



## **Employee Campus Climate Survey Results 2019**

### **Background**

The 2019 Cypress College Employee Campus Climate Survey included questions related to five general topics: 1) campus climate, 2) diversity, equity, and inclusion, 3) decision-making processes, 4) planning processes, and 5) job satisfaction, as well as a series of open-ended questions related to strengths of the college and areas for improvement. Demographic information was also collected to allow for comparisons of subgroups.

Overall, 345 employees responded to the survey over a three-week period during the fall 2019 semester. Respondents included:

- 91 Full-Time Faculty
- 88 Classified/Confidential
- 71 Adjunct Faculty
- 23 Administrators/Managers
- 72 Not Reported

### **Summary of Findings**

Several strengths of the college and areas for improvement emerged through the survey responses and open-ended comments.

Some key strengths of the college included:

- Safe and welcoming campus
- Efforts surrounding diversity, equity, and inclusion
- Campus aesthetics and improvements (e.g., construction)
- Collegiality and sense of community
- Awards and rankings
- Pervasive dedication to students

Some key areas for improvement included:

- Salary and benefits
- Communication between employee groups
- Transparency in planning and decision-making
- Meaningful involvement in shared governance
- Opportunities for professional growth

## General Campus Climate Results

Employees were asked to rate various word pairs in terms of their feelings about the campus climate at Cypress College. As seen in Figure 1, the highest rated dimensions were:

- tolerant (versus intolerant)
- friendly (versus hostile)
- respectful (versus disrespectful)

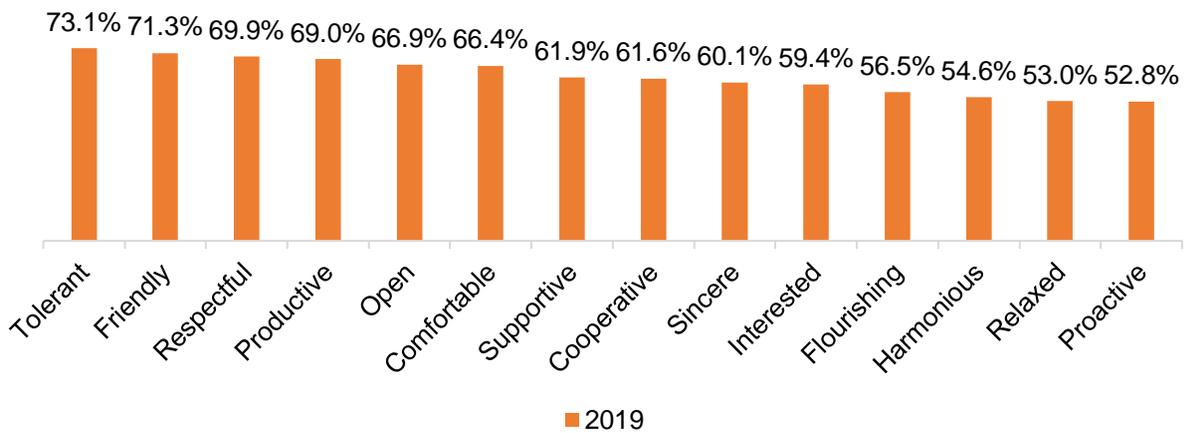


Figure 1. *Employee ratings of the campus climate*

In comparison to ratings from fall 2017, employees rated the campus as being more open, tolerant, flourishing, and proactive (see Figure 2).

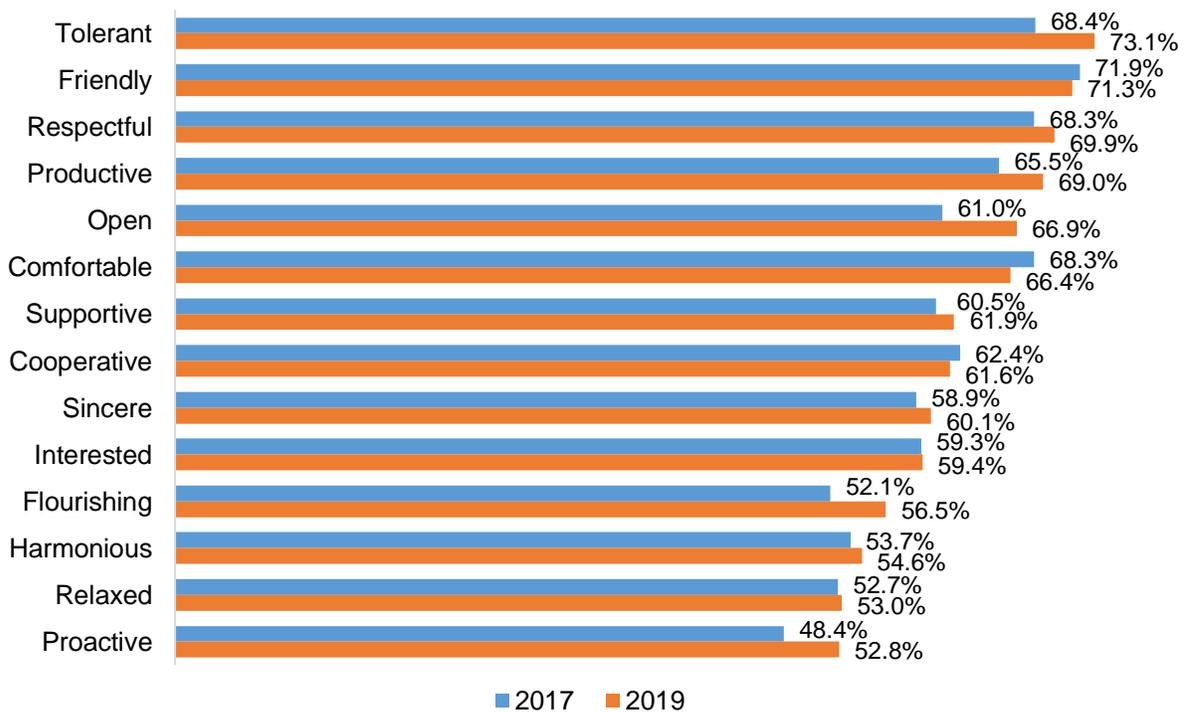


Figure 2. *Trend comparison of employee ratings of the campus climate*

Employees also responded to questions about safety and security, specific safety concerns, and the college’s commitment to student success. Figure 3 below summarizes employees’ satisfaction with administrative response to various safety concerns and indicates generally high levels of satisfaction, particularly with regard to campus emergencies. Additionally, Figure 4 suggests that most employees feel very safe at Cypress College.

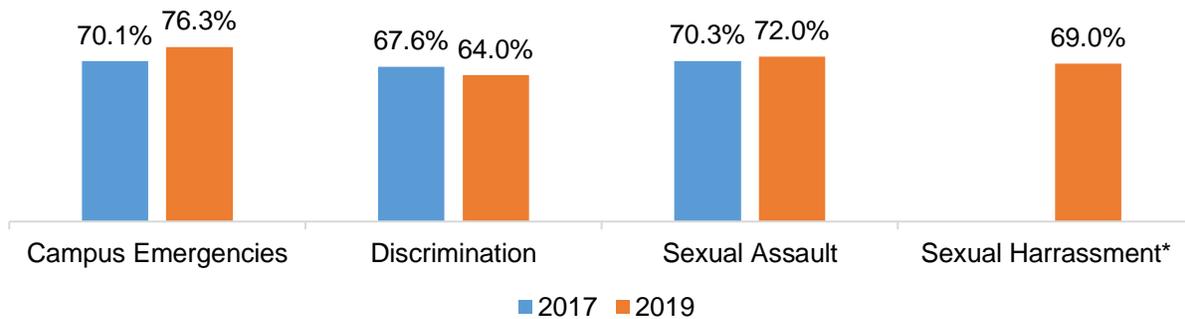


Figure 3. *Satisfaction with administrative responses to safety concerns*

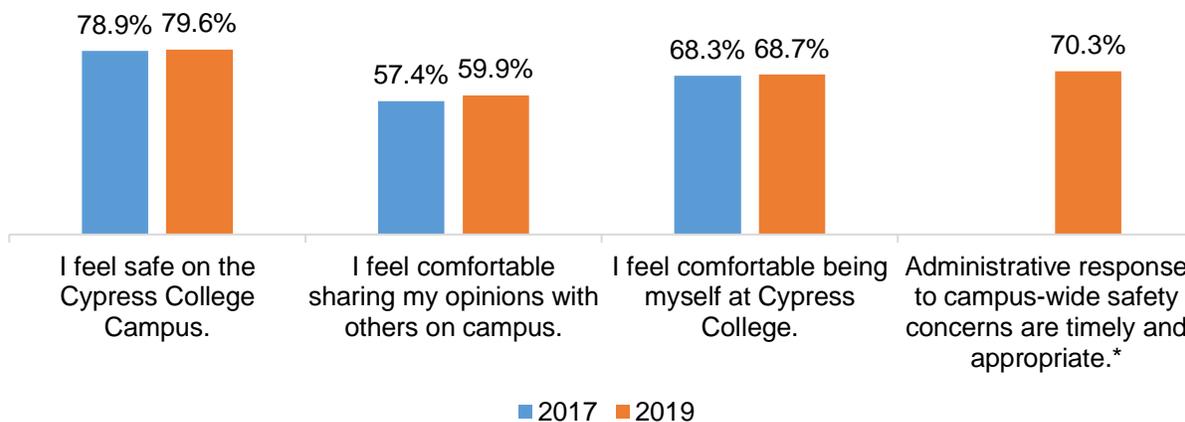


Figure 4. *Comparison of safety and security ratings*

In fall 2019, employees were asked whether, in general, Cypress College employees have a unified commitment to student success, and nearly 70% agreed (see Figure 5).

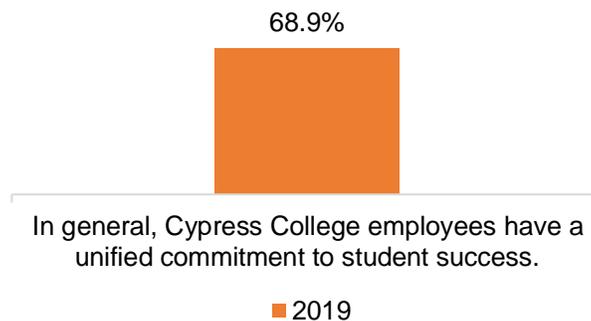


Figure 5. *Employee commitment to student success*

## Diversity, Equity, and Inclusion Results

Employees were asked questions about the supportiveness, welcoming nature, and responsiveness of the campus as it relates to specific issues of diversity, equity, and inclusion, as well as about respect within and between employee groups. The respectfulness section was added to the climate survey in 2017 to establish a baseline of the relations between employee groups and can be used as a point of comparison for the responses from this year.

With regard to the questions related to diversity, equity, and inclusion, responses suggested a welcoming and supportive nature on campus, regardless of gender, race, ethnicity, sexual orientation, gender identity, and gender expression (see Figure 6 and 7), and that policies and practices are in place to effectively address diversity, equity, and inclusion-related conflicts (see Figure 8). Additionally, employee groups were noted as having similar opportunities for recognition, respect, and advancement, according to most survey participants (see Figure 9).

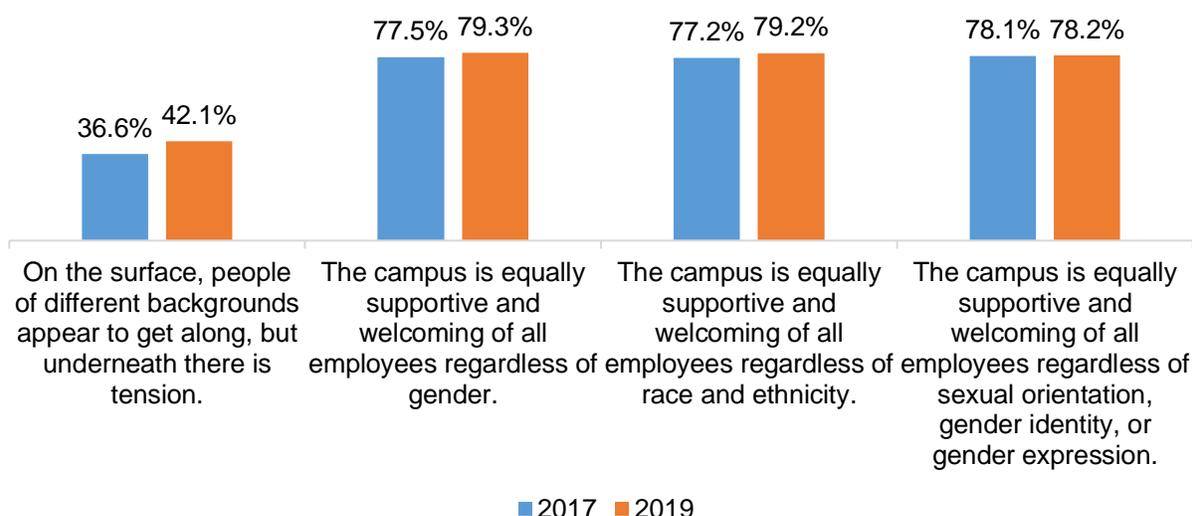


Figure 6. Diversity-related support and welcoming nature of the campus

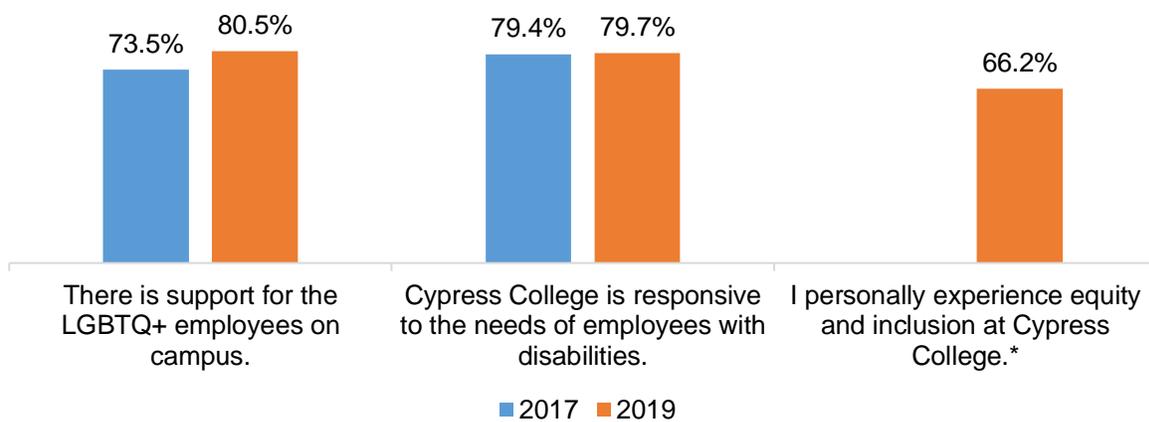


Figure 7. Diversity-related support and responsiveness for employees

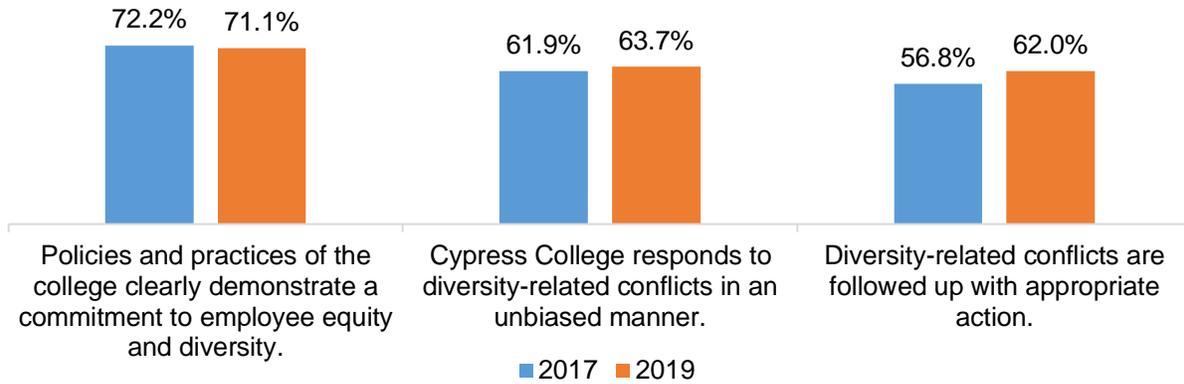


Figure 8. Diversity-related policy and practices findings

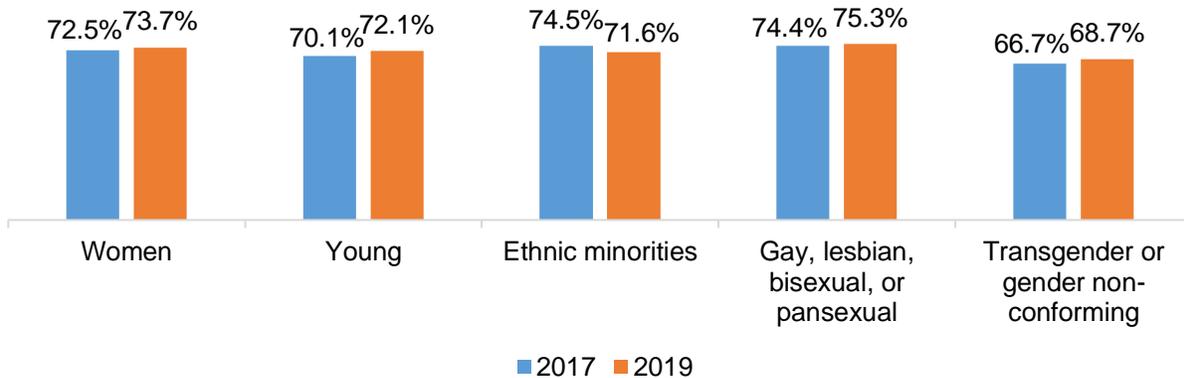


Figure 9. Equal opportunities for recognition, respect, and advancement

With regard to perceived respectfulness within and across employee groups, the results demonstrated a few notable trends. Specifically, perceived respect by and towards administrators has declined, perceived respect between classified/confidential staff and instructors has increased (Figures 10, 11, and 12), instructors perceived respect for one another has increased (see Figure 11), and the perceived respect towards students by all groups has remained high (see Figure 13).

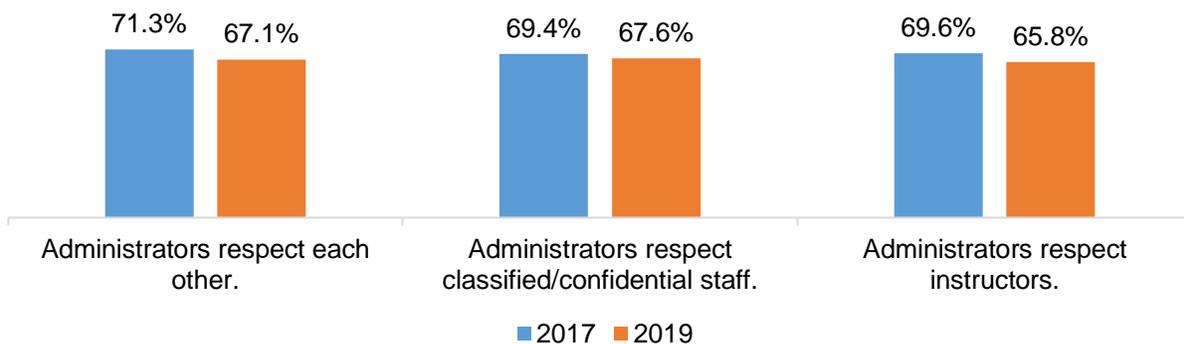


Figure 10. Perceived respectfulness by administrators

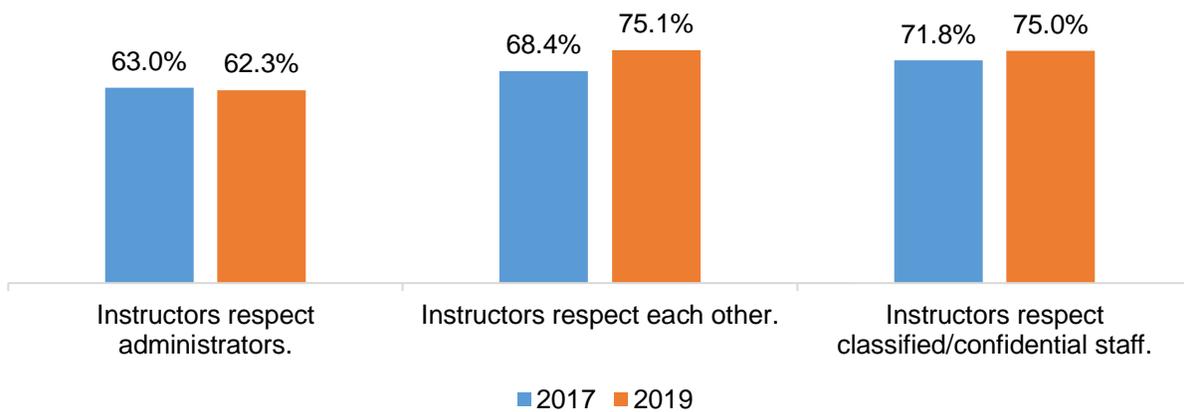


Figure 11. *Perceived respectfulness by instructors*

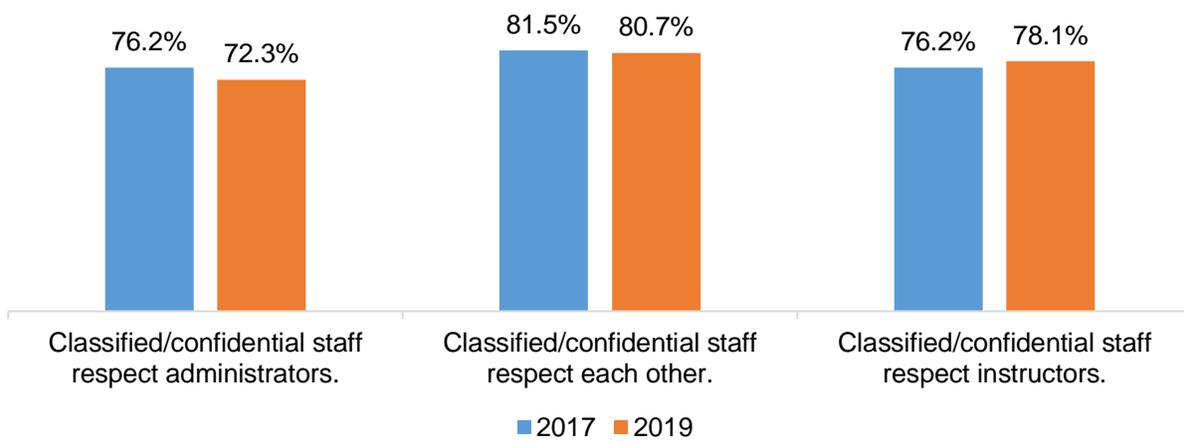


Figure 12. *Perceived respectfulness by classified and confidential staff*

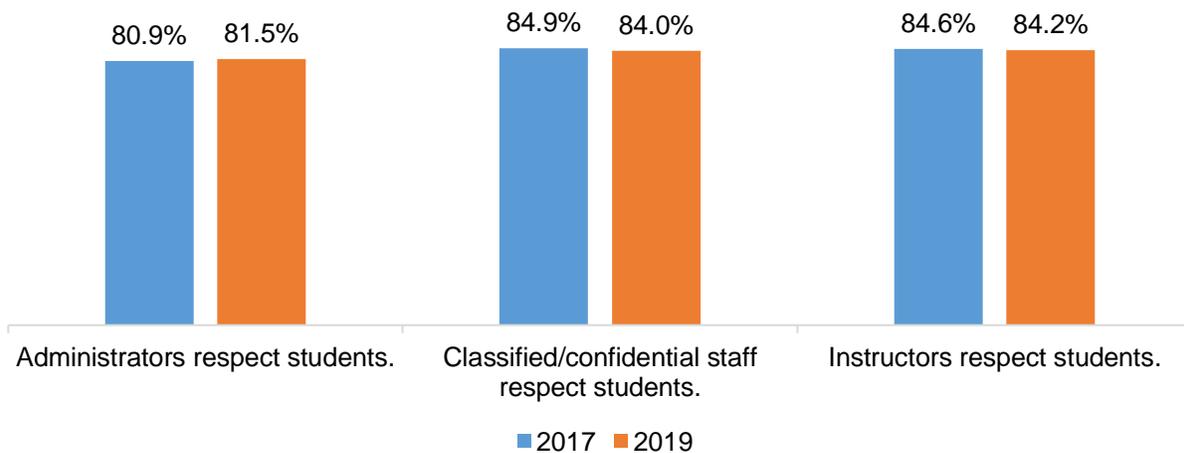


Figure 13. *Perceived respectfulness towards students*

## Decision-Making Processes Results

Overall, employees indicated moderate agreement with statements regarding participation in decision-making processes, but less agreement with statements about their contribution to the process being valued (see Figure 14). Agreement with statements about decision-making communications and transparency remained relatively low but have improved with regards to these processes being clear, understandable, widely available, easily accessible, and kept current (see Figure 15).

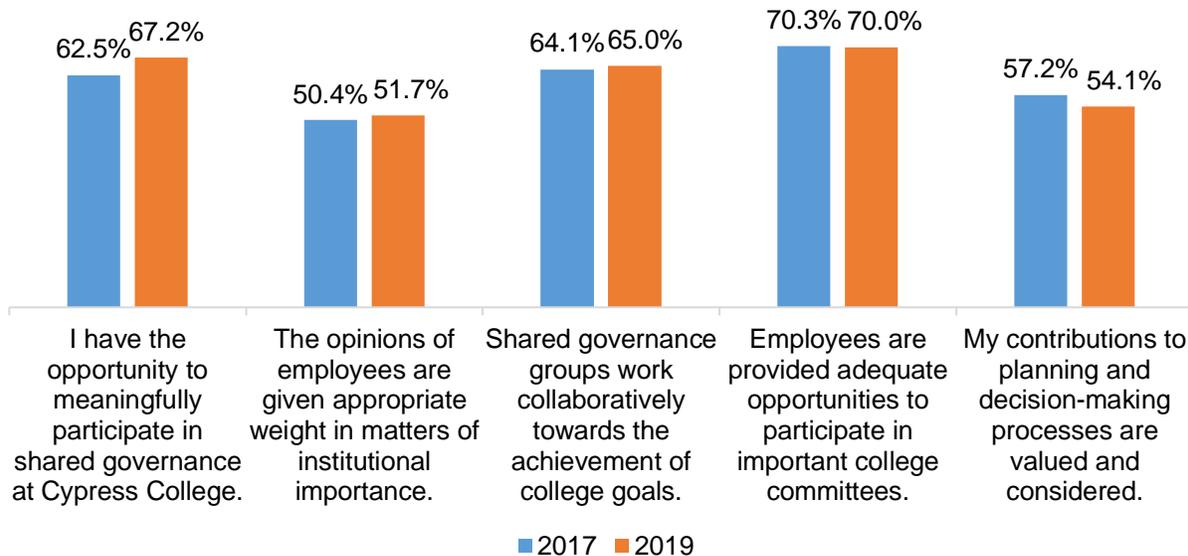


Figure 14. *Decision-making opportunities and participation*

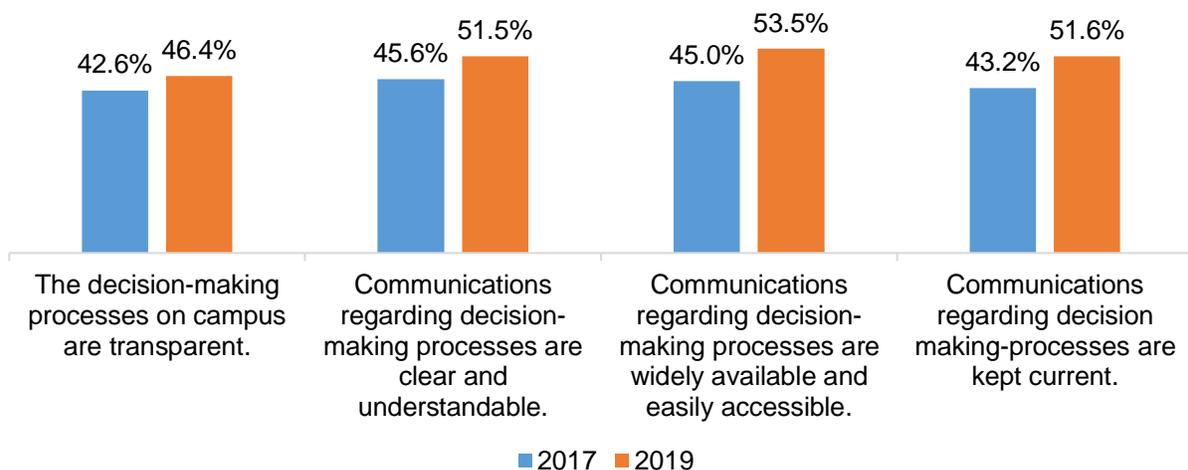


Figure 15. *Decision-making communications and transparency*

The responses to questions related to decision-making processes were disaggregated by employee group and revealed some notable differences between full-time faculty and other employee groups. Specifically, although full-time faculty reported having the opportunity to participate in shared governance, they reported that their opinions and contributions were not appropriately considered (see Figure 16), and they had significantly lower agreement with statements regarding transparency and communication about decision-making than other employee groups (see Figure 17).

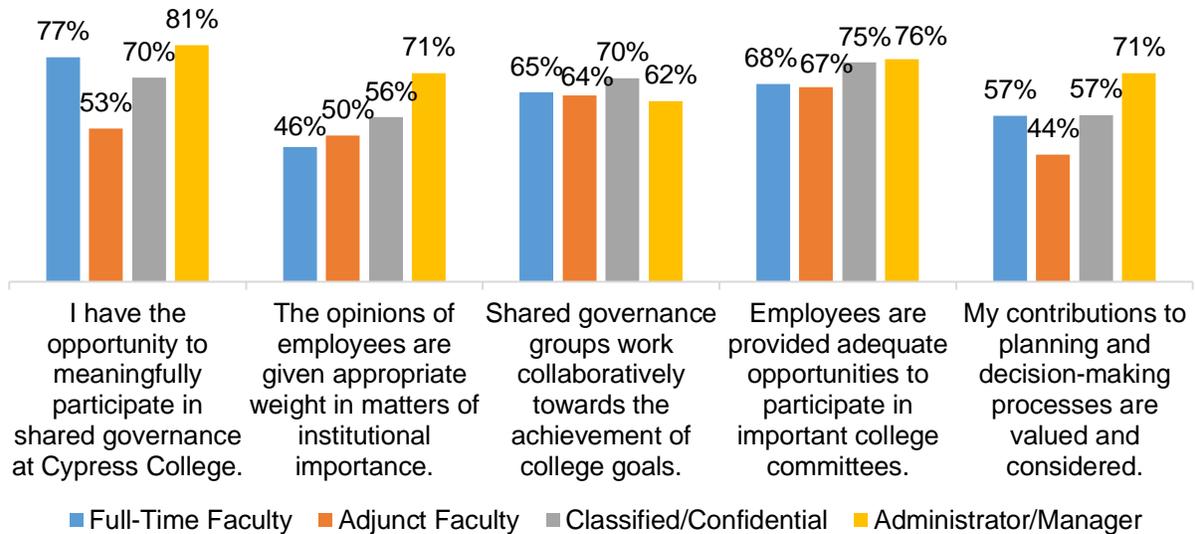


Figure 16. *Decision-making opportunities and participation by employee group*

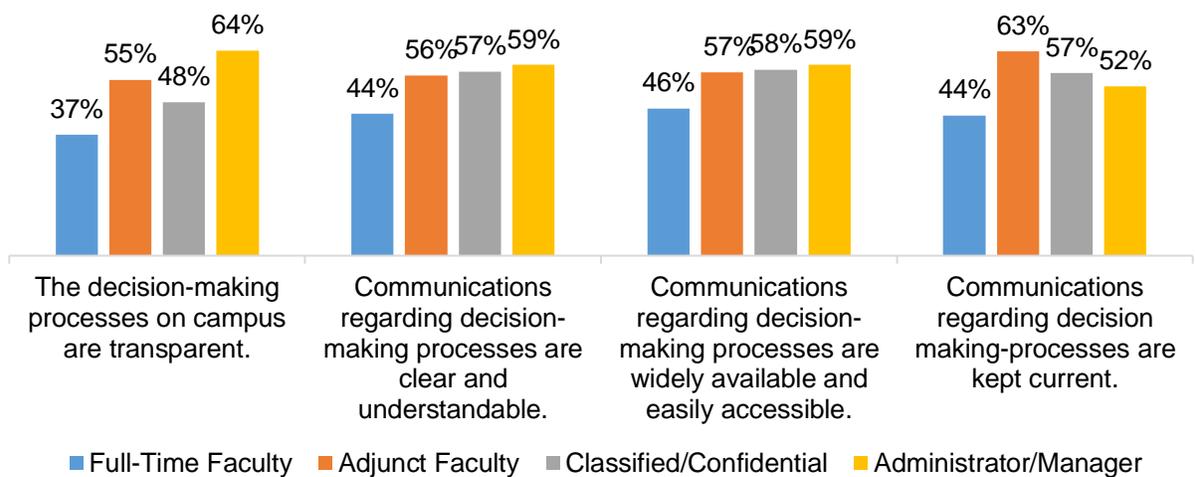


Figure 17. *Decision-making communications and transparency by employee group*

## Planning Processes Results

The agreement ratings by employees with regard to the planning process were mixed. Although agreement with statements about awareness of the planning process and communications related to planning were relatively high, fewer employees reported feeling that their participation influenced the outcome of the planning process and that the planning process is helping the college achieve its desired goals (see Figures 18 and 19).

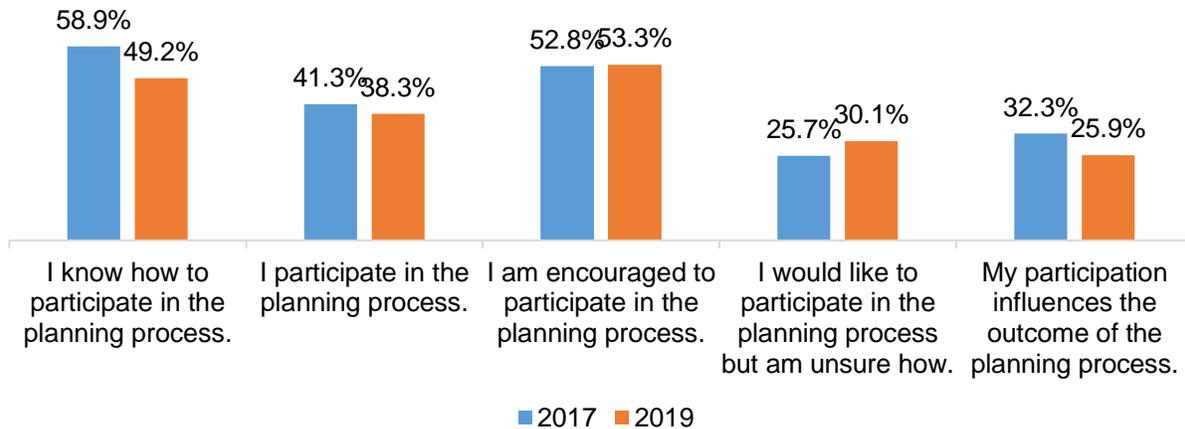


Figure 18. *Planning process opportunities and participation*

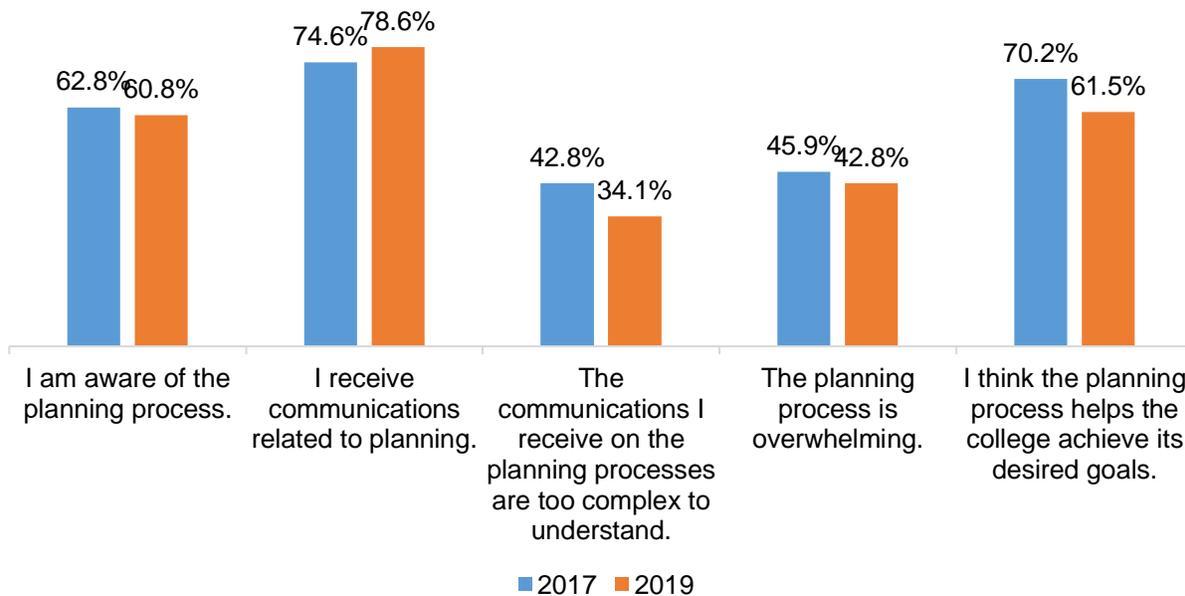


Figure 19. *Planning process communications and effectiveness*

The responses to questions related to planning processes were disaggregated by employee group and indicated that although full-time faculty are engaged in planning processes, they reported the least agreement with the statement that planning is helping the college achieve its desired outcomes, they were most overwhelmed by planning processes (see Figures 20 and 21).

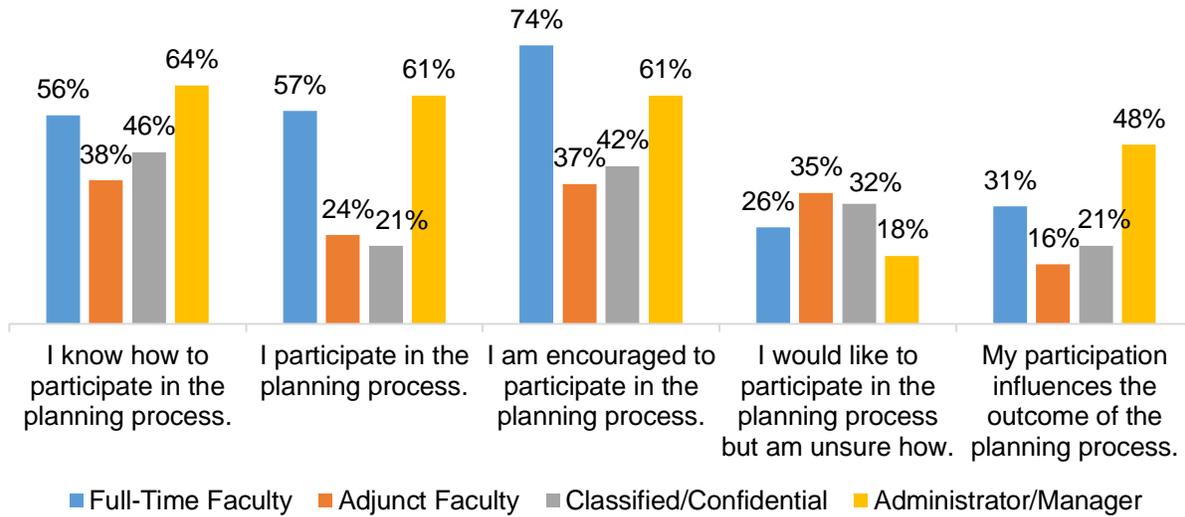


Figure 20. *Planning process opportunities and participation by employee group*

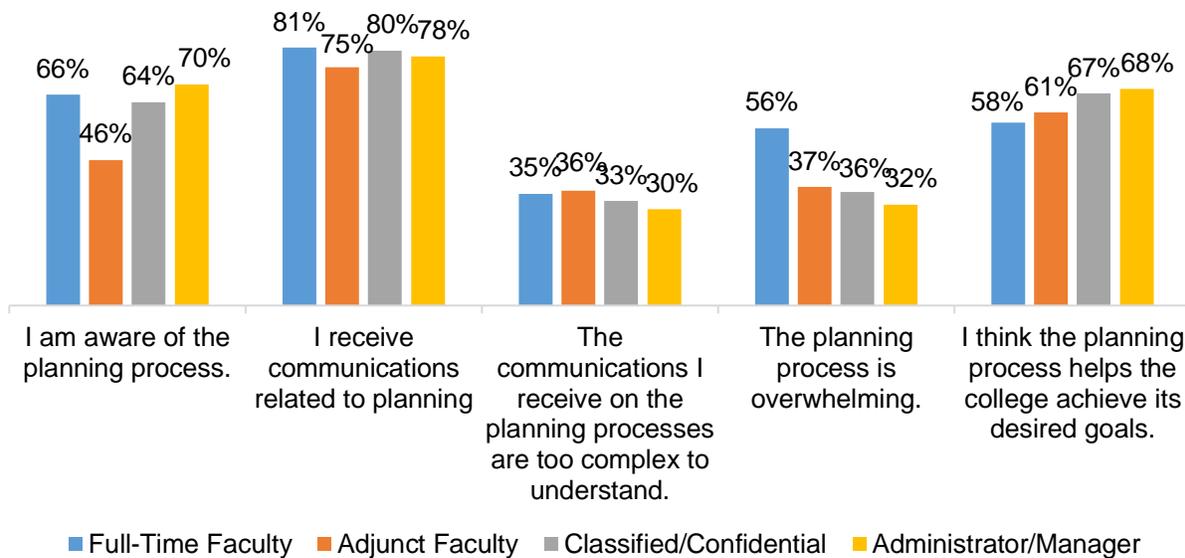


Figure 21. *Planning process communications and effectiveness by employee group*

### General Job Satisfaction Results

Employees reported feeling less work-related pressure, but also less agreement that their current position satisfies their professional goals and aspirations (see Figures 22 and 23). However, many employees reported that they are able to maintain a good work-life balance (see Figure 23).

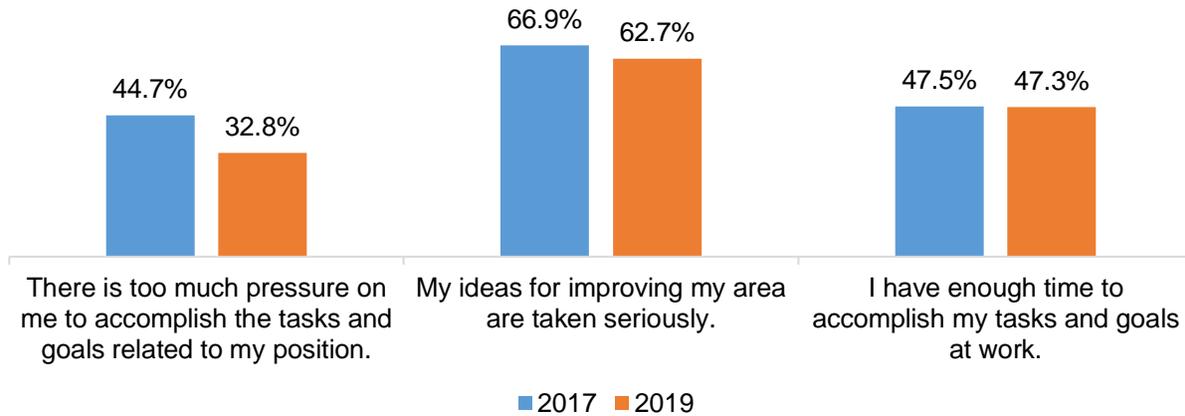


Figure 22. Satisfaction with current roles

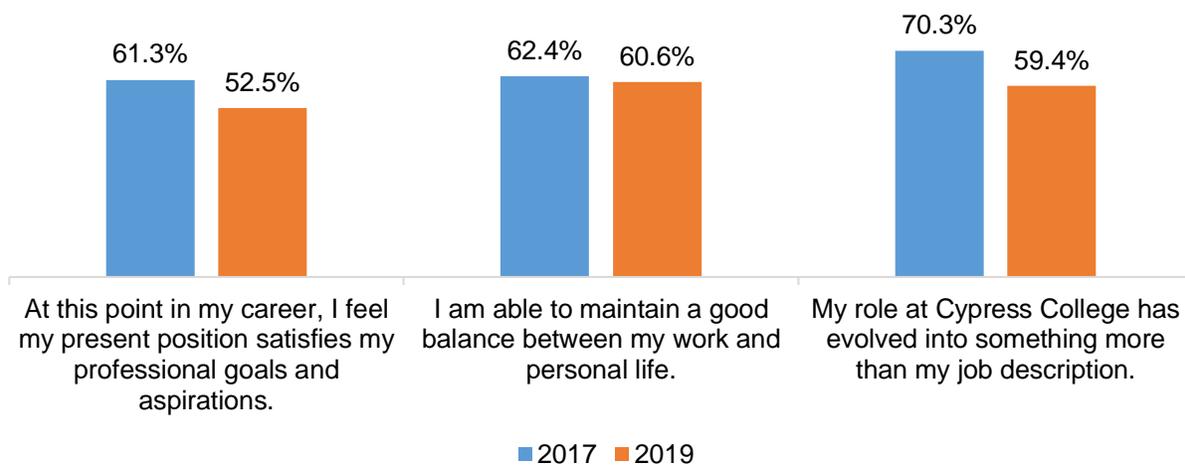


Figure 23. Work-life balance

There were significant declines in employee satisfaction across all areas related to compensation (see Figure 24). Employees reported the least satisfaction with cost of health benefits and salary, and ratings were especially low among full-time faculty, followed by administrators and managers (see Figure 25).

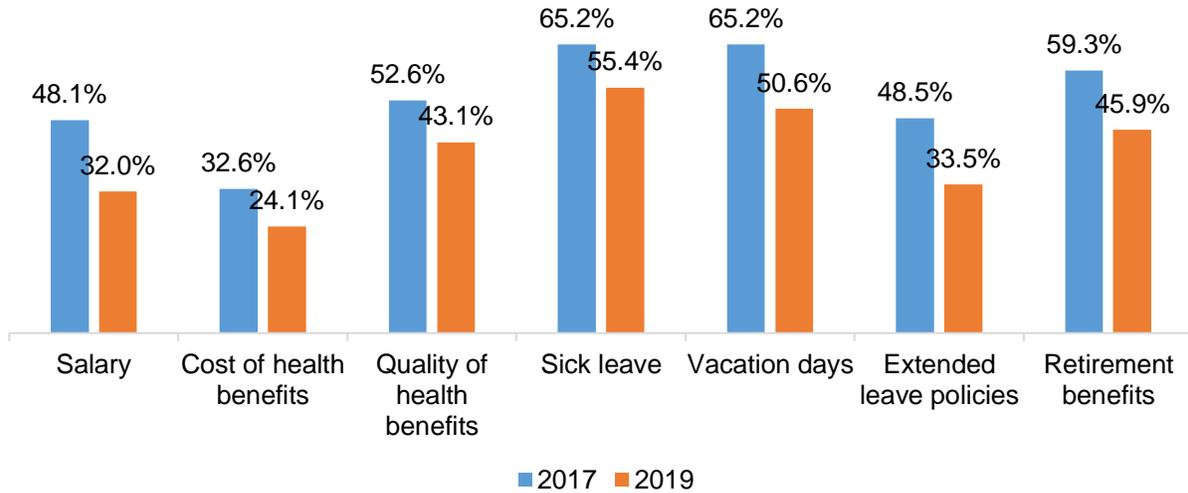


Figure 24. Satisfaction with salaries and benefits

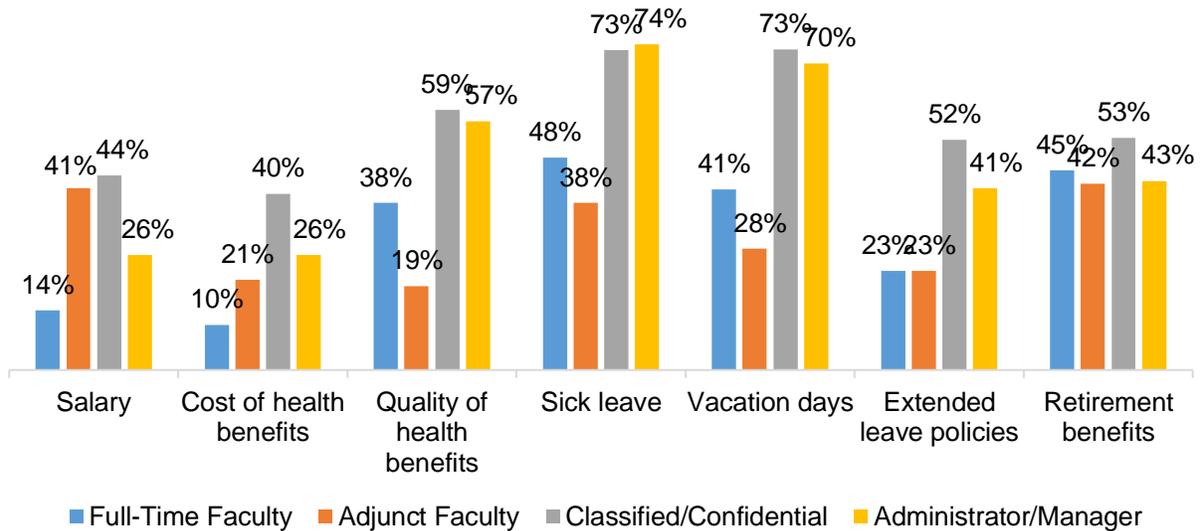


Figure 25. Satisfaction with salaries and benefits by employee group

## **Open-Ended Responses**

Employees responded to a series of open-ended questions related to the strengths of the college and areas for improvement. The following are some themes that emerged from these comments.

### **Strengths**

Employees commented on being **most proud** about:

- the college's dedication to helping students
- collegiality (in silos)
- awards and high rankings the college has received
- the educational pathways that are in place for students
- campus aesthetics and improvement (e.g., construction)

### **Areas for Improvement**

Employee commented about the following **areas that need improvement**:

- salary and benefits
- employee group relations
- transparency of planning and decision-making
- opportunities for adjunct faculty

### **Improvements since Fall 2017**

Employees noted the following improvements since fall 2017:

- construction and campus improvements
- stronger dedication to students
- progress on diversity, equity, and inclusion initiatives