

PACE (Personal Assessment of the College Environment)

National Initiative for Leadership and Institutional Effectiveness (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.

In May 2010, 2012 and 2014, the Personal Assessment of the College Environment (PACE) survey was administered to employees at Barton Community College (Barton). The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist Barton 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 Barton collaborated to administer a survey that would capture the opinions of personnel throughout the college.

The overall results from the PACE instrument in 2010, 2012 and 2014 indicate a healthy campus climate. Of the more than 120 studies completed by NILIE, few institutions have been found to achieve a fully Collaborative (System 4) environment.

Year	Total Employees	Completed #	Completed %
May-10	438	215	49.10%
Apr-12	422	181	42.90%
Oct-15	608*	324	53.30%

Question Results in each System	Coercive	Competitive	Consultative	Collaborative	Overall	Norm Base
2010 - 46	0	1	46	5	3.66	3.61
2012 - 52	0	0	42	10	3.77	3.66
2014-52	0	0	31	21	3.93	3.77

Category Mean Scores	2010	Norm 2010	2012	Norm 2012	2014	Norm 2014
Student Focus	3.95	3.88	4.04	3.38	4.1	4.05
Teamwork	3.71	3.7	3.84	3.73	3.98	3.84
Supervisory	3.69	3.66	3.86	3.7	4	3.82
Institutional Structure	3.39	3.31	3.44	3.38	3.72	3.47

When comparing to the Norm Base, “which includes 69 different climate based studies conducted at two-year institutions since 2010, in 2012 Barton exceeded the Norm Base statistically in only in Supervisory Relationships. **In 2014, Barton exceeded the Norm Base in Institutional Structure, Supervisory Relationships, and Teamwork.** Compared to itself and to other schools, Barton’s scores improved 2012-2014.

2014

*Personnel Classification	Population	Survey Returned for Analysis	% of Population Represented
Faculty including Associate Faculty	344	149	43.3%
Administrator (self reported)	8	24	300.0%
Staff	256	142	55.5%
Did not respond		9	
Total	608	324	53.3%

2012

*Personnel Classification	Population	Survey Returned for Analysis	% of Population Represented
Full-time Faculty	70	54	77.1%
Staff	200	81	40.5%
Part-time/Association Faculty	139	22	15.8%
Administrators (self-reported)	13	11	84.6%
Did not respond		13	
Total	422	181	42.9%

2010

*Personnel Classification	Population	Survey Returned for Analysis	% of Population Represented
Full-time Faculty	68	62	91.2%
Staff	230	103	44.8%
Part-time/Association Faculty	128	27	21.1%
Administrators (self-reported)	12	22	183.3%
Did not respond		1	
Total	438	215	49.1%

Overall, the following have been identified as the top performance areas at Barton Community College. Seven of these items represent the Student Focus climate factor (items #7, #8, #17, #31, #35, #37, #40), and three represent the Supervisory Relationships climate factor (items #2, #9, #39).

- The extent to which I feel my job is relevant to this institution's mission, 4.44 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.36 (#2)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.19 (#9)
- The extent to which I am given the opportunity to be creative in my work, 4.17 (#39)
- The extent to which student needs are central to what we do, 4.15 (#7)
- The extent to which this institution prepares students for a career, 4.14 (#35)
- The extent to which this institution prepares students for further learning, 4.13 (#37)
- The extent to which students receive an excellent education at this institution, 4.11 (#31)
- The extent to which faculty meet the needs of the students, 4.10 (#17)
- The extent to which students are assisted with their personal development, 4.09 (#40)

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

- The extent to which I believe Barton provides individuals access to enriching activities and events (music and theater performances, gallery exhibits, athletic events, etc.), 4.19 (#51)
- The extent to which I believe Barton students acquire the skills needed to be successful in their academic program, 4.09 (#47)
- The extent to which I believe Barton builds effective partnerships to address workforce needs, 4.04 (#49)

Overall, the following have been identified as areas in need of improvement at Barton Community College. All of these items represent the Institutional Structure climate factor.

- The extent to which I have the opportunity for advancement within this institution, 3.44 (#38)
- The extent to which information is shared within this institution, 3.44 (#10)
- The extent to which I am able to appropriately influence the direction of this institution, 3.48 (#15)
- The extent to which open and ethical communication is practiced at this institution, 3.53 (#16)
- The extent to which a spirit of cooperation exists at this institution, 3.56 (#25)
- The extent to which institutional teams use problem-solving techniques, 3.64 (#11)
- The extent to which this institution is appropriately organized, 3.65 (#32)
- The extent to which decisions are made at the appropriate level at this institution, 3.67 (#4)
- The extent to which this institution has been successful in positively motivating my performance, 3.71 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.83 (#44)

Overall, the following have been identified as the areas in need of improvement within the Customized Climate factor at Barton Community College.

- The extent to which I believe Barton is a leader of economic development in the community, 3.98 (#50)
- The extent to which I believe Barton develops strategies to identify and address on-going workforce needs, 4.00 (#48)
- The extent to which I believe Barton pursues the College Vision with innovative and outstanding people, programs, and services, 4.01 (#52)

The most favorable areas cited in the open-ended questions pertain to the Student Focus climate factor, and specifically the institution's performance in providing students with high-quality education. The least favorable aspects cited in the open-ended responses are consistent with the survey mean scores in that they reinforce a desire to call attention to specific issues regarding the Institutional Structure, specifically the way communication takes place among major stakeholders at the institution and among different departments on campus.