

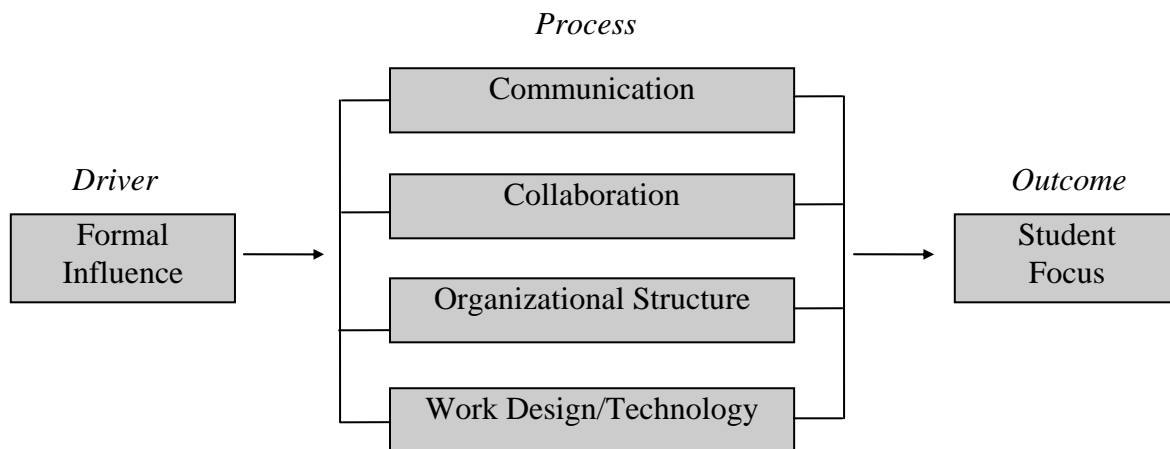
EXECUTIVE SUMMARY

In April 2005, the Personal Assessment of the College Environment (PACE) survey was administered to all 781 regular employees (100.0%) at Harper College (HC). Of those 781 employees, 416 (53.3%) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist HC 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 HC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees completed a 55-item PACE instrument organized into six factors or domains as follows: Formal Influence, Communication, Collaboration, Organizational Structure, Work Design/Technology, and Student Focus. Respondents were asked to rate the six climate factors on a five-point Likert-type scale. The instrument was specifically designed to compare the existing climate at HC to a range of four managerial systems found to exist in colleges and to a Norm Base of over 45 community colleges across North America. The information generated from the instrument has been developed into a research report and can be used for planning and decision-making in order to improve the existing college climate.

In the PACE model, the formal influence (leadership) domain motivates the communication, collaboration, organizational structure, and work design/technology process domains toward focus on the student domain (institutional effectiveness).

Figure i. The PACE Model



NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert (1967), the Collaborative System, which he termed System 4, generally produced better results in terms of productivity, job satisfaction, communication, and overall organizational climate. The other systems were Consultative (System 3), Competitive (System 2) and Coercive (System 1). In agreement with Likert, NILIE has concluded that Collaborative (System 4) is the climate to be sought as opposed to generally existing naturally in the environment. 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 six domains of the climate instrument.

Of the more than 120 studies completed by NILIE, few institutions have been found to achieve a fully Collaborative (System 4) environment, although scores in some categories may fall in this range for some classifications of employees. Thus, if the Collaborative System is the ideal, then this environment is the one to be sought through planning, collaboration, and organizational development.

The PACE instrument administered at HC included 55 items. Respondents were asked to rate items on a five-point scale from a low of "1" to a high of "5," which corresponds to the organizational system level. The means for all items were obtained and compared. Of the 55 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2). Five fell within the Competitive range (rated between 2 and 3). Seven composite ratings fell within the Collaborative range (rated between 4 and 5) and 43 fell within the Consultative range (rated between 3 and 4).

At HC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.61 mean score or mid Consultative system. The Student Focus category received the highest mean score (3.91), whereas the Communication category received the lowest mean score (3.37). When respondents were classified according to functional role at HC, the composite ratings were as follows: Administrative (3.82), Technical/Campus Operations (3.64), Administrative Support (3.61), and Faculty (3.55).

Overall, the following have been identified as areas of excellence at Harper College.

- The extent to which I feel my job is relevant to this institution's mission (item #38), mean score: 4.34
- The extent to which I am responsible for meaningful work (item #39), mean score: 4.34
- The extent to which students receive an excellent education at this institution (item #46), mean score: 4.24
- The extent to which my skills are appropriate for my job (item #37), mean score: 4.22
- The extent to which accuracy is expected of me in my job (item #36), mean score: 4.20
- The extent to which this institution prepares students for further learning (item #51), mean score: 4.11

The following have been identified as areas in need of improvement at Harper College.

- The extent to which decisions are made at the appropriate level at this institution (item #35), mean score: 2.78
- The extent to which I am able to appropriately influence the direction of this institution (item #9), mean score: 2.91
- The extent to which open and ethical communication is practiced at this institution (item #17), mean score: 2.91
- The extent to which a spirit of cooperation exists at this institution (item #24), mean score: 2.92
- The extent to which this institution is appropriately organized (item #34), mean score: 2.99
- The extent to which information is shared within this institution (item #19), mean score: 3.00

In the report that follows, six basic research questions regarding organizational climate at Harper College have been answered. The intent of this research report is to provide information for organizational, unit, and individual changes necessary to move toward a more collaborative environment.

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INTRODUCTION

In April 2005, the Personal Assessment of the College Environment (PACE) survey was administered to all 781 employees (100.0%) at Harper College (HC). Of those 781 employees, 416 (53.3%) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist HC 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 HC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

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 is defined as 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 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 30 years (Baker & Associates, 1992).

NILIE’s present focus and 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. A framework of measuring organizational climate was developed by Likert (1967) and has been adapted by others, including McClelland and Atkinson, reported in Baker and Glass (1993).

The first adaptation of Likert's climate concepts specifically designed for higher education organizations was employed at the various campuses of Miami-Dade Community College in 1986. A modified version of the Likert profile of organizations was used in a case study of Miami-Dade Community College in 1987 and reported by Roueche and Baker (1987). Results of the Miami-Dade study indicated that Likert's four-system 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 dissertations were completed by doctoral students in higher education programs.

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 six domains of the instrument (i.e., Formal Influence, Communication, Collaboration, Organizational Structure, Work Design/Technology, and Student Focus).

Coercion represents the least desirable climate and constitutes a structured, task-oriented, and highly authoritative leadership management style based on the notion 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 gauge 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; Stewart, 1982; 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 4	System 3	System 2	System 1
Collaborative	Consultative	Competitive	Coercive
Leaders are seen as having demonstrated confidence and trust in employees. Employees are involved in appropriate 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 condescending confidence and trust in employees. Employees are occasionally involved in some aspects of the decision-making process.	Leaders are seen as having no confidence or trust in employees and seldom involve them in any aspect of the decision-making process.
Decision making is widely dispersed throughout the organization and is well integrated across levels.	More decisions are made at the lower levels, and leaders consult with followers regarding decisions.	Some decision-making processes take place in the lower levels, but control is at the top.	Decisions are made at the top and issued downward.
Collaboration is employed throughout the organization.	Lower levels in the organization begin to deal more with morale and exercise cooperation toward accomplishment of goals.	Lower levels in the organization cooperate in accomplishing selected goals of the organization.	Lower levels in the organization oppose the goals established by the upper levels.
Employees are influenced through participation and involvement in developing economic rewards, setting goals, improving methods, and appraising progress toward goals.	Influence is through the rewards process. Occasional punishment and some collaboration occur.	Some influence is experienced through the rewards process and some through fear and punishment.	Influence primarily takes place through fear and punishment.

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).

Results from the NILIE research support these assumptions.

Studies of leadership effectiveness abound in the literature. Managers and leaders who plan change strategies for their organizations based on the results of a NILIE climate survey are encouraged to review theories and concepts, such as those listed below, when planning for the future.

- The path-goal theory of House (1971, 1996) in which leader behavior is expressed in terms of the leader's influence in clarifying paths or routes followers travel toward work and personal goal attainment.
- The Vroom/Yetton model for decision procedures used by leaders in which the selected procedure affects the quality of the decision and the level of acceptance by people who are expected to implement the decision (Vroom & Yetton, 1973 as discussed in Yukl, 2002).
- Situational leadership theories (see Northouse, 2004; Yukl, 2002).
- Transformational leadership theory (Burns, 1978; Bass, 1985; Astin & Astin, 2000).
- Emotional intelligence theories (Goleman, 1995; Goleman, McKee & Boyatzis, 2002)

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 assess and improve the overall climate by examining perceptions and estimates of quality and excellence across personnel groups. It is NILIE's expectation that this report will provide benchmarks and empirical data that can be systematically integrated into effective planning models for Harper College.

METHOD

The PACE instrument was administered to the regular staff, faculty, and administrators of Harper College in April 2005. The climate survey was a collaborative project between NILIE and the Harper College Office of Research. The PACE was distributed to employees of HC via campus mail boxes. Employees were provided with envelopes and were informed of the collection deadline and locations. Distribution, collection, and mailing of survey materials were managed by the Office of Research staff.

The PACE instrument is divided into six instrumental factors and conceptual domains. These spheres are Formal Influence, Communication, Collaboration, Organizational Structure, Work Design/Technology, and Student Focus. A total of 55 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 six climate factors through their specific statements on a five-point scale from a low of "1" to a high of "5." The means for all items were obtained and compared. Items with lower scores were considered to have high priority. 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. For purposes of external comparisons, NILIE will provide statistical data from its Norm Base.

DATA COLLECTION

Of the 781 HC employees administered the instrument, 416 (53.3%) completed the PACE survey. Survey materials were placed in campus mailboxes of all HC employees. Completed PACE instruments were then collected by the Office of Research and mailed to NILIE for analysis.

DATA ANALYSIS

Optical scan sheets were employed to capture the survey data. These sheets were read by an optical scanner. Responses were analyzed using the statistical package SAS, version 8.0. The following six research questions were explored using the data generated from the items asked in the PACE instrument:

- QUESTION #1 How representative of the total population is the returned survey sample?
- QUESTION #2 How do employees perceive the overall institutional climate?
- QUESTION #3 To what extent are there differences in perception of the institutional climate among employees in functional roles?
- QUESTION #4 To what extent are there differences in perception of the institutional climate among various demographic classifications?
- QUESTION #5 How do the results of this PACE compare with the NILIE PACE Norm Base?
- QUESTION #6 What recommendations for change and improvement can be made based on the results of this climate survey?

RESULTS AND DISCUSSION

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. Within this context, the climate survey is measuring what the designer expects to measure. The Cronbach's alpha coefficients of internal consistency from July 2001 to present are as follows:

Table 2. Alpha Coefficients by Climate Category for PACEs Completed From July 2001 to Present (n=16,262)

Climate Category	Alpha Coefficient
Formal Influence (1-10)	0.93
Communication (11-19)	0.93
Collaboration (20-27)	0.92
Organizational Structure (28-35)	0.88
Work Design/Technology (36-44)	0.85
Student Focus (45-55)	0.92
Overall (1-55)	0.98

Each of the research questions posed earlier is answered in the order listed in the data analysis section. Graphic representations of the results have been prepared to provide the reader with useful information. Thus, the reader may refer to the graphs in order to get an in-depth picture of the results. The narrative under each question serves to elaborate on the information conveyed by each figure or table.

QUESTION #1: How representative of the total population is the returned survey sample?

Of the 781 HC employees administered the survey, 416 (53.3%) completed the PACE survey. Survey respondents classified themselves into functional roles. Refer to Table 3 below.

Table 3. Surveys Self-Analyzed by Respondent's Functional Role

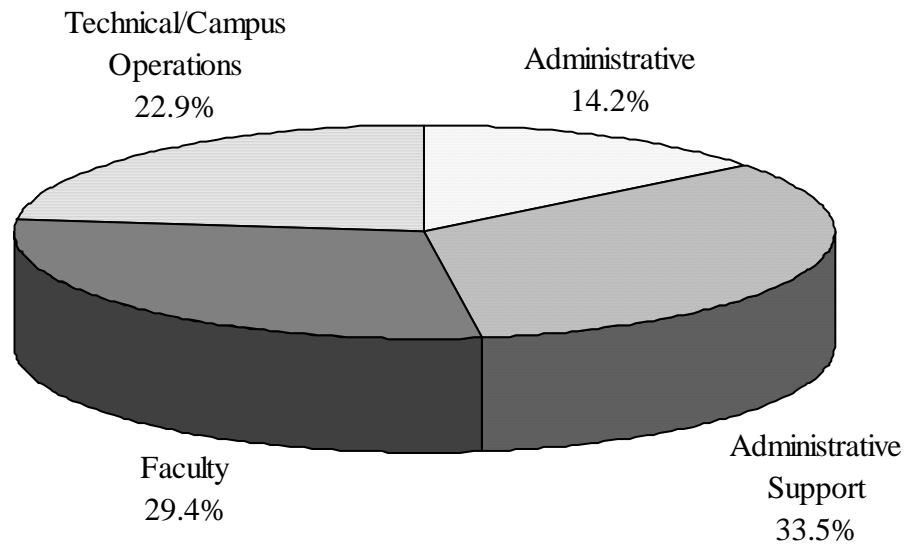
Functional Role	Population	Surveys Returned for Analysis	Percent of Population Represented
Administrative	46	55	119.6%*
Administrative Support	290	130	44.8%
Faculty	215	114	53.0%
Technical/Campus Operations	230	89	38.7%
Did not respond		28	
Total	781	416	53.3%

When contracting with an institution, NILIE encourages that the entire full-time population of the institution be surveyed. When making inferences from the data, caution should always be used, and return rates of less than 60% of a subgroup should be viewed with some hesitation.

*A greater than 100% return is due to self reporting of functional role.

Figure 1 provides a graphic representation of the proportion of total responses by functional role.

Figure 1. Proportion of Total Responses by Functional Role



Twenty-eight individuals did not respond to the functional role demographic variable.

Table 4 reports the number of respondents across the different demographic classifications and the percentage of the overall response that each group represents.

Table 4. Proportion of Responses Across Demographic Classifications

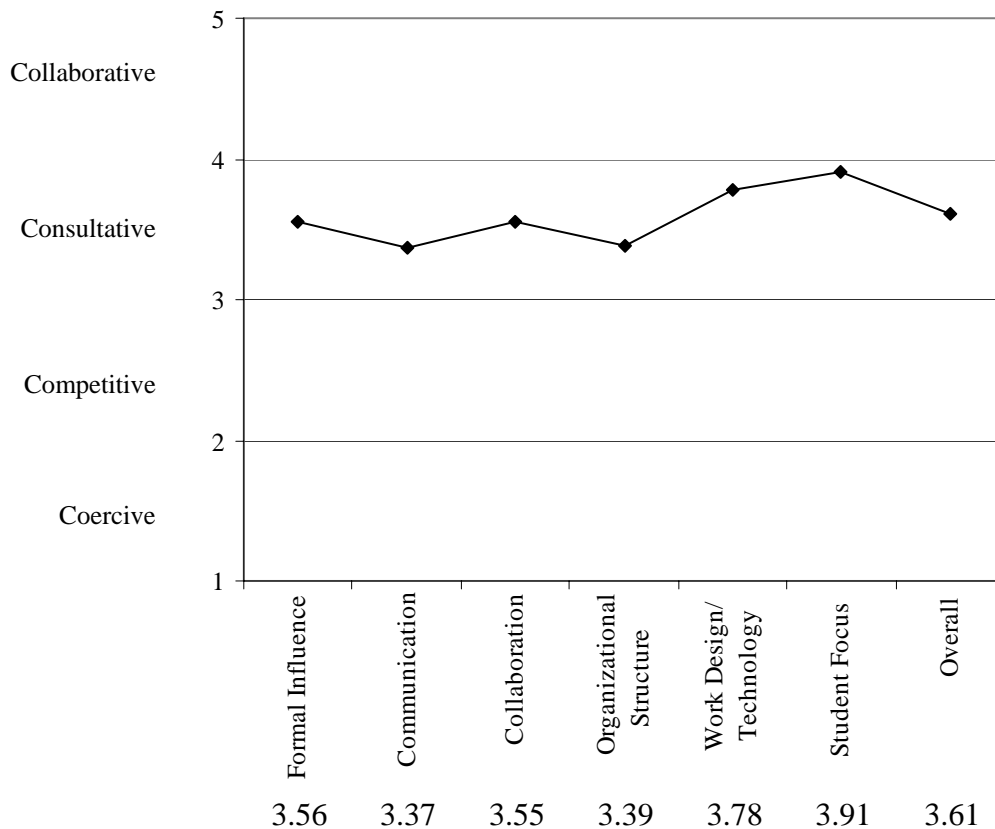
Demographic Variable	Number of Responses	Percent of Responses
Gender:		
Female	219	68.9%
Male	99	31.1%
Did Not Respond	98	
Ethnicity Group:		
African-American	6	1.5%
Alaskan/American Indian	3	0.8%
Asian-American	19	4.9%
Caucasian	343	87.7%
Hispanic	20	5.1%
Did Not Respond	25	
Length of Employment		
Less than 1 year	19	4.7%
1 to 4 years	95	23.4%
5 to 9 years	91	22.4%
10 to 14 years	69	17.0%
15 or more years	132	32.5%
Did Not Respond	10	
Division Employed:		
Academic Affairs	181	46.1%
Administrative Affairs	53	13.5%
Student Affairs	59	15.0%
Business Affairs	89	22.6%
Community Affairs	11	2.8%
Did Not Respond	23	
Personnel Classification:		
Administrative	55	14.2%
Administrative Support	130	33.5%
Faculty	114	29.4%
Technical/Campus Operations	89	22.9%
Did Not Respond	28	

QUESTION #2: How do employees perceive the overall institutional climate?

The results from the PACE survey indicate that personnel perceive the composite climate at HC to fall toward the middle-range of the Consultative management style. As discussed earlier, the scale range (1 to 5) includes 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, Competitive, Consultative, and Collaborative. 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.

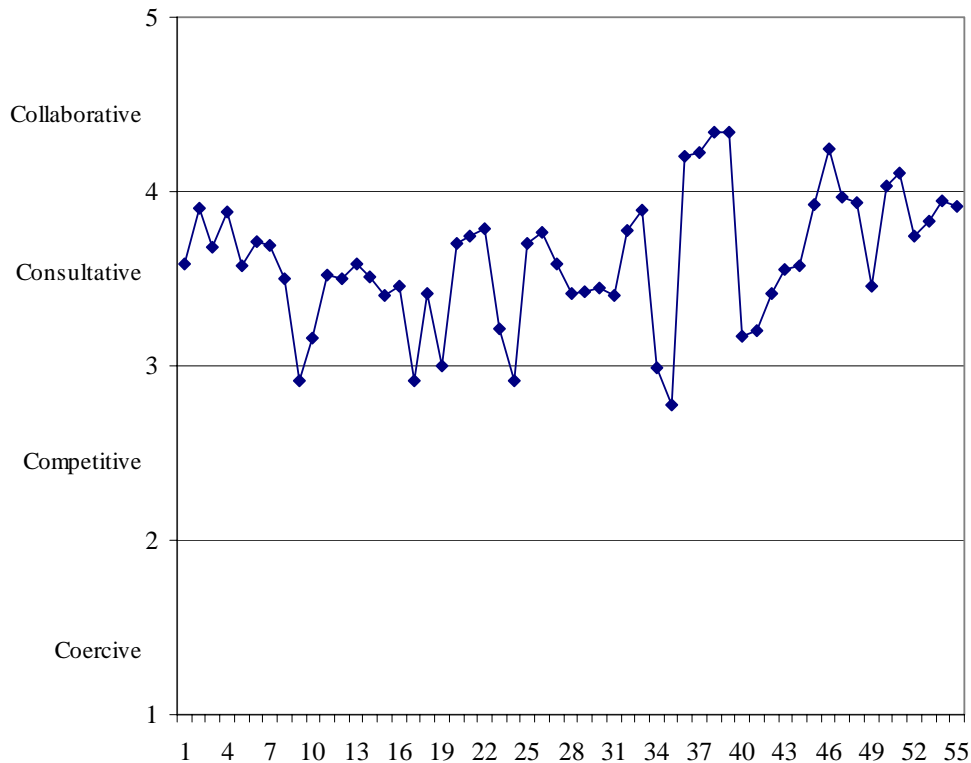
As indicated in Figure 2, the Student Focus climate factor received the highest composite rating (3.91), which represents a high Consultative management environment. The Communication climate factor received the lowest mean score (3.37) within the lower area of the Consultative management area. Overall, employees rated the management style in the middle range of the Consultative management area.

Figure 2. Harper College Climate as Rated by All Employees Combined Using Composite Averages



In reviewing each of the items separately, it was found that of the 55 means, 7 fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0) and 43 fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0). Five items fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0) and no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0). The items with the three lowest composite scores were #35 (2.78), #9 (2.91), and #17 (2.91). Figure 3 provides a graphical view of the data presented in Table 5.

Figure 3. Mean Responses to 55-Item Climate Survey



The preponderance of Consultative (n=43) 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 3.61 as indicated on the previous page in Figure 2.

Table 5 reports the mean response of all personnel for each of the 55 items included in the survey instrument. The means and standard deviations presented in this table estimate what the personnel participating in the study at HC perceive the climate to be at this particular time in the institution's development. The standard deviation (SD) demonstrates the variation in responses to a given question. For example, a small SD demonstrates that most answers fell within a narrow or restrictive range. Conversely, a large SD demonstrates that more variance existed around the mean score for the item. When the SD becomes too great, the mean is no longer a reliable indicator of the participant responses.

Table 5. Comparative Mean Responses to 55-Item Climate Survey

Formal Influence		Mean	SD
1	The extent to which the actions of this institution reflect its mission	3.59	1.04
2	The extent to which my manager expresses confidence in my work	3.90	1.15
3	The extent to which my manager provides timely feedback regarding my work	3.68	1.16
4	The extent to which I am given the opportunity to be creative in my work	3.88	1.13
5	The extent to which my manager emphasizes my personal development	3.57	1.18
6	The extent to which my ideas are seriously considered by my manager	3.71	1.20
7	The extent to which I have the opportunity to express my ideas in appropriate forums	3.69	1.09
8	The extent to which my ideas are actively sought by my manager	3.50	1.18
9	The extent to which I am able to appropriately influence the direction of this institution	2.91	1.15
10	The extent to which this institution has been successful in positively motivating my performance	3.16	1.22
Communication			
11	The extent to which I receive information related to my work	3.52	1.08
12	The extent to which information I receive is useful in my work	3.50	0.98
13	The extent to which the information I generate is shared with others	3.59	0.94
14	The extent to which positive work expectations are communicated to me	3.51	1.10
15	The extent to which unacceptable behaviors are identified and communicated to me	3.40	1.00
16	The extent to which work outcomes are clarified for me	3.46	1.05
17	The extent to which open and ethical communication is practiced at this institution	2.91	1.24
18	The extent to which I receive adequate information regarding important activities at this institution	3.41	1.15
19	The extent to which information is shared within this institution	3.00	1.19
Collaboration			
20	The extent to which I have an opportunity to work jointly with appropriate others at this institution	3.70	1.01
21	The extent to which there is a spirit of cooperation within my work team	3.75	1.18
22	The extent to which my primary work team uses problem-solving techniques	3.79	1.08
23	The extent to which institutional teams use problem-solving techniques	3.21	1.01
24	The extent to which a spirit of cooperation exists at this institution	2.92	1.18
25	The extent to which a spirit of cooperation exists in my department	3.70	1.24
26	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.77	1.11
27	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.59	1.09

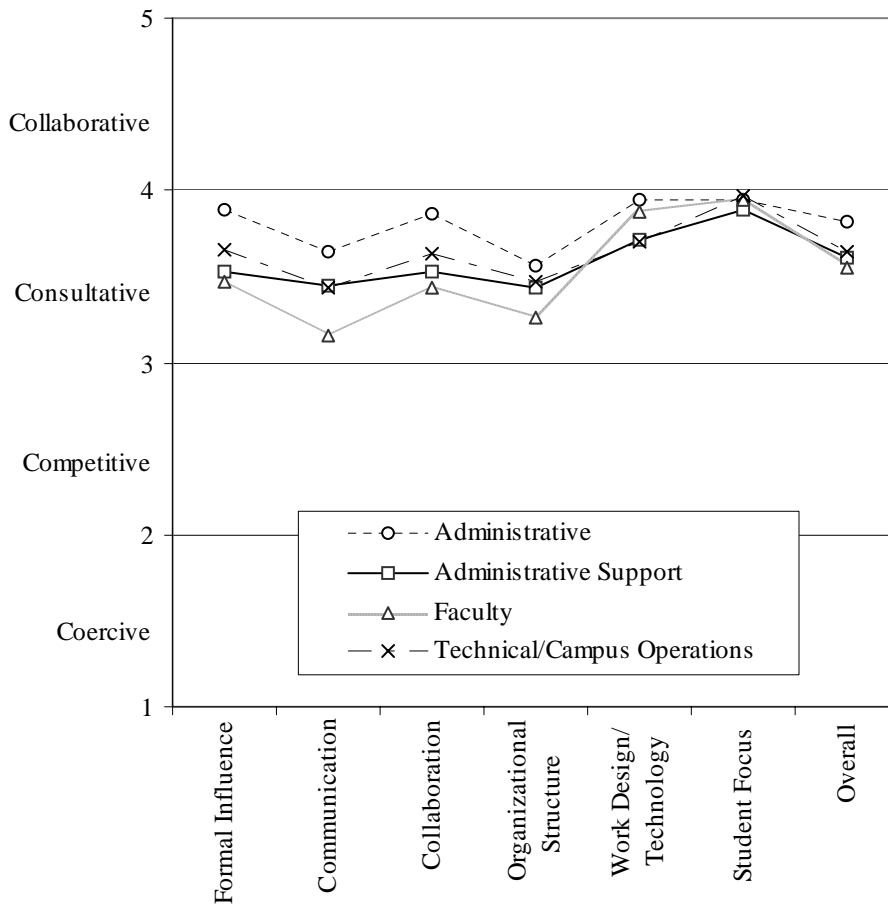
Table 5. Continued

Organizational Structure		Mean	SD
28	The extent to which institution-wide policies guide my work	3.41	0.92
29	The extent to which I receive timely feedback for my work	3.43	1.11
30	The extent to which I receive appropriate feedback for my work	3.45	1.09
31	The extent to which the amount of work I do is appropriate	3.40	1.14
32	The extent to which the variety of work I do is appropriate	3.78	1.03
33	The extent to which I am able to organize my work day	3.89	0.97
34	The extent to which this institution is appropriately organized	2.99	1.10
35	The extent to which decisions are made at the appropriate level at this institution	2.78	1.17
Work Design/Technology			
36	The extent to which accuracy is expected of me in my job	4.20	0.75
37	The extent to which my skills are appropriate for my job	4.22	0.89
38	The extent to which I feel my job is relevant to this institution's mission	4.34	0.81
39	The extent to which I am responsible for meaningful work	4.34	0.85
40	The extent to which I have the opportunity for advancement within this institution	3.17	1.30
41	The extent to which my work is guided by clearly defined administrative processes	3.20	1.16
42	The extent to which my manager helps me to improve my work	3.41	1.18
43	The extent to which I am provided up-to-date technology in my job	3.55	1.21
44	The extent to which I am provided training necessary to master all aspects of my job	3.57	1.15
Student Focus			
45	The extent to which student needs are central to what we do	3.93	0.98
46	The extent to which students receive an excellent education at this institution	4.24	0.74
47	The extent to which faculty meet the needs of the students	3.97	0.83
48	The extent to which support services personnel meet the needs of the students	3.94	0.88
49	The extent to which administrative personnel meet the needs of the students	3.46	1.06
50	The extent to which this institution prepares students for a career	4.03	0.75
51	The extent to which this institution prepares students for further learning	4.11	0.77
52	The extent to which students are assisted with their personal development	3.74	0.87
53	The extent to which students' competencies are enhanced	3.83	0.82
54	The extent to which students are satisfied with their educational experience at this institution	3.95	0.75
55	The extent to which ethnic and cultural diversity are important at this institution	3.91	0.98
Overall		3.61	0.66

QUESTION #3: To what extent are there differences in perception of the institutional climate among employees in functional roles?

Figure 4 reports composite ratings according to the six climate factors for employees in functional roles. In general, the Administrative employees rated the six normative factors most favorably (3.82), whereas the Faculty employees rated the six normative factors least favorably (3.55).

Figure 4. Average Climate Scores as Rated by Functional Roles at Harper College



Administrative	3.89	3.64	3.86	3.56	3.94	3.94	3.82
Administrative Support	3.53	3.45	3.53	3.44	3.71	3.89	3.61
Faculty	3.47	3.16	3.44	3.26	3.88	3.94	3.55
Technical/Campus Operations	3.65	3.43	3.63	3.47	3.70	3.97	3.64

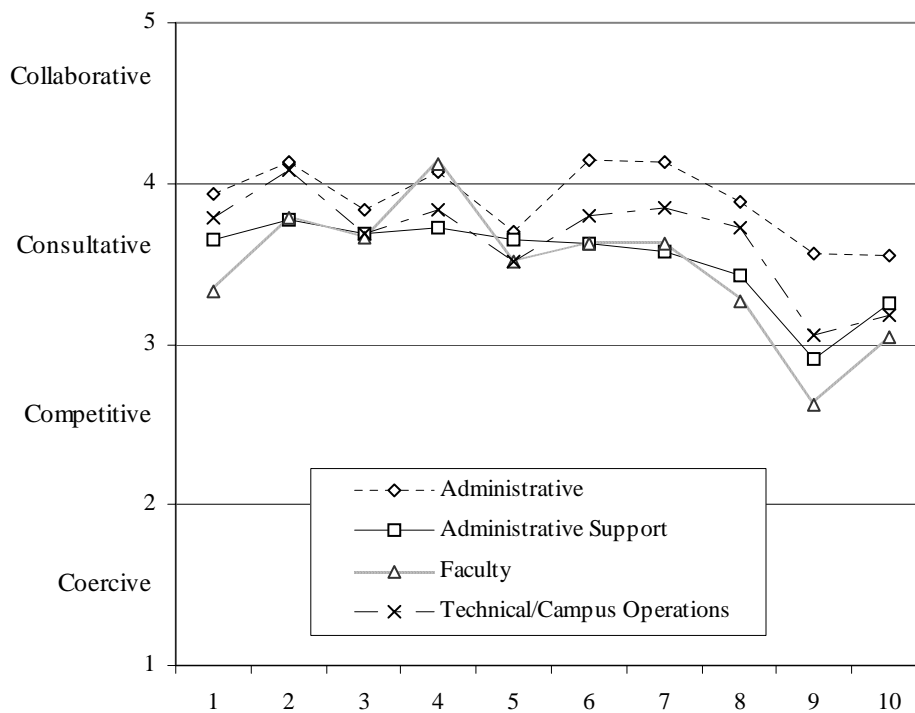
DATA SUMMARY

Figures 5 through 10 show the ratings of each employee group for each of the 55 climate items. The data summary for each figure precedes the corresponding figure. This information provides a close look at the institutional climate ratings and should be examined carefully when prioritizing areas for change among the employee groups. The information contained within Figures 5 through 10 will be discussed in a later section of this report addressing recommendations for change.

Formal Influence

	Administration	Administrative Support	Faculty	Technical/Campus Operations
1 The extent to which the actions of this institution reflect its mission	3.93	3.65	3.33	3.79
2 The extent to which my manager expresses confidence in my work	4.13	3.78	3.79	4.08
3 The extent to which my manager provides timely feedback regarding my work	3.84	3.69	3.66	3.69
4 The extent to which I am given the opportunity to be creative in my work	4.07	3.72	4.12	3.84
5 The extent to which my manager emphasizes my personal development	3.70	3.65	3.51	3.51
6 The extent to which my ideas are seriously considered by my manager	4.15	3.62	3.63	3.80
7 The extent to which I have the opportunity to express my ideas in appropriate forums	4.13	3.58	3.63	3.85
8 The extent to which my ideas are actively sought by my manager	3.89	3.43	3.27	3.72
9 The extent to which I am able to appropriately influence the direction of this institution	3.56	2.91	2.62	3.06
10 The extent to which this institution has been successful in positively motivating my performance	3.55	3.26	3.04	3.18

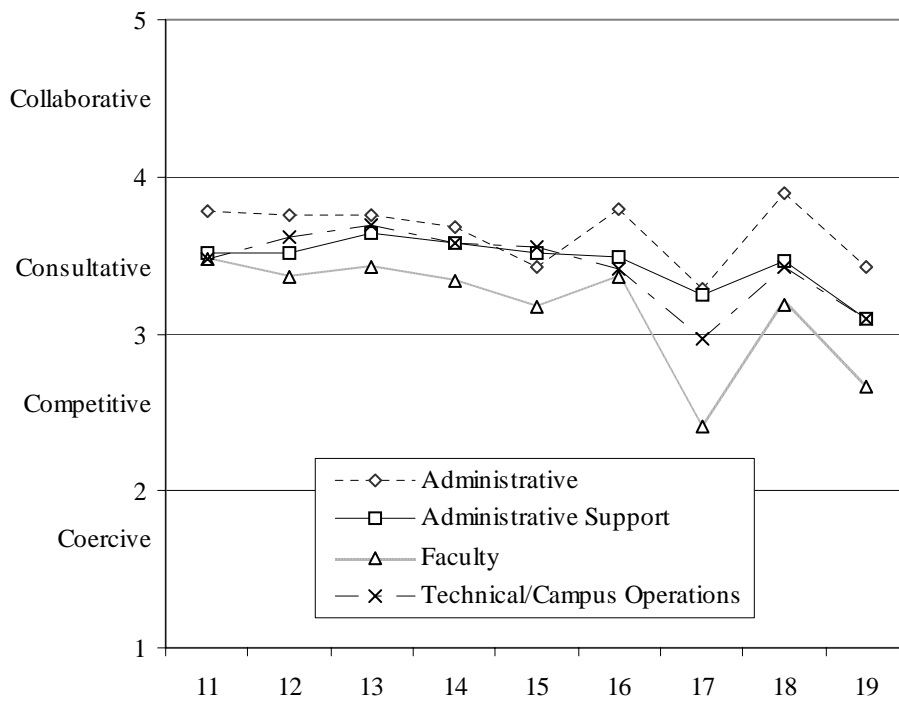
Figure 5. Average Scores of the Formal Influence Climate Area as Rated by Functional Roles at Harper College



Communication

	Administration	Administrative Support	Faculty	Technical/Campus Operations
11 The extent to which I receive information related to my work	3.78	3.52	3.48	3.48
12 The extent to which information I receive is useful in my work	3.75	3.52	3.36	3.61
13 The extent to which the information I generate is shared with others	3.75	3.64	3.42	3.69
14 The extent to which positive work expectations are communicated to me	3.68	3.58	3.34	3.58
15 The extent to which unacceptable behaviors are identified and communicated to me	3.43	3.52	3.17	3.55
16 The extent to which work outcomes are clarified for me	3.80	3.49	3.36	3.41
17 The extent to which open and ethical communication is practiced at this institution	3.29	3.25	2.41	2.97
18 The extent to which I receive adequate information regarding important activities at this institution	3.89	3.46	3.19	3.43
19 The extent to which information is shared within this institution	3.42	3.10	2.66	3.10

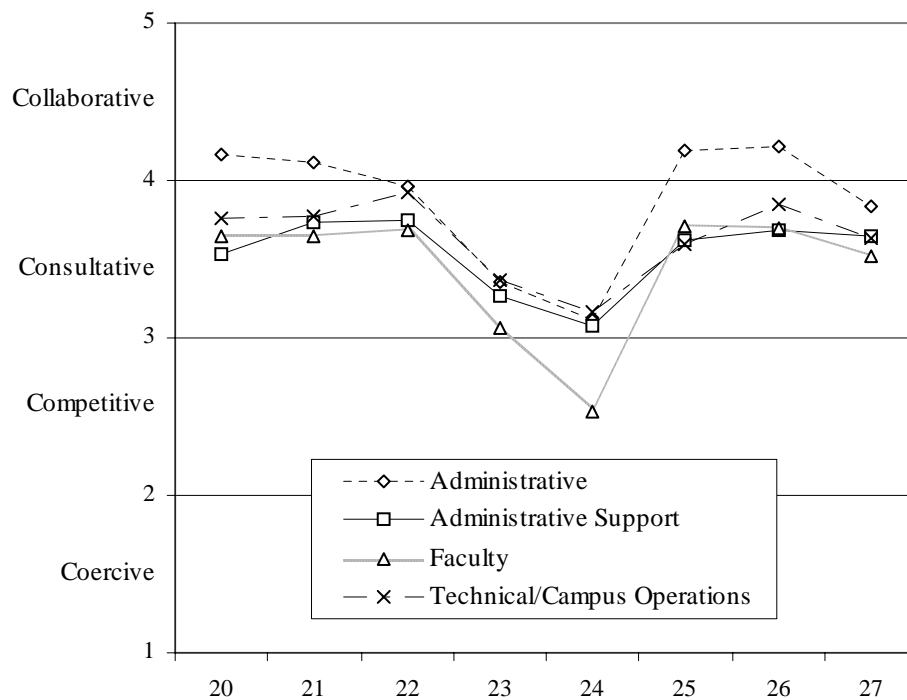
Figure 6. Average Scores of the Communication Climate Area as Rated by Functional Roles at Harper College



Collaboration

	Administration	Administrative Support	Faculty	Technical/Campus Operations
20 The extent to which I have an opportunity to work jointly with appropriate others at this institution	4.16	3.53	3.65	3.76
21 The extent to which there is a spirit of cooperation within my work team	4.11	3.74	3.64	3.77
22 The extent to which my primary work team uses problem-solving techniques	3.96	3.75	3.68	3.93
23 The extent to which institutional teams use problem-solving techniques	3.35	3.26	3.06	3.37
24 The extent to which a spirit of cooperation exists at this institution	3.11	3.08	2.53	3.17
25 The extent to which a spirit of cooperation exists in my department	4.19	3.62	3.71	3.60
26 The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.22	3.68	3.69	3.85
27 The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.83	3.64	3.52	3.63

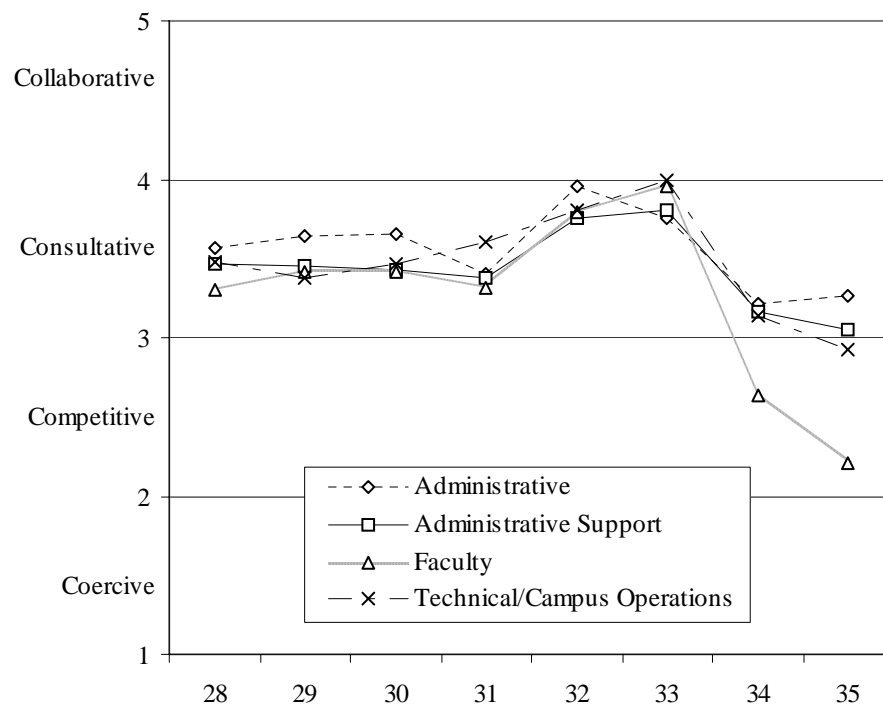
Figure 7. Average Scores of the Collaboration Climate Area as Rated by Functional Roles at Harper College



Organizational Structure

	Administration	Administrative Support	Faculty	Technical/Campus Operations
28 The extent to which institution-wide policies guide my work	3.57	3.46	3.30	3.48
29 The extent to which I receive timely feedback for my work	3.64	3.45	3.41	3.38
30 The extent to which I receive appropriate feedback for my work	3.65	3.43	3.42	3.46
31 The extent to which the amount of work I do is appropriate	3.40	3.38	3.32	3.61
32 The extent to which the variety of work I do is appropriate	3.95	3.75	3.79	3.80
33 The extent to which I am able to organize my work day	3.75	3.81	3.96	3.99
34 The extent to which this institution is appropriately organized	3.22	3.16	2.63	3.14
35 The extent to which decisions are made at the appropriate level at this institution	3.26	3.05	2.21	2.93

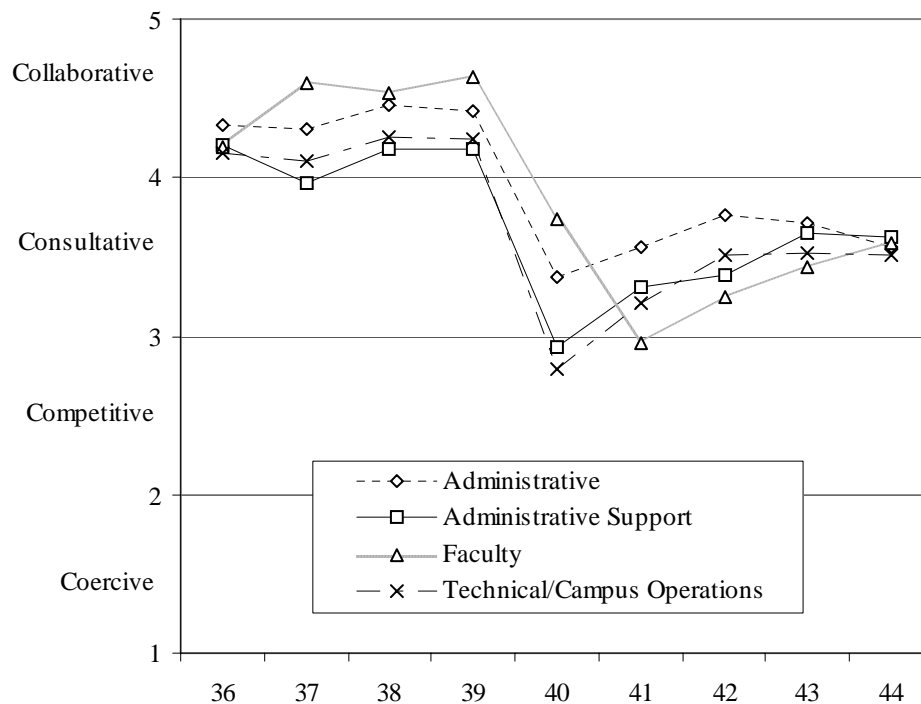
Figure 8. Average Scores of the Organizational Structure Climate Area as Rated by Functional Roles at Harper College



Work Design/Technology

	Administration	Administrative Support	Faculty	Technical/Campus Operations
36 The extent to which accuracy is expected of me in my job	4.33	4.20	4.19	4.15
37 The extent to which my skills are appropriate for my job	4.30	3.97	4.59	4.11
38 The extent to which I feel my job is relevant to this institution's mission	4.46	4.18	4.53	4.26
39 The extent to which I am responsible for meaningful work	4.42	4.18	4.63	4.24
40 The extent to which I have the opportunity for advancement within this institution	3.37	2.93	3.74	2.79
41 The extent to which my work is guided by clearly defined administrative processes	3.56	3.31	2.95	3.21
42 The extent to which my manager helps me to improve my work	3.76	3.38	3.25	3.51
43 The extent to which I am provided up-to-date technology in my job	3.71	3.65	3.43	3.52
44 The extent to which I am provided training necessary to master all aspects of my job	3.56	3.62	3.59	3.51

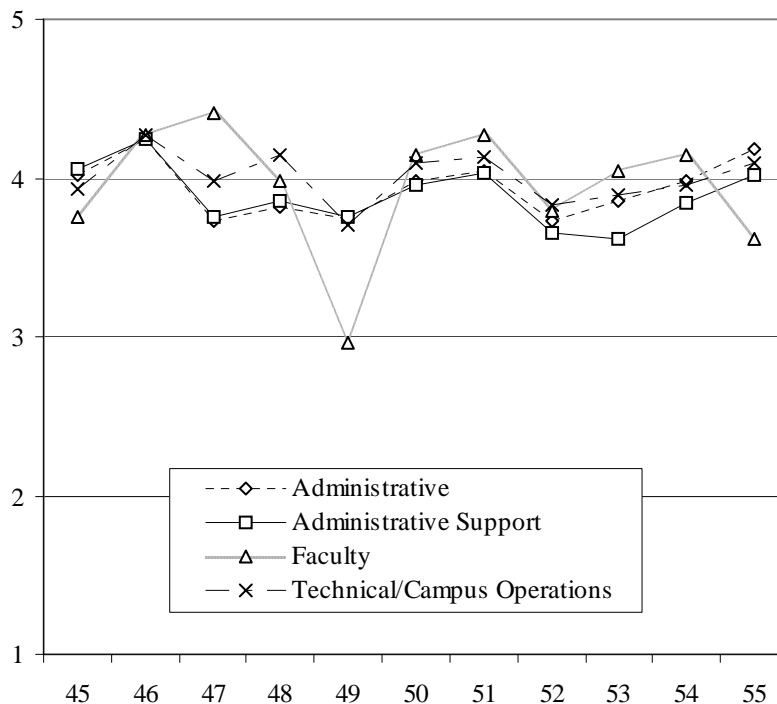
Figure 9. Average Scores of the Work Design/Technology Climate Area as Rated by Functional Roles at Harper College



Student Focus

	Administration	Administrative Support	Faculty	Technical/Campus Operations
45 The extent to which student needs are central to what we do	4.02	4.06	3.75	3.93
46 The extent to which students receive an excellent education at this institution	4.25	4.25	4.27	4.27
47 The extent to which faculty meet the needs of the students	3.73	3.75	4.41	3.98
48 The extent to which support services personnel meet the needs of the students	3.82	3.86	3.98	4.15
49 The extent to which administrative personnel meet the needs of the students	3.74	3.75	2.96	3.70
50 The extent to which this institution prepares students for a career	3.98	3.96	4.14	4.10
51 The extent to which this institution prepares students for further learning	4.05	4.03	4.27	4.13
52 The extent to which students are assisted with their personal development	3.73	3.65	3.79	3.83
53 The extent to which students' competencies are enhanced	3.85	3.62	4.05	3.89
54 The extent to which students are satisfied with their educational experience at this institution	3.98	3.84	4.15	3.95
55 The extent to which ethnic and cultural diversity are important at this institution	4.18	4.02	3.62	4.09

Figure 10. Average Scores of the Student Focus Climate Area as Rated by Functional Roles at Harper College



QUESTION #4: To what extent are there differences in perception of the institutional climate among various demographic classifications?

Refer to the following page for a brief description of the data provided in Table 6 below.

Table 6. Average Climate Scores as Rated by Personnel in Various Demographic Classifications

	Formal Influence	Communication	Collaboration	Organizational Structure	Work Design Technology	Student Focus	Overall
Gender:							
Female	3.58	3.37	3.56	3.43	3.84	3.92	3.63
Male	3.61	3.38	3.55	3.38	3.76	3.90	3.61
Ethnic Group:							
Caucasian	3.59	3.39	3.57	3.40	3.81	3.93	3.63
Other*	3.66	3.53	3.64	3.55	3.79	3.97	3.70
Length of Employment							
Less than 1 year	3.89	4.03	4.06	3.95	4.08	4.08	4.02
1 to 4 years	3.56	3.39	3.54	3.39	3.66	3.92	3.59
5 to 9 years	3.59	3.38	3.59	3.47	3.81	3.90	3.63
10 to 14 years	3.49	3.24	3.38	3.26	3.74	3.86	3.51
15 or more years	3.60	3.36	3.59	3.38	3.85	3.93	3.63
Division Employed							
Academic Affairs	3.53	3.26	3.48	3.33	3.84	3.93	3.58
Administrative Affairs	3.33	3.36	3.50	3.30	3.55	3.68	3.46
Student Affairs	3.86	3.68	3.82	3.57	3.93	4.06	3.83
Business Affairs	3.63	3.41	3.62	3.47	3.70	3.94	3.64
Community Affairs	4.14	4.06	4.01	4.06	4.26	4.13	4.12
Personnel Classification:							
Administrative	3.89	3.64	3.86	3.56	3.94	3.94	3.82
Administrative Support	3.53	3.45	3.53	3.44	3.71	3.89	3.61
Faculty	3.47	3.16	3.44	3.26	3.88	3.94	3.55
Technical/Campus Operations	3.65	3.43	3.63	3.47	3.70	3.97	3.64

* In order to maintain respondent confidentiality, a grand mean score was calculated for the Other ethnic group to include the African-American (n=6), Alaskan Native/American Indian (n=3), Asian-American/Pacific Islander (n=19), and Hispanic (n=20) ethnic groups.

Gender:

Female respondents rated the climate higher, with a composite rating of 3.63, whereas males rated the climate slightly lower with a composite rating of 3.61.*

Ethnic Group:

Those respondents in the combined Other ethnic groups had the highest overall rating of 3.70. Caucasians rated the campus lower, with a mean of 3.63.*

Length of Employment at HC:

Respondents with less than 1 year of employment at HC rated the climate highest, with a composite rating of 4.02, followed by respondents with 1 to 4 years and 15 + years at the institution with a composite rating of 3.63 for both. The composite climate ratings for respondents with 5 to 9 years and 10-14 years of employment were close (3.59 and 3.51, respectively).

Personnel Classification:

Respondents in the Administrative personnel classifications rated the climate highest, with composite ratings of 3.82. Respondents in the Technical/Campus Operations and Administrative Support personnel classifications rated the climate with composite ratings of 3.64 and 3.61, respectively. Respondents in the Faculty personnel classification rated the climate lowest with a composite rating of 3.55.

Division Employed:

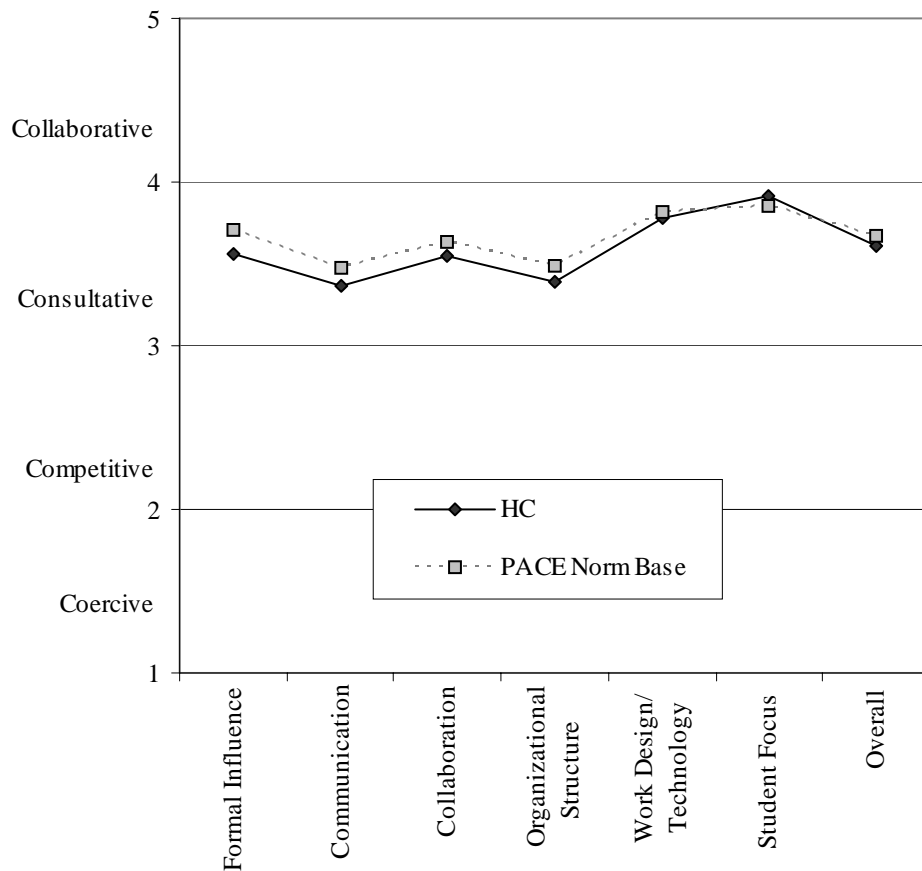
Respondents in the Community Affairs division rated the climate highest, with a composite rating of 4.12. The composite climate ratings for respondents with Student Affairs, Business Affairs, and Academic Affairs were close (3.83, 3.64, and 3.58, respectively). Respondents in the Administrative Affairs division rated the climate lowest with a composite rating of 3.46.

* The difference in overall scores is so small that it is unlikely to be significant and care should be taken in interpretation of the means.

QUESTION #5: How do the results of this PACE compare with the NILIE PACE Norm Base?

Figure 11 shows how HC compares with the NILIE PACE Norm Base, which includes 65 climate studies (approximately 45 different institutions), conducted at two- and four-year institutions since 2001. These studies include small, medium, large, and multi-campus institutions; community college districts; and statewide systems. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior 4-year period. Figure 11 shows how HC compares with data from the six PACE domains (i.e., formal influence, communication, collaboration, organizational structure, work design/technology, and student focus) maintained by NILIE.

Figure 11. Harper College Climate Compared with the NILIE PACE Norm Base



HC	3.56	3.37	3.55	3.39	3.78	3.91	3.61
PACE Norm Base	3.71	3.48	3.63	3.49	3.82	3.85	3.67

QUESTION #6: What recommendations for change and improvement can be made based on the results of this climate survey?

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 means 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 areas of excellence at Harper College. Four of these items represent the Work Design/Technology climate factor (items #36, #37, #38 and #39), and two represent the Student Focus climate factor (items #46 and #51).

- The extent to which I feel my job is relevant to this institution's mission (item #38), mean score: 4.34
- The extent to which I am responsible for meaningful work(item #39), mean score: 4.34
- The extent to which students receive an excellent education at this institution (item #46), mean score: 4.24
- The extent to which my skills are appropriate for my job (item #37), mean score: 4.22
- The extent to which accuracy is expected of me in my job (item #36), mean score: 4.20
- The extent to which this institution prepares students for further learning (item #51), mean score: 4.11

The following have been identified as areas in need of improvement at Harper College. Two of these items represent the Communication climate factor (items #17 and #19), two represent the Organizational Structure climate factor (items #34 and #35), one represents the Formal Influence climate factor (item #9), and one represents the Collaboration climate factor (item #24).

- The extent to which decisions are made at the appropriate level at this institution (item #35), mean score: 2.78
- The extent to which I am able to appropriately influence the direction of this institution (item #9), mean score: 2.91
- The extent to which open and ethical communication is practiced at this institution (item #17), mean score: 2.91
- The extent to which a spirit of cooperation exists at this institution (item #24), mean score: 2.92
- The extent to which this institution is appropriately organized (item #34), mean score: 2.99
- The extent to which information is shared within this institution (item #19), mean score: 3.00

Tables 7 through 10 contain the top twelve priorities for improvement by personnel classification.

Table 7. Profile of the College Climate. Priorities for Change: Administrative

Item #	Mean	Area to Change
24	3.11	The extent to which a spirit of cooperation exists at this institution
34	3.22	The extent to which this institution is appropriately organized
35	3.26	The extent to which decisions are made at the appropriate level at this institution
17	3.29	The extent to which open and ethical communication is practiced at this institution
23	3.35	The extent to which institutional teams use problem-solving techniques
40	3.37	The extent to which I have the opportunity for advancement within this institution
31	3.40	The extent to which the amount of work I do is appropriate
19	3.42	The extent to which information is shared within this institution
15	3.43	The extent to which unacceptable behaviors are identified and communicated to me
10	3.55	The extent to which this institution has been successful in positively motivating my performance
9	3.56	The extent to which I am able to appropriately influence the direction of this institution
41	3.56	The extent to which my work is guided by clearly defined administrative processes
44	3.56	The extent to which I am provided training necessary to master all aspects of my job

Table 8. Profile of the College Climate. Priorities for Change: Administrative Support

Item #	Mean	Area to Change
9	2.91	The extent to which I am able to appropriately influence the direction of this institution
40	2.93	The extent to which I have the opportunity for advancement within this institution
35	3.05	The extent to which decisions are made at the appropriate level at this institution
24	3.08	The extent to which a spirit of cooperation exists at this institution
19	3.10	The extent to which information is shared within this institution
34	3.16	The extent to which this institution is appropriately organized
17	3.25	The extent to which open and ethical communication is practiced at this institution
10	3.26	The extent to which this institution has been successful in positively motivating my performance
23	3.26	The extent to which institutional teams use problem-solving techniques
41	3.31	The extent to which my work is guided by clearly defined administrative processes
31	3.38	The extent to which the amount of work I do is appropriate
42	3.38	The extent to which my manager helps me to improve my work

Table 9. Profile of the College Climate. Priorities for Change: Faculty

Item #	Mean	Area to Change
35	2.21	The extent to which decisions are made at the appropriate level at this institution
17	2.41	The extent to which open and ethical communication is practiced at this institution
24	2.53	The extent to which a spirit of cooperation exists at this institution
9	2.62	The extent to which I am able to appropriately influence the direction of this institution
34	2.63	The extent to which this institution is appropriately organized
19	2.66	The extent to which information is shared within this institution
41	2.95	The extent to which my work is guided by clearly defined administrative processes
49	2.96	The extent to which administrative personnel meet the needs of the students
10	3.04	The extent to which this institution has been successful in positively motivating my performance
23	3.06	The extent to which institutional teams use problem-solving techniques
15	3.17	The extent to which unacceptable behaviors are identified and communicated to me
18	3.19	The extent to which I receive adequate information regarding important activities at this institution

Table 10. Profile of the College Climate. Priorities for Change: Technical/Campus Operations

Item #	Mean	Area to Change
40	2.79	The extent to which I have the opportunity for advancement within this institution
35	2.93	The extent to which decisions are made at the appropriate level at this institution
17	2.97	The extent to which open and ethical communication is practiced at this institution
9	3.06	The extent to which I am able to appropriately influence the direction of this institution
19	3.10	The extent to which information is shared within this institution
34	3.14	The extent to which this institution is appropriately organized
24	3.17	The extent to which a spirit of cooperation exists at this institution
10	3.18	The extent to which this institution has been successful in positively motivating my performance
41	3.21	The extent to which my work is guided by clearly defined administrative processes
23	3.37	The extent to which institutional teams use problem-solving techniques
29	3.38	The extent to which I receive timely feedback for my work
16	3.41	The extent to which work outcomes are clarified for me

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