



National Initiative for Leadership & Institutional Effectiveness

Sauk Valley Community College
Dixon, Illinois

Personal Assessment of the College Environment
(PACE)

by

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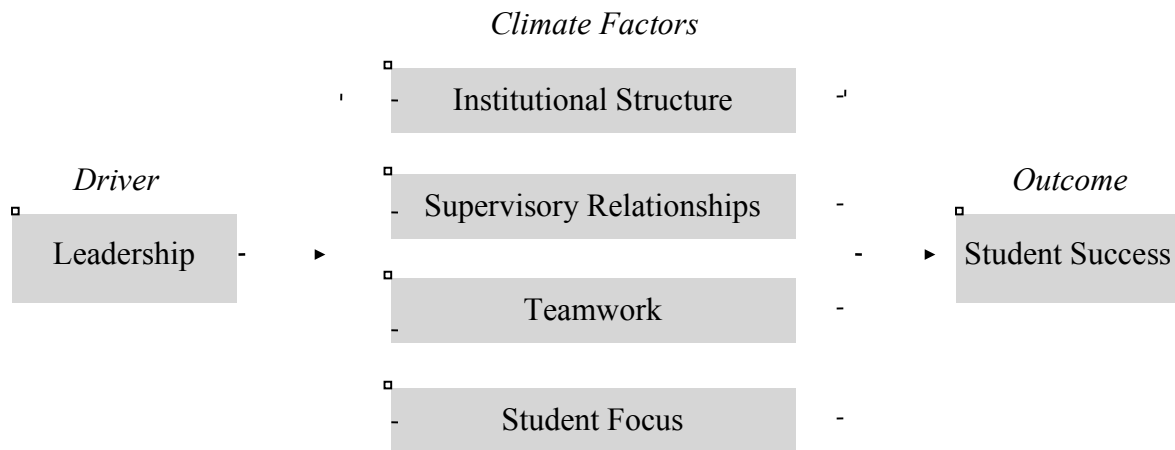
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EXECUTIVE SUMMARY

In September 2011, the Personal Assessment of the College Environment (PACE) survey was administered to 266 employees at Sauk Valley Community College (SVCC). Of those 266 employees, 161 (60.5%) 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 SVCC 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 SVCC 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 Sauk Valley 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 SVCC 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 SVCC included 55 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 55 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2) or the Competitive range (rated between 2 and 3). Twenty-eight fell within the Consultative range (rated between 3 and 4), and twenty-seven composite ratings fell within the Collaborative range (rated between 4 and 5).

At SVCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.99 mean score or high Consultative system. The Student Focus category received the highest mean score (4.22), whereas the Institutional Structure category received the lowest mean score (3.71). When respondents were classified according to Personnel Classification at SVCC, the composite ratings were as follows: Faculty (3.84), Administrator (3.95), Professional/Technical (4.16) and Support (4.10).

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

- The extent to which I feel my job is relevant to this institution's mission, 4.47 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.45 (#2)
- The extent to which this institution prepares students for further learning, 4.39 (#37)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.34 (#9)
- The extent to which students receive an excellent education at this institution, 4.32 (#31)
- The extent to which this institution prepares students for a career, 4.28 (#35)
- The extent to which non-teaching professional personnel meet the needs of the students, 4.26 (#23)
- The extent to which I am given the opportunity to be creative in my work, 4.21 (#39)
- The extent to which a spirit of cooperation exists in my department, 4.20 (#43)
- The extent to which there is a spirit of cooperation within my work team, 4.20 (#3)

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

- The extent to which information is shared within this institution, 3.36 (#10)
- The extent to which I have the opportunity for advancement within this institution, 3.40 (#38)
- The extent to which I am able to appropriately influence the direction of this institution, 3.42 (#15)
- The extent to which this institution is appropriately organized, 3.50 (#32)
- The extent to which decisions are made at the appropriate level at this institution, 3.53 (#4)
- The extent to which professional development and training opportunities are available, 3.60 (#46)
- The extent to which open and ethical communication is practiced at this institution, 3.63 (#16)
- The extent to which this institution has been successful in positively motivating my performance, 3.65 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.67 (#44)
- The extent to which a spirit of cooperation exists at this institution, 3.72 (#25)

Respondents were also given an opportunity to provide comments about the most favorable aspects and the least favorable aspects of SVCC. 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 Sauk Valley 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 Sauk Valley 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 Sauk Valley Community College. Of the 266 employees administered the instrument, 161 (60.5%) completed and returned the instrument for analysis. Of those 161 employees, 90 (55.9%) 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 SVCC 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 Research and Planning Office of SVCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees of SVCC 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 approximately 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 Sauk Valley Community College was also included in the administration of the instrument. A total of 55 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 SVCC 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=14,365)

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

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

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

DATA ANALYSIS

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

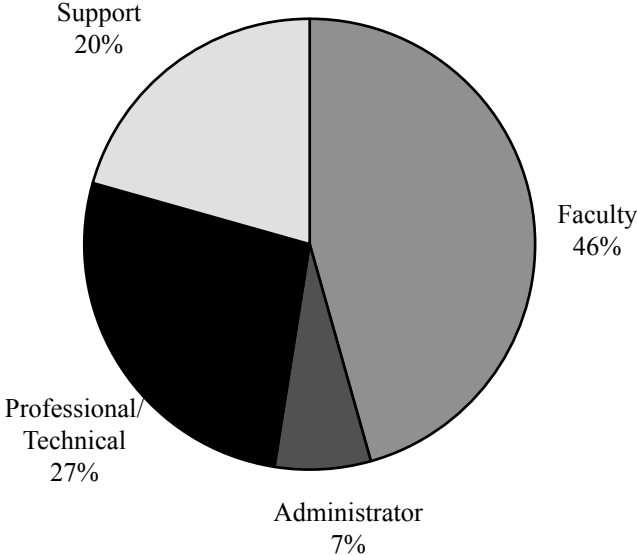
Respondent Characteristics

Of the 266 SVCC employees administered the survey, 161 (60.5%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications. Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%. Refer to Table 3 and Figure 2.

Table 3. Response by Self-Selected Personnel Classification

Personnel Classification	Population	Surveys Returned for Analysis	Percent of Population Represented
Faculty	145	73	50.3%
Administrator	14	11	78.6%
Professional/Technical	48	43	89.6%
Support	59	33	55.9%
Did not respond		1	
Total	266	161	60.5%

Figure 2. Proportion of Total Responses by Personnel Classification



1 individual did not respond to the Personnel Classification demographic variable.

Table 4 reports the number of respondents across the different demographic classifications and the percentage of the overall responses that each group represents.

Table 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	# of Responses	% of Responses
What is your personnel classification:		
Faculty	73	45.3%
Administrator	11	6.8%
Professional/Technical	43	26.7%
Support	33	20.5%
Did not respond	1	0.6%
What is your work status:		
Full-time	100	62.1%
Part-time or adjunct	61	37.9%
Would you recommend Sauk as a place to work:		
Yes	147	91.3%
No	13	8.1%
Did not respond	1	0.6%
When were you born:		
1945 or earlier (Silent Generation)	4	2.5%
Between 1946 and 1964 (Baby Boomer)	89	55.3%
Between 1965 and 1980 (Generation X)	51	31.7%
Between 1980 and 1994 (Millenia)	15	9.3%
Did not respond	2	1.2%

Comparative Analysis: Overall

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

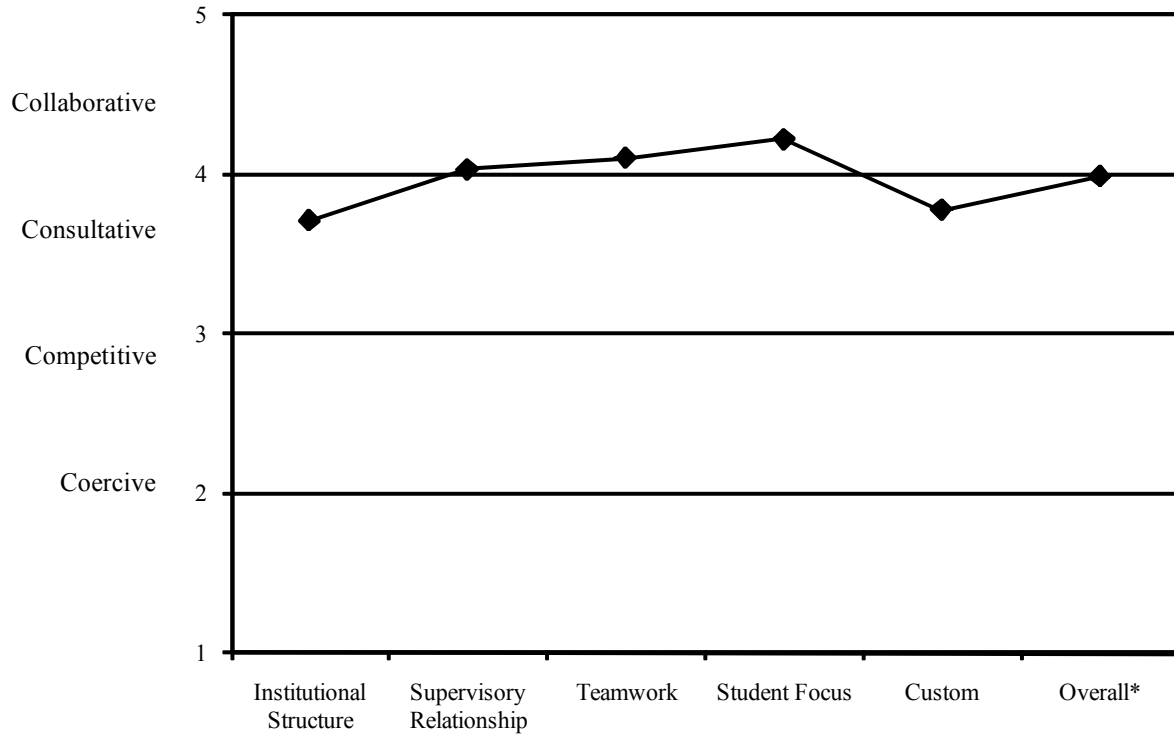
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (4.22), which represented a Collaborative management environment. The Institutional Structure climate factor received the lowest mean score (3.71) within the upper area of the Consultative management area. Overall, employees rated the management style in the upper-range of the Consultative management area. (See also Figure 3).

Table 5. Sauk Valley Community College Climate as Rated by All Employees

Factor	SVCC
Institutional Structure	3.71
Supervisory Relationships	4.03
Teamwork	4.11
Student Focus	4.22
Customized	3.78
Overall*	3.99

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

Figure 3. Sauk Valley Community College Climate as Rated by All Employees Combined Using Composite Averages



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

In reviewing each of the items separately, the data shows that of the 55 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0) or the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Twenty-eight fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and 27 fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=28) 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 3.99 as indicated in Figure 3.

Tables 6 through 10 report the mean scores of all personnel for each of the 55 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 SVCC perceive the climate to be at this particular time in the institution's development. The standard deviation (SD) demonstrates the variation in responses to a given question.

Table 6. Comparative Mean Responses: Institutional Structure

Institutional Structure		Mean (SD)
1	The extent to which the actions of this institution reflect its mission	4.14 (0.76)
4	The extent to which decisions are made at the appropriate level within this institution	3.53 (1.08)
5	The extent to which the institution effectively promotes diversity in the workplace	3.97 (0.86)
6	The extent to which administrative leadership is focused on meeting the needs of students	3.95 (1.00)
10	The extent to which information is shared within the institution	3.36 (1.23)
11	The extent to which institutional teams use problem-solving techniques	3.81 (0.85)
15	The extent to which I am able to appropriately influence the direction of this institution	3.42 (1.10)
16	The extent to which open and ethical communication is practiced at this institution	3.63 (1.13)
22	The extent to which this institution has been successful in positively motivating my performance	3.65 (1.12)
25	The extent to which a spirit of cooperation exists at this institution	3.72 (1.09)
29	The extent to which institution-wide policies guide my work	3.96 (0.80)
32	The extent to which this institution is appropriately organized	3.50 (1.14)
38	The extent to which I have the opportunity for advancement within this institution	3.40 (1.21)
41	The extent to which I receive adequate information regarding important activities at this institution	3.83 (1.08)
44	The extent to which my work is guided by clearly defined administrative processes	3.67 (0.99)
Mean Total		3.71 (0.79)

Table 7. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships		Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	4.45 (0.86)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.34 (0.96)
12	The extent to which positive work expectations are communicated to me	3.98 (0.93)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.85 (0.92)
20	The extent to which I receive timely feedback for my work	3.95 (0.95)
21	The extent to which I receive appropriate feedback for my work	4.03 (0.90)
26	The extent to which my supervisor actively seeks my ideas	4.11 (1.05)
27	The extent to which my supervisor seriously considers my ideas	4.17 (1.04)
30	The extent to which work outcomes are clarified for me	3.84 (0.86)
34	The extent to which my supervisor helps me to improve my work	3.95 (1.02)
39	The extent to which I am given the opportunity to be creative in my work	4.21 (0.90)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.84 (1.03)
46	The extent to which professional development and training opportunities are available	3.60 (1.16)
Mean Total		4.03 (0.75)

Table 8. Comparative Mean Responses: Teamwork

Teamwork		Mean (SD)
3	The extent to which there is a spirit of cooperation within my work team	4.20 (0.94)
14	The extent to which my primary work team uses problem-solving techniques	4.13 (0.81)
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.07 (0.96)
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions and beliefs	4.12 (0.98)
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	4.11 (0.89)
43	The extent to which a spirit of cooperation exists in my department	4.20 (0.90)
Mean Total		4.11 (0.79)

Table 9. Comparative Mean Responses: Student Focus

Student Focus	Mean (SD)
7 The extent to which student needs are central to what we do	4.15 (0.87)
8 The extent to which I feel my job is relevant to this institution's mission	4.47 (0.74)
17 The extent to which faculty meet the needs of students	4.15 (0.71)
18 The extent to which student ethnic and cultural diversity are important at this institution	4.10 (0.82)
19 The extent to which students' competencies are enhanced	4.09 (0.76)
23 The extent to which non-teaching professional personnel meet the needs of the students	4.26 (0.68)
28 The extent to which classified personnel meet the needs of the students	4.17 (0.70)
31 The extent to which students receive an excellent education at this institution	4.32 (0.75)
35 The extent to which this institution prepares students for a career	4.28 (0.77)
37 The extent to which this institution prepares students for further learning	4.39 (0.72)
40 The extent to which students are assisted with their personal development	4.14 (0.68)
42 The extent to which students are satisfied with their educational experience at this institution	4.12 (0.65)
Mean Total	4.22 (0.53)
Overall	3.99 (0.63)

Table 10. Comparative Mean Responses: Customized

Customized	Mean (SD)
47 The extent to which campus security provides for my safety	4.30 (0.76)
48 The extent to which the physical environment supports my work processes	3.90 (1.03)
49 The extent to which I am satisfied with the overall leadership	3.55 (1.18)
50 The extent to which professional development is supported at the College	3.64 (1.09)
51 The extent to which assessment system impacts instruction	3.81 (0.80)
52 The extent to which teaching excellence is recognized	3.61 (1.09)
53 The extent to which work excellence is recognized	3.60 (1.12)
54 The extent to which student success is recognized	4.02 (0.84)
55 The extent to which the Board provides effective leadership	3.50 (0.96)
Mean Total	3.78 (0.74)

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 Professional/Technical employees rated the four normative factors most favorable (4.16), whereas the Faculty rated the four normative factors least favorable (3.84).

Figures 5 through 9 show the ratings of each employee group for each of the 55 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 Sauk Valley Community College.

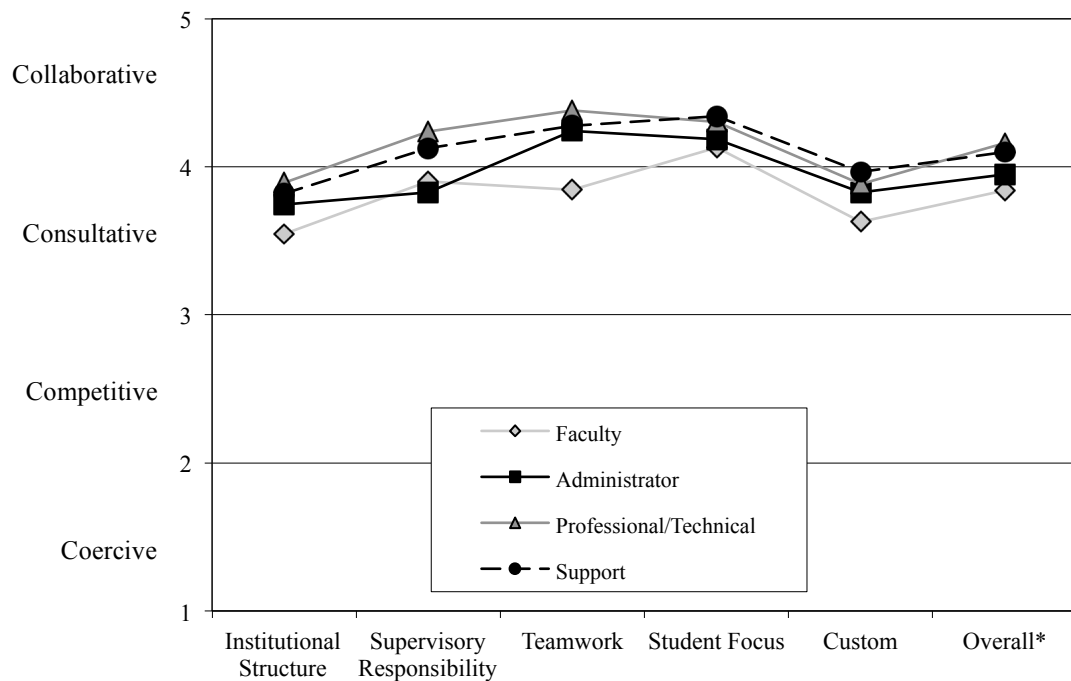


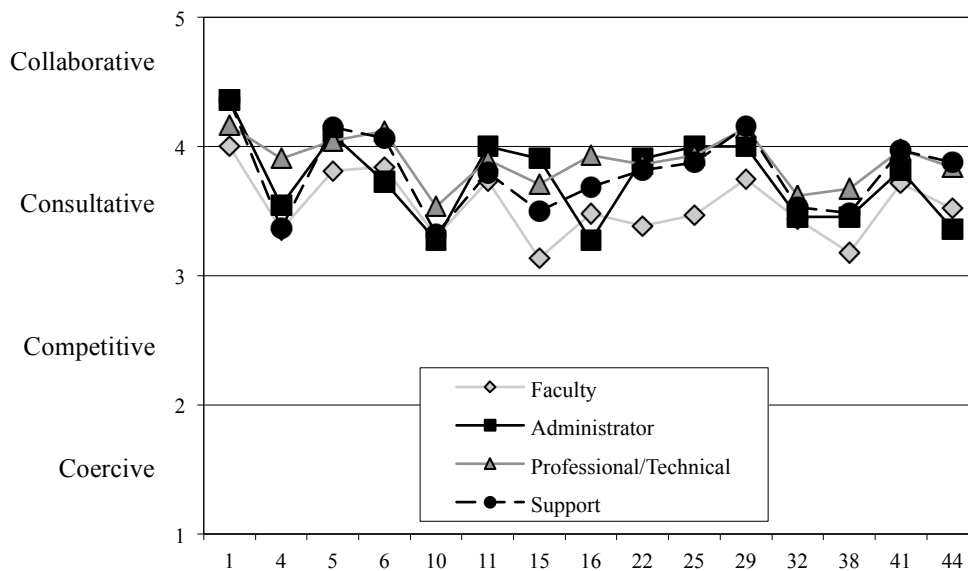
Table 11. Mean Climate Scores as Rated by Personnel Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Custom	Overall*
Faculty	3.55	3.90	3.84	4.13	3.63	3.84
Administrator	3.74	3.83	4.24	4.18	3.83	3.95
Professional/Technical	3.89	4.24	4.38	4.30	3.88	4.16
Support	3.82	4.13	4.28	4.34	3.96	4.10

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

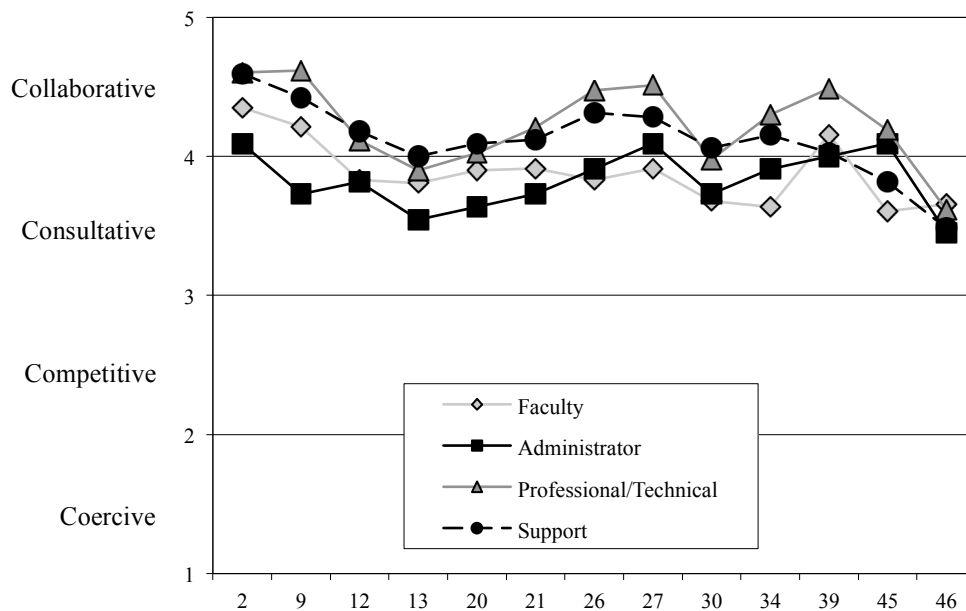
Institutional Structure		Faculty	Administrator	Professional/ Technical	Support
1	The extent to which the actions of this institution reflect its mission	4.00	4.36	4.16	4.36
4	The extent to which decisions are made at the appropriate level at this institution	3.36	3.55	3.91	3.37
5	The extent to which the institution effectively promotes diversity in the workplace	3.81	4.09	4.05	4.15
6	The extent to which administrative leadership is focused on meeting the needs of students	3.84	3.73	4.12	4.06
10	The extent to which information is shared within this institution	3.30	3.27	3.53	3.32
11	The extent to which institutional teams use problem-solving techniques	3.73	4.00	3.90	3.80
15	The extent to which I am able to appropriately influence the direction of this institution	3.13	3.91	3.71	3.50
16	The extent to which open and ethical communication is practiced at this institution	3.48	3.27	3.93	3.69
22	The extent to which this institution has been successful in positively motivating my performance	3.39	3.91	3.86	3.82
25	The extent to which a spirit of cooperation exists at this institution	3.47	4.00	3.93	3.88
29	The extent to which institution-wide policies guide my work	3.75	4.00	4.14	4.16
32	The extent to which this institution is appropriately organized	3.44	3.45	3.62	3.53
38	The extent to which I have the opportunity for advancement within this institution	3.18	3.45	3.68	3.48
41	The extent to which I receive adequate information regarding important activities at this institution	3.71	3.82	3.98	3.97
44	The extent to which my work is guided by clearly defined administrative processes	3.52	3.36	3.84	3.88

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



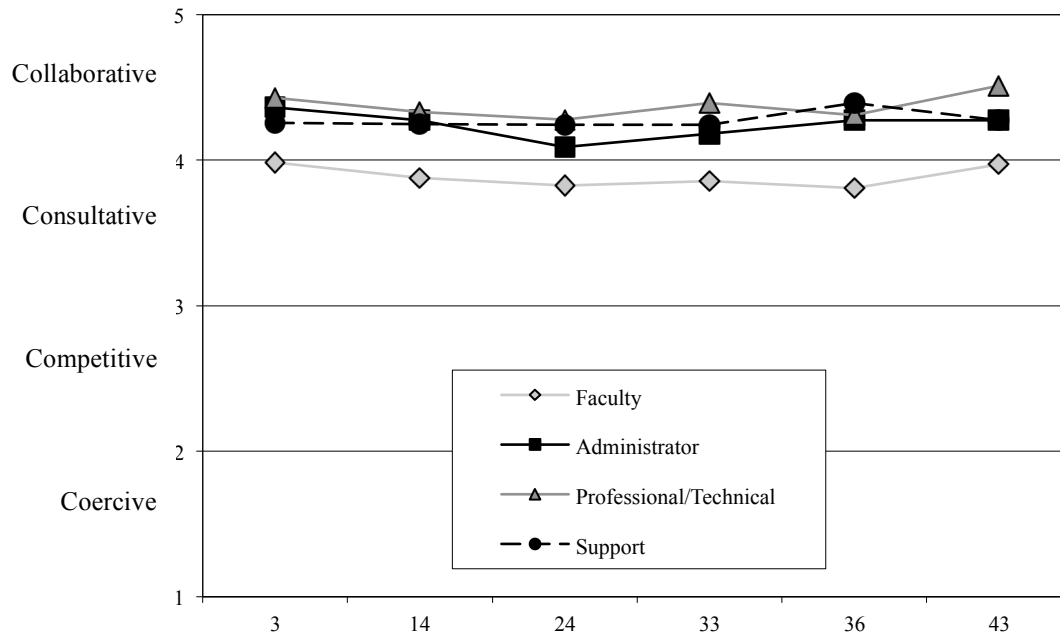
Supervisory Relationships		Faculty	Administrator	Professional/ Technical	Support
2	The extent to which my supervisor expresses confidence in my work	4.35	4.09	4.60	4.59
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.21	3.73	4.62	4.42
12	The extent to which positive work expectations are communicated to me	3.83	3.82	4.12	4.18
13	The extent to which unacceptable behaviors are identified and communicated to me	3.81	3.55	3.90	4.00
20	The extent to which I receive timely feedback for my work	3.90	3.64	4.02	4.09
21	The extent to which I receive appropriate feedback for my work	3.92	3.73	4.21	4.12
26	The extent to which my supervisor actively seeks my ideas	3.83	3.91	4.48	4.31
27	The extent to which my supervisor seriously considers my ideas	3.91	4.09	4.51	4.28
30	The extent to which work outcomes are clarified for me	3.68	3.73	3.98	4.06
34	The extent to which my supervisor helps me to improve my work	3.64	3.91	4.30	4.15
39	The extent to which I am given the opportunity to be creative in my work	4.16	4.00	4.49	4.03
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.61	4.09	4.19	3.82
46	The extent to which professional development and training opportunities are available	3.66	3.45	3.62	3.48

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



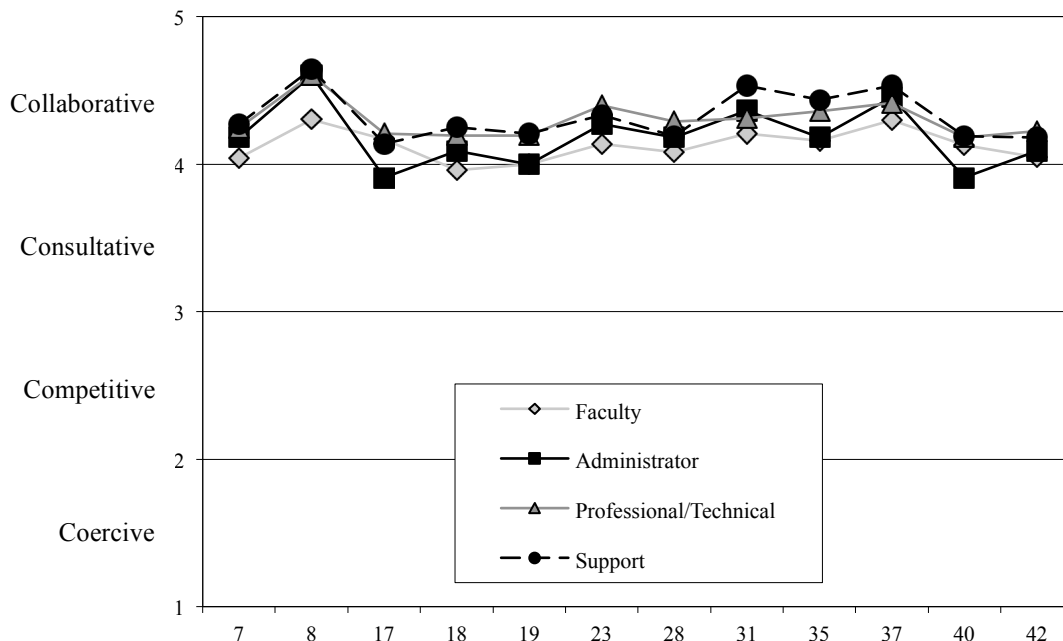
Teamwork		Faculty	Administrator	Professional/ Technical	Support
3	The extent to which there is a spirit of cooperation within my work team	3.98	4.36	4.43	4.26
14	The extent to which my primary work team uses problem-solving techniques	3.88	4.27	4.33	4.25
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.83	4.09	4.28	4.24
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.85	4.18	4.40	4.24
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.81	4.27	4.31	4.39
43	The extent to which a spirit of cooperation exists in my department	3.97	4.27	4.51	4.27

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



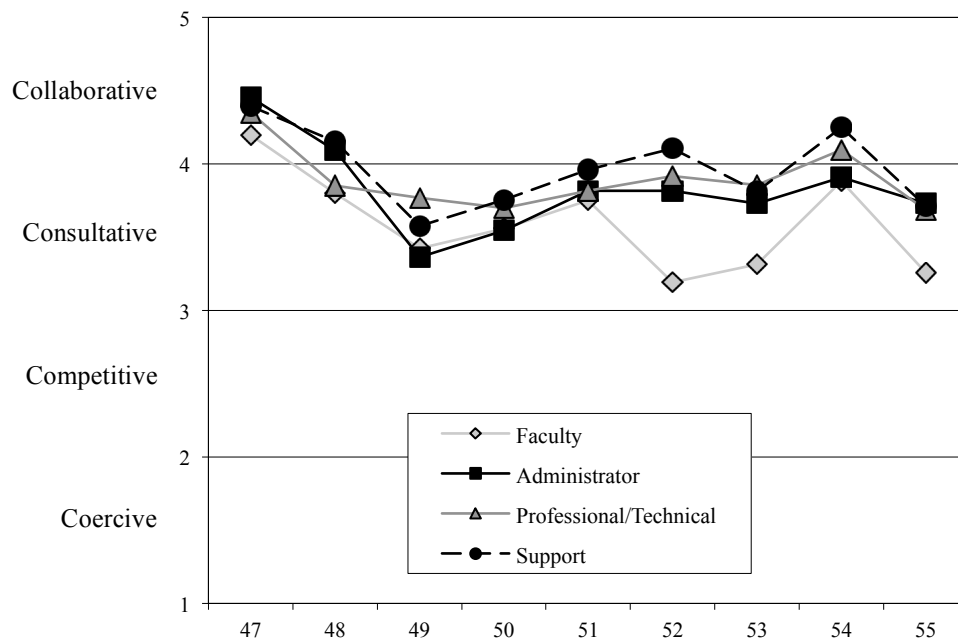
Student Focus		Faculty	Administrator	Professional/ Technical	Support
7	The extent to which student needs are central to what we do	4.04	4.18	4.24	4.27
8	The extent to which I feel my job is relevant to this institution's mission	4.30	4.60	4.60	4.65
17	The extent to which faculty meet the needs of the students	4.17	3.91	4.21	4.14
18	The extent to which student ethnic and cultural diversity are important at this institution	3.96	4.09	4.20	4.25
19	The extent to which students' competencies are enhanced	4.00	4.00	4.20	4.21
23	The extent to which non-teaching professional personnel meet the needs of the students	4.14	4.27	4.40	4.33
28	The extent to which classified personnel meet the needs of the students	4.08	4.18	4.29	4.19
31	The extent to which students receive an excellent education at this institution	4.21	4.36	4.31	4.53
35	The extent to which this institution prepares students for a career	4.16	4.18	4.36	4.44
37	The extent to which this institution prepares students for further learning	4.30	4.45	4.41	4.53
40	The extent to which students are assisted with their personal development	4.13	3.91	4.18	4.19
42	The extent to which students are satisfied with their educational experience at this institution	4.04	4.09	4.23	4.18

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



Customized		Faculty	Administrator	Professional/ Technical	Support
47	The extent to which campus security provides for my safety	4.20	4.45	4.35	4.39
48	The extent to which the physical environment supports my work processes	3.80	4.09	3.85	4.15
49	The extent to which I am satisfied with the overall leadership	3.42	3.36	3.77	3.58
50	The extent to which professional development is supported at the College	3.56	3.55	3.70	3.76
51	The extent to which assessment system impacts instruction	3.75	3.82	3.82	3.96
52	The extent to which teaching excellence is recognized	3.19	3.82	3.92	4.10
53	The extent to which work excellence is recognized	3.31	3.73	3.86	3.81
54	The extent to which student success is recognized	3.88	3.91	4.10	4.25
55	The extent to which the Board provides effective leadership	3.26	3.73	3.68	3.71

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



Tables 12 through 15 contain the top priorities for discussion for each Personnel Classification among the standard PACE items and the top three priorities for discussion from the customized items developed specifically for Sauk Valley Community College.

Table 12. Priorities for Change: Faculty

Area to Change		Mean
15	The extent to which I am able to appropriately influence the direction of this institution	3.13
38	The extent to which I have the opportunity for advancement within this institution	3.18
10	The extent to which information is shared within this institution	3.30
4	The extent to which decisions are made at the appropriate level at this institution	3.36
22	The extent to which this institution has been successful in positively motivating my performance	3.39
32	The extent to which this institution is appropriately organized	3.44
25	The extent to which a spirit of cooperation exists at this institution	3.47
16	The extent to which open and ethical communication is practiced at this institution	3.48
44	The extent to which my work is guided by clearly defined administrative processes	3.52
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.61
Area to Change—Customized		Mean
52	The extent to which teaching excellence is recognized	3.19
55	The extent to which the Board provides effective leadership	3.26
53	The extent to which work excellence is recognized	3.31

Table 13. Priorities for Change: Administrator

Area to Change		Mean
16	The extent to which open and ethical communication is practiced at this institution	3.27
10	The extent to which information is shared within this institution	3.27
44	The extent to which my work is guided by clearly defined administrative processes	3.36
32	The extent to which this institution is appropriately organized	3.45
38	The extent to which I have the opportunity for advancement within this institution	3.45
46	The extent to which professional development and training opportunities are available	3.45
4	The extent to which decisions are made at the appropriate level at this institution	3.55
13	The extent to which unacceptable behaviors are identified and communicated to me	3.55
20	The extent to which I receive timely feedback for my work	3.64
6	The extent to which administrative leadership is focused on meeting the needs of students	3.73
30	The extent to which work outcomes are clarified to me	3.73
21	The extent to which I receive appropriate feedback for my work	3.73
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.73
Area to Change—Customized		
49	The extent to which I am satisfied with the overall leadership	3.36
50	The extent to which professional development is supported at the College	3.55
53	The extent to which work excellence is recognized	3.73
55	The extent to which the Board provides effective leadership	3.73

Table 14. Priorities for Change: Professional/Technical

Area to Change		Mean
10	The extent to which information is shared within this institution	3.53
32	The extent to which this institution is appropriately organized	3.62
46	The extent to which professional development and training opportunities are available	3.62
38	The extent to which I have the opportunity for advancement within this institution	3.68
15	The extent to which I am able to appropriately influence the direction of this institution	3.71
44	The extent to which my work is guided by clearly defined administrative processes	3.84
22	The extent to which this institution has been successful in positively motivating my performance	3.86
11	The extent to which institutional teams use problem-solving techniques	3.90
13	The extent to which unacceptable behaviors are identified and communicated to me	3.90
4	The extent to which decisions are made at the appropriate level at this institution	3.91
Area to Change—Customized		Mean
55	The extent to which the Board provides effective leadership	3.68
50	The extent to which professional development is supported at the College	3.70
49	The extent to which I am satisfied with the overall leadership	3.77

Table 15. Priorities for Change: Support

Area to Change		Mean
10	The extent to which information is shared within this institution	3.32
4	The extent to which decisions are made at the appropriate level at this institution	3.37
38	The extent to which I have the opportunity for advancement within this institution	3.48
46	The extent to which professional development and training opportunities are available	3.48
15	The extent to which I am able to appropriately influence the direction of this institution	3.50
32	The extent to which this institution is appropriately organized	3.53
16	The extent to which open and ethical communication is practiced at this institution	3.69
11	The extent to which institutional teams use problem-solving techniques	3.80
22	The extent to which this institution has been successful in positively motivating my performance	3.82
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.82
Area to Change—Customized		Mean
49	The extent to which I am satisfied with the overall leadership	3.58
55	The extent to which the Board provides effective leadership	3.71
50	The extent to which professional development is supported at the College	3.76

Comparative Analysis: Demographic Classifications

As depicted in Table, 16 Professional/Technical rated the climate highest within its demographic group (4.16). In terms of work status those individuals are employed part-time or adjunct rated the climate highest (4.04). Faculty rated the climate lowest within its demographic group (3.84), while respondents employed full-time rated the climate with a composite rating of 3.95.

Table 16. Mean Climate Scores as Rated by Demographic Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
What is your personnel classification:						
Faculty	3.55	3.90	3.84	4.13	3.63	3.84
Administrator	3.74	3.83	4.24	4.18	3.83	3.95
Professional/Technical	3.89	4.24	4.38	4.30	3.88	4.16
Support	3.82	4.13	4.28	4.34	3.96	4.10
What is your work status:						
Full-time	3.63	3.98	4.15	4.23	3.67	3.95
Part-time or adjunct	3.84	4.12	4.03	4.22	3.96	4.04
Would you recommend Sauk as a place to work:						
Yes	3.81	4.11	4.20	4.26	3.85	4.06
No	2.62	3.17	3.10	3.80	2.94	3.15
When were you born:						
1945 or earlier	3.80	4.07	4.08	4.28	4.17	4.04
Between 1946 and 1964	3.73	4.02	4.15	4.24	3.77	4.00
Between 1965 and 1980	3.59	4.06	3.96	4.14	3.74	3.91
Between 1980 and 1994	4.02	4.25	4.44	4.46	3.96	4.25

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

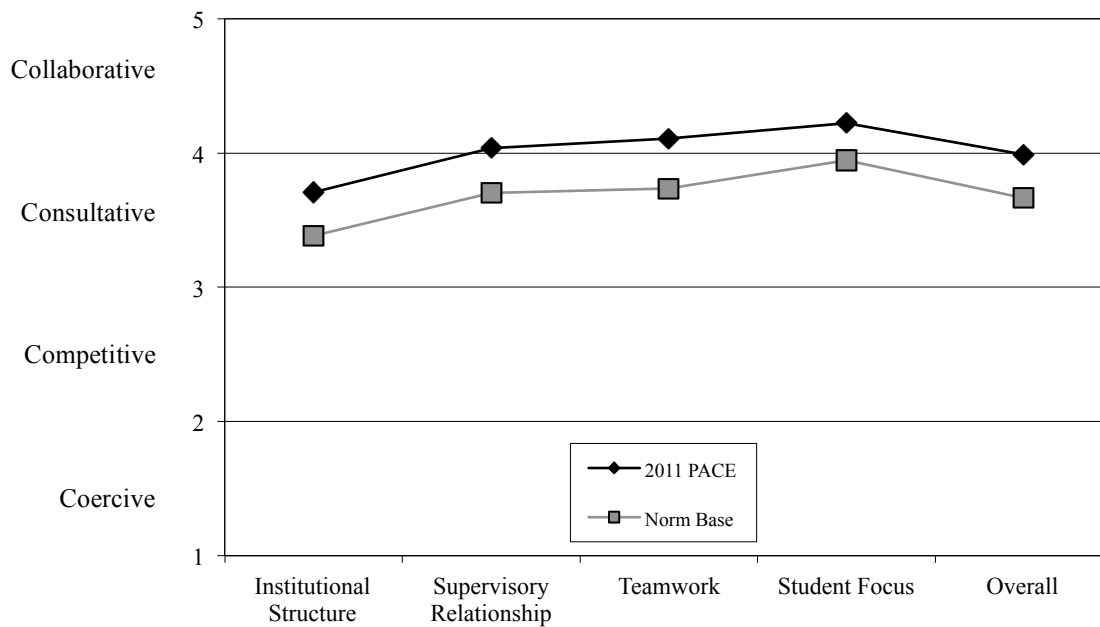
Comparative Analysis: Norm Base

Table 17 shows how SVCC compares with the NILIE PACE Norm Base, which includes approximately 60 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 SVCC. Figure 10 also shows how SVCC compares with data from the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

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

	SVCC	Norm Base*
Institutional Structure	3.71	3.38
Supervisory Relationships	4.03	3.70
Teamwork	4.11	3.73
Student Focus	4.22	3.94
Overall	3.99	3.66

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



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

Tables 18-21 shows how SVCC compares question by question to the PACE Norm Base maintained by NILIE.

Table 18. Institutional Structure Mean Scores Compared to the NILIE Norm Base

	Institutional Structure	SVCC Mean	Norm Base
1	The extent to which the actions of this institution reflect its mission	4.14*	3.78
4	The extent to which decisions are made at the appropriate level at this institution	3.53*	3.17
5	The extent to which the institution effectively promotes diversity in the workplace	3.97*	3.77
6	The extent to which administrative leadership is focused on meeting the needs of students	3.95*	3.63
10	The extent to which information is shared within the institution	3.36*	3.11
11	The extent to which institutional teams use problem-solving techniques	3.81*	3.31
15	The extent to which I am able to appropriately influence the direction of this institution	3.42*	3.10
16	The extent to which open and ethical communication is practiced at this institution	3.63*	3.24
22	The extent to which this institution has been successful in positively motivating my performance	3.65*	3.36
25	The extent to which a spirit of cooperation exists at this institution	3.72*	3.28
29	The extent to which institution-wide policies guide my work	3.96*	3.58
32	The extent to which this institution is appropriately organized	3.50*	3.22
38	The extent to which I have the opportunity for advancement within this institution	3.40*	3.08
41	The extent to which I receive adequate information regarding important activities at this institution	3.83*	3.61
44	The extent to which my work is guided by clearly defined administrative processes	3.67*	3.39
	Mean Total	3.71*	3.38

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

Table 19. Supervisory Relationships Mean Scores Compared to the NILIE Norm Base

Supervisory Relationships		SVCC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	4.45*	4.09
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.34*	3.97
12	The extent to which positive work expectations are communicated to me	3.98*	3.60
13	The extent to which unacceptable behaviors are identified and communicated to me	3.85*	3.56
20	The extent to which I receive timely feedback for my work	3.95*	3.57
21	The extent to which I receive appropriate feedback for my work	4.03*	3.60
26	The extent to which my supervisor actively seeks my ideas	4.11*	3.65
27	The extent to which my supervisor seriously considers my ideas	4.17*	3.72
30	The extent to which work outcomes are clarified for me	3.84*	3.54
34	The extent to which my supervisor helps me to improve my work	3.95*	3.66
39	The extent to which I am given the opportunity to be creative in my work	4.21*	3.92
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.84*	3.56
46	The extent to which professional development and training opportunities are available	3.60	3.64
Mean Total		4.03*	3.70

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

Teamwork		SVCC Mean	Norm Base
3	The extent to which there is a spirit of cooperation within my work team	4.20*	3.83
14	The extent to which my primary work team uses problem-solving techniques	4.13*	3.72
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.07*	3.68
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	4.12*	3.74
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	4.11*	3.73
43	The extent to which a spirit of cooperation exists in my department	4.20*	3.73
Mean Total		4.11*	3.73

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

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

	Student Focus	SVCC Mean	Norm Base
7	The extent to which student needs are central to what we do	4.15*	3.80
8	The extent to which I feel my job is relevant to this institution's mission	4.47*	4.33
17	The extent to which faculty meet the needs of students	4.15*	3.92
18	The extent to which student ethnic and cultural diversity are important at this institution	4.10*	3.94
19	The extent to which students' competencies are enhanced	4.09*	3.85
23	The extent to which non-teaching professional personnel meet the needs of the students	4.26*	3.85
28	The extent to which classified personnel meet the needs of the students	4.17*	3.72
31	The extent to which students receive an excellent education at this institution	4.32*	4.07
35	The extent to which this institution prepares students for a career	4.28*	4.04
37	The extent to which this institution prepares students for further learning	4.39*	4.04
40	The extent to which students are assisted with their personal development	4.14*	3.80
42	The extent to which students are satisfied with their educational experience at this institution	4.12*	3.89
	Mean Total	4.22*	3.94
	Overall Total	3.99*	3.66

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

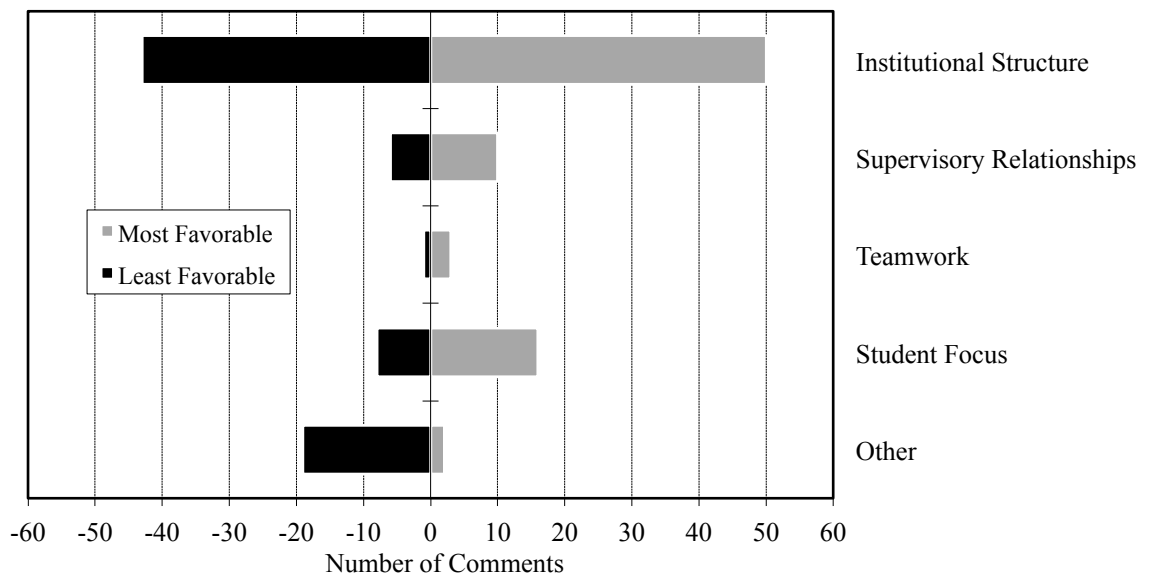
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 161 Sauk Valley Community College employees who completed the PACE survey, 55.9% (90 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 SVCC 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 Student Focus and Teamwork climate factors. Please refer to Tables 22 and 23 for sample comments categorized by climate factor and the actual number of responses provided by SVCC employees. This sample of open-ended comments reflects employee responses as coded back to the questions of the PACE survey. Please note that comments are quoted exactly as written except in instances where the integrity of the report is compromised.

Figure 11. Sauk Valley Community College Comment Response Rates



Note: Adapted from Herzberg, F. (1982). *The managerial choice: To be efficient and to be human* (2nd ed.). Salt Lake City, UT: Olympus Publishing Company

Table 22. Most Favorable Responses—Sample Comments and Actual Number of Responses at Sauk Valley Community College

Factor	Themes
Institutional Structure (n=50)	<p><i>The employees at SVCC are like family. We are there for each other even if we have differences in our opinions. I personally work very closely with several offices and we are very fortunate to have good working relationships.</i></p> <p><i>Communication from administration is clear and timely and help from the administration is easy to obtain and useful.</i></p> <p><i>The administration has an open-door policy. Ideas from all levels of staff are considered and welcome.</i></p> <p><i>The staff and administration that I work with daily are very open to new ideas. They are extremely supportive of the work and give feedback regularly.</i></p> <p><i>We have some exceptional individuals at all levels at Sauk, from support staff to faculty to administration. I am proud to work there.</i></p> <p><i>There is much promise and opportunity for growth and positive change. There is evidence of improved communication and sharing of ideas between departments.</i></p> <p><i>I have been an adjunct faculty member for over a decade and have had nothing but positive experiences. Our administration is open to input and, most importantly, responsive. I enjoy being a part of this team.</i></p> <p><i>I am a strong believer in the systems and procedures we have in place here at Sauk valley Community College.</i></p> <p><i>Professionalism and courtesy are strong presences on this campus. A genuine friendliness and helpfulness between individuals is present.</i></p>
Supervisory Relationship (n=10)	<p><i>My supervisors, past and present, have always treated me with respect and have always listened to my concerns. They have utilized my suggestions and opinions. I enjoy the job I have and am happy to help students with their education.</i></p> <p><i>I enjoy the staff development and IT training opportunities.</i></p> <p><i>I am given academic freedom to build and conduct my class as I feel is appropriate.</i></p> <p><i>Support from my direct supervisor has always been great. I have the opportunity to share my opinions, make suggestions and help make changes to aid in future growth.</i></p>
Teamwork (n=2)	<p><i>I enjoy working with my immediate team immensely. I respect and appreciate all their opinions and insight and feel that it's reciprocal.</i></p>

Table 22. Continued

Factor	Themes
Student Focus (n= 16)	<p><i>The best part of this institution is its student body. We are fortunate enough to have students from all walks of life and in all phases of life. The majority of the students are open to and excited about their academic future and are a joy and pleasure to work with.</i></p> <p><i>In interacting with a variety of students, they generally feel that they have received a quality education at Sauk. I often hear that students feel they have received quality support from our non-instructional staff in particular, as compared with staff at peer institutions. I believe that we provide a quality service to students.</i></p> <p><i>SVCC is clearly dedicated to meeting the needs of its students and continually searching for ways that it can better do so. I am proud of the role I play in improving the educational preparedness of my students and of how my role fits into the larger organization.</i></p> <p><i>This institution is one that many people would recognize as having excellence in education. We, as a college, do a very good job of educating our students and preparing them for their next step.</i></p>
Other (n=2)	<p><u>Facilities</u></p> <p><i>The buildings, cleanliness, and overall atmosphere of all staff is very inviting and comfortable for people within the building as visitor, new and old students and staff.</i></p>

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

Factor	Themes
Institutional Structure (n=42)	<p><i>We are micro managed. Our decisions are not trusted or our expertise is not utilized to its fullest. Decisions made by the group are later overruled despite consensus and are not data driven. Our decisions regarding students are also overruled despite all processes being followed.</i></p> <p><i>Communication is a big problem. Decisions are made at the top level of administration, but rarely communicated, especially to those the decision affects. In addition, time and again we see decisions made one day, then a week later forgotten and a new decision made which counteracts the first.</i></p> <p><i>Often decisions are made, or plans go forward, but the "foot soldiers" do not know about them. We cannot always know all the details, but more open communication would be desirable.</i></p> <p><i>There is an element of distrust toward the top administration. More direct communication between all levels of administration and the board may help the situation.</i></p> <p><i>There doesn't seem to be a clear path of communication. My desire to find an answer to a question sometimes leads me on a wild goose chase. I am directed to one person, who directs me to another person, who directs me back to the original person.</i></p> <p><i>The college has top down leadership which is not inclusive or transparent. Fear of repercussions and job security keeps many employees complacent about these issues. In order for true change to happen there needs to be lateral leadership which shows value in employee feedback and provides opportunities for growth.</i></p> <p><i>I think staff could use a little more informal recognition that may help reduce employee turn-over and build morale.</i></p> <p><i>I am concerned about the administrative organization of the college and believe there are territory wars that hamper effective service to students and lead to administrative turnover.</i></p> <p><i>There needs to be a better system for supporting new instructors (either in their department or administration), including helping them identify and understand requirements such as assessment, evaluations, etc...</i></p> <p><i>Opportunity for advancement is an area that needs work. There is no opportunity for advancement without changing jobs or leaving the employment of the facility. Additionally, there is no provision for recognizing achievement, additional education, or experience.</i></p> <p><i>The gathering, organization, and dispersal of information that affects job performance needs to be improved. Too often, information does not reach all affected parties consistently, resulting in confusion.</i></p>

Table 23. Continued

Factor	Themes
Supervisory Relationship (n=6)	<p><i>It is difficult to find professional development activities that don't interfere with teaching loads.</i></p> <p><i>It would be beneficial for those who are not performing well to be told what they are doing wrong so they might have an opportunity to improve.</i></p>
Teamwork (n=1)	<p><i>Communication is somewhat open within my department, but there has not been time yet for adequate connection with part time staff and consideration for new ideas and change is not ideal. I am hopeful that this will improve over time.</i></p>
Student Focus (n= 8)	<p><i>The needs of the students do not seem to drive the design of programs of study, course outlines, or teaching methods. Most courses are offered two days a week with 3 credit hours with lecture being the main method of instruction. I have found many courses have no system of assessment for advancement other than the instructor's expertise in determining success or failure.</i></p> <p><i>Some faculty need to be more sensitive to student needs and get more involved with college activities.</i></p> <p><i>Several departments need to be expanded to give the students a better chance of success on their paths to a four year university. Some of these departments have no full time faculty at all and core classes are only offered in one section, once a year both of which inhibit the students ability to obtain a degree in within the normal time period as well as providing challenges for the faculty in those departments.</i></p>
Other (n=18)	<p><u>Adjunct</u></p> <p><i>Adjunct faculty make up a large portion of the teachers and our input should be sought out at times.</i></p> <p><i>There seems to be general agreement among the adjuncts that we would like information and guidelines to be better outlined for us, especially for new hires.</i></p> <p><u>Leadership</u></p> <p><i>Some of the administrative staff have not made themselves accessible to staff. While I know their names, I am unclear what they do. There is not a web presence by these administrators that lets me find this information.</i></p> <p><i>The College Board and upper-level administration have provided neither dynamic nor shared-governance leadership.</i></p> <p><i>I feel a disconnect to upper administration.</i></p> <p><i>I believe that the leadership at the college needs to be improved. Certain departments have great leaders, but for the most part it seems that the leaders and leadership is out to improve their own standing, and make the budget. Many times new ideas are not pushed forward in order to appease the "higher ups".</i></p>

Table 23. Continued

Factor **Themes**

In some cases middle management appears to have no definite goals and/or a practical means of achieving them.

Both instructional and non-instructional services are vital to a healthy college community. I don't see evidence that the President values the non-instructional services at Sauk and has undermined our ability to effectively service students by making changes without input, and changes that diminish our ability to best service students.

Safety/Security

I would like to see better lighting on the grounds after dark. I have noticed that anyone is able to walk into this building and walk around without being noticed.

Security could do more fire drills as well as tornado drills. I think we clear the building pretty well but practice would be prudent.

Miscellaneous

As in many institutions in today's economic climate, we are short-staffed in some areas, resulting in increased workload that could impact quality of performance and ability to deliver appropriate services.

CONCLUSION

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

Overall, the following scores have been identified as the top performance at Sauk Valley Community College. Five of these items represent the Student Focus climate factor (items #8, #23, #31, #35 and #37), three represent the Supervisory Relationships climate factor (items #2, #9 and #39), and two represent the Teamwork climate factor (items #3 and #43).

- The extent to which I feel my job is relevant to this institution's mission, 4.47 (#8)
- The extent to which my supervisor expresses confidence in my work, 4.45 (#2)
- The extent to which this institution prepares students for further learning, 4.39 (#37)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.34 (#9)
- The extent to which students receive an excellent education at this institution, 4.32 (#31)
- The extent to which this institution prepares students for a career, 4.28 (#35)
- The extent to which non-teaching professional personnel meet the needs of the students, 4.26 (#23)
- The extent to which I am given the opportunity to be creative in my work, 4.21 (#39)
- The extent to which a spirit of cooperation exists in my department, 4.20 (#43)
- The extent to which there is a spirit of cooperation within my work team, 4.20 (#3)

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

- The extent to which campus security provides for my safety, 4.30 (#47)
- The extent to which student success is recognized, 4.02 (#54)
- The extent to which the physical environment supports my work processes, 3.90 (#48)

Overall, the following mean scores have been identified as areas in need of improvement at Sauk Valley Community College. Nine of these items represent the Institutional Structure climate factor (items #4, #10, #15, #16, #22, #25, #32, #38 and #44) and one represents the Supervisory Relationship climate factor (item #46).

- The extent to which I have the opportunity for advancement within this institution, 3.40 (#38)
- The extent to which information is shared within this institution, 3.36 (#10)
- The extent to which I am able to appropriately influence the direction of this institution, 3.42 (#15)
- The extent to which this institution is appropriately organized, 3.50 (#32)
- The extent to which decisions are made at the appropriate level at this institution, 3.53 (#4)
- The extent to which professional development and training opportunities are available, 3.60 (#46)
- The extent to which open and ethical communication is practiced at this institution, 3.63 (#16)
- The extent to which this institution has been successful in positively motivating my performance, 3.65 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.67 (#44)
- The extent to which a spirit of cooperation exists at this institution, 3.72 (#25)

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

- The extent to which the Board provides effective leadership, 3.50 (#55)
- The extent to which I am satisfied with the overall leadership, 3.55 (#49)
- The extent to which work excellence is recognized, 3.60 (#53)

The most favorable areas cited in the open-ended questions pertain to the Institutional Structure climate factor, and specifically the spirit of cooperation that exist within the College. 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, specifically the way information is shared and decisions are made within the institution.

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