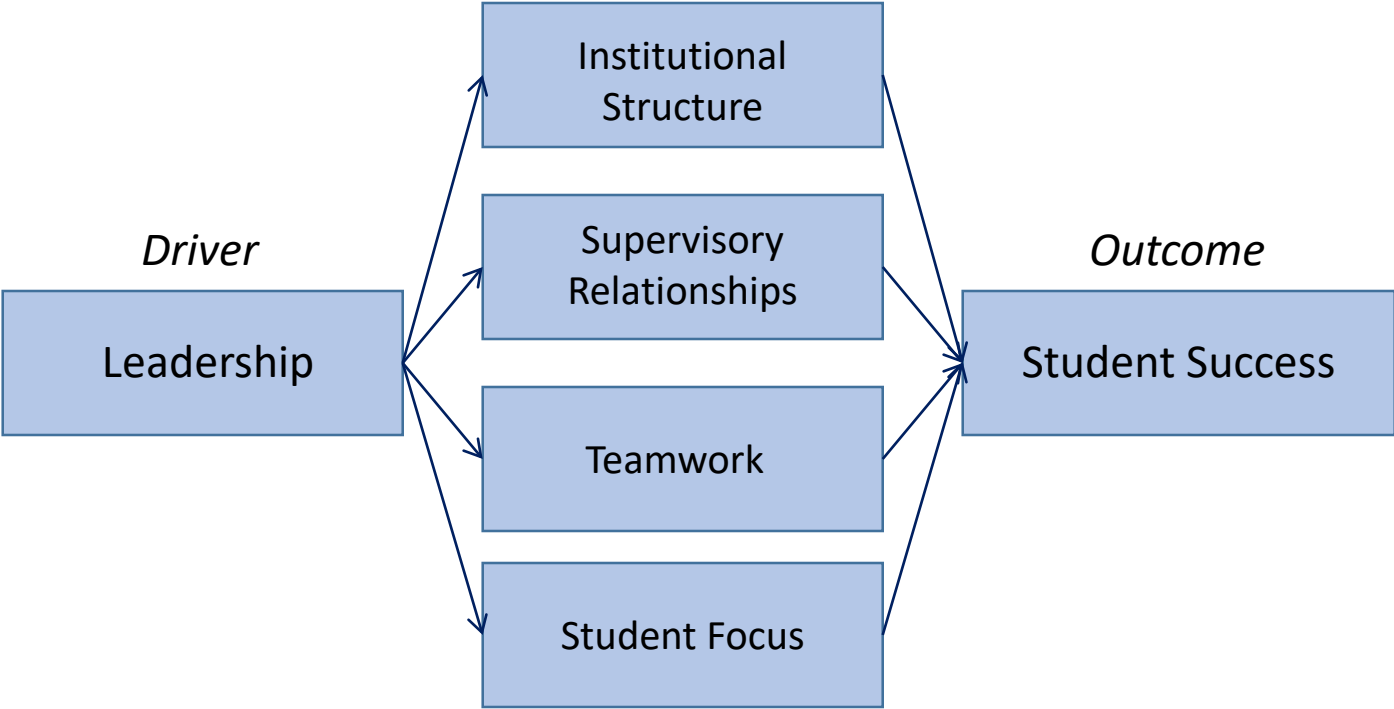


# 2019 Personal Assessment of the College Environment (PACE)

Measuring Climate at Tulsa Community College

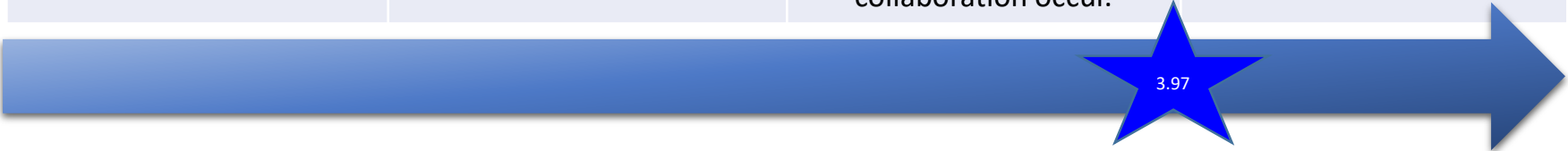


# The PACE Model



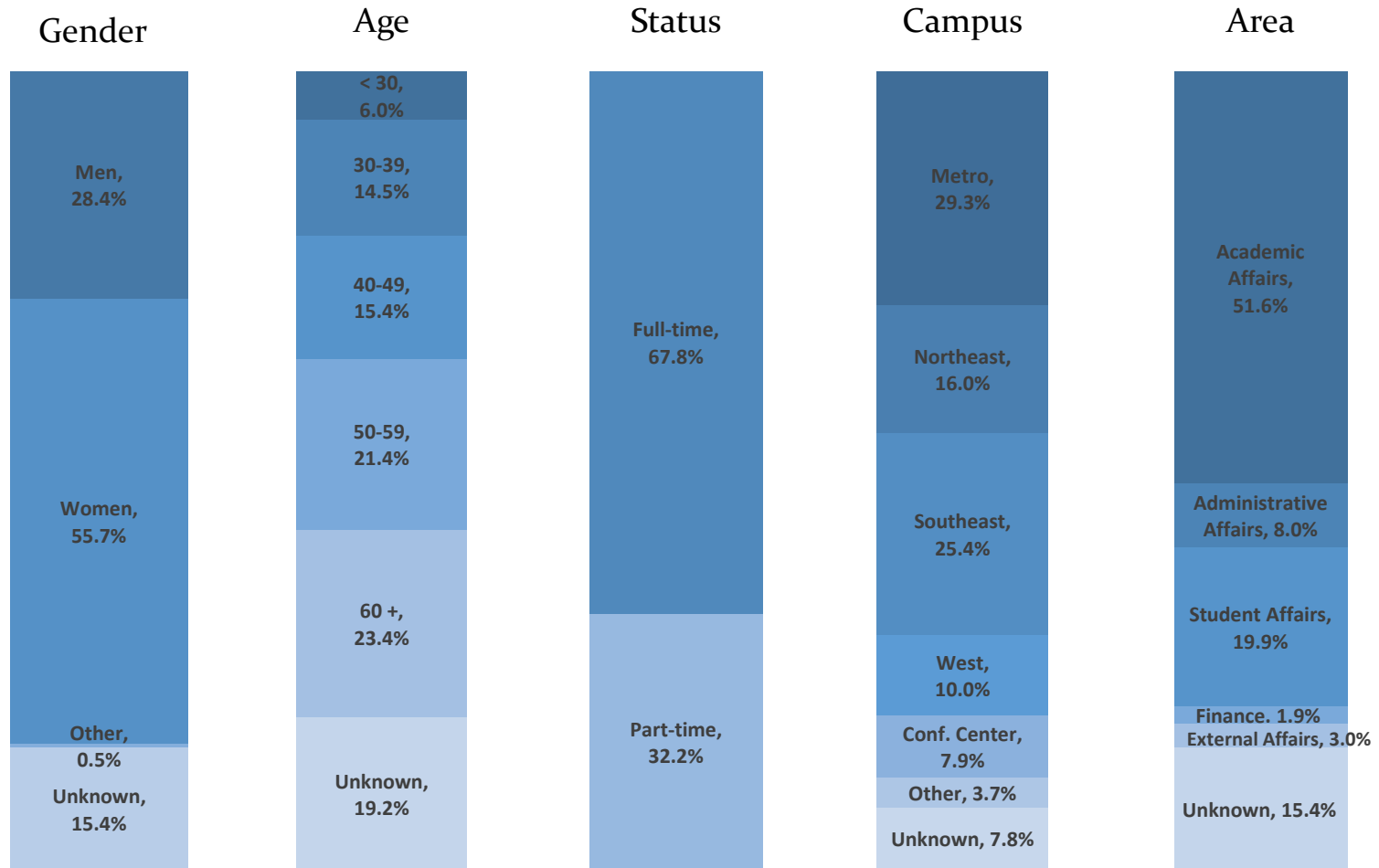
# Four Organizational Systems

Coercive	Competitive	Consultative	Collaborative
Leaders have little confidence or trust in employees; seldom involve them in decision-making	Leaders have condescending confidence and trust in employees; occasionally involve them in decision-making	Leaders have substantial but not complete confidence and trust; and significantly involve employees in decision-making	Leaders have demonstrated confidence and trust in employees; employees are involved in appropriate decision-making
Decisions are top-down.	Some decision-making at lower levels, but top is in control.	More decisions made at lower levels, and leaders consult followers.	Decision-making is widely dispersed and well integrated across all levels.
Lower levels oppose goals established by leadership.	Lower levels cooperate in accomplishing selected goals.	Lower levels deal more with morale and exercise cooperation toward goal accomplishment	Collaboration is employed throughout.
Influence primarily through fear and punishment.	Some influence through rewards and some through fear and punishment.	Influence mainly through rewards. Occasional punishment and some collaboration occur.	Influence through participation and involvement in process.

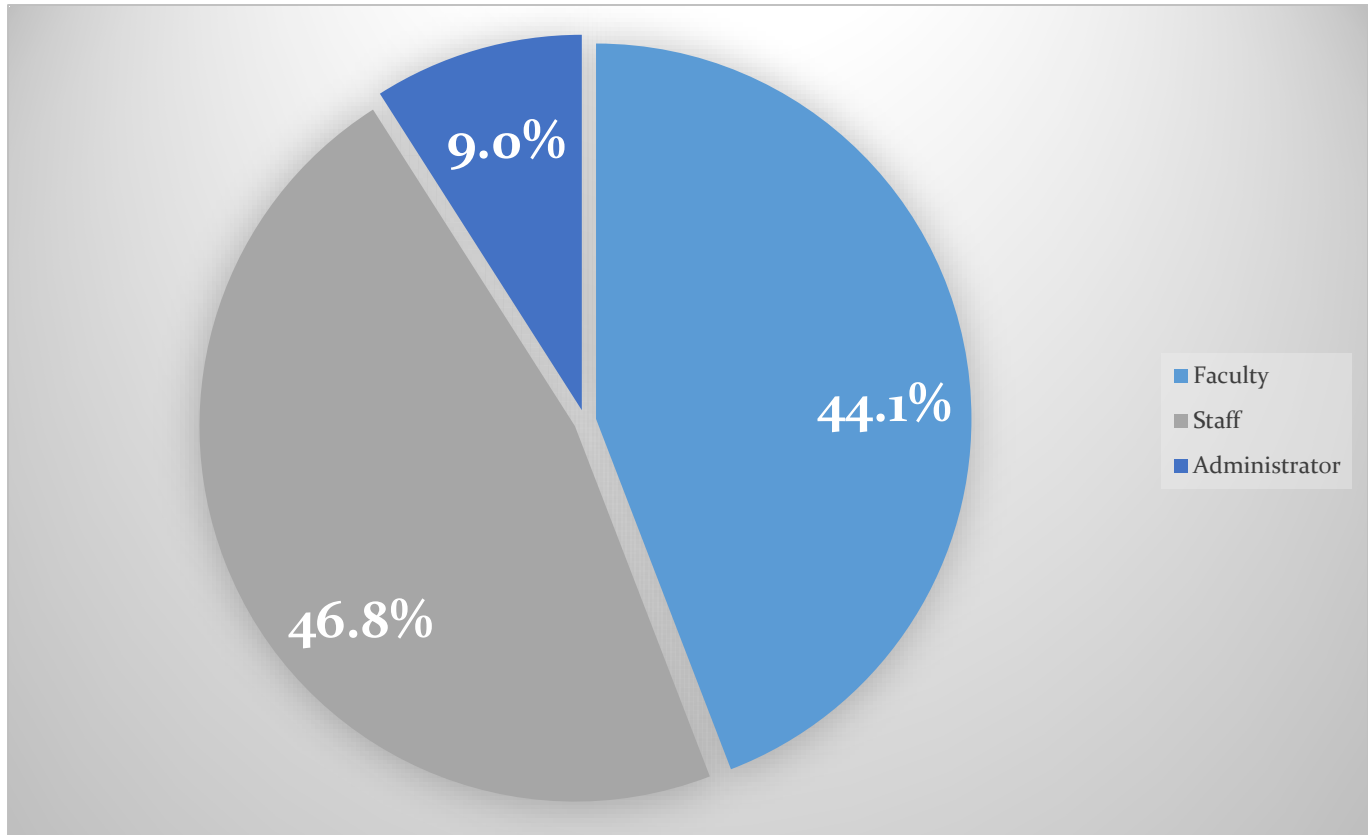


# TCC Sample

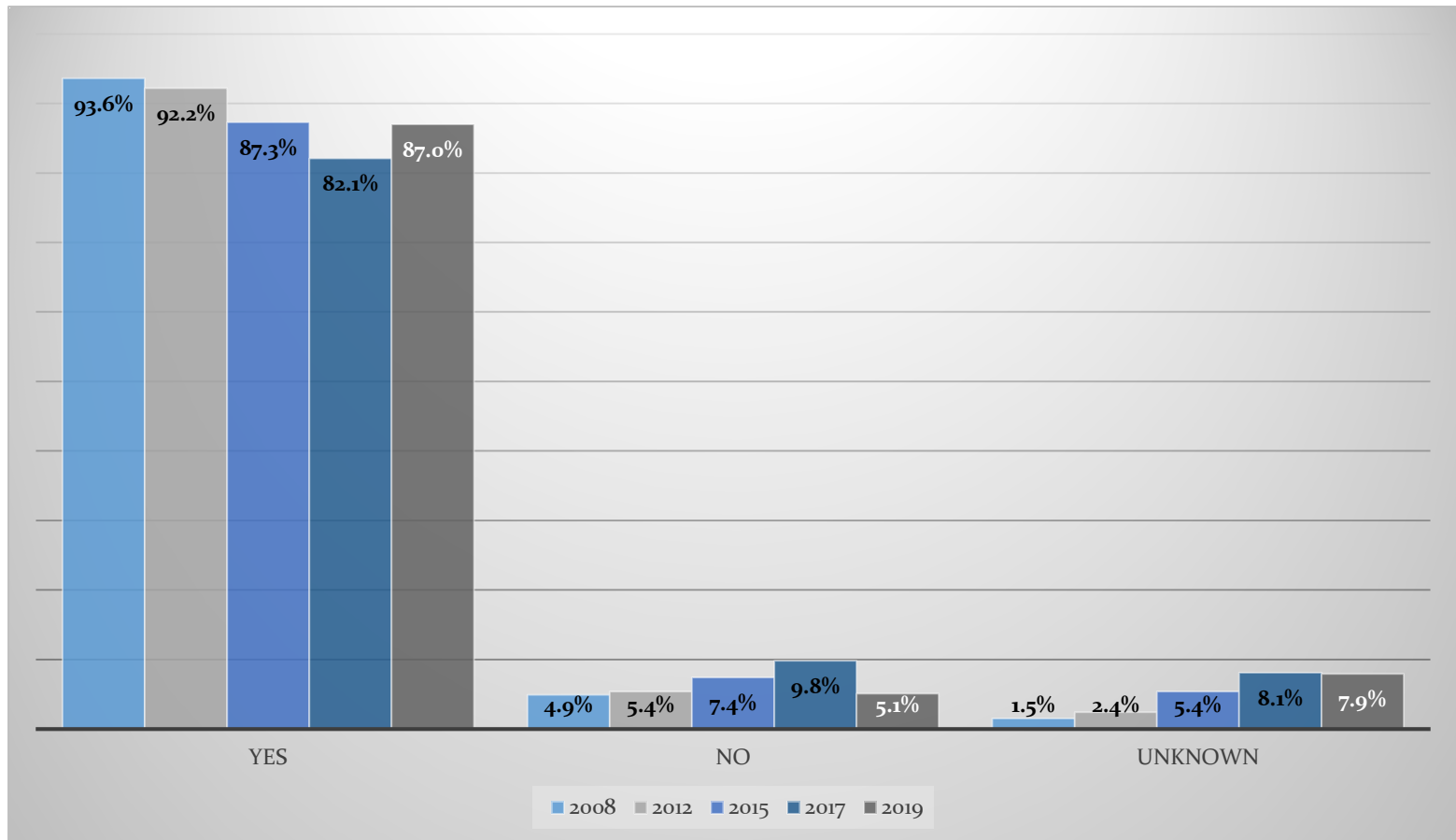
Administered online to 2,180 employees, 863 (39.6%) completed survey



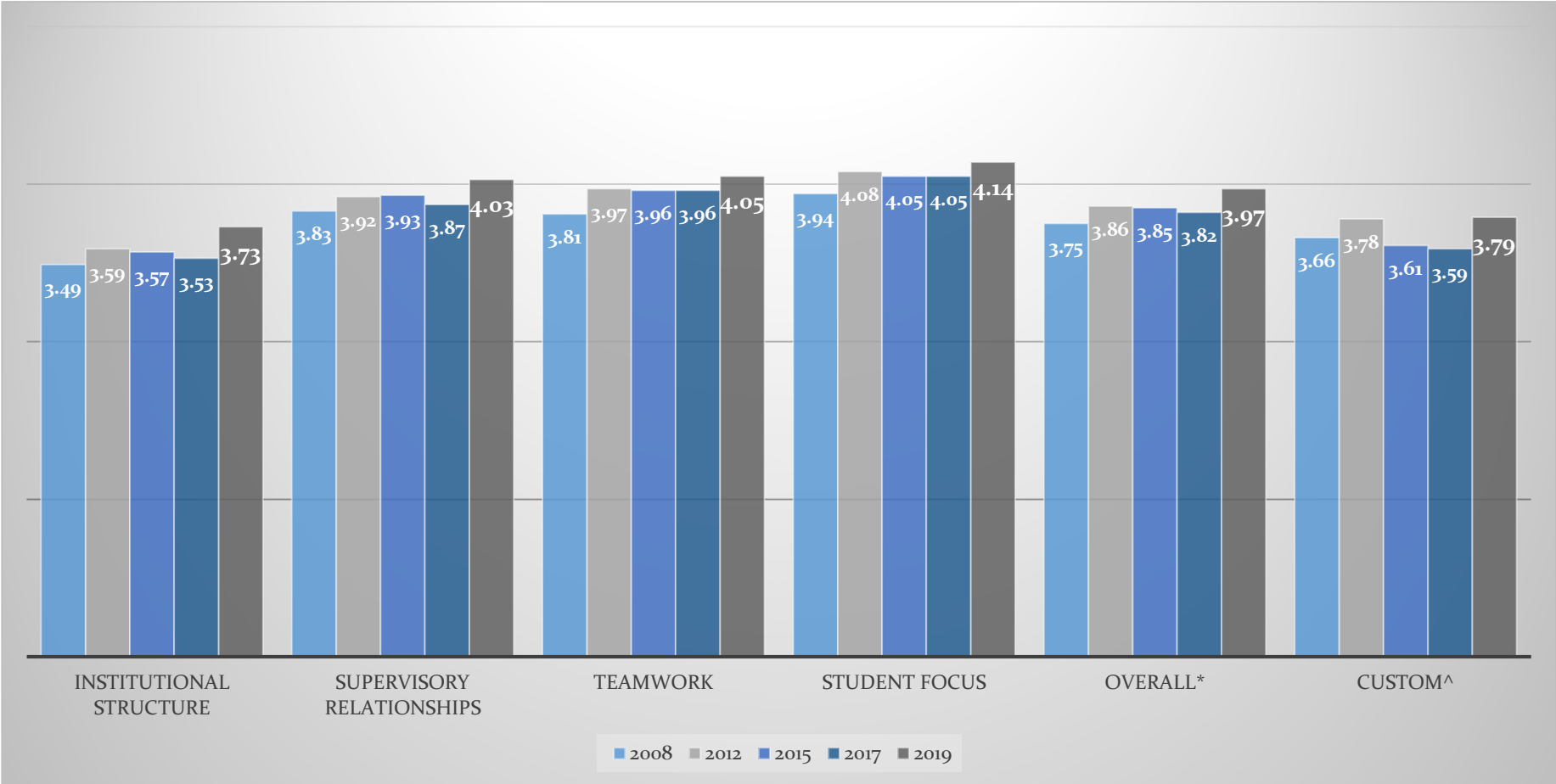
# Respondents by Personnel Classification



# Would You Recommend TCC as a Place to Work?



# Climate Factor Means

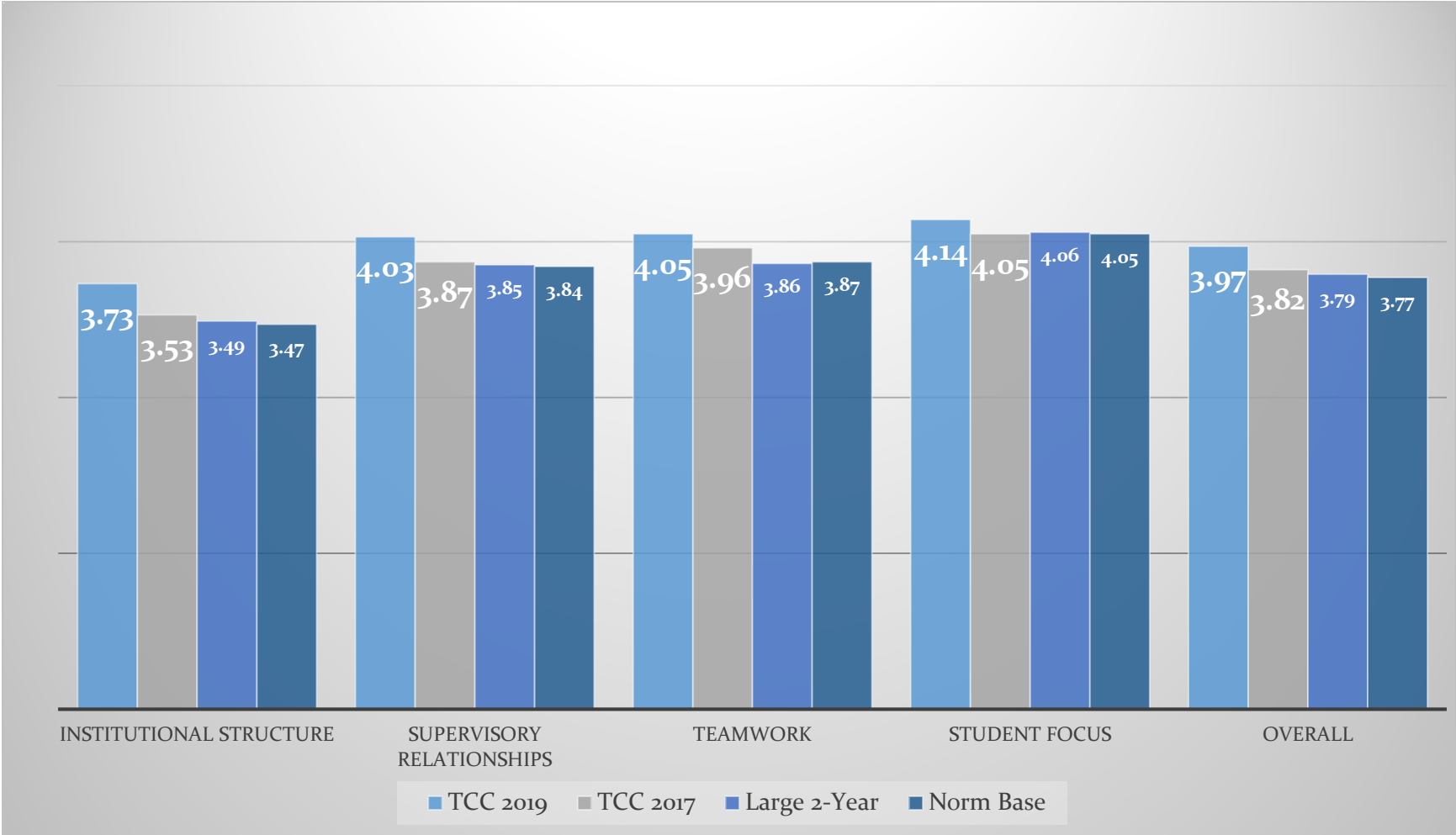


\*Overall does not include custom questions.

^ Number and type of custom questions not consistent across year.



# Climate Factor Means





# TCC Custom Questions

TCC Customized Question <i>The extent to which...</i>	Mean 2019	Mean 2017	Mean Change
TCC offers a safe work environment for me	4.32	4.25	0.07
I am satisfied with working at TCC	4.26	4.05	0.21
the Colleges's academic programs adequately prepare students for employment and university transfer	4.12	4.04	0.08
TCC is effective in its community partnerships and outreach	4.09	3.94	0.15
the institution ensures quality instruction and academic support for its students	4.08	3.92	0.16
the institution's facilities are safe, modern, and conducive to learning	3.97	3.90	0.07
the College effectively markets and communicates its programs and services	3.96	3.77	0.19
TCC's policies, processes, and services help remove barriers to student success	3.90	3.66	0.24
the institution has a performance-based culture dedicated to continuous improvement	3.82	3.47	0.35
TCC's website is accessible and user-friendly	3.79	3.53	0.26
TCC's technology is sufficient to support its operations and programs	3.75	3.74	0.01
there is a positive relationship between faculty and/or staff with administration	3.67	3.38	0.29
faculty and/or staff are involved indevelopment of new policies and procedures	3.63	3.35	0.28
TCC is transparent regarding its budgeting and finances	3.53	3.25	0.28
I am satisfied with TCC's performance appraisal process	3.50	3.07	0.43
the institution addresses low-performing employees or detrimental workplace situations	3.23	2.99	0.24
TCC compensates its employees fairly	2.98	2.69	0.29
<b>Overall</b>	<b>3.79</b>	<b>3.58</b>	<b>0.21</b>



# Racial Diversity Subscale Questions

<b>Racial Diversity Subscale - Institutional Structure</b>	<b>Mean</b>	<b>Mean</b>	<b>Mean</b>
<i>The extent to which...</i>	<b>2019</b>	<b>2017</b>	<b>Change</b>
my institution has a strong commitment to promoting racial/ethnic harmony	4.13	4.25	-0.12
my institution values racial/ethnic diversity	4.19	4.14	0.05
my institution is accepting of people of different racial/ethnic backgrounds	4.26	4.22	0.04
employees of different racial/ethnic backgrounds communicate well with one another	4.40	4.07	0.33
people of different racial/ethnic backgrounds are well-represented among faculty	4.13	3.66	0.47
people of different racial/ethnic backgrounds are well-represented among senior administration (e.g., President, Vice-Presidents, Deans, etc.)	4.38	3.45	0.93
a racially/ethnically inclusive institution is created through my institution's practices	3.75	3.84	-0.09
<b>Racial Diversity Subscale - Supervisory Relationships</b>			
my supervisor maintains an environment that is supportive of people from different races/ethnicities	3.56	4.24	-0.68
my supervisor treats all employees equally based on racial/ethnic background	3.93	4.28	-0.35
my supervisor is open to the views of people from racially and ethnically diverse backgrounds	4.36	4.29	0.07
my supervisor provides feedback and evaluates subordinates fairly, regardless of race/ethnicity	4.33	4.17	0.16
my supervisor promotes meeting the needs of students from diverse racial/ethnic backgrounds	4.36	4.25	0.11
<b>Racial Diversity Subscale - Team Work</b>			
racial/ethnic diversity increases the level of trust among my immediate team members	4.05	3.93	0.12
racial/ethnic diversity enhances my work team's performance	4.05	3.91	0.14
the racial/ethnic diversity of my work team members contributes to the ability to meet student needs	4.07	3.94	0.13
<b>Racial Diversity Subscale - Student Focus</b>			
faculty pedagogical decisions integrate the experiences of voices of students from diverse racial/ethnic backgrounds	3.86	3.76	0.10
students from diverse racial/ethnic backgrounds believe that institutional policies incorporate their perspectives	3.78	3.69	0.09
my institution advances the educational persistence of students from diverse racial/ethnic backgrounds	4.05	3.92	0.13
students from diverse racial/ethnic backgrounds are satisfied with their educational experience at my institution	3.90	3.80	0.10

# Top 10 Items (Means) [Custom = C]

The extent to which...

1. I feel my job is relevant to this institution's mission (4.45) (4.48)\*
2. my supervisor expresses confidence in my work (4.33) (4.25)
3. TCC offers a safe work environment for me (4.32) [C] (4.25)
4. I am satisfied with working at TCC (4.26) [C] (4.05)
5. my supervisor is open to the ideas, opinions, and beliefs of everyone (4.25) (4.18)
6. this institution prepares students for further learning (4.22) (4.13)
7. student ethnic and cultural diversity are important at this institution (4.22) (4.17)
8. student needs are central to what we do (4.21) (4.04)
9. students receive an excellent education at this institution (4.19) (4.08)
10. this institution prepares students for a career (4.18) (4.07)

\* 2017 Mean



# Most Favorable Comments (Samples)

## Institutional Structure (n=211)

“I think the college is effective in supporting their mission and I think they are working hard to make students successful. (On-time enrollment, diversity and outreach, etc.)”

“I think advances have been made to hire a more diverse faculty, but we still have a long way to go.”

“I really believe the re-organization has improved communication among all levels at TCC. We’re no longer isolated campuses, but now we’re integrated among colleagues in similar fields. That integration will only benefit students who study similar topics across the different campuses at TCC.”

## Supervisory Relationship (n=89)

“My supervisor strives for input and equality ensuring voices are heard and considered before making decisions.”

“As a faculty member, I treasure the opportunity to have the freedom to be creative in my classroom, to try new things, to learn about what works and what does not work with my students.”

# Most Favorable Comments (Samples)

## Teamwork (n=78)

“My department feels like a well-functioning, maturing family with a shared vision of our goal for our students.”

“Collegiality is strong among faculty; camaraderie enhances outcomes.”

## Student Focus (n=127)

“I believe student learning is the focus of most faculty, and removing barriers continues to be a priority.”

“Very positive regarding mandatory Academic Advising and continued Advising – changes this academic year are positive for students and for student success. Good to see mental health and wellness being addressed – a good start.”

# Bottom 10 Items (Means) [Custom = C]

The extent to which...

1. TCC compensates its employees (2.98) [C] (2.69)
2. the institution addresses low-performing employees or detrimental workplace situations (3.23) [C] (2.90)
3. I have an opportunity for advancement within this institution (3.26) (3.97)
4. I am able to appropriately influence the direction of this institution (3.32) (3.13)
5. I am satisfied with TCC's performance appraisal process (3.50) [C] (3.07)
6. TCC is transparent regarding its budgeting and finances (3.53) [C] (3.25)
7. information is shared within this institution (3.53) (3.29)
8. this institution is appropriately organized (3.55) (3.25)
9. decisions are made at the appropriate level at this institution (3.57) (3.38)
10. faculty and/or staff are involved in development of new policies and procedures (3.63) [C] (3.35)

\* 2015 Mean



# Least Favorable Comments (Samples)

## Institutional Structure (n=251)

“We are not great at creating and sticking to organizational processes. We start so many projects and initiatives that we fail to develop and maintain competently.”

“I feel there is a disconnect between those who make decisions and those who directly serve the students on the frontline.”

“Our marketing often seems too plain. The plain billboards wouldn't inspire me to want to learn more about TCC and the website can be difficult to navigate both as an employee and as a student.”

“Student Affairs and Academic Affairs need to improve on collaboration at all levels, starting with leadership.”

“There is still a lot of organizational disruption and confusion about roles.”

## Supervisory Relationship (n=55)

“I feel that my supervisors have taken my work for granted. Not rewarded for a job well done and in some cases have felt belittled.”

“I have never been contacted by any faculty or administrator regarding how well I am teaching, or how poorly I may be teaching. I have never been observed. I have been left to teach as I please. This is good and bad...”

# Least Favorable Comments (Samples)

## Teamwork (n=14)

“In many areas we are still not addressing underperforming employees.”

## Student Focus (n=68)

“We put so many roadblocks on our students just go get enrolled.”

“The diversity part of this is not applicable to me because I teach all students. I understand that we now have to make that a thing when it never was with me.”

“Relationships between faculty and staff is lacking; that relationship needs more communication and/or collaboration.”

## Other (n=179)

“Rules regarding compensation & stipends should be clear, transparent, and applied the same across the college.”

“I appreciate that we have received some small raises in the past couple of years, but TCC has a long way to go to fairly compensate many employees.”

“Under-performing employees are sometimes allowed to continue to under-perform, while high-performing employees are tapped for extra duties with no additional compensation.”



# Priorities for Change Staff

The extent to which...

1. TCC compensates its employees fairly. (M=3.02) [C]
2. I am satisfied with TCC's performance appraisal process. (M=3.22) [C]
3. I have the opportunity for advancement within this institution. (M=3.23)
4. I am able to appropriately influence the direction of this institution. (M=3.34)
5. Information is shared within this institution. (M=3.36)
6. This institution is appropriately organized. (M=3.49)
7. The institution addresses low-performing employees or detrimental workplace situations. (M=3.51) [C]
8. Decisions are made at the appropriate level at this institution. (M=3.54)
9. TCC is transparent regarding its budgeting and finances. (M=3.58)
10. My supervisor maintains an environment that is supportive of people from different races/ethnicities. (M=3.58) [D]

# Priorities for Change Faculty

The extent to which...

1. TCC compensates its employees fairly. (M=2.88) [C]
2. I am able to appropriately influence the direction of this institution. (M=3.24)
3. I am satisfied with TCC's performance appraisal process. (M=3.25) [C]
4. I have the opportunity for advancement within this institution. (M=3.25)
5. TCC is transparent with its budgeting and finances. (M=3.41) [C]
6. The institution addresses low-performing employees or detrimental workplace situations. (M=3.48) [C]
7. My supervisor maintains an environment that is supportive of people from different races/ethnicities. (M=3.58) [D]
8. Decisions are made at the appropriate level at this institution. (M=3.60)
9. This institution is appropriately organized. (M=3.62)
10. TCC's policies, processes, and services help remove barriers to student success. (M=3.63) [C]

# Priorities for Change Administrators

The extent to which...

1. TCC compensates its employees fairly. (M=3.16) [C]
2. I am satisfied with TCC's performance appraisal process. (M=3.18) [C]
3. A racially/ethnically inclusive institution is created through my institution's practices. (M=3.24) [D]
4. My supervisor maintains an environment that is supportive of people from different races/ethnicities. (M=3.32) [D]
5. I have the opportunity for advancement within this institution. (M=3.43)
6. Students from diverse racial/ethnic backgrounds believe that institutional policies incorporate their perspectives. (M=3.45) [D]
7. Faculty pedagogical decisions integrate the experiences and voices of students from diverse racial/ethnic backgrounds. (M=3.48) [D]
8. This institution is appropriately organized. (M=3.49)
9. I am able to appropriately influence the direction of this institution. (M=3.53)
10. TCC's website is accessible and user-friendly. (M=3.55) [C]

# Themes from the SABO Gallery Walk

Based on gallery observations (or observations you may have on your own)... What do you see as the areas of largest need or improvement at TCC? What goals or priorities should be a focus of the next strategic plan? Where might we need to build capacity?

- More proactive communication from top down. More communication—quality, quantity, timing. (Consolidate multiple sources... too many different newsletters.)
- Get the “right people” in the room. Include student and front-line voices.
- Build trust.
- Hire more full-time faculty.
- Shift to a focus on work purpose, balance, and happiness. More celebrating of the work we do.
- Quicker response times from management on supervisory and employee issues.
- Addressing student needs beyond the classroom—mental health, poverty, etc.
- More engagement and support of part-time faculty and staff (evaluation and feedback loops, recognition and rewards, professional development opportunities).

# Themes from the SABO Gallery Walk

Based on gallery observations (or observations you may have on your own)... What do you see as the areas of largest need or improvement at TCC? What goals or priorities should be a focus of the next strategic plan? Where might we need to build capacity?

- Minimize roadblocks for students. Streamline processes.
- Invest in coaching and training of middle management.
- Consistent standards for all employees. Workload audits.
- Communication of who does what and where. Provide process clarity.
- Increase student sense of belonging (events, support, services).
- Increase collaboration between faculty and staff.
- Improve facilities and technology.
- Help employees understand their connection to TCC's mission.
- More rumbling with data.

# Summary

- Means from 2019 were significantly higher for 35 of 46 main items compared to 2017. All means increased since 2017.
- Means from 2019 were significantly higher for 13 of the 17 custom TCC items compared to 2017. All means increased since 2017.
- Of the 19 racial diversity subscale items, 4 decreased since 2017 (2 significantly).
- Of the 15 racial diversity subscale items that increased since 2017, 10 increased significantly.
- Primary area of strength
  - Based on both ratings and comments, Student Focus is perceived by employees as TCC's primary strength, which is consistent with the two-year college norm base.
  - However, we saw a significant increase in all four climate factors since 2017.
- Primary areas of weakness
  - Based on both ratings and comments, Institutional Structure is TCC's primary weakness. This too is consistent with the two-year college norm base.

# Summary

- A brief look at the open-ended responses
  - Many of the positive and negative comments are parallel, that is, what one person sees as favorable, another sees as unfavorable.
  - Many of the tangible negative comments are already being actively addressed by task forces and committees and/or are listed as strategies to be addressed by the current strategic plan.
  
- Closing the loop – Now what?
  - Focused professional development
  - Inform Strategic Planning strategy work and task forces
  - Promote the use of the data
    - PACE factoids in the Week
    - Share open-ended data with appropriate leaders
    - Data Gallery Walk at PD Day
    - Data Rumbles



“Student success is in the forefront and heart of almost all professionals at TCC. I’m proud to work at a place like TCC.”

