far:	3.9	0.9	136

Section 5: Demographics

<i>How long have you worked at this institution?</i>	Count	Percent
Less than 1 year	9	6.7%
1 to 5 years	49	36.6%
6 to 10 years	43	32.1%
11 to 20 years	23	17.2%
More than 20 years	10	7.5%
All responses	134	100.0%

<i>Is your position:</i>	Count	Percent
Faculty	56	43.4%
Staff	54	41.9%
Administrator (Director-level or above)	19	14.7%
All responses	129	100.0%

<i>Is your position:</i>	Count	Percent
Full-time	132	99.2%
Part-time	1	0.8%
All responses	133	100.0%

<i>I would recommend OSUIT to my family and friends as a great place to work:</i>	Count	Percent
Strongly agree	64	46.4%
Somewhat agree	49	35.5%
Neither agree nor disagree	15	10.9%
Somewhat disagree	7	5.1%
Strongly disagree	3	2.2%
All responses	138	100.0%

<i>I would recommend OSUIT to my family and friends as a great college:</i>	Count	Percent
Strongly agree	85	61.6%
Somewhat agree	41	29.7%
Neither agree nor disagree	7	5.1%
Somewhat disagree	3	2.2%
Strongly disagree	2	1.4%
All responses	138	100.0%

Section 1: Campus Culture and Policies (Listed by Mean Importance, highest to lowest)

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	Importance Mean	Importance Standard Deviation	Importance Valid Count	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count	Gap: Mean Difference
This institution does a good job of meeting the needs of students	4.7	0.6	146	3.5	0.9	147	1.2
This institution treats students as its top priority	4.7	0.7	146	3.5	1.0	147	1.2
Faculty take pride in their work	4.6	0.7	143	3.7	1.1	143	0.9
Administrators take pride in their work	4.6	0.7	141	3.6	1.1	141	1.0
Staff take pride in their work	4.6	0.7	141	3.6	1.1	140	1.0
The reputation of this institution continues to improve	4.6	0.7	142	3.4	1.1	139	1.2
The leadership of this institution has a clear sense of purpose	4.5	0.8	143	3.2	1.2	144	1.3
This institution promotes excellent employee-student relationships	4.5	0.7	147	3.7	0.9	147	0.8
This institution is well-respected in the community	4.5	0.7	142	3.7	1.0	140	0.8
There is a spirit of teamwork and cooperation at this institution	4.4	0.8	142	3.0	1.2	140	1.4
Efforts to improve quality are paying off at this institution	4.4	0.7	141	3.3	1.1	139	1.1
This institution does a good job of meeting the needs of its faculty	4.4	0.8	144	3.3	1.1	145	1.1
This institution does a good job of meeting the needs of staff	4.4	0.8	143	3.1	1.0	141	1.3
This institution makes sufficient budgetary resources available to achieve important objectives	4.4	0.8	143	3.3	1.0	141	1.1
There is good communication between the faculty and the administration at this institution	4.4	0.8	142	3.1	1.1	143	1.3
This institution plans carefully	4.3	0.8	144	3.1	1.0	145	1.3

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	Importance Mean	Importance Standard Deviation	Importance Valid Count	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count	Gap: Mean Difference
Administrators share information regularly with faculty and staff	4.3	0.9	142	3.1	1.2	142	1.2
This institution makes sufficient staff resources available to achieve important objectives	4.3	0.8	143	3.2	1.0	142	1.2
There are effective lines of communication between departments	4.3	0.9	143	2.6	1.1	143	1.8
This institution has written procedures that clearly define who is responsible for each operation and service	4.3	0.8	141	2.9	1.2	138	1.5
The goals and objectives of this institution are consistent with its mission and values	4.3	0.8	146	3.6	1.0	146	0.7
This institution does a good job of meeting the needs of administrators	4.3	0.8	142	3.6	1.0	141	0.7
There is good communication between staff and the administration at this institution	4.3	0.9	142	3.0	1.2	141	1.3
This institution consistently follows clear processes for orienting and training new employees	4.3	0.9	139	2.9	1.2	135	1.4
Most employees are generally supportive of the mission, purpose, and values of this institution	4.3	0.8	146	3.6	1.0	147	0.7
The mission, purpose, and values of this institution are well understood by most employees	4.3	0.8	146	3.4	1.0	147	0.8
Employee suggestions are used to improve our institution	4.2	0.9	141	2.8	1.1	138	1.5
This institution consistently follows clear processes for selecting new employees	4.2	0.9	141	3.2	1.2	138	1.0
This institution involves its employees in planning for the future	4.2	0.9	145	2.8	1.2	145	1.4
This institution consistently follows clear processes for recognizing employee achievements	4.2	1.0	141	3.0	1.2	138	1.1

Section 2; Institutional Goals (Listed by Mean Importance, highest to lowest)

Rate: Importance (1 = "Not important at all" / 5 = "Very important")	Mean	Standard Deviation	Valid Respondents
Retain more of its current students to graduation	4.8	0.6	141
Increase the enrollment of new students	4.7	0.6	142
Improve the quality of existing academic programs	4.6	0.7	142
Improve employee morale	4.6	0.7	142
Improve the academic ability of entering student classes	4.3	0.8	140
Improve the appearance of campus buildings and grounds	4.3	0.9	142
Recruit students from new geographic markets	4.1	1.0	142
Increase the diversity of racial and ethnic groups represented among the student body	3.9	1.2	142
Develop new academic programs	3.8	1.0	142
Some other goal	3.3	1.5	98

Institutional Goals (Listed by Count, highest to lowest)

(Choose three goals that you believe should be this institution's top priorities) First priority goal:	Count	Percent
Retain more of its current students to graduation	41	28.9%
Improve the quality of existing academic programs	33	23.2%
Increase the enrollment of new students	28	19.7%
Improve employee morale	16	11.3%
Develop new academic programs	7	4.9%
Improve the appearance of campus buildings and grounds	7	4.9%
Improve the academic ability of entering student classes	5	3.5%
Recruit students from new geographic markets	2	1.4%
Increase the diversity of racial and ethnic groups represented among the student body	2	1.4%
Some other goal	1	0.7%
All responses	142	100.0%

(Choose three goals that you believe should be this institution's top priorities) Second priority goal:	Count	Percent
Increase the enrollment of new students	44	31.2%
Retain more of its current students to graduation	35	24.8%
Improve the quality of existing academic programs	23	16.3%
Improve employee morale	17	12.1%
Develop new academic programs	7	5.0%
Increase the diversity of racial and ethnic groups represented among the student body	4	2.8%
Improve the appearance of campus buildings and grounds	4	2.8%
Improve the academic ability of entering student classes	3	2.1%
Recruit students from new geographic markets	3	2.1%
Some other goal	1	0.7%
All responses	141	100.0%

(Choose three goals that you believe should be this institution's top priorities) Third priority goal:	Count	Percent
Increase the enrollment of new students	27	19.1%
Retain more of its current students to graduation	23	16.3%
Improve the quality of existing academic programs	22	15.6%
Improve employee morale	18	12.8%
Improve the appearance of campus buildings and grounds	15	10.6%
Improve the academic ability of entering student classes	11	7.8%
Recruit students from new geographic markets	8	5.7%
Increase the diversity of racial and ethnic groups represented among the student body	7	5.0%
Develop new academic programs	7	5.0%
Some other goal	3	2.1%
All responses	141	100.0%

Total "votes" for each goal	First Priority	Second Priority	Third Priority	Total	Total Percent
Increase the enrollment of new students	41	44	27	112	26.4%
Retain more of its current students to graduation	33	35	23	91	21.5%
Improve the academic ability of entering student classes	28	23	22	73	17.2%
Recruit students from new geographic markets	16	17	18	51	12.0%
Increase the diversity of racial and ethnic groups represented among the student body	7	7	15	29	6.8%
Develop new academic programs	7	4	11	22	5.2%
Improve the quality of existing academic programs	5	4	8	17	4.0%
Improve the appearance of campus buildings and grounds	2	3	7	12	2.8%
Improve employee morale	2	3	7	12	2.8%
Some other goal	1	1	3	5	1.2%
All responses	142	141	141	424	100.0%

Section 3: Involvement in Planning and Decision-making (Listed by Mean Importance, highest to lowest)

Rate: Involvement (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Mean	Standard Deviation	Valid Respondents
How involved are: Senior administrators (VP, Provost level or above)	3.7	0.8	137
How involved are: OSU-Stillwater	3.5	1.1	136
How involved are: Trustees	3.3	0.8	135
How involved are: Deans or chairs of academic units	3.3	0.8	136
How involved are: Deans or directors of administrative units	3.2	0.8	135
How involved are: Local government/Chamber of Commerce	3.1	0.9	135
How involved are: Industry Partners/Advisory Committee Members	2.8	0.8	136
How involved are: Alumni	2.5	0.8	135
How involved are: Faculty	2.5	0.9	138
How involved are: Students	2.3	0.9	137
How involved are: Staff	2.2	0.8	137

Section 4: Work Environment (Listed by Mean Importance, highest to lowest)

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	Importance Mean	Importance Standard Deviation	Importance Valid Count	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count	Gap: Mean Difference
The employee benefits available to me are valuable	4.6	0.7	139	4.1	0.9	138	0.5
The type of work I do on most days is personally rewarding	4.6	0.7	138	4.1	1.0	138	0.5
The work I do is valuable to the institution	4.6	0.7	137	3.8	1.2	138	0.7
I am proud to work at this institution	4.5	0.7	136	4.1	1.0	138	0.4
I have the information I need to do my job well	4.5	0.7	138	3.7	1.1	137	0.8
My supervisor pays attention to what I have to say	4.5	0.8	138	4.0	1.2	136	0.5
I am paid fairly for the work I do	4.5	0.8	138	3.1	1.2	138	1.4
My department has the staff needed to do its job well	4.5	0.8	137	3.1	1.3	136	1.4
It is easy for me to get information at this institution	4.5	0.7	137	3.3	1.1	137	1.2
My job responsibilities are communicated clearly to me	4.5	0.8	138	3.7	1.2	137	0.8
My department has the budget needed to do its job well	4.5	0.8	137	3.4	1.1	136	1.1
The work I do is appreciated by my supervisor	4.4	0.8	138	4.0	1.1	138	0.4
My supervisor helps me improve my job performance	4.4	0.8	137	3.9	1.2	136	0.5
I have adequate opportunities for training to improve my skills	4.4	0.8	139	3.6	1.2	138	0.8
I am empowered to resolve problems quickly	4.3	0.8	137	3.5	1.1	137	0.8
I have adequate opportunities for professional development	4.3	0.8	139	3.7	1.2	138	0.7
My department meets as a team to plan and coordinate work	4.3	0.9	137	3.7	1.3	137	0.6
I am comfortable answering student questions about institutional policies and procedures	4.2	0.8	138	3.6	1.0	136	0.6
My supervisor discusses my performance evaluation with me	4.2	0.9	139	4.1	1.0	138	0.1
My department or work unit has written, up-to-date objectives	4.1	0.9	136	3.5	1.2	136	0.6
I learn about important campus events in a timely manner	4.1	0.8	138	3.5	1.1	136	0.6
My supervisor evaluates my performance formally on a yearly basis	4.1	1.0	139	4.2	1.0	138	-0.1
I have adequate opportunities for advancement	4.1	1.0	139	3.2	1.2	138	0.9

APPENDIX B:
2022 OSUIT Results vs. Comparison Group

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 Importance Mean	OSUIT Satisfaction Mean	OSUIT Gap	Comparison Group Importance Mean	Comparison Group Satisfaction Mean	Comparison Group Gap	Importance Significant difference	Satisfaction Significant Difference
This institution promotes excellent employee-student relationships	4.5	3.7	0.8	4.6	3.6	1.1	*	NS
This institution treats students as its top priority	4.7	3.5	1.2	4.7	3.5	1.2	NS	NS
This institution does a good job of meeting the needs of students	4.7	3.5	1.2	4.7	3.4	1.3	NS	NS
The mission, purpose, and values of this institution are well understood by most employees	4.3	3.4	0.8	4.4	3.3	1.1	NS	NS
Most employees are generally supportive of the mission, purpose, and values of this institution	4.3	3.6	0.7	4.4	3.4	1.0	*	*
The goals and objectives of this institution are consistent with its mission and values	4.3	3.6	0.7	4.5	3.4	1.0	**	*
This institution involves its employees in planning for the future	4.2	2.8	1.4	4.5	2.8	1.7	***	NS
This institution plans carefully	4.3	3.1	1.3	4.5	2.9	1.6	**	NS
The leadership of this institution has a clear sense of purpose	4.5	3.2	1.3	4.6	3.2	1.4	NS	NS
This institution does a good job of meeting the needs of its faculty	4.4	3.3	1.1	4.4	3.0	1.5	NS	**
This institution does a good job of meeting the needs of staff	4.4	3.1	1.3	4.5	2.9	1.6	NS	NS
This institution does a good job of meeting the needs of administrators	4.3	3.6	0.7	4.2	3.5	0.7	NS	NS
This institution makes sufficient budgetary resources available to achieve important objectives	4.4	3.3	1.1	4.5	2.8	1.7	*	***
This institution makes sufficient staff resources available to achieve important objectives	4.3	3.2	1.2	4.4	2.8	1.6	NS	**
There are effective lines of communication between departments	4.3	2.6	1.8	4.5	2.6	1.9	*	NS
Administrators share information regularly with faculty and staff	4.3	3.1	1.2	4.5	2.8	1.7	**	**
There is good communication between the faculty and the administration at this institution	4.4	3.1	1.3	4.5	2.8	1.7	NS	**
There is good communication between staff and the administration at this institution	4.3	3.0	1.3	4.5	2.8	1.7	*	*

Rate Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	OSUIT Importance Mean	OSUIT Satisfaction Mean	OSUIT Gap	Comparison Group Importance Mean	Comparison Group Satisfaction Mean	Comparison Group Gap	Importance Significant difference	Satisfaction Significant Difference
Faculty take pride in their work	4.6	3.7	0.9	4.6	3.7	1.0	NS	NS
Staff take pride in their work	4.6	3.6	1.0	4.6	3.7	0.9	NS	NS
Administrators take pride in their work	4.6	3.6	1.0	4.6	3.5	1.1	NS	NS
There is a spirit of teamwork and cooperation at this institution	4.4	3.0	1.4	4.6	2.9	1.7	*	NS
The reputation of this institution continues to improve	4.6	3.4	1.2	4.6	3.2	1.4	NS	NS
This institution is well-respected in the community	4.5	3.7	0.8	4.6	3.3	1.3	NS	***
Efforts to improve quality are paying off at this institution	4.4	3.3	1.1	4.5	3.2	1.4	NS	NS
Employee suggestions are used to improve our institution	4.2	2.8	1.5	4.4	2.7	1.7	**	NS
This institution consistently follows clear processes for selecting new employees	4.2	3.2	1.0	4.5	2.8	1.7	***	***
This institution consistently follows clear processes for orienting and training new employees	4.3	2.9	1.4	4.4	2.8	1.6	*	NS
This institution consistently follows clear processes for recognizing employee achievements	4.2	3.0	1.1	4.3	2.9	1.4	*	NS
This institution has written procedures that clearly define who is responsible for each operation and service	4.3	2.9	1.5	4.4	3.0	1.4	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 Importance	Comparison group Mean Importance	Significant difference
Increase the enrollment of new students	4.7	4.3	***
Retain more of its current students to graduation	4.8	4.7	NS
Improve the academic ability of entering student classes	4.3	4.5	**
Recruit students from new geographic markets	4.1	4.0	NS
Increase the diversity of racial and ethnic groups represented among the student body	3.9	3.9	NS
Develop new academic programs	3.8	4.1	**
Improve the quality of existing academic programs	4.6	4.6	NS
Improve the appearance of campus buildings and grounds	4.3	4.0	**
Improve employee morale	4.6	4.7	NS

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

(Choose three goals that you believe should be this institution's top priorities) <u>First</u> priority goal:	OSUIT Count	OSUIT Percent	Comparison group Count	Comparison group Percent
Increase the enrollment of new students	28	19.9%	544	20.8%
Retain more of its current students to graduation	41	29.1%	823	31.4%
Improve the academic ability of entering student classes	5	3.5%	259	9.9%
Recruit students from new geographic markets	2	1.4%	20	0.8%
Increase the diversity of racial and ethnic groups represented among the student body	2	1.4%	23	0.9%
Develop new academic programs	7	5.0%	84	3.2%
Improve the quality of existing academic programs	33	23.4%	318	12.1%
Improve the appearance of campus buildings and grounds	7	5.0%	70	2.7%
Improve employee morale	16	11.3%	478	18.3%
All responses	141	100.0%	2,619	100.0%

(Choose three goals that you believe should be this institution's top priorities) <u>Second</u> priority goal:	OSUIT Count	OSUIT Percent	Comparison group Count	Comparison group Percent
Increase the enrollment of new students	44	31.4%	481	19.2%
Retain more of its current students to graduation	35	25.0%	692	27.6%
Improve the academic ability of entering student classes	3	2.1%	275	11.0%
Recruit students from new geographic markets	3	2.1%	45	1.8%
Increase the diversity of racial and ethnic groups represented among the student body	4	2.9%	67	2.7%
Develop new academic programs	7	5.0%	142	5.7%
Improve the quality of existing academic programs	23	16.4%	382	15.2%
Improve the appearance of campus buildings and grounds	4	2.9%	96	3.8%
Improve employee morale	17	12.1%	325	13.0%
All responses	140	100.0%	2,505	100.0%

(Choose three goals that you believe should be this institution's top priorities) <u>Third</u> priority goal:	OSUIT Count	OSUIT Percent	Comparison group Count	Comparison group Percent
Increase the enrollment of new students	27	19.6%	332	14.2%
Retain more of its current students to graduation	23	16.7%	364	15.6%
Improve the academic ability of entering student classes	11	8.0%	246	10.5%
Recruit students from new geographic markets	8	5.8%	84	3.6%
Increase the diversity of racial and ethnic groups represented among the student body	7	5.1%	123	5.3%
Develop new academic programs	7	5.1%	238	10.2%
Improve the quality of existing academic programs	22	15.9%	413	17.7%
Improve the appearance of campus buildings and grounds	15	10.9%	138	5.9%
Improve employee morale	18	13.0%	400	17.1%
All responses	138	100.0%	2,338	100.0%

Total "votes" for each goal	OSUIT Total	OSUIT Percent	Comparison group Total	Comparison group Percent
Increase the enrollment of new students	99	23.6%	1,357	18.2%
Retain more of its current students to graduation	99	23.6%	1,879	25.2%
Improve the academic ability of entering student classes	19	4.5%	780	10.5%
Recruit students from new geographic markets	13	3.1%	149	2.0%
Increase the diversity of racial and ethnic groups represented among the student body	13	3.1%	213	2.9%
Develop new academic programs	21	5.0%	464	6.2%
Improve the quality of existing academic programs	78	18.6%	1,113	14.9%
Improve the appearance of campus buildings and grounds	26	6.2%	304	4.1%
Improve employee morale	51	12.2%	1,203	16.1%
All responses	419	100.0%	7,462	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 Involvement	Comparison group Mean Involvement	Significant difference
How involved are: Faculty	2.5	2.6	NS
How involved are: Staff	2.2	2.2	NS
How involved are: Deans or directors of administrative units	3.2	3.3	NS
How involved are: Deans or chairs of academic units	3.3	3.2	NS
How involved are: Senior administrators (VP, Provost level or above)	3.7	3.8	NS
How involved are: Students	2.3	2.5	**
How involved are: Trustees	3.3	3.5	*
How involved are: Alumni	2.5	2.8	**

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

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 Mean Importance	OSUIT Mean Satisfaction	OSUIT Gap	Comparison Group Mean Importance	Comparison Group Mean Satisfaction	Comparison Group Gap	Importance Significant Difference	Satisfaction Significant Difference
It is easy for me to get information at this institution	4.5	3.3	1.2	4.5	3.1	1.5	NS	*
I learn about important campus events in a timely manner	4.1	3.5	0.6	4.3	3.3	1.0	**	*
I am empowered to resolve problems quickly	4.3	3.5	0.8	4.4	3.2	1.3	NS	***
I am comfortable answering student questions about institutional policies and procedures	4.2	3.6	0.6	4.3	3.5	0.8	NS	NS
I have the information I need to do my job well	4.5	3.7	0.8	4.6	3.5	1.1	*	*
My job responsibilities are communicated clearly to me	4.5	3.7	0.8	4.6	3.6	1.0	*	NS
My supervisor pays attention to what I have to say	4.5	4.0	0.5	4.6	3.8	0.9	*	NS
My supervisor helps me improve my job performance	4.4	3.9	0.5	4.5	3.6	0.9	*	*
My department or work unit has written, up-to-date objectives	4.1	3.5	0.6	4.4	3.5	0.9	***	NS
My department meets as a team to plan and coordinate work	4.3	3.7	0.6	4.5	3.6	0.9	**	NS
My department has the budget needed to do its job well	4.5	3.4	1.1	4.6	2.7	2.0	**	***
My department has the staff needed to do its job well	4.5	3.1	1.4	4.7	2.7	2.0	**	***
I am paid fairly for the work I do	4.5	3.1	1.4	4.6	2.9	1.7	*	*
The employee benefits available to me are valuable	4.6	4.1	0.5	4.7	4.0	0.7	NS	NS
I have adequate opportunities for advancement	4.1	3.2	0.9	4.4	2.9	1.5	***	NS
I have adequate opportunities for training to improve my skills	4.4	3.6	0.8	4.5	3.2	1.3	NS	**
I have adequate opportunities for professional development	4.3	3.7	0.7	4.5	3.2	1.3	*	***
The type of work I do on most days is personally rewarding	4.6	4.1	0.5	4.6	3.9	0.7	NS	*
The work I do is appreciated by my supervisor	4.4	4.0	0.4	4.5	3.8	0.8	NS	*
The work I do is valuable to the institution	4.6	3.8	0.7	4.6	3.9	0.8	NS	NS
I am proud to work at this institution	4.5	4.1	0.4	4.6	4.0	0.6	NS	NS

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

Overall satisfaction	OSUIT Mean	Comparison group Mean	Significant difference
Rate your overall satisfaction with your employment here so far:	3.9	3.6	**

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	9	6.7%	228	8.2%
1 to 5 years	49	36.6%	808	29.0%
6 to 10 years	43	32.1%	566	20.3%
11 to 20 years	23	17.2%	713	25.6%
More than 20 years	10	7.5%	468	16.8%
All responses	134	100.0%	2,783	100.0%

<i>Is your position:</i>	OSUIT Count	OSUIT Percent	Comparison group Count	Comparison group Percent
Faculty	56	43.4%	824	35.1%
Staff	54	41.9%	1,220	52.0%
Administrator	19	14.7%	302	12.9%
All responses	129	100.0%	2,346	100.0%

<i>Is your position:</i>	OSUIT Count	OSUIT Percent	Comparison group Count	Comparison group Percent
Full-time	132	99.2%	1,855	93.1%
Part-time	1	0.8%	138	6.9%
All responses	133	100.0%	1,993	100.0%

OSUIT Comparison Group for Benchmarking

Comparison Group List	Location	Type	Enrollment
Alabama State University	Montgomery, Alabama	4-year, Public	4,072 (3,614 undergraduates)
Bloomsburg University	Bloomsburg, Pennsylvania	4-year, Public	8,427 (7,731 undergraduate)
Bowie State University	Bowie, Maryland	4-year, Public	6,250 (5,354 undergraduate)
Mayville State University	Mayville, North Dakota	4-year, Public	1,168 (1,145 undergraduate)
Southern Arkansas University	Magnolia, Arkansas	4-year, Public	4,432 (3,447 undergraduate)

Notes: Includes data collected over the last five years; Refer to College Navigator for additional details - <http://nces.ed.gov/collegenavigator/>

APPENDIX C:
OSUIT Trends: 2016, 2019, 2020, 2022

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")	2016 Mean Importance	2016 Mean Satisfaction	2016 GAP	2019 Mean Importance	2019 Mean Satisfaction	2019 GAP	2020 Mean Importance	2020 Mean Satisfaction	2020 Gap	2022 Mean Importance	2022 Mean Satisfaction	2022 Gap
This institution promotes excellent employee-student relationships	4.6	3.6	1.0	4.6	3.7	0.9	4.6	3.9	0.7	4.5	3.7	0.8
This institution treats students as its top priority	4.7	3.4	1.3	4.6	3.5	1.1	4.7	3.5	1.1	4.7	3.5	1.2
This institution does a good job of meeting the needs of students	4.6	3.4	1.3	4.6	3.4	1.1	4.6	3.6	1.1	4.7	3.5	1.2
The mission, purpose, and values of this institution are well understood by most employees	4.4	3.4	1.0	4.5	3.5	1.0	4.3	3.6	0.8	4.3	3.4	0.8
Most employees are generally supportive of the mission, purpose, and values of this institution	4.4	3.4	1.0	4.5	3.6	0.9	4.4	3.6	0.8	4.3	3.6	0.7
The goals and objectives of this institution are consistent with its mission and values	4.4	3.6	0.8	4.5	3.5	1.0	4.4	3.7	0.8	4.3	3.6	0.7
This institution involves its employees in planning for the future	4.3	3.0	1.2	4.4	2.8	1.6	4.4	2.9	1.5	4.2	2.8	1.4
This institution plans carefully	4.4	3.1	1.3	4.5	3.0	1.4	4.4	3.1	1.3	4.3	3.1	1.3
The leadership of this institution has a clear sense of purpose	4.6	3.4	1.2	4.5	3.1	1.4	4.6	3.2	1.3	4.5	3.2	1.3
This institution does a good job of meeting the needs of its faculty	4.4	3.1	1.3	4.4	3.1	1.3	4.4	3.1	1.3	4.4	3.3	1.1
This institution does a good job of meeting the needs of staff	4.4	2.9	1.5	4.5	3.1	1.4	4.4	3.1	1.3	4.4	3.1	1.3
This institution does a good job of meeting the needs of administrators	4.2	3.7	0.5	4.3	3.5	0.8	4.2	3.7	0.6	4.3	3.6	0.7
This institution makes sufficient budgetary resources available to achieve important objectives	4.4	3.1	1.3	4.4	3.2	1.3	4.5	3.4	1.1	4.4	3.3	1.1
This institution makes sufficient staff resources available to achieve important objectives	4.3	3.0	1.3	4.3	3.2	1.1	4.4	3.3	1.1	4.3	3.2	1.2
There are effective lines of communication between departments	4.4	2.6	1.8	4.4	2.7	1.7	4.4	2.8	1.6	4.3	2.6	1.8
Administrators share information regularly with faculty and staff	4.4	3.1	1.3	4.4	2.9	1.5	4.4	3.1	1.4	4.3	3.1	1.2
There is good communication between the faculty and the administration at this institution	4.3	3.1	1.3	4.4	2.9	1.5	4.5	3.0	1.5	4.4	3.1	1.3
There is good communication between staff and the administration at this institution	4.4	2.9	1.5	4.5	3.0	1.5	4.5	3.1	1.3	4.3	3.0	1.3
Faculty take pride in their work	4.6	3.8	0.8	4.6	3.9	0.7	4.6	4.0	0.7	4.6	3.7	0.9
Staff take pride in their work	4.6	3.8	0.8	4.6	3.9	0.7	4.6	3.9	0.8	4.6	3.6	1.0

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	2016 Mean Importance	2016 Mean Satisfaction	2016 GAP	2019 Mean Importance	2019 Mean Satisfaction	2019 GAP	2020 Mean Importance	2020 Mean Satisfaction	2020 Gap	2022 Mean Importance	2022 Mean Satisfaction	2022 Gap
Administrators take pride in their work	4.5	3.8	0.7	4.5	3.7	0.8	4.6	3.7	0.8	4.6	3.6	1.0
There is a spirit of teamwork and cooperation at this institution	4.5	2.9	1.5	4.5	3.0	1.5	4.5	3.1	1.4	4.4	3.0	1.4
The reputation of this institution continues to improve	4.6	3.5	1.2	4.6	3.2	1.4	4.6	3.4	1.2	4.6	3.4	1.2
This institution is well-respected in the community	4.6	3.5	1.1	4.6	3.6	1.0	4.5	3.6	0.9	4.5	3.7	0.8
Efforts to improve quality are paying off at this institution	4.5	3.3	1.1	4.5	3.3	1.2	4.5	3.4	1.1	4.4	3.3	1.1
Employee suggestions are used to improve our institution	4.3	2.9	1.4	4.3	2.7	1.5	4.3	2.9	1.5	4.2	2.8	1.5
This institution consistently follows clear processes for selecting new employees	4.4	3.2	1.2	4.4	3.3	1.1	4.4	3.0	1.3	4.2	3.2	1.0
This institution consistently follows clear processes for orienting and training new employees	4.4	3.1	1.4	4.4	3.3	1.1	4.5	3.3	1.2	4.3	2.9	1.4
This institution consistently follows clear processes for recognizing employee achievements	4.2	3.0	1.2	4.2	3.2	1.0	4.3	3.2	1.2	4.2	3.0	1.1
This institution has written procedures that clearly define who is responsible for each operation and service	4.3	3.2	1.2	4.3	3.2	1.1	4.4	3.3	1.2	4.3	2.9	1.5

Section 2: Institutional Goals

Rate: Importance (1 = "Not important at all / 5 = "Very important")	2016 Mean	2016 Standard Deviation	2016 Valid Count	2019 Mean	2019 Standard Deviation	2019 Valid Count	2020 Mean	2020 Standard Deviation	2020 Valid Count	2022 Mean	2022 Standard Deviation	2022 Valid Count
Increase the enrollment of new students	4.7	0.5	236	4.8	0.4	188	4.8	0.5	161	4.7	0.6	142
Retain more of its current students to graduation	4.7	0.5	236	4.8	0.4	188	4.8	0.5	161	4.8	0.6	141
Improve the academic ability of entering student classes	4.4	0.7	236	4.4	0.8	187	4.3	1.0	161	4.3	0.8	140
Recruit students from new geographic markets	3.9	1.1	236	4.2	1.0	188	4.2	1.0	161	4.1	1.0	142
Increase the diversity of racial and ethnic groups represented among the student body	3.7	1.2	236	4.0	1.2	187	3.9	1.1	159	3.9	1.2	142
Develop new academic programs	3.8	1.1	236	3.9	1.0	188	3.9	1.0	161	3.8	1.0	142
Improve the quality of existing academic programs	4.6	0.6	236	4.7	0.7	187	4.6	0.6	160	4.6	0.7	142
Improve the appearance of campus buildings and grounds	4.3	0.9	234	4.4	0.8	188	4.3	0.8	161	4.3	0.9	142
Improve employee morale	4.7	0.6	236	4.8	0.6	187	4.8	0.5	160	4.6	0.7	142
Some other goal	3.7	1.3	175	3.7	1.2	135	3.4	1.3	111	3.3	1.5	98

(Choose three goals that you believe should be this institution's top priorities) <u>First</u> priority goal:	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent
Increase the enrollment of new students	68	29.3%	52	27.5%	59	36.6%	28	19.7%
Retain more of its current students to graduation	59	25.4%	41	21.7%	32	19.9%	41	28.9%
Improve the academic ability of entering student classes	9	3.9%	5	2.6%	5	3.1%	5	3.5%
Recruit students from new geographic markets	4	1.7%	1	0.5%	4	2.5%	2	1.4%
Increase the diversity of racial and ethnic groups represented among the student body	4	1.7%	2	1.1%	5	3.1%	2	1.4%
Develop new academic programs	9	3.9%	5	2.6%	5	3.1%	7	4.9%
Improve the quality of existing academic programs	34	14.7%	30	15.9%	28	17.4%	33	23.2%
Improve the appearance of campus buildings and grounds	9	3.9%	7	3.7%	3	1.9%	7	4.9%
Improve employee morale	35	15.1%	45	23.8%	20	12.4%	16	11.3%
Some other goal	1	0.4%	1	0.5%	0	0.0%	1	0.7%
All responses	232	100.0%	189	100.0%	161	100.0%	142	100.0%

(Choose three goals that you believe should be this institution's top priorities) <u>Second</u> priority goal:	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent
Increase the enrollment of new students	56	24.1%	55	29.1%	37	23.0%	44	31.2%
Retain more of its current students to graduation	66	28.4%	54	28.6%	51	31.7%	35	24.8%
Improve the academic ability of entering student classes	11	4.7%	7	3.7%	8	5.0%	3	2.1%
Recruit students from new geographic markets	2	0.9%	6	3.2%	3	1.9%	3	2.1%
Increase the diversity of racial and ethnic groups represented among the student body	4	1.7%	8	4.2%	2	1.2%	4	2.8%
Develop new academic programs	13	5.6%	6	3.2%	12	7.5%	7	5.0%
Improve the quality of existing academic programs	36	15.5%	26	13.8%	16	9.9%	23	16.3%
Improve the appearance of campus buildings and grounds	11	4.7%	9	4.8%	11	6.8%	4	2.8%
Improve employee morale	30	12.9%	17	9.0%	20	12.4%	17	12.1%
Some other goal	3	1.3%	1	0.5%	1	0.6%	1	0.7%
All responses	232	100.0%	189	100.0%	161	100.0%	141	100.0%

(Choose three goals that you believe should be this institution's top priorities) <u>Third</u> priority goal:	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent
Increase the enrollment of new students	38	16.5%	35	18.6%	25	15.7%	27	19.1%
Retain more of its current students to graduation	26	11.3%	32	17.0%	20	12.6%	23	16.3%
Improve the academic ability of entering student classes	18	7.8%	13	6.9%	11	6.9%	11	7.8%
Recruit students from new geographic markets	14	6.1%	7	3.7%	12	7.5%	8	5.7%
Increase the diversity of racial and ethnic groups represented among the student body	12	5.2%	6	3.2%	12	7.5%	7	5.0%
Develop new academic programs	19	8.2%	12	6.4%	9	5.7%	7	5.0%
Improve the quality of existing academic programs	36	15.6%	32	17.0%	28	17.6%	22	15.6%
Improve the appearance of campus buildings and grounds	22	9.5%	17	9.0%	11	6.9%	15	10.6%
Improve employee morale	45	19.5%	32	17.0%	29	18.2%	18	12.8%
Some other goal	1	0.4%	2	1.1%	2	1.3%	3	2.1%
All responses	231	100.0%	188	100.0%	159	100.0%	141	100.0%

Total "votes" for each goal	2016 First Priority	2016 Second Priority	2016 Third Priority	2016 Total Percent	2019 First Priority	2019 Second Priority	2019 Third Priority	2019 Total Percent	2020 First Priority	2020 Second Priority	2020 Third Priority	2020 Total Percent	2022 First Priority	2022 Second Priority	2022 Third Priority	2022 Total Percent
Increase the enrollment of new students	68	56	38	23.3%	52	55	35	25.1%	59	37	25	25.2%	28	44	27	23.3%
Retain more of its current students to graduation	59	66	26	21.7%	41	54	32	22.4%	32	51	20	21.4%	41	35	23	23.3%
Improve the academic ability of entering student classes	9	11	18	5.5%	5	7	13	4.4%	5	8	11	5.0%	5	3	11	4.5%
Recruit students from new geographic markets	4	2	14	2.9%	1	6	7	2.5%	4	3	12	4.0%	2	3	8	3.1%
Increase the diversity of racial and ethnic groups represented among the student body	4	4	12	2.9%	2	8	6	2.8%	5	2	12	4.0%	2	4	7	3.1%
Develop new academic programs	9	13	19	5.9%	5	6	12	4.1%	5	12	9	5.4%	7	7	7	5.0%
Improve the quality of existing academic programs	34	36	36	15.3%	30	26	32	15.5%	28	16	28	15.0%	33	23	22	18.4%
Improve the appearance of campus buildings and grounds	9	11	22	6.0%	7	9	17	5.8%	3	11	11	5.2%	7	4	15	6.1%
Improve employee morale	35	30	45	15.8%	45	17	32	16.6%	20	20	29	14.3%	16	17	18	12.0%
Some other goal	1	3	1	0.7%	1	1	2	0.7%	0	1	2	0.6%	1	1	3	1.2%
All responses	232	232	231	100.0%	189	189	188	100.0%	161	161	159	100.0%	142	141	141	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")	2016 Mean	2016 Standard Deviation	2016 Valid Count	2016 Mean	2019 Standard Deviation	2019 Valid Count	2020 Mean	2020 Standard Deviation	2020 Valid Count	2022 Mean	2022 Standard Deviation	2022 Valid Count
How involved are: Faculty	2.5	0.9	229	2.3	0.9	183	2.4	0.9	159	2.5	0.9	138
How involved are: Staff	2.3	0.9	228	2.1	0.8	181	2.3	0.8	157	2.2	0.8	137
How involved are: Deans or directors of administrative units	3.3	0.8	225	3.0	1.0	186	3.3	0.9	156	3.2	0.8	135
How involved are: Deans or chairs of academic units	3.2	0.9	226	2.9	1.0	185	3.2	0.8	156	3.3	0.8	136
How involved are: Senior administrators (VP, Provost level or above)	3.7	0.8	226	3.8	0.9	187	3.9	0.9	158	3.7	0.8	137
How involved are: Students	2.3	0.9	227	2.3	0.9	186	2.2	0.8	158	2.3	0.9	137
How involved are: Trustees	3.3	0.8	219	3.2	0.9	181	3.3	0.8	155	3.3	0.8	135
How involved are: Alumni	2.4	0.9	225	2.5	0.9	178	2.5	0.8	156	2.5	0.8	135
How involved are: Local government/Chamber of Commerce	3.0	0.8	222	3.0	0.9	178	3.1	0.9	155	3.1	0.9	135
How involved are: Industry Partners/Advisory Committee Members	2.8	0.7	225	2.8	0.8	181	2.8	0.7	158	2.8	0.8	136
How involved are: OSU-Stillwater	3.4	1.1	226	3.3	1.0	184	3.4	1.0	158	3.5	1.1	136

Section 4: Work Environment

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	2016 Mean Importance	2016 Mean Satisfaction	2016 Gap	2019 Mean Importance	2019 Mean Satisfaction	2019 Gap	2020 Mean Importance	2020 Mean Satisfaction	2020 Gap	2022 Mean Importance	2022 Mean Satisfaction	2022 Gap
It is easy for me to get information at this institution	4.5	3.3	1.2	4.4	3.3	1.1	4.4	3.4	1.1	4.5	3.3	1.2
I learn about important campus events in a timely manner	4.3	3.5	0.8	4.2	3.6	0.6	4.3	3.6	0.6	4.1	3.5	0.6
I am empowered to resolve problems quickly	4.5	3.5	0.9	4.4	3.5	0.9	4.5	3.6	0.9	4.3	3.5	0.8
I am comfortable answering student questions about institutional policies and procedures	4.4	3.7	0.7	4.3	3.7	0.6	4.3	3.8	0.5	4.2	3.6	0.6
I have the information I need to do my job well	4.6	3.7	0.9	4.6	3.9	0.7	4.5	3.8	0.8	4.5	3.7	0.8
My job responsibilities are communicated clearly to me	4.6	3.8	0.8	4.6	4.0	0.6	4.5	3.7	0.8	4.5	3.7	0.8
My supervisor pays attention to what I have to say	4.6	3.9	0.7	4.6	4.2	0.4	4.6	4.1	0.5	4.5	4.0	0.5
My supervisor helps me improve my job performance	4.5	3.8	0.7	4.6	4.1	0.5	4.5	4.0	0.6	4.4	3.9	0.5
My department or work unit has written, up-to-date objectives	4.3	3.6	0.7	4.3	3.8	0.5	4.4	3.8	0.6	4.1	3.5	0.6
My department meets as a team to plan and coordinate work	4.4	3.7	0.6	4.4	4.1	0.3	4.4	4.0	0.5	4.3	3.7	0.6
My department has the budget needed to do its job well	4.6	2.8	1.8	4.5	3.2	1.4	4.6	3.3	1.2	4.5	3.4	1.1
My department has the staff needed to do its job well	4.6	3.3	1.3	4.6	3.1	1.6	4.6	3.2	1.4	4.5	3.1	1.4
I am paid fairly for the work I do	4.6	3.0	1.6	4.6	3.1	1.5	4.6	3.1	1.6	4.5	3.1	1.4
The employee benefits available to me are valuable	4.7	4.0	0.7	4.7	4.2	0.5	4.6	4.0	0.6	4.6	4.1	0.5
I have adequate opportunities for advancement	4.3	2.9	1.4	4.3	3.2	1.1	4.3	2.9	1.4	4.1	3.2	0.9
I have adequate opportunities for training to improve my skills	4.4	3.4	1.0	4.4	3.8	0.7	4.5	3.8	0.7	4.4	3.6	0.8
I have adequate opportunities for professional development	4.4	3.4	1.0	4.4	3.8	0.6	4.4	3.8	0.6	4.3	3.7	0.7
The type of work I do on most days is personally rewarding	4.5	4.1	0.5	4.6	4.2	0.4	4.6	4.2	0.4	4.6	4.1	0.5
The work I do is appreciated by my supervisor	4.5	4.0	0.6	4.5	4.2	0.4	4.5	4.0	0.5	4.4	4.0	0.4
The work I do is valuable to the institution	4.6	4.0	0.5	4.6	4.0	0.6	4.6	4.0	0.6	4.6	3.8	0.7
I am proud to work at this institution	4.6	4.3	0.3	4.6	4.2	0.4	4.6	4.2	0.4	4.5	4.1	0.4
My supervisor evaluates my performance formally on a yearly basis	4.3	4.3	0.1	4.4	4.3	0.1	4.3	4.2	0.1	4.1	4.2	-0.1
My supervisor discusses my performance evaluation with me	4.4	4.2	0.2	4.4	4.3	0.1	4.4	4.2	0.2	4.2	4.1	0.1

Overall Satisfaction	2016 Mean	2016 Standard Deviation	2016 Valid Count	2019 Mean	2019 Standard Deviation	2019 Valid Count	2020 Mean	2020 Standard Deviation	2020 Valid Count	2022 Mean	2022 Standard Deviation	2022 Valid Count
Rate your overall satisfaction with your employment here so far:	3.9	0.9	227	3.9	1.0	186	3.9	0.9	158	3.9	0.9	136

Section 5: Demographics

<i>How long have you worked at this institution?</i>	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent
Less than 1 year	22	9.8%	21	11.9%	21	13.4%	9	6.7%
1 to 5 years	98	43.8%	59	33.3%	54	34.4%	49	36.6%
6 to 10 years	39	17.4%	46	26.0%	43	27.4%	43	32.1%
11 to 20 years	44	19.6%	35	19.8%	28	17.8%	23	17.2%
More than 20 years	21	9.4%	16	9.0%	11	7.0%	10	7.5%
All responses	224	100.0%	177	100.0%	157	100.0%	134	100.0%

<i>Is your position:</i>	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent
Faculty	85	38.5%	65	36.9%	65	42.8%	56	43.4%
Staff	116	52.5%	91	51.7%	66	43.4%	54	41.9%
Administrator (Director-level or above)	20	9.0%	20	11.4%	21	13.8%	19	14.7%
All responses	221	100.0%	176	100.0%	152	100.0%	129	100.0%

<i>Is your position:</i>	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent
Full-time	223	98.7%	178	98.9%	156	100.0%	132	99.2%
Part-time	3	1.3%	2	1.1%	0	0.0%	1	0.8%
All responses	226	100.0%	180	100.0%	156	100.0%	133	100.0%

<i>I would recommend OSUIT to my family and friends as a great place to work:</i>	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent
Strongly agree	102	45.1%	75	40.8%	72	45.3%	64	46.4%
Somewhat agree	80	35.4%	77	41.8%	60	37.7%	49	35.5%
Neither agree nor disagree	19	8.4%	17	9.2%	15	9.4%	15	10.9%
Somewhat disagree	15	6.6%	11	6.0%	7	4.4%	7	5.1%
Strongly disagree	10	4.4%	4	2.2%	5	3.1%	3	2.2%
All responses	226	100.0%	184	100.0%	159	100.0%	138	100.0%

<i>I would recommend OSUIT to my family and friends as a great college:</i>	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent
Strongly agree	150	65.8%	115	62.2%	100	62.9%	85	61.6%
Somewhat agree	56	24.6%	55	29.7%	44	27.7%	41	29.7%
Neither agree nor disagree	15	6.6%	9	4.9%	11	6.9%	7	5.1%
Somewhat disagree	2	0.9%	6	3.2%	3	1.9%	3	2.2%
Strongly disagree	5	2.2%	0	0.0%	1	0.6%	2	1.4%
All responses	228	100.0%	185	100.0%	159	100.0%	138	100.0%

APPENDIX D:
CESS Main Report, Disaggregated by Job Type

Section 1: Campus Culture and Policies (Administrators, Director-level or above)

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	Importance Mean	Importance Standard Deviation	Importance Valid Count	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count	Gap: Mean Difference
This institution promotes excellent employee-student relationships	4.4	1.0	19	3.7	1.0	19	0.7
This institution treats students as its top priority	4.7	0.9	19	3.8	1.1	19	0.8
This institution does a good job of meeting the needs of students	4.6	1.0	19	3.5	1.0	19	1.1
The mission, purpose, and values of this institution are well understood by most employees	4.2	1.1	19	3.2	1.2	19	1.0
Most employees are generally supportive of the mission, purpose, and values of this institution	4.2	1.0	19	3.4	1.1	19	0.7
The goals and objectives of this institution are consistent with its mission and values	4.3	1.0	19	3.5	1.2	19	0.8
This institution involves its employees in planning for the future	4.0	1.0	19	2.9	1.2	19	1.1
This institution plans carefully	4.3	1.1	19	3.0	0.9	19	1.3
The leadership of this institution has a clear sense of purpose	4.5	1.0	19	3.3	1.3	19	1.3
This institution does a good job of meeting the needs of its faculty	4.4	1.0	19	3.3	1.1	19	1.1
This institution does a good job of meeting the needs of staff	4.3	1.0	19	3.1	0.9	19	1.2
This institution does a good job of meeting the needs of administrators	4.1	1.0	19	3.4	1.1	19	0.7
This institution makes sufficient budgetary resources available to achieve important objectives	4.3	0.9	19	3.6	1.0	19	0.7
This institution makes sufficient staff resources available to achieve important objectives	4.3	0.9	19	3.1	1.1	19	1.2
There are effective lines of communication between departments	4.1	1.1	19	2.5	1.1	19	1.6
Administrators share information regularly with faculty and staff	4.4	1.0	19	3.2	1.2	19	1.2
There is good communication between the faculty and the administration at this institution	4.2	1.1	19	3.1	1.1	19	1.1
There is good communication between staff and the administration at this institution	4.1	1.0	19	3.1	1.2	19	1.1
Faculty take pride in their work	4.5	1.0	19	3.6	1.0	19	0.9
Staff take pride in their work	4.4	1.0	19	3.5	1.0	19	0.8
Administrators take pride in their work	4.4	1.0	19	3.6	1.1	19	0.8
There is a spirit of teamwork and cooperation at this institution	4.4	1.0	19	2.9	1.2	19	1.5

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	Importance Mean	Importance Standard Deviation	Importance Valid Count	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count	Gap: Mean Difference
The reputation of this institution continues to improve	4.5	1.0	19	3.2	1.0	19	1.4
This institution is well-respected in the community	4.3	1.0	19	3.2	1.2	19	1.1
Efforts to improve quality are paying off at this institution	4.3	0.9	19	3.2	1.1	19	1.2
Employee suggestions are used to improve our institution	4.2	1.0	19	2.8	0.9	18	1.4
This institution consistently follows clear processes for selecting new employees	4.0	1.1	19	3.4	1.3	19	0.5
This institution consistently follows clear processes for orienting and training new employees	4.0	1.2	19	2.7	1.0	19	1.3
This institution consistently follows clear processes for recognizing employee achievements	3.9	1.0	19	3.3	1.1	19	0.6
This institution has written procedures that clearly define who is responsible for each operation and service	4.1	1.0	19	2.7	1.1	19	1.4

Section 2: Institutional Goals (Administrators, Director-level or above)

RATE: IMPORTANCE (1 = "Not important at all" / 5 = "Very important")	Mean	Standard Deviation	Valid Respondents
Increase the enrollment of new students	4.7	0.9	19
Retain more of its current students to graduation	4.7	0.9	19
Improve the academic ability of entering student classes	4.1	1.2	19
Recruit students from new geographic markets	3.8	1.1	19
Increase the diversity of racial and ethnic groups represented among the student body	3.9	1.0	19
Develop new academic programs	3.8	1.2	19
Improve the quality of existing academic programs	4.5	1.0	19
Improve the appearance of campus buildings and grounds	4.1	1.0	19
Improve employee morale	4.2	0.9	19
Some other goal	3.2	1.4	10

(Choose three goals that you believe should be this institution's top priorities) <u>First</u> priority goal:	Count	Percent
Increase the enrollment of new students	4	21.1%
Retain more of its current students to graduation	9	47.4%
Improve the academic ability of entering student classes	0	0.0%
Recruit students from new geographic markets	0	0.0%
Increase the diversity of racial and ethnic groups represented among the student body	0	0.0%
Develop new academic programs	1	5.3%
Improve the quality of existing academic programs	4	21.1%
Improve the appearance of campus buildings and grounds	0	0.0%
Improve employee morale	0	0.0%
Some other goal	1	5.3%

(Choose three goals that you believe should be this institution's top priorities) <u>Second</u> priority goal:	Count	Percent
Increase the enrollment of new students	7	36.8%
Retain more of its current students to graduation	5	26.3%
Improve the academic ability of entering student classes	0	0.0%
Recruit students from new geographic markets	1	5.3%
Increase the diversity of racial and ethnic groups represented among the student body	1	5.3%
Develop new academic programs	2	10.5%
Improve the quality of existing academic programs	1	5.3%
Improve the appearance of campus buildings and grounds	0	0.0%
Improve employee morale	1	5.3%
Some other goal	1	5.3%

(Choose three goals that you believe should be this institution's top priorities) <u>Third</u> priority goal:	Count	Percent
Increase the enrollment of new students	2	10.5%
Retain more of its current students to graduation	4	21.1%
Improve the academic ability of entering student classes	1	5.3%
Recruit students from new geographic markets	1	5.3%
Increase the diversity of racial and ethnic groups represented among the student body	1	5.3%
Develop new academic programs	0	0.0%
Improve the quality of existing academic programs	6	31.6%
Improve the appearance of campus buildings and grounds	0	0.0%
Improve employee morale	3	15.8%
Some other goal	1	5.3%

Total "votes" for each goal	First Priority	Second Priority	Third Priority	Total	Total Percent
Increase the enrollment of new students	4	7	2	13	22.8%
Retain more of its current students to graduation	9	5	4	18	31.6%
Improve the academic ability of entering student classes	0	0	1	1	1.8%
Recruit students from new geographic markets	0	1	1	2	3.5%
Increase the diversity of racial and ethnic groups represented among the student body	0	1	1	2	3.5%
Develop new academic programs	1	2	0	3	5.3%
Improve the quality of existing academic programs	4	1	6	11	19.3%
Improve the appearance of campus buildings and grounds	0	0	0	0	0.0%
Improve employee morale	0	1	3	4	7.0%
Some other goal	1	1	1	3	5.3%

Section 3: Involvement in Planning and Decision-making (Administrators, Director-level or above)

Rate: Involvement (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Mean	Standard Deviation	Valid Respondents
How involved are: Faculty	2.5	0.8	19
How involved are: Staff	2.4	0.9	19
How involved are: Deans or directors of administrative units	2.6	0.7	19
How involved are: Deans or chairs of academic units	2.7	0.7	19
How involved are: Senior administrators (VP, Provost level or above)	3.6	1.0	19
How involved are: Students	2.0	0.8	19
How involved are: Trustees/Regents	2.9	1.1	18
How involved are: Alumni	2.1	1.0	18
How involved are: Local government/Chamber of Commerce (<i>campus-added item</i>)	2.8	1.0	18
How involved are: Industry Partners/Advisory Committee Members (<i>campus-added item</i>)	2.9	1.0	18
How involved are: OSU-Stillwater (<i>campus-added item</i>)	3.4	1.3	19

Section 4: Work Environment (Administrators, Director-level or above)

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	Importance Mean	Importance Standard Deviation	Importance Valid Count	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count	Gap: Mean Difference
It is easy for me to get information at this institution	4.3	1.0	18	3.4	1.1	18	0.8
I learn about important campus events in a timely manner	4.1	0.9	18	3.1	1.2	18	1.0
I am empowered to resolve problems quickly	4.2	1.0	17	3.8	1.2	18	0.4
I am comfortable answering student questions about institutional policies and procedures	4.1	1.0	18	3.8	1.1	18	0.3
I have the information I need to do my job well	4.3	1.0	18	3.7	1.1	18	0.6
My job responsibilities are communicated clearly to me	4.2	1.0	18	3.7	1.2	18	0.5
My supervisor pays attention to what I have to say	4.3	1.0	18	3.9	1.1	18	0.4
My supervisor helps me improve my job performance	4.2	1.0	18	3.8	1.1	18	0.4
My department or work unit has written, up-to-date objectives	3.8	1.0	17	3.5	1.1	18	0.3
My department meets as a team to plan and coordinate work	3.9	1.2	18	3.8	1.2	18	0.2
My department has the budget needed to do its job well	4.3	0.9	19	3.6	1.1	19	0.7
My department has the staff needed to do its job well	4.4	1.0	19	3.0	1.5	19	1.5
I am paid fairly for the work I do	4.4	1.0	19	3.7	1.0	19	0.7
The employee benefits available to me are valuable	4.4	1.0	19	4.4	1.0	19	0.0
I have adequate opportunities for advancement	3.6	1.0	19	3.6	1.0	19	0.0
I have adequate opportunities for training to improve my skills	4.0	1.0	19	3.8	1.1	19	0.1
I have adequate opportunities for professional development	4.0	0.9	19	4.1	1.1	19	-0.1
The type of work I do on most days is personally rewarding	4.3	1.0	19	3.7	1.1	19	0.5
The work I do is appreciated by my supervisor	4.1	0.9	19	4.1	1.0	19	0.1
The work I do is valuable to the institution	4.5	1.0	19	4.1	1.1	19	0.4
I am proud to work at this institution	4.3	1.0	18	4.0	1.1	19	0.3
My supervisor evaluates my performance formally on a yearly basis. <i>(campus-added item)</i>	3.7	1.1	19	4.1	1.1	19	-0.4
My supervisor discusses my performance evaluation with me. <i>(campus-added item)</i>	3.6	1.0	19	4.1	1.1	19	-0.5

Overall Satisfaction	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count
Rate your overall satisfaction with your employment here so far:	4.2	1.1	19

Demographics (Administrators, Director-level or above)

I would recommend OSUIT to my family and friends as a great place to work: <i>(campus-added item)</i>	Count	Percent
Strongly disagree	1	5.3%
Somewhat disagree	1	5.3%
Neither agree nor disagree	0	0.0%
Somewhat agree	5	26.3%
Strongly agree	12	63.2%
All responses	19	100.0%

I would recommend OSUIT to my family and friends as a great college: <i>(campus-added item)</i>	Count	Percent
Strongly disagree	1	5.3%
Somewhat disagree	1	5.3%
Neither agree nor disagree	0	0.0%
Somewhat agree	4	21.1%
Strongly agree	13	68.4%
All responses	19	100.0%

Section 1: Campus Culture and Policies (Faculty)

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	Importance Mean	Importance Standard Deviation	Importance Valid Count	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count	Gap: Mean Difference
This institution promotes excellent employee-student relationships	4.5	0.7	56	3.9	0.9	56	0.6
This institution treats students as its top priority	4.6	0.7	56	3.5	1.0	56	1.1
This institution does a good job of meeting the needs of students	4.7	0.5	56	3.5	0.9	56	1.2
The mission, purpose, and values of this institution are well understood by most employees	4.2	0.7	56	3.7	0.9	56	0.5
Most employees are generally supportive of the mission, purpose, and values of this institution	4.3	0.7	56	3.8	0.9	56	0.6
The goals and objectives of this institution are consistent with its mission and values	4.3	0.7	56	3.9	0.9	56	0.5
This institution involves its employees in planning for the future	4.3	0.9	56	2.9	1.2	55	1.4
This institution plans carefully	4.4	0.7	55	3.3	1.0	55	1.1
The leadership of this institution has a clear sense of purpose	4.4	0.9	54	3.4	1.1	53	1.1
This institution does a good job of meeting the needs of its faculty	4.5	0.8	55	3.1	1.1	54	1.4
This institution does a good job of meeting the needs of staff	4.4	0.7	56	3.3	0.8	54	1.1
This institution does a good job of meeting the needs of administrators	4.2	0.8	56	3.6	0.9	54	0.7
This institution makes sufficient budgetary resources available to achieve important objectives	4.4	0.8	56	3.2	1.0	54	1.2
This institution makes sufficient staff resources available to achieve important objectives	4.3	0.7	56	3.2	0.9	54	1.1
There are effective lines of communication between departments	4.2	0.9	56	2.5	1.1	55	1.7
Administrators share information regularly with faculty and staff	4.2	1.0	55	3.2	1.2	55	1.0
There is good communication between the faculty and the administration at this institution	4.4	0.9	56	3.1	1.2	55	1.3
There is good communication between staff and the administration at this institution	4.3	0.9	56	3.2	1.2	54	1.1
Faculty take pride in their work	4.6	0.6	56	4.0	1.1	55	0.7
Staff take pride in their work	4.6	0.7	56	3.6	1.2	54	0.9
Administrators take pride in their work	4.6	0.7	55	3.7	1.2	54	0.9
There is a spirit of teamwork and cooperation at this institution	4.4	0.8	56	3.1	1.2	55	1.3
The reputation of this institution continues to improve	4.6	0.7	56	3.4	1.1	54	1.1

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	Importance Mean	Importance Standard Deviation	Importance Valid Count	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count	Gap: Mean Difference
This institution is well-respected in the community	4.5	0.7	56	3.7	1.0	55	0.8
Efforts to improve quality are paying off at this institution	4.3	0.7	56	3.4	1.1	55	1.0
Employee suggestions are used to improve our institution	4.2	0.9	56	3.0	1.1	55	1.2
This institution consistently follows clear processes for selecting new employees	4.2	0.9	56	3.4	1.2	54	0.8
This institution consistently follows clear processes for orienting and training new employees	4.3	0.9	56	3.0	1.1	53	1.3
This institution consistently follows clear processes for recognizing employee achievements	4.2	0.9	56	3.2	1.2	54	1.0
This institution has written procedures that clearly define who is responsible for each operation and service	4.3	0.9	56	3.0	1.1	54	1.2

Section 2: Institutional Goals (Faculty)

Rate: Importance (1 = "Not important at all / 5 = "Very important")	Mean	Standard Deviation	Valid Respondents
[A] Increase the enrollment of new students	4.7	0.5	56
[B] Retain more of its current students to graduation	4.7	0.7	55
[C] Improve the academic ability of entering student classes	4.3	0.8	55
[D] Recruit students from new geographic markets	4.0	1.0	56
[E] Increase the diversity of racial and ethnic groups represented among the student body	3.8	1.1	56
[F] Develop new academic programs	3.8	1.0	56
[G] Improve the quality of existing academic programs	4.5	0.7	56
[H] Improve the appearance of campus buildings and grounds	4.3	0.9	56
[I] Improve employee morale	4.6	0.7	56
[J] Some other goal	3.1	1.4	41

(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	9	16.1%
[B] Retain more of its current students to graduation	14	25.0%
[C] Improve the academic ability of entering student classes	3	5.4%
[D] Recruit students from new geographic markets	1	1.8%
[E] Increase the diversity of racial and ethnic groups represented among the student body	1	1.8%
[F] Develop new academic programs	3	5.4%
[G] Improve the quality of existing academic programs	13	23.2%
[H] Improve the appearance of campus buildings and grounds	5	8.9%
[I] Improve employee morale	7	12.5%
[J] Some other goal	0	0.0%
All responses	56	100.0%

(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	17	30.4%
[B] Retain more of its current students to graduation	13	23.2%
[C] Improve the academic ability of entering student classes	2	3.6%
[D] Recruit students from new geographic markets	1	1.8%
[E] Increase the diversity of racial and ethnic groups represented among the student body	1	1.8%
[F] Develop new academic programs	4	7.1%
[G] Improve the quality of existing academic programs	9	16.1%
[H] Improve the appearance of campus buildings and grounds	1	1.8%
[I] Improve employee morale	8	14.3%
[J] Some other goal	0	0.0%
All responses	56	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	10	17.9%
[B] Retain more of its current students to graduation	8	14.3%
[C] Improve the academic ability of entering student classes	5	8.9%
[D] Recruit students from new geographic markets	2	3.6%
[E] Increase the diversity of racial and ethnic groups represented among the student body	5	8.9%
[F] Develop new academic programs	2	3.6%
[G] Improve the quality of existing academic programs	9	16.1%
[H] Improve the appearance of campus buildings and grounds	6	10.7%
[I] Improve employee morale	8	14.3%
[J] Some other goal	1	1.8%
All responses	56	100.0%

Total "votes" for each goal	First Priority	Second Priority	Third Priority	Total	Total Percent
[A] Increase the enrollment of new students	9	17	10	36	21.4%
[B] Retain more of its current students to graduation	14	13	8	35	20.8%
[C] Improve the academic ability of entering student classes	3	2	5	10	5.9%
[D] Recruit students from new geographic markets	1	1	2	4	2.3%
[E] Increase the diversity of racial and ethnic groups represented among the student body	1	1	5	7	4.1%
[F] Develop new academic programs	3	4	2	9	5.3%
[G] Improve the quality of existing academic programs	13	9	9	31	18.4%
[H] Improve the appearance of campus buildings and grounds	5	1	6	12	7.1%
[I] Improve employee morale	7	8	8	23	13.7%
[J] Some other goal	0	0	1	18	1.0%
All responses	56	56	56	168	100.0%

Section 3: Involvement in Planning and Decision-making (Faculty)

Rate: Involvement (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Mean	Standard Deviation	Valid Respondents
How involved are: Faculty	2.3	0.8	54
How involved are: Staff	2.4	0.9	54
How involved are: Deans or directors of administrative units	3.2	0.8	54
How involved are: Deans or chairs of academic units	3.2	0.8	54
How involved are: Senior administrators (VP, Provost level or above)	3.7	0.8	54
How involved are: Students	2.5	0.9	54
How involved are: Trustees/Regents	3.3	0.8	54
How involved are: Alumni	2.7	0.7	54
How involved are: Local government/Chamber of Commerce (<i>campus-added item</i>)	3.2	0.8	54
How involved are: Industry Partners/Advisory Committee Members (<i>campus-added item</i>)	2.7	0.7	54
How involved are: OSU-Stillwater (<i>campus-added item</i>)	3.4	1.0	54

Section 4: Work Environment (Faculty)

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	Importance Mean	Importance Standard Deviation	Importance Valid Count	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count	Gap: Mean Difference
It is easy for me to get information at this institution	4.6	0.6	56	3.3	1.1	55	1.3
I learn about important campus events in a timely manner	4.0	0.8	56	3.6	1.0	54	0.4
I am empowered to resolve problems quickly	4.3	0.7	56	3.4	1.1	55	0.9
I am comfortable answering student questions about institutional policies and procedures	4.2	0.7	56	3.6	1.0	55	0.6
I have the information I need to do my job well	4.6	0.6	56	3.9	1.0	55	0.7
My job responsibilities are communicated clearly to me	4.5	0.7	56	3.8	1.2	55	0.7
My supervisor pays attention to what I have to say	4.5	0.7	56	3.9	1.2	55	0.7
My supervisor helps me improve my job performance	4.4	0.8	55	3.8	1.2	55	0.6
My department or work unit has written, up-to-date objectives	4.2	0.9	55	3.5	1.2	55	0.7
My department meets as a team to plan and coordinate work	4.2	0.9	55	3.5	1.4	55	0.7
My department has the budget needed to do its job well	4.6	0.6	55	3.4	1.0	54	1.2
My department has the staff needed to do its job well	4.5	0.6	55	3.4	1.0	54	1.2
I am paid fairly for the work I do	4.5	0.7	55	3.2	1.0	55	1.3
The employee benefits available to me are valuable	4.7	0.5	56	4.1	0.8	55	0.6
I have adequate opportunities for advancement	4.1	1.1	56	3.2	1.1	55	0.9
I have adequate opportunities for training to improve my skills	4.5	0.8	56	3.7	1.0	55	0.8
I have adequate opportunities for professional development	4.4	0.8	56	3.7	0.9	55	0.7

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	Importance Mean	Importance Standard Deviation	Importance Valid Count	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count	Gap: Mean Difference
The type of work I do on most days is personally rewarding	4.6	0.6	55	4.4	0.8	55	0.3
The work I do is appreciated by my supervisor	4.5	0.7	55	4.0	1.1	55	0.5
The work I do is valuable to the institution	4.6	0.7	55	4.0	1.0	55	0.6
I am proud to work at this institution	4.6	0.5	55	4.4	0.7	55	0.3
My supervisor evaluates my performance formally on a yearly basis. <i>(campus-added item)</i>	4.2	1.0	56	4.3	0.8	55	0.0
My supervisor discusses my performance evaluation with me. <i>(campus-added item)</i>	4.4	0.8	56	4.1	1.0	55	0.2

Overall Satisfaction	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count
Rate your overall satisfaction with your employment here so far:	4.0	0.8	55

Section 5: Demographics (Faculty)

I would recommend OSUIT to my family and friends as a great place to work: <i>(campus-added item)</i>	Count	Percent
Strongly disagree	1	1.8%
Somewhat disagree	1	1.8%
Neither agree nor disagree	3	5.4%
Somewhat agree	26	46.4%
Strongly agree	25	44.6%
All responses	56	100.0%

I would recommend OSUIT to my family and friends as a great college: <i>(campus-added item)</i>	Count	Percent
Strongly disagree	1	1.8%
Somewhat disagree	0	0.0%
Neither agree nor disagree	1	1.8%
Somewhat agree	17	30.4%
Strongly agree	37	66.1%
All responses	56	100.0%

Section 1: Campus Culture and Policies (Staff)

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	Importance Mean	Importance Standard Deviation	Importance Valid Count	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count	Gap: Mean Difference
This institution promotes excellent employee-student relationships	4.6	0.6	54	3.6	0.8	54	1.0
This institution treats students as its top priority	4.7	0.5	54	3.4	1.1	54	1.3
This institution does a good job of meeting the needs of students	4.7	0.5	54	3.4	0.9	54	1.3
The mission, purpose, and values of this institution are well understood by most employees	4.4	0.7	54	3.2	1.1	54	1.2
Most employees are generally supportive of the mission, purpose, and values of this institution	4.4	0.8	54	3.4	1.0	54	0.9
The goals and objectives of this institution are consistent with its mission and values	4.3	0.8	54	3.5	1.0	53	0.8
This institution involves its employees in planning for the future	4.2	1.0	53	2.6	1.1	53	1.6
This institution plans carefully	4.3	0.9	53	3.0	1.0	53	1.3
The leadership of this institution has a clear sense of purpose	4.6	0.8	53	3.1	1.2	54	1.5
This institution does a good job of meeting the needs of its faculty	4.4	0.8	54	3.4	1.1	54	1.0
This institution does a good job of meeting the needs of staff	4.4	0.9	54	2.9	1.2	54	1.5
This institution does a good job of meeting the needs of administrators	4.4	0.7	54	3.6	1.0	54	0.8
This institution makes sufficient budgetary resources available to achieve important objectives	4.3	0.8	54	3.3	1.0	53	1.1
This institution makes sufficient staff resources available to achieve important objectives	4.3	0.9	54	3.1	1.1	54	1.2
There are effective lines of communication between departments	4.5	0.9	54	2.5	1.1	54	2.0
Administrators share information regularly with faculty and staff	4.4	0.8	54	2.9	1.2	53	1.6
There is good communication between the faculty and the administration at this institution	4.4	0.7	53	3.1	1.1	54	1.4
There is good communication between staff and the administration at this institution	4.4	0.9	54	2.8	1.1	54	1.5
Faculty take pride in their work	4.6	0.6	54	3.6	1.1	54	1.0
Staff take pride in their work	4.6	0.5	53	3.6	1.0	53	1.0
Administrators take pride in their work	4.6	0.5	54	3.6	1.0	54	1.1
There is a spirit of teamwork and cooperation at this institution	4.5	0.8	54	2.9	1.2	54	1.7
The reputation of this institution continues to improve	4.6	0.6	54	3.4	0.9	54	1.1

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	Importance Mean	Importance Standard Deviation	Importance Valid Count	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count	Gap: Mean Difference
This institution is well-respected in the community	4.6	0.6	54	3.8	1.0	54	0.8
Efforts to improve quality are paying off at this institution	4.5	0.6	54	3.3	1.0	54	1.2
Employee suggestions are used to improve our institution	4.2	0.9	54	2.5	1.1	54	1.7
This institution consistently follows clear processes for selecting new employees	4.3	0.9	54	3.0	1.1	54	1.3
This institution consistently follows clear processes for orienting and training new employees	4.3	0.9	53	2.8	1.2	53	1.6
This institution consistently follows clear processes for recognizing employee achievements	4.3	1.0	54	2.8	1.2	54	1.5
This institution has written procedures that clearly define who is responsible for each operation and service	4.4	0.8	54	2.8	1.2	54	1.6

Section 2: Institutional Goals (Staff)

Rate: Importance (1 = "Not important at all" / 5 = "Very important")	Mean	Standard Deviation	Valid Respondents
[A] Increase the enrollment of new students	4.8	0.4	54
[B] Retain more of its current students to graduation	4.9	0.3	54
[C] Improve the academic ability of entering student classes	4.4	0.7	53
[D] Recruit students from new geographic markets	4.2	1.0	54
[E] Increase the diversity of racial and ethnic groups represented among the student body	4.1	1.2	54
[F] Develop new academic programs	3.8	1.0	54
[G] Improve the quality of existing academic programs	4.8	0.5	54
[H] Improve the appearance of campus buildings and grounds	4.3	0.8	54
[I] Improve employee morale	4.7	0.6	54
[J] Some other goal	3.6	1.5	37

(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	11	20.4%
[B] Retain more of its current students to graduation	16	29.6%
[C] Improve the academic ability of entering student classes	1	1.9%
[D] Recruit students from new geographic markets	1	1.9%
[E] Increase the diversity of racial and ethnic groups represented among the student body	1	1.9%
[F] Develop new academic programs	3	5.6%
[G] Improve the quality of existing academic programs	11	20.4%

(Choose three goals that you believe should be this institution's top priorities) First priority goal:	Count	Percent
[H] Improve the appearance of campus buildings and grounds	2	3.7%
[I] Improve employee morale	8	14.8%
[J] Some other goal	0	0.0%
All responses	54	100.0%

(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	18	33.3%
[B] Retain more of its current students to graduation	13	24.1%
[C] Improve the academic ability of entering student classes	0	0.0%
[D] Recruit students from new geographic markets	1	1.9%
[E] Increase the diversity of racial and ethnic groups represented among the student body	1	1.9%
[F] Develop new academic programs	1	1.9%
[G] Improve the quality of existing academic programs	10	18.5%
[H] Improve the appearance of campus buildings and grounds	2	3.7%
[I] Improve employee morale	7	13.0%
[J] Some other goal	0	0.0%
All responses	53	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	11	20.4%
[B] Retain more of its current students to graduation	10	18.5%
[C] Improve the academic ability of entering student classes	3	5.6%
[D] Recruit students from new geographic markets	5	9.3%
[E] Increase the diversity of racial and ethnic groups represented among the student body	1	1.9%
[F] Develop new academic programs	3	5.6%
[G] Improve the quality of existing academic programs	7	13.0%
[H] Improve the appearance of campus buildings and grounds	8	14.8%
[I] Improve employee morale	5	9.3%
[J] Some other goal	0	0.0%
All responses	53	100.0%

Total "votes" for each goal	First Priority	Second Priority	Third Priority	Total	Total Percent
[A] Increase the enrollment of new students	11	18	11	40	25.0%
[B] Retain more of its current students to graduation	16	13	10	39	24.3%
[C] Improve the academic ability of entering student classes	1	0	3	4	2.5%
[D] Recruit students from new geographic markets	1	1	5	7	4.4%
[E] Increase the diversity of racial and ethnic groups represented among the student body	1	1	1	3	1.9%
[F] Develop new academic programs	3	1	3	7	4.4%
[G] Improve the quality of existing academic programs	11	10	7	28	17.5%
[H] Improve the appearance of campus buildings and grounds	2	2	8	12	7.5%
[I] Improve employee morale	8	7	5	20	12.5%
[J] Some other goal	0	0	0	0	0.0%
All responses	54	53	53	160	100.0%

Section 3: Involvement in Planning and Decision-making (Staff)

Rate: Involvement (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Mean	Standard Deviation	Valid Respondents
How involved are: Faculty	2.8	0.9	54
How involved are: Staff	2.0	0.8	54
How involved are: Deans or directors of administrative units	3.5	0.8	52
How involved are: Deans or chairs of academic units	3.5	0.7	53
How involved are: Senior administrators (VP, Provost level or above)	3.8	0.8	54
How involved are: Students	2.2	0.8	54
How involved are: Trustees/Regents	3.4	0.8	54
How involved are: Alumni	2.5	0.8	54
How involved are: Local government/Chamber of Commerce (<i>campus-added item</i>)	3.1	0.9	54
How involved are: Industry Partners/Advisory Committee Members (<i>campus-added item</i>)	2.9	0.8	54
How involved are: OSU-Stillwater (<i>campus-added item</i>)	3.6	1.1	53

Section 4: Work Environment (Staff)

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	Importance Mean	Importance Standard Deviation	Importance Valid Count	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count	Gap: Mean Difference
It is easy for me to get information at this institution	4.5	0.6	54	3.2	1.1	54	1.4
I learn about important campus events in a timely manner	4.3	0.8	54	3.6	1.1	54	0.7
I am empowered to resolve problems quickly	4.4	0.7	54	3.5	1.1	54	0.9
I am comfortable answering student questions about institutional policies and procedures	4.3	0.8	54	3.6	1.0	53	0.7
I have the information I need to do my job well	4.6	0.7	54	3.5	1.2	54	1.1
My job responsibilities are communicated clearly to me	4.6	0.8	54	3.6	1.3	54	1.0
My supervisor pays attention to what I have to say	4.6	0.8	54	4.1	1.2	53	0.5
My supervisor helps me improve my job performance	4.5	0.8	54	4.0	1.2	53	0.5
My department or work unit has written, up-to-date objectives	4.2	0.9	54	3.5	1.2	53	0.7
My department meets as a team to plan and coordinate work	4.5	0.8	54	3.8	1.3	54	0.7
My department has the budget needed to do its job well	4.4	0.9	54	3.3	1.2	54	1.2
My department has the staff needed to do its job well	4.6	0.8	54	2.9	1.3	54	1.6
I am paid fairly for the work I do	4.6	0.8	54	2.8	1.2	54	1.8
The employee benefits available to me are valuable	4.7	0.7	54	3.9	1.0	54	0.8
I have adequate opportunities for advancement	4.3	0.9	54	3.0	1.3	54	1.3
I have adequate opportunities for training to improve my skills	4.5	0.7	54	3.3	1.4	54	1.2
I have adequate opportunities for professional development	4.5	0.7	54	3.5	1.4	54	1.0
The type of work I do on most days is personally rewarding	4.7	0.5	54	3.9	1.1	54	0.8
The work I do is appreciated by my supervisor	4.5	0.8	54	4.2	1.1	54	0.4
The work I do is valuable to the institution	4.6	0.6	53	3.7	1.2	54	0.9
I am proud to work at this institution	4.6	0.7	53	4.0	1.1	54	0.5
My supervisor evaluates my performance formally on a yearly basis. <i>(campus-added item)</i>	4.2	0.9	54	4.2	1.1	54	0.0
My supervisor discusses my performance evaluation with me. <i>(campus-added item)</i>	4.3	0.8	54	4.2	1.1	54	0.1

Overall Satisfaction	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count
Rate your overall satisfaction with your employment here so far:	3.9	0.9	53

Section 5: Demographics (Staff)

I would recommend OSUIT to my family and friends as a great place to work: <i>(campus-added item)</i>	Count	Percent
Strongly disagree	1	1.9%
Somewhat disagree	5	9.3%
Neither agree nor disagree	8	14.8%
Somewhat agree	16	29.6%
Strongly agree	24	44.4%
All responses	54	100.0%

I would recommend OSUIT to my family and friends as a great college: <i>(campus-added item)</i>	Count	Percent
Strongly disagree	0	0.0%
Somewhat disagree	2	3.7%
Neither agree nor disagree	5	9.3%
Somewhat agree	17	31.5%
Strongly agree	30	55.6%
All responses	54	100.0%

Section 1: Campus Culture and Policies (Job type=blank)

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	Importance Mean	Importance Standard Deviation	Importance Valid Count	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count	Gap: Mean Difference
This institution promotes excellent employee-student relationships	4.4	0.7	18	3.5	0.9	18	0.9
This institution treats students as its top priority	4.7	0.6	17	3.3	0.9	18	1.4
This institution does a good job of meeting the needs of students	4.8	0.6	17	3.3	1.0	18	1.5
The mission, purpose, and values of this institution are well understood by most employees	4.2	0.8	17	3.6	1.0	18	0.6
Most employees are generally supportive of the mission, purpose, and values of this institution	3.9	1.0	17	3.6	0.9	18	0.3
The goals and objectives of this institution are consistent with its mission and values	4.0	0.9	17	3.3	0.9	18	0.7
This institution involves its employees in planning for the future	3.9	0.9	17	2.8	1.1	18	1.1
This institution plans carefully	4.3	0.6	17	2.8	1.0	18	1.5
The leadership of this institution has a clear sense of purpose	4.6	0.6	17	3.2	1.1	18	1.4
This institution does a good job of meeting the needs of its faculty	4.3	0.9	16	3.4	1.3	18	0.9
This institution does a good job of meeting the needs of staff	4.5	0.5	14	3.0	1.0	14	1.5
This institution does a good job of meeting the needs of administrators	4.2	0.6	13	3.8	0.7	14	0.4
This institution makes sufficient budgetary resources available to achieve important objectives	4.4	0.5	14	3.2	1.2	15	1.2
This institution makes sufficient staff resources available to achieve important objectives	4.4	0.5	14	3.3	1.2	15	1.1
There are effective lines of communication between departments	4.3	0.5	14	2.8	1.1	15	1.5
Administrators share information regularly with faculty and staff	4.2	0.6	14	3.4	1.1	15	0.8
There is good communication between the faculty and the administration at this institution	4.4	0.5	14	3.2	1.1	15	1.2
There is good communication between staff and the administration at this institution	4.3	0.5	13	3.3	1.0	14	1.0
Faculty take pride in their work	4.4	0.5	14	3.4	1.0	15	1.0
Staff take pride in their work	4.5	0.5	13	3.2	1.1	14	1.3
Administrators take pride in their work	4.5	0.5	13	3.5	0.8	14	1.0
There is a spirit of teamwork and cooperation at this institution	4.4	0.7	13	3.3	1.0	12	1.1
The reputation of this institution continues to improve	4.5	0.7	13	3.3	1.2	12	1.2

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	Importance Mean	Importance Standard Deviation	Importance Valid Count	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count	Gap: Mean Difference
This institution is well-respected in the community	4.4	0.8	13	3.7	0.9	12	0.7
Efforts to improve quality are paying off at this institution	4.5	0.7	12	3.3	1.2	11	1.2
Employee suggestions are used to improve our institution	4.3	0.6	12	2.9	1.4	11	1.3
This institution consistently follows clear processes for selecting new employees	4.3	0.6	12	3.2	1.3	11	1.1
This institution consistently follows clear processes for orienting and training new employees	4.3	0.8	11	2.6	1.3	10	1.7
This institution consistently follows clear processes for recognizing employee achievements	4.1	0.8	12	3.2	1.3	11	0.9
This institution has written procedures that clearly define who is responsible for each operation and service	4.5	0.5	12	2.4	1.2	11	2.1

Section 2: Institutional Goals (Job type=blank)

Rate: Importance (1 = "Not important at all / 5 = "Very important")	Mean	Standard Deviation	Valid Respondents
[A] Increase the enrollment of new students	4.6	0.7	13
[B] Retain more of its current students to graduation	4.9	0.4	13
[C] Improve the academic ability of entering student classes	4.5	0.5	13
[D] Recruit students from new geographic markets	4.0	0.9	13
[E] Increase the diversity of racial and ethnic groups represented among the student body	3.8	1.4	13
[F] Develop new academic programs	4.1	1.1	13
[G] Improve the quality of existing academic programs	4.7	0.5	13
[H] Improve the appearance of campus buildings and grounds	4.2	1.0	13
[I] Improve employee morale	4.5	0.7	13
[J] Some other goal	3.7	1.6	10

(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	4	30.8%
[B] Retain more of its current students to graduation	2	15.4%
[C] Improve the academic ability of entering student classes	1	7.7%
[D] Recruit students from new geographic markets	0	0.0%
[E] Increase the diversity of racial and ethnic groups represented among the student body	0	0.0%
[F] Develop new academic programs	0	0.0%
[G] Improve the quality of existing academic programs	5	38.5%

(Choose three goals that you believe should be this institution's top priorities) First priority goal:	Count	Percent
[H] Improve the appearance of campus buildings and grounds	0	0.0%
[I] Improve employee morale	1	7.7%
[J] Some other goal	0	0.0%
All responses	13	100.0%

(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	2	15.4%
[B] Retain more of its current students to graduation	4	30.8%
[C] Improve the academic ability of entering student classes	1	7.7%
[D] Recruit students from new geographic markets	0	0.0%
[E] Increase the diversity of racial and ethnic groups represented among the student body	1	7.7%
[F] Develop new academic programs	0	0.0%
[G] Improve the quality of existing academic programs	3	23.1%
[H] Improve the appearance of campus buildings and grounds	1	7.7%
[I] Improve employee morale	1	7.7%
[J] Some other goal	0	0.0%
All responses	13	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	4	30.8%
[B] Retain more of its current students to graduation	1	7.7%
[C] Improve the academic ability of entering student classes	2	15.4%
[D] Recruit students from new geographic markets	0	0.0%
[E] Increase the diversity of racial and ethnic groups represented among the student body	0	0.0%
[F] Develop new academic programs	2	15.4%
[G] Improve the quality of existing academic programs	0	0.0%
[H] Improve the appearance of campus buildings and grounds	1	7.7%
[I] Improve employee morale	2	15.4%
[J] Some other goal	1	7.7%
All responses	13	100.0%

Total "votes" for each goal	First Priority	Second Priority	Third Priority	Total	Total Percent
[A] Increase the enrollment of new students	4	2	4	10	25.6%
[B] Retain more of its current students to graduation	2	4	1	7	17.9%
[C] Improve the academic ability of entering student classes	1	1	2	4	10.3%
[D] Recruit students from new geographic markets	0	0	0	0	0.0%
[E] Increase the diversity of racial and ethnic groups represented among the student body	0	1	0	1	2.6%
[F] Develop new academic programs	0	0	2	2	5.1%
[G] Improve the quality of existing academic programs	5	3	0	8	20.5%
[H] Improve the appearance of campus buildings and grounds	0	1	1	2	5.1%
[I] Improve employee morale	1	1	2	4	10.3%
[J] Some other goal	0	0	1	1	2.6%
All responses	13	13	13	39	100.0%

Section 3: Involvement in Planning and Decision-making (Job type=blank)

Rate: Involvement (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")	Mean	Standard Deviation	Valid Respondents
How involved are: Faculty	2.5	0.7	11
How involved are: Staff	2.1	0.7	10
How involved are: Deans or directors of administrative units	3.0	0.7	10
How involved are: Deans or chairs of academic units	3.2	0.4	10
How involved are: Senior administrators (VP, Provost level or above)	3.1	0.6	10
How involved are: Students	2.2	0.9	10
How involved are: Trustees/Regents	3.2	0.8	9
How involved are: Alumni	2.8	0.4	9
How involved are: Local government/Chamber of Commerce (<i>campus-added item</i>)	3.1	0.8	9
How involved are: Industry Partners/Advisory Committee Members (<i>campus-added item</i>)	2.9	0.6	10
How involved are: OSU-Stillwater (<i>campus-added item</i>)	3.7	1.1	10

Section 4: Work Environment (Job type=blank)

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")	Importance Mean	Importance Standard Deviation	Importance Valid Count	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count	Gap: Mean Difference
It is easy for me to get information at this institution	4.2	0.7	9	3.6	1.2	10	0.6
I learn about important campus events in a timely manner	4.0	0.7	10	3.7	0.7	10	0.3
I am empowered to resolve problems quickly	4.1	0.6	10	3.6	1.1	10	0.5
I am comfortable answering student questions about institutional policies and procedures	4.0	0.7	10	3.5	1.3	10	0.5
I have the information I need to do my job well	4.1	0.7	10	4.0	0.8	10	0.1
My job responsibilities are communicated clearly to me	4.2	0.6	10	3.7	0.8	10	0.5
My supervisor pays attention to what I have to say	4.3	0.5	10	4.2	1.0	10	0.1
My supervisor helps me improve my job performance	4.3	0.5	10	3.7	1.3	10	0.6
My department or work unit has written, up-to-date objectives	4.0	0.7	10	3.5	1.3	10	0.5
My department meets as a team to plan and coordinate work	3.9	0.9	10	3.7	1.3	10	0.2
My department has the budget needed to do its job well	4.2	0.7	9	3.2	1.1	9	1.0
My department has the staff needed to do its job well	4.1	0.6	9	3.2	1.2	9	0.9
I am paid fairly for the work I do	4.3	0.7	10	3.3	1.5	10	1.0
The employee benefits available to me are valuable	4.4	0.7	10	4.4	0.7	10	0.0
I have adequate opportunities for advancement	3.9	0.7	10	3.0	1.6	10	0.9
I have adequate opportunities for training to improve my skills	4.3	0.7	10	3.8	1.0	10	0.5
I have adequate opportunities for professional development	4.0	0.7	10	3.7	1.1	10	0.3
The type of work I do on most days is personally rewarding	4.4	0.7	10	4.3	0.8	10	0.1
The work I do is appreciated by my supervisor	4.1	0.7	10	3.7	1.3	10	0.4
The work I do is valuable to the institution	4.3	0.7	10	3.5	1.5	10	0.8
I am proud to work at this institution	4.5	0.7	10	3.9	1.1	10	0.6
My supervisor evaluates my performance formally on a yearly basis. <i>(campus-added item)</i>	3.6	1.1	10	4.0	1.2	10	-0.4
My supervisor discusses my performance evaluation with me. <i>(campus-added item)</i>	3.8	0.9	10	3.9	1.1	10	-0.1

Overall Satisfaction	Satisfaction Mean	Satisfaction Standard Deviation	Satisfaction Valid Count
Rate your overall satisfaction with your employment here so far:	3.6	0.9	9

Section 5: Demographics (Job type=blank)

I would recommend OSUIT to my family and friends as a great place to work: <i>(campus-added item)</i>	Count	Percent
Strongly disagree	0	0.0%
Somewhat disagree	0	0.0%
Neither agree nor disagree	4	44.4%
Somewhat agree	2	22.2%
Strongly agree	3	33.3%
All responses	9	100.0%

I would recommend OSUIT to my family and friends as a great college: <i>(campus-added item)</i>	Count	Percent
Strongly disagree	0	0.0%
Somewhat disagree	0	0.0%
Neither agree nor disagree	1	11.1%
Somewhat agree	3	33.3%
Strongly agree	5	55.6%
All responses	9	100.0%