In December 2008, the Personal Assessment of the College Environment (PACE) survey was administered to 496 employees at Las Positas College (LPC). Of those 496 employees, 153 (30.8%) returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist LPC in promoting more open and constructive communication among faculty, staff, and administrators. LPC Responses were compared to a Norm Base of 65 other climate studies. The entire 55-page report is available for download from the Institutional Research and Planning web-site. The first Research Brief, “Overall Ratings and Comparison to Norm Base” showed the overall results indicate a healthy campus climate and that LPC ratings were higher than the Norm Base (a sample of 65 climate studies).

**Summary Points**
- Overall, Administrators and Part-time Faculty rate climate higher than Classified staff or Full-time faculty
- All groups rate the Student Focus Factor the highest of all five factors (Supervisory Relationships, Institutional Structure, Teamwork, Custom)
- All groups rate the Institutional Structure Factor as the lowest
- While groups differ in their actual ratings they have similar relative ratings (lines tend to follow similar up and down trends no matter the group)
- This indicates general agreement as to strength of climate-factors relative to each other even though absolute ratings differ
- The exception to this is the Customized Factor where Classified Staff and Full-time Faculty differ from Administers to a greater extent than on other factors
- This could be reflective of the fact that we intentionally crafted questions to address suspected problem issues for those groups

**PACE Model, Survey Instrument**
The PACE model is divided into four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus and evaluated across 4 levels: Coercive (least desirable/lowest function), Competitive, Consultative, Collaborative (most desirable/highest function). Collaborative management style is related to greater productivity, group decision making, and the establishment of higher performance goals when compared to the other three styles. Additionally, 8 customized questions regarding campus climate were added to create a Custom Factor. Respondents were asked to rate the various climate factors through their specific statements on a five-point scale from a low of “1” to a high of “5.”

**Comparative Analysis: Personnel Classification**
Table 1 and Figure1 report composite ratings according to the four climate factors and the customized questions for employees by personnel classification. In general, Administrative employees rated the four normative factors most favorable (3.92), whereas the Full-time Faculty rated the four normative factors least favorable (3.54). Additionally, Part-time Faculty had perceptions closer to those of Administers and Classified staff had perceptions closer to those of Full-time Faculty.

**Table 1. Mean Climate Scores as Rated by Personnel Classifications**

<table>
<thead>
<tr>
<th></th>
<th>Supervisory Relationships</th>
<th>Institutional Structure</th>
<th>Teamwork</th>
<th>Student Focus</th>
<th>Custom</th>
<th>Overall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classified</td>
<td>3.74</td>
<td>3.33</td>
<td>3.97</td>
<td>3.96</td>
<td>3.41</td>
<td>3.70</td>
</tr>
<tr>
<td>Administrator</td>
<td>3.99</td>
<td>3.64</td>
<td>3.99</td>
<td>4.16</td>
<td>4.04</td>
<td>3.92</td>
</tr>
<tr>
<td>Full-time Faculty</td>
<td>3.53</td>
<td>3.20</td>
<td>3.63</td>
<td>3.95</td>
<td>3.39</td>
<td>3.54</td>
</tr>
<tr>
<td>Part-time Faculty</td>
<td>3.70</td>
<td>3.66</td>
<td>3.95</td>
<td>4.07</td>
<td>3.73</td>
<td>3.81</td>
</tr>
</tbody>
</table>
Figure 1 shows that, despite classification, groups have similar perceptions across the factors even if some groups have generally higher or lower ratings. The shape of each line is roughly similar. For instance, all groups of employees rate Institutional Structure as the lowest factor and Student Focus as the highest. This indicates general agreement as to the strength of climate-factors relative to each other even though absolute ratings differ. The exception to this is the Customized Factor where Classified Staff and Full-time Faculty differ from Administrators to a greater extent than on other factors. This could be reflective of the fact that questions in the Custom Factor were intentionally crafted to address suspected problem issues for those groups. This could be a reason why Classified Staff and Full-time Faculty ratings on this factor are lower than Administrative employees than on the standard PACE factors. The difference in means is even greater for the Custom Factor due to the fact that the questions where directed to illicit feedback on areas we suspected or knew to be problem issues for Classified Staff and Full-Time faculty.

While groups differ by Classification there is general agreement as to the relative strength of each factor with the notable expectation of the Customized Factor. Administrative employees consistently have the highest ratings and Full-time Faculty consistently have the lowest ratings. Future areas of focus for the College should be issues related to Institutional Structure as well as the Customized Factors as they relate to Full-time and Classified staff. The next Research Brief will cover between-group differences and similarities in greater depth. Individual questions from the PACE survey will be examined by Personnel Classification.