

OVERVIEW

MHCC 2007-2008 CLIMATE SURVEY

Purpose

The purpose is to obtain a measure of staff perception of the college climate.

Method

A survey was distributed to all staff and the returned results were compiled by an independent party. The return rate was 30.7%. The survey examined four categories of the institution. They include:

- 1) Institutional Structure
- 2) Supervisory Relationships
- 3) Student Focus
- 4) Team Work

The results of the survey are used to examine common community college organizational styles as described below in Table 1:

Table 1: NILIE Four Systems Model

System 1	System 2	System 3	System 4
Coercive	Competitive	Consultative	Collaborative
Leaders are seen as having no confidence or trust in employees and seldom involve them in any aspect of the decision-making process.	Leaders are seen as having condescending confidence and trust in employees. Employees are occasionally involved in some aspects of the decision-making process.	Leaders are seen as having substantial but not complete confidence and trust in employees. Employees are significantly involved in the decision-making process.	Leaders are seen as having demonstrated confidence and trust in employees. Employees are involved in appropriate aspects of the decision-making process.
Decisions are made at the top and issued downward.	Some decision-making processes take place in the lower levels, but control is at the top.	More decisions are made at the lower levels, and leaders consult with followers regarding decisions.	Decision making is widely dispersed throughout the organization and is well integrated across levels.
Lower levels in the organization opposed the goals established by the upper levels.	Lower levels in the organization cooperate in accomplishing selected goals of the organization.	Lower levels in the organization begin to deal more with morale and exercise cooperation toward accomplishment of goals.	Collaboration is employed throughout the organization.
Influence primarily takes place through fear and punishment.	Some influence is experienced through the rewards process and some through fear and punishment.	Influence is through the rewards process. Occasional punishment and some collaboration occur.	Employees are influenced through participation and involvement in developing economic rewards, setting goals, improving methods, and appraising progress toward goals.

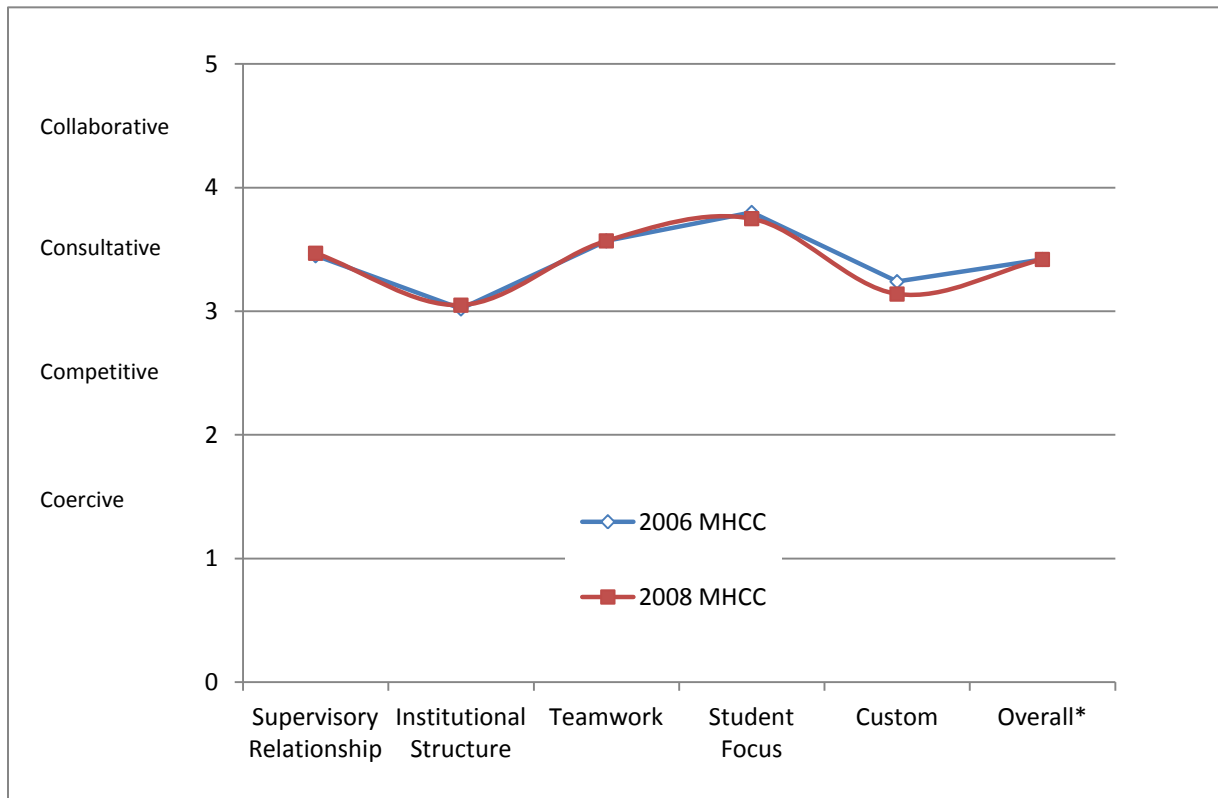
Results

Compiling the results of the survey for Mt. Hood Community College leads to a comparison of organization styles and climate categories. As indicated in Table 2, the Student Focus climate factor received the highest composite rating (3.75). The Institutional Structure climate factor received the lowest mean score (3.05). Overall, the results from the PACE survey indicate that MHCC personnel perceive the composite climate at MHCC to fall within the middle-range of the Consultative management style. The preponderance of Consultative scores (n=44) indicates that MHCC has a relatively high level of perceived productivity and satisfaction. When compared to the 2006 mean scores, the 2008 mean scores were unchanged (3.42).

Table 2: Mt. Hood Community College Climate as Rated by All Employees

Factor	2006 MHCC	2008 MHCC
Supervisory Relationships	3.45	3.47
Institutional Structure	3.02	3.05
Teamwork	3.57	3.57
Student Focus	3.80	3.75
Custom	3.24	3.14
OVERALL*	3.42	3.42

Figure 1: Mt. Hood Community College Climate as Related by All Employees Combined Using Composite Averages



The general findings are separated by *personnel classification*.

Table 3: Mean Climate Scores as Rated by Functional Roles

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Custom	Overall
Administrative						
2006	3.91	3.63	4.22	3.88	3.92	3.85
2008	4.01	3.53	3.94	3.83	3.57	3.80
Supervisory						
2006	3.48	3.03	3.88	3.74	3.48	3.45
2008	3.58	3.13	3.74	3.61	3.31	3.46
Classified						
2006	3.20	2.74	3.29	3.69	2.97	3.19
2008	3.37	2.94	3.37	3.71	3.03	3.31
Confidential						
2006	3.93	3.85	4.06	3.73	3.77	3.87
2008	4.08	3.31	3.96	3.51	3.48	3.67
Full-time Faculty						
2006	3.42	2.94	3.62	3.94	3.20	3.43
2008	3.25	2.68	3.60	3.84	2.75	3.27
Part-time Faculty						
2006	3.64	3.38	3.53	3.98	3.52	3.65
2008	3.50	3.20	3.56	3.74	3.28	3.48
Part-time Hourly						
2006	3.66	3.00	3.58	3.54	3.03	3.40
2008	3.68	3.34	3.67	3.82	3.56	3.60
CDFS						
2006	N/A	N/A	N/A	N/A	N/A	N/A
2008	3.71	3.50	3.79	3.88	3.50	3.68

*The overall mean does not reflect the mean scores of the customized items developed specifically for MHCC.

N/A - Job Classification not included in the 2006 administration

MHCC Customized Questions

In addition to the national survey questions, MHCC included a series of specific questions.

Customized	Administrative	Supervisory	Classified	Confidential	Full-time Faculty	Part-time Faculty	Part-time Hourly	CDFS
47 The extent to which I understand college priorities	3.88	3.57	3.36	3.78	2.95	3.13	3.59	3.55
48 The extent to which innovation is encouraged at the college	3.62	3.10	2.99	3.67	2.68	3.36	3.48	3.47
49 The extent to which I am encouraged to participate in decisions, other than resource allocation decisions, at the college	3.85	3.24	2.80	3.56	2.57	2.92	3.24	3.29
50 The extent to which I am encouraged to participate in resource allocation decisions at the college	3.36	3.24	2.72	3.17	2.35	2.68	2.88	3.36
51 The extent to which employees treat one another with mutual respect and dignity	3.35	3.57	3.17	3.22	3.43	3.93	3.82	3.80
52 The extent to which the college is fair and equitable in the treatment of its employees	3.65	3.20	2.79	3.56	2.70	3.40	3.44	3.64
53 The extent to which the college's technology tools allow me to meet my job responsibilities efficiently	3.60	3.41	3.34	3.33	2.74	3.20	3.88	3.25
54 The extent to which the workload at MHCC is fair and reasonable	3.04	2.86	2.78	3.22	2.31	3.22	3.85	3.56
55 The extent to which the college provides a physically and emotionally safe working environment	3.77	3.53	3.28	3.63	3.09	3.62	3.82	3.63

Nationally-Normed Data

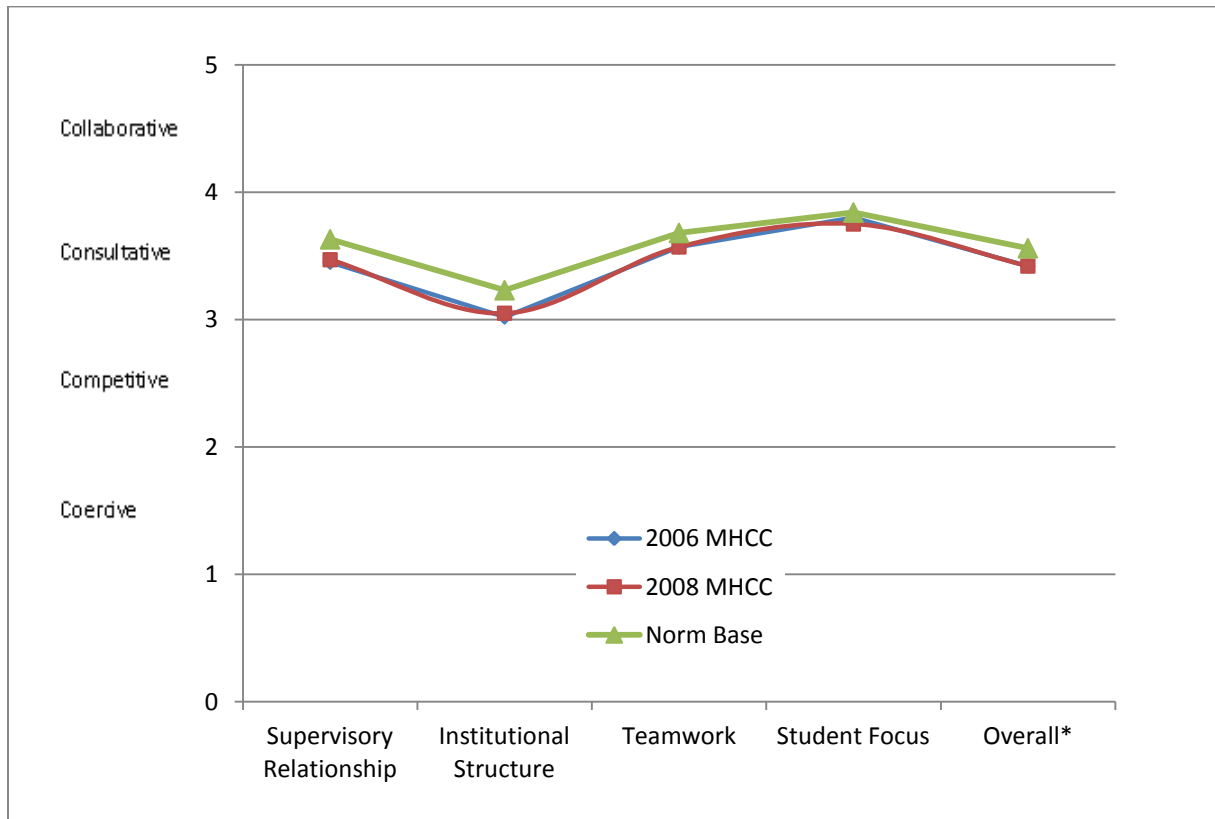
MHCC is compared with the NILIE PACE Norm Base, which includes 65 climate studies conducted at two-year institutions since 2006.

Table 5: Mt. Hood Community College Climate compared with the NILIE PACE Norm Base

Factor	MHCC 2006	MHCC 2008	Norm Base*
Supervisory Relationships	3.45	3.47	3.63
Institutional Structure	3.02	3.05	3.23
Teamwork	3.57	3.57	3.68
Student Focus	3.80	3.75	3.84
OVERALL	3.42	3.42	3.56

*Normative data are not available for the customized climate factor developed specifically for MHCC. Thus, the customized items are not included in the calculation of the overall mean.

Figure 2: Mt. Hood Community College Climate Compared with the NILIE PACE Norm Base



Summary Findings

Top Performance Areas (rank order: highest to lowest)

- 1) The extent to which I feel my job is relevant to this institution's mission
- 2) The extent to which students receive an excellent education at this institution
- 3) The extent to which my supervisor expresses confidence in my work
- 4) The extent to which this institution prepares students for further learning
- 5) The extent to which this institution prepares students for a career
- 6) The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone
- 7) The extent to which I am given the opportunity to be creative in my work
- 8) The extent to which there is a spirit of cooperation within my work team
- 9) The extent to which students' competencies are enhanced
- 10) The extent to which students are satisfied with their educational experience at this institution
- 11) The extent to which employees treat one another with mutual respect and dignity
- 12) The extent to which the college provides a physically and emotionally safe working environment
- 13) The extent to which I understand college priorities

Areas in Need of Improvement (rank order: lowest to highest)

- 1) The extent to which this institution is appropriately organized
- 2) The extent to which information is shared within this institution
- 3) The extent to which institutional teams use problem-solving techniques
- 4) The extent to which I have the opportunity for advancement within this institution
- 5) The extent to which decisions are made at the appropriate level at this institution
- 6) The extent to which I am able to appropriately influence the direction of this institution
- 7) The extent to which a spirit of cooperation exists at this institution
- 8) The extent to which open and ethical communication is practiced at this institution
- 9) The extent to which my work is guided by clearly defined administrative processes
- 10) The extent to which this institution has been successful in positively motivating my performance
- 11) The extent to which I am encouraged to participate in resource allocation decisions at the college
- 12) The extent to which the workload at MHCC is fair and reasonable
- 13) The extent to which I am encouraged to participate in decisions, other than resource allocation decisions, at the college

Future Goal

- To move the college toward a collaborative environment