

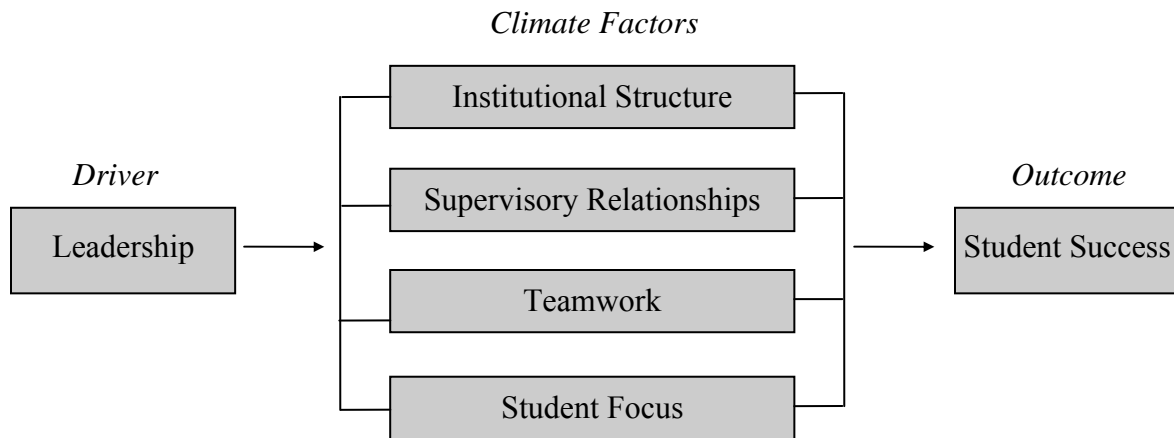
EXECUTIVE SUMMARY

In November 2008, the Personal Assessment of the College Environment (PACE) survey was administered to 713 permanent employees and 443 adjunct faculty at Harper College (HC). Of those 713 permanent employees, 527 (73.9%) completed the instrument for analysis. Of the 443 adjunct faculty, 67 (15.1%) completed the instrument for analysis. Adjunct faculty were included in the PACE survey administration for the first time in 2008. In order to more accurately compare the 2008 results to the 2006 results, adjunct faculty data are omitted from this analysis. Adjunct faculty data are contained within a separate report.

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.

In the PACE model, the leadership of an institution motivates the Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus climate factors toward an outcome of student success and institutional effectiveness.

Figure 1. 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 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 four factors 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.

Employees completed a 46-item PACE instrument organized into four climate factors as follows: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. They also completed a Customized section designed specifically for Harper College. Respondents were asked to rate the four 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 45 community colleges across North America. The information generated from the instrument has been developed into a research report that can be used for planning and decision-making in order to improve the existing college climate.

The PACE instrument administered at HC included 56 total items. Respondents were asked to rate items on a five-point satisfaction scale from a low of “1” to a high of “5.” Of the 56 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2). Two fell within the Competitive range (rated between 2 and 3). Forty-six fell within the Consultative range (rated between 3 and 4), and eight composite ratings fell within the Collaborative range (rated between 4 and 5).

At HC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.61 mean score or mid-range Consultative system. The Student Focus category received the highest mean score (3.99), whereas the Institutional Structure category received the lowest mean score (3.24). When respondents were classified according to Employee group at HC, the composite ratings were as follows: Administrator (4.00), Classified (3.76), Supervisory/Confidential (3.69), Faculty (3.48), Professional Technical (3.64) and Campus Operations (3.11).

Of the 46 standard PACE questions, the top ten mean scores have been identified as the top ten areas at Harper College.

- The extent to which students receive an excellent education at this institution, 4.27 (#31)
- The extent to which I feel my job is relevant to this institution's mission, 4.20 (#8)
- The extent to which this institution prepares students for further learning, 4.13 (#37)
- The extent to which this institution prepares students for a career, 4.09 (#35)
- The extent to which faculty meet the needs of the students, 4.04 (#17)
- The extent to which students are satisfied with their educational experience at this institution, 4.02 (#42)
- The extent to which classified personnel meet the needs of the students, 4.00 (#28)
- The extent to which non-teaching professional personnel meet the needs of the students, 3.96 (#23)
- The extent to which my supervisor expresses confidence in my work, 3.96 (#2)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.90 (#9)

Of the 46 standard PACE questions, the bottom ten mean scores have been identified as areas in need of improvement at Harper College.

- The extent to which information is shared within this institution, 2.84 (#10)
- The extent to which decisions are made at the appropriate level at this institution, 2.95 (#4)
- The extent to which a spirit of cooperation exists at this institution, 3.02 (#25)
- The extent to which I am able to appropriately influence the direction of this institution, 3.09 (#15)
- The extent to which open and ethical communication is practiced at this institution, 3.10 (#16)
- The extent to which this institution is appropriately organized, 3.14 (#32)
- The extent to which I have the opportunity for advancement within this institution, 3.15 (#38)
- The extent to which institutional teams use problem-solving techniques, 3.16 (#11)
- The extent to which my work is guided by clearly defined administrative processes, 3.20 (#44)
- The extent to which this institution has been successful in positively motivating my performance, 3.21 (#22)

Respondents were also given an opportunity to provide comments about the most favorable aspects and the least favorable aspects of HC. The responses provide insight and anecdotal evidence that support the survey questions.

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LEADERSHIP RESEARCH

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

The first adaptation of Likert’s climate concepts research to higher education organizations was employed at the various campuses of Miami-Dade Community College, Florida, in 1986. A modified version of the Likert profile of organizations was used in a case study of Miami-Dade Community College 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 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; 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 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).

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 achievement 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 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 2008, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Harper College. Of the 713 permanent employees and 443 adjunct faculty administered the instrument, 527 (73.9%) of the permanent employees and 67 (15.1 %) of the adjunct faculty completed the instrument for analysis. Adjunct faculty were included in the PACE survey administration for the first time in 2008. In order to more accurately compare the 2008 results to the 2006 results, adjunct faculty data are omitted from this analysis. Adjunct faculty data are contained within a separate report. Of those 527 employees, 208 (39.5%) completed the open-ended comments section. 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 the Office of Research of HC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees were invited to participate in the survey by NILIE through an email on October 15, that contained the survey link and instructions to all non-full-time faculty using email addresses supplied by Harper College for all regular non-faculty and adjunct faculty on the payroll as of the end of August 2008. A separate link was sent by NILIE to all full-time faculty on October 15 as full-time faculty were to complete a separate Faculty Senate Survey as well. Regular emails reminding employees to complete the survey and announcements at various meetings were also made. A second email with the link was sent by NILIE on October 30. Because of the low return rate for the Service/ICOPS employee group, paper surveys were distributed and returned to the Office of Research in sealed envelopes that were then forwarded to NILIE. Completed surveys were submitted online and the data compiled by NILIE. The data were analyzed using the statistical package SAS, version 9.1.

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 administration of the instrument. A total of 56 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 a low of "1" to a high of "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 HC and the least favorable aspects. The responses provide insight and anecdotal evidence to support the survey questions.

Reliability and Validity

In previous studies, the overall PACE instrument has shown a coefficient of internal consistency (Cronbach's Alpha) of 0.97. 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 2006 to July 2008 are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from July 2006 to July 2008 (n=14,975)

Climate Category	Alpha Coefficient
Institutional Structure	0.95
Supervisory Relationships	0.95
Student Focus	0.91
Teamwork	0.93
Overall (1-46)	0.97

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.

The Fall 2005 revision of the PACE instrument reflects the findings of Tiu and Caison. Both studies indicated the need to modify the constructs or domains of the prior instrument. Several questions were dropped as they did not contribute to the constructs. However, the remaining questions were not changed, just rearranged. The new factors are more specific and more accurately reflect a unified theme. The factors are: institutional organization, supervisory relationship, teamwork, and student focus.

DATA ANALYSIS

Data were analyzed in five 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 HC's 2005 PACE by conducting *t*-tests to identify items significantly different from the previous PACE administration. Similar analyses were applied to the items and climate factors by Employee group and generated priorities for change for each Employee group. Also, comparative analyses of factor means by demographic variables were conducted. The item and factor means of this PACE were correspondingly compared with the NILIE Norm Base, with significant differences between means again being identified through *t*-tests. Finally, a qualitative analysis was conducted on the open-ended comments provided by the survey respondents.

Respondent Characteristics

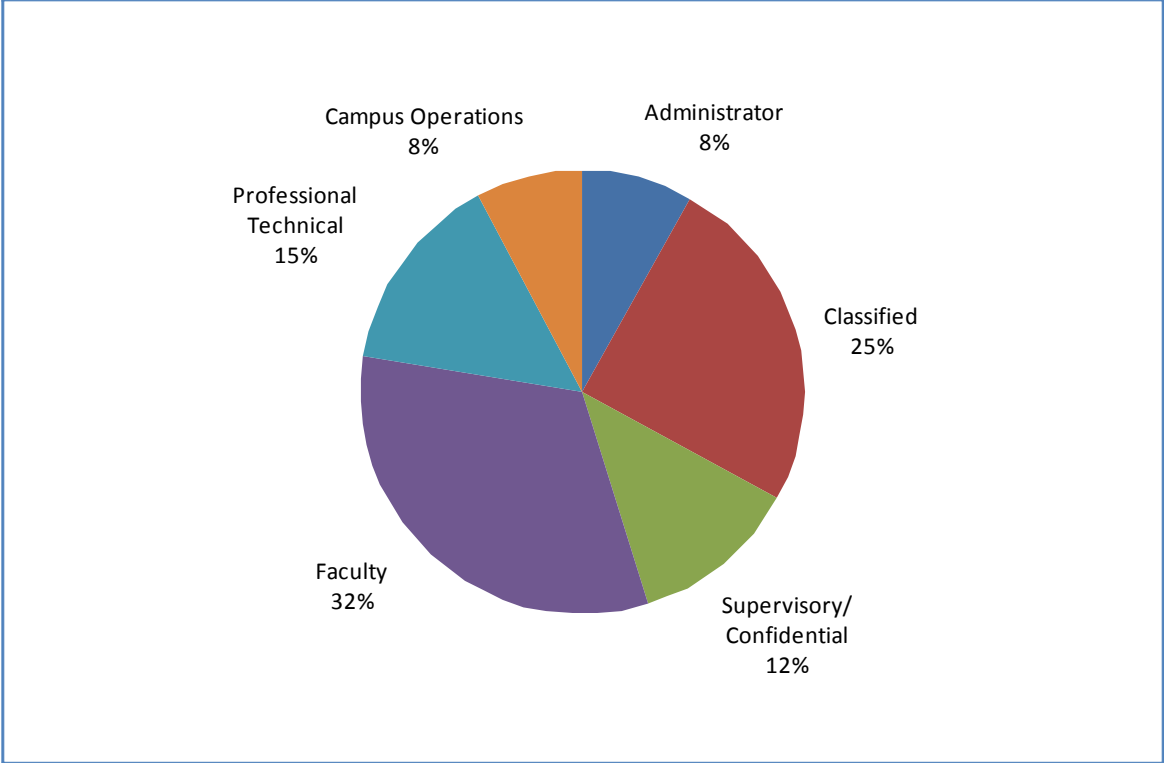
Of the 781 HC employees administered the survey, 527 (73.9%) completed the PACE survey. Survey respondents classified themselves into employee groups. Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%. Refer to Table 3 and Figure 2.

Table 3. Response by Self-Selected Employee Group

Employee group	Population	Surveys Returned for Analysis	Percent of Population Represented
Administrator	48	42	87.5%
Classified	176	128	72.7%
Supervisory/ Confidential	74	64	86.5%
Faculty	210	167	79.5%
Professional technical	120	76	63.3%
Campus operations	85	40	47.1%
Did not respond		10	
Total (2008)	713	527	73.9%
Total (2005)	781	416	53.3%*

*There was a 20 percentage points increase in the response rate over the 2005 survey

Figure 2. Proportion of Total Responses by Employee Group



10 individuals did not respond to the Employee group demographic variable.

Table 4 reports the number of respondents across the different demographic classifications and the percentage of the overall responses that each group represents. This table also compares the results of the previous administration of the PACE survey with this latest administration.

Table 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	2005 # of Responses	2005 % of Responses	2008 # of Responses	2008 % of Responses
What is your employee group:				
Administrative	55	13.2%	**	**
Administrative Support	130	31.3%	**	**
Faculty	114	27.4%	**	**
Technical/Campus Operations	89	21.4%	**	**
Did not respond	28	6.7%	**	**
What is your employee group:				
Administrator	**	**	42	8.0%
Classified	**	**	128	24.3%
Supervisory/ Confidential	**	**	64	12.1%
Faculty	**	**	167	31.7%
Professional Technical	**	**	76	14.4%
Campus Operations	**	**	40	7.6%
Did not respond	**	**	10	1.9%
What is your current employment status:				
Full-time	N/A	N/A	479	90.9%
Part-time	N/A	N/A	39	7.4%
Did not respond	N/A	N/A	9	1.7%
What is your gender:				
Female	219	52.6%	324	61.5%
Male	99	23.8%	186	35.3%
Did not respond	98	23.6%	17	3.2%
What is your race/ethnicity:				
African American	6	1.4%	10	1.9%
Alaskan Native/American Indian	3	0.7%	0	0.0%
Asian American/Pacific Islander	19	4.6%	23	4.4%
Hispanic	20	4.8%	20	3.8%
White	343	82.5%	421	79.9%
Other	**	**	29	5.5%
Did not respond	25	6.0%	24	4.6%

** Categories were different for the 2005 PACE Administration
N/A question not asked during the 2005 PACE Administration

Table 4. Continued

Demographic Variable	2005 # of Responses	2005 % of Responses	2008 # of Responses	2008 % of Responses
How long have you been employed at Harper College:				
Less than 1 year	19	4.6%	38	7.2%
1 – 4 years	95	22.8%	116	22.0%
5 – 9 years	91	21.9%	137	26.0%
10 – 14 years	69	16.6%	97	18.4%
15 or more years	132	31.7%	126	23.9%
Did not respond	10	2.4%	13	2.5%

Comparative Analysis: Overall

The results from the PACE survey indicate that personnel perceive the composite climate at HC to fall toward the mid-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.

As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.99), which represented an upper-range Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.24) within the lower area of the Consultative management area. Overall, employees rated the management style in the mid range of the Consultative management area. (See also Figure 3). When compared to the revised 2005 HC mean scores, the HC 2008 mean scores increased slightly.

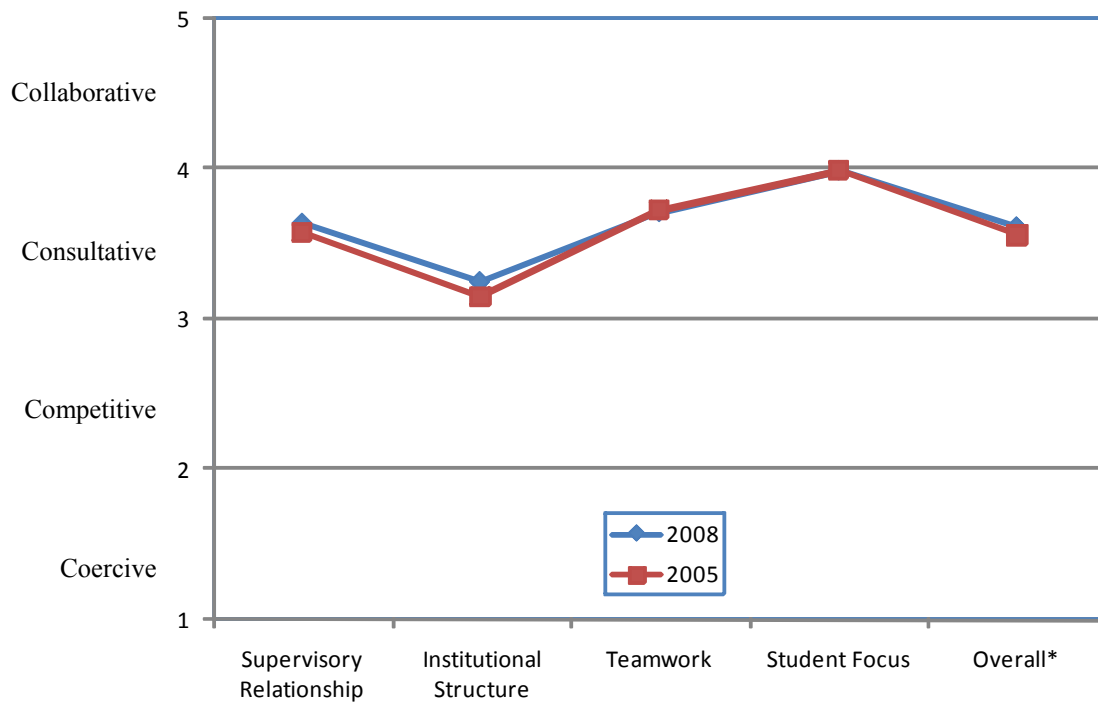
Table 5. Harper College Climate as Rated by All Employees

Factor	2005 HC*	2008 HC	2008 HC with adjunct faculty
Supervisory Relationships	3.58	3.64	3.66
Institutional Structure	3.15	3.24	3.28
Teamwork	3.72	3.72	3.74
Student Focus	3.99	3.99	4.00
Custom		3.60	3.64
Overall**	3.56	3.61	3.63

* The 2005 HC factor and overall mean scores were calculated based on the revised PACE survey and do not match the scores listed in the 2005 HC PACE report.

** Overall does not include the customized section developed specifically for HC.

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



In reviewing each of the items separately, the data shows that of the 56 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0). Two fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Forty-six fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and eight fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=46) 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 in Figure 3.

Tables 6 through 10 report the mean scores of all personnel for each of the 56 items included in the survey instrument. The mean scores 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. Items which are new to the revised PACE cannot be compared to previous administrations using the old version.

* The overall mean does not reflect the mean scores of the customized items developed specifically for Harper College.

Table 6. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships		2005 Mean (SD)	2008 Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	3.90 (1.15)	3.96 (1.13)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	N/A	3.90 (1.19)
12	The extent to which positive work expectations are communicated to me	3.51 (1.10)	3.46 (1.13)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.40 (1.00)	3.51 (0.99)
20	The extent to which I receive timely feedback for my work	3.43 (1.11)	3.58 (1.07)*
21	The extent to which I receive appropriate feedback for my work	3.45 (1.09)	3.58 (1.10)
26	The extent to which my supervisor actively seeks my ideas	3.50 (1.18)	3.64 (1.23)
27	The extent to which my supervisor seriously considers my ideas	3.71 (1.20)	3.68 (1.20)
30	The extent to which work outcomes are clarified for me	3.46 (1.05)	3.51 (1.03)
34	The extent to which my supervisor helps me to improve my work	3.41 (1.18)	3.61 (1.15)*
39	The extent to which I am given the opportunity to be creative in my work	3.88 (1.13)	3.78 (1.06)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.69 (1.09)	3.42 (1.10)*
46	The extent to which professional development and training opportunities are available	N/A	3.72 (1.11)
Mean Total		3.58 (0.92)	3.64 (0.89)

*T-test results indicate a significant difference between the 2005 mean and the 2008 mean ($\alpha=0.05$)

N/A Question not included in the 2005 administration

Table 7. Comparative Mean Responses: Institutional Structure

Institutional Structure		2005 Mean (SD)	2008 Mean (SD)
1	The extent to which the actions of this institution reflect its mission	3.59 (1.04)	3.68 (1.03)
4	The extent to which decisions are made at the appropriate level at this institution	2.78 (1.17)	2.95 (1.18)*
5	The extent to which the institution effectively promotes diversity in the workplace	N/A	3.56 (1.07)
6	The extent to which administrative leadership is focused on meeting the needs of students	3.46 (1.06)	3.44 (1.20)
10	The extent to which information is shared within the institution	3.00 (1.19)	2.84 (1.19)
11	The extent to which institutional teams use problem-solving techniques	3.21 (1.01)	3.16 (1.04)
15	The extent to which I am able to appropriately influence the direction of this institution	2.91 (1.15)	3.09 (1.12)*
16	The extent to which open and ethical communication is practiced at this institution	2.91 (1.24)	3.10 (1.19)*
22	The extent to which this institution has been successful in positively motivating my performance	3.16 (1.22)	3.21 (1.23)
25	The extent to which a spirit of cooperation exists at this institution	2.92 (1.18)	3.02 (1.23)
29	The extent to which institution-wide policies guide my work	3.41 (0.92)	3.50 (0.91)
32	The extent to which this institution is appropriately organized	2.99 (1.10)	3.14 (1.16)*
38	The extent to which I have the opportunity for advancement within this institution	3.17 (1.30)	3.15 (1.27)
41	The extent to which I receive adequate information regarding important activities at this institution	3.41 (1.15)	3.58 (1.03)*
44	The extent to which my work is guided by clearly defined administrative processes	3.20 (1.16)	3.20 (1.16)
Mean Total		3.15 (0.92)	3.24 (0.85)

*T-test results indicate a significant difference between the 2005 mean and the 2008 mean ($\alpha=0.05$)

N/A Question not included in the 2005 administration

Table 8. Comparative Mean Responses: Teamwork

Teamwork	2005 Mean (SD)	2008 Mean (SD)
3 The extent to which there is a spirit of cooperation within my work team	3.75 (1.18)	3.75 (1.14)
14 The extent to which my primary work team uses problem-solving techniques	3.79 (1.08)	3.71 (1.04)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.77 (1.11)	3.71 (1.13)
33 The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	N/A	3.72 (1.14)
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.59 (1.09)	3.71 (1.01)
43 The extent to which a spirit of cooperation exists in my department	3.70 (1.24)	3.70 (1.28)
Mean Total	3.72 (0.99)	3.72 (0.97)

Table 9. Comparative Mean Responses: Student Focus

Student Focus	2005 Mean (SD)	2008 Mean (SD)
7 The extent to which student needs are central to what we do	3.93 (0.98)	3.74 (1.04)*
8 The extent to which I feel my job is relevant to this institution's mission	4.34 (0.81)	4.20 (0.87)*
17 The extent to which faculty meet the needs of students	3.97 (0.83)	4.04 (0.81)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.91 (0.98)	3.85 (0.94)
19 The extent to which students' competencies are enhanced	3.83 (0.82)	3.78 (0.84)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.94 (0.88)	3.96 (0.86)
28 The extent to which classified personnel meet the needs of the students	N/A	4.00 (0.78)
31 The extent to which students receive an excellent education at this institution	4.24 (0.74)	4.27 (0.79)
35 The extent to which this institution prepares students for a career	4.03 (0.75)	4.09 (0.77)
37 The extent to which this institution prepares students for further learning	4.11 (0.77)	4.13 (0.81)
40 The extent to which students are assisted with their personal development	3.74 (0.87)	3.85 (0.81)*
42 The extent to which students are satisfied with their educational experience at this institution	3.95 (0.75)	4.02 (0.70)
Mean Total	3.99 (0.59)	3.99 (0.57)

*T-test results indicate a significant difference between the 2005 mean and the 2008 mean ($\alpha=0.05$)

N/A Question not included in the 2005 administration

Table 10. Comparative Mean Responses: Customized

Customized**	2008 Mean (SD)
47 The extent to which the College integrates the core value of Excellence in its operations	3.58 (1.11)
48 The extent to which the College integrates the core value of Respect in its operations	3.18 (1.28)
49 The extent to which the College integrates the core value of Integrity in its operations	3.30 (1.20)
50 The extent to which the College integrates the core value of Collaboration in its operations	3.20 (1.22)
51 The extent to which the College provides a welcoming environment for members of underrepresented groups	3.56 (1.05)
52 The extent to which I am aware of opportunities for faculty, staff, and administrators to learn about their strengths	3.80 (0.93)
53 The extent to which I contribute to creating a welcoming environment for members of underrepresented groups	4.06 (0.80)
54 The extent to which I apply my strengths in my work	4.04 (0.84)
55 The extent to which campus security provides for my safety	3.92 (0.94)
56 Overall, how do you rate the climate at Harper College	3.46 (1.09)
Mean Total	3.60 (0.78)

*T-test results indicate a significant difference between the 2005 mean and the 2008 mean ($\alpha=0.05$)

**Custom Questions not included in the 2005 administration

Comparative Analysis: Employee Group

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Employee groups. In general, the Administrators rated the four normative factors most favorable (4.00), whereas the Campus Operations employees rated the four normative factors least favorable (3.11). See also Table 11.

Figures 5 through 9 show the ratings of each employee group for each of the 56 climate items. The data summary for each figure precedes the corresponding figure. This information provides a closer look at the institutional climate ratings and should be examined carefully when prioritizing areas for change among the employee groups.

Figure 4. Mean Climate Scores as Rated by Employee Groups at Harper College.

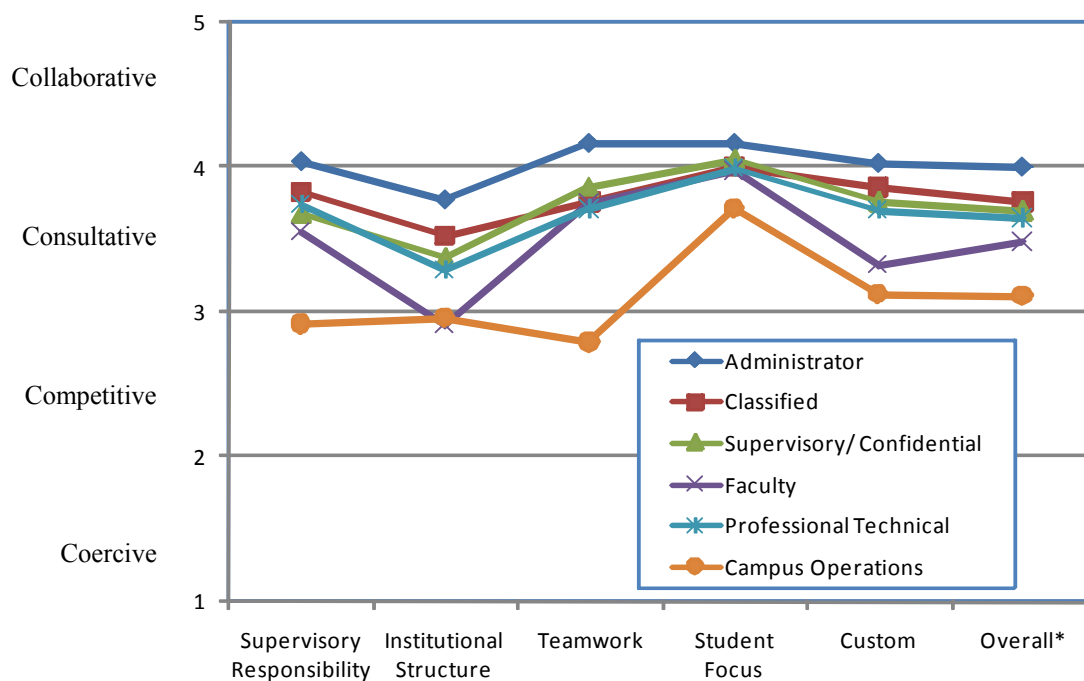


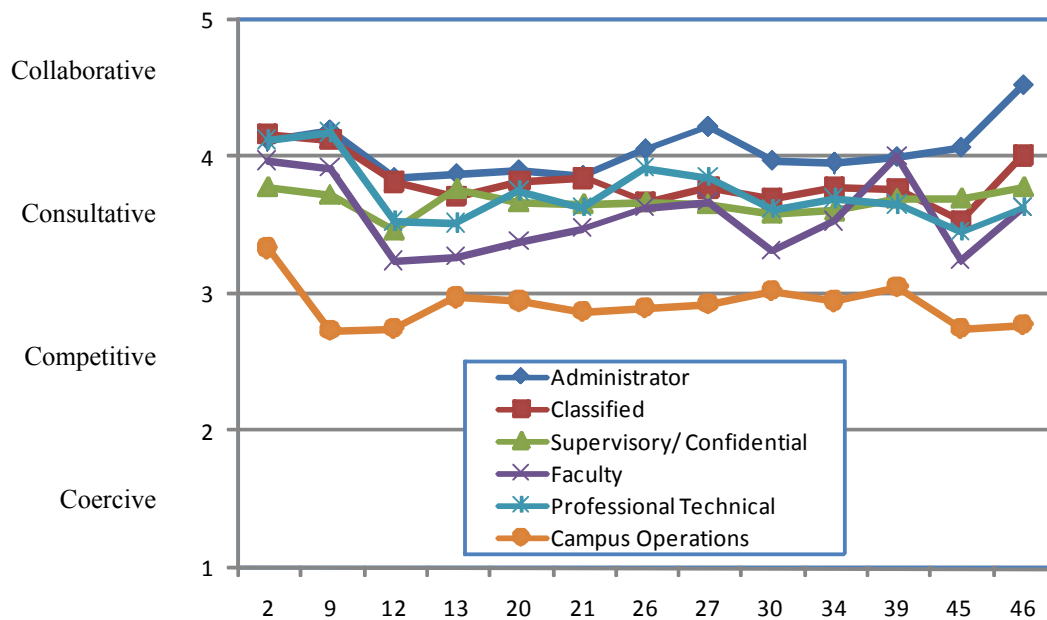
Table 11. Mean Climate Scores as Rated by Employee Groups

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Custom	Overall*
Administrator	4.04	3.78	4.16	4.17	4.03	4.00
Classified	3.82	3.52	3.76	4.00	3.86	3.76
Supervisory/ Confidential	3.68	3.37	3.86	4.05	3.76	3.69
Faculty	3.55	2.91	3.75	3.97	3.32	3.48
Professional Technical	3.73	3.28	3.70	3.99	3.70	3.64
Campus Operations	2.91	2.96	2.79	3.71	3.13	3.11

*The overall mean does not reflect the mean scores of the customized items developed specifically for HC.

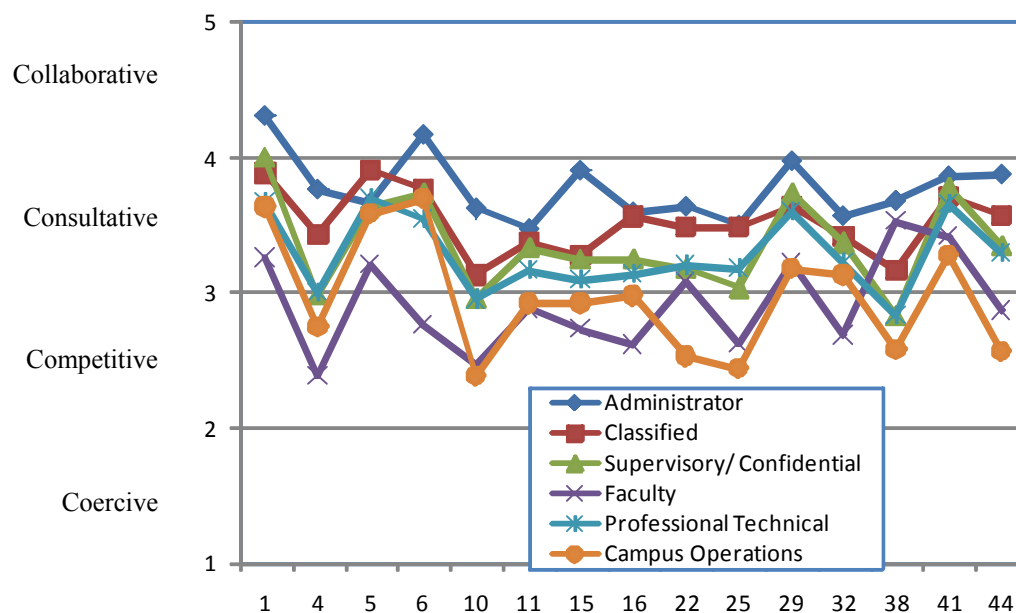
Supervisory Relationships		Administrator	Classified	Supervisory/ Confidential	Faculty	Professional Technical	Campus Operations
2	The extent to which my supervisor expresses confidence in my work	4.12	4.16	3.78	3.97	4.12	3.33
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.19	4.13	3.73	3.92	4.17	2.74
12	The extent to which positive work expectations are communicated to me	3.85	3.81	3.47	3.24	3.53	2.74
13	The extent to which unacceptable behaviors are identified and communicated to me	3.88	3.71	3.77	3.27	3.51	2.97
20	The extent to which I receive timely feedback for my work	3.90	3.83	3.67	3.38	3.75	2.95
21	The extent to which I receive appropriate feedback for my work	3.86	3.84	3.66	3.48	3.63	2.87
26	The extent to which my supervisor actively seeks my ideas	4.05	3.67	3.67	3.63	3.92	2.90
27	The extent to which my supervisor seriously considers my ideas	4.21	3.77	3.66	3.67	3.85	2.93
30	The extent to which work outcomes are clarified for me	3.98	3.69	3.59	3.32	3.61	3.03
34	The extent to which my supervisor helps me to improve my work	3.95	3.77	3.61	3.53	3.69	2.95
39	The extent to which I am given the opportunity to be creative in my work	4.00	3.76	3.70	4.00	3.65	3.05
45	The extent to which I have the opportunity to express my ideas in appropriate forums	4.07	3.53	3.70	3.24	3.45	2.75
46	The extent to which professional development and training opportunities are available	4.52	4.01	3.78	3.63	3.63	2.78

Figure 5. Mean Scores of the Supervisory Relationships Climate Factor as Rated by Employee Groups at Harper College



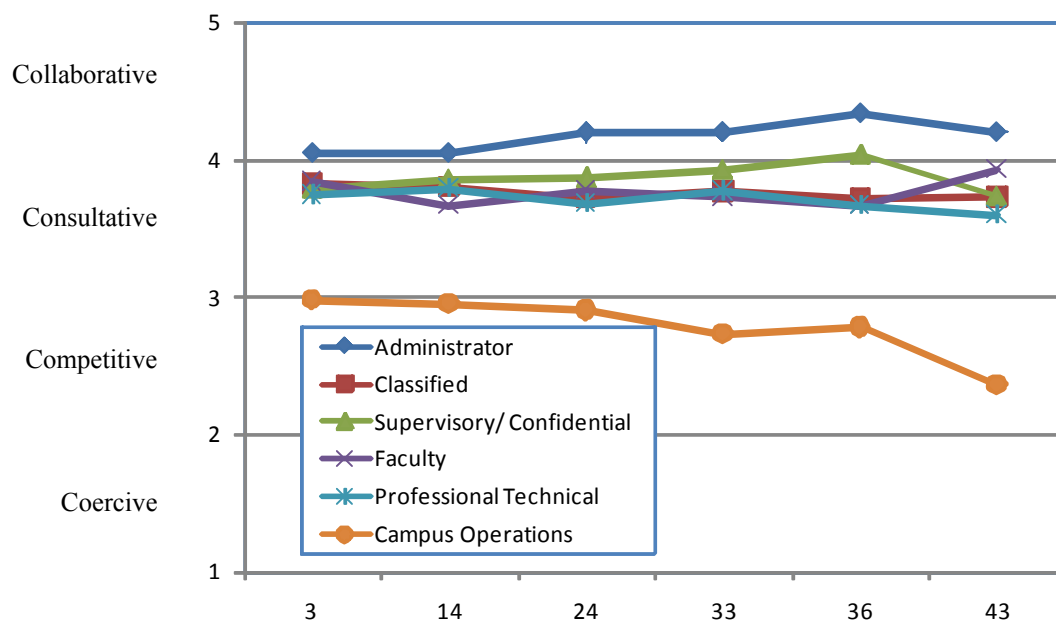
Institutional Structure		Administrator	Classified	Supervisory/ Confidential	Faculty	Professional Technical	Campus Operations
1	The extent to which the actions of this institution reflect its mission	4.31	3.88	4.00	3.25	3.67	3.63
4	The extent to which decisions are made at the appropriate level at this institution	3.76	3.43	2.98	2.38	3.00	2.74
5	The extent to which the institution effectively promotes diversity in the workplace	3.67	3.90	3.63	3.21	3.69	3.58
6	The extent to which administrative leadership is focused on meeting the needs of students	4.17	3.77	3.73	2.76	3.54	3.69
10	The extent to which information is shared within this institution	3.62	3.13	2.95	2.46	2.95	2.38
11	The extent to which institutional teams use problem-solving techniques	3.46	3.37	3.33	2.88	3.16	2.92
15	The extent to which I am able to appropriately influence the direction of this institution	3.90	3.28	3.25	2.73	3.10	2.92
16	The extent to which open and ethical communication is practiced at this institution	3.60	3.56	3.25	2.61	3.13	2.97
22	The extent to which this institution has been successful in positively motivating my performance	3.64	3.48	3.18	3.07	3.20	2.53
25	The extent to which a spirit of cooperation exists at this institution	3.50	3.48	3.03	2.62	3.17	2.44
29	The extent to which institution-wide policies guide my work	3.98	3.64	3.74	3.21	3.59	3.18
32	The extent to which this institution is appropriately organized	3.57	3.42	3.37	2.68	3.21	3.13
38	The extent to which I have the opportunity for advancement within this institution	3.68	3.16	2.83	3.53	2.82	2.58
41	The extent to which I receive adequate information regarding important activities at this institution	3.85	3.71	3.78	3.41	3.65	3.28
44	The extent to which my work is guided by clearly defined administrative processes	3.88	3.56	3.35	2.86	3.29	2.56

Figure 6. Mean Scores of the Institutional Structure Climate Factor as Rated by Employee Groups at Harper College



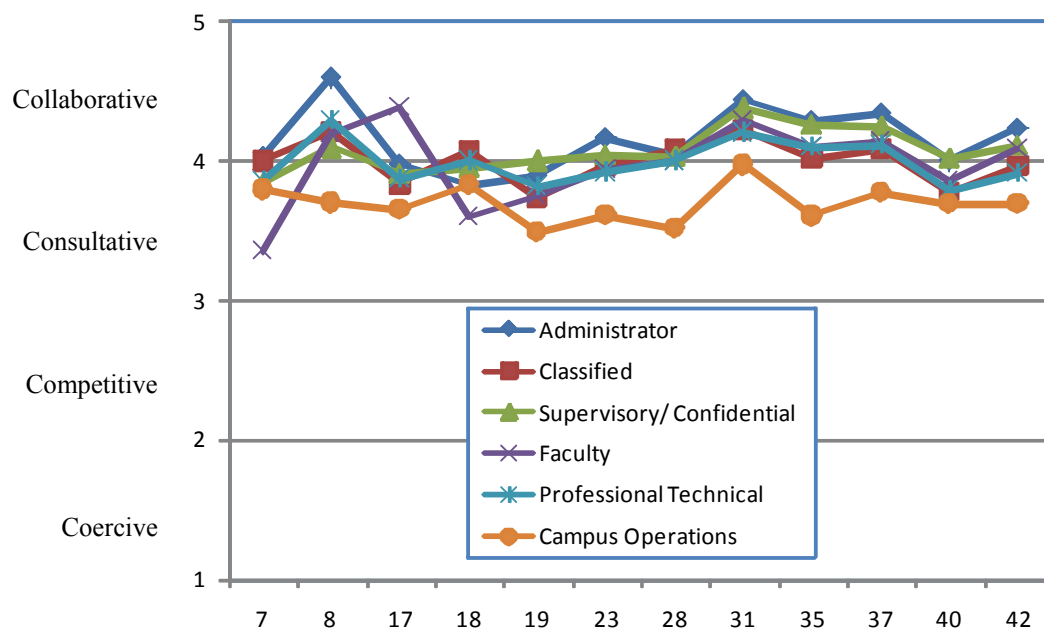
Teamwork		Administrator	Classified	Supervisory/ Confidential	Faculty	Professional Technical	Campus Operations
3	The extent to which there is a spirit of cooperation within my work team	4.05	3.82	3.78	3.83	3.74	2.97
14	The extent to which my primary work team uses problem-solving techniques	4.05	3.80	3.85	3.66	3.79	2.95
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.19	3.72	3.86	3.78	3.68	2.90
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	4.19	3.76	3.92	3.73	3.76	2.73
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	4.33	3.72	4.03	3.67	3.66	2.78
43	The extent to which a spirit of cooperation exists in my department	4.20	3.72	3.73	3.92	3.59	2.36

Figure 7. Mean Scores of the Teamwork Climate Factor as Rated by Employee Groups at Harper College



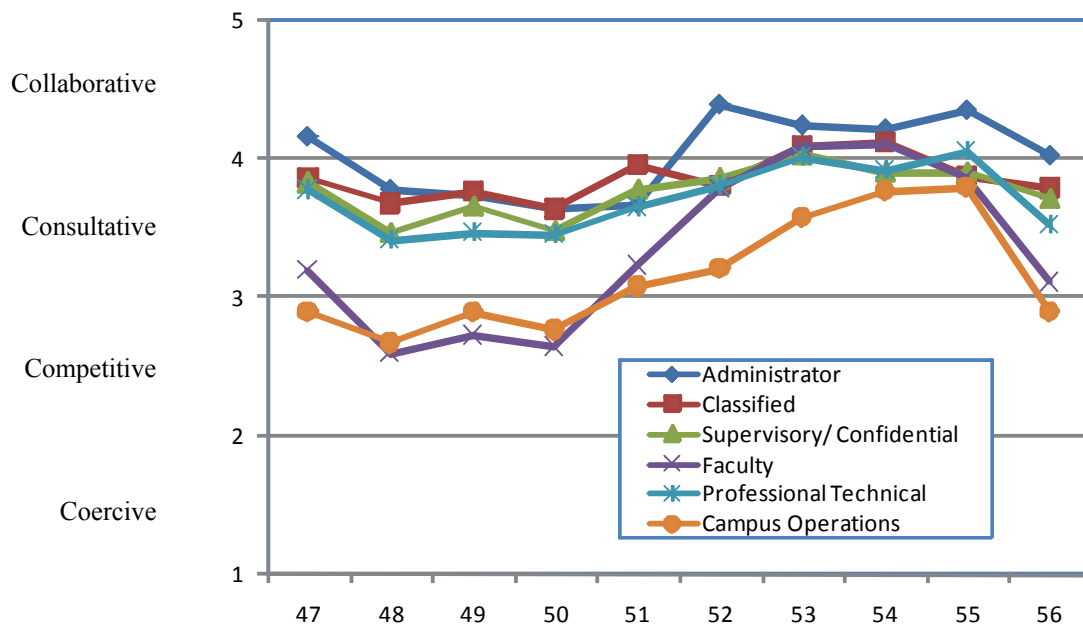
Student Focus		Administrator	Classified	Supervisory/ Confidential	Faculty	Professional Technical	Campus Operations
7	The extent to which student needs are central to what we do	4.02	4.00	3.84	3.36	3.85	3.79
8	The extent to which I feel my job is relevant to this institution's mission	4.60	4.21	4.09	4.20	4.29	3.70
17	The extent to which faculty meet the needs of the students	3.98	3.84	3.91	4.39	3.87	3.65
18	The extent to which student ethnic and cultural diversity are important at this institution	3.83	4.07	3.95	3.60	4.00	3.83
19	The extent to which students' competencies are enhanced	3.90	3.74	4.00	3.74	3.82	3.49
23	The extent to which non-teaching professional personnel meet the needs of the students	4.17	3.97	4.05	3.94	3.92	3.62
28	The extent to which classified personnel meet the needs of the students	4.05	4.09	4.03	4.00	4.00	3.51
31	The extent to which students receive an excellent education at this institution	4.44	4.22	4.38	4.29	4.20	3.97
35	The extent to which this institution prepares students for a career	4.29	4.02	4.26	4.10	4.10	3.61
37	The extent to which this institution prepares students for further learning	4.34	4.08	4.25	4.14	4.11	3.77
40	The extent to which students are assisted with their personal development	4.00	3.77	4.02	3.86	3.79	3.70
42	The extent to which students are satisfied with their educational experience at this institution	4.24	3.96	4.11	4.09	3.91	3.70

Figure 8. Mean Scores of the Student Focus Climate Factor as Rated by Employee Groups at Harper College



Customized		Administrator	Classified	Supervisory/ Confidential	Faculty	Professional Technical	Campus Operations
47	The extent to which the College integrates the core value of Excellence in its operations	4.17	3.86	3.83	3.19	3.77	2.90
48	The extent to which the College integrates the core value of Respect in its operations	3.78	3.68	3.47	2.60	3.41	2.67
49	The extent to which the College integrates the core value of Integrity in its operations	3.74	3.77	3.66	2.72	3.47	2.90
50	The extent to which the College integrates the core value of Collaboration in its operations	3.64	3.63	3.48	2.64	3.45	2.76
51	The extent to which the College provides a welcoming environment for members of underrepresented groups	3.68	3.96	3.78	3.23	3.65	3.08
52	The extent to which I am aware of opportunities for faculty, staff, and administrators to learn about their strengths	4.39	3.81	3.86	3.78	3.80	3.21
53	The extent to which I contribute to creating a welcoming environment for members of underrepresented groups	4.24	4.09	4.03	4.09	4.01	3.57
54	The extent to which I apply my strengths in my work	4.21	4.13	3.91	4.11	3.92	3.76
55	The extent to which campus security provides for my safety	4.36	3.87	3.91	3.87	4.05	3.79
56	Overall, how do you rate the climate at Harper College	4.02	3.79	3.71	3.10	3.52	2.90

Figure 9. Mean Scores of the Customized Climate Factor as Rated by Employee Groups at Harper College



Tables 12 through 17 contain the top ten priorities for discussion for each Employee Group among the standard PACE items and the top three priorities for discussion from the customized items developed specifically for Harper College.

Table 12. Priorities for Change: Administrator

Area to Change		Mean
11	The extent to which institutional teams use problem-solving techniques	3.46
25	The extent to which a spirit of cooperation exists at this institution	3.50
32	The extent to which this institution is appropriately organized	3.57
16	The extent to which open and ethical communication is practiced at this institution	3.60
10	The extent to which information is shared within this institution	3.62
22	The extent to which this institution has been successful in positively motivating my performance	3.64
5	The extent to which the institution effectively promotes diversity in the workplace	3.67
38	The extent to which I have the opportunity for advancement within this institution	3.68
4	The extent to which decisions are made at the appropriate level at this institution	3.76
18	The extent to which student ethnic and cultural diversity are important at this institution	3.83
Area to Change—Customized		Mean
50	The extent to which the College integrates the core value of Collaboration in its operations	3.64
51	The extent to which the College provides a welcoming environment for members of underrepresented groups	3.68
49	The extent to which the College integrates the core value of Integrity in its operations	3.74

Table 13. Priorities for Change: Classified

Area to Change		Mean
10	The extent to which information is shared within this institution	3.13
38	The extent to which I have the opportunity for advancement within this institution	3.16
15	The extent to which I am able to appropriately influence the direction of this institution	3.28
11	The extent to which institutional teams use problem-solving techniques	3.37
32	The extent to which this institution is appropriately organized	3.42
4	The extent to which decisions are made at the appropriate level at this institution	3.43
22	The extent to which this institution has been successful in positively motivating my performance	3.48
25	The extent to which a spirit of cooperation exists at this institution	3.48
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.53
16	The extent to which open and ethical communication is practiced at this institution	3.56
44	The extent to which my work is guided by clearly defined administrative processes	3.56
Area to Change—Customized		Mean
50	The extent to which the College integrates the core value of Collaboration in its operations	3.63
48	The extent to which the College integrates the core value of Respect in its operations	3.68
49	The extent to which the College integrates the core value of Integrity in its operations	3.77

Table 14. Priorities for Change: Supervisory/ Confidential

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	2.83
10	The extent to which information is shared within this institution	2.95
4	The extent to which decisions are made at the appropriate level at this institution	2.98
25	The extent to which a spirit of cooperation exists at this institution	3.03
22	The extent to which this institution has been successful in positively motivating my performance	3.18
15	The extent to which I am able to appropriately influence the direction of this institution	3.25
16	The extent to which open and ethical communication is practiced at this institution	3.25
11	The extent to which institutional teams use problem-solving techniques	3.33
44	The extent to which my work is guided by clearly defined administrative processes	3.35
32	The extent to which this institution is appropriately organized	3.37
Area to Change—Customized		Mean
48	The extent to which the College integrates the core value of Respect in its operations	3.47
50	The extent to which the College integrates the core value of Collaboration in its operations	3.48
49	The extent to which the College integrates the core value of Integrity in its operations	3.66

Table 15. Priorities for Change: Faculty

Area to Change		Mean
4	The extent to which decisions are made at the appropriate level at this institution	2.38
10	The extent to which information is shared within this institution	2.46
16	The extent to which open and ethical communication is practiced at this institution	2.61
25	The extent to which a spirit of cooperation exists at this institution	2.62
32	The extent to which this institution is appropriately organized	2.68
15	The extent to which I am able to appropriately influence the direction of this institution	2.73
6	The extent to which administrative leadership is focused on meeting the needs of students	2.76
44	The extent to which my work is guided by clearly defined administrative processes	2.86
11	The extent to which institutional teams use problem-solving techniques	2.88
22	The extent to which this institution has been successful in positively motivating my performance	3.07
Area to Change—Customized		Mean
48	The extent to which the College integrates the core value of Respect in its operations	2.60
50	The extent to which the College integrates the core value of Collaboration in its operations	2.64
49	The extent to which the College integrates the core value of Integrity in its operations	2.72

Table 16. Priorities for Change: Professional Technical

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	2.82
10	The extent to which information is shared within this institution	2.95
4	The extent to which decisions are made at the appropriate level at this institution	3.00
15	The extent to which I am able to appropriately influence the direction of this institution	3.10
16	The extent to which open and ethical communication is practiced at this institution	3.13
11	The extent to which institutional teams use problem-solving techniques	3.16
25	The extent to which a spirit of cooperation exists at this institution	3.17
22	The extent to which this institution has been successful in positively motivating my performance	3.20
32	The extent to which this institution is appropriately organized	3.21
44	The extent to which my work is guided by clearly defined administrative processes	3.29
Area to Change—Customized		Mean
48	The extent to which the College integrates the core value of Respect in its operations	3.41
50	The extent to which the College integrates the core value of Collaboration in its operations	3.45
49	The extent to which the College integrates the core value of Integrity in its operations	3.47

Table 17. Priorities for Change: Campus Operations

Area to Change		Mean
43	The extent to which a spirit of cooperation exists in my department	2.36
10	The extent to which information is shared within this institution	2.38
25	The extent to which a spirit of cooperation exists at this institution	2.44
22	The extent to which this institution has been successful in positively motivating my performance	2.53
44	The extent to which my work is guided by clearly defined administrative processes	2.56
38	The extent to which I have the opportunity for advancement within this institution	2.58
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	2.73
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	2.74
4	The extent to which decisions are made at the appropriate level at this institution	2.74
12	The extent to which positive work expectations are communicated to me	2.74
Area to Change—Customized		Mean
48	The extent to which the College integrates the core value of Respect in its operations	2.67
50	The extent to which the College integrates the core value of Collaboration in its operations	2.76
47	The extent to which the College integrates the core value of Excellence in its operations	2.90
56	Overall, how do you rate the climate at Harper College	2.90

Comparative Analysis: Demographic Classifications

As depicted in Table 18, part-time employees rated the climate higher (3.92) than full-time employees (3.59). Females rated the climate higher (3.71) than their male colleagues. In terms of length of employment, employees with less than 1 year of employment rated the climate highest (4.24) while respondents with 5-9 years of employment rated the climate lowest with a composite rating of 3.51.

Table 18. Mean Climate Scores as Rated by Personnel in Various Demographic Classifications

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Customized	Overall*
What is your employee group:						
Administrator	4.04	3.78	4.16	4.17	4.03	4.00
Classified	3.82	3.52	3.76	4.00	3.86	3.76
Supervisory/ Confidential	3.68	3.37	3.86	4.05	3.76	3.69
Faculty	3.55	2.91	3.75	3.97	3.32	3.48
Professional Technical	3.73	3.28	3.70	3.99	3.70	3.64
Campus Operations	2.91	2.96	2.79	3.71	3.13	3.11
What is your current employment status:						
Full-time	3.62	3.21	3.69	3.98	3.56	3.59
Part-time	3.97	3.67	4.03	4.13	4.09	3.92
What is your gender						
Female	3.78	3.33	3.84	4.07	3.69	3.71
Male	3.48	3.15	3.54	3.88	3.50	3.48
What is your race/ethnicity:						
White	3.72	3.30	3.77	4.02	3.66	3.66
Other	3.50	3.13	3.54	3.87	3.50	3.48
How long have you been employed at Harper College:						
Less than 1 year	4.28	4.07	4.33	4.36	4.25	4.24
1 – 4 years	3.78	3.42	3.80	3.92	3.78	3.70
5 – 9 years	3.48	3.15	3.55	3.96	3.56	3.51
10 – 14 years	3.59	3.05	3.66	4.07	3.47	3.54
15 or more years	3.61	3.11	3.72	3.93	3.43	3.54

* The overall mean does not reflect the mean scores of the customized items developed specifically for Harper College.

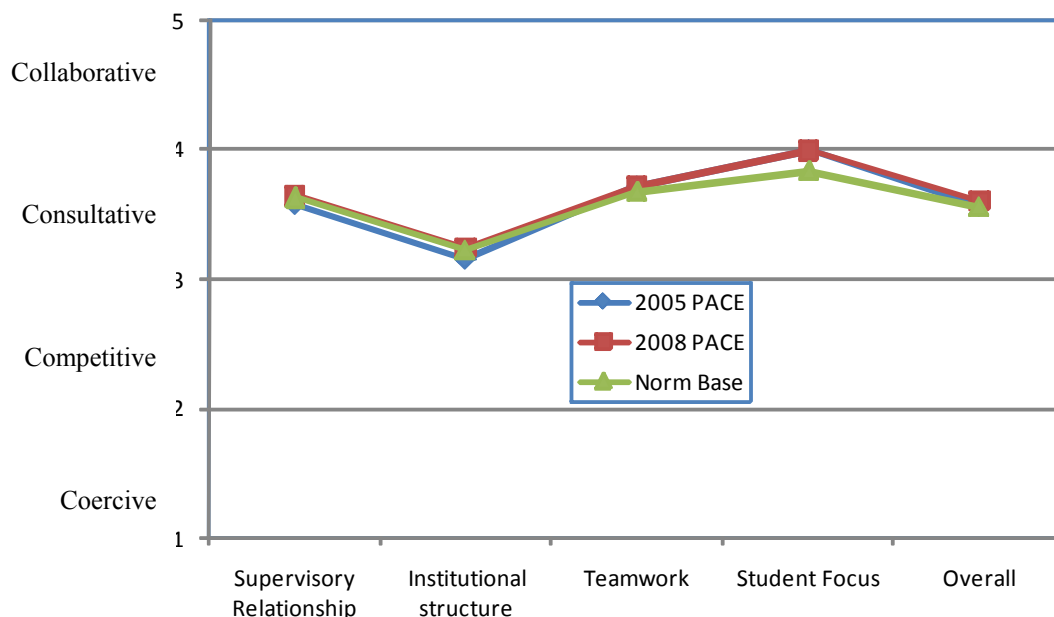
Comparative Analysis: Norm Base

Table 19 and Figure 10 show how HC compares with the NILIE PACE Norm Base, which includes approximately 65 different climate studies conducted at two- and four-year institutions since 2006. These studies include small, medium, and large institutions. 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 2-year period. Normative data are not available for the Customized climate factor area developed specifically for HC. Table 19 and Figure 10 also show how the current administration of the PACE survey at HC compares with the 2005 administration based on the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

Table 19. Harper College Climate compared with the NILIE PACE Norm Base

	HC 2005	HC 2008	Norm Base*
Supervisory Relationships	3.58	3.64	3.63
Institutional Structure	3.15	3.24	3.23
Teamwork	3.72	3.72	3.68
Student Focus	3.99	3.99	3.84
Overall	3.56	3.61	3.56

Figure 10. Harper College Climate Compared with the NILIE PACE Norm Base



* Normative data are not available for the customized climate factor developed specifically for HC. Thus, the customized items are not included in the calculation of the overall mean.

Tables 20-23 shows how HC compares question by question to the PACE Norm Base maintained by NILIE.

Table 20. Supervisory Relationships Mean Scores Compared to the NILIE Norm Base

		HC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	3.96	4.03
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.90	3.87
12	The extent to which positive work expectations are communicated to me	3.46	3.50
13	The extent to which unacceptable behaviors are identified and communicated to me	3.51	3.44
20	The extent to which I receive timely feedback for my work	3.58*	3.48
21	The extent to which I receive appropriate feedback for my work	3.58	3.51
26	The extent to which my supervisor actively seeks my ideas	3.64	3.62
27	The extent to which my supervisor seriously considers my ideas	3.68	3.69
30	The extent to which work outcomes are clarified for me	3.51	3.44
34	The extent to which my supervisor helps me to improve my work	3.61	3.59
39	The extent to which I am given the opportunity to be creative in my work	3.78*	3.93
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.42	3.49
46	The extent to which professional development and training opportunities are available	3.72*	3.59
Mean Total		3.64	3.63

*T-test results indicate a significant difference between the mean and the Norm Base mean ($\alpha=0.05$)

Table 21. Institutional Structure Mean Scores Compared to the NILIE Norm Base

Institutional Structure	HC Mean	Norm Base
1 The extent to which the actions of this institution reflect its mission	3.68	3.67
4 The extent to which decisions are made at the appropriate level	2.95	2.98
5 The extent to which the institution effectively promotes diversity in the workplace	3.56	3.65
6 The extent to which administrative leadership is focused on meeting the needs of students	3.44	3.48
10 The extent to which information is shared within the institution	2.84	2.89
11 The extent to which institutional teams use problem-solving techniques	3.16	3.09
15 The extent to which I am able to appropriately influence the direction of this institution	3.09*	2.98
16 The extent to which open and ethical communication is practiced	3.10	3.09
22 The extent to which this institution has been successful in positively motivating my performance	3.21	3.24
25 The extent to which a spirit of cooperation exists at this institution	3.02	3.12
29 The extent to which institution-wide policies guide my work	3.50	3.47
32 The extent to which this institution is appropriately organized	3.14*	3.00
38 The extent to which I have the opportunity for advancement	3.15*	3.02
41 The extent to which I receive adequate information regarding important activities	3.58	3.49
44 The extent to which my work is guided by clearly defined administrative processes	3.20	3.28
Mean Total	3.24	3.23

*T-test results indicate a significant difference between the mean and the Norm Base mean ($\alpha=0.05$)

Table 22. Teamwork Mean Scores Compared to the NILIE Norm Base

Teamwork	HC Mean	Norm Base
3 The extent to which there is a spirit of cooperation within my work team	3.75	3.78
14 The extent to which my primary work team uses problem-solving techniques	3.71	3.64
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.71	3.63
33 The extent to which my work team provides an environment for free and open expression	3.72	3.70
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.71	3.63
43 The extent to which a spirit of cooperation exists in my department	3.70	3.71
Mean Total	3.72	3.68

Table 23. Student Focus Mean Scores Compared to the NILIE Norm Base

Student Focus	HC Mean	Norm Base
7 The extent to which student needs are central to what we do	3.74*	3.63
8 The extent to which I feel my job is relevant to this institution's mission	4.20	4.25
17 The extent to which faculty meet the needs of students	4.04*	3.83
18 The extent to which student ethnic and cultural diversity are important at this institution	3.85	3.81
19 The extent to which students' competencies are enhanced	3.78	3.73
23 The extent to which non-teaching professional personnel meet the needs of the students	3.96*	3.76
28 The extent to which classified personnel meet the needs of the students	4.00*	3.74
31 The extent to which students receive an excellent education at this institution	4.27*	3.97
35 The extent to which this institution prepares students for a career	4.09*	3.96
37 The extent to which this institution prepares students for further learning	4.13*	3.95
40 The extent to which students are assisted with their personal development	3.85*	3.67
42 The extent to which students are satisfied with their educational experience	4.02*	3.81
Mean Total	3.99*	3.84

*T-test results indicate a significant difference between the mean and the Norm Base mean ($\alpha=0.05$)

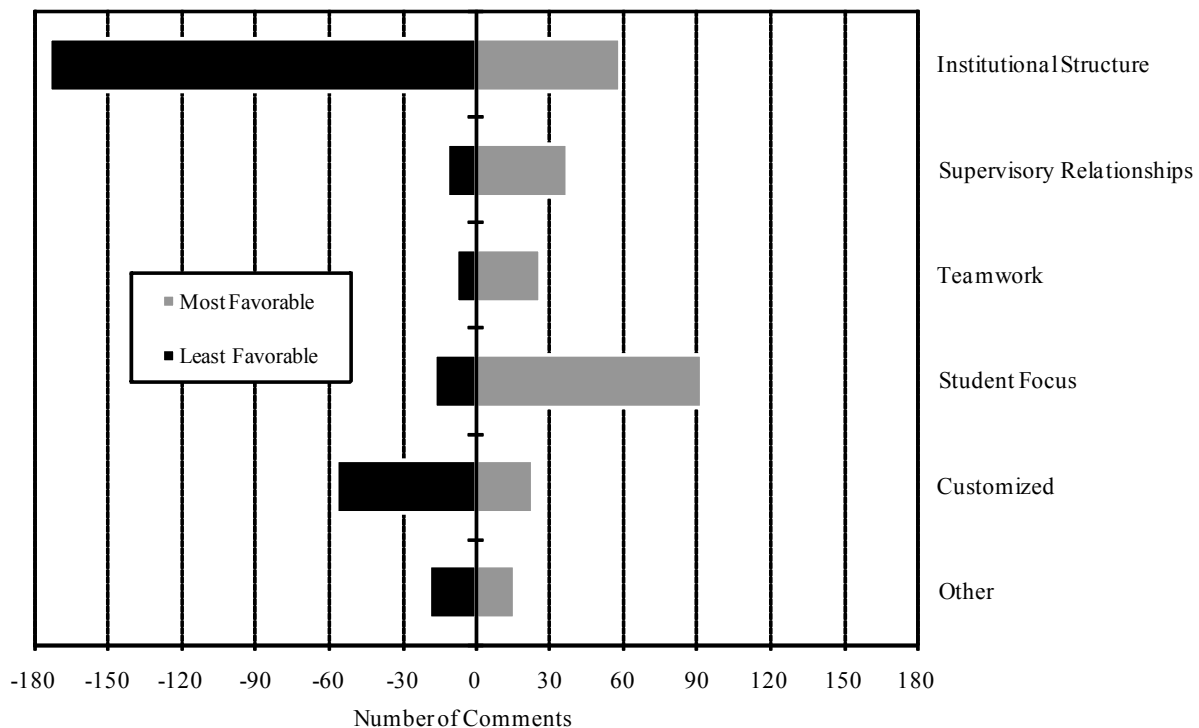
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 527 Harper College employees who completed the PACE survey, 39.5 % (208 respondents) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments, however, reliability is ensured by coding the responses back to the questions on the PACE survey.

Figure 11 provides a summary of the HC comments. This summary is based on Herzberg's (1982) two-factor model of motivation. NILIE has modified the model to represent the PACE factors by classifying the comments into the most appropriate PACE climate factors. This approach illustrates how each factor contributes to the satisfaction or dissatisfaction of the respondents. Please note that when asked for opinions, it is common for respondents to write a greater number of negative comments than positive comments.

The greatest numbers of comments across all factors fell within the Institutional Structure and Student Focus climate factors. Please refer to Tables 24 and 25 for sample comments categorized by climate factor and the actual number of responses provided by HC employees. Please note that comments are quoted exactly as written.

Figure 11. Harper College Comment Response Rates



Note: Adapted from Herzberg, F. (1982). *The managerial choice: To be efficient and to be human* (2nd ed.). Salt Lake City, UT: Olympus Publishing Company

Table 24. Most Favorable Responses—Sample Comments and Actual Number of Responses at Harper College

Factor	Themes	Number of Comments
Institutional Structure (n=59)	<p><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p><i>The environment on Harper's Campus is exceptionally welcoming.</i></p> <p><i>I think Harper college is a fantastic place to work and I feel that the majority of people here feel the same way. I feel that the faculty and staff are out to do the best job they can for all the students.</i></p> <p><i>There are many, many caring, dedicated, enthusiastic, talented people employed here at the College. They are Harper's greatest strength, and impress me every day.</i></p> <p><i>I think the fact that the College integrates its core values in its operations makes it a very pleasant place to work for. Thank you.</i></p> <p><i>Harper has been, can be, and most likely will be a very good place for a person to earn a living.</i></p> <p><i>Personal experience of teaching challenging courses and receiving positive feedback from appreciative students.</i></p> <p><i>I love the people I work with, and their responsiveness to my needs and requests. We are all learning on the job, and I am grateful for my co-workers respect for my ability to learn and encouragement to expand in my field of expertise.</i></p>	31
	<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>I am very pleased with how the Banner implementation has forged bonds between staff across the institution. I think these bonds will be the real strength of the operational side of the organization for years to come.</i></p> <p><i>I am very satisfied with the level of collegiality that exists at my level with my colleagues. Cooperation is always emphasized.</i></p> <p><i>I find the culture of the college to be one of team work and respect.</i></p> <p><i>The spirit of cooperation within and between the various college work teams is excellent.</i></p> <p><i>People are for the most part very cooperative and willing to assist and provide learning opportunities at the college.</i></p>	16
	<p><u>15— The extent to which I am able to appropriately influence the direction of this institution</u></p> <p><i>I appreciate the opportunities staff members are given to participate in the planning process.</i></p>	3

Table 24. Continued

Factor	Themes	Number of Comments
	<p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p> <p><i>The college seems to be making a strong effort to recruit diverse candidates for new positions.</i></p>	2
	<p><u>6— The extent to which administrative leadership is focused on meeting the needs of students</u></p> <p><i>Generally, I think the administration is trying to keep the best interests of the students foremost when making decisions.</i></p>	2
	<p><u>41— The extent to which I receive adequate information regarding important activities at this institution</u></p> <p><i>I believe the college makes a significant effort to keep employees aware of what's going on in the college. With the HIP page, newsletter, home mailings, time and effort are spent to keep us up-to-date.</i></p>	2
	<p><u>44— The extent to which my work is guided by clearly defined administrative processes</u></p> <p><i>When new procedures are introduced to the office, adequate, if not over adequate time is allowed to understand and the master the procedure.</i></p>	2
	<p><u>16— The extent to which open and ethical communication is practiced at this institution</u></p> <p><i>There seems to be more open communication than before. Many in my area have felt that communication was lacking before this new leadership.</i></p>	1
Supervisory Relationship (n=37)	<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>My supervisor is grateful, respectful, understanding, and always supportive.</i></p> <p><i>My supervisor is approachable and supportive.</i></p> <p><i>I am fortunate to have an outstanding supervisor who is supportive and trusting. My level of performance has never been higher.</i></p> <p><i>My supervisor provides a positive atmosphere of teamwork within my area. He/She is extremely motivating, listens to my ideas and encourages me to use my strengths.</i></p>	14

Table 24. Continued

Factor	Themes	Number of Comments
	<p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>I enjoy the trust and confidence put in me to perform well and the freedom I am given to do so.</i></p> <p><i>Creativity is at a maximum, there is a lot of room to expand, create and invent, with instruction to students. Support is good.</i></p> <p><i>There is a great atmosphere of free expression in Harper's course development and classroom environment. This allows teachers and students to engage in deeper levels of critical thinking, and to work toward developing value judgments and a cogent world vision.</i></p>	10
	<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>The ability to further my own education by taking classes here at Harper.</i></p> <p><i>Harper provides wonderful professional growth opportunities for FT faculty and higher level administrators.</i></p> <p><i>The ability to have access to professional development and support is appreciated.</i></p>	9
	<p><u>9— The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone</u></p> <p><i>My supervisor is always willing to listen to new ideas.</i></p>	2
	<p><u>21— The extent to which I receive appropriate feedback for my work</u></p> <p><i>My supervisor provides feedback in a constructive manner.</i></p>	1
	<p><u>34— The extent to which my supervisor helps me to improve my work</u></p> <p><i>My department chair is supportive, dynamic, and works with me to help me improve my teaching.</i></p>	1
Teamwork (n=26)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>I am blessed with a wonderful department who work well as a team. We take pride in what we do, we're student-centered, we collaborate with other campus groups, and we strive to live the College's Core Values.</i></p> <p><i>The people I work with in my department are tops. They make coming to work enjoyable and rewarding, every day.</i></p> <p><i>I am very pleased with the climate within my department.</i></p>	13

Table 24. Continued

Factor	Themes	Number of Comments
	<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>I find the collegial interaction and work support of my administrative peers to be very satisfying. We discuss things, are able to do brainstorming together, help each other with advice, and do our best to support each other in the various things that we encounter.</i></p> <p><i>Within my office, collaboration, teamwork, creativity, and preparedness are prevalent. I couldn't ask for a better group of people to work with under.</i></p> <p><i>I have an immediate team that is reliable, collaborative and well-rounded.</i></p>	8
	<p><u>24— The extent to which there is an opportunity for all ideas to be exchanged within my work team</u></p> <p><i>My departmental colleagues are devoted to their students and supportive of each other. We frequently exchange ideas. When I have a classroom challenge, I can discuss it with several people and get concrete ideas on addressing the issue.</i></p>	2
	<p><u>36— The extent to which my work team coordinates its efforts with appropriate individuals and teams</u></p> <p><i>People I request information from in other divisions have always been very helpful and courteous.</i></p>	2
	<p><u>33— The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs</u></p> <p><i>My department is amazing. We have a VERY diverse collection of individuals who do not always have the same beliefs and opinions, but we always agree to respect each other and our ideas. We work collaboratively at all times and accomplish a great deal for the betterment of the department and to provide the best education for our students.</i></p>	1
Student Focus (n=92)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>The college has done an excellent job of focusing on the student population with excellence in course presentation, new programs.</i></p> <p><i>I believe we do an excellent job of identifying student needs and trying to solve those issues.</i></p> <p><i>People in the Harper community are consistent in their focus on being helpful to students.</i></p>	25

Table 24. Continued

Factor	Themes	Number of Comments
	<p><i>The institution is extremely proactive in meeting the needs of the students.</i></p> <p><i>I believe that we go overboard in trying to make all of our students feel welcome and comfortable at Harper College.</i></p> <p><u>17— The extent to which faculty meet the needs of the students</u></p> <p><i>Faculty are dedicated, hard-working and wonderful to work with. They work collaboratively with each other and are focused on providing students with a good education. These groups live the core values.</i></p> <p><i>The faculty in general are a caring, highly qualified group of individuals who ALWAYS put the student first.</i></p> <p><i>Faculty are terrific--highly motivated, dedicated to their students, and bright.</i></p> <p><i>From my perspective as a long-term employee, the strength of Harper lies in its faculty and in our ability to promote teaching, learning, and student development. We have truly excellent, committed, and highly professional faculty on our campus.</i></p>	21
	<p><u>31— The extent to which students receive an excellent education at this institution</u></p> <p><i>When students leave Harper College they are prepared for any direction they choose to travel.</i></p> <p><i>The extent to which students receive an excellent education at this institution... This is true and worthy to be noted.</i></p> <p><i>Harper's greatest strength is the excellent education students receive.</i></p> <p><i>I think Harper College is one of the best community colleges in the country. Our students are provided with an excellent education and ever-increasing avenues of opportunity.</i></p> <p><i>Harper College strives for excellence in providing educational opportunity for its mainstream students. These include students who are traditional aged and non-traditional aged who have few significant barriers to educational opportunity.</i></p> <p><i>I believe Harper College provides an excellent education at a reasonable cost and provides many opportunities for students and the community at large to enrich themselves by way of educational and cultural presentations.</i></p>	21

Table 24. Continued

Factor	Themes	Number of Comments
	<p><u>23— The extent to which student services personnel meet the needs of the students</u></p> <p><i>Any student that enters Harper College has the services available to be successful - if they seek the services out. From counseling to the Student Success Services, Tutoring Center, and Math Lab.</i></p> <p><i>The extent to which non-teaching professional staff meet the needs of students? I go to ton of meetings. All of the people that I have met in these meeting really do care allot for the students they always say will this make things better for students. Even when they know it will create allot more work for them and their staff. It makes me very proud to work with people that care.</i></p>	6
	<p><u>28— The extent to which classified personnel meet the needs of the students</u></p> <p><i>Classified staff as a whole offer the most amazing service to the students, never expecting anything in return, and expressing helpful, happy attitudes.</i></p> <p><i>The "worker bees" here at Harper are professional, competent, pleasant and caring and represent everything that an educational institution should embrace.</i></p> <p><i>The support staff should be there to support the academic goals of the school. At Harper, support staff is very helpful and cooperative.</i></p>	6
	<p><u>19— The extent to which students' competencies are enhanced</u></p> <p><i>The Leaders Program, formal Excel, gives students the chance to hone their skills and increase the opportunity of gaining a competitive edge as they prepare for the next leg of their life long journey.</i></p>	3
	<p><u>40— The extent to which students are assisted with their personal development</u></p> <p><i>The students seem to feel very comfortable here on campus, and when they are made aware of the many opportunities and programs that can increase their success here and in the workforce, they seem to take advantage of those opportunities.</i></p>	3
	<p><u>18— The extent to which student ethnic and cultural diversity are important at this institution</u></p> <p><i>We have expanded the opportunities for students from all groups. No one student group can find reason to feel un-heard.</i></p>	2

Table 24. Continued

Factor	Themes	Number of Comments
	<p><u>35— The extent to which this institution prepares students for a career</u></p> <p><i>The curriculum is varied and up to date with the job market.</i></p>	2
	<p><u>42— The extent to which students are satisfied with their educational experience at this institution</u></p> <p><i>Students are very happy with the education they get at Harper.</i></p>	2
	<p><u>37— The extent to which this institution prepares students for further learning</u></p> <p><i>I think in the areas of student development, students have a variety of excellent opportunities to grow as individuals and to increase their readiness for transferring to a baccalaureate degree granting institution.</i></p>	1
Customized (n=23)	<p><u>50— The extent to which the College integrates the core value of Collaboration in its operations</u></p> <p><i>There is a strong effort for collaboration among most of the employees of Harper College, which has helped improve the college.</i></p> <p><i>Faculty and staff are dedicated, hard-working and wonderful to work with. They work collaboratively with each other and are focused on providing students with a good education. These groups live the core values.</i></p> <p><i>Harper provides an environment that offers great opportunities for collaboration and personal enrichment, qualities that are becoming less frequent in other workplaces.</i></p>	10
	<p><u>47— The extent to which the College integrates the core value of Excellence in its operations</u></p> <p><i>The commitment from most to excellence in education is key. The students and faculty are at the core of any school. Most employees on campus know this and work toward the goal of working for the education of our students.</i></p> <p><i>This organization has been outstanding in addressing sound practices for the daily operations of the College.</i></p>	7
	<p><u>51—The extent to which the College provides a welcoming environment for members of underrepresented groups</u></p> <p><i>I see Harper as a great school that has lots of potential to grow. Our demographics are changing and we can continue to create the welcoming safe environment for our diversified students.</i></p> <p><i>The college is most welcoming of all aspects of diversity.</i></p>	5

Table 24. Continued

Factor	Themes	Number of Comments
	<u>55— The extent to which campus security provides for my safety</u> <i>Harper offers a safe, clean, and secure environment for its students.</i>	1
Other (n=16)	<u>Compensation & Benefits</u> <i>Harper is a good place to work with valuable benefits.</i> <i>We are compensated very well compared to the non-tax supported arena.</i>	5
	<u>Facilities</u> <i>Our physical plant is in wonderful condition and the landscaping creates an attractive learning environment.</i> <i>Campus buildings and grounds are well maintained.</i>	5
	<u>Community</u> <i>Harper continually seeks and finds ways to respond to community needs.</i> <i>The college has a very good reputation in the community. I receive very positive feedback when I tell people where I work. Harper is recognized as a leading educational institution in the area.</i>	5
	<u>Technical</u> <i>The smart classrooms have really improved the learning experience for the students.</i>	1

Table 25 Least Favorable Responses—Sample Comments and Actual Number of Responses at Harper College

Factor	Themes	Number of Comments
Institutional Structure (n=174)	<p data-bbox="381 302 1192 373"><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p data-bbox="381 394 1247 466"><i>There is no drive to do better here for the employee groups that get a guaranteed.</i></p> <p data-bbox="381 487 1247 663"><i>As a staff person I never feel like I have never done enough even though I give 150%. Even though I get positive comments back from students, instructors, and parents; my work goes unnoticed because everything is focused on the next new item or project that needs to be completed.</i></p> <p data-bbox="381 684 1247 861"><i>It seems that employees with long tenure are more in jeopardy of being "purged" from the college rather than being revered for their service and value to the institution. I do not discuss my years of service, as I feel that it has become a liability rather than a point of pride. What a shame.</i></p> <p data-bbox="381 882 1247 1058"><i>I work in an area away from Main Campus. We are not always included in what is going on at Main Campus. Sometimes it is difficult for us to travel to and from Main Campus to attend activities. We are not always considered the "real Harper". Some staff and students are not aware of our existence.</i></p> <p data-bbox="381 1079 1247 1402"><i>Faculty are consistently undervalued and not respected for the professionals they are. The president tells us that we are the reason Harper is as good as it is, but come contract time that seems to be forgotten. The tension created during contract negotiations has a lasting effect; it is not quickly forgotten. Striking or threatening a strike should not be necessary. The severely negative treatment of faculty during the last two negotiations has soured my attitude toward Harper and has made me consider leaving to find another place of work.</i></p>	22
	<p data-bbox="381 1423 1247 1457"><u>32— The extent to which this institution is appropriately organized</u></p> <p data-bbox="381 1478 1247 1583"><i>The organizational structure of the College sometimes causes ineffective management of time and resources, and causes delays that are not necessary in completing tasks.</i></p> <p data-bbox="381 1604 1247 1675"><i>Staff that leaves campus need to be replaced in a more timely manner. Offices are understaffed to meet the needs of the students.</i></p> <p data-bbox="381 1696 1247 1801"><i>Although the number of students has grown, the number of FT faculty and some support staff have not. Instead, the number of higher level of administrators seems to keep increasing.</i></p>	22

Table 25. Continued

Factor	Themes	Number of Comments
	<p><i>There are far too many administrators on this campus, especially when compared to the number of full time faculty.</i></p> <p><i>The full-time/adjunct ratio is awful. The college is relying too heavily on adjuncts that are not well integrated, or aware of resources for student success.</i></p> <p><i>I believe we're too top heavy as an organization and we have a physical separation with the senior management in W and the rest of the departments in other buildings. This creates more division than we need and also exacerbates the "us vs. them" climate.</i></p>	
	<p><u>44— The extent to which my work is guided by clearly defined administrative processes</u></p> <p><i>Silo-ization of key operations that result in duplication of efforts, inefficient operations, and sometimes areas competing against each other.</i></p> <p><i>It seems that some processes on campus are too tedious causing friction and stalling the timeliness of production for others.</i></p> <p><i>Too many on-line forms are required for maintenance, ordering items, materials for off-site locations and it becomes too complicated and takes longer for the jobs to be completed. There should be more communication to new employees on and off campus about the process of how to order copy paper, how to fill out a work order for maintenance issues, how to order ink cartridges, classes available for outlook, email, etc., especially for off-site locations.</i></p> <p><i>All of the red tape, that includes numerous meetings and committees to solve the simplest problems. We waste more time by making the process too long and complicated when it could easily be accomplished in a very short amount of time by the specialist in the area instead of getting together 20 people who cannot decide or agree on the most basic concepts.</i></p> <p><i>Sometimes procedures are changed rather abruptly without any training; then when things go badly, complaints abound. Example, going to online printing with changes in the forms neither training nor mention of the change of forms--it took weeks to get the accounts straightened out.</i></p>	21

Table 25. Continued

Factor	Themes	Number of Comments
	<p data-bbox="381 254 1224 321"><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p data-bbox="381 342 1175 409"><i>There is little opportunity for advancement and little financial incentive to move up a grade level.</i></p> <p data-bbox="381 430 1235 573"><i>I don't like the fact that when there is a job open and there are plenty of internal candidates that qualify for the position it is filled from someone from the outside. I think we should hire from within before we hire from the outside.</i></p> <p data-bbox="381 594 1247 699"><i>Regarding advancement, no merit increases in salary for Classified Staff group for completing a two year and/or four year education degree while remaining in current position.</i></p> <p data-bbox="381 720 1224 968"><i>Opportunities for position and salary advancement are relatively limited and the reclassification process is cumbersome and discouraging. For employees who have been here a number of years, it is discouraging to find that while your skills have grown and duties have increased/expanded your rate of pay (based upon classification) has not kept pace with your skills and assigned duties.</i></p> <p data-bbox="381 989 1247 1241"><i>I am especially concerned that there is lack of ethics when it comes to who receives a promotion around here. Everyone plays favorites, and underrepresented groups are largely ignored. Whites are promoted regularly or others who have no background on the college are brought in at high salaries. People who make good, even excellent, contributions to the college are overlooked because they are not "favorites" of someone.</i></p>	19
	<p data-bbox="381 1262 1224 1329"><u>10— The extent to which information is shared within this institution</u></p> <p data-bbox="381 1350 1235 1455"><i>I think that sharing more information about how decisions are made and more importantly why certain decisions are made would be welcome.</i></p> <p data-bbox="381 1476 1247 1724"><i>No longer are there advanced notices of someone "leaving" the campus. Retirements (?) are found out by word of mouth, and usually AFTER the individual is off campus. No longer have access to the board minutes of meeting (specifically the personnel sheets), which was always a personal way to keep tabs on fellow employees (promotions, open positions, etc). Miss this form of communication very much.</i></p> <p data-bbox="381 1745 1208 1850"><i>Communication is poor here. Yes there is a newsletter on the website, but I'm afraid that important changes and decisions are made but they are surprises.</i></p>	14

Table 25. Continued

Factor	Themes	Number of Comments
	<p><i>Communication from the administrators is sorely lacking. I do not feel as though we are made aware of many of the initiatives Harper is undertaking or the direction of the college relative to the suggestions of the HLC.</i></p> <p><u>6— The extent to which administrative leadership is focused on meeting the needs of students</u></p> <p><i>There is a lot of concern for students, but I think, based on the latest focus groups I have done, college administrators are largely in the dark as to what kind of culture are students are coming from and what their value system is. It is very different from what we assume.</i></p> <p><i>Administration needs to change its attitude and focus on the students and support student learning.</i></p> <p><i>It is difficult to get administrators to discuss what we do in the classroom and the great value that comes with the learning experience. They would much rather stay entirely focused on financial issues as if we were working for a major profit-seeking corporation. This both frustrating and discouraging.</i></p> <p><i>Our administration is badly out of touch with higher education, and do not appear to prioritize or even, at times, value students or the teaching and learning process.</i></p>	13
	<p><u>4— The extent to which decisions are made at the appropriate level at this institution</u></p> <p><i>The administrative hierarchy here is largely cliquish. Many make decisions in a vacuum failing to consider the input, expertise or opinions of the staff who actually need to put the decisions into action, generally causing either a less productive process or putting the staff in the position of trying to stop the train after it's left the station, rather than letting them help to fuel and furnish it.</i></p> <p><i>The Administration is out of touch with the faculty and students. Decisions are made in Building W and pushed down to the employees below who will inevitably be blamed when things do not go according to plan.</i></p> <p><i>I am disappointed with the arbitrary decisions made by the college administration. Decisions that affect our students and department have been made without any word to us. Recently, a decision that has a major impact on the organization of our department was made, and we heard about it by accident. We were not consulted or informed. These types of decisions show a lack of respect for the people in my department who have worked hard.</i></p>	12

Table 25. Continued

Factor	Themes	Number of Comments
	<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>We have been working at such a fast pace to improve the institution and strive for excellence that at times we fail to be as sensitive and courteous to one another as we could be, although I do feel that the overall institutional civility has vastly improved.</i></p> <p><i>Too much emphasis on strengths which is individually focused rather than on "group" friendly initiatives.</i></p> <p><i>A spirit of competition (for resources, recognition) has grown in recent years. We haven't been good about saying NO to some things/projects/initiatives - being more focused on fewer priorities (everything can't be a priority). The pace of work expected is wearying and results in increasing stress.</i></p>	10
	<p><u>15— The extent to which I am able to appropriately influence the direction of this institution</u></p> <p><i>Sometimes I feel stymied by my supervisors. I feel that I can do and give more ideas but that the ideas from the classified staff are not generally listened too. The pretense is there that they are listening but one knows that nothing will be acted upon because we are not supervisors. They do not seem to want to let anyone other than a supervisor have control.</i></p> <p><i>Crucial decisions regarding teaching, curriculum, and class size continue to be made in a top-down fashion as fait accompli with no opportunity for input from faculty.</i></p> <p><i>The existence of committees leads one to believe that individuals in all employee groups have an opportunity for their voices to be heard. While that may be true, in the end, it seems the administration does what it wants and then the true facts are manipulated to fit those decisions.</i></p> <p><i>Faculty time and opinions need to be more respected. It is frustrating to serve on committees and too often have the committee recommendations disregarded.</i></p>	10
	<p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p> <p><i>Diversity. A wonderful thing, but when hiring is done, a job should go to the most qualified candidate, not the one of a certain gender or color that may be lacking in that area.</i></p> <p><i>Although Harper has been attempting to hire and retain diverse employees, this is still a very white workforce serving a growing number of students who are not.</i></p>	9

Table 25. Continued

Factor	Themes	Number of Comments
	<p><i>Recently, as part of a hiring committee, we were forced to interview candidates of underrepresented groups, solely because they were from underrepresented groups, in spite of the fact that their credentials were far below some of the other applicants. ... While I strongly support Harper's being open to diversifying its staff, the school should not be depriving the students of the best possible faculty.</i></p> <p><u>16— The extent to which open and ethical communication is practiced at this institution</u></p> <p><i>Favoritism and lack of transparency when decisions are made. Because there is a communication problem, it leads to "gossip" and people "talking secretly to each other". This usually produces incorrect information and is really disruptive to the team. I also see favoritism in the group.</i></p> <p><i>We need to be more effective with communication. We often seem to "hide" things we are doing from various work groups. It just seems to be divisive.</i></p>	9
	<p><u>29— The extent to which institution-wide policies guide my work</u></p> <p><i>Harper has many excellent programs. We should continue to provide these programs and improve them as needed. We should resist bringing on new initiatives and striving for more than a handful of campus-wide goals per year. One last thought: Is there any reasonable rationale for 10,000 FTE? People are killing themselves to achieve this goal and I'm not sure why it's necessary.</i></p> <p><i>The way computers and other technology are administered and controlled is extremely counterproductive to the educational mission of the school.</i></p> <p><i>From a management perspective, when there are personnel issues, it can sometimes be very difficult to deal with those individual issues because of some of the rules within the Pro/Tech agreement.</i></p>	9
	<p><u>41— The extent to which I receive adequate information regarding important activities at this institution</u></p> <p><i>Need more communication of happenings and services: open houses, career fairs etc. Need to include faculty.</i></p> <p><i>Lot closures should be announced in advanced instead of finding out that morning it's closed AFTER you have parked your car and checked your morning email. Department changes should be announced via all-campus email AND posted on the Harper HIP page. Health Careers and Public Safety split apart and I still don't know what the two divisions are or who is in charge of them.</i></p>	4

Table 25. Continued

Factor	Themes	Number of Comments
Supervisory Relationship (n=12)	<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>Individuals who are lacking basic technology skills seem to be left out of training opportunities. Basic computer skills are no longer available at the college. Many processes require internet access or completion of forms on a computer. There seems to have been an institutional decision to move on from these individuals since their numbers are not large.</i></p> <p><i>Professional development and training opportunities for faculty are very limited due to the paltry sum we are allotted per the contract. I am not sure how we are expected to pay for the required graduate hours in order to be promoted to full professor.</i></p>	4
	<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>I have worked under several directors. My current one may have more experience drawn from the corporate world, but lacks integrity and nurturing, as evidenced in my answers about being displeased with my lack of being able to contribute my ideas of work or to work creatively.</i></p>	3
	<p><u>13— The extent to which unacceptable behaviors are identified and communicated to me</u></p> <p><i>Some employees in my area exhibit a lack of professionalism/poor work ethic/poor performance (esp. at Mgmt/Director level) nothing is done to address this either because it is how mgmt leads. There are directors/managers who abuse the flexible environment. They disregard meetings/appt set, and schedule over your items. This is total lack of respect. Obvious problems have fallen on deaf ear.</i></p>	3
	<p><u>34— The extent to which my supervisor helps me to improve my work</u></p> <p><i>Very little hands on interaction with our supervisor, except at review time. Then that is mostly negative even though half of what he says goes on is incorrect. Very little to no positive feedback given by my supervisor.</i></p>	2
Teamwork (n=8)	<p><u>36— The extent to which my work team coordinates its efforts with appropriate individuals and teams</u></p> <p><i>The only negative I have is there are times I don't think other departments collaborate with my department as needed. This could be improved to make our jobs more efficient and to lessen the stress when making important decisions.</i></p>	4

Table 25. Continued

Factor	Themes	Number of Comments
	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>The spirit and working as a team in my department is lacking. I don't get much support or the use of my strengths within my department because there is no collaborative teamwork created.</i></p>	3
	<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>Sometimes we don't always work as a team in XX. Sometimes people make it feel like we're all in separate silos.</i></p>	1
Student Focus (n=17)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>Student focus seems to have taken away from the mission of learning and serving students. It is rare to have student learning a focus of discussion at Harper. This is evident in the failure to implement a strong program of assessment of learning as validated by the outcome of the HLC visit last year. The mission of learning seems to come last in discussion.</i></p> <p><i>The focus sometimes seems to be less on the students and education and more on the business aspects of the college. Harper's strength is its education, and losing that focus would be very costly.</i></p>	6
	<p><u>23— The extent to which student services personnel meet the needs of the students</u></p> <p><i>Counselors are not readily accessible to students and are sometimes ineffective because they tend to be generalists. Career programs should have their own counselors who know the specifics of those career fields and courses of study.</i></p>	3
	<p><u>19— The extent to which students' competencies are enhanced</u></p> <p><i>Attention to remediation in retention of students - more needs to be done to keep the students we have attracted.</i></p> <p><i>Harper College is becoming increasingly unresponsive to the needs of students without computer skills. Course schedules are only available online. Financial aid staff only give students worksheets to apply for financial aid online, rather than paper applications to be completed and mailed in. Reading, writing, and math assessments are only available by computer, yielding questionable validity for students who are not computer savvy. The digital divide is widening at Harper College. Individuals who need computer skills cannot attain them at Harper, because they need computer skills to access education here.</i></p>	3

Table 25. Continued

Factor	Themes	Number of Comments
	<u>17— The extent to which faculty meet the needs of the students</u>	2
	<i>Students complain about the lack of feedback from instructors and slow response with test results (students wait weeks sometimes months for results).</i>	
	<u>18— The extent to which student ethnic and cultural diversity are important at this institution</u>	1
	<i>I feel that an incredible amount of time is spent courting and encouraging the Hispanic students, yet I have seen German, Polish, Russian, and other nationalities represented here at Harper. There is not a German, Polish, Russian, etc pride day or month, why not??</i>	
	<u>31— The extent to which students receive an excellent education at this institution</u>	1
	<i>I am concerned about academic standards in the online, fast track, weekend college and blended classes. There needs to be more oversight in the design and implementation of these formats!</i>	
	<u>40— The extent to which students are assisted with their personal development</u>	1
	<i>I am most concerned about the push to get more and more students in the door, at the expense of doing what is BEST for students and for education in general.</i>	
Customized (n=57)	<u>50—The extent to which the College integrates the core value of Collaboration in its operations</u>	26
	<i>There are still issues within departments with being willing to put aside differences and collaborate. Unfortunately this leads to unnecessary frustration and work.</i>	
	<i>The central problems are all related to the same source - an attitude of "us versus them" which exists between the employee groups. This affects communication by either preventing it or distorting the meaning of what's said. It obviously also affects the effectiveness of cooperation, and any strategic planning or suggestions for changed are viewed automatically as suspect.</i>	
	<i>We reference the core values and observe their results and key action definitions almost on a daily basis, but are they practiced? The internal competition within the college has reached a level where it has negatively impacted the progress and innovation of the institution (at least in my opinion).</i>	
	<i>Zero application of the core "values." People do not collaborate.</i>	

Table 25. Continued

Factor	Themes	Number of Comments
	<p data-bbox="383 247 1211 317"><u>48—The extent to which the College integrates the core value of Respect in its operations</u></p> <p data-bbox="383 338 1211 443"><i>"Respect" is a term that is too often used as a bludgeon when someone disagrees with something that was stated. Discourse is discouraged even as "input" is sought.</i></p> <p data-bbox="383 464 1211 569"><i>There is an overall lack of respect and blatant disrespect of faculty at this institution. There is no collaboration, no communication, and opportunity for growth.</i></p> <p data-bbox="383 590 1211 768"><i>There is little respect and appreciation for what faculty and staff contribute. Instead, a corporate philosophy of "you are only as good as your last success" is applied leaving little time to perfect any program, service or procedure before we are expecting to come up with the next new thing.</i></p> <p data-bbox="383 789 1211 968"><i>Out of our core values, it seems that the institution as a whole--from top down--needs to work on cultivating a climate of Respect (at and for every employee level) and fostering Collaboration. I believe Collaboration comes more easily when we all treat one another with Respect.</i></p>	15
	<p data-bbox="383 989 1211 1058"><u>47—The extent to which the College integrates the core value of Excellence in its operations</u></p> <p data-bbox="383 1079 1211 1148"><i>I think the college is not achieving its goal of excellence in the area of sustainability - Harper should be raising the bar on this issue.</i></p> <p data-bbox="383 1169 1211 1451"><i>Obstacles to creating and maintaining student excellence include: top level mutual respect and value of integrity, resource appropriation for professional development to administration, faculty, and staff is not equitable (recognizing their respective roles), shifting away from the academic model to a business model of operation, command style top level administrator rather than collaborative style, serious lack of people resources to effectively run the college.</i></p>	5
	<p data-bbox="383 1472 1211 1499"><u>55— The extent to which campus security provides for my safety</u></p> <p data-bbox="383 1520 1211 1703"><i>I no longer feel safe on the campus. The student center has become a place where many students are afraid to walk through. I have been advised by Public Safety not to park by M building any longer as it is not safe. Stairwells are no longer safe to walk through - very sad for such a beautiful campus and community.</i></p> <p data-bbox="383 1724 1211 1797"><i>Extension Sites need security during entire hours of operation. 8am to 10pm.</i></p>	5

Table 25. Continued

Factor	Themes	Number of Comments
	<p><u>49—The extent to which the College integrates the core value of Integrity in its operations</u></p> <p><i>The administrators are often insulting and have a lowly opinion of faculty abilities and intelligence. There is a complete lack of integrity and ethics in the hiring policy when applicants are told that their race, ethnicity, sex, religion, etc. are irrelevant and yet hiring committees are pressured to hire "diverse" candidates, and are informed of the identities of these "diverse" candidates - a shameful practice.</i></p>	2
	<p><u>51— The extent to which the College provides a welcoming environment for members of underrepresented groups</u></p> <p><i>Acceptance and welcome of GLBT staff/faculty on campus. There is a fear of consequences of "coming out."</i></p> <p><i>I think that the college "says" it is committed to diversity, but does not fully provide the support needed to create a welcoming environment for underrepresented groups.</i></p>	2
	<p><u>54— The extent to which I apply my strengths in my work</u></p> <p><i>I am very disappointed at the lack of being used in an area where my strengths can be utilized.</i></p>	2
<p>Other (n=17)</p>	<p><u>Facilities</u></p> <p><i>Least favorable (actually, the only unfavorable aspect of the campus) is the physical climate of Harper--please, please remove more grass, put more parking closer to the buildings. "Pretty" does not make up for the students' frustrations (vocal and frequent) of not being able to find a parking spot.</i></p> <p><i>We have poorly designed & built buildings, lousy repairs of old buildings.</i></p> <p><i>I believe that the "beauty" of the campus & facade lends to a positive climate for those first looking at Harper College, however I think that it lacks a sense of "welcoming" and "student centered-ness" for those that are already here. There is very little outdoor seating for nice days. There is kind of a "keep off the grass" mentality. The removal of the steps from between A building and C building just makes students walk on the newly landscaped slope.</i></p>	6
	<p><u>Compensation & Benefits</u></p> <p><i>I am questioning the set annual raise for employees- aren't performance-based raises (or the opportunity for one on top of the annual salary increase) more motivating to people to go above and beyond what is asked for them?</i></p>	3

Table 25. Continued

Factor	Themes	Number of Comments
	<u>Budget</u>	3
	<i>Much \$\$\$\$ spent on campus landscaping, printing of different fliers/magazines, etc. that are just thrown out yet we don't have enough desks in a lot of the classrooms so faculty must take from other rooms around them or students sit on floor.</i>	
	<i>Monies spent for making the campus look beautiful is way too much. Instead monies could be used for additional student support services. Health Services hours have been reduced, Tutoring Center needs more space and more staff, and other services to help students directly need a larger budget.</i>	
	<u>Leadership</u>	3
	<i>I have found a lack of leadership and integrity in the VP & Dir. levels. Over the last 14 years I have seen too many positions being filled out of convenience. In the past 5-6 yrs. we have had 3 Directors encouraged to leave because of lack of integrity, abilities, and/or leadership skills. Our President fought to keep these people until integrity issues arouse and he had to acquiescence to Union pressure.</i>	
	<i>I have been activity employed for the last X plus years and in that time, have not encountered a more dysfunctional group of supervisors. They lack common sense, change procedures to meet the situation, expect you to know they no longer want the same situation handled as yesterday and, manage by fear and intimidation. We are drafting a vote of no confidence but, fear the administration does not want to hear or know what is truly occurring so there is an element of plausible deniability.</i>	
	<u>Community</u>	1
	<i>Lack of community engagement throughout the organization. We often behave like the College the community should come to, rather than the College that's fully engaged in the community.</i>	
	<u>Technical</u>	1
	<i>Whenever IT changes are made, there is no user input or user follow-up requested to tweak inefficient or non-user friendly programs. The most disastrous innovation of all is the new Print Shop Request format, which is simply abominable. Everyone knows it -- no one does anything about it.</i>	

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 performance areas at Harper College. Eight of these items represent the Student Focus climate factor (items #8, #17, #23, #28, #31, #35, #37 and #42) and two represent the Supervisory Relationships climate factor (items #2 and #9).

- The extent to which students receive an excellent education at this institution, 4.27 (#31)
- The extent to which I feel my job is relevant to this institution's mission, 4.20 (#8)
- The extent to which this institution prepares students for further learning, 4.13 (#37)
- The extent to which this institution prepares students for a career, 4.09 (#35)
- The extent to which faculty meet the needs of the students, 4.04 (#17)
- The extent to which students are satisfied with their educational experience at this institution, 4.02 (#42)
- The extent to which classified personnel meet the needs of the students, 4.00 (#28)
- The extent to which non-teaching professional personnel meet the needs of the students, 3.96 (#23)
- The extent to which my supervisor expresses confidence in my work, 3.96 (#2)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.90 (#9)

Overall the following have been identified as the top performance areas within the Customized climate factor at Harper College.

- The extent to which I contribute to creating a welcoming environment for members of underrepresented groups, 4.06 (#53)
- The extent to which I apply my strengths in my work, 4.04 (#54)
- The extent to which campus security provides for my safety, 3.92 (#55)

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.

The extent to which information is shared within this institution, 2.84 (#10)

- The extent to which decisions are made at the appropriate level at this institution, 2.95 (#4)
- The extent to which a spirit of cooperation exists at this institution, 3.02 (#25)
- The extent to which I am able to appropriately influence the direction of this institution, 3.09 (#15)
- The extent to which open and ethical communication is practiced at this institution, 3.10 (#16)
- The extent to which this institution is appropriately organized, 3.14 (#32)
- The extent to which I have the opportunity for advancement within this institution, 3.15 (#38)
- The extent to which institutional teams use problem-solving techniques, 3.16 (#11)
- The extent to which my work is guided by clearly defined administrative processes, 3.20 (#44)
- The extent to which this institution has been successful in positively motivating my performance, 3.21 (#22)

Overall the following have been identified as the areas in need of improvement within the Customized climate factor at Harper College.

- The extent to which the College integrates the core value of Respect in its operations, 3.18 (#48)
- The extent to which the College integrates the core value of Collaboration in its operations, 3.20 (#50)
- The extent to which the College integrates the core value of Integrity in its operations, 3.30 (#49)

The most favorable areas cited in the open-ended questions pertain to the Student Focus climate factor, and specifically the institution's performance in meeting the needs of the students. The least favorable aspects cited in the open-ended responses are consistent with the survey mean scores in that they reinforce a desire to call attention to specific issues regarding the Institutional Structure specifically administrative processes, the way information is shared and the decision-making process within the institution

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