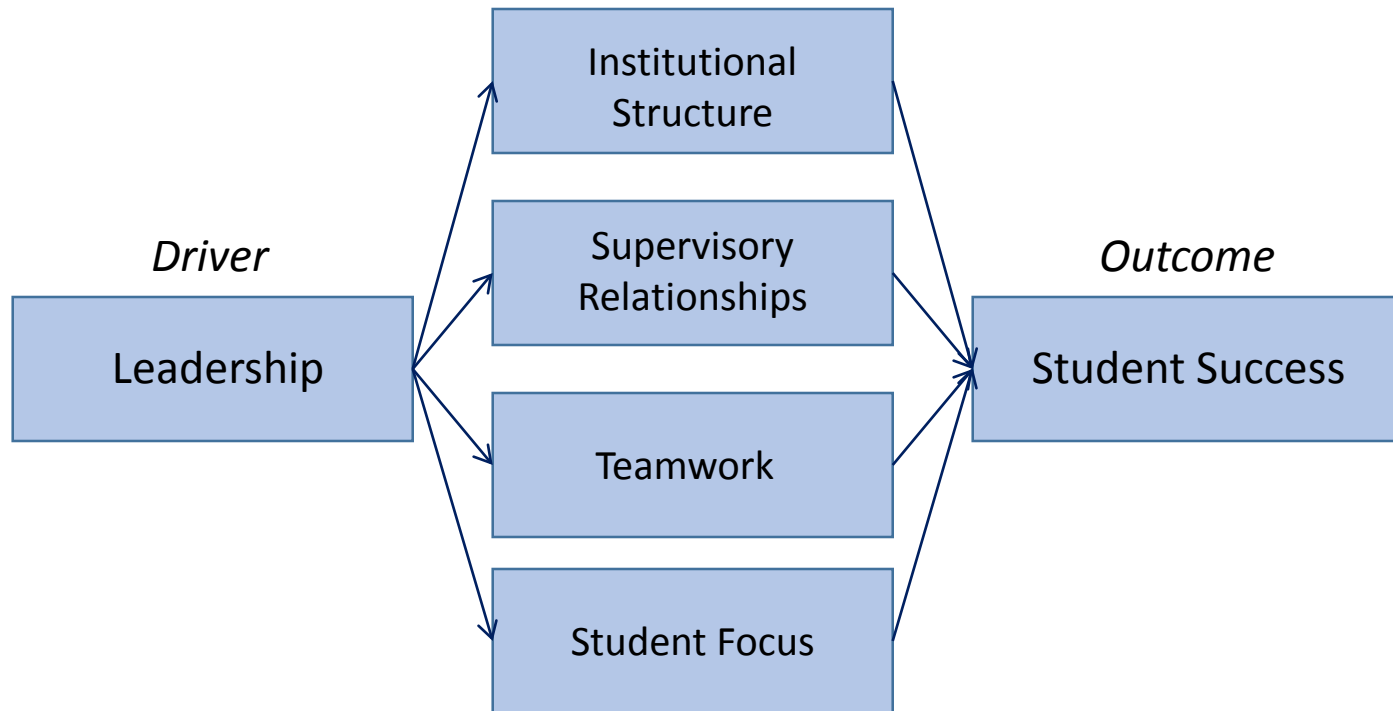


2017 Personal Assessment of the College Environment (PACE)

Measuring Climate at Tulsa Community College

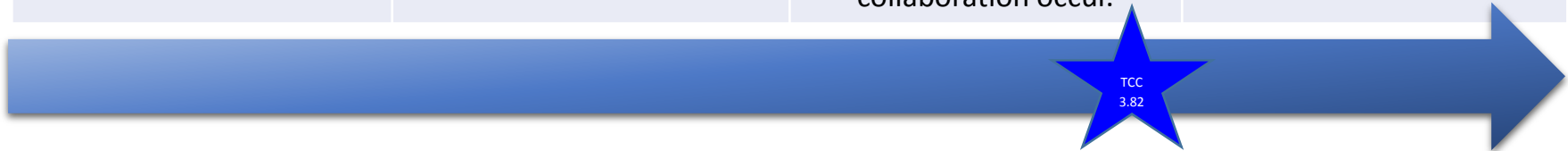


The PACE Model



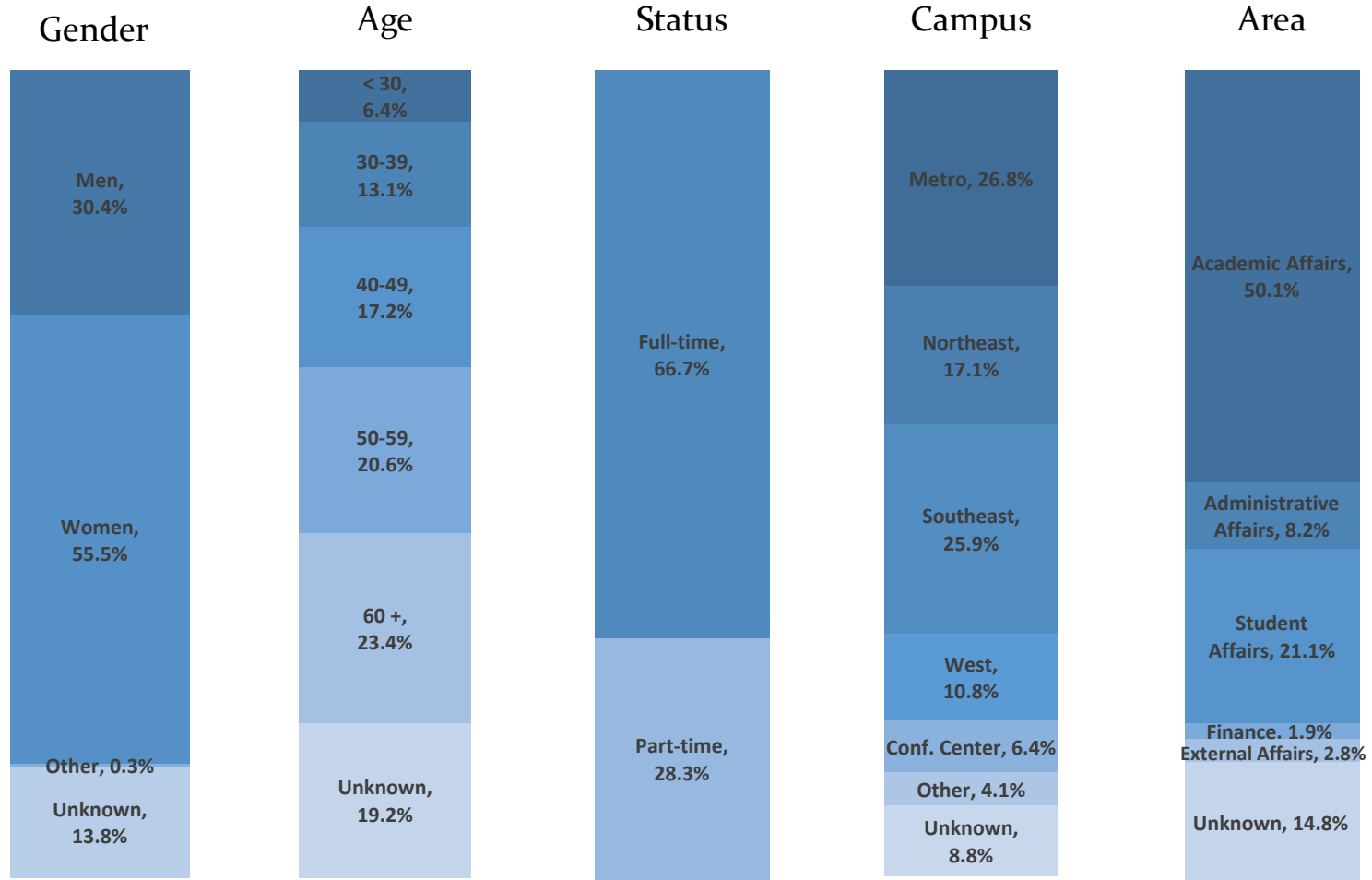
Four Organizational Systems

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.

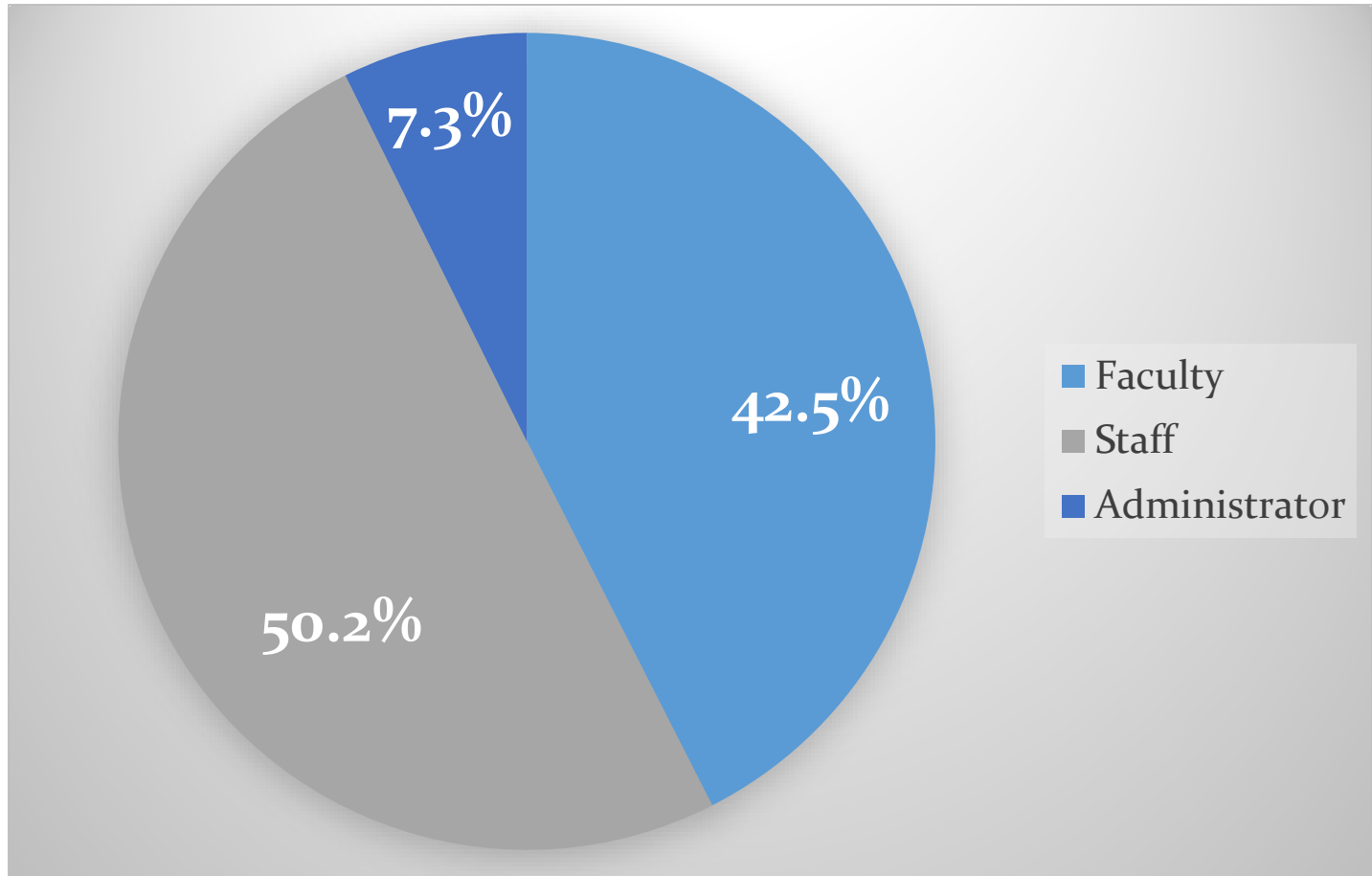


TCC Sample

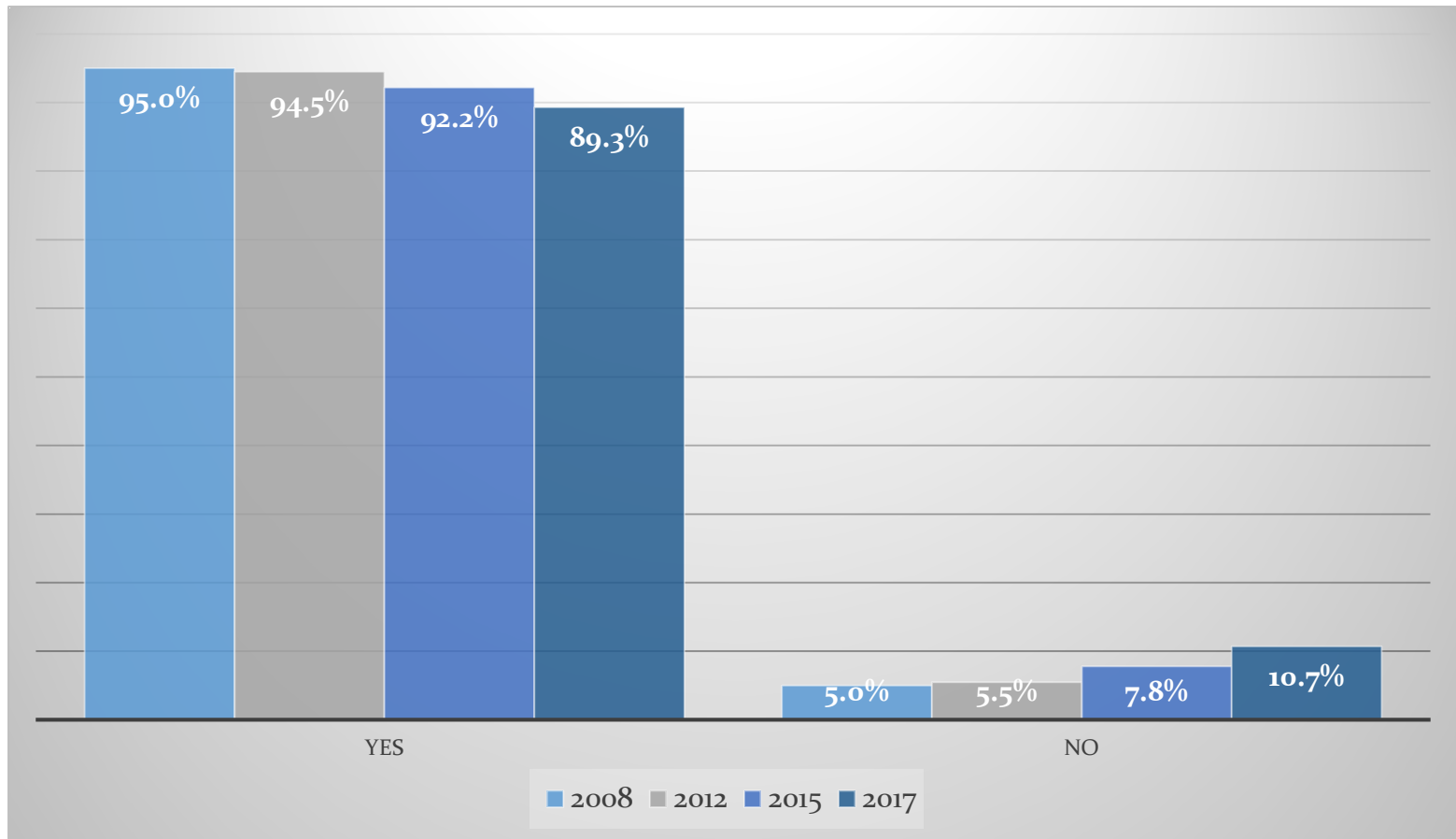
Administered online to 2,352 employees, 887 (37.7%) completed survey



Respondents by Personnel Classification



Would You Recommend TCC as a Place to Work?



Custom Questions	2017 Mean	2015 Mean	Sig.	Model
The extent to which...				
TCC offers a safe work environment for me	4.25	4.25		Collaborative
I am satisfied with working at TCC	4.05	4.18	*	
The College's academic programs adequately prepare students for employment and university transfer	4.04	4.04		
TCC is effective in its community partnerships and outreach	3.94	4.10	***	Consultative
The institution ensures quality instruction and academic support for its students	3.92	3.95		
The institution's facilities are safe, modern, and conducive to learning	3.90	3.89		
The College markets and communicates its programs and services	3.77	3.87		
TCC's technology is sufficient to support its operations and programs	3.74	3.73		
TCC's policies, processes, and services help remove barriers to student success	3.66	3.72		
TCC's website is accessible and user-friendly	3.53	3.43		
The institution has a performance-based culture dedicated to continuous improvement	3.47	3.34	*	
There is a positive relationship between faculty and/or staff with administration	3.38	3.49		
Faculty and/or staff are involved in development of new policies and procedures	3.35	3.35		
TCC is transparent regarding its budgeting and finances	3.25	3.25		
I am satisfied with TCC's performance appraisal process	3.07	2.96		
The institution addresses low-performing employees or detrimental workplace situations	2.90	2.70	**	Competitive
TCC compensates its employees	2.69	3.05	***	

* $p < .05$, ** $p < .01$, *** $p < .001$



2017 Racial Diversity Subscale Questions Institutional Structure The extent to which...	TCC	Large 2-Year	Sig.	Norm	Sig.
My institution has a strong commitment to promoting racial/ethnic harmony	4.09	4.18	*	4.02	*
My institution values racial/ethnic diversity	4.14	4.23	**	4.10	
My institution is accepting of people of different racial/ethnic backgrounds	4.22	4.24		4.14	*
Employees of different racial/ethnic backgrounds communicate well with one another	4.07	3.98	*	3.85	***
People of different racial/ethnic backgrounds are well-represented among faculty	3.66	3.44	***	3.25	***
People of different racial/ethnic backgrounds are well-represented among senior administrators (e.g., President, Vice-President, Dean)	3.45	3.16	***	3.12	***
A racially/ethnically inclusive institution is created through my institution's practices	3.84	3.82		3.67	***

* $p < .05$, ** $p < .01$, *** $p < .001$



<p style="text-align: center;">2017 Racial Diversity Subscale Questions Supervisory Relationships</p> <p>The extent to which...</p>	TCC	Large 2-Year	Sig.	Norm	Sig.
My supervisor maintains an environment that is supportive of people from different races/ethnicities	4.24	4.21		4.15	**
My supervisor treats all employees equally based on racial/ethnic background	4.27	4.21		4.14	***
My supervisor is open to the views of people from racially and ethnically diverse backgrounds	4.29	4.26		4.19	**
My supervisor provides feedback and evaluates subordinates fairly, regardless of race/ethnicity	4.17	4.12		4.07	*
My supervisor promotes meeting the needs of students from diverse racial/ethnic backgrounds	4.25	4.23		4.14	**

* $p < .05$, ** $p < .01$, *** $p < .001$



2017 Racial Diversity Subscale Questions					
Teamwork					
The extent to which...	TCC	Large 2-Year	Sig.	Norm	Sig.
Racial/ethnic diversity increases the level of trust among my immediate team members	3.93	3.86		3.78	***
Racial/ethnic diversity enhances my work team's performance	3.91	3.85		3.81	**
The racial/ethnic diversity of my work team members contributes to the ability to meet student needs	3.94	3.89		3.86	*

* $p < .05$, ** $p < .01$, *** $p < .001$

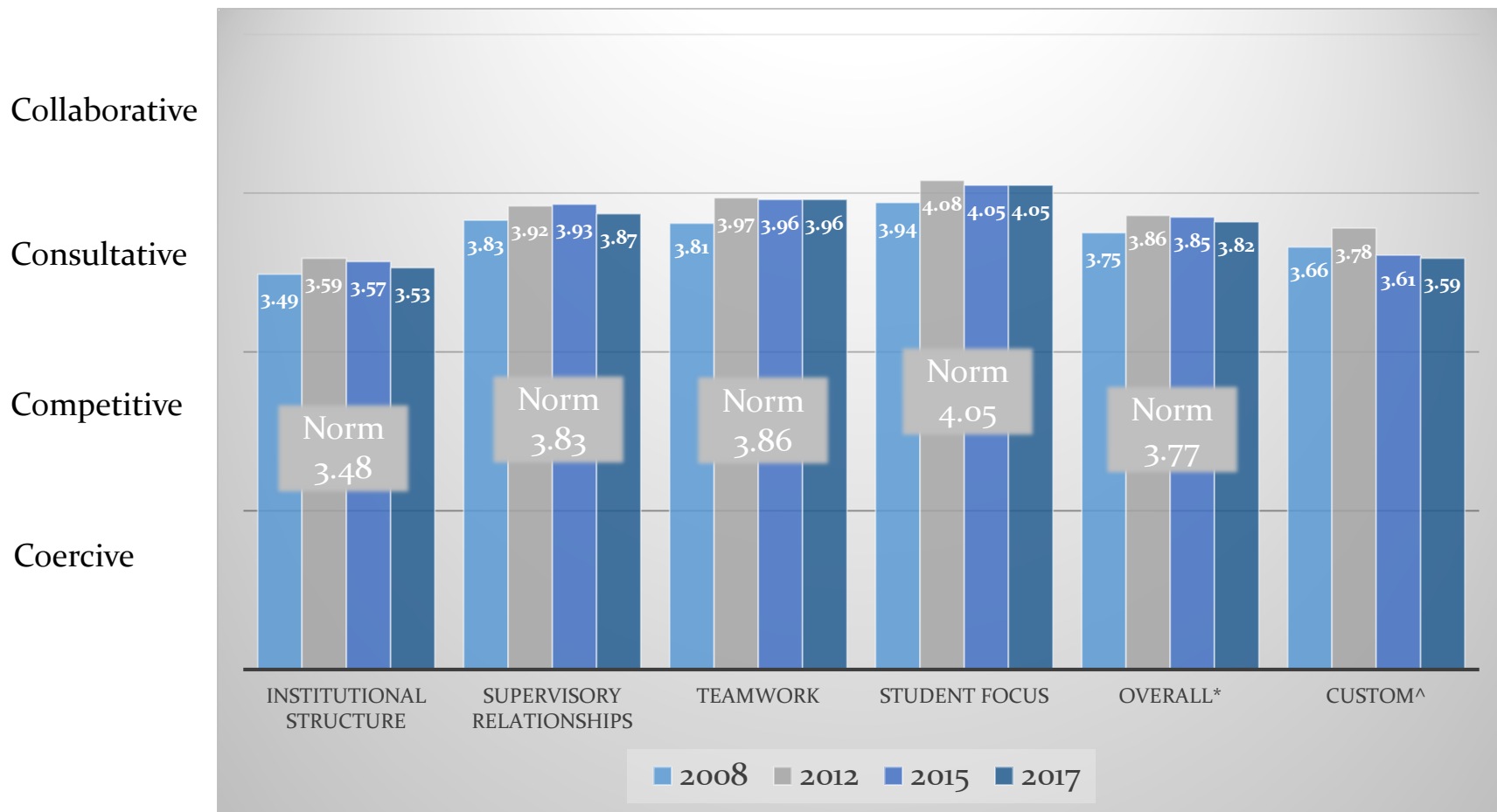


<p style="text-align: center;">2017 Racial Diversity Subscale Questions Student Focus</p> <p>The extent to which...</p>	TCC	Large 2-Year	Sig.	Norm	Sig.
Faculty pedagogical decisions integrate the experiences and voices of students from diverse racial/ethnic backgrounds	3.76	3.75		3.66	**
Students from diverse racial/ethnic backgrounds believe that institutional policies incorporate their perspectives	3.69	3.63		3.51	***
My institution advances the educational persistence of students from diverse racial/ethnic backgrounds	3.92	3.92		3.82	**
Students from diverse racial/ethnic backgrounds are satisfied with their educational experience at my institution	3.80	3.73		3.66	***

* $p < .05$, ** $p < .01$, *** $p < .001$



Climate Factor Means



*Overall does not include custom questions.

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



Climate Factor Means by Personnel Classification

Collaborative

Consultative

Competitive

Coercive

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Overall
■ Faculty	3.66	3.97	4.06	4.13	3.92
▲ Staff	3.44	3.78	3.89	3.40	3.75
◆ Administrator	3.39	3.84	3.98	3.92	3.72

Top 10 Items (Means)

The extent to which...

1. I feel my job is relevant to this institution's mission (4.48 v. 4.52)*
2. My supervisor expresses confidence in my work (4.25 v. 4.30)
3. TCC offers a safe work environment for me (4.25 v. 4.22)
4. My supervisor is open to the ideas, opinions, and beliefs of everyone (4.18 v. 4.20)
5. Student ethnic and cultural diversity are important at this institution (4.17 v. 4.14)
6. This institution prepares students for further learning (4.13 v. 4.19)
7. Students receive an excellent education at this institution (4.08 v. 4.17)
8. This institution prepares students for a career (4.07 v. 4.07)
9. There is a spirit of cooperation within my work team (4.06 v. 4.08)
10. I am satisfied with working at TCC (4.05 v. 4.18)*

(2017 Mean v. 2015 Mean), * $p < .05$



Most Favorable Comments Themes

Institutional Structure (n=252)

- Strategic planning and metrics
- Diversity and inclusion
- Student focus

Supervisory Relationship (n=61)

- Supervisors
- Professional development opportunities

Teamwork (n=41)

- Within team collaboration

Student Focus (n=109)

- Common goal
- Hardworking staff and faculty

Other (n=0)

Bottom 10 Items (Means)

The extent to which...

1. TCC compensates its employees (2.69 v. 3.05)***
2. The institution addresses low-performing employees or detrimental workplace situations (2.90 v. 2.70)**
3. I have an opportunity for advancement within this institution (2.97 v. 3.09)
4. I am satisfied with TCC's performance appraisal process (3.07 v. 2.96)
5. I am able to appropriately influence the direction of this institution (3.13 v. 3.14)
6. This institution is appropriately organized (3.25 v. 3.26)
7. TCC is transparent regarding its budgeting and finances (3.25 v. 3.25)
8. Information is shared within this institution (3.29 v. 3.31)
9. Faculty and/or staff are involved in development of new policies and procedures (3.35 v. 3.35)
10. Decisions are made at the appropriate level at this institution (3.38 v. 3.41)

(2017 Mean v. 2015 Mean), * $p < .05$



Least Favorable Comments Themes

Institutional Structure (n=284)

- Handling of low-performing or problem employees
- More diversity training needed
- Issues of diversity at higher levels and in faculty
- Lack of including students and frontline staff in decision/policy making
- Lack of rewards system for faculty and staff
- Lack of top-down and interdepartmental communication
- Low morale

Supervisory Relationship (n=69)

- Clear favorites
- Decrease in man power = increased workload with no compensation
- Adjuncts lack feedback and true supervision

Teamwork (n=8)

- Individual work groups

Student Focus (n=45)

- Not everyone on same page

Other (n=150)

- Climate of constant change
- Lack of competitive compensation and raises
- New insurance benefits



“The vast majority of the faculty and staff are amazing. Student success is clearly their first priority and you can see how much they really love what they do. They make this environment the excellent place that it is.”