



**NATIONAL INITIATIVE FOR LEADERSHIP
& INSTITUTIONAL EFFECTIVENESS**

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Northeast Lakeview College
San Antonio, Texas

PACE Qualitative Report
Personal Assessment of the College Environment

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Conducted
October & November 2018



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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., & Davis, J. S. Raleigh, NC: 2018.

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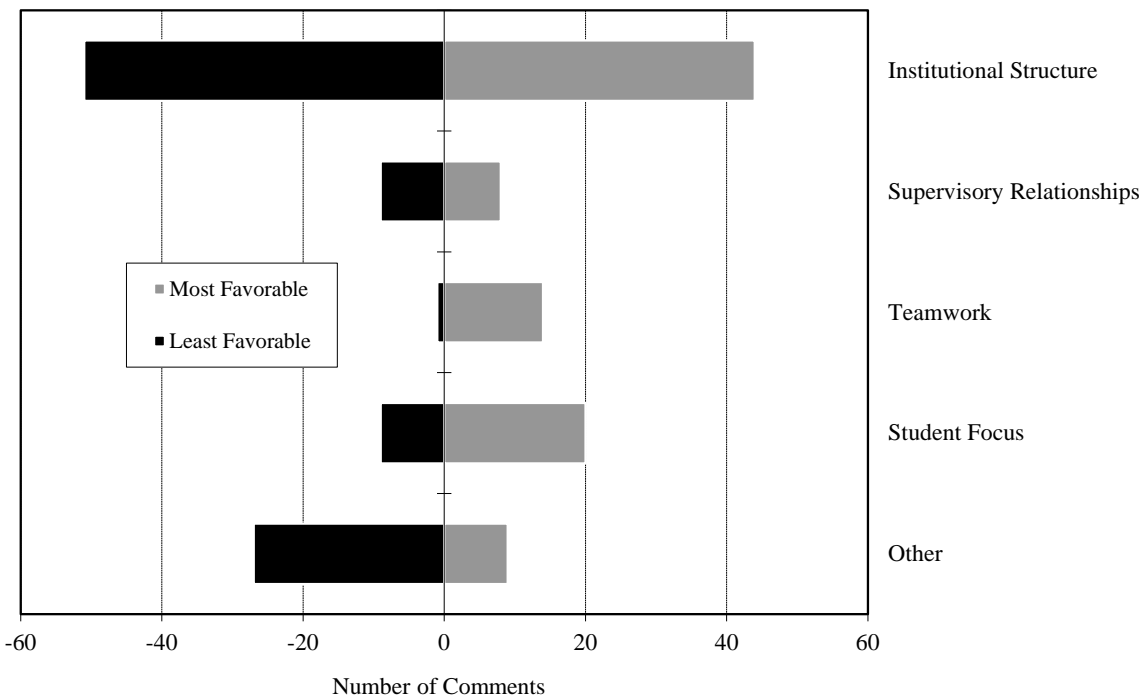
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 157 Northeast Lakeview College employees who completed the PACE survey, 63.1% (99 respondents) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments. However, reliability is ensured by coding all responses back to the questions on the PACE survey.

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

The greatest numbers of comments across all factors fell within the Institutional Structure climate factor. Please refer to Tables 1 and 2 for sample comments categorized by climate factor and the actual number of responses provided by NLC 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. Northeast Lakeview College Comment Response Rates



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

Table 1. Most Favorable Responses—Sample Comments and Actual Number of Responses at Northeast Lakeview College

Factor	Themes
Institutional Structure (n=44)	<p><i>I believe NLC is trending upward. Our top administration is competent at every level on the Academic side of the house. I am more optimistic about my workplace than ever. The climate is very healthy with the current leadership.</i></p> <p><i>I feel the excitement that comes from this college’s recent accreditation, and positive view for this college’s mission and future in this community.</i></p> <p><i>Decisions and input [are] gathered across college</i></p> <p><i>I would love to see more people of color to represent the student population on campus.</i></p> <p><i>I love the different ways that information is being shared with the college staff and faculty.</i></p> <p><i>Beautiful environment and buildings. Great students.</i></p> <p><i>This is a good place to work and [I] genuinely enjoy the students and my colleagues.</i></p> <p><i>I am allowed to use my experience in my field to create a great work and study environment for peers, faculty and students.</i></p> <p><i>NLC - awesome place to work</i></p> <p><i>The mission, values, collaboration, and inclusive spirit are evident and align with my own personal desires and beliefs of what higher education should be providing students in their educational experience. Periodic divisional and institutional meetings are done very well to communicate with all employees and report updates to those audiences. The onboarding in particular is the best I have had after serving more than a decade with different higher education institutions, both private and public. My division and department in particular [are] a fun group of folks ready to do whatever is needed to serve our community and the students. While a number of policies and procedures dictate operations, I still feel as though I have autonomy to accomplish a number of goals and tasks needed for our department and division. I truly respect and appreciate the work and efforts of the senior leadership within our college.</i></p> <p><i>There is a positive energy and a desire to always be improving. The climate is fresh and energized.</i></p> <p><i>I feel like the spirit of cooperation is improving at our institution. I can see that Higher Administration is trying to keep us united and they are encouraging the spirit of working together. This has been a top priority on their agenda.</i></p> <p><i>This is a great place to work. I think everyone here cares for our students and about their success. I especially love my specific work team and supervisor -- we are awesome!</i></p>

Table 1. Continued

Factor	Themes
	<p><i>At NLC, I appreciate the positive employee relationships among faculty, staff, and administrators, and the willingness of these individuals to help each other achieve college goals and support student success. Although the work may be overwhelming and stressful at times, the support of my colleagues to help me be successful in my work is an attribute of the NLC culture that I appreciate every day as an employee.</i></p> <p><i>I feel that in most areas, employees want to collaborate and do what is best for the institution and the students.</i></p> <p><i>I like the community of family that NLC strives for and the inclusion of all staff and faculty.</i></p> <p><i>I appreciate the efforts of our administration to bring together faculty and staff across the college.</i></p> <p><i>The institution has become more collaborative and I feel that appreciation for faculty and staff has improved a great deal.</i></p>
Supervisory Relationships (n=8)	<p><i>My supervisor is competent and really cares about their employees. They always make time for them and take time. They are supportive.</i></p> <p><i>I'm given quite a bit of freedom within my classroom. There are many forums for sharing my opinions/perspectives.</i></p> <p><i>There are an abundan[ce] of trainings/workshops available multiple times a year through AlamoTalent.</i></p>
Teamwork (n=14)	<p><i>Have a great work group. We accomplish our work efficiently and timely. Always receive compliments from Faculty.</i></p> <p><i>The team I work with is very open and considerate [of] each other. They make the work environment easy to learn and improve.</i></p> <p><i>My individual team works well together. Expectations are given, discussed and ultimately accomplished. Ideas are open for consideration. If the ideas are not adopted, at least the individual had the opportunity to present them.</i></p> <p><i>I find my immediate division's organizational structure under our chair the most favorable, motivating, innovative, and supportive.</i></p> <p><i>My department works well together and generally looks out for one another.</i></p> <p><i>The most favorable areas are my department. We have an appropriate forum to voice our ideas, concerns and innovations. We are given the appropri[a]te tools to do our jobs with no micro managing. Our department also works well with other departments</i></p>

Table 1. Continued

Factor	Themes
Student Focus (n=20)	<p><i>I believe that this institution is doing all it can to provide a quality education to our students. I think that we are very good about putting students first. I think that the communication has greatly improved.</i></p> <p><i>As colleagues working in the interest of students and making every attempt to impact and improve student learning, we do a better job of coordinating, planning and building programming in order to improve student achievement when our leaders inquire and understand our logic and effort.</i></p> <p><i>Helping students with academic and professional goals</i></p> <p><i>I am impressed with the many services that are available to the student to help them succeed.</i></p> <p><i>I definitely believe that Alamo Colleges accomplishes their Students First mission. Excellent job!</i></p> <p><i>I enjoy working at this institution due to the level of energy and commitment evident in the staff and administration towards student success.</i></p> <p><i>This institution has a very clear goal for the success of the students.</i></p> <p><i>NLC puts Students first and makes their success the main priority. I feel that this is the mutual goal staff and faculty share campus-wide.</i></p>
Other (n=9)	<p><u>Safety</u></p> <p><i>With all of the new safety policies we have succeeded in maintaining our goal of lab preparations and organization of our supplies efficiently.</i></p> <p><u>Administration</u></p> <p><i>Our new administration has made significant strides in improving overall morale and is working hard to achieve transparency and inclusivity in decision-making.</i></p> <p><i>I am also learning that our executive leaders at our college really do want its faculty and staff to have opinions to better our working environment. It's nice to know they do want to make positive impacts and make NLC a college that inspires students and is a 2nd home to all of its employees.</i></p> <p><u>President</u></p> <p><i>The President also is wanting everybody to be treated the same, no "favorites" and no departments should be treated better than others. She hears of a problem and takes the initiative to solve it.</i></p>

Table 2. Least Favorable Responses —Sample Comments and Actual Number of Responses at Northeast Lakeview College

Factor	Themes
Institutional Structure (n=51)	<p><i>I believe there is a lack of professionalism in some staff and faculty in terms of privilege, work ethics, and a lack of understanding of the roles and responsibilities in a large campus.</i></p> <p><i>We need to have a more diverse faculty. We need to work harder to attract more African American faculty members. If we want to attract more African American students, especially males, we need more African American faculty on campus for the students to be able to identify with.</i></p> <p><i>From observation, long-term, high-dollar decisions that radically affect building structures, or the operations of departments, appear to be made by individuals. Although this is the privilege of position, sometimes the monetary cost, or the ramifications and negative effects on departments that have taken years to finally operate efficiently, are not fully considered. In addition, there is a wealth of knowledge and experience that may be gleaned from individuals, who may not hold a particular title or position, but have outside experience, that may be of extreme value if taken under consideration. Innovation may stem from supervisors and administrators being open to ideas from the above individuals versus doing things the way they've 'always been done,' or solely based on their own experience.</i></p> <p><i>Silo[s] still presently exist at NLC. This condition affects the espoused goal of collaboration and trust. Wounds at the college are deep. As a college, how do we build trust and respect? First, every individual at this college needs to do soul searching regarding honest sincere communication and listening. This question, is there a willingness to change within the NLC college communit[y]?</i></p> <p><i>We are getting bombarded with "communication" right now. Communication about meetings and decisions was not the problem in the first place. The issue is the lack of transparency behind administrative hiring/firing and evaluation. We are growing administration (removing Chairs from faculty ranks, for example) without COMMUNICATING the methods by which they will be evaluated; none seem to exist.</i></p> <p><i>Asking questions is encouraged, but sometimes I feel a bit unsupported. I think there is an assumption that all the nuances of the college are known by all and sometimes there is a failure to appreciate that there are new people in the process.</i></p> <p><i>There is a situation outside of my area where employee morale seems to suffer. There is a high turnover in student success and it makes it harder to develop a collaborative relationship with advising. I am concerned that the employees in that area are under undue stress and not treated with a great deal of respect by their superiors. Just a concern because it can impact everything else.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>I do not believe this is an institution where employees are valued. I have been told on several occasions that the responsibilities I have outside of work do not matter, and that they take a side step to what I do here. As I have taken on more an[d] more responsibilities, I have not been provided any training or support. I feel complete[ly] overwhelmed and when I bring my issues to a manager or supervisor, I am told to “get over it.” We are made to feel like nothing we do is adequate and focus more on what we are not doing rather than the good. People should not feel guilty calling in sick or using vacation time. It is hard to feel good about what you do when no [one] ever says “I appreciate you.” I really question my value to this institution and if it worth staying.</i></p> <p><i>More focus on process, than student success. Bugged down by process...I believe in accountability, but there needs to be more emphasis on doing, rather than planning. Too much oversight and upper administration control. If you hire and promote your directors, then you should trust them to make the decisions. So many projects and plans have stalled out or [are] less effective or decrease in quality because we are waiting for one person’s signature. Trust your Directors to be leader[s]...if you require signature authority, ensure that it can be done efficiently.</i></p> <p><i>Not knowing others.</i></p> <p><i>President should be open to do what’s best for the College as a whole, not focus on pleasing the most vocal faculty. All employees should be of importance. Faculty are only concerned about what’s best for faculty so they can get over, not do office hours, half show up, not focus on being student centered and not look at what’s best for the student, but what’s best for them. To sum it up “Lead by Example.” Moral[e] is low, employees are unhappy, and will continue to be unhappy until they are listened to and not talked to. We talk about transparency but every first Friday we see lack of transparency when questions are half answered, incorrectly answered, or not answered at all. Moral[e] will continue to be low until all voices are heard, not those that agree to get along to keep from upsetting others. This is an all-time low, for employees, we feel not valued, no voice, and not being heard. Through the Presidents Round Robins in Fall, there is now inner-department dislike and cross college dislike, which before these areas worked together, and did not mind working together. However no one is listening and no one will continue to listen</i></p> <p><i>We are very short-staffed, and there is a lot of bureaucracy involved in getting new staff.</i></p> <p><i>Starting to believe the spirit of teamwork and institutional cooperation will never completely exist.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>Top down management. Bad decisions made rather than asking for input from people with experience. Constant failure to listen. Constructive suggestions and innovative ideas are squashed. Student input also not sought. Often questions are deflected or not answered at all. Problem examples: Replacing good furniture that was frequently used with Adirondack chairs and tables that I have yet to see any student use. Ripping up beautif[ully] established native landscaping and replacing with rocks and other flora that are already wilting. Hanging slogans and banners just to impress while directional signage continues to be on printed paper signs or no signage at all. Money wasted purchasing a book for everyone that few will read. Failure to hire fulltime staff in a timely manner, leaving huge burden on others. Not offering compensation. Failure to hire in other needed areas. Applying for awards rather than DOING SOMETHING GOOD that deserves awards. How much money went to student scholarships from the “Boozar” as was advertised? Not reimbursing in a timely manner. Continues to happen every year. Moving funds without authorization. My previous high ratings have moved to the bottom.</i></p> <p><i>Challenging colleagues.</i></p> <p><i>There is a sense of forced collaboration and communication at this institution. Communication and collaboration [are] touted but there still is an underlying current of do what I say because I say so. There is heavy-handedness which does not increase morale. Additionally, sweeping decisions are made by the administration without feedback and input from the appropriate groups. This institution is still very cliquy and gossipy. There is also a retaliatory attitude with regards to certain individuals which persist[s] for no apparent reason. Staff need to be given the same sense of respect and care [as] the faculty. Staff deserve the respect and inclusion the faculty receive. Staff are integral to the institution’s success; therefore, they should be treated as such. We need to truly empower staff and unleash their talent for true success.</i></p> <p><i>Ability to advance in the pay through obtaining a Ph.D. does not work as well in workforce where certifications and continuing classes are more important.</i></p> <p><i>I wish that there was more room for advancement and that my opinion mattered more to administration.</i></p> <p><i>The idea of growing with NLC has been there since the day I signed my offer letter. However, in my position there is only one LIMITED pay increase once we earn a certain level. After that there is limited to no increase, not even to maximize our potential and make us WANT to stay and turn our position into a full career. Retention of employees should be a goal for us all as a DISTRICT.</i></p> <p><i>We lose talented staff to other institutions for not offering advancement within.</i></p>

Table 2. Continued

Factor	Themes
Supervisory Relationships (n=9)	<p><i>Supervisor[s] do not include vital personnel in decision making resulting in a negative work environment. Low morale is evident and hostility is shown when addressing involvement or direction.</i></p> <p><i>There should [be] the same accountability for all employees regardless of classification and/or department. This includes time worked, project deadlines and spreading out work or reclassifying positions to meet the current needs of the institution.</i></p> <p><i>I have issues with the professional development opportunities provided at Northeast Lakeview College as that I am only given opportunities that are within the Alamo Colleges District or held within the local area. I've not be able to attend a professional conference in my specific field at a state level or national level. How can employees keep up with the latest/current trends in their respective fields if they aren't given the opportunity to meet others from across the country? Stop short changing your employees who want to stay knowledgeable and current in their profession.</i></p> <p><i>I think the agenda for Employee Development Day (EDD) should include time in the afternoon to allow employees to complete job-related duties.</i></p>
Teamwork (n=1)	<p><i>Even though the team I'm on diligently works to meets the needs of every department and individual on and off campus. I sometimes notice that they are limited in the amount of work they're able to conduct successfully due to some obstacles set in place by higher ups. I feel like the level of trust, especially to those who have been here for years, should have the same level of trust replicated from the supervisors to the higher ups in district.</i></p>
Student Focus (n=9)	<p><i>The institution is determined to keep admitting students who are seriously under prepared to succeed in a reading and writing class. The problem worsens every semester with no solution in sight.</i></p> <p><i>The college does not offer class schedules prior to 8am and has limited offerings which is perceived as being faculty first and not students first.</i></p> <p><i>Promoting and engaging our students with real career fields as early as possible, so that these students will have a much clearer goal for their careers.</i></p> <p><i>I feel that some of the students' needs would be better met if there were public transportation at all of the college.</i></p>
Other (n=27)	<p><u>Adjunct</u></p> <p><i>I feel that adjuncts do not have a voice. Not enough pay, not really communicated too, etc.</i></p>

Table 2. Continued

Factor	Themes
	<p><u>Administration</u></p> <p><i>Upper administration rarely listens to faculty input; faculty participation in important school concerns is minimal; pay is subpar. We spend a lot more energy, money and time on district concerns at the expense of well resourcing the colleges.</i></p> <p><i>I am concerned that the upper administration does not always listen to or respond to employee needs adequately.</i></p> <p><u>Committees</u></p> <p><i>We need to put more emphasis on the responsibility of committees and [their] members. Most information is through committees. That becomes problematic when people in the committee are in the know but they don't share that information effectively or formally. If at the end of meetings we ended with a recap stating what we will share and more importantly to [with whom], it would improve our communication. We need to create a standard template for agenda, minutes, and reporting out. We have quickly grown to the point that standardizing our practices is essential. That doesn't mean we decide on a process and stick with it. We need to review our processes regularly and update as needed. Otherwise we end up doing things because that is how we've done things. What once worked no longer does as we have grown in size and scale.</i></p> <p><u>District</u></p> <p><i>I find the level of control the District has at determining the goals and initiatives of the independently accredited colleges unfavorable to continued innovation, growth, and success at our institution.</i></p> <p><u>Favoritism</u></p> <p><i>Least favorable is witnessing favoritism in the workplace. Or feeling as though there is some level of favoritism in our division. Favoritism has not been so obvious to me since working here and though management is well-versed and surely deserving of their title. When I witness favoritism, it is just a sign of bad management as a whole.</i></p> <p><i>Unfortunately, employee favoritism seems to prevail and employees are not always afforded the same opportunities because of this.</i></p> <p><u>Hiring</u></p> <p><i>Additionally, I think a more concerted effort should be made to be sure that hiring committees, particularly for faculty are more diverse and reflect the students they serve, even if it means having members outside of the discipline that perhaps would include staff in the hiring process.</i></p>

Table 2. Continued

Factor	Themes
	<p data-bbox="391 275 553 317"><u>Recognition</u></p> <p data-bbox="391 327 1398 485"><i>There is no appreciation [at] the department level. A weekly THANK YOU would suffice at this point. The Vice President provides adequate appreciation at least twice a semester. The President provides appreciation as she strolls about and large scale at least twice a year, which is sufficient at her level.</i></p> <p data-bbox="391 495 521 537"><u>Workload</u></p> <p data-bbox="391 548 1398 621"><i>I need to learn to say no when the additional duty workload encroaches on my teaching duties.</i></p> <p data-bbox="391 632 1414 863"><i>People get more workloads handed down to them that someone who gets paid a lot more used to do, yet that person getting the work is not getting compensated for what was handed down. I understand “other duties” but someone else used to do that work and they were getting paid more money to do that work and then that work now gets handed down to me to start doing from now on and I’m not getting paid for it.</i></p>