



Coastline Management Meeting (CMT) Minutes

March 3, 2015

9:00 – 11:00 a.m.

4th Floor Conference Room

Name	Present	Name	Present	Name	Present
Adrian, Lori	X	Johnson, Nhadira	X	Rothgeb, Helen	X
Blackmore, Chris	X	Jones, Nancy	X	Sanchez, Jorge	ABS
Brais, Nathan	X	Khosravani, Mariam	X	Schumacher, JP	X
Cant, Dave	X	Lockhart, Heidi	EXC	Stromlund, Gary	X
Capoccia-White, Rozanne	X	Maharaj, Peter	X	Thompson, Dave	X
Dahnke, Lynn	X	McDonald, Jennifer	X	Wilkerson, Lois	X
De La Rosa, Jennifer	X	Miyashiro, Ross	EXC	Woodyard, Steve	X
Garvey, Judy	X	Nash, Bob	X	Worden, Mark	X
Groot, Joycelyn	X	Nguyen, Christine	X	Zentner, Aeron	X
Harrison, Nate	X	Priest, Michelle	X		
Holliday, Ann	X	Rodriguez, Vince	X		

1. CALL TO ORDER

1.1 Roll Call

1.2 Welcome: Chair, Dr. Lori Adrian convened the meeting at 9:00 a.m. and welcomed the committee. All members introduced themselves to the new Dean of Instruction (NBC), Dr. Michelle Priest.

1.3 Adoption of Agenda: Add CDMA Closed Session Item

1.4 Approval of Minutes: December 2, 2014: C. Nguyen moved to accept the Minutes of the December 2, 2014. MSU

2. SPECIAL REPORTS & UPDATES

2.1 *Personal Assessment of the College Environment Survey (PACE) (Aeron Zentner) –In November 2014, the Personal Assessment of the College Environment (PACE) survey was administered to 501 employees at Coastline Community College (CCC). Of those employees, 183 (36.5%) completed and 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 CCC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of CCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

In the PACE model, the leadership of an institution motivates the Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus climate factors toward an outcome of student success and institutional effectiveness.

A comparative analysis between CCC and 69 similar colleges across the nation found that CCC has statistically significant higher rating than the other institutions regarding Institutional Structure, Supervisory Relationships and Teamwork. That data showed that CCC has a higher rating of Student Focus but the results were not statistically significant.

Of the 46 standard PACE questions, the top ten average scores at Coastline Community College were as follows:

1. I feel my job is relevant to this institution's mission.
2. My supervisor expresses confidence in my work.
3. My supervisor is open to the ideas, opinions, and beliefs of everyone.
4. I am given the opportunity to be creative in my work.
5. Student ethnic and cultural diversity are important at this institution.
6. There is a spirit of cooperation within my work team.

To find out more about this committee, please visit <http://www.coastline.edu/about/committees-councils/contituency-groups/#coastline-management>

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7. My supervisor seriously considers my ideas.
8. Classified personnel meet the needs of the students.
9. Students receive an excellent education at this institution.
10. Spirit of cooperation exists in my department.

Of the 46 standard PACE questions, the bottom ten average scores at Coastline, which are identified as areas in need of improvement, were as follows:

1. I am able to appropriately influence the direction of this institution.
2. This institution is appropriately organized.
3. I have the opportunity for advancement within this institution.
4. Decisions are made at the appropriate level at this institution.
5. Open and ethical communication is practiced at this institution.
6. My work is guided by clearly defined administrative processes.
7. Information is shared within this institution.
8. This institution has been successful in positively motivating my performance.
9. Institutional teams use problem-solving techniques.
10. Work outcomes are clarified for me.

Action/Follow Up Items: Explore further the issues related to institutional structure; follow up survey for Classified staff.

PowerPoint Presentation attached.

Some thoughts shared on the results and things we can do moving forward were as follows:

1. Explore further the issue of Institutional Structure.
2. Conduct a follow-up survey for classified staff.
3. Provide greater support for classified staff to attend meetings.
4. Department Managers to hold departmental meetings with staff on a regular basis.
5. Submit or E-mail a schedule of staff meetings.
6. Wing meetings should be held at least once each semester.
7. Provide opportunities for Professional Development for staff.
8. Document meetings.

Comments:

Nancy Jones – Delve further into the structure and organization.

Lori Adrian - Structure of Mission Statement needs to be clarified.

Aeron Zentner –Explore further the issue related to institutional structure.

Bob Nash - Responses from classified staff was significantly lower. Determine why response from classified staff was low. Perhaps a follow-up survey for classified staff only should be generated to encourage more discussion by classified staff. Encourage more participation by classified staff in the Classified Senate meetings in order to share information.

Lori Adrian encouraged department managers to hold departmental meetings with staff on a regular basis.

Michelle Priest – Perhaps staff could participate in meetings online (possibly through CCC Confer). Chris Blackmore suggested that the appropriate hardware be installed and meeting rooms be set up properly in order to support this endeavor.

Ann Holliday – If meetings are held online, handouts should not be distributed manually but available through projection.

Aeron Zentner – Provide playback minutes of planning meetings.

Michelle Priest – Fully integrate CCC Confer with Chat Room and the White Board for those meetings. Provide a facilitator for meetings.

2.2 Education Advisory Board (EAB) – R. Miyashiro – **Deferred to next meeting**

3. ACTION ITEMS: None

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4. STANDING REPORTS

- 4.1 Accreditation (V. Rodriguez): Follow-Up visit is April 6 and our ACCJC Follow-Up report is final. Dr. Rodriguez requested that all committee chairs and co-chairs ensure that their agendas and minutes are posted to the college committee websites. All managers need to make sure all the evaluations are complete.
- 4.2 Planning, Institutional Effectiveness and Accreditation Committee (PIEAC) (A. Holliday, V. Rodriguez): The committee accepted the final ACCJC Follow-Up Report and an edit of the Planning Guide has been submitted for review. Wing Plans will be presented at the next meeting. There are 4 wing plans (instruction, student services, administrative services and president's area). For each of those wings, all information that comes through in Program Review from a department is used in the resource planning for each Wing Plan that each department falls under. The planning is driven by that information and SLOs and SAOs. Each wing has a planning council with all constituency groups represented that meets to determine the vetting of the wing plan.
- 4.3 Budget Update and Budget Committee (C. Nguyen): After PIEAC prioritizes the budget requests; the Budget Committee will meet to allocate the resources for those requests. Another action of the committee will be making recommendations on how to allocate the first installment of \$437,000 for 2015-16 from the CCCD budget model revision. In both Budget and PIEAC the 50% law was part of the dialogue. There is expectation from the District that with this additional revenue we will try to level it. For CCC we come in at about 39%-40% in the 50% law.
- 4.4 Academic Senate (A. Holliday): Dr. Zentner will be attending the Academic Senate meeting today to share the same PACE Presentation. AS will also be discussing bookstore concerns that faculty have, the EEO plan that has been presented by the District, Spring All-College Meeting debrief and the general academic direction that the Academic Senate thinks the college should be going in.
- 4.5 Classified Senate (M. Worden): Exploring more options for fundraising, looking into a Taco Tuesday taco truck. Joycelyn Groot asked if Classified Senate discusses professional development activities for staff, but Mark stated that their mission is mainly networking and communication.
- 4.6 Associated Student Government (ASG) (N. Brais): ASG is working on the structure of committees that are part of the by-laws that haven't been active. ASG elections will occur in April and Nathan will meet with faculty to make sure that the Area Reps can go in classes to make announcements about ASG and the upcoming elections. ASG has approved a request from the GGC for a microwave for students.
- 4.7 President's Report (L. Adrian): The next President's Bulletin will have many articles on students. One feature is the Student Ambassadors (many of whom are ASG Officers) who have been working the front desk at the College Center welcoming everyone and assisting visitors with any questions they may have.
 - A copy of the Proposed Common Committee Calendar was sent to all committee members. Dr. Adrian shared that OCC President, Dr. Dennis Harkins and the college Executive Assistants, have been working on this project. Initially the plan was to have District and College meetings on specific days, but that was not workable. We have moved onto a proposal of having participatory governance like meetings at the same times during the week/month. The calendar will continue to be discussed further at the District Consultation Council (DCC) meeting, but Dr. Adrian would like feedback and to make sure all of our CCC meetings are on the calendar. We may not be able to implement the entire calendar in one go, but maybe a few meetings can change. Ann Holliday shared that moving some committees, like Curriculum, will hurt membership for Faculty since they are usually 2 – 3 year terms. Some people may have to give up their terms.
 - Also being discussed at DCC will be a re-worked District Governance structure document. DCC is equivalent to our College Council and reporting to DCC will be sub committees (DTAC, Facilities and Budget).
 - The new Interim Chancellor, Dr. Richard A. Jones, has started. We will have a welcome for him at Coastline in April.
 - OEI Update: CCC has been authorized to move to Canvas. OEI and Canvas are still negotiating, but we are ready to switch and get started once they are. Dr. Serban is calling a meeting of the District LMS committee to possibly encourage OCC and GWC to consider Canvas in possibly 18 months.
- 4.8 Executive Team Report – J. Groot, C. Nguyen, V. Rodriguez
 - J. Groot - MECTBD: Enrollments are up in Active Duty and in our Kaiser contract. Classified positions are all filled in the dept. The Director position (Laurie Melby's old position) that will close soon will be tasked with project management in the entire department. MECTBD has some new corporate contracts:
 - State Chancellor's Office is granting us \$100,000 to further develop a contract readiness online training program.
 - OLIT has developed a standardized platform on which we can build any customized training for new clients.
 - US Vets MOU "Outside the Wire" – An organization that will be able to provide psychological resources in counseling to Veterans.
 - Goodwill of OC – looking at our online programs that are specific to career pathways.

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Kevin Erdkamp and the Military Dept. are providing a free tax workshop to military vets and their families on March 21st at NBC.

- C. Nguyen – Admin Services: **Christine will provide a budget overview at the next meeting**, but some highlights are: Budget Study session on March 18 at the Board Meeting. Cost of Living Adjustment (COLA) of 1.58% to the District, lots of 1time funding coming to the District. Growth 1% cap will go into effect for 15-16. Measure M \$3.6M for IT infrastructure, we have already spent \$1.1M on the computer refresh and Chris is now beginning to work in the AV refresh and the goal is to have it in place by the end of summer. Facilities: Christine and others have met to discuss signage with architect, brand/navigation for centers as well as digital kiosks. Parking agreement at LJC to secure 232 parking spots going to the 3-4-15 Board. College Center bathroom renovations are scheduled to be complete this summer and the GGC boiler system will be installed and complete by June.
- V. Rodriguez – Instruction: Enrollments are strong; we have moved our registration dates earlier and advertising our schedule earlier.

5. DISCUSSION ITEMS

- 5.1 *District Technology Advisory Committee (DTAC) (A. Holliday) – Ann stated that most if not all have seen this before and asked if there was any feedback to take back to DCC. Lori shared that with the new structure of District governance this committee may change.
- 5.2 *AP 7400: Travel (L. Adrian) – Lori wanted to clarify some travel updates in the Policy. Christine shared some items that we may not know, but should be aware of: a tip does not need to be printed on your receipt; you can write in a reasonable tip (NTE 15%) and be reimbursed for that charge. Also based on the policy, you cannot stay overnight for local travel, but it can be approved by the President case by case with proper justification. Laila shared that an additional change the policy was to delegate to the Chancellor the authority to approve travel for attendance at meetings and conferences. The only travel that will now be submitted for Board approval is: travel for the Trustees, travel for the Chancellor and all International Travel.
- 5.3 Performance Evaluations & HR Report (H. Rothgeb) – Helen reported that there are less than 5 evals (classified and managers) that need to be completed for us to be caught up. Nancy and Debbie are finalizing the list of FT and PT faculty who still need their evals complete.
Purchasing Deadlines email went to all managers, please make sure everyone knows the deadlines.
Effective July 1- all short term hourly employees will begin accruing sick leave. Managers need to plan accordingly, since it will impact how you schedule them and your budget. For every 30 hours worked, they get 1 hour of sick leave. A communication will be sent at a later date with more information. All VPs should meet with their managers to discuss this new policy.
- 5.4 Leadership Retreat (L. Adrian) – Lori would like to have a joint leadership retreat, 1 day of all managers, then the following day with College Council. A subcommittee to plan was put together consisting of: Christine, Mariam, Michelle, Bob, Aeron, Nancy and Lynn. **Laila will call a meeting for the subcommittee to plan for this retreat to happen in summer.**
- 5.5 Spring All-College Debrief – Aeron will send a debrief survey to the Coastline list. It was also noted that since the general session meeting was ahead of schedule, the faculty discipline meetings also got ahead of schedule and ended early. Some of the adjunct faculty showed up at the start time of their meeting and it had already ended. The schedule will be taken more into consideration for all future meetings. Joycelyn and her team did great with the game and interactive group work. Fall All-College Meeting planning is set to being this month. Aeron shared that at a recent meeting there was a discussion regarding our college goals and our planning for the next 5-6 years with the Educational Master Planning. We want to use this discussion to be a theme and ask if this is the direction we want to go and also have this conversation at the college level. We could possibly use the All-College meeting to be a platform to discuss the evaluation of the college goals and direction of our college which will help us develop our new Educational Master Plan.
- 5.6 *Proposed Common Committee Calendar (L. Adrian) – Discussed in President’s Report.

6. ANNOUNCEMENTS

- Bob Nash shared that they are still looking for a topic for the All-College Workshop in late April.
- Lori also asked to think about a dynamic speaker for the Fall All-College Meeting. Send her any suggestions so we can begin working on contacting them.
- Chris Blackmore reminded everyone that there is a SharePoint training next week, please make sure to respond if you were invited. This is the first training of more to come.
- Mariam Khosravani shared that the Foundation is having its Annual conference, the OC Global Women’s Conference on May 29 from 8:30 – 2:00 p.m. at the Westin Costa Mesa.

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- Lori shared Congratulations to JP Schumacher & his team for assisting with APIASF, the JumpStart Event at the LJC on February 28.

7. ADJOURNMENT - Meeting Adjourned at 11:07 a.m.

7.1 Items for next meeting:

Planning for 2015 Fall All-College Meeting

8. CDMA Closed Session

Documents Distributed:

1. March 3, 2015 Meeting Agenda
2. December 2, 2014 Meeting Minutes

Next Meeting: April 7, 2015, 4th Floor Conference Room

*Attachment

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AGENDA

Coastline Management Meeting (CMT)

March 3, 2015

9:00 – 11:00 a.m.

4th Floor Conference Room

Committee Mandate: To review and improve College operations and management through sharing information, discussion, and staff development.

1. CALL TO ORDER

- 1.1 Roll Call
- 1.2 Welcome
- 1.3 Adoption of Agenda
- 1.4 *Approval of Minutes: December 2, 2014

2. SPECIAL REPORTS & UPDATES

- 2.1 *Personal Assessment of the College Environment Survey (PACE) – A. Zentner
- 2.2 Education Advisory Board (EAB) – R. Miyashiro

3. ACTION ITEMS

4. STANDING REPORTS

- 4.1 Accreditation – V. Rodriguez
- 4.2 PIEAC – A. Holliday, V. Rodriguez
- 4.3 Budget – C. Nguyen
- 4.4 Academic Senate – A. Holliday
- 4.5 Classified Senate – M. Worden
- 4.6 Associated Student Government (ASG) – N. Brais
- 4.7 President's Report – L. Adrian
- 4.8 Executive Team Report – J. Groot, R. Miyashiro, C. Nguyen, V. Rodriguez

5. DISCUSSION ITEMS

- 5.1 *District Technology Advisory Committee (DTAC) – A. Holliday
- 5.2 *AP 7400: Travel – L. Adrian
- 5.3 Performance Evaluations – H. Rothgeb
- 5.4 Leadership Retreat – L. Adrian
- 5.5 Spring All-College Debrief – All
- 5.6 *Proposed Common Committee Calendar – L. Adrian

6. ANNOUNCEMENTS (1-2 minutes per)

7. ADJOURNMENT

*Attachment

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approved all in favor 0 opposed

**Coastline Management Team Tuesday,
December 2, 2014, 9:05 a.m. – 10:35 a.m.
Fourth Floor Conference Room, College Center
Meeting Minutes **DRAFT****

Present	Name	Present	Name
EXC	Adrian, Lori	✓	Khosravani, Mariam
ABS	Babler, Cheryl	EXC	Lockhart, Heidi
✓	Blackmore, Chris	ABS	Maharaj, Peter
✓	Brais, Nathan	✓	McDonald, Jennifer
EXC	Cant, Dave	✓	Miyashiro, Ross
✓	Capoccia-White, Rozanne	✓	Nash, Bob
✓	Dahnke, Lynn	✓	Nguyen, Christine
ABS	De La Rosa, Jennifer	✓	Rodriguez, Vince
✓	Garvey, Judy	✓	Rothgeb, Helen
✓	Groot, Joycelyn	✓	Sanchez, Jorge
✓	Halvorson, Mary	EXC	Schumacher, JP
✓	Harrison, Nate	✓	Stromlund, Gary
✓	Holliday, Ann	✓	Thompson, Dave
✓	Johnson, Nhadira	✓	Woodyard, Steve
✓	Jones, Nancy	✓	Worden, Mark
		✓	Zentner, Aeron

Meeting convened at 9:00 a.m.

1.0 BUSINESS SECTION

1.1 Review of Minutes

- Review and approval of November 4, 2014 meeting Minutes

Action: A motion was made and seconded to approve the November 4, 2014 meeting minutes with recommended revisions. The minutes of November 4, 2014 minutes were approved with recommended revisions unanimously.

1.2 Approval of CMT Goals for 2014-15

A revised draft goals list was distributed and discussed.

The intent of Goal #5 *Institutionalize Accreditation Standards* was discussed and it was agreed that it should be revised to *Support college actions for addressing Accreditation Standards*.

Final Goals

1. *Promote open and effective communication and dialogue.*
2. *Foster critical discussion regarding planning and budgeting to achieve college goals as well as disseminate information to staff.*
3. *Promote the Vision and Mission of the College.*
4. *Collaborate on the strategies to improve institutional effectiveness in areas of student access, retention and success (including but not limited to college scorecard, SSSP, SLOs, etc.)*
5. *Support college actions for addressing Accreditation Standards.*
6. *Promote student success by regularly reviewing and remediating institutional barriers.*

A motion was made and seconded to approve the 2014-15 CMT goals. The 2014-15 CMT goals were approved unanimously.

1.3 Printer Usage and Refresh

Chris Blackmore handed out a printer usage statistics sheet for the entire college handled by MRC (our printer vendor). The usage data is pulled directly from the printers and this time period is from August 1 to October 31, 2014. If a printer shows a 300 count that means they had no access to the printer and it was an estimate and a 0 means there were no prints from that printer. Chris asked that

all managers use this sheet to formulate a basis for the printer refresh for their department. We are trying to be more efficient and drive down the cost of our printing. Consolidating small printers through a bigger unit will help us be cost efficient. Desk units are more expensive to run and the cheapest are the big work room printers. Helen Rothgeb also noted that we spend a lot on many different toners and maintenance associated with the volume of printers we have. We also have extra toner around the college that has been purchased and is no longer viable to use. This data will also help to decide what areas may need more printers and what kind of machine will be the most cost efficient. We currently have about 45 different models of printers and none are under warranty and stock to about 90 different print cartridges. We'd like to move down to 7 different models and 11 different print cartridges.

Action Item: Managers to meet with Chris to formulate a plan.

1.4 Getting Started with Argos

Helen sent a PPT on how to use Argos. Argos will allow you to customize reports on your departments/orgs that may or may not already come out on the Discovery Report that comes out monthly. This is for those who are interested in having real-time reports, on demand, as they need them for Banner. Dwayne Thompson at District provides training for those who are interested. Please contact Helen if you cannot access the report so she can change the securities for who has access. Discover will not be supported after this fiscal year and Argos will be replacing it for report writing out of Banner.

1.5 Safety and Best Practice Training

CCCD and Safe Colleges is putting all the training sessions online. Helen handed out a training planner sheet that shows the impacted groups and what trainings are offered. All those in red are mandatory and regulatory. A college-wide email will be sent informing every one of the trainings that have to be done so that people do not think the email is spam. The first mandatory training is due 12/22/14. Managers please give your staff guidance on what is required to do. Helen will also get clarification on what exactly is mandatory.

Action Item: Further clarification will be sent out from Helen or Christine.

2.0 STANDING ITEMS

2.1 Accreditation (Vince Rodriguez)

- First Accreditation Follow up Report draft was completed last month and it was sent out college-wide for comments and edits. If you have any more please send them to Vince, Gayle and Danny.
- The next draft for the Board review is due in January.
- Danny has done a great job gathering information and even collecting info for the upcoming Mid-Term Report.

2.2 PIEAC (Ann Holliday/Vince Rodriguez)

PIEAC Voted to support the college in submitting a proposal to the District for a Bachelor's degree and then the Chancellor will make a recommendation to the state with one of the proposals from the colleges. The proposal that was chosen was GWC's for Community Corrections. Our proposal was on Cyber Security. The State Chancellor will pick 15 degrees and it is estimated that only 5 will move forward now. PIEAC also reviewed the Accreditation report.

Aeron shared that in Program Review the AIPs (Annual Updates) have been coming in and the prioritization for Admin Services is done and the President's Wing is moving forward in 2 weeks. Student Services and Instruction Program Reviews are still being completed. He needs them in this week to meet our deadline.

2.3 Budget (Christine Nguyen)

Christine reported that there is a lot of discussion at the District level on the Faculty Hiring Plan. Coastline is looking to hire 3 FT Faculty for 2015-16. 2 retiree replacements and 1 new position.

- There is also discussion about growth funding, since what drives the funding for the Faculty hiring is the also the growth funding. There is a new funding growth formula and there is potential that the District will be capped at 1%.
- DBAC has now merged with DCC. There will be monthly or quarterly meetings.
- At the last Budget committee meeting, members were updated on all the different funding available through categorical, grants, ex: SSSP fund, Student Equity, Measure M, Prop 39 etc. Some hiring will come out of the SSSP allocated funds we received. There are some strings attached with the funds we receive on things we must accomplish in order to receive the allocation.
- Budget & PIEAC will continue to discuss the \$1.3mil of ongoing funding that we will receive because of the budget model allocation revision. We must present a plan to the District by June 2015 on how we plan to release the monies. We will begin receiving the monies in 3 installments starting in 15-16, 16-17 and 17-18.

3.0 CONSTITUENCY REPORTS

3.1 Academic Senate Report (Ann Holliday)

- Ann Holliday reported that the Academic Senate will possibly be passing a resolution today regarding honoring the process for the determination of the District LMS. Rick and Ann will be meeting with the Chancellor following today's meeting.
- Concerned with the FT Faculty hires. District Site is growing and it affects the colleges and the 50% law.
- District Tech Advisory Committee was announced at DCC and Ann asked that it be added to the next CMT agenda for discussion.

3.2 ASG Report (Nathan Brais)

- In Nov 5 members went to the SSCCC general assembly
- Supporting the I CARE campaign
- Promoting Angel Tags.
- last meeting of the fall will be Friday 12/12 in the 4th floor conference room
- we have a full executive board and have 1 vacancy to fill in the area reps
- ASG Spring Training will be the last week of January 2015.

3.3 Classified Senate Report (Mark Worden)

- Holiday Boutique will be on December 11 from 11 – 3pm.

3.4 President's Report – No Report

3.5 Executive Team Reports

Instruction (Vince Rodriguez)

The District Technology Advisory Committee is a Shared Governance committee. All VPs, as well as College Technology Committee Co-Chairs will all be on the committee.

FTES Enrollment – started registration a couple of weeks earlier than prior years and are off to a good start.

As a District we will be striving to hit our base, we will not have growth.

Student Services (Ross Miyashiro)

Title IX training will begin in January/February 2015. Mandatory for all college employees to be trained. BAT team members are the only employees exempt from the mandatory reporting/training. Student Conduct – Maxient (reporting tool program) has to be on everyone's desktops. There will be training on how to use the student conduct reporting tool.

BAT (Behavioral Assessment Threat) Team will be implemented in Feb/March. Members will go to training in December and January. Action items for the team are:

1. Develop a process for response.
2. Market the BAT team.
3. Develop an intervention plan for each risk level.
4. Update referral list
5. Coordinate with outside services

Refocusing on one item of the STAR Program specifically for HS students and it will be shared at the Counselors Conference on 12/5. 21 high schools were invited and 40-50 HS counselors will be invited. Workshops on specific programs will be open to the counselors to attend. There will also be a Financial Aid workshop.

College Preview day will be February 6, 2015 at NBC where HS students will tour and learn about CCC.

Latino Youth Conference will be in April. Currently looking for workshop providers for Latino leadership workshop events.

Military (Joycelyn Groot)

Rosanne reported that we are on an upswing for Military enrollments in Fall and our Kaiser enrollments continue to remain strong.

Nate reported on State Authorization and in most cases it easy to be approved, but any states with a site rep or testing site we must be authorized. We have a presence in 13 states. Different states require different things for authorization and have different deadlines. Also, please inform Nate if we do any marketing (billboards etc.) in a different state because it could change our status and put us out of compliance.

Mark Worden is our ADA 508 compliance officer (electronic), which is any student with a disability, has to be made whole. Our website or anything not physical must be made accessible to all students (closed captioned videos, text to voice, etc).

Seaport has been performing for the semester and has been running very smoothly.

Administrative Services (Christine Nguyen)

We are moving forward with the Le-Jao Renovations. We will be adding 2,000 sq. ft. to the facility. A better Student Success Center, Café, an outdoor seating patio area will be added. This all comes from promoting student success and providing our students with a better student life experience.

Another student driven project is Le-Jao parking and we have in place a year to year agreement for 232 parking spaces with the City of Westminster beginning on January 14, 2015. Parking Permit costs are to be discussed along with different scenarios.

College Center restroom renovations are going to be completed to be in line with ADA compliance with Measure M funds.

GGC HVAC system will be updated and boiling system. In addition we have been approved to install solar panels in the parking lot. What energy we do not use produced from the solar panels will be sold back.

Signage – Looking into making us very visible to the community and on each campus for students to easily get around each site. Hunt Design is the firm we are working with.

Electric Car Charging stations will be placed at each site in the Spring. Fees will be discussed to make sure they are consistent District wide. Fees will be charged to employees and the public.

4.0 PROGRAM UPDATES

4.1 I CARE Campaign (Mariam Khosravani)

Grateful for manager's participation in the I CARE campaign. Almost 70 faculty members have signed up and only 67 staff members have. We have 3 more weeks till 100% participation. She is hopeful that Coastline can be one of the first to accomplish that goal.
Christine.

4.2 College Professional Development & Leadership Committee (Bob Nash)

This committee is for all (staff, managers, faculty) at Coastline. We support the Spring & Fall All-College Meeting and fund the design Spring All-College Workshop in April, hold mini workshops and brown bag lunches to share professional development ideas. We also fund the Summer Technology

Institute and help plan that with the [DL/Technology Committee](#). We will be sending out a training needs survey to managers soon to find out what needs are out there. Any webinars that you may see that look interesting and may help improve professional development, please contact Bob or Cheryl Chapman and they may be able to fund them for you. We have Innovation & Bright Idea grants that are not large, but meant to help kick start an idea you may have. Joycelyn Groot suggested that when we do training we video tape it so we can keep it in our repository, so that others can view it at a later time when needed. We will look into consolidating to a site license for Linda.com, since many different departments pay for multiple shareable licenses.

5.0 FUTURE AGENDA ITEMS

1. Review and approval of December 2, 2014 meeting minutes
2. Follow Up Action Items
3. EAB Research discussion
4. Standing Items
5. Constituency Reports

6.0 ANNOUNCEMENTS

- Please keep your Emergency Contact Numbers card with you and/or place the numbers in your cell phone so you always have them. Duplicate cards are available in the M & O Department.
- M & O Breakfast will be held on December 15 and a College-wide potluck lunch will be held on December 16. Please participate and let your staff know to participate if they plan to attend.

The meeting adjourned at 11:52am

Next Meeting Date: January 6, 9:00 a.m. - 11:00 a.m.
Fourth Floor Conference Room, College Center

Meeting Summary recorded and transcribed by Laila Mertz

Documents distributed:

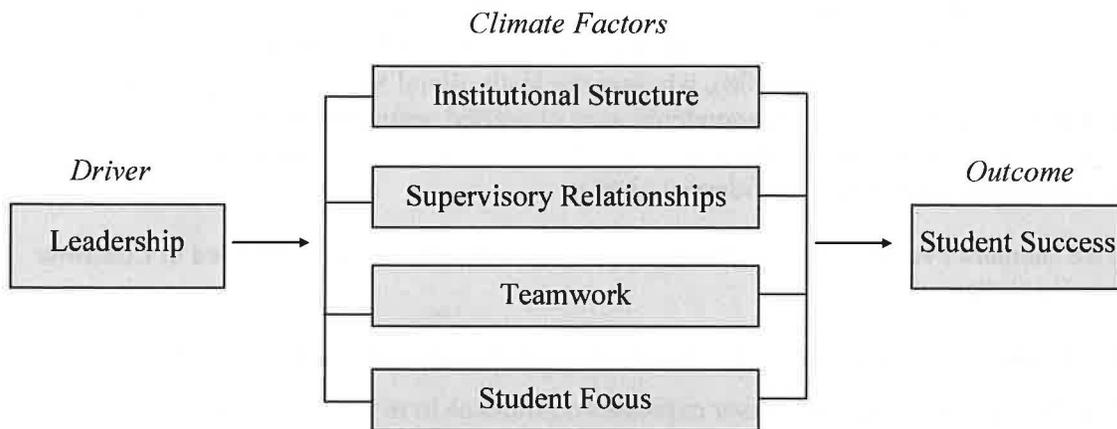
1. December 2, 2014 Agenda
2. Draft of Coastline Management Team Goals for 2014-15
3. Printer Usage Report
4. Keenan Safe Colleges Training Planner
5. Spring FTES Estimates

EXECUTIVE SUMMARY

In November 2014, the Personal Assessment of the College Environment (PACE) survey was administered to 501 employees at Coastline Community College (CCC). Of those employees, 183 (36.5%) completed and 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 CCC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of CCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

In the PACE model, the leadership of an institution motivates the Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus climate factors toward an outcome of student success and institutional effectiveness.

Figure 1. The PACE Model



NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert (1967), the Collaborative System, which he termed System 4, generally produced better results in terms of productivity, job satisfaction, communication, and overall organizational climate. The other systems were Consultative (System 3), Competitive (System 2) and Coercive (System 1). In agreement with Likert, NILIE has concluded that Collaborative (System 4) is the climate to be sought as opposed to existing naturally in the environment. Likert discovered that most of the organizations he studied functioned at the Competitive or Consultative levels. This has been NILIE's experience as well, with most college climates falling into the Consultative system across the four factors of the climate instrument.

Of the more than 120 studies completed by NILIE, few institutions have been found to achieve a fully Collaborative (System 4) environment, although scores in some categories may fall in this range for some classifications of employees. Thus, if the Collaborative System is the ideal, then this environment is the one to be sought through planning, collaboration, and organizational development.

Employees completed a 46-item PACE instrument organized into four climate factors as follows: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. They also completed a Customized section designed specifically for Coastline Community College. Respondents were asked to rate the four factors on a five-point Likert-type scale. The instrument was specifically designed to compare the existing climate at CCC to a range of four managerial systems found to exist in colleges and to a Norm Base of 69 community colleges across North America. The information generated from the instrument has been developed into a research report that can be used for planning and decision-making in order to improve the existing college climate.

The PACE instrument administered at CCC included 66 total items. Respondents were asked to rate items on a five-point satisfaction scale from a low of "1" to a high of "5." Of the 66 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2). One fell within the Competitive range (rated between 2 and 3). Forty-four fell within the Consultative range (rated between 3 and 4), and 21 composite ratings fell within the Collaborative range (rated between 4 and 5).

At CCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.92 mean score or high Consultative system. The Student Focus category received the highest mean score (4.06), whereas the Institutional Structure category received the lowest mean score (3.70). When respondents were classified according to Personnel Classification at CCC, the composite ratings were as follows: Administrator/Manager (4.03), Faculty (4.15), and Classified/Confidential (3.63).

Of the 46 standard PACE questions, the top ten mean scores have been identified at Coastline Community College.

- The extent to which I feel my job is relevant to this institution's mission, 4.49 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.31 (#2)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.28 (#9)
- The extent to which I am given the opportunity to be creative in my work, 4.18 (#39)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.13 (#18)
- The extent to which there is a spirit of cooperation within my work team, 4.11 (#3)
- The extent to which my supervisor seriously considers my ideas, 4.10 (#27)
- The extent to which classified personnel meet the needs of the students, 4.09 (#28)
- The extent to which students receive an excellent education at this institution, 4.08 (#31)
- The extent to which a spirit of cooperation exists in my department, 4.08 (#43)

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

- The extent to which I am able to appropriately influence the direction of this institution, 3.48 (#15)
- The extent to which this institution is appropriately organized, 3.48 (#32)
- The extent to which I have the opportunity for advancement within this institution, 3.49 (#38)
- The extent to which decisions are made at the appropriate level at this institution, 3.59 (#4)
- The extent to which open and ethical communication is practiced at this institution, 3.66 (#16)
- The extent to which my work is guided by clearly defined administrative processes, 3.67 (#44)
- The extent to which information is shared within this institution, 3.67 (#10)
- The extent to which this institution has been successful in positively motivating my performance, 3.67 (#22)
- The extent to which institutional teams use problem-solving techniques, 3.70 (#11)
- The extent to which work outcomes are clarified for me, 3.75 (#30)

Respondents were also given an opportunity to provide comments about the most favorable aspects and the least favorable aspects of CCC. The responses provide insight and anecdotal evidence that support the survey questions.

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LEADERSHIP RESEARCH

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 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. A framework of measuring organizational climate was developed by Likert (1967) and has been adapted by others, including McClelland and Atkinson, as reported in Baker and Glass (1993).

The first adaptation of Likert’s climate concepts research to higher education organizations was employed at the various campuses of Miami-Dade Community College, Florida, in 1986. A modified version of the Likert profile of organizations was used in a case study of Miami-Dade Community College and reported by Roueche and Baker (1987).

Results of the Miami-Dade study indicated that Likert's four-system theory worked well when applied to a higher education setting. It showed promise not only for measuring climate and responses to leadership style but also for articulating ways both leadership effectiveness and organizational climate could be improved within the institution. Since the Miami-Dade research project, more than 120 institutions have participated in climate studies conducted by NILIE at North Carolina State University. Various versions of the PACE instrument were field-tested through NILIE's efforts, and several doctoral dissertations.

From Likert's original work and research methods, NILIE identified four leadership models and organizational systems ranging from Coercion to Collaboration. The Collaborative System, referred to as System 4, is generally seen as the ideal climate to be achieved, since it appears to produce better results in terms of productivity, job satisfaction, communication, and overall organizational effectiveness (Likert, 1967). The various NILIE research studies have verified that the Collaborative System is the climate to be sought. NILIE's research supports the conclusion that most organizations function between the Competitive (System 2) and Consultative (System 3) levels across the four climate factors of the instrument (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus).

Coercion represents the least desirable climate and constitutes a structured, task-oriented, and highly authoritative leadership management style. This leadership style assumes that followers are inherently lazy, and to make them productive, the manager must keep after them constantly. Interestingly, a few employees in almost all organizations evaluated by NILIE hold this view of the organizational climate. However, as a rule, their numbers are too few to have much effect on the overall institutional averages.

In contrast, a Collaborative model is characterized by leadership behaviors that are change-oriented, where appropriate decisions have been delegated to organizational teams, and leaders seek to achieve trust and confidence in the followers. The followers reciprocate with positive views of the leaders. This model is based on the assumption that work is a source of satisfaction and will be performed voluntarily with self-direction and self-control because people have a basic need to achieve and be productive. It also assumes that the nature of work calls for people to come together in teams and groups in order to accomplish complex tasks. This leadership environment is particularly descriptive of the climate necessary for productivity in a higher education environment, especially in the face of present and near future challenges such as new technologies, demands for accountability and the desire to accurately measure learning outcomes.

As the perceptions of the staff, faculty, and administrators approach the characteristics of the Collaborative environment, better results are achieved in terms of productivity and cost management. Employees are absent from work less often and tend to remain employed in the organization for a longer period of time. The Collaborative model also produces a better organizational climate characterized by excellent communication, higher peer-group loyalty, high confidence and trust, and favorable attitudes toward supervisors (Likert, 1967). In addition, various researchers (Blanchard, 1985; Stewart, 1982; Yukl, 2002) suggest that adapting leadership styles to fit particular situations according to the employees' characteristics and developmental stages and other intervening variables may be appropriate for enhancing productivity. Table 1 is a model of NILIE's four-systems framework based on Likert's original work and modified through NILIE's research conducted between 1992 and the present.

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 oppose 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.

In addition to Likert, other researchers have discovered a strong relationship between the climate of an organization and the leadership styles of the managers and leaders in the organization. Astin and Astin (2000) note that the purposes of leadership are based in these values:

- To create a supportive environment where people can grow, thrive, and live in peace with one another;
- To promote harmony with nature and thereby provide sustainability for future generations; and
- To create communities of reciprocal care and shared responsibility where every person matters and each person's welfare and dignity is respected and supported (p. 11).

Studies of leadership effectiveness abound in the literature. Managers and leaders who plan change strategies for their organizations based on the results of a NILIE climate survey are encouraged to review theories and concepts, such as those listed below, when planning for the future.

- The path-goal theory of House (1971, 1996) in which leader behavior is expressed in terms of the leader's influence in clarifying paths or routes followers travel toward work achievement and personal goal attainment.
- The Vroom/Yetton model for decision procedures used by leaders in which the selected procedure affects the quality of the decision and the level of acceptance by people who are expected to implement the decision (Vroom & Yetton, 1973 as discussed in Yukl, 2002).
- Situational leadership theories (see Northouse, 2004; Yukl, 2002).
- Transformational leadership theory (Burns, 1978; Bass, 1985; Astin & Astin, 2000).
- Emotional intelligence theories (Goleman, 1995; Goleman, McKee & Boyatzis, 2002)

In the context of the modern community college, there is much interest in organizational climate studies and their relation to current thinking about leadership. The times require different assumptions regarding leader-follower relations and the choice of appropriate leadership strategies that lead to achievement of organizational goals. This report may help Coastline Community College understand and improve the overall climate by examining perceptions and estimates of quality and excellence across personnel groups. This report may also provide benchmarks and empirical data that can be systematically integrated into effective planning models and change strategies for Coastline Community College.

METHOD

Population

In November 2014, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Coastline Community College. Of the 501 employees administered the instrument, 183 (36.5%) completed and returned the instrument for analysis. Of those 183 employees, 64 (35.0%) completed the open-ended comments section. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist CCC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and the Institutional Effectiveness Office of CCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees of CCC were invited to participate in the survey through an email that contained the survey link and instructions. Follow-up emails were sent during the response period to encourage participation. The survey was up for three weeks. Completed surveys were submitted online and the data compiled by NILIE. The data were analyzed using the statistical package SAS, version 9.3.

Instrumentation

The PACE instrument is divided into four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. A Customized section developed by Coastline Community College was also included in the administration of the instrument. A total of 66 items were included in the PACE survey, as well as a series of questions ascertaining the demographic status of respondents.

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." The mean scores for all items were obtained and compared. Items with lower scores were considered to be high priority issues for the institution. In this way, the areas in need of improvement were ranked in order of priority, thereby assisting in the process of developing plans to improve the overall performance of the institution.

After completing the standard survey items, respondents were given an opportunity to provide comments about the most favorable aspects of CCC and the least favorable aspects. The responses provide insight and anecdotal evidence to support the survey questions.

Reliability and Validity

In previous studies, the overall PACE instrument has shown a coefficient of internal consistency (Cronbach's Alpha) of 0.98. Cronbach's alpha coefficient provides an internal estimate of the instrument's reliability. The high coefficient means that participants responded the same way to similar items. The Cronbach's alpha coefficients of internal consistency from July 2012 to July 2014 are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from July 2012 to July 2014 (n=22,629)

Climate Category	Alpha Coefficient
Institutional Structure	0.96
Supervisory Relationships	0.95
Teamwork	0.94
Student Focus	0.92
Overall (1-46)	0.98

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). Factor analysis is a quantitative technique for determining the intercorrelations between the various items of an instrument. These intercorrelations confirm the underlying relationships between the variables and allow the researcher to determine that the instrument is functioning properly to assess the intended constructs. To ensure the continued validity of the PACE instrument, the instrument is routinely evaluated for both content and construct validity. The recent revision of the PACE instrument reflects the findings of Tiu and Caison.

DATA ANALYSIS

Data were analyzed in five ways. First, a descriptive analysis of the respondents' demographics is presented, followed by an overall analysis of the item and climate factor means and standard deviations. Similar analyses were applied to the items and climate factors by Personnel Classification and generated priorities for change for each Personnel Classification. Also, comparative analyses of factor means by demographic variables were conducted. The item and factor means of this PACE were correspondingly compared with the NILIE Norm Base, with significant differences between means being identified through *t*-tests. Finally, a qualitative analysis was conducted on the open-ended comments provided by the survey respondents.

Respondent Characteristics

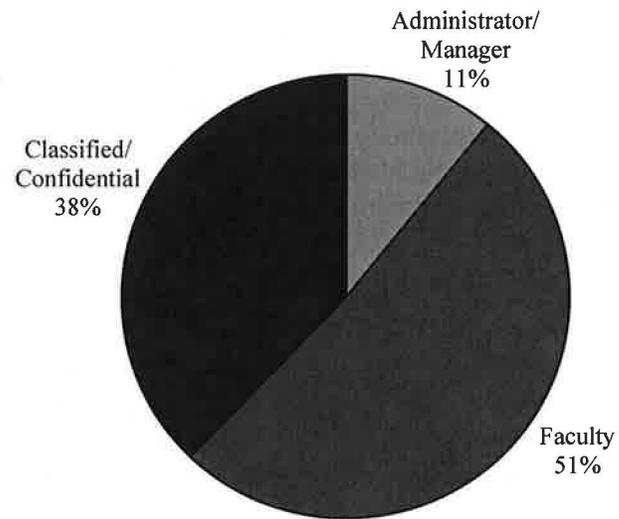
Of the 501, CCC employees administered the survey, 183 (36.5%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications (Refer to Table 3 and Figure 2 for a comparison of survey respondents to CCCC datamart numbers). Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%.

Table 3. Response by Self-Selected Personnel Classification

Personnel Classification	Population	Surveys Returned for Analysis	Percent of Population Represented
Administrator/Manager	28	17	60.7%
Faculty	278	80	28.8%
Classified/Confidential	135	59	43.7%
Did not respond		27	
Total	441	183	41.5%

* Self-reported classification resulted in a greater than 100% response for this category.

Figure 2. Proportion of Total Responses by Personnel Classification



27 individuals did not respond to the Personnel Classification demographic variable.

Table 4 reports the number of respondents across the different demographic classifications and the percentage of the overall responses that each group represents.

Table 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	# of Responses	% of Responses
What is your personnel classification:		
Administrator/Manager	17	9.3%
Faculty	80	43.7%
Classified/Confidential	59	32.2%
Did not respond	27	14.8%
Your status at this institution is:		
Full time	89	48.6%
Part time	68	37.2%
Did not respond	26	14.2%
What is the highest degree you have earned:		
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	8	4.4%
Doctoral degree (e.g., Ph.D., Ed.D.)	17	9.3%
Master's degree	76	41.5%
Bachelor's degree	33	18.0%
Associate's degree	10	5.5%
High School Diploma or GED	13	7.1%
No diploma or degree	0	0.0%
Did not respond	26	14.2%
How many years have you worked at this institution:		
Less than 5 years	38	20.8%
6-10 years	39	21.3%
11-15 years	28	15.3%
16-20 years	13	7.1%
21-25 years	9	4.9%
25 years or more	28	15.3%
Did not respond	28	15.3%
How many years have you worked in higher education:		
Less than 5 years	27	14.8%
6-10 years	29	15.9%
11-15 years	27	14.8%
16-20 years	21	11.5%
21-25 years	14	7.7%
25 years or more	38	20.8%
Did not respond	27	14.8%

* The frequencies are rounded to the nearest tenth.

Table 4. Continued

Demographic Variable	# of Responses	% of Responses
Please select the race/ethnicity that best describes you:		
Hispanic or Latino, of any race	17	9.3%
American Indian or Alaska Native, not Hispanic or Latino	0	0.0%
Asian, not Hispanic or Latino	20	10.9%
Black, not Hispanic or Latino	5	2.7%
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	2	1.1%
White, not Hispanic or Latino	98	53.6%
Two or more races, not Hispanic or Latino	12	6.6%
Did not respond	29	15.9%
What gender are you:		
Man	53	29.0%
Woman	87	47.5%
Another gender identity	1	0.6%
I prefer not to respond	15	8.2%
Did not respond	27	14.8%
What is your age:		
29 years of age or younger	4	2.2%
30-39 years of age	14	7.7%
40-49 years of age	27	14.8%
50-59 years of age	51	27.9%
60 years of age or older	51	27.9%
Did not respond	36	19.7%
Do you know the mission statement:		
Yes	142	77.6%
No	16	8.7%
Did not respond	25	13.7%
Do you know the strategic goals of the College:		
Yes	118	64.5%
No	40	21.9%
Did not respond	25	13.7%
Do you feel your work is valued by this institution:		
Yes	126	68.9%
No	31	16.9%
Did not respond	26	14.2%

* The frequencies are rounded to the nearest tenth.

Table 4. Continued

Demographic Variable	# of Responses	% of Responses
Do you feel a culture of trust on campus:		
Yes	102	55.7%
No	54	29.5%
Did not respond	27	14.8%
Do you feel a culture of trust district-wide:		
Yes	62	33.9%
No	94	51.4%
Did not respond	27	14.8%
Do you feel a positive sense of community among peers in your constituent group:		
Yes	131	71.6%
No	26	14.2%
Did not respond	26	14.2%

* The frequencies are rounded to the nearest tenth.

Comparative Analysis: Overall

The results from the PACE survey indicate that personnel perceive the composite climate at CCC to fall toward the upper range of the Consultative management style. The scale range describes the four systems of management style defined by Likert and adapted by Baker and the NILIE team in their previous in-depth case studies. The four systems are Coercive management style (i.e., a mean score rating between 1.0 and 2.0), Competitive management style (i.e., a mean score rating between 2.0 and 3.0), Consultative management style (i.e., a mean score rating between 3.0 and 4.0), and Collaborative management style (i.e., a mean score rating between 4.0 and 5.0). As previously stated, the 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. Thus, the Collaborative system is a system to be sought through planning and organizational learning.

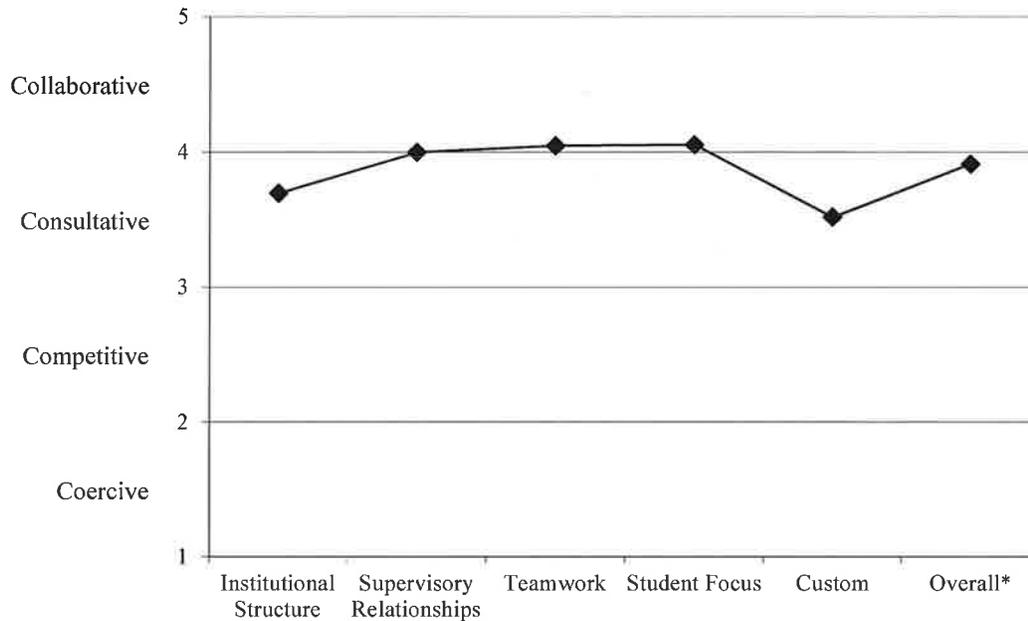
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (4.06), which represented a low range Collaborative management environment. The Institutional Structure climate factor received the lowest mean score (3.70) within the upper area of the Consultative management area. Overall, employees rated the management style in the upper range of the Consultative management area (See also Figure 3).

Table 5. Coastline Community College Climate as Rated by All Employees

Factor	CCC
Institutional Structure	3.70
Supervisory Relationships	4.00
Teamwork	4.05
Student Focus	4.06
Customized	3.52
Overall*	3.92

* Overall does not include the customized section developed specifically for CCC.

Figure 3. Coastline Community College Climate as Rated by All Employees Combined Using Composite Averages



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

In reviewing each of the items separately, the data shows that of the 66 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0). One item fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Forty-four fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0), and 21 fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=44) scores indicates that the institution has a relatively high level of perceived productivity and satisfaction. Overall results from the survey yielded a mean institutional climate score of 3.92 as indicated in Figure 3.

Tables 6 through 10 report the mean scores of all personnel for each of the 66 items included in the survey instrument. The mean scores and standard deviations presented in this table estimate what the personnel participating in the study at CCC perceive the climate to be at this particular time in the institution's development. The standard deviation (SD) demonstrates the variation in responses to a given question.

Table 6. Comparative Mean Responses: Institutional Structure

Institutional Structure	Mean (SD)
1 The extent to which the actions of this institution reflect its mission	3.88 (0.99)
4 The extent to which decisions are made at the appropriate level within this institution	3.59 (1.20)
5 The extent to which the institution effectively promotes diversity in the workplace	4.07 (1.01)
6 The extent to which administrative leadership is focused on meeting the needs of students	3.82 (1.16)
10 The extent to which information is shared within the institution	3.67 (1.24)
11 The extent to which institutional teams use problem-solving techniques	3.70 (1.08)
15 The extent to which I am able to appropriately influence the direction of this institution	3.48 (1.24)
16 The extent to which open and ethical communication is practiced at this institution	3.66 (1.21)
22 The extent to which this institution has been successful in positively motivating my performance	3.67 (1.24)
25 The extent to which a spirit of cooperation exists at this institution	3.79 (1.21)
29 The extent to which institution-wide policies guide my work	3.85 (0.97)
32 The extent to which this institution is appropriately organized	3.48 (1.20)
38 The extent to which I have the opportunity for advancement within this institution	3.49 (1.29)
41 The extent to which I receive adequate information regarding important activities at this institution	3.82 (1.10)
44 The extent to which my work is guided by clearly defined administrative processes	3.67 (1.17)
Mean Total	3.70 (0.94)

Table 7. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships	Mean (SD)
2 The extent to which my supervisor expresses confidence in my work	4.31 (1.05)
9 The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.28 (1.09)
12 The extent to which positive work expectations are communicated to me	3.94 (1.09)
13 The extent to which unacceptable behaviors are identified and communicated to me	3.76 (1.04)
20 The extent to which I receive timely feedback for my work	3.91 (1.04)
21 The extent to which I receive appropriate feedback for my work	3.98 (1.03)
26 The extent to which my supervisor actively seeks my ideas	3.92 (1.15)
27 The extent to which my supervisor seriously considers my ideas	4.10 (1.08)
30 The extent to which work outcomes are clarified for me	3.75 (1.07)
34 The extent to which my supervisor helps me to improve my work	3.98 (1.09)
39 The extent to which I am given the opportunity to be creative in my work	4.18 (0.98)
45 The extent to which I have the opportunity to express my ideas in appropriate forums	4.04 (1.01)
46 The extent to which professional development and training opportunities are available	3.93 (1.07)
Mean Total	4.00 (0.87)

Table 8. Comparative Mean Responses: Teamwork

Teamwork	Mean (SD)
3 The extent to which there is a spirit of cooperation within my work team	4.11 (1.18)
14 The extent to which my primary work team uses problem-solving techniques	4.01 (1.01)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.05 (1.07)
33 The extent to which my work team provides an environment for free and open expression of ideas, opinions and beliefs	4.02 (1.15)
36 The extent to which my work team coordinates its efforts with appropriate individuals and teams	4.05 (1.05)
43 The extent to which a spirit of cooperation exists in my department	4.08 (1.11)
Mean Total	4.05 (0.96)

Table 9. Comparative Mean Responses: Student Focus

Student Focus	Mean (SD)
7 The extent to which student needs are central to what we do	4.06 (1.13)
8 The extent to which I feel my job is relevant to this institution's mission	4.49 (0.76)
17 The extent to which faculty meet the needs of students	4.01 (1.03)
18 The extent to which student ethnic and cultural diversity are important at this institution	4.13 (0.88)
19 The extent to which students' competencies are enhanced	3.95 (0.90)
23 The extent to which non-teaching professional personnel meet the needs of the students	4.02 (1.04)
28 The extent to which classified personnel meet the needs of the students	4.09 (0.99)
31 The extent to which students receive an excellent education at this institution	4.08 (0.97)
35 The extent to which this institution prepares students for a career	3.93 (1.02)
37 The extent to which this institution prepares students for further learning	4.04 (0.94)
40 The extent to which students are assisted with their personal development	3.81 (1.00)
42 The extent to which students are satisfied with their educational experience at this institution	3.99 (0.85)
Mean Total	4.06 (0.73)
Overall	3.92 (0.79)

Table 10. Comparative Mean Responses: Customized

Customized	Mean (SD)
47 The extent to which the College supports a culture of innovation	3.72 (1.14)
48 The extent to which College research and data are incorporated into College planning and evaluation	3.83 (0.83)
49 Taking into account the current budget situation, the extent to which the College's planning and decision making processes assist my department in getting its needs fulfilled	3.53 (1.11)
50 The extent to which Program and Department review processes are integrated into institutional evaluation and planning	3.80 (0.89)
51 The extent to which goal and action assessment (closing the loop) is highlighted across the College	3.55 (1.08)
52 The extent to which campus climate fosters a respectful dialogue even when opinions differ	3.59 (1.21)
53 The extent to which leaders are working towards creating a positive environment	3.67 (1.25)
54 The extent to which student learning outcomes and administrative unit/service area outcomes are ongoing and used for improvement in the College	3.86 (0.93)
55 The extent to which the College's committee structure supports planning and decision making	3.74 (0.93)
56 The extent to which there is respect between employees in my constituent group	4.04 (1.06)
57 The extent to which the College follows the strategic planning documents	3.75 (0.89)
58 The extent to which there is respect between employees across constituent groups	3.74 (1.11)
59 The extent to which I have the opportunity to provide input in district wide decisions	3.21 (1.09)
60 The extent to which District operational and strategic decisions support the mission	3.21 (1.03)
61 The extent to which District budgetary decisions support the mission of the college	3.22 (1.04)
62 The extent to which information, discussions, and decisions from district wide committees are communicated effectively (e.g., accurate, clear and timely) through your constituent group	3.24 (1.08)
63 The extent to which processes for decision-making by leaders at the district office are clear and communicated widely	2.97 (1.12)
64 The extent to which leaders at the district office communicate a clear sense of purpose	3.02 (1.13)
65 The extent to which leaders at the district office effectively interact with college constituents	3.10 (1.10)
66 The extent to which leaders at the district office effectively address crises	3.06 (1.08)
Mean Total	3.52 (0.85)

Comparative Analysis: Personnel Classifications

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Personnel Classifications. In general, Faculty rated the four normative factors most favorable (4.15), whereas the Classified/Confidential employees rated the four normative factors least favorable (3.63).

Figures 5 through 9 show the ratings of each employee group for each of the 66 climate items. The data summary for each figure precedes the corresponding figure. This information provides a closer look at the institutional climate ratings and should be examined carefully when prioritizing areas for change among the employee groups.

Figure 4. Mean Climate Scores as Rated by Personnel Classifications at Coastline Community College

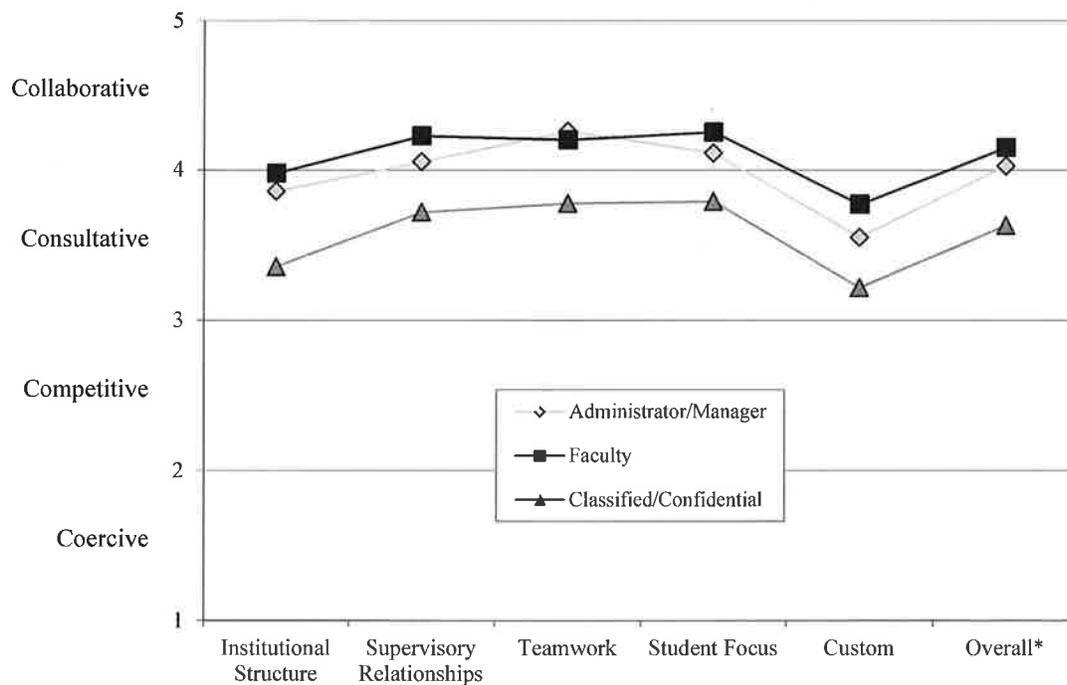


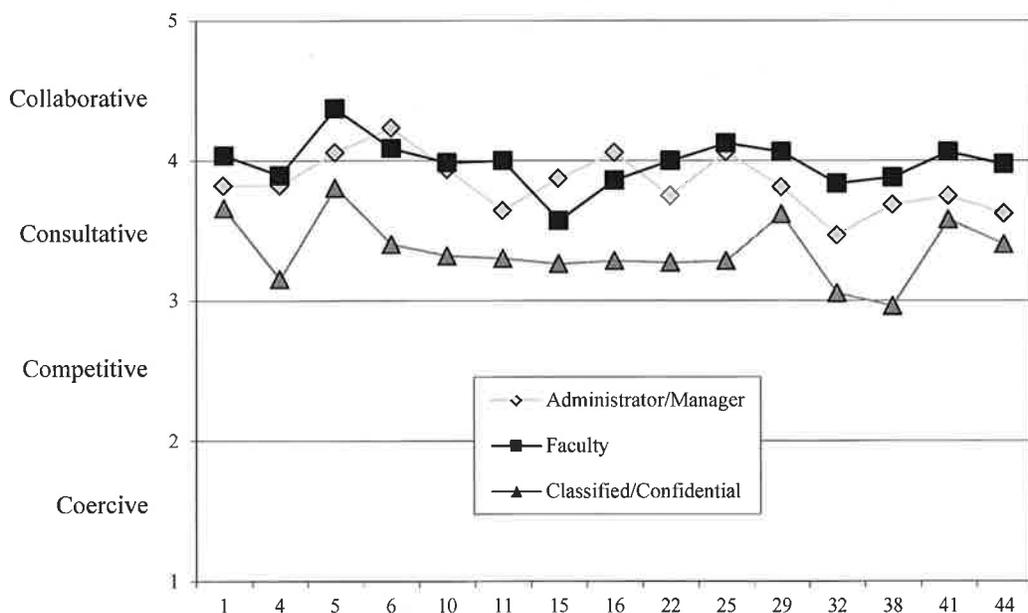
Table 11. Mean Climate Scores as Rated by Personnel Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Custom	Overall*
Administrator/Manager	3.86	4.06	4.26	4.12	3.56	4.03
Faculty	3.98	4.23	4.20	4.26	3.77	4.15
Classified/Confidential	3.36	3.72	3.78	3.79	3.22	3.63

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

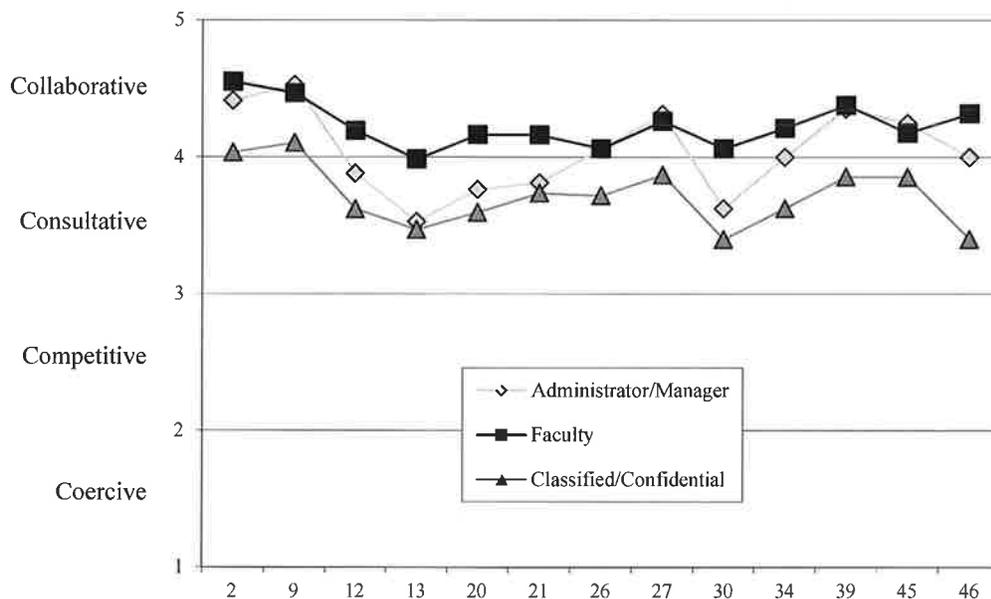
Institutional Structure		Administrator/ Manager	Faculty	Classified/ Confidential
1	The extent to which the actions of this institution reflect its mission	3.82	4.04	3.66
4	The extent to which decisions are made at the appropriate level at this institution	3.82	3.90	3.16
5	The extent to which the institution effectively promotes diversity in the workplace	4.06	4.37	3.81
6	The extent to which administrative leadership is focused on meeting the needs of students	4.24	4.09	3.40
10	The extent to which information is shared within this institution	3.94	3.99	3.32
11	The extent to which institutional teams use problem-solving techniques	3.65	4.00	3.30
15	The extent to which I am able to appropriately influence the direction of this institution	3.88	3.57	3.26
16	The extent to which open and ethical communication is practiced at this institution	4.06	3.86	3.29
22	The extent to which this institution has been successful in positively motivating my performance	3.75	4.00	3.27
25	The extent to which a spirit of cooperation exists at this institution	4.06	4.13	3.29
29	The extent to which institution-wide policies guide my work	3.81	4.06	3.62
32	The extent to which this institution is appropriately organized	3.47	3.84	3.05
38	The extent to which I have the opportunity for advancement within this institution	3.69	3.88	2.96
41	The extent to which I receive adequate information regarding important activities at this institution	3.75	4.06	3.58
44	The extent to which my work is guided by clearly defined administrative processes	3.63	3.97	3.40

Figure 5. Mean Scores of the Institutional Structure Climate Factor as Rated by Personnel Classifications at Coastline Community College



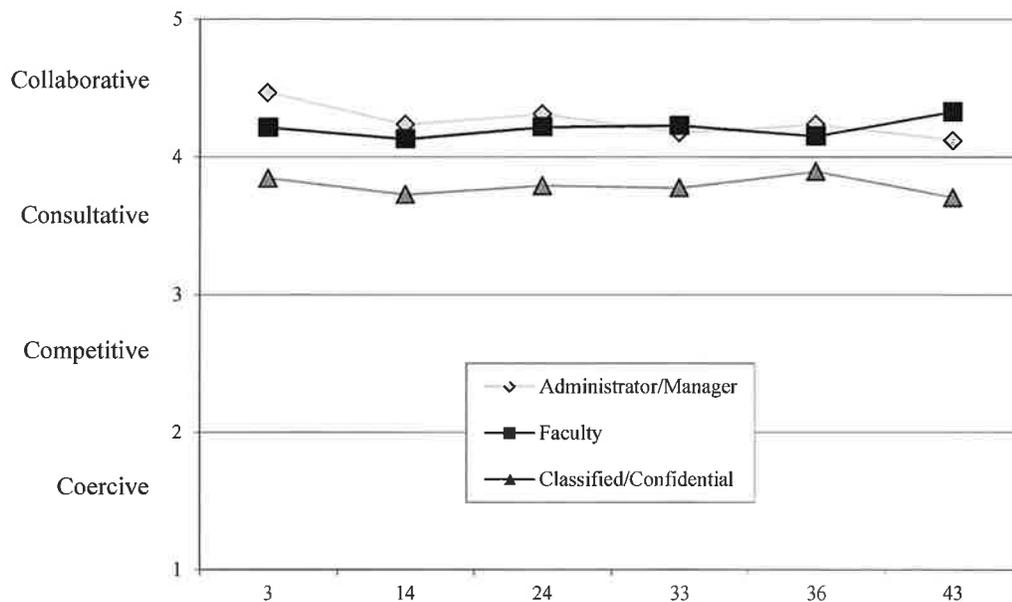
Supervisory Relationships		Administrator/ Manager	Faculty	Classified/ Confidential
2	The extent to which my supervisor expresses confidence in my work	4.41	4.55	4.04
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.53	4.47	4.11
12	The extent to which positive work expectations are communicated to me	3.88	4.19	3.62
13	The extent to which unacceptable behaviors are identified and communicated to me	3.53	3.99	3.47
20	The extent to which I receive timely feedback for my work	3.76	4.16	3.60
21	The extent to which I receive appropriate feedback for my work	3.81	4.16	3.74
26	The extent to which my supervisor actively seeks my ideas	4.06	4.06	3.72
27	The extent to which my supervisor seriously considers my ideas	4.31	4.26	3.87
30	The extent to which work outcomes are clarified for me	3.63	4.06	3.40
34	The extent to which my supervisor helps me to improve my work	4.00	4.21	3.63
39	The extent to which I am given the opportunity to be creative in my work	4.35	4.38	3.86
45	The extent to which I have the opportunity to express my ideas in appropriate forums	4.25	4.18	3.85
46	The extent to which professional development and training opportunities are available	4.00	4.32	3.40

Figure 6. Mean Scores of the Supervisory Relationships Climate Factor as Rated by Personnel Classifications at Coastline Community College



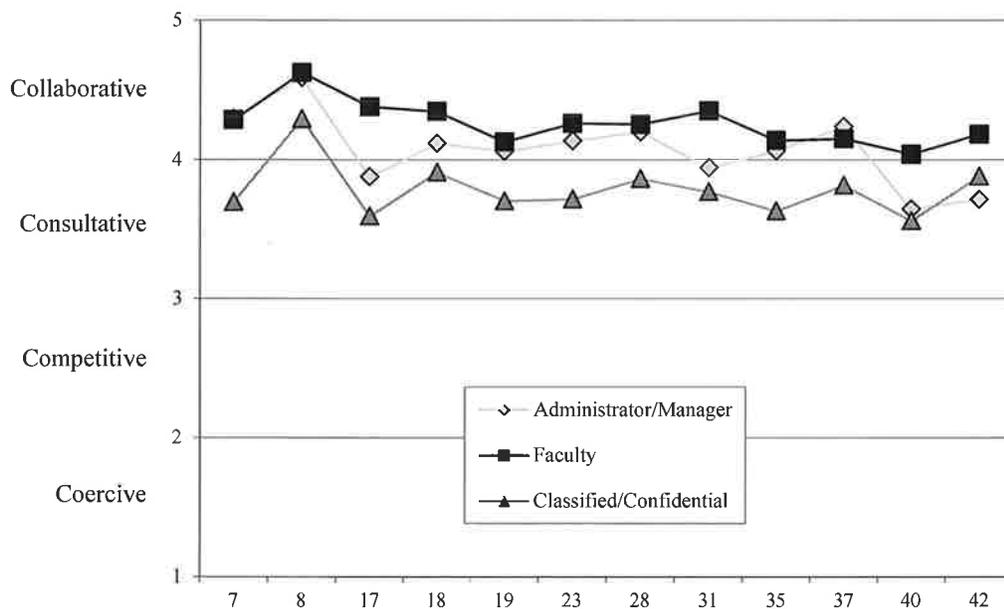
Teamwork		Administrator/ Manager	Faculty	Classified/ Confidential
3	The extent to which there is a spirit of cooperation within my work team	4.47	4.21	3.84
14	The extent to which my primary work team uses problem-solving techniques	4.24	4.13	3.73
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.31	4.22	3.79
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	4.18	4.23	3.78
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	4.24	4.15	3.89
43	The extent to which a spirit of cooperation exists in my department	4.13	4.33	3.71

Figure 7. Mean Scores of the Teamwork Climate Factor as Rated by Personnel Classifications at Coastline Community College



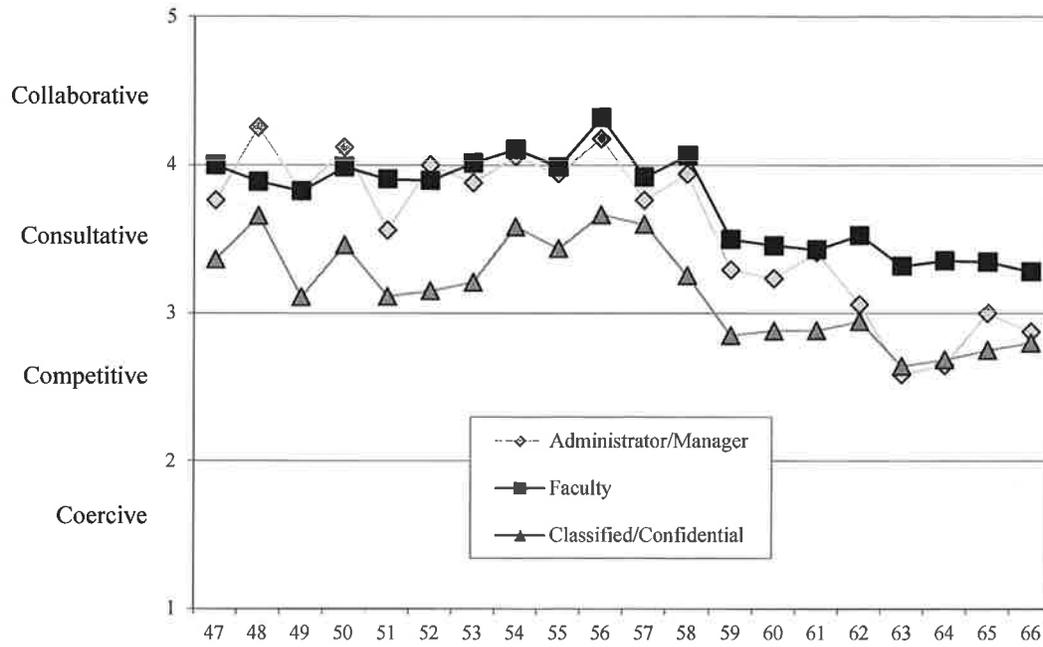
Student Focus		Administrator/ Manager	Faculty	Classified/ Confidential
7	The extent to which student needs are central to what we do	4.29	4.29	3.70
8	The extent to which I feel my job is relevant to this institution's mission	4.59	4.63	4.29
17	The extent to which faculty meet the needs of the students	3.88	4.38	3.59
18	The extent to which student ethnic and cultural diversity are important at this institution	4.12	4.35	3.91
19	The extent to which students' competencies are enhanced	4.06	4.13	3.70
23	The extent to which non-teaching professional personnel meet the needs of the students	4.13	4.26	3.71
28	The extent to which classified personnel meet the needs of the students	4.20	4.25	3.86
31	The extent to which students receive an excellent education at this institution	3.94	4.35	3.77
35	The extent to which this institution prepares students for a career	4.06	4.14	3.63
37	The extent to which this institution prepares students for further learning	4.24	4.15	3.81
40	The extent to which students are assisted with their personal development	3.64	4.04	3.56
42	The extent to which students are satisfied with their educational experience at this institution	3.71	4.18	3.88

Figure 8. Mean Scores of the Student Focus Climate Factor as Rated by Personnel Classifications at Coastline Community College



Customized		Administrator/ Manager	Faculty	Classified/ Confidential
47	The extent to which the College supports a culture of innovation	3.76	4.00	3.36
48	The extent to which College research and data are incorporated into College planning and evaluation	4.25	3.89	3.66
49	Taking into account the current budget situation, the extent to which the College's planning and decision making processes assist my department in getting its needs fulfilled	3.82	3.83	3.11
50	The extent to which Program and Department review processes are integrated into institutional evaluation and planning	4.12	3.99	3.46
51	The extent to which goal and action assessment (closing the loop) is highlighted across the College	3.56	3.91	3.12
52	The extent to which campus climate fosters a respectful dialogue even when opinions differ	4.00	3.90	3.15
53	The extent to which leaders are working towards creating a positive environment	3.88	4.01	3.21
54	The extent to which student learning outcomes and administrative unit/service area outcomes are ongoing and used for improvement in the College	4.06	4.10	3.58
55	The extent to which the College's committee structure supports planning and decision making	3.94	3.99	3.44
56	The extent to which there is respect between employees in my constituent group	4.18	4.32	3.67
57	The extent to which the College follows the strategic planning documents	3.76	3.92	3.60
58	The extent to which there is respect between employees across constituent groups	3.94	4.06	3.25
59	The extent to which I have the opportunity to provide input in district wide decisions	3.29	3.50	2.85
60	The extent to which District operational and strategic decisions support the mission	3.24	3.46	2.88
61	The extent to which District budgetary decisions support the mission of the college	3.41	3.43	2.88
62	The extent to which information, discussions, and decisions from district wide committees are communicated effectively (e.g., accurate, clear and timely) through your constituent group	3.06	3.53	2.94
63	The extent to which processes for decision-making by leaders at the district office are clear and communicated widely	2.59	3.32	2.64
64	The extent to which leaders at the district office communicate a clear sense of purpose	2.65	3.36	2.69
65	The extent to which leaders at the district office effectively interact with college constituents	3.00	3.35	2.75
66	The extent to which leaders at the district office effectively address crises	2.88	3.28	2.80

Figure 9. Mean Scores of the Customized Climate Factor as Rated by Personnel Classifications at Coastline Community College



Tables 12 through 14 contain the top ten priorities for discussion for each Personnel Classification among the standard PACE items and the top priorities for discussion from the customized items developed specifically for Coastline Community College.

Table 12. Priorities for Change: Administrator/Manager

	Area to Change	Mean
32	The extent to which this institution is appropriately organized	3.47
13	The extent to which unacceptable behaviors are identified and communicated to me	3.53
44	The extent to which my work is guided by clearly defined administrative processes	3.63
30	The extent to which work outcomes are clarified for me	3.63
40	The extent to which students are assisted with their personal development	3.64
11	The extent to which institutional teams use problem-solving techniques	3.65
38	The extent to which I have the opportunity for advancement within this institution	3.69
42	The extent to which students are satisfied with their educational experience at this institution	3.71
22	The extent to which this institution has been successful in positively motivating my performance	3.75
41	The extent to which I receive adequate information regarding important activities at this institution	3.75
	Area to Change—Customized	Mean
63	The extent to which processes for decision-making by leaders at the district office are clear and communicated widely	2.59
64	The extent to which leaders at the district office communicate a clear sense of purpose	2.65
66	The extent to which leaders at the district office effectively address crises	2.88

Table 13. Priorities for Change: Faculty

	Area to Change	Mean
15	The extent to which I am able to appropriately influence the direction of this institution	3.57
32	The extent to which this institution is appropriately organized	3.84
16	The extent to which open and ethical communication is practiced at this institution	3.86
38	The extent to which I have the opportunity for advancement within this institution	3.88
4	The extent to which decisions are made at the appropriate level at this institution	3.90
44	The extent to which my work is guided by clearly defined administrative processes	3.97
13	The extent to which unacceptable behaviors are identified and communicated to me	3.99
10	The extent to which information is shared within this institution	3.99
Area to Change—Customized		
66	The extent to which leaders at the district office effectively address crises	3.28
63	The extent to which processes for decision-making by leaders at the district office are clear and communicated widely	3.32
65	The extent to which leaders at the district office effectively interact with college constituents	3.35

Table 14. Priorities for Change: Classified/Confidential

	Area to Change	Mean
38	The extent to which I have the opportunity for advancement within this institution	2.96
32	The extent to which this institution is appropriately organized	3.05
4	The extent to which decisions are made at the appropriate level at this institution	3.16
15	The extent to which I am able to appropriately influence the direction of this institution	3.26
22	The extent to which this institution has been successful in positively motivating my performance	3.27
25	The extent to which a spirit of cooperation exists at this institution	3.29
16	The extent to which open and ethical communication is practiced at this institution	3.29
11	The extent to which institutional teams use problem-solving techniques	3.30
10	The extent to which information is shared within this institution	3.32
Area to Change—Customized		Mean
63	The extent to which processes for decision-making by leaders at the district office are clear and communicated widely	2.64
64	The extent to which leaders at the district office communicate a clear sense of purpose	2.69
65	The extent to which leaders at the district office effectively interact with college constituents	2.75

Comparative Analysis: Demographic Classifications

As depicted in Table 15, employees 40-49 years of age rated the climate highest within its demographic group (4.15). In terms of length of employment at CCC, those individuals with less than 5 years of employment rated the climate highest (4.17). Employees 39 years of age or younger rated the climate lowest within its demographic group (3.60), while respondents with 21-25 years of employment at CCC rated the climate with a composite rating of 3.63.

Table 15. Mean Climate Scores as Rated by Demographic Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
What is your personnel classification:						
Administrator/Manager	3.86	4.06	4.26	4.12	3.56	4.03
Faculty	3.98	4.23	4.20	4.26	3.77	4.15
Classified/Confidential	3.36	3.72	3.78	3.79	3.22	3.63
Your status at this institution is:						
Full time	3.54	3.92	4.02	3.93	3.32	3.81
Part time	4.00	4.17	4.11	4.26	3.83	4.13
What is the highest degree you have earned:						
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	4.33	4.63	4.54	4.54	4.13	4.49
Doctoral degree (e.g., Ph.D., Ed.D.)	3.88	4.13	4.21	4.20	3.69	4.08
Master's degree	3.83	4.10	4.19	4.14	3.61	4.04
Bachelor's degree	3.54	3.73	3.68	3.98	3.31	3.73
Associate's degree	3.47	3.86	3.80	3.79	3.30	3.71
High School Diploma or GED	3.43	4.01	3.99	3.76	3.45	3.75
What gender are you:						
Man	3.85	4.05	4.04	4.08	3.65	3.99
Woman	3.79	4.10	4.14	4.15	3.57	4.02
I prefer not to respond	3.29	3.75	3.82	3.80	3.24	3.63

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

Table 15. Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
How many years have you worked at this institution:						
Less than 5 years	4.00	4.22	4.27	4.26	3.83	4.17
6-10 years	3.39	3.80	3.96	3.85	3.33	3.70
11-15 years	3.87	4.04	4.05	4.13	3.60	4.01
16-20 years	4.01	4.10	4.29	4.34	3.82	4.16
21-25 years	3.42	3.74	3.52	3.82	3.40	3.63
25 years or more	3.70	4.12	3.96	4.03	3.33	3.94
How many years have you worked in higher education:						
Less than 5 years	3.60	3.97	3.87	3.94	3.53	3.84
6-10 years	3.61	3.82	3.98	3.99	3.43	3.82
11-15 years	3.82	4.11	4.30	4.15	3.54	4.05
16-20 years	4.20	4.30	4.44	4.43	4.00	4.32
21-25 years	4.10	4.36	4.35	4.47	3.83	4.31
25 years or more	3.51	3.91	3.77	3.85	3.29	3.75
Please select the race/ethnicity that best describes you:						
Hispanic or Latino, of any race	3.62	4.04	4.17	3.97	3.53	3.91
Asian, not Hispanic or Latino	3.99	4.10	3.91	4.26	3.79	4.08
White, not Hispanic or Latino	3.76	4.06	4.11	4.06	3.54	3.97
Two or more races, not Hispanic or Latino	3.40	3.71	3.82	3.96	3.35	3.70
Other (Includes: Black, not Hispanic or Latino; or Native Hawaiian or Other Pacific Islander, not Hispanic or Latino)	3.86	4.12	4.12	4.30	3.31	4.07
What is your age:						
39 years of age or younger	3.33	3.76	3.84	3.63	3.14	3.60
40-49 years of age	4.03	4.20	4.18	4.23	3.83	4.15
50-59 years of age	3.73	4.08	4.10	4.16	3.55	3.99
60 years of age or older	3.83	4.04	4.07	4.11	3.57	3.99

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

Table 15. Continued

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Customized	Overall*
Do you know the mission statement:						
Yes	3.79	4.08	4.13	4.10	3.58	4.00
No	3.39	3.61	3.62	3.91	3.22	3.62
Do you know the strategic goals of the College:						
Yes	3.88	4.15	4.20	4.17	3.64	4.07
No	3.37	3.67	3.70	3.80	3.27	3.62
Do you feel your work is valued by this institution:						
Yes	4.05	4.27	4.29	4.24	3.79	4.19
No	2.54	3.06	3.16	3.41	2.61	3.00
Do you feel a culture of trust on campus:						
Yes	4.27	4.37	4.41	4.40	3.97	4.35
No	2.76	3.39	3.43	3.46	2.76	3.21
Do you feel a culture of trust district-wide:						
Yes	4.34	4.44	4.43	4.48	4.17	4.42
No	3.36	3.76	3.83	3.81	3.14	3.65
Do you feel a positive sense of community among peers in your constituent group:						
Yes	3.94	4.23	4.34	4.20	3.72	4.14
No	2.81	3.03	2.70	3.45	2.73	3.02

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

Comparative Analysis: Norm Base

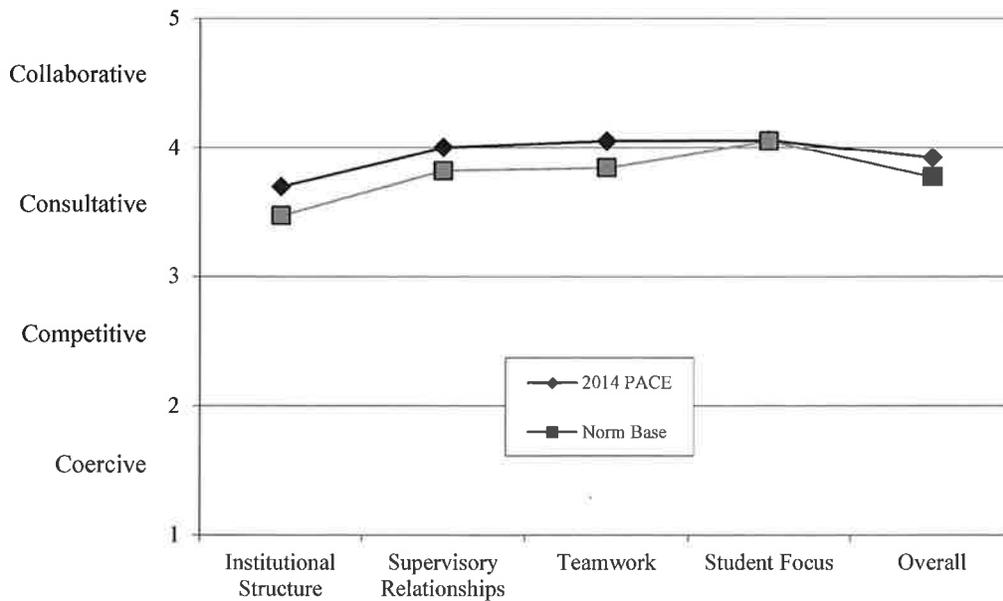
Table 16 shows how CCC compares with the NILIE PACE Norm Base, which includes approximately 69 climate studies conducted at two-year institutions since 2011. These studies include small, medium, and large institutions. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior two-year period. Normative data are not available for the Customized climate factor area developed specifically for CCC. Figure 9 also shows how CCC compares with data from the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

Table 16. Coastline Community College Climate compared with the NILIE PACE Norm Base

	CCC	Norm Base*
Institutional Structure	3.70	3.47
Supervisory Relationships	4.00	3.82
Teamwork	4.05	3.84
Student Focus	4.06	4.05
Overall	3.92	3.77

* Normative data are not available for the customized climate factor developed specifically for CCC.

Figure 10. Coastline Community College Climate Compared with the NILIE PACE Norm Base



Tables 17-20 shows how CCC compares question by question to the PACE Norm Base maintained by NILIE.

Table 17. Institutional Structure Mean Scores Compared to the NILIE Norm Base

	Institutional Structure	CCC Mean	Norm Base
1	The extent to which the actions of this institution reflect its mission	3.88	3.85
4	The extent to which decisions are made at the appropriate level at this institution	3.59*	3.29
5	The extent to which the institution effectively promotes diversity in the workplace	4.07*	3.89
6	The extent to which administrative leadership is focused on meeting the needs of students	3.82	3.73
10	The extent to which information is shared within the institution	3.67*	3.21
11	The extent to which institutional teams use problem-solving techniques	3.70*	3.45
15	The extent to which I am able to appropriately influence the direction of this institution	3.48*	3.13
16	The extent to which open and ethical communication is practiced at this institution	3.66*	3.34
22	The extent to which this institution has been successful in positively motivating my performance	3.67*	3.44
25	The extent to which a spirit of cooperation exists at this institution	3.79*	3.38
29	The extent to which institution-wide policies guide my work	3.85	3.71
32	The extent to which this institution is appropriately organized	3.48*	3.29
38	The extent to which I have the opportunity for advancement within this institution	3.49*	3.10
41	The extent to which I receive adequate information regarding important activities at this institution	3.82	3.66
44	The extent to which my work is guided by clearly defined administrative processes	3.67*	3.48
	Mean Total	3.70*	3.47

* T-test results indicate a significant difference between the mean and the Norm Base mean ($\alpha=0.05$).

Table 18. Supervisory Relationships Mean Scores Compared to the NILIE Norm Base

Supervisory Relationships		CCC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	4.31	4.20
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.28*	4.06
12	The extent to which positive work expectations are communicated to me	3.94*	3.73
13	The extent to which unacceptable behaviors are identified and communicated to me	3.76	3.68
20	The extent to which I receive timely feedback for my work	3.91*	3.68
21	The extent to which I receive appropriate feedback for my work	3.98*	3.72
26	The extent to which my supervisor actively seeks my ideas	3.92	3.76
27	The extent to which my supervisor seriously considers my ideas	4.10*	3.83
30	The extent to which work outcomes are clarified for me	3.75	3.67
34	The extent to which my supervisor helps me to improve my work	3.98*	3.76
39	The extent to which I am given the opportunity to be creative in my work	4.18	4.02
45	The extent to which I have the opportunity to express my ideas in appropriate forums	4.04*	3.67
46	The extent to which professional development and training opportunities are available	3.93	3.81
Mean Total		4.00*	3.82

Table 19. Teamwork Mean Scores Compared to the NILIE Norm Base

Teamwork		CCC Mean	Norm Base
3	The extent to which there is a spirit of cooperation within my work team	4.11*	3.92
14	The extent to which my primary work team uses problem-solving techniques	4.01	3.87
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.05*	3.79
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	4.02*	3.74
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	4.05*	3.86
43	The extent to which a spirit of cooperation exists in my department	4.08*	3.83
Mean Total		4.05*	3.84

* T-test results indicate a significant difference between the mean and the Norm Base mean ($\alpha=0.05$).

Table 20. Student Focus Mean Scores Compared to the NILIE Norm Base

Student Focus	CCC Mean	Norm Base
7 The extent to which student needs are central to what we do	4.06	3.93
8 The extent to which I feel my job is relevant to this institution's mission	4.49	4.42
17 The extent to which faculty meet the needs of students	4.01	4.01
18 The extent to which student ethnic and cultural diversity are important at this institution	4.13	4.08
19 The extent to which students' competencies are enhanced	3.95	3.97
23 The extent to which non-teaching professional personnel meet the needs of the students	4.02	3.93
28 The extent to which classified personnel meet the needs of the students	4.09*	3.88
31 The extent to which students receive an excellent education at this institution	4.08	4.17
35 The extent to which this institution prepares students for a career	3.93*	4.17
37 The extent to which this institution prepares students for further learning	4.04	4.15
40 The extent to which students are assisted with their personal development	3.81	3.93
42 The extent to which students are satisfied with their educational experience at this institution	3.99	3.94
Mean Total	4.06	4.05
Overall Total	3.92*	3.77

* T-test results indicate a significant difference between the mean and the Norm Base mean ($\alpha=0.05$).

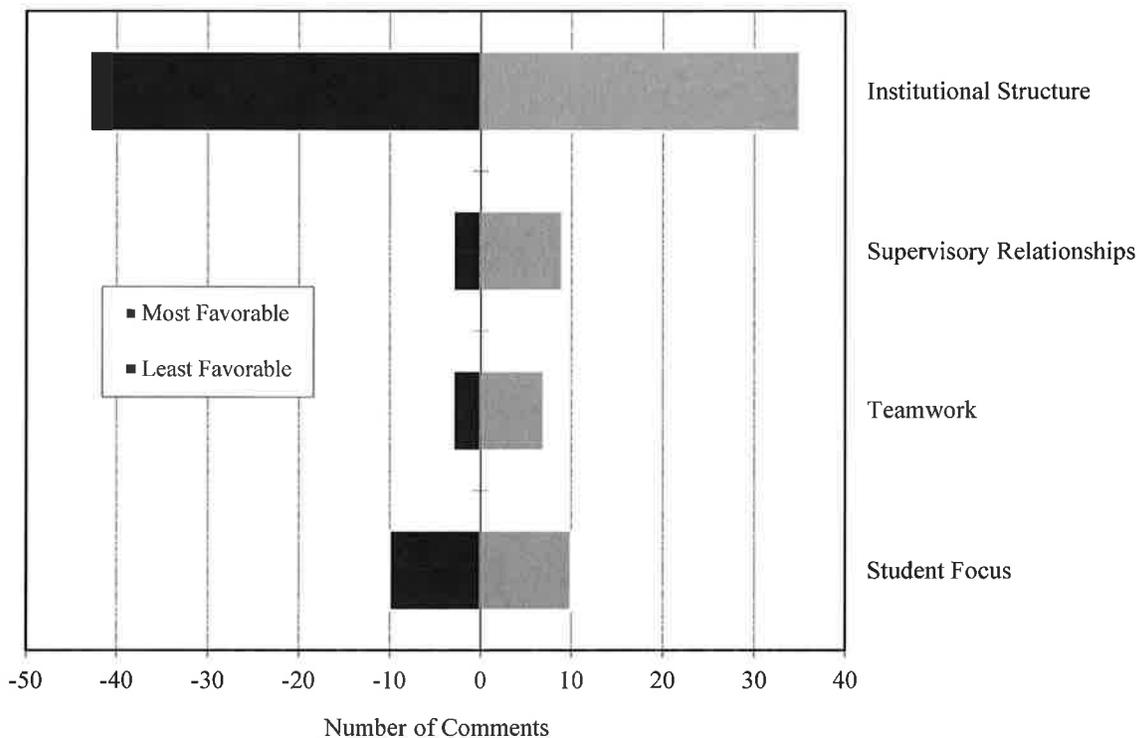
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 183 Coastline Community College employees who completed the PACE survey, 35.0% (64 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 11 provides a summary of the CCC comments. 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 21 and 22 for sample comments categorized by climate factor and the actual number of responses provided by CCC 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.

Figure 11. Coastline 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 21. Most Favorable Responses—Sample Comments and Actual Number of Responses at Coastline Community College

Factor	Themes
Institutional Structure (n=35)	<p><i>Coastline Community College is one of the very best places in which I have ever been employed. The mission, the people, the attitudes, and the commitment to higher education, especially via distance learning, are unmatched. The staff, faculty, administration and most of those involved are committed, good folks. But for whatever reason, I find Coastline to be not only unique, but also committed to its mission - to teach students at the college level.</i></p> <p><i>There is a team of classified staff and faculty dedicated and willing to support the purpose of the college and community and I would state that this is the most favorable.</i></p> <p><i>The working environment at Coastline is the best I have experienced in terms of collegiality, shared governance, and overall sense of community. Student success is paramount, and the administration and faculty respect each other and work together to serve the students. I love working here.</i></p> <p><i>My college is innovative, energetic, and forward moving. I love the commitment to communication, respect, and invention.</i></p> <p><i>The administration of the District has taken steps to try and communicate with the college constituencies and get feedback. How they deal with it is not apparent yet but may decide the future buy-in of faculty, administration and classified personnel. I think hiring the current Interim Chancellor is a positive action and we should definitely take advantage of his expertise while he is around.</i></p> <p><i>College administration is supportive of faculty and listens to their concerns. There is a feeling of mutual respect and trust.</i></p> <p><i>Opportunities to participate are plentiful and welcoming. Increase the capabilities of online/phone meetings to involve more part time faculty.</i></p> <p><i>Coastline is a national leader in innovation, and has been since its founding. New ideas and projects have come to life, which will allow the college to grow.</i></p> <p><i>Coastline is a good place to work. There is good teamwork and cooperation.</i></p> <p><i>I enjoy the team and collaborative spirit and culture at Coastline as well as culture of innovation.</i></p> <p><i>There is tremendous trust and solidarity among the employees at the College. Coastline pulls together to meet any challenge. If we had the same culture district wide, our District would be exceptional.</i></p> <p><i>We truly do have a genuine culture of cooperation that fosters and rewards innovation.</i></p> <p><i>Change takes time, but over the past three years there appears to be a more strategic approach to the development, implementation, and delivery of services across the organization.</i></p>

Table 21. Continued

Factor	Themes
Supervisory Relationships (n=9)	<p><i>Supervisors are very open and positively responsive to my suggestions and inquiries. I have been shown respect and confidence during my short time employed. I look forward to many more years here.</i></p> <p><i>Communication from my supervisor is always positive, insightful, and encouraging. Individuals within my content area are very supportive.</i></p> <p><i>Supervisors communicate well. Professional development is encouraged.</i></p> <p><i>Over the years, Coastline has provided a work environment that has allowed me to be creative and collaborative.</i></p>
Teamwork (n=7)	<p><i>I work with a great team, and we have many innovative individuals who simply go around the system to be successful.</i></p> <p><i>The comrade feeling among the faculty is awesome and they have never given up believing that we can regain our image as a leader of innovative education.</i></p> <p><i>Within my work group and on my site there is respect and support. Within my department decisions are made carefully, by the team members, administration, faculty (part-time and full-time), and support staff (part-time and full-time), and based on evidence collected from students, the community, and appropriate colleagues (administration, faculty, and support staff) within the college.</i></p>
Student Focus (n=10)	<p><i>Coastline is more innovative than most colleges and has taken advantage of several opportunities to serve unique groups of students in unique ways. We have several employees who are student-centered and think out of the box. We can even do more of this in the coming years to improve student enrollment and completion.</i></p> <p><i>My particular office is a positive, transparent environment that seeks to serve the students first. It is always our first priority.</i></p> <p><i>The faculty selected at this college within my department are dedicated to the students.</i></p> <p><i>Students like the small class size and ease of access to classes at Coastline.</i></p>

Table 22. Least Favorable Responses—Sample Comments and Actual Number of Responses at Coastline Community College

Factor	Themes
Institutional Structure (n=43)	<p><i>Coastline's mission is, in the opinion of some, too generic. It could be the mission of most California community colleges. It doesn't give us a unique purpose in the educational marketplace. We are not a big enough college to be everything to everyone. Also, I believe there is a feeling that the District Board and management pursue courses of action without properly consulting with each college campus. Or perhaps they are consulting only at the president and/or VP level, and our leaders are not consulting with the rest of us.</i></p> <p><i>The college prides itself in being innovative, yet lacks the discipline to establish programs that foster and reward innovation from within. Planning decisions are based more around whether an idea sounds good or not instead of whether ideas align with departmental/institutional missions and goals.</i></p> <p><i>The mission of the college is unclear because there are two groups that feel the college should move in a new direction and the leadership does not openly recognize this split and offer a resolution that brings the groups together to strengthen the college. Also, the college does not have a common vision.</i></p> <p><i>There is tremendous distrust throughout this District. The Board of Trustees are driven by their egos, and the top administrators must be puppets to survive. Coastline's top administrators do not understand investing in distance learning or technology. It is sad to attend meetings where the primary discussion is focused on trying to figure out who and what CCC is/should be. CCC is not a traditional community college, and the current leadership seems bent on trying to make us traditional. It will not work!</i></p> <p><i>As we are three colleges and three campuses plus college center, it is difficult to keep everyone informed in what is going on. Occasionally I feel like I am the last to know.</i></p> <p><i>Communication is our number one problem. We have a distributed campus and provide over 60% of our courses online, so you can imagine the communication challenges.</i></p> <p><i>Information does not filter down. The supervisor does not share information from meetings attended. We basically feel like we are in the dark. If we want to learn about what is going on we have to do our own research. There is a lot of disconnection. The goal is to put the students first but that doesn't always happen due to lack of information. Administration is semi disconnected from instruction.</i></p> <p><i>There is a duplication of effort which is inevitable due to the multi-site nature.</i></p> <p><i>The highest levels of administration foster an atmosphere of distrust and an atmosphere that they are out to get as much money and free stuff out of the district as they can, then leave the peons to clean up the mess they leave behind. Several newspapers have published articles on these administrators detailing the extent of this money-grubbing.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>Diversity of opinions is not embraced. There is fear to speak openly internally. There has been too much turn over in classified and management positions which have caused a lack of cohesion. It is hard for Coastline to become a junior college since its inception was to be a distance learning institution. Many services are not in place due to distance learning with the thinking that distant learners do not need traditional services. With the legislative changes, Coastline needs to work much harder and faster to catch up and deliver. Curriculum needs to be developed so that Coastline can provide All the classes needed for transfer and degree. Do not want to lose students to GWC or OCC as this works against our student completion rate.</i></p> <p><i>There are always opportunities for staff to give feedback. However, I feel as though nothing is done with this feedback. Especially when the feedback is negative.</i></p> <p><i>I don't feel that there is a sense of "We're all in this together" at this college anymore. There was at one time. I feel there is too much of a hierarchy mentality. CCC is still an innovative institution but I think it needs to be even more cutting-edge. It should maybe take more risks. The lobby at the Administration building needs to be more welcoming and have someone to greet students and guests. Everyone should be encouraged to be as friendly and helpful as possible.</i></p> <p><i>I am most disappointed with the lack of support from the district. The district has undertaken the centralization of IT and financial aid without analyzing (or publicizing) any background work. They don't carry out program reviews which include constituencies from the colleges to validate their findings. The district has also claimed that it supports innovation at Coastline, but then it places barriers. An example of this was when we wanted to pilot a different LMS to replace our own home-grown system. We were denied the opportunity. The district also does not see how our faculty shoulder a much larger load in terms of college service as compared to our sister colleges. The fact that our full-time faculty need to serve on an average of 5 college committees or that 30% of our department chairs are part-time faculty doesn't seem to attract their attention. Finally, having worked with the district on various committees, it is painfully obvious that meeting schedules are not designed for participation by faculty who teach onsite. It would be a great step forward if meeting schedules could be aligned district-wide.</i></p> <p><i>The District has a top-down mentality, rather than supporting the individual colleges in the district in their missions and helping each college fill its unique place in the district. It appears that the district wants to make each of the colleges be alike.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>The way in which innovative part time faculty was purged from participation and hours in order to fulfill the needs of full time faculty. Once this climate of fear was established, these full time faculty have no reason to innovate and stagnation has set in.</i></p> <p><i>Criteria for personnel decisions are not made on a consistent basis. Sometimes "they" have hiring committees, other times they just pick who they want.</i></p> <p><i>I am frustrated by the proliferation of committees and forms. Just when there is a process in place that seems to work, someone insists we need changes or additions. Every change requires data to be presented in a different fashion. We are drowning in paperwork. Faculty spends more and more time in meetings and filling out forms and reports.</i></p>
Supervisory Relationships (n=3)	<p><i>Some staff are over-stressed, don't have the resources they need to do their jobs well, are isolated, and don't get the opportunity to be part of decisions that affect their daily work. Some staff feel suppressed or unappreciated and this is making them feel dispirited, so they are basically counting down the days till they reach the 10 year mark, retire, or find a job outside the district.</i></p>
Teamwork (n=3)	<p><i>When I have asked for help in the past, only minimal effort was offered.</i></p>
Student Focus (n=10)	<p><i>Most of our college, including the bookstore, is either closed on Friday or open half-day. I feel that this is a disservice to our students. I also feel that our counselors are not serving the students to the best of their abilities. We are not moving forward with the technologies we have because there are road blocks by people, especially administration and counselors that do not want to change. We have smart people on board that understand where we need to be going as an institution, with current technology and pedagogy, but their ideas get squashed. Currently, we have a modern website and applications ready to go, but are being held up for reasons that don't seem reasonable.</i></p> <p><i>The program that provides English instruction to non-native speakers is not supported by the administration. Many of those students go directly to jobs rather than degrees, so their studying does not help the graduation statistics of the college. Higher ups seem to ignore the word "community" in the name of the college.</i></p> <p><i>Courses at our college do not prepare students for "real" college level work, and I fear that many students will be in for a shock when they transfer and discover the huge gap in demands and expectations that exist between what they experienced at Coastline and what actual colleges require.</i></p> <p><i>We spend too much time working as individual colleges. We should do more to help students complete degrees and certificates regardless of who gets credit. If we collaborated more on student services and helping the students graduate from our District, our outcomes would be much better.</i></p>

CONCLUSION

One of the primary purposes of the PACE instrument is to provide insight that will assist in efforts to improve the climate at an institution or system of institutions. To accomplish this goal, the mean scores for each of the items were arranged in ascending order, from the lowest to the highest values. The distance between each item mean and the ideal situation, represented by a score of 4.50 on any item, can be identified as a measure of the extent to which individuals and groups can be motivated through leadership to improve the climate within the institution. Thus, the gap between the scores on what is and what could be for each item is the zone of possible change within the institution. Those items with the highest values are viewed as areas of satisfaction or excellence within the climate. Conversely, those items with the lowest values are the areas of least satisfaction or in need of improvement.

Overall, the following scores have been identified as the top performance at Coastline Community College. Four of these items represent the Student Focus climate factor (items #8, #18, #28, and #31), four represent the Supervisory Relationships climate factor (items #2, #9, #27, and #39), and two represent the Teamwork climate factor (items #3 and #43).

- The extent to which I feel my job is relevant to this institution's mission, 4.49 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.31 (#2)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.28 (#9)
- The extent to which I am given the opportunity to be creative in my work, 4.18 (#39)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.13 (#18)
- The extent to which there is a spirit of cooperation within my work team, 4.11 (#3)
- The extent to which my supervisor seriously considers my ideas, 4.10 (#27)
- The extent to which classified personnel meet the needs of the students, 4.09 (#28)
- The extent to which students receive an excellent education at this institution, 4.08 (#31)
- The extent to which a spirit of cooperation exists in my department, 4.08 (#43)

Overall, the following have been identified as the top performance areas within the Customized Climate factor at Coastline Community College.

- The extent to which there is respect between employees in my constituent group, 4.04 (#56)
- The extent to which student learning outcomes and administrative unit/service area outcomes are ongoing and used for improvement in the College, 3.86 (#54)
- The extent to which College research and data are incorporated into College planning and evaluation, 3.83 (#48)

Overall, the following mean scores have been identified as areas in need of improvement at Coastline Community College. Nine of these items represent the Institutional Structure climate factor (items #4, #10, #11, #15, #16, #22 #32, #38, and #44), and one represents the Supervisory Relationships climate factor (item # 30).

- The extent to which I am able to appropriately influence the direction of this institution, 3.48 (#15)
- The extent to which this institution is appropriately organized, 3.48 (#32)
- The extent to which I have the opportunity for advancement within this institution, 3.49 (#38)
- The extent to which decisions are made at the appropriate level at this institution, 3.59 (#4)
- The extent to which open and ethical communication is practiced at this institution, 3.66 (#16)
- The extent to which my work is guided by clearly defined administrative processes, 3.67 (#44)
- The extent to which information is shared within this institution, 3.67 (#10)
- The extent to which this institution has been successful in positively motivating my performance, 3.67 (#22)
- The extent to which institutional teams use problem-solving techniques, 3.70 (#11)
- The extent to which work outcomes are clarified for me, 3.75 (#30)

Overall, the following mean scores have been identified as in need of improvement within the Customized climate factor at Coastline Community College.

- The extent to which processes for decision-making by leaders at the district office are clear and communicated widely, 2.97 (#63)
- The extent to which leaders at the district office communicate a clear sense of purpose, 3.02 (#64)
- The extent to which leaders at the district office effectively address crises, 3.06 (#66)

The most favorable areas cited in the open-ended questions pertain to the Institutional Structure climate factor, and specifically the institution's spirit of cooperation and innovation. The least favorable aspects cited in the open-ended responses also pertain to the Institutional Structure climate factor, specifically the lack of alignment between the actions of the institution and its mission.

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INSTITUTIONAL STRUCTURE REPORT

The National Initiative for Leadership and Institutional Effectiveness (NILIE) conducts research on campus climate using specialized surveys, the results of which provide valuable indicators of college leaders' styles and the institution's overall capacity to fulfill its mission and goals and ensure student success. The Personal Assessment of the College Environment (PACE) is the primary instrument utilized to assess campus climate. The purpose of the PACE survey is to promote open and constructive communication and establish priorities for change by assessing employee perceptions related to four climate factors: institutional structure, supervisory relationship, teamwork, and student focus.

The Institutional Structure climate factor focuses on the mission, leadership, structural organization, decision-making, and communication within the institution. Supervisory Relationship provides insight into the relationship between employee and their supervisors and employees' ability to be creative and express ideas related to their work. Cooperation and effective coordination within work teams is explored within the Teamwork climate factor. 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. Together, the unique focus of each climate factor provides a comprehensive picture of campus climate at an institution.

As institutions of higher education seek to improve and meet external demands, issues specifically related to the Institutional Structure climate factor often create challenges. Research suggests that organizations function best when they are effectively coordinated, labor and control is appropriately divided, and structural design adapts to current circumstances (Bolman & Deal, 2013). However, PACE survey data consistently reveals that community colleges have relatively negative perceptions of campus climate related to these areas, which are connected to the Institutional Structure climate factor. The Institutional Structure report is designed to provide insight into employee perceptions of institutional structure climate, specifically related to the institution's mission, leadership, decision-making, organization, and communication. Gaining insight into these areas is particularly helpful considering the unique structural organization found in institutions of higher education.

Mintzberg (1979) described the structure of institutions of higher education as a professional bureaucracy, in which a highly specialized workforce conducts decentralized work according to standards often determined by external bodies. Within a professional bureaucracy, two hierarchies often emerge: one democratic, from the bottom up; and one bureaucratic, from the top down (Mintzberg). As a result of the decentralized structure and highly specialized workforce within a professional bureaucracy, institutions of higher education may face problems of coordination between units and staff, difficulty in innovation due to an inflexible structure, slow change processes, and complex relationships, particularly with regard to authority, decision-making, and control of work.

Institutions of higher education have also been described as loosely coupled organizations (Weick, 1976), where functions and units might be momentarily attached and responsive to one another, but each retains its own identity and is often minimally interdependent. While loosely

coupled organizations have benefits such as a lower probability that every environmental change will necessitate a response or greater ability to sense necessary adaptations (Weick), they are not without problems. Institutions of higher education that are loosely coupled may experience difficulty in diffusing new policies or procedures, improving weak or problematic functions, and in streamlining processes so that each autonomous unit is not duplicating the work of other units.

Understanding the climate around institutional structure within a community college is more important now than ever. Over the last decade, community colleges have faced a challenging environment defined by resource constraints, greater demands for services and unprecedented enrollment pressure (Boggs, 2004). Hill and Jones (2001) suggest that organizational renewal and better understanding of an institution's mission and mode of operation might assist community colleges in surviving and overcoming these challenges. Furthermore, Ayers (2002) identified organizational structure, empowerment, interdependence/communication, and shared vision—all components of the Institutional Structure climate factor—as variables which might provide community college leaders with an understanding of how to foster positive campus climate and effectively respond to internal and external challenges.

The National Initiative for Leadership and Institutional Effectiveness recognizes the need to understand more about institutional structure and provides a tool that institutional leaders can use to gain insight into climate around institutional structure at their campus. The collected data will be analyzed using a six-factor framework derived from the current Institutional Structure climate factor and higher education organizational structure literature. The Institutional Structure subscale six-factor framework includes:

- Mission
- Leadership
- Decision-Making and Influence
- Policies and Structural Organization
- Teams and Cooperation
- Communication and Information Sharing

METHOD

In November 2014, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Coastline Community College (CCC). The instrument was administered to 501 employees. In addition to the standard PACE Survey, each of these employees was asked to respond to an Institutional Structure subscale. The purpose of the Institutional Structure subscale was to obtain the perceptions of employees concerning their institutional experiences with the campus climate around institutional structure. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of Coastline Community College collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Instrumentation

The Institutional Structure subscale is divided into six climate factors: Mission, Leadership, Decision-Making and Influence, Policies and Structural Organization, Teams and Cooperation, and Communication and Information Sharing. A total of 37 items were included in the Institutional Structure subscale. 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." The mean scores for all items were obtained and compared. Items with lower scores were considered to be high priority issues for the institution.

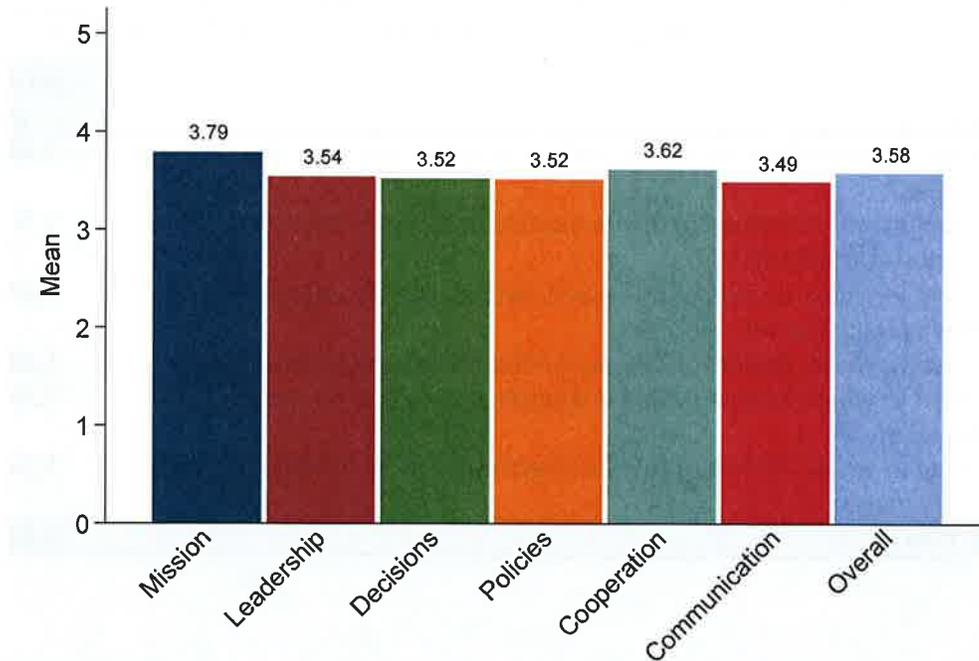
DATA ANALYSIS

Employees responded to questions about the institutional structure climate at CCC using a Likert scale of 1.0 (extremely dissatisfied) to 5.0 (extremely satisfied). As indicated in Table 1, the Mission climate factor received the highest composite rating on the Institutional Structure subscale (3.79) and the Communication and Information Sharing climate factor received the lowest mean score (3.49).

Table 1. Coastline Community College Institutional Structure Climate as Rated by All Employees

Factor	CCC
Mission	3.79
Leadership	3.54
Decision-Making and Influence (Decisions)	3.52
Policies and Structural Organization (Policies)	3.52
Teams and Cooperation (Cooperation)	3.62
Communication and Information Sharing (Communication)	3.49
Overall	3.58

Figure 1. Coastline Community College Institutional Structure Climate as Rated by All Employees Combined Using Composite Averages



Tables 2 through 7 report the mean scores of all personnel for each of the 37 items included in the survey instrument. The mean scores and standard deviations presented in this table estimate what the personnel participating in the study at Coastline Community College perceive the institutional structure climate to be at this particular time in the institution's development. The standard deviation (SD) demonstrates the variation in responses to a given question.

Table 2. Comparative Mean Responses: Institutional Structure and Mission

Mission	2014 Mean (SD)
1 The extent to which employees in this institution share a common definition of its mission	3.72 (1.11)
2 The extent to which employees are supportive of the mission of this institution	3.92 (0.98)
3 The extent to which employees take action to fulfill the mission of this institution	3.92 (0.95)
4 The extent to which there is consensus among employees about the goals of the institution	3.69 (1.14)
5 The extent to which the curriculum at this institution reflects its mission	3.87 (1.02)
6 The extent to which budgetary decisions at this institution are aligned with the mission of the institution	3.59 (1.18)
Mean Total	3.79 (0.96)

Table 3. Comparative Mean Responses: Institutional Structure and Leadership

Leadership	2014 Mean (SD)
7 The extent to which leaders of this institution communicate a clear sense of purpose	3.48 (1.23)
8 The extent to which leaders of this institution effectively interact with internal constituents	3.51 (1.22)
9 The extent to which leaders of this institution effectively interact with external constituents	3.62 (1.08)
10 The extent to which leaders of this institution effectively address crises	3.48 (1.19)
11 The extent to which leaders of this institution carefully plan resource allocation	3.59 (1.17)
12 The extent to which leaders of this institution recognize employee achievement	3.54 (1.23)
Mean Total	3.54 (1.08)

Table 4. Comparative Mean Responses: Institutional Structure and Decision-Making and Influence

Decision-Making and Influence		2014 Mean (SD)
13	The extent to which employees have an opportunity to provide feedback about this institution	3.68 (1.13)
14	The extent to which leaders use employee feedback to improve this institution	3.36 (1.21)
15	The extent to which this institution considers employee feedback in decision-making	3.32 (1.22)
16	The extent to which employees participate in decision-making	3.38 (1.20)
17	The extent to which employees are made aware of the outcome of decisions	3.53 (1.17)
18	The extent to which this institution involves faculty in decision-making	3.83 (1.11)
19	The extent to which this institution involves staff in decision-making	3.46 (1.18)
20	The extent to which this institution involves its employees in planning for the future	3.56 (1.13)
Mean Total		3.52 (1.05)

Table 5. Comparative Mean Responses: Institutional Structure and Policies and Structural Organization

Policies and Structural Organization		2014 Mean (SD)
21	The extent to which institutional policies allow for collaboration	3.67 (1.09)
22	The extent to which the structure of this institution allows for collaboration	3.64 (1.17)
23	The extent to which the structure of this institution fosters innovation	3.54 (1.23)
24	The extent to which this institution follows clear processes for recognizing employee achievement	3.40 (1.14)
25	The extent to which institutional policies govern activities at this institution	3.69 (1.01)
26	The extent to which activities between units in this institution are streamlined	3.17 (1.12)
Mean Total		3.52 (1.02)

Table 6. Comparative Mean Responses: Institutional Structure and Teams and Cooperation

Teams and Cooperation		2014 Mean (SD)
27	The extent to which employee roles within units are clearly defined	3.57 (1.14)
28	The extent to which there is effective collaboration among employees	3.62 (1.12)
29	The extent to which units effectively collaborate across the institution	3.52 (1.11)
30	The extent to which employee expertise is considered when forming teams	3.47 (1.16)
31	The extent to which teams utilize expertise to accomplish tasks	3.66 (1.06)
32	The extent to which teams accomplish tasks	3.77 (0.97)
Mean Total		3.62 (0.98)

Table 7. Comparative Mean Responses: Institutional Structure and Communication and Information Sharing

Communication and Information Sharing		2014 Mean (SD)
33	The extent to which there is good communication between the faculty and the administration at this institution	3.62 (1.19)
34	The extent to which there is good communication between staff and the administration at this institution	3.39 (1.24)
35	The extent to which campus climate encourages differences of opinion to be aired openly	3.35 (1.23)
36	The extent to which the administration at this institution shares information with employees in a timely manner	3.47 (1.17)
37	The extent to which the information shared by the administration at this institution is useful	3.61 (1.07)
Mean Total		3.49 (1.08)
Overall		3.58 (0.96)

Comparative Analysis: Personnel Classification

Figure 2 reports composite ratings according to the six climate factors for employees in Personnel Classifications. In general, the Administrator/Managers rated the six normative factors most favorable (3.86), whereas employees classified as Staff rated the six normative factors least favorable (3.24).

Figures 2 through 8 show the ratings of each employee group for each of the 37 climate items. The data summary for each figure precedes the corresponding figure. This information provides a closer look at the institutional structure climate ratings and should be examined carefully when prioritizing areas for change among the employee groups.

Figure 2. Mean Institutional Structure Climate Scores as Rated by Personnel Classifications

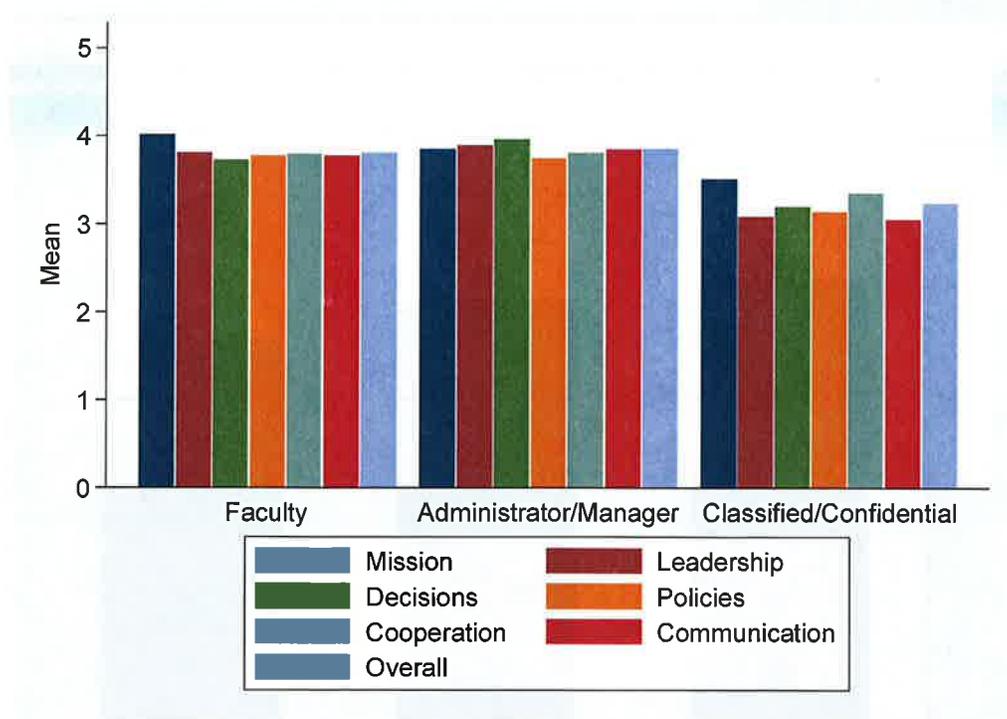
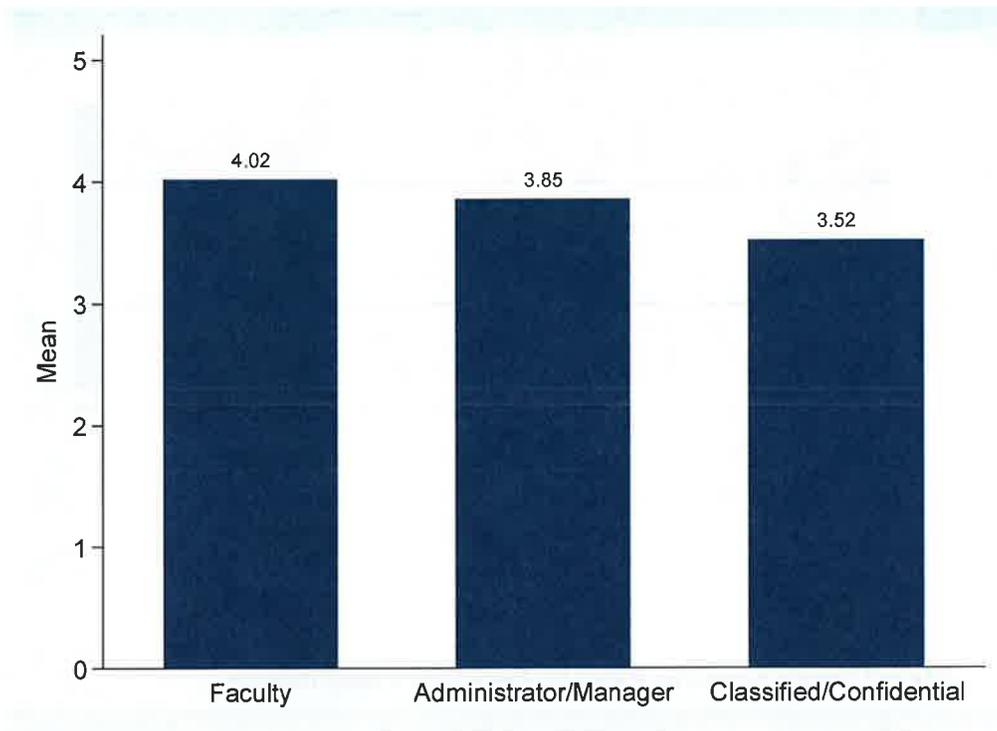


Table 8. Mean Climate Scores as Rated by Personnel Classifications

	Mission	Leadership	Decision-Making & Influence	Policies & Structural Organization	Teams & Cooperation	Communication & Information Sharing	Overall
Faculty	4.02	3.81	3.73	3.78	3.80	3.78	3.81
Administrator/Manager	3.85	3.90	3.96	3.75	3.81	3.85	3.86
Staff	3.52	3.09	3.20	3.14	3.36	3.06	3.24

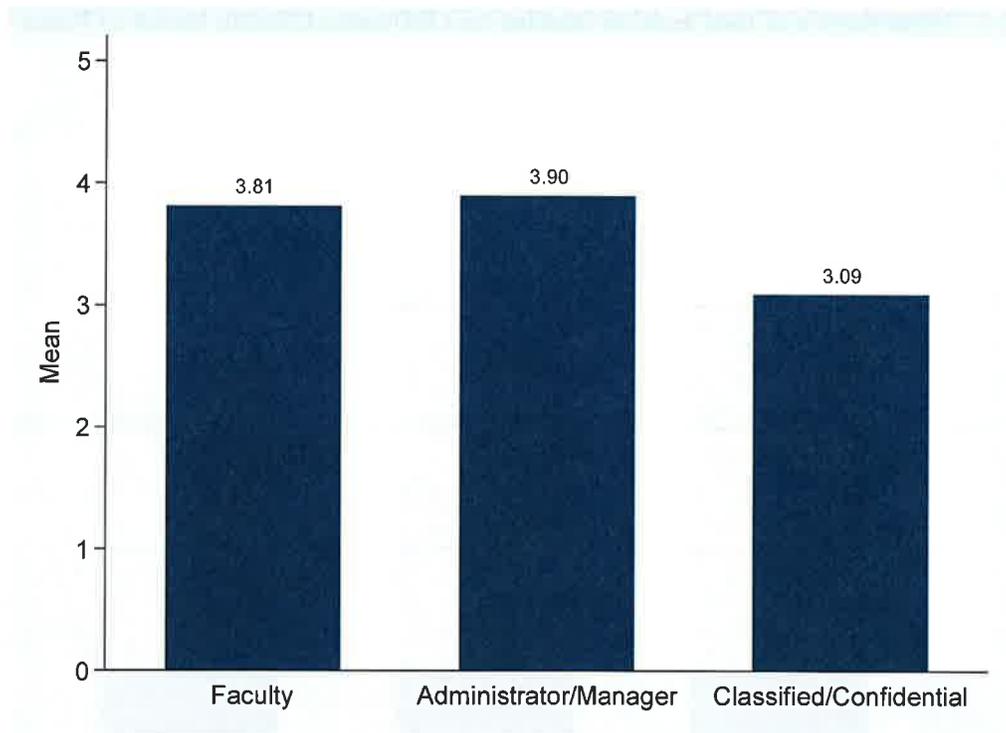
Mission		Faculty	Administrator/ Manager	Staff
1	The extent to which employees in this institution share a common definition of its mission	3.95	3.71	3.44
2	The extent to which employees are supportive of the mission of this institution	4.10	4.06	3.70
3	The extent to which employees take action to fulfill the mission of this institution	4.11	4.00	3.69
4	The extent to which there is consensus among employees about the goals of the institution	3.95	3.71	3.40
5	The extent to which the curriculum at this institution reflects its mission	4.11	3.60	3.64
6	The extent to which budgetary decisions at this institution are aligned with the mission of the institution	3.88	4.00	3.15

Figure 3. Mean Scores of the Mission Climate Factor as Rated by Personnel Classifications



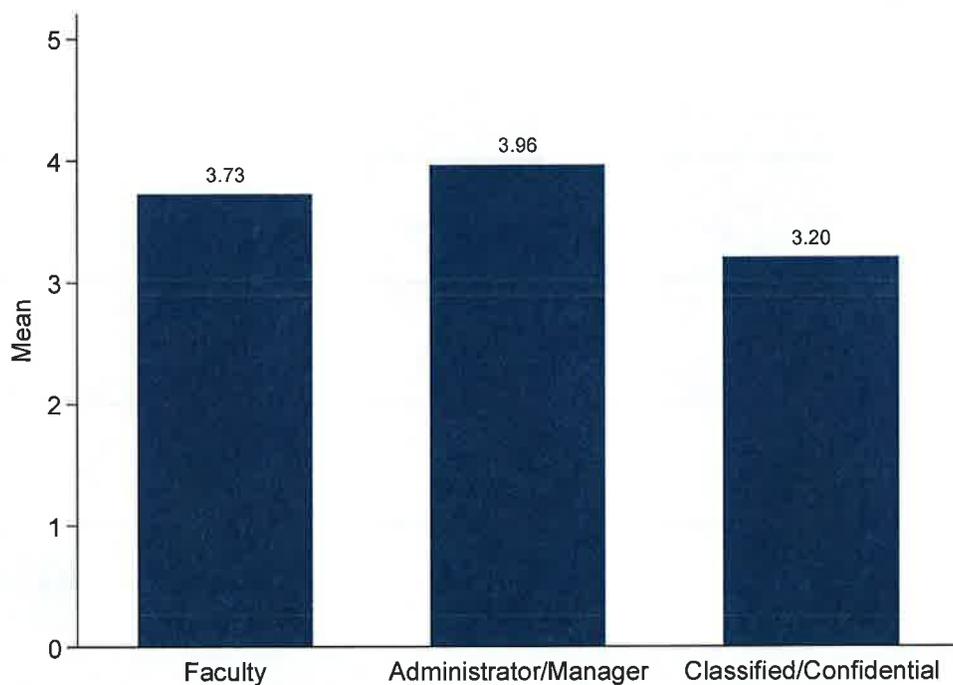
Leadership		Faculty	Administrator/ Manager	Staff
7	The extent to which leaders of this institution communicate a clear sense of purpose	3.80	3.82	2.96
8	The extent to which leaders of this institution effectively interact with internal constituents	3.77	4.00	3.04
9	The extent to which leaders of this institution effectively interact with external constituents	3.77	4.06	3.26
10	The extent to which leaders of this institution effectively address crises	3.76	3.63	3.09
11	The extent to which leaders of this institution carefully plan resource allocation	3.82	3.94	3.21
12	The extent to which leaders of this institution recognize employee achievement	3.87	3.94	2.98

Figure 4. Mean Scores of the Leadership Climate Factor as Rated by Personnel Classifications



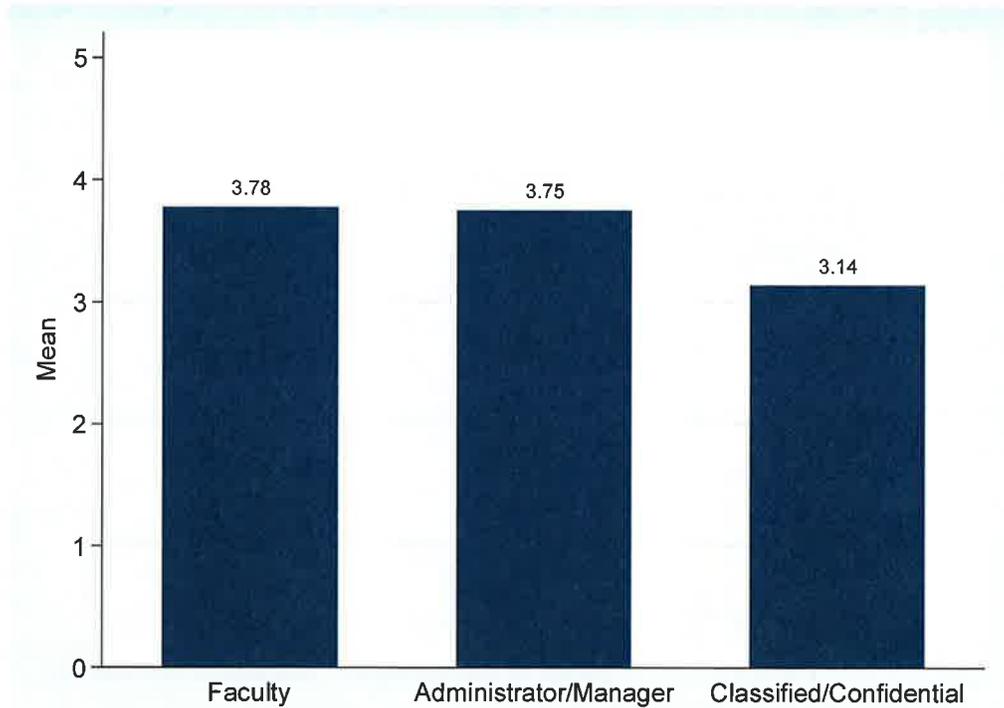
Decision-Making and Influence		Faculty	Administrator/ Manager	Staff
		13	The extent to which employees have an opportunity to provide feedback about this institution	3.88
14	The extent to which leaders use employee feedback to improve this institution	3.68	3.71	2.95
15	The extent to which this institution considers employee feedback in decision-making	3.61	3.65	2.91
16	The extent to which employees participate in decision-making	3.61	3.94	3.02
17	The extent to which employees are made aware of the outcome of decisions	3.80	3.71	3.20
18	The extent to which this institution involves faculty in decision-making	3.74	4.53	3.68
19	The extent to which this institution involves staff in decision-making	3.68	4.06	3.09
20	The extent to which this institution involves its employees in planning for the future	3.75	4.12	3.25

Figure 5. Mean Scores of the Decision-Making and Influence Climate Factor as Rated by Personnel Classifications



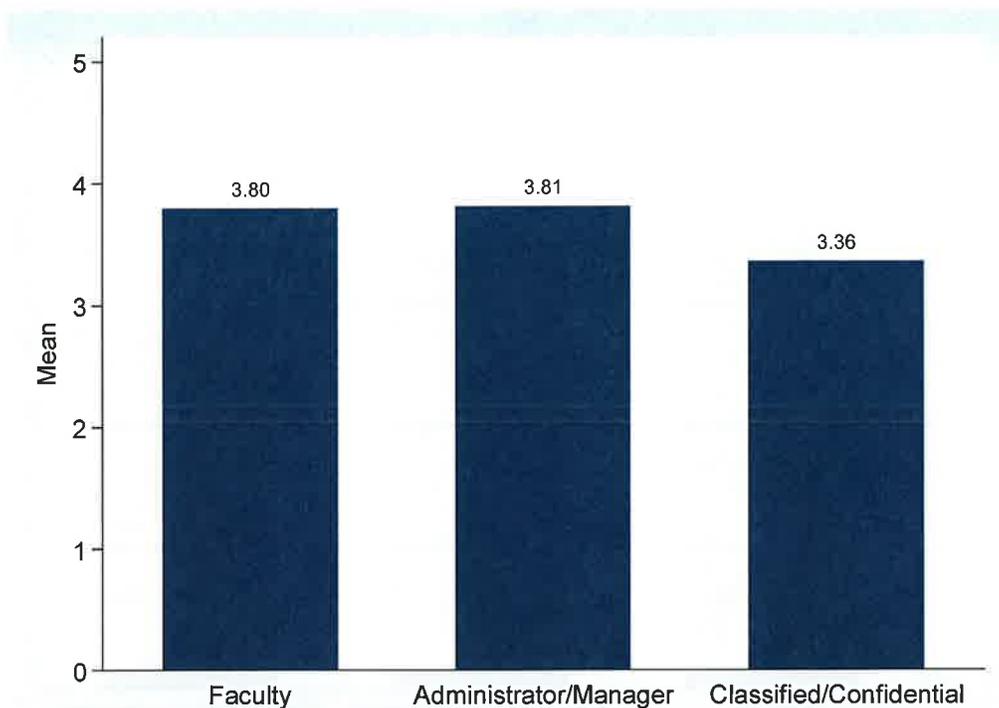
Policies and Structural Organization		Faculty	Administrator/ Manager	Staff
21	The extent to which institutional policies allow for collaboration	3.86	3.94	3.41
22	The extent to which the structure of this institution allows for collaboration	3.92	4.00	3.21
23	The extent to which the structure of this institution fosters innovation	3.87	3.65	3.13
24	The extent to which this institution follows clear processes for recognizing employee achievement	3.71	3.65	2.94
25	The extent to which institutional policies govern activities at this institution	3.88	3.94	3.36
26	The extent to which activities between units in this institution are streamlined	3.46	3.31	2.79

Figure 6. Mean Scores of the Policies and Structural Organization Climate Factor as Rated by Personnel Classifications



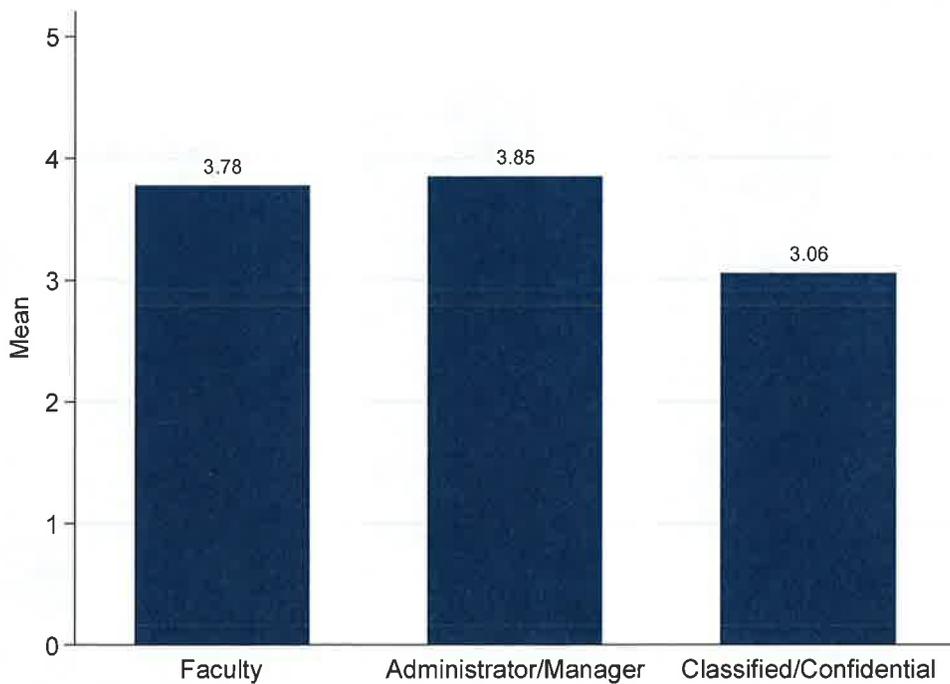
Teams and Cooperation		Faculty	Administrator/ Manager	Staff
27	The extent to which employee roles within units are clearly defined	3.80	3.94	3.18
28	The extent to which there is effective collaboration among employees	3.77	3.88	3.38
29	The extent to which units effectively collaborate across the institution	3.72	3.71	3.24
30	The extent to which employee expertise is considered when forming teams	3.72	3.47	3.19
31	The extent to which teams utilize expertise to accomplish tasks	3.84	3.88	3.41
32	The extent to which teams accomplish tasks	3.88	4.00	3.58

Figure 7. Mean Scores of the Teams and Cooperation Climate Factor as Rated by Personnel Classifications



Communication and Information Sharing		Faculty	Administrator/ Manager	Staff
33	The extent to which there is good communication between the faculty and the administration at this institution	3.77	4.13	3.15
34	The extent to which there is good communication between staff and the administration at this institution	3.69	3.71	3.02
35	The extent to which campus climate encourages differences of opinion to be aired openly	3.74	4.00	2.76
36	The extent to which the administration at this institution shares information with employees in a timely manner	3.78	3.76	3.02
37	The extent to which the information shared by the administration at this institution is useful	3.84	4.00	3.30

Figure 8. Mean Scores of the Communication and Information Sharing Climate Factor as Rated by Personnel Classifications



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WEEK A - Draft

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8 AM					
9	District Consultation Council	President's Cabinet	Joint VPs	College Technology Committee	Student Council
10		President's Cabinet		Distance Learning and Technology	Student Senate
11		Academic Senate			College Profess Devel Ad Co
12 PM		Academic Senate			Profess Devel Ad Co
1		Academic Senate	<i>moved to Monday?</i>		College Profess Devel Ad Co
2	Chancellor's Cabinet	Enrollment Management	Council on Curricu & Instruct	Facilities & Sustainability Committee	Emergency Preparedness
3		Recruitment to Completion	Curricu	Facilities Committee	Safety Health & Disaster Preparedness
4		Student Success and Matriculation	College Budget	Facilities, Safety & Land Development Committee	
5			Instructional Planning Council		
6					
7					
8					
9					

WEEK 10 - Draft

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8 AM					
9	Accrediting Coordinating Council	President's Cabinet	VP Budget	Administrative Leadership Team Meet	Student Council
10	Institutional Effectiveness	President's Cabinet		Management Team Meeting	Student Council
11	Planning, Institutional Effectiveness, & Accreditation	President's Cabinet		Manager's Meeting	Student Senate
12 PM		Academic Senate			
1			Curriculum		
2	Chancellor's Cabinet				Classified Connection
3				Executive Wing Managers	Classified Senate
4				Institutional Advancement & Effective Planning	Classified Senate
5				President's Planning Council	
6					
7					
8					
9					

WEEK C - Draft

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8 AM					
9	District Comm. Coun.	President's Cabinet	Joint VPs		Student Council
10	Admi. Serv. Plan. Coun. Admi. Serv. Wing Plan. Coun. Colle. Life and Admi. Stud. Serv. Plan. Coun.	President's Cabinet Academic Senate			Student Senate
11		Academic Senate			
12 PM					
1					
2	Chancellor's Cabinet		Council on Curricu and Instruct Curricu Curricu	Facilities Facilities and Sustainability Committee	Facilities, Safety & Land Development Committee
3		Enrollment Management Recruitment to Completion Student Success and Matriculation	College Budget Instructional Planning Council		
4			Instructional Planning Council		
5					
6					
7					
8					
9					

WEEK 1 - Draft

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	26	27	28	29	30
8 AM					
9	Accrediting Coordinating Council	President's Cabinet	VP Budget	Dean's Meeting	Student Council
10	Institutional Effectiveness	President's Cabinet		Dean's Meeting	Student Council
11	Planning, Institutional Effectiveness, Accreditation	President's Cabinet		Dean's Meeting	Student Senate
12 PM		Academic Senate			
1			Curriculum		
2	Chancellor's Cabinet	District Benefits			
3			College Council		
4			College Council		
5			Planning and Budget		
6					
7					
8					
9					

Coast Community College District Technology Advisory Committee (DTAC)

Draft Charge

11/25/2014

For discussion

With changes per discussion at District Consultation Council on 12/1/2014

Charge

The Coast Community College District Technology Advisory Committee (DTAC) advises, informs and makes specific recommendations to the District Consultation Council regarding major technology initiatives and projects throughout the district and future directions. For recommendations that have budgetary implications, DTAC's recommendations will go to the Chancellor's Cabinet first.

DTAC has primary responsibility for developing and providing oversight for implementing an overall district-wide information technology strategic plan informed by and coordinated with the college plans (bidirectional) and maintaining an ongoing implementation effort aimed at achieving the goals of the plan.

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DTAC is a participatory governance committee at the district-wide level that designed to consults and coordinates ~~with~~ the college technology committees and plans and the District Office. The Vice Chancellor Educational Services and Technology will consult with the co-chairs of the College Technology Committees in terms of setting the agendas for DTAC's meetings.

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Through the Vice Chancellor Educational Services and Technology and appropriate District IT managers, DTAC keeps informed about the current activities and future plans in each of the district-wide information technology areas: Infrastructure and Systems, Applications and Software Development and Maintenance, and User Support and Helpdesk.

In its ongoing effort to have a comprehensive overview of the information technology effort in the district, DTAC monitors major district-wide technology projects.

DTAC reviews and provides input into policy and procedure matters such as intellectual property rights, security standards, and IT standards and protocols.

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Coast Community College District
BOARD POLICY
Chapter 7
Human Resources

BP 7400 Travel

References:

Education Code Section 72423 and 87032; BP 2735 Board Member Travel; BP/AP 4300 Field Trips and Excursions

Within the financial resources of the District, the Board of Trustees encourages conference attendance by District and College representatives for institutional representation and growth as well as for professional development of the individuals concerned.

The Board may authorize attendance at meetings, conferences, and conventions when such attendance bears a direct and vital interest to the District. Requests for attendance at meetings, conferences, and/or conventions should contain evidence setting forth the basis on which the District would benefit as the result of such attendance. This policy shall be implemented consistent with existing collective bargaining agreements.

Subject to the terms of his/her employment agreement, the Chancellor is authorized to attend conferences, meetings, and other activities that are appropriate to the functions of the District, as approved by the Board of Trustees, except for demonstrated urgent business necessity.

The Chancellor shall establish procedures regarding the attendance of other employees at conferences, meetings, or activities. The procedures shall include authorized expenses, advance of funds, and reimbursement.

* The Board delegates to the Chancellor the authority to approve travel for attendance at meetings and conferences within the United States. All travel outside the United States must be approved in advance by the Board of Trustees, except for demonstrated urgent business necessity.

Board Members and District Employees shall be reimbursed at the prevailing per-diem reimbursement rate for lodging and meals as established by the Federal General Services Administration, or actual amounts reflected in an approved conference authorization request or reimbursement form. Mileage shall be reimbursed at the rate established by the Internal Revenue Service, as amended from time to time, and as approved by the Board. District employees who receive a monthly travel stipend may claim mileage reimbursement only for travel outside of Orange County, with mileage calculations beginning upon exit from Orange County and terminating upon return into Orange County.

Any reimbursement for travel by private vehicle on District business must be approved by the Chancellor. Claims for mileage reimbursement must be submitted by no later than the end of the month following accrual.

No district funds shall be expended on any political campaign, political action committee, business solicitation, or other such activity as a part of an approved travel activity.

Also see BP 2735 titled Board Member Travel and BP/AP 4300 titled Field Trips and Excursions.

Adopted June 20, 1984 (BP 6971, replaced by BP 7131) Adopted
November 5, 1986 (BP 2716(A)), replaced by BP 7401) Adopted
October 16, 1985 (BP 6972, replaced by BP 7131) Adopted January
17, 1989 (BP 6974, replaced by BP 7132) Adopted November 16,
1983 (BP 7805)

Combined and Renumbered from CCCD Policies 2716(A), 6971, 6972, 6973, 6974,
7131, 7132, 7401, and 7805, December 2, 2013

Revised December 2, 2013

Revised February 18, 2015

Coast Community College District
ADMINISTRATIVE PROCEDURE
Chapter 7 Human Resources

AP 7400 Travel

References:

Education Code Section 87032; BP 2735 Board Member Travel

General Information

This provision applies to all travel-related payment requests.

It is the responsibility of the person traveling on District business to arrange for Chancellor, College President or designee or Board of Trustees approval in accordance with policy. Request for Board of Trustees, Chancellor, College President or designee approval is submitted on a conference authorization request form and must include:

- Employee name, campus name, job title, and classification
- Employee ID number
- Travel dates and dates of meetings, conferences, or conventions
- City and state of meeting, conference, or convention
- Total reimbursement amount
- Reimbursable items, such as airfare, hotel, registration, car rental, etc.
- Budget account number used for reimbursement
- Signature(s) for approval

Arrangements for the conference, hotel, and travel should be made prior to submission of travel reimbursement paperwork, which is then submitted to Accounting-Travel after Board approval (use Purchase Order Form #708).

Do not submit the purchase order request form electronically through the Banner system, as the Banner system is unable to route the travel reimbursement purchase order request form to Accounting-Travel. The District requires employees to use the hard copy of Purchase Order Form #708 for all travel needs.

VENDOR PAYMENTS (advanced payment of registration and conference fees by District)

Conference Registration

Purchase Order Form #708 shall be submitted to Accounting-Travel at the time of, or after registration, but prior to submission of payment.

The following information must be provided on the purchase order request:

- Vendor Identification:
- Name and address of organization to which the conference registration is mailed.
- State specifically to whom check is payable to (include vendor number if available).

Description of event:

- Name of employee attending conference
- Name of conference
- Location of conference

- Date of conference
- Control number (listed on Conference Authorization Request Form provided by the Board Office following ratification or approval by the Board of Trustees)
- Employee Identification Number
- Payment deadline for registration
- Approval date by the Board of Trustees or administration

Include supporting documentation (e.g. registration form, conference brochure, etc.) Payment will not be issued without proper supporting documentation. Two sets of supporting documents shall be submitted per person, per control number.

Accounting-Travel will process the properly completed Purchase Order Request Form #708 within ten (10) business days of receipt.

Air Travel Procedure and Purchase Order Request

The Purchase Order Form #708 is submitted to Accounting-Travel, requesting direct payment to the District-approved travel vendor.

Employees traveling outside of the five contiguous Southern California counties (Orange, Los Angeles, San Bernardino, Riverside, San Diego) shall use **coach class** for travel.

Exceptions to the mode of transportation may be granted on a case-by-case basis by the Chancellor, College President and/or Chief Business Officer at the college.

The following information must be provided on the Purchase Order Form #708:

1. Name of Travel Vendor arranging reservations.
 - The agent's name making the arrangements
 - Agent's telephone number
 - Copy of travel itinerary
2. In the description area of the Form:
 - Employee name and identification number
 - Dates of departure and return
 - To/from destination
 - Board or Administrative approval date
 - Control number provided by the Board Office

Submit the travel agency invoice with Purchase Order Form #708 to Accounting-Travel prior to commencement of travel.

Accounting-Travel will process properly documented purchase order requests within ten (10) business days, and mail the issued payment to the vendor.

Allowable Airfare Expenses/Mode of Travel

Employees are expected to use the most economical mode of transportation that is in the best interest of the District.

The expense of traveling by commercial airline carrier will be allowed on the basis of actual cost. Claims for airplane travel shall be allowed in conformity with the latest published airplane tariffs. Air travel is limited to flights on scheduled commercial airlines. Air travel expenses paid by an employee or trustee's personal credit card will not be reimbursed until the conclusion of the travel

event and only upon submission of detailed, original receipts.

The District will pay for the first checked bag on airline travel.

Time of Arrival

Persons attending conventions or conferences are expected to arrive as near to time conference is scheduled to start, as transportation schedule will permit. The District shall not pay for expenses incurred for periods of time not related to District business.

Time of Departure

Persons attending conventions or conferences should depart for home upon the first available transportation following the last session, except, if such departure would be a hardship because of timing. The District shall not pay for expenses incurred for periods of time not related to District business.

Hotel/Motel Reservations

Submit the Purchase Order Form #708 to Accounting-Travel with the following information:

1. Suggested vendor's name, address, and phone number of hotel/motel and the name of the reservation clerk if known.
2. In the description area of the Form:
 - o Employee name and identification number
 - o Dates of arrival and departure
 - o Name of conference
 - o Deadline date for deposit to be received
 - o Board or administrative approval date
 - o Control number provided by the Board Office
 - o Hotel reservation with the confirmation number and related charges

Accounting-Travel may prepay one night's lodging as a deposit. The requestor must pay any additional cost of lodging and request reimbursement by submitting the ***Conference Claim for Reimbursement Form #702***.

Lodging expenses are reimbursed for the actual dates of the approved conference (the night before or the night the conference ends may be reimbursed if supported by a written statement explaining the necessity).

Lodging expenses may be reimbursed for travel within fifty (50) miles of the employee's or trustee's home or the District, with written explanation from the employee or trustee as to the necessity of lodging.

An original itemized receipt and guest folio from the hotel which states the name of the employee or trustee, number of guests, dates of stay, room rate, and any associated taxes and fees for lodging expenses must be submitted with a reimbursement claim to be allowable. This information must also be submitted even if lodging expenses are prepaid by the District.

Provisions for Advance of Funds

Personal advance can be paid in lieu of first night's lodging.

Conference Advance

Contact District Accounting-Travel to request an advance of funds. This is not available for non-District funded events.

The Board of Trustees' Letter of Authorization indicates the daily rates and instructions for an advance of funds.

An advance of funds may be made available ten (10) days prior to the commencement of travel, subject to proper documentation and Board approval.

REQUESTING REIMBURSEMENT OF CONFERENCE/TRAVEL EXPENSES

Each person authorized to attend a conference using District funds will receive a letter of authorization with a Conference Claim for Reimbursement Form #702 attached from the Board Office. The Form should be submitted to District Accounting-Travel within ten (10) days after completion of the conference/travel regardless of whether out-of-pocket expenses are expended. The Form must be submitted to close the file.

All claims for travel shall be itemized on a Conference Claim for Reimbursement Form #702.

Claims for Reimbursement

The Conference Claim for Reimbursement Forms must be completed in its entirety. Those expenses for which reimbursement was pre-approved shall be the only items listed. The claimant **cannot** be reimbursed for the following:

- Tips (unless printed on the bill)
- Personal phone calls
- Extra hotel amenities (fees for movie rentals, gym usage, etc.)
- Membership fees
- Portage
- Expenses incurred for spouse or other family members
- Leisure tours or personal side trips
- Laundry
- Any items not covered by Chancellor, College President or designee or Board approval

Attach original paid receipts or documentation which indicate proof of purchase.

Meals – Reimbursement for meals will be paid upon submission of original itemized receipts. If the receipt covers more than one person, the items consumed by the employee or trustee must be listed separately (rates and instructions are listed on the Claim for Reimbursement).

If itemized receipts are not provided for meals, reimbursement for actual expenses shall not exceed \$50/day (daily Per Diem rate of \$12 for breakfast, \$18 for lunch, and \$20 for dinner). If receipts are provided meal expenses shall not exceed \$64 per day.

If meals are included in the cost of a conference, convention, committee meeting, training seminar, etc., charges for additional meals or a substitute for the included meals will not be reimbursed unless the employee has provided a written explanation of the necessity to do so (special diet, medical issues, etc.)

When meals are charged to hotel room, the original itemized receipt for the meal must be provided; a line-item charge on the hotel bill is not sufficient documentation.

Mileage

District employees performing District services, regardless of funding sources, will be reimbursed, as provided by Education Code Section 87032 for authorized actual and necessary expenses incurred.

Travel allowances will be limited to Education Code requirements, contractual agreements, necessity of travel, and this administrative procedure.

The Headquarters for claiming travel allowances is the location assigned by the immediate supervisor. The assigned headquarters is the location to and from which mileage reimbursement is authorized. For employees who spend more than fifty percent of their assigned days at one location, that location will be designated the headquarters location. For employees with less than fifty percent of their assigned days in one location, a centralized location in the most predominantly traveled area will be designated the headquarters location.

Mileage by private automobile shall be at the current Internal Revenue Service (IRS) mileage rate, as approved by the Board of Trustees.

Travel by personal automobile must be specifically authorized and reimbursement will be made based on exact mileage, which shall **not** exceed the coach class airfare equivalent amount. It is the claimant's responsibility to submit a price quote from an outside source (such as a travel agency, Internet, etc.) for the coach airfare equivalent, as determined by District Accounting-Travel, indicating the exact same dates the passenger would have flown.

When more than one individual attends the same event and private transportation is used, carpooling is strongly encouraged. If two or more employees or trustees share a personal vehicle, only one employee or trustee shall be reimbursed for mileage expenses.

The District will reimburse telephone calls that are work related and are clearly listed on the hotel portfolio.

Reasonable taxi/shuttle/limousine fees -transportation reimbursement shall include mileage to and from the airport when air travel is involved. Reimbursement for taxi/shuttle /train/ Bart will be paid upon submission of original itemized receipts.

District employees who receive a monthly travel stipend may claim mileage reimbursement only for travel outside of Orange County, with mileage calculations beginning upon exit from Orange County and terminating upon return into Orange County.

Automobile Travel

In cases where authorized travel is by District-owned automobile, actual and necessary travel expense will not include mileage expense.

Travel reimbursement will be made for travel to/from the job location and headquarters when an employee uses his/her own vehicle for official District business in the performance of regularly assigned duties.

If an employee is directed to begin or end their work day at a work site that is not their normal work location, reimbursement would only be authorized for the additional mileage beyond the normal commute distance.

The use of the most economical vehicle will be required, whenever available. Employees are encouraged to carpool in rented vehicles when possible. Rental car expenses must be supported by receipts. The District's insurance policy is secondary for purposes of physical loss of, or damage to, rental vehicles.

Employees are required to secure short-term, full coverage automobile insurance from the vehicle rental agency at the time of rental. Employees shall be reimbursed for the nominal insurance coverage fee, provided that such fee is included in the expense reimbursement request.

Public Carrier Travel

The expense of traveling by public carrier (rail, bus, airplane, etc.) will be allowed on the basis of actual cost. All travelers will be expected to use the most economical mode of transportation where practical and in the best interest of the District. If the requestor uses a more expensive mode of transportation, the District will only reimburse at the most economical travel rate, as determined by District Accounting-Travel. Direct expense and the employee's time will be considered in the choice of method of transportation.

Lodging

Reasonable and necessary lodging will be reimbursed as supported by receipts. All lodging must be in the geographical area of the conference or meeting and must be approved in writing in advance by the Chief Business Officer or designee(s).

When a traveler shares lodging with a non-District traveler (spouse/partner, members of a family, friends, etc.), reimbursement to the traveler is limited to the rates for the District traveler only. Except in extenuating circumstances, as described above, lodging will not be paid when the conference or meeting is within commuting distance fifty (50) miles radius of the employee's or trustee's home or the District office. The District traveler should always request the government/conference/most economical rate and request that the Transient Occupancy Tax be waived at the time of the reservation and/or check-in.

Overnight lodging for employees living within the geographical area of the conference meeting may be approved with written explanation from the employee as to the necessity of lodging.

Meals (including reasonable/customary gratuities and applicable local tax). Any expenses in excess of the maximum daily rate will not be reimbursed by the District.

Miscellaneous Expenses Certain miscellaneous expenses related to official District business will be allowed if identified, such as transportation, parking fees, internet access, taxi service, reasonable/customary gratuities, and telephone calls. Receipts will be obtained when reasonably possible. Expenses must be individually itemized and supported by documentation in order to be eligible for reimbursement.

Non-Reimbursable Items The District will not provide reimbursement for parking or traffic violations, personal services, valet, auto repairs when using personal automobile, entertainment, trip insurance, or any expenses considered to be excessive. The District traveler will not be reimbursed for non-District travelers' expenses (spouse/partner, members of a family, friends, other conference participants, etc.).

Employees who receive a cash travel advance, and then are unable to attend the travel event, must reimburse the entire travel advance to the District within ten (10) business days of the original dates of travel. Failure to do so may result in a payroll deduction of the entire amount of the advance from the next occurring pay period. Abuse of travel advance privileges may result in denial of future travel advance requests and shall be considered a misappropriation of funds by the employee. No such advance shall be considered for any purpose as a loan to such employee.

Also see BP 2735 titled Board Member Travel.

Ratified December 2, 2013
Ratified February 18, 2015