



INSTITUTE OF TECHNOLOGY

College Employee Satisfaction Survey

December 2024

Oklahoma State University Institute of Technology
Okmulgee, Oklahoma

Office of Institutional Research

COLLEGE EMPLOYEE SATISFACTION 2024

Introduction

Since 2016, OSUIT has used the College Employee Satisfaction Survey (CESS) by Ruffalo Noel Levitz (RNL) to gauge institutional health through employee perspectives. The survey evaluates two key dimensions—satisfaction levels and strategic priorities—across four core areas: Campus Culture and Policies, Work Environment, Institutional Goals, and stakeholder involvement in Planning and Decision Making.

Administration

In Fall 2024, the Office of Institutional Research administered the CESS survey, shifting from its traditional spring timeline to reduce survey fatigue. The survey was distributed to 368 employees, including full-time, part-time, and for the first time, adjunct instructors. To ensure confidentiality, a third-party vendor, Ruffalo Noel Levitz, managed the distribution and data collection between October 8 and November 5, 2024. Weekly reminder emails were sent, resulting in 138 completed surveys—a 37.50% response rate. Note that response counts in subsequent tables may vary due to partially completed surveys (complete results available 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	17	12.32%
1 to 5 years	36	26.09%
6 to 10 years	33	23.91%
11 to 20 years	22	15.94%
More than 20 years	6	4.35%
No response	24	17.39%
Total	138	100.00%

<i>Is your position:</i>	Count	Percent
Faculty	41	29.71%
Staff	52	37.68%
Administrator (Director-level or above)	17	12.32%
No response	28	20.29%
Total	138	100.00%

<i>Is your position:</i>	Count	Percent
Full-time	104	75.36%
Part-time	8	5.80%
No response	26	18.84%
Total	138	100.00%

Instrument

The CESS consists of 70 items across five sections:

1. Campus Culture and Policies: Measures employee views on mission, resources, communication, and recognition using 5-point scales for both importance (1="not important at all" to 5="very important") and satisfaction (1="not satisfied at all" to 5="very satisfied").
2. Institutional Goals: Evaluates priorities including recruitment, retention, diversity, and staff morale. Respondents ranked their top three priorities.

3. Planning and Decision-Making: Assesses stakeholder involvement levels. Custom additions included local government/chamber of commerce, industry partners/advisors, and OSU-Stillwater.
4. Work Environment: Examines factors like information flow, employee empowerment, supervision, and professional development using the same 5-point scales, plus custom items on performance evaluations.
5. Demographics: Captures employment length, position type, and employment status. Includes two additional questions about recommending OSUIT as an employer and as an institution.

Performance gaps (importance score minus satisfaction score) identify institutional strengths (small gaps) and challenges (large gaps) for strategic planning purposes.

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 top 5 strengths and challenges identified during the 2024 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 promotes excellent employee-student relationships. (4.66, 3.75)
- Faculty take pride in their work (4.62, 3.74)
- Staff take pride in their work. (4.54, 3.60)
- Most employees are generally supportive of the mission, purpose, and values of this institution (4.39, 3.49)
- This institution does a good job of meeting the needs of administrators (4.36, 3.53)

Challenges (high importance and low satisfaction)

- Administrators share information regularly with faculty and staff. (4.47, 2.80)
- There are effective lines of communication between departments (4.42, 2.57)
- This institution has written procedures that clearly define who is responsible for each operation and service (4.42, 2.75)
- This institution consistently follows clear processes for orienting and training new employees (4.41, 2.79)
- Employee suggestions are used to improve our institution (4.31, 2.68)

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 five goals, according to the total percent of endorsements and mean importance scores were:

1. Increase the enrollment of new students. (22.00%, 4.61)
2. Retain more of its current students to graduation. (20.20%, 4.75)
3. Improve employee morale (18.80%, 4.66)
4. Improve the quality of existing academic programs. (14.50%, 4.56).
5. Improve the appearance of campus buildings and grounds (8.40%, 4.47)

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

Section 4: Work environment

The following are the top five 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 (4.69, 4.15)
- I am proud to work at this institution (4.63, 4.09)
- The work I do is appreciated by my supervisor (4.45, 3.98)
- My supervisor discusses my performance evaluation with me (4.33, 4.07)
- My supervisor evaluates my performance formally on a yearly basis (4.24, 4.15)

Challenges (high importance and low satisfaction)

- I am paid fairly for the work I do. (4.75, 2.58)
- My department has the staff needed to do its job well. (4.67, 2.92)
- My department has the budget needed to do its job well (4.58, 3.13)
- It is easy for me to get information at this institution (4.55, 3.11)
- I have adequate opportunities for advancement (4.32, 2.97)

Overall Satisfaction and Recommendations

Of the 114 responding employees, the average overall job satisfaction rating was 3.82 out of 5.0. When asked about recommending OSUIT:

- 78% would recommend OSUIT as a workplace (41.2% strongly agree, 36.8% somewhat agree)
- 85.9% would recommend OSUIT as an educational institution (57% strongly agree, 28.9% somewhat agree)

Benchmarking

OSUIT results were compared against seven similar institutions: 4-year public universities that primarily offer associate's degrees and administered CESS within the past five years (see Appendix B for detailed comparisons)

Section 1: Campus Culture and Policies

While mean Importance scores for both groups were mixed, they did not differ from the Comparison group with any statistical significance. However, Satisfaction for OSUIT was lower on all items than that of the Comparison group and was lower with statistical significance on 80.0% of the items. (Note: * .05 level of significance, ** .01 level of significance, *** .001 level of significance)

Below are the top ten most statistically significant differences in Satisfaction

- The leadership of this institution has a clear sense of purpose ***
- This institution has written procedures that clearly define who is responsible for each operation and service ***
- Administrators share information regularly with faculty and staff ***

- This institution plans carefully ***
- This institution involves its employees in planning for the future **
- There are effective lines of communication between departments **
- Efforts to improve quality are paying off at this institution **
- This institution consistently follows clear processes for orienting and training new employees **
- Employee suggestions are used to improve our institution **
- There is good communication between staff and the administration at this institution **

Section 2: Institutional Goals

The importance of the top-rated goals among OSUIT employees was mixed versus the Comparison group with only one item differing with statistical significance. OSUIT's top-rated goals included: (Note: * .05 level of significance, ** .01 level of significance, *** .001 level of significance)

- Increase the enrollment of new students. (-1.7% GAP)
- Retain more of its current students to graduation. (-2.9% GAP)
- Improve employee morale (2.6% GAP)
- Improve the quality of existing academic programs. (0.5% GAP).
- Improve appearance of campus buildings and grounds. *** (5.9% GAP)

Section 3: Involvement in Planning and Decision-making

Responses by OSUIT employees suggest that our students, staff, faculty, and alumni were not quite involved enough in planning and decision-making. Students and Faculty even less than those of comparison group institutions. There was a statistically significant difference in how OSUIT employees and the comparison group felt about how involved Deans or chairs of academic units were involved (** .01 level of significance). OSUIT felt they were more involved than the Comparison group. Other items were similar on involvement of other groups.

Section 4: Work Environment

While OSUIT employees reported similar levels of importance for most items pertaining to the work environment, they reported statistically significant higher importance levels than the comparison group on the following items:

- I learn about important campus events in a timely manner **
- I am paid fairly for the work I do *
- The type of work I do on most days is personally rewarding *
- The work I do is valuable to the institution *

The levels of reported item satisfaction were generally lower from OSUIT employees than that of comparison institutions. The six items that showed a statistically significant lower level of satisfaction were as follows:

- My department or work unit has written, up-to-date objectives **
- I am paid fairly for the work I do *
- I have the information I need to do my job well **
- My department meets as a team to plan and coordinate work *
- My job responsibilities are communicated clearly to me *
- My supervisor pays attention to what I have to say *

Overall Satisfaction and Recommendations

The difference in overall satisfaction with employment at OSUIT (3.82) versus the comparison group (3.87) was not statistically significant. However, this still demonstrates that OSUIT employees are generally less satisfied with their employment than the comparison group. Since the remaining two summary items were campus-added by OSUIT, there is no data for the comparison group.

Historical Survey Analysis

The CESS was first administered at OSUIT in Spring 2016 as part of a three-year rotation cycle. Additional administrations followed in 2019 and 2020—the latter prompted by significant organizational changes including academic realignment, program closures, and leadership transitions. To reduce spring survey fatigue, administration shifted to a fall administration beginning in 2024. Appendix C provides comparative data across all survey periods.

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 2024 were included with comparable results from previous years. 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	2024
This institution promotes excellent employee-student relationships	Strength	Strength	Strength	Strength	Strength
This institution treats students as its top priority	Strength	Strength	Strength	Strength	Strength
This institution is well-respected in the community	Strength	Strength	Strength	Strength	Strength
Faculty take pride in their work	Strength	Strength	Strength	Strength	Strength
The reputation of this institution continues to improve	Strength	Challenge	Strength	Strength	Strength
This institution does a good job of meeting the needs of students	Strength	Strength	Strength	Strength	Strength
Administrators take pride in their work	Strength	Strength	Strength	Strength	Strength
There is a spirit of teamwork and cooperation at this institution	Challenge	Challenge	Challenge	Challenge	Challenge
Staff take pride in their work	Strength	Strength	Strength	Strength	Strength
Administrators share information regularly with faculty and staff	n/a	n/a	n/a	n/a	Challenge
The goals and objectives of this institution are consistent with its mission and values	n/a	n/a	n/a	n/a	Strength
There is good communication between the faculty and the administration at this institution	n/a	n/a	Challenge	Challenge	Challenge
Efforts to improve quality are paying off at this institution	Strength	Strength	Strength	Strength	Challenge
This institution promotes excellent employee-student relationships	Strength	Strength	Strength	Strength	Strength
This institution treats students as its top priority	Strength	Strength	Strength	Strength	Strength

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 2024. However, several consistent trends over time show that employees perceived the senior administrators (VP and above) as having more than enough involvement and OSU Stillwater having more involvement in planning

and decision-making with Students and Staff have the least amount of input. The following table shows the mean scores for involvement for the five administrations of the CESS:

Stakeholder Groups (highest to lowest)	2016	2019	2020	2022	2024
Senior administrators (VP, Provost level or above)	3.7	3.8	3.9	3.7	3.8
OSU-Stillwater	3.4	3.3	3.4	3.5	3.5
Deans or chairs of academic units	3.2	2.9	3.2	3.3	3.4
Deans or directors of administrative units	3.3	3.0	3.3	3.2	3.3
Trustees	3.3	3.2	3.3	3.3	3.3
Local government/Chamber of Commerce	3.0	3.0	3.1	3.1	2.9
Industry Partners/Advisory Committee Members	2.8	2.8	2.8	2.8	2.9
Alumni	2.4	2.5	2.5	2.5	2.6
Faculty	2.5	2.3	2.4	2.5	2.6
Students	2.3	2.3	2.2	2.3	2.3
Staff	2.3	2.1	2.3	2.2	2.3

Section 4: Work Environment

Despite multiple leadership changes in the work environment before and during the 2024 administration of the CESS, there were minimal changes from the 2022 administration. The table below shows an analysis of items pertaining to satisfaction with the work environment. Items above the median on *importance* for 2024 were included with comparable results previous years. 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	2024
I am paid fairly for the work I do	Challenge	Challenge	Challenge	Challenge	Challenge
The type of work I do on most days is personally rewarding	Strength	Strength	Strength	Strength	Strength
The work I do is valuable to the institution	Strength	Strength	Strength	Challenge	Strength
I have the information I need to do my job well	Strength	Strength	Challenge	Challenge	Challenge
My department has the staff needed to do its job well	Challenge	Challenge	Challenge	Challenge	Challenge
I am proud to work at this institution	Strength	Strength	Strength	Strength	Strength
The employee benefits available to me are valuable	Strength	Strength	Strength	Strength	Strength
My supervisor pays attention to what I have to say	Strength	Strength	Strength	Strength	Strength
My job responsibilities are communicated clearly to me	Strength	Strength	Challenge	Challenge	Challenge
My department has the budget needed to do its job well	Challenge	Challenge	Challenge	Challenge	Challenge
It is easy for me to get information at this institution	n/a	n/a	n/a	Challenge	Challenge

Overall Satisfaction and Recommendations

For the *Overall Satisfaction* summary item, the mean satisfaction from 2022 declined slightly from 3.9 to 3.8 in 2024. 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>Responses</i>	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent	2024 Count	2024 Percent
Strongly agree	102	45.1%	75	40.8%	72	45.3%	64	46.4%	47	41.2%
Somewhat agree	80	35.4%	77	41.8%	60	37.7%	49	35.5%	42	36.8%
Neither agree nor disagree	19	8.4%	17	9.2%	15	9.4%	15	10.9%	12	10.5%
Somewhat disagree	15	6.6%	11	6.0%	7	4.4%	7	5.1%	9	7.9%
Strongly disagree	10	4.4%	4	2.2%	5	3.1%	3	2.2%	4	3.5%
All responses	226	100.0%	184	100.0%	159	100.0%	138	100.0%	114	100.0%

Responses to the campus-added item *I would recommend OSUIT to my family and friends as a great college* had another slight decline in agreement from the previous two years.

<i>Responses</i>	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent	2024 Count	2024 Percent
Strongly agree	150	65.8%	115	62.2%	100	62.9%	85	61.6%	65	57.0%
Somewhat agree	56	24.6%	55	29.7%	44	27.7%	41	29.7%	33	28.9%
Neither agree nor disagree	15	6.6%	9	4.9%	11	6.9%	7	5.1%	9	7.9%
Somewhat disagree	2	0.9%	6	3.2%	3	1.9%	3	2.2%	4	3.5%
Strongly disagree	5	2.2%	0	0.0%	1	0.6%	2	1.4%	3	2.6%
All responses	228	100.0%	185	100.0%	159	100.0%	138	100.0%	114	100.0%

Additional Analyses: Comparison by Position Type

Analyses by position type is one of the more informative disaggregation from the demographic items. These analyses by position are included in Appendix D. Respondents included 41 faculty, 52 staff, 17 administrators (Director-level or above), and 28 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 for the four position types.

1. This institution promotes excellent employee-student relationships.

Response	Importance	Satisfaction	GAP
No Response	4.60	4.06	0.54
Faculty	4.59	3.97	0.62
Staff	4.75	3.63	1.12
Administration	4.59	3.29	1.29
All Responses	4.66	3.75	0.91

2. Faculty take pride in their work

Response	Importance	Satisfaction	GAP
No Response	4.63	4.11	0.51
Faculty	4.65	4.05	0.60
Staff	4.58	3.53	1.05
Administration	4.65	3.41	1.24
All Responses	4.62	3.74	0.88

3. Staff take pride in their work

Response	Importance	Satisfaction	GAP
No Response	4.38	3.63	0.75
Faculty	4.43	3.82	0.61
Staff	4.56	3.49	1.07
Administration	4.71	3.41	1.29
All Responses	4.53	3.60	0.93

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

Response	Importance	Satisfaction	GAP
No Response	4.33	3.81	0.52
Faculty	4.49	3.92	0.56
Staff	4.33	3.16	1.18
Administration	4.41	3.18	1.24
All Responses	4.39	3.49	0.90

5. This institution does a good job of meeting the needs of administrators.

Response	Importance	Satisfaction	GAP
No Response	4.88	3.75	1.13
Faculty	4.27	3.79	0.48
Staff	4.35	3.39	0.97
Administration	4.35	3.24	1.12
All Responses	4.36	3.53	0.84

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. Increase the enrollment of new students.

Response	Mean IMP Score
No Response	4.86
Faculty	4.61
Staff	4.53
Administration	4.76
All Responses	4.61

2. Retain more of its current students to graduation.

Response	Mean IMP Score
No Response	4.86
Faculty	4.63
Staff	4.78
Administration	4.88
All Responses	4.75

3. Improve employee morale.

Response	Mean IMP Score
No Response	4.86
Faculty	4.46
Staff	4.67
Administration	5.00
All Responses	4.66

4. Improve the quality of existing academic programs.

Response	Mean IMP Score
No Response	4.57
Faculty	4.59
Staff	4.57
Administration	4.47
All Responses	4.56

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:

Response	Mean IMP Score
No Response	3.60
Faculty	3.75
Staff	3.78
Administration	3.82
All Responses	3.77

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. I am paid fairly for the work I do.

Response	Mean IMP Score	Mean SAT Score	GAP
No Response	4.60	2.20	2.40
Faculty	4.72	2.80	1.91
Staff	4.73	2.45	2.28
Administration	4.88	2.53	2.35
All Responses	4.74	2.58	2.16

2. I have the information I need to do my job well.

Response	Mean IMP Score	Mean SAT Score	GAP
No Response	4.60	4.00	0.60
Faculty	4.74	3.75	0.99
Staff	4.65	3.33	1.32
Administration	4.71	3.35	1.35
All Responses	4.69	3.51	1.18

3. The work I do is valuable to the institution.

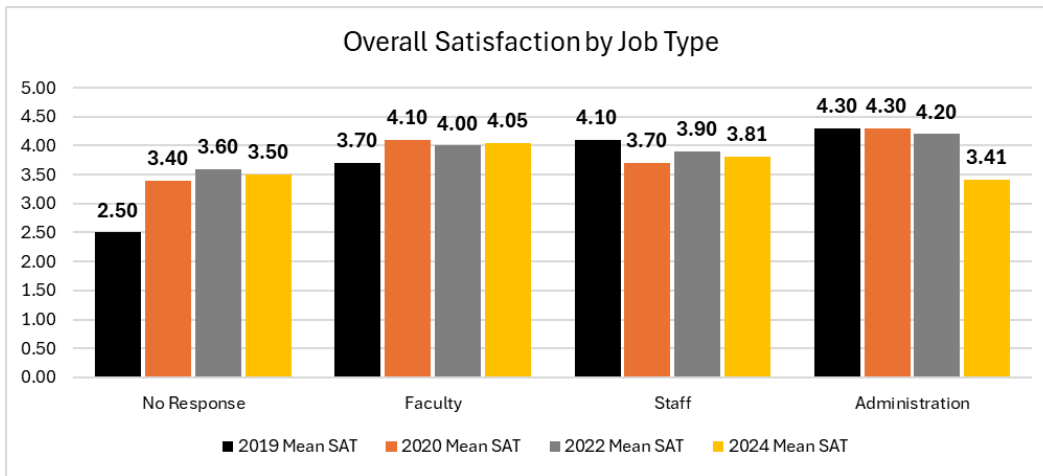
Response	Mean IMP Score	Mean SAT Score	GAP
No Response	4.75	4.00	0.75
Faculty	4.62	4.03	0.59
Staff	4.73	3.74	0.99
Administration	4.76	4.00	0.76
All Responses	4.69	3.89	0.80

4. The type of work I do on most days is personally rewarding.

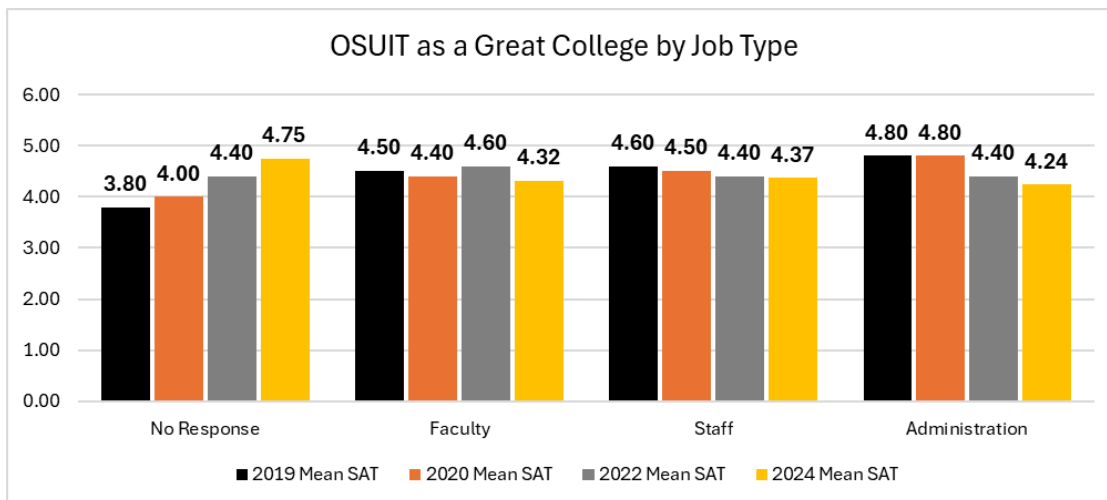
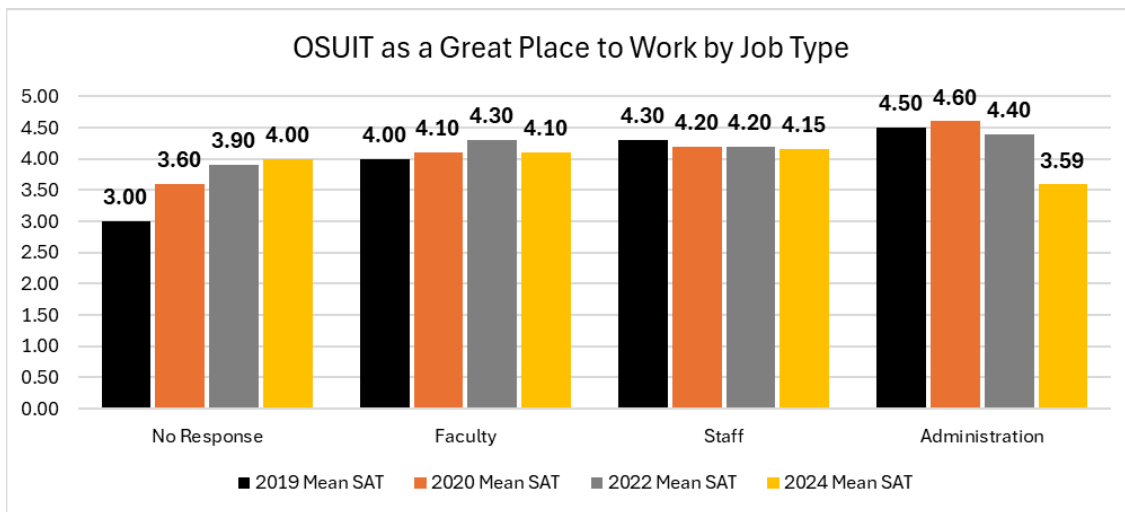
Response	Mean IMP Score	Mean SAT Score	GAP
No Response	4.80	4.60	0.20
Faculty	4.69	4.37	0.33
Staff	4.65	3.94	0.71
Administration	4.76	4.12	0.65
All Responses	4.69	4.15	0.54

Overall Satisfaction and Recommendations

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. 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." Sixty (60) employees commented on various topics including improving communication throughout the university, employee compensation, institutional policy, 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 53 responses followed by 32 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 improve employee morale, improve the quality of existing programs, improve communication between employees and leadership, improve employee compensation, increase enrollment and retention, update campus buildings and grounds, concerns about the institution lacking leadership and direction.

Section 4: Work Environment

Forty (40) 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." The most common themes were communication issues and leadership concerns, compensation and career development concerns, the work environment and employee morale, resource and support issues.

Conclusion

The 2024 College Employee Satisfaction Survey reveals a complex picture of OSUIT's institutional health. The data demonstrates several enduring strengths, particularly in areas directly related to student success and educational mission. Employees consistently report strong pride in their work, positive employee-student relationships, and personal job satisfaction. These core strengths have remained relatively stable across multiple survey administrations from 2016 to 2024, suggesting a resilient foundation of institutional commitment to student success.

However, the survey also identifies significant challenges that require strategic attention. Communication emerged as a primary concern, with employees reporting insufficient information flow between departments and from administration to faculty/staff. Compensation issues were consistently highlighted, with employees across all position types indicating their pay falls below market rates. Additionally, resource and staffing limitations were frequently cited as barriers to departmental effectiveness. When compared to peer institutions, OSUIT's satisfaction scores were lower on 80% of measured items, though importance ratings remained comparable. This gap between OSUIT and peer institutions suggests opportunities for targeted improvements.

The longitudinal analysis from 2016 to 2024 reveals some concerning trends, including a gradual decline in overall satisfaction and employee willingness to recommend OSUIT as a workplace. These trends vary by position type, with administrators generally reporting higher satisfaction than faculty and staff. The institution's priorities, as identified by employees, remain focused on enrollment growth, student retention, employee morale, and academic program quality. These findings suggest that while OSUIT maintains strong foundational elements, particularly in its educational mission, strategic initiatives addressing communication, compensation, and resource allocation could significantly improve institutional effectiveness and employee satisfaction.

Detailed results are found in the appendices.

Michelle Owens
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OSUIT Institutional Research

APPENDIX A:

Results of 2024 College Employee Satisfaction Survey: Main Report and Satisfaction Items Sorted by Importance

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 promotes excellent employee-student relationships	4.66	.61	120	3.75	1.04	123	0.91
This institution treats students as its top priority	4.64	.72	120	3.52	1.19	122	1.12
This institution is well-respected in the community	4.62	.67	112	3.55	1.16	115	1.07
Faculty take pride in their work	4.62	.79	112	3.74	1.10	117	0.88
The reputation of this institution continues to improve	4.59	.80	112	3.36	1.27	116	1.23
This institution does a good job of meeting the needs of students	4.58	.74	120	3.47	1.09	121	1.11
Administrators take pride in their work	4.54	.80	112	3.58	1.17	114	0.96
There is a spirit of teamwork and cooperation at this institution	4.53	.83	112	3.02	1.30	115	1.51
Staff take pride in their work	4.53	.83	112	3.60	1.11	115	0.93
Administrators share information regularly with faculty and staff	4.47	.92	113	2.80	1.34	116	1.67
The goals and objectives of this institution are consistent with its mission and values	4.46	.78	120	3.45	1.22	122	1.01
There is good communication between the faculty and the administration at this institution	4.45	.93	112	2.93	1.31	115	1.52
Efforts to improve quality are paying off at this institution	4.43	.87	111	3.13	1.26	113	1.30
There are effective lines of communication between departments	4.42	.95	113	2.57	1.28	115	1.85
This institution has written procedures that clearly define who is responsible for each operation and service	4.42	.86	112	2.75	1.39	114	1.67
The leadership of this institution has a clear sense of purpose	4.42	.99	119	2.88	1.39	122	1.54
This institution makes sufficient budgetary resources available to achieve important objectives	4.42	.96	113	3.00	1.32	112	1.42
This institution consistently follows clear processes for orienting and training new employees	4.41	.91	111	2.79	1.28	112	1.62
This institution makes sufficient staff resources available to achieve important objectives	4.39	.99	113	3.00	1.32	113	1.39
Most employees are generally supportive of the mission, purpose, and values of this institution	4.39	.83	120	3.49	1.20	123	0.90
There is good communication between staff and the administration at this institution	4.38	.94	111	2.82	1.27	114	1.56
This institution does a good job of meeting the needs of staff	4.38	1.01	113	2.90	1.22	115	1.48
The mission, purpose, and values of this institution are well understood by most employees	4.37	.80	120	3.33	1.30	123	1.04
This institution does a good job of meeting the needs of administrators	4.36	.86	113	3.53	1.14	112	0.83
This institution does a good job of meeting the needs of its faculty	4.34	1.04	120	3.19	1.29	122	1.15
This institution plans carefully	4.33	1.01	120	2.86	1.36	121	1.47
Employee suggestions are used to improve our institution	4.31	.91	112	2.68	1.35	114	1.63
This institution involves its employees in planning for the future	4.31	.95	119	2.74	1.35	122	1.57
This institution consistently follows clear processes for recognizing employee achievements	4.31	.95	112	2.89	1.34	114	1.42
This institution consistently follows clear processes for selecting new employees	4.28	.97	111	3.00	1.29	113	1.28

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 Count
Retain more of its current students to graduation	4.75	0.60	116
Improve employee morale	4.66	0.79	116
Increase the enrollment of new students	4.61	0.73	116
Improve the quality of existing academic programs	4.56	0.74	116
Improve the appearance of campus buildings and grounds	4.47	0.85	115
Improve the academic ability of entering student classes	4.33	0.77	115
Recruit students from new geographic markets	4.12	0.97	115
Develop new academic programs	4.05	0.99	116
Increase the diversity of racial and ethnic groups represented among the student body	3.88	1.14	116
Some other goal	3.36	1.40	81

Institutional Goals by Priority (Listed by Count, highest to lowest)

(Choose three goals that you believe should be this institution's top priorities) <u>First</u> priority goal:	Count	Percent
Improve employee morale	37	31.9%
Retain more of its current students to graduation	25	21.6%
Increase the enrollment of new students	22	19.0%
Improve the quality of existing academic programs	15	12.9%
Develop new academic programs	7	6.0%
Improve the academic ability of entering student classes	5	4.3%
Improve the appearance of campus buildings and grounds	3	2.6%
Increase the diversity of racial and ethnic groups represented among the student body	1	0.9%
Some other goal	1	0.9%
Recruit students from new geographic markets	0	0.0%
All responses	116	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	30	25.9%
Improve the quality of existing academic programs	23	19.8%
Retain more of its current students to graduation	22	19.0%
Improve the appearance of campus buildings and grounds	16	13.8%
Improve employee morale	14	12.1%
Develop new academic programs	5	4.3%
Increase the diversity of racial and ethnic groups represented among the student body	3	2.6%
Improve the academic ability of entering student classes	2	1.7%
Some other goal	1	0.9%
Recruit students from new geographic markets	0	0.0%
All responses	116	100.0%

(Choose three goals that you believe should be this institution's top priorities) <u>Third</u> priority goal:	Count	Percent
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Increase the enrollment of new students	24	21.1%
Retain more of its current students to graduation	23	20.2%
Improve employee morale	14	12.3%
Improve the quality of existing academic programs	12	10.5%
Develop new academic programs	10	8.8%
Improve the appearance of campus buildings and grounds	10	8.8%
Increase the diversity of racial and ethnic groups represented among the student body	7	6.1%
Improve the academic ability of entering student classes	6	5.3%
Recruit students from new geographic markets	5	4.4%
Some other goal	3	2.6%
All responses	114	100.0%

Total "votes" for each goal	First Priority	Second Priority	Third Priority	Total	Total Percent
Increase the enrollment of new students	37	30	24	91	79.8%
Retain more of its current students to graduation	25	23	23	71	62.3%
Improve the academic ability of entering student classes	22	22	6	50	43.9%
Recruit students from new geographic markets	15	16	5	36	31.6%
Increase the diversity of racial and ethnic groups represented among the student body	7	14	7	28	24.6%
Develop new academic programs	5	5	10	20	17.5%
Improve the quality of existing academic programs	3	3	12	18	15.8%
Improve employee morale	1	2	14	16	14.0%
Improve the appearance of campus buildings and grounds	1	1	10	13	11.4%
Some other goal	1	1	3	3	2.6%
All responses	116	116	114	346	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 Count
How involved are: Senior administrators (VP, Provost level or above)	3.77	0.84	111
How involved are: OSU-Stillwater	3.47	1.13	109
How involved are: Deans or chairs of academic units	3.37	0.93	110
How involved are: Deans or directors of administrative units	3.31	0.92	109
How involved are: Trustees	3.28	0.89	108
How involved are: Local government/Chamber of Commerce	2.88	0.83	108
How involved are: Industry Partners/Advisory Committee Members	2.87	0.87	108
How involved are: Alumni	2.56	0.98	109
How involved are: Faculty	2.55	1.01	110
How involved are: Staff	2.34	0.93	110
How involved are: Students	2.25	0.88	112

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
I am paid fairly for the work I do	4.74	.50	113	2.58	1.35	114	2.16
I have the information I need to do my job well	4.69	.52	113	3.51	1.18	113	1.18
The work I do is valuable to the institution	4.69	.48	111	3.89	1.19	111	0.80
The type of work I do on most days is personally rewarding	4.69	.52	113	4.15	.98	114	0.54
My department has the staff needed to do its job well	4.68	.52	112	2.92	1.34	113	1.76
The employee benefits available to me are valuable	4.63	.59	112	3.69	1.23	113	0.94
I am proud to work at this institution	4.63	.59	112	4.09	1.12	111	0.54
My supervisor pays attention to what I have to say	4.61	.66	112	3.91	1.29	113	0.70
My department has the budget needed to do its job well	4.58	.56	112	3.13	1.31	110	1.45
My job responsibilities are communicated clearly to me	4.58	.64	113	3.62	1.18	114	0.96
It is easy for me to get information at this institution	4.55	.73	113	3.11	1.27	114	1.44
I am empowered to resolve problems quickly	4.52	.66	113	3.34	1.29	113	1.18
The work I do is appreciated by my supervisor	4.45	.76	111	3.98	1.11	112	0.47
My supervisor helps me improve my job performance	4.44	.79	112	3.83	1.27	113	0.61
I have adequate opportunities for professional development	4.43	.72	112	3.55	1.19	113	0.88
I have adequate opportunities for training to improve my skills	4.42	.68	112	3.46	1.22	113	0.96
I learn about important campus events in a timely manner	4.41	.66	113	3.35	1.14	114	1.06
My department meets as a team to plan and coordinate work	4.36	.89	111	3.62	1.38	113	0.74
I am comfortable answering student questions about institutional policies and procedures	4.33	.88	113	3.61	1.10	114	0.72
My supervisor discusses my performance evaluation with me	4.33	.90	109	4.07	1.19	109	0.26
I have adequate opportunities for advancement	4.32	.80	112	2.97	1.38	112	1.35
My supervisor evaluates my performance formally on a yearly basis	4.24	.98	109	4.15	1.09	108	0.09
My department or work unit has written, up-to-date objectives	4.20	.91	110	3.45	1.26	112	0.75

Overall satisfaction	Mean	Standard Deviation	Valid Count
Rate your overall satisfaction with your employment here so far:	3.82	1.02	114

Section 5: Demographics

How long have you worked at this institution?	Count	Percent
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Less than 1 year	17	14.9%
1 to 5 years	36	31.6%
6 to 10 years	33	28.9%
11 to 20 years	22	19.3%
More than 20 years	6	5.3%
All responses	114	100.0%

<i>Is your position:</i>	Count	Percent
Faculty	41	37.3%
Staff	52	47.3%
Administrator (Director-level or above)	17	15.5%
All responses	110	100.0%

<i>Is your position:</i>	Count	Percent
Full-time	104	92.9%
Part-time	8	7.1%
All responses	112	100.0%

<i>I would recommend OSUIT to my family and friends as a great place to work:</i>	Count	Percent
Strongly agree	47	41.2%
Somewhat agree	42	36.8%
Neither agree nor disagree	12	10.5%
Somewhat disagree	9	7.9%
Strongly disagree	4	3.5%
All responses	114	100.0%

<i>I would recommend OSUIT to my family and friends as a great college:</i>	Count	Percent
Strongly Agree	65	57.0%
Somewhat Agree	33	28.9%
Neither agree nor disagree	9	7.9%
Somewhat Disagree	4	3.5%
Strongly Disagree	3	2.6%
All responses	114	100.0%

APPENDIX B:
2024 OSUIT Results vs. Comparison Group

Section 1: Campus Culture and Policies (Sorted by Mean Satisfaction Gap between OSUIT and the Comparison Group, largest to smallest)

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	4.66	3.75	0.91	4.55	3.81	0.74	NS	NS
This institution does a good job of meeting the needs of its faculty	4.34	3.19	1.15	4.40	3.27	1.13	NS	NS
The reputation of this institution continues to improve	4.59	3.36	1.23	4.52	3.47	1.05	NS	NS
This institution is well-respected in the community	4.62	3.55	1.07	4.57	3.66	0.91	NS	NS
Faculty take pride in their work	4.62	3.74	0.88	4.58	3.90	0.68	NS	NS
This institution does a good job of meeting the needs of administrators	4.36	3.53	0.83	4.26	3.70	0.56	NS	NS
Most employees are generally supportive of the mission, purpose, and values of this institution	4.39	3.49	0.90	4.38	3.69	0.69	NS	*
This institution makes sufficient staff resources available to achieve important objectives	4.39	3.00	1.39	4.39	3.24	1.15	NS	*
The mission, purpose, and values of this institution are well understood by most employees	4.38	3.33	1.05	4.33	3.58	0.75	NS	**
This institution does a good job of meeting the needs of staff	4.38	2.90	1.48	4.46	3.15	1.31	NS	*
The goals and objectives of this institution are consistent with its mission and values	4.46	3.45	1.01	4.43	3.71	0.72	NS	**
This institution consistently follows clear processes for selecting new employees	4.28	3.00	1.28	4.37	3.26	1.11	NS	*
There is a spirit of teamwork and cooperation at this institution	4.53	3.02	1.51	4.49	3.29	1.20	NS	*
This institution does a good job of meeting the needs of students	4.58	3.47	1.11	4.63	3.74	0.89	NS	**
Staff take pride in their work	4.53	3.60	0.93	4.58	3.87	0.71	NS	**
There is good communication between the faculty and the administration at this institution	4.45	2.93	1.52	4.41	3.21	1.20	NS	*
This institution treats students as its top priority	4.64	3.52	1.12	4.66	3.80	0.86	NS	**
This institution consistently follows clear processes for recognizing employee achievements	4.31	2.89	1.42	4.27	3.18	1.09	NS	*
Administrators take pride in their work	4.54	3.58	0.96	4.55	3.88	0.67	NS	**
This institution makes sufficient budgetary resources available to achieve important objectives	4.42	3.00	1.42	4.44	3.30	1.14	NS	**
There is good communication between staff and the administration at this institution	4.38	2.82	1.56	4.41	3.12	1.29	NS	**
Employee suggestions are used to improve our institution	4.31	2.68	1.63	4.34	2.99	1.35	NS	**

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 consistently follows clear processes for orienting and training new employees	4.41	2.79	1.62	4.42	3.12	1.30	NS	**
Efforts to improve quality are paying off at this institution	4.43	3.13	1.30	4.45	3.47	0.98	NS	**
There are effective lines of communication between departments	4.42	2.57	1.85	4.46	2.92	1.54	NS	**
This institution involves its employees in planning for the future	4.31	2.74	1.57	4.37	3.10	1.27	NS	**
This institution plans carefully	4.32	2.86	1.46	4.42	3.28	1.14	NS	***
Administrators share information regularly with faculty and staff	4.47	2.80	1.67	4.46	3.23	1.23	NS	***
This institution has written procedures that clearly define who is responsible for each operation and service	4.42	2.75	1.67	4.34	3.22	1.12	NS	***
The leadership of this institution has a clear sense of purpose	4.42	2.88	1.54	4.52	3.45	1.07	NS	***

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

Section 2: Institutional Goals (Sorted by the Mean Importance Difference between OSUIT and the Comparison Group, largest to smallest)

Rate: Importance (1 = "Not important at all" / 5 = "Very important")	OSUIT Mean Importance	Comparison group Mean Importance	Significant difference
Improve the appearance of campus buildings and grounds	4.47	3.92	***
Recruit students from new geographic markets	4.12	3.96	NS
Develop new academic programs	4.05	4.00	NS
Improve employee morale	4.66	4.64	NS
Retain more of its current students to graduation	4.75	4.74	NS
Improve the quality of existing academic programs	4.56	4.55	NS
Increase the enrollment of new students	4.61	4.61	NS
Improve the academic ability of entering student classes	4.33	4.38	NS
Increase the diversity of racial and ethnic groups represented among the student body	3.88	3.97	NS

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

Institutional Goals by Priority (Listed by OSUIT Count, highest to lowest)

(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
Improve employee morale	37	32.2%	485	18.9%
Retain more of its current students to graduation	25	21.7%	617	24.1%
Increase the enrollment of new students	22	19.1%	842	32.8%
Improve the quality of existing academic programs	15	13.0%	302	11.8%
Develop new academic programs	7	6.1%	109	4.2%
Improve the academic ability of entering student classes	5	4.3%	117	4.6%
Improve the appearance of campus buildings and grounds	3	2.6%	25	1.0%
Increase the diversity of racial and ethnic groups represented among the student body	1	0.9%	38	1.5%
Recruit students from new geographic markets	0	0.0%	30	1.2%
All responses	115	100.0%	2,565	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	30	26.1%	596	23.4%
Improve the quality of existing academic programs	23	20.0%	367	14.4%
Retain more of its current students to graduation	22	19.1%	749	29.4%
Improve the appearance of campus buildings and grounds	16	13.9%	64	2.5%
Improve employee morale	14	12.2%	328	12.9%
Develop new academic programs	5	4.3%	163	6.4%
Increase the diversity of racial and ethnic groups represented among the student body	3	2.6%	72	2.8%
Improve the academic ability of entering student classes	2	1.7%	154	6.1%
Recruit students from new geographic markets	0	0.0%	51	2.0%
All responses	115	100.0%	2,544	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	24	21.6%	382	15.3%
Retain more of its current students to graduation	23	20.7%	411	16.5%
Improve employee morale	14	12.6%	442	17.7%
Improve the quality of existing academic programs	12	10.8%	411	16.5%
Develop new academic programs	10	9.0%	271	10.9%
Improve the appearance of campus buildings and grounds	10	9.0%	112	4.5%
Increase the diversity of racial and ethnic groups represented among the student body	7	6.3%	122	4.9%
Improve the academic ability of entering student classes	6	5.4%	232	9.3%
Recruit students from new geographic markets	5	4.5%	109	4.4%
All responses	111	100.0%	2,492	100.0%

Total "votes" for each goal	OSUIT Total	OSUIT Percent	Comparison group Total	Comparison group Percent
Increase the enrollment of new students	76	22.3%	1,820	23.9%
Retain more of its current students to graduation	70	20.5%	1,777	23.4%
Improve employee morale	65	19.1%	1,255	16.5%
Improve the quality of existing academic programs	50	14.7%	1,080	14.2%
Improve the appearance of campus buildings and grounds	29	8.5%	201	2.6%
Develop new academic programs	22	6.5%	543	7.1%
Improve the academic ability of entering student classes	13	3.8%	503	6.6%
Increase the diversity of racial and ethnic groups represented among the student body	11	3.2%	232	3.1%
Recruit students from new geographic markets	5	1.5%	190	2.5%
All responses	341	100.0%	7,601	100.0%

Section 3: Involvement in Planning and Decision-making (Sorted by the Mean Involvement Difference between OSUIT and the Comparison Group, largest to smallest)

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: Deans or chairs of academic units	3.37	3.17	**
How involved are: Deans or directors of administrative units	3.31	3.26	NS
How involved are: Senior administrators (VP, Provost level or above)	3.77	3.72	NS
How involved are: Staff	2.34	2.33	NS
How involved are: Alumni	2.56	2.59	NS
How involved are: Faculty	2.55	2.67	NS
How involved are: Trustees	3.28	3.42	NS
How involved are: Students	2.25	2.40	NS

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

Section 4: Work Environment (Sorted by Mean Satisfaction Gap between OSUIT and the Comparison Group, largest to smallest)

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
The type of work I do on most days is personally rewarding	4.69	4.15	0.54	4.57	4.08	0.49	*	NS
I am comfortable answering student questions about institutional policies and procedures	4.33	3.61	0.72	4.25	3.59	0.66	NS	NS
I have adequate opportunities for professional development	4.43	3.55	0.88	4.38	3.56	0.82	NS	NS
I am proud to work at this institution	4.63	4.09	0.54	4.57	4.13	0.44	NS	NS
The work I do is valuable to the institution	4.69	3.89	0.80	4.57	3.94	0.63	*	NS
I have adequate opportunities for training to improve my skills	4.42	3.46	0.96	4.43	3.51	0.92	NS	NS
My department has the budget needed to do its job well	4.58	3.13	1.45	4.54	3.26	1.28	NS	NS
The work I do is appreciated by my supervisor	4.45	3.98	0.47	4.52	4.12	0.40	NS	NS
I learn about important campus events in a timely manner	4.41	3.35	1.06	4.16	3.50	0.66	**	NS
The employee benefits available to me are valuable	4.62	3.69	0.93	4.61	3.85	0.76	NS	NS
I have adequate opportunities for advancement	4.32	2.97	1.35	4.32	3.14	1.18	NS	NS
I am empowered to resolve problems quickly	4.52	3.34	1.18	4.41	3.54	0.87	NS	NS
My department has the staff needed to do its job well	4.68	2.92	1.76	4.60	3.12	1.48	NS	NS
It is easy for me to get information at this institution	4.55	3.11	1.44	4.48	3.31	1.17	NS	NS
My supervisor helps me improve my job performance	4.44	3.83	0.61	4.53	4.03	0.50	NS	NS
My job responsibilities are communicated clearly to me	4.58	3.62	0.96	4.59	3.84	0.75	NS	*
My supervisor pays attention to what I have to say	4.61	3.91	0.70	4.64	4.13	0.51	NS	*
My department meets as a team to plan and coordinate work	4.36	3.62	0.74	4.40	3.85	0.55	NS	*
I have the information I need to do my job well	4.69	3.51	1.18	4.62	3.78	0.84	NS	**
I am paid fairly for the work I do	4.74	2.58	2.16	4.62	2.86	1.76	*	*
My department or work unit has written, up-to-date objectives	4.20	3.45	0.75	4.32	3.74	0.58	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:	3.82	3.87	NS

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

Section 5: Demographics

How long have you worked at this institution?	OSUIT Count	OSUIT Percent	Comparison group Count	Comparison group Percent
Less than 1 year	17	14.9%	306	11.8%

<i>How long have you worked at this institution?</i>	OSUIT Count	OSUIT Percent	Comparison group Count	Comparison group Percent
1 to 5 years	36	31.6%	782	30.2%
6 to 10 years	33	28.9%	570	22.0%
11 to 20 years	22	19.3%	552	21.3%
More than 20 years	6	5.3%	376	14.5%
All responses	114	100.0%	2,586	100.0%

<i>Is your position:</i>	OSUIT Count	OSUIT Percent	Comparison group Count	Comparison group Percent
Faculty	41	37.3%	601	34.0%
Staff	52	47.3%	992	56.1%
Administrator (Director, Dean, VP's and above)	17	15.5%	176	9.9%
All responses	110	100.0%	1,769	100.0%

<i>Is your position:</i>	OSUIT Count	OSUIT Percent	Comparison group Count	Comparison group Percent
Full-time	104	92.9%	2,336	91.0%
Part-time	8	7.1%	232	9.0%
All responses	112	100.0%	2,568	100.0%

OSUIT Comparison Group for Benchmarking

Comparison Group List	Location	Type	Enrollment
Daytona State College	Daytona Beach, Florida	4-year, primarily associate's, Public	11,584 (all undergraduate)
Gulf Coast State College	Panama City, Florida	4-year, primarily associate's, Public	4,694 (all undergraduate)
Midland College	Midland, Texas	4-year, primarily associate's, Public	5,404 (all undergraduate)
Navajo Technical University	Crownpoint, New Mexico	4-year, primarily associate's, Public	1,354 (1,330 undergraduate)
State College of Florida	Bradenton, Florida	4-year, primarily associate's, Public	8,588 (all undergraduate)
Vincennes University	Vincennes, Indiana	4-year, primarily associate's, Public	16,773 (all undergraduate)
West Virginia University - Parkersburg	Parkersburg, West Virginia	4-year, primarily associate's, Public	2,288 (all 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 Historical Trend Analysis

Section 1: Campus Culture and Policies (Sorted by the 2024 Gap, largest to smallest)

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")

Items	2016 Mean IMP	2016 Mean SAT	2016 GAP	2019 Mean IMP	2019 Mean SAT	2019 GAP	2020 Mean IMP	2020 Mean SAT	2020 Gap	2022 Mean IMP	2022 Mean SAT	2022 Gap	2024 Mean IMP	2024 Mean SAT	2024 Gap
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	4.4	2.6	1.9
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	4.5	2.8	1.7
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	4.4	2.8	1.7
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	4.3	2.7	1.6
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	4.4	2.8	1.6
This institution involves its employees in planning for the future	4.3	3	1.2	4.4	2.8	1.6	4.4	2.9	1.5	4.2	2.8	1.4	4.3	2.7	1.6
There is good communication between staff and the administration at this institution	4.4	2.9	1.5	4.5	3	1.5	4.5	3.1	1.3	4.3	3	1.3	4.4	2.8	1.6
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	4.4	2.9	1.5
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	1.5	4.4	3.1	1.3	4.5	2.9	1.5
There is a spirit of teamwork and cooperation at this institution	4.5	2.9	1.5	4.5	3	1.5	4.5	3.1	1.4	4.4	3	1.4	4.5	3.0	1.5
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	4.4	2.9	1.5
This institution plans carefully	4.4	3.1	1.3	4.5	3	1.4	4.4	3.1	1.3	4.3	3.1	1.3	4.3	2.9	1.5
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	4.4	3.0	1.4
This institution consistently follows clear processes for recognizing employee achievements	4.2	3	1.2	4.2	3.2	1	4.3	3.2	1.2	4.2	3	1.1	4.3	2.9	1.4

Items	2016 Mean IMP	2016 Mean SAT	2016 GAP	2019 Mean IMP	2019 Mean SAT	2019 GAP	2020 Mean IMP	2020 Mean SAT	2020 Gap	2022 Mean IMP	2022 Mean SAT	2022 Gap	2024 Mean IMP	2024 Mean SAT	2024 Gap
This institution makes sufficient staff resources available to achieve important objectives	4.3	3	1.3	4.3	3.2	1.1	4.4	3.3	1.1	4.3	3.2	1.2	4.4	3.0	1.4
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	4.4	3.1	1.3
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	1.3	4.2	3.2	1	4.3	3.0	1.3
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	4.6	3.4	1.2
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	4.3	3.2	1.2
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	4.6	3.5	1.1
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	4.6	3.5	1.1
This institution is well-respected in the community	4.6	3.5	1.1	4.6	3.6	1	4.5	3.6	0.9	4.5	3.7	0.8	4.6	3.6	1.1
The mission, purpose, and values of this institution are well understood by most employees	4.4	3.4	1	4.5	3.5	1	4.3	3.6	0.8	4.3	3.4	0.8	4.4	3.3	1.0
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	4.4	3.7	0.8	4.3	3.6	0.7	4.5	3.5	1.0
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	4.5	3.6	1.0
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	4.5	3.6	.9
This institution promotes excellent employee-student relationships	4.6	3.6	1	4.6	3.7	0.9	4.6	3.9	0.7	4.5	3.7	0.8	4.7	3.8	.9
Most employees are generally supportive of the mission, purpose, and values of this institution	4.4	3.4	1	4.5	3.6	0.9	4.4	3.6	0.8	4.3	3.6	0.7	4.4	3.5	.9
Faculty take pride in their work	4.6	3.8	0.8	4.6	3.9	0.7	4.6	4	0.7	4.6	3.7	0.9	4.6	3.7	.9
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	4.4	3.5	.8

Section 2: Institutional Goals (Sorted by the 2024 Mean Importance Difference, largest to smallest)

Rate: Importance (1 = "Not important at all / 5 = "Very important")

Items	2016 Mean	2016 Valid Count	2019 Mean	2019 Valid Count	2020 Mean	2020 Valid Count	2022 Mean	2022 Valid Count	2024 Mean	2024 Valid Count
Retain more of its current students to graduation	4.7	236	4.8	188	4.8	161	4.8	141	4.8	116
Improve employee morale	4.7	236	4.8	187	4.8	160	4.6	142	4.7	116
Increase the enrollment of new students	4.7	236	4.8	188	4.8	161	4.7	142	4.6	116
Improve the quality of existing academic programs	4.6	236	4.7	187	4.6	160	4.6	142	4.6	116
Improve the appearance of campus buildings and grounds	4.3	234	4.4	188	4.3	161	4.3	142	4.5	115
Improve the academic ability of entering student classes	4.4	236	4.4	187	4.3	161	4.3	140	4.3	115
Recruit students from new geographic markets	3.9	236	4.2	188	4.2	161	4.1	142	4.1	115
Develop new academic programs	3.8	236	3.9	188	3.9	161	3.8	142	4.1	116
Increase the diversity of racial and ethnic groups represented among the student body	3.7	236	4	187	3.9	159	3.9	142	3.9	116
Some other goal	3.7	175	3.7	135	3.4	111	3.3	98	3.4	81

Institutional Goals by Priority (Sorted by 2024 Count, highest to lowest)

(Choose three goals that you believe should be this institution's top priorities) First priority goal:

Items	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent	2024 Count	2024 Percent
Improve employee morale	35	15.10%	45	23.80%	20	12.40%	16	11.30%	37	31.9%
Retain more of its current students to graduation	59	25.40%	41	21.70%	32	19.90%	41	28.90%	25	21.6%
Increase the enrollment of new students	68	29.30%	52	27.50%	59	36.60%	28	19.70%	22	19.0%
Improve the quality of existing academic programs	34	14.70%	30	15.90%	28	17.40%	33	23.20%	15	12.9%
Develop new academic programs	9	3.90%	5	2.60%	5	3.10%	7	4.90%	7	6.0%
Improve the academic ability of entering student classes	9	3.90%	5	2.60%	5	3.10%	5	3.50%	5	4.3%
Improve the appearance of campus buildings and grounds	9	3.90%	7	3.70%	3	1.90%	7	4.90%	3	2.6%
Increase the diversity of racial and ethnic groups represented among the student body	4	1.70%	2	1.10%	5	3.10%	2	1.40%	1	0.9%
Some other goal	1	0.40%	1	0.50%	0	0.00%	1	0.70%	1	0.9%
Recruit students from new geographic markets	4	1.70%	1	0.50%	4	2.50%	2	1.40%	0	0.0%
All responses	232	100.00%	189	100.00%	161	100.00%	142	100.00%	116	100.0%

(Choose three goals that you believe should be this institution's top priorities) Second priority goal:

Items	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent	2024 Count	2024 Percent
Increase the enrollment of new students	56	24.10%	55	29.10%	37	23.00%	44	31.20%	30	25.86%
Improve the quality of existing academic programs	36	15.50%	26	13.80%	16	9.90%	23	16.30%	23	19.83%
Retain more of its current students to graduation	66	28.40%	54	28.60%	51	31.70%	35	24.80%	22	18.97%
Improve the appearance of campus buildings and grounds	11	4.70%	9	4.80%	11	6.80%	4	2.80%	16	13.79%
Improve employee morale	30	12.90%	17	9.00%	20	12.40%	17	12.10%	14	12.07%
Develop new academic programs	13	5.60%	6	3.20%	12	7.50%	7	5.00%	5	4.31%
Increase the diversity of racial and ethnic groups represented among the student body	4	1.70%	8	4.20%	2	1.20%	4	2.80%	3	2.59%
Improve the academic ability of entering student classes	11	4.70%	7	3.70%	8	5.00%	3	2.10%	2	1.72%
Some other goal	3	1.30%	1	0.50%	1	0.60%	1	0.70%	1	0.86%
Recruit students from new geographic markets	2	0.90%	6	3.20%	3	1.90%	3	2.10%	0	0.00%
All responses	232	100.00%	189	100.00%	161	100.00%	141	100.00%	116	1

(Choose three goals that you believe should be this institution's top priorities) Third priority goal:

Items	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent	2024 Count	2024 Percent
Increase the enrollment of new students	38	16.50%	35	18.60%	25	15.70%	27	19.10%	24	21.05%
Retain more of its current students to graduation	26	11.30%	32	17.00%	20	12.60%	23	16.30%	23	20.18%
Improve employee morale	45	19.50%	32	17.00%	29	18.20%	18	12.80%	14	12.28%
Improve the quality of existing academic programs	36	15.60%	32	17.00%	28	17.60%	22	15.60%	12	10.53%
Develop new academic programs	19	8.20%	12	6.40%	9	5.70%	7	5.00%	10	8.77%
Improve the appearance of campus buildings and grounds	22	9.50%	17	9.00%	11	6.90%	15	10.60%	10	8.77%
Increase the diversity of racial and ethnic groups represented among the student body	12	5.20%	6	3.20%	12	7.50%	7	5.00%	7	6.14%
Improve the academic ability of entering student classes	18	7.80%	13	6.90%	11	6.90%	11	7.80%	6	5.26%
Recruit students from new geographic markets	14	6.10%	7	3.70%	12	7.50%	8	5.70%	5	4.39%
Some other goal	1	0.40%	2	1.10%	2	1.30%	3	2.10%	3	2.63%
All responses	231	100.00%	188	100.00%	159	100.00%	141	100.00%	114	100.00%

Total “votes” for each Priority Goal

Items	2016 1st	2016 2nd	2016 3rd	2016 Total %	2019 1st	2019 2nd	2019 3rd	2019 Total %	2020 1st	2020 2nd	2020 3rd	2020 Total %	2022 1st	2022 2nd	2022 3rd	2022 Total%	2024 1st	2024 2nd	2024 3rd	2024 Total%
Increase the enrollment of new students	68	56	38	23.30%	52	55	35	25.10%	59	37	25	25.20%	28	44	27	23.30%	22	30	24	21.97%
Retain more of its current students to graduation	59	66	26	21.70%	41	54	32	22.40%	32	51	20	21.40%	41	35	23	23.30%	25	22	23	20.23%
Improve employee morale	35	30	45	15.80%	45	17	32	16.60%	20	20	29	14.30%	16	17	18	12.00%	37	14	14	18.79%
Improve the quality of existing academic programs	34	36	36	15.30%	30	26	32	15.50%	28	16	28	15.00%	33	23	22	18.40%	15	23	12	14.45%
Improve the appearance of campus buildings and grounds	9	11	22	6.00%	7	9	17	5.80%	3	11	11	5.20%	7	4	15	6.10%	3	16	10	8.38%
Develop new academic programs	9	13	19	5.90%	5	6	12	4.10%	5	12	9	5.40%	7	7	7	5.00%	7	5	10	6.36%
Improve the academic ability of entering student classes	9	11	18	5.50%	5	7	13	4.40%	5	8	11	5.00%	5	3	11	4.50%	5	2	6	3.76%
Increase the diversity of racial and ethnic groups represented among the student body	4	4	12	2.90%	2	8	6	2.80%	5	2	12	4.00%	2	4	7	3.10%	1	3	7	3.18%
Recruit students from new geographic markets	4	2	14	2.90%	1	6	7	2.50%	4	3	12	4.00%	2	3	8	3.10%	0	0	5	1.45%
Some other goal	1	3	1	0.70%	1	1	2	0.70%	0	1	2	0.60%	1	1	3	1.20%	1	1	3	1.45%
All responses	232	232	231	100.00%	189	189	188	100.00%	161	161	159	100.00%	142	141	141	100.00%	116	116	114	100.00%

Section 3: Involvement in Planning and Decision-making (Sorted by 2024 Mean Involvement, largest to smallest)

Rate: Involvement (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")

Items	2016 Mean	2016 Valid Count	2016 Mean	2019 Valid Count	2020 Mean	2020 Valid Count	2022 Mean	2022 Valid Count	2024 Mean	2024 Valid Count
How involved are: Senior administrators (VP, Provost level or above)	3.7	226	3.8	187	3.9	158	3.7	137	3.77	111
How involved are: OSU-Stillwater	3.4	226	3.3	184	3.4	158	3.5	136	3.47	109
How involved are: Deans or chairs of academic units	3.2	226	2.9	185	3.2	156	3.3	136	3.37	110
How involved are: Deans or directors of administrative units	3.3	225	3	186	3.3	156	3.2	135	3.31	109
How involved are: Trustees	3.3	219	3.2	181	3.3	155	3.3	135	3.28	108
How involved are: Local government/Chamber of Commerce	3	222	3	178	3.1	155	3.1	135	2.88	108
How involved are: Industry Partners/Advisory Committee Members	2.8	225	2.8	181	2.8	158	2.8	136	2.87	108
How involved are: Alumni	2.4	225	2.5	178	2.5	156	2.5	135	2.56	109
How involved are: Faculty	2.5	229	2.3	183	2.4	159	2.5	138	2.55	110
How involved are: Staff	2.3	228	2.1	181	2.3	157	2.2	137	2.34	110
How involved are: Students	2.3	227	2.3	186	2.2	158	2.3	137	2.25	112

Section 4: Work Environment (Sorted by 2024 Mean Importance and Satisfaction Gap, largest to smallest)

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")

Items	2016 Mean IMP	2016 Mean SAT	2016 Gap	2019 Mean IMP	2019 Mean SAT	2019 Gap	2020 Mean IMP	2020 Mean SAT	2020 Gap	2022 Mean IMP	2022 Mean SAT	2022 Gap	2024 Mean IMP	2024 Mean SAT	2024 Gap
I am paid fairly for the work I do	4.6	3	1.6	4.6	3.1	1.5	4.6	3.1	1.6	4.5	3.1	1.4	4.7	2.6	2.2
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	4.7	2.9	1.8
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	4.6	3.1	1.5
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	4.6	3.1	1.4
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	4.3	3.0	1.4
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	4.7	3.5	1.2
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	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	4.4	3.4	1.1
My job responsibilities are communicated clearly to me	4.6	3.8	0.8	4.6	4	0.6	4.5	3.7	0.8	4.5	3.7	0.8	4.6	3.6	1.0
I have adequate opportunities for training to improve my skills	4.4	3.4	1	4.4	3.8	0.7	4.5	3.8	0.7	4.4	3.6	0.8	4.4	3.5	1.0

Items	2016 Mean IMP	2016 Mean SAT	2016 Gap	2019 Mean IMP	2019 Mean SAT	2019 Gap	2020 Mean IMP	2020 Mean SAT	2020 Gap	2022 Mean IMP	2022 Mean SAT	2022 Gap	2024 Mean IMP	2024 Mean SAT	2024 Gap
The employee benefits available to me are valuable	4.7	4	0.7	4.7	4.2	0.5	4.6	4	0.6	4.6	4.1	0.5	4.6	3.7	0.9
I have adequate opportunities for professional development	4.4	3.4	1	4.4	3.8	0.6	4.4	3.8	0.6	4.3	3.7	0.7	4.4	3.6	0.9
The work I do is valuable to the institution	4.6	4	0.5	4.6	4	0.6	4.6	4	0.6	4.6	3.8	0.7	4.7	3.9	0.8
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	4.2	3.5	0.8
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	0.5	4.3	3.7	0.6	4.4	3.6	0.7
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	4.3	3.6	0.7
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	0.5	4.6	3.9	0.7
My supervisor helps me improve my job performance	4.5	3.8	0.7	4.6	4.1	0.5	4.5	4	0.6	4.4	3.9	0.5	4.4	3.8	0.6
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	4.7	4.2	0.5
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	4.6	4.1	0.5
The work I do is appreciated by my supervisor	4.5	4	0.6	4.5	4.2	0.4	4.5	4	0.5	4.4	4	0.4	4.5	4.0	0.5
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	4.3	4.1	0.3
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	4.2	4.2	0.1

Overall Satisfaction	2016 Mean	2016 Valid Count	2019 Mean	2019 Valid Count	2020 Mean	2020 Valid Count	2022 Mean	2022 Valid Count	2024 Mean	2024 Valid Count
Rate your overall satisfaction with your employment here so far:	3.9	227	3.9	186	3.9	158	3.9	136	3.8	114

Section 5: Demographics

How long have you worked at this institution?	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent	2024 Count	2024 Percent
Less than 1 year	22	9.8%	21	11.9%	21	13.4%	9	6.7%	17	14.91%
1 to 5 years	98	43.8%	59	33.3%	54	34.4%	49	36.6%	36	31.58%
6 to 10 years	39	17.4%	46	26.0%	43	27.4%	43	32.1%	33	28.95%
11 to 20 years	44	19.6%	35	19.8%	28	17.8%	23	17.2%	22	19.30%
More than 20 years	21	9.4%	16	9.0%	11	7.0%	10	7.5%	6	5.26%
All responses	224	100.0%	177	100.0%	157	100.0%	134	100.0%	114	100.00%

<i>Is your position:</i>	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent	2024 Count	2024 Percent
Faculty	85	38.5%	65	36.9%	65	42.8%	56	43.4%	41	37.3%
Staff	116	52.5%	91	51.7%	66	43.4%	54	41.9%	52	47.3%
Administrator (Director-level or above)	20	9.0%	20	11.4%	21	13.8%	19	14.7%	17	15.5%
All responses	221	100.0%	176	100.0%	152	100.0%	129	100.0%	110	100.0%

<i>Is your position:</i>	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent	2024 Count	2024 Percent
Full-time	223	98.7%	178	98.9%	156	100.0%	132	99.2%	104	92.9%
Part-time	3	1.3%	2	1.1%	0	0.0%	1	0.8%	8	7.1%
All responses	226	100.0%	180	100.0%	156	100.0%	133	100.0%	112	100.0%

I would recommend OSUIT to my family and friends as a great place to work:

Items	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent	2024 Count	2024 Percent
Strongly agree	102	45.1%	75	40.8%	72	45.3%	64	46.4%	47	41.2%
Somewhat agree	80	35.4%	77	41.8%	60	37.7%	49	35.5%	42	36.8%
Neither agree nor disagree	19	8.4%	17	9.2%	15	9.4%	15	10.9%	12	10.5%
Somewhat disagree	15	6.6%	11	6.0%	7	4.4%	7	5.1%	9	7.9%
Strongly disagree	10	4.4%	4	2.2%	5	3.1%	3	2.2%	4	3.5%
All responses	226	100.0%	184	100.0%	159	100.0%	138	100.0%	114	100.0%

I would recommend OSUIT to my family and friends as a great college:

<i>Items</i>	2016 Count	2016 Percent	2019 Count	2019 Percent	2020 Count	2020 Percent	2022 Count	2022 Percent	2024 Count	2024 Percent
Strongly agree	150	65.8%	115	62.2%	100	62.9%	85	61.6%	65	57.0%
Somewhat agree	56	24.6%	55	29.7%	44	27.7%	41	29.7%	33	28.9%
Neither agree nor disagree	15	6.6%	9	4.9%	11	6.9%	7	5.1%	9	7.9%
Somewhat disagree	2	0.9%	6	3.2%	3	1.9%	3	2.2%	4	3.5%
Strongly disagree	5	2.2%	0	0.0%	1	0.6%	2	1.4%	3	2.6%
All responses	228	100.0%	185	100.0%	159	100.0%	138	100.0%	114	100.0%

APPENDIX D:

CESS Main Report, Disaggregated by Job Type

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")

	No Response					Faculty					Staff					Administrator				
Items	IMP Mean	IMP Count	SAT Mean	SAT Count	GAP	IMP Mean	IMP Count	SAT Mean	SAT Count	GAP	IMP Mean	IMP Count	SAT Mean	SAT Count	GAP	IMP Mean	IMP Count	SAT Mean	SAT Count	GAP
This institution promotes excellent employee-student relationships	4.60	15	4.06	16	0.54	4.59	37	3.97	39	0.62	4.75	51	3.63	51	1.12	4.59	17	3.29	17	1.29
This institution treats students as its top priority	4.47	15	3.88	16	0.59	4.54	37	3.82	39	0.72	4.71	51	3.38	50	1.33	4.82	17	2.94	17	1.88
This institution does a good job of meeting the needs of students	4.47	15	4.00	15	0.47	4.51	37	3.69	39	0.82	4.59	51	3.24	50	1.35	4.76	17	3.18	17	1.59
The mission, purpose, and values of this institution are well understood by most employees	4.27	15	3.75	16	0.52	4.43	37	3.87	39	0.56	4.35	51	3.00	51	1.35	4.41	17	2.71	17	1.71
Most employees are generally supportive of the mission, purpose, and values of this institution	4.33	15	3.81	16	0.52	4.49	37	3.92	39	0.56	4.33	51	3.16	51	1.18	4.41	17	3.18	17	1.24
The goals and objectives of this institution are consistent with its mission and values	4.53	15	3.87	15	0.67	4.51	37	3.82	39	0.69	4.33	51	3.25	51	1.08	4.65	17	2.82	17	1.82
This institution involves its employees in planning for the future	4.07	14	3.13	15	0.94	4.35	37	3.15	39	1.20	4.27	51	2.53	51	1.75	4.53	17	2.06	17	2.47
This institution plans carefully	3.93	15	2.87	15	1.07	4.51	37	3.39	38	1.12	4.24	51	2.69	51	1.55	4.53	17	2.18	17	2.35
The leadership of this	4.07	15	3.13	15	0.93	4.47	36	3.38	39	1.09	4.43	51	2.69	51	1.75	4.59	17	2.06	17	2.53

institution has a clear sense of purpose																				
This institution does a good job of meeting the needs of its faculty	4.13	15	3.60	15	0.53	4.38	37	3.18	39	1.20	4.33	51	3.10	51	1.24	4.47	17	3.12	17	1.35
This institution does a good job of meeting the needs of staff	4.00	8	2.38	8	1.63	4.32	37	3.54	39	0.79	4.43	51	2.67	51	1.76	4.53	17	2.41	17	2.12
This institution does a good job of meeting the needs of administrators	4.88	8	3.75	8	1.13	4.27	37	3.79	38	0.48	4.35	51	3.39	49	0.97	4.35	17	3.24	17	1.12
This institution makes sufficient budgetary resources available to achieve important objectives	4.38	8	2.75	8	1.63	4.32	37	3.32	38	1.01	4.39	51	2.92	49	1.47	4.71	17	2.65	17	2.06
This institution makes sufficient staff resources available to achieve important objectives	4.38	8	2.75	8	1.63	4.27	37	3.47	38	0.80	4.35	51	2.88	50	1.47	4.76	17	2.41	17	2.35
There are effective lines of communication between departments	4.25	8	2.13	8	2.13	4.41	37	2.97	39	1.43	4.43	51	2.39	51	2.04	4.53	17	2.41	17	2.12
Administrators share information regularly with faculty and staff	4.25	8	2.25	8	2.00	4.49	37	3.30	40	1.19	4.43	51	2.53	51	1.90	4.65	17	2.71	17	1.94
There is good communication between the faculty and the administration at this institution	4.50	8	2.63	8	1.88	4.57	37	3.40	40	1.17	4.36	50	2.70	50	1.66	4.41	17	2.65	17	1.76

There is good communication between staff and the administration at this institution	4.25	8	2.38	8	1.88	4.43	37	3.51	39	0.92	4.33	49	2.48	50	1.85	4.47	17	2.41	17	2.06
Faculty take pride in their work	4.63	8	4.11	9	0.51	4.65	37	4.05	40	0.60	4.58	50	3.53	51	1.05	4.65	17	3.41	17	1.24
Staff take pride in their work	4.38	8	3.63	8	0.75	4.43	37	3.82	39	0.61	4.56	50	3.49	51	1.07	4.71	17	3.41	17	1.29
Administrators take pride in their work	4.63	8	3.63	8	1.00	4.43	37	3.77	39	0.66	4.56	50	3.52	50	1.04	4.71	17	3.29	17	1.41
There is a spirit of teamwork and cooperation at this institution	4.71	7	2.86	7	1.86	4.49	37	3.60	40	0.89	4.53	51	2.78	51	1.75	4.53	17	2.41	17	2.12
The reputation of this institution continues to improve	4.86	7	3.25	8	1.61	4.59	37	3.68	40	0.92	4.53	51	3.18	51	1.35	4.65	17	3.24	17	1.41
This institution is well-respected in the community	4.86	7	3.38	8	1.48	4.68	37	3.83	40	0.85	4.57	51	3.46	50	1.11	4.53	17	3.24	17	1.29
Efforts to improve quality are paying off at this institution	4.50	6	2.71	7	1.79	4.49	37	3.46	39	1.02	4.33	51	3.04	50	1.29	4.59	17	2.82	17	1.76
Employee suggestions are used to improve our institution	4.00	7	2.57	7	1.43	4.46	37	3.23	39	1.23	4.27	51	2.39	51	1.88	4.24	17	2.35	17	1.88
This institution consistently follows clear processes for selecting new employees	4.29	7	3.14	7	1.14	4.46	37	3.18	39	1.28	4.18	50	2.88	50	1.30	4.18	17	2.88	17	1.29
This institution consistently follows clear processes for orienting and training new employees	4.29	7	2.29	7	2.00	4.68	37	2.95	38	1.73	4.24	50	2.82	50	1.42	4.41	17	2.53	17	1.88

This institution consistently follows clear processes for recognizing employee achievements	4.71	7	3.29	7	1.43	4.41	37	3.13	39	1.28	4.29	51	2.76	51	1.53	4.00	17	2.53	17	1.47
This institution has written procedures that clearly define who is responsible for each operation and service	4.43	7	2.57	7	1.86	4.49	37	3.23	39	1.26	4.33	51	2.59	51	1.75	4.53	17	2.18	17	2.35

Section 2: Institutional Goals

RATE: IMPORTANCE (1 = "Not important at all / 5 = "Very important")

	No Response		Faculty		Staff		Administrator	
Items	IMP Mean	Response Count	IMP Mean	Response Count	IMP Mean	Response Count	IMP Mean	Response Count
Increase the enrollment of new students	4.86	7	4.61	41	4.53	51	4.76	17
Retain more of its current students to graduation	4.86	7	4.63	41	4.78	51	4.88	17
Improve the academic ability of entering student classes	4.57	7	4.38	40	4.37	51	4.00	17
Recruit students from new geographic markets	4.00	7	4.17	41	4.16	51	3.94	16
Increase the diversity of racial and ethnic groups represented among the student body SECTION 2: Institutional goal	3.71	7	3.78	41	4.04	51	3.71	17
Develop new academic programs	3.71	7	4.05	41	4.24	51	3.65	17
Improve the quality of existing academic programs	4.57	7	4.59	41	4.57	51	4.47	17
Improve the appearance of campus buildings and grounds	4.57	7	4.33	40	4.53	51	4.59	17
Improve employee morale	4.86	7	4.46	41	4.67	51	5.00	17
Some other goal	3.40	5	3.00	28	3.54	39	3.67	9

Institutional Goals by Priority

Which of these goals should be this institution's first priority?

	Items	Count	Percent
No Response	Increase the enrollment of new students	1	16.67%

	Retain more of its current students to graduation	1	16.67%
	Improve the academic ability of entering student Classes	1	16.67%
	Improve the quality of existing academic programs	1	16.67%
	Improve employee morale	1	16.67%
	Some other goal	1	16.67%
	Total	6	100.00%
Faculty	Increase the enrollment of new students	10	24.39%
	Improve employee morale	10	24.39%
	Retain more of its current students to graduation	8	19.51%
	Improve the quality of existing academic programs	6	14.63%
	Improve the academic ability of entering student Classes	4	9.76%
	Develop new academic programs	2	4.88%
	Increase the diversity of racial and ethnic groups represented among the student body	1	2.44%
	Total	41	100.00%
Staff	Improve employee morale	20	38.46%
	Retain more of its current students to graduation	14	26.92%
	Increase the enrollment of new students	8	15.38%
	Improve the quality of existing academic programs	5	9.62%
	Develop new academic programs	4	7.69%
	Improve the appearance of campus buildings and grounds	1	1.92%
	Total	52	100.00%
Administrator	Improve employee morale	6	35.29%
	Increase the enrollment of new students	3	17.65%
	Improve the quality of existing academic programs	3	17.65%
	Retain more of its current students to graduation	2	11.76%
	Improve the appearance of campus buildings and grounds	2	11.76%
	Develop new academic programs	1	5.88%
	Total	17	100.00%

Which of these goals should be this institution's second priority?

	Items	Count	Percent
No Response	Increase the enrollment of new students	1	16.67%
	Retain more of its current students to graduation	1	16.67%
	Improve the appearance of campus buildings and grounds	1	16.67%
	Improve employee morale	3	50.00%
	Total	6	100.00%
Faculty	Retain more of its current students to graduation	10	24.39%
	Improve the quality of existing academic programs	9	21.95%
	Increase the enrollment of new students	8	19.51%
	Improve the appearance of campus buildings and grounds	6	14.63%
	Improve employee morale	3	7.32%
	Develop new academic programs	3	7.32%
	Improve the academic ability of entering student Classes	2	4.88%
	Total	41	100.00%

Staff	Increase the enrollment of new students	16	30.77%
	Improve the quality of existing academic programs	10	19.23%
	Retain more of its current students to graduation	8	15.38%
	Improve the appearance of campus buildings and grounds	7	13.46%
	Improve employee morale	5	9.62%
	Develop new academic programs	2	3.85%
	Increase the diversity of racial and ethnic groups represented among the student body	3	5.77%
	Some other goal	1	1.92%
	Total	52	100.00%
Administrator	Increase the enrollment of new students	5	29.41%
	Improve the quality of existing academic programs	4	23.53%
	Retain more of its current students to graduation	3	17.65%
	Improve employee morale	3	17.65%
	Improve the appearance of campus buildings and grounds	2	11.76%
	Total	17	100.00%

Which of these goals should be this institution's third priority?

	Items	Count	Percent
No Response	Recruit students from new geographic markets	1	16.67%
	Retain more of its current students to graduation	3	50.00%
	Increase the enrollment of new students	2	33.33%
	Total	6	100.00%
Faculty	Increase the enrollment of new students	9	22.50%
	Retain more of its current students to graduation	7	17.50%
	Improve the quality of existing academic programs	5	12.50%
	Recruit students from new geographic markets	3	7.50%
	Improve the academic ability of entering student Classes	3	7.50%
	Develop new academic programs	3	7.50%
	Improve the appearance of campus buildings and grounds	3	7.50%
	Improve employee morale	3	7.50%
	Some other goal	2	5.00%
	Increase the diversity of racial and ethnic groups represented among the student body	2	5.00%
	Total	40	100.00%
Staff	Increase the enrollment of new students	10	19.61%
	Retain more of its current students to graduation	9	17.65%
	Improve employee morale	8	15.69%
	Develop new academic programs	7	13.73%
	Improve the quality of existing academic programs	6	11.76%
	Increase the diversity of racial and ethnic groups represented among the student body	4	7.84%
	Improve the academic ability of entering student Classes	3	5.88%
	Improve the appearance of campus buildings and grounds	3	5.88%
	Some other goal	1	1.96%

	Total	51	100.00%
Administrator	Improve the appearance of campus buildings and grounds	4	23.53%
	Retain more of its current students to graduation	4	23.53%
	Improve employee morale	3	17.65%
	Increase the enrollment of new students	3	17.65%
	Recruit students from new geographic markets	1	5.88%
	Increase the diversity of racial and ethnic groups represented among the student body	1	5.88%
	Improve the quality of existing academic programs	1	5.88%
	Total	17	100.00%

Total “votes” for each goal Priority

	No Response					Faculty					Staff					Administrator				
Items	1st	2nd	3rd	Total	Total %	1st	2nd	3rd	Total	Total %	1st	2nd	3rd	Total	Total %	1st	2nd	3rd	Total	Total %
Increase the enrollment of new students	1	1	2	4	22.22%	10	8	9	27	22.13%	8	16	10	34	21.94%	3	5	3	11	21.57%
Retain more of its current students to graduation	1	1	3	5	27.78%	8	10	7	25	20.49%	14	8	9	31	20.00%	2	3	4	9	17.65%
Improve the academic ability of entering student Classes	1	0	0	1	5.56%	4	2	3	9	7.38%	0	0	3	3	1.94%	0	0	0	0	0.00%
Recruit students from new geographic markets	0	0	1	1	5.56%	0	0	3	3	2.46%	0	0	0	0	0.00%	0	0	1	1	1.96%
Increase the diversity of racial and ethnic groups represented among the student body	0	0	0	0	0.00%	1	0	2	3	2.46%	0	3	4	7	4.52%	0	0	1	1	1.96%
Develop new academic programs	0	0	0	0	0.00%	2	3	3	8	6.56%	4	2	7	13	8.39%	1	0	0	1	1.96%
Improve the quality of existing academic programs	1	0	0	1	5.56%	6	9	5	20	16.39%	5	10	6	21	13.55%	3	4	1	8	15.69%
Improve the appearance of campus buildings and grounds	0	1	0	1	5.56%	0	6	3	9	7.38%	1	7	3	11	7.10%	2	2	4	8	15.69%
Improve employee morale	1	3	0	4	22.22%	10	3	3	16	13.11%	20	5	8	33	21.29%	6	3	3	12	23.53%
Some other goal	1	0	0	1	5.56%	0	0	2	2	1.64%	0	1	1	2	1.29%	0	0	0	0	0.00%
Total	6	6	6	18	100.00%	41	41	40	122	100.00%	52	52	51	155	100.00%	17	17	17	51	100.00%

Section 3: Involvement in Planning and Decision-making

Rate: Involvement (1 = "Not enough involvement" / 3 = "Just the right involvement" / 5 = "Too much involvement")

Items	No Response		Faculty		Staff		Administrator	
	Mean	Count	Mean	Count	Mean	Count	Mean	Count
Faculty	3.20	5	2.30	40	2.65	48	2.65	17
Staff	2.80	5	2.55	38	2.18	50	2.18	17
Deans or directors of administrative units	3.60	5	3.45	40	3.36	47	2.76	17
Deans or chairs of academic units	3.60	5	3.38	40	3.42	48	3.18	17
Senior administrators (VP, Provost level or above)	3.60	5	3.75	40	3.78	49	3.82	17
Students	2.40	5	2.40	40	2.14	50	2.18	17
Trustees	3.00	5	3.13	38	3.50	48	3.06	17
Alumni	2.80	5	2.50	38	2.65	49	2.35	17
Local government/Chamber of Commerce	3.60	5	2.97	38	2.75	48	2.82	17
Industry Partners/Advisory Committee Members	3.40	5	2.63	38	3.02	48	2.82	17
OSU-Stillwater	3.40	5	3.39	38	3.51	49	3.53	17

Section 4: Work Environment

Rate: Importance (1 = "Not important at all" / 5 = "Very important") and Satisfaction (1 = "Not satisfied at all" / 5 = "Very satisfied")

Items	No Response					Faculty					Staff					Administrator				
	IMP Mean	IMP Count	SAT Mean	SAT Count	Mean Diff Gap	IMP Mean	IMP Count	SAT Mean	SAT Count	Mean Diff Gap	IMP Mean	IMP Count	SAT Mean	SAT Count	Mean Diff Gap	IMP Mean	IMP Count	SAT Mean	SAT Count	Mean Diff Gap
It is easy for me to get information at this institution	4.80	5	4.00	5	0.80	4.62	39	3.29	41	1.32	4.46	52	2.96	51	1.50	4.59	17	2.88	17	1.71
I learn about important campus events in a timely manner	4.60	5	4.20	5	0.40	4.51	39	3.61	41	0.90	4.42	52	3.14	51	1.29	4.06	17	3.12	17	0.94
I am empowered to resolve problems quickly	4.80	5	3.40	5	1.40	4.59	39	3.55	40	1.04	4.42	52	3.18	51	1.25	4.59	17	3.29	17	1.29
I am comfortable answering student questions about institutional policies and procedures	4.40	5	3.60	5	0.80	4.44	39	3.61	41	0.83	4.27	52	3.53	51	0.74	4.24	17	3.82	17	0.41
I have the information I	4.60	5	4.00	5	0.60	4.74	39	3.75	40	0.99	4.65	52	3.33	51	1.32	4.71	17	3.35	17	1.35

need to do my job well																				
My job responsibilities are communicated clearly to me	4.40	5	3.40	5	1.00	4.56	39	3.76	41	0.81	4.56	52	3.59	51	0.97	4.76	17	3.47	17	1.29
My supervisor pays attention to what I have to say	4.60	5	3.40	5	1.20	4.61	38	3.83	40	0.78	4.54	52	4.04	51	0.50	4.82	17	3.88	17	0.94
My supervisor helps me improve my job performance	4.60	5	3.20	5	1.40	4.47	38	3.73	40	0.75	4.35	52	4.00	51	0.35	4.59	17	3.76	17	0.82
My department or work unit has written, up-to-date objectives	4.60	5	3.20	5	1.40	4.18	38	3.60	40	0.58	4.18	50	3.32	50	0.86	4.18	17	3.53	17	0.65
My department meets as a team to plan and coordinate work	4.60	5	3.60	5	1.00	4.34	38	3.58	40	0.77	4.39	51	3.63	51	0.76	4.24	17	3.71	17	0.53
My department has the budget needed to do its job well	4.80	5	3.40	5	1.40	4.51	39	3.34	38	1.17	4.59	51	3.04	50	1.55	4.65	17	2.82	17	1.82
My department has the staff needed to do its job well	4.80	5	3.00	5	1.80	4.62	39	3.20	41	1.42	4.65	51	2.90	50	1.75	4.88	17	2.29	17	2.59
I am paid fairly for the work I do	4.60	5	2.20	5	2.40	4.72	39	2.80	41	1.91	4.73	52	2.45	51	2.28	4.88	17	2.53	17	2.35
The employee benefits available to me are valuable	4.80	5	4.00	5	0.80	4.51	39	3.90	41	0.61	4.67	51	3.52	50	1.15	4.71	17	3.59	17	1.12
I have adequate opportunities for advancement	4.40	5	2.60	5	1.80	4.38	39	3.00	40	1.38	4.37	51	3.02	50	1.35	4.00	17	2.88	17	1.12
I have adequate opportunities for training to improve my skills	4.60	5	3.80	5	0.80	4.44	39	3.59	41	0.85	4.47	51	3.30	50	1.17	4.18	17	3.53	17	0.65
I have adequate opportunities for professional development	4.80	5	4.00	5	0.80	4.49	39	3.71	41	0.78	4.39	51	3.40	50	0.99	4.29	17	3.47	17	0.82
The type of work I do on most days	4.80	5	4.60	5	0.20	4.69	39	4.37	41	0.33	4.65	52	3.94	51	0.71	4.76	17	4.12	17	0.65

is personally rewarding																				
The work I do is appreciated by my supervisor	4.75	4	3.25	4	1.50	4.31	39	3.98	41	0.33	4.53	51	4.08	50	0.45	4.47	17	3.88	17	0.59
The work I do is valuable to the institution	4.75	4	4.00	4	0.75	4.62	39	4.03	40	0.59	4.73	51	3.74	50	0.99	4.76	17	4.00	17	0.76
I am proud to work at this institution	4.75	4	4.67	3	0.08	4.59	39	4.24	41	0.35	4.67	52	4.02	50	0.65	4.59	17	3.82	17	0.76
My supervisor evaluates my performance formally on a yearly basis	4.75	4	3.67	3	1.08	4.19	37	4.18	38	0.00	4.27	51	4.14	50	0.13	4.12	17	4.18	17	-0.06
My supervisor discusses my performance evaluation with me	4.75	4	3.67	3	1.08	4.32	37	4.05	39	0.27	4.35	51	4.08	50	0.27	4.18	17	4.18	17	0.00

Rate your overall satisfaction with your employment here so far:

Demographics	Satisfaction Mean	Satisfaction STDEV	Valid Response Count
No Response	3.50	1.29	4
Faculty	4.05	0.95	41
Staff	3.81	0.82	52
Administrator	3.41	1.50	17

Demographics

(Campus Item) I would recommend OSUIT to my family and friends as a great place to work:

Demographics	Items	Count	Percent
No Response	Strongly agree	2	50.00%
	Somewhat agree	1	25.00%
	Somewhat disagree	1	25.00%
	Total	4	100.00%
Faculty	Strongly agree	17	41.46%
	Somewhat agree	15	36.59%
	Neither agree nor disagree	5	12.20%
	Somewhat disagree	4	9.76%
	Total	41	100.00%
Staff	Strongly agree	21	40.38%
	Somewhat agree	23	44.23%
	Neither agree nor disagree	5	9.62%
	Somewhat disagree	1	1.92%
	Strongly disagree	2	3.85%
	Total	52	100.00%
Administrator	Strongly agree	7	41.18%
	Somewhat agree	3	17.65%
	Neither agree nor disagree	2	11.76%
	Somewhat disagree	3	17.65%
	Strongly disagree	2	11.76%
	Total	17	100.00%

Demographics	Items	Count	Percent
No Response	Strongly agree	3	75.00%
	Somewhat agree	1	25.00%
	Total	4	100.00%
Faculty	Strongly agree	24	58.54%
	Somewhat agree	12	29.27%
	Neither agree nor disagree	1	2.44%
	Somewhat disagree	2	4.88%
	Strongly disagree	2	4.88%
	Total	41	100.00%
Staff	Strongly agree	29	55.77%
	Somewhat agree	15	28.85%
	Neither agree nor disagree	7	13.46%
	Strongly disagree	1	1.92%
	Total	52	100.00%
Administrator	Strongly agree	9	52.94%
	Somewhat agree	5	29.41%
	Neither agree nor disagree	1	5.88%
	Somewhat disagree	2	11.76%
	Total	17	100.00%

(Campus Item) I would recommend OSUIT to my family and friends as a great college: