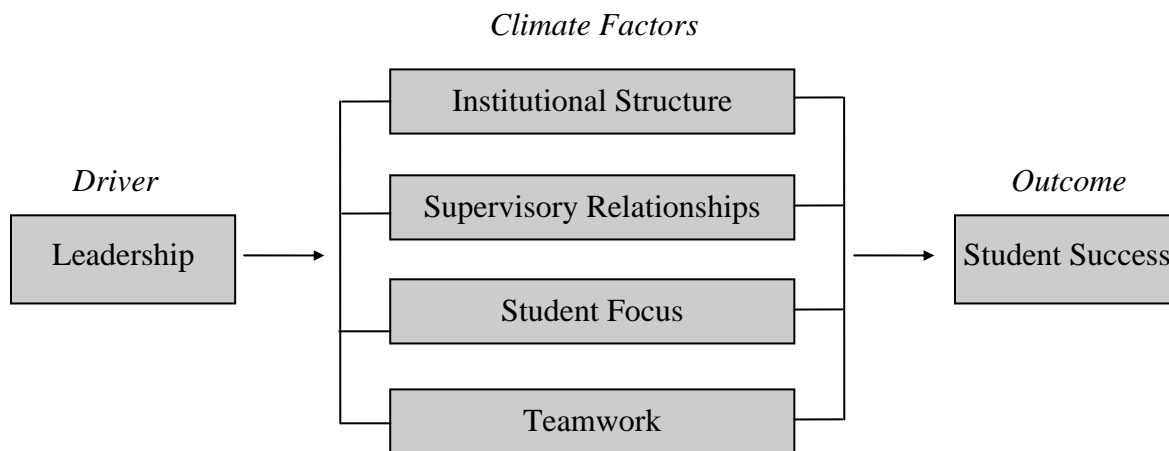


EXECUTIVE SUMMARY

In September, 2005, the Personal Assessment of the College Environment (PACE) survey was administered to all 257 employees at Jackson Community College (JCC). Of those 257 employees, 108 (42.0%) 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 JCC 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 JCC 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 Jackson 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 JCC to a range of four managerial systems found to exist in colleges and to a Norm Base of 45 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 JCC included 56 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 56 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2). Six fell within the Competitive range (rated between 2 and 3). Forty-nine fell within the Consultative range (rated between 3 and 4), and one composite ratings fell within the Collaborative range (rated between 4 and 5).

At JCC, the overall results from the PACE instrument indicate a relatively healthy campus climate, yielding an overall 3.43 mean score or middle Consultative system. The Teamwork category received the highest mean score (3.61), whereas the Institutional Structure category received the lowest mean score (3.11). When respondents were classified according to functional role at JCC, the composite ratings were as follows: Administrator (3.71), Faculty (3.55), and Classified/Technical (3.27).

Overall, the following have been identified as areas of excellence at Jackson Community College.*

- The extent to which I feel my job is relevant to this institution's mission, 4.25
- The extent to which I am given the opportunity to be creative in my work, 3.97
- The extent to which my supervisor expresses confidence in my work, 3.96
- The extent to which this institution prepares students for further learning, 3.95
- The extent to which students receive an excellent education at this institution, 3.94
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.92
- The extent to which this institution prepares students for a career, 3.85
- The extent to which my work team provides an environment for free and open expression , 3.83
- The extent to which my supervisor seriously considers my ideas, 3.80
- The extent to which students' competencies are enhanced, 3.77

*Customized questions were not included in this listing.

The following have been identified as areas in need of improvement at Jackson Community College.*

- The extent to which information is shared within this institution, 2.77
- The extent to which decisions are made at the appropriate level at this institution, 2.83
- The extent to which this institution is appropriately organized, 2.90
- The extent to which open and ethical communication is practiced at this institution, 2.93
- The extent to which I have the opportunity for advancement, 3.01
- The extent to which institutional teams use problem-solving techniques, 3.02
- The extent to which I am able to appropriately influence the direction of this institution, 3.06
- The extent to which a spirit of cooperation exists at this institution, 3.08
- The extent to which this institution has been successful in positively motivating my performance, 3.20
- The extent to which my work is guided by clearly defined administrative processes, 3.22

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

*Customized questions were not included in this listing.

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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). EXPLAIN FACTORS

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 Jackson 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 Jackson Community College.

METHOD

Population

In September, 2005, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Jackson Community College. Of the 257 employees administered the instrument, 108 (42.0%) completed and returned the instrument for analysis. Of those 108 employees, 33 (30.6%) 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 JCC 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 Human Resources Office of JCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

The PACE was distributed to employees of JCC via fall convocation and campus mail boxes. Employees were provided with envelopes and were informed of the collection deadline and locations. Completed surveys were returned to NILIE for analysis. The surveys were read by an optical scanner and data were analyzed using the statistical package SAS, version 9.1.

Instrumentation

The PACE instrument is divided into four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. A Customized section developed by Jackson Community College was also included in the administration of the instrument. A total of 56 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 pre-printed survey items, respondents were given an opportunity to provide comments about the most favorable aspects of JCC 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 0.9760. 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 2003 to present are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from July 2003 to Present (n=11,555)

Climate Category	Alpha Coefficient
Institutional Structure	0.9549
Supervisory Relationships	0.9488
Student Focus	0.9463
Teamwork	0.9440
Overall (1-46)	0.9760

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 are presented, followed by an overall analysis of the item and climate factor means and standard deviations. Where appropriate, comparisons are made with matching data from JCC's 2004 PACE by conducting *t*-tests to identify items significantly different from the previous PACE administration. Similar analyses were applied to the items and climate factors by functional role and generated priorities for change for each functional role. Also, comparative analyses of factor means by demographic variables were conducted. The item and domain means of this PACE were correspondingly compared with the NILIE Norm Base, with significant differences between means again being identified through *t*-tests. Finally, a qualitative analysis was conducted on the open-ended comments provided by the survey respondents.

Respondent Characteristics

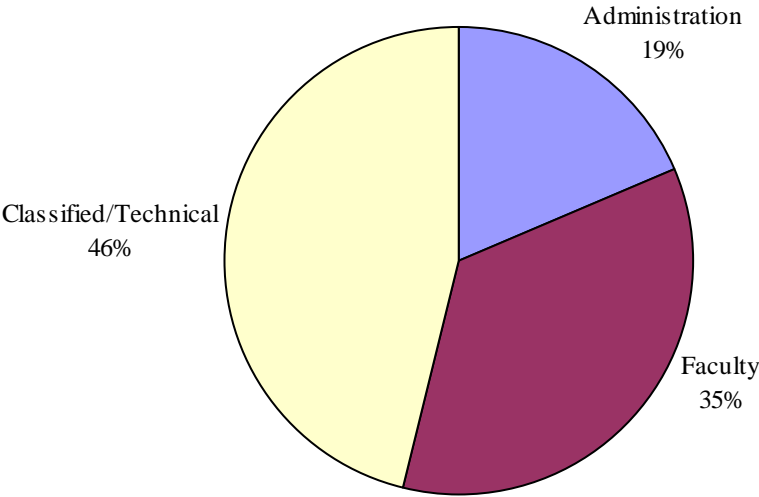
Of the 257 JCC employees administered the survey, 108 (42.0%) completed the PACE survey. Survey respondents classified themselves into functional roles. Refer to Table 3 and Figure 2.

Table 3. Response by Self-Selected Functional Role

Functional Role	Population	Surveys Returned for Analysis	Percent of Population Represented
Administration	30	19	63.3%
Faculty	91	36	39.6%
Classified/Technical	136	47	34.6%
Did not respond		6	
Total	257	108	42.0%

Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%.

Figure 2. Proportion of Total Responses by Functional Role



6 individuals did not respond to the functional role 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. This table also compares the results of the previous administration of the PACE survey with this latest administration.

Table 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	2004 # of Responses	2004 % of Responses	2005 # of Responses	2005 % of Responses
What is your job classification:				
Administration	36	22.4%	19	17.6%
Faculty	54	33.5%	36	33.3%
Classified/Technical	64	39.8%	47	43.5%
Did not respond	7	4.4%	6	5.6%
What is your race/ethnicity:				
Combined/Other	6	1.9%	9	8.3%
Caucasian	144	89.4%	92	85.2%
Did not respond	11	6.8%	7	6.5%
How long have you been employed at JCC:				
Less than 1 year	14	8.7%	7	6.5%
1-4 years	41	25.5%	29	26.9%
5-9 years	28	17.4%	22	20.4%
10-14 years	16	9.9%	14	13.0%
15 or more years	57	35.4%	28	25.9%
Did not respond	5	3.1%	8	7.4%
What is your gender:				
Female	80	49.7%	66	61.1%
Male	42	26.1%	28	25.9%
Did not respond	39	24.2%	14	13.0%
What is your current employment status:				
Full-time	-	-	91	84.3%
Part-time	-	-	11	10.2%
Did not respond	-	-	6	5.6%

Table 4. Continued

Demographic Variable	2004 # of Responses	2004 % of Responses	2005 # of Responses	2005 % of Responses
What is your primary work schedule:				
Day	-	-	81	75.0%
Evening	-	-	5	4.6%
Varied/On-call	-	-	11	10.2%
Weekend	-	-	5	4.6%
Did not respond	-	-	6	5.6%
Would you recommend JCC as a place to work:				
Yes	-	-	87	80.6%
No	-	-	14	13.0%
Did not respond	-	-	7	6.5%

Comparative Analysis: Overall

The results from the PACE survey indicate that personnel perceive the composite climate at JCC to fall toward the middle-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 Teamwork climate factor received the highest composite rating (3.61), which represented a Collaborative management environment. The Institutional Structure climate factor received the lowest mean score (3.11) within the lower area of the Consultative management area. Overall, employees rated the management style in the middle range of the Consultative management area. (See also Figure 3). When compared to the revised 2004 JCC mean scores, the 2005 JCC mean scores declined slightly.

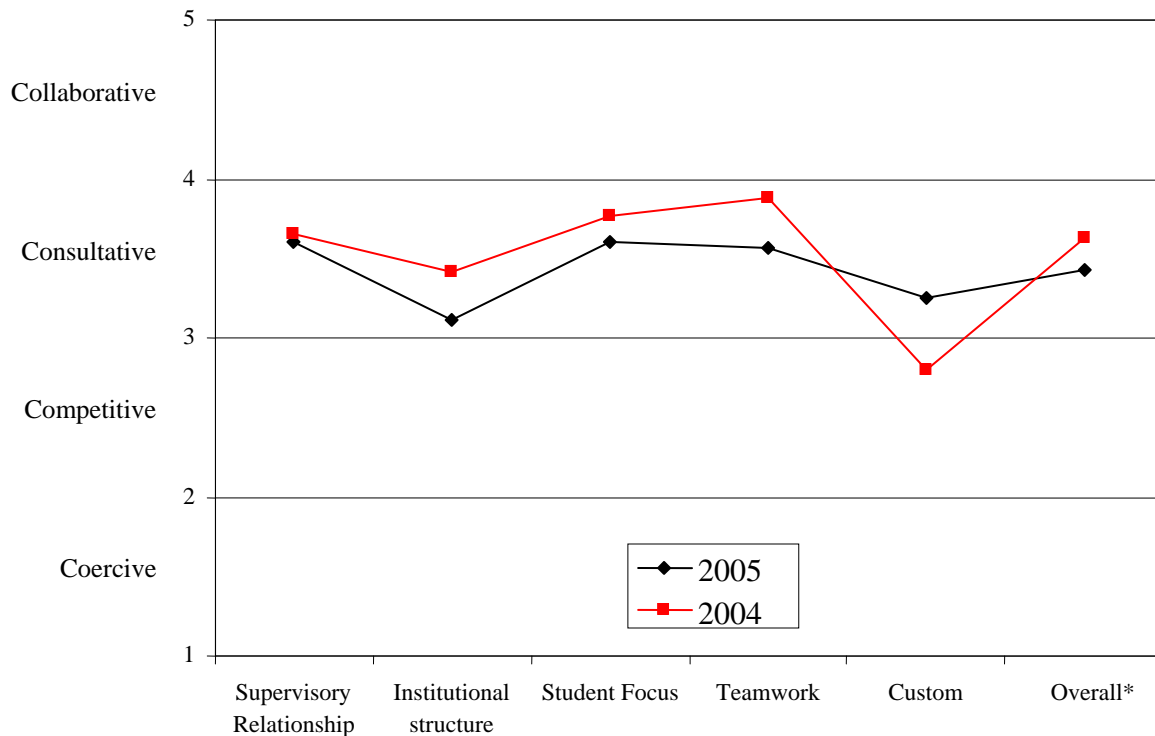
Table 5. Jackson Community College Climate as Rated by All Employees

Domain	2004 JCC*	2005 JCC
Supervisory Relationships	3.66	3.60
Institutional Structure	3.41	3.11
Teamwork	3.77	3.61
Student Focus	3.87	3.57
Overall**	3.63	3.43

* The 2004 JCC domain and overall mean scores were calculated based on the revised PACE survey and do not match the scores listed in the 2004 JCC PACE report.

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

Figure 3. Jackson 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 Jackson Community College.

In reviewing each of the items separately, the data shows that of the 56 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0), six fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Forty-nine fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and one fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=49) 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 3.43 as indicated on the previous page in Figure 3.

Tables 6 through 10 report the mean scores of all personnel for each of the 56 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 JCC 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. For example, a small SD demonstrates that most answers fell within a narrow or restrictive range. Conversely, a large SD demonstrates that more variance existed around the mean score for the item. When the SD becomes too great, the mean is no longer a reliable indicator of the participant responses.

The tables also provide a comparison between the 2004 administration and the 2005 administration. Statistically significant differences between the administrations are noted by an “*” next to the 2005 mean and standard deviation. Items which are new to the revised PACE cannot be compared to previous administrations using the old version.

Table 6. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships		2004 Mean (SD)	2005 Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	3.91 (0.91)	3.96 (1.27)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	N/A	3.92 (1.25)
12	The extent to which positive work expectations are communicated to me	3.60 (1.01)	3.41 (1.21)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.36 (0.98)	3.26 (1.08)
20	The extent to which I receive timely feedback for my work	3.38 (0.99)	3.50 (1.19)
21	The extent to which I receive appropriate feedback for my work	3.44 (1.00)	3.62 (1.15)
26	The extent to which my supervisor actively seeks my ideas	3.65 (1.17)	3.72 (1.23)
27	The extent to which my supervisor seriously considers my ideas	3.92 (1.14)	3.80 (1.22)
30	The extent to which work outcomes are clarified for me	3.49 (1.06)	3.56 (1.09)
34	The extent to which my supervisor helps me to improve my work	3.42 (1.15)	3.73 (1.12)*
39	The extent to which I am given the opportunity to be creative in my work	4.03 (1.16)	3.97 (1.06)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.99 (1.05)	3.53 (1.18)*
46	The extent to which professional development and training opportunities are available	N/A	3.50 (1.13)
Mean Total		3.66 (0.87)	3.60 (0.91)

*T-test results indicate a significant difference at alpha=0.05 level

Table 7. Comparative Mean Responses: Institutional Structure

Institutional Structure		2004 Mean (SD)	2005 Mean (SD)
1	The extent to which the actions of this institution reflect its mission	3.78 (0.91)	3.68 (1.07)
4	The extent to which decisions are made at the appropriate level	3.18 (1.11)	2.83 (1.22)*
5	The extent to which the institution effectively promotes diversity in the workplace	N/A	3.46 (1.05)
6	The extent to which administrative leadership is focused on meeting the needs of students	3.51 (1.07)	3.43 (1.16)
10	The extent to which information is shared within the institution	3.30 (1.08)	2.77 (1.34)*
11	The extent to which institutional teams use problem-solving techniques	3.43 (0.99)	3.02 (1.04)*
15	The extent to which I am able to appropriately influence the direction of this institution	3.26 (1.05)	3.06 (1.19)
16	The extent to which open and ethical communication is practiced	3.32 (1.14)	2.93 (1.32)*
22	The extent to which this institution has been successful in positively motivating my performance	3.50 (1.20)	3.20 (1.32)
25	The extent to which a spirit of cooperation exists at this institution	3.24 (1.08)	3.08 (1.20)
29	The extent to which institution-wide policies guide my work	3.58 (0.89)	3.45 (1.02)
32	The extent to which this institution is appropriately organized	3.23 (1.10)	2.90 (1.19)*
38	The extent to which I have the opportunity for advancement	3.46 (1.16)	3.01 (1.21)*
41	The extent to which I receive adequate information regarding important activities	3.66 (0.99)	3.32 (1.20)*
44	The extent to which my work is guided by clearly defined administrative processes	3.37 (1.11)	3.22 (1.22)
Mean Total		3.41 (0.87)	3.11 (0.93)

*T-test results indicate a significant difference at alpha=0.05 level

Table 8. Comparative Mean Responses: Teamwork

Teamwork		2004 Mean (SD)	2005 Mean (SD)
3	The extent to which there is a spirit of cooperation within my work team	3.82 (1.15)	3.71 (1.32)
14	The extent to which my primary work team uses problem-solving techniques	3.80 (0.99)	3.72 (1.04)
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.84 (1.09)	3.70 (1.18)
33	The extent to which my work team provides an environment for free and open expression	N/A	3.83 (1.24)
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.64 (1.06)	3.59 (1.12)
43	The extent to which a spirit of cooperation exists in my department	3.77 (1.22)	3.67 (1.38)
Mean Total		3.77 (0.98)	3.61 (1.16)

Table 9. Comparative Mean Responses: Student Focus

Student Focus		2004 Mean (SD)	2005 Mean (SD)
7	The extent to which student needs are central to what we do	3.97 (0.96)	3.50 (1.03)*
8	The extent to which I feel my job is relevant to this institution's mission	4.47 (0.67)	4.25 (0.88)*
17	The extent to which faculty meet the needs of students	3.83 (0.90)	3.74 (0.85)
18	The extent to which student ethnic and cultural diversity are important at this institution	3.63 (0.98)	3.51 (1.00)
19	The extent to which students' competencies are enhanced	3.76 (0.84)	3.77 (0.78)
23	The extent to which non-teaching professional personnel meet the needs of the students	3.72 (1.03)	3.73 (1.02)
28	The extent to which classified (supporting) personnel meet the needs of the students	N/A	3.76 (0.92)
31	The extent to which students receive an excellent education at this institution	4.01 (0.83)	3.94 (0.90)
35	The extent to which this institution prepares students for a career	3.86 (0.92)	3.85 (0.83)
37	The extent to which this institution prepares students for further learning	3.99 (0.81)	3.95 (0.80)
40	The extent to which students are assisted with their personal development	3.45 (0.98)	3.64 (0.89)
42	The extent to which students are satisfied with their educational experience	3.70 (0.84)	3.74 (0.70)
Mean Total		3.87 (0.66)	3.57 (0.97)

*T-test results indicate a significant difference at alpha=0.05 level

Table 10. Comparative Mean Responses: Customized

Customized	2004 Mean (SD)	2005 Mean (SD)
47 The extent to which the college provides student life opportunities	3.22 (0.95)	3.30 (1.06)
48 The extent to which the college has made progress on increasing the diversity and inclusion of employees and students	3.43 (0.96)	3.50 (0.97)
49 The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision	3.30 (0.99)	2.97 (1.21)
50 The extent to which employees know and understand the strategic goals of JCC	3.45 (0.95)	3.24 (1.01)
51 The extent to which the institution values people	3.55 (1.10)	3.18 (1.31)
52 The extent to which JCC makes clear a code of ethical behavior that it expects staff to follow	3.57 (1.01)	3.20 (1.24)
53 The extent to which there is campus wide input on matters of importance	3.35 (1.03)	3.07 (1.18)
54 The extent to which the institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible schedule, tuition reimbursement)	4.01 (0.94)	3.92 (1.10)
55 The extent to which campus security provides for my safety	3.97 (0.88)	3.95 (1.03)
56 The extent to which the institution has improved its relationship with the community	2.80 (1.03)	2.86 (1.02)
Mean Total		3.25 (0.79)

Comparative Analysis: Functional Role

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in functional roles. In general the Administrators rated the four normative factors most favorable (3.71), whereas the Classified/Technical employees rated the five normative factors least favorable (3.27). See also Table 11.

Figures 5 through 9 show the ratings of each employee group for each of the 56 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 Functional Roles at Jackson Community College.

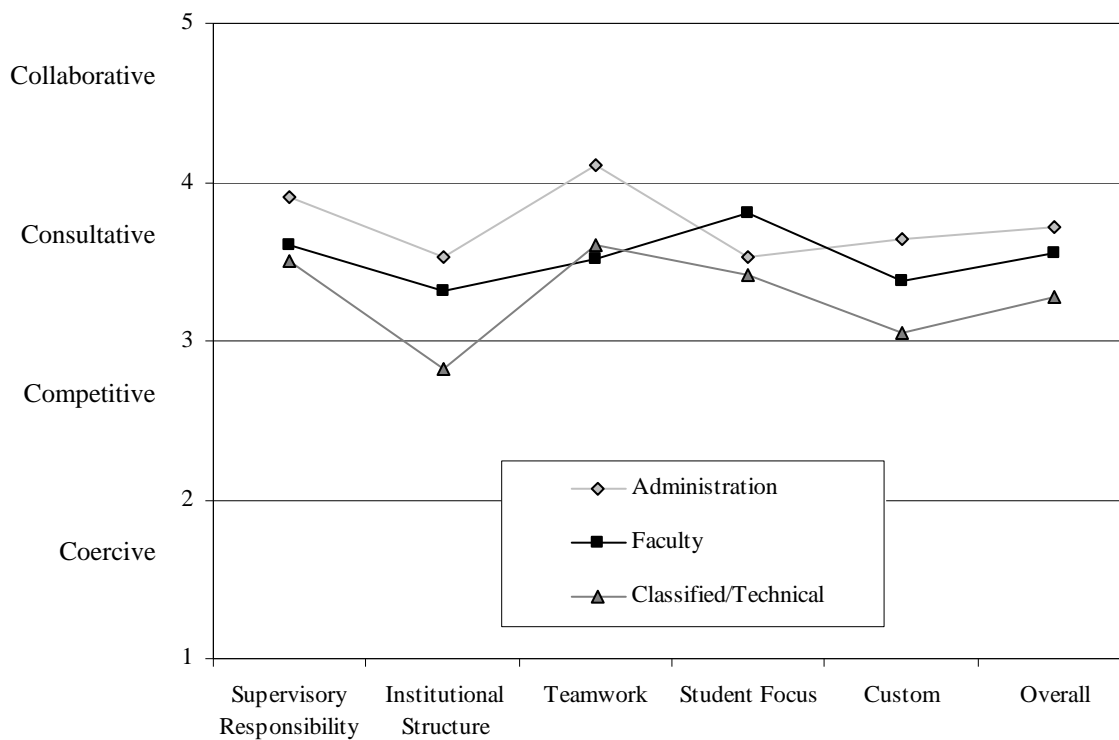


Table 11. Mean Climate Scores as Rated by Functional Roles and by Year

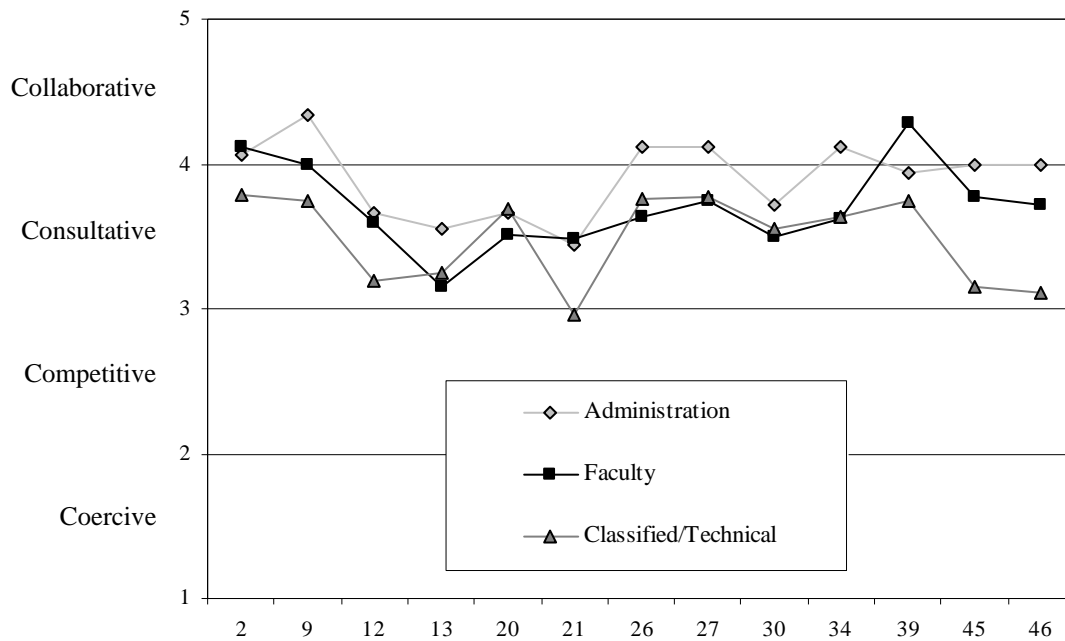
Domain	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Customized	Overall*
Administrator						
2004	3.91	3.65	4.06	3.96	3.22	3.85
2005	3.91	3.53	4.10	3.53	3.65	3.71
Faculty						
2004	3.75	3.64	3.99	3.99	2.84	3.81
2005	3.60	3.32	3.51	3.81	3.37	3.55
Classified/ Technical						
2004	3.53	3.22	3.48	3.80	2.67	3.46
2005	3.50	2.83	3.60	3.42	3.05	3.27

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

Supervisory Relationships

		Administrator	Faculty	Classified/Technical
2	The extent to which my supervisor expresses confidence in my work	4.06	4.11	3.78
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.33	4.00	3.74
12	The extent to which positive work expectations are communicated to me	3.67	3.60	3.20
13	The extent to which unacceptable behaviors are identified and communicated to me	3.56	3.16	3.25
20	The extent to which I receive timely feedback for my work	3.56	3.51	3.69
21	The extent to which I receive appropriate feedback for my work	3.67	3.49	2.96
26	The extent to which my supervisor actively seeks my ideas	4.11	3.63	3.76
27	The extent to which my supervisor seriously considers my ideas	4.11	3.74	3.78
30	The extent to which work outcomes are clarified for me	3.72	3.50	3.56
34	The extent to which my supervisor helps me to improve my work	4.11	3.62	3.63
39	The extent to which I am given the opportunity to be creative in my work	3.94	4.28	3.74
45	The extent to which I have the opportunity to express my ideas in appropriate forums	4.00	3.78	3.15
46	The extent to which professional development and training opportunities are available	4.00	3.72	3.11

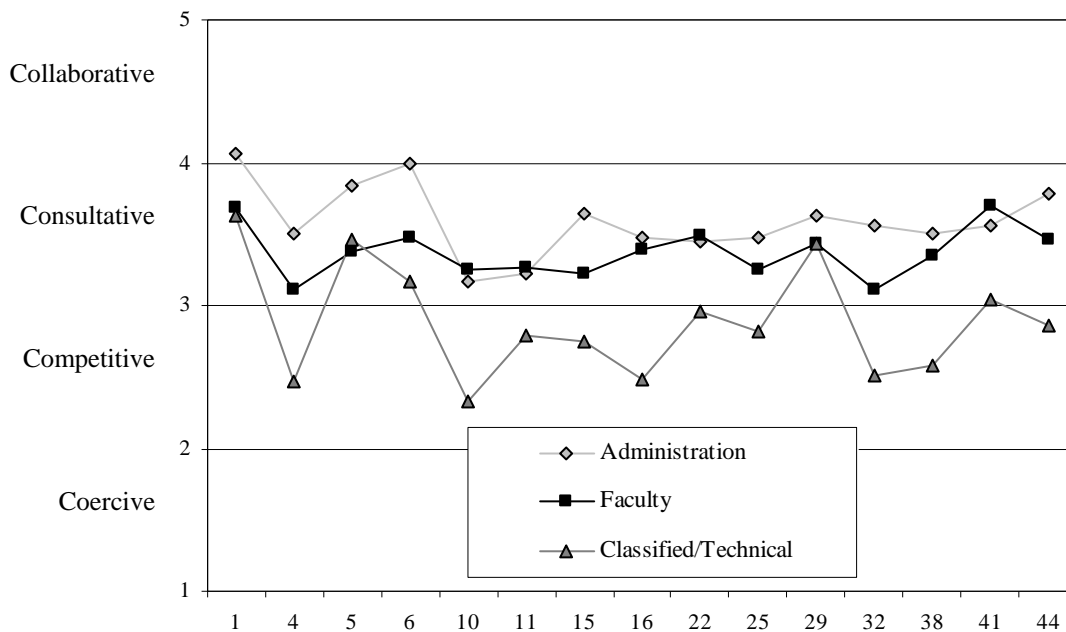
Figure 5. Mean Scores of the Supervisory Relationships Climate Factor as Rated by Functional Roles at Jackson Community College



Institutional Structure

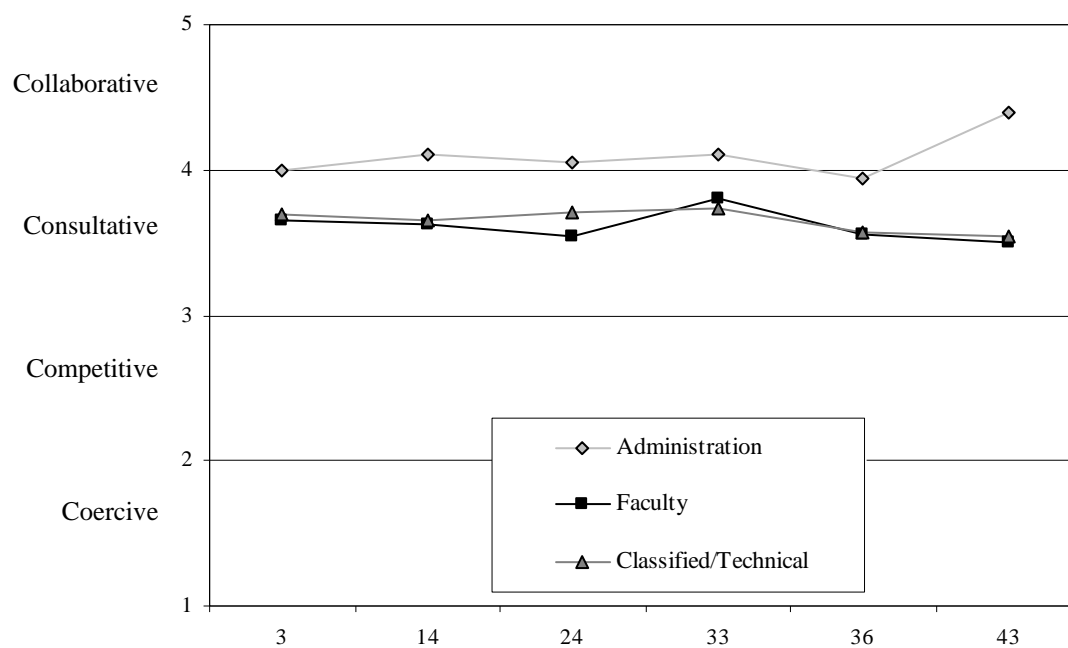
		Administrator	Faculty	Classified/Technical
1	The extent to which the actions of this institution reflect its mission	4.06	3.69	3.63
4	The extent to which decisions are made at the appropriate level	3.50	3.11	2.47
5	The extent to which the institution effectively promotes diversity in the workplace	3.83	3.37	3.46
6	The extent to which administrative leadership is focused on meeting the needs of students	4.00	3.47	3.17
10	The extent to which information is shared within this institution	3.17	3.25	2.33
11	The extent to which institutional teams use problem-solving techniques	3.22	3.26	2.80
15	The extent to which I am able to appropriately influence the direction of this institution	3.65	3.23	2.75
16	The extent to which open and ethical communication is practiced	3.47	3.39	2.49
22	The extent to which this institution has been successful in positively motivating my performance	3.44	3.49	2.96
25	The extent to which a spirit of cooperation exists at this institution	3.47	3.25	2.82
29	The extent to which institution-wide policies guide my work	3.63	3.43	3.43
32	The extent to which this institution is appropriately organized	3.56	3.11	2.51
38	The extent to which I have the opportunity for advancement	3.50	3.34	2.59
41	The extent to which I receive adequate information regarding important activities	3.56	3.69	3.04
44	The extent to which my work is guided by clearly defined administrative processes			

Figure 6. Mean Scores of the Institutional Structure Climate Factor as Rated by Functional Roles at Jackson Community College



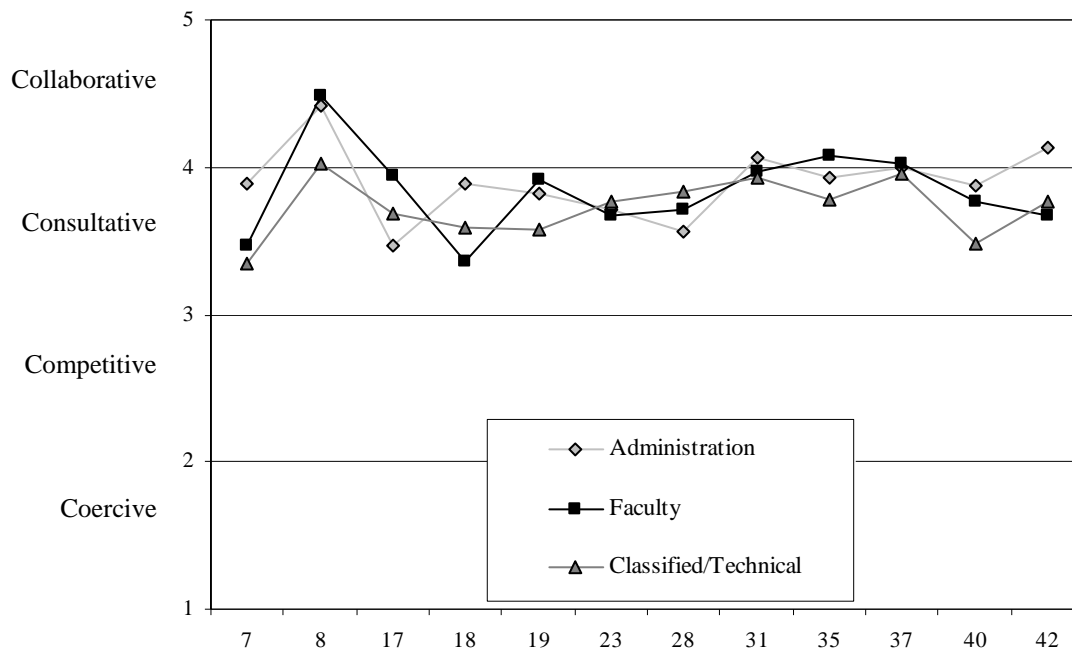
Teamwork		Administrator	Faculty	Classified/Technical
3	The extent to which there is a spirit of cooperation within my work team	4.00	3.66	3.70
14	The extent to which my primary work team uses problem-solving techniques	4.11	3.63	3.66
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.06	3.54	3.71
33	The extent to which my work team provides an environment for free and open expression	4.11	3.80	3.74
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.94	3.56	3.57
43	The extent to which a spirit of cooperation exists in my department	4.39	3.50	3.54

Figure 7. Mean Scores of the Teamwork Climate Factor as Rated by Functional Roles at Jackson Community College



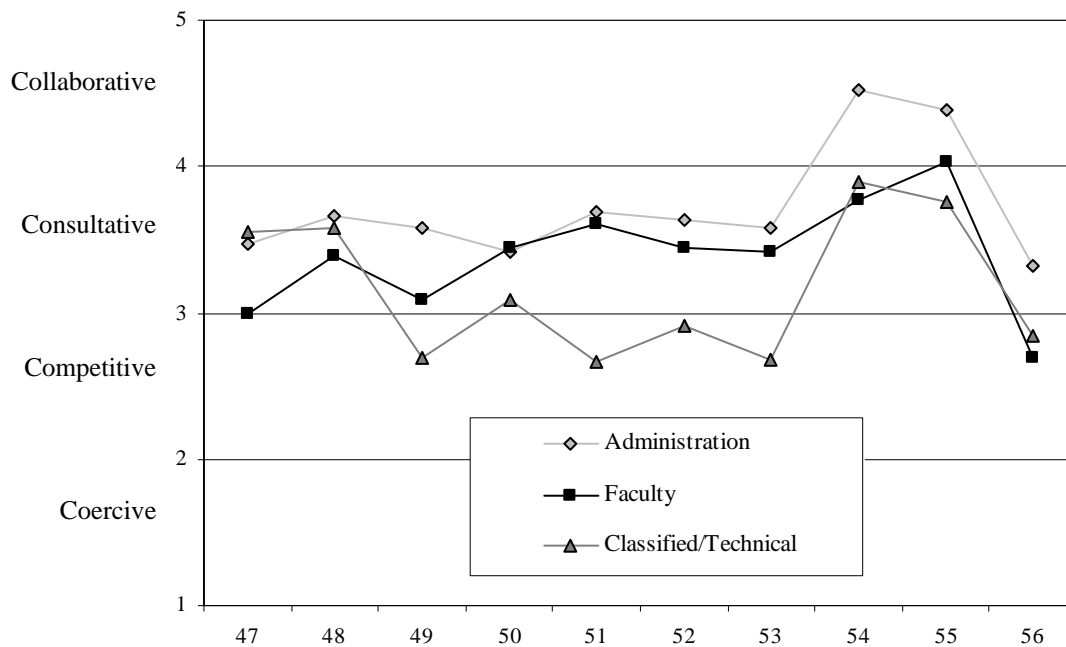
Student Focus		Administrator	Faculty	Classified/Technical
7	The extent to which student needs are central to what we do	3.88	3.47	3.35
8	The extent to which I feel my job is relevant to this institution's mission	4.41	4.49	4.02
17	The extent to which faculty meet the needs of the students	3.47	3.94	3.68
18	The extent to which student ethnic and cultural diversity are important	3.88	3.36	3.59
19	The extent to which students' competencies are enhanced	3.82	3.92	3.58
23	The extent to which non-teaching professional personnel meet the needs of the students	3.71	3.67	3.77
28	The extent to which classified (supporting) personnel meet the needs of the students	3.56	3.71	3.84
31	The extent to which students receive an excellent education	4.06	3.97	3.93
35	The extent to which this institution prepares students for a career	3.93	4.08	3.78
37	The extent to which this institution prepares students for further learning	4.00	4.03	3.95
40	The extent to which students are assisted with their personal development	3.88	3.77	3.49
42	The extent to which students are satisfied with their educational experience	4.13	3.67	3.76

Figure 8. Mean Scores of the Student Focus Climate Factor as Rated by Functional Roles at Jackson Community College



Customized		Administrator	Faculty	Classified/Technical
47	The extent to which the college provides student life opportunities	3.47	3.00	3.56
48	The extent to which the college has made progress on increasing the diversity and inclusion of employees and students	3.67	3.39	3.58
49	The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision	3.58	3.09	2.69
50	The extent to which employees know and understand the strategic goals of JCC	3.42	3.44	3.09
51	The extent to which the institution values people	3.68	3.61	2.66
52	The extent to which JCC makes clear a code of ethical behavior that it expects staff to follow	3.63	3.44	2.91
53	The extent to which there is campus wide input on matters of importance	3.58	3.42	2.68
54	The extent to which the institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible schedule, tuition reimbursement)	4.53	3.77	3.89
55	The extent to which campus security provides for my safety	4.39	4.03	3.76
56	The extent to which the institution has improved its relationship with the community	3.32	2.69	2.84

Figure 9. Mean Scores of the Customized Climate Factor as Rated by Functional Roles at Jackson Community College



Tables 12 through 14 contain the top ten priorities for improvement for each functional role among the standard PACE items and the top three priorities for improvement from the customized items developed specifically for Jackson Community College.

Table 12. Priorities for Change: Administrator

Mean	Area to Change
3.17	The extent to which information is shared within this institution
3.22	The extent to which institutional teams use problem-solving techniques
3.44	The extent to which this institution has been successful in positively motivating my performance
3.47	The extent to which open and ethical communication is practiced
3.47	The extent to which faculty meet the needs of the students
3.47	The extent to which a spirit of cooperation exists at this institution
3.50	The extent to which decisions are made at the appropriate level
3.50	The extent to which I have the opportunity for advancement
3.56	The extent to which unacceptable behaviors are identified and communicated to me
3.56	The extent to which I receive timely feedback for my work
3.56	The extent to which this institution is appropriately organized
3.56	The extent to which I receive adequate information regarding important activities at this institution
Mean	Area to Change—Customized
3.32	The extent to which the institution has improved its relationship with the community
3.42	The extent to which employees know and understand the strategic goals of JCC
3.47	The extent to which the college provides student life opportunities

Table 13. Priorities for Change: Faculty

Mean	Area to Change
3.11	The extent to which this institution is appropriately organized
3.11	The extent to which decisions are made at the appropriate level
3.16	The extent to which unacceptable behaviors are identified and communicated to me
3.23	The extent to which I am able to appropriately influence the direction of this institution
3.25	The extent to which information is shared within this institution
3.25	The extent to which a spirit of cooperation exists at this institution
3.26	The extent to which institutional teams use problem-solving techniques
3.34	The extent to which I have the opportunity for advancement
3.36	The extent to which student ethnic and cultural diversity are important
3.37	The extent to which the institution effectively promotes diversity in the workplace
Mean	Area to Change—Customized
2.69	The extent to which the institution has improved its relationship with the community
3.00	The extent to which the college provides student life opportunities
3.09	The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision

Table 14. Priorities for Change: Classified/Technical

Mean	Area to Change
2.33	The extent to which information is shared within this institution
2.47	The extent to which decisions are made at the appropriate level
2.49	The extent to which open and ethical communication is practiced
2.51	The extent to which this institution is appropriately organized
2.59	The extent to which I have the opportunity for advancement
2.75	The extent to which I am able to appropriately influence the direction of this institution
2.80	The extent to which institutional teams use problem-solving techniques
2.82	The extent to which a spirit of cooperation exists at this institution
2.87	The extent to which my work is guided by clearly defined administrative processes
2.96	The extent to which this institution has been successful in positively motivating my performance
Mean	Area to Change—Customized
2.66	The extent to which the institution values people
2.68	The extent to which there is campus wide input on matters of importance
2.69	The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision

Comparative Analysis: Demographic Classifications

As depicted in Table 15, Administrators rated the climate highest within its demographic group (3.71). Caucasians also rated the climate highest within their demographic group (3.49). In terms of length of employment those individuals with less than 1 year of employment rated the climate highest (3.87). The combined other demographic group rated the climate lowest within its demographic group (2.72). While respondents with 10-14 years of employment rated the climate with a composite rating of 3.24.

Table 15. Mean Climate Scores as Rated by Personnel in Various Demographic Classifications

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Customized	Overall*
What is your job classification:						
Administration	3.91	3.53	4.10	3.53	3.65	3.71
Faculty	3.60	3.32	3.51	3.81	3.37	3.55
Classified/Technical	3.50	2.83	3.60	3.42	3.05	3.27
What is your race/ethnicity:						
Combined/Other category	3.15	2.40	2.94	2.54	2.73	2.72
Caucasian	3.63	3.17	3.70	3.65	3.30	3.49
What is your current employment status:						
Full-time	3.59	3.11	3.64	3.59	3.29	3.44
Part-time	3.77	3.31	3.82	3.52	3.18	3.56
What is your primary work schedule:						
Day	3.61	3.12	3.72	3.54	3.28	3.45
Evening	3.29	3.10	3.10	3.35	3.04	3.22
Varied/On-call	3.75	3.38	3.74	3.91	3.36	3.67
Weekend	3.78	2.85	2.90	3.65	3.12	3.33
Other						
Would you recommend JCC as a place to work:						
Yes	3.74	3.30	3.82	3.62	3.39	3.58
No	2.87	2.11	2.63	3.41	2.57	2.73

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

Table 15. Continued.

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Customized	Overall*
How long have you been employed at JCC:						
Less than 1 year	4.14	3.73	4.26	3.54	3.73	3.87
1-4 years	3.72	3.20	3.71	3.43	3.33	3.47
5-9 years	3.61	2.95	3.68	3.54	3.23	3.39
10-14 years	3.38	2.95	3.23	3.46	2.96	3.24
15 or more years	3.48	3.12	3.59	3.74	3.25	3.44
What is your gender:						
Female	3.61	3.06	3.68	3.58	3.25	3.43
Male	3.69	3.27	3.55	3.47	3.32	3.48

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

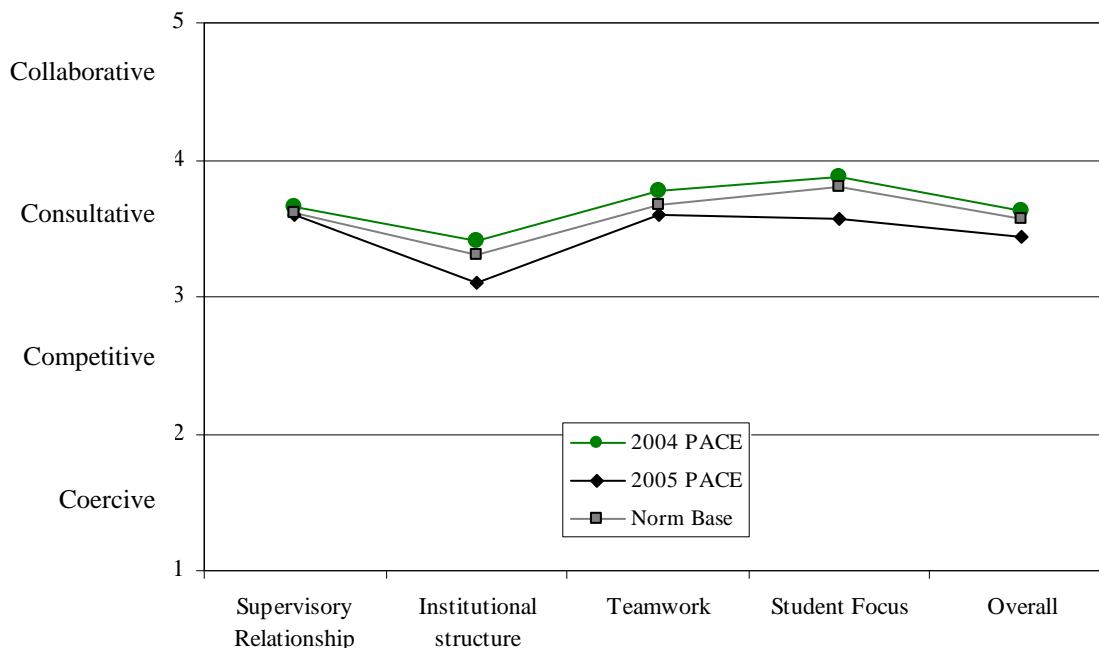
Comparative Analysis: Norm Base

Table 19 shows how JCC compares with the NILIE PACE Norm Base, which includes [#] climate studies (approximately 45 different institutions), conducted at two-year institutions since 2003. 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 2-year period. Normative data are not available for the Customized climate factor area developed specifically for JCC. Figure 9 also shows how JCC compares with data from the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

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

	JCC 2004	JCC 2005	Norm Base*
Supervisory Relationships	3.66	3.60	3.62
Institutional Structure	3.41	3.11	3.31
Teamwork	3.77	3.61	3.67
Student Focus	3.87	3.57	3.80
Overall	3.63	3.43	3.57

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



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

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

Table 17. Supervisory Relationships Mean Scores Compared to the NILIE Norm Base

Supervisory Relationships	2005 Mean	Norm Base
The extent to which my supervisor expresses confidence in my work	3.96	3.93
The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.92	N/A
The extent to which positive work expectations are communicated to me	3.41	3.56
The extent to which unacceptable behaviors are identified and communicated to me	3.26	3.44
The extent to which I receive timely feedback for my work	3.50	3.40
The extent to which I receive appropriate feedback for my work	3.62	3.44
The extent to which my supervisor actively seeks my ideas	3.72	3.56
The extent to which my supervisor seriously considers my ideas	3.80	3.78
The extent to which work outcomes are clarified for me	3.56	3.46
The extent to which my supervisor helps me to improve my work	3.73*	3.48
The extent to which I am given the opportunity to be creative in my work	3.97	4.00
The extent to which I have the opportunity to express my ideas in appropriate forums	3.53	3.72
The extent to which professional development and training opportunities are available	3.50	N/A
Mean Total	3.60	3.62

*T-test results indicate a significant difference at alpha=0.05 level

Table 18. Institutional Structure Mean Scores Compared to the NILIE Norm Base

Institutional Structure	2005 Mean	Norm Base
The extent to which the actions of this institution reflect its mission	3.68	3.65
The extent to which decisions are made at the appropriate level	2.83	3.06
The extent to which the institution effectively promotes diversity in the workplace	3.46	N/A
The extent to which administrative leadership is focused on meeting the needs of students	3.43	3.49
The extent to which information is shared within the institution	2.77*	3.23
The extent to which institutional teams use problem-solving techniques	3.02*	3.31
The extent to which I am able to appropriately influence the direction of this institution	3.06	3.13
The extent to which open and ethical communication is practiced	2.93*	3.24
The extent to which this institution has been successful in positively motivating my performance	3.20	3.35
The extent to which a spirit of cooperation exists at this institution	3.08	3.26
The extent to which institution-wide policies guide my work	3.45	3.47
The extent to which this institution is appropriately organized	2.90*	3.13
The extent to which I have the opportunity for advancement	3.01	3.16
The extent to which I receive adequate information regarding important activities	3.32	3.50
The extent to which my work is guided by clearly defined administrative processes	3.22	3.31
Mean Total	3.11	3.31

*T-test results indicate a significant difference at alpha=0.05 level

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

Teamwork	2005 Mean	Norm Base
The extent to which there is a spirit of cooperation within my work team	3.71	3.72
The extent to which my primary work team uses problem-solving techniques	3.72	3.64
The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.70	3.70
The extent to which my work team provides an environment for free and open expression	3.83	N/A
The extent to which my work team coordinates its efforts with appropriate individuals	3.59	3.58
The extent to which a spirit of cooperation exists in my department	3.67	3.72
Mean Total	3.61	3.67

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

Student Focus	2005 Mean	Norm Base
The extent to which student needs are central to what we do	3.50*	3.83
The extent to which I feel my job is relevant to this institution's mission	4.25	4.19
The extent to which faculty meet the needs of students	3.74	3.79
The extent to which student ethnic and cultural diversity are important at this institution	3.51	3.72
The extent to which students' competencies are enhanced	3.77	3.72
The extent to which non-teaching professional personnel meet the needs of the students	3.73	3.69
The extent to which classified (supporting) personnel meet the needs of the students	3.76	N/A
The extent to which students receive an excellent education at this institution	3.94	3.89
The extent to which this institution prepares students for a career	3.85	3.83
The extent to which this institution prepares students for further learning	3.95	3.83
The extent to which students are assisted with their personal development	3.64	3.57
The extent to which students are satisfied with their educational experience	3.74	3.74
Mean Total	3.57	3.80
Overall Total	3.43	3.57

*T-test results indicate a significant difference at alpha=0.05 level

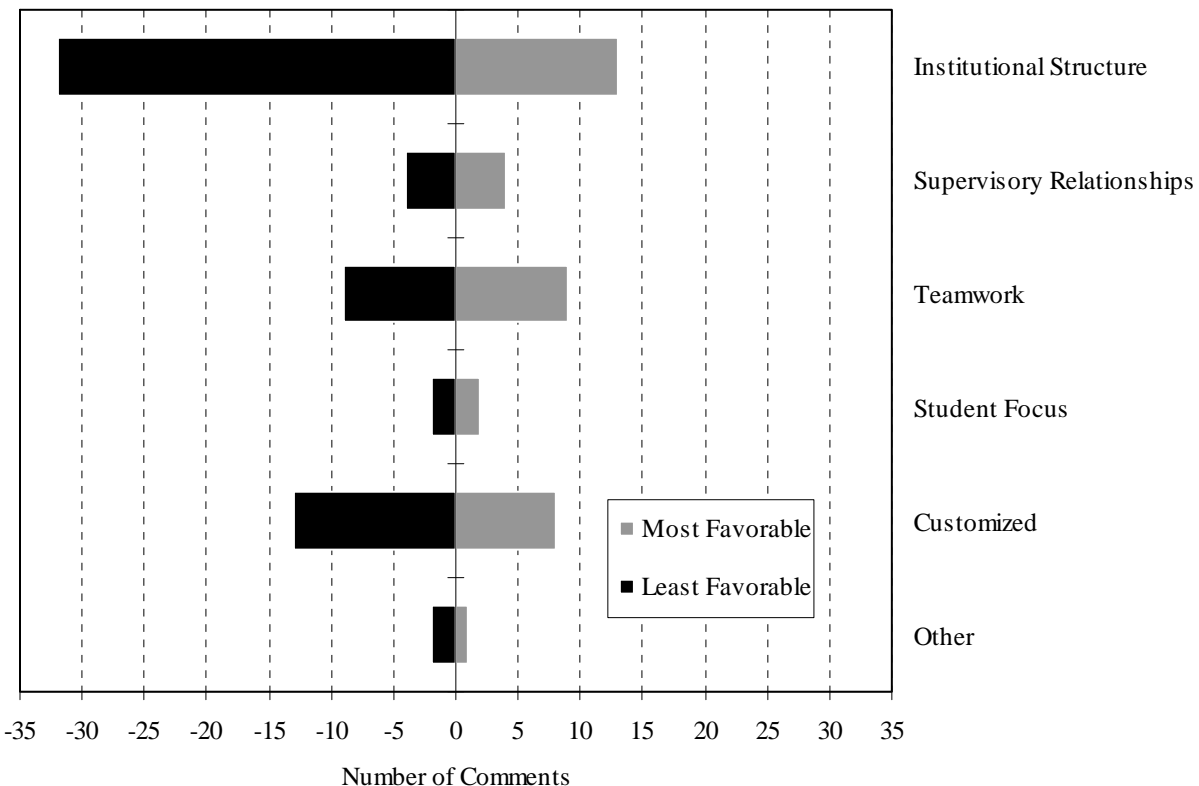
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 108 Jackson Community College employees who completed the PACE survey, 30.6% (33 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 the responses back to the questions on the PACE survey.

Figure 11 provides a summary of the JCC 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 and Customized climate factors. Please refer to Tables 21 and 22 for sample comments categorized by climate factor and the actual number of responses provided by JCC employees. Please note that comments are quoted exactly as written.

Figure 11. Jackson 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. Sample Comments and Actual Number of Responses at Jackson Community College

Priority	Domain	Themes	Number of Comments
1	Institutional Structure (n=13)	<p><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p><i>JCC is a wonderful institution. It is a great place to work.</i></p> <p><i>I work with a great group of people</i></p>	9
		<p><u>4— The extent to which decisions are made at the appropriate level at this institution</u></p> <p><i>The opportunity to have input into areas of importance to the mission of the dept. I work in</i></p>	2
		<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>I believe the college is making a great effort to be driven by its mission and strategic plan</i></p>	1
		<p><u>10— The extent to which information is shared within this institution</u></p> <p><i>Our administrators do an excellent job involving all staff, making information widely available</i></p>	1
2	Teamwork (n=9)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>Several departments are really pulling together to help each other out in times of need</i></p>	7
		<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>I am satisfied with the level of cooperation within my work team.</i></p>	1
		<p><u>14— The extent to which my primary work team uses problem-solving techniques</u></p> <p><i>In the office in which I work I believe the problem solving techniques are our most favorable quality.</i></p>	1
3	Customized (n=8)	<p><u>47— The extent to which the college provides student life opportunities</u></p> <p><i>I feel that student life is coming along wonderfully. That area has probably seen the most advancement over the past year to two than any other place in teh college.</i></p>	5

Table 21. Continued

Priority	Domain	Themes	Number of Comments
		<p><u>54—The extent to which the institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible schedule, tuition reimbursement)</u></p> <p><i>The college, as it stands now, offers wonderful benefits to their employees. One of the things that helps retain the employees, I believe. You really can't ask for much more than they offer now.</i></p>	3
4	Supervisory Relationship (n=4)	<p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>I appreciate the freedom to try new techniques in the classroom; and use tried and true as well</i></p>	4
5	Student Focus (n=2)	<p><u>18— The extent to which student ethnic and cultural diversity are important at this institution</u></p> <p><i>Diversity—I believe we are on the right track. Announcing all of the diverse culture holidays and activities is a really good thing.</i></p> <p><u>28— The extent to which classified personnel meet the needs of the students</u></p> <p><i>Our support staff at JCC is remarkable. They always go well beyond the call of duty to help</i></p>	1
6	Other (n=1)	<p><u>Facilities</u></p> <p><i>Overall physical facilities have been improved</i></p>	1

Table 22. Dissatisfaction Comments and Actual Number of Responses at Jackson Community College

Priority	Domain	Themes	Number of Comments
1	Institutional Structure (n=32)	<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>As much as I enjoy working at JCC, I find that working with individuals outside of my department can be quite a challenge. It seems as though people forget that we are all on the same team here.</i></p> <p><i>One of the largest challenges/issues I have with our environment is the lack of coordination between departments for various projects/college initiatives</i></p>	5
		<p><u>29— The extent to which institution-wide policies guide my work</u></p> <p><i>Hiring procedures—too many people are being hired off the street while many internal candidates don't even get interviewed or they are deemed "unqualified".</i></p> <p><i>Too lenient absentee policy putting too much strain with no repercussions on the more reliable dedicated staff</i></p>	5
		<p><u>10— The extent to which information is shared within this institution</u></p> <p><i>There seems to be a lack of communication</i></p>	4
		<p><u>32— The extent to which this institution is appropriately organized</u></p> <p><i>We are administration top heavy, while staff jobs are being eliminated.</i></p>	4
		<p><u>4— The extent to which decisions are made at the appropriate level at this institution</u></p> <p><i>Some decisions appear to be made with little regard for ethics, doing what is right, or for students' benefit</i></p>	3
		<p><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p><i>I feel that overall in the last year the environment at JCC, or at least the areas that I interact with have gone from ones of teamwork and interaction to ones of negativity and depression</i></p>	3

Table 22. Continued

Priority	Domain	Themes	Number of Comments
		<p><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p><i>No opportunity for advancement</i></p>	3
		<p><u>16— The extent to which open and ethical communication is practiced at this institution</u></p> <p><i>Do not respect current employees—always act like we can find someone better on the outside</i></p>	2
		<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>All campus professional development/diversity days—only enjoyed by very few—torture for most</i></p>	1
2	Customized (n=13)	<p><u>51— The extent to which the institution values people</u></p> <p><i>I don't believe every employee is treated the same</i></p> <p><i>Sometimes I think we get asked to do too many things</i></p>	5
		<p><u>54—The extent to which the institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible schedule, tuition reimbursement)</u></p> <p><i>Mostly satisfied with benefits at JCC. However, dissatisfied with medical leave benefits, especially for maternity leave.</i></p>	4
		<p><u>48— The extent to which the college has made progress on increasing the diversity and inclusion of employees and students</u></p> <p><i>The diversity issue is a major concern. Attempts have been made to strengthen and improve the situation but it is a façade. In reality, minority students know only a few people who really “get it”. First, more human connections need to be made among all who work at the institution and then further community connection needs to occur.</i></p>	1
		<p><u>47— The extent to which the college provides student life opportunities</u></p> <p><i>I believe the student center has many challenges</i></p>	1

Table 22. Continued

Priority	Domain	Themes	Number of Comments
		<u>56—The extent to which the institution has improved its relationship with the community</u> <i>The unfavorable perception that the business community has of JCC</i>	2
3	Supervisory Relationship (n=4)	<u>20— The extent to which I receive timely feedback for my work</u> <i>Employee reward and recognition; more than once a year please</i>	4
4	Teamwork (n=3)	<u>43— The extent to which a spirit of cooperation exists in my department</u> <i>There is no team building effort, team spirit</i>	3
5	Student Focus (n= 2)	<u>7— The extent to which student needs are central to what we do</u> <i>I believe that JCC is making an earnest effort in meeting the needs of students, I think, however, that those who do not work directly with students forget that we are here to serve students in whatever way possible</i>	2
6	Other (n=2)	<u>Technology</u> <i>Need stronger IT infrastructure</i>	2

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 have been identified as areas of excellence at Jackson Community College. Five of these items represent the Student Focus climate factor (items #8, #19, #31, #35, and #37), four represent the Supervisory Relationships climate factor (items #2, #9, #27 and #39), and one represents the Teamwork climate factor (item #33).

- The extent to which I feel my job is relevant to this institution's mission, 4.25 (#8)
- The extent to which I am given the opportunity to be creative in my work, 3.97 (#39)
- The extent to which my supervisor expresses confidence in my work, 3.96 (#2)
- The extent to which this institution prepares students for further learning, 3.95 (#37)
- The extent to which students receive an excellent education at this institution, 3.94 (#31)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.92 (#9)
- The extent to which this institution prepares students for a career, 3.85 (#35)
- The extent to which my work team provides an environment for free and open expression , 3.83 (#33)
- The extent to which my supervisor seriously considers my ideas, 3.80 (#27)
- The extent to which students' competencies are enhanced, 3.77 (#19)

Overall the following have been identified as the top three areas of excellence within the Customized Climate factor at Jackson Community College.

- The extent to which campus security provides for my safety, 3.95 (#55)
- The extent to which the institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible schedule, tuition reimbursement), 3.92 (#54)
- The extent to which the college has made progress on increasing the diversity and inclusion of employees and students, 3.50 (#48)

Overall the following have been identified as areas in need of improvement at Jackson Community College. All of these items represent the Institutional Structure climate factor (items #4, #10, #11, #15, #16, #16, #22, #25, #32 and #44).

- The extent to which information is shared within this institution, 2.77 (#10)
- The extent to which decisions are made at the appropriate level at this institution, 2.83 (#4)
- The extent to which this institution is appropriately organized, 2.90 (#32)
- The extent to which open and ethical communication is practiced at this institution, 2.93 (#16)
- The extent to which I have the opportunity for advancement, 3.01 (#38)
- The extent to which institutional teams use problem-solving techniques, 3.02 (#11)
- The extent to which I am able to appropriately influence the direction of this institution, 3.06 (#15)
- The extent to which a spirit of cooperation exists at this institution, 3.08 (#25)
- The extent to which this institution has been successful in positively motivating my performance, 3.20 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.22 (#44)

Overall the following have been identified as the top three areas in need of improvement within the Customized Climate factor at Jackson Community College.

- The extent to which the institution has improved its relationship with the community, 2.86 (#56)
- The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision, 2.97 (#49)
- The extent to which there is campus wide input on matters of importance , 3.07 (#53)

The least favorable aspects cited in the open-ended responses reflect a high response to the Customized questions, indicating a desire to discuss these specific issues. In addition, the responses support the focus on Institutional Organization factors as reflected in the survey mean scores.

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