



**NATIONAL INITIATIVE FOR LEADERSHIP
& INSTITUTIONAL EFFECTIVENESS**

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

**Community College
of Rhode Island
Warwick, Rhode Island**

PACE Executive Summary
Personal Assessment of the College Environment

Lead Researchers
Laura G. Maldonado & Haruna Suzuki

Conducted
November & December 2018



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Suggested Citation: National Initiative for Leadership & Institutional Effectiveness, North Carolina State University. Personal Assessment of the College Environment (PACE) Executive Summary, by Maldonado, L. G., & Suzuki, H. Raleigh, NC: 2018.



EXECUTIVE SUMMARY

During November and December 2018 the Personal Assessment of the College Environment (PACE) survey was administered to 1,800 employees at Community College of Rhode Island (CCRI). Of those 1,800 employees, 504 (28.0%) completed and returned the instrument for analysis. Respondents were also given the opportunity to complete a qualitative section. Of the 504 CCRI employees who completed the PACE survey, 267 (53.0%) provided written comments.

Employees completed a 46-item PACE instrument organized into four climate factors as follows: Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork. They also completed a qualitative section, a customized section designed specifically for CCRI, and a student success subscale section. Respondents were asked to rate the four factors on a five-point Likert-type scale ranging from a low of “1” to a high of “5.” The PACE instrument administered at CCRI included 71 total items and two qualitative questions.

At CCRI, the PACE results yielded an overall 3.536 mean score. When disaggregated by the Personnel Classification demographic category of the PACE instrument, Administrators rated the campus climate the highest with a mean score of 3.683, followed by Faculty (3.580) and Staff (3.530). The most and least favorable areas cited in the qualitative questions pertain to the Institutional Structure climate factor.

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

- The extent to which I feel my job is relevant to this institution’s mission, 4.351 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.145 (#2)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.019 (#18)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.932 (#9)
- The extent to which this institution prepares students for further learning, 3.930 (#37)
- The extent to which students receive an excellent education at this institution, 3.885 (#31)
- The extent to which faculty meet the needs of students, 3.865 (#17)
- The extent to which this institution prepares students for a career, 3.861 (#35)
- The extent to which I am given the opportunity to be creative in my work, 3.815 (#39)
- The extent to which there is a spirit of cooperation within my work team, 3.807 (#3)

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

- The extent to which I am able to appropriately influence the direction of this institution, 2.733 (#15)
- The extent to which this institution is appropriately organized, 2.800 (#32)
- The extent to which a spirit of cooperation exists at this institution, 2.809 (#25)
- The extent to which information is shared within the institution, 2.833 (#10)
- The extent to which open and ethical communication is practiced at this institution, 2.854 (#16)
- The extent to which decisions are made at the appropriate level at this institution, 2.855 (#4)
- The extent to which institutional teams use problem-solving techniques, 2.974 (#11)
- The extent to which I have the opportunity for advancement within this institution, 3.000 (#38)
- The extent to which this institution has been successful in positively motivating my performance, 3.074 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.147 (#44)

The full PACE report includes: the standard PACE and demographic reports, which break out PACE climate factors by question response rates and by each standard demographic category; a personnel classification report; a custom report that includes custom and custom demographic questions included specifically for CCRI; a student success subscale report; and a qualitative report. Report interpretation instructions and a data Excel file with a codebook are also included.



PACE REPORT INTERPRETATION INSTRUCTIONS

Community College of Rhode Island's (CCRI) PACE report consists of nine tables and one figure. The tables are of two types: frequency distributions and mean comparisons. Figure 1 compares your institution's overall PACE mean and means for each of the four PACE climate factors (Institutional Structure, Student Focus, Supervisory Relationships, and Teamwork) with three comparison groups of CCRI's choosing.

In addition to the PACE report, CCRI also received a demographic report, a custom report, a student success subscale report, a personnel classification report, and a qualitative report. Like the PACE report, the demographic report includes comparisons to three comparison groups of CCRI's choosing. The custom report and student success subscale reports only includes CCRI's 2018 PACE results. The personnel classification report only includes mean scores by each personnel classification for the current survey administration.

Comparison Group Descriptions

Every institution that participates in PACE receives comparison data in three categories of its choosing. When a comparison group is selected, your institution is compared to all other institutions in the NILIE normbase that share your institution's classification along that dimension. In determining an institution's classification, NILIE utilizes a compressed version of [The Carnegie Classification of Institutions of Higher Education](#).¹ Some classification groups have been compressed to facilitate comparisons. CCRI elected to use the following comparison groups for its 2018 report:

- NILIE Normbase (all institutions in the NILIE normbase between 2013-2018)
- Transfer and Degree Type (High Transfer)
- Size (Large 2-year)

Interpreting Frequency Distributions Tables

The frequency distributions tables report basic statistics for each question on the PACE survey. Questions are grouped by the four NILIE climate factors with one table for each factor. In the first (gray) column, each table presents the count (n) and percentage of respondents at your institution who answered "very satisfied," "satisfied," "neutral," "dissatisfied," and "very dissatisfied" for each PACE question corresponding to that climate factor. The other three columns provide the same statistics corresponding to CCRI's selected comparison groups. Statistical significance is not reported in the frequency distribution tables, so bear in mind that any differences across columns may occur due to chance and do not have substantive meanings.

¹ <http://carnegieclassifications.iu.edu/>



areas in which your institution is doing well (positive effect size) or may need to take action for change (negative effect size).

Table 5. Institutional Structure Item Mean Comparisons

NILIE Tech comparison with:

Institutional Structure	NILIE Tech		Small 2-year			City			NILIE Normbase		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
<i>The extent to which...</i>											
1 the actions of this institution reflect its mission	243	3.679	3.893	**	-.218	3.796			3.847	**	-.170

Confidentiality Statement

PACE survey responses are completely confidential and are released only as summaries in which no individual's answers can be identified. Any results from demographic categories with fewer than seven respondents were automatically redacted. No personalized information including, but not limited to, email addresses and IP addresses, are reported to your institution. Any phrasing or sentences in the open-ended responses that name individuals or may reveal the identity of the survey respondent were removed.



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PACE Literature Review

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

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

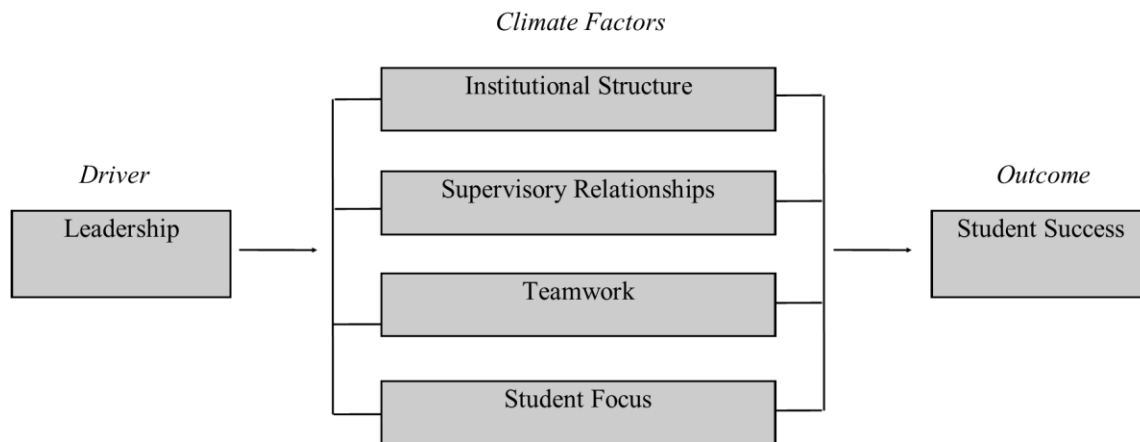
The mission of PACE is to promote open and constructive communication along four climate factors. Each climate factor has a unique focus, the combination of which create an integrative tool useful in understanding the campus climate at your institution. Institutional Structure focuses on the mission, leadership, spirit of cooperation, structural organization, decision-making, and communication within the institution. Supervisory Relationships provide insight into the relationship between employees and their supervisors, as well as employees’ abilities to be creative and express ideas related to their work. The Teamwork climate factor explores the spirit of cooperation that exists within teams, while the Student Focus climate factor considers the centrality of students to the actions of the institution as well as the extent to which students are prepared for post-institution endeavors. Taken together the climate factors provide a valid source to define areas needing change or improvement and sets the stage for strategic planning.

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

NILIE’s present research examines the value of delegating and empowering others within the organization through an effective management and leadership process. Yukl (2002) defined leadership as “the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives” (p. 7). The concept of leadership has been studied for many years in a variety of

work settings, and there is no one theory of management and leadership that is universally accepted (Baker & Associates, 1992). However, organizational research conducted to date shows a strong relationship between leadership processes and other aspects of the organizational culture. Intensive efforts to conceptualize and measure organizational climate began in the 1960s with Rensis Likert's work at the University of Michigan (Rouche and Baker, 1987). NILIE has used Likert's work to create the PACE survey. To date, more than 120 institutions have participated in climate studies conducted by NILIE at North Carolina State University.

Figure 1. The PACE Model



Establishing instrument validity is a fundamental component of ensuring the research effort is assessing the intended phenomenon. To that end, NILIE has worked hard to demonstrate the validity of the PACE instrument through both content and construct validity. Content validity has been established through a rigorous review of the instrument's questions by scholars and professionals in higher education to ensure that the instrument's items capture the essential aspects of institutional effectiveness. Building on this foundation of content validity, the PACE instrument has been thoroughly tested to ensure construct (climate factors) validity through two separate factor analysis studies (Tiu, 2001; Caison, 2005).

References

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Table 1. Institutional Structure Frequency Distributions

CCRI compared with:

Institutional Structure	Response Option	CCRI		NILIE Normbase		High Transfer		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
1 the actions of this institution reflect its mission	Very dissatisfied	38	8%	1602	3%	454	3%	500	2%
	Dissatisfied	85	17%	6013	10%	1509	9%	2070	10%
	Neither	80	16%	9217	15%	2421	14%	3179	15%
	Satisfied	194	40%	29220	47%	8109	47%	10281	47%
	Very satisfied	94	19%	15642	25%	4829	28%	5680	26%
	Total	491	100%	61694	100%	17322	100%	21710	100%
4 decisions are made at the appropriate level at this institution	Very dissatisfied	87	18%	5023	8%	1393	8%	1700	8%
	Dissatisfied	124	26%	12248	20%	3126	18%	4255	20%
	Neither	98	21%	13590	22%	3683	22%	4951	23%
	Satisfied	107	22%	20566	34%	5887	34%	7234	34%
	Very satisfied	61	13%	9604	16%	3037	18%	3302	15%
	Total	477	100%	61031	100%	17126	100%	21442	100%
5 the institution effectively promotes diversity in the workplace	Very dissatisfied	29	6%	2114	3%	550	3%	711	3%
	Dissatisfied	51	11%	4573	7%	1148	7%	1547	7%
	Neither	131	27%	11841	19%	3102	18%	3788	17%
	Satisfied	161	33%	23725	39%	6642	38%	8328	38%
	Very satisfied	112	23%	19192	31%	5820	34%	7283	34%
	Total	484	100%	61445	100%	17262	100%	21657	100%
6 administrative leadership is focused on meeting the needs of students	Very dissatisfied	73	15%	3430	6%	900	5%	1077	5%
	Dissatisfied	78	16%	7612	12%	2026	12%	2575	12%
	Neither	69	14%	9888	16%	2594	15%	3415	16%
	Satisfied	148	30%	23140	38%	6395	37%	8120	37%
	Very satisfied	124	25%	17509	28%	5375	31%	6471	30%
	Total	492	100%	61579	100%	17290	100%	21658	100%

CCRI compared with:

Institutional Structure (continued)		CCRI		NILIE Normbase		High Transfer		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
10 information is shared within the institution	Very dissatisfied	105	21%	6753	11%	1656	10%	2237	10%
	Dissatisfied	110	22%	12523	20%	3205	18%	4267	20%
	Neither	100	20%	13081	21%	3513	20%	4656	21%
	Satisfied	114	23%	18852	30%	5488	32%	6755	31%
	Very satisfied	62	13%	10630	17%	3479	20%	3861	18%
	Total	491	100%	61839	100%	17341	100%	21776	100%
11 institutional teams use problem-solving techniques	Very dissatisfied	55	13%	2390	4%	631	4%	788	4%
	Dissatisfied	89	21%	7010	12%	1809	11%	2339	12%
	Neither	136	32%	17452	31%	4692	30%	6187	31%
	Satisfied	102	24%	22297	39%	6237	39%	7785	39%
	Very satisfied	43	10%	7653	13%	2497	16%	2705	14%
	Total	425	100%	56802	100%	15866	100%	19804	100%
15 I am able to appropriately influence the direction of this institution	Very dissatisfied	104	24%	6435	11%	1779	11%	2276	11%
	Dissatisfied	90	21%	10415	18%	2709	17%	3716	19%
	Neither	98	23%	16923	29%	4548	28%	6039	30%
	Satisfied	93	22%	16242	28%	4593	29%	5526	28%
	Very satisfied	45	10%	7435	13%	2351	15%	2528	13%
	Total	430	100%	57450	100%	15980	100%	20085	100%
16 open and ethical communication is practiced at this institution	Very dissatisfied	105	22%	6064	10%	1485	9%	1985	9%
	Dissatisfied	95	20%	10147	17%	2573	15%	3442	16%
	Neither	98	21%	12863	21%	3476	20%	4644	22%
	Satisfied	116	24%	20594	34%	5928	35%	7331	34%
	Very satisfied	60	13%	11270	18%	3607	21%	4023	19%
	Total	474	100%	60938	100%	17069	100%	21425	100%

CCRI compared with:

Institutional Structure (continued)		CCRI		NILIE Normbase		High Transfer		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
22 this institution has been successful in positively motivating my performance	Very dissatisfied	73	15%	5581	9%	1496	9%	1935	9%
	Dissatisfied	101	21%	9029	15%	2367	14%	3191	15%
	Neither	94	20%	12277	20%	3412	20%	4290	20%
	Satisfied	130	27%	20356	34%	5597	33%	7095	33%
	Very satisfied	76	16%	13235	22%	4048	24%	4695	22%
	Total	474	100%	60478	100%	16920	100%	21206	100%
25 a spirit of cooperation exists at this institution	Very dissatisfied	114	24%	5466	9%	1367	8%	1792	8%
	Dissatisfied	92	19%	9897	16%	2468	15%	3398	16%
	Neither	97	20%	12329	20%	3222	19%	4414	21%
	Satisfied	119	25%	21431	35%	6123	36%	7524	35%
	Very satisfied	55	12%	11569	19%	3827	23%	4156	20%
	Total	477	100%	60692	100%	17007	100%	21284	100%
29 institution-wide policies guide my work	Very dissatisfied	42	9%	2071	3%	608	4%	711	3%
	Dissatisfied	51	11%	4010	7%	1084	6%	1342	6%
	Neither	130	28%	14899	25%	3900	23%	5240	25%
	Satisfied	166	36%	26077	44%	7229	43%	9172	44%
	Very satisfied	78	17%	12541	21%	3872	23%	4418	21%
	Total	467	100%	59598	100%	16693	100%	20883	100%
32 this institution is appropriately organized	Very dissatisfied	94	20%	5226	9%	1382	8%	1791	9%
	Dissatisfied	110	24%	11154	19%	2972	18%	3830	18%
	Neither	103	22%	14013	24%	3765	23%	4932	24%
	Satisfied	109	23%	19869	33%	5564	33%	6967	33%
	Very satisfied	48	10%	9336	16%	3009	18%	3340	16%
	Total	464	100%	59598	100%	16692	100%	20860	100%

CCRI compared with:

Institutional Structure (continued)	Response Option	CCRI		NILIE Normbase		High Transfer		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
38 I have the opportunity for advancement within this institution	Very dissatisfied	75	17%	8565	15%	2438	15%	3126	16%
	Dissatisfied	88	20%	9191	16%	2501	16%	3187	16%
	Neither	100	23%	14648	26%	3812	24%	4988	25%
	Satisfied	120	27%	15188	27%	4338	27%	5361	27%
	Very satisfied	59	13%	9138	16%	2870	18%	3319	17%
	Total	442	100%	56730	100%	15959	100%	19981	100%
41 I receive adequate information regarding important activities at this institution	Very dissatisfied	52	11%	3102	5%	811	5%	995	5%
	Dissatisfied	75	16%	7305	12%	1851	11%	2387	11%
	Neither	87	18%	10459	17%	2735	16%	3623	17%
	Satisfied	183	38%	25848	43%	7280	43%	9188	43%
	Very satisfied	79	17%	13647	23%	4224	25%	4975	24%
	Total	476	100%	60361	100%	16901	100%	21168	100%
44 my work is guided by clearly defined administrative processes	Very dissatisfied	69	15%	4272	7%	1167	7%	1427	7%
	Dissatisfied	87	19%	7569	13%	1930	12%	2564	12%
	Neither	86	19%	13684	23%	3599	22%	4808	23%
	Satisfied	149	32%	22335	38%	6316	38%	7921	38%
	Very satisfied	72	16%	11551	19%	3611	22%	4099	20%
	Total	463	100%	59411	100%	16623	100%	20819	100%

Table 2. Student Focus Frequency Distributions

CCRI compared with:

Student Focus	Response Option	CCRI		NILIE Normbase		High Transfer		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
7 student needs are central to what we do	Very dissatisfied	36	7%	2257	4%	633	4%	689	3%
	Dissatisfied	71	14%	6277	10%	1656	10%	2080	10%
	Neither	68	14%	7808	13%	2037	12%	2661	12%
	Satisfied	158	32%	23353	38%	6419	37%	8271	38%
	Very satisfied	159	32%	22008	36%	6604	38%	8020	37%
	Total	492	100%	61703	100%	17349	100%	21721	100%
8 I feel my job is relevant to this institution's mission	Very dissatisfied	8	2%	949	2%	279	2%	301	1%
	Dissatisfied	28	6%	1616	3%	448	3%	551	3%
	Neither	31	6%	3871	6%	1068	6%	1336	6%
	Satisfied	142	29%	19991	32%	5512	32%	6874	32%
	Very satisfied	284	58%	35281	57%	10011	58%	12640	58%
	Total	493	100%	61708	100%	17318	100%	21702	100%
17 faculty meet the needs of students	Very dissatisfied	8	2%	910	2%	286	2%	336	2%
	Dissatisfied	34	8%	3256	6%	886	5%	1202	6%
	Neither	90	20%	9091	16%	2557	16%	3260	16%
	Satisfied	192	43%	26553	46%	7174	44%	9197	45%
	Very satisfied	122	27%	18125	31%	5255	33%	6267	31%
	Total	446	100%	57935	100%	16158	100%	20262	100%
18 student ethnic and cultural diversity are important at this institution	Very dissatisfied	11	2%	1123	2%	287	2%	350	2%
	Dissatisfied	22	5%	2513	4%	590	3%	735	3%
	Neither	71	15%	8972	15%	2294	14%	2741	13%
	Satisfied	206	44%	25447	42%	6968	41%	8958	42%
	Very satisfied	157	34%	22311	37%	6759	40%	8446	40%
	Total	467	100%	60366	100%	16898	100%	21230	100%

CCRI compared with:

Student Focus (continued)	Response Option	CCRI		NILIE Normbase		High Transfer		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
19 students' competencies are enhanced	Very dissatisfied	13	3%	756	1%	243	1%	271	1%
	Dissatisfied	47	10%	2445	4%	718	4%	885	4%
	Neither	107	24%	10641	18%	2944	18%	3704	18%
	Satisfied	202	44%	28315	49%	7669	47%	9925	49%
	Very satisfied	85	19%	15943	27%	4688	29%	5600	27%
	Total		454	100%	58100	100%	16262	100%	20385
23 non-teaching professional personnel meet the needs of students	Very dissatisfied	9	2%	1228	2%	371	2%	443	2%
	Dissatisfied	41	9%	3641	6%	961	6%	1340	7%
	Neither	89	20%	9601	16%	2581	16%	3491	17%
	Satisfied	195	44%	26643	46%	7293	45%	9110	45%
	Very satisfied	111	25%	17200	29%	5040	31%	5970	29%
	Total		445	100%	58313	100%	16246	100%	20354
28 classified personnel meet the needs of students	Very dissatisfied	8	2%	1060	2%	335	2%	385	2%
	Dissatisfied	21	5%	2441	4%	679	5%	871	5%
	Neither	122	29%	12270	23%	3255	22%	4699	25%
	Satisfied	168	40%	24332	45%	6513	43%	8048	43%
	Very satisfied	103	24%	14191	26%	4271	28%	4532	24%
	Total		422	100%	54294	100%	15053	100%	18535
31 students receive an excellent education at this institution	Very dissatisfied	8	2%	553	1%	168	1%	192	1%
	Dissatisfied	39	8%	1980	3%	557	3%	669	3%
	Neither	77	16%	6959	12%	1950	12%	2381	11%
	Satisfied	219	47%	27395	46%	7432	45%	9429	45%
	Very satisfied	125	27%	22387	38%	6481	39%	8130	39%
	Total		468	100%	59274	100%	16588	100%	20801

CCRI compared with:

Student Focus (continued)	Response Option	CCRI		NILIE Normbase		High Transfer		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
35 this institution prepares students for a career	Very dissatisfied	4	1%	641	1%	230	1%	209	1%
	Dissatisfied	36	8%	1751	3%	609	4%	617	3%
	Neither	96	21%	7270	12%	2367	14%	2493	12%
	Satisfied	208	45%	27188	46%	7657	46%	9401	45%
	Very satisfied	116	25%	22230	38%	5645	34%	8019	39%
	Total	460	100%	59080	100%	16508	100%	20739	100%
37 this institution prepares students for further learning	Very dissatisfied	8	2%	664	1%	209	1%	215	1%
	Dissatisfied	32	7%	1787	3%	492	3%	595	3%
	Neither	77	16%	6798	11%	1771	11%	2276	11%
	Satisfied	220	47%	28309	48%	7730	47%	9862	48%
	Very satisfied	132	28%	21581	36%	6355	38%	7796	38%
	Total	469	100%	59139	100%	16557	100%	20744	100%
40 students are assisted with their personal development	Very dissatisfied	14	3%	835	1%	237	1%	282	1%
	Dissatisfied	36	8%	2627	5%	748	5%	882	4%
	Neither	113	26%	10964	19%	3009	19%	3798	19%
	Satisfied	178	40%	26659	47%	7222	46%	9227	47%
	Very satisfied	99	23%	15590	28%	4600	29%	5608	28%
	Total	440	100%	56675	100%	15816	100%	19797	100%
42 students are satisfied with their educational experience at this institution	Very dissatisfied	5	1%	495	1%	129	1%	167	1%
	Dissatisfied	20	5%	1829	3%	491	3%	609	3%
	Neither	125	29%	10639	19%	2892	19%	3656	19%
	Satisfied	212	50%	30267	55%	8185	53%	10469	54%
	Very satisfied	63	15%	12069	22%	3710	24%	4378	23%
	Total	425	100%	55299	100%	15407	100%	19279	100%

Table 3. Supervisory Relationships Frequency Distributions

CCRI compared with:

Supervisory Relationships	Response Option	CCRI		NILIE Normbase		High Transfer		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
2 my supervisor expresses confidence in my work	Very dissatisfied	22	5%	2057	3%	528	3%	705	3%
	Dissatisfied	34	7%	3845	6%	993	6%	1310	6%
	Neither	46	10%	5581	9%	1513	9%	1974	9%
	Satisfied	132	27%	18000	29%	4910	28%	6437	30%
	Very satisfied	250	52%	32061	52%	9338	54%	11225	52%
	Total	484	100%	61544	100%	17282	100%	21651	100%
9 my supervisor is open to the ideas, opinions, and beliefs of everyone	Very dissatisfied	33	7%	3177	5%	800	5%	1116	5%
	Dissatisfied	49	10%	4641	8%	1191	7%	1660	8%
	Neither	54	11%	6407	10%	1763	10%	2286	11%
	Satisfied	129	27%	17008	28%	4681	27%	5968	28%
	Very satisfied	218	45%	30426	49%	8886	51%	10654	49%
	Total	483	100%	61659	100%	17321	100%	21684	100%
12 positive work expectations are communicated to me	Very dissatisfied	33	7%	2816	5%	779	5%	930	4%
	Dissatisfied	69	15%	6322	10%	1578	9%	2139	10%
	Neither	86	18%	10135	17%	2777	16%	3505	16%
	Satisfied	176	37%	26130	43%	7176	42%	9312	44%
	Very satisfied	108	23%	15429	25%	4726	28%	5479	26%
	Total	472	100%	60832	100%	17036	100%	21365	100%
13 unacceptable behaviors are identified and communicated to me	Very dissatisfied	33	8%	1978	4%	542	4%	688	4%
	Dissatisfied	42	10%	4239	8%	1106	7%	1521	8%
	Neither	118	29%	13744	25%	3626	23%	4729	25%
	Satisfied	144	35%	24169	44%	6799	44%	8494	44%
	Very satisfied	69	17%	10991	20%	3376	22%	3852	20%
	Total	406	100%	55121	100%	15449	100%	19284	100%

CCRI compared with:

Supervisory Relationships (continued)	Response Option	CCRI		NILIE Normbase		High Transfer		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
20 I receive timely feedback for my work	Very dissatisfied	43	9%	3498	6%	910	5%	1204	6%
	Dissatisfied	49	11%	6105	10%	1536	9%	2086	10%
	Neither	95	20%	11336	19%	3042	18%	3907	18%
	Satisfied	160	34%	23553	39%	6538	39%	8289	39%
	Very satisfied	119	26%	16107	27%	4930	29%	5769	27%
	Total	466	100%	60599	100%	16956	100%	21255	100%
21 I receive appropriate feedback for my work	Very dissatisfied	36	8%	3019	5%	786	5%	1048	5%
	Dissatisfied	51	11%	6094	10%	1560	9%	2114	10%
	Neither	98	21%	10590	17%	2817	17%	3623	17%
	Satisfied	160	35%	24875	41%	6928	41%	8710	41%
	Very satisfied	117	25%	15959	26%	4858	29%	5723	27%
	Total	462	100%	60537	100%	16949	100%	21218	100%
26 my supervisor actively seeks my ideas	Very dissatisfied	37	8%	4163	7%	1028	6%	1495	7%
	Dissatisfied	58	13%	5571	9%	1416	8%	1918	9%
	Neither	90	20%	9875	17%	2765	17%	3499	17%
	Satisfied	118	26%	19340	32%	5357	32%	6790	32%
	Very satisfied	156	34%	20828	35%	6128	37%	7249	35%
	Total	459	100%	59777	100%	16694	100%	20951	100%
27 my supervisor seriously considers my ideas	Very dissatisfied	36	8%	3927	7%	1001	6%	1413	7%
	Dissatisfied	47	10%	4909	8%	1261	8%	1738	8%
	Neither	82	18%	9196	15%	2566	15%	3263	16%
	Satisfied	126	28%	19252	32%	5301	32%	6712	32%
	Very satisfied	161	36%	22469	38%	6551	39%	7802	37%
	Total	452	100%	59753	100%	16680	100%	20928	100%

CCRI compared with:

Supervisory Relationships (continued)	Response Option	CCRI		NILIE Normbase		High Transfer		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
30 work outcomes are clarified for me	Very dissatisfied	41	9%	2624	4%	723	4%	890	4%
	Dissatisfied	58	12%	5534	9%	1420	8%	1879	9%
	Neither	111	24%	12844	21%	3482	21%	4424	21%
	Satisfied	165	35%	25433	42%	6943	41%	9046	43%
	Very satisfied	95	20%	13541	23%	4201	25%	4779	23%
	Total		470	100%	59976	100%	16769	100%	21018
34 my supervisor helps me to improve my work	Very dissatisfied	36	8%	3566	6%	908	5%	1278	6%
	Dissatisfied	53	12%	5144	9%	1293	8%	1716	8%
	Neither	86	19%	10968	18%	2975	18%	3881	19%
	Satisfied	142	31%	20346	34%	5609	34%	7182	35%
	Very satisfied	138	30%	19405	33%	5813	35%	6743	32%
	Total		455	100%	59429	100%	16598	100%	20800
39 I am given the opportunity to be creative in my work	Very dissatisfied	30	6%	2561	4%	729	4%	935	4%
	Dissatisfied	37	8%	3530	6%	1000	6%	1237	6%
	Neither	75	16%	7687	13%	2136	13%	2656	13%
	Satisfied	177	38%	22691	38%	6191	37%	7957	38%
	Very satisfied	152	32%	23555	39%	6754	40%	8264	39%
	Total		471	100%	60024	100%	16810	100%	21049
45 I have the opportunity to express my ideas in appropriate forums	Very dissatisfied	47	10%	3404	6%	903	5%	1166	6%
	Dissatisfied	60	13%	5927	10%	1516	9%	2009	10%
	Neither	98	21%	11513	19%	3123	19%	4043	19%
	Satisfied	172	37%	24119	41%	6667	40%	8481	41%
	Very satisfied	84	18%	14563	24%	4451	27%	5109	25%
	Total		461	100%	59526	100%	16660	100%	20808

CCRI compared with:

Supervisory Relationships (continued)	Response Option	CCRI		NILIE Normbase		High Transfer		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
46 professional development and training opportunities are available	Very dissatisfied	30	6%	3348	6%	914	5%	1057	5%
	Dissatisfied	56	12%	5465	9%	1349	8%	1776	8%
	Neither	104	22%	9127	15%	2407	14%	2967	14%
	Satisfied	176	38%	23148	39%	6389	38%	8030	38%
	Very satisfied	102	22%	18694	31%	5685	34%	7155	34%
Total		468	100%	59782	100%	16744	100%	20985	100%

Table 4. Teamwork Frequency Distributions

CCRI compared with:

Teamwork	Response Option	CCRI		NILIE Normbase		High Transfer		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
3 there is a spirit of cooperation within my work team	Very dissatisfied	28	6%	2928	5%	768	4%	1066	5%
	Dissatisfied	56	12%	6425	10%	1609	9%	2221	10%
	Neither	61	13%	6615	11%	1839	11%	2474	11%
	Satisfied	166	35%	20774	34%	5778	34%	7330	34%
	Very satisfied	165	35%	24573	40%	7201	42%	8437	39%
	Total	476	100%	61315	100%	17195	100%	21528	100%
14 my primary work team uses problem-solving techniques	Very dissatisfied	17	4%	1809	3%	503	3%	632	3%
	Dissatisfied	42	10%	4306	7%	1082	7%	1557	8%
	Neither	73	17%	9602	16%	2588	16%	3377	17%
	Satisfied	174	41%	24849	42%	6773	42%	8650	42%
	Very satisfied	121	28%	17928	31%	5329	33%	6234	30%
	Total	427	100%	58494	100%	16275	100%	20450	100%
24 there is an opportunity for all ideas to be exchanged within my work team	Very dissatisfied	35	8%	3095	5%	823	5%	1107	5%
	Dissatisfied	59	13%	5879	10%	1483	9%	2075	10%
	Neither	73	16%	8594	14%	2362	14%	3047	15%
	Satisfied	157	34%	23419	39%	6407	39%	8215	39%
	Very satisfied	138	30%	18606	31%	5559	33%	6438	31%
	Total	462	100%	59593	100%	16634	100%	20882	100%
33 my work team provides an environment for free and open expression of ideas, opinions and beliefs	Very dissatisfied	39	9%	3244	5%	822	5%	1121	5%
	Dissatisfied	46	10%	5420	9%	1367	8%	1940	9%
	Neither	62	14%	8255	14%	2268	14%	2950	14%
	Satisfied	174	38%	22529	38%	6145	37%	7810	38%
	Very satisfied	136	30%	19814	33%	5959	36%	6905	33%
	Total	457	100%	59262	100%	16561	100%	20726	100%

CCRI compared with:

Teamwork (continued)	Response Option	CCRI		NILIE Normbase		High Transfer		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
36 my work team coordinates its efforts with appropriate individuals and teams	Very dissatisfied	17	4%	2016	3%	550	3%	690	3%
	Dissatisfied	44	10%	4137	7%	1010	6%	1457	7%
	Neither	88	20%	9613	17%	2646	16%	3403	17%
	Satisfied	170	39%	24959	43%	6744	42%	8606	43%
	Very satisfied	116	27%	17426	30%	5224	32%	6080	30%
	Total	435	100%	58151	100%	16174	100%	20236	100%
43 a spirit of cooperation exists in my department	Very dissatisfied	34	7%	3678	6%	980	6%	1331	6%
	Dissatisfied	54	11%	5589	9%	1415	8%	1998	9%
	Neither	70	15%	7433	12%	2043	12%	2753	13%
	Satisfied	166	35%	21744	36%	5960	35%	7685	36%
	Very satisfied	146	31%	21617	36%	6437	38%	7300	35%
	Total	470	100%	60061	100%	16835	100%	21067	100%

Table 5. Climate Factor Mean Comparisons

Climate Factor	<i>CCRI compared with:</i>										
	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	504	3.536	3.774	***	-.315	3.819	***	-.371	3.785	***	-.332
Institutional Structure	504	3.101	3.472	***	-.409	3.539	***	-.480	3.492	***	-.437
Student Focus	502	3.863	4.048	***	-.283	4.062	***	-.296	4.059	***	-.301
Supervisory Relationships	502	3.670	3.836	***	-.184	3.886	***	-.242	3.847	***	-.197
Teamwork	498	3.743	3.872	**	-.133	3.921	***	-.185	3.860	**	-.121

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

Figure 1. Means by Comparison Group and Climate Factor

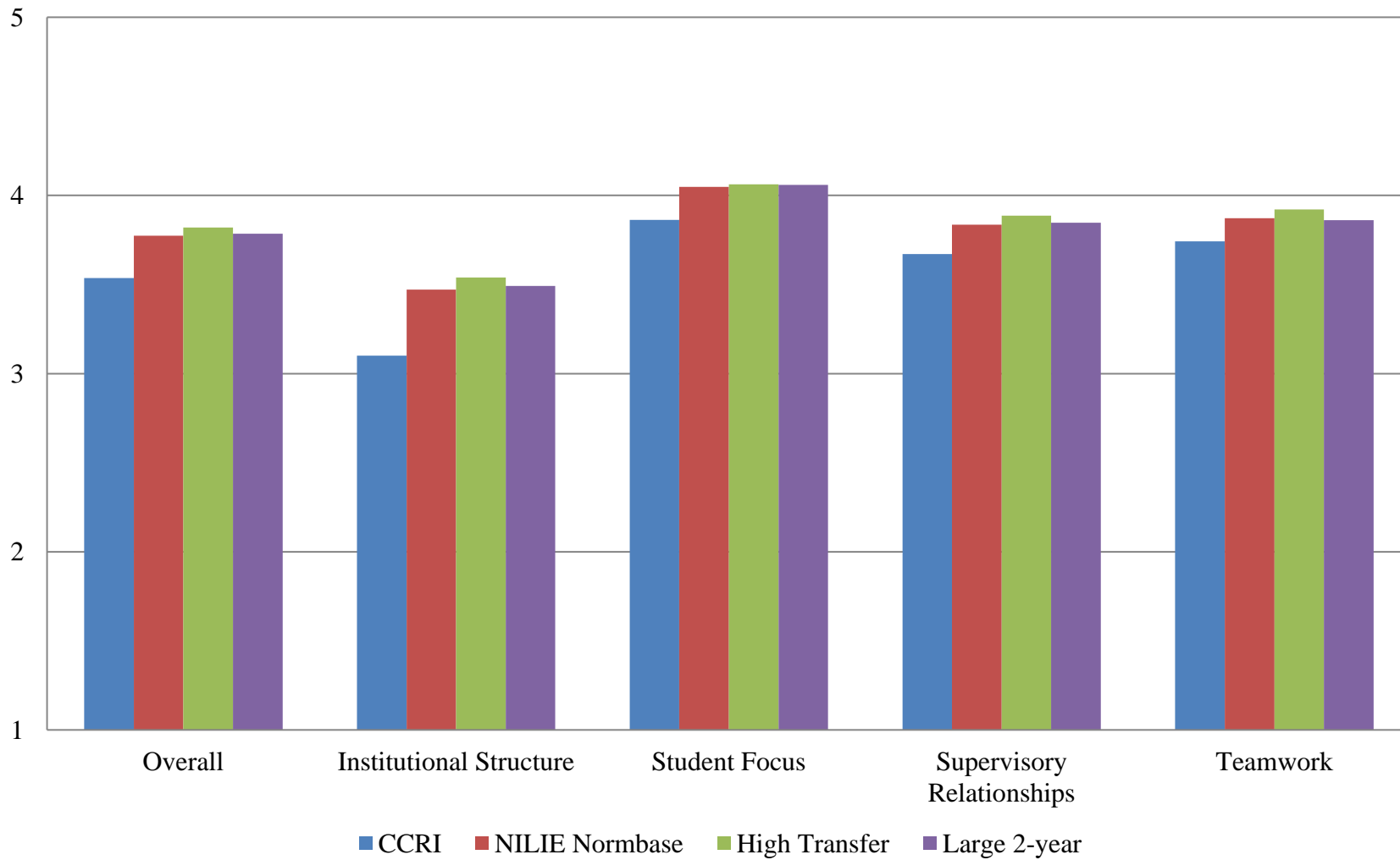


Table 6. Institutional Structure Item Mean Comparisons

Institutional Structure		<i>CCRI compared with:</i>										
		CCRI		NILIE Normbase			High Transfer			Large 2-year		
		N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
<i>The extent to which...</i>												
1	the actions of this institution reflect its mission	491	3.450	3.831	***	-.381	3.886	***	-.436	3.855	***	-.408
4	decisions are made at the appropriate level at this institution	477	2.855	3.286	***	-.362	3.353	***	-.414	3.288	***	-.367
5	the institution effectively promotes diversity in the workplace	484	3.570	3.868	***	-.284	3.929	***	-.347	3.920	***	-.335
6	administrative leadership is focused on meeting the needs of students	492	3.350	3.709	***	-.308	3.770	***	-.361	3.754	***	-.350
10	information is shared within the institution	491	2.833	3.228	***	-.314	3.342	***	-.405	3.263	***	-.344
11	institutional teams use problem-solving techniques	425	2.974	3.454	***	-.476	3.514	***	-.530	3.469	***	-.493
15	I am able to appropriately influence the direction of this institution	430	2.733	3.136	***	-.340	3.189	***	-.378	3.115	***	-.322
16	open and ethical communication is practiced at this institution	474	2.854	3.342	***	-.395	3.445	***	-.482	3.372	***	-.423
22	this institution has been successful in positively motivating my performance	474	3.074	3.440	***	-.296	3.493	***	-.337	3.444	***	-.298
25	a spirit of cooperation exists at this institution	477	2.809	3.391	***	-.477	3.504	***	-.571	3.416	***	-.501
29	institution-wide policies guide my work	467	3.400	3.722	***	-.327	3.759	***	-.358	3.730	***	-.336
32	this institution is appropriately organized	464	2.800	3.284	***	-.407	3.350	***	-.458	3.299	***	-.419
38	I have the opportunity for advancement within this institution	442	3.000	3.126	*	-.098	3.169	**	-.129	3.128	*	-.098
41	I receive adequate information regarding important activities at this institution	476	3.340	3.657	***	-.285	3.725	***	-.349	3.697	***	-.326
44	my work is guided by clearly defined administrative processes	463	3.147	3.494	***	-.301	3.558	***	-.354	3.514	***	-.321

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

Table 7. Student Focus Item Mean Comparisons

CCRI compared with:

Student Focus	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
<i>The extent to which...</i>											
7 student needs are central to what we do	492	3.677	3.917	***	-.218	3.963	***	-.259	3.960	***	-.262
8 I feel my job is relevant to this institution's mission	493	4.351	4.410			4.416			4.428	*	-.093
17 faculty meet the needs of students	446	3.865	3.996	**	-.143	4.004	**	-.149	3.980	**	-.124
18 student ethnic and cultural diversity are important at this institution	467	4.019	4.082			4.143	**	-.138	4.150	**	-.147
19 students' competencies are enhanced	454	3.659	3.968	***	-.359	3.974	***	-.356	3.966	***	-.354
23 non-teaching professional personnel meet the needs of students	445	3.804	3.942	**	-.146	3.965	***	-.168	3.925	**	-.125
28 classified personnel meet the needs of students	422	3.799	3.887	*	-.097	3.911	*	-.120	3.835		
31 students receive an excellent education at this institution	468	3.885	4.165	***	-.339	4.176	***	-.346	4.184	***	-.361
35 this institution prepares students for a career	460	3.861	4.161	***	-.362	4.083	***	-.256	4.177	***	-.381
37 this institution prepares students for further learning	469	3.930	4.156	***	-.275	4.180	***	-.300	4.178	***	-.304
40 students are assisted with their personal development	440	3.709	3.945	***	-.266	3.961	***	-.280	3.960	***	-.283
42 students are satisfied with their educational experience at this institution	425	3.725	3.933	***	-.264	3.964	***	-.302	3.948	***	-.284

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

Table 8. Supervisory Relationships Item Mean Comparisons

CCRI compared with:

Supervisory Relationships	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
<i>The extent to which...</i>											
2 my supervisor expresses confidence in my work	484	4.145	4.205			4.246	*	-.098	4.209		
9 my supervisor is open to the ideas, opinions, and beliefs of everyone	483	3.932	4.084	**	-.131	4.135	***	-.179	4.078	**	-.126
12 positive work expectations are communicated to me	472	3.544	3.740	***	-.180	3.792	***	-.227	3.762	***	-.201
13 unacceptable behaviors are identified and communicated to me	406	3.429	3.689	***	-.262	3.735	***	-.308	3.690	***	-.262
20 I receive timely feedback for my work	466	3.564	3.704	**	-.123	3.769	***	-.182	3.721	**	-.138
21 I receive appropriate feedback for my work	462	3.587	3.738	**	-.137	3.797	***	-.192	3.752	**	-.149
26 my supervisor actively seeks my ideas	459	3.649	3.788	*	-.114	3.847	***	-.167	3.782	*	-.109
27 my supervisor seriously considers my ideas	452	3.728	3.861	*	-.111	3.908	**	-.153	3.848	*	-.100
30 work outcomes are clarified for me	470	3.457	3.696	***	-.226	3.744	***	-.270	3.711	***	-.242
34 my supervisor helps me to improve my work	455	3.644	3.789	**	-.125	3.851	***	-.180	3.788	**	-.124
39 I am given the opportunity to be creative in my work	471	3.815	4.019	***	-.190	4.026	***	-.195	4.016	***	-.186
45 I have the opportunity to express my ideas in appropriate forums	461	3.403	3.681	***	-.248	3.735	***	-.297	3.690	***	-.257
46 professional development and training opportunities are available	468	3.564	3.809	***	-.215	3.871	***	-.271	3.879	***	-.281

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

Table 9. Teamwork Item Mean Comparisons

CCRI compared with:

Teamwork	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
<i>The extent to which...</i>											
3 there is a spirit of cooperation within my work team	476	3.807	3.940	*	-.115	3.991	***	-.161	3.922	*	-.099
14 my primary work team uses problem-solving techniques	427	3.796	3.902	*	-.104	3.943	**	-.144	3.895	*	-.096
24 there is an opportunity for all ideas to be exchanged within my work team	462	3.658	3.815	**	-.138	3.865	***	-.184	3.805	**	-.129
33 my work team provides an environment for free and open expression of ideas, opinions and beliefs	457	3.705	3.848	**	-.125	3.909	***	-.181	3.841	*	-.119
36 my work team coordinates its efforts with appropriate individuals and teams	435	3.745	3.888	**	-.140	3.932	***	-.184	3.886	**	-.138
43 a spirit of cooperation exists in my department	470	3.715	3.866	**	-.128	3.918	***	-.174	3.837	*	-.103

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



**NATIONAL INITIATIVE FOR LEADERSHIP
& INSTITUTIONAL EFFECTIVENESS**

North Carolina State University | College of Education
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**Community College
of Rhode Island
Warwick, Rhode Island**

PACE Demographics Report
Personal Assessment of the College Environment

Lead Researchers
Laura G. Maldonado & Haruna Suzuki

Conducted
November & December 2018



NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

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Suggested Citation: National Initiative for Leadership & Institutional Effectiveness, North Carolina State University. Personal Assessment of the College Environment (PACE) Demographics Report, by Maldonado, L. G., & Suzuki, H. Raleigh, NC: 2018.

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Table 1. Demographic Frequency Distributions

CCRI compared with:

Demographic Items	Response Option	CCRI		NILIE Normbase		High Transfer		Large 2-year	
		Count	%	Count	%	Count	%	Count	%
1 What is your personnel classification:	Faculty	216	47%	27347	46%	7568	46%	9770	47%
	Administrator	38	8%	6409	11%	1617	10%	2328	11%
	Staff	202	44%	25437	43%	7344	44%	8636	42%
	Total	456	100%	59193	100%	16529	100%	20734	100%
2 Please select the race/ethnicity that best describes you:	Hispanic or Latino, of any race	19	4%	5536	10%	3231	20%	1458	7%
	American Indian or Alaska Native, not Hispanic or Latino	3	1%	421	1%	160	1%	198	1%
	Asian, not Hispanic or Latino	8	2%	1440	3%	492	3%	559	3%
	Black, not Hispanic or Latino	15	3%	3912	7%	1062	7%	1549	8%
	Pacific Islander, not Hispanic or Latino	0	0%	689	1%	49	0%	589	3%
	White, not Hispanic or Latino	385	87%	43143	75%	10274	64%	14906	74%
	Two or more races, not Hispanic or Latino	15	3%	2215	4%	691	4%	853	4%
	Total	445	100%	57356	100%	15959	100%	20112	100%
3 Your status at this institution is:	Full-Time	317	70%	43901	75%	12024	75%	14582	71%
	Part-Time	137	30%	14714	25%	3988	25%	5947	29%
	Total	454	100%	58615	100%	16012	100%	20529	100%
4 What is the highest degree you have earned:	First Professional degree	13	3%	1065	2%	296	2%	347	2%
	Doctoral degree	42	9%	5283	9%	1814	11%	1992	10%
	Master's degree	260	58%	25941	44%	7915	48%	9516	46%
	Bachelor's degree	79	17%	13164	23%	3138	19%	4473	22%
	Associate's degree	42	9%	8141	14%	1905	12%	2645	13%
	High School diploma or GED	16	4%	4682	8%	1225	7%	1478	7%
	No diploma or degree	0	0%	214	0%	65	0%	59	0%
Total	452	100%	58490	100%	16358	100%	20510	100%	

CCRI compared with:

Demographic Items (continued)		Response Option	CCRI		NILIE Normbase		High Transfer		Large 2-year	
			Count	%	Count	%	Count	%	Count	%
5 What is your gender identity:	Man		121	27%	20317	35%	5744	35%	7206	35%
	Woman		267	60%	33522	57%	9201	56%	11787	57%
	Another gender identity		4	1%	139	0%	47	0%	43	0%
	I prefer not to respond		55	12%	4609	8%	1339	8%	1475	7%
	Total		447	100%	58587	100%	16331	100%	20511	100%
6 How many years have you worked at this institution:	5 years or less		160	38%	21834	40%	5771	37%	7257	37%
	6-10 years		81	19%	12319	22%	3509	22%	4541	23%
	11-15 years		70	17%	8533	16%	2582	16%	3263	17%
	16-20 years		45	11%	5693	10%	1669	11%	2005	10%
	21-25 years		27	6%	3151	6%	975	6%	1227	6%
	26 years or more		35	8%	3466	6%	1203	8%	1372	7%
Total		418	100%	54996	100%	15709	100%	19665	100%	
7 How many years have you worked in higher education:	5 years or less		110	27%	14752	27%	3701	24%	4886	25%
	6-10 years		72	17%	11984	22%	3330	21%	4226	22%
	11-15 years		63	15%	9631	17%	2790	18%	3570	18%
	16-20 years		55	13%	7844	14%	2235	14%	2726	14%
	21-25 years		39	9%	4910	9%	1435	9%	1754	9%
	26 years or more		73	18%	6508	12%	2202	14%	2472	13%
Total		412	100%	55629	100%	15693	100%	19634	100%	
8 Age:	29 or younger		15	4%	2586	5%	797	6%	835	5%
	30-39		57	16%	8640	17%	2510	18%	2909	16%
	40-49		72	20%	12119	24%	3290	23%	4201	24%
	50-59		96	27%	15240	30%	4039	28%	5406	30%
	60 or older		112	32%	12161	24%	3697	26%	4494	25%
Total		352	100%	50746	100%	14333	100%	17845	100%	

Figure 1. Overall Climate by Personnel Classification

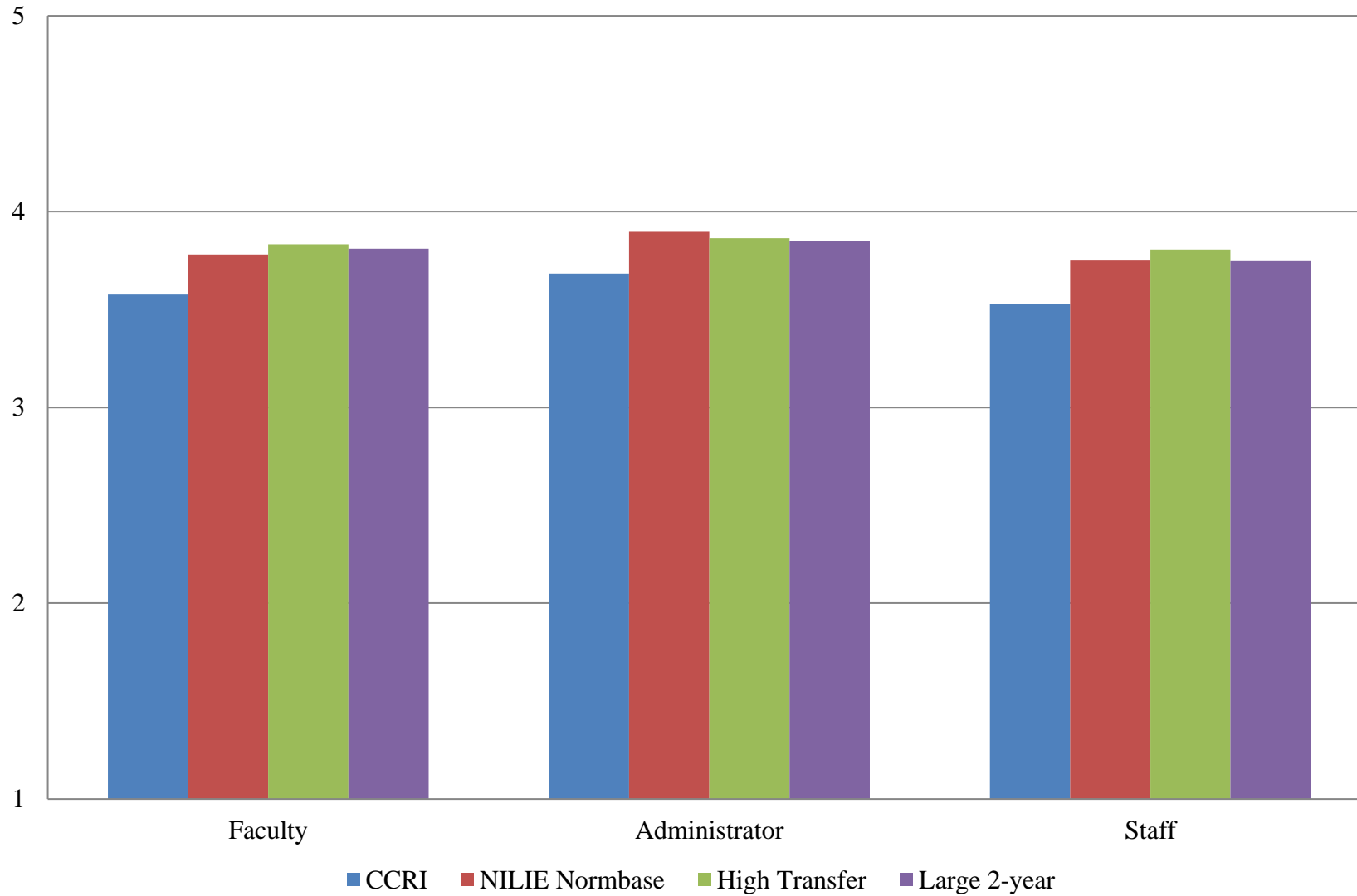


Table 2. Institutional Structure Mean Comparisons by Personnel Classification

CCRI compared with:

What is your personnel classification:	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	504	3.101	3.472	***	-.409	3.539	***	-.480	3.492	***	-.437
Faculty	216	3.073	3.471	***	-.420	3.540	***	-.490	3.514	***	-.478
Administrator	38	3.387	3.608			3.579			3.556		
Staff	202	3.129	3.453	***	-.371	3.536	***	-.466	3.459	***	-.377

Table 3. Student Focus Mean Comparisons by Personnel Classification

CCRI compared with:

What is your personnel classification:	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	502	3.863	4.048	***	-.283	4.062	***	-.296	4.059	***	-.301
Faculty	216	3.928	4.083	***	-.235	4.083	**	-.223	4.101	***	-.267
Administrator	38	3.806	4.088	**	-.462	4.042	*	-.367	4.054	*	-.384
Staff	202	3.852	4.016	***	-.257	4.055	***	-.316	4.024	***	-.268

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

Table 4. Supervisory Relationships Mean Comparisons by Personnel Classification

CCRI compared with:

What is your personnel classification:	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	502	3.670	3.836	***	-.184	3.886	***	-.242	3.847	***	-.197
Faculty	216	3.737	3.826			3.901	**	-.187	3.863	*	-.144
Administrator	38	3.850	3.979			3.961			3.935		
Staff	202	3.625	3.825	**	-.220	3.861	***	-.262	3.812	**	-.204

Table 5. Teamwork Mean Comparisons by Personnel Classification

CCRI compared with:

What is your personnel classification:	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	498	3.743	3.872	**	-.133	3.921	***	-.185	3.860	**	-.121
Faculty	214	3.811	3.858			3.930			3.859		
Administrator	38	3.829	4.073			4.036			4.004		
Staff	202	3.703	3.857	*	-.158	3.899	**	-.203	3.837		

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

Table 6. Overall Mean Comparisons by Personnel Classification

CCRI compared with:

What is your personnel classification:	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	504	3.536	3.774	***	-.315	3.819	***	-.371	3.785	***	-.332
Faculty	216	3.580	3.781	***	-.260	3.833	***	-.325	3.810	***	-.305
Administrator	38	3.683	3.896			3.864			3.849		
Staff	202	3.530	3.754	***	-.303	3.807	***	-.373	3.751	***	-.297

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

Figure 2. Overall Climate by Race/Ethnicity

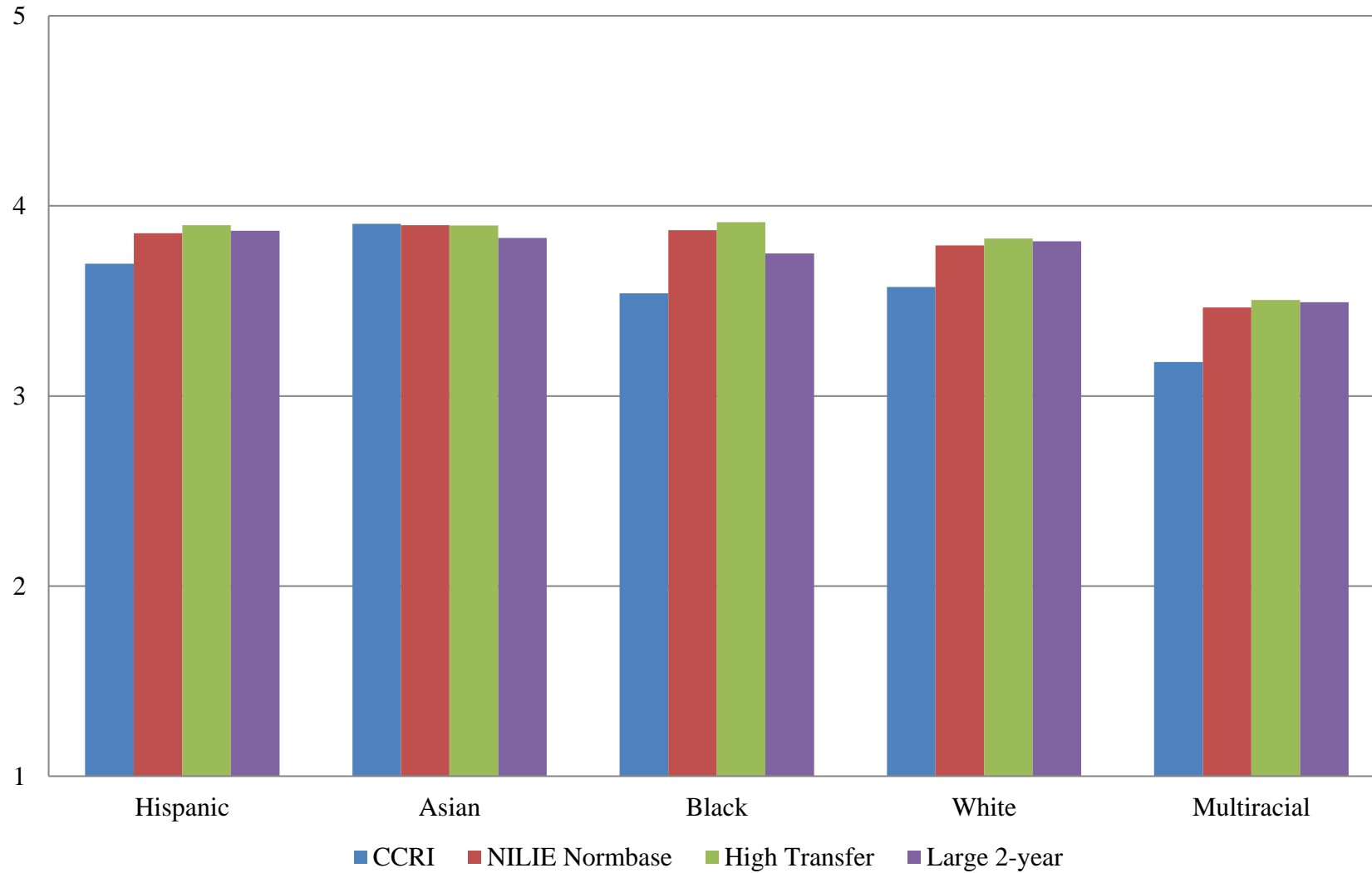


Table 7. Institutional Structure Mean Comparisons by Race/Ethnicity

CCRI compared with:

Please select the race/ethnicity that best describes you:	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	504	3.101	3.472	***	-.409	3.539	***	-.480	3.492	***	-.437
Hispanic or Latino, of any race	19	3.315	3.609			3.665			3.631		
American Indian or Alaska Native, not Hispanic or Latino	3	--	3.387			3.451			3.495		
Asian, not Hispanic or Latino	8	3.689	3.705			3.731			3.635		
Black, not Hispanic or Latino	15	3.256	3.633			3.705	*	-.516	3.496		
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	0	--	3.454			3.603			3.453		
White, not Hispanic or Latino	385	3.121	3.480	***	-.406	3.529	***	-.459	3.517	***	-.452
Two or more races, not Hispanic or Latino	15	2.722	3.082			3.122			3.119		

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

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Table 8. Student Focus Mean Comparisons by Race/Ethnicity

CCRI compared with:

Please select the race/ethnicity that best describes you:	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	502	3.863	4.048	***	-.283	4.062	***	-.296	4.059	***	-.301
Hispanic or Latino, of any race	19	3.939	4.087			4.125			4.104		
American Indian or Alaska Native, not Hispanic or Latino	3	--	3.938			3.944			3.984		
Asian, not Hispanic or Latino	8	4.058	4.068			4.065			4.013		
Black, not Hispanic or Latino	15	3.896	4.068			4.109			3.963		
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	0	--	4.089			4.030			4.098		
White, not Hispanic or Latino	385	3.895	4.073	***	-.285	4.077	***	-.283	4.096	***	-.325
Two or more races, not Hispanic or Latino	15	3.706	3.802			3.784			3.823		

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

-- indicates results redacted for confidentiality

Table 9. Supervisory Relationships Mean Comparisons by Race/Ethnicity

CCRI compared with:

Please select the race/ethnicity that best describes you:	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	502	3.670	3.836	***	-.184	3.886	***	-.242	3.847	***	-.197
Hispanic or Latino, of any race	19	3.843	3.897			3.931			3.904		
American Indian or Alaska Native, not Hispanic or Latino	3	--	3.770			3.847			3.838		
Asian, not Hispanic or Latino	8	3.998	3.940			3.920			3.874		
Black, not Hispanic or Latino	15	3.500	3.942			3.968	*	-.549	3.825		
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	0	--	3.868			4.092			3.876		
White, not Hispanic or Latino	385	3.709	3.851	**	-.161	3.898	***	-.215	3.872	***	-.186
Two or more races, not Hispanic or Latino	15	3.195	3.544			3.631			3.565		

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

-- indicates results redacted for confidentiality

Table 10. Teamwork Mean Comparisons by Race/Ethnicity

CCRI compared with:

Please select the race/ethnicity that best describes you:	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	498	3.743	3.872	**	-.133	3.921	***	-.185	3.860	**	-.121
Hispanic or Latino, of any race	19	3.807	3.945			3.978			3.939		
American Indian or Alaska Native, not Hispanic or Latino	3	--	3.837			3.884			3.847		
Asian, not Hispanic or Latino	8	3.958	3.968			3.936			3.890		
Black, not Hispanic or Latino	15	3.640	3.941			3.962			3.824		
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	0	--	3.875			4.167			3.868		
White, not Hispanic or Latino	383	3.782	3.892	*	-.115	3.943	**	-.170	3.888	*	-.111
Two or more races, not Hispanic or Latino	15	3.233	3.598			3.646			3.626		

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

-- indicates results redacted for confidentiality

Table 11. Overall Mean Comparisons by Race/Ethnicity

CCRI compared with:

Please select the race/ethnicity that best describes you:	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	504	3.536	3.774	***	-.315	3.819	***	-.371	3.785	***	-.332
Hispanic or Latino, of any race	19	3.695	3.856			3.899			3.870		
American Indian or Alaska Native, not Hispanic or Latino	3	--	3.694			3.747			3.765		
Asian, not Hispanic or Latino	8	3.906	3.899			3.897			3.832		
Black, not Hispanic or Latino	15	3.540	3.872			3.915			3.750		
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	0	--	3.788			3.925			3.792		
White, not Hispanic or Latino	385	3.574	3.792	***	-.297	3.828	***	-.344	3.815	***	-.331
Two or more races, not Hispanic or Latino	15	3.178	3.465			3.506			3.493		

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

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Figure 3. Overall Climate by Employment Status

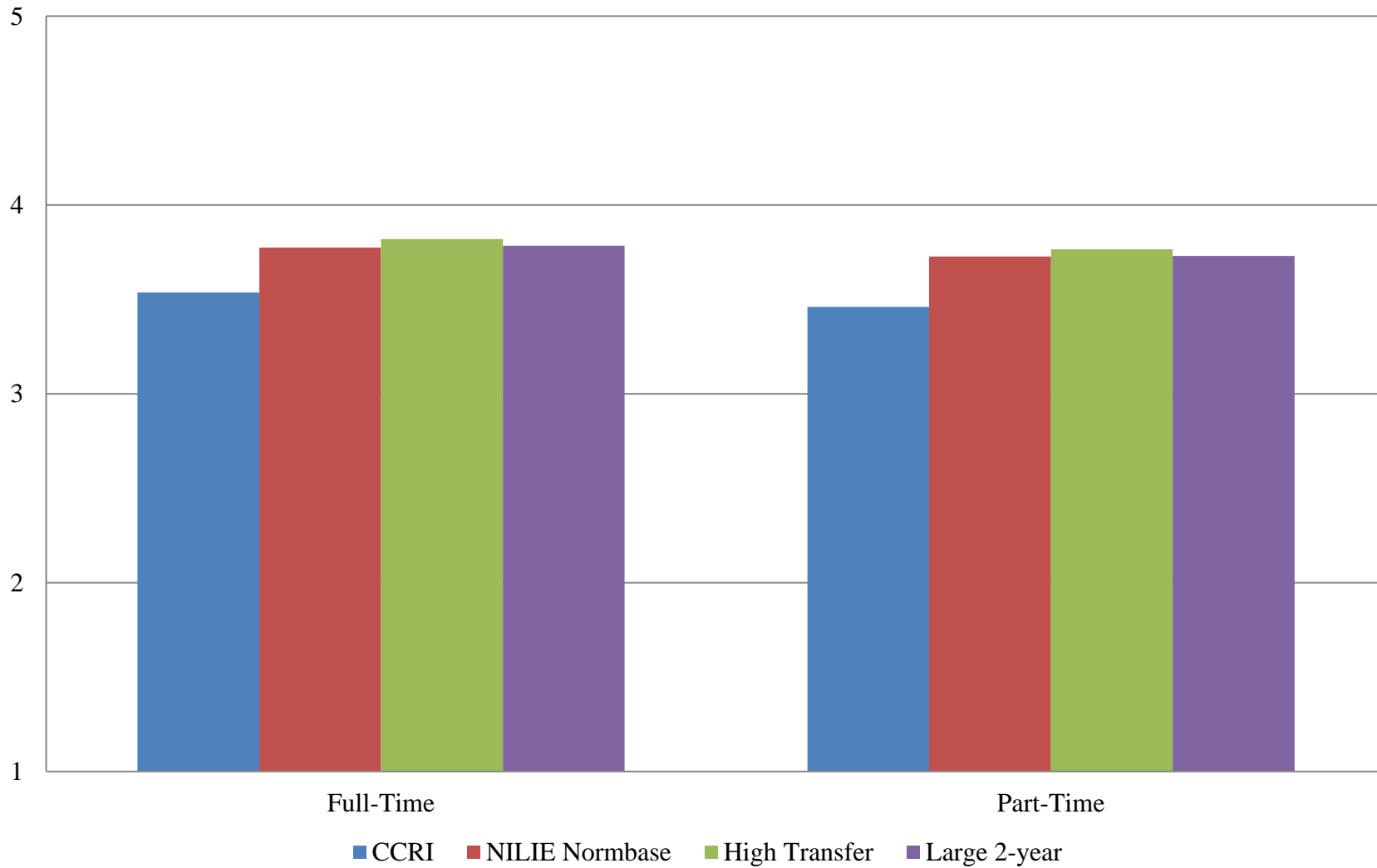


Table 12. Institutional Structure Mean Comparisons by Employment Status

CCRI compared with:

Your status at this institution is:	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	504	3.101	3.472	***	-.409	3.539	***	-.480	3.492	***	-.437
Full-Time	317	2.922	3.387	***	-.515	3.448	***	-.579	3.393	***	-.527
Part-Time	137	3.541	3.734	**	-.222	3.799	***	-.297	3.738	**	-.229

Table 13. Student Focus Mean Comparisons by Employment Status

CCRI compared with:

Your status at this institution is:	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	502	3.863	4.048	***	-.283	4.062	***	-.296	4.059	***	-.301
Full-Time	317	3.823	4.020	***	-.308	4.032	***	-.317	4.025	***	-.317
Part-Time	137	4.012	4.149	*	-.207	4.163	*	-.222	4.154	*	-.215

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

Table 14. Supervisory Relationships Mean Comparisons by Employment Status

CCRI compared with:

Your status at this institution is:	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	502	3.670	3.836	***	-.184	3.886	***	-.242	3.847	***	-.197
Full-Time	317	3.642	3.801	**	-.177	3.839	***	-.221	3.809	**	-.186
Part-Time	137	3.796	3.951	*	-.178	4.020	**	-.261	3.947	*	-.175

Table 15. Teamwork Mean Comparisons by Employment Status

CCRI compared with:

Your status at this institution is:	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	498	3.743	3.872	**	-.133	3.921	***	-.185	3.860	**	-.121
Full-Time	317	3.716	3.851	*	-.138	3.890	**	-.180	3.835	*	-.121
Part-Time	135	3.865	3.964			4.033	*	-.182	3.946		

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

Table 16. Overall Mean Comparisons by Employment Status

CCRI compared with:

Your status at this institution is:	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	504	3.536	3.774	***	-.315	3.819	***	-.371	3.785	***	-.332
Full-Time	317	3.461	3.727	***	-.358	3.766	***	-.406	3.730	***	-.365
Part-Time	137	3.782	3.934	*	-.200	3.986	**	-.267	3.932	*	-.200

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

Figure 4. Overall Climate by Highest Degree Earned

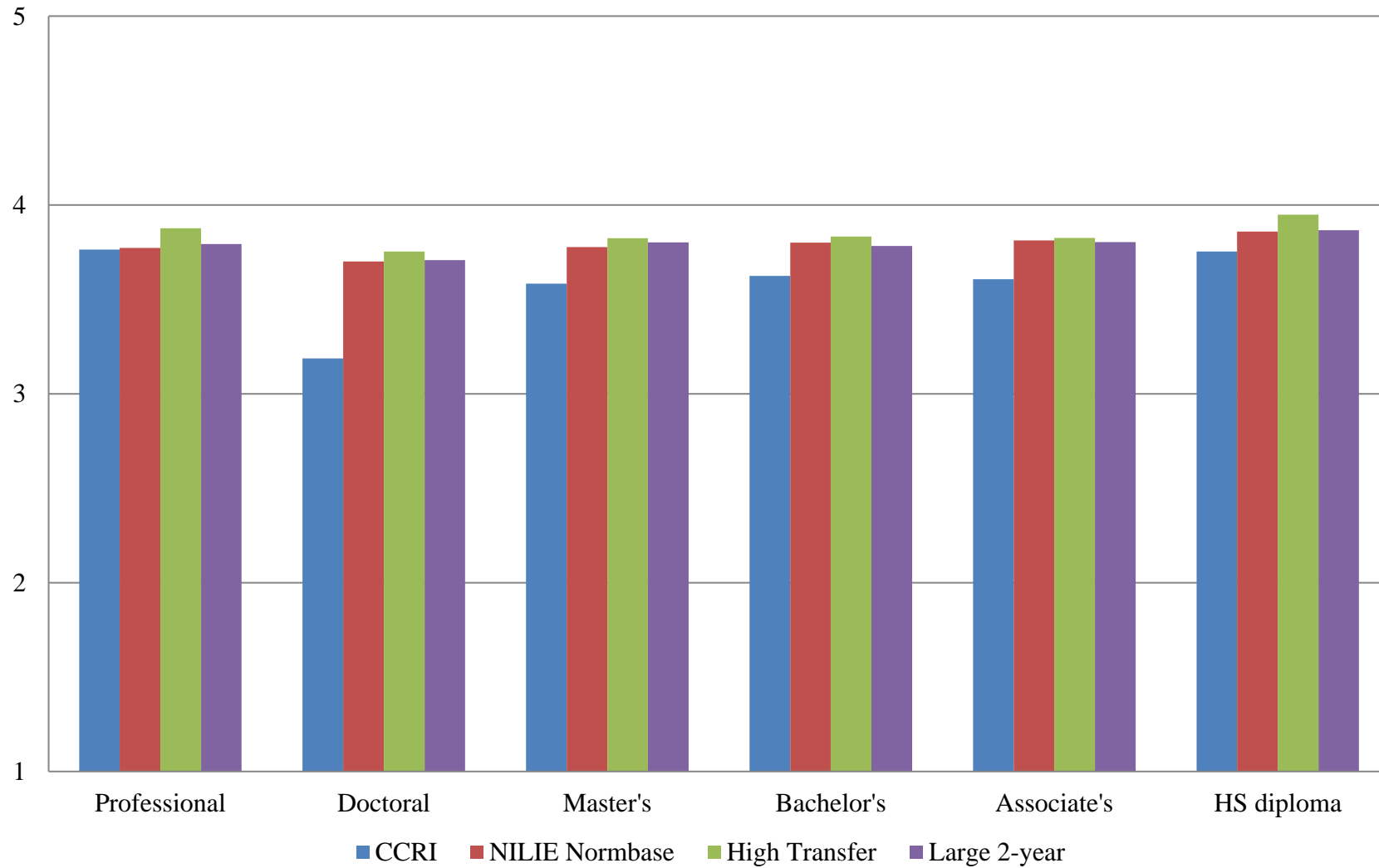


Table 17. Institutional Structure Mean Comparisons by Highest Degree Earned

CCRI compared with:

What is the highest degree you have earned?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	504	3.101	3.472	***	-.409	3.539	***	-.480	3.492	***	-.437
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	13	3.424	3.471			3.600			3.492		
Doctoral degree (e.g., Ph.D., Ed.D.)	42	2.555	3.352	***	-.797	3.428	***	-.891	3.370	***	-.839
Master's degree	260	3.113	3.453	***	-.368	3.524	***	-.442	3.492	***	-.416
Bachelor's degree	79	3.299	3.509	*	-.241	3.572	**	-.311	3.501	*	-.232
Associate's degree	42	3.225	3.542	*	-.373	3.574	**	-.406	3.546	*	-.384
High School diploma or GED	16	3.474	3.633			3.739			3.639		
No diploma or degree	0	--	3.467			3.425			3.373		

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

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Table 18. Student Focus Mean Comparisons by Highest Degree Earned

CCRI compared with:

What is the highest degree you have earned?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	502	3.863	4.048	***	-.283	4.062	***	-.296	4.059	***	-.301
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	13	3.953	4.048			4.132			4.044		
Doctoral degree (e.g., Ph.D., Ed.D.)	42	3.693	4.003	**	-.444	4.006	**	-.439	4.006	**	-.458
Master's degree	260	3.888	4.058	***	-.262	4.069	***	-.268	4.079	***	-.298
Bachelor's degree	79	3.887	4.055	*	-.266	4.060	*	-.265	4.046	*	-.245
Associate's degree	42	3.923	4.074			4.073			4.077		
High School diploma or GED	16	4.135	4.094			4.159			4.113		
No diploma or degree	0	--	4.009			3.877			3.917		

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

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Table 19. Supervisory Relationships Mean Comparisons by Highest Degree Earned

CCRI compared with:

What is the highest degree you have earned?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	502	3.670	3.836	***	-.184	3.886	***	-.242	3.847	***	-.197
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	13	3.887	3.814			3.916			3.848		
Doctoral degree (e.g., Ph.D., Ed.D.)	42	3.365	3.772	**	-.431	3.840	***	-.519	3.773	**	-.432
Master's degree	260	3.727	3.839	*	-.125	3.890	**	-.184	3.865	*	-.157
Bachelor's degree	79	3.720	3.859			3.892			3.840		
Associate's degree	42	3.734	3.869			3.883			3.852		
High School diploma or GED	16	3.711	3.904			3.989			3.908		
No diploma or degree	0	--	3.748			3.692			3.679		

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

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Table 20. Teamwork Mean Comparisons by Highest Degree Earned

CCRI compared with:

What is the highest degree you have earned?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	498	3.743	3.872	**	-.133	3.921	***	-.185	3.860	**	-.121
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	13	3.973	3.895			3.991			3.923		
Doctoral degree (e.g., Ph.D., Ed.D.)	42	3.408	3.824	**	-.403	3.890	**	-.481	3.826	**	-.409
Master's degree	259	3.825	3.889			3.945	*	-.126	3.887		
Bachelor's degree	78	3.746	3.907			3.929			3.862		
Associate's degree	42	3.740	3.867			3.864			3.825		
High School diploma or GED	16	3.760	3.897			3.995			3.895		
No diploma or degree	0	--	3.734			3.642			3.559		

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

-- indicates results redacted for confidentiality

Table 21. Overall Mean Comparisons by Highest Degree Earned

CCRI compared with:

What is the highest degree you have earned?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	504	3.536	3.774	***	-.315	3.819	***	-.371	3.785	***	-.332
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	13	3.764	3.772			3.877			3.792		
Doctoral degree (e.g., Ph.D., Ed.D.)	42	3.187	3.700	***	-.628	3.753	***	-.701	3.707	***	-.650
Master's degree	260	3.583	3.776	***	-.256	3.823	***	-.313	3.801	***	-.293
Bachelor's degree	79	3.624	3.800	*	-.240	3.833	*	-.281	3.783		
Associate's degree	42	3.607	3.812			3.825			3.803		
High School diploma or GED	16	3.753	3.860			3.949			3.866		
No diploma or degree	0	--	3.718			3.645			3.617		

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

-- indicates results redacted for confidentiality

Figure 5. Overall Climate by Gender

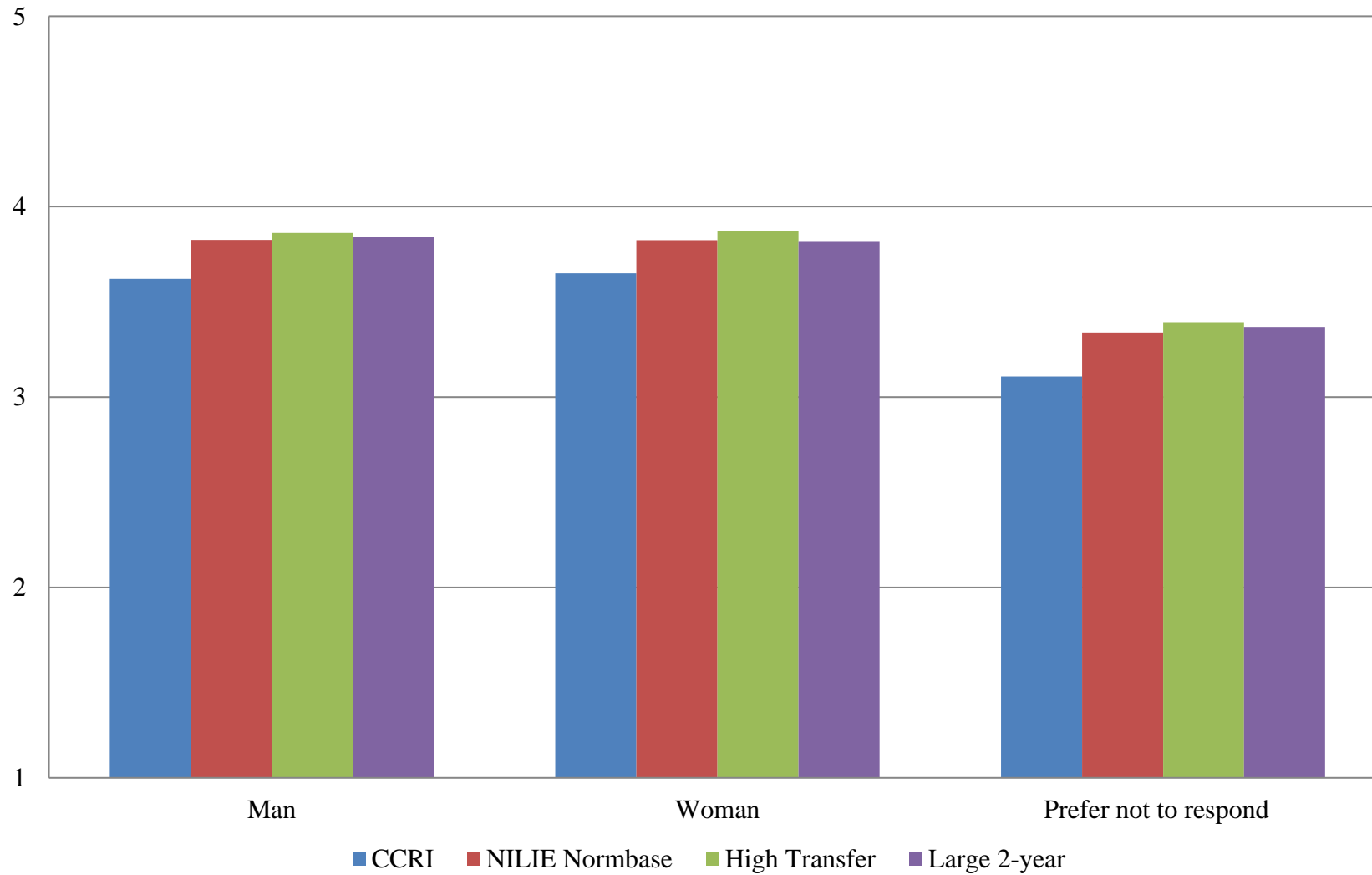


Table 22. Institutional Structure Mean Comparisons by Gender

CCRI compared with:

What gender are you:	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	504	3.101	3.472	***	-.409	3.539	***	-.480	3.492	***	-.437
Man	121	3.273	3.535	**	-.285	3.590	***	-.341	3.558	***	-.316
Woman	267	3.214	3.531	***	-.362	3.600	***	-.443	3.533	***	-.366
Another gender identity	4	--	3.012			3.046			2.868		
I prefer not to respond	55	2.481	2.914	***	-.498	2.992	***	-.567	2.970	***	-.558

Table 23. Student Focus Mean Comparisons by Gender

CCRI compared with:

What gender are you:	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	502	3.863	4.048	***	-.283	4.062	***	-.296	4.059	***	-.301
Man	121	3.851	4.077	***	-.345	4.084	***	-.341	4.101	***	-.392
Woman	267	3.972	4.088	**	-.187	4.105	***	-.209	4.085	**	-.181
Another gender identity	4	--	3.750			3.787			3.629		
I prefer not to respond	55	3.596	3.748			3.759			3.748		

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

-- indicates results redacted for confidentiality

Table 24. Supervisory Relationships Mean Comparisons by Gender

What gender are you:	<i>CCRI compared with:</i>										
	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	502	3.670	3.836	***	-.184	3.886	***	-.242	3.847	***	-.197
Man	121	3.748	3.886			3.925	*	-.202	3.900		
Woman	267	3.768	3.882	*	-.131	3.934	**	-.192	3.878	*	-.126
Another gender identity	4	--	3.539			3.553			3.398		
I prefer not to respond	55	3.267	3.399			3.466			3.428		

Table 25. Teamwork Mean Comparisons by Gender

What gender are you:	<i>CCRI compared with:</i>										
	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	498	3.743	3.872	**	-.133	3.921	***	-.185	3.860	**	-.121
Man	121	3.791	3.932			3.976	*	-.202	3.923		
Woman	265	3.841	3.911			3.963	*	-.129	3.883		
Another gender identity	4	--	3.520			3.491			3.400		
I prefer not to respond	55	3.340	3.483			3.538			3.505		

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

-- indicates results redacted for confidentiality

Table 26. Overall Mean Comparisons by Gender

CCRI compared with:

What gender are you:	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	504	3.536	3.774	***	-.315	3.819	***	-.371	3.785	***	-.332
Man	121	3.620	3.825	**	-.270	3.861	***	-.314	3.841	**	-.296
Woman	267	3.650	3.824	***	-.239	3.872	***	-.304	3.818	***	-.232
Another gender identity	4	--	3.413			3.433			3.280		
I prefer not to respond	55	3.108	3.339	*	-.308	3.393	**	-.370	3.368	*	-.340

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

-- indicates results redacted for confidentiality

Figure 6. Overall Climate by Years at this Institution

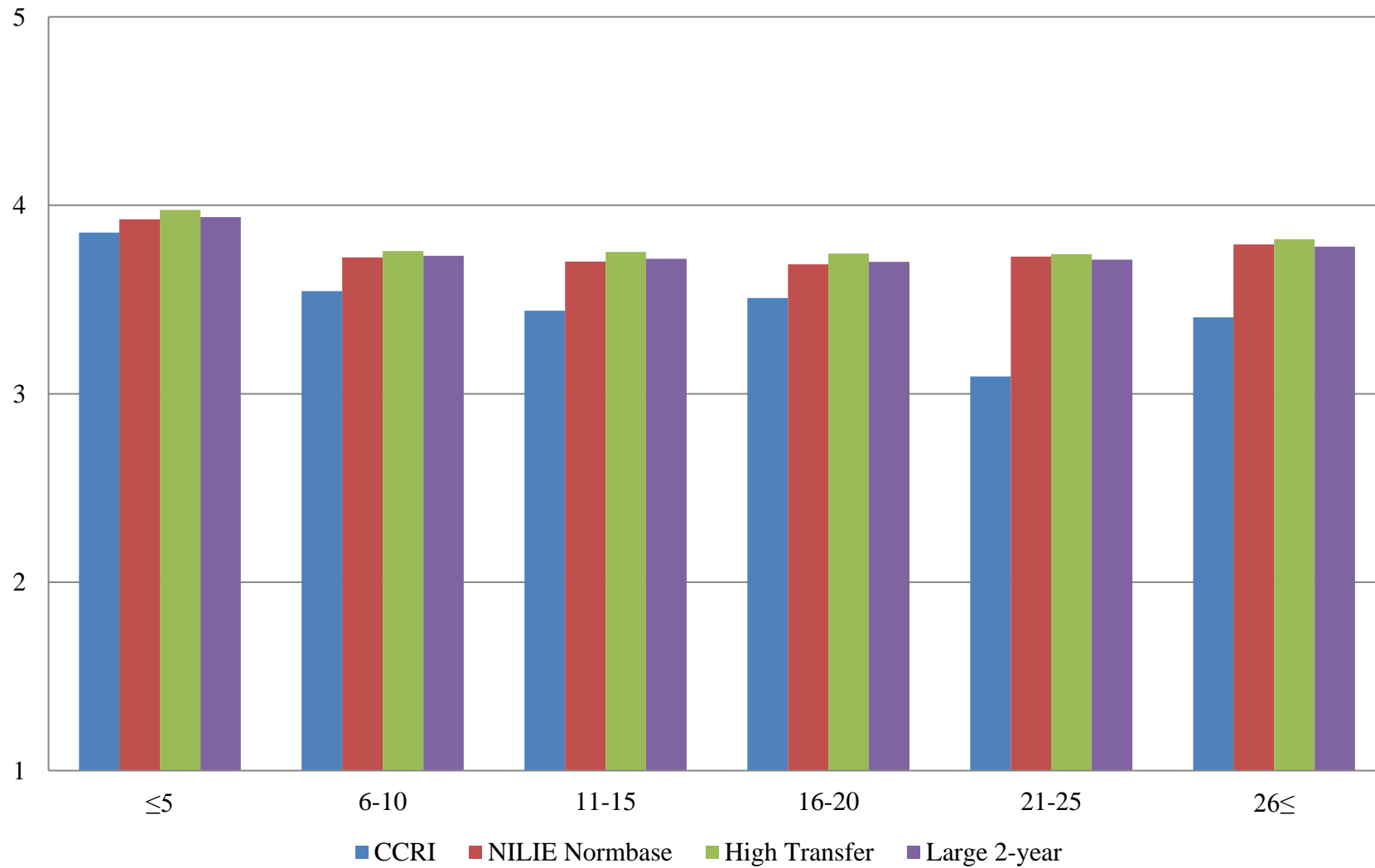


Table 27. Institutional Structure Mean Comparisons by Years at this Institution

CCRI compared with:

How many years have you worked at this institution?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	504	3.101	3.472	***	-.409	3.539	***	-.480	3.492	***	-.437
5 years or less	160	3.608	3.697			3.771	*	-.191	3.719		
6-10 years	81	3.027	3.402	***	-.414	3.460	***	-.468	3.420	***	-.434
11-15 years	70	2.872	3.357	***	-.528	3.431	***	-.605	3.381	***	-.568
16-20 years	45	3.012	3.318	*	-.336	3.416	**	-.440	3.345	*	-.370
21-25 years	27	2.618	3.369	***	-.829	3.390	***	-.848	3.358	***	-.832
26 years or more	35	2.622	3.445	***	-.924	3.458	***	-.920	3.442	***	-.938

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

-- indicates results redacted for confidentiality

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

CCRI compared with:

How many years have you worked at this institution?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	502	3.863	4.048	***	-.283	4.062	***	-.296	4.059	***	-.301
5 years or less	160	3.988	4.120	*	-.204	4.146	**	-.239	4.133	**	-.222
6-10 years	81	3.896	4.014			4.022			4.010		
11-15 years	70	3.820	4.023	**	-.311	4.041	**	-.337	4.042	**	-.349
16-20 years	45	3.903	4.022			4.029			4.034		
21-25 years	27	3.618	4.062	***	-.711	4.027	**	-.604	4.055	***	-.714
26 years or more	35	3.870	4.094	*	-.360	4.083			4.105	*	-.391

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

-- indicates results redacted for confidentiality

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

CCRI compared with:

How many years have you worked at this institution?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	502	3.670	3.836	***	-.184	3.886	***	-.242	3.847	***	-.197
5 years or less	160	3.971	3.984			4.028			3.991		
6-10 years	81	3.712	3.789			3.824			3.803		
11-15 years	70	3.614	3.759			3.817			3.775		
16-20 years	45	3.677	3.751			3.815			3.763		
21-25 years	27	3.019	3.780	***	-.849	3.815	***	-.904	3.769	***	-.835
26 years or more	35	3.701	3.864			3.925			3.846		

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

-- indicates results redacted for confidentiality

Table 30. Teamwork Mean Comparisons by Years at this Institution

CCRI compared with:

How many years have you worked at this institution?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	498	3.743	3.872	**	-.133	3.921	***	-.185	3.860	**	-.121
5 years or less	158	3.980	3.998			4.055			3.993		
6-10 years	81	3.736	3.821			3.845			3.815		
11-15 years	70	3.711	3.810			3.864			3.802		
16-20 years	45	3.627	3.815			3.873			3.808		
21-25 years	27	3.405	3.858	*	-.467	3.896	**	-.522	3.803	*	-.400
26 years or more	35	3.824	3.922			3.987			3.857		

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

-- indicates results redacted for confidentiality

Table 31. Overall Mean Comparisons by Years at this Institution

CCRI compared with:

How many years have you worked at this institution?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	504	3.536	3.774	***	-.315	3.819	***	-.371	3.785	***	-.332
5 years or less	160	3.856	3.926			3.976	*	-.165	3.938		
6-10 years	81	3.544	3.723	*	-.236	3.757	*	-.272	3.732	*	-.248
11-15 years	70	3.441	3.701	**	-.340	3.753	***	-.408	3.716	**	-.368
16-20 years	45	3.508	3.686			3.745	*	-.312	3.699		
21-25 years	27	3.092	3.728	***	-.862	3.740	***	-.864	3.712	***	-.849
26 years or more	35	3.405	3.793	**	-.541	3.820	***	-.581	3.781	**	-.526

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

-- indicates results redacted for confidentiality

Figure 7. Overall Climate by Years in Higher Education

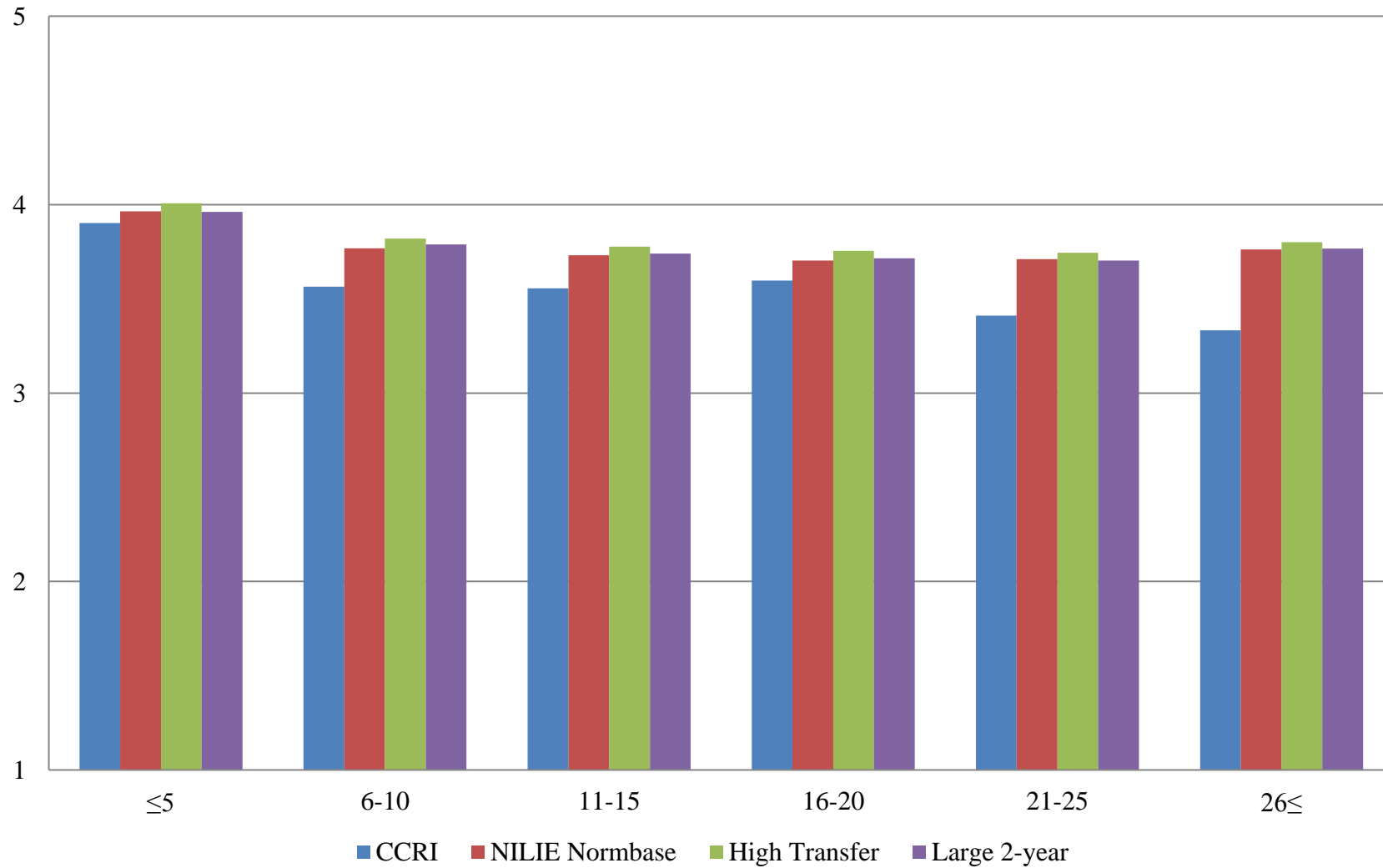


Table 32. Institutional Structure Mean Comparisons by Years in Higher Education

CCRI compared with:

How many years have you worked in higher education?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	504	3.101	3.472	***	-.409	3.539	***	-.480	3.492	***	-.437
5 years or less	110	3.706	3.758			3.824			3.760		
6-10 years	72	3.096	3.468	***	-.418	3.545	***	-.501	3.506	***	-.459
11-15 years	63	3.045	3.404	**	-.397	3.473	***	-.470	3.420	***	-.421
16-20 years	55	3.089	3.351	*	-.287	3.438	**	-.376	3.381	*	-.328
21-25 years	39	2.937	3.339	**	-.433	3.404	**	-.502	3.341	**	-.439
26 years or more	73	2.668	3.410	***	-.786	3.458	***	-.840	3.422	***	-.819

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

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

CCRI compared with:

How many years have you worked in higher education?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	502	3.863	4.048	***	-.283	4.062	***	-.296	4.059	***	-.301
5 years or less	110	4.034	4.149			4.176	*	-.219	4.154		
6-10 years	72	3.838	4.024	*	-.282	4.043	*	-.302	4.035	*	-.296
11-15 years	63	3.864	4.033	*	-.261	4.056	*	-.293	4.046	*	-.281
16-20 years	55	3.943	4.017			4.022			4.014		
21-25 years	39	3.798	4.039	*	-.385	4.038	*	-.362	4.045	*	-.398
26 years or more	73	3.799	4.075	***	-.423	4.059	**	-.377	4.091	***	-.464

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

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

CCRI compared with:

How many years have you worked in higher education?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	502	3.670	3.836	***	-.184	3.886	***	-.242	3.847	***	-.197
5 years or less	110	3.959	4.010			4.048			4.003		
6-10 years	72	3.781	3.841			3.897			3.860		
11-15 years	63	3.741	3.791			3.830			3.800		
16-20 years	55	3.788	3.770			3.824			3.789		
21-25 years	39	3.470	3.779	*	-.340	3.815	*	-.387	3.772	*	-.328
26 years or more	73	3.527	3.823	**	-.329	3.896	***	-.427	3.827	**	-.332

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

Table 35. Teamwork Mean Comparisons by Years in Higher Education

CCRI compared with:

How many years have you worked in higher education?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	498	3.743	3.872	**	-.133	3.921	***	-.185	3.860	**	-.121
5 years or less	110	4.006	4.024			4.066			4.004		
6-10 years	71	3.741	3.859			3.907			3.863		
11-15 years	63	3.733	3.832			3.884			3.824		
16-20 years	55	3.788	3.824			3.877			3.814		
21-25 years	39	3.697	3.852			3.874			3.797		
26 years or more	73	3.677	3.896			3.962	*	-.301	3.865		

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

Table 36. Overall Mean Comparisons by Years in Higher Education

CCRI compared with:

How many years have you worked in higher education?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	504	3.536	3.774	***	-.315	3.819	***	-.371	3.785	***	-.332
5 years or less	110	3.902	3.964			4.008			3.962		
6-10 years	72	3.565	3.768	*	-.271	3.820	**	-.336	3.789	*	-.297
11-15 years	63	3.555	3.731			3.778	*	-.292	3.740		
16-20 years	55	3.597	3.703			3.755			3.715		
21-25 years	39	3.411	3.711	*	-.399	3.745	**	-.441	3.703	*	-.388
26 years or more	73	3.333	3.762	***	-.561	3.801	***	-.612	3.767	***	-.580

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

Figure 8. Overall Climate by Age

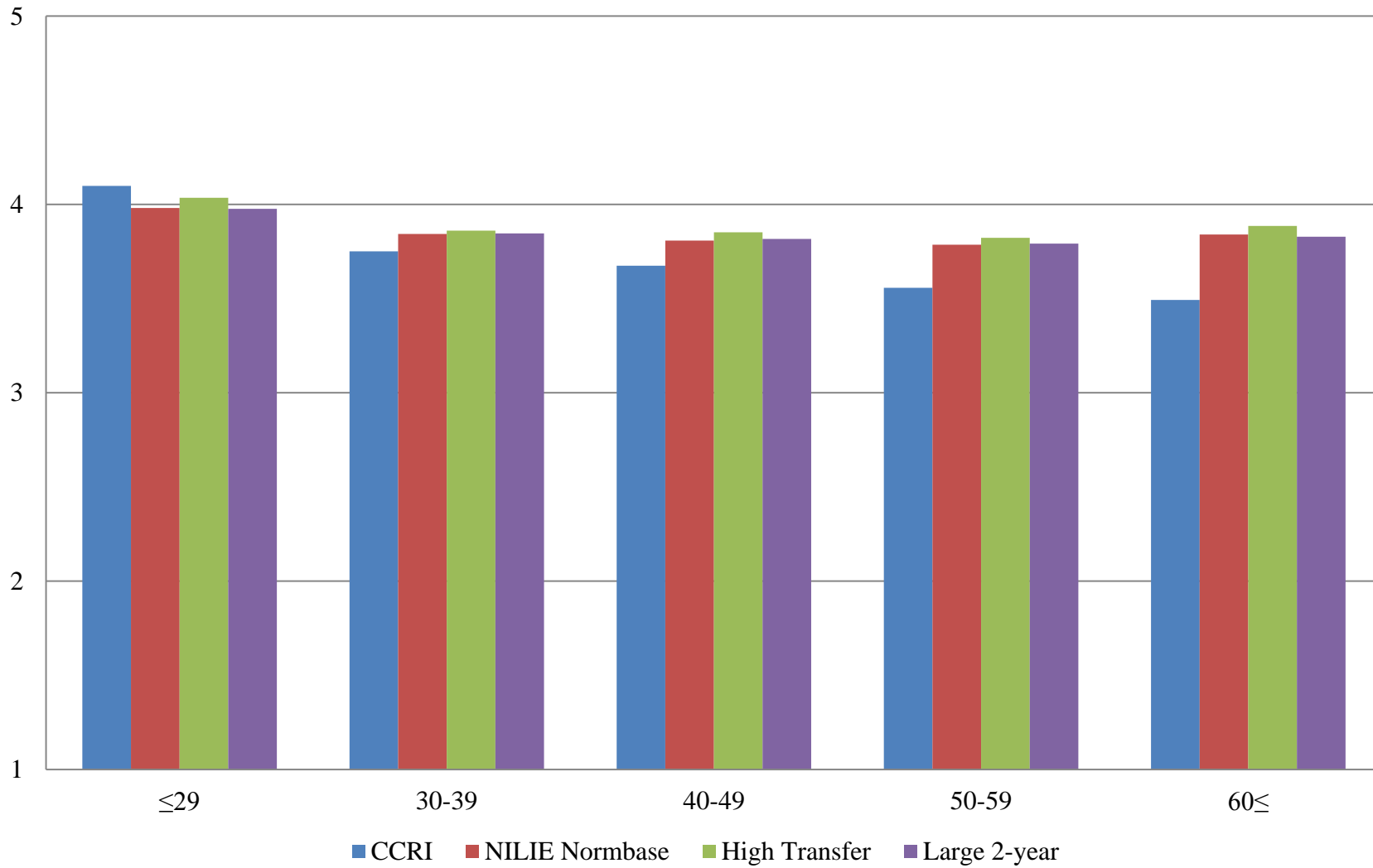


Table 37. Institutional Structure Mean Comparisons by Age

CCRI compared with:

What is your age?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	504	3.101	3.472	***	-.409	3.539	***	-.480	3.492	***	-.437
29 or younger	15	3.803	3.755			3.842			3.755		
30-39	57	3.454	3.553			3.586			3.561		
40-49	72	3.246	3.513	*	-.295	3.585	**	-.375	3.526	**	-.310
50-59	96	3.093	3.485	***	-.434	3.533	***	-.488	3.501	***	-.462
60 or older	112	3.001	3.555	***	-.610	3.612	***	-.666	3.553	***	-.609

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

Table 38. Student Focus Mean Comparisons by Age

CCRI compared with:

What is your age?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	502	3.863	4.048	***	-.283	4.062	***	-.296	4.059	***	-.301
29 or younger	15	4.171	4.130			4.181			4.148		
30-39	57	3.941	4.059			4.057			4.055		
40-49	72	3.878	4.060	*	-.280	4.072	*	-.289	4.071	*	-.290
50-59	96	3.827	4.078	***	-.394	4.082	***	-.392	4.086	***	-.414
60 or older	112	3.926	4.109	**	-.284	4.126	**	-.301	4.106	**	-.280

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

Table 39. Supervisory Relationships Mean Comparisons by Age

CCRI compared with:

What is your age?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	502	3.670	3.836	***	-.184	3.886	***	-.242	3.847	***	-.197
29 or younger	15	4.277	4.053			4.085			4.031		
30-39	57	3.872	3.928			3.942			3.939		
40-49	72	3.873	3.876			3.916			3.887		
50-59	96	3.772	3.838			3.884			3.842		
60 or older	112	3.557	3.887	***	-.370	3.943	***	-.438	3.870	***	-.345

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

Table 40. Teamwork Mean Comparisons by Age

CCRI compared with:

What is your age?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	498	3.743	3.872	**	-.133	3.921	***	-.185	3.860	**	-.121
29 or younger	15	4.329	4.100			4.133			4.078		
30-39	56	3.866	3.964			3.991			3.958		
40-49	72	3.923	3.906			3.952			3.895		
50-59	96	3.687	3.866			3.916	*	-.238	3.844		
60 or older	111	3.707	3.929	*	-.232	3.980	**	-.289	3.893	*	-.190

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

Table 41. Overall Mean Comparisons by Age

CCRI compared with:

What is your age?	CCRI		NILIE Normbase			High Transfer			Large 2-year		
	N	Mean	Mean	Sig.	Effect size	Mean	Sig.	Effect size	Mean	Sig.	Effect size
Overall	504	3.536	3.774	***	-.315	3.819	***	-.371	3.785	***	-.332
29 or younger	15	4.098	3.981			4.036			3.976		
30-39	57	3.751	3.843			3.860			3.847		
40-49	72	3.675	3.808			3.851			3.816		
50-59	96	3.557	3.787	**	-.306	3.822	***	-.353	3.792	**	-.317
60 or older	112	3.493	3.841	***	-.460	3.885	***	-.513	3.829	***	-.442

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



**NATIONAL INITIATIVE FOR LEADERSHIP
& INSTITUTIONAL EFFECTIVENESS**

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**Community College
of Rhode Island
Warwick, Rhode Island**

PACE Personnel Classification Report
Personal Assessment of the College Environment

Lead Researchers
Laura G. Maldonado & Haruna Suzuki

Conducted
November & December 2018



NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

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Suggested Citation: National Initiative for Leadership & Institutional Effectiveness, North Carolina State University. Personal Assessment of the College Environment (PACE) Personnel Classification Report, by Maldonado, L. G., & Suzuki, H. Raleigh, NC: 2018.

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Table 1. Institutional Structure Frequencies by Personnel Classification

Institutional Structure	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
1 the actions of this institution reflect its mission	Very dissatisfied	38	8%	23	11%	3	8%	9	5%
	Dissatisfied	85	17%	41	20%	0	0%	32	16%
	Neither	80	16%	31	15%	5	13%	32	16%
	Satisfied	194	40%	78	37%	18	47%	85	43%
	Very satisfied	94	19%	37	18%	12	32%	38	19%
	Total	491	100%	210	100%	38	100%	196	100%
4 decisions are made at the appropriate level at this institution	Very dissatisfied	87	18%	57	28%	4	11%	17	9%
	Dissatisfied	124	26%	47	23%	6	17%	57	30%
	Neither	98	21%	43	21%	6	17%	38	20%
	Satisfied	107	22%	34	17%	13	36%	54	28%
	Very satisfied	61	13%	24	12%	7	19%	25	13%
	Total	477	100%	205	100%	36	100%	191	100%
5 the institution effectively promotes diversity in the workplace	Very dissatisfied	29	6%	9	4%	3	8%	13	7%
	Dissatisfied	51	11%	21	10%	6	16%	20	10%
	Neither	131	27%	62	30%	12	32%	43	22%
	Satisfied	161	33%	62	30%	11	29%	73	37%
	Very satisfied	112	23%	52	25%	6	16%	46	24%
	Total	484	100%	206	100%	38	100%	195	100%
6 administrative leadership is focused on meeting the needs of students	Very dissatisfied	73	15%	49	23%	2	5%	13	7%
	Dissatisfied	78	16%	38	18%	2	5%	31	16%
	Neither	69	14%	24	11%	2	5%	34	17%
	Satisfied	148	30%	52	25%	10	26%	73	37%
	Very satisfied	124	25%	46	22%	22	58%	48	24%
	Total	492	100%	209	100%	38	100%	199	100%

Institutional Structure (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
10 information is shared within the institution	Very dissatisfied	105	21%	47	23%	6	16%	40	20%
	Dissatisfied	110	22%	37	18%	6	16%	54	27%
	Neither	100	20%	33	16%	8	21%	47	24%
	Satisfied	114	23%	59	28%	10	26%	40	20%
	Very satisfied	62	13%	32	15%	8	21%	18	9%
	Total	491	100%	208	100%	38	100%	199	100%
11 institutional teams use problem-solving techniques	Very dissatisfied	55	13%	34	19%	6	17%	10	5%
	Dissatisfied	89	21%	33	18%	7	19%	41	23%
	Neither	136	32%	55	31%	8	22%	64	35%
	Satisfied	102	24%	37	21%	12	33%	51	28%
	Very satisfied	43	10%	21	12%	3	8%	16	9%
	Total	425	100%	180	100%	36	100%	182	100%
15 I am able to appropriately influence the direction of this institution	Very dissatisfied	104	24%	58	31%	5	14%	29	16%
	Dissatisfied	90	21%	43	23%	6	16%	37	21%
	Neither	98	23%	38	20%	4	11%	51	28%
	Satisfied	93	22%	29	16%	11	30%	49	27%
	Very satisfied	45	10%	18	10%	11	30%	14	8%
	Total	430	100%	186	100%	37	100%	180	100%
16 open and ethical communication is practiced at this institution	Very dissatisfied	105	22%	62	30%	5	13%	28	14%
	Dissatisfied	95	20%	33	16%	6	16%	51	26%
	Neither	98	21%	33	16%	9	24%	49	25%
	Satisfied	116	24%	48	23%	12	32%	51	26%
	Very satisfied	60	13%	32	15%	6	16%	19	10%
	Total	474	100%	208	100%	38	100%	198	100%

Institutional Structure (continued)	Response Option	Overall		Faculty		Administrator		Staff		
		Count	%	Count	%	Count	%	Count	%	
<i>The extent to which...</i>										
22 this institution has been successful in positively motivating my performance	Very dissatisfied	73	15%	31	15%	5	13%	27	14%	
	Dissatisfied	101	21%	46	22%	2	5%	47	24%	
	Neither	94	20%	39	19%	7	18%	44	22%	
	Satisfied	130	27%	58	28%	12	32%	54	27%	
	Very satisfied	76	16%	35	17%	12	32%	27	14%	
	Total	474	100%	209	100%	38	100%	199	100%	
25 a spirit of cooperation exists at this institution	Very dissatisfied	114	24%	59	28%	8	21%	34	17%	
	Dissatisfied	92	19%	36	17%	9	24%	42	21%	
	Neither	97	20%	38	18%	11	29%	46	23%	
	Satisfied	119	25%	44	21%	6	16%	63	31%	
	Very satisfied	55	12%	33	16%	4	11%	16	8%	
	Total	477	100%	210	100%	38	100%	201	100%	
29 institution-wide policies guide my work	Very dissatisfied	42	9%	19	9%	6	16%	14	7%	
	Dissatisfied	51	11%	24	12%	3	8%	20	10%	
	Neither	130	28%	57	28%	5	14%	60	31%	
	Satisfied	166	36%	64	31%	16	43%	77	39%	
	Very satisfied	78	17%	43	21%	7	19%	24	12%	
	Total	467	100%	207	100%	37	100%	195	100%	
32 this institution is appropriately organized	Very dissatisfied	94	20%	48	23%	6	16%	28	14%	
	Dissatisfied	110	24%	48	23%	8	22%	50	26%	
	Neither	103	22%	38	18%	5	14%	58	30%	
	Satisfied	109	23%	44	21%	13	35%	46	24%	
	Very satisfied	48	10%	30	14%	5	14%	13	7%	
	Total	464	100%	208	100%	37	100%	195	100%	

Institutional Structure (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
38 I have the opportunity for advancement within this institution	Very dissatisfied	75	17%	23	12%	4	11%	41	21%
	Dissatisfied	88	20%	33	17%	5	14%	46	24%
	Neither	100	23%	52	28%	2	5%	39	20%
	Satisfied	120	27%	49	26%	17	46%	50	26%
	Very satisfied	59	13%	32	17%	9	24%	18	9%
	Total	442	100%	189	100%	37	100%	194	100%
41 I receive adequate information regarding important activities at this institution	Very dissatisfied	52	11%	21	10%	3	8%	18	9%
	Dissatisfied	75	16%	25	12%	9	24%	39	19%
	Neither	87	18%	40	19%	4	11%	39	19%
	Satisfied	183	38%	85	39%	12	32%	81	40%
	Very satisfied	79	17%	45	21%	10	26%	24	12%
	Total	476	100%	216	100%	38	100%	201	100%
44 my work is guided by clearly defined administrative processes	Very dissatisfied	69	15%	34	16%	5	13%	24	12%
	Dissatisfied	87	19%	34	16%	11	29%	36	18%
	Neither	86	19%	41	20%	5	13%	38	19%
	Satisfied	149	32%	61	29%	9	24%	74	38%
	Very satisfied	72	16%	37	18%	8	21%	25	13%
	Total	463	100%	207	100%	38	100%	197	100%

Table 2. Student Focus Frequencies by Personnel Classification

Student Focus	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
7 student needs are central to what we do	Very dissatisfied	36	7%	23	11%	1	3%	6	3%
	Dissatisfied	71	14%	33	16%	4	11%	28	14%
	Neither	68	14%	30	14%	5	13%	23	12%
	Satisfied	158	32%	58	27%	9	24%	77	39%
	Very satisfied	159	32%	67	32%	19	50%	63	32%
	Total	492	100%	211	100%	38	100%	197	100%
8 I feel my job is relevant to this institution's mission	Very dissatisfied	8	2%	6	3%	1	3%	1	1%
	Dissatisfied	28	6%	10	5%	0	0%	13	7%
	Neither	31	6%	13	6%	0	0%	14	7%
	Satisfied	142	29%	51	24%	10	26%	64	32%
	Very satisfied	284	58%	132	62%	27	71%	106	54%
	Total	493	100%	212	100%	38	100%	198	100%
17 faculty meet the needs of students	Very dissatisfied	8	2%	1	0%	3	8%	3	2%
	Dissatisfied	34	8%	7	3%	6	17%	19	11%
	Neither	90	20%	23	11%	15	42%	42	25%
	Satisfied	192	43%	95	45%	8	22%	78	46%
	Very satisfied	122	27%	83	40%	4	11%	29	17%
	Total	446	100%	209	100%	36	100%	171	100%
18 student ethnic and cultural diversity are important at this institution	Very dissatisfied	11	2%	4	2%	1	3%	5	3%
	Dissatisfied	22	5%	11	5%	4	11%	5	3%
	Neither	71	15%	33	16%	6	16%	27	14%
	Satisfied	206	44%	73	35%	20	54%	98	51%
	Very satisfied	157	34%	86	42%	6	16%	59	30%
	Total	467	100%	207	100%	37	100%	194	100%

Student Focus (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
19 students' competencies are enhanced	Very dissatisfied	13	3%	10	5%	1	3%	1	1%
	Dissatisfied	47	10%	18	8%	1	3%	19	11%
	Neither	107	24%	39	18%	13	38%	51	28%
	Satisfied	202	44%	88	42%	15	44%	87	48%
	Very satisfied	85	19%	57	27%	4	12%	22	12%
	Total	454	100%	212	100%	34	100%	180	100%
23 non-teaching professional personnel meet the needs of students	Very dissatisfied	9	2%	5	3%	0	0%	0	0%
	Dissatisfied	41	9%	20	11%	5	14%	15	8%
	Neither	89	20%	35	19%	10	27%	38	19%
	Satisfied	195	44%	71	38%	17	46%	96	49%
	Very satisfied	111	25%	54	29%	5	14%	46	24%
	Total	445	100%	185	100%	37	100%	195	100%
28 classified personnel meet the needs of students	Very dissatisfied	8	2%	2	1%	0	0%	2	1%
	Dissatisfied	21	5%	10	6%	4	11%	7	4%
	Neither	122	29%	61	34%	11	31%	42	23%
	Satisfied	168	40%	58	32%	16	44%	88	49%
	Very satisfied	103	24%	50	28%	5	14%	41	23%
	Total	422	100%	181	100%	36	100%	180	100%
31 students receive an excellent education at this institution	Very dissatisfied	8	2%	4	2%	1	3%	3	2%
	Dissatisfied	39	8%	19	9%	2	5%	13	7%
	Neither	77	16%	33	15%	10	27%	31	16%
	Satisfied	219	47%	88	41%	15	41%	103	53%
	Very satisfied	125	27%	69	32%	9	24%	44	23%
	Total	468	100%	213	100%	37	100%	194	100%

Student Focus (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
35 this institution prepares students for a career	Very dissatisfied	4	1%	2	1%	0	0%	2	1%
	Dissatisfied	36	8%	16	8%	2	5%	11	6%
	Neither	96	21%	34	16%	11	30%	45	24%
	Satisfied	208	45%	88	42%	16	43%	97	51%
	Very satisfied	116	25%	69	33%	8	22%	36	19%
	Total	460	100%	209	100%	37	100%	191	100%
37 this institution prepares students for further learning	Very dissatisfied	8	2%	6	3%	0	0%	1	1%
	Dissatisfied	32	7%	19	9%	2	5%	7	4%
	Neither	77	16%	31	14%	6	16%	36	19%
	Satisfied	220	47%	84	39%	22	58%	102	53%
	Very satisfied	132	28%	74	35%	8	21%	47	24%
	Total	469	100%	214	100%	38	100%	193	100%
40 students are assisted with their personal development	Very dissatisfied	14	3%	7	3%	1	3%	3	2%
	Dissatisfied	36	8%	15	7%	2	5%	14	8%
	Neither	113	26%	41	20%	12	32%	54	31%
	Satisfied	178	40%	85	42%	17	46%	73	42%
	Very satisfied	99	23%	56	27%	5	14%	31	18%
	Total	440	100%	204	100%	37	100%	175	100%
42 students are satisfied with their educational experience at this institution	Very dissatisfied	5	1%	2	1%	0	0%	1	1%
	Dissatisfied	20	5%	11	5%	1	3%	7	4%
	Neither	125	29%	52	26%	7	21%	61	36%
	Satisfied	212	50%	97	48%	22	65%	81	48%
	Very satisfied	63	15%	41	20%	4	12%	18	11%
	Total	425	100%	203	100%	34	100%	168	100%

Table 3. Supervisory Relationships Frequencies by Personnel Classification

Supervisory Relationships	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
2 my supervisor expresses confidence in my work	Very dissatisfied	22	5%	6	3%	4	11%	6	3%
	Dissatisfied	34	7%	10	5%	2	5%	17	9%
	Neither	46	10%	23	11%	4	11%	15	8%
	Satisfied	132	27%	60	29%	3	8%	59	30%
	Very satisfied	250	52%	105	51%	24	65%	100	51%
	Total	484	100%	204	100%	37	100%	197	100%
9 my supervisor is open to the ideas, opinions, and beliefs of everyone	Very dissatisfied	33	7%	10	5%	5	13%	11	6%
	Dissatisfied	49	10%	15	7%	2	5%	28	14%
	Neither	54	11%	25	12%	2	5%	19	10%
	Satisfied	129	27%	57	28%	8	21%	57	29%
	Very satisfied	218	45%	94	47%	21	55%	85	43%
	Total	483	100%	201	100%	38	100%	200	100%
12 positive work expectations are communicated to me	Very dissatisfied	33	7%	13	6%	4	11%	11	5%
	Dissatisfied	69	15%	30	15%	4	11%	29	14%
	Neither	86	18%	35	17%	4	11%	40	20%
	Satisfied	176	37%	80	39%	9	24%	80	40%
	Very satisfied	108	23%	47	23%	17	45%	41	20%
	Total	472	100%	205	100%	38	100%	201	100%
13 unacceptable behaviors are identified and communicated to me	Very dissatisfied	33	8%	14	8%	4	11%	13	7%
	Dissatisfied	42	10%	14	8%	4	11%	19	11%
	Neither	118	29%	50	30%	7	19%	56	32%
	Satisfied	144	35%	58	35%	12	33%	64	36%
	Very satisfied	69	17%	31	19%	9	25%	25	14%
	Total	406	100%	167	100%	36	100%	177	100%

Supervisory Relationships (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
20 I receive timely feedback for my work	Very dissatisfied	43	9%	12	6%	5	13%	18	9%
	Dissatisfied	49	11%	23	12%	0	0%	22	11%
	Neither	95	20%	48	24%	6	16%	33	16%
	Satisfied	160	34%	67	34%	10	26%	79	39%
	Very satisfied	119	26%	49	25%	17	45%	49	24%
	Total	466	100%	199	100%	38	100%	201	100%
21 I receive appropriate feedback for my work	Very dissatisfied	36	8%	10	5%	5	13%	15	8%
	Dissatisfied	51	11%	21	11%	2	5%	25	13%
	Neither	98	21%	53	27%	4	11%	35	18%
	Satisfied	160	35%	67	34%	12	32%	73	37%
	Very satisfied	117	25%	47	24%	15	39%	51	26%
	Total	462	100%	198	100%	38	100%	199	100%
26 my supervisor actively seeks my ideas	Very dissatisfied	37	8%	13	7%	5	13%	12	6%
	Dissatisfied	58	13%	22	11%	2	5%	30	15%
	Neither	90	20%	49	26%	3	8%	35	17%
	Satisfied	118	26%	38	20%	9	24%	64	32%
	Very satisfied	156	34%	70	36%	19	50%	60	30%
	Total	459	100%	192	100%	38	100%	201	100%
27 my supervisor seriously considers my ideas	Very dissatisfied	36	8%	11	6%	5	13%	13	7%
	Dissatisfied	47	10%	16	9%	3	8%	25	13%
	Neither	82	18%	44	24%	1	3%	34	17%
	Satisfied	126	28%	42	22%	11	29%	65	33%
	Very satisfied	161	36%	74	40%	18	47%	62	31%
	Total	452	100%	187	100%	38	100%	199	100%

Supervisory Relationships (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
30 work outcomes are clarified for me	Very dissatisfied	41	9%	13	6%	5	13%	17	9%
	Dissatisfied	58	12%	21	10%	5	13%	27	14%
	Neither	111	24%	55	26%	7	18%	42	21%
	Satisfied	165	35%	69	33%	11	29%	77	39%
	Very satisfied	95	20%	50	24%	10	26%	34	17%
	Total	470	100%	208	100%	38	100%	197	100%
34 my supervisor helps me to improve my work	Very dissatisfied	36	8%	10	5%	6	16%	13	7%
	Dissatisfied	53	12%	25	13%	2	5%	25	13%
	Neither	86	19%	48	24%	2	5%	30	15%
	Satisfied	142	31%	57	29%	7	19%	74	38%
	Very satisfied	138	30%	59	30%	20	54%	55	28%
	Total	455	100%	199	100%	37	100%	197	100%
39 I am given the opportunity to be creative in my work	Very dissatisfied	30	6%	7	3%	4	11%	14	7%
	Dissatisfied	37	8%	13	6%	0	0%	20	10%
	Neither	75	16%	24	11%	2	5%	44	22%
	Satisfied	177	38%	77	36%	14	37%	81	41%
	Very satisfied	152	32%	92	43%	18	47%	38	19%
	Total	471	100%	213	100%	38	100%	197	100%
45 I have the opportunity to express my ideas in appropriate forums	Very dissatisfied	47	10%	22	11%	5	13%	15	8%
	Dissatisfied	60	13%	29	14%	1	3%	26	13%
	Neither	98	21%	41	20%	3	8%	48	24%
	Satisfied	172	37%	72	35%	14	37%	83	42%
	Very satisfied	84	18%	40	20%	15	39%	27	14%
	Total	461	100%	204	100%	38	100%	199	100%

Supervisory Relationships (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
46 professional development and training opportunities are available	Very dissatisfied	30	6%	7	3%	3	8%	13	7%
	Dissatisfied	56	12%	27	13%	2	5%	25	13%
	Neither	104	22%	47	22%	5	13%	48	24%
	Satisfied	176	38%	75	36%	16	42%	78	39%
	Very satisfied	102	22%	54	26%	12	32%	36	18%
	Total	468	100%	210	100%	38	100%	200	100%

Table 4. Teamwork Frequencies by Personnel Classification

Teamwork	Response Option	Overall		Faculty		Administrator		Staff		
		Count	%	Count	%	Count	%	Count	%	
<i>The extent to which...</i>										
3 there is a spirit of cooperation within my work team	Very dissatisfied	28	6%	8	4%	3	8%	12	6%	
	Dissatisfied	56	12%	23	12%	4	11%	23	12%	
	Neither	61	13%	23	12%	6	16%	26	13%	
	Satisfied	166	35%	74	38%	11	29%	71	36%	
	Very satisfied	165	35%	68	35%	14	37%	67	34%	
	Total	476	100%	196	100%	38	100%	199	100%	
14 my primary work team uses problem-solving techniques	Very dissatisfied	17	4%	8	5%	3	8%	5	3%	
	Dissatisfied	42	10%	10	6%	5	13%	21	11%	
	Neither	73	17%	32	19%	2	5%	35	18%	
	Satisfied	174	41%	61	37%	18	47%	84	43%	
	Very satisfied	121	28%	54	33%	10	26%	51	26%	
	Total	427	100%	165	100%	38	100%	196	100%	
24 there is an opportunity for all ideas to be exchanged within my work team	Very dissatisfied	35	8%	14	7%	4	11%	13	7%	
	Dissatisfied	59	13%	21	11%	3	8%	27	14%	
	Neither	73	16%	36	18%	4	11%	30	15%	
	Satisfied	157	34%	61	31%	11	29%	77	39%	
	Very satisfied	138	30%	65	33%	16	42%	52	26%	
	Total	462	100%	197	100%	38	100%	199	100%	
33 my work team provides an environment for free and open expression of ideas, opinions and beliefs	Very dissatisfied	39	9%	11	6%	5	13%	17	8%	
	Dissatisfied	46	10%	19	10%	2	5%	23	11%	
	Neither	62	14%	30	15%	1	3%	28	14%	
	Satisfied	174	38%	72	37%	14	37%	80	40%	
	Very satisfied	136	30%	63	32%	16	42%	53	26%	
	Total	457	100%	195	100%	38	100%	201	100%	

Teamwork (continued)	Response Option	Overall		Faculty		Administrator		Staff	
		Count	%	Count	%	Count	%	Count	%
<i>The extent to which...</i>									
36 my work team coordinates its efforts with appropriate individuals and teams	Very dissatisfied	17	4%	7	4%	2	5%	5	3%
	Dissatisfied	44	10%	16	9%	4	11%	22	11%
	Neither	88	20%	40	22%	6	16%	37	19%
	Satisfied	170	39%	65	36%	12	32%	86	44%
	Very satisfied	116	27%	54	30%	13	35%	46	23%
	Total	435	100%	182	100%	37	100%	196	100%
43 a spirit of cooperation exists in my department	Very dissatisfied	34	7%	10	5%	4	11%	14	7%
	Dissatisfied	54	11%	23	11%	4	11%	26	13%
	Neither	70	15%	30	14%	0	0%	36	18%
	Satisfied	166	35%	73	35%	12	32%	76	38%
	Very satisfied	146	31%	74	35%	17	46%	50	25%
	Total	470	100%	210	100%	37	100%	202	100%

Figure 1. Means by Personnel Classification and Climate Factor

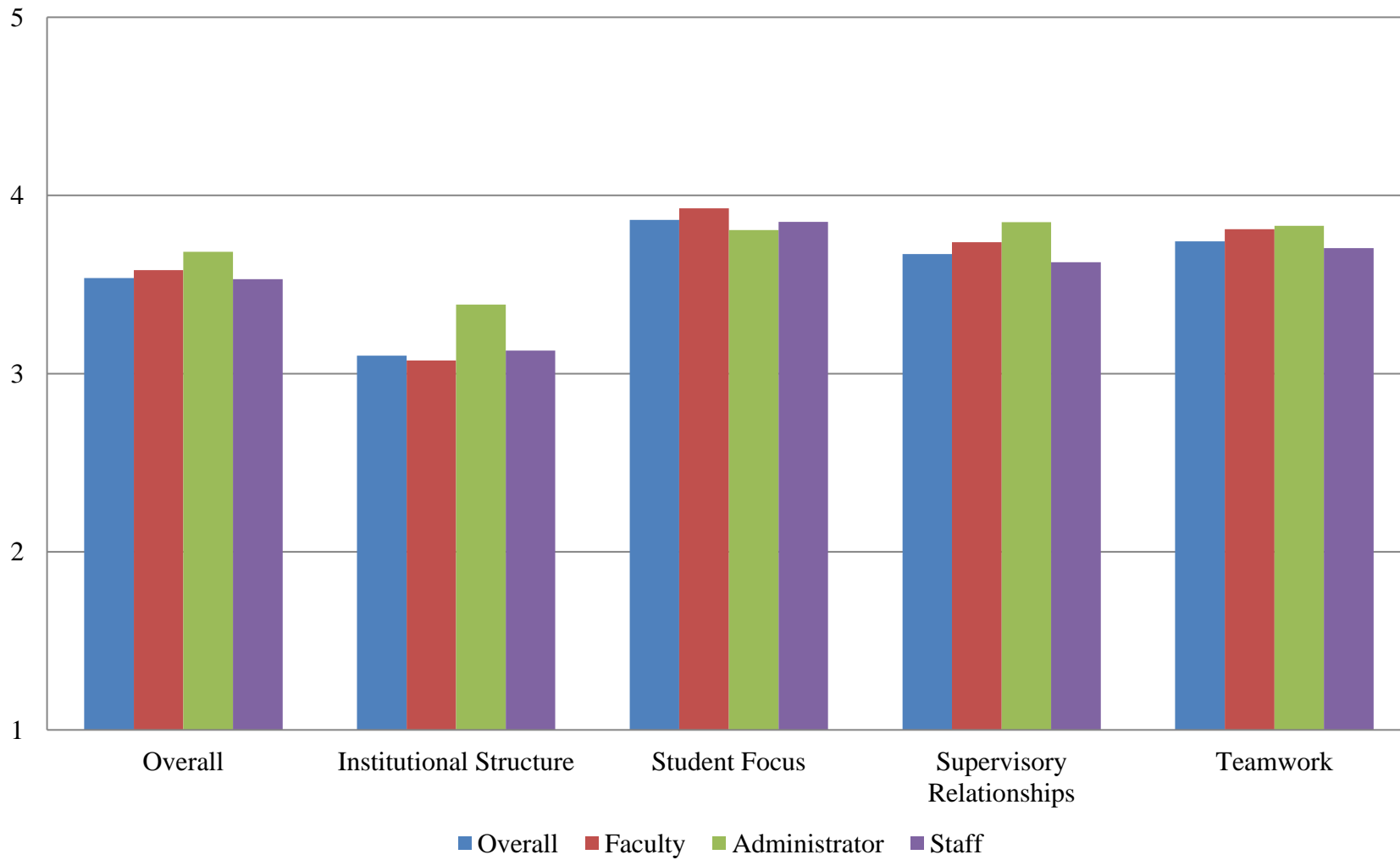


Table 5. Climate Factor Means by Personnel Classification

Climate Factor	Overall	Faculty		Administrator		Staff	
	Mean	N	Mean	N	Mean	N	Mean
Overall	3.536	216	3.580	38	3.683	202	3.530
Institutional Structure	3.101	216	3.073	38	3.387	202	3.129
Student Focus	3.863	216	3.928	38	3.806	202	3.852
Supervisory Relationships	3.670	216	3.737	38	3.850	202	3.625
Teamwork	3.743	214	3.811	38	3.829	202	3.703

Table 6. Institutional Structure Item Means by Personnel Classification

Institutional Structure	Overall		Faculty	Administrator	Staff
	N	Mean	Mean	Mean	Mean
<i>The extent to which...</i>					
1 the actions of this institution reflect its mission	491	3.450	3.310	3.947	3.566
4 decisions are made at the appropriate level at this institution	477	2.855	2.615	3.361	3.068
5 the institution effectively promotes diversity in the workplace	484	3.570	3.617	3.289	3.610
6 administrative leadership is focused on meeting the needs of students	492	3.350	3.038	4.263	3.563
10 information is shared within the institution	491	2.833	2.962	3.211	2.709
11 institutional teams use problem-solving techniques	425	2.974	2.878	2.972	3.121
15 I am able to appropriately influence the direction of this institution	430	2.733	2.495	3.459	2.900
16 open and ethical communication is practiced at this institution	474	2.854	2.784	3.211	2.909
22 this institution has been successful in positively motivating my performance	474	3.074	3.096	3.632	3.035
25 a spirit of cooperation exists at this institution	477	2.809	2.790	2.711	2.925
29 institution-wide policies guide my work	467	3.400	3.425	3.405	3.395
32 this institution is appropriately organized	464	2.800	2.808	3.081	2.826
38 I have the opportunity for advancement within this institution	442	3.000	3.180	3.595	2.784
41 I receive adequate information regarding important activities at this institution	476	3.340	3.500	3.447	3.269
44 my work is guided by clearly defined administrative processes	463	3.147	3.159	3.105	3.203

Table 7. Student Focus Item Means by Personnel Classification

Student Focus	Overall		Faculty	Administrator	Staff
	N	Mean	Mean	Mean	Mean
<i>The extent to which...</i>					
7 student needs are central to what we do	492	3.677	3.536	4.079	3.827
8 I feel my job is relevant to this institution's mission	493	4.351	4.382	4.632	4.318
17 faculty meet the needs of students	446	3.865	4.206	3.111	3.649
18 student ethnic and cultural diversity are important at this institution	467	4.019	4.092	3.703	4.036
19 students' competencies are enhanced	454	3.659	3.774	3.588	3.611
23 non-teaching professional personnel meet the needs of students	445	3.804	3.805	3.595	3.887
28 classified personnel meet the needs of students	422	3.799	3.796	3.611	3.883
31 students receive an excellent education at this institution	468	3.885	3.934	3.784	3.887
35 this institution prepares students for a career	460	3.861	3.986	3.811	3.806
37 this institution prepares students for further learning	469	3.930	3.939	3.947	3.969
40 students are assisted with their personal development	440	3.709	3.824	3.622	3.657
42 students are satisfied with their educational experience at this institution	425	3.725	3.808	3.853	3.643

Table 8. Supervisory Relationships Item Means by Personnel Classification

Supervisory Relationships	Overall		Faculty	Administrator	Staff
	N	Mean	Mean	Mean	Mean
<i>The extent to which...</i>					
2 my supervisor expresses confidence in my work	484	4.145	4.216	4.108	4.168
9 my supervisor is open to the ideas, opinions, and beliefs of everyone	483	3.932	4.045	4.000	3.885
12 positive work expectations are communicated to me	472	3.544	3.576	3.816	3.552
13 unacceptable behaviors are identified and communicated to me	406	3.429	3.467	3.500	3.390
20 I receive timely feedback for my work	466	3.564	3.593	3.895	3.592
21 I receive appropriate feedback for my work	462	3.587	3.606	3.789	3.603
26 my supervisor actively seeks my ideas	459	3.649	3.677	3.921	3.647
27 my supervisor seriously considers my ideas	452	3.728	3.813	3.895	3.693
30 work outcomes are clarified for me	470	3.457	3.587	3.421	3.426
34 my supervisor helps me to improve my work	455	3.644	3.653	3.892	3.675
39 I am given the opportunity to be creative in my work	471	3.815	4.099	4.105	3.553
45 I have the opportunity to express my ideas in appropriate forums	461	3.403	3.387	3.868	3.407
46 professional development and training opportunities are available	468	3.564	3.676	3.842	3.495

Table 9. Teamwork Item Means by Personnel Classification

Teamwork	Overall		Faculty	Administrator	Staff
	N	Mean	Mean	Mean	Mean
<i>The extent to which...</i>					
3 there is a spirit of cooperation within my work team	476	3.807	3.872	3.763	3.794
14 my primary work team uses problem-solving techniques	427	3.796	3.867	3.711	3.791
24 there is an opportunity for all ideas to be exchanged within my work team	462	3.658	3.721	3.842	3.643
33 my work team provides an environment for free and open expression of ideas, opinions and beliefs	457	3.705	3.805	3.895	3.642
36 my work team coordinates its efforts with appropriate individuals and teams	435	3.745	3.786	3.811	3.745
43 a spirit of cooperation exists in my department	470	3.715	3.848	3.919	3.604



**NATIONAL INITIATIVE FOR LEADERSHIP
& INSTITUTIONAL EFFECTIVENESS**

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**Community College
of Rhode Island
Warwick, Rhode Island**

PACE Qualitative Report
Personal Assessment of the College Environment

Lead Researchers
Laura G. Maldonado & Haruna Suzuki

Conducted
November & December 2018



NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

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Suggested Citation: National Initiative for Leadership & Institutional Effectiveness, North Carolina State University. Personal Assessment of the College Environment (PACE) Qualitative Report, by Maldonado, L. G., & Suzuki, H. Raleigh, NC: 2018.

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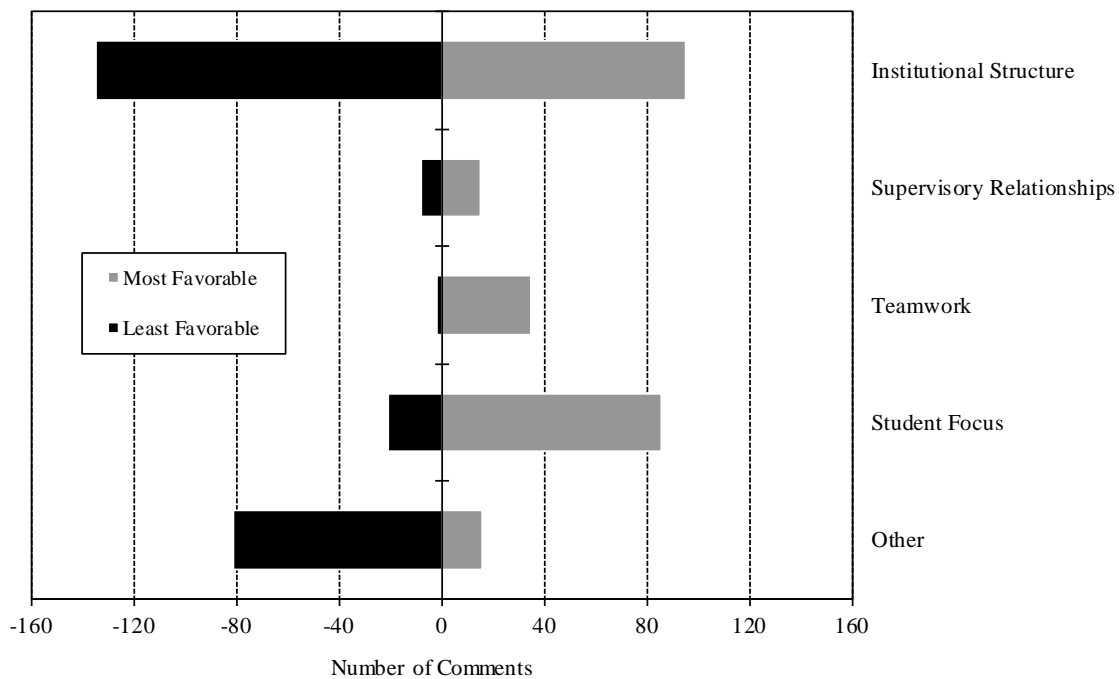
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 504 Community College of Rhode Island (CCRI) employees who completed the PACE survey, 267 respondents (53.0%) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments. However, reliability is ensured by coding all responses back to the questions on the PACE survey.

Figure 1 provides a summary of the open-ended responses. This summary is based on Herzberg's (1982) two-factor model of motivation. NILIE has modified the model to represent the PACE factors by classifying the comments into the most appropriate PACE climate factors. This approach illustrates how each factor contributes to the satisfaction or dissatisfaction of the respondents. Please note that when asked for opinions, it is common for respondents to write a greater number of negative comments than positive comments.

The greatest numbers of comments across all factors fell within the Institutional Structure climate factor. Please refer to Tables 1 and 2 for sample comments categorized by climate factor and the actual number of responses provided by CCRI employees. This sample of open-ended comments reflects employee responses as coded back to the questions of the PACE survey. Please note that comments are quoted exactly as written except in instances where the integrity of the report is compromised. Any additional edits for clarity are indicated by [].

Figure 1. Community College of Rhode Island Comment Response Rates



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

Table 1. Most Favorable Responses—Sample Comments and Actual Number of Responses at Community College of Rhode Island

Factor	Themes
Institutional Structure (n=95)	<p><i>I am very pleased to see the emphasis being placed on diversity, inclusion, and the attempts to change the culture of the college community. It seems that more has been accomplished in the last 2-3 years than the prior 10-11.</i></p> <p><i>All employees want to be valued members of a winning team with a compelling mission. We certainly have an incredibly compelling mission, and we certainly want to see our students succeed. I have always been so impressed and so proud of our hard working and dedicated faculty and staff.</i></p> <p><i>I like the CCRI mission statement.</i></p> <p><i>I appreciate how much dedication has been put forth to ensure inclusion among our community. The focus on training and services put forth for those students and staff who support these initiatives has been incredible.</i></p> <p><i>The most favorable quality in this institution is the inspirational, progressive and genuinely student-focused leadership. In this national climate of down-trending student enrollments, decreases in student retention and completion and failing institutions, the CCRI leadership should be celebrated for leading an institution that is enjoying significant increases in enrollments, retention, completion and overall institutional success.</i></p> <p><i>I like the fact that I work independently and serve on two committees that keep me involved with ongoing matters at the college.</i></p> <p><i>Communication is clear and frequent for college initiatives.</i></p> <p><i>CCRI is an institution ready for change and great improvement! The leadership is strong and dynamic. Many staff and faculty love working here and love helping our students succeed. I have enjoyed the culture initiative and the sense of community on campus.</i></p> <p><i>Clear syllabus expectations; freedom of teaching style; good PC technology rooms; good union representation.</i></p> <p><i>Headed in the right direction. Things are being put in place to make it efficient. It remains to be seen if the whole organization can be brought along.</i></p> <p><i>I am proud to be here and impressed with the growth and path that this college is taking, also with the accomplishments the students are making.</i></p> <p><i>I believe in the direction leadership is taking this institution and I feel confident in the administration. My interactions with faculty have been overwhelmingly positive. My interactions with students have been more challenging than I thought they would be, however, the outcomes for myself as well as the students has been very positive. I feel very grateful to be here.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>I know the college is working to address many of the issues regarding the climate here, but my answers reflect what is currently happening. There are excellent employees at every level, old and new, throughout the college who are doing their best to support each other, each other's work, our mission and student success.</i></p> <p><i>I really enjoy my job. I feel that my day is filled with helping the department I work in. Supporting the students to help them meet their goals is very important to me. I enjoy working with my co-workers to make the department better.</i></p> <p><i>I think students receive a quality education here and that most faculty and staff care about what they do. I have continued to work here because I believe in the mission of the institution and I have a great deal of respect for many longtime employees here.</i></p> <p><i>Most favorable: allowed to feel comfortable speaking the truth to power.</i></p> <p><i>My most favorable aspect of this job is working with my students. I love my work, and I am grateful to teach in an institution where I feel valued, challenged, and supported. Additionally, I appreciate the many professional development opportunities that exist at CCRI, for they continue to help me cultivate my teaching practice, grow in my field, and best serve my students.</i></p> <p><i>My most favorable part of working at this institution is being able to work on my campus with my staff. We are a very diverse campus and we work well together and it has been my pleasure to serve the students of this campus and work with the people I have been fortunate to have as a team here. Our leadership is outstanding and we respect each other and do our best to provide a welcoming environment to all of our students.</i></p> <p><i>Over my years of service at CCRI, I have witnessed the institution changing so many lives for the better. I have seen a level of commitment from faculty and staff that is unparalleled in any other institution in which I have previously served. I am honored to be part of a team that makes this change happen to so many individuals. Over the past three years, I have seen this commitment becoming more focused and pronounced. There are numer[ous] initiatives to strengthen the school's mission and provide a clearer path to achieving institutional goals. I have also witnessed genuine leadership efforts in bringing about positive changes towards a student-centered approach around which all our roles revolve. I am grateful for these changes.</i></p> <p><i>The Community College of RI is a great college. We offer so many programs and certificate programs. Faculty and advising staff are committed to helping all students. Administration works hard for all student needs as well.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>The college reflects the needs of the community and supports students who are looking to receive credentialing for workforce entry and/or sustainability. In addition, the college helps to prepare students who are transferring to bachelor's degree programs. My department is inclusive and provides support for faculty in terms of sharing ideas to improve the overall quality of the program, a fantastic Department Chair, and a spirit of comradery. I am always out in the community visiting students who are either taking our courses or completed a program at CCRI and they have overwhelmingly positive things to say. I have heard on a number of occasions from alumni that they wish their 4-year program was like CCRI. The college supports external accreditation for our department, which we worked diligently on and received. The college provides a good set of benefits for its employees. The college somewhat supports professional development of faculty and affords them some opportunities within and outside the college to improve our practices. I have a great relationship with other faculty across disciplines and am constantly trying to stay updated on the changes in their programs.</i></p> <p><i>We have a wonderfully diverse student body, and many dedicated faculty members. Most faculty are devoted to student learning. The administration is trying to institute plans that will promote student success and make it more likely for students to leave with degrees or certificates. Professional development opportunities for faculty have been top-notch.</i></p> <p><i>The college is a great place to work and I enjoy it very much. My job is rewarding and I feel lucky to be here. For the most part, the staff and faculty care a great deal about the students here and have the attitude that 'we are here to serve the students, that is our primary focus'. I think the students can see that in the service they receive from those that take the mission seriously.</i></p> <p><i>Vision, optimism, opportunity, growth, open-nature.</i></p> <p><i>CCRI includes many dedicated and skilled teachers.</i></p> <p><i>Collegiality among faculty, faculty dedication to students.</i></p> <p><i>Faculty is supportive of each other and the students. Faculty collaborate with each other and try to make up for the serious lack of advisors and support services.</i></p> <p><i>Good cooperation between staff teams and departments in most cases. I appreciate the quality of people that I work with directly on a daily basis and look forward to helping them in any way that I can. It makes for a very good work environment.</i></p> <p><i>Good relations with staff and supervisors.</i></p> <p><i>I think faculty have great relationships with each other and with students. These are the strongest qualities of the institution.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>It is important to know we know our roles, and the roles of others, and to work as a team other than individual[s].</i></p> <p><i>People's willingness to help.</i></p> <p><i>There are plenty of opportunities for students, faculty and other employees at the College to collaborate and network. Most people do not take advantage of this as it is a commuter school and faculty move between campuses and most of the time will leave when their class or shift is over, but there are opportunities. Most people at the College embrace the diversity of our community.</i></p> <p><i>There is a strong spirit of collaboration among most departments at the college.</i></p> <p><i>Collegiality.</i></p> <p><i>I feel like the administrative staff in my department are dedicated and wonderful. They are so helpful in providing the structure necessary for me to teach effectively.</i></p> <p><i>The majority of members are actively contributing in varying ways to move the college forward.</i></p> <p><i>Students receive an excellent education here. The student body is diverse and reflects the community.</i></p>
Supervisory Relationships (n=15)	<p><i>I have been given the freedom to create new classes and teaching materials.</i></p> <p><i>Training opportunities within the college are good, and so is support for travel and outside training.</i></p> <p><i>I greatly appreciate my academic freedom to teach what specific topics I find most important, and to use the activities and teaching methods I choose. I greatly value the Center for Innovative Teaching, Learning, and Assessment as a source of continued professional development.</i></p> <p><i>My supervisor is very supportive & encouraging, though this may change with a new supervisor.</i></p> <p><i>I am able to work independently, and I am trusted to address the core requirements in the provided syllabus, but free to decide HOW to address them. I am able to be creative and interactive with my students as co-creators in our class.</i></p> <p><i>I have great faculty mentor who has helped me to become a better professor and a better person. [They have] given me the freedom to develop a curriculum for my courses that both I and my students find engaging and interesting. I enjoy teaching a high quality program at an institution that is so welcoming to students of different race and class backgrounds.</i></p> <p><i>There has been a significant improvement in professional development opportunities over the past few years.</i></p>

Table 1. Continued

Factor	Themes
Teamwork (n=35)	<p><i>I find working with my team to be professionally satisfying and my supervisor is very good at providing helpful feedback.</i></p> <p><i>My immediate team I work with is excellent; we overcome obstacles with creative solutions, we are strongly student-centered, we are positive and hard-working and work extraordinarily well as a team. I truly enjoy the people I work with on a daily basis.</i></p> <p><i>My primary team is a great group of people. We are supportive of each other's ideas and strive for continual improvement. We have tried to improve our work by bringing in new, low cost or free tools to help improve our collaboration and communication between teams.</i></p> <p><i>Our individual department does a good job, works hard, has good teamwork.</i></p> <p><i>My department does an excellent job of tracking and assisting students. Those in danger or with identified problems are assisted.</i></p> <p><i>Even though I am part-time, my department chair is extremely responsive and has adopted some of my ideas for improving the classroom experience. There is a true spirit of cooperation among the faculty in my department - wonderful chair and colleagues!</i></p> <p><i>Faculty work together well. I am particularly pleased with my department. Staff whom I work with frequently in [the] business office, enrollment services, student services, and advising are very helpful.</i></p> <p><i>I find my department warm, supportive, and full of individuals who genuinely care for students. We share ideas and help each other grow. They truly constitute a "work family" and I love coming in to teach every day.</i></p> <p><i>I'm very pleased with and motivated by my department, proud of my colleagues in the department, proud to serve our students, eager to help them transfer and succeed in the work force.</i></p> <p><i>My department is well supervised and team members work well together, and with common goals in supporting students.</i></p> <p><i>My dept. chair is an advocate for our dept. and students. This individual is creative, driven, and dedicated to faculty and students; consistently encouraging and supportive. The PATH initiative is exciting but it's too early to comment on its effectiveness and therefore was not reflected in responses.</i></p> <p><i>Our department works very well together and must interact with many other departments daily. Communication and problem solving are at the core of how we service students and faculty. That is a strength for us.</i></p> <p><i>The department I am in work[s] well together. I have a good support system from my chair and director.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>I love working with my department. Everyone is very friendly, genuine, and accepting. I work for my boss, but they also wants to work *with* me. The students are a top priority in my department. We try to ease their minds and help them with whatever we can.</i></p>
Student Focus (n=86)	<p><i>Have a good working relationship with colleagues that understand the need of [a] diverse student body and the need to go the extra mile to assist ALL students [in] reach[ing] their career/educational goal.</i></p> <p><i>CCRI is an incredible place to start your college life, students are encouraged to participate in their future. It is a pleasure seeing students succeed daily!</i></p> <p><i>I feel student success is what guides us daily. We meet regularly to adjust course work to best meet student needs.</i></p> <p><i>I feel the students are well served.</i></p> <p><i>I think student success is the main motivating factor for much of the college, as it should be. Almost all of what we do is to benefit our students.</i></p> <p><i>[The] Majority of Faculty and Staff members are invested in doing best by the student body and RI [Rhode Island] community members as a whole. Everyone truly desires for all students to be successful.</i></p> <p><i>Most employees of CCRI value the mission and try wholeheartedly [to] serve students' needs. CCRI is an open and welcoming place for most students.</i></p> <p><i>Students really are the center- success of each student is considered the priority of almost every faculty member.</i></p> <p><i>The administration is supporting initiatives to promote student success. Most employees are student centered and positive.</i></p> <p><i>The college continues to do good work with students, who seem to remain satisfied with their experience.</i></p> <p><i>The college is clearly moving forward in advancements towards assisting students. They have encouraged diversity and inclusion towards students and are looking for ways to ensure success for students.</i></p> <p><i>This institution is a great opportunity for all students. It tries to be mindful of all students with various socioeconomic backgrounds and abilities.</i></p> <p><i>I love our mission and focus to serve students. I truly believe that those in the areas of student support and advising are here for the right reason and focused on helping our students navigate the college experience and keep them on the path to graduation.</i></p> <p><i>Most faculty and staff members are extremely committed to the success of our students. We do go the extra mile to ensure our students succeed.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>Most staff here are truly focused on the students and the goal of student success. We sometimes disagree on how to measure student success (completion rates alone, vs. personal growth, vs. some other way to measure learning).</i></p> <p><i>That input in our curriculum is taken into consideration for the betterment of our students.</i></p> <p><i>The college is going in the right direction academically and in every other way. We are more practical in helping students with specific goals than ever before.</i></p> <p><i>Willingness to help students persist and complete.</i></p> <p><i>Faculty care deeply about students and the college.</i></p> <p><i>Full time faculty have high expectations of the students.</i></p> <p><i>Individual faculty members care a great deal that their students succeed and that the college succeeds. When something is amiss, they speak out and try to improve things.</i></p> <p><i>The teachers at the school care about the students and want them to do well.</i></p> <p><i>Faculty works well together. Faculty has a true desire for students to learn and succeed at follow-on institutions or in the job market.</i></p> <p><i>Good intentions. I believe the vast majority want to teach at a community college and are committed to notions of social justice. A great deal of work has and continues to go into improving outcomes for students.</i></p> <p><i>Students and faculty work well together and the class sizes provide one-on-one opportunities for discussing material. It is a great place to engage in actual teaching.</i></p> <p><i>Our diverse student population.</i></p> <p><i>Front line staff are dedicated to student success. Many go over and above to assist students.</i></p> <p><i>CCRI is a relatively inexpensive means of acquiring college credit; a relative bargain.</i></p> <p><i>The quality of the education CCRI provides is excellent and we have some fantastic faculty.</i></p> <p><i>The faculty works well together, with a common goal of trying to provide a quality education for the students.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>CCRI represents a gateway for a change in life for many of the students that attend, transfer and graduate. These students are better suited to get jobs that pay higher wages, and are more likely to transfer to a 4 year college. Our students, also return to CCRI to update their skills in order to earn higher wages and keep up with advances in their field of study.</i></p> <p><i>I feel that the college is moving in the right direction. We need to continue to improve and expand employer partners and we need to be in a race to be the leaders in workforce driven education. This takes the right staff and requires maximum effort from everyone. The college is doing a good job thus far but we still have a ways to go before being the leader in workforce driven education.</i></p> <p><i>Love the new “Pathways” implemented to help students narrow down what to study.</i></p> <p><i>Great institution for all students to obtain a minimum of an associate’s degree or a certification.</i></p>
Other (n=16)	<p><u>Adjunct</u></p> <p><i>I have really enjoyed being a part of the adjunct faculty at CCRI. This is my first experience working in higher education and I can say without a doubt it has been a very positive one. Each time I have reached out for help or clarification I have been immediately responded to. Teaching a later class with a quieter atmosphere I have also had the opportunity to get to know my students and talk with them about their time at CCRI and all students seem very happy and satisfied to be there!</i></p> <p><u>Administration</u></p> <p><i>I feel that the current administration is on the right track, they have the right goals in mind. We should be a more inclusive environment focusing on the success of our students.</i></p> <p><i>The administration overall is trying [to] make great improvements, improve the overall culture and is definitely student outcome focused. My interactions with upper administration have always been positive and they definitely want to help the students achieve. Overall, the direct team I work with has some very positive individuals that are willing to collaborate and work together for the students’ best interests and success.</i></p>

Table 1. Continued

Factor	Themes
	<p data-bbox="391 277 495 315"><u>Change</u></p> <p data-bbox="391 331 1409 630"><i>My experience here is that the administration leadership at this college is working very hard to implement new data-driven and student-centered policies and ways of doing things that are producing good initial outcomes for students, but there is push back from a core group of disgruntled faculty and staff who don't embrace the changes and are fearful of change and/or operating from a self-centered perspective rather than a student-centered perspective. It's great to see the changes though! The enhanced physical appearance of the Great Hall, with many students enjoying it, makes me smile every day.</i></p> <p data-bbox="391 646 928 684"><i>There is some positive change happening.</i></p> <p data-bbox="391 701 537 739"><u>Leadership</u></p> <p data-bbox="391 751 1401 861"><i>The leadership of this institution are mission-driven, strong leaders. There are many positive new initiatives that are driving change within the college. There is opportunity to be innovative.</i></p>

Table 2. Least Favorable Responses—Sample Comments and Actual Number of Responses at Community College of Rhode Island

Factor	Themes
Institutional Structure (n=135)	<p><i>While the college serves the community, the college needs to build a greater sense of community among its students so they are not simply here for classes and leave.</i></p> <p><i>Decisions and changes have been made without including persons into the discussions that would be impacted by changes. This scenario has been repeated quite a few times. Leaves many employees saying the culture initiative is not reflected in administrative behavior. Seems to be a top down MO.</i></p> <p><i>Decisions are often made with little input from staff that are charged with implementing policy changes and are best positioned to provide student attitudes and behaviors.</i></p> <p><i>The administration acts without consulting the individuals (faculty) who are in the front lines. Decisions are made without concern or care about the effect on the students.</i></p> <p><i>Upper Management does not involve those individuals who serve students on a daily basis in decisions. Suggestions are ignored and policies and practices implemented with little or no input from the front lines. Many of these practices are not in the best interest of students. The college is top heavy with upper level management while day to day staff struggles to keep pace with mandates. Every little request to hire is questioned and often denied while frivolous new positions are created that offer absurd salaries.</i></p> <p><i>An honest and appropriate look needs to be given to including skilled, qualified and motivated minority employees' clear opportunities to engage in work that leads to advancement and ultimately being hired for more senior level positions. Employees in this group need to be heard, actively listen[ed] to and given fair opportunities for advancement. Our student population is diverse and it is important that our students see this diversity in staffing at every level. It matters when young promising students can look to staff, administrators and faculty members across the college and see a reflection that looks like them. Our words matter and our actions matter. At this point, not one administrator at the dean's level or above is a minority, and only a handful of minority directors are employed at CCRI. Why? It is not because of a lack of qualified and talented employees--but more due to this population consistently being overlooked.</i></p> <p><i>Information is not always shared or communicated to all levels of staff. Mailings and procedure changes are set in one department that directly affect another department and we are not aware until students call requesting more information that we are unable to supply.</i></p> <p><i>It is easy to miss announcements of events that are happening on campus. It may be helpful to send separate announcements for major events.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>There needs to be a better problem solving approach by the college. There are some new systems being implemented, however there is still a long way to go before both sides can agree on what is the best for the students and staff.</i></p> <p><i>Communication among the 4 campuses needs to be improved for faculty, staff and students.</i></p> <p><i>Communication, mutual respect between colleagues, treating each other with professional courtesy and empathy/understanding are seriously lacking. Very disturbing.</i></p> <p><i>I think there is a lack of communication between faculty and administration, to the point where it feels as though faculty are not heard.</i></p> <p><i>Lack of communication between departments; the way that complaints are handled.</i></p> <p><i>My least favorable aspect is our communication and our lack of knowledge when it comes to changes in our department and others. We are not well informed on changes that are made or events that are planned until sometimes after they have begun or go live. This can lead to us being ill informed when it comes to assisting students on these matters, leaving the student feeling unsure or dissatisfied with our assistance on the matter. Our departments could run much more smoothly if we had a better open line of communication.</i></p> <p><i>Overall poor communications from the top. When department chairs and directors receive information regarding college policies, changes, anticipated changes, they should communicate such to their faculty and staff.</i></p> <p><i>There is a huge lack of communication with my department. Although we all work toward the same goal and we all do an incredible job to achieve the highest standards possible we don't always talk to each other about important issues.</i></p> <p><i>Communication at CCRI is poor. Policies/curriculum get changed and staff are not notified. Departments make changes and the information is not passed on to other departments. Campus to campus communication within the same department is even worse. There are not enough full time staff and supervisors don't make staff feel appreciated so moral[e] is down and the friendly atmosphere is gone. Big decisions are made without staff input even though the decisions directly affect the staff. People do more work for the same pay, advancement is very rarely attainable. The college needs to realize that staff is important too.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>The acceptance of new initiatives and overall focus on the student is not consistent among all employees. Unfortunately, it seems that there is a disconnect with what students actually need to be successful and how the overall college functions. Adapting to change is what I see as the biggest issue. Also, lack of willingness to problem solve and a general distrust of the administration is more pervasive than it should be and is having a negative effect on progress. Also, our pay structure in terms of inequity of duties is a factor.</i></p> <p><i>The attitude towards faculty and staff here can be quite negative. More and more top level positions are created and there seems to be a toxic environment being created in many areas. For some people it may be difficult to express their opinions or ideas in public for fear of retribution from those in higher positions.</i></p> <p><i>The things that are favorable are also unfavorable to some. The strength of the leadership seems to have disconnected some staff, faculty and students. Their value of growth and change seems to be overwhelming for some on campus. There seems to be two camps here at CCRI. I initially was welcomed and met some amazing people that are focused on student success in all areas. Then, I started to meet and connect with those that can be negative, disgruntled and not ready for change. These people are not ready for the change that IS happening! The paradox of these two camps does a huge disservice to our students! It seems that there is a lot of top down focus. It feels like micromanaging but I think the reality is that it is a resetting of the institutions direction. I think the culture initiative is a good example of creating more ownership among staff and faculty. I think the college needs to look at the organization of the campus in all areas - departmental and staffing structure, physical layout, usage and flow and review of processes and systems (including software). This is not a quick fix but over time could create both efficiencies and enhance the student experience.</i></p> <p><i>There is a lack of respect for faculty. I feel I have no influence with the direction of the institution. I do not feel that I am valued. I am afraid what the administration will do to the faculty next. I don't think the administration has the interests of all students at heart. The administration does not act in a way to garner trust. The administration has no regard that the faculty are content experts. Morale is at an all-time low in the many years since I've been here. Even though this is supposed to be anonymous, I am still afraid of repercussions. I don't trust the administration. The data from this survey won't be shared so it accurately reflects the sentiments of those who completed it. I feel no reward for working hard, besides my internal satisfaction of helping students. I feel so negative writing this, but I actually started off optimistic for the new administration, and things have just been getting worse and worse. It's causing stress and anxiety, and it's harming students in the long run.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>While I would compare my own union leadership to the Trump administration, and their belligerent, bullying, and confrontational attitude is both needless and quite destructive to the overall educational climate, I've also been surprised by the repeated bungling of easy and basic matters by the administration. J-Term is an infamous example, but it is certainly not the only one. They have, understandably, reacted defensively to unrelenting hostility of the union leadership, but their defensiveness and apparent incompetence has greatly compounded the problem (Giving this survey right in the middle of acrimonious and unresolved contract issues is a good example - it's the worst possible moment to get dispassionate responses here.). They have succeeded in making many faculty who are sympathetic and supportive shake their heads and also made a faculty that often has strong internal disagreements suddenly unified against what increasingly looks like a common enemy. This is a recipe for bad things ahead.</i></p> <p><i>Workplace morale among faculty and staff is at an all-time low. There is a lack of cooperation and a growing distrust between faculty/staff and administration.</i></p> <p><i>I feel the students are well served, however the employees are often in departments with overbearing, rude, supervisors/directors that breed discontent. I have witnessed directors that have treated their employees with total lack of respect. I have witnessed people from several areas of the college that have had to fight to get respect and be heard. Filing reports, talking with HR or the union does not solve workplace issues. If you have an entire department telling you there is a problem... there is a problem. If you have an employee that files 20-30 documents trying to prove they are being treated unjustly..... LISTEN- ACT! No one deserves to come to work and feel bullied or spoken to condescendingly. As far as students, review your faculty. I earned a degree here and I was 90% happy with the experience. The 10% I was not happy with was the small handful of professors that were older and "tired" of teaching to the point that they did not teach from the new books because they would have to learn themselves before teaching. If professors are not willing to teach cutting edge, give the class to someone else. Either teach for today/tomorrow- or don't teach.</i></p> <p><i>There are aspects to the culture among employees and from the higher levels of administration that do not make for a positive working environment. There is a feeling of discord or animosity between higher admin and lower level employees because higher admin do not often express appreciation or respect for the work that is done. This builds resentment among employees who do not feel as though they or their work is valued by those they report to.</i></p> <p><i>Toxic faculty union atmosphere. Depressed salary, limited or soon to be limited overload opportunities.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>I have never felt so undervalued and unappreciated in any job. While I have respect for them personally, our administrative team (with the exception of the VP of student affairs) are often condescending and they know it all, even when they don't. Missteps could have been avoided had they just listened to those of us who have been here for a while and who are professionals in our field with many years of experience. I do not feel that my work or opinion is valued. Those who worked for the previous administration are regarded as lazy do-nothings. I think the college is going in a good direction academically, but not culturally. The work climate here is terrible now. Morale is sunk. This was a great place to work when I started. I really enjoyed my job and I felt like it mattered and could see how my work fit in with the institution's mission. I felt appreciated and respected. Now everyone is miserable most of the time and many good people have left as a result.</i></p> <p><i>Very divisive administration with no diversity among administrators; absent administrators (no faculty contact and I know them only by name (Most I would not recognize if I saw them). Top heavy and highly paid without appropriate backgrounds (a lot of nepotism and political favors). Created an atmosphere of disrespect for faculty, don't feel valued or respected for accomplishments. A very painful and disheartening place to work. Few professional development or technical supports available. A clear deterioration of these services has occurred, perhaps because support staff are also experiencing low morale.</i></p> <p><i>Very high stress environment with some volatile people. There is a great disenfranchise between faculty and administration, which causes strain in how we can move initiatives forward in a meaningful and cooperative way.</i></p> <p><i>Lack of governance, frequency of people resigning, top heaviness of administrative positions, hurry up goals without data, relevance, or participation, administrative interference with student and faculty positions.</i></p> <p><i>Lack of procedures and policies, getting engagement from faculty in institutional initiatives, the atmosphere of distrust and fear of risk.</i></p> <p><i>Poor execution of stated values. Extremely poor communication between administration and faculty. Repeated and significant disrespect demonstrated by administration for faculty. One example: staff may have "palatial" offices to themselves where faculty share a smaller office with 2-3 others. Faculty forced to teach in rooms that are noisy and poorly arranged. Lack of communication or opportunities for involvement at the planning stage demonstrate again a lack of respect for faculty input or perspective. Small wonder that faculty resist and become obstructive.</i></p> <p><i>So many of the employees, have no interest in improving the college at all. Self-interest motivates so many. People need to understand what we are here for and get on board with constant improvement. Working on a system of accountability is very necessary.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>The College needs help with its climate as it lacks civility and professionalism.</i></p> <p><i>The inability or unwillingness of both administration and faculty to engage in mutually respectful conversation on what is best for students. The contempt that many workers in administration have for faculty (personal experience). The burgeoning size of the administration, especially at high level, when hiring professional student advisors and tutors would best serve the academic and career need of students.</i></p> <p><i>The work towards enforcing an environment built on equity, diversity, respect, and understanding has definitely started. I am optimistic and I look forward to what is to come.</i></p> <p><i>There are several members of the college who are actively disengaged which unfortunately, take[s] away from positive behaviors and actions.</i></p> <p><i>There is absolutely NO consideration of faculty lately at CCRI. We are working without a contract, are not given ANY raises, are not consulted on what we know is best for the students. I have been here a long time and this is the first time I have ever felt not proud to be a member of this college.</i></p> <p><i>This institution is nothing more than a money grab for people in the president's clique. The institution is absolutely top heavy. Most of the faculty are very much unappreciative of the hard work that staff members do for them. There is a HUG[E] morale problem from top to bottom on this campus. I do not understand why management's hands are tied when it comes to bad employees. There are employees that a[re] habitually late, or leave extremely early they put their hours in as 40 hrs. Why not get a time clock??????</i></p> <p><i>Communication across the institution remains a challenge, professional development opportunities for prof staff are mediocre and high rates of compensation for new employees in comparison with seasoned employees across the various divisions have negatively impacted staff morale and positive disposition toward the administration.</i></p> <p><i>Department culture, divide, dictate and judge. Little autonomy or respect for areas of expertise. Limited opportunity to effect, implement and measure change.</i></p> <p><i>Since the change at the top level of the college, the work environment has plummeted into one of despair. There is no real communication between the upper level and the faculty. In the years of the previous president there was a feeling of compassion and true communication. This is completely gone. Many people are leaving as a direct result. Using terms like robust and "we" do not fool us. Faculty are no longer valued and attrition is valued over true education. I'm out.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>The college environment is at its worst, many individuals are very unhappy and afraid to speak up in fear of their job.</i></p> <p><i>Too many Administrators changing things without really asking from the bottom up the effects of those changes for everyone involved. Poor communication. People feel more like it is do as you're told we don't care about your opinion.</i></p> <p><i>I find the tense relationship between administration and faculty the least favorable work situation. The current climate almost feels hostile when I come to work. The environment has caused me to retract rather than increase my involvement. Furthermore, I believe the highly talented faculty are overshadowed. Yes, there are some faculty that should no longer be teaching, however there are many dedicated and highly qualified faculty. I would like to be recognized as an individual contributor and separated from those faculty that I believe are no longer effective. Yet, there are times that I feel administration views all faculty in one bucket and does not separate those that are high achievers and very dedicated to CCRI. Faculty and administration must work towards achieving a harmonious and healthy relationship. Without this, the college's mission and very existence is at risk. We will cease to deliver quality education, and the public and business community will become increasingly aware of our diminishing educational standards.</i></p> <p><i>The promise to tear down the silos has been just that--a promise. Some build silos around their own people. The atmosphere has never been so toxic, and it can no longer be simply blamed on a few malcontents.</i></p> <p><i>The relationship between the administration and the CCRIFA [Community College of Rhode Island Faculty Association] is toxic. The proximate cause of this toxicity is the abrasive personalities of actors on both sides. The permissive cause is the opacity of CCRI's governance system. It would be in the interest of all stakeholders to consolidate governance in a single institution-wide body. This would promote transparency and confidence in the policy-making process.</i></p> <p><i>The spirit of cooperation across the institution is lacking. Though I am relatively new, I have seen several examples of conflict between administration and faculty, and between academic departments. There seems to be a level of distrust and pettiness between groups that is unproductive, as well as off-putting to potential new faculty members. This specific issue makes me worried that I will not want to work here for a long period of time, despite the many positive aspects of the institution.</i></p> <p><i>This institution suffers from a lack of rapport between administration and faculty, with the administration attempting to lead by force and manipulation, imposing their ideas from above, rather than communicating ideas and working with the faculty to implement them. The ideas are not wrong, but the process is demoralizing and counterproductive.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>There needs to be more policies in place to cover issues that arise.</i></p> <p><i>Staffing levels are low in many areas, no ability to move between other state departments other than CCRI.</i></p> <p><i>The organizational structure is very top heavy and it is disheartening to the support and professional staff members of the institution not to be able to get more help.</i></p> <p><i>Assistance for pursuing higher education for the faculty.</i></p> <p><i>While the college is very fair and accepting to diversity and equity amongst its students, at times, it is very inequitable with its staff as far as pay scale, title, personal development, etc. Unfortunately, it's all in who you know. Newcomers into the institution receive far more in pay and "respect" than the dedicated employees who have been working here and have the knowledge and experience that far exceeds the newcomers who meet bare minimum qualifications; many of whom have no experience whatsoever in higher education.</i></p>
Supervisory Relationships (n=8)	<p><i>Poor in-service or availability of local conferences, poor communication, openness to ideas, access to departmental meetings (always scheduled during teaching time) from my department.</i></p> <p><i>I think the school, at least in my department, lags behind in employee relations. Complaints go unaddressed, and people just put up with it. For example, when a superior/lead instructor treats an adjunct instructor with disdain or is disrespectful, the instruction to the reporting party is to acknowledge the offender is badly behaved, and to instruct the reporting person to "just stay out of his way." BAD FORM. Totally inappropriate and against the mission of the school.</i></p> <p><i>Lack of feedback from faculty/administrators on my teaching.</i></p>
Teamwork (n=2)	<p><i>Department is taken advantage of in terms of work expectations. Administration is fairly reactive not proactive. Ideas are never solicited from the staff. Direct Supervisors never appear on campus. Meetings [are] pretty much non-existent. My focus is on the students and working with them to guide them through a very difficult process.</i></p>
Student Focus (n=21)	<p><i>Not enough counseling services for students (academic & psychological); administration alienates itself from faculty; compensation is poor; no opportunity for meaningful professional development exists from the institution.</i></p> <p><i>I believe so much good work is happening at CCRI around culture, equity, and inclusion, and I am hopeful that this work will lead us to become a college that successfully creates equitable learning outcomes for all of our students. Part of this work will include committing as a community to treating each other with kindness and respect, especially when we disagree.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>I feel the RI Promise is a great program but there is no vested interest by many of the students, so attendance and completion of assignments not taken as seriously. There appears to be a lot of energy given to this program and the older student seems to be struggling with information and trying to navigate the whole process. I feel that assumptions are being made about the older students and that they themselves need to be empowered to advocate for their own needs.</i></p> <p><i>They are not concerned with students' behavior. The behaviors in the classroom are often disrespectful and disruptive. It can be similar to working in high school. There should be a strict code of conduct in place to protect faculty. We are left to fend for ourselves. It is getting worse.</i></p> <p><i>Students are given every opportunity to succeed to the point of staff and faculty bending over backwards to support them. While this is a good thing, I have seen cases where it has been so extreme that in some cases I feel that it's too much. I think that there are times where you need to set hard boundaries for students in order for them to develop their own sense of responsibilities. For example, we spend a lot of time chasing a small percentage of students for requirements that should have been met several weeks prior. In these cases, I feel that you need to set deadlines so that students can learn consequences and personal accountability lessons that will serve them better once they advance out into the working world. I also feel that this is fair to the students who do meet their requirements on time. Sometimes we spend too much time having to create exceptions for these conditions that benefit the few students that could be spent on making better benefits for the majority of students who do what's expected. Life happens and exceptions need to be made on occasion, but it seems to be abused by some more than others.</i></p> <p><i>Student retention/completion rates need to be improved.</i></p> <p><i>There is poor support and inequity in how monetary support is distributed among the academic disciplines. Most departments outside of my division have no idea what we do or how to support our students. There is little student support available for our students unless faculty provides it themselves. This is an example of the inequities that exist in this institution. Students in certain academic program receives the bulk of the financial support available and the additional support services such as tutoring. Smaller programs are not seen as deserving of the same level of support as those that produce more money for the institution yet all students pay the same tuition. Students regularly complain about this. Administration seems to feel they can ram whatever they want down our throats without any input from those who will be affected by their decisions.</i></p>

Table 2. Continued

Factor	Themes
Other (n=81)	<p data-bbox="391 281 1409 428"><i>We need staff to want to come to work here and realize that we are here for the students and that should be their primary goal. Supervisors need to energize their staff. Our President is a wonderful example on how she interacts with our students. Staff could learn from that.....just say hello!</i></p> <p data-bbox="391 449 602 485"><u>Adjunct Faculty</u></p> <p data-bbox="391 506 1409 646"><i>Adjunct faculty are left largely on their own. I felt as if I was not receiving any information about training or introduction to services unless I heard about it from someone who had worked here awhile. I had to seek out information frequently.</i></p> <p data-bbox="391 667 1409 1178"><i>Adjunct faculty are exploited, have no job security, have no health-care benefits, have no retirement plan, have no opportunity for promotion, and are grossly underpaid so that their annual income is typically below the poverty level. Adjunct faculty have no opportunity at the college to have their research, publications, or creativity acknowledged. The college has set things up to literally “throw away” adjunct faculty with no retirement benefits. Adjunct faculty are overworked, working many more hours than they are actually paid to work. Adjunct faculty are only paid for the hours that they spend in the classroom, not for the hours of their own time that they spend outside of the classroom grading student work, preparing lessons, and writing lectures. Adjunct faculty may end up working well past retirement age because they have no retirement savings or health-care benefits due to how the employing college does not provide them with a retirement-savings program or health-care benefits.</i></p> <p data-bbox="391 1199 586 1234"><u>Administration</u></p> <p data-bbox="391 1255 1409 1589"><i>The administration is turning CCRI into a diploma mill and not interested in real learning for the students. The administration refuses to provide a look at raw data and insists we only look at their “product” which suggests to me they are cooking the books. The administration dictates rather than seek input from the faculty. The one thing the administration does exceptionally well is delegate work by creating un-necessary six figure jobs. The administration should consider the safety of the students by repairing the leaky windows and rooms on the 6th floor of the Knight Campus. This has been brought to light repeatedly the last several years with zero interest from the administration....</i></p>

Table 2. Continued

Factor	Themes
	<p><i>Administration does not value faculty nor make visible efforts to work with faculty to achieve common goals. Administration believes this is “their train” and others in the college are either on “their train” or they are out. A lack of mutual respect permeates the Academic Affairs division and is detrimental to students and faculty, and to the college as a whole.</i></p> <p><i>Administration has distanced itself more and more from faculty.</i></p> <p><i>Communication on a vertical spectrum seems to get worse and worse the more we hire more and more assistant, associate admins. There is a growing sense of frustration, betrayal, and manipulation on the part of faculty concerning upper level management.</i></p> <p><i>Administrative bloat, incompetence, lack of transparency, and dishonesty. Will not bargain fairly for a faculty contract.</i></p> <p><i>Highly dissatisfied with the administration. They lack genuine interest in enhancing students’ education and developing the workforce. The college has overall great faculty and staff, but the administration has made it hard for employees to effectively perform their jobs. There is no interest in diversifying the workforce, which has been evidenced by the affinity bias among the leadership and several political appointments. Most individuals in top positions at the college lack experience in the various disciplines in higher education. The administration claims to foster an environment of respect, when behind doors, there is coercion, intimidation, patronizing, and complete disrespect. The strategic plan is not aligned with the organization and metrics identified are not measurable or they have been selected only to highlight/build careers for certain individuals. Employees are not speaking up due to fears of losing their jobs. The administration’s poor planning ends up being somebody’s emergency, resulting in a high expectation that work will be completed immediately. Policy makers are not held accountable when they are in violation of such policy. Highly stressful environment.</i></p> <p><i>The administration has created an us vs. them environment. They have no regard for the faculty being the content level experts. Faculty do not feel valued nor supported. The culture and morale at the college is at an all-time low. Faculty fear retaliation for any criticism that is made. Even this data will be skewed and spun so that it appears it reflects an entirely different environment. Most faculty are hoping that they can outlast this administration. The administration does not understand the community college student and what they truly need to do to meet their diverse needs. They are not putting student needs first. They only seem to care about the numbers they need to show completion; not learning.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>Our senior administration recently went through several changes and the leadership which currently exists has created a very poor morale throughout the college. I have been approached by too many faculty to count who are extremely dissatisfied with the manner in which decisions are made and the lack of inclusion and willingness to involve those with a history at the college in such decisions. I continue to move forward and put all of my energy into our department and my students, as well as maintaining our external accreditation. However, I have seen some indicators of this shift in leadership; administration seems to be focused on the needs of a few as well as pushing students through our programs to increase the rate of completion for students. I would like to identify how to better support students through our programs and resources and work together to see them succeed, not just graduate them to bolster statistics. CCRI's rate of compensation for faculty is low in comparison to regional institutions in New England and in the US. I teach additional courses to make ends meet, and there has been discussion of increasing faculty responsibilities. Quantity can impeded quality.</i></p> <p><i>The administration is actively choosing to engage in unfair labor practices. We need a new contract ASAP!</i></p> <p><i>The current administration is top heavy and micro manages. The behavior that I have witnessed on many occasions has been less than professional. They are continually requesting documentation that has been provided to them on multiple occasions. They use interesting tactics to get what they want; threats, coercion and the list goes on. They have no respect for faculty and staff and don't include them in decision making. While they will disagree, they are not student centered. There is NO appreciation factor for what is done in the "trenches". Administrative positions are created almost on a weekly basis but when faculty/staff positions need to be filled there is always a delay. Hire a 19 hour person, etc. Is this in the best interest of students? I have always been proud to be teaching at this institution but that is changing. This is not leadership. It is a dictatorship. Previous administrations have worked very hard to include faculty and staff in decision making and listening to the needs of faculty and staff. They have also fostered a team approach. That is NOT happening now. Very sad!</i></p> <p><i>The lack of direction and planning from administration is off putting. It appears that priorities are set on the fly instead of being planned well in advance and set from the strategic goals. I am optimistic that this will change as the strategic goals are further adopted. It would be nice to all have initiatives aligned directly to a measure for the strategic goal(s).</i></p> <p><i>This administration is perceived as suffering from administrative bloat (which continues to grow) and being hostile to faculty.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>This administration shares selective, manipulated “information” with the college community. Data that was previously readily available - enrollment numbers, is not timely, if shared at all. The administration lacks any meaningful higher education experience or knowledge of organizational behavior. Combine this with their disinterest and disrespect of employees with extensive institutional knowledge and higher education experience has created a dysfunctional, anxious and resentful culture.</i></p> <p><i>This outfit is run for the benefit of the very few, mostly in upper administration. They view this place as a good way to make money for themselves. Organized focus on the heart of education is not present.</i></p> <p><i>Top down administration with all the power among top levels.</i></p> <p><i>Top down, uninformed, management. Administration seems to act with complete disregard to faculty and student input. It appears as if a particular agenda is the focus of administration’s actions, not the quality of education being provided. This is very unfortunate. There is also a feeling that any descent is not welcomed and will be punished. Finally, it is discouraging how much administrative bloat has occurred over the past couple years. More and more administrators seem to be hired. Does the college need these new administrators? How was the college able to operate before they were hired, if they are in fact needed?</i></p> <p><i>Administration is not always transparent related to promotions, salary variations, etc.</i></p> <p><i>I do not feel respected by this administration. The administration has grown substantially over the last 3 years and yet we have greater problems, angst, frustration, dissatisfaction than ever before.</i></p> <p><i>The administration appears to be unwilling to accept that despite their worthy goals—student retention, graduation, and success--there are other opinions and ideas about how best to accomplish these shared ends. It communicates a profound disrespect and disinterest regarding the other professionals carrying out the day-to-day functions of education and maintaining the facility, instills fear of retaliation, and speaks to a belief that the ideas, goals, and interpretations thereof, strategies, and work of administrators is far more important than the rest of the staff.</i></p> <p><i>The administration doesn’t care about the faculty and cares only about looking good on paper and making money for the school. They do not understand our population and do not value teachers’ opinions.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>The administration is bloated, arrogant, and out of touch. We desperately need to increase the student-facing staff listed above. Instead, it seems every month there's an announcement about a new, highly-paid administrator being hired to perform some vaguely-worded job that does nothing to support student success. In the meantime, the college relies heavily on adjunct faculty, rather than bring in new tenure-track faculty who would make a long-term, heart-felt commitment to the college. The instances of this administration violating our contracts, disregarding the internal governance system, and making ill-informed decisions from the top down are too numerous to mention in this space. Many of us enjoy our jobs and interactions with the students, but are angry and disgusted with the way our resources are being wasted and our years of experience are not considered relevant enough to be involved with decision-making.</i></p> <p><i>The administration makes decisions for directions and programs that are not vetted or discussed with the parties ultimately responsible for implementing these initiatives. Input is not requested or welcome. Resources are directed toward hiring additional administrators to the detriment of the faculty and ultimately the students. With free tuition, the college should be hiring teachers, not adding layer upon layer to the administrative hierarchy.</i></p> <p><u>Change</u></p> <p><i>Although there is a considerable number of dedicated faculty and staff, there is a small, but vocal, angry, and negative minority that work tirelessly against change, creativity, and progress. This group while small appears to be attracting more converts in their effort to block new initiatives, administrative decisions, and inhibits a collegial environment.</i></p> <p><u>Facilities</u></p> <p><i>The physical plant of the campuses is of poor quality. The classroom lighting is terrible and not conducive to focusing. And the sounds of HVAC in my classrooms is loud and distracting.</i></p> <p><u>January Term</u></p> <p><i>The January term should NOT exist. It is not educationally sound and does not foster learning.</i></p> <p><u>Leadership</u></p> <p><i>There is also poor leadership and management with certain administrators, which causes distress and demoralization for staff and faculty. Every day is an anxiety roller coaster because you never know what to expect, or what the crisis of the day is.</i></p>

Table 2. Continued

Factor	Themes
	<p data-bbox="391 279 1430 430"><i>There are departments where the program chairs have been in the leadership role for many years and have a mindset of the ways things were and long for it to stay that way. I would like to see term limits for department chairs to help with growth in increasing a collaborative atmosphere.</i></p> <p data-bbox="391 451 527 487"><u>Part-Time</u></p> <p data-bbox="391 508 1430 609"><i>As a part-time teacher, sometimes I feel uncomfortable for not having office hours or an adequate place to receive students for help. Also, I would like to have more time sharing for collaborative working with my colleagues.</i></p> <p data-bbox="391 630 1430 699"><i>Part timers are treated as non-essential. It never use to be this way. This use to be an exceptional place to be.</i></p> <p data-bbox="391 720 479 756"><u>Union</u></p> <p data-bbox="391 777 1430 846"><i>I do not like that the union speaks so negatively when it does not reflect the majority of the faculty.</i></p> <p data-bbox="391 867 1430 968"><i>Some employees are very stuck in the Union mentality and do not put the student first. I have heard complaints from students of the way they are spoken to by staff.</i></p>



**NATIONAL INITIATIVE FOR LEADERSHIP
& INSTITUTIONAL EFFECTIVENESS**

North Carolina State University | College of Education
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**Community College
of Rhode Island
Warwick, Rhode Island**

PACE Custom Report
Personal Assessment of the College Environment

Lead Researchers
Laura G. Maldonado & Haruna Suzuki

Conducted
November & December 2018



NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

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Suggested Citation: National Initiative for Leadership & Institutional Effectiveness, North Carolina State University. Personal Assessment of the College Environment (PACE) Custom Report, by Maldonado, L. G., & Suzuki, H. Raleigh, NC: 2018.

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Table 1. Custom Items Frequency Distributions

Custom Items	Response Option	CCRI	
		Count	%
<i>The extent to which...</i>			
1 all employees understand how their work supports student success at this institution	Very dissatisfied	22	5%
	Dissatisfied	82	18%
	Neither	104	23%
	Satisfied	170	37%
	Very satisfied	76	17%
	Total	454	100%
2 I am comfortable expressing divergent opinions among my peers	Very dissatisfied	38	8%
	Dissatisfied	52	12%
	Neither	83	18%
	Satisfied	176	39%
	Very satisfied	103	23%
	Total	452	100%
3 this institution creates a welcoming environment for individuals of diverse backgrounds (e.g., gender, race, ethnicity, national origin, age, physical disability, economic background, sexual orientation, or religious beliefs)	Very dissatisfied	24	5%
	Dissatisfied	30	7%
	Neither	81	18%
	Satisfied	190	41%
	Very satisfied	135	29%
	Total	460	100%
4 my institution values equity and inclusion	Very dissatisfied	36	8%
	Dissatisfied	36	8%
	Neither	74	16%
	Satisfied	195	43%
	Very satisfied	115	25%
	Total	456	100%

Custom Items (continued)	Response Option	CCRI	
		Count	%
<i>The extent to which...</i>			
5 members of the college community take personal responsibility to improve the college	Very dissatisfied	25	6%
	Dissatisfied	73	16%
	Neither	108	24%
	Satisfied	172	38%
	Very satisfied	74	16%
	Total	452	100%
6 decisions and actions of employees reflect honesty, trust and respect for all	Very dissatisfied	43	9%
	Dissatisfied	93	21%
	Neither	103	23%
	Satisfied	145	32%
	Very satisfied	69	15%
	Total	453	100%
7 employees understand the work of departments other than their own	Very dissatisfied	36	8%
	Dissatisfied	131	30%
	Neither	151	34%
	Satisfied	96	22%
	Very satisfied	30	7%
	Total	444	100%
8 I receive good internal quality service from other departments	Very dissatisfied	18	4%
	Dissatisfied	62	15%
	Neither	134	32%
	Satisfied	154	37%
	Very satisfied	47	11%
	Total	415	100%

Custom Items (continued)	Response Option	CCRI	
		Count	%
<i>The extent to which...</i>			
9 I am willing to go beyond what is expected for the success of this institution	Very dissatisfied	6	1%
	Dissatisfied	5	1%
	Neither	39	9%
	Satisfied	172	38%
	Very satisfied	233	51%
	Total	455	100%
10 employee issues are effectively resolved	Very dissatisfied	78	18%
	Dissatisfied	87	20%
	Neither	119	28%
	Satisfied	97	23%
	Very satisfied	44	10%
	Total	425	100%
11 I would recommend this institution to a prospective student	Very dissatisfied	9	2%
	Dissatisfied	15	3%
	Neither	57	12%
	Satisfied	210	46%
	Very satisfied	167	36%
	Total	458	100%
12 I would like to be working for this institution 12 months from now	Very dissatisfied	25	6%
	Dissatisfied	17	4%
	Neither	59	13%
	Satisfied	143	32%
	Very satisfied	209	46%
	Total	453	100%

Custom Items (continued)	Response Option	CCRI	
		Count	%
<i>The extent to which...</i>			
13 I would like to be working for this institution 3 years from now	Very dissatisfied	31	7%
	Dissatisfied	19	4%
	Neither	73	17%
	Satisfied	126	29%
	Very satisfied	189	43%
	Total	438	100%

Table 2. Custom Item Mean Comparisons

Custom Items	CCRI	
	N	Mean
<i>The extent to which...</i>		
1 all employees understand how their work supports student success at this institution	454	3.432
2 I am comfortable expressing divergent opinions among my peers	452	3.562
3 this institution creates a welcoming environment for individuals of diverse backgrounds (e.g., gender, race, ethnicity, national origin, age, physical disability, economic background, sexual orientation, or religious beliefs)	460	3.830
4 my institution values equity and inclusion	456	3.695
5 members of the college community take personal responsibility to improve the college	452	3.436
6 decisions and actions of employees reflect honesty, trust and respect for all	453	3.230
7 employees understand the work of departments other than their own	444	2.894
8 I receive good internal quality service from other departments	415	3.361
9 I am willing to go beyond what is expected for the success of this institution	455	4.365
10 employee issues are effectively resolved	425	2.864

Custom Items (Continued)		CCRI	
		N	Mean
<i>The extent to which...</i>			
11	I would recommend this institution to a prospective student	458	4.116
12	I would like to be working for this institution 12 months from now	453	4.091
13	I would like to be working for this institution 3 years from now	438	3.966

Table 3. Custom Demographic Frequency Distributions

Demographic Items	Response Option	CCRI	
		Count	%
1 In which area of the college do you work?	Academic Affairs	184	45%
	Student Affairs	75	18%
	Workforce Partnerships	33	8%
	Finance and Strategy (Controller, Business Office, IT)	42	10%
	Administration (Marketing, HR, Physical Plant, Campus Security)	25	6%
	Other	53	13%
	Total	412	100%
2 Please indicate your primary campus:	Knight Campus, Warwick	231	54%
	Liston Campus, Providence	55	13%
	Flanagan Campus, Lincoln	105	24%
	Newport County Campus	36	8%
	Satellite Campus, Westerly	2	0%
	Total	429	100%

Table 4. Institutional Structure Mean Comparisons by Area of College

In which area of the college do you work?	CCRI	
	N	Mean
Overall	504	3.101
Academic Affairs	184	3.025
Student Affairs	75	3.134
Workforce Partnerships	33	3.453
Finance and Strategy (Controller, Business Office, Information Technology)	42	3.254
Administration (Marketing, HR, Physical Plant, Campus Security)	25	3.051
Other (Advancement, Goldman Sachs 10,000 Small Businesses, President's Office, etc.)	53	3.392

Table 5. Student Focus Item Mean Comparisons by Area of College

In which area of the college do you work?	CCRI	
	N	Mean
Overall	502	3.863
Academic Affairs	184	3.929
Student Affairs	75	3.867
Workforce Partnerships	33	3.864
Finance and Strategy (Controller, Business Office, Information Technology)	42	3.867
Administration (Marketing, HR, Physical Plant, Campus Security)	25	3.907
Other (Advancement, Goldman Sachs 10,000 Small Businesses, President's Office, etc.)	53	3.912

Table 6. Supervisory Relationships Item Mean Comparisons by Area of College

In which area of the college do you work?	CCRI	
	N	Mean
Overall	502	3.670
Academic Affairs	184	3.689
Student Affairs	75	3.791
Workforce Partnerships	33	3.697
Finance and Strategy (Controller, Business Office, Information Technology)	42	3.845
Administration (Marketing, HR, Physical Plant, Campus Security)	25	3.528
Other (Advancement, Goldman Sachs 10,000 Small Businesses, President's Office, etc.)	53	3.701

Table 7. Teamwork Item Mean Comparisons by Area of College

In which area of the college do you work?	CCRI	
	N	Mean
Overall	498	3.743
Academic Affairs	182	3.808
Student Affairs	75	3.805
Workforce Partnerships	33	3.714
Finance and Strategy (Controller, Business Office, Information Technology)	42	4.018
Administration (Marketing, HR, Physical Plant, Campus Security)	25	3.400
Other (Advancement, Goldman Sachs 10,000 Small Businesses, President's Office, etc.)	53	3.752

Table 8. Overall Item Mean Comparisons by Area of College

In which area of the college do you work?	CCRI	
	N	Mean
Overall	504	3.536
Academic Affairs	184	3.549
Student Affairs	75	3.610
Workforce Partnerships	33	3.658
Finance and Strategy (Controller, Business Office, Information Technology)	42	3.677
Administration (Marketing, HR, Physical Plant, Campus Security)	25	3.439
Other (Advancement, Goldman Sachs 10,000 Small Businesses, President's Office, etc.)	53	3.660

Table 9. Institutional Structure Mean Comparisons by Primary Campus

Please indicate your primary campus:	CCRI	
	N	Mean
Overall	504	3.101
Knight Campus, Warwick	231	3.120
Liston Campus, Providence	55	2.926
Flanagan Campus, Lincoln	105	3.184
Newport County Campus	36	3.499
Satellite Campus, Westerly	2	--

-- indicates results redacted for confidentiality

Table 10. Student Focus Item Mean Comparisons by Primary Campus

Please indicate your primary campus:	CCRI	
	N	Mean
Overall	502	3.863
Knight Campus, Warwick	231	3.902
Liston Campus, Providence	55	3.714
Flanagan Campus, Lincoln	105	3.935
Newport County Campus	36	4.079
Satellite Campus, Westerly	2	--

Table 11. Supervisory Relationships Item Mean Comparisons by Primary Campus

Please indicate your primary campus:	CCRI	
	N	Mean
Overall	502	3.670
Knight Campus, Warwick	231	3.757
Liston Campus, Providence	55	3.479
Flanagan Campus, Lincoln	105	3.722
Newport County Campus	36	3.885
Satellite Campus, Westerly	2	--

Table 12. Teamwork Item Mean Comparisons by Primary Campus

Please indicate your primary campus:	CCRI	
	N	Mean
Overall	498	3.743
Knight Campus, Warwick	230	3.836
Liston Campus, Providence	54	3.515
Flanagan Campus, Lincoln	105	3.812
Newport County Campus	36	3.880
Satellite Campus, Westerly	2	--

Table 13. Overall Item Mean Comparisons by Primary Campus

Please indicate your primary campus:	CCRI	
	N	Mean
Overall	504	3.536
Knight Campus, Warwick	231	3.599
Liston Campus, Providence	55	3.363
Flanagan Campus, Lincoln	105	3.608
Newport County Campus	36	3.810
Satellite Campus, Westerly	2	--



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PACE Student Success Subscale Report
Personal Assessment of the College Environment

Lead Researchers
Laura G. Maldonado & Haruna Suzuki

Conducted
November & December 2018



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Suggested Citation: National Initiative for Leadership & Institutional Effectiveness, North Carolina State University. Personal Assessment of the College Environment (PACE) Student Success Subscale Report, by Maldonado, L. G., & Suzuki, H. Raleigh, NC: 2018.

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Student Success Literature Review

Community colleges play a vital role in U.S. higher education, enrolling nearly one-third of students in degree-granting institutions each year (Dougherty, Lahr, & Morest, 2017). In recent years, community colleges have faced increasing pressure to improve student outcomes (Aspen Institute College Excellence Program, 2017; Bailey, 2016). This emphasis on student success has been driven by a combination of factors, including rapid changes in student demographics, concerns about persistent inequities in educational attainment and achievement, changing economic and workforce needs, reduced funding for public higher education, and general concerns about educational quality (Aspen Institute College Excellence Program, 2017; Center for Community College Student Engagement, 2012; Kinzie and Kuh, 2016).

To enhance student outcomes, community colleges must develop, apply, and measure progress against a clear definition of student success. Myriad definitions exist that include a wide range of concerns, from graduation and completion to persistence and retention, student engagement, and equity and diversity, among others (Astin, 1977, 1984, 1985, 1993; Barefoot, 2008; Hurtado, Alvarez, Guillermo-Wann, Cuellar, & Arellano, 2012; Kuh, Kinzie, Schuh, Whitt & Associates, 2010; Museus, 2013; Museus & Quaye, 2009; Pascarella and Terenzini, 1991, 2005; Rendón & Munoz, 2011; Tinto, 1993; Tinto & Pusser, 2006). While many community college leaders conceptualize student success in terms of degree and certification completion rates, greater demands for accountability across a variety of metrics have led many leaders to take a more holistic view of student success (Jenkins & Fink, 2016). For example, nearly all community colleges prioritize improving the outcomes of historically underserved students (Rodriguez, 2015). Further, in response to employers' observations about skills gaps among college graduates (Carnevale, Jayasundera, & Cheah, 2012; Carnevale, Smith, & Strohl, 2011; Economist Intelligence Unit, 2014), many community college leaders have progressively turned their attention to assessing labor market outcomes and better preparing students for the workforce (Aspen Institute College Excellence Program, 2017). Some community colleges have begun to track transfer and bachelor's degree attainment rates more systematically (Jenkins & Fink, 2016). In short, many community colleges have come to define student success not only by what students achieve *during* college, but also *afterwards*. As the Aspen Institute (2017) notes, "Exceptional community colleges align programs with good post-graduation opportunities, ensure that students have the broad and specific skills they will need after graduating, regularly check to make sure that the intended student outcomes are in fact achieved after graduation, and use systematic feedback from employers and university partners to update and improve their programs" (p. 4).

To develop a Student Success subscale best suited for community colleges, the NILIE staff adopted the Aspen Institute's definition of student success, focusing on four principal areas: completion and transfer, learning, labor market outcomes, and equity. According to the Aspen Institute (2017), "These four measures of excellence are not stand-alone metrics of performance; rather, they are interdependent parts of a definition of community college excellence that is student-centered and that reflects the reality that community college is not a final destination for students but a springboard to a wide array of opportunities after they transfer or graduate" (p.12). The table below provides further description of the four key areas of student success:

Completion and transfer with baccalaureate attainment	Ensuring that students earn associate's degrees and other meaningful credentials, as well as bachelor's degrees after they transfer.
Learning	Setting high expectations for what students should learn, measuring whether they are doing so, and using that information to engage faculty in improving teaching and curricula.
Labor market outcomes	Ensuring that graduates find and maintain employment that provides a family-sustaining wage after completion of a degree or credential, and using labor market outcomes to improve programs.
Equity	Ensuring equity in access and in learning, completion, and labor market success for minority, low-income, and other historically underserved students.

Source: College Excellence Program, *Leading for Community College Excellence: Curricular Resources*, The Aspen Institute (2017).

Using the PACE Student Success subscale, community college leaders have an opportunity to gain insight into employee perspectives regarding their institution's performance on critical student outcomes.

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Table 1. Student Success Frequency Distributions

Student Success	Response Option	CCRI	
		Count	%
<i>The extent to which...</i>			
1 labor market outcomes for students are shared within this institution	Strongly disagree	25	6%
	Disagree somewhat	66	17%
	Neither	155	40%
	Agree somewhat	99	26%
	Strongly agree	43	11%
	Total	388	100%
2 this institution tracks student employment after they leave this institution	Strongly disagree	23	6%
	Disagree somewhat	55	15%
	Neither	163	44%
	Agree somewhat	98	27%
	Strongly agree	29	8%
	Total	368	100%
3 this institution partners with employers and businesses to offer opportunities for students	Strongly disagree	10	2%
	Disagree somewhat	35	9%
	Neither	142	35%
	Agree somewhat	164	40%
	Strongly agree	57	14%
	Total	408	100%
4 this institution identifies clear pathways to degree completion	Strongly disagree	10	2%
	Disagree somewhat	45	10%
	Neither	105	23%
	Agree somewhat	180	40%
	Strongly agree	107	24%
	Total	447	100%

Student Success (continued)	Response Option	CCRI	
		Count	%
<i>The extent to which...</i>			
5 this institution has resources to help undecided students find a pathway	Strongly disagree	17	4%
	Disagree somewhat	45	10%
	Neither	130	30%
	Agree somewhat	163	38%
	Strongly agree	75	17%
	Total	430	100%
6 this institution uses completion rates as a metric for program success	Strongly disagree	25	6%
	Disagree somewhat	47	11%
	Neither	142	34%
	Agree somewhat	138	33%
	Strongly agree	64	15%
	Total	416	100%
7 this institution regularly assesses learning outcomes in individual courses	Strongly disagree	17	4%
	Disagree somewhat	56	14%
	Neither	136	34%
	Agree somewhat	121	31%
	Strongly agree	65	16%
	Total	395	100%
8 this institution regularly assesses learning outcomes for programs	Strongly disagree	16	4%
	Disagree somewhat	54	14%
	Neither	138	35%
	Agree somewhat	133	34%
	Strongly agree	56	14%
	Total	397	100%

Student Success (continued)	Response Option	CCRI	
		Count	%
<i>The extent to which...</i>			
9 this institution regularly assesses learning outcomes across the college	Strongly disagree	22	6%
	Disagree somewhat	58	15%
	Neither	145	37%
	Agree somewhat	113	29%
	Strongly agree	49	13%
	Total	387	100%
10 this institution disaggregates its data to show how programs serve different groups of students	Strongly disagree	36	9%
	Disagree somewhat	68	18%
	Neither	156	41%
	Agree somewhat	78	21%
	Strongly agree	42	11%
	Total	380	100%
11 this institution demonstrates a commitment to equity	Strongly disagree	42	10%
	Disagree somewhat	42	10%
	Neither	114	26%
	Agree somewhat	149	34%
	Strongly agree	91	21%
	Total	438	100%
12 there is a systematic process for identifying at-risk students and reaching out with appropriate interventions	Strongly disagree	31	8%
	Disagree somewhat	90	22%
	Neither	124	30%
	Agree somewhat	107	26%
	Strongly agree	60	15%
	Total	412	100%

Table 2. Student Success Item Mean Comparisons

Student Success Climate	CCRI	
	N	Mean
<i>The extent to which...</i>		
1 labor market outcomes for students are shared within this institution	388	3.178
2 this institution tracks student employment after they leave this institution	368	3.149
3 this institution partners with employers and businesses to offer opportunities for students	408	3.547
4 this institution identifies clear pathways to degree completion	447	3.736
5 this institution has resources to help undecided students find a pathway	430	3.544
6 this institution uses completion rates as a metric for program success	416	3.406
7 this institution regularly assesses learning outcomes in individual courses	395	3.408
8 this institution regularly assesses learning outcomes for programs	397	3.401
9 this institution regularly assesses learning outcomes across the college	387	3.282
10 this institution disaggregates its data to show how programs serve different groups of students	380	3.058
11 this institution demonstrates a commitment to equity	438	3.468
12 there is a systematic process for identifying at-risk students and reaching out with appropriate interventions	412	3.182

Table 3. Mean Comparisons by Personnel Classification

What personnel classification are you:	CCRI	
	N	Mean
Overall	452	3.418
Faculty	216	3.430
Administrator	38	3.383
Staff	198	3.411

Table 4. Mean Comparisons by Race/Ethnicity

Please select the race/ethnicity that best describes you:	CCRI	
	N	Mean
Overall	441	3.418
Hispanic or Latino, of any race	19	3.669
American Indian or Alaska Native, not Hispanic or Latino	3	--
Asian, not Hispanic or Latino	8	3.796
Black, not Hispanic or Latino	15	3.543
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	0	--
White, not Hispanic or Latino	381	3.403
Two or more races, not Hispanic or Latino	15	3.227

-- indicates results redacted for confidentiality

Table 5. Mean Comparisons by Employment Status

Your status at this institution is:	CCRI	
	N	Mean
Overall	450	3.405
Full-Time	313	3.283
Part-Time	137	3.682

Table 6. Mean Comparisons by Highest Degree Earned

What is the highest degree you have earned?	CCRI	
	N	Mean
Overall	448	3.421
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	13	3.520
Doctoral degree (e.g., Ph.D., Ed.D.)	42	3.021
Master's degree	259	3.430
Bachelor's degree	79	3.484
Associate's degree	40	3.489
High School diploma or GED	15	3.774
No diploma or degree	0	--

Table 7. Mean Comparisons by Gender

What gender are you:	CCRI	
	N	Mean
Overall	443	3.415
Man	120	3.417
Woman	264	3.524
Another gender identity	4	--
I prefer not to respond	55	2.958

-- indicates that results are redacted for confidentiality

Table 8. Mean Comparisons by Years at this Institution

How many years have you worked at this institution?	CCRI	
	N	Mean
Overall	414	3.433
5 years or less	159	3.633
6-10 years	81	3.388
11-15 years	70	3.311
16-20 years	44	3.385
21-25 years	27	3.176
26 years or more	33	3.113

Table 9. Mean Comparisons by Years in Higher Education

How many years have you worked in higher education?	CCRI	
	N	Mean
Overall	408	3.429
5 years or less	109	3.704
6-10 years	72	3.401
11-15 years	63	3.312
16-20 years	54	3.540
21-25 years	39	3.297
26 years or more	71	3.129

Table 10. Mean Comparisons by Age

What is your age?	CCRI	
	N	Mean
Overall	349	3.449
29 or younger	19	3.770
30 - 39	59	3.556
40 - 49	70	3.452
50 - 59	103	3.324
60 or older	98	3.451

Codebook: Community College of Rhode Island 2018 PACE Data Excel File

Each column represents one question ordered corresponding to the PACE survey administered to Community College of Rhode Island (CCRI) personnel.

Items pace1-pace46 represent the standard PACE questions and custom1-custom13 represent custom items selected by CCRI. Questions sf1-sf12 represent the PACE student success subscale, administered in conjunction with CCRI's 2018 PACE Survey. Response options (below) were listed left to right [Columns pace1-pace46, custom1-custom13, sf1-sf12].

Response Options:

- 5=Very satisfied
- 4=Satisfied
- 3=Neither satisfied nor dissatisfied
- 2=Dissatisfied
- 1=Very dissatisfied

Items pace1-pace46, custom1-custom13, sf1-sf12:

- pace1 The extent to which the actions of this institution reflect its mission
- pace2 The extent to which my supervisor expresses confidence in my work
- pace3 The extent to which there is a spirit of cooperation within my work team
- pace4 The extent to which decisions are made at the appropriate level at this institution
- pace5 The extent to which the institution effectively promotes diversity in the workplace
- pace6 The extent to which administrative leadership is focused on meeting the needs of students

- pace7 The extent to which student needs are central to what we do
- pace8 The extent to which I feel my job is relevant to this institution's mission
- pace9 The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone

- pace10 The extent to which information is shared within this institution
- pace11 The extent to which institutional teams use problem-solving techniques
- pace12 The extent to which positive work expectations are communicated to me
- pace13 The extent to which unacceptable behaviors are identified and communicated to me
- pace14 The extent to which my primary work team uses problem-solving techniques
- pace15 The extent to which I am able to appropriately influence the direction of this institution

- pace16 The extent to which open and ethical communication is practiced at this institution
- pace17 The extent to which faculty meet the needs of the students
- pace18 The extent to which student ethnic and cultural diversity are important at this institution
- pace19 The extent to which students' competencies are enhanced

pace20	The extent to which I receive timely feedback for my work
pace21	The extent to which I receive appropriate feedback for my work
pace22	The extent to which this institution has been successful in positively motivating my performance
pace23	The extent to which non-teaching professional staff meet the needs of the students
pace24	The extent to which there is an opportunity for all ideas to be exchanged within my work team
pace25	The extent to which a spirit of cooperation exists at this institution
pace26	The extent to which my supervisor actively seeks my ideas
pace27	The extent to which my supervisor seriously considers my ideas
pace28	The extent to which classified personnel meet the needs of the students
pace29	The extent to which institution-wide policies guide my work
pace30	The extent to which work outcomes are clarified to me
pace31	The extent to which students receive an excellent education at this institution
pace32	The extent to which this institution is appropriately organized
pace33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs
pace34	The extent to which my supervisor helps me to improve my work
pace35	The extent to which this institution prepares students for a career
pace36	The extent to which my work team coordinates its efforts with appropriate individuals and teams
pace37	The extent to which this institution prepares students for further learning
pace38	The extent to which I have the opportunity for advancement within this institution
pace39	The extent to which I am given the opportunity to be creative in my work
pace40	The extent to which students are assisted with their personal development
pace41	The extent to which I receive adequate information regarding important activities at this institution
pace42	The extent to which students are satisfied with their educational experience at this institution
pace43	The extent to which a spirit of cooperation exists in my department
pace44	The extent to which my work is guided by clearly defined administrative processes
pace45	The extent to which I have the opportunity to express my ideas in appropriate forums
pace46	The extent to which professional development and training opportunities are available
custom1	The extent to which all employees understand how their work supports student success at this institution
custom2	The extent to which I am comfortable expressing divergent opinions among my peers
custom3	The extent to which this institution creates a welcoming environment for individuals

- of diverse backgrounds (e.g., gender, race, ethnicity, national origin, age, physical disability, economic background, sexual orientation, or religious beliefs)
- custom4 The extent to which my institution values equity and inclusion
 - custom5 The extent to which members of the college community take personal responsibility to improve the college
 - custom6 The extent to which decisions and actions of employees reflect honesty, trust and respect for all
 - custom7 The extent to which employees understand the work of departments other than their own
 - custom8 The extent to which I receive good internal quality service from other departments
 - custom9 The extent to which I am willing to go beyond what is expected for the success of this institution
 - custom10 The extent to which employee issues are effectively resolved
 - custom11 The extent to which I would recommend this institution to a prospective student
 - custom12 The extent to which I would like to be working for this institution 12 months from now
 - custom13 The extent to which I would like to be working for this institution 3 years from now
 - sf1 The extent to which labor market outcomes for students are shared within this institution
 - sf2 The extent to which this institution tracks student employment after they leave this institution
 - sf3 The extent to which this institution partners with employers and businesses to offer opportunities for students
 - sf4 The extent to which this institution identifies clear pathways to degree completion
 - sf5 The extent to which this institution has resources to help undecided students find a pathway
 - sf6 The extent to which this institution uses completion rates as a metric for program success
 - sf7 The extent to which this institution regularly assesses learning outcomes in individual courses
 - sf8 The extent to which this institution regularly assesses learning outcomes for programs
 - sf9 The extent to which this institution regularly assesses learning outcomes across the college
 - sf10 The extent to which this institution disaggregates its data to show how programs serve different groups of students
 - sf11 The extent to which this institution demonstrates a commitment to equity
 - sf12 The extent to which there is a systematic process for identifying at-risk students and reaching out with appropriate interventions

The below items represent standard and customized demographic questions. Responses were recorded as follows: [columns dem1-dem8 and cudem1-cudem2]. To protect respondent confidentiality, we redact raw data from any response option with 6 or fewer respondents. The data file contains all non-redacted data.

dem1: What is your personnel classification?

- 1=Faculty
- 2=Administrator
- 3=Staff

dem2: Please select the race/ethnicity that best describes you:

- 1=Hispanic or Latino, of any race
- 3=Asian, not Hispanic or Latino
- 4=Black, not Hispanic or Latino
- 6=White, not Hispanic or Latino
- 7=Two or more races, not Hispanic or Latino

dem3: Your status at this institution is:

- 1=Full time
- 2=Part time

dem4: What is the highest degree you have earned?

- 1=First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)
- 2=Doctoral degree (e.g., Ph.D., E.D.)
- 3=Master's degree
- 4=Bachelor's degree
- 5=Associate's degree
- 6=High School diploma or GED

dem5: What gender are you:

- 1=Man
- 2=Woman
- 4=I prefer not to respond

dem6: How many years have you worked at this institution? (If less than 1 year put zero)

- 1=5 years or less
- 2=6-10 years
- 3=11-15 years
- 4=16-20 years
- 5=21-25 years
- 6=26 years or more

dem7: How many years have you worked in higher education? (If less than 1 year put zero)

- 1=5 years or less
- 2=6-10 years
- 3=11-15 years
- 4=16-20 years
- 5=21-25 years
- 6=26 years or more

dem8: What is your age?

- 1=29 years of age or younger
- 2=30-39 years of age
- 3=40-49 years of age
- 4=50-59 years of age
- 5=60 years of age or older

cudem1: In which area of the college do you work?

- 1=Academic Affairs
- 2=Student Affairs
- 3=Workforce Partnerships
- 4=Finance and Strategy (Controller, Business Office, Information Technology)
- 5=Administration (Marketing, HR, Physical Plant, Campus Security)
- 6=Other (Advancement, Goldman Sachs 10,000 Small Businesses, President's Office, etc.)

cudem2: Please indicate your primary campus:

- 1=Knight Campus, Warwick
- 2=Liston Campus, Providence
- 3=Flanagan Campus, Lincoln
- 4=Newport County Campus