

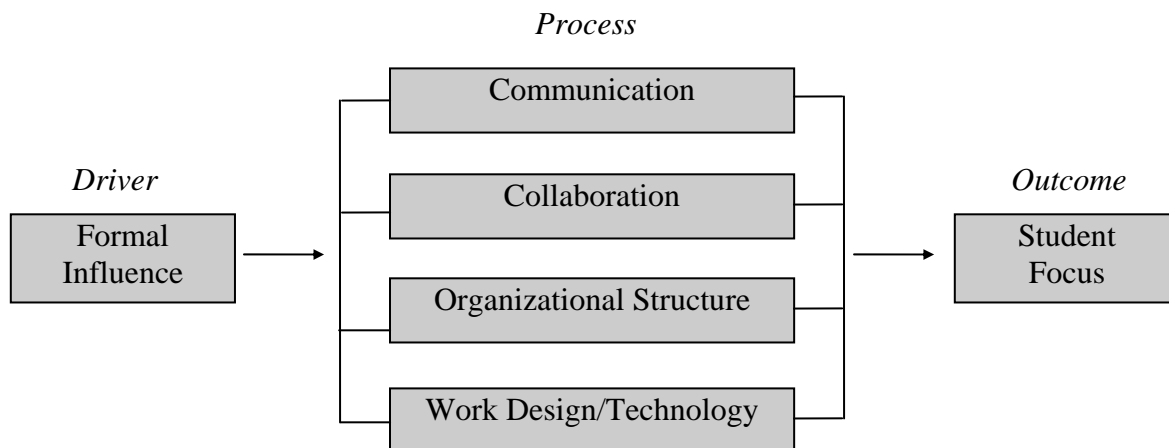
2004 EXECUTIVE SUMMARY

In September 2004, the Personal Assessment of the College Environment (PACE) survey was administered to all 273 full-time and part-time classified/technical employees at Jackson Community College (JCC). Of those 273 employees, 161 (59.0%) 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 promote more open and constructive communication among faculty, staff, and administrators toward the end of becoming a learning organization. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of JCC collaborated to create a survey that would reflect opinions of all personnel throughout the college.

Employees completed a 65-item PACE instrument developed by George A. Baker III and the NILIE team of NC State University. The 65 items are organized into seven factors or domains including Formal Influence, Communication, Collaboration, Organizational Structure, Work Design/Technology, Student Focus, and a Customized section developed specifically for JCC. Respondents were asked to rate the seven climate factors on a five-point Likert-type scale. The instrument was specifically designed to compare the existing climate at JCC to a norm base and to a range of four different managerial systems found to exist in colleges. The information generated from the instrument has been developed into a research report and can be used for planning and decision making in order to improve the existing climate.

In the PACE model, the formal influence (leadership) domain motivates the communication, collaboration, organizational structure, and work design/technology process domains toward focus on the student domain (institutional effectiveness).

Figure i. The PACE Model



Note: Baker, G.A. III. (1998).

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. Within this context, the climate survey is measuring what the designer expects to measure.

NILIE has synthesized from the literature four leadership or organizational systems ranging from coercive to collaborative. According to Likert, the collaborative system, which he termed System 4, generally produced better results in terms of productivity, job satisfaction, communication, and overall organizational climate (1967). Like Likert, NILIE has concluded that System 4 (collaborative) is the climate to be sought as opposed to generally existing naturally in the environment. Likert discovered that most organizations functioned at the System 2 (competitive) or System 3 (consultative) levels. This has been NILIE's experience, as well, with most college climates falling into the consultative system across the six original domains of the climate instrument.

At JCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding a 3.67 mean score or moderate consultative system. The Administrative personnel held the most positive perception, yielding a mean score of 3.87. The Technical/Campus Operations held the lowest perception, yielding a 3.48 mean score of the college environment. Work Design/Technology category received the highest mean score (3.85), whereas the Customized category received the lowest mean score (3.45).

Of the more than 100 studies completed by NILIE, few organizations have been found to have achieved a System 4 or collaborative environment, except in some aspects of some categories, and with some categories of employees. Thus, the System 4 environment remains a climate to be sought through planning, collaboration, and organizational development. For descriptive purposes, only the normative PACE data (i.e., Formal Influence, Communication, Collaboration, Organizational Structure, Work Design/Technology, and Student Focus) will be compared against the NILIE Norm Base.

The PACE instrument administered at JCC included the 55 original items and ten customized items. Of these 65, none fell within the least favorable categories identified as the coercive range (System 1). One fell within the competitive range (System 2). Seven composite ratings fell within the collaborative range (System 4) and fifty-seven fell within the consultative range (System 3).

When respondents were classified according to functional role at JCC, the composite ratings were as follows: Administrative (3.87), Faculty (3.85), and Technical/Campus Operations (3.48).

The top areas in need of improvement were identified for each major functional role within the institution. Each group has generated a slightly different set of priorities. Below, the data for all groups have been aggregated and a set of priorities for the institution as a whole has been created. These areas, beginning with the item of greatest concern, include:

- The extent to which the institution has improved its relationship with the community. (item #65), mean score: 2.80
- The extent to which decisions are made at the appropriate level at this institution (item #35), mean score: 3.18
- The extent to which this institution is appropriately organized (item #34), mean score: 3.23
- The extent to which the college provides student life opportunities. (item #56), mean score: 3.23
- The extent to which a spirit of cooperation exists at this institution (item #24), mean score: 3.24
- The extent to which I am able to appropriately influence the direction of this institution (item #9), mean score: 3.26

The items for which Jackson Community College scored the highest overall are as follows:

- The extent to which I feel my job is relevant to this institution's mission (item #38), mean score: 4.47
- The extent to which I am responsible for meaningful work (item #39), mean score: 4.38
- The extent to which my skills are appropriate for my job (item #37), mean score: 4.22
- The extent to which accuracy is expected of me in my job (item #36), mean score: 4.10
- The extent to which I am given the opportunity to be creative in my work (item #4), mean score: 4.03
- The extent to which students receive an excellent education at this institution (item #46), mean score: 4.01
- The extent to which the institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible schedule, tuition reimbursement.) (item #63), mean score: 4.01

In the report that follows, six basic research questions regarding organizational climate at Jackson Community College have been answered. The intent of this research report is to provide information for organizational, unit, and individual changes necessary to move forward in the process of becoming a learning organization.

CONTENTS

LIST OF TABLES	v
LIST OF FIGURES	vi
INTRODUCTION	1
METHOD	5
DATA COLLECTION	6
DATA ANALYSIS	6
RESULTS AND DISCUSSION	7
QUESTION #1: How representative of the total population is the returned survey sample?.....	8
QUESTION #2: How do employees perceive the overall institutional climate?	11
QUESTION #3: To what extent are there differences in perception of the insitutional climate among employees in functional roles?	16
DATA SUMMARY	17
QUESTION #4: To what extent are there differences in perception of the institutional climate among various demographic classifications?	25
QUESTION #5: How do the results of this PACE compare with the NILIE PACE Norm Base?	27
QUESTION #6: What recommendations for change and improvement can be made based on the results of this climate survey?	28
WRITTEN COMMENTS	33
REFERENCES AND SUGGESTED READINGS	41

LIST OF TABLES

Table 1. NILIE Four Systems Model	4
Table 2. Alpha Coefficients by Climate Category for PACEs Completed From January 1999 to Present (n=22,907)	7
Table 3. Surveys Self-Analyzed by Respondent’s Functional Role	8
Table 4. Proportion of Responses Across Demographic Classifications	10
Table 5. Comparative Mean Responses to 65-Item Climate Survey.....	13
Table 6. Average Climate Scores as Rated by Personnel in Various Demographic Classifications	25
Table 7. Profile of the College Climate. Priorities for Change: Administrative	30
Table 8. Profile of the College Climate. Priorities for Change: Faculty	31
Table 9. Profile of the College Climate. Priorities for Change: Technical/Campus Operations	32
Table 10. Satisfaction Themes, Sample Comments, and Actual Number of Responses at Jackson Community College.....	34
Table 11. Dissatisfaction Themes, Sample Comments, and Actual Number of Responses at Jackson Community College.....	37

LIST OF FIGURES

Figure i.	The PACE Model	i
Figure 1.	Proportion of Total Responses by Functional Role	9
Figure 2.	Climate as Rated by All Employees Combined Using Composite Averages	11
Figure 3.	Mean Responses to 65-Item Climate Survey	12
Figure 4.	Average Climate Scores as Rated by Functional Roles at Jackson Community College.....	16
Figure 5.	Average Scores of the Formal Influence Climate Area as Rated by Functional Roles at Jackson Community College.....	18
Figure 6.	Average Scores of the Communication Climate Area as Rated by Functional Roles at Jackson Community College.....	19
Figure 7.	Average Scores of the Collaboration Climate Area as Rated by Functional Roles at Jackson Community College.....	20
Figure 8.	Average Scores of the Organizational Structure Climate Area as Rated by Functional Roles at Jackson Community College.....	21
Figure 9.	Average Scores of the Work Design/Technology Climate Area as Rated by Functional Roles at Jackson Community College.....	22
Figure 10.	Average Scores of the Student Focus Climate Area as Rated by Functional Roles at Jackson Community College.....	23
Figure 11.	Average Scores of the Customized Climate Area as Rated by Functional Roles at Jackson Community College.....	24
Figure 12.	Jackson Community College Climate Compared with NILIE PACE Norm Base.....	27
Figure 13.	Jackson Community College Qualitative Data Summary	33

INTRODUCTION

In September 2004, the Personal Assessment of the College Environment (PACE) survey was administered to all 273 full-time and part-time classified/technical employees at Jackson Community College (JCC). Of those 273 employees, 161 (59.0%) 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 promote more open and constructive communication among faculty, staff, and administrators toward the end of becoming a learning organization. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of JCC collaborated to create a survey that would reflect opinions of all personnel throughout the college.

The term “culture” refers to a total communication pattern within an organization. Climate is defined as the *prevailing* condition that affects satisfaction (e.g., morale and feelings) and productivity (e.g., task completion or goal attainment). Essentially, then, climate is a subset of an organization’s culture. In general, climate is to an organization what “personality” is to an individual and is a pattern of basic assumptions that a given group or organizational environment has developed in learning to cope with its problems and challenges (Baker & Associates, 1992).

The way that various individuals behave in an organization influences the climate that exists within that organization. If individuals perceive this pattern of behavior as motivating and rewarding their performance, they tend to see a positive environment. Conversely, if they see a pattern of behavior that is self-serving, autocratic, or punishing, then they see a negative climate. The importance of these methods as determiners of quality and productivity and the degree of satisfaction that employees receive from the performance of their jobs have been well recognized in the research literature for more than 30 years (Baker & Associates, 1992).

Our present focus and research illustrate the value of delegating and empowering others within the organization through an effective management and leadership process. Yukl (1998) defined leadership as the process of influencing major changes in the attitudes and assumptions of organization members and how it can be done effectively. Leadership also focuses on the process of building commitment toward the organization mission or shared objectives. 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 Likert’s work at the University of Michigan. A major means of measuring organizational climate was developed by Likert (1967) and has been adapted by others, including McClelland and Atkinson, reported in Baker and Glass (1993). As such, results from the survey were interpreted using the scientific management model developed by Likert and adapted to the PACE format by NILIE in accordance with the model presented in Table 1. A modified version of the Likert profile of organizations was employed in the in-depth case study of Miami-Dade Community College in 1987 and reported by Roueche and Baker (1987). The organizational climate and leadership style were examined through an adaptation of Likert’s four systems. The first adaptation of Likert’s climate concepts specifically designed for higher education organizations was employed at the various campuses of Miami-Dade Community College during 1986.

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 100 institutions have participated in climate studies conducted by NILIE at NC State University. During the time frame 1988-1997 various versions of the PACE instrument were field-tested through NILIE's efforts, and several dissertations were completed by doctoral students in higher education programs.

From Likert's original work and research methods, NILIE identified four leadership models and organizational systems ranging from coercive to collaborative. The collaborative system, which is called System 4, is generally seen as a climate to be achieved and produces better results in terms of productivity, job satisfaction, communication, and overall organizational climate (Likert, 1967). The various NILIE research studies have verified that the collaborative model is the climate to be sought as opposed to generally existing naturally in the environment. NILIE's research supports the conclusion that most organizations function between the System 2 (competitive) and System 3 (consultative) levels across the six original domains of the instrument (i.e., formal influence, communication, collaboration, organizational structure, work design, and student focus). When standard deviations are considered, employees support a range of options that fall between lower System 4 and the mid-range of System 2.

System 1, which represents the least desirable climate, constitutes a structured, task-oriented, and highly authoritative leadership management style based on the notion that followers are inherently lazy and that, 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. Generally, their numbers are too few to have much effect on the overall institutional averages.

In contrast, a collaborative model is characterized by a leadership environment that is change oriented, where appropriate decisions have been delegated to organizational teams, and one in which leaders seek to achieve trust and confidence in the followers. The followers reciprocate with positive views of the leaders. This style 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 work together in order to accomplish complex tasks. This leadership environment is particularly descriptive of the climate necessary for productivity in a higher education environment, where a typical animosity is likely to exist between professional faculty and administrators.

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 (Likert, 1967). Employees are absent from work less often and tend to remain employed in the organization for a longer period of time (Likert). 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). In addition, Blanchard (1985) suggests that adapting leadership styles to fit the situation according to the employees' characteristics and developmental stages may be appropriate for enhancing

productivity. Blanchard's approach calls for a contingency strategy to fit a given context. 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 1997.

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 (Adams, 1965). Results from the NILIE research support this assumption. NILIE's findings are consistent with a model of work motivation referred to as Equity Theory (Adams). This theory suggests that managers and leaders should emphasize equitable rewards for employees because inequalities motivate workers to reduce the inequity. Means of reducing these perceived inequities include reducing one's output, quitting the job, engaging in absenteeism, or influencing others to lower their productivity. The importance of the influence of equitable rewards on job motivation and production and their impact on how managers and leaders are perceived, therefore, cannot be overemphasized.

Studies of leadership effectiveness abound in the literature. Managers and leaders who will plan change strategies for their organizations are encouraged to review the following theories and concepts when planning for the future.

1. The path-goal theory of House (1971) in which leader behavior is expressed in terms of the leader's influence in clarifying paths or routes followers travel toward work and personal goal attainment.
2. An environment in which the leader's greatest impact is perceived to exist through interactions with followers contingent on their performance levels (Bass, 1990).
3. The Vroom/Yetton model in which specific situational contingencies are considered, which should provide the leader with insights into appropriate decision-making strategies (Yukl, 1994).
4. Transformational leadership theory advocated by Bass (1990).
5. Situational leadership theory advocated by Blanchard (1985).

Advancements of original theories recognize the emerging interest in organizational climate studies and the effectiveness of transformational leadership and follower-leader situations that require different leadership behaviors to fit different assumptions of leader and follower readiness. The study presented in this report is an attempt to assess and improve the overall climate of Jackson Community College by gathering perceptions and estimates of quality and excellence across personnel groups. It is NILIE's expectation that this report will provide a benchmark and empirical data that will be systematically integrated into effective planning models for Jackson Community College.

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.

METHOD

The PACE instrument was administered to all of the full-time employees and part-time classified/technical staff of Jackson Community College in September 2004. After completing the written items, respondents were given an opportunity to write comments to be analyzed to determine implicit information that can be used for institutional planning. NILIE classifies written comments as favorable or unfavorable/advisory with regard to seeking change in a particular aspect of the institutional climate. The NILIE staff has developed a cross-tabulated matrix that allows the comments to be analyzed and considered in future planning.

The climate survey was a collaborative project between NILIE and the Department of Human Resources of Jackson Community College. The PACE was distributed to employees of JCC via campus mail boxes. Distribution, collection, and mailing of survey materials were managed by the Human Resources staff.

The PACE instrument is divided into seven instrumental factors and conceptual domains. These spheres are formal influence, communication, collaboration, organizational structure, work design/technology, student focus, and a customized section developed specifically for Jackson Community College. A total of 65 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 seven climate factors through their specific statements on a five-point scale from a low of "1" to a high of "5." The means for all items were obtained and compared. Items with lower scores were considered to have high priority. 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. For purposes of external comparisons, NILIE will provide statistical data from its Norm Base.

DATA COLLECTION

Of the 273 JCC employees administered the instrument, 161 (59.0%) completed the PACE survey. NILIE managed the climate survey project. Survey materials were placed in campus mail boxes of JCC employees. Completed PACE instruments were then collected by the Department of Human Resources and mailed to NILIE for analysis.

DATA ANALYSIS

Optical scan sheets were employed to capture the survey data. These sheets were read by an optical scanner. Responses were analyzed using the statistical package SAS, version 8.0. The following six research questions were explored using the data generated from the items asked in the PACE instrument:

- QUESTION #1 How representative of the total population is the returned survey sample?
- QUESTION #2 How do employees perceive the overall institutional climate?
- QUESTION #3 To what extent are there differences in perception of the institutional climate among employees in functional roles?
- QUESTION #4 To what extent are there differences in perception of the institutional climate among various demographic classifications?
- QUESTION #5 How do the results of this PACE compare with the NILIE PACE Norm Base?
- QUESTION #6 What recommendations for change and improvement can be made based on the results of this climate survey?

RESULTS AND DISCUSSION

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. Within this context, the climate survey is measuring what the designer expects to measure. The Cronbach's alpha coefficients of internal consistency from July 2001 to present are as follows:

Table 2. Alpha Coefficients by Climate Category for PACEs Completed From July 2001 to Present (n=16,262)

Climate Category	Alpha Coefficient
Formal Influence (1-10)	0.93
Communication (11-19)	0.93
Collaboration (20-27)	0.92
Organizational Structure (28-35)	0.88
Work Design/Technology (36-44)	0.85
Student Focus (45-55)	0.92
Overall (1-55)	0.98

Each of the research questions posed earlier is answered in the order listed in the data analysis section. Graphic representations of the results have been prepared to provide the reader with useful information. Thus, the reader may refer to the graphs in order to get an in-depth picture of the results. The narrative under each question serves to elaborate on the information conveyed by each figure or table.

QUESTION #1: How representative of the total population is the returned survey sample?

Of the 273 JCC employees administered the survey, 161 (59.0%) completed the PACE survey. Survey respondents classified themselves into functional roles. Refer to Table 3 below.

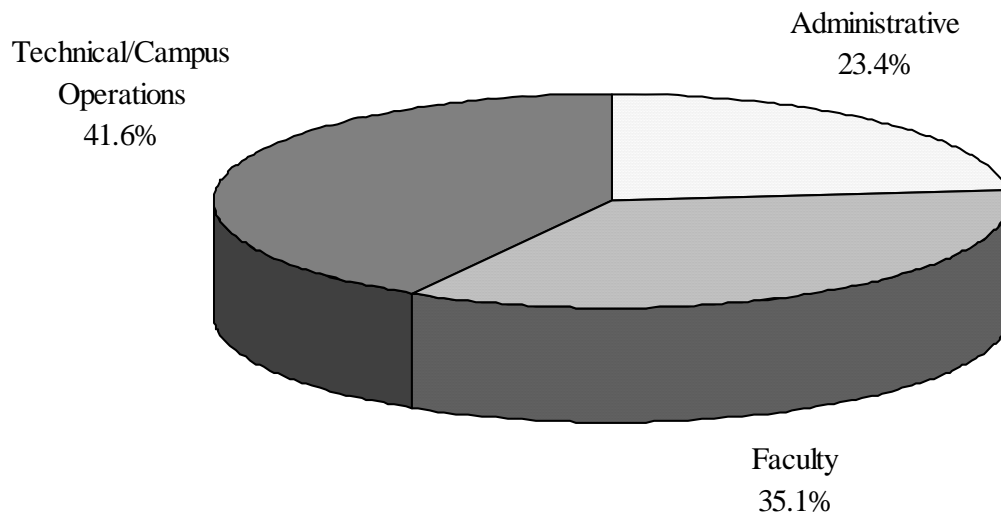
Table 3. Surveys Self-Analyzed by Respondent's Functional Role

Functional Role	Population	Surveys Returned for Analysis	Percent of Population Represented
Administrative (Administrators & Admin Assistants)	36	36	100.0%
Faculty	94	54	57.4%
Technical/Campus Operations (Classified & Technical Employees)	143	64	44.8%
Did not respond		7	
Total	273	161	59.0%

When contracting with an institution, NILIE encourages that the entire full-time population of the institution be surveyed. When making inferences from the data, caution should always be used, and return rates of less than 60% of a subgroup should be viewed with some hesitation.

Figure 1 provides a graphic representation of the proportion of total responses by functional role.

Figure 1. Proportion of Total Responses by Functional Role



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

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

Table 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	Number of Responses	Percent of Responses
Gender:		
Female	80	65.6%
Male	42	34.4%
Did Not Respond	39	
Length of Employment:		
Less than 1 year	14	9.0%
1 to 4 years	41	26.3%
5 to 9 years	28	18.0%
10 to 14 years	16	10.3%
15 or more years	57	36.5%
Did Not Respond	5	
Division Employed:*		
Academic Affairs	96	62.8%
Administrative Affairs	16	10.5%
Business Affairs	21	13.7%
Community Affairs	20	13.1%
Did Not Respond	8	
Personnel Classification:		
Administrative (Administrators & Admin Assistants)	36	23.4%
Faculty	54	35.1%
Technical/Campus Operations (Classified & Technical Employees)	64	41.6%
Did Not Respond	7	

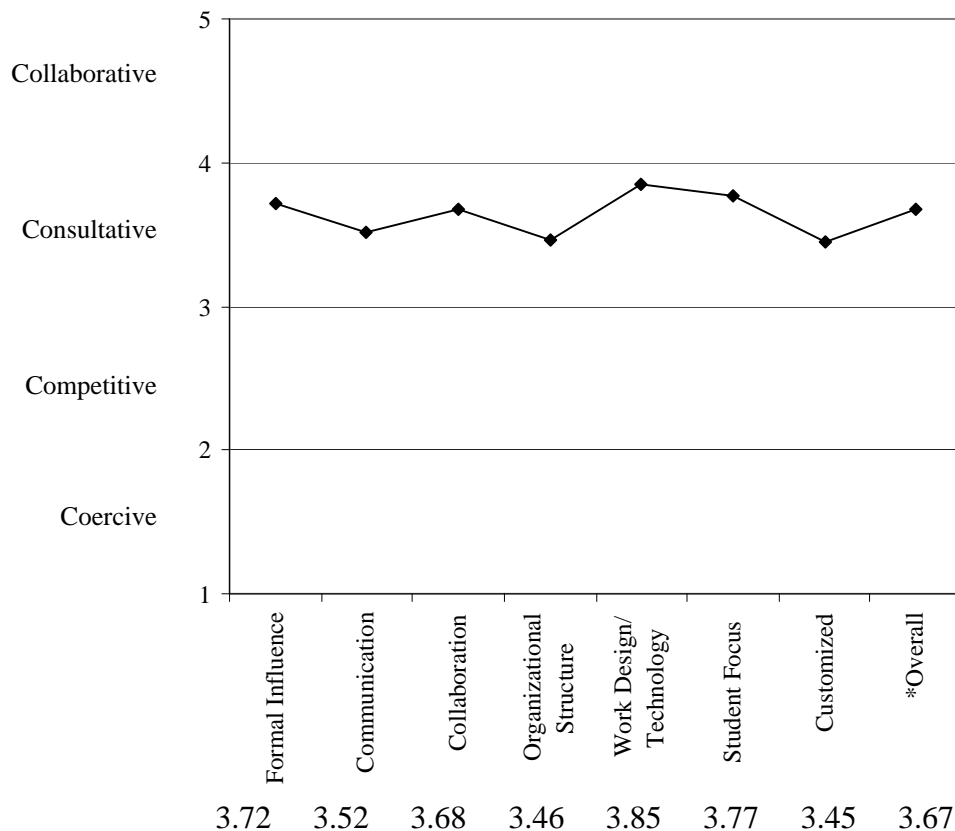
* *Academic Affairs:* all Faculty, Building Secretaries, Foundation Studies, Learning Resources Center, Executive Vice President's Office, Offices of Deans of Arts and Science and Occupational Education, JCC @ VocTech, Hillsdale Center, Flight Center, Student Services and Employment Services
Administrative Affairs: President's Office, Human Resources, Information Technology
Business Affairs: Business Office, Financial Aid, Facilities, Vice President for Administration's Office, Auxiliary Services, Copy Center, Shipping and Receiving
Community Affairs: Marketing, Theaters, Dahlem Center, Institutional Research, JCC Foundation, Vice President Institutional Advancement's Office

QUESTION #2: How do employees perceive the overall institutional climate?

The results from the PACE survey indicate that personnel perceive the composite climate at JCC to fall toward the upper-range of the System 3 (consultative) management style. As discussed earlier, the scale range (1 to 5) includes 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 System 1 (coercive), System 2 (competitive), System 3 (consultative), and System 4 (collaborative). 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 Figure 2, the Work Design/Technology climate factor received the highest composite rating (3.85), which represented a System 3 or consultative management environment. The Customized climate factor received the lowest mean score (3.45) within the middle area of System 3. Overall, employees rated the management style in the upper range of the System 3 (consultative) area.

Figure 2. Jackson Community College Climate as Rated by All Employees Combined Using Composite Averages



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

Table 5 reports the mean response of all personnel for each of the 65 items included in the survey instrument. The means and standard deviations presented in this table estimate what the personnel participating in the study at JCC perceive the climate to be at this particular time in the institution's development. The standard deviation (SD) demonstrates the variation in responses to a given question. For example, a small SD demonstrates that most answers fell within a narrow or restrictive range. Conversely, a large SD demonstrates that more variance existed around the mean score for the item. When the SD becomes too great, the mean is no longer a reliable indicator of the participant responses.

In reviewing each of the items separately, it was found that of the 65 means, seven fell within a System 4 (collaborative) management style (i.e., a mean score rating between 4.0 and 5.0) and fifty-seven fell within a System 3 (consultative) management style (i.e., a mean score rating between 3.0 and 4.0). One item fell within the System 2 (competitive) management style (i.e., a mean score rating between 2.0 and 3.0) and none fell within the System 1 (coercive) management style (i.e., a mean score rating between 1.0 and 2.0). The items with the three lowest composite scores were #65 (2.80), #35 (3.18), and #34 (3.23). Figure 3 provides a graphical view of the data presented in Table 5.

The preponderance of System 3 (n=57, consultative) 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 3.67 as indicated on the previous page in Figure 2.

Figure 3. Mean Responses to 65-Item Climate Survey

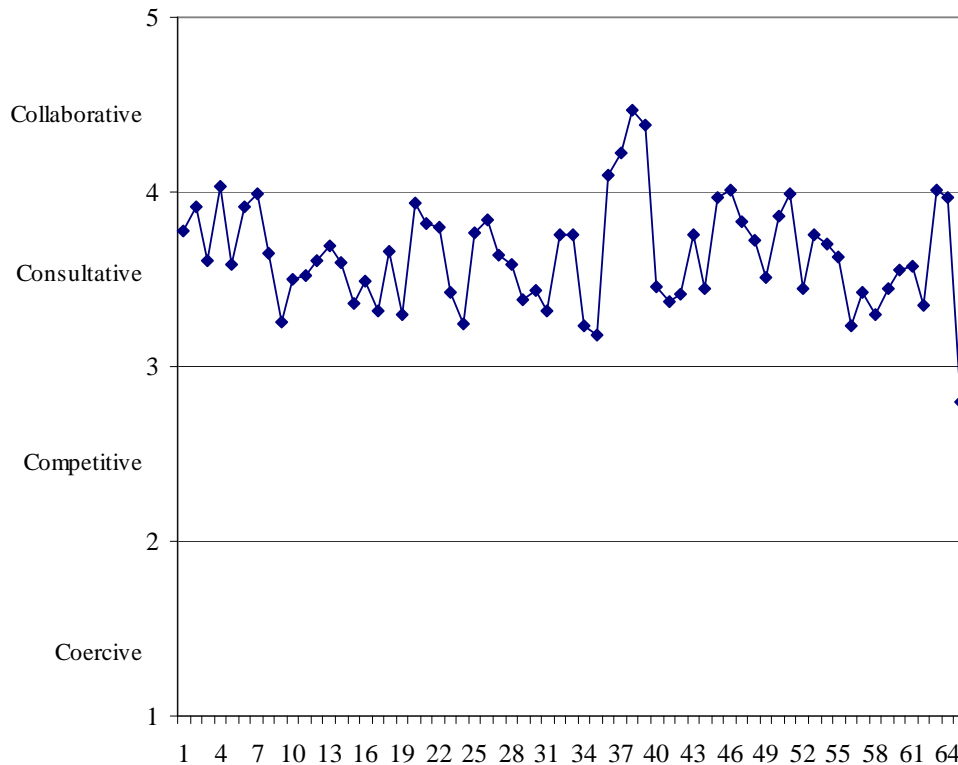


Table 5. Comparative Mean Responses to 65-Item Climate Survey

	Mean	SD
Formal Influence		
1 The extent to which the actions of this institution reflect its mission	3.78	0.91
2 The extent to which my manager expresses confidence in my work	3.91	1.13
3 The extent to which my manager provides timely feedback regarding my work	3.61	1.14
4 The extent to which I am given the opportunity to be creative in my work	4.03	1.16
5 The extent to which my manager emphasizes my personal development	3.59	1.19
6 The extent to which my ideas are seriously considered by my manager	3.92	1.15
7 The extent to which I have the opportunity to express my ideas in appropriate forums	3.99	1.05
8 The extent to which my ideas are actively sought by my manager	3.65	1.17
9 The extent to which I am able to appropriately influence the direction of this institution	3.26	1.05
10 The extent to which this institution has been successful in positively motivating my performance	3.50	1.20
Communication		
11 The extent to which I receive information related to my work	3.52	1.07
12 The extent to which information I receive is useful in my work	3.61	0.89
13 The extent to which the information I generate is shared with others	3.69	0.92
14 The extent to which positive work expectations are communicated to me	3.60	1.01
15 The extent to which unacceptable behaviors are identified and communicated to me	3.36	0.98
16 The extent to which work outcomes are clarified for me	3.49	1.06
17 The extent to which open and ethical communication is practiced at this institution	3.32	1.14
18 The extent to which I receive adequate information regarding important activities at this institution	3.66	0.99
19 The extent to which information is shared within this institution	3.30	1.08
Collaboration		
20 The extent to which I have an opportunity to work jointly with appropriate others at this institution	3.94	0.90
21 The extent to which there is a spirit of cooperation within my work team	3.82	1.15
22 The extent to which my primary work team uses problem-solving techniques	3.80	0.99
23 The extent to which institutional teams use problem-solving techniques	3.43	0.99
24 The extent to which a spirit of cooperation exists at this institution	3.24	1.08
25 The extent to which a spirit of cooperation exists in my department	3.77	1.22
26 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.84	1.09
27 The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.64	1.06

Table 5. Continued

	Mean	SD
Organizational Structure		
28 The extent to which institution-wide policies guide my work	3.58	0.89
29 The extent to which I receive timely feedback for my work	3.38	0.99
30 The extent to which I receive appropriate feedback for my work	3.44	1.00
31 The extent to which the amount of work I do is appropriate	3.32	1.13
32 The extent to which the variety of work I do is appropriate	3.76	1.04
33 The extent to which I am able to organize my work day	3.76	1.10
34 The extent to which this institution is appropriately organized	3.23	1.10
35 The extent to which decisions are made at the appropriate level at this institution	3.18	1.11
Work Design/Technology		
36 The extent to which accuracy is expected of me in my job	4.10	0.83
37 The extent to which my skills are appropriate for my job	4.22	0.95
38 The extent to which I feel my job is relevant to this institution's mission	4.47	0.67
39 The extent to which I am responsible for meaningful work	4.38	0.81
40 The extent to which I have the opportunity for advancement within this institution	3.46	1.16
41 The extent to which my work is guided by clearly defined administrative processes	3.37	1.11
42 The extent to which my manager helps me to improve my work	3.42	1.15
43 The extent to which I am provided up-to-date technology in my job	3.76	1.05
44 The extent to which I am provided training necessary to master all aspects of my job	3.45	1.12
Student Focus		
45 The extent to which student needs are central to what we do	3.97	0.96
46 The extent to which students receive an excellent education at this institution	4.01	0.83
47 The extent to which faculty meet the needs of the students	3.83	0.90
48 The extent to which support services personnel meet the needs of the students	3.72	1.03
49 The extent to which administrative personnel meet the needs of the students	3.51	1.07
50 The extent to which this institution prepares students for a career	3.86	0.92
51 The extent to which this institution prepares students for further learning	3.99	0.81
52 The extent to which students are assisted with their personal development	3.45	0.98
53 The extent to which students' competencies are enhanced	3.76	0.84
54 The extent to which students are satisfied with their educational experience at this institution	3.70	0.84
55 The extent to which ethnic and cultural diversity are important at this institution	3.63	0.98

Table 5. Continued

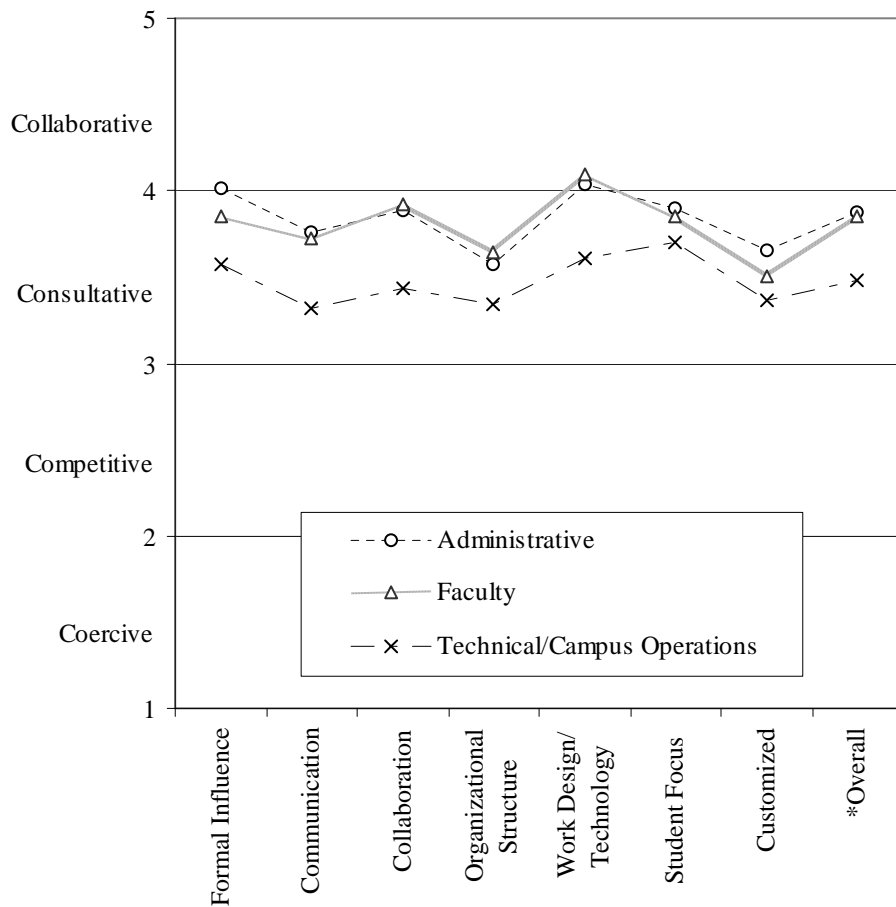
Customized	Mean	SD
56 The extent to which the college provides student life opportunities.	3.23	0.95
57 The extent to which the college has made progress on increasing the diversity and inclusion of employees and students.	3.43	0.96
58 The extent to which the institutional budget priorities are consistent with the college's mission, strategic plan, and vision.	3.30	0.99
59 The extent to which employees know and understand the strategic goals of JCC.	3.45	0.95
60 The extent to which the institution values people.	3.55	1.10
61 The extent to which JCC makes clear a code of ethical behavior that it expects staff to follow.	3.57	1.01
62 The extent to which there is campus wide input on matters of importance	3.35	1.03
63 The extent to which the institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible schedule, tuition reimbursement.)	4.01	0.94
64 The extent to which campus security provides for my safety	3.97	0.88
65 The extent to which the institution has improved its relationship with the community.	2.80	1.03
Overall*	3.67	0.68

* The overall mean and SD do not include the means and SDs for the customized items developed specifically for JCC.

QUESTION #3: To what extent are there differences in perception of the institutional climate among employees in functional roles?

Figure 4 reports composite ratings according to the seven climate factors for employees in functional roles. In general, the Administrative employees rated the six normative factors most favorably (3.87), whereas the Technical/Campus Operations employees rated the six normative factors least favorably (3.48).

Figure 4. Average Climate Scores as Rated by Functional Roles at Jackson Community College



Administrative	4.01	3.76	3.89	3.57	4.04	3.90	3.65	3.87
Faculty	3.85	3.72	3.92	3.64	4.09	3.85	3.51	3.85
Technical/Campus Operations	3.57	3.32	3.44	3.34	3.61	3.70	3.36	3.48

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

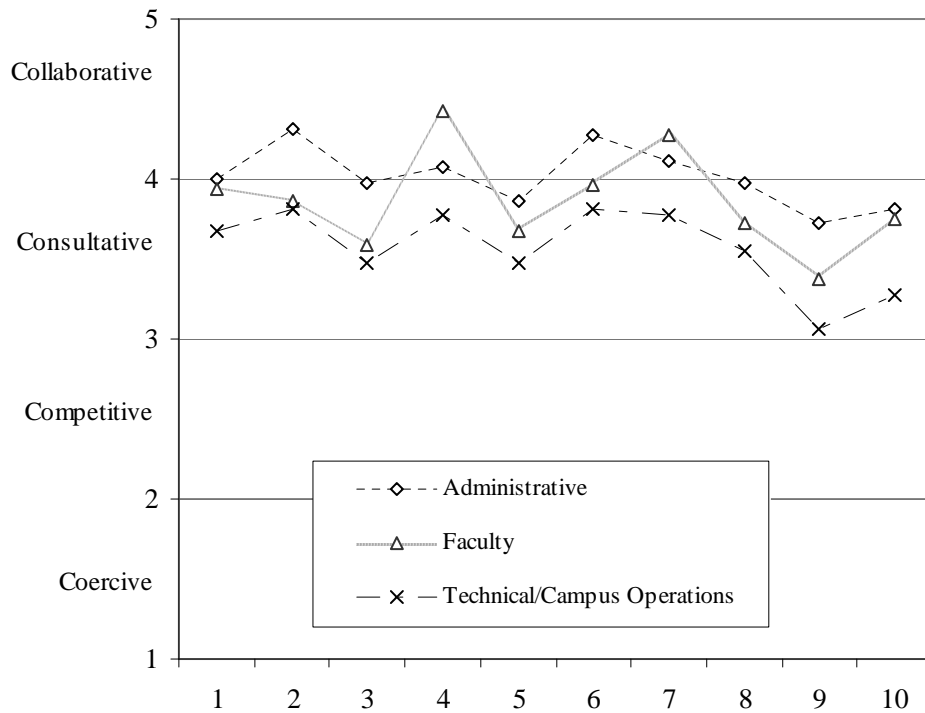
DATA SUMMARY

Figures 5 through 11 show the ratings of each employee group for each of the 65 climate items. The data summary for each figure precedes the corresponding figure. This information provides a close look at the institutional climate ratings and should be examined carefully when prioritizing areas for change among the employee groups. The information contained within Figures 5 through 11 will be discussed in a later section of this report addressing recommendations for change.

Formal Influence

	Administration	Faculty	Technical/Campus Operations
1 The extent to which the actions of this institution reflect its mission	4.00	3.94	3.67
2 The extent to which my manager expresses confidence in my work	4.31	3.86	3.81
3 The extent to which my manager provides timely feedback regarding my work	3.97	3.59	3.48
4 The extent to which I am given the opportunity to be creative in my work	4.08	4.43	3.77
5 The extent to which my manager emphasizes my personal development	3.86	3.67	3.47
6 The extent to which my ideas are seriously considered by my manager	4.28	3.96	3.81
7 The extent to which I have the opportunity to express my ideas in appropriate forums	4.11	4.27	3.78
8 The extent to which my ideas are actively sought by my manager	3.97	3.73	3.55
9 The extent to which I am able to appropriately influence the direction of this institution	3.72	3.37	3.06
10 The extent to which this institution has been successful in positively motivating my performance	3.81	3.75	3.27

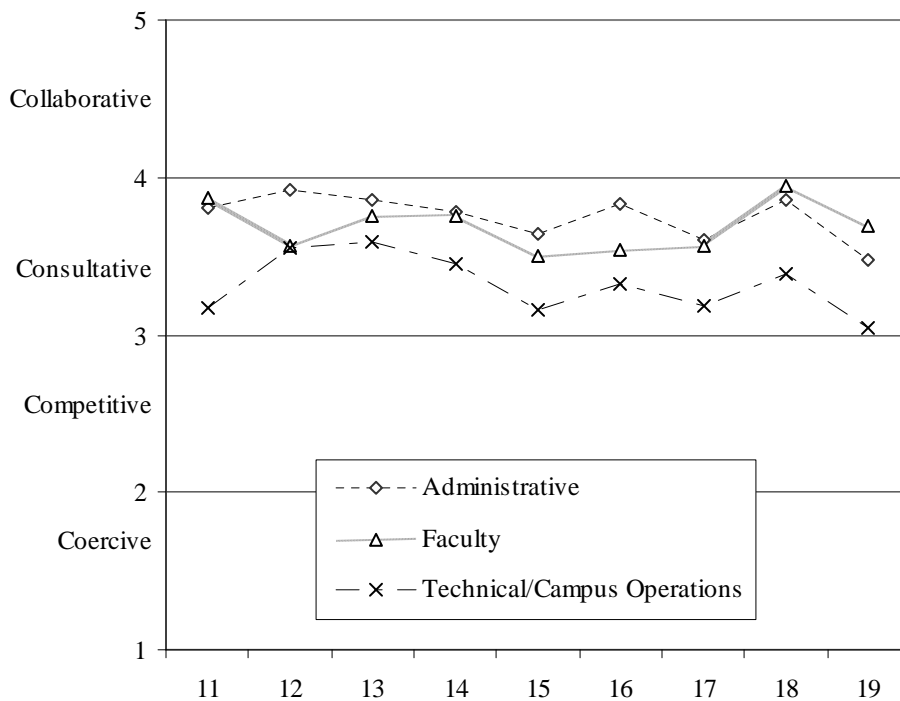
Figure 5. Average Scores of the Formal Influence Climate Area as Rated by Functional Roles at Jackson Community College



Communication

	Administration	Faculty	Technical/Campus Operations
11 The extent to which I receive information related to my work	3.81	3.87	3.17
12 The extent to which information I receive is useful in my work	3.92	3.57	3.55
13 The extent to which the information I generate is shared with others	3.86	3.76	3.59
14 The extent to which positive work expectations are communicated to me	3.78	3.76	3.45
15 The extent to which unacceptable behaviors are identified and communicated to me	3.64	3.50	3.16
16 The extent to which work outcomes are clarified for me	3.83	3.54	3.33
17 The extent to which open and ethical communication is practiced at this institution	3.60	3.56	3.19
18 The extent to which I receive adequate information regarding important activities at this institution	3.86	3.94	3.39
19 The extent to which information is shared within this institution	3.47	3.69	3.05

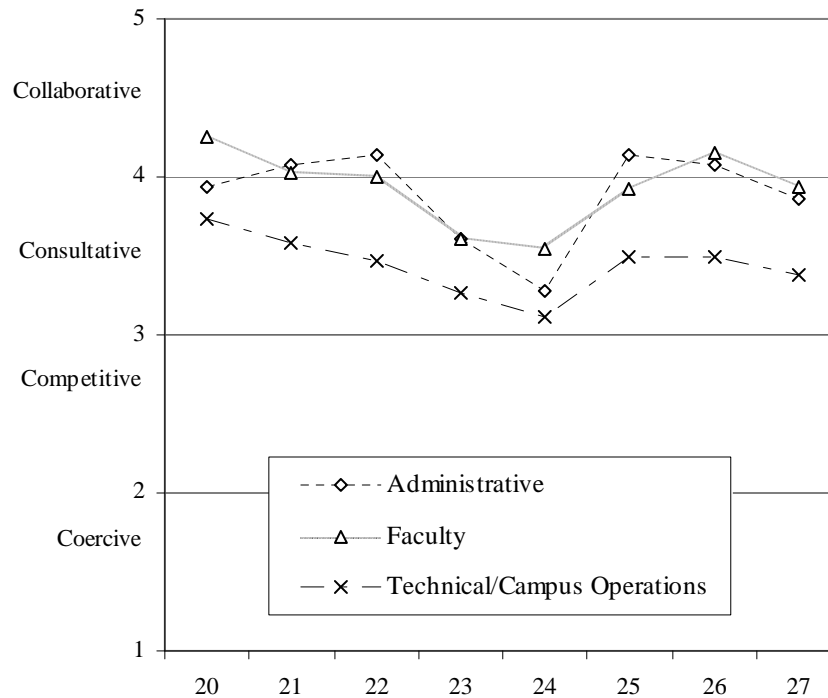
Figure 6. Average Scores of the Communication Climate Area as Rated by Functional Roles at Jackson Community College



Collaboration

	Administration	Faculty	Technical/Campus Operations
20 The extent to which I have an opportunity to work jointly with appropriate others at this institution	3.94	4.25	3.73
21 The extent to which there is a spirit of cooperation within my work team	4.08	4.02	3.58
22 The extent to which my primary work team uses problem-solving techniques	4.14	4.00	3.47
23 The extent to which institutional teams use problem-solving techniques	3.61	3.61	3.27
24 The extent to which a spirit of cooperation exists at this institution	3.28	3.54	3.11
25 The extent to which a spirit of cooperation exists in my department	4.14	3.92	3.50
26 The extent to which there is an opportunity for all ideas to be exchanged within my work team	4.08	4.15	3.50
27 The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.86	3.94	3.38

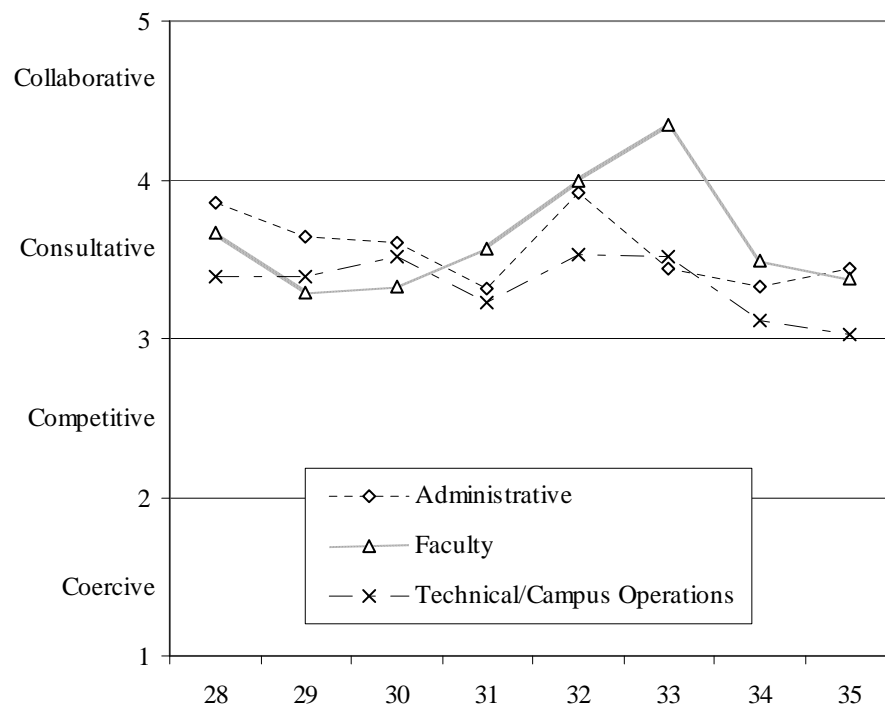
Figure 7. Average Scores of the Collaboration Climate Area as Rated by Functional Roles at Jackson Community College



Organizational Structure

	Administration	Faculty	Technical/Campus Operations
28 The extent to which institution-wide policies guide my work	3.86	3.67	3.39
29 The extent to which I receive timely feedback for my work	3.64	3.29	3.39
30 The extent to which I receive appropriate feedback for my work	3.61	3.33	3.51
31 The extent to which the amount of work I do is appropriate	3.31	3.57	3.23
32 The extent to which the variety of work I do is appropriate	3.92	4.00	3.53
33 The extent to which I am able to organize my work day	3.44	4.34	3.52
34 The extent to which this institution is appropriately organized	3.33	3.49	3.11
35 The extent to which decisions are made at the appropriate level at this institution	3.44	3.38	3.03

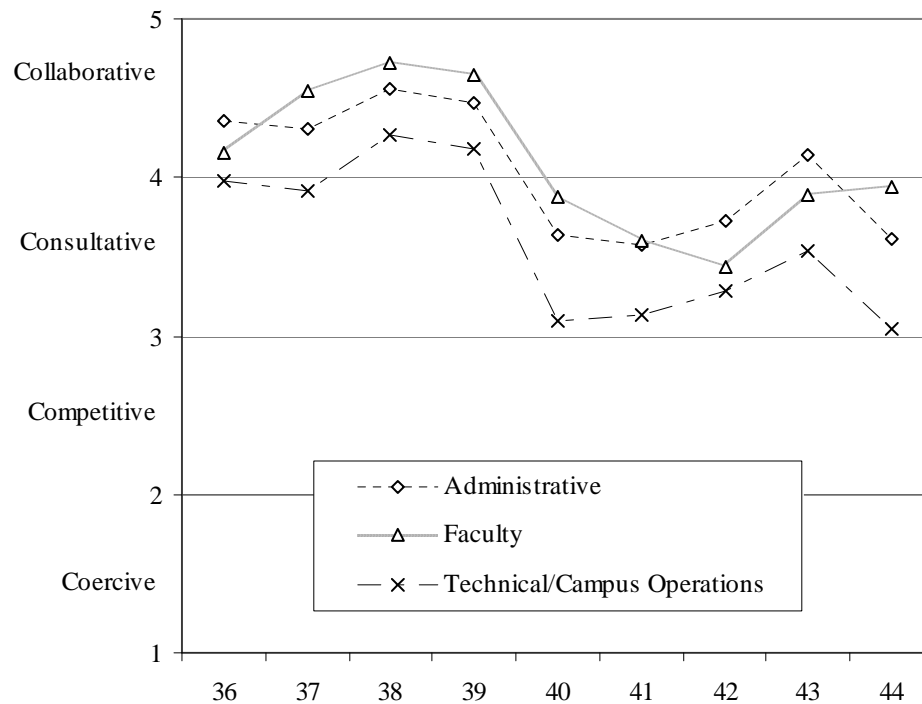
Figure 8. Average Scores of the Organizational Structure Climate Area as Rated by Functional Roles at Jackson Community College



Work Design/Technology

	Administration	Faculty	Technical/Campus Operations
36 The extent to which accuracy is expected of me in my job	4.36	4.15	3.98
37 The extent to which my skills are appropriate for my job	4.31	4.55	3.92
38 The extent to which I feel my job is relevant to this institution's mission	4.56	4.72	4.27
39 The extent to which I am responsible for meaningful work	4.47	4.65	4.18
40 The extent to which I have the opportunity for advancement within this institution	3.64	3.88	3.10
41 The extent to which my work is guided by clearly defined administrative processes	3.58	3.60	3.13
42 The extent to which my manager helps me to improve my work	3.72	3.44	3.29
43 The extent to which I am provided up-to-date technology in my job	4.14	3.89	3.54
44 The extent to which I am provided training necessary to master all aspects of my job	3.61	3.94	3.05

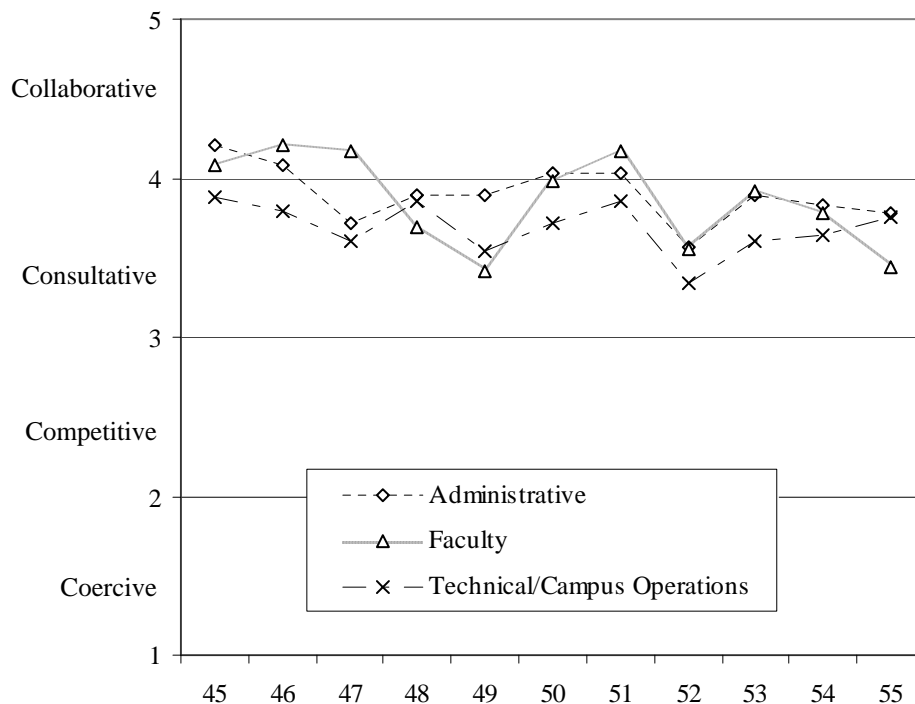
Figure 9. Average Scores of the Work Design/Technology Climate Area as Rated by Functional Roles at Jackson Community College



Student Focus

	Administration	Faculty	Technical/Campus Operations
45 The extent to which student needs are central to what we do	4.21	4.08	3.88
46 The extent to which students receive an excellent education at this institution	4.08	4.21	3.79
47 The extent to which faculty meet the needs of the students	3.72	4.17	3.60
48 The extent to which support services personnel meet the needs of the students	3.89	3.69	3.86
49 The extent to which administrative personnel meet the needs of the students	3.89	3.41	3.54
50 The extent to which this institution prepares students for a career	4.03	3.98	3.72
51 The extent to which this institution prepares students for further learning	4.03	4.17	3.86
52 The extent to which students are assisted with their personal development	3.56	3.55	3.34
53 The extent to which students' competencies are enhanced	3.89	3.92	3.60
54 The extent to which students are satisfied with their educational experience at this institution	3.83	3.78	3.64
55 The extent to which ethnic and cultural diversity are important at this institution	3.78	3.44	3.75

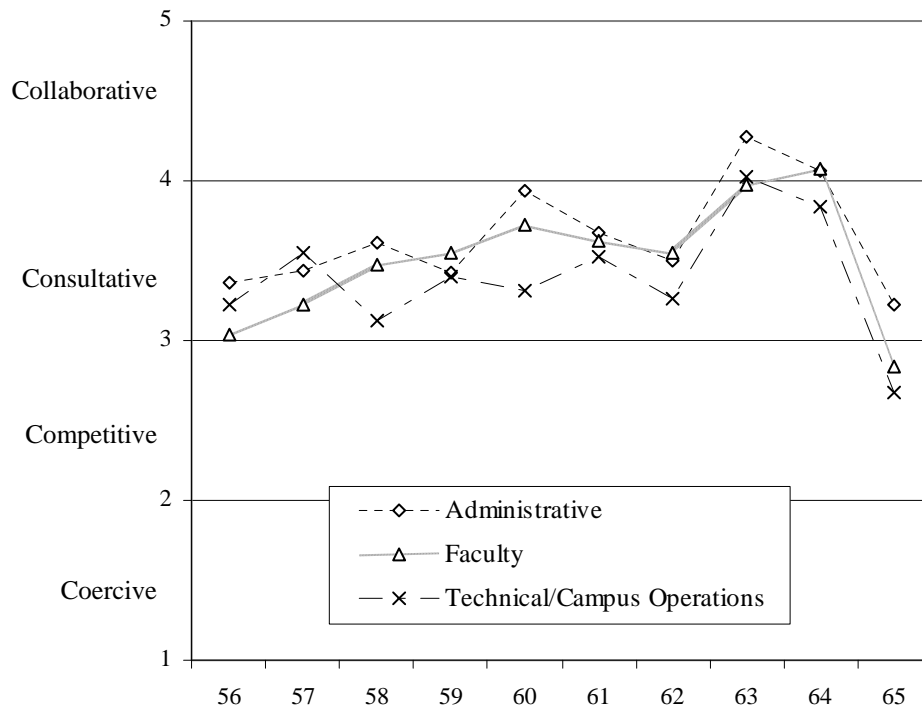
Figure 10. Average Scores of the Student Focus Climate Area as Rated by Functional Roles at Jackson Community College



Customized

	Administration	Faculty	Technical/Campus Operations
56 The extent to which the college provides student life opportunities.	3.36	3.04	3.23
57 The extent to which the college has made progress on increasing the diversity and inclusion of employees and students.	3.44	3.23	3.55
58 The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision	3.61	3.48	3.13
59 The extent to which employees know and understand the strategic goals of JCC.	3.42	3.55	3.40
60 The extent to which the institution values people.	3.94	3.73	3.31
61 The extent to which JCC makes clear a code of ethical behavior that it expects staff to follow.	3.67	3.63	3.53
62 The extent to which there is campus wide input on matters of importance	3.50	3.55	3.26
63 The extent to which the institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible schedule, tuition reimbursement.)	4.28	3.98	4.02
64 The extent to which campus security provides for my safety.	4.06	4.08	3.84
65 The extent to which the institution has improved its relationship with the community.	3.22	2.84	2.67

Figure 11. Average Scores of the Customized Climate Area as Rated by Functional Roles at Jackson Community College



QUESTION #4: To what extent are there differences in perception of the institutional climate among various demographic classifications?

Refer to the following page for a brief description of the data provided in Table 6 below.

Table 6. Average Climate Scores as Rated by Personnel in Various Demographic Classifications

	Formal Influence	Communication	Collaboration	Organizational Structure	Work Design Technology	Student Focus	Customized	*Overall
Gender:								
Female	3.74	3.44	3.66	3.44	3.87	3.77	3.42	3.64
Male	3.60	3.61	3.58	3.53	3.80	3.78	3.35	3.65
Length of Employment:								
Less than 1 year	4.20	4.12	4.07	4.01	4.27	4.13	4.01	4.15
1 to 4 years	3.89	3.66	3.68	3.50	3.82	3.78	3.56	3.73
5 to 9 years	3.49	3.09	3.20	3.22	3.56	3.54	3.22	3.32
10 to 14 years	3.84	3.54	3.87	3.56	4.01	3.79	3.52	3.77
15 or more years	3.57	3.50	3.76	3.41	3.84	3.77	3.31	3.64
Division Employed:								
Academic Affairs	3.84	3.64	3.79	3.50	3.92	3.83	3.47	3.76
Administrative Affairs	3.69	3.33	3.37	3.26	3.65	3.78	3.38	3.53
Business Affairs	3.34	3.11	3.36	3.28	3.56	3.58	3.32	3.33
Community Affairs	3.73	3.70	3.83	3.73	3.97	3.65	3.49	3.77
Personnel Classification:								
Administrative	4.01	3.76	3.89	3.57	4.04	3.90	3.65	3.87
Faculty	3.85	3.72	3.92	3.64	4.09	3.85	3.51	3.85
Technical/Campus Operations	3.57	3.32	3.44	3.34	3.61	3.70	3.36	3.48

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

Gender:

Male respondents rated the climate higher, with a composite rating of 3.65, whereas females rated the climate slightly lower with a composite rating of 3.64.*

Length of Employment at JCC:

Respondents with less than 1 year of employment at JCC rated the climate highest, with a composite rating of 4.15, followed by respondents with 10 to 14 years at the institution with a composite rating of 3.77. The composite climate ratings for respondents with 1-4 years and more than 15 years had composite ratings of 3.73 and 3.64 respectively. Respondents with 5-9 years rated the climate the lowest with a composite score of 3.32

Division Employed:

Respondents in the Community Affairs and Academic Affairs division rated the climate very closely, with composite ratings of 3.77 and 3.76 respectively. The composite climate rating for respondents in Administrative Affairs was 3.53. The Business Affairs respondents rated the climate lowest with a composite rating of 3.33.

Personnel Classification:

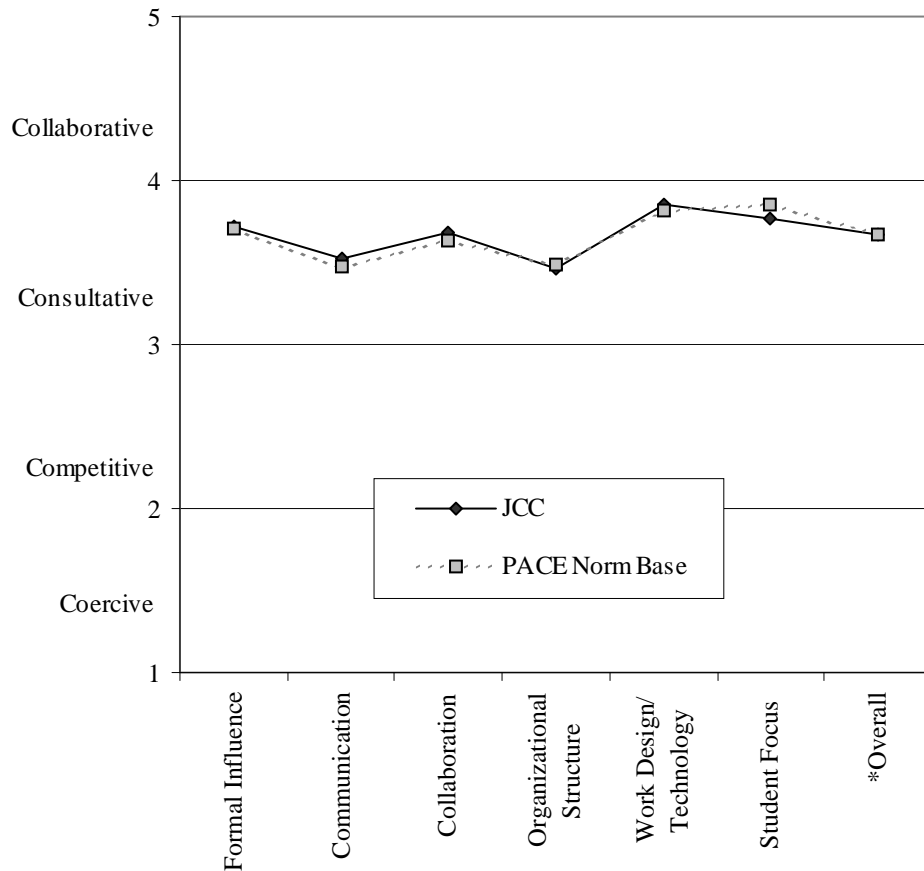
Respondents in the Administrative and Faculty personnel classifications rated the climate highest, with composite ratings of 3.87 and 3.85, respectively. Respondents in the Technical/Campus Operations personnel classifications rated the climate lowest, with a composite rating of 3.48.

* The difference in overall scores is so small, it is unlikely to be statistically significant and care should be taken in interpretation of these means.

QUESTION #5: How do the results of this PACE compare with the NILIE PACE Norm Base?

Figure 12 shows how JCC compares with the NILIE PACE Norm Base from all the climate studies conducted at two- and four-year institutions since 1999 which have used the current version of the NILIE PACE standardized survey. These studies included small, medium, large, and multi-campus institutions; community college districts; and statewide systems. Institutions ranged in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. Normative data are not available for the customized climate factor area developed specifically for JCC. Figure 12 shows how JCC compares with data from the “original” six PACE domains (i.e., formal influence, communication, collaboration, organizational structure, work design/technology, and student focus) maintained by NILIE.

Figure 12. Jackson Community College Climate Compared with the NILIE PACE Norm Base



JCC	3.72	3.52	3.68	3.46	3.85	3.77	3.67
PACE Norm Base	3.71	3.48	3.63	3.49	3.82	3.85	3.67

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

QUESTION #6: What recommendations for change and improvement can be made based on the results of this climate survey?

One of the primary purposes of the PACE instrument is to provide recommendations for change that assist in efforts to improve the climate at an institution or system of institutions. To accomplish this goal, a priority index score was computed for each of the questions. This score was obtained by ordering the means for each of the items in ascending order, from the lowest to the highest values. The priority index score provides an insight into the distance between the particular score and the ideal situation, represented by a score of 4.50 on any item. In this way, important areas needing improvement can be identified and prioritized. One way to think about these scores is to see the priority index scores as measures 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 should be** for each item is the zone of acceptable change within the institution.

Overall, the following have been identified as areas of excellence at Jackson Community College. Four of these items represent the Work Design/Technology climate factor (items #36, #37, #38, and #39), one represents the Formal Influence climate factor (item #4), one represents the Student Focus climate factor (item #46), and one represents the Customized climate factor (item #63).

- The extent to which I feel my job is relevant to this institution's mission (item #38), mean score: 4.47
- The extent to which I am responsible for meaningful work(item #39), mean score: 4.38
- The extent to which my skills are appropriate for my job (item #37), mean score: 4.22
- The extent to which accuracy is expected of me in my job (item #36), mean score: 4.10
- The extent to which I am given the opportunity to be creative in my work (item #4), mean score: 4.03
- The extent to which students receive an excellent education at this institution (item #46), mean score: 4.01
- The extent to which the institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible schedule, tuition reimbursement.) (item #63), mean score: 4.01

Tables 7 through 9 contain lists of the top twelve improvement areas determined in this way. These lists are presented by personnel classification and provide the priorities of the groups. All employee groups combined identified six items as needing improvement. The areas of greatest concern include:

- The extent to which the institution has improved its relationship with the community. (item #65), mean score: 2.80
- The extent to which decisions are made at the appropriate level at this institution (item #35), mean score: 3.18
- The extent to which this institution is appropriately organized (item #34), mean score: 3.23
- The extent to which the college provides student life opportunities. (item #56), mean score: 3.23
- The extent to which a spirit of cooperation exists at this institution (item #24), mean score: 3.24
- The extent to which I am able to appropriately influence the direction of this institution (item #9), mean score: 3.26

Two of these items represent the Customized climate factor (items #56 and #65), two represent the Organizational Structure climate factor (items #34 and #35), one represents the Collaborative climate factor (item #24), and one represents the Formal Influence climate factor (item #9).

Table 7. Profile of the College Climate. Priorities for Change: Administrative

Item #	Mean	Area to Change
65	3.22	The extent to which the institution has improved its relationship with the community.
24	3.28	The extent to which a spirit of cooperation exists at this institution
31	3.31	The extent to which the amount of work I do is appropriate
34	3.33	The extent to which this institution is appropriately organized
56	3.36	The extent to which the college provides student life opportunities.
59	3.42	The extent to which employees know and understand the strategic goals of JCC.
33	3.44	The extent to which I am able to organize my work day
35	3.44	The extent to which decisions are made at the appropriate level at this institution
57	3.44	The extent to which the college has made progress on increasing the diversity and inclusion of employees and students.
19	3.47	The extent to which information is shared within this institution
62	3.50	The extent to which there is campus wide input on matters of importance.
52	3.56	The extent to which students are assisted with their personal development

Table 8. Profile of the College Climate. Priorities for Change: Faculty

Item #	Mean	Area to Change
65	2.84	The extent to which the institution has improved its relationship with the community.
56	3.04	The extent to which the college provides student life opportunities.
57	3.23	The extent to which the college has made progress on increasing the diversity and inclusion of employees and students.
29	3.29	The extent to which I receive timely feedback for my work
30	3.33	The extent to which I receive appropriate feedback for my work
9	3.37	The extent to which I am able to appropriately influence the direction of this institution
35	3.38	The extent to which decisions are made at the appropriate level at this institution
49	3.41	The extent to which administrative personnel meet the needs of the students
42	3.44	The extent to which my manager helps me to improve my work
55	3.44	The extent to which ethnic and cultural diversity are important at this institution
58	3.48	The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision
34	3.49	The extent to which this institution is appropriately organized

Table 9. Profile of the College Climate. Priorities for Change: Technical/Campus Operations

Item #	Mean	Area to Change
65	2.67	The extent to which the institution has improved its relationship with the community.
35	3.03	The extent to which decisions are made at the appropriate level at this institution
19	3.05	The extent to which information is shared within this institution
44	3.05	The extent to which I am provided training necessary to master all aspects of my job
9	3.06	The extent to which I am able to appropriately influence the direction of this institution
40	3.10	The extent to which I have the opportunity for advancement within this institution
24	3.11	The extent to which a spirit of cooperation exists at this institution
34	3.11	The extent to which this institution is appropriately organized
41	3.13	The extent to which my work is guided by clearly defined administrative processes
58	3.13	The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision
15	3.16	The extent to which unacceptable behaviors are identified and communicated to me
11	3.17	The extent to which I receive information related to my work

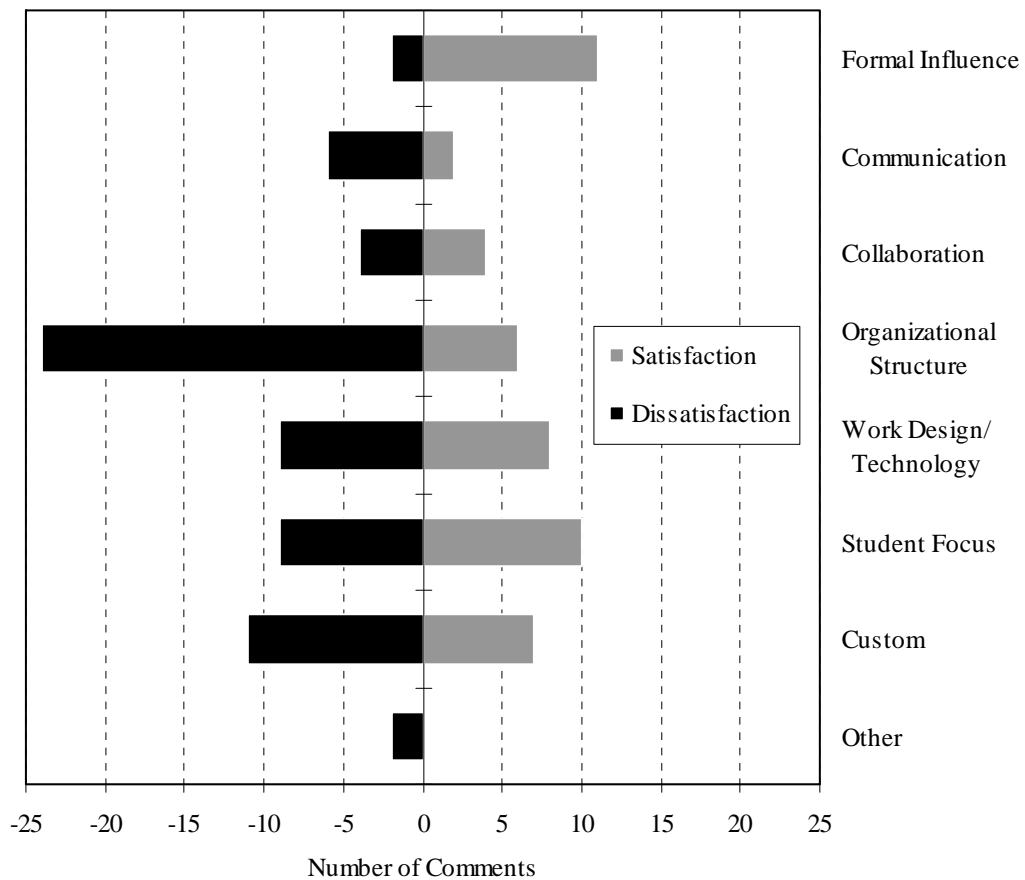
WRITTEN COMMENTS

Respondents were given an opportunity to write comments pertaining to areas of the institution with which they were most satisfied and/or dissatisfied. Over 22.4 percent (36 respondents) of the Jackson Community College employees who completed the JCC PACE provided written comments. In analyzing the written data, there is a degree of researcher interpretation in categorizing the individual comments and through this process NILIE has found general trends. One trend is that when asked for opinions, it is common for respondents to write a greater number of negative comments than positive comments.

Figure 13 provides a summary of the JCC comments. This summary is based on Herzberg's (1982) two-factor model of motivation. NILIE has modified the model to represent the PACE domains by classifying the comments into the most appropriate PACE themes. This approach illustrates how each domain contributes to the satisfaction or dissatisfaction of the respondents.

The greatest numbers of comments across all domains were with regard to Organizational Structure, Student Focused, and Customized. Please refer to Tables 10 and 11 for emergent themes, sample comments that support the themes, and the actual number of responses provided by JCC employees.

Figure 13. Jackson Community College Qualitative Data Summary



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.

The following matrices summarize specific themes and comments received from Jackson Community College PACE respondents. The actual number of comments appears in parentheses in the applicable domain.

Table 10. Satisfaction Themes, Sample Comments, and Actual Number of Responses at Jackson Community College. Please note that comments are quoted exactly as written.

Comments included in the satisfaction themes reflect a positive perception of the organization and/or individuals within the organization.

Priority	Domain	Themes	Number of Comments
1	Formal Influence (n=10)	<u>4—The extent to which I am given the opportunity to be creative in my work</u> <i>Creativity allowed</i>	3
		<u>7—The extent to which I have the opportunity to express my ideas in appropriate forums</u> <i>JCC’s climate encourages those who are so inclined to contribute to efforts to transform, reform, and generally improve the college.</i>	3
		<u>10—The extent to which this institution has been successful in positively motivating my performance</u> <i>I truly enjoy the opportunity to work at JCC.</i>	3
		<u>2—The extent to which my manager expresses confidence in my work</u> <i>I have so much confidence and support in my work</i>	1
2	Student Focus (n=10)	<u>45—The extent to which student needs are central to what we do</u> <i>I feel students come first and our institution practices this.</i> <i>This college has a very high quality of faculty, administration, and support college. I feel that all of these people really care about the quality of learning and are willing to help improve the experiences that student’s have</i>	9
		<u>47—The extent to which faculty meet the needs of students</u> <i>I appreciate the fact that there are still faculty that care about doing what is best for the college and students and make the college the best it can be.</i>	1

Table 10. Continued

Priority	Domain	Themes	Number of Comments
3	Work Design/ Technology (n= 9)	<u>43—The extent to which I am provided up-to-date technology in my job</u> <i>Grateful for the technology available to me.</i> <i>I am most appreciative of the high tech classrooms in BW.</i>	7
		<u>44—The extent to which I am provided training necessary to master all aspects of my job</u> <i>I am always encouraged to attend training to further help my job application skills.</i>	2
4	Organizational Structure (n=6)	<u>28—The extent to which institution-wide policies guide my work</u> <i>We are not hampered by overly bureaucratic procedures</i>	3
		<u>32—The extent to which the variety of work I do is appropriate</u> <i>I am happy with the variety of my job.</i>	2
		<u>33—The extent to which I am able to organize my work day</u> <i>Given freedom to get my job done.</i>	1
5	Customized (n=6)	<u>63—The extent to which the institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible schedule, tuition reimbursement.)</u> <i>Flexible schedules and benefits are very valuable to have at JCC as a working parent.</i>	2
		<u>64—The extent to which campus security provides for my safety.</u> <i>Campus safety has improved since the students have come on board as JCC security interns—good show!</i>	2
		<u>58—The extent to which institutional budget priorities are consistent with the college's mission, strategic plan, and vision</u> <i>JCC is doing a very good job with the very limited resources we have</i>	1
		<u>59—The extent to which employees know and</u>	1

Table 10. Continued

Priority	Domain	Themes	Number of Comments
		<p><u>understand the strategic goals of JCC.</u></p> <p><i>The college is becoming very focused and strategic-plan driven.</i></p>	
6	Collaboration (n=4)	<p><u>25—The extent to which a spirit of cooperation exists in my department</u></p> <p><i>We talk things over on a daily basis and we all pull together to keep things running smoothly and work out any problems.</i></p>	2
		<p><u>20—The extent to which I have an opportunity to work jointly with appropriate others at this institution</u></p> <p><i>I have had many opportunities to work with others on campus.</i></p>	1
		<p><u>24—The extent to which a spirit of cooperation exists in this institution</u></p> <p><i>Staff/Faculty generally want to cooperate, collaborate, and improve institution.</i></p>	1
7	Communication (n=2)	<p><u>15—The extent to which unacceptable behaviors are identified and communicated to me</u></p> <p><i>I have always felt confident in what was and what wasn't expected of me</i></p>	1
		<p><u>19—The extent to which information is shared within this institution</u></p> <p><i>I believe JCC does a good job at making sure its employees are informed, whether that is through written communication or email.</i></p>	1

Table 11. Dissatisfaction Themes, Sample Comments, and Actual Number of Responses at Jackson Community College. Please note that comments are quoted exactly as written.

Comments included in the prevent satisfaction themes reflect an advisory or negative perception of the organization or individuals within the organization.

Priority	Domain	Themes	Number of Comments
1	Organizational Structure (n=26)	<p><u>35—The extent to which decisions are made at the appropriate level at this institution</u></p> <p><i>Some decisions are becoming more top-down.</i></p> <p><i>I dislike being told where we HAVE to sit at all-college activities. I don't like feeling controlled.</i></p>	8
		<p><u>31—The extent to which the amount of work I do is appropriate</u></p> <p><i>Never come close to getting done what I need to. It's so busy that troubleshooting keeps you from doing the bigger work.</i></p> <p><i>Too much work for too few people. We have lots of responsibilities and we are getting spread too thin. We are becoming generalists rather than specialists.</i></p>	6
		<p><u>30—The extent to which I receive appropriate feedback for my work</u></p> <p><i>There also seems to be no accountability for ones actions or incompetence while performing their job.</i></p> <p><i>Not much feedback</i></p>	5
		<p><u>28—The extent to which institution-wide policies guide my work</u></p> <p><i>We still have some work to do to make the systems move smoothly.</i></p>	4
		<p><u>34—The extent to which this institution is appropriately organized</u></p> <p><i>The structure is unbalanced for where focus is needed—too many admins, not enough support</i></p>	3

Table 11. Continued

Priority	Domain	Themes	Number of Comments
2	Customized (n=12)	<p><u>65—The extent to which the institution has improved its relationship with the community.</u></p> <p><i>My concerns regard the college’s direction vs. the community’s expectation.</i></p>	3
		<p><u>58—The extent to which institutional budget priorities are consistent with the college’s mission, strategic plan, and vision.</u></p> <p><i>We are spending money on non-necessary stuff: parking meters, Frisbee gold. Makes one wonder if we are really in a budget crunch as stated over and over again???</i></p>	2
		<p><u>59—The extent to which employees know and understand the strategic goals of JCC.</u></p> <p><i>I think we have to work harder to communicate strategic plan goals to our staffs—to take the time to be explicit and to communicate regularly. We need to collect info/data from the staff then share results (matching to goals).</i></p>	2
		<p><u>60—The extent to which the institution values people.</u></p> <p><i>Employees not treated equally</i></p>	2
		<p><u>63—The extent to which the institution provides a comprehensive employee benefits package (e.g., medical, leave, flexible schedule, tuition reimbursement.)</u></p> <p><i>Staff are underpaid for the amount of work that they are expected to accomplish during the course of the week.</i></p>	2
		<p><u>57— The extent to which the college has made progress on increasing the diversity and inclusion of employees and students.</u></p> <p><i>Multicultural and diversity issues are a façade. Telephone messages do not complete the mission. Much more could be done in this area. If things are being done, communication about it is void.</i></p>	1

Table 11. Continued

Priority	Domain	Themes	Number of Comments
3	Work Design/ Technology (n= 9)	<u>43—The extent to which I am provided up-to-date technology in my job</u> <i>Facilities and technology/equipment at JCC are archaic except in certain areas.</i>	4
		<u>40—The extent to which I have the opportunity for advancement within this institution</u> <i>Opportunities for advancement within institution. It would be nice if someone would at least ask if I was interested in advancement if the opportunity was made available.</i>	2
		<u>44—The extent to which I am provided training necessary to master all aspects of my job</u> <i>I also wish for more professional development</i>	2
		<u>38—The extent to which I feel my job is relevant to this institution’s mission</u> <i>At times my duties seem trivial.</i>	1
4	Student Focus (n=9)	<u>47—The extent to which faculty meet the needs of students</u> <i>I am not 100% confident in the intent and work ethic of all faculty</i>	3
		<u>50—The extent to which this institution prepares students for a career</u> <i>Lack of counselors for students—not enough career direction.</i>	3
		<u>51—The extent to which this institution prepares students for further learning</u> <i>From the student’s standpoint, the road to academic and career success is not clearly enough delineated because we lack the advising staff to guide/advise/support each student adequately.</i>	2
		<u>45—The extent to which student needs are central to what we do</u> <i>I think JCC does a little too much “babying” to the students</i>	1
5	Communication	<u>19—The extent to which information is shared within</u>	6

Table 11. Continued

Priority	Domain	Themes	Number of Comments
	(n=6)	<u>this institution</u> <i>There is a lack of communication among staff.</i> <i>Open communication campus-wide needs significant improvement.</i>	
6	Collaboration (n=4)	<u>24—The extent to which a spirit of cooperation exists in this institution</u> <i>I don't see much communication/collaboration between departments on projects and new initiatives.</i>	4
7	Formal Influence (n=2)	<u>1—The extent to which the actions of this institution reflect its mission</u> <i>We care deeply about students here, yet after many years here I still do not have a clear sense of mission compared to other places I have been.</i> <u>7—The extent to which I have the opportunity to express my ideas in appropriate forums</u> <i>Sometimes I feel my voice gets "swallowed" within the institution.</i>	1 1
8	Other (n=2)	<u>Facilities</u> <i>Physical work space is poor.</i>	2

REFERENCES AND SUGGESTED READINGS

- Adams, J. S. (1965). Inequity in social change. In L. Berkowitz (Ed.), *Advances in experimental social psychology*, Vol. 2. Orlando, FL: Academic Press.
- Babbie, E. R. (1973). *Survey research methods*. Belmont, CA: Wadsworth Publishing Co.
- Baker, G. A., & Associates. (1992). *Cultural leadership*. Washington, DC: Community College Press.
- Baker, G. A., & Glass, J. C. (1993). *The McClelland-Atkinson model of motivation*. Unpublished manuscript. University of Texas at Austin.
- Bass, D. M. (1990). From transactional to transformational leadership: Learning to share the vision. *Organizational Dynamics*, 18(3), 19-31.
- Blanchard, K. (1985). *Situational leadership II*. San Diego: Blanchard Training and Development.
- House, R. J. (1971). A path-goal theory of leader effectiveness. *Administrative Science Quarterly*, 16, 321-338.
- Jago, A. G. (1982). Leadership: Perspectives in theory and research. *Management Science*, 28(3), 315-336.
- Likert, R. (1967). *The human organization: Its management and value*. New York: McGraw-Hill.
- Roueche, J. E., & Baker, G. A. (1987). *Access and excellence: The open-door college*. Washington DC: Community College Press.
- Yukl, G. S. (1998). *Leadership in organizations* (5th ed.). Englewood Cliffs, NJ: Prentice-Hall, Inc.