



2013 Inver Hills Community College Campus Climate Survey Final Report July 23, 2013



APPLIED RESEARCH CENTER
128 Bowman Hall, UW-Stout, Menomonie, WI 54751
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2013 Inver Hills Community College Campus Climate Survey Final Report

Prepared by:
UW-Stout Applied Research Center

Prepared for:
Wendy Marson

Survey created by:
Riverland Community College

Report distributed to:
IHCC Executive Team
Director of Institutional Research



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EXECUTIVE SUMMARY

This is a report of the 2013 Inver Hills Community College Climate Survey. Two hundred forty-two respondents completed the survey for a completed response rate of 64%. The results from the survey will be used to inform the Inver Hills Community College 2014 AQIP system portfolio and to guide future planning. Specifically, the survey assesses the campus organizational culture and structure, goals, management, policies, information and communication links, evaluation, feedback, diversity, and perceptions of service to internal/external customers and stakeholders.

For each of the questions, respondents were presented with a statement and asked to indicate their level of agreement on a 5-point Likert scale where 1 = *Strongly Disagree* and 5 = *Strongly Agree*. Statistical analyses were then conducted to determine if statistical differences existed between the average ratings of faculty and staff employees. For each comparison, effect sizes were calculated to determine the magnitude of the differences to identify practical significance between the groups. For an explanation of practical significance, please refer to page 11 of this report.

The authors believe the data support the following conclusions:

Overall

1. Service to *internal and external customers/stakeholders* and *diversity* had the highest composite mean ratings.
2. Overall, staff rated their agreement with statements related to *goals and management of change* and *diversity* statistically higher than faculty. In each case the mean differences were practically significant.

Organizational Structure

3. The item with the highest mean agreement rating was *I understand my role and responsibilities* ($M = 4.42$).
4. The item with the lowest mean agreement rating was *The administrative team provides effective direction for faculty/staff* ($M = 3.10$).
5. There was a practical difference between staff ($M = 3.59$) and faculty's ($M = 2.99$) average ratings for the item *The MnSCU system office provides effective support for IHCC to achieve its mission*.
6. When asked to provide additional comments, *Organizational Structure* was the theme with the highest frequency of comments (34). Comments in this theme relate to goal discrepancies, top-heavy leadership, process inefficiency, and the need for an updated organizational chart.

Goals of Change Management

7. The item with the highest mean agreement rating was *My work supports the goals of IHCC* ($M = 4.32$).
8. The item with the lowest mean agreement rating was *I understand how the budget is created at IHCC* ($M = 2.72$).
9. There were practical differences between staff and faculty's mean ratings for the items *The College's budget supports its strategic direction* and *I am comfortable with the overall direction in which the College is headed*.
10. When asked to provide additional comments, *Communication* was the theme with the highest frequency of comments (13). Comments in this theme relate to a lack of communication between faculty and administration.

Policies and Procedures

11. The item with the highest mean agreement rating was *College property and equipment are used only for authorized purposes* ($M = 4.04$).
12. The item with the lowest mean agreement rating was *The executive team is willing to be flexible in re-evaluation of its policies and procedures that may not be effective* ($M = 3.08$).
13. When asked to provide additional comments, *Communication* was the theme with the highest frequency of comments (7). Comments in this theme relate to communication about policies and procedures being non-existent or last-minute.

Information and Communication Links

14. The item with the highest mean agreement rating was *I am aware of the College's efforts to retain students* ($M = 4.04$).
15. The item with the lowest mean agreement rating was *People can communicate honestly and openly at IHCC* ($M = 2.99$).
16. There was a practical difference between staff ($M = 4.12$) and faculty's ($M = 3.80$) average ratings for the item *The College projects a good image in the communities it serves*.
17. When asked to provide additional comments, *Ineffective* was the theme with the highest frequency of comments (23). Comments in this theme relate to communication being delayed or non-existent between staff and administration.

Evaluation and Feedback

18. The item with the highest mean agreement rating was *I am comfortable discussing concerns with my supervisors and managers* ($M = 3.61$).
19. The item with the lowest mean agreement rating was *The executive team has an accurate perception of what is happening at the College* ($M = 2.94$).
20. There was a practical difference between staff and faculty agreement ratings for the items *The College has effective methods of evaluating student satisfaction* and *When errors or mistakes are detected, they are brought to the attention of the person who made them so repeated errors are avoided*.
21. When asked to provide additional comments, *Poor Evaluation Practices* was the theme with the highest frequency of comments (21). Comments in this theme relate to current evaluations being inconsistent, poorly sampled, and being inadequate overall.

Diversity

22. The item with the highest mean agreement rating was *IHCC is an inclusive, welcoming place for both women and men* ($M = 4.24$).
23. The item with the lowest mean agreement rating was *The College effectively recruits a diversity of faculty, staff, and students* ($M = 3.72$).
24. There was a practical difference between staff ($M = 4.40$) and faculty ($M = 4.04$) agreement ratings for the item *IHCC is an inclusive and welcoming place for older students, faculty, and staff*.
25. There was a practical difference between staff ($M = 4.44$) and faculty ($M = 4.13$) agreement ratings for the item *IHCC is an inclusive, welcoming place for both women and men*.
26. There was a practical difference between staff ($M = 4.39$) and faculty ($M = 4.09$) agreement ratings for the statement *IHCC is an inclusive, welcoming place for students, faculty, and staff from different racial and ethnic backgrounds*.
27. There was a practical difference between staff ($M = 4.35$) and faculty ($M = 4.05$) agreement ratings for the item *The College environment has an environment that supports diversity*.
28. When asked to provide additional comments, *Diversity Scope* was the theme with the highest frequency of comments (5). Comments in this theme relate to the scope of diversity at IHCC being too narrow.

Service to Internal Customers/Stakeholders

29. The item with the highest mean agreement rating was *My department provides good service to its internal customers* ($M = 4.21$).
30. The item with the lowest mean agreement rating was *My department has a way of gathering information from internal customers about how they value services my department provides them* ($M = 3.53$).
31. There was a practical difference between staff ($M = 4.43$) and faculty ($M = 4.08$) agreement ratings for the statement *My department provides good service to its internal customers*.
32. When asked to provide additional comments, *Students are Not Customers* was the theme with the highest frequency of comments (8). This theme pertains to faculty feeling that students should not be labeled as customers.

Service to External Customers/Stakeholders

33. The item with the highest mean agreement rating was *The College has defined its external customers and stakeholders* ($M = 3.99$).
34. The item with the lowest mean agreement rating was *The College has a way of gathering information from external customers and stakeholders about how they value services my department provides them* ($M = 3.49$).
35. When asked to provide additional comments, *Poor Service* was the theme with the highest frequency of comments (6). Comments in this theme relate to financial cuts resulting in the perception of poorer services provided to students.

TABLES AND FIGURES

Table 1: Demographics: Gender Frequencies	9
Table 2: Demographics: Employee Group Frequencies	9
Table 3: Demographics: Employment Status Frequencies	9
Table 4: Demographics: Years of Service Frequencies	9
Table 5: Overall: Mean Ratings by Section	12
Table 6: Overall: Mean Differences & Effect Sizes between Staff and Faculty	12
Table 7: Organizational Culture: Means & Standard Deviations	13
Table 8: Organizational Culture: Mean Differences & Effect Sizes between Faculty and Staff	14
Table 9: Goals and Management of Change: Means & Standard Deviations	15
Table 10: Goals and Management of Change: Mean Differences & Effect Sizes between Staff and Faculty	16
Table 11: Policies and Procedures: Means & Standard Deviations	17
Table 12: Policy and Procedures: Mean Differences & Effect Sizes between Staff and Faculty	18
Table 13: Information and Communication Links: Means & Standard Deviations	19
Table 14: Information and Communication Links: Mean Differences, Effect Sizes between Staff and Faculty	20
Table 15: Evaluation and Feedback: Means & Standard Deviations	21
Table 16: Evaluation and Feedback: Mean Differences & Effect Sizes between Staff and Faculty	22
Table 17: Diversity: Means, Standard Deviations, & Confidence Intervals	23
Table 18: Diversity: Mean Differences and Effect Sizes between Staff and Faculty	24
Table 19: Perceptions of Internal Service: Means & Standard Deviations	25
Table 20: Perceptions of Internal Service: Mean Differences & Effect Sizes between Staff and Faculty	26
Table 21: Perceptions of External Service: Means & Standard Deviations	27
Table 22: Perceptions of External Service: Mean Differences & Effect Sizes between Staff and Faculty	27
Table 23: Additional Comments about Organizational Culture and Structure	29
Table 24: Additional Comments about Goals and Management of Change	33
Table 25: Additional Comments about Policies and Procedures	36
Table 26: Additional Comments about Information and Communication Links	37
Table 27: Additional Comments about Evaluation and Feedback	39
Table 28: Additional Comments about Diversity	40
Table 29: Additional Comments about Internal Service	42
Table 30: Additional Comments about External Service	43
Table 31: General Comments Overall	45

2013 IHCC Campus Climate Survey
FULL REPORT

OVERVIEW

The following report is an overview of the campus climate survey conducted at Inver Hills Community College (IHCC). Results will be used to inform the Inver Hills Community College 2014 system portfolio and to guide future planning. Specifically, the survey will assess the campus organizational culture and structure, goals, management, policies, information and communication links, evaluation, feedback, diversity, and perceptions of service to internal/external customers and stakeholders.

METHODOLOGY

The campus climate survey assessed participant's level of agreement on a 5-point Likert scale where 1 = *Strongly Disagree* and 5 = *Strongly Agree*. Participants were asked questions regarding eight specific categories including organizational culture and structure, goals and management of change, policies and procedures, information and communication links, evaluation and feedback, diversity, perceptions of service to internal customers and stakeholders, and perceptions of service to external customers and stakeholders. See appendix A for the survey instrument.

Response rate

Inver Hills Community College administrators, managers, supervisors, staff, and faculty were invited to complete an online campus climate survey. A total of 377 participants were invited to complete the survey from March 18th, 2013 to April 15th, 2013. Two hundred seventy-three (273) participants answered at least one question for a response rate of 72% and 242 participants completed the survey for a completed response rate of 64%.

The PARQ/ARC makes every effort to obtain as high a response rate as possible when collecting survey data. This is accomplished by using several efforts identified as best practices in the survey literature, including:

- Pre-survey emails or letters sent out to the sample to let them know the survey is coming
- Encouragement in class by faculty or by email from supervisors asking the sample to complete the survey
- Notices that the survey is currently distributed, using daily e-mail and other means
- Reminder emails to non-respondents
- Incentives when appropriate
- “Branded” surveys identifying them as originating from the PARQ/ARC Office.

Representativeness of the sample and the respondents

There are two ways to examine the representativeness of the sample. One is the response rate. There is no standard for an acceptable response rate, however, the higher the rate, the better. The second is comparing the demographic profiles of the people invited to take the survey. If the profiles are similar, it is an indication that the sample is representative of the population.

Approximately 59% of respondents were females (see Table 1). This is similar to the gender profile of IHCC employees.

Table 1: Demographics: Gender Frequencies

Gender	Frequency (%) of respondents	IHCC
Female	152 (59.40%)	208 (55.47%)
Male	104 (40.60%)	167(44.53%)
Total	256 (100.00%)	375 (100%)

The demographic breakdown of the employee group was similar to the group profile of IHCC employees, with the majority of respondents being faculty (57%) or staff (34%) (see Table 2).

Table 2: Demographics: Employee Group Frequencies

Employee Group	Frequency (%) of respondents	IHCC
Faculty	147 (57.40%)	219 (58.40%)
Staff	87 (34.00%)	126 (33.60%)
Administrators, Managers, & Supervisors	19 (7.42%)	30 (8.00%)
Missing	3 (1.17%)	NA
Total	256 (100%)	375 (100%)

Just over 90% of respondents were full-time, permanent (75%), or adjunct faculty (16%) (see Table 3).

Table 3: Demographics: Employment Status Frequencies

Employment Status	Frequency (%) of respondents	IHCC
Full-Time, Permanent/Unlimited/Seasonal (Faculty & Staff)	193 (75.40%)	247(65.87%)
Adjunct Faculty	42 (16.40%)	*See note below.
Part-Time, Permanent/Unlimited/Seasonal (Faculty & Staff)	12 (4.70%)	119 (31.73%)
Temporary Staff	5 (2.00%)	9 (2.40%)
Missing	4 (1.60%)	NA
Total	256 (100%)	375 (100%)

Note: IHCC demographic data provided differed from survey categories, which further broke down employment categories to include adjunct faculty.

Similar to the demographic profile of IHCC, one-third of the respondents have been at IHCC for 4-10 years (see Table 4).

Table 4: Demographics: Years of Service Frequencies

Years of Service at IHCC	Frequency (%) of respondents	IHCC
4-10 years	91 (35.50%)	124 (33.07%)
More than 10 years	80 (31.30%)	119 (31.73%)
1-3 years	56 (21.90%)	118 (31.47%)
Less than 1 year	29 (11.30%)	14 (3.73%)
Total	256 (100%)	375 (100%)

Data Analysis

Quantitative and qualitative data was collected using Qualtrics, the software used to create and administer the survey electronically.

Quantitative data

Quantitative data was analyzed using SPSS (Statistics Package for the Social Sciences).

Qualitative data

Qualitative responses were analyzed using NVivo software. Themes were identified after an initial reading, and verified by a second reader. Responses were coded into the themes and coding was verified by a second reader.

RESULTS

Quantitative data

The following section presents the results from the quantitative analysis. Data is broken out by survey section, and the mean, standard deviation (SD), and confidence intervals are presented for each statement. Respondents rated their agreement with each statement on a 5-point scale where 1 = *Strongly Disagree* and 5 = *Strongly Agree*. Comparisons between faculty and staff are made to investigate statistical differences in mean agreement ratings between these groups.

Throughout the analysis that follows, statistical differences in mean agreement ratings are identified. Mean ratings offered by faculty are compared to mean ratings offered by staff. Statistical differences mean that the chances are very great that differences observed when comparing mean capacity ratings did not happen by chance.

Effect sizes are also presented. An effect size is a statistical technique used to estimate the magnitude of difference between variables, providing an additional dimension for interpreting results by estimating the practical significance (meaningfulness) of a result. Thus, statistical differences identify where differences exist that are not due to chance, and the effect size identified whether these differences are *meaningful* in practice.

Cohen's d is typically used when comparing two groups. Generally, an effect size is interpreted using three incremental conventions: small, medium, and large.

Regarding Cohen's d :

- Small = .2 and below
- Medium = .5
- Large = .8 and above

The value of d can also be interpreted in standard deviation units, so that a d of .5 indicates a .5 standard deviation difference in the averages. Ferguson¹ suggests that practical significance of results requires a minimum d of 0.41. Thus, meaningful differences occur when there is a statistical difference that has an effect size of greater than 0.41.

¹ Note. From "An Effect Size Primer: A Guide for Clinicians and Researchers," by C. Ferguson, 2009, *Professional Psychology: Research and Practice*, pp. 1-2.

Overall

Table 5 below shows the overall mean ratings for each section of the survey. Composite mean agreement ratings ranged from 3.36 to 4.07. Statements related to *diversity* had the highest composite mean rating of 4.07.

Table 5: Overall: Mean Ratings by Section

Section	N	Mean	SD
Diversity	247	4.07	0.56
Service to Internal Customers and Stakeholders	223	3.87	0.77
Service to External Customers and Stakeholders	221	3.73	0.68
Organizational Culture and Structure	256	3.68	0.63
Information and Communication Links	248	3.63	0.64
Policies and Procedures	248	3.52	0.58
Goals and Management of Change	253	3.49	0.62
Evaluation and Feedback	248	3.36	0.75

Table 6 below shows the comparison overall mean ratings for each survey section by staff and faculty. Overall, IHCC staff agreement ratings for statements related to *goals and management of change* and *diversity* are statistically higher compared to faculty. In each case, there was a medium effect size above 0.41, indicating a practical difference in mean ratings.

Table 6: Overall: Mean Differences & Effect Sizes between Staff and Faculty

Section	Staff	Faculty	Difference	Effect Size
Goals and Management of Change	3.64	3.38	0.26**	0.44
Diversity	4.23	3.99	0.24**	0.44
Evaluation and Feedback	3.50	3.27	0.23*	0.32
Service to Internal Customers and Stakeholders	4.00	3.77	0.23*	0.31
Service to External Customers and Stakeholders	3.85	3.68	0.17	0.26
Information and Communication Links	3.73	3.57	0.16	0.25
Organizational Culture and Structure	3.74	3.62	0.12	0.19
Policies and Procedures	3.55	3.48	0.07	0.13

Note:* Average Difference statistically significant at the .05 level

** Average Difference statistically significant at the .01 level

Organizational Culture

Respondents rated their agreement to a series of statements pertaining to the campus organizational culture. Table 7 below presents the average ratings for each statement. Overall across statements, the mean agreement rating was 3.68. The item with the highest mean agreement rating was *I understand my role and responsibilities* (4.42) while the statement with the lowest mean agreement rating was *The administrative team provides effective direction for faculty/staff* (3.10).

Table 7: Organizational Culture: Means & Standard Deviations

Organizational Culture	Mean	SD
I understand my role and responsibilities.	4.42	0.70
I am proud of the education provided to students at IHCC.	4.34	0.77
There is a feeling of cooperation within my department.	4.16	0.98
I have sufficient authority to do my job.	4.12	0.93
I enjoy coming to work most days.	4.12	0.90
Overall, I am satisfied with my working relationships on campus.	4.02	0.93
My supervisor is well-qualified and motivated.	4.00	1.10
Overall, I understand IHCC's existing organizational culture and structure.	3.67	1.01
High ethical values and integrity are encouraged and practiced throughout the College.	3.56	1.11
I know who belongs to the executive team at IHCC.	3.53	1.25
Employees are treated fairly and equitably.	3.49	1.12
I feel the administrative team respects my role at the College.	3.29	1.21
I know who belongs to the management team at IHCC.	3.28	1.21
The MnSCU system office provides effective support for IHCC to achieve its mission.	3.21	0.94
Inappropriate behavior is dealt with consistently and promptly, and necessary disciplinary action is taken regardless of a faculty/staff's position.	3.18	1.03
There is opportunity for advancement.	3.15	1.16
I understand the College's organizational structure and think it serves IHCC well.	3.13	1.02

Organizational Culture	Mean	SD
The administrative team provides effective direction for faculty/staff.	3.10	1.04

There were statistical differences in mean agreement ratings for 6 of 18 statements. The item with the largest difference in average scores was *The MnSCU system office provides effective support for IHCC to achieve its mission*. The staff had an average rating of 3.59 and the faculty an average rating of 2.99 resulting in a difference of 0.60. There was a medium effect size above 0.41, indicating a practical difference in mean ratings (see Table 8 below).

The item with the second largest difference in average scores was *The administrative team provides effective direction for faculty/staff*. The staff had a mean rating of 3.33 and the faculty a mean rating of 2.94 resulting in a difference of 0.39. There was a medium effect size but no practical difference in mean ratings.

Table 8: Organizational Culture: Mean Differences & Effect Sizes between Faculty and Staff

Organizational Culture	Staff	Faculty	Difference	Effect Size
The MnSCU system office provides effective support for IHCC to achieve its mission.	3.59	2.99	0.60**	0.67
The administrative team provides effective direction for faculty/staff.	3.33	2.94	0.39**	0.40
There is opportunity for advancement.	2.94	3.28	0.34*	0.29
I understand the College's organizational structure and think it serves IHCC well.	3.29	2.99	0.30*	0.29
I am proud of the education provided to students at IHCC.	4.52	4.24	0.28**	0.39
Overall, I am satisfied with my working relationships on campus.	4.21	3.94	0.27*	0.31
I know who belongs to the management team at IHCC.	3.34	3.09	0.25	0.22
I enjoy coming to work most days.	4.03	4.20	0.17	0.19
Overall, I understand IHCC's existing organizational culture and structure.	3.76	3.60	0.16	0.16
My supervisor is well-qualified and motivated.	4.10	3.94	0.16	0.15
High ethical values and integrity are encouraged and practiced throughout the College.	3.65	3.50	0.15	0.14
I know who belongs to the executive team at IHCC.	3.52	3.38	0.14	0.11
There is a feeling of cooperation within my department.	4.27	4.14	0.13	0.14

Organizational Culture	Staff	Faculty	Difference	Effect Size
I feel the administrative team respects my role at the College.	3.32	3.22	0.10	0.08
I have sufficient authority to do my job.	4.08	4.15	0.07	0.08
Inappropriate behavior is dealt with consistently and promptly, and necessary disciplinary action is taken regardless of a faculty/staff's position.	3.17	3.12	0.05	0.05
Employees are treated fairly and equitably.	3.47	3.51	0.04	0.04
I understand my role and responsibilities.	4.43	4.43	0.00	0.00

Note:* Average Difference statistically significant at the .05 level

** Average Difference statistically significant at the .01 level

Goals and Management of Change

Respondents rated their agreement on a series of statements pertaining to the campus goals and Management of Change. Table 9 below presents the mean agreement ratings for each statement. Across statements, the mean agreement rating was 3.49. The statement with the highest mean agreement rating was *My work supports the goals of IHCC* (4.32) and the item with the lowest mean agreement rating was *I understand how the budget is created at IHCC* (2.72).

Table 9: Goals and Management of Change: Means & Standard Deviations

Goals and Management of Change	Mean	SD
My work supports the goals of IHCC.	4.32	0.71
The College provides a safe working environment.	4.04	0.83
I have opportunities to serve on planning and process teams at IHCC.	3.90	0.93
I am aware of the mission, vision, and value statements for IHCC.	3.88	0.86
The College consistently provides outstanding service to students and puts their priorities first.	3.65	1.04
I receive the training opportunities necessary to keep me current with the challenges of my job.	3.63	1.06
I am comfortable with the overall direction in which the College is headed.	3.29	1.06
Overall, I understand IHCC's goals and management of change.	3.24	1.08
I have opportunities to participate in the budget process at IHCC.	3.17	1.07
The College's strategic plan has been adequately communicated	3.17	0.99

Goals and Management of Change	Mean	SD
and implemented throughout the College.		
The College's budget supports its strategic direction.	3.08	1.07
New faculty/staff are provided with the adequate orientation and training to become effective team members.	3.03	1.10
I understand how the budget is created at IHCC.	2.72	1.14

There were statistical differences in mean agreement ratings on 6 of 13 statements. For each statistically different statement, mean agreement ratings were higher for staff compared to faculty. The item with the largest difference in average scores was *The College's budget supports its strategic direction*. The staff had an average rating of 3.41 and the faculty had an average rating of 2.85 resulting in a difference of 0.56. There was a medium effect size above 0.41, indicating a practical difference in mean ratings (see Table 10 below).

The item with the second largest difference in average ratings was *I am comfortable with the overall direction in which the College is headed*. The staff had an average rating of 3.56 and the faculty had an average rating of 3.10 resulting in a difference of 0.46. There was a medium effect size above 0.41, indicating a practical difference in mean ratings.

Table 10: Goals and Management of Change: Mean Differences & Effect Sizes between Staff and Faculty

Goals and Management of Change	Staff	Faculty	Difference	Effect Size
The College's budget supports its strategic direction.	3.41	2.85	0.56**	0.58
I am comfortable with the overall direction in which the College is headed.	3.56	3.10	0.46**	0.46
I understand how the budget is created at IHCC.	2.95	2.53	0.42**	0.39
The College consistently provides outstanding service to students and puts their priorities first.	3.88	3.51	0.37**	0.37
I have opportunities to participate in the budget process at IHCC.	3.33	3.01	0.32*	0.30
My work supports the goals of IHCC.	4.45	4.22	0.23*	0.33
The College's strategic plan has been adequately communicated and implemented throughout the College.	3.31	3.09	0.22	0.23
Overall, I understand IHCC's goals and management of change.	3.35	3.13	0.22	0.21
The College provides a safe working environment.	4.16	3.97	0.19	0.24
I receive the training opportunities necessary to keep me current with the challenges of my job.	3.73	3.55	0.18	0.17

Goals and Management of Change	Staff	Faculty	Difference	Effect Size
I am aware of the mission, vision, and value statements for IHCC.	3.91	3.81	0.10	0.12
New faculty/staff are provided with the adequate orientation and training to become effective team members.	2.99	3.02	0.03	0.03
I have opportunities to serve on planning and process teams at IHCC.	3.90	3.88	0.02	0.02

Note:* Average Difference statistically significant at the .05 level

** Average Difference statistically significant at the .01 level

Campus Policies and Procedures

Respondents rated their agreement on a series of statements pertaining to the campus policies and procedures. Table 11 below presents the mean agreement ratings for each statement. Across statements, the mean agreement rating was 3.52. The item with the highest mean agreement rating was *College property and equipment are used only for authorized purposes* (4.04) and the item with the lowest mean agreement rating was *The executive team is willing to be flexible in reevaluating its policies and procedures that may not be effective* (3.08).

Table 11: Policies and Procedures: Means & Standard Deviations

Policies and Procedures	Mean	SD
College property and equipment are used only for authorized purposes.	4.04	0.64
College property and equipment are protected adequately.	3.98	0.67
I understand the state and federal laws and regulations that have bearing on my job.	3.86	0.85
Overall, I understand the College's existing policies and procedures.	3.70	0.78
The College has made me aware of the state/federal laws and regulations that have a bearing on my job.	3.69	0.87
Work processes and procedures allow me to do my job effectively.	3.65	0.92
The College is prepared to respond to emergencies and possible disasters.	3.33	1.10
The College's policies and procedures are up-to-date and consistent with organizational objectives.	3.28	0.89
I have opportunities to provide input into the College's goals,	3.27	1.02

Policies and Procedures	Mean	SD
direction, policies, and procedures that affect me.		
The College's policies and procedures affecting my job are clearly communicated and understood.	3.27	1.10
My work activities are coordinated with other colleges to ensure efficient operations.	3.23	1.00
The College has effective methods for answering my questions about policies or procedures.	3.14	1.02
The executive team is willing to be flexible in reevaluating its policies and procedures that may not be effective.	3.08	1.01

There were statistical differences in mean agreement ratings for 3 of 13 statements. For each statistically different statement, mean agreement ratings were higher for staff compared to faculty. The item with the largest difference in average scores was *The College has effective methods for answering my questions about policies or procedures*. The staff had an average rating of 3.31 and the faculty an average rating of 2.98 resulting in a difference of 0.33. There was a medium effect size but no practical difference in mean ratings (see Table 12 below).

The item with the second largest difference in average scores was *The College is prepared to respond to emergencies and possible disasters*. The staff had a mean rating of 3.51 and the faculty a mean rating of 3.19 resulting in a difference of 0.32. There was a medium effect size but no practical difference in mean ratings.

Table 12: Policy and Procedures: Mean Differences & Effect Sizes between Staff and Faculty

Policies and Procedures	Staff	Faculty	Difference	Effect Size
The College has effective methods for answering my questions about policies or procedures.	3.31	2.98	0.33*	0.34
The College is prepared to respond to emergencies and possible disasters.	3.51	3.19	0.32*	0.29
The executive team is willing to be flexible in reevaluating its policies and procedures that may not be effective.	3.23	2.92	0.31*	0.33
The College's policies and procedures affecting my job are clearly communicated and understood.	3.42	3.15	0.27	0.25
Overall, I understand the College's existing policies and procedures.	3.79	3.61	0.18	0.24
I understand the state and federal laws and regulations	3.76	3.87	0.11	0.12

Policies and Procedures	Staff	Faculty	Difference	Effect Size
that have bearing on my job.				
College property and equipment are used only for authorized purposes.	3.98	4.08	0.10	0.16
College property and equipment are protected adequately.	4.04	3.95	0.09	0.14
My work activities are coordinated with other colleges to ensure efficient operations.	3.13	3.22	0.09	0.09
I have opportunities to provide input into the College's goals, direction, policies, and procedures that affect me.	3.19	3.27	0.08	0.08
Work processes and procedures allow me to do my job effectively.	3.61	3.69	0.08	0.09
The College has made me aware of the state/federal laws and regulations that have a bearing on my job.	3.64	3.70	0.06	0.07
The College's policies and procedures are up-to-date and consistent with organizational objectives.	3.27	3.27	0.00	0.00

Note:* Average Difference statistically significant at the .05 level

** Average Difference statistically significant at the .01 level

Information and Communication Links

Respondents rated their agreement on a series of statements pertaining to campus information and communication links. Table 13 below presents the mean agreement ratings for each statement. Across statements, the mean agreement rating was 3.63. The item with the highest mean agreement rating was *I am aware of the College's effort to retain students* (4.04). The item with the lowest mean agreement rating was *People can communicate honestly and openly at IHCC* (2.99).

Table 13: Information and Communication Links: Means & Standard Deviations

Information and Communication Links	Mean	SD
I am aware of the College's efforts to retain students.	4.04	0.85
The College projects a good image in the communities it serves.	3.93	0.78
The College provides technology that meets my professional needs to perform my job.	3.90	0.98
Overall, I understand the information and communication provided by the College.	3.78	0.77

The College catalog, website, and other promotional materials provide fair representation of the College.	3.68	0.93
In my decision making capacity, I receive timely and accurate information needed to manage my work.	3.59	1.00
The College's communication methods are sufficient to keep me adequately informed about important matters.	3.40	1.07
Communications across the College allow me to perform my job effectively.	3.37	1.05
People can communicate honestly and openly at IHCC.	2.99	1.16

There were statistical differences in mean agreement ratings for 1 of 9 statements. Staff and faculty ratings only differed significantly regarding the item *The College projects a good image in the communities it serves*. The staff had an average rating of 4.12 and the faculty an average rating of 3.80 resulting in a difference of 0.32 (see Table 14 below). There was a medium effect size above 0.41, indicating a practical difference in mean ratings.

Table 14: Information and Communication Links: Mean Differences & Effect Sizes between Staff and Faculty

Information and Communication Links	Staff	Faculty	Difference	Effect Size
The College projects a good image in the communities it serves.	4.12	3.80	0.32**	0.42
The College provides technology that meets my professional needs to perform my job.	4.06	3.80	0.26	0.27
Communications across the College allow me to perform my job effectively.	3.50	3.32	0.18	0.17
In my decision making capacity, I receive timely and accurate information needed to manage my work.	3.71	3.54	0.17	0.17
The College catalog, website, and other promotional materials provide fair representation of the College.	3.78	3.61	0.17	0.18
The College's communication methods are sufficient to keep me adequately informed about important matters.	3.51	3.36	0.15	0.14
Overall, I understand the information and communication provided by the College.	3.87	3.73	0.14	0.18
I am aware of the College's efforts to retain students.	3.95	4.05	0.10	0.11
People can communicate honestly and openly at IHCC	3.02	2.93	0.09	0.08

Note:* Average Difference statistically significant at the .05 level

** Average Difference statistically significant at the .01 level

Evaluation and Feedback

Respondents rated their agreement on a series of statements pertaining to campus evaluation and feedback. Table 15 below presents the mean agreement ratings for each statement. Across statements, the overall mean agreement rating was 3.36. The item with the highest mean agreement rating was *I am comfortable discussing concerns with my supervisors and managers* (3.61) and the item with the lowest mean agreement rating was *The executive team has an accurate perception of what is happening at the College* (2.94).

Table 15: Evaluation and Feedback: Means & Standard Deviations

Evaluation and Feedback	Mean	SD
I am comfortable discussing concerns with my supervisors and managers.	3.61	1.20
Overall, I understand the College's evaluation and feedback methods.	3.49	0.88
My performance evaluations are timely and constructive.	3.48	1.10
When errors or mistakes are detected, they are brought to the attention of the person who made them so repeated errors are avoided.	3.44	0.86
Performance measures for individuals are fair and provide a reliable basis for evaluations.	3.39	0.97
Reported problems are taken seriously and resolved appropriately.	3.37	0.97
I feel my contributions of the College are recognized and valued appropriately.	3.29	1.16
The College has effective methods of evaluating student satisfaction.	3.20	1.01
An effective method exists for employees to report suspected improprieties without fear of reprisal.	3.13	1.05
The executive team has an accurate perception of what is happening at the College.	2.94	1.07

There were statistical differences in mean agreement ratings for 5 of 10 statements. The item with the largest difference in average scores was *The College has effective methods of evaluating student satisfaction*. The staff had an average rating of 3.49 and the faculty an average rating of 3.01 resulting in a difference of 0.48. There was a medium effect size above 0.41, indicating a practical difference in mean ratings (see Table 16 below).

The item with the second largest difference in average scores was *When errors or mistakes are detected, they are brought to the attention of the person who made them so repeated errors are avoided*. The staff had a mean rating of 3.70 and the faculty a mean rating of 3.28 resulting in a difference of 0.42. There was a medium effect size above 0.41, indicating a practical difference in mean ratings.

Table 16: Evaluation and Feedback: Mean Differences & Effect Sizes between Staff and Faculty

Evaluation and Feedback	Staff	Faculty	Difference	Effect Size
The College has effective methods of evaluating student satisfaction.	3.49	3.01	0.48**	0.50
When errors or mistakes are detected, they are brought to the attention of the person who made them so repeated errors are avoided.	3.70	3.28	0.42**	0.53
I am comfortable discussing concerns with my supervisors and managers.	3.83	3.45	0.38*	0.33
My performance evaluations are timely and constructive.	3.73	3.37	0.36*	0.34
Performance measures for individuals are fair and provide a reliable basis for evaluations.	3.62	3.27	0.35**	0.38
Reported problems are taken seriously and resolved appropriately.	3.45	3.28	0.17	0.18
I feel my contributions of the College are recognized and valued appropriately.	3.34	3.23	0.11	0.10
The executive team has an accurate perception of what is happening at the College.	2.97	2.89	0.08	0.08
An effective method exists for employees to report suspected improprieties without fear or reprisal.	3.17	3.11	0.06	0.06
Overall, I understand the College's evaluation and feedback methods.	3.51	3.47	0.04	0.05

Note:* Average Difference statistically significant at the .05 level

** Average Difference statistically significant at the .01 level

Diversity

Respondents rated their agreement on a series of statements pertaining to campus diversity. Table 17 below presents the mean agreement ratings for each statement. Across statements, the mean agreement rating was 4.07. The statement with the highest mean agreement rating was *IHCC is an inclusive, welcoming place for both women and men* (4.24). The item with the lowest mean agreement rating was *The College effectively recruits a diversity of faculty, staff, and students* (3.72).

Table 17: Diversity: Means, Standard Deviations, & Confidence Intervals

Diversity	Mean	SD
IHCC is an inclusive, welcoming place for both women and men.	4.24	0.67
IHCC is an inclusive, welcoming place for gay, lesbian, bisexual, and transgender people.	4.20	0.65
IHCC is an inclusive, welcoming place for students, faculty and staff from different racial and ethnic backgrounds.	4.19	0.68
Campus events and activities reflect the interests of diverse groups.	4.17	0.72
IHCC is an inclusive, welcoming place for people of all religions.	4.16	0.76
IHCC is an inclusive and welcoming place for older students, faculty, and staff.	4.16	0.82
The College provides programs that enable me to increase my awareness of diversity issues.	4.15	0.67
The College has an environment that supports diversity.	4.15	0.68
Overall, I understand that college's climate as it relates to diversity issues.	3.99	0.68
The College collects information and assesses its efforts at promoting diversity.	3.94	0.72
There are clear procedures for addressing instances of discrimination at IHCC.	3.91	0.84
IHCC is an accessible, inclusive, welcoming place for people with disabilities.	3.86	0.96
The College effectively recruits a diversity of faculty, staff, and students.	3.72	0.88

There were statistical differences in mean agreement ratings for 9 of 13 statements. For each statistically different statement, mean agreement ratings were higher for staff compared to faculty. The item with the largest difference in average scores was *IHCC is an inclusive and welcoming place for older students, faculty, and staff*. The staff had an average rating of 4.40 and the faculty an average rating of 4.04 resulting in a difference of 0.36. There was a medium effect size above 0.41, indicating a practical difference in mean ratings (see Table 18 below).

The item with the second largest difference in average scores was *The College effectively recruits a diversity of faculty, staff, and students*. The staff had a mean rating of 3.95 and the faculty a mean rating of 3.60 resulting in a difference of 0.40. There was a medium effect size but no practical difference in mean ratings.

Table 18: Diversity: Mean Differences and Effect Sizes between Staff and Faculty

Diversity	Staff	Faculty	Difference	Effect Size
IHCC is an inclusive and welcoming place for older students, faculty, and staff.	4.40	4.04	0.36**	0.50
The College effectively recruits a diversity of faculty, staff, and students.	3.95	3.60	0.35**	0.40
IHCC is an inclusive, welcoming place for both women and men.	4.44	4.13	0.31**	0.49
IHCC is an inclusive, welcoming place for students, faculty and staff from different racial and ethnic backgrounds.	4.39	4.09	0.30**	0.46
The College has an environment that supports diversity.	4.35	4.05	0.30**	0.46
IHCC is an inclusive, welcoming place for people of all religions.	4.35	4.06	0.29**	0.39
The College collects information and assesses its efforts at promoting diversity.	4.08	3.82	0.26*	0.37
IHCC is an inclusive, welcoming place for gay, lesbian, bisexual, and transgender people.	4.35	4.11	0.24**	0.39
Campus events and activities reflect the interests of diverse groups.	4.30	4.09	0.21*	0.29
IHCC is an accessible, inclusive, welcoming place for people with disabilities.	4.02	3.79	0.23	0.24
There are clear procedures for addressing instances of discrimination at IHCC.	4.01	3.85	0.16	0.19
The College provides programs that enable me to	4.24	4.10	0.14	0.21

Diversity	Staff	Faculty	Difference	Effect Size
increase my awareness of diversity issues.				
Overall, I understand that college's climate as it relates to diversity issues.	4.05	3.95	0.10	0.15

Note:* Average Difference statistically significant at the .05 level

** Average Difference statistically significant at the .01 level

Perceptions of Service to Internal Customers and Stakeholders

Respondents rated their agreement on a series of statements pertaining to perceptions of service to internal customers and stakeholders. Table 19 below presents the mean ratings for each statement. Across statements, the overall mean agreement rating was 3.87. The item with the highest mean agreement rating was *My department provides good service to its internal customers* (4.21) and the item with the lowest mean agreement rating was *My department has a way of gathering information from internal customers about how they value services my department provides them* (3.53).

Table 19: Perceptions of Internal Service: Means & Standard Deviations

Perceptions of Service to Internal Customers and Stakeholders.	Mean	SD
My department provides good service to its internal customers.	4.21	0.81
My department maintains good customer relations with internal customers.	4.06	0.81
My department has defined its internal customers.	4.02	0.85
My department knows the requirements of its internal customers.	3.99	0.86
Overall, I understand the services my department provides to internal customers.	3.99	0.92
My department has a way of gathering information from internal customers about their satisfaction with our services.	3.68	1.07
My department has a method or process for improving services to internal customers.	3.62	1.00
My department has a way of gathering information from internal customers about how they value services my department provides them.	3.53	1.06

There were statistical differences in mean agreement ratings for 3 of 8 statements. For each statistically different statement, mean agreement ratings were higher for staff compared to faculty. The item with the largest difference in average scores was *My department provides good service to its internal customers*. The staff had an average rating of 4.43 and the faculty an average rating of 4.08 resulting in a difference of 0.35. There was a medium effect size above 0.41, indicating a practical difference in mean ratings (see Table 20 below).

Table 20: Perceptions of Internal Service: Mean Differences & Effect Sizes between Staff and Faculty

Perceptions of Service to Internal Customers and Stakeholders.	Staff	Faculty	Difference	Effect Size
My department provides good service to its internal customers.	4.43	4.08	0.35**	0.46
Overall, I understand the services my department provides to internal customers.	4.13	3.85	0.28*	0.31
My department maintains good customer relations with internal customers.	4.23	3.96	0.27*	0.36
My department has defined its internal customers.	4.12	3.92	0.20	0.24
My department has a way of gathering information from internal customers about how they value services my department provides them.	3.77	3.62	0.15	0.14
My department knows the requirements of its internal customers.	4.03	3.94	0.09	0.10
My department has a method or process for improving services to internal customers.	3.66	3.57	0.09	0.09
My department has a way of gathering information from internal customers about their satisfaction with our services.	3.55	3.51	0.04	0.04

Note:* Average Difference statistically significant at the .05 level

** Average Difference statistically significant at the .01 level

Perceptions of Service to External Customers and Stakeholders

Respondents rated their agreement on a series of statements pertaining to perceptions of service to external customers and stakeholders. Table 21 below presents the mean scores for each statement. Across statements, the overall mean agreement rating was 3.73. The item with the highest mean agreement rating was *The College has defined its external customers and stakeholders* (3.99) and the item with the lowest mean agreement rating was *The College has a way of gathering information from external customers and stakeholders about how they value services my department provides them* (3.49).

Table 21: Perceptions of External Service: Means & Standard Deviations

Perceptions of Service to External Customers and Stakeholders.	Mean	SD
The College has defined its external customers and stakeholders.	3.99	0.72
Overall, I understand the services my department provides to external customers and stakeholders.	3.91	0.81
The College provides good service to its external customers and stakeholders.	3.8	0.89
The College maintains good customer relations with external customers and stakeholders.	3.73	0.8
The College knows the requirements of its external customers and stakeholders.	3.73	0.85
The College has a way of gathering information from external customers and stakeholders about their satisfaction with our services.	3.58	0.91
The College has a method or process for improving services to external customers and stakeholders.	3.54	0.84
The College has a way of gathering information from external customers and stakeholders about how they value services my department provides them.	3.49	0.93

There were statistical differences in mean agreement ratings for 2 of 8 statements. For each statistically different statement, mean agreement ratings were higher for staff compared to faculty. The item with the largest difference in average scores was *The College provides good service to its external customers and stakeholders*. The staff had an average rating of 3.99 and the faculty an average rating of 3.71 resulting in a difference of 0.28. There was a medium effect size but no practical difference in mean ratings (see Table 22 below).

Table 22: Perceptions of External Service: Mean Differences & Effect Sizes between Staff and Faculty

Perceptions of Service to External Customers and Stakeholders.	Staff	Faculty	Difference	Effect Size
The College provides good service to its external customers and stakeholders.	3.99	3.71	0.28*	0.32
Overall, I understand the services my department provides to external customers and stakeholders.	4.05	3.82	0.23*	0.30
The College maintains good customer relations with external customers and stakeholders.	3.85	3.66	0.19	0.25

Perceptions of Service to External Customers and Stakeholders.	Staff	Faculty	Difference	Effect Size
The College has defined its external customers and stakeholders.	4.09	3.91	0.18	0.26
The College has a way of gathering information from external customers and stakeholders about their satisfaction with our services.	3.70	3.53	0.17	0.19
The College knows the requirements of its external customers and stakeholders.	3.82	3.70	0.12	0.15
The College has a method or process for improving services to external customers and stakeholders.	3.58	3.52	0.06	0.07
The College has a way of gathering information from external customers and stakeholders about how they value services my department provides them.	3.52	3.46	0.06	0.06

*Note: * Average Difference statistically significant at the .05 level*

*** Average Difference statistically significant at the .01 level*

Qualitative

The following section presents the analysis results from the qualitative questions. Comments contained in the tables are representative, not inclusive. Percentages were calculated by dividing the number of comments for each theme by the number of respondents (N =256). Main theme frequencies include both comments coded at the main theme and comments coded at the related sub-themes. Examples of comments are directly taken from respondents and are not edited for spelling/grammar. Comments edited for length are indicated by an ellipsis (...).

NVivo software was also used to outline which courses the comments referenced. Thirteen total courses were presented with reference frequencies, organized by descending order of the identified main and sub-themes.

Additional Comments: Organizational Culture and Structure

Participants were asked to provide any additional comments about IHCC's organizational structure. Fifteen themes and subthemes were identified with a total of 118 comments from 256 respondents. The theme with the highest frequency of comments was *Organizational Structure* with 34 total comments coded (see Table 23). This theme included comments pertaining to the organizational structure being muddled, top-heavy, goal discrepancies, process inefficiency, and a need for an updated organizational chart. The theme with the second highest frequency of comments was *Reciprocity* with 29 total comments coded. This theme included comments relating to a lack of a cooperative working relationship between administration and faculty, lack of input in decision making, and leadership competency.

Table 23: Additional Comments about Organizational Culture and Structure

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
Organizational Structure		Organizational structure is muddy; lack of understanding of organizational structure	34 total comments 10 (4%)	<ul style="list-style-type: none"> • <i>Sometimes the organizational structure becomes a bit "muddy" ...</i> • <i>It seems that we are restructuring a bit right now, so there is a little uncertainty about the exact current structure and what it will be in the near future.</i> • <i>There is ambiguity about the administrative organizational structure</i>
	Goal Discrepancy	Favor of education as the main goal of IHCC and perceive administration as favoring IHCC as a business or corporation	11 (4%)	<ul style="list-style-type: none"> • <i>...Inver has increased its middle management in the last few years - has it improved service to students?</i> • <i>... Our value system has changed from educating and caring for students to production and numbers...</i> • <i>...This organization is run more like a corporation that an educational institution...</i>

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
	Top-heavy Leadership	Leadership is top-heavy	7 (3%)	<ul style="list-style-type: none"> • <i>Seems top heavy...</i> • <i>The admin. needs to be less top heavy...</i> • <i>There seem to be many directors of things...</i>
	Organizational Chart	Creating an organizational chart that employees can consult so they can understand how the organization is structured	3 (1%)	<ul style="list-style-type: none"> • <i>Do you have a chart? I'm not sure where to find one.</i> • <i>Organizational tree should be posted online - even if only for internal access.</i> • <i>It could be helpful to have an organizational structure on paper with names, etc., in a format showing the executive team and management team and other leadership roles.</i>
	Process Efficiency	Inefficiency created by the many different channels involved in decision-making on campus; a lot of effort expended for a small change	3 (1%)	<ul style="list-style-type: none"> • <i>... There are times when I feel that I do not have enough autonomy in my position to do my job efficiently, and that it sometimes takes an "act of congress" to make a small decision...</i> • <i>there is still an "old guard" mentality with some in IHCC management, which faculty experience on a day-to-day basis.</i> • <i>I feel that the MnSCU classification and approval process is not equitable across the organizational chart and creates difficulties for certain divisions to attract the right people to perform the job...</i>
Reciprocity		Lacking a cooperative working relationship between administration and faculty	29 total comments 8 (3%)	<ul style="list-style-type: none"> • <i>There is little if any real give and take between faculty and administration. The administration does what it wants when it wants to do it...</i> • <i>There is an adversarial tone between Faculty and Administration that I do not think is healthy...</i> • <i>... Adm, should Advocate for faculty, not antagonize.</i>
	Decision-Making	Lack of faculty input in decision-making; faculty are told of important	12 (5%)	<ul style="list-style-type: none"> • <i>Decisions are made without the input of faculty - although input may be asked for, I think it is mostly ignored...</i> • <i>...need to do a better job of incorporating faculty</i>

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
		decisions after they have been made		<p><i>input in decision making...</i></p> <ul style="list-style-type: none"> • ...administrators telling everyone what to do and giving less information and decision making to faculty and staff...
	Leadership Competency	Leaders lack teaching experience or content knowledge of the unit they are leading (e.g. Deans)	9 (4%)	<ul style="list-style-type: none"> • <i>We desperately need qualified counselors to support students with significant personal issues.</i> • <i>There are people/positions given much more power over the college as a whole than they ought to have; this is a real problem when the quality of education offered is greatly affected...</i> • <i>I don't know my supervisor well but several faculty members are not happy with its leadership skills...</i>
Morale		Campus morale is perceived to be low	16 total comments 11 (4%)	<ul style="list-style-type: none"> • <i>... I do not always feel that everyone is treated equally with regard to their attendance or lack there of.</i> • <i>I have found the environment on the campus in the last few years to be oppressive and even "toxic," since that appears to be the current "buzz" word...</i> • <i>It feels like things are in flux and that the administration does not respect what the faculty do/have done. Our skills and time are not valued.</i>
	Trust Issues	Lack of trust of administration among faculty; faculty are afraid to speak their mind for fear of retribution	5 (2%)	<ul style="list-style-type: none"> • <i>At times, I have felt that administrators were not honest with faculty, and this has led to a lot of mistrust...</i> • <i>...lack of transparency breeds a lack of trust and is demoralizing as professionals.</i> • <i>...The current leaders < ADMIN> have created an atmosphere of fear, demoralization, and distrust. It is so sad.</i>
Communication		Lack of communication between faculty and administration	15 (6%)	<ul style="list-style-type: none"> • <i>... Communication lines consistently fail or are nonexistent...</i> • <i>...There needs to be more communication throughout the college, maybe reorganize, regroup with the staff to make IHCC an enjoyable place for people to</i>

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
				<p><i>come to work...</i></p> <ul style="list-style-type: none"> • <i>often a breakdown or lack of communication by one individual or another when communicating across departments or buildings...</i>
Job Satisfaction		Overall satisfaction working at IHCC	9 (4%)	<ul style="list-style-type: none"> • <i>... I, personally don't have many frustrations, i enjoy my area of work and strive for excellence in my area...</i> • <i>... I feel that all employees that I have dealt with in my position have shown me respect and that they value my contribution to the college...</i> • <i>Overall I am satisfied with IHCC and how it's Organizational Structure is setup...</i>
Staffing Inconsistency		High turnover of employees (e.g. faculty, administration) which leads to confusion regarding who is in charge	5 (2%)	<ul style="list-style-type: none"> • <i>Because of turnover, I really don't know who is on the Administrative team...</i> • <i>...Unfortunately the lack of a department chair or program director causes our area to be disjointed, giving a mix of messages and ultimately a less desirable student experience...</i> • <i>... It is also uncertain what the plan is for campus jobs and student workers. I don't think it is a good practice to replace regular workers with student workers.</i>
Culture Shift		Shift of campus culture from being supportive and collaborative to being more authoritative	4 (2%)	<ul style="list-style-type: none"> • <i>The institution has changed so dramatically in the last three years...</i> • <i>Inver Hills has gone from a very positive campus that other MnSCU campuses envied to one that is negative in just a couple of years. We no longer have the reputation we once had...</i> • <i>The administrative culture on this campus regarding letting faculty and staff know where new rules are coming from was bad when I first came to IHCC and has been getting worse.</i>

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
Other		Various comments that do not pertain to developed themes	6 (2%)	<ul style="list-style-type: none"> • <i>Why?</i> • <i>I feel there is little opportunity for vertical advancement; It seems like there is usually more responsibly added on without a change in title or pay.</i> • <i>I do not know the answers to all of the questions above...</i>

Additional Comments: Goals and Management of Change

Participants were asked to provide any additional comments about IHCC’s goals of change management. Nine themes were identified with a total of 66 comments from 256 respondents. The theme with the highest frequency of comments was *Communication* with 13 total comments coded (see Table 24). This theme included comments about a lack of communication between faculty and administration. The theme with the second highest frequency of comments was *Unclear Vision* with 11 total comments coded. This theme included comments regarding a lack of understanding about IHCC’s organizational vision.

Table 24: Additional Comments about Goals and Management of Change

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
Communication		Lack of communication between employee groups; communication is non-existent or last-minute; contradictory information is presented	13 (5%)	<ul style="list-style-type: none"> • <i>I feel there is an overall lack of communication when change is happening</i> • <i>There is not consistent communication on goals, initiatives...</i> • <i>... Communication about the changes made and input from people who the changes impacted, have been minimal and insufficient...</i>
Unclear Vision		Vision of IHCC is not clearly understood	11 (4%)	<ul style="list-style-type: none"> • <i>It is not clear the vision and goals are reflected in the actions of the maagement team, especially in terms of scheduling.</i> • <i>It seems there is a gap in understanding of the mission and vision of the college and MNSCU's goals.</i> • <i>Sometimes we get mixed messages regarding the direction of the school's goals.</i>

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
Change for Change		Making changes for the sake of making changes; no buy-in with decisions among faculty; decisions that benefit administration only	9 (4%)	<ul style="list-style-type: none"> • <i>...it is my perception that sometimes changes is done to exercise authority and not for the service of students.</i> • <i>I believe sometimes changes are made to quickly...</i> • <i>The priorities change too often and no time to actually execute and build upon these priorities is not given its due amount.</i>
Lack of Student Support		Decisions made on campus do not address the needs of students (e.g. scheduling); student services are poor; students are not a priority	9 (4%)	<ul style="list-style-type: none"> • <i>There is a lot of lip service paid to putting the needs of students first. Not all campus practices support this, particularly for our part-time students...</i> • <i>College does not consider the realities of student body: non traditional students, students with families & full time jobs. Scheduling does NOT reflect this.</i> • <i>Many departments in Student Services are suffering from the feeling of being devalued.</i>
Unclear Question Wording		The phrase "understanding with IHCC's goals" was confusing	6 (2%)	<ul style="list-style-type: none"> • <i>I don't understand the last statement. What does it mean to "understand with IHCC's goals"?</i> • <i>What does Management of Change mean?</i> • <i>"Overall, I understand with IHCC's goals and management of change" is not a clear question.</i>
Safety		IHCC needs to address safety on campus (e.g. provide more security guards, provide more safety training for emergency scenarios)	4 (2%)	<ul style="list-style-type: none"> • <i>Some aspects of safety are quite high, like in labs, but I do not feel that the college has a safety plan if there were a disaster or campus emergency...</i> • <i>Instructors should be able to lock doors (the ones with the electronic fobs) from the inside of the classroom.</i> • <i>Regarding a safe working environment: There is very little security on campus...</i>
Profit Focus		Perceived focus of IHCC is to make a profit instead to serve students and the community	3 (1%)	<ul style="list-style-type: none"> • <i>I think I understand the College's goal . . . to earn bonus money from MnSCU for cutting costs.</i> • <i>It appears that the goal of the college is to become a for-profit institution that is only interested in fleecing students of their tuition dollars...</i>

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
				<ul style="list-style-type: none"> • ...Our management team seems more interested in profit than education.
Orientation Issues		Orientation sessions are not informative; goals/mission of IHCC are not communicated during orientation; new faculty are left to learn a lot on their own	3 (1%)	<ul style="list-style-type: none"> • ... I did not receive much orientation when I started, kind of a sink or swim situation, but fortunately I am a self-starter and a quick study... • As an adjunct faculty, I was not provided with any guidelines, expectations, orientation or procedure/policy manual. I've had to self-teach these things. • I am very self-motivated and find out how to do things on my own but as a new staff person, there is not a very good model for orientation or "how to find etc" for my position.
Other		Various comments that do not pertain to developed themes	8 (3%)	<ul style="list-style-type: none"> • See above. • professional development funds are inadequate to remain proficient in best of practices in education • I did not respond to the previous question as it didn't make sense...

Additional Comments: Policies and Procedures

Participants were asked to provide any additional comments about IHCC's policies and procedures. Four themes were identified with a total of 22 comments from 256 respondents. The theme with the highest frequency of comments was *Communication* with 7 total comments coded (see Table 25). This theme included comments about communication being non-existent or last minute. The theme with the second highest frequency of comments was *Faculty Input Not Implemented* with 6 total comments coded. This theme included comments pertaining to faculty feeling their input has little influence regarding decision-making on campus.

Table 25: Additional Comments about Policies and Procedures

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
Communication		Lack of communication or communication is non-existent or last-minute; responsibilities are not clarified	7 (3%)	<ul style="list-style-type: none"> • <i>We struggle with communication-...</i> • <i>communication is the key and there is room for improvement. Changes in one department do affect others though that may not have been thought of or discussed before a decision is made.</i> • <i>...Communication up to now seems less than adequate...</i>
Faculty Input Not Implemented		Employees are able to provide input, but input is not implemented	6 (2%)	<ul style="list-style-type: none"> • <i>Input is not the same as influence. We all have input on many issues. That is no guarantee it will not be ignored.</i> • <i>input from the people doing the work of supporting and education students is ignored</i> • <i>- Faculty are often asked for input, but it has become a hollow gesture as input is seemingly never considered in decision-making...</i>
Emergency Preparedness		IHCC needs to address safety on campus (e.g. provide more security guards, provide more safety training for emergency scenarios); IHCC campus is not prepared for emergency scenarios	5 (2%)	<ul style="list-style-type: none"> • <i>There should be time provided on duty days to have a practice drill for emergency situations.</i> • <i>I remain concerned about safety and security in the event that we should experience gun violence on our campus..</i> • <i>... - The college is NOT AT ALL PREPARED for any kind of emergency...</i>
Other		Various comments that do not pertain to developed themes	4 (2%)	<ul style="list-style-type: none"> • <i>HR policies and procedures are barriers to success...</i> • <i>I feel that it is up to me to know what is needed for my job...</i> • <i>IHCC makes adequate efforts to communicate it's policies and procedures</i>

Additional Comments: Information and Communication Links

Participants were asked to provide any additional comments about IHCC’s information and communication links. Six themes were identified with a total of 46 comments from 256 respondents. The theme with the highest frequency of comments was *Ineffective* with 23 total comments coded (see Table 26). This theme included comments about communication being delayed or non-existent between faculty and administration. The theme with the second highest frequency of comments was *Technology* with 8 total comments coded. This theme included comments relating to issues with D2L, departmental websites and services provided by the IT department.

Table 26: Additional Comments about Information and Communication Links

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
Ineffective		Lack of communication between faculty and administration; communication is non-existent or last-minute; contradictory information is received	23 total comments 17 (7%)	<ul style="list-style-type: none"> • <i>The college does not communicate anything. That is why we have so much small talk is from the things that people are hearing. Email is are the college official communication but it is not practiced</i> • <i>...communication has traditionally been bad, but it has gone to the worst place it's ever been. You get a different answer from each administrator.</i> • <i>Email is the main communication, and we receive none. It is surprising sometimes, when we are not informed of major policy changes.</i>
	Delayed	Communication is delayed with employees learning of decisions after the fact	6 (2%)	<ul style="list-style-type: none"> • <i>I feel like sometimes I am the last to know about change happening that directly affects my work</i> • <i>... Information I receive to help me do my job is often last minute or not at all...</i> • <i>Communication of decisions that affect classes (scheduling etc.) seem to pop up out of nowhere and then faculty are suppose to alter their classes/ do more paper work at the drop of a hat to accomodate those decisions...</i>
Technology		Issues related to technology, especially with D2L, department websites, and services provided by the IT department	8 (3%)	<ul style="list-style-type: none"> • <i>Descriptions of LCOMs on the website, in catalog & registration system are worse than useless: they discourage students from enrolling.</i> • <i>IT services is a serious problem and a barrier to innovation...</i> • <i>...I often hear complaints about D2L from both</i>

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
				<i>students and faculty...</i>
Positive Experiences		Overall positive experiences with communication and information links at IHCC	6 (2%)	<ul style="list-style-type: none"> • <i>I have found an extremely open atmosphere at IHCC since I started working here. Everyone goes the extra mile to communicate...</i> • <i>...I have been overall impressed by the thorough way in which timely information is provided and communications are handled.</i> • <i>...We have the BEST IT department in the state....</i>
Fear of Retribution		Employees are afraid to speak their mind for fear of retribution	5 (2%)	<ul style="list-style-type: none"> • <i>I know people have information they are afraid to come forward with for fear of their jobs. Enough said.</i> • <i>...Again, faculty who are not tenured consistently say that they can not communicate honestly and openly.</i> • <i>There is a fear to speak freely on campus for fear of losing their job...</i>
Other		Various comments that do not pertain to developed themes	4 (2%)	<ul style="list-style-type: none"> • <i>I am concerned that the college's reputation may change because of how staff and faculty are treated....</i> • <i>Heavy Top Down Management...</i> • <i>We need to have specific protocol on emergency situations which could occur on campus.</i>

Additional Comments: Evaluation and Feedback

Participants were asked to provide any additional comments about IHCC's evaluation and feedback system. Six themes were identified with a total of 39 comments from 256 respondents. The theme with the highest frequency of comments was *Poor Evaluation Practices* with 21 total comments coded (see Table 27). This theme included comments about inadequacies with current practices being inconsistent and poorly sampled. The theme with the second highest frequency of comments was *Fear of Retribution* with 6 total comments coded. This theme included comments regarding faculty being afraid to voice their opinion for fear of retribution.

Table 27: Additional Comments about Evaluation and Feedback

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
Poor Evaluation Practices		Current evaluation practices are inadequate	21 total comments 13 (5%)	<ul style="list-style-type: none"> • <i>The standards for faculty evaluation have changed EACH SEMESTER for the last three years...</i> • <i>I think the college needs to develop more effective and accurate methods in this area.</i> • <i>...Performance measures for individuals are not fair and do not provide a reliable basis for evaluations...</i>
	Inconsistency	Evaluations across different courses or programs are not standardized	4 (2%)	<ul style="list-style-type: none"> • <i>This is an area of wild inconsistency...</i> • <i>Student satisfaction surveys should be standardized...</i> • <i>Faculty evaluation has been inconsistent and ineffective...</i>
	Sampling	A belief that samples of students are not representative (e.g. students who dropped the course are asked to provide an evaluation); adjunct, part-time faculty are not included in the evaluations	4 (2%)	<ul style="list-style-type: none"> • <i>...This private company does a very poor job. Response rates can be as low as 5 percent...</i> • <i>...In addition, students that drop the class in the first week or two are also invited to fill out the evaluation form. This skews the results...</i> • <i>...I have watched colleagues lose their jobs because of unrepresentative evaluations with no opportunity to appeal...</i>
Fear of Retribution		Employees are afraid to voice their opinion for fear of retribution; hostile work environment	7 (3%)	<ul style="list-style-type: none"> • <i>I think you can get into trouble here saying what you really think.</i> • <i>... It is impossible to discuss these concerns with my manager because of retribution...</i> • <i>There has not been any articulation of any method for employees to report suspected improprieties without fear of reprisal in written format that can easily obtained...</i>
Faculty Input Not Implemented		Employees are able to provide input, but input is not implemented; under appreciation	4 (2%)	<ul style="list-style-type: none"> • <i>... I've felt like my opinion and input is not valued because of my relative inexperience...</i> • <i>...Also the concerns or expertise of staff who work in certain capacities is not necessarily sought out when changes are in the pipeline, getting their input to seek</i>

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
				<p><i>out best practices and productivity ideas is not a priority...</i></p> <ul style="list-style-type: none"> <i>... don't feel appreciated and don't feel they have had any say about their Job, or working environment, when it is being changed, or was changed.</i>
Other		Various comments that do not pertain to developed themes	7 (3%)	<ul style="list-style-type: none"> <i>Adjuncts have no security, will take fewer risks</i> <i>The union protects some employees to take advantage. It is hard to see some employee's get away with certain things, because they know their job is protected.</i> <i>I have not been at IHCC long enough to have had an evaluation....</i>

Additional Comments: Diversity

Participants were asked to provide any additional comments about IHCC's diversity. Seven themes were identified with a total of 28 comments from 256 respondents. The themes with the highest frequency of comments were *Diversity Scope* and *Doing Well* with 5 total comments coded each (see Table 28). The theme *Diversity Scope* included comments pertaining to the campus diversity scope as being too narrow. The *Doing Well* theme included comments relating to how positively the campus addresses and serves diversity.

Table 28: Additional Comments about Diversity

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
Diversity Scope		Scope of diversity on IHCC campus is too narrow	5 (2%)	<ul style="list-style-type: none"> <i>The College's definition of diversity is too narrow. The treatment of women on this campus could be much better.</i> <i>Could be more culturally and ethnically diverse and inclusive.</i> <i>The college focuses too much on race/ethnicity as diversity. I would like to see them broaden their scope on diversity.</i>
Doing Well		IHCC is doing well with diversity	5 (2%)	<ul style="list-style-type: none"> <i>I love the diversity at IHCC. I am proud to work for a college that truly strives to promote diversity...</i> <i>I think that the college serves diversity quite well.</i>

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
				<ul style="list-style-type: none"> • <i>IHCC does very well with it's diversity of all groups of Students, Faculty, and Staff, and always seems to strive to improve in this area.</i>
Focus Too Strong		Current focus on diversity is too strong; too much time and resources spent on only a few students; diversity is pushed too hard which causes people to be afraid to share their beliefs	4 (2%)	<ul style="list-style-type: none"> • <i>Sometimes it seems as though an excessive amount of resources are spent in time, staff and money on this topic.</i> • <i>I think we have gone off the deep end in terms of diversity - it is constantly being jammed down our throats. We get it!!</i> • <i>If anything... we have overdone the diversity piece on campus.</i>
Increase Faculty Diversity		More diversity among faculty is needed	4 (2%)	<ul style="list-style-type: none"> • <i>I would like to see more diversity and/or people of color in the faculty department .</i> • <i>I believe that there is not enough diversity in the staff that reflects adequately on the students we try to serve.</i> • <i>There is little diversity in administration and staff.</i>
Increase Focus on Disabilities		Need to increase focus on students with disabilities; increase accessibility on campus	3 (1%)	<ul style="list-style-type: none"> • <i>I am concerned, however, that students with disabilities do not receive adequate accommodations.</i> • <i>...there has been little or no communication about how the needs of these students will be addressed...</i> • <i>...We have done so little, barely the minimum, to help these students be successful...</i>
Religious Concerns		Concerns over language for Muslim signage and bias against Christians	3 (1%)	<ul style="list-style-type: none"> • <i>Muslim students needs for foot-washing need to be respected. Signage in bathrooms is unwelcoming.</i> • <i>...I also remain concerned that some of our staff are struggling to understand our Muslim students' needs to follow religious practices...</i> • <i>The school is open to most religions, but there is a serious bias against Christians and Christianity.</i>
Other		Various comments that do not pertain to developed	4 (2%)	<ul style="list-style-type: none"> • <i>I think diversity is important here on campus. However, I worry that age may be a factor in some</i>

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
		themes		<i>cases of people being let go.</i> <ul style="list-style-type: none"> <i>In this day of political correctness it can be hard to be an individual...</i> <i>...Faculty have had to do more work for the same pay.</i>

Additional Comments: Service to Internal Customers and Stakeholders

Participants were asked to provide any additional comments about how IHCC services internal customers and stakeholders. Five themes were identified with a total of 25 comments from 256 respondents. The theme with the highest frequency of comments was *Students are Not Customers* with 8 total comments coded (see Table 29). This theme included comments suggesting that students should not be labeled as customers and that the customer label perpetuates that IHCC is a business rather than an educational institution. The theme with the second highest frequency of comments was *Provision of Services* with 6 total comments coded. This theme included comments about faculty striving to provide customers with the best service possible.

Table 29: Additional Comments about Internal Service

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
Students are Not Customers		Strong opinion that students should not be labeled as customers; Customer label perpetuates idea that IHCC is a business	8 (3%)	<ul style="list-style-type: none"> <i>Internal customer is a phrase that should not be used....ever. It objectifies the personal relationships that should exist in an effective organization.</i> <i>I selected strongly disagree because this very idea of "customers" in academic environment is disgusting. Benefactors and patrons could have been better terms.</i> <i>I do not like refering to my students as customers</i>
Provision of Services		Employees strive to provide the best service possible to students	6 (2%)	<ul style="list-style-type: none"> <i>Anyone who walks in our door is a customer and we try to help them in any way we can.</i> <i>The I.T. Department seems to works very hard at this, especially knowing the magnitude of the Campus Environment it has to service and the amount of Staff available.</i> <i>In an attempt to sound as unbiased as possible, I</i>

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
				<i>believe our department is one of the few on campus that strives to better serve our internal constituents, even though it is something we oftentimes have a lot of difficulty asking for in return.</i>
Confusion About Internal Customers		Confusion about how “internal customers” are defined	5 (2%)	<ul style="list-style-type: none"> • <i>What is an "internal customer"?</i> • <i>I don't understand the questions in this section. "internal customers?"</i> • <i>Are students internal customers?</i>
No Formal Evaluation		No formal evaluation of customer service	5 (2%)	<ul style="list-style-type: none"> • <i>Communication and feedback with internal customers is entirely informal and ad hoc.</i> • <i>I do not know if there is a formal process for improving services to internal customers.</i> • <i>This is non existent in my department...</i>

Additional Comments: Service to External Customers and Stakeholders

Participants were asked to provide any additional comments about how IHCC services external customers and stakeholders. Five themes were identified with a total of 20 comments from 256 respondents. The theme with the highest frequency of comments was *Poor Service* with 6 total comments coded (see Table 30). This theme included comments about the adverse effects of financial cuts resulting in poor services provided to students. The theme with the second highest frequency of comments was *Students are Not Customers* with 4 total comments coded. This theme included comments suggesting that students should not be labeled as customers and that the customer label perpetuates that IHCC is a business rather than an educational institution.

Table 30: Additional Comments about External Service

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
Poor Service		Cuts in educational opportunities for students resulting poor services provided to students	6 (2%)	<ul style="list-style-type: none"> • <i>With the decline of quality services to our students in recent years, the perception of our quality to our external community has deteriorated...</i> • <i>We receive many complaints from external customers about having difficulties reaching someone...</i> • <i>It doesn't work so well when you deny your external</i>

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
				<i>customers the classes they need by cancelling them at the last minute.</i>
Students are Not Customers		Strong opinion that students should not be labeled as customers; Customer label perpetuates idea that IHCC is a business; goal misalignment	4 (2%)	<ul style="list-style-type: none"> <i>I also find it rather problematic to think of the surrounding community as an "External Customer" as education is not necessarily a business, nor should it be completely run like one.</i> <i>The use of the term External Customer is also quite offensive. STUDENTS ARE NOT CUSTOMERS!</i> <i>I selected strongly disagree because the very term "customers" is disgusting. Benefactors and patrons could have been better terms in order to elicit proper feedback.</i>
Lack of Awareness		Unawareness of external service because there is no communication	4 (2%)	<ul style="list-style-type: none"> <i>Who knows what the "college" is doing....there's NO communication</i> <i>College does not actually take into account the legitimate viewpoints of of external customers and stakeholders...</i> <i>Until the College can clarify its strategic objectives (short and long term), it is challenging to approach its external stakeholders and begin soliciting how it can help them.</i>
Don't Know or Can't Answer		Lack of knowledge to answer the question or not in a position to answer the question	3 (1%)	<ul style="list-style-type: none"> <i>I've been here less than one year so I can't accurately respond to these questions since I don't know</i> <i>Don't know much about any of this.</i> <i>The definition of external customers and stakeholders is so broad - the college may be strong in one group of external but not another - difficulty to answer the questions</i>

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
Other		Various comments that do not pertain to developed themes	3 (1%)	<ul style="list-style-type: none"> • <i>The college's student evaluations of the school or class is far too lengthy for student use. Students are not likely to complete the course evaluation.</i> • <i>Once again, my perception of IHCC is that they continually strive to meet the needs of those they work with proactively and appropriately.</i> • <i>The Community around the College does seem to have a good percpetion of IHCC itself, and I do think IHCC does very good work in reacing out to the Local Community...</i>

Additional Comments: General Comments about IHCC

Participants were asked to provide any general comments about IHCC. Eight themes were identified with a total of 58 comments from 256 respondents. The theme with highest frequency of comments was *Negative* with 35 total comments coded (see Table 31). This theme included comments pertaining to a downturn in morale, poor communication, and a lack of support from the administration level. The theme with the second highest frequency of comments was *Positive* with 12 total comments coded. This theme included comments regarding how IHCC has a great, friendly, and supportive working atmosphere.

Table 31: General Comments Overall

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
Negative		Overall negative comments	35 total comments 7 (3%)	<ul style="list-style-type: none"> • <i>Students are not customers. This is an offensive approach to a Liberal Arts education.,</i> • <i>Sadly, I think we have taken several steps backwards in terms of helping students outside of the classroom and believe it has and will continue hurt retention...</i> • <i>...I'm amazed at how difficult it has been in recent years for us to use our skills and talents to improve how the college as an institution delivers an education...</i>
	Disrespect or Lack of Support	Disrespect or lack of support from the administration level;	11 (4%)	<ul style="list-style-type: none"> • <i>Honesty, integrity, and transparency must be improved at the administrative level.</i> • <i>...Faculty and staff are viewed as an irritant by some</i>

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
		Inconsistency in decision-making		<p><i>on the management team.</i></p> <ul style="list-style-type: none"> <i>This is a wonderful place to work, but more support is needed so that staff can better serve students.</i>
	Morale Downturn	Downturn in morale over the past few years; morale is lowest that it has been in several years	10 (4%)	<ul style="list-style-type: none"> <i>Morale at the college among employees is low</i> <i>Please stop the hemorrhaging of the morale on this campus. I used to love to come to work, and now...not so much....</i> <i>...However, there is an underlying fear and distrust among many faculty that needs to be addressed because of past administrative/faculty alliances.</i>
	Poor Communication	Communication between administration and faculty is poor	7 (3%)	<ul style="list-style-type: none"> <i>Wish there was more communication between admin and faculty and less top down requirements.</i> <i>A better communication from administration would be wonderful</i> <i>I would like to see better communication between admin and faculty...</i>
Positive		Great atmosphere, friendly, supportive	12 (5%)	<ul style="list-style-type: none"> <i>I hope this campus can continue to be a good place not only for the students but also for the people who work here.</i> <i>My first impressions of IHCC are quite positive. IHCC faculty and my dean are friendly and supportive. My transition to IHCC was very smooth. I hope to be here for a long time!</i> <i>I enjoy teaching at IHCC. I enjoy most of the relationships that I have with people, here...</i>
Survey Issues		Issues with the survey, such as it was too long	4 (2%)	<ul style="list-style-type: none"> <i>This survey was waaaaay too long. I lost interest after 15 minutes.</i> <i>Please note that I teach in two departments and had to average my responses because I did not have the option to give you specific feedback about the two departments I teach in.</i> <i>Please put page numbers on this survey. Like Page 1 of 5 Page 2 of 5...</i>

Theme Name	Sub-Theme	Definitions	Frequencies (%)	Examples
No Comment		N/A, no comment, no	4 (2%)	<ul style="list-style-type: none"> • <i>No, thank you...</i> • <i>N/A</i> • <i>no</i>
Other		Various comments that do not pertain to developed themes	4 (2%)	<ul style="list-style-type: none"> • <i>Keep building team spirit</i> • <i>Yes.</i> • <i>Focus on highschools as only source of potential students lacks foresight...</i>