

**Oklahoma City Community College  
 Personal Assessment of the College Environment  
 Executive Summary  
 November 2010**

**Survey Instrument**

The Survey instrument was designed by the National Initiative for Leadership & Institutional Effectiveness (NILIE) and titled The Personal Assessment of the College Environment (PACE). The survey model was designed to review supervisory relationships, institutional structure, teamwork, and student focus. Four leadership or organizational systems have been identified to categorize the institution. These four systems included coercive (1), competitive (2), consultative (3) and collaboration (4). Collaboration was the highest attainable system designed to reflect a participatory environment with leaders demonstrating complete confidence and trust in employees and decision making widely dispersed throughout the organization. Consultative was the second highest attainable system with leaders having substantial confidence and trust in employees. Competitive was the third highest attainable system with leaders having condescending confidence and trust in employees and control over decisions is at the top. The fourth system was coercive with leaders having no confidence or trust in employees and decisions are made from the top down.

**Methodology**

The Personal Assessment of the College Environment was administered during the month of October 2010. This was the second administration of the PACE. There were 951 employees surveyed with 499 (53%) responding. This response rate was four percentage points above the response rate from 2008. The largest number of employees responding to the survey included full-time exempt staff, part-time faculty and full-time faculty.

**Response by Self-Selected Primary Employment Status**

<b>Population</b>	<b>Population</b>	<b># Returned</b>	<b>% Returned</b>	<b>% of Total Returned</b>
Full-time faculty	154	96	62.3%	19.2%
Part-time faculty	350	116	33.1%	23.2%
Full-time Exempt staff	191	122	63.9%	24.5%
Full-time Nonexempt staff	172	81	47.1%	16.2%
Part-time staff	84	26	31.0%	5.2%
Did not respond		58		11.6%
Total	951	499	52.5%	100.0%

**Results**

**By Category**

All PACE questions were categorized into four areas: supervisory relationships, institutional structure, teamwork, and student focus. The overall results indicated that all responses were within the consultative system. Two the four categories were statistically significantly higher than the national norm and the average from OCCC in 2008 including institutional structure and student focus. The overall rating for the College was statistically significantly higher than the norm, 3.77 compared to 3.63.

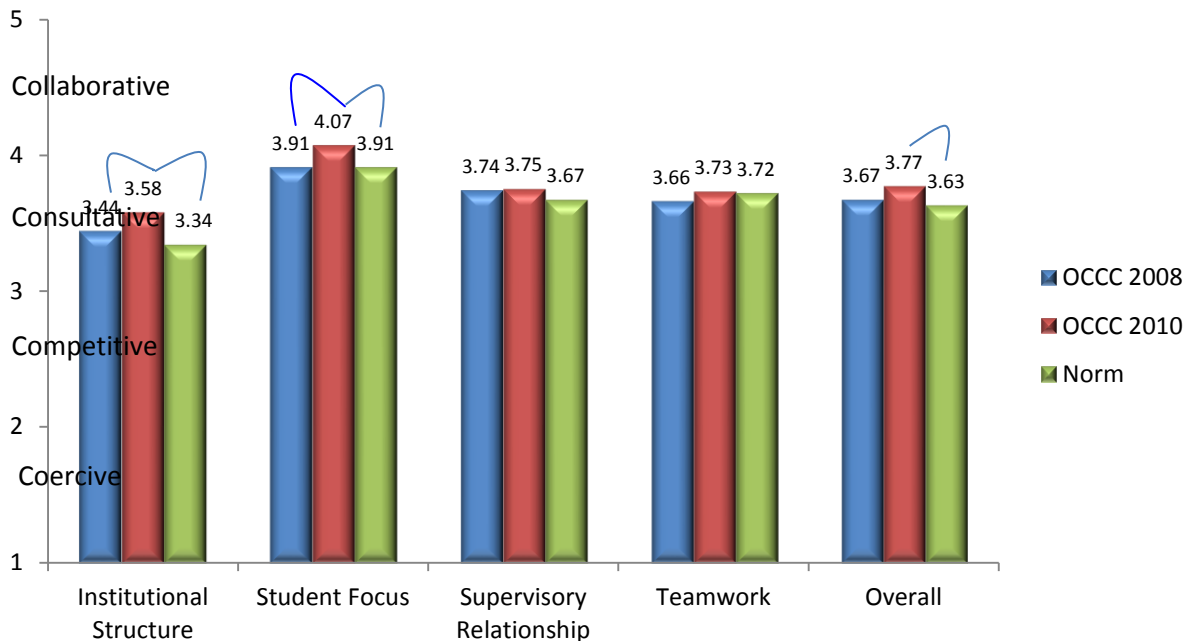
### Results by OCCC Compared to the Norm

	OCCC 2008	OCCC 2010	Norm 2010
Institutional Structure	3.44	3.58**	3.34
Student Focus	3.91	4.07**	3.91
Supervisory Relationships	3.74	3.75	3.67
Teamwork	3.66	3.73	3.72
Overall	3.67	3.77*	3.63

\*Statistically significant of OCCC 2010 over the norm

\*\*Statistically significant of OCCC 2010 over OCCC 2008 and OCCC 2010 over the norm

### Results by OCCC Compared to the Norm



#### Top Five and Bottom Six Responses

The top five rated items are listed below. All top five rated items were within the student focused category. Four of the five items were statistically significant when compared year to year – 2008 to 2010 and 2010 to the norm.

1. I feel my job is relevant to this institution's mission, 4.31 {SF}
2. Students receive an excellent education at this institution, 4.19 {SF} both \*
3. This institution prepares students for further learning 4.17 {SF} both \*
4. Student ethnic and cultural diversity are important at this institution 4.17 {SF} both \*
5. This institution prepares students for a career 4.14 {SF} both \*

\*T-test indicate a significant difference

All six of the bottom rated items were within the institutional structure. Although the following list identifies the bottom six rated items, three of these ratings were statistically significantly higher than the national norm and from the previous year. One of them is statistically significantly higher than the national norm.

1. I have the opportunity for advancement within this institution 3.05 {I}
2. I am able to appropriately influence the direction of this institution 3.15 {I}
3. Information is shared within this institution 3.32 {I} both \*

4. Decisions are made at the appropriate level at this institution 3.35 {I} both \*
5. Open and ethical communication is practiced at this institution 3.47 {I} norm \*
6. Institutional teams use problem-solving technique 3.47 {I} both \*

\*T-test indicate a significant difference between the OCCC mean and the Norm mean (0.05)

#### OCCC Compared to the Norm and the Previous Year

Of the 46 questions asked of employees, 61% (28 questions) were statistically significant (SS) above the norm and 47% (21) were statistically significant above OCCC's previous year. Under institutional structure 13 of the 15 items were SS above the norm and 8 of the 15 items were above OCCC previous year. In addition, the average mean for the category was SS above both the norm and OCCC's previous year. Under supervisory relationships there were 4 of 13 above the national norm and 1 of 13 above the previous year. Under teamwork there was one SS above the national norm and OCCC's previous year. Finally, under student focus there were 10 of the 12 items that were SS above the national norm and 11 of 12 items that were SS above OCCC's previous year.

#### OCCC Mean Scores Compared to the NILIE Norm and OCCC in 2008

The extent to which:	OCCC 2008 Mean	OCCC 2010 Mean	Norm 2010 Mean
1. The actions of this institution reflect its mission	3.98	4.07*	3.75
2. Administrative leadership is focused on meeting the needs of students	3.85	3.95*	3.60
3. The institution effectively promotes diversity in the workplace	3.73	*3.89*	3.70
4. I receive adequate information regarding important activities at this institution	3.61	*3.82*	3.58
5. Institution-wide policies guide my work	3.63	*3.80*	3.55
6. My work is guided by clearly defined administrative processes	3.54	3.59*	3.34
7. There is a spirit of cooperation exists at this institution	3.30	*3.53*	3.24
8. This institution is appropriately organized	3.33	*3.52*	3.17
9. This institution has been successful in positively motivating my performance	3.41	3.49*	3.34
10. Open and ethical communication is practiced at this institution	3.35	3.47*	3.22
11. Institutional teams use problem-solving techniques	3.24	*3.47*	3.19
12. Decisions are made at the appropriate level at this institution	3.16	*3.35*	3.10
13. Information is shared within the institution	3.12	*3.32*	3.03
14. I am able to appropriately influence the direction of this institution	3.18	3.15	3.09
15. I have the opportunity for advancement within this institution	3.16	3.05	3.12
Institutional Structure – Mean total	3.44	*3.58*	3.34
16. My supervisor expresses confidence in my work	4.08	4.04	4.04
17. My supervisor is open to ideas, opinions, and beliefs of everyone	3.96	3.89	3.93
18. I am given the opportunity to be creative in my work	3.87	3.84	3.92
19. Professional development and training opportunities are available	3.63	*3.84*	3.59
20. Positive work expectations are communicated to me	3.63	3.75*	3.54
21. My supervisor seriously considers my ideas	3.79	3.69	3.73
22. Work outcomes are clarified for me	3.62	3.69*	3.51
23. My supervisor helps me to improve my work	3.71	3.68	3.65
24. I receive appropriate feedback for my work	3.73	3.68	3.58
25. Unacceptable behaviors are identified and communicated to me	3.58	3.67*	3.50
26. I have the opportunity to express my ideas in appropriate forums	3.55	3.64	3.54
27. My supervisor actively seeks my ideas	3.74	3.63	3.66
28. I receive timely feedback for my work	3.67	3.63	3.56
Supervisory Relationships Mean Total	3.74	3.75	3.67

29. My work team coordinates its efforts with appropriate individuals	3.66	*3.83*	3.70
30. There is a spirit of cooperation within my work team	3.65	3.75	3.81
31. My work team provides an environment for free and open expression	3.72	3.74	3.73
32. My primary work team uses problem-solving techniques	3.61	3.71	3.70
33. A spirit of cooperation exists in my department	3.64	3.70	3.74
34. There is an opportunity for all ideas to be exchanged within my work team	3.66	3.70	3.69
Teamwork Mean Total	3.64	3.73	3.72
35. I feel my job is relevant to this institution's mission	4.27	4.31	4.28
36. Students receive an excellent education at this institution	4.06	*4.19*	4.07
37. This institution prepares students for further learning	4.01	*4.17*	4.01
38. Student ethnic and cultural diversity are important at this institution	4.02	*4.17*	3.89
39. This institution prepares student for a career	4.03	*4.14*	4.01
40. Student needs are central to what we do	3.91	*4.10*	3.72
41. Student are satisfied with their educational experience	3.92	*4.06*	3.89
42. Faculty meet the needs of students	3.93	*4.04*	3.91
43. Students are assisted with their personal development	3.76	*3.99*	3.75
44. Student's competencies are enhanced	3.78	*3.96*	3.80
45. Classified personnel meet the needs of the students	3.66	*3.89*	3.77
46. Non-teaching professional personnel meet the needs of the students	3.64	*3.86	3.82
Student Focus Mean Total	3.91	*4.07*	3.91
Overall Total	3.67	3.77*	3.63

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

\* to the left of OCCC 2010 indicates a significant statistical difference between OCCC 2008 and 2010 and an

\* to the right of OCCC 2010 indicates a significant statistical difference between OCCC 2010 and the norm

## Demographic Responses

The employment status means for each of the responses within the four major categories (supervisory relationships, institutional structure, teamwork and student focus) are provided in the chart below.

### Mean Climate Scores as Rated by Employment Status

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Overall
OCCC 2008	3.74	3.44	3.66	3.91	3.67
OCCC 2010	3.75	3.58	3.73	4.07	3.77
Norm 2010	3.67	3.34	3.72	3.91	3.63

Full-time faculty 2008	3.92	3.48	3.79	3.95	3.77
Full-time faculty 2010	3.78	3.47	3.77	4.09	3.76
Part-time faculty 2008	3.92	3.81	3.85	4.07	3.92
Part-time faculty 2010	4.08	4.07	4.06	4.27	4.12
Full-time Exempt staff 2008	3.57	3.37	3.57	3.88	3.58
Full-time Exempt staff 2010	3.63	3.50	3.62	4.13	3.72

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Overall
Full-time Nonexempt staff 2008	3.56	3.20	3.38	3.81	3.48
Full-time Nonexempt staff 2010	3.42	3.18	3.39	3.77	3.42
Part-time staff 2008	4.06	3.64	4.10	3.85	3.88
Part-time staff 2010	3.96	3.60	3.96	3.98	3.84

### Additional questions

There were 14 additional questions asked of employees. The first four questions were global in nature and the remaining ten were evaluative. The first question asked for the best method to promote diversity. The top three responses were hiring practices, staff training and student recruitment. The second question was “what is the most effective form of communication.” The top two responses were email from supervisors followed by meetings within the employee’s department. Employees were also asked which PACE categories had the most positive effect on the individual work environment, 33.6% indicated student focus, with organizational structure rated lowest at 7.9%. Eighty-eight percent of the employees would recommend the College to their family and friends. The questions and responses to these four questions follow.

### Additional Questions

What would be the most important method OCCC could implement to promote diversity:				
	2008		2010	
	# of Responses	% of Responses	# of Responses	% of Responses
Staff training	102	23.4%	91	21.8%
Hiring practices	116	26.7%	133	31.8%
Student recruitment	77	17.7%	85	20.3%
Public displays (artwork, pictures, posters)	65	14.9%	70	16.7%
Other	75	17.2%	39	9.3%

### Comments

- The institution already has a wide range of diversity. (7)
- The institution should value qualification rather than diversity. (6)
- The institution should incorporate all the options (staff training, hiring practices, student recruitment, public displays). (6)
- The institution should make information about diversity available. (4)
- The institution should promote diversity through its hiring practices. (2)
- The institution should welcome a wide range of ideas and opinions. (2)
- The institution should create diversity-related programs. (2)

What is the most effective form of communication for you to hear about activities at OCCC:				
	2008		2010	
	# of Responses	% of Responses	# of Responses	% of Responses
The Communicator	85	18.6%	57	13.0%
Pioneer	42	9.2%	27	6.2%
Meetings within your department	98	21.4%	74	16.9%
Emails from supervisors	173	37.8%	188	42.9%
Employee website	41	8.9%	61	13.9%
Other	19	4.1%	31	7.1

Comments

- General e-mails (8)
- Word of the mouth (4)
- Division meeting (4)
- College wide communication (4)
- E-mails (4)
- Every mean available (4)
- Facebook (4)
- Communication with supervisors (2)
- Students (1)

Which one of the following items has the most positive effect on your working environment:				
	# of Responses	% of Responses	# of Responses	% of Responses
Organizational Structure	20	4.4%	35	7.9%
Supervisory Relationship	165	36.5%	141	32.0%
Teamwork	145	32.1%	117	26.5%
Student Focus	122	27.0%	148	33.6%

Would you recommend OCCC as a place of employment to family and friends:				
	# of Responses	% of Responses	# of Responses	% of Responses
Yes	402	89.9%	388	88.4%
No	45	10.1%	51	11.6%

The following ten questions were developed to obtain a greater understanding of some of the more pertinent activities on campus and employees feelings toward the college. The top rated item was the willingness of staff to recommend their family and friends to enroll in the College (4.22). The second highest rated item at 3.86, was the availability of tools and technology to perform the job. Six of the ten items increased significantly including tools and technology are available for me to perform my job, OCCC's atmosphere promotes academic learning outside of class time, OCCC faculty and staff promote students taking responsibility for their education, students consider themselves a part of the college, I believe OCCC implements effective cost saving measures, and professional development sessions have been informative and valuable.

### Additional Questions

<b>The extent to which:</b>	<b>2008 Mean</b>	<b>2010 Mean</b>
1. I recommend enrolling at OCCC to my family and friends	4.22	4.28
2. Tools and technology are available for me to perform my job	3.86	4.04*
3. OCCC's atmosphere promotes academic learning outside of class time (individual studying, study groups, etc.)	3.67	3.98*
4. OCCC faculty and staff promote students taking responsibility for their education	3.66	3.93*
5. Students consider themselves a part of the college	3.61	3.92*
6. I routinely use tools or processes to evaluate the effectiveness of my work/class	3.64	3.83
7. I believe OCCC implements effective cost saving measures	3.49	3.72*
8. Professional development sessions have been informative and valuable	3.44	3.61*
9. Professional growth activities have assisted me in learning how to become more effective in my job	3.48	3.52
10. I am informed of the Achieving the Dream activities	3.42	3.52

### Conclusions

In general, the College compared favorably with the norm and the previous year. The averages were statistically significant over the norm and the previous survey in two areas; institutional structure and student focus. The college's 2010 overall average was above the norm. Twenty-eight of the 46 questions asked were statistically significantly greater than the norm with 21 greater than the previous year's means. Within the top five rated items four were statistically significant above the norm and the previous year. Three of the five of the lowest rated items were statistically significantly higher than the norm and previous average while one was above the national norm.

The additional questions reflected a positive environment with 88% of employees willing to recommend their family and friends enroll in the College. In addition, six of the ten items which were evaluated increased significantly since last year.

The areas that were rated the lowest and in need of potential improvement were part of the institutional structure category including employee advancement, ability to influence the direction of the institution, information is shared within this institution, decisions are made at the appropriate level, teams use problem solving techniques, and open and ethical communication is practiced.