



NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

Tulsa Community College
Tulsa, Oklahoma

Personal Assessment of the College Environment
(PACE)

by

Katie Ratterree & Alessandra Dinin

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Audrey Jaeger, PhD, Executive Director
Dawn Crotty, Executive Assistant
Alessandra Dinin, Co-director of Research
Jingjing Zhang, Co-director of Research
Tara Hudson, Researcher
Difei Li, Researcher
Katie Ratterree, Researcher

Phone: 919-515-8567
919-515-6289
Fax: 919-515-6305
Web: <http://ced.ncsu.edu/ahe/nilie>

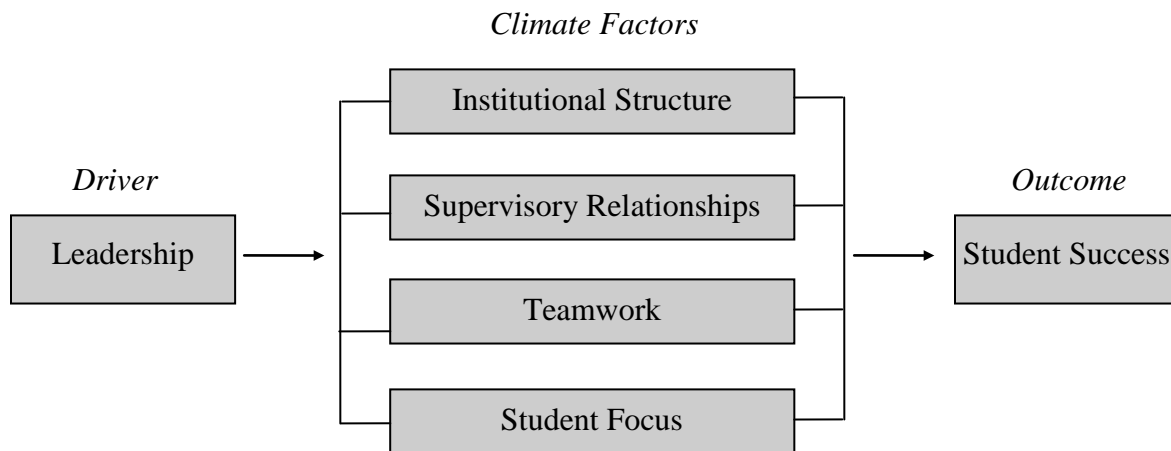
College of Education
North Carolina State University
300 Poe Hall, Box 7801
Raleigh, NC 27695-7801

EXECUTIVE SUMMARY

In January 2015, the Personal Assessment of the College Environment (PACE) survey was administered to 2307 employees at Tulsa Community College (TCC). Of those 2307 employees, 747 (32.4%) 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 provide data to assist TCC 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 TCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

In the PACE model, the leadership of an institution motivates the Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus climate factors toward an outcome of student success and institutional effectiveness.

Figure 1. The PACE Model



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.

Of the more than 120 studies completed by NILIE, few institutions have been found to achieve a fully Collaborative (System 4) environment, although scores in some categories may fall in this range for some classifications of employees. Thus, if the Collaborative System is the ideal, then this environment is the one to be sought through planning, collaboration, and organizational development.

Employees completed a 46-item PACE instrument organized into four climate factors as follows: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. They also completed a Customized section designed specifically for Tulsa Community College. Respondents were asked to rate the four factors on a five-point Likert-type scale. The instrument was specifically designed to compare the existing climate at TCC to a range of four managerial systems found to exist in colleges and to a Norm Base of 69 community colleges across North America. The information generated from the instrument has been developed into a research report that can be used for planning and decision-making in order to improve the existing college climate.

The PACE instrument administered at TCC included 63 total items. Respondents were asked to rate items on a five-point satisfaction scale from a low of 1 to a high of 5. Of the 63 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2). Two fell within the Competitive range (rated between 2 and 3). Forty-six fell within the Consultative range (rated between 3 and 4), and 15 composite ratings fell within the Collaborative range (rated between 4 and 5).

At TCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.85 mean score or high Consultative system. The Student Focus category received the highest mean score (4.05), whereas the Institutional Structure category received the lowest mean score (3.57). When respondents were classified according to Personnel Classification at TCC, the composite ratings were as follows: College Staff (3.76), Faculty (3.94), Professional Staff (3.75), and Administrator (3.82).

Of the 46 standard PACE questions, the top mean scores have been identified at Tulsa Community College.

- The extent to which I feel my job is relevant to this institution's mission, 4.52 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.30 (#2)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.20 (#9)
- The extent to which this institution prepares students for further learning, 4.19 (#37)
- The extent to which students receive an excellent education at this institution, 4.17 (#31)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.14 (#18)
- The extent to which I am given the opportunity to be creative in my work, 4.10 (#39)
- The extent to which there is a spirit of cooperation within my work team, 4.08 (#3)
- The extent to which this institution prepares students for a career, 4.07 (#35)
- The extent to which the actions of this institution reflect its mission, 4.01 (#1)

The following have been identified as the top performance areas within the Customized climate factor at Tulsa Community College.

- The extent to which TCC offers a safe work environment for me, 4.22 (#54)
- The extent to which I am satisfied with working at TCC, 4.18 (#63)
- The extent to which TCC is effective in its community partnerships and outreach, 4.10 (#60)

Of the 46 standard PACE questions, the bottom mean scores have been identified as areas in need of improvement at Tulsa Community College.

- The extent to which I have the opportunity for advancement within this institution, 3.09 (#38)
- The extent to which I am able to appropriately influence the direction of this institution, 3.14 (#15)
- The extent to which this institution is appropriately organized, 3.26 (#32)
- The extent to which information is shared within this institution, 3.31 (#10)
- The extent to which decisions are made at the appropriate level at this institution, 3.41 (#4)
- The extent to which open and ethical communication is practiced at this institution, 3.49 (#16)
- The extent to which institutional teams use problem-solving techniques, 3.54 (#11)
- The extent to which this institution has been successful in positively motivating my performance, 3.55 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.57 (#44)
- The extent to which a spirit of cooperation exists at this institution, 3.58 (#25)

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

- The extent to which the institution addresses low-performing employees or detrimental workplace situations, 2.70 (#53)
- The extent to which I am satisfied with TCC's performance appraisal process, 2.96 (#55)
- The extent to which TCC compensates its employees, 3.05 (#56)

Respondents were also given an opportunity to provide comments about the most favorable aspects and the least favorable aspects of TCC. The responses provide insight and anecdotal evidence that support the survey questions.

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LEADERSHIP RESEARCH

The term culture refers to a total communication and behavioral pattern within an organization. Yukl (2002) defines organizational culture as the shared values and beliefs of members about the activities of the organization and interpersonal relationships (p. 108). Schein (2004) observes that culture points us to phenomena that are below the surface, that are powerful in their impact but invisible and to a considerable degree unconscious. In that sense culture is to a group what personality is to an individual (p. 8). Culture as a concept, then, is deeply embedded in an organization and relatively difficult to change; yet it has real day-to-day consequences in the life of the organization. According to Baker and Associates (1992), culture is manifest through symbols, rituals, and behavioral norms, and new members of an organization need to be socialized in the culture in order for the whole to function effectively.

Climate refers to the prevailing condition that affects satisfaction (e.g., morale and feelings) and productivity (e.g., task completion or goal attainment) at a particular point in time. Essentially then, climate is a subset of an organization's culture, emerging from the assumptions made about the underlying value system and finding expression through members' attitudes and actions (Baker & Associates, 1992).

The way that various individuals behave in an organization influences the climate that exists within that organization. If individuals perceive accepted patterns of behavior as motivating and rewarding their performance, they tend to see a positive environment. Conversely, if they experience patterns of behavior that are self-serving, autocratic, or punishing, then they see a negative climate. The importance of these elements as determiners of quality and productivity and the degree of satisfaction that employees receive from the performance of their jobs have been well documented in the research literature for more than 40 years (Baker & Associates, 1992).

NILIE's present research examines the value of delegating and empowering others within the organization through an effective management and leadership process. Yukl (2002) defined leadership as the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives (p. 7). The concept of leadership has been studied for many years in a variety of work settings, and there is no one theory of management and leadership that is universally accepted (Baker & Associates, 1992). However, organizational research conducted to date shows a strong relationship between leadership processes and other aspects of the organizational culture. Intensive efforts to conceptualize and measure organizational climate began in the 1960s with Rensis Likert's work at the University of Michigan. A framework of measuring organizational climate was developed by Likert (1967) and has been adapted by others, including McClelland and Atkinson, as reported in Baker and Glass (1993).

The first adaptation of Likert's climate concepts research to higher education organizations was employed at the various campuses of Miami-Dade Community College, Florida, in 1986. A modified version of the Likert profile of organizations was used in a case study of Miami-Dade Community College and reported by Roueche and Baker (1987).

Results of the Miami-Dade study indicated that Likert's four-system theory worked well when applied to a higher education setting. It showed promise not only for measuring climate and responses to leadership style but also for articulating ways both leadership effectiveness and organizational climate could be improved within the institution. Since the Miami-Dade research project, more than 120 institutions have participated in climate studies conducted by NILIE at North Carolina State University. Various versions of the PACE instrument were field-tested through NILIE's efforts, and several doctoral dissertations.

From Likert's original work and research methods, NILIE identified four leadership models and organizational systems ranging from Coercion to Collaboration. The Collaborative System, referred to as System 4, is generally seen as the ideal climate to be achieved, since it appears to produce better results in terms of productivity, job satisfaction, communication, and overall organizational effectiveness (Likert, 1967). The various NILIE research studies have verified that the Collaborative System is the climate to be sought. NILIE's research supports the conclusion that most organizations function between the Competitive (System 2) and Consultative (System 3) levels across the four climate factors of the instrument (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus).

Coercion represents the least desirable climate and constitutes a structured, task-oriented, and highly authoritative leadership management style. This leadership style assumes that followers are inherently lazy, and to make them productive, the manager must keep after them constantly. Interestingly, a few employees in almost all organizations evaluated by NILIE hold this view of the organizational climate. However, as a rule, their numbers are too few to have much effect on the overall institutional averages.

In contrast, a Collaborative model is characterized by leadership behaviors that are change-oriented, where appropriate decisions have been delegated to organizational teams, and leaders seek to achieve trust and confidence in the followers. The followers reciprocate with positive views of the leaders. This model is based on the assumption that work is a source of satisfaction and will be performed voluntarily with self-direction and self-control because people have a basic need to achieve and be productive. It also assumes that the nature of work calls for people to come together in teams and groups in order to accomplish complex tasks. This leadership environment is particularly descriptive of the climate necessary for productivity in a higher education environment, especially in the face of present and near future challenges such as new technologies, demands for accountability and the desire to accurately measure learning outcomes.

As the perceptions of the staff, faculty, and administrators approach the characteristics of the Collaborative environment, better results are achieved in terms of productivity and cost management. Employees are absent from work less often and tend to remain employed in the organization for a longer period of time. The Collaborative model also produces a better organizational climate characterized by excellent communication, higher peer-group loyalty, high confidence and trust, and favorable attitudes toward supervisors (Likert, 1967). In addition, various researchers (Blanchard, 1985; Stewart, 1982; Yukl, 2002) suggest that adapting leadership styles to fit particular situations according to the employees' characteristics and developmental stages and other intervening variables may be appropriate for enhancing productivity. Table 1 is a model of NILIE's four-systems framework based on Likert's original work and modified through NILIE's research conducted between 1992 and the present.

Table 1. NILIE Four Systems Model

System 1	System 2	System 3	System 4
Coercive	Competitive	Consultative	Collaborative
Leaders are seen as having no confidence or trust in employees and seldom involve them in any aspect of the decision-making process.	Leaders are seen as having condescending confidence and trust in employees. Employees are occasionally involved in some aspects of the decision-making process.	Leaders are seen as having substantial but not complete confidence and trust in employees. Employees are significantly involved in the decision-making process.	Leaders are seen as having demonstrated confidence and trust in employees. Employees are involved in appropriate aspects of the decision-making process.
Decisions are made at the top and issued downward.	Some decision-making processes take place in the lower levels, but control is at the top.	More decisions are made at the lower levels, and leaders consult with followers regarding decisions.	Decision-making is widely dispersed throughout the organization and is well integrated across levels.
Lower levels in the organization oppose the goals established by the upper levels.	Lower levels in the organization cooperate in accomplishing selected goals of the organization.	Lower levels in the organization begin to deal more with morale and exercise cooperation toward accomplishment of goals.	Collaboration is employed throughout the organization.
Influence primarily takes place through fear and punishment.	Some influence is experienced through the rewards process and some through fear and punishment.	Influence is through the rewards process. Occasional punishment and some collaboration occur.	Employees are influenced through participation and involvement in developing economic rewards, setting goals, improving methods, and appraising progress toward goals.

In addition to Likert, other researchers have discovered a strong relationship between the climate of an organization and the leadership styles of the managers and leaders in the organization.

Astin and Astin (2000) note that the purposes of leadership are based in these values:

- To create a supportive environment where people can grow, thrive, and live in peace with one another;
- To promote harmony with nature and thereby provide sustainability for future generations; and
- To create communities of reciprocal care and shared responsibility where every person matters and each person’s welfare and dignity is respected and supported (p. 11).

Studies of leadership effectiveness abound in the literature. Managers and leaders who plan change strategies for their organizations based on the results of a NILIE climate survey are encouraged to review theories and concepts, such as those listed below, when planning for the future.

- The path-goal theory of House (1971, 1996) in which leader behavior is expressed in terms of the leader's influence in clarifying paths or routes followers travel toward work achievement and personal goal attainment.
- The Vroom/Yetton model for decision procedures used by leaders in which the selected procedure affects the quality of the decision and the level of acceptance by people who are expected to implement the decision (Vroom & Yetton, 1973 as discussed in Yukl, 2002).
- Situational leadership theories (see Northouse, 2004; Yukl, 2002).
- Transformational leadership theory (Burns, 1978; Bass, 1985; Astin & Astin, 2000).
- Emotional intelligence theories (Goleman, 1995; Goleman, McKee & Boyatzis, 2002)

In the context of the modern community college, there is much interest in organizational climate studies and their relation to current thinking about leadership. The times require different assumptions regarding leader-follower relations and the choice of appropriate leadership strategies that lead to achievement of organizational goals. This report may help Tulsa Community College understand and improve the overall climate by examining perceptions and estimates of quality and excellence across personnel groups. This report may also provide benchmarks and empirical data that can be systematically integrated into effective planning models and change strategies for Tulsa Community College.

METHOD

Population

In January 2015, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Tulsa Community College. Of the 2307 employees administered the instrument, 747 (32.4%) completed and returned the instrument for analysis. Of those 747 employees, 424 (56.8%) completed the open-ended comments section. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist TCC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and the Institutional Effectiveness Office of TCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees of TCC were invited to participate in the survey through an email that contained the survey link and instructions. Follow-up emails were sent during the response period to encourage participation. The survey was up for four weeks. Completed surveys were submitted online and the data compiled by NILIE. The data were analyzed using the statistical package SAS, version 9.3.

Instrumentation

The PACE instrument is divided into four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. A Customized section developed by Tulsa Community College was also included in the administration of the instrument. A total of 63 items were included in the PACE survey, as well as a series of questions ascertaining the demographic status of respondents.

Respondents were asked to rate the various climate factors through their specific statements on a five-point scale from a low of 1 to a high of 5. The mean scores for all items were obtained and compared. Items with lower scores were considered to be high priority issues for the institution. 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.

After completing the standard survey items, respondents were given an opportunity to provide comments about the most favorable aspects of TCC and the least favorable aspects. The responses provide insight and anecdotal evidence to support the survey questions.

Reliability and Validity

In previous studies, the overall PACE instrument has shown a coefficient of internal consistency (Cronbach's Alpha) of 0.98. 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. The Cronbach's alpha coefficients of internal consistency from July 2012 to July 2014 are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from July 2012 to July 2014 (n=22,629)

Climate Category	Alpha Coefficient
Institutional Structure	0.96
Supervisory Relationships	0.95
Teamwork	0.94
Student Focus	0.92
Overall (1-46)	0.98

Establishing instrument validity is a fundamental component of ensuring the research effort is assessing the intended phenomenon. To that end, NILIE has worked hard to demonstrate the validity of the PACE instrument through both content and construct validity. Content validity has been established through a rigorous review of the instrument's questions by scholars and professionals in higher education to ensure that the instrument's items capture the essential aspects of institutional effectiveness.

Building on this foundation of content validity, the PACE instrument has been thoroughly tested to ensure construct (climate factors) validity through two separate factor analysis studies (Tiu, 2001; Caison, 2005). Factor analysis is a quantitative technique for determining the intercorrelations between the various items of an instrument. These intercorrelations confirm the underlying relationships between the variables and allow the researcher to determine that the instrument is functioning properly to assess the intended constructs. To ensure the continued validity of the PACE instrument, the instrument is routinely evaluated for both content and construct validity. The recent revision of the PACE instrument reflects the findings of Tiu and Caison.

DATA ANALYSIS

Data were analyzed in five ways. First, a descriptive analysis of the respondents' demographics is presented, followed by an overall analysis of the item and climate factor means and standard deviations. Where appropriate, comparisons are made with matching data from TCC's 2012 PACE by conducting *t*-tests to identify items significantly different from the previous PACE administration. Similar analyses were applied to the items and climate factors by Personnel Classification and generated priorities for change for each Personnel Classification. Also, comparative analyses of factor means by demographic variables were conducted. The item and factor means of this PACE were correspondingly compared with the NILIE Norm Base, with significant differences between means again being identified through *t*-tests. Finally, a qualitative analysis was conducted on the open-ended comments provided by the survey respondents.

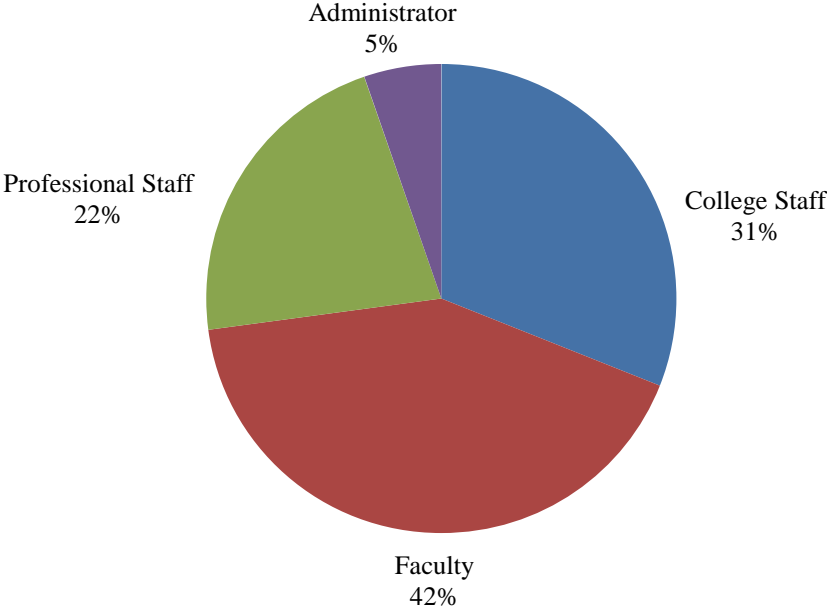
Respondent Characteristics

Of the 2307 TCC employees administered the survey, 747 (32.4%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications (Refer to Table 3 and Figure 2).

Table 3. Response by Self-Selected Personnel Classification

Personnel Classification	Surveys Returned for Analysis
College Staff	222
Faculty	299
Professional Staff	156
Administrator	38
Did not respond	32
Total	747

Figure 2. Proportion of Total Responses by Personnel Classification



32 individuals did not respond to the Personnel Classification demographic variable.

Table 4 reports the number of respondents across the different demographic classifications and the percentage of the overall responses that each group represents. This table also compares the results of the previous administration of the PACE survey with this latest administration.

Table 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	2012 # of Responses	2012 % of Responses	2015 # of Responses	2015 % of Responses
What is your personnel classification:				
College Staff	373	30.3%	222	29.7%
Faculty	607	49.2%	299	40.0%
Professional Staff	186	15.1%	156	20.9%
Administrator	45	3.6%	38	5.1%
Did not respond	22	1.8%	32	4.3%
What is your gender:				
Man	389	31.5%	194	26.0%
Woman	812	65.9%	466	62.4%
Another gender identity	NA	NA	2	0.3%
I prefer not to respond	NA	NA	52	7.0%
Did not respond	32	2.6%	33	4.4%
Please select the race/ethnicity that best describes you:				
Hispanic or Latino, of any race	38	3.1%	21	2.8%
American Indian or Alaska Native, not Hispanic or Latino	66	5.3%	41	5.5%
Asian, not Hispanic or Latino	11	0.9%	9	1.2%
Black, not Hispanic or Latino	75	6.1%	42	5.6%
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	NA	NA	4	0.5%
White, not Hispanic or Latino	961	77.9%	543	72.7%
Two or more races, not Hispanic or Latino	NA	NA	40	5.4%
Did not respond	33	2.7%	47	6.3%
What campus is your primary work location:				
Metro	355	28.8%	197	26.4%
Northeast	214	17.4%	114	15.3%
Southeast	346	28.1%	216	28.9%
West	200	16.2%	84	11.2%
Conference Center	88	7.1%	65	8.7%
Other TCC Location (Owasso, Outreach Center, Glenpool, etc.)	NA	NA	20	2.7%
Did not respond	30	2.4%	51	6.8%

* The frequencies are rounded to the nearest tenth.

NA - Items not asked in 2012 survey administration

Table 4. Continued

Demographic Variable	2012 # of Responses	2012 % of Responses	2015 # of Responses	2015 % of Responses
What is your current employment status:				
Full-time	681	55.2%	498	66.7%
Part-time	530	43.0%	211	28.3%
Did not respond	22	1.8%	38	5.1%
What is your primary work schedule:				
Day	840	68.1%	563	75.4%
Evening	169	13.7%	59	7.9%
Flexible	175	14.2%	83	11.1%
Weekend	24	2.0%	7	0.9%
Did not respond	25	2.0%	35	4.7%
How many years have you worked at this institution:				
Less than 1 year	114	9.3%	83	11.1%
1-4 years	321	26.0%	129	17.3%
5-9 years	291	23.6%	170	22.8%
10-14 years	186	15.1%	105	14.1%
15-19 years	123	10.0%	76	10.2%
20 years or more	172	13.9%	110	14.7%
Did not respond	26	2.1%	74	9.9%
How many years have you worked in higher education:				
Less than 1 year	NA	NA	56	7.5%
1-4 years	NA	NA	87	11.7%
5-9 years	NA	NA	159	21.3%
10-14 years	NA	NA	115	15.4%
15-19 years	NA	NA	81	10.8%
20 years or more	NA	NA	181	24.2%
Did not respond	NA	NA	68	9.1%

* The frequencies are rounded to the nearest tenth.

NA - Items not asked in 2012 survey administration

Table 4. Continued

Demographic Variable	2012 # of Responses	2012 % of Responses	2015 # of Responses	2015 % of Responses
In which area are you employed:				
Academic Affairs	729	59.1%	361	48.3%
Administrative Affairs	67	5.4%	56	7.5%
Student Affairs	242	19.6%	190	25.4%
Finance	NA	NA	13	1.7%
External Affairs	NA	NA	21	2.8%
Business Affairs	67	5.4%	NA	NA
Community Affairs	42	3.4%	NA	NA
Did not respond	86	7.0%	106	14.2%
Would you recommend TCC as a place to work:				
Yes	1137	92.2%	652	87.3%
No	66	5.4%	55	7.4%
Did not respond	30	2.4%	40	5.4%
What is the highest degree you have earned:				
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	NA	NA	14	1.9%
Doctoral degree (e.g., Ph.D., Ed.D.)	NA	NA	68	9.1%
Master's degree	NA	NA	351	47.0%
Bachelor's degree	NA	NA	137	18.3%
Associate's degree	NA	NA	74	9.9%
High School diploma or GED	NA	NA	55	7.4%
No diploma or degree	NA	NA	3	0.4%
Did not respond	NA	NA	45	6.0%
What is your age:				
29 years of age or younger	NA	NA	47	6.3%
30-39 years of age	NA	NA	111	14.9%
40-49 years of age	NA	NA	112	15.0%
50-59 years of age	NA	NA	174	23.3%
60 years of age or older	NA	NA	158	21.2%
Did not respond	NA	NA	145	19.4%

* The frequencies are rounded to the nearest tenth.
NA- Items not asked in 2012 survey administration

Comparative Analysis: Overall

The results from the PACE survey indicate that personnel perceive the composite climate at TCC to fall toward the upper range of the Consultative management style. The scale range describes the 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 Coercive management style (i.e., a mean score rating between 1.0 and 2.0), Competitive management style (i.e., a mean score rating between 2.0 and 3.0), Consultative management style (i.e., a mean score rating between 3.0 and 4.0), and Collaborative management style (i.e., a mean score rating between 4.0 and 5.0). 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.

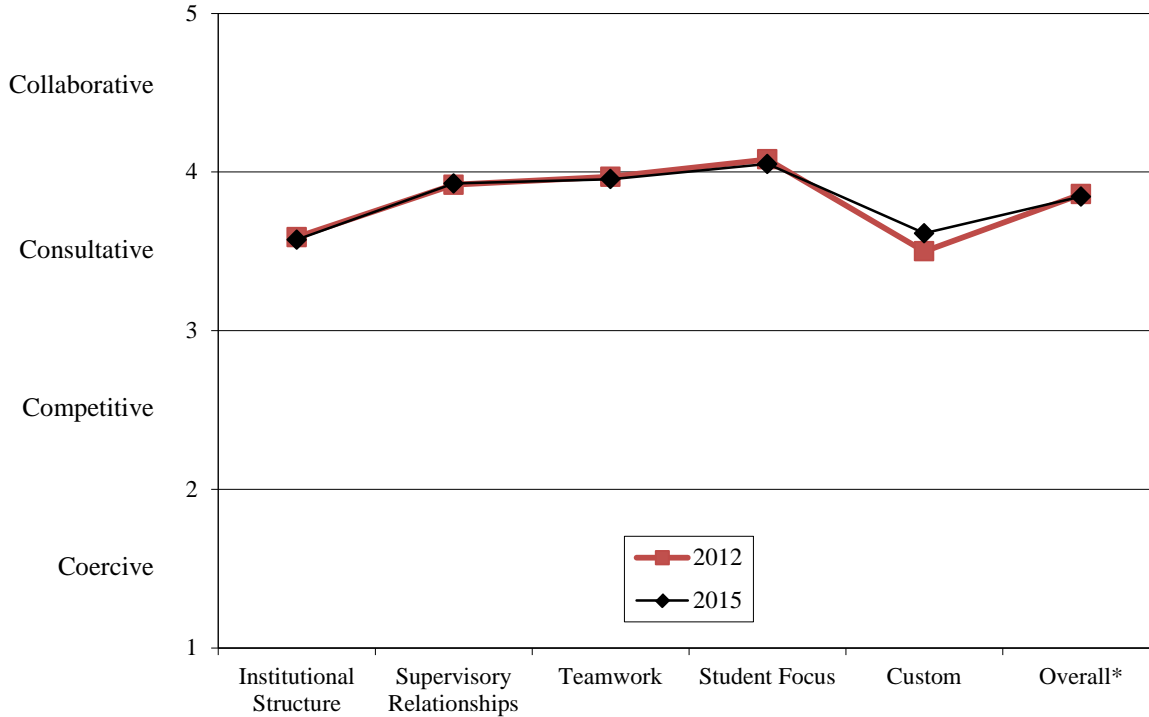
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (4.05), which represented a lower range Collaborative management environment. The Institutional Structure climate factor received the lowest mean score (3.57) within the middle area of the Consultative management area. Overall, employees rated the management style in the upper range of the Consultative management area (See also Figure 3). When compared to the revised 2012 TCC mean scores, the TCC 2015 mean scores declined slightly.

Table 5. Tulsa Community College Climate as Rated by All Employees

Factor	2012 TCC	2015 TCC
Institutional Structure	3.59	3.57
Supervisory Relationships	3.92	3.93
Teamwork	3.97	3.96
Student Focus	4.08	4.05
Custom	3.78	3.61
Overall*	3.86	3.85

* Overall does not include the customized section developed specifically for TCC.

Figure 3. Tulsa Community College Climate as Rated by All Employees Combined Using Composite Averages



In reviewing each of the items separately, the data shows that of the 63 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0). Two items fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Forty-six fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and 15 fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=46) scores indicates that the institution has a relatively high level of perceived productivity and satisfaction. Overall results from the survey yielded a mean institutional climate score of 3.85 as indicated in Figure 3.

Tables 6 through 10 report the mean scores of all personnel for each of the 63 items included in the survey instrument. The mean scores and standard deviations presented in this table estimate what the personnel participating in the study at TCC perceive the climate to be at this particular time in the institution's development. The standard deviation (SD) demonstrates the variation in responses to a given question.

* Overall does not include the customized section developed specifically for TCC.

Table 6. Comparative Mean Responses: Institutional Structure

Institutional Structure	2012 Mean (SD)	2015 Mean (SD)
1 The extent to which the actions of this institution reflect its mission	3.99 (0.88)	4.01 (0.85)
4 The extent to which decisions are made at the appropriate level at this institution	3.43 (1.16)	3.41 (1.14)
5 The extent to which the institution effectively promotes diversity in the workplace	4.04 (0.92)	3.96 (0.95)
6 The extent to which administrative leadership is focused on meeting the needs of students	3.82 (1.11)	3.82 (1.05)
10 The extent to which information is shared within the institution	3.27 (1.25)	3.31 (1.21)
11 The extent to which institutional teams use problem-solving techniques	3.51 (0.97)	3.54 (0.94)
15 The extent to which I am able to appropriately influence the direction of this institution	3.19 (1.15)	3.14 (1.14)
16 The extent to which open and ethical communication is practiced at this institution	3.51 (1.18)	3.49 (1.17)
22 The extent to which this institution has been successful in positively motivating my performance	3.59 (1.16)	3.55 (1.20)
25 The extent to which a spirit of cooperation exists at this institution	3.58 (1.16)	3.58 (1.16)
29 The extent to which institution-wide policies guide my work	3.87 (0.91)	3.85 (0.89)
32 The extent to which this institution is appropriately organized	3.35 (1.21)	3.26 (1.18)
38 The extent to which I have the opportunity for advancement within this institution	3.16 (1.27)	3.09 (1.27)
41 The extent to which I receive adequate information regarding important activities at this institution	3.66 (1.12)	3.73 (1.06)
44 The extent to which my work is guided by clearly defined administrative processes	3.64 (1.10)	3.57 (1.13)
Mean Total	3.59 (0.85)	3.57 (0.82)

T-test results indicate no significant differences between the 2012 means and the 2015 means ($\alpha=0.05$).

Table 7. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships		2012 Mean (SD)	2015 Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	4.30 (0.98)	4.30 (0.96)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.21 (1.07)	4.20 (1.09)
12	The extent to which positive work expectations are communicated to me	3.90 (1.00)	3.91 (0.99)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.80 (0.93)	3.79 (0.96)
20	The extent to which I receive timely feedback for my work	3.77 (1.10)	3.76 (1.15)
21	The extent to which I receive appropriate feedback for my work	3.82 (1.04)	3.81 (1.09)
26	The extent to which my supervisor actively seeks my ideas	3.82 (1.14)	3.85 (1.19)
27	The extent to which my supervisor seriously considers my ideas	3.93 (1.11)	3.92 (1.16)
30	The extent to which work outcomes are clarified for me	3.76 (1.00)	3.78 (0.99)
34	The extent to which my supervisor helps me to improve my work	3.88 (1.09)	3.89 (1.11)
39	The extent to which I am given the opportunity to be creative in my work	4.15 (0.95)	4.10 (1.04)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.74 (1.05)	3.79 (1.07)
46	The extent to which professional development and training opportunities are available	3.87 (1.12)	3.80 (1.18)
Mean Total		3.92 (0.82)	3.93 (0.85)

T-test results indicate no significant differences between the 2012 means and the 2015 means ($\alpha=0.05$).

Table 8. Comparative Mean Responses: Teamwork

Teamwork	2012 Mean (SD)	2015 Mean (SD)
3 The extent to which there is a spirit of cooperation within my work team	4.09 (1.04)	4.08 (1.09)
14 The extent to which my primary work team uses problem-solving techniques	3.95 (0.98)	3.92 (1.00)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.92 (1.05)	3.88 (1.10)
33 The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.97 (1.04)	3.94 (1.10)
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.92 (0.97)	3.94 (1.00)
43 The extent to which a spirit of cooperation exists in my department	3.97 (1.07)	3.95 (1.13)
Mean Total	3.97 (0.87)	3.96 (0.93)

Table 9. Comparative Mean Responses: Student Focus

Student Focus	2012 Mean (SD)	2015 Mean (SD)
7 The extent to which student needs are central to what we do	4.01 (1.02)	4.00 (1.01)
8 The extent to which I feel my job is relevant to this institution's mission	4.52 (0.74)	4.52 (0.73)
17 The extent to which faculty meet the needs of students	4.03 (0.86)	3.92 (0.89)*
18 The extent to which student ethnic and cultural diversity are important at this institution	4.19 (0.83)	4.14 (0.86)
19 The extent to which students' competencies are enhanced	3.97 (0.86)	3.95 (0.84)
23 The extent to which non-teaching professional personnel meet the needs of the students	4.04 (0.90)	3.92 (0.95)*
28 The extent to which classified personnel meet the needs of the students	3.98 (0.88)	3.89 (0.89)*
31 The extent to which students receive an excellent education at this institution	4.11 (0.81)	4.17 (0.78)
35 The extent to which this institution prepares students for a career	4.12 (0.81)	4.07 (0.83)
37 The extent to which this institution prepares students for further learning	4.18 (0.78)	4.19 (0.79)
40 The extent to which students are assisted with their personal development	3.94 (0.86)	3.81 (0.97)*
42 The extent to which students are satisfied with their educational experience at this institution	3.90 (0.77)	3.92 (0.73)
Mean Total	4.08 (0.62)	4.05 (0.61)
Overall	3.86 (0.70)	3.85 (0.70)

* T-test results indicate a significant difference between the 2012 mean and the 2015 mean ($\alpha=0.05$).

Table 10. Comparative Mean Responses: Customized

Customized	2012 Mean (SD)	2015 Mean (SD)
47 The extent to which the institution ensures quality instruction and academic support for its students	NA	3.95 (0.88)
48 The extent to which the College's academic programs adequately prepare students for employment and university transfer	NA	4.04 (0.80)
49 The extent to which faculty and/or staff are involved in development of new policies and procedures	3.45 (1.09)	3.35 (1.08)
50 The extent to which TCC's policies, processes, and services help remove barriers to student success	NA	3.72 (1.00)
51 The extent to which there is a positive relationship between faculty and/or staff with administration	NA	3.49 (1.12)
52 The extent to which the institution has a performance-based culture dedicated to continuous improvement	NA	3.32 (1.18)
53 The extent to which the institution addresses low-performing employees or detrimental workplace situations	2.96 (1.21)	2.70 (1.21)*
54 The extent to which TCC offers a safe work environment for me	4.28 (0.82)	4.22 (0.85)
55 The extent to which I am satisfied with TCC's performance appraisal process	NA	2.96 (1.31)
56 The extent to which TCC compensates its employees	NA	3.05 (1.24)
57 The extent to which TCC is transparent regarding its budgeting and finances	NA	3.25 (1.14)
58 The extent to which the institution's facilities are safe, modern, and conducive to learning	NA	3.89 (1.00)
59 The extent to which TCC's technology is sufficient to support its operations and programs	NA	3.73 (1.05)
60 The extent to which TCC is effective in its community partnerships and outreach	NA	4.10 (0.78)
61 The extent to which the College markets and communicates its programs and services	NA	3.87 (0.98)
62 The extent to which TCC's website is accessible and user-friendly	NA	3.43 (1.23)
63 The extent to which I am satisfied with working at TCC	NA	4.18 (0.92)
Mean Total	3.78 (0.75)	3.61 (0.73)

* T-test results indicate a significant difference between the 2012 mean and the 2015 mean ($\alpha=0.05$).

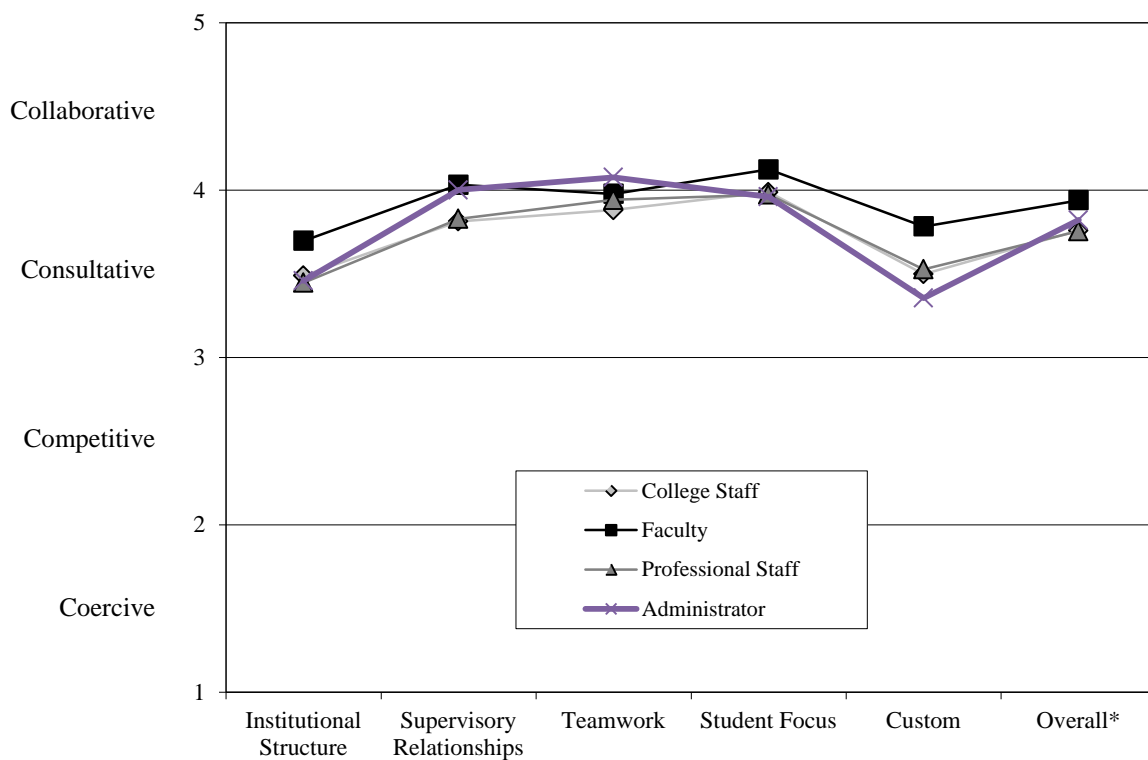
NA - Items not asked in the 2012 survey administration

Comparative Analysis: Personnel Classification

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Personnel Classifications. In general, faculty rated the four normative factors most favorable (3.94), whereas professional staff rated the four normative factors least favorable (3.75) (See also Table 11).

Figures 5 through 9 show the ratings of each employee group for each of the 63 climate items. The data summary for each figure precedes the corresponding figure. This information provides a closer look at the institutional climate ratings and should be examined carefully when prioritizing areas for change among the employee groups.

Figure 4. Mean Climate Scores as Rated by Personnel Classifications at Tulsa Community College.



* The overall mean does not reflect the mean scores of the customized items developed specifically for TCC.

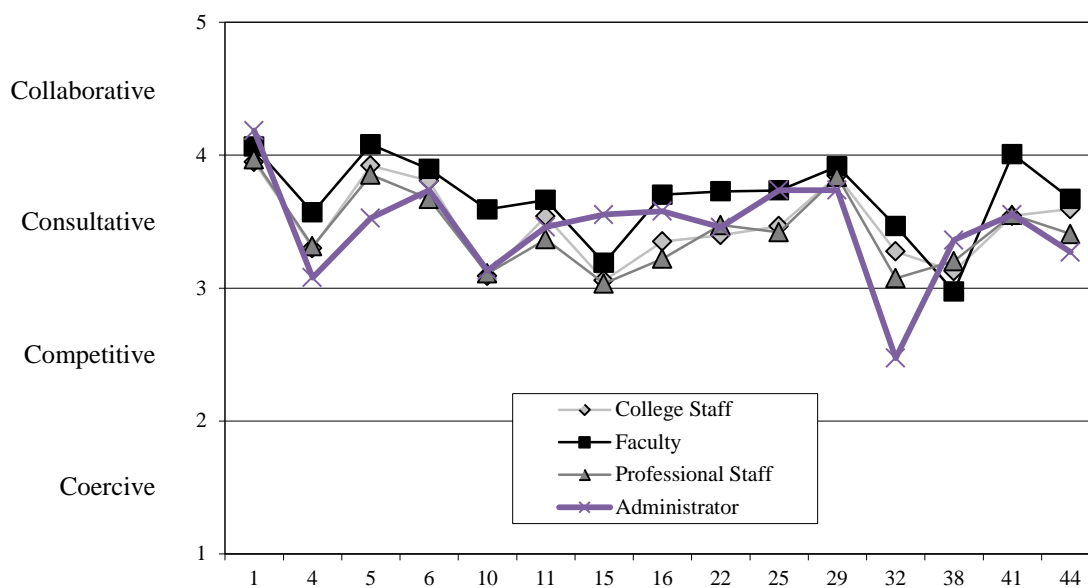
Table 11. Mean Climate Scores as Rated by Personnel Classifications and by Year of Administration

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Custom	Overall*
College Staff						
2012	3.47	3.89	3.89	3.99	3.66	3.78
2015	3.49	3.81	3.88	3.99	3.50	3.76
Faculty						
2012	3.68	3.97	4.00	4.15	3.87	3.93
2015	3.70	4.03	3.98	4.12	3.78	3.94
Professional Staff						
2012	3.50	3.82	3.98	4.06	3.71	3.80
2015	3.45	3.83	3.94	3.97	3.53	3.75
Administrator						
2012	3.59	4.04	4.22	4.09	3.79	3.93
2015	3.46	4.00	4.08	3.96	3.36	3.82

* The overall mean does not reflect the mean scores of the customized items developed specifically for TCC.

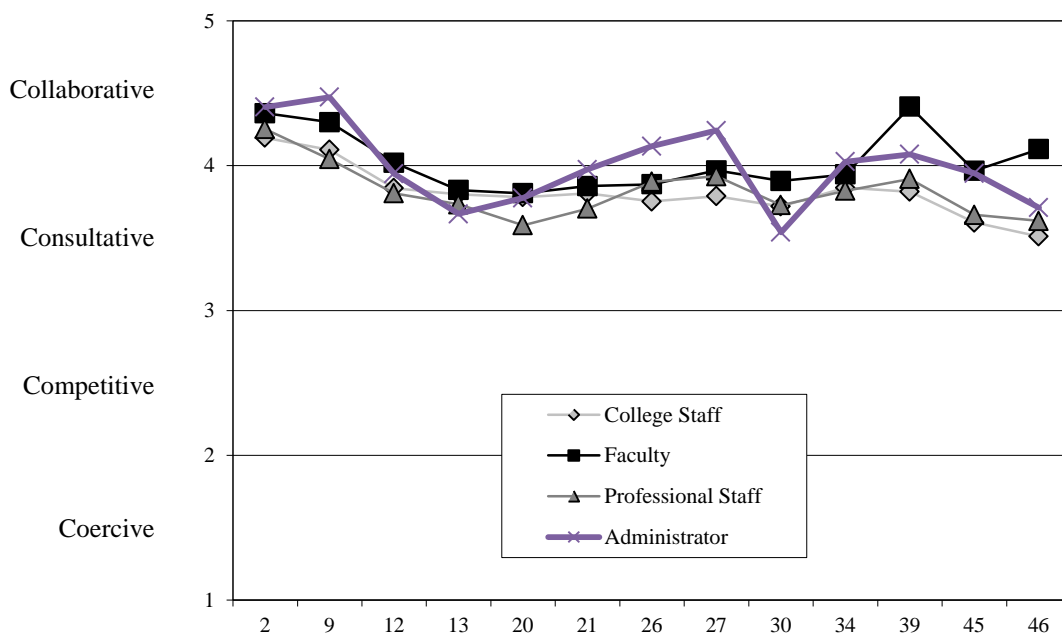
Institutional Structure		College Staff	Faculty	Professional Staff	Administrator
1	The extent to which the actions of this institution reflect its mission	3.95	4.06	3.97	4.18
4	The extent to which decisions are made at the appropriate level at this institution	3.30	3.57	3.31	3.08
5	The extent to which the institution effectively promotes diversity in the workplace	3.92	4.08	3.85	3.53
6	The extent to which administrative leadership is focused on meeting the needs of students	3.81	3.89	3.67	3.74
10	The extent to which information is shared within this institution	3.09	3.59	3.11	3.13
11	The extent to which institutional teams use problem-solving techniques	3.54	3.66	3.37	3.46
15	The extent to which I am able to appropriately influence the direction of this institution	3.06	3.19	3.03	3.55
16	The extent to which open and ethical communication is practiced at this institution	3.35	3.70	3.22	3.58
22	The extent to which this institution has been successful in positively motivating my performance	3.40	3.73	3.47	3.46
25	The extent to which a spirit of cooperation exists at this institution	3.47	3.73	3.42	3.74
29	The extent to which institution-wide policies guide my work	3.84	3.91	3.84	3.74
32	The extent to which this institution is appropriately organized	3.28	3.47	3.07	2.47
38	The extent to which I have the opportunity for advancement within this institution	3.13	2.97	3.20	3.36
41	The extent to which I receive adequate information regarding important activities at this institution	3.54	4.01	3.55	3.55
44	The extent to which my work is guided by clearly defined administrative processes	3.59	3.67	3.41	3.27

Figure 5. Mean Scores of the Institutional Structure Climate Factor as Rated by Personnel Classifications at Tulsa Community College



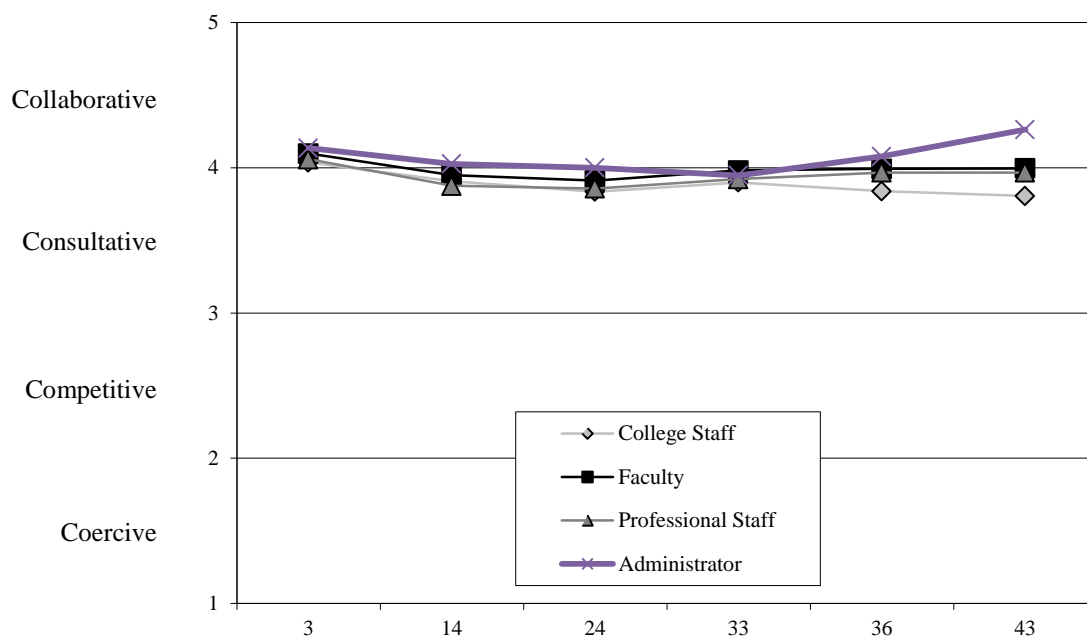
Supervisory Relationships		College Staff	Faculty	Professional Staff	Administrator
2	The extent to which my supervisor expresses confidence in my work	4.19	4.36	4.25	4.41
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.11	4.30	4.05	4.47
12	The extent to which positive work expectations are communicated to me	3.84	4.02	3.81	3.94
13	The extent to which unacceptable behaviors are identified and communicated to me	3.80	3.83	3.73	3.67
20	The extent to which I receive timely feedback for my work	3.78	3.81	3.59	3.78
21	The extent to which I receive appropriate feedback for my work	3.81	3.86	3.70	3.97
26	The extent to which my supervisor actively seeks my ideas	3.75	3.87	3.89	4.14
27	The extent to which my supervisor seriously considers my ideas	3.79	3.97	3.93	4.24
30	The extent to which work outcomes are clarified for me	3.72	3.89	3.73	3.54
34	The extent to which my supervisor helps me to improve my work	3.85	3.94	3.83	4.03
39	The extent to which I am given the opportunity to be creative in my work	3.82	4.41	3.91	4.08
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.61	3.97	3.66	3.95
46	The extent to which professional development and training opportunities are available	3.51	4.11	3.62	3.71

Figure 6. Mean Scores of the Supervisory Relationships Climate Factor as Rated by Personnel Classifications at Tulsa Community College



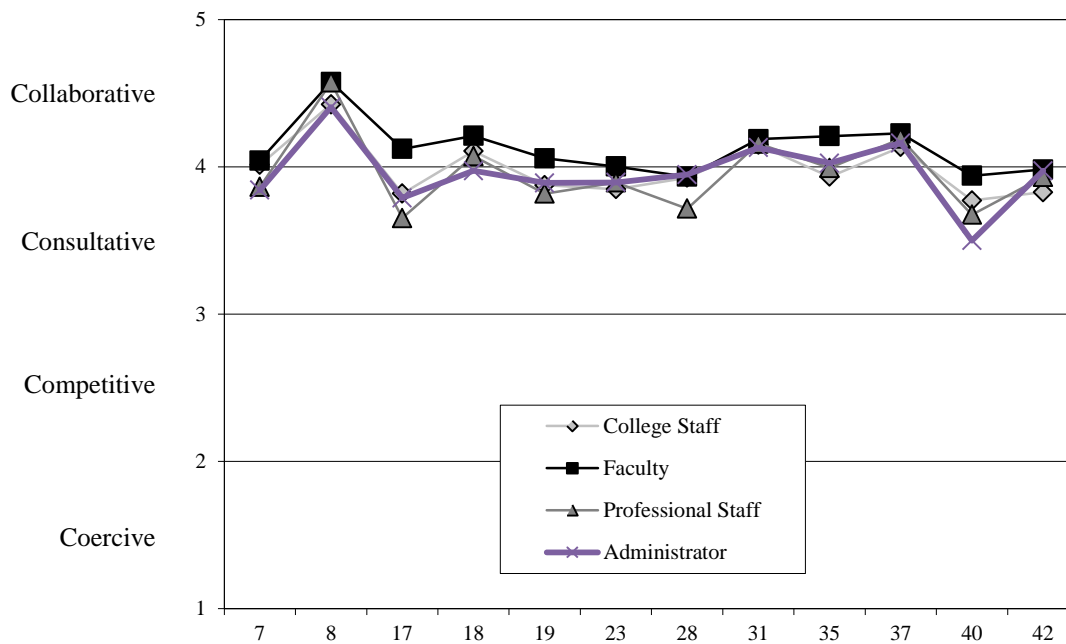
Teamwork		College Staff	Faculty	Professional Staff	Administrator
3	The extent to which there is a spirit of cooperation within my work team	4.04	4.10	4.06	4.14
14	The extent to which my primary work team uses problem-solving techniques	3.91	3.95	3.88	4.03
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.84	3.91	3.86	4.00
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.90	3.98	3.92	3.95
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.84	3.99	3.97	4.08
43	The extent to which a spirit of cooperation exists in my department	3.81	4.00	3.97	4.26

Figure 7. Mean Scores of the Teamwork Climate Factor as Rated by Personnel Classifications at Tulsa Community College



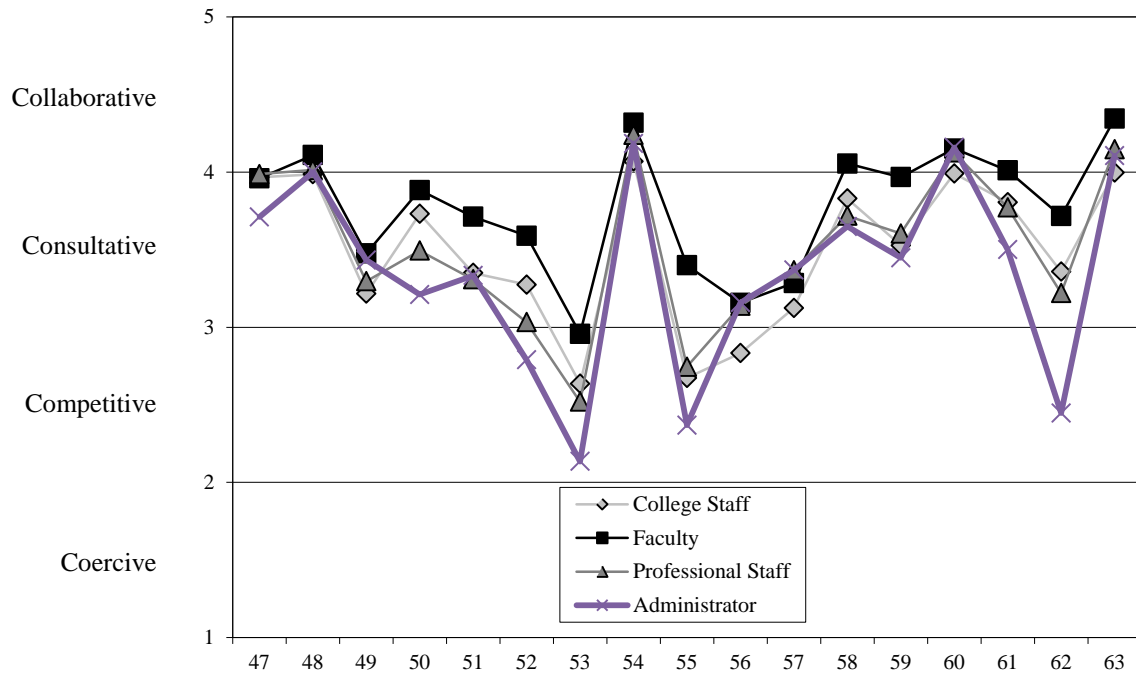
Student Focus		College Staff	Faculty	Professional Staff	Administrator
7	The extent to which student needs are central to what we do	4.01	4.04	3.86	3.84
8	The extent to which I feel my job is relevant to this institution's mission	4.42	4.58	4.57	4.41
17	The extent to which faculty meet the needs of the students	3.82	4.12	3.65	3.79
18	The extent to which student ethnic and cultural diversity are important at this institution	4.11	4.21	4.07	3.97
19	The extent to which students' competencies are enhanced	3.88	4.06	3.82	3.89
23	The extent to which non-teaching professional personnel meet the needs of the students	3.85	4.00	3.89	3.89
28	The extent to which classified personnel meet the needs of the students	3.93	3.93	3.72	3.95
31	The extent to which students receive an excellent education at this institution	4.15	4.19	4.16	4.13
35	The extent to which this institution prepares students for a career	3.93	4.21	3.99	4.03
37	The extent to which this institution prepares students for further learning	4.14	4.23	4.19	4.16
40	The extent to which students are assisted with their personal development	3.77	3.94	3.68	3.50
42	The extent to which students are satisfied with their educational experience at this institution	3.83	3.98	3.93	3.97

Figure 8. Mean Scores of the Student Focus Climate Factor as Rated by Personnel Classifications at Tulsa Community College



Customized		College Staff	Faculty	Professional Staff	Administrator
47	The extent to which the institution ensures quality instruction and academic support for its students	3.97	3.96	3.99	3.71
48	The extent to which the College's academic programs adequately prepare students for employment and university transfer	3.99	4.11	4.01	4.00
49	The extent to which faculty and/or staff are involved in development of new policies and procedures	3.22	3.47	3.30	3.43
50	The extent to which TCC's policies, processes, and services help remove barriers to student success	3.73	3.88	3.49	3.21
51	The extent to which there is a positive relationship between faculty and/or staff with administration	3.35	3.71	3.31	3.33
52	The extent to which the institution has a performance-based culture dedicated to continuous improvement	3.27	3.59	3.03	2.79
53	The extent to which the institution addresses low-performing employees or detrimental workplace situations	2.64	2.96	2.52	2.14
54	The extent to which TCC offers a safe work environment for me	4.07	4.32	4.24	4.18
55	The extent to which I am satisfied with TCC's performance appraisal process	2.67	3.40	2.74	2.37
56	The extent to which TCC compensates its employees	2.83	3.16	3.14	3.16
57	The extent to which TCC is transparent regarding its budgeting and finances	3.12	3.28	3.37	3.37
58	The extent to which the institution's facilities are safe, modern, and conducive to learning	3.83	4.05	3.72	3.65
59	The extent to which TCC's technology is sufficient to support its operations and programs	3.53	3.97	3.60	3.45
60	The extent to which TCC is effective in its community partnerships and outreach	3.99	4.15	4.13	4.16
61	The extent to which the College markets and communicates its programs and services	3.80	4.01	3.77	3.50
62	The extent to which TCC's website is accessible and user-friendly	3.36	3.72	3.22	2.45
63	The extent to which I am satisfied with working at TCC	4.00	4.34	4.15	4.11

Figure 9. Mean Scores of the Customized Climate Factor as Rated by Personnel Classifications at Tulsa Community College



Tables 12 through 15 contain the top priorities for discussion for each Personnel Classification among the standard PACE items and the top priorities for discussion from the customized items developed specifically for Tulsa Community College.

Table 12. Priorities for Change: College Staff

Area to Change		Mean
15	The extent to which I am able to appropriately influence the direction of this institution	3.06
10	The extent to which information is shared within this institution	3.09
38	The extent to which I have the opportunity for advancement within this institution	3.13
32	The extent to which this institution is appropriately organized	3.28
4	The extent to which decisions are made at the appropriate level at this institution	3.30
16	The extent to which open and ethical communication is practiced at this institution	3.35
22	The extent to which this institution has been successful in positively motivating my performance	3.40
25	The extent to which a spirit of cooperation exists at this institution	3.47
46	The extent to which professional development and training opportunities are available	3.51
11	The extent to which institutional teams use problem-solving techniques	3.54
41	The extent to which I receive adequate information regarding important activities at this institution	3.54
Area to Change—Customized		Mean
53	The extent to which the institution addresses low-performing employees or detrimental workplace situations	2.64
55	The extent to which I am satisfied with TCC's performance appraisal process	2.67
56	The extent to which TCC compensates its employees	2.83

Table 13. Priorities for Change: Faculty

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	2.97
15	The extent to which I am able to appropriately influence the direction of this institution	3.19
32	The extent to which this institution is appropriately organized	3.47
4	The extent to which decisions are made at the appropriate level at this institution	3.57
10	The extent to which information is shared within this institution	3.59
11	The extent to which institutional teams use problem-solving techniques	3.66
44	The extent to which my work is guided by clearly defined administrative processes	3.67
16	The extent to which open and ethical communication is practiced at this institution	3.70
22	The extent to which this institution has been successful in positively motivating my performance	3.73
25	The extent to which a spirit of cooperation exists at this institution	3.73
Area to Change—Customized		
53	The extent to which the institution addresses low-performing employees or detrimental workplace situations	2.96
56	The extent to which TCC compensates its employees	3.16
57	The extent to which TCC is transparent regarding its budgeting and finances	3.28

Table 14. Priorities for Change: Professional Staff

Area to Change		Mean
15	The extent to which I am able to appropriately influence the direction of this institution	3.03
32	The extent to which this institution is appropriately organized	3.07
10	The extent to which information is shared within this institution	3.11
38	The extent to which I have the opportunity for advancement within this institution	3.20
16	The extent to which open and ethical communication is practiced at this institution	3.22
4	The extent to which decisions are made at the appropriate level at this institution	3.31
11	The extent to which institutional teams use problem-solving techniques	3.37
44	The extent to which my work is guided by clearly defined administrative processes	3.41
25	The extent to which a spirit of cooperation exists at this institution	3.42
22	The extent to which this institution has been successful in positively motivating my performance	3.47
Area to Change—Customized		Mean
53	The extent to which the institution addresses low-performing employees or detrimental workplace situations	2.52
55	The extent to which I am satisfied with TCC's performance appraisal process	2.74
52	The extent to which the institution has a performance-based culture dedicated to continuous improvement	3.03

Table 15. Priorities for Change: Administrator

Area to Change		Mean
32	The extent to which this institution is appropriately organized	2.47
4	The extent to which decisions are made at the appropriate level at this institution	3.08
10	The extent to which information is shared within this institution	3.13
44	The extent to which my work is guided by clearly defined administrative processes	3.27
38	The extent to which I have the opportunity for advancement within this institution	3.36
22	The extent to which this institution has been successful in positively motivating my performance	3.46
11	The extent to which institutional teams use problem-solving techniques	3.46
40	The extent to which students are assisted with their personal development	3.50
5	The extent to which the institution effectively promotes diversity in the workplace	3.53
30	The extent to which work outcomes are clarified for me	3.54
Area to Change—Customized		Mean
53	The extent to which the institution addresses low-performing employees or detrimental workplace situations	2.14
55	The extent to which I am satisfied with TCC's performance appraisal process	2.37
62	The extent to which TCC's website is accessible and user-friendly	2.45

Comparative Analysis: Demographic Classifications

As depicted in Table 16, employees identified as Black, not Hispanic or Latino rated the climate highest within its demographic group (4.00). In terms of length of employment at TCC, those individuals with less than 1 year of employment rated the climate highest (4.16). employees identified as American Indian or Alaska Native, not Hispanic or Latino, rated the climate lowest within its demographic group (3.80), while respondents with more than 20 years of employment rated the climate with a composite rating of 3.73.

Table 16. Mean Climate Scores as Rated by Personnel in Various Demographic Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
What is your personnel classification:						
College Staff	3.49	3.81	3.88	3.99	3.50	3.76
Faculty	3.70	4.03	3.98	4.12	3.78	3.94
Professional Staff	3.45	3.83	3.94	3.97	3.53	3.75
Administrator	3.46	4.00	4.08	3.96	3.36	3.82
What is your gender:						
Man	3.71	3.99	4.04	4.09	3.72	3.93
Woman	3.58	3.94	3.94	4.06	3.63	3.85
I prefer not to respond	2.91	3.52	3.66	3.65	3.11	3.37
Please select the race/ethnicity that best describes you:						
Hispanic or Latino, of any race	3.73	3.81	4.01	4.07	3.77	3.88
American Indian or Alaska Native, not Hispanic or Latino	3.54	3.86	3.83	4.05	3.59	3.80
Black, not Hispanic or Latino	3.75	4.06	4.13	4.18	3.94	4.00
White, not Hispanic or Latino	3.60	3.96	3.98	4.06	3.63	3.87
Two or more races, not Hispanic or Latino	3.01	3.56	3.59	3.67	3.17	3.42
Other (including Asian, not Hispanic or Latino or Native Hawaiian or Other Pacific Islander, not Hispanic or Latino)	3.78	3.98	3.85	4.11	3.80	3.93

* The overall mean does not reflect the mean scores of the customized items developed specifically for Tulsa Community College.

Table 16. Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
What campus is your primary work location:						
Metro	3.56	3.89	3.90	4.07	3.58	3.83
Northeast	3.55	3.97	3.98	4.07	3.61	3.87
Southeast	3.68	4.03	4.08	4.07	3.72	3.93
West	3.46	3.80	3.86	4.04	3.57	3.76
Conference Center	3.44	3.72	3.77	3.86	3.49	3.66
Other TCC Location (Owasso, Outreach Center, Glenpool, etc.)	3.72	4.06	4.18	4.13	3.80	3.98
What is your current employment status:						
Full-time	3.42	3.87	3.91	3.97	3.46	3.75
Part-time	3.92	4.04	4.04	4.20	3.98	4.04
What is your primary work schedule:						
Day	3.51	3.89	3.94	4.00	3.56	3.80
Evening	4.13	4.22	4.23	4.40	4.13	4.24
Flexible or Weekend	3.57	3.91	3.86	4.09	3.63	3.84
How many years have you worked at this institution:						
Less than 1 year	4.03	4.14	4.29	4.28	4.04	4.16
1-4 years	3.65	4.03	4.07	4.02	3.62	3.91
5-9 years	3.57	3.81	3.82	4.07	3.66	3.81
10-14 years	3.55	3.92	4.02	4.07	3.59	3.85
15-19 years	3.54	3.98	3.92	4.03	3.56	3.84
20 years or more	3.36	3.89	3.83	3.97	3.48	3.73
How many years have you worked in higher education:						
Less than 1 year	4.06	4.09	4.27	4.33	4.12	4.16
1-4 years	3.70	3.99	4.10	4.04	3.70	3.92
5-9 years	3.61	3.90	3.94	4.07	3.65	3.85
10-14 years	3.56	3.97	3.99	4.04	3.58	3.85
15-19 years	3.59	4.00	3.89	4.10	3.62	3.88
20 years or more	3.40	3.84	3.82	3.98	3.52	3.73

* The overall mean does not reflect the mean scores of the customized items developed specifically for Tulsa Community College.

Table 16. Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
In which area are you employed:						
Academic Affairs	3.64	3.98	4.00	4.10	3.70	3.90
Administrative Affairs	3.65	3.92	3.91	4.16	3.67	3.89
Student Affairs	3.44	3.85	3.97	3.94	3.49	3.76
Finance	3.17	3.56	3.37	3.84	3.38	3.47
External Affairs	3.87	3.85	3.99	4.22	3.90	3.97
Would you recommend TCC as a place to work:						
Yes	3.69	4.04	4.06	4.11	3.71	3.94
No	2.28	2.53	2.57	3.28	2.67	2.65
What is the highest degree you have earned:						
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	3.72	4.17	4.28	4.14	3.69	4.03
Doctoral degree (e.g., Ph.D., Ed.D.)	3.51	3.87	3.86	3.94	3.59	3.77
Master's degree	3.55	3.95	3.97	4.06	3.62	3.85
Bachelor's degree	3.53	3.78	3.85	4.01	3.63	3.77
Associate's degree	3.63	3.93	4.00	4.01	3.61	3.86
High School diploma or GED or no diploma or degree	3.74	4.08	4.07	4.15	3.71	3.99
What is your age:						
29 years of age or younger	3.88	4.05	4.23	4.24	3.93	4.06
30-39 years of age	3.58	3.93	4.02	3.94	3.50	3.84
40-49 years of age	3.70	4.09	4.14	4.13	3.75	3.98
50-59 years of age	3.57	3.94	3.91	4.10	3.63	3.86
60 years of age or older	3.65	3.93	3.88	4.13	3.78	3.88

* The overall mean does not reflect the mean scores of the customized items developed specifically for Tulsa Community College.

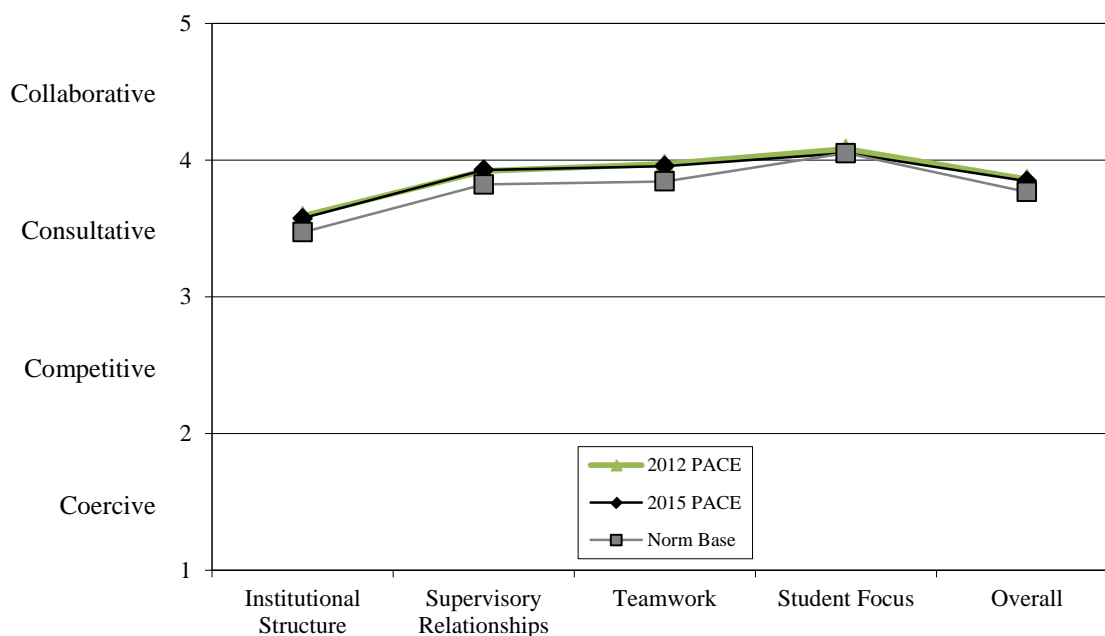
Comparative Analysis: Norm Base

Table 17 and Figure 10 show how TCC compares with the NILIE PACE Norm Base, which includes approximately 69 different climate studies conducted at two-year institutions since 2010. These studies include small, medium, and large institutions. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior two-year period. Normative data are not available for the Customized climate factor area developed specifically for TCC. Table 17 and Figure 10 also show how the current administration of the PACE survey at TCC compares with the 2012 administration based on the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

Table 17. Tulsa Community College Climate compared with the NILIE PACE Norm Base

	TCC 2012	TCC 2015	Norm Base*
Institutional Structure	3.59	3.57	3.47
Supervisory Relationships	3.92	3.93	3.82
Teamwork	3.97	3.96	3.84
Student Focus	4.08	4.05	4.05
Overall	3.86	3.85	3.77

Figure 10. Tulsa Community College Climate Compared with the NILIE PACE Norm Base



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

Tables 18-21 shows how TCC compares question by question to the PACE Norm Base maintained by NILIE.

Table 18. Institutional Structure Mean Scores Compared to the NILIE Norm Base

	Institutional Structure	TCC Mean	Norm Base
1	The extent to which the actions of this institution reflect its mission	4.01*	3.85
4	The extent to which decisions are made at the appropriate level at this institution	3.41*	3.29
5	The extent to which the institution effectively promotes diversity in the workplace	3.96	3.89
6	The extent to which administrative leadership is focused on meeting the needs of students	3.82*	3.73
10	The extent to which information is shared within the institution	3.31*	3.21
11	The extent to which institutional teams use problem-solving techniques	3.54*	3.45
15	The extent to which I am able to appropriately influence the direction of this institution	3.14	3.13
16	The extent to which open and ethical communication is practiced at this institution	3.49*	3.34
22	The extent to which this institution has been successful in positively motivating my performance	3.55*	3.44
25	The extent to which a spirit of cooperation exists at this institution	3.58*	3.38
29	The extent to which institution-wide policies guide my work	3.85*	3.71
32	The extent to which this institution is appropriately organized	3.26	3.29
38	The extent to which I have the opportunity for advancement within this institution	3.09	3.10
41	The extent to which I receive adequate information regarding important activities at this institution	3.73	3.66
44	The extent to which my work is guided by clearly defined administrative processes	3.57	3.48
	Mean Total	3.57*	3.47

* T-test results indicate a significant difference between the mean and the Norm Base mean ($\alpha=0.05$).

Table 19. Supervisory Relationships Mean Scores Compared to the NILIE Norm Base

	Supervisory Relationships	TCC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	4.30*	4.20
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.20*	4.06
12	The extent to which positive work expectations are communicated to me	3.91*	3.73
13	The extent to which unacceptable behaviors are identified and communicated to me	3.79*	3.68
20	The extent to which I receive timely feedback for my work	3.76	3.68
21	The extent to which I receive appropriate feedback for my work	3.81*	3.72
26	The extent to which my supervisor actively seeks my ideas	3.85*	3.76
27	The extent to which my supervisor seriously considers my ideas	3.92	3.83
30	The extent to which work outcomes are clarified for me	3.78*	3.67
34	The extent to which my supervisor helps me to improve my work	3.89*	3.76
39	The extent to which I am given the opportunity to be creative in my work	4.10	4.02
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.79*	3.67
46	The extent to which professional development and training opportunities are available	3.80	3.81
	Mean Total	3.93*	3.82

* T-test results indicate a significant difference between the mean and the Norm Base mean ($\alpha=0.05$).

Table 20. Teamwork Mean Scores Compared to the NILIE Norm Base

Teamwork	TCC Mean	Norm Base
3 The extent to which there is a spirit of cooperation within my work team	4.08*	3.92
14 The extent to which my primary work team uses problem-solving techniques	3.92	3.87
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.88*	3.79
33 The extent to which my work team provides an environment for free and open expression	3.94*	3.81
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.94*	3.86
43 The extent to which a spirit of cooperation exists in my department	3.95*	3.83
Mean Total	3.96*	3.84

Table 21. Student Focus Mean Scores Compared to the NILIE Norm Base

Student Focus	TCC Mean	Norm Base
7 The extent to which student needs are central to what we do	4.00	3.93
8 The extent to which I feel my job is relevant to this institution's mission	4.52*	4.42
17 The extent to which faculty meet the needs of students	3.92*	4.01
18 The extent to which student ethnic and cultural diversity are important at this institution	4.14	4.08
19 The extent to which students' competencies are enhanced	3.95	3.97
23 The extent to which non-teaching professional personnel meet the needs of the students	3.92	3.93
28 The extent to which classified personnel meet the needs of the students	3.89	3.88
31 The extent to which students receive an excellent education at this institution	4.17	4.17
35 The extent to which this institution prepares students for a career	4.07*	4.17
37 The extent to which this institution prepares students for further learning	4.19	4.15
40 The extent to which students are assisted with their personal development	3.81*	3.93
42 The extent to which students are satisfied with their educational experience	3.92	3.94
Mean Total	4.05	4.05
Overall Total	3.85*	3.77

* T-test results indicate a significant difference between the mean and the Norm Base mean ($\alpha=0.05$).

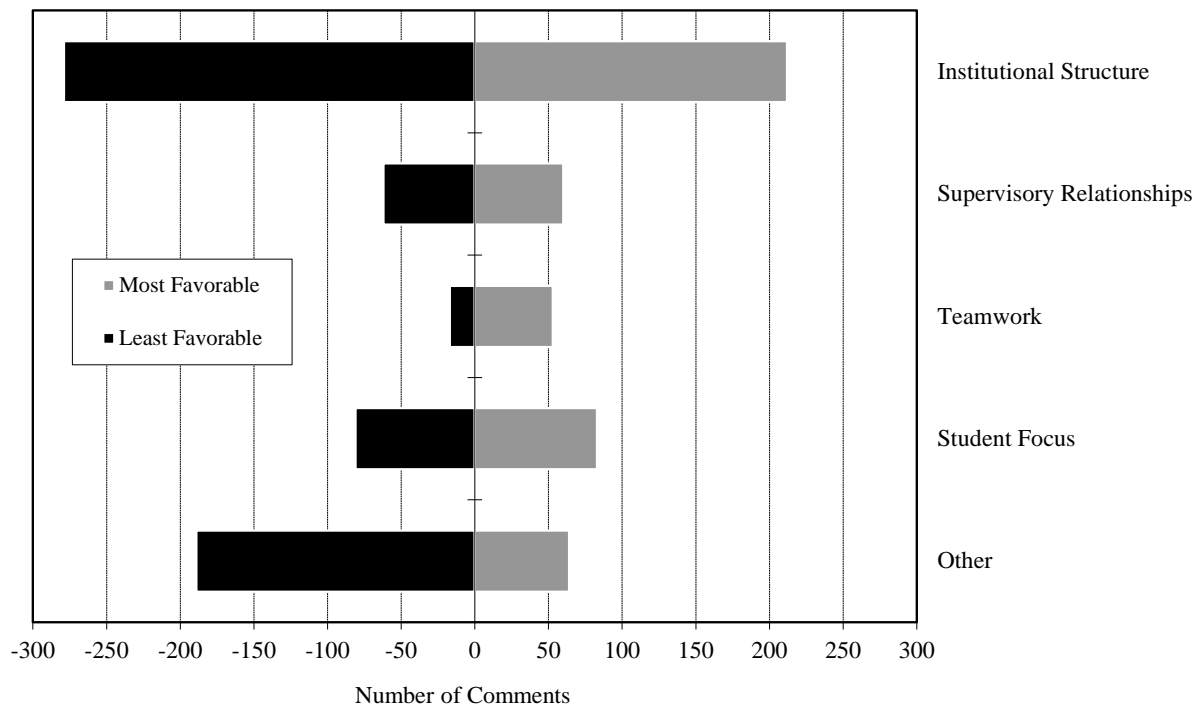
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 747 Tulsa Community College employees who completed the PACE survey, 56.8% (424 respondents) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments. However, reliability is ensured by coding all responses back to the questions on the PACE survey.

Figure 11 provides a summary of the TCC comments. This summary is based on Herzberg's (1982) two-factor model of motivation. NILIE has modified the model to represent the PACE factors by classifying the comments into the most appropriate PACE climate factors. This approach illustrates how each factor contributes to the satisfaction or dissatisfaction of the respondents. Please note that when asked for opinions, it is common for respondents to write a greater number of negative comments than positive comments.

The greatest numbers of comments across all factors fell within the Institutional Structure and Other climate factors. Please refer to Tables 22 and 23 for sample comments categorized by climate factor and the actual number of responses provided by TCC employees. This sample of open-ended comments reflects employee responses as coded back to the questions of the PACE survey. Please note that comments are quoted exactly as written except in instances where the integrity of the report is compromised.

Figure 11. Tulsa Community College Comment Response Rates



Note: Adapted from Herzberg, F. (1982). *The managerial choice: To be efficient and to be human* (2nd ed.). Salt Lake City, UT: Olympus Publishing Company

Table 22. Most Favorable Responses—Sample Comments and Actual Number of Responses at Tulsa Community College

Factor	Themes
Institutional Structure (n=212)	<p><i>External collaboration appears to be excellent; TCC leadership appears to be proactively seeking opportunities for change in a very positive manner.</i></p> <p><i>I believe TCC is committed to positive growth and change within the organization and its surrounding community.</i></p> <p><i>I feel that overall we believe in the mission set forth by our college and most work very hard to meet the needs of our students and community.</i></p> <p><i>I think the college does value community engagement and is on target with serving the community. I think the college has undertaken some great initiatives that are leading us in the right direction - CTD, new strategic plan, etc.</i></p> <p><i>Most favorable is the college's ability to quickly create new academic programs to meet area business needs.</i></p> <p><i>TCC administration does a great job of developing and living by the college mission and core values.</i></p> <p><i>TCC attracts interesting and capable individuals as employees and it serves a diverse student population. All the ingredients for a highly successful institution are present.</i></p> <p><i>The college works hard to identify needs of the community and meet those needs and to make college available to everyone.</i></p> <p><i>A climate that values equity and social inclusion has been established and respected at TCC.</i></p> <p><i>Great benefits and cultural competence are most favorable. TCC is a leader in our community in non-discrimination practices.</i></p> <p><i>TCC as an institution honors and embraces diversity and tries very hard to serve the students and community to the best of its abilities and budget.</i></p> <p><i>The college's outreach to the various community such as the Black community, the Asian community, etc. is great.</i></p> <p><i>Administration located at my campus has done an excellent job providing opportunities for our students. They actually assist in many other aspects such as community service and innovative projects.</i></p> <p><i>College leadership supports student learning in and out of the traditional class; they understand and support diversity, civic engagement and student development.</i></p> <p><i>I see that the college is working to make more programs available to students to help them further their goals in life. I find this to be very favorable.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>We have a new president that appears to be very student-centered and eager to communicate with the faculty and staff. Several problem administrators found employment elsewhere after the new president was hired, and the president is taking her time to replace those positions. She says she wants to better understand how TCC operates and consider options before hiring. I think this is very positive. Instead of coming in and continuing business as usual, the president really wants to see what is best for TCC students and employees before making major decisions.</i></p> <p><i>I am happy to see a change in upper administration. In the past, it seemed the goal of upper administration was to not make waves. This attitude seemed cultural and not specific to any certain people. Ideas would get to a certain level and die. Upper administration now seems open to new ideas. I hope this continues.</i></p> <p><i>I feel my voice is heard on many items and my input is appreciated.</i></p> <p><i>Leadership is extremely responsive to communication and ideas from people at all levels. There is an excellent culture of respect. Everyone is very helpful to colleagues and student needs are put first. In general, people are very happy working here. New ideas are given serious consideration and there isn't the knee jerk reaction of "but this is how we've always done it". TCC works hard to be responsive to the needs of the community as well as to individual students.</i></p> <p><i>TCC seems to be listening more and more to the different representational groups: College Professional Council, College Staff Council and Faculty Association.</i></p> <p><i>Communication and top-level administrative transparency is very good overall.</i></p> <p><i>President is doing excellent work communicating with employees and trying to rebuild/re-establish trust at TCC.</i></p> <p><i>The college is developing in very positive ways to improve strategic vision and planning. The processes are inclusive and transparent.</i></p> <p><i>The leadership regarding finances is superior with sharing information and facts.</i></p> <p><i>The transparency seems to be getting better with the new president.</i></p> <p><i>Absolutely love working at TCC and love the energy from the employees. It feels like a big family.</i></p> <p><i>All of the AD's at my campus have been excellent in their leadership and met the needs I had as faculty.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>For the most part, I would recommend working at TCC and am optimistic that the college administration is trying to be more responsive and inclusive moving forward.</i></p> <p><i>Good faculty, staff, and administration at the southeast campus. I have as much background support and assistance as I need.</i></p> <p><i>I am a strong supporter of community colleges because they offer opportunities to all who seek to better their lives through education. I am honored to be on the faculty of TCC because I believe it's one of the best things that has ever happened to Tulsa, Oklahoma.</i></p> <p><i>I am most pleased with the relationships created among individuals who work together. TCC is a wonderful place to work.</i></p> <p><i>I believe that TCC cares about its students and faculty.</i></p> <p><i>I enjoy the environment and working with a great bunch of people. The students and their successes help motivate us as employees.</i></p> <p><i>I enjoy the overall work environment at TCC. I appreciate the strong benefits package offered to employees. I also feel that staff are supportive of each other. There is a strong community aspect that I enjoy.</i></p> <p><i>I enjoy working in an environment that places importance on continued improvement, transparency, and high standards.</i></p> <p><i>I feel like a professional at TCC. I feel like I have a place to voice my opinions, and professional development is always being provided, which is great.</i></p> <p><i>I feel that I have a good future here at TCC. It's a great place to work, and I'm proud to be an employee helping to accomplish our mission.</i></p> <p><i>I find the overall work environment wonderful. I love the vacation time, college atmosphere, and everyone's dedication to meet students' needs. Education is our common goal, and overall, I think most of us hold that as our biggest priority.</i></p> <p><i>I have been an employee at TCC for the past 22 years. I have enjoyed my job immensely and consider myself a huge advocate for TCC. The education that students receive here is superior. TCC offers not only an excellent education for students but a sense of community that parallels any of the state universities in Oklahoma. I am proud to be employed at this superior institution of higher education.</i></p> <p><i>I have been with the Owasso campus for only a short period. The support staff is extremely helpful and the dean of the campus has told me several times how much she appreciates my work and has thanked me for what I am doing. The equipment is very new and fun to use and my support staff for lab is very willing to step in and explain lab procedures. I have very pleasant working conditions.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>I have worked at other institutions in this area and I will say that overall TCC is by far the greatest of them all. TCC provides a great learning opportunity with a quality education. TCC provides a quality education opportunity for all ages as well as multiple locations; it's convenient for anyone who has a dream of becoming a college graduate. TCC cares about its employees so we should care about our students. TCC has been great to me.</i></p> <p><i>I have worked at the college for many years and I have seen good and bad over the years here, but the college as a whole has been very supportive of me, and I have enjoyed working for the college. The people I work with on my campus outside my department all seem to be very professional and qualified for their jobs. This campus has always been a friendly and warm environment.</i></p> <p><i>I like all the people that I work with and the facilities are top notch.</i></p> <p><i>I like my job and appreciate a lot of the people that I work with here and on the campuses. I have contact with almost everyone at some point with the nature of what I do. Also the benefits are good. Overall I have had a fairly good experience here over the years.</i></p> <p><i>I love TCC's benefits and will continue to work here. TCC (or at least my department) does not tolerate bullies; the climate here is generally cooperative and I love that. I believe in what we do as a college. Any frustrations I might have as an employee (and I have many less here than I have in other positions) are overshadowed by my belief that we provide cost-effective, excellent, and accessible education. I believe our leadership also believes in our mission and we all see that.</i></p> <p><i>I love the people that I work with. I think the new President is trying to open up communication significantly. I am proud about what we are attempting to do and what we are developing, both academically, and with the TCC staff and faculty. Things are not perfect - they are never perfect - but the atmosphere is welcoming and cheerful. I really enjoy coming to work, and I know that is different from many of my friends who work elsewhere.</i></p> <p><i>Most favorable are the opportunities to participate in many college initiatives (i.e., shared governance); significant improvements in college-wide communications; and many smart, dedicated employees with loads of integrity, committed to education.</i></p> <p><i>Most favorable are working directly with students, flexibility with scheduling within the department, working at my own pace and doing a variety of tasks during the work day.</i></p> <p><i>My experience is that TCC is student focused and is a collaborative and supportive environment for employees.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>Overall, TCC has a very positive environment with effective leadership. The levels of freedom and flexibility are the most favorable, which allow motivated and professional individuals a platform to reach students, embrace diversity and accomplish the mission of the institution.</i></p> <p><i>Overall, my experiences at TCC have been great. The freedom I experience teaching my classes and the interaction with my students are the best part of this career. I look forward to 10 or 15 more years here.</i></p> <p><i>Overall, TCC is a good work environment with many caring employees.</i></p> <p><i>TCC has many long-time employees, which shows that it is a good place to work.</i></p> <p><i>TCC is a great institution and has had great leadership. I really support the Tulsa Achieves program and the focus on community college.</i></p> <p><i>TCC is great at hiring people who want to do the work and get along with others. TCC offers a wide range of options of job opportunities.</i></p> <p><i>TCC is still a great place to work. Colleagues are generous, talented, and dedicated to student learning.</i></p> <p><i>TCC is well-known in the community and so its employees are typically well-respected. There are those at TCC who see the need for change and who continue to try to address positive change.</i></p> <p><i>TCC offers many services for the students and the community. We have a great performing arts program. The nursing program is successful and strong in Tulsa. Great welcome back program with the Zoo. The Newsbytes newsletter is very informative.</i></p> <p><i>The college has a good reputation in the community, and I am proud to say I work at TCC.</i></p> <p><i>Everyone I have encountered thus far is committed to a team based environment. The overall feel here is that everyone wants to make things not just bigger, but are always looking for a better way for all. I am happy to be here.</i></p> <p><i>From day one I have always felt a part of the TCC team, even as a part-time adjunct instructor. I have worked at another institution of higher education locally for 11 years now and there are still days where I regularly do not feel part of the team and have to prove my value to them. At TCC, from the Provost at NE campus to the Associate Dean of my programs and my peer full-time instructors, they all treat me as a contributing team member. This is refreshing. I think the course I teach is small compared to what others are doing. Yet my contributions are acknowledged and appreciated. It takes great institutional leadership and vision to convey this positive attitude from the top down like that. Students pick up on this as well - everyone being on the same page in order to facilitate their success.</i></p> <p><i>I appreciate how TCC is truly a team. I feel very supported by my AD, fellow instructors, and administration.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>I find working with the full-time faculty very helpful. All the staff I have encountered are helpful and friendly. The Assistant Dean I report to is helpful and willing to listen. I enjoy working at the West Campus.</i></p> <p><i>I have found in my over two years of employment at TCC that the opportunities for collaboration and cooperative programming are vast. My colleagues across the college in positions above and below mine are open and interested in providing quality services and programs to students. The relationships I have been able to foster with faculty, staff, and administrators have provided me with resources to enhance program services through teamwork and innovation.</i></p> <p><i>I very much appreciate the trust that is present in my work team, between my supervisor and myself, and with my peers, particularly on my campus.</i></p> <p><i>In general the employees at TCC are very friendly to work with. It makes it easy to collaborate between departments. I would recommend (and have done so) this school to anyone as a great place to work.</i></p> <p><i>Most favorable are collaboration and teamwork, problem solving and innovation of services.</i></p> <p><i>Most favorable is the college's focus on shared leadership where appropriate.</i></p> <p><i>Support staff are enthusiastic and provide a lot of help.</i></p> <p><i>Team spirit within the campus is extraordinarily high and supportive.</i></p> <p><i>The atmosphere at NEC is amazing. The people are the most friendly I have encountered since I joined the workforce. Everybody is willing to truly help, not just shuffle the student back and forth through departments.</i></p> <p><i>The cooperation between faculty and administration is appreciated.</i></p> <p><i>The coworkers and culture are the best things about TCC. At least at my campus there is very little office politics and everyone is on the same team.</i></p> <p><i>The full-time faculty and supervisors have been open, helpful, and willing to meet with me even though their schedules are full. I greatly appreciate most of them personally and professionally.</i></p> <p><i>The people at each campus have been friendly and supportive towards each other.</i></p> <p><i>The spirit of helpfulness and openness and caring for the betterment of each other and our students is the best part of the experience here.</i></p> <p><i>The staff is incredibly helpful to the part-time instructors. It would be difficult without their dedicated assistance.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>There are exciting, creative, energetic faculty and professional staff at every campus. The best of these collaborate across campuses to create an impressive variety of lectures and workshops for TCC and the community. There should be some centralized calendar for the month or the semester that contains all of these. A couple of the provosts are truly top-tier administrators who could be college presidents elsewhere. They manage their campuses by walking around; they know everyone; they do not have favorites; they encourage innovation; they are enthusiastic. It is a joy to work with and for people like this. Our new President seems to be trying to be more transparent; it is appreciated.</i></p> <p><i>The willingness of the staff to solve problems without current guidelines is most favorable. Many staff members exceed expectations when others are observed reading books or spending time on the internet. Staff working without job descriptions and continuing to support student learning are most favorable.</i></p> <p><i>Changes and reorganization of the executive administration is moving in a positive direction, and I look forward to our new President's leadership.</i></p> <p><i>I also think there is room to grow professionally and potentially advance within the College.</i></p> <p><i>My favorite quality about TCC is that employees are offered the opportunity to grow and move up.</i></p> <p><i>The college offers a safe and beneficial place to work. I feel that there is room to move up if I so wish and to gain valuable professional development opportunities.</i></p>
Supervisory Relationship (n=60)	<p><i>My supervisor is open with praise and criticism, always offering guidance. This person has been a strong mentor to me in the area of leadership and is an open communicator. I appreciate my supervisor pointing out to me when I have done a good job.</i></p> <p><i>My supervisor is supportive and appreciates my work.</i></p> <p><i>I appreciate the fact that my department chair always finds time for me and actually shows an interest in what I am saying and will accommodate ideas if s/he feels it is in the best interests of the school.</i></p> <p><i>I enjoy working at TCC. My supervisor and my department welcome new ideas and are very forward thinking.</i></p> <p><i>My immediate supervisor is supportive of my ideas that assist and improve student learning and assists me in trying to gain approval to implement them.</i></p> <p><i>My supervisor seriously considers my ideas and allows me to join in the decision-making process surrounding my field of study.</i></p> <p><i>I believe that evaluations are done in a way that promotes goal setting and accomplishing those goals.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>I feel so fortunate that my Administrative Dean is so supportive and encouraging. When I make a mistake s/he helps me look at it as a learning experience and offers insightful and useful advice to help me improve.</i></p> <p><i>My direct supervisor is a wonderful manager and leader by example. S/He is hard-working, encourages and teaches when needed, gives appropriate credit, and fully supports our work efforts to provide our institution with reliable data for decision-making.</i></p> <p><i>My supervisor is thoughtful and has a strong leadership style. My supervisor makes my job easier with his/her support and clearly defined ideas and goals for our office.</i></p> <p><i>Faculty are left alone to teach. It is empowering - the college stays out of our way, sometimes to a fault, and sometimes despite attempts to get in the way. Faculty are able to experiment with new techniques and ideas without fear of being hammered. Generally, great faculty feel rewarded.</i></p> <p><i>Most favorable is the freedom to try new approaches and the support of teaching peers to do so, including their availability and willingness to give personal attention to my questions and requests and sharing of materials and equipment for activities I would like to try with the students.</i></p> <p><i>I enjoy the freedom to prepare and deliver my lessons within appropriate academic guidelines.</i></p> <p><i>I feel that TCC does allow for creativity in the workplace as well as fostering a sense of teamwork and collaboration.</i></p> <p><i>I have appreciated the opportunity afforded me to be creative in the classroom, and the training available for me to improve my teaching.</i></p> <p><i>I like being left alone to do my job and for the most part, I am. That means a great deal to me.</i></p> <p><i>Lots of opportunity to individualize my teaching curriculum is most favorable.</i></p> <p><i>Most favorable is autonomy in my position and the confidence the institution seems to have in me.</i></p> <p><i>The ability to be flexible in the class and adjust based on student needs is most favorable.</i></p> <p><i>They trust their instructors do a good job so they're not always checking up on them or forcing them to all be alike. They offer a number of programs to help instructors improve what they do.</i></p> <p><i>I appreciate all of the continuing education opportunities that are made available. These are relevant, timely and routinely offered. Thank you so much.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>I love the fact that as an employee of TCC I am always learning. As an employee I am given the opportunity to grow through professional development and training opportunities.</i></p> <p><i>TCC does a stellar job of offering staff development to staff and faculty now that we have CELTS.</i></p> <p><i>TCC provides faculty with the opportunities needed to become quality instructors, if the faculty take advantage of those opportunities.</i></p>
Teamwork (n=53)	<p><i>I am pleased with the team of faculty, staff and professional staff with whom I work directly. I feel like my opinion is valued, and we all communicate well to provide students with exceptional service.</i></p> <p><i>I am very happy with my immediate work group/team, including our supervisor. Within my area, I do feel valued, encouraged, and respected.</i></p> <p><i>I feel that everyone I work with, that I have had direct contact with, has been extremely helpful and professional. I feel welcome and at ease to ask for clarification concerning questions I may have.</i></p> <p><i>I love my team and my direct supervisor. We all work very hard and work very well together. We are a true team, and I think we do a really good job of working towards the college's mission and vision.</i></p> <p><i>I love my team and work environment. I love my job, and find the environment I work in very fulfilling. My manager and my manager's boss are effective leaders, and they create a very positive work culture.</i></p> <p><i>I work with a wonderfully interactive and supportive team, from senior administration down to adjuncts. They are a real joy to work with. I have grown both professionally and personally from their support and collaboration.</i></p> <p><i>I'm very satisfied with my work environment, my relationships with my supervisor and our team. Our workplace is positive, collaborative, and productive.</i></p> <p><i>My most favorable experiences have come from my immediate work environment. My supervisor is excellent and the staff that I work with on a daily basis are wonderful, competent, and hard-working. Their work ethic keeps mine in check.</i></p> <p><i>My work team excels in communication across our four campuses. We consistently communicate towards the betterment of our teaching and technology use in the classroom. We collaborate, earn grants, and have presented together at national conferences. My work team is my primary source of professional development, as there are no regular funds for conference travel.</i></p> <p><i>The work climate within my area is exceptional. Everyone is an individual and we focus on working together. My supervisors have been wonderful to work for and with. I feel working at TCC is a great work experience.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>Within my specific work group, there is a good sense of team; we work together well and seem to have common visions of student success and how our work contributes to the mission.</i></p> <p><i>Administration in the area where I work is very appreciative and supportive of the staff. They are always available and receptive to new ideas.</i></p> <p><i>Communication is excellent within my department; our director makes sure that we are up to date as much as s/he is up to date.</i></p> <p><i>I especially appreciate the help and cooperation of people in the department I work in, including both the faculty and the administrative staff.</i></p> <p><i>I feel that my department values instructor input and that all voices are heard.</i></p> <p><i>I love my department and feel that everyone truly wants the best for the students. We are creative, open with one another, communicate well, and perform our jobs well because of this.</i></p> <p><i>I love working in my department. I feel truly blessed to work with this group of individuals. I wouldn't want to work in any other department. Being a team is something my department discusses frequently. We hold monthly staff meeting and weekly smaller meetings. We plan professional development training as a department and focus on training that fosters a sense of teamwork. I don't see other department do this and I think it greatly affects their ability to be effective.</i></p> <p><i>My department works very well together, across the disciplines and organizational structure, to improve student success.</i></p> <p><i>Our department is open to ideas and does its best to stay on the cutting edge of technology, both for the assistance of the students as well as the faculty.</i></p> <p><i>Our department works very hard to cooperate together. We have seen a 250% growth since I started in our department. Professionals sharing information, caring about students and working above and beyond make our department a great place to work.</i></p> <p><i>TCC is a wonderful and progressive place to work. I feel that my professional ideas, opinions, experiences and hard work are recognized within my department and this collaboration allows us to better serve the students in our community.</i></p> <p><i>The people I work with are one of the main reasons I love this job. The communication and teamwork our department has is the best environment I have ever worked in. We have each other's backs and understand the importance of open and honest communication.</i></p>
Student Focus (n=83)	<p><i>Faculty and staff truly care about our students and work together to effectively meet their needs - even working within processes and procedures that often confuse or create barriers for students.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>I do think the college is genuinely dedicated to giving its students a rigorous education and providing many programs to meet students' needs.</i></p> <p><i>I feel that our community outreach and the programs we offer to help each student succeed are the most favorable.</i></p> <p><i>I have worked for four different colleges/universities and I've never encountered faculty and staff more dedicated to student success. It's an honor to be part of that.</i></p> <p><i>I think TCC provides a good, affordable option for students who, for one reason or another, are not ready to attend a four-year university.</i></p> <p><i>I think the majority of people here really care about students and student success.</i></p> <p><i>Overall, I love working at TCC. I love working in a place where students' needs are put at the forefront of decision-making, at all levels.</i></p> <p><i>Overall, TCC is focused on their students and having positive educational experience.</i></p> <p><i>Staff and faculty do care about students at this institution.</i></p> <p><i>TCC and its employees genuinely care about students and their success across all departments and all personnel, from what I have seen during my time here. Employees don't last long if they do not care about student success, and that is very positive for this school.</i></p> <p><i>TCC does an excellent job of making the student the top priority. Ultimately we exist to help the student succeed in all areas of their academic and career lives.</i></p> <p><i>TCC does care about the students and strives to provide a good education.</i></p> <p><i>TCC genuinely tries to provide student success for everyone who is willing to put forth the effort. The Tulsa Achieves program allows many students to obtain higher learning that they would be denied if not for this program.</i></p> <p><i>TCC has always been on the cutting edge in providing services and education available to students.</i></p> <p><i>TCC is devoted to student success.</i></p> <p><i>The college's focus is on student access.</i></p> <p><i>The dedication of almost all employees is impressive. They are not here for the money but truly are committed to students and education.</i></p> <p><i>There are many faculty and many staff and professional staff who strive to do what is best for our students. Collaborative efforts between academics and student services areas seem to result in the best environment for students. Kudos to those who are making it happen.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>As a whole the full-time faculty at TCC does really care about the students.</i></p> <p><i>Most favorable are the excellent faculty colleagues in my area, with strong academic credentials, genuine commitment to student success, and consistent engagement in professional development.</i></p> <p><i>Students have many opportunities to learn from and be mentored by some of the best faculty imaginable.</i></p> <p><i>This is the most positive place I have ever worked. There is so much support from colleagues and administrative personnel that makes my job easier and more enjoyable. We have a plethora of information and ideas from which to pull from our course site. TCC has high expectations from the students, and they respond accordingly. I truly love coming to class and being able to be creative in my lessons and being encouraged to do so by my division. I can't say enough good things about TCC and how positively they approach learning and teaching. This is a dream job for me.</i></p> <p><i>Our libraries are outstanding and registration has become smoother.</i></p> <p><i>Overall, a dedicated Student Services staff is most favorable.</i></p> <p><i>TCC is lucky to have the many dedicated classified staff (including the people who work in financial aid) and faculty who work tirelessly to assist students so they can be successful in the education process at TCC.</i></p> <p><i>I am able to see how TCC affects student success every day, and can anecdotally say the institution makes a positive difference in their outcomes.</i></p> <p><i>I think TCC does an excellent job of meeting student needs and preparing them for transfer to other colleges or for careers.</i></p> <p><i>TCC has many pockets of excellence including faculty, administrators and staff. We provide an excellent education for students.</i></p> <p><i>TCC is a great place for students to get an education at a reasonable price.</i></p> <p><i>TCC is a great place to work and TCC is the best option for students who will transfer to a four-year institution or who want to acquire job skills.</i></p> <p><i>TCC is a great, affordable way to get a quality education. There are some amazing faculty and administrators here. The programs that we offer are amazing and most of them adequately prepare students for careers in their chosen industry.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>The college provides an ideal environment for preparation for technical and transfer success for students.</i></p> <p><i>The most satisfied areas are my confidence that TCC is an outstanding academic institution, where students and the community receive tremendous value and education. I believe TCC faculty and staff overall strive to provide excellent quality for learners.</i></p>
Other (n=64)	<p><u>Adjunct Faculty</u></p> <p><i>I appreciate the help with the ACS office--I've never worked for a college that supports its adjuncts so well.</i></p> <p><u>Compensation & Benefits</u></p> <p><i>The benefits package is very broad and generous.</i></p> <p><i>Compensation for the kind of work I do, relative to national and state standards, is relatively high. I am also allowed to maintain a flexible work schedule.</i></p> <p><i>Even though the salary is not as competitive, the benefits are great for balancing life with family and volunteering in the community.</i></p> <p><i>Having time off for spring break and the summer is a great benefit.</i></p> <p><i>Most favorable are the excellent salary and benefits for full-time faculty and administration.</i></p> <p><i>Most favorable is the college's commitment to fair employee compensation.</i></p> <p><i>Non-monetary benefits, such as spring break and flexible working hours, are very helpful for employee morale.</i></p> <p><i>TCC compensates their employees fairly and does not discriminate against older applicants.</i></p> <p><i>TCC is an excellent place to work. The whole package (insurance, time off, etc.) is extremely appealing.</i></p> <p><i>TCC is very competitive on salaries and promotes continuous learning.</i></p> <p><i>TCC offers good benefits for the employees and flexible work schedules.</i></p> <p><i>Thank you for the training opportunities we have on Fridays. Thank you for Spring breaks. We have not gotten raises but it is nice to have days off to be with family.</i></p> <p><i>The time off for Thanksgiving, Christmas Break, and Spring Break are definitely one reason that keeps me from actively looking elsewhere for work. I love the four ten-hour days for summer. That Friday off allows me to take care of personal business without having to use leave time. I feel refreshed and ready for work on Monday.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>What I find most favorable is the employee benefits. Although some of the individual plan costs tend to be steep, the overall costs are pretty comparable to and/or less than other employers.</i></p> <p><u>Facilities</u></p> <p><i>I like the police on each campus. I feel safe. I like how TCC improves an area on each campus each year.</i></p> <p><i>Most favorable is an excellent facility with modern instructional tools.</i></p> <p><i>The facilities and overall environment is conducive to learning. I believe TCC is keeping up with technology and is a safe place to work or attend classes.</i></p> <p><u>Technology</u></p> <p><i>I'm glad to see the use of modern and new technology.</i></p> <p><i>The IT staff has been very responsive and effective when needed.</i></p> <p><i>The MyTCCC website is very easy to navigate. Technology in the classrooms are good.</i></p>

Table 23. Least Favorable Reponses—Sample Comments and Actual Number of Responses at Tulsa Community College

Factor	Themes
Institutional Structure (n=279)	<p><i>Leadership on many issues in the college is non-existent. We've had a rotating door of administrators with their own personal agendas leaving partially implemented policies behind in their wake as they move on to new positions or leave TCC. Faculty and some on-campus administration are the only constants and neither have the authority to do many of the things that need to be done to fix the college's problems.</i></p> <p><i>Poor student affairs leadership with a lack of decisive, purposeful decision-making. Staff are overworked and underpaid with no raises. There are no clear priorities as an institution, besides making students happy despite systemic issues that create barriers for both students and staff. Administration doesn't seem to look for long-term solutions. We also need easier routes to let non-productive staff go.</i></p> <p><i>Stewardship, the most important value guiding our immediate path, needs to be redefined. It encompasses more than meeting perceived needs. It is the responsible overseeing and judicious use of resources to provide services of quality, which may or may not be responsive, convenient, and affordable as the general population defines them. It is imperative that our college defines our purpose more concisely and adheres to the areas that directly meet that purpose. We cannot be all things to all people. To truly live our values of integrity, quality, excellence and student success, we should seize the opportunities to take instruction and support services to the next level to truly provide our students with a consistent, quality, and transformational education.</i></p> <p><i>There is much talk around the school that current leadership is rapidly moving TCC into a 4-year college mentality, where educating non-traditional students, and preparing people for the workforce who can't and don't want a four-year degree, is no longer as important as it once was.</i></p> <p><i>Considering the questions that I have answered on the climate survey, the areas that I find least favorable include the decision-making from the leaders of this college. I feel like decisions are made to look and sound appealing as opposed to making decisions that are meant to improve the workplace and make it more efficient.</i></p> <p><i>Decision-making without prior consultation of those that will be affected most (front line staff and service areas) is least favorable.</i></p> <p><i>Decisions are made without consulting and talking to the people who are actually on the front lines. While I used to feel in my job that I truly served our students, I now feel there are more roadblocks put in my way to helping students and students are set in a never-ending loop in trying to get help. Too bad, because TCC has much good to offer.</i></p> <p><i>Most decisions are made from the top down by those who do not deal directly with students. Then those who are required to implement policies have little or no input.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>There is a huge disconnect between TCC's administration and what happens daily on the front lines. Mid-level managers also struggle with this.</i></p> <p><i>Accessibility for students, faculty and staff with disabilities is least favorable. It's still an afterthought.</i></p> <p><i>Although there is a great deal of lip service about diversity, there is very little diversity among faculty, administration, and professional staff. Search committees (for faculty, ADs, etc.) should have more money to provide at least partial travel expenses and bring in a larger pool.</i></p> <p><i>I believe TCC should hire more minorities in administrative roles. Tulsa demographics have changed and we should reflect the community we serve.</i></p> <p><i>I do not believe we have enough diversity among employees and our recruiting for staff and faculty needs improving.</i></p> <p><i>Individuals with disabilities are not considered as qualified for specific jobs and are therefore not hired.</i></p> <p><i>TCC embraces diversity among the student population, but I don't see much diversity among the employees. New and potential students have come to me, as an African American, asking if they will be treated with respect here. They are concerned because not many of the professors look like them. I always assure them that everyone is treated equally, but a more diverse staff would help ease some of this concern.</i></p> <p><i>There is a clear distinction between the upper administration and the administration at each campus. I feel that the upper administration has not at times acted in the best interest of the students, faculty, or staff.</i></p> <p><i>Communication continues to be an issue for the College. Sometimes, information is not adequately shared, or is not shared in a timely way, and sometimes communication is too one-way, when it may have been a good idea to have campus (or other multi-group) conversations first, before decisions were made.</i></p> <p><i>My lowest areas of satisfaction were around communication and shared governance issues. Processes vary from department to department and campus to campus; communication is almost completely delivered via email, with no differentiation from all other communication. While committees are formed, there is little communication as they progress until final decisions are made. Some decision-making issues receive excellent shared governance while others do not seem perceived as necessary to consider at this level, even though they may impact teaching and learning (recent example, removal of parts of term without faculty input; adherence by some to procedures not yet in place in protocol as effective, e.g., short-term courses). I am sometimes concerned that Student Development and Academic Affairs are not on the same page on behalf of students.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>I would like to see more communication between academic departments and between campuses. I think it would also be beneficial to coordinate curriculum/textbooks across campuses, and to include a more intensive research/writing component across all departments and classes.</i></p> <p><i>Staff often learn about new TCC programs by having students and potential students come to campus asking questions. Information is slow or not disseminated to the right people.</i></p> <p><i>The lack of communication between departments is terrible. The communication between upper management is awful. You know that joke about government workers? Well, it definitely applies to TCC.</i></p> <p><i>There are major issues with internal communication. There is no person or department responsible for internal communication, and there are significant challenges with communicating within our own campus and with other campuses. Our external communication, branding, and web presence could be significantly improved upon.</i></p> <p><i>Administrators and staff need to be heard as loudly as faculty. They have no voice in this institution. When a faculty talks to the conference center, they listen and act on it without checking things out to be sure this actually happened. It has become the blind leading the blind. The more this happens the more employees do not trust the conference center. No one wants to work there because of what people think happens there. It seems to be a smoke and mirrors operation.</i></p> <p><i>Campus wide meetings are a massive waste of time. Most college middle management and upper management are in meetings to create more meetings and it goes on and never seems to end. If we stopped all these frivolous meetings and geared our attentions to education and students and work we'd have progress. Meetings should have a beginning and end date. We are consumed with college-wide meetings.</i></p> <p><i>Classified staff are not given the credit they deserve and are not considered as having any valuable knowledge.</i></p> <p><i>Committees or taskforces on which I have functioned have tended to be top-heavy with administrators with predetermined objectives and would only accept any idea or suggestion related to achieving that objective. When considering issues affecting student outcome, faculty input has been devalued and faculty (at least in my experience) has been treated with contempt and disrespect. I will not function on another committee if I sense that is the desired outcome. It is a complete waste of my time and students are the big losers.</i></p> <p><i>Even when faculty work on committees, the committee outcome does not always seem to be respected by the administration and board.</i></p> <p><i>Exclusion of part-time employees is least favorable. For example, there are no email of job notifications, no benefits, exclusion from departmental meetings/decision-making.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>I believe that decision-making is not inclusive to all at TCC.</i></p> <p><i>I believe this will be my last time in participating in a survey. We have done surveys and nothing has been done, or the opposite is done, e.g., summer hours - we were asked our opinion and then told the majority was in favor, but the new president said she will not continue with summer hours. Why even waste our time in asking our opinion? Real changes need to happen.</i></p> <p><i>I wish our college would find a way to limit the amount of time in a week we were required to be in a meeting. I work almost every evening until late since I don't get to spend much time in my office. I hope the new President is able to empower the cabinet to be more transparent, let go of all of the power and control and allow supervisors to do their work.</i></p> <p><i>I would like to see everyone invited to meetings and HLC. The HLC Committees were hand selected.</i></p> <p><i>Least favorable is the lack of data informed/driven decision-making.</i></p> <p><i>Many times when opinions of faculty and staff are asked for, those opinions are disregarded. It makes committees or meetings to try to promote change feel like a waste of time. I think that as TCC tries to work toward more transparency with procedures, budget issues, etc., they also need to educate those they are enlightening with why they are doing something a certain way and what they expect the end result to be.</i></p> <p><i>Policies are outdated and need improvement. Staff should be able to provide input on updating policies.</i></p> <p><i>The meeting culture at this institution has become out of control and counter-productive to performing our jobs. Days are consumed by task forces, task teams, councils, sub-councils, committees and subcommittees, and teams. Some single routine meetings last a half working day. I think if we could be more strategic in who serves on what charge and allow staff time to devote to projects we could accomplish more for students.</i></p> <p><i>The same staff and faculty are asked to be on important committees. It is all about who you are at TCC.</i></p> <p><i>There is a sharp divide between full and part-time faculty that seems territorial and unprofessional. As a part-time instructor I am not included in department meetings or discussions within my division and do not even know if such occur.</i></p> <p><i>Unfair treatment in the college is obvious. Full-time faculties often are above the administration and staff. That they make things happen their way only is unjust. I'm really concerned about the college structure. If the full-time faculty can critique the AD, then all staff should have the equal right to critique the AD as the full-time faculty do. The staff's voice is not being heard very well. They are mistreated often.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>While most faculty/staff and staff/staff relationships are positive, I would argue that most staff do not feel taken seriously enough or really listened to by the administration. Most staff do not believe they can be honest when discussing issues of concern with the administration, especially when having a problem with division or campus administration.</i></p> <p><i>Communication at the institution to faculty and staff about decisions made at the CC level is poor, likely because of the poor administrative structure that is in place. Attempts at communication from faculty to administration is confusing, inefficient, and doesn't seem effective. Until this changes, I don't expect improvements in either morale or performance to increase notably.</i></p> <p><i>Communication between departments could be much better. While trying to help students, I have frequently run into road blocks between other departments. If the college truly had the students best interest at heart, then this should not happen.</i></p> <p><i>Communication between departments is lacking.</i></p> <p><i>Communication breakdowns lead to uneven workloads.</i></p> <p><i>Councils were created at one time, but communications and transparency are not there. Some councils may not even be active anymore, but with lack of feedback, I don't really know for sure.</i></p> <p><i>Decisions by administration are made secretly.</i></p> <p><i>I feel there is a lack of appropriate data-influenced decision-making at TCC and poor planning by the administration, especially regarding recent initiatives in Student Affairs. Transparency and communication continue to be inadequate and detrimental to students, staff, and faculty.</i></p> <p><i>I feel we need more communication across the board with upper management. I know all of this is still a work in progress, but it does need more work.</i></p> <p><i>I struggle to make sense of budgetary information or information pertaining to the success of Tulsa Achieves (or lack thereof because you won't get it if you ask for it). Politics are simply part of any public institution; I just hope TCC is more concerned about actually serving students than looking good.</i></p> <p><i>Lack of communication is a key factor. More transparency between administration and the rest of the college is needed.</i></p> <p><i>The college is still communicating from the top down. No changes have been made in decision-making. The leadership is more removed from staff than ever before. The president is not talking with staff directly. The administration is not talking with staff. The communication is more closed now than before.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>Faculty merit pay is a joke - our contributions are only valued when the budget allows. It is insulting to submit meritorious service lists year after year and receive nothing, only to see others rewarded during the one year when you do not have a lot going on.</i></p>
	<p><i>Fiscal dishonesty (including fraud) might be happening less with a new president, but for many years it has been a drain on morale. There are some administrators - at more than one campus - who are bullies to their direct-reports. Everyone knows about it and no action is ever taken.</i></p>
	<p><i>I am concerned with what I perceive to be a lack of professionalism within the leadership of my division. Faculty members' personal characteristics and perceived/interpreted failings are discussed with others who have no need or reason to be involved in these discussions.</i></p>
	<p><i>I am not pleased with the way that low performing and unsatisfactory employees are handled. It seems, at times, that the organization cares more about the image that letting people go would give rather than removing those individuals and raising the level of performance in different departments.</i></p>
	<p><i>I am not satisfied with the institution's response to faculty members who choose not to follow policies, which were agreed upon by a majority. These faculty members basically do what they choose to do, with no consequence.</i></p>
	<p><i>I find it least favorable that some supervisors treat their employees extremely differently. Some employees are asked to uphold an impossible standard, while others sleep during meetings, never come to work on time, never complete projects on time, and the supervisor constantly praises this employee (verbally) and belittles others (verbally, in front of others). These supervisors are never held accountable for their actions in making employees feel worthless. Furthermore, they misuse college funds and get away with it by using blanket budget orders that basically gives them the right to spend whatever they want to whomever they want, including hiring freelancers who are their personal friends.</i></p>
	<p><i>I have found that staff employees are given more and more responsibilities but not a salary or title increase. Being a dependable and high-performing employee does not lead to promotion or even recognition of a job well done - treated the same as a low-performing employee.</i></p>
	<p><i>Some positions do the exact same as others while being paid less. I'm not saying that this is rampant throughout TCC, but it certainly makes employees feel underappreciated.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>The evaluation process and the financial considerations don't help one's morale. For instance, last year I should have received the full merit amount, but we didn't give any out--everyone, even those who didn't deserve any, got the same amount. So, why work hard?</i></p> <p><i>The performance appraisals seem to be the only time our administration cares about what faculty do in the classroom. I don't get the impression that other than tracking for merit pay, there is any genuine interest in how our instructors are pushing teaching boundaries, developing new teaching methods, and participating in current higher education trends. Recognition for both professional staff as well as faculty is lacking at our institution.</i></p> <p><i>There are people employed who do not do their job, get reported for not doing their job (from inside and from outside) and they are still employed. They even brag that they can't be fired. It is disgusting, hurts morale, and this particular person impacts negatively the image of the institution in the community and internally.</i></p> <p><i>There are some serious concerns about how the college classifies and compensates certain staff positions. Further, the performance appraisal process seems a bit ridiculous to most people, especially as it does not seem to matter - we rarely, if ever, get raises, benefits, or promotions based on job performance, so there is no economic motivation to excel. It is, in fact, quite demoralizing to see the college spending much more effort and money to retain disruptive, uncooperative, or detrimental employees than it does looking for ways to retain and promote good employees. It is also demoralizing that adjunct faculty are not actively recruited and considered first for faculty positions. TCC used to actively promote from within and employees felt confident that internal postings were used for that purpose, but not so much now.</i></p> <p><i>There is a very negative distinction between administration, faculty, and professional staff versus classified staff. Classified staff are treated as unimportant or simply less than other employees, especially by administration. As the president herself said, you are either doing the work or supporting those doing the work. While I understand what she believes she means by this statement, it is very offensive. Many classified staff are doing the work, including teaching students (think of advisors, counselors, and especially tutors), all of whom teach students on a daily basis but are not held in high regard at this institution.</i></p> <p><i>Workplace abuse is allowed with no repercussions to individuals.</i></p> <p><i>A disconnect exists between campuses and conference center employees. We need more than convocation as an annual event to meet with employees around the college.</i></p> <p><i>Cooperation between campuses needs to improve.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>Departments need to work with each other. Each department does their own thing without communication to the rest of the college, which makes the college seem unorganized. For example, last year, TCC applications were not open until February 26th; however, tuition waiver apps were going to be due a few days later, which meant that any new student would only have a few days to apply, get admitted, get their ID number, and then apply for a waiver.</i></p> <p><i>I feel there is a disconnect from the conference center to the campus. Many college-wide supervisors never come to the campus and ask staff to go to them when students are at the campus.</i></p> <p><i>It is difficult for faculty at the smaller campuses with lower enrollment because they can do very little to change student preference as far as physical location is concerned, and yet those faculty/divisions are penalized due to lower enrollment. As a result, it becomes a very competitive environment between campuses. I don't think that it creates an environment that truly puts the student or the college first.</i></p> <p><i>Less than professional or even negative behavior on the part of faculty and staff can be overlooked instead of addressed. These situations are rare, but they do exist.</i></p> <p><i>Many ADs do not take their jobs seriously and are not available to faculty and staff during many parts of the day.</i></p> <p><i>TCCs disciplinary program is non-existent. This makes it difficult to remove a colleague that does not show up for work or does not perform.</i></p> <p><i>The colleges consistently strives to build positive relationships between faculty and staff with administration, but due to the fact that the college is so big, this can be challenging at times and viewed as not so positive.</i></p> <p><i>There is a lack of college-wide leadership for workforce programs; this inhibits us from achieving exemplary programs. There is no mechanism to share good practices among programs and to develop relationships between program peers.</i></p> <p><i>We have four separate colleges, not four campuses.</i></p> <p><i>What I find least favorable is the fact that all campuses seem to be different entities. We are technically one institution, but we feel as if we are in competition with each other. Campuses don't want to share what is working for them with the other campuses. In that respect, it does not seem to be a team effort.</i></p> <p><i>Although TCC has a desired culture, mission and policies for the college, my experience has been that these are very different from one campus to another. (Again, I believe this stems from focusing on skills and who you know, and not placing importance on educational requirements in the hiring process.) It is difficult for individuals to exercise these principles if they are not sure what they even mean.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>Campuses are not uniform in the policies and procedures of TCC as a whole.</i></p> <p><i>The communication process can be better. Consistency of policy and procedure at times seems to vary from campus to campus. There seem to be lots of agreements between campuses or departments but nothing written in that regard. When someone leaves, no one quite knows what those agreements were.</i></p> <p><i>The organizational structure of Academic Affairs is a bit of a problem. I would like to see a college-wide Dean of each broad department area (i.e., Science and Math, Communications, Liberal Arts) and have Division Chairs (faculty) that are responsible for each campuses schedule, etc. Academic decisions within a broad area need to be decided at the college level, not campus level.</i></p> <p><i>ADs need to be consolidated to quell the competition for enrollments.</i></p> <p><i>During peak enrollment, we are very short-staffed and have to pull extra personnel from other areas to assist. Compensation for work done for the students attending TCC and higher administration understanding all the work front line staff does.</i></p> <p><i>I believe that most of the unfavorable aspects of TCC derive from system or structural problems. TCC's decentralized structure of its academic areas impairs clear focus on our mission and accountability for performance. Student services fall far short of student needs. TCC lacks a clear focus on meeting student needs and serving them effectively. In general, employees have been punished for innovation in the past. Recent developments with a new president and the advent of a new academic administration seem promising and hopefully will rectify these structural issues.</i></p> <p><i>I believe that we are lacking a good organizational structure and that many services are fragmented across all four campuses.</i></p> <p><i>I don't believe that our current system of AD's for each division on each campus works well to ensure decisions are made that are the best for the college as a whole. There is a lot of redundancy that occurs as a result. If there were department heads over each discipline with the final word, it would help because that person would be looking at the big picture.</i></p> <p><i>I think the institution is top heavy. Even when unable to provide employees with raises, they create more administrative positions.</i></p> <p><i>Least favorable is our over-reliance on contingent faculty, who receive little guidance/support/oversight and who are often hired hastily, and the administrative structure, particularly the proliferation of dean positions that appear unnecessary.</i></p> <p><i>Middle management should be re-evaluated. The college has way too many and unfortunately, some should be either given more responsibilities than to sit idle in their offices.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>Staff roles need to be evaluated, identified and combined if possible to allow staff members a workload that uses their time wisely and doesn't allow for excessive downtime.</i></p> <p><i>Student Affairs staff should all report up through the campus to the Provost and not be centralized to be most effective in serving students on the campuses. For major initiatives, all Deans of Student Services should be involved and given equal input, given the campuses have different needs to effectively serve students.</i></p> <p><i>TCC is over-staffed. We have too many administrators and too many full-time faculty. When a faculty member retires or otherwise leaves TCC, think carefully about whether they really need to be replaced. Allowing overload classes to be taught during the daytime would lessen the need for full-time faculty. Over-staffing leads to poor pay and means that the most talented people can earn more elsewhere.</i></p> <p><i>TCC tends to place personnel in supervisory positions for which those personnel have no experience, supervisory skills, or simply are not suited for supervision duties.</i></p> <p><i>The One-College principle will remain little more than a slogan without structural changes to the organization of the institution.</i></p> <p><i>The job descriptions and position titles (Admin. Asst. I, Admin. Asst. II in the division offices) that have been in place for the last ten years or so are vague and therefore misunderstandings regarding position responsibilities are more frequent.</i></p> <p><i>The organization of TCC is inconsistent and ineffective and varies according to campus, which is confusing to students and employees alike - examples include Division names, AD positions, writing labs and their reporting structures, etc.</i></p> <p><i>Unfortunately, the desire to duplicate every service offered at the four main campuses leaves the college short on resources to hire a competent staff and to offer comprehensive services.</i></p> <p><i>Having worked as an adjunct faculty for several years, I have also discovered that there are very few opportunities for advancement or promotion. I have also discovered that it is extremely difficult for an adjunct faculty member to become full-time should they wish to do so.</i></p> <p><i>I do not see much room for employees to grow or advance in positions here, because the hiring process makes this difficult.</i></p> <p><i>I don't feel like there is much room for advancement here. There are some great employees here that get overlooked and new people are brought in from the outside (which isn't necessarily a bad thing). I just think that TCC will start losing valuable employees for this reason. Give the inside employees a chance to advance.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>I feel like I am given very few opportunities for advancement. I would like to have a full-time position, but few opportunities seem to open for my line of work.</i></p> <p><i>I find that moving up within the institution to be the least favorable. I have heard, and seen, how difficult it can be to move into a higher position within the college. Most of us feel that those already employed should be given priority.</i></p> <p><i>Least favorable is no path for advancement. For areas where advancement is limited, employees should be rewarded financially.</i></p> <p><i>Professional rank is not awarded on the basis of academic experience nor the rank obtained in other institutions.</i></p> <p><i>Qualified TCC employees have a hard time moving up. Employees who have earned degrees have been passed over for applicants who have applied from outside TCC with comparable backgrounds and are hired.</i></p> <p><i>The least favorable aspect of working for TCC is the lack of a system for employee training and development within the classified staff. There is also a lack of advancement opportunities.</i></p> <p><i>Communication is often misdirected and not planned out as well as it could be (e.g., travel voucher preparation communication sent to all TCC Employees rather than to the Area Supervisors who would then inform the Admin. Asst. II.) Originators of changes are not communicating the changes effectively. Usually, other employees find out that a change has been made when they are going through a process and encounter unforeseen delays and obstacles due to their ignorance of the change.</i></p> <p><i>I think TCC does a poor job disseminating information to staff. I've never seen a college with such a poor employee training environment. We should require new hires to be educated in Title IX and FERPA rules as part of their orientation training, at the very least.</i></p> <p><i>If you have policies and procedures, there should be accountability for everyone at every level to follow them.</i></p> <p><i>Policies and academic standards differ from campus to campus.</i></p> <p><i>Policies are applied inconsistently across the college. Some campuses are held to higher standards and stricter policy enforcement.</i></p>
Supervisory Relationship (n=62)	<p><i>I am disappointed with the faculty appraisal process and the fact that poor performance, even unethical performance, is tolerated.</i></p> <p><i>As adjunct faculty, I do wish there was more feedback on my work. While I enjoy having academic freedom to be creative and include information beyond the textbook in my course, I would value and welcome feedback from my supervisors on the content and quality of my lectures.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>I am so tired of the evaluation process. It does not provide constructive feedback on how I can improve or what I am doing well at.</i></p> <p><i>I do not believe supervisors get sufficient training or support when working with challenging employees. Also, the faculty appraisal system is inadequate. There are few ways to help a faculty member improve in and out of their classroom.</i></p> <p><i>I feel that the performance appraisals are not useful. We write our opinion but in the end it is what our supervisor feels about us; our opinion of ourselves does not matter. There is no feedback given on what we wrote, especially in a year when we know we are not going to receive a raise.</i></p> <p><i>I have no team nor do I receive feedback from administration on my job performance. I do receive student feedback in the form of course evaluations, which are overwhelmingly positive. I don't really have a clear idea about who my immediate supervisor is.</i></p> <p><i>I really don't receive any feedback regarding my performance from my superiors. I do receive the student survey results, but it would be nice to know how my administrator feels about my work.</i></p> <p><i>Performance appraisals are very subjective. Outstanding employees are compensated similarly as average or below average employees. Problem employees are often not dealt with in an appropriate manner - in other words, problem employees are often allowed to continue to work even to the detriment of their coworkers and the college.</i></p> <p><i>Performance appraisals currently measure the competencies of each employee. Performance appraisals should be specifically tailored to the position that is being appraised, and tend to do well when compensation is tied to it. They are also more effective when implemented more than once a year.</i></p> <p><i>Performance appraisals, if utilized properly, are beneficial. But they should highlight the good points and then promote improvement, not be used to undermine and criticize. That being said, I would highly recommend utilizing a 360 degree appraisal process. Customer service should be one of the primary focuses of the institution; the primary is education. However, customer service begins with internal customer service; without good internal customer service, external customer service will never meet its goals.</i></p> <p><i>What I find least favorable is the annual evaluation process. I feel the whole process (including the forms) needs to be revamped. Also, I'd like to see the college implement a process in which supervisors are evaluated by their employees.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>I feel I am micromanaged to the point I can't change an internal form without getting the approval of levels above me. There is a confidence level that I will keep my department staffed, everyone is contributing, and there are no complaints, yet processes are continually micromanaged. My appraisals have been consistently very good so I don't believe it is a competency issue. I think people are so afraid to allow their staffs to make decisions that they have to micromanage. My only guess is that they are getting it from somewhere above them, perhaps.</i></p> <p><i>I wish that part of supervisors' appraisals came from the staff they supervise. How can managers, academic deans and the provost be appraised on their ability to manage when the individual that completes their appraisal may not have the slightest idea how their employees view them? It feels like those of us at the bottom are forced to deal with subpar supervisors unless we want to break the chair of command and go above their heads, which I have seen quite a few co-workers do.</i></p> <p><i>I would like a performance evaluation from my department.</i></p> <p><i>If we continue to do self-appraisals, and then meet with supervisors to discuss the self-appraisals, make sure the supervisors actually read the employee's self-appraisal. No point in spending hours writing the appraisal if no one reads it. It's a waste of time.</i></p> <p><i>It is hard to know how well you are doing as far as the administration goes. The fact that you get rehired is the only measuring tool we have. This is okay by me, but other talented people I feel may have failed for lack of support.</i></p> <p><i>It's very difficult to terminate individuals who are consistently performing poorly. No matter what documentation you have, nothing seems to be done.</i></p> <p><i>There is no incentive to improve performance, and there are no merit raises and no fair method of promotion in my department. It depends on the whim of the supervisor who will be moved up or given more responsibility within our department. Unqualified personnel have been promoted without the proper process or notification of all employees in the department.</i></p> <p><i>I wish I had more influence on the textbook and ancillary materials and labs chosen.</i></p> <p><i>I love my individual department but I wish there was more open communication with those above my department. Breaking down the hierarchy that TCC has in place would open up student support and creativity in aiding TCC's goals.</i></p> <p><i>I think that TCC has gone downhill in offering training for their administrative staff over the last several years. The training seems to come after new procedures or programs have been put in place.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>Staff training is non-existent for the past 4-5 years and needs to be addressed. The staff appraisal requires goal setting in relation to training and improvement, but the college isn't providing opportunities for training.</i></p> <p><i>The area where I am least satisfied is the level of support and opportunity for professional development offered for part-time professional staff. In many ways, being part-time at TCC often makes you feel like you're not valued, but this is the one that affected me the most.</i></p> <p><i>There is little opportunity for extensive professional development.</i></p> <p><i>We need more organization and offerings of professional development for all employees. This seems to have been left by the side of the road in recent years.</i></p>
Teamwork (n=17)	<p><i>I would like to see more professional staff actually doing the work that they are assigned instead of just passing the assignments on to their staff members. The classified staff in the office should never be doing any assignments or preparation for Professional Staff Council meetings and events. The professional staff member who is a member of the council should be taking on these responsibilities themselves. It is not the place of a classified staff member to do the work for the professional staff council.</i></p> <p><i>I think that part-time staff are treated as an afterthought when it comes to getting information out to us and asking for input on office issues.</i></p> <p><i>There is not much adjunct faculty support in my department. I think opportunities throughout a semester to touch base with others teaching the same classes would be beneficial.</i></p> <p><i>I have a lack of trust in my AD. Issues within the division have led to issues within the department I work with. We were a cohesive team that is now struggling to work together.</i></p> <p><i>I would like to see more connection and feedback regarding guidelines for instruction in my department. I would also like to have meeting times with other faculty in groups to discuss and share teaching strategies and general expectations of students at this institution.</i></p> <p><i>My department pretends to involve faculty but the associate dean and dean control and override faculty constantly. Problematic work behaviors are not dealt with period. TCC's success should be credited to the frontline faculty who exhaust themselves to overcome the barriers placed by administration and manage to meet students' needs.</i></p> <p><i>Not all faculty in my discipline participate in group decisions and their AD does not require them to participate. It makes it hard to institute change within a discipline when all but a few participate in that decision and/or change.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>The areas I find least favorable have to do with faculty resistance to change. I find that a lot of the older faculty are resistant to the idea of change and technology. There are a lot of resources that are wasted because of the resistance and it's as if even the mere mention of change offends them. It can be tough to implement even the littlest bit of change in protocol (e.g., using email as a means of requesting something from someone in the office). Even the littlest thing like setting a deadline to get information such as textbooks or their own schedule can be a task. I enjoy working with them and understand that they are busy, but it seems like they have no idea how busy a division office can be. There seems to be a lot of disconnect between the faculty and the staff that help keep the campuses running.</i></p>
<p>Student Focus (n=81)</p>	<p><i>As an institution, we are failing our students in two areas. First, we have no genuine system in place that objectively evaluates faculty. Yes, the administration has reinstated rank and promotion; however, if one is already an associate professor or doesn't apply for promotion, that person will never go through an objective evaluation process. (Why are we such an outlier when it comes to acting like other institutions of higher education?) Second, our students suffer from our failure to implement some formal, mandatory system of advising. Other community colleges have done this. Why can't we?</i></p> <p><i>Faculty are given too much freedom in developing new degree plans and determining courses in new/existing degree plans. Pet programs and courses are pushed, often to the detriment of the student. This also leads to inefficiencies throughout the college. There is not enough emphasis placed on workforce development programs to prepare students for employment. Students often receive poor advisement regarding university transfer requirements. Process improvement needs to be a focus and we should obtain adequate outside resources to drive. Faculty and academicians not trained in process and systems are often developing processes and procedures that are inefficient and self-serving. We need centralized control of some of our student support services so that students hear the same answer regardless of their home campus.</i></p> <p><i>I believe our institution has a primary goal of educating students, but we have a lot of institutional barriers in place that hinder that goal. It seems that personalities and long-standing ways of operating tend to stand in the way of progress, especially on the student services side of things (advising, financial aid - front line student services). I see potential for us to do much more for students because the desire is there in most of our employees. We just need to overcome some institutional barriers to get there.</i></p> <p><i>I don't think some people within the organization adhere to the goals of the college. We are here to serve the students. This should be our primary mission as TCC employees.</i></p> <p><i>We need more mentoring on campus to help students that are struggling in their classes.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>I believe TCC could improve its level of education for the students by hiring more full-time faculty. There are several top notch adjunct faculty members that TCC would benefit by having them teach more classes.</i></p> <p><i>I feel as if there are a lot of faculty that feel as if they have a sense of security in their job so they do not teach up to par with what students and staff expect. There is also a slight disconnect between faculty and staff on student needs.</i></p> <p><i>I frequently hear students discussing their classes that are often canceled, their instructors who are unhelpful, yell, or just fail to show up occasionally. Our dependence on part-time instructors who are underpaid with no benefits is a barrier to student learning. If we offer a nice compensation package to part-timers, we can expect and actually receive excellence, and hopefully be more selective in hiring.</i></p> <p><i>I wish there were means for increased quality control of instruction. I do feel that TCC (among all other institutions of higher education) has individuals who lack the skills or desire to provide good quality instruction.</i></p> <p><i>Most instructors at TCC are excellent. Some, however, do not provide adequate instruction to students. There should be a system in place to address areas that must be improved in order for ineffective instructors to remain employed at TCC. They are an embarrassment to those of us who constantly seek to improve our teaching. They also cast a very negative impression of TCC as a whole.</i></p> <p><i>TCC could improve its faculty recruiting methods. Too often we hire high school teachers to teach at TCC. I see major differences between teaching in high school and teaching in college.</i></p> <p><i>The majority of TCC classes are taught by adjuncts rather than full-time faculty. This is not providing students with the best possible education and training.</i></p> <p><i>The TCC performance appraisal process needs improvement. I come from the public schools where teachers are evaluated on what they actually do, not what they write down. Administrators make formal and informal observations of teachers actually teaching. At TCC, the performance appraisal process is all self-reported. Instructors and staff are not observed doing their job, but are evaluated on the basis of what they say they are doing. This process needs improvement.</i></p> <p><i>Your question about quality education depends on the faculty the student has. I feel that many faculty do not ensure that students achieve a standard higher than high school. (I have heard students discussing this.) I would like to see some forums in which faculty discuss student behavior and academic expectations. Having been on many committees in the college, I have met some absolutely outstanding faculty. The whole college suffers when just one faculty does not require standards appropriate to a college education.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>I believe we need a stronger focus on diversity. Student ethnic and racial demographics are changing and we need better support services for students of color. There should also be more training opportunities for staff and faculty that help them become more prepared to support a diverse student body. We need to make our educational space more inclusive and our faculty and administration staff to be more reflective of the diverse student body we serve.</i></p> <p><i>I noticed that not all teaching faculty had installed open captions on their on-line courses. I would like to see teaching faculty that are using on-line courses with open captions that are accessible to deaf and hard of hearing students that are or will be taking online courses.</i></p> <p><i>I am concerned with the lack of consistency in some of the math/science areas from campus to campus. Calculators are allowed in the developmental classes, but the Metro Campus has a strict policy concerning their use only once the student has achieved the College Algebra level. I also tutor at the campus and I have seen take home tests administered which seem inconsistent with the college level.</i></p> <p><i>More consistent teaching/grading practices within our department would be best for student achievement. As the student is continuing through the developmental program at TCC, there should be a common final assessment given at every level, thus ensuring students are prepared for the next step in the program.</i></p> <p><i>There is a trend away from academic education toward a skills/technical approach. For example, Comp II is moving from a literature basis utilizing research toward a research approach abandoning the literature background. This puts TCC in opposition to the Advanced Placement program in high schools, which uses literature as the Comp II basis. I, personally, think this is disappointing. The instructors/institution should be more rigorous in their expectations from the students.</i></p> <p><i>Advisors take on more responsibility than any other department. Even in recent studies done by TCC, they have found out TCC advisors' responsibility is 7-10 times more than most advisors at other institutions, and they're getting paid the same as help desk operators.</i></p> <p><i>I have received a significant amount of feedback from my students about the negative experiences and the runaround they get in student support services (financial aid, enrollment, advisement, etc.). Friends and family have had the same negative experiences. Getting the runaround and inaccurate and untimely information are frequent complaints. It would seem that many of the staff are inadequately trained or incompetent. Consistency seems to be a problem.</i></p> <p><i>Student services to support learning appear to be inconsistent across campuses - some do a bang up job and others do not, e.g., academic counseling and writing centers, etc. I think we are doing a very poor job in providing academic counseling after initial enrollment.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>Students need access to counseling for personal issues. They also need more assistance in selecting their courses and following a plan of study.</i></p> <p><i>There is a demonstrated need for mandatory academic advisement, which would require more professional advisors.</i></p> <p><i>I think that the different departments need to communicate better. For example, financial aid tells people to come and get their books, they're ready to go. But they have to set up in the bookstore too. So the student goes through the line, which can get crazy, then at the register, they can't use their financial aid because it hasn't been set up in the bookstore. Then the student gets upset and says, Financial aid said I was good to go. They don't want to have to get out of line to set it up, and if we leave them in line, we are at a standstill until it is done.</i></p> <p><i>It seems the college is only focused on degree seeking students now. There are huge barriers that make it inconvenient for the student who wants to take a class or two to improve themselves or their skills. The website does not allow for browsing for an interesting class to take. Non-degree seeking students have numerous holds, such as presenting 20 year old transcripts just to take a class for fun.</i></p> <p><i>I think TCC needs consistency between campuses in their courses. They need to use the same text and have the same learning outcomes. It is difficult for students and faculty to move from campus to campus.</i></p> <p><i>Least favorable are the terrible customer service; expansion beyond our ability to provide excellence--promising too much to too many; no peer review evaluations of faculty, especially probationary faculty; suspension of rank and promotion process; and a crazy process for scheduling classes.</i></p> <p><i>TCC students' education can be excellent or at best mediocre. The disparity across TCC demonstrates inconsistencies of instruction and academic support to students. Providing students with an excellent education means the quality of classroom instruction meets the same standard from one campus to the next campus.</i></p> <p><i>The level of TCC education is very low and some faculty treat it that way (not much work but giving A's). Good students hardly come to TCC since it'll be a shame on their resume.</i></p> <p><i>The list of course offerings from which the students select their classes is not complete at the beginning of the semester. Classes that begin two weeks later than regular classes are not shown until two weeks have passed. This leads to the 14-week classes usually failing to have enough students enrolled because the students were not aware of the classes. The result is that part-time instructors who were assigned the 14-week classes do not have the class to teach. This practice affects the part-time teachers' morale. It is not a good practice to withhold some classes from students' views.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>We also seem to have lots of processes and procedures that don't appear to be in the best interest of students.</i></p> <p><i>The overemphasis of the university transfer and under emphasis of the Tulsa workforce is apparent in the actions of the current administration. Much of the funding comes from Tulsa County -- the emphasis should be here and not Stillwater or Norman or Claremore. The giving away of tuition and fees money at Union and Tulsa Public Schools is unethical and is probably one of the main budget problems along with Tulsa Achieves.</i></p> <p><i>Student Financial Aid is still a problem for many students who would like to attend TCC. My family and I have attended not only TCC but also NSU, OSU, OU, and ECU. I have never seen a financial aid system that works like TCC's. We should be looking at TCC's financial aid policies and procedures and comparing ourselves to other colleges that are similar to ourselves. I feel that financial aid problems could be one of the reasons that student enrollment is low. TCC should advertise low enrollment programs that are in the top 25 careers so that people in the Tulsa area are aware that these programs are offered at TCC for lower cost than other schools.</i></p>
Other (n=189)	<p><u>Adjunct Faculty</u></p> <p><i>Adjuncts are treated as second class citizens compared to the full-time faculty. For example, there was no adjunct on the search committee for the new president. There was even a student, but no adjunct. Adjuncts are not considered internal employees for the sake of hiring. TCC hires from the outside and doesn't consider adjuncts when openings occur for full-time positions. Adjuncts do not have access to the fitness centers. Adjuncts do not receive mileage or company cars for distant assignments. Adjuncts should be paid better. Our maximum income is \$14,000 per year, yet we are held to the same academic standards and rigor as full-time faculty. There are many adjuncts with PhDs working under full-time faculty who only hold Masters Degrees. The public doesn't understand how much adjuncts are utilized at TCC. There are currently approximately 750 adjuncts to 315 full-time positions. That is a ratio of more than two to one.</i></p> <p><i>I think the institution needs to work on connecting part-time adjuncts and others in their departments.</i></p> <p><i>I would like there to be a program for adjunct professors to become full-time faculty.</i></p> <p><i>Like most adjuncts, I am unhappy with getting only a limited number of classes, for relatively low pay, in a way that precludes me from planning ahead or ever knowing if I need an additional job. Full-time teachers should be hired instead of relegating such a huge percentage of the courses to adjuncts. Adjuncts must be given more of a voice.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>There is no opportunity to advance from adjunct status. We are severely limited on the number of hours we can teach, but the college hires more and more adjuncts instead of offering more full-time status to the experienced people. It's frustrating and limits my ability to stabilize my career. I never know until the last minute what and when or whether I'll be teaching the next semester. It is about to send me looking elsewhere. I feel like a replaceable cog and wonder why I am still doing this job, except that I find my classroom experience very rewarding even if there is very little money in it.</i></p> <p><u>Compensation & Benefits</u></p> <p><i>Although we are appraised for merit, we have only received one merit raise in the past several years.</i></p> <p><i>Benefits to adjunct or part-time faculty are very limited. We get free flu shots, but receive no other benefits, so it's difficult to answer that question positively. We understand the position does not come with health benefits or insurance, but we can't even use the gym facility without having to pay for it. Small benefits like that would be much appreciated.</i></p> <p><i>College staff should receive cost of living salary increases. I would like to see TCC improve medical benefits for dependents and offer more options for medical coverage.</i></p> <p><i>Least favorable is compensation for faculty - very low pay raises. Merit pay is non-existent. Why fill out all the paperwork when merit pay is not given?</i></p> <p><i>Employee longevity is compensated over job responsibility, accomplishment and experience, which has created an unfortunate salary hierarchy.</i></p> <p><i>I feel I am underpaid due to the fact that the cost of living is so much higher. I feel this should be addressed.</i></p> <p><i>I feel some employees are allowed more leeway in their working hours and breaks. The summer hours, where most of us had to work 10 hours, certain others just worked 8 hours. This complaint was given to people who are higher up but nothing was done about it. I believe they were allowed to work 8 hours in the summer time.</i></p> <p><i>I think that the appraisal process is almost pointless for those high performing employees. Merit pay is supposed to be the award for going above and beyond, but over the past few years, everyone has received the same amount, regardless of work performance. So why do the appraisals? Also, lower performing employees oftentimes get transferred or get to remain in their current positions for quite some time, even though appraisals and documentation prove otherwise. These employees should be talked to, written up, and re-evaluated in 60-90 days. If they're still going through all of their leave or are still underperforming, they should be fired - plain and simple.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>I think the problems with TCC are on the Administrative end. I do not think employees are fairly compensated for the hard work we do, and this is especially true for classified staff. The college also hires a large number of part-time employees who receive no benefits. It is hard to hire quality, dedicated employees into 20-hour-a-week positions with no health insurance. At the moment there are no professional development opportunities offered to staff either.</i></p> <p><i>I thought with the Mercer study, we were going to have the opportunity to be paid our value to the college.</i></p> <p><i>I wish there were benefits offered to part-time employees.</i></p> <p><i>It is unfortunate that while we do have merit pay, it is not awarded due to the limited budget. It has become a joke among some employees, who actually find it demotivating.</i></p> <p><i>It would be good for the college to have a performance-based appraisal system tied to salary increases that has a real impact. One percent is not significant enough to make a performance-based system meaningful.</i></p> <p><i>It would be nice if TCC helps me pay for extra training to better assist the students and staff within my field.</i></p> <p><i>Least favorable is the issue of timeliness of pay. I begin preparing for a fast track that happens in March, during the month of February. I teach all of March, and never see a paycheck until the end of April. That is a lot of effort, travel, energy, and instructing, that does not see compensation for too long.</i></p> <p><i>Part-time individuals are not given a proportionate bonus when full-time people are. Part-time individuals are not given part-time bonuses, vacation and sick leave proportionate to full-time people.</i></p> <p><i>Pay is typically low, especially for certain jobs that require a bachelor's degree.</i></p> <p><i>Please try to identify revenue sources that can be used to compensate employees and provide raises. When a raise is provided, please give the highest percentage possible to the people at the bottom and the lowest percentage to the people at the very top. I consider myself to be in the middle and I would be happy to get a middle range or percentage pay increase when one is possible. Since the state of Oklahoma is not going to increase funding for higher education (probably ever) when property values go up, please designate some of that money toward salary increases for the people at the bottom of the pay scale.</i></p> <p><i>TCC at one time was very competitive with salaries, but not any longer. We are losing talented people to other higher education institutions or the private sector.</i></p> <p><i>TCC does not offer competitive salaries, even with the factoring of benefits.</i></p> <p><i>TCC has been a good place to work for a long time, but it needs to figure out a way to provide cost of living raises. Otherwise, the inflation adjusted income of employees goes down.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>TCC seems to care more about the appearance of the buildings than they do the staff members who come face to face with your students every day. Do you know just how many people you employ have to have second jobs to make ends meet? But heaven forbid you don't buy a bunch of trees and flowers so the buildings look just right.</i></p> <p><i>The appraisal process is tedious considering employees are not rewarded for their outstanding achievements. If raises are an option, the best employees and the worst employees are awarded the same amount of money. That does not seem fair to those that excel at their jobs. Employees that have worked for the college for years are still not making close to the median amount for their positions and newcomers are also making more than those that have more TCC experience.</i></p> <p><i>The lack of compensation and pay increases is least favorable. Self-appraisals do not determine any sort of merit or pay increase and seem to present no purpose for the employees but to be time consuming. This appraisal process has become antiquated.</i></p> <p><i>The main things I would like to see happen for part-time people are basic privileges that would enable us to feel more a part of the work community at TCC and feel like valued equals with our full-time peers: 1) As a part-time employee, I'd like to have an employee ID/name badge. 2) As a part-time employee, I'd like to be able to use the TCC work-out facilities free of charge. 3) As a part-time employee, I'd like to be able to see/preview/access internal job postings starting the same day as my fellow full-time co-workers. I do not believe any of these things are unreasonable requests and yet I believe all of these things would go a long way toward helping to build a sense of equality among employees rather than promote the existing twisted level of ridiculous hierarchy based on full-time versus part-time status. Are we not all employees of TCC? Why should either group be made to be feeling less than the other?</i></p> <p><i>The one salary for all adjuncts, independent of your education and experience level, is least favorable.</i></p> <p><i>The pay schedule for part-time faculty needs improvement. You work one and a half months before your first paycheck. We ought to be paid for those first two weeks.</i></p> <p><i>The pay should be adjusted to a fair level for everyone who's doing the same job. For example, if a coordinator in some department is entitled to be faculty classification, all other coordinators should be treated equally, since the job expectations are similar. Same with the tutors. If an office asks the student worker to tutor, they should be compensated at the tutor's pay.</i></p> <p><i>There is no point to trying to earn merit pay at TCC because we rarely receive merit pay. Set aside the money to fund it or do away with it.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>There should be some tuition reimbursement program for other institutions.</i></p> <p><i>This last year, each and every full-time employee was given a onetime payment of \$750. While the money was appreciated, for those that go above and beyond, I felt slighted.</i></p> <p><i>Those with PhD degrees aren't compensated much, and work at previous institutions isn't recognized.</i></p> <p><i>We rarely get the opportunity for training due to budget cuts and cost. Our salary does not compare to other companies, we are not paid very much for the work we do, and we don't expect any raises except for the occasional inflation every few years.</i></p> <p><u>Facilities</u></p> <p><i>At times, I feel like the Metro Campus has little support in regards to updating of facilities. Metro is the oldest campus and it shows. Some of us work with electronic equipment that is over 20 years old with little hope for replacement. Additionally, the Metro Campus faculty are often working in an environment that is not conducive to learning. There are classrooms where building equipment is so loud that students in the back of the room cannot hear what is being said in the front of the room. Other times there have been situations where, after a big rainstorm, water leaks from ceilings and down the sides of walls. In the last 10 years the college has put a tremendous effort into building extensions and outreach campuses outside of Tulsa in addition to renovating the 3 additional Tulsa campus. It is more than time for TCC to focus on rebuilding and updating facilities and equipment at the Metro Campus.</i></p> <p><i>Classrooms could be better equipped with better desks and chairs, or at least be consistent with chairs and desks in other classrooms.</i></p> <p><i>I believe that visually there are areas of the campus that seem to be less than desirable for students to hang out or study.</i></p> <p><i>Older campuses need more capital infusion to bring them up to standards of the newer campuses.</i></p> <p><i>Our classrooms are substantially outdated and fitted with early 2000 technology. I think safety isn't regarded as important. Where are the cameras?</i></p> <p><i>The Southeast Campus needs refurbishing. I have taught there seven years. In those years, I have noticed the deterioration of the buildings. They look older. They are beginning to look shabby. Examples include dirty ceiling tiles, chipping and leaking windows, dirty classrooms, grimy classroom floors, repairs in bathrooms that look unfinished, etc. The outside (landscaping, etc.) generally looks good.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>There are discrepancies across the college, such as brand new facilities for some campuses/programs and old facilities and technology at other campuses/programs.</i></p> <p><i>We need plastic and can recycling containers throughout all campuses. We are lacking in environmental/energy savings in all areas we could be doing.</i></p> <p><i>We need to make this place safer, as in having cameras and better lighting in the parking areas. The steps need to be fixed on the corner of 9th and Boston before a lawsuit happens. The steps are all uneven and look like the entry to a fun house at a carnival. The parking lot on 9th and Boston was redone and several spaces were lost due to unnecessary foliage and benches. We need more parking spots, not flowers.</i></p> <p><u>Technology</u></p> <p><i>I feel that our website and programs that we utilize are down too often during peak times.</i></p> <p><i>I find the technical support from upper level IT to be lacking, while the techs on an individual level do great work.</i></p> <p><i>Internet is frequently down or drops connections, which makes certain aspects of the job more difficult.</i></p> <p><i>I've heard the college's website is being revised, which is good, because it is very difficult to navigate and actually creates barriers for prospective students looking for a specific faculty member, program, or course information.</i></p> <p><i>Many school processes are still pen and ink functions in a digital age.</i></p> <p><i>Student password system is a debacle for new students. Computer systems are catastrophically slow (and failing) during peak enrollment time.</i></p> <p><i>Students need a dedicated computer lab, with knowledgeable support staff, at Southeast Campus. Current slow network individual sign-on creates barriers.</i></p> <p><i>TCC takes a long time to repair/adjust/replace essential equipment for teaching.</i></p> <p><i>The system for electronically saving grades at the end of each semester is ridiculously complicated. The computer program is completely illogical and requires way too many steps.</i></p> <p><i>The TCC Webpage is not dynamic and does not reflect the vibrancy of student programs, activities and learning potential.</i></p> <p><i>The technology available to students and faculty could really use some updating. I have had technical issues many times since I began teaching last semester.</i></p>

Table 23. Continued

Factor	Themes
	<i>The technology services and support is limited for students, particularly with support in learning computer and software skills. Technology and Student Services are not available in late evenings and weekends. They need easy to use cloud based storage.</i>
	<i>The website is not accessibly friendly for students who have disabilities and either need to use screen readers or devices that assist them with navigating the website. Too many menu options within other menu options; it becomes tedious to navigate. Some instructors would truly benefit from having a Smartboard in their classroom.</i>
	<i>The website needs a complete overhaul. It is not user friendly and MYTCC access is very confusing for students.</i>

CONCLUSION

One of the primary purposes of the PACE instrument is to provide insight that will assist in efforts to improve the climate at an institution or system of institutions. To accomplish this goal, the mean scores for each of the items were arranged in ascending order, from the lowest to the highest values. The distance between each item mean and the ideal situation, represented by a score of 4.50 on any item, can be identified as a measure 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 could be for each item is the zone of possible change within the institution. Those items with the highest values are viewed as areas of satisfaction or excellence within the climate. Conversely, those items with the lowest values are the areas of least satisfaction or in need of improvement.

Overall, the following have been identified as the top performance areas at Tulsa Community College. Five of these items represent the Student Focus climate factor (items #8, #18, #31, #35, and #37), three represent the Supervisory Relationships climate factor (items #2, #9, and #39), one represents the Institutional Structure climate factor (item #1) and one represents the Teamwork climate factor (item #3).

- The extent to which I feel my job is relevant to this institution's mission, 4.52 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.30 (#2)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.20 (#9)
- The extent to which this institution prepares students for further learning, 4.19 (#37)
- The extent to which students receive an excellent education at this institution, 4.17 (#31)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.14 (#18)
- The extent to which I am given the opportunity to be creative in my work, 4.10 (#39)
- The extent to which there is a spirit of cooperation within my work team, 4.08 (#3)
- The extent to which this institution prepares students for a career, 4.07 (#35)
- The extent to which the actions of this institution reflect its mission, 4.01 (#1)

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

- The extent to which TCC offers a safe work environment for me, 4.22 (#54)
- The extent to which I am satisfied with working at TCC, 4.18 (#63)
- The extent to which TCC is effective in its community partnerships and outreach, 4.10 (#60)

Overall, the following have been identified as areas in need of improvement at Tulsa 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, 3.09 (#38)
- The extent to which I am able to appropriately influence the direction of this institution, 3.14 (#15)
- The extent to which this institution is appropriately organized, 3.26 (#32)
- The extent to which information is shared within this institution, 3.31 (#10)
- The extent to which decisions are made at the appropriate level at this institution, 3.41 (#4)
- The extent to which open and ethical communication is practiced at this institution, 3.49 (#16)
- The extent to which institutional teams use problem-solving techniques, 3.54 (#11)
- The extent to which this institution has been successful in positively motivating my performance, 3.55 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.57 (#44)
- The extent to which a spirit of cooperation exists at this institution, 3.58 (#25)

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

- The extent to which the institution addresses low-performing employees or detrimental workplace situations, 2.70 (#53)
- The extent to which I am satisfied with TCC's performance appraisal process, 2.96 (#55)
- The extent to which TCC compensates its employees, 3.05 (#56)

The most favorable areas cited in the open-ended questions pertain to the Institutional Structure climate factor, and specifically the way institution positively motivates employees' performance. 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 and Other climate factors, specifically the way open and ethical communication is practiced within the institution as well as benefits and compensations available for adjunct faculty.

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