



**NATIONAL INITIATIVE FOR LEADERSHIP
& INSTITUTIONAL EFFECTIVENESS**

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Barton Community College
Great Bend, KA

PACE Qualitative Report
Personal Assessment of the College Environment

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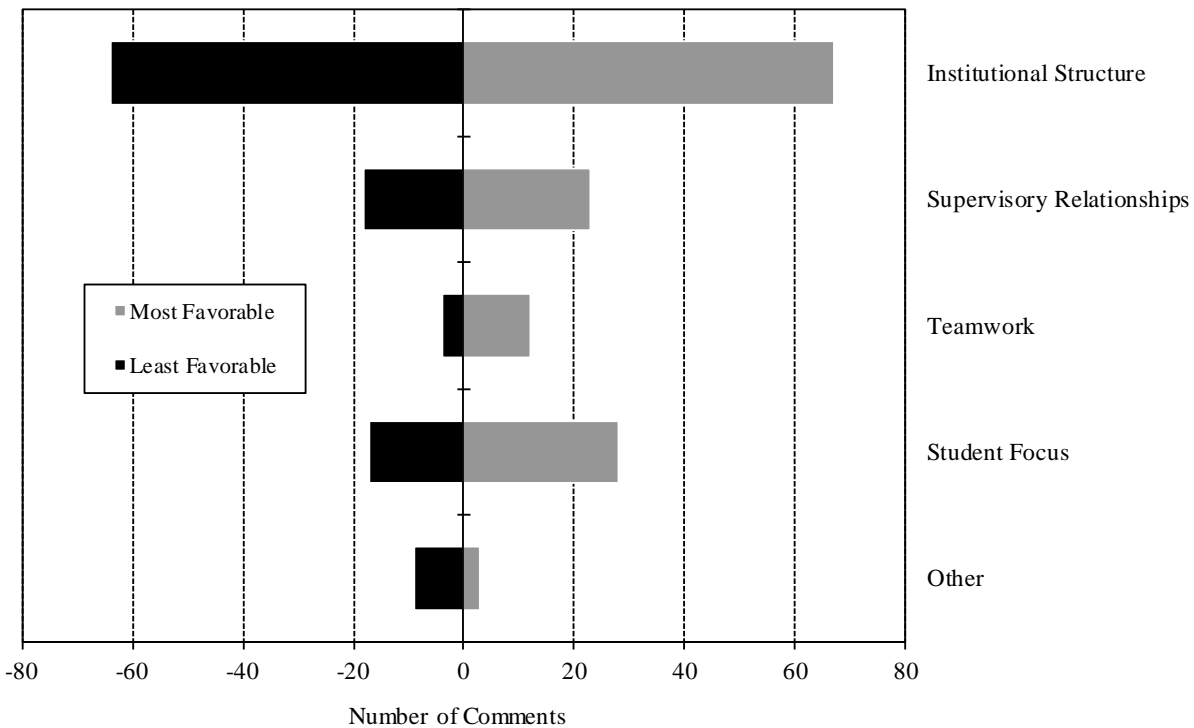
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 315 Barton Community College (BCC) employees who completed the PACE survey, 156 respondents (49.5%) 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 BCC 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. Barton Community 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 Barton Community College

Factor	Themes
Institutional Structure (n=67)	<p><i>We as an institution are an economic driver for our region and an avenue for people to advance their families and situations--it's really easy to see our impact and feel good about where we work.</i></p> <p><i>I think it's so awesome that we have started the HERO program. I think with the way the Hispanic population is changing in Kansas that this will be a huge asset to our campus. I'm anxious to see the results.</i></p> <p><i>I like that new hires are given encouragement and are informed of who to contact if they have questions.</i></p> <p><i>I like the information flow from senior leadership.</i></p> <p><i>The sharing of information in a supportive and collegial environment is exceptional at Barton Community College.</i></p> <p><i>Providing information regarding college activities</i></p> <p><i>Admin. seems to be interested in my ideas to make my program more favorable to potential students.</i></p> <p><i>Communication is fantastic. Supervisors are very helpful. It seems that Barton listens to their students and makes adjustments likewise.</i></p> <p><i>The College, as a whole, is definitely moving in a positive direction. The communication issues that have been identified in the past are no longer issues. It is nice to have a pipeline of information flowing between the different campuses.</i></p> <p><i>Communication is very good and relationships with partners in the community are strong.</i></p> <p><i>Barton encourages innovation, transparency, and authenticity throughout the college and in [their] employees. I love that!</i></p> <p><i>Barton has a great work environment. Each employee is valued no matter what their job position is.</i></p> <p><i>For the most part, I believe Barton is an excellent institution for our students, faculty, and staff. I appreciate the dedication of our long-term employees.</i></p> <p><i>I'm very happy with the atmosphere created by the college. I feel that the administration/faculty communicate often, and I feel comfortable talking with my boss about issues.</i></p> <p><i>Overall, the faculty and staff are outstanding and very student oriented. It is what makes this college a great place to learn and work. You can have programs, equipment and so on but the key to success are the people and Barton has a lot of talented and devoted people employed. We need to find ways to keep them as long as possible.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>I think Barton thrives as a community and is well served by many collaborative work groups within the institution and partnerships with the community. We are always looking for what's next and working to improve what we offer and making sure that what we offer is relevant to the needs of our community and state. Our leadership is strong and has a great deal of integrity. I feel extremely proud to be an employee of Barton, particularly when I'm among my counterparts from other KS CC's [Kansas community colleges]. I don't believe I would choose to be in my profession if I worked in some of the circumstances that others are working in at the other CC's.</i></p> <p><i>Overall my work climate is great. The college goes above and beyond to ensure the goals of the college [are] met and the students are the priority.</i></p> <p><i>My most favorable area would be the opportunities for advancement and professional development. The college provides many avenues to continue education [for] employees, which is very appreciated. I feel upper management communicates all aspects of business with employees. The inclusion is very impressive as they understand the value in communication. Especially, the [leadership] as they acknowledge the need to be open and approachable at all times.</i></p> <p><i>Our leadership is amazing and very dedicated to Barton in every aspect.</i></p> <p><i>I feel like I work with caring people. I feel like I work with capable people.</i></p> <p><i>Great support from my supervisors and peers.</i></p> <p><i>I find the workflow between and across the campuses has significantly been improved. There is an even better exchange of information. Great working relationships have been developed with other administrators and staff across all locations.</i></p> <p><i>Individual staff members seem willing to help others when asked.</i></p> <p><i>My colleagues and I get together on a regular basis to discuss issues and new methods & models in teaching; not only face-to-face but online also.</i></p> <p><i>Providing a good work environment to include a team partnership to build communication between all levels of employees and strive for a better understanding of the goals in the community.</i></p> <p><i>The College is maturing in its ability to work across the system and encourage involvement by all members.</i></p> <p><i>The overall spirit of cooperation between departments is a strength. I also believe that it is part of Barton's DNA to be on the forefront of trends and needs in higher education.</i></p>

Table 1. Continued

Factor	Themes
Supervisory Relationships (n=23)	<p><i>The program allows me the necessary flexibility to teach in a way that best fits my teaching style as long as the instruction remains nested within the course objectives.</i></p> <p><i>Feedback is always thoughtful and timely.</i></p> <p><i>I am very pleased with my supervisor. I feel very appreciated and am happy that I can express new ideas and have them listened to openly.</i></p> <p><i>Working with my director supervisor is my most favorable area of my work. I feel there is complete transparency and support.</i></p> <p><i>I really enjoy my direct supervisor and the area I work for. I feel like my ideas are valued and I am encouraged to take my ideas further when they could be helpful in other areas. I feel like I have a direct impact on the program I work for and the work that we do as a team.</i></p> <p><i>My supervisor is very supportive and is will[ing] to discuss ideas for improvement.</i></p> <p><i>I continue teaching at Barton because it allows its online instructors a fair amount of flexibility and creativity in course methods and instruction.</i></p> <p><i>The college does provide opportunities for instructors to be involve[d] in several committees to help with the accreditation process as well as assessing the learning outcomes of the individual courses. My supervisor allows opportunities for me to contribute ideas and suggestions to the process of what is done in the office that would make it run more efficiently.</i></p> <p><i>Training and communication at the beginning of the year is excellent.</i></p>
Teamwork (n=12)	<p><i>My work team understands the importance of teamwork and there is always someone available from the team if an individual is in need of assistance.</i></p> <p><i>My supervisor and immediate work team cultivate a highly enjoyable work environment. Productivity and creativity are equally appreciated, encouraging new ideas and progressive thinking.</i></p> <p><i>Work group cooperation</i></p> <p><i>I think my department and the area we are part of have excellent communication and teamwork. I feel our work contributes to the mission and provides an indispensable resource to students.</i></p> <p><i>In this department, we work as a team and can count on co-workers an[d] other faculty to assist when needed.</i></p>
Student Focus (n=28)	<p><i>I think that students are our main focus and see many times in many areas where faculty and staff go above and beyond in making sure that students receive support, both in and outside of the classroom.</i></p>

Table 1. Continued

Factor	Themes
	<p><i>Culture of BCC is open and positive with the students success as the main priority</i></p> <p><i>Barton in truly committed to student learning and success.</i></p> <p><i>I think Barton does a fabulous job of making classes available to students and helping to [e]nsure that they are successful.</i></p> <p><i>I think the College has very caring, capable employees whose number one mission is to ensure students succeed.</i></p> <p><i>The College does its utmost to work with students and make sure they are steered in the correct direction. The students are what this College is about.</i></p> <p><i>The College is always looking for new programs to attract students. They are very innovative in ways to assist students. We have several procedures in place for students if they have concerns--academically, financially, socially. We have improved over the past couple of years in combining resources and communication between campuses. This also goes for the planning financially for the future and not by the seat of our pants.</i></p> <p><i>Some teachers go out of their way to encourage and help students; the Tutor Center is one case in point.</i></p> <p><i>Barton administration team is excellent. Student issues are resolved in a timely manner, and students are provided with excellent customer service.</i></p> <p><i>Barton offers students and staff the ability to grow in fields that are not necessarily offered at other institutions.</i></p> <p><i>Barton reaching out to students who may not otherwise have access to college courses.</i></p>
Other (n=3)	<p><u>Compensation</u></p> <p><i>Pay is good and benefits are decent.</i></p>

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

Factor	Themes
Institutional Structure (n=64)	<p data-bbox="391 317 1373 428"><i>Upper management is trying to fix things that are working perfectly fine. If there is no monetary (personal or institutional), program, student, or faculty gain to making a change, then why change it?</i></p> <p data-bbox="391 443 821 478"><i>Lack of input in decision-making.</i></p> <p data-bbox="391 493 1382 569"><i>The administration makes decisions on pay, curriculum, and courses without understanding what the implications are.</i></p> <p data-bbox="391 583 1414 1024"><i>While I am a trusted member of this team there are times when it requires me to go up my chain of command and then it sits with no resolution. There are times when a decision just needs to be made but even that doesn't happen. I feel if it is not something I can complete on my own, it will not get taken care of. I also feel that there are individuals within my office that need more experience/training in customer service environments. Our offices are not very private or soundproof so if there is sensitive information being discussed it needs to be done so in a discreet manner. In most instances, this does not happen. When we arrive to work, we come to complete our job, constant distractions from others having private or personal conversations are distracting and unprofessional. More often than not, students are able to overhear conversations or discussions that are inappropriate given the setting.</i></p> <p data-bbox="391 1039 1390 1297"><i>We must hire a more diverse faculty population. We can no longer say that it isn't possible, no one will apply. We must recruit, recruit, recruit. We do a disservice to our student population by not doing so. We must also do a better job of managing expectations of faculty for the benefit of students--verifying content-specific course information, requiring course outlines and due dates, requiring online course shell content, and verifying workload meets appropriate collegiate standards and expectations.</i></p> <p data-bbox="391 1312 1414 1423"><i>I think our overall staff and faculty does not reflect a diverse campus. I think we need to be more integrated in the future to help students feel welcome and that they belong.</i></p> <p data-bbox="391 1438 1276 1474"><i>The least favorable is sharing information with all campus locations.</i></p> <p data-bbox="391 1488 1162 1524"><i>Accreditation. I value it, but truthfully it is my least favorite.</i></p> <p data-bbox="391 1539 1414 1797"><i>Communication at this campus has become flat, one-directional, and fast, by email. Friends and fellow teachers still talk, but the campus has lost both direction and a convivial or problem-solving sense of community. There seems to be no desire to work together to solve problems, beyond those who work side by side. Substitute teachers, for example, several times have only taken roll, even when given specific, easily manageable instructions, but that was of no concern beyond that classroom.</i></p> <p data-bbox="391 1812 1032 1848"><i>Communication has improved but is still an issue.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>Communication is terrible. No cooperation. You cannot speak to things outside your specific area and then it is disregarded a lot. I have to repeat things to my supervisor constantly. My work is limited based on others' poor performance.</i></p> <p><i>I do not think that there is correct communication when it comes to our work team; everything is always spoken about between the leadership in private meetings rather than keeping everyone involved. There are no opportunities for the staff to express their opinions or be on boards to express their opinions, because certain people in the institution think that only leadership opinions matter. As a team, I believe everyone's opinions should matter. There have also been issues within the work team that do not seem to get resolved in the appropriate manner or even at all some times. I believe that if there was more communication in the workplace and more issues actually got resolved, some employees would be happier.</i></p> <p><i>I used to believe that it would take very little to make Barton a great place to WORK, but I no longer believe this. Barton administration have absolutely no interest in their employees' work lives, workload, or work balance. They have no interest in following established practices/policies if those policies stand in the way of getting what they want. They have no interest in transparency, despite lip service paid to this concept. They have no interest in involving employees in making decisions, only in passing on the aftermath of those decisions to those who have to live with them. What they are mostly interested in is the bottom line and satisfying those who hold power/money over them. "Work harder, work smarter, do more with less" is the Barton way. Sadly, Barton has a history of using talented, passionate, committed people up to the point of burnout. When I see an administrator sneer in the face of an employee's legitimate question or concern, when administrators intentionally withhold information that is not secret and COULD be shared, I have no faith that Barton will ever be a good place to work.</i></p> <p><i>No conformity, work practices are constantly changing, from day to day, hour to hour.</i></p> <p><i>Some policies in place intended to support college employees are actually a hindrance. I wish the college would review policies in place that are borderline inhumane.</i></p> <p><i>That there is an uncertainty in the work environment on month-to-month processes, scheduling, and procedures within a climate, often lacking transparency, doused with negativity, and which [a]ffects the need for positive communications practices that promote progressive ideas.</i></p> <p><i>It is difficult to move from an entry-level position to an advanced position.</i></p> <p><i>Administrative communication.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>I am concerned that the institution does not deal directly with individuals who are not following policies, inappropriate behavior, or simply not doing their job, by imposing policy changes designed to address all faculty or staff and not the individual who caused the problem. This often causes resentment among staff and faculty who feel they are being punished for doing a good job.</i></p> <p><i>While I understand that the college has a unique situation as an employer, with a very complex and varied employee pool, I do feel that it can be lost or underappreciated how much certain decisions can affect those of us whose primary employment is outside of the college. Certain changes that may seem like they will only require a small-time commitment to somebody in a full-time employment situation, can have a significantly different time increase relative to the hours that I work. An additional 15 minute per week commitment from a full-time employee is a significantly different equation than adding 15 minutes of additional work every week to an employee teaching 4 hours per week.</i></p> <p><i>The college does not have protocol for instructors to also work part-time for the college. Policy requires the employee to be classified with one job title. The sick days allotted to the instructors is not applicable to the part-time staff who are an instructor. I truly love working in the environment at Barton but would leave if [there was] a part time position with paid holidays and [I was] able to earn vacation days allotted to a part-time staff member. Where here at Barton it is not applicable to the part-time staff. I truly have the support of my supervisor and coworkers but the financial aspect of working here is not a positive and definitely prevents me from wanting to contribute more since I am not afforded the same options as other instructors even though I put forth the same efforts or more to teach my students.</i></p> <p><i>Our policies and procedures are far too specific, detailed, and rigorous. I think there are ways of doing things like travel reimbursements without parceling out breakfast, lunch and dinner to unreasonable restrictions. In addition, the fear of lawsuits is understandable, but there have to be ways of addressing those concerns without hurting the college's ability to treat its [e]mployees as humans. For example, HR screens for applicants' qualifications -- if a person has 10 years of relevant experience but not the appropriate degree, the application won't reach the supervisor. We could instead have a policy that says "all factors will be considered in the hiring process and occasionally things like experience or demonstrated ability will outweigh credentials in the final decision."</i></p> <p><i>I am concerned that we are significantly lacking in diversity in the classroom. We bring in students from around the world on athletic scholarships but we don't have the faculty who would be able to identify with them. In addition, the area has a large Hispanic population and few Hispanic instructors.</i></p> <p><i>Not every department works together.</i></p>

Table 2. Continued

Factor	Themes
	<p><i>Institution does not provide equal support for academics as it does for sports. Often feel academics are secondary. Lacks instructor support or the importance of effective teaching and balancing student expectations with performance. Polices Instructors rather than treat as professionals. Lacks diversity on faculty and staff. Female employees sometimes marginalized.</i></p> <p><i>The system to address personnel issues currently does not seem to be adequate. Employees who do not have the college's best interest in mind make it difficult for others to do their own job well. For instance, those who often abuse the system (frequently tardy, not performing certain duties, expecting others to do their work for them) are seldom confronted, as it is a cumbersome process to take corrective action in the approved manner. Co-workers then have to pick up the slack, which only adds to their workload and frustration. If every employee was given their job description at each work anniversary and met with their supervisor to discuss every expectation, this would be an opportunity to remind them of their responsibilities. There would be no question as to what is expected of them in their position. If they have an issue, or feel they don't have the ability (whether it be a lack of training or resources) it can then be addressed and corrective action can be taken.</i></p>
Supervisory Relationships (n=18)	<p><i>I feel that situations don't get handled appropriately at the supervisor level. Some situations need to be taken care of with the supervisor's help, rather than going up the chain before the supervisor even knows about it.</i></p> <p><i>I feel that there are too many instances of people being employed by Barton that do not do their jobs. While I appreciate the processes that are in place to prevent firing for no reason, I feel that in many situations there are employees that are kept simply because it's too hard to fire them. If I was not doing my job adequately, I hope that someone would address it and I would also understand that if I did not make significant improvements and/or continued to have documented issues, that I would be let go.</i></p> <p><i>Supervisor involvement in day-to-day processes can be improved.</i></p> <p><i>Instructors with bad behaviors (both in the classroom as well as with co-workers) don't face adequate consequences.</i></p> <p><i>I would like [an] explanation as to how to use the metrics available to me to better my courses and my teaching. What data is obtained on the admin side that can help me see where students are not connecting to the material? How can I use the competency thing in the gradebook to enhance my classroom delivery? Is there someone who can come into my class and give me pointers with how to make it better or stronger? What is my job security here? Will there ever be a more permanent part time online instructor rather than adjunct? What is going on there?</i></p>

Table 2. Continued

Factor	Themes
	<p><i>People in [a] position of power sometimes do not consider they sometimes may be wrong on a certain issue but because of where they stand at this institution they hold their thought as correct and do not let the other person's idea be heard.</i></p> <p><i>I believe in my department we are strongly discouraged to not make suggestions or provide ideas to improve our department. It is very difficult to get time to be able to attend professional development activities in our field. The training we offer is our professional development. We should be encouraged to seek credentials to better what we offer to our students.</i></p>
Teamwork (n=4)	<p><i>I wish that my coworkers and I could work better as a team; however, I believe that some of them do not have that mindset and are not willing.</i></p> <p><i>There is a sense of separation between the different areas in my department although we all share the same goal.</i></p>
Student Focus (n=17)	<p><i>I have heard students complain about the lack of cultural activities in the area outside of campus. This might be an area where the school could partner with the community to enhance life off campus and would thus become a draw for recruiting.</i></p> <p><i>I believe that we are losing track of why we do this. We are so focused on money that we are beginning to stop helping the student. And that's sad to see!</i></p> <p><i>Class[es] are offered too frequently causing student numbers in each course to fall too low. For instance, the largest class I have taught has been about 6-7 students. More commonly it has been 1-3 students. Instructors are paid per student. Not very motivating. My plan is to cease my employment with this institution for this reason and others. It is a good institution.</i></p> <p><i>Personal interaction with students is lacking with the online classes--labs</i></p> <p><i>I do not see evidence that the institution partners with industry to provide a trained, usable workforce.</i></p> <p><i>Students tell of classes that require them to do very little during the span of the course, students tell of the easy on-line classes compared to face-to-face classes, students tell of going on to a four year college and not having the foundation of knowledge that four year college expected from the classes that they took at Barton.</i></p> <p><i>The ability to identify at-risk and special need students could be better; however, BCC does as well as most postsecondary institutions. The complex life of a 21st century community college student presents subtle challenges when addressing social and medical needs, i.e. counseling, ADHD [Attention Deficit Hyperactivity Disorder], LD [Learning Disabilities], gifted, and others.</i></p>

Table 2. Continued

Factor	Themes
Other (n=9)	<p><u>Adjunct</u></p> <p><i>As an adjunct faculty member, I don't feel as if I have much in the way of support. I would like to find more ways to make online classes more accessible to students, but I don't really know how to do that. Having resources available would be a big help.</i></p> <p><i>The institution allows adjunct faculty reasonable opportunity to participate in discussion concerning institutional goals and initiatives. However, the adjunct faculty is somewhat marginalized in these discussions. The mid-level administrators lead the discussions and will entertain faculty input, but it is in a way that they are listening but not really concerned about the voice of the faculty member. For example, a comment was made that the faculty should minimize their comments in the meeting because the deans would be leading the discussions. Moreover, as an adjunct faculty member, I receive minimal insights into my performance. The faculty evaluation form provides minimal guidance and the[re]is no discussion from [a] supervisor to adjunct faculty member about the performance. Therefore, the adjunct faculty member is left with uncertainty as to how they are doing. How can they improve? What are they doing right? What are they doing wrong?</i></p> <p><u>Budget</u></p> <p><i>As always, finances are an issue. It makes it hard to find good people and keep good people. It also makes it difficult to fund programs, scholarships, and so on. I know administration is always looking for ways to save and increase the budget and I wish I had the magic answer but it is one of our bigger problems.</i></p> <p><u>Compensation</u></p> <p><i>Because of cuts at both the state and federal level, I am disappointed that the pay scale for all is for the most part, not equitable with their responsibilities, experience and ability. I feel sometimes this fact coupled with some of the college's decisions on how to budget funds is detrimental to the college morale.</i></p>



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