EXECUTIVE SUMMARY

In April and May 2016, the Personal Assessment of the College Environment (PACE) survey was administered to 670 employees at Pulaski Technical College (PTC). Of those 670 employees, 351 (52.4%) completed and returned the instrument for analysis.

Employees completed a 46-item PACE instrument organized into four climate factors as follows: Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork. They also completed a Customized section designed specifically for Pulaski Technical College. Respondents were asked to rate the four factors on a five-point Likert-type scale ranging from a low of "1" to a high of "5." The PACE instrument administered at PTC included 66 total items.

At PTC, the overall results yielded an overall 3.548 mean score. When disaggregated by the Personnel Classification demographic category of the PACE instrument, Staff rated the campus climate the highest with a mean score of 3.609, followed by Administrators (3.561), and Faculty (3.507).

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

- The extent to which I feel my job is relevant to this institution's mission, 4.398 (#8)

- The extent to which my supervisor expresses confidence in my work, 4.209 (#2)

- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.974 (#9)

- The extent to which professional development and training opportunities are available, 3.925 (#46)

- The extent to which there is a spirit of cooperation within my work team, 3.878 (#3)

- The extent to which student ethnic and cultural diversity are important at this institution, 3.859 (#18)

- The extent to which a spirit of cooperation exists in my department, 3.826 (#43)

- The extent to which this institution prepares students for a career, 3.816 (#35)

- The extent to which I am given the opportunity to be creative in my work, 3.816 (#39)

- The extent to which this institution prepares students for further learning, 3.792 (#37)

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

- The extent to which I have the opportunity for advancement within this institution, 2.702 (#38)

- The extent to which I am able to appropriately influence the direction of this institution, 2.836 (#15)

- The extent to which this institution is appropriately organized, 2.880 (#32)

- The extent to which open and ethical communication is practiced at this institution, 2.909 (#16)

- The extent to which information is shared within the institution, 2.939 (#10)

- The extent to which decisions are made at the appropriate level at this institution, 2.971 (#4)

- The extent to which a spirit of cooperation exists at this institution, 2.982 (#25)

- The extent to which this institution has been successful in positively motivating my performance, 3.114 (#22)

- The extent to which institutional teams use problem-solving techniques, 3.156 (#11)

- The extent to which my work is guided by clearly defined administrative processes, 3.277 (#44)

Respondents were also given an opportunity to provide comments about the most favorable aspects and the least favorable aspects of PTC. The responses provide insight and anecdotal evidence that support the survey questions. The most favorable areas cited in the open-ended questions pertain to the institution's focus the quality of education students receive at PTC. The least favorable aspects cited in the open-ended responses are consistent with the survey mean scores in that they reinforce a desire for open communication. Additionally, respondents express concern regarding employees' abilities to influence the direction of the institution and the propensity for decisions to be made without input from front-line staff who are impacted by those decisions.

NILIE

NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

Pulaski Technical College
North Little Rock, Arkansas

Personal Assessment of the College Environment (PACE) Demographic Report

by

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The National Initiative for Leadership
& Institutional Effectiveness

North Carolina State University

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Table 1. Demographic Frequency Distributions

Demographic Items	Response Option	PTC		NILIE Normbase		South		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
1 What is your personnel classification:	Faculty	180	54%	32422	47%	7424	48%	10286	49%
	Administrator	26	8%	7654	11%	1280	8%	2156	10%
	Staff	128	38%	28351	41%	6918	44%	8574	41%
	Total	**334**	**100%**	**68427**	**100%**	**15622**	**100%**	**21016**	**100%**
2 Please select the race/ethnicity that best describes you:	Hispanic or Latino, of any race	7	2%	5665	8%	3099	20%	1874	8%
	American Indian or Alaska Native, not Hispanic or Latino	2	1%	693	1%	202	1%	154	1%
	Asian, not Hispanic or Latino	1	0%	2034	3%	255	2%	554	2%
	Black, not Hispanic or Latino	38	12%	5712	8%	1356	9%	2344	11%
	Pacific Islander, not Hispanic or Latino	0	0%	893	1%	39	0%	608	3%
	White, not Hispanic or Latino	264	80%	52825	75%	10152	65%	15987	72%
	Two or more races, not Hispanic or Latino	16	5%	2153	3%	573	4%	786	4%
	Total	**328**	**100%**	**69975**	**100%**	**15676**	**100%**	**22307**	**100%**
3 Your status at this institution is:	Full-Time	264	79%	51464	72%	11519	75%	15429	69%
	Part-Time	72	21%	20352	28%	3793	25%	6964	31%
	Total	**336**	**100%**	**71816**	**100%**	**15312**	**100%**	**22393**	**100%**
4 What is the highest degree you have earned:	First Professional degree	7	2%	1382	2%	280	2%	371	2%
	Doctoral degree	23	7%	5900	8%	1540	10%	2078	9%
	Master's degree	175	52%	30733	44%	7319	47%	10350	46%
	Bachelor's degree	54	16%	15721	22%	3169	20%	4853	22%
	Associate's degree	49	15%	9802	14%	2075	13%	2932	13%
	High School diploma or GED	25	7%	6553	9%	1266	8%	1706	8%
	No diploma or degree	1	0%	327	0%	63	0%	84	0%
	Total	**334**	**100%**	**70418**	**100%**	**15712**	**100%**	**22374**	**100%**

Demographic Items (continued)	Response Option	PTC		NILIE Normbase		South		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
5 What is your gender identity:	Man	90	27%	26515	37%	5974	37%	8518	38%
	Woman	189	56%	42505	60%	9346	58%	13435	59%
	Another gender identity	2	1%	48	0%	12	0%	11	0%
	I prefer not to respond	55	16%	2234	3%	706	4%	740	3%
	Total	**336**	**100%**	**71302**	**100%**	**16038**	**100%**	**22704**	**100%**
6 How many years have you worked at this institution:	5 years or less	124	39%	26738	40%	6408	41%	8777	41%
	6-10 years	109	34%	14940	23%	3648	23%	5157	24%
	11-15 years	59	18%	10247	16%	2437	16%	3492	16%
	16-20 years	21	7%	6123	9%	1335	9%	1768	8%
	21-25 years	7	2%	4090	6%	854	6%	1206	6%
	26 years or more	1	0%	3928	6%	843	5%	1223	6%
	Total	**321**	**100%**	**66066**	**100%**	**15525**	**100%**	**21623**	**100%**
7 How many years have you worked in higher education:	5 years or less	76	24%	18891	28%	4289	28%	6019	28%
	6-10 years	96	30%	14725	22%	3537	23%	4957	23%
	11-15 years	71	22%	11686	17%	2718	18%	3973	18%
	16-20 years	40	12%	8465	13%	1994	13%	2662	12%
	21-25 years	22	7%	6005	9%	1276	8%	1840	8%
	26 years or more	18	6%	7434	11%	1660	11%	2338	11%
	Total	**323**	**100%**	**67206**	**100%**	**15474**	**100%**	**21789**	**100%**
8 Age:	29 or younger	7	2%	3133	5%	770	5%	975	5%
	30-39	65	21%	10173	16%	2491	17%	3450	17%
	40-49	91	30%	14668	24%	3419	24%	4731	24%
	50-59	89	29%	19171	31%	4109	29%	6006	30%
	60 or older	55	18%	14529	24%	3466	24%	4732	24%
	Total	**307**	**100%**	**61674**	**100%**	**14255**	**100%**	**19894**	**100%**

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Figure 1. Overall Climate by Personnel Classification
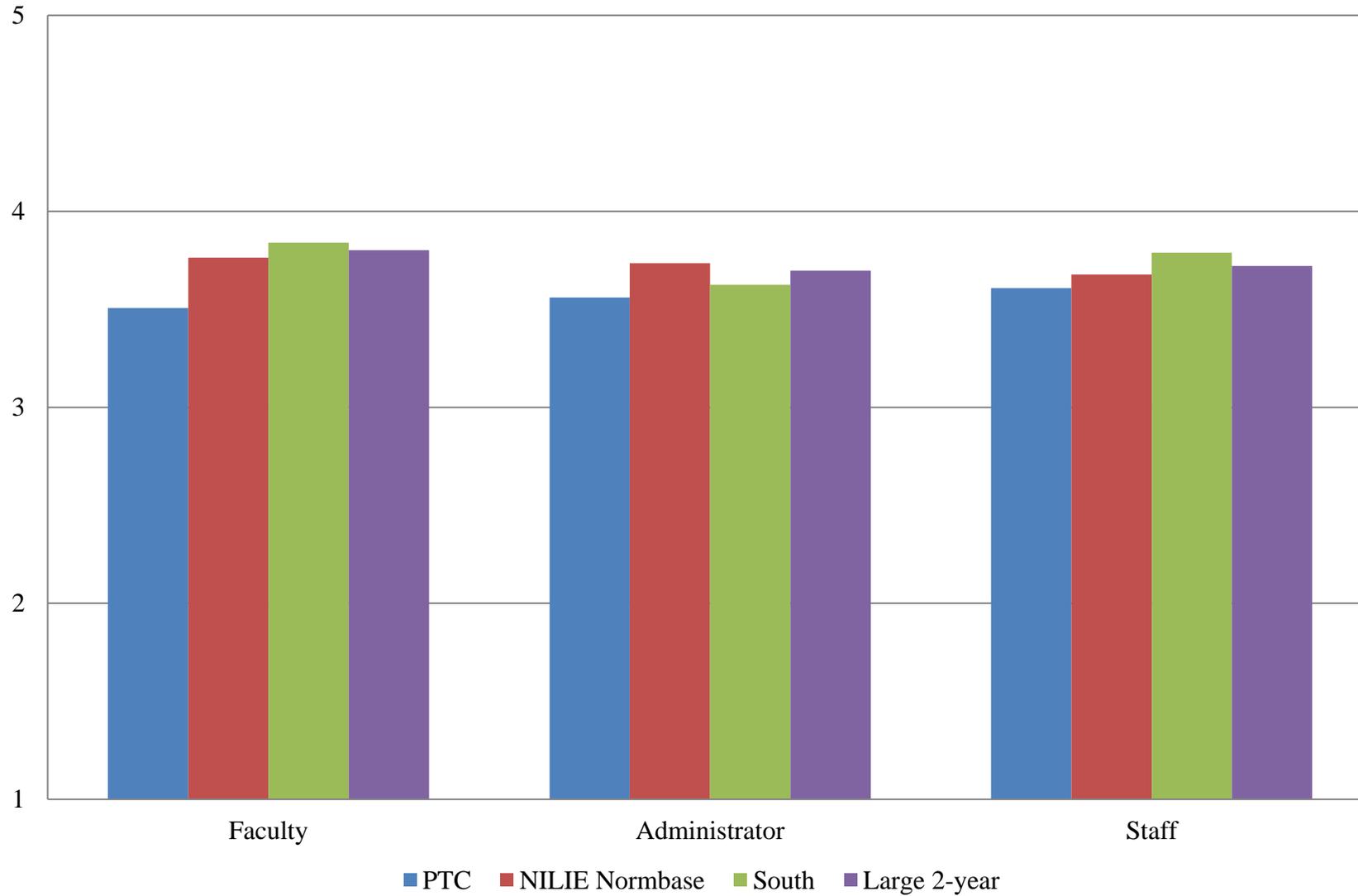
Table 2. Institutional Structure Mean Comparisons by Personnel Classification

<div align="right">PTC compared with:</div>

	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.161	3.431	***	-.294	3.499	***	-.362	3.410	***	-.264
Faculty	180	3.078	3.489	***	-.437	3.532	***	-.471	3.511	***	-.457
Administrator	26	3.114	3.495	*	-.416	3.393			3.440		
Staff	128	3.269	3.406			3.513	**	-.275	3.437	*	-.190

Table 3. Student Focus Mean Comparisons by Personnel Classification

<div align="right">PTC compared with:</div>

	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.752	3.936	***	-.234	3.981	***	-.294	3.901	**	-.176
Faculty	180	3.740	4.033	***	-.403	4.062	***	-.453	4.084	***	-.511
Administrator	26	3.655	3.905			3.771			3.873		
Staff	128	3.779	3.935	*	-.214	4.009	***	-.322	4.004	***	-.325

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Table 4. Supervisory Relationships Mean Comparisons by Personnel Classification

	PTC N	PTC Mean	NILIE Normbase Mean	NILIE Normbase Sig.	NILIE Normbase Effect size	South Mean	South Sig.	South Effect size	Large 2-year Mean	Large 2-year Sig.	Large 2-year Effect size
Overall	351	3.717	3.740			3.852	**	-.144	3.711		
Faculty	180	3.679	3.803			3.933	***	-.295	3.851	**	-.195
Administrator	26	3.875	3.797			3.686			3.768		
Staff	128	3.769	3.734			3.866			3.775		

Table 5. Teamwork Mean Comparisons by Personnel Classification

	PTC N	PTC Mean	NILIE Normbase Mean	NILIE Normbase Sig.	NILIE Normbase Effect size	South Mean	South Sig.	South Effect size	Large 2-year Mean	Large 2-year Sig.	Large 2-year Effect size
Overall	350	3.756	3.764			3.888	*	-.134	3.724		
Faculty	180	3.744	3.826			3.972	**	-.245	3.863		
Administrator	26	3.808	3.881			3.799			3.854		
Staff	128	3.774	3.754			3.899			3.793		

* p <.05, ** p < .01, *** p < .001
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Table 6. Overall Mean Comparisons by Personnel Classification

			PTC compared with:								
	PTC		**NILIE Normbase**			**South**			**Large 2-year**		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.548	3.690	**	-.174	3.772	***	-.276	3.661	*	-.132
Faculty	180	3.507	3.763	***	-.323	3.840	***	-.428	3.802	***	-.381
Administrator	26	3.561	3.736			3.625			3.698		
Staff	128	3.609	3.678			3.789	**	-.234	3.722		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Figure 2. Overall Climate by Race/Ethnicity

Legend: ■ PTC ■ NILIE Normbase ■ South ■ Large 2-year

Table 7. Institutional Structure Mean Comparisons by Race/Ethnicity

PTC compared with:

Please select the race/ethnicity that best describes you:	PTC N	PTC Mean	NILIE Normbase Mean	NILIE Normbase Sig.	NILIE Normbase Effect size	South Mean	South Sig.	South Effect size	Large 2-year Mean	Large 2-year Sig.	Large 2-year Effect size
Overall	351	3.161	3.431	***	-.294	3.499	***	-.362	3.410	***	-.264
Hispanic or Latino, of any race	7	--									
American Indian or Alaska Native, not Hispanic or Latino	2	--									
Asian, not Hispanic or Latino	1	--									
Black, not Hispanic or Latino	38	3.253	3.533			3.693	**	-.486	3.480		
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	0	--									
White, not Hispanic or Latino	264	3.136	3.447	***	-.344	3.508	***	-.408	3.427	***	-.312
Two or more races, not Hispanic or Latino	16	--									

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Table 8. Student Focus Mean Comparisons by Race/Ethnicity

PTC compared with:

Please select the race/ethnicity that best describes you:	PTC N	PTC Mean	NILIE Normbase Mean	NILIE Normbase Sig.	NILIE Normbase Effect size	South Mean	South Sig.	South Effect size	Large 2-year Mean	Large 2-year Sig.	Large 2-year Effect size
Overall	351	3.752	3.936	***	-.234	3.981	***	-.294	3.901	**	-.176
Hispanic or Latino, of any race	7	--									
American Indian or Alaska Native, not Hispanic or Latino	2	--									
Asian, not Hispanic or Latino	1	--									
Black, not Hispanic or Latino	38	3.669	3.995	**	-.439	4.094	***	-.601	3.981	*	-.416
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	0	--									
White, not Hispanic or Latino	264	3.754	3.951	***	-.250	3.990	***	-.304	3.913	**	-.185
Two or more races, not Hispanic or Latino	16	--									

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

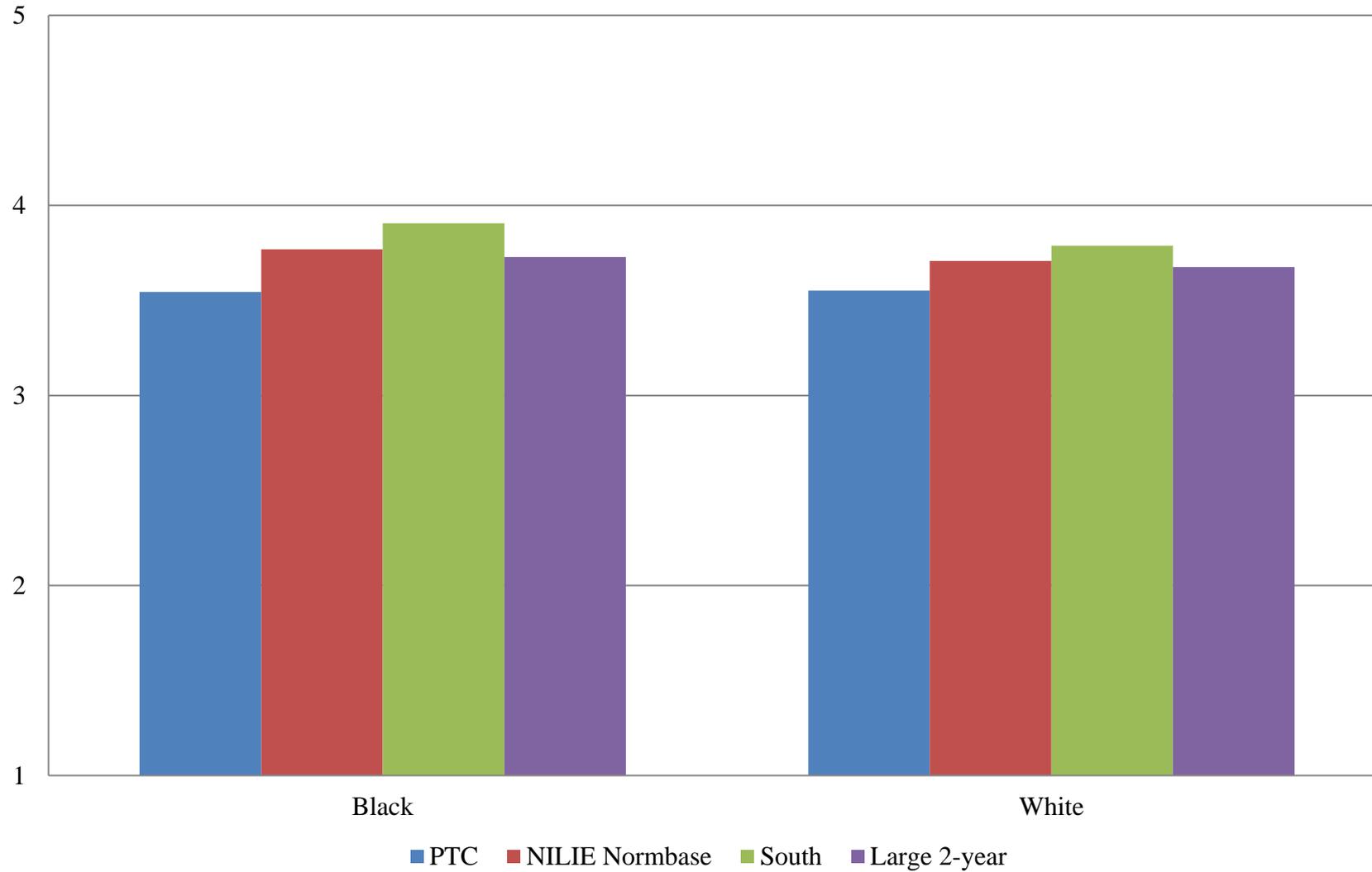## Table 9. Supervisory Relationships Mean Comparisons by Race/Ethnicity

PTC compared with:

Please select the race/ethnicity that best describes you:	PTC N	PTC Mean	NILIE Normbase Mean	NILIE Normbase Sig.	NILIE Normbase Effect size	South Mean	South Sig.	South Effect size	Large 2-year Mean	Large 2-year Sig.	Large 2-year Effect size
Overall	351	3.717	3.740			3.852	**	-.144	3.711		
Hispanic or Latino, of any race	7	--									
American Indian or Alaska Native, not Hispanic or Latino	2	--									
Asian, not Hispanic or Latino	1	--									
Black, not Hispanic or Latino	38	3.697	3.818			3.957			3.762		
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	0	--									
White, not Hispanic or Latino	264	3.743	3.754			3.874	*	-.143	3.723		
Two or more races, not Hispanic or Latino	16	--									

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Table 10. Teamwork Mean Comparisons by Race/Ethnicity

PTC compared with:

Please select the race/ethnicity that best describes you:	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	350	3.756	3.764			3.888	*	-.134	3.724		
Hispanic or Latino, of any race	7	--									
American Indian or Alaska Native, not Hispanic or Latino	2	--									
Asian, not Hispanic or Latino	1	--									
Black, not Hispanic or Latino	38	3.696	3.816			3.966			3.783		
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	0	--									
White, not Hispanic or Latino	264	3.785	3.782			3.913	*	-.129	3.737		
Two or more races, not Hispanic or Latino	16	--									

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Table 11. Overall Mean Comparisons by Race/Ethnicity

PTC compared with:

Please select the race/ethnicity that best describes you:	PTC N	PTC Mean	NILIE Normbase Mean	Sig.	Effect size	South Mean	Sig.	Effect size	Large 2-year Mean	Sig.	Effect size
Overall	351	3.548	3.690	**	-.174	3.772	***	-.276	3.661	*	-.132
Hispanic or Latino, of any race	7	--									
American Indian or Alaska Native, not Hispanic or Latino	2	--									
Asian, not Hispanic or Latino	1	--									
Black, not Hispanic or Latino	38	3.544	3.769			3.906	**	-.465	3.728		
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	0	--									
White, not Hispanic or Latino	264	3.552	3.707	**	-.191	3.788	***	-.294	3.676	*	-.144
Two or more races, not Hispanic or Latino	16	--									

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Figure 3. Overall Climate by Employment Status

Legend: PTC, NILIE Normbase, South, Large 2-year

Table 12. Institutional Structure Mean Comparisons by Employment Status

Your status at this institution is:	PTC N	PTC Mean	NILIE Normbase Mean	Sig.	Effect size	South Mean	Sig.	Effect size	Large 2-year Mean	Sig.	Effect size
Overall	351	3.161	3.431	***	-.294	3.499	***	-.362	3.410	***	-.264
Full-Time	264	3.045	3.342	***	-.329	3.398	***	-.382	3.326	***	-.309
Part-Time	72	3.559	3.677			3.804	*	-.271	3.617		

Table 13. Student Focus Mean Comparisons by Employment Status

PTC compared with:

Your status at this institution is:	PTC N	PTC Mean	NILIE Normbase Mean	Sig.	Effect size	South Mean	Sig.	Effect size	Large 2-year Mean	Sig.	Effect size
Overall	351	3.752	3.936	***	-.234	3.981	***	-.294	3.901	**	-.176
Full-Time	264	3.706	3.913	***	-.272	3.943	***	-.312	3.897	***	-.240
Part-Time	72	3.923	4.018			4.107			3.956		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Table 14. Supervisory Relationships Mean Comparisons by Employment Status

PTC compared with:

Your status at this institution is:	PTC N	PTC Mean	NILIE Normbase Mean	Sig.	Effect size	South Mean	Sig.	Effect size	Large 2-year Mean	Sig.	Effect size
Overall	351	3.717	3.740			3.852	**	-.144	3.711		
Full-Time	264	3.680	3.702			3.800	*	-.129	3.691		
Part-Time	72	3.886	3.855			4.015			3.784		

Table 15. Teamwork Mean Comparisons by Employment Status

PTC compared with:

Your status at this institution is:	PTC N	PTC Mean	NILIE Normbase Mean	Sig.	Effect size	South Mean	Sig.	Effect size	Large 2-year Mean	Sig.	Effect size
Overall	350	3.756	3.764			3.888	*	-.134	3.724		
Full-Time	264	3.733	3.741			3.850			3.724		
Part-Time	72	3.840	3.847			4.018			3.763		

* p <.05, ** p < .01, *** p < .001
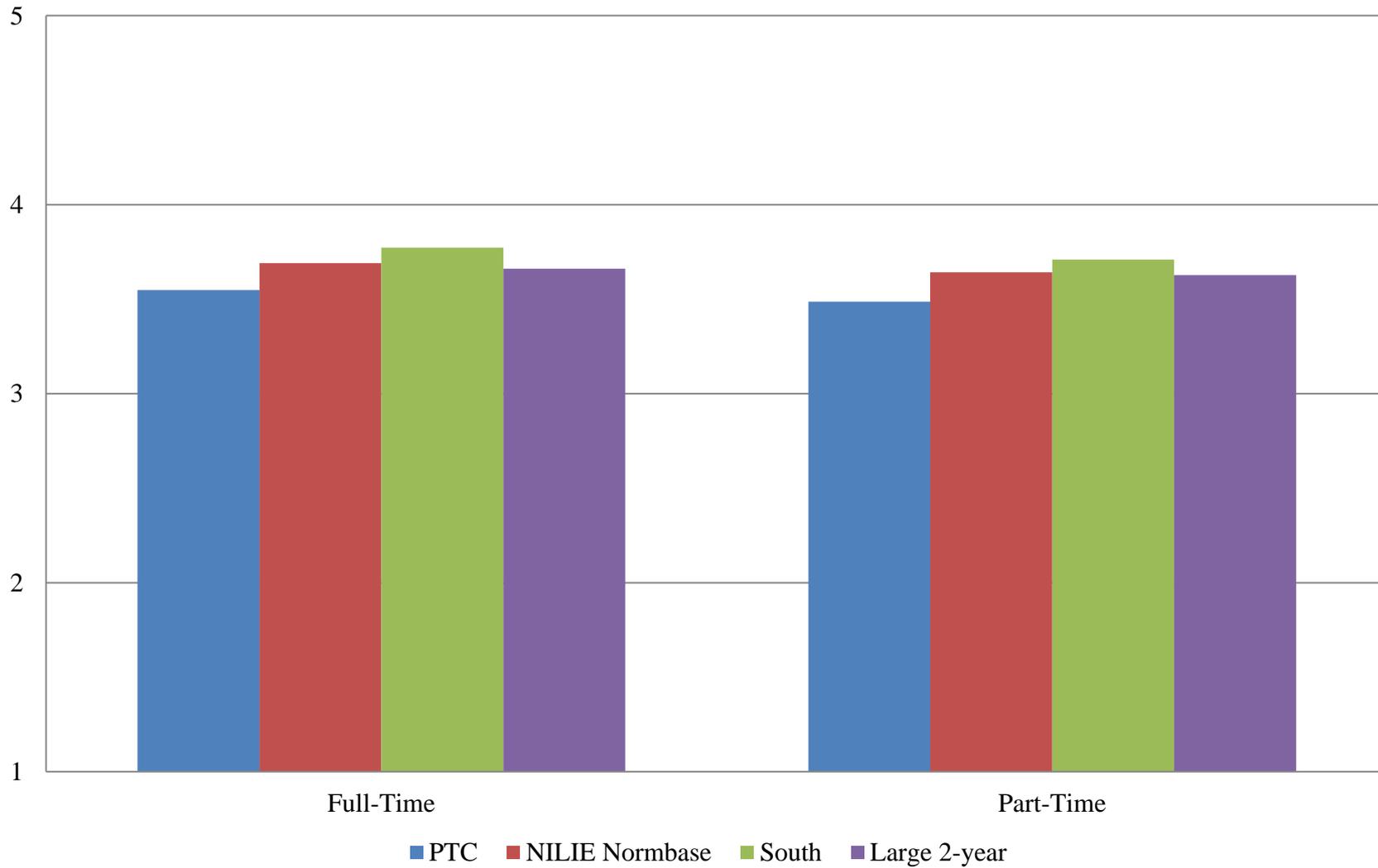-- indicates results redacted for confidentiality

Table 16. Overall Mean Comparisons by Employment Status

<div align="right">PTC compared with:</div>

Your status at this institution is:	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.548	3.690	**	-.174	3.772	***	-.276	3.661	*	-.132
Full-Time	264	3.487	3.642	**	-.195	3.710	***	-.281	3.627	**	-.173
Part-Time	72	3.780	3.839			3.970			3.771		

Figure 4. Overall Climate by Highest Degree Earned

Table 17. Institutional Structure Mean Comparisons by Highest Degree Earned

<p align="center">PTC compared with:</p>

What is the highest degree you have earned?	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.161	3.431	***	-.294	3.499	***	-.362	3.410	***	-.264
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	7	--									
Doctoral degree (e.g., Ph.D., Ed.D.)	23	2.579	3.366	***	-.788	3.386	***	-.786	3.312	***	-.730
Master's degree	175	3.089	3.444	***	-.383	3.477	***	-.407	3.417	***	-.347
Bachelor's degree	54	3.312	3.464			3.544			3.460		
Associate's degree	49	3.349	3.449			3.540			3.433		
High School diploma or GED	25	3.494	3.517			3.717			3.516		
No diploma or degree	1	--									

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Table 18. Student Focus Mean Comparisons by Highest Degree Earned

PTC compared with:

What is the highest degree you have earned?	PTC N	PTC Mean	NILIE Normbase Mean	NILIE Normbase Sig.	NILIE Normbase Effect size	South Mean	South Sig.	South Effect size	Large 2-year Mean	Large 2-year Sig.	Large 2-year Effect size
Overall	351	3.752	3.936	***	-.234	3.981	***	-.294	3.901	**	-.176
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	7	--									
Doctoral degree (e.g., Ph.D., Ed.D.)	23	3.472	3.935	**	-.588	3.957	**	-.606	3.904	*	-.539
Master's degree	175	3.688	3.967	***	-.361	3.983	***	-.377	3.936	***	-.301
Bachelor's degree	54	3.898	3.947			4.006			3.944		
Associate's degree	49	3.854	3.936			3.994			3.907		
High School diploma or GED	25	4.020	3.981			4.109			3.912		
No diploma or degree	1	--									

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Table 19. Supervisory Relationships Mean Comparisons by Highest Degree Earned

PTC compared with:

What is the highest degree you have earned?	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.717	3.740			3.852	**	-.144	3.711		
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	7	--									
Doctoral degree (e.g., Ph.D., Ed.D.)	23	3.219	3.716	*	-.499	3.801	**	-.602	3.680	*	-.458
Master's degree	175	3.703	3.769			3.860	*	-.170	3.750		
Bachelor's degree	54	3.811	3.761			3.866			3.744		
Associate's degree	49	3.925	3.735			3.870			3.691		
High School diploma or GED	25	3.811	3.792			3.993			3.741		
No diploma or degree	1	--									

* p <.05, ** p < .01, *** p < .001
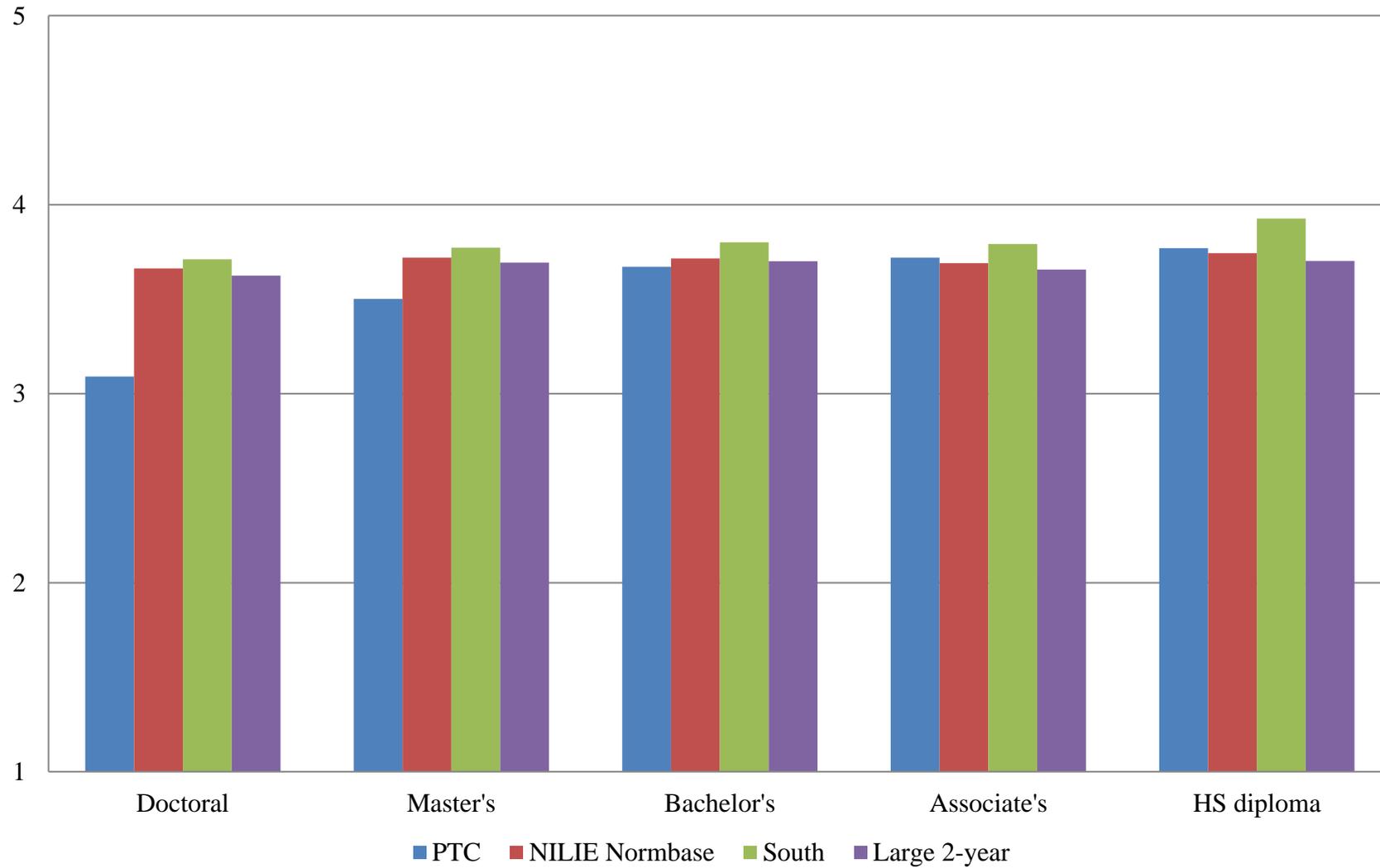-- indicates results redacted for confidentiality

Table 20. Teamwork Mean Comparisons by Highest Degree Earned

<div align="right">PTC compared with:</div>

What is the highest degree you have earned?	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	350	3.756	3.764			3.888	*	-.134	3.724		
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	7	--									
Doctoral degree (e.g., Ph.D., Ed.D.)	23	3.290	3.756	*	-.436	3.839	*	-.531	3.729		
Master's degree	175	3.739	3.808			3.916	*	-.180	3.782		
Bachelor's degree	54	3.815	3.797			3.916			3.754		
Associate's degree	49	3.920	3.726			3.869			3.669		
High School diploma or GED	25	3.860	3.768			3.974			3.709		
No diploma or degree	1	--									

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Table 21. Overall Mean Comparisons by Highest Degree Earned

	PTC		NILIE Normbase			South			Large 2-year		
									PTC compared with:		
What is the highest degree you have earned?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.548	3.690	**	-.174	3.772	***	-.276	3.661	*	-.132
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	7	--									
Doctoral degree (e.g., Ph.D., Ed.D.)	23	3.090	3.663	**	-.667	3.710	***	-.722	3.624	**	-.615
Master's degree	175	3.501	3.719	***	-.270	3.773	***	-.334	3.693	**	-.230
Bachelor's degree	54	3.672	3.715			3.801			3.701		
Associate's degree	49	3.720	3.690			3.792			3.657		
High School diploma or GED	25	3.770	3.743			3.927			3.702		
No diploma or degree	1	--									

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Figure 5. Overall Climate by Gender
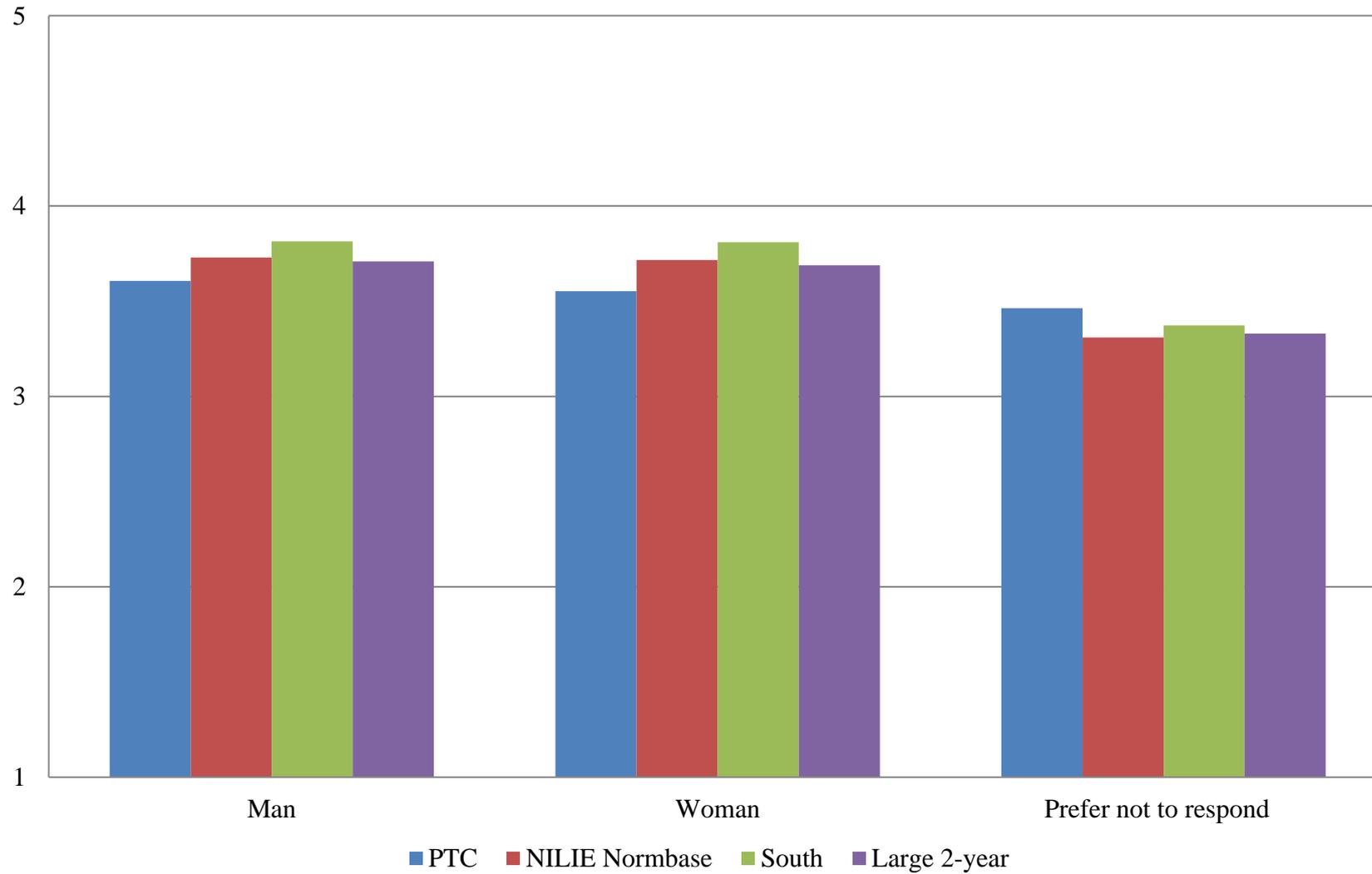
Table 22. Institutional Structure Mean Comparisons by Gender

			PTC compared with:								
	PTC		**NILIE Normbase**			**South**			**Large 2-year**		
What gender are you:	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.161	3.431	***	-.294	3.499	***	-.362	3.410	***	-.264
Man	90	3.244	3.482	*	-.256	3.544	**	-.311	3.455	*	-.223
Woman	189	3.174	3.460	***	-.318	3.545	***	-.414	3.444	***	-.290
Another gender identity	2	--									
I prefer not to respond	55	2.966	2.889			2.936			2.908		

Table 23. Student Focus Mean Comparisons by Gender

			PTC compared with:								
	PTC		**NILIE Normbase**			**South**			**Large 2-year**		
What gender are you:	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.752	3.936	***	-.234	3.981	***	-.294	3.901	**	-.176
Man	90	3.867	3.955			4.008			3.931		
Woman	189	3.713	3.961	***	-.320	4.017	***	-.403	3.934	***	-.261
Another gender identity	2	--									
I prefer not to respond	55	3.713	3.730			3.734			3.730		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Table 24. Supervisory Relationships Mean Comparisons by Gender

What gender are you:	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.717	3.740			3.852	**	-.144	3.711		
Man	90	3.730	3.777			3.901			3.768		
Woman	189	3.736	3.765			3.881	*	-.158	3.730		
Another gender identity	2	--									
I prefer not to respond	55	3.700	3.358	**	.357	3.466			3.387	*	.323

Table 25. Teamwork Mean Comparisons by Gender

What gender are you:	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	350	3.756	3.764			3.888	*	-.134	3.724		
Man	90	3.734	3.812			3.942	*	-.218	3.792		
Woman	189	3.775	3.781			3.915			3.739		
Another gender identity	2	--									
I prefer not to respond	55	3.739	3.455			3.567			3.474		

 * p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Table 26. Overall Mean Comparisons by Gender

PTC compared with:

What gender are you:	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.548	3.690	**	-.174	3.772	***	-.276	3.661	*	-.132
Man	90	3.607	3.730			3.815	*	-.254	3.709		
Woman	189	3.553	3.717	**	-.203	3.810	***	-.327	3.689	*	-.160
Another gender identity	2	--									
I prefer not to respond	55	3.463	3.310			3.372			3.330		

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

-- indicates results redacted for confidentiality

Figure 6. Overall Climate by Years at this Institution

Legend: ■ PTC ■ NILIE Normbase ■ South ■ Large 2-year

Table 27. Institutional Structure Mean Comparisons by Years at this Institution

PTC compared with:

How many years have you worked at this institution?	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.161	3.431	***	-.294	3.499	***	-.362	3.410	***	-.264
5 years or less	124	3.353	3.631	***	-.311	3.693	***	-.380	3.615	**	-.283
6-10 years	109	3.089	3.383	***	-.321	3.436	***	-.367	3.358	**	-.289
11-15 years	59	2.941	3.331	**	-.428	3.431	***	-.530	3.344	**	-.431
16-20 years	21	3.039	3.276			3.329			3.281		
21-25 years	7	--									
26 years or more	1	--									

Table 28. Student Focus Mean Comparisons by Years at this Institution

<div align="center">PTC compared with:</div>

How many years have you worked at this institution?	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.752	3.936	***	-.234	3.981	***	-.294	3.901	**	-.176
5 years or less	124	3.770	3.992	**	-.278	4.047	***	-.359	3.963	*	-.224
6-10 years	109	3.799	3.924			3.973	*	-.225	3.902		
11-15 years	59	3.633	3.932	**	-.396	4.006	***	-.508	3.946	**	-.400
16-20 years	21	3.779	3.905			3.914			3.910		
21-25 years	7	--									
26 years or more	1	--									

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Table 29. Supervisory Relationships Mean Comparisons by Years at this Institution

PTC compared with:

How many years have you worked at this institution?	PTC N	PTC Mean	NILIE Normbase Mean	NILIE Normbase Sig.	NILIE Normbase Effect size	South Mean	South Sig.	South Effect size	Large 2-year Mean	Large 2-year Sig.	Large 2-year Effect size
Overall	351	3.717	3.740			3.852	**	-.144	3.711		
5 years or less	124	3.836	3.872			3.953			3.840		
6-10 years	109	3.675	3.708			3.812			3.678		
11-15 years	59	3.632	3.685			3.839			3.699		
16-20 years	21	3.635	3.646			3.782			3.656		
21-25 years	7	--									
26 years or more	1	--									

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Table 30. Teamwork Mean Comparisons by Years at this Institution

How many years have you worked at this institution?	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	350	3.756	3.764			3.888	*	-.134	3.724		
5 years or less	124	3.779	3.876			3.975	*	-.202	3.832		
6-10 years	109	3.799	3.726			3.851			3.678		
11-15 years	59	3.613	3.725			3.888	*	-.283	3.739		
16-20 years	21	3.837	3.691			3.818			3.701		
21-25 years	7	--									
26 years or more	1	--									

PTC compared with:

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

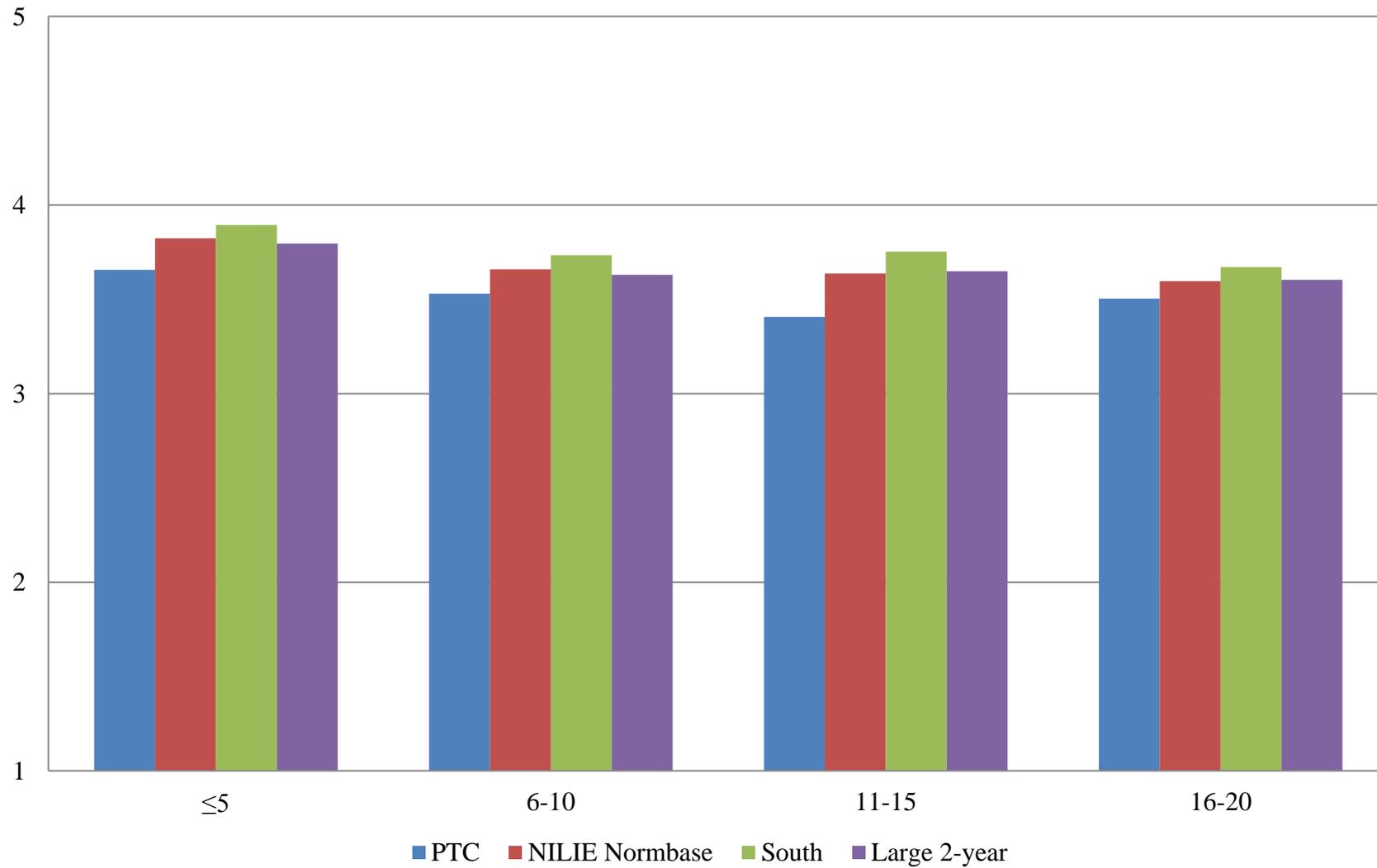## Table 31. Overall Mean Comparisons by Years at this Institution

<div align="center">PTC compared with:</div>

How many years have you worked at this institution?	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.548	3.690	**	-.174	3.772	***	-.276	3.661	*	-.132
5 years or less	124	3.655	3.824	*	-.205	3.894	**	-.297	3.796		
6-10 years	109	3.529	3.658			3.734	*	-.249	3.630		
11-15 years	59	3.407	3.637	*	-.287	3.753	***	-.443	3.649	*	-.293
16-20 years	21	3.504	3.596			3.671			3.603		
21-25 years	7	--									
26 years or more	1	--									

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Figure 7. Overall Climate by Years in Higher Education

Legend: PTC, NILIE Normbase, South, Large 2-year

Table 32. Institutional Structure Mean Comparisons by Years in Higher Education

PTC compared with:

How many years have you worked in higher education?	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.161	3.431	***	-.294	3.499	***	-.362	3.410	***	-.264
5 years or less	76	3.418	3.674	*	-.290	3.731	**	-.355	3.650	*	-.252
6-10 years	96	3.069	3.441	***	-.414	3.512	***	-.485	3.422	***	-.384
11-15 years	71	3.077	3.367	**	-.322	3.465	***	-.422	3.386	**	-.338
16-20 years	40	3.180	3.297			3.372			3.299		
21-25 years	22	2.947	3.333	*	-.421	3.368	*	-.447	3.297		
26 years or more	18	2.976	3.385			3.458	*	-.499	3.338		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Table 33. Student Focus Mean Comparisons by Years in Higher Education

<div align="right">PTC compared with:</div>

How many years have you worked in higher education?	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.752	3.936	***	-.234	3.981	***	-.294	3.901	**	-.176
5 years or less	76	3.792	4.010	*	-.270	4.066	**	-.355	3.972		
6-10 years	96	3.754	3.933	*	-.233	3.987	**	-.309	3.914		
11-15 years	71	3.710	3.934	*	-.296	4.000	**	-.385	3.944	*	-.296
16-20 years	40	3.806	3.911			3.938			3.899		
21-25 years	22	3.746	3.955			3.975			3.943		
26 years or more	18	3.562	3.981	*	-.542	4.002	*	-.546	3.943	*	-.474

 * p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Table 34. Supervisory Relationships Mean Comparisons by Years in Higher Education

<div align="right">PTC compared with:</div>

How many years have you worked in higher education?	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.717	3.740			3.852	**	-.144	3.711		
5 years or less	76	3.790	3.886			3.975			3.843		
6-10 years	96	3.695	3.755			3.866			3.731		
11-15 years	71	3.686	3.709			3.825			3.724		
16-20 years	40	3.867	3.660			3.783			3.656		
21-25 years	22	3.556	3.719			3.837			3.704		
26 years or more	18	3.544	3.751			3.887			3.718		

 * p <.05, ** p < .01, *** p < .001
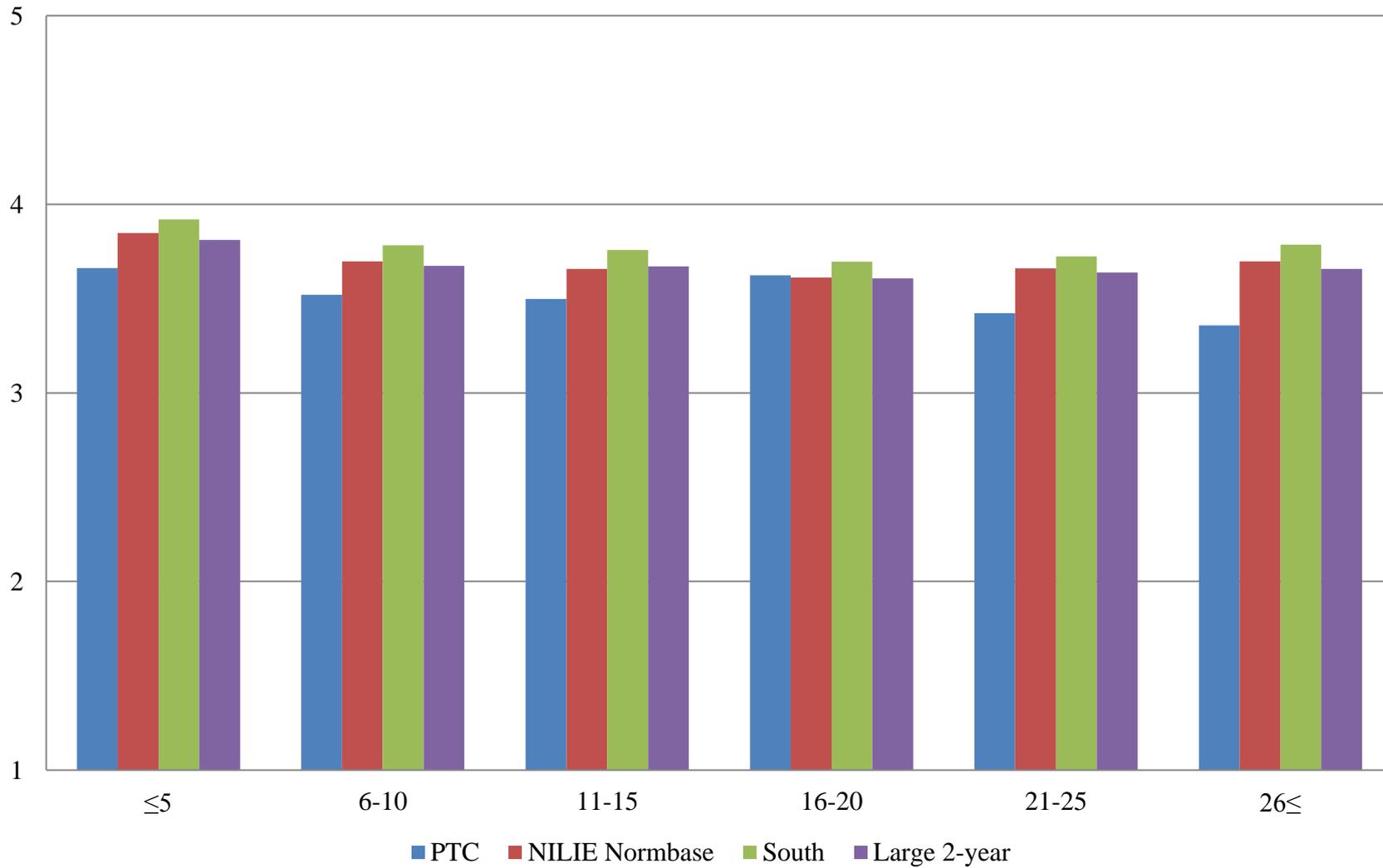-- indicates results redacted for confidentiality

Table 35. Teamwork Mean Comparisons by Years in Higher Education

PTC compared with:

How many years have you worked in higher education?	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	350	3.756	3.764			3.888	*	-.134	3.724		
5 years or less	76	3.722	3.892			3.992	*	-.282	3.834		
6-10 years	96	3.823	3.758			3.884			3.718		
11-15 years	71	3.711	3.738			3.879			3.746		
16-20 years	40	3.837	3.708			3.854			3.704		
21-25 years	22	3.673	3.780			3.883			3.766		
26 years or more	18	3.519	3.807			3.964			3.761		

$* p < .05, ** p < .01, *** p < .001$
-- indicates results redacted for confidentiality

Table 36. Overall Mean Comparisons by Years in Higher Education

| | PTC | | NILIE Normbase | | | South | | | Large 2-year | | |
How many years have you worked in higher education?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.548	3.690	**	-.174	3.772	***	-.276	3.661	*	-.132
5 years or less	76	3.662	3.848			3.919	**	-.321	3.810		
6-10 years	96	3.521	3.698	*	-.220	3.782	**	-.329	3.674		
11-15 years	71	3.498	3.658			3.758	**	-.326	3.671		
16-20 years	40	3.624	3.611			3.696			3.608		
21-25 years	22	3.423	3.661			3.724			3.639		
26 years or more	18	3.358	3.698			3.785	*	-.520	3.657		

PTC compared with:

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Figure 8. Overall Climate by Age

Table 37. Institutional Structure Mean Comparisons by Age

PTC compared with:

What is your age?	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.161	3.431	***	-.294	3.499	***	-.362	3.410	***	-.264
29 or younger	7	--									
30-39	65	3.129	3.509	***	-.425	3.551	***	-.463	3.483	**	-.384
40-49	91	3.192	3.478	**	-.315	3.577	***	-.419	3.468	**	-.293
50-59	89	3.141	3.448	**	-.336	3.505	***	-.395	3.442	**	-.326
60 or older	55	3.291	3.524			3.591	*	-.316	3.505		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Table 38. Student Focus Mean Comparisons by Age

	PTC		NILIE Normbase			South			Large 2-year		
What is your age?	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.752	3.936	***	-.234	3.981	***	-.294	3.901	**	-.176
29 or younger	7	--									
30-39	65	3.680	3.949	**	-.348	3.991	**	-.414	3.932	*	-.309
40-49	91	3.844	3.965			4.042	*	-.270	3.952		
50-59	89	3.763	3.965	*	-.260	3.990	**	-.295	3.952	*	-.231
60 or older	55	3.788	4.013	*	-.286	4.061	*	-.346	3.980		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Table 39. Supervisory Relationships Mean Comparisons by Age

What is your age?	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.717	3.740			3.852	**	-.144	3.711		
29 or younger	7	--									
30-39	65	3.804	3.825			3.908			3.797		
40-49	91	3.745	3.792			3.930			3.774		
50-59	89	3.697	3.750			3.848			3.734		
60 or older	55	3.779	3.811			3.917			3.793		

PTC compared with:

 * p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

Table 40. Teamwork Mean Comparisons by Age

PTC compared with:

What is your age?	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	350	3.756	3.764			3.888	*	-.134	3.724		
29 or younger	7	--									
30-39	65	3.891	3.851			3.961			3.812		
40-49	91	3.830	3.810			3.964			3.769		
50-59	89	3.683	3.767			3.879			3.745		
60 or older	55	3.781	3.840			3.951			3.818		

 * p <.05, ** p < .01, *** p < .001
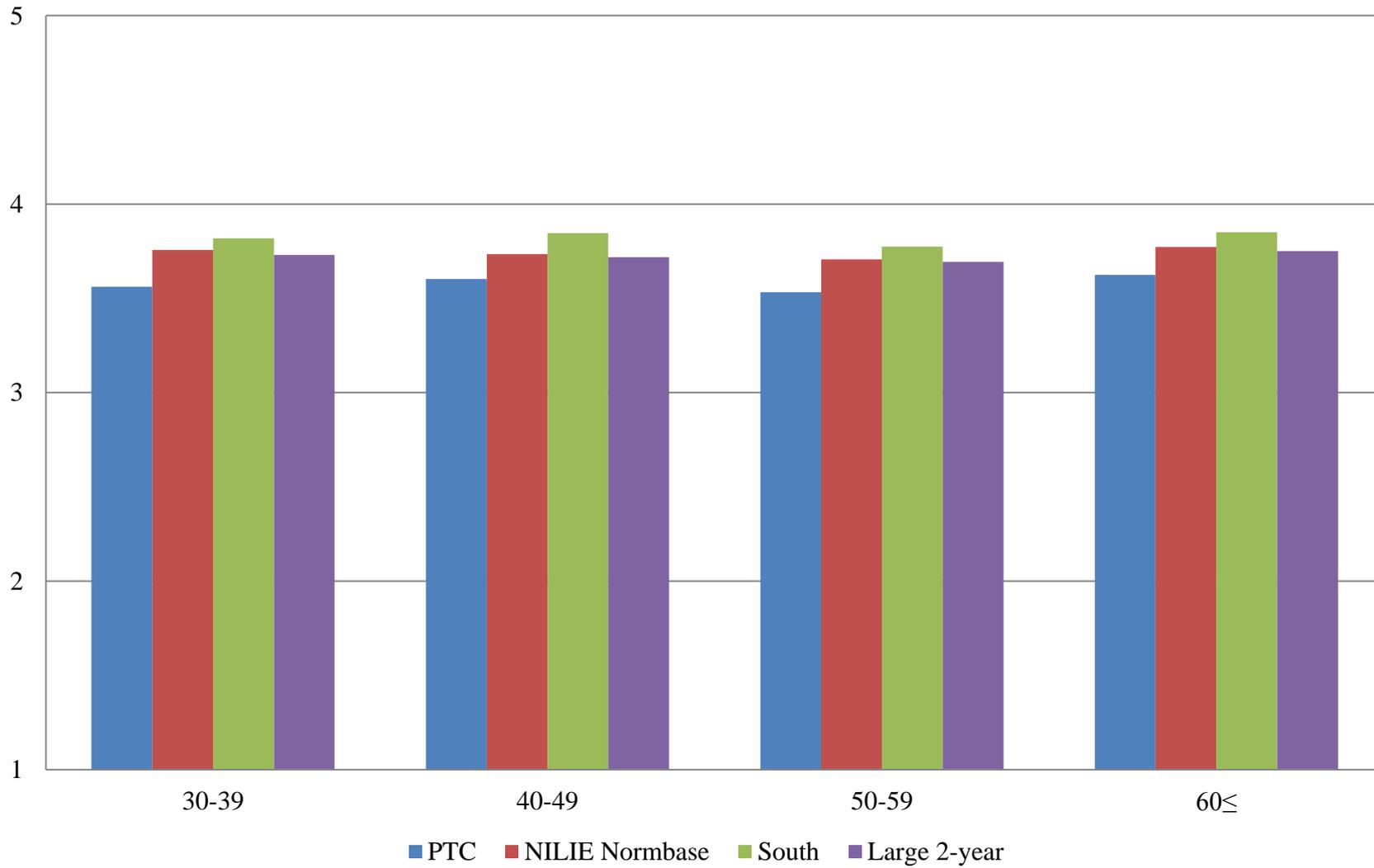-- indicates results redacted for confidentiality

Table 41. Overall Mean Comparisons by Age

PTC compared with:

What is your age?	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.548	3.690	**	-.174	3.772	***	-.276	3.661	*	-.132
29 or younger	7	--									
30-39	65	3.561	3.756			3.818	**	-.324	3.730		
40-49	91	3.603	3.735			3.847	**	-.311	3.718		
50-59	89	3.532	3.707	*	-.215	3.775	**	-.302	3.694		
60 or older	55	3.624	3.773			3.851	*	-.275	3.750		

* p <.05, ** p < .01, *** p < .001
-- indicates results redacted for confidentiality

NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

Pulaski Technical College
North Little Rock, Arkansas

Personal Assessment of the College Environment
(PACE) Report

by

Greg King & Alessandra Dinin

The National Initiative for Leadership
& Institutional Effectiveness

North Carolina State University

April 2016

National Initiative for Leadership and Institutional Effectiveness

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North Carolina State University
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Table 1. Institutional Structure Frequency Distributions

PTC compared with:

		PTC		NILIE Normbase		South		Large 2-year	
Institutional Structure	Response Option	Count	%	Count	%	Count	%	Count	%
The extent to which…									
1 the actions of this institution reflect its mission	Very dissatisfied	12	3%	2470	3%	622	4%	972	4%
	Dissatisfied	37	11%	8802	12%	1687	10%	3044	13%
	Neither	77	22%	10671	14%	2122	13%	3365	14%
	Satisfied	171	49%	34502	46%	7779	46%	10645	44%
	Very satisfied	49	14%	18501	25%	4757	28%	6061	25%
	Total	**346**	**100%**	**74946**	**100%**	**16967**	**100%**	**24087**	**100%**
4 decisions are made at the appropriate level at this institution	Very dissatisfied	42	12%	6163	8%	1478	9%	2128	9%
	Dissatisfied	84	25%	15528	21%	3284	20%	5127	22%
	Neither	92	27%	16150	22%	3383	20%	5144	22%
	Satisfied	88	26%	24425	33%	5533	33%	7618	32%
	Very satisfied	35	10%	11687	16%	3064	18%	3688	16%
	Total	**341**	**100%**	**73953**	**100%**	**16742**	**100%**	**23705**	**100%**
5 the institution effectively promotes diversity in the workplace	Very dissatisfied	19	6%	3205	4%	663	4%	1215	5%
	Dissatisfied	38	11%	6660	9%	1291	8%	2318	10%
	Neither	78	23%	14315	19%	2940	17%	4341	18%
	Satisfied	132	39%	28064	38%	6331	38%	8675	36%
	Very satisfied	74	22%	22101	30%	5639	33%	7358	31%
	Total	**341**	**100%**	**74345**	**100%**	**16864**	**100%**	**23907**	**100%**
6 administrative leadership is focused on meeting the needs of students	Very dissatisfied	27	8%	4638	6%	1158	7%	1690	7%
	Dissatisfied	49	14%	10192	14%	2021	12%	3356	14%
	Neither	63	18%	11781	16%	2420	14%	3698	15%
	Satisfied	131	38%	27640	37%	6140	36%	8538	36%
	Very satisfied	72	21%	20450	27%	5186	31%	6739	28%
	Total	**342**	**100%**	**74701**	**100%**	**16925**	**100%**	**24021**	**100%**

Institutional Structure (continued)	Response Option	PTC		NILIE Normbase		South		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
The extent to which…									
10 information is shared within the institution	Very dissatisfied	50	14%	8342	11%	1867	11%	2702	11%
	Dissatisfied	91	26%	15744	21%	3245	19%	5040	21%
	Neither	79	23%	15503	21%	3266	19%	4827	20%
	Satisfied	84	24%	22570	30%	5221	31%	7167	30%
	Very satisfied	43	12%	12731	17%	3364	20%	4343	18%
	Total	**347**	**100%**	**74890**	**100%**	**16963**	**100%**	**24079**	**100%**
11 institutional teams use problem-solving techniques	Very dissatisfied	21	7%	2997	4%	678	4%	1084	5%
	Dissatisfied	54	17%	9546	14%	1961	13%	3192	15%
	Neither	118	38%	21335	31%	4458	29%	6481	30%
	Satisfied	97	31%	26123	38%	6051	39%	8218	38%
	Very satisfied	24	8%	8630	13%	2446	16%	2861	13%
	Total	**314**	**100%**	**68631**	**100%**	**15594**	**100%**	**21836**	**100%**
15 I am able to appropriately influence the direction of this institution	Very dissatisfied	47	15%	7636	11%	1843	12%	2629	12%
	Dissatisfied	73	23%	12895	19%	2719	17%	4283	19%
	Neither	95	31%	20969	30%	4472	29%	6553	29%
	Satisfied	76	24%	19352	28%	4310	28%	5988	27%
	Very satisfied	20	6%	8798	13%	2296	15%	2786	13%
	Total	**311**	**100%**	**69650**	**100%**	**15640**	**100%**	**22239**	**100%**
16 open and ethical communication is practiced at this institution	Very dissatisfied	61	18%	7484	10%	1633	10%	2494	11%
	Dissatisfied	72	21%	13104	18%	2659	16%	4264	18%
	Neither	81	24%	15581	21%	3244	19%	4917	21%
	Satisfied	91	27%	24541	33%	5612	34%	7644	32%
	Very satisfied	36	11%	13349	18%	3588	21%	4411	19%
	Total	**341**	**100%**	**74059**	**100%**	**16736**	**100%**	**23730**	**100%**

Institutional Structure (continued)	Response Option	PTC		NILIE Normbase		South		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
The extent to which…									
22 this institution has been successful in positively motivating my performance	Very dissatisfied	42	12%	6857	9%	1530	9%	2383	10%
	Dissatisfied	74	22%	11842	16%	2442	15%	3983	17%
	Neither	77	22%	15112	20%	3270	20%	4719	20%
	Satisfied	103	30%	24237	33%	5430	33%	7520	32%
	Very satisfied	47	14%	15702	21%	3991	24%	5012	21%
	Total	**343**	**100%**	**73750**	**100%**	**16663**	**100%**	**23617**	**100%**
25 a spirit of cooperation exists at this institution	Very dissatisfied	50	15%	6837	9%	1450	9%	2298	10%
	Dissatisfied	78	23%	12844	17%	2551	15%	4094	17%
	Neither	81	24%	15069	20%	3102	19%	4722	20%
	Satisfied	88	26%	25600	35%	5917	35%	8071	34%
	Very satisfied	42	12%	13662	18%	3728	22%	4521	19%
	Total	**339**	**100%**	**74012**	**100%**	**16748**	**100%**	**23706**	**100%**
29 institution-wide policies guide my work	Very dissatisfied	18	5%	3014	4%	770	5%	1177	5%
	Dissatisfied	38	11%	6499	9%	1373	8%	2403	10%
	Neither	100	30%	18146	25%	3602	22%	5674	24%
	Satisfied	128	39%	30671	42%	6957	42%	9412	41%
	Very satisfied	47	14%	14305	20%	3785	23%	4547	20%
	Total	**331**	**100%**	**72635**	**100%**	**16487**	**100%**	**23213**	**100%**
32 this institution is appropriately organized	Very dissatisfied	45	14%	6382	9%	1547	9%	2239	10%
	Dissatisfied	84	25%	14196	19%	3019	18%	4531	19%
	Neither	91	27%	16841	23%	3590	22%	5315	23%
	Satisfied	90	27%	24278	33%	5430	33%	7431	32%
	Very satisfied	22	7%	11220	15%	2891	18%	3767	16%
	Total	**332**	**100%**	**72917**	**100%**	**16477**	**100%**	**23283**	**100%**

Institutional Structure (continued)	Response Option	PTC		NILIE Normbase		South		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
The extent to which…									
38 I have the opportunity for advancement within this institution	Very dissatisfied	72	23%	10268	15%	2418	15%	3478	16%
	Dissatisfied	73	23%	11929	17%	2648	17%	3902	18%
	Neither	77	24%	18062	26%	3696	23%	5443	24%
	Satisfied	72	23%	18308	26%	4228	27%	5778	26%
	Very satisfied	25	8%	10715	15%	2816	18%	3645	16%
	Total	**319**	**100%**	**69282**	**100%**	**15806**	**100%**	**22246**	**100%**
41 I receive adequate information regarding important activities at this institution	Very dissatisfied	29	9%	4404	6%	1032	6%	1529	6%
	Dissatisfied	62	18%	10407	14%	2199	13%	3423	15%
	Neither	60	18%	12461	17%	2669	16%	3743	16%
	Satisfied	146	43%	30495	41%	6815	41%	9509	40%
	Very satisfied	42	12%	16071	22%	3980	24%	5393	23%
	Total	**339**	**100%**	**73838**	**100%**	**16695**	**100%**	**23597**	**100%**
44 my work is guided by clearly defined administrative processes	Very dissatisfied	32	10%	5336	7%	1211	7%	1830	8%
	Dissatisfied	57	17%	10402	14%	2191	13%	3624	16%
	Neither	81	24%	16917	23%	3445	21%	5330	23%
	Satisfied	118	35%	26700	37%	6039	37%	8123	35%
	Very satisfied	48	14%	13321	18%	3583	22%	4278	18%
	Total	**336**	**100%**	**72676**	**100%**	**16469**	**100%**	**23185**	**100%**

Table 2. Student Focus Frequency Distributions

<div align="right">PTC compared with:</div>

Student Focus	Response Option	PTC		NILIE Normbase		South		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
The extent to which…									
7 student needs are central to what we do	Very dissatisfied	17	5%	3573	5%	851	5%	1362	6%
	Dissatisfied	46	13%	8730	12%	1762	10%	2893	12%
	Neither	57	16%	9320	12%	1957	12%	2875	12%
	Satisfied	138	40%	27792	37%	6107	36%	8587	36%
	Very satisfied	88	25%	25414	34%	6284	37%	8352	35%
	Total	**346**	**100%**	**74829**	**100%**	**16961**	**100%**	**24069**	**100%**
8 I feel my job is relevant to this institution's mission	Very dissatisfied	6	2%	2805	4%	518	3%	1122	5%
	Dissatisfied	10	3%	3434	5%	591	3%	1259	5%
	Neither	19	5%	4505	6%	972	6%	1485	6%
	Satisfied	118	34%	23220	31%	5210	31%	7233	30%
	Very satisfied	196	56%	40870	55%	9631	57%	12953	54%
	Total	**349**	**100%**	**74834**	**100%**	**16922**	**100%**	**24052**	**100%**
17 faculty meet the needs of students	Very dissatisfied	8	2%	1838	3%	434	3%	770	3%
	Dissatisfied	39	12%	5649	8%	1132	7%	1952	9%
	Neither	68	20%	10959	16%	2272	14%	3317	15%
	Satisfied	162	49%	31476	45%	6898	43%	9643	43%
	Very satisfied	57	17%	20769	29%	5214	33%	6917	31%
	Total	**334**	**100%**	**70691**	**100%**	**15950**	**100%**	**22599**	**100%**
18 student ethnic and cultural diversity are important at this institution	Very dissatisfied	8	2%	2336	3%	547	3%	966	4%
	Dissatisfied	23	7%	4599	6%	813	5%	1613	7%
	Neither	66	19%	11267	15%	2321	14%	3222	14%
	Satisfied	156	46%	29860	41%	6644	40%	9205	39%
	Very satisfied	88	26%	25157	34%	6213	38%	8471	36%
	Total	**341**	**100%**	**73219**	**100%**	**16538**	**100%**	**23477**	**100%**

Student Focus (continued)	Response Option	PTC		NILIE Normbase		South		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
The extent to which…									
19 students' competencies are enhanced	Very dissatisfied	10	3%	1667	2%	399	2%	696	3%
	Dissatisfied	29	9%	5023	7%	1034	6%	1837	8%
	Neither	90	27%	12766	18%	2728	17%	3993	18%
	Satisfied	152	46%	33323	47%	7324	46%	10279	45%
	Very satisfied	51	15%	17998	25%	4581	29%	5849	26%
	Total	**332**	**100%**	**70777**	**100%**	**16066**	**100%**	**22654**	**100%**
23 non-teaching professional personnel meet the needs of students	Very dissatisfied	13	4%	2303	3%	575	4%	900	4%
	Dissatisfied	43	13%	6255	9%	1338	8%	2222	10%
	Neither	61	19%	11873	17%	2521	16%	3756	17%
	Satisfied	146	45%	31211	44%	6875	43%	9570	42%
	Very satisfied	60	19%	19370	27%	4738	30%	6201	27%
	Total	**323**	**100%**	**71012**	**100%**	**16047**	**100%**	**22649**	**100%**
28 classified personnel meet the needs of students	Very dissatisfied	8	2%	1835	3%	445	3%	760	4%
	Dissatisfied	34	11%	4688	7%	1030	7%	1704	8%
	Neither	97	30%	15110	23%	3153	21%	4951	24%
	Satisfied	135	42%	28770	43%	6208	42%	8478	41%
	Very satisfied	47	15%	15885	24%	4037	27%	4792	23%
	Total	**321**	**100%**	**66288**	**100%**	**14873**	**100%**	**20685**	**100%**
31 students receive an excellent education at this institution	Very dissatisfied	11	3%	1831	3%	391	2%	782	3%
	Dissatisfied	23	7%	4431	6%	905	6%	1628	7%
	Neither	80	24%	8632	12%	1935	12%	2643	11%
	Satisfied	161	47%	32080	44%	7028	43%	9732	42%
	Very satisfied	65	19%	25533	35%	6142	37%	8393	36%
	Total	**340**	**100%**	**72507**	**100%**	**16401**	**100%**	**23178**	**100%**

Student Focus (continued)	Response Option	PTC		NILIE Normbase		South		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
The extent to which…									
35 this institution prepares students for a career	Very dissatisfied	11	3%	1899	3%	415	3%	811	4%
	Dissatisfied	19	6%	4143	6%	874	5%	1534	7%
	Neither	66	20%	8825	12%	2145	13%	2808	12%
	Satisfied	166	49%	31979	44%	7174	44%	9839	43%
	Very satisfied	75	22%	25321	35%	5725	35%	8075	35%
	Total	**337**	**100%**	**72167**	**100%**	**16333**	**100%**	**23067**	**100%**
37 this institution prepares students for further learning	Very dissatisfied	7	2%	1909	3%	429	3%	817	4%
	Dissatisfied	22	7%	4289	6%	879	5%	1595	7%
	Neither	70	21%	8262	11%	1772	11%	2505	11%
	Satisfied	172	51%	33413	46%	7329	45%	10205	44%
	Very satisfied	65	19%	24441	34%	5988	37%	8011	35%
	Total	**336**	**100%**	**72314**	**100%**	**16397**	**100%**	**23133**	**100%**
40 students are assisted with their personal development	Very dissatisfied	8	2%	1738	3%	417	3%	740	3%
	Dissatisfied	25	8%	4863	7%	991	6%	1701	8%
	Neither	83	25%	13816	20%	3011	19%	4198	19%
	Satisfied	159	48%	31245	45%	6934	44%	9621	44%
	Very satisfied	55	17%	17411	25%	4323	28%	5809	26%
	Total	**330**	**100%**	**69073**	**100%**	**15676**	**100%**	**22069**	**100%**
42 students are satisfied with their educational experience at this institution	Very dissatisfied	7	2%	1195	2%	321	2%	519	2%
	Dissatisfied	21	7%	4230	6%	928	6%	1545	7%
	Neither	94	30%	12898	19%	2802	18%	3993	19%
	Satisfied	158	51%	35738	53%	7753	51%	10890	51%
	Very satisfied	32	10%	13753	20%	3530	23%	4598	21%
	Total	**312**	**100%**	**67814**	**100%**	**15334**	**100%**	**21545**	**100%**

Table 3. Supervisory Relationships Frequency Distributions

<div align="right">PTC compared with:</div>

Supervisory Relationships	Response Option	PTC		NILIE Normbase		South		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
The extent to which…									
2 my supervisor expresses confidence in my work	Very dissatisfied	15	4%	4027	5%	675	4%	1448	6%
	Dissatisfied	23	7%	5917	8%	991	6%	1991	8%
	Neither	23	7%	6859	9%	1333	8%	2232	9%
	Satisfied	98	28%	21114	28%	4669	28%	6746	28%
	Very satisfied	186	54%	36738	49%	9239	55%	11560	48%
	Total	**345**	**100%**	**74655**	**100%**	**16907**	**100%**	**23977**	**100%**
9 my supervisor is open to the ideas, opinions, and beliefs of everyone	Very dissatisfied	22	6%	5327	7%	943	6%	1814	8%
	Dissatisfied	36	10%	6723	9%	1193	7%	2308	10%
	Neither	32	9%	7842	10%	1620	10%	2534	11%
	Satisfied	97	28%	20043	27%	4393	26%	6326	26%
	Very satisfied	161	46%	34786	47%	8761	52%	11034	46%
	Total	**348**	**100%**	**74721**	**100%**	**16910**	**100%**	**24016**	**100%**
12 positive work expectations are communicated to me	Very dissatisfied	17	5%	3982	5%	866	5%	1477	6%
	Dissatisfied	49	14%	9205	12%	1774	11%	3132	13%
	Neither	57	17%	12449	17%	2513	15%	3857	16%
	Satisfied	140	41%	30471	41%	6854	41%	9477	40%
	Very satisfied	76	22%	17750	24%	4687	28%	5717	24%
	Total	**339**	**100%**	**73857**	**100%**	**16694**	**100%**	**23660**	**100%**
13 unacceptable behaviors are identified and communicated to me	Very dissatisfied	12	4%	2895	4%	603	4%	1072	5%
	Dissatisfied	42	13%	6846	10%	1292	8%	2368	11%
	Neither	66	21%	16658	25%	3246	21%	5090	24%
	Satisfied	144	46%	28686	42%	6703	44%	8806	41%
	Very satisfied	51	16%	12527	19%	3481	23%	4056	19%
	Total	**315**	**100%**	**67612**	**100%**	**15325**	**100%**	**21392**	**100%**

Supervisory Relationships (continued)	Response Option	PTC		NILIE Normbase		South		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
The extent to which…									
20 I receive timely feedback for my work	Very dissatisfied	20	6%	4945	7%	966	6%	1715	7%
	Dissatisfied	54	16%	8999	12%	1721	10%	3100	13%
	Neither	60	18%	13919	19%	2823	17%	4356	18%
	Satisfied	136	40%	27633	37%	6317	38%	8571	36%
	Very satisfied	72	21%	18225	25%	4851	29%	5899	25%
	Total	**342**	**100%**	**73721**	**100%**	**16678**	**100%**	**23641**	**100%**
21 I receive appropriate feedback for my work	Very dissatisfied	19	6%	4236	6%	814	5%	1481	6%
	Dissatisfied	45	13%	9167	12%	1737	10%	3140	13%
	Neither	64	19%	13173	18%	2642	16%	4074	17%
	Satisfied	141	41%	29118	39%	6723	40%	9091	38%
	Very satisfied	74	22%	18186	25%	4802	29%	5867	25%
	Total	**343**	**100%**	**73880**	**100%**	**16718**	**100%**	**23653**	**100%**
26 my supervisor actively seeks my ideas	Very dissatisfied	33	10%	5994	8%	1102	7%	2018	9%
	Dissatisfied	43	13%	8131	11%	1563	10%	2798	12%
	Neither	53	16%	12341	17%	2547	16%	3996	17%
	Satisfied	98	29%	22794	31%	5156	31%	7113	31%
	Very satisfied	111	33%	23649	32%	6064	37%	7375	32%
	Total	**338**	**100%**	**72909**	**100%**	**16432**	**100%**	**23300**	**100%**
27 my supervisor seriously considers my ideas	Very dissatisfied	26	8%	5805	8%	1109	7%	1984	9%
	Dissatisfied	37	11%	7274	10%	1355	8%	2514	11%
	Neither	55	16%	11470	16%	2429	15%	3736	16%
	Satisfied	94	28%	22720	31%	5068	31%	7096	30%
	Very satisfied	125	37%	25590	35%	6469	39%	7968	34%
	Total	**337**	**100%**	**72859**	**100%**	**16430**	**100%**	**23298**	**100%**

Supervisory Relationships (continued)	Response Option	PTC Count	PTC %	NILIE Normbase Count	NILIE Normbase %	South Count	South %	Large 2-year Count	Large 2-year %
The extent to which…									
30 work outcomes are clarified for me	Very dissatisfied	20	6%	3642	5%	817	5%	1346	6%
	Dissatisfied	57	17%	8257	11%	1632	10%	2896	12%
	Neither	84	25%	15979	22%	3257	20%	4930	21%
	Satisfied	122	36%	29909	41%	6727	41%	9270	40%
	Very satisfied	53	16%	15279	21%	4099	25%	4949	21%
	Total	**336**	**100%**	**73066**	**100%**	**16532**	**100%**	**23391**	**100%**
34 my supervisor helps me to improve my work	Very dissatisfied	26	8%	5207	7%	960	6%	1784	8%
	Dissatisfied	25	7%	7599	10%	1410	9%	2610	11%
	Neither	57	17%	13935	19%	2769	17%	4439	19%
	Satisfied	121	36%	24101	33%	5470	33%	7515	32%
	Very satisfied	106	32%	21867	30%	5803	35%	6870	30%
	Total	**335**	**100%**	**72709**	**100%**	**16412**	**100%**	**23218**	**100%**
39 I am given the opportunity to be creative in my work	Very dissatisfied	23	7%	4255	6%	955	6%	1556	7%
	Dissatisfied	26	8%	5859	8%	1237	7%	2087	9%
	Neither	49	15%	9358	13%	1996	12%	2924	12%
	Satisfied	131	39%	26536	36%	5880	35%	8227	35%
	Very satisfied	108	32%	27400	37%	6499	39%	8662	37%
	Total	**337**	**100%**	**73408**	**100%**	**16567**	**100%**	**23456**	**100%**
45 I have the opportunity to express my ideas in appropriate forums	Very dissatisfied	27	8%	4695	6%	1069	6%	1681	7%
	Dissatisfied	46	14%	8597	12%	1773	11%	2882	12%
	Neither	72	22%	14361	20%	3077	19%	4585	20%
	Satisfied	126	39%	28424	39%	6327	38%	8713	38%
	Very satisfied	56	17%	16696	23%	4222	26%	5371	23%
	Total	**327**	**100%**	**72773**	**100%**	**16468**	**100%**	**23232**	**100%**

Supervisory Relationships (continued)	Response Option	PTC		NILIE Normbase		South		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
46 professional development and training opportunities are available	Very dissatisfied	14	4%	4807	7%	1028	6%	1591	7%
	Dissatisfied	30	9%	8050	11%	1512	9%	2442	10%
	Neither	39	12%	11081	15%	2318	14%	3123	13%
	Satisfied	136	41%	27537	38%	6121	37%	8316	36%
	Very satisfied	116	35%	21628	30%	5581	34%	7921	34%
	Total	**335**	**100%**	**73103**	**100%**	**16560**	**100%**	**23393**	**100%**

Table 4. Teamwork Frequency Distributions

Teamwork	Response Option	PTC		NILIE Normbase		South		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
The extent to which…									
3 there is a spirit of cooperation within my work team	Very dissatisfied	18	5%	4565	6%	767	5%	1554	7%
	Dissatisfied	39	12%	8941	12%	1611	10%	3081	13%
	Neither	45	13%	8193	11%	1656	10%	2607	11%
	Satisfied	99	29%	24394	33%	5577	33%	7693	32%
	Very satisfied	136	40%	27846	38%	7154	43%	8823	37%
	Total	**337**	**100%**	**73939**	**100%**	**16765**	**100%**	**23758**	**100%**
14 my primary work team uses problem-solving techniques	Very dissatisfied	11	3%	3048	4%	589	4%	1138	5%
	Dissatisfied	36	11%	6832	10%	1226	8%	2412	11%
	Neither	70	21%	12254	17%	2451	15%	3861	17%
	Satisfied	121	37%	28763	41%	6531	41%	8813	39%
	Very satisfied	92	28%	19518	28%	5168	32%	6238	28%
	Total	**330**	**100%**	**70415**	**100%**	**15965**	**100%**	**22462**	**100%**
24 there is an opportunity for all ideas to be exchanged within my work team	Very dissatisfied	21	6%	4593	6%	908	6%	1602	7%
	Dissatisfied	42	12%	8563	12%	1636	10%	2935	13%
	Neither	54	16%	10644	15%	2205	13%	3326	14%
	Satisfied	135	40%	27434	38%	6149	38%	8489	37%
	Very satisfied	86	25%	21092	29%	5445	33%	6781	29%
	Total	**338**	**100%**	**72326**	**100%**	**16343**	**100%**	**23133**	**100%**
33 my work team provides an environment for free and open expression of ideas, opinions and beliefs	Very dissatisfied	18	5%	4823	7%	924	6%	1665	7%
	Dissatisfied	42	13%	8082	11%	1520	9%	2819	12%
	Neither	54	16%	10363	14%	2154	13%	3263	14%
	Satisfied	131	39%	26445	37%	5979	37%	8085	35%
	Very satisfied	88	26%	22358	31%	5739	35%	7205	31%
	Total	**333**	**100%**	**72071**	**100%**	**16316**	**100%**	**23037**	**100%**

Teamwork (continued)	Response Option	PTC		NILIE Normbase		South		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
36 my work team coordinates its efforts with appropriate individuals and teams	Very dissatisfied	15	5%	3277	5%	643	4%	1201	5%
	Dissatisfied	32	10%	6757	10%	1241	8%	2378	11%
	Neither	70	21%	12310	17%	2562	16%	3877	17%
	Satisfied	124	38%	29105	41%	6543	41%	8887	39%
	Very satisfied	85	26%	19138	27%	4992	31%	6172	27%
	Total	**326**	**100%**	**70587**	**100%**	**15981**	**100%**	**22515**	**100%**
43 a spirit of cooperation exists in my department	Very dissatisfied	23	7%	5435	7%	1043	6%	1912	8%
	Dissatisfied	35	10%	8246	11%	1567	9%	2829	12%
	Neither	37	11%	9435	13%	2005	12%	3065	13%
	Satisfied	127	37%	25654	35%	5714	34%	8007	34%
	Very satisfied	117	35%	24579	34%	6284	38%	7633	33%
	Total	**339**	**100%**	**73349**	**100%**	**16613**	**100%**	**23446**	**100%**

Table 5. Climate Factor Mean Comparisons

Climate Factor	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	351	3.548	3.690	**	-.174	3.772	***	-.276	3.661	*	-.132
Institutional Structure	351	3.161	3.431	***	-.294	3.499	***	-.362	3.410	***	-.264
Student Focus	351	3.752	3.936	***	-.234	3.981	***	-.294	3.901	**	-.176
Supervisory Relationships	351	3.717	3.740			3.852	**	-.144	3.711		
Teamwork	350	3.756	3.764			3.888	*	-.134	3.724		

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

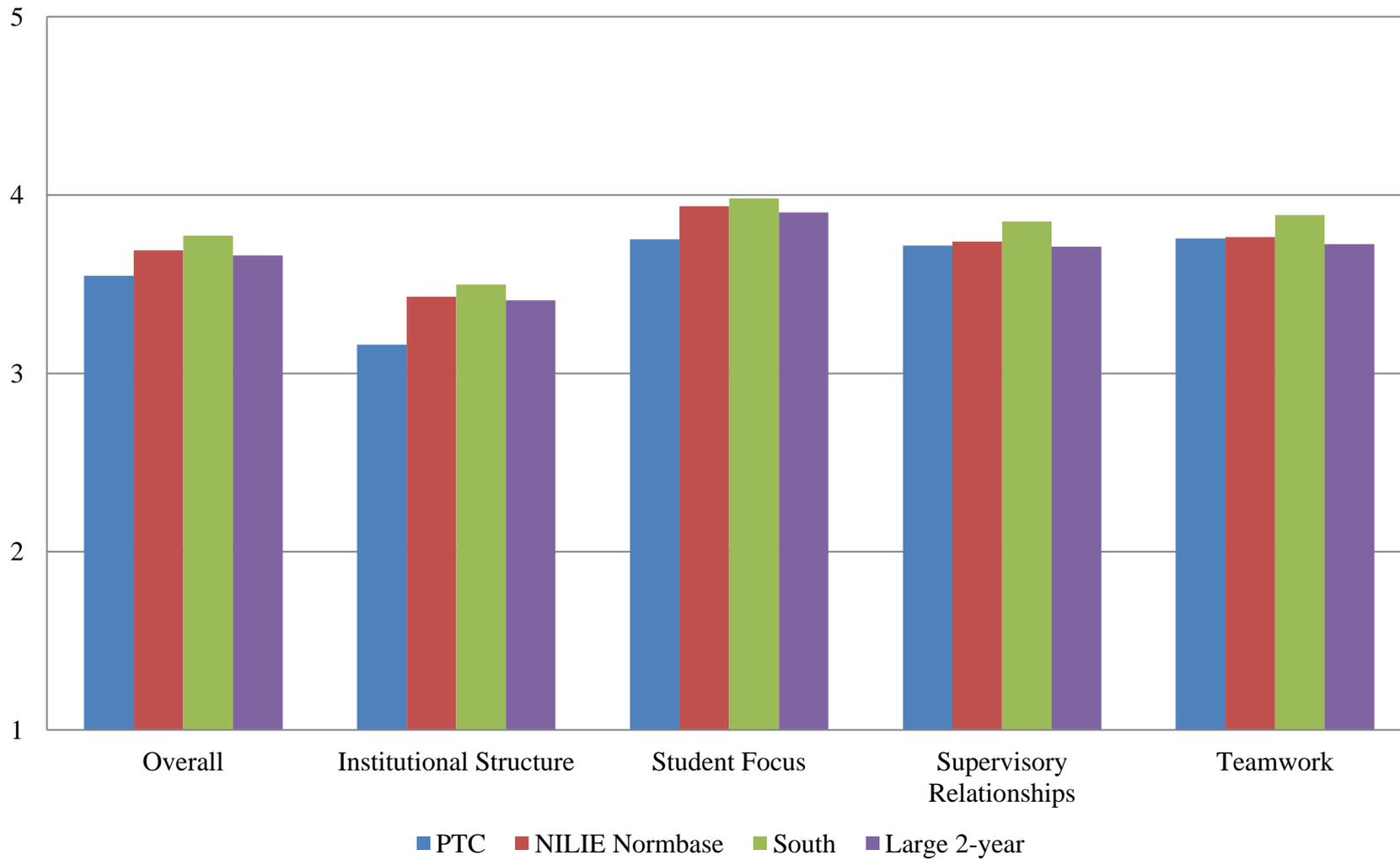**Figure 1. Means by Comparison Group and Climate Factor**

Table 6. Institutional Structure Item Mean Comparisons

PTC compared with:

		PTC		NILIE Normbase			South			Large 2-year		
Institutional Structure		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
The extent to which…												
1	the actions of this institution reflect its mission	346	3.601	3.771	**	-.161	3.846	***	-.233	3.738	*	-.126
4	decisions are made at the appropriate level at this institution	341	2.971	3.270	***	-.250	3.324	***	-.288	3.237	***	-.220
5	the institution effectively promotes diversity in the workplace	341	3.598	3.796	***	-.181	3.889	***	-.270	3.780	**	-.160
6	administrative leadership is focused on meeting the needs of students	342	3.503	3.657	*	-.129	3.719	**	-.179	3.636	*	-.109
10	information is shared within the institution	347	2.939	3.208	***	-.213	3.293	***	-.276	3.225	***	-.224
11	institutional teams use problem-solving techniques	314	3.156	3.406	***	-.246	3.489	***	-.321	3.393	***	-.227
15	I am able to appropriately influence the direction of this institution	311	2.836	3.126	***	-.246	3.160	***	-.266	3.091	***	-.213
16	open and ethical communication is practiced at this institution	341	2.909	3.313	***	-.326	3.410	***	-.399	3.304	***	-.315
22	this institution has been successful in positively motivating my performance	343	3.114	3.408	***	-.237	3.475	***	-.288	3.372	***	-.205
25	a spirit of cooperation exists at this institution	339	2.982	3.357	***	-.306	3.473	***	-.398	3.355	***	-.301
29	institution-wide policies guide my work	331	3.447	3.644	***	-.192	3.704	***	-.244	3.592	*	-.136
32	this institution is appropriately organized	332	2.880	3.271	***	-.329	3.309	***	-.352	3.256	***	-.310
38	I have the opportunity for advancement within this institution	319	2.702	3.105	***	-.315	3.150	***	-.340	3.099	***	-.304
41	I receive adequate information regarding important activities at this institution	339	3.324	3.588	***	-.230	3.630	***	-.263	3.585	***	-.222
44	my work is guided by clearly defined administrative processes	336	3.277	3.444	**	-.144	3.522	***	-.208	3.405	*	-.109

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

Table 7. Student Focus Item Mean Comparisons

<div align="right">PTC compared with:</div>

	Student Focus	PTC		NILIE Normbase			South			Large 2-year		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
	The extent to which…											
7	student needs are central to what we do	346	3.676	3.838	**	-.140	3.897	***	-.190	3.817	*	-.118
8	I feel my job is relevant to this institution's mission	349	4.398	4.282	*	.114	4.350			4.232	**	.154
17	faculty meet the needs of students	334	3.662	3.901	***	-.240	3.961	***	-.300	3.884	***	-.213
18	student ethnic and cultural diversity are important at this institution	341	3.859	3.968	*	-.107	4.038	**	-.178	3.963		
19	students' competencies are enhanced	332	3.617	3.861	***	-.255	3.912	***	-.306	3.828	***	-.210
23	non-teaching professional personnel meet the needs of students	323	3.610	3.832	***	-.216	3.864	***	-.243	3.793	**	-.171
28	classified personnel meet the needs of students	321	3.558	3.787	***	-.235	3.831	***	-.274	3.717	**	-.156
31	students receive an excellent education at this institution	340	3.724	4.035	***	-.321	4.075	***	-.366	4.006	***	-.275
35	this institution prepares students for a career	337	3.816	4.035	***	-.226	4.036	***	-.229	3.990	**	-.169
37	this institution prepares students for further learning	336	3.792	4.026	***	-.243	4.071	***	-.292	3.994	***	-.198
40	students are assisted with their personal development	330	3.691	3.836	**	-.150	3.877	***	-.192	3.818	*	-.126
42	students are satisfied with their educational experience at this institution	312	3.599	3.835	***	-.268	3.864	***	-.291	3.812	***	-.229

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

Table 8. Supervisory Relationships Item Mean Comparisons

<div align="right">PTC compared with:</div>

	Supervisory Relationships	PTC		NILIE Normbase			South			Large 2-year		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
	The extent to which…											
2	my supervisor expresses confidence in my work	345	4.209	4.080	*	.110	4.231			4.042	*	.139
9	my supervisor is open to the ideas, opinions, and beliefs of everyone	348	3.974	3.967			4.114	*	-.119	3.935		
12	positive work expectations are communicated to me	339	3.617	3.661			3.762	*	-.129	3.627		
13	unacceptable behaviors are identified and communicated to me	315	3.571	3.608			3.729	**	-.153	3.580		
20	I receive timely feedback for my work	342	3.544	3.613			3.741	**	-.171	3.585		
21	I receive appropriate feedback for my work	343	3.601	3.648			3.775	**	-.156	3.622		
26	my supervisor actively seeks my ideas	338	3.624	3.685			3.823	**	-.163	3.645		
27	my supervisor seriously considers my ideas	337	3.757	3.755			3.878			3.710		
30	work outcomes are clarified for me	336	3.390	3.615	***	-.207	3.705	***	-.288	3.581	**	-.170
34	my supervisor helps me to improve my work	335	3.764	3.685			3.838			3.649		
39	I am given the opportunity to be creative in my work	337	3.816	3.912			3.950	*	-.116	3.868		
45	I have the opportunity to express my ideas in appropriate forums	327	3.422	3.602	**	-.157	3.659	***	-.205	3.569	*	-.124
46	professional development and training opportunities are available	335	3.925	3.727	**	.168	3.828			3.792	*	.110

Table 9. Teamwork Item Mean Comparisons

PTC compared with:

Teamwork	PTC		NILIE Normbase			South			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
The extent to which…											
3 there is a spirit of cooperation within my work team	337	3.878	3.839			3.999			3.806		
14 my primary work team uses problem-solving techniques	330	3.748	3.779			3.906	**	-.150	3.739		
24 there is an opportunity for all ideas to be exchanged within my work team	338	3.660	3.717			3.831	**	-.148	3.688		
33 my work team provides an environment for free and open expression of ideas, opinions and beliefs	333	3.688	3.741			3.864	**	-.151	3.710		
36 my work team coordinates its efforts with appropriate individuals and teams	326	3.712	3.766			3.876	**	-.155	3.731		
43 a spirit of cooperation exists in my department	339	3.826	3.759			3.881			3.709		

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

![NILIE — National Initiative for Leadership & Institutional Effectiveness]

Pulaski Technical College
North Little Rock, Arkansas

Personal Assessment of the College Environment (PACE) Custom Report

by

Greg King & Alessandra Dinin

The National Initiative for Leadership
& Institutional Effectiveness

North Carolina State University

April 2016

National Initiative for Leadership and Institutional Effectiveness

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Table 1. Custom Item Frequency Distributions

Custom Items	Response Option	2016	
		Count	%
The extent to which…			
1 the College's technology tools allow me to meet my job responsibilities efficiently	Very dissatisfied	28	8%
	Dissatisfied	45	14%
	Neither	55	17%
	Satisfied	149	45%
	Very satisfied	56	17%
	Total	**333**	**100%**
2 IT services support my work	Very dissatisfied	21	6%
	Dissatisfied	30	9%
	Neither	55	17%
	Satisfied	158	48%
	Very satisfied	63	19%
	Total	**327**	**100%**
3 employees address disagreements or problems in an open and assertive manner, rather than ignore or address them in a counter-productive way	Very dissatisfied	53	17%
	Dissatisfied	79	25%
	Neither	88	28%
	Satisfied	76	24%
	Very satisfied	20	6%
	Total	**316**	**100%**
4 my supervisor resolves conflict in a fair manner	Very dissatisfied	30	9%
	Dissatisfied	26	8%
	Neither	55	17%
	Satisfied	106	33%
	Very satisfied	104	32%
	Total	**321**	**100%**

		2016	
Custom Items (continued)	Response Option	Count	%
The extent to which…			
5 hiring and promotion practices are fair and equitable	Very dissatisfied	67	21%
	Dissatisfied	50	16%
	Neither	88	28%
	Satisfied	84	26%
	Very satisfied	29	9%
	Total	**318**	**100%**
6 the College's employee benefits (e.g., medical, dental, work/life balance) meet my needs	Very dissatisfied	34	12%
	Dissatisfied	49	18%
	Neither	62	22%
	Satisfied	105	38%
	Very satisfied	29	10%
	Total	**279**	**100%**
7 my department has adequate financial resources to effectively provide high quality programs or services	Very dissatisfied	50	15%
	Dissatisfied	85	26%
	Neither	64	20%
	Satisfied	91	28%
	Very satisfied	33	10%
	Total	**323**	**100%**
8 my department ensures effective management of its operations	Very dissatisfied	20	6%
	Dissatisfied	23	7%
	Neither	64	19%
	Satisfied	144	43%
	Very satisfied	83	25%
	Total	**334**	**100%**

	Custom Items (continued)	Response Option	2016	
			Count	%
The extent to which…				
9	the College effectively manages and allocates financial resources	Very dissatisfied	60	19%
		Dissatisfied	61	19%
		Neither	107	34%
		Satisfied	66	21%
		Very satisfied	19	6%
		Total	**313**	**100%**
10	I know how my work relates to the College's goals and priorities	Very dissatisfied	15	4%
		Dissatisfied	20	6%
		Neither	35	10%
		Satisfied	174	52%
		Very satisfied	91	27%
		Total	**335**	**100%**
11	I am meaningfully involved in the College's planning process	Very dissatisfied	39	14%
		Dissatisfied	39	14%
		Neither	107	38%
		Satisfied	77	27%
		Very satisfied	22	8%
		Total	**284**	**100%**
12	in my department, actions are taken to address employees who cannot or will not improve performance	Very dissatisfied	41	14%
		Dissatisfied	34	11%
		Neither	65	22%
		Satisfied	109	37%
		Very satisfied	47	16%
		Total	**296**	**100%**

Custom Items (continued)	Response Option	2016	
		Count	%
The extent to which…			
13 the employee evaluation process accurately measures my job performance	Very dissatisfied	36	12%
	Dissatisfied	50	16%
	Neither	84	27%
	Satisfied	105	34%
	Very satisfied	37	12%
	Total	**312**	**100%**
14 I feel engaged in decision-making through the College's committee structure	Very dissatisfied	55	19%
	Dissatisfied	49	17%
	Neither	80	28%
	Satisfied	77	27%
	Very satisfied	27	9%
	Total	**288**	**100%**
15 all employees are held accountable for achieving goals and meeting expectations	Very dissatisfied	59	18%
	Dissatisfied	64	20%
	Neither	80	25%
	Satisfied	92	28%
	Very satisfied	30	9%
	Total	**325**	**100%**
16 the College provides a safe and secure working environment	Very dissatisfied	11	3%
	Dissatisfied	21	6%
	Neither	42	13%
	Satisfied	172	52%
	Very satisfied	84	25%
	Total	**330**	**100%**

Custom Items (continued)	Response Option	2016	
		Count	%
The extent to which…			
17 College employees are visibly supportive and trusting of their colleagues	Very dissatisfied	38	12%
	Dissatisfied	54	16%
	Neither	97	29%
	Satisfied	103	31%
	Very satisfied	37	11%
	Total	**329**	**100%**
18 leaders have the knowledge, skills, and abilities necessary to be effective	Very dissatisfied	42	13%
	Dissatisfied	39	12%
	Neither	91	28%
	Satisfied	120	37%
	Very satisfied	36	11%
	Total	**328**	**100%**
19 campus facilities (e.g., offices, classrooms, labs) meet the needs of College employees and students	Very dissatisfied	26	8%
	Dissatisfied	44	13%
	Neither	60	18%
	Satisfied	151	46%
	Very satisfied	49	15%
	Total	**330**	**100%**
20 the College has established policies and processes that ensure the ethical behavior of all employees	Very dissatisfied	34	10%
	Dissatisfied	42	13%
	Neither	80	24%
	Satisfied	131	40%
	Very satisfied	42	13%
	Total	**329**	**100%**

Table 2. Custom Item Means

	Custom Items	2016	
		N	Mean
	The extent to which…		
1	the College's technology tools allow me to meet my job responsibilities efficiently	333	3.480
2	IT services support my work	327	3.648
3	employees address disagreements or problems in an open and assertive manner, rather than ignore or address them in a counter-productive way	316	2.782
4	my supervisor resolves conflict in a fair manner	321	3.710
5	hiring and promotion practices are fair and equitable	318	2.868
6	the College's employee benefits (e.g., medical, dental, work/life balance) meet my needs	279	3.165
7	my department has adequate financial resources to effectively provide high quality programs or services	323	2.913
8	my department ensures effective management of its operations	334	3.740
9	the College effectively manages and allocates financial resources	313	2.754
10	I know how my work relates to the College's goals and priorities	335	3.913

	Custom Items (Continued)	**2016**	
		N	Mean
	The extent to which…		
11	I am meaningfully involved in the College's planning process	284	3.014
12	in my department, actions are taken to address employees who cannot or will not improve performance	296	3.294
13	the employee evaluation process accurately measures my job performance	312	3.183
14	I feel engaged in decision-making through the College's committee structure	288	2.903
15	all employees are held accountable for achieving goals and meeting expectations	325	2.908
16	the College provides a safe and secure working environment	330	3.900
17	College employees are visibly supportive and trusting of their colleagues	329	3.143
18	leaders have the knowledge, skills, and abilities necessary to be effective	328	3.210
19	campus facilities (e.g., offices, classrooms, labs) meet the needs of College employees and students	330	3.464
20	the College has established policies and processes that ensure the ethical behavior of all employees	329	3.319

Pulaski Technical College
North Little Rock, Arkansas

Personal Assessment of the College Environment (PACE) Qualitative Report

by

Greg King & Alessandra Dinin

The National Initiative for Leadership
& Institutional Effectiveness

North Carolina State University

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Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 351 Pulaski Technical College employees who completed the PACE survey, 57.5% (202 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 1 provides a summary of the open-ended responses. 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 Student Focus climate factors. Please refer to Tables 1 and 2 for sample comments categorized by climate factor and the actual number of responses provided by PTC 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 1.   Pulaski Technical College Comment Response Rates
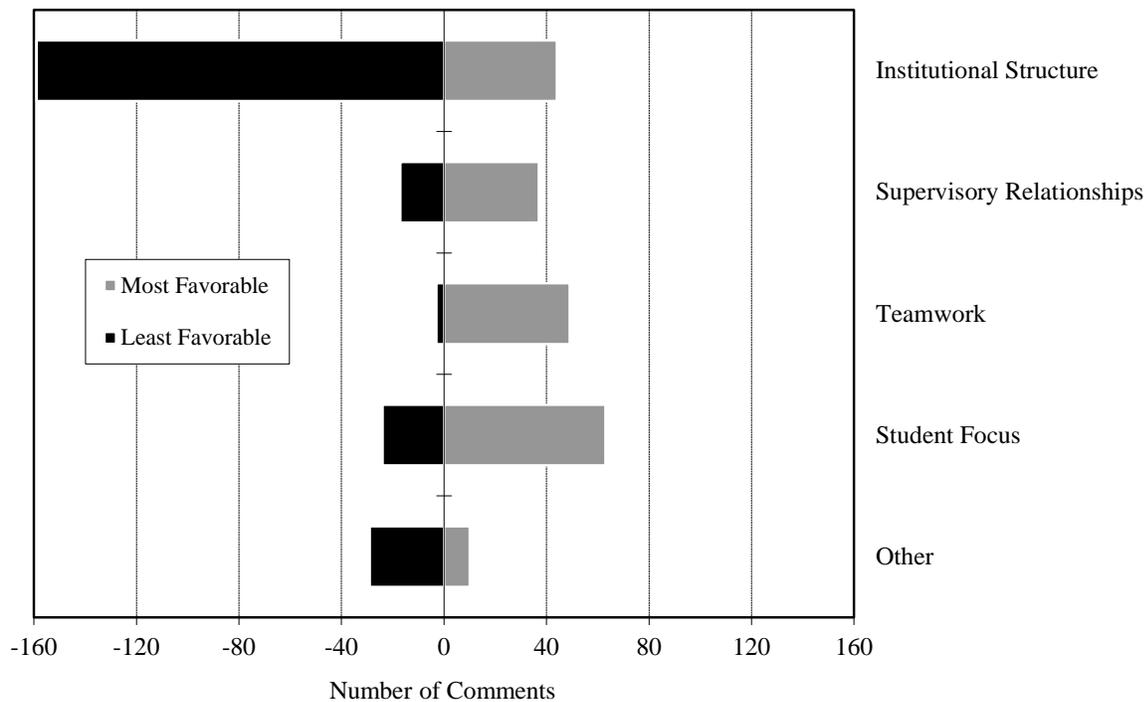
Note: Adapted from Herzberg, F. (1982). *The managerial choice: To be efficient and to be human* (2nd ed.). Salt Lake City, UT: Olympus Publishing Company

Table 1. Most Favorable Reponses—Sample Comments and Actual Number of Responses at Pulaski Technical College

Factor	Themes
Institutional Structure (n=43)	*Our administration has been working diligently to bring accountability and order from chaos. Things are continuing to improve even if we still have a ways to go.*
	Administration is working very diligently to improve the climate at the institution and has made some improvements.
	The area I find most favorable is the performance of Executive Administrative Leadership. I appreciate the thoughtfulness, dedication to students and employees, and vision of the upper level leaders. I think the administration is focused on making Pulaski Tech better and I am confident in their abilities to do so.
	I love the racial diversity I see among staff.
	I like the direction we are taking with the committee structure. There is a process by which ideas are vetted, discussed, and approved/denied. I think we have come a long way in improving this campus.
	I think the college does its best to provide adequate facilities and I appreciate the open door policy of the Provost and the President.
	We have worked hard on the communication structure, shared governance, and many good things have come from it. Communication is getting better, but we still have to rely on key personnel to ensure the words are getting to everyone.
	Pulaski Tech is a very good place to work. It seems as though the majority of the employees are glad to have a job here.
	The college faculty are great and the facilities are very good.
	There are pockets of instructors who are innovative while employing research-based instructional practices. They should be recognized and rewarded by providing them with the instructional tools and materials they need to continue performing at such a high level.
	The added support not just for the students but for the staff is most favorable. I see that there has been a shift in this college over the last year or two and it has been for the good. Staff are taking the time to work with one another to properly train each other. Teachers go the extra mile for their students. This is what we are about at PTC.
	I love working for PTC. I feel that the people I work with are a wonderful group of educators.
	It is favorable that the individual departments are usually very nice places to work.

Table 1.	Continued
Factor	**Themes**

I work with wonderful, intelligent, and diligent colleagues in a beautiful facility. I couldn't ask for more.

We have a President and Vice President-Provost that do not mind working in the trenches if needed.

PTC is a very welcoming campus, and some faculty go out of their way to help in any way they can.

This administration seems more open to sharing information than the previous administration. It is also favorable that attempts have been made to standardize policies and procedures.

The campus is beginning to become much more practical in its assessment of student needs as well as what works in terms of recruiting and retaining students. There has also been a concerted effort to at least extend some measure of shared governance with both faculty and staff.

Supervisory Relationships (n=36)

I feel very supported by my supervisor. She/He is open to ideas, even in times when I disagree. I feel that I am able to approach her/him with any issues and be honest about things that are happening in my area.

When I have an idea that I think will benefit the students or the institution, my supervisor has never said, "no," or "wait", she/he says, "do it."

My supervisor has always made me feel that my opinions and thoughts on issues are important and that they matter to the success of the college.

My current supervisors are very open to my suggestions, and most of the time, they do a great job of managing all of their employees. I feel very comfortable expressing my opinions to other faculty as well as my supervisors.

My supervisor engages me in enlightening conversations, and keeps an open dialogue characterized by honesty and mutual respect.

We receive professional guidance and appreciation from our supervisor.

My supervisor is professional, attentive and helpful.

My department Chair is very effective and supportive.

My team is outstanding and effective. Both of my supervisors are supportive and challenge all of the team to grow professionally and we are given the latitude to be creative yet are expected to be effective.

I have opportunities to be creative in my work. I have flexibility and I feel trusted with my own curriculum.

My supervisor is great to work for and helps me whenever and however she/he can. She/He gives me a great deal of freedom to solve problems and make our programs better.

Table 1.	Continued
Factor	**Themes**

My department supports development of specialized curriculum for students in themed courses.

In my job, I can be creative and have fun. I am very fortunate that my supervisor is very open to ideas I have and will let me go to professional development courses.

Our college's professional development courses are widely varied to meet all faculty needs.

Teamwork (n=50)	*I have always found my supervisors and support staff in the humanities department to be very supportive and helpful.*
	The employees that I work with are great team players and we all look out for each other.
	The people that I work with in my area are great and really love their students. All of them are hard-working.
	Within my own department, we work well together, foster collaboration and authentically seek to engage student learning. My immediate coworkers and the good work we are trying to do each day is what keeps me going each day. I can't control anything else, but I can provide excellence in my environment.
	The group of individuals I most often work with are able to express both positive and negative aspects of the working climate.
	My department has weekly meetings to discuss upcoming and past events. We are encouraged to air any problems or concerns.
	I feel like communication is key. Our department makes its communication clear and concise so we know we are doing what needs to be done.
	In my department, we have a very collaborative working environment. We use each other for idea generation and as sounding boards for creativity. Because of this, we are able to provide more engaging learning activities for our students.
	It is nice to have a "family" atmosphere at work. I know that what I do is important and appreciated by my supervisor and those I work with regularly.
	Regarding my immediate team members and the department, we work well as a team and the culture is one of professionalism, support, and family. I could not ask for a better department.
	My department has been effective in collaborating and assessment. We are very effective in collecting data.
	I feel the individuals I work with in the department make an effective team.
	The division in which I work is well organized and works well together.

| **Table 1.** | Continued |
Factor	**Themes**
	I feel very comfortable collaborating with my peers about ideas and have the freedom from management to implement new tactics in the clinical setting with my students.
	I work within a department that believes in collaboration and saying, "Thank you." This means a lot.
	The amount of autonomy and respect in my department and division is of utmost importance. I also feel a real camaraderie across my division and truly enjoy my job.
	My work team is supportive and shares ideas freely. Within my department, our team works hard to support student needs.
	Within my department, I feel that we are working toward the same positive goals, that my work matters, and that my ideas are heard.
	My department has very clear goals and we are guided in a positive manner by our department chair.
	Great relationships with my colleagues, team environment, facilities being adequate, and the student-centered staff are most favorable.
Student Focus (n=64)	*I think we do our best to do right by our students. I think our curriculum meets the needs of our students and our faculty are phenomenal. Our students get an education inside the classroom that I consider equal to what they would receive at a larger institution.*
	I believe that the faculty and staff are looking out for the students' best interests.
	Instructors and student services really care about the students.
	In general, campus constituencies work cooperatively. There are many employees who go above and beyond the call of duty to invest in students and the broader campus. They do this without recognition or compensation.
	PTC has a broad range of student services to support both traditional and non-traditional services that are well coordinated and involve faculty and staff who care deeply about helping students' success.
	Pulaski Tech is a wonderful institution that provides students the opportunity to earn their degree at a discounted cost and at several different locations, including online.
	I think the best thing that I can say is that I believe there is a desire to ensure PTC is a reputable college where students can learn and achieve their academic goals.
	I feel this is a quality learning environment for the specialty in which I teach. Students are valued at PTC.

Table 1.   Continued

Factor   **Themes**

I believe that most of my colleagues have a dedication to both their students and the college.

I feel that my most favorable aspect is that administration, faculty and staff put the student first. I feel that we are all working to provide a better learning experience for our students in order to graduate productive workers.

I think that, as a whole, the college's board, administration, staff, and faculty are committed to the college's mission and providing a quality education to its students. Since the time that I have been employed here, the college's employees have maintained a level of cohesiveness by fostering a familial work environment which I feel has played a major part in the college's success. Our students truly believe that we care for them and their success because we go above and beyond every day which is the main reason why I have been an employee for such a long time. As long as the college continues in that tradition we will continue to grow, develop and be successful.

I truly enjoy working with the students.

My department meets the needs of students and contributes to the overall retention and graduation rates of the institution. More support and awareness should be made about our department and the services it provides.

PTC has some outstanding faculty that work hard and do great things and care about the students. We have some really great students.

The members in my department care about the students, and work hard to make the learning environment relevant. We continually look for ways to improve and update our materials, such as redesigning our courses for increased student success.

Student Life and Leadership provides a lot of opportunities for faculty and students to interact outside the classroom.

At its heart, PTC seeks to help students achieve their goals and dreams. For many of our students, this means making a major life change in some way because so many of them come from struggling backgrounds. Many of our faculty/staff members work at PTC because they truly want to positively impact students' lives. I am grateful for the years I have been able to work at PTC. I have really learned how to work with high-risk, first generation and non-traditional students. I feel that I can relate to them and meet them where they are to create a positive learning environment where high expectations are the norm and goals are not only created but achieved as well.

I like the mission of the school, which is to help get people into useful and satisfying careers.

Table 1.	Continued
Factor	**Themes**

I think students get the training they need to go on to do great things. I think there are great faculty and employees who help our students succeed.

I find Pulaski Technical College to be a vital supportive resource for the community as we service many individuals that come from low socio-economic backgrounds. We provide them with opportunities to grow.

The most favorable part of PTC is working with the students. As a former graduate of PTC, it gives me pleasure to interact with students and assist in their learning activities.

Working to help non-traditional students improve their career prospects is most favorable. The instructors I get to work with are dedicated to the task of educating and helping students develop themselves. The job is very interesting. It is hard but very rewarding.

The learning opportunity for students is most favorable.

I think the college does a good job preparing students for work or further education.

I love the institution. It gives a lot of students different opportunities to excel.

I feel that the students are well-prepared for their next chapter, whether it is in the workforce or going on to a university. I feel close to my students and love helping them in any way I can.

Other (n=10) _Library_

The library is a favorable area that provides a unique place for students and staff to learn, have professional development, and other services it provides which are associated with faculty and staff as it relates to academic progress of the student.

Safety

The safety and security of the campus is most favorable.

Our campus is safe and our police officers do a great job.

I find Public Safety to be very helpful.

Table 2.   Least Favorable Reponses —Sample Comments and Actual Number of Responses at Pulaski Technical College

Factor	Themes
Institutional Structure (n=159)	*There is no clear vision that directs how money is spent and how time and other resources are allocated so some needs of students are met and some are not. I find the campus is still reactionary and many staff and faculty are distrustful of each other and students.*
	I believe the budget allocation is either poorly allocated or poorly justified and communicated. It is disheartening to see money spent on frivolous items (food, parties, and trips to Chicago) when that money could be used for retention efforts. It's possible that the money is being spent properly or according to restrictions, but without communicating that, perceptions are that it is misallocated.
	Certain employees have unusual, and unfounded, authority to help sway decisions. These employees are in support roles but make prescriptive suggestions for improvement that are unnecessary and just cause problems for the college.
	We need to do a better job with data: coding, collecting, analyzing and disseminating.
	I don't see as much racial diversity among faculty and administration. We need to actively pursue minority faculty to reflect the racial diversity of our student population.
	There appears to be some evidence of reverse discrimination.
	This is a highly racist, highly chauvinistic environment that is also, like the rest of Arkansas, distrusting, skeptical and dismissive of outsiders, particularly voices and minds raised in other parts of the country. PTC does not trust its African American educators with strong coursework or full time academic careers in ways that it trusts White men. This is in spite of the fact that the student body at the institution is composed largely of women and minorities.
	I personally do not feel that most employees are aware of the importance of cultural diversity in the institution.
	The college seems to forget that it is a community college. It has become too focused on programs for transfer to four-year institutions, and have all but forgotten that it has a duty to supply the community with students prepared for the workplace. For instance, forcing students to purchase uniforms does not help make them employable. Requirements to take transferable courses for a certificate (which can make a one year program into a two or three year commitment) does not help them get a job. This is why students leave the programs before completion. This may also be why the college has lost the support of the community as evidenced by failing to pass the most recent millage increase.

Table 2.	Continued
Factor	**Themes**

PTC is too reactive. We do not put our financial resources where our greatest needs are. There seems to be discord amongst the members of PEC. Administrators seem to be on different pages at times. No one seems to be running the committee structure and shared governance and no one will even take ownership of it. Certain administrators seem happy to sit back and oversee, but are unwilling to get their hands dirty to do actual management.

Committees are difficult to navigate with individuals often more interested in grandstanding than in participating in improving the college.

The direction of the college is being hijacked by individuals who are not experienced in the classroom or in working with students. Several key members of the administration team are being marginalized, and the college is suffering for it. All voices need to be considered in the decisions concerning academics and support services, not just one or two with questionable motives and experiential knowledge.

Administration seems to make decisions without consulting the faculty. We seem to be a top heavy institution.

There are still processes that are being implemented without the appropriate people being involved in their planning. For a college that is hurting for money, there are some very expensive solutions being pushed that are not necessary.

While we have a committee structure and shared governance, I feel most decisions are made in back rooms behind closed doors and the shared governance is simply a show.

It truly feels like our leaders do not know how to improve our enrollment and budgetary crises. Administration provides no concrete to do list, just more ineffective meetings, reports, forms, and processes that change from one day to the next which we can never seem to do right. It's all reactionary with little to no time given to complete requests with care and thoughtfulness, and then no tangible feedback is received. When feedback is given the data is wrong and cannot be trusted, so that we cannot actually make practical strides to improve. Meetings and forms are important tools when done right but here they feel like a cover up to the real issues. Right now, it's all rhetoric and pie-in-the-sky talk. A culture of fear and mistrust has been deeply established in employee morale. It does not even feel like one can professionally disagree without becoming targeted for disciplinary action. Supervisors talk out both sides of their mouths to appease the increasing hostile environment. Personally, this is as bleak as it gets.

Administration needs to listen to a diversity of voices prior to making decisions. The tail seems to be wagging the dog most of the time.

I am not always aware of changes coming until they've already been made.

Table 2.	Continued
Factor	**Themes**

Communication is an issue at any organization. I don't think administration is trying to keep anything from us, I just think we have yet to devise a vehicle for communicating. In some cases, it may be due to topics being discussed in PEC or QC, where it might be incorrectly assumed folks are taking the information back to people in their areas. It could also be that some things are not communicated because they are not thought to be of interest to others. Maybe there could be a communication list for things you wish to be notified about? We can't attend all of the meetings to keep up with what's going on, and the minutes (if posted) often lacking enough detail to understand the discussion.

I feel that my opinion is asked for, but ignored at the same time.

The lack of communication has created a rift in the college that has department against department and instructor against department heads. If the goal of administration was to tear down the fibers of the college, they have succeeded. Enrollment has fallen to the point I do not feel there is a recovery. I feel that this is a direct result of advertisement and attitude.

Communication is lacking when decisions are made.

Departments do not communicate well with each other. This is very frustrating to the students and does not look good on the college as a whole.

Communication is an issue. Transparency is an issue. Access to necessary information and data is problematic. There are unrealistic expectations placed on individuals, which creates a burden on the few to carry the bulk of the institutional work.

Least favorable is that I am doing the job of several different people because those positions were cut.

I feel there is not enough recognition given to all hard workers dedicated to doing their best. Recognition tends to be given to the same individuals and not so much for what they have done, but because of who they work for or who they are good friends with.

Staff employees are not given the respect they deserve. They are treated as under class and not needed.

The lack of fair treatment is least favorable.

Communication, customer service and morale continue to be issues that must be addressed at PTC. Progress, though, is happening.

The poor leadership and lack of action from the board at PTC has been detrimental to the college. Not only has employee morale been affected, but the morale of our students as well. Even the students have noticed the poor decisions of our administration and student numbers have dropped tremendously.

Table 2.	Continued
Factor	**Themes**

I don't think that the college takes technical trades seriously and invests enough in curriculum, tools and educators.

Faculty morale has plummeted the last four or five years. Thus, we have lost a large number of good, hard-working, student focused employees. I used to love my job and looked forward to returning in the fall. Now I dread it. We feel unappreciated and untrusted. We have had no significant raise in five years. Yet, more and more unnecessary administrative positions have been created and filled. The hiring, promotion, and firing practices are unethical. We are constantly told there is no money, yet we can send groups (mainly administrators) of people off to conferences for an extended time. We are given more and more duties to complete and meetings to attend and told if we don't like it, we can find our happy somewhere else. Administration says we are appreciated, but they are empty words. Additionally, decisions that should be made by faculty are now being made by people not qualified to make those decisions (mid-level administrators with no classroom experience). We are always having data shoved down our throats, but our IR department is a joke. You can't get data you ask for, just what they want you to have. Data without narrative can be pointless. It's just a depressing place to be.

I think there is an issue with confidentiality. I know from experience with my own personal issues. I also believe there is a lot of favoritism among areas here on campus.

Morale is low due to uncertainty about the future and the frustrations endemic as a result of being asked to do more with less. Improving retention of good employees should be a top priority.

Not everyone is open to new ideas and I find myself working in a negative atmosphere.

The college puts forth tremendous effort to meets the needs of the students. However, I feel that sometimes as they attempt to do so, the staff is overlooked and neglected in regards to safety and satisfaction. It seems as though the only thing that is important to the college and the administrators is making the numbers. I do understand that the number of the students is important because of funding.

The current administration has shown a definite lack of tact in dealing with employees and with the media. Telling employees to "seek happiness elsewhere", and telling the media that many of our students are enrolled for a check shows a real lack of leadership qualities.

Pulaski Tech is on the cusp of some innovative, student-centered, data driven goals. There's a core of administration, faculty and staff that "get the vision" and another group that is so afraid of change that they are willing to hinder progress. That latter group needs redirection.

Table 2.	Continued
Factor	**Themes**

With enrollment spiraling downward with no explanation, a state government less supportive of education, and faculty salaries stagnant for a number of years, it is hard to feel completely confident about the sustainability of the college.

There are still some factions embroiled in dissention that bleed out into the entire institution. It's very sad some individuals are so intent in stirring things up in such a negative manner. I wish communication was better between factions. I think some folks don't realize how their choices impact other stakeholders. It's not intentional. It's just the result of not being aware.

I feel the teamwork across divisions is lacking. I think there is some mistrust among people at PTC. I think there are some who feel it is ok to criticize openly and in front of others when it is not okay. This is an area that needs to be worked on. There are clusters of people who don't like other clusters of people, and it's obvious. It is completely unprofessional the way that we accept the bashing of team members. It needs to stop.

There is a lack of communication between departments. There is a department versus department mentality which does not promote a spirit of collaboration. It is normal to hear supervisors talking bad about other employees and other departments.

Cooperation among employees to get tasks done can be an issue when people are not willing to put aside their prejudices and focus on the needs of the students.

Despite regular discussion of demolishing silos, they are still rampant. This goes so far as to create a situation where some employees are unwilling to acknowledge the expertise and skills of others. Sometimes it feels people defend their turf first and work to solve the college's problems second.

Training on PTC policy and procedure for new employees is non-existent. As a result I feel that I am learning how to do things by getting slapped on the hand. It is clear that departments don't seem to want to help each other learn new things.

I do not see the organizational structure of the college in both academics and administration as being effectively and efficiently organized.

Least favorable are the lack of promotion, benefits and inclusion in decision making for adjuncts.

Not receiving information from the school on topics like the proposed merger is least favorable.

Administration needs to be consistent with policies among themselves as well as the rest of the college.

Table 2.	Continued
Factor	**Themes**

Some administrators are not qualified for the positions they hold. The people holding these positions do not have the work or educational qualifications to have been selected for these positions through the process used to hire most of the employees. They do not understand higher education and how the professionals in this field work together to support students and their success.

Many feel upper administration are divided into camps with clashing personalities taking the lead. While differences of opinion will naturally arise between intelligent leaders, the troops should receive a unified message in order to be inspired to follow. The especially difficult time we are facing financially is reason enough to cause some to leave; but, the loss of any indispensable talent due to lack of confidence in leadership is unconscionable.

Communication from administration to faculty and staff is lacking and it is widely known. There is instability among the employees because we know that funding is an important issue and we wonder how this will affect our jobs at the college. Power plays and struggles between key members of the administration, faculty and staff are unprofessional and should be dealt with appropriately before it results in more discourse.

Poor accountability for faculty and some staff is least favorable. Work is often missed and goes unreported. This practice is condoned by many administrators. Expectations are low and faculty and staff work to that level. Personnel has no consistent policy and appears to be driven by someone not familiar with higher education.

When an employee does something wrong, instead of punishing that person, administration tends to create policies that affect the entire campus. It doesn't get the point across to the people who actually need it, and it negatively affects the people who actually follow rules and do what they are supposed to do.

There is still some feeling that if you have the right person's ear, rules can be bent or changed at the expense of sound judgement. Also, too many people use the "busy" card to justify not completing work on time, or not fulfilling their responsibilities.

Fairness in handling employee concerns and problems and a lack of support on many levels is least favorable.

Departments are not consistent in applying the rules and procedures. The paper workload the last year has increased substantially; we are often given short notice on needing to get administrative tasks completed (assessment, FEP, etc.). It seems like faculty are constantly taking on more work.

An assessment of individual responsibilities is needed, especially for those that have been in the same position for some time.

Table 2.   Continued

Factor	Themes

While I can appreciate the current efforts to standardize hiring rubrics, Human Resource personnel who are present in interviews should immediately inform committees when there are problems with the interview process and model open and honest communication with those who are hiring. It's very difficult to feel supported by Human Resources when the Human Resources staff appear to be subversive and unwilling to be assertive on the front end of the hiring process.

The FEP process is ridiculously complex, and makes us feel as though it is harder to keep our jobs than it is to get the job done in the first place. I am a professional and an expert in my field and that is what I was hired for. It's insulting to have to continually prove it over and over and over again.

I find that when problems are identified within the leadership at the college that those problems are blatantly ignored, as if someone is afraid to admit that a mistake was made and remedy that situation. The resulting environment is toxic. When employees are seen to have behaved unethically and inappropriately and nothing is done about that behavior, what faith is left for others at the college?

We need fair hiring policies. It is not fair when employees leave PTC and then are hired back soon after at a higher pay.

I do not feel the newly revised FEP shows an appropriate measure of my teaching abilities. The institution needs to re-instate the point system.

One of the areas that I am not satisfied with is the college's hiring practices. When an employee applies for a position, he/she should be notified that the position has been filled, instead of hearing about it from another employee. This makes the employee feel unappreciated. Proper hiring procedures should be followed at all times.

Supervisory Relationships (n=17)

My supervisor does not always seek our ideas about project details that a previous supervisor shared with us. I would like for her/him to include us in activities and believe it would free her/him up to do less of the grunt work.

I know from being hired again for the next school year that my work must be satisfactory but I do not receive any specific feedback on how I am doing as an instructor.

Low supervision, extra work, and hiring instructors with a lack of teaching experience will lead to a poor quality course.

I and other employees have gone to our supervisor about projects we are in charge of and she/he has not given us free reign within appropriate boundaries for those projects. She/He delegates them to us, but then micromanages and tells us we cannot do specific things that are really a matter of preference and creativity.

Table 2.	Continued
Factor	**Themes**

My supervisor is often preoccupied with issues outside of work and there are times when I will repeat something pertaining to work several times before he/she responds or I am simply ignored. This supervisor often vents about employees with anyone who appears in the doorway, but rarely openly addresses the problem with the employee. He/she will be supportive of my decisions as a supervisor but then will subsequently play good cop with the employee in question and make me appear to the bad cop even if he/she fully agreed with my position and reasoning. Usually, an office policy will be instated for everyone in lieu of addressing a problem with an individual directly.

Turnaround time from my supervisor via e-mails is horrific. I hear back when I have had to e-mail back again asking the same questions. I never hear from chair even when I have cc'd her/him on e-mails. She/He has waited until the last minute to make changes on a teacher's syllabus, which is unbelievable. She/He has enabled our students to not push themselves or be held accountable for their actions, which astonishes me. It is wrong that she/he has taken away the autonomy of professors' syllabus, teaching style, etc. She/He has filled positions with unqualified adjunct professors because the current professors are full time. Not letting faculty know which classes they will be teaching is untimely (talking about when the class will be held). Micromanaging is not good, procrastination is at a very high level, and not backing professors with students (when it is clear the professor is correct) is so disheartening. These things are all disheartening.

I know money is tight but it would be nice if there were funds available for staff to travel for professional development.

Teamwork (n=3)	*Team members need to be held more accountable for their work. Too many staff and faculty members are not concerned with getting their jobs done. They have no sense of accountability or urgency. This climate must be changed for this institution to remain effective.*
Student Focus (n=24)	*If a class is the end of a program, the class should be allowed to continue with less than the required numbers so students are not delayed an extra year waiting for enough students to enroll or the class to be offered again.*
	I worry we get so bogged down in how things are that we forget to change. Our website and application process are extremely difficult to navigate. We lose students who just can't find the information they need. We have people who work directly with students who treat them in an unprofessional manner. We have forgotten who our "clients" are. There needs to be more cooperation between faculty and staff. We are too small of an institution to be so separate in our decision-making and mission.

Table 2.	Continued
Factor	**Themes**

The area I find least favorable is staff working with the veterans. I think at PTC, there should be a staff member working with the veterans who can relate to their needs and assists them as needed.

The recent push to have us meet a certain pass rate makes us feel like we have to arbitrarily pass students along rather than hold them to high standards, or face the threat of losing our jobs because our pass rate isn't high enough. If Pulaski Tech is to improve as a higher education institution and also to improve its image as a higher education institution, lowering academic standards just to get percentages up is not the way to do it.

I don't know how this can be fixed, but I don't feel students take full advantage of opportunities that are available to them, such as computer labs, tutors, etc.

Student life on campus can improve by creating a space for students to have time for recreation activities.

I feel that the level of academic rigor at Pulaski Technical College is lacking. In fact, we have a reputation of having less demanding expectations than our surrounding universities. I know that this is due in part to the more under-prepared students that we serve. Furthermore, there is rampant abuse of financial aid among many of our students. Some attempts have been made to discourage it, but it still continues. Consequently, this has really affected our institutional pass rates as many students simply enroll to take advantage of the financial aid opportunities without any intention of progressing academically.

It is demoralizing to work very hard for my students, then to hear them tell of other faculty that cancel lots of classes, such as those on Fridays. Similarly, it is also unfavorable to hear of the instructors only providing worksheets in lab classes, completely ignoring the students' needs and the opportunity for engaging them.

The school is more concerned about what faculty, staff, and administration need to the extent that they have lost the focus of the community college. It becomes concerning when your demographics are majority minorities and all of your students only see Whites in administrative positions. The institution needs to teach everyone about being culturally sensitive to the needs of the students as well as faculty and staff.

Even though I feel that the college is concerned with providing quality education, it is very frustrating that we do not have a job placement office. We have "technical college" in our name and as part of our mission. We are to prepare students for the workforce, yet we provide nothing to assist the students in finding jobs.

Table 2.	Continued
Factor	Themes

Other (n=29)   <u>Compensation</u>

I have not had a raise in seven years. This is disheartening and leads to low morale.

Faculty salaries are not equitable. Not all faculty have the appropriate credentials to be teaching. Administration appears to be top-heavy, particularly in salaries.

Faculty raises have not been seen in at least three years. I don't consider a few hundred dollars a raise.

I'm afraid I have to address the lack of raises in salary. As far as I know, there have been no raises for faculty in seven years or so.

No increase in pay for adjunct faculty in five years is least favorable.

Classified staff are extremely underpaid. Faculty are compensated for earning higher degrees, but staff are not compensated. Years ago, staff were compensated for earning higher degrees, but now they are not. Staff should be allowed to earn more money as well.

We have not received a raise in several years, and the last one was only a couple hundred. There is little incentive to teach to the highest standards, yet more demands are placed on faculty. PTC has lost quality instructors to other institutions because of this.

<u>Facilities</u>

I see things that need to be cleaned up, but nobody pays any mind to it. These campuses have so much potential and it is always put on one department to clean up. There should be a plan in place to do a major cleanup on all campuses each semester and everyone should be involved. This is where we work and it represents us.

Maintaining buildings seems to be non-existent. I see rips in the carpet that have been there for years and nothing is done. Floors are filthy. Hallways may be waxed, but classrooms in my building have not been waxed in probably two years or more. They are not even mopped. When they do wax floors, care is not taken to remove lint and debris so they look as though it was done with a cat's tail. I wouldn't accept that in my home, and I don't understand why we would find that acceptable here.

<u>Technology</u>

My biggest complaint is that there is a growing number of Macintosh computers on the campus, and there is currently no IT professional (full time or contracted) to deal with any problems that may arise.

IT support is not timely.

Table 2.	Continued
Factor	**Themes**
	For a technical college, the technology is very erratic. Things work and then don't work. There is little to no consistency as to what rooms work and why. This is frustrating for the teachers and students, and it sets a poor example.