

CLIMATE ASSESSMENT OF CHIPPEWA VALLEY TECHNICAL COLLEGE

By

Margo A. Keys

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Research Advisor

The Graduate School
University of Wisconsin-Stout
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The Graduate School
University of Wisconsin-Stout
Menomonie WI 54751

Abstract

Keys	Margo	A.	
(Writer)	(Last Name)	(First)	(Initial)
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This research studies the climate of Chippewa Valley Technical College in Eau Claire Wisconsin during September 2002. This study examined key elements within the current organizational climate of CVTC. The goal of this research project was to verify that the climate of CVTC is conducive to support the organizational values identified within CVTC and to support the fact that we are living by our values.

Leadership, Faculty and Support Staff of Chippewa Valley Technical College were surveyed. The data was collected using a survey tool which was developed through collaboration between researcher, advisor and Administration of Chippewa Valley Technical College. A 40-item Likert scale survey was developed. Four hundred surveys were distributed to employees with at least one year of experience at CVTC. A response

rate of 36.5% was achieved. Results were tabulated and statistical analysis was performed.

This study found that the climate of Chippewa Valley Technical College is perceived by its members as a positive one. In addition, the statistical analysis completed would support that the climate is conducive to live up to CVTC's values. Several items within the survey were statistically significant throughout the analysis and recommendations were made for improvements and follow up study in these specific areas.

TABLE OF CONTENTS

		<u>Page</u>
Chapter 1	INTRODUCTION	1
	Purpose of the Study	1
	Limitations	3
	Definition of Terms	3
	Importance of the Study	4
Chapter 2	REVIEW OF LITERATURE	5
	Introduction	5
	Culture	5
	Climate	6
	Culture and Climate Effect on Organizational Performance	8
	Organizational Development	11
	Benefits to Chippewa Valley Technical College	13
	Improving Organizational Climate	13
Chapter 3	RESEARCH METHODS	16
	Study Population	16
	Design and Structure of Instrument	17
	Data Collection Method	18
	Response Rate	19
	Data Analysis	20

Chapter 4	ANALYSIS OF FINDINGS	21
	Introduction	21
	Findings	21
Chapter 5	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	28
	Introduction	28
	Summary of Study Procedures	28
	Study Population	28
	Instrumentation	28
	Data Collection	28
	Survey Response Rate	29
	Summary of Results	29
	Conclusions and Implications	30
	Recommendations	31
	References	33
Appendix A	Survey Tool	35
Appendix B	Statistical Analysis #1, Graphical display of responses	38
Appendix C	Survey Response Comments	55

Chapter 1

Introduction

Purpose of the Study

The purpose of this study was to examine key elements within the current organizational climate of Chippewa Valley Technical College. The study results will provide the Chippewa Valley Technical College community with research to support that the climate is conducive to support the organizational values.

Chippewa Valley Technical College (CVTC) is a secondary educational facility that is part of the Wisconsin Technical College System. This college serves an eleven-county area in west-central Wisconsin encompassing four campuses in the greater Eau Claire area with major outreach centers in Chippewa Falls, Menomonie, Neillsville and River Falls Wisconsin. CVTC is one of 16 traditional campus based colleges of the Wisconsin Technical College System. CVTC has an appointed board of directors consisting of nine members who serve three-year staggered terms. Each year three members are appointed by a committee consisting of the county board chairpersons of the counties belonging to the Chippewa Valley Technical College District. District boards are composed of two employers, two employees, three additional members, one school district administrator and one elected official who holds a state or local office. In addition to the board of Directors, leadership for CVTC involves a President of the College, one Vice President of Finance, one Vice President of Academics as well as a team of Campus Administrators, and Department Managers.

Chippewa Valley Technical College's student profile includes; student enrollment which exceeds 5,000 credit students per year and a student age range from 16

to 64. Approximately 2/3rds of CVTC students work part-time or not at all with many students working full-time while taking classes on a part-time basis. In addition, approximately 60% of full-time, first-time degree-seeking students receive financial aid.

Chippewa Valley Technical College's stated mission (www.cvtc.edu) is to deliver superior, progressive technical education which improves the lives of students, meets the workforce needs of the region and strengthens the larger community. CVTC's vision is one of creating a dynamic community, focused on learning and dedicated to student success. As a college, CVTC has established a list of six value statements which include; (1) Commitment in a sense that we value all students and their diverse backgrounds. We are committed to their learning and success in a global society. (2) Collaboration in that we value partnerships with business, government, educational systems and our communities. (3) Trust – We act with honesty, integrity and fairness. (4) Respect – We value a safe and cooperative work environment where individuals care for each other and grow through open communication. (5) Excellence – We value working together to develop and continuously improve processes that support the creative pursuit of new ideas. (6) Accountability – We value the resources entrusted to us and will use them responsibly. With that being said, the question arises, is our climate conducive to meeting our vision and living by these values? The goal of this research project is to verify that the climate is conducive to support the organizational values identified within CVTC and support the fact that we are living by our values.

Limitations

This study did not attempt to survey the entire CVTC employee population. Participants were limited to employees with at least one year of employment at CVTC. Results of this research will not give a historical perspective on CVTC's climate but rather an assessment at this point in time. Study was limited to the following categories of employees; Leadership, Faculty both full-time and part-time, Support Staff both full-time and part-time. Timeframe for this research is limited to the above categories of employees during the Fall 2002 semester. This study categorized responses by years of service at CVTC and may or may not include employees from all of CVTC's campuses.

Definition of Terms

Organizational climate . Climate is the subjective world of an organization but is as real to the members of the organization as the physical setting is. For the purpose of this study, organizational climate will refer to the current perceptions of employees of Chippewa Valley Technical College regarding the following items: (1) personal commitment, (2) personal contributions, (3) changing performance expectations, (4) company direction, (5) workload, (6) working environment, (7) listening to ideas, (8) empowerment, (9) recognition, (10) commitment to employees.

Climate Assessment: An evaluation method involving collecting specific data elements within an organization. A descriptive profiling instrument has been developed for this project. The instrument will measure values of members but will not imply any evaluation of organizational effectiveness.

Leadership: This subgroup of the study includes positions of; Non-union employees such as, Campus Administrators, Vice President, President, Department Managers.

Faculty: This subgroup of the study includes positions of; WEAC Union employees both part-time and full-time.

Support staff: This subgroup refers to Union employees both part-time and full-time in areas throughout the college such as: clerical, custodial and child care.

Importance of the Study

Do we live by our values here at Chippewa Valley Technical College? Does the organizational climate support the vision and values? This research will seek to support or deny whether the current climate supports the vision and values of CVTC. One method to evaluate commitment to our vision and values is through an assessment of our organizational climate. An organizational climate assessment would provide data to evaluate employee attitudes and perceptions in vital areas. A comparison will be made between climate assessment results in key areas (fairness, caring, honesty) and CVTC's vision and values statements.

Chapter 2

Review of the Literature

Introduction

The basis for this research is to determine whether the current climate of Chippewa Valley Technical College is conducive to living by our values and vision of the organization. The focus of this review of literature is first to define culture and climate, to examine its effects on corporate performance, organizational diagnosis and the topic of climate development in organizations.

Culture

The construct of culture is one of multi-disciplinary perspectives (anthropology, sociology, psychology). Culture has been described in many ways; by various dimensions, by functions of corporate culture and efforts have even been made to taxonomize culture. For the sake of this research project, the focus will be on distinguishing between culture and climate and applying the definitions to assessing an organizations current climate. Hundreds of definitions of culture are available throughout the literature. A formal definition of organizational culture to explain its substance was provided by Schein:

Organizational culture is the pattern of basic assumptions that a given group has invented, discovered or developed in learning to cope with its problems of external adaptation and internal integration, and that have worked well enough to be considered valid and, therefore, to be taught to new members as the correct way to perceive, think, and feel as related to those problems (Schein 1985, p.3)

Denison's (1990) definition of culture related well to the focus on this study. It states:

Culture is the underlying values, beliefs and principles that serve as a foundation for an organization's management system as well as the set of management practices and behaviors that both exemplify and reinforce those basic principles. These principles and practices endure because they have meaning for the members of an organization. They represent strategies for survival that have worked well in the past and that they members believe will work again in the future

Culture is deeply embedded within an organization. Denison (1996) later described culture as the totality of socially transmitted behavior patterns characteristic of people within an organization. Culture is established through socialization to a variety of groups within a workplace. Interaction within that organization reproduces a figurative world which provides stability and at the same time vulnerability based on members perception, cognition and action. An evolved context, rooted within the history of the organization, collectively held and sufficiently complex to resist many attempts at direct manipulation.

Climate

Climate, on the other hand, is described as a way of measuring culture. Organizational climate research dates back to 1960's when Rensis Likert (1961) studied this topic and found that the most effective managers were most interested in relationship-oriented, concern-for-others dimension of leadership. The least effective managers were most interested with the task-oriented dimensions of leadership. This research lead to establishment of four separate systems of management. With the extreme end points being System One involving highly task-oriented, highly structured

and autocratic style and the other end point being System Four encompassing team-work, trust and shared decision making. This work laid the foundation for years of individual research by others trying to correlate between leadership behavior and the overall climate of an organization.

In more recent years, Moran and Volkwein (1992) defined climate as:

A relatively enduring characteristic of an organization which distinguishes it from other organizations and (a) embodies members' collective perceptions about their organization with respect to such dimensions as autonomy, trust, cohesiveness, support, recognition, innovation and fairness; (b) produced by member interaction; (c) serves as a basis for interpreting the situation; (d) reflects the prevalent norms and attitudes of the organization's culture; and (e) acts as a source of influence for shaping behavior

With an emphasis on a point in time. Many other researchers describe climate as it refers to a situation and it's link to thoughts, feelings and behaviors of organizational members. Making it subjective and often exposed to direct manipulation by people with power and influence. Moran and Volkwein also depict three approaches to the formation of climate. First, the structural approach which regards climate as a characteristic or attribute belonging to an organization. The attributes are seen as being owned by the organization itself and exist autonomously from individual members opinion. Secondly, the perceptual approach which places the basis of origin of climate within the individual of the organization. This approach describes an understanding that individuals interpret and respond to situational variables in a manner that is psychologically meaningful to them. The final approach described is one of an interactive approach which contends the

interaction of individuals in responding to their situations, brings into being the shared understanding which is the source of organizational climate.

Therefore, climate can be viewed as organizational members day-to-day perceptions and interactions based on the values and beliefs of their culture. Culture and climate have tremendous impact on the vitality and effectiveness of organization to maintain a strong-hold in their respected markets. This literature review does support that climate is affected by culture and both climate and culture greatly impact organizational performance in many areas (financial, market position, flexibility to change, etc).

Culture and Climates Effect on Organizational Performance

In Kangis and Williams (2000) report “Organizational climate and corporate performance: an empirical investigation” they concluded that evidence does exist to support the proposition that there is a relationship between climate and performance. On two levels of analysis taken (general relationship between climate dimensions and corporate performance dimensions at the level of the whole sample and two industrial sectors) the correlation coefficients between two variables were all positive and statistically significant. Resulting in support between the relationship of climate and performance. This study focused on the performance indicators of profit margin, return on capital and sales growth. The climate variables were; supervisory style, co-workers, work motivation, employee competence, decision-making and performance rewards.

Research on the theoretical link between climate and performance has claimed that when there is a perception by employees of greater involvement in decision-making, information sharing and management support, then greater corporate effectiveness was

also observed. These three specific areas; decision-making, information sharing and management support were topic areas investigated during the Chippewa Valley Technical College climate assessment data collection phase. Data analysis results are discussed in Chapter three.

Longitudinal studies are also published to support this correlation between climate and performance. Schneider, Ashworth, Higgs, and Carr. (1996) collected data from approximately 7,000 employees working in 27 different regions of the company over four consecutive quarters. Some employee survey items involved respondents perceptions on practices and policies that defined their work, employees perception of their contribution to customer satisfaction, customer retention & profitability. A simple correlation matrix compared employee survey results, customer satisfaction and customer retention data previously collected by the organization. Their results demonstrated that changes in managerial practices as observed by employees preceded changes in customer perceptions and intention.

Studies do support the relationship between climate and performance, however investigating this portion of CVTC's climate and performance is beyond the scope of this research project. The research data collected here could lay the foundation for further study in the future.

Fewer studies were available that focused on the educational industry and the correlation between climate and values or vision. One search did reveal Licata and Harper's (2001) report on "Organizational Health and Robust School Vision". The article reported a significant positive relationship between teacher perception of organizational health and the relative robustness of their school vision.

An organizational health inventory instrument was used for data collection. The results of the study at both the correlational and multivariate levels seemed to support the prediction that there is a significant positive correlation between teacher perceptions of organizational health and their perceptions of a robust school vision. These findings seem to indicate that teachers perceive a relatively robust school vision in healthy schools where teacher perceptions of a school-level press for improved student achievement (academic emphasis) and ongoing support from the central office and community (institutional integrity) are important organizational themes. This correlates well to the purpose of this research study which is to project the relationship between organizational values and employees perception of organizational climate

A second study by David Ayers (2002) entitled “Developing Climates for Renewal in the Community College: A Case Study of Dissipative Self-organization” focused on four climate variables; (1)organizational structure, (2)empowerment, (3)communication/interdependence and that of (4)shared vision. Three of these four climate variables were research elements also studied at Chippewa Valley Technical College. (2)Empowerment; Ayers study found that faculty and staff generally reported that organizational renewal depends on individual initiatives. They reported receiving encouragement from colleagues and leaders to pursue their professional interests and goals and formal leaders demonstrated a commitment to establishing a supportive climate. (3) Communication/Interdependence: Ayers found that the college’s communication network was driven by empowerment and facilitated by technology and it’s decentralized organizational structure. This communication network encouraged information sharing and collaboration among any two or more members of the campus

community. As a result, faculty and staff at all levels communicate directly with each other, thereby setting the stage for lateral, vertical and diagonal communication. Finally, (4) shared vision; college leaders sought input from faculty, staff, students, community representatives and the governing board to create a general organizational purpose and also a sense of shared vision and core values. The college community reported a sense of shared purpose, vision and core values which formed the basis of synergy among the organizational membership. After an extensive climate assessment, it was found that the Davidson County Community College's statement of purpose, values and vision summarizes the organization's identity and provides implicit order and direction as the college undergoes organizational change. Again supporting the connection between climate and culture to vision and values of an organization.

Organizational Development

Organizational Development techniques were utilized throughout this research project. From assessing the climate to recommendations, references are made to Organizational development. Other behavioral science knowledge and practices were also used as a guide throughout this process. A brief examination of the organizational development topic is warranted to understand the need for its use. Organizational development practices are used to help organizations achieve greater effectiveness, including improved quality of life, increased productivity and improved product and service quality. Dr. D.D. Roy (n.d.) describes organizational diagnosis as the process of entering a human system, collecting valid data about human experiences within that system and feeding the information back to the system to promote increased understanding of the system by its members. The purpose of organizational diagnosis is

to establish a widely shared understanding of a system and based upon that understanding to determine whether change is desirable. Organizational development practitioners recommend three activities to diagnose the organization and its change. These include; collecting and analyzing information, feeding back diagnostic information and managing change. The data collection method chosen for this research is survey/questionnaire. The major advantages of this method include; (1) responses can be quantified and easily summarized. (2) easy to use with large samples. (3) relatively inexpensive. (4) can obtain large volume of data. However, major potential problems do exist with this method, some potential problem areas are; (1) predetermined questions/missing issues. (2) over interpretation of data. (3) response bias. Several steps were taken to minimize the above stated potential problems which are explained in Chapter three Research Methods.

The next steps recommended for organizational diagnosis is feeding back diagnostic information and managing change. During the feedback process, information must be given to the organization to use for purposes of improvement. Information should be clear, accurate and relevant in order to design appropriate action plans. Once completed, the feedback from this research project will be made available to the members of Chippewa Valley Technical College to use at their discretion. It is hoped that areas of improvement will be identified and action plans will be developed to address those inadequacies. Once the main problems have been identified, the next logical step is the final phase of organizational diagnosis is to manage change. Managing change is fundamental to overcoming organizational challenges. Managing change may be a tedious process, but critical to the success of the project.

Benefits to Chippewa Valley Technical College

Why should Chippewa Valley Technical College allow this organizational diagnosis to take place in their environment? Several organizational benefits can be achieved by conducting such a climate assessment as described by Altman (n.d.). At a minimum, two potential benefits that Chippewa Valley Technical College could see from this climate assessment are; an opportunity for employee involvement and proactive management. During an organizational diagnosis, employees may perceive an increase in employee involvement. By administering an organizational survey, employees are given an opportunity to be involved in the company at a different level than is typically defined in their job descriptions which may be interpreted as increased employee involvement. In addition, employees are given an opportunity to voice their opinions on various topics which can provide a sense of Leadership commitment to employee's opinion and Leadership initiative to identifying opportunities for improvement in the organizational climate. . A second potential benefit is proactive management. By administering organizational climate surveys, managers can be much more proactive in managing their employees and work environments. Organizational surveys can help pinpoint problem areas with the work environment before they grow into an unmanageable crisis.

Improving Organizational Climate

Once the organizational diagnosis is complete and problem areas are identified, improving the organizational climate is the final phase, albeit continuous into the future. In addition to developing action plans correlating to the identified problem areas, Leadership can also strive to create the ideal organizational climate. Watkins (2001)

provides qualities organizations tend to evaluate which are key dimensions of organizational climate. Granted the ideal organizational climate is subjectively fluid, however, these core dimensions do exist. Flexibility is the first core dimension described. In an ideal climate, flexibility translates into new ideas being accepted easily and unnecessary rules being kept to a minimum. Management's focus is on getting the best people together to do a job, rather than establishing long lines of authority. To improve this dimension, Leadership must reduce the number of regulations and red tape, encourage employees to come up with new ideas and establish a structure with minimum lines of authority. The second core dimension is responsibility. Employees tend to be more motivated when they are allowed to accomplish tasks without constantly seeking their manager's approval. To improve this dimension, it is important to delegate as many tasks as possible to employees and to hold them accountable for the outcomes. They should be encouraged to take calculated risks without fear of blame. The third core dimension is standards. In a poor organizational climates, management places little emphasis on improving performance. To improve the climate, Managers need to set challenging but realistic goals, give regular feedback and make sure that performance measures are adequate and clear. Individual employees should be given plenty of opportunity to take part in the goal setting and planning process. The fourth core dimension of an ideal climate involves rewards. The ideal climate is one in which employees are recognized and rewarded for good performance. To improve this aspect of an organizational climate, managers need to use encouragement more often than they use threats or criticism. The promotion system should help the best people rise to the top and the rewards offered should be in direct proportion to the quality of employee's output.

Development opportunities should be used to both reward and improve performance.

The fifth core element of the ideal organizational climate is clarity. People rarely give their best when they are not sure what is expected of them. It is important to make sure employees know exactly what is expected of them and how they can contribute to the organization's goals. Policies, procedures and lines of authority should also be clear.

The final core dimension of the ideal organizational climate is team commitment. People need to be loyal to the organization and proud to belong to it. In most roles, they need to be able to cooperate with others and get the job done. Managers should make sure they resolve conflicts quickly and foster cooperation between individuals. Most organizational climates are subjectively fluid, but continuously striving toward the ideal asserts commitment and dedication to the organization's health and its member's well being.

Chapter 3

Research Methods

This chapter describes the study population, the design and structure of the instrument, data collection methods, the survey response rate, and method of data analysis. This study examined the current climate at Chippewa Valley Technical college in the categories of (1) personal commitment, (2) personal contributions, (3) changing performance expectations, (4) company direction, (5) workload, (6) working environment, (7) listening to ideas, (8) empowerment, (9) recognition, (10) commitment to employees

Study Population

To assess an organizational climate, one must ask those directly involved for opinions and perceptions on various topic areas. Four hundred employees from Chippewa Valley Technical College were asked to participate with this research project. All categories of employees were invited to participate. Categories included; Support Staff, Leadership and Faculty. This included both full-time and part-time staff. Faculty make up the largest group with 200 members. Support staff follows second with 150 members and Leadership in third with 50 members. One limitation of the study population was only employees with at least one year of employment at Chippewa Valley Technical College were invited to complete the survey. The researcher felt this would help limit the respondents to only those whom had some experience working in the climate of the organization. This study was conducted during September 2002 also limiting the responses to current employees at the time.

Design and Structure of the Instrument

The final survey tool used was developed through a series of sessions between the researcher, research advisor and other research students. Chippewa Valley Technical College Leadership was also given the opportunity to review and revise the instrument as needed. An invitation was given to Chippewa Valley Technical College Leadership to add additional questions to the survey instrument to pinpoint other areas of concern. However, no additional items were added to the actual survey instrument from the Leadership group. Although, revisions were requested by the Leadership group for the cover letter prior to distribution to the study population. The revisions requested were clarification in the area of the purpose of the study and how results would be used. The final instrument consisted of 40 questions in key topic areas of (1) personal commitment, (2) personal contributions, (3) changing performance expectations, (4) company direction, (5) workload, (6) working environment, (7) listening to ideas, (8) empowerment, (9) recognition, (10) commitment to employees.

The survey instrument used a Likert scale with response choices of “A, B, C, D, E” with “A” representing strongly agree, “B” representing agree, “C” representing disagree, “D” representing strongly disagree and “E” being used for not applicable. See appendix A for a sample of the instrument used.

Potential problems do exist with data collection through survey/questionnaire. Problem areas are; (1) predetermined questions/missing issues. (2) over interpretation of data. (3) response bias. Several steps were taken to minimize the above stated potential problems One step taken to address item (1) was to utilize an established survey tool which has been modified to fit the needs of Chippewa Valley Technical College’s climate

conditions. Potential problem area (2) over interpretation of data was addressed via the researchers focus on climate vs. vision and mission. (3) response bias was minimize by surveying all employee groups within the organization and by withholding the information regarding this study dealing with the correlation between climate at Chippewa Valley Technical College and the vision and mission statements. Respondents believed they were taking a general climate assessment of the organization focusing on the key elements areas of: (1) personal commitment, (2) personal contributions, (3) changing performance expectations, (4) company direction, (5) workload, (6) working environment, (7) listening to ideas, (8) empowerment, (9) recognition, (10) commitment to employees

Included in the survey is demographic data to identify variables of longevity, position and campus of assignment which were used as independent variables during analysis of data.

Data Collection Methods

A pilot study was performed in August 2002. Random selection of participants was utilized. Approximately 5% of study population was asked to complete the survey to assess the effectiveness of the data collection tool. The 5% pilot population did involve all three categories of employees of the organization (Support staff, Faculty and Leadership) Feedback was requested and received. Improvements were incorporated into the survey tool prior to the September 2002 survey distribution date. The actual data collection process began in early September 2002. Approximately three days prior to distribution of the survey tool, an organizational e-mail was sent out to all employees informing them of the upcoming research study and to invite their participation.

Following the email notification, surveys were given out via interoffice mail delivery during the first week of the September 2002. Clear instructions were provided on completion and collection of completed surveys. Participants were given a two-week timeframe to complete the survey. However, the correlation of the survey questions to the values of our organization was not explained or emphasized to try to minimize bias for those particular questions on the survey. No participant identifiable information was collected, therefore, security of anonymity improved.

Response Rate

The data collection process yielded 146 responses. This provided a combined response rate of 36.5% dispersed into employee categories of; Leadership 11%, Support Staff 37% and Faculty 51.4%. Responses are explained and graphed in Chapter 4. Participant comments were gathered into one list and can be found in Appendix C

Data Analysis

Several statistical methods were used to analyze the survey data. Descriptive statistics were utilized to illustrate results of all survey questions showing frequency and percentages on “years of service”, “campus”, and “position” for the total group of respondents. The second statistical analysis performed was a Pearson Correlation coefficient matrix of all combinations of questions comparing vision and mission related questions to all other questions of the survey. The third statistical analysis performed was a one-way analysis of variance, with a student Newman-Keuls multiple range test, on items 01-40 using “years of service” as the independent variable. One-way analysis of variance – between groups & within groups. The fourth statistical analysis performed

was an independent group T-test on items 01-40 using Clairemont campus compared to all other campuses as the independent variable. The final statistical analysis is a one-way analysis of variance with a student Newman-Keuls multiple range test on items 01-40 using the position category (Leadership, Support Staff, Faculty) as the independent variable.

All data results are further explained in Chapter 4.

Chapter 4

Analysis of Findings

Introduction

The purpose of this study was to assess the climate of Chippewa Valley Technical College and determine if the climate is conducive to living by our values and up to the vision of the organization. A forty-question survey produced the following results.

Findings

Descriptive statistics were utilized to illustrate results of all survey responses showing frequency and percentages on “years of service”, “campus”, and “position” for the total group of respondents.

Years of Service	Frequency	Percentage
01-03 years	34	23.3
04-06 years	21	14.4
07-10 years	11	7.5
11-14 years	18	12.3
15-20 years	32	21.9
21-25 years	14	9.6
26 + years	<u>16</u>	<u>11.0</u>
Total	146	100

Campus	Frequency	Percentage
Clairemont	99	67.8
Gateway	13	8.9
Phillips	15	10.3
Chippewa Falls	1	.7
Menomonie	4	2.7
River Falls	4	2.7
ESEC	6	4.1
Neilsville	2	1.4
West Campus	<u>2</u>	<u>1.4</u>
Total	146	100
Position	Frequency	Percentage
Leadership	17	11.6
Support Staff-pt	4	34.2
Support Staff-ft	50	2.7
Faculty-pt	5	3.4
Faculty-ft	<u>70</u>	<u>47.9</u>
Total	146	100

Graphs have been created showing aggregate responses for each question item 01-40. Graphs for each item can be found in Appendix B

The second statistical analysis method utilized was a Pearson correlation coefficient matrix on all combinations of CVTC's values questions as compared to all other questions (climate) for the total group of respondents. Analysis of results showed several question correlations with significance such as;

- Item 20 – My workload allows time for creativity on the job (values)
- Item 19 – My current workload allows me to do my job well (climate)

These items showed a strong association (Pearson Correlation of .815 and .000 significance), meaning the responses for these questions were strongly associated.

During this statistical analysis it became apparent that there were questions related to communication (items 31 and 32) which began to surface as indicators of concern. These items 31 and 32 continued to show significance throughout other statistical analyses that followed. To continue with the Pearson Correlation analysis, it was noted that two of the values questions, Item 31 and Item 32, showed a significant correlation with several of the other climate questions of the survey. The following table illustrates this correlation:

Values questions ↓	Item 16 – I am satisfied with direction CVTC is going	Item 33 – Overall, I feel supported at CVTC	Item 39 – CVTC Leadership treats employees with dignity/respect
Item 31 – I experience open communication with Leadership	Pearson Corr. .684 Significance .000	Pearson Corr. .716 Significance .000	Pearson Corr. .740 Significance .000
Item 32 – Overall, I experience honest communication at CVTC	Pearson Corr. .713 Significance .000	Pearson Corr. .738 Significance .000	Pearson Corr. .721 Significance .000

This table illustrates the correlation which means the responses for these questions were strongly associated as the larger numerical values suggest a strong association.

The third statistical analysis method utilized was a one-way analysis of variance with a student Newman-Keuls multiple range test on items 01-40 using “years of service” as the independent variable. The following questions resulted in 0.5 significance. These questions proved significant in responses between the “years of service” groups;

- Item 09 – The quality of my work has improved in the last 2 years.
- Item 12 – Leadership demands high standards of performance.
- Item 23- I am satisfied that my ideas are listened to.

- Item 25 – I am satisfied with my empowerment to make decisions and take action.
- Item 32 – Overall, I experience honest communication at CVTC.
- Item 34 – Compared to two years ago, I have higher stress on the job.

The following questions resulted in 0.1 significance in responses between the “years of service” groups. These questions proved a greater significance in responses between the years of service” groups;

- Item 16 – I am satisfied with the direction CVTC is going.
- Item 17 – CVTC’s future is brighter than two years ago.

Both levels of significance (0.5 and 0.1) would correlate to a significance being found in the responses received from the various “years of service” categories to these particular questions. Please note that group sizes were unequal for questions, the harmonic mean of the group size were used and type I error levels were not guaranteed.

The fourth statistical analysis method used was independent groups T-test on items 01-40 using Clairemont Campus compared to all other campuses as the independent variable. The following questions resulted in 0.5 significance. These questions proved significance in responses between the “campus” variables;

- Item 03 – I feel less committed because of recent changes.
- Item 10 – Employees understand what needs to be done to succeed.
- Item 23 – I am satisfied that my ideas are listened to.
- Item 25 – I am satisfied with my empowerment to make decisions and take action.

- Item 26 – It is important to me that I am empowered with decision-making.

The following questions resulted in a 0.1 significance in responses between the “campus” variables. These questions proved a greater significance in responses between the “campus” variables;

- Item 31 – I experience open communication with Leadership.
- Item 32 – Overall, I experience honest communication at CVTC.
- Item 37 – CVTC Leadership cares as much about employees as before.
- Item 38 – CVTC Leadership feels each employee is important.

Both levels of significance (0.5 and 0.1) would correlate to a significance being found in the responses received from Clairemont campus as compared to all other campuses to these particular questions. Please note that a Levene’s Test for equality of variances and T-test for equality of means was used.

The fifth statistical analysis performed was a one-way analysis of variance with a student Newman-Keuls multiple range test on items 01-40 using the position categories (Leadership, support staff and faculty) as the independent variable. The following questions resulted in 0.5 significance. These questions proved significance in responses between the position category groups (Leadership, support staff and faculty).

- Item 01 – I usually look forward to coming to work at CVTC.
- Item 05 – CVTC is more rewarding than other companies.
- Item 08 – It is expected that I take on extra duties and responsibilities.
- Item 14 – I am familiar with the vision statement at CVTC.
- Item 17 – CVTC’s future is brighter than two years ago.

- Item 26 – It is important to me that I am empowered to make decisions and take action
- Item 30 – I experience open communication with workers at CVTC.

The following questions resulted in 0.1 significance. These questions proved a greater significance in responses between the position category groups (Leadership, support staff and faculty).

- Item 03 – I feel less committed because of recent changes.
- Item 04 – My future with CVTC is brighter than 2 years ago.
- Item 07 – I willingly take on extra duties and responsibility.
- Item 15 – I know the strategic objectives for CVTC.
- Item 16 – I am satisfied with direction CVTC is going.
- Item 23 – I am satisfied that my ideas are listened to.
- Item 25 – I am satisfied with my empowerment to make decision and take action
- Item 26 – It is important to me that I am empowered to make decisions and take action
- Item 27 – I am satisfied with my sense of belonging at CVTC
- Item 28 – There is a strong sense of fairness at CVTC.
- Item 29 – Overall, I am treated with respect at CVTC
- Item 31 – I experience open communication with Leadership.
- Item 32 – Overall, I experience honest communication at CVTC.
- Item 33 – Overall, I feel supported at CVTC.
- Item 34 – Compared to two years ago, I have higher stress on the job.

- Item 37 – CVTC Leadership cares as much about employees as before.
- Item 38 – CVTC Leadership feels each employee is important.
- Item 39 – CVTC Leadership treats employees with dignity and respect.

Both levels of significance (0.5 and 0.1) would correlate to a significance being found in the responses received from the various “position” categories to these particular questions.

Item 25 (I am satisfied with my empowerment to make decisions and take action) showed 0.5 significance for both of the previous statistical runs (between years of service and campus variables) as well as 0.1 significance for position categories.

Chapter 5

Summary, Conclusions and Recommendation

Introduction

The purpose of this study was to examine key elements within the current organizational climate of Chippewa Valley Technical College. The study results will provide the Chippewa Valley Technical College community with research to support that the climate is conducive to support the organizational values.

Summary of Study Procedures

Study Population

Four hundred employees from Chippewa Valley Technical College were asked to participate with this research project. All categories of employees were invited to participate. Categories included; Support Staff, Leadership and Faculty. This included both full-time and part-time staff.

Instrumentation

The final survey instrument used was a Likert scale with response choices of “A, B, C, D, E” with “A” representing strongly agree, “B” representing agree, “C” representing disagree, “D” representing strongly disagree and “E” being used for not applicable. See appendix A for a sample of the instrument used.

Data Collection

A pilot study was performed in August 2002. Random selection of participants was utilized. Approximately 5% of study population was asked to complete the survey to assess the effectiveness of the data collection tool. The 5% pilot population did involve all three categories of employees of the organization (Support staff, Faculty and

Leadership) Feedback was requested and received. Improvements were incorporated into the survey tool prior to the September 2002 survey distribution date. Three days prior to distribution of the survey tool, an organizational e-mail was sent out to all employees informing them of the upcoming research study and to invite their participation. Following the email notification, surveys were given out via interoffice mail delivery during the first week of the September 2002.

Survey Response Rate

The data collection process yielded 146 responses. This provided a combined response rate of 36.5% dispersed into employee categories of; Leadership 11%, Support Staff 37% and Faculty 51.4%. Responses are explained and graphed in Chapter 4. Participant comments were gathered into one list and can be found in Appendix C

Summary of Results

Five statistical analyses were completed on the data collected. Specific details of results can be found in Chapter 4. Descriptive statistics on all 40-survey questions are illustrated in graphs in Appendix B which show responses for each survey item. The second statistical analysis completed was a Pearson Correlation Coefficient matrix on all combinations of CVTC's values questions as compared to all other questions (climate) for the total group of respondents. The third statistical analysis completed was a one-way analysis of variance with a student Newman-Keuls multiple range test on items 01-40 using "years of service" as the independent variable. The fourth statistical analysis completed was an independent group T-test on items 01-40 using Clairemont Campus compared to all other campuses as the independent variable. Finally, the fifth statistical analysis performed was a one-way analysis of variance with a student Newman-Keuls

multiple range test on items 01-40 using the position categories (Leadership, support staff and faculty) as the independent variable.

Conclusion and Implications

The research found that the climate of Chippewa Valley Technical College is perceived by its members as a positive one. In addition, the statistical analysis completed would support that the climate is conducive to live up to CVTC's values. However, some results indicated possible areas for improvement. For example, there was significance found between years of service, campus groups and position groups on 60% of the survey questions. Indicating variances in these areas. Further focus study regarding these variances is recommended. In addition, Question 25 – “I am satisfied with my empowerment to make decisions and take action” was repeatedly seen as a question that showed significance (between years of service, campus and position groups). Also three communication questions:

- (#30) – “I experience open communication with coworkers at CVTC”
- (#31) – “I experience open communication with Leadership at CVTC”
- (#32) – “Over all, I experience honest communication at CVTC”

were identified as being significant throughout the statistical analysis. A communication issue is consistent with what has been identified as a concern issue for Chippewa Valley Technical College through the North Central Association of Colleges and Schools (NCA) accreditation survey for several years (1992, 1998)

Recommendations

Based on the results of this study, the following recommendations are proposed:

(1) Further study – a follow-up study using the same instrument in 2-3 years time could be completed to assess climate consistency. Special attention could be placed on monitoring identified elements i.e. Item 25 empowerment & Item 30-32 communication specific questions, to identify the need for improvement in these areas. If action plans specific to these focus areas are instituted, this reassessment could monitor any changes in climate since action plans have been instituted. This may increase credibility to the process if CVTC members are aware and believe in the commitment to improve the organization climate.

(2) A second study suggested would be a comparative study at a similar sized technical college in the state of Wisconsin or Midwest US. Comparison could be made on organizational climate and also comparing performance between the two colleges (FTEs, Student satisfaction, other indicators of College health)

(3) Consider Appreciative Inquiry networking sessions with each separate group responding to the Empowerment and Communication issues. Appreciative Inquiry (www.appreciative-inquiry.org/AI-MoreInfo.htm) is a new paradigm with the potential to replace the conventional problem-solving methods of organizational development. This process allows an organization to bring possibilities to life and develop its capabilities. Through a series of predetermined questions, dialogue brings forth stories from employees of a time when the organization was at its peak in performance. Employees describe what that was like and how that peak performance felt. Once described, steps are taken to recreate those feelings and that environment. Questions are

worded in a way to bring forth an opportunity for improvement. Chippewa Valley Technical College's challenge areas are empowerment and communication according to this research. Specifically the following items on the survey;

- #25 – I am satisfied with my empowerment to make decisions and take action
- #30 – I experience open communication with coworkers at CVTC
- #31 – I experience open communication with Leadership at CVTC
- #32 – I experience honest communication at CVTC

Some examples of questions which could be asked during these Appreciate Inquiry sessions:

1. When was CVTC at it's best in regards to communication practices?
2. When was I at my best in regards to communication practices?
3. When was CVTC at it's best at empowering employees to make decisions and take action?
4. When was I most effective at making decisions and taking action?

If Chippewa Valley Technical College Leadership does take steps to use the third recommendation established in this report, it is critical that the data gathered from these appreciate inquiry questions is actually used to improve the climate. If employees feel this is just another simulation of organizational improvement which never comes to fruition, employees may be less than willing to participate.

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**Do you have an opinion?
Are you looking for a way to share it?**

Here is your opportunity.

As the final phase of my graduate work in the Training & Development department at UW-Stout, I am conducting a Climate Assessment at CVTC. I am recruiting participants who would like to give their opinion on the current climate here at CVTC. If you would like to participate, please take a few minutes to complete this survey regarding key areas of; personal commitment, personal contributions, college direction, workload, recognition, empowerment, performance expectations, etc.

All information will be kept strictly confidential and any reports of the findings of this research will not contain your name or any other identifying information. Survey results will be used for my graduate work only, however results are available for those who inquire.

Please complete this survey and return via interoffice mail to Margo Keys – Phillips Campus. Please return by September 15th, 2002.

Thank you in advance for contributing to this research project.

Margo Keys

**Climate Assessment at Chippewa Valley Technical College
Fall 2002**

Demographics

Instructions: When completing this survey, the term Leadership refers to non-Union employees in positions of Department Management, Campus Administrator, Vice President and President. Please mark responses on line provided.

Years of service at CVTC

<input type="checkbox"/> 1-3 years	<input type="checkbox"/> 15-20 years
<input type="checkbox"/> 4-6 years	<input type="checkbox"/> 21-25 years
<input type="checkbox"/> 7-10 years	<input type="checkbox"/> 26 years and more
<input type="checkbox"/> 11-14 years	

Campus

<input type="checkbox"/> Clairemont	<input type="checkbox"/> Chippewa Falls	<input type="checkbox"/> ESEC
<input type="checkbox"/> Gateway	<input type="checkbox"/> Menomonie	<input type="checkbox"/> Neilsville
<input type="checkbox"/> Phillips	<input type="checkbox"/> River Falls	<input type="checkbox"/> West Campus

**Position held
at CVTC**

Support Staff part time
 Support Staff full time
 Leadership
 Faculty part time
 Faculty full time

Respond to the organizational climate questions using the following response choices:

A=Strongly agree B=Agree C=Disagree D=Strongly disagree E=Not applicable

Personal Commitment:

1. _____ I usually look forward to coming to work at CVTC.
2. _____ I care about doing a good job for CVTC.
3. _____ I feel less committed to CVTC because of recent changes that have been made.
4. _____ My future with CVTC is brighter than it was two years ago.
5. _____ CVTC is more rewarding to work at than most other companies I've worked

Personal Contributions:

6. _____ Compared to two years ago, I am making a greater contribution to CVTC
7. _____ I willingly take on extra duties and responsibilities
8. _____ It is expected that I take on extra duties and responsibilities
9. _____ The quality of my work has improved in the last 2 years.

Changing Performance Expectations:

10. _____ The employees at CVTC understand what needs to be done for us to succeed in the long run
11. _____ There is little resistance to change here at CVTC
12. _____ Leadership demands high standards of performance
13. _____ I know what is considered good performance on my job.

College Direction:

14. _____ I am familiar with the vision statement of CVTC and I support it
15. _____ I know the strategic objectives for CVTC and I support them
16. _____ I am satisfied with the direction CVTC is heading.
17. _____ CVTC's future is brighter today than it was two years ago.

Workload:

18. _____ The amount of work I am asked to do is fair.
19. _____ My current workload allows me to do my job well.
20. _____ My workload allows time for creativity on the job.
21. _____ The current pace of work is wearing me down.
22. _____ I am able to balance my work life and home life effectively

Listening to ideas:

23. _____ I am satisfied that my ideas are listened to and seriously considered.
24. _____ It is important to me that my ideas are listened to and seriously considered.

Empowerment:

25. _____ I am satisfied with my empowerment to make decisions and take action
26. _____ It is important to me that I am empowered to make decisions and take action

Response choices:

A=Strongly agree B=Agree C=Disagree D=Strongly disagree E=Not applicable

Working Environment:

27. ____ I am satisfied with my sense of belonging at CVTC
28. ____ There is a strong sense of fairness at CVTC
29. ____ Over all, I am treated with respect at CVTC
30. ____ I experience open communication with coworkers at CVTC.
31. ____ I experience open communication with Leadership at CVTC
32. ____ Over all, I experience honest communication at CVTC
33. ____ Over all, I feel well supported at CVTC
34. ____ Compared to two years ago, I have a higher level of stress on my job

Recognition:

35. ____ I am satisfied with the recognition I receive for my efforts and accomplishments
36. ____ It is important to me that I am recognized for my efforts and accomplishments

Commitment to Employees:

37. ____ CVTC Leadership cares as much about its employees as it did two years ago.
38. ____ CVTC Leadership feels each employee is important as an individual.
39. ____ CVTC Leadership treats employees with dignity and respect
40. ____ It is important to me to be treated with dignity and respect.

Your additional comments are welcome regarding our climate at CVTC; please use back of survey if needed.

Please note: It is **not** anticipated that this study will present any medical or social risk to you. The information gathered will be kept strictly confidential and any reports of the findings of this research will **not contain your name or any other identifying information.**

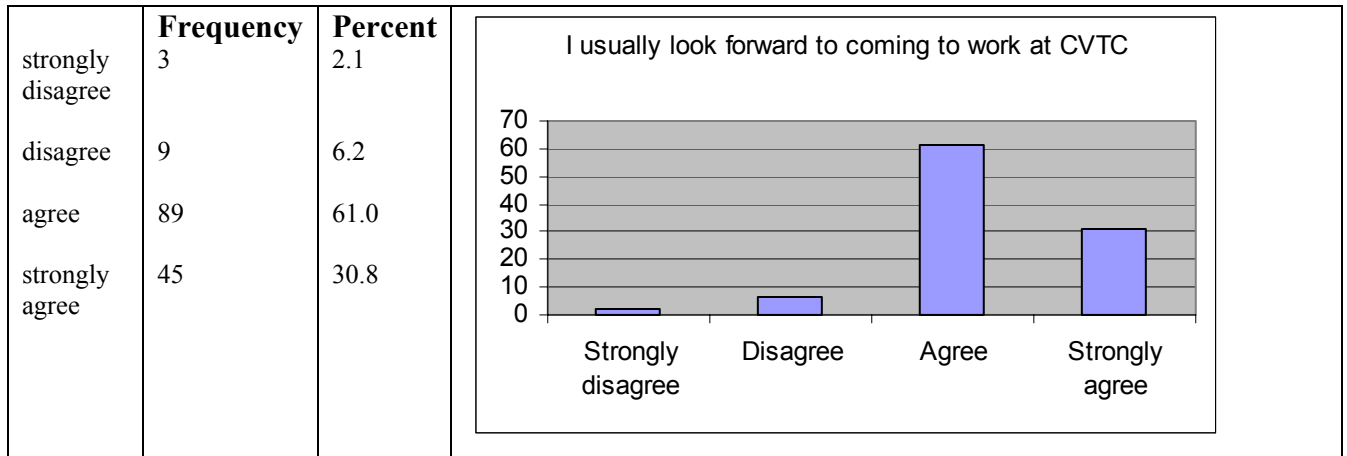
Your participation in this project is completely voluntary. If at any time you wish to stop participating in this research, you may do so, without coercion or prejudice. Just inform the researcher. Once the study is completed, the analyzed findings would be available for your information.

Questions and concerns about the research study should be addressed to Margo Keys, the researcher at 858-1825. Questions about the rights of research subjects can be addressed to Sue Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 11 Harvey Hall, Menomonie, WI 54751 phone: 715-232-1126.

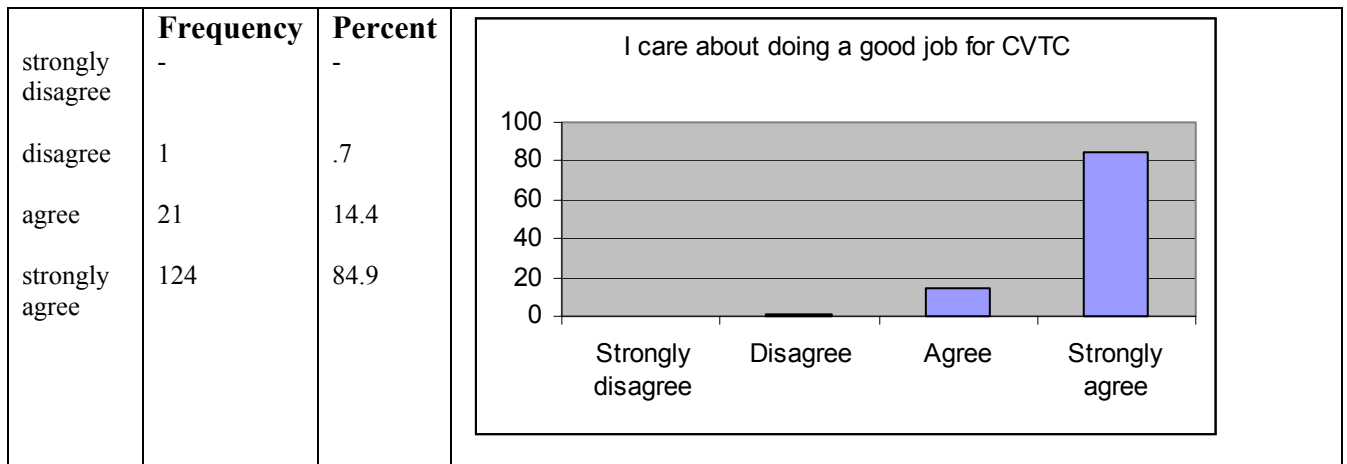
Statistical Analysis #1, Graphical display

Survey item responses 01-40

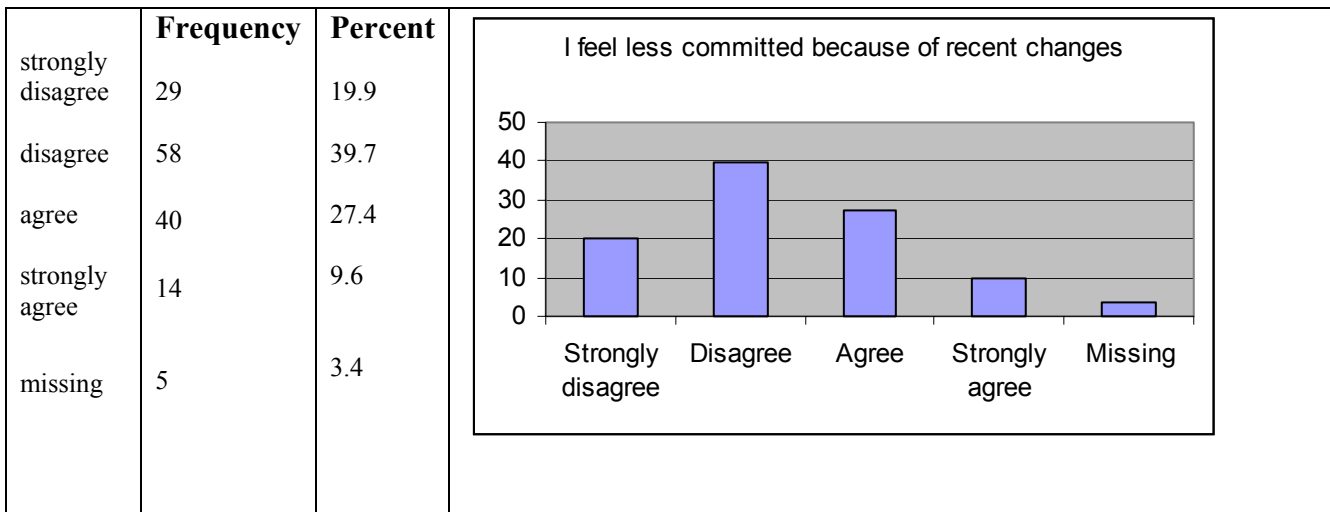
Item 01 I usually look forward to coming to work at CVTC



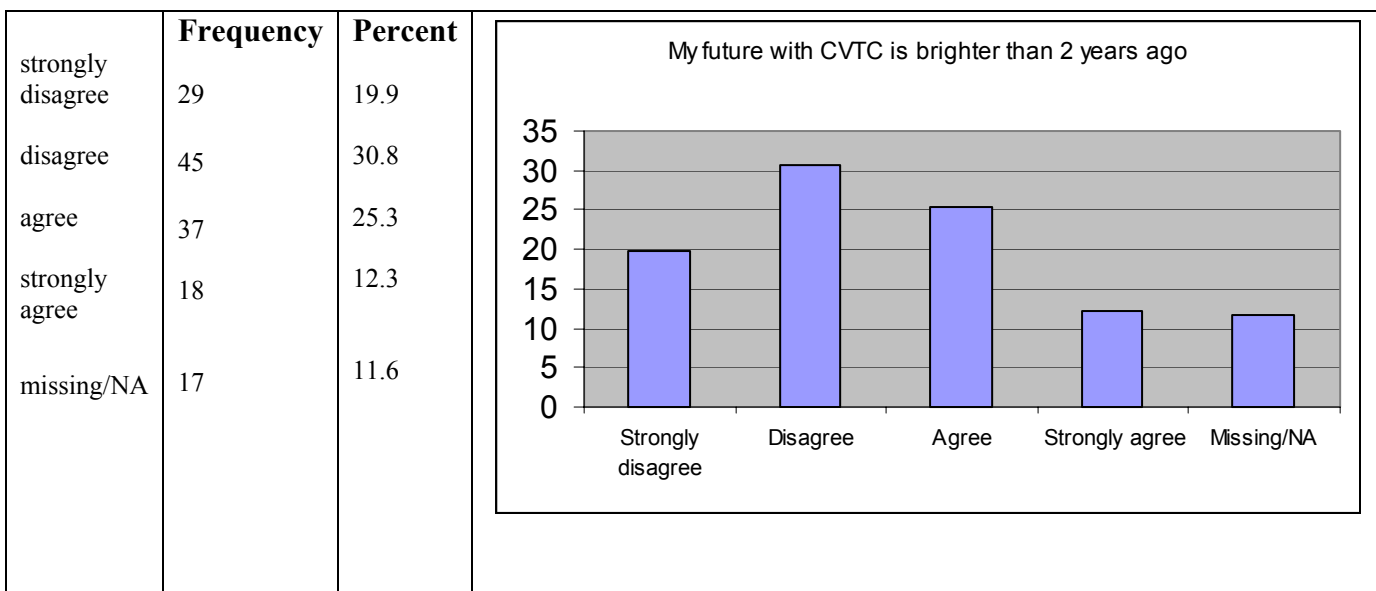
Item 02 I care about doing a good job for CVTC



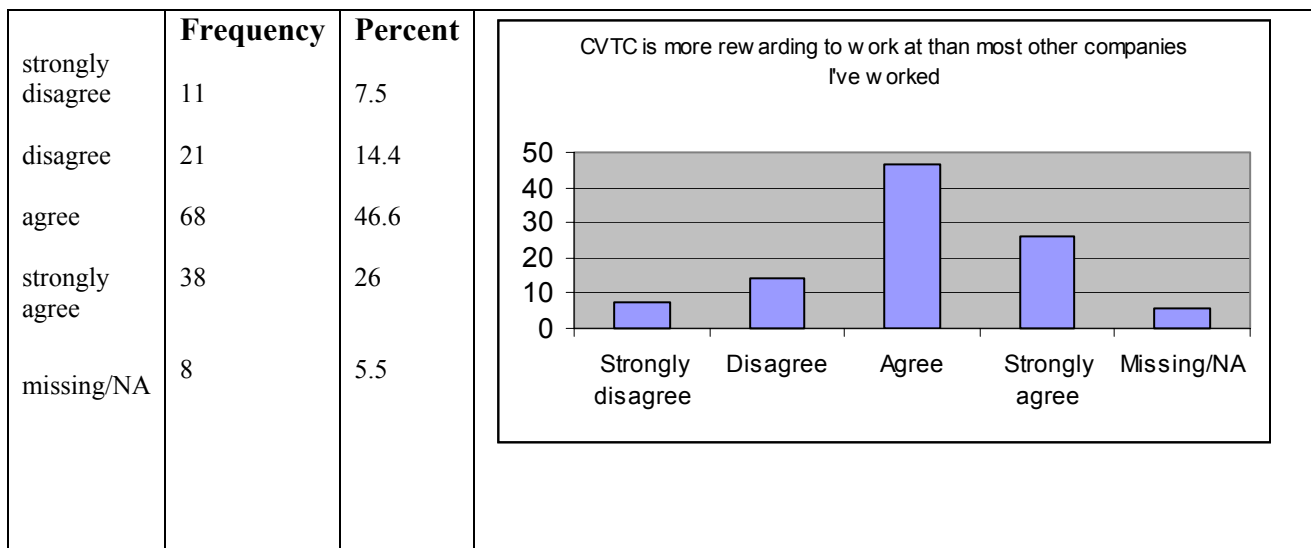
Item 03 I feel less committed because of recent changes



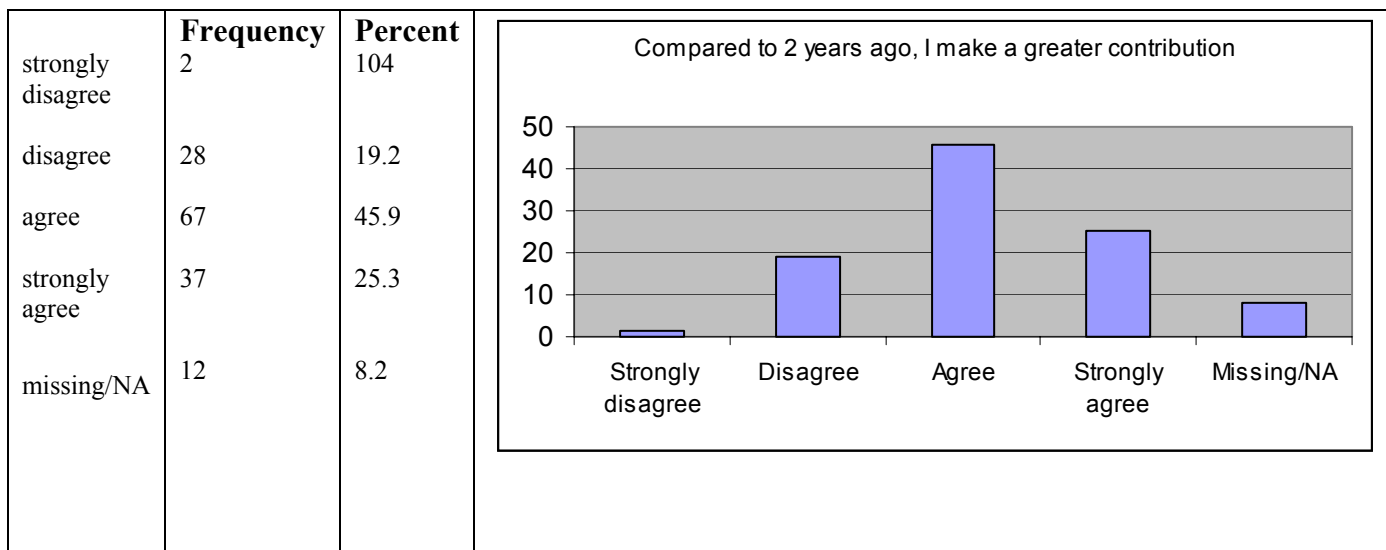
Item 04 My future with CVTC is brighter than 2 years ago



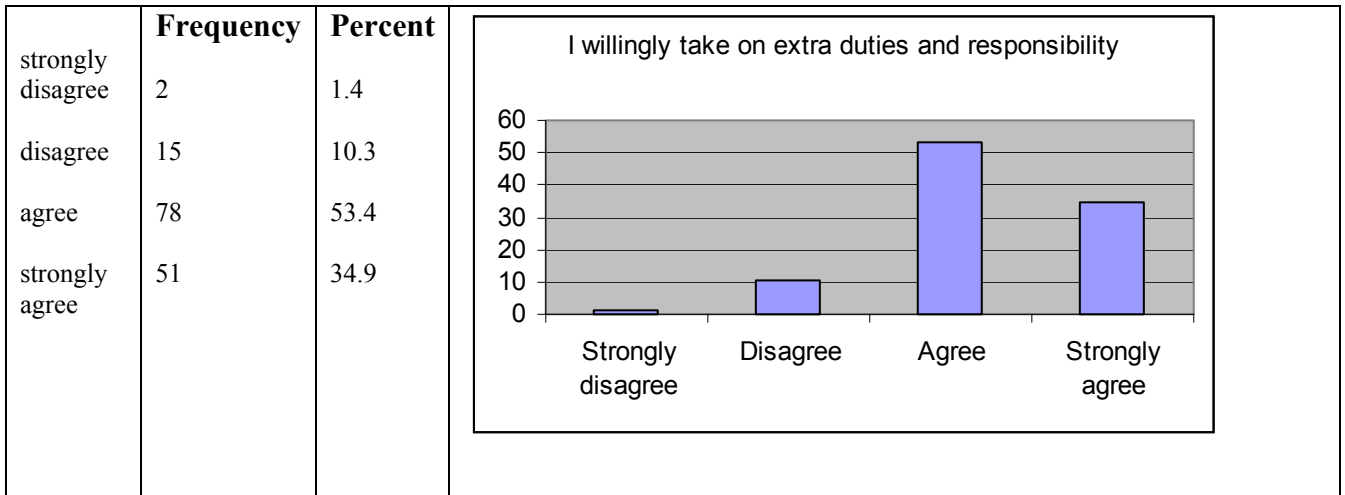
Item 05 CVTC is more rewarding to work at than most other companies I've worked



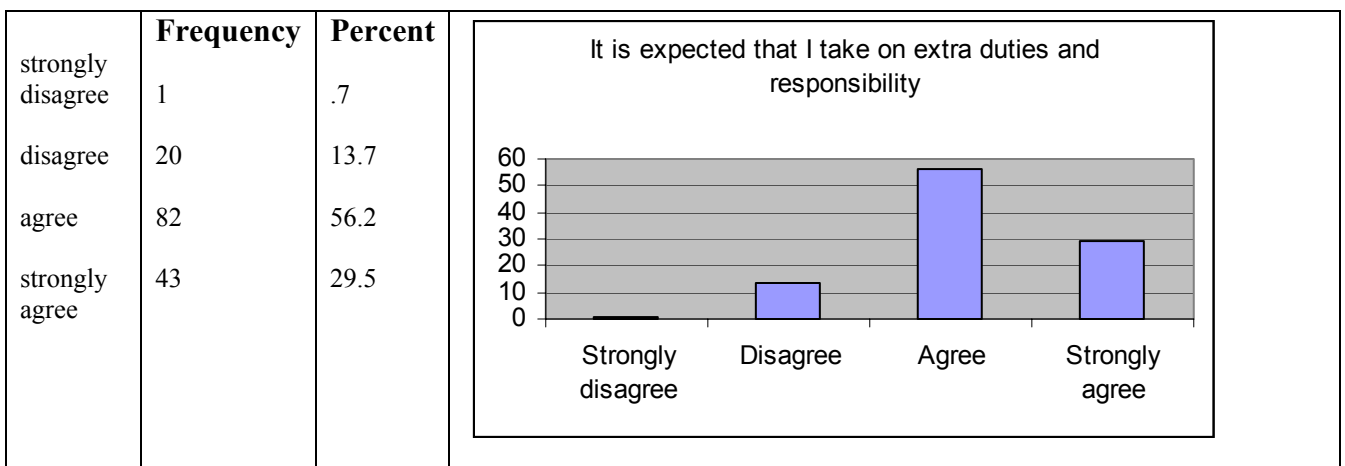
Item 06 Compared to 2 years ago, I make a greater contribution



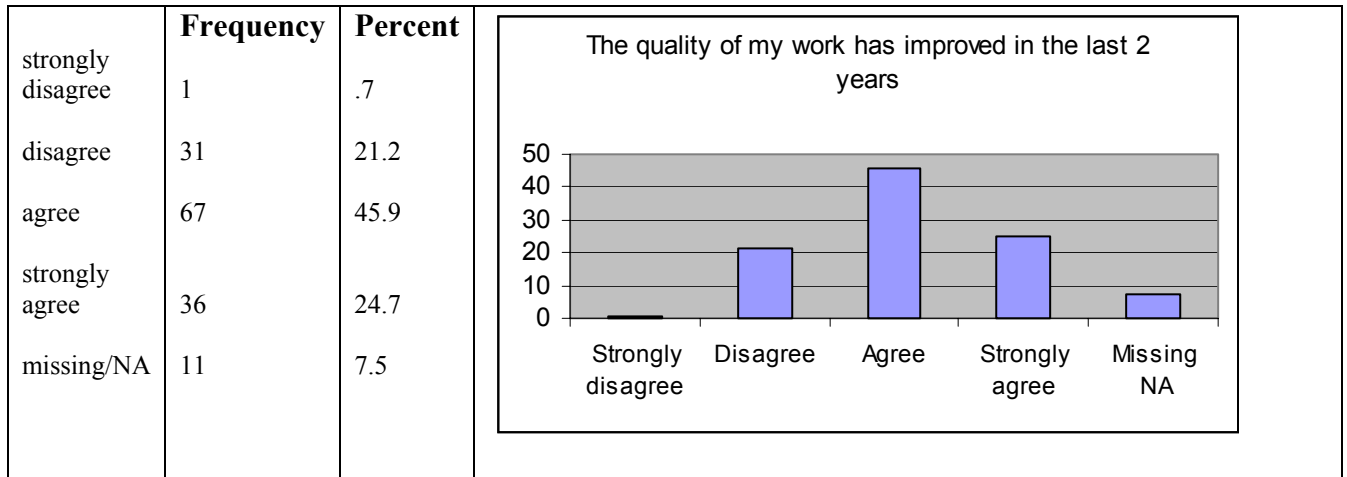
Item 07 I willingly take on extra duties and responsibility



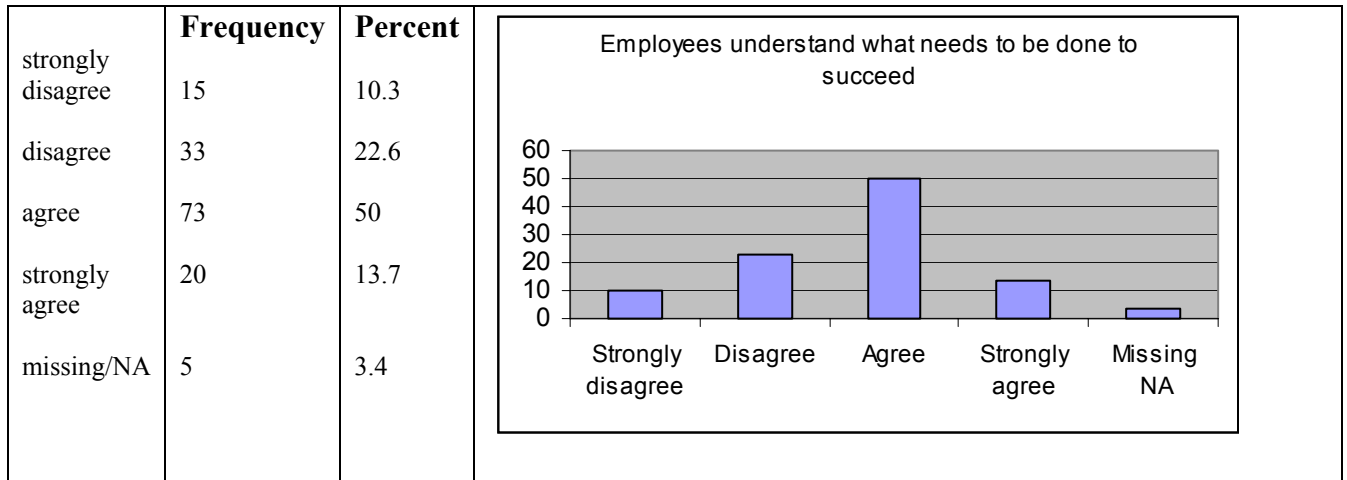
Item 08 It is expected that I take on extra duties/responsibilities



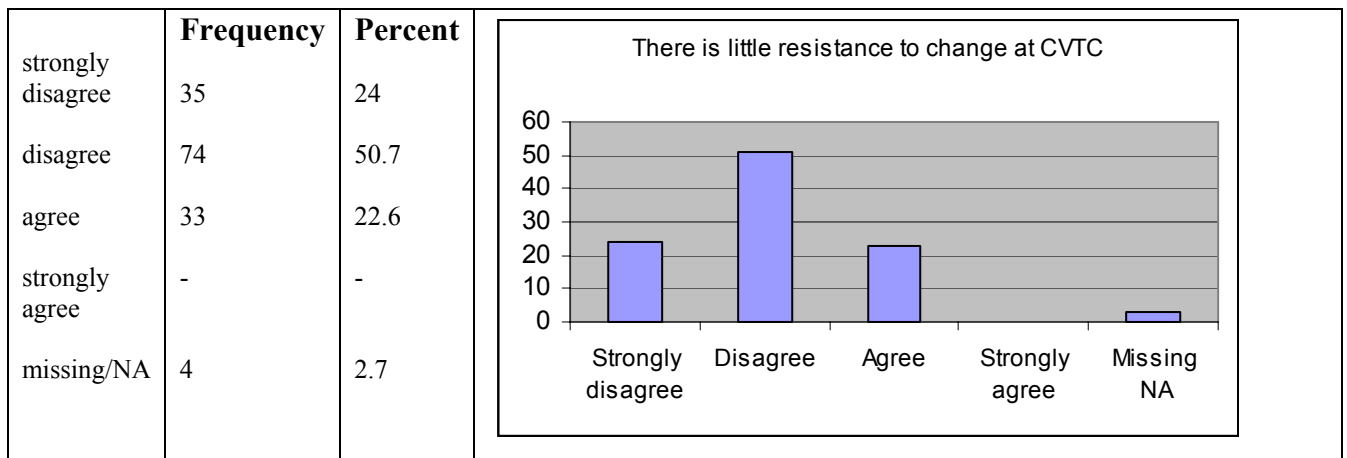
Item 09 The quality of my work has improved in the last 2 years



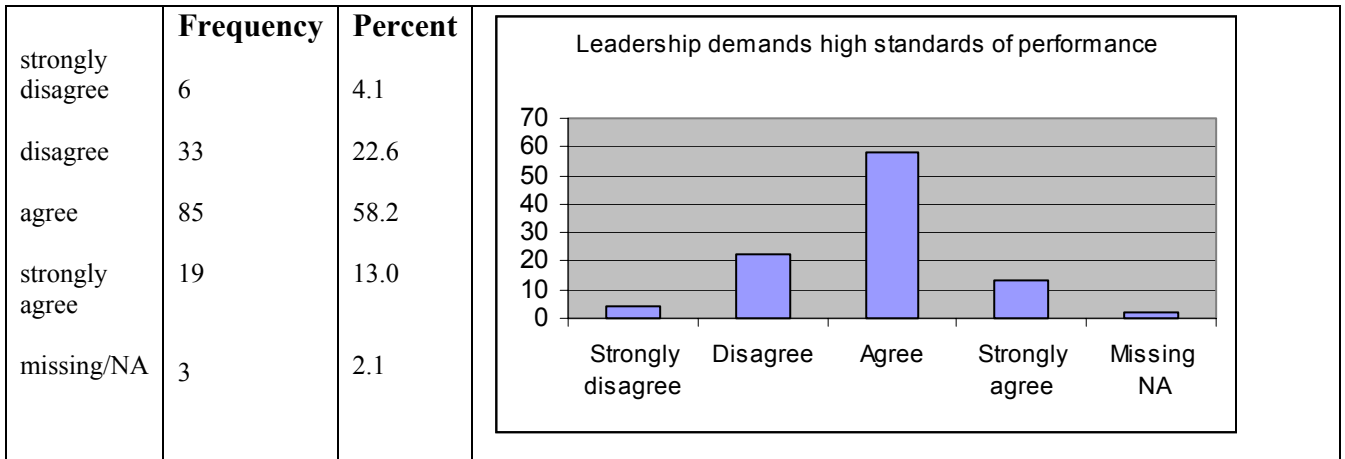
Item 10 Employees understand what needs to be done to succeed



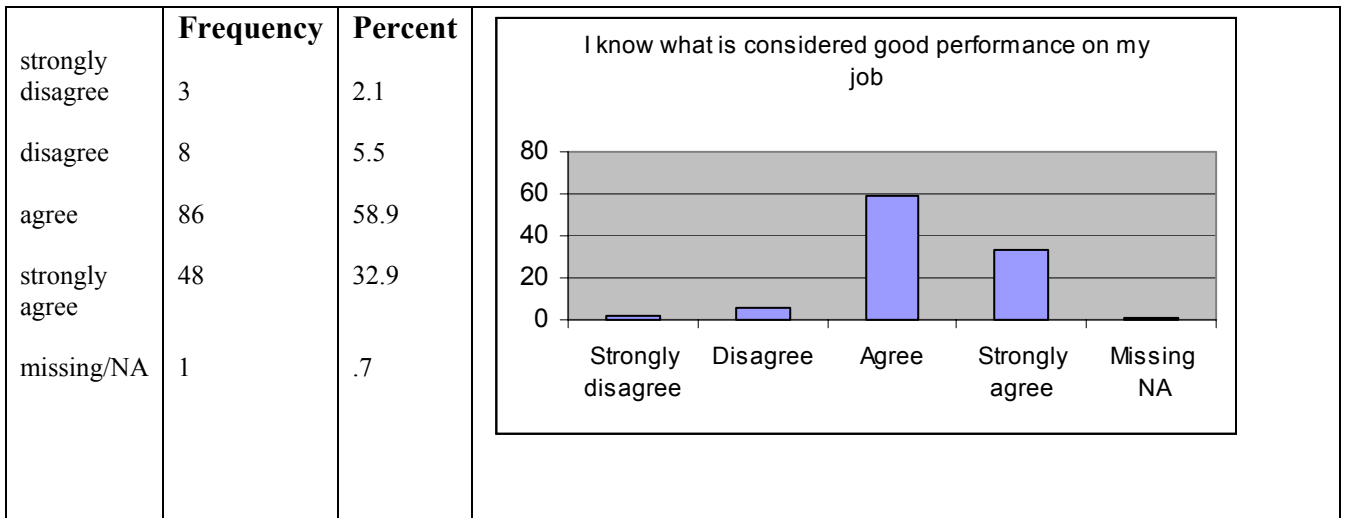
Item 11 There is little resistance to change at CVTC



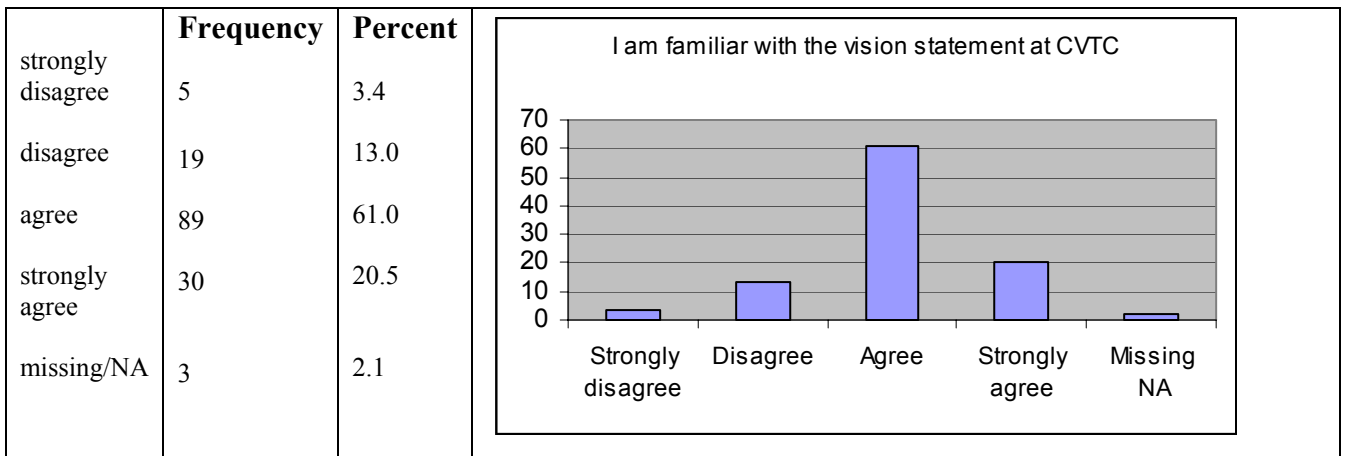
Item 12 Leadership demands high standards of performance



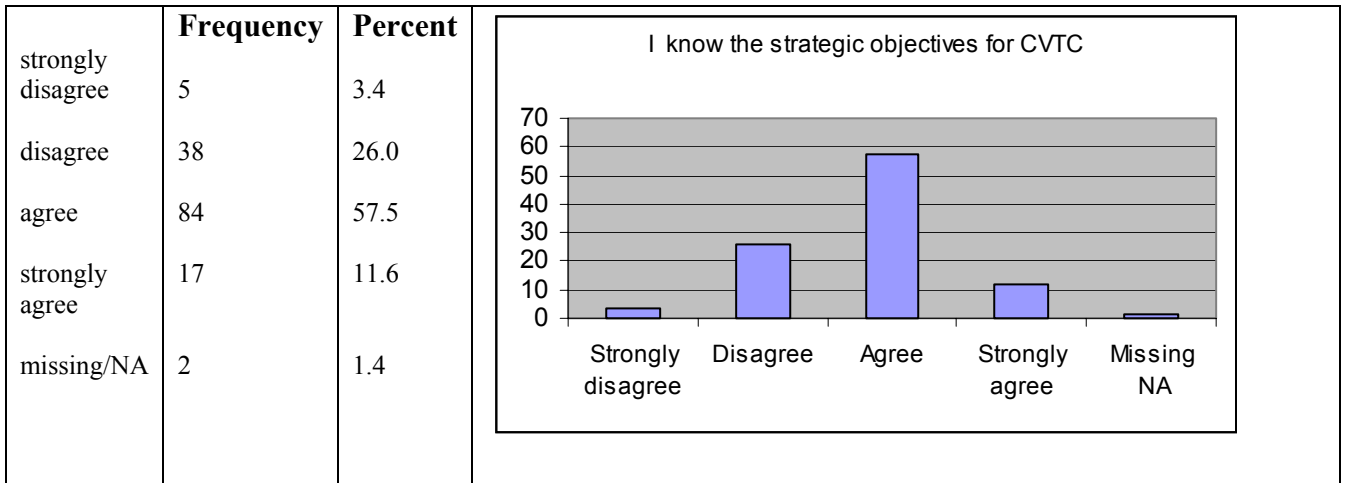
Item 13 I know what is considered good performance on my job



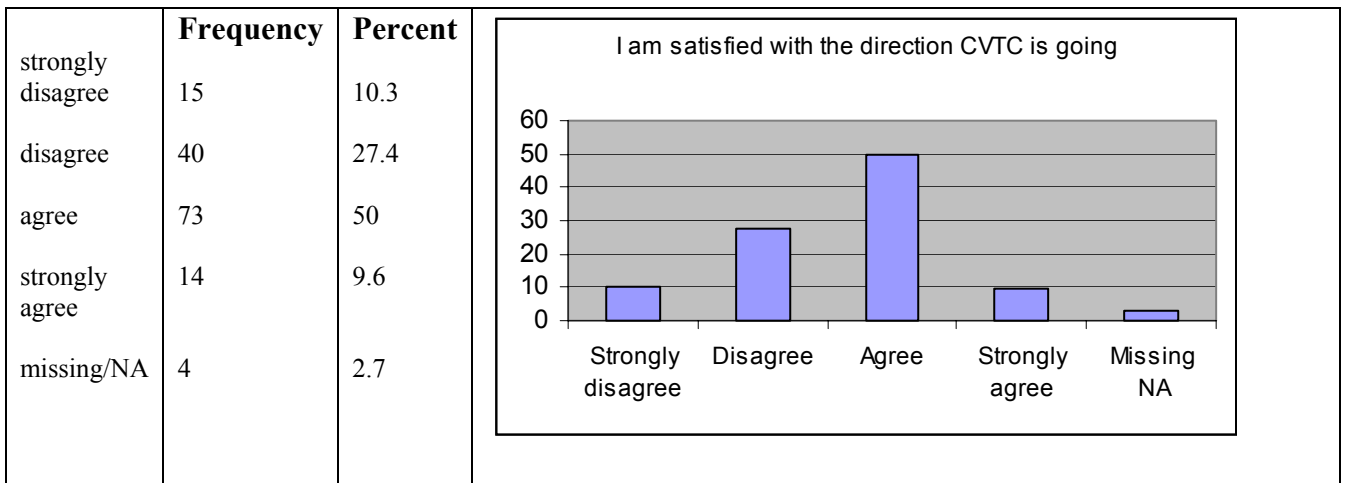
Item 14 I am familiar with the vision statement at CVTC



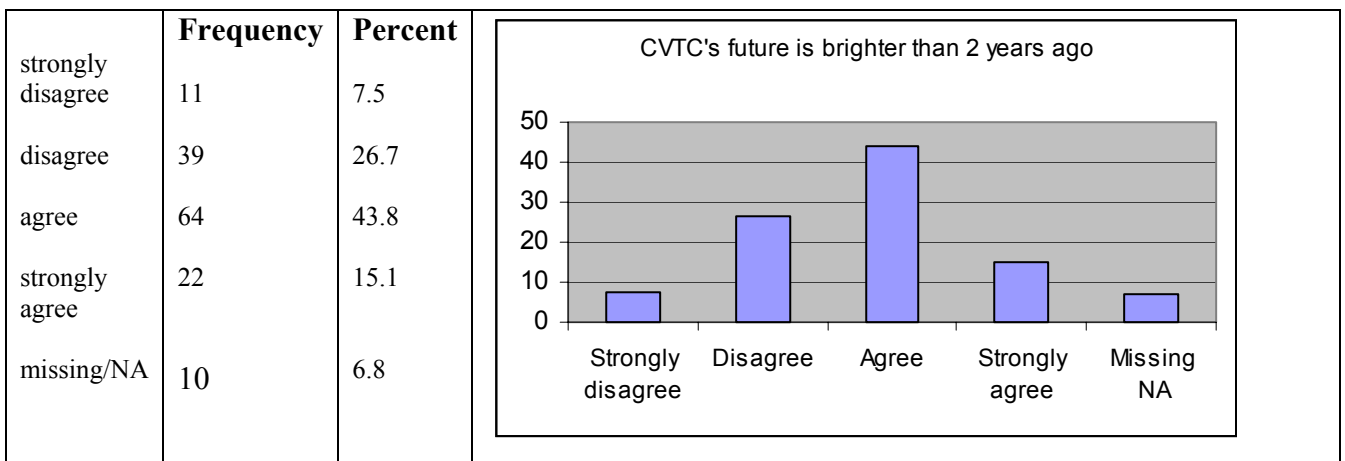
Item 15 I know the strategic objectives for CVTC



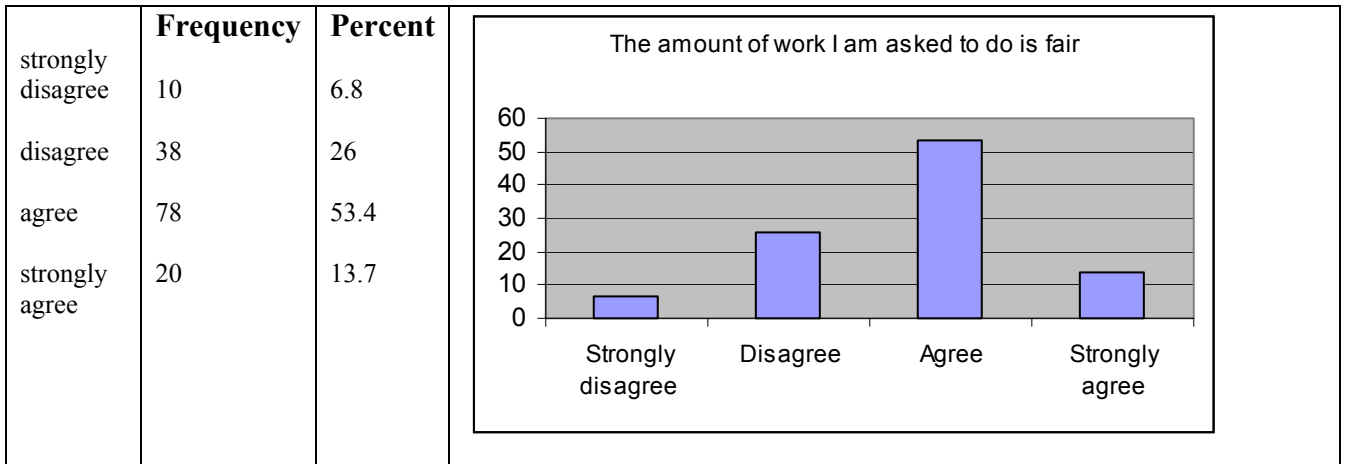
Item 16 I am satisfied with the direction CVTC is going



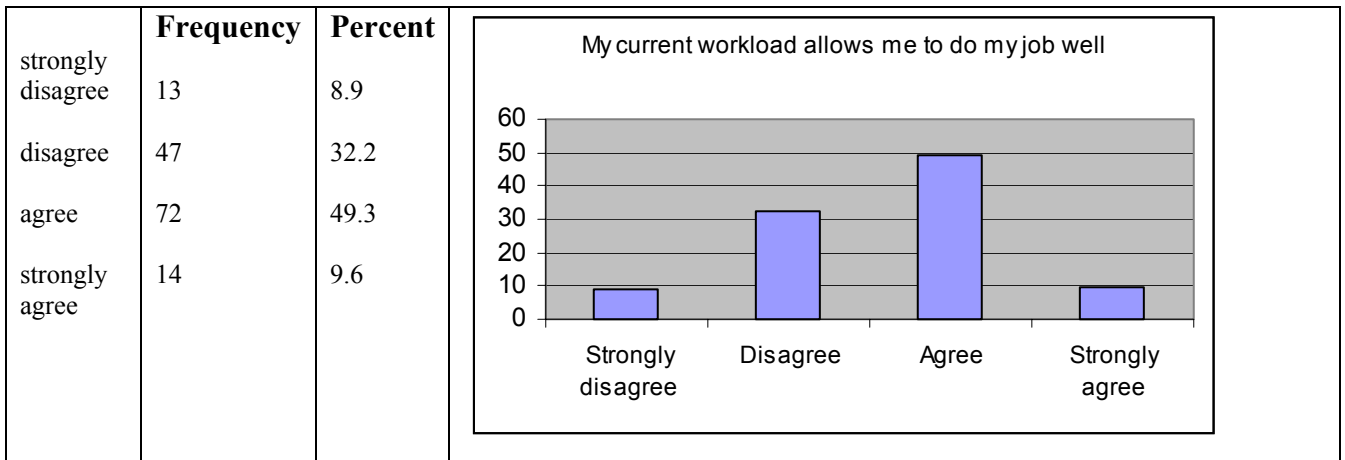
Item 17 CVTC's future is brighter than two years ago



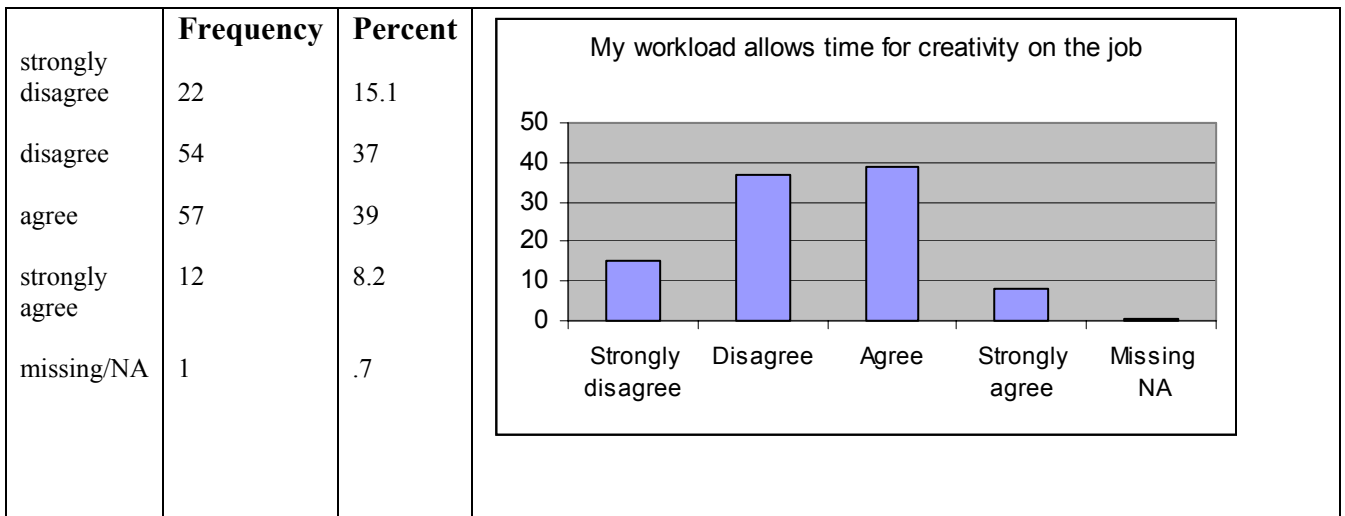
Item 18 The amount of work I am asked to do is fair



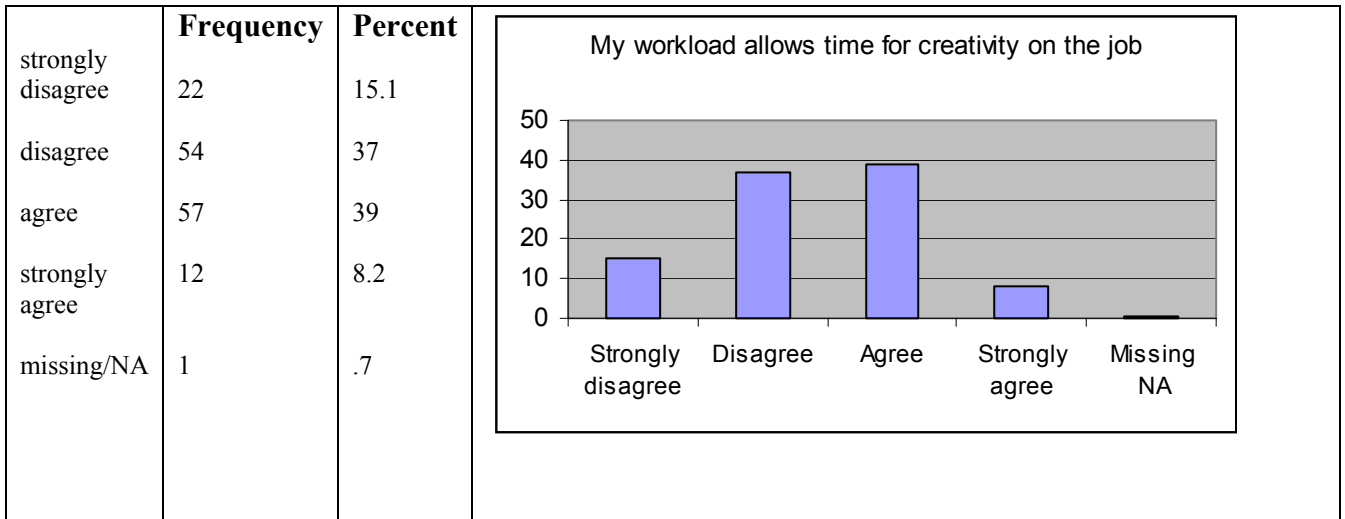
Item 19 My current workload allows me to do my job well



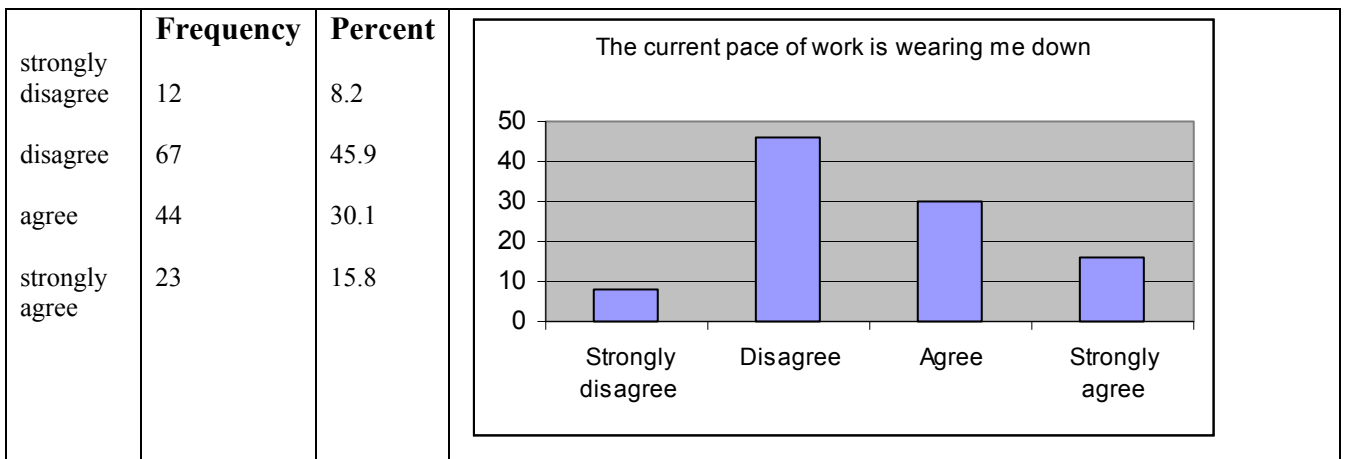
Item 20 My workload allows time for creativity on the job



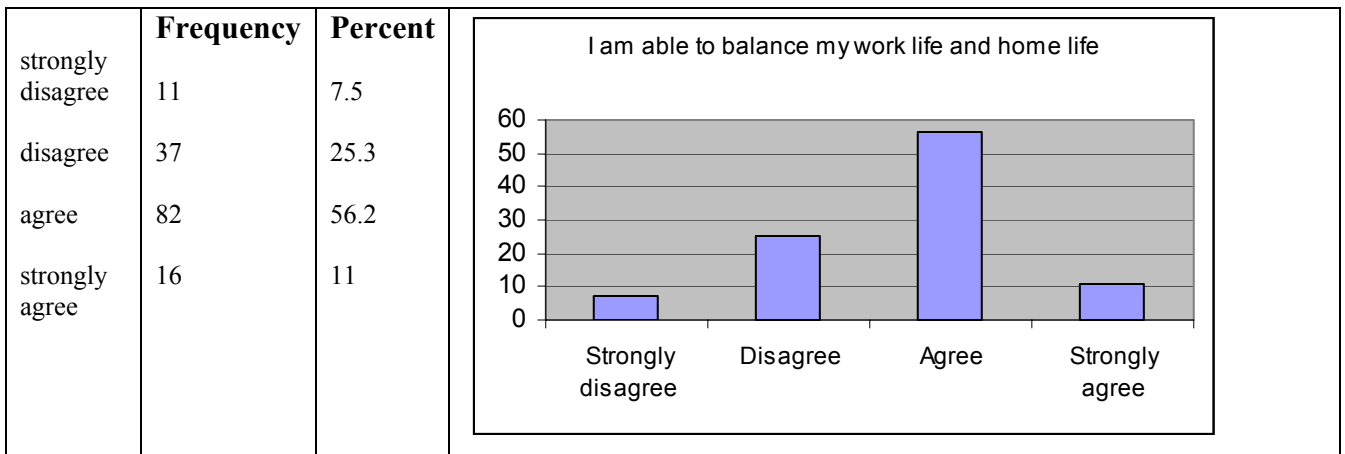
Item 20 My workload allows time for creativity on the job



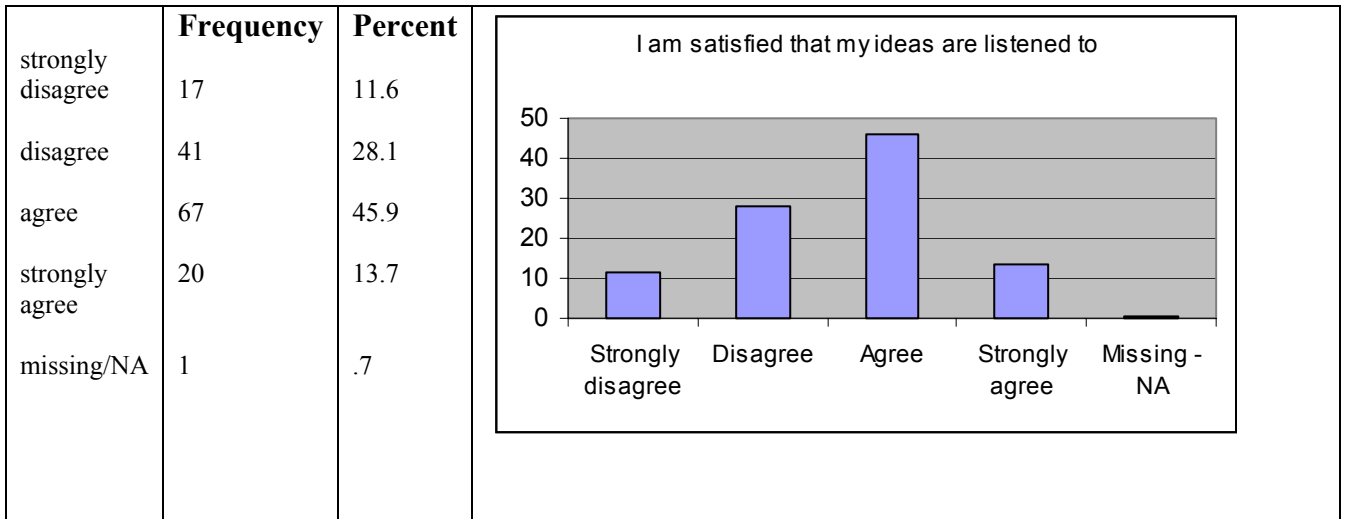
Item 21 The current pace of work is wearing me down



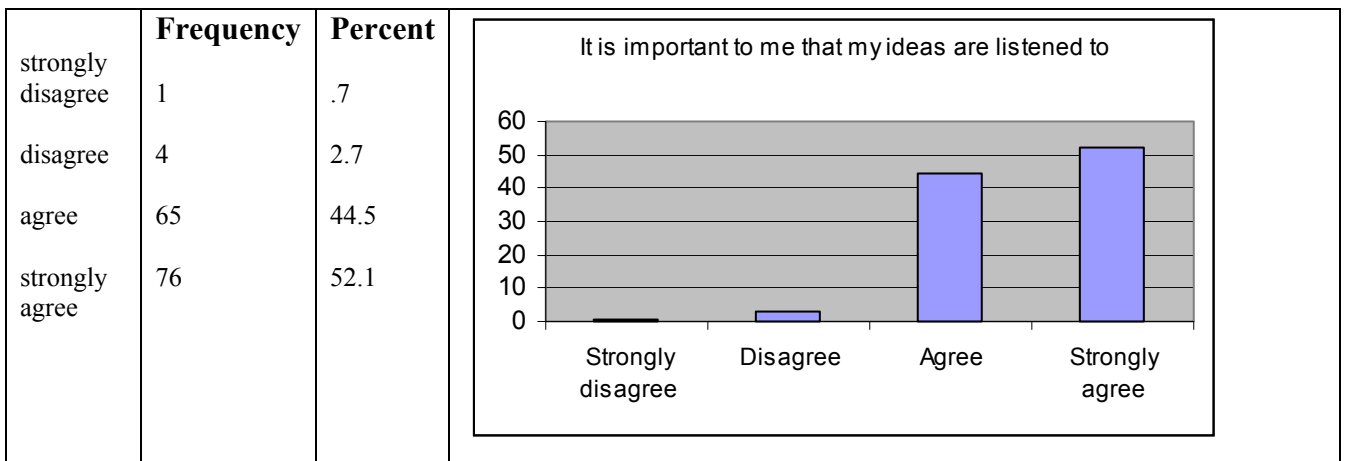
Item 22 I am able to balance my work life and home life



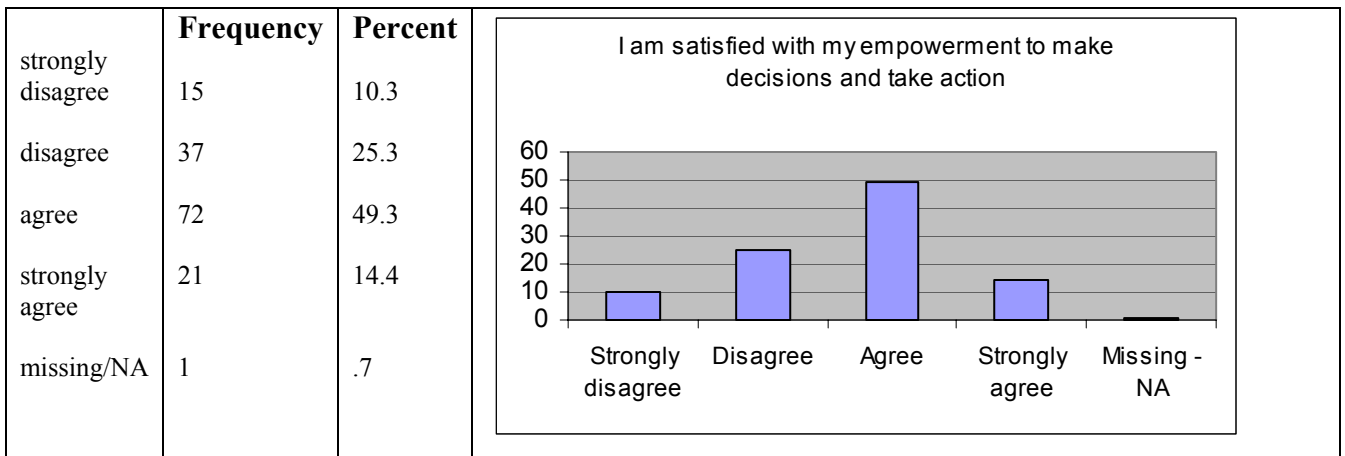
Item 23 I am satisfied that my ideas are listened to



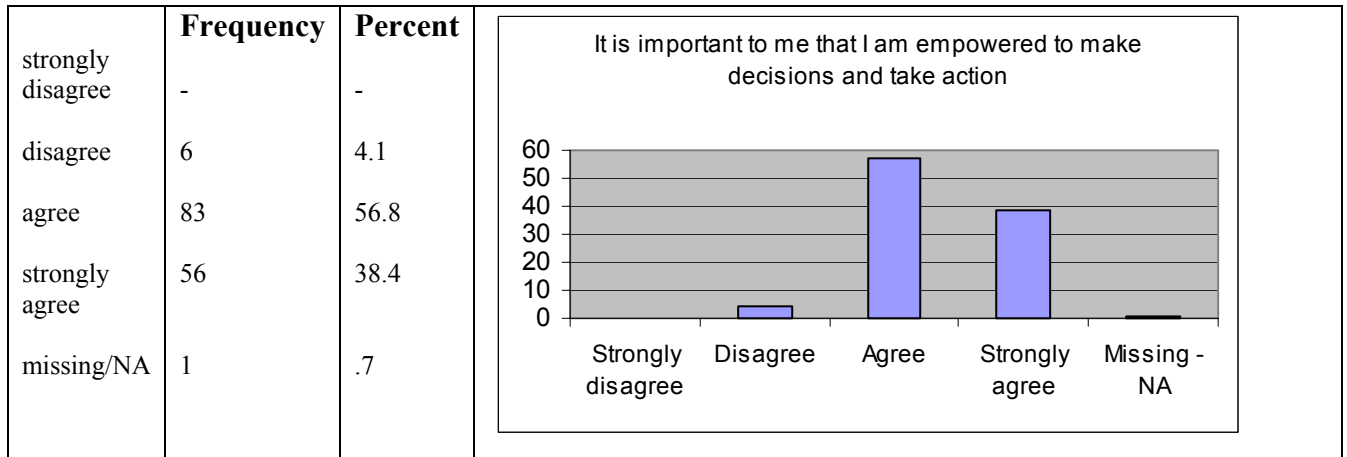
Item 24 It is important to me that my ideas are listened to



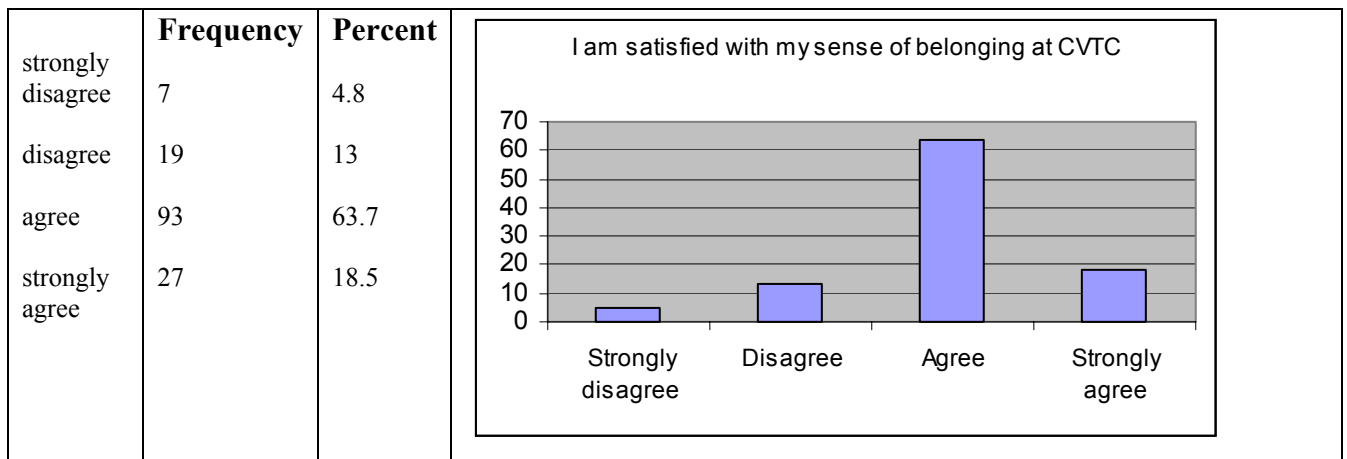
Item 25 I am satisfied with my empowerment to make decisions and take action



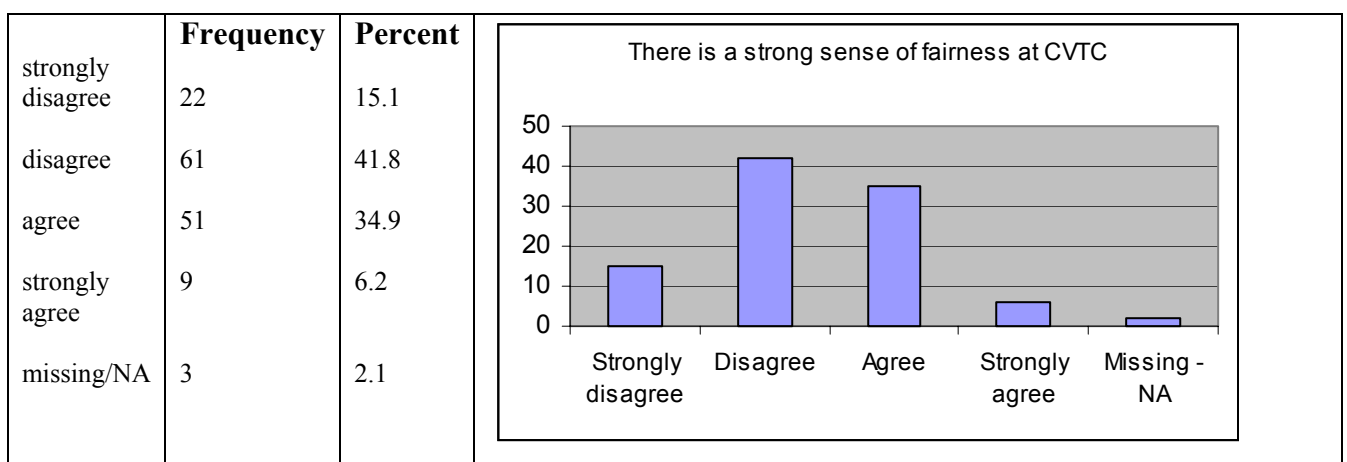
Item 26 It is important to me that I am empowered to make decisions and take action



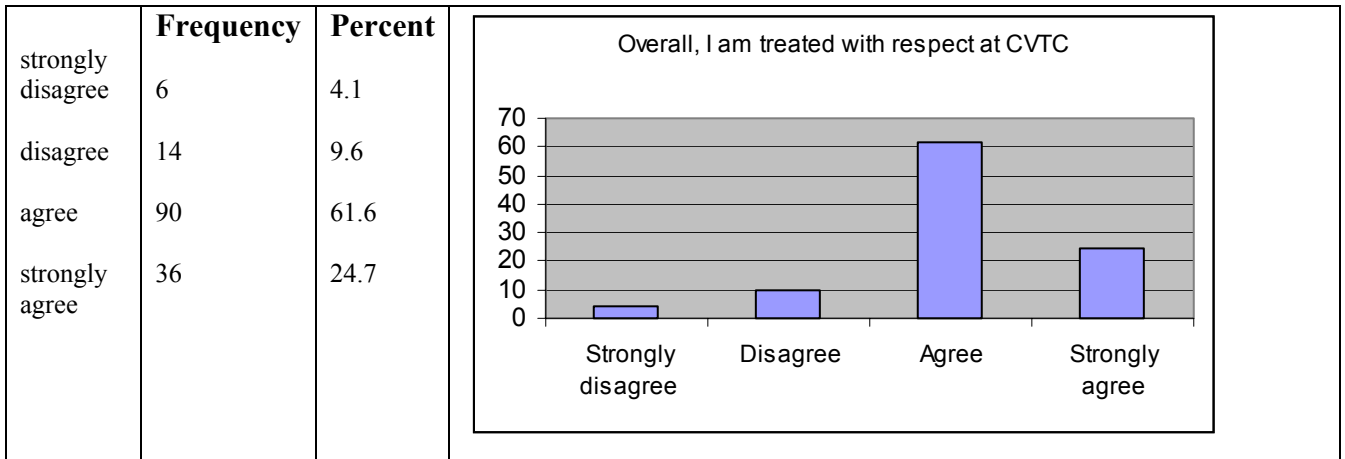
Item 27 I am satisfied with my sense of belonging at CVTC



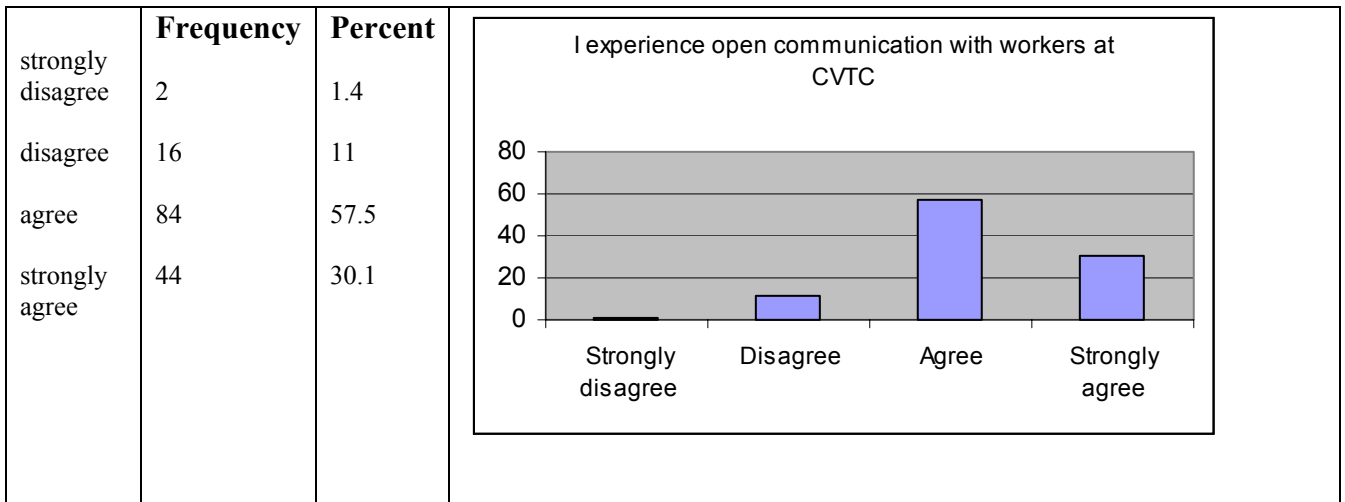
Item 28 There is a strong sense of fairness at CVTC



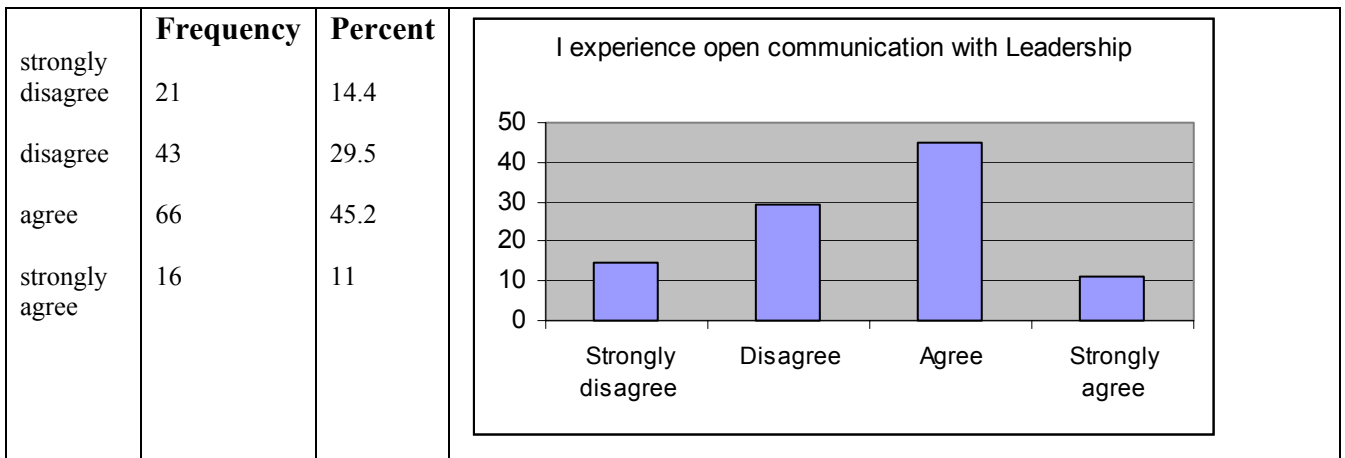
Item 29 Overall, I am treated with respect at CVTC



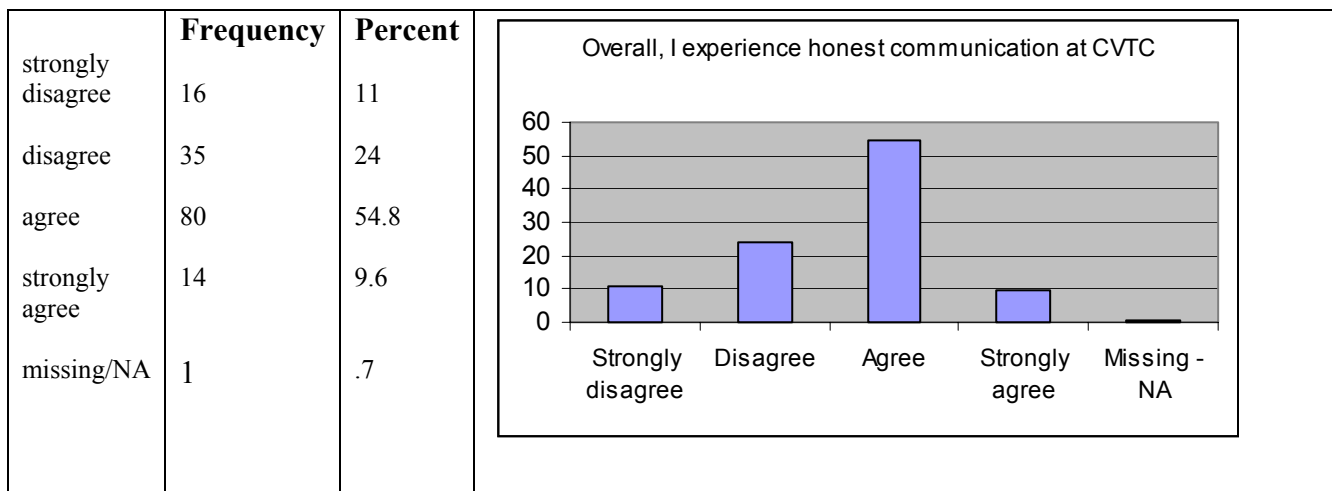
Item 30 I experience open communication with workers at CVTC



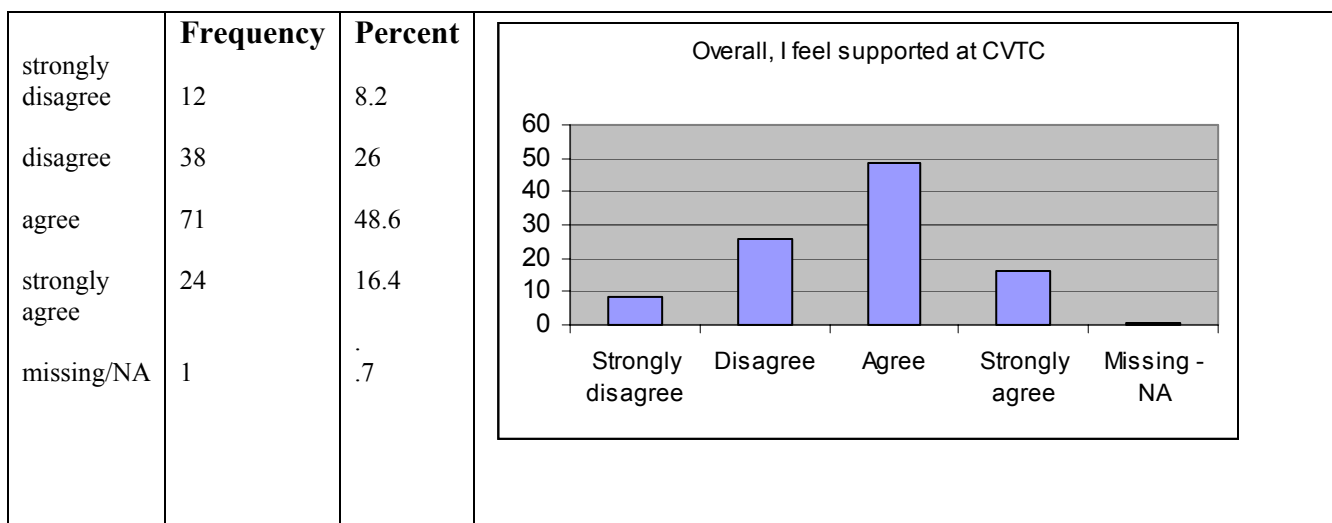
Item 31 I experience open communication with Leadership at CVTC



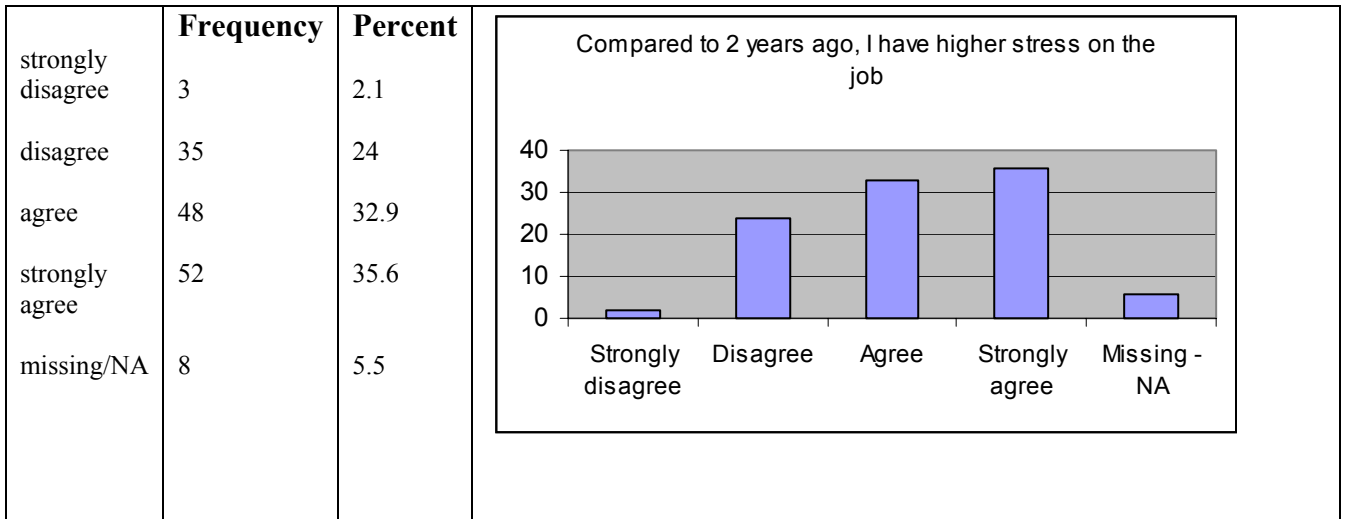
Item 32 Overall, I experience honest communication at CVTC



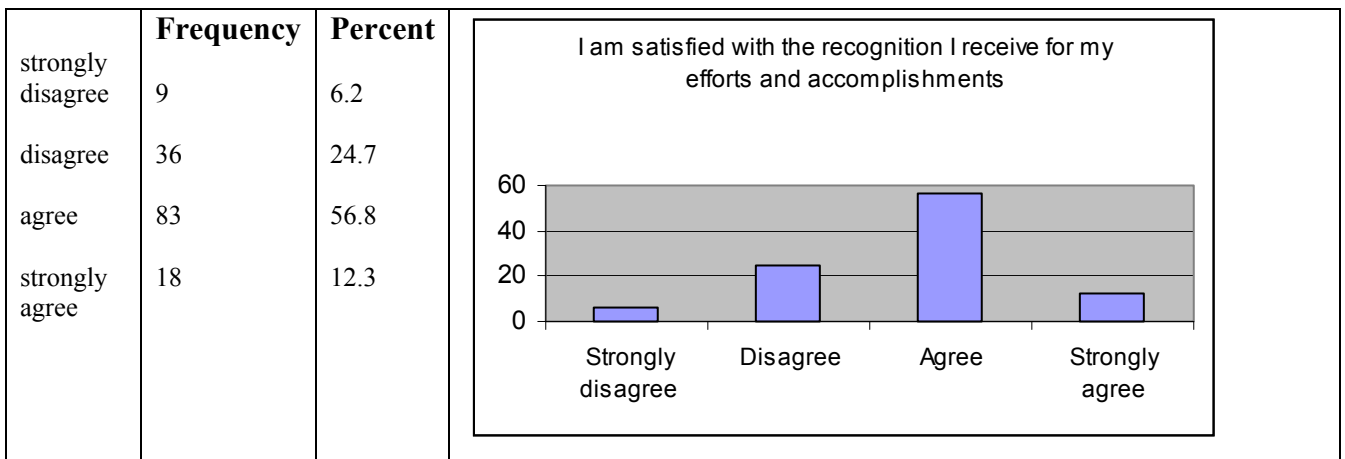
Item 33 Overall, I feel supported at CVTC



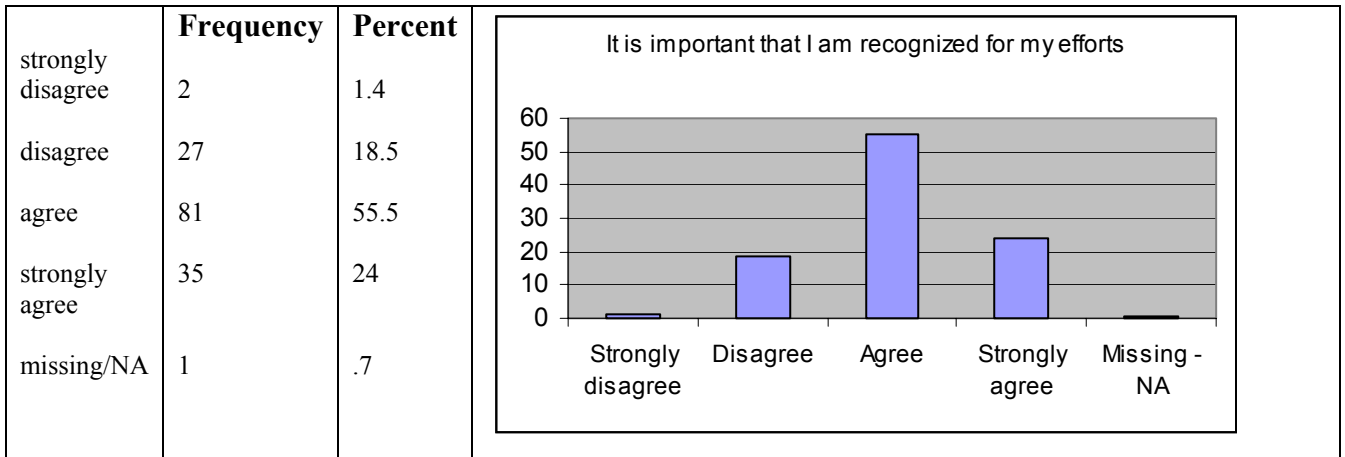
Item 34 Compared to two years ago, I have higher stress on the job



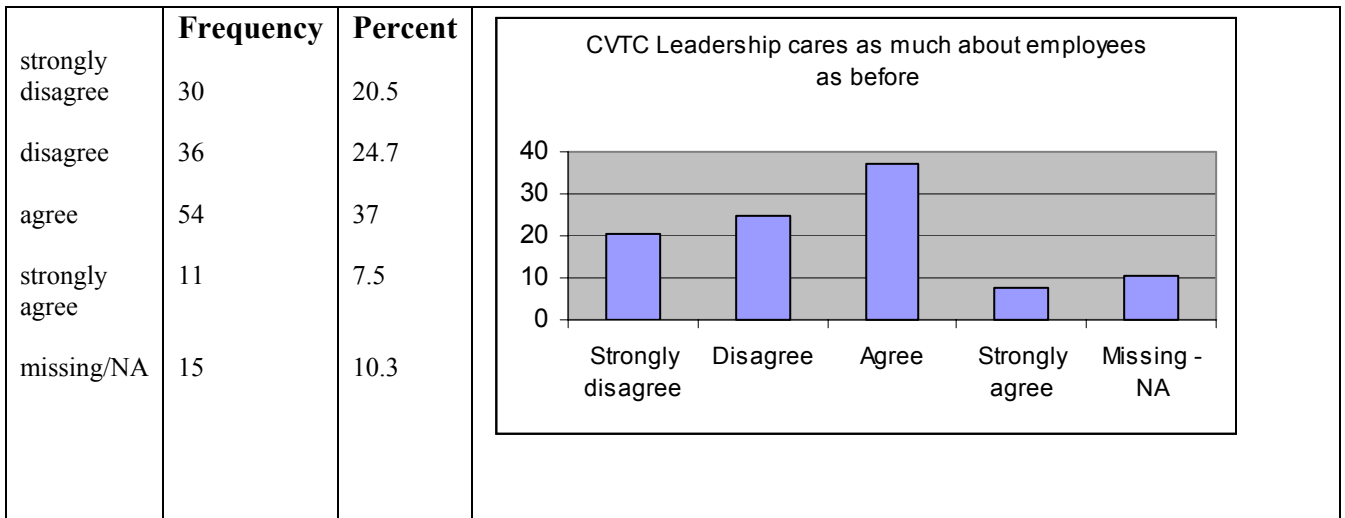
Item 35 I am satisfied with recognition I receive for my efforts and accomplishments



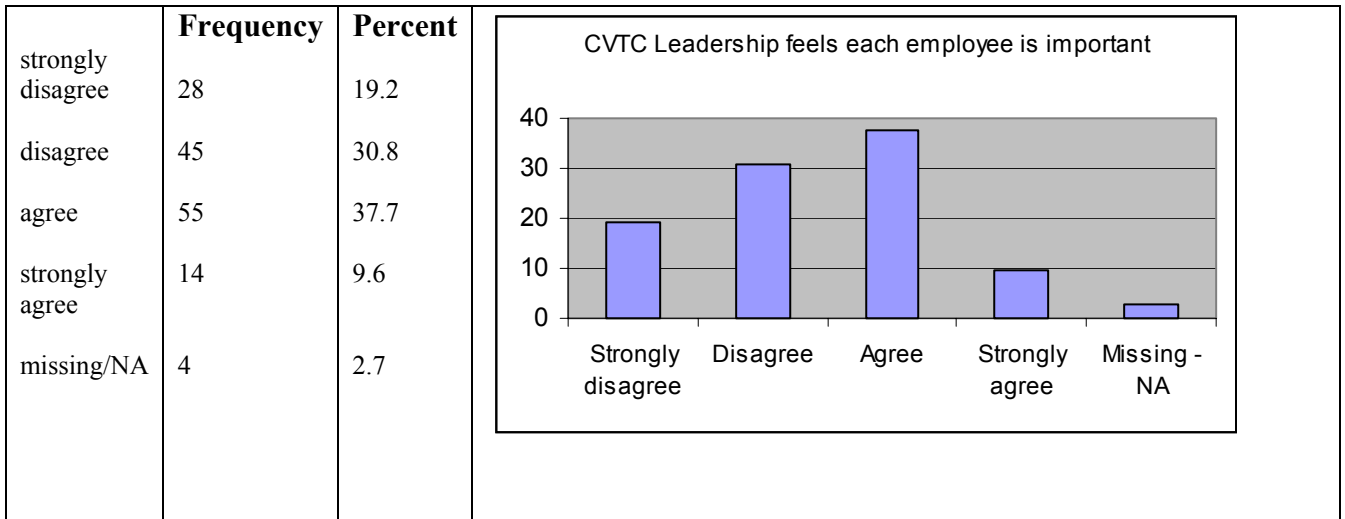
Item 36 It is important that I am recognized for my efforts and accomplishments



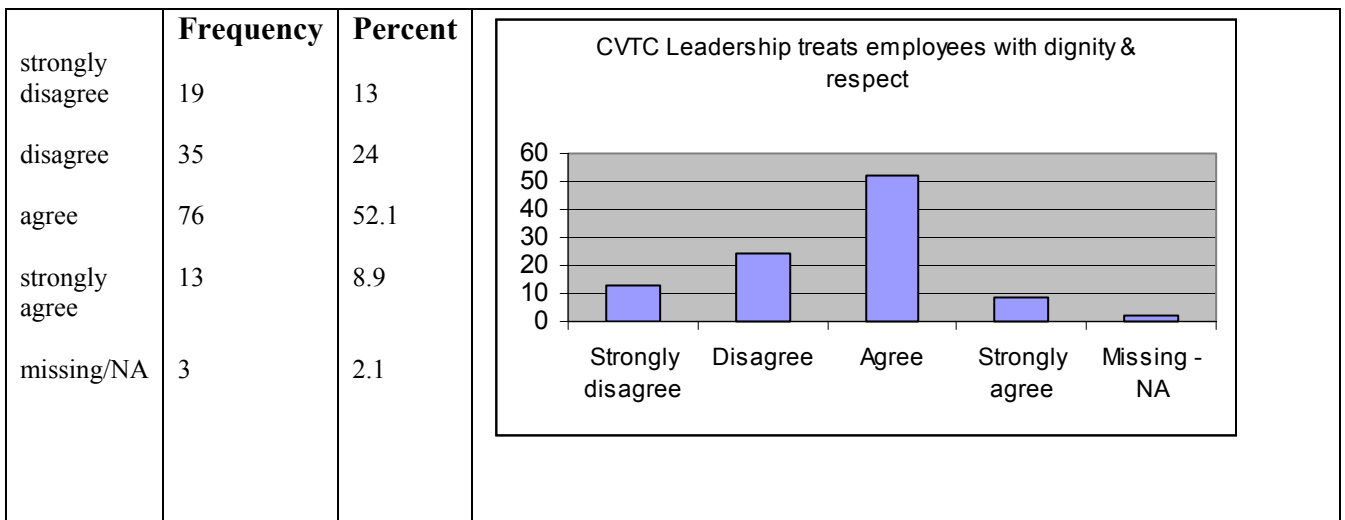
Item 37 CVTC Leadership cares as much about employees as it did two years ago



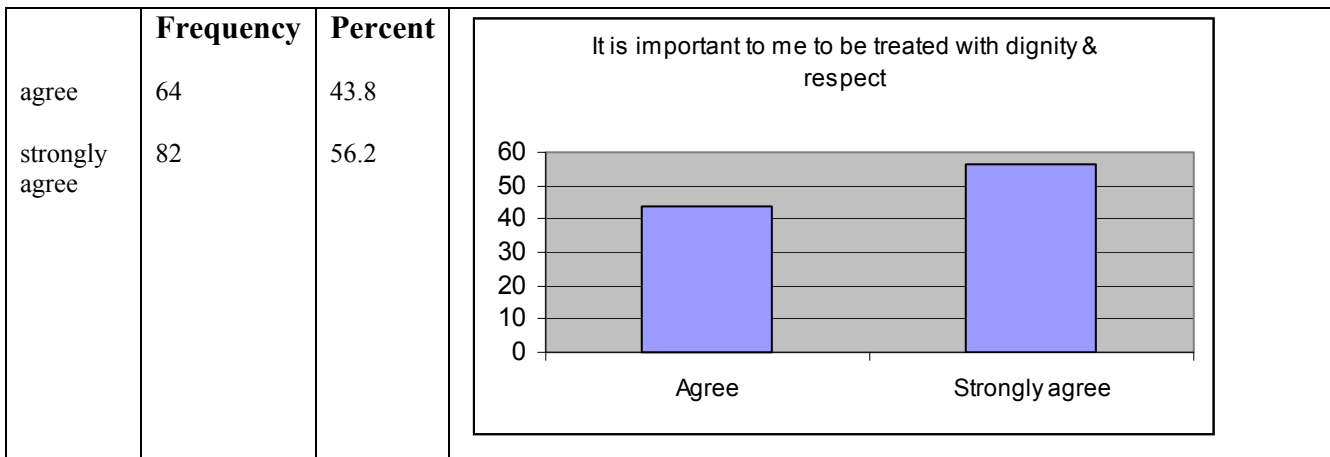
Item 38 CVTC Leadership feels each employee is important



Item 39 CVTC Leadership treats employees with dignity and respect



Item 40 It is important to me to be treated with dignity and respect



Survey Response Comments

Climate assessment CVTC Fall 2002

1. "I think we are too focused on growth and not quality of instruction and ed community"
2. "It is important for people to work other places to appreciate CVTC better"
3. "My supervisor is OK, but the "top leadership" treats support staff with no respect & indifference. Sue Best's job is being outsourced in October. She was going to retire in May after several years of service. It's a slap in the face. Who goes in budget cuts? The lowest paid people at the school. One of "them" counts for three of us!"
4. "To the public, CVTC looks good, but internally there is a great deal of turmoil, unrest and dissatisfaction. I question the effectiveness of some of our leadership"
5. "Workload: Because of change in attitude, as well as adjustments in processes, the workload is not wearing me down as it used to. Boxes still sit on the floor, but do not let it bother me as much. Collegis presence creates an unsettling effect with rumors indicating support staff will be reduced by half"
6. "Please understand this campus is less stressful than at Clairemont, having worked at both campuses. We are a one for all, all for one, we don't have the (IT's?), my job attitude, we all work together and share the load"
7. "I have had a handful of jobs before coming to CVTC and I've never felt so unhappy about what I'm doing. I'm just a number to management. It doesn't matter what thoughts or concerns I may have; As I was told "just do it!"
8. "Teams or committees are asked for their opinion or decision on a subject but leadership and Administration still do what they want. Thus our ideas mean nothing. Why have a committee!! We keep hiring leadership and Adm. Positions but cutting support staff. I thought we were short of money, but that doesn't seem to matter"
9. "We are currently in a dictatorship. Any of our jobs (clerical) can be cut to justify Collegis's existence here"
10. "There are uneasy feelings about more job cuts in spring 2003"
11. "Wonderful atmosphere"
12. "I enjoy working at CVTC but feel a little threatened by Collegis being here and what their intentions are because I hear different rumors from different levels. I feel I don't have any control over Collegis being here so I just keep doing my job"
13. "I'm not sure what the goals of the college are. I'm not in a position to learn things. Some of the staff seem to be unhappy with the changes. Sometimes things have to change in order to make improvements but these changes are painful when people are in danger of losing jobs they love and do well in performance"
14. "Collegis will destroy this college!"
15. "Support staff are underpaid but environment makes up for most of it"
16. "Just hoping to make it to retirement here. Support staff are treated very poorly!"
Great place to work & be but the changes have to settle down!"

17. "Chippewa Falls is a great place to work. Our attitude is that of a family team. We work together to make us all look good."
18. "People are 'afraid' and working in fear of losing their jobs and that makes your future questionable as you near retirement"
19. "The trend over the past few years is that as long as we look good on the surface, it doesn't matter if there is any substance underneath. The goal seems to be to have more part-time staff and faculty than full-time. But part-time people don't have the same commitment and loyalty as full-time people and it shows"
20. "I think CVTC is a good place to work. Each semester we increase our enrollment and management wants to cut back on support staff. We keep trying to work smarter but with increased workload it gets harder and very frustrating"
21. "CVTC appears to be losing the trust it once had at all levels"
22. "Stated vision & strategic objectives don't always mesh with actual vision & objectives carried out"
23. "I don't feel the cohesiveness of employees here that I have at my former places of employment"
24. "I get the impression you are looking or hoping for a specific response. Every job has it's good and bad points. If not for change, most of us would not be working here. I would like to see a survey on our union & it's effect on staff, students & atmosphere. It is good to reflect on these things"
25. "While I believe CVTC will continue to be financially viable, I'm not certain that the steps taken to keep us this way are in the best interests of education and our students"
26. "The workload increases each semester & the support staff lessens each year. I am certain if this continues competent faculty/staff will leave and students graduating will be of lesser competence and the current favorable reputation of CVTC will deteriorate"
27. "Morale and a sense of "togetherness" is, in my opinion, at an all time low. Administration neither cares or has an interest in true education"
28. "Tough to answer some of these; For example our immediate supervisors typically are honest & well-meaning. The upper levels of management are not always either honest or well-meaning"
29. "I certainly hope the results of this survey will be shared with all faculty and not altered in anyway.
30. "I believe that I cannot respond to some of these questions about Leadership - some of the CVTC leaders are excellent and some are very, very poor so I can not evaluate them to (jitve?)
31. "We have some wonderful leaders and some not so – so difficult to answer some. Overall OK"
32. "Some of these statements were answered based on the situation at ESEC since that is where I work and what I am familiar with"
33. "Leadership equates only to the president"
34. "Why are we finding out about "proposed" satellite campus from the local newspaper rather than from the administration"
35. "Stress/workload feels worse at the start of a semester. I can support the college mission/objectives though quality seems to be overlooked in the process"

36. “Although Leadership claims decisions are data driven, in reality, any data available is run through the filter of the President’s wishes and only interpreted to support his goals. **Case in point:** Increases in attendance/enrollment in Technical diploma programs are attributed to structural changes in these programs. In reality, this geographic region experienced a drop in high school graduates at the time enrollment numbers were low. H.S. graduate numbers went up and the economy faltered concurrent with Dr. I’s changes in these programs. These other possible influences are ignored in his reporting. There are many other examples of this phenomenon”
37. “Compared to two years ago, I find my job less satisfying because of a coworker that does not pull his own weight, does not care about our program or his students. In industry, this person would have been let go for this type of job performance and bad attitude, long ago. If things continued as they are, I may have to leave one of the (most rewarding – the students) jobs I’ve ever had”
38. “Building maintenance at this campus is far below the standard that is kept at the Clairemont campus. This effects the learning environment of the students”
39. “Leadership tends to take on all work that CEOs wan regardless of the financial and logistical conditions that presently exist. They then expect us to “make it work” even if it is a bad idea”
40. “This is my second year at CVTC. I have never (in 20 years) worked in such a positive work environment!”
41. “Better climate than at K-12 system that I came from”
42. “Too often CVTC Leadership looks to outside sources for ideas and direction rather than recognizing & seeking input from internal experts. Business & Industry looks to instructors for the same type of guidance that is totally ignored by Leadership”
43. “Decisions are made at top – then communicated without input from most staff – including programs affected”