



National Initiative for Leadership & Institutional Effectiveness

Harper College Palatine, Illinois

Personal Assessment of the College Environment (PACE)

by

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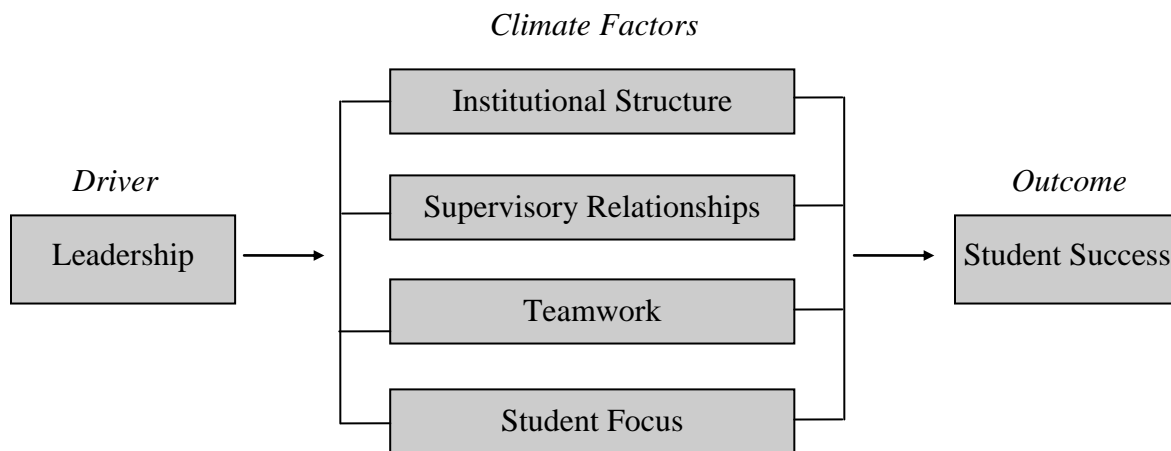
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EXECUTIVE SUMMARY

In September 2011, the Personal Assessment of the College Environment (PACE) survey was administered to 1461 employees at Harper College (HC). Of those 1461 employees, 748 (51.2%) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist HC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of HC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

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 60 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) or within the Competitive range (rated between 2 and 3). Thirty two fell within the Consultative range (rated between 3 and 4), and twenty four 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 3.86 mean score or high Consultative system. The Student Focus category received the highest mean score (4.18), whereas the Institutional Structure category received the lowest mean score (3.53). When respondents were classified according to Personnel Classification at HC, the composite ratings were as follows: Administrator (3.82), Classified (3.80), Managerial/Supervisory/Confidential (3.66), Full-time Faculty (3.72), Adjunct Faculty (4.14), Professional Technical (3.83), and Campus Operations (3.52).

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

- The extent to which I feel my job is relevant to this institution's mission, 4.49 (#8)
- The extent to which students receive an excellent education at this institution, 4.38 (#31)
- The extent to which this institution prepares students for further learning, 4.30 (#37)
- The extent to which my supervisor expresses confidence in my work, 4.26 (#2)
- The extent to which this institution prepares students for a career, 4.19 (#35)
- The extent to which non-teaching professional personnel meet the needs of the students, 4.17 (#23)
- The extent to which students are satisfied with their educational experience at this institution, 4.12 (#42)
- The extent to which student needs are central to what we do, 4.12 (#7)
- The extent to which classified personnel meet the needs of the students, 4.12 (#28)
- The extent to which faculty meet the needs of the students, 4.12 (#17)

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

- The extent to which I have the opportunity for advancement within this institution, 3.13 (#38)
- The extent to which I am able to appropriately influence the direction of this institution, 3.14 (#15)
- The extent to which information is shared within this institution, 3.27 (#10)
- The extent to which decisions are made at the appropriate level at this institution, 3.29 (#4)
- The extent to which this institution is appropriately organized, 3.38 (#32)
- The extent to which open and ethical communication is practiced at this institution, 3.42 (#16)
- The extent to which a spirit of cooperation exists at this institution, 3.44 (#25)
- The extent to which my work is guided by clearly defined administrative processes, 3.52 (#44)
- The extent to which this institution has been successful in positively motivating my performance, 3.52 (#22)
- The extent to which institutional teams use problem-solving techniques, 3.54 (#11)

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 September 2011, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Harper College. Of the 1461 employees administered the instrument, 748 (51.2%) completed and returned the instrument for analysis. Of those 748 employees, 353 (47.2%) 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 Institutional Effectiveness Office of HC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees of HC were invited to participate in the survey through an email that contained the survey link and instructions. Follow-up emails were sent during the response period to encourage participation. The survey was up for three weeks. 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 0.98. Cronbach's alpha coefficient provides an internal estimate of the instrument's reliability. The high coefficient means that participants responded the same way to similar items. The Cronbach's alpha coefficients of internal consistency from July 2009 to July 2011 are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from July 2009 to July 2011 (n=14,635)

Climate Category	Alpha Coefficient
Institutional Structure	0.95
Supervisory Relationships	0.95
Teamwork	0.93
Student Focus	0.91
Overall (1-46)	0.98

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

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

DATA ANALYSIS

Data were analyzed in 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 2008 PACE. Similar analyses were applied to the items and climate factors by Personnel Classification and generated priorities for change for each Personnel Classification. 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 being identified through *t*-tests. Finally, a qualitative analysis was conducted on the open-ended comments provided by the survey respondents.

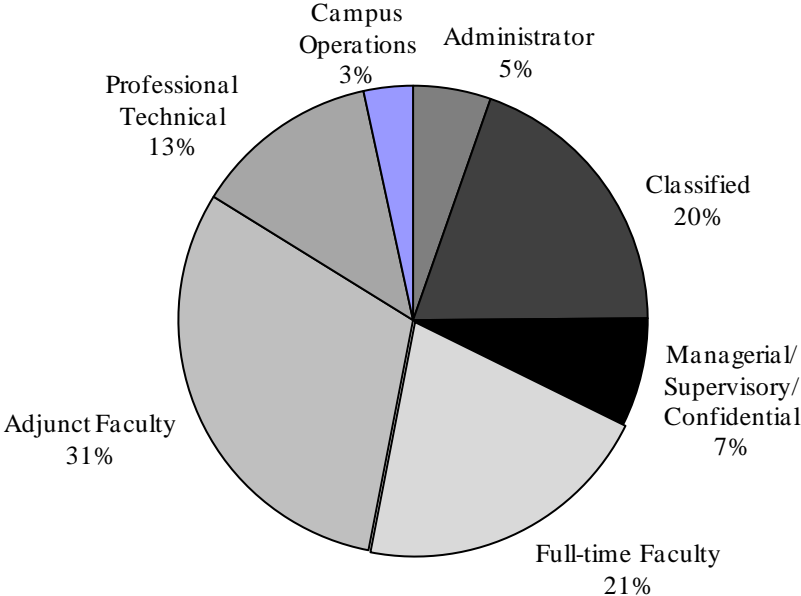
Respondent Characteristics

Of the 1461 HC employees administered the survey, 748 (51.2%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications. Refer to Table 3 and Figure 2. Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%.

Table 3. Response by Self-Selected Personnel Classification

Personnel Classification	Population	Surveys Returned for Analysis	Percent of Population Represented
Administrator	43	39	90.7%
Classified	197	142	72.1%
Managerial/Supervisory/Confidential	73	54	74.0%
Full-time Faculty	228	151	66.2%
Adjunct Faculty	682	224	32.8%
Professional Technical	136	93	68.4%
Campus Operations (service employees or campus police)	108	25	23.1%
Did not respond		20	
Total	1467	727	51.2%

Figure 2. Proportion of Total Responses by Personnel Classification



20 individuals did not respond to the Personnel Classification 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	2011 # of Responses	2011 % of Responses
What is your employee group:						
Administrative	55	13.2%	*	*	*	*
Administrative Support	130	31.3%	*	*	*	*
Faculty	114	27.4%	*	*	*	*
Technical/Campus Operation	89	21.4%	*	*	*	*
Did not respond	28	6.7%	*	*	*	*
What is your personnel classification:						
Administrator	*	*	42	8.0%	39	5.2%
Classified	*	*	128	24.3%	142	18.9%
Managerial/Supervisory/ Confidential	*	*	64	12.1%	54	7.2%
Full-time Faculty	*	*	167	31.7%	151	20.2%
Adjunct Faculty	*	*	N/A	N/A	224	30.0%
Professional Technical	*	*	76	14.4%	93	12.4%
Campus Operations (service employees or campus police)	*	*	40	7.6%	25	3.3%
Did not respond	*	*	10	1.9%	20	2.7%
Your status at this institution is:						
Full time	N/A	N/A	479	90.9%	459	61.4%
Part time	N/A	N/A	39	7.4%	272	36.4%
Did not respond	N/A	N/A	9	1.7%	17	2.3%
What gender are you:						
Female	219	52.6%	324	61.5%	439	58.7%
Male	99	23.8%	186	35.3%	278	37.2%
Did not respond	98	23.6%	17	3.2%	31	4.1%

* Categories worded differently in the 2005/2008 PACE administration

N/A Question not asked during the 2005/2008 PACE Administration

Table 4. Continued.

Demographic Variable	2005 # of Responses	2005 # of Responses	2008 # of Responses	2008 % of Responses	2011 # of Responses	2011 % of Responses
Please select the race/ethnicity that best describes you:						
Hispanic or Latino, of any race	20	4.8%	20	3.8%	37	5.0%
American Indian or Alaskan Native, not Hispanic or Latino	3	0.7%	0	0.0%	1	0.1%
Asian, not Hispanic or Latino	19	4.6%	23	4.4%	31	4.1%
Black, not Hispanic or Latino	6	1.4%	6	1.4%	22	2.9%
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	*	*	*	*	3	0.4%
White, not Hispanic or Latino	343	82.5%	421	79.9%	588	78.6%
Two or more races, not Hispanic or Latino	*	*	29	5.5%	22	2.9%
Did not respond	25	6.0%	24	4.6%	44	5.9%
How long have you been employed at Harper College:						
Less than 1 year	19	4.6%	38	7.2%	60	8.0%
1-4 years	95	22.8%	116	22.0%	185	24.7%
5-9 years	91	21.9%	137	26.0%	163	21.8%
10-14 years	69	16.6%	97	18.4%	128	17.1%
15 or more years	132	31.7%	126	23.9%	185	24.7%
Did not respond	10	2.4%	13	2.5%	27	3.6%

* Categories worded differently in the 2005/2008 PACE administration

Comparative Analysis: Overall

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

As indicated in Table 5, the Student Focus climate factor received the highest composite rating (4.18), which represented a lower-range Collaborative management environment. The Institutional Structure climate factor received the lowest mean score (3.53) within the middle area of the Consultative management area. Overall, employees rated the management style in the upper range of the Consultative management area. (See also Figure 3). When compared to the 2008 HC mean scores, the HC 2011 mean scores increased.

Table 5. Harper College Climate as Rated by All Employees

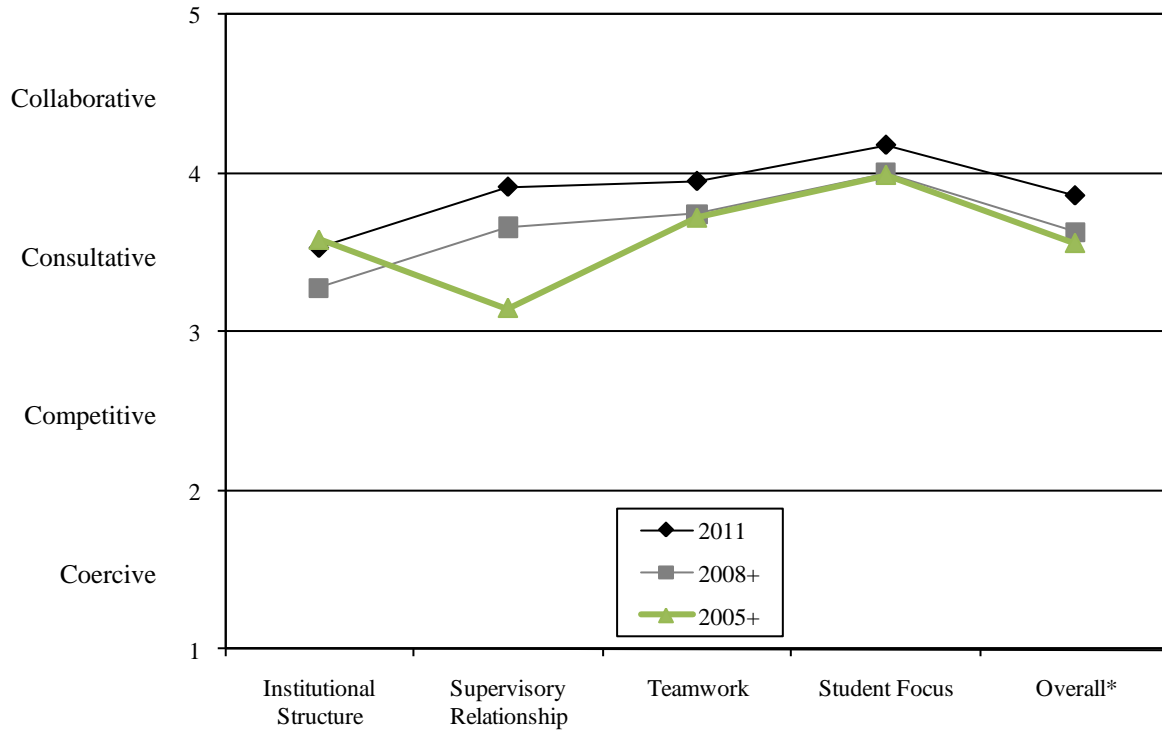
Factor	2005 HC*	2008 HC	2011 HC
Institutional Structure	3.58	3.24	3.53
Supervisory Relationships	3.15	3.64	3.92
Teamwork	3.72	3.72	3.95
Student Focus	3.99	3.99	4.18
Overall***	3.56 ⁺	3.61 ⁺	3.86

* 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.

+ 2005 & 2008 PACE administration did not include adjunct faculty.

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) or the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Thirty two fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and 24 fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=32) 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 3.86 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.

* Overall does not include the customized section developed specifically for HC.
 + 2005 & 2008 PACE administration did not include adjunct faculty.

Table 6. Comparative Mean Responses: Institutional Structure

Institutional Structure	2005 Mean (SD)*	2008 Mean (SD)*	2011 Mean (SD)
1 The extent to which the actions of this institution reflect its mission	3.59 (1.04)	3.68 (1.03)	3.96 (0.91)
4 The extent to which decisions are made at the appropriate level at this institution	2.78 (1.17)	2.95 (1.18)	3.29 (1.16)
5 The extent to which the institution effectively promotes diversity in the workplace	N/A	3.56 (1.07)	3.82 (1.02)
6 The extent to which administrative leadership is focused on meeting the needs of students	3.46 (1.06)	3.44 (1.20)	3.87 (1.01)
10 The extent to which information is shared within the institution	3.00 (1.19)	2.84 (1.19)	3.27 (1.24)
11 The extent to which institutional teams use problem-solving techniques	3.21 (1.01)	3.16 (1.04)	3.54 (0.92)
15 The extent to which I am able to appropriately influence the direction of this institution	2.91 (1.15)	3.09 (1.12)	3.14 (1.16)
16 The extent to which open and ethical communication is practiced at this institution	2.91 (1.24)	3.10 (1.19)	3.42 (1.20)
22 The extent to which this institution has been successful in positively motivating my performance	3.16 (1.22)	3.21 (1.23)	3.52 (1.22)
25 The extent to which a spirit of cooperation exists at this institution	2.92 (1.18)	3.02 (1.23)	3.44 (1.17)
29 The extent to which institution-wide policies guide my work	3.41 (0.92)	3.50 (0.91)	3.77 (0.92)
32 The extent to which this institution is appropriately organized	2.99 (1.10)	3.14 (1.16)	3.38 (1.17)
38 The extent to which I have the opportunity for advancement within this institution	3.17 (1.30)	3.15 (1.27)	3.13 (1.29)
41 The extent to which I receive adequate information regarding important activities at this institution	3.41 (1.15)	3.58 (1.03)	3.77 (1.09)
44 The extent to which my work is guided by clearly defined administrative processes	3.20 (1.16)	3.20 (1.16)	3.52 (1.07)
Mean Total	3.15 (0.92)	3.24 (0.85)	3.53 (0.84)

* Categories did not include adjunct faculty in 2005/2008 PACE administration

N/A Question not included in the 2005 PACE administration

Table 7. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships	2005 Mean (SD)*	2008 Mean (SD)*	2011 Mean (SD)
2 The extent to which my supervisor expresses confidence in my work	3.90 (1.15)	3.96 (1.13)	4.26 (0.99)
9 The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	N/A	3.90 (1.19)	4.09 (1.14)
12 The extent to which positive work expectations are communicated to me	3.51 (1.10)	3.46 (1.13)	3.78 (1.04)
13 The extent to which unacceptable behaviors are identified and communicated to me	3.40 (1.00)	3.51 (0.99)	3.75 (0.91)
20 The extent to which I receive timely feedback for my work	3.43 (1.11)	3.58 (1.07)	3.91 (1.01)
21 The extent to which I receive appropriate feedback for my work	3.45 (1.09)	3.58 (1.10)	3.93 (1.03)
26 The extent to which my supervisor actively seeks my ideas	3.50 (1.18)	3.64 (1.23)	3.83 (1.19)
27 The extent to which my supervisor seriously considers my ideas	3.71 (1.20)	3.68 (1.20)	3.87 (1.15)
30 The extent to which work outcomes are clarified for me	3.46 (1.05)	3.51 (1.03)	3.76 (0.99)
34 The extent to which my supervisor helps me to improve my work	3.41 (1.18)	3.61 (1.15)	3.84 (1.11)
39 The extent to which I am given the opportunity to be creative in my work	3.88 (1.13)	3.78 (1.06)	4.07 (1.03)
45 The extent to which I have the opportunity to express my ideas in appropriate forums	3.69 (1.09)	3.42 (1.10)	3.67 (1.09)
46 The extent to which professional development and training opportunities are available	N/A	3.72 (1.11)	4.02 (1.05)
Mean Total	3.58 (0.92)	3.64 (0.89)	3.92 (0.82)

Table 8. Comparative Mean Responses: Teamwork

Teamwork	2005 Mean (SD)*	2008 Mean (SD)*	2011 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)	4.03 (1.08)
14 The extent to which my primary work team uses problem-solving techniques	3.79 (1.08)	3.71 (1.04)	3.93 (0.96)
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)	3.90 (1.11)
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)	3.92 (1.10)
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.59 (1.09)	3.71 (1.01)	3.94 (0.95)
43 The extent to which a spirit of cooperation exists in my department	3.70 (1.24)	3.70 (1.28)	3.98 (1.08)
Mean Total	3.72 (0.99)	3.72 (0.97)	3.95 (0.90)

* Categories did not include adjunct faculty in 2005/2008 PACE administration

N/A Question not included in the 2005 PACE administration

Table 9. Comparative Mean Responses: Student Focus

Student Focus	2005 Mean (SD)*	2008 Mean (SD)*	2011 Mean (SD)
7 The extent to which student needs are central to what we do	3.93 (0.98)	3.74 (1.04)	4.12 (0.93)
8 The extent to which I feel my job is relevant to this institution's mission	4.34 (0.81)	4.20 (0.87)	4.49 (0.77)
17 The extent to which faculty meet the needs of students	3.97 (0.83)	4.04 (0.81)	4.12 (0.83)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.91 (0.98)	3.85 (0.94)	4.11 (0.86)
19 The extent to which students' competencies are enhanced	3.83 (0.82)	3.78 (0.84)	4.02 (0.81)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.94 (0.88)	3.96 (0.86)	4.17 (0.81)
28 The extent to which classified personnel meet the needs of the students	N/A	4.00 (0.78)	4.12 (0.81)
31 The extent to which students receive an excellent education at this institution	4.24 (0.74)	4.27 (0.79)	4.38 (0.67)
35 The extent to which this institution prepares students for a career	4.03 (0.75)	4.09 (0.77)	4.19 (0.76)
37 The extent to which this institution prepares students for further learning	4.11 (0.77)	4.13 (0.81)	4.30 (0.70)
40 The extent to which students are assisted with their personal development	3.74 (0.87)	3.85 (0.81)	4.07 (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)	4.12 (0.69)
Mean Total	3.99 (0.59)	3.99 (0.57)	4.18 (0.55)
Overall**	3.56 (0.68)	3.63 (0.71)	3.86 (0.67)

* Categories did not include adjunct faculty in 2005/2008 PACE administration

** "Overall" refers to the means of all the questions on the survey, including customized items

N/A Question not included in the 2005 PACE administration

Table 10. Comparative Mean Responses: Customized

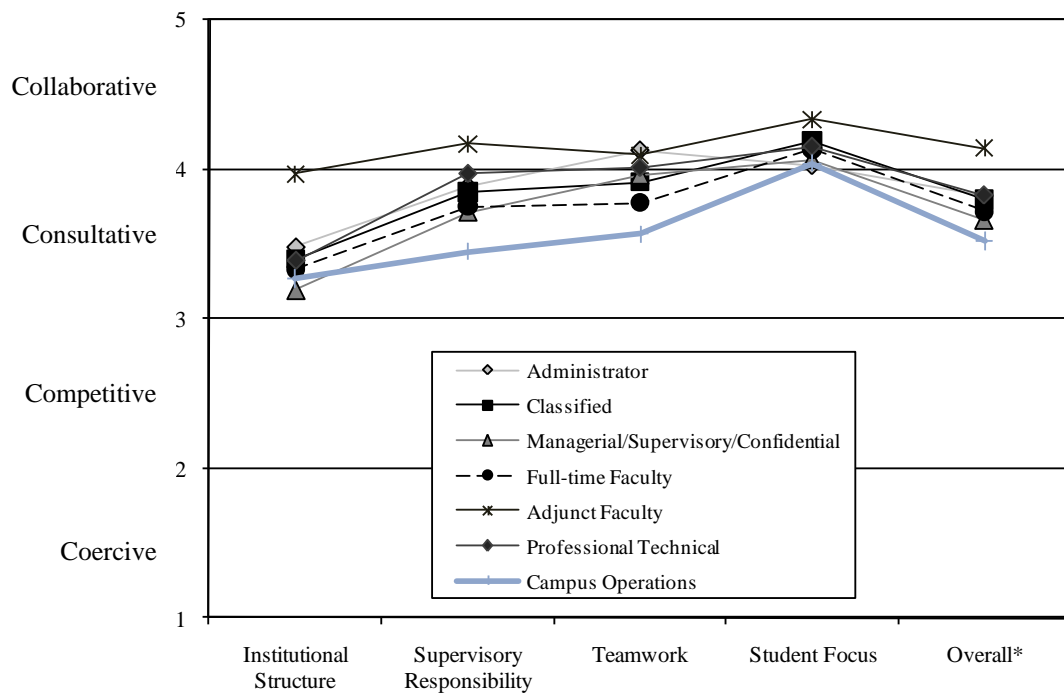
Customized	2011 Mean (SD)
47 The extent to which Harper regularly demonstrates a commitment to racial and ethnic diversity	3.95 (0.95)
48 The extent to which Harper inspires individuals to seek education beyond high school	4.36 (0.69)
49 The extent to which Harper promotes partnerships with school districts	4.25 (0.74)
50 The extent to which Harper promotes partnerships with other colleges	4.04 (0.82)
51 The extent to which Harper aligns its career programs with the job market	4.04 (0.80)
52 The extent to which Harper enables students not prepared for college-level courses to acquire the skills they need to succeed in those courses	4.15 (0.80)
53 The extent to which Harper prepares students to transfer successfully into bachelor degree programs at other colleges and universities	4.30 (0.74)
54 The extent to which Harper identifies and secures outside funding and partnerships for programs and activities	4.00 (0.81)
55 The extent to which Harper demonstrates to taxpayers that it's an effective investment of public funds	3.94 (0.94)
56 The extent to which I have an opportunity for involvement with carrying out Harper's Strategic Plan	3.68 (0.98)
Mean Total	4.07 (0.60)

Comparative Analysis: Personnel Classification

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Personnel Classifications. In general, the Adjunct Faculty rated the four normative factors most favorable (4.14), whereas the Campus Operations employees rated the four normative factors least favorable (3.52). 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 Personnel Classifications at Harper College.



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

Table 11. Mean Climate Scores as Rated by Personnel Classifications and by Year of Administration

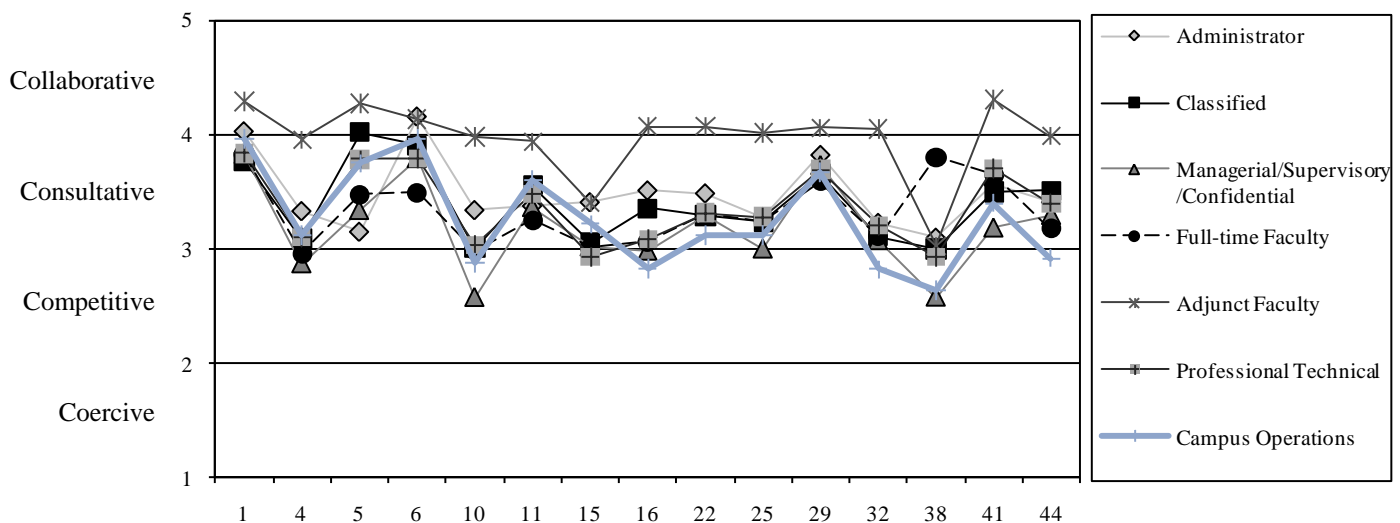
	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Overall*
Administrator					
2008	3.78	4.04	4.16	4.17	4.00
2011	3.48	3.88	4.12	4.02	3.82
Classified					
2008	3.52	3.82	3.76	4.00	3.76
2011	3.40	3.85	3.92	4.19	3.80
Managerial/ Supervisory/ Confidential					
2008	3.37	3.68	3.86	4.05	3.69
2011	3.19	3.72	3.96	4.07	3.66
Full-time Faculty					
2008	2.91	3.55	3.75	3.97	3.48
2011	3.33	3.75	3.78	4.14	3.72
Adjunct Faculty					
2008	N/A	N/A	N/A	N/A	N/A
2011	3.97	4.17	4.10	4.33	4.14
Professional Technical					
2008	3.28	3.73	3.70	3.99	3.64
2011	3.39	3.97	4.01	4.15	3.83
Campus Operations					
2008	2.96	2.91	2.79	3.71	3.11
2011	3.27	3.45	3.57	4.03	3.52

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

N/A Adjunct faculty not included in 2008 PACE administration

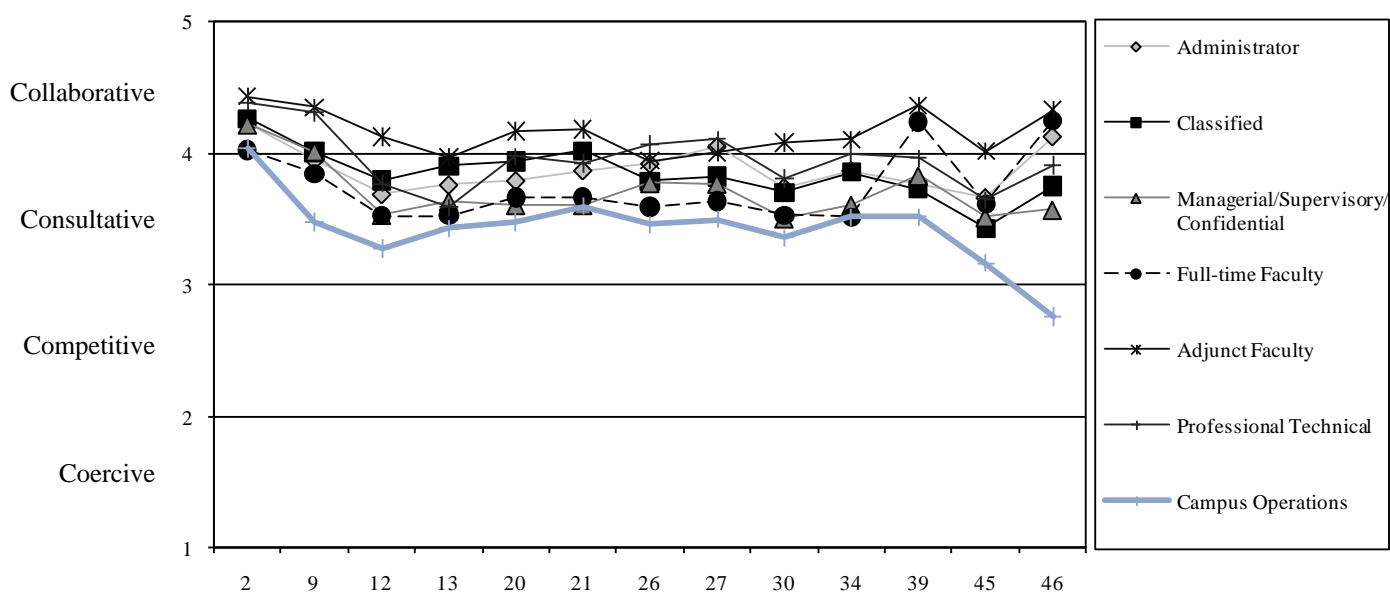
Institutional Structure		Administrator	Classified	Managerial/ Supervisory/ Confidential	Full-time Faculty	Adjunct Faculty	Professional Technical	Campus Operations
1	The extent to which the actions of this institution reflect its mission	4.03	3.77	3.83	3.83	4.29	3.84	3.96
4	The extent to which decisions are made at the appropriate level at this institution	3.33	3.09	2.87	2.96	3.95	3.10	3.12
5	The extent to which the institution effectively promotes diversity in the workplace	3.15	4.02	3.34	3.47	4.27	3.78	3.75
6	The extent to which administrative leadership is focused on meeting the needs of students	4.15	3.91	3.80	3.49	4.13	3.79	3.96
10	The extent to which information is shared within this institution	3.34	3.01	2.57	2.99	3.98	3.03	2.88
11	The extent to which institutional teams use problem-solving techniques	3.38	3.55	3.37	3.25	3.94	3.48	3.61
15	The extent to which I am able to appropriately influence the direction of this institution	3.41	3.06	3.02	3.01	3.40	2.93	3.22
16	The extent to which open and ethical communication is practiced at this institution	3.51	3.35	2.98	3.06	4.07	3.09	2.83
22	The extent to which this institution has been successful in positively motivating my performance	3.49	3.29	3.30	3.31	4.07	3.32	3.12
25	The extent to which a spirit of cooperation exists at this institution	3.28	3.23	3.00	3.23	4.01	3.28	3.12
29	The extent to which institution-wide policies guide my work	3.82	3.66	3.74	3.59	4.06	3.70	3.67
32	The extent to which this institution is appropriately organized	3.23	3.11	3.07	3.11	4.05	3.20	2.82
38	The extent to which I have the opportunity for advancement within this institution	3.10	3.00	2.58	3.80	3.03	2.93	2.64
41	The extent to which I receive adequate information regarding important activities at this institution	3.56	3.50	3.19	3.65	4.30	3.71	3.40
44	The extent to which my work is guided by clearly defined administrative processes	3.41	3.51	3.30	3.18	3.99	3.40	2.92

Figure 5. Mean Scores of the Institutional Structure Climate Factor as Rated by Personnel Classifications at Harper College



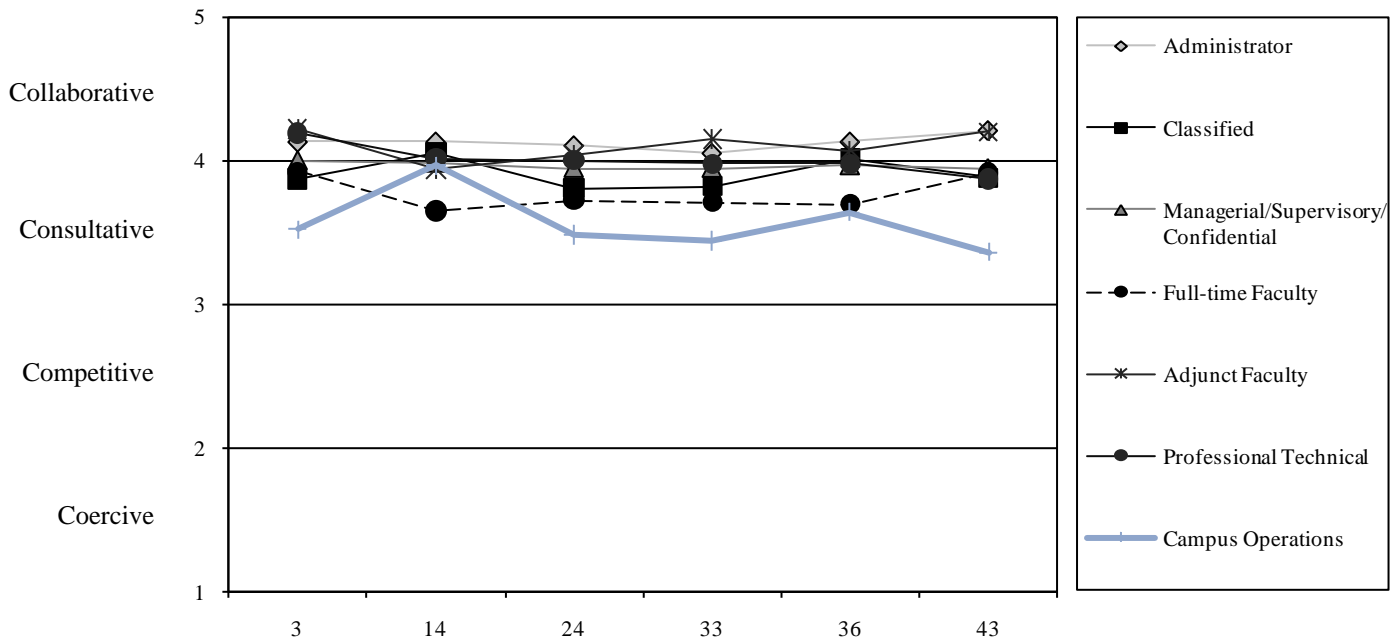
Supervisory Relationships		Administrator	Classified	Managerial/ Supervisory/ Confidential	Full-time Faculty	Adjunct Faculty	Professional Technical	Campus Operations
2	The extent to which my supervisor expresses confidence in my work	4.23	4.27	4.22	4.03	4.44	4.39	4.04
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.95	4.01	4.02	3.85	4.35	4.31	3.48
12	The extent to which positive work expectations are communicated to me	3.69	3.80	3.54	3.53	4.13	3.77	3.28
13	The extent to which unacceptable behaviors are identified and communicated to me	3.76	3.91	3.64	3.53	3.97	3.59	3.43
20	The extent to which I receive timely feedback for my work	3.79	3.94	3.61	3.67	4.17	3.98	3.48
21	The extent to which I receive appropriate feedback for my work	3.87	4.02	3.61	3.67	4.18	3.92	3.60
26	The extent to which my supervisor actively seeks my ideas	3.92	3.79	3.78	3.60	3.95	4.08	3.46
27	The extent to which my supervisor seriously considers my ideas	4.05	3.83	3.77	3.64	4.01	4.11	3.50
30	The extent to which work outcomes are clarified for me	3.74	3.71	3.51	3.53	4.09	3.81	3.36
34	The extent to which my supervisor helps me to improve my work	3.87	3.86	3.61	3.52	4.11	4.00	3.52
39	The extent to which I am given the opportunity to be creative in my work	3.77	3.73	3.83	4.25	4.37	3.97	3.52
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.67	3.43	3.52	3.62	4.02	3.65	3.17
46	The extent to which professional development and training opportunities are available	4.13	3.75	3.57	4.25	4.33	3.91	2.76

Figure 6. Mean Scores of the Supervisory Relationships Climate Factor as Rated by Personnel Classifications at Harper College



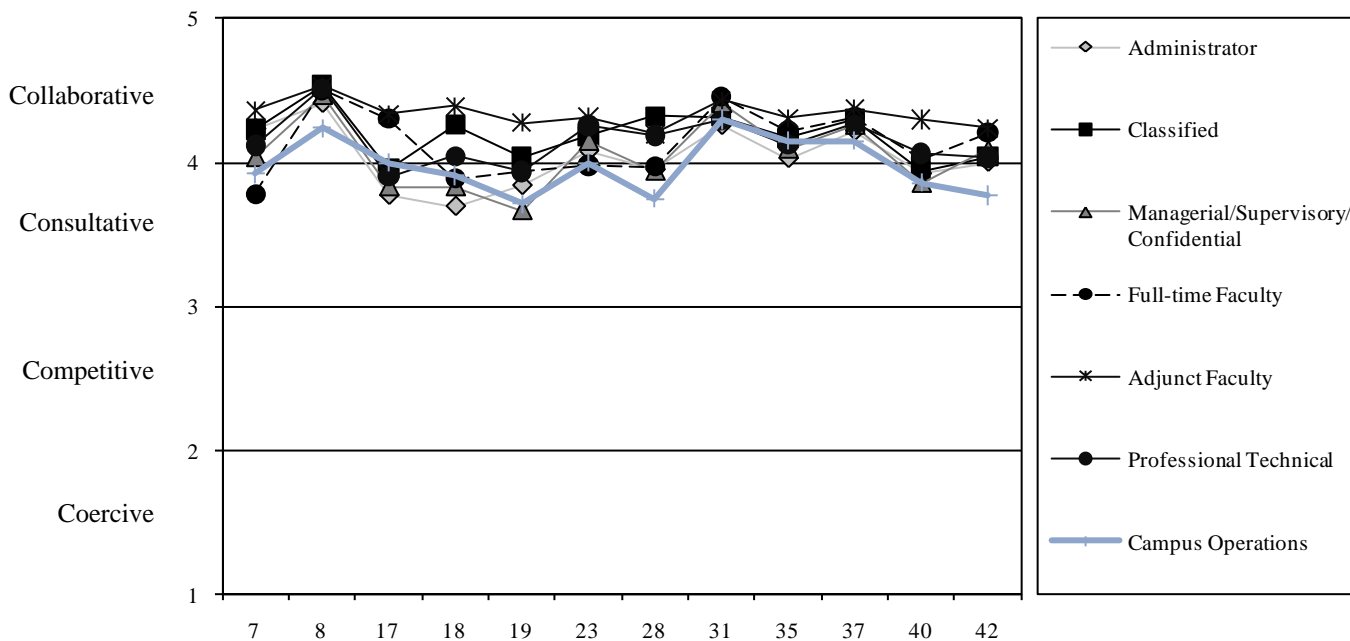
Teamwork		Administrator	Classified	Managerial/ Supervisory/ Confidential	Full-time Faculty	Adjunct Faculty	Professional Technical	Campus Operations
3	The extent to which there is a spirit of cooperation within my work team	4.13	3.87	4.00	3.92	4.21	4.19	3.52
14	The extent to which my primary work team uses problem-solving techniques	4.13	4.05	3.98	3.65	3.94	4.01	3.96
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.10	3.80	3.94	3.72	4.04	4.00	3.48
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	4.05	3.82	3.94	3.71	4.15	3.98	3.44
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	4.13	4.01	3.96	3.69	4.07	3.98	3.64
43	The extent to which a spirit of cooperation exists in my department	4.21	3.88	3.94	3.91	4.20	3.87	3.36

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



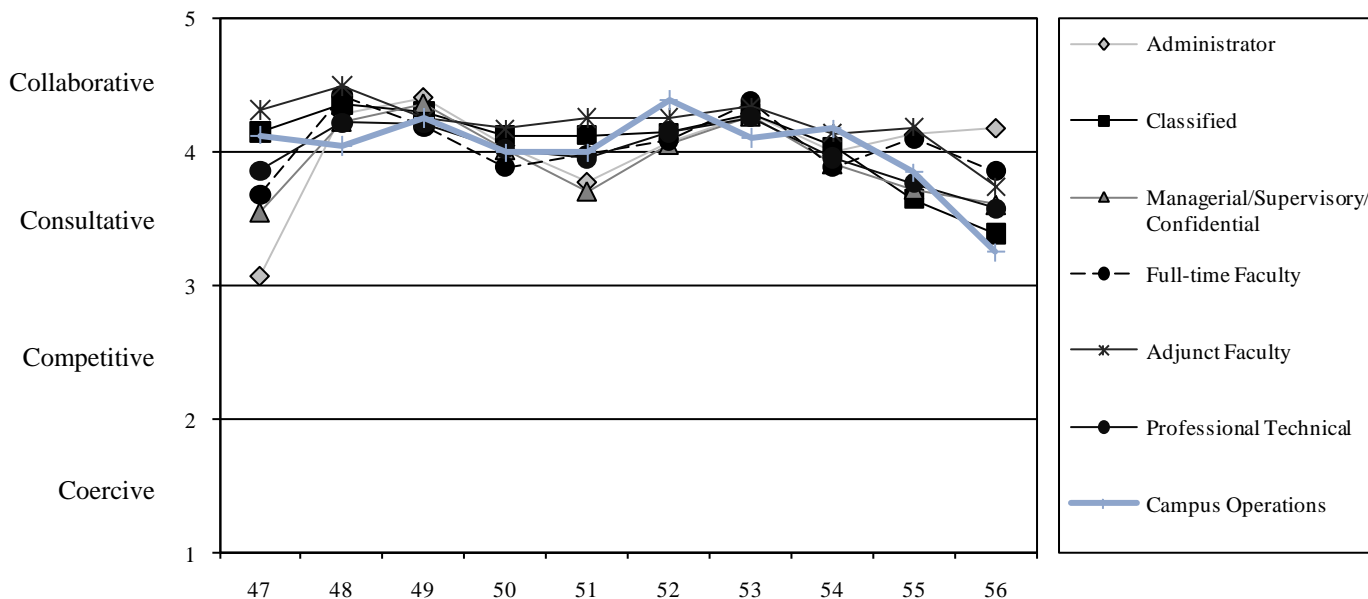
Student Focus	Administrator	Classified	Managerial/Supervisory/Confidential	Full-time Faculty	Adjunct Faculty	Professional Technical	Campus Operations
7 The extent to which student needs are central to what we do	4.23	4.23	4.04	3.78	4.36	4.12	3.92
8 The extent to which I feel my job is relevant to this institution's mission	4.41	4.54	4.47	4.50	4.53	4.52	4.24
17 The extent to which faculty meet the needs of the students	3.77	3.96	3.83	4.30	4.34	3.90	4.00
18 The extent to which student ethnic and cultural diversity are important at this institution	3.69	4.26	3.83	3.89	4.39	4.04	3.91
19 The extent to which students' competencies are enhanced	3.84	4.03	3.67	3.93	4.28	3.94	3.71
23 The extent to which non-teaching professional personnel meet the needs of the students	4.08	4.18	4.15	3.98	4.31	4.26	4.00
28 The extent to which classified personnel meet the needs of the students	3.95	4.32	3.94	3.97	4.20	4.19	3.75
31 The extent to which students receive an excellent education at this institution	4.26	4.32	4.42	4.46	4.44	4.30	4.30
35 The extent to which this institution prepares students for a career	4.03	4.17	4.10	4.22	4.31	4.13	4.15
37 The extent to which this institution prepares students for further learning	4.22	4.30	4.26	4.32	4.37	4.27	4.16
40 The extent to which students are assisted with their personal development	3.92	3.94	3.86	4.03	4.30	4.06	3.86
42 The extent to which students are satisfied with their educational experience at this institution	4.00	4.04	4.09	4.21	4.24	4.04	3.77

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



Customized		Administrator	Classified	Managerial/ Supervisory/ Confidential	Full-time Faculty	Adjunct Faculty	Professional Technical	Campus Operations
47	The extent to which Harper regularly demonstrates a commitment to racial and ethnic diversity	3.08	4.16	3.56	3.69	4.32	3.87	4.13
48	The extent to which Harper inspires individuals to seek education beyond high school	4.29	4.36	4.23	4.43	4.50	4.22	4.05
49	The extent to which Harper promotes partnerships with school districts	4.41	4.30	4.37	4.19	4.25	4.22	4.26
50	The extent to which Harper promotes partnerships with other colleges	4.05	4.13	4.02	3.89	4.18	4.02	4.00
51	The extent to which Harper aligns its career programs with the job market	3.78	4.13	3.71	3.99	4.26	3.95	4.00
52	The extent to which Harper enables students not prepared for college-level courses to acquire the skills they need to succeed in those courses	4.08	4.15	4.06	4.09	4.26	4.15	4.39
53	The extent to which Harper prepares students to transfer successfully into bachelor degree programs at other colleges and universities	4.29	4.29	4.27	4.38	4.34	4.26	4.11
54	The extent to which Harper identifies and secures outside funding and partnerships for programs and activities	4.00	4.04	3.91	3.89	4.14	3.96	4.18
55	The extent to which Harper demonstrates to taxpayers that it's an effective investment of public funds	4.13	3.65	3.73	4.10	4.19	3.77	3.85
56	The extent to which I have an opportunity for involvement with carrying out Harper's Strategic Plan	4.18	3.39	3.61	3.86	3.75	3.58	3.25

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



Tables 12 through 18 contain the top priorities for discussion for each Personnel Classification among the standard PACE items and the top priorities for discussion from the customized items developed specifically for Harper College.

Table 12. Priorities for Change: Administrator

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	3.10
5	The extent to which the institution effectively promotes diversity in the workplace	3.15
32	The extent to which this institution is appropriately organized	3.23
25	The extent to which a spirit of cooperation exists at this institution	3.28
4	The extent to which decisions are made at the appropriate level at this institution	3.33
10	The extent to which information is shared within this institution	3.34
11	The extent to which institutional teams use problem-solving techniques	3.38
15	The extent to which I am able to appropriately influence the direction of this institution	3.41
44	The extent to which my work is guided by clearly defined administrative processes	3.41
22	The extent to which this institution has been successful in positively motivating my performance	3.49
Area to Change—Customized		Mean
47	The extent to which Harper regularly demonstrates a commitment to racial and ethnic diversity	3.08

Table 13. Priorities for Change: Classified

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	3.00
10	The extent to which information is shared within this institution	3.01
15	The extent to which I am able to appropriately influence the direction of this institution	3.06
4	The extent to which decisions are made at the appropriate level at this institution	3.09
32	The extent to which this institution is appropriately organized	3.11
25	The extent to which a spirit of cooperation exists at this institution	3.23
22	The extent to which this institution has been successful in positively motivating my performance	3.29
16	The extent to which open and ethical communication is practiced at this institution	3.35
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.43
41	The extent to which I receive adequate information regarding important activities at this institution	3.50
Area to Change—Customized		
56	The extent to which I have an opportunity for involvement with carrying out Harper's Strategic Plan	3.39
55	The extent to which Harper demonstrates to taxpayers that it's an effective investment of public funds	3.65

Table 14. Priorities for Change: Managerial/Supervisory/Confidential

Area to Change		Mean
10	The extent to which information is shared within this institution	2.57
38	The extent to which I have the opportunity for advancement within this institution	2.58
4	The extent to which decisions are made at the appropriate level at this institution	2.87
16	The extent to which open and ethical communication is practiced at this institution	2.98
25	The extent to which a spirit of cooperation exists at this institution	3.00
15	The extent to which I am able to appropriately influence the direction of this institution	3.02
32	The extent to which this institution is appropriately organized	3.07
41	The extent to which I receive adequate information regarding important activities at this institution	3.19
22	The extent to which this institution has been successful in positively motivating my performance	3.30
44	The extent to which my work is guided by clearly defined administrative processes	3.30
Area to Change—Customized		Mean
47	The extent to which Harper regularly demonstrates a commitment to racial and ethnic diversity	3.56
56	The extent to which I have an opportunity for involvement with carrying out Harper's Strategic Plan	3.61
51	The extent to which Harper aligns its career programs with the job market	3.71

Table 15. Priorities for Change: Full-time Faculty

Area to Change		Mean
4	The extent to which decisions are made at the appropriate level at this institution	2.96
10	The extent to which information is shared within this institution	2.99
15	The extent to which I am able to appropriately influence the direction of this institution	3.01
16	The extent to which open and ethical communication is practiced at this institution	3.06
32	The extent to which this institution is appropriately organized	3.11
44	The extent to which my work is guided by clearly defined administrative processes	3.18
25	The extent to which a spirit of cooperation exists at this institution	3.23
11	The extent to which institutional teams use problem-solving techniques	3.25
22	The extent to which this institution has been successful in positively motivating my performance	3.31
5	The extent to which the institution effectively promotes diversity in the workplace	3.47
Area to Change—Customized		Mean
47	The extent to which Harper regularly demonstrates a commitment to racial and ethnic diversity	3.69

Table 16. Priorities for Change: Adjunct Faculty

	Area to Change	Mean
38	The extent to which I have the opportunity for advancement within this institution	3.03
15	The extent to which I am able to appropriately influence the direction of this institution	3.40
14	The extent to which my primary work team uses problem-solving techniques	3.94
11	The extent to which institutional teams use problem-solving techniques	3.94
26	The extent to which my supervisor actively seeks my ideas	3.95
4	The extent to which decisions are made at the appropriate level at this institution	3.95
13	The extent to which unacceptable behaviors are identified and communicated to me	3.97
10	The extent to which information is shared within this institution	3.98
44	The extent to which my work is guided by clearly defined administrative processes	3.99

Table 17. Priorities for Change: Professional Technical

	Area to Change	Mean
15	The extent to which I am able to appropriately influence the direction of this institution	2.93
38	The extent to which I have the opportunity for advancement within this institution	2.93
10	The extent to which information is shared within this institution	3.03
16	The extent to which open and ethical communication is practiced at this institution	3.09
4	The extent to which decisions are made at the appropriate level at this institution	3.10
32	The extent to which this institution is appropriately organized	3.20
25	The extent to which a spirit of cooperation exists at this institution	3.28
22	The extent to which this institution has been successful in positively motivating my performance	3.32
44	The extent to which my work is guided by clearly defined administrative processes	3.40
11	The extent to which institutional teams use problem-solving techniques	3.48
Area to Change—Customized		Mean
56	The extent to which I have an opportunity for involvement with carrying out Harper's Strategic Plan	3.58

Table 18. Priorities for Change: Campus Operations

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	2.64
46	The extent to which professional development and training opportunities are available	2.76
32	The extent to which this institution is appropriately organized	2.82
16	The extent to which open and ethical communication is practiced at this institution	2.83
10	The extent to which information is shared within this institution	2.88
44	The extent to which my work is guided by clearly defined administrative processes	2.92
4	The extent to which decisions are made at the appropriate level at this institution	3.12
22	The extent to which this institution has been successful in positively motivating my performance	3.12
25	The extent to which a spirit of cooperation exists at this institution	3.12
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.17
Area to Change—Customized		Mean
56	The extent to which I have an opportunity for involvement with carrying out Harper's Strategic Plan	3.25

Comparative Analysis: Demographic Classifications

As depicted in Table 19, Adjunct Faculty rated the climate highest within its demographic group (4.14). In terms of length of employment, those individuals with less than 1 year of employment rated the climate highest (4.33). Campus Operations employees rated the climate lowest within its demographic group (3.52), while respondents with 10-14 years of employment rated the climate with a composite rating of 3.70.

Table 19. Mean Climate Scores as Rated by Personnel in Various Demographic Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
What is your personnel classification:						
Administrator	3.48	3.88	4.12	4.02	4.02	3.82
Classified	3.40	3.85	3.92	4.19	4.07	3.80
Managerial/Supervisory/Confidential	3.19	3.72	3.96	4.07	3.95	3.66
Full-time Faculty	3.33	3.75	3.78	4.14	4.05	3.72
Adjunct Faculty	3.97	4.17	4.10	4.33	4.22	4.14
Professional Technical	3.39	3.97	4.01	4.15	3.98	3.83
Campus Operations	3.27	3.45	3.57	4.04	3.96	3.52
Your status at this institution is:						
Full time	3.31	3.79	3.87	4.10	4.00	3.72
Part time	3.93	4.15	4.10	4.34	4.22	4.12
What gender are you:						
Male	3.61	3.95	4.02	4.18	4.08	3.91
Female	3.52	3.91	3.94	4.21	4.09	3.86
Please select the race/ethnicity that best describes you:						
White, not Hispanic or Latino	3.56	3.92	3.96	4.21	4.11	3.88
Other (includes Hispanic or Latino, of any race, American Indian or Alaska Native, Asian, Black, Native Hawaiian or Other Pacific Islander, two or more races, not Hispanic or Latino)	3.57	3.94	3.94	4.16	4.03	3.87

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

Table 19. Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
How long have you been employed at Harper College:						
Less than 1 year	4.23	4.33	4.30	4.49	4.39	4.33
1-4 years	3.79	4.12	3.99	4.23	4.17	4.02
5-9 years	3.43	3.81	3.87	4.15	4.03	3.78
10-14 years	3.28	3.75	3.97	4.08	3.92	3.70
15 or more years	3.41	3.82	3.90	4.19	4.07	3.79

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

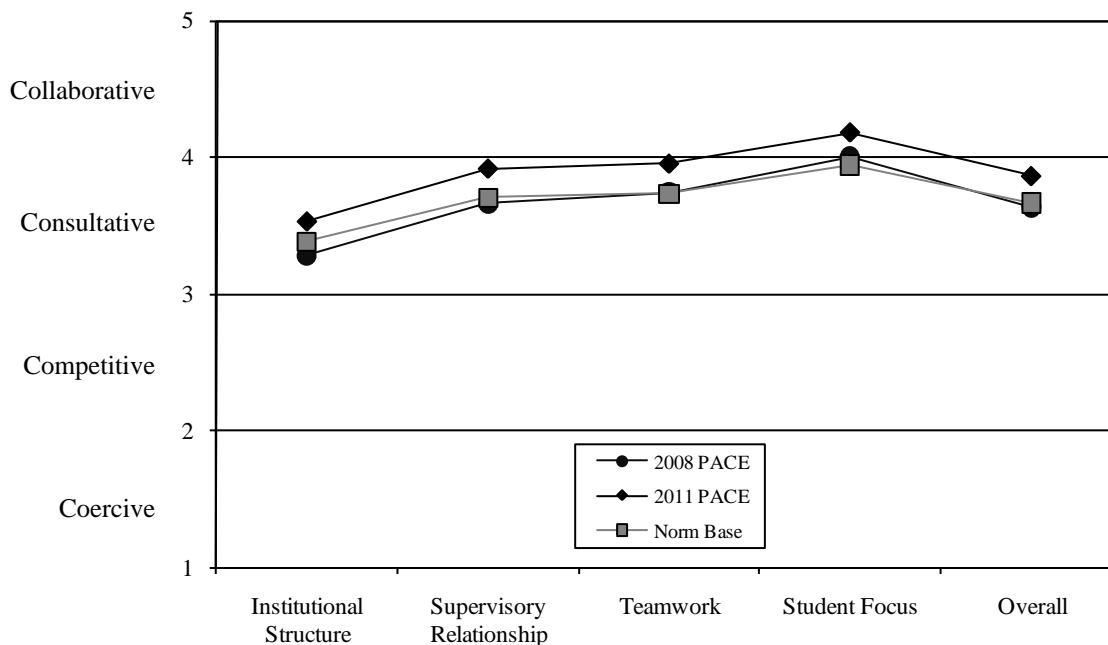
Comparative Analysis: Norm Base

Table 20 and Figure 10 show how HC compares with the NILIE PACE Norm Base, which includes approximately 60 different climate studies conducted at two year institutions since 2009. 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 20 and Figure 10 also show how the current administration of the PACE survey at HC compares with the 2008 administration based on the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

Table 20. Harper College Climate compared with the NILIE PACE Norm Base

	HC 2008*	HC 2011	Norm Base**
Institutional Structure	3.24	3.53	3.38
Supervisory Relationships	3.64	3.92	3.70
Teamwork	3.72	3.95	3.73
Student Focus	3.99	4.18	3.94
Overall	3.61	3.86	3.66

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



* Categories did not include adjunct faculty in 2008 PACE administration

** 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 21-24 shows how HC compares question by question to the PACE Norm Base maintained by NILIE.

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	3.96*	3.78
4	The extent to which decisions are made at the appropriate level at this institution	3.29*	3.17
5	The extent to which the institution effectively promotes diversity in the workplace	3.82	3.77
6	The extent to which administrative leadership is focused on meeting the needs of students	3.87*	3.63
10	The extent to which information is shared within the institution	3.27*	3.11
11	The extent to which institutional teams use problem-solving techniques	3.54*	3.31
15	The extent to which I am able to appropriately influence the direction of this institution	3.14	3.10
16	The extent to which open and ethical communication is practiced at this institution	3.42*	3.24
22	The extent to which this institution has been successful in positively motivating my performance	3.52*	3.36
25	The extent to which a spirit of cooperation exists at this institution	3.44*	3.28
29	The extent to which institution-wide policies guide my work	3.77*	3.58
32	The extent to which this institution is appropriately organized	3.38*	3.22
38	The extent to which I have the opportunity for advancement within this institution	3.13	3.08
41	The extent to which I receive adequate information regarding important activities at this institution	3.77*	3.61
44	The extent to which my work is guided by clearly defined administrative processes	3.52*	3.39
Mean Total		3.53*	3.38

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

Table 22. Supervisory Relationships Mean Scores Compared to the NILIE Norm Base

Supervisory Relationships		HC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	4.26*	4.09
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.09*	3.97
12	The extent to which positive work expectations are communicated to me	3.78*	3.60
13	The extent to which unacceptable behaviors are identified and communicated to me	3.75*	3.56
20	The extent to which I receive timely feedback for my work	3.91*	3.57
21	The extent to which I receive appropriate feedback for my work	3.93*	3.60
26	The extent to which my supervisor actively seeks my ideas	3.83*	3.65
27	The extent to which my supervisor seriously considers my ideas	3.87*	3.72
30	The extent to which work outcomes are clarified for me	3.76*	3.54
34	The extent to which my supervisor helps me to improve my work	3.84*	3.66
39	The extent to which I am given the opportunity to be creative in my work	4.07*	3.92
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.67*	3.56
46	The extent to which professional development and training opportunities are available	4.02*	3.64
Mean Total		3.92*	3.70

Table 23. 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	4.03*	3.83
14	The extent to which my primary work team uses problem-solving techniques	3.93*	3.72
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.90*	3.68
33	The extent to which my work team provides an environment for free and open expression	3.92*	3.72
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.94*	3.73
43	The extent to which a spirit of cooperation exists in my department	3.98*	3.73
Mean Total		3.95*	3.73

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

Table 24. 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	4.12*	3.80
8 The extent to which I feel my job is relevant to this institution's mission	4.49*	4.33
17 The extent to which faculty meet the needs of students	4.12*	3.92
18 The extent to which student ethnic and cultural diversity are important at this institution	4.11*	3.94
19 The extent to which students' competencies are enhanced	4.02*	3.85
23 The extent to which non-teaching professional personnel meet the needs of the students	4.17*	3.85
28 The extent to which classified personnel meet the needs of the students	4.12*	3.81
31 The extent to which students receive an excellent education at this institution	4.38*	4.07
35 The extent to which this institution prepares students for a career	4.19*	4.04
37 The extent to which this institution prepares students for further learning	4.30*	4.04
40 The extent to which students are assisted with their personal development	4.07*	3.80
42 The extent to which students are satisfied with their educational experience	4.12*	3.89
Mean Total	4.18*	3.94
Overall Total**	3.86*	3.66

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

** "Overall" refers to the means of all the questions on the survey, including customized questions.

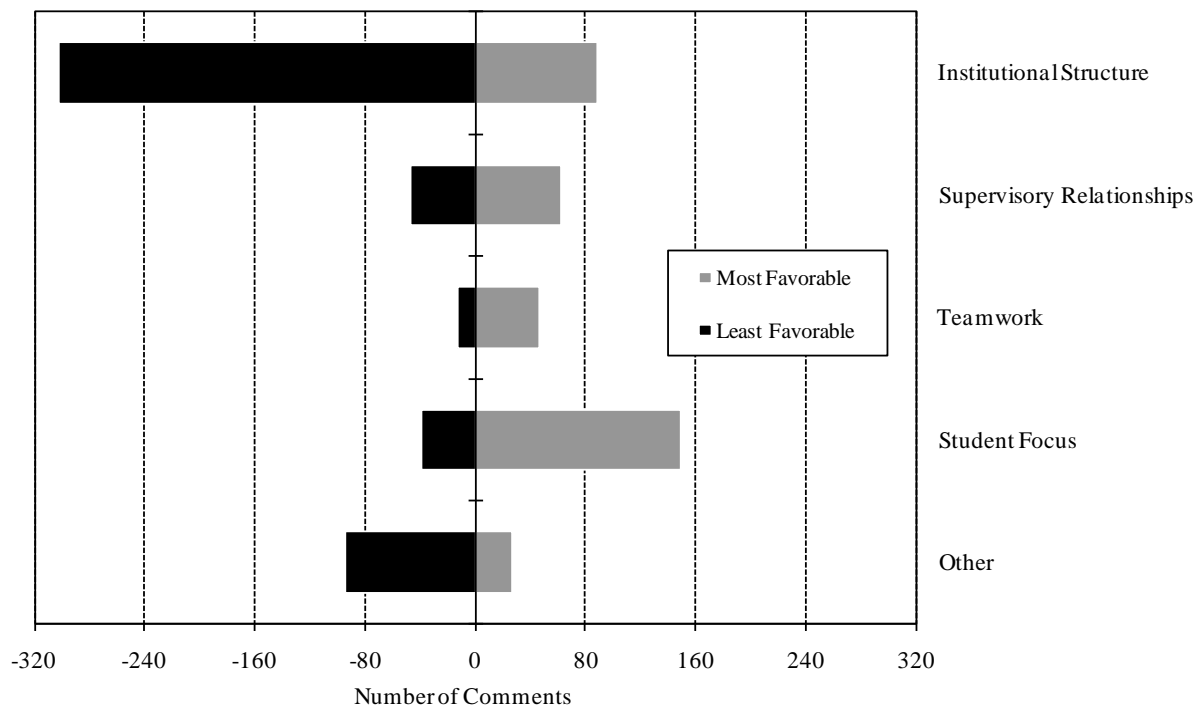
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 748 Harper College employees who completed the PACE survey, 47.2% (353 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 all 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 25 and 26 for sample comments categorized by climate factor and the actual number of responses provided by HC employees. This sample of open-ended comments reflects employee responses as coded back to the questions of the PACE survey. Please note that comments are quoted exactly as written except in instances where the integrity of the report is compromised.

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

Factor	Themes
Institutional Structure (n=88)	<p><i>Effective collaboration between the administration and the faculty has been a positive change in the institution. Making a point of commending all levels of our workers at orientation showed respect for all of the Harper Community.</i></p> <p><i>Employees (especially faculty and staff) are dedicated to their professions.</i></p> <p><i>There is a lot of creative energy and a feeling that people really like what they do. There is a high level of professionalism.</i></p> <p><i>I have excellent rapport with immediate administration and colleagues in different departments.</i></p> <p><i>Faculties are willing to help new comers.</i></p> <p><i>Given the current economic climate, Harper is a wonderful place to work. We are provided with the resources to experiment and try new things. We are encouraged to participate and get involved.</i></p> <p><i>Our recent focus on student success rather than the "business model" has energized the College.</i></p> <p><i>Harper College has always been equally focused on meeting both the needs of its curriculum and responsibility to offer those courses required by accrediting agencies, as well as meeting the individual needs of the students, especially those with special needs.</i></p> <p><i>I feel that because of the recent HLC Report, Harper is now adequately focusing attention on diversity initiatives.</i></p> <p><i>There is a collaborative environment where all ideas are heard and considered.</i></p> <p><i>Harper embraces diversity and community involvement.</i></p> <p><i>There is good communication with professors and departments.</i></p> <p><i>Campus wide news is posted in a timely fashion.</i></p> <p><i>Most everyone works together to help each other accomplish their tasks.</i></p> <p><i>Harper is consistently responding to the community to build courses, activities, and informational opportunities that meet the needs and interests of the diverse ages and cultures within the community.</i></p> <p><i>Harper is on the right direction to fulfill its mission in all areas.</i></p>

Table 25. *Continued*

Factor	Themes
	<p><i>I am impressed with the hard working and intelligent administrators at Harper College.</i></p>
	<p><i>I am most pleased with the Faculty Senates' involvement in Shared Governance. Their commitment to continually impress on faculty the need to continue to be actively involved in administrative decisions and policies is, I believe, imperative to the successful running of this institution.</i></p>
	<p><i>I believe those working here are proud of their college and the work they do. I feel this makes working at Harper an honor and a privilege and I sense this is shared by all of my coworkers.</i></p>
	<p><i>I feel that my opinion matters. My ideas are taken into consideration and implemented.</i></p>
	<p><i>I feel that there is support between the staff, pro tech and faculty. We all work very well together and realize that none of us can do our jobs without the others.</i></p>
	<p><i>I think that transparent communication and involvement in strategic planning has been the greatest changes on campus. Everyone is working hard and this is important and helpful to our success as an institution.</i></p>
	<p><i>Opportunities for involvement with the strategic plan have been offered consistently through e-mails and through announcements at the president's beginning-of-term addresses. I feel as if my input has been solicited, and it has been made clear to me that my contributions would be welcome. I appreciate the warm, encouraging environment and the refreshing openness to ideas.</i></p>
	<p><i>Overall Harper College is a pleasant place to work. Administrators, faculty, and staff work together to improve the learning environment and better prepare the students for life beyond Harper.</i></p>
	<p><i>Some people have the college first attitude, and work accordingly. Most of the time communication from the top to the bottom regarding programs and ideas are communicated very well like the "town hall style" employee meetings.</i></p>
	<p><i>The basic philosophy and mission of the college are sound. The majority of individuals within the institution work toward those goals.</i></p>
	<p><i>The colleagues with whom I do have contact are very supportive and helpful.</i></p>
	<p><i>The college tries to get as much participation from the staff about important events and strategies as possible. There are meetings and open forums often for many things going on throughout the campus.</i></p>

Table 25. *Continued*

Factor	Themes
	<p><i>Working with the administrators as a whole is a good experience as well.</i></p> <p><i>I think that there is improvement in the commitment to racial and ethnic diversity. This is a good start. I can see efforts being made to work diligently to improve this area.</i></p> <p><i>The goals and directions are very clear and Harper has done a good job of bringing the campus community together under this plan. It gives us the opportunity to not only work on improving student success, but also meeting and getting to know other people on campus that we otherwise may not be in contact with.</i></p> <p><i>There are many opportunities for the employees to be involved in Harper's Strategic Plan.</i></p>
Supervisory Relationship (n=62)	<p><i>Support from my Department Heads has been excellent.</i></p> <p><i>Department chairman promotes team spirit and is always open to new ideas.</i></p> <p><i>Employee development programs, specifically the Center for Adjunct Faculty Engagement, provide a great resource.</i></p> <p><i>My immediate supervisor remains supportive, caring, interested in and values my input.</i></p> <p><i>Harper allows a lot of latitude for faculty to be creative in their courses.</i></p> <p><i>Harper has a lot of professional growth opportunities for employees.</i></p> <p><i>Harper has quality teachers who are given the freedom to teach well defined material in their own style.</i></p> <p><i>There are ample opportunities for staff and faculty to opt in for a variety of professional development opportunities.</i></p> <p><i>I am given the opportunity to develop professionally and attend classes and conferences that enhance my ability to do my job better and better and I appreciate this.</i></p> <p><i>I am beyond blessed to have the boss that I have and the team that I have. I come in every day knowing I work somewhere where creativity is encouraged, my ideas have value and my team can collaborate to effectively get the job done. My boss has given me the go-ahead to try new things with the realization that although they won't all work out, an educational institution needs to support new ideas when possible.</i></p>

Table 25. *Continued*

Factor	Themes
	<p><i>Faculty are free and encouraged to develop programs that are in line with the mission of the college.</i></p> <p><i>I am proud to be part of an excellent team with a leader who keeps us informed, encourages team work and professional development, and who supports our ideas. My positive experiences with the institution are directly related to that.</i></p> <p><i>I am very satisfied with the director I work under and am very satisfied with the diversity of the work I am given and support received from my director.</i></p> <p><i>I feel the Dean of our Department is extremely well informed and progressive with the needs of our efforts and the goals of Harper.</i></p> <p><i>It's been great having the freedom to teach my class my way and having a supervisor who encourages me to use my creativity in the classroom. Teaching is fun at Harper.</i></p> <p><i>I am lucky to have a manager who trusts my abilities which makes me able to be more effective and productive for the school.</i></p> <p><i>My supervisor has always been incredibly supportive and appreciative of my work. I consistently get positive feedback and encouragement from her. She actively seeks my input on many important projects, and demonstrates confidence in my abilities and decisions.</i></p> <p><i>My supervisors value the work I accomplish and provide me with positive feedback. I have the expectation to make decisions and proceed with my work with limited supervision. There is a high level of trust and cooperation.</i></p> <p><i>I think the college offers opportunities for meaningful and enriching professional and academic development for everyone (staff, faculty, students) connected to the college.</i></p>
Teamwork (n=47)	<p><i>I feel that our department works well together in problem solving and sharing information.</i></p> <p><i>I feel my department has a cohesiveness that helps us stay motivated in an uncertain political climate that is Harper College.</i></p> <p><i>I love my work team in my department, and I find it to be the most collaborative team that I've been on throughout the whole campus.</i></p> <p><i>In my office, we feel comfortable enough to speak our minds on any/every situation. We'll be heard, and when appropriate, followed. This is a great feeling of empowerment. But if wrong, we'll be told that too, in an encouraging way.</i></p>

Table 25. *Continued*

Factor	Themes
	<p><i>My department is very supportive of my efforts to teach online classes. Even though I cannot come to campus, I am aware of departmental activities and projects.</i></p> <p><i>My department/division appreciates and acknowledges the efforts all roles play in supporting student success. I feel valued at work and feel my work is important.</i></p> <p><i>My immediate work situation is very good. The atmosphere of cooperation and respect is part of my everyday environment. My co-workers are all people I highly respect for their competence. Many work longer hours than they are required to or paid for when they are needed.</i></p> <p><i>My direct team works well together to accomplish the necessary needs of the employees and goals of the college.</i></p> <p><i>Our office is able to maintain an environment where teamwork, respect and excellence are stressed.</i></p> <p><i>The division I am a member of works together to help students become successful. We value each others' contributions and feel we are a part of the team.</i></p> <p><i>The members of my team have been excellent. I find that there is a core among us who are the movers and shakers, proposing and implementing new initiatives. By our actions, the rest of the team then is energized and synergized around certain goals.</i></p> <p><i>There is a strong sense of teamwork, respect and student mission within my department and division. I feel valued and respected by colleagues. I am comfortable sharing ideas.</i></p> <p><i>Within our very small office, we have remarkably good communication and cooperation among the classified staff members. We attempt to keep current with updates, and we do our best to serve the faculty and students.</i></p>
<p>Student Focus (n= 149)</p>	<p><i>Areas found to be most favorable would be the first year experience courses and initiatives, as they are integrating universal design concepts which can provide for a more inclusive learning environment. The development and redesign of materials in cooperation with Access and Disability Services and the Center for Innovative Instruction have provided additional functionality that benefits all students, including those with disabilities. Students in these classes typically need additional ways and means to assess and express themselves. By adding methods of universal design into the instruction, the students can digest the materials in multiple ways and receive the necessary feedback for them to address their skills and deficiencies.</i></p>

Table 25. *Continued*

Factor	Themes
	<p><i>Employees on campus are genuinely committed to our mission of serving students. The focus is always on the students and how services can improve their experience and/or help them achieve their goals.</i></p> <p><i>Faculty and staff who have direct contact with students truly work hard and have changed lives.</i></p> <p><i>The educational services provided to students such as Success Services, Tutoring, Writing Center, Math Lab are outstanding.</i></p> <p><i>From an educational and service standpoint, Harper (Faculty/Staff) has and still does work to keep the students immediate needs at the forefront.</i></p> <p><i>From my knowledge, we are working closely with incoming students to put them in the correct level classes and to provide assistance in their advancement.</i></p> <p><i>Full-time faculty and adjunct faculty doing a great job educating our students.</i></p> <p><i>Harper College is always working toward improving the quality of education that meets the needs of the students attending.</i></p> <p><i>Harper college puts students first and their success really matters. This is an excellent place to learn.</i></p> <p><i>Harper College's staff and faculty are dedicated to providing the best education and value to all students.</i></p> <p><i>Harper does a great job at helping students transfer to four year institutions as well as enter the job market.</i></p> <p><i>Harper does the best job of any community college in the state at providing a genuinely college level education at the most affordable price possible.</i></p> <p><i>Harper has superb faculty and many wonderful administrators and support staff who really give their all in assisting students. Students have opportunities to receive education from a highly committed team.</i></p> <p><i>Harper is an outstanding institution of higher learning. Every student has an opportunity to succeed. The services and opportunities outside the classroom serve to further enhance the success of students.</i></p> <p><i>Harper provides cutting-edge programs in this volatile job climate, and does a fantastic job of reaching out to its feeder communities with innovative programs and activities.</i></p>

Table 25. *Continued*

Factor	Themes
	<p><i>I believe everyone working here at Harper cares about the student, their success and the manner in which they receive their education.</i></p> <p><i>I feel Harper is a great institution and that we do a great job in preparing students to enter the workforce, or in preparing them to transfer to four-year institutions.</i></p> <p><i>I feel that Harper always has the best interests of students in mind. They are always looking for new ways to enable student success in college.</i></p> <p><i>I think that overall student learning and success continue to be the primary focus of the administration and the faculty. I think the students receive an excellent education and have excellent resources on campus (both in terms of people and facilities).</i></p> <p><i>I think the students receive a very strong education here in many fields and I find the faculty to generally be quite caring and willing to help their students out.</i></p> <p><i>I think we all do a great job of tending to the needs of our students, which is, after all, what the college is all about. We recognize each student as an individual and work with them based on their own needs. I'm very proud to say that I work for such a great institution who has faculty and staff who put themselves out there for the students every single day.</i></p> <p><i>Students receive an excellent education at Harper. There are outstanding support services and opportunities for all students, especially those at-risk. Harper provides outstanding academic advising services, transfer and career guidance, internship opportunities and diversity programming.</i></p>
Other (n=27)	<p><u>Part-time Employees</u></p> <p><i>Harper provides better resources, benefits, and other advantages for adjunct instructors.</i></p> <p><i>The adjunct counselors are treated on equal footing as the full-time counselors. Their opinions are respected.</i></p> <p><i>I am an adjunct faculty member and I have the option on how much I participate in the school's programs.</i></p> <p><i>I appreciate the camaraderie amongst the adjuncts in my department/division.</i></p> <p><i>The training for Adjunct Faculty is exceptional and their guidance and monitoring are excellent.</i></p>

Table 25. *Continued*

Factor	Themes
	<u>Leadership</u> <i>The President shares his vision and accomplishments through welcome meetings and letters to the board.</i> <i>The president is doing a good job in terms of achieving the goal of the increased number of graduates we are striving to reach.</i> <i>The president's vision for student success and ability to build relationships and partnerships is exceptional and allows for creativity and innovation.</i>
	<u>Compensation & Benefits</u> <i>The institution makes an effort to keep my health care costs down.</i> <i>The benefits and time off are great.</i>
	<u>Facilities</u> <i>Harper College has a very beautiful campus, which owes a lot of thanks to Facilities, Physical Plant, and Custodial.</i> <i>Harper is a beautiful campus and the workers in Physical Plant deserve a lot of thanks.</i> <i>My department facilities are excellent, comfortable and conducive to both strong teaching and effective learning.</i> <i>The facilities I use are excellent and are kept up-to-date.</i>

Table 26. Least Favorable Responses—Sample Comments and Actual Number of Responses at Harper College

Factor	Themes
Institutional Structure (n=302)	<p><i>The transition in the last couple of years to computer-based communication between faculty and administrators and faculty and students has precluded much of what makes human interaction meaningful and rewarding. In addition, the fact that the software utilized require a lot of extra effort to learn and often do not perform as expected creates not only an extra workload for instructors but also a climate of confusion, uncertainty, even anxiety. Where such a climate exists, creativity is in inverse proportion. So is job satisfaction.</i></p> <p><i>The term Diversity does not necessarily contain only to Racial/ethnicity. There are other diversity groups to consider: disability, sexual orientations, gender identity, and other target groups. I don't think Harper does enough for these groups. Most of the focuses are on Racial/ Ethnicity and Disability in general.</i></p> <p><i>Staff of all levels need to be treated as professionals alongside of faculty. Dress codes imposed on staff only but not applicable to faculty are discriminating and make little sense.</i></p> <p><i>A "we" against "them" attitude still exists at the college, despite attempts by the new administration to alleviate it. Everyone is always trying to control faculty and use authoritative techniques to get them in line.</i></p> <p><i>Administrators need to be evaluated by their faculty and staff members. MBO evaluations by senior administrators do not provide an adequate feedback mechanism.</i></p> <p><i>Administrative decisions are made without adequate input from appropriate employees and sometimes without demonstration of a need for the policy or procedure.</i></p> <p><i>Although input is requested by the administration, I have grave doubts it actually has an impact on any of the decisions. It's not enough to just ask for input. People need to see that it's actually considered and sometimes even influences or molds the final decision. Too often an administrative vision or decision has little to do with the staff, teachers and students who will be involved in the implementation.</i></p>

Table 26. Continued
Factor Themes

There are several initiatives on campus that are not aligned properly with each other, sometimes leading to a duplication in services across campus. There are currently several success initiatives going concurrently, and there could be departments or entities on campus that could provide an integral part in them; but have not even been asked to be involved.

I find out a lot about what's going on at Harper in the local newspaper first, before I hear it on Campus, if I ever hear it on Campus.

Certain classifications of employees are exempt from following certain policies set by the institution which causes poor morale within a department and the effectiveness of working together as a team.

Communication is lacking. I am not notified about certain procedure changes and usually hear them from word of mouth or through the grapevine.

Collaboration is lacking in some areas. This is a team effort here at Harper and certain classifications feel that they are above others. Faculty, for one, feel they should be treated differently than other employees. They feel they are superior and separate from all other staff members.

Decisions that affect my work area are regularly made without asking for, or making use of, the input of those who work in this area. This is a regular drain on morale.

Despite Harper's efforts to foster a multicultural environment, there are still limited minorities in faculty and less in administration.

There should be an open level of communication between the Administration and the rest of us. Transparency should be for everyone. It seems that some administrators are excluded although the rest of us are held accountable.

Employee morale continues to be low because of the imposed dress code and summer schedule.

Staff and faculty are not heard or even asked for opinions about student success. This is a great devaluing of the employees.

Encouragement for growth opportunities within the work place and school are lacking.

Environment seems somewhat controlled and restrictive. This may hinder innovation because individuals fear failure, so they choose low-risk, low-reward initiatives, behaviors and actions.

Table 26. *Continued*
Factor **Themes**

General communication between administration and staff is not good. Decisions are made with little or no input from employee groups. There seems to be a strategy of creating tension between union and non union employees. For the first time in my career, I was at a meeting where a statement was made by the speaker indicating the lack of importance of my employee group. I understand different people have different roles at the institution but everyone has value.

Harper communication is lacking. Many important items are never mentioned that should be listed on the portal page.

Administration makes decisions without knowing how this affects a department, then will quickly change it after the fact. This affects the overall morale of workers.

I believe that decisions are made by higher-ups that are not thought out: work hours changed without considering how it will affect all of the offices; too many changes are being made that are not sufficiently or truthfully explained to us.

I believe that some decision making and reasoning from upper administration is not clearly communicated to faculty and staff, for example, the decision to work Fridays during the summer. This is one issue that has lowered the morale among staff at Harper.

I believe that there is a disconnection with consistency in certain policies that effect faculty and staff. There is a dress code for staff and administrators, but none for Faculty. And there is a dissonance in the reasoning for creating the dress code. It had been stated that staff and administrators should serve as role models for students and dress professionally. However, it is faculty who spend the most time with students, and they are free to dress as they please, including wearing shorts and sandals.

I do not feel the top administration listens to faculty. I think they have an idea and implement it without input from those directly affected. The lines of communication need to be open.

I feel that most decisions are made from the top down. On the surface there seems to be opportunity for input but often I realize after going to the meetings discussing the issue, a decision has already been made. The opportunity for input was actually an exercise in trying to elicit buy-in to something that was already decided, for example: CAFE, division name change, division/department organization.

I find that the collaborative spirit they want to have at the executive level supersedes the expertise and input of the supervisory/managerial staff. They make decisions without seeing if they are able to be accomplished in a reasonable manner.

Table 26. *Continued*
Factor **Themes**

I have found that there is often operating policy set by administrative support services rather than departments who are delivering services to students. While there are laws and guidelines that must be followed, we cannot create an administrative atmosphere where service delivery is constrained by administrative procedure.

I often am unsure who to contact when I have questions, and often the people I contact don't respond to me.

I still feel Harper's internal communication piece can be improved. There is not always a full understanding about initiatives and programs underway at the college.

I think there should be more discussion and collaboration between departments when decisions are being made. I feel that decisions are often made without even consulting the people who are directly affected by the outcomes.

I would like more consistency amongst the administration. One division does things one way, and then a different division does it differently. It is difficult to know which one is following a consistent format.

It does not seem, based on the strategic plan that the college values the employee, meaning the satisfaction of the employee and importantly the career advancement of the employee. There is minimal, if any, opportunity for advancement here.

It seems at times that decisions are made more for the convenience of non-teaching areas of the institution rather than to enhancing the effectiveness of instruction or improvement of academic achievement.

It would be helpful for my department to be able to contact other departments efficiently and effectively. Some departments are not easy to contact on a timely basis when we need to in order to help students.

Morale is the worse on campus that I have personally experienced in all of my years at Harper. Work groups across the board are being treated differently and have different rules. We are all focused on student success, and are here for the students, but the unevenness between the work groups creates distraction and feelings of division. We are no longer a united group regardless of our functions as we once were. I don't think the majority of people trust the administration and HR as they once did.

Too much emphasis is given to the strategic plan with some programs suffering because they don't happen to be specifically included in the plan. A lot of time has been wasted switching from "Achieve the Dream" to the goal team structure and there are far too many goals to accomplish all of them successfully.

Table 26. *Continued*
Factor **Themes**

The school is more concerned with saving money at the expense of supporting instructors. More administrative work now performed by instructors.

Some offices struggle to work well together. Within the college, there are times I believe it is more of a competitive environment and people are often afraid to speak up due to concerns about not gaining tenure or because they are afraid of any backlash that may occur.

I believe that those in high administrative positions ask for feedback sometimes, even though they have set their minds on what they envision and what they want to pursue. Sometimes no feedback is requested and decisions that affect students are made without asking those who are in direct contact with the students on a daily basis. I know these are struggles found in any large business/corporation. I realize that listening to all involved could take too much time and decisions need to be made. However, I feel it is important to be aware of these concerns.

Sometimes there is a lack of communication between regular faculty and adjunct faculty. They should work together more since both have valuable insight into helping the student succeed.

Sometimes there is a lot of good talk about things, but not enough action, or the right action.

The areas I believe need most improvement really all revolve around internal communications. I think it's paramount that employee communication is enhanced and improved; I think it will boost morale and create further buy-in of Harper's mission and goals. That said, I'm aware there will be a new Internal Communications Manager onboard soon, and I believe that will, in time, work to improve greatly in these areas.

The communication process at the College needs to be formalized and improved. There should be an orderly flow of information throughout the campus. The current process for communicating important issues and decisions appears haphazard and ad hoc. Improving the communication process will affect a number of the climate issues.

I am frustrated by the lack of rewards/accolades for excellent teachers. We need to be able to cite excellence in teaching to get a job, but our resumes do not reflect the realities of the time we spend on our classes or our effectiveness in the classroom.

The opportunities to serve on campus-wide committees are sometimes reserved only for those who are hand-picked by administration. There is an overt air of favoritism among faculty and administrators as to who gets to lead initiatives and who is seen as worthy of such positions.

Table 26. *Continued*

Factor	Themes
Supervisory Relationship (n=47)	<p><i>Supervisors have favorites that they cater to and ignore many others. They have personal favorites and show it.</i></p> <p><i>My Supervisor is threatened by my ideas, opinions and beliefs. I don't receive feedback even if I ask for it. Creativity is stifled, although when an idea was mentioned to my supervisor's boss, she was open, positive, and welcoming.</i></p> <p><i>Feedback on my teaching is weak. I have gone some period of time without an in-class review.</i></p> <p><i>I feel that my department head is not open to my ideas.</i></p> <p><i>I feel that seeking the advice or help of my dean is not encourage and is, in fact, discouraged. The dean seems less interested in advancing and promoting the work of the division than in killing time.</i></p> <p><i>I receive no feedback from my supervisor, and often my email inquiries go unanswered. With a supportive supervisor, I could and would expand my program.</i></p> <p><i>In the past 4 years my boss has not mentored me. However, only lately has he started doing it because my improvement would be reflected in his evaluation.</i></p> <p><i>My direct supervisor does not want any input from his staff. It's his way only, whether that be correct or fair to the person or situation.</i></p> <p><i>My supervisor is vindictive and ineffective. He does not listen to ideas nor does he seek them out from adjuncts like myself. Overall, there is a great deal of development that could be done to help students and adjuncts, but no one does it and those that would are actively discouraged from doing so.</i></p> <p><i>Training is limited and at time professional development dollars are spent on training. The two should be independent.</i></p>
Teamwork (n=13)	<p><i>Cooperation and teamwork is extremely lacking in my department. There are individuals that see things their way and only their way. Communication with these individuals can be difficult.</i></p> <p><i>Faculty in my area need to have structured meetings periodically during the year, so that we are all on the same track.</i></p> <p><i>It would just be nice if that collegiality extended to the relationship between full- and part-timers in my department.</i></p>

Table 26. *Continued*
Factor **Themes**

<p>Student Focus (n= 39)</p>	<p><i>There is a lack of communication and cooperation within our department. Management has constructed a 2-tier favoritism system where part of the team is excluded from information, meetings, acknowledgement of success on institutional or work-related developments. When asked to share information with us at regular meetings, management told us we can go make our own contacts on campus to keep ourselves informed on work-related projects and institutional developments.</i></p> <hr/> <p><i>Academic advising is often questionable. I have had many students over the years that have been completely unprepared for my class.</i></p> <p><i>Additional support for new Harper students in using Blackboard would save valuable class time. This is specific to students who are entering their first class or semester at Harper.</i></p> <p><i>Although I would consider the academic rigor and quality of Harper exceptional, the simple fact that completion/graduation rates are so low describes an obvious concern. With roughly 80% of students not attaining completion, we as an institution cannot be satisfied by any measure of quality when the quantity of completers is so low.</i></p> <p><i>I dislike that the division constantly complains about photocopy expenses for the students, while some are needed as part of the education process.</i></p> <p><i>Decisions are made with the college in mind, not the students, i.e. offering classes on Friday in the summer or pushing for 6 week or 4 week classes.</i></p> <p><i>Harper allows many students who are not college-able to enter the college and take courses they are not capable of passing. Students are also able to repeat classes indefinitely. Some instructors feel obligated to pass students based on this policy.</i></p> <p><i>Harper should be more involved in helping students find jobs within their field of study. Home healthcare local company would love to hire nursing students but the program will not post job information nor mention this opportunity to students.</i></p> <p><i>I don't think Harper prepares students to go on to the next level of classes nor for the job market. Students come into my classes extremely unprepared. Students who have already taken E102 do not know how to write a paragraph.</i></p> <p><i>I feel that Harper does not have a good grip on what the job markets want. For instance, most of the top ten growth areas are engineering fields, but the engineering program always appears to be on the chopping block.</i></p>
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Table 26. *Continued*
Factor **Themes**

I heard from some students that they are not receiving adequate counseling.

I feel there is always room for improvement in class offerings and expanding programs. For example, offering a veterinary technician program.

I have indicated various levels of dissatisfaction regarding the ability for different staff members to meet student needs. This should be clarified in that this is not a reflection on these staff members' individual work abilities. Instead, this is directed at the understaffed nature of certain departments and offices to effectively meet student needs, a flawed technical system used to handle and process student information, particularly when it comes to registration and a lack of qualified and capable staff to meet the ethnic and linguistic diversity within our prospective student body.

In my courses, underprepared students are growing in number yet support services (writing and tutoring center) are small and understaffed. Academic standards are inconsistent among the hundred or so faculty teaching courses in my area. Underprepared students are being passed to the next course without mastering basic skills.

Staff providing information to students need to be more experienced in customer relations and service, and need to be more knowledgeable, and be able to access the information.

Other
(n=95)

Part-time Employees

As an adjunct faculty member, I don't like that it is so difficult to become a full-time faculty member.

As an adjunct, I find that there is little to no consultation with adjuncts on department or division decisions as compared to Full-time faculty. Adjuncts make up some 66% of all staff teaching, but we are ignored when it comes to any department, division, or larger campus wide decisions. Thus, we have no investment or interest in the College's future. We have little say either. We are generally treated as second class instructors.

As an adjunct, I feel the college has little use for me or my ideas. The administration spends most of the time trying to mislead and confuse the adjunct teachers.

I am frustrated that the requirements of adjunct professors are not clearly stated to us, specifically the content of syllabi. I was observed and measured by three different administrators and the third one just slaughtered me on issues that were not even whispered by the first two and I was totally taken by surprise.

Table 26. *Continued*
Factor **Themes**

I feel that the Adjuncts are not given much of a voice in Harper's planning. Within some departments, it is excellent but not as a group. The Adjuncts need better representation to the upper levels of Administration.

I love teaching at Harper and my only regret is that I cannot advance beyond being an adjunct instructor.

The institution relies on too many adjunct faculty, some hired with barely applicable qualifications. There are many good adjuncts, but recently, I've met some who have no clue about how to teach their courses.

The institution does not care about the input from adjunct faculty. The administration and full time faculty regard adjuncts as second tier employees.

With so many adjunct faculty members, it appears difficult to really feel part of a department team. We rarely have a chance to interact or to share suggestions for updating some of the syllabi.

There is never an acknowledgement to the adjunct faculty that a job is well done, except for the fact that they are allowed to teach the next semester.

Compensation & Benefits

Harper needs to reconsider some of the changes they made to employee benefits recently. We have many employees that continue give 100% effort every day, but continue to watch their benefits be slashed by upper management.

There are no more continuing education waivers for spouses or children except for In Zone in the summer. Most of our benefits have been stripped away from us yet the workload has increased, especially due to the common hours each department had to cover but were not given any additional money to pay for those 10 hours per week.

Benefits have been stripped from staff. Pay stipends are being discontinued.

Our spouses and children can't use the tuition waivers anymore, or even get a discount in the child care center.

Prior practices to administer the same percentage of pay increase to staff as to faculty supported making staff feel they were equally valued. While faculty have already renegotiated their contract, all others are currently undergoing a compensation study. I sense a lot of concern these days about whether staff are being devalued versus faculty.

Table 26. *Continued*
Factor **Themes**

Budget

Budget for my Department has not increased in years.

I also feel that some budgetary decisions are not fiscally responsible, i.e. the monies spent for graduation and the President's Induction Ceremony.

There is a Lack of funding for department growth.

I do not appreciate the wasteful spending in marketing the same events over and over.

Facilities

There are also several remodeling projects that have been started or remain incomplete six months to more than a year after they have been started with no apparent work or movement toward completion. This is very obvious with restrooms that remain closed. Projects need to be finished and not allowed to sit dormant.

The location of some of the co-dependent departments needs to be closer to make it more convenient for the students where they do not have to travel a distance on campus to get accomplished what they need to, e.g., the two admissions departments.

Leadership

Administrative leadership has also shown very little regard and appreciation for the countless hours above and beyond the normal work week that faculty and staff have invested to further the college's strategic plan.

Administrative leadership is too often willing to overlook or circumvent the professional expertise of the faculty in order to advance a specific agenda. For example, faculty are often encouraged to make concessions on their credentialing requirements in order accommodate a greater number of class offerings, or to increase the cadre of adjuncts.

Hiring

There is too much emphasis on diversity in hiring. I suggest simply hire the most qualified individual no matter what color their skin is.

There is too much emphasis on diversity hires and not enough on possession of skills needed to do the job.

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. Nine of these items represent the Student Focus climate factor (items #7, #8, #17, #23, #28, #31, #35, #37, and #42), and one represents the Supervisory Relationships climate factor (item #2).

- The extent to which I feel my job is relevant to this institution's mission, 4.49 (#8)
- The extent to which students receive an excellent education at this institution, 4.38 (#31)
- The extent to which this institution prepares students for further learning, 4.30 (#37)
- The extent to which my supervisor expresses confidence in my work, 4.26 (#2)
- The extent to which this institution prepares students for a career, 4.19 (#35)
- The extent to which non-teaching professional personnel meet the needs of the students, 4.17 (#23)
- The extent to which students are satisfied with their educational experience at this institution, 4.12 (#42)
- The extent to which student needs are central to what we do, 4.12 (#7)
- The extent to which classified personnel meet the needs of the students, 4.12 (#28)
- The extent to which faculty meet the needs of the students, 4.12 (#17)

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

- The extent to which Harper inspires individuals to seek education beyond high school, 4.36 (#48)
- The extent to which Harper prepares students to transfer successfully into bachelor degree programs at other colleges and universities, 4.30 (#53)
- The extent to which Harper promotes partnerships with school districts, 4.25 (#49)

Overall the following have been identified as the lowest scoring areas at Harper College. All of these items represent the Institutional Structure climate factor.

- The extent to which I have the opportunity for advancement within this institution, 3.13 (#38)
- The extent to which I am able to appropriately influence the direction of this institution, 3.14 (#15)
- The extent to which information is shared within this institution, 3.27 (#10)
- The extent to which decisions are made at the appropriate level at this institution, 3.29 (#4)
- The extent to which this institution is appropriately organized, 3.38 (#32)
- The extent to which open and ethical communication is practiced at this institution, 3.42 (#16)
- The extent to which a spirit of cooperation exists at this institution, 3.44 (#25)
- The extent to which my work is guided by clearly defined administrative processes, 3.52 (#44)
- The extent to which this institution has been successful in positively motivating my performance, 3.52 (#22)
- The extent to which institutional teams use problem-solving techniques, 3.54 (#11)

Overall the following were the lowest scoring areas within the Customized Climate factor at Harper College.

- The extent to which I have an opportunity for involvement with carrying out Harper's Strategic Plan, 3.68 (#56)

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 the way decisions are made within the institution.

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