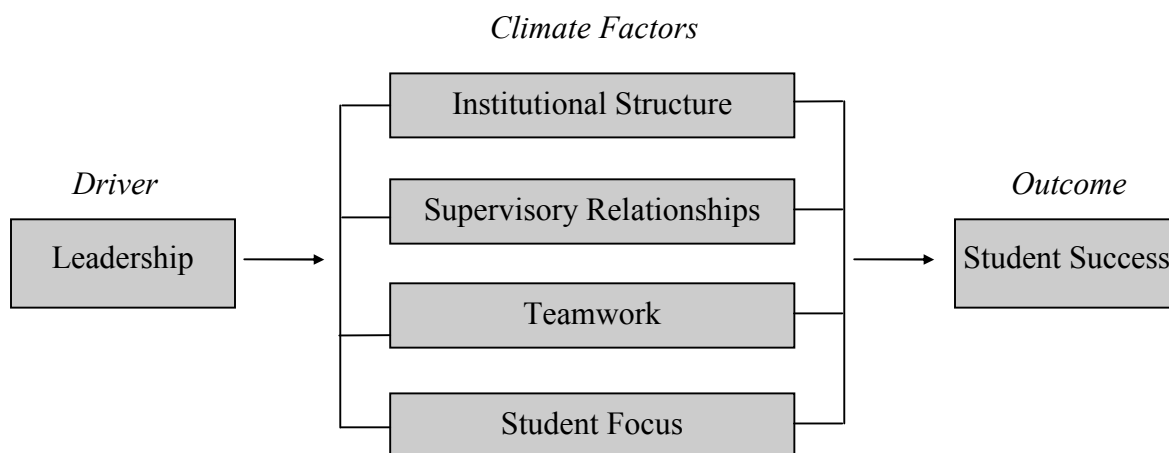


EXECUTIVE SUMMARY

In March 2012, the Personal Assessment of the College Environment (PACE) survey was administered to 1151 employees at Middlesex Community College (MCC). Of those 1151 employees, 514 (44.7%) 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 MCC 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 MCC 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 Middlesex 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 MCC 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 MCC included 56 total items. Respondents were asked to rate items on a five-point satisfaction scale from a low of “1” to a high of “5.” Of the 56 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2) or the Competitive range (rated between 2 and 3). Thirty-two fell within the Consultative range (rated between 3 and 4), and twenty-four composite ratings fell within the Collaborative range (rated between 4 and 5).

At MCC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.98 mean score or high Consultative system. The Student Focus category received the highest mean score (4.24), whereas the Institutional Structure category received the lowest mean score (3.77). When respondents were classified according to Personnel Classification at MCC, the composite ratings were as follows: Faculty (4.01), Administrator (4.12), and Staff (3.91).

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

- The extent to which I feel my job is relevant to this institution's mission, 4.53 (#8)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.42 (#18)
- The extent to which students receive an excellent education at this institution, 4.28 (#31)
- The extent to which this institution prepares students for further learning, 4.28 (#37)
- The extent to which my supervisor expresses confidence in my work, 4.27 (#2)
- The extent to which students are assisted with their personal development, 4.23 (#40)
- The extent to which this institution prepares students for a career, 4.22 (#35)
- The extent to which student needs are central to what we do, 4.21 (#7)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.19 (#9)
- The extent to which non-teaching professional personnel meet the needs of the students, 4.19 (#23)

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

- The extent to which I have the opportunity for advancement within this institution, 3.29 (#38)
- The extent to which I am able to appropriately influence the direction of this institution, 3.35 (#15)
- The extent to which information is shared within this institution, 3.55 (#10)
- The extent to which decisions are made at the appropriate level at this institution, 3.60 (#4)
- The extent to which this institution is appropriately organized, 3.61 (#32)
- The extent to which open and ethical communication is practiced at this institution, 3.69 (#16)
- The extent to which this institution has been successful in positively motivating my performance, 3.72 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.73 (#44)
- The extent to which institutional teams use problem-solving techniques, 3.76 (#11)
- The extent to which a spirit of cooperation exists at this institution, 3.82 (#25)

Respondents were also given an opportunity to provide comments about the most favorable aspects and the least favorable aspects of MCC. 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 Middlesex 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 Middlesex Community College.

METHOD

Population

In March 2012, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Middlesex Community College. Of the 1151 employees administered the instrument, 514 (44.7%) completed and returned the instrument for analysis. Of those 514 employees, 165 (32.1%) 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 MCC 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 Office of MCC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees of MCC were invited to participate in the survey through an email that contained the survey link and instructions. Follow-up emails were sent during the response period to encourage participation. The survey was up for three weeks. Completed surveys were submitted online and the data compiled by NILIE. The data were analyzed using the statistical package SAS, version 9.1.

Instrumentation

The PACE instrument is divided into four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. A Customized section developed by Middlesex Community College was also included in the administration of the instrument. A total of 56 items were included in the PACE survey, as well as a series of questions ascertaining the demographic status of respondents.

Respondents were asked to rate the various climate factors through their specific statements on a five-point scale from a low of “1” to a high of “5.” The mean scores for all items were obtained and compared. Items with lower scores were considered to be high priority issues for the institution. In this way, the areas in need of improvement were ranked in order of priority, thereby assisting in the process of developing plans to improve the overall performance of the institution.

After completing the standard survey items, respondents were given an opportunity to provide comments about the most favorable aspects of MCC 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.

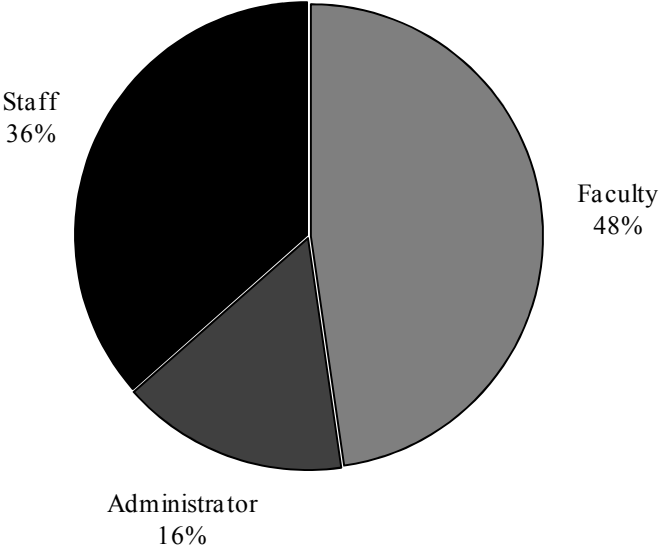
Respondent Characteristics

Of the 1151 MCC employees administered the survey, 514 (44.7%) 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	601	230	38.3%
Administrator	103	76	73.8%
Staff	447	176	39.4%
Did not respond		32	
Total	1151	514	44.7%

Figure 2. Proportion of Total Responses by Personnel Classification



32 individuals 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	230	44.8%
Administrator	76	14.8%
Staff	176	34.2%
Did not respond	32	6.2%
Please select the race/ethnicity that best describes you:		
Hispanic or Latino, of any race	25	4.9%
American Indian or Alaska Native, not Hispanic or Latino	0	0.0%
Asian, not Hispanic or Latino	24	4.7%
Black, not Hispanic or Latino	11	2.1%
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	0	0.0%
White, not Hispanic or Latino	391	76.1%
Two or more races, not Hispanic or Latino	11	2.1%
Did not respond	52	10.1%
Your status at this institution is:		
Full time	275	53.5%
Part time	198	38.5%
Did not respond	41	8.0%
What is the highest degree you have earned:		
First Professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)	16	3.1%
Doctoral degree (e.g., Ph.D., Ed.D.)	42	8.2%
Master's degree	248	48.3%
Bachelor's degree	84	16.3%
Associate's degree	52	10.1%
High School diploma or GED	29	5.6%
No diploma or degree	2	0.4%
Did not respond	41	8.0%
What gender are you:		
Female	332	64.6%
Male	127	24.7%
Did not respond	55	10.7%

Comparative Analysis: Overall

The results from the PACE survey indicate that personnel perceive the composite climate at MCC 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.

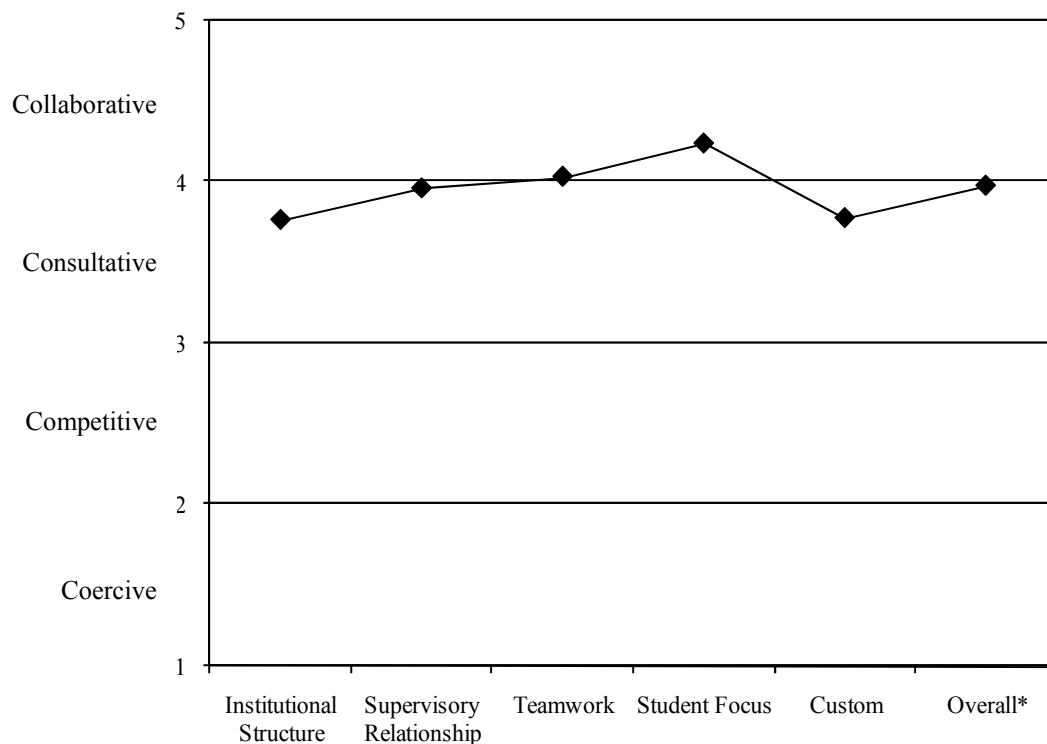
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (4.24), which represented a lower-range Collaborative management environment. The Institutional Structure climate factor received the lowest mean score (3.77) within the upper-range of the Consultative management area. Overall, employees rated the management style in the upper-range of the Consultative management area. (See also Figure 3).

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

Factor	MCC
Institutional Structure	3.77
Supervisory Relationships	3.96
Teamwork	4.03
Student Focus	4.24
Customized	3.78
Overall*	3.98

* Overall does not include the customized section developed specifically for MCC

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



In reviewing each of the items separately, the data shows that of the 56 mean scores, no items fell within the Coercive management style (i.e., a mean score rating between 1.0 and 2.0) or the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Thirty-two fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0), and twenty-four fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=32) 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 3.98 as indicated in Figure 3.

Tables 6 through 10 report the mean scores of all personnel for each of the 56 items included in the survey instrument. The mean scores and standard deviations presented in this table estimate what the personnel participating in the study at MCC 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.

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

Table 6. Comparative Mean Responses: Institutional Structure

Institutional Structure		Mean (SD)
1	The extent to which the actions of this institution reflect its mission	4.17 (0.89)
4	The extent to which decisions are made at the appropriate level within this institution	3.60 (1.17)
5	The extent to which the institution effectively promotes diversity in the workplace	4.13 (0.97)
6	The extent to which administrative leadership is focused on meeting the needs of students	4.10 (1.01)
10	The extent to which information is shared within the institution	3.55 (1.16)
11	The extent to which institutional teams use problem-solving techniques	3.76 (0.90)
15	The extent to which I am able to appropriately influence the direction of this institution	3.35 (1.14)
16	The extent to which open and ethical communication is practiced at this institution	3.69 (1.13)
22	The extent to which this institution has been successful in positively motivating my performance	3.72 (1.12)
25	The extent to which a spirit of cooperation exists at this institution	3.82 (1.06)
29	The extent to which institution-wide policies guide my work	3.94 (0.92)
32	The extent to which this institution is appropriately organized	3.61 (1.10)
38	The extent to which I have the opportunity for advancement within this institution	3.29 (1.30)
41	The extent to which I receive adequate information regarding important activities at this institution	4.04 (0.94)
44	The extent to which my work is guided by clearly defined administrative processes	3.73 (1.07)
Mean Total		3.77 (0.82)

Table 7. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships		Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	4.27 (1.00)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.19 (1.07)
12	The extent to which positive work expectations are communicated to me	3.91 (1.02)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.84 (0.93)
20	The extent to which I receive timely feedback for my work	3.83 (1.10)
21	The extent to which I receive appropriate feedback for my work	3.83 (1.06)
26	The extent to which my supervisor actively seeks my ideas	3.85 (1.12)
27	The extent to which my supervisor seriously considers my ideas	3.89 (1.15)
30	The extent to which work outcomes are clarified for me	3.89 (0.97)
34	The extent to which my supervisor helps me to improve my work	3.87 (1.11)
39	The extent to which I am given the opportunity to be creative in my work	4.15 (1.02)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.90 (1.07)
46	The extent to which professional development and training opportunities are available	4.11 (1.02)
Mean Total		3.96 (0.82)

Table 8. Comparative Mean Responses: Teamwork

Teamwork		Mean (SD)
3	The extent to which there is a spirit of cooperation within my work team	4.13 (1.04)
14	The extent to which my primary work team uses problem-solving techniques	4.04 (0.97)
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.98 (1.09)
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions and beliefs	3.99 (1.11)
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	4.08 (0.98)
43	The extent to which a spirit of cooperation exists in my department	4.06 (1.09)
Mean Total		4.03 (0.91)

Table 9. Comparative Mean Responses: Student Focus

Student Focus	Mean (SD)
7 The extent to which student needs are central to what we do	4.21 (0.97)
8 The extent to which I feel my job is relevant to this institution's mission	4.53 (0.82)
17 The extent to which faculty meet the needs of students	4.18 (0.85)
18 The extent to which student ethnic and cultural diversity are important at this institution	4.42 (0.74)
19 The extent to which students' competencies are enhanced	4.13 (0.80)
23 The extent to which non-teaching professional personnel meet the needs of the students	4.19 (0.78)
28 The extent to which classified personnel meet the needs of the students	4.06 (0.80)
31 The extent to which students receive an excellent education at this institution	4.28 (0.80)
35 The extent to which this institution prepares students for a career	4.22 (0.81)
37 The extent to which this institution prepares students for further learning	4.28 (0.77)
40 The extent to which students are assisted with their personal development	4.23 (0.77)
42 The extent to which students are satisfied with their educational experience at this institution	4.04 (0.73)
Mean Total	4.24 (0.58)
Overall	3.98 (0.69)

Table 10. Comparative Mean Responses: Customized

Customized	Mean (SD)
47 The extent to which I feel valued as a member of the college community	3.73 (1.17)
48 The extent to which I feel supported and encouraged to explore and innovate	3.77 (1.15)
49 The extent to which I am able to adjust my work schedule in order to participate in college activities and events	3.79 (1.18)
50 The extent to which the institution fosters inter-departmental collaboration	3.66 (1.07)
51 The extent to which the institution fosters employee wellness	3.82 (1.03)
52 The extent to which the institution fosters evidence-based practice	3.91 (0.96)
53 The extent to which the institution fosters the development of student responsibility	3.83 (1.02)
54 The extent to which students are able to appropriately influence the direction of this institution	3.66 (0.93)
55 The extent to which I have access to the resources necessary to meet my job responsibilities	3.97 (1.05)
56 The extent to which I feel supported by the Human Resource Office	3.66 (1.13)
Mean Total	3.78 (0.81)

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, Administrators rated the four normative factors most favorable (4.12), whereas the Staff rated the four normative factors least favorable (3.91).

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

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

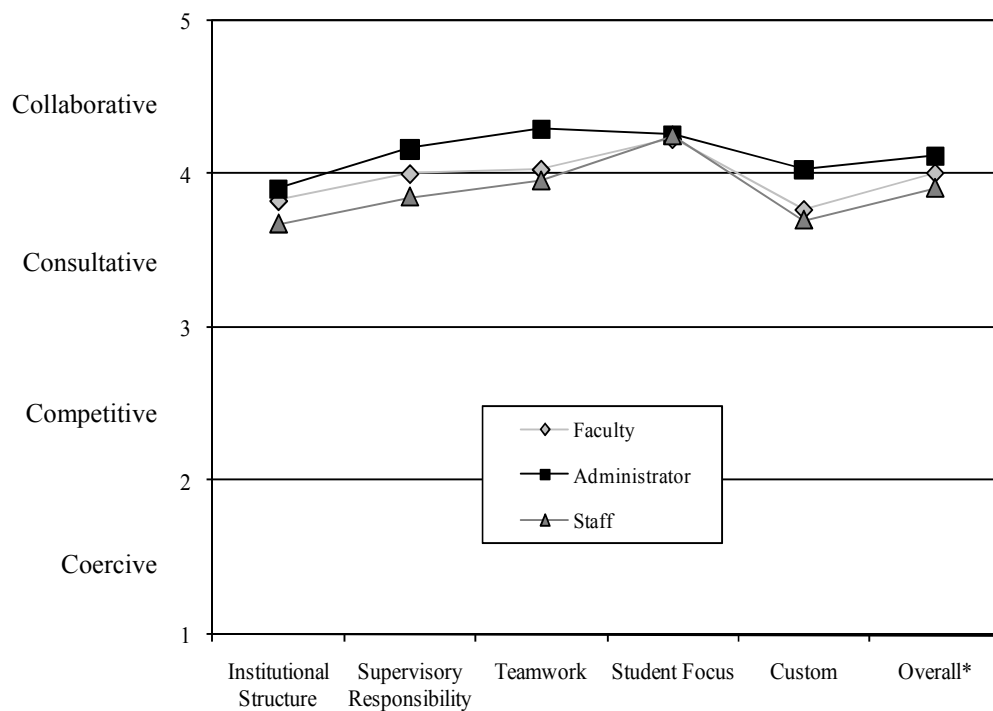


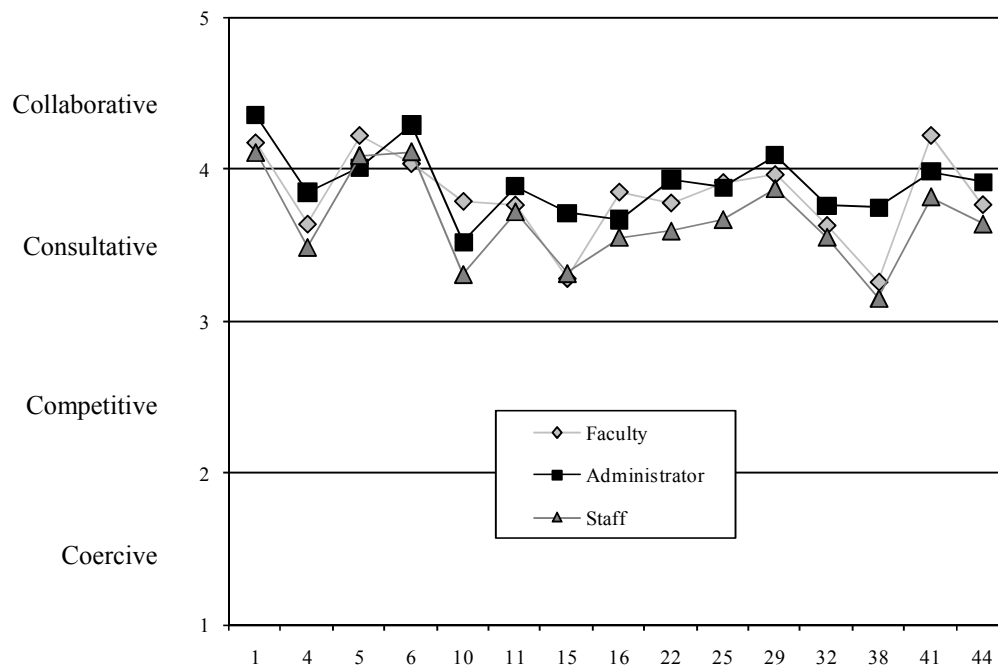
Table 11. Mean Climate Scores as Rated by Personnel Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Custom	Overall*
Faculty	3.83	4.01	4.03	4.23	3.77	4.01
Administrator	3.91	4.17	4.30	4.26	4.03	4.12
Staff	3.68	3.85	3.96	4.25	3.70	3.91

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

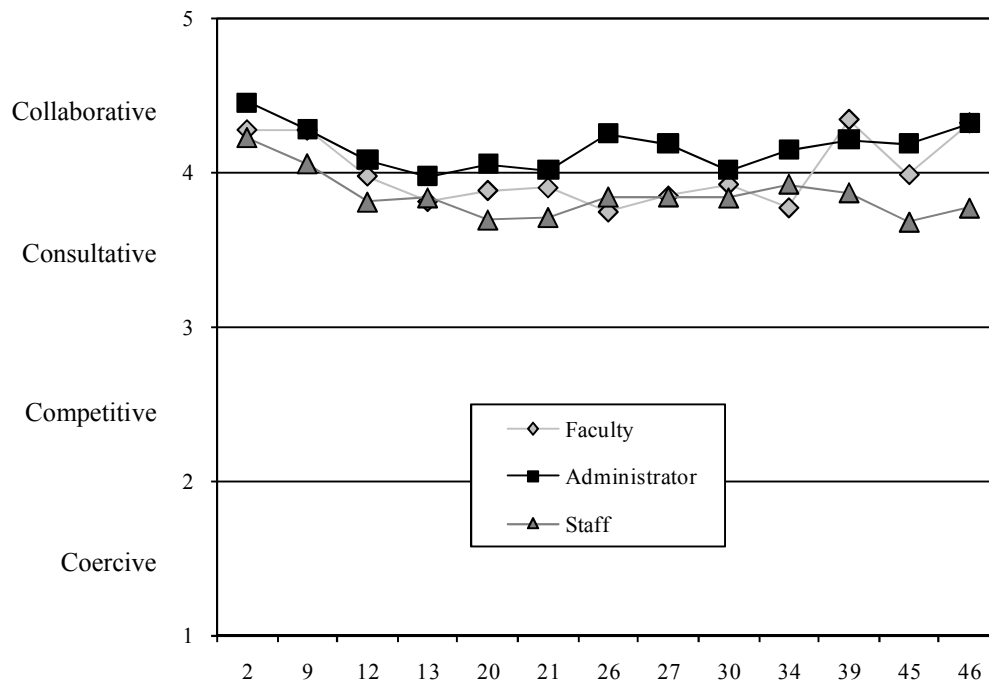
Institutional Structure		Faculty	Administrator	Staff
1	The extent to which the actions of this institution reflect its mission	4.18	4.36	4.11
4	The extent to which decisions are made at the appropriate level at this institution	3.64	3.85	3.49
5	The extent to which the institution effectively promotes diversity in the workplace	4.23	4.01	4.09
6	The extent to which administrative leadership is focused on meeting the needs of students	4.04	4.29	4.12
10	The extent to which information is shared within this institution	3.79	3.53	3.31
11	The extent to which institutional teams use problem-solving techniques	3.77	3.89	3.72
15	The extent to which I am able to appropriately influence the direction of this institution	3.29	3.72	3.32
16	The extent to which open and ethical communication is practiced at this institution	3.85	3.67	3.55
22	The extent to which this institution has been successful in positively motivating my performance	3.78	3.93	3.60
25	The extent to which a spirit of cooperation exists at this institution	3.92	3.88	3.67
29	The extent to which institution-wide policies guide my work	3.97	4.09	3.87
32	The extent to which this institution is appropriately organized	3.63	3.76	3.55
38	The extent to which I have the opportunity for advancement within this institution	3.26	3.75	3.15
41	The extent to which I receive adequate information regarding important activities at this institution	4.23	3.99	3.82
44	The extent to which my work is guided by clearly defined administrative processes	3.77	3.92	3.64

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



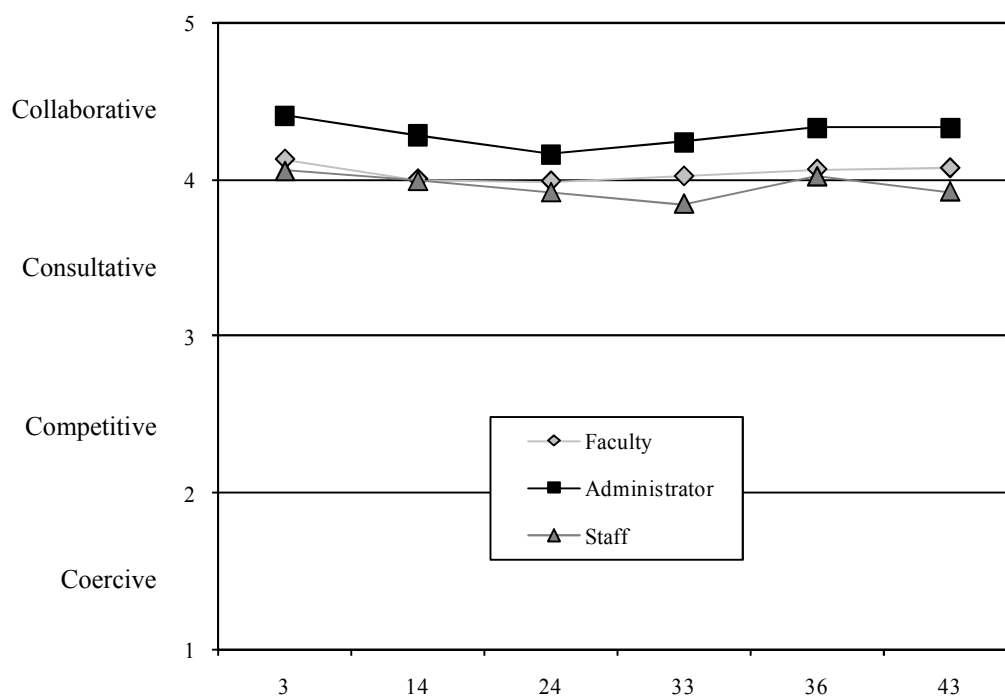
Supervisory Relationships		Faculty	Administrator	Staff
2	The extent to which my supervisor expresses confidence in my work	4.27	4.45	4.23
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.27	4.28	4.06
12	The extent to which positive work expectations are communicated to me	3.98	4.08	3.81
13	The extent to which unacceptable behaviors are identified and communicated to me	3.81	3.97	3.84
20	The extent to which I receive timely feedback for my work	3.88	4.05	3.69
21	The extent to which I receive appropriate feedback for my work	3.90	4.01	3.71
26	The extent to which my supervisor actively seeks my ideas	3.75	4.25	3.84
27	The extent to which my supervisor seriously considers my ideas	3.85	4.18	3.84
30	The extent to which work outcomes are clarified for me	3.92	4.01	3.84
34	The extent to which my supervisor helps me to improve my work	3.77	4.14	3.93
39	The extent to which I am given the opportunity to be creative in my work	4.34	4.21	3.87
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.99	4.19	3.68
46	The extent to which professional development and training opportunities are available	4.32	4.32	3.77

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



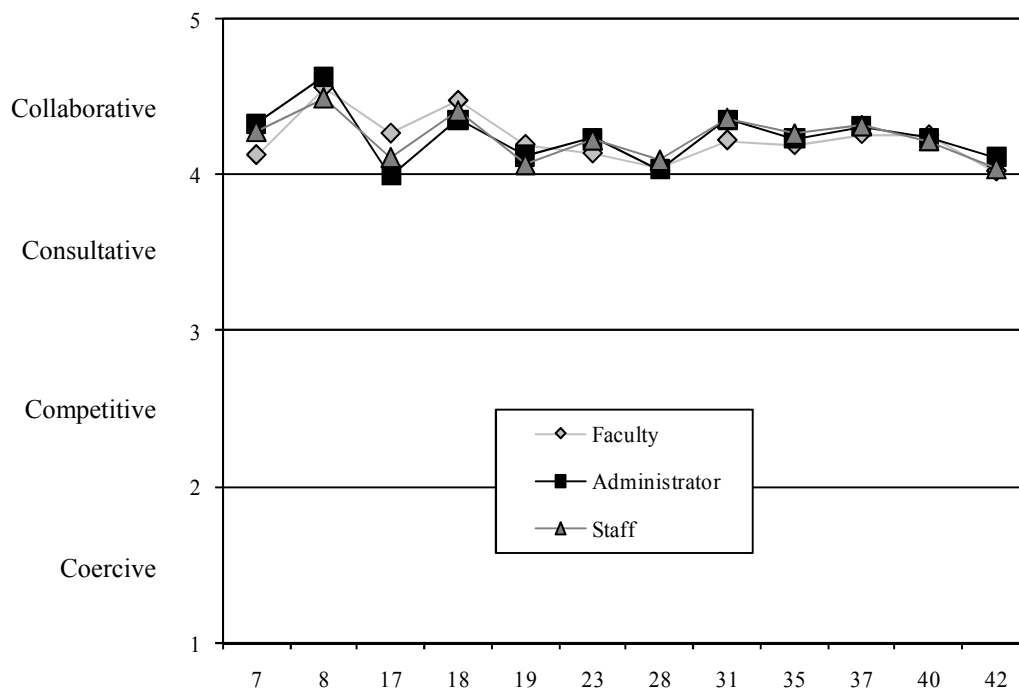
Teamwork		Faculty	Administrator	Staff
3	The extent to which there is a spirit of cooperation within my work team	4.13	4.41	4.06
14	The extent to which my primary work team uses problem-solving techniques	4.00	4.28	3.99
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.99	4.16	3.92
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	4.02	4.24	3.84
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	4.06	4.33	4.02
43	The extent to which a spirit of cooperation exists in my department	4.07	4.33	3.93

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



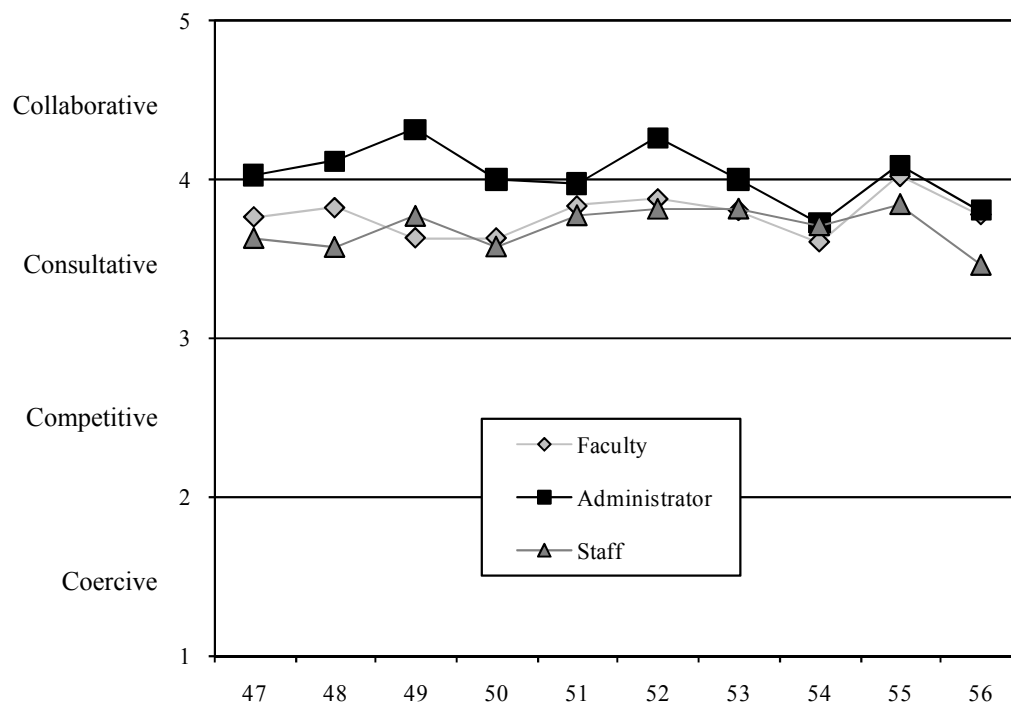
Student Focus		Faculty	Administrator	Staff
7	The extent to which student needs are central to what we do	4.13	4.33	4.28
8	The extent to which I feel my job is relevant to this institution's mission	4.56	4.63	4.49
17	The extent to which faculty meet the needs of the students	4.27	4.00	4.11
18	The extent to which student ethnic and cultural diversity are important at this institution	4.48	4.36	4.41
19	The extent to which students' competencies are enhanced	4.19	4.13	4.07
23	The extent to which non-teaching professional personnel meet the needs of the students	4.14	4.24	4.23
28	The extent to which classified personnel meet the needs of the students	4.05	4.04	4.10
31	The extent to which students receive an excellent education at this institution	4.22	4.36	4.36
35	The extent to which this institution prepares students for a career	4.19	4.23	4.26
37	The extent to which this institution prepares students for further learning	4.26	4.32	4.32
40	The extent to which students are assisted with their personal development	4.26	4.24	4.22
42	The extent to which students are satisfied with their educational experience at this institution	4.02	4.12	4.05

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



Customized		Faculty	Administrator	Staff
47	The extent to which I feel valued as a member of the college community	3.76	4.03	3.63
48	The extent to which I feel supported and encouraged to explore and innovate	3.82	4.12	3.57
49	The extent to which I am able to adjust my work schedule in order to participate in college activities and events	3.63	4.32	3.77
50	The extent to which the institution fosters inter-departmental collaboration	3.63	4.00	3.58
51	The extent to which the institution fosters employee wellness	3.83	3.97	3.77
52	The extent to which the institution fosters evidence-based practice	3.88	4.26	3.82
53	The extent to which the institution fosters the development of student responsibility	3.80	4.00	3.82
54	The extent to which students are able to appropriately influence the direction of this institution	3.60	3.72	3.71
55	The extent to which I have access to the resources necessary to meet my job responsibilities	4.02	4.09	3.84
56	The extent to which I feel supported by the Human Resource Office	3.78	3.80	3.46

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



Tables 12 through 14 contain the top priorities for discussion for each Personnel Classification among the standard PACE items and the top priorities for discussion from the customized items developed specifically for Middlesex Community College.

Table 12. Priorities for Change: Faculty

	Area to Change	Mean
38	The extent to which I have the opportunity for advancement within this institution	3.26
15	The extent to which I am able to appropriately influence the direction of this institution	3.29
32	The extent to which this institution is appropriately organized	3.63
4	The extent to which decisions are made at the appropriate level at this institution	3.64
26	The extent to which my supervisor actively seeks my ideas	3.75
11	The extent to which institutional teams use problem-solving techniques	3.77
44	The extent to which my work is guided by clearly defined administrative processes	3.77
34	The extent to which my supervisor helps me to improve my work	3.77
22	The extent to which this institution has been successful in positively motivating my performance	3.78
10	The extent to which information is shared within this institution	3.79
	Area to Change—Customized	Mean
54	The extent to which students are able to appropriately influence the direction of this institution	3.60
50	The extent to which the institution fosters inter-departmental collaboration	3.63
49	The extent to which I am able to adjust my work schedule in order to participate in college activities and events	3.63

Table 13. Priorities for Change: Administrator

Area to Change		Mean
10	The extent to which information is shared within this institution	3.53
16	The extent to which open and ethical communication is practiced at this institution	3.67
15	The extent to which I am able to appropriately influence the direction of this institution	3.72
38	The extent to which I have the opportunity for advancement within this institution	3.75
32	The extent to which this institution is appropriately organized	3.76
4	The extent to which decisions are made at the appropriate level at this institution	3.85
25	The extent to which a spirit of cooperation exists at this institution	3.88
11	The extent to which institutional teams use problem-solving techniques	3.89
44	The extent to which my work is guided by clearly defined administrative processes	3.92
22	The extent to which this institution has been successful in positively motivating my performance	3.93
Area to Change—Customized		
54	The extent to which students are able to appropriately influence the direction of this institution	3.72
56	The extent to which I feel supported by the Human Resource Office	3.80
51	The extent to which the institution fosters employee wellness	3.97

Table 14. Priorities for Change: Staff

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	3.15
10	The extent to which information is shared within this institution	3.31
15	The extent to which I am able to appropriately influence the direction of this institution	3.32
4	The extent to which decisions are made at the appropriate level at this institution	3.49
16	The extent to which open and ethical communication is practiced at this institution	3.55
32	The extent to which this institution is appropriately organized	3.55
22	The extent to which this institution has been successful in positively motivating my performance	3.60
44	The extent to which my work is guided by clearly defined administrative processes	3.64
25	The extent to which a spirit of cooperation exists at this institution	3.67
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.68
Area to Change—Customized		Mean
56	The extent to which I feel supported by the Human Resource Office	3.46
48	The extent to which I feel supported and encouraged to explore and innovate	3.57
50	The extent to which the institution fosters inter-departmental collaboration	3.58

Comparative Analysis: Demographic Classifications

As depicted in Table 15, Asian employees rated the climate highest within its demographic group (4.10). In terms of highest degree earned, bachelor's degree holders rated the climate highest (4.12). Employees who self-identified as Black or two or more races rated the climate lowest within its demographic group (3.77), while respondents with a high school diploma or below rated the climate with a composite rating of 3.92.

Table 15. Mean Climate Scores as Rated by Demographic Classifications

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
What is your personnel classification:						
Faculty	3.83	4.01	4.03	4.23	3.77	4.01
Administrator	3.91	4.17	4.30	4.26	4.03	4.12
Staff	3.68	3.85	3.96	4.25	3.70	3.91
Please select the race/ethnicity that best describes you:						
Hispanic or Latino, of any race	3.64	3.82	3.76	4.03	3.66	3.80
Asian, not Hispanic or Latino	3.96	4.13	4.15	4.21	3.95	4.10
White, not Hispanic or Latino	3.83	4.01	4.10	4.28	3.82	4.03
Black, not Hispanic or Latino or two or more races, not Hispanic or Latino	3.51	3.74	3.79	4.12	3.54	3.77
Your status at this institution is:						
Full time	3.71	3.97	4.07	4.25	3.79	3.97
Part time	3.91	4.00	4.03	4.26	3.81	4.04
What is the highest degree you have earned:						
Doctoral degree or first professional degree	3.87	4.10	4.05	4.29	3.80	4.07
Master's degree	3.73	3.94	4.03	4.20	3.73	3.95
Bachelor's degree	3.95	4.09	4.17	4.36	3.92	4.12
Associate's degree	3.86	3.98	4.06	4.37	3.92	4.05
High school diploma or GED or no diploma or degree	3.69	3.92	4.07	4.17	3.82	3.92
What gender are you:						
Female	3.84	4.02	4.10	4.29	3.82	4.04
Male	3.76	3.92	4.01	4.18	3.78	3.95

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

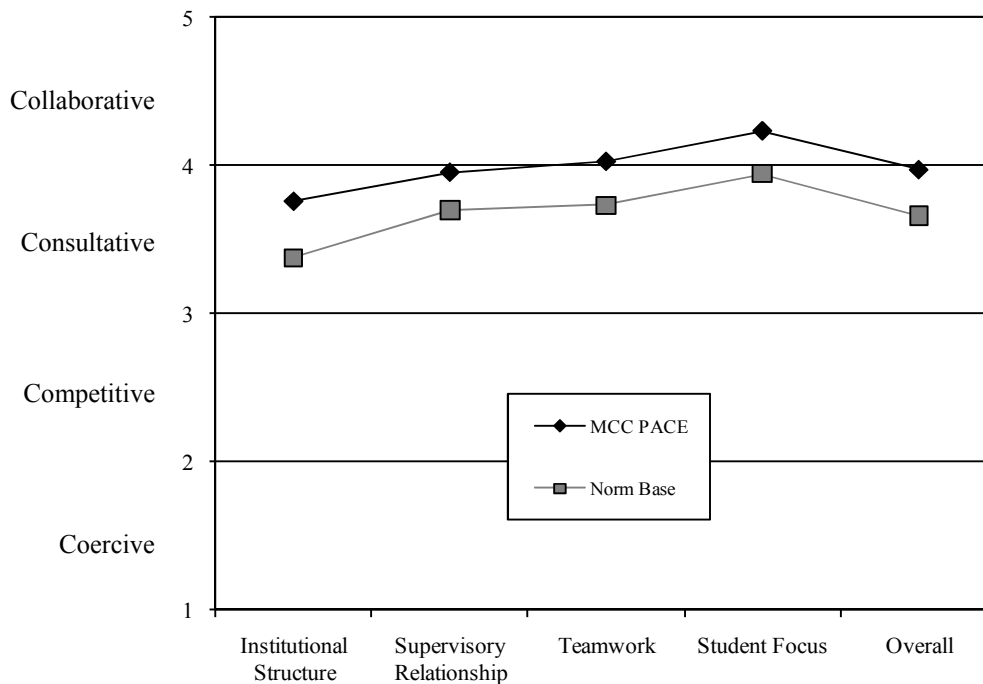
Comparative Analysis: Norm Base

Table 16 shows how MCC 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 MCC. Figure 10 also shows how MCC compares with data from the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

Table 16. Middlesex Community College Climate compared with the NILIE PACE Norm Base

	MCC	Norm Base*
Institutional Structure	3.77	3.38
Supervisory Relationships	3.96	3.70
Teamwork	4.03	3.73
Student Focus	4.24	3.94
Overall	3.98	3.66

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



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

Tables 17-20 shows how MCC compares question by question to the PACE Norm Base maintained by NILIE.

Table 17. Institutional Structure Mean Scores Compared to the NILIE Norm Base

	Institutional Structure	MCC Mean	Norm Base
1	The extent to which the actions of this institution reflect its mission	4.17*	3.78
4	The extent to which decisions are made at the appropriate level at this institution	3.60*	3.17
5	The extent to which the institution effectively promotes diversity in the workplace	4.13*	3.77
6	The extent to which administrative leadership is focused on meeting the needs of students	4.10*	3.63
10	The extent to which information is shared within the institution	3.55*	3.11
11	The extent to which institutional teams use problem-solving techniques	3.76*	3.31
15	The extent to which I am able to appropriately influence the direction of this institution	3.35*	3.10
16	The extent to which open and ethical communication is practiced at this institution	3.69*	3.24
22	The extent to which this institution has been successful in positively motivating my performance	3.72*	3.36
25	The extent to which a spirit of cooperation exists at this institution	3.82*	3.28
29	The extent to which institution-wide policies guide my work	3.94*	3.58
32	The extent to which this institution is appropriately organized	3.61*	3.22
38	The extent to which I have the opportunity for advancement within this institution	3.29*	3.08
41	The extent to which I receive adequate information regarding important activities at this institution	4.04*	3.61
44	The extent to which my work is guided by clearly defined administrative processes	3.73*	3.39
	Mean Total	3.77*	3.38

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

Table 18. Supervisory Relationships Mean Scores Compared to the NILIE Norm Base

		MCC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	4.27*	4.09
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	4.19*	3.97
12	The extent to which positive work expectations are communicated to me	3.91*	3.60
13	The extent to which unacceptable behaviors are identified and communicated to me	3.84*	3.56
20	The extent to which I receive timely feedback for my work	3.83*	3.57
21	The extent to which I receive appropriate feedback for my work	3.83*	3.60
26	The extent to which my supervisor actively seeks my ideas	3.85*	3.65
27	The extent to which my supervisor seriously considers my ideas	3.89*	3.72
30	The extent to which work outcomes are clarified for me	3.89*	3.54
34	The extent to which my supervisor helps me to improve my work	3.87*	3.66
39	The extent to which I am given the opportunity to be creative in my work	4.15*	3.92
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.90*	3.56
46	The extent to which professional development and training opportunities are available	4.11*	3.64
Mean Total		3.96*	3.70

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

Table 19. Teamwork Mean Scores Compared to the NILIE Norm Base

		MCC Mean	Norm Base
3	The extent to which there is a spirit of cooperation within my work team	4.13*	3.83
14	The extent to which my primary work team uses problem-solving techniques	4.04*	3.72
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.98*	3.68
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.99*	3.74
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	4.08*	3.73
43	The extent to which a spirit of cooperation exists in my department	4.06*	3.73
Mean Total		4.03*	3.73

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

Table 20. Student Focus Mean Scores Compared to the NILIE Norm Base

Student Focus	MCC Mean	Norm Base
7 The extent to which student needs are central to what we do	4.21*	3.80
8 The extent to which I feel my job is relevant to this institution's mission	4.53*	4.33
17 The extent to which faculty meet the needs of students	4.18*	3.92
18 The extent to which student ethnic and cultural diversity are important at this institution	4.42*	3.94
19 The extent to which students' competencies are enhanced	4.13*	3.85
23 The extent to which non-teaching professional personnel meet the needs of the students	4.19*	3.85
28 The extent to which classified personnel meet the needs of the students	4.06*	3.72
31 The extent to which students receive an excellent education at this institution	4.28*	4.07
35 The extent to which this institution prepares students for a career	4.22*	4.04
37 The extent to which this institution prepares students for further learning	4.28*	4.04
40 The extent to which students are assisted with their personal development	4.23*	3.80
42 The extent to which students are satisfied with their educational experience at this institution	4.04*	3.89
Mean Total	4.24*	3.94
Overall Total	3.98*	3.66

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

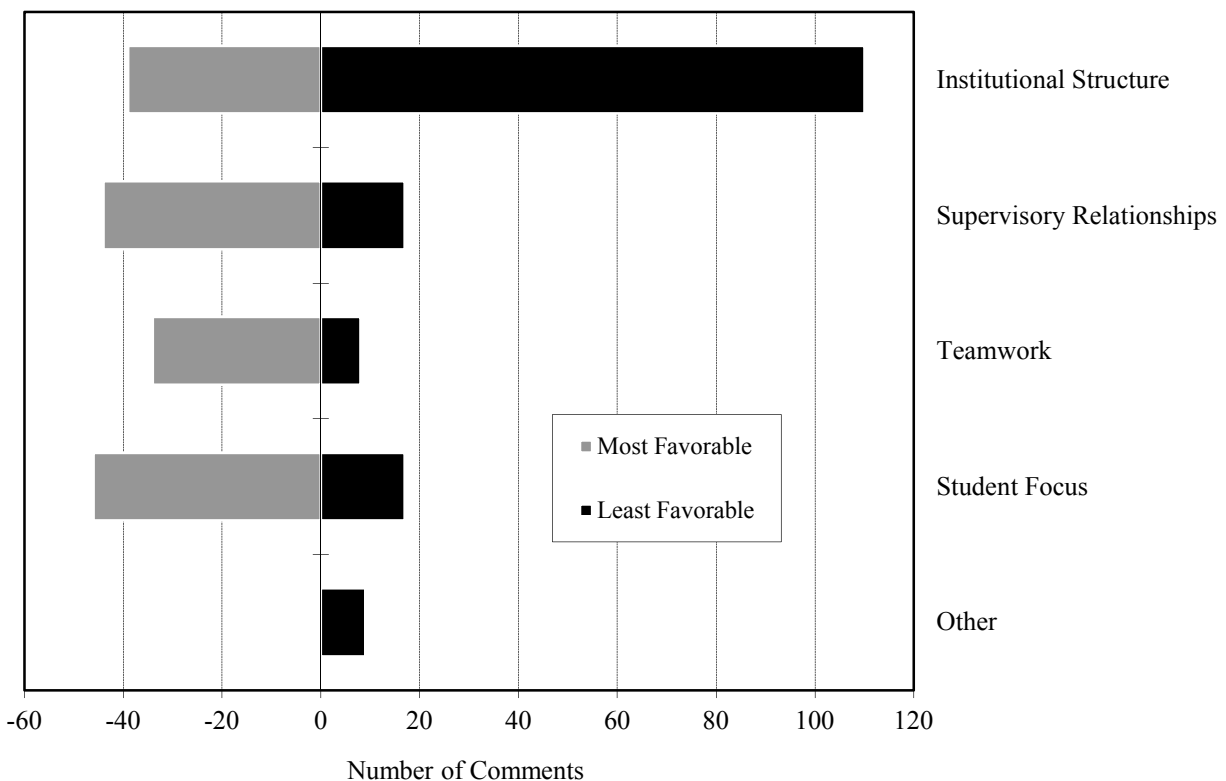
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 514 Middlesex Community College employees who completed the PACE survey, 32.1% (165 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 MCC comments. This summary is based on Herzberg's (1982) two-factor model of motivation. NILIE has modified the model to represent the PACE factors by classifying the comments into the most appropriate PACE climate factors. This approach illustrates how each factor contributes to the satisfaction or dissatisfaction of the respondents. Please note that when asked for opinions, it is common for respondents to write a greater number of negative comments than positive comments.

The greatest numbers of comments across all factors fell within the Institutional Structure and Student Focus climate factors. Please refer to Tables 21 and 22 for sample comments categorized by climate factor and the actual number of responses provided by MCC 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. Middlesex 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 21. Most Favorable Responses—Sample Comments and Actual Number of Responses at Middlesex Community College

Factor	Themes
Institutional Structure (n=39)	<p><i>In comparison to other colleges where I have taught, MCC truly seems to have a heart. The faculty members look out for one another, promoting collegiality. One can certainly sense the emphasis that is placed on making the college a good experience for all, and I am very happy to be a part of this positive environment.</i></p> <p><i>I find that the administration does seem to be very open to discussing ideas and concerns with the employees. I think there has been some good movement to be more open to ideas and concepts from all staff in recent years.</i></p> <p><i>MCC is a very enjoyable place to work. It has a nice dynamic where people are willing to work above and beyond what is required of them.</i></p> <p><i>This is a very nice place to work and most of the people are friendly. I enjoy coming to work everyday.</i></p> <p><i>I value the fact that the administration, faculty, and staff join together regularly in committees and FSA meetings to share ideas, information, and make decisions. There is generally a sense of collaboration and cooperation.</i></p> <p><i>The collaboration happening across the board is very impressive. Many of the administrative staff are very willing to listen and help out when necessary.</i></p> <p><i>There are many creative, energetic, and highly intelligent employees who can come together in teams or committees to accomplish some outstanding work.</i></p> <p><i>Faculty and staff work exceedingly well together on many collaborative projects, and most give generously of their time and energy. Almost all are deeply committed to serving our students. I am honored to be counted among such dedicated professionals.</i></p> <p><i>There is an envirenment of mutual empowerment, cooperation, and appreciation for each other's work.</i></p>

Table 21. Continued

Factor	Themes
Supervisory Relationship (n=44)	<p><i>There is and has always been administrative support for faculty to innovate and improve on the quality of our students' experiences without interfering with the faculty members' freedom to decide on methods to accomplish the goals of the institution.</i></p> <p><i>This institution has provided me with numerous opportunities for professional and personal growth. Professional development is highly valued and is a hallmark of Middlesex.</i></p> <p><i>I feel that I have a very open relationship with my supervisor, and he appreciates my hard work.</i></p> <p><i>The college is very supportive and offers ample professional development opportunities.</i></p> <p><i>The college provides many opportunities to improve my instruction. I like to take advantage of as many professional development opportunities as possible.</i></p> <p><i>I am encouraged to engage in professional development opportunities, which is appreciated.</i></p> <p><i>MCC has always been supportive of professional development opportunities.</i></p> <p><i>MCC has been very supportive of professional development. I have had the opportunity to participate in many exciting training opportunities both in house and in the greater community.</i></p> <p><i>My immediate supervisor is supportive in every possible way. My efforts are appreciated, and opinions are welcomed.</i></p> <p><i>I feel valued as an employee because of the positive feedback I receive from my supervisor.</i></p> <p><i>Within my department, my immediate supervisor is wonderful. My supervisor encourages everyone to create and expand their knowledge and skills while listening and implementing a multitude of suggestions from the immediate staff.</i></p> <p><i>My relationship with my immediate supervisor on academic matters is very good.</i></p> <p><i>My supervisor has been the most positive and supportive supervisor that I have ever had.</i></p> <p><i>My supervisors are amazing. They give me the autonomy to do my job well, be creative, and try new things.</i></p>

Table 21. Continued

Factor	Themes
Teamwork (n=34)	<p><i>The folks in the area I work in are incredibly intelligent, hard working, collaborative, and team-oriented.</i></p> <p><i>My department works well as a team and considers everyone's opinions before decisions are made.</i></p> <p><i>I feel very supported and valued by my department.</i></p> <p><i>I find the team of employees that I work with to be extremely supportive and collaborative individuals. I could not ask for better colleagues.</i></p> <p><i>I feel both the team I lead and peers within my division work team are willing to assist each other when needed. There is great collaboration.</i></p> <p><i>My immediate team is an excellent source of support, problem-solving, and teaching ideas.</i></p> <p><i>I love my work team, my supervisors, and the other members of this division. Our dean has been able to foster a spirit of cooperation and respect among a very disparate group with very divergent mandates.</i></p> <p><i>Communication between colleagues in our department is seamless and open. Discussions of academic content are meaningful.</i></p> <p><i>My work area is very welcoming and we work extremely well as a team. I am especially proud of the fact that although we may disagree at a meeting, any professional issues are left in the meeting room. We all have great personal respect for each other.</i></p> <p><i>My work team is very collaborative and team spirited.</i></p> <p><i>I feel my department is very receptive to the exchange of ideas. I feel we work very well as a team.</i></p>
Student Focus (n=46)	<p><i>I do believe that the education students receive is exemplary. The learning process and the student experience are valued and our driving force.</i></p> <p><i>The College actively supports students in an effort to promote students' success.</i></p> <p><i>I believe that the College has, at its core, outstanding goals. I find it to be more generous and committed to its students than I have seen at other colleges relative to our specific course of study. I can only imagine that this is true across the board.</i></p> <p><i>I think the College's emphasis on meeting the needs of all students by providing exceptional student services is incredible. We really do care about the students and their experience.</i></p>

Table 21. Continued

Factor	Themes
	<p><i>The college seems very student-focused, and our best work focuses on ways to improve the student educational experience.</i></p> <p><i>We are a leader amongst community colleges and are often a best practice institution. We truly make a huge effort to support our students and give them the tools necessary to be successful in meeting their individual goals.</i></p> <p><i>I find that MCC is an excellent educational experience. The faculty and staff are professional and always helpful.</i></p> <p><i>I believe the college does a wonderful job at putting students first and making sure their needs are always met.</i></p> <p><i>I think there are great resources available for student involvement and resources for students experiencing academic or personal life difficulties.</i></p> <p><i>I believe the students are prepared to continue their education after receiving a degree at MCC.</i></p> <p><i>This is a fabulous teaching and learning community. We are innovative in our teaching, and I am very proud to be a member of this community.</i></p> <p><i>There is a clear sense that MCC serves the academic needs of marginal students. I see evidence of this. Beyond what I know firsthand, I get the sense that other life needs of students are taken seriously by administrators and specialists. There seems to be a good faith effort to help them succeed.</i></p> <p><i>There are excellent resources in place to support students.</i></p> <p><i>I applaud the efforts of the last five to ten years to specify in more detail student outcomes and demand accountability for meeting them.</i></p> <p><i>Students receive a quality education at MCC and it feels like every individual does his or her part to ensure that we remain centered around our students being our number one priority.</i></p> <p><i>Most favorable is the attitude and dedication of the people with whom I come in contact. These faculty and staff members are fully invested in student success.</i></p>

Table 22. Least Favorable Reponses—Sample Comments and Actual Number of Responses at Middlesex Community College

Factor	Themes
Institutional Structure (n=110)	<p><i>There are not enough hours in the day to complete all the tasks that should be done to adequately support student success. This is because of a lack of institutional support for these activities and a lack of full-time faculty to share the load. More and more work is expected from a shrinking number of faculty.</i></p> <p><i>Due to the increased enrollment over the years, certain positions throughout the college should be re-evaluated as to work load.</i></p> <p><i>All staff and faculty are required to do much more than in the past. There is no time to adequately address all that is asked of us. We are spending too many hours, nights, and weekends trying to keep up with the tasks and communications that have been heaped on our plates. These are tasks and time way beyond what our job responsibilities entail.</i></p> <p><i>Sometimes a decision is reached without input from the people who work in that area every day.</i></p> <p><i>Interdepartmental collaboration could be enhanced.</i></p> <p><i>There is not enough communication between departments. Generally, departments are not very aware of what is going on in other departments.</i></p> <p><i>Communication between departments is not always great. Sometimes one area implements a change that will impact another area without involving individuals from that area.</i></p> <p><i>In my observation, competition between departments for resources hinders the institution's mission.</i></p> <p><i>To some extent, I think that institutional initiatives have been pursued too rapidly without sufficient planning. The nature and development of several initiatives could be communicated better by the administration.</i></p> <p><i>The institution has become more and more hierarchial with layer upon layer of administrative personnel and departments.</i></p> <p><i>There is an emerging trend toward top down decision-making and the expansion of administrative levels.</i></p> <p><i>Accessibility to administration has become more difficult since the addition of extra layers to the new structure of the institution.</i></p> <p><i>Decision-making needs to be allowed at the middle manager levels to flatten the organizational structure in some areas.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>Information is not always shared freely, especially between departments. We have silos.</i></p> <p><i>The strict top-down administrative approach, which often does not include the faculty and staff, is disconcerting.</i></p> <p><i>Middlesex Community College is a large institution where faculty can feel left out. This feeling of being left out is even more evident in the case of adjunct faculty.</i></p> <p><i>Administrators who are not well-versed in areas of learning make decisions that serve expediency and not necessarily student learning.</i></p> <p><i>There is an atmosphere of competition between departments which I feel does not foster a climate that is appropriate to the betterment of the school.</i></p> <p><i>I don't find that there is a collaborative interdepartmental dynamic. Often there is far too much turfism that affects ideal collaboration. Departments should collaborate with other departments more freely and readily. I don't see a synergy among some departments.</i></p> <p><i>I do think people are beginning to feel overworked and under-compensated, and I think there is a danger that this great cooperative and over-achieving dynamic may fade.</i></p> <p><i>Although in philosophy, we support faculty and staff wellness, there is an over abundance of work that doesn't lend itself to this philosophy. For instance, several staff do not take lunch breaks because there is too much to get done in certain departments.</i></p> <p><i>A few years back the spirit of cooperation between departments was outstanding and it seemed that individuals worked as part of one collective team. I've seen that shift in the past two years, and it now feels like an environment of competition.</i></p> <p><i>I think that the college, in general, has work to do in making employees feel valued, fostering cooperation among departments, and creating a better sense of community. All areas appear to have respect except the areas that are considered non-professional. Everyone is a professional and wants to do a good job, be appreciated, and feel as though they are an integral part of what we do rather than being an organizational aside.</i></p>

Table 22. Continued

Factor	Themes
Supervisory Relationship (n=17)	<p><i>I receive little if any positive feedback from my supervisor about the quality of my work. I have never received a performance review.</i></p> <p><i>In my area, my supervisor doesn't always clearly identify expectations of my job or keep me updated on what is happening at the college.</i></p> <p><i>The environment in which I work is filled with administrative intimidation and a complete lack of communication (whether it is in the format of ignoring or inappropriate feedback). Feedback from employees is strongly discouraged and is met with aggravated responses.</i></p> <p><i>Communication between supervisors and employees is poor overall. Projects and expectations are typically not clearly defined, and miscommunication and lack of communication result in missteps. Additional work could be avoided with better designed and planned projects.</i></p> <p><i>I get little actual assistance and feedback on my job performance.</i></p>
Teamwork (n=8)	<p><i>My colleagues lack cohesiveness as a group; several do not get along which negatively impacts the students that we support. This issue seems specific to our group.</i></p> <p><i>I only teach at MCC on Saturdays, so it is difficult for me to be apart of the community. I do not know who my team is.</i></p> <p><i>I feel there is a lack of collaboration within my department.</i></p>
Student Focus (n=17)	<p><i>We need to prepare students to be change agents and critical thinkers. However, the college allows students to be too dependent, and it hinders student success at the next level.</i></p> <p><i>Student voices need to be more evident in the governance of the institution and in the academic and administrative decision-making.</i></p> <p><i>Diversity of student needs and experiences should be better understood and appreciated by faculty and staff.</i></p> <p><i>The computer/digital world is changing at a break-neck pace. MCC needs to revamp the curriculum to get closer inline with entry level job requirements.</i></p> <p><i>I feel like we talk a good game, but it seems like the greatest basis for decisions that affect the learning environment is economic not educational.</i></p> <p><i>I often feel that courses are being watered down to satisfy the demands of business. It does a disservice to the students particularly those who choose to continue their studies at a 4-year college.</i></p>

Table 22. Continued

Factor	Themes
Other (n=9)	<u>Technology</u> <i>I would like to see an improvement in the availability of high tech teaching tools.</i> <i>Modern technology equipment is available in limited classrooms. All faculty and students should be able to use them.</i> <u>Facilities</u> <i>As an adjunct, it would be helpful to have access to an office for teaching and advising purposes.</i>

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 Middlesex Community College. Eight of these items represent the Student Focus climate factor (items #7, #8, #18, #23, #31, #35, #37, and #40) and two represent the Supervisory Relationships climate factor (items #2 and #9).

- The extent to which I feel my job is relevant to this institution's mission, 4.53 (#8)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.42 (#18)
- The extent to which students receive an excellent education at this institution, 4.28 (#31)
- The extent to which this institution prepares students for further learning, 4.28 (#37)
- The extent to which my supervisor expresses confidence in my work, 4.27 (#2)
- The extent to which students are assisted with their personal development, 4.23 (#40)
- The extent to which this institution prepares students for a career, 4.22 (#35)
- The extent to which student needs are central to what we do, 4.21 (#7)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 4.19 (#9)
- The extent to which non-teaching professional personnel meet the needs of the students, 4.19 (#23)

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

- The extent to which I have access to the resources necessary to meet my job responsibilities, 3.97 (#55)
- The extent to which the institution fosters evidence-based practice, 3.91 (#52)
- The extent to which the institution fosters the development of student responsibility, 3.83 (#53)

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

- The extent to which I have the opportunity for advancement within this institution, 3.29 (#38)
- The extent to which I am able to appropriately influence the direction of this institution, 3.35 (#15)
- The extent to which information is shared within this institution, 3.55 (#10)
- The extent to which decisions are made at the appropriate level at this institution, 3.60 (#4)
- The extent to which this institution is appropriately organized, 3.61 (#32)
- The extent to which open and ethical communication is practiced at this institution, 3.69 (#16)
- The extent to which this institution has been successful in positively motivating my performance, 3.72 (#22)
- The extent to which my work is guided by clearly defined administrative processes, 3.73 (#44)
- The extent to which institutional teams use problem-solving techniques, 3.76 (#11)
- The extent to which a spirit of cooperation exists at this institution, 3.82 (#25)

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

- The extent to which I feel supported by the Human Resource Office, 3.66 (#56)
- The extent to which students are able to appropriately influence the direction of this institution, 3.66 (#54)
- The extent to which the institution fosters inter-departmental collaboration, 3.66 (#50)

The most favorable areas cited in the open-ended questions pertain to the Student Focus climate factor, and specifically the institution's performance in meeting the needs of the students. 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 departments collaborate and the manner in which institutional decisions are made.

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