

CAMPUS CLIMATE SURVEY, 2006
Faculty and Staff Opinions of the Campus Environment

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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 2006 marked the third time such a study was conducted at Cypress College. Like the earlier studies in Spring 2004 and Fall 2000, its purpose was to gain a better understanding of employees' personal satisfaction with the general working environment at the college.

Method and Instrument

The survey was distributed to faculty, staff and managers during a three-week period in April 2006. Participation was voluntary and anonymous. Employees received an "allusers" e-mail inviting them to participate in the web-based survey. The 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 740 individuals) was invited to participate in the survey. Of these employees, 261 completed the web survey, resulting in a response rate of 33%. (This response rate matches that of the 2004 study, which had a 33% response rate and 247 participants.) Compared to the 2004 climate study, the current study saw greater participation among faculty, and part-time employees. Tables 1 and 2 present the distribution of respondents across various employment and demographic categories.

Table 1: Employment Characteristics of Respondents

| Survey Item | N | Percent |
|-----------------------------|----------|----------------|
| Position Type | | |
| Full-time | 214 | 85.3% |
| Part-time | 37 | 14.7% |
| Total | 251 | 100.0% |
| Employee Group | | |
| Faculty Credit | 141 | 55.1% |
| Classified | 86 | 33.6% |
| Confidential | 3 | 1.2% |
| Manager | 26 | 10.2% |
| Total | 256 | 100.0% |
| Length of Employment | | |
| 2 years or less | 31 | 12.3% |
| 3 to 5 years | 46 | 18.3% |
| 6 to 10 years | 72 | 28.6% |
| 11 or more years | 103 | 40.9% |
| Total | 252 | 100.0% |

Table 2: Participant Demographics

| Survey Item | N | Percent | Survey Item | N | Percent |
|-----------------------------------|-----|---------|---------------------------|-----|---------|
| Gender | | | Age | | |
| Male | 92 | 36.1% | 18 to 24 | 3 | 1.2% |
| Female | 163 | 63.9% | 25 to 34 | 38 | 14.9% |
| Total | 255 | 100.0% | 35 to 44 | 60 | 23.5% |
| Disability Status | | | 45 to 54 | 81 | 31.8% |
| None | 227 | 90.1% | 55 or Older | 73 | 28.6% |
| Visual or hearing impaired | 7 | 2.8% | Total | 255 | 100.0% |
| Mobility impaired | 14 | 5.6% | | | |
| Other | 4 | 1.6% | | | |
| Total | 252 | 100.0% | | | |
| Ethnicity | | | Sexual Orientation | | |
| African-American | 7 | 2.8% | Heterosexual | 220 | 90.2% |
| Asian or Pacific Islander | 21 | 8.5% | Gay | 3 | 1.2% |
| Hispanic/Latino | 32 | 12.9% | Lesbian | 7 | 2.9% |
| Native American or Alaskan Native | 4 | 1.6% | Bisexual | 5 | 2.0% |
| White | 156 | 62.9% | Other | 9 | 3.7% |
| Other | 28 | 11.3% | Total | 244 | 100.0% |
| Total | 248 | 100.0% | | | |

Results

General College Atmosphere

The first eleven items faculty and staff were asked to answer 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 to ten of the eleven descriptors. Perceptions among faculty and staff of the general atmosphere on campus were relatively similar in 2004 and 2006; statistical tests revealed no significant shifts over time in this area.

In 2006, over 70% agreed that the campus was friendly, 65% felt the campus had a climate of tolerance, and 64% perceived the college atmosphere as respectful. Administrators and managers perceived the atmosphere on campus more favorably than other employee groups. In some areas, the employee groups differed significantly in their perceptions of the atmosphere on campus. Table 3 presents the eleven college atmosphere items and the proportion of positive responses (ratings of 1 or 2).

Table 3: Proportion of Respondents in Each Employee Group Who Felt the College Atmosphere Was Positive (Ratings of 1 or 2)

| | Faculty n=141 | Classified n=86 | Adm./Mgr. n=26 | Overall n=256 |
|-------------|--------------------------|----------------------------|---------------------------|--------------------------|
| Relaxed | 51.8% | 45.3% | 73.0% | 57.9% |
| Supportive | 56.7% | 52.3% | 73.1% | 57.1% |
| Friendly | 70.0% | 62.7% | 88.5% | 69.8% |
| Cooperative | 58.1% | 48.3% | 84.6% | 58.0%* |
| Respectful | 60.0% | 61.2% | 88.0% | 63.6% |
| Tolerant | 63.5% | 62.4% | 80.7% | 64.6% |
| Comfortable | 61.7% | 61.2% | 80.8% | 63.2% |
| Open | 52.9% | 46.5% | 76.9% | 53.4%* |
| Harmonious | 44.7% | 50.6% | 76.9% | 49.8%* |
| Interested | 52.5% | 51.7% | 76.9% | 54.9% |
| Sincere | 60.2% | 51.8% | 72.1% | 58.8% |

Survey items 1-11.

* Indicates a statistically significant difference between two or more employee groups.

Gender Equity and Responsiveness to Diversity

Gender

Three survey items (22, 33, and 38) tapped respondents' experiences with gender equity. Overall, 24% of the respondents felt some responsibility to be a spokesperson for their own gender, while at Cypress College (Table 3). When asked whether women have equal opportunities with men for recognition, respect and advancement at the college, 86% overall responded "yes, definitely" or "yes, generally." However, a significantly smaller percentage of women (82%) than men (93%) responded similarly.

The third item on this topic (#38) asked whether the college is committed to the curtailment of sexual harassment. Over 93% responded "yes, aggressively" or "yes, for the most part." There were no significant differences in responses from men and women. The college has made great strides since Fall 2000, when 68% responded affirmatively. The significant gains made in perceptions of the college commitment in this regard may be attributed to the training about sexual harassment provided to staff, faculty and managers during the past three years.

Table 4: Proportion of Respondents Who Agreed with Each Item Regarding Gender Equity

| | Male n=92 | Female n=159 | Overall n=251 |
|---|----------------------|-------------------------|--------------------------|
| While at Cypress College, I feel some responsibility to be a spokesperson for my gender. | 16.3% | 27.6% | 23.5% |
| Do women have equal opportunities with men for recognition, respect and advancement at the college? | 93.0% | 82.3% | 86.1%* |
| Is the college committed to the curtailment of sexual harassment? | 90.7% | 94.9% | 93.3% |

Survey items 22, 33, and 38.

* 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

Overall, the majority (50% or higher) felt comfortable when participating in campus activities that focus on cultures other than their own (53.3%), and were satisfied with the diversity of the faculty (53.8%) and the staff (63.7%).

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 63% (White) to 37% (non-White) comparison.

The responses of Whites and non-Whites are presented in Table 5 in order to identify general patterns of experiences. Items for which responses differed significantly between Whites and non-Whites are marked with an asterisk (*).

Table 5: Proportion of Respondents Who Agreed with Each Item Regarding Diversity

| | White n=156 | Non-White n=92 | Overall n=248 |
|--|------------------------|---------------------------|--------------------------|
| At Cypress College, I feel most comfortable when I socialize with people from the same ethnic/racial background as mine. | 11.0% | 20.6% | 14.6%* |
| At Cypress College, I feel comfortable when I participate in campus activities that focus on cultures other than my own. | 59.8% | 42.4% | 53.3% |
| I am satisfied with the diversity of the ethnic backgrounds of the faculty. | 57.2% | 47.7% | 53.8% |
| I am satisfied with the diversity of the ethnic backgrounds of staff at Cypress College. | 66.0% | 60.0% | 63.7% |
| I am satisfied with the diversity of ethnic backgrounds of the administrators at Cypress College. | 44.1% | 29.2% | 38.5%* |
| While at Cypress College, I feel some responsibility to be a spokesperson for my race/ethnic group. | 10.6% | 27.5% | 16.9%* |
| Do members of ethnic minorities have equal opportunities for recognition, respect and advancement at the college? | 91.3% | 78.6% | 86.4%* |
| 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? | 75.6% | 60.5% | 69.7%* |

* Indicates a statistically significant difference between the two groups (White and non-Whites).
Survey items 12, 14, 18-21, 34, 37.

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.

As reported in Table 2 above, of the employees who answered the demographic question pertaining to their sexual orientation, 24 identified their sexuality as gay, lesbian, bisexual or other (i.e., not heterosexual), 220 identified themselves as heterosexual, and 17 skipped the item. The following table shows the responses of those who identified as heterosexual compared to those who identified as not heterosexual.

Table 6: Proportion of Respondents Who Agreed with Each Item

| | Hetero- sexual n=220 | Not hetero- sexual n=24 | Overall n=244 |
|--|-------------------------------------|--|--------------------------|
| At Cypress College, I feel most comfortable when I socialize with people with the same sexual orientation as mine. | 9.6% | 13.0% | 9.9% |
| At Cypress College, I feel comfortable when I participate in campus activities that focus on gay/lesbian/bisexual/transgender issues. | 29.7% | 45.0% | 31.1% |
| Faculty and staff are made to feel welcome regardless of their sexual orientation. | 73.2% | 72.7% | 73.2% |
| I have gotten to know people of different sexual orientations at Cypress College. | 78.9% | 87.0% | 79.8% |
| Homophobia among faculty and staff is a problem on campus. | 6.9% | 9.6% | 7.2% |
| Homophobia among students is a problem on campus. | 11.9% | 27.8% | 13.3% |
| Do gay, lesbian, bisexual or transgender employees have equal opportunities for recognition, respect, and advancement at the college? | 91.3% | 94.7% | 91.8% |
| 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? | 63.5% | 45.0% | 61.3% |

Survey items 13, 15-17, 27-28, 35-36.

Given that the numbers of respondents in the two groups were so different (220 vs. 24), tests of statistical differences in the responses were not appropriate, and were not conducted. However, the responses point to some strengths and areas for potential improvement with respect to the climate for diversity in this area. More than 91% of all respondents felt that employees have equal opportunities for recognition, respect and advancement regardless of their sexual orientation. Almost 80% have gotten to know people of different sexual orientations at Cypress College. And over 73% believe that faculty and staff are made to feel welcome regardless of their sexual orientation. Few (less than 10%) felt that homophobia among faculty and staff was a problem. However, homophobia among students may be more prevalent. Respondents also expressed less comfort when participating in campus activities that focus on gay/lesbian/bisexual/transgender issues.

Multi-faceted items related to diversity

Seven survey items in the diversity section were posed in general terms. That is, they did not specifically frame a topic in terms of gender, ethnicity or sexual orientation. However, participants' responses were analyzed in terms of ethnicity and sexual orientation in order to identify if there were any significant differences in these areas.

Table 7: Proportion of Respondents Who Agreed with Each Item

| | White n=156 | Non- White n=92 | Hetero- sexual n=220 | Not hetero- sexual n=24 | All n=255 |
|---|------------------------|--------------------------------|-------------------------------------|--|----------------------|
| I feel safe on the Cypress College campus | 78.6% | 68.2% | 76.0% | 60.9% | 73.1% |
| There is a lot of superficial friendliness on this campus among people of different backgrounds, but underneath there is tension. | 11.9% | 23.8%* | 16.5% | 13.0% | 16.7% |
| Prejudice among faculty and staff is a problem on campus. | 9.9% | 12.6% | 10.4% | 9.0% | 11.1% |
| Prejudice among students is a problem on campus. | 13.0% | 17.5% | 12.8% | 26.4% | 14.7% |
| Cypress College is responsive to the diverse needs of the changing demographics of our students. | 66.2% | 41.2%* | 56.4% | 50.0% | 56.2% |
| Cypress College is responsive to the diverse needs of the changing demographics of our non-instructional personnel. | 52.3% | 35.1% | 45.9% | 42.1% | 45.1% |
| Cypress College is responsive to the diverse needs of the changing demographics of our faculty. | 54.5% | 31.8%* | 44.6% | 52.6% | 44.9% |
| Cypress College is responsive to the needs of faculty and staff with disabilities. | | | | | 65.4% |

* Indicates a statistically significant difference between the two groups.

Survey items 23-26, 29-32.

Decision-Making, Team Spirit, and General Job Satisfaction

Ten survey items focused on participation in decision-making and job satisfaction. Overall, fewer than half the respondents felt that a sense of team spirit exists at the college (45%), were optimistic about what can be achieved through consensus-based decision-making and shared governance (43%), and that students are asked for their ideas when important decisions are made on campus (37%). Roughly half felt that they have the opportunity to participate meaningfully in shared governance (51%). More respondents felt that their present position satisfies their professional goals and aspirations (58%), they are given sufficient authority to implement their decisions (66%), and the students we serve contribute to their job satisfaction (76%). More than three-quarters of the respondents felt aware of appropriate and effective channels for making suggestions heard at the institutional level (72%), and that opportunities are available for them to suggest improvements at the department or unit level (86%).

To gain further insight, we compared the responses of the three primary employee groups (faculty, classified staff, and administrators/managers). Table 8 presents items and responses related to

participation and job satisfaction. Items for which responses differed significantly between employee groups are marked with an asterisk (*).

Table 8: Percent of Respondents who Affirmed Items on Decision-Making, Team Spirit, and General Job Satisfaction

| | Faculty n=141 | Classified n=86 | Adm./Mgr n=26 | Overall n=256 |
|--|--------------------------|----------------------------|--------------------------|--------------------------|
| I am given sufficient authority to implement my decisions. | 71.6% | 53.0% | 77.0% | 65.7%* |
| Upper administration puts too much pressure on me to accomplish too many objectives and priorities. | 36.2% | 21.7% | 42.3% | 31.5% |
| I am optimistic about what can be achieved through consensus-based decision-making and shared governance. | 42.1% | 38.1% | 61.5% | 43.3% |
| I have the opportunity to participate meaningfully in shared governance at Cypress College. | 53.2% | 40.4% | 76.9% | 51.4%* |
| At this point in my career, I feel my present position satisfies my professional goals and aspirations. | 66.7% | 40.5% | 69.2% | 58.0%* |
| Students are asked for their ideas when important decisions are made on campus. | 39.0% | 25.0% | 68.0% | 37.4%* |
| A sense of team spirit exists at Cypress College. | 46.1% | 34.5% | 73.1% | 45.1%* |
| Are opportunities available for you to make suggestions for improvements at your department or unit level? ^a | 88.7% | 76.7% | 96.1% | 85.6%* |
| Are you aware of appropriate and effective channels for making your suggestions heard at the institutional level? ^b | 76.6% | 58.9% | 96.1% | 72.3%* |
| Generally the students that we serve contribute to my job satisfaction. | 84.1% | 61.7% | 76.0% | 76.0%* |

Survey items 39 - 48.

* Indicates a statistically significant difference between two or more employee groups.

a: Response options were on a 4-point scale (often, occasionally, seldom, or never). Percentages in the table reflect respondents who marked "often" or "occasionally."

b: Response options were on a 4-point scale (yes-very aware, yes-somewhat aware, vaguely aware, or no). Percentages in the table reflect respondents who marked "yes-very aware" or "yes-somewhat aware."

Additional analyses reveal important shifts in employees' perceptions over time. Compared to respondents in 2004, participants in the 2006 study were less likely to indicate that students are asked for their ideas when important decisions are made on campus (37.4% vs. 44.3% in 2004) and that a sense of team spirit exists at the college (45.1% vs. 53.7% in 2004).

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

Almost half of all respondents agreed that retention of students from specific racial/ethnic groups should be a priority at Cypress College. However, significantly smaller proportions of classified staff and non-Whites agreed with this statement. More respondents (63%) agreed that the college should focus on retaining students who are initially unprepared for college level work. This item was more broadly supported across employee and ethnic groups.

Table 9: Proportion of Respondents Who Agreed with Items about Student Recruitment and Retention

| | Faculty n=141 | Classi- fied n=86 | Mgr n=26 | White n=156 | Non- White n=92 | Overall n=256 |
|--|--------------------------|----------------------------------|---------------------|------------------------|--------------------------------|--------------------------|
| Recruitment of students from underrepresented racial/ethnic groups should be a priority at Cypress College. | 52.5% | 40.0% | 63.1% ^a | 49.0% | 52.5% | 50.4% |
| Retention of students from specific racial/ethnic groups should be a priority at Cypress College. | 51.8% | 35.3% | 69.3% ^b | 48.4% | 47.3% | 48.0% |
| Retention of students who are initially unprepared for college level work should be a priority at Cypress College. | 71.6% | 50.6% | 65.4% | 67.4% | 56.1% | 63.9% |

Survey items 49 - 51.

a: Managers were significantly different (higher) than faculty and classified staff.

b: Managers were significantly different (higher) than classified staff, but not faculty.

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 anonymous. 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. 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. At Cypress College, I feel most comfortable when I socialize with people from the same ethnic/racial background as mine. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. At Cypress College, I feel most comfortable when I socialize with people with the same sexual orientation as mine. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. At Cypress College, I feel comfortable when I participate in campus activities that focus on cultures other than my own. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. At Cypress College, I feel comfortable when I participate in campus activities that focus on gay/lesbian/bisexual/transgender issues. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 16. Faculty and staff are made to feel welcome at Cypress College regardless of their sexual orientation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 17. I have gotten to know people of different sexual orientations at Cypress College. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

18. I am satisfied with the diversity of the ethnic backgrounds of the faculty.
19. I am satisfied with the diversity of the ethnic backgrounds of staff at Cypress College.
20. I am satisfied with the diversity of the ethnic backgrounds of the administrators at Cypress College.
21. While at Cypress College, I feel some responsibility to be a spokesperson for my racial/ethnic group.
22. While at Cypress College, I feel some responsibility to be a spokesperson for my gender.
23. I feel safe on the Cypress College campus.
24. There is a lot of superficial friendliness on this campus among people of different backgrounds, but underneath there is tension.
25. Prejudice among faculty and staff is a problem on campus.
26. Prejudice among students is a problem on campus.
27. Homophobia among faculty and staff is a problem on campus.
28. Homophobia among students is a problem on campus.
29. Cypress College is responsive to the needs of faculty and staff with disabilities
30. Cypress College is responsive to the diverse needs of the changing demographics of our students.
31. Cypress College is responsive to the diverse needs of the changing demographics of our staff and administration.
32. Cypress College is responsive to the diverse needs of the changing demographics of our faculty.

33. 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

34. 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

35. 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

36. 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

37. 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

38. 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. Participation and Satisfaction

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

| | Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 39. I am given sufficient authority to implement my decisions. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 40. Upper administration puts 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"/> |
| 41. 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"/> |
| 42. 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"/> |
| 43. 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"/> |
| 44. Students are asked for their ideas when important decisions are made on campus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 45. A sense of team spirit exists at Cypress College. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

46. Are opportunities available for you to make suggestions for improvements at your department or unit level?

- Often
- Occasionally
- Seldom
- Never

47. Are you aware of appropriate and effective channels for making your suggestions heard at the institutional level?

- Yes, very aware
- Yes, somewhat aware
- Vaguely aware
- No

48. Generally, the students that we serve...

- Contribute to the satisfaction I get from doing my job
- Sometime contribute and sometimes are detrimental to the satisfaction I get from doing my job
- Do not affect my job satisfaction
- Deter from the satisfaction I get from doing my job
- No opinion

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 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 49. 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"/> |
| 50. 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"/> |
| 51. 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"/> |

52. 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

Gender

- Male Female

Age

- Under 18 years 18 - 24 25 - 34 35 - 44 45 - 54 55 or older

Type of position:

- Full-time Part-time

Employee Group

- Faculty (credit) Classified Confidential Administrative/Manager

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

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

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

With which sexual orientation do you most identify?

- Bisexual
 Gay
 Heterosexual
 Lesbian

Transgender

Other

Do you have a verified disability?

No

Yes, visual or hearing impairment

Yes, mobility impairment

Yes, other type

In which of the following administrative areas do you work?

Executive Vice President – Instruction and Student Support Services

Vice President Educational Support and Planning (M & O, Media Services, Computing, etc...)

Director, Budget and Finance (Bursar, Bookstore, etc...)

President's Area (President's office, Staff Development, Foundation, etc...)

Other

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?

Do you have any other suggestions or comments?