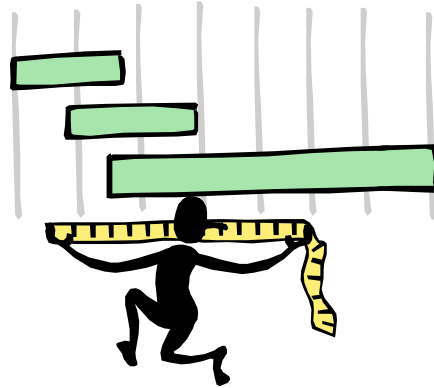


Summary Report Based on PACE Survey Results



Prepared by

The Outcomes Assessment Committee and
The Office of Planning, Assessment
and Research

North Idaho College

April 2002

Report Revised: April 24, 2002

Memorandum

TO: The College Community

FROM: Kathy Christie, Assistant V.P. for
Planning, Assessment and Research

RE: Results from the PACE (Personal Assessment of the College Environment) Survey

DATE: April 22, 2002

The results from the PACE Survey are finally back! They have been reviewed by a work group from the Outcomes Assessment Committee and by the Office of Planning, Assessment and Research. We have prepared a summary report that gives a brief overview of the survey results as well as some interpretive tips from the committee. Please note that the pages in the report are not sequentially numbered as they were selected from the original, full report.

The overall results of the survey were very positive. In fact, the survey publisher reported the following:

- NIC's overall results from the PACE survey indicate a healthy climate
- NIC's overall scores exceeded the publisher's norm base in all categories
- NIC ranked in the high consultative range as an institution

It is very important to read this summary report prior to reading the full report as the summary contains several interpretive comments that will be helpful to the reader. For example, on pages 30-31, the items indicating areas of excellence at NIC and the items indicating areas of greatest concern are shown. The areas of greatest concern are presented in two different lists and an interpretive explanation appears in the box on page 31 to assist the reader in understanding the difference in the lists.

Due to the complexity and the amount of data in the full survey report, be sure to read the "Where Do We Go From Here?" statement on the last page of the summary report.

Both the summary report and the full survey report are available on the Planning, Assessment, and Research website at www.nic.edu/planning/survey.

If you have questions, please feel free to call me at Ext. 3403. Happy reading!

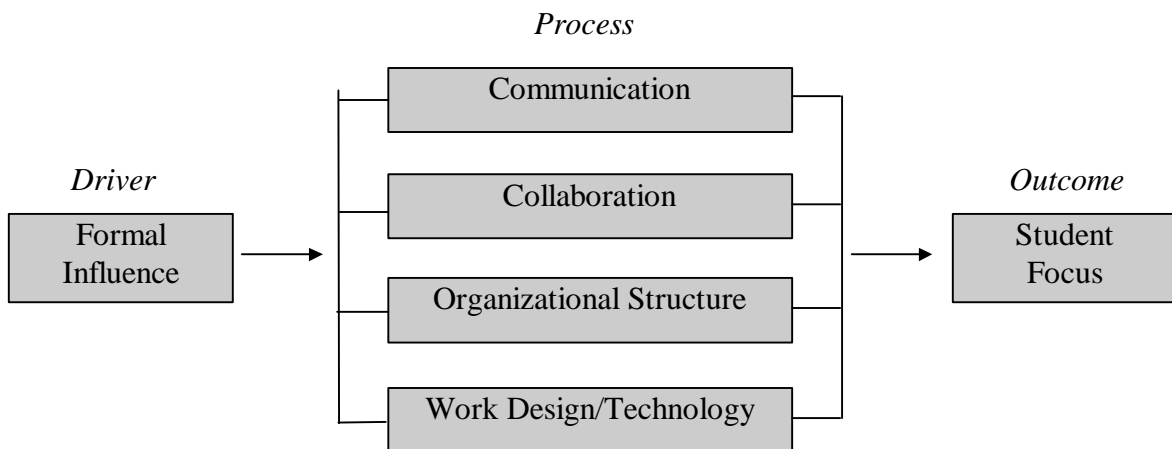
EXECUTIVE SUMMARY

In November 2001, the Personal Assessment of the College Environment (PACE) survey was administered to all of the 702 employees (100.0%) at North Idaho College (NIC). Of those 702 employees, 371 (52.8%) 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 promote more open and constructive communication among faculty, staff, and administrators toward the end of becoming a learning organization. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of NIC collaborated to create a survey that would reflect opinions of all personnel throughout the college.

Employees completed a 65-item PACE instrument developed by George A. Baker III and the NILIE team of NC State University. The 65 items are organized into seven factors or domains including Formal Influence, Communication, Collaboration, Organizational Structure, Work Design/Technology, Student Focus, and a Customized section developed specifically for NIC. Respondents were asked to rate the seven climate factors on a five-point Likert-type scale. The instrument was specifically designed to compare the existing climate at NIC to a norm base and to a range of four different managerial systems found to exist in colleges. The information generated from the instrument has been developed into a research report and can be used for planning and decision making in order to improve the existing climate.

In the PACE model, the formal influence (leadership) domain motivates the communication, collaboration, organizational structure, and work design/technology process domains toward focus on the student domain (institutional effectiveness).

Figure i. The PACE Model



Note: Baker, G.A. III. (1998).

In previous studies, the overall PACE instrument has shown a coefficient of internal consistency (Cronbach's Alpha) of 0.97. 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. Within this context, the climate survey is measuring what the designer expects to measure.

NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert, the collaborative system, which he termed System 4, generally produced better results in terms of productivity, job satisfaction, communication, and overall organizational climate (1967). Like Likert, NILIE has concluded that System 4 (collaborative) is the climate to be sought as opposed to generally existing naturally in the environment. Likert discovered that most organizations functioned at the System 2 (competitive) or System 3 (consultative) levels. This has been NILIE's experience, as well, with most college climates falling into the consultative system across the six original domains of the climate instrument.

At NIC, the overall results from the PACE instrument indicate a healthy campus climate, yielding a 3.75 mean score or high consultative system. The Part-time Faculty teaching less than five credits held the most positive perception, yielding a mean score of 3.86. The Full-time Classified personnel held the lowest perception, yielding a 3.70 mean score of the college environment. The Student Focus category received the highest mean score 3.86, whereas the Organizational Structure category received the lowest mean score 3.55.

Of the more than 100 studies completed by NILIE, few organizations have been found to have achieved a System 4 or collaborative environment, except in some aspects of some categories, and with some categories of employees. Thus, the System 4 environment remains a climate to be sought through planning, collaboration, and organizational development. For descriptive purposes, only the normative PACE data (i.e., Formal Influence, Communication, Collaboration, Organizational Structure, Work Design/Technology, and Student Focus) will be compared against the NILIE Norm Base.

The PACE instrument administered at NIC included the 55 original items plus ten customized items. Of these 65, none fell within the least favorable categories identified as the coercive range (System 1) while three fell within the competitive range (System 2). Fifty-two composite ratings fell within the consultative range (System 3), while ten composite ratings fell within the collaborative range (System 4).

When respondents were classified according to functional role at NIC, the composite ratings were as follows: Part-time Faculty teaching less than 5 credits (3.86), Part-time Classified (3.85), Part-time Faculty teaching 5 or more credits (3.84), Full-time Administrative (3.83), Full-time Faculty (3.74), Full-time and Part-time Professional (3.74), and Full-time Classified (3.70).

METHOD

The PACE instrument was administered to all of the staff, faculty, and administrators of North Idaho College in November 2001. After completing the written items, respondents were given an opportunity to write comments to be analyzed to determine implicit information that can be used for institutional planning. NILIE classifies written comments as favorable or unfavorable with regard to seeking change in a particular aspect of the institutional climate. The NILIE staff has developed a cross-tabulated matrix that allows the comments to be analyzed and considered in future planning.

The climate survey was a collaborative project between NILIE and the Office of Planning, Assessment & Research at North Idaho College. The PACE was distributed to employees of NIC via campus mailboxes. Employees were provided with envelopes and were informed of the December 19 collection deadline, as well as where the instruments were to be returned. The North Idaho Office of Planning, Assessment & Research, managed distribution, collection, and mailing of survey materials.

The PACE instrument is divided into seven instrumental factors and conceptual domains. These spheres are formal influence, communication, collaboration, organizational structure, work design/technology, student focus, and a customized section developed specifically for North Idaho College. A total of 65 items were included in the PACE survey, plus a series of questions ascertaining the demographic status of respondents.

Respondents were asked to rate the seven climate factors through their specific statements on a five-point scale from a low of "1" to a high of "5." The means for all items were obtained and compared. Items with lower scores were considered to have high priority. 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. For purposes of external comparisons, NILIE will provide statistical data from its norm base.

DATA COLLECTION

Of the 702 NIC employees administered the instrument, 371 (52.8%) completed the PACE survey. NILIE managed the climate survey project. Survey materials were placed in campus mailboxes of all NIC employees on Monday, November 26, 2001. Completed PACE instruments were then collected by the Office of Planning, Assessment & Research and mailed to NILIE for analysis.

DATA ANALYSIS

Optical scan sheets were employed to capture the survey data. These sheets were read by an optical scanner. Responses were analyzed using the statistical package SAS, version 6.12. The following six research questions were explored using the data generated from the items asked in the PACE instrument:

- QUESTION #1 How representative of the total population is the returned survey sample?
- QUESTION #2 How do employees perceive the overall institutional climate?
- QUESTION #3 To what extent are there differences in perception of the institutional climate among employees in functional roles?
- QUESTION #4 To what extent are there differences in perception of the institutional climate among various demographic classifications?
- QUESTION #5 How do the results of this PACE compare with the NILIE PACE Norm Base?
- QUESTION #6 What recommendations for change and improvement can be made based on the results of this climate survey?

QUESTION #1: How representative of the total population is the returned survey sample?

Of the 702 NIC employees administered the survey, 371 (52.8%) completed the PACE survey. Survey respondents classified themselves into functional roles (i.e., Full-time Administrative, Part-time Classified, Full-time Faculty, etc.). Refer to Table 3 below.

Table 3. Surveys Self-Analyzed by Respondent’s Functional Role

Functional Role	Population	Surveys Returned For Analysis	Percent of Population Represented	Percent of Return Rate
Full-time Administrative	7	29	8.3%	100% *
Full-time and Part-time Professional	113	54	15.5%	48% (67% *)
Full-time Classified	150	80	23.0%	53%
Part-time Classified	132	31	8.9%	24%
Full-time Faculty	146	101	29.0%	69%
PT Faculty Teaching 5+ Credits	81	36	10.3% **	44%
PT Faculty Teaching < 5 credits	73	17	4.9%	23%
Did Not Respond		23		
Total	702	371	52.8%	

When contracting with an institution, NILIE encourages that the entire full-time population of the institution be surveyed. When making inferences from the data, caution should always be used, and return rates of less than 60% of a subgroup should be viewed with some hesitation.

PLEASE NOTE: The “Percentage of Return Rate” column and the following statement were added to this page by NIC’s Outcomes Assessment Committee:

The full-time Administrative subgroup population was intended to represent the 7 administrators on President’s Cabinet. Since 29 employees responded to this subgroup, 22 of the respondents may have been from the Professional category. If so, the total number of professionals responding would have been 76, which would make a return rate of 67%.

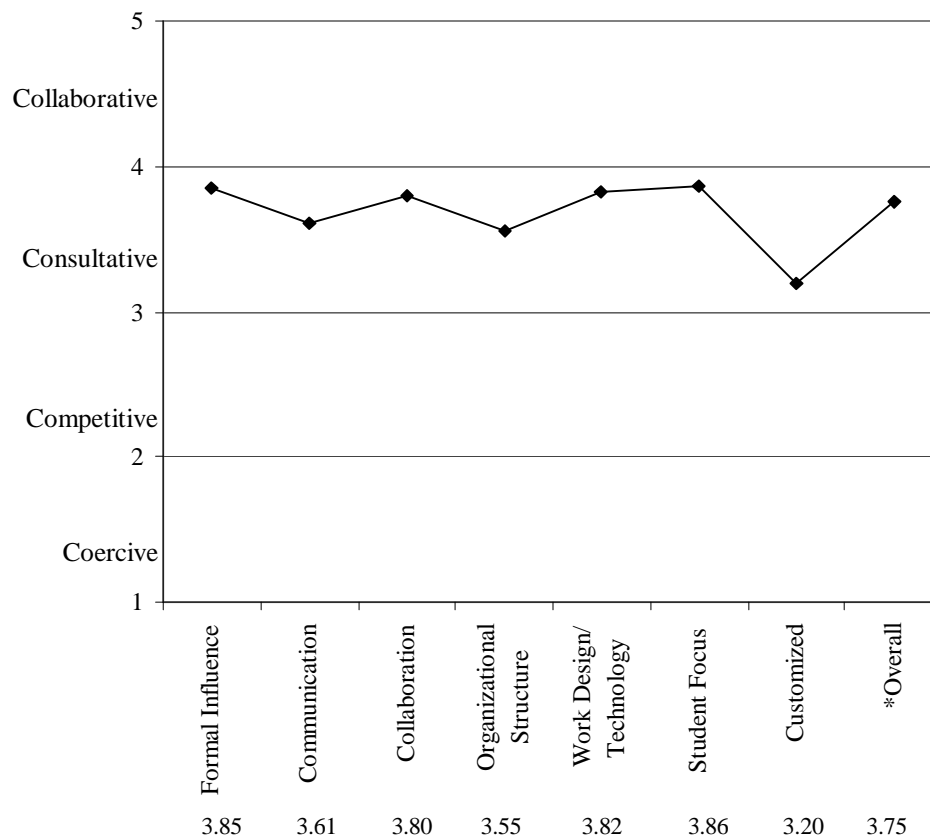
**Modified by NIC: 04/24/2002

QUESTION #2: How do employees perceive the overall institutional climate?

The results from the PACE survey indicate that personnel perceive the composite climate at NIC to fall toward the upper-range of the System 3 (consultative) management style. As discussed earlier, the scale range (1 to 5) includes 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 System 1 (coercive), System 2 (competitive), System 3 (consultative), and System 4 (collaborative). 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 Figure 2, the student focus climate factor received the highest composite rating (3.86), which represented a System 4 or collaborative management environment. The customized climate factor received the lowest mean score (3.20) within the middle area of System 3. Overall, employees rated the management style in the upper range of the System 3 (consultative) area.

Figure 1. North Idaho College Climate as Rated by All Employees Combined
Using Composite Averages

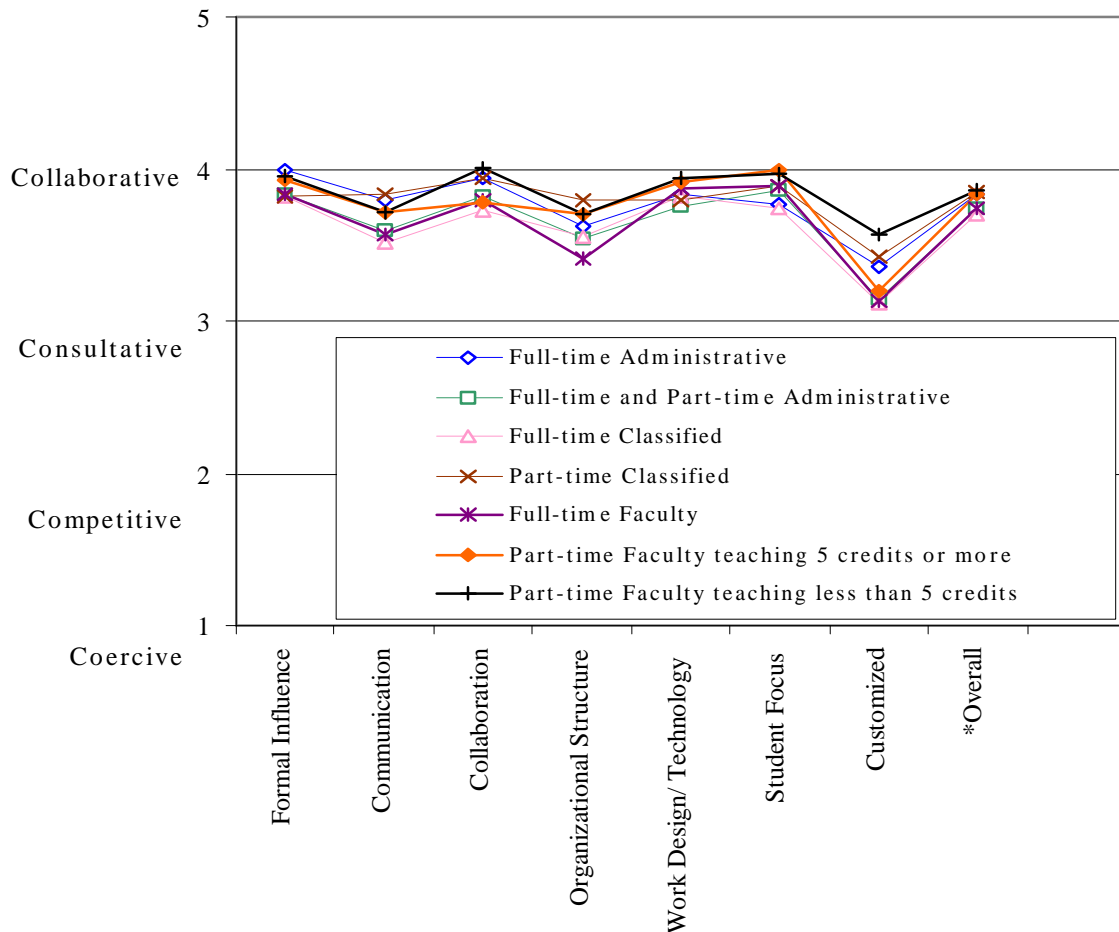


* The overall mean does not reflect the means of the customized items developed specifically for North Idaho College.

QUESTION #3: To what extent are there differences in perception of the institutional climate among employees in functional roles?

Figure 4 reports composite ratings according to the seven climate factors for employees in functional roles. In general, the Part-time Faculty teaching fewer than 5 credits rated the six normative factors most favorably (3.86), whereas the Full-time Classified employees rated the six normative factors least favorably (3.70).

Figure 2. Average Climate Scores as Rated by Functional Roles at North Idaho College



FT Administrative	4.00	3.79	3.94	3.62	3.83	3.77	3.36	3.83
FT/PT Professional	3.83	3.59	3.82	3.54	3.67	3.86	3.15	3.74
FT Classified	3.82	3.51	3.73	3.56	3.82	3.74	3.12	3.70
PT Classified	3.82	3.84	3.94	3.79	3.80	3.89	3.42	3.85
FT Faculty	3.83	3.57	3.80	3.41	3.87	3.89	3.13	3.74
PT Faculty 5+ Credits	3.93	3.71	3.78	3.70	3.92	4.00	3.28	3.84
PT Faculty <5 Credits	3.95	3.71	4.01	3.70	3.94	3.97	3.57	3.86

* The overall mean does not reflect the means of the customized items developed specifically for North Idaho College.

QUESTION #4: To what extent are there differences in perception of the institutional climate among various demographic classifications?

Refer to the following page for a brief description of the data provided in Table 6 below.

Table 6. Average Climate Scores as Rated by Personnel in Various Demographic Classifications

	Formal Influence	Communication	Collaboration	Organizational Structure	Work Design Technology	Student Focus	Customized	*Overall
Gender:								
Female	3.90	3.65	3.85	3.61	3.88	3.89	3.19	3.81
Male	3.93	3.70	3.86	3.59	3.84	3.88	3.28	3.80
Ethnic Group:								
Caucasian	3.88	3.63	3.81	3.57	3.84	3.87	3.22	3.77
**Other	4.06	3.80	4.06	3.75	3.87	3.73	3.41	3.88
Length of Employment:								
Less than 1 year	4.13	3.96	4.15	3.90	3.97	3.99	3.64	4.01
1 to 4 years	3.96	3.71	3.85	3.68	3.89	3.84	3.33	3.82
5 to 9 years	3.87	3.57	3.79	3.45	3.78	3.83	3.09	3.72
10 to 14 years	3.52	3.44	3.62	3.38	3.76	3.91	2.96	3.61
15 or more years	3.78	3.52	3.75	3.43	3.76	3.84	3.10	3.69
Personnel Classification:								
Full-time Administrative	4.00	3.79	3.94	3.62	3.83	3.77	3.36	3.83
Full-time & Part-time Professional	3.83	3.59	3.82	3.54	3.76	3.86	3.15	3.74
Full-time Classified	3.82	3.51	3.73	3.56	3.82	3.74	3.12	3.70
Part-time Classified	3.82	3.84	3.94	3.79	3.80	3.89	3.42	3.85
Full-time Faculty	3.83	3.57	3.80	3.41	3.87	3.89	3.13	3.74
PT Faculty Teaching 5+ CR	3.93	3.71	3.78	3.70	3.92	4.00	3.28	3.84
PT Faculty Teaching <5 CR	3.95	3.71	4.01	3.70	3.94	3.97	3.57	3.86
Residence by County:								
Kootenai	3.83	3.59	3.77	3.54	3.81	3.83	3.18	3.73
Bonner	4.06	3.74	4.05	3.75	3.85	3.74	3.59	3.82
Shoshone	3.92	3.80	4.04	3.73	4.09	4.23	3.57	3.98
Boundary	4.13	4.04	4.17	3.88	4.04	3.86	3.83	4.05
Benewah	3.45	3.17	2.88	3.50	3.78	4.00	3.35	3.49
Spokane	4.09	3.81	4.20	3.71	3.97	4.06	3.29	3.98
Other	3.78	3.72	3.09	3.56	3.86	3.82	3.68	3.66

Table 6. Continued

Employee Involvement Level:								
Very Active	3.80	3.51	3.86	3.35	3.85	3.79	3.04	3.70
Moderately Active	3.89	3.55	3.68	3.46	3.83	3.93	3.14	3.73
Occasionally Active	3.87	3.63	3.87	3.66	3.86	3.96	3.30	3.82
Rarely Participate	3.76	3.62	3.76	3.55	3.78	3.78	3.18	3.71
Never Participate	3.96	3.73	3.90	3.66	3.83	3.76	3.31	3.80
Attendance at NIC Events:								
Athletic Events	3.83	3.63	3.82	3.58	3.80	3.91	3.37	3.76
Musical Events	3.76	3.51	3.75	3.52	3.82	3.85	3.71	3.15
Theater Performances	3.88	3.64	3.70	3.54	3.79	3.79	3.19	3.72
College Forums	4.01	3.74	4.03	3.60	3.94	3.87	3.12	3.87
College Social Activities	3.92	3.69	3.86	3.64	3.84	3.94	3.17	3.82

* The overall mean does not reflect the means of the customized items developed specifically for North Idaho College.

** In order to maintain respondent confidentiality, a grand mean score was calculated for the Other ethnic group to include the African-American (n=2), Asian (n=1), Alaskan/Native American (n=5), and Hispanic (n=7) ethnic groups.

Gender:

Female respondents rated the climate higher, with a composite rating of 3.81, whereas males rated the climate just slightly lower with a composite rating of 3.80.

Ethnic Group:

Those respondents in the combined “Other” ethnic groups had the higher overall rating of 3.88. Caucasians rated the campus lower, with a mean of 3.77.

Length of Employment at North Idaho College:

*Respondents with less than one year of employment at NIC rated the climate highest, with a composite rating of 4.01, followed by respondents with 1 to 4 years at the institution with a composite rating of 3.82. Respondents with 5 to 9 years and respondents of more than 15 years rated the climate least favorable (3.72 and 3.69, respectively).

Personnel Classification:

Respondents with part-time status rated the climate highest, with composite ratings of 3.86 for PT faculty teaching less than 5 credits, 3.85 for PT classified staff, 3.84 for PT faculty teaching more than 5 credits. Full-time administrative staff responded next with a composite score of 3.83, followed by full-time faculty and full and part-time professionals tied at 3.74. The full-time classified staff showed the lowest climate rating at 3.70.

Residence by County:

Respondents from Boundary County are most pleased with the campus climate, noting a 4.05 campus climate rating. Respondents who identified themselves residing in Other counties (3.66) and Benewah County (3.49) rated the climate least favorable.

Employee Involvement Level:

Those who say they are occasionally active in their employee organizations rated the campus climate slightly higher (3.82) than those who said they never participated (3.80) in activities. The respondents who identified themselves as Moderately Active (3.73), Rarely Active (3.71) and Very Active (3.70) rated the climate least favorable.

Attendance at NIC Events:

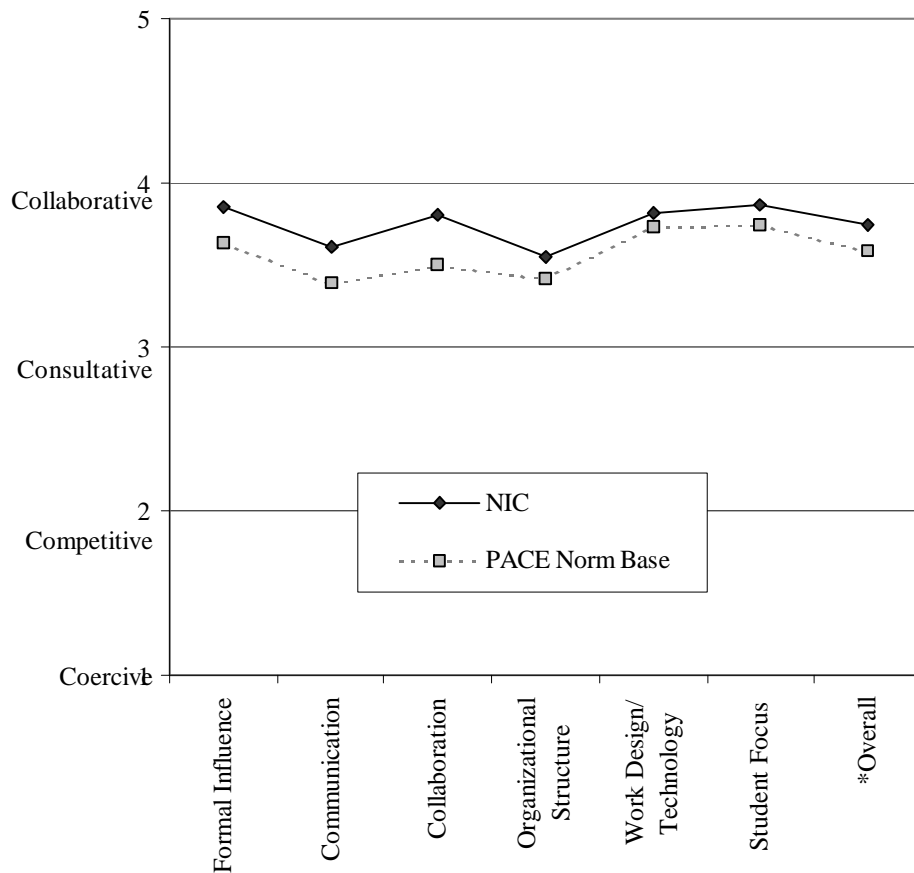
*Those who participate in campus college forums rated their satisfaction highest (3.87 composite score), followed closely by campus social activities (3.82), athletic events (3.76), and theatrical events (3.72). The lowest campus climate rating came from those who attended musical events noting a 3.15 composite satisfaction rating.

*Modified by NIC: 04/24/2002

QUESTION #5: How do the results of this PACE compare with the NILIE PACE Norm Base?

Figure 12 shows how NIC compares with the NILIE PACE Norm Base from all the climate studies conducted at two- and four-year institutions since 1996, which have used the current version of the NILIE PACE, standardized survey. These studies included small, medium, large, and multi-campus institutions; community college districts; and statewide systems. Institutions ranged in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. Normative data are not available for the customized climate factor area developed specifically for NIC. Figure 12 shows how NIC compares with data from the “original” six PACE domains (i.e., formal influence, communication, collaboration, organizational structure, work design/technology, and student focus) maintained by NILIE.

Figure 3. North Idaho College Climate Compared with the NILIE PACE Norm Base



NIC	3.85	3.61	3.80	3.55	3.82	3.86	3.75
PACE Norm Base	3.64	3.39	3.50	3.41	3.73	3.74	3.58

* Normative data are not available for the customized climate factor developed specifically for NIC.

QUESTION #6: What recommendations for change and improvement can be made based on the results of this climate survey?

One of the primary purposes of the PACE instrument is to provide recommendations for change that assist in efforts to improve the climate at an institution or system of institutions. To accomplish this goal, a priority index score was computed for each of the questions. This score was obtained by ordering the means for each of the items in ascending order, from the lowest to the highest values. The priority index score provides an insight into the distance between the particular score and the ideal situation, represented by a score of 4.50 on any item. In this way, important areas needing improvement can be identified and prioritized. One way to think about these scores is to see the priority index scores as measures 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 should be** for each item is the zone of acceptable change within the institution.

Overall, the following six items have been identified as areas of excellence at North Idaho College. Two of these items represent the formal influence climate factor (items #2 and #4), while four represent the work design/technology climate factor (items #36, # 37, # 38 and #39).

- The extent to which I feel my job is relevant to this institution's mission (item #38), Mean score: 4.42
- The extent to which I am responsible for meaningful work (item #39), Mean score: 4.42
- The extent to which my skills are appropriate for my job (item #37), Mean score: 4.33
- The extent to which my manager expresses confidence in my work (item #2), Mean score: 4.23
- The extent to which I am given the opportunity to be creative in my work (item #4), Mean score: 4.23
- The extent to which accuracy is expected of me in my job (item #36), Mean score: 4.18

The six areas of greatest concern include:

- The extent to which the institution pays competitive salaries (item #65), Mean score: 2.54
- The extent to which the institution addresses workload issues (item #60), Mean score: 2.86
- The extent to which the institution meets staffing needs (item #61), Mean score: 2.94
- The extent to which I have the opportunity for advancement within this institution (item #40), Mean score: 3.09
- The extent to which employee concerns/issues are adequately addressed (item #63), Mean score: 3.10
- The extent to which there is a sense of trust and confidence among all members of the college community (item #56), Mean score: 3.13

Note from the NIC Outcomes Assessment Committee: There were sixty-five items in the PACE Survey. Items #1-55 were validated and field-tested by the survey publisher, while items #56-65 were submitted by NIC. Since the NIC-specific items have not been validated or field-tested by the survey publisher, the following list shows areas of concern without the NIC items factored in. Refer to Appendix A in the full report for additional information.

The extent to which I have the opportunity for advancement within this institution (item #40), Mean score: 3.09

The extent to which decisions are made at the appropriate level (item #35), Mean score: 3.20

The extent to which I am able to appropriately influence the direction of this institution (item #9), Mean score: 3.21

The extent to which this institution is appropriately organized (item #34), Mean score: 3.32

The extent to which information is shared within this institution (item #19), Mean score: 3.36

The extent to which my work is guided by clearly defined administrative process (item #41), Mean score: 3.36

The extent to which institutional teams use problem-solving techniques (item #23), Mean score: 3.43

The extent to which the amount of work I do is appropriate (item #31), Mean score: 3.43

Where Do We Go From Here?

The Pace Survey results provide North Idaho College with a wealth of data about NIC's employees' perceptions of the College environment. In order to fully analyze and follow-up on this data, an institutional action plan needs to be developed and possibly incorporated into the College's Strategic Plan.

To accomplish this, when the Strategic Planning Committee reconvenes in the fall of 2002, the President will establish a Strategic Planning sub-committee made up of members from the Outcomes Assessment Committee, the Welfare Committee and the Strategic Planning Committee. The sub-committee's charge will be to thoroughly analyze and interpret the results of the PACE Survey, and to develop an action plan that would assist the College community as it strives to continuously improve the College's climate and culture.