



NATIONAL INITIATIVE FOR LEADERSHIP & INSTITUTIONAL EFFECTIVENESS

Mid Michigan Community College Harrison, Michigan

Personal Assessment of the College Environment (PACE)

by

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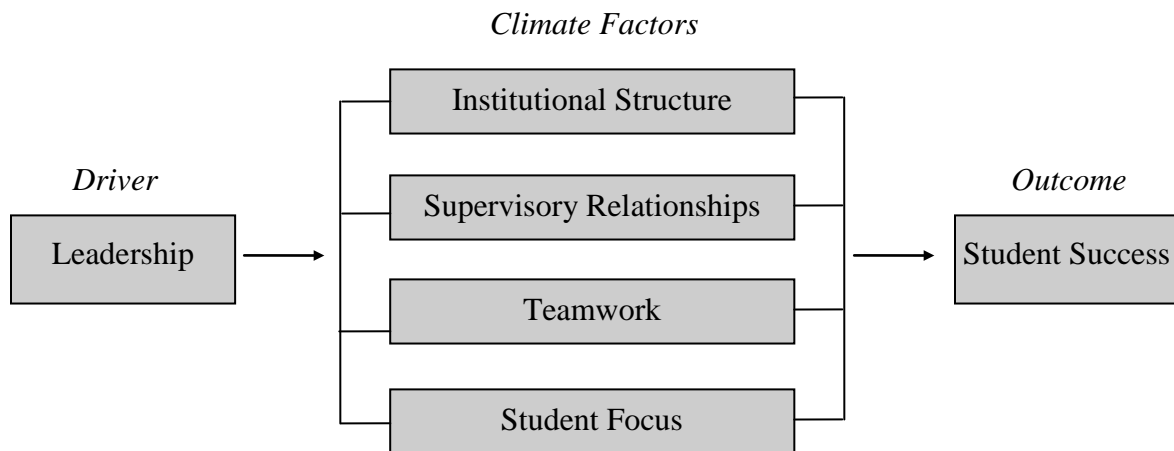
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EXECUTIVE SUMMARY

In November 2015, the Personal Assessment of the College Environment (PACE) survey was administered to 388 employees at Mid Michigan Community College (MMCC). Of those 388 employees, 202 (52.1%) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist 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 87 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 59 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 59 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2). Two fell within the Competitive range (rated between 2 and 3). Fifty-four fell within the Consultative range (rated between 3 and 4), and three 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 3.64 mean score or mid-range Consultative system. The Student Focus category received the highest mean score (3.87), whereas the Institutional Structure category received the lowest mean score (3.42). When respondents were classified according to Personnel Classification at MMCC, the composite ratings were as follows: Administrator (3.61), Full-time Faculty (3.75), Adjunct Faculty (3.73), Staff (3.44), Part-time hourly Staff (3.64).

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, 4.30 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.00 (#2)
- The extent to which this institution prepares students for further learning, 3.97 (#37)
- The extent to which I am given the opportunity to be creative in my work, 3.97 (#39)
- The extent to which students receive an excellent education at this institution, 3.94 (#31)
- The extent to which this institution prepares students for a career, 3.92 (#35)
- The extent to which non-teaching professional personnel meet the needs of the students, 3.88 (#23)
- The extent to which students' competencies are enhanced, 3.86 (#19)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.85 (#9)
- The extent to which student needs are central to what we do, 3.84 (#7)

Of the 46 standard PACE questions, the bottom 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, 2.96 (#38)
- The extent to which I am able to appropriately influence the direction of this institution, 3.26 (#15)
- The extent to which my work is guided by clearly defined administrative processes, 3.28 (#44)
- The extent to which information is shared within this institution, 3.30 (#10)
- The extent to which this institution is appropriately organized, 3.31 (#32)
- The extent to which open and ethical communication is practiced at this institution, 3.32 (#16)
- The extent to which this institution has been successful in positively motivating my performance, 3.32 (#22)
- The extent to which decisions are made at the appropriate level at this institution, 3.35 (#4)
- The extent to which institutional teams use problem-solving techniques, 3.45 (#11)
- The extent to which I receive timely feedback for my work, 3.45 (#20)

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.

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LEADERSHIP RESEARCH

The term culture refers to a total communication and behavioral pattern within an organization. Yukl (2002) defines organizational culture as “the shared values and beliefs of members about the activities of the organization and interpersonal relationships” (p. 108). Schein (2004) observes that culture “points us to phenomena that are below the surface, that are powerful in their impact but invisible and to a considerable degree unconscious. In that sense culture is to a group what personality is to an individual” (p. 8). Culture as a concept, then, is deeply embedded in an organization and relatively difficult to change; yet it has real day-to-day consequences in the life of the organization. According to Baker and Associates (1992), culture is manifest through symbols, rituals, and behavioral norms, and new members of an organization need to be socialized in the culture in order for the whole to function effectively.

Climate refers to the prevailing condition that affects satisfaction (e.g., morale and feelings) and productivity (e.g., task completion or goal attainment) at a particular point in time. Essentially then, climate is a subset of an organization’s culture, emerging from the assumptions made about the underlying value system and finding expression through members’ attitudes and actions (Baker & Associates, 1992).

The way that various individuals behave in an organization influences the climate that exists within that organization. If individuals perceive accepted patterns of behavior as motivating and rewarding their performance, they tend to see a positive environment. Conversely, if they experience patterns of behavior that are self-serving, autocratic, or punishing, then they see a negative climate. The importance of these elements as determiners of quality and productivity and the degree of satisfaction that employees receive from the performance of their jobs have been well documented in the research literature for more than 40 years (Baker & Associates, 1992).

NILIE’s present research examines the value of delegating and empowering others within the organization through an effective management and leadership process. Yukl (2002) defined leadership as “the process of influencing others to understand and agree about what needs to be done and how it can be done effectively, and the process of facilitating individual and collective efforts to accomplish the shared objectives” (p. 7). The concept of leadership has been studied for many years in a variety of work settings, and there is no one theory of management and leadership that is universally accepted (Baker & Associates, 1992). However, organizational research conducted to date shows a strong relationship between leadership processes and other aspects of the organizational culture. Intensive efforts to conceptualize and measure organizational climate began in the 1960s with Rensis Likert’s work at the University of Michigan. A framework of measuring organizational climate was developed by Likert (1967) and has been adapted by others, including McClelland and Atkinson, as reported in Baker and Glass (1993).

The first adaptation of Likert’s climate concepts research to higher education organizations was employed at the various campuses of Miami-Dade Community College, Florida, in 1986. A modified version of the Likert profile of organizations was used in a case study of Miami-Dade Community College and reported by Roueche and Baker (1987).

Results of the Miami-Dade study indicated that Likert's four-system theory worked well when applied to a higher education setting. It showed promise not only for measuring climate and responses to leadership style but also for articulating ways both leadership effectiveness and organizational climate could be improved within the institution. Since the Miami-Dade research project, more than 120 institutions have participated in climate studies conducted by NILIE at North Carolina State University. Various versions of the PACE instrument were field-tested through NILIE's efforts, and several doctoral dissertations.

From Likert's original work and research methods, NILIE identified four leadership models and organizational systems ranging from Coercion to Collaboration. The Collaborative System, referred to as System 4, is generally seen as the ideal climate to be achieved, since it appears to produce better results in terms of productivity, job satisfaction, communication, and overall organizational effectiveness (Likert, 1967). The various NILIE research studies have verified that the Collaborative System is the climate to be sought. NILIE's research supports the conclusion that most organizations function between the Competitive (System 2) and Consultative (System 3) levels across the four climate factors of the instrument (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus).

Coercion represents the least desirable climate and constitutes a structured, task-oriented, and highly authoritative leadership management style. This leadership style assumes that followers are inherently lazy, and to make them productive, the manager must keep after them constantly. Interestingly, a few employees in almost all organizations evaluated by NILIE hold this view of the organizational climate. However, as a rule, their numbers are too few to have much effect on the overall institutional averages.

In contrast, a Collaborative model is characterized by leadership behaviors that are change-oriented, where appropriate decisions have been delegated to organizational teams, and leaders seek to achieve trust and confidence in the followers. The followers reciprocate with positive views of the leaders. This model is based on the assumption that work is a source of satisfaction and will be performed voluntarily with self-direction and self-control because people have a basic need to achieve and be productive. It also assumes that the nature of work calls for people to come together in teams and groups in order to accomplish complex tasks. This leadership environment is particularly descriptive of the climate necessary for productivity in a higher education environment, especially in the face of present and near future challenges such as new technologies, demands for accountability and the desire to accurately measure learning outcomes.

As the perceptions of the staff, faculty, and administrators approach the characteristics of the Collaborative environment, better results are achieved in terms of productivity and cost management. Employees are absent from work less often and tend to remain employed in the organization for a longer period of time. The Collaborative model also produces a better organizational climate characterized by excellent communication, higher peer-group loyalty, high confidence and trust, and favorable attitudes toward supervisors (Likert, 1967). In addition, various researchers (Blanchard, 1985; Stewart, 1982; Yukl, 2002) suggest that adapting leadership styles to fit particular situations according to the employees' characteristics and developmental stages and other intervening variables may be appropriate for enhancing productivity. Table 1 is a model of NILIE's four-systems framework based on Likert's original work and modified through NILIE's research conducted between 1992 and the present.

Table 1. NILIE Four Systems Model

System 1	System 2	System 3	System 4
Coercive	Competitive	Consultative	Collaborative
Leaders are seen as having no confidence or trust in employees and seldom involve them in any aspect of the decision-making process.	Leaders are seen as having condescending confidence and trust in employees. Employees are occasionally involved in some aspects of the decision-making process.	Leaders are seen as having substantial but not complete confidence and trust in employees. Employees are significantly involved in the decision-making process.	Leaders are seen as having demonstrated confidence and trust in employees. Employees are involved in appropriate aspects of the decision-making process.
Decisions are made at the top and issued downward.	Some decision-making processes take place in the lower levels, but control is at the top.	More decisions are made at the lower levels, and leaders consult with followers regarding decisions.	Decision making is widely dispersed throughout the organization and is well integrated across levels.
Lower levels in the organization oppose the goals established by the upper levels.	Lower levels in the organization cooperate in accomplishing selected goals of the organization.	Lower levels in the organization begin to deal more with morale and exercise cooperation toward accomplishment of goals.	Collaboration is employed throughout the organization.
Influence primarily takes place through fear and punishment.	Some influence is experienced through the rewards process and some through fear and punishment.	Influence is through the rewards process. Occasional punishment and some collaboration occur.	Employees are influenced through participation and involvement in developing economic rewards, setting goals, improving methods, and appraising progress toward goals.

In addition to Likert, other researchers have discovered a strong relationship between the climate of an organization and the leadership styles of the managers and leaders in the organization.

Astin and Astin (2000) note that the purposes of leadership are based in these values:

- To create a supportive environment where people can grow, thrive, and live in peace with one another;
- To promote harmony with nature and thereby provide sustainability for future generations; and
- To create communities of reciprocal care and shared responsibility where every person matters and each person’s welfare and dignity is respected and supported (p. 11).

Studies of leadership effectiveness abound in the literature. Managers and leaders who plan change strategies for their organizations based on the results of a NILIE climate survey are encouraged to review theories and concepts, such as those listed below, when planning for the future.

- The path-goal theory of House (1971, 1996) in which leader behavior is expressed in terms of the leader's influence in clarifying paths or routes followers travel toward work achievement and personal goal attainment.
- The Vroom/Yetton model for decision procedures used by leaders in which the selected procedure affects the quality of the decision and the level of acceptance by people who are expected to implement the decision (Vroom & Yetton, 1973 as discussed in Yukl, 2002).
- Situational leadership theories (see Northouse, 2004; Yukl, 2002).
- Transformational leadership theory (Burns, 1978; Bass, 1985; Astin & Astin, 2000).
- Emotional intelligence theories (Goleman, 1995; Goleman, McKee & Boyatzis, 2002)

In the context of the modern community college, there is much interest in organizational climate studies and their relation to current thinking about leadership. The times require different assumptions regarding leader-follower relations and the choice of appropriate leadership strategies that lead to achievement of organizational goals. This report may help 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 November 2015, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Mid Michigan Community College. Of the 388 employees administered the instrument, 202 (52.1%) completed and returned the instrument for analysis. Of those 202 employees, 100 (49.5%) 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 Institutional Effectiveness Office of 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 were compiled by NILIE. The data were analyzed using the statistical package SAS, version 9.3.

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 59 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 2013 to July 2015 are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from July 2013 to July 2015 (n=27,864)

Climate Category	Alpha Coefficient
Institutional Structure	0.96
Supervisory Relationships	0.96
Teamwork	0.94
Student Focus	0.92
Overall (1-46)	0.98

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

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

DATA ANALYSIS

Data were analyzed in five ways. First, a descriptive analysis of the respondents' demographics is presented, followed by an overall analysis of the item and climate factor means and standard deviations. Where appropriate, comparisons are made with matching data from MMCC's 2011 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 388 MMCC employees administered the survey, 202 (52.1%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications (Refer to Table 3 and Figure 2). Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%.

Table 3. Response by Self-Selected Personnel Classification

Personnel Classification	Population	Surveys Returned for Analysis	Percent of Population Represented
Administrator	71	65	91.5%
Full-time Faculty	52	33	63.5%
Adjunct Faculty	159	51	32.1%
Staff	49	29	59.2%
Part-time hourly Staff	57	24	42.1%
Total	388	202	52.1%

Figure 2. Proportion of Total Responses by Personnel Classification

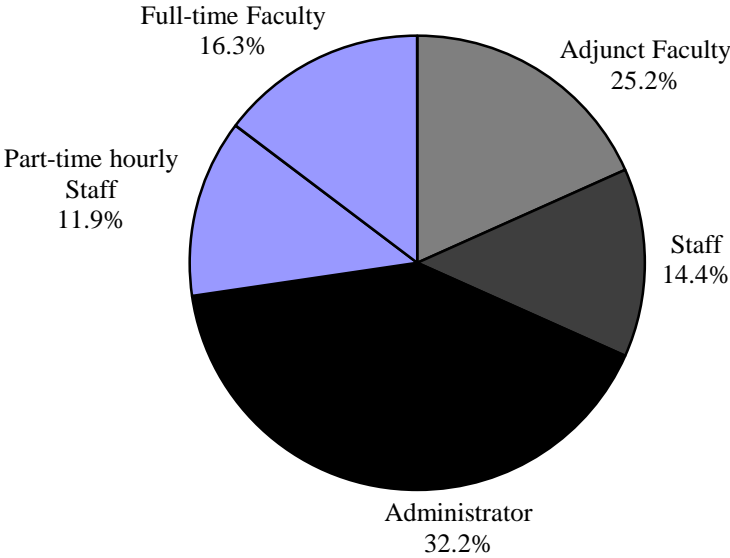


Table 4 reports the number of respondents across the different demographic classifications and the percentage of the overall responses that each group represents. This table also compares the results of the previous administration of the PACE survey with this latest administration.

Table 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	2011 # of Responses	2011 % of Responses	2015 # of Responses	2015 % of Responses
What is your personnel classification:				
Administrator	58	23.4%	65	32.2%
Full-time Faculty	31	12.5%	33	16.3%
Adjunct Faculty	83	33.5%	51	25.3%
Staff	44	17.7%	29	14.4%
Part-time hourly Staff	26	10.5%	24	11.9%
Did not respond	6	2.4%	NA	NA
What is the highest degree you have earned:				
First Professional degree (e.g., M.D., D.D.S. J.D., D.V.M.)	NA	NA	4	2.0%
Doctoral degree (e.g., Ph.D., Ed.D.)	NA	NA	16	7.9%
Master's degree	NA	NA	92	45.5%
Bachelor's degree	NA	NA	39	19.3%
Associate's degree	NA	NA	22	10.9%
High School diploma or GED	NA	NA	10	5.0%
No diploma or degree	NA	NA	1	0.5%
Did not respond	NA	NA	18	8.9%
Your status at this institution is:				
Full time	133	53.6%	123	60.9%
Part time	108	43.6%	62	30.7%
Did not respond	7	2.8%	17	8.4%
What gender are you:				
Man	97	39.1%	77	38.1%
Woman	142	57.3%	89	44.1%
Another gender identity	NA	NA	1	0.5%
I prefer not to respond	NA	NA	19	9.4%
Did not respond	9	3.6%	16	7.9%

The frequencies are rounded to the nearest tenth.

NA – Items not included in the 2011 administration

Table 4. Continued

Demographic Variable	2011 # of Responses	2011 % of Responses	2015 # of Responses	2015 % of Responses
Please select the race/ethnicity that best describes you:				
Hispanic or Latino, of any race	NA	NA	2	1.0%
American Indian or Alaska Native, not Hispanic or Latino	NA	NA	1	0.5%
Asian, not Hispanic or Latino	NA	NA	1	0.5%
Black, not Hispanic or Latino	NA	NA	0	0.0%
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	NA	NA	0	0.0%
White, not Hispanic or Latino	NA	NA	178	88.1%
Two or more races, not Hispanic or Latino	NA	NA	3	1.5%
Did not respond	NA	NA	17	8.4%
How many years have you worked at this institution:				
Less than 5 years	128	51.6%	55	27.2%
5 years to 10 years	59	23.8%	62	30.7%
10 years to 15 years	21	8.5%	27	13.4%
15 years or more	34	13.7%	33	16.3%
Did not respond	6	2.4%	25	12.4%
How many years have you worked in higher education:				
5 years or less	NA	NA	49	24.3%
6-10 years	NA	NA	56	27.7%
11-15 years	NA	NA	32	15.8%
16-20 years	NA	NA	18	8.9%
21-25 years	NA	NA	8	4.0%
More than 25 years	NA	NA	13	6.4%
Did not respond	NA	NA	26	12.9%
What is your age:				
29 years of age or younger	NA	NA	12	5.9%
30-39 years of age	NA	NA	38	18.8%
40-49 years of age	NA	NA	45	22.3%
50-59 years of age	NA	NA	40	19.8%
60 years of age or older	NA	NA	28	13.9%
Did not respond	NA	NA	39	19.3%

The frequencies are rounded to the nearest tenth.
 NA – Items not included in the 2011 administration

Comparative Analysis: Overall

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

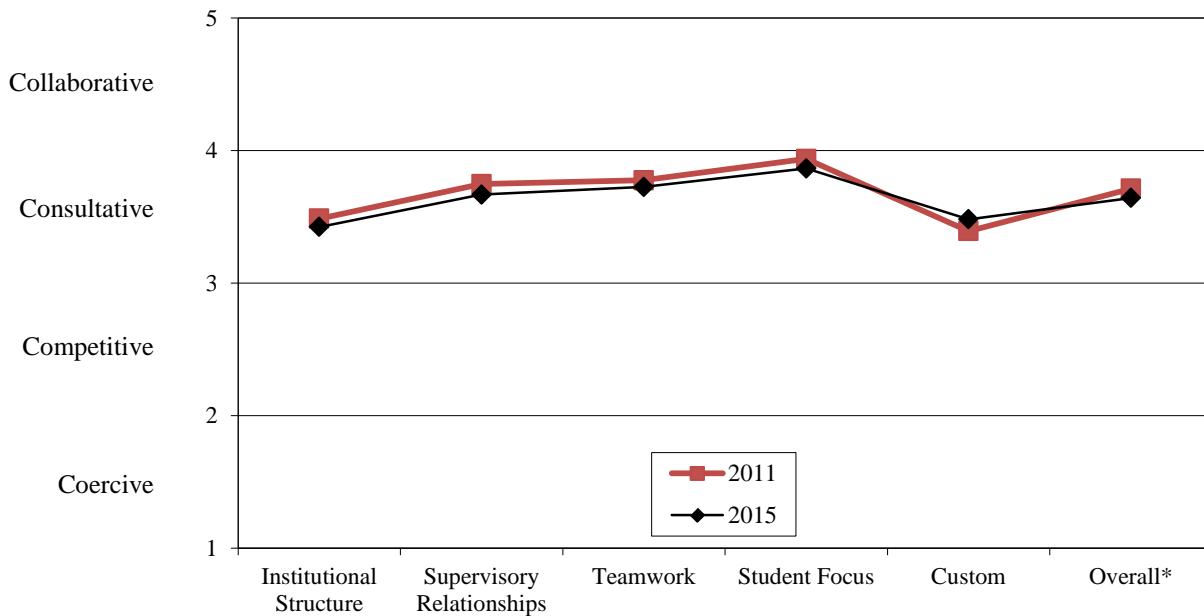
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.87), which represented an upper-range Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.42) within the middle area of the Consultative management area. Overall, employees rated the management style in the mid-range of the Consultative management area (See also Figure 3). When compared to the revised 2011 MMCC mean scores, the MMCC 2015 mean scores declined.

Table 5. Mid Michigan Community College Climate as Rated by All Employees

Factor	2011 MMCC	2015 MMCC
Institutional Structure	3.49	3.42
Supervisory Relationships	3.75	3.67
Teamwork	3.78	3.73
Student Focus	3.94	3.87
Custom	3.39	3.48
Overall*	3.71	3.64

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

Figure 3. Mid Michigan Community College Climate as Rated by All Employees Combined Using Composite Averages



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

In reviewing each of the items separately, the data shows that of the 59 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0). Two items fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Fifty-four fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and three fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=54) 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 3.64 as indicated in Figure 3.

Tables 6 through 10 report the mean scores of all personnel for each of the 59 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.

Table 6. Comparative Mean Responses: Institutional Structure

Institutional Structure	2011 Mean (SD)	2015 Mean (SD)
1 The extent to which the actions of this institution reflect its mission	3.95 (0.83)	3.79 (1.00)
4 The extent to which decisions are made at the appropriate level at this institution	3.36 (1.03)	3.35 (1.07)
5 The extent to which the institution effectively promotes diversity in the workplace	3.58 (0.93)	3.54 (1.05)
6 The extent to which administrative leadership is focused on meeting the needs of students	3.74 (1.03)	3.67 (1.06)
10 The extent to which information is shared within the institution	3.19 (1.15)	3.30 (1.15)
11 The extent to which institutional teams use problem-solving techniques	3.50 (0.87)	3.45 (0.89)
15 The extent to which I am able to appropriately influence the direction of this institution	3.27 (1.06)	3.26 (1.09)
16 The extent to which open and ethical communication is practiced at this institution	3.41 (1.08)	3.32 (1.10)
22 The extent to which this institution has been successful in positively motivating my performance	3.51 (1.10)	3.32 (1.16)
25 The extent to which a spirit of cooperation exists at this institution	3.47 (1.04)	3.49 (1.06)
29 The extent to which institution-wide policies guide my work	3.70 (0.89)	3.60 (0.98)
32 The extent to which this institution is appropriately organized	3.34 (1.03)	3.31 (1.07)
38 The extent to which I have the opportunity for advancement within this institution	3.13 (1.27)	2.96 (1.14)
41 The extent to which I receive adequate information regarding important activities at this institution	3.64 (1.01)	3.64 (1.04)
44 The extent to which my work is guided by clearly defined administrative processes	3.38 (1.04)	3.28 (1.10)
Mean Total	3.49 (0.75)	3.42 (0.81)

T-test results indicate no significant differences between the 2011 means and the 2015 means ($\alpha=0.05$).

Table 7. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships		2011 Mean (SD)	2015 Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	4.12 (1.03)	4.00 (1.09)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.02 (1.08)	3.85 (1.19)
12	The extent to which positive work expectations are communicated to me	3.69 (1.01)	3.65 (1.06)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.55 (0.94)	3.49 (1.00)
20	The extent to which I receive timely feedback for my work	3.57 (1.09)	3.45 (1.15)
21	The extent to which I receive appropriate feedback for my work	3.57 (1.04)	3.47 (1.12)
26	The extent to which my supervisor actively seeks my ideas	3.68 (1.15)	3.70 (1.17)
27	The extent to which my supervisor seriously considers my ideas	3.84 (1.08)	3.75 (1.21)
30	The extent to which work outcomes are clarified for me	3.61 (1.01)	3.58 (0.98)
34	The extent to which my supervisor helps me to improve my work	3.68 (1.06)	3.56 (1.20)
39	The extent to which I am given the opportunity to be creative in my work	4.09 (0.98)	3.97 (1.00)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.69 (0.99)	3.64 (1.06)
46	The extent to which professional development and training opportunities are available	3.52 (1.05)	3.51 (1.10)
Mean Total		3.75 (0.80)	3.67 (0.85)

Table 8. Comparative Mean Responses: Teamwork

Teamwork		2011 Mean (SD)	2015 Mean (SD)
3	The extent to which there is a spirit of cooperation within my work team	3.86 (1.09)	3.82 (1.17)
14	The extent to which my primary work team uses problem-solving techniques	3.76 (0.98)	3.71 (0.94)
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.74 (1.09)	3.73 (1.07)
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.76 (1.09)	3.76 (1.07)
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.71 (0.98)	3.72 (0.96)
43	The extent to which a spirit of cooperation exists in my department	3.76 (1.07)	3.70 (1.18)
Mean Total		3.78 (0.89)	3.73 (0.94)

T-test results indicate no significant differences between the 2011 means and the 2015 means ($\alpha=0.05$).

Table 9. Comparative Mean Responses: Student Focus

Student Focus	2011 Mean (SD)	2015 Mean (SD)
7 The extent to which student needs are central to what we do	3.91 (1.00)	3.84 (0.96)
8 The extent to which I feel my job is relevant to this institution's mission	4.45 (0.71)	4.30 (0.88)*
17 The extent to which faculty meet the needs of students	3.83 (0.86)	3.80 (0.94)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.72 (0.95)	3.77 (0.92)
19 The extent to which students' competencies are enhanced	3.84 (0.81)	3.86 (0.84)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.86 (0.83)	3.88 (0.87)
28 The extent to which classified personnel meet the needs of the students	3.71 (0.79)	3.70 (0.80)
31 The extent to which students receive an excellent education at this institution	4.00 (0.80)	3.94 (0.84)
35 The extent to which this institution prepares students for a career	4.00 (0.77)	3.92 (0.83)
37 The extent to which this institution prepares students for further learning	4.08 (0.73)	3.97 (0.84)
40 The extent to which students are assisted with their personal development	3.84 (0.75)	3.66 (0.92)*
42 The extent to which students are satisfied with their educational experience at this institution	3.78 (0.69)	3.74 (0.72)
Mean Total	3.94 (0.56)	3.87 (0.65)
Overall	3.71 (0.64)	3.64 (0.69)

* T-test results indicate significant differences between the 2011 means and the 2015 means ($\alpha=0.05$).

Table 10. Comparative Mean Responses: Customized

Customized	2011 Mean (SD)	2015 Mean (SD)
47 The extent to which MMCC is responding to the needs of its internal community (staff, faculty, administrators)	3.35 (1.03)	3.35 (1.01)
48 The extent to which MMCC provides a safe environment	4.11 (0.82)	3.81 (0.99)*
49 The extent to which individuals are held accountable for their job performance	3.23 (1.07)	3.06 (1.14)
50 The extent to which MMCC practices fair and equitable hiring and promotion practices	3.34 (1.16)	3.37 (1.13)
51 The extent to which MMCC procedures and policies are effectively communicated	3.46 (1.03)	3.33 (1.04)
52 The extent to which MMCC is open to innovation	NA	3.64 (1.04)
53 The extent to which adjunct faculty feel they are included in the College community	2.98 (1.20)	2.99 (1.11)
54 The extent to which I am satisfied with the internal communication at MMCC	3.26 (1.09)	3.28 (1.10)
55 The extent to which MMCC is meeting its staffing needs	3.14 (1.12)	3.07 (1.07)
56 The extent to which I am satisfied with the overall College leadership	3.57 (1.09)	3.65 (1.10)
57 The extent to which trying new ideas or approaches is encouraged at MMCC	NA	3.59 (1.04)
58 The extent to which MMCC is trying continuously to improve	NA	3.96 (0.94)
59 The extent to which I continue to learn in my work at MMCC	NA	4.10 (0.89)
Mean Total	3.39 (0.81)	3.48 (0.79)

* T-test results indicate a significant difference between the 2011 mean and the 2015 mean ($\alpha=0.05$).

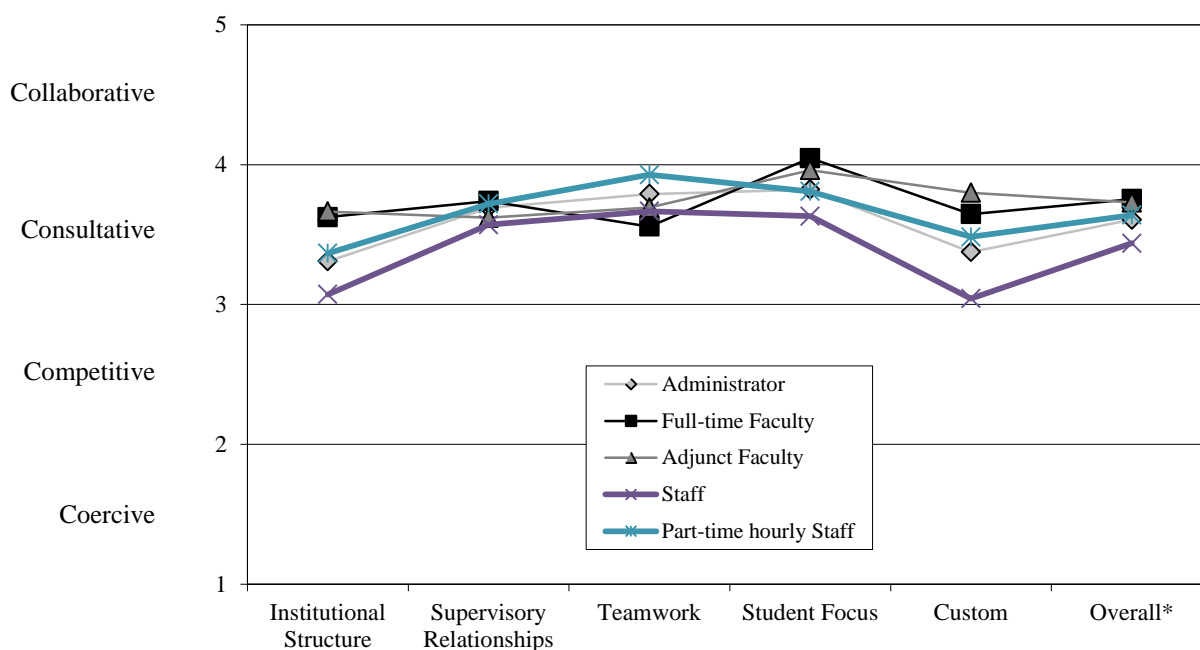
NA – Items not included in the 2011 administration

Comparative Analysis: Personnel Classification

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Personnel Classifications. In general, the Full-time Faculty rated the four normative factors most favorable (3.75), whereas the Staff rated the four normative factors least favorable (3.44) (See also Table 11).

Figures 5 through 9 show the ratings of each employee group for each of the 59 climate items. The data summary for each figure precedes the corresponding figure. This information provides a closer look at the institutional climate ratings and should be examined carefully when prioritizing areas for change among the employee groups.

Figure 4. Mean Climate Scores as Rated by Personnel Classifications at Mid Michigan Community College.



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

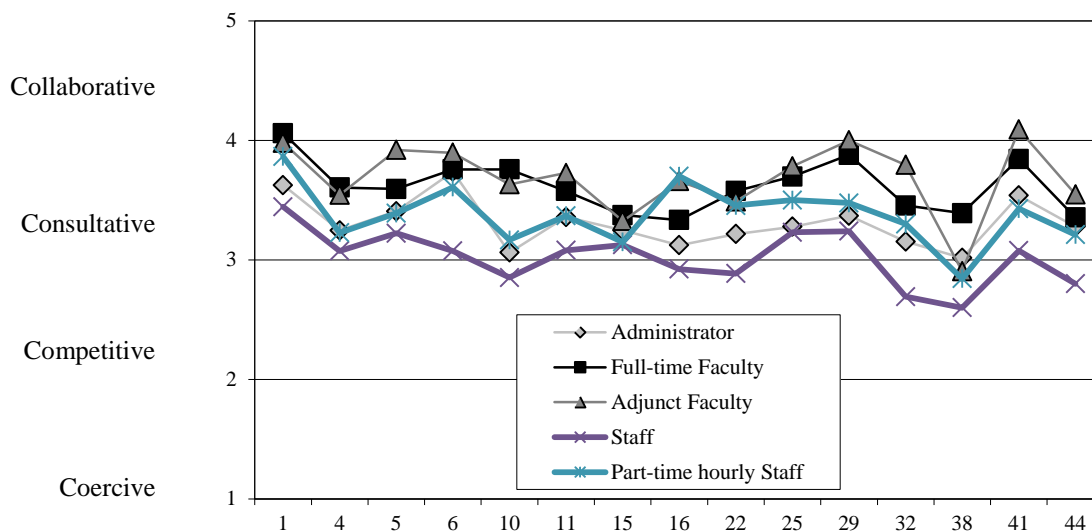
Table 11. Mean Climate Scores as Rated by Personnel Classifications and by Year of Administration

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Custom	Overall*
Administrator						
2011	3.67	3.96	3.92	3.94	3.52	3.85
2015	3.31	3.69	3.79	3.82	3.38	3.61
Full-time Faculty						
2011	3.28	3.66	3.68	4.09	3.22	3.65
2015	3.62	3.74	3.56	4.05	3.65	3.75
Adjunct Faculty						
2011	3.57	3.55	3.70	3.95	3.48	3.67
2015	3.66	3.62	3.69	3.96	3.80	3.73
Staff						
2011	3.28	3.84	3.73	3.85	3.11	3.64
2015	3.07	3.57	3.67	3.63	3.04	3.44
Part-time hourly Staff						
2011	3.49	3.96	3.96	3.94	3.58	3.80
2015	3.37	3.72	3.93	3.81	3.48	3.64

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

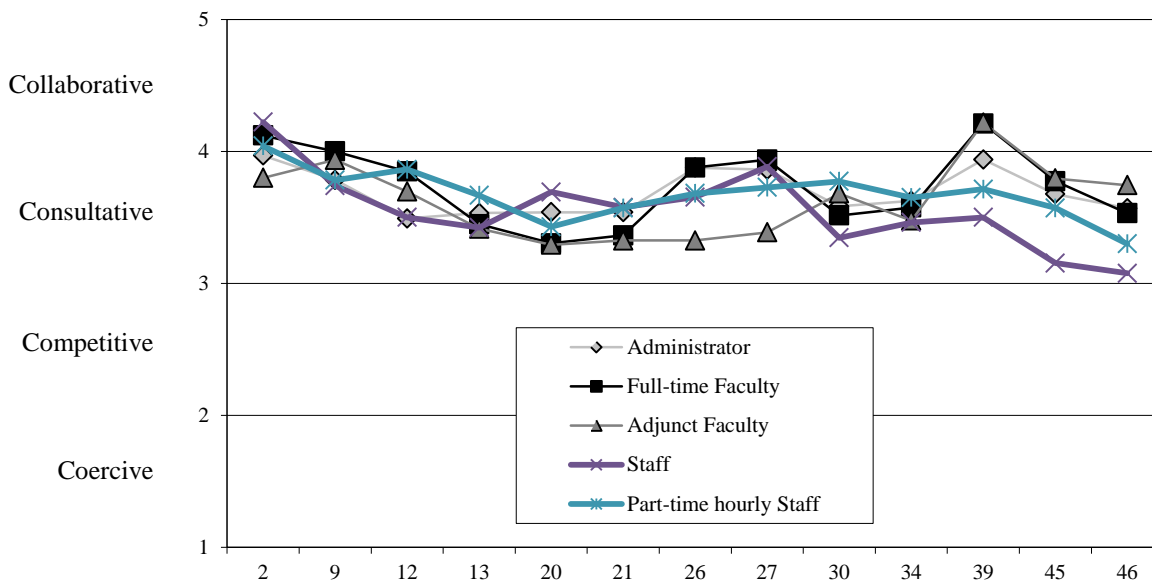
Institutional Structure		Administrator	Full-time Faculty	Adjunct Faculty	Staff	Part-time hourly Staff
1	The extent to which the actions of this institution reflect its mission	3.63	4.06	3.98	3.44	3.86
4	The extent to which decisions are made at the appropriate level at this institution	3.25	3.61	3.54	3.07	3.23
5	The extent to which the institution effectively promotes diversity in the workplace	3.41	3.59	3.92	3.22	3.39
6	The extent to which administrative leadership is focused on meeting the needs of students	3.74	3.76	3.90	3.07	3.61
10	The extent to which information is shared within this institution	3.06	3.76	3.63	2.85	3.17
11	The extent to which institutional teams use problem-solving techniques	3.36	3.58	3.73	3.08	3.37
15	The extent to which I am able to appropriately influence the direction of this institution	3.25	3.38	3.33	3.13	3.15
16	The extent to which open and ethical communication is practiced at this institution	3.12	3.33	3.66	2.92	3.70
22	The extent to which this institution has been successful in positively motivating my performance	3.22	3.58	3.49	2.88	3.45
25	The extent to which a spirit of cooperation exists at this institution	3.28	3.70	3.78	3.23	3.50
29	The extent to which institution-wide policies guide my work	3.37	3.88	4.00	3.24	3.48
32	The extent to which this institution is appropriately organized	3.15	3.45	3.80	2.69	3.30
38	The extent to which I have the opportunity for advancement within this institution	3.02	3.39	2.90	2.60	2.84
41	The extent to which I receive adequate information regarding important activities at this institution	3.54	3.84	4.09	3.08	3.43
44	The extent to which my work is guided by clearly defined administrative processes	3.28	3.35	3.55	2.80	3.21

Figure 5. Mean Scores of the Institutional Structure Climate Factor as Rated by Personnel Classifications at Mid Michigan Community College



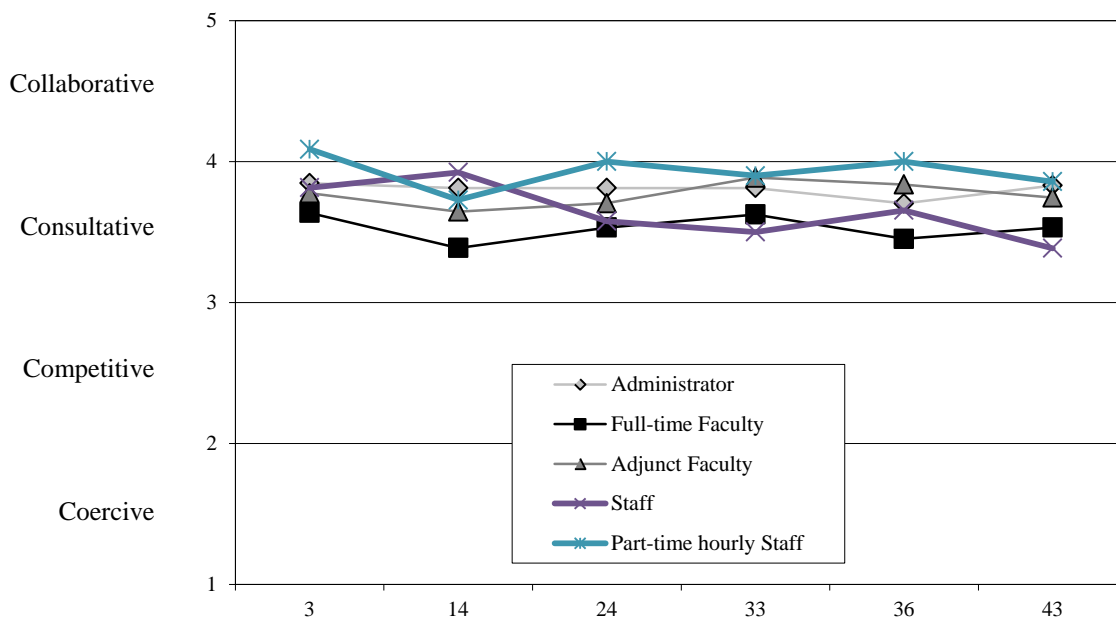
Supervisory Relationships		Administrator	Full-time Faculty	Adjunct Faculty	Staff	Part-time hourly Staff
2	The extent to which my supervisor expresses confidence in my work	3.97	4.12	3.80	4.22	4.04
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.78	4.00	3.94	3.74	3.78
12	The extent to which positive work expectations are communicated to me	3.49	3.85	3.70	3.50	3.86
13	The extent to which unacceptable behaviors are identified and communicated to me	3.53	3.45	3.41	3.42	3.67
20	The extent to which I receive timely feedback for my work	3.54	3.30	3.29	3.69	3.43
21	The extent to which I receive appropriate feedback for my work	3.54	3.36	3.33	3.58	3.57
26	The extent to which my supervisor actively seeks my ideas	3.88	3.88	3.33	3.65	3.68
27	The extent to which my supervisor seriously considers my ideas	3.86	3.94	3.39	3.88	3.73
30	The extent to which work outcomes are clarified for me	3.58	3.52	3.68	3.35	3.77
34	The extent to which my supervisor helps me to improve my work	3.63	3.58	3.48	3.46	3.65
39	The extent to which I am given the opportunity to be creative in my work	3.94	4.21	4.22	3.50	3.71
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.68	3.77	3.80	3.15	3.57
46	The extent to which professional development and training opportunities are available	3.57	3.53	3.74	3.08	3.30

Figure 6. Mean Scores of the Supervisory Relationships Climate Factor as Rated by Personnel Classifications at Mid Michigan Community College



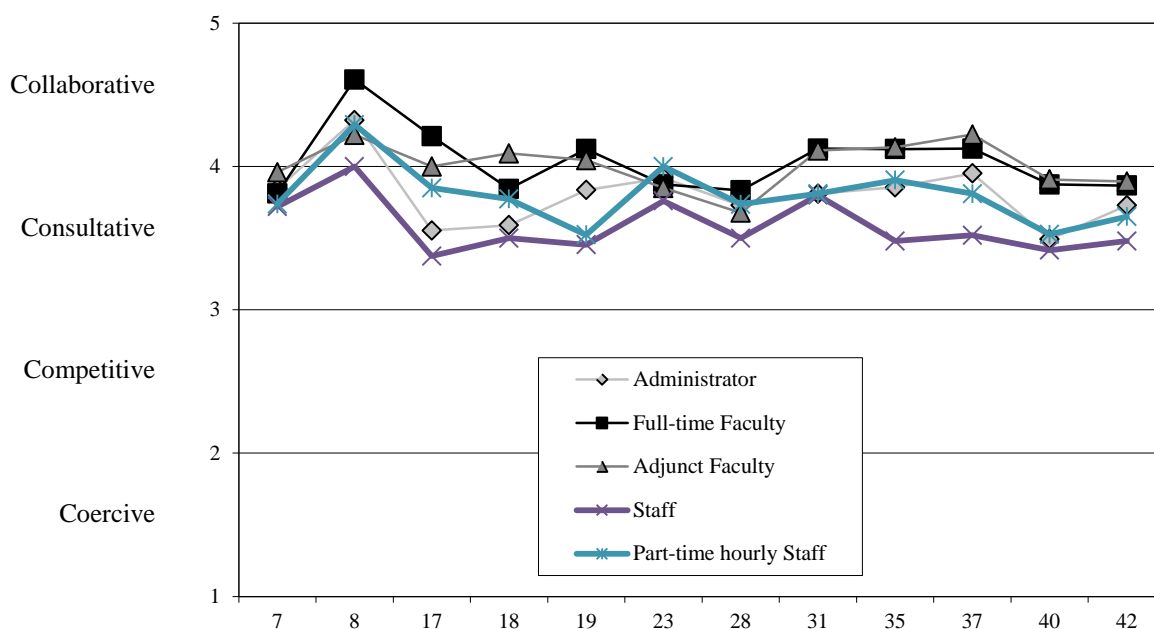
Teamwork		Administrator	Full-time Faculty	Adjunct Faculty	Staff	Part-time hourly Staff
3	The extent to which there is a spirit of cooperation within my work team	3.85	3.64	3.78	3.81	4.09
14	The extent to which my primary work team uses problem-solving techniques	3.81	3.39	3.64	3.92	3.73
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.81	3.53	3.70	3.58	4.00
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.81	3.63	3.89	3.50	3.90
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.70	3.45	3.84	3.65	4.00
43	The extent to which a spirit of cooperation exists in my department	3.83	3.53	3.74	3.38	3.86

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



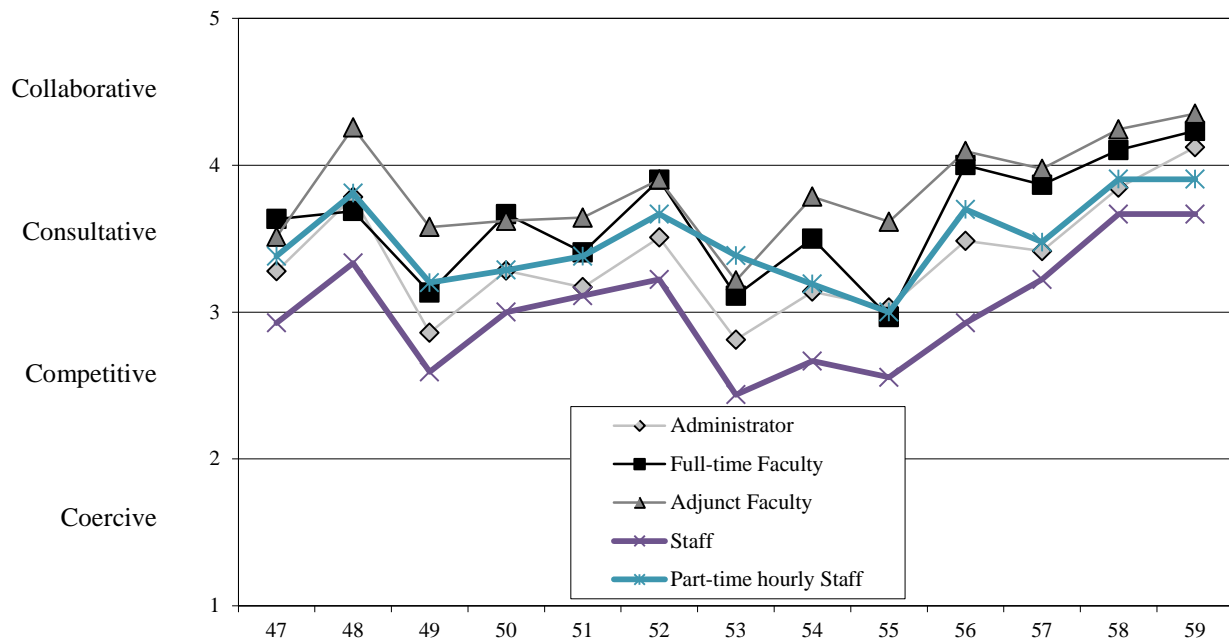
Student Focus		Administrator	Full-time Faculty	Adjunct Faculty	Staff	Part-time hourly Staff
7	The extent to which student needs are central to what we do	3.84	3.81	3.96	3.72	3.74
8	The extent to which I feel my job is relevant to this institution's mission	4.32	4.61	4.22	4.00	4.29
17	The extent to which faculty meet the needs of the students	3.55	4.21	4.00	3.38	3.85
18	The extent to which student ethnic and cultural diversity are important at this institution	3.59	3.84	4.09	3.50	3.77
19	The extent to which students' competencies are enhanced	3.84	4.12	4.04	3.45	3.52
23	The extent to which non-teaching professional personnel meet the needs of the students	3.92	3.88	3.85	3.76	4.00
28	The extent to which classified personnel meet the needs of the students	3.73	3.83	3.68	3.50	3.74
31	The extent to which students receive an excellent education at this institution	3.81	4.13	4.11	3.80	3.81
35	The extent to which this institution prepares students for a career	3.85	4.12	4.13	3.48	3.90
37	The extent to which this institution prepares students for further learning	3.95	4.13	4.22	3.52	3.81
40	The extent to which students are assisted with their personal development	3.49	3.88	3.91	3.42	3.53
42	The extent to which students are satisfied with their educational experience at this institution	3.73	3.87	3.89	3.48	3.65

Figure 8. 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)	3.28	3.63	3.51	2.93	3.38
48	The extent to which MMCC provides a safe environment	3.78	3.69	4.26	3.33	3.81
49	The extent to which individuals are held accountable for their job performance	2.86	3.13	3.58	2.59	3.20
50	The extent to which MMCC practices fair and equitable hiring and promotion practices	3.28	3.67	3.62	3.00	3.29
51	The extent to which MMCC procedures and policies are effectively communicated	3.17	3.41	3.64	3.11	3.38
52	The extent to which MMCC is open to innovation	3.51	3.90	3.90	3.22	3.67
53	The extent to which adjunct faculty feel they are included in the College community	2.81	3.11	3.21	2.44	3.38
54	The extent to which I am satisfied with the internal communication at MMCC	3.14	3.50	3.79	2.67	3.19
55	The extent to which MMCC is meeting its staffing needs	3.03	2.97	3.62	2.56	3.00
56	The extent to which I am satisfied with the overall College leadership	3.48	4.00	4.10	2.93	3.70
57	The extent to which trying new ideas or approaches is encouraged at MMCC	3.42	3.87	3.98	3.22	3.48
58	The extent to which MMCC is trying continuously to improve	3.85	4.10	4.24	3.67	3.90
59	The extent to which .I continue to learn in my work at MMCC	4.12	4.23	4.35	3.67	3.90

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



Tables 12 through 16 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 12. Priorities for Change: Administrator

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	3.02
10	The extent to which information is shared within this institution	3.06
16	The extent to which open and ethical communication is practiced at this institution	3.12
32	The extent to which this institution is appropriately organized	3.15
22	The extent to which this institution has been successful in positively motivating my performance	3.22
15	The extent to which I am able to appropriately influence the direction of this institution	3.25
4	The extent to which decisions are made at the appropriate level at this institution	3.25
25	The extent to which a spirit of cooperation exists at this institution	3.28
44	The extent to which my work is guided by clearly defined administrative processes	3.28
11	The extent to which institutional teams use problem-solving techniques	3.36
Area to Change—Customized		Mean
53	The extent to which adjunct faculty feel they are included in the College community	2.81
49	The extent to which individuals are held accountable for their job performance	2.86
55	The extent to which MMCC is meeting its staffing needs	3.03

Table 13. Priorities for Change: Full-time Faculty

Area to Change		Mean
20	The extent to which I receive timely feedback for my work	3.30
16	The extent to which open and ethical communication is practiced at this institution	3.33
44	The extent to which my work is guided by clearly defined administrative processes	3.35
21	The extent to which I receive appropriate feedback for my work	3.36
15	The extent to which I am able to appropriately influence the direction of this institution	3.38
14	The extent to which my primary work team uses problem-solving techniques	3.39
38	The extent to which I have the opportunity for advancement within this institution	3.39
13	The extent to which unacceptable behaviors are identified and communicated to me	3.45
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.45
32	The extent to which this institution is appropriately organized	3.45
Area to Change—Customized		
55	The extent to which MMCC is meeting its staffing needs	2.97
53	The extent to which adjunct faculty feel they are included in the College community	3.11
49	The extent to which individuals are held accountable for their job performance	3.13

Table 14. Priorities for Change: Adjunct Faculty

Area to Change	Mean
38 The extent to which I have the opportunity for advancement within this institution	2.90
20 The extent to which I receive timely feedback for my work	3.29
26 The extent to which my supervisor actively seeks my ideas	3.33
15 The extent to which I am able to appropriately influence the direction of this institution	3.33
21 The extent to which I receive appropriate feedback for my work	3.33
27 The extent to which my supervisor seriously considers my ideas	3.39
13 The extent to which unacceptable behaviors are identified and communicated to me	3.41
34 The extent to which my supervisor helps me to improve my work	3.48
22 The extent to which this institution has been successful in positively motivating my performance	3.49
4 The extent to which decisions are made at the appropriate level at this institution	3.54
Area to Change—Customized	Mean
53 The extent to which adjunct faculty feel they are included in the College community	3.21
47 The extent to which MMCC is responding to the needs of its internal community (staff, faculty, administrators)	3.51
49 The extent to which individuals are held accountable for their job performance	3.58

Table 15. Priorities for Change: Staff

Area to Change	Mean
38 The extent to which I have the opportunity for advancement within this institution	2.60
32 The extent to which this institution is appropriately organized	2.69
44 The extent to which my work is guided by clearly defined administrative processes	2.80
10 The extent to which information is shared within this institution	2.85
22 The extent to which this institution has been successful in positively motivating my performance	2.88
16 The extent to which open and ethical communication is practiced at this institution	2.92
4 The extent to which decisions are made at the appropriate level at this institution	3.07
6 The extent to which administrative leadership is focused on meeting the needs of students	3.07
46 The extent to which professional development and training opportunities are available	3.08
41 The extent to which I receive adequate information regarding important activities at this institution	3.08
11 The extent to which institutional teams use problem-solving techniques	3.08
Area to Change—Customized	Mean
53 The extent to which adjunct faculty feel they are included in the College community	2.44
55 The extent to which MMCC is meeting its staffing needs	2.56
49 The extent to which individuals are held accountable for their job performance	2.59

Table 16. Priorities for Change: Part-time hourly Staff

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	2.84
15	The extent to which I am able to appropriately influence the direction of this institution	3.15
10	The extent to which information is shared within this institution	3.17
44	The extent to which my work is guided by clearly defined administrative processes	3.21
4	The extent to which decisions are made at the appropriate level at this institution	3.23
32	The extent to which this institution is appropriately organized	3.30
46	The extent to which professional development and training opportunities are available	3.30
11	The extent to which institutional teams use problem-solving techniques	3.37
5	The extent to which the institution effectively promotes diversity in the workplace	3.39
20	The extent to which I receive timely feedback for my work	3.43
41	The extent to which I receive adequate information regarding important activities at this institution	3.43
Area to Change—Customized		Mean
55	The extent to which MMCC is meeting its staffing needs	3.00
54	The extent to which I am satisfied with the internal communication at MMCC	3.19
49	The extent to which individuals are held accountable for their job performance	3.20

Comparative Analysis: Demographic Classifications

As depicted in Table 17, employees with a Bachelor's degree rated the climate highest within its demographic group (3.75). In terms of length of employment at MMCC, those individuals with less than 5 year of employment rated the climate highest (3.82). Employees with Associate's degree rated the climate lowest within its demographic group (3.41), while respondents with 5-10 years of employment at MMCC rated the climate with a composite rating of 3.50.

Table 17. Mean Climate Scores as Rated by Personnel in Various Demographic Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
What is your personnel classification:						
Administrator	3.31	3.69	3.79	3.82	3.38	3.61
Full-time Faculty	3.62	3.74	3.56	4.05	3.65	3.75
Adjunct Faculty	3.66	3.62	3.69	3.96	3.80	3.73
Staff	3.07	3.57	3.67	3.63	3.04	3.44
Part-time hourly Staff	3.37	3.72	3.93	3.81	3.48	3.64
What is the highest degree you have earned:						
First Professional degree (e.g., M.D., D.D.S. J.D., D.V.M.) or Doctoral degree (e.g., Ph.D., Ed.D.)	3.54	3.65	3.58	3.78	3.65	3.64
Master's degree	3.42	3.63	3.76	3.95	3.48	3.66
Bachelor's degree	3.57	3.78	3.79	3.93	3.59	3.75
Associate's degree	3.00	3.63	3.69	3.54	3.09	3.41
High School diploma or GED or No diploma or degree	3.51	3.60	3.75	3.96	3.54	3.68
Your status at this institution is:						
Full time	3.34	3.67	3.70	3.83	3.37	3.60
Part time	3.62	3.64	3.83	3.98	3.70	3.75
What gender are you:						
Man	3.54	3.65	3.74	3.94	3.62	3.70
Woman	3.42	3.68	3.74	3.90	3.46	3.66
I prefer not to respond	2.98	3.56	3.74	3.59	3.02	3.39
Please select the race/ethnicity that best describes you:						
White, not Hispanic or Latino	3.43	3.66	3.74	3.90	3.49	3.66

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

Table 17. Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
How many years have you worked in higher education:						
5 years or less	3.50	3.72	3.92	3.86	3.55	3.71
6-10 years	3.41	3.59	3.74	3.94	3.42	3.64
11-15 years	3.41	3.56	3.56	3.75	3.48	3.57
16-20 years	3.41	3.75	3.71	3.99	3.54	3.69
21 years and more	3.57	3.89	3.75	4.00	3.64	3.80
How many years have you worked at this institution:						
Less than 5 years	3.59	3.91	4.09	3.90	3.62	3.82
5 years to 10 years	3.27	3.43	3.56	3.82	3.34	3.50
10 years to 15 years	3.70	3.70	3.66	4.03	3.81	3.78
15 years or more	3.36	3.70	3.65	3.92	3.37	3.63
What is your age:						
29 years of age or younger	3.16	3.58	3.81	3.63	3.31	3.48
30-39 years of age	3.29	3.56	3.76	3.83	3.40	3.56
40-49 years of age	3.56	3.90	3.81	3.90	3.61	3.78
50-59 years of age	3.49	3.65	3.71	3.94	3.42	3.67
60 years of age or older	3.67	3.68	3.83	4.08	3.73	3.80

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

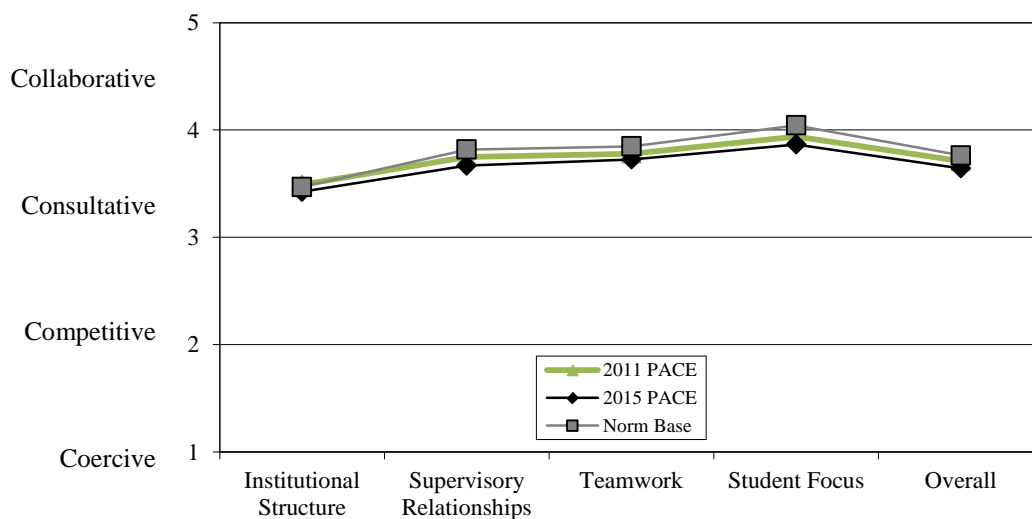
Comparative Analysis: Norm Base

Table 18 and Figure 10 show how MMCC compares with the NILIE PACE Norm Base, which includes approximately 87 different climate studies conducted at two-year institutions since July 2013. 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 three-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 2011 administration based on the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

Table 18. Mid Michigan Community College Climate compared with the 2011 administration and the NILIE PACE Norm Base

	MMCC 2011	MMCC 2015	Norm Base*
Institutional Structure	3.49	3.42	3.47
Supervisory Relationships	3.75	3.67	3.82
Teamwork	3.78	3.73	3.85
Student Focus	3.94	3.87	4.04
Overall	3.71	3.64	3.76

Figure 10. Mid Michigan Community College Climate Compared with the 2011 administration and the NILIE PACE Norm Base



* Normative data are not available for the customized climate factor developed specifically for MMCC.

Tables 19-22 shows how MMCC compares question by question to the PACE Norm Base maintained by NILIE.

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

Institutional Structure		MMCC Mean	Norm Base
1	The extent to which the actions of this institution reflect its mission	3.79	3.85
4	The extent to which decisions are made at the appropriate level at this institution	3.35	3.29
5	The extent to which the institution effectively promotes diversity in the workplace	3.54*	3.88
6	The extent to which administrative leadership is focused on meeting the needs of students	3.67	3.72
10	The extent to which information is shared within the institution	3.30	3.22
11	The extent to which institutional teams use problem-solving techniques	3.45	3.46
15	The extent to which I am able to appropriately influence the direction of this institution	3.26	3.13
16	The extent to which open and ethical communication is practiced at this institution	3.32	3.34
22	The extent to which this institution has been successful in positively motivating my performance	3.32	3.44
25	The extent to which a spirit of cooperation exists at this institution	3.49	3.39
29	The extent to which institution-wide policies guide my work	3.60	3.71
32	The extent to which this institution is appropriately organized	3.31	3.27
38	The extent to which I have the opportunity for advancement within this institution	2.96	3.09
41	The extent to which I receive adequate information regarding important activities at this institution	3.64	3.65
44	The extent to which my work is guided by clearly defined administrative processes	3.28*	3.48
Mean Total		3.42	3.47

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

Table 20. Supervisory Relationships Mean Scores Compared to the NILIE Norm Base

Supervisory Relationships		MMCC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	4.00*	4.19
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.85*	4.06
12	The extent to which positive work expectations are communicated to me	3.65	3.73
13	The extent to which unacceptable behaviors are identified and communicated to me	3.49*	3.68
20	The extent to which I receive timely feedback for my work	3.45*	3.68
21	The extent to which I receive appropriate feedback for my work	3.47*	3.71
26	The extent to which my supervisor actively seeks my ideas	3.70	3.76
27	The extent to which my supervisor seriously considers my ideas	3.75	3.84
30	The extent to which work outcomes are clarified for me	3.58	3.67
34	The extent to which my supervisor helps me to improve my work	3.56*	3.75
39	The extent to which I am given the opportunity to be creative in my work	3.97	4.02
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.64	3.67
46	The extent to which professional development and training opportunities are available	3.51*	3.79
Mean Total		3.67*	3.82

Table 21. Teamwork Mean Scores Compared to the NILIE Norm Base

Teamwork		MMCC Mean	Norm Base
3	The extent to which there is a spirit of cooperation within my work team	3.82	3.93
14	The extent to which my primary work team uses problem-solving techniques	3.71*	3.87
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.73	3.79
33	The extent to which my work team provides an environment for free and open expression	3.76	3.83
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.72	3.86
43	The extent to which a spirit of cooperation exists in my department	3.70	3.83
Mean Total		3.73	3.85

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

Table 22. Student Focus Mean Scores Compared to the NILIE Norm Base

Student Focus	MMCC Mean	Norm Base
7 The extent to which student needs are central to what we do	3.84	3.93
8 The extent to which I feel my job is relevant to this institution's mission	4.30*	4.42
17 The extent to which faculty meet the needs of students	3.80*	3.99
18 The extent to which student ethnic and cultural diversity are important at this institution	3.77*	4.08
19 The extent to which students' competencies are enhanced	3.86	3.96
23 The extent to which non-teaching professional personnel meet the needs of the students	3.88	3.93
28 The extent to which classified personnel meet the needs of the students	3.70*	3.88
31 The extent to which students receive an excellent education at this institution	3.94*	4.16
35 The extent to which this institution prepares students for a career	3.92*	4.15
37 The extent to which this institution prepares students for further learning	3.97*	4.15
40 The extent to which students are assisted with their personal development	3.66*	3.93
42 The extent to which students are satisfied with their educational experience	3.74*	3.93
Mean Total	3.87*	4.04
Overall Total	3.64*	3.76

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

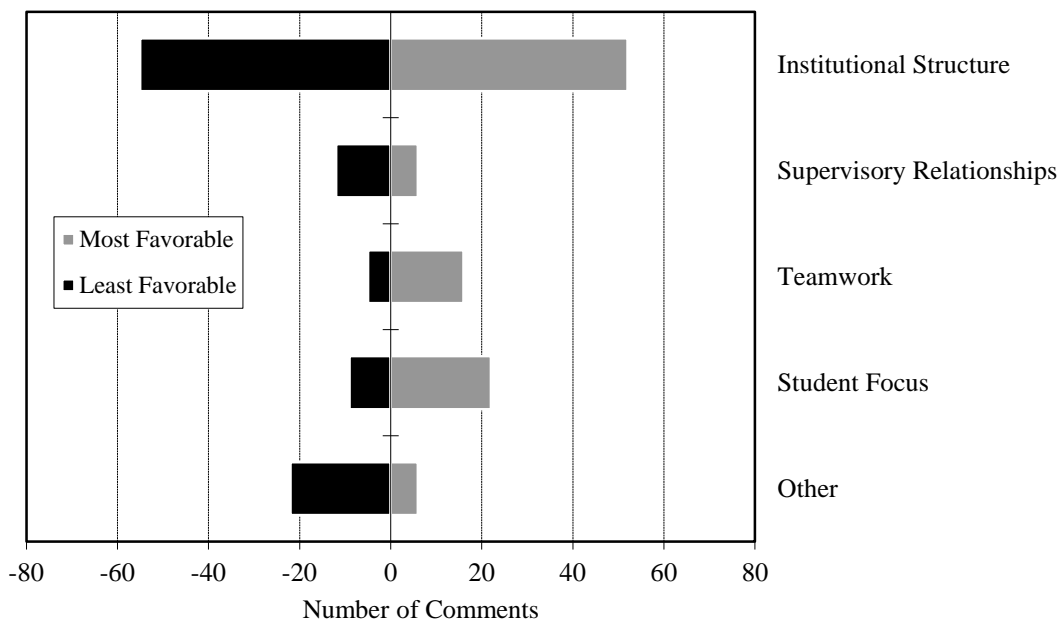
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 202 Michigan Community College (MMCC) employees who completed the PACE survey, 49.5% (100 respondents) provided written comments. In analyzing the written data there is a degree of researcher interpretation in categorizing the individual comments. However, reliability is ensured by coding all responses back to the questions on the PACE survey.

Figure 11 provides a summary of the 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 23 and 24 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 as written except in instances where the integrity of the report is compromised.

Figure 11. MMCC 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 23. Most Favorable Responses—Sample Comments and Actual Number of Responses at MMCC Michigan Community College

Factor	Themes
Institutional Structure (n=52)	<p><i>The climate here is very positive. The sense of community is healthy among the full time faculty, who seem to care about each other and work hard to help each other do their best for the students. I see a genuine effort to include everyone's perspective and use assessment information to our best ability.</i></p> <p><i>The atmosphere of the college has dramatically improved with the new president.</i></p> <p><i>I appreciate the push for a defined governance system and the routing of issues through appropriate channels. I appreciate the fact that we're providing a necessary and in-demand service to our community. I appreciate a recent interest from our leadership in developing innovative products and services.</i></p> <p><i>In all of the institutions of higher learning I have worked at, MMCC seems to be the most inclusive and open of all employees.</i></p> <p><i>The most favorable is the recent changes in ability to bring in outside resources to facilitate curriculum development in continuing education.</i></p> <p><i>Staff and administrators have been professional and respectful towards the needs of individuals at MMCC.</i></p> <p><i>Our staff and faculty are open and collaborative. There is great transparency and communication. People care here.</i></p> <p><i>The adjuncts work very well together on a whole, and the administrative departments are working toward making the climate here more inviting, offering more full time opportunities and listening to how to improve education. Our new leadership has made a huge difference, something I hope continues.</i></p> <p><i>I am impressed with the new president and her implementation of new ideas and her meeting with the Faculty Senate members. She is setting a new tone of communication that will improve the college. I appreciate her updates and moving toward an employee/faculty inclusion on many college matters. A new positive movement is spawning and I appreciate that.</i></p> <p><i>The environment at MMCC encourages each instructor to be innovative in their approach to reach the needs of our students. Also the need to assess their outcomes is stressed.</i></p> <p><i>I think we have a new president who will help MMCC raise its performance and professionalism. I feel a real sense of leadership towards excellence as an institution. Most of the employees at MMCC are dedicated, hard-working, and thoughtful professionals.</i></p> <p><i>We have excellent people who really care about the mission and that's the most favorable.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>The new data discussions and committee structure show that we are willing to be transparent and include all staff in decision making and new initiatives.</i></p> <p><i>Positive attitude among colleagues is the most favorable.</i></p> <p><i>I am impressed at the open lines of communication that are provided and utilized daily. Being an adjunct, I didn't think my opinion would be heard as much as it is. We are given many opportunities to be heard, and I feel as though my thoughts and opinions actually matter.</i></p> <p><i>The leadership of MMCC is very strong and is guiding the institution in the right direction.</i></p> <p><i>I believe staff are allowed the freedom to express their opinions and suggestions are considered for improvement.</i></p> <p><i>The direction of the new President appears to be one of innovation and change.</i></p> <p><i>Morale is high on this campus. Good attitudes, smiling faces and eagerness to help are most favorable.</i></p> <p><i>Working for MMCC has been a great experience and I enjoy providing life experiences to help develop future co-workers in my field of work.</i></p>
Supervisory Relationships (n=6)	<p><i>My direct supervisor encourages me satisfactorily. I feel confident I understand the scope of my job and wish to excel at it. I love my job and want to perform to the best of my ability. I feel I have the support and skill necessary to accomplish this.</i></p> <p><i>We have excellent training programs for technical skills. Individuals have options when it comes to professional development.</i></p> <p><i>The college offers the opportunity of growth and development, for those willing to take advantage and get involved.</i></p>
Teamwork (n=16)	<p><i>Our team works well together and is highly productive in the many aspects that we are involved in as we seek to further the mission of the college. I believe that we respect one another as each of us is intrinsically motivated to make a difference. We work hard, tend not to whine or complain, and at the end of the day, appreciate the other members of our team who've done the same.</i></p> <p><i>My primary work team is wonderful. My teammates are very open to new ideas and innovation.</i></p> <p><i>The department that I work within has an excellent open door policy where any and all ideas are welcome. We encourage everyone to share ideas, experiences, and thoughts.</i></p> <p><i>The two departments that I work for have been very welcoming and helpful. The full time faculty have helped with any questions that I had as a new adjunct instructor.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>I have been very happy with my team and the cooperation that they have exhibited to work together and help each other. I enjoy working at MMCC and look forward to a long career here.</i></p> <p><i>My department seeks insight from full time, part time and adjunct faculty. We are a team and I enjoy the meetings that we have.</i></p> <p><i>I work with a considerate, helpful, and respectful work team with strong leadership.</i></p>
Student Focus (n=22)	<p><i>The most favorable area of MMCC that I feel are beneficial to students is faculty dedication to teaching their subjects to the highest level. This helps to prepare students for program specific courses or to excel in other MMCC courses.</i></p> <p><i>MMCC faculty and staff are dedicated. They want what is best for students and for the college.</i></p> <p><i>MMCC provides a great education and atmosphere for our students. I consistently get positive feedback from students regarding our support services, and building upgrades. As a full time employee I think that MMCC provides a great career foundation.</i></p> <p><i>Most everyone is willing to help and I think that most everyone has the students' best interest in mind.</i></p> <p><i>I am very glad to see a renewed emphasis on student success.</i></p> <p><i>I feel students, overall, are satisfied with their education at MMCC. I feel we meet the needs of our students and put them first.</i></p> <p><i>I believe the college personnel give their best to assist students in reaching their educational goals.</i></p> <p><i>My coworkers are positive and encouraging and dedicated to the students.</i></p> <p><i>I enjoy my fellow full time instructors and adjunct instructors tremendously. They are engaged in the college and dedicated to providing the best experience for our students.</i></p> <p><i>MMCC is a good school and is very student focused.</i></p> <p><i>The administration truly does focus on students.</i></p>
Other (n=6)	<p><u><i>Compensation & Benefits</i></u></p> <p><i>Benefits are most favorable at MMCC. The vacation is plenty and health/dental is also a great package.</i></p> <p><u><i>Facilities</i></u></p> <p><i>Beautiful facilities are the most favorable.</i></p> <p><i>The most favorable is that proper equipment is provided to do our tasks.</i></p>

Table 24. Least Favorable Responses—Sample Comments and Actual Number of Responses at MMCC Michigan Community College

Factor	Themes
Institutional Structure (n=55)	<p><i>Currently we spend time on things that are not the most important because they are constantly coming at us in an unpredictable manner. We should be working toward initiatives and planning one semester or one year ahead to ensure that we are being strategic and producing quality output. Right now it just seems haphazard and we lose good employees because it is a stressful way of operating.</i></p> <p><i>I think that leadership is making decisions that will negatively impact the college long-term without seeking input from necessary stakeholders. This model of "shared governance" has made me feel as though I have less of a voice.</i></p> <p><i>I think the college could be more diverse.</i></p> <p><i>Training new faculty needs improvement. I had a good experience, but recently I feel as if new people are thrown into the semester instead of shown what a semester looks like. It would help if there was a guideline or mentorship for new faculty.</i></p> <p><i>I wish that people were encouraged to take ownership of problematic issues as opposed to being given forums to simply complain about them.</i></p> <p><i>I wish that there was more focus on accountability in job performance and our products and services across the board.</i></p> <p><i>I feel the institution needs to do a better job aligning its efforts across the college. Related to this, it needs to do a better job focusing and prioritizing what its major initiatives are.</i></p> <p><i>There needs to be more focus on professionalism, ethics, and self-discipline. There also needs to be a real discussion of the college's mission and how much we are going to be enrollment driven.</i></p> <p><i>Managers need better training at how to manager, especially delegating.</i></p> <p><i>It's extremely disappointing and frustrating when looking at the level of ineffectiveness with the top administration and their leadership.</i></p> <p><i>More campus communication on all levels is crucial. People don't know what the others are doing.</i></p> <p><i>This organization has to depend on a majority of its staff being part-time employees. Thus, a great deal of employees are unaware of services offered to students and/or staff, and those employees tend to not feel as though they are really a part of MMCC.</i></p> <p><i>Areas that I find least favorable are areas of growth within the organization. MMCC has little room for internal growth within the organizations. Often internal employees are passed up for external candidates. With little training an internal candidate could rise to expectations and possibly exceed that of an external candidate.</i></p>

Table 24. Continued

Factor	Themes
	<p><i>From my experience it seems that there are some that have been given positions of leadership within the organization that are not qualified as far as their character is concerned. Simply having a degree does not, in and of itself, justify having authority over others or prepare someone to appropriately handle the power that comes with these positions.</i></p> <p><i>The budgetary process at MMCC needs to be more open and transparent. You can request items/funds and may or may not receive them, but there is no response provided as to why or you are not given the reasoning if it is denied when it is clearly required for students' success.</i></p> <p><i>There are many members of upper administration who do not return emails or phone calls and do not answer questions that are asked of them. As individual departments at the academic level function it is challenging to continue with daily activities without those answers.</i></p> <p><i>Leadership is severely lacking at MMCC. People in positions of "power" are not ready/willing to use it even when it's necessary. Employees are left in positions even when sub-par performance has been recorded regularly. Employees that are overqualified are left to rot in their low positions while others are promoted, simply because administrators are intimidated by fresh new ideas. This place has killed my spirit. I'm currently looking for new employment.</i></p> <p><i>Overall, the organization seems to just respond to current needs rather than planning forward. Always feel like your work is whatever is 'squeakiest' rather than following plans that you determine should be best.</i></p> <p><i>I feel the administrative wing of this institution is too large and complex and confusing. It seems like they have many new jobs for additional people to do and the student population is decreasing.</i></p> <p><i>I think there can be an unsafe climate for female employees at times. Females are interrupted in meetings, I have even heard snide comments made about how much a woman is talking, though objectively she is not saying as much as male counterparts. I have also witnessed male supervisors make sexual jokes, though these are the same supervisors a female employee has to go to if she is being sexually harassed.</i></p> <p><i>Communication between departments as well as between the student support services and academic services needs improvement.</i></p> <p><i>As true with any large organization I feel we tend to operate in siloes, that information is not shared across the campus community effectively, and because of this at times it feels it is each department for themselves, rather than for the organization and the students as a whole.</i></p> <p><i>Nepotism and favoritism is rampant. V.P. and Dean positions are filled with ineffective personnel.</i></p>

Table 24. Continued

Factor	Themes
Supervisory Relationships (n=12)	<p><i>As for immediate supervisors, they need to jump on the transparency bandwagon. The same few are always asked to be on special projects and/or committees. We need new blood in decisions around here. Some deans are very focused and others are very autocratic. They may listen but already have decided upon their course of action, which will be implemented. Communication is not always as timely as it should be.</i></p> <p><i>I did not expect a micro-manager who does not solicit the input of those in the trenches and make decisions/policies contrary to what those would recommend. Then when it's reported that staff morale is low, s/he wonders why that's the case and gives lip-service to rectifying that.</i></p> <p><i>Professional development is left up to the individual. There is a day each semester for professional development but few take it seriously.</i></p> <p><i>My supervisor does not give effective feedback.</i></p> <p><i>I wish that my supervisor was able to support and aid me in my own leadership role.</i></p>
Teamwork (n=5)	<p><i>I don't always feel respected in my department. I feel we could work more cooperatively and supportively.</i></p> <p><i>Least favorable is teamwork and ability to accept change in teaching pedagogy.</i></p>
Student Focus (n=9)	<p><i>The least favorable areas that I think show within the college's interior are the employees who have lost their zest for helping/teaching/advising students. These employees have forgotten that if it weren't for the students, we would be here. I think this display of indifference is very sad in an educational institution.</i></p> <p><i>I do not believe we do things with students best interest as our priority. Students and their needs should be our priority.</i></p> <p><i>I wish that we used the primary metric of what is going to be good for our students when making decisions.</i></p> <p><i>Our mission is "great careers start here" but, there is little access to career preparation and placement. Also, there is only one career coordinator to advise students on choosing a path and preparing for said path. There really isn't a program to help undecided students who know what they want to do but not how to get to a point where they can accomplish what they want.</i></p>
Other (n=22)	<p><u>Adjunct Faculty</u></p> <p><i>I believe that full time professors are treated much differently than adjuncts in every possible way. When full time faculty and secretaries are given their own parking lot and adjuncts must park a much further distance from the buildings, I feel like a second class citizen who is not valued. I had great hope for a more positive leadership but have not seen any changes.</i></p>

Table 24. Continued

Factor	Themes
	<p><i>The working climate is improving at MMCC; however, there is still a firm hierarchy between full time and adjuncts. I hold a multi-disciplinary degree and have not been able to expand the number of classes I teach.</i></p> <p><i>Unfortunately, the administration of this institution lacks the vision to provide a positive experience for their adjuncts. Even though the administrative personnel uses verbiage that they are concerned with the adjunct's experience, they fail to adequately support their concerns. For example, on several occasions, I have been told I was supported on an endeavor, only to have had that support relinquished. Consequently, I have stopped seeking help from administration. Instead, I work more closely with faculty and receive much better encouragement.</i></p> <p><i>On-boarding is clearly a problem here. This is especially true for adjunct faculty members.</i></p> <p><i>I feel the college provides opportunity to grow but the disconnect with adjunct faculty is we work full time and do not have the time to take off work to participate in trainings and lectures and I rarely see any full time instructors or staff as I teach one evening class a semester. We do not have a lot of contact with any staff and it therefore makes it hard to connect with others.</i></p> <p><u>Compensation & Benefits</u></p> <p><i>There is a huge difference in compensation. I would like there to be better compensation and more job opportunities.</i></p> <p><i>Salary administration program does not fairly compensate long term employees who are at the top of their classification pay scale.</i></p> <p><i>MMCC is not open to innovation or new ideas. Job sharing, flex time, and new technologies are foreign concepts. In order to attract high quality employees, MMCC needs to look at these things. Work/life balance are very important, and if MMCC isn't going to help employees meet their needs, another employer will. CMU offers flex time to many employee classifications. LCC offers more vacation days from the start and more personal days. Delta, CMU and LCC all offer Wellness programs to their employees at no cost to the employees.</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. Seven of these items represent the Student Focus climate factor (items #7, #8, #19, #23, #31, #35 and #37), and three represent the Supervisory Relationships climate factor (items #2, #9 and #39).

- The extent to which I feel my job is relevant to this institution's mission, 4.30 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.00 (#2)
- The extent to which this institution prepares students for further learning, 3.97 (#37)
- The extent to which I am given the opportunity to be creative in my work, 3.97 (#39)
- The extent to which students receive an excellent education at this institution, 3.94 (#31)
- The extent to which this institution prepares students for a career, 3.92 (#35)
- The extent to which non-teaching professional personnel meet the needs of the students, 3.88 (#23)
- The extent to which students' competencies are enhanced, 3.86 (#19)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.85 (#9)
- The extent to which student needs are central to what we do, 3.84 (#7)

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 I continue to learn in my work at MMCC, 4.10 (#59)
- The extent to which MMCC is trying continuously to improve, 3.96 (#58)
- The extent to which MMCC provides a safe environment, 3.81 (#48)

Overall, the following have been identified as areas in need of improvement at Mid Michigan Community College. Nine of these items represent the Institutional Structure climate factor (items #4, #10, #11, #15, #16, #22, #32, #38 and #44), and one represents the Supervisory Relationships climate factor (item #20).

- The extent to which I have the opportunity for advancement within this institution, 2.96 (#38)
- The extent to which I am able to appropriately influence the direction of this institution, 3.26 (#15)
- The extent to which my work is guided by clearly defined administrative processes, 3.28 (#44)
- The extent to which information is shared within this institution, 3.30 (#10)
- The extent to which this institution is appropriately organized, 3.31 (#32)
- The extent to which open and ethical communication is practiced at this institution, 3.32 (#16)
- The extent to which this institution has been successful in positively motivating my performance, 3.32 (#22)
- The extent to which decisions are made at the appropriate level at this institution, 3.35 (#4)
- The extent to which institutional teams use problem-solving techniques, 3.45 (#11)
- The extent to which I receive timely feedback for my work, 3.45 (#20)

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, 2.99 (#53)
- The extent to which individuals are held accountable for their job performance, 3.06 (#49)
- The extent to which MMCC is meeting its staffing needs, 3.07 (#55)

The most favorable areas cited in the open-ended questions pertain to the Institutional Structure climate factor, and specifically the positive direction the institution is moving under the new leadership. The least favorable aspects cited in the open-ended responses reinforce a desire to call attention to issues regarding the Institutional Structure, in particular the lack of communication among departments and key stakeholders on campus.

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