

Personal Assessment of the College Environment (PACE)

December 2011

This is Harper's 3rd administration of this instrument. The survey window was 12-30 September 2011.

Previous administrations were in April 2005 and November 2008. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist Harper in promoting more open and constructive communication among faculty, staff, and administrators.

The vendor for this survey is the National Initiative for Leadership and Institutional Effectiveness (NILIE) at North Carolina State University. NILIE was provided with the e-mail addresses of Harper employees so a message could be generated with an embedded link to a Website maintained by NILIE for the conduct of the survey.

Survey

- 46 items grouped under the 4 climate factors
 - Institutional Structure
 - Supervisory Relationships
 - Teamwork
 - Student Focus
- Respondents rate these 4 factors on 5-point scale (1 = low . . . 5 = high)

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In addition to the standard 46-item survey, respondents also completed a Customized section designed specifically for Harper College. Those respondents who designated their employee classification as full-time faculty were also asked to complete a separate survey developed by the faculty Senate.

Respondents were asked to rate the four climate factors on a five-point Likert-type scale. The instrument was specifically designed to compare the existing climate at Harper to a range of four managerial systems found to exist in colleges and to a Norm Base of 60 community colleges across North America.

2011 Response Rates

Employee Classification	# of Responses/Total in Category	% of Total Respondents
Administrator	39/43	5.2%
Classified	142/197	18.9%
Supervisory/Managerial	54/73	7.2%
Full-time Faculty	151/222	20.2%
Adjunct Faculty	224/682	30.0%
Professional Technical	93/136	12.4%
Campus Operations	25/108	3.3%
No classification selected	20/*	2.7%
Total	748*/1461	99.9*0%

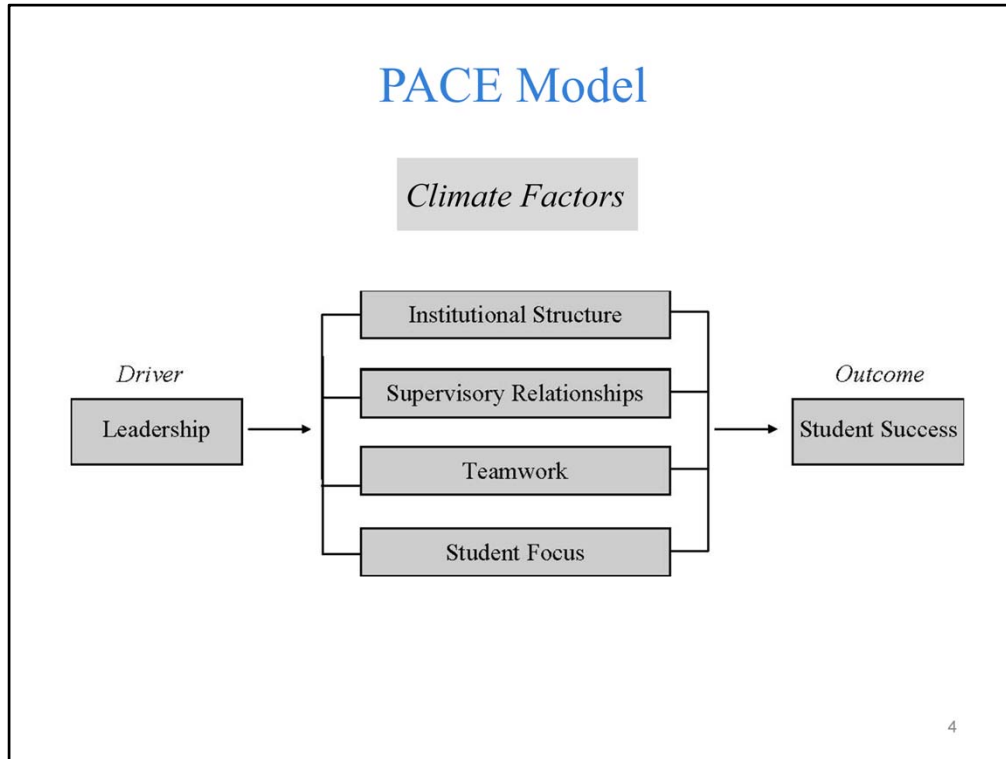
*20 (2.7%) of the 748 respondents selected no classification. Total not equal to 100.0% due to rounding.

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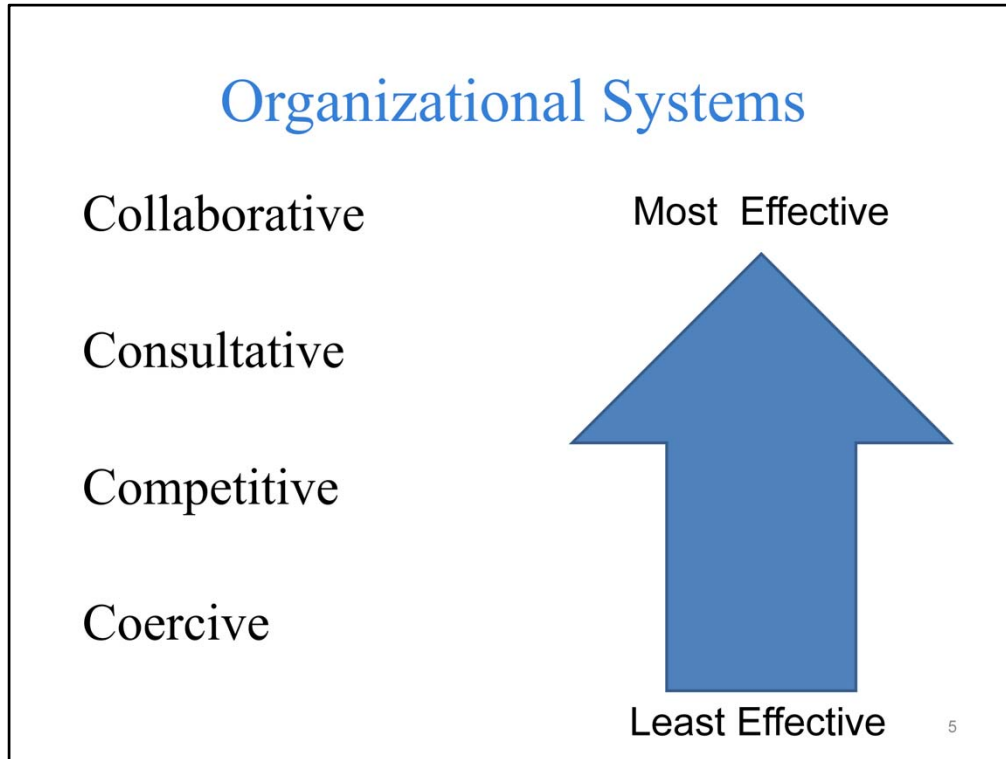
In September 2011, the Personal Assessment of the College Environment (PACE) survey was administered to 1461 employees at Harper College (HC). Of those 1461 employees, 748 (51.2%) completed and returned the instrument for analysis.

The Campus operations classification includes physical plant employees & campus police. In the 2005 PACE administration, the response rate was 53.3%. In 2008 the response rate was 73.9%.

Category	Number of employees in category	Final response rate
Administrators	43	90.60%
Classified	197	72.1%
Managerial/Supervisory/Confidential	73	74.0%
Full-time faculty	222	68.0%
Adjunct faculty	682	32.8%
Professional/technical	136	68.4%
Campus operations	108	23.1%



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.



NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. The Collaborative System generally produces better results in terms of productivity, job satisfaction, communication, and overall organizational climate. The other systems are Consultative), Competitive and Coercive.

Collaboration is IDEAL - most conducive to productivity, job satisfaction, communication, & overall organizational climate; ratings in the 4.0-5.0 range.

Consultative = ratings in the 3.00-3.99 range

Competitive = ratings in the 2.00-2.99 range

Coercive is the least conducive to productivity, job satisfaction, communication, & overall organizational climate; ratings in the 1.00-1.99 range.

Overall Climate Rating

“Healthy Climate”

High Consultative Range

2005	2008	2011
3.56	3.61	3.86

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Of the over 120 community colleges that have completed PACE, very, very few have ever reached the collaborative stage (4.00 or higher). Current 3.86 is highest rating ever recorded for Harper.

Overall Climate Factors

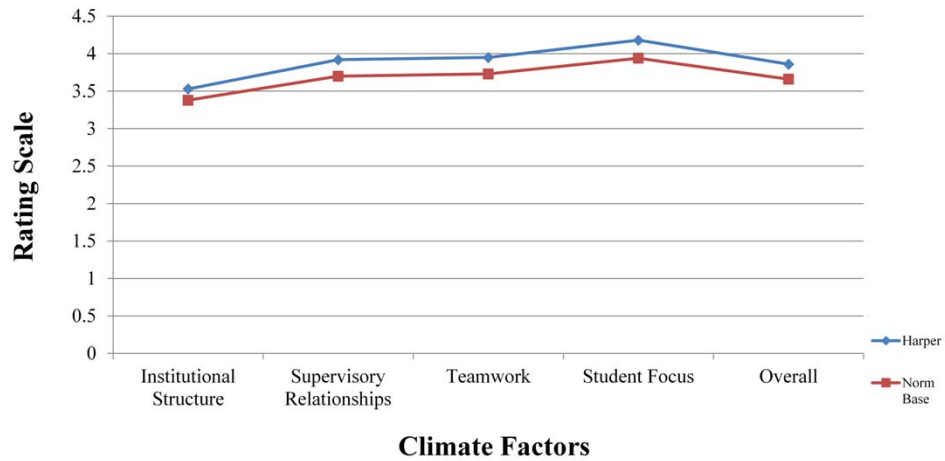
Factor	2011
Institutional Structure	3.53
Supervisory Relationships	3.92
Teamwork	3.95
Student Focus	4.18
Overall	3.86

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All over 3.5 mid-point of Consultative system

Student focus over the rare 4.0 marks of the Collaborative system

Harper College Climate Compared with the PACE Norm Base



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60 community colleges now in NILIE norm base. Those are colleges that have conducted the survey since 2008.

ALL of Harper's ratings of climate factors **ABOVE** NILIE norm base.

Student Focus (4.14) is in the collaborative (ideal state) system.

Historical Climate Factors

Factor	2005	2008	2011
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

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Other than Institutional Structure which has varied in the consultative range (3) – **all other factors at their highest recorded level & above midpoint (3.5) of Consultative system.**

Institutional Structure survey items:

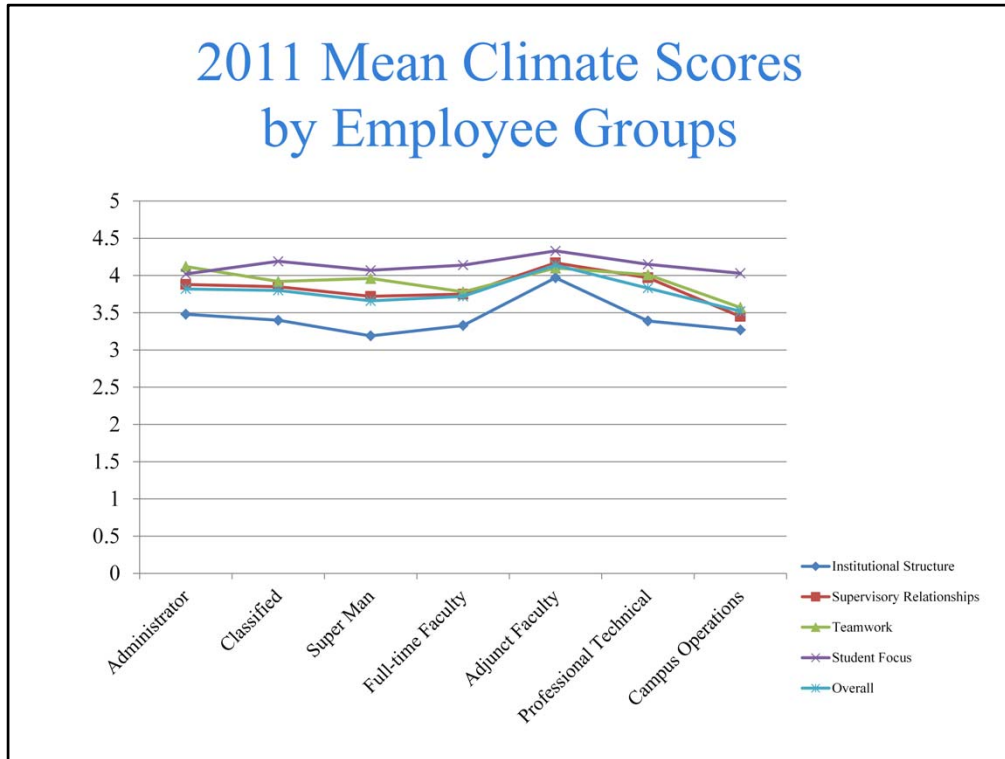
- 1 The extent to which the actions of this institution reflect its mission
- 4 The extent to which decisions are made at the appropriate level at this institution
- 5 The extent to which the institution effectively promotes diversity in the workplace
- 6 The extent to which administrative leadership is focused on meeting the needs of students
- 10 The extent to which information is shared within the institution
- 11 The extent to which institutional teams use problem-solving techniques
- 15 The extent to which I am able to appropriately influence the direction of this institution
- 16 The extent to which open and ethical communication is practiced at this institution
- 22 The extent to which this institution has been successful in positively motivating my performance
- 25 The extent to which a spirit of cooperation exists at this institution
- 29 The extent to which institution-wide policies guide my work
- 32 The extent to which this institution is appropriately organized
- 38 The extent to which I have the opportunity for advancement within this institution
- 41 The extent to which I receive adequate information regarding important activities at this institution
- 44 The extent to which my work is guided by clearly defined administrative processes

Overall By Employee Group

	2005	2008	2011
Adjunct			4.14
Professional/Technical		3.64	3.83
Administrator	3.82	4.00	3.82
Classified	3.61	3.76	3.80
Faculty	3.55	3.48	3.72
Supervisory/Managerial		3.69	3.66
Campus Operations	3.64	3.11	3.52

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All above 3.5 – consultative system



This graph presents the same data as the preceding slide displaying the overall climate ratings by the different employee groups.

Highest Mean Items

My job is relevant to mission	4.49
Students receive excellent education	4.38
HC prepares students for further education	4.30
My supervisor expresses confidence in my work	4.26
HC prepares students for careers	4.19
Non-teaching personnel meet needs of students	4.17
Faculty meet needs of students	4.12
Students satisfied w/ educational experience	4.12
Classified personnel meet needs of students	4.12
Student needs are central to what we do	4.12

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All are over 4 in the collaborative system.

Lowest Mean Items

Opportunity for advancement w/in HC	3.13
I'm able to influence direction of HC	3.14
Information shared	3.27
Decisions made at appropriate levels	3.29
HC appropriately organized	3.38
Open & ethical communication practiced	3.42
Cooperation exists	3.44
My work guided by clearly defined administrative processes	3.52
HC positively motivates my performance	3.52
Teams used problem-solving techniques	3.54

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All of the lowest are over 3.0 in the consultative system.

2011 Customized Items

Item	Admin	Classified	Managerial/ Supervisory/ Confidential	Full-time Faculty	Adjunct Faculty	Professional Technical	Campus Operations
Demonstrates Diversity	3.08	4.16	3.56	3.69	4.32	3.87	4.13
Inspires post high school education	4.29	4.36	4.23	4.43	4.50	4.22	4.05
Promotes partnerships with school districts	4.41	4.30	4.37	4.19	4.25	4.22	4.26
Promotes partnerships with other colleges	4.05	4.13	4.02	3.89	4.18	4.02	4.00
Career Programs aligned with the job market	3.78	4.13	3.71	3.99	4.26	3.95	4.00
Prepares developmental students for college level courses	4.08	4.15	4.06	4.09	4.26	4.15	4.39
Prepares transfer graduates	4.29	4.29	4.27	4.38	4.34	4.26	4.11
Funding and partnerships for programs and activities	4.00	4.04	3.91	3.89	4.14	3.96	4.18
Demonstrates an effective investment of public funds	4.13	3.65	3.73	4.10	4.19	3.77	3.85
Involvement with Harper's Strategic Plan	4.18	3.39	3.61	3.86	3.75	3.58	3.25

Yellow = Highest Lavender = Lowest

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All of highest ratings are in the the collaborative system (4.0 or higher).
All of lowest ratings are in consultative system (3.0 or higher).

Overall Climate Rating by Demographic Groups

Groupings	Overall
Full time	3.72
Part time	4.12
Male	3.91
Female	3.86
White, not Hispanic or Latino	3.88
All Others	3.87

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

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. These were not broken out separately due to the small numbers in each group.

The only statistically significant difference between these different demographic groups is the rating of overall climate between full-time and part-time employees.

Overall Climate Rating by Years of Service

Years	Overall
Less than 1	4.33
1-4	4.02
5-9	3.78
10-14	3.70
15+	3.79

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Overall the longer a respondent has worked at Harper, the lower the rating for the overall climate. However, all of these ratings are over 3.7, which is in the high end of the consultative system.

Summary

- Overall climate rating: High Consultative Range
- Above the PACE norm base on all climate factors
- Highest ratings ever on 4 of 5 climate factors
- Highest item ratings all over 4.12
- Lowest item ratings all over 3.1
- High ratings are all Strategic Plan themes

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HARPER COLLEGE

“Healthy Climate”

Focused on Student Success

