





Polk Community College



***PACE Employee Survey
April 2006 Administration
— Summary Report —***



Office of Institutional Research, Effectiveness, and Planning

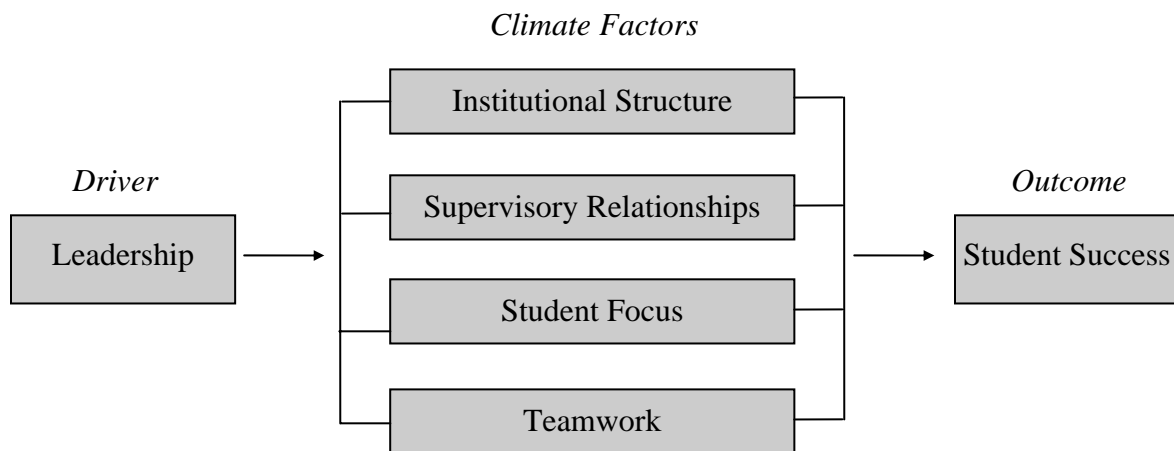


EXECUTIVE SUMMARY

In April 2006, the Personal Assessment of the College Environment (PACE) survey was administered to 305 employees at Polk Community College (PCC). Of those 305 employees, 149 (48.9%) 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 PCC 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 PCC 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 Polk 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 PCC 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 PCC 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). Thirteen fell within the Competitive range (rated between 2 and 3). Forty-two fell within the Consultative range (rated between 3 and 4), and one composite rating fell within the Collaborative range (rated between 4 and 5).

At PCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.39 mean score or middle Consultative system. The Student Focus category received the highest mean score (3.64), whereas the Institutional Structure category received the lowest mean score (3.01). When respondents were classified according to functional role at PCC, the composite ratings were as follows: Administrative (3.75), Administrative Support (3.31), Faculty (3.28), and Technical/Campus Operations (3.49).

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

- The extent to which I feel my job is relevant to this institution's mission, 4.21 (#8)
- The extent to which my supervisor expresses confidence in my work, 3.95 (#2)
- The extent to which this institution prepares students for further learning, 3.92 (#37)
- The extent to which this institution prepares students for a career, 3.90 (#35)
- The extent to which students receive an excellent education at this institution, 3.80 (#31)
- The extent to which I am given the opportunity to be creative in my work, 3.79 (#39)
- The extent to which faculty meet the needs of the students, 3.76 (#17)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.72 (#9)
- The extent to which student ethnic and cultural diversity are important at this institution, 3.66 (#18)
- The extent to which my supervisor seriously considers my ideas, 3.63 (#27)

*Customized questions were not included in this listing.

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

- The extent to which this institution is appropriately organized, 2.59 (#32)
- The extent to which information is shared within this institution, 2.67 (#10)
- The extent to which institutional teams use problem-solving techniques, 2.73 (#11)
- The extent to which I have the opportunity for advancement, 2.75 (#38)
- The extent to which decisions are made at the appropriate level at this institution, 2.80 (#4)
- The extent to which a spirit of cooperation exists at this institution, 2.86 (#25)
- The extent to which open and ethical communication is practiced at this institution, 2.86 (#16)
- The extent to which I am able to appropriately influence the direction of this institution, 2.89 (#15)
- The extent to which I receive adequate information regarding important activities at , 3.07 (#41)
- The extent to which my work is guided by clearly defined administrative processes, 3.16 (#44)

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

*Customized questions were not included in this listing.

TABLE OF CONTENTS

Executive Summary	1
Table of Contents	4
List of Tables	5
List of Figures	6
Leadership Research	7
Method	11
Population	11
Instrumentation	11
Reliability and Validity	12
Data Analysis	13
Respondent Characteristics	13
Comparative Analysis: Overall	17
Comparative Analysis: Functional Role	24
Comparative Analysis: Demographic Classifications	35
Comparative Analysis: Norm Base	37
Qualitative Analysis	41
Conclusions	51
References	53

LIST OF TABLES

Table 1. NILIE Four Systems Model.....	9
Table 2. Alpha Coefficients by Climate Category.....	12
Table 3. Response by Self-Selected Function Role.....	13
Table 4. Proportion of Responses Across Demographic Classifications.....	15
Table 5. Polk Community College Climate as Rated by All Employees.....	17
Table 6. Comparative Mean Response: Supervisory Relationships.....	19
Table 7. Comparative Mean Responses: Institutional Structure.....	20
Table 8. Comparative Mean Responses: Teamwork.....	21
Table 9. Comparative Mean Responses: Student Focus.....	22
Table 10. Comparative Mean Responses: Customized.....	23
Table 11. Mean Climate Scores as Rated by Functional Roles.....	25
Table 12. Priorities for Change: Administrative.....	31
Table 13. Priorities for Change: Administrative Support.....	32
Table 14. Priorities for Change: Faculty.....	33
Table 15. Priorities for Change: Technical/Campus Operations.....	34
Table 16. Mean Climate Factor Scores as Rated by Demographic Classification.....	35
Table 17. PCC Climate Compared to the NILIE Norm Base.....	37
Table 18. Supervisory Relationships Mean Scores Compared to the Norm Base.....	38
Table 19. Institutional Structure Mean Scores Compared to the Norm Base.....	39
Table 20. Teamwork Mean Scores Compared to the Norm Base.....	40
Table 21. Student Focus Mean Scores Compared to the Norm Base.....	40
Table 22. Most Favorable Comments.....	42
Table 23. Least Favorable Comments.....	45

LIST OF FIGURES

Figure 1. The PACE Model	1
Figure 2. Proportion of Total Responses by Functional Role.....	14
Figure 3. PCC Climate as Rated by All Employees	18
Figure 4. Mean Climate Scores as Rated by Functional Roles.....	24
Figure 5. Mean Scores of the Supervisory Relationships Climate Factor	26
Figure 6. Mean Scores of the Institutional Structure Climate Factor	27
Figure 7. Mean Scores of the Teamwork Climate Factor	28
Figure 8. Mean Scores of the Student Focus Climate Factor	29
Figure 9. Mean Scores of the Customized Climate Factor	30
Figure 10. PCC Climate Compared with the NILIE PACE Norm Base	37
Figure 11. PCC Comment Response Rate	41

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 Polk 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 Polk Community College.

METHOD

Population

In April 2006, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Polk Community College. Of the 305 employees administered the instrument, 149 (48.9%) completed and returned the instrument for analysis. Of those 149 employees, 73 (49.0%) completed the open-ended comments section. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist PCC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and the Institutional Effectiveness Office of PCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

The PACE was distributed to permanent full-time employees of PCC via campus email inboxes. Employees were provided with the web link to complete the PACE online and were informed of the collection deadline. Completed surveys were returned to NILIE for analysis. 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 Polk 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 PCC and the least favorable aspects. The Responses provide insight and anecdotal evidence to support the survey questions.

Reliability and Validity

In previous studies, the overall PACE instrument has shown a coefficient of internal consistency (Cronbach's Alpha) of 0.9760. Cronbach's alpha coefficient provides an internal estimate of the instrument's reliability. The high coefficient means that participants responded the same way to similar items. The Cronbach's alpha coefficients of internal consistency from July 2003 to present are shown in Table 2.

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

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

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

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

DATA ANALYSIS

Data were analyzed in five ways. First, a descriptive analysis of the respondents' demographics are presented, followed by an overall analysis of the item and climate factor means and standard deviations. Where appropriate, comparisons are made with matching data from PCC's 2003 PACE by conducting *t*-tests to identify items significantly different from the previous PACE administration. Similar analyses were applied to the items and climate factors by functional role and generated priorities for change for each functional role. Also, comparative analyses of factor means by demographic variables were conducted. The item and domain means of this PACE were correspondingly compared with the NILIE Norm Base, with significant differences between means again being identified through *t*-tests. Finally, a qualitative analysis was conducted on the open-ended comments provided by the survey respondents.

Respondent Characteristics

Of the 305 PCC employees administered the survey, 149 (48.9%) completed the PACE survey. Survey respondents classified themselves into functional roles. Refer to Table 3 and Figure 2.

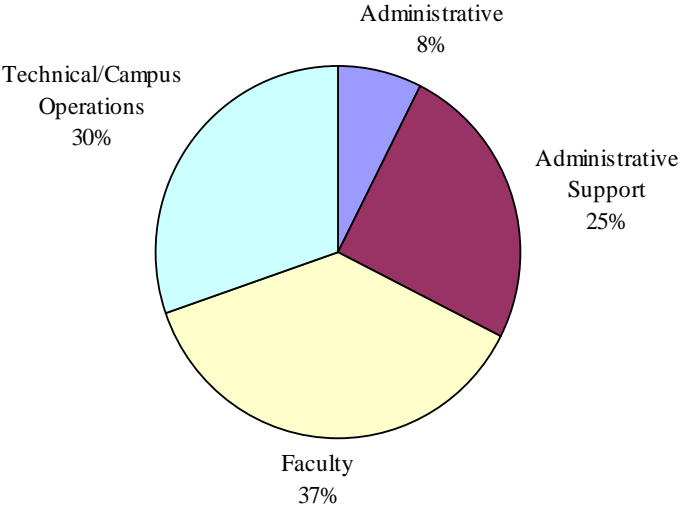
Table 3. Response by Self-Selected Functional Role

Functional Role	Population	Surveys Returned for Analysis	Percent of Population Represented
Administrative	18	11	61.1%
Administrative Support	111	36	32.4%
Faculty	106	54	50.9%
Technical/Campus Operations	70	44	62.9%
Did not respond		4	
Total	305	149	48.9%

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

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

Figure 2. Proportion of Total Responses by Functional Role



4 individuals did not respond to the functional role demographic variable.

Table 4 reports the number of respondents across the different demographic classifications and the percentage of the overall responses that each group represents. This table also compares the results of the previous administration of the PACE survey with this latest administration.

Table 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	2003 # of Responses	2003 % of Responses	2006 # of Responses	2006 % of Responses
What is your personnel classification:				
Administrative	11	6.6%	11	7.4%
Administrative Support	58	34.9%	36	24.2%
Faculty	61	36.8%	54	36.2%
Technical/Campus Operations	36	21.7%	44	29.5%
Did not respond	17		4	
What is your home campus assignment:				
Winter Haven	107	60.8%	89	59.7%
Lakeland	55	31.2%	33	22.2%
Both	*	*	20	13.4%
Other	*	*	5	3.4%
Did not respond	7		2	
What is your employment status:				
Full-time	168	94.6%	135	90.6%
Part-time	10	5.6%	11	7.4%
Did not respond	5		3	
What is the highest level of education you have achieved:				
High school diploma or GED	23	13.8%	19	12.8%
Associate Degree	33	19.8%	23	15.4%
Baccalaureate	23	13.8%	29	19.5%
Masters	71	42.5%	62	41.6%
Doctorate	17	10.2%	15	10.1%
Did not respond	16		1	
To which area are you primarily assigned:				
Administrative and Business Services (Papke)/ PCC Foundation and Development (Bellows) /President (Holden)	23	12.6%	23	16.3%
Academic and Student Services (Daniels)	110	60.1%	82	58.2%
Information Technology Services (Horton)	31	16.9%	36	25.5%
Did not respond	19		8	

*Individual data not available on this administration

Demographic Variable	2003 # of Responses	2003 % of Responses	2006 # of Responses	2006 % of Responses
If your area reports to the Vice President of Academic and Student Services, to which area do you belong:				
Liberal Arts and Sciences	27	22.3%	34	22.8%
Workforce and Economic Development	25	20.7%	32	21.5%
Allied Health	31	25.6%	3	2.0%
Student Services	22	18.2%	16	10.7%
Other	N/A		19	12.8%
Did not respond	62		45	
How long have you worked at this institution:				
Less than 1 year	12	7.1%	15	10.1%
1-4 years	48	28.6%	34	22.8%
5-9 years	44	26.2%	45	30.2%
10-14 years	25	14.9%	20	13.4%
15 or more years	39	23.2%	33	22.2%
Did not respond	15		2	
What is your gender:				
Female	71	54.6%	90	60.4%
Male	59	45.4%	53	35.6%
Did not respond	53		6	
What is your race/ethnicity:				
African-American	12	6.6%	11	7.8%
Caucasian	143	78.1%	123	86.6%
Hispanic/ Alaskan Native/American Indian/ Asian-American/Pacific Islander	6	3.3%	8	5.6%
Did not respond	22		7	

Comparative Analysis: Overall

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

As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.64), which represented a Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.01) within the lower area of the Consultative management area. Overall, employees rated the management style in the middle range of the Consultative management area. (See also Figure 3). When compared to the revised 2003 PCC mean scores, the PCC 2005 mean scores declined slightly.

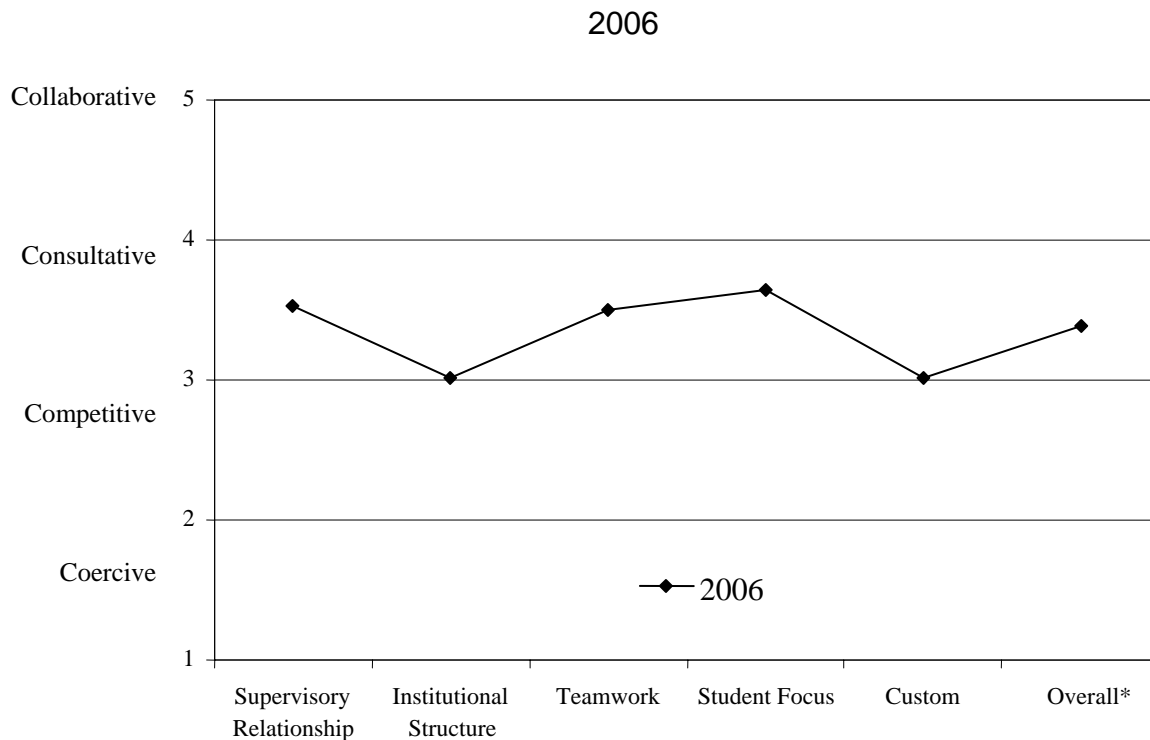
Table 5. Polk Community College Climate as Rated by All Employees

Domain	2003 PCC*	2006 PCC
Supervisory Relationships	3.77	3.52
Institutional Structure	3.00	3.01
Teamwork	3.76	3.51
Student Focus	3.70	3.64
Overall**	3.48	3.39

* The 2003 PCC domain and overall mean scores were calculated based on the revised PACE survey and do not match the scores listed in the 2003 PCC PACE report.

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

Figure 3. Polk 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). Thirteen fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Forty-two fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and one fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=42) 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 3.39 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 PCC 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. Items which are new to the revised PACE cannot be compared to previous administrations using the old version.

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

Table 6. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships		2003 Mean (SD)	2005 Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	4.28 (1.00)	3.95 (1.15)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	N/A	3.72 (1.36)
12	The extent to which positive work expectations are communicated to me	3.73 (1.03)*	3.31 (1.28)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.56 (0.98)	3.25 (1.19)
20	The extent to which I receive timely feedback for my work	3.46 (1.07)	3.53 (1.15)
21	The extent to which I receive appropriate feedback for my work	3.55 (1.06)	3.47 (1.21)
26	The extent to which my supervisor actively seeks my ideas	3.78 (1.16)	3.59 (1.30)
27	The extent to which my supervisor seriously considers my ideas	3.97 (1.12)	3.63 (1.27)
30	The extent to which work outcomes are clarified for me	3.62 (0.97)	3.39 (1.10)
34	The extent to which my supervisor helps me to improve my work	3.81 (1.14)	3.43 (1.34)
39	The extent to which I am given the opportunity to be creative in my work	4.04 (1.10)*	3.79 (1.11)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.78 (1.12)*	3.39 (1.15)
46	The extent to which professional development and training opportunities are available	N/A	3.46 (1.18)
Mean Total		3.77 (0.87)	3.52 (0.99)

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

Table 7. Comparative Mean Responses: Institutional Structure

Institutional Structure		2003 Mean (SD)	2005 Mean (SD)
1	The extent to which the actions of this institution reflect its mission	3.46 (0.98)*	3.40 (1.01)
4	The extent to which decisions are made at the appropriate level	2.70 (1.26)*	2.80 (1.31)
5	The extent to which the institution effectively promotes diversity in the workplace	N/A	3.60 (1.02)
6	The extent to which administrative leadership is focused on meeting the needs of students	3.01 (1.15)*	3.20 (1.28)
10	The extent to which information is shared within the institution	2.77 (1.20)*	2.67 (1.28)
11	The extent to which institutional teams use problem-solving techniques	2.97 (0.96)*	2.73 (1.21)
15	The extent to which I am able to appropriately influence the direction of this institution	2.97 (1.12)*	2.89 (1.14)
16	The extent to which open and ethical communication is practiced	2.91 (1.21)*	2.86 (1.23)
22	The extent to which this institution has been successful in positively motivating my performance	3.14 (1.20)	3.18 (1.30)
25	The extent to which a spirit of cooperation exists at this institution	2.76 (1.18)*	2.86 (1.18)
29	The extent to which institution-wide policies guide my work	3.38 (0.94)	3.32 (1.08)
32	The extent to which this institution is appropriately organized	2.69 (1.18)*	2.59 (1.28)
38	The extent to which I have the opportunity for advancement	2.88 (1.26)*	2.75 (1.30)
41	The extent to which I receive adequate information regarding important activities	3.19 (1.20)*	3.07 (1.24)
44	The extent to which my work is guided by clearly defined administrative processes	3.22 (1.18)	3.16 (1.30)
Mean Total		3.00 (1.14)	3.01 (0.91)

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

Table 8. Comparative Mean Responses: Teamwork

Teamwork	2003 Mean (SD)	2005 Mean (SD)
3 The extent to which there is a spirit of cooperation within my work team	3.78 (1.19)	3.56 (1.29)
14 The extent to which my primary work team uses problem-solving techniques	3.74 (1.10)	3.60 (1.15)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.80 (1.11)*	3.42 (1.24)
33 The extent to which my work team provides an environment for free and open expression	N/A	3.42 (1.31)
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.62 (1.09)	3.46 (1.21)
43 The extent to which a spirit of cooperation exists in my department	3.86 (1.24)	3.59 (1.36)
Mean Total	3.76 (1.00)	3.51 (1.08)

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

Table 9. Comparative Mean Responses: Student Focus

Student Focus	2003 Mean (SD)	2005 Mean (SD)
7 The extent to which student needs are central to what we do	3.72 (1.24)*	3.31 (1.28)
8 The extent to which I feel my job is relevant to this institution's mission	4.46 (0.80)	4.21 (0.95)
17 The extent to which faculty meet the needs of students	3.66 (0.97)	3.76 (0.89)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.53 (1.10)	3.66 (0.87)
19 The extent to which students' competencies are enhanced	3.64 (0.87)	3.62 (0.83)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.10 (1.22)*	3.30 (1.20)
28 The extent to which classified (supporting) personnel meet the needs of the students	N/A	3.32 (0.96)
31 The extent to which students receive an excellent education at this institution	3.94 (0.92)	3.80 (0.88)
35 The extent to which this institution prepares students for a career	3.84 (0.93)	3.90 (0.88)
37 The extent to which this institution prepares students for further learning	3.89 (0.94)	3.92 (0.81)
40 The extent to which students are assisted with their personal development	3.30 (0.98)*	3.28 (1.03)
42 The extent to which students are satisfied with their educational experience	3.61 (0.84)*	3.50 (0.97)
Mean Total	3.70 (0.71)	3.64 (0.73)

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

Table 10. Comparative Mean Responses: Customized

Customized	2003 Mean (SD)	2005 Mean (SD)
47 The extent to which I have trust in PCC's leadership (President, Vice Presidents, Administrators)	2.98 (1.27)	3.11 (1.33)
48 The extent to which I feel that PCC's leadership follows through on its commitments	2.91 (1.17)	2.95 (1.29)
49 The extent to which I feel safe expressing an opinion or perception that is different from PCC's leadership	3.02 (1.28)	2.80 (1.34)
50 The extent to which I would recommend PCC to others as a good place to work	3.47 (1.16)	3.55 (1.21)
51 The extent to which I am satisfied with the process for hiring full-time employees within my classification	2.98 (1.28)	3.14 (1.38)
52 The extent to which the grievance process is meeting the needs of the employees	2.91 (1.00)	2.90 (1.14)
53 The extent to which my pay level matches my position's responsibilities as compared to others in my pay category	2.46 (1.25)	2.52 (1.31)
54 The extent to which PCC rewards and recognizes high performing and committed employees	2.35 (1.20)	2.38 (1.22)
55 The extent to which PCC has a good reputation in Polk County	3.42 (1.00)	3.47 (1.09)
56 The extent to which my supervisor has the right management skills and knowledge	**	3.47 (1.45)
Mean Total	---	3.02 (0.97)

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

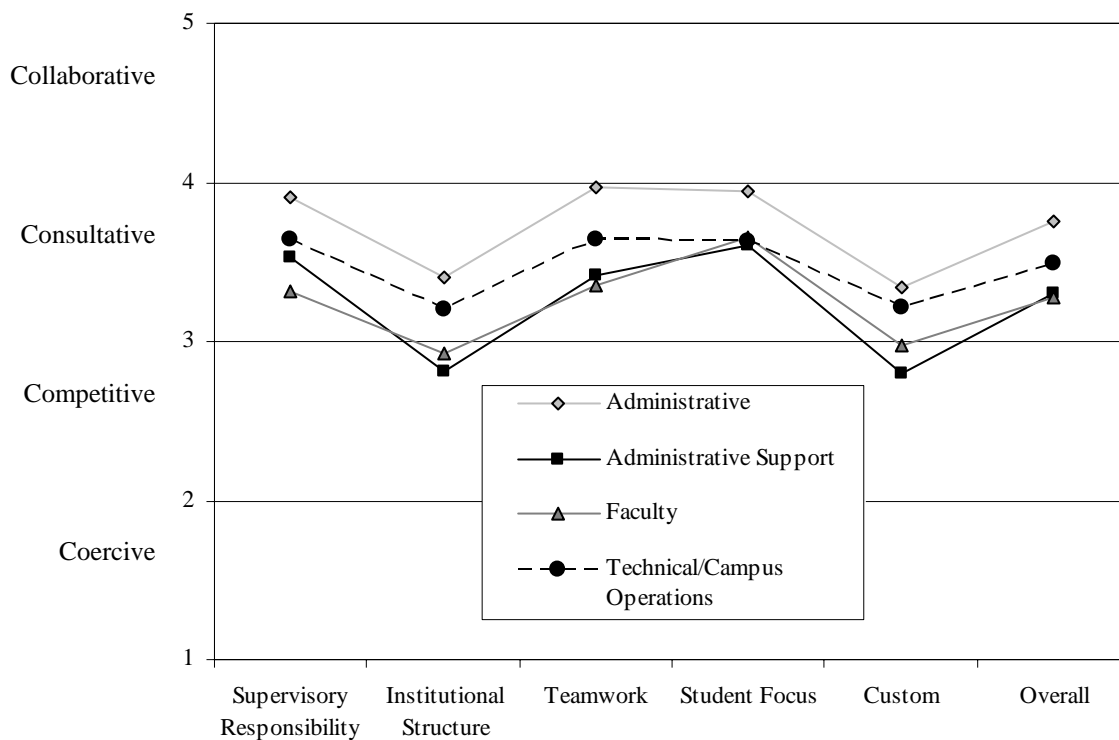
** Not asked on the 2003 administration

Comparative Analysis: Functional Role

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in functional roles. In general the Administrative employees rated the four normative factors most favorable (3.75), whereas the Faculty employees rated the four normative factors least favorable (3.28). See also Table 11.

Figures 5 through 9 show the ratings of each employee group for each of the 56 climate items. The data summary for each figure precedes the corresponding figure. This information provides a closer look at the institutional climate ratings and should be examined carefully when prioritizing areas for change among the employee groups.

Figure 4. Mean Climate Scores as Rated by Functional Roles at Polk Community College.



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

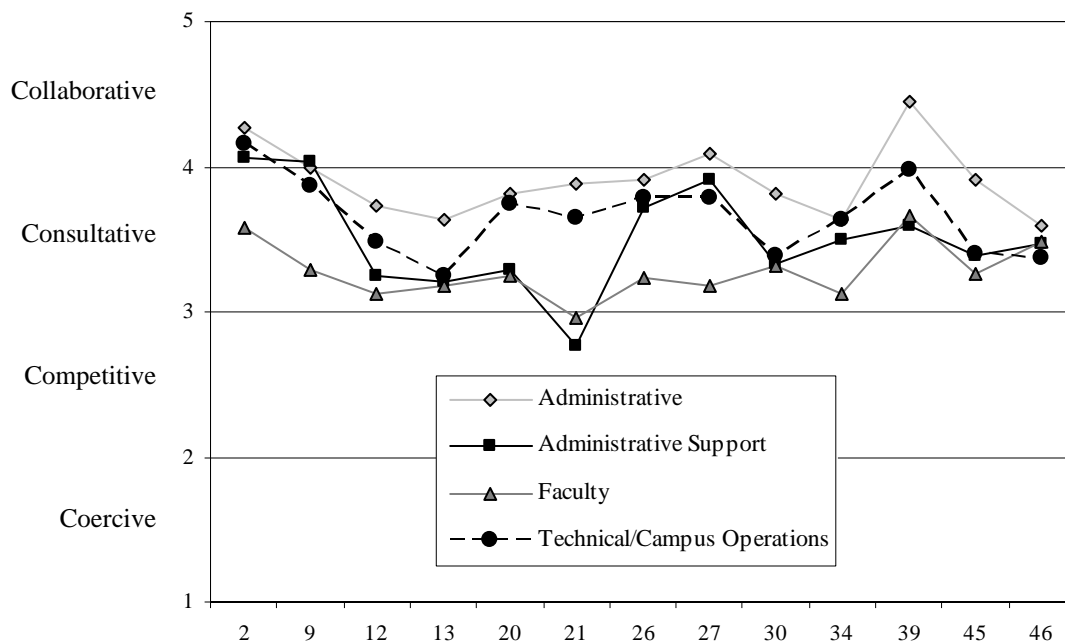
Table 11. Mean Climate Scores as Rated by Functional Roles and by Year of Administration

Domain	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Custom	Overall*
Administrative						
2003	3.55	2.57	3.75	3.69	--	3.28
2006	3.90	3.40	3.97	3.94	3.34	3.75
Administrative Support						
2003	3.72	2.94	3.71	3.61	--	3.41
2006	3.53	2.81	3.42	3.60	2.80	3.31
Faculty						
2003	3.78	3.18	3.80	3.79	--	3.59
2006	3.31	2.92	3.35	3.65	2.97	3.28
Technical/Campus Operations						
2003	3.93	3.08	3.81	3.69	--	3.56
2006	3.64	3.20	3.65	3.63	3.21	3.49

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

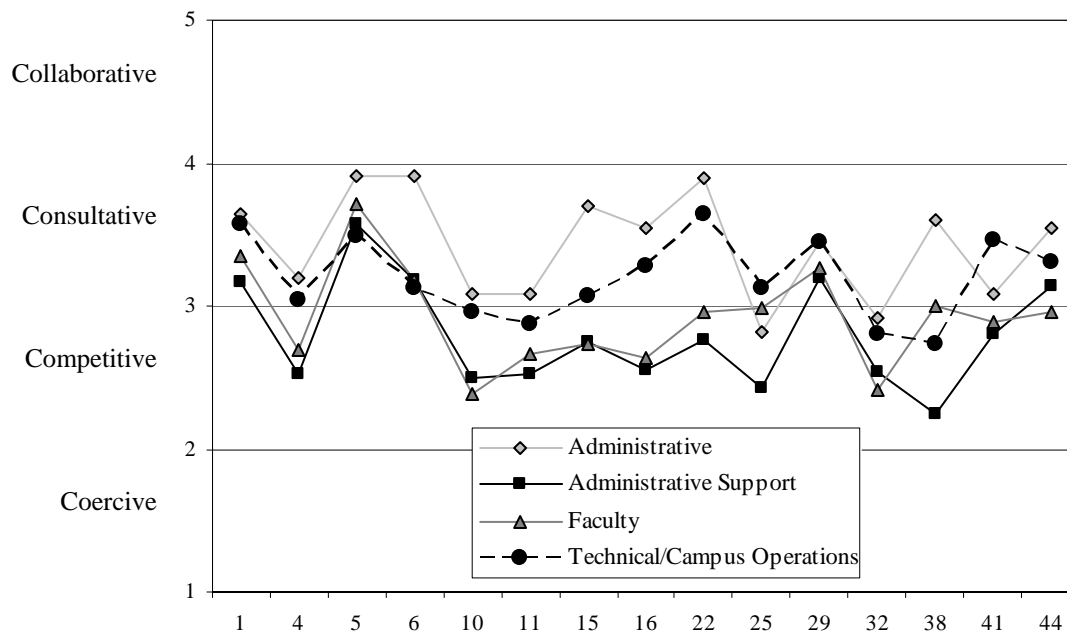
Supervisory Relationships		Administrative	Administrative Support	Faculty	Technical/ Campus Operations
2	The extent to which my supervisor expresses confidence in my work	4.27	4.06	3.57	4.16
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.00	4.03	3.30	3.86
12	The extent to which positive work expectations are communicated to me	3.73	3.25	3.13	3.49
13	The extent to which unacceptable behaviors are identified and communicated to me	3.64	3.21	3.19	3.24
20	The extent to which I receive timely feedback for my work	3.82	3.29	3.25	3.74
21	The extent to which I receive appropriate feedback for my work	3.89	2.76	2.96	3.64
26	The extent to which my supervisor actively seeks my ideas	3.91	3.71	3.24	3.79
27	The extent to which my supervisor seriously considers my ideas	4.09	3.91	3.19	3.79
30	The extent to which work outcomes are clarified for me	3.82	3.33	3.31	3.39
34	The extent to which my supervisor helps me to improve my work	3.64	3.50	3.13	3.63
39	The extent to which I am given the opportunity to be creative in my work	4.45	3.59	3.67	3.98
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.91	3.39	3.26	3.40
46	The extent to which professional development and training opportunities are available	3.60	3.47	3.48	3.37

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



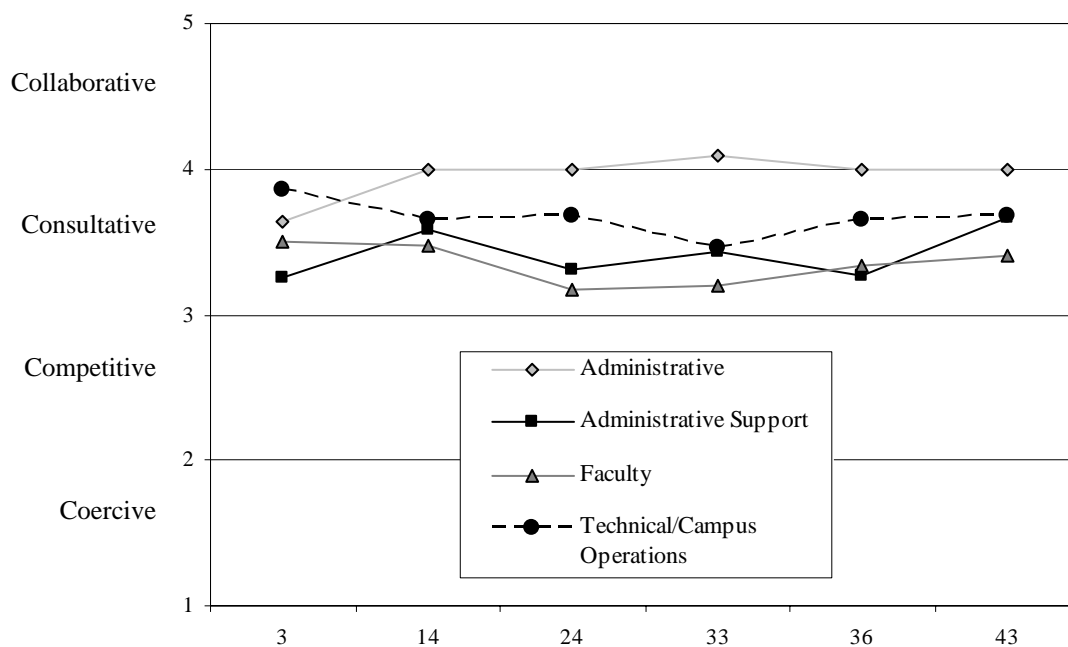
Institutional Structure		Administrative	Administrative Support	Faculty	Technical/ Campus Operations
1	The extent to which the actions of this institution reflect its mission	3.64	3.17	3.35	3.57
4	The extent to which decisions are made at the appropriate level	3.20	2.53	2.70	3.05
5	The extent to which the institution effectively promotes diversity in the workplace	3.91	3.57	3.72	3.49
6	The extent to which administrative leadership is focused on meeting the needs of students	3.91	3.18	3.19	3.12
10	The extent to which information is shared within this institution	3.09	2.50	2.39	2.95
11	The extent to which institutional teams use problem-solving techniques	3.09	2.53	2.67	2.88
15	The extent to which I am able to appropriately influence the direction of this institution	3.70	2.74	2.74	3.07
16	The extent to which open and ethical communication is practiced	3.55	2.56	2.63	3.29
22	The extent to which this institution has been successful in positively motivating my performance	3.89	2.76	2.96	3.64
25	The extent to which a spirit of cooperation exists at this institution	2.82	2.43	2.98	3.12
29	The extent to which institution-wide policies guide my work	3.45	3.20	3.26	3.45
32	The extent to which this institution is appropriately organized	2.91	2.54	2.42	2.81
38	The extent to which I have the opportunity for advancement	3.60	2.24	3.00	2.73
41	The extent to which I receive adequate information regarding important activities	3.09	2.80	2.89	3.47

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



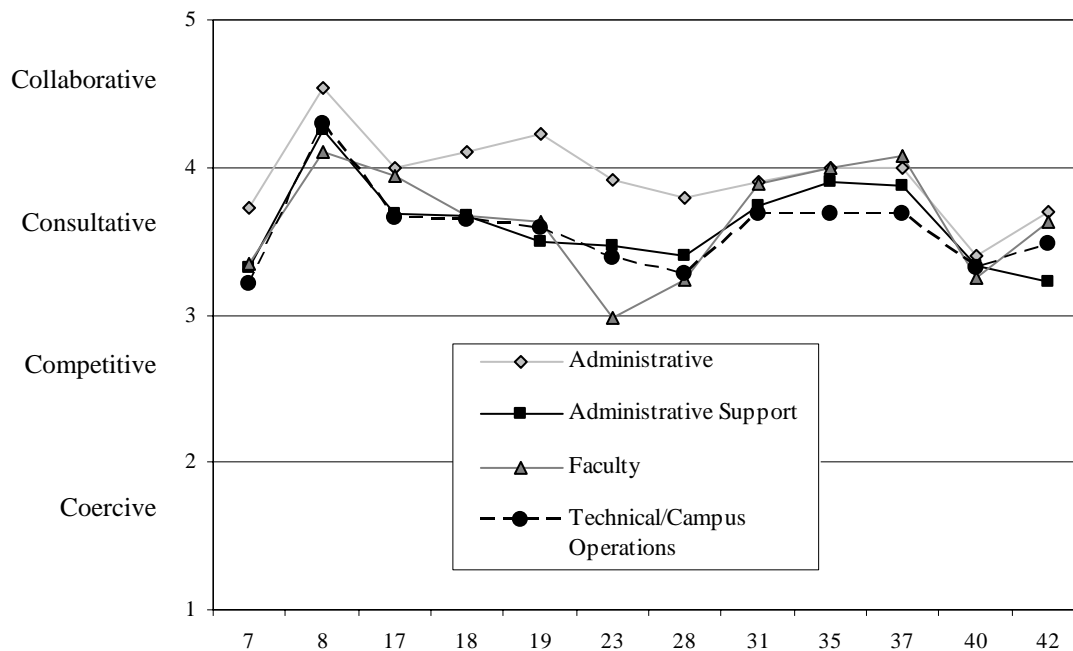
Teamwork		Administrative	Administrative Support	Faculty	Technical/ Campus Operations
3	The extent to which there is a spirit of cooperation within my work team	3.64	3.26	3.50	3.86
14	The extent to which my primary work team uses problem-solving techniques	4.00	3.59	3.48	3.66
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.00	3.31	3.17	3.67
33	The extent to which my work team provides an environment for free and open expression	4.09	3.43	3.20	3.45
36	The extent to which my work team coordinates its efforts with appropriate individuals	4.00	3.27	3.33	3.65
43	The extent to which a spirit of cooperation exists in my department	4.00	3.67	3.41	3.67

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



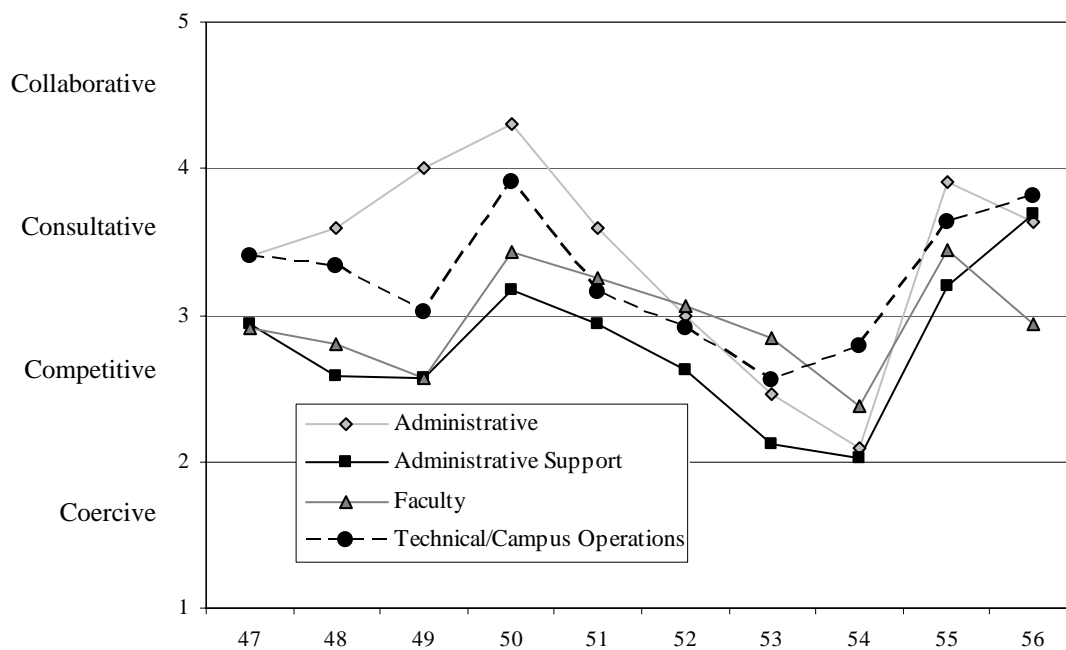
Student Focus		Administrative	Administrative Support	Faculty	Technical/ Campus Operations
7	The extent to which student needs are central to what we do	3.73	3.31	3.35	3.21
8	The extent to which I feel my job is relevant to this institution's mission	4.55	4.26	4.11	4.30
17	The extent to which faculty meet the needs of the students	4.00	3.69	3.94	3.66
18	The extent to which student ethnic and cultural diversity are important	4.11	3.68	3.67	3.64
19	The extent to which students' competencies are enhanced	4.22	3.50	3.63	3.59
23	The extent to which non-teaching professional personnel meet the needs of the students	3.91	3.47	2.98	3.38
28	The extent to which classified (supporting) personnel meet the needs of the students	3.80	3.40	3.23	3.28
31	The extent to which students receive an excellent education	3.90	3.74	3.89	3.68
35	The extent to which this institution prepares students for a career	4.00	3.91	4.00	3.69
37	The extent to which this institution prepares students for further learning	4.00	3.88	4.07	3.69
40	The extent to which students are assisted with their personal development	3.40	3.33	3.25	3.32
42	The extent to which students are satisfied with their educational experience	3.70	3.23	3.63	3.49

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



Customized		Administrative	Administrative Support	Faculty	Technical/ Campus Operations
47	The extent to which I have trust in PCC's leadership (President, Vice Presidents, Administrators)	3.40	2.94	2.91	3.40
48	The extent to which I feel that PCC's leadership follows through on its commitments	3.60	2.59	2.80	3.34
49	The extent to which I feel safe expressing an opinion or perception that is different from PCC's leadership	4.00	2.57	2.57	3.02
50	The extent to which I would recommend PCC to others as a good place to work	4.30	3.17	3.43	3.90
51	The extent to which I am satisfied with the process for hiring full-time employees within my classification	3.60	2.94	3.25	3.16
52	The extent to which the grievance process is meeting the needs of the employees	3.00	2.62	3.07	2.92
53	The extent to which my pay level matches my position's responsibilities as compared to others in my pay category	2.45	2.11	2.85	2.55
54	The extent to which PCC rewards and recognizes high performing and committed employees	2.09	2.03	2.37	2.79
55	The extent to which PCC has a good reputation in Polk County	3.91	3.20	3.44	3.64
56	The extent to which my supervisor has the right management skills and knowledge	3.64	3.69	2.94	3.81

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



Tables 12 through 17 contain the top ten priorities for improvement for each functional role among the standard PACE items and the top three priorities for improvement from the customized items developed specifically for Polk Community College.

Table 12. Priorities for Change: Administrative

Area to Change		Mean
25	The extent to which a spirit of cooperation exists at this institution	2.82
32	The extent to which this institution is appropriately organized	2.91
10	The extent to which information is shared within this institution	3.09
11	The extent to which institutional teams use problem-solving techniques	3.09
41	The extent to which I receive adequate information regarding important activities	3.09
4	The extent to which decisions are made at the appropriate level	3.20
40	The extent to which students are assisted with their personal development	3.40
29	The extent to which institution-wide policies guide my work	3.45
16	The extent to which open and ethical communication is practiced	3.55
44	The extent to which my work is guided by clearly defined administrative processes	3.55
Area to Change—Customized		Mean
54	The extent to which PCC rewards and recognizes high performing and committed employees	2.09
53	The extent to which my pay level matches my position's responsibilities as compared to others in my pay category	2.45
52	The extent to which the grievance process is meeting the needs of the employees	3.00

Table 13. Priorities for Change: Administrative Support

Area to Change		Mean
38	The extent to which I have the opportunity for advancement	2.24
25	The extent to which a spirit of cooperation exists at this institution	2.43
10	The extent to which information is shared within this institution	2.50
4	The extent to which decisions are made at the appropriate level	2.53
11	The extent to which institutional teams use problem-solving techniques	2.53
32	The extent to which this institution is appropriately organized	2.54
16	The extent to which open and ethical communication is practiced	2.56
15	The extent to which I am able to appropriately influence the direction of this institution	2.74
22	The extent to which this institution has been successful in positively motivating my performance	2.76
41	The extent to which I receive adequate information regarding important activities	2.80
Area to Change—Customized		
54	The extent to which PCC rewards and recognizes high performing and committed employees	2.03
53	The extent to which my pay level matches my position's responsibilities as compared to others in my pay category	2.11
49	The extent to which I feel safe expressing an opinion or perception that is different from PCC's leadership	2.57

Table 14. Priorities for Change: Faculty

Area to Change		Mean
10	The extent to which information is shared within this institution	2.39
32	The extent to which this institution is appropriately organized	2.42
16	The extent to which open and ethical communication is practiced	2.63
11	The extent to which institutional teams use problem-solving techniques	2.67
4	The extent to which decisions are made at the appropriate level	2.70
15	The extent to which I am able to appropriately influence the direction of this institution	2.74
41	The extent to which I receive adequate information regarding important activities	2.89
22	The extent to which this institution has been successful in positively motivating my performance	2.96
44	The extent to which my work is guided by clearly defined administrative processes	2.96
23	The extent to which non-teaching professional personnel meet the needs of the students	2.98
Area to Change—Customized		Mean
54	The extent to which PCC rewards and recognizes high performing and committed employees	2.37
49	The extent to which I feel safe expressing an opinion or perception that is different from PCC's leadership	2.57
48	The extent to which I feel that PCC's leadership follows through on its commitments	2.80

Table 15. Priorities for Change: Technical/Campus Operations

Area to Change		Mean
38	The extent to which I have the opportunity for advancement	2.73
32	The extent to which this institution is appropriately organized	2.81
11	The extent to which institutional teams use problem-solving techniques	2.88
10	The extent to which information is shared within this institution	2.95
4	The extent to which decisions are made at the appropriate level	3.05
15	The extent to which I am able to appropriately influence the direction of this institution	3.07
6	The extent to which administrative leadership is focused on meeting the needs of students	3.12
25	The extent to which a spirit of cooperation exists at this institution	3.12
7	The extent to which student needs are central to what we do	3.21
13	The extent to which unacceptable behaviors are identified and communicated to me	3.24
Area to Change—Customized		Mean
53	The extent to which my pay level matches my position's responsibilities as compared to others in my pay category	2.55
54	The extent to which PCC rewards and recognizes high performing and committed employees	2.79
52	The extent to which the grievance process is meeting the needs of the employees	2.92

Comparative Analysis: Demographic Classifications

As depicted in Table 16 the employees with a high school diploma or GED as highest level of education achieved rated the climate highest within its demographic group (3.77). In terms of length of employment those individuals with less than 1 year of employment rated the climate highest (4.05). Those employees with a home campus assignment of both Winter Haven and Lakeland rated the climate lowest within its demographic group (3.17), while respondents with Lakeland as their home assignment rated the climate with a composite rating of 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:						
Administrative	3.90	3.40	3.97	3.94	3.34	3.75
Administrative Support	3.53	2.81	3.42	3.60	2.80	3.31
Faculty	3.31	2.92	3.35	3.65	2.97	3.28
Technical/Campus Operations	3.64	3.20	3.65	3.63	3.21	3.49
What is your home campus assignment:						
Winter Haven	3.54	3.04	3.57	3.68	3.00	3.42
Lakeland	3.66	3.14	3.55	3.68	3.16	3.48
Both	3.36	2.75	3.30	3.44	2.97	3.17
Other	3.44	3.24	3.63	3.97	3.23	3.54
What is your employment status:						
Full-time	3.54	2.99	3.54	3.65	3.00	3.39
Part-time	3.45	3.41	3.28	3.76	3.28	3.50
What is the highest level of education you have achieved:						
High school diploma or GED	3.97	3.43	3.79	3.97	3.46	3.77
Associate Degree	3.40	2.95	3.42	3.52	2.73	3.29
Baccalaureate	3.47	3.03	3.50	3.72	2.99	3.40
Masters	3.49	2.96	3.55	3.56	3.02	3.34
Doctorate	3.41	2.83	3.21	3.67	3.03	3.26
If your area reports to the Vice President of Academic and Student Services, to which area do you belong:						
Liberal Arts and Sciences	3.21	2.92	3.08	3.63	2.89	3.21
Workforce and Economic Development	3.64	2.87	3.68	3.56	2.96	3.37
Allied Health	2.97	2.52	3.89	3.71	2.37	3.20
Student Services	3.62	3.14	3.46	3.79	3.08	3.49
Other	3.78	3.37	3.66	3.90	3.25	3.67

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

Table 16. Continued.

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Customized	Overall*
How long have you worked at this institution:						
Less than 1 year	4.18	3.77	4.26	4.18	3.86	4.05
1-4 years	3.59	3.16	3.42	3.65	3.19	3.45
5-9 years	3.48	2.93	3.46	3.51	2.94	3.31
10-14 years	3.11	2.71	3.08	3.55	2.74	3.09
15 or more years	3.53	2.89	3.67	3.69	2.83	3.39
What is your gender:						
Female	3.47	3.00	3.47	3.63	3.00	3.36
Male	3.74	3.16	3.70	3.78	3.18	3.55

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

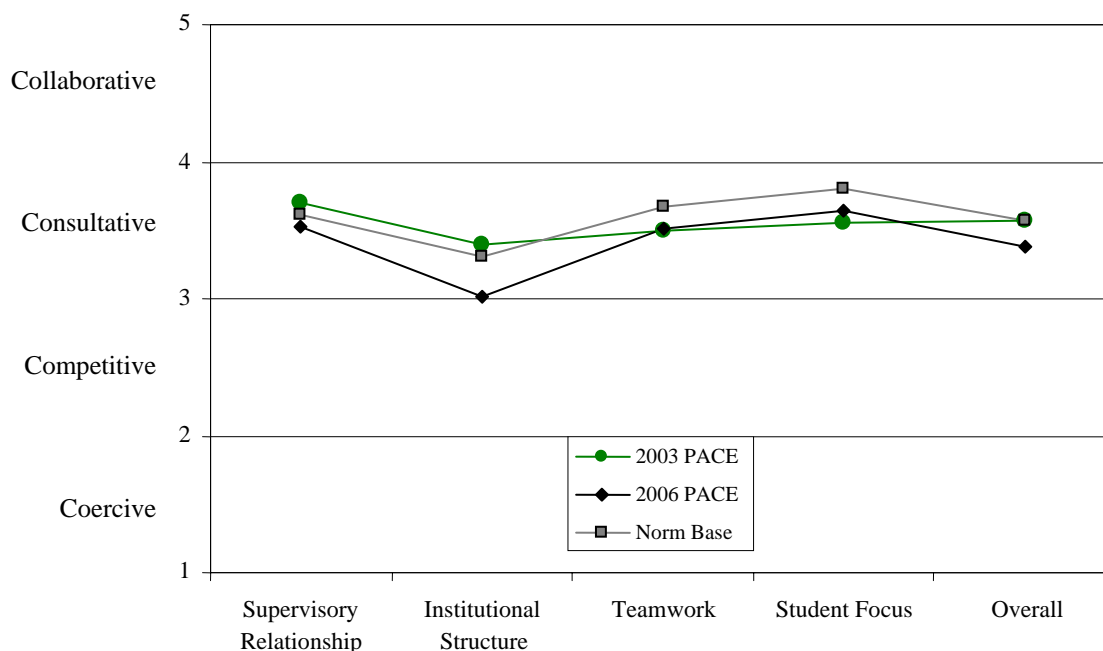
Comparative Analysis: Norm Base

Table 17 shows how PCC compares with the NILIE PACE Norm Base, which includes approximately 45 different climate studies conducted at institutions since 2003. These studies include small, medium, and large institutions. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior 2-year period. Normative data are not available for the Customized climate factor area developed specifically for PCC. Figure 10 also shows how PCC compares with data from the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

Table 17. Polk Community College Climate compared with the NILIE PACE Norm Base

	PCC 2003	PCC 2006	Norm Base*
Supervisory Relationships	3.77	3.52	3.62
Institutional Structure	3.00	3.01	3.31
Teamwork	3.76	3.51	3.67
Student Focus	3.70	3.64	3.80
Overall	3.48	3.39	3.57

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



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

Tables 18-21 shows how PCC 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	PCC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	3.95	3.93
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.72	N/A
12	The extent to which positive work expectations are communicated to me	3.31	3.56
13	The extent to which unacceptable behaviors are identified and communicated to me	3.25	3.44
20	The extent to which I receive timely feedback for my work	3.53	3.40
21	The extent to which I receive appropriate feedback for my work	3.47	3.44
26	The extent to which my supervisor actively seeks my ideas	3.59	3.56
27	The extent to which my supervisor seriously considers my ideas	3.63	3.78
30	The extent to which work outcomes are clarified for me	3.39	3.46
34	The extent to which my supervisor helps me to improve my work	3.43	3.48
39	The extent to which I am given the opportunity to be creative in my work	3.79	4.00
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.39*	3.72
46	The extent to which professional development and training opportunities are available	3.46	N/A
	Mean Total	3.52	3.62

N/A: This question is not a part of the PACE Norm Base

*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	PCC Mean	Norm Base
1 The extent to which the actions of this institution reflect its mission	3.40*	3.65
4 The extent to which decisions are made at the appropriate level	2.80*	3.06
5 The extent to which the institution effectively promotes diversity in the workplace	3.60	N/A
6 The extent to which administrative leadership is focused on meeting the needs of students	3.20*	3.49
10 The extent to which information is shared within the institution	2.67*	3.23
11 The extent to which institutional teams use problem-solving techniques	2.73*	3.31
15 The extent to which I am able to appropriately influence the direction of this institution	2.89*	3.13
16 The extent to which open and ethical communication is practiced	2.86*	3.24
22 The extent to which this institution has been successful in positively motivating my performance	3.18	3.35
25 The extent to which a spirit of cooperation exists at this institution	2.86*	3.26
29 The extent to which institution-wide policies guide my work	3.32	3.47
32 The extent to which this institution is appropriately organized	2.59*	3.13
38 The extent to which I have the opportunity for advancement	2.75*	3.16
41 The extent to which I receive adequate information regarding important activities	3.07*	3.50
44 The extent to which my work is guided by clearly defined administrative processes	3.16	3.31
Mean Total	3.01	3.31

N/A: This question is not a part of the PACE Norm Base

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

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

	Teamwork	PCC Mean	Norm Base
3	The extent to which there is a spirit of cooperation within my work team	3.56	3.72
14	The extent to which my primary work team uses problem-solving techniques	3.60	3.64
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.42*	3.70
33	The extent to which my work team provides an environment for free and open expression	3.42	N/A
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.46	3.58
43	The extent to which a spirit of cooperation exists in my department	3.59	3.72
	Mean Total	3.51	3.67

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

	Student Focus	PCC Mean	Norm Base
7	The extent to which student needs are central to what we do	3.31*	3.83
8	The extent to which I feel my job is relevant to this institution's mission	4.21	4.19
17	The extent to which faculty meet the needs of students	3.76	3.79
18	The extent to which student ethnic and cultural diversity are important at this institution	3.66	3.72
19	The extent to which students' competencies are enhanced	3.62	3.72
23	The extent to which non-teaching professional personnel meet the needs of the students	3.30*	3.69
28	The extent to which classified (supporting) personnel meet the needs of the students	3.32	N/A
31	The extent to which students receive an excellent education at this institution	3.80	3.89
35	The extent to which this institution prepares students for a career	3.90	3.83
37	The extent to which this institution prepares students for further learning	3.92	3.83
40	The extent to which students are assisted with their personal development	3.28	3.57
42	The extent to which students are satisfied with their educational experience	3.50*	3.74
	Mean Total	3.64	3.80
	Overall Total	3.39	3.57

N/A: This question is not a part of the PACE Norm Base

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

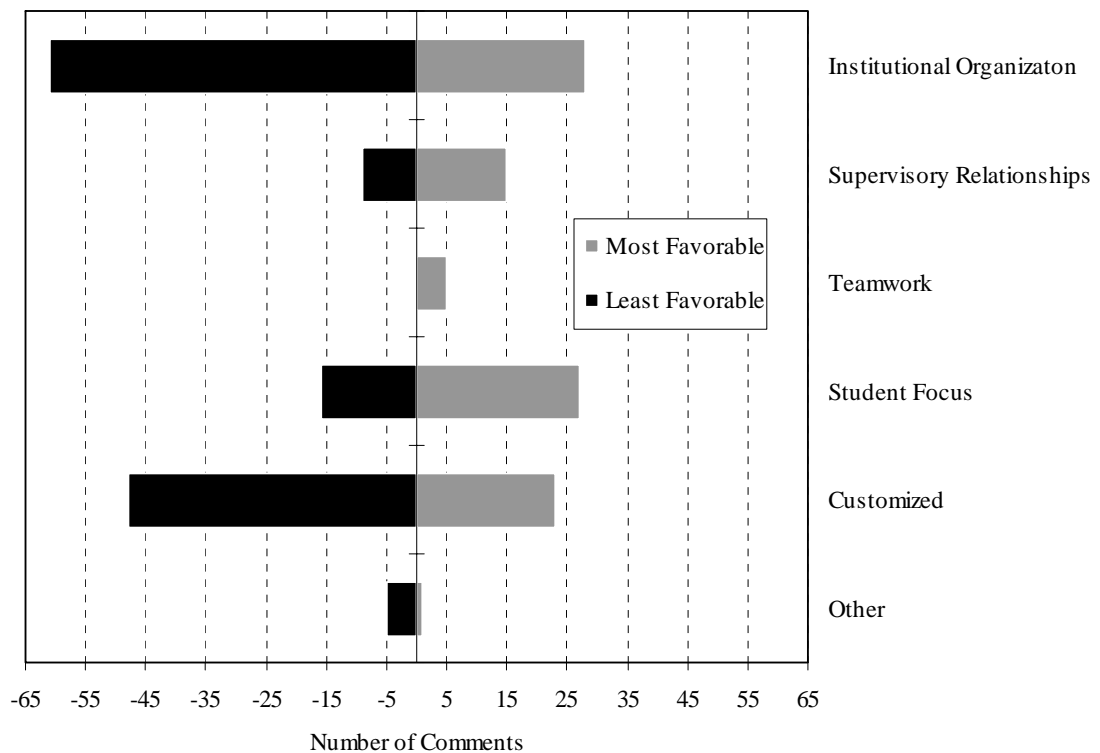
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 149 Polk Community College employees who completed the PACE survey, 49.0% (73 respondents) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments, however, reliability is ensured by coding the responses back to the questions on the PACE survey.

Figure 11 provides a summary of the PCC 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 Organization 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 PCC employees. Please note that comments are quoted exactly as written.

Figure 11. Polk 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 Polk Community College

Priority	Domain	Themes	Number of Comments
1	Institutional Structure (n=28)	<p><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p><i>PCC is by far the best place I've ever worked. I'm always treated well.</i></p> <p><i>The climate is changing for the better here at PCC. With the new leadership, the morale has increased tremendously.</i></p>	14
		<p><u>16— The extent to which open and ethical communication is practiced at this institution</u></p> <p><i>I have always been impressed by the honesty of the institution and especially my area.</i></p>	5
		<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>The college is true to its mission statement and for the most part its faculty, staff, and administrators are supportive of students.</i></p>	3
		<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>The university really does work as a team.</i></p>	3
		<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>Lately I've been noticing a real effort to encourage faculty to expand their knowledge by attending workshops and conferences.</i></p>	2
		<p><u>32— The extent to which this institution is appropriately organized</u></p> <p><i>The supervision of my department is well organized, supports a structured curriculum, and the overall instructional design is theoretically sound.</i></p>	1
2	Student Focus (n= 27)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>I enjoy working with the students.</i></p> <p><i>The students are the reason most people are here, and in the end their success is what's most important.</i></p>	17

Table 22, Continued			Number of
Priority	Domain	Themes	Comments
		<u>31— The extent to which students receive an excellent education at this institution</u> <i>I feel that students get a very good Community College education at PCC, especially those in specialty programs...</i>	4
		<u>17— The extent to which faculty meet the needs of the students</u> <i>We have a strong core of dedicated, professional educators who are committed to student success.</i>	2
		<u>35— The extent to which this institution prepares students for a career</u> <i>Our graduates are well prepared for jobs thanks to the entire institution's commitment to education.</i>	2
		<u>37— The extent to which this institution prepares students for further learning</u> <i>Our graduates are prepared for further education.</i>	2
3	Customized (n=23)	<u>47—The extent to which I have trust in PCC's leadership (President, Vice President, Administrators)</u> <i>The new president has brought hope to the college.</i> <i>I am impressed with the caliber of PCC's new administrative leadership and I think it will help PCC develop new ambitious programs.</i>	20
		<u>49—The extent to which I feel safe expressing an opinion or perception that is different from PCC's leadership</u> <i>My department offers all individuals the opportunity to safely express ideas and concerns.</i>	1
		<u>55—The extent to which PCC has a good reputation in Polk County</u> <i>PCC has a great reputation with the community.</i>	1
		<u>56—The extent to which my supervisor has the right management skills and knowledge</u> <i>I have found that the administration directly above me is very supportive and encourages me to excel. They listen to what I have to say and provide the</i>	1

Table 22, Continued			Number of
Priority	Domain	Themes	Comments
		<i>opportunities for me to implement my ideas.</i>	
4	Supervisory Relationship (n=15)	<p><u>34— The extent to which my supervisor helps me to improve my work</u></p> <p><i>I appreciate the fact that my supervisor gives me autonomy to make decisions impacting my area.</i></p> <p><i>My direct and second line supervisors are excellent. They offer support and encouragement and will stand by the staff when necessary.</i></p>	6
		<p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>As a faculty member, I feel that we are allowed an appropriate level of control of how we organize and run our classrooms.</i></p>	5
		<p><u>2— The extent to which my supervisor expresses confidence in my work</u></p> <p><i>Most favorable is the confidence and regard in which my supervisor clearly holds my abilities and performance.</i></p>	2
		<p><u>27— The extent to which my supervisor seriously considers my ideas</u></p> <p><i>I have good supervisors who listen to my ideas and respect my knowledge.</i></p>	1
		<p><u>45— The extent to which I have the opportunity to express my ideas in appropriate forums</u></p> <p><i>Institution is very accommodating in freedom of employees to express ideas.</i></p>	1
5	Teamwork (n=5)	<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>I see continuous improvement and also feel real harmony within my team.</i></p>	3
		<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>Functioning at the department level.</i></p>	2
6	Other (n=1)	<p><u>Grounds</u></p> <p><i>The physical environment is good on both campuses. They look and feel like academic institutions.</i></p>	

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

Priority	Domain	Themes	Number of Comments
1	Institutional Structure (n=60)	<p><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p><i>I wish the career employees were treated with respect. Most of us are very smart and the driving force behind PCC.</i></p> <p><i>Crunch times such as registration, graduation, end of fiscal year processing, etc. take their toll on already overworked people. Please do an accurate assessment of these departments and get the people some relief. It will help improve morale.</i></p>	14
		<p><u>16— The extent to which open and ethical communication is practiced at this institution</u></p> <p><i>The communication structure doesn't seem to work much of the time. I hope for much higher levels of communication and cooperation throughout the institution.</i></p> <p><i>Feel that we are the last to know about any changes. It's bad to read something in the newspaper before you hear it from your supervisor!</i></p>	13
		<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>The lack of leadership and teamwork between departments.</i></p> <p><i>Teamwork among employees could be encouraged and promoted more.</i></p>	11
		<p><u>32— The extent to which this institution is appropriately organized</u></p> <p><i>Some areas are terribly overcrowded and others function with such small numbers that I don't understand how it is financially justified.</i></p> <p><i>I think the administrative layout of the college is terrible and does not work well.</i></p>	6

Table 23, Continued			Number of
Priority	Domain	Themes	Comments
		<p><u>4— The extent to which decisions are made at the appropriate level at this institution</u></p> <p><i>Currently, when faculty is involved in the decision-making process, it often feels like the decisions have already been made, and we are expected to simply rubber-stamp approval of administration’s ideas or suffer as punishment.</i></p>	4
		<p><u>15— The extent to which I am able to appropriately influence the direction of this institution</u></p> <p><i>Participation in the college seems to be for other people.</i></p>	3
		<p><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p><i>It feels as if there is no way that you can move up.</i></p>	3
		<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>It is frustrating when money is not available for professional development such as attending seminars and conferences.</i></p>	3
		<p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p> <p><i>I wish we had more diverse faculty to better reflect our student population.</i></p>	2
		<p><u>10— The extent to which information is shared within this institution</u></p> <p><i>Better communication about school and community events, especially sports events, where members of the PCC community could interact informally would go a long way toward rectifying the problems.</i></p>	1
2	Customized (n=48)	<p><u>47—The extent to which I have trust in PCC’s leadership (President, Vice President, Administrators)</u></p> <p><i>I am very hopeful that the new president will bring a quality of leadership long lacking in the upper administration. The current vice presidents do not demonstrate any qualities of great leadership and some command little respect.</i></p>	19

Table 23, Continued		Number of
Priority	Domain	Comments
	<p><i>The college has vice presidents who demonstrate their belief that the best way to manage is through intimidation.</i></p> <p><u>53—The extent to which my pay level matches my position’s responsibilities as compared to others in my pay category</u></p> <p><i>I wish we had some sort of merit pay. I do my job as best I can because of being taught a good work ethic by my mother, but it would be nice to know it sometimes paid off. I also was not advised that I might have been paid a higher wage at the start of my employment considering my previous experience. If I had known it was possible, I might have asked more questions when interviewing to explore the possibility.</i></p>	12
	<p><u>54—The extent to which PCC rewards and recognizes high performing and committed employees</u></p> <p><i>There have been no rewards for demonstrating initiative, volunteering to help others, working longer hours, or helping more students.</i></p> <p><i>Part-time employees are not recognized for their service to the college. People don’t know we (part-timers) exist. I am not saying we need awards for services, but just to be recognized as having served the college.</i></p>	9
	<p><u>51—The extent to which I am satisfied with the process for hiring full-time employees within my classification</u></p> <p><i>Currently we have a vacancy. I believe the position should have been advertised immediately when she gave her 2-weeks notice (almost two months ago!). The position has still not been advertised.</i></p>	3
	<p><u>48—The extent to which I feel PCC’s leadership follows through on its commitments</u></p> <p><i>I do not trust any of the Vice Presidents to follow through on their obligations to the institution or the employees.</i></p>	1
	<p><u>50—The extent to which I would recommend PCC to others as a good place to work</u></p> <p><i>I do not have a positive feeling about working at PCC and at the moment would not recommend PCC as a</i></p>	1

Priority	Domain	Themes	Number of Comments
		<i>good place to work.</i>	
		<u>52—The extent to which the grievance process is meeting the needs of employees</u>	1
		<i>In a specific grievance case, a VP chose to negatively impact the person who brought the grievance rather than correct the actions...</i>	
		<u>55—The extent to which PCC has a good reputation in Polk County</u>	1
		<i>I wish we had a better reputation. I think we deserve it, but we just don't get it.</i>	
		<u>56—The extent to which my supervisor has the right management skills and knowledge</u>	1
		<i>(My supervisor) makes arbitrary decisions and changes regarding teaching schedules and assignments and what is/what is not allowed without any discussion with the faculty.</i>	
3	Student Focus (n= 16)	<u>7— The extent to which student needs are central to what we do</u>	10
		<i>The school is not student friendly. Our practices are to do what is best for faculty and administration and not what is best for students.</i>	
		<i>There needs to be an intense effort to make all areas of student services more student-friendly. There is a significant problem with certain staff members not treating students in a positive, helpful way.</i>	
		<u>31— The extent to which students receive an excellent education at this institution</u>	4
		<i>I feel like we have been told that we are to do whatever to pass the students despite their lack of preparation in high school. There is only so much we can make up for.</i>	
		<u>17— The extent to which faculty meet the needs of the students</u>	1
		<i>Some faculty goes above and beyond while others don't even show up for classes. It is upsetting to have a child on the road to come to class and get to school to find a note on the door.</i>	

Table 23, Continued			Number of
Priority	Domain	Themes	Comments
		<u>18— The extent to which student ethnic and cultural diversity are important at this institution</u> <i>PCC needs more cultural events and opportunities for students.</i>	1
4	Supervisory Relationship (n=9)	<u>34— The extent to which my supervisor helps me to improve my work</u> <i>I receive praise for what I do sometimes, but it feels false, as if my supervisor is treating us like puppies.</i> <i>I wish our immediate supervisor was supportive and considerate of all of us. Many of us in our team feel that our supervisor lacks good supervisory skills. We feel this supervisor does not fully realize what all we do and how hard we work.</i>	3
		<u>21— The extent to which I receive appropriate feedback for my work</u> <i>Though my review was positive, the feedback I received was not at all helpful... No real feedback or any idea of how I could improve.</i>	2
		<u>2— The extent to which my supervisor expresses confidence in my work</u> <i>We have been micromanaged to death.</i>	1
		<u>20— The extent to which I receive timely feedback for my work</u> <i>It has been years since I remember the college even attempting a systematic way of evaluating certain positions on a regular basis.</i>	1
		<u>27— The extent to which my supervisor seriously considers my ideas</u> <i>Though I have made numerous suggestions to the director of my program regarding ways that we can be more efficient and serve the students better, my ideas are often shelved or put on hold for a VERY long time.</i>	1
		<u>45— The extent to which I have the opportunity to express my ideas in appropriate forums</u> <i>Most of the committees are jokes. The head bring their agenda and everyone just pushes it through without question. Others on the committee are made to feel unable to question or express difference of opinion.</i>	1

Priority	Domain	Themes	Number of Comments
5	Other (n=5)	<u>Budget</u> <i>Extremely poor management of the budget and when questions are raised concerning the budget. No money available to operate on a daily basis and no one ever seems to know where the money went, where it is, or even if it was ever available.</i>	2
		<u>Compensation & Benefits</u> <i>I believe part-time employees should receive further consideration in benefits. When we are closed for breaks or hurricanes or are ill, we don't receive any compensation. I think a compromise could be reached in this area considering we are closed for extended periods throughout the year.</i>	1
		<u>Staffing</u> <i>Inadequate staffing in certain areas, including but not limited to the Business Office, Registration, and Human Resources.</i>	1
		<u>Miscellaneous</u> <i>The working relationship with USF could be better with less caving to their desires and more cooperation between PCC and USF.</i>	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 Polk Community College. Six of these items represent the Student Focus climate factor (items #8, #17, #18, #31, #35, and #37), and four represent the Supervisory Relationships climate factor (items #2, #9, #27, and #39).

- The extent to which I feel my job is relevant to this institution's mission, 4.21 (#8)
- The extent to which my supervisor expresses confidence in my work, 3.95 (#2)
- The extent to which this institution prepares students for further learning, 3.92 (#37)
- The extent to which this institution prepares students for a career, 3.90 (#35)
- The extent to which students receive an excellent education at this institution, 3.80 (#31)
- The extent to which I am given the opportunity to be creative in my work, 3.79 (#39)
- The extent to which faculty meet the needs of the students, 3.76 (#17)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.72 (#9)
- The extent to which student ethnic and cultural diversity are important at this institution, 3.66 (#18)
- The extent to which my supervisor seriously considers my ideas, 3.63 (#27)

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

- The extent to which I would recommend PCC to others as a good place to work, 3.55 (#50)
- The extent to which PCC has a good reputation in Polk County, 3.47 (#55)
- The extent to which my supervisor has the right management skills and knowledge, 3.47 (#56)

Overall the following have been identified as areas in need of improvement at Polk Community College. All of these items represent the Institutional Structure climate factor (items #4, #10, #11, #15, #16, #25, #32, #38, #41, and #44)

- The extent to which I have the opportunity for advancement, 2.75 (#38)
- The extent to which this institution is appropriately organized, 2.59 (#32)
- The extent to which information is shared within this institution, 2.67 (#10)
- The extent to which institutional teams use problem-solving techniques, 2.73 (#11)
- The extent to which decisions are made at the appropriate level at this institution, 2.80 (#4)
- The extent to which a spirit of cooperation exists at this institution, 2.86 (#25)
- The extent to which open and ethical communication is practiced at this institution, 2.86 (#16)
- The extent to which I am able to appropriately influence the direction of this institution, 2.89 (#15)
- The extent to which I receive adequate information regarding important activities at , 3.07 (#41)
- The extent to which my work is guided by clearly defined administrative processes, 3.16 (#44)

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

- The extent to which PCC rewards and recognizes high performing and committed employees, 2.38 (#54)
- The extent to which my pay level matches my position's responsibilities as compared to others in my pay category, 2.52 (#53)
- The extent to which I feel safe expressing an opinion or perception that is different from PCC's leadership, 2.80 (#49)

The least favorable responses in the open-ended comments section support the low mean scores in the Institutional Structure climate factor. This comparison with the 2003 administration reflects how employee responses have changed since the last PACE survey.

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