

JCCC Research in Brief

Spring 2008 Personal Assessment of the College Environment

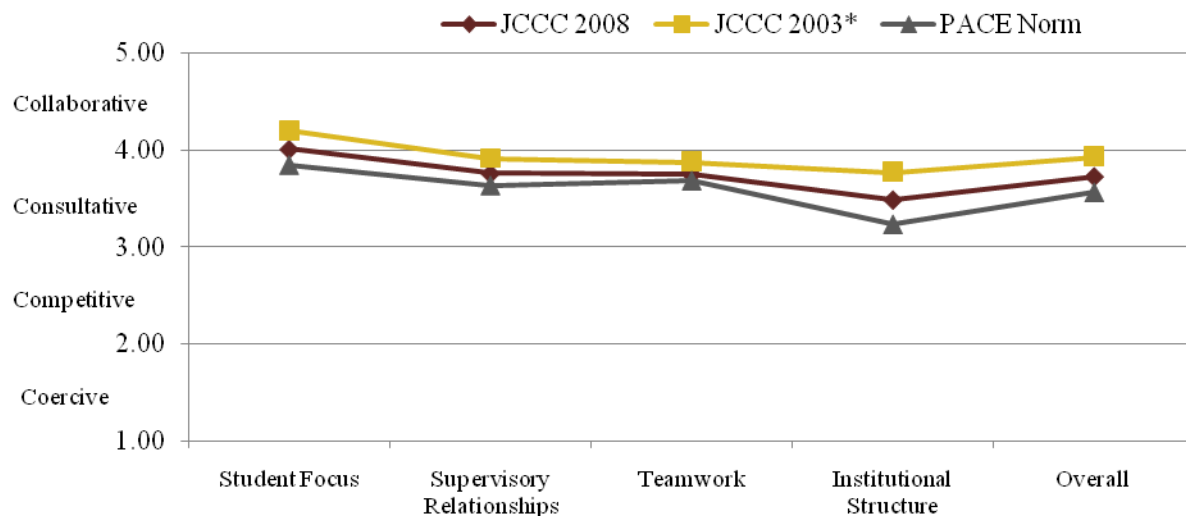
Purpose The Personal Assessment of the College Environment (PACE) survey was a collaborative project between the National Initiative for Leadership and Institutional Effectiveness (NILIE) and JCCC. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to promote more open and constructive communication among faculty, staff, and administrators.

Methodology In April and May 2008, the PACE survey instrument was administered to 2,440 employees. Of those employees, 770 (31.6%) returned valid forms which were sent to NILIE at North Carolina State University for analysis.

The Survey Instrument The PACE instrument contains 46 items organized into four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. Respondents were asked to rate the survey items on a five-point satisfaction scale (1=very dissatisfied to 5=very satisfied). The instrument was specifically designed to compare the existing climate at JCCC to a range of four different managerial systems found to exist in colleges and to a norm base of 45 community colleges across North America. The managerial systems ranging from the most to the least favorable environments include: collaborative, consultative, competitive, and coercive.

Overall Results The overall results from the PACE instrument indicate that JCCC has a healthy campus climate, yielding a 3.73 mean score reflecting a high consultative system; nonetheless, this is lower than the 3.93 JCCC mean score in 2003. Of the four climate factors, the Student Focus category received the highest mean score (4.01), whereas the Institutional Structure category received the lowest (3.49). Although JCCC scored above the PACE norm base in all four PACE domains, mean scores in all four areas decreased significantly since the 2003 JCCC PACE administration.

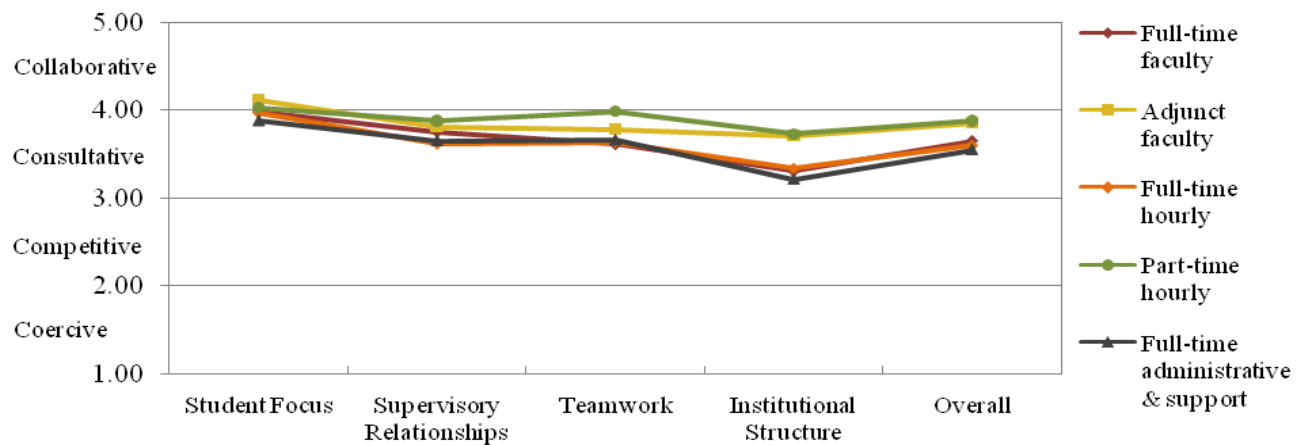
Figure 1
Employee Perceptions of JCCC's College Environment
(2008 Results Compared to 2003 Results and to PACE Norm Base)



*The JCCC 2003 scores were calculated based on the revised PACE survey and do not match the scores listed in the 2003 JCCC PACE report.

Perceptions remained within the most productive systems (collaborative and consultative) for all employee categories on each of the four climate factors. Overall, part-time hourly staff and adjunct faculty provided the highest mean ratings (3.88 and 3.86, respectively); full-time administrative and support staff provided the lowest (3.55).

Figure 2
Perceptions of JCCC's College Environment by Personnel Classification



Areas of Excellence The following were identified as areas of excellence at JCCC (seven of the eleven areas of excellence focus on JCCC students):

- ◆ The extent to which I feel my job is relevant to this institution's mission (4.27).
- ◆ The extent to which students receive an excellent education at this institution (4.26).
- ◆ The extent to which this institution prepares students for further learning (4.17).
- ◆ The extent to which this institution prepares students for a career (4.14).
- ◆ The extent to which my supervisor expresses confidence in my work (4.09).
- ◆ The extent to which students are satisfied with their educational experience at this institution (4.05).
- ◆ The extent to which faculty meet the needs of the students (4.02).
- ◆ The extent to which professional development and training opportunities are available (4.01).
- ◆ The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone (4.00).
- ◆ The extent to which non-teaching professional personnel meet the needs of the students (3.99).
- ◆ The extent to which I am given the opportunity to be creative in my work (3.99).

Areas of Concern The areas of greatest concern include (all of these items represent the Institutional Structure climate factor):

- ◆ The extent to which I have the opportunity for advancement (3.07).
- ◆ The extent to which I am able to appropriately influence the direction of this institution (3.15).
- ◆ The extent to which decisions are made at the appropriate level at this institution (3.25).
- ◆ The extent to which information is shared within this institution (3.29).
- ◆ The extent to which institutional teams use problem-solving techniques (3.31).
- ◆ The extent to which this institution is appropriately organized (3.32).
- ◆ The extent to which open and ethical communication is practiced at this institution (3.37).
- ◆ The extent to which my work is guided by clearly defined administrative processes (3.47).
- ◆ The extent to which unacceptable behaviors are identified and communicated to me (3.53).
- ◆ The extent to which a spirit of cooperation exists at this institution (3.54).
- ◆ The extent to which this institution has been successful in positively motivating my performance (3.54).