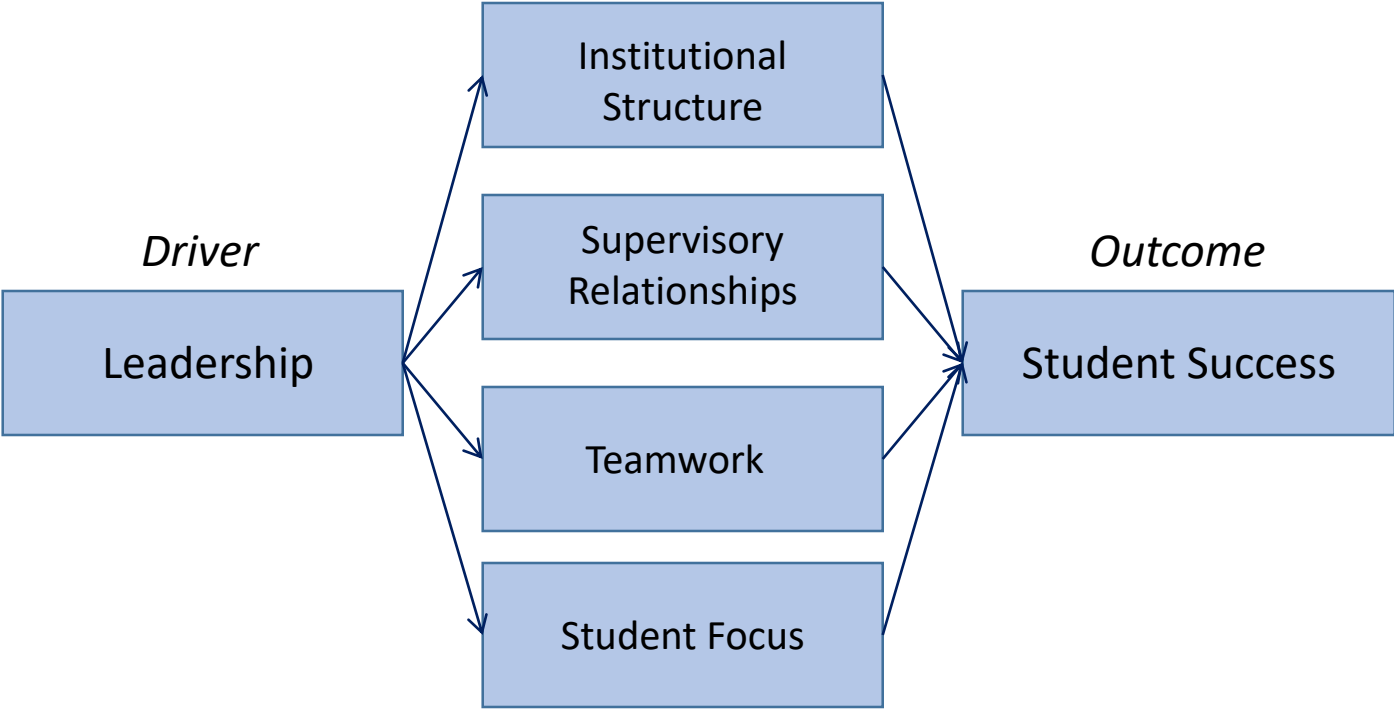


2021 Personal Assessment of the College Environment (PACE)

Measuring Climate at Tulsa Community College

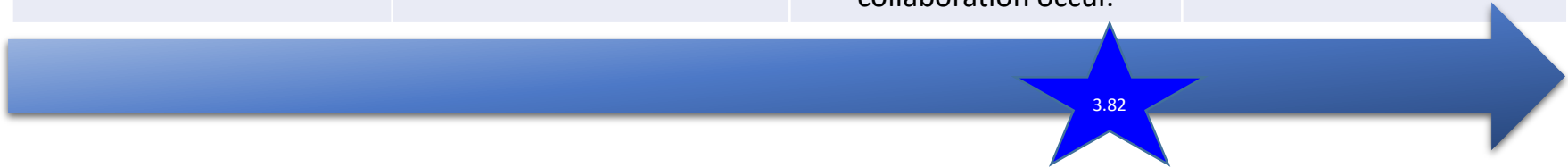


The PACE Model



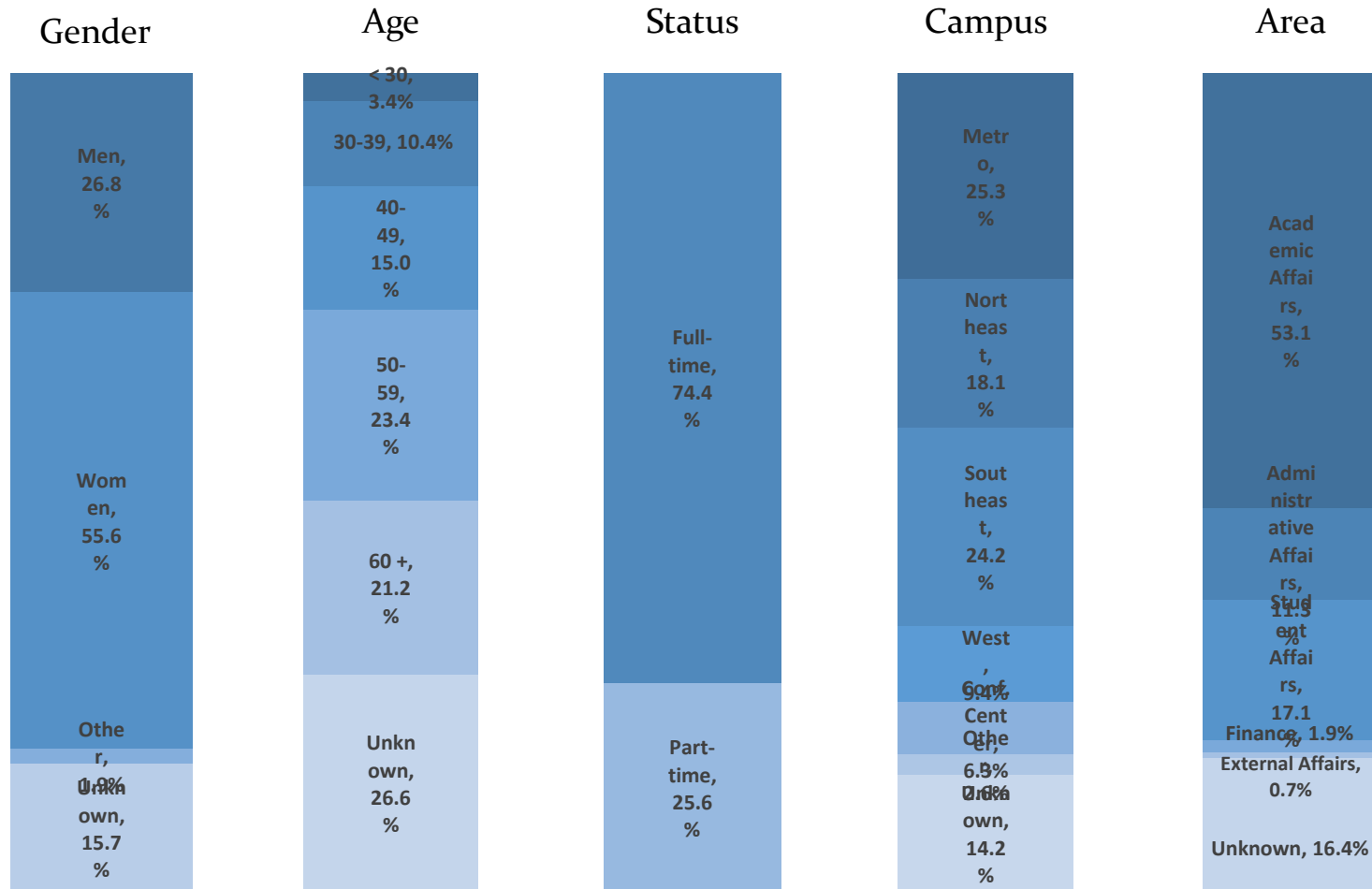
Four Organizational Systems

Coercive	Competitive	Consultative	Collaborative
Leaders have little confidence or trust in employees; seldom involve them in decision-making	Leaders have condescending confidence and trust in employees; occasionally involve them in decision-making	Leaders have substantial but not complete confidence and trust; and significantly involve employees in decision-making	Leaders have demonstrated confidence and trust in employees; employees are involved in appropriate decision-making
Decisions are top-down.	Some decision-making at lower levels, but top is in control.	More decisions made at lower levels, and leaders consult followers.	Decision-making is widely dispersed and well integrated across all levels.
Lower levels oppose goals established by leadership.	Lower levels cooperate in accomplishing selected goals.	Lower levels deal more with morale and exercise cooperation toward goal accomplishment	Collaboration is employed throughout.
Influence primarily through fear and punishment.	Some influence through rewards and some through fear and punishment.	Influence mainly through rewards. Occasional punishment and some collaboration occur.	Influence through participation and involvement in process.

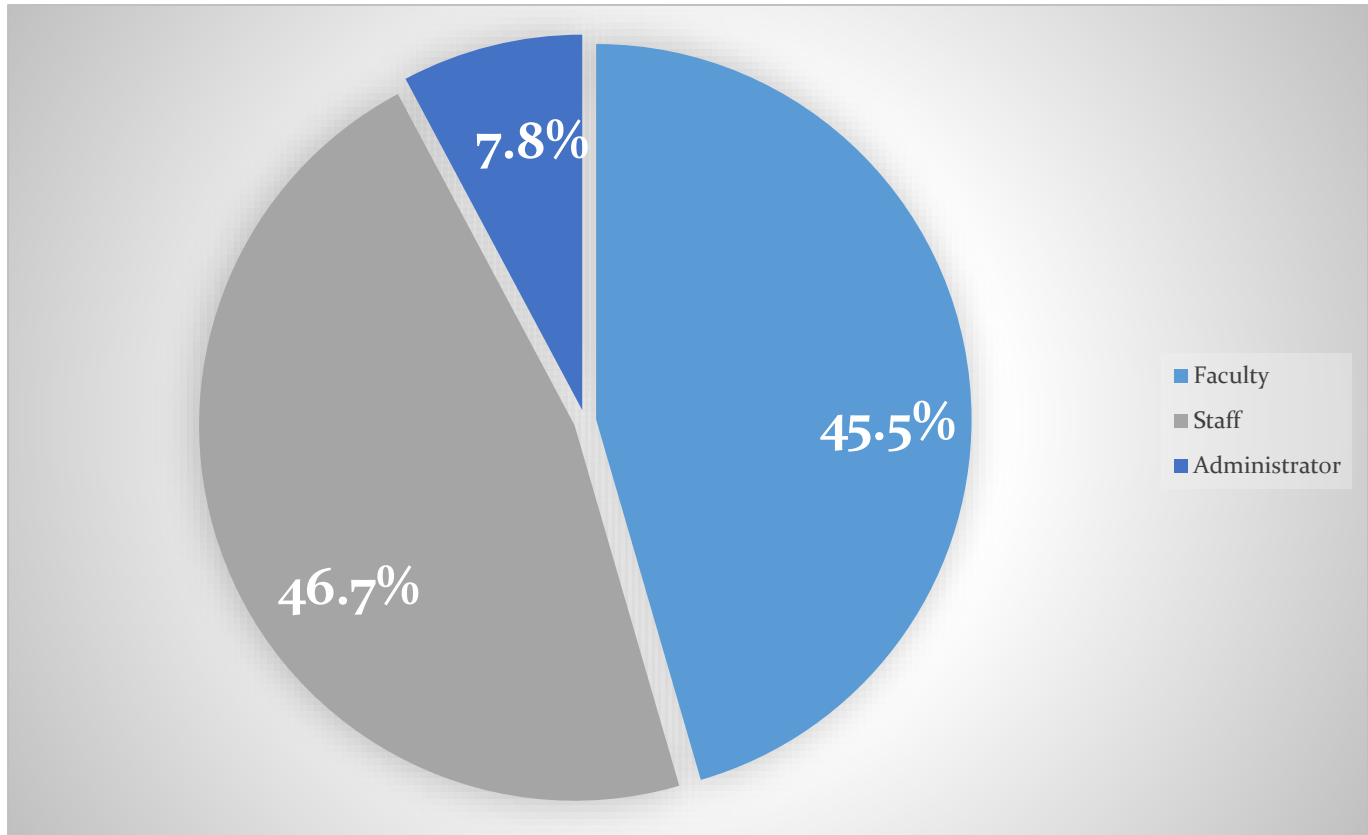


TCC Sample

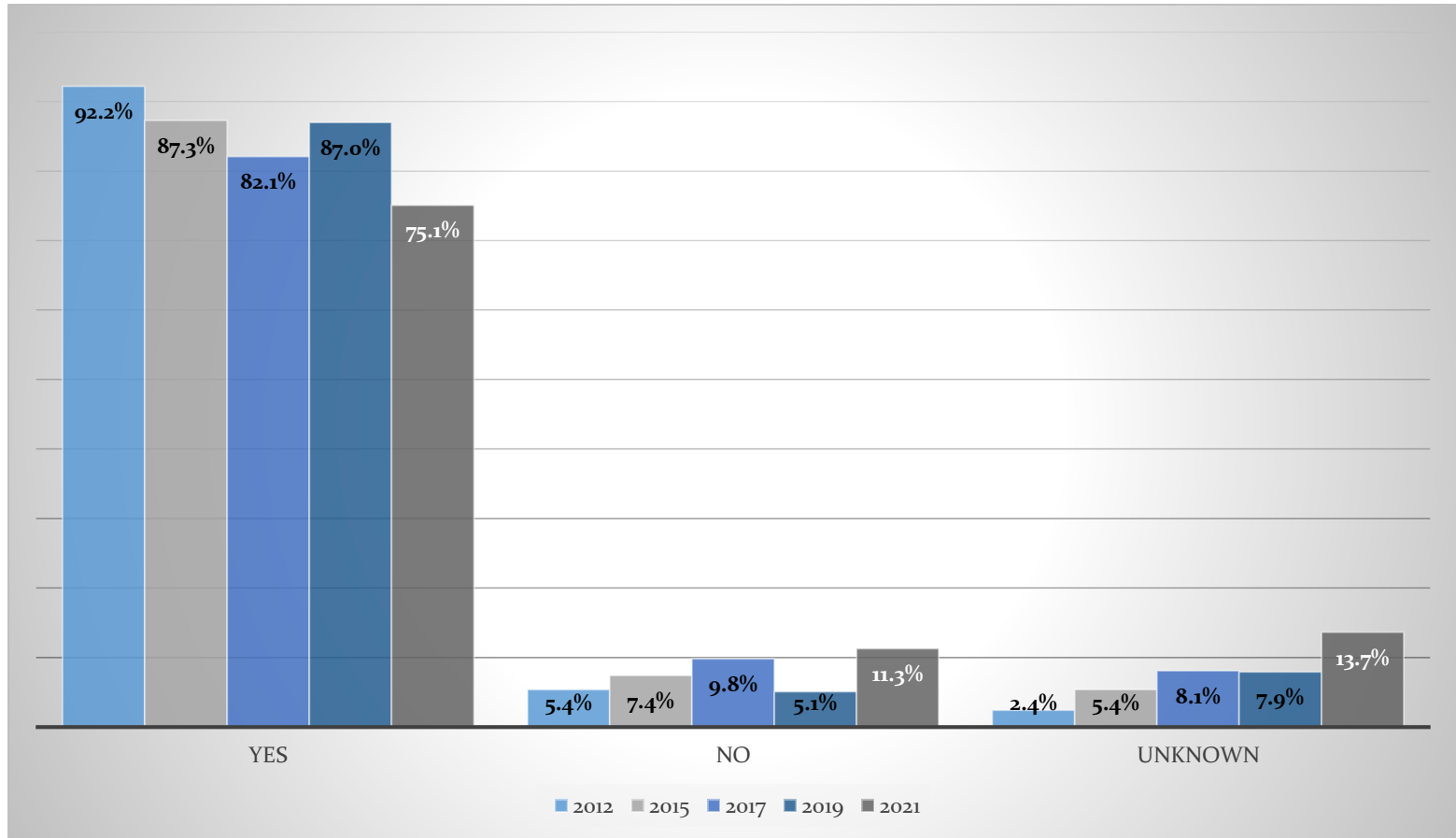
Administered online to 2,162 employees, 586 (27.1%) completed survey



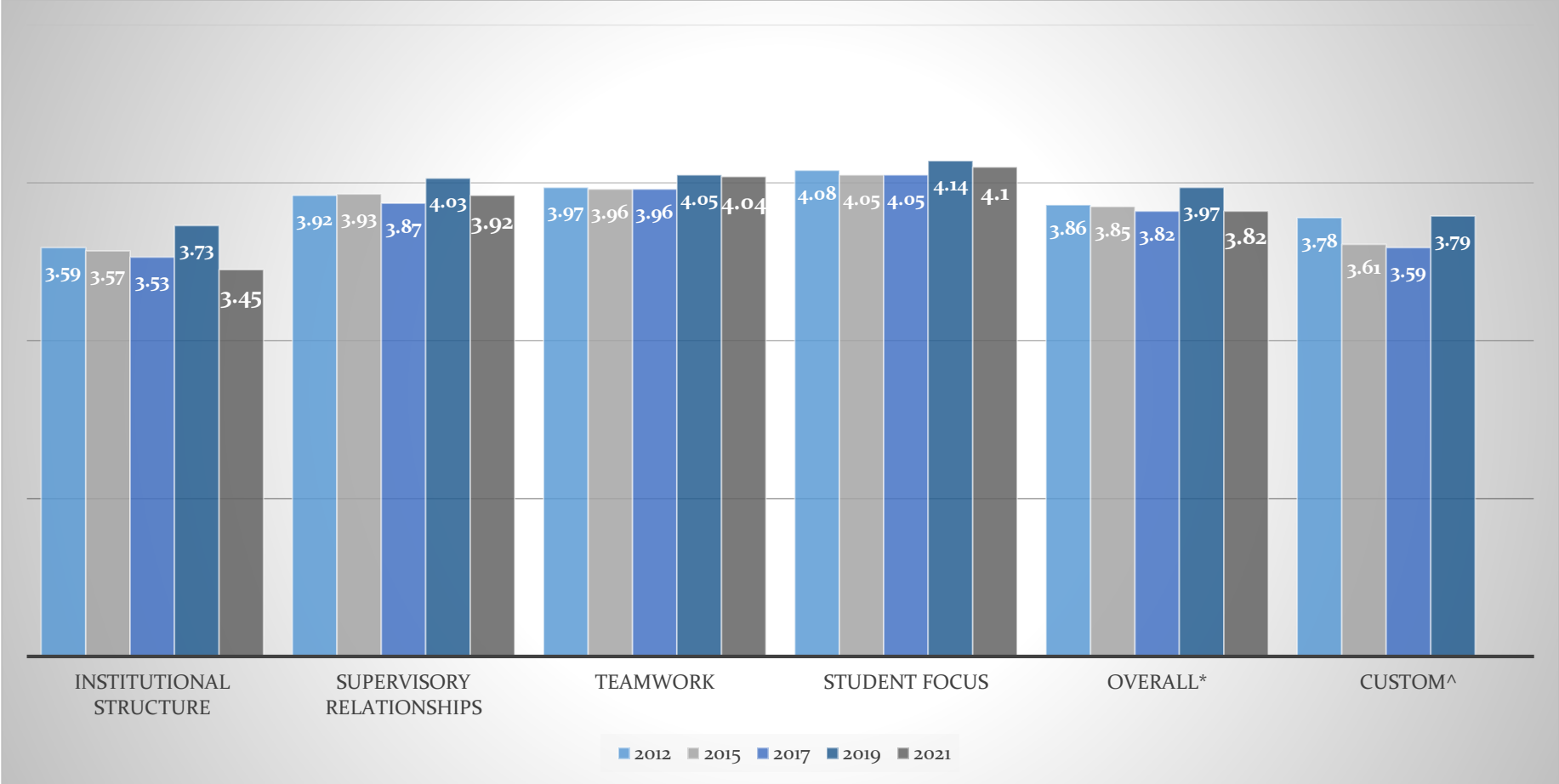
Respondents by Personnel Classification



Would You Recommend TCC as a Place to Work?



Climate Factor Means

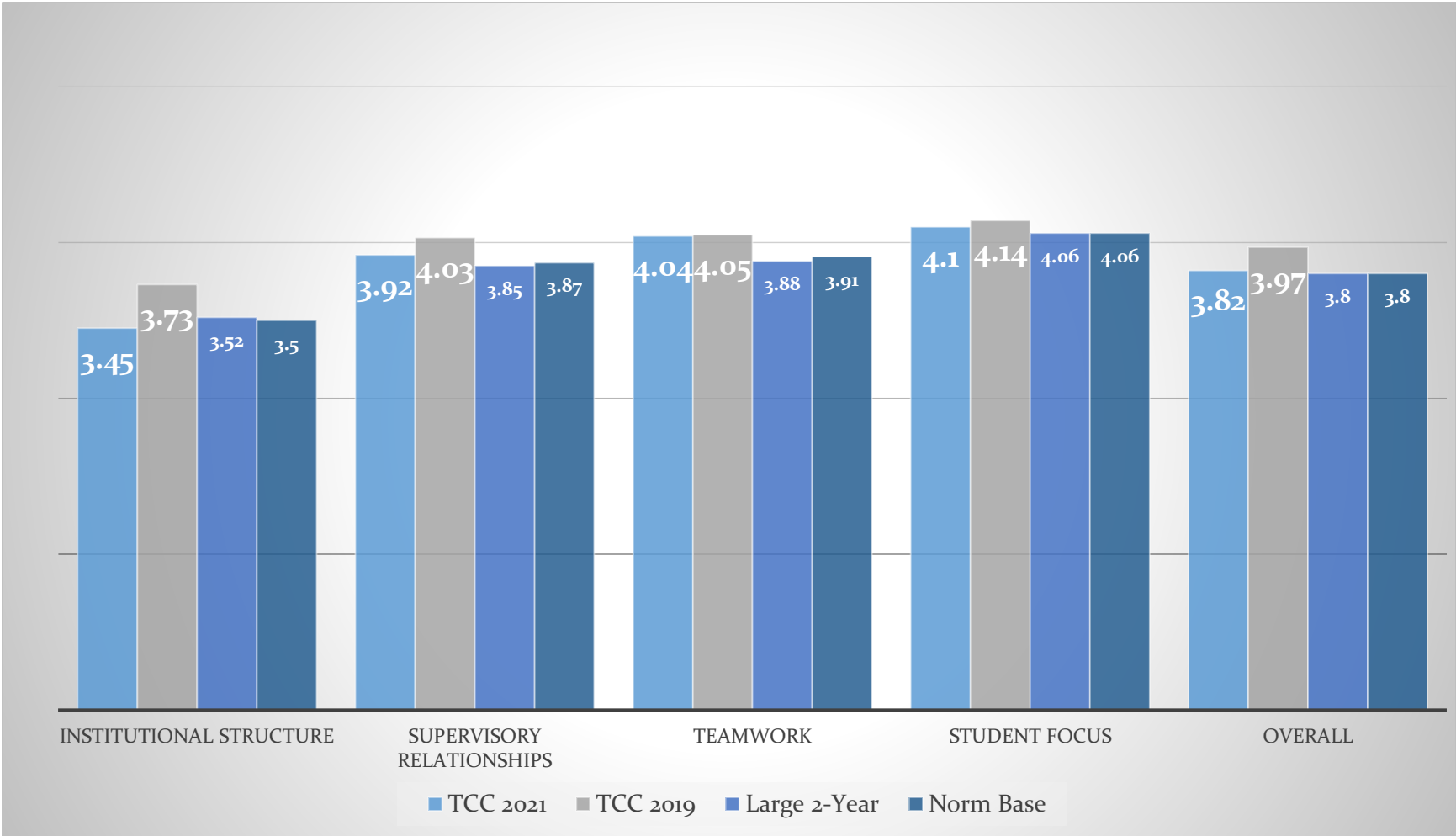


**OVERALL does not include custom questions.*

^ Number and type of custom questions not consistent across year.



Climate Factor Means



TCC Custom Questions

TCC Customized Question	Mean	Mean	Mean
<i>The extent to which...</i>	2021	2019	Change
I understand my role in helping to achieve the institution's goals	4.12		N/A
I am satisfied with working at TCC	3.99	4.26	-0.27
this institution effectively facilitates the university transfer experience	3.94		N/A
this institution's processes are simple, clear, and documented where I can find them	3.28		N/A
community engagement efforts at this institution are focused on building success through education	3.93		N/A
this institution practices continuous improvement and forward-thinking	3.67		N/A
the institution addresses low-performing employees or detrimental workplace situations	3.08		N/A
TCC's policies, processes, and services help remove barriers to student success	3.54	3.90	-0.37
this institution's practices are environmentally sustainable	3.54		N/A
this institution celebrates successes and fosters community	3.76		N/A
this institution effectively uses resources to maximize financial responsibility and value to students	3.67		N/A
I feel valued and appreciated as an employee	3.49		N/A
the institution's physical facilities are safe, modern, accessible, and accommodating	3.80		N/A
effective working relationships and communication exist among campuses and locations	3.54		N/A
this institution effectively targets outreach and recruitment to growing student populations and those underserved by TCC	3.83		N/A
courses are offered at times and in formats to meet students' needs	3.94		N/A
I receive quality support and customer service from other college departments	3.76		N/A
Overall	3.70	N/A	N/A



Racial Diversity Subscale Questions

Racial Diversity Subscale - Institutional Structure	Mean	Mean	Mean
<i>The extent to which...</i>	2021	2019	Change
my institution has a strong commitment to promoting racial/ethnic harmony	4.08	4.13	-0.05
my institution values racial/ethnic diversity	4.16	4.19	-0.03
my institution is accepting of people of different racial/ethnic backgrounds	4.19	4.26	-0.07
employees of different racial/ethnic backgrounds communicate well with one another	4.02	4.40	-0.38
people of different racial/ethnic backgrounds are well-represented among faculty	3.56	4.13	-0.57
people of different racial/ethnic backgrounds are well-represented among senior administration (e.g., President, Vice-Presidents, Deans, etc.)	3.54	4.38	-0.84
a racially/ethnically inclusive institution is created through my institution's practices	3.84	3.75	0.09
Racial Diversity Subscale - Supervisory Relationships			
my supervisor maintains an environment that is supportive of people from different races/ethnicities	4.32	3.56	0.76
my supervisor treats all employees equally based on racial/ethnic background	4.35	3.93	0.42
my supervisor is open to the views of people from racially and ethnically diverse backgrounds	4.36	4.36	0.00
my supervisor provides feedback and evaluates subordinates fairly, regardless of race/ethnicity	4.24	4.33	-0.09
my supervisor promotes meeting the needs of students from diverse racial/ethnic backgrounds	4.34	4.36	-0.02
Racial Diversity Subscale - Team Work			
racial/ethnic diversity increases the level of trust among my immediate team members	3.97	4.05	-0.08
racial/ethnic diversity enhances my work team's performance	4.00	4.05	-0.05
the racial/ethnic diversity of my work team members contributes to the ability to meet student needs	3.98	4.07	-0.09
Racial Diversity Subscale - Student Focus			
faculty pedagogical decisions integrate the experiences of voices of students from diverse racial/ethnic backgrounds	3.78	3.86	-0.08
students from diverse racial/ethnic backgrounds believe that institutional policies incorporate their perspectives	3.68	3.78	-0.10
my institution advances the educational persistence of students from diverse racial/ethnic backgrounds	3.95	4.05	-0.10
students from diverse racial/ethnic backgrounds are satisfied with their educational experience at my institution	3.78	3.90	-0.12

Top 10 Items (Means)

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

The extent to which...

1. I feel my job is relevant to this institution's mission (4.46)* (4.54)
2. my supervisor is open to the views of people from racially and ethnically diverse backgrounds (4.36) (4.36)
3. my supervisor treats all employees equally based on racial/ethnic background (4.35)*** (3.93)
4. my supervisor promotes meeting the needs of students from diverse racial/ethnic backgrounds (4.34) (4.36)
5. my supervisor maintains an environment that is supportive of people from different races/ethnicities (4.32)*** (3.56)
6. my supervisor/chair is open to the ideas, opinions, and beliefs of everyone (4.27) (4.25)
7. my supervisor/chair expresses confidence in my work (4.26) (4.33)
8. my supervisor provides feedback and evaluates subordinates fairly, regardless of race/ethnicity (4.24) (4.33)
9. student diversity is important at this institution (4.20) (4.22)
10. TCC is accepting of people of different racial/ethnic backgrounds (4.19) (4.26)

Bottom 10 Items (Means) [Custom = C]

The extent to which...

1. I am able to appropriately influence the direction of this institution (3.02)^{***}
(3.32)
2. the institution addresses low-performing employees or detrimental workplace situations (3.08) [C] (n/a)
3. information is shared within this institution (3.14) ^{***} (3.53)
4. this institution is appropriately organized (3.14)^{***} (3.55)
5. I have the opportunity for advancement within this institution (3.16) (3.26)
6. administrative processes are clearly defined (3.17)^{***} (3.76)
7. decisions are made at the appropriate level at this institution (3.21)^{***} (3.57)
8. this institution's processes are simple, clear, and documented where I can find them (3.28) [C] (n/a)
9. open and ethical communication is practiced at this institution (3.35)^{***} (3.76)
- 10 this institution has been successful in positively motivating my performance
(3.35)^{***} (3.65)

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

Priorities for Change

The extent to which...

1. this institution is appropriately organized.
2. information is shared within this institution.
3. the institution addresses low-performing employees or detrimental workplace situations.
4. I have the opportunity for advancement within this institution.
5. decisions are made at the appropriate level at this institution.
6. administrative processes are clearly defined.
7. this institution's processes are simple, clear, and documented where I can find them.
8. open and ethical communication is practiced at this institution.
9. this institution has been successful in positively motivating my performance. **(faculty and staff)**
10. I am able to appropriately influence the direction of this institution. **(faculty and staff)**
11. this institution's policies, processes, and services help remove barriers to student success. **(administrators)**
12. people of different racial/ethnic backgrounds are well-represented among faculty. **(administrators)**

Summary

- Timing of PACE survey was in Spring 2021 right after college-wide reorganization, which may have impacted results.
- Response rate was low, which also may have impacted results. (2017, n=885; 2019, n=862; 2021, n=585)
- PACE is given usually every 2 years. Our 2019 overall score was relatively high (3.965) and our 2021 overall score (3.822) essentially reverted back to what it was in 2017 (3.815).
 - Our 2021 overall score (3.822) was not significantly different than the large two-year (3.799) and norm base (3.8).
- Means from 2021 were significantly lower for 26 of 46 main items compared to 2019. Five means increased since 2019.
- Of the 19 racial diversity subscale items, 15 decreased since 2019 (4 significantly).
- Most of the custom items are new so we don't have comparison info; one custom item we have kept is "I am satisfied working at TCC", which is on our Mission Metrics scorecard and has 5-year target.
- Primary area of strength
 - Student Focus is perceived by employees as TCC's primary strength, which is consistent with the two-year college norm base. Student Focus is down from 2019, though not significantly.
- Primary areas of weakness
 - Institutional Structure is TCC's primary weakness; and has significantly decreased since 2019. This too is consistent with the two-year college norm base.