

CAMPUS CLIMATE SURVEY, 2008
Faculty and Staff Opinions of the Campus Environment

Prepared by:

Institutional Research Office

Heather Brown, Ph.D., Director
Philip Dykstra, Research Analyst
Michelle Oja, Research Analyst

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Cypress College
9200 Valley View Street
Cypress, CA 90630
www.cypresscollege.edu

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I welcome your comments and feedback concerning this report.

Heather Brown

Director, Institutional Research

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Background

Purpose

Campus climate surveys are conducted regularly on campuses across the nation. Such surveys typically measure perceptions of the campus, feelings of acceptance and belonging, and diversity. Spring 2008 marked the fourth time such a study was conducted at Cypress College. Like the earlier studies (Fall 2000, Spring 2004, Spring 2006) its purpose was to gain a better understanding of employees' satisfaction with the general working environment at the college.

Method and Instrument

The survey was posted online, with the link distributed via email. For employees without email, a flyer was posted at several campus locations and the link to the survey was provided on computers in the Learning Resource Center. The survey was available to faculty, staff and managers during a three-week period in March 2008. Participation was voluntary and confidential. The email invitation included the web address for the survey, and a general description of the scope and purpose of the study. Subsequent reminders were also sent via e-mail and announced in various committee meetings.

The survey contains items that focus on general climate, diversity (particularly related to gender, ethnicity, and sexual orientation), participation in and satisfaction with communication and decision-making, and campus priorities for outreach, retention and student success. A full copy of the survey is available upon request from the Institutional Research Office.

Survey Participants

The entire population of Cypress College faculty, staff and managers (approximately 900 individuals) was invited to participate in the survey. Of these employees, 322 completed the web survey, resulting in a response rate of 36%. This response rate is slightly higher than that of the 2006 study, which had a 33% response rate and 261 participants. Compared to the 2006 climate study, the current study saw substantially greater participation among faculty and part-time employees. Tables 1 and 2 display the distribution of respondents across various employment and demographic categories. The total number of respondents may differ for each question when employees choose not to answer an item.

Table 1: Employment Characteristics of Respondents		
Survey Item	N	Percent
Position Type		
Full-time	237	73.8%
Part-time	84	26.2%
Total	321	100.0%
Employee Group		
Faculty	200	62.5%
Classified	88	27.5%
Confidential	3	0.9%
Manager	29	9.1%
Total	320	100.0%
Length of Employment		
2 years or less	54	16.8%
3 to 5 years	46	14.3%
6 to 10 years	90	28.0%
11 or more years	131	40.8%
Total	321	100.0%

Table 2: Participant Demographics					
Survey Item	N	Percent	Survey Item	N	Percent
Gender			Disability Status		
Male	108	34.1%	None	288	90.9%
Female	209	65.9%	Visual or hearing impaired	9	2.8%
Total	317	100.0%	Mobility impaired	13	4.1%
			Other	7	2.2%
			Total	317	100.0%
Ethnicity			Sexual Orientation		
African-American	10	3.2%	Heterosexual	271	88.3%
Asian or Pacific Islander	31	9.9%	Gay	10	3.3%
Hispanic/Latino	31	9.9%	Lesbian	4	1.3%
Native Am./Alaskan Nat.	5	1.6%	Bisexual	5	1.6%
White	202	64.5%	Other	17	5.5%
Other	34	10.9%	Total	307	100.0%
Total	313	100.0%			

Results

General College Atmosphere

The first eleven items on the questionnaire represent various aspects of the college atmosphere or environment presented along a five-point continuum. Generally, a response of one indicates the employee felt the college reflected a more positive feeling (such as “relaxed” or “supportive”) and a response of five indicates the employee felt the college reflected a more negative feeling (such as “tense” or “unsupportive”). Ratings of one or two are considered positive while ratings of four or five are considered negative. A response of three is considered neutral.

Overall, Cypress College faculty and staff members viewed the campus atmosphere favorably. A majority (50% or more) of Cypress College employees assigned positive ratings on all of the eleven descriptors. In fact, over 70% of responding employees agreed that the campus was *friendly* and *comfortable*. Administrators and managers perceived the atmosphere on campus more favorably than other employee groups; this difference was statistically significant for five of the eleven items (*relaxed, supportive, cooperative, respectful, and comfortable*). Table 3 presents the eleven college atmosphere items and the proportion of positive responses (ratings of 1 or 2) by employee group. Some of these ratings have improved since the last climate survey; for example, respondents in 2008 tended to rate the campus climate as more *relaxed, supportive, comfortable, open, harmonious, interested, and sincere*.

Table 3: Proportion of Respondents With Positive College Atmosphere Ratings (Ratings of 1 or 2)				
	Faculty n=200	Classified n=91	Admin./Mgr n=29	Overall n=320
Relaxed	58.5%	57.1%	75.0%	59.6% *
Supportive	64.5%	58.2%	96.4%	65.5% *
Friendly	70.4%	74.7%	92.9%	73.6%
Cooperative	60.1%	57.8%	81.5%	61.3% *
Respectful	68.3%	68.5%	82.1%	69.9% *
Tolerant	67.3%	59.3%	75.0%	65.7%
Comfortable	66.8%	73.3%	89.3%	70.7% *
Open	63.3%	60.0%	81.5%	63.9%
Harmonious	57.5%	61.5%	71.4%	59.9%
Interested	60.9%	62.2%	78.6%	62.9%
Sincere	61.6%	64.8%	82.1%	64.4%

Survey items 1-11.

* Indicates a statistically significant difference between employee groups.

Gender Equity and Responsiveness to Diversity

Gender

Four survey items tapped respondents' experiences with gender equity; Table 4 shows the percentages of men and women who agreed with these items. Over 85% of all respondents believed that Cypress College is equally supportive of men and women. Only 19% of the respondents felt some responsibility to be a spokesperson for their own gender at Cypress College but women were significantly more likely to agree with this statement than were men. When asked whether women have equal opportunities for recognition, respect and advancement at the college, three-quarters of employees responded "yes, definitely" or "yes, generally." The last item on this topic asked whether the college is committed to the curtailment of sexual harassment. Just over three-quarters of respondents responded "yes, aggressively" or "yes, for the most part."

Table 4: Proportion of Respondents Who Agreed (Ratings of 1 or 2) with Items Regarding Gender Equity			
	Male n=108	Female n=209	Overall n=317
The campus is equally supportive of all genders.	86.3%	85.6%	85.9%
While at Cypress College, I feel some responsibility to be a spokesperson for my gender.	14.1%	21.9%	19.3% *
Do women have equal opportunities with men for recognition, respect and advancement at the college?	78.1%	74.6%	75.8%
Is the college committed to the curtailment of sexual harassment?	80.2%	78.4%	79.0%

Survey items 12, 20, 31, and 36.

* Indicates a statistically significant difference between male and female respondents.

Responsiveness to Diversity

A substantial portion of the survey focused on employees' perceptions of how responsive the college is to its diverse students and staff. Unless otherwise noted, items were presented with a 5-point scale (1=strongly agree, 2=agree, 3= neutral, 4=disagree, and 5=strongly disagree).

Ethnic, Racial and Cultural Diversity

To gain insight into the experiences of members of ethnic minorities on campus, we compared the responses of Whites with those of respondents who identified themselves as an ethnicity other than White. This approach is not ideal because it collapses the responses of members of different ethnicities (e.g., African Americans, Asians, Hispanics, and others) into a single "non-White" group. However, with so few members of some ethnicities it was not appropriate to analyze the responses of each unique ethnicity. Collapsing ethnic categories into a dichotomy resulted in a 65% (White) to 35% (non-White) comparison.

The responses of Whites and non-Whites are presented in Table 5 in order to identify general patterns of experiences. As indicated by the asterisk, all items differed significantly between White employees and non-White employees. Although 80% of respondents believed that the college is equally supportive of all racial/ethnic groups, more White employees agreed with this statement than did employees of color. Few employees feel like they are a spokesperson for their ethnicity, but almost double the percentage of non-White employees agreed with this statement than did White employees (29% compared to 15%). Although 74% of respondents agreed that ethnic minority employees have equal opportunities for advancement, significantly more White employees agree with this statement than did non-White employees. Slightly more than half of all respondents agreed that the college is committed to increasing the number of ethnic minority employees at Cypress College, but White employees were significantly more likely to perceive this commitment than were employees of color.

Table 5: Proportion of Respondents Who Agreed (Rating 1 or 2) with Each Item Regarding Ethnic Diversity			
	Non-White n=111	White n=202	Overall n=313
The campus is equally supportive of all racial/ethnic groups.	72.0%	84.1%	79.8% *
While at Cypress College, I feel some responsibility to be a spokesperson for my racial/ethnic group.	29.0%	14.6%	19.7% *
Members of ethnic minorities have equal opportunities for recognition, respect and advancement at the college.	68.5%	77.1%	74.0% *
In practice, how much of a commitment do you believe the college has to increasing the numbers and percentages of ethnic minorities in classified, faculty and administrative positions?	50.0%	59.5%	56.1% *

Survey items 13, 19, 32, 35.

* Indicates a statistically significant difference between the two groups (White and non-Whites).

Diversity related to sexual orientation

In response to feedback following the 2004 Climate Survey, the college added several items to the 2006 survey to help gauge the campus environment for gays, lesbians and bisexuals. Members of the Gay and Lesbian Association of District Employees (GLADE) suggested and approved the final items that pertained to sexual orientation. Based upon feedback after the 2006 survey, many of these items were consolidated for the 2008 survey.

Of the employees who answered the demographic question pertaining to sexual orientation, 36 identified their sexuality as gay, lesbian, bisexual or other (GLB), 271 identified themselves as heterosexual, and 15 skipped the item. The following table shows the responses of those who identified as heterosexual compared to those who did not identify as heterosexual. A quarter of respondents agreed that the campus is equally supportive and welcoming of individuals with all sexual orientations; these rates did not differ by employee sexual orientation. However, significantly more GLB employees agreed that homophobia is still a problem for both employees and students compared to their heterosexual peers. The majority of respondents (59%) felt that employees have equal opportunities for recognition, respect and advancement regardless of their sexual orientation. Less than half of the respondents believe that the college is committed to supporting diversity activities relevant for GLB employees and students.

Table 6: Proportion of Respondents Who Agreed (Rating 1 or 2) with Each Item Regarding Sexual Orientation

	GLB n=36	Heterosexual n=271	Overall n=307
The campus is equally supportive of all sexual orientations.	67.6%	76.6%	75.5%
Employees are made to feel welcome regardless of their sexual orientation.	71.0%	74.4%	74.0%
Homophobia among faculty and staff is a problem on campus.	20.0%	5.2%	7.0% *
Homophobia among students is a problem on campus.	28.6%	6.8%	9.5% *
Gay, lesbian, bisexual or transgender employees have equal opportunities for recognition, respect, and advancement at the college.	63.9%	58.1%	58.8%
In practice, how much of a commitment do you believe the college has to supporting diversity activities that address issues relevant to gay/lesbian/bisexual/transgender employees and students?	44.4%	43.9%	43.9%

Survey items 14, 25-27, 33-34.

* Indicates a statistically significant difference between the two groups (GLB and heterosexual).

Multi-faceted items related to diversity

Ten survey items in the diversity section were posed in general terms. That is, they did not specifically frame a target in terms of gender, ethnicity, or sexual orientation. However, participants’ responses were analyzed in terms of these social group memberships in order to identify any significant differences in these areas. Table 7 shows the proportion of respondents who agreed with each statement; note that agreement with some statements is related to a more positive view of Cypress College (“Diversity is actively promoted on campus”) whereas agreement sometimes indicates negative perspectives (“There is a lot of superficial friendliness on this campus among people of different backgrounds, but underneath there is tension”). At least 75% of employees agreed with four of the seven items related to the promotion of diversity, personal feelings of safety and comfort, and equitable policies, and at least 60% agreed that Cypress College is committed to respond to changing demographics of students or employees. Less than 10% of respondents believe that prejudice is a problem for students or employees, but 20% do believe that there is tension underneath the friendly atmosphere of Cypress College.

White and non-White respondents differed on four items of the general diversity items. White employees agreed that diversity is promoted, and that the college is responsive to the changing demographics of employees more than non-White employees. Non-White employees were more likely to agree that superficial friendliness hides underlying tension and that prejudice is a problem

among faculty and staff. There were no statistically significant differences between straight and GLB employees on these general diversity questions. Men and women differed in their agreement for three of these items; men were more likely to agree that prejudice is a problem for faculty and staff, and that the college is responsive to the changing demographics of employees and students.

Table 7: Proportion of Respondents Who Agreed (Rated 1 or 2) with Each Item

	Non-White	White	GLB	Hetero-sexual	Men	Women	All
Diversity is actively promoted on campus.	63.1%	80.0%*	69.4%	74.6%	73.8%	74.4%	74.4%
Policies and practices of the college clearly demonstrate commitment to issues of employee equity and diversity.	68.3%	75.6%	68.6%	73.8%	74.8%	71.3%	72.5%
At Cypress College, I feel comfortable when I participate in campus activities that focus on perspectives or experiences that differ from mine.	72.3%	77.7%	63.6%	77.2%	70.8%	77.7%	75.3%
I am satisfied with the diversity of Cypress College employees.	63.6%	66.5%	69.7%	64.9%	66.3%	64.7%	65.1%
I feel safe on the Cypress College campus.	77.3%	79.0%	72.2%	79.5%	76.4%	78.9%	78.0%
There is a lot of superficial friendliness on this campus among people of different backgrounds, but underneath there is tension.	30.1%	14.5%*	15.6%	21.2%	18.4%	20.9%	20.1%
Prejudice among faculty and staff is a problem on campus.	12.2%	8.4%*	9.7%	9.6%	14.4%	7.1%*	9.5%
Prejudice among students is a problem on campus.	10.6%	7.8%	14.3%	8.4%	9.1%	9.1%	9.0%
Cypress College is responsive to the diverse needs of the changing demographics of our students.	55.1%	68.8%	60.6%	64.9%	72.4%	60.5%*	64.0%
Cypress College is responsive to the diverse needs of the changing demographics of our employees.	52.1%	68.0%*	67.7%	62.2%	71.3%	57.9%*	61.9%

Survey items 15-18, 21-24, 28-30.

* Indicates a statistically significant difference between the two paired groups.

One question related to another minority group on-campus: disabled employees and students. A question which asked how much respondents agreed that “Cypress College is responsive to the needs of employees with disabilities” statistically differ between employees who indicated that they had a verified disability (n=25) and able-bodied employees (n=247); three-quarters of able-bodied employees agreed or strongly agreed (75%) but only about half of disabled employees agreed or strongly agreed with the statement (48%).

Decision-Making, Team Spirit, and General Job Satisfaction

Thirteen items focused on participation in decision-making and job satisfaction at Cypress College. Less than half the employees feel that employee opinions are given sufficient weight in important decisions (47%), and a third of all employees feel pressure to accomplish more than is reasonable.

The remaining items garnered more positive responses. Slightly more than half feel optimistic about consensus-based decision-making and shared governance (55%) and that constituency groups work together to achieve goals (55%). More respondents believe that there is a sense of team spirit (65%), that they have the opportunity to participate meaningfully in shared governance (58%), that their present position satisfies their professional goals and aspirations (61%), that opinions of students are given appropriate weight (57%), that they are encouraged to be creative and improve their areas (64%) and their ideas are taken seriously (64%), and that they are satisfied with opportunities to participate in college planning.

Table 8: Proportion of Respondents Who Agreed (Rated 1 or 2) with Items on Decision-Making, Team Spirit, and General Job Satisfaction				
	Faculty n=200	Classified** n=91	Admin/Mgr n=29	Overall n=320
A sense of team spirit exists at Cypress College.	61.5%	62.6%	92.9%	64.6%*
There is too much pressure on me to accomplish too many objectives and priorities.	30.8%	25.6%	57.1%	31.6%*
I am optimistic about what can be achieved through consensus-based decision-making and shared governance.	50.8%	57.1%	72.4%	54.5%
I have the opportunity to participate meaningfully in shared governance at Cypress College.	56.8%	52.7%	79.3%	57.7%
At this point in my career, I feel my present position satisfies my professional goals and aspirations.	63.8%	47.3%	79.3%	60.5%*
The opinions of students are given appropriate weight in matters of institutional importance.	55.1%	54.4%	79.3%	57.1%
The opinions of employees are given appropriate weight in matters of institutional importance.	43.5%	42.9%	79.3%	46.6%*
I am encouraged to be creative and come up with new ideas and improvements.	63.0%	61.5%	82.8%	64.4%*
Employees are provided adequate opportunities to participate on important college committees.	71.4%	64.8%	79.3%	70.2%
Constituency groups work collaboratively towards achievement of college goals.	53.8%	46.7%	89.3%	54.9%*
My ideas for improving my area are taken seriously.	61.8%	61.5%	82.8%	63.6%
I am satisfied with the opportunity I have to participate in college-wide planning.	57.3%	56.0%	85.7%	59.4%
The students we serve contribute to the satisfaction that I get from doing my job.	93.0%	81.1%	96.6%	90.0%*
Survey items 37-49.				
* Indicates a statistically significant difference between two or more employee groups.				
** Includes three confidential employees.				

The students we serve contribute to job satisfaction for most employees (90%), although significantly fewer classified and confidential employees agreed with this than faculty or administrators. In fact, significant differences exist between the employee groups on seven of these items. Administrators and managers rated the college environment, their jobs, and the relationship between the employee groups more favorably than did faculty or classified, although administrators also were more likely to agree that they are pressured to achieve too much.

Additional analyses reveal important shifts in employees' perceptions over time. In 2006, only 45% of employees felt that a sense of team spirit exists, while in 2008 a majority (65%) agreed

with this statement. Similarly, the most recent survey found that more employees were optimistic about what can be achieved through shared governance (55%) compared with the 2006 survey (43%). Compared to only 37% of respondents in 2006, 57% of participants in 2008 indicated that students are asked for their ideas when important decisions are made on campus. The changes in this section since the last campus climate survey have all shown improvement.

Recruitment, Retention and Success

Recruitment

Just over 50% of respondents agreed that recruitment of students from underrepresented racial/ethnic groups should be a priority at Cypress College. Significantly higher proportions of managers agreed with this statement than faculty and classified staff members; there were no significant differences between White and non-White respondents.

Retention

Over half of all respondents agreed that retention of students from specific racial/ethnic groups should be a priority at Cypress College. However, significantly more managers agreed with this statement than did faculty or classified staff. Two-thirds of respondents (68%) agreed that the college should focus on retaining students who are initially unprepared for college level work; this item was broadly supported across employee and ethnic groups and there were no significant differences by employee status.

Table 9: Proportion of Respondents Who Agreed (Rating 1 or 2) with Items about Student Recruitment and Retention						
	Faculty	Classi- fied	Mgr	Non- White	White	Overall
Recruitment of students from underrepresented racial/ethnic groups should be a priority at Cypress College.	51.5%	52.7%	82.8% *	63.1%	51.7%	54.5%
Retention of students from specific racial/ethnic groups should be a priority at Cypress College.	55.8%	52.2%	82.8% *	63.1%	55.3%	57.1%
Retention of students who are initially unprepared for college level work should be a priority at Cypress College.	65.8%	68.1%	89.7%	68.5%	69.3%	68.4%

Survey items 50-52.

* Indicates a statistically significant difference between groups.

Success

The final opinion question on the survey asked whether respondents think that the college staff has a unified commitment to student success. Over 80% of respondents agreed that all or most of us are committed to student success, with another 16% agreeing that at least some of us are committed. This high level of agreement did not differ by employee group.



Cypress College Campus Climate Survey of Faculty and Staff

Campus climate refers to the way that students, faculty, and staff perceive the campus. This survey represents a major component of the college's effort to assess its campus climate. We are interested in your sincere responses to the questions that follow. Your responses will remain confidential. The results will be presented in summary form only.

I. Climate

People look at colleges in many different ways. Usually there is an overall campus atmosphere or climate, which may be described in various ways. Please describe your feeling about the “campus climate” at Cypress College by marking one choice for each of the following dimensions.

1. relaxed tense

2. supportive unsupportive

3. friendly hostile

4. cooperative competitive

5. respectful disrespectful

6. tolerant intolerant

7. comfortable uncomfortable

8. open closed

9. harmonious much conflict

10. interested indifferent

11. sincere artificial

II. Diversity

Based on your experiences at Cypress College, please indicate the extent to which you agree or disagree with the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	<i>Don't Know</i>
12. The campus is equally supportive of all genders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The campus is equally supportive of all racial/ethnic groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The campus is equally supportive of all sexual-orientations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Diversity is actively promoted on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Policies and practices of the college clearly demonstrate commitment to issues of employee equity and diversity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. At Cypress College, I feel comfortable when I participate in campus activities that focus on perspectives or experiences that differ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

from mine.

18. I am satisfied with the diversity of Cypress College employees.

19. While at Cypress College, I feel some responsibility to be a spokesperson for my racial/ethnic group.

20. While at Cypress College, I feel some responsibility to be a spokesperson for my gender.

21. I feel safe on the Cypress College campus.

22. There is a lot of superficial friendliness on this campus among people of different backgrounds, but underneath there is tension.

23. Prejudice among faculty and staff is a problem on campus.

24. Prejudice among students is a problem on campus.

25. Employees are made to feel welcome at Cypress College regardless of their sexual orientation.

26. Homophobia among faculty and staff is a problem on campus.

27. Homophobia among students is a problem on campus.

28. Cypress College is responsive to the needs of employees with disabilities.

29. Cypress College is responsive to the diverse needs of the changing demographics of our students.

30. Cypress College is responsive to the diverse needs of the changing demographics of our employees.

31. Do women have equal opportunities with men for recognition, respect, and advancement at the college?

- Yes, definitely
- Yes, generally
- Not always

- No
- I don't know

32. Do members of ethnic minorities have equal opportunities for recognition, respect, and advancement at the college?

- Yes, definitely
- Yes, generally
- Not always
- No
- I don't know

33. Do gay, lesbian, bisexual, or transgender employees have equal opportunities for recognition, respect, and advancement at the college?

- Yes, definitely
- Yes, generally
- Not always
- No
- I don't know

34. In practice, how much of a commitment do you believe the college has to supporting diversity activities that address issues relevant to gay/lesbian/bisexual/transgender employees and students?

- Very strong commitment
- Fairly strong commitment
- Limited commitment
- No commitment
- I don't know

35. In practice, how much of a commitment do you believe the college has to increasing the numbers and percentages of ethnic minorities in classified, faculty, and administrative positions?

- Very strong commitment
- Fairly strong commitment
- Limited commitment
- No commitment
- I don't know

36. Is the college committed to the curtailment of sexual harassment?

- Yes, aggressively
 Yes, for the most part
 Commitment not evident
 I don't know

III. Decision-making, Team Spirit and General Job Satisfaction

Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
37. A sense of team spirit exists at Cypress College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. There is too much pressure on me to accomplish too many objectives and priorities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I am optimistic about what can be achieved through consensus-based decision-making and shared governance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. I have the opportunity to participate meaningfully in shared governance at Cypress College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. At this point in my career, I feel my present position satisfies my professional goals and aspirations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. The opinions of students are given appropriate weight in matters of institutional importance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. The opinions of employees are given appropriate weight in matters of institutional importance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I am encouraged to be creative and come up with new ideas and improvements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Employees are provided adequate opportunities to participate on important college committees.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Constituency groups work collaboratively towards the achievement of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

college goals.

47. My ideas for improving my area are taken seriously.

48. I am satisfied with the opportunity I have to participate in college-wide planning.

49. The students we serve contribute to the satisfaction I get from doing my job.

IV. Outreach, Retention and Success

Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
50. Recruitment of students from underrepresented racial/ethnic groups should be a priority at Cypress College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Retention of students from specific racial/ethnic groups should be a priority at Cypress College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
52. Retention of students who are initially unprepared for college level work should be a priority at Cypress College.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

53. Generally, do you think that the college staff has a unified commitment to student success?

- Definitely, all of us
- Most of us
- Some of us
- Very few of us
- None of us

V. Demographics

Employee Group

- Faculty (credit)

- Classified
- Confidential
- Administrative/Manager

Type of position:

- Full-time
- Part-time

For how many years have you been employed at Cypress College?

- Less than one
- 1 - 2
- 3 - 5
- 6 - 10
- 11 or more

Gender

- Male
- Female
- Transgender

With which sexual orientation do you most identify?

- Bisexual
- Gay
- Heterosexual
- Lesbian
- Other

With which of the following groups do you most identify?

- African-American/Black
- Asian-American or Pacific Islander
- Hispanic/Latino
- Native American or Alaskan Native
- White
- Other

Do you have a verified disability?

- No
- Yes, visual or hearing impairment
- Yes, mobility impairment
- Yes, other type

What is the one thing you are most proud of as an employee of Cypress College?

What one thing do you think most needs improvement at Cypress College? Please offer any possible solutions.

Do you have any other suggestions or comments?

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