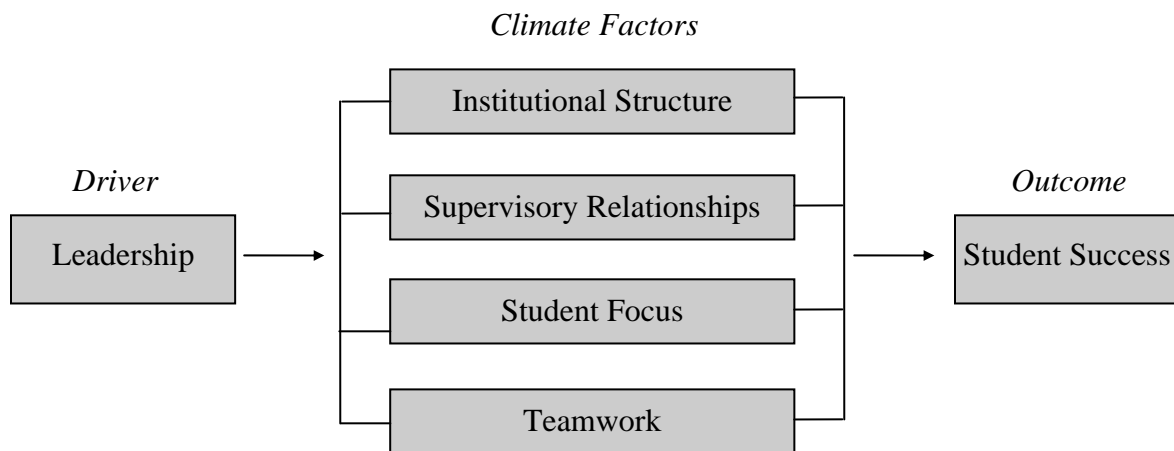


EXECUTIVE SUMMARY

In October 2007, the Personal Assessment of the College Environment (PACE) survey was administered to 567 employees at Jackson Community College (JCC). Of those 567 employees, 158 (27.9%) 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) or within the Competitive range (rated between 2 and 3). Forty-seven fell within the Consultative range (rated between 3 and 4), and nine 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 3.72 mean score or high Consultative system. The Student Focus category received the highest mean score (3.98), whereas the Institutional Structure category received the lowest mean score (3.48). When respondents were classified according to personnel classification at JCC, the composite ratings were as follows: Administrator (4.03), Full-time Faculty (3.56), Adjunct Faculty (3.91), and Classified/Technical (3.48).

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, 4.31 (#8)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.15 (#9)
- The extent to which my supervisor expresses confidence in my work, 4.13 (#2)
- The extent to which this institution prepares students for further learning, 4.12 (#37)
- The extent to which students receive an excellent education at this institution, 4.12 (#31)
- The extent to which student needs are central to what we do, 4.03 (#7)
- The extent to which this institution prepares students for a career, 4.02 (#35)
- The extent to which I am given the opportunity to be creative in my work, 4.01 (#39)
- The extent to which students are satisfied with their educational experience at this , 3.96 (#42)
- The extent to which the actions of this institution reflect its mission, 3.95 (#1)

*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 I have the opportunity for advancement, 3.26 (#38)
- The extent to which information is shared within this institution, 3.22 (#10)
- The extent to which this institution is appropriately organized, 3.24 (#32)
- The extent to which decisions are made at the appropriate level at this institution, 3.27 (#4)
- The extent to which I am able to appropriately influence the direction of this institution, 3.34 (#15)
- The extent to which institutional teams use problem-solving techniques, 3.37 (#11)
- The extent to which a spirit of cooperation exists at this institution, 3.38 (#25)
- The extent to which open and ethical communication is practiced at this institution, 3.42 (#16)
- The extent to which my work is guided by clearly defined administrative processes, 3.44 (#44)
- The extent to which I receive adequate information regarding important activities at , 3.48 (#41)

*Customized questions were not included in this listing.

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.

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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 October 2007, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Jackson Community College. Of the 567 employees administered the instrument, 158 (27.9%) completed and returned the instrument for analysis. Of those 158 employees, 77 (48.7%) 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 available online to employees of JCC and the link was distributed via email. Employees were informed of the collection deadline. Completed surveys were downloaded by NILIE and 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 January 2005 to January 2007 are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from January 2005 to January 2007 (n=8,033)

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 2006 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 personnel classification and generated priorities for change for each personnel classification. Also, comparative analyses of factor means by demographic variables were conducted. The item and factor means of this PACE were correspondingly compared with the NILIE Norm Base, with significant differences between means again being identified through *t*-tests. Finally, a qualitative analysis was conducted on the open-ended comments provided by the survey respondents.

Respondent Characteristics

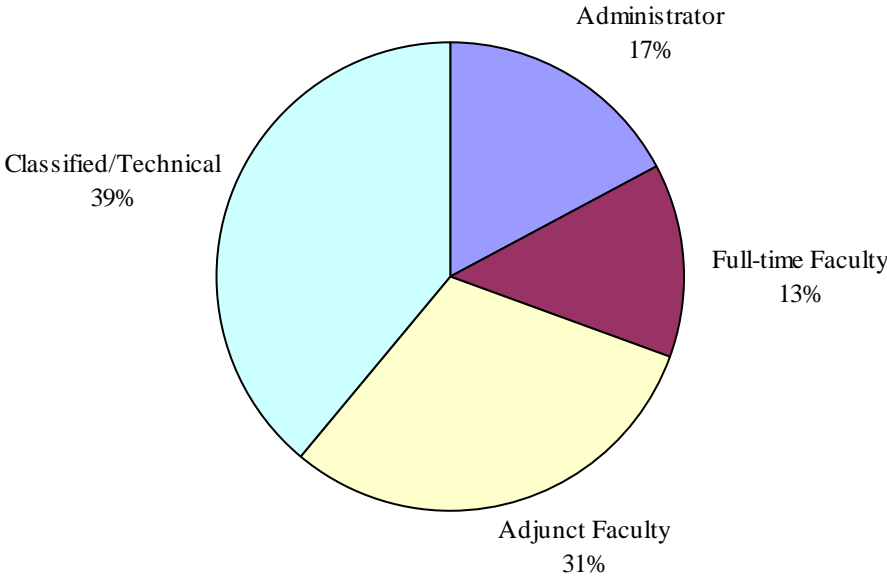
Of the 567 JCC employees administered the survey, 158 (27.9%) completed the PACE survey. Survey respondents classified themselves into personnel classifications. Refer to Table 3 and Figure 2.

Table 3. Response by Self-Selected Personnel Classification

Personnel Classification	Population	Surveys Returned for Analysis	Percent of Population Represented
Administrator	37	27	73.0%
Full-time Faculty	91	21	23.1%
Adjunct Faculty	300	48	16.0%
Classified/Technical	139	61	43.9%
Did not respond		1	
Total	567	158	27.9%

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



1 individual 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. 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	2006 # of Responses	2006 % of Responses	2007 # of Responses	2007 % of Responses
What is your personnel classification:				
Administrator	26	16.7%	27	17.1%
Full-time Faculty	27	17.3%	21	13.3%
Adjunct Faculty	40	25.6%	48	30.4%
Classified/Technical	58	37.2%	61	38.6%
Did not respond	5	3.2%	1	0.6%
What is your race/ethnicity:				
African American/Alaskan or Native American/Asian American/Hispanic/Other	10	6.4%	18	11.4%
Caucasian	144	92.3%	138	87.3%
Did not respond	2	1.3%	2	1.3%
What is your current employment status				
Full-time	101	64.7%	88	55.7%
Part-time	53	34.0%	69	43.7%
Did not respond	2	1.3%	1	0.6%
What is your primary work schedule:				
Day	117	75.0%	119	75.3%
Evening	11	7.1%	18	11.4%
Varied/On-call	20	12.8%	13	8.2%
Weekend/Other	7	4.5%	8	5.1%
Did not respond	1	0.6%	0	0.0%
Would you recommend JCC as a place to work:				
Yes	138	88.5%	145	91.8%
No	13	8.3%	11	7.0%
Did not respond	5	3.2%	2	1.3%

Table 4. Continued.

Demographic Variable	2006 # of Responses	2006 % of Responses	2007 # of Responses	2007 % of Responses
How long have you been employed at JCC:				
Less than 1 year	20	12.8%	33	20.9%
1 - 4 years	41	26.3%	45	28.5%
5 - 9 years	34	21.8%	34	21.5%
10 - 14 years	21	13.5%	17	10.8%
15 years or more	36	23.1%	28	17.7%
Did not respond	4	2.6%	1	0.6%
What is your gender:				
Female	105	67.3%	111	70.3%
Male	46	29.5%	47	29.8%
Did not respond	5	3.2%	0	0.0%

Comparative Analysis: Overall

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

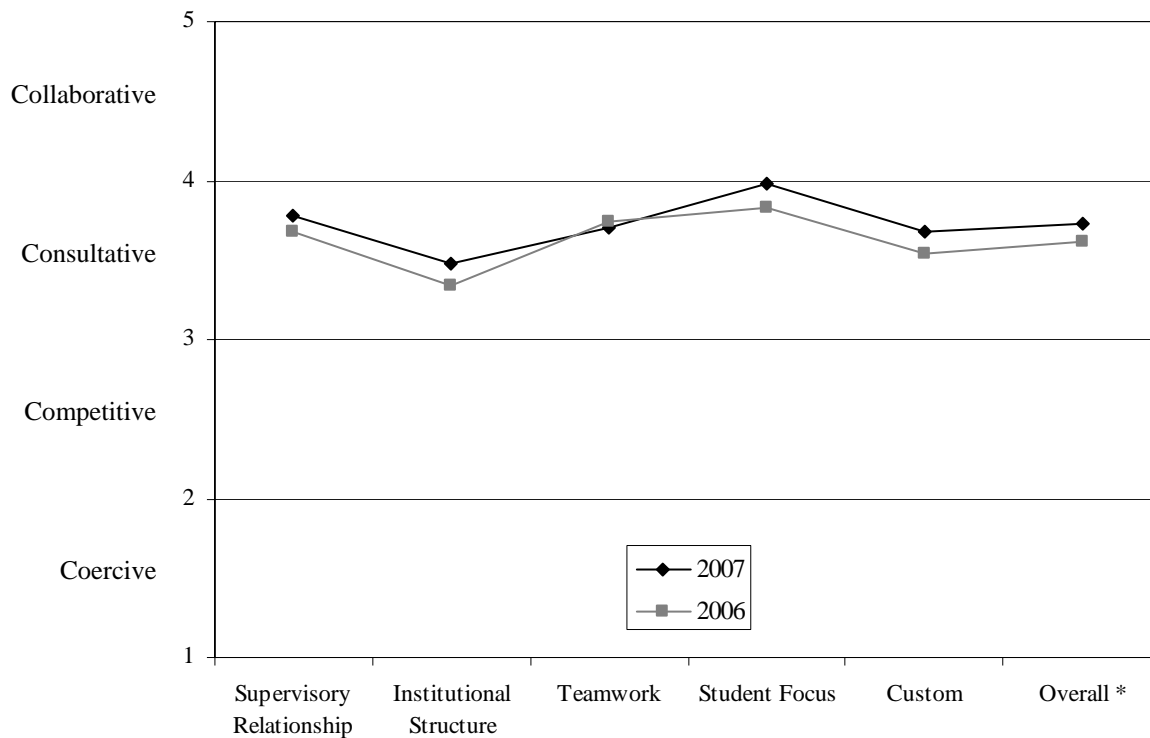
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.98), which represented a Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.48) within the middle area of the Consultative management area. Overall, employees rated the management style in the upper range of the Consultative management area. (See also Figure 3). When compared to the revised 2006 JCC mean scores, the JCC 2007 mean scores increased slightly, except the Teamwork climate factor.

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

Factor	2006 JCC	2007 JCC
Supervisory Relationships	3.69	3.78
Institutional Structure	3.34	3.48
Teamwork	3.75	3.70
Student Focus	3.83	3.98
Custom	3.54	3.68
Overall*	3.62	3.72

* 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



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). Forty-seven fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and nine fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=47) 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 3.72 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 overall mean does not reflect the mean scores of the customized items developed specifically for Jackson Community College.

Table 6. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships		2006 Mean (SD)	2007 Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	4.12 (0.98)	4.13 (1.04)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.07 (1.08)	4.15 (1.04)
12	The extent to which positive work expectations are communicated to me	3.58 (1.12)	3.69 (1.04)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.48 (0.95)	3.54 (1.02)
20	The extent to which I receive timely feedback for my work	3.54 (1.10)	3.59 (1.14)
21	The extent to which I receive appropriate feedback for my work	3.55 (1.11)	3.65 (1.18)
26	The extent to which my supervisor actively seeks my ideas	3.70 (1.16)	3.82 (1.15)
27	The extent to which my supervisor seriously considers my ideas	3.83 (1.15)	3.91 (1.10)
30	The extent to which work outcomes are clarified for me	3.48 (1.03)	3.53 (1.05)
34	The extent to which my supervisor helps me to improve my work	3.73 (1.09)	3.83 (1.13)
39	The extent to which I am given the opportunity to be creative in my work	3.92 (1.00)	4.01 (1.10)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.61 (1.01)	3.66 (1.12)
46	The extent to which professional development and training opportunities are available	3.50 (1.09)	3.73 (1.19)
Mean Total		3.69 (0.87)	3.78 (0.88)

Table 7. Comparative Mean Responses: Institutional Structure

Institutional Structure	2006 Mean (SD)	2007 Mean (SD)
1 The extent to which the actions of this institution reflect its mission	3.80 (0.86)	3.95 (0.93)
4 The extent to which decisions are made at the appropriate level	3.09 (1.15)	3.27 (1.22)
5 The extent to which the institution effectively promotes diversity in the workplace	3.56 (0.87)	3.76 (0.96)*
6 The extent to which administrative leadership is focused on meeting the needs of students	3.71 (0.98)	3.94 (1.02)*
10 The extent to which information is shared within the institution	3.12 (1.18)	3.22 (1.32)
11 The extent to which institutional teams use problem-solving techniques	3.26 (0.92)	3.37 (1.07)
15 The extent to which I am able to appropriately influence the direction of this institution	3.09 (1.09)	3.34 (1.19)
16 The extent to which open and ethical communication is practiced	3.15 (1.16)	3.42 (1.21)*
22 The extent to which this institution has been successful in positively motivating my performance	3.33 (1.18)	3.57 (1.19)
25 The extent to which a spirit of cooperation exists at this institution	3.27 (1.13)	3.38 (1.21)
29 The extent to which institution-wide policies guide my work	3.62 (0.89)	3.61 (1.00)
32 The extent to which this institution is appropriately organized	3.31 (1.07)	3.24 (1.14)
38 The extent to which I have the opportunity for advancement	3.14 (1.21)	3.26 (1.28)
41 The extent to which I receive adequate information regarding important activities	3.44 (1.11)	3.48 (1.17)
44 The extent to which my work is guided by clearly defined administrative processes	3.34 (1.09)	3.44 (1.11)
Mean Total	3.34 (0.87)	3.48 (0.88)

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

Table 8. Comparative Mean Responses: Teamwork

Teamwork	2006 Mean (SD)	2007 Mean (SD)
3 The extent to which there is a spirit of cooperation within my work team	3.85 (1.05)	3.83 (1.16)
14 The extent to which my primary work team uses problem-solving techniques	3.59 (1.00)	3.65 (1.06)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.77 (1.08)	3.76 (1.12)
33 The extent to which my work team provides an environment for free and open expression	3.82 (1.06)	3.69 (1.16)
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.62 (1.00)	3.61 (1.06)
43 The extent to which a spirit of cooperation exists in my department	3.89 (0.90)	3.74 (1.09)
Mean Total	3.75 (0.87)	3.70 (0.93)

Table 9. Comparative Mean Responses: Student Focus

Student Focus	2006 Mean (SD)	2007 Mean (SD)
7 The extent to which student needs are central to what we do	3.75 (0.97)	4.03 (0.97)*
8 The extent to which I feel my job is relevant to this institution's mission	4.22 (0.82)	4.31 (0.85)
17 The extent to which faculty meet the needs of students	3.78 (0.91)	3.93 (0.87)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.65 (0.86)	3.90 (0.85)*
19 The extent to which students' competencies are enhanced	3.84 (0.68)	3.94 (0.92)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.73 (0.90)	3.92 (0.84)
28 The extent to which classified (supporting) personnel meet the needs of the students	3.77 (0.89)	3.91 (0.88)
31 The extent to which students receive an excellent education at this institution	3.95 (0.83)	4.12 (0.76)
35 The extent to which this institution prepares students for a career	3.95 (0.79)	4.02 (0.77)
37 The extent to which this institution prepares students for further learning	3.99 (0.84)	4.12 (0.76)
40 The extent to which students are assisted with their personal development	3.67 (0.85)	3.81 (0.90)
42 The extent to which students are satisfied with their educational experience	3.78 (0.77)	3.96 (0.71)*
Mean Total	3.83 (0.61)	3.98 (0.61)

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

Table 10. Comparative Mean Responses: Customized

Customized	2006 Mean (SD)	2007 Mean (SD)
47 The extent to which the college provides student life opportunities	3.61 (0.97)	3.83 (0.85)*
48 The extent to which the college has made progress on increasing the diversity and inclusion of employees and students	3.62 (0.85)	3.83 (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)	3.40 (1.15)*
50 The extent to which employees know and understand the strategic goals of JCC	3.31 (0.96)	3.42 (1.10)
51 The extent to which the institution values people	3.44 (1.10)	3.75 (1.12)*
52 The extent to which JCC makes clear a code of ethical behavior that it expects staff to follow	3.58 (1.09)	3.66 (1.12)
53 The extent to which there is campus-wide input on matters of importance	3.20 (1.01)	3.31 (1.19)
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)	4.03 (1.04)
55 The extent to which campus security provides for my safety	4.01 (0.81)	3.81 (1.04)*
56 The extent to which the institution has improved its relationship with the community	3.57 (1.03)	3.94 (0.87)*
Mean Total	3.54 (0.72)	3.68 (0.75)

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

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 Administrators rated the four normative factors most favorable (4.03), whereas the Classified/Technical employees rated the four normative factors least favorable (3.48). 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 Personnel Classifications at Jackson Community College.

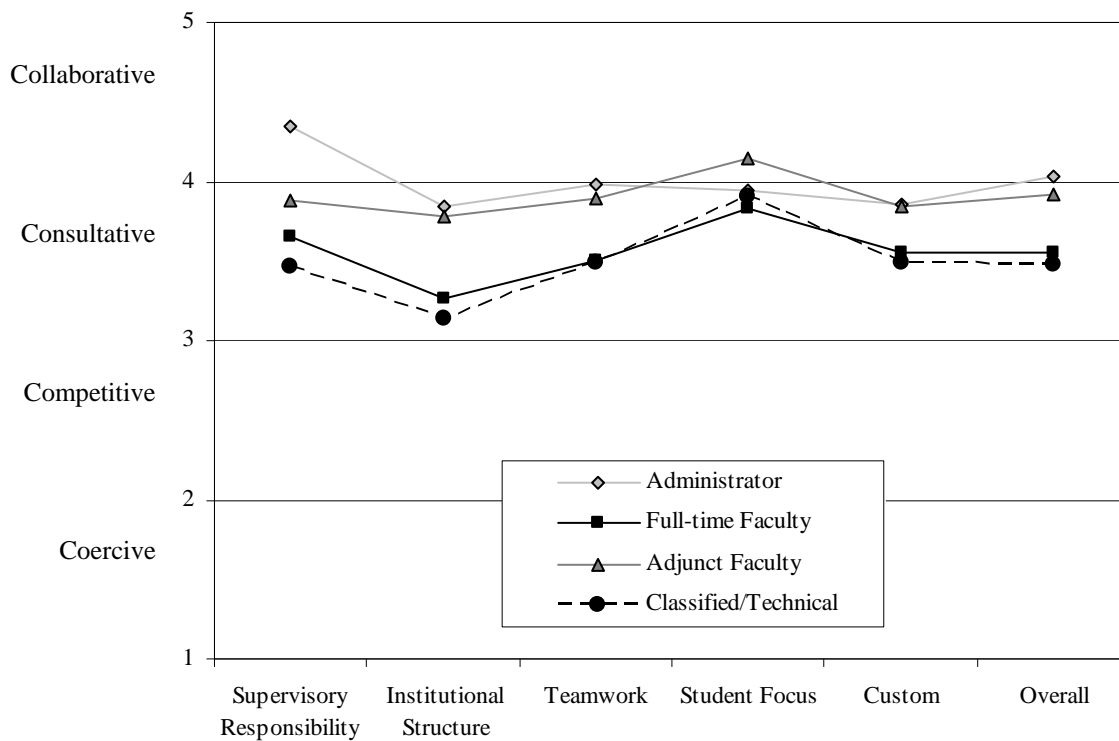


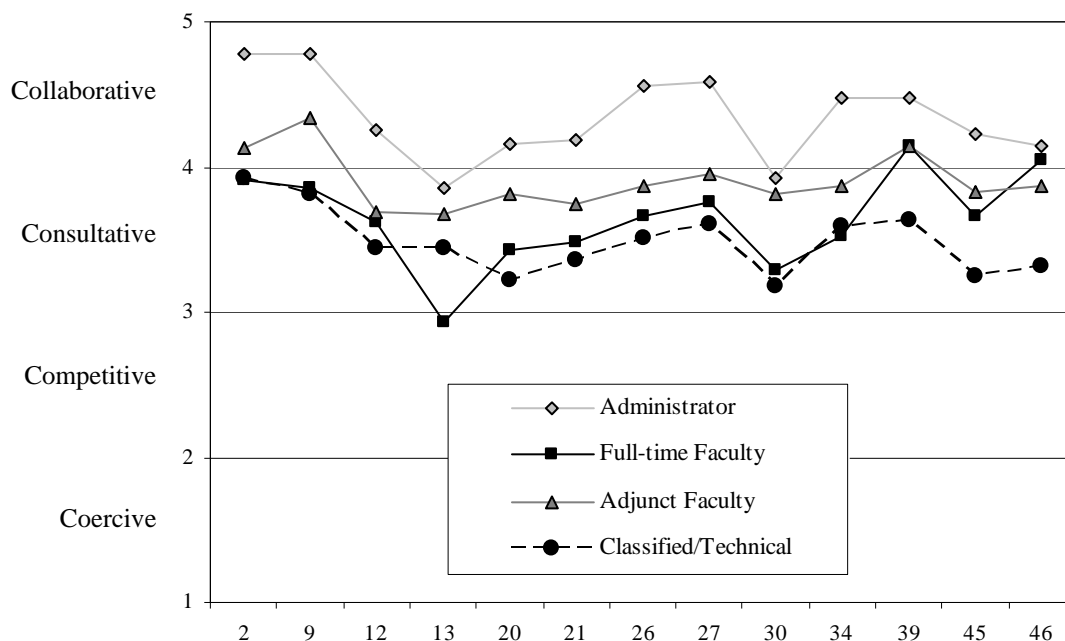
Table 11. Mean Climate Scores as Rated by Personnel Classifications and by Year of Administration

Personnel Classification	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Custom	Overall*
Administrator						
2006	4.07	3.63	4.06	3.98	3.80	3.90
2007	4.34	3.84	3.98	3.94	3.86	4.03
Full-time Faculty						
2006	3.82	3.46	3.81	3.95	3.60	3.75
2007	3.66	3.27	3.50	3.83	3.55	3.56
Adjunct Faculty						
2006	3.76	3.58	3.86	3.95	3.64	3.76
2007	3.88	3.78	3.89	4.14	3.84	3.91
Classified/ Technical						
2006	3.40	2.98	3.49	3.61	3.30	3.33
2007	3.46	3.14	3.49	3.91	3.49	3.48

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

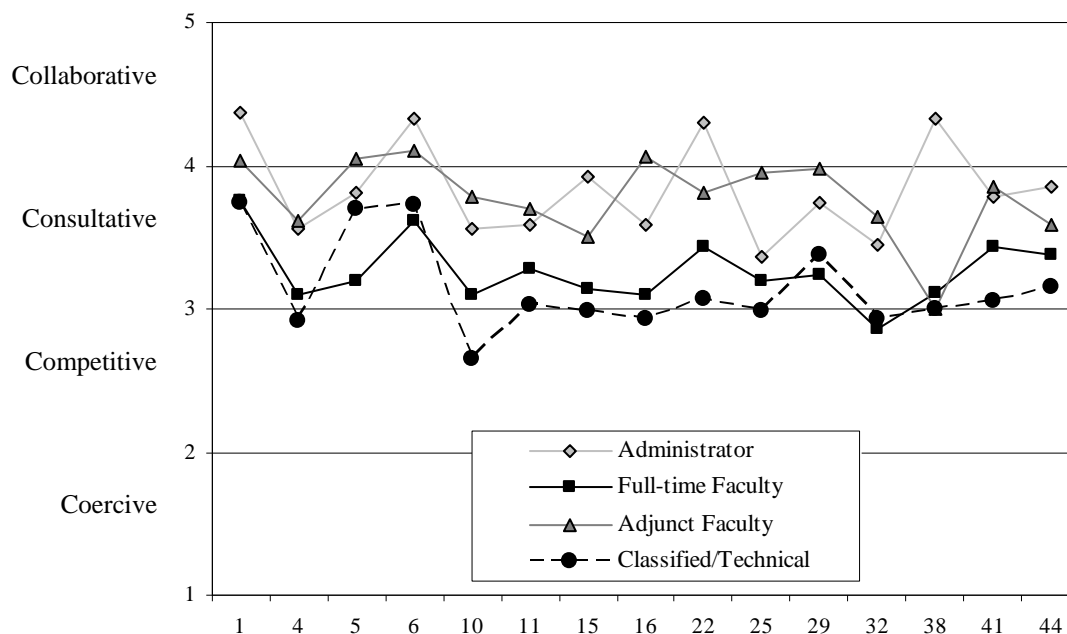
Supervisory Relationships		Administrator	Full-time Faculty	Adjunct Faculty	Classified / Technical
2	The extent to which my supervisor expresses confidence in my work	4.78	3.90	4.13	3.92
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.78	3.86	4.34	3.82
12	The extent to which positive work expectations are communicated to me	4.26	3.62	3.69	3.44
13	The extent to which unacceptable behaviors are identified and communicated to me	3.85	2.94	3.67	3.44
20	The extent to which I receive timely feedback for my work	4.15	3.43	3.81	3.22
21	The extent to which I receive appropriate feedback for my work	4.19	3.48	3.74	3.36
26	The extent to which my supervisor actively seeks my ideas	4.56	3.67	3.86	3.51
27	The extent to which my supervisor seriously considers my ideas	4.59	3.76	3.95	3.61
30	The extent to which work outcomes are clarified for me	3.93	3.29	3.81	3.18
34	The extent to which my supervisor helps me to improve my work	4.48	3.52	3.87	3.59
39	The extent to which I am given the opportunity to be creative in my work	4.48	4.14	4.15	3.64
45	The extent to which I have the opportunity to express my ideas in appropriate forums	4.22	3.67	3.83	3.25
46	The extent to which professional development and training opportunities are available	4.15	4.05	3.88	3.31

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



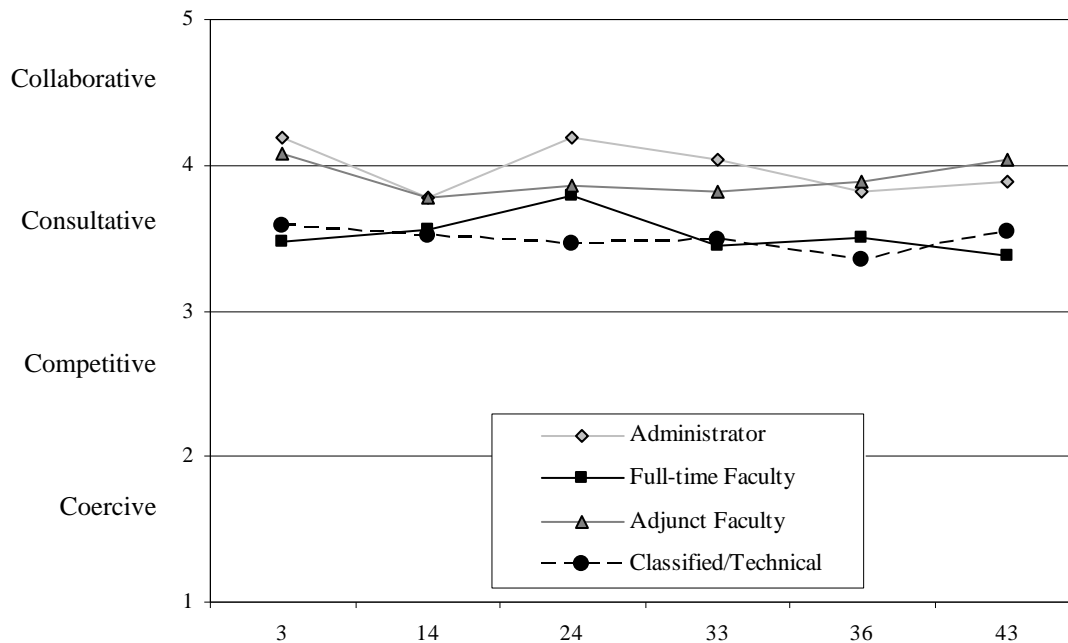
Institutional Structure		Administrator	Full-time Faculty	Adjunct Faculty	Classified / Technical
1	The extent to which the actions of this institution reflect its mission	4.37	3.76	4.04	3.75
4	The extent to which decisions are made at the appropriate level	3.56	3.10	3.62	2.92
5	The extent to which the institution effectively promotes diversity in the workplace	3.81	3.19	4.04	3.70
6	The extent to which administrative leadership is focused on meeting the needs of students	4.33	3.62	4.11	3.73
10	The extent to which information is shared within this institution	3.56	3.10	3.79	2.66
11	The extent to which institutional teams use problem-solving techniques	3.59	3.29	3.70	3.03
15	The extent to which I am able to appropriately influence the direction of this institution	3.93	3.14	3.50	2.98
16	The extent to which open and ethical communication is practiced	3.59	3.10	4.06	2.93
22	The extent to which this institution has been successful in positively motivating my performance	4.30	3.43	3.81	3.07
25	The extent to which a spirit of cooperation exists at this institution	3.37	3.19	3.96	2.98
29	The extent to which institution-wide policies guide my work	3.74	3.24	3.98	3.38
32	The extent to which this institution is appropriately organized	3.44	2.86	3.65	2.93
38	The extent to which I have the opportunity for advancement	4.33	3.11	3.00	3.00
41	The extent to which I receive adequate information regarding important activities	3.78	3.43	3.85	3.05

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



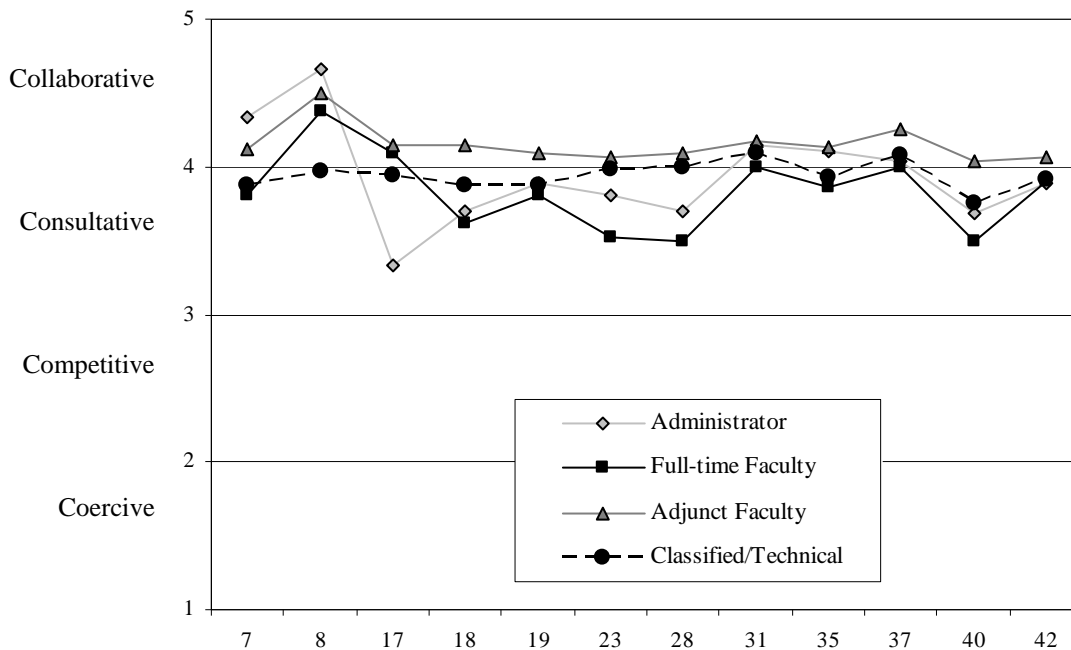
Teamwork		Administrator	Full-time Faculty	Adjunct Faculty	Classified / Technical
3	The extent to which there is a spirit of cooperation within my work team	4.19	3.48	4.09	3.59
14	The extent to which my primary work team uses problem-solving techniques	3.78	3.55	3.77	3.52
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.19	3.79	3.86	3.46
33	The extent to which my work team provides an environment for free and open expression	4.04	3.45	3.82	3.49
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.81	3.50	3.88	3.34
43	The extent to which a spirit of cooperation exists in my department	3.89	3.38	4.04	3.54

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



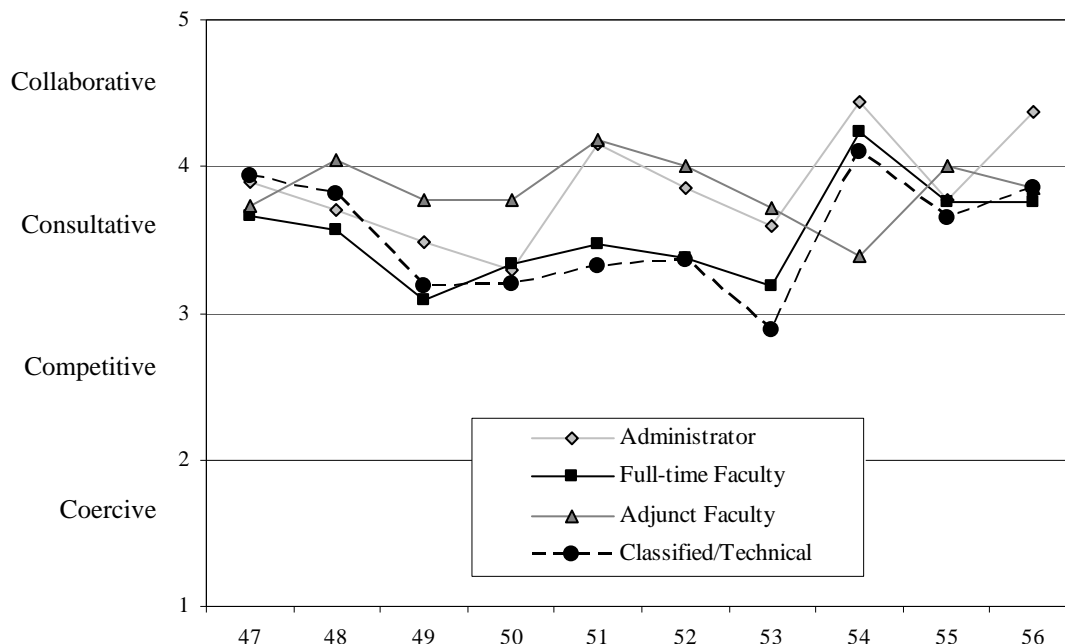
Student Focus		Administrator	Full-time Faculty	Adjunct Faculty	Classified / Technical
7	The extent to which student needs are central to what we do	4.33	3.81	4.13	3.88
8	The extent to which I feel my job is relevant to this institution's mission	4.67	4.38	4.50	3.97
17	The extent to which faculty meet the needs of the students	3.33	4.10	4.15	3.94
18	The extent to which student ethnic and cultural diversity are important	3.70	3.62	4.15	3.88
19	The extent to which students' competencies are enhanced	3.89	3.81	4.09	3.87
23	The extent to which non-teaching professional personnel meet the needs of the students	3.81	3.52	4.07	3.98
28	The extent to which classified (supporting) personnel meet the needs of the students	3.70	3.50	4.09	4.00
31	The extent to which students receive an excellent education	4.15	4.00	4.17	4.09
35	The extent to which this institution prepares students for a career	4.11	3.86	4.13	3.93
37	The extent to which this institution prepares students for further learning	4.04	4.00	4.25	4.07
40	The extent to which students are assisted with their personal development	3.68	3.50	4.04	3.75
42	The extent to which students are satisfied with their educational experience	3.89	3.90	4.06	3.91

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



Customized		Administrator	Full-time Faculty	Adjunct Faculty	Classified / Technical
47	The extent to which the college provides student life opportunities	3.89	3.67	3.73	3.93
48	The extent to which the college has made progress on increasing the diversity and inclusion of employees and students	3.70	3.57	4.05	3.81
49	The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision	3.48	3.10	3.78	3.18
50	The extent to which employees know and understand the strategic goals of JCC	3.30	3.33	3.77	3.20
51	The extent to which the institution values people	4.15	3.48	4.18	3.32
52	The extent to which JCC makes clear a code of ethical behavior that it expects staff to follow	3.85	3.38	4.00	3.37
53	The extent to which there is campus-wide input on matters of importance	3.59	3.19	3.71	2.88
54	The extent to which the institution provides a comprehensive employee benefits package (e.g. medical, leave, flexible schedule, tuition reimbursement)	4.44	4.24	3.39	4.10
55	The extent to which campus security provides for my safety	3.78	3.76	4.00	3.65
56	The extent to which the institution has improved its relationship with the community	4.37	3.76	3.85	3.85

Figure 9. Mean Scores of the Customized Climate Factor as Rated by Personnel Classifications 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
17	The extent to which faculty meet the needs of the students	3.33
25	The extent to which a spirit of cooperation exists at this institution	3.37
32	The extent to which this institution is appropriately organized	3.44
10	The extent to which information is shared within this institution	3.56
4	The extent to which decisions are made at the appropriate level	3.56
11	The extent to which institutional teams use problem-solving techniques	3.59
16	The extent to which open and ethical communication is practiced	3.59
40	The extent to which students are assisted with their personal development	3.68
28	The extent to which classified (supporting) personnel meet the needs of the students	3.70
18	The extent to which student ethnic and cultural diversity are important	3.70
Area to Change—Customized		Mean
50	The extent to which employees know and understand the strategic goals of JCC	3.30
49	The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision	3.48
53	The extent to which there is campus-wide input on matters of importance	3.59

Table 13. Priorities for Change: Full-time Faculty

Area to Change		Mean
32	The extent to which this institution is appropriately organized	2.86
13	The extent to which unacceptable behaviors are identified and communicated to me	2.94
10	The extent to which information is shared within this institution	3.10
16	The extent to which open and ethical communication is practiced	3.10
4	The extent to which decisions are made at the appropriate level	3.10
38	The extent to which I have the opportunity for advancement	3.11
15	The extent to which I am able to appropriately influence the direction of this institution	3.14
25	The extent to which a spirit of cooperation exists at this institution	3.19
5	The extent to which the institution effectively promotes diversity in the workplace	3.19
29	The extent to which institution-wide policies guide my work	3.24
Area to Change—Customized		Mean
49	The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision	3.10
53	The extent to which there is campus-wide input on matters of importance	3.19
50	The extent to which employees know and understand the strategic goals of JCC	3.33

Table 14. Priorities for Change: Adjunct Faculty

Area to Change		Mean
38	The extent to which I have the opportunity for advancement	3.00
15	The extent to which I am able to appropriately influence the direction of this institution	3.50
44	The extent to which my work is guided by clearly defined administrative processes	3.59
4	The extent to which decisions are made at the appropriate level	3.62
32	The extent to which this institution is appropriately organized	3.65
13	The extent to which unacceptable behaviors are identified and communicated to me	3.67
12	The extent to which positive work expectations are communicated to me	3.69
11	The extent to which institutional teams use problem-solving techniques	3.70
21	The extent to which I receive appropriate feedback for my work	3.74
14	The extent to which my primary work team uses problem-solving techniques	3.77
Area to Change—Customized		Mean
54	The extent to which the institution provides a comprehensive employee benefits package (e.g. medical, leave, flexible schedule, tuition reimbursement)	3.39
53	The extent to which there is campus-wide input on matters of importance	3.71
47	The extent to which the college provides student life opportunities	3.73

Table 15. Priorities for Change: Classified/Technical

Area to Change		Mean
10	The extent to which information is shared within this institution	2.66
4	The extent to which decisions are made at the appropriate level	2.92
16	The extent to which open and ethical communication is practiced	2.93
32	The extent to which this institution is appropriately organized	2.93
15	The extent to which I am able to appropriately influence the direction of this institution	2.98
25	The extent to which a spirit of cooperation exists at this institution	2.98
38	The extent to which I have the opportunity for advancement	3.00
11	The extent to which institutional teams use problem-solving techniques	3.03
41	The extent to which I receive adequate information regarding important activities	3.05
22	The extent to which this institution has been successful in positively motivating my performance	3.07
Area to Change—Customized		Mean
53	The extent to which there is campus-wide input on matters of importance	2.88
49	The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision	3.18
50	The extent to which employees know and understand the strategic goals of JCC	3.20

Comparative Analysis: Demographic Classifications

As depicted in Table 16, Part-time employees rated the climate higher (3.92) than Full-time employees (3.58). Those employees working in the Evening rated the climate highest within its demographic group (4.06) while those employees working in Varied/On-call rated the climate lowest (3.58). In terms of length of employment, those individuals with less than 1 year of employment rated the climate highest (4.03) while employees with 15 years or more of service rated the climate lowest (3.48).

Table 16. Mean Climate Scores as Rated by Personnel in Various Demographic Classifications

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Customized	Overall*
What is your personnel classification:						
Administrator	4.34	3.84	3.98	3.94	3.86	4.03
Full-time Faculty	3.66	3.27	3.50	3.83	3.55	3.56
Adjunct Faculty	3.88	3.78	3.89	4.14	3.84	3.91
Classified/Technical	3.46	3.14	3.49	3.91	3.49	3.48
What is your race/ethnicity:						
Other	3.77	3.72	3.80	4.03	3.85	3.81
Caucasian	3.79	3.46	3.71	3.99	3.67	3.73
What is your current employment status						
Full-time	3.70	3.25	3.55	3.90	3.56	3.58
Part-time	3.92	3.81	3.94	4.12	3.85	3.94
What is your primary work schedule:						
Day	3.75	3.41	3.70	3.95	3.62	3.69
Evening	3.98	3.99	3.96	4.28	4.11	4.06
Varied/On-call	3.66	3.30	3.51	3.87	3.65	3.58
Weekend/Other	3.84	3.68	3.51	3.98	3.62	3.79
Would you recommend JCC as a place to work:						
Yes	3.90	3.59	3.78	4.05	3.75	3.82
No	2.16	1.93	2.53	3.10	2.57	2.38

* 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	4.03	3.94	4.02	4.16	4.03	4.03
1 - 4 years	3.94	3.57	3.80	4.03	3.71	3.82
5 - 9 years	3.59	3.29	3.53	3.87	3.46	3.56
10 - 14 years	3.54	3.30	3.67	3.96	3.52	3.59
15 years or more	3.59	3.13	3.36	3.86	3.58	3.48
What is your gender:						
Female	3.77	3.42	3.69	3.98	3.69	3.70
Male	3.78	3.63	3.73	3.99	3.66	3.79

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

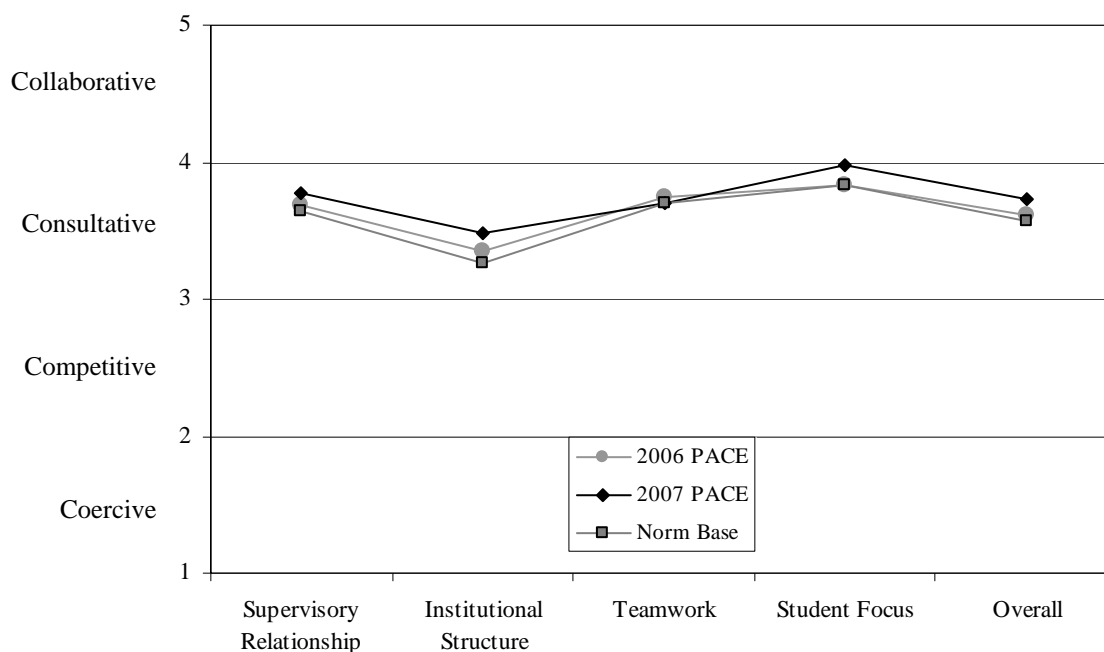
Comparative Analysis: Norm Base

Table 17 and Figure 10 show how JCC compares with the NILIE PACE Norm Base, which includes approximately 45 different climate studies conducted at two-year institutions since 2005. 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. Table 17 and Figure 10 also show how the current administration of the PACE survey at JCC compares with the 2006 administration based on 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 2006	JCC 2007	Norm Base*
Supervisory Relationships	3.69	3.78	3.64
Institutional Structure	3.34	3.48	3.26
Teamwork	3.75	3.70	3.70
Student Focus	3.83	3.98	3.84
Overall	3.62	3.72	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	4.13	4.06
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.15*	3.85
12	The extent to which positive work expectations are communicated to me	3.69	3.52
13	The extent to which unacceptable behaviors are identified and communicated to me	3.54	3.44
20	The extent to which I receive timely feedback for my work	3.59	3.49
21	The extent to which I receive appropriate feedback for my work	3.65	3.52
26	The extent to which my supervisor actively seeks my ideas	3.82	3.65
27	The extent to which my supervisor seriously considers my ideas	3.91*	3.70
30	The extent to which work outcomes are clarified for me	3.53	3.45
34	The extent to which my supervisor helps me to improve my work	3.83*	3.56
39	The extent to which I am given the opportunity to be creative in my work	4.01	3.97
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.66	3.54
46	The extent to which professional development and training opportunities are available	3.73	3.60
	Mean Total	3.78	3.64

*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	3.95*	3.72
4 The extent to which decisions are made at the appropriate level	3.27*	3.07
5 The extent to which the institution effectively promotes diversity in the workplace	3.76	3.63
6 The extent to which administrative leadership is focused on meeting the needs of students	3.94*	3.53
10 The extent to which information is shared within the institution	3.22*	2.93
11 The extent to which institutional teams use problem-solving techniques	3.37*	3.11
15 The extent to which I am able to appropriately influence the direction of this institution	3.34*	3.04
16 The extent to which open and ethical communication is practiced	3.42*	3.10
22 The extent to which this institution has been successful in positively motivating my performance	3.57*	3.27
25 The extent to which a spirit of cooperation exists at this institution	3.38*	3.17
29 The extent to which institution-wide policies guide my work	3.61	3.48
32 The extent to which this institution is appropriately organized	3.24	3.06
38 The extent to which I have the opportunity for advancement	3.26	3.09
41 The extent to which I receive adequate information regarding important activities	3.48	3.47
44 The extent to which my work is guided by clearly defined administrative processes	3.44	3.29
Mean Total	3.48	3.26

*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	3.83	3.80
14	The extent to which my primary work team uses problem-solving techniques	3.65	3.67
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.76	3.64
33	The extent to which my work team provides an environment for free and open expression	3.69	3.74
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.61	3.68
43	The extent to which a spirit of cooperation exists in my department	3.74	3.71
	Mean Total	3.70	3.70

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	4.03*	3.69
8	The extent to which I feel my job is relevant to this institution's mission	4.31	4.25
17	The extent to which faculty meet the needs of students	3.93	3.80
18	The extent to which student ethnic and cultural diversity are important at this institution	3.90	3.77
19	The extent to which students' competencies are enhanced	3.94*	3.74
23	The extent to which non-teaching professional personnel meet the needs of the students	3.92*	3.74
28	The extent to which classified (supporting) personnel meet the needs of the students	3.91*	3.72
31	The extent to which students receive an excellent education at this institution	4.12*	3.98
35	The extent to which this institution prepares students for a career	4.02	3.92
37	The extent to which this institution prepares students for further learning	4.12	4.01
40	The extent to which students are assisted with their personal development	3.81*	3.65
42	The extent to which students are satisfied with their educational experience	3.96*	3.82
	Mean Total	3.98	3.84
	Overall Total	3.72	3.57

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

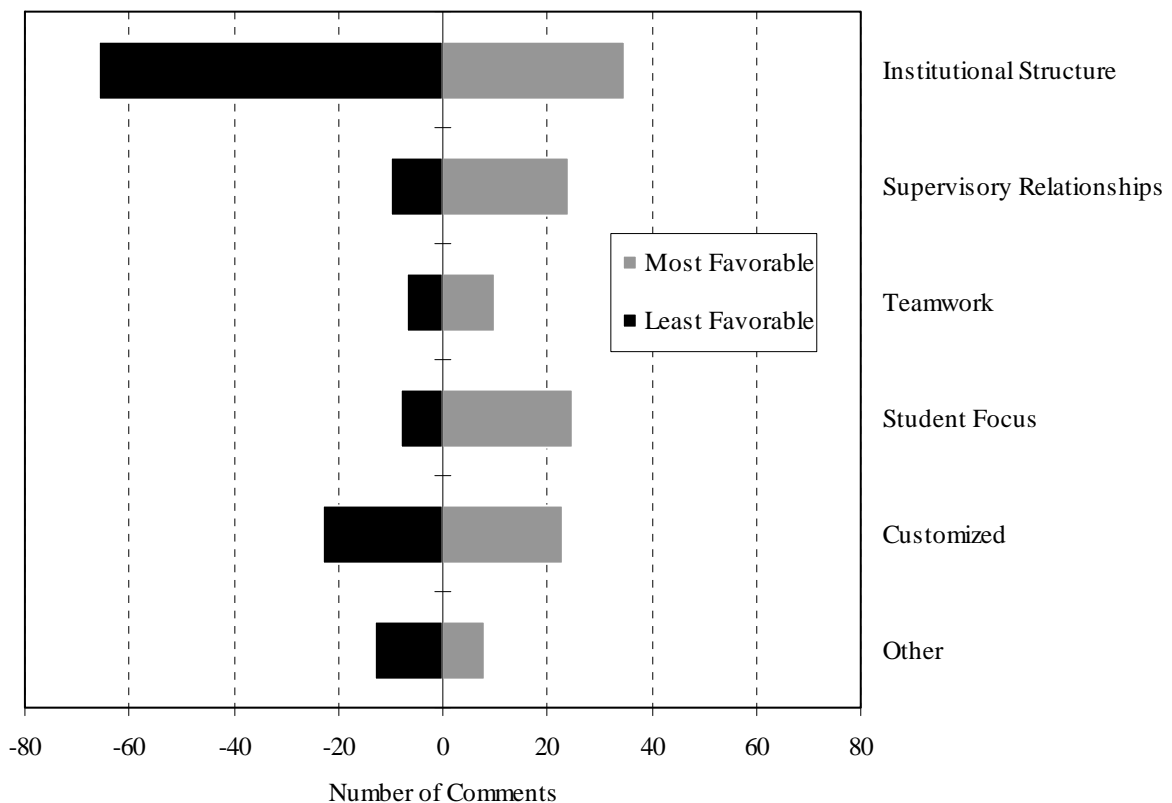
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 158 Jackson Community College employees who completed the PACE survey, 48.7% (77 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 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	Factor	Themes	Number of Comments
	Institutional Structure (n=35)	<p><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p><i>Overall this is a great place to work for</i></p> <p><i>We have come a long way in the 5-9 years that I have been here. I am proud to work at JCC.</i></p> <p><i>I feel my job is worthwhile, and I feel that I contribute to the success of students and the college.</i></p> <p><i>The ongoing attitude of providing the best environment, the best relations, and and the best success opportunities for so many is a reality.</i></p>	18
		<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>A coordinated and cooperative quality of service is second to none.</i></p> <p><i>I like the teamwork atmosphere</i></p> <p><i>Employees are positive, friendly and helpful.</i></p>	10
		<p><u>10— The extent to which information is shared within this institution</u></p> <p><i>I feel that the communication on things going on with JCC is better.I like knowing about the different events that take place on campus and off campus.</i></p>	3
		<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>I also like the values of the school and the way that it is brought together.</i></p>	2
		<p><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p><i>Opportunities for those who are interested in moving ahead.</i></p>	1
		<p><u>44— The extent to which my work is guided by clearly defined administrative processes</u></p> <p><i>Willingly provides all staff with direction in their daily employment experiences.</i></p>	1

Table 22. Continued

Priority	Factor	Themes	Number of Comments
	Student Focus (n= 25)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>The desire for student success is a huge driver at this institution.</i></p> <p><i>The college remains committed to student achievement.</i></p> <p><i>I believe that JCC is very student-centered, and I am impressed by how much they cater to the needs of the students.</i></p>	13
		<p><u>17— The extent to which faculty meet the needs of the students</u></p> <p><i>Faculty is willing to assist their students beyond office hours. They are truly caring and want students to succeed.</i></p> <p><i>JCC has an exceptional teaching staff - well trained, experienced, know their subjects, open to innovations in teaching methods, sensitive to student needs, and more.</i></p>	6
		<p><u>28— The extent to which classified personnel meet the needs of the students</u></p> <p><i>Staff members at all JCC locations are always very professional with a heart-felt desire to help students and each other succeed.</i></p>	3
		<p><u>31— The extent to which students receive an excellent education at this institution</u></p> <p><i>Students are given an excellent education at JCC both in our occupational programs and in our transfer programs.</i></p> <p><i>I think the College does a fine job at educating students</i></p>	2
		<p><u>42— The extent to which students are satisfied with their educational experience at this institution</u></p> <p><i>Students expressions of appreciation for competent and caring efforts toward helping them meet their goals.</i></p>	1

Table 22. Continued

Priority	Factor	Themes	Number of Comments
	Supervisory Relationship (n=24)	<u>2— The extent to which my supervisor expresses confidence in my work</u> <i>My supervisor is very appreciative of my work, considers my ideas, and makes me feel valuable.</i> <i>I am give praise for a job well done</i>	9
		<u>39— The extent to which I am given the opportunity to be creative in my work</u> <i>I like having the self direction that I can tailor my classes to the students while meeting the objectives of the course.</i> <i>We are allowed to be creative, try new things and feel like you are making a difference to better JCC.</i>	5
		<u>46— The extent to which professional development and training opportunities are available</u> <i>Faculty development opportunities are appreciated and abundant.</i>	3
		<u>9— The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone</u> <i>I am given opportunity to suggest better ways of doing things and given ideas to make my job easier.</i> <i>My supervisor listens and is open to ideas for college improvements/ changes/ etc</i>	2
		<u>45— The extent to which I have the opportunity to express my ideas in appropriate forums</u> <i>Opportunity to bring forward ideas for improvement</i>	2
		<u>12— The extent to which positive work expectations are communicated to me</u> <i>The communication with my supervisor is very informative and important</i>	1
		<u>27— The extent to which my supervisor seriously considers my ideas</u> <i>My supervisor ... considers my ideas, and makes me feel valuable.</i>	1
		<u>34— The extent to which my supervisor helps me to improve my work</u> <i>Given ideas to make my job easier.</i>	1

Table 22. Continued

Priority	Factor	Themes	Number of Comments
	Customized (n=23)	<p><u>51— The extent to which the institution values people</u> <i>A family environment that supports employees in good times and in bad.</i> <i>The effort to value for each person's contributions.</i></p>	7
		<p><u>54— The extent to which the institution provides a comprehensive employee benefits package (e.g. medical, leave, flexible schedule, tuition reimbursement)</u> <i>I think that JCC has one of the best benefit packages around.</i> <i>Tuition waivers have been quite valuable to me personally and to my family.</i></p>	4
		<p><u>56— The extent to which the institution has improved its relationship with the community</u> <i>We have made great progress ... connecting with the community.</i> <i>Much improved image in community.</i></p>	4
		<p><u>47— The extent to which the college provides student life opportunities</u> <i>Bringing back sports and completing the student housing building has also been a real plus.</i> <i>I think the College does a fine job ... providing opportunities for involvement beyond the classroom and for for diverse populations to become involved.</i></p>	3
		<p><u>50— The extent to which employees know and understand the strategic goals of JCC</u> <i>President has a great vision and expressed it very well at the Fall convocation day where everyone could feel a part of the direction.</i> <i>I feel that the college as a whole works well towards achieving goals.</i></p>	3
		<p><u>48— The extent to which the college has made progress on increasing the diversity and inclusion of employees and students</u> <i>The campus-wide emphasis on diversity has successfully integrated diversity within the JCC culture.</i></p>	2

Table 22. Continued

Priority	Factor	Themes	Number of Comments
	Teamwork (n=10)	<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>I have a great work team.</i></p> <p><i>The people I work with are exceptional! Everyone works together with a spirit of cooperation.</i></p>	5
		<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>My department is great. We all work well together.</i></p>	3
		<p><u>33— The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs</u></p> <p><i>The environment within my particular area provides a close and comfortable team work approach to all issues that are related to work. New methods are open and discussion is generally lively about how to improve our area's of expertise.</i></p>	2
	Other (n=8)	<p><u>Leadership</u></p> <p><i>The president is doing an excellent job in trying to bring back the sense of "family" among JCC employees. I've seen much improvement in the last year in this regard.</i></p> <p><i>Administration has a clear vision of where the college is going despite lack of financial support from the community.</i></p> <p><i>The administrators of this institution have done an excellent job improving the overall perception and relationships with both external and internal stakeholders.</i></p>	4
		<p><u>Facilities</u></p> <p><i>We have made great progress on ... facilities improvments</i></p> <p><i>The maintenance department also does a good job in providing a clean and pleasant environment for the students and faculty to enjoy.</i></p>	4

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

Priority	Factor	Themes	Number of Comments
	Institutional Structure (n=67)	<p><u>32— The extent to which this institution is appropriately organized</u></p> <p><i>The current departmental organization seems irrational and demeaning to the academic credentials of faculty.</i></p> <p><i>Current organization structure.</i></p> <p><i>There are more buildings, more services, more students, and little expansion in hiring staff and faculty. We are continuing to ask more and more of people with little support.</i></p> <p><i>We are top heavy in administration</i></p> <p><i>There are too many adjunct positions and not enough full-time positions</i></p>	16
		<p><u>10— The extent to which information is shared within this institution</u></p> <p><i>Terrible communication within the institution</i></p> <p><i>Communication methodology across campus leaves much to be desired as well: many people do not check email regularly, or are not proficient with technology, many are not in their office on any regular basis to check phone messages or get their interoffice mailings.</i></p> <p><i>Communication is an ongoing concern. There is little or no communication about many events on campus until the last minute. There is no 'one' place where anyone can go to and get accurate up to date information about all campus events, professional opportunities etc.</i></p>	12
		<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>In the last three years that I have worked here, I have seen JCC go from a place that cared about people and treated each other like family, to a vicious and self protecting and back-stabbing environment.</i></p> <p><i>Bias of full-time faculty toward adjunct faculty</i></p> <p><i>I believe that sometimes we don't do a good job of recognizing that we are all on the same team.</i></p>	10

Table 23. Continued

Priority	Factor	Themes	Number of Comments
		<p><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p><i>We're getting away from the high touch, warm friendly people we claim to be.</i></p> <p><i>There is also often an oppressive spirit about the place, where one feels constantly to be fighting in quicksand just to get through the work</i></p> <p><i>The work atmosphere at the College is extremely negative, with the constant threat of being fired always looming overhead.</i></p>	7
		<p><u>29— The extent to which institution-wide policies guide my work</u></p> <p><i>There is no comprehensive policies and procedures manual that all employees could view to create an environment of consistency for standards of practice.</i></p> <p><i>There is little continuity between classes for students. Also, because adjuncts are marginal characters it is difficult to create continuity for students. I could use a handbook or something to better understand all of the rules of my job.</i></p> <p><i>Current security/safety policies are laughable - no one know what to do in the event of an emergency; employees have the RIGHT to know when there is a potential threat to their safety (ie. people in Whiting knew there was a problem in Walker while the people actually working in Walker had NO IDEA there was a bomb threat, student situation requiring the police, etc.); Employees have no idea what to do in the event of a weather emergency, etc.</i></p>	6
		<p><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p><i>Here at JCC it is very difficult to better myself. I almost feel that I am forever stuck in the position that I am in because JCC doesn't want me to grow into other positions here.</i></p> <p><i>Does not seem to be any possibility of full time employment.</i></p>	6

Table 23. Continued

Priority	Factor	Themes	Number of Comments
		<p><i>There is also no clearly defined ways to advance at this institution.</i></p> <p><u>4— The extent to which decisions are made at the appropriate level at this institution</u></p> <p><i>Decisions directly affecting classroom activities and teaching strategies are made without consultation with those involved.</i></p> <p><i>The least favorable aspect that JCC must improve on is allowing for decisions to be made at appropriate levels and being more mindful of including employees from all job classifications.</i></p>	5
		<p><u>15— The extent to which I am able to appropriately influence the direction of this institution</u></p> <p><i>This institution does not recognize individuals outside of their little "click". Changes are definately in order starting at the top.</i></p> <p><i>I work in Atkinson Hall and it has been an exercise in powerlessness and lack of influence... Many decisions were taken seemingly without regard to the affect on the people who spend the most time in the building or the expressed desires of the faculty</i></p>	4
		<p><u>16— The extent to which open and ethical communication is practiced at this institution</u></p> <p><i>You can't turn to the HR department when having difficulties with a supervisor without it coming back to bite you.</i></p>	1
	Customized (n=24)	<p><u>51— The extent to which the institution values people</u></p> <p><i>Adjuncts, except for within their specific departments, often feel they have little value to the institution as a whole. In fact, I was recently referred to as "disposable" faculty (by a professor at another institution), and sometimes feel that way. Adjuncts work very hard with very little benefit beyond self satisfaction for a job well done.</i></p> <p><i>I think that there is no accountability or reward for performance at JCC. The only reward for doing good work is more work.</i></p> <p><i>I feel stressed, overworked and unappreciated.</i></p>	8

Table 23. Continued

Priority	Factor	Themes	Number of Comments
		<p><i>There is not only little recognition of the accomplishments made, but actual denigration of one's work-- it is often quite depressing and exhausting.</i></p> <p><i>Treating people with respect isn't planning one more weenie roast or ice cream social, it's actually treating them decently each day by communicating adequately, respecting their rights and not playing favorites, managers who can actually manage the workload and aren't so stressed themselves they have nothing left for their employees. Bottom line, it's treating people equally in all matters.</i></p>	
		<p><u>53— The extent to which there is campus-wide input on matters of importance</u></p> <p><i>JCC is still ranked pretty low on getting input/ideas/opinions from all of faculty, staff and employess.</i></p> <p><i>Decisions are made and staff is expected to adapt without input or notice of the change even happening.</i></p> <p><i>Committees and initiatives need to be more representative of the college - more staff and faculty representation on quality initiatives. Can't improve the institution when the only ones contributing ideas, etc. are administrators - just end up with the same ideas being regurgitated over and over. This institution has some incredibly intelligent, dynamic, well-educated staff - let them contribute!!</i></p> <p><i>Additionally, I am concerned that employees do not feel they have a voice in 'big' decisions and without it buy-in from employees will become harder and harder to come by.</i></p>	7
		<p><u>48— The extent to which the college has made progress on increasing diversity and inclusion of employees and students</u></p> <p><i>It seems to be a very segregated campus according to which building you work in.</i></p>	2

Table 23. Continued

Priority	Factor	Themes	Number of Comments
		<p><i>We need to get off the "diversity" kick - it does not help the institution to hire a less qualified candidate because of the color of their skin or their ethnic origin. Let have a policy of hiring the BEST QUALIFIED candidate even if they already are an employee, are white, or are related to someone working here. Let's increase the "diversity" of our staff by hiring highly qualified candidates based on skills and ability to contribute to the institution.</i></p>	
		<p><u>50— The extent to which employees know and understand the strategic goals of JCC</u></p> <p><i>Least favorable areas - Inability for college to define priorities and stick to them.</i></p> <p><i>We need to get a handle on priorities. We need a plan, instead of just doing the next project that comes along that someone thinks is a good idea.</i></p>	2
		<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>Pay and benefits have not kept up with inflation and are likely to decline in the future. I believe this makes it financially difficult to stay at JCC.</i></p>	2
		<p><u>47— The extent to which the college provides student life opportunities</u></p> <p><i>The student body needs more activities especially the housing tenants. The activities could include open gym for basketball and other sporting activities in the gym. Also, other student driven ideas within the Potter Center.</i></p>	1

Table 23. Continued

Priority	Factor	Themes	Number of Comments
		<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>I think it is a disgrace that a member of the college staff who is rude to students and fellow workers is allowed to remain in a visible position. I have seen students in tears. This individual is negative, contradictory and very difficult to work with. This individual does not reflect the mission of the college. Yet despite complaints to administration from faculty, staff and students, this individual is allowed to remain at JCC. If I didn't need my job, I would quit.</i></p>	1
		<p><u>55— The extent to which campus security provides for my safety</u></p> <p><i>If you call security, chances are you will need to leave a message.</i></p>	1
	Other (n=13)	<p><u>Resources</u></p> <p><i>Lack of financial support from the community</i></p> <p><i>Poor research for available funding being applied to areas of need.</i></p> <p><i>Limited resources seem to put us in the position of protecting our turf instead of looking at what is best for the whole.</i></p>	4
		<p><u>Budget</u></p> <p><i>All managers should have a budget that they should be allowed to spend as they see fit without the need to have there hand held.</i></p> <p><i>Funds being wasted on foolishness and making pretty instead of what should be important - like student education!!</i></p> <p><i>I would also like to see a greater budget for course needs.</i></p>	3

Table 23. Continued

Priority	Factor	Themes	Number of Comments
		<p><u>Leadership</u></p> <p><i>Still significant trust issues with some members of the executive administrative team which causes frustration and a lot of wasted energy.</i></p> <p><i>The president and Administration has unrealistic expectations and do not think things through before diving in. VERY POOR PLANNING ABOUT EVERYTHING.</i></p> <p><i>Current management is unable to assist with daily production but disciplines and harshly criticizes when processing is perceived to not be completed quickly enough to meet demand... Which is especially confusing and unrealistic during this time of major growth and prosperity.</i></p>	3
		<p><u>Compensation</u></p> <p><i>Classified/trech pay scale. Most everyone makes the some amount no matter what their position or responsibility level is.</i></p> <p><i>Lower than average pay for similar jobs</i></p>	2
		<p><u>Equipment</u></p> <p><i>Some of the technical equipment is a bit overwhelming for someone who has not had sufficient training or desire to be "Up" on the latest tech-stuff.</i></p>	1
	Supervisory Relationship (n=10)	<p><u>45— The extent to which I have the opportunity to express my ideas in appropriate forums</u></p> <p><i>If I were to express my opinion, I would be chatised for saying anything opposing the planners' views. Once they have a plan in their heads, even if you present a different idea, you know that their plan will still prevail, so what's the use? Don't offer an idea so you get shot down.</i></p>	3
		<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>Our staff is almost never allowed or asked to participate in conferences, seminars, and other training/professional development activities off campus.</i></p>	3

Table 23. Continued

Priority	Factor	Themes	Number of Comments
		<p><u>21— The extent to which I receive appropriate feedback for my work</u></p> <p><i>I have never recieved proper or timely feedback for any of my concerns or questions</i></p> <p><i>As an instructor I get no feedback from my superiors about my teaching.</i></p>	2
		<p><u>26— The extent to which my supervisor actively seeks my ideas</u></p> <p><i>My input isn't sought. I have seen a number of bad decisions made, and I feel like my input could have helped to avoid some of those things.</i></p>	1
		<p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>I don't think people are given the authority and autonomy to run with projects they are responsible for. Those in senior administration are too hands on and don't empower responsibility at the appropriate levels.</i></p>	1
	Student Focus (n= 8)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>I am also not satisfied with placing the wants of faculty above the needs of students and future programming initiatives.</i></p> <p><i>I think services to students (financial aid, registration ect...) could still use some inprovement. Especially on Main Campus where it is not one stop shopping for the student. I also think there needs to be some improvement in the "customer service" aspect when talking to students or prospective students.</i></p>	7
		<p><u>17— The extent to which faculty meet the needs of the students</u></p> <p><i>The concern that some faculty are not willing to go "beyond" to support the educational needs of the students who are in their program. The willingness to want to mentor these students seems to be lacking.</i></p>	1

Table 23. Continued

Priority	Factor	Themes	Number of Comments
	Teamwork (n=7)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>I think that my department faculty are not very team orientated. I would like a little more cooperation and respect from them.</i></p> <p><i>My faculty seem to fight every little change. They do not like to share information and sometimes make me feel like I work just for them. Most are not willing to cooperate in any way with suggestions that are not made by one of them. Would like to see us as more of a TEAM rather than faculty vs staff.</i></p> <p><i>Some faculty do not work and play well with others, and some have lost a spirit of innovation and collaboration at the college level.</i></p>	6
		<p><u>36— The extent to which my work team coordinates its efforts with appropriate individuals and teams</u></p> <p><i>Work groups often have a difficult time with each other and with work loads.</i></p>	1

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. Six of these items represent the Student Focus climate factor (items #7, #8, #31, #35, #37, and #42), three represent the Supervisory Relationships climate factor (items #2, #9, and #39), and one represent the Institutional Structure climate factor (items #1).

- The extent to which I feel my job is relevant to this institution's mission, 4.31 (#8)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.15 (#9)
- The extent to which my supervisor expresses confidence in my work, 4.13 (#2)
- The extent to which this institution prepares students for further learning, 4.12 (#37)
- The extent to which students receive an excellent education at this institution, 4.12 (#31)
- The extent to which student needs are central to what we do, 4.03 (#7)
- The extent to which this institution prepares students for a career, 4.02 (#35)
- The extent to which I am given the opportunity to be creative in my work, 4.01 (#39)
- The extent to which students are satisfied with their educational experience at this , 3.96 (#42)
- The extent to which the actions of this institution reflect its mission, 3.95 (#1)

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 the institution provides a comprehensive employee benefits package (e.g. medical, leave, flexible schedule, tuition reimbursement, 4.03 (#54)
- The extent to which the institution has improved its relationship with the community, 3.94 (#56)
- The extent to which the college provides student life opportunities, 3.83 (#47)

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 I have the opportunity for advancement, 3.26 (#38)
- The extent to which information is shared within this institution, 3.22 (#10)
- The extent to which this institution is appropriately organized, 3.24 (#32)
- The extent to which decisions are made at the appropriate level at this institution, 3.27 (#4)
- The extent to which I am able to appropriately influence the direction of this institution, 3.34 (#15)
- The extent to which institutional teams use problem-solving techniques, 3.37 (#11)
- The extent to which a spirit of cooperation exists at this institution, 3.38 (#25)
- The extent to which open and ethical communication is practiced at this institution, 3.42 (#16)
- The extent to which my work is guided by clearly defined administrative processes, 3.44 (#44)
- The extent to which I receive adequate information regarding important activities at , 3.48 (#41)

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 there is campus-wide input on matters of importance, 3.31 (#53)
- The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision, 3.40 (#49)
- The extent to which employees know and understand the strategic goals of JCC, 3.42 (#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 and ethical communication, clearly defined administrative processes and institution-wide collaboration. Those areas of greatest satisfaction as shown on the mean scores and the open-ended responses reflect the student-centered focus of the college and relationships with supervisors.

Overall, the scores for the current administration of the PACE survey increased from the 2006 administration excluding those for Teamwork.

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