

Campus Climate Survey Summary Report

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INTRODUCTION

The Personal Assessment of the College Environment (PACE) Campus Climate survey was administered to full and part time employees at Pulaski Technical College (PTC) for the first time in the spring of 2016. The survey's purpose was to obtain an estimate of employee satisfaction with the College climate. The survey was available electronically, and all full and part time PTC employees received a link to the survey via email. A total of 351 (52.4%) employees completed the survey.

Respondents were asked to rate satisfaction with statements about the College using a 5-point scale. Items on the PACE instrument are organized into four climate factors: Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork. Respondents were also asked to respond to 20 custom items designed specifically for Pulaski Technical College. Finally, respondents were given the opportunity to provide comments regarding the most favorable and least favorable aspects of PTC. The results of the survey will be used to establish baselines and targets for improvement. The College will continue to assess employee satisfaction with PTC's climate and culture by administering the survey in the spring of even numbered years.

This report is intended to provide a high level overview of the survey results, including response results, relevant comparison data, a summary of qualitative feedback, and high level analysis. The full report of results as provided by NILIE is available on the IRPE website: [Campus Climate Survey Results](#).

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CLASSIFICATION OF RESPONDENTS

Survey respondents were asked to provide demographic information, including their employment classification (faculty, administrator, staff), employment status (full or part time), and other demographic items. Figures 1 and 2 provide the distribution of respondents based on classification and employment status. A total of 351 (52.4%) PTC employees completed the survey.

Figure 1: Respondent Personnel Classification

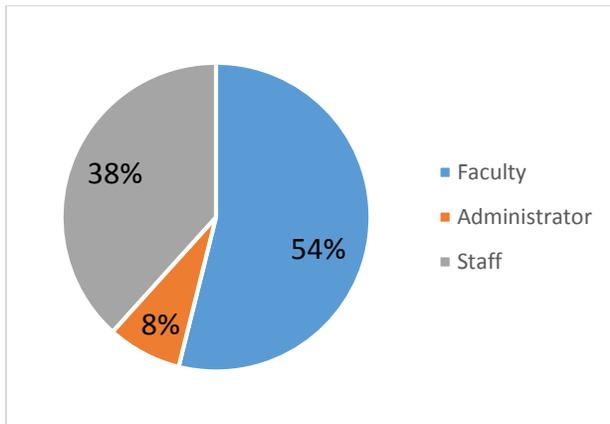
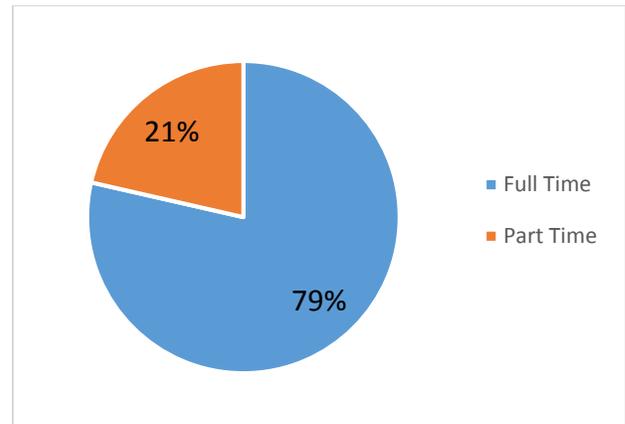


Figure 2: Respondent Employment Status



OVERALL EMPLOYEE SATISFACTION

The overall results for employee satisfaction at PTC showed a mean score of **3.548**. The figures below show further disaggregation of this score. Figure 3 provides the overall score and the mean score for each personnel classification. Staff rated the overall climate highest at 3.609 while faculty responded with the lowest rating of 3.507.

Figure 3: Satisfaction Score by Personnel Classification

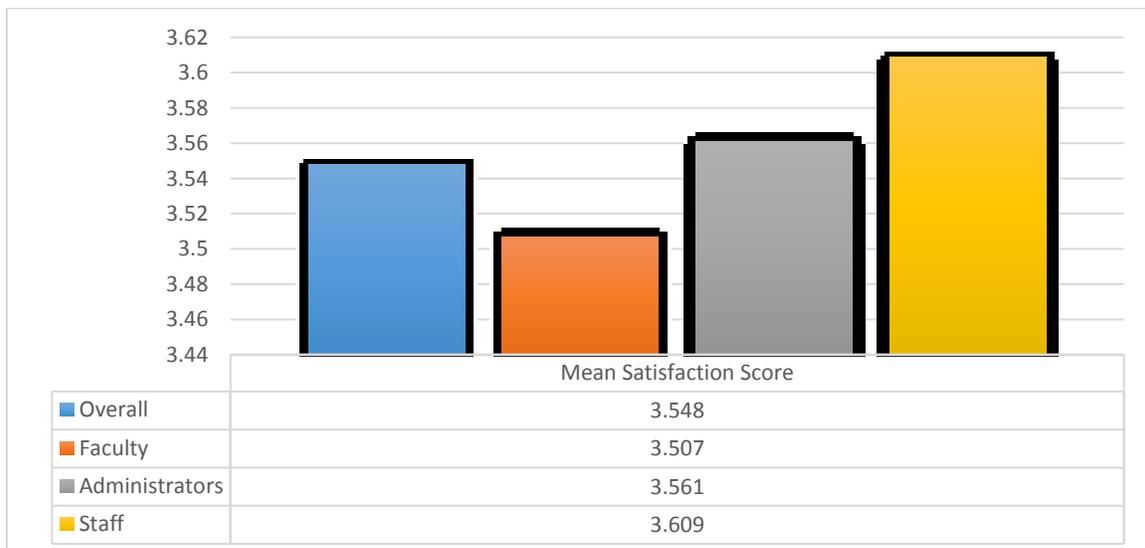
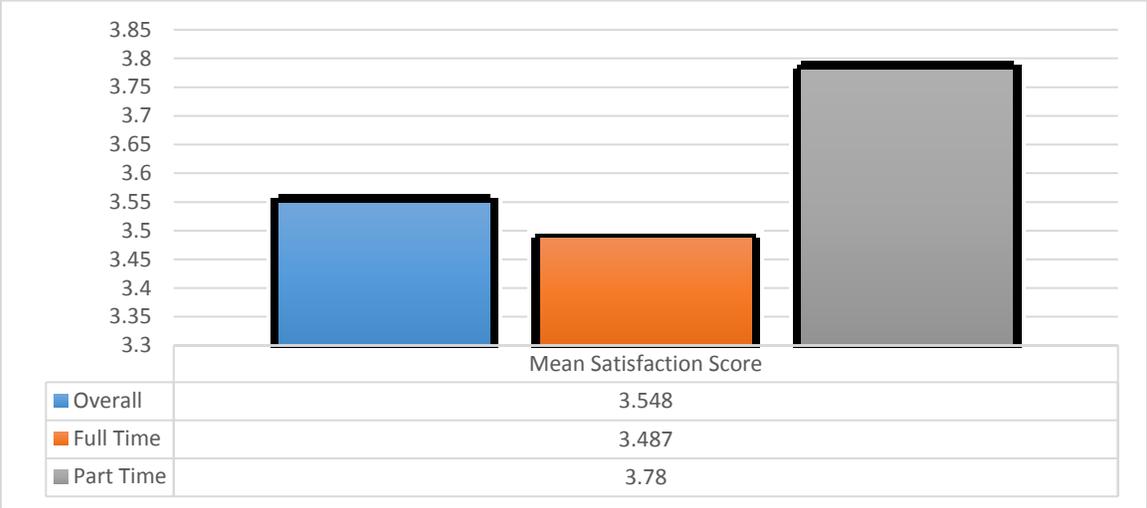


Figure 4 shows the overall score and the mean score by full or part time employment status. Part time employees reported a higher satisfaction rating (3.780) compared to full time employees (3.487).

Figure 4: Satisfaction Score by Employment Status



CLIMATE FACTOR MEAN COMPARISONS

The PACE survey instrument contains 46 items that are organized based on the following climate factors: Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork. Figure 5 shows the overall mean scores for each climate factor.

Figure 5: Mean Score by Climate Factor

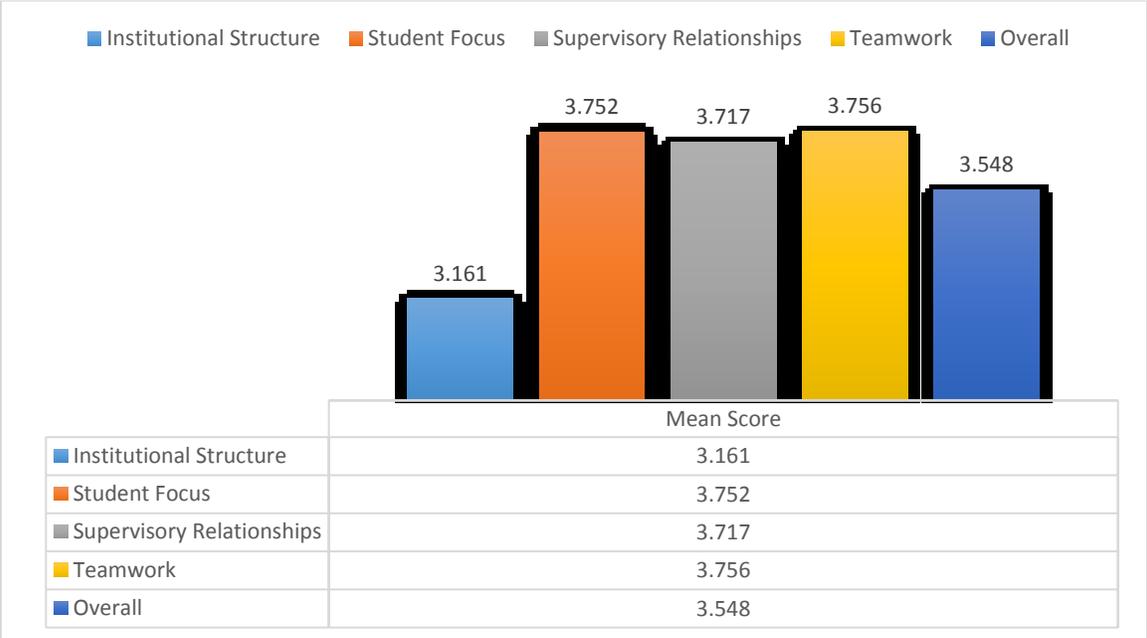
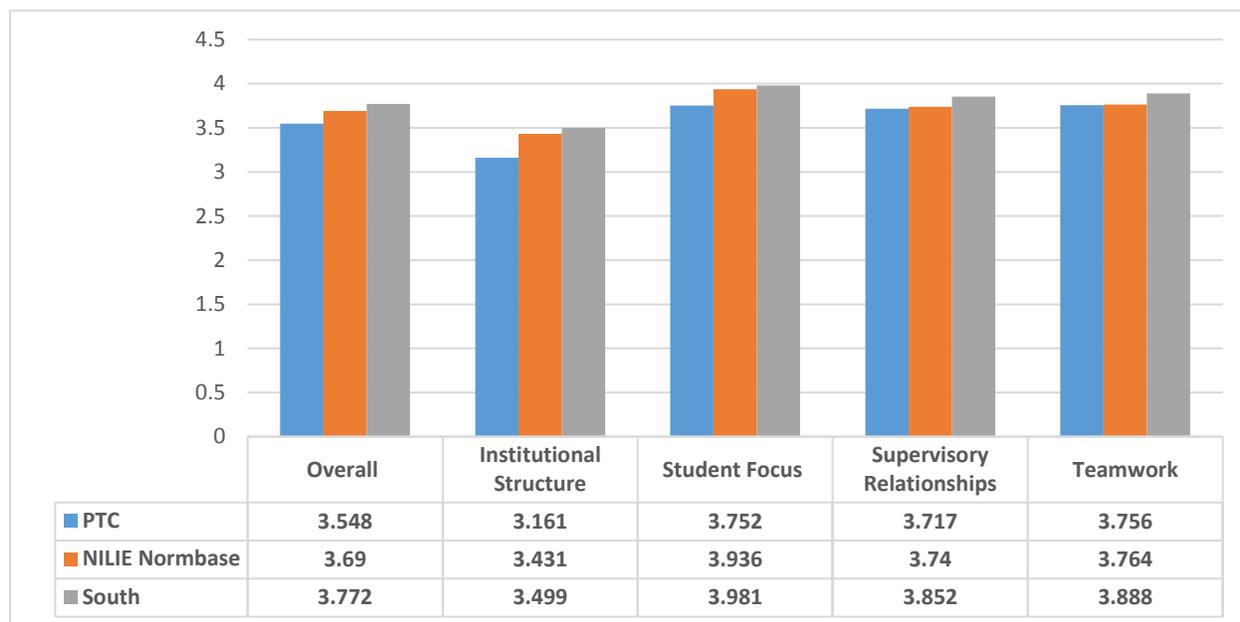


Figure 6 shows overall and climate factor mean scores compared to the NILIE Normbase comparison group. PTC has a lower overall mean score than the comparison group and lower scores in each climate factor. The climate factors of Institutional Structure and Student Focus show the most significant difference when compared to the NILIE Normbase comparison group.

Figure 6: Overall and Climate Factor Mean Score Comparisons



INSTITUTIONAL STRUCTURE

The Institutional Structure climate factor is described by NILIE as “focus[ing] on the mission, leadership, spirit of cooperation, structural organization, decision-making, and communication within the institution.” The overall mean score for the Institutional Structure factor at PTC is **3.161**.

Institutional Structure was the lowest scoring factor within the PACE survey instrument. PTC’s overall mean score for Institutional Structure (**3.161**) is significantly low compared to the NILIE Normbase mean score of 3.431. Every item under this climate factor resulted in a negative effect size.

Frequencies

Table 1 shows the distribution of responses for each item within the Institutional Structure climate factor. The table shows the number of responses (#), the percentage of respondents who answered “very dissatisfied” or “dissatisfied”, and the percentage of respondents who answered “satisfied” or “very satisfied” for each item. “Neutral” responses were excluded from calculations. Further disaggregated distributions can be found in the full Campus Climate Survey results report available on the IRPE website.

Table 1: Institutional Structure Frequency Distributions

<i>The extent to which...</i>		<i>%</i>	
1	the actions of this institution reflect its mission	Dissatisfied	18%
		Satisfied	82%

<i>The extent to which...</i>			%
4	decisions are made at the appropriate level at this institution	Dissatisfied	51%
		Satisfied	49%
5	the institution effectively promotes diversity in the workplace	Dissatisfied	22%
		Satisfied	78%
6	administrative leadership is focused on meeting the needs of students	Dissatisfied	27%
		Satisfied	73%
10	information is shared within the institution	Dissatisfied	53%
		Satisfied	47%
11	institutional teams use problem- solving techniques	Dissatisfied	38%
		Satisfied	62%
15	I am able to appropriately influence the direction of this institution	Dissatisfied	56%
		Satisfied	44%
16	open and ethical communication is practiced at this institution	Dissatisfied	51%
		Satisfied	49%
22	this institution has been successful in positively motivating my performance	Dissatisfied	44%
		Satisfied	56%
25	a spirit of cooperation exists at this institution	Dissatisfied	50%
		Satisfied	50%
29	institution-wide policies guide my work	Dissatisfied	24%
		Satisfied	76%
32	this institution is appropriately organized	Dissatisfied	54%
		Satisfied	46%
38	I have the opportunity for advancement within this institution	Dissatisfied	60%
		Satisfied	40%
41	I receive adequate information regarding important activities at this institution	Dissatisfied	33%
		Satisfied	67%
44	my work is guided by clearly defined administrative processes	Dissatisfied	35%
		Satisfied	65%

Items that resulted in at least 75% of respondents reporting satisfaction include the extent to which:

- actions of PTC reflect its mission, 82% (#1)
- PTC effectively promotes diversity in the workplace, 78% (#5)
- institution-wide policies guide my work, 76% (#29)

Items that resulted in over 50% of respondents reporting dissatisfaction include the extent to which:

- I have the opportunity to for advancement within PTC, 60% (#38)
- I am able to appropriately influence the direction of PTC, 56% (#15)
- PTC is appropriately organized, 54% (#32)
- Information is shared within the institution, 53% (#10)
- Open and ethical communication is practiced at PTC, 51% (#16)
- Decisions are made at the appropriate level, 51% (#4)

It should also be noted that only 50% of respondents that provided an opinion believe that a spirit of cooperation exists at the institution.

Item Mean Comparisons

Table 2 reports the mean score for each item within the Institutional Structure climate factor. The gray column shows PTC's data, including the number of respondents (n) and the mean score for each item. The other column presents the mean score for the NILIE Normbase comparison group with the corresponding statistical significance and effect size.

Statistical significance is reported in three levels: $p < .05$ (*), $p < .01$ (**), and $p < .001$ (***). The effect size illustrates the size of the difference between PTC's mean score and the NILIE Normbase mean score. A negative effect size shows that PTC's mean is less than the NILIE Normbase mean, while a positive effect size shows that PTC's mean is higher than NILIE Normbase mean. Data for two additional comparison groups can be found in the full Campus Climate Survey results report available on the IRPE website.

Table 2: Institutional Structure Mean Score Comparisons

<i>The extent to which...</i>		PTC	NILIE Normbase		
		Mean	Mean	Sig.	Effect size
1	the actions of this institution reflect its mission	3.601	3.771	**	-0.161
4	decisions are made at the appropriate level at this institution	2.971	3.270	***	-0.250
5	the institution effectively promotes diversity in the workplace	3.598	3.796	***	-0.181
6	administrative leadership is focused on meeting the needs of students	3.503	3.657	*	-0.129
10	information is shared within the institution	2.939	3.208	***	-0.213
11	institutional teams use problem-solving techniques	3.156	3.406	***	-0.246
15	I am able to appropriately influence the direction of this institution	2.836	3.126	***	-0.246
16	open and ethical communication is practiced at this institution	2.909	3.313	***	-0.326
22	this institution has been successful in positively motivating my performance	3.114	3.408	***	-0.237
25	a spirit of cooperation exists at this institution	2.982	3.357	***	-0.306
29	institution-wide policies guide my work	3.447	3.644	***	-0.192
32	this institution is appropriately organized	2.880	3.271	***	-0.329
38	I have the opportunity for advancement within this institution	2.702	3.105	***	-0.315
41	I receive adequate information regarding important activities at this institution	3.324	3.588	***	-0.230
44	my work is guided by clearly defined administrative processes	3.277	3.444	**	-0.144

The extent to which the actions of this institution reflect its mission and effectively promotes diversity were the two highest mean scores at **3.601** and **3.598** respectively. The lowest mean score was **2.702** for satisfaction with advancement opportunity.

The most significant effect size was **-.329** for the item on appropriate organization of the institution. The item on the practice of open and ethical communication at the institution followed closely with a negative effect size of **-.326**.

Qualitative Responses

Survey respondents were given the opportunity to write comments about the most favorable and least favorable aspects of PTC. These qualitative responses were coded to align with specific items on the PACE Survey. Tables 3 and 4 provide sample comments related to items within the Institutional Structure climate factor.

Table 3: Institutional Structure: Most Favorable Qualitative Responses

Institutional Structure: Most Favorable Responses (n=43) Sample Comments:
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.
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.

Institutional Structure: Most Favorable Responses (n=43)

Sample Comments:

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.

Table 4: Institutional Structure: Least Favorable Qualitative Responses

Institutional Structure: Least Favorable Responses (n=159)

Sample Comments:

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.

Institutional Structure: Least Favorable Responses (n=159)

Sample Comments:

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.

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.

Institutional Structure: Least Favorable Responses (n=159)

Sample Comments:

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.

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.

Institutional Structure: Least Favorable Responses (n=159)

Sample Comments:

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 meet 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.

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 dissension 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.

Institutional Structure: Least Favorable Responses (n=159)

Sample Comments:

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.

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.

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.

Institutional Structure: Least Favorable Responses (n=159)

Sample Comments:

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.

STUDENT FOCUS

The Student Focus climate factor is described by NILIE as “consider[ing] the centrality of students to the actions of the institution as well as the extent to which students are prepared for post-institution endeavors.” The overall mean score for the Student Focus factor at PTC is **3.752**.

Frequencies

Table 5 shows the distribution of responses for each item within the Student Focus climate factor. The table shows the number of responses (#), the percentage of respondents who answered “very dissatisfied” or “dissatisfied”, and the percentage of respondents who answered “satisfied” or “very satisfied” for each item. “Neutral” responses were excluded from calculations. Further disaggregated distributions can be found in the full Campus Climate Survey results report available on the IRPE website.

Table 5: Student Focus Frequency Distributions

<i>The extent to which...</i>			<i>%</i>
7	student needs are central to what we do	Dissatisfied	22%
		Satisfied	78%
8	I feel my job is relevant to this institution's mission	Dissatisfied	5%
		Satisfied	95%
17	faculty meet the needs of students	Dissatisfied	18%
		Satisfied	82%
18	student ethnic and cultural diversity are important at this institution	Dissatisfied	11%
		Satisfied	89%

<i>The extent to which...</i>			%
19	students' competencies are enhanced	Dissatisfied	16%
		Satisfied	84%
23	non-teaching professional personnel meet the needs of students	Dissatisfied	21%
		Satisfied	79%
28	classified personnel meet the needs of students	Dissatisfied	19%
		Satisfied	81%
31	students receive an excellent education at this institution	Dissatisfied	13%
		Satisfied	87%
35	this institution prepares students for a career	Dissatisfied	11%
		Satisfied	89%
37	this institution prepares students for further learning	Dissatisfied	11%
		Satisfied	89%
40	students are assisted with their personal development	Dissatisfied	13%
		Satisfied	87%
42	students are satisfied with their educational experience at this institution	Dissatisfied	13%
		Satisfied	87%

All items for the Student Focus climate factor resulted in greater than 75% of respondents reporting satisfaction. Neutral-excluded respondents rated the extent to which they feel their job is relevant to PTC's mission the highest with 95% reporting satisfaction.

Item Mean Comparisons

Table 6 reports the mean score for each item within the Student Focus climate factor. The gray column shows PTC's data, including the number of respondents (n) and the mean score for each item. The other column presents the mean score for the NILIE Normbase comparison group with the corresponding statistical significance and effect size.

Statistical significance is reported in three levels: $p < .05$ (*), $p < .01$ (**), and $p < .001$ (***). The effect size illustrates the size of the difference between PTC's mean score and the NILIE Normbase mean score. A negative effect size shows that PTC's mean is less than the NILIE Normbase mean, while a positive effect size shows that PTC's mean is higher than NILIE Normbase mean. Data for two additional comparison groups can be found in the full Campus Climate Survey results report available on the IRPE website.

Table 6: Student Focus Mean Score Comparisons

<i>The extent to which...</i>	PTC	NILIE Normbase		
	Mean	Mean	Sig.	Effect size
7 student needs are central to what we do	3.676	3.838	**	-0.140
8 I feel my job is relevant to this institution's mission	4.398	4.282	*	0.114
17 faculty meet the needs of students	3.662	3.901	***	-0.240
18 student ethnic and cultural diversity are important at this institution	3.859	3.968	*	-0.107
19 students' competencies are enhanced	3.617	3.861	***	-0.255

<i>The extent to which...</i>	PTC	NILIE Normbase		
	Mean	Mean	Sig.	Effect size
23 non-teaching professional personnel meet the needs of students	3.610	3.832	***	-0.216
28 classified personnel meet the needs of students	3.558	3.787	***	-0.235
31 students receive an excellent education at this institution	3.724	4.035	***	-0.321
35 this institution prepares students for a career	3.816	4.035	***	-0.226
37 this institution prepares students for further learning	3.792	4.026	***	-0.243
40 students are assisted with their personal development	3.691	3.836	**	-0.150
42 students are satisfied with their educational experience at this institution	3.599	3.835	***	-0.268

Again, respondents feel their job is relevant to PTC's mission as reflected by the high mean score of **4.398**. In fact, this mean score indicated a slightly statistical difference when compared to the NILIE Normbase with a positive effect size of **.114**. All other items for this climate factor resulted in a negative effect size when mean scores were compared to the NILIE Normbase.

Qualitative Responses

Survey respondents were given the opportunity to write comments about the most favorable and least favorable aspects of PTC. These qualitative responses were coded to align with specific items on the PACE Survey. Tables 7 and 8 provide sample comments related to items within the Student Focus climate factor.

Table 7: Student Focus: Most Favorable Qualitative Responses

Most Favorable Responses (n=64) Sample Comments:
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.

Most Favorable Responses (n=64)

Sample Comments:

I feel this is a quality learning environment for the specialty in which I teach. Students are valued at PTC.

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.

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.

Most Favorable Responses (n=64) Sample Comments:
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.

Table 8: Student Focus: Least Favorable Qualitative Responses

Least Favorable Responses (n=24) Sample Comments:
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.
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.

Least Favorable Responses (n=24)

Sample Comments:

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.

SUPERVISORY RELATIONSHIPS

The Supervisory Relationships climate factor is described by NILIE as "provid[ing] insight into the relationship between an employee and a supervisor and an employee's ability to be creative and express ideas related to the employee's work." The overall mean score for the Supervisory Relationships factor at PTC is **3.717**.

Frequencies

Table 9 shows the distribution of responses for each item within the Supervisory Relationships climate factor. The table shows the number of responses (#), the percentage of respondents who answered "very dissatisfied" or "dissatisfied", and the percentage of respondents who answered "satisfied" or "very satisfied" for each item. "Neutral" responses were excluded from calculations. Further disaggregated distributions can be found in the full Campus Climate Survey results report available on the IRPE website.

Table 9: Supervisory Relationships Frequency Distributions

<i>The extent to which...</i>			%
2	my supervisor expresses confidence in my work	Dissatisfied	12%
		Satisfied	88%
9	my supervisor is open to the ideas, opinions, and beliefs of everyone	Dissatisfied	18%
		Satisfied	82%
12	positive work expectations are communicated to me	Dissatisfied	23%
		Satisfied	77%
13	unacceptable behaviors are identified and communicated to me	Dissatisfied	22%
		Satisfied	78%
20	I receive timely feedback for my work	Dissatisfied	26%
		Satisfied	74%
21	I receive appropriate feedback for my work	Dissatisfied	23%
		Satisfied	77%
26	my supervisor actively seeks my ideas	Dissatisfied	27%
		Satisfied	73%

<i>The extent to which...</i>			%
27	my supervisor seriously considers my ideas	Dissatisfied	22%
		Satisfied	78%
30	work outcomes are clarified for me	Dissatisfied	31%
		Satisfied	69%
34	my supervisor helps me to improve my work	Dissatisfied	18%
		Satisfied	82%
39	I am given the opportunity to be creative in my work	Dissatisfied	17%
		Satisfied	83%
45	I have the opportunity to express my ideas in appropriate forums	Dissatisfied	29%
		Satisfied	71%
46	professional development and training opportunities are available	Dissatisfied	15%
		Satisfied	85%

Most neutral-excluded respondents believe their supervisor expresses confidence in their work with 88% reporting satisfaction on this item. Almost all items on this climate factor resulted in over 75% of respondents reporting satisfaction. The Items that results in less than 75% of respondents reporting satisfaction include the extent to which:

- Work outcomes are clarified for me, 69% (#30)
- I have the opportunity to express my ideas in appropriate forums, 71% (#45)
- My supervisor actively seeks my ideas, 73% (#26)
- I receive timely feedback for my work, 74% (#20)

Item Mean Comparisons

Table 10 reports the mean score for each item within the Supervisory Relationships climate factor. The gray column shows PTC's data, including the number of respondents (n) and the mean score for each item. The other column presents the mean score for the NILIE Normbase comparison group with the corresponding statistical significance and effect size.

Statistical significance is reported in three levels: $p < .05$ (*), $p < .01$ (**), and $p < .001$ (***). The effect size illustrates the size of the difference between PTC's mean score and the NILIE Normbase mean score. A negative effect size shows that PTC's mean is less than the NILIE Normbase mean, while a positive effect size shows that PTC's mean is higher than NILIE Normbase mean. Data for two additional comparison groups can be found in the full Campus Climate Survey results report available on the IRPE website.

Table 10: Supervisory Relationships Mean Score Comparisons

<i>The extent to which...</i>	PTC	NILIE Normbase		
	Mean	Mean	Sig.	Effect size
2 my supervisor expresses confidence in my work	4.209	4.080	*	0.110
9 my supervisor is open to the ideas, opinions, and beliefs of everyone	3.974	3.967		
12 positive work expectations are communicated to me	3.617	3.661		
13 unacceptable behaviors are identified and communicated to me	3.571	3.608		

<i>The extent to which...</i>		PTC	NILIE Normbase		
		Mean	Mean	Sig.	Effect size
20	I receive timely feedback for my work	3.544	3.613		
21	I receive appropriate feedback for my work	3.601	3.648		
26	my supervisor actively seeks my ideas	3.624	3.685		
27	my supervisor seriously considers my ideas	3.757	3.755		
30	work outcomes are clarified for me	3.390	3.615	***	-0.207
34	my supervisor helps me to improve my work	3.764	3.685		
39	I am given the opportunity to be creative in my work	3.816	3.912		
45	I have the opportunity to express my ideas in appropriate forums	3.422	3.602	**	-0.157
46	professional development and training opportunities are available	3.925	3.727	**	0.168

The mean scores for items rating the extent to which respondents believe their supervisor expresses confidence in their work, **4.209**, and that professional development opportunities are available, **3.925** both indicated a positive effect size when compared to the NILIE Normbase.

The mean scores for the following items resulted in a negative effect size when compared to the NILIE Normbase:

- Work outcomes are clarified, **3.390**
- I have the opportunity to express my ideas in appropriate forums, **3.422**

Qualitative Responses

Survey respondents were given the opportunity to write comments about the most favorable and least favorable aspects of PTC. These qualitative responses were coded to align with specific items on the PACE Survey. Tables 11 and 12 provide sample comments related to items within the Student Focus climate factor.

Table 11: Supervisory Relationships: Most Favorable Qualitative Responses

Most Favorable Responses (n=36)
Sample Comments:
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.

Most Favorable Responses (n=36) Sample Comments:
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.
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.

Table 12: Supervisory Relationships: Least Favorable Qualitative Responses

Least Favorable Responses (n=17) Sample Comments:
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.
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.

Least Favorable Responses (n=17)

Sample Comments:

"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

The Teamwork climate factor is described by NILIE as "explor[ing] the spirit of cooperation within work teams and effective coordination within teams." The overall mean score for the Teamwork factor at PTC is **3.756**.

Frequencies

Table 13 shows the distribution of responses for each item within the Teamwork climate factor. The table shows the number of responses (#), the percentage of respondents who answered "very dissatisfied" or "dissatisfied", and the percentage of respondents who answered "satisfied" or "very satisfied" for each item. "Neutral" responses were excluded from calculations. Further disaggregated distributions can be found in the full Campus Climate Survey results report available on the IRPE website.

Table 13: Teamwork Frequency Distributions

<i>The extent to which...</i>		%	
3	there is a spirit of cooperation within my work team	Dissatisfied	20%
		Satisfied	80%
14	my primary work team uses problem- solving techniques	Dissatisfied	18%
		Satisfied	82%
24	there is an opportunity for all ideas to be exchanged within my work team	Dissatisfied	22%
		Satisfied	78%
33	my work team provides an environment for free and open expression of ideas, opinions and beliefs	Dissatisfied	22%
		Satisfied	78%
36	my work team coordinates its efforts with appropriate individuals and teams	Dissatisfied	18%
		Satisfied	82%
43	a spirit of cooperation exists in my department	Dissatisfied	19%
		Satisfied	81%

Most neutral-excluded respondents rated the items under the Teamwork climate factor quite high with only two items being rated at 78%.

Item Mean Comparisons

Table 14 reports the mean score for each item within the Teamwork climate factor. The gray column shows PTC’s data, including the number of respondents (n) and the mean score for each item. The other column presents the mean score for the NILIE Normbase comparison group with the corresponding statistical significance and effect size.

Statistical significance is reported in three levels: $p < .05$ (*), $p < .01$ (**), and $p < .001$ (***). The effect size illustrates the size of the difference between PTC’s mean score and the NILIE Normbase mean score. A negative effect size shows that PTC’s mean is less than the NILIE Normbase mean, while a positive effect size shows that PTC’s mean is higher than NILIE Normbase mean. Data for two additional comparison groups can be found in the full Campus Climate Survey results report available on the IRPE website.

Table 14: Teamwork Mean Score Comparisons

	<i>The extent to which...</i>	PTC	NILIE Normbase		
		Mean	Mean	Sig.	Effect size
3	there is a spirit of cooperation within my work team	3.878	3.839		
14	my primary work team uses problem-solving techniques	3.748	3.779		
24	there is an opportunity for all ideas to be exchanged within my work team	3.660	3.717		
33	my work team provides an environment for free and open expression of ideas, opinions and beliefs	3.688	3.741		
36	my work team coordinates its efforts with appropriate individuals and teams	3.712	3.766		
43	a spirit of cooperation exists in my department	3.826	3.759		

The highest mean score of **3.878** was for the item respondents rated the extent to which they reported satisfaction with there being a spirit of cooperation within their work team.

There were no statistically significant differences between PTC’s mean scores and those of the NILIE Normbase.

Qualitative Responses

Survey respondents were given the opportunity to write comments about the most favorable and least favorable aspects of PTC. These qualitative responses were coded to align with specific items on the PACE Survey. Tables 15 and 16 provide sample comments related to items within the Teamwork climate factor.

Table 15: Teamwork: Most Favorable Qualitative Responses

<p>Most Favorable Responses (n=50) Sample Comments:</p>
<p>I have always found my supervisors and support staff in the humanities department to be very supportive and helpful.</p>
<p>The employees that I work with are great team players and we all look out for each other.</p>
<p>The people that I work with in my area are great and really love their students. All of them are hard-working.</p>
<p>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.</p>
<p>The group of individuals I most often work with are able to express both positive and negative aspects of the working climate.</p>
<p>My department has weekly meetings to discuss upcoming and past events. We are encouraged to air any problems or concerns.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>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.</p>
<p>My department has been effective in collaborating and assessment. We are very effective in collecting data.</p>
<p>I feel the individuals I work with in the department make an effective team.</p>
<p>The division in which I work is well organized and works well together.</p>
<p>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.</p>
<p>I work within a department that believes in collaboration and saying, "Thank you." This means a lot.</p>
<p>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.</p>
<p>My work team is supportive and shares ideas freely. Within my department, our team works hard to support student needs.</p>
<p>Within my department, I feel that we are working toward the same positive goals, that my work matters, and that my ideas are heard.</p>

Most Favorable Responses (n=50)**Sample Comments:**

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.

Table 16: Teamwork: Least Favorable Qualitative Responses

Least Favorable Responses (n=3)**Sample Comments:**

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.

PTC CUSTOM ITEMS

The College identified 20 custom items that were added to the PACE survey instrument for PTC. These items are intended to supplement the standard PACE instrument questions and provide additional information about specific areas of the College. Resulting scores will be used to drive planning and continuous quality improvement efforts.

Frequency Distributions

Table 17 shows the distribution of responses for each PTC Custom Item. The table shows the number of responses (#), the percentage of respondents who answered “very dissatisfied” or “dissatisfied”, and the percentage of respondents who answered “satisfied” or “very satisfied” for each item. “Neutral” responses were excluded from calculations. Further disaggregated distributions can be found in the full Campus Climate Survey results report available on the IRPE website.

Table 17: Custom Items Frequency Distributions

<i>The extent to which...</i>			%
1	the College’s technology tools allow me to meet my job responsibilities efficiently	Dissatisfied	26%
		Satisfied	74%
2	IT services support my work	Dissatisfied	19%
		Satisfied	81%
3	employees address disagreements or problems in an open and assertive manner, rather than ignore or address them in a counter-productive way	Dissatisfied	58%
		Satisfied	42%
4	my supervisor resolves conflict in a fair manner	Dissatisfied	21%
		Satisfied	79%
5	hiring and promotion practices are fair and equitable	Dissatisfied	51%
		Satisfied	49%
6	the College’s employee benefits (e.g., medical, dental, work/life balance) meet my needs	Dissatisfied	38%
		Satisfied	62%
7		Dissatisfied	52%

<i>The extent to which...</i>			%
	my department has adequate financial resources to effectively provide high quality programs or services	Satisfied	48%
8	my department ensures effective management of its operations	Dissatisfied	16%
		Satisfied	84%
9	the College effectively manages and allocates financial resources	Dissatisfied	59%
		Satisfied	41%
10	I know how my work relates to the College's goals and priorities	Dissatisfied	12%
		Satisfied	88%
11	I am meaningfully involved in the College's planning process	Dissatisfied	44%
		Satisfied	56%
12	in my department, actions are taken to address employees who cannot or will not improve performance	Dissatisfied	32%
		Satisfied	68%
13	the employee evaluation process accurately measures my job performance	Dissatisfied	38%
		Satisfied	62%
14	I feel engaged in decision-making through the College's committee structure	Dissatisfied	50%
		Satisfied	50%
15	all employees are held accountable for achieving goals and meeting expectations	Dissatisfied	50%
		Satisfied	50%
16	the College provides a safe and secure working environment	Dissatisfied	11%
		Satisfied	89%
17	College employees are visibly supportive and trusting of their colleagues	Dissatisfied	40%
		Satisfied	60%
18	leaders have the knowledge, skills, and abilities necessary to be effective	Dissatisfied	34%
		Satisfied	66%
9	campus facilities (e.g., offices, classrooms, labs) meet the needs of College employees and students	Dissatisfied	26%
		Satisfied	74%
20	the College has established policies and processes that ensure the ethical behavior of all employees	Dissatisfied	31%
		Satisfied	69%

Items that resulted in at least 75% of respondents reporting satisfaction include the extent to which:

- The College provides a safe and secure working environment, 89% (#16)
- I know how my work relates to the College's goals and priorities, 88% (#10)
- My department ensures effective management of its operations, 84% (#8)
- IT services support my work, 81% (#2)
- My supervisor resolves conflict in a fair manner, 79% (#4)

Items that resulted in over 50% of respondents reporting dissatisfaction include the extent to which:

- PTC effectively manages and allocates financial resources, 41% (#9)
- Employees address disagreements or problems in an open and assertive manner, rather than ignore or address them in a counter-productive way, 42% (#3)

- My department has adequate financial resources to effectively provide high quality programs or services, 48% (#7)
- Hiring and promotion practices are fair and equitable, 49%, (#5)

The following two items resulted in a 50/50 split between the percentage of neutral-excluded respondents reporting satisfaction and dissatisfaction:

- I feel engaged in decision-making through the College’s committee structure (#14)
- All employees are held accountable for achieving goals and meeting expectations (#15)

Item Mean Scores

Table 18 reports the mean score for each of the PTC Custom items. The first column shows the number of respondents (N) followed by the mean score. Because the items are unique to PTC, comparison data is not available.

Table 18: PTC Custom Item Mean Scores

	<i>The extent to which...</i>	Mean
1	the College’s technology tools allow me to meet my job responsibilities efficiently	3.480
2	IT services support my work	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	2.782
4	my supervisor resolves conflict in a fair manner	3.710
5	hiring and promotion practices are fair and equitable	2.868
6	the College’s employee benefits (e.g., medical, dental, work/life balance) meet my needs	3.165
7	my department has adequate financial resources to effectively provide high quality programs or services	2.913
8	my department ensures effective management of its operations	3.740
9	the College effectively manages and allocates financial resources	2.754
10	I know how my work relates to the College’s goals and priorities	3.913
11	I am meaningfully involved in the College’s planning process	3.014
12	in my department, actions are taken to address employees who cannot or will not improve performance	3.294
13	the employee evaluation process accurately measures my job performance	3.183
14	I feel engaged in decision-making through the College’s committee structure	2.903
15	all employees are held accountable for achieving goals and meeting expectations	2.908
16	the College provides a safe and secure working environment	3.900
17	College employees are visibly supportive and trusting of their colleagues	3.143
18	leaders have the knowledge, skills, and abilities necessary to be effective	3.210
19	campus facilities (e.g., offices, classrooms, labs) meet the needs of College employees and students	3.464
20	the College has established policies and processes that ensure the ethical behavior of all employees	3.319

Similarly, to the results under the frequencies section, the two highest mean scores were for the extent to which employees know how their work relates to the College’s goals and priorities, **3.913**, and the extent to which the College provides a safe and secure working environment, **3.900**.

The extent to which the College effectively manages and allocates financial resources had the lowest mean score at **2.754**. With a mean of **2.782**, the extent to which employees address disagreements or problems in an open and assertive manner, rather than ignore or address them in a counter-productive way was the second lowest score.

OTHER QUALITATIVE FEEDBACK

The sample comments provided in Tables 19 and 20 did not correspond with items related to the climate factors.

Table 19: Other Most Favorable Qualitative Responses

<p>Most Favorable Responses (n=10) Sample Comments:</p>
<p><u>Library</u> 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.</p>
<p><u>Safety</u> The safety and security of the campus is most favorable. Our campus is safe and our police officers do a great job.</p>
<p>I find Public Safety to be very helpful.</p>
<p>My department has very clear goals and we are guided in a positive manner by our department chair.</p>
<p>Great relationships with my colleagues, team environment, facilities being adequate, and the student-centered staff are most favorable.</p>

Table 20: Other Least Favorable Qualitative Responses

<p>Least Favorable Responses (n=29) Sample Comments:</p>
<p><u>Compensation</u> I have not had a raise in seven years. This is disheartening and leads to low morale.</p>
<p>Faculty salaries are not equitable. Not all faculty have the appropriate credentials to be teaching. Administration appears to be top-heavy, particularly in salaries.</p>
<p>Faculty raises have not been seen in at least three years. I don't consider a few hundred dollars a raise.</p>
<p>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.</p>
<p>No increase in pay for adjunct faculty in five years is least favorable.</p>
<p>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.</p>

Least Favorable Responses (n=29)

Sample Comments:

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.

Facilities

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.

Technology

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.

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.

CONCLUSION

The purpose of this survey was to assess the perceptions of climate across the College and we were successful in that endeavor.

The PACE Campus Climate Survey results provide Pulaski Technical College with a wealth of data about PTC's employees' perceptions of the College environment. The College must now turn this data into information and use the results to drive continuous quality improvement efforts.

To accomplish this, it is recommended when the Strategic Planning Committee is formed in the fall of 2016, this group thoroughly analyzes and interprets the results to develop an institutional action plan that will assist the College community as it strives to continuously improve PTC's climate and culture.