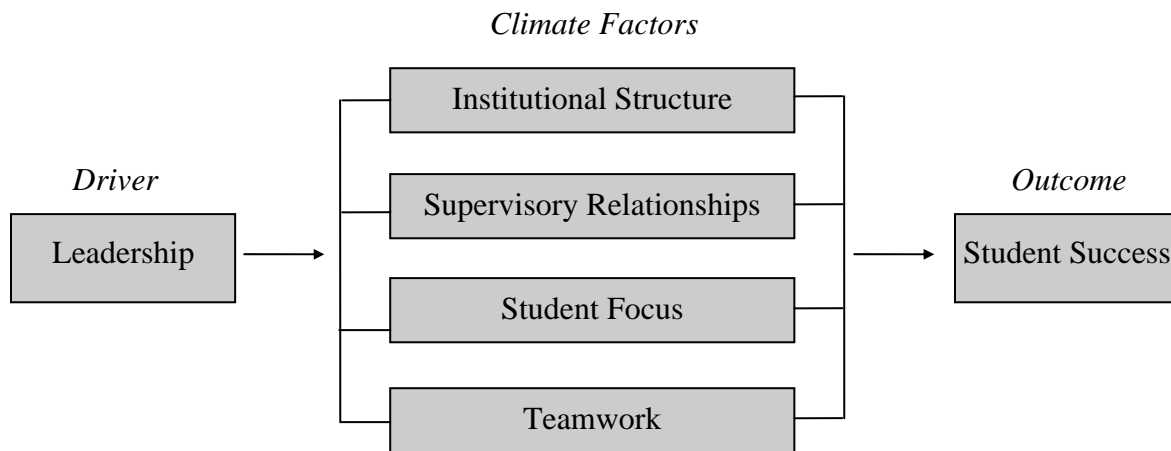


EXECUTIVE SUMMARY

In September 2006, the Personal Assessment of the College Environment (PACE) survey was administered to 639 employees at Jackson Community College (JCC). Of those 639 employees, 156 (24.4%) completed and returned the instrument for analysis. There was a 59% response rate without the Adjunct Faculty group. 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) or the Competitive range (rated between 2 and 3). Fifty-two fell within the Consultative range (rated between 3 and 4), and four composite ratings fell within the Collaborative range (rated between 4 and 5).

At JCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.62 mean score or mid-Consultative system (a 3.57 mean score without the Adjunct Faculty). The Student Focus category received the highest mean score (3.83), whereas the Institutional Structure category received the lowest mean score (3.34). When respondents were classified according to personnel role at JCC, the composite ratings were as follows: Administrator (3.90), Full-time Faculty (3.75), Adjunct Faculty (3.76), and Classified/Technical (3.33).

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, 4.22 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.12 (#2)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.07 (#9)
- The extent to which this institution prepares students for further learning, 3.99 (#37)
- The extent to which students receive an excellent education at this institution, 3.95 (#31)
- The extent to which this institution prepares students for a career, 3.95 (#35)
- The extent to which I am given the opportunity to be creative in my work, 3.92 (#39)
- The extent to which a spirit of cooperation exists in my department, 3.89 (#43)
- The extent to which there is a spirit of cooperation within my work team, 3.85 (#3)
- The extent to which students' competencies are enhanced, 3.84 (#19)

*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 decisions are made at the appropriate level at this institution, 3.09 (#4)
- The extent to which I am able to appropriately influence the direction of this institution, 3.09 (#15)
- The extent to which information is shared within this institution, 3.12 (#10)
- The extent to which I have the opportunity for advancement, 3.14 (#38)
- The extent to which open and ethical communication is practiced at this institution, 3.15 (#16)
- The extent to which institutional teams use problem-solving techniques, 3.26 (#11)
- The extent to which a spirit of cooperation exists at this institution, 3.27 (#25)
- The extent to which this institution is appropriately organized, 3.31 (#32)
- The extent to which this institution has been successful in positively motivating my performance, 3.33 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.34 (#44)

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).

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 2006, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Jackson Community College. Of the 639 employees, 156 (24.4%) completed and submitted the instrument for analysis. Of those 156 employees, 73 (46.8%) 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 email with a web link to the survey. Completed surveys were submitted online directly to NILIE 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. 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 domain 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

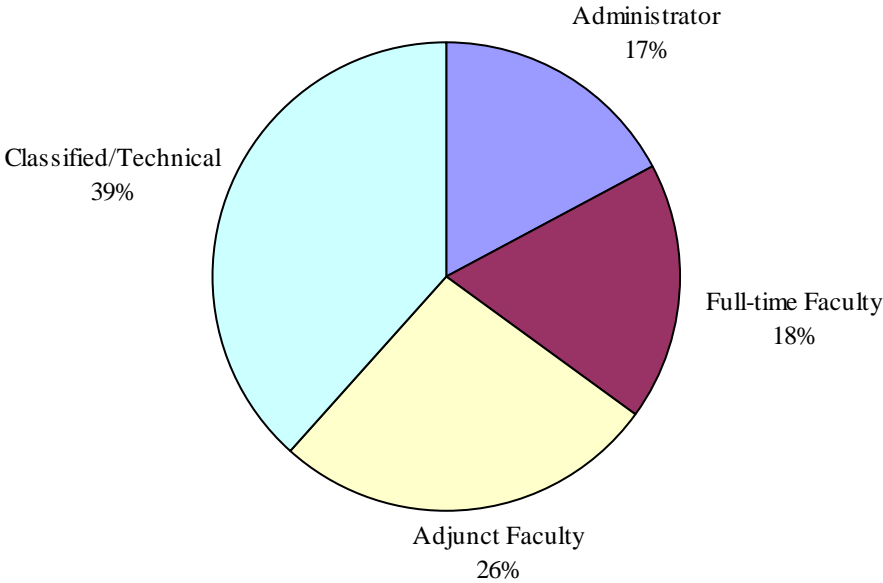
Of the 639 JCC employees, 156 (24.4%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications. Refer to Table 3 and Figure 2.

Table 3. Response by Self-Selected Personnel Classification

Personnel Classification	Population	Surveys Returned for Analysis	Percent of Population Represented
Administrator	36	26	72.2%
Full-time Faculty	92	27	29.3%
Adjunct Faculty	375	40	10.7%
Classified/Technical	136	58	42.6%
Did not respond		5	
Total	639	156	24.4%

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 Personnel Classification



Five 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	26	16.7%
Full-time Faculty	27	17.3%
Adjunct Faculty	40	25.6%
Classified/Technical	58	37.2%
Did not respond	5	3.2%
What is your race/ethnicity:		
African American/Hispanic/Other	10	6.4%
Caucasian	144	92.3%
Did not respond	2	1.3%
What is your current employment status:		
Full-time	101	64.7%
Part-time	53	34.0%
Did not respond	2	1.3%
What is your primary work schedule:		
Day	117	75.0%
Evening	11	7.1%
Varied/On-call	20	12.8%
Weekend/Other	7	4.5%
Did not respond	1	0.6%
Would you recommend JCCas a place to work:		
Yes	138	88.5%
No	13	8.3%
Did not respond	5	3.2%
How long have you been employed at JCC:		
Less than 1 year	20	12.8%
1-4 years	41	26.3%
5-9 years	34	21.8%
10-14 years	21	13.5%
15 years or more	36	23.1%
Did not respond	4	2.6%
What is your gender:		
Female	105	67.3%
Male	46	29.5%
Did not respond	5	3.2%

Comparative Analysis: Overall

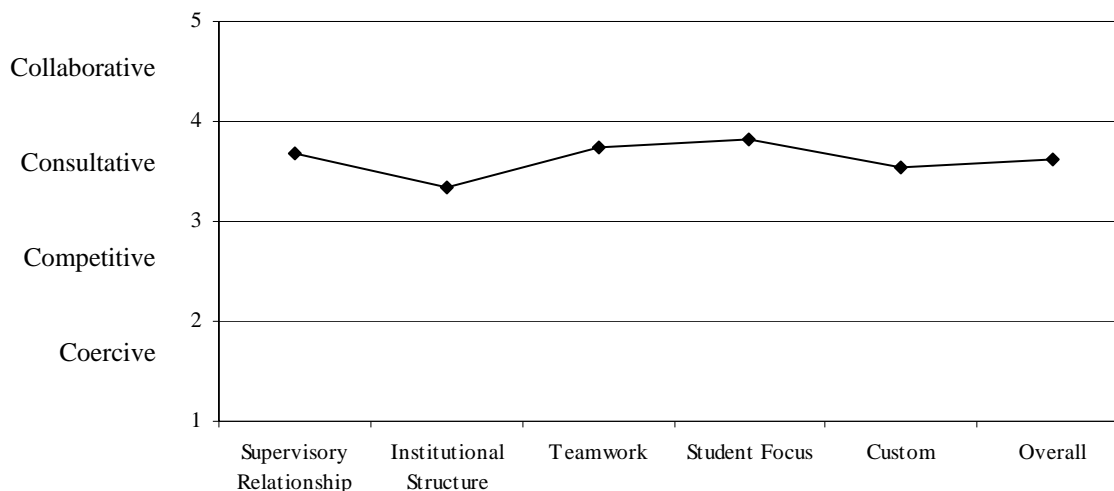
The results from the PACE survey indicate that personnel perceive the composite climate at JCC to fall toward the mid-range of the Consultative management style. The scale range describes the four systems of management style defined by Likert and adapted by Baker and the NILIE team in their previous 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 (3.83), which represented a high Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.34) 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).

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

Domain	JCC
Supervisory Relationships	3.69
Institutional Structure	3.34
Teamwork	3.75
Student Focus	3.83
Customized	3.54
Overall*	3.62

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) or the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Fifty-two fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and four fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=52) 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 3.62 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.

Table 6. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships		Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	4.12 (0.98)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.07 (1.08)
12	The extent to which positive work expectations are communicated to me	3.58 (1.12)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.48 (0.95)
20	The extent to which I receive timely feedback for my work	3.54 (1.10)
21	The extent to which I receive appropriate feedback for my work	3.55 (1.11)
26	The extent to which my supervisor actively seeks my ideas	3.70 (1.16)
27	The extent to which my supervisor seriously considers my ideas	3.83 (1.15)
30	The extent to which work outcomes are clarified for me	3.48 (1.03)
34	The extent to which my supervisor helps me to improve my work	3.73 (1.09)
39	The extent to which I am given the opportunity to be creative in my work	3.92 (1.00)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.61 (1.01)
46	The extent to which professional development and training opportunities are available	3.50 (1.09)
Mean Total		3.69 (0.87)

Table 7. Comparative Mean Responses: Institutional Structure

Institutional Structure		Mean (SD)
1	The extent to which the actions of this institution reflect its mission	3.80 (0.86)
4	The extent to which decisions are made at the appropriate level	3.09 (1.15)
5	The extent to which the institution effectively promotes diversity in the workplace	3.56 (0.87)
6	The extent to which administrative leadership is focused on meeting the needs of students	3.71 (0.98)
10	The extent to which information is shared within the institution	3.12 (1.18)
11	The extent to which institutional teams use problem-solving techniques	3.26 (0.92)
15	The extent to which I am able to appropriately influence the direction of this institution	3.09 (1.09)
16	The extent to which open and ethical communication is practiced	3.15 (1.16)
22	The extent to which this institution has been successful in positively motivating my performance	3.33 (1.18)
25	The extent to which a spirit of cooperation exists at this institution	3.27 (1.13)
29	The extent to which institution-wide policies guide my work	3.62 (0.89)
32	The extent to which this institution is appropriately organized	3.31 (1.07)
38	The extent to which I have the opportunity for advancement	3.14 (1.21)
41	The extent to which I receive adequate information regarding important activities	3.44 (1.11)
44	The extent to which my work is guided by clearly defined administrative processes	3.34 (1.09)
Mean Total		3.34 (0.81)

Table 8. Comparative Mean Responses: Teamwork

Teamwork	Mean (SD)
3 The extent to which there is a spirit of cooperation within my work team	3.85 (1.05)
14 The extent to which my primary work team uses problem-solving techniques	3.59 (1.00)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.77 (1.08)
33 The extent to which my work team provides an environment for free and open expression	3.82 (1.06)
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.62 (1.00)
43 The extent to which a spirit of cooperation exists in my department	3.89 (0.90)
Mean Total	3.75 (0.87)

Table 9. Comparative Mean Responses: Student Focus

Student Focus	Mean (SD)
7 The extent to which student needs are central to what we do	3.75 (0.97)
8 The extent to which I feel my job is relevant to this institution's mission	4.22 (0.82)
17 The extent to which faculty meet the needs of students	3.78 (0.91)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.65 (0.86)
19 The extent to which students' competencies are enhanced	3.84 (0.68)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.73 (0.90)
28 The extent to which classified (supporting) personnel meet the needs of the students	3.77 (0.89)
31 The extent to which students receive an excellent education at this institution	3.95 (0.83)
35 The extent to which this institution prepares students for a career	3.95 (0.79)
37 The extent to which this institution prepares students for further learning	3.99 (0.84)
40 The extent to which students are assisted with their personal development	3.67 (0.85)
42 The extent to which students are satisfied with their educational experience	3.78 (0.77)
Mean Total	3.83 (0.61)

Table 10. Comparative Mean Responses: Customized

Customized	Mean (SD)
47 The extent to which the college provides student life opportunities	3.61 (0.97)
48 The extent to which the college has made progress on increasing the diversity and inclusion of employees and students	3.62 (0.85)
49 The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision	3.08 (1.09)
50 The extent to which employees know and understand the strategic goals of JCC	3.31 (0.96)
51 The extent to which the institution values people	3.44 (1.10)
52 The extent to which JCC makes clear a code of ethical behavior that it expects staff to follow	3.58 (1.09)
53 The extent to which there is campus-wide input on matters of importance	3.20 (1.01)
54 The extent to which the institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible schedule, tuition reimbursement)	3.96 (1.03)
55 The extent to which campus security provides for my safety	4.01 (0.81)
56 The extent to which the institution has improved its relationship with the community	3.57 (1.03)
Mean Total	3.54 (0.72)

Comparative Analysis: Personnel Classification

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Personnel Classifications. In general the Administrator employees rated the four normative factors most favorable (3.90), whereas the Classified/Technical employees rated the four normative factors least favorable (3.33).

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 Personnel Classifications at Jackson Community College.

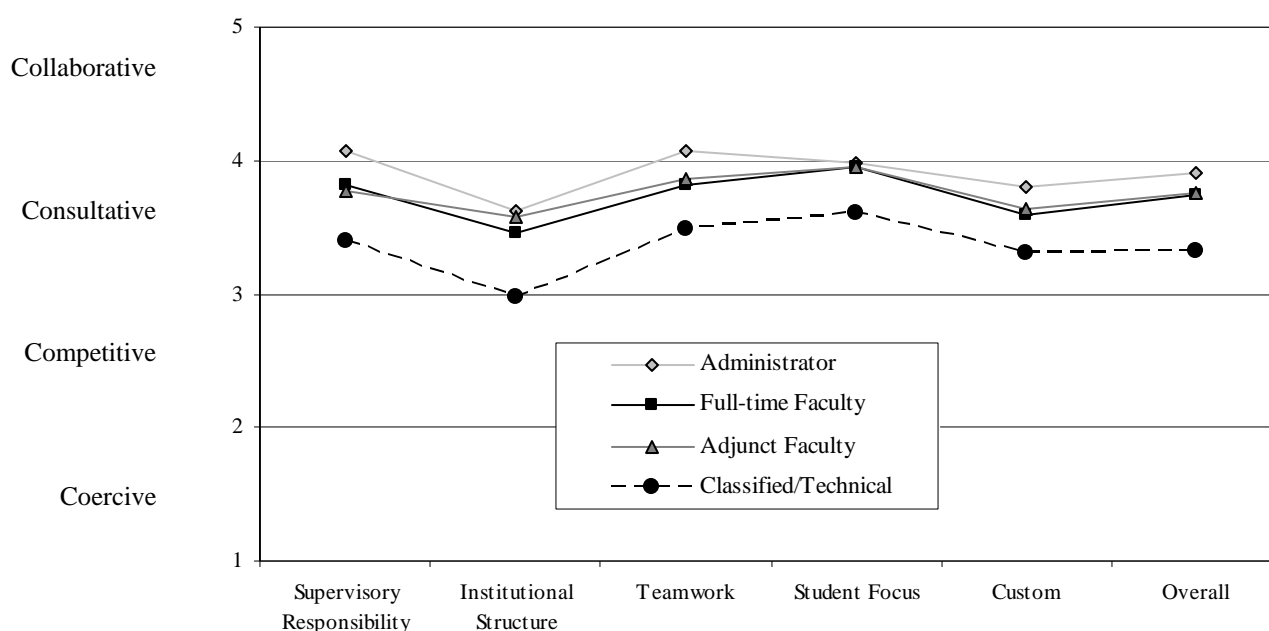


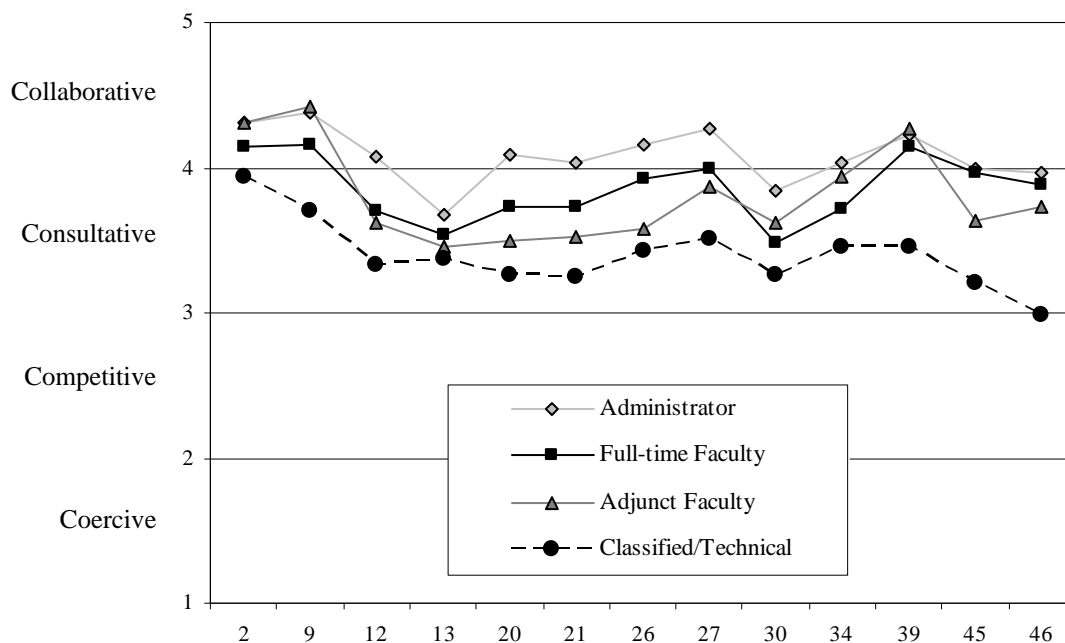
Table 11. Mean Climate Scores as Rated by Personnel Classification

Domain	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Custom	Overall
Administrator	4.07	3.63	4.06	3.98	3.80	3.90
Full-time Faculty	3.82	3.46	3.81	3.95	3.60	3.75
Adjunct Faculty	3.76	3.58	3.86	3.95	3.64	3.76
Classified/Technical	3.40	2.98	3.49	3.61	3.30	3.33

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

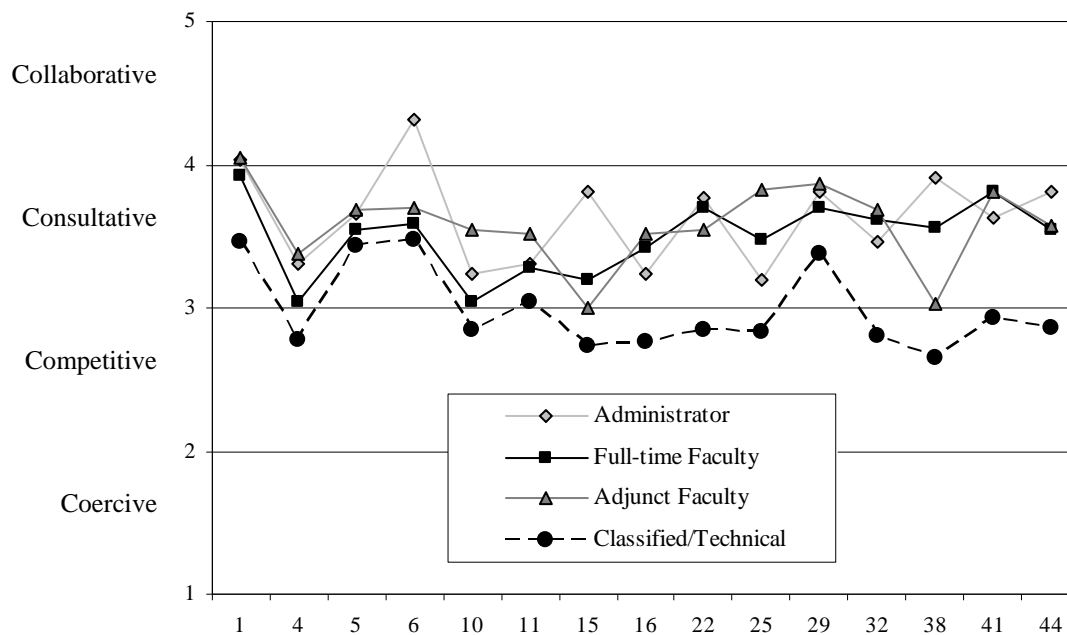
Supervisory Relationships		Administrator	Full-time Faculty	Adjunct Faculty	Classified/Technical
2	The extent to which my supervisor expresses confidence in my work	4.31	4.15	4.31	3.93
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.38	4.15	4.42	3.71
12	The extent to which positive work expectations are communicated to me	4.08	3.70	3.62	3.33
13	The extent to which unacceptable behaviors are identified and communicated to me	3.68	3.54	3.46	3.38
20	The extent to which I receive timely feedback for my work	4.08	3.73	3.50	3.26
21	The extent to which I receive appropriate feedback for my work	4.04	3.73	3.53	3.25
26	The extent to which my supervisor actively seeks my ideas	4.15	3.92	3.58	3.43
27	The extent to which my supervisor seriously considers my ideas	4.27	4.00	3.86	3.52
30	The extent to which work outcomes are clarified for me	3.84	3.48	3.62	3.26
34	The extent to which my supervisor helps me to improve my work	4.04	3.72	3.94	3.46
39	The extent to which I am given the opportunity to be creative in my work	4.23	4.15	4.27	3.45
45	The extent to which I have the opportunity to express my ideas in appropriate forums	4.00	3.96	3.64	3.21
46	The extent to which professional development and training opportunities are available	3.96	3.89	3.73	2.98

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



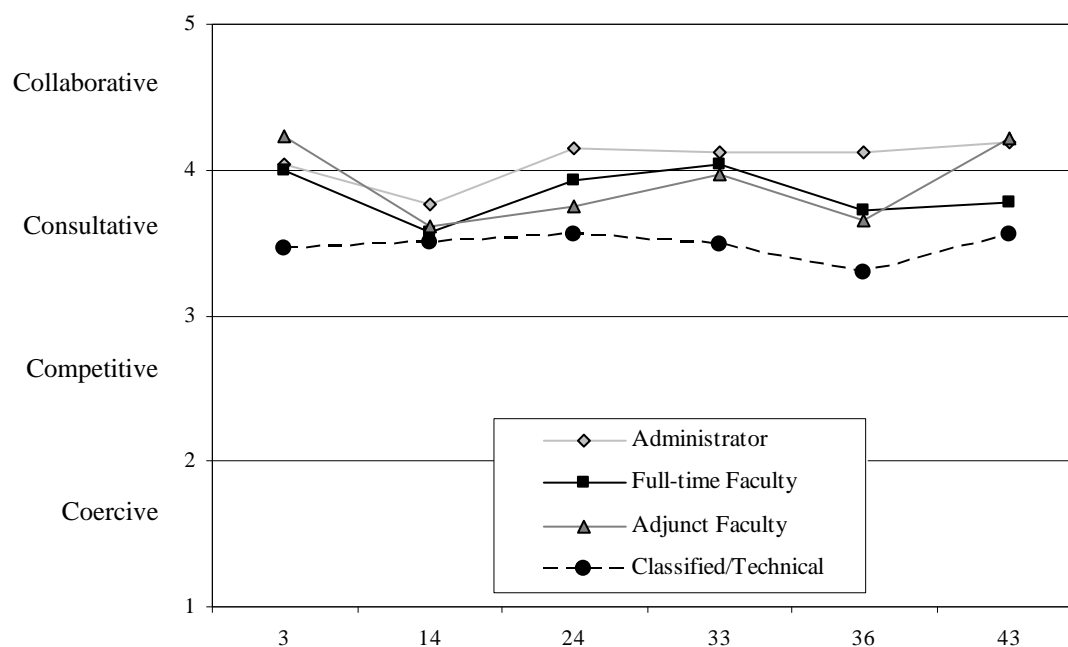
Institutional Structure		Administrator	Full-time Faculty	Adjunct Faculty	Classified/Technical
1	The extent to which the actions of this institution reflect its mission	4.04	3.93	4.05	3.46
4	The extent to which decisions are made at the appropriate level	3.31	3.04	3.37	2.77
5	The extent to which the institution effectively promotes diversity in the workplace	3.65	3.54	3.68	3.43
6	The extent to which administrative leadership is focused on meeting the needs of students	4.31	3.59	3.69	3.47
10	The extent to which information is shared within this institution	3.23	3.04	3.54	2.84
11	The extent to which institutional teams use problem-solving techniques	3.31	3.28	3.52	3.04
15	The extent to which I am able to appropriately influence the direction of this institution	3.81	3.20	3.00	2.73
16	The extent to which open and ethical communication is practiced	3.23	3.42	3.51	2.76
22	The extent to which this institution has been successful in positively motivating my performance	3.77	3.70	3.54	2.84
25	The extent to which a spirit of cooperation exists at this institution	3.19	3.48	3.83	2.83
29	The extent to which institution-wide policies guide my work	3.81	3.70	3.86	3.38
32	The extent to which this institution is appropriately organized	3.46	3.62	3.69	2.81
38	The extent to which I have the opportunity for advancement	3.91	3.56	3.03	2.65
41	The extent to which I receive adequate information regarding important activities	3.63	3.81	3.82	2.93
44	The extent to which my work is guided by clearly defined administrative processes	3.81	3.54	3.57	2.86

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



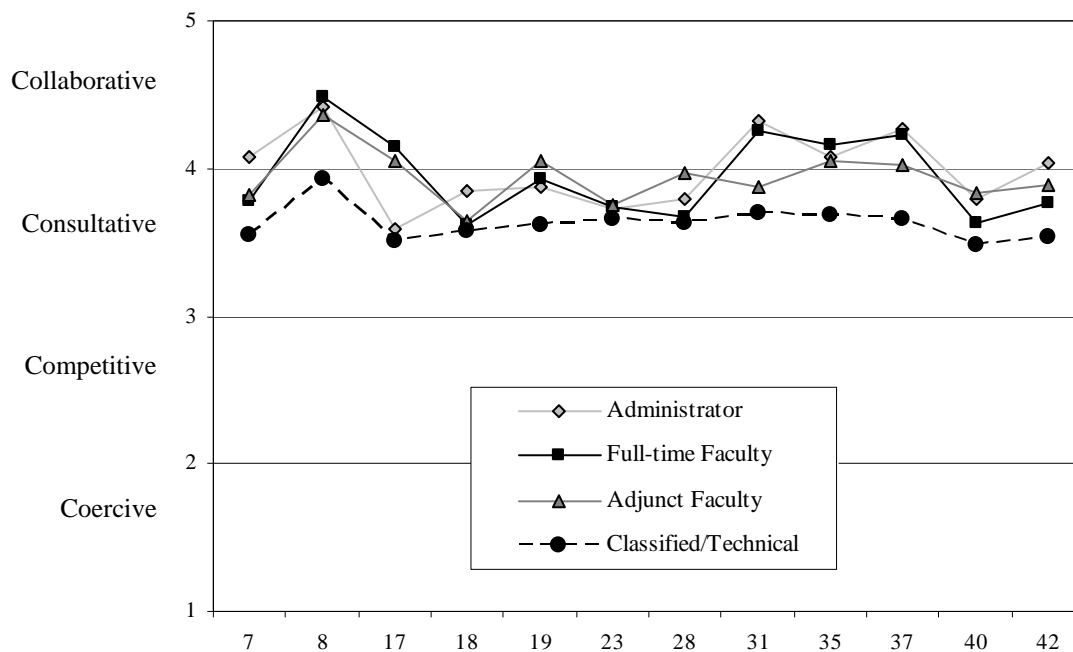
Teamwork		Administrator	Full-time Faculty	Adjunct Faculty	Classified/Technical
3	The extent to which there is a spirit of cooperation within my work team	4.04	4.00	4.23	3.47
14	The extent to which my primary work team uses problem-solving techniques	3.77	3.58	3.61	3.50
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.15	3.92	3.74	3.55
33	The extent to which my work team provides an environment for free and open expression	4.12	4.04	3.97	3.48
36	The extent to which my work team coordinates its efforts with appropriate individuals	4.12	3.72	3.66	3.30
43	The extent to which a spirit of cooperation exists in my department	4.19	3.78	4.21	3.55

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



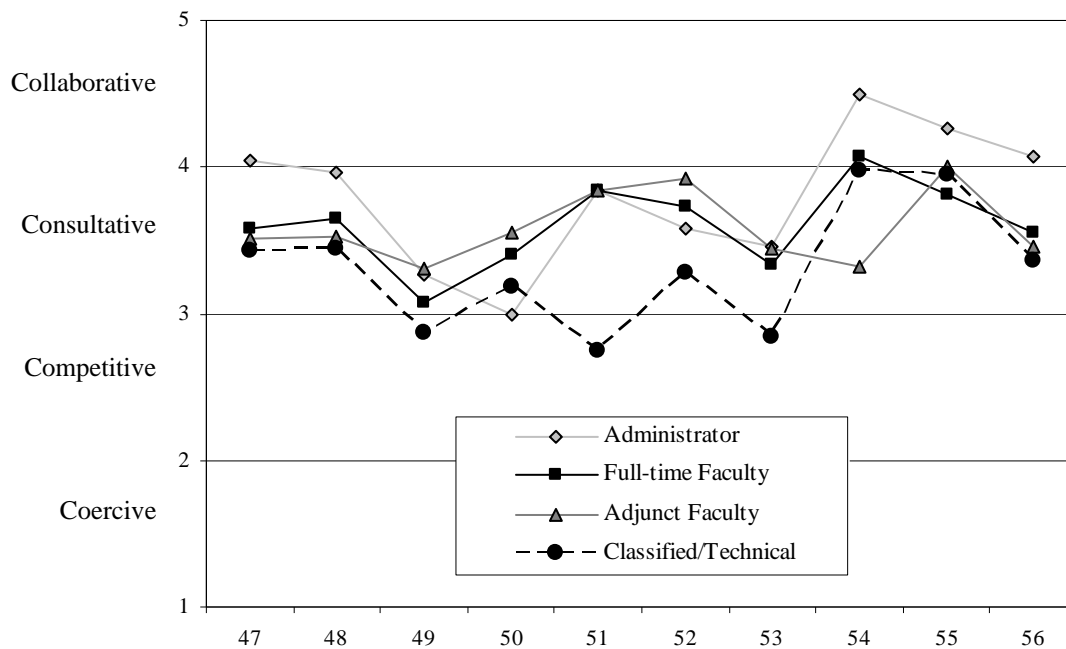
Student Focus		Administrator	Full-time Faculty	Adjunct Faculty	Classified/Technical
7	The extent to which student needs are central to what we do	4.08	3.78	3.82	3.55
8	The extent to which I feel my job is relevant to this institution's mission	4.42	4.48	4.37	3.93
17	The extent to which faculty meet the needs of the students	3.58	4.15	4.05	3.51
18	The extent to which student ethnic and cultural diversity are important	3.85	3.62	3.65	3.58
19	The extent to which students' competencies are enhanced	3.87	3.92	4.05	3.61
23	The extent to which non-teaching professional personnel meet the needs of the students	3.73	3.74	3.76	3.66
28	The extent to which classified (supporting) personnel meet the needs of the students	3.80	3.67	3.97	3.64
31	The extent to which students receive an excellent education	4.32	4.26	3.87	3.70
35	The extent to which this institution prepares students for a career	4.08	4.15	4.06	3.68
37	The extent to which this institution prepares students for further learning	4.27	4.22	4.03	3.66
40	The extent to which students are assisted with their personal development	3.79	3.63	3.84	3.48
42	The extent to which students are satisfied with their educational experience	4.04	3.77	3.89	3.54

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



Customized		Administrator	Full-time Faculty	Adjunct Faculty	Classified/ Technical
47	The extent to which the college provides student life opportunities	4.04	3.58	3.52	3.43
48	The extent to which the college has made progress on increasing the diversity and inclusion of employees and students	3.96	3.65	3.53	3.45
49	The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision	3.27	3.07	3.31	2.87
50	The extent to which employees know and understand the strategic goals of JCC	3.00	3.41	3.55	3.19
51	The extent to which the institution values people	3.84	3.85	3.84	2.75
52	The extent to which JCC makes clear a code of ethical behavior that it expects staff to follow	3.58	3.73	3.92	3.28
53	The extent to which there is campus-wide input on matters of importance	3.46	3.33	3.44	2.84
54	The extent to which the institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible schedule, tuition reimbursement)	4.50	4.07	3.32	3.98
55	The extent to which campus security provides for my safety	4.27	3.81	4.00	3.94
56	The extent to which the institution has improved its relationship with the community	4.08	3.56	3.46	3.36

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



Tables 12 through 15 contain the top ten priorities for improvement for each Personnel Classification 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

Area to Change		Mean
25	The extent to which a spirit of cooperation exists at this institution	3.19
10	The extent to which information is shared within this institution	3.23
16	The extent to which open and ethical communication is practiced	3.23
4	The extent to which decisions are made at the appropriate level	3.31
11	The extent to which institutional teams use problem-solving techniques	3.31
32	The extent to which this institution is appropriately organized	3.46
17	The extent to which faculty meet the needs of the students	3.58
41	The extent to which I receive adequate information regarding important activities	3.63
5	The extent to which the institution effectively promotes diversity in the workplace	3.65
13	The extent to which unacceptable behaviors are identified and communicated to me	3.68
Area to Change—Customized		Mean
50	The extent to which employees know and understand the strategic goals of JCC	3.00
49	The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision	3.27
53	The extent to which there is campus-wide input on matters of importance	3.46

Table 13. Priorities for Change: Full-time Faculty

Area to Change		Mean
4	The extent to which decisions are made at the appropriate level	3.04
10	The extent to which information is shared within this institution	3.04
15	The extent to which I am able to appropriately influence the direction of this institution	3.20
11	The extent to which institutional teams use problem-solving techniques	3.28
16	The extent to which open and ethical communication is practiced	3.42
25	The extent to which a spirit of cooperation exists at this institution	3.48
30	The extent to which work outcomes are clarified for me	3.48
5	The extent to which the institution effectively promotes diversity in the workplace	3.54
13	The extent to which unacceptable behaviors are identified and communicated to me	3.54
44	The extent to which my work is guided by clearly defined administrative processes	3.54
Area to Change—Customized		Mean
49	The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision	3.07
53	The extent to which there is campus-wide input on matters of importance	3.33
50	The extent to which employees know and understand the strategic goals of JCC	3.41

Table 14. Priorities for Change: Adjunct Faculty

Area to Change	Mean
15 The extent to which I am able to appropriately influence the direction of this institution	3.00
38 The extent to which I have the opportunity for advancement	3.03
4 The extent to which decisions are made at the appropriate level	3.37
13 The extent to which unacceptable behaviors are identified and communicated to me	3.46
20 The extent to which I receive timely feedback for my work	3.50
16 The extent to which open and ethical communication is practiced	3.51
11 The extent to which institutional teams use problem-solving techniques	3.52
21 The extent to which I receive appropriate feedback for my work	3.53
10 The extent to which information is shared within this institution	3.54
22 The extent to which this institution has been successful in positively motivating my performance	3.54
Area to Change—Customized	Mean
49 The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision	3.31
54 The extent to which the institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible schedule, tuition reimbursement)	3.32
53 The extent to which there is campus-wide input on matters of importance	3.44

Table 15. Priorities for Change: Classified/Technical

Area to Change	Mean
38 The extent to which I have the opportunity for advancement	2.65
15 The extent to which I am able to appropriately influence the direction of this institution	2.73
16 The extent to which open and ethical communication is practiced	2.76
4 The extent to which decisions are made at the appropriate level	2.77
32 The extent to which this institution is appropriately organized	2.81
25 The extent to which a spirit of cooperation exists at this institution	2.83
10 The extent to which information is shared within this institution	2.84
22 The extent to which this institution has been successful in positively motivating my performance	2.84
44 The extent to which my work is guided by clearly defined administrative processes	2.86
41 The extent to which I receive adequate information regarding important activities	2.93
Area to Change—Customized	Mean
51 The extent to which the institution values people	2.75
53 The extent to which there is campus-wide input on matters of importance	2.84
49 The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision	2.87

Comparative Analysis: Demographic Classifications

As depicted in Table 16 [Caucasians] rated the climate highest within its demographic group (4.64). Employees working part-time rated the climate higher (3.74) than employees working full-time (3.56). Those working primarily on Weekends rated the climate higher (3.75) than those working primarily Varied/On-call (3.56), Evenings (3.56), and Day (3.65). In terms of [length of employment] those individuals with less than 1 year of employment rated the climate highest (4.12) and those with 10-14 years of employment rated the climate lowest (3.30). Finally, Females rated the climate slightly higher (3.66) than Males (3.66).

Table 16. Mean Climate Scores as Rated by Demographic Classifications

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Customized	Overall*
What is your personnel classification:						
Administrator	4.07	3.63	4.06	3.98	3.80	3.90
Full-time Faculty	3.82	3.46	3.81	3.95	3.60	3.75
Adjunct Faculty	3.76	3.58	3.86	3.95	3.64	3.76
Classified/Technical	3.40	2.98	3.49	3.61	3.30	3.33
What is your race/ethnicity:						
African American/Hispanic/Other	3.50	3.24	3.33	3.81	3.39	3.47
Caucasian	3.71	3.36	3.80	3.84	3.56	3.64
What is your current employment status:						
Full-time	3.67	3.24	3.70	3.76	3.51	3.56
Part-time	3.73	3.55	3.85	3.98	3.61	3.74
What is your primary work schedule:						
Day	3.72	3.38	3.79	3.88	3.59	3.65
Evening	3.64	3.40	3.64	3.53	3.35	3.56
Varied/On-call	3.47	3.07	3.58	3.70	3.32	3.42
Weekend/Other	3.87	3.50	3.79	3.94	3.72	3.75
Would you recommend JCCas a place to work:						
Yes	3.79	3.45	3.85	3.89	3.62	3.71
No	2.52	2.23	2.68	3.16	2.67	2.61

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

Table 16. Continued.

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Customized	Overall*
How long have you been employed at JCC:						
Less than 1 year	4.13	4.06	4.18	4.18	4.14	4.12
1-4 years	3.77	3.48	3.75	3.84	3.60	3.68
5-9 years	3.50	3.15	3.55	3.81	3.50	3.48
10-14 years	3.46	2.86	3.54	3.52	3.04	3.30
15 years or more	3.75	3.35	3.92	3.89	3.51	3.68
What is your gender:						
Female	3.75	3.36	3.82	3.88	3.56	3.66
Male	3.58	3.37	3.66	3.76	3.57	3.57

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

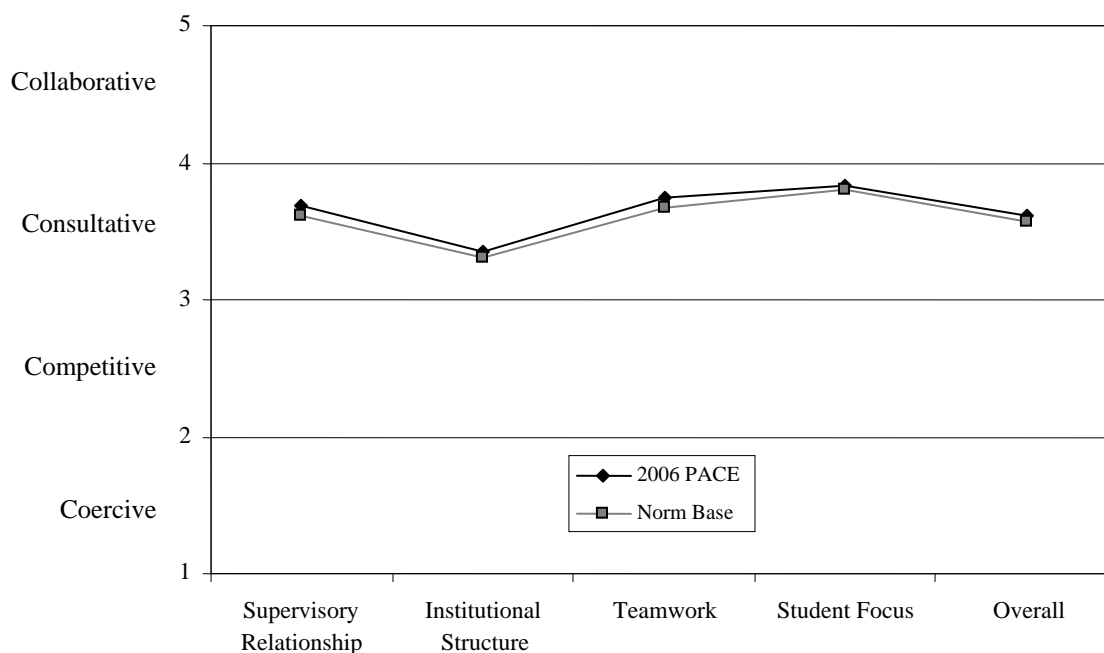
Comparative Analysis: Norm Base

Table 17 shows how JCC compares with the NILIE PACE Norm Base, which includes approximately 45 climate studies 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 17. Jackson Community College Climate compared with the NILIE PACE Norm Base

	JCC	Norm Base*
Supervisory Relationships	3.69	3.62
Institutional Structure	3.34	3.31
Teamwork	3.75	3.67
Student Focus	3.83	3.80
Overall	3.62	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 18-21 shows how JCC compares question by question to the PACE Norm Base maintained by NILIE.

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

Supervisory Relationships	JCC Mean	Norm Base
2 The extent to which my supervisor expresses confidence in my work	*4.12	3.93
9 The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.07	N/A
12 The extent to which positive work expectations are communicated to me	3.58	3.56
13 The extent to which unacceptable behaviors are identified and communicated to me	3.48	3.44
20 The extent to which I receive timely feedback for my work	3.54	3.40
21 The extent to which I receive appropriate feedback for my work	3.55	3.44
26 The extent to which my supervisor actively seeks my ideas	3.70	3.56
27 The extent to which my supervisor seriously considers my ideas	3.83	3.78
30 The extent to which work outcomes are clarified for me	3.48	3.46
34 The extent to which my supervisor helps me to improve my work	*3.73	3.48
39 The extent to which I am given the opportunity to be creative in my work	3.92	4.00
45 The extent to which I have the opportunity to express my ideas in appropriate forums	3.61	3.72
46 The extent to which professional development and training opportunities are available	3.50	N/A
Mean Total	3.69	3.62

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

Table 19. Institutional Structure Mean Scores Compared to the NILIE Norm Base

Institutional Structure		JCC Mean	Norm Base
1	The extent to which the actions of this institution reflect its mission	*3.80	3.65
4	The extent to which decisions are made at the appropriate level	3.09	3.06
5	The extent to which the institution effectively promotes diversity in the workplace	3.56	N/A
6	The extent to which administrative leadership is focused on meeting the needs of students	*3.71	3.49
10	The extent to which information is shared within the institution	3.12	3.23
11	The extent to which institutional teams use problem-solving techniques	3.26	3.31
15	The extent to which I am able to appropriately influence the direction of this institution	3.09	3.13
16	The extent to which open and ethical communication is practiced	3.15	3.24
22	The extent to which this institution has been successful in positively motivating my performance	3.33	3.35
25	The extent to which a spirit of cooperation exists at this institution	3.27	3.26
29	The extent to which institution-wide policies guide my work	*3.62	3.47
32	The extent to which this institution is appropriately organized	3.31	3.13
38	The extent to which I have the opportunity for advancement	3.14	3.16
41	The extent to which I receive adequate information regarding important activities	3.44	3.50
44	The extent to which my work is guided by clearly defined administrative processes	3.34	3.31
Mean Total		3.34	3.31

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

Table 20. Teamwork Mean Scores Compared to the NILIE Norm Base

Teamwork	JCC Mean	Norm Base
3 The extent to which there is a spirit of cooperation within my work team	3.85	3.72
14 The extent to which my primary work team uses problem-solving techniques	3.59	3.64
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.77	3.70
33 The extent to which my work team provides an environment for free and open expression	3.82	N/A
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.62	3.58
43 The extent to which a spirit of cooperation exists in my department	*3.89	3.72
Mean Total	3.75	3.67

Table 21. Student Focus Mean Scores Compared to the NILIE Norm Base

Student Focus	JCC Mean	Norm Base
7 The extent to which student needs are central to what we do	3.75	3.83
8 The extent to which I feel my job is relevant to this institution's mission	4.22	4.19
17 The extent to which faculty meet the needs of students	3.78	3.79
18 The extent to which student ethnic and cultural diversity are important at this institution	3.65	3.72
19 The extent to which students' competencies are enhanced	*3.84	3.72
23 The extent to which non-teaching professional personnel meet the needs of the students	3.73	3.69
28 The extent to which classified (supporting) personnel meet the needs of the students	3.77	N/A
31 The extent to which students receive an excellent education at this institution	3.95	3.89
35 The extent to which this institution prepares students for a career	3.95	3.83
37 The extent to which this institution prepares students for further learning	*3.99	3.83
40 The extent to which students are assisted with their personal development	3.67	3.57
42 The extent to which students are satisfied with their educational experience	3.78	3.74
Mean Total	3.83	3.80
Overall Total	3.62	3.57

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

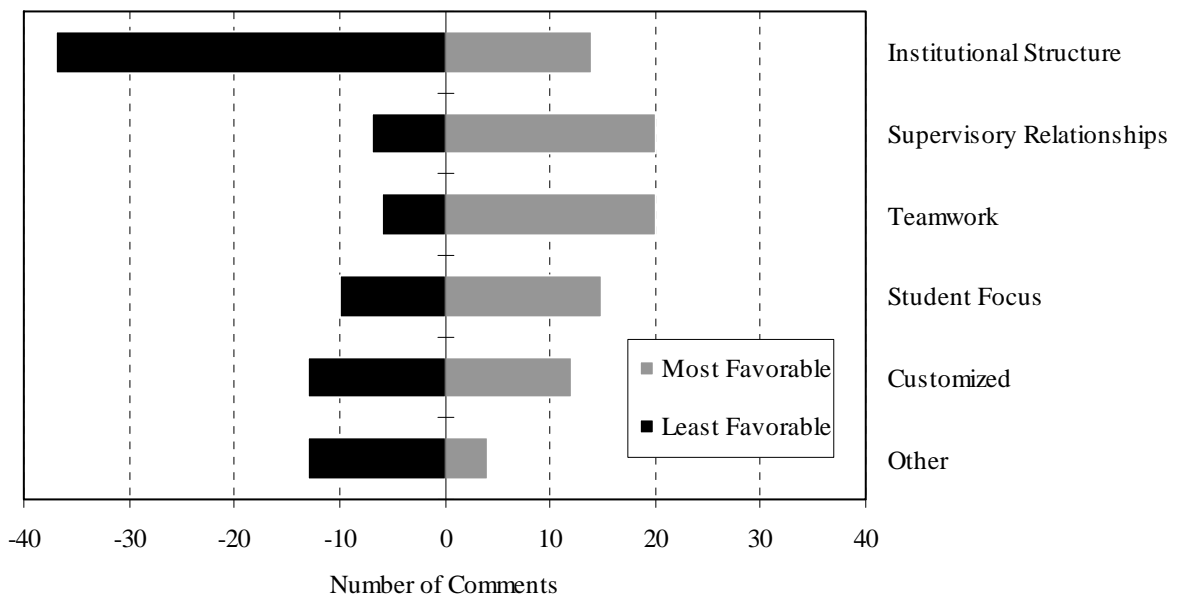
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 156 Jackson Community College employees who completed the PACE survey, 46.8% (73 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 Supervisory Relationships climate factors. Please refer to Tables 22 and 23 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 22. Most Favorable Responses—Sample Comments and Actual Number of Responses at Jackson Community College

Priority	Domain	Themes	Number of Comments
1	Supervisory Relationship (n=20)	<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>High expectations are set for employees but along with that there is a high level of tolerance and patience while a new employee is reaching the expected accomplishments.</i></p> <p><i>For the first time since I've worked for JCC, I now have a wonderful supervisor who values me and my talents. S/he treats me with respect and is involved in my well-being on the job. I am most appreciative of this supervisor.</i></p>	10
		<p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>I love the autonomy in the classroom. I am able to be creative in how I help students learn, as long as I meet the course outcomes. I am also able to be as involved as I choose to be at the college level, through committee and other assignments.</i></p>	6
		<p><u>12— The extent to which positive work expectations are communicated to me</u></p> <p><i>I am very happy with my department head and my dean. I think both do an excellent job making sure I know what is expected of me and what I can do to meet that goal.</i></p>	1
		<p><u>21— The extent to which I receive appropriate feedback for my work</u></p> <p><i>I'm impressed with the friendliness and willingness to help each other no matter what your job status is. The way each job you do is recognized and appreciated.</i></p>	1
		<p><u>26— The extent to which my supervisor actively seeks my ideas</u></p> <p><i>The current Dean demonstrates an ideal leadership style for the faculty community. S/he constantly seeks input, is open to suggestions, and leads through confident and balanced interactions. It is a true pleasure working with her/him.</i></p>	1

Table 22. Continued

Priority	Domain	Themes	Number of Comments
		<p><u>27— The extent to which my supervisor seriously considers my ideas</u></p> <p><i>[Supervisors] is open to new ideas and get things done in a timely manner.</i></p>	1
2	Teamwork (n=20)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>My department chair is thoughtful in giving me first choice of courses to teach even though I am an adjunct. I have been here long enough and have continued to (co)teach the same courses. There is an openness with other course instructors and the lead faculty to accept some of my suggestions but I wish I had more input into the curriculum decisions.</i></p> <p><i>I like the cooperation and support I get from the department staff.</i></p>	13
		<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>Love the people I work with!</i></p> <p><i>I think that my immediate work team does very well together despite administrative issues</i></p>	7
3	Student Focus (n=15)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>I am also proud of the advances that JCC has made in address student issues and making the institution "student-focused" instead of looking at works best for administration and faculty (ie. course scheduling, registration process, etc.)</i></p> <p><i>Meeting the needs of our students. Providing a safe and fun learning environment.</i></p>	6
		<p><u>17— The extent to which faculty meet the needs of the students</u></p> <p><i>Highly qualified and student-orientated teaching staff</i></p>	4
		<p><u>31— The extent to which students receive an excellent education at this institution</u></p> <p><i>I feel that JCC makes every effort to provide an outstanding education for the students who attend. This is true for both the Faculty and Administrators who are willing to support the students.</i></p>	3

Table 22. Continued

Priority	Domain	Themes	Number of Comments
		<p><u>8— The extent to which I feel my job is relevant to this institution's mission</u></p> <p><i>I feel I am making a difference in the lives of my students and the community.</i></p>	1
		<p><u>28— The extent to which classified personnel meet the needs of the students</u></p> <p><i>I am most impressed with the support staff and facilities as well as the safety people on campus. They are overworked, and under-appreciated...and still do a great job.</i></p>	1
4	Institutional Structure (n=14)	<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>I am very pleased with the willingness people have displayed to help in areas unfamiliar to me.</i></p> <p><i>I also appreciate the willingness of administrators to listen to and work with faculty.</i></p>	9
		<p><u>10— The extent to which information is shared within this institution</u></p> <p><i>President communicates financial issues and his direction for JCC well. This makes it easier to make decisions in one's work.</i></p>	3
		<p><u>4— The extent to which decisions are made at the appropriate level at this institution</u></p> <p><i>Participatory management decisions. Open door policy and a culture of value for the employees and the students we serve.</i></p>	1
		<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>Excellent changes for professional development and very easy and professional access to my supervisor.</i></p>	1
5	Customized (n=12)	<p><u>56— The extent to which the institution has improved its relationship with the community</u></p> <p><i>I believe the community service opportunities that JCC is now endorsing have increased the community connection with JCC as well as allowing individuals the satisfaction of helping others while representing JCC.</i></p>	4

Table 22. Continued

Priority	Domain	Themes	Number of Comments
		<p><u>47—The extent to which the college provides student life opportunities</u></p> <p><i>JCC has exhibited great effort in expanding the student life exposure on campus. It is refreshing to see students excited about these activities.</i></p>	3
		<p><u>54—The extent to which the institution provides a comprehensive employee benefits package</u></p> <p><i>I believe JCC provides an excellent benefits package for its employees.</i></p>	2
		<p><u>50—The extent to which employees know and understand the strategic goals of JCC</u></p> <p><i>The optimist in me appreciates much of the College's current vision and planning. JCC's focus on creating an integrated and dynamic structure that clarifies the relationships between our Mission and Vision, Strategic Plan, Accreditation, Assessment, Program Reviews, Course Delivery, Professional Development.</i></p>	1
		<p><u>51—The extent to which the institution values people</u></p> <p><i>I have witnessed positive changes in the last 6 months or so, particularly in the overall job satisfaction of employees. Whatever is happening at the top levels to change attitudes from negative to positive is awesome. Keep up the great work!!</i></p>	1
		<p><u>55—The extent to which campus security provides for my safety</u></p> <p><i>Safe and friendly environment for students and staff.</i></p> <p><i>I feel JCC is making a connection with the community. We are growing and expanding to meet the needs/desires of tri-county area.</i></p>	1
6	Other (n=4)	<p><u>Students</u></p> <p><i>The students are always a joy to work with.</i></p>	2
		<p><u>Facilities</u></p> <p><i>Adding new facilities to meet student needs, student housing,</i></p>	2

Table 23. Least Favorable Responses—Sample Comments and Actual Number of Responses at Jackson Community College

Priority	Domain	Themes	Number of Comments
1	Institutional Structure (n=37)	<p><u>10— The extent to which information is shared within this institution</u></p> <p><i>Although JCC attempts to communicate more with the community, it still suffers in communicating internally.</i></p> <p><i>Communication between departments</i></p> <p><i>Huge issues with communication and decision-making. Information that is being disseminated at Executive Council, etc. does not get communicated to the rest of the institution. There seems to be a false perception that administrators are coming back from meetings and sharing information with the rest of their staff ~ unfortunately, that does not typically happen.</i></p>	14
		<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>A better trust level needs to be established between, among and across employee groups. I'm not sure how this is accomplished.</i></p> <p><i>I am aware of some employees who do not see to the true meaning of why we are all here and thus they are not willing to "go above and beyond" for the good of the College.</i></p>	7
		<p><u>4— The extent to which decisions are made at the appropriate level at this institution</u></p> <p><i>Decision making at highest level/asking for input and ignoring all of it has resulted in fixing things later, unhappy employees, decreased motivation.</i></p> <p><i>It seems like the college could really benefit from involving employees from all employee groups in decision making processes. It is apparent that there is still a division between employee groups.</i></p>	6
		<p><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p><i>One of the problems with JCC is that when the president or someone else of high status want you to succeed at work (move up in status)it happens but if they don't like you or want you to move up there is nothing you can do to make that happen.</i></p>	3

Table 23. Continued

Priority	Domain	Themes	Number of Comments
		<p><u>29— The extent to which institution-wide policies guide my work</u></p> <p><i>Processes and policies are not always followed depending on the situation and/or the person which creates animosity between personnel because they view this as being unfair. Fair and consistent processes, policies and procedures could help create a more cohesive climate.</i></p>	2
		<p><u>32— The extent to which this institution is appropriately organized</u></p> <p><i>Sometimes individuals are reorganized into areas at JCC that they are not qualified for - this increases the work load for other individuals while at the same time decreasing job satisfaction. This also diminishes credibility of certain departments.</i></p>	2
		<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>My only recommendation is a more in depth department orientation, there was and still is a lot of self discovery. It would be nice to know what people to call to get a chair, correct educator issues, room requests etc... These little things add up and can be very frustrating</i></p>	2
		<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>This administration has completely forgotten what a community college is supposed to be. They are so fixated on competing with major universities and massaging there own egos that they ignore the we are a community college and that we should be focusing on the citizens in our community and not trying to impress administration at other universities that have nothing to do with our community.</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 think employees feel valued at this institution. It comes across both in pay and in the lack of promotion opportunities.</i></p>	3

Table 23. Continued

Priority	Domain	Themes	Number of Comments
		<p><u>49—The extent to which institutional budget priorities are consistent with the college’s mission, strategic plan, and vision</u></p> <p><i>Our program cannot expand without financial support. We have worked with little or no budget for years.</i></p>	2
		<p><u>50—The extent to which employees know and understand the strategic goals of JCC</u></p> <p><i>This college operates in constant crisis mode; someone says jump, we say "how high?" All the planning and sitting in meetings means nothing when someone says "do this" and you have no power to question or suggest something different. The environment really detracts from employee morale, which has to have an effect on the final product in how people's jobs get done.</i></p>	2
		<p><u>52—The extent to which JCC makes clear a code of ethical behavior that it expects staff to follow</u></p> <p><i>When in meetings with others outside my work area, I am appalled at the repeated degradation of other employees that they deem to be "less-than" in some way. As an institution that values people and is concerned with ethical behavior, this type of conduct should be stopped at the very moment it appears that someone is going to be spoken of with such disdain. Be nice. Be kind. You would not want others in a group speaking that way about you and dragging you through the proverbial mud.</i></p>	2
		<p><u>54—The extent to which the institution provides a comprehensive benefits package</u></p> <p><i>Part time people receive no benefits, we are treated as second class citizens.</i></p>	2
		<p><u>53—The extent to which there is campus-wide input on matters of importance</u></p> <p><i>The way that important matters are handled by our board members. They involve themselves too much in the day-to-day activities. They need to concentrate on the college's mission and let the people who have been hired to handle these situations just do their job.</i></p>	1

Table 23. Continued

Priority	Domain	Themes	Number of Comments
		<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>Pockets promote diversity but we have not progressed much beyond diversity-in-name. I want to see money where the words are.</i></p>	1
3	Other (n=13)	<p><u>Adjunct issues</u></p> <p><i>The only concern I have for JCC is what I am hearing from faculty. I am beginning to understand they do not want to hire full time staff as they are trying to save money. While I understand this, I also have concerns about programs having continuity and a "grounded" staff so to speak. Adjuncts have much to offer, but you still need an anchor for the ship.</i></p> <p><i>I feel it is difficult to advance to full-time status as a teacher even though I have been teaching here for several years. I enjoy the work, so I want to keep on working here, but I would appreciate the chance to become a full-time faculty member. This may involve taking a more aggressive approach to providing educational grants or funding to further the educational levels of the Adjunct team members.</i></p> <p><u>Accountability</u></p> <p><i>Blame is often passed from one department/office/person to another, and very few people take responsibility for what they've done.</i></p> <p><i>Another issue is accountability. What are the ramifications of faculty who did not show up last Friday? Everyone needed to hear the message and many were not there.</i></p> <p><u>Technology</u></p> <p><i>I have often waited months for simple tasks to be completed by IT and the facilities staff. Requests often go unanswered.</i></p>	6
4	Student Focus (n=10)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>Students do not come first at JCC</i></p> <p><i>Some services, like the cafeteria, have inconvenient hours.</i></p>	8

Table 23. Continued

Priority	Domain	Themes	Number of Comments
		<p><i>What I find most disappointing is the very uneven quality of information and support provided to students -- some students receive excellent information, advising, and support while others are run in circles, told things that are not true, and are advised to enroll in courses they are not prepared for. The impression it gives to those students (and to others) is that the school doesn't care about their success but only about getting their tuition dollars.</i></p> <p><u>19— The extent to which students' competencies are enhanced</u></p> <p><i>Our current assessment practices require revision. I am not confident we can state with a high degree of statistical certainty that we truly understand what our students learn while they are here and/or how they might learn whatever it is they do learn. The entire assessment process should be reevaluated with the goal of establishing effective/efficient assessment techniques that; a) the faculty will embrace, b) provides sound data for analysis, and c) guides the faculty in modifying the classroom experience in a manner that truly enhances learning.</i></p>	1
		<p><u>35— The extent to which this institution prepares students for a career</u></p> <p><i>Need short term training programs, too many unemployed and unable to support families and go to college for 3-4 years for an associate degree.</i></p>	1
5	Supervisory Relationship (n=7)	<p><u>21— The extent to which I receive appropriate feedback for my work</u></p> <p><i>Individuals are still not recognized for the good work they do in comparison to the mediocre performer. We are all lumped together. Those who do continue to get more to do with little end in sight. We are stressed.</i></p> <p><i>It is difficult to gage my own performance even with student evaluations. A peer review would be helpful so that I may be able to receive feedback on a professional level. This would be more constructive in identifying areas that I am doing well in or in areas I made need to make some changes.</i></p>	4

Table 23. Continued

Priority	Domain	Themes	Number of Comments
		<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>JCC has over a hundred staff members who were hired for their experience, skills and abilities, yet once they are hired they are treated like they don't have a brain to work with and many are frequently reminded that they can be easily replaced.</i></p>	2
		<p><u>27— The extent to which my supervisor seriously considers my ideas</u></p> <p><i>I often feel like the input of employees is sought, but then ignored completely. I have long since given up on contributing an opinion, because it seems to have little effect.</i></p>	1
6	Teamwork (n=6)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>There always seem to be issues in our department, between faculty. It's sad. Fortunately it is possible to stay out of it most of the time, but it is very counter-productive.</i></p>	4
		<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>Though I only work on weekends I do not feel like I am part of a departmental team and have little or no communication with my supervisor and other team members.</i></p>	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), three represent the Supervisory Relationships climate factor (items #32, #9, 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, 4.22 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.12 (#2)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.07 (#9)
- The extent to which this institution prepares students for further learning, 3.99 (#37)
- The extent to which students receive an excellent education at this institution, 3.95 (#31)
- The extent to which this institution prepares students for a career, 3.95 (#35)
- The extent to which I am given the opportunity to be creative in my work, 3.92 (#39)
- The extent to which a spirit of cooperation exists in my department, 3.89 (#43)
- The extent to which there is a spirit of cooperation within my work team, 3.85 (#3)
- The extent to which students' competencies are enhanced, 3.84 (#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, 4.01 (#55)
- The extent to which the institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible schedule, tuition reimbursement), 3.96 (#54)
- The extent to which the college has made progress on increasing the diversity and inclusion of employees and students, 3.62 (#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.

- The extent to which decisions are made at the appropriate level at this institution, 3.09 (#4)
- The extent to which I am able to appropriately influence the direction of this institution, 3.09 (#15)
- The extent to which information is shared within this institution, 3.12 (#10)
- The extent to which I have the opportunity for advancement, 3.14 (#38)
- The extent to which open and ethical communication is practiced at this institution, 3.15 (#16)
- The extent to which institutional teams use problem-solving techniques, 3.26 (#11)
- The extent to which a spirit of cooperation exists at this institution, 3.27 (#25)
- The extent to which this institution is appropriately organized, 3.31 (#32)
- The extent to which this institution has been successful in positively motivating my performance, 3.33 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.34 (#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 institutional budget priorities are consistent with the college's mission, strategic plan, and vision, 3.08 (#49)
- The extent to which there is campus-wide input on matters of importance, 3.20 (#53)
- The extent to which employees know and understand the strategic goals of JCC, 3.31 (#50)

The least favorable aspects cited in the open-ended responses reflect a high response to the Institutional Structure questions, which is consistent with the survey mean scores for those questions. Specifically, there is a desire for consistent communication and collaborative relationships between departments. Those areas of greatest satisfaction as shown on the mean scores and the open-ended responses are collaboration within departments or teams and the student-centered focus of the college.

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