

CLACKAMAS COMMUNITY COLLEGE  
**ORGANIZATIONAL CLIMATE SURVEY 2008**



SUBMITTED TO  
THE CLACKAMAS BOARD OF EDUCATION  
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## 1. EXECUTIVE SUMMARY

The second Clackamas Community College organizational climate survey was completed in October 2008. Based on the results of this survey, the organizational climate appears to have changed since October 2006. In the January 2007 final report to the Board of Education, the climate was characterized by “leadership and organizational challenges [that] created uncertainty and confusion.”

During that period, the college was undergoing a difficult leadership transition. In January 2007, Joanne Truesdell was hired as interim president of the college. A year later, following an inclusive evaluation process that involved representatives from across the campus, the College Board included the following statement in its evaluation of the president: “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 sense of stability is noticeable in the results of the 2008 survey.

In April 2008, the Northwest Commission on Colleges and Universities conducted a Focused Interim Visit at the college. This visit was a follow up to the full accreditation evaluation that had occurred in the fall of 2006 in the midst of the college’s leadership challenges. The evaluation from the 2008 visit was positive and the college was recognized for forward progress. The visit by the Commission confirmed that there has been movement by the college toward inclusive planning (recommendation 2) and in budgeting and financial systems (recommendation 3). College efforts to respond to communication issues identified in the 2006 evaluation seem to have been successful. There were higher positive ratings in the 2008 survey items related to communication by college leadership.

One obvious difference between the two organizational climate surveys is the number of individuals who chose to complete the survey. In October 2006, 330 individuals responded to the survey. This represented approximately 60 percent of full-time employees, 15 percent of part-time faculty and 7 percent of part-time classified employees. Only half of that number responded to the 2008 survey: 30 percent of full time employees, 2 percent of part-time faculty and 2 percent of part-time classified. Why the decrease? While any conclusion is inferential, there is evidence, from the tone of the responses and the positive shift in the direction of the responses, that the organizational climate has improved enough that many do not feel the need to express their concerns as they did in 2006.

Another major observation is that the positive shifts in survey responses have occurred in those areas where the President and her executive team have the most direct control. Examples:

- Q-9. The purposes and rationales behind major policy decisions are communicated clearly and in a timely manner.
- Q-10. The administration is consistently open to my questions, concerns and suggestions.
- Q-11. There is a free flow of information throughout the college.
- Q-18. Decisions are made at the level where the best information is available.
- Q-28. There is a good alignment of the mission, value and goals across the organization.
- Q-29. Leaders have a long term view and communicate it.

In contrast, the items in the 2008 survey that show a higher level of disagreement than in 2006 are primarily in the areas that concern the direct interaction of teams and colleagues:

- 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-17. Teamwork exists within program/service areas. 79% agree and strongly agree as compared to 86% in 2006.

In the analysis of the survey, themes emerged around “conflict” and “interpersonal issues” at the team and department level. There is a need for further conversation on ways to address interpersonal issues and improve team and department work. 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 additional 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.

As a result of these findings, the primary recommendation of President's Council is to develop an action plan that includes training and structured conversations on ways to improve teamwork /department work, manage conflicts constructively and resolve interpersonal issues.

## INTRODUCTION

In the fall of 2008, the second organizational climate survey at Clackamas Community College was distributed to college employees 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 review, the commission decided to conduct an organizational climate survey. The survey developed for this purpose consisted of 35 items within six categories:

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

The Board requested that the survey be repeated in fall 2008 to assess the current organizational climate in comparison to 2006. The 2008 survey was overseen by Presidents’ Council. To promote accurate correlation between the two surveys, the 2008 survey is identical to the 2006 survey, except for the addition of two items. One item was added to the numerical scale: “Decisions, new projects, innovations etc. are implemented in a timely manner with solid communication.” The second item was added to the section of open-ended questions: “What do you think is the most important thing we can do to improve communication?”

The 2006 procedure and analysis protocols were used to ensure consistency between the two surveys. In the 2006 and the 2008 surveys, employees were identified by their employee association (full-time faculty, full time classified, part-time faculty, part-time classified and exempt), number of years employed, area of the college in which they worked (instructional services or college services) and gender.

The 2008 Survey comprises 138 respondents as compared to 330 in 2006. The total number of responses declined from approximately 60% of all full time members of the community in 2006 to about 30% in 2008. The following statistics reflect the number and percentage of respondents within each major employee category:

- 27 percent (43 of 162) full-time faculty as compared to 61% in 2006, comprising 31% of the total number of responses in this survey.

- 3 percent (12 of 400) part-time faculty as compared to 15% in 2006, comprising 9% of the total number of responses in this survey.
- 31% (66 of 216) full-time classified employees as compared to 60.5% in 2006, comprising 48% of the total number of responses in this survey.
- 2% (3 out of 140) part-time classified employees as compared to 7% in 2006 with 2% of all responses in this survey.
- 39% (14 out of 36) exempt employees as compared to 62% in 2006, comprising 10% of the total number of responses in this survey.

Virtually all of the respondents (99 percent) report that they had also completed the survey in 2006.

**Gender:**

133 out of 138 respondents identified their gender in the demographic section. Of those who identified gender:

- Male – 38 responses; 29% of the total
- Female -- 95 responses; 71% of the total

**Area of the College:**

All 138 respondents reported the area in which they worked:

- Instructional Services- 82 responses; 59% of the total
- College Services- 56 responses; 41% of the total

**Number of years employed at the college:**

All 138 respondents reported the length of time they had worked at the college:

- less than 2 years - 11 responses; 8% of the total
- 2 - 5 years - 31 responses; 22% of the total
- 6 - 10 years- 38 responses; 28% of the total
- 11 - 15 years – 25 responses; 18% of the total
- 16 - 25 years - 23 responses; 17% of the total
- 26 years or more -10 responses; 7% of the total

While the number of respondents is lower in the 2008 survey than in 2006, the survey still has an important value to the organization. The survey itself does not provide answers or prescriptions, but offers a window into the perceptions of employees. The views provided by the survey serve as a “jumping off point” for focused conversation, learning and improvement. The results of the 2008 survey also suggest some particular areas of focus for discussion: interpersonal relationships and local work environments. It is typical for conversations within organizations to be focused on tasks and projects as the organization moves toward a mission. However, a focus on process—how people are working

together—and climate—how people feel about working here—are also important to the long-term success of any organization.

Two-thirds of the 32 scaled questions received ratings similar to those in 2006. However, almost one third of the questions received higher ratings, whereas only two questions showed a decline in ratings. 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 with higher satisfaction ratings in 2008 are listed below. The percentages indicated are the percentages of respondents who agree or strongly agree with the statement:

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



The two questions with lower satisfaction ratings in 2008 include the following:

Q-12. There is a free flow of information among employees in my area.  
2006=83% 2008=77%

Q-17. Teamwork exists within program/service areas. 2006=86% 2008=79%

As mentioned earlier, the same six categories were assessed in both the 2006 and the 2008 surveys. The categories 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  
Questions 20-25
- e) Organizational Structure and Coordination – 2 increase  
Questions 26-30
- f) Board of Education – 2 increase  
Questions 31-32

Another overall observation is that full time faculty have an increased positive response rate in 2008, whereas full time classified employees have an increased negative response rate. There may be a number of explanations for this difference. The survey does not probe this question, but a conversation about the meaning and interpretation of the differential results would be of value to the campus community.

Items that concern “conflict” and “interpersonal issues” showed a decline in ratings in 2008. Here again, it may be useful to further explore the nature of these issues and identify whether there are specific departments or work areas of particular concern. 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 the overall decrease in agreement is slight, a review of the comparative ratings between employee groups provides additional information that is helpful. Whereas the full-time classified agreement responses *declined* from 86% in 2006 to 80% in 2008, 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 to this negatively-worded statement in 2008 were reflected 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.

In this item, it is notable that 71% of the exempt employees agreed with the statement, whereas only 40% of the full-time faculty and full time classified employees agreed.

Once again, the open-ended responses provide additional information to supplement the survey ratings. 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 respondents identified training for managers, directors and staff 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

These survey results suggest that an emphasis on teamwork, communication and problem resolution skills for managers and their teams would be a profitable area of focus.

### **3. Overall Response**

- **Please see Appendix B (draft) for Survey responses.**
- **Responses will be inserted in the document for the Board of Education meeting on January 14, 2009.**

## 4. SURVEY RESULTS AND ANALYSIS

### Procedure Used

The overall response to the October 2008 climate survey was compared to patterns of responses from the survey conducted in October 2006. There was also an analysis of correlations between the independent variables of employee group, 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 relationships, linkages are suggested but may not be definitive. Also, the significantly different level of response from 330 individuals in 2006 to 138 individuals in 2008 makes direct comparisons and conclusions more challenging. However, because so many respondents were similar to 2006 and because there are some clear and consistent responses across all groups at the college, some conclusions appear to be compelling. The number of part-time faculty and part-time classified were small enough that, statistically speaking, the "cell" responses are too small for correlation. Thus, in the actual survey ratings, only the full-time association groups are included in the correlations. In the open-ended questions, issues that were raised specifically by one or the other of the part-time associations are noted.

In the analysis process, cross tabs were completed for all demographic categories. Differences of significance were found only in the categories of employee association (not in gender, length of service or college area.) Differences among groups 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 encourage further conversation, as was done with the 2006 survey results. One of the most valuable uses of the survey is to generate discussion and understanding about the differing perspectives on what it is like to work at Clackamas Community College. The survey results suggest that it would be useful to focus over the next several years on improving the work environments at the department and director level.

## ANALYSIS

NOTE: In the following responses, percentages do not always total 100% because items that were left blank in the responses are not included.

### **Organizational Effectiveness and Empowerment (Items 1-7)**

As in 2006, these items had some of the highest levels of agreement. There were no major increases or decreases in the aggregated responses regarding perceptions of organizational effectiveness and empowerment. Clackamas employees continue to view the organization as effective.

#### **Q1 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 across associations and gender categories. There was positive movement from the “agree” to the “strongly agree” categories for two of the three associations. The faculty had a 91% rating for “strongly agree” in 2008 as compared to 81% in 2006. The exempt staff had a 92% rating for “strongly agree” in 2008 as compared to 79% in 2006. However, classified employee agreement declined 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 through association and gender categories. There was movement again toward the “strongly agree” rating. However as Full time faculty increased from 48% in 2006 to 58% in 2008; Full time classified employees decreased from 42% agreement in 2006 to 35% in 2008.

#### **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.

In general, the answers to this question appear to be fairly consistent by association and gender. However, exempt employees had a dramatic increase in the “agree” and “strongly agree” categories, up from 50% in 2006 to 86 % in 2008. In contrast, the full-time classified employees had a 35% “disagree” or “strongly 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.

In general, the answers to this question appear to be fairly consistent by association and gender. However, the full-time faculty had a higher agree and strongly agree rate (76%) than the other employee groups.

**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 association and gender in both the 2006 and the 2008 surveys.

**Communication (Questions 8-13)**

In this area, two items showed similar ratings to 2006, three improved and one declined slightly. Some of the largest improvements in ratings are seen in the communication area. These increases are especially noteworthy, as improvements in communication are foundational to other organizational changes, and improvements of this magnitude are unlikely to have occurred without intentional efforts. Ratings for three questions that address the campus as a whole improved significantly:

**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.

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

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

**Q-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” showed a decline in the “strongly agree” and “agree” responses from 83% in 2006 to 77% in 2008. Where the perceptions of the campus as a whole have improved, it appears that employees are now more concerned about their immediate work environment.

**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 in both the 2006 and 2008 surveys.

**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 in both the 2006 and 2008 surveys. The significant increases in agreement in 2008 are observed 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 in both the 2006 and 2008 surveys. Again, the significant increases in agreement in 2008 were seen in all employee 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 in both the 2006 and 2008 surveys. The increases in agreement in 2008 are seen in 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 than the other two groups.

**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 in aggregate numbers there was only a slight decrease in agreement from 2006 to 2008, within the full-time classified employees, agreement declined more sharply, from 86% agreement in 2006 to 80% agreement in 2008. Exempt staff, in contrast, moved from 72%



agreement in 2006 to 90% agreement in 2008. These differences in perception should be further explored to understand why they are occurring.

**Decision Making (Questions 14-19)**

In this area, three items showed similar ratings in 2006 and 2008. Two items showed improvement in ratings:

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

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

**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.

One item showed a decline in ratings:

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

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

Once again, this decline appears not at the campus-wide level, but within the “micro cultures” of work areas. This result, seen in conjunction with the results for items Q-12 and Q-13, offers a framework for intentional conversations in work areas on ways to improve interpersonal working relationships. Because of the reduction in overall numbers responding to the survey, it may also be true that many work teams are doing fine and individuals in those teams did not see a need to respond to this year’s climate survey. However, it is important to not ignore the signals that, at least in certain areas, further conversation may be 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.

Among exempt employees, the “agree” and “strongly agree” ratings were very high relative to the other groups (93%), and showed a significant increase from 71% in 2006. Other ratings 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 there is only a slight decline in agreement in the aggregate, full-time faculty declined from 79% agreement in 2006 to 69% agreement

in 2008. Ratings for the other associations and by gender showed little change between the two survey years.

**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.

Exempt employees show the highest ratings (61% “agree” to “strongly agree”). Ratings across the other associations and by 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 decline in perceptions across all associations and gender categories. Responses to this question again suggest that teamwork is an issue in some areas.

**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 and gender in both the 2006 and 2008 surveys. The increases in agreement in 2008 were seen in all groups.

**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 association and gender in both the 2006 and 2008 surveys. The slight increases in agreement to this negatively worded statement in 2008 were seen in all groups.

**Problem Resolution (Questions 20-25)**

In this area, ratings were nearly identical 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 in both the 2006 and 2008 surveys.

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” (Question 19) and that people may not be working as hard to find a win-win solution (Question 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 exempt respondents, from 40% agreement to this negatively worded item in 2006 to 71% agreement in 2008. This is a striking change from 2006. The commonly-held perception among exempt employees that interpersonal conflict often interferes with the ability to resolve disagreements is worth further exploration.

**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% change in agreement between surveys. However, full-time faculty changed from 48% agreement with this negatively worded statement in 2006 to 60% agreement in 2008. Exempt employees changed from 45% agreement in 2006 to 50% in 2008. In contrast, full-time classified employees declined from 66% agreement in 2006 to 57% in 2008, reflecting an increase in *positive* perceptions. This range of views on how short term thinking affects long term goals is intriguing and merits further exploration.

**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.

In the aggregate, the change in ratings here is not significant. However, it is important to note that full-time faculty showed an increase in agreement from 61% in 2006 to 73 % in 2008. Exempt employees, as well, showed increased agreement from 51% to 64%. Full-time classified employees were the only group that showed almost no change (55 percent to 56 percent) from 2006 to 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.

Overall, the change in ratings is not at a significant level. However, As in Item 22, there was a significant increase (42% to 57%) in the perception of the exempt employee group that problem solving is messy, unclear or difficult. Full-time faculty showed only slight change in their level of agreement (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)**

Two items in this area showed increased positive perceptions, while the other three items showed almost identical responses to those in 2006. The two with increased favorable ratings were:

**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.

**Q-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. The one exception is that exempt employees show greater improvement than other employee groups in the perception that "it is easy to coordinate projects and initiatives across the organization". They moved from 40% agreement in 2006 to 50% agreement 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 increase in ratings was seen in all associations. The 6% increase in agreement suggests movement in the desired direction with regard to being perceived as a mission- and value-driven institution.

**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 ratings in 2008 were fairly consistent by gender. The differences in ratings are only significant between employee groups. Two groups exempt and full-time faculty increased their positive perception. Full-time faculty showed improvement from 66% agreement in 2006 to 76% in 2008, and exempt employees showed improvement from 66% agreement in 2006 to 71% in 2008. In contrast, the perception of full-time classified *declined* from 54% agreement in 2006 to 46% agreement 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 association and gender in both the 2006 and 2008 surveys. The increases in satisfaction in 2008 were seen in all groups.

**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, responses differ across associations. The full-time faculty response increased substantially from 53% “agree” or “strongly agree” in 2006 to 67% in comparison, exempt employees remained the same at 50 percent “agree” or “strongly agree” and classified employees’ ratings actually declined, from 47 % to 44%.

**Board of Education (Items 31-32)**

Items in this category show the greatest positive improvements of the survey. Ratings for both items increased substantially in the responses. The positive ratings in this category may in part be attributed to the Board’s follow 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.  
13% disagree or strongly disagree as compared to 33% in 2006.  
The answers in 2008 were fairly consistent by associations, gender in both the 2006 and 2008 surveys. The significant increases in satisfaction in 2008 were seen in all groups.

**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 in both the 2006 and 2008 surveys. The significant increases in satisfaction in 2008 were seen in all groups.

## **OPEN-ENDED QUESTION ANALYSIS**

Not all respondents chose to answer the open-ended questions. Ninety-six of the 138 respondents (70 percent) answered one or more of these questions. The number of individuals who responded to each question is listed below.

As can be seen in the answers to the open-ended questions in the 2008 survey, communication is a consistent theme. 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 (added to the survey in 2008) “What do you think is the most important thing we can do to improve communication?”- 40 respondents out of 88 suggested ways to improve communication. This theme of communication should be understood in the context of the ratings in those items that asked directly about communication (Questions 8-13), as the concerns seem to focus on local rather than college-wide communication issues e.g., interpersonal issues and teamwork.

In the communication section, three questions elicited large numbers of responses, as they did in the 2006 survey. These same three questions revealed increases in positive perception. Thus, some of the larger improvements were in the communication area. Communication appears to be improving, and yet there is general consensus that further improvements are needed.

### **Question 33 – “What do you see as an important strength of Clackamas Community College?”**

Most respondents identified the staff and faculty as an important strength, with 27 out of 96 listing this. (In 2006, this was the fifth highest response.) The second highest response was the “commitment to students first” (23 out of 96). This was also the most cited response to this question in 2006. Teamwork is the third most often cited theme with 13 out of 96 responses. Teamwork was also the number three response in 2006.

In 2008, employees view the strengths of Clackamas as its people, its commitment to students and its teamwork. Positive perceptions such as these provide an optimistic context for further improvements in communication. Employees have a generally positive view of the people at the college and want to see things continue to improve.

There are additional themes for each question that drew fewer responses. They listed below in the sections on each of the open-ended questions.

### **1. The staff and faculty.**

Respondents from all employee groups listed this most often as an important strength of Clackamas (27 out of 96). As one respondent stated it, “The most important strength of Clackamas is its people –the staff and faculty. They care about students and their education.”

Other examples:

- 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 associations listed this as a strength (23 out of 96). In 2006, this was the number one response. Commitment to students 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:

- Student centered, connected to and responsive to the local community.
- Making sure that students get quality education.
- The environment is healthy and the students feel that. They also feel 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 commonly listed strength with 13 out of 96 responses. Teamwork was also the number three response in 2006.

### **4. The reputation of the college**

Twelve out of 96 responses cite the reputation of the college as an important strength. Several respondents used phrases such as “the reputation of the college in the community”. Others listed the “college’s history and culture”, “being a pioneer”, and “innovation that is valued by the community” as part of the reputation of the college.

### **5. Administration and leadership**

Ten out of 96 responses mentioned “solid leadership” with 4 of those 10 identifying the President as key to the solid leadership at the college. This is in sharp contrast to the 2006 survey, in which the most commonly cited obstacle was leadership, as in the words of one respondent, “There exists a vacuum of healthy, visionary leadership”. It is notable that leadership was never mentioned as an obstacle in the 2008 survey.



## **6. Communication**

Four out of 96 responses listed communication as an important strength. It is a small number but, in light of the focus on communication elsewhere in the survey, it is worth noting.

## **7. “The Clackamas Way”**

Three out of 96 mentioned this as a strength. One of the comments said, “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 variously as a strength *and* as an obstacle to change. This tension between views of the “Clackamas Way” as either a strength or an obstacle is not evident in 2008 survey.

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

As in 2006, this question elicited the most expansive range of responses. The following “themes” are listed in the order of frequency. The number one response is communication, with 13 of 92 respondents listing communication as the greatest obstacle. Eleven respondents identified resources as the barrier. “Accepting change” and “organizational issues” received nine responses each. Two items received 8 mentions: “staffing and cultural changes” and “decision making”. “We/they mentality” and “Human Resource Department issues” were mentioned seven times. There were nine themes in total for this area.

Themes from this section suggest that it will be important for leaders to persist in their efforts on communication. Resources will continue to be tight and changes in organizational structure, policies and decision making processes will continue to occur. Consistent, complete and timely communication throughout the organization will be important for success.

It is recommended that Presidents’ Council host intentional conversations on all themes identified under Greatest Obstacles to ensure openness and transparency.

## **1. Communication**

Thirteen out of 92 respondents identified communication as the greatest obstacle at Clackamas Community College. In many ways, 13 out of 92 written responses is not a large percentage. However, 10 of these responses were from classified members. This is worth reviewing. Another issue raised about communication was the consistency of the communication between levels and areas.

As noted earlier, communication was also an area that showed improvements in the ratings in Questions 8 through 13. The section on communication had some of the larger positive increases in ratings from 2006 to 2008. It appears that

communication is improving but remains a concern on the minds of some employees.

Examples of responses in this area:

- Lack of communication
- Lack of consistent and unifying flow of communication from the vice presidents, deans and managers. The disorganization [stemming] from this communication void results in inefficient efforts and a poorly served student community.
- The continued lack of communication within some divisions/departments.

## **2. Resources**

Eleven out of 92 respondents identified resources as the greatest obstacle. These responses came from faculty (6) and classified employees (5). Resources in terms of “funding issues/budget constraints” were also identified in 2006 as the fourth area of concern. The comments in 2008 were 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 projects/recommendations that could really improve the quality.

### **3a. Accepting Change**

Nine out of 92 respondents identified resistance to change and moving forward as a barrier at Clackamas. As one respondent stated it, “... there is a reluctance and inability to see change. Sometimes change is a good thing and people need to see that. Change is not always easy but sometimes it is for the best and everyone needs to be open to it.”

Other examples:

- 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 respondents identified organizational issues as 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. They mentioned things such as “...the change in staff through retirements and the need to build, pass on the Clackamas culture.” Four

of the eight were exempt employees. The essence of the comments is captured in this statement, “The influx of new talent and the exodus by retirement; how to keep the culture alive?”

#### **4b. Decision-Making**

Eight out of 92 respondents identified decision making issues as the obstacle. A typical comment: “Lack of an organized, streamlined system for decision making and reaching long term goals”. The comments in this theme were evenly divided among associations.

#### **5a. Human Resources (HR) Department Issues**

Seven out of 92 responded to this issue with comments from classified, faculty and part time classified employees. 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 respondents identified “we/they mentality”; six of these responses were from classified employees. The concern in the comments was “the rift that is developing between management and staff/faculty”. Another comment that captures the issue is “distrust and apathy”.

#### **The following are listed in order of number of responses:**

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

**7a. Silos** – Four comments. These four comments came from all association groups. “Protecting turf” and “crossing department lines” are two examples.

**7b. Part Time Faculty Issues** – Four comments. All responses were from part time faculty members. The comments spoke of things such as “inconsistent standards used” and “lack of commitment to part time faculty.”

**7c. Deans and Directors need training-** Four comments with three of these coming from faculty. Comments mentioned “Inexperienced Deans who do not manage their divisions” and administrators who are “too busy” to work with staff.

**8a. Classified Issues** – Three comments, all from classified staff. The comments ranged from “LPGI for classified staff needs to be re-evaluated” to “income for classified members needs to be seriously looked at”.

**8b. Loss of “The Clackamas Way”** – Three comments, all from classified employees. The comments were about losing “the Clackamas Way” and the philosophy attributed to that.

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

**Question 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 can be clustered into nine different themes. Most of the comments were suggestions on specific ways and strategies 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, the need for increased clarity/transparency and a variety of suggestions about improving the *quality* of leadership.

For this 2008 survey, the top six themes in the recommendations are developed in more depth below. 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 cited theme (12 responses) was to “improve systems”.

**1. Work Environment**

The 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 employees.” Other responses were more along the lines of *how* to improve the environment. Examples:

- 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 offered 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 response 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 Resource (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 the way to improve. Because “putting students first” was also the second highest response to the strengths of the college, it appears that 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 themes were also identified by the respondents, but had six or fewer responses:

#### **6. Decision Making**

There were six responses that originated from all associations. Some comments described ways to improve the 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 four responses, all from 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 three responses; one from each of the full time associations. Once again, these were suggestions on ways to reduce “silo” mentalities:

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

#### **9. New policies**

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

#### **Question 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 issues raised about communication in the 2006 survey and the ongoing need in every organization to improve communication. Communication is the circulatory system of any organization. Soliciting input on how to improve communication appears to have

yielded useful information that can deepen understanding of the concerns that exist and potential directions to explore to address them.

Forty of the 88 respondents suggested various ways to improve communication, making it the most frequently-mentioned theme in improvements. Twenty-five respondents recommended that additional attention be focused on training upper management and directors in more effective communication processes. Nineteen respondents recommended the importance of “looking beyond oneself and one’s own department”. Eleven respondents thought that it was important to affirm that “Clackamas is doing okay” with regard to communication.

### **Suggestions to “Increase Communication”**

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

### **Manager and Director Training**

Twenty-five respondents from all three associations recommended further training for managers and directors as an important 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

### **Look beyond self and department**

Nineteen of the 88 respondents from 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, the greater good of the student. 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.

### **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 along the lines of “keep it up” and “practice, practice, practice”.

### **Clarify decision making and have more information provided to them**

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

### **Question 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. Sixteen responses suggested areas where questions could be added. Eleven responses had comments about the process and six responses suggested that a category be added to the ratings for “no response” or “no knowledge.”

It is recommended that in the next climate survey a response option such as “Do not know/no experience” be included. Consideration was given to including this option in the 2008 survey; however, the group ultimately decided to defer the change in order to allow a better comparison between the two sets of survey results.

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



Sixteen responses to the 2008 survey suggested questions to include in future surveys:

- 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?
- What has improved since the last survey?
- Are we meeting our strategic goals?
- Competency/ Evaluation of Vice-President, dean and directors
- Workload issues

## 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' Council 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.

**Completed**

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.

**Completed**

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

Exempt supervisory positions did involve a 360 degree process during the 2008 evaluation period. Direct reports, peers and supervisor responded to the same questions. The responses were used during the meeting and in follow work performance to reinforce strengths and continuously improve.

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.

The Presidents' Council reviewed the decision making process and governance to determine an appropriate course of action. It was recommended that we focus on strengthening communication and transparency in decision making prior to a task force convening. The two areas that had the strongest concern dealt with "having the right" supervisor or being "favored."

Presidents' Council along with administrative staff and employee associations made strong improvements in systems that influence the employees' experience of the college such as, employee recognition, classification requests, employee orientation, the amount of communication, type and transparency of information.

**Recommendations to the administration:**

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

This has been completed at both College Council and President's Council. Presidents' Council and College Council have implemented a stronger agenda, effectiveness evaluation and communication process.

Presidents' Council reviewed the college committee structure and how committees are staffed and operated. Based on what the staff believed was to happen, how it was graphically depicted and how the committee operated was inconsistent. In reviewing what staff believed was to happen it was determined that it was more effective and therefore committees are now depicted and operated in accordance with the oral tradition.

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.

As positions have opened and as the new President worked with her executive team, responsibilities have been clarified and re-assigned. As institutional planning and assessment continues, further reviews will happen to determine appropriate roles and responsibilities.

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.

A key part of this conversation was to align what was happening with what was needed to meet immediate issues around accreditation and a new overall planning effort be effective. In addition to the Items addressed in d and a above.

- KPM and IA reporting template were in place by Fall 2007.
- Developed a suite of institutional data reports that aligned with accreditation requirements by Fall 2007.

- Developed new Institutional Planning & Assessment reporting templates
- New Community Annual Report.
- Improved CCC Schedule of Classes to be a better communication tool
- Redesigned the Quarterly Board Report.

**Recommendations to the campus community:**

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

Presidents' Council added the College Council chair to ensure decision-making connections were strengthened. College Council has been reformatted to encourage participation in college decisions.

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

College council and association input are consistently requested. The level of input depends on the issues presented and the "individual view" of being heard and valued.

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

There is no current way to measure this individual response to action.

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

There is no current way to measure this individual response to action.

**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.

Implemented by the Board with the new President. Board members are given a calendar of events for the college and are encouraged to participate in both internal and external activities. Examples have included arts and cultural events conducted by staff, employee recognition, in-service, retiree functions as well as being available to be part of working groups when needed.

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)

The board has redesigned its agenda to be clearer about what is being considered and then when it will be acted upon. On the Friday after each board meeting, board highlights are distributed on FYI. The board docket and materials are available through the FYI link.

**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 the previous two years "Fireside Chats" were held with the President & Executive Team, monthly President Messages were sent out and an annual communication plan to enhance campus connectivity.

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.

Communication has been improved through FYI Today and the methods described above.

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

FYI Today and the use of College Council have been improved as mentioned in a and b above.

**Recommendations to the campus community:**

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

The key role on Presidents Council assists with clarity on issues and direction.

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

There is no current way to measure this individual response to action

**3. 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.

***Completed.***

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.

***Completed.***

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

***Completed.***

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.

Assigned to the new President.

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.

***Completed.***

**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.

A continuous improvement process is used for Presidents' Council and College Council in assessing communication pathways for council decisions.

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

Discussions have occurred in the two-year period that has led to organizational changes and the redistribution of work. This will continue to occur through each year of Institutional Planning and Assessment and budget development process.

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.

The college is using the services of an intern and employee in conjunction with our Customized Training Department to create training modules focused on technical, organizational and leadership skills.

More frequent training is being conducted with deans and department chairs in administrative and student learning outcomes.

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

*Completed at the dean level in 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.

The college has encouraged leadership and management training through external opportunities and has been working on internal opportunities this year as indicated above.

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.

***Completed***

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

The new President was requested to accomplish this recommendation. The campus planning process and IA were developed as one way to ensure communication and openness.

c) Increase sharing of Board interest, intent and leanings to ensure that points of view can be understood by the college community.

The board's interest and issues are consistently shared with the President to ensure a broad conversation. Board highlights are communicated through FYI after each board meeting.

**Recommendations to the administration:**

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

***Completed and used to shape the work of Clackamas.***

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

Through Presidents' Council discussions the recommendation was to model conversations and set expectations for interpersonal interactions. Through open communication and transparency the airing of differences is more frequent. While most of these interactions are healthy discourse there are still some skills to be developed as indicated in the 2008 climate survey.

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.

Organized annual communication plan to enhance campus connectivity and evaluate what is working and what needs improvement.

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

***Completed as a new president was being hired.***

**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.

Forums, college council etc. is offered on most issues and decisions. It is an Individual choice on how to participate.

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.

During the phase of interim president to final selection of a president this was evident.



## **6. Insights and Recommendations for 2008**

Presidents' Council reviewed and discussed the climate survey and its implications over several meetings in November and December. The recommendations are grounded in the key areas of communication, problem-solving and decision-making and need to be addressed together. Effectiveness and empowerment are critical to the success of the college becoming an even more effective team.

The focus of the work is relationship based and includes building capacity for all members of the college community to gain and use skills for the continued long term improvement of organizational health.

### **Administrative Improvement**

- Ensure that all leaders and management increase their skills in communication, problem-solving, decision-making and conflict resolution/management.
- Make available more “face to face” communication as often as possible.
- Create an exempt staff discussion and development time to discuss issues identified in the climate survey. This forum’s intent is to increase understanding and identify specific tools to assist the administrators in their roles.

### **Work Group(s) Improvement**

- Engage all work areas in conversations and reflections from the 2008 climate survey. The outcome is a discussion of the survey and its applicability to a work group.
- Have intentional conversations in every work group, department and division on the meaning of “safe,” “team,” and “effective.” Provide individual and team assessments as options for work groups. The goal is to build an understanding of self and others and create the opportunity for improvement for every work group.

### **College-wide Improvement**

- Define shared governance and commit to improving shared governance at Clackamas. This is a discussion that would begin at Presidents' Council and move through the organization through College Council and standing meetings of the college.
- Create capacity for all employees to have more training and opportunities to increase their skills in communication, problem-solving, decision-

making and conflict resolution/management. This can include but is not limited to appreciative inquiry, how to use FYI, role playing difficult conversations, etc. Encourage all staff to build skills that can enhance their own personal effectiveness and their team's effectiveness.

- Continue the communication efforts. The overall communication can improve by considering the communication suggestions in the survey and intentionally implementing ones that can be sustained. This is an effort to be coordinated through College Council.
- In college communications decisions need to be communicated in ways that emphasize the strategic and long term planning aspects, not just the short term effects.

**Overall recommendations to the college community:**

- Emphasize and commit to the college's value statement: everyone is expected to be engaged and be a participating problem solver.
- Engage and take personal responsibility for making teams more effective.
- Take advantage of training opportunities.
- Take advantage of opportunities to give input and ideas in many venues: FYI, Surveys, face to face meetings, etc.

**APPENDIX A: Responses By Work Group**

<b>1. I am highly involved in my work.</b>												
<i>Total Respondents: 138</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	39	59%	1	33%	11	79%	39	91%	9	75%	99	72%
Agree	24	36%	2	67%	3	21%	3	7%	3	25%	35	25%
Disagree	3	5%	0	0%	0	0%	1	2%	0	0%	4	3%
Strongly Disagree	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
<b>2. Work is organized so that I can see the relationship between my roles and the goals of the college.</b>												
<i>Total Respondents: 137   skipped: 1</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	23	35%	2	67%	7	50%	25	58%	5	45%	62	45%
Agree	35	53%	1	33%	6	43%	16	37%	5	45%	63	46%
Disagree	8	12%	0	0%	1	7%	1	2%	0	0%	10	7%
Strongly Disagree	0	0%	0	0%	0	0%	1	2%	1	9%	2	1%
<b>3. Few things/issues get lost in the organization.</b>												
<i>Total Respondents: 137   skipped: 1</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	2	3%	1	33%	0	0%	3	7%	3	25%	9	7%
Agree	38	58%	2	67%	8	57%	23	55%	3	25%	74	54%
Disagree	21	32%	0	0%	6	43%	14	33%	6	50%	47	34%
Strongly Disagree	5	8%	0	0%	0	0%	2	5%	0	0%	7	5%
<b>4. I believe I can make a positive difference in the organization.</b>												
<i>Total Respondents: 137   skipped: 1</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	24	36%	2	67%	6	46%	17	40%	5	42%	54	39%
Agree	33	50%	1	33%	7	54%	22	51%	6	50%	69	50%
Disagree	7	11%	0	0%	0	0%	2	5%	0	0%	9	7%
Strongly Disagree	2	3%	0	0%	0	0%	2	5%	1	8%	5	4%
<b>5. Our present systems are flexible and responsive.</b>												
<i>Total Respondents: 137   skipped: 1</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	3	5%	0	0%	0	0%	7	16%	3	25%	13	9%
Agree	35	54%	2	67%	12	86%	26	60%	7	58%	82	60%
Disagree	23	35%	1	33%	0	0%	6	14%	1	8%	31	23%
Strongly Disagree	4	6%	0	0%	2	14%	4	9%	1	8%	11	8%
<b>6. I am satisfied with the organizational working environment at CCC.</b>												
<i>Total Respondents: 138</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	3	5%	1	33%	1	7%	10	23%	2	17%	17	12%
Agree	39	59%	1	33%	9	64%	23	53%	5	42%	77	56%
Disagree	19	29%	1	33%	3	21%	6	14%	3	25%	32	23%
Strongly Disagree	5	8%	0	0%	1	7%	4	9%	2	17%	12	9%

<b>7. Interpersonal conflicts are resolved quickly and effectively.</b>												
<i>Total Respondents: 136   skipped:: 2</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	4	6%	1	33%	0	0%	4	10%	5	42%	14	10%
Agree	22	33%	1	33%	6	43%	19	46%	3	25%	51	38%
Disagree	27	41%	1	33%	8	57%	13	32%	3	25%	52	38%
Strongly Disagree	13	20%	0	0%	0	0%	5	12%	1	8%	19	14%
<b>8. The mission and values of the college are clearly and consistently communicated.</b>												
<i>Total Respondents: 137   skipped:: 1</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	10	15%	1	33%	4	29%	10	23%	4	33%	29	21%
Agree	42	65%	1	33%	7	50%	29	67%	7	58%	86	63%
Disagree	12	18%	1	33%	3	21%	4	9%	1	8%	21	15%
Strongly Disagree	1	2%	0	0%	0	0%	0	0%	0	0%	1	1%
<b>9. The purposes and rationales behind major policy decisions are communicated clearly and in a timely manner.</b>												
<i>Total Respondents: 136   skipped:: 2</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	1	2%	0	0%	1	7%	5	12%	4	33%	11	8%
Agree	35	54%	2	67%	9	64%	22	52%	6	50%	74	54%
Disagree	23	35%	1	33%	4	29%	10	24%	2	17%	40	29%
Strongly Disagree	6	9%	0	0%	0	0%	5	12%	0	0%	11	8%
<b>10. The administration is consistently open to my questions, concerns and suggestions.</b>												
<i>Total Respondents: 134   skipped:: 4</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	8	12%	2	67%	4	29%	15	37%	2	18%	31	23%
Agree	36	55%	0	0%	9	64%	19	46%	7	64%	71	53%
Disagree	16	25%	1	33%	1	7%	5	12%	0	0%	23	17%
Strongly Disagree	5	8%	0	0%	0	0%	2	5%	2	18%	9	7%
<b>11. There is a free flow of information throughout the college.</b>												
<i>Total Respondents: 136   skipped:: 2</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	2	3%	0	0%	3	21%	5	12%	3	25%	13	10%
Agree	32	49%	2	67%	7	50%	18	43%	5	42%	64	47%
Disagree	25	38%	1	33%	3	21%	17	40%	3	25%	49	36%
Strongly Disagree	6	9%	0	0%	1	7%	2	5%	1	8%	10	7%
<b>12. There is a free flow of information among employees in my area.</b>												
<i>Total Respondents: 136   skipped:: 2</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	14	22%	1	33%	5	36%	17	40%	6	50%	43	32%
Agree	33	52%	2	67%	8	57%	14	33%	4	33%	61	45%
Disagree	10	16%	0	0%	1	7%	10	23%	2	17%	23	17%
Strongly Disagree	7	11%	0	0%	0	0%	2	5%	0	0%	9	7%

<b>13. There is a free flow of information between me and my supervisor.</b>												
<i>Total Respondents: 137   skipped:: 1</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	24	37%	2	67%	5	36%	18	42%	6	50%	55	40%
Agree	28	43%	1	33%	9	64%	16	37%	3	25%	57	42%
Disagree	9	14%	0	0%	0	0%	3	7%	2	17%	14	10%
Strongly Disagree	4	6%	0	0%	0	0%	6	14%	1	8%	11	8%

<b>14. I am consistently involved in organizational decisions, plans, and problem solving.</b>												
<i>Total Respondents: 136   skipped:: 2</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	6	9%	0	0%	6	43%	7	16%	1	9%	20	15%
Agree	31	48%	1	33%	7	50%	22	51%	5	45%	66	49%
Disagree	24	37%	2	67%	0	0%	9	21%	5	45%	40	29%
Strongly Disagree	4	6%	0	0%	1	7%	5	12%	0	0%	10	7%

<b>15. There is effective use of teams (task forces, committees, etc) to solve problems and make decisions.</b>												
<i>Total Respondents: 135   skipped:: 3</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	4	6%	1	33%	4	29%	6	14%	3	27%	18	13%
Agree	37	58%	1	33%	7	50%	28	65%	4	36%	77	57%
Disagree	22	34%	1	33%	1	7%	6	14%	3	27%	33	24%
Strongly Disagree	1	2%	0	0%	2	14%	3	7%	1	9%	7	5%

<b>16. Decisions, new projects, innovations etc. are implemented in a timely manner with solid communication.</b>												
<i>Total Respondents: 135   skipped:: 3</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	2	3%	0	0%	2	14%	1	2%	3	27%	8	6%
Agree	25	38%	2	67%	8	57%	20	48%	2	18%	57	42%
Disagree	27	42%	1	33%	3	21%	17	40%	5	45%	53	39%
Strongly Disagree	11	17%	0	0%	1	7%	4	10%	1	9%	17	13%

<b>17. Teamwork exists within program/service areas.</b>												
<i>Total Respondents: 136   skipped:: 2</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	5	8%	0	0%	2	14%	6	14%	4	36%	17	12%
Agree	46	71%	3	100%	11	79%	26	60%	5	45%	91	67%
Disagree	10	15%	0	0%	1	7%	9	21%	1	9%	21	15%
Strongly Disagree	4	6%	0	0%	0	0%	2	5%	1	9%	7	5%

<b>18. Decisions are made at the level where the best information is available.</b>												
<i>Total Respondents: 134   skipped:: 4</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	0	0%	0	0%	3	21%	2	5%	2	18%	7	5%
Agree	38	58%	2	67%	7	50%	27	66%	6	55%	80	60%
Disagree	22	34%	1	33%	4	29%	9	22%	2	18%	38	28%
Strongly Disagree	5	8%	0	0%	0	0%	3	7%	1	9%	9	7%

<b>19. Interpersonal conflicts often interfere with our ability to make decisions effectively.</b>												
<i>Total Respondents: 135 / skipped:: 3</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	11	17%	0	0%	0	0%	3	7%	1	9%	15	11%
Agree	24	37%	0	0%	8	57%	13	31%	2	18%	47	35%
Disagree	25	38%	2	67%	4	29%	23	55%	3	27%	57	42%
Strongly Disagree	5	8%	1	33%	2	14%	3	7%	5	45%	16	12%
<b>20. When disagreements occur, people work hard to find a "win-win" solution.</b>												
<i>Total Respondents: 136 / skipped:: 2</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	2	3%	1	33%	2	14%	7	16%	2	18%	14	10%
Agree	35	54%	1	33%	10	71%	23	53%	5	45%	74	54%
Disagree	26	40%	1	33%	2	14%	11	26%	4	36%	44	32%
Strongly Disagree	2	3%	0	0%	0	0%	2	5%	0	0%	4	3%
<b>21. Our approach to problem solving is consistent and predictable.</b>												
<i>Total Respondents: 136 / skipped:: 2</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	0	0%	1	33%	1	7%	4	9%	1	9%	7	5%
Agree	30	46%	1	33%	5	36%	20	47%	7	64%	63	46%
Disagree	28	43%	1	33%	7	50%	16	37%	2	18%	54	40%
Strongly Disagree	7	11%	0	0%	1	7%	3	7%	1	9%	12	9%
<b>22. Interpersonal conflicts often interfere with our ability to resolve disagreements.</b>												
<i>Total Respondents: 135 / skipped:: 3</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	6	9%	0	0%	0	0%	2	5%	0	0%	8	6%
Agree	29	45%	0	0%	10	71%	13	31%	2	18%	54	40%
Disagree	23	35%	2	67%	3	21%	22	52%	4	36%	54	40%
Strongly Disagree	7	11%	1	33%	1	7%	5	12%	5	45%	19	14%
<b>23. Short term thinking often compromises the long term goals and vision.</b>												
<i>Total Respondents: 135 / skipped:: 3</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	9	14%	0	0%	3	21%	7	17%	2	18%	21	16%
Agree	28	43%	1	33%	4	29%	18	43%	3	27%	54	40%
Disagree	26	40%	1	33%	6	43%	16	38%	5	45%	54	40%
Strongly Disagree	2	3%	1	33%	1	7%	1	2%	1	9%	6	4%
<b>24. The organization uses problem-solving approaches that focus on resolving issues rather than defending positions.</b>												
<i>Total Respondents: 132 / skipped:: 6</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	3	5%	0	0%	0	0%	3	7%	3	27%	9	7%
Agree	32	51%	2	67%	9	64%	27	66%	4	36%	74	56%
Disagree	27	43%	1	33%	4	29%	8	20%	3	27%	43	33%
Strongly Disagree	1	2%	0	0%	1	7%	3	7%	1	9%	6	5%

<b>25. Our approach to problem solving is messy, unclear and/or we have a difficult time reaching agreement.</b>												
<i>Total Respondents: 135   skipped:: 3</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	8	12%	0	0%	0	0%	5	12%	1	9%	14	10%
Agree	24	37%	1	33%	8	57%	13	31%	4	36%	50	37%
Disagree	28	43%	1	33%	6	43%	18	43%	2	18%	55	41%
Strongly Disagree	5	8%	1	33%	0	0%	6	14%	4	36%	16	12%
<b>26. It is easy to coordinate projects and initiatives across the organization.</b>												
<i>Total Respondents: 138</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	3	5%	0	0%	0	0%	3	7%	1	8%	7	5%
Agree	33	50%	2	67%	6	43%	19	44%	6	50%	66	48%
Disagree	26	39%	1	33%	7	50%	18	42%	5	42%	57	41%
Strongly Disagree	4	6%	0	0%	1	7%	3	7%	0	0%	8	6%
<b>27. There is good alignment of the mission, value and goals across the organization.</b>												
<i>Total Respondents: 136   skipped:: 2</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	4	6%	0	0%	1	7%	4	9%	3	27%	12	9%
Agree	43	66%	2	67%	12	86%	32	74%	7	64%	96	71%
Disagree	16	25%	1	33%	0	0%	7	16%	1	9%	25	18%
Strongly Disagree	2	3%	0	0%	1	7%	0	0%	0	0%	3	2%
<b>28. Innovation and risk taking are practiced and encouraged.</b>												
<i>Total Respondents: 135   skipped: 3</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	4	6%	0	0%	2	14%	3	7%	1	9%	10	7%
Agree	26	40%	2	67%	8	57%	29	69%	5	45%	70	52%
Disagree	31	48%	1	33%	3	21%	7	17%	4	36%	46	34%
Strongly Disagree	4	6%	0	0%	1	7%	3	7%	1	9%	9	7%
<b>29. Leaders have a long term view and communicate it.</b>												
<i>Total Respondents: 136   skipped:: 2</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	4	6%	1	33%	1	7%	6	14%	4	36%	16	12%
Agree	36	55%	1	33%	7	50%	22	52%	4	36%	70	51%
Disagree	21	32%	1	33%	6	43%	10	24%	2	18%	40	29%
Strongly Disagree	5	8%	0	0%	0	0%	4	10%	1	9%	10	7%
<b>30. There is a culture of accepting change as healthy and non-threatening.</b>												
<i>Total Respondents: 136   skipped:: 2</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	4	6%	1	33%	1	7%	5	12%	2	17%	13	10%
Agree	25	38%	2	67%	6	43%	23	55%	4	33%	60	44%
Disagree	27	42%	0	0%	6	43%	11	26%	5	42%	49	36%
Strongly Disagree	9	14%	0	0%	1	7%	3	7%	1	8%	14	10%



<b>31. The board is responsive to input from the college community.</b>												
<i>Total Respondents: 121 / skipped:: 17</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	8	13%	1	50%	3	21%	4	11%	0	0%	16	13%
Agree	46	75%	1	50%	10	71%	28	78%	4	50%	89	74%
Disagree	6	10%	0	0%	1	7%	3	8%	2	25%	12	10%
Strongly Disagree	1	2%	0	0%	0	0%	1	3%	2	25%	4	3%
<b>32. Adequate mechanisms exist for communication between the board and the college community.</b>												
<i>Total Respondents: 123 / skipped:: 15</i>	Classified-FT		Classified-PT		Exempt		Faculty		PT Faculty		Total	
Strongly Agree	2	3%	1	50%	3	21%	3	8%	0	0%	9	7%
Agree	47	77%	1	50%	5	36%	25	66%	4	50%	82	67%
Disagree	8	13%	0	0%	6	43%	8	21%	2	25%	24	20%
Strongly Disagree	4	7%	0	0%	0	0%	2	5%	2	25%	8	7%







### CCC Organizational Climate Survey 2008

**Respondents:** 138 displayed, 138 total      **Status:** Closed  
**Launched Date:** 10/29/2008      **Closed Date:** 10/29/2008





**1.** I am highly involved in my work.

		Response Total	Response Percent
Strongly Agree		99	72%
Agree		35	25%
Disagree		4	3%
Strongly Disagree		0	0%
<b>Total Respondents</b>		<b>138</b>	





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

		Response Total	Response Percent
Strongly Agree		62	45%
Agree		63	46%
Disagree		10	7%
Strongly Disagree		2	1%
<b>Total Respondents</b>		<b>137</b>	
(skipped this question)			1

**3.** Few things/issues get lost in the organization.

		Response Total	Response Percent
Strongly Agree		9	7%
Agree		74	54%
Disagree		47	34%
Strongly Disagree		7	5%
<b>Total Respondents</b>		<b>137</b>	
(skipped this question)			1

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

		Response Total	Response Percent
Strongly Agree		54	39%
Agree		69	50%
Disagree		9	7%
Strongly Disagree		5	4%
<b>Total Respondents</b>		<b>137</b>	

(skipped this question)

1

**5.** Our present systems are flexible and responsive.

		Response Total	Response Percent
Strongly Agree		13	9%
Agree		82	60%
Disagree		31	23%
Strongly Disagree		11	8%
<b>Total Respondents</b>		<b>137</b>	
(skipped this question)			1

**6.** I am satisfied with the organizational working environment at CCC.

		Response Total	Response Percent
Strongly Agree		17	12%
Agree		77	56%
Disagree		32	23%
Strongly Disagree		12	9%
<b>Total Respondents</b>		<b>138</b>	

**7.** Interpersonal conflicts are resolved quickly and effectively.

		Response Total	Response Percent
Strongly Agree		14	10%
Agree		51	38%
Disagree		52	38%
Strongly Disagree		19	14%
<b>Total Respondents</b>		<b>136</b>	
(skipped this question)			2

**8.** The mission and values of the college are clearly and consistently communicated.

		Response Total	Response Percent
Strongly Agree		29	21%
Agree		86	63%
Disagree		21	15%
Strongly Disagree		1	1%
<b>Total Respondents</b>		<b>137</b>	
(skipped this question)			1

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

manner.

		Response Total	Response Percent
Strongly Agree		11	8%
Agree		74	54%
Disagree		40	29%
Strongly Disagree		11	8%
<b>Total Respondents</b>		<b>136</b>	
(skipped this question)			2

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

		Response Total	Response Percent
Strongly Agree		31	23%
Agree		71	53%
Disagree		23	17%
Strongly Disagree		9	7%
<b>Total Respondents</b>		<b>134</b>	
(skipped this question)			4

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

		Response Total	Response Percent
Strongly Agree		13	10%
Agree		64	47%
Disagree		49	36%
Strongly Disagree		10	7%
<b>Total Respondents</b>		<b>136</b>	
(skipped this question)			2

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

		Response Total	Response Percent
Strongly Agree		43	32%
Agree		61	45%
Disagree		23	17%
Strongly Disagree		9	7%
<b>Total Respondents</b>		<b>136</b>	
(skipped this question)			2

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

		Response Total	Response Percent
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Strongly Agree		55	40%
Agree		57	42%
Disagree		14	10%
Strongly Disagree		11	8%
<b>Total Respondents</b>		<b>137</b>	
(skipped this question)			1

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

		Response Total	Response Percent
Strongly Agree		20	15%
Agree		66	49%
Disagree		40	29%
Strongly Disagree		10	7%
<b>Total Respondents</b>		<b>136</b>	
(skipped this question)			2

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



		Response Total	Response Percent
Strongly Agree		18	13%
Agree		77	57%
Disagree		33	24%
Strongly Disagree		7	5%
<b>Total Respondents</b>		<b>135</b>	
(skipped this question)			3

**16.** Decisions, new projects, innovations etc. are implemented in a timely manner with solid communication





		Response Total	Response Percent
Strongly Agree		8	6%
Agree		57	42%
Disagree		53	39%
Strongly Disagree		17	13%
<b>Total Respondents</b>		<b>135</b>	
(skipped this question)			3

**17.** Teamwork exists within program/service areas.


		Response Total	Response Percent
Strongly Agree		17	12%
Agree		91	67%

Disagree		21	15%
Strongly Disagree		7	5%
<b>Total Respondents</b>		<b>136</b>	
(skipped this question)			2





**18.** Decisions are made at the level where the best information is available.

		Response Total	Response Percent
Strongly Agree		7	5%
Agree		80	60%
Disagree		38	28%
Strongly Disagree		9	7%
<b>Total Respondents</b>		<b>134</b>	
(skipped this question)			4





**19.** Interpersonal conflicts often interfere with our ability to make decisions effectively.

		Response Total	Response Percent
Strongly Agree		15	11%
Agree		47	35%
Disagree		57	42%
Strongly Disagree		16	12%
<b>Total Respondents</b>		<b>135</b>	
(skipped this question)			3

**20.** When disagreements occur, people work hard to find a "win-win" solution.





		Response Total	Response Percent
Strongly Agree		14	10%
Agree		74	54%
Disagree		44	32%
Strongly Disagree		4	3%
<b>Total Respondents</b>		<b>136</b>	
(skipped this question)			2

**21.** Our approach to problem solving is consistent and predictable.





		Response Total	Response Percent
Strongly Agree		7	5%
Agree		63	46%
Disagree		54	40%
Strongly Disagree		12	9%

<b>Total Respondents</b>	<b>136</b>
(skipped this question)	2





**22.** Interpersonal conflicts often interfere with our ability to resolve disagreements.

		Response Total	Response Percent
Strongly Agree		8	6%
Agree		54	40%
Disagree		54	40%
Strongly Disagree		19	14%
<b>Total Respondents</b>		<b>135</b>	
(skipped this question)		3	





**23.** Short term thinking often compromises the long term goals and vision.

		Response Total	Response Percent
Strongly Agree		21	16%
Agree		54	40%
Disagree		54	40%
Strongly Disagree		6	4%
<b>Total Respondents</b>		<b>135</b>	
(skipped this question)		3	

**24.** The organization uses problem-solving approaches that focus on resolving issues rather than defending positions.

		Response Total	Response Percent
Strongly Agree		9	7%
Agree		74	56%
Disagree		43	33%
Strongly Disagree		6	5%
<b>Total Respondents</b>		<b>132</b>	
(skipped this question)		6	

**25.** Our approach to problem solving is messy, unclear and/or we have a difficult time reaching agreement.

		Response Total	Response Percent
Strongly Agree		14	10%
Agree		50	37%
Disagree		55	41%
Strongly Disagree		16	12%
<b>Total Respondents</b>		<b>135</b>	
(skipped this question)		3	

**26.** It is easy to coordinate projects and initiatives across the organization.

		Response Total	Response Percent
Strongly Agree		7	5%
Agree		66	48%
Disagree		57	41%
Strongly Disagree		8	6%
<b>Total Respondents</b>		<b>138</b>	

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

		Response Total	Response Percent
Strongly Agree		12	9%
Agree		96	71%
Disagree		25	18%
Strongly Disagree		3	2%
<b>Total Respondents</b>		<b>136</b>	
(skipped this question)			2

**28.** Innovation and risk taking are practiced and encouraged.

		Response Total	Response Percent
Strongly Agree		10	7%
Agree		70	52%
Disagree		46	34%
Strongly Disagree		9	7%
<b>Total Respondents</b>		<b>135</b>	
(skipped this question)			3

**29.** Leaders have a long term view and communicate it.

		Response Total	Response Percent
Strongly Agree		16	12%
Agree		70	51%
Disagree		40	29%
Strongly Disagree		10	7%
<b>Total Respondents</b>		<b>136</b>	
(skipped this question)			2

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

		Response Total	Response Percent
Strongly Agree		13	10%
Agree		60	44%
Disagree		49	36%
Strongly Disagree		14	10%
<b>Total Respondents</b>		<b>136</b>	
(skipped this question)			2

**31.** The board is responsive to input from the college community.

		Response Total	Response Percent
Strongly Agree		16	13%
Agree		89	74%
Disagree		12	10%
Strongly Disagree		4	3%
<b>Total Respondents</b>		<b>121</b>	
(skipped this question)			17

**32.** Adequate mechanisms exist for communication between the board and the college community.

		Response Total	Response Percent
Strongly Agree		9	7%
Agree		82	67%
Disagree		24	20%
Strongly Disagree		8	7%
<b>Total Respondents</b>		<b>123</b>	
(skipped this question)			15

**33.** What do you see as an important strength of Clackamas Community College?

<b>Total Respondents</b>	<b>96</b>
(skipped this question)	42

**34.** What do you see as the greatest obstacle at Clackamas?

<b>Total Respondents</b>	<b>92</b>
(skipped this question)	46

**35.** What do you think is the most important thing we can do to improve the organization?

<b>Total Respondents</b>	<b>88</b>
(skipped this question)	50





**36.** What do you think is the most important thing we can do to improve communication?

<b>Total Respondents</b>	<b>88</b>
(skipped this question)	50

**37.** Have we asked you the right questions; if not what should we be asking?

<b>Total Respondents</b>	<b>51</b>
(skipped this question)	87






**38.** Gender:

		<b>Response Total</b>	<b>Response Percent</b>
male		<b>38</b>	<b>29%</b>
female		<b>95</b>	<b>71%</b>
<b>Total Respondents</b>		<b>133</b>	
(skipped this question)			5

**39.** Your years at the college:



		<b>Response Total</b>	<b>Response Percent</b>
less than 2 years		<b>11</b>	<b>8%</b>
2 - 5 years		<b>31</b>	<b>22%</b>
6 - 10 years		<b>38</b>	<b>28%</b>
11 - 15 years		<b>25</b>	<b>18%</b>
16 - 25 years		<b>23</b>	<b>17%</b>
26 years or more		<b>10</b>	<b>7%</b>
<b>Total Respondents</b>		<b>138</b>	

**40.** I am:

		<b>Response Total</b>	<b>Response Percent</b>
Part-time faculty		<b>12</b>	<b>9%</b>
Full-time faculty		<b>43</b>	<b>31%</b>
Part-time classified		<b>3</b>	<b>2%</b>
Full-time classified		<b>66</b>	<b>48%</b>
Exempt		<b>14</b>	<b>10%</b>
<b>Total Respondents</b>		<b>138</b>	

**41.** I primarily work in:

**Response Response**

		<b>Total</b>	<b>Percent</b>
Instructional Services		<b>82</b>	<b>59%</b>
College Services		<b>56</b>	<b>41%</b>
<b>Total Respondents</b>		<b>138</b>	