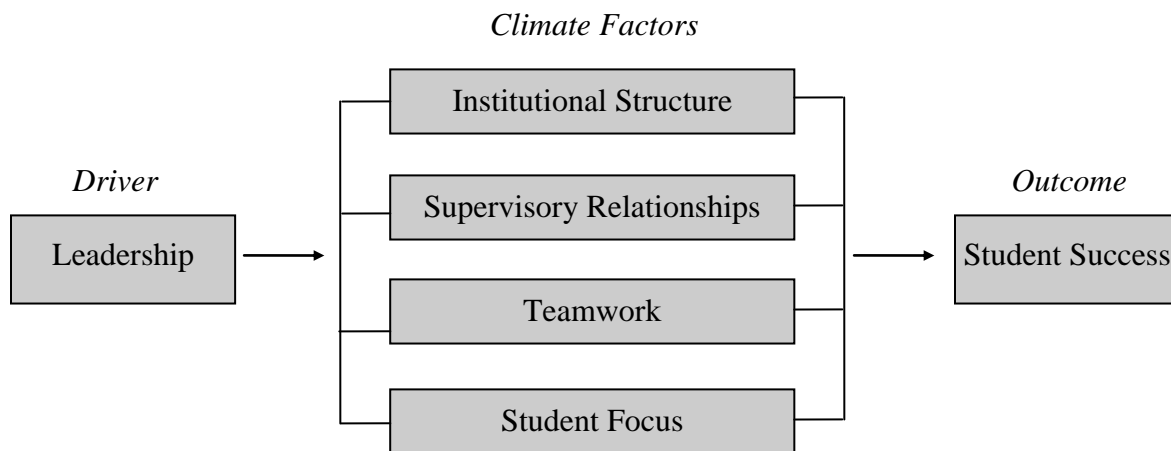


# EXECUTIVE SUMMARY

In September 2011, the Personal Assessment of the College Environment (PACE) survey was administered to 444 employees at Mid Michigan Community College (MMCC). Of those 444 employees, 248 (55.9%) 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 MMCC 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 MMCC 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 Mid Michigan 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 MMCC 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 MMCC 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). One item fell within the Competitive range (rated between 2 and 3). Forty seven fell within the Consultative range (rated between 3 and 4), and eight composite ratings fell within the Collaborative range (rated between 4 and 5).

At MMCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.71 mean score or high Consultative system. The Student Focus category received the highest mean score (3.94), whereas the Customized category received the lowest mean score (3.39). When respondents were classified according to Personnel Classification at MMCC, the composite ratings were as follows: Administrator (3.85), Full-time Faculty (3.65), Adjunct Faculty (3.67), Staff (3.64), and Part-time hourly Staff (3.80).

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

- The extent to which I feel my job is relevant to this institution's mission, 4.45 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.12 (#2)
- The extent to which I am given the opportunity to be creative in my work, 4.09 (#39)
- The extent to which this institution prepares students for further learning, 4.08 (#37)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.02 (#9)
- The extent to which students receive an excellent education at this institution, 4.00 (#31)
- The extent to which this institution prepares students for a career, 4.00 (#35)
- The extent to which the actions of this institution reflect its mission, 3.95 (#1)
- The extent to which student needs are central to what we do, 3.91 (#7)
- The extent to which there is a spirit of cooperation within my work team, 3.86 (#3)
- The extent to which non-teaching professional personnel meet the needs of the students, 3.86 (#23)

Of the 46 standard PACE questions, the following mean scores have been identified as areas in need of improvement at Mid Michigan Community College.

- The extent to which I have the opportunity for advancement within this institution, 3.13 (#38)
- The extent to which information is shared within this institution, 3.19 (#10)
- The extent to which I am able to appropriately influence the direction of this institution, 3.27 (#15)
- The extent to which this institution is appropriately organized, 3.34 (#32)
- The extent to which decisions are made at the appropriate level at this institution, 3.36 (#4)
- The extent to which my work is guided by clearly defined administrative processes, 3.38 (#44)
- The extent to which open and ethical communication is practiced at this institution, 3.41 (#16)
- The extent to which a spirit of cooperation exists at this institution, 3.47 (#25)
- The extent to which institutional teams use problem-solving techniques, 3.50 (#11)
- The extent to which this institution has been successful in positively motivating my performance, 3.51 (#22)

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

# 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 .....	18
Comparative Analysis: Personnel Classification .....	24
Comparative Analysis: Demographic Classifications .....	34
Comparative Analysis: Norm Base .....	35
Qualitative Analysis .....	39
Conclusion .....	48
References .....	50

## LIST OF TABLES

Table 1. NILIE Four Systems Model.....	9
Table 2. Alpha Coefficients by Climate Category.....	12
Table 3. 2011 Response by Self-Selected Personnel Classification.....	13
Table 4. 2008 Response by Self-Selected Personnel Classification.....	15
Table 5. Proportion of Responses Across Demographic Classifications.....	16
Table 6. Mid Michigan Community College Climate as Rated by All Employees.....	18
Table 7. Comparative Mean Response: Institutional Structure.....	20
Table 8. Comparative Mean Responses: Supervisory Relationships.....	21
Table 9. Comparative Mean Responses: Teamwork.....	21
Table 10. Comparative Mean Responses: Student Focus.....	22
Table 11. Comparative Mean Responses: Customized.....	23
Table 12. Mean Climate Scores as Rated by Personnel Classifications.....	25
Table 13. Priorities for Change: Administrator.....	31
Table 14. Priorities for Change: Full-time Faculty.....	32
Table 15. Priorities for Change: Adjunct Faculty.....	32
Table 16. Priorities for Change: Staff.....	33
Table 17. Priorities for Change: Part-time hourly Staff.....	33
Table 18. Mean Climate Factor Scores as Rated by Demographic Classification.....	34
Table 19. MMCC Climate Compared to 2008 Administration and the NILIE Norm Base.....	35
Table 20. Institutional Structure Mean Scores Compared to the Norm Base.....	36
Table 21. Supervisory Relationships Mean Scores Compared to the Norm Base.....	37
Table 22. Teamwork Mean Scores Compared to the Norm Base.....	38
Table 23. Student Focus Mean Scores Compared to the Norm Base.....	38
Table 24. Most Favorable Comments.....	40
Table 25. Least Favorable Comments.....	44

# LIST OF FIGURES

Figure 1. The PACE Model .....	1
Figure 2. 2011 Proportion of Total Responses by Personnel Classification.....	14
Figure 3. 2008 Proportion of Total Responses by Personnel Classification.....	15
Figure 4. MMCC Climate as Rated by All Employees .....	19
Figure 5. Mean Climate Scores as Rated by Personnel Classification .....	24
Figure 6. Mean Scores of the Institutional Structure Climate Factor .....	26
Figure 7. Mean Scores of the Supervisory Relationships Climate Factor .....	27
Figure 8. Mean Scores of the Teamwork Climate Factor.....	28
Figure 9. Mean Scores of the Student Focus Climate Factor .....	29
Figure 10. Mean Scores of the Customized Climate Factor .....	30
Figure 11. MMCC Climate Compared with the 2008 Administration of the PACE Survey and the NILIE PACE Norm Base.....	35
Figure 12. MMCC Comment Response Rate .....	39

# 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 Mid Michigan 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 Mid Michigan Community College.

# METHOD

## Population

In September 2011, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Mid Michigan Community College. Of the 444 employees administered the instrument, 248 (55.9%) completed and returned the instrument for analysis. Of those 248 employees, 139 (56.0%) 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 MMCC in promoting more open and constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and the Human Resources Office at MMCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees of MMCC 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 Mid Michigan 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 MMCC 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 2009 to July 2011 are shown in Table 2.

**Table 2.** Alpha Coefficients by Climate Category for PACEs Completed from July 2009 to July 2011 (n=14,635)

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

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. Where appropriate, comparisons are made with matching data from MMCC's 2008 PACE by conducting *t*-tests to identify items significantly different from the previous PACE administration. Similar analyses were applied to the items and climate factors by Personnel Classification and generated priorities for change for each Personnel Classification. Also, comparative analyses of factor means by demographic variables were conducted. The item and factor means of this PACE were correspondingly compared with the NILIE Norm Base, with significant differences between means again being identified through *t*-tests. Finally, a qualitative analysis was conducted on the open-ended comments provided by the survey respondents.

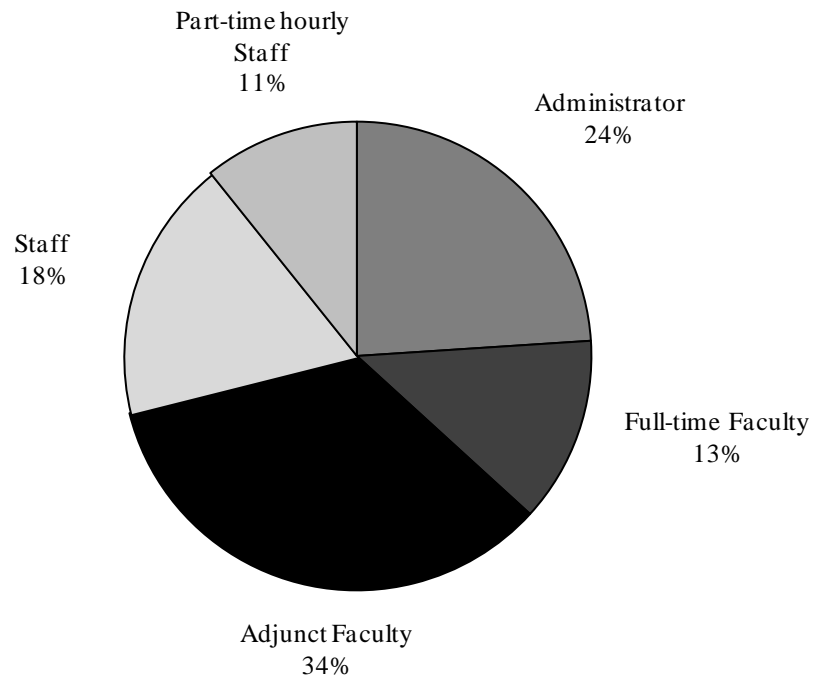
### Respondent Characteristics

Of the 444 MMCC employees administered the survey, 248 (55.9%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications. Refer to Table 3 and Figure 2. Table 4 and Figure 3 present the corresponding data for the 2008 administration. Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%.

**Table 3.** 2011 Response by Self-Selected Personnel Classification

<b>Personnel Classification</b>	<b>Population</b>	<b>Surveys Returned for Analysis</b>	<b>Percent of Population Represented</b>
Administrator	70	58	82.9%
Full-time Faculty	46	31	67.4%
Adjunct Faculty	216	83	38.4%
Staff	51	44	86.3%
Part-time hourly Staff	61	26	42.6%
Did not respond		6	
<b>Total</b>	<b>444</b>	<b>248</b>	<b>55.9%</b>

**Figure 2.** 2011 Proportion of Total Responses by Personnel Classification



6 individuals did not respond to the Personnel Classification demographic variable.

**Table 4.** 2008 Response by Self-Selected Personnel Classification

<b>Personnel Classification</b>	<b>Population</b>	<b>Surveys Returned for Analysis</b>	<b>Percent of Population Represented</b>
Administrator	49	37	75.5%
Full-time Faculty	39	20	51.3%
Adjunct Faculty	149	38	25.5%
Staff	74	30	40.5%
Total	311	125	40.2%

**Figure 3.** 2008 Proportion of Total Responses by Personnel Classification

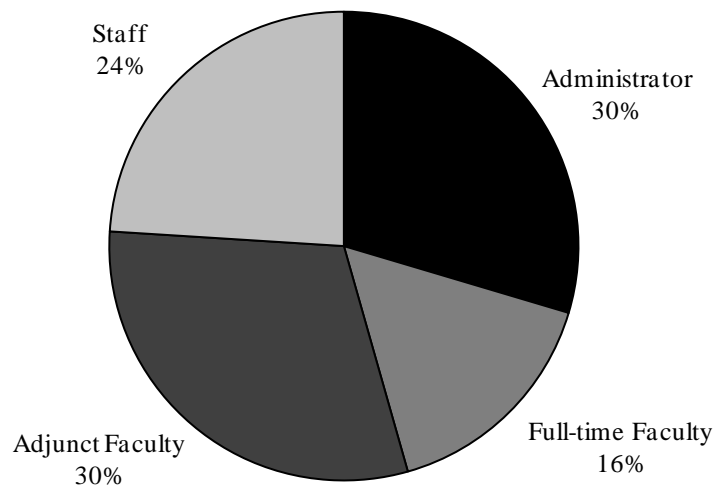


Table 5 reports the number of respondents across the different demographic classifications and the percentage of the overall responses that each group represents. This table also compares the results of the previous administration of the PACE survey with this latest administration.

**Table 5.** Proportion of Responses Across Demographic Classifications

<b>Demographic Variable</b>	<b>2008 # of Responses</b>	<b>2008 % of Responses</b>	<b>2011 # of Responses</b>	<b>2011 % of Responses</b>
<b>What is your personnel classification:</b>				
Administrator	37	29.6%	58	23.4%
Full-time Faculty	20	16.0%	31	12.5%
Adjunct Faculty	38	30.4%	83	33.5%
Staff	30	24.0%	44	17.7%
Part-time hourly Staff	N/A	N/A	26	10.5%
Did not respond	0	0.0%	6	2.4%
<b>How long have you been with MMCC:</b>				
Less than 5 years	45	36.0%	128	51.6%
5 years to 10 years	34	27.2%	59	23.8%
10 years to 15 years	17	13.6%	21	8.5%
15 years or more	29	23.2%	34	13.7%
Did not respond	0	0.0%	6	2.4%
<b>On what campus do you predominantly work:</b>				
Harrison Campus	69	55.2%	98	39.5%
Pickard Street Campus	31	24.8%	43	17.3%
Doan Campus	N/A	N/A	42	16.9%
Equally in Mount Pleasant and Harrison	24	19.2%	54	21.8%
Did not respond	1	0.8%	11	4.4%
<b>What is your current employment status:</b>				
Full-time	85	68.0%	133	53.6%
Part-time	40	32.0%	108	43.6%
Did not respond	0	0.0%	7	2.8%
<b>What is your gender:</b>				
Female	80	64.0%	142	57.3%
Male	42	33.6%	97	39.1%
Did not respond	3	2.4%	9	3.6%

\* N/A – option not available in prior administration



**Table 5.** Continued.

<b>Demographic Variable</b>	<b>2008 # of Responses</b>	<b>2008 % of Responses</b>	<b>2011 # of Responses</b>	<b>2011 % of Responses</b>
<b>I am satisfied with my physical work environment:</b>				
Yes	101	80.8%	218	87.9%
No	23	18.4%	25	10.1%
Did not respond	1	0.8%	5	2.0%
<b>Would you take advantage of professional development opportunities that would be offered specifically for your work area:</b>				
Yes	118	94.4%	225	90.7%
No	5	4.0%	15	6.1%
Did not respond	2	1.6%	8	3.2%
<b>Would you be interested in participating in a mentor program, either by being mentored or by mentoring a co-worker:</b>				
Yes	37	29.6%	172	69.4%
No	88	70.4%	69	27.8%
Did not respond	9	0.0%	7	2.8%
<b>Would you recommend taking classes at MMCC to a family member or friend:</b>				
Yes	122	97.6%	236	95.2%
No	2	1.6%	7	2.8%
Did not respond	1	0.8%	5	2.0%
<b>Would you recommend MMCC as a place to work:</b>				
Yes	101	80.8%	218	87.9%
No	23	18.4%	22	8.9%
Did not respond	1	0.8%	8	3.2%

## Comparative Analysis: Overall

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

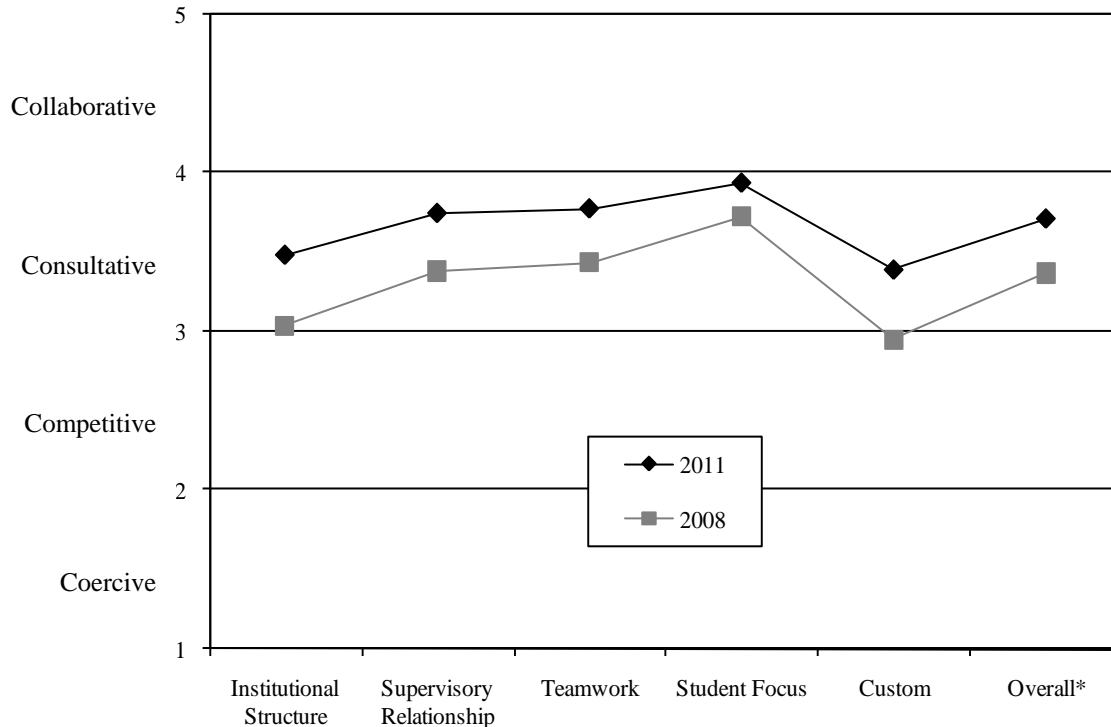
As indicated in Table 6, the Student Focus climate factor received the highest composite rating (3.94), which represented an upper-range Consultative management environment. The Custom climate factor received the lowest mean score (3.39) within the middle area of the Consultative management area. Overall, employees rated the management style in the upper range of the Consultative management area. (See also Figure 4). When compared to the 2008 MMCC mean scores, the MMCC 2011 mean scores increased.

**Table 6.** Mid Michigan Community College Climate as Rated by All Employees

<b>Factor</b>	<b>2008 MMCC</b>	<b>2011 MMCC</b>
Institutional Structure	3.03	3.49
Supervisory Relationships	3.38	3.75
Teamwork	3.44	3.78
Student Focus	3.72	3.94
Custom	2.95	3.39
<b>Overall*</b>	3.37	3.71

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

**Figure 4.** Mid Michigan 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). One item fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Forty seven fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0), and eight fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=47) scores indicates that the institution has a relatively high level of perceived productivity and satisfaction. Overall results from the survey yielded a mean institutional climate score of 3.71 as indicated in Figure 3.

Tables 7 through 11 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 MMCC 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.

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

**Table 7.** Comparative Mean Responses: Institutional Structure

<b>Institutional Structure</b>		<b>2008 Mean (SD)</b>	<b>2011 Mean (SD)</b>
1	The extent to which the actions of this institution reflect its mission	3.66 (1.00)	3.95 (0.83)*
4	The extent to which decisions are made at the appropriate level at this institution	2.87 (1.22)	3.36 (1.03)*
5	The extent to which the institution effectively promotes diversity in the workplace	3.13 (1.11)	3.58 (0.93)*
6	The extent to which administrative leadership is focused on meeting the needs of students	3.45 (1.18)	3.74 (1.03)*
10	The extent to which information is shared within the institution	2.71 (1.24)	3.19 (1.15)*
11	The extent to which institutional teams use problem-solving techniques	3.09 (1.13)	3.50 (0.87)*
15	The extent to which I am able to appropriately influence the direction of this institution	2.89 (1.20)	3.27 (1.06)*
16	The extent to which open and ethical communication is practiced at this institution	2.81 (1.19)	3.41 (1.08)*
22	The extent to which this institution has been successful in positively motivating my performance	3.14 (1.21)	3.51 (1.10)*
25	The extent to which a spirit of cooperation exists at this institution	2.92 (1.16)	3.47 (1.04)*
29	The extent to which institution-wide policies guide my work	3.26 (0.94)	3.70 (0.89)*
32	The extent to which this institution is appropriately organized	2.81 (1.13)	3.34 (1.03)*
38	The extent to which I have the opportunity for advancement within this institution	2.85 (1.25)	3.13 (1.27)
41	The extent to which I receive adequate information regarding important activities at this institution	3.21 (1.22)	3.64 (1.01)*
44	The extent to which my work is guided by clearly defined administrative processes	2.79 (1.16)	3.38 (1.04)*
<b>Mean Total</b>		<b>3.03 (0.84)</b>	<b>3.49 (0.75)*</b>

\* T-test results indicate a significant difference between the 2008 mean and the 2011 mean ( $\alpha=0.05$ )

**Table 8.** Comparative Mean Responses: Supervisory Relationships

<b>Supervisory Relationships</b>		<b>2008 Mean (SD)</b>	<b>2011 Mean (SD)</b>
2	The extent to which my supervisor expresses confidence in my work	3.66 (1.37)	4.12 (1.03)*
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.58 (1.42)	4.02 (1.08)*
12	The extent to which positive work expectations are communicated to me	3.29 (1.09)	3.69 (1.01)*
13	The extent to which unacceptable behaviors are identified and communicated to me	3.22 (1.15)	3.55 (0.94)*
20	The extent to which I receive timely feedback for my work	3.18 (1.25)	3.57 (1.09)*
21	The extent to which I receive appropriate feedback for my work	3.18 (1.28)	3.57 (1.04)*
26	The extent to which my supervisor actively seeks my ideas	3.43 (1.33)	3.68 (1.15)
27	The extent to which my supervisor seriously considers my ideas	3.50 (1.35)	3.84 (1.08)*
30	The extent to which work outcomes are clarified for me	3.21 (1.10)	3.61 (1.01)*
34	The extent to which my supervisor helps me to improve my work	3.24 (1.27)	3.68 (1.06)*
39	The extent to which I am given the opportunity to be creative in my work	3.93 (1.13)	4.09 (0.98)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.38 (1.21)	3.69 (0.99)*
46	The extent to which professional development and training opportunities are available	3.16 (1.23)	3.52 (1.05)*
<b>Mean Total</b>		<b>3.38 (0.97)</b>	<b>3.75 (0.80)*</b>

**Table 9.** Comparative Mean Responses: Teamwork

<b>Teamwork</b>		<b>2008 Mean (SD)</b>	<b>2011 Mean (SD)</b>
3	The extent to which there is a spirit of cooperation within my work team	3.45 (1.26)	3.86 (1.09)*
14	The extent to which my primary work team uses problem-solving techniques	3.47 (1.08)	3.76 (0.98)*
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.37 (1.25)	3.74 (1.09)*
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.50 (1.26)	3.76 (1.09)*
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.43 (1.06)	3.71 (0.98)*
43	The extent to which a spirit of cooperation exists in my department	3.53 (1.25)	3.76 (1.07)
<b>Mean Total</b>		<b>3.44 (1.03)</b>	<b>3.78 (0.89)*</b>

\* T-test results indicate a significant difference between the 2008 mean and the 2011 mean ( $\alpha=0.05$ )

**Table 10.** Comparative Mean Responses: Student Focus

<b>Student Focus</b>	<b>2008 Mean (SD)</b>	<b>2011 Mean (SD)</b>
7 The extent to which student needs are central to what we do	3.58 (1.16)	3.91 (1.00)*
8 The extent to which I feel my job is relevant to this institution's mission	4.22 (0.87)	4.45 (0.71)*
17 The extent to which faculty meet the needs of students	3.69 (0.96)	3.83 (0.86)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.20 (1.11)	3.72 (0.95)*
19 The extent to which students' competencies are enhanced	3.64 (0.80)	3.84 (0.81)*
23 The extent to which non-teaching professional personnel meet the needs of the students	3.58 (1.04)	3.86 (0.83)*
28 The extent to which classified personnel meet the needs of the students	3.72 (0.89)	3.71 (0.79)
31 The extent to which students receive an excellent education at this institution	3.98 (0.80)	4.00 (0.80)
35 The extent to which this institution prepares students for a career	3.85 (0.86)	4.00 (0.77)
37 The extent to which this institution prepares students for further learning	3.94 (0.78)	4.08 (0.73)
40 The extent to which students are assisted with their personal development	3.50 (1.01)	3.84 (0.75)*
42 The extent to which students are satisfied with their educational experience at this institution	3.83 (0.61)	3.78 (0.69)
<b>Mean Total</b>	<b>3.72 (0.57)</b>	<b>3.94 (0.56)*</b>
<b>Overall</b>	<b>3.37 (0.71)</b>	<b>3.71 (0.64)*</b>

\* T-test results indicate a significant difference between the 2008 mean and the 2011 mean ( $\alpha=0.05$ )

**Table 11.** Comparative Mean Responses: Customized

<b>Customized</b>	<b>2008 Mean (SD)</b>	<b>2011 Mean (SD)</b>
47 The extent to which MMCC is responding to the needs of its internal community (staff, faculty, administrators)	2.81 (1.23)	3.35 (1.03)*
48 The extent to which MMCC provides a safe environment	3.70 (1.12)	4.11 (0.82)*
49 The extent to which individuals are held accountable for their job performance	2.67 (1.22)	3.23 (1.07)*
50 The extent to which MMCC practices fair and equitable hiring and promotion practices	2.81 (1.27)	3.34 (1.16)*
51 The extent to which MMCC procedures and policies are effectively communicated	2.88 (1.16)	3.46 (1.03)*
52 The extent to which I feel I understand the Academic Quality Improvement Program (AQIP) at MMCC	3.47 (1.13)	3.28 (1.10)
53 The extent to which adjunct faculty feel they are included in the College community	2.60 (1.24)	2.98 (1.20)*
54 The extent to which I am satisfied with the internal communication at MMCC	2.75 (1.13)	3.26 (1.09)*
55 The extent to which MMCC is meeting its staffing needs	2.34 (1.21)	3.14 (1.12)*
56 The extent to which I am satisfied with the overall College leadership	3.25 (1.16)	3.57 (1.09)*
<b>Mean Total</b>	<b>2.95 (0.85)</b>	<b>3.39 (0.81)*</b>

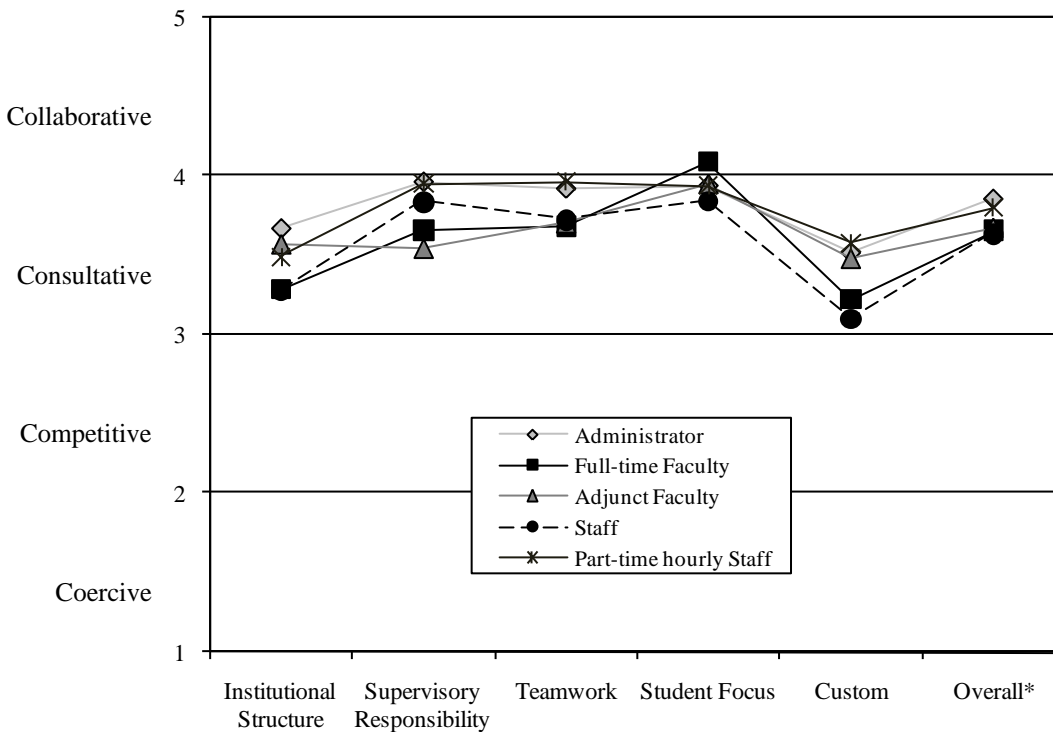
\* T-test results indicate a significant difference between the 2008 mean and the 2011 mean ( $\alpha=0.05$ )

## Comparative Analysis: Personnel Classification

Figure 5 reports composite ratings according to the four climate factors and the customized questions for employees in Personnel Classifications. In general, the Administrator employee classification rated the four normative factors most favorable (3.85), whereas the Staff employee classification rated the four normative factors least favorable (3.64). See also Table 12.

Figures 6 through 10 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 5.** Mean Climate Scores as Rated by Personnel Classifications at Mid Michigan Community College.



\* The overall mean does not reflect the mean scores of the customized items developed specifically for MMCC



**Table 12.** Mean Climate Scores as Rated by Personnel Classifications and by Year of Administration

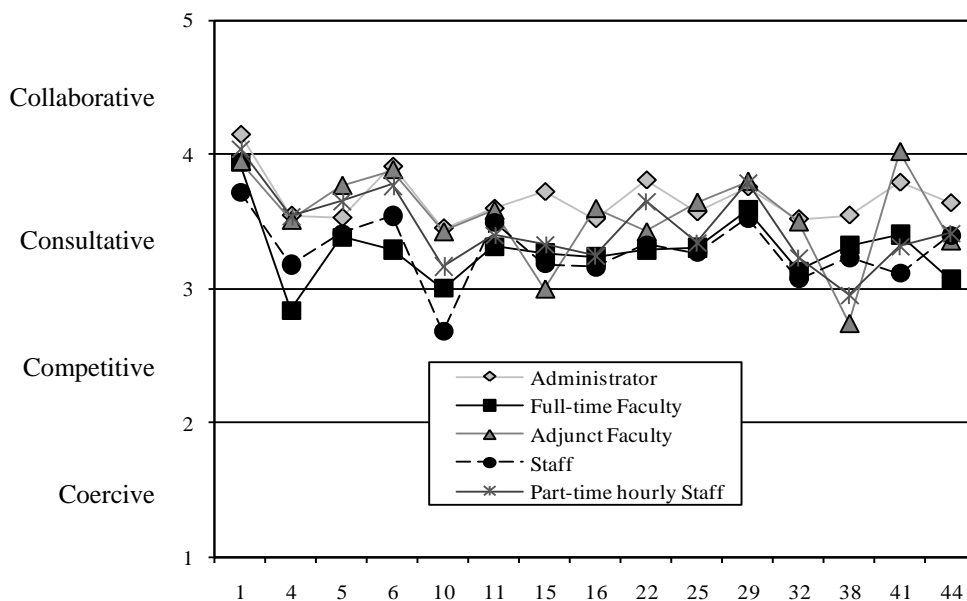
	<b>Institutional Structure</b>	<b>Supervisory Relationships</b>	<b>Teamwork</b>	<b>Student Focus</b>	<b>Custom</b>	<b>Overall*</b>
<b>Administrator</b>						
2008	3.24	3.61	3.75	3.77	2.98	3.55
2011	3.67	3.96	3.92	3.94	3.52	3.85
<b>Full-time Faculty</b>						
2008	2.74	3.12	3.55	3.87	2.79	3.26
2011	3.28	3.66	3.68	4.09	3.22	3.65
<b>Adjunct Faculty</b>						
2008	3.29	3.53	3.47	3.77	3.32	3.50
2011	3.57	3.55	3.70	3.95	3.48	3.67
<b>Staff</b>						
2008	2.64	3.08	2.91	3.50	2.55	3.03
2011	3.28	3.84	3.73	3.85	3.11	3.64
<b>Part-time hourly Staff</b>						
2008	N/A	N/A	N/A	N/A	N/A	N/A
2011	3.49	3.96	3.96	3.94	3.58	3.80

\* The overall mean does not reflect the mean scores of the customized items developed specifically for MMCC

\*\* N/A – option not available in prior administration

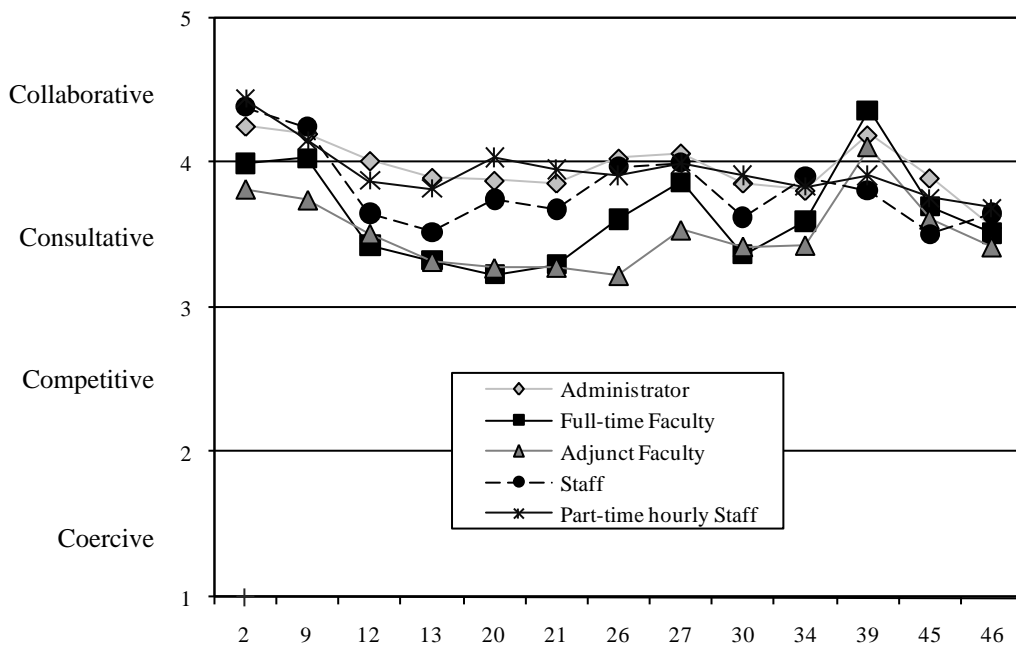
Institutional Structure		Administrator	Full-time Faculty	Adjunct Faculty	Staff	Part-time hourly Staff
1	The extent to which the actions of this institution reflect its mission	4.16	3.93	3.95	3.72	4.04
4	The extent to which decisions are made at the appropriate level at this institution	3.54	2.84	3.51	3.18	3.54
5	The extent to which the institution effectively promotes diversity in the workplace	3.53	3.38	3.77	3.41	3.65
6	The extent to which administrative leadership is focused on meeting the needs of students	3.91	3.29	3.89	3.55	3.77
10	The extent to which information is shared within this institution	3.45	3.00	3.43	2.68	3.17
11	The extent to which institutional teams use problem-solving techniques	3.60	3.31	3.59	3.50	3.40
15	The extent to which I am able to appropriately influence the direction of this institution	3.72	3.27	3.00	3.18	3.33
16	The extent to which open and ethical communication is practiced at this institution	3.52	3.23	3.60	3.16	3.25
22	The extent to which this institution has been successful in positively motivating my performance	3.81	3.29	3.43	3.33	3.65
25	The extent to which a spirit of cooperation exists at this institution	3.57	3.30	3.65	3.27	3.35
29	The extent to which institution-wide policies guide my work	3.76	3.59	3.80	3.53	3.79
32	The extent to which this institution is appropriately organized	3.52	3.13	3.50	3.07	3.23
38	The extent to which I have the opportunity for advancement within this institution	3.55	3.32	2.74	3.23	2.95
41	The extent to which I receive adequate information regarding important activities at this institution	3.79	3.40	4.02	3.12	3.32
44	The extent to which my work is guided by clearly defined administrative processes	3.64	3.07	3.36	3.40	3.42

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



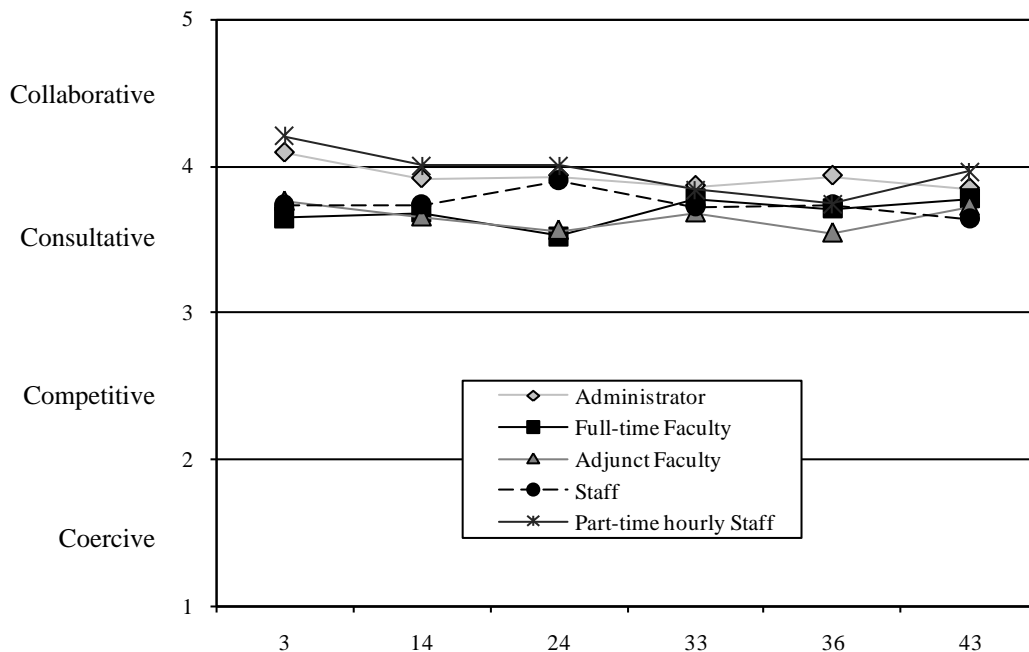
Supervisory Relationships		Administrator	Full-time Faculty	Adjunct Faculty	Staff	Part-time hourly Staff
2	The extent to which my supervisor expresses confidence in my work	4.26	4.00	3.82	4.39	4.44
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.21	4.03	3.74	4.25	4.16
12	The extent to which positive work expectations are communicated to me	4.02	3.43	3.51	3.65	3.88
13	The extent to which unacceptable behaviors are identified and communicated to me	3.90	3.33	3.32	3.53	3.83
20	The extent to which I receive timely feedback for my work	3.88	3.23	3.28	3.75	4.04
21	The extent to which I receive appropriate feedback for my work	3.86	3.30	3.28	3.68	3.96
26	The extent to which my supervisor actively seeks my ideas	4.03	3.61	3.23	3.98	3.92
27	The extent to which my supervisor seriously considers my ideas	4.07	3.87	3.54	4.00	4.00
30	The extent to which work outcomes are clarified for me	3.86	3.37	3.43	3.63	3.92
34	The extent to which my supervisor helps me to improve my work	3.81	3.60	3.43	3.90	3.84
39	The extent to which I am given the opportunity to be creative in my work	4.20	4.37	4.11	3.81	3.92
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.90	3.70	3.61	3.51	3.76
46	The extent to which professional development and training opportunities are available	3.55	3.52	3.42	3.65	3.70

**Figure 7.** Mean Scores of the Supervisory Relationships Climate Factor as Rated by Personnel Classifications at Mid Michigan Community College



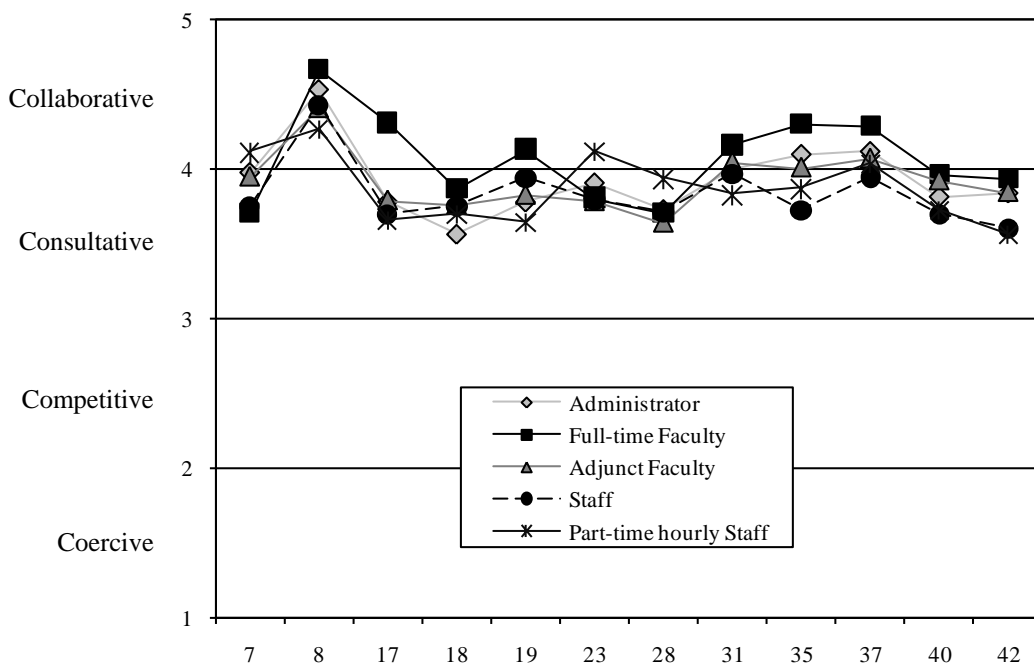
Teamwork		Administrator	Full-time Faculty	Adjunct Faculty	Staff	Part-time hourly Staff
3	The extent to which there is a spirit of cooperation within my work team	4.09	3.65	3.76	3.73	4.20
14	The extent to which my primary work team uses problem-solving techniques	3.91	3.68	3.65	3.74	4.00
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.93	3.52	3.56	3.90	4.00
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.86	3.77	3.68	3.71	3.83
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.93	3.71	3.54	3.73	3.74
43	The extent to which a spirit of cooperation exists in my department	3.84	3.77	3.73	3.64	3.96

**Figure 8.** Mean Scores of the Teamwork Climate Factor as Rated by Personnel Classifications at Mid Michigan Community College



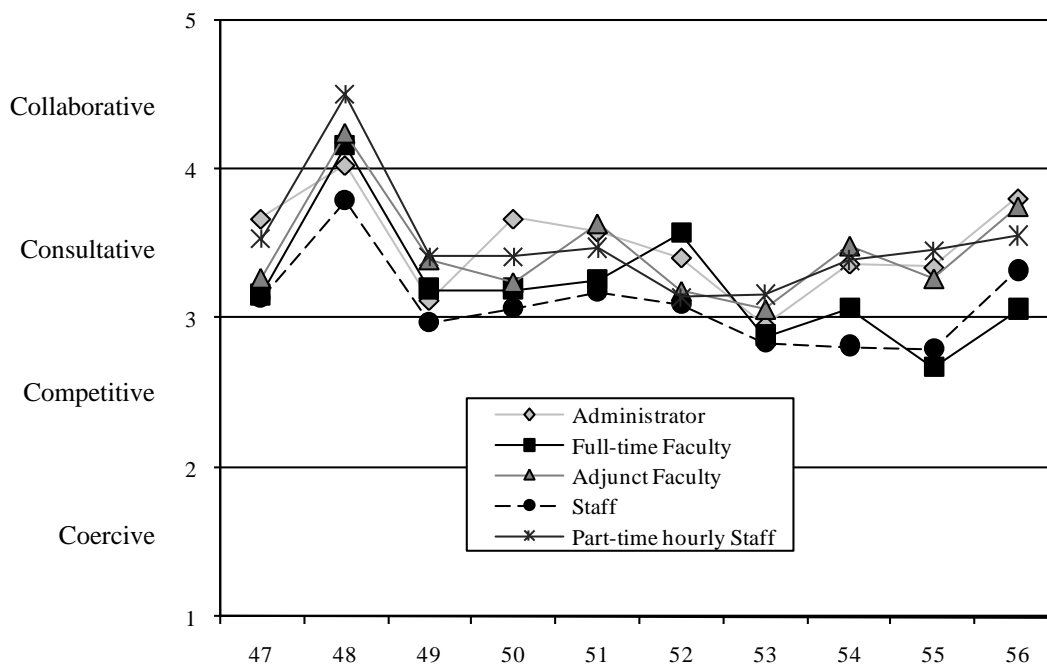
Student Focus	Administrator	Full-time Faculty	Adjunct Faculty	Staff	Part-time hourly Staff
7 The extent to which student needs are central to what we do	3.98	3.71	3.95	3.75	4.12
8 The extent to which I feel my job is relevant to this institution's mission	4.53	4.67	4.41	4.43	4.27
17 The extent to which faculty meet the needs of the students	3.79	4.31	3.79	3.70	3.67
18 The extent to which student ethnic and cultural diversity are important at this institution	3.57	3.87	3.76	3.76	3.71
19 The extent to which students' competencies are enhanced	3.79	4.13	3.83	3.95	3.65
23 The extent to which non-teaching professional personnel meet the needs of the students	3.91	3.81	3.79	3.80	4.12
28 The extent to which classified personnel meet the needs of the students	3.74	3.71	3.64	3.71	3.94
31 The extent to which students receive an excellent education at this institution	4.00	4.16	4.05	3.98	3.83
35 The extent to which this institution prepares students for a career	4.10	4.30	4.01	3.73	3.88
37 The extent to which this institution prepares students for further learning	4.12	4.29	4.07	3.95	4.04
40 The extent to which students are assisted with their personal development	3.82	3.97	3.93	3.69	3.73
42 The extent to which students are satisfied with their educational experience at this institution	3.85	3.94	3.85	3.61	3.57

**Figure 9.** Mean Scores of the Student Focus Climate Factor as Rated by Personnel Classifications at Mid Michigan Community College



Customized		Administrator	Full-time Faculty	Adjunct Faculty	Staff	Part-time hourly Staff
47	The extent to which MMCC is responding to the needs of its internal community (staff, faculty, administrators)	3.67	3.16	3.27	3.14	3.54
48	The extent to which MMCC provides a safe environment	4.03	4.16	4.25	3.80	4.50
49	The extent to which individuals are held accountable for their job performance	3.12	3.20	3.40	2.98	3.42
50	The extent to which MMCC practices fair and equitable hiring and promotion practices	3.67	3.20	3.24	3.07	3.42
51	The extent to which MMCC procedures and policies are effectively communicated	3.59	3.26	3.64	3.19	3.48
52	The extent to which I feel I understand the Academic Quality Improvement Program (AQIP) at MMCC	3.41	3.58	3.18	3.10	3.15
53	The extent to which adjunct faculty feel they are included in the College community	2.95	2.88	3.06	2.85	3.17
54	The extent to which I am satisfied with the internal communication at MMCC	3.37	3.07	3.49	2.82	3.40
55	The extent to which MMCC is meeting its staffing needs	3.34	2.68	3.27	2.80	3.46
56	The extent to which I am satisfied with the overall College leadership	3.81	3.06	3.75	3.33	3.56

**Figure 10.** Mean Scores of the Customized Climate Factor as Rated by Personnel Classifications at Mid Michigan Community College



Tables 13 through 17 contain the top priorities for discussion for each Personnel Classification among the standard PACE items and the top priorities for discussion from the customized items developed specifically for Mid Michigan Community College.

**Table 13.** Priorities for Change: Administrator

<b>Area to Change</b>		<b>Mean</b>
10	The extent to which information is shared within this institution	3.45
16	The extent to which open and ethical communication is practiced at this institution	3.52
32	The extent to which this institution is appropriately organized	3.52
5	The extent to which the institution effectively promotes diversity in the workplace	3.53
4	The extent to which decisions are made at the appropriate level at this institution	3.54
38	The extent to which I have the opportunity for advancement within this institution	3.55
46	The extent to which professional development and training opportunities are available	3.55
25	The extent to which a spirit of cooperation exists at this institution	3.57
18	The extent to which student ethnic and cultural diversity are important at this institution	3.57
11	The extent to which institutional teams use problem-solving techniques	3.60
<b>Area to Change—Customized</b>		<b>Mean</b>
53	The extent to which adjunct faculty feel they are included in the College community	2.95
49	The extent to which individuals are held accountable for their job performance	3.12
55	The extent to which MMCC is meeting its staffing needs	3.34

**Table 14.** Priorities for Change: Full-time Faculty

<b>Area to Change</b>		<b>Mean</b>
4	The extent to which decisions are made at the appropriate level at this institution	2.84
10	The extent to which information is shared within this institution	3.00
44	The extent to which my work is guided by clearly defined administrative processes	3.07
32	The extent to which this institution is appropriately organized	3.13
16	The extent to which open and ethical communication is practiced at this institution	3.23
20	The extent to which I receive timely feedback for my work	3.23
15	The extent to which I am able to appropriately influence the direction of this institution	3.27
6	The extent to which administrative leadership is focused on meeting the needs of students	3.29
22	The extent to which this institution has been successful in positively motivating my performance	3.29
21	The extent to which I receive appropriate feedback for my work	3.30
25	The extent to which a spirit of cooperation exists at this institution	3.30
<b>Area to Change—Customized</b>		
55	The extent to which MMCC is meeting its staffing needs	2.68
53	The extent to which adjunct faculty feel they are included in the College community	2.88
56	The extent to which I am satisfied with the overall College leadership	3.06

**Table 15.** Priorities for Change: Adjunct Faculty

<b>Area to Change</b>		<b>Mean</b>
38	The extent to which I have the opportunity for advancement within this institution	2.74
15	The extent to which I am able to appropriately influence the direction of this institution	3.00
26	The extent to which my supervisor actively seeks my ideas	3.23
20	The extent to which I receive timely feedback for my work	3.28
21	The extent to which I receive appropriate feedback for my work	3.28
13	The extent to which unacceptable behaviors are identified and communicated to me	3.32
44	The extent to which my work is guided by clearly defined administrative processes	3.36
46	The extent to which professional development and training opportunities are available	3.42
30	The extent to which work outcomes are clarified for me	3.43
10	The extent to which information is shared within this institution	3.43
22	The extent to which this institution has been successful in positively motivating my performance	3.43
34	The extent to which my supervisor helps me to improve my work	3.43
<b>Area to Change—Customized</b>		<b>Mean</b>
53	The extent to which adjunct faculty feel they are included in the College community	3.06
52	The extent to which I feel I understand the Academic Quality Improvement Program (AQIP) at MMCC	3.18
50	The extent to which MMCC practices fair and equitable hiring and promotion practices	3.24



**Table 16.** Priorities for Change: Staff

<b>Area to Change</b>		<b>Mean</b>
10	The extent to which information is shared within this institution	2.68
32	The extent to which this institution is appropriately organized	3.07
41	The extent to which I receive adequate information regarding important activities at this institution	3.12
16	The extent to which open and ethical communication is practiced at this institution	3.16
4	The extent to which decisions are made at the appropriate level at this institution	3.18
15	The extent to which I am able to appropriately influence the direction of this institution	3.18
38	The extent to which I have the opportunity for advancement within this institution	3.23
25	The extent to which a spirit of cooperation exists at this institution	3.27
22	The extent to which this institution has been successful in positively motivating my performance	3.33
44	The extent to which my work is guided by clearly defined administrative processes	3.40
<b>Area to Change—Customized</b>		<b>Mean</b>
55	The extent to which MMCC is meeting its staffing needs	2.80
54	The extent to which I am satisfied with the internal communication at MMCC	2.82
53	The extent to which adjunct faculty feel they are included in the College community	2.85

**Table 17.** Priorities for Change: Part-time hourly Staff

<b>Area to Change</b>		<b>Mean</b>
38	The extent to which I have the opportunity for advancement within this institution	2.95
10	The extent to which information is shared within this institution	3.17
32	The extent to which this institution is appropriately organized	3.23
16	The extent to which open and ethical communication is practiced at this institution	3.25
41	The extent to which I receive adequate information regarding important activities at this institution	3.32
15	The extent to which I am able to appropriately influence the direction of this institution	3.33
25	The extent to which a spirit of cooperation exists at this institution	3.35
11	The extent to which institutional teams use problem-solving techniques	3.40
44	The extent to which my work is guided by clearly defined administrative processes	3.42
4	The extent to which decisions are made at the appropriate level at this institution	3.54
<b>Area to Change—Customized</b>		<b>Mean</b>
52	The extent to which I feel I understand the Academic Quality Improvement Program (AQIP) at MMCC	3.15
53	The extent to which adjunct faculty feel they are included in the College community	3.17
54	The extent to which I am satisfied with the internal communication at MMCC	3.40

## Comparative Analysis: Demographic Classifications

As depicted in Table 18, employees from the Harrison Campus rated the climate highest within its demographic group (3.82). In terms of length of employment, those individuals with 15 years or more of employment rated the climate highest (3.83). Pickard Street Campus employees rated the climate lowest within its demographic group (3.51), while respondents with 5 to 10 years of employment rated the climate with a composite rating of 3.50.

**Table 18.** Mean Climate Scores as Rated by Personnel in Various Demographic Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
<b>What is your personnel classification:</b>						
Administrator	3.67	3.96	3.92	3.94	3.52	3.85
Full-time Faculty	3.28	3.66	3.68	4.09	3.22	3.65
Adjunct Faculty	3.57	3.55	3.70	3.95	3.48	3.67
Staff	3.28	3.84	3.73	3.85	3.11	3.64
Part-time hourly Staff	3.49	3.96	3.96	3.94	3.58	3.80
<b>How long have you been with MMCC:</b>						
Less than 5 years	3.65	3.87	3.88	3.97	3.58	3.82
5 years to 10 years	3.24	3.47	3.62	3.82	3.12	3.50
10 years to 15 years	3.29	3.63	3.42	3.90	3.17	3.56
15 years or more	3.49	3.95	3.94	4.08	3.36	3.83
<b>On what campus do you predominantly work:</b>						
Harrison Campus	3.59	3.90	3.86	4.00	3.49	3.82
Pickard Street Campus	3.34	3.40	3.57	3.82	3.18	3.51
Doan Campus	3.52	3.85	3.81	3.96	3.42	3.77
Equally in Mount Pleasant and Harrison	3.44	3.73	3.80	3.95	3.39	3.69
<b>What is your current employment status:</b>						
Full-time	3.46	3.87	3.82	3.95	3.32	3.75
Part-time	3.54	3.63	3.76	3.94	3.49	3.69
<b>What is your gender:</b>						
Female	3.51	3.72	3.73	3.89	3.39	3.70
Male	3.49	3.79	3.83	3.97	3.41	3.74

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

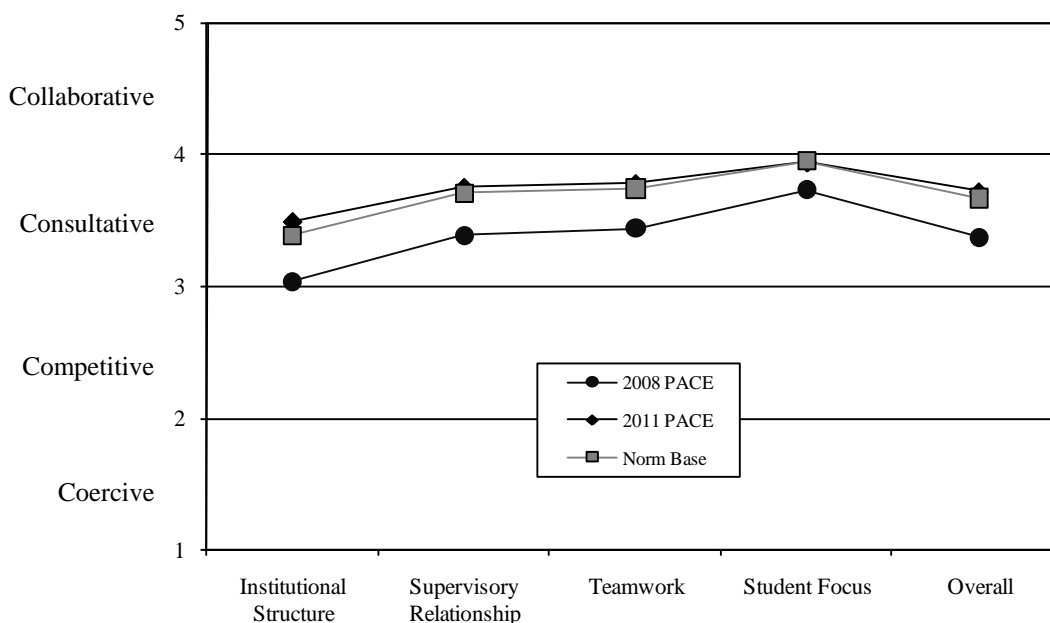
## Comparative Analysis: Norm Base

Table 19 and Figure 11 show how MMCC compares with the NILIE PACE Norm Base, which includes approximately 60 different climate studies conducted at two year institutions since 2009. 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 MMCC. Table 18 and Figure 10 also show how the current administration of the PACE survey at MMCC compares with the 2008 administration based on the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

**Table 19.** Mid Michigan Community College Climate compared with the NILIE PACE Norm Base

	MMCC 2008	MMCC 2011	Norm Base*
Institutional Structure	3.03	3.49	3.38
Supervisory Relationships	3.38	3.75	3.70
Teamwork	3.44	3.78	3.73
Student Focus	3.72	3.94	3.94
Overall	3.37	3.71	3.66

**Figure 11.** Mid Michigan Community College Climate Compared with the NILIE PACE Norm Base



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

Tables 20-23 shows how MMCC compares question by question to the PACE Norm Base maintained by NILIE.

**Table 20.** Institutional Structure Mean Scores Compared to the NILIE Norm Base

<b>Institutional Structure</b>		<b>MMCC Mean</b>	<b>Norm Base</b>
1	The extent to which the actions of this institution reflect its mission	3.95*	3.78
4	The extent to which decisions are made at the appropriate level at this institution	3.36*	3.17
5	The extent to which the institution effectively promotes diversity in the workplace	3.58*	3.77
6	The extent to which administrative leadership is focused on meeting the needs of students	3.74	3.63
10	The extent to which information is shared within the institution	3.19	3.11
11	The extent to which institutional teams use problem-solving techniques	3.50*	3.31
15	The extent to which I am able to appropriately influence the direction of this institution	3.27*	3.10
16	The extent to which open and ethical communication is practiced at this institution	3.41*	3.24
22	The extent to which this institution has been successful in positively motivating my performance	3.51*	3.36
25	The extent to which a spirit of cooperation exists at this institution	3.47*	3.28
29	The extent to which institution-wide policies guide my work	3.70*	3.58
32	The extent to which this institution is appropriately organized	3.34	3.22
38	The extent to which I have the opportunity for advancement within this institution	3.13	3.08
41	The extent to which I receive adequate information regarding important activities at this institution	3.64	3.61
44	The extent to which my work is guided by clearly defined administrative processes	3.38	3.39
<b>Mean Total</b>		<b>3.49*</b>	<b>3.38</b>

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

**Table 21.** Supervisory Relationships Mean Scores Compared to the NILIE Norm Base

<b>Supervisory Relationships</b>	<b>MMCC Mean</b>	<b>Norm Base</b>
2 The extent to which my supervisor expresses confidence in my work	4.12	4.09
9 The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.02	3.97
12 The extent to which positive work expectations are communicated to me	3.69	3.60
13 The extent to which unacceptable behaviors are identified and communicated to me	3.55	3.56
20 The extent to which I receive timely feedback for my work	3.57	3.57
21 The extent to which I receive appropriate feedback for my work	3.57	3.60
26 The extent to which my supervisor actively seeks my ideas	3.68	3.65
27 The extent to which my supervisor seriously considers my ideas	3.84	3.72
30 The extent to which work outcomes are clarified for me	3.61	3.54
34 The extent to which my supervisor helps me to improve my work	3.68	3.66
39 The extent to which I am given the opportunity to be creative in my work	4.09*	3.92
45 The extent to which I have the opportunity to express my ideas in appropriate forums	3.69	3.56
46 The extent to which professional development and training opportunities are available	3.52	3.64
<b>Mean Total</b>	<b>3.75</b>	<b>3.70</b>

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

**Table 22.** Teamwork Mean Scores Compared to the NILIE Norm Base

<b>Teamwork</b>	<b>MMCC Mean</b>	<b>Norm Base</b>
3 The extent to which there is a spirit of cooperation within my work team	3.86	3.83
14 The extent to which my primary work team uses problem-solving techniques	3.76	3.72
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.74	3.68
33 The extent to which my work team provides an environment for free and open expression	3.76	3.72
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.71	3.73
43 The extent to which a spirit of cooperation exists in my department	3.76	3.73
<b>Mean Total</b>	<b>3.78</b>	<b>3.73</b>

**Table 23.** Student Focus Mean Scores Compared to the NILIE Norm Base

<b>Student Focus</b>	<b>MMCC Mean</b>	<b>Norm Base</b>
7 The extent to which student needs are central to what we do	3.91	3.80
8 The extent to which I feel my job is relevant to this institution's mission	4.45*	4.33
17 The extent to which faculty meet the needs of students	3.83	3.92
18 The extent to which student ethnic and cultural diversity are important at this institution	3.72*	3.94
19 The extent to which students' competencies are enhanced	3.84	3.85
23 The extent to which non-teaching professional personnel meet the needs of the students	3.86	3.85
28 The extent to which classified personnel meet the needs of the students	3.71	3.81
31 The extent to which students receive an excellent education at this institution	4.00	4.07
35 The extent to which this institution prepares students for a career	4.00	4.04
37 The extent to which this institution prepares students for further learning	4.08	4.04
40 The extent to which students are assisted with their personal development	3.84	3.80
42 The extent to which students are satisfied with their educational experience	3.78*	3.89
<b>Mean Total</b>	<b>3.94</b>	<b>3.94</b>
<b>Overall Total</b>	<b>3.71</b>	<b>3.66</b>

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

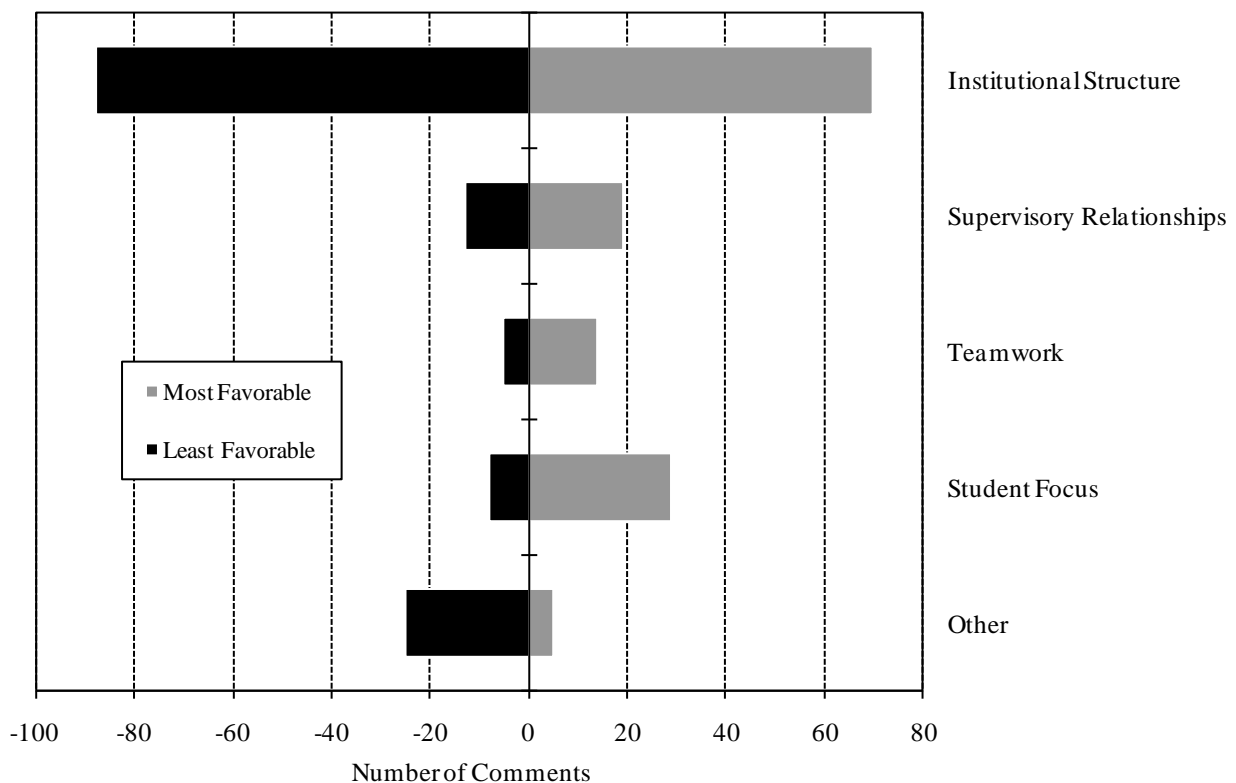
## Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 248 Mid Michigan Community College employees who completed the PACE survey, 139 (56.0%) 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 12 provides a summary of the MMCC 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 24 and 25 for sample comments categorized by climate factor and the actual number of responses provided by MMCC 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 12.** Mid Michigan 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 24.** Most Favorable Responses—Sample Comments and Actual Number of Responses at Mid Michigan Community College

Factor	Themes
Institutional Structure (n=70)	<p><i>I feel that things are changing for the better. Class allocations and contracts are issued a lot earlier. Classroom observations have been put in place. As a whole, I think the institution is better run than when I first joined, and the current administration is putting the college on the right footing.</i></p> <p><i>I like how we as co-workers help each other out when we have questions regarding something that doesn't pertain to our own area.</i></p> <p><i>Friendliness is our best asset. Openness and community outreach are good. Our faculty and student resources are top notch.</i></p> <p><i>It's an extremely laid-back place in which to work. Every single person I meet is friendly and puts forth a positive attitude.</i></p> <p><i>MMCC gives a lot of respect to us as professionals and trusts that we know what's best for students.</i></p> <p><i>This is a wonderful organization and everyone should feel very fortunate to be employed by MMCC. We have a terrific President and a caring and industrious staff.</i></p> <p><i>MMCC is a wonderful place to work. Community involvement is over-the-top and everyone is so supportive of the institution's various functions. There is such a good group of people that work here.</i></p> <p><i>Overall, MMCC is a great place to work. There is still a family type environment here. Everyone knows everyone and there is a sense of genuine caring about the place.</i></p> <p><i>MMCC is a great working environment. I really enjoy the people I work with and I believe that makes my job so much more enjoyable. I feel that people are always willing to help and I never feel alone.</i></p> <p><i>Overall MMCC employs good, honest, and hard-working people which helps make it a good place to be employed.</i></p> <p><i>I feel like collaboration between departments is a very strong advantage at MMCC.</i></p> <p><i>Employees are generally hard working and loyal to MMCC; they are willing to cooperate and solve problems to benefit students.</i></p> <p><i>We have multiple means to communicate throughout the organization and processes are being reviewed and revised for efficiency. We have a clear direction on what we wish to accomplish in the next few years.</i></p>



**Table 24.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>I find MMCC employees very good and personable. I love the "family-like" atmosphere I see and feel with my co-workers. It is very refreshing to have a friendly place to work. I also like working at a place where I can make a difference in people's lives and MMCC gives me that opportunity.</i></p> <p><i>MMCC is an excellent place to work and provides an invaluable service to our communities, resulting in a positive impact for our economy.</i></p> <p><i>My ideas are listened to. I find other MMCC staff easy to work with.</i></p> <p><i>Communication from the highest level of the college is very good.</i></p> <p><i>MMCC has established a family oriented staff (both administrative and hourly), faculty (full-time and part-time), and student structure. This structure is a key asset to our local community involvement. The current administration has done a fabulous job at keeping together all campus sites as one organization over the past several years. This makes for a positive community environment which is again a keystone to our growth in the past, present, and future.</i></p>
Supervisory Relationship (n=19)	<p><i>My work is constantly critiqued and I am always challenged with new opportunities. I receive excellent feedback on my performance and I am given the tools and resources to excel.</i></p> <p><i>I feel I get constructive feedback from my director and I feel that I am listened to when I have a concern or an idea. I enjoy working on curriculum change.</i></p> <p><i>My supervisor is excellent at both communication and listening. He/she is prepared to change procedures if the old ones are not working.</i></p> <p><i>Our immediate supervisor is confident when giving us important tasks to complete and is willing to answer any questions should they arise.</i></p> <p><i>My supervisor seems to trust my abilities to teach my curriculum.</i></p> <p><i>In my department, we are given as much freedom as possible in selecting the classes we teach and the schedule we keep. We select our own text books and design our own syllabi.</i></p> <p><i>The college leadership as a whole supports the staff and provides several mechanisms for individual professional development.</i></p>
Teamwork (n=14)	<p><i>My specific work team is a satisfying, high-functioning team with effective inspirational leadership. I remain at the MMCC because I've had such a positive experience with this group. I have grown professionally and personally, and I feel that I am making a difference.</i></p>

**Table 24.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>My immediate team members work extremely well together; we are creative and dynamic in all types of difficult situations. We always bend over backwards to help students within reasonable limits. We are never alone in solving problems- each of us lends a hand when another needs help.</i></p> <p><i>The comfort level with sharing concerns and ideas within my department is highly desirable.</i></p> <p><i>There is a sense of camaraderie within my work team.</i></p> <p><i>The department in which I teach as an adjunct is very supportive and offers many opportunities for involvement of all faculty (full-time and adjunct). They encourage one another and work well together as a team.</i></p> <p><i>I am part of a great team. I am proud of the work we do, the collaboration that we exhibit, and the climate that we create for students.</i></p>
Student Focus (n= 29)	<p><i>The most favorable area of MMCC is the faculty (PT and FT) and staff that support students and faculty. They are the life-blood of the school.</i></p> <p><i>Students blossom in this environment. In most situations, it is obvious that students at MMCC learn more about themselves and how to get what they want out of their education.</i></p> <p><i>I believe that MMCC students experience an excellent education that is transforming for them personally and professionally. I believe that the students go through life changing experiences and are given the opportunity to give back to the community. The aforementioned things occur because of the dedication and heart of many of the faculty, support staff, and administrators.</i></p> <p><i>This institution does a great job offering students a place to start or start over. There are good resources available through the Math Lab and Writing and Reading lab where students can take advantage of these to be successful.</i></p> <p><i>I believe that MMCC as an institution can give more back to students because of its ratio of students to faculty. Personal attention leads to knowledge retention.</i></p> <p><i>The people at MMCC clearly care about the students and their performance, which creates a good learning environment.</i></p> <p><i>Classes here at MMCC provide stepping stones for students looking into a transfer program to continue their education.</i></p>

**Table 24.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>MMCC is strongly oriented to meeting the needs of students. Generally, everyone seems committed to the mission of the college and cares strongly for the students we serve. Faculty members and support staff that respect diversity and sincerely care for the students that we serve are a strong suit for MMCC.</i></p> <p><i>I feel that the college has forward thinking administrators and faculty who want to see MMCC provide students with a quality education and experience. I feel that most of us recognize that we need to readjust and align our programs and with our strengths and the needs of our students and community.</i></p> <p><i>The students are engaged and seem satisfied with their experience.</i></p> <p><i>We are beginning to work more with cross disciplinary teams to serve the needs of students. The best example is the title 3 advising/mentoring program. The focus on students is still the strength of the college.</i></p> <p><i>Faculty members and advisors actually care about student outcomes.</i></p> <p><i>MMCC has a great student oriented climate in which the student can grow and learn as an individual and student.</i></p>
Other (n=5)	<p><u>Facilities</u></p> <p><i>The classrooms are well maintained and equipped.</i></p> <p><i>Classrooms are adequately furnished and equipment is excellent.</i></p>

**Table 25.** Least Favorable Responses—Sample Comments and Actual Number of Responses at Mid Michigan Community College

Factor	Themes
Institutional Structure (n=88)	<p data-bbox="381 262 1448 338"><i>Communication within the college is weak. No one is ever on the same page with policies, dates, regulations etc.</i></p> <p data-bbox="381 367 1448 516"><i>Communication between departments is particularly lacking. Those who are an integral part in some processes are often not informed of changes made and are just expected to roll with it. Also, decisions are not being made with key facilitators in mind - the staff members who actually must implement policies.</i></p> <p data-bbox="381 546 1448 657"><i>I believe that there is a breakdown in communication between campuses. There is not a consistent flow of information - especially within individual departments between campuses.</i></p> <p data-bbox="381 686 1448 762"><i>Communication is always an issue. Too much information passes through the grapevine and is not given to employees.</i></p> <p data-bbox="381 791 1448 867"><i>Communication within the institution is poor. Decisions are made in departments without consulting with other departments those decisions affect.</i></p> <p data-bbox="381 896 1448 1079"><i>Three campuses lead to aspects of employee/faculty isolation and lack of camaraderie. Events for interaction are often held only on one campus which excludes faculty/employees at the other campuses. Upper administrative support is present, but communications frequently are not prompt, complete, and sometimes do not contain a resolution to problems or issues.</i></p> <p data-bbox="381 1108 1448 1184"><i>The climate of all three campuses is not integrated. I feel that each is its own entity and works accordingly.</i></p> <p data-bbox="381 1213 1448 1396"><i>High level administrators seem to operate in a spirit of competitiveness, not cooperation. This cleavage creates unnecessary bureaucracy thereby slowing down progress and impeding responses to immediate issues. Additionally, the competitive nature of high level administrators has a trickle down effect on lower level administrators and staff.</i></p> <p data-bbox="381 1425 1448 1501"><i>We need motivators to increase moral or team building activities to increase cohesion. For example, Faculty and academic advisors should help each other.</i></p> <p data-bbox="381 1530 1448 1713"><i>I wish classes were assigned to the most qualified faculty and not just somebody because they are a full professor. Students need to learn from the best available instructors and being a PHD does not automatically qualify a person as a good teacher. I feel there is a better process to assign classes other than the current class wish list with no explanation or discussion between parties involved.</i></p> <p data-bbox="381 1743 1448 1894"><i>I feel that sometimes the MMCC policies and procedures could be more clearly defined. I often find myself searching around for answers, especially when I first started. Luckily everyone seems to be willing to help and understands if you don't know the correct procedure the first time.</i></p>

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>I feel some policies have come down without adequate input from the personnel those policies effect.</i></p> <p><i>When it comes to assigning courses, there seems to be a new process but that process has not been explained, even when requested.</i></p> <p><i>There needs to be more transparency across the organization and all policies and procedures should be in a bound notebook and available in each department or should be accessible on the web under the employees tab. Lower level administrators should be kept in more of the loop and actually be a part of the administration team.</i></p> <p><i>There is too much separation between the administration and the faculty leaders. Administrators and staff also have a strong role in the student experience and can help shape the students for success. Faculty should work with everyone to improve and expand their curriculums and teaching methodologies.</i></p> <p><i>When confronting a problem or area of concern, administrators at times fail to seek information from those employees who have experience and knowledge in the area.</i></p> <p><i>Frequent changes in administration and administrative staff make it difficult for faculty to know who or where to go for many support services. We need something simple for all employees to look at to see who is where, what they do, and when they do it.</i></p> <p><i>The college needs to get more organized as an entity. It seems a lot of the time no one knows what is really going on or where to find the answer.</i></p> <p><i>One of the least favorable areas regarding climate at MMCC is the opportunity to work with other faculty members outside of our individual discipline areas. A suggestion might be to have a round table breakout session during faculty days to talk to others outside of our areas. This kind of conversation will help us better understand our students when they express a feeling of disconnect from one class to the next.</i></p> <p><i>At times, there seems to be a division, lack of trust, and lack of respect between faculty and administration. I do not see praise, positive reinforcement, or encouragement from administration to faculty.</i></p>

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>
Supervisory Relationship (n=13)	<p><i>My supervisor tends to be less than open to new ideas when he/she is directly involved in a project.</i></p> <p><i>With a majority of the faculty being adjunct faculty, it surprises me that more opportunities are not provided for exchange whether it's amongst peers, supervisors, or even mentoring opportunities for those who are not experienced in the ways of MMCC. In-services are optional, rather than required.</i></p> <p><i>The number one problem I can see in my position as an adjunct faculty is that MMCC lacks a good orientation/field training/mentoring program for new hires. I attended the orientation, and it gave no skills as to how to work within MMCC. A simple checklist of things to make sure we cover with new employees at the administrative level and the operational level would have been very helpful.</i></p> <p><i>Training I think is an issue when someone is new. I found it very awkward and cumbersome trying to learn the ropes when I first began here.</i></p> <p><i>It is difficult to attend professional development opportunities that are held during the day. I work full time and teach at MMCC in the evenings. MMCC should have more training in the evenings.</i></p>
Teamwork (n=5)	<p><i>Within my department, I feel that there is more of a competition over who will be given classes for the next semester rather than a cohesive and supportive group environment.</i></p> <p><i>Communication and cooperation is minimal in my subject area between full-time and adjunct faculty concerning curriculum and goals. I feel I am properly addressing the subject area and needs of students, but I have little feedback from the department concerning their goals and expectations.</i></p>
Student Focus (n= 8)	<p><i>I believe that students are not given challenging enough work to provide intellectual growth. Instead, the effort is to charge through material to gain breadth rather than focus on developing critical application of the material. I think to solve this problem, would require a cohesive theoretical framework and clearly define expectations for instructors. I would like to see a packet given to all new hires that clearly explains the theory, goals, and objectives of the college and specific examples as to how to implement these in the classroom for all subjects.</i></p> <p><i>There is a lack of student service support at the Pickard Campus. There are many times the main office is not adequately staffed because of the need for staff and administration to attend meetings on other campuses. Students are confused and frustrated at the lack of support for registration, transcripts, and financial aid. It appears as though the administration is unwilling to work on a solution to this problem.</i></p>

**Table 25.** Continued

<b>Factor</b>	<b>Themes</b>
	<p><i>We need to enhance the quality of the education provided to students and become more student focused in all we do. This is not the same as lowering expectations or setting the bar so low we have false success.</i></p> <p><i>We need to define what we want our students to take from this college. Are we preparing them for the problem solving, thinking, and reasoning they will need throughout life? Are we building character? We are a small institution and have the opportunity to have a big impact on each individual student.</i></p>
Other (n=25)	<p><u>Adjunct Faculty</u></p> <p><i>We need to increase the support and direction given to adjunct faculty. New adjunct faculty should be given all necessary information when they are hired.</i></p> <p><i>Adjuncts are invisible even though we do the vast majority of the teaching. We are the lowest paid adjuncts in the state. If retention is a concern, there are some very basic steps that could be taken.</i></p> <p><i>If MMCC leadership strongly values adjunct faculty, this is not always communicated well. Some of this may be due to the large number of adjunct faculty on board, but there are subtle ways that this could be improved. For example, the process for assigning classes each semester seems to lack transparency.</i></p> <p><i>There is little contact or feedback for many part-time faculty. Part-timers are not usually part of decision making, although they may be involved with brainstorming.</i></p> <p><i>Adjunct faculty need to feel that they are valued. I would suggest possibly a year long contract and a paid office hour per week.</i></p> <p><i>As an adjunct faculty member, I do not feel like a member of the MMCC community. When trainings are planned for adjunct, they are usually during the day which conflicts with my full-time employment.</i></p> <p><i>Adjunct faculty have very few opportunities to advance, receive very little training, and their time and well being is not given appropriate attention and respect.</i></p> <p><i>As an adjunct, I feel disconnected. There is a terrible environment for adjunct instructors. I wish that I would receive regular feedback from peers.</i></p>

## 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 the top performance areas at Mid Michigan Community College. Five of these items represent the Student Focus climate factor (items #7, #8, #31, #35, and #37), three represent the Supervisory Relationships climate factor (items #2, #9, and #39), one represents the Institutional Structure climate factor (item #1), and one represents the Teamwork climate factor (item #3).

- The extent to which I feel my job is relevant to this institution's mission, 4.45 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.12 (#2)
- The extent to which I am given the opportunity to be creative in my work, 4.09 (#39)
- The extent to which this institution prepares students for further learning, 4.08 (#37)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.02 (#9)
- The extent to which students receive an excellent education at this institution, 4.00 (#31)
- The extent to which this institution prepares students for a career, 4.00 (#35)
- The extent to which the actions of this institution reflect its mission, 3.95 (#1)
- The extent to which student needs are central to what we do, 3.91 (#7)
- The extent to which there is a spirit of cooperation within my work team, 3.86 (#3)

Overall the following have been identified as the top performance areas within the Customized climate factor at Mid Michigan Community College.

- The extent to which MMCC provides a safe environment, 4.11 (#48)
- The extent to which I am satisfied with the overall College leadership, 3.57 (#56)
- The extent to which MMCC procedures and policies are effectively communicated, 3.46 (#51)



Overall the following have been identified as areas in need of improvement at Mid Michigan Community College. All of these items represent the Institutional Structure climate factor.

- The extent to which I have the opportunity for advancement within this institution, 3.13 (#38)
- The extent to which information is shared within this institution, 3.19 (#10)
- The extent to which I am able to appropriately influence the direction of this institution, 3.27 (#15)
- The extent to which this institution is appropriately organized, 3.34 (#32)
- The extent to which decisions are made at the appropriate level at this institution, 3.36 (#4)
- The extent to which my work is guided by clearly defined administrative processes, 3.38 (#44)
- The extent to which open and ethical communication is practiced at this institution, 3.41 (#16)
- The extent to which a spirit of cooperation exists at this institution, 3.47 (#25)
- The extent to which institutional teams use problem-solving techniques, 3.50 (#11)
- The extent to which this institution has been successful in positively motivating my performance, 3.51 (#22)

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

- The extent to which adjunct faculty feel they are included in the College community, 2.98 (#53)
- The extent to which MMCC is meeting its staffing needs, 3.14 (#55)
- The extent to which individuals are held accountable for their job performance, 3.23 (#49)

The most favorable areas cited in the open-ended questions pertain to the Institutional Structure climate factor, and specifically the existence of a supportive and friendly work environment. 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 climate factor, specifically the way information is shared and communicated within the institution.

## REFERENCES

- Astin, A. W. & Astin, H. S. (2000). *Leadership reconsidered: Engaging higher education in social change*. Battle Creek, MI: W. K. Kellogg Foundation.
- Babbie, E. R. (1990). *Survey research methods* (2<sup>nd</sup> ed.). Belmont, CA: Wadsworth Publishing.
- Baker, G. A., & Associates. (1992). *Cultural leadership: Inside America's community colleges*. Washington, DC: Community College Press.
- Baker, G. A., & Glass, J. C. (1993). *The McClelland-Atkinson model of motivation*. Unpublished manuscript. University of Texas at Austin.
- Bass, D. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.
- Blanchard, K. (1985). *Situational leadership II*. San Diego: Blanchard Training and Development.
- Bolman, L.G. & Deal, T. E. (1997). *Reframing organizations: Artistry, choice, and leadership* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.
- Caison, A. (2005). *PACE survey instrument exploratory factor analysis*. Report, NILIE, Raleigh, North Carolina.
- Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
- Goleman, D., McKee, A. & Boyatzis, R. E. (2002). *Primal leadership: Realizing the power of emotional intelligence*. Boston: Harvard University Press.
- House, R. J. (1971). A path-goal theory of leader effectiveness. *Administrative Science Quarterly*, 16, 321-338.
- Jago, A. G. (1982). Leadership: Perspectives in theory and research. *Management Science*, 28(3), 315-336.
- Likert, R. (1967). *The human organization: Its management and value*. New York: McGraw-Hill.
- Lipman-Blumen, J. (1996). *Connective leadership: Managing in a changing world*. Oxford, UK: Oxford University Press.
- Northouse, P.G. (2004). *Leadership: Theory and practice* (3<sup>rd</sup> ed). Thousand Oaks, CA: Sage Publications.
- Roueche, J. E., & Baker, G. A. (1987). *Access and excellence: The open-door college*. Washington DC: Community College Press.
- Schein, E. H. (2004). *Organizational culture and leadership* (3<sup>rd</sup> ed.). San Francisco, CA: Jossey-Bass.
- Tiu, S. (2001). *Institutional effectiveness in higher education: Factor analysis of the personal assessment of college environment survey instrument*. Unpublished doctoral dissertation, North Carolina State University, Raleigh.
- Yukl, G. S. (2002). *Leadership in organizations* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice-Hall, Inc.