SOCCCD District-wide Climate Pilot Survey

SPRING
2012

Irvine Valley College Office of Research, Planning and Accreditation

Saddleback College Office of Research, Planning and Accreditation

District Office of Research, Planning and Data Management

Preliminary Results

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BACKGROUND

In the development of the SOCCCD District-wide Strategic Plan 2011-2014, 10 of the 77 action steps involved the development and utilization of a District-wide Climate Survey.   The climate survey would serve as a tool to measure and assess various components of the strategic plan's objectives.

The following is taken from the District-wide Strategic Plan and are the objectives and action steps that involve the use of a district-wide climate survey.

SOCCCD District-wide Strategic Plan 2011-2014

Objective 1.1.
SOCCCD Chancellor will take the actions necessary to assure that employees district-wide collaborate on the achievement of common educational benchmarks.

Action Step 1.1.8 Develop a district-wide Climate Survey that assesses perceptions of the District and college climates including the effectiveness of services, collaboration, and planning.

Action Step 1.1.9. Establish a timeline for the distribution of a bi-annual District-wide climate survey.

Action Step 1.1.10. Analyze the results of the District-wide climate survey to identify climate-related projects to be addressed in the coming year.

Action Step 1.2.4. Assess and request feedback on the newsletters and/or town hall meetings as part of the annual District-wide climate survey (See Action Step 1.1.8.)

Objective 4.1.
SOCCCD will develop and implement a model for a cycle of District-wide long-term and short-term planning including a process for District Services Administrative Unit Review

Action Step 4.1.11. Include assessment of the planning model and processes in the annual District-wide climate survey.

Objective 4.2.
SOCCCD will review and revise the resource allocation processes to ensure that expenditures are linked to planning priorities.

Action Step 4.2.4. Annually assess the resource allocation processes in the annual District-wide climate survey, District Services survey, District Services Administrative Unit Reviews and forward the results to the responsible district-wide committees and administrative units to facilitate and ensure continuous improvement.

Objective 5.1.

SOCCCD will prepare a decision-making manual to describe the steps and timelines in these processes including the composition and calendar of collaborative groups that develop recommendations to the Chancellor.

Action Step 5.1.6. Assess the decision making manual in the annual District-wide climate survey and revise the manual as needed.

Objective 5.2.
SOCCCD will annually assess its decision-making processes with an eye toward continual improvement.

Action Step 5.2.1. Convene a group to collaborate on the content and timeline for an annual District-wide climate survey that includes assessment of the transparency and effectiveness of decision-making processes.

Action Step 5.2.2. Distribute and summarize the results of the bi-annual District-wide climate survey.

Action Step 5.2.3. Decision-making groups review the results of the campus climate survey and use the results to revise processes as appropriate.

Objective 6.4.
SOCCCD will define College service areas within the larger District service area.

Action Step 6.4.5. Ask for feedback on this decision as part of the annual District-wide climate survey.

In the Fall of 2011, as the District-wide Strategic Plan began its implementation, various discussions around the climate survey occurred. The plan started with testing climate questions in that year's employee surveys at the colleges. Since District Services is not included in the college employee surveys a separate pilot instrument was developed. These pilot survey questions would be the basis to develop a district-wide climate instrument.

In the Fall of 2011, Irvine Valley College's Employee Survey contained piloted questions around the areas of climate, leadership, and communication. In discussions at the meetings with all three research areas, it was decided to model Irvine Valley's questions in Saddleback College's employee survey and for District Services to pilot these questions in a separate survey as well. The purpose of the pilot study was to understand and test questions regarding the climate between the colleges and district.

Based on length of each survey and question, not all questions were asked in each survey. The table below summarizes the pilot questions asked in each area.

Figure 1: Climate Questions for each area

Question	District Services	Irvine Valley College	Saddleback College
Overall, how satisfied are you with [institution]?	X	X	
Overall, how would you assess the environment for employees at [institution]?	X	X	
Overall, would you say that the environment for employees at [institution] is getting better, getting worse, or staying about the same?	X	X	
Overall, how would you assess the environment for employees of the South Orange County Community College District?		X	X
Overall, would you say that the environment for employees in the District is getting better, getting worse, or staying about the same?		X	X
Overall, how would you assess the working relationship between [institution] and District services?	X	X	X
Overall, would you say that the working relationship between [institution] and District services is getting better, getting worse, or staying about the same?	X	X	X
Overall, how would you assess the working relationship between Irvine Valley College and Saddleback College?		X	X
Overall, would you say that the working relationship between Irvine Valley College and Saddleback College is getting better, getting worse, or staying about the same?		X	X
In your opinion, what are the top barriers to collaboration and cooperation across the District? (open-ended response)	X	X	X
I feel my work is appreciated at my institution.	X	X	
I have the opportunity to participate meaningfully in shared governance at [institution].	X	X	
[Institution] has a strong sense of community.	X	X	
I would really work at a different place; [institution] is just not the place for me.	X	X	
I would recommend [institution] as a good place to work.	X	X	
I am treated with respect and dignity.	X	X	
The District provides effective leadership that supports the college's mission.	X	X	
The administration at the District is generally respected by employees.	X	X	
For the following questions, please tell me how informed you think you are about what is happening…in the District as a whole?	X	X	X
The District Chancellor communicates regularly with all constituencies.	X	X	
I am content with the amount of information I receive on the major issues being address by the Chancellor.	X	X	

In the development of the pilot study, specific aspects identified in the district-wide strategic plan were not able to be addressed. These aspects were the top 5 barriers to collaboration and collegiality and assessment of the planning and resource allocation. As 2011-2012 was the initial year of the utilization of the District-wide Planning and Decision Making Manual we were not able to ask question around this process or manual in the fall. Additionally, questions around the planning and resource processes which were finalized in the fall were not included in the pilot. However, questions regarding the district-wide planning and resource allocation process will be included in the fall 2012 climate survey.

In the summer of 2012, the college presidents worked on identifying the top five barriers to district-wide collaboration and collegiality. These five barriers were not identified prior to the pilot study and were not included in the initial pilot questions. Questions around these identified barriers will be included in the fall 2012 survey instrument.

METHODOLOGY

District Services

Administered at the end of the fall semester from December 12 to January 31 using an on-line survey methodology, the District-wide Climate Pilot Survey was sent to all District Services employees via an e-mail invitation. By the end of the field date, 46 District Services employees participated in the survey.

Irvine Valley College

Administered at the end of the fall semester and kept open through the beginning of the spring semester from December 12 to January 31 using an on-line survey methodology, the 2011 Employee Satisfaction Survey was sent to all employees via an e-mail invitation. By the end of the field date, 232 IVC employees participated in the survey, although 49 respondents did not complete the entire survey. In general, the survey took about 20 minutes to complete (median time of completion = 22 minutes).

Table 1: Methodology

Technique	Internet survey in English
Interview Length	22 minutes
Field Dates	December 6 - January 31
Sample Size	232

Table 2 shows the survey response rate by employee class. Among all employees working at the end of the fall semester, 29 percent participated in the employee satisfaction survey; however, response rates among part-time faculty and staff were significantly lower than the response rates among full-time employees. Nearly 55 percent of IVC full-time employees responded to the survey.

Compared to the previous survey in 2009 , response rates rose for administrators and adjunct faculty while a significant proportion of full-time faculty members did not participate in the 2011 survey this time around (30% decrease).

Table 2: Response Rates, 2011 Survey

Employee Class	Sample	Population	Response Rate
Administrators/Managers	20	29	69.0%
Full-Time Faculty	59	112	52.7%
Part-Time Faculty	55	363	15.2%
Classified (Full-Time)	92	171	53.8%
Classified (NBU)	6	123	4.9%
Total	**232**	**798**	**29.1%**
Full-Time Employees Only	**171**	**312**	**54.8%**

Saddleback College

Saddleback College administered their employee survey in April 2012.

DEMOGRAPHICS

The following figures illustrate the demographics of the respondents from each area to the piloted climate survey questions.

Figure 2: Place of Work (n = 457)

District Services
10.3%

Saddleback
College
38.9%

Irvine Valley
College
50.8%
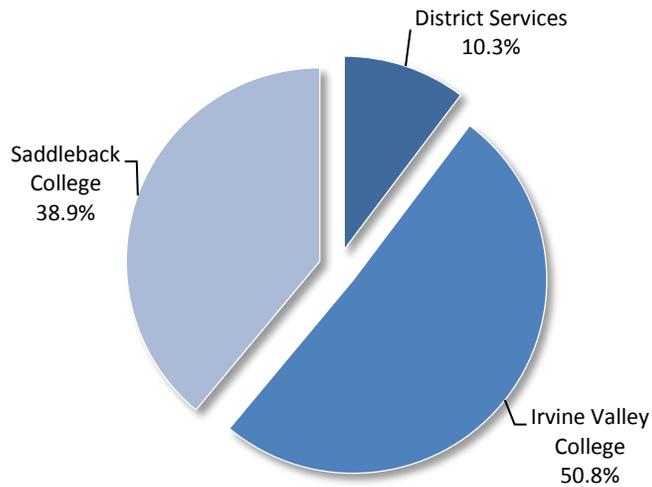
Figure 3: Employee Classification (n = 457)

Administration
15.1%

DK/NA
0.2%

Faculty
40.7%

Classified
44.0%
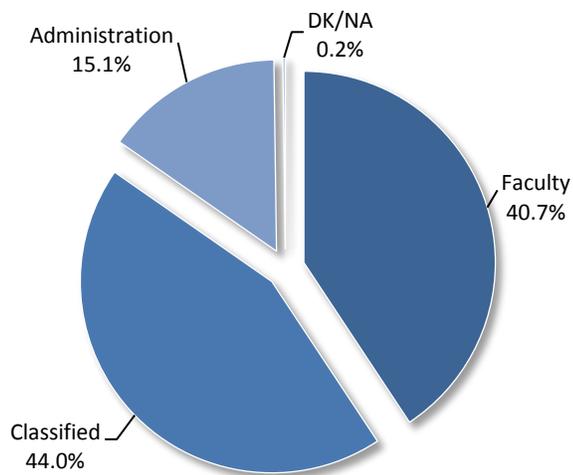
Figure 4: Length of Employment (n = 457)
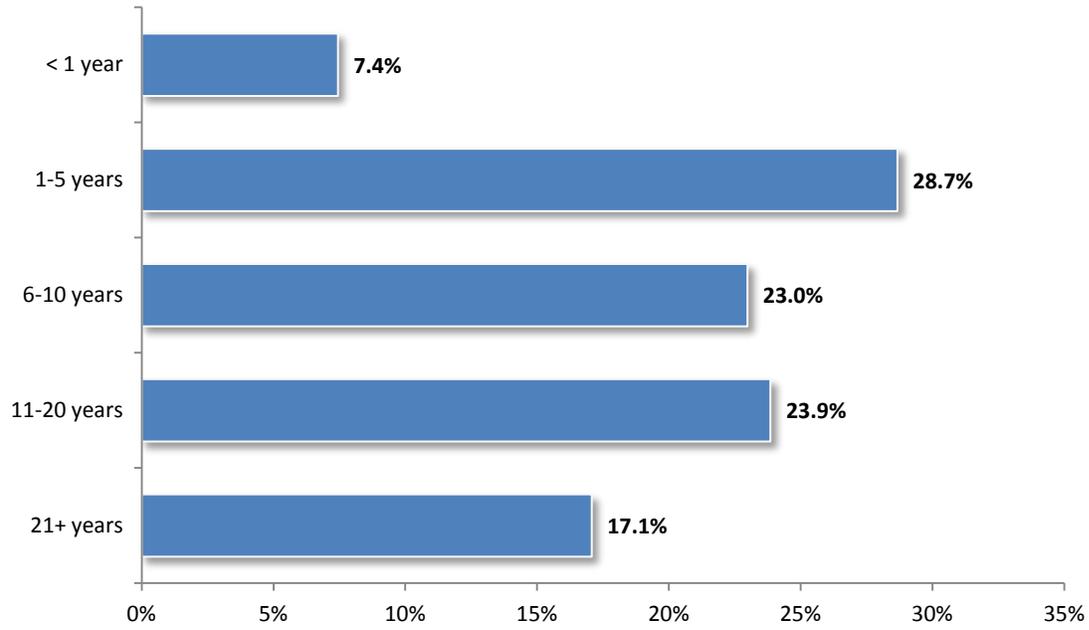
CLIMATE

Figure 5: Overall Satisfaction with Place of Work (n = 278)
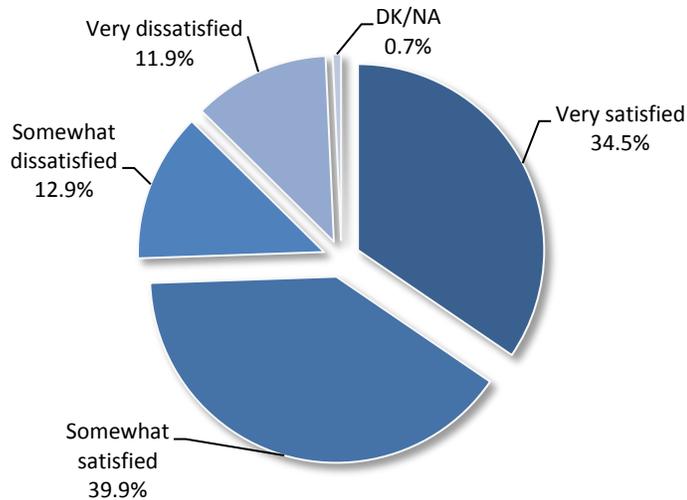
Table 3: Overall Satisfaction by Place of Work (n = 276)

	District Services (n = 46)	IVC (n = 230)	Total (n = 276)
Very satisfied	34.8%	34.8%	**34.8%**
Somewhat satisfied	47.8%	38.7%	**40.2%**
Somewhat dissatisfied	13.0%	13.0%	**13.0%**
Very dissatisfied	4.3%	13.5%	**12.0%**

NOTE: "Don't know" or missing responses not included in the results.

Figure 6: Rating of Work Environment (n = 278)
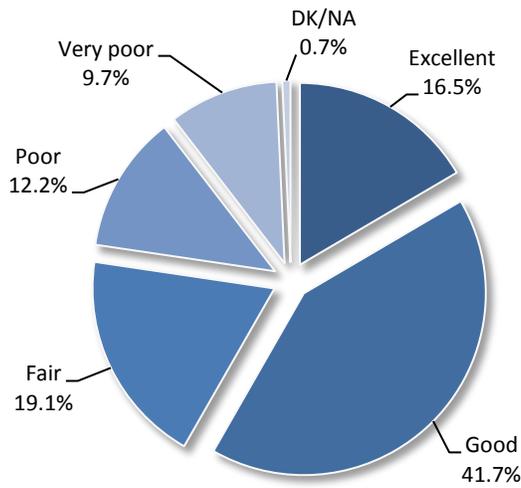
Table 4: Rating of Work Environment by Place of Work (n = 276)

	District Services (n = 46)	IVC (n = 230)	Total (n = 276)
Excellent/Good	69.6%	56.5%	**58.7%**
Fair	17.4%	19.6%	**19.2%**
Poor/Very poor	13.0%	23.9%	**22.1%**

Figure 7: Improvement of Work Environment (n = 278)
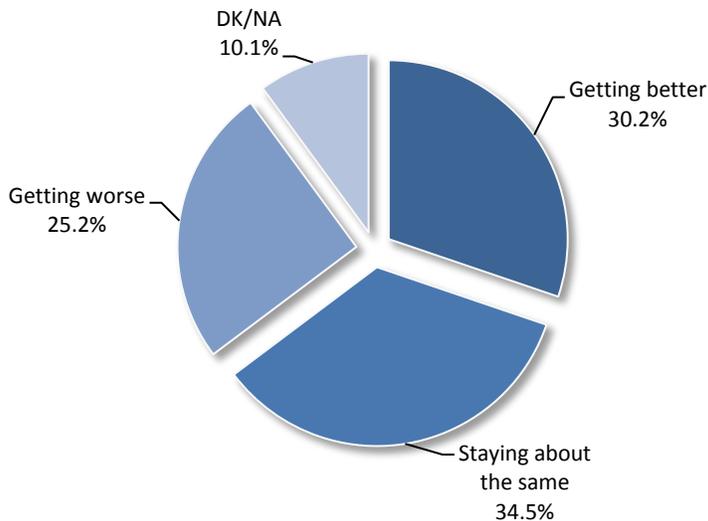
Table 5: Improvement of Work Environment by Place of Work (n = 250)

	District Services (n = 42)	IVC (n = 208)	Total (n = 250)
Getting better	31.0%	34.1%	**33.6%**
Staying about the same	47.6%	36.5%	**38.4%**
Getting worse	21.4%	29.3%	**28.0%**

Figure 8: Rating of Work Environment for District Employees (n = 395)
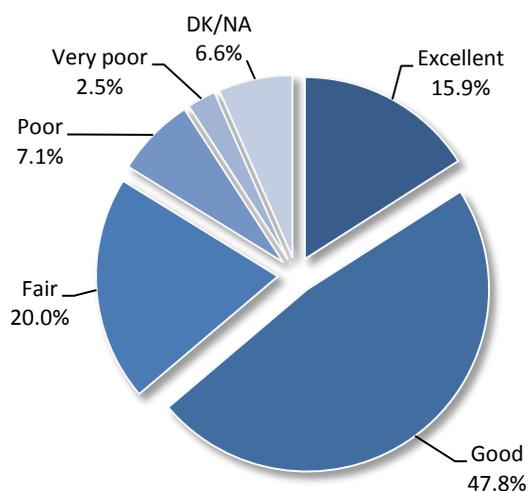
Table 6: Rating of Work Environment for District Employees by Place of Work (n = 369)

	IVC (n = 196)	Saddleback (n = 173)	Total (n = 369)
Excellent/Good	64.8%	72.3%	**68.3%**
Fair	21.9%	20.8%	**21.4%**
Poor/Very poor	13.3%	6.9%	**10.3%**

Figure 9: Improvement of Work Environment for District Employees (n = 397)

- DK/NA 20.7%
- Getting better 27.5%
- Getting worse 12.3%
- Staying about the same 39.5%
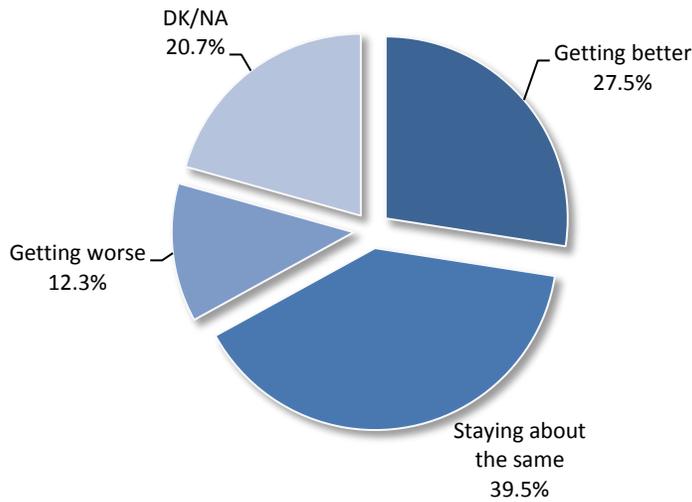
Table 7: Improvement of Work Environment for District Employees by Place of Work (n = 315)

	IVC (n = 161)	Saddleback (n = 154)	Total (n = 315)
Getting better	26.1%	43.5%	**34.6%**
Staying about the same	57.8%	41.6%	**49.8%**
Getting worse	16.1%	14.9%	**15.6%**

Figure 10: Rating of Relationship between the Colleges and District Services (n = 431)

- Excellent 7.2%
- DK/NA 26.0%
- Very poor 0.9%
- Poor 7.0%
- Good 36.7%
- Fair 22.3%
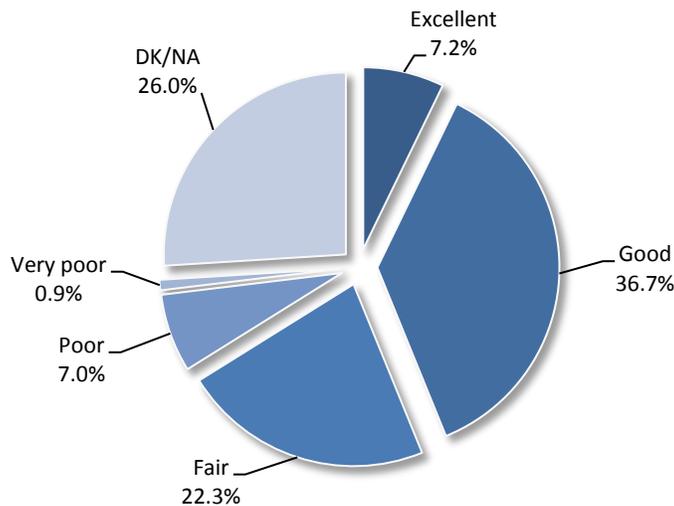
Table 8: Rating of Relationship between the Colleges and District Services by Place of Work (n = 431)

	District Services (n = 32)	IVC (n = 139)	Saddleback (n = 148)	Total (n = 319)
Excellent/Good	46.9%	61.9%	59.5%	**59.2%**
Fair	40.6%	25.9%	31.8%	**30.1%**
Poor/Very poor	12.5%	12.2%	8.8%	**10.7%**

Figure 11: Improvement of Relationship between the Colleges and District Services (n = 433)
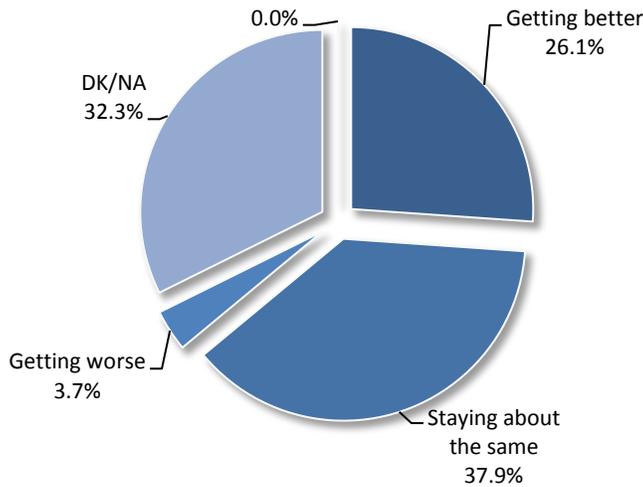
Table 9: Improvement of Relationship between the Colleges and District Services by Place of Work (n = 293)

	District Services (n = 31)	IVC (n = 121)	Saddleback (n = 141)	Total (n = 293)
Getting better	22.6%	36.4%	44.0%	**38.6%**
Staying about the same	61.3%	57.9%	53.2%	**56.0%**
Getting worse	16.1%	5.8%	2.8%	**5.5%**

Figure 12: Rating of Relationship between IVC and Saddleback (n = 388)
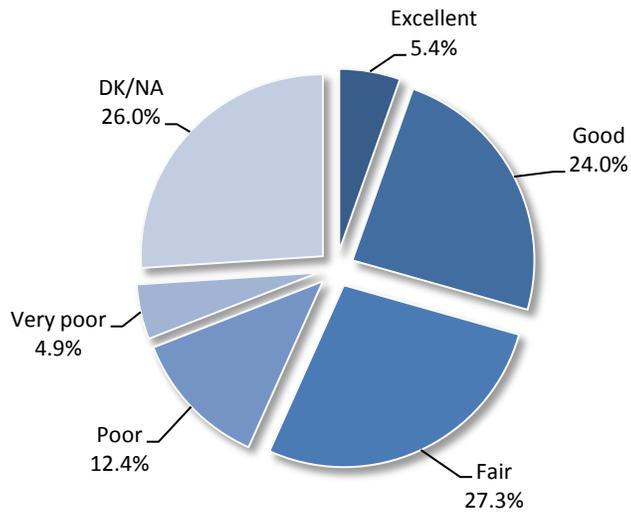
Table 10: Rating of Relationship between IVC and Saddleback by Place of Work (n = 287)

	IVC (n = 150)	Saddleback (n = 137)	Total (n = 287)
Excellent/Good	38.7%	40.9%	**39.7%**
Fair	40.7%	32.8%	**36.9%**
Poor/Very poor	20.7%	26.3%	**23.3%**

Table 11: Rating of Relationship between IVC and Saddleback by Length of Employment (n = 287)

	< 1 year (n = 14)	1 to 5 years (n = 80)	6 to 10 years (n = 76)	11 to 20 years (n = 67)	21+ years (n = 50)	Total (n = 287)
Excellent/Good	57.1%	48.8%	35.5%	37.3%	30.0%	**39.7%**
Fair	35.7%	28.8%	34.2%	43.3%	46.0%	**36.9%**
Poor/Very poor	7.1%	22.5%	30.3%	19.4%	24.0%	**23.3%**

Figure 13: Improvement of Relationship between IVC and Saddleback (n = 391)
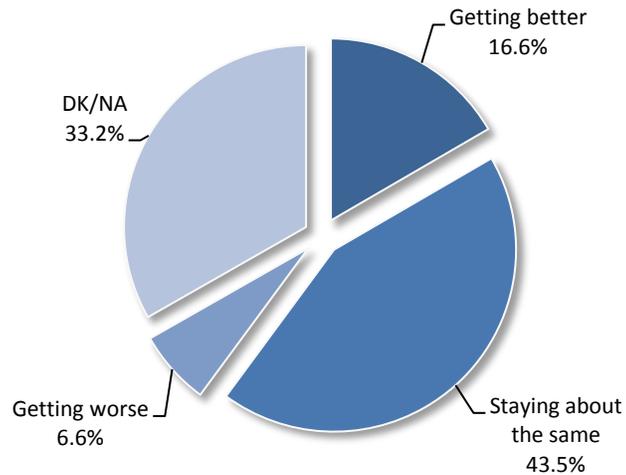
Table 12: Improvement of Relationship between IVC and Saddleback by Place of Work (n = 261)

	IVC (n = 134)	Saddleback (n = 127)	Total (n = 261)
Getting better	22.4%	27.6%	**24.9%**
Staying about the same	64.9%	65.4%	**65.1%**
Getting worse	12.7%	7.1%	**10.0%**

Table 13: Improvement of Relationship between IVC and Saddleback by Length of Employment (n = 261)

	< 1 year (n = 7)	1 to 5 years (n = 71)	6 to 10 years (n = 69)	11 to 20 years (n = 65)	21+ years (n = 49)	Total (n = 261)
Getting better	57.1%	33.8%	18.8%	21.5%	20.4%	**24.9%**
Staying about the same	28.6%	63.4%	60.9%	69.2%	73.5%	**65.1%**
Getting worse	14.3%	2.8%	20.3%	9.2%	6.1%	**10.0%**

Table 14: Other Climate Questions (% Agree)

	District Services (n = 37)	IVC (n = 186)	Total (n = 223)
I would rather work elsewhere*	88.6%	89.0%	**88.9%**
Good place to work	89.2%	80.1%	**81.6%**
I am treated with respect and dignity	86.5%	76.6%	**78.2%**
I feel my work is appreciated	67.6%	71.0%	**70.4%**
Has a strong sense of community	52.8%	64.8%	**62.8%**
I have the opportunity to participate in shared governance	51.4%	64.5%	**62.3%**

NOTE: * Denotes that item was reversed coded—this percentage represents those who disagreed with the statement.

LEADERSHIP

Figure 14: District Provides Effective Leadership (n = 409)
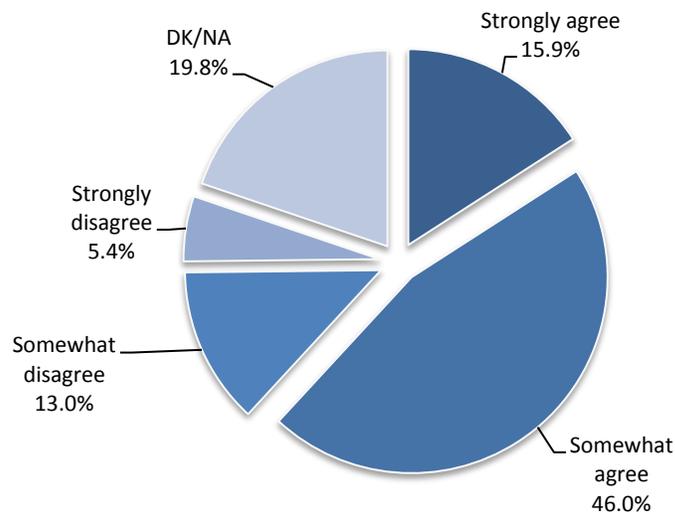
Table 15: District Provides Effective Leadership by Place of Work (n = 328)

	District Services (n = 32)	IVC (n = 157)	Saddleback (n = 139)	Total (n = 328)
Strongly agree	28.1%	18.5%	19.4%	**19.8%**
Somewhat agree	53.1%	54.1%	61.9%	**57.3%**
Somewhat disagree	12.5%	17.2%	15.8%	**16.2%**
Strongly disagree	6.3%	10.2%	2.9%	**6.7%**

Table 16: District Provides Effective Leadership by Length of Employment (n = 328)

	< 1 year (n = 21)	1 to 5 years (n = 87)	6 to 10 years (n = 82)	11 to 20 years (n = 74)	21+ years (n = 64)	Total (n = 328)
Strongly agree	33.3%	29.9%	11.0%	20.3%	12.5%	**19.8%**
Somewhat agree	61.9%	56.3%	59.8%	55.4%	56.3%	**57.3%**
Somewhat disagree	4.8%	9.2%	17.1%	18.9%	25.0%	**16.2%**
Strongly disagree	0.0%	4.6%	12.2%	5.4%	6.3%	**6.7%**

Figure 15: District Administration Generally Respected (n = 233)
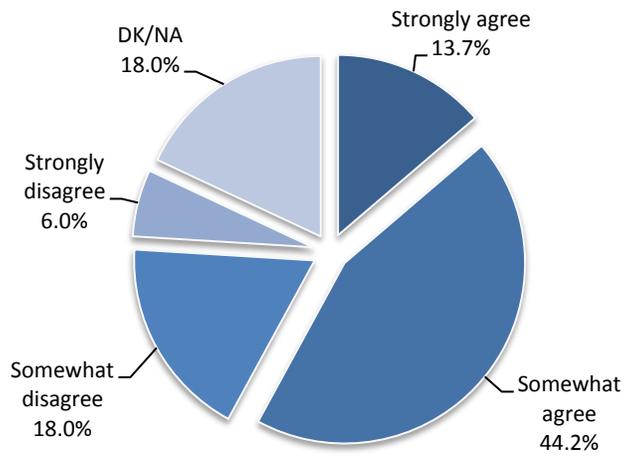
Table 17: District Administration Generally Respected by Place of Work (n = 191)

	District Services (n = 35)	IVC (n = 156)	Total (n = 191)
Strongly agree	20.0%	16.0%	**16.8%**
Somewhat agree	60.0%	52.6%	**53.9%**
Somewhat disagree	14.3%	23.7%	**22.0%**
Strongly disagree	5.7%	7.7%	**7.3%**

COMMUNICATION

Figure 16: How Informed about News in the District as a Whole (n = 407)

- DK/NA 4.2%
- Very informed 12.5%
- Very uninformed 11.8%
- Somewhat uninformed 20.9%
- Somewhat informed 50.6%
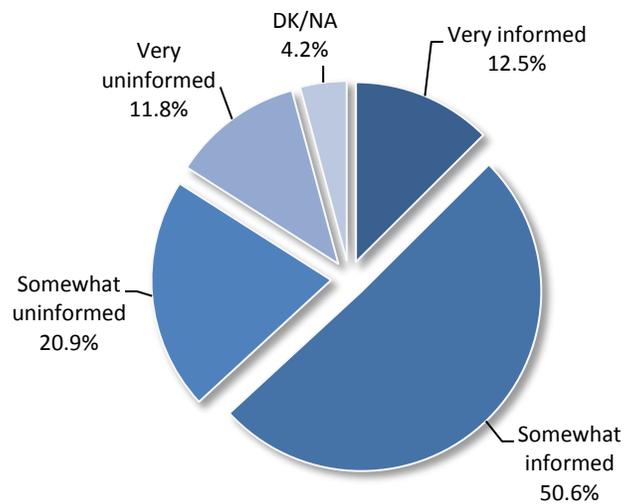
Table 18: How Informed about News in the District as a Whole by Place of Work (n = 390)

	District Services (n = 37)	IVC (n = 184)	Saddleback (n = 169)	Total (n = 390)
Very informed	16.2%	12.0%	13.6%	**13.1%**
Somewhat informed	62.2%	48.9%	55.0%	**52.8%**
Somewhat uninformed	13.5%	24.5%	20.7%	**21.8%**
Very uninformed	8.1%	14.7%	10.7%	**12.3%**

Figure 17: Chancellor Communicates Regularly (n = 401)
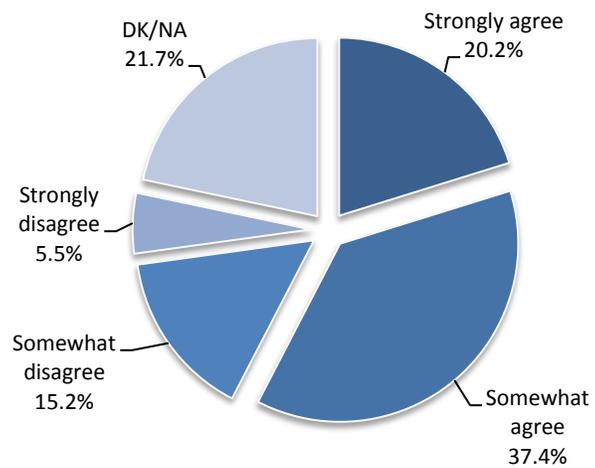
Table 19: Chancellor Communicates Regularly by Place of Work (n = 314)

	District Services (n = 31)	IVC (n = 151)	Saddleback (n = 132)	Total (n = 314)
Strongly agree	29.0%	25.2%	25.8%	**25.8%**
Somewhat agree	51.6%	45.0%	50.0%	**47.8%**
Somewhat disagree	12.9%	21.2%	18.9%	**19.4%**
Strongly disagree	6.5%	8.6%	5.3%	**7.0%**

Figure 18: Content with the Amount of Information from Chancellor (n = 403)
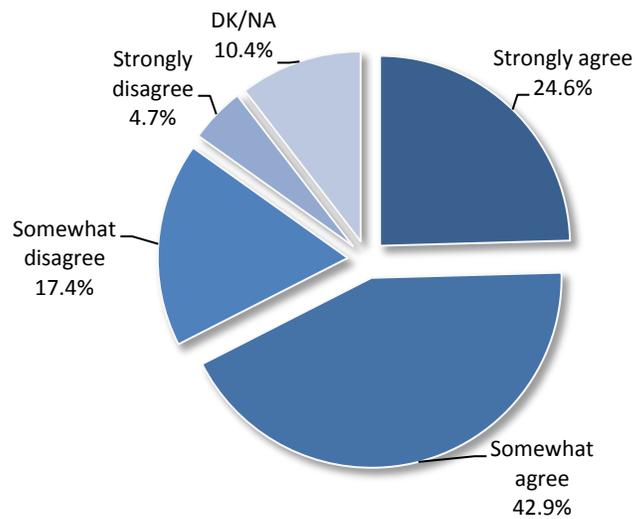
Table 20: Content with the Amount of Information from Chancellor by Place of Work (n = 361)

	District Services (n = 36)	IVC (n = 165)	Saddleback (n = 160)	Total (n = 361)
Strongly agree	27.8%	26.1%	28.8%	**27.4%**
Somewhat agree	61.1%	49.1%	43.8%	**47.9%**
Somewhat disagree	5.6%	19.4%	22.5%	**19.4%**
Strongly disagree	5.6%	5.5%	5.0%	**5.3%**

APPENDIX: VERBATIM RESPONSES TO "BARRIERS QUESTION"

Q. Objective 1.1 in the new District-Wide Strategic plan states that the "SOCCCD Chancellor will take the actions necessary to ensure that employees district-wide collaborate on the achievement of common educational benchmarks." In your opinion, what are the top barriers to collaboration and cooperation across the District?

District Services

1. Lack of communication, although communication has greatly improved, post accreditation crisis. Managers failing to enlist the help and advice of classified staff.

2. both the district and the colleges are given too many commitments with little time to complete the tasks. With the district expanding over the years the staff have been given more and more assignments and it has become difficult if not impossible to complete a task

3. Haven't been here long enough to really know.

4. Too many administrators with too many personal agendas and not many working toward the common goal of create a great learning environment for the students.

5. Lack of clear communication within the District departments. Little to nothing is communicated to staff in my department with respect to how the District should be serving the colleges in achieving educational benchmarks.

6. Some faculty - they tend to have a "knee jerk" reaction and misinterpret some collaboration efforts. Some classified employees - for the same reason stated above.

7. Communication - as support staff we are not always informed by our managers of certain discussions that directly affect us. For example, new software programs.

8. Barriers still exist, but from my perspective it seems that the colleges are putting up barriers to District Services. The colleges feel entitled to know everything District Services but want District Services to know only what they want us to know. The ***** does not include District Services staff in their regular employee communications (Saddleback's ***** does).

9. The three entities operate separately and independently from each other. There is no cohesiveness or sharing of information. District Services has become totally transparent but the same does not hold true for the colleges. In order for collaboration and cooperation to take place, all three entities need to work together to meet the District-wide goals.

10. Self-interest and self-promotion inhibit progress; some leaders and committee members fail to represent their constituencies appropriately and lack focus on supporting student success.

11. I don't believe this survey is truly anonymous so I hesitate to go into detail.

12. Suspicion of ulterior motives of employees of other locations. Competition between colleges is unhealthy. Colleges' suspicion that district services is incompetent and uncooperative. District services feeling the colleges' staff is often incompetent and uncooperative.

13. Management to classified collaboration on job procedures is nowhere to be found. Administration must ask the real workers, the classified employees who actually run the

department, how and what procedures need to be changed to run more efficiently, for the all district employees as well as the students.

14. Communication and the mind-set that we are one district and should work for the common goal/good.

15. There is an amazing effort underway to demonstrate improvement in this area. The amount of work involved in trying to make this size change in the amount of time perceived permissible is the biggest deterrent to actualizing the goal.

16. I'm not sure collaborating on common educational benchmarks applies to all personnel in the district. Many of us do not do work that directly impacts student education.

17. Fighting over money.

18. COMUNICATION

19. The delay in the two presidents taking measurable action on this item. The chancellor's inability to get the presidents to move forward with this as a top district concern.

20. An organization is a reflection of the leadership at the top. The leadership at the top of each college repeatedly displays behavior and language which fosters suspicion, non-communication

21. Communication and resolutions between departments.

22. We should all treat each other with respect and assist each other in whatever way that we are able to.

23. Destructive competition between the colleges, fostered and exhibited by the Presidents and passed down through the colleges organizational structures. Colleges too decentralized, fueling competition in hiring, funding, and planning priorities. Board members do not understand roles and responsibilities of district services vs. college staff. Lack of feeling among employees of being one unified district working toward common goals. No accountability or consequences for the college presidents to stop negative behavior patterns.

24. The "us versus them" mentality. Additionally, those who have long service records here are not necessarily the ones with vision, the ability to work with others in harmony, etc. I have never worked for an organization with so many inept, rude, and insecure people. More wag, less bark.

25. Politics, negative attitudes, competition for budget funds.

26. Too many meetings where at least 50% of the available time is wasted by interruptions and one upping each other.

27. Apprehension when asked to do work that is administered by an IVC or Saddleback person or department. I'm never certain that I'm not going to alienate someone at those campuses. Example - being asked to make a change in ***** administered by a higher level employee at the colleges but ***** by District Services. Will the primary person or group be upset if I do the work because a local manager/administrator has requested it but cannot get in touch with them?

28. Multiple agendas.

29. Roles and responsibilities are not clearly defined. Processes are not known or shared. Accountability is not enforced or encouraged. The "educational benchmarks" are not explained well enough to be measurable.

30.   Everyone needs to communicate better, listen more and speak less.

31.   Managers and employees who would rather criticize and find fault in others than collaborate.

Irvine Valley College

1.   Barriers?

2.   The chancellor is making an excellent effort in this regard. Residual distrust and competition for resources are the main barriers.

3.   Lack of communication and differing operating schedules.

4.   Be more helpful and friendlier. Be polite when help is needed and not put you on the back burner or treat you with less respect if you are classified and been here just a short time. Everyone should show that we all are on the same boat and our paychecks are coming from the same place.

5.   I feel that a barrier includes the lack of a common curriculum and academic calendar. How can we collaborate and expect our students to be successful on both campuses, as a district, if our curriculum and semester length doesn't even match up? We should at least have the same course numbers for equivalent courses to make it easier for students to navigate.

6.   Lack of funding and lack of support in Student Services are probably the top barriers. Look at the hours of operations in Students Services between the two colleges and you'll see a big discrepancy between the two campuses. IVC's Financial Aid Office is only open on Monday-Thursday from 10-2:30. There's a two hour wait to see a counselor on Drop-ins and a four week wait time for a counseling appointment.

7.   Proper training

8.   I wish I knew

9.   The two college presidents do not like each other. That needs to be resolved so they can work together. There is much angst over ATEP. We need to quit trying to be so technologically advanced out there. The leadership at IVC does not have industry experience. They are clueless. I think it was brilliant for Saddleback to propose the nursing/bio med program at ATEP. That may be successful given our proximity to all the bio/med companies in Carlsbad and San Diego. Multimedia has been a dead horse for years. There are so many colleges offering gaming and so few jobs. That is a plan for another expensive failure at ATEP. No one listens.

10.   Distance between our campus and Saddleback/District

11.   ***** at Irvine Valley doesn't care about students or programs.

12.   Power Politics

13.   ATEP administration must be determined. ATEP is not and cannot be a shared project between IVC and SB. There is no common ground on this. ATEP is a satellite campus of IVC and must be allowed to develop as such. The current pissing contest over program development must end.

14.   Confusing responses from HR
District IT pursuing its own interests
Competitiveness between SC and IVC

15.   Lack of communication

16.   The two presidents.

17.   I feel that District services should be centrally located. I feel that the services due to location favor Saddleback. It is much more difficult for IVC to get timely responses.

18.   Having recently started working in the SOCCCD district I don't have a great breadth of knowledge regarding this issue, but having the district offices at Saddleback places more of a burden on IVC faculty and staff in regards to communicating the needs of the campus as well as attending meetings.

19.   Understanding each other's needs and the willingness to cooperate

20.   There is always tugging of funds between SC and IVC. SC is nearer the district offices, so they may have the upper hand. The other thing is that District leadership seldom come to IVC, they don't talk to the Classified, faculty and students to see what the problems are. So how would the chancellor know what the problem is? When all these problems exist, the loser is the student population. Does anyone care? If so let's make the situation better.

21.   There are areas where service to students has been lower in priority than should be. Self-centered agendas have taken precedence over productivity. Leaders in these areas have not be held accountable for projects or prioritizations that do not match the best interests of our students, pedagogy, or our business model.

22.   Less talk, more action.

23.   not enough time.

24.   barriers are that we do not trust each other and do not move forward together but act as though we are constantly competing we need to also play by the same rules of the game

25.   I would say the physical distance to District creates a barrier for collaboration and cooperation. The Road Show presentations were helpful in trying to bridge that gap. I believe more of these types of presentations and continued communication is the key to collaboration and cooperation.

26.   Communication and the willingness to cooperate.

27.   Individually departments work with each other, it the overall climate between the colleges that casts a cloud over great people trying to work with great people.

28.   Rules and policies that differ or are inconsistently applied between the two campuses. The long held perception by District and SC that IVC is the "weak sister" to Saddleback. Monies allocated to IVC are based on perceptions as opposed to data.

29.   That would probably be more appropriate for faculty/administration. Classified is so stretched to complete work to even realize that SC exists.

30.   I can't say. I am still trying to overcome the poor communication pathways. Emails are not a correct pathway between faculty and faculty, faculty and Administrators etc...

31.   From what I've seen and heard, people hold onto their own "agendas," and are not willing to change or see issues from another perspective.

32.   I don't know but I believe that the District office should be located at a neutral site.

33.   b

34. In my conversations with fellow classified staff, I have the sense that people, including myself, are suspicious of the motives of upper management. There is no sense of cohesiveness or working as a team. It is "us" against "them." Without trust and the sense that what you are doing is benefiting the college as a whole, serving on the various committees seems to be a waste of time. Classified presence on committees feels like "lip service" because it is mandated that they have representation and they have no intention of actually taking input from classified employees.

35. Surveys, surveys, surveys is what is noted, no real actions taken to correct the situation. Common etiquette is not used anymore in making decisions, if it were, there would be a shift in perception and attitude, but it not used in a across the board way, but to suit the situations. The Chancellor is a upstanding person who could be emulated, but administration on down interacts in a vacuum, with lip service when needed. If the classified were acknowledged and value as an asset to the collegial environment, it would show. The attitude that we just work and don't need the validation is just not right. I do not think industry works this way, so why do we. There is such a status problem with this place that it smacks of discrimination.

36. Trust
No Change Control process
No QA process
No Release process
No focus toward automating and easing workloads for staff in order to for everyone to be more productive on meaningful tasks

37. bad management

38. Inept administrators and the perception that the two colleges are not equivalent in worth.

39. inflated egos, arrogance, elitist idea of the students' needs, one-ups-manship among administrators, etc.

40. Differing educational philosophies

41. I think most full time staff do not like the other campus. It seems there is competition instead of cooperation.

42. Territorial concerns. The two colleges do not work together--apparently not much is happening to change this.

43. Communicating messages effectively and openly to all employees, using various mediums - e.g., email, meetings, website announcements.

44. Time management especially in the timing of response requirements - maybe flex week could be put to a better use?; scarcity of human resources- increase involvement and compensation for our part timers; overload of work is directly affecting the poor quality of our responses and collaborations.

45. Too difficult to get information that should be shared (student info). We should all be using the same software and have access to information.

46. No Comment

47. Distance and varying educational philosophies.

48. I don't know.

49.   No comment.

50.   A new sense of competition between the colleges has developed in the last 3-4 years. The Board seems to be romanced by certain individuals at each Board meeting. A residual of a former "top down" structure still exists in some departments at the District Offices.

51.   The inertia of the past.

52.   IVC president and vice presidents.

53.   Competition, the distribution of resources, and the splitting of ATEP which sits squarely within IVC's boundaries. The most important thing that needs to occur is: DRAC: We need to restore the 50/50 growth FTES split between IVC and Saddleback College in the DRAC model. Support the growth of Irvine Valley College.

54.   In my area I do not see any barriers district wide, I see lots of collaboration between district entities. On this campus it is a competition to be in favor of upper management or you risk funding and support.

55.   Competition between the colleges at various levels. Each college has different needs, but there is perceived inequity in the allocation of district resources. Another major issue is the lack of support for IT problems with SIS and other home-grown software. Getting data is cumbersome, and there are a number of unresolved student registration issues. Implementation timelines for new systems have not considered the cycles of work at the campus level; end users are not part of the up-front discussions in planning.

56.   Trust or lack thereof
Unequal partners
Administration/leadership

57.   Irvine Valley College is filled up. There is not enough classes to go around. I hope in the future, there will more accessible classes with more flexible schedules.

58.   Consensus about what is important to make valuable, marketable graduates

59.   Different policies across campuses. I work at both colleges, and there are very different expectations for students and teachers between the schools. Saddleback, for instance, does not require students to visit the Writing Center--which IVC does. Saddleback does not ask employees to record SLOs--IVC does. IVC has a strong community, and I think these are just a few of the reasons. Teachers and students have more accountability. I should also add that my students at IVC (for an equivalent class) are much more capable.

60.   The Chancellor needs to spend more time at IVC and exercise more oversight.

61.   I must confess as adjunct faculty I don't have much communication outside my immediate area of expertise.

62.   Lack of communication.

63.   The district's need to continue to wean itself off its legacy of ***** Top-down-ness. He may be gone some of his trainees are still swimming in the waters. It's getting better but it still needs work. HR & IT are the worst, arrogant, dismissive and frankly not very good in their own work. They come off marginally competent and defensive about it. ESPECIALLY HR. GOOD LORD.

IT at least is making an attempt to reach out and address issues that arose in recent surveys. They do need to understand the Academic Calendar better and learn to communicate well in

advance rather just start an upgrade or some other work without warning.

HR needs to stop treating IVC like a lesser in importance step child to Saddleback College. HR - is a mess.

64. lack of comparable staffing

65. The vocational courses at IVC are being eliminated in favor of transfer courses. That is a problem in terms of the economy.

66. I believe our workload is a barrier especially for IVC since most meetings are conducted either at the District or Saddleback. Collaboration means contact and for IVC it takes us more time in travel for that meaningful contact with our colleagues.

67. IVC president doesn't like Saddleback president.

68. People do not get along because they are too involved in their personal agendas.

69. The creation of processes that allow people to actually participate. It seems that the district and the college pay lip service about faculty participation but often schedule meetings at times that limit full faculty participation. You'd think they realize that faculty teach full time - at prime times - one can't cancel a class to attend a meeting. Maybe some people do but the district and college should put them in that situation. It's an old story.

70. Little faculty input

71. Communication between campuses. Common goals.

72. Unfortunately, I have not been here long enough to be able to honestly and objectively answer this question based on my personal observations and experiences.

73. First observation: Distrust between faculty and administration and lingering grudges from the past are a major issue at SOCCCD. I've heard faculty describe the past administration as abusive, using colorfully descriptive language. There is still hesitance to believe that the new administration is truly different. Each new mis-step from current admin underscores the distrust, but there are currently few avenues to dismantle the deep-seeded grudges.

Second Observation: The hour-glass decision-making process is time-consuming and creates a back-log for those trying to follow the appropriate route, while allowing some to pass decisions thru the backdoor. This ultimately undermines the process. A happy medium is needed, with more of a filter/process on the "backdoor" and a widening of the bottle-neck.

Third Observation: Saddleback, IVC, and ATEP are currently more competitive than collaborative. The intent and incentive for collaboration is unclear. What is expected in a district-wide collaboration on the achievement of common educational benchmarks? To what level should this collaboration take place? Since distrust is another current obstacle, creating pathways for collaboration will be essential to success.

74. As I see it, HR and IT make decisions without a full understanding of needs at the colleges. They also don't understand the relationships between the 2 colleges. Each college is different with different needs, yet again and again the district VC's want to approach both together as if they are the same. Neither college has a good experience as a result.

75.   For some reason, Saddleback instructors are a little snobbish and many don't like to collaborate with their IVC counterparts.... not sure why....

76.   Time for collaboration. Differences in approach between the two colleges. Each college trying to hold on to its own market share.

77.   "Educational benchmarks" for employees would be: providing staff development opportunities; not only in the job they perform but in other fields; allowing a flexible schedule so employees can finish their studies/degrees. The operational hours for Saddleback and IVC are from 7 a.m. - 10 p.m. which facilitates flexibility for different staff shifts. This will also benefit the evening student population.

78.   Money, and who gets what.

79.   Instances where admin does not support teaching faculty even in situations where clearly faculty is following guidelines

80.   Organization and trust.

81.   not having the same goals and objectives and overall vision

82.   N/A

83.   I dont know. I just feel the working climate I am in.

84.   n/a

85.   The colleges are different, the demographics served are different and at times this appears that educational programs offered have different standards and levels of instruction. As a district we need to be consistent all the way from the administrative levels to college policies and consider centralizing programs.

86.   From my perspective, it seems that ***** can be difficult to work with, although I have not had to work with him personally. It does seem that ***** has helped in this area as he's transitioned into his position. I personally have always felt supported by district services and I'm not sure what the barriers of collaboration would be except for people not being informed of their services and procedures, which would not be the fault of district services, who have tried to inform staff and faculty during their District Services Road Show which very few staff and faculty took the time to attend. It seems often times staff and faculty do not feel they have the liberty to attend, or simply that they don't feel they have the time.

87.   In reflection back: A former Dean of Fine Arts (then A.T.E.P.,then back at S.B.) considered the relationship with I.V.C. like a competitive football team. Never share information with I.V.C. (his own words - said directly to us). It is a competition with S.B., not a symbiotic relationship like it should be.

88.   Being a newer employee I lack the background for an answer. What I understand is that the divide goes back to when IVC was "Saddleback North" and that most of the strife was caused by promises of programs and facilities that came slowly or not at all, personnel moves that were not desired by the employee. Not that any of that matters. The organization needs to have a stronger central core, i.e. a stronger district influence, to put us on the same team.

89.   The biggest barrier I see is communication. Does an organizational communication plan exist? I would appreciate a structured communication plan for the District and each campus that enables dissemination of information among staff and faculty. Many of us don't want lengthy emails but prefer short, straightforward details about decisions that were made with links to

more information that will allow us to learn more if we so choose. Another aspect of the issue with communication is the way meetings are "run". In all honesty, many of them are ineffective, a frustrating waste of time, and not well organized. Most decisions that are made in a meeting are quickly micromanaged and usually delayed or forgotten so that a topic that was thought to be resolved gets discussed over and over again. I've worked in several types of environments including a developing country and never experienced such unproductive meetings until working here.

90. Apathy

91. Attitudes

92. I don't think there are any barriers between classified staff. From what I've observed of faculty though, I think the Saddleback faculty are haughty and dismissive of IVC faculty and of IVC itself. That attitude can't be good for collaboration and cooperation across the District.

93. I don't know.

94. Time - all of us are pretty overloaded with current teaching load, committee work, and all the extra projects we take on

95. Human resource theory asserts that past behavior is the best predictor of future behavior. Until there are measures put in place to prevent past destructive behaviors from occurring again, and an observable change in current behavior, a lack of confidence will most likely continue. A majority of meetings are held at Saddleback College, proximity allows Saddleback to out represent, thus out vote IVC which creates an inequity between the colleges. I have on several occasions heard Saddleback employees and District employees joke about being two different locations when IVC employees expressed inequity about always traveling south. This is blatant disregard for the true economic and time cost placed on IVC simply to participate, not to mention the parking problems during the day.

96. Distance between colleges and differences in budget allocation.

97. Over-bearing personalities. It is like building a house around a very large tree.

98. like it or not we compete for finite resources. also at IVC I think that there is a teen-like desire to demonstrate our autonomy.

99. Location of the District Offices.

100. The location of the district services building.

101. The two colleges always fight over who get the money although there is a committee to oversee it. I see our administration not always speaking nice about SC. My opinion of ***** is much higher than that of *****. I think they should be switched for a while, maybe ***** can fix things at IVC. Mostly by keeping ***** in check. The classified at both colleges seem to work well together, we meet at CSEA meetings and we get along well.

102. Nothing that I can think of.

103. competition for limited resources

104. Unnecessary competition between the colleges.
Location of district services on the Saddleback campus creates subtle bias.
Lack of a coherent District committee structure (still) that keeps district as well as college decision-makers accountable to decisions.

Muddled plans for ATEP.
Lack of integration between the colleges on key issues (e.g., calendar, articulation of courses, placement tests...)

105.   N/A

106.   Not allowing qualified classified employees teach courses simply because their current position is a classified position

107.   Communication.

108.   IVC and Saddleback are treated as separate entities. When in reality we are the same and therefore should have the same operating procedures and policies. Students should receive the same message from either campus. Procedures and policies need to be developed with both campuses in mind and implemented across both campuses.

109.   Frankly, though I am an advocate of shared governance in general, I don't believe that all opinions should carry an equal weight. In my opinion, the faculty should have a greater stake in decision making that affects students' education than staff. I believe that the staff have come to believe they should exert an influence in matters that may not concern them, and then, when they really are given lip service, they quite reasonably become upset. This conundrum has led to bad feelings and challenges to collaboration.

110.   Don't care. What classified staff care about is things like why we have to carry the fundraising and marketing efforts, since when did this become the responsibility on campuses of the staff?, why we don't get the opportunities for further training to advance, why there are no programs coming from HR to train us or offer mentoring programs or advancement opportunities. There is flex week for faculty and they are approved for further ed and deans/directors go to paid workshops and conventions but the IVC campus president doesn't believe in spending money for staff to take workshops or classes. The focus is on students and faculty but at what point is this district going to put some energy into its support staff? Word is that many are leaving lately, retiring or switching jobs or bailing out. The question has been asked WHY but you know why, so when will there be efforts put forth to make improvements?

111.   no comment

112.   EGOS and GREED

113.   Each area/dept has its own interests.

114.   Don't know.

115.   No communication/relationship among employees

116.   Issues of individual classes, especially in the Emeritus Program, are ignored or discounted, thus not fully serving the population for which they are intended.

117.   I suppose the geographical difference. Other than that, I don't really know.

118.   No one talks to anyone...

119.   There seems to be a lack of communication and cooperation between the two campuses.

120.   I don't know.

121.   Really have no idea at this point.

122. Communication is a major problem. Decisions are made without input from faculty or students. Faculty learn about Administrative changes in the hallways, which leads to rumors.

123. I haven't worked with the district all that much. I haven't noticed much of a district presence at IVC. Again, I am on campus only a few hours per week.

124. I think it seems to be an attitude of "them versus us" when it comes to working on common goals across the two colleges. There was essentially no collaboration with SLO progress, negative attitudes from Saddleback with the suggestions of an alternative calendar, and individuals at Saddleback who were rude to IVC faculty when working on Academic Senate Issues that involve both colleges.

125. Both district and Saddleback continuously think of IVC as some kind of second class. Even forms from district use SC terms and titles while IVC is ignored.

126. Unequal distribution of resources.

127. I have seen the list of barriers developed through the IVC governance groups and agree with them as a whole. Please reference that list.

128. Flex week activities are poorly attended (due to their voluntary nature). To increase communication, employees need more incentives to learn and assist in the development of best practices. Perhaps more direct solicitation of outstanding faculty and pedagogy to serve as models for improvement would work. Stronger transparency and follow-up on strategy forms. Perhaps Deans could encourage more brainstorming in school meetings to "flesh-out" collaboration on strategies. Provide recognition and reward for each strategy form.

129. I am not familiar with the situation to express any opinion.

130. In my opinion, since I have worked at IVC since 1988, the same individuals have the clout and it is their objectives that get met. There are minor changes that IVC can make that would help improve the environment at the college with little effort on the administrator's part.

131. Lack of articulation. Even though I am adjunct, and even though it is hard to meet even fellow instructors at IVC, there has never been any articulation between the instructors in similar disciplines at the two different colleges.

132. First of all, in the statement above, the word "assure" should really be "ensure." Second, to answer the question, if appears that differing philosophies of curriculum, both in availability and development, may be a barrier.

133. Disinterest

134. Saddleback's attitude towards IVC
Saddleback's insistence on taking over ATEP, which should belong to IVC

135. Lack of interaction. For example, I have only met colleagues from the District office once (at Road Show event), and I have never met colleagues from Saddleback at all.

136. unknown

137. Saddleback faculty have never liked to cooperate/coordinate with IVC faculty.

138. not sure. As an adjunct, I'm not as involved with that dynamic.

139. Both sides don't see 2 campuses as a united district.

140. IVC sees itself as the underdog and constantly fighting the larger Saddleback. If that is true then the District needs to correct that. IVC is very well-respected in OC and the District needs to treat each child the same regardless of age or size OR PROXIMITY.

141. Time to communication

142. District still puts out an air about them. They seem to say "we'll decide what's best for you."

143. Center of District is at Saddleback College.

144. Fair distribution of funds among District, Saddleback, and Irvine Valley College.

145. It has its ups and downs. I see overall less collaboration - more two individual campuses with different goals and means to accomplish them.

146. I think that it may be better to place district offices away from the Saddleback campus. I think that Saddleback has an unfair advantage of being so close to district offices that their opinions are heard more often than IVC.

147. Location of district services being located at Saddleback college rather than in at a middle ground.

148. Can't speak intelligibly to this question.

Saddleback College

1. The Union

2. My recommendation would be to have projects at both schools included in a monthly newsletter. This would help provide updates to the Library at Saddleback, ATAS Remodel project, projects ongoing at Irvine Valley, etc. Staff want to know!

3. Egos at each place (Saddleback, District, IVC). Ineffective leadership. Lack of direct communication. Focus on improving only to meet accreditation standards not exceed them. I think ***** is doing his best, but he is only one *****.

4. The District employees always seemed so stressed and overworked. Perhaps if they communicated directions better, college employees wouldn't make mistakes and therefore save everyone time.

5. Just look at ATEP.... a complete waste of taxpayers' money! It's all for and because of the District's turf war (egos) with other adjacent Districts.

6. The smaller IVC gets more than its share or resources.

7. lack of effective communication tension and competition between divisions & deans favoritism fear, no good deed goes unpunished

8. Lack of District wide events
    Lack of communication
    Lack of leadership from college presidents
    Unhealthy competition between colleges
    Historic overspending on facilities at IVC and ATEP

9. too much "I'll scratch your back if you scratch mine" Help my friend/relative and I'll help yours.

10. District "Unapproachable-ness". Sign should read "no access to Chancellor, in the gold tower".
Division between District and both Colleges
The Colleges 2 ways of doing the same thing
Management falling out of touch with staff
NO COMMUNICATION

11. Unfair and bias human resources, many caste system with student and classified at the bottom, strategic directions moving forward with no planning = disaster, meeting the needs to get the work done, not my problem, you need to do the request again

12. Having a cooperative/competitive environment between Saddleback College and IVC. Having IVC offer the same programs and classes being a few miles from the Saddleback campus. Duplicated upper management in IVC and Saddleback College. ATEP?!

13. Negative attitude toward teaching and learning from District.
Stinginess re faculty pay.
Stinginess re all pay for Saddleback employees.
Ignorance.
OC mentality.

14. People believe their way is the best/only way and are not open to change.

15. District size. It is possible to know most people by reputation. I can "see" those people at the top. I can't see many people at my level.

16. The district needs to be reminded that they support the colleges- that the district is NOT a college- the resources should be directed first to SC and IVC -the district services and ATEP come last

17. With the development of the first district strategic plan, efforts to improve district/college relationships and district actions will hopefully continue to improve

18. Timely communication
Decisions made before those involved have input

19. Trust, Communication, Competition for funding, Time, Mutual respect

20. IVC wanting to operate entirely distinct and w/competing policies and agenda. Shouldn't decisions be made that are student centered rather than to achieve a certain level of academic distinction?

21. Poor Management
Poor communication between District and mid-level management.
Lack of oversight by the District over their deans and mid-level management.
Lack of complete oversight over projects.
Slow response by the District.

22. Although i think the Chancellor is providing good and effective leaderhip, I don't hear much about what is going on at the District level.
BOT is gradually becoming more collegial but I believe there is still progress to be made.

23. communication, consideration, respect

24. -Not enough communication. -District does understand the instructional role of the colleges. -District needs to have a shared understanding of the colleges' mission.

25. Lack of mutual communication; isolation from other units; lack of oversight; distrust; and history of poor management.

26. Unfortunately there are so many emails that I don't have time to read every line, so that's my fault. However, there just isn't enough time to do it all.

27. District defined roles/responsibilities District processes need to be clear Greater vision at the District level

28. Still need to see improvement on process and procedures in services from the district with turnover of employees procedures change and we are not informed. Need to see more distribution of information from the district with and governance groups.

29. clear district policy, codified procedures, lack of available funding (yeah, that will pretty much always exist), visibility, on-going interaction

30. The hiring process is unethical in some circumstances.

31. Control of Monies
    Putting their agendas ahead of the needs of students

32. ***** incompetence
    ***** openly criticizing district svcs
    ***** openly criticizing IVC
    Distrust between colleges
    No centralized coordination of resource and curriculum planning

33. Budget Budget Budget Budget Timing

34. Need for increased 'service orientation' from the District; access--with such a strong physical barrier, it's difficult to see the District as collaborative; collaborative approach towards achieving mutual goals--these 3 are most important barriers.

35. Trust
    Respect
    Clear Communication
    Adherence to the communicated procedures
    Failure to identify the needs of the colleges