

Table of Contents

Purpose & Overview (page 3)

Who Participated? (page 4)

Custom Questions (page 5)

Equity (page 6)

Scan Indicators (page 7)

Scan Indicator Prompts (page 32)

Purpose & Overview

The Purpose

The Climate & Culture Scan is designed to help student success leadership teams better understand faculty, staff, and administrators' perceptions of the institution's work environment, each other, and the change work entailed in successful implementation of large-scale, student-focused reform. Its purpose is to help your institution identify leading opportunities for accelerating progress on key student-success priorities, unearth and plan for mitigation of potential pitfalls, and effectively sequence strategic communications & engagement activities.

Why Important?

Cultivating an institutional climate of shared responsibility and mutual support among faculty, staff, and administrators is vital to the long-term success of any major student success effort. In healthy cultures for student success innovation, a critical mass of faculty, staff and administrators:

- see a strong connection between personal/professional goals and the student success priorities of the college
- believe that innovating for better student outcomes is of urgent importance to everyone at the institution, including themselves
- feel respected and valued by colleagues and institutional leadership
- know how proposed changes will impact them day-to-day
- understand how student success initiatives align with institutional priorities
- believe they have the support and guidance to be successful in their roles

Scan Indicators

Introduction

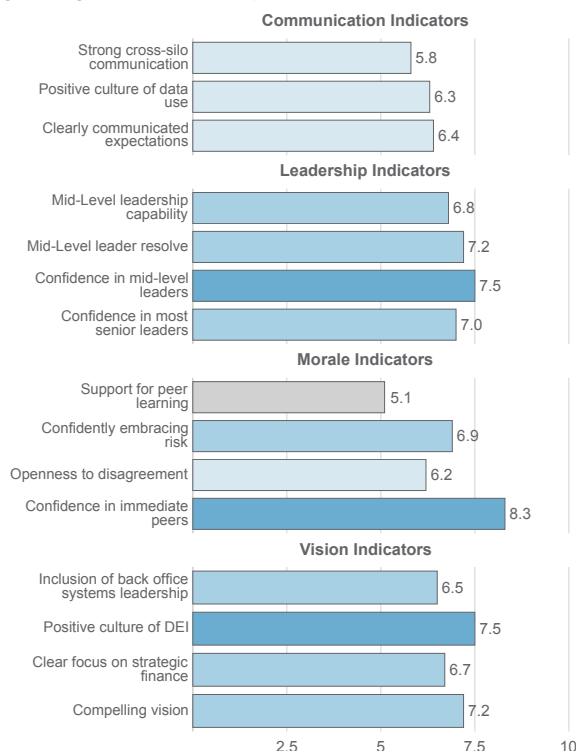
The scan is composed of 15 key indicators that fall into the four broad categories of student success vision, multi-level leadership, communication, and morale. Unlike a typical employee satisfaction survey, the indicators selected for this scan are targeted specifically at better understanding key aspects of an institution's climate for implementation of large-scale change. The indicators were chosen because of their specific relevance to the pace and quality of ambitious student-success work.

Summary

The average respondent rating among these questions ranged from 5.1 (for "Support for peer learning") to 8.3 (for "Confidence in immediate peers").

Perceived Quality of Implementation

Avg. Rating for All Core Perception Questions



Top Takeaways

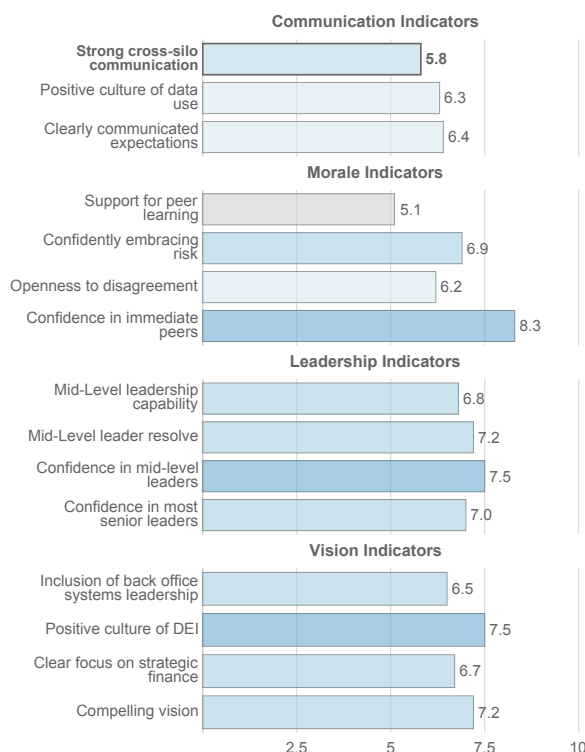
1. Perceived lack of a unified vision of student success
2. Three distinct cultures, each feeling undervalued and misunderstood
3. Stresses around resources and survival in a changing world negatively impacting perceptions
4. Unevenness in perceptions of key issues related to vision, communication, leadership and morale according to division
5. Issues related to perceptions of physical space present a practical challenge

Strong Cross-Silo Communication

Rank

The average rating across all respondents was 5.8 on a 0-10 scale. Respondents gave the 14th most positive rating to this question.

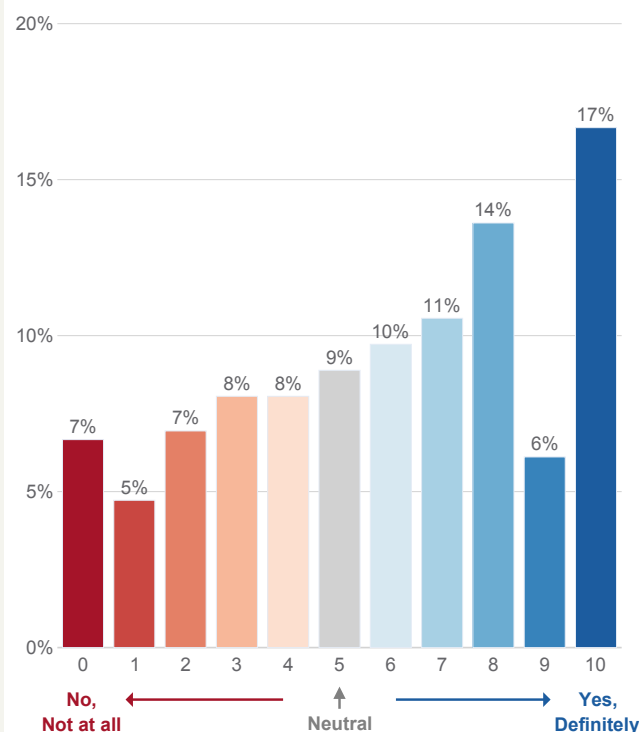
Avg. Rating for Strong Cross-Silo Communication
Compared to All Other Core Perception Questions



Data Details

This question was answered by 88% (360 of 411) respondents. The most common rating was 10, given by 17% of respondents.

Strong Cross-Silo Communication?
Percent of Responses for Each Rating



Voices

This is a gap. Rather than welcoming feedback from other units, I have been told it's none of my concern. It has been very defeating at times to not feel the sense of inclusion and collaboration we as a school seek to represent when interacting with other departments.

There is not enough communication, meetings, collaboration among divisions. It's very divided.

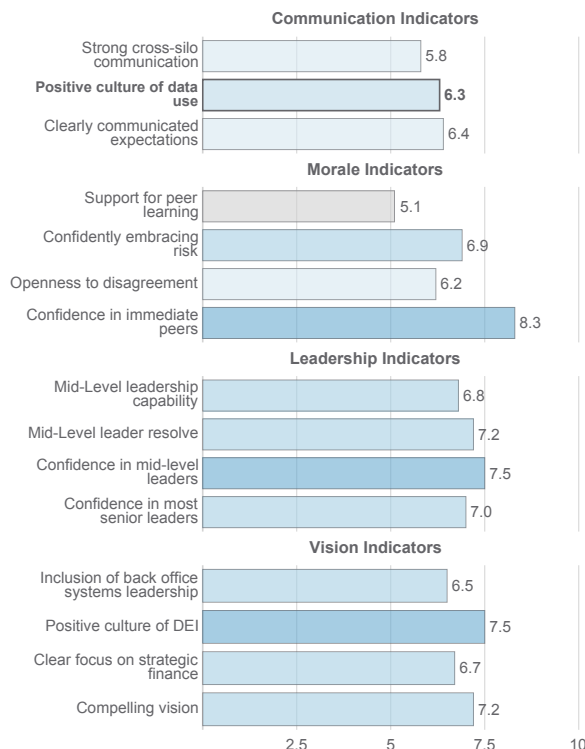
Yes, but they're largely grassroots - created and maintained by the faculty itself

Positive Culture of Data Use

Rank

The average rating across all respondents was 6.3 on a 0-10 scale. Respondents gave the 12th most positive rating to this question.

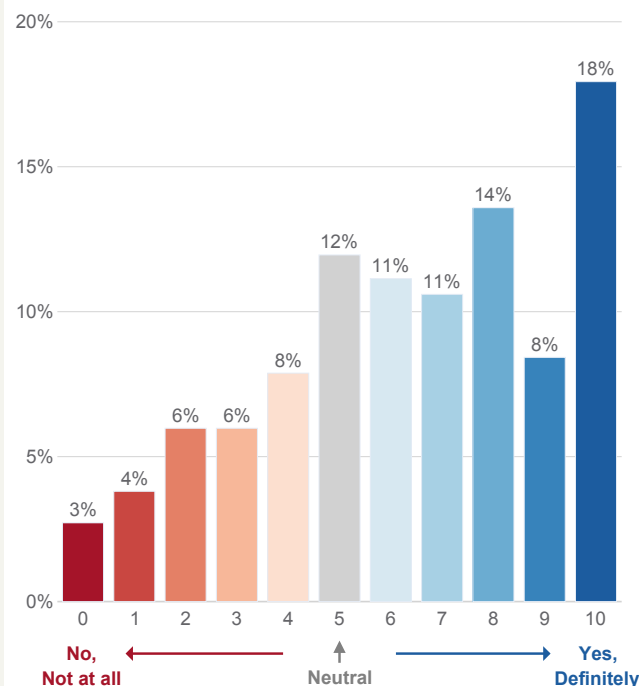
Avg. Rating for Positive Culture of Data Use
Compared to All Other Core Perception Questions



Data Details

This question was answered by 90% (368 of 411) respondents. The most common rating was 10, given by 18% of respondents.

Positive Culture of Data Use?
Percent of Responses for Each Rating



Voices

Most of us would like more data and information, especially for graduate faculty. I think the institution's top leadership is using data well, but we (graduate faculty) are craving more access to relevant data

I believe that data stewardship and collection has improved greatly over the past few years, but the analysis and communication of this data has seen limited success. I do think that collectively, we are on the right path.

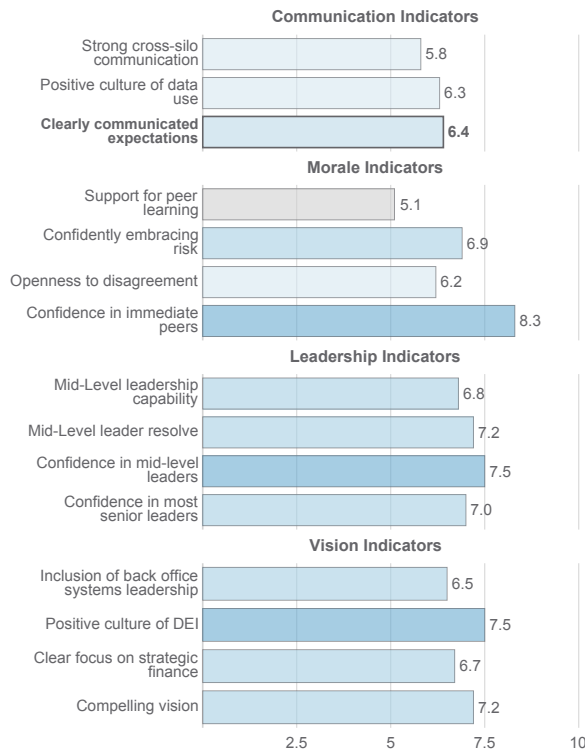
Although we have some amazing staff members who try their very best to establish a culture around data and how this impacts our sense making and action planning, the resources have limited us in getting very far with this, both personnel wise and monetarily. It is very difficult to obtain the data. We also do not have the technology in place to allow for various staff members to have access to analytic and reporting tools at their fingertips to made decision.

Clearly Communicated Expectations

Rank

The average rating across all respondents was 6.4 on a 0-10 scale. Respondents gave the 11th most positive rating to this question.

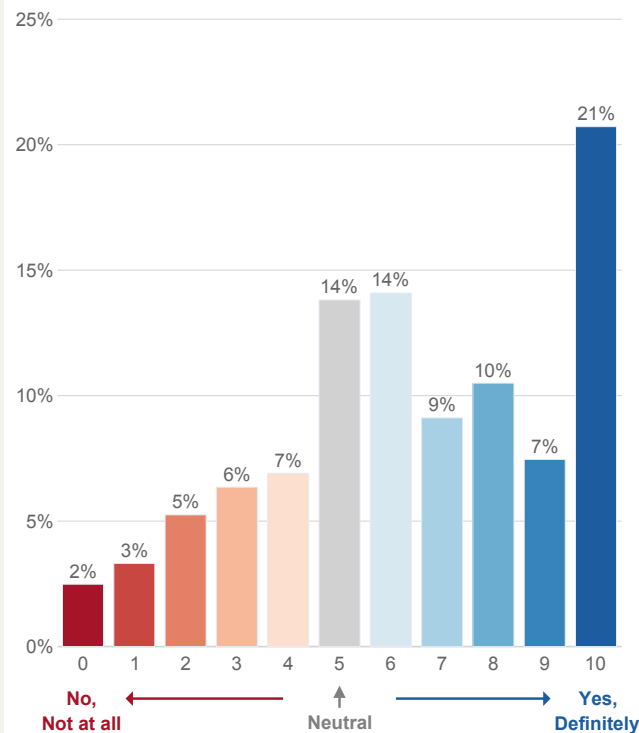
Avg. Rating for Clearly Communicated Expectations
Compared to All Other Core Perception Questions



Data Details

This question was answered by 88% (362 of 411) respondents. The most common rating was 10, given by 21% of respondents.

Clearly Communicated Expectations?
Percent of Responses for Each Rating



Voices

Some changes have been rolled out so quickly/immediately that we're not fully aware of the downstream impacts on faculty or students until students are experiencing issues.

Yes, well communicated. However, it is all in regard to undergraduate students, very little for graduate faculty regarding graduate student success

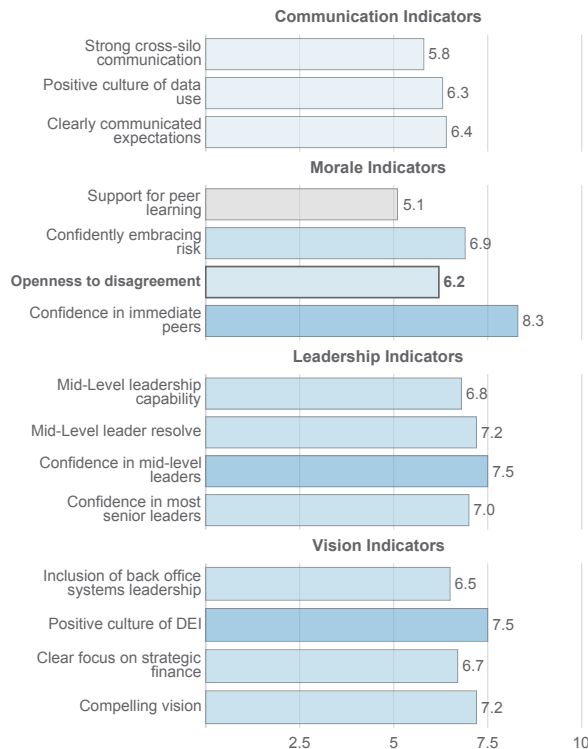
We would benefit from clear, cohesive, collaborative communication practices across the organization, within teams, across teams, within divisions and across divisions. I think about the importance of having a unified set of student success goals, with clarify around how each of us contribute to achieving these goals, and tracking/measuring and reporting on our individual, group and organizational progress, would go far in helping to communicate and value expectations and achievement.

Openness to Disagreement

Rank

The average rating across all respondents was 6.2 on a 0-10 scale. Respondents gave the 13th most positive rating to this question.

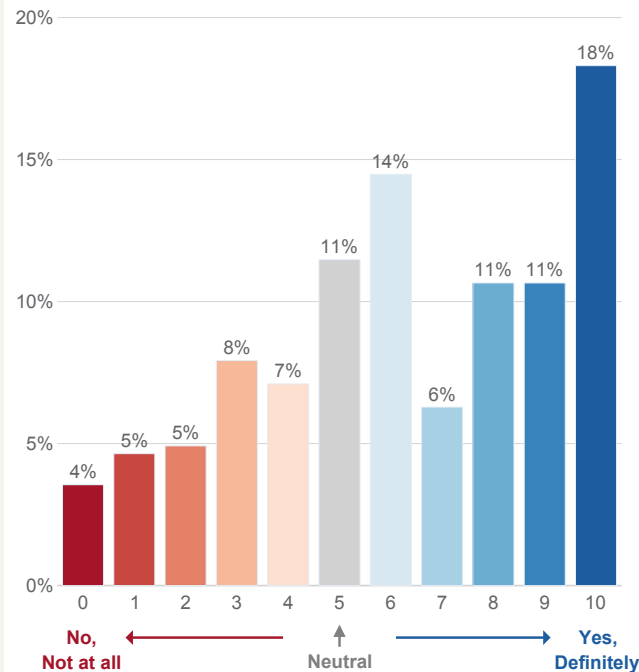
Avg. Rating for Openness to Disagreement
Compared to All Other Core Perception Questions



Data Details

This question was answered by 89% (366 of 411) respondents. The most common rating was 10, given by 18% of respondents.

Openness to Disagreement?
Percent of Responses for Each Rating



Voices

Discussion among faculty and staff regarding institutional concerns does take place, and is often facilitated by senior leadership, but often times action is not taken or the concerns are not truly taken into consideration.

Recently there has been some movement in conversations that involve administrators and some, faculty and staff to engage and consider solutions. However, for the most part its always the same people and not always including those on the front-lines. For a small institution, there should be a way to have professional exchanges that include everyone and allows for diverse and thoughtful input.

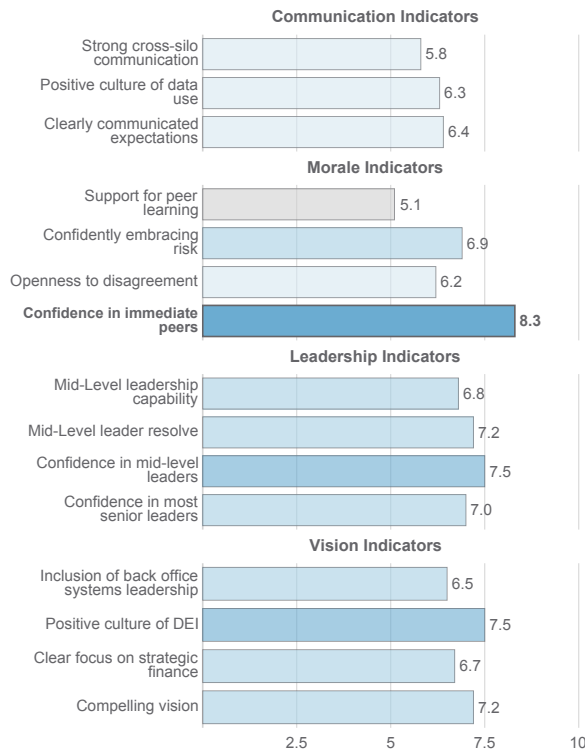
May ask for suggestions but are often ignored. Senior leaders lack a vision on how to prepare the institution to meet future admission constraints. Realistic suggestions are offered that could turn this institution into a forward thinking university are often ignored, or worse, saying they are interested but then can the suggestion.

Confidence in Immediate Peers

Rank

The average rating across all respondents was 8.3 on a 0-10 scale. Respondents gave the most positive rating to this question.

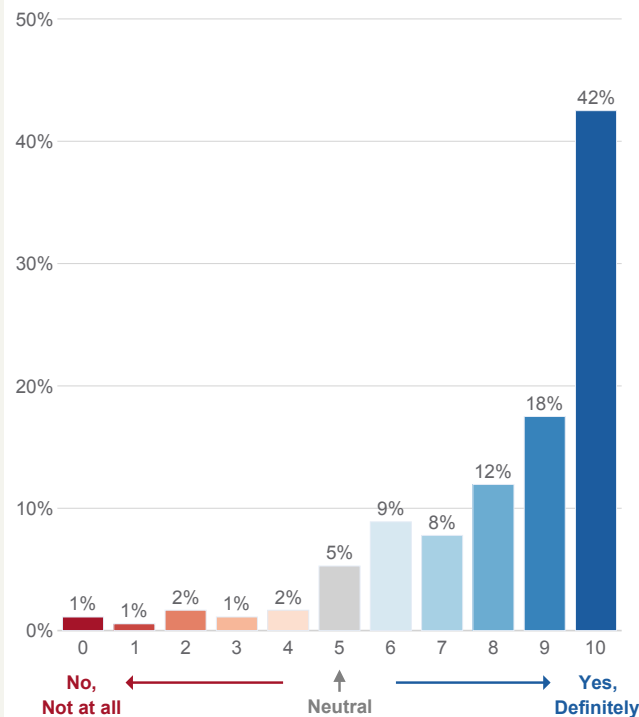
Avg. Rating for Confidence in Immediate Peers
Compared to All Other Core Perception Questions



Data Details

This question was answered by 88% (360 of 411) respondents. The most common rating was 10, given by 42% of respondents.

Confidence in Immediate Peers?
Percent of Responses for Each Rating



Voices

I believe there is good positive intent among my colleagues but we must hold ourselves to a much higher bar of performance as a collective community. We should not celebrate mediocrity. There is a pattern to promote from within due to politics, versus truly selecting the best candidates for positions (internal/ external), thus holding back the school from truly capitalizing on it's unique positioning in Higher Education.

In my immediate work group and with many colleagues we have established and enjoy confidence in ourselves and one another. There is room for this confidence to be stronger in some of our leadership and other work teams. Building unity builds trust.

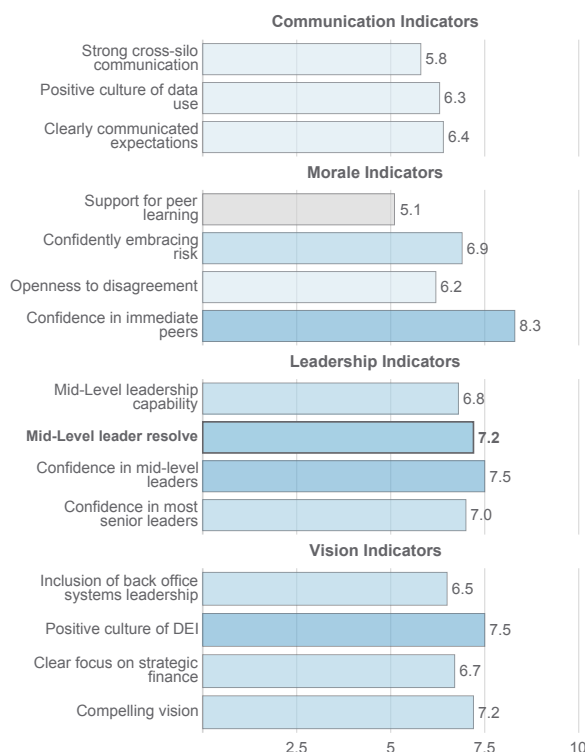
Generally, yes. We do not benefit from professional leadership training and development here though. I think there is a great need for that and I'd like to see that expanded in the coming year.

Mid-Level Leader Resolve

Rank

The average rating across all respondents was 7.2 on a 0-10 scale. Respondents gave the 5th most positive rating to this question.

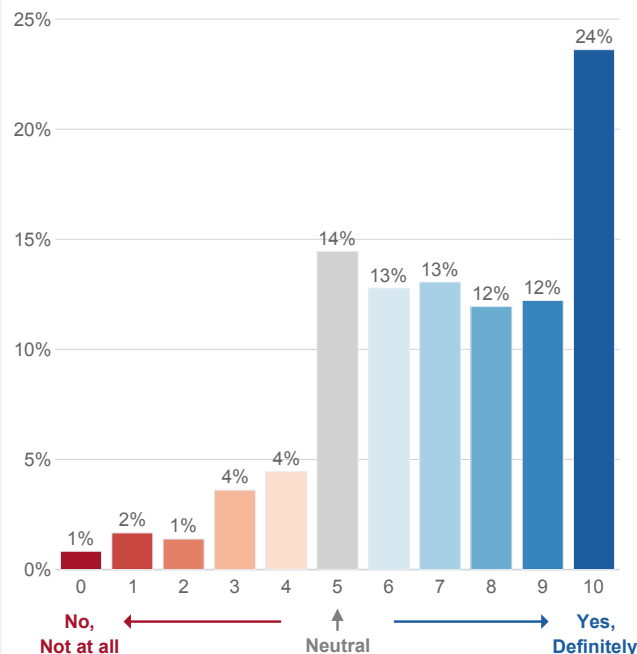
Avg. Rating for Mid-Level Leader Resolve
Compared to All Other Core Perception Questions



Data Details

This question was answered by 88% (360 of 411) respondents. The most common rating was 10, given by 24% of respondents.

Mid-Level Leader Resolve?
Percent of Responses for Each Rating



Voices

It appears obvious that mid-level leaders are confused about the overall value and impact of the Title III work at this time. There has not been direct and visible endorsement by academic leadership, the meaningful inclusion of mid-level leaders with clear direction setting is lacking - the haphazard convening of groups at this time is generating fear and insecurity vs unifying the community around the value and opportunities!

Yes, but again only about undergraduate students. Student success at the graduate level does not seem to be designed nor implemented yet.

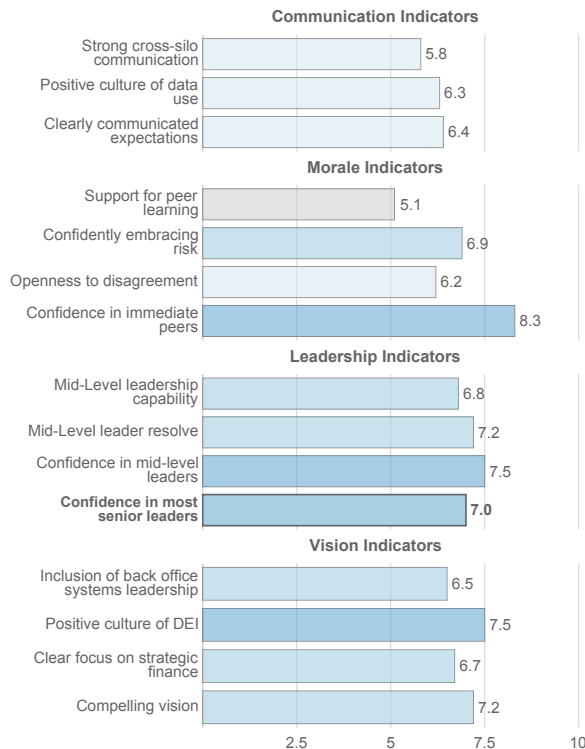
I think people believe it however I wonder if they have had the vision and the tools to create and implement a cohesive strategic student success plan

Confidence in Most Senior Leaders

Rank

The average rating across all respondents was 7.0 on a 0-10 scale. Respondents gave the 6th most positive rating to this question.

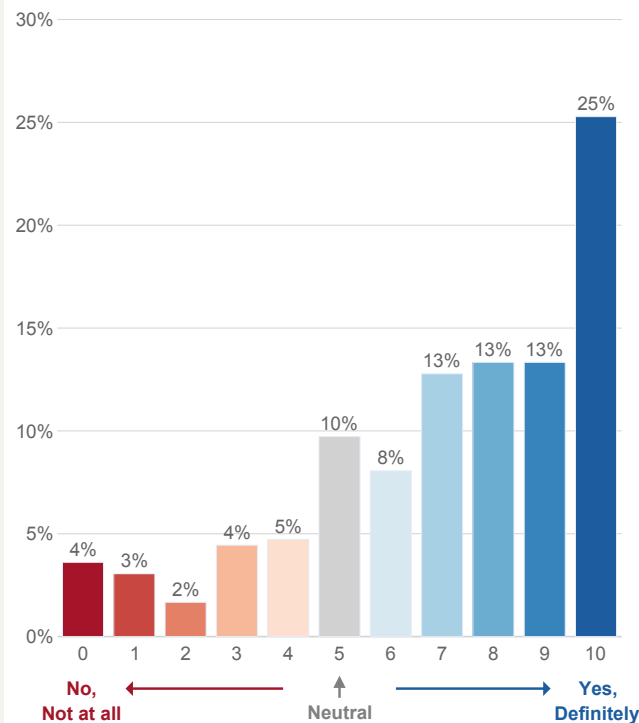
Avg. Rating for Confidence in Most Senior Leaders
Compared to All Other Core Perception Questions



Data Details

This question was answered by 88% (360 of 411) respondents. The most common rating was 10, given by 25% of respondents.

Confidence in Most Senior Leaders?
Percent of Responses for Each Rating



Voices

I feel a lot of the senior leaders do not seek staff feedback or input when planning and trying to negotiate difficult situations, when the staff are sometimes the most educated on the problem and have multiple suggestions for addressing the issues.

Confidence in commitment to students and mission - absolutely. Confidence in ability to make decisions and execute them quickly/well - needs improvement.

I have confidence that the senior leaders are competent and have the best interests of the university and the students at heart. I do not have confidence that they appropriately value the experience, knowledge, and opinions of the faculty. Nor do I have any confidence that the senior leaders have any respect for the work/life balance of faculty.

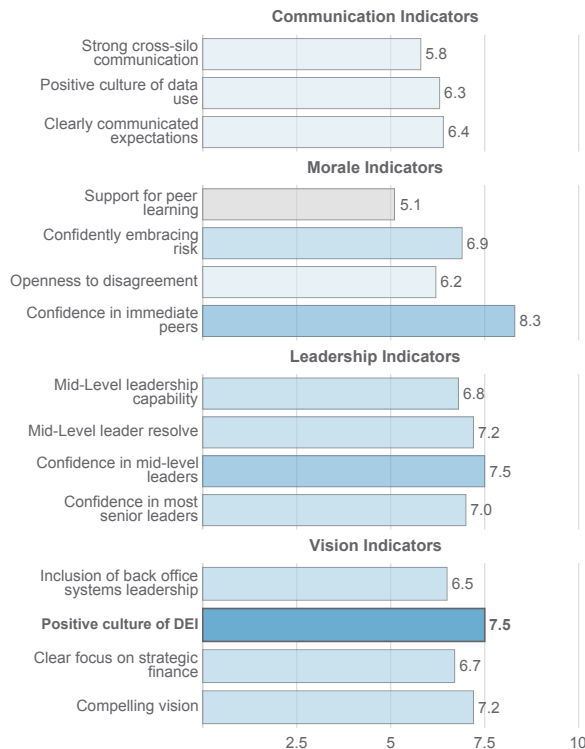
Positive Culture of DEI

Rank

The average rating across all respondents was 7.5 on a 0-10 scale. Respondents gave the 2nd most positive rating to this question.

Avg. Rating for Positive Culture of DEI

Compared to All Other Core Perception Questions

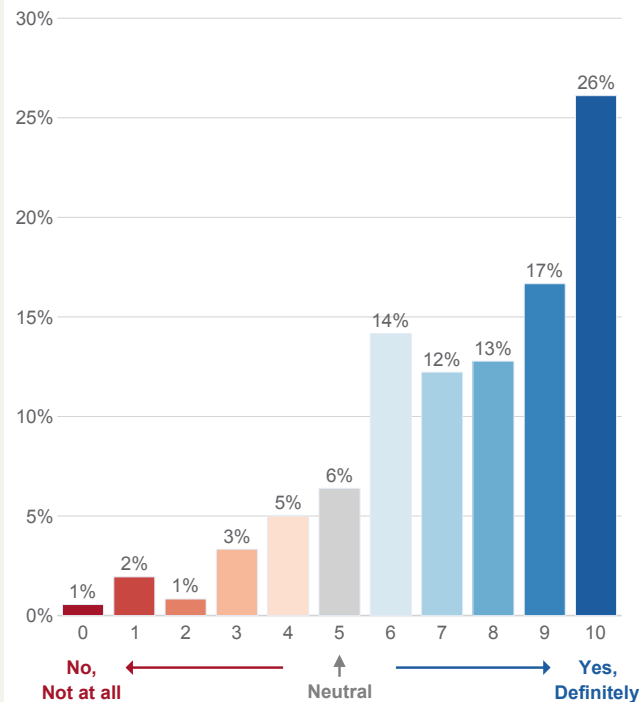


Data Details

This question was answered by 88% (360 of 411) respondents. The most common rating was 10, given by 26% of respondents.

Positive Culture of DEI?

Percent of Responses for Each Rating



Voices

There is absolutely no systemic-level effort to genuinely foster an equity-driven environment. We keep hiring offensive white women speakers to talk about outmoded concepts around diversity and then pat ourselves on the back for how woke we are. Anyone versed in decolonized, anti-racist practices recognizes that the "diversity and inclusion" efforts here are a joke and only serve to make white employees feel comfortable.

We have the culture, but it is not always easy for us to deliver the outcomes, sometimes because of technology limitations.

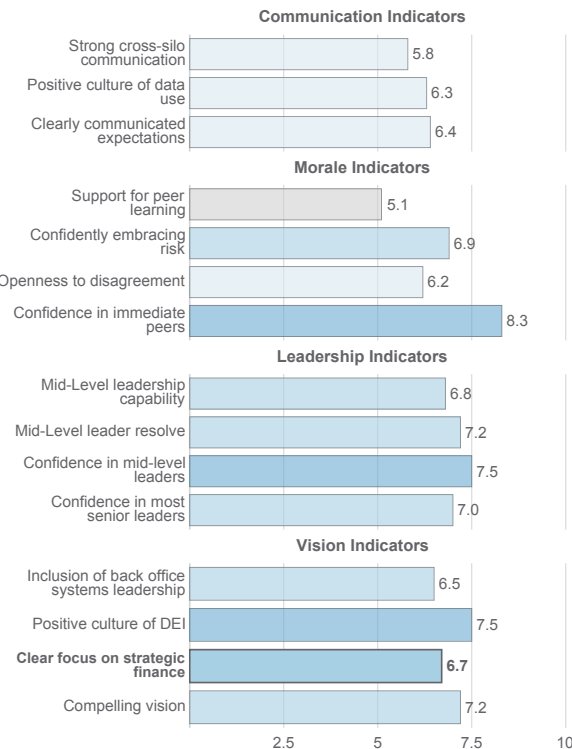
We put a lot of time and emphasis around Diversity & Inclusion (various committees, events, speakers, resources) yet we still hear from our students that we are not serving them to their needs, especially our students who come from underrepresented races/nationalities.

Clear Focus on Strategic Finance

Rank

The average rating across all respondents was 6.7 on a 0-10 scale. Respondents gave the 9th most positive rating to this question.

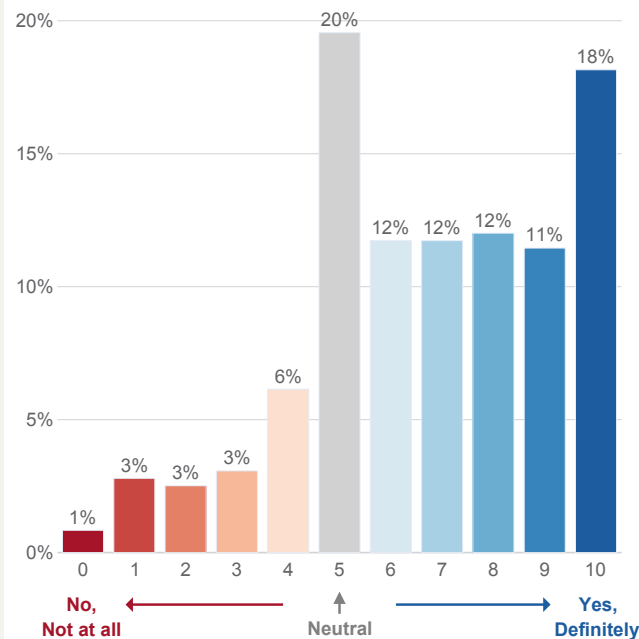
Avg. Rating for Clear Focus on Strategic Finance
Compared to All Other Core Perception Questions



Data Details

This question was answered by 87% (358 of 411) respondents. The most common rating was 5, given by 20% of respondents.

Clear Focus on Strategic Finance?
Percent of Responses for Each Rating



Voices

I think we try to be student success focused in our budgeting however it would be easier to do this and see this if we had a unified and measurable and communicated student success plan that everyone could see how they contributed to.

Does not happen. Budget considerations are mainly decided at the senior admin level. Institutions lacks transparency in this process. Even when a budget is finalized, I can not rely on those figures as the year progresses. Again, decisions are made top-down and with little input (usually at the last minute) from faculty and staff.

Scan Indicator Prompts

Communication Indicators	Strong Cross-Silo Communication. I have strong channels of communication with colleagues in other units and divisions when it comes to student success priorities that involve people from different areas.
	Positive Culture of Data Use. My institution has a strong, positive culture of data use evidenced by leaders at multiple levels knowing how to present data in ways that allow faculty and staff to be true partners in sense-making and action-planning.
	Clearly Communicated Expectations. Our major student success initiatives are well communicated to ensure clarity around expectations of, and impact on, faculty and staff.
Morale Indicators	Support for Peer Learning. I have regular and varied opportunities to hear from peers and see examples from other institutions implementing large-scale student success projects.
	Confidently Embracing Risk. I am part of a work culture that shows grace around mistakes and failures.
	Openness to Disagreement. Senior leaders at my institution allow for differences of opinion and for inclusive, transparent discussion of concerns raised by faculty and staff related to our student success work.
	Confidence in Immediate Peers. I have a lot of confidence in the colleagues I work most closely with at my institution.
Leadership Indicators	Mid-Level Leadership Capability. Mid-Level leaders (deans, directors, chairs, division heads) at my institution provide resources, time and training to ensure faculty and staff are equipped to try new things.
	Mid-Level Leader Resolve. Mid-Level leaders at my college (deans, directors, chairs, division heads) believe successful implementation of our college's leading student success priorities will add value and/or resources to benefit their faculty or staff.
	Confidence in Mid-Level Leaders. I have a lot of confidence in the mid-level leaders at my institution (deans, directors, chairs, division heads).
	Confidence in Most Senior Leaders. I have a lot of confidence in the most senior leaders of our institution.
Vision Indicators	Inclusion of Back Office Systems Leadership. When it comes to major student success initiatives, leaders make sure key people from IT and other administrative support units of our institution are at the table early.
	Positive Culture of DEI. My institution has a culture of diversity, equity, and inclusion that empowers faculty and staff to authentically serve students and deliver equitable outcomes.
	Clear Focus on Strategic Finance. Budget considerations and implications of our student success work are front and center when we take on new things.
	Compelling Vision. My institution has a compelling vision for our student success work that meaningfully connects with the values of most faculty and staff.