

**CLACKAMAS COMMUNITY COLLEGE
ORGANIZATIONAL CLIMATE SURVEY 2008**

Draft Report for Presidents Council review 11/18/08

**CLACKAMAS COMMUNITY COLLEGE ORGANIZATIONAL
CLIMATE SURVEY**

TABLE OF CONTENTS

Pages # to be added once all the editing is complete

- 1. Executive Summary**
- 2. Introduction**
- 3. Overall Response**
- 4. Survey Results and Analysis**
- 5. Review of the 2006 Recommendations**
- 6. Insights and Recommendations for 2008**
- 7. Appendix**

1. EXECUTIVE SUMMARY

The second Clackamas Community College organizational climate survey was completed in October 2008. The organizational climate appears to have changed since October 2006. In the January 2006 final report to the Board of Education the climate was characterized by “leadership and organizational challenges [that] created uncertainty and confusion”. In 2008 there is a President who has been with the college since January 2007 to the present. Following an inclusive evaluation process that involved representatives from across the campus, on February 18, 2008 the college board stated the following regarding the President Joanne Truesdell: “Your performance as president of the college has been excellent. You brought the campus community together by providing stability with confident, capable, organized leadership.” That stability is noticeable in the results of the 2008 survey.

The Focused Interim Visit by the Northwest Commission on Colleges and Universities took place at Clackamas on April 29, 2008. **NEED RESULTS**. This was a follow up to the full Accreditation that had been conducted in the fall of 2006 during the midst of the leadership challenges. This visit confirms that there has been movement by the college toward inclusive planning (recommendation 2) and in budgeting and financial systems (recommendation 3). The efforts to fulfill the accreditation systems issues are also reflected in this survey with more positive responses in the overall communication by college leadership.

The first major difference between the two organizational climate surveys is the number of individuals who chose to avail themselves to use the survey. In October 2006, 330 individuals responded to the first survey. This represented approximately 60% of all full-time employees and 15% of part time faculty and 7% of part-time classified. The 2008 survey has half those numbers: 30% of full time employees responding, 3% of part-time faculty and 2% of part-time classified. Why the decrease? While inferential, there is a significant possibility, based upon the “tone” of the responses and the positive shift in one third of the answers that the organizational climate has improved significantly enough that many do not feel the need to “weigh in” like they did in 2006.

The second major observation is that the responses where positive shifts have occurred are in those areas where the President and her executive leadership have more “direct control”. Examples being:

- #9 The purposes and rationales behind major policy decisions are communicated clearly and in a timely manner.
- #10 The administration is consistently open to my questions, concerns and suggestions.

- # 11 There is a free flow of information throughout the college.
- #18 Decisions are made at the level where the best information is available.
- # 28 There is a good alignment of the mission, value and goals across the organization.
- #29 Leaders have a long term view and communicate it.

The third observation is that the responses in the 2008 survey that do reflect a higher level of disagreement were primarily in the areas that reflect the work of teams and colleagues:

- #12 There is a free flow of information among employees in my area.
- #17 Teamwork exists within program/service areas.

In reviewing all the questions a theme appeared around “conflict” and “interpersonal issues” that connect to the work of teams. There is a need for a conversation on ways to improve teamwork/department work and interpersonal issues. The responses supporting this observation are provided below:

- Q-7. Interpersonal conflicts are resolved quickly and effectively.
48 % agree and strongly agree as compared to 51 % in 2006.
- Q-12. There is a free flow of information among employees in my area.
77% agree and strongly agree as compared to 83% in 2006.
- Q-13. There is a free flow of information between me and my supervisor.
82% agree and strongly agree as compared to 84% in 2006.
- Q-17. Teamwork exists within program/service areas.
79% agree and strongly agree as compared to 86% in 2006.
- Q-19. Interpersonal conflicts often interfere with our ability to make decisions effectively.
46% agree and strongly agree as compared to 43% in 2006.
- Q-20. When disagreements occur, people work hard to find a "win-win" solution.
64% agree and strongly agree as compared to 69% in 2006.
- Q-22. Interpersonal conflicts often interfere with our ability to resolve disagreements.
46% agree and strongly agree as compared to 43% in 2006.

The open ended responses from the survey lend weight to this conclusion. In the open ended question, “What do you think is the most important thing we can do to improve the organization?” the highest response was to “improve the work environment.” Twenty out of 88 responses identified the “work environment” as

the most important focus for improvement. In reply to question #36, “What do you think is the most important thing we can do to improve communication?”, the second most frequently mentioned response is “Management and director training” with 25 responses out of 88. The major recommendation of Presidents’ Council is to develop an action plan that would include conversations on ways to improve teamwork/department work and interpersonal issues, in addition to enhanced training for directors, managers and staff on teamwork and problem resolution skills.

INTRODUCTION

In the fall of 2008 the second organizational climate survey at Clackamas Community College was provided to the campus for their input and feedback. The first climate survey was given in October 2006 during a “season that stretched Clackamas Community College, given the ten-year accreditation visit and the executive leadership change.” The 2006 survey was overseen by a Commission established by the Board of Education. Its purpose was to give a serious look at the organizational climate at Clackamas in light of the leadership vacuum and changes occurring in 2006. To accomplish this “look”, the commission decided to conduct an organization climate survey that consisted of 35 questions with the key categories of questions focusing on:

- organizational effectiveness and empowerment,
- communication,
- decision making,
- problem resolution,
- organizational structure and coordination, and
- .the Board of Education

The Board has now requested that this survey be repeated and asked Presidents’ Council to take the lead. Thus the 2008 survey was overseen by Presidents’ Council. It was decided to use the 2006 survey as the baseline with the same questions and options for response for easier correlation. It was agreed to add two questions to the 2008 survey. The items added were:

- Decisions, new projects, innovations etc. are implemented in a timely manner with solid communication,
- What do you think is the most important thing we can do to improve communication?

It was also agreed to correlate the responses by association groups and by comparing the 2006 and 2008 responses. The 2006 procedure and analysis protocols were also used to ensure consistency.

The 2008 Survey consists of 138 respondents as compared to 330 in 2006. The total number of responses declined from around 60% of all full time members of the community in 2006 to about 30% in 2008. The following statistics reflect the number of respondents within each major grouping of Clackamas Community College:

- 27 % (43 of 162) full-time faculty as compared to 61% in 2006 with 31% of all responses in this survey.
- 3% (12 of 400) part-time faculty as compared to 15% in 2006 with 9% of all responses in this survey.

- 31% (66 of 216) full-time classified as compared to 60.5% in 2006 with 48% of all responses in this survey.
- 2% (3 out of 140) part-time classified as compared to 7% in 2006 with 2% of all responses in this survey.
- 39% (14 out of 36) exempt as compared to 62% in 2006 with 10% of all responses in this survey.
- It appears that 99% of all those responding to this survey had done so in 2006.

In 2008 the following demographics are also known

Gender:

- Male – 38 responses or 29%
- Female -- 95 responses or 71%
- 133 out of 138 identified their gender in the demographic section.

Area of the College:

- Instructional Services- 82 responses or 59%
- College Services- 56 responses or 41%
- Total Respondents 138

Number of years employed at the college:

- less than 2 years - 11 responses or 8%
- 2 - 5 years - 31 responses or 22%
- 6 - 10 years- 38 responses or 28%
- 11 - 15 years – 25 responses or 18%
- 16 - 25 years - 23 responses or 17%
- 26 years or more -10 responses or 7%
- Total Respondents 138

While the number of respondents is less in 2008, the value to the organization is still important. 2008 is a different time than 2006. The value of “looking at your organization” usually provides the template for conversation, learning and improvement. It brings about conversations that are focused on the people and the work environment. Often organizations’ conversations are on tasks and projects as the organization moves toward a mission. However, the conversation on the “climate” and how Clackamas is doing in that regard is also a critical one.

Two-thirds of the 32 questions were rated in a similar manner. However, almost 1/3 of the questions reflected higher ratings, whereas only two reflected a decreased aggregate rating. It is important to note where there is movement of

significance. A question to be asked is how to continue the positive movement in the perception of the climate being fostered at Clackamas. Another question worth considering is whether or not the current work and approach to the work is sustainable?

The nine questions reflecting higher satisfaction scores include the following:

- #9 The purposes and rationales behind major policy decisions are communicated clearly and in a timely manner. 2006=47% 2008=62%
- #10 The administration is consistently open to my questions, concerns and suggestions. 2006=59% 2008=76%
- # 11 There is a free flow of information throughout the college. 2006=44% 2008=57%
- # 14 I am consistently involved in organizational decisions, plans, and problem solving. 2006=55% 2008=64%
- #18 Decisions are made at the level where the best information is available. 2006=55% 2008= 65%
- # 27 There is a good alignment of the mission, value and goals across the organization. 2006=74 % 2008=80%
- #29 Leaders have a long term view and communicate it. 2006=52% 2008=63%
- #31 The board is responsive to input from the college community.
2006=67% 2008=87%
- #32 Adequate mechanisms exist for communication between the board and the college community.
2006= 46% 2008=74%

The two questions reflecting decreased ratings consist of the following items:

- #12 There is a free flow of information among employees in my area.
2006=83% 2008=77%
- #17 Teamwork exists within program/service areas. 2006=86%
2008=79%

As mentioned earlier the same five domains or clusters were assessed in both the 2006 and the 2008 surveys. The clusters, taken as a group, are first globally summarized, as follows:

- a) Organizational effectiveness and empowerment – No change
Questions 1 thru 7
- b) Communication -- 3 increase and 1 decreases
Questions 8-13
- c) Decision Making --2 increase and 1 decreases
Questions 14-19
- d) Problem resolution –no change
Question 20-25
- e) Organizational Structure and Coordination – 2 increase
Question 26-30

f) Board of Education – 2 increase
Question 31-32

Another observation of the data reveals that full time faculty in 2008 have an increased positive response rate as compared to full time classified who have an increased negative response rate. There can be many reasons for this difference. The survey does not ask why, but a conversation on this overall look would be of value to the campus community.

Questions that concern “conflict” and “interpersonal issues” have need for a conversation. The responses are listed below:

- Q-7. Interpersonal conflicts are resolved quickly and effectively.
48 % agree and strongly agree as compared to 51 % in 2006.
- Q-12. There is a free flow of information among employees in my area.
77% agree and strongly agree as compared to 83% in 2006.
- Q-13. There is a free flow of information between me and my supervisor.
82% agree and strongly agree as compared to 84% in 2006.

Even though it appears to be a slight overall decrease in agreement, a review of the differential agreement rates between stakeholder groups provides additional information that is helpful. Whereas the full-time classified agreement responses *decreased* from 86% in 2006 to 80%, the exempt agreement responses *increased* from 72% agreement in 2006 to 90% agreement in 2008.

- Q-17. Teamwork exists within program/service areas.
79% agree and strongly agree as compared to 86% in 2006.
- Q-19. Interpersonal conflicts often interfere with our ability to make decisions effectively.
46% agree and strongly agree as compared to 43% in 2006.

The slight increases in agreement that interpersonal conflict affects decision making in 2008 were made by all stakeholder groups.

- Q-20. When disagreements occur, people work hard to find a "win-win" solution.
64% agree and strongly agree as compared to 69% in 2006.
- Q-22. Interpersonal conflicts often interfere with our ability to resolve disagreements.
46% agree and strongly agree as compared to 43% in 2006.

The exception is noted that 71% of the exempt employees agreed with that statement whereas 40% of the other two stakeholder groups agreed.

Once again, the open ended responses provide additional information to supplement the above survey findings. In the open ended question “What do you think is the most important thing we can do to improve the organization?” the highest response was to improve the work environment. Twenty out of 88 responses identified the “work environment” as the most important thing to improve.

In responding to the question “What do you think is the most important thing we can do to improve communication?” Twenty-five out of 88 responded with “training for managers and directors” as a way to improve communications. The ideas suggested include:

- Listening training and listening
- More cross training for managers and staff
- Know and respect open meeting laws
- Teamwork
- Establish a standard level of communication and train folks on that level
- How to promote diverse ideas, accept change and come to resolution
- Training on valuing all employees. How to listen and value employees
- Communication skill training
- Have a clear communication strategy that all know, deliver and we can count on

In putting this picture together, an emphasis on teamwork, communication and problem resolution skills for managers and their teams would benefit the college work environment.

3. Overall Response

See attachment. I will insert later.

4. SURVEY RESULTS AND ANALYSIS

Procedure Used

The overall response to the October 2008 climate survey was compared to patterns of responses from October 2006. There was also an analysis according to the independent variables of associations, gender and length of service. The following analysis identifies those response patterns where the differences between the sub-group and the entire sample appear to be significant. A cross-tab analysis was also performed to identify the presence of any significant correlations.

As in the first survey, each response was reviewed and each comment was read and thoughtfully considered. Because this was not a survey designed to identify cause-effect correlations, generalizations must be recognized to be exactly that. Also the significant different level of response from the 330 individuals in October 2006 as compared to the 138 individuals in October 2008 makes direct comparisons and assumptions less clear. However, because so many responses were similar to 2006 and because there are some clear and consistent responses across campus, those general responses are notable. The number of part-time faculty and part-time classified were small enough that statistically the "cell" responses are too small for correlation. Thus, in the study comments only the full time associations are correlated. In the open ended questions any issues that were uniquely raised by either part-time association are noted.

In the process of the analysis cross tabs were completed with all demographic answers. The only area of significance is found in the association response. Those are noted in the analysis.

The Presidents' Council encourages the Board and the Clackamas community to once again use this tool as a way to understand and open up conversations. One of the most valuable uses of the survey is to generate discussion and understanding of the multiple views of what it is like to work at Clackamas Community College. The area where improvement can be made over the next several years is to focus on improving the work environment at the department and director level.

NOTE: In the following responses the percentages do not always add up to 100% because skipped responses are not included and the "rounding" of the percentages in the program creates a 1% slippage.

ANALYSIS

Organizational Effectiveness and Empowerment (Questions 1-7)

As in 2006, these questions had some of the highest percentage agreements. There were no major increases or decreases in aggregate magnitude of responses regarding perceptions of organizational effectiveness and empowerment. Clackamas staff continues to view the organization as effective.

Q-1. I am highly involved in my work.

97% agree and strongly agree as compared to 98% in 2006.

3% disagree or strongly disagree as compared to 2% in 2006.

The answers appear to be fairly consistent by associations and gender. There was predominately positive movement from the agree to the strongly agree categories for two of three associations. The faculty most strongly agreed with a 91% rating in 2008 as compared to 81% in 2006. The exempt staff most strongly agreed with a 92% rating in 2008 as compared to 79% strongly agreed in 2006. However, the classified staff dropped from a 72% strongly agree in 2006 to a 59% strongly agree in 2008.

Q-2. Work is organized so that I can see the relationship between my roles and the goals of the college.

91% agree and strongly agree as compared to 90% in 2006.

8% disagree or strongly disagree as compared to 10% in 2006.

The answers appear to be fairly consistent by associations and gender. There was movement again towards the strongly agree categories. Full time faculty increased 10 % in the strongly agree category from 48% in 2006 to 58% in 2008.

Full time classified went from 42% strongly agree to 35%. Connie is this a decline?

Q-3. Few things/issues get lost in the organization.

61% agree and strongly agree as compared to 60% in 2006.

39% disagree or strongly disagree as compared to 40% in 2006.

The answers were fairly consistent by associations, gender and survey year.

Q-4. I believe I can make a positive difference in the organization.

89% agree and strongly agree as compared to 88% in 2006.

11% disagree or strongly disagree as compared to 12% in 2006.

The answers were fairly consistent by associations, gender and survey year.

Q-5. Our present systems are flexible and responsive.

69% agree and strongly agree as compared to 69% in 2006.

31% disagree or strongly disagree as compared to 31% in 2006.

The overall answers in general appear to be fairly consistent by associations and gender. However, Exempt members had an 86% rate of agreement that dramatically increased from 50% in 2006. In contrast, the Full Time Classified had a 35% disagree response, up from 27% in 2006.

Q-6. I am satisfied with the organizational working environment at CCC.
68% agree and strongly agree as compared to 64% in 2006.
32% disagree or strongly disagree as compared to 36% in 2006.

The overall answers in general appear to be fairly consistent by associations and gender. However, the full time faculty has a higher agree and strongly agree of 76%.

Q-7. Interpersonal conflicts are resolved quickly and effectively.
48 % agree and strongly agree as compared to 51 % in 2006.
52 % disagree or strongly disagree as compared to 49% in 2006.
The answers were fairly consistent by associations, gender and survey year.

Communication (Questions 8-13)

In this area two questions had similar responses to 2006, three improved and one decreased slightly. However some of the larger improved ratings were in the communication area. This improvement is worth noting since enhanced communication is essential for any other organizational changes in the other areas. These increases were reflected in all associations and are significant. These three questions could not have improved without intentional efforts. Three questions increased with a positive response and all three of them address the campus as a whole:

#9 – The purposes and rationales behind major policy decisions are communicated clearly and in a timely manner. 62% agree and strongly agree as compared to 47% in 2006.

#10 - The administration is consistently open to my questions, concerns and suggestions. 76% agree and strongly agree as compared to 59% in 2006.

11 - There is a free flow of information throughout the college.
57% agree and strongly agree as compared to 44% in 2006.

However, the item “There is a free flow of information among employees in my area” yielded a decrease in strongly agree and agree responses from 83% to 77% in 2008. What is interesting on this question is that it is among peers not the campus as a whole.

Q-8. The mission and values of the college are clearly and consistently communicated.
84% agree and strongly agree as compared to 85% in 2006.
16% disagree or strongly disagree as compared to 15% in 2006.
The answers were fairly consistent by associations, gender and survey year.

Q-9. The purposes and rationales behind major policy decisions are communicated clearly and in a timely manner.

62% agree and strongly agree as compared to 47% in 2006.

37% disagree or strongly disagree as compared to 52% in 2006.

The answers in 2008 were fairly consistent by associations, gender and survey year. The significant increases in satisfaction in 2008 are reflected in all groups.

Q-10. The administration is consistently open to my questions, concerns and suggestions.

76% agree and strongly agree as compared to 59% in 2006.

24% disagree or strongly disagree as compared to 41% in 2006.

The answers in 2008 were fairly consistent by associations, gender and survey year. Again, the significant increases in satisfaction in 2008 were made by all stakeholder groups.

Q-11. There is a free flow of information throughout the college.

57% agree and strongly agree as compared to 44% in 2006.

43% disagree or strongly disagree as compared to 56% in 2006.

The answers in 2008 were fairly consistent by associations, gender and survey year. The increases in satisfaction in 2008 are registered by all groups.

Q-12. There is a free flow of information among employees in my area.

77% agree and strongly agree as compared to 83% in 2006.

24% disagree or strongly disagree as compared to 17% in 2006.

The answers in 2008 were less favorable than in 2006. However, the responses were fairly consistent by all associations except the Exempt staff who agreed and strongly agreed at a higher rate between the two measures.

Q-13. There is a free flow of information between me and my supervisor.

82% agree and strongly agree as compared to 84% in 2006.

18% disagree or strongly disagree as compared to 15% in 2006.

Even though it appears to be a slight decrease in agreement, the significance here is that the full-time classified went from 86% agreement in 2006 to 80% agreement in 2008. Exempt staff, however, moved from 72% agreement in 2006 to 90% agreement in 2008. These "swings" potentially need some structured conversations on factors affecting these differential perception clusters.

Decision Making (Questions 14-19)

In this area three questions had similar responses. Two questions increased with a positive response:

#14- I am consistently involved in organizational decisions, plans, and problem solving. 64% agree and strongly agree as compared to 55% in 2006.

#18- Decisions are made at the level where the best information is available. 65% agree and strongly agree as compared to 55% in 2006.

One question decreased in strength of rating:

#17- Teamwork exists within program/service areas.

79% agree and strongly agree as compared to 86% in 2006

Once again this decrease appears not to be at the campus-wide level but at the level of where individuals work. This, in conjunction with questions #12 and #13, creates the framework for intentional conversations in “work areas” on ways to improve the working relationships. It may also be true that many areas are doing fine and chose not to respond to this year’s climate survey. It is important to not ignore the signals that a conversation is needed.

Q-14. I am consistently involved in organizational decisions, plans, and problem solving.

64% agree and strongly agree as compared to 55% in 2006.

36% disagree or strongly disagree as compared to 45% in 2006.

Exempt staff’s agree and strongly agree rates were very high at 93%, representing an increase from 71% in 2006. Other responses were fairly consistent by association and gender.

Q-15. There is effective use of teams (task forces, committees, etc) to solve problems and make decisions.

70% agree and strongly agree as compared to 73% in 2006.

29% disagree or strongly disagree as compared to 27% in 2006.

Even though it appears to be a slight decrease in agreement, the significance here is that the full-time faculty went from 79% agreement in 2006 to a 69% agreement in 2008. The other associations and gender were fairly consistent.

Q-16. Decisions, new projects, innovations etc. are implemented in a timely manner with solid communication. (NEW QUESTION IN 2008.)

48% agree and strongly agree.

52% disagree or strongly disagree.

The Exempt staff were more favorable with 61% agree to strongly agree. Otherwise the associations and gender were fairly consistent.

Q-17. Teamwork exists within program/service areas.

79% agree and strongly agree as compared to 86% in 2006.

20% disagree or strongly disagree as compared to 14% in 2006

There was some general slippage in perceptions across associations and gender. This question needs to be added the list of questions that needed to be asked of “work areas”. (It connects to question 12 and 13.)

Q-18. Decisions are made at the level where the best information is available.
65% agree and strongly agree as compared to 55% in 2006.
35% disagree or strongly disagree as compared to 45% in 2006.
The answers in 2008 were fairly consistent by associations, gender and survey year. The increases in satisfaction in 2008 were made by all.

Q-19. Interpersonal conflicts often interfere with our ability to make decisions effectively.
46% agree and strongly agree as compared to 43% in 2006.
54% disagree or strongly disagree as compared to 57% in 2006.
The answers in 2008 were fairly consistent by associations, gender and survey year. The slight increases in the perception of respondents that interpersonal conflict affects decision making in 2008 were made by all.

Problem Resolution (Questions 20-25)

This area reflected almost identical responses to those of 2006.

Q-20. When disagreements occur, people work hard to find a "win-win" solution.
64% agree and strongly agree as compared to 69% in 2006.
35% disagree or strongly disagree as compared to 31% in 2006.

The answers in 2008 were fairly consistent by associations, gender and survey year. This is an item to watch in conjunction with a slight increase in the perception that "Interpersonal conflicts often interfere with our ability to make decisions" (item 19) and that people may not be working as hard to find a win-win solution (item 20).

Q-21. Our approach to problem solving is consistent and predictable.
51% agree and strongly agree as compared to 52% in 2006.
49% disagree or strongly disagree as compared to 47% in 2006

The answers in 2008 were fairly consistent by associations, gender and survey year.

Q-22. Interpersonal conflicts often interfere with our ability to resolve disagreements.
46% agree and strongly agree as compared to 43% in 2006.
54% disagree or strongly disagree as compared to 57% in 2006.

The answers in 2008 were fairly consistent by most associations and gender. However, a notable exception is the substantial decline in perception by the Exempt respondents. From 40% agreement in 2006 to 71% agrees with the statement that "Interpersonal conflicts often interfere with [their] ability to resolve disagreements". This is a large increase from 2006. If the Exempt employees believe more strongly than others that interpersonal conflict often interferes with the ability to resolve disagreements, it is worth exploring.

Q-23. Short term thinking often compromises the long term goals and vision.
56% agree and strongly agree as compared to 54% in 2006.
44% disagree or strongly disagree as compared to 46% in 2006.

The answers appear to be fairly consistent with only a 2% increase in agreement between surveys. However, full-time faculty went from 48% agreement in 2006 to 60% agreement in 2008. Full-time classified dropped from 66% agreement in 2006 to 57% in 2008. Exempt went from 45% in 2006 to 50% in 2008. This change in view of how short term thinking affects the long term goals is important to note.

Q-24. The organization uses problem-solving approaches that focus on resolving issues rather than defending positions.
63% agree and strongly agree as compared to 59% in 2006.
38% disagree or strongly disagree as compared to 41% in 2006.

This was noted as “similar” because the change is not at a significant level. However it is important to note that full-time faculty increased their response from 61% in 2006 to 73 % in 2008. Exempt improved their perception from 51% to 64%. Full-time classified was the only full time group that remained the same 55% in 2006 and 56% in 2008.

Q-25. Our approach to problem solving is messy, unclear and/or we have a difficult time reaching agreement.
47% agree and strongly agree as compared to 44% in 2006.
53% disagree or strongly disagree as compared to 56% in 2006.
This was noted as “similar” because the change is not at a significant level.

Once again, there was a significant increase (42% to 57%) in the perception of the Exempt group that problem solving is “messy, unclear...” and/or that it is difficult reaching agreement on matters. Full-time faculty remained about the same: 45% in 2006 to 43% in 2008. Full-time classified responses also stayed about the same with 50% in 2006 and 49% in 2008 agreeing with the statement.

Organizational Structure and Coordination (Questions 26-30)

This area had two questions reflecting increased positive perceptions, while the other three questions yielded almost identical responses to those in 2006. The two with increased favorable ratings were:

#27- There is good alignment of the mission, value and goals across the organization. 80% agree and strongly agree as compared to 74% in 2006.

#29 - Leaders have a long term view and communicate it.
63% agree and strongly agree as compared to 52% in 2006

Q-26. It is easy to coordinate projects and initiatives across the organization.
53% agree and strongly agree as compared to 52% in 2006.

47% disagree or strongly disagree as compared to 48% in 2006.

The answers in 2008 were fairly consistent by most associations and gender. It was noted as “similar” because the change is not at a significant level. However, the one exception is that Exempt staff are a group that records a more positive growth in the perception that “it is easy to coordinate projects and initiatives across the organization; they moved from 60% disagreement (2006) to 50% (2008)disagreement in 2008.

Q-27. There is good alignment of the mission, value and goals across the organization.

80% agree and strongly agree as compared to 74% in 2006.

20% disagree or strongly disagree as compared to 27% in 2006.

The answers in 2008 were fairly consistent by most associations and gender. The 6% increase in perceived good alignment between mission, values and goals reflects movement in the desired direction with regard to being perceived as a mission and value driven institution. The increase was reflected in all associations.

Q-28. Innovation and risk taking are practiced and encouraged.

59% agree and strongly agree as compared to 60% in 2006.

41% disagree or strongly disagree as compared to 40% in 2006.

The answers in 2008 were fairly consistent by gender. The change is only significant at the association level. Two associations, exempt and full-time faculty, increased their positive perception, while full-time classified decreased from 54% (2006) to 46% (2008). Full-time faculty increased from 66% in 2006 to 76% in 2008 and the Exempt showed an improvement from 66% in 2006 to 71% in 2008.

Q-29. Leaders have a long term view and communicate it.

63% agree and strongly agree as compared to 52% in 2006.

36% disagree or strongly disagree as compared to 49% in 2006.

The answers in 2008 were fairly consistent by associations, gender and survey year. The increases in satisfaction in 2008 were made by all.

Q-30. There is a culture of accepting change as healthy and non-threatening.

54% agree and strongly agree as compared to 52% in 2006.

46% disagree or strongly disagree as compared to 48% in 2006.

The answers in 2008 were fairly consistent by gender. It was noted as “similar” because the change is not statistically significant. However the association responses are different. The full-time faculty response in 2008 was 67% agree as compared to exempt at 50% and full-time classified at 44%. In 2006 the

associations have a closer response rate: full-time faculty were at 53% as compared to full-time classified at 47% and exempt at 50%.

Board of Education (Questions 31-32)

This category reflects the largest positive increases. Both questions increased substantially in the responses. The board positive response may be the result of the Board's following through on most of the recommendations from the first climate survey.

Q-31. The board is responsive to input from the college community.
87% agree and strongly agree as compared to 67% in 2006.

Q-32. Adequate mechanisms exist for communication between the board and the college community.
74% agree and strongly agree as compared to 46% in 2006.

Q-31. The board is responsive to input from the college community.
87% agree and strongly agree as compared to 67% in 2006.
13% disagree or strongly disagree as compared to 33% in 2006.
The answers in 2008 were fairly consistent by associations, gender and survey year. The increases in significant satisfaction in 2008 were reflected across all association groups and gender.

Q-32. Adequate mechanisms exist for communication between the board and the college community.
74% agree and strongly agree as compared to 46% in 2006.
27% disagree or strongly disagree as compared to 54% in 2006.
The answers in 2008 were fairly consistent by associations, gender and survey year. The increases in satisfaction in 2008 were made by all.

OPEN-ENDED QUESTION ANALYSIS

In the 2008 survey “communication” is a consistent theme for improvement. In Question #34 – What do you see as the greatest obstacle at Clackamas? Communication and its improvement is the number one response with 13 out of 90 responses. In question #35- What do you think is the most important thing we can do to improve the organization? - Communication tied for the second largest response with 16 out of 88 responding with ideas and issues. In question #36 (which was added this year)- What do you think is the most important thing we can do to improve communication? - 40 respondents out of 88 suggested ways to improve communications. This needs to be understood in the context of the section of items that asked directly about communication (Questions 8-13). It also needs to be reviewed as it relates to “interpersonal/team conflicts”

In the current communication section three questions had similar magnitude of responses with the 2006 survey and three questions reflected increases in positive perception. Thus some of the larger increases in responses were in the communication area. Communication appears to be improving and there is general consensus that it needs to continue improving.

Question # 33 - What do you see as an important strength of Clackamas Community College? - has the highest response to Clackamas’ strength being the staff and faculty with 27 out of 96 listing this as the greatest strength. In 2006 this was listed as the 5th highest response. The second highest response is the “commitment to students first” (23 out of 96). This was the number one response to this question in 2006. Teamwork is the third most listed area with 13 out of 96 responses. Teamwork was also the number three response in 2006.

The strengths of Clackamas strengths are viewed to be its people, its students and its teamwork. These are generally believed to be the solid foundation upon which to increase communication. The preponderance of the respondents express a strong desire for ongoing communication improvement.

Other learning’s will be listed as highlights/recommendation areas with each open ended question.

Q-33. What do you see as an important strength of Clackamas Community College? (Total Respondents 96 with 42 skipping this question)

1. The staff and faculty.

All levels and associations listed this as the strength of Clackamas (27 out of 96). As one stated it, “the most important strength of Clackamas is its people –the staff and faculty. They care about students and their education.”

Other sample comments included the following:

- The attitude of the staff: “We can make it happen.”
- Caring instructors and support staff

- Quality instruction. Dedicated support staff. Great President.
- I feel that most of the people who work here are an “all for one and one for all” type of group, and it is a great group to be part of.

2. Commitment to students first.

Once again all levels and associations listed this as a strength (23 out of 96). In 2006 this was the number one response. Numerically these are very close; communication continues to be a key strength of the college. As one person put it: “Everyone who works here is focused on student needs”.

Other examples of responses follow:

- Student centered, connected to and responsive to the local community.
- Making sure that students get quality education.
- The environment is healthy and the students felt that. They also felt that they are getting a good education most often.
- The desire on everyone’s part to see that students are successful in all aspects of their education.

3. Teamwork

Teamwork is the third most listed area with 13 out of 96 responses. Teamwork was also the number three response in 2006. “Team work and understanding the vision is strongly established” is a good summary of the 13 comments. Included in this category were also responses that listed “collaboration” and “collaborative decision making.”

4. The reputation of the college.

12 out of 96 responses have the reputation of the college as the most important strength. Several used phrases like “the reputation of the college in the community”. Others listed the college’s history and culture, being a pioneer, innovation that is valued by the community.

5. Administration and leadership.

10 out of 96 responses listed the “solid leadership” with 4 out of those ten listing the President as key to the solid leadership. In 2006 the number one greatest obstacle was “there exists a vacuum of healthy, visionary leadership”. Leadership was not mentioned this year as a barrier. This is worth noting.

6. Communication.

4 out of 96 responses listed this as the strength. It is a small number but, in light of the focus on communication, it is worth noting. It was shared as simply as “communication” and “the ability to voice concerns”.

7. “The Clackamas Way”

Three out of 96 mentioned this as a strength. One of the comments is “the Clackamas Way”, which by my definition [is] de-emphasizing hierarchical elitism along with maximization of pragmatism.” In the 2006 survey the “Clackamas

Way” was seen as healthy and a strength and the obstacle to change. The tension on the “Clackamas Way” is not as evident in this survey and is mentioned seldom.

**Q - 34. What do you see as the greatest obstacle at Clackamas?
(Total Respondents 92 with 46 skipping this question)**

As in 2006 this question created the most expansive range of responses. The following “themes” are listed in the order of frequency. The number one response is communication. Thirteen out of 92 had this as their response. The second highest response area was in the area of resources with 11 noting that as the barrier. Tied for third with 9 responses each is “accepting change” and “organizational issues”. As the listing continues to fourth place with votes of 8 each is: “staffing and cultural changes” and “decision making”. Fifth place with 7 votes each is: “we/they mentality” and “human resource department issues”.

There are nine categories in total for this area.

The important action for this section is to continue to be intentional with communication. As resources will continue to be tight, organizational changes, policies and decision making will continue to occur, the need for all of this to be communicated consistently throughout the organization will be important for success.

The second recommendation is for Presidents’ Cabinet to have intentional conversations on all issues identified under “Greatest obstacles” to ensure openness and transparency.

1. Communication.

13 out of 92 responded with communication as the greatest obstacle at Clackamas Community College. In many way 13 out of 92 written responses is not a “large percentage”. However, 10 of these responses were from classified members. This is worth reviewing. The other issue with communication is the consistency of the communication. Communication as an issue to address is important and needs attention and intentional discussion as to next steps.

Communication as noted earlier was also an area with improvements in Questions 8 through 13. It had some of the larger positive increases in responses since 2006. It appears that communication is improving but is still on the minds of those staff that responded.

Samples of responses in this area are:

- Lack of communication
- Lack of consistent and unifying flow of communication from the vice presidents, deans and managers. The disorganization resulting from this communication void results in inefficient efforts and a poorly served student community.

- The continued lack of communication within some divisions/departments.
- Communication (or lack of) at all levels.

2. Resources.

11 out of 92 responded with resources being the greatest obstacle. These responses came from faculty (6) and classified (5). Resources in light of “funding issues/budget constraints” were also identified in 2006 as the fourth area of concern. The comments in 2008 were direct statements such as:

- Finances
- Failure to plan for staffing when there is expansion or change
- The economy
- Budgetary difficulties to maintain and upgrade the campus as a whole
- Obtaining funding for all the project recommendations that could really improve the quality.

3a. Accepting Change

9 out of 92 responded with a perception that there exists resistance towards change and moving forward; these respondents view it as a barrier at Clackamas. As one response stated it, “... the reluctance and inability to see change”. Sometimes change is a good thing and people need to see that. Change is not always easy but sometime it is for the best and everyone needs to be open to it.”

Other key responses included:

- Resistance to change
- Change must happen, but resistance and fear get in the way.
- A few people are threatened by change and have set road blocks and negative attitudes through many departments.

3b. Organizational Issues

Nine out of 92 also responded that organizational issues present a barrier. For some it was stated as:

- Lack of organization
- Lack of infrastructure
- Level of decentralization...often leads to lack of coordination and extreme individualism and self interest
- Administrative and supervisory structure at the college is chaotic.

4a. Staffing and Cultural Changes

Eight out of 92 responded with the change in staff through retirements and the need to build, pass on the Clackamas culture. Half of the staff responding with this concern was exempt. The essence of the comments can be summarized by: “the influx of new talent and the exodus by retirement; how to keep the culture alive?”

4b. Decision-Making.

Eight out of 92 responded that decision making issues can be summarized by the following comment: "Lack of an organized, steam-lined system for decision making and reaching long term goals". The comments in this area were evenly divided between associations.

5a. Human Resources Department Issues

Seven out of 92 responded to this issue with both classified, faculty and part time classified commenting. The comments include:

- A negative environment in HR
- HR is not a safe, neutral place anymore
- HR is not consistent on decisions.

5b. "We/they mentality"

Seven out of 92 responded to this issue with 6 of these responses from classified. The concern in the comments was the increase in "the rift that is developing between management and staff/faculty". Another comment that captures the issue is "distrust and apathy" developing.

The following are listed in order of number of responses:

6. Policies – 5 comments. Most of these ask the college to check into policy directions ranging from community colleges being an extension of high school to policies that do not support student success, such as allowing students to register without pre-requisites.

7a. Silos – 4 comments. These 4 comments came from all the association groups. "Protecting turf" and "crossing department lines" are two examples of the 4 comments.

7b. Part Time Faculty Issues – 4 comments. All originated with part time faculty members. The comments covered area such as "inconsistent standards used" and "lack of commitment to part time faculty."

7c. Deans and Directors need training- 4 comments with 3 of these coming from faculty. Comments included "Inexperienced Deans who do not manage their divisions" and reference administrators who are "too busy" to work with staff.

8a. Classified Issues – 3 comments all coming from classified staff. The comments ranged from the "LPGI for classified staff needs to be re-evaluated" to "income for classified members needs to be seriously look at".

8b. Loss of "The Clackamas Way" – 3 comments all coming from classified employees. The comments were about losing "the Clackamas Way" and the philosophy attributed to that.

8c. Taking Responsibility -3 comments with comments coming from each of the full time associations. These comments were around "staff not taking responsibility for their behavior/actions".

Q-35. What do you think is the most important thing we can do to improve the organization? (Total Respondents 88 with 50 skipping this question)

The 88 respondents mentioned a variety of recommendations for improvement that could be clustered into nine different factors. Most of the comments were “suggestions” on *how* to improve. The tone in the 2008 survey was directed toward concrete steps for improvement. Also the issues identified are more consistent with community college campus issues for improvement: the work environment, leadership, communication, improved systems etc. In contrast, in the 2006 survey, responses to this item focused on making changes in the leadership of the college, increased clarity/transparency, and a variety of suggestions about improving the quality of leadership.

For this 2008 survey, the top six categories of recommendations will be developed in more depth. Twenty out of 88 responses identified the “work environment” as the area most in need of further improvement. The next highest recommendation for improvement was “Administrative and Leadership Issues” tied with “Communication” as second most frequently identified with sixteen responses each. The third most commonly recommended improvement (12 responses) was to “improve systems”.

1. Work Environment.

These twenty responses focusing on the improvement of the working environment originated from respondents within all three association groups. Some of the responses were similar to the following statement: “I feel the administration needs to work towards improving the work environment of all of its employee”. Other responses were more along the lines of *how* to improve the environment. Examples are:

- Invest in the people we have to reduce turnover.
- More recognition of employees
- Training in management skills, ethics, contract, and CCC values
- Have a place where staff can come together to exchange ideas
- Emphasize teamwork

2a. Administrative and Leadership Issues.

These sixteen responses also came from members in all three associations. They range from “Encourage leadership to support, trust and encourage mid-level managers” to “Require the deans to have at least a Masters degree”.

Other responses include:

- Establish a sound administrative branch -- we are not whole yet.
- Certain departments need to be woven together more cohesively
- Train deans to be better communicators and listeners
- Mentor Deans and Department chairs in how to effectively manage
- Improve outreach from Executive level to all not just faculty

2b. Communication

Respondents from all three associations proffered these sixteen suggestions for improved communication. One general response that was mentioned four times was “to continue to focus on communication”, without clarifying what that would look like. Another one that was listed multiple times was “communicate and respect all”. The following were suggestions on how to improve communications (this is also the focus of question #36).

- Strengthen communication at all levels and between levels.
- Communicate while decisions are being made-not after
- Be inclusive
- Focus on the good rather than what is in it for me

3. Improve Systems

Twelve respondents from all three association groups identified the continued need to “improve systems” with the following suggestions:

- Be innovative
- Measure and report productivity
- Institutional research – we need to have a better idea of what is working.
- Set a vision and goals for next 10 years followed by strategies to accomplish the vision.
- Continued improvement in business practices and academic offerings.
- Broader spectrum of interaction with K-12.

4. Human Resources Department Issues

Ten respondents recommended a review of the human resources (HR) department’s practices, views and communication processes.

The responses included:

- Get management and HR on the same page
- Improve HR
- HR is an unfriendly place and should be a place of support and neutrality.

5. Put Students First

Nine respondents underscored the importance of “putting the students first” as they way to improve. Since putting students first was the 2nd highest response to the strengths of the college and in light of the comments, it appears this is a reminder to “keep the main thing the main thing”. Comments included:

- Continue to move forward as the times move forward. If more students are taking on-line classes, then offer more. If more students want night classes, then offer more. Look at what our students need.
- Continue to remember we are here to serve the students and the community.
- Continue to demonstrate to the public that Clackamas is for all residents.

The following groups were identified by the respondents, but have six or fewer responses:

6. Decision Making – There were 6 responses that originated from all associations. The comments on decision making were on ways to improve decision making process. These included:

- It is working and keep going
- Learn how to say no
- Learn how to move projects forward without allowing a single voice to derail the project.

7. Part time faculty issues – There were 4 responses exclusively limited to faculty. These included ideas such as the following:

- Be more pro-active in involving PTF in meetings.
- Ensure that everyone is applying the same standards such as PTF evaluations, course outlines, and wait lists
- Acknowledge the hundreds of PT faculty as citizens of the college.

8. Silos – There were 3 responses with one from each of the full time associations. Once again these were suggestions on ways to erase silos:

- Erase boundary lines that exist within departments and shift thinking to college as a whole.
- Make department and division lines more transparent.

9. Policy to check into – There were 2 responses asking for the college to look into a non –smoking campus policy and a sustainability policy that directly affects the classroom.

Q- 36. What do you think is the most important thing we can do to improve communication? (Total Respondents 88 with 50 skipping this question)

This question was added in 2008 based on the 2006 issues around communication and the ongoing need in every organization to improve communication. Communication is the circulatory system of any organization. Soliciting input with regard to improving communication appears to have yielded helpful responses that have furthered understanding of the need and potential directions to explore to address the needs.

Forty of the 88 respondents suggested various ways to improve communication, making it the most frequently mentioned cluster of suggestions. Twenty-five respondents recommended that additional attention be focused on training upper management and directors in more effective communication processes. In decreasing order of frequency, nineteen respondents recommended the importance of “looking beyond oneself and one’s own department”. Finally, eleven respondents specifically thought important to affirm that “Clackamas is doing okay” with regard to communication.

1. Increase Communication Suggestions.

Forty out of 88 responded with more or less specific ideas targeted to improving communication. They include:

- Improve communication systems
- Have all the different committees on the portal
- Have more informational meetings with Deans and across departments
- Have fewer meetings – use other methods
- Do more surveys
- Have Divisional meetings instead of departmental level meetings
- Ask for input on cost savings, idea/suggestion box
- Have more than one annual all-staff meeting
- Get everyone on Microsoft Outlook
- Provide ways for PTF to be involved. Offer options for adjuncts who cannot make meetings

2. Manager and Director Training

Twenty-five respondents, originating from all three associations, recommended further training for managers and directors as a critical way to improve communications. The recommendations include the following:

- Listening training and then applying newly acquired listening skills in the workplace
- More cross training for managers and staff
- Know and respect open meeting laws
- Teamwork
- Establish a standard level of communication and train staff on that level
- Promote diverse ideas, accept change and come to resolution
- Training on valuing all employees. How to listen and value employees
- Communication skill training
- Have a clear communication strategy that all know, deliver and we can count on

3. Look beyond self and department

Nineteen of the 88 respondents, originating across all association groups, suggested that the way to improve communication is to look beyond oneself and one's parochial department and think in terms of broader constructs such as the school mission, vision and, importantly, greater good of the student. Borrowing a Stephen Covey phrase: "Put the problem to be solved in front of us rather than between us" is a good way to summarize the suggestions. Some of the suggestions are:

- People need to speak up and be given the opportunity to ask questions. Employees need to look beyond what this means to me to reframe their perspective in terms of what this means for students.
- Think of each other as clients or customers.
- Continue to be respectful, not afraid to share our views and be appreciated for who we are.

- Talk to each other. Assume the best.
- More personal responsibility to for reporting back to teams/departments and for finding out answers.
- Build trust, not mistrust
- Take more responsibility for being informed.

4. We are doing OK.

Eleven of the respondents affirmed that Clackamas is doing okay and is on the right track. This came from all associations and the responses were all the lines: “keep it up” and “practice, practice, practice”.

5. Clarify decision making and have more information provided to them

Three out of 88 responses wanted more clarity in the decision making process and be provided more information.

37. Have we asked you the right questions; if not what should we be asking? (Total Respondents 51 with 87 skipping this question)

Nineteen out of 51 responses thought the questions were relevant and made no suggestions for additions and deletions. 16 responses suggested areas where questions could be added. 11 responses had comments about the process and 6 responses suggested that in responding a category be added as-no response or no knowledge.

It is recommended that in the next climate survey a response option such as “I do not know or have any experience”. There had been consideration given to include this question in this 2008 survey. However, a decision was made to defer that change in order to allow a better comparison between the two sets of survey results.

It is also recommended that questions be explored to be added in light of the context at the time. In the 2008 survey two questions were added to enhance the current validity of the survey.

The 16 responses that suggested areas to include in the future as question are as follows:

- Competency/ Evaluation of Vice-President, dean and directors
- How well is Clackamas aligned to the mission?
- Are employees fulfilled, happy, growing and able to see a future at CCC?
- How many departments do part time faculty work in?
- Workload issues
- What has improved since the last survey?
- Are we meeting our strategic goals?

5. Review of the 2006 Recommendations

Reviewing the recommendations from 2006 and their status is one way of assessing steps toward organizational climate improvement. In this review, it appears that most of the Board recommendations were completed. The recommendations of the administration are still in progress. This is to be expected with the a new president. These recommendations and their status were part of the Presidents' Cabinet review prior to generating recommendations emerging from the 2008 survey.

1. GOVERNANCE AND DECISION MAKING

Recommendations to the Board:

a) Clarify the Board's role in governance and decision making. Communicate the role in the interim and the role when there is a transition to permanent executive leadership.

Done

b) Oversee a selection process for an interim and permanent executive level leadership that models dialogue, open decision making and clear parameters. It should be clear with regard to those who provide input, timelines as well as the particular level and process at which a decision is to be made. All of this should be done with a philosophy of collaboration.

Done

c) Strengthen the process for the evaluation of the President and Vice-Presidents to be more of a 360 degree evaluation process.

The President's 360 degree evaluation was conducted in 2007 and is currently in first reading with the Board. The Exempt evaluation process includes 360 degree evaluation mechanism and will continue to be refined.

d) Support a task force on decision making and governance that uses the climate survey as a discussion tool for what needs to be changed, refined and improved. This would include an open conversation on what should be "the Clackamas Way" of the future.

Presidents' Council Conversation

Recommendations to the administration:

a) Review the college governance structure and decision making processes and protocols including, but not limited to, College Council and Presidents' Council. Recommend change where it is needed.

This has been completed at both College Council and Presidents' Council. Work is underway in other areas.

b) Review, re-evaluate and potentially restructure the Vice-Presidents' roles and responsibilities. Recommend to the Board changes agreed to by the Administration and staff.

Presidents' Council Conversation

c) Lead a task force on decision making and governance that uses the climate survey as a discussion tool for what needs to be changed, refined and improved. This would include an open conversation on what should be "the Clackamas Way" of the future.

Keep what is valued and is working well, while reinvigorating the construct in a manner that facilitates movement towards the vision and mission of the college in 2006. Report the recommendations to the Board and the campus community.

Presidents' Council Conversation

Recommendations to the campus community: Presidents' Council Question. How to measure?

a) Continue to take an active part in the review of governance and decision making.

b) Stay engaged and on course in your role as this review moves through its stages.

c) Ask for clarification before assuming "wrong" intent.

d) Be generous in listening and understanding to improve trust and openness.

2. COMMUNICATION

Recommendations to the Board:

a) Establish processes for communication with the campus that opens up dialogue, but that does not undermine the chief executive officer role.

Board members have been attending numerous college events. The board meetings have been revitalized to have a faculty and student high light

b) Support and participate in ongoing conversations, dialogues and forums designed to improve communication flow. (Use Carlotta Collette's work for the Board as a springboard for this effort)

Recommendations to the administration:

a) Review of the formal and informal communication processes. Determine how the college can improve and build-in a concept of continuous improvement. Address what is currently occurring in the communication process that has "leaks" and "holes" that create disconnects and potential lost of trust. Potentially have a task force or work with Carlotta Collette on this issue.

In process

b) Review and recommend ways to ensure the communication to others from college council, President Council, task forces, etc. is clear, consistent and is available to all.

In process

c) Focus on communication that forges a healthier climate, more openness and inclusiveness.

In process

Recommendations to the campus community:

a) Associations and their leadership should continue to work on improving communication and openness.

Where is this one?

b) When you don't know ask, clarify, and try not to make assumptions.

Where is this one?

LEADERSHIP REVIEW AND ALIGNMENT

Recommendations to the Board:

a) Provide the interim leadership needed to hire an interim President who has the management philosophy, communication skills, respect for others and requisite skills to support the interim objectives assigned by the Board.

Done

b) Provide a more involved level of leadership during the interim period. Once a new President is chosen the Board should revert to its broader, oversight and policy-setting role once the executive leadership is hired. As the Board shifts from more active oversight during the interim period, and then returns to an oversight and policy making role following the installation of a new President, these transitions should be explicit and clear to all, so that the Board is not micro-managing after the arrival of the new chief executive officer.

Done

c) Provide the necessary leadership and support to the interim President and search committee in the hiring process for the permanent President.

Done

d) Develop and maintain a climate of accountability, upward evaluation and continuous improvement throughout every level of the college. This may include new policy development.

Where is this one?

e) Choose a president who is committed to the strengths of Clackamas, the

college community and the students. Select an individual who has a proven track record in working with a collaborative culture and who has demonstrated experience in nurturing a collaborative, teamwork and highly relationship culture.

Done

Recommendations to the Administration:

a) Review the administrative structure of the college with the college campus. Recommend changes that will improve decision-making, communication and create an even more synergistic organization.

Where is this one?

b) Review workloads and uneven work assignments for staff in the process of an administrative review.

Where is this one?

b) Review and recommend management and leadership training that improves the consistency, capacity and creativity of leadership throughout the campus and at all levels: administrative, faculty, classified. The review should focus on both the technical, organizational and interpersonal leadership skills.

Tried / in process. ??

c) Review and recommend procedures for upward/360 degree evaluations that support continuous improvement.

This was done at the dean level - Winter Term 2008.

Recommendations to the campus community:

a) Participate as much as possible in leadership and management training opportunities to increase capacity at the college.

Where is this one?

b) Participate in upward evaluation and continuous improvement.

Completed for all Deans Winter 2008???

4. DIALOGUE, TRUST BUILDING AND OPENNESS

Recommendations to the Board:

a) Host forums for dialogue that offer an opportunity to keep a pulse on the college constituency, as well as continue to communicate about process and transitions until there is a permanent president.

Done

b) Ensure that long term strategies are developed to promote trust and openness as a characteristic of Clackamas Community College.

Where is this one?

c) Increase sharing of Board interest, intent and leanings to ensure that points of

view can be understood by the college community.

Where is this one? ?

Recommendations to the administration:

a) Use the climate survey for discussion in many venues.

Done in 2006. Where is this one now?

b) Create guiding principles for conversations and discussions that will ensure safety and non-retaliation for differing view points.

Done in 2006. Where is this one?

c) Increase and encourage all styles of communication strategies: written, electronic, face to face, point-counterpoint, debates, etc. to increase dialogue, openness and trust building. Don't assume that last year's communication process was the best or the worst.

In process

d) Managers and associations begin the process of discussing results of the climate survey and other issues that arise.

Where is this one?

Recommendations to the campus community:

a) Participate in as many forums, conversations, department, programs, association meetings, emails, information sharing as possible to be part of creating a healthier, more open organizational environment fostering trust and openness.

Was done at the time; Where is this one now?

b) As one commission member stated: "You can't shake hands if you have a fist." Use this transition time to open hands and begin anew.

Where is this one?

6. Insights and Recommendations for 2008

Recommendations to the Administration:

1) Continue the communication and planning efforts. The overall communication can improve by considering the communication suggestions in the survey and intentionally implementing ones that can be sustained.

2) Create a plan and process for ongoing training and feedback on teamwork, conflict resolution and problem solving.

3)

Recommendations to the campus community:

1)

7. Appendix