Harper College Palatine, Illinois

Personal Assessment of the College Environment (PACE)
Quantitative Analyses

By

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EXECUTIVE SUMMARY

In November 2016, the Personal Assessment of the College Environment (PACE) survey was administered to 1,468 employees at William Rainey Harper College (Harper College). Of those 1,468 employees, 692 (47.14%) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of employees concerning the college climate and to provide data to assist Harper College in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of Harper College collaborated to administer a survey that would capture the opinions of employees throughout the college.

NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. The Collaborative System, generally produces better results in terms of productivity, job satisfaction, communication, and overall organizational climate (Likert, 1967). The other systems are Consultative, Competitive and Coercive. In agreement with the literature, NILIE has concluded that Collaborative System is the climate to be sought. Likert discovered that most of the organizations he studied functioned at the Competitive or Consultative levels. This has been NILIE's experience as well, with most college climates falling into the Consultative system across the four factors of the climate instrument.

Employees completed a 46-item PACE instrument organized into four climate factors as follows: Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork. They also completed a Customized section designed specifically for Harper College, a Student Focus subscale, and a qualitative section. Respondents were asked to rate the four factors on a five-point Likert-type scale ranging from very dissatisfied (1) to a very satisfied (5). The PACE instrument administered at Harper College included 60 total items.

At Harper College, the overall 2016 PACE results indicate a healthy campus climate, yielding an overall 3.70 mean score or high Consultative system. As in previous administrations, the Student Focus category received the highest mean score (this deployment was 4.03). Similarly, the Institutional Structure category has consistently received the lowest mean score (this deployment was 3.34). When respondents were classified according to Personnel Classification at Harper College, the 2016 composite ratings were as follows: Administrator (4.11), Classified (3.74), Managerial/Supervisory (3.75), Full-time Faculty (3.55), Adjunct Faculty (3.83), Professional Technical (3.63), and Campus Operations (unable to report due to low response rate).

Of the 46 standard PACE questions, the top mean scores have been identified at Harper College; eight were items from the Student Focus factor and two were items from the Supervisory Relationships factor. Of these items, seven were also in the top ten in 2011 and 2013 (+ sign after the item number).

- ☐ The extent to which I feel my job is relevant to this institution's mission, 4.33 (#8)

- ☐ The extent to which students receive an excellent education at this institution, 4.25 (#31+)

- ☐ The extent to which my supervisor expresses confidence in my work, 4.19 (#2+)

- ☐ The extent to which this institution prepares students for further learning, 4.17 (#37+)

- ☐ The extent to which this institution prepares students for a career, 4.09 (#35+)

- ☐ The extent to which classified personnel meet the needs of students, 4.06 (#28+)

- ☐ The extent to which non-teaching professional personnel meet the needs of students, 4.03 (#23)

- ☐ The extent to which students are satisfied with their educational experience at this institution, 3.99 (#42+)

- ☐ The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.99 (#9)

- ☐ The extent to which student ethnic and cultural diversity are important at this institution, 3.98 (#18)

Of the 46 standard PACE questions, the bottom mean scores have been identified as areas in need of improvement at Harper College. Although these items represent the ten lowest scoring items, the majority still fall within the Consultative category. These items are all from the Institutional Structure factor and all have been rated the lowest since 2011.

- ☐ The extent to which I am able to appropriately influence the direction of this institution, 2.89 (#15+)

- ☐ The extent to which I have the opportunity for advancement within this institution, 3.02 (#38+)

- ☐ The extent to which decisions are made at the appropriate level at this institution, 3.07 (#4+)

- ☐ The extent to which information is shared within the institution, 3.08 (#10+)

- ☐ The extent to which a spirit of cooperation exists at this institution, 3.13 (#25+)

- ☐ The extent to which open and ethical communication is practiced at this institution, 3.19 (#16+)

- ☐ The extent to which this institution is appropriately organized, 3.20 (#32+)

- ☐ The extent to which this institution has been successful in positively motivating my performance, 3.30 (#22+)

- ☐ The extent to which my work is guided by clearly defined administrative processes, 3.40 (#44+)

- ☐ The extent to which institutional teams use problem-solving techniques, 3.40 (#11+)

Results indicate that employees are most satisfied with climate as it relates to student focus and supervisory relationships. Items employees identified as least satisfied with are related to institutional structure. Overall, the climate of Harper College is positive, with a mean score of 3.70. This score places the College in the Consultative System, indicating positive aspects of the climate with room for improvement. However, it is important to note that scores have been slowly decreasing over time with some nearing the Competitive System. Attention to these areas is recommended to avoid a negative shift in employee perceptions of the College climate.

LEADERSHIP RESEARCH

PACE Literature Review

The term culture refers to a total communication and behavioral pattern within an organization. Yukl (2002) defines organizational culture as "the shared values and beliefs of members about the activities of the organization and interpersonal relationships" (p. 108). Schein (2004) observes that culture "points us to phenomena that are below the surface, that are powerful in their impact but invisible and to a considerable degree unconscious. In that sense culture is to a group what personality is to an individual" (p. 8). Culture as a concept, then, is deeply embedded in an organization and relatively difficult to change; yet it has real day-to-day consequences in the life of the organization. According to Baker and Associates (1992), culture is manifest through symbols, rituals, and behavioral norms, and new members of an organization need to be socialized in the culture in order for the whole to function effectively.

Climate refers to the prevailing condition that affects satisfaction (e.g., morale and feelings) and productivity (e.g., task completion or goal attainment) at a particular point in time. Essentially then, climate is a subset of an organization's culture, emerging from the assumptions made about the underlying value system and finding expression through members' attitudes and actions (Baker & Associates, 1992).

The mission of PACE is to promote open and constructive communication along four climate factors. Each climate factor has a unique focus, the combination of which create an integrative tool useful in understanding the campus climate at your institution. Institutional Structure focuses on the mission, leadership, spirit of corporation, structural organization, decision-making, and commination within the institution. Supervisory Relationships provide insight into the relationship between employees and their supervisors, as well as employees' abilities to be creative and express ideas related to their work. The Teamwork climate factor explores the spirit of cooperation that exists within teams, while the Student Focus climate factor considers the centrality of students to the actions of the institution as well as the extent to which students are prepared for post-institution endeavors. Taken together the climate factors provide a valid source to define areas needing change or improvement and sets the stage for strategic planning.

The way that various individuals behave in an organization influences the climate that exists within that organization. If individuals perceive accepted patterns of behavior as motivating and rewarding their performance, they tend to see a positive environment. Conversely, if they experience patterns of behavior that are self-serving, autocratic, or punishing, then they see a negative climate. The importance of these elements as determiners of quality and productivity and the degree of satisfaction that employees receive from the performance of their jobs have been well documented in the research literature for more than 40 years (Baker & Associates, 1992).

NILIE's present research examines the value of delegating and empowering others within the organization through an effective management and leadership process. Yukl (2002) defined leadership as "the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives" (p. 7). The concept of leadership has been studied for many years in a variety of work settings, and there is no one theory of management and leadership that is universally accepted (Baker & Associates, 1992). However, organizational research conducted to date shows a strong relationship between leadership processes and other aspects of the organizational culture. Intensive efforts to

conceptualize and measure organizational climate began in the 1960s with Rensis Likert's work at the University of Michigan (Rouche and Baker, 1987). NILIE has used Likert's work to create the PACE survey. To date, more than 120 institutions have participated in climate studies conducted by NILIE at North Carolina State University.
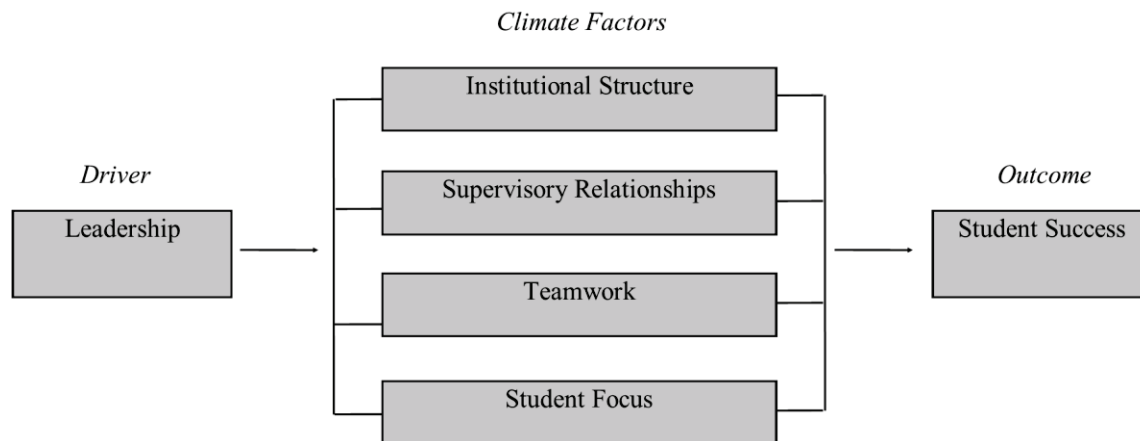
Climate Factors

Driver		Outcome
Leadership	Institutional Structure Supervisory Relationships Teamwork Student Focus	Student Success

Figure 1. The PACE Model

Establishing instrument validity is a fundamental component of ensuring the research effort is assessing the intended phenomenon. To that end, NILIE has worked hard to demonstrate the validity of the PACE instrument through both content and construct validity. Content validity has been established through a rigorous review of the instrument's questions by scholars and professionals in higher education to ensure that the instrument's items capture the essential aspects of institutional effectiveness. Building on this foundation of content validity, the PACE instrument has been thoroughly tested to ensure construct (climate factors) validity through two separate factor analysis studies (Tiu, 2001; Caison, 2005).

Organizational Climate

Results of the Miami-Dade study indicated that Likert's four-systems theory worked well when applied to a higher education setting. It showed promise not only for measuring climate and responses to leadership style but also for articulating ways both leadership effectiveness and organizational climate could be improved within the institution. Since the Miami-Dade research project, more than 120 institutions have participated in climate studies conducted by NILIE at North Carolina State University. Various versions of the PACE instrument were field-tested through NILIE's efforts, and several doctoral dissertations.

From Likert's original work and research methods, NILIE identified four leadership models and organizational systems ranging from Coercion to Collaboration. The Collaborative System, referred to as System 4, is generally seen as the ideal climate to be achieved, since it appears to produce better results in terms of productivity, job satisfaction, communication, and overall organizational effectiveness (Likert, 1967). The various NILIE research studies have verified that the Collaborative System is the climate to be sought. NILIE's research supports the conclusion that most organizations function between the Competitive (System 2) and Consultative (System 3) levels across the four climate factors of the instrument (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus).

Coercion represents the least desirable climate and constitutes a structured, task-oriented, and highly authoritative leadership management style. This leadership style assumes that followers are inherently lazy, and to make them productive, the manager must keep after them constantly. Interestingly, a few

employees in almost all organizations evaluated by NILIE hold this view of the organizational climate. However, as a rule, their numbers are too few to have much effect on the overall institutional averages.

In contrast, a Collaborative model is characterized by leadership behaviors that are change- oriented, where appropriate decisions have been delegated to organizational teams, and leaders seek to achieve trust and confidence in the followers. The followers reciprocate with positive views of the leaders. This model is based on the assumption that work is a source of satisfaction and will be performed voluntarily with self-direction and self-control because people have a basic need to achieve and be productive. It also assumes that the nature of work calls for people to come together in teams and groups in order to accomplish complex tasks. This leadership environment is particularly descriptive of the climate necessary for productivity in a higher education environment, especially in the face of present and near future challenges such as new technologies, demands for accountability and the desire to accurately measure learning outcomes.

As the perceptions of the staff, faculty, and administrators approach the characteristics of the Collaborative environment, better results are achieved in terms of productivity and cost management. Employees are absent from work less often and tend to remain employed in the organization for a longer period of time. The Collaborative model also produces a better organizational climate characterized by excellent communication, higher peer-group loyalty, high confidence and trust, and favorable attitudes toward supervisors (Likert, 1967). In addition, various researchers (Blanchard, 1985; Yukl, 2002) suggest that adapting leadership styles to fit particular situations according to the employees' characteristics and developmental stages and other intervening variables may be appropriate for enhancing productivity. Table 1 is a model of NILIE's four-systems framework based on Likert's original work and modified through NILIE's research conducted between 1992 and the present.

Table 1.   NILIE Four Systems Model

System 1	System 2	System 3	System 4
Coercive	**Competitive**	**Consultative**	**Collaborative**
Leaders are seen as having no confidence or trust in employees and seldom involve them in any aspect of the decision-making process.	Leaders are seen as having condescending confidence and trust in employees. Employees are occasionally involved in some aspects of the decision-making process.	Leaders are seen as having substantial but not complete confidence and trust in employees. Employees are significantly involved in the decision-making process.	Leaders are seen as having demonstrated confidence and trust in employees. Employees are involved in appropriate aspects of the decision-making process.
Decisions are made at the top and issued downward.	Some decision-making processes take place in the lower levels, but control is at the top.	More decisions are made at the lower levels, and leaders consult with followers regarding decisions.	Decision making is widely dispersed throughout the organization and is well integrated across levels.
Lower levels in the organization oppose the goals established by the upper levels.	Lower levels in the organization cooperate in accomplishing selected goals of the organization.	Lower levels in the organization begin to deal more with morale and exercise cooperation toward accomplishment of goals.	Collaboration is employed throughout the organization.
Influence primarily takes place through fear and punishment.	Some influence is experienced through the rewards process and some through fear and punishment.	Influence is through the rewards process. Occasional punishment and some collaboration occur.	Employees are influenced through participation and involvement in developing economic rewards, setting goals, improving methods, and appraising progress toward goals.

In addition to Likert, other researchers have discovered a strong relationship between the climate of an organization and the leadership styles of the managers and leaders in the organization. Astin and Astin (2000) note that the purposes of leadership are based in these values:

☐ To create a supportive environment where people can grow, thrive, and live in peace with one another;

☐ To promote harmony with nature and thereby provide sustainability for future generations; and

☐ To create communities of reciprocal care and shared responsibility where every person matters and each person's welfare and dignity is respected and supported (p. 11).

In the context of the modern community college, there is much interest in organizational climate studies and their relation to current thinking about leadership. The times require different assumptions regarding leader-follower relations and the choice of appropriate leadership strategies that lead to achievement of organizational goals. This report may help Harper College understand and improve the overall climate by examining perceptions and estimates of quality and excellence across personnel groups. This report may also provide benchmarks and empirical data that can be systematically integrated into effective planning models and change strategies for Harper College.

METHOD

Population

In November 2016, the Personal Assessment of the College Environment (PACE) survey was deployed to the staff, faculty, and administrators of William Rainey Harper College (Harper College). Of the 1,468 employees invited to respond to the survey, 692 (47.14%) completed at least one item and submitted his or her responses for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist Harper College in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and the Institutional Research Office of Harper College collaborated to deploy a survey that would capture the opinions of personnel throughout the college.

Employees of Harper College were invited to participate in the survey through an email that contained the survey link and instructions. Follow-up emails were sent during the response period to encourage participation. The survey was available for three weeks. Completed surveys were submitted online and the data were compiled by NILIE. These data were analyzed using the statistical package SAS, version 9.3 or STATA 13.

Instrumentation

The PACE instrument is divided into four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. A Customized section developed by Harper College was also included in the deployment of the instrument. A total of 60 items were included in the PACE survey, as well as a series of questions ascertaining the demographic status of respondents.

Respondents were asked to rate the various climate factors through their specific statements on a five-point scale from very dissatisfied (1) to very satisfied (5). The mean scores for all items were obtained and compared. Items with lower scores were considered to be high priority issues for the institution. In this way, the areas in need of improvement were ranked in order of priority, thereby assisting in the process of developing plans to improve the overall performance of the institution.

After completing the standard survey items, respondents were given an opportunity to provide comments about the most favorable aspects of Harper College and the least favorable aspects. The responses provide insight and anecdotal evidence to support the survey questions (see Qualitative Report).

Reliability and Validity

In previous studies, the overall PACE instrument has shown a coefficient of internal consistency (Cronbach's Alpha) of 0.98. Cronbach's alpha coefficient provides an internal estimate of the instrument's reliability. The high coefficient means that participants responded the same way to similar items. The Cronbach's alpha coefficients of internal consistency from July 2014 to July 2016 are shown in Table 2.

Table 2.   Alpha Coefficients by Climate Category for PACE Surveys Completed from July 2014 to July 2016 (n=37,050)

Climate Category	Alpha Coefficient
Institutional Structure	0.96
Supervisory Relationships	0.96
Teamwork	0.94
Student Focus	0.93
Overall (1-46)	**0.98**

Establishing instrument validity is a fundamental component of ensuring the research effort is assessing the intended phenomenon. To that end, NILIE has worked hard to demonstrate the validity of the PACE instrument through both content and construct validity. Content validity has been established through a rigorous review of the instrument's questions by scholars and professionals in higher education to ensure that the instrument's items capture the essential aspects of institutional effectiveness.

Building on this foundation of content validity, the PACE instrument has been thoroughly tested to ensure construct (climate factors) validity through two separate factor analysis studies (Tiu, 2001; Caison, 2005). Factor analysis is a quantitative technique for determining the intercorrelations between the various items of an instrument. These intercorrelations confirm the underlying relationships between the variables and allow the researcher to determine that the instrument is functioning properly to assess the intended constructs. To ensure the continued validity of the PACE instrument, the instrument is routinely evaluated for both content and construct validity. The recent revision of the PACE instrument reflects the findings of Tiu and Caison.

DATA ANALYSIS

Data were analyzed in four ways. First, a descriptive analysis of the respondents' demographics is presented, followed by an overall analysis of the item and climate factor means and standard deviations. Where appropriate, comparisons are made with matching data from Harper College's 2011 and 2013 PACE, as well as with the NILIE Norm for Large 2-year institutions. A series of t-test analyses identify items from the 2016 deployment that are statistically significantly different from the three comparison groups. Similar analyses were applied to the items and climate factors by Personnel Classification resulting in the identification of priorities for change for each Personnel Classification.

For all comparisons, three levels of statistical significance are reported and are signified by one or more asterisks (*). The smaller the probability value (p), the less likely the differences can be attributed to chance. For example, if $p < .05$ (*) then the likelihood the difference could be attributed to chance is 5 in 100. Similarly, if $p < .001$ (***) then the likelihood the difference could be attributed to chance is 1 in 1000.

Even if there is a statistically significant difference, however, there may not be a meaningful difference between two means, especially when dealing with large sample sizes. Therefore, we also report practical significance in the form of the effect size in the item mean comparisons tables. Effect size (Cohen's D) is reported to three decimal places. General guidelines for interpreting effect size are: .2 = small, .5 = moderate, and .8 = large. If the 2016 mean is larger than the comparison mean, the effect

size will be positive; if the 2016 mean is less than the comparison mean, the effect size will be negative. Practically speaking, we encourage institutional leadership to pay special attention to items with absolute value effect sizes of .5 or greater.

Respondent Characteristics

Survey respondents classified themselves into Personnel Classifications (Refer to Table 3 and Figure 2). Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%.

Table 3.   Response by Self-Selected Personnel Classification

Personnel Classification	Population	Surveys Returned for Analysis	Percent of Population Represented
Administrator	43	38	88.37%
Classified	194	113	58.25%
Managerial/Supervisory/Confidential	87	61	70.11%
Full-time Faculty	227	138	60.79%
Adjunct Faculty	468	141	30.13%
Professional Technical	165	109	66.06%
Campus Operations*	101	25	24.75%
Other	183	16	8.74%
Did not respond		51	
Total	1,468	692	47.14%

* Includes service employees or campus police
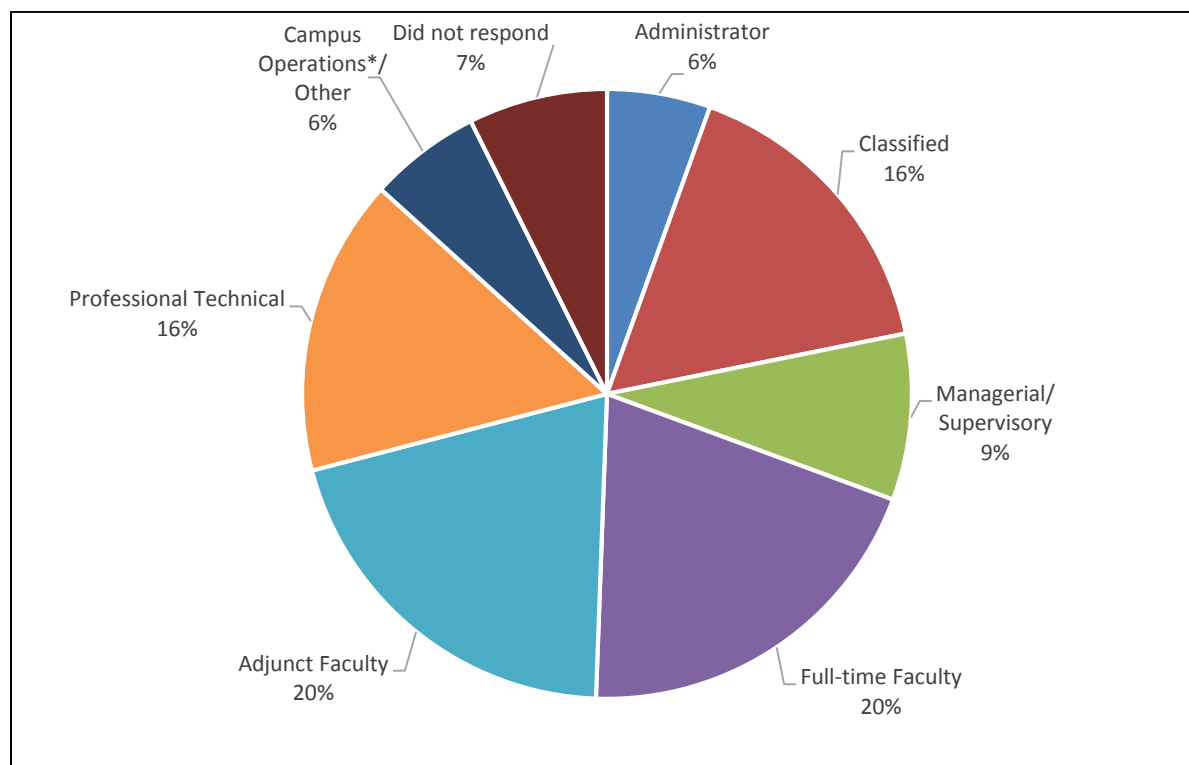
Figure 2.   Proportion of Total Responses by Personnel Classification

Table 4 reports the number of respondents across the different demographic classifications and the percentage of the overall responses that each group represents for this and the past two deployments.

Table 4. Frequency and Proportion of Responses across Demographic Classifications

Demographic Variable	Number of Responses			Percentage of Responses		
	2011	2013	2016	2011	2013	2016
What is your personnel classification:						
Administrator	39	35	38	5.21%	4.94%	5.49%
Classified	142	130	114	18.98%	18.34%	16.47%
Managerial/Supervisory/Confidential	54	50	61	7.22%	7.05%	8.82%
Full-time Faculty	151	148	138	20.19%	20.87%	19.94%
Adjunct Faculty	224	186	141	29.95%	26.23%	20.38%
Professional Technical	93	77	110	12.43%	10.86%	15.90%
Campus Operations*	25	19	25	3.34%	2.68%	3.61%
Your status at this institution is:						
Full-time	459	404	439	61.36%	56.98%	63.44%
Part-time	272	249	203	36.36%	35.12%	29.34%
What gender are you:						
Male	278	233	211	37.17%	32.86%	30.49%
Female	439	406	373	58.69%	57.26%	53.90%
Another gender identity	--	--	2	--	--	0.29%
Please select the race/ethnicity that best describes you:						
Hispanic or Latino, of any race	37	26	34	4.95%	3.67%	4.91%
American Indian or Alaska Native, not Hispanic or Latino	1	0	1	0.13%	0.00%	0.14%
Asian, not Hispanic or Latino	31	27	29	4.14%	3.81%	4.19%
Black, not Hispanic or Latino	22	13	22	2.94%	1.83%	3.18%
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	3	1	0	0.40%	0.14%	0.00%
White, not Hispanic or Latino	588	538	526	78.61%	75.88%	76.01%
Two or more races, not Hispanic or Latino	22	24	17	2.94%	3.39%	2.46%
How long have you been employed at Harper College:						
5 years or less	n/a	239	222	n/a	33.76%	32.08%
6-10 years	n/a	154	153	n/a	21.75%	22.11%
11-15 years	n/a	94	100	n/a	13.28%	14.45%
16-20 years	n/a	61	66	n/a	8.62%	9.54%
21 or more years	n/a	32	73	n/a	4.52%	10.55%

n/a - NILIE changed the categories for this variable after the 2011 deployment

*Campus Operations include service employees or police.
Percentages may not add up to 100% because only those who chose to respond are represented in the table.

Comparative Analysis: Overall

The results from the PACE survey indicate that personnel perceive the composite climate at Harper College to fall toward the upper range of the Consultative management style. The scale range describes the four systems of management style defined by Likert and adapted by Baker and the NILIE team in their previous in-depth case studies. The four systems are Coercive management style (i.e., a mean score rating between 1.0 and 2.0), Competitive management style (i.e., a mean score rating between 2.0 and 3.0), Consultative management style (i.e., a mean score rating between 3.0 and 4.0), and Collaborative management style (i.e., a mean score rating between 4.0 and 5.0). As previously stated, the Collaborative management style is related to greater productivity, group decision making, and the establishment of higher performance goals when compared to the other three styles. Thus, the Collaborative system is a system to be sought through planning and organizational learning.

For each of the following tables, the gray column presents the 2016 survey results, in the form of the total number of respondents (n) to that item and the mean score for that item. The other three columns present mean difference comparison between the 2016 results and three comparison groups with corresponding statistical significance and effect size. If the statistical significance column for an item is blank, then the mean difference for that item may be due to chance alone and should not be considered meaningful for the sake of informing institutional decision-making. Effect size was not estimated for any item for which there was no evidence of statistical significance.

As indicated in Table 5, the Student Focus climate factor received the highest composite rating (4.03), which represented a low-range Collaborative management environment. The Institutional Structure climate factor received the lowest mean score (3.34) within the lower half of the Consultative management area. Overall, employees rated the management style in the upper range of the Consultative management area (See also Figure 3).

Table 5.   Harper College Climate as Rated by All Employees

Climate Factor	2016		2013			2011			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	686	3.70	3.78	*	-.111	3.86	***	-.227	3.80	**	-.127
Institutional Structure	686	3.34	3.44	*	-.115	3.53	***	-.222	3.52	***	-.202
Student Focus	684	4.03	4.10	*	-.116	4.18	***	-.264	4.08	*	-.076
Supervisory Relationships	685	3.79	3.88			3.92	**	-.147	3.85		
Teamwork	685	3.80	3.85			3.95	**	-.160	3.85		

Note: Overall does not include the Customized section developed specifically for HC.

* *p* <.05, ** *p* < .01, *** *p* < .001; Interpreting effect size: .2 = small effect, .5 = moderate effect, and .8 = large effect

Comparing Harper College mean scores, the Harper College mean scores decreased slightly between 2011 and 2013 and again slightly between 2013 and 2016. Harper College mean score was significantly lower than the Large 2-year mean score for the Institutional Structure and Student Focus factors, as well as, for the Overall PACE. This difference was greatest for the Institutional Structure factor.
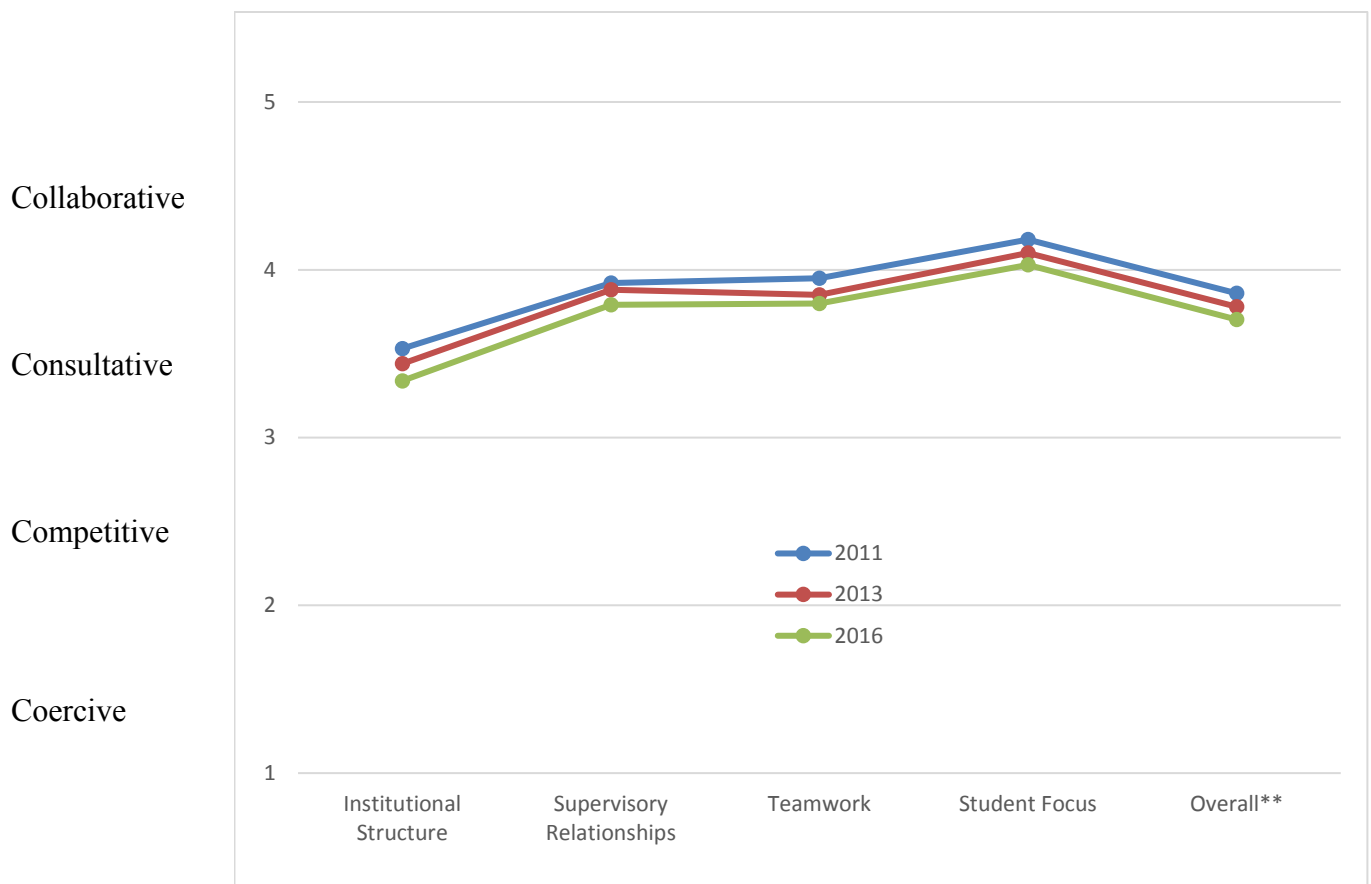
**Overall does not include the Customized section developed specifically for Harper College.

Figure 3.   Harper College Climate as Rated by All Employees Combined Composite Averages

In reviewing each of the items separately, the data show that of the 60 mean scores:
- No items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0).
- One item fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0).
- Forty-seven fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0)
- Twelve fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=47) scores indicates that the institution has a relatively high level of perceived productivity and satisfaction. Overall results from the survey yielded a mean institutional climate score of 3.70 as indicated in Figure 3.

Tables 6 through 10 report the mean scores of all personnel for each of the 60 items included in the survey instrument. The mean scores presented in these tables estimate what the personnel participating in the study at Harper College perceive the climate to be at this particular time in the institution's development.

Table 6.   Comparative Mean Responses: Institutional Structure

Harper College compared with:

Institutional Structure	2016		2013			2011			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
The extent to which…											
1 the actions of this institution reflect its mission	669	3.67	3.817	**	-.144	3.96	***	-.288	3.90	***	-.235
4 decisions are made at the appropriate level at this institution	667	3.07	3.223	*	-.126	3.29	***	-.184	3.31	***	-.204
5 the institution effectively promotes diversity in the workplace	669	3.73	3.711			3.82			3.94	***	-.204
6 administrative leadership is focused on meeting the needs of students	671	3.60	3.734	*	-.116	3.87	***	-.243	3.80	***	-.171
10 information is shared within the institution	673	3.08	3.241	*	-.128	3.27	**	-.151	3.29	***	-.168
11 institutional teams use problem-solving techniques	603	3.40	3.494			3.54	**	-.156	3.49	*	-.094
15 I am able to appropriately influence the direction of this institution	618	2.89	2.994			3.14	***	-.208	3.13	***	-.205
16 open and ethical communication is practiced at this institution	665	3.19	3.264			3.42	***	-.193	3.40	***	-.170
22 this institution has been successful in positively motivating my performance	667	3.30	3.412			3.52	***	-.181	3.47	***	-.143
25 a spirit of cooperation exists at this institution	664	3.13	3.303	**	-.142	3.44	***	-.261	3.44	***	-.255
29 institution-wide policies guide my work	647	3.58	3.610			3.77	***	-.197	3.74	***	-.166
32 this institution is appropriately organized	654	3.20	3.321			3.38	**	-.150	3.34	**	-.113
38 I have the opportunity for advancement within this institution	621	3.02	3.042			3.13			3.14	*	-.092
41 I receive adequate information regarding important activities at this institution	659	3.69	3.764			3.77			3.71		
44 my work is guided by clearly defined administrative processes	642	3.40	3.446			3.52			3.51	**	-.104

* p <.05, ** p < .01, *** p < .001

Interpreting effect size: .2 = small effect, .5 = moderate effect, and .8 = large effect

Table 7.   Comparative Mean Responses: Student Focus

Harper College compared with:

Student Focus	2016 N	2016 Mean	2013 Mean	2013 Sig.	2013 Effect size	2011 Mean	2011 Sig.	2011 Effect size	Large 2-year Mean	Large 2-year Sig.	Large 2-year Effect size
The extent to which…											
7 student needs are central to what we do	676	3.85	4.03	**	-.175	4.12	***	-.268	3.99	***	-.134
8 I feel my job is relevant to this institution's mission	674	4.33	4.40			4.49	***	-.189	4.44	***	-.140
17 faculty meet the needs of students	614	3.92	4.017			4.12	***	-.221	4.02	**	-.107
18 student ethnic and cultural diversity are important at this institution	663	3.98	4.02			4.11	**	-.146	4.17	***	-.218
19 students' competencies are enhanced	616	3.89	3.93			4.02	**	-.159	3.98	*	-.104
23 non-teaching professional personnel meet the needs of students	629	4.03	4.06			4.17	**	-.164	3.94	*	.097
28 classified personnel meet the needs of students	594	4.06	4.09			4.12			3.85	***	.223
31 students receive an excellent education at this institution	642	4.25	4.29			4.38	**	-.175	4.20		
35 this institution prepares students for a career	634	4.09	4.12			4.19	*	-.130	4.19	**	-.120
37 this institution prepares students for further learning	635	4.17	4.19			4.30	***	-.181	4.19		
40 students are assisted with their personal development	591	3.93	3.95			4.07	**	-.167	3.97		
42 students are satisfied with their educational experience at this institution	576	3.99	4.05			4.12	**	-.186	3.96		

* $p < .05$, ** $p < .01$, *** $p < .001$

Interpreting effect size: .2 = small effect, .5 = moderate effect, and .8 = large effect

Table 8.   Comparative Mean Responses: Supervisory Relationships

Harper College compared with:

	2016		2013			2011			Large 2-year		
Supervisory Relationships	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
The extent to which…											
2 my supervisor expresses confidence in my work	678	4.19	4.30			4.26			4.20		
9 my supervisor is open to the ideas, opinions, and beliefs of everyone	680	3.99	4.08			4.09			4.07		
12 positive work expectations are communicated to me	670	3.71	3.82	*	-.107	3.78			3.77		
13 unacceptable behaviors are identified and communicated to me	572	3.68	3.65			3.75			3.70		
20 I receive timely feedback for my work	661	3.70	3.82	*	-.107	3.91	***	-.195	3.71		
21 I receive appropriate feedback for my work	664	3.76	3.86			3.92	**	-.159	3.74		
26 my supervisor actively seeks my ideas	660	3.73	3.81			3.82			3.76		
27 my supervisor seriously considers my ideas	657	3.78	3.89			3.87			3.84		
30 work outcomes are clarified for me	655	3.62	3.67			3.76	**	-.147	3.71	*	-.089
34 my supervisor helps me to improve my work	648	3.72	3.80			3.84	*	-.110	3.78		
39 I am given the opportunity to be creative in my work	652	3.93	3.96			4.07	*	-.132	4.03	*	-.094
45 I have the opportunity to express my ideas in appropriate forums	647	3.56	3.63			3.67			3.69	**	-.118
46 professional development and training opportunities are available	653	3.84	3.93			4.02	**	-.174	3.94	*	-.092

*$p < .05$, ** $p < .01$, *** $p < .001$

Interpreting effect size: .2 = small effect, .5 = moderate effect, and .8 = large effect

Table 9. Comparative Mean Responses: Teamwork

Harper College compared with:

	Teamwork	2016		2013			2011			Large 2-year		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
	The extent to which…											
3	there is a spirit of cooperation within my work team	672	3.86	3.93			4.03	**	-.144	3.92		
14	my primary work team uses problem-solving techniques	634	3.92	3.90			3.93			3.88		
24	there is an opportunity for all ideas to be exchanged within my work team	663	3.70	3.75			3.90	**	-.166	3.81	*	-.090
33	my work team provides an environment for free and open expression of ideas, opinions and beliefs	648	3.78	3.81			3.92	*	-.121	3.83		
36	my work team coordinates its efforts with appropriate individuals and teams	627	3.86	3.89			3.94			3.87		
43	a spirit of cooperation exists in my department	660	3.76	3.84			3.98	***	-.192	3.82		

* *p* <.05, ** *p* < .01, *** *p* < .001

Interpreting effect size: .2 = small effect, .5 = moderate effect, and .8 = large effect

Table 10. Comparative Mean Responses: Custom

Harper College compared with:

Custom Items	2016		2013			2011		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
The extent to which…								
47 Harper regularly demonstrates a commitment to racial and ethnic diversity	632	3.88	3.85			3.95		
48 Harper inspires individuals to seek education beyond high school	617	4.30	4.31			4.36		
49 Harper promotes partnerships with school districts	604	4.32	4.29			4.25		
50 Harper promotes partnerships with other colleges	593	4.04	4.13			4.04		
51 Harper enables students not prepared for college-level courses to acquire the skills they need to succeed in those courses	597	3.83	4.04	***	-.232	4.15	***	-.358
52 Harper prepares students to transfer successfully into bachelor degree programs at other colleges and universities	587	4.18	4.23			4.30	**	-.165
53 Harper identifies and secures outside funding and partnerships for programs and activities	539	3.92	3.96			4.00		
54 Harper demonstrates to taxpayers that it's an effective investment of public funds	558	3.76	3.85			3.94	**	-.183
55 I have an opportunity for involvement with carrying out Harper's Strategic Plan	554	3.64	3.50	*	.128	3.68		
56 Harper partners effectively with the business community	549	3.88	3.87			NA		
57 Harper staff provides effective customer service to students and others	612	4.00	4.02			NA		
58 I am encouraged to participate in professional development	627	3.96	NA			NA		
59 I am recognized for my professional development	611	3.39	NA			NA		
60 Harper values professional development.	626	3.65	NA			NA		

*$p < .05$, ** $p < .01$, *** $p < .001$

Interpreting effect size: .2 = small effect, .5 = moderate effect, and .8 = large effect

Comparative Analysis: Personnel Classification

Tables 11 through 15 report mean composite ratings according to the four climate factors for employees in each Personnel Classifications. The mean scores presented in these tables estimate what the personnel participating in the study at Harper College perceive the climate to be at this particular time in the institution's development. As with previous tables, the gray column presents the 2016 survey results, in the form of the total number of respondents (n) to that factor and the mean score for that factor. The other three columns present mean difference comparison between the 2016 results and the previous two deployments (2011 and 2013). Values are suppressed for any group representing less than 5% of the survey population.

Overall, the mean score for the Institutional Structure factor has declined significantly since 2011. With the exception of Administrators and Adjunct Faculty, there were no significant differences between the mean score in 2011 and the mean score in 2016 (Table 11).

Table 11. Mean Institutional Structure by Personnel Classifications

| | | | *Harper College compared with:* | | | | | |
| | **2016** | | **2013** | | | **2011** | | |
What is your personnel classification?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	686	3.34	3.44	*		3.53	***	
Administrator	38	3.84	--			3.48	*	
Classified	113	3.35	3.24			3.40		
Full-time Faculty	138	3.10	3.28			3.19		
Managerial/Supervisory	61	3.35	3.39			3.33		
Adjunct Faculty	140	3.61	3.69			3.97	***	
Professional Technical	109	3.16	3.29			3.39		
Campus Operations (service employees or campus police)	25	--						

Note: Effect sizes not calculated for these comparisons; * $p <.05$, ** $p < .01$, *** $p < .001$

Overall, the mean score for the Student Focus factor has declined significantly since 2011. With the exception of Adjunct Faculty, there were no significant differences between the mean score in 2011 and the mean score in 2016 (Table 12).

Table 12. Mean Student Focus by Harper Personnel Classification

			Harper College compared with:					
	2016		**2013**			**2011**		
What is your personnel classification?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	684	4.03	4.10	*		4.18	***	
Administrator	38	4.14	--			4.02		
Classified	112	4.04	3.98			4.19		
Full-time Faculty	138	4.05	4.03			4.07		
Managerial/Supervisory	61	4.06	4.17			4.14		
Adjunct Faculty	140	4.15	4.13			4.34	**	
Professional Technical	109	3.96	4.02			4.15		
Campus Operations (service employees or campus police)	25	--						

Note: Effect sizes not calculated for these comparisons; * *p* <.05, ** *p* < .01, *** *p* < .001

Overall, the mean score for the Supervisory Relationships factor has declined significantly since 2011. With the exception of Administrators and Adjunct Faculty, there were no significant differences between the mean score in 2011 and the mean score in 2016 (Table 13).

Table 13. Mean Supervisory Relationships by Harper Personnel Classification

			Harper College compared with:					
	2016		**2013**			**2011**		
What is your personnel classification?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	685	3.79	3.88			3.92	**	
Administrator	38	4.26	--			3.88	*	
Classified	113	3.86	3.70			3.85		
Full-time Faculty	138	3.62	3.99	**		3.72		
Managerial/Supervisory/Confidential	61	3.81	3.98			3.75		
Adjunct Faculty	140	3.83	3.93			4.17	***	
Professional Technical	109	3.78	3.82			3.97		
Campus Operations (service employees or campus police)	25	--						

Note: Effect sizes not calculated for these comparisons; * *p* <.05, ** *p* < .01, *** *p* < .001

Overall, the mean score for the Teamwork factor has declined significantly since 2011. With the exception of Administrators and Adjunct Faculty, there were no significant differences between the mean score in 2011 and the mean score in 2016 (Table 14).

Table 14. Mean Teamwork by Harper Personnel Classification

			Harper College compared with:					
	2016		**2013**			**2011**		
What is your personnel classification?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	685	3.80	3.85			3.95	**	
Administrator	38	4.43	--			4.12	*	
Classified	113	3.92	3.65	*		3.92		
Full-time Faculty	138	3.54	4.00	**		3.96		
Managerial/Supervisory/Confidential	61	4.08	3.95			3.78		
Adjunct Faculty	140	3.74	3.87			4.10	***	
Professional Technical	109	3.85	3.86			4.01		
Campus Operations (service employees or campus police)	25	--						

Note: Effect sizes not calculated for these comparisons; * *p* <.05, ** *p* < .01, *** *p* < .001

Overall, the mean score for the Overall PACE Score has declined significantly since 2011. With the exception of Administrator and Adjunct Faculty, there were no significant differences between the mean score in 2011 and the mean score in 2016 (Table 15).

Table 15. Overall Mean Comparisons by Harper Personnel Classification

			Harper College compared with:					
	2016		**2013**			**2011**		
What is your personnel classification?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	686	3.70	3.78	*		3.86	***	
Administrator	38	4.11	--			3.82	*	
Classified	113	3.74	3.61			3.80		
Full-time Faculty	138	3.55	3.76	*		3.66		
Managerial/Supervisory/Confidential	61	3.75	3.83			3.72		
Adjunct Faculty	140	3.83	3.90			4.14	***	
Professional Technical	109	3.63	3.70			3.83		
Campus Operations (service employees or campus police)	25	--						

Note: Effect sizes not calculated for these comparisons; * p <.05, ** p < .01, *** p < .001

Comparative Analysis: Priorities for Change

Tables 16 through 22 contain the top priorities among the standard PACE items, and the top priorities from the Customized items developed specifically for Harper College as identified by each personnel classification. Items that were also identified in the 2011 or 2013 deployment are noted. Three of the Customized items are new in the 2016 deployment and are unable to be compared (items #59, #60, and #61). Two of the Customized items were added to the PACE deployment in 2013 (items #57 and #58). Therefore, comparison are limited for these five items.

Table 16 illustrates that 6 of the ten top priorities from the standard PACE items were identified by Administrators as areas for change were also identified in 2011 and 2013(item #4, #5, #10, #16, #25, and #38). One of the Customized items (item #47) was also identified in both prior deployments.

Table 16. Priorities for Change: Administrator

	Area To Change – PACE	Mean
38	The extent to which I have the opportunity for advancement within this institution	3.31*+
11	The extent to which institutional teams use problem-solving techniques	3.53*
17	The extent to which faculty meet the needs of the students	3.61
4	The extent to which decisions are made at the appropriate level at this institution	3.63*+
32	The extent to which this institution is appropriately organized	3.68*+
10	The extent to which information is shared within this institution	3.71*+
25	The extent to which a spirit of cooperation exists at this institution	3.71*+
16	The extent to which open and ethical communication is practiced at this institution	3.79+
5	The extent to which the institution effectively promotes diversity in the workplace	3.82*+
18	The extent to which student ethnic and cultural diversity are important at this institution	3.82+
	Area To Change – Customized Items	**Mean**
57	The extent to which Harper staff provides effective customer service to students and others	3.81+[1]
47	The extent to which Harper regularly demonstrates a commitment to racial and ethnic diversity	3.84*+
59	The extent to which I am recognized for my professional development	3.84[2]

* Top priority for discussion in 2011
+ Top priority for discussion in 2013
[1] New item in 2013; no 2011 data available
[2] New item in 2016, this item cannot be compared

Table 17 illustrates that 8 of the ten top priorities from the standard PACE items were identified by Classified personnel as areas for change were also identified in 2011 and 2013 (item #4, #10, #15, #16, #22, #25, #32, and #38). Two of the Customized items (#54 and #55) were also identified in both prior deployments.

Table 17.   Priorities for Change: Classified

	Area To Change – PACE	**Mean**
15	The extent to which I am able to appropriately influence the direction of this institution	2.80*+
38	The extent to which I have the opportunity for advancement within this institution	2.89*+
10	The extent to which information is shared within this institution	3.00*+
4	The extent to which decisions are made at the appropriate level at this institution	3.12*+
32	The extent to which this institution is appropriately organized	3.15*+
16	The extent to which open and ethical communication is practiced at this institution	3.20*+
25	The extent to which a spirit of cooperation exists at this institution	3.22*+
22	The extent to which this institution has been successful in positively motivating my performance	3.24*+
11	The extent to which institutional teams use problem-solving techniques	3.35+
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.56*
	Area To Change – Customized Items	**Mean**
55	The extent to which I have an opportunity for involvement with carrying out Harper's Strategic Plan	3.45*+
59	The extent to which I am recognized for my professional development	3.45[2]
54	The extent to which Harper demonstrates to taxpayers that it's an effective investment of public funds	3.49*+

* Top priority for discussion in 2011
+ Top priority for discussion in 2013
[1] New item in 2013; no 2011 data available
[2] New item in 2016, this item cannot be compared

Table 18 illustrates that 9 of the ten top priorities from the standard PACE items were identified by Managerial/Supervisory personnel as areas for change were also identified in 2011 and 2013 (item #4, #10, #15, #16, #22, #25, #32, #38, and #44). Although no Customized item was identified in the both prior deployments, one Customized item (#54) was also identified in 2013.

Table 18. Priorities for Change: Managerial/Supervisory

	Area To Change – PACE	Mean
38	The extent to which I have the opportunity for advancement within this institution	2.70*+
15	The extent to which I am able to appropriately influence the direction of this institution	2.95*+
4	The extent to which decisions are made at the appropriate level at this institution	2.98*+
16	The extent to which open and ethical communication is practiced at this institution	3.10*+
32	The extent to which this institution is appropriately organized	3.10*+
25	The extent to which a spirit of cooperation exists at this institution	3.18*+
22	The extent to which this institution has been successful in positively motivating my performance	3.20*+
10	The extent to which information is shared within this institution	3.21*+
44	The extent to which my work is guided by clearly defined administrative processes	3.38*+
11	The extent to which institutional teams use problem-solving techniques	3.47+
	Area To Change – Customized Items	**Mean**
59	The extent to which I am recognized for my professional development	3.18[2]
60	The extent to which Harper values professional development.	3.54[2]
54	The extent to which Harper demonstrates to taxpayers that it's an effective investment of public funds	3.70+

* Top priority for discussion in 2011
+ Top priority for discussion in 2013
[1] New item in 2013; no 2011 data available
[2] New item in 2016, this item cannot be compared

Table 19 illustrates that 8 of the ten top priorities from the standard PACE items were identified by Full-Time Faculty as areas for change were also identified in 2011 and 2013 (item #4, #10, #11, #15, #16, #25, #32, and #44). One of the Customized items (item #47) was also identified in both prior deployments.

Table 19.   Priorities for Change: Full-time Faculty

	Area To Change – PACE	Mean
4	The extent to which decisions are made at the appropriate level at this institution	2.66*+
15	The extent to which I am able to appropriately influence the direction of this institution	2.72*+
10	The extent to which information is shared within this institution	2.73*+
16	The extent to which open and ethical communication is practiced at this institution	2.77*+
25	The extent to which a spirit of cooperation exists at this institution	2.83*+
44	The extent to which my work is guided by clearly defined administrative processes	2.91*+
32	The extent to which this institution is appropriately organized	2.95*+
6	The extent to which administrative leadership is focused on meeting the needs of students	3.04+
11	The extent to which institutional teams use problem-solving techniques	3.26*+
29	The extent to which institution-wide policies guide my work	3.34
	Area To Change - Custom	**Mean**
59	The extent to which I am recognized for my professional development	3.46[2]
51	The extent to which Harper enables students not prepared for college-level courses to acquire the skills they need to succeed in those courses	3.55
47	The extent to which Harper regularly demonstrates a commitment to racial and ethnic diversity	3.57*+

* Top priority for discussion in 2011
+ Top priority for discussion in 2013
[1] New item in 2013; no 2011 data available
[2] New item in 2016, this item cannot be compared

Table 20 illustrates that 5 of the ten top priorities from the standard PACE items were identified by Adjunct Faculty as areas for change were also identified in 2011 and 2013 (item #4, #10, #15, #16, and #38). One of the custom items (item #55) was also identified in both prior deployments.

Table 20. Priorities for Change: Adjunct Faculty

	Area To Change – PACE	Mean
38	The extent to which I have the opportunity for advancement within this institution	2.73*+
15	The extent to which I am able to appropriately influence the direction of this institution	2.97*+
25	The extent to which a spirit of cooperation exists at this institution	3.48+
4	The extent to which decisions are made at the appropriate level at this institution	3.53*+
10	The extent to which information is shared within this institution	3.54*+
22	The extent to which this institution has been successful in positively motivating my performance	3.54+
26	The extent to which my supervisor actively seeks my ideas	3.55*+
16	The extent to which open and ethical communication is practiced at this institution	3.61+
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.62+
27	The extent to which my supervisor seriously considers my ideas	3.65
	Area To Change – Customized Items	**Mean**
59	The extent to which I am recognized for my professional development	3.35[2]
55	The extent to which I have an opportunity for involvement with carrying out Harper's Strategic Plan	3.46*+
60	The extent to which Harper values professional development.	3.71[2]

* Top priority for discussion in 2011
+ Top priority for discussion in 2013
[1] New item in 2013; no 2011 data available
[2] New item in 2016, this item cannot be compared

Table 21 illustrates that all ten of the ten top priorities from the standard PACE items were identified by Professional Technical personnel as areas for change were also identified in 2011 and 2013 (item #4, #10, #11, #15, #16, #22, #25, #32, #38, and #44). One of the Customized items (item #55) was also identified in both prior deployments.

Table 21. Priorities for Change: Professional Technical

	Area To Change – PACE	Mean
38	The extent to which I have the opportunity for advancement within this institution	2.74*+
15	The extent to which I am able to appropriately influence the direction of this institution	2.77*+
25	The extent to which a spirit of cooperation exists at this institution	2.85*+
4	The extent to which decisions are made at the appropriate level at this institution	2.89*+
10	The extent to which information is shared within this institution	2.91*+
32	The extent to which this institution is appropriately organized	2.91*+
22	The extent to which this institution has been successful in positively motivating my performance	2.95*+
16	The extent to which open and ethical communication is practiced at this institution	3.05*+
44	The extent to which my work is guided by clearly defined administrative processes	3.21*+
11	The extent to which institutional teams use problem-solving techniques	3.33*+

	Area To Change – Customized Items	Mean
59	The extent to which I am recognized for my professional development	3.35[2]
60	The extent to which Harper values professional development.	3.53[2]
55	The extent to which I have an opportunity for involvement with carrying out Harper's Strategic Plan	3.59*+

* Top priority for discussion in 2011
+ Top priority for discussion in 2013
[1] New item in 2013; no 2011 data available
[2] New item in 2016, this item cannot be compared

Table 22 illustrates that 6 of the ten top priorities from the standard PACE items were identified by Campus Operations as areas for change were also identified in 2011 and 2013 (item #4, #10, #22, #25, #38, and #46). One of the Customized items (item #55) was also identified in both prior deployments.

Table 22. Priorities for Change: Campus Operations

	Area To Change – PACE	Mean
10	The extent to which information is shared within this institution	2.88*+
22	The extent to which this institution has been successful in positively motivating my performance	2.93*+
25	The extent to which a spirit of cooperation exists at this institution	2.93*+
4	The extent to which decisions are made at the appropriate level at this institution	2.95*+
38	The extent to which I have the opportunity for advancement within this institution	2.98*+
15	The extent to which I am able to appropriately influence the direction of this institution	3.06+
46	The extent to which professional development and training opportunities are available	3.18*+
32	The extent to which this institution is appropriately organized	3.19*
16	The extent to which open and ethical communication is practiced at this institution	3.22*
44	The extent to which my work is guided by clearly defined administrative processes	3.34*
	Area To Change – Customized Items	**Mean**
55	The extent to which I have an opportunity for involvement with carrying out Harper's Strategic Plan	3.17*+
59	The extent to which I am recognized for my professional development	3.19^2
60	The extent to which Harper values professional development.	3.20^2

* Top priority for discussion in 2011
+ Top priority for discussion in 2013
[1] New item in 2013; no 2011 data available
[2] New item in 2016, this item cannot be compared

CONCLUSION

One of the primary purposes of the PACE instrument is to provide insight that will assist in efforts to improve the climate at an institution or system of institutions. To accomplish this goal, the mean scores for each of the items were arranged in ascending order, from the lowest to the highest values. The distance between each item mean and the ideal situation, represented by a score of 4.50 on any item, can be identified as a measure of the extent to which individuals and groups can be motivated through leadership to improve the climate within the institution. Thus, the gap between the scores on what is and what could be for each item is the zone of possible change within the institution. Those items with the highest values are viewed as areas of satisfaction or excellence within the climate. Conversely, those items with the lowest values are the areas of least satisfaction or in need of improvement.

Overall, the following have been identified as the top ten performance areas at Harper College. Eight of these items represent the Student Focus climate factor (items #8, #18, #23, #28, #31, #35, #37, and #42), and two represent the Supervisory Relationships climate factor (items #2 and #9).

- The extent to which I feel my job is relevant to this institution's mission, 4.33 (#8+)
- The extent to which students receive an excellent education at this institution, 4.25 (#31+)
- The extent to which my supervisor expresses confidence in my work, 4.19 (#2+)
- The extent to which this institution prepares students for further learning, 4.17 (#37+)
- The extent to which this institution prepares students for a career, 4.09 (#35+)
- The extent to which classified personnel meet the needs of the students, 4.06 (#28+)
- The extent to which non-teaching professional personnel meet the needs of the students, 4.03 (#23+)
- The extent to which students are satisfied with their educational experience at this institution, 3.99 (#42+)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.99 (#9)
- The extent to which student ethnic and cultural diversity are important at this institution, 3.98 (#18)

Of these items, eight (+) were identified as top performing areas in the 2011 and 2013 PACE deployments. One represents the Supervisory Relationship climate factor (item #2) and seven represent the Student Focus climate factor (items #8, #23, #28, #31, #35, #37, and #42).

In addition, the following have been identified as the top three performance areas within the 2016 Customized items. Each of the items were also identified as top performing areas in the 2011 and 2013 PACE deployments.

- The extent to which Harper promotes partnerships with school districts, 4.32 (#49+)
- The extent to which Harper inspires individuals to seek education beyond high school, 4.30 (#48+)
- The extent to which Harper prepares students to transfer successfully into bachelor degree programs at other colleges and universities, 4.18 (#52+)

Overall, the following have been identified as areas in need of improvement at Harper College. All of these items represent the Institutional Structure climate factor. Each of the items were also identified (+) as areas needing improvement in the 2011 and 2013 PACE deployments.

- ☐ The extent to which I am able to appropriately influence the direction of this institution, 2.89 (#15+)
- ☐ The extent to which I have the opportunity for advancement within this institution, 3.02 (#38+)
- ☐ The extent to which decisions are made at the appropriate level at this institution, 3.07 (#4+)
- ☐ The extent to which information is shared within this institution, 3.08 (#10+)
- ☐ The extent to which a spirit of cooperation exists at this institution, 3.13 (#25+)
- ☐ The extent to which open and ethical communication is practiced at this institution, 3.19 (#16+)
- ☐ The extent to which this institution is appropriately organized, 3.20 (#32+)
- ☐ The extent to which this institution has been successful in positively motivating my performance, 3.30 (#22+)
- ☐ The extent to which my work is guided by clearly defined administrative processes, 3.40 (#44+)
- ☐ The extent to which institutional teams use problem-solving techniques, 3.40 (#11+)

Overall, the following have been identified as the three areas in need of improvement within the 2016 Customized climate factor at Harper College. One item (#55) was also identified as an area needing improvement in the 2011 and 2013 PACE deployments. Two items were added to the 2016 deployment as part of the current strategic plan.

- ☐ The extent to which I am recognized for my professional development, 3.39 (#59)
- ☐ The extent to which I have the opportunity for involvement with carrying out Harper's Strategic Plan, 3.64 (#55+)
- ☐ The extent to which Harper values professional development, 3.65 (#60)

In sum, the results indicate that employees are most satisfied with climate as it relates to student focus and supervisory relationships. Items employees identified as least satisfied with are related to institutional structure. Overall, the climate of Harper College is positive, with a mean score of 3.70. This score places the College in the Consultative System, indicating positive aspects of the climate with room for improvement. However, it is important to note that scores have been slowly decreasing over time with some nearing the Competitive System. Attention to these areas is recommended to avoid a negative shift in employee perceptions of the College climate.

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