



NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

Harper College Palatine, Illinois

Personal Assessment of the College Environment (PACE)

By

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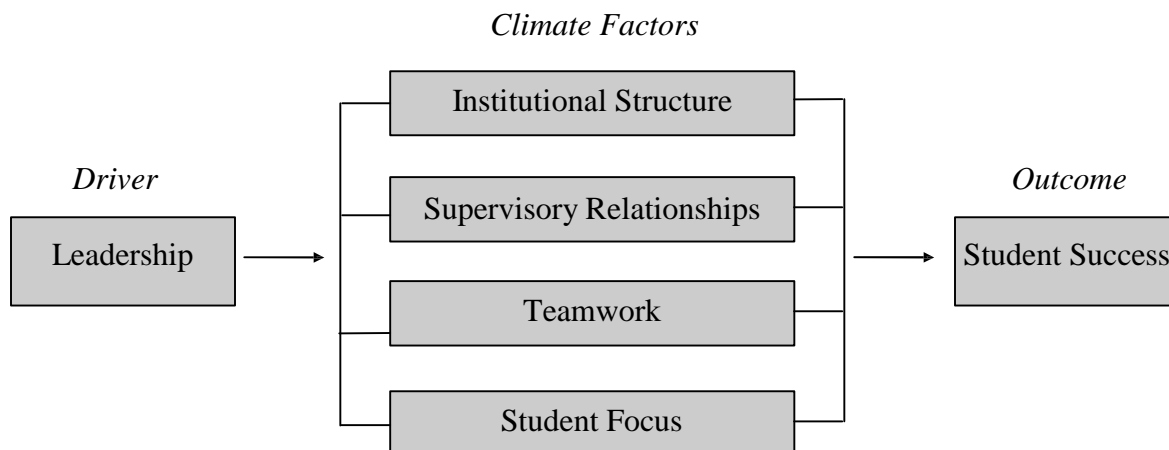
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EXECUTIVE SUMMARY

In October 2013, the Personal Assessment of the College Environment (PACE) survey was administered to 1776 employees at Harper College. Of those 1776 employees, 708 (39.9%) 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 Harper College in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of Harper College collaborated to administer a survey that would capture the opinions of 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 Harper College to a range of four managerial systems found to exist in colleges and to a Norm Base of 69 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 Harper College included 58 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 58 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2). One fell within the Competitive range (rated between 2 and 3). Thirty-eight fell within the Consultative range (rated between 3 and 4), and 19 composite ratings fell within the Collaborative range (rated between 4 and 5).

At Harper College, the overall results from the 2013 administration of the PACE instrument indicate a healthy campus climate, yielding an overall 3.78 mean score or high Consultative system. This finding mirrors previous administrations of the survey. As in previous administrations, the Student Focus category received the highest mean score (this administration was 4.10). Similarly, the Institutional Structure category has consistently received the lowest mean score (3.44).

When respondents were classified according to Personnel Classification at Harper College, the 2013 composite ratings were as follows: Administrator (4.01), Classified (3.61), Managerial/Supervisory/Confidential (3.76), Full-time Faculty (3.83), Adjunct Faculty (3.90), Professional Technical (3.70), and Campus Operations (service employees or campus police) (3.38). These ratings have shifted somewhat over time with no one group consistently rating the campus higher or lower than the other groups.

Of the 46 standard PACE questions, the top ten mean scores have been identified at Harper College. With the exception of item nine, “The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone,” these same items were the highest rated items in the 2011 administration of the survey.

- ☐ The extent to which I feel my job is relevant to this institution's mission, 4.40 (#8)
- ☐ The extent to which my supervisor expresses confidence in my work, 4.29 (#2)
- ☐ The extent to which students receive an excellent education at this institution, 4.29 (#31)
- ☐ The extent to which this institution prepares students for further learning, 4.19 (#37)
- ☐ The extent to which this institution prepares students for a career, 4.12 (#35)
- ☐ The extent to which classified personnel meet the needs of the students, 4.09 (#28)
- ☐ The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.08 (#9)
- ☐ The extent to which non-teaching professional personnel meet the needs of the students, 4.06 (#23)

- The extent to which students are satisfied with their educational experience at this institution, 4.05 (#42)
- The extent to which student needs are central to what we do, 4.03 (#7)

The one item in the top ten highest scoring items for 2011 that did not make the top ten in 2013 was: “The extent to which faculty meet the needs of the students.” Although it did not make the top ten it was still a high scoring item with a mean score of 4.02.

Of the 46 standard PACE questions, the bottom ten mean scores have been identified as areas in need of improvement at Harper College. These same items were rated the lowest in the 2011 administration of the survey. Although these items represent the ten lowest scoring items, the majority still fall within the Consultative category.

- The extent to which I am able to appropriately influence the direction of this institution, 2.99 (#15)
- The extent to which I have the opportunity for advancement within this institution, 3.04 (#38)
- The extent to which decisions are made at the appropriate level at this institution, 3.22 (#4)
- The extent to which information is shared within this institution, 3.24 (#10)
- The extent to which open and ethical communication is practiced at this institution, 3.26 (#16)
- The extent to which a spirit of cooperation exists at this institution, 3.30 (#25)
- The extent to which this institution is appropriately organized, 3.32 (#32)
- The extent to which this institution has been successful in positively motivating my performance, 3.41 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.45 (#44)
- The extent to which institutional teams use problem-solving techniques, 3.49 (#11)

Respondents were also given an opportunity to provide comments about the most favorable aspects and the least favorable aspects of Harper College. 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 October 2013, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Harper College. Of the 1776 employees administered the instrument, 708 (39.9%) completed and returned the instrument for analysis. Of those 708 employees, 363 (51.3%) 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 Harper College in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and the Institutional Effectiveness Office of Harper College collaborated to administer a survey that would capture the opinions of personnel throughout the college.

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

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 58 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 Harper College 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 2011 to July 2013 are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from July 2011 to July 2013 (n=27,873)

Climate Category	Alpha Coefficient
Institutional Structure	0.95
Supervisory Relationships	0.96
Teamwork	0.94
Student Focus	0.92
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 Harper College's 2011 PACE by conducting *t*-tests to identify items significantly different from the previous PACE administration. Similar analyses were applied to the items and climate factors by 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 again being identified through *t*-tests. Finally, a qualitative analysis was conducted on the open-ended comments provided by the survey respondents.

Respondent Characteristics

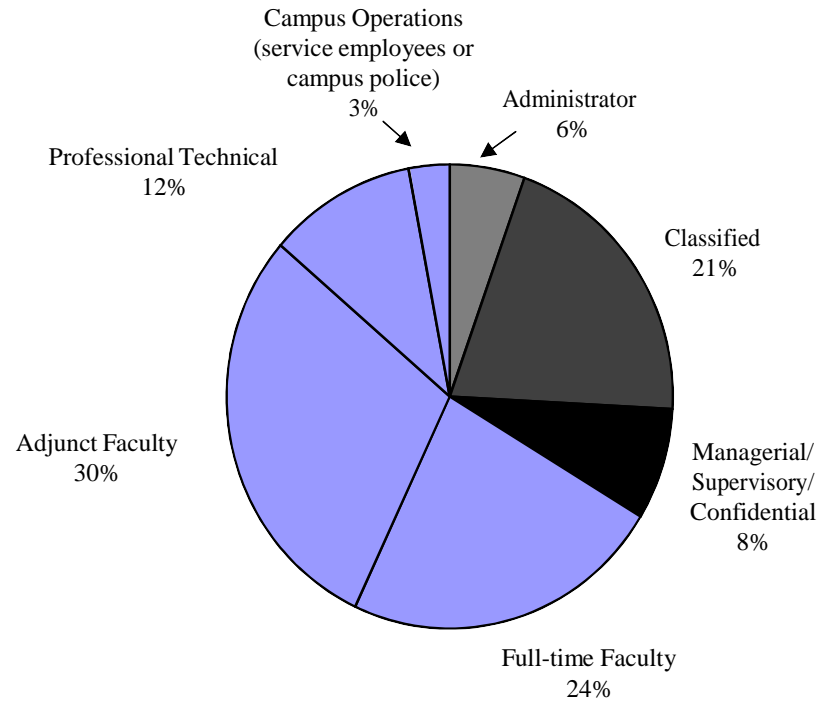
Of the 1776 Harper College employees administered the survey, 708 (39.9%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications (Refer to Table 3 and Figure 2). Caution should be used when making inferences from the data, particularly for subgroups with return 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	47	35	74.5%
Classified	306	130	42.5%
Managerial/Supervisory/Confidential	100	50	50.0%
Full-time Faculty	233	148	63.5%
Adjunct Faculty	789	186	23.6%
Professional Technical	166	77	46.4%
Campus Operations*	135	19	14.1%
Did not respond		63	
Total	1776	708	39.9%

* Includes service employees or campus police

Figure 2. Proportion of Total Responses by Personnel Classification



63 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 administrations of the PACE survey with this latest administration.

Table 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	2005 # of Resp.	2005 # of Resp.	2008 # of Resp.	2008 % of Resp.	2011 # of Resp.	2011 % of Resp.	2013 # of Resp.	2013 % of Resp.
What is your personnel classification:								
Administrator	N/A	N/A	42	8.0%	39	5.2%	35	4.9%
Classified	N/A	N/A	128	24.3%	142	18.9%	130	18.4%
Managerial/Supervisory/ Confidential	N/A	N/A	64	12.1%	54	7.2%	50	7.1%
Full-time Faculty	N/A	N/A	167	31.7%	151	20.2%	148	20.9%
Adjunct Faculty	N/A	N/A	N/A	N/A	224	30.0%	186	26.3%
Professional Technical	N/A	N/A	76	14.4%	93	12.4%	77	10.9%
Campus Operations (service employees or campus police)	N/A	N/A	40	7.6%	25	3.3%	19	2.7%
Did not respond	N/A	N/A	10	1.9%	20	2.7%	63	8.9%
Your status at this institution is:								
Full-time	N/A	N/A	479	90.9%	459	61.4%	404	57.1%
Part-time	N/A	N/A	39	7.4%	272	36.4%	249	35.2%
Did not respond	N/A	N/A	9	1.7%	17	2.3%	56	7.9%
What gender are you:								
Male	99	23.8%	186	35.3%	278	37.2%	233	32.9%
Female	219	52.6%	324	61.5%	439	58.7%	406	57.3%
Did not respond	98	23.6%	17	3.2%	31	4.1%	70	9.9%
Please select the race/ethnicity that best describes you:								
Hispanic or Latino, of any race	20	4.8%	20	3.8%	37	5.0%	26	3.7%
American Indian or Alaska Native, not Hispanic or Latino	3	0.7%	0	0.0%	1	0.1%	0	0.0%
Asian, not Hispanic or Latino	19	4.6%	23	4.4%	31	4.1%	27	3.8%
Black, not Hispanic or Latino	6	1.4%	6	1.4%	22	2.9%	13	1.8%
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	N/A	N/A	N/A	N/A	3	0.4%	1	0.1%
White, not Hispanic or Latino	343	82.5%	421	79.9%	588	78.6%	538	75.9%
Two or more races, not Hispanic or Latino	N/A	N/A	29	5.5%	22	2.9%	24	3.4%
Did not respond	25	6.0%	24	4.6%	44	5.9%	80	11.3%

* The frequencies are rounded to the nearest tenth.

N/A - Categories worded differently or not included in the 2005 or 2008 PACE administration

Resp. – Responses

Table 4. Continued

Demographic Variable	2005 # of Resp.	2005 # of Resp.	2008 % of Resp.	2008 % of Resp.	2011 # of Resp.	2011 % of Resp.	2013 # of Resp.	2013 % of Resp.
How long have you been employed at Harper College:								
Less than 1 year	19	4.6%	38	7.2%	60	8.0%	59	8.3%
1-4 years	95	22.8%	116	22.0%	185	24.7%	138	19.5%
5-9 years	91	21.9%	137	26.0%	163	21.8%	173	24.4%
10-14 years	69	16.6%	97	18.4%	128	17.1%	110	15.5%
15 or more years	132	31.7%	126	23.9%	185	24.7%	166	23.4%
Did not respond	10	2.4%	13	2.5%	27	3.6%	63	8.8%

* The frequencies are rounded to the nearest tenth.

Resp. = Responses

Comparative Analysis: Overall

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

As indicated in Table 5, the Student Focus climate factor received the highest composite rating (4.10), which represented a low-range Collaborative management environment. The Institutional Structure climate factor received the lowest mean score (3.44) 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 2011 Harper College mean scores, the Harper College 2013 mean scores decreased slightly.

Table 5. Harper College Climate as Rated by All Employees

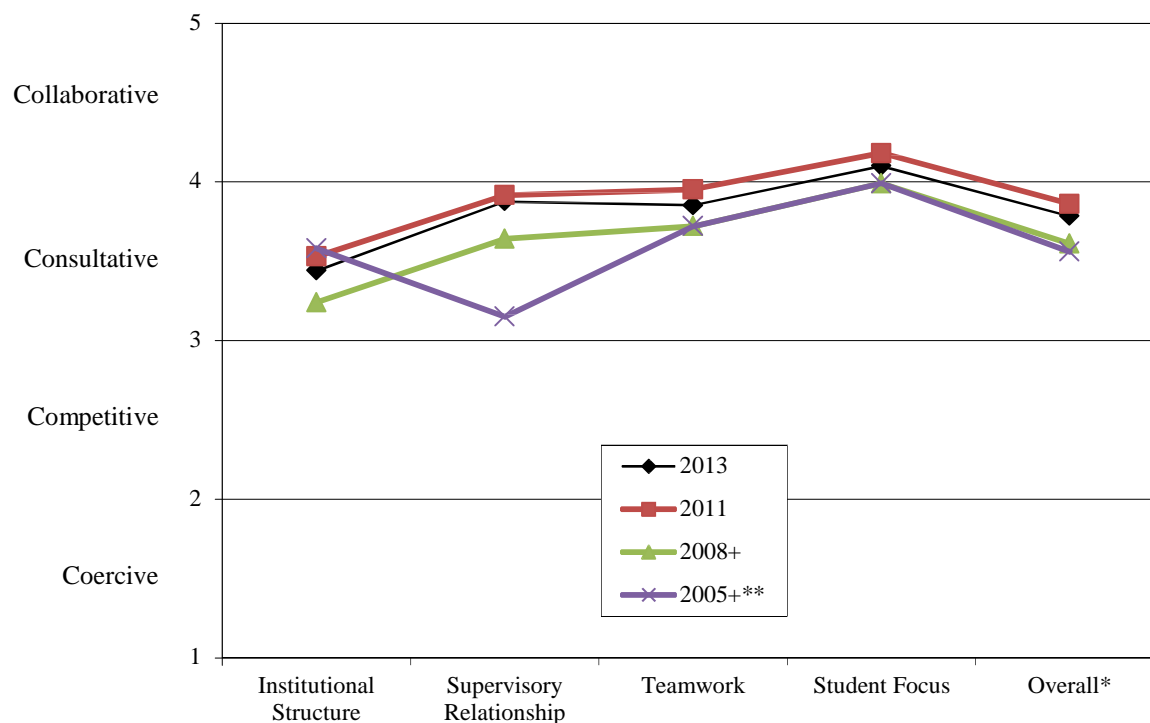
Factor	2005 HC*	2008 HC	2011 HC	2013 HC
Institutional Structure	3.58	3.24	3.53	3.44
Supervisory Relationships	3.15	3.64	3.92	3.88
Teamwork	3.72	3.72	3.95	3.85
Student Focus	3.99	3.99	4.18	4.10
Overall**	3.56 ⁺	3.61 ⁺	3.86	3.78

* The 2005 HC factor and overall mean scores should not be compared to the 2008, 2011, and 2013 reports. The means for the 2008, 2011, and 2013 reports were calculated based on the revised PACE survey and do not match the scores listed in the 2005 HC PACE report which were derived from a prior version of the PACE survey.

** 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



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

** 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.

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

In reviewing each of the items separately, the data show that of the 58 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0). One item fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Thirty-eight fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and 19 fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=38) 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 3.78 as indicated in Figure 3.

Tables 6 through 10 report the mean scores of all personnel for each of the 58 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 Harper College 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.

Table 6. Comparative Mean Responses: Institutional Structure

Institutional Structure		2005 Mean (SD)**	2008 Mean (SD)**	2011 Mean (SD)	2013 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)	3.82 (0.94)*
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)	3.22 (1.17)
5	The extent to which the institution effectively promotes diversity in the workplace	N/A	3.56 (1.07)	3.82 (1.02)	3.71 (1.10)
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)	3.73 (1.10)*
10	The extent to which information is shared within the institution	3.00 (1.19)	2.84 (1.19)	3.27 (1.24)	3.24 (1.25)
11	The extent to which institutional teams use problem-solving techniques	3.21 (1.01)	3.16 (1.04)	3.54 (0.92)	3.49 (0.96)
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)	2.99 (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)	3.26 (1.19)*
22	The extent to which this institution has been successful in positively motivating my performance	3.16 (1.22)	3.21 (1.23)	3.52 (1.22)	3.41 (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)	3.30 (1.19)*
29	The extent to which institution-wide policies guide my work	3.41 (0.92)	3.50 (0.91)	3.77 (0.92)	3.61 (1.00)*
32	The extent to which this institution is appropriately organized	2.99 (1.10)	3.14 (1.16)	3.38 (1.17)	3.32 (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)	3.04 (1.34)
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)	3.76 (1.07)
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)	3.45 (1.12)
Mean Total		3.15 (0.92)	3.24 (0.85)	3.53 (0.84)	3.44 (0.87)*

* T-test results indicate a significant difference between the 2011 mean and the 2013 mean ($\alpha=0.05$).

** 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)	2013 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)	4.29 (1.01)
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)	4.08 (1.19)
12 The extent to which positive work expectations are communicated to me	3.51 (1.10)	3.46 (1.13)	3.78 (1.04)	3.82 (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)	3.65 (0.96)
20 The extent to which I receive timely feedback for my work	3.43 (1.11)	3.58 (1.07)	3.91 (1.01)	3.82 (1.08)
21 The extent to which I receive appropriate feedback for my work	3.45 (1.09)	3.58 (1.10)	3.93 (1.03)	3.86 (1.07)
26 The extent to which my supervisor actively seeks my ideas	3.50 (1.18)	3.64 (1.23)	3.83 (1.19)	3.81 (1.20)
27 The extent to which my supervisor seriously considers my ideas	3.71 (1.20)	3.68 (1.20)	3.87 (1.15)	3.89 (1.18)
30 The extent to which work outcomes are clarified for me	3.46 (1.05)	3.51 (1.03)	3.76 (0.99)	3.67 (1.06)
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)	3.80 (1.14)
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)	3.96 (1.09)*
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)	3.63 (1.10)
46 The extent to which professional development and training opportunities are available	N/A	3.72 (1.11)	4.02 (1.05)	3.93 (1.10)
Mean Total	3.58 (0.92)	3.64 (0.89)	3.92 (0.82)	3.88 (0.88)

* T-test results indicate a significant difference between the 2011 mean and the 2013 mean ($\alpha=0.05$).

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

N/A Question not included in the 2005 PACE administration

Table 8. Comparative Mean Responses: Teamwork

Teamwork	2005 Mean (SD)**	2008 Mean (SD)**	2011 Mean (SD)	2013 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)	3.93 (1.19)
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)	3.90 (1.01)
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)	3.75 (1.14)*
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)	3.81 (1.14)
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)	3.89 (1.00)
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)	3.84 (1.19)*
Mean Total	3.72 (0.99)	3.72 (0.97)	3.95 (0.90)	3.85 (0.96)

Table 9. Comparative Mean Responses: Student Focus

Student Focus	2005 Mean (SD)**	2008 Mean (SD)**	2011 Mean (SD)	2013 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)	4.03 (0.97)
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)	4.40 (0.87)*
17 The extent to which faculty meet the needs of students	3.97 (0.83)	4.04 (0.81)	4.12 (0.83)	4.02 (0.91)*
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)	4.01 (0.92)*
19 The extent to which students' competencies are enhanced	3.83 (0.82)	3.78 (0.84)	4.02 (0.81)	3.93 (0.83)*
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)	4.06 (0.87)*
28 The extent to which classified personnel meet the needs of the students	N/A	4.00 (0.78)	4.12 (0.81)	4.09 (0.83)
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)	4.29 (0.77)*
35 The extent to which this institution prepares students for a career	4.03 (0.75)	4.09 (0.77)	4.19 (0.76)	4.12 (0.80)
37 The extent to which this institution prepares students for further learning	4.11 (0.77)	4.13 (0.81)	4.30 (0.70)	4.19 (0.79)*
40 The extent to which students are assisted with their personal development	3.74 (0.87)	3.85 (0.81)	4.07 (0.81)	3.95 (0.86)*
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)	4.05 (0.73)
Mean Total	3.99 (0.59)	3.99 (0.57)	4.18 (0.55)	4.10 (0.62)*
Overall+	3.56 (0.68)	3.63 (0.71)	3.86 (0.67)	3.78 (0.72)*

* T-test results indicate a significant difference between the 2011 mean and the 2013 mean ($\alpha=0.05$).

** 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.

Table 10. Comparative Mean Responses: Customized

Customized**		2011 Mean (SD)	2013 Mean (SD)
47	The extent to which Harper regularly demonstrates a commitment to racial and ethnic diversity	3.95 (0.95)	3.85 (1.00)
48	The extent to which Harper inspires individuals to seek education beyond high school	4.36 (0.69)	4.31 (0.72)
49	The extent to which Harper promotes partnerships with school districts	4.25 (0.74)	4.29 (0.74)
50	The extent to which Harper promotes partnerships with other colleges	4.04 (0.82)	4.13 (0.83)
51	The extent to which Harper aligns its career programs with the job market	4.04 (0.80)	4.06 (0.84)
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)	4.04 (0.85)*
53	The extent to which Harper prepares students to transfer successfully into bachelor degree programs at other colleges and universities	4.30 (0.74)	4.23 (0.76)
54	The extent to which Harper identifies and secures outside funding and partnerships for programs and activities	4.00 (0.81)	3.96 (0.86)
55	The extent to which Harper demonstrates to taxpayers that it's an effective investment of public funds	3.94 (0.94)	3.85 (0.97)
56	The extent to which I have an opportunity for involvement with carrying out Harper's Strategic Plan	3.68 (0.98)	3.50 (1.05)*
57	The extent to which Harper partners effectively with the business community	N/A	3.87 (0.83)
58	The extent to which Harper staff provides effective customer service to students and others	N/A	4.02 (0.89)
Mean Total		4.07 (0.60)	4.00 (0.64)

N/A - Question not included in the 2011 PACE administration

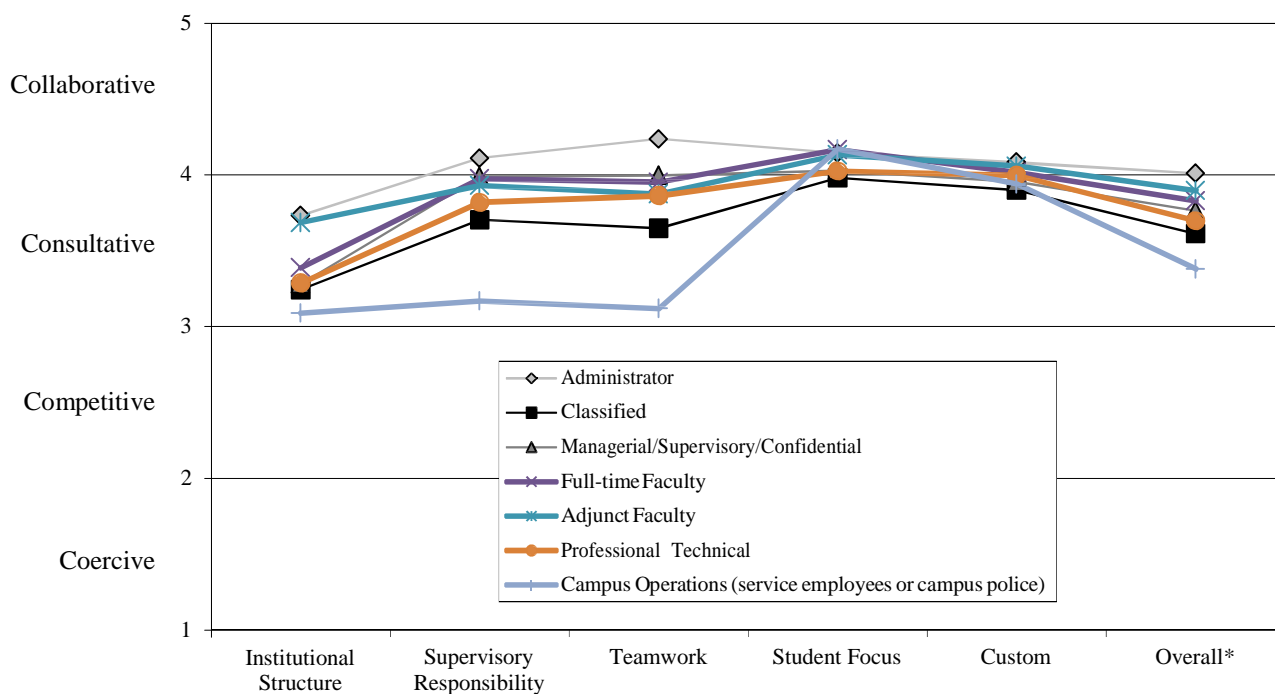
** Custom Questions were different in the 2005 and 2008 PACE administration.

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 Administrators rated the four normative factors most favorable (4.01), whereas the Classified employees rated the four normative factors least favorable (3.61) (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 Harper College.

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
2013	3.73	4.11	4.24	4.15	4.01
Classified					
2008	3.52	3.82	3.76	4.00	3.76
2011	3.40	3.85	3.92	4.19	3.80
2013	3.24	3.70	3.65	3.98	3.61
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
2013	3.28	3.99	4.00	4.03	3.76
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
2013	3.39	3.98	3.95	4.17	3.83
Adjunct Faculty					
2008	N/A	N/A	N/A	N/A	N/A
2011	3.97	4.17	4.10	4.33	4.14
2013	3.69	3.93	3.87	4.13	3.90
Professional Technical					
2008	3.28	3.73	3.70	3.99	3.64
2011	3.39	3.97	4.01	4.15	3.83
2013	3.29	3.82	3.86	4.03	3.70
Campus Operations***					
2008	2.96	2.91	2.79	3.71	3.11
2011	3.27	3.45	3.57	4.03	3.52
2013	3.09	3.17	3.12	4.17	3.38

* The personnel classifications were different in the 2005 survey administration.

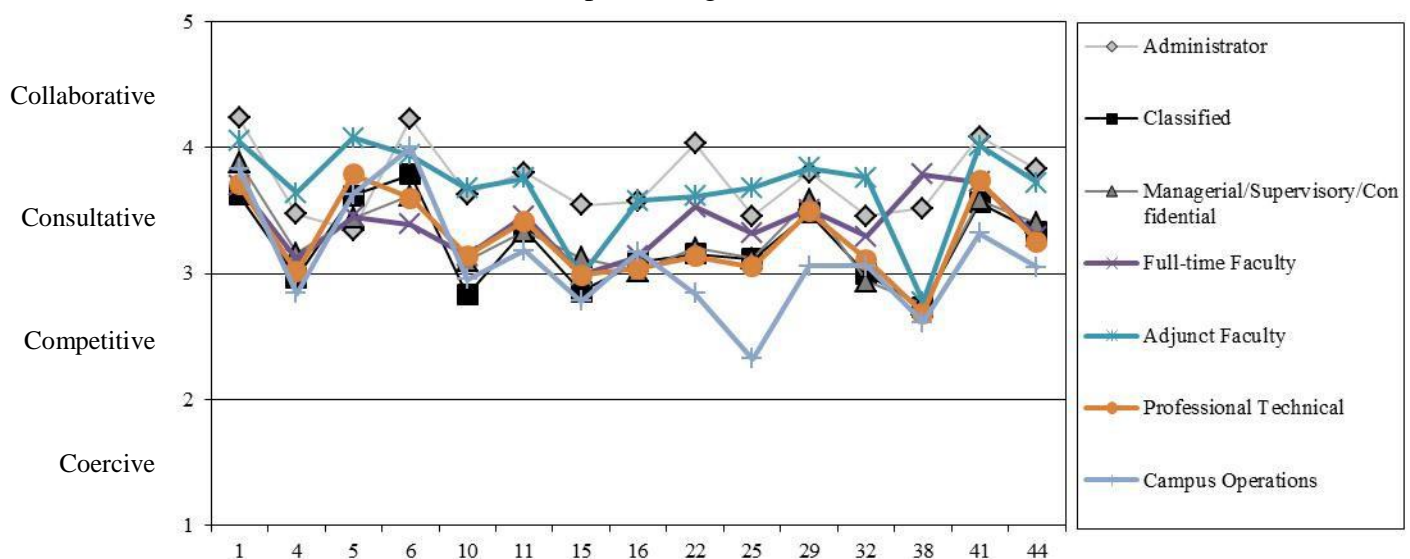
** The overall mean does not reflect the mean scores of the customized items developed specifically for Harper College.

*** Includes service employees or campus police

N/A - Adjunct faculty not included in 2008 PACE administration

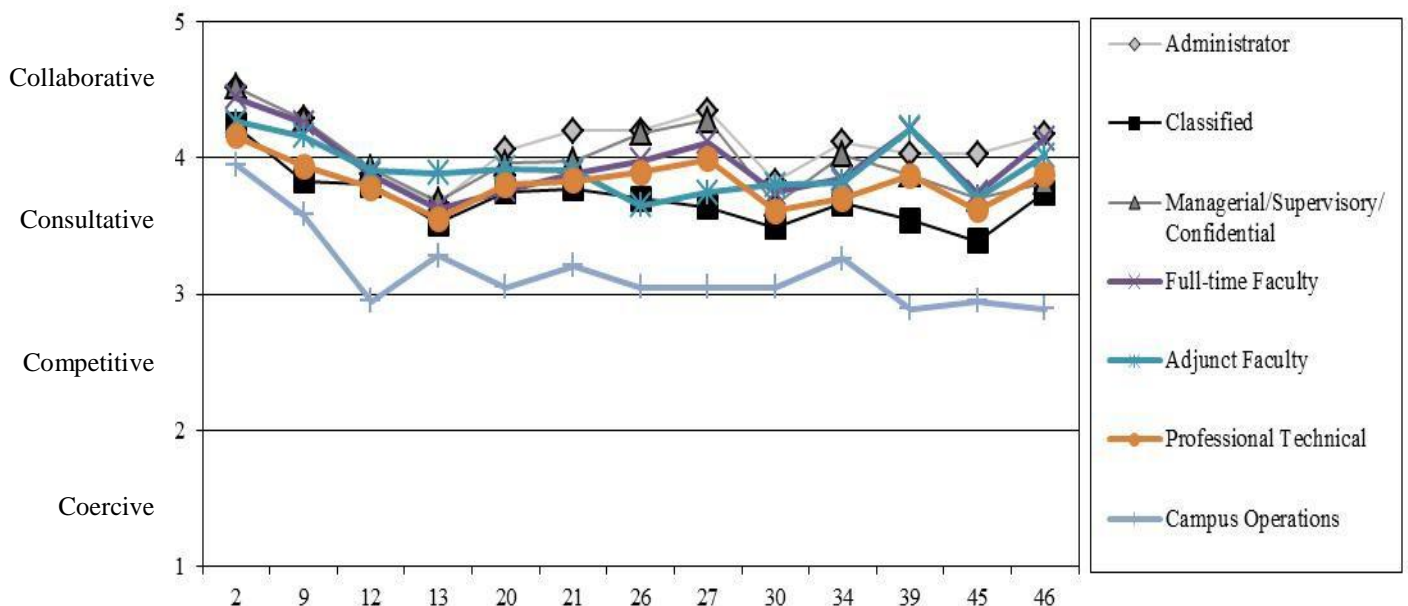
Institutional Structure		Administrator	Classified	Managerial/ Supervisory/ Confidential	Full-time Faculty	Adjunct Faculty	Professional Technical	Campus Operations
1	The extent to which the actions of this institution reflect its mission	4.24	3.63	3.88	3.70	4.05	3.70	3.83
4	The extent to which decisions are made at the appropriate level at this institution	3.47	2.97	3.16	3.12	3.64	3.01	2.84
5	The extent to which the institution effectively promotes diversity in the workplace	3.34	3.62	3.44	3.45	4.08	3.79	3.63
6	The extent to which administrative leadership is focused on meeting the needs of students	4.23	3.78	3.62	3.39	3.94	3.60	4.00
10	The extent to which information is shared within this institution	3.63	2.83	3.10	3.14	3.67	3.14	2.95
11	The extent to which institutional teams use problem-solving techniques	3.80	3.35	3.33	3.46	3.75	3.41	3.18
15	The extent to which I am able to appropriately influence the direction of this institution	3.54	2.86	3.13	2.99	2.98	2.99	2.78
16	The extent to which open and ethical communication is practiced at this institution	3.57	3.09	3.02	3.14	3.58	3.04	3.17
22	The extent to which this institution has been successful in positively motivating my performance	4.03	3.16	3.20	3.53	3.61	3.14	2.84
25	The extent to which a spirit of cooperation exists at this institution	3.46	3.12	3.12	3.32	3.68	3.05	2.32
29	The extent to which institution-wide policies guide my work	3.80	3.48	3.58	3.51	3.84	3.49	3.06
32	The extent to which this institution is appropriately organized	3.46	2.99	2.94	3.29	3.76	3.11	3.06
38	The extent to which I have the opportunity for advancement within this institution	3.51	2.73	2.76	3.78	2.77	2.68	2.61
41	The extent to which I receive adequate information regarding important activities at this institution	4.09	3.56	3.58	3.72	4.02	3.74	3.32
44	The extent to which my work is guided by clearly defined administrative processes	3.83	3.33	3.40	3.29	3.72	3.25	3.05

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



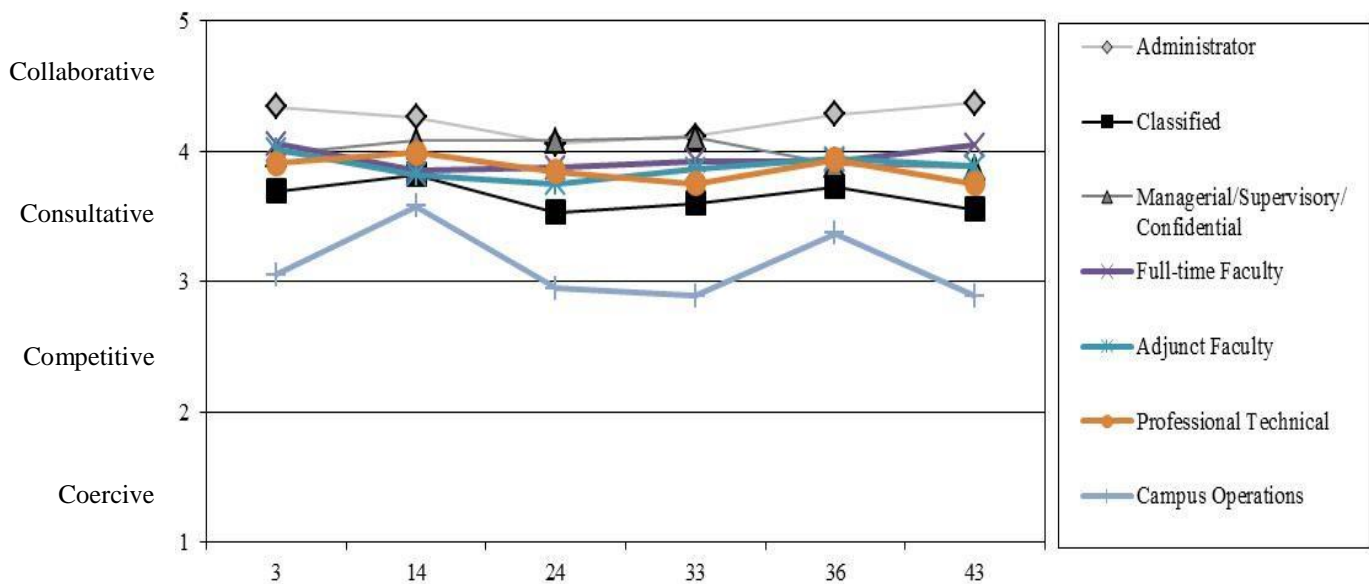
Supervisory Relationships		Administrator	Classified	Managerial/ Supervisory/ Confidential	Full-time Faculty	Adjunct Faculty	Professional Technical	Campus Operations
2	The extent to which my supervisor expresses confidence in my work	4.51	4.24	4.52	4.44	4.26	4.16	3.95
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.29	3.83	4.29	4.26	4.16	3.94	3.58
12	The extent to which positive work expectations are communicated to me	3.88	3.80	3.92	3.88	3.91	3.78	2.95
13	The extent to which unacceptable behaviors are identified and communicated to me	3.67	3.52	3.68	3.63	3.89	3.55	3.28
20	The extent to which I receive timely feedback for my work	4.06	3.75	3.96	3.76	3.92	3.80	3.05
21	The extent to which I receive appropriate feedback for my work	4.20	3.78	3.98	3.88	3.90	3.83	3.21
26	The extent to which my supervisor actively seeks my ideas	4.20	3.70	4.18	3.98	3.65	3.89	3.05
27	The extent to which my supervisor seriously considers my ideas	4.34	3.64	4.28	4.12	3.75	3.99	3.05
30	The extent to which work outcomes are clarified for me	3.82	3.49	3.66	3.74	3.80	3.61	3.05
34	The extent to which my supervisor helps me to improve my work	4.11	3.67	4.02	3.85	3.82	3.70	3.26
39	The extent to which I am given the opportunity to be creative in my work	4.03	3.54	3.88	4.21	4.22	3.87	2.89
45	The extent to which I have the opportunity to express my ideas in appropriate forums	4.03	3.39	3.70	3.74	3.70	3.61	2.95
46	The extent to which professional development and training opportunities are available	4.17	3.75	3.82	4.14	4.02	3.88	2.89

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



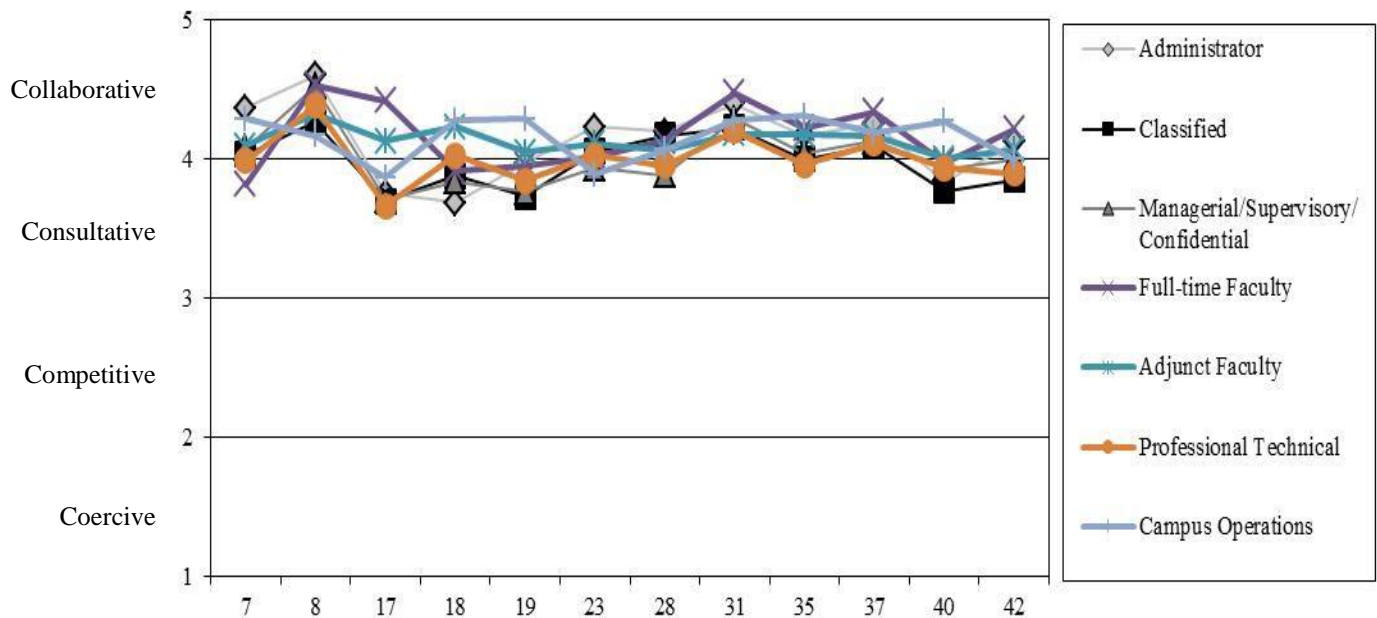
Teamwork		Administrator	Classified	Managerial/ Supervisory/ Confidential	Full-time Faculty	Adjunct Faculty	Professional Technical	Campus Operations
3	The extent to which there is a spirit of cooperation within my work team	4.34	3.70	3.98	4.06	4.01	3.91	3.05
14	The extent to which my primary work team uses problem-solving techniques	4.26	3.82	4.08	3.86	3.82	3.99	3.58
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.06	3.53	4.08	3.87	3.75	3.84	2.95
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	4.11	3.60	4.10	3.92	3.86	3.75	2.89
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	4.29	3.73	3.90	3.93	3.94	3.94	3.37
43	The extent to which a spirit of cooperation exists in my department	4.37	3.55	3.88	4.05	3.89	3.75	2.89

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



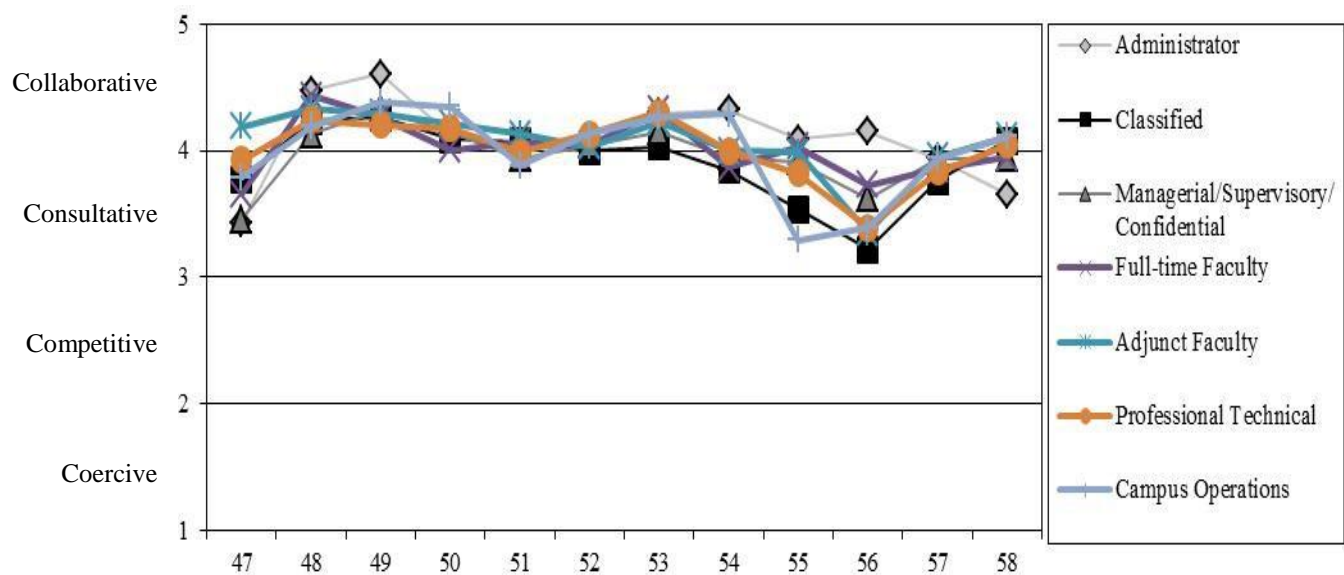
Student Focus		Administrator	Classified	Managerial/ Supervisory/ Confidential	Full-time Faculty	Adjunct Faculty	Professional Technical	Campus Operations
7	The extent to which student needs are central to what we do	4.37	4.03	4.08	3.82	4.10	3.99	4.29
8	The extent to which I feel my job is relevant to this institution's mission	4.60	4.27	4.52	4.53	4.33	4.39	4.17
17	The extent to which faculty meet the needs of the students	3.76	3.70	3.71	4.42	4.13	3.67	3.87
18	The extent to which student ethnic and cultural diversity are important at this institution	3.69	3.88	3.84	3.91	4.23	4.03	4.28
19	The extent to which students' competencies are enhanced	3.97	3.73	3.77	3.95	4.05	3.84	4.29
23	The extent to which non-teaching professional personnel meet the needs of the students	4.24	4.06	3.94	4.02	4.11	4.03	3.89
28	The extent to which classified personnel meet the needs of the students	4.20	4.17	3.89	4.13	4.07	3.95	4.07
31	The extent to which students receive an excellent education at this institution	4.40	4.23	4.29	4.48	4.18	4.21	4.28
35	The extent to which this institution prepares students for a career	4.17	4.00	4.04	4.22	4.17	3.96	4.31
37	The extent to which this institution prepares students for further learning	4.26	4.10	4.13	4.34	4.16	4.11	4.19
40	The extent to which students are assisted with their personal development	3.84	3.77	3.93	3.98	4.01	3.94	4.27
42	The extent to which students are satisfied with their educational experience at this institution	4.13	3.85	4.00	4.22	4.07	3.90	4.00

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	3.43	3.77	3.46	3.66	4.19	3.92	3.79
48	The extent to which Harper inspires individuals to seek education beyond high school	4.47	4.24	4.13	4.43	4.33	4.24	4.19
49	The extent to which Harper promotes partnerships with school districts	4.61	4.26	4.32	4.26	4.29	4.21	4.38
50	The extent to which Harper promotes partnerships with other colleges	4.12	4.09	4.15	4.01	4.21	4.17	4.35
51	The extent to which Harper aligns its career programs with the job market	4.03	4.07	3.94	4.07	4.13	3.99	3.88
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	4.00	4.00	4.04	4.05	4.03	4.13	4.13
53	The extent to which Harper prepares students to transfer successfully into bachelor degree programs at other colleges and universities	4.29	4.03	4.15	4.32	4.23	4.30	4.27
54	The extent to which Harper identifies and secures outside funding and partnerships for programs and activities	4.32	3.85	3.95	3.87	4.00	4.00	4.29
55	The extent to which Harper demonstrates to taxpayers that it's an effective investment of public funds	4.09	3.54	3.91	4.03	3.99	3.82	3.29
56	The extent to which I have an opportunity for involvement with carrying out Harper's Strategic Plan	4.15	3.22	3.63	3.73	3.35	3.39	3.39
57	The extent to which Harper partners effectively with the business community	3.94	3.76	3.93	3.85	3.95	3.84	3.94
58	The extent to which Harper staff provides effective customer service to students and others	3.66	4.08	3.94	3.94	4.11	4.04	4.11

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. Three of the Customized questions are unable to be compared (items #56, #57, and #58). Questions 57 and 58 were added to the PACE administration in 2013. Therefore, these questions cannot be compared to the 2008 and 2011 PACE administrations. Question 56 was different in the 2005 and 2008 survey administrations and cannot be compared to the 2013 survey. Additionally, the personnel classifications were different in 2005. Thus, these data are not included in the following tables.

Table 12. Priorities for Change: Administrator

Area to Change		Mean
5	The extent to which the institution effectively promotes diversity in the workplace	3.34*+
32	The extent to which this institution is appropriately organized	3.46*+
25	The extent to which a spirit of cooperation exists at this institution	3.46*+
4	The extent to which decisions are made at the appropriate level at this institution	3.47*+
38	The extent to which I have the opportunity for advancement within this institution	3.51*+
15	The extent to which I am able to appropriately influence the direction of this institution	3.54+
16	The extent to which open and ethical communication is practiced at this institution	3.57*
10	The extent to which information is shared within this institution	3.63*+
13	The extent to which unacceptable behaviors are identified and communicated to me	3.67
18	The extent to which student ethnic and cultural diversity are important at this institution	3.69*
Area to Change—Customized		Mean
47	The extent to which Harper regularly demonstrates a commitment to racial and ethnic diversity	3.43+
58	The extent to which Harper staff provides effective customer service to students and others	3.66**
57	The extent to which Harper partners effectively with the business community	3.94**

* Top priority for discussion in 2008

+ Top priority for discussion in 2011

** This question cannot be compared.

Table 13. Priorities for Change: Classified

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	2.73*+
10	The extent to which information is shared within this institution	2.83*+
15	The extent to which I am able to appropriately influence the direction of this institution	2.86*+
4	The extent to which decisions are made at the appropriate level at this institution	2.97*+
32	The extent to which this institution is appropriately organized	2.99*+
16	The extent to which open and ethical communication is practiced at this institution	3.09*+
25	The extent to which a spirit of cooperation exists at this institution	3.12*+
22	The extent to which this institution has been successful in positively motivating my performance	3.16*+
44	The extent to which my work is guided by clearly defined administrative processes	3.33*
11	The extent to which institutional teams use problem-solving techniques	3.35*
Area to Change—Customized		
56	The extent to which I have an opportunity for involvement with carrying out Harper's Strategic Plan	3.22**
55	The extent to which Harper demonstrates to taxpayers that it's an effective investment of public funds	3.54+
57	The extent to which Harper partners effectively with the business community	3.76**

* Top priority for discussion in 2008

+ Top priority for discussion in 2011

** This question cannot be compared.

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

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	2.76*+
32	The extent to which this institution is appropriately organized	2.94*+
16	The extent to which open and ethical communication is practiced at this institution	3.02*+
10	The extent to which information is shared within this institution	3.10*+
25	The extent to which a spirit of cooperation exists at this institution	3.12*+
15	The extent to which I am able to appropriately influence the direction of this institution	3.13*+
4	The extent to which decisions are made at the appropriate level at this institution	3.16*+
22	The extent to which this institution has been successful in positively motivating my performance	3.20*+
11	The extent to which institutional teams use problem-solving techniques	3.33*
44	The extent to which my work is guided by clearly defined administrative processes	3.40*+
Area to Change—Customized		Mean
47	The extent to which Harper regularly demonstrates a commitment to racial and ethnic diversity	3.46
56	The extent to which I have an opportunity for involvement with carrying out Harper's Strategic Plan	3.63**
55	The extent to which Harper demonstrates to taxpayers that it's an effective investment of public funds	3.91

* Top priority for discussion in 2008

+ Top priority for discussion in 2011

** This question cannot be compared.

Table 15. Priorities for Change: Full-time Faculty

Area to Change		Mean
15	The extent to which I am able to appropriately influence the direction of this institution	2.99*+
4	The extent to which decisions are made at the appropriate level at this institution	3.12*+
16	The extent to which open and ethical communication is practiced at this institution	3.14*+
10	The extent to which information is shared within this institution	3.14*+
32	The extent to which this institution is appropriately organized	3.29*+
44	The extent to which my work is guided by clearly defined administrative processes	3.29*+
25	The extent to which a spirit of cooperation exists at this institution	3.32*+
6	The extent to which administrative leadership is focused on meeting the needs of students	3.39*
5	The extent to which the institution effectively promotes diversity in the workplace	3.45+
11	The extent to which institutional teams use problem-solving techniques	3.46*+
Area to Change—Customized		Mean
47	The extent to which Harper regularly demonstrates a commitment to racial and ethnic diversity	3.66+
56	The extent to which I have an opportunity for involvement with carrying out Harper's Strategic Plan	3.73**
57	The extent to which Harper partners effectively with the business community	3.85**

* Top priority for discussion in 2008

+ Top priority for discussion in 2011

** This question cannot be compared.

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	2.77+
15	The extent to which I am able to appropriately influence the direction of this institution	2.98+
16	The extent to which open and ethical communication is practiced at this institution	3.58
22	The extent to which this institution has been successful in positively motivating my performance	3.61
4	The extent to which decisions are made at the appropriate level at this institution	3.64+
26	The extent to which my supervisor actively seeks my ideas	3.65+
10	The extent to which information is shared within this institution	3.67+
25	The extent to which a spirit of cooperation exists at this institution	3.68
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.70
44	The extent to which my work is guided by clearly defined administrative processes	3.72+
Area to Change—Customized		Mean
56	The extent to which I have an opportunity for involvement with carrying out Harper's Strategic Plan	3.35**
57	The extent to which Harper partners effectively with the business community	3.95**
55	The extent to which Harper demonstrates to taxpayers that it's an effective investment of public funds	3.99

+ Top priority for discussion in 2011

** This question cannot be compared.

*** Adjunct faculty were not included in the 2008 PACE administration.

Table 17. Priorities for Change: Professional Technical

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	2.68*+
15	The extent to which I am able to appropriately influence the direction of this institution	2.99*+
4	The extent to which decisions are made at the appropriate level at this institution	3.01*+
16	The extent to which open and ethical communication is practiced at this institution	3.04*+
25	The extent to which a spirit of cooperation exists at this institution	3.05*+
32	The extent to which this institution is appropriately organized	3.11*
22	The extent to which this institution has been successful in positively motivating my performance	3.14*+
10	The extent to which information is shared within this institution	3.14*+
44	The extent to which my work is guided by clearly defined administrative processes	3.25*+
11	The extent to which institutional teams use problem-solving techniques	3.41*+
Area to Change—Customized		Mean
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	3.82
57	The extent to which Harper partners effectively with the business community	3.84**

* Top priority for discussion in 2008

+ Top priority for discussion in 2011

** This question cannot be compared.

Table 18. Priorities for Change: Campus Operations

Area to Change		Mean
25	The extent to which a spirit of cooperation exists at this institution	2.32*+
38	The extent to which I have the opportunity for advancement within this institution	2.61*+
15	The extent to which I am able to appropriately influence the direction of this institution	2.78
22	The extent to which this institution has been successful in positively motivating my performance	2.84*+
4	The extent to which decisions are made at the appropriate level at this institution	2.84*+
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions and beliefs	2.89*
39	The extent to which I am given the opportunity to be creative in my work	2.89
43	The extent to which a spirit of cooperation exists in my department	2.89*
46	The extent to which professional development and training opportunities are available	2.89*+
10	The extent to which information is shared within this institution	2.95*+
12	The extent to which positive work expectations are communicated to me	2.95*
24	The extent to which there is an opportunity for all ideas to be exchanged within my work	2.95
45	The extent to which I have the opportunity to express my ideas in appropriate forums	2.95+
Area to Change—Customized		Mean
55	The extent to which Harper demonstrates to taxpayers that it's an effective investment of public funds	3.29
56	The extent to which I have an opportunity for involvement with carrying out Harper's Strategic Plan	3.39*+
47	The extent to which Harper regularly demonstrates a commitment to racial and ethnic diversity	3.79*

* Top priority for discussion in 2008

+ Top priority for discussion in 2011

** This question cannot be compared.

Comparative Analysis: Demographic Classifications

As depicted in Table 19, Part-time employees rated the climate highest within its demographic group (3.87), while Full-time employees rated the climate lowest within its demographic group (3.73). In terms of length of employment, those individuals with less than one year of employment rated the climate highest (4.24). However, respondents with 10-14 years of employment rated the climate lowest with a composite rating of 3.62.

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	3.73	4.11	4.24	4.15	4.08	4.01
Classified	3.24	3.70	3.65	3.98	3.90	3.61
Managerial/Supervisory/Confidential	3.28	3.99	4.00	4.03	3.95	3.76
Full-time Faculty	3.39	3.98	3.95	4.17	4.02	3.83
Adjunct Faculty	3.69	3.93	3.87	4.13	4.06	3.90
Professional Technical	3.29	3.82	3.86	4.03	4.00	3.70
Campus Operations	3.09	3.17	3.12	4.17	3.94	3.38
Your status at this institution is:						
Full-time	3.31	3.86	3.84	4.08	3.97	3.73
Part-time	3.65	3.91	3.87	4.13	4.07	3.87
What gender are you:						
Male	3.52	3.93	3.94	4.15	3.99	3.85
Female	3.40	3.85	3.80	4.07	4.02	3.75
Please select the race/ethnicity that best describes you:						
Hispanic or Latino, of any race	3.54	3.88	3.83	4.06	4.04	3.80
American Indian or Alaska Native, not Hispanic or Latino	N/A	N/A	N/A	N/A	N/A	N/A
Asian, not Hispanic or Latino	3.68	4.02	3.87	4.02	4.00	3.89
Black, not Hispanic or Latino	3.39	3.95	3.63	4.16	4.17	3.77
White, not Hispanic or Latino	3.45	3.88	3.87	4.11	4.02	3.79
Other (Including Two or more races, not Hispanic or Latino and Native Hawaiian or Other Pacific Islander, not Hispanic or Latino)	3.16	3.77	3.78	4.12	3.86	3.66

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

N/A – There were no responses for this option.

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	4.12	4.32	4.30	4.28	4.23	4.24
1-4 years	3.67	4.05	3.98	4.15	4.08	3.94
5-9 years	3.37	3.82	3.80	4.05	3.97	3.73
10-14 years	3.18	3.72	3.72	4.02	3.96	3.62
15 or more years	3.26	3.75	3.73	4.10	3.94	3.67

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

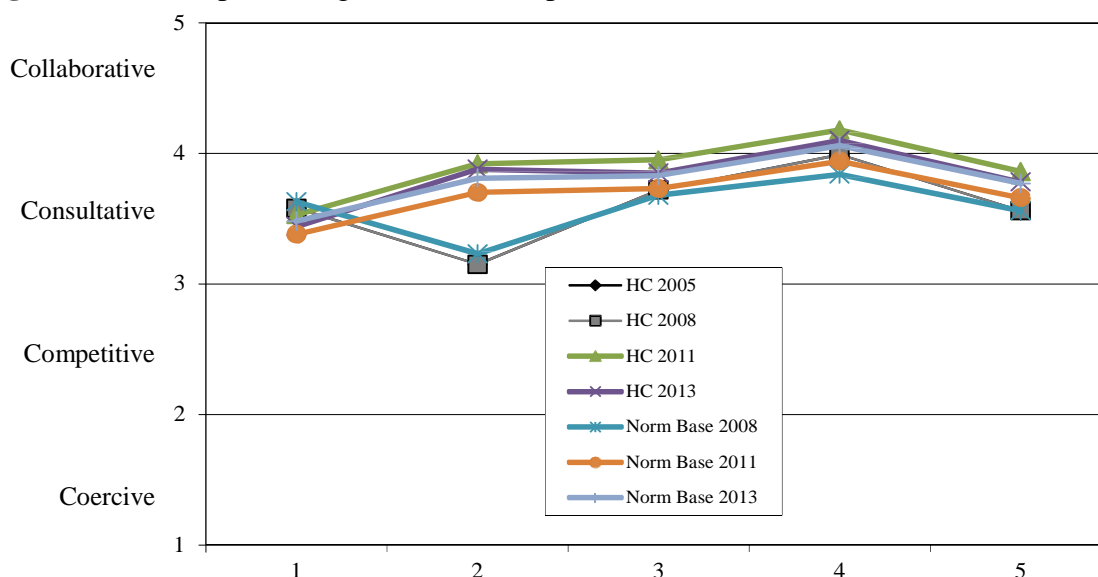
Comparative Analysis: Norm Base

Table 20 and Figure 10 show how Harper College compares with the NILIE PACE Norm Base, which includes approximately 69 different climate studies conducted at two-year institutions since 2010. 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 two-year period. Normative data are not available for the Customized climate factor area developed specifically for Harper College. Table 20 and Figure 10 also show how the current administration of the PACE survey at Harper College compares with the 2005, 2008, and 2011 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 2005 *^	HC 2008*	Norm Base 2008+	HC 2011	Norm Base 2011+	HC 2013	Norm Base 2013
Institutional Structure	3.58	3.64	3.63	3.53	3.38	3.44	3.48
Supervisory Relationships	3.15	3.24	3.23	3.92	3.70	3.88	3.81
Teamwork	3.72	3.72	3.68	3.95	3.73	3.85	3.83
Student Focus	3.99	3.99	3.84	4.18	3.94	4.10	4.06
Overall	3.56	3.61	3.56	3.86	3.66	3.78	3.77

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



* Categories did not include adjunct faculty in 2008 PACE administration

^ The 2005 HC climate 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. Additionally, norm base scores are unavailable for the 2005 data as the report has since been revised.

+ 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 Harper College compares question by question to the PACE Norm Base maintained by NILIE. Data for the 2011 and 2013 survey administrations are presented. Of these standard pace questions presented, there were (13) instances in which the mean was significantly different than the norm base in both years. Two represent the Institutional Structure climate factor (items #29 and 41), five represent the Supervisory Relationship climate factor (items #2, #12, #20, #21, and #46), and six represent the Student Focus climate factor (items #7, #18, #23, #28, #31, and #42).

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

		Harper College Mean 2013	Norm Base 2013
Institutional Structure			
1	The extent to which the actions of this institution reflect its mission	3.82^	3.87
4	The extent to which decisions are made at the appropriate level at this institution	3.22^	3.30
5	The extent to which the institution effectively promotes diversity in the workplace	3.71*	3.90
6	The extent to which administrative leadership is focused on meeting the needs of students	3.73^	3.74
10	The extent to which information is shared within the institution	3.24^	3.22
11	The extent to which institutional teams use problem-solving techniques	3.49^	3.44
15	The extent to which I am able to appropriately influence the direction of this institution	2.99*	3.14
16	The extent to which open and ethical communication is practiced at this institution	3.26^	3.34
22	The extent to which this institution has been successful in positively motivating my performance	3.41^	3.46
25	The extent to which a spirit of cooperation exists at this institution	3.30^	3.39
29	The extent to which institution-wide policies guide my work	3.61*^	3.73
32	The extent to which this institution is appropriately organized	3.32^	3.29
38	The extent to which I have the opportunity for advancement within this institution	3.04	3.11
41	The extent to which I receive adequate information regarding important activities at this institution	3.76*^	3.66
44	The extent to which my work is guided by clearly defined administrative processes	3.45^	3.49
Mean Total		3.44^	3.48

^ T-test results indicate a significant difference between the 2011 mean and the 2011 Norm Base mean ($\alpha=0.05$).

* T-test results indicate a significant difference between the 2013 mean and the 2013 Norm Base mean ($\alpha=0.05$).

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

		Harper College Mean 2013	Norm Base 2013
Supervisory Relationships			
2	The extent to which my supervisor expresses confidence in my work	4.29*^	4.18
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.08^	4.05
12	The extent to which positive work expectations are communicated to me	3.82*^	3.72
13	The extent to which unacceptable behaviors are identified and communicated to me	3.65^	3.67
20	The extent to which I receive timely feedback for my work	3.82*^	3.66
21	The extent to which I receive appropriate feedback for my work	3.86*^	3.71
26	The extent to which my supervisor actively seeks my ideas	3.81^	3.74
27	The extent to which my supervisor seriously considers my ideas	3.89^	3.82
30	The extent to which work outcomes are clarified for me	3.67^	3.67
34	The extent to which my supervisor helps me to improve my work	3.80^	3.74
39	The extent to which I am given the opportunity to be creative in my work	3.96^	4.03
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.63^	3.67
46	The extent to which professional development and training opportunities are available	3.93*^	3.81
Mean Total		3.88^	3.81

Table 23. Teamwork Mean Scores Compared to the NILIE Norm Base

		Harper College Mean 2013	Norm Base 2013
Teamwork			
3	The extent to which there is a spirit of cooperation within my work team	3.93^	3.91
14	The extent to which my primary work team uses problem-solving techniques	3.90^	3.85
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.75^	3.79
33	The extent to which my work team provides an environment for free and open expression	3.81^	3.81
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.89^	3.84
43	The extent to which a spirit of cooperation exists in my department	3.84^	3.82
Mean Total		3.85^	3.83

^ T-test results indicate a significant difference between the 2011 mean and the 2011 Norm Base mean ($\alpha=0.05$).

* T-test results indicate a significant difference between the 2013 mean and the 2013 Norm Base mean ($\alpha=0.05$).

Table 24. Student Focus Mean Scores Compared to the NILIE Norm Base

Student Focus	Harper College Mean 2013	Norm Base 2013
7The extent to which student needs are central to what we do	4.03*^	3.94
8The extent to which I feel my job is relevant to this institution's mission	4.40^	4.45
17 The extent to which faculty meet the needs of students	4.02^	4.00
18 The extent to which student ethnic and cultural diversity are important at this institution	4.01*^	4.11
19 The extent to which students' competencies are enhanced	3.93^	3.96
23 The extent to which non-teaching professional personnel meet the needs of the students	4.06*^	3.93
28 The extent to which classified personnel meet the needs of the students	4.09*^	3.87
31 The extent to which students receive an excellent education at this institution	4.29*^	4.17
35 The extent to which this institution prepares students for a career	4.12^	4.16
37 The extent to which this institution prepares students for further learning	4.19^	4.16
40 The extent to which students are assisted with their personal development	3.95^	3.94
42 The extent to which students are satisfied with their educational experience	4.05*^	3.94
Mean Total	4.10^	4.06
Overall Total	3.78^	3.77

^ T-test results indicate a significant difference between the 2011 mean and the 2011 Norm Base mean ($\alpha=0.05$).

* T-test results indicate a significant difference between the 2013 mean and the 2013 Norm Base mean ($\alpha=0.05$).

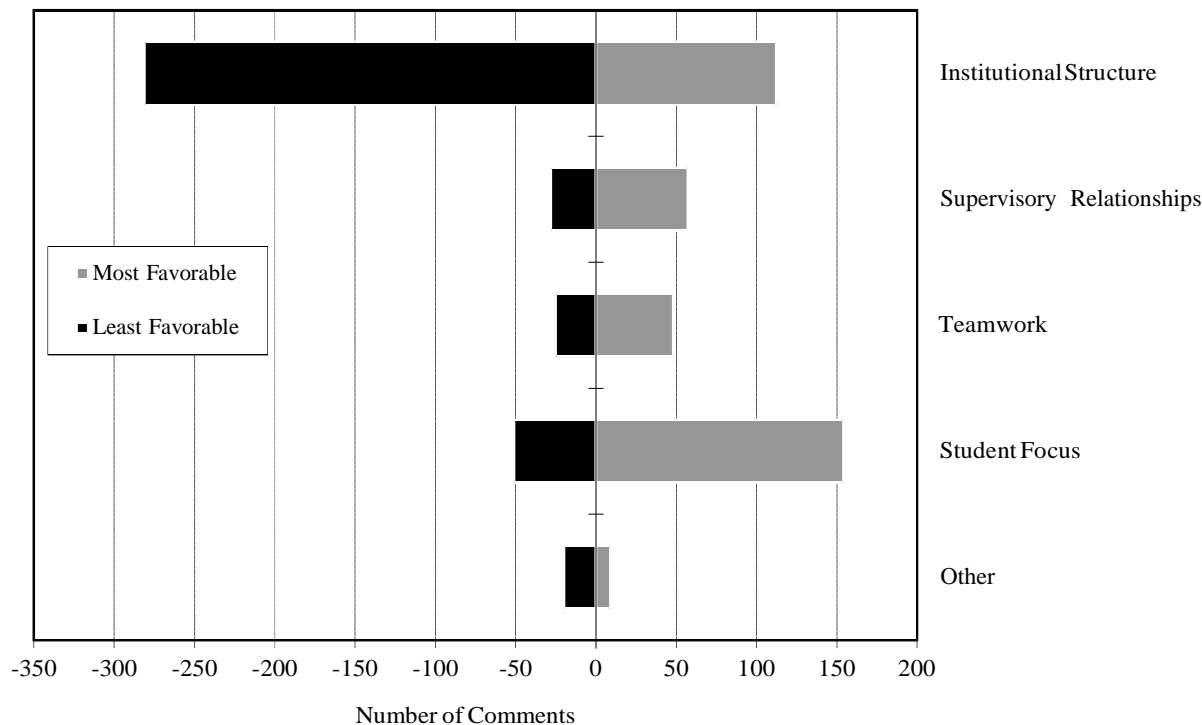
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 708 Harper College employees who completed the PACE survey, 51.3% (363 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 Harper College 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 Student Focus and Institutional Structure climate factors. Please refer to Tables 25 and 26 for sample comments categorized by climate factor and the actual number of responses provided by Harper College 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 individual offices or persons can be identified or 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=112)	<p><i>I love working at this College. I believe in what we do and that we are consistently moving forward towards our mission in creative and innovative ways. In particular, I am very appreciative of the communication efforts of the College and the new formats being used.</i></p> <p><i>I think Harper is achieving its basic mission of serving students and community members. People in the community always seem to have a positive view of Harper. Harper also seems to be placing a lot of emphasis on cultural diversity.</i></p> <p><i>Harper overall is a wonderfully inclusive organization that respects the individual. The mission of promoting success, both in students and faculty is well supported from the top.</i></p> <p><i>Harper makes a real effort to support diversity and encourage internationalization as well as diversity. It offers a myriad of speakers and workshops to expand the mind and increase knowledge of emerging pedagogy.</i></p> <p><i>Harper is improving in being transparent. They are also improving on listing to different groups on campus to make all work groups to feel more inclusive.</i></p> <p><i>The internal communication on the employee portal is wonderful. If employees want to stay abreast of the College, news it's available in many formats.</i></p> <p><i>Harper creates an environment where we as employees are given the opportunity to serve on committees and be a part of the decision making process. These are both huge advantages of this institution.</i></p> <p><i>For the most part, the workers at Harper College are a great bunch of people and when we are allowed to work together, we have no problem pulling things in line so that everything will run smoothly.</i></p> <p><i>I feel Harper does a very good job welcoming the teachers to the school. The Café is always a great source to answer questions and to understand how the College runs. It's better than any other school I have taught.</i></p> <p><i>Harper excels in the area of promoting the spirit of community. The community aspect of the community College experience is not understated. There are many programs, events, and activities offered year round to get members of the community engaged and aware of all that Harper has to offer.</i></p> <p><i>The amount of collaboration amongst my colleagues makes the classroom preparation much easier. I know there are very experienced, open-minded individuals here at Harper who are willing to assess and provide feedback to how a new idea for a class may work.</i></p> <p><i>I find everyone here is very willing to share their knowledge and encourages any and all training that would assist me in doing a better job.</i></p> <p><i>The Harper support staff, secretaries and office personnel, are superlative. They're pleasant, efficient, and always ready to go the extra mile. They are great people and doing a fantastic job.</i></p>

Table 25. *Continued*

Factor	Themes
Supervisory Relationship (n=57)	<p><i>I am fortunate to work for a Dean who is open minded, fair, thoughtful, and supportive of diverse personnel and diverse ideas. As such, my own corner of Harper, including those I supervise and the students I serve, are a positive experience.</i></p> <p><i>My direct supervisors are tremendous motivators, and seem to be genuinely interested in my ideas and my work. They create a positive work environment.</i></p> <p><i>My supervisor supports me in all the ways necessary and encourages me to better myself.</i></p> <p><i>My supervisor is excellent. I am provided feedback, readiness for discussion, time for meetings, and I feel listened to.</i></p> <p><i>I work well with and appreciate the support of my supervisor. I have had numerous opportunities to grow personally and professionally while working at Harper College.</i></p> <p><i>Overall, I am supported to be creative in my classroom, supported in my teaching activities, and given appropriate positive feedback for my performance.</i></p> <p><i>My supervisor encourages unity within the department and well receives our ideas and suggestions for improvement and enhancement.</i></p> <p><i>My supervisor is the epitome of a great boss and leader. Appreciation is given, input is taken into consideration, he/she is considerate of my time, and he/she continues to help me in my personal/professional growth.</i></p> <p><i>The freedom the instructors have to make their classes their own in the guidelines of the course is favorable. This really reflects in their teaching and students are going to be more interested in a course where the instructors are motivated, in more than a financial way, to teach the course.</i></p> <p><i>My position allows me sufficient support from my program coordinator and a lot of freedom to utilize many different techniques to ensure my students are understanding the material.</i></p> <p><i>I love that I am able to do a job I have a passion for and can be creative. I have the support of my boss and the freedom to really flourish in my job.</i></p> <p><i>Areas that I find most favorable would be the opportunity to continue professional development to improve my own skills and work ethic to in turn provide a better service for faculty and students.</i></p> <p><i>The institution is very supportive of ongoing professional development and provides opportunities for continuing education relevant to course work.</i></p> <p><i>Professional development opportunities have been fantastic at Harper, both internal training and funding/support for external training programs.</i></p> <p><i>I really appreciate the opportunities to continue my academic and personal growth in order to provide the best educational processes for students.</i></p>

Table 25. *Continued*

Factor	Themes
Teamwork (n=48)	<p><i>The community in departments and work teams is very strong. It supports creativity and innovation.</i></p> <p><i>I have never had a problem with my fellow teachers or supervisor. They are all great and open to new ideas. In instances where I have needed help, I was able to receive that help with no issues or problems.</i></p> <p><i>I am fortunate to work in a center which fosters inclusivity, creativity and supports us as workers and individuals.</i></p> <p><i>My specific department and supervisors create a nice place to work. We all work together to get the job done in a fun and timely manner.</i></p> <p><i>My work group, which I interpret to mean departmental faculty, is collaborative and cooperative. There is great effort to support each other and to make equal contributions to departmental policies and projects.</i></p> <p><i>The most favorable augmentations of the institution seem to happen locally within the departments in which employees directly work. Tight bonds are formed and maintained by employees who love and believe in their work and the school.</i></p> <p><i>The department where I work is excellent. All of the full-time faculty are willing to share their materials and ideas for teaching. Also, everyone in the department is open to hearing ideas from others. The department is clearly working towards what is best for the students. In all the places I have worked in both profit and non-profit organizations, I have never worked with a group that is so willing to share information and see that everyone succeeds - students, adjuncts, staff, faculty, and administrators.</i></p> <p><i>I work in an amazing department. My colleagues are always supportive of each other and the students. They have been in the profession for years, and are still passionate for what they do and who they serve. It makes me happy to go to work.</i></p> <p><i>I find the transparency within the department I am in to be pleasant, and refreshing.</i></p> <p><i>I highly value and respect my department and division. It's a collaborative atmosphere with innovation encouraged and high standards maintained.</i></p> <p><i>My department is very conducive to producing excellent outcomes. It is a great working environment, physically and mentally.</i></p> <p><i>I am very fortunate to be working in a department where my opinion is valued and considered.</i></p> <p><i>I enjoy my work area because my ideas are acknowledged, appreciated, and considered.</i></p> <p><i>The department I work in is very collaborative. Ideas are shared and welcomed.</i></p>

Table 25. *Continued*

Factor	Themes
Student Focus (n=154)	<p><i>I think that Harper's latest efforts to support job preparation for students not looking to continue in a 4-year degree has been a real feather in our cap.</i></p> <p><i>Harper does an exceptional job catering to student needs and preparing the students for graduation or transfer from the institution. This is a testament to the abilities and work ethic of the College's employees and their dedication to enabling student success.</i></p> <p><i>The College as a whole does an excellent job of putting students at the forefront. I believe that most of us who work for the College support the students 100% and do whatever we can to assist them and make their experience with the College a positive one.</i></p> <p><i>I think the faculty on this campus are very much dedicated to our students. I am very confident of our students' futures because of the education and care they receive here.</i></p> <p><i>I believe the collaboration with external partners has yielded the greatest outcomes for our students. Whether through curricular alignment, filling actual business needs, or inspiring students, these have truly led to benefits that move the needle to success for students.</i></p> <p><i>I feel that students can get a good education at Harper, and there are some very fine teachers at this institution. Adjunct instructors work hard for their students because they're dedicated professionals.</i></p> <p><i>Faculty and staff are incredibly well-educated and hardworking, and the dedication to students is incredible.</i></p> <p><i>I continue to be impressed by the quality of faculty that is drawn to Harper. Having been a university professor for several years before coming to Harper, I have found the quality of faculty throughout the institution to be the best of my career.</i></p> <p><i>This is a great institution. We continue to not only prepare students for additional education, or to directly enter the workforce, but we have dramatically changed the lives of many students in a positive fashion.</i></p> <p><i>Faculty are generally very supportive of each other and work effectively to improve the quality of instruction and learning opportunities for our students.</i></p> <p><i>The commitment of faculty and counselors to meeting the students' best interest is professionally and personally motivating. Our support for educating and in assessing students' helps us to provide different service models and resources based on the variety of students we serve including: traditional aged, adult, immigrants, homemakers, vocational, university bound, first -generation student, etc.</i></p> <p><i>Our area provides excellent service to students. The staff works tirelessly to recruit, enroll, and retain students while helping them with tutoring if necessary.</i></p>

Table 25. *Continued*
Factor **Themes**

Other (n=9)	<u>Facilities</u> <i>The campus grounds and buildings are kept nicely and always look beautiful and clean.</i>
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Table 26. Least Favorable Responses—Sample Comments and Actual Number of Responses at Harper College

Factor	Themes
Institutional Structure (n=281)	<p><i>On an institution level, I don't see it as organized. Last minute information is often provided. Further, I don't see a spirit of cooperation. Upper management and staff are clearly divided. There is very little if any consideration for staff.</i></p> <p><i>Harper needs to remember that part of its commitment is to provide education and services to all of the Harper community, not just Full-time students transferring to four-year colleges. Harper needs to review the mission of serving the wider community and provide more support for community members and their children who need help in accessing the educational opportunities at Harper.</i></p> <p><i>Internal communications, career ladder, and collaboration on strategic goals are very poorly handled at this institution. Personalities are allowed to discolor the waters we all swim in. Leadership is lacking in a number of key areas, and staff lower down the ladder are ignored if they are not someone's favorite. A lot of talented and valuable people are not fully developed in their roles, while less competent individuals get promoted. The morale among staff groups is very low, and the College shows no concern or commitment for addressing it.</i></p> <p><i>Harper is lacking in the alignment of academic and technical training programs to career pathways and what employers are seeking in prospective employees. There is a lack of interest in partnering or creating synergies with Continuing Education Career Training programs which prepare individuals for in demand employment opportunities along with advanced certifications in IT and project management.</i></p> <p><i>Harper has an open and cooperative environment, generally. Our executive leadership is strong and passionate; however, at times the passion and drive of the highest level administrators leads to: 1) an overabundance of well-intentioned, but very labor intensive initiatives, or 2) more "top-down" initiatives than may be desired. It seems if one reflects on each new initiative begun within the last year, even though they overlap, there are many and pull people in directions that hinders them from dedicating time and effort to their "hired" duties.</i></p> <p><i>There is a very poor level of communication between top levels of the administration and the mid and lower level staff. Decisions are made without consultation or explanation. When task forces are formed to study possible changes in College operations (i.e. shared governance), it appears as though the outcome is predetermined and the task force is guided towards the solution desired by the administration.</i></p> <p><i>The matter of diversity and inclusion does not accurately represent the district in which it serves, but a more popular global position that actually is more offensive to other groups that do reside on campus.</i></p>

Table 26. *Continued*

Factor	Themes
	<p><i>I think the institution really needs to do some serious work in relation to diversity. In particular, I think more attention should be paid not just too racial and ethnic diversity, but also to the experiences of women and the LGBT community.</i></p> <p><i>Many faculty and administrators cannot relate to our students background regarding cultural diversity and economic class and the issues that hinder student performance in class. Training is needed in cultural competency and training is needed regarding economic issues that our students face.</i></p> <p><i>While diversity is very important, it should not be achieved at the cost of quality.</i></p> <p><i>Harper focuses too much on diversity only for the sake of diversity. Diversity should enhance the learning environment for all students, faculty, and staff. Over attention to diversity turns it into a burden. It makes one wonder if decisions are made specifically out of a desire to be diverse as opposed to choosing the best- qualified candidate. It is impossible to remove bias when an organization is constantly thrusting those differences in our face in the name of diversity. To be truly unbiased, one's race, color, creed, ethnicity, or sexual preference should not matter at all.</i></p> <p><i>Communication, or lack of it, is an issue. As an adjunct faculty member, I often only learn of policy changes or issues through word of mouth. As an example, the administration said we would have a statement in writing from HR. correctly explaining work hour issues. This was promised at the beginning of the school year. It, to my knowledge, has never been issued.</i></p> <p><i>I hesitated a little bit answering the questions about open communication because sometimes decisions are announced after they have been made or I found out about major initiatives or summits after the opportunity for input has closed. Overall, though, communication and transparency have definitely improved under the current administration.</i></p> <p><i>The shared governance system is a guise for inclusion in communal decision-making but is often manipulated to achieve the desired outcome. Committees are often filled with individuals that have a specific agenda and do not possess the required objectivity to effectively serve.</i></p> <p><i>As an adjunct faculty member, I feel that my opinion is not valued as much as those of a full-time faculty member. Sometimes I feel that, since I teach the entry-level class, that I am just there to do the grunt work and free up the full-time faculty to complete their additional tasks.</i></p> <p><i>Current leadership needs to take an interest in the opinions of those closest to the students and learning environment, and be role model for behaviors of professionalism and respect for all individuals.</i></p>

Table 26. *Continued*

Factor	Themes
	<p><i>I still find the shared governance system to be opaque. Also, ideas are forwarded and often just sat upon, especially in regards to the President's Climate Commitment. We are supposed to be working toward a carbon neutral campus and ideas put forth to forward this commitment are continually ignored or rejected.</i></p> <p><i>Micro managing is a problem. Making decisions, both major and minor, without involving those most affected has become the norm at Harper. That's a morale buster. There is a general lack of respect for the work done by faculty to build Harper's superior academic reputation. Administration seems willing to make arbitrary and often unnecessary financial decisions that negatively affect that reputation. Ironically, many of these decisions have a negative effect on enrollment and credit hour production, the very things that seem to be the driving force in our administration.</i></p> <p><i>There is a lack of transparency between administration and faculty/staff with regard to both the nature and implementation of policy. Priorities often do not seem aligned, or stated goals do not match actions.</i></p> <p><i>It is great that students are the primary focal point for our strategic plans, as we are a school. However, the importance of employees has decreased drastically over the past 3 years. The morale remains very low, and top management doesn't seem to care. I guess the philosophy is that employees are easy to replace.</i></p> <p><i>There are too many meetings, and I cannot keep up with workload. It's exhausting to be here day after day. Same people get the big projects over and over again, creating workload strain.</i></p> <p><i>My dissatisfaction is with the top management of the school. It has been made clear that administrative staff are second hand citizens not to be treated the same way as faculty. Dress codes are different, pay increases are different, and now the governance committees have also been divided along those lines.</i></p> <p><i>The pace of change and new initiatives/ideas is just too fast and too sweeping. Too many people are carrying too many top priority duties to be truly effective with any of them. The environment is competitive and hierarchical and people are afraid to express their fears about workload and needs for clarity.</i></p> <p><i>The administration of this College knowingly fosters a divisive atmosphere by favoring one group (faculty) over all others. This is creating an "us vs. them" mentality, which the administration supports. Morale for all other employee groups is very low as we are constantly reminded that we are not the faculty, therefore not important.</i></p> <p><i>Cooperation between departments/programs could be improved. It could start by providing opportunities to learn what the other departments/programs do and how that impacts or benefits our own department/program.</i></p>

Table 26. *Continued*

Factor	Themes
	<i>Classified staff are a consistently forgotten and unappreciated core group who is the backbone of this College that works the front lines. At all campus meetings and gatherings and in newsletters almost every other employee groups receives recognition with the exception of this group.</i>
	<i>Communication between faculty and support staff is often less than optimum. Staff members who have been working here long term anticipate needs of faculty which is not often communicated to shorter-term staff. There should be policies or procedures instead of just hearsay or anecdotal transfer of information.</i>
	<i>I am not sure how well upper administration really listens to adjunct faculty. There are several current issues regarding time able to work and the right to work issue where qualified adjunct faculty will no longer be able to teach. Harper should work to figure out how to keep these talented people.</i>
	<i>I don't think that between departments/divisions that the goals are commonly understood. There is a lot of tension when one department's goal is different than the next and then they are expected to have a partnership. There should be a common goal to always return to for all of us.</i>
	<i>I think customer service, in particular, can be improved upon College-wide. It is inconsistent across the College with some areas performing extremely well and others performing extremely poorly.</i>
	<i>The organizational structure is rather complex and presents itself a series of communication issues. There is a serious need for a position focused on community outreach and greater engagement with the business community.</i>
	<i>At a higher level, there often seems to be a desire to bring in people from outside the institution. I think it would improve the College to develop and promote more existing managers and administrators.</i>
	<i>I am extremely dissatisfied with the opportunities available for Classified Staff for career advancement. I have applied for numerous jobs on campus only to lose out on the jobs by Harper hiring from the outside. It is shocking to me that we are in the business of helping students advance themselves and we don't even advance our own. And it is not just me. I have heard numerous other Classified Staff members that have had this same thing happen to them. They and I are good employees and have a proven track record with Harper, are improving themselves with continuing their educations and are passed over time and time again on jobs at Harper.</i>
	<i>I have little confidence that I will have the opportunity for advancement within the College, or even my own department. I have worked in several departments, gaining a wide and varied background of fields within the College. My experience at the College has not translated to work experience needed in job descriptions. I've been hopeful that I can find a path to advancement here at Harper, but most opportunities seem to be going to outside applicants. It's quite discouraging.</i>

Table 26. *Continued*

Factor	Themes
Supervisory Relationship (n=28)	<p><i>I am a newer employee and my department has not given me much direction. I feel at a bit of a loss as to what is expected of me.</i></p> <p><i>My supervisor does not give clear direction. Once a direction has been determined by a larger group, my supervisor tells us that the direction is not right. When the supervisor is pressed for further direction, or assistance, we are told that they don't know what the right answer is, but they know it isn't what has been proposed. This has created a sense of confusion and chaos amongst the team.</i></p> <p><i>My start as an employee was very disorganized. I received almost no guidance and did not know who my students were or how to go on my e-mail before my first class started.</i></p> <p><i>I am an adjunct that teaches one class per semester. In the several years that I have taught, there have been three occasions when someone has observed my classroom. I have met with two people in several years to discuss my teaching strengths and weaknesses. The only consistent feedback I receive are the surveys the students fill out. These help inform me of my weaknesses, but do not offer suggestions or remedies.</i></p> <p><i>I wish that I was able to create my own exams and homework that stress topics that I believe are more important than other topics.</i></p> <p><i>Professional development opportunities and recognition for classified staff is sorely lacking. Further, professional development opportunities are very few and it's hard to seek it outside the College.</i></p>
Teamwork (n=25)	<p><i>Our department is understaffed and overworked. There is very little time for reflection on how to best do our respective jobs so at times it can make teamwork very challenging.</i></p> <p><i>Within my own department, there is the unfortunate challenge of some managers or directors that are unwilling to seriously consider the thoughts and suggestions of those below them, their peers, or other areas of the campus directly affected by the suggestions or results of decisions. The overt unwillingness usually leads to unnecessary inter-team or peer strife that becomes time consuming and counterproductive.</i></p> <p><i>The department leadership change in one of our academic areas has very negatively affected the climate of this department in a rather dramatic way. There is a significant need to address the devaluation of faculty and administrative staff that has occurred in the last 6 months. The undercurrent of resentment is beginning to impact what was previously a very collaborative environment.</i></p> <p><i>I have very little interaction with my supervisor. While I appreciate the autonomy, I am very disconnected from my department and have only by chance come across a few peers that I have connected with. Adjunct faculty have very disjointed relationships with Full-time staff.</i></p>

Table 26. *Continued*

Factor	Themes
Student Focus (n=51)	<p><i>Harper is still too focused on the traditional student coming directly from high school. Adult students are growing, and their needs are different. We must develop a more customized, adult-centric model for on-boarding and student progression and support. Otherwise, adult students will continue to look elsewhere to have their educational needs met, and even pay considerably more.</i></p> <p><i>Customer service provided by this department is not acceptable. Student access to Advisers is difficult. Students with complicated situations are not encouraged to speak one on one with advisers. As a staff member, I find it difficult to access staff.</i></p> <p><i>I think that sometimes the strategic initiatives, especially those that are public facing, tend to create more effort to demonstrate proof that we are achieving the goal rather than focusing on empowering the students to achieve their goals.</i></p> <p><i>While the College speaks about student success frequently and has repeatedly identified over many years that students who have face-to-face contact with Counselors have a higher chance of success and completion, we continue to balk at replacing full-time counseling positions that are vacated.</i></p> <p><i>We have more than 1,300 Harper students with disabilities on campus and they are largely ignored by the institution because the institution places emphasis on only racial and ethnic diversity. Harper College has an obligation to the community to address the needs of students with disabilities by providing them with accessible education and accessible campus. The building renovation project throughout campus place a very minimal emphasis on building accessibility and hardly incorporates Universal Design philosophy on building accessibility. The Access and Disability Office is designated to be on third floor of A building when the renovation is done. This is a negative reflection of how the institution perceives the students with disabilities as not important or valued.</i></p> <p><i>The emphasis on student success seems to be in their acquiring skills and in finding a career more than in acquiring the knowledge to go on for further education.</i></p> <p><i>Harper College has historically been known as an outstanding College for producing students who will go on to receive degrees in higher education. I feel that the current administration cares little about maintaining the true quality of this reputation. There is far too much emphasis on remediation and superficial use of technology . I believe these emphases denigrate scholarship and students who wish to transfer to four-year institutions.</i></p> <p><i>Considering the low number of students who complete, there remains a disconnect between what Harper offers and what students need as motivators to become educated and prepared future workers.</i></p> <p><i>I think we need campus wide customer service training. Often times our front line staff are not as respectful and courteous of our students from diverse backgrounds as they should be.</i></p>

Table 26.	<i>Continued</i>
Factor	Themes
Other (n=20)	<p><u>Compensation & Benefits</u></p> <p><i>I feel that Harper should provide the opportunity for departments to offer flex time among staff year round-not just during the summer hours.</i></p> <p><i>As a long time adjunct, I am very dissatisfied with the lack of recognition/appreciation by the College itself, including lack of pay increases. I recently received a 3% pay increase; the first raise in 3 years. I was also told to change the classification of some of my hours, resulting in a significant pay cut.</i></p> <p><i>I am not satisfied with the fact that classified staff is only given a 2% raise every year. I believe that the work we do with the students is worth much more than that. Harper is always talking about equality, yet there is great divide between faculty and staff. We both work with the students to promote their success, so I don't believe we should be treated differently.</i></p>

CONCLUSION

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

Overall, the following have been identified as the top performance areas at Harper College. Eight of these items represent the Student Focus climate factor (items #7, #8, #23, #28, #31, #35, #37, and #42), and two represent the Supervisory Relationships climate factor (items #2 and #9). Of these items, seven were identified as top performing areas in the 2005, 2008, and 2013 PACE administrations. One represents the Supervisory Relationship climate factor (item #2) and six represent the Student Focus climate factor (items #23, #28, #31, #35, #37, and #42).

- ☐ The extent to which I feel my job is relevant to this institution's mission, 4.40 (#8)
- ☐ The extent to which my supervisor expresses confidence in my work, 4.29 (#2)
- ☐ The extent to which students receive an excellent education at this institution, 4.29 (#31)
- ☐ The extent to which this institution prepares students for further learning, 4.19 (#37)
- ☐ The extent to which this institution prepares students for a career, 4.12 (#35)
- ☐ The extent to which classified personnel meet the needs of the students, 4.09 (#28)
- ☐ The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.08 (#9)
- ☐ The extent to which non-teaching professional personnel meet the needs of the students, 4.06 (#23)
- ☐ The extent to which students are satisfied with their educational experience at this institution, 4.05 (#42)
- ☐ The extent to which student needs are central to what we do, 4.03 (#7)

Overall, the following have been identified as the top performance areas within the 2013 Customized climate factor at Harper College.

- ☐ The extent to which Harper inspires individuals to seek education beyond high school, 4.31 (#48)
- ☐ The extent to which Harper promotes partnerships with school districts, 4.29 (#49)
- ☐ The extent to which Harper prepares students to transfer successfully into bachelor degree programs at other colleges and universities, 4.23 (#53)

Overall, the following have been identified as areas in need of improvement at Harper College. All of these items represent the Institutional Structure climate factor. Each of the items were also identified as areas needing improvement in the 2005, 2008, and 2011 PACE administrations.

- ☐ The extent to which I am able to appropriately influence the direction of this institution, 2.99 (#15)
- ☐ The extent to which I have the opportunity for advancement within this institution, 3.04 (#38)
- ☐ The extent to which decisions are made at the appropriate level at this institution, 3.22 (#4)
- ☐ The extent to which information is shared within this institution, 3.24 (#10)
- ☐ The extent to which open and ethical communication is practiced at this institution, 3.26 (#16)
- ☐ The extent to which a spirit of cooperation exists at this institution, 3.30 (#25)
- ☐ The extent to which this institution is appropriately organized, 3.32 (#32)
- ☐ The extent to which this institution has been successful in positively motivating my performance, 3.41 (#22)
- ☐ The extent to which my work is guided by clearly defined administrative processes, 3.45 (#44)
- ☐ The extent to which institutional teams use problem-solving techniques, 3.49 (#11)

Overall, the following have been identified as the areas in need of improvement within the 2013 Customized climate factor at Harper College.

- ☐ The extent to which I have an opportunity for involvement with carrying out Harper's Strategic Plan, 3.50 (#56)
- ☐ The extent to which Harper regularly demonstrates a commitment to racial and ethnic diversity, 3.85 (#47)
- ☐ The extent to which Harper demonstrates to taxpayers that it's an effective investment of public funds, 3.85 (#55)

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 current climate of cooperation and the actions of the institution reflecting its current mission.

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