# EXECUTIVE SUMMARY

In November 2010, the Personal Assessment of the College Environment (PACE) survey was administered to 166 employees at Monroe County Community College (MCCC). Of those 166 employees, 113 (68.1%) 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 MCCC 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 from the Human Resources office of MCCC 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
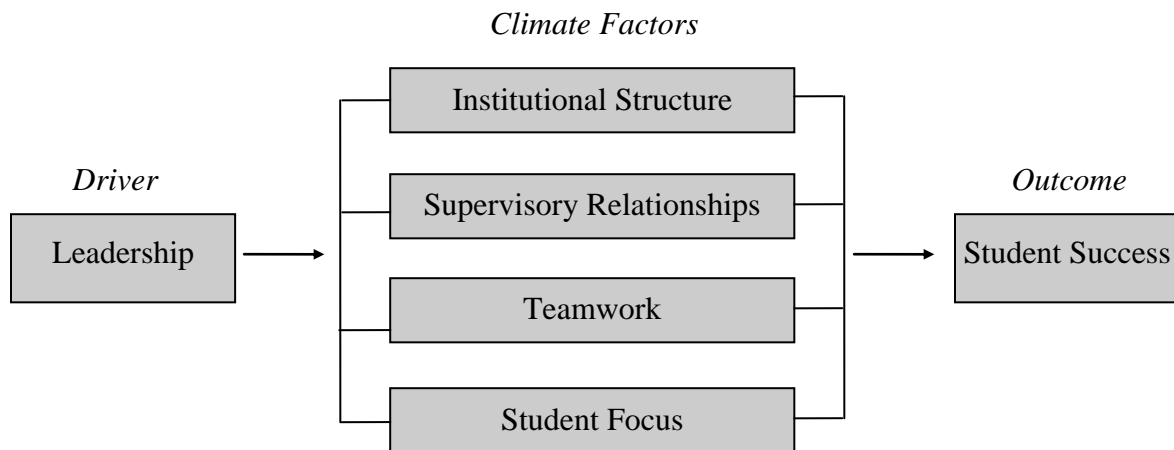
NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert (1967), the Collaborative System, which he termed System 4, generally produced better results in terms of productivity, job satisfaction, communication, and 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 Monroe County 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 MCCC to a range of four managerial systems found to exist in colleges and to a Norm Base of 60 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 MCCC 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). Ten fell within the Competitive range (rated between 2 and 3). Thirty four fell within the Consultative range (rated between 3 and 4), and twelve composite ratings fell within the Collaborative range (rated between 4 and 5).

At MCCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.61 mean score or high Consultative system. The Student Focus category received the highest mean score (4.07), whereas the Institutional Structure category received the lowest mean score (3.07). When respondents were classified according to Personnel Classification at MCCC, the composite ratings were as follows: Support Staff/Maintenance (3.83), Faculty (3.27), and Administrator (3.81).

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

- The extent to which I feel my job is relevant to this institution's mission, 4.49 (#8)

- The extent to which my supervisor expresses confidence in my work, 4.42 (#2)

- The extent to which this institution prepares students for further learning, 4.37 (#37)

- The extent to which students receive an excellent education at this institution, 4.35 (#31)

- The extent to which this institution prepares students for a career, 4.23 (#35)

- The extent to which students are satisfied with their educational experience at this institution, 4.23 (#42)

- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.21 (#9)

- The extent to which non-teaching professional personnel meet the needs of the students, 4.17 (#23)

- The extent to which faculty meet the needs of the students, 4.10 (#17)

- The extent to which my supervisor seriously considers my ideas, 4.00 (#27)

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

- The extent to which a spirit of cooperation exists at this institution, 2.60 (#25)

- The extent to which open and ethical communication is practiced at this institution, 2.68 (#16)

- The extent to which I am able to appropriately influence the direction of this institution, 2.74 (#15)

- The extent to which decisions are made at the appropriate level at this institution, 2.84 (#4)

- The extent to which information is shared within this institution, 2.85 (#10)

- The extent to which institutional teams use problem-solving techniques, 2.95 (#11)

- The extent to which this institution is appropriately organized, 2.98 (#32)

- The extent to which professional development and training opportunities are available, 3.10 (#46)

- The extent to which I receive adequate information regarding important activities at this institution, 3.15 (#41)

- The extent to which administrative leadership is focused on meeting the needs of students, 3.15 (#6)

Respondents were also given an opportunity to provide comments about the most favorable aspects and the least favorable aspects of MCCC. 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 MCCClelland 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 Monroe County 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 Monroe County Community College.

METHOD

Population

In November 2010, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Monroe County Community College. Of the 166 employees administered the instrument, 113 (68.1%) completed and returned the instrument for analysis. Of those 113 employees, 59 (52.2%) 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 MCCC 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 from the Human Resources Office of MCCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees of MCCC were invited to participate in the survey through an email that contained the survey link and instructions. Follow-up emails were sent during the response period to encourage participation. The survey was up for three weeks. Completed surveys were submitted online and the data compiled by NILIE. The data were analyzed using the statistical package SAS, version 9.1.

Instrumentation

The PACE instrument is divided into four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. A Customized section developed by Monroe County 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 standard survey items, respondents were given an opportunity to provide comments about the most favorable aspects of MCCC and the least favorable aspects. The responses provide insight and anecdotal evidence to support the survey questions.

Reliability and Validity

In previous studies, the overall PACE instrument has shown a coefficient of internal consistency (Cronbach's Alpha) of 0.98. Cronbach's alpha coefficient provides an internal estimate of the instrument's reliability. The high coefficient means that participants responded the same way to similar items. The Cronbach's alpha coefficients of internal consistency from July 2008 to July 2010 are shown in Table 2.

Table 2.   Alpha Coefficients by Climate Category for PACEs Completed from July 2008 to July 2010 (n=16,342)

Climate Category	Alpha Coefficient
Institutional Structure	0.95
Supervisory Relationships	0.95
Teamwork	0.93
Student Focus	0.91
Overall (1-46)	**0.98**

Establishing instrument validity is a fundamental component of ensuring the research effort is assessing the intended phenomenon. To that end, NILIE has worked hard to demonstrate the validity of the PACE instrument through both content and construct validity. Content validity has been established through a rigorous review of the instrument's questions by scholars and professionals in higher education to ensure that the instrument's items capture the essential aspects of institutional effectiveness.

Building on this foundation of content validity, the PACE instrument has been thoroughly tested to ensure construct (climate factors) validity through two separate factor analysis studies (Tiu, 2001; Caison, 2005). Factor analysis is a quantitative technique for determining the intercorrelations between the various items of an instrument. These intercorrelations confirm the underlying relationships between the variables and allow the researcher to determine that the instrument is functioning properly to assess the intended constructs. To ensure the continued validity of the PACE instrument, the instrument is routinely evaluated for both content and construct validity. The recent revision of the PACE instrument reflects the findings of Tiu and Caison.

DATA ANALYSIS

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

Respondent Characteristics

Of the 166 MCCC employees administered the survey, 113 (68.1%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications. Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%. 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
Support Staff/ Maintenance	79	48	60.1%
Faculty	63	40	63.5%
Administrator	24	23	95.8%
Did not respond		2	
Total	166	113	68.1%

Figure 2.   Proportion of Total Responses by Personnel Classification
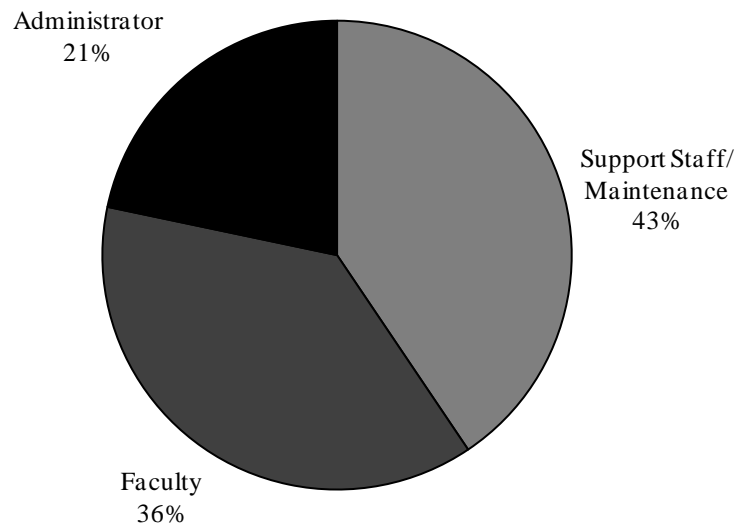
2 individuals did not respond to the Personnel Classification demographic variable.

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:		
Support Staff/ Maintenance	48	42.5%
Faculty	40	35.4%
Administrator	23	20.4%
Did not respond	2	1.8%
Please select the race/ethnicity that best describes you:		
Hispanic or Latino, of any race	0	0.0%
American Indian or Alaska Native, not Hispanic or Latino	2	1.8%
Asian, not Hispanic or Latino	1	0.9%
Black, not Hispanic or Latino	3	2.7%
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	0	0.0%
White, not Hispanic or Latino	101	89.4%
Two or more races, not Hispanic or Latino	0	0.0%
Did not respond	6	5.3%
What gender best describes you:		
Male	40	35.4%
Female	63	55.8%
Did not respond	10	8.8%
Which best describes your status at this institution:		
Full time	107	94.7%
Part time	4	3.5%
Did not respond	2	1.8%
How many years have you worked for the college:		
Less than 1 year	4	3.5%
1-4 years	25	22.1%
5-9 years	19	16.8%
10-14 years	20	17.7%
15 years or more	40	35.4%
Did not respond	5	4.4%

Comparative Analysis: Overall

The results from the PACE survey indicate that personnel perceive the composite climate at MCCC 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 (4.07), which represented a lower range Collaborative management environment. The Institutional Structure climate factor received the lowest mean score (3.07) 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.   Monroe County Community College Climate as Rated by All Employees

Factor	MCCC
Institutional Structure	3.07
Supervisory Relationships	3.76
Teamwork	3.70
Student Focus	4.07
Customized	3.29
Overall*	3.61

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

Figure 3.   Monroe County Community College Climate as Rated by All Employees Combined Using Composite Averages
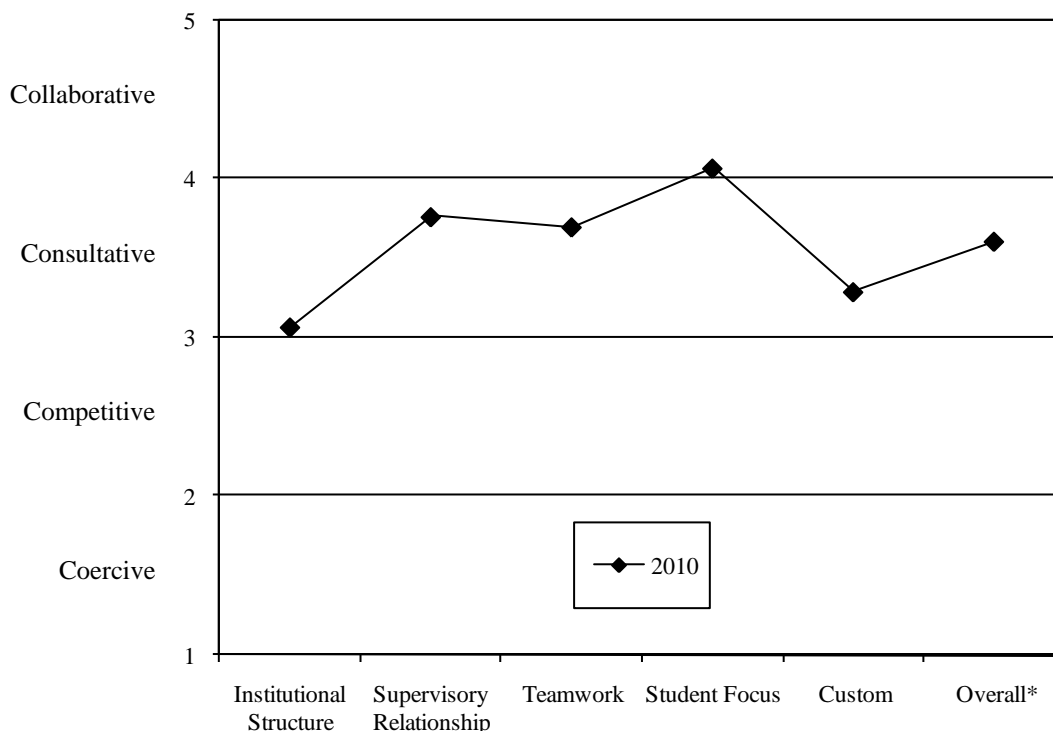
* The overall mean does not reflect the mean scores of the customized items developed specifically for Monroe County Community College.

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). Ten fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Thirty-four fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and 12 fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=34) 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 3.61 as indicated 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 MCCC perceive the climate to be at this particular time in the institution's development. The standard deviation (SD) demonstrates the variation in responses to a given question.

Table 6.   Comparative Mean Responses: Institutional Structure

Institutional Structure	Mean (SD)
1 The extent to which the actions of this institution reflect its mission	3.23 (1.40)
4 The extent to which decisions are made at the appropriate level within this institution	2.84 (1.34)
5 The extent to which the institution effectively promotes diversity in the workplace	3.50 (1.23)
6 The extent to which administrative leadership is focused on meeting the needs of students	3.15 (1.47)
10 The extent to which information is shared within the institution	2.85 (1.41)
11 The extent to which institutional teams use problem-solving techniques	2.95 (1.23)
15 The extent to which I am able to appropriately influence the direction of this institution	2.74 (1.29)
16 The extent to which open and ethical communication is practiced at this institution	2.68 (1.38)
22 The extent to which this institution has been successful in positively motivating my performance	3.22 (1.35)
25 The extent to which a spirit of cooperation exists at this institution	2.60 (1.32)
29 The extent to which institution-wide policies guide my work	3.54 (1.15)
32 The extent to which this institution is appropriately organized	2.98 (1.27)
38 The extent to which I have the opportunity for advancement within this institution	3.16 (1.28)
41 The extent to which I receive adequate information regarding important activities at this institution	3.15 (1.34)
44 The extent to which my work is guided by clearly defined administrative processes	3.35 (1.23)
Mean Total	**3.07 (1.11)**

Table 7.   Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships	Mean (SD)
2 The extent to which my supervisor expresses confidence in my work	4.42 (0.96)
9 The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.21 (1.10)
12 The extent to which positive work expectations are communicated to me	3.55 (1.24)
13 The extent to which unacceptable behaviors are identified and communicated to me	3.54 (1.04)
20 The extent to which I receive timely feedback for my work	3.70 (1.11)
21 The extent to which I receive appropriate feedback for my work	3.83 (1.07)
26 The extent to which my supervisor actively seeks my ideas	3.98 (1.15)
27 The extent to which my supervisor seriously considers my ideas	4.00 (1.15)
30 The extent to which work outcomes are clarified for me	3.50 (1.14)
34 The extent to which my supervisor helps me to improve my work	3.83 (1.16)
39 The extent to which I am given the opportunity to be creative in my work	3.95 (1.08)
45 The extent to which I have the opportunity to express my ideas in appropriate forums	3.25 (1.33)
46 The extent to which professional development and training opportunities are available	3.10 (1.41)
Mean Total	**3.76 (0.89)**

Table 8.   Comparative Mean Responses: Teamwork

Teamwork	Mean (SD)
3 The extent to which there is a spirit of cooperation within my work team	3.72 (1.30)
14 The extent to which my primary work team uses problem-solving techniques	3.75 (1.10)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.48 (1.37)
33 The extent to which my work team provides an environment for free and open expression of ideas, opinions and beliefs	3.69 (1.26)
36 The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.73 (1.11)
43 The extent to which a spirit of cooperation exists in my department	3.81 (1.22)
Mean Total	**3.70 (1.02)**

Table 9.   Comparative Mean Responses: Student Focus

Student Focus	Mean (SD)
7 The extent to which student needs are central to what we do	3.48 (1.37)
8 The extent to which I feel my job is relevant to this institution's mission	4.49 (0.90)
17 The extent to which faculty meet the needs of students	4.10 (1.05)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.80 (1.06)
19 The extent to which students' competencies are enhanced	3.98 (0.87)
23 The extent to which non-teaching professional personnel meet the needs of the students	4.17 (0.92)
28 The extent to which classified personnel meet the needs of the students	3.82 (0.94)
31 The extent to which students receive an excellent education at this institution	4.35 (0.78)
35 The extent to which this institution prepares students for a career	4.23 (0.83)
37 The extent to which this institution prepares students for further learning	4.37 (0.75)
40 The extent to which students are assisted with their personal development	3.80 (1.04)
42 The extent to which students are satisfied with their educational experience at this institution	4.23 (0.59)
Mean Total	**4.07 (0.63)**
Overall	**3.61 (0.81)**

Table 10.   Comparative Mean Responses: Customized

Customized	Mean (SD)
47 The extent to which I understand college priorities	3.37 (1.27)
48 The extent to which innovation is encouraged at the college	3.18 (1.26)
49 The extent to which I am encouraged to participate in decisions, other than resource allocation decisions, at the college	2.88 (1.28)
50 The extent to which I am encouraged to participate in resource allocation decisions at the college	2.74 (1.30)
51 The extent to which employees treat one another with mutual respect and dignity	3.27 (1.12)
52 The extent to which the college provides a physically and emotionally safe working environment	3.63 (1.17)
53 The extent to which there is a positive relationship between faculty/staff/administration	2.25 (1.20)
54 The extent to which the college has a fair employee recognition program	3.25 (1.18)
55 The extent to which the college provides a comprehensive employee benefits package	4.04 (1.14)
56 The extent to which I am proud to work here	4.11 (1.04)
Mean Total	**3.29 (0.94)**

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 Support Staff/Maintenance employees rated the four normative factors most favorable (3.96), whereas the Faculty members rated the four normative factors least favorable (3.27).

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 Monroe County Community College.
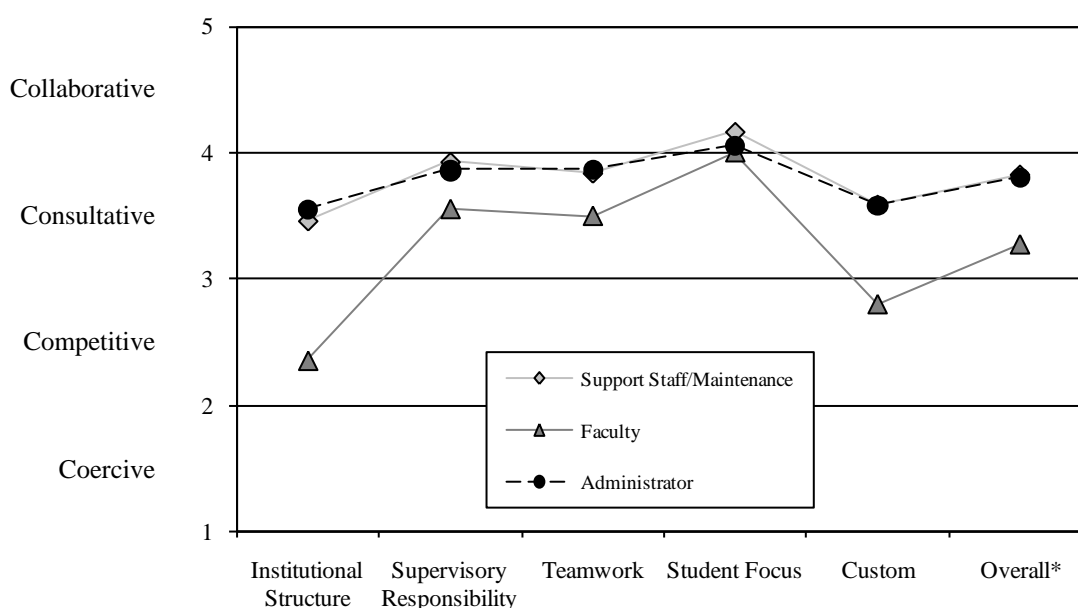
Table 11. Mean Climate Scores as Rated by Personnel Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Custom	Overall*
Support Staff /Maintenance	3.46	3.93	3.84	4.17	3.59	3.83
Faculty	2.35	3.55	3.50	4.00	2.80	3.27
Administrator	3.55	3.86	3.87	4.06	3.58	3.81

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

Institutional Structure	Support Staff/Maintenance	Faculty	Administrator
1 The extent to which the actions of this institution reflect its mission	3.83	2.23	3.83
4 The extent to which decisions are made at the appropriate level at this institution	3.23	2.00	3.48
5 The extent to which the institution effectively promotes diversity in the workplace	3.83	2.97	3.86
6 The extent to which administrative leadership is focused on meeting the needs of students	3.71	2.24	3.61
10 The extent to which information is shared within this institution	3.28	1.92	3.61
11 The extent to which institutional teams use problem-solving techniques	3.45	2.11	3.30
15 The extent to which I am able to appropriately influence the direction of this institution	3.10	2.00	3.43
16 The extent to which open and ethical communication is practiced at this institution	3.04	1.87	3.30
22 The extent to which this institution has been successful in positively motivating my performance	3.58	2.46	3.77
25 The extent to which a spirit of cooperation exists at this institution	3.00	1.87	3.09
29 The extent to which institution-wide policies guide my work	3.84	3.08	3.77
32 The extent to which this institution is appropriately organized	3.42	2.16	3.48
38 The extent to which I have the opportunity for advancement within this institution	3.19	2.83	3.70
41 The extent to which I receive adequate information regarding important activities at this institution	3.66	2.28	3.74
44 The extent to which my work is guided by clearly defined administrative processes	3.81	2.62	3.73

Figure 5.   Mean Scores of the Institutional Structure Climate Factor as Rated by Personnel Classifications at Monroe County Community College
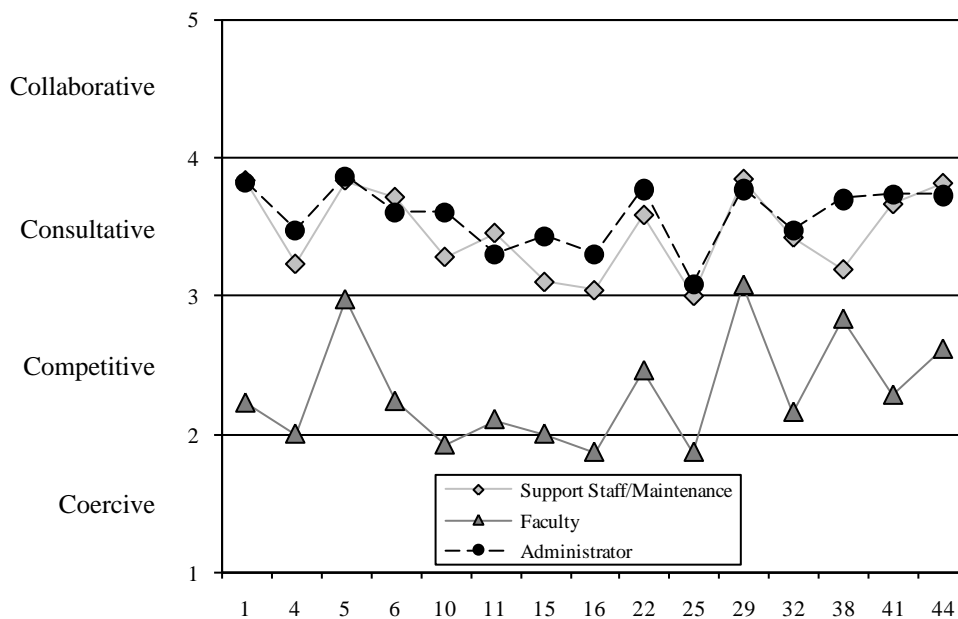
| Supervisory Relationships		Support Staff/ Maintenance	Faculty	Administrator
2	The extent to which my supervisor expresses confidence in my work	4.42	4.48	4.35
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.21	4.31	4.18
12	The extent to which positive work expectations are communicated to me	3.91	3.03	3.70
13	The extent to which unacceptable behaviors are identified and communicated to me	3.59	3.43	3.68
20	The extent to which I receive timely feedback for my work	3.85	3.48	3.82
21	The extent to which I receive appropriate feedback for my work	4.08	3.53	3.91
26	The extent to which my supervisor actively seeks my ideas	4.00	4.15	3.77
27	The extent to which my supervisor seriously considers my ideas	4.02	4.10	3.86
30	The extent to which work outcomes are clarified for me	3.96	2.87	3.70
34	The extent to which my supervisor helps me to improve my work	4.06	3.59	3.83
39	The extent to which I am given the opportunity to be creative in my work	4.13	3.83	3.91
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.42	2.79	3.77
46	The extent to which professional development and training opportunities are available	3.44	2.48	3.57

Figure 6. Mean Scores of the Supervisory Relationships Climate Factor as Rated by Personnel Classifications at Monroe County Community College
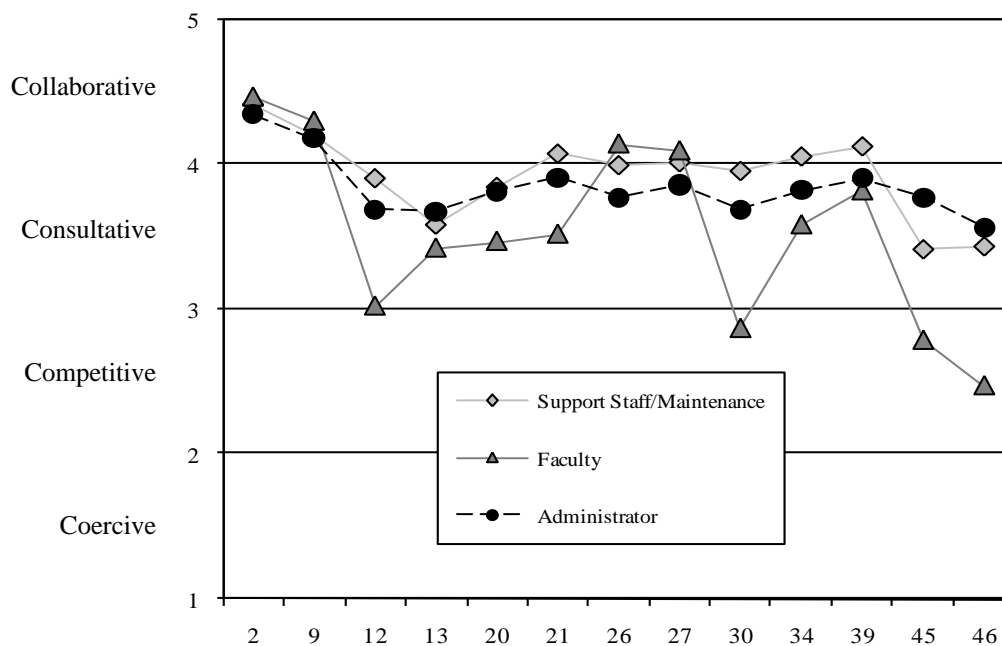
Teamwork		Support Staff/Maintenance	Faculty	Administrator
3	The extent to which there is a spirit of cooperation within my work team	3.75	3.63	3.87
14	The extent to which my primary work team uses problem-solving techniques	4.00	3.46	3.82
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.63	3.16	3.78
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.88	3.50	3.78
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.94	3.49	3.87
43	The extent to which a spirit of cooperation exists in my department	3.85	3.64	4.13

Figure 7. Mean Scores of the Teamwork Climate Factor as Rated by Personnel Classifications at Monroe County Community College
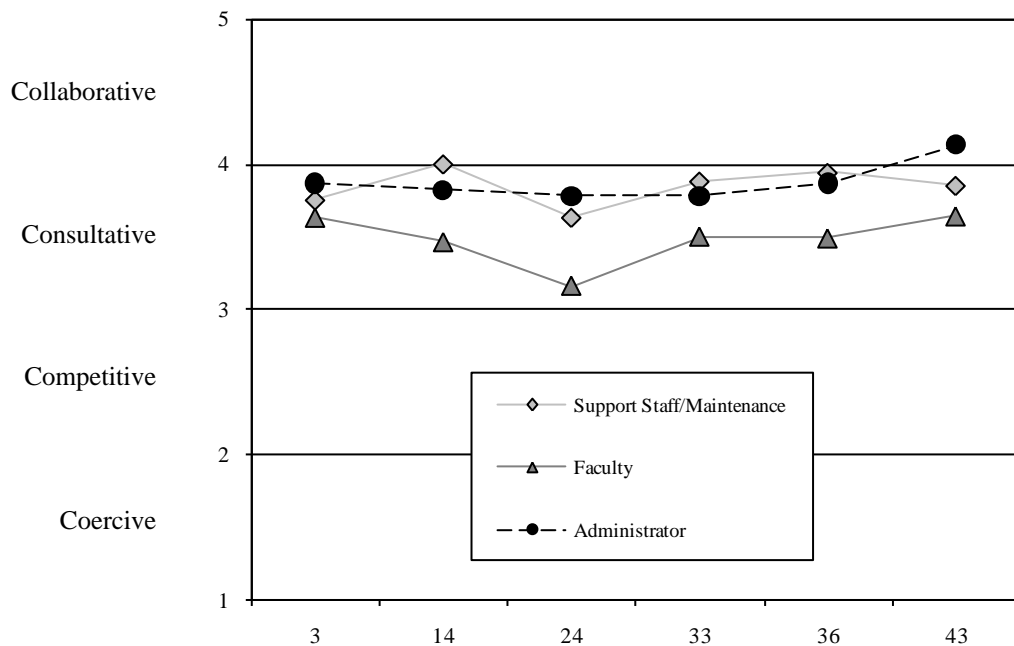
Student Focus	Support Staff/Maintenance	Faculty	Administrator
7 The extent to which student needs are central to what we do	3.94	2.79	3.70
8 The extent to which I feel my job is relevant to this institution's mission	4.53	4.43	4.57
17 The extent to which faculty meet the needs of the students	3.73	4.69	3.91
18 The extent to which student ethnic and cultural diversity are important at this institution	4.06	3.45	4.05
19 The extent to which students' competencies are enhanced	4.00	4.05	3.86
23 The extent to which non-teaching professional personnel meet the needs of the students	4.27	4.10	4.13
28 The extent to which classified personnel meet the needs of the students	3.81	3.77	4.00
31 The extent to which students receive an excellent education at this institution	4.42	4.28	4.32
35 The extent to which this institution prepares students for a career	4.38	4.20	4.00
37 The extent to which this institution prepares students for further learning	4.44	4.28	4.41
40 The extent to which students are assisted with their personal development	3.98	3.70	3.73
42 The extent to which students are satisfied with their educational experience at this institution	4.29	4.13	4.35

Figure 8. Mean Scores of the Student Focus Climate Factor as Rated by Personnel Classifications at Monroe County Community College
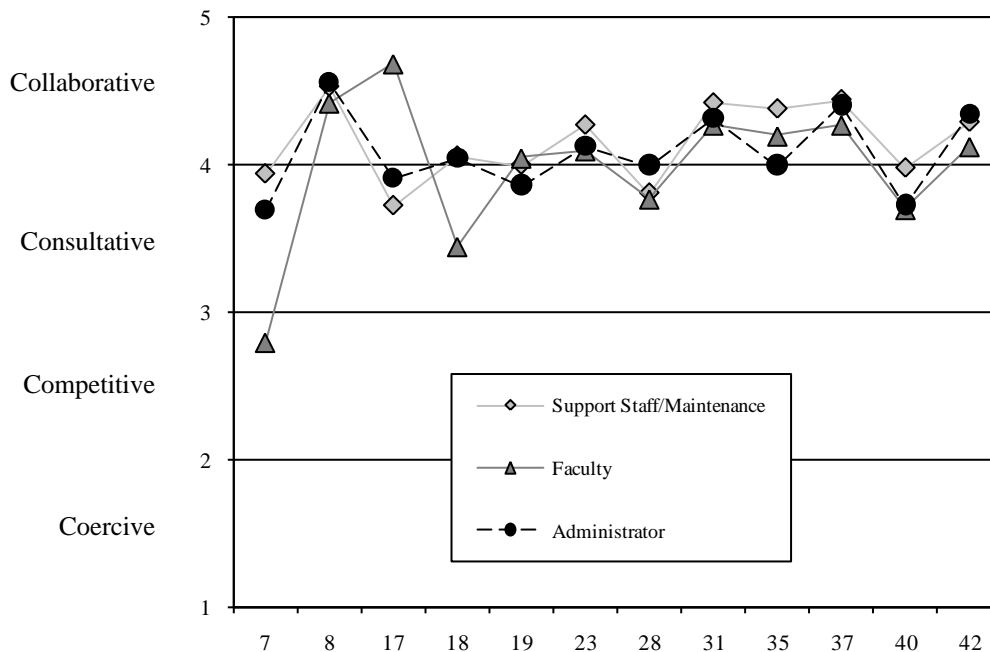
Customized		Support Staff/ Maintenance	Faculty	Administrator
47	The extent to which I understand college priorities	3.94	2.61	3.57
48	The extent to which innovation is encouraged at the college	3.53	2.47	3.79
49	The extent to which I am encouraged to participate in decisions, other than resource allocation decisions, at the college	3.20	2.18	3.43
50	The extent to which I am encouraged to participate in resource allocation decisions at the college	2.95	2.05	3.57
51	The extent to which employees treat one another with mutual respect and dignity	3.46	3.13	3.26
52	The extent to which the college provides a physically and emotionally safe working environment	3.83	3.23	3.91
53	The extent to which there is a positive relationship between faculty/staff/ administration	2.56	1.74	2.52
54	The extent to which the college has a fair employee recognition program	3.34	2.83	3.78
55	The extent to which the college provides a comprehensive employee benefits package	4.31	3.75	4.09
56	The extent to which I am proud to work here	4.53	3.70	4.00

Figure 9. Mean Scores of the Customized Climate Factor as Rated by Personnel Classifications at Monroe County Community College
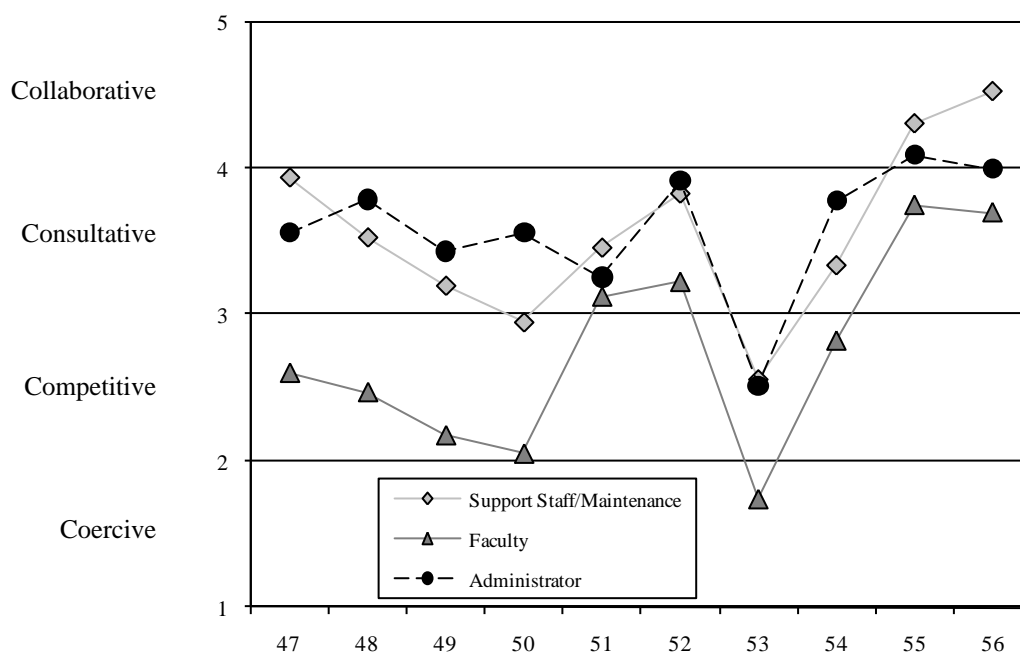
Tables 12 through 14 contain the top ten priorities for discussion for each Personnel Classification among the standard PACE items and the top three priorities for discussion from the customized items developed specifically for Monroe County Community College.

Table 12.   Priorities for Change: Support Staff/Maintenance

	Area to Change	Mean
25	The extent to which a spirit of cooperation exists at this institution	3.00
16	The extent to which open and ethical communication is practiced at this institution	3.04
15	The extent to which I am able to appropriately influence the direction of this institution	3.10
38	The extent to which I have the opportunity for advancement within this institution	3.19
4	The extent to which decisions are made at the appropriate level at this institution	3.23
10	The extent to which information is shared within this institution	3.28
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.42
32	The extent to which this institution is appropriately organized	3.42
46	The extent to which professional development and training opportunities are available	3.44
11	The extent to which institutional teams use problem-solving techniques	3.45
	Area to Change—Customized	**Mean**
53	The extent to which there is a positive relationship between faculty/staff/administration	2.56
50	The extent to which I am encouraged to participate in resource allocation decisions at the college	2.95
49	The extent to which I am encouraged to participate in decisions, other than resource allocation decisions, at the college	3.20

Table 13.   Priorities for Change: Faculty

	Area to Change	Mean
25	The extent to which a spirit of cooperation exists at this institution	1.87
16	The extent to which open and ethical communication is practiced at this institution	1.87
10	The extent to which information is shared within this institution	1.92
15	The extent to which I am able to appropriately influence the direction of this institution	2.00
4	The extent to which decisions are made at the appropriate level at this institution	2.00
11	The extent to which institutional teams use problem-solving techniques	2.11
32	The extent to which this institution is appropriately organized	2.16
1	The extent to which the actions of this institution reflect its mission	2.23
6	The extent to which administrative leadership is focused on meeting the needs of students	2.24
41	The extent to which I receive adequate information regarding important activities at this institution	2.28
	Area to Change—Customized	**Mean**
53	The extent to which there is a positive relationship between faculty/staff/ administration	1.74
50	The extent to which I am encouraged to participate in resource allocation decisions at the college	2.05
49	The extent to which I am encouraged to participate in decisions, other than resource allocation decisions, at the college	2.18

Table 14.   Priorities for Change: Administrator

	Area to Change	Mean
25	The extent to which a spirit of cooperation exists at this institution	3.09
16	The extent to which open and ethical communication is practiced at this institution	3.30
11	The extent to which institutional teams use problem-solving techniques	3.30
15	The extent to which I am able to appropriately influence the direction of this institution	3.43
32	The extent to which this institution is appropriately organized	3.48
4	The extent to which decisions are made at the appropriate level at this institution	3.48
46	The extent to which professional development and training opportunities are available	3.57
10	The extent to which information is shared within this institution	3.61
6	The extent to which administrative leadership is focused on meeting the needs of students	3.61
13	The extent to which unacceptable behaviors are identified and communicated to me	3.68
	Area to Change—Customized	**Mean**
53	The extent to which there is a positive relationship between faculty/staff/ administration	2.52
51	The extent to which employees treat one another with mutual respect and dignity	3.26
49	The extent to which I am encouraged to participate in decisions, other than resource allocation decisions, at the college	3.43

Comparative Analysis: Demographic Classifications

As depicted in Table 15, Support Staff/Maintenance rated the climate highest within its demographic group (3.83). In terms of length of employment those individuals with less than 5 year of employment rated the climate highest (3.78). Faculty rated the climate lowest within its demographic group (3.27), while respondents with 15 or more years of employment rated the climate with a composite rating of 3.53.

Table 15. Mean Climate Scores as Rated by Demographic Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
What is your personnel classification:						
Support Staff/Maintenance	3.46	3.93	3.84	4.17	3.59	3.83
Faculty	2.35	3.55	3.50	4.00	2.80	3.27
Administrator	3.55	3.86	3.87	4.06	3.58	3.81
Please select the race/ethnicity that best describes you:						
Non-Caucasian (Hispanic or Latino, American Indian or Alaska Native, Asian, Black, Native Hawaiian or Other Pacific Islander, not Hispanic or Latino)	3.22	3.50	3.06	3.56	3.25	3.36
White, not Hispanic or Latino	3.08	3.81	3.76	4.12	3.31	3.65
What gender best describes you:						
Male	2.92	3.61	3.56	4.03	3.18	3.48
Female	3.26	3.95	3.88	4.16	3.44	3.77
Which best describes your status at this institution:						
Full time	3.07	3.77	3.69	4.09	3.29	3.61
Part time	3.01	3.90	4.00	3.88	3.25	3.62

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

Table 15.   Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
How many years have you worked for the college:						
Less than 5 years	3.37	3.95	3.77	4.12	3.52	3.78
5-9 years	3.05	3.77	3.93	4.12	3.26	3.65
10-14 years	3.09	3.77	3.69	3.91	3.32	3.57
15 or more years	2.93	3.67	3.54	4.11	3.21	3.53

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

Comparative Analysis: Norm Base

Table 16 shows how MCCC compares with the NILIE PACE Norm Base, which includes approximately 60 climate studies conducted at two-and four-year institutions since 2007. 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 MCCC. Figure 10 also shows how MCCC compares with data from the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

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

	MCCC	**Norm Base***
Institutional Structure	3.07	3.34
Supervisory Relationships	3.76	3.67
Teamwork	3.70	3.72
Student Focus	4.07	3.91
Overall	3.61	3.63

Figure 10.   Monroe County Community College Climate Compared with the NILIE PACE Norm Base
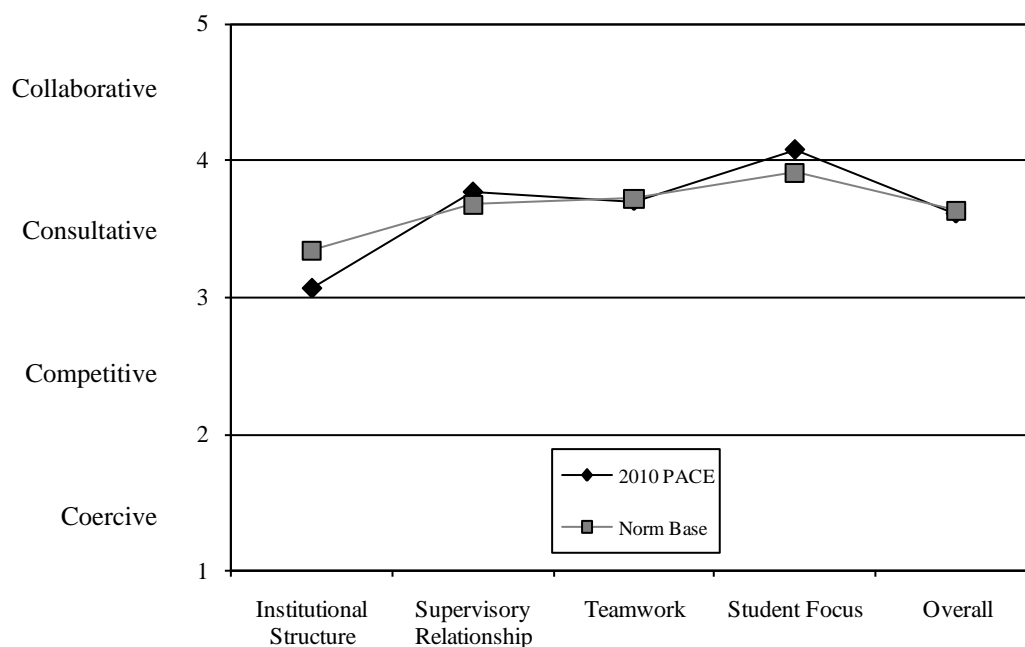
* Normative data are not available for the customized climate factor developed specifically for MCCC. Thus, the customized items are not included in the calculation of the overall mean.

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

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

	Institutional Structure	MCCC Mean	Norm Base
1	The extent to which the actions of this institution reflect its mission	3.23*	3.75
4	The extent to which decisions are made at the appropriate level at this institution	2.84*	3.10
5	The extent to which the institution effectively promotes diversity in the workplace	3.50	3.70
6	The extent to which administrative leadership is focused on meeting the needs of students	3.15*	3.60
10	The extent to which information is shared within the institution	2.85	3.03
11	The extent to which institutional teams use problem-solving techniques	2.95*	3.19
15	The extent to which I am able to appropriately influence the direction of this institution	2.74*	3.09
16	The extent to which open and ethical communication is practiced at this institution	2.68*	3.22
22	The extent to which this institution has been successful in positively motivating my performance	3.22	3.34
25	The extent to which a spirit of cooperation exists at this institution	2.60*	3.24
29	The extent to which institution-wide policies guide my work	3.54	3.55
32	The extent to which this institution is appropriately organized	2.98	3.17
38	The extent to which I have the opportunity for advancement within this institution	3.16	3.12
41	The extent to which I receive adequate information regarding important activities at this institution	3.15*	3.58
44	The extent to which my work is guided by clearly defined administrative processes	3.35	3.34
	Mean Total	**3.07***	**3.34**

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

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

	Supervisory Relationships	MCCC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	4.42*	4.04
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.21*	3.93
12	The extent to which positive work expectations are communicated to me	3.55	3.54
13	The extent to which unacceptable behaviors are identified and communicated to me	3.54	3.50
20	The extent to which I receive timely feedback for my work	3.70	3.56
21	The extent to which I receive appropriate feedback for my work	3.83*	3.58
26	The extent to which my supervisor actively seeks my ideas	3.98*	3.66
27	The extent to which my supervisor seriously considers my ideas	4.00*	3.73
30	The extent to which work outcomes are clarified for me	3.50	3.51
34	The extent to which my supervisor helps me to improve my work	3.83	3.65
39	The extent to which I am given the opportunity to be creative in my work	3.95	3.92
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.25*	3.54
46	The extent to which professional development and training opportunities are available	3.10*	3.59
	Mean Total	**3.76**	**3.67**

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

	Teamwork	MCCC Mean	Norm Base
3	The extent to which there is a spirit of cooperation within my work team	3.72	3.81
14	The extent to which my primary work team uses problem-solving techniques	3.75	3.70
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.48	3.69
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.69	3.74
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.73	3.70
43	The extent to which a spirit of cooperation exists in my department	3.81	3.74
	Mean Total	**3.70**	**3.72**

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

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

	Student Focus	MCCC Mean	Norm Base
7	The extent to which student needs are central to what we do	3.48	3.72
8	The extent to which I feel my job is relevant to this institution's mission	4.49*	4.28
17	The extent to which faculty meet the needs of students	4.10	3.91
18	The extent to which student ethnic and cultural diversity are important at this institution	3.80	3.89
19	The extent to which students' competencies are enhanced	3.98*	3.80
23	The extent to which non-teaching professional personnel meet the needs of the students	4.17*	3.82
28	The extent to which classified personnel meet the needs of the students	3.82	3.72
31	The extent to which students receive an excellent education at this institution	4.35*	4.07
35	The extent to which this institution prepares students for a career	4.23*	4.01
37	The extent to which this institution prepares students for further learning	4.37*	4.01
40	The extent to which students are assisted with their personal development	3.80	3.75
42	The extent to which students are satisfied with their educational experience at this institution	4.23*	3.89
	Mean Total	**4.07***	**3.91**
	Overall Total	**3.61**	**3.63**

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

Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 113 Monroe County Community College employees who completed the PACE survey, 52.2% (59 respondents) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments, however, reliability is ensured by coding all responses back to the questions on the PACE survey.

Figure 11 provides a summary of the MCCC 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 Student Focus climate factors. Please refer to Tables 21 and 22 for sample comments categorized by climate factor and the actual number of responses provided by MCCC employees. This sample of open-ended comments reflects employee responses as coded back to the questions of the PACE survey. Please note that comments are quoted exactly as written except in instances where the integrity of the report is compromised.

Figure 11. Monroe County Community College Comment Response Rates
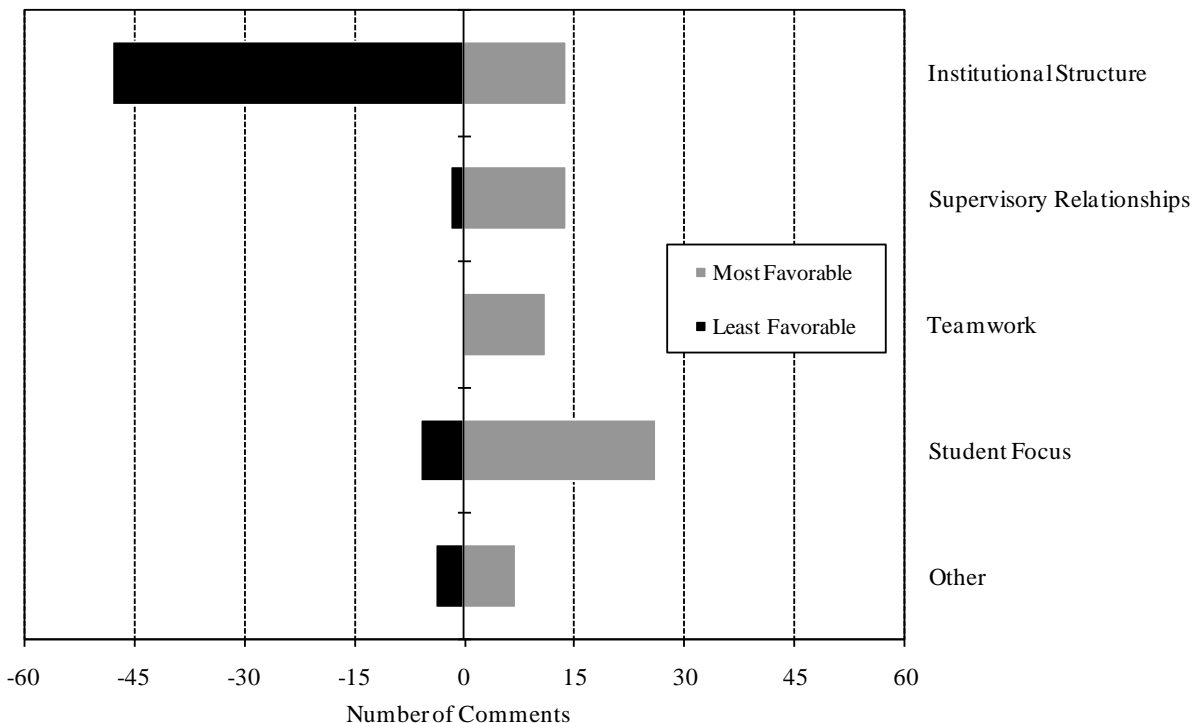
Note: Adapted from Herzberg, F. (1982). The managerial choice: To be efficient and to be human (2nd ed.). Salt Lake City, UT: Olympus Publishing Company

Table 21. Most Favorable Responses—Sample Comments and Actual Number of Responses at Monroe County Community College

Factor	Themes
Institutional Structure (n=14)	*MCCC is academically rigorous, financially sound and provide a clean, safe enviroment for students, faculty and staff.* *I am thankful that the press releases are sent to all employees. This provides employees an opportunity to be aware of information on events at MCCC. The new Agora staff is doing an excellent job of reporting on MCCC news.* *I am a new employee. I find there is a lot going on at this insitution. They seem to do their best to provide information to those who want it. Transparency is evident.* *I believe we have an important mission which serves the needs of the community.* *The administration is working hard to improve relations at the College.* *I have found the majority of co-workers and supervisors to be supportive of the program I oversee. The support has definitely come from the President of the college. The college has acknowleged the work and has begun to engage in ensuring that the program continues.*
Supervisory Relationship (n=14)	*My immediate supervisor is open to my opinions and needs and cares deeply for myself and the Division.* *My supervisor is open, positive and provides helpful, constructive criticism.* *My supervisor provides appropriate structure and has priorities that align with the values of the institution as well as my values with regard to providing a learning environment.* *My supervisor is, supportive, understanding, and pleasant to work with/for. I am delighted to be a part of his team. My input is sought and considered where appropriate.* *The middle management appreciates and supports my work.* *Faculty is given academic freedom. When classroom conflicts arise, my supervisor is extremely supportive of the faculty.* *My Dean and other college administrators are very supportive of ideas that I have to enhance my discipline and meet the needs of the students.*

Table 21.   Continued

Factor	Themes
Teamwork (n=11)	*The office I work in works well as a team. Along with our supervisor, we work together to provide better service to our students.*
	At the division level, things are very good. The faculty and staff work well together and the dean is a big help.
	I enjoy working with my collegues in the division.
	We all are doing more with less and getting the job done, sometimes it is difficult but the support staff have held it together.
	The support staff we have at Monroe is first rate and work hard to provide the faculty with what we need to help students.
Student Focus (n=26)	*The educational opportunities are very well supported and maintained. There is good deal of attention to dealing with students on a day to day basis and our institution has a history of great customer service.*
	Students continue to work hard toward their goals and the teachers make a superior effort to guide them. I'm always impressed by the progress that students make over the course of their careers here.
	I feel the college does a good job for our students in providing a safe and affordable place for their education. It has been my experience that we always put our students first and foremost.
	Interacting with students and teaching over many years reinforces my belief that studenst in this community are getting a quality education and are prepared to pursue baccalaureate degrees.
	Students are the reason we are here. I find them to be hard-working (for the most part)and committed to doing their best.
	The individuals I teach with all have a common goal of educating students.
	The faculty work hard to provide the best instruction possible under increasing demands from various publics and mandates from outside organizations.

Table 21.	Continued
Factor	**Themes**
	The college offers an outstanding educational experience for the students of this area.
	Students who attend this college get a good education for their investment. We are typically a student service centered organization to help them achieve their goals.
	Our upper level courses readily transfer, so we should be proud of our faculty and the level of education being offered to those students.
Other (n=6)	Compensation & Benefits
	Employee compensation is a strong point at this institution. It has enabled the hiring of highly qualified faculty and support staff.
	MCCCC provides me and my family a great living and benefits package.
	The college provides an incredible benefits package including fringe benefits.

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

Factor	Themes
Institutional Structure (n=48)	*I feel that there is a lot of unnecessary conflict between administration and faculty. Most of this stems from poor communication and a lack of involvement across campus in decisions made by the Board of Trustees and administration. The support staff is often used as leverage for administration and/or faculty against each other.*
	Although a forum (Support Staff Update Meetings) has been established, I don't think the Support Staff feels comfortable asking the tough questions. I think as an institution, we have lost our sense of teamwork.
	The upper level administration and board or trustees seem to be more interested in promoting events that do not directly involve the instruction of students.
	There are times when my office is left in the dark on simple things such as the start date of the next semester.
	Not having the cooperation of others in different departments at the college to work together as a team and to provide good customer service to our students.
	Decision making resides soley at the top levels of the college. Faculty and students have little or no input, but are held accountable for decisions we have no control over.
	As an institution we are very good at communication post decision information; however, we need to improve our pre-decision communication, which will in turn, build an atmosphere of trust among the employees.
	Senior administration should make their decisions and take those decisions to the board of trustees. There is far too much interference by the board in day-to-day decision making. The senior administration works hard and has the best interests of the institution at heart, but they need to stand up to the board and do the job that they are being paid to do.

Table 22.   Continued

Factor	Themes
	More can be done to integrate diversity throughout the college in every facet of the college, including awareness of the issues of poverty.
	Overall, I do not feel a sense of collaboration within the institution. Each area or individual seems to have a narrow focus and is not interested in learning from or working with other individuals or areas. I wish the culture or climate were different.
	The mission statement is not being followed. This institution is to meet the higher education needs of the community, not the needs of those whom lack high school level ability. This is an issue that could very easily be resolved but it continues to drag on.
Supervisory Relationship (n=3)	*Professional developement is not financially supported by MCCC for all support staff.*
	I feel that my supervisor does not trust my work.
	MCCC needs to do a better job when it comes to monitoring adjunct faculty.
Student Focus (n= 6)	*Sometimes support staff are not able or willing to be cooperative in providing the assistance that is most needed for the students.*
	Our students and their academic success is supposed to be our primary mission. Students are getting the short end of the deal because college resources get siphoned off to community agencies. The appropriate balance has been lost.
	Bricks & mortar have become more important than students. Rather than as the primary customer to serve, students are now seen as sources of revenue to be exploited.

Table 22.   Continued

Factor	Themes
Other (n=4)	Compensation & Benefits
	The erosion of salary and benefits for all levels of employees has had a very negative impact. It sends the message that we are not valued, and people respond accordingly.
	I do feel support staff has been penalized in regards to their pay because the administration and board are in a war with the faculty. We will never recoup what we have lost in our steps.

CONCLUSION

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

Overall, the following scores have been identified as the top performance at Monroe County Community College. Seven of these items represent the Student Focus climate factor (items #8, #17, #23, #31, #35, #37, and #42), and three represent the Supervisory Relationships climate factor (items #2, #9, #27).

- The extent to which I feel my job is relevant to this institution's mission, 4.49 (#8)

- The extent to which my supervisor expresses confidence in my work, 4.42 (#2)

- The extent to which this institution prepares students for further learning, 4.37 (#37)

- The extent to which students receive an excellent education at this institution, 4.35 (#31)

- The extent to which this institution prepares students for a career, 4.23 (#35)

- The extent to which students are satisfied with their educational experience at this institution, 4.23 (#42)

- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.21 (#9)

- The extent to which non-teaching professional personnel meet the needs of the students, 4.17 (#23)

- The extent to which faculty meet the needs of the students, 4.10 (#17)

- The extent to which my supervisor seriously considers my ideas, 4.00 (#27)

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

- The extent to which I am proud to work here, 4.11 (#56)

- The extent to which the college provides a comprehensive employee benefits package, 4.04 (#55)

- The extent to which the college provides a physically and emotionally safe working environment, 3.63 (#52)

Overall, the following mean scores have been identified as areas in need of improvement at Monroe County Community College. Nine of these items represent the Institutional Structure climate factor (items #4, #6, #10, #11, #15, #16, #25, #32, and #41), and one represents the Supervisory Relationship climate factor (items #46).

- The extent to which a spirit of cooperation exists at this institution, 2.60 (#25)

- The extent to which open and ethical communication is practiced at this institution, 2.68 (#16)

- The extent to which I am able to appropriately influence the direction of this institution, 2.74 (#15)

- The extent to which decisions are made at the appropriate level at this institution, 2.84 (#4)

- The extent to which information is shared within this institution, 2.85 (#10)

- The extent to which institutional teams use problem-solving techniques, 2.95 (#11)

- The extent to which this institution is appropriately organized, 2.98 (#32)

- The extent to which professional development and training opportunities are available, 3.10 (#46)

- The extent to which I receive adequate information regarding important activities at this institution, 3.15 (#41)

- The extent to which administrative leadership is focused on meeting the needs of students, 3.15 (#6)

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

- The extent to which there is a positive relationship between faculty/staff/administration, 2.25 (#53)

- The extent to which I am encouraged to participate in resource allocation decisions at the college, 2.74 (#50)

- The extent to which I am encouraged to participate in decisions, other than resource allocation decisions, at the college, 2.88 (#49)

The most favorable areas cited in the open-ended questions pertain to the Student Focus Climate factor. The least favorable aspects cited in the open-ended responses are consistent with the survey mean scores in that they reinforce a desire to call attention to specific issues regarding the Institutional Structure.

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