



National Initiative for Leadership & Institutional Effectiveness

Minneapolis Community and Technical College Minneapolis, Minnesota

Personal Assessment of the College Environment (PACE)

by

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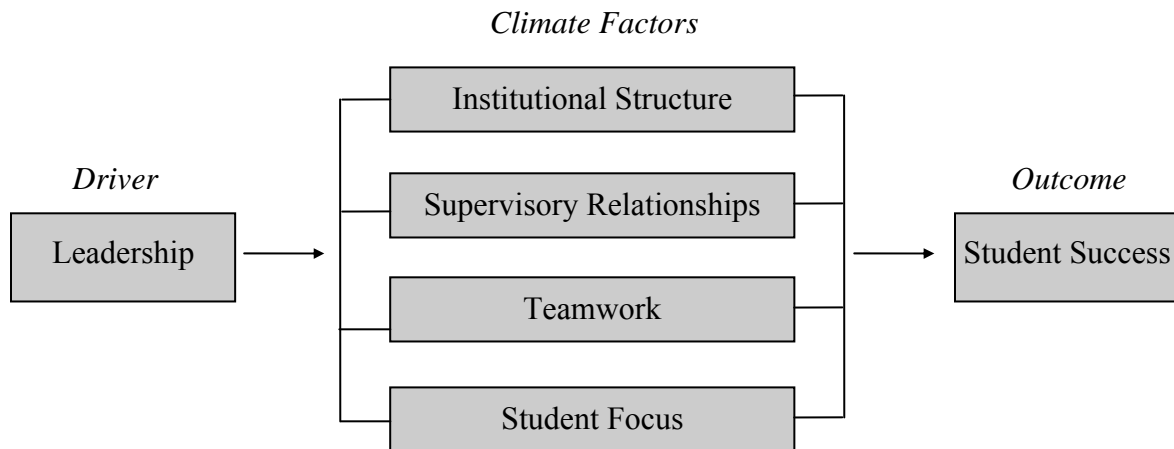
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EXECUTIVE SUMMARY

In May 2009, the Personal Assessment of the College Environment (PACE) survey was administered to 1024 employees at Minneapolis Community and Technical College (MCTC). Of those 1024 employees, 267 (26.1%) completed and returned the instrument for analysis. The purpose of the survey was to obtain the perceptions of personnel concerning the college climate and to provide data to assist MCTC 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 MCTC 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 Minneapolis Community and Technical 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 MCTC to a range of four managerial systems found to exist in colleges and to a Norm Base of 45 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 MCTC 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 within the Competitive range (rated between 2 and 3). Fifty-one fell within the Consultative range (rated between 3 and 4), and five composite ratings fell within the Collaborative range (rated between 4 and 5).

At MCTC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.64 mean score or mid-range Consultative system. The Student Focus category received the highest mean score (3.92), whereas the Institutional Structure category received the lowest mean score (3.40). When respondents were classified according to Personnel Classification at MCTC, the composite ratings were as follows: Support / Classified staff (AFSCME, Commissioner’s Plan) (3.62), Faculty / Instructor (MSCF) (3.53), Professional staff (MAPE) (3.53), and Administrative / Supervisory staff (Excluded Administrator/MMA) (4.15).

Of the 46 standard PACE questions, the top ten mean scores have been identified at Minneapolis Community and Technical College.

- The extent to which I feel my job is relevant to this institution's mission, 4.32 (#8)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.19 (#18)
- The extent to which students receive an excellent education at this institution, 4.00 (#31)
- The extent to which faculty meet the needs of the students, 3.97 (#17)
- The extent to which my supervisor expresses confidence in my work, 3.96 (#2)
- The extent to which I am given the opportunity to be creative in my work, 3.95 (#39)
- The extent to which this institution prepares students for further learning, 3.91 (#37)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.89 (#9)
- The extent to which student needs are central to what we do, 3.89 (#7)
- The extent to which this institution prepares students for a career, 3.87 (#35)

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

- The extent to which I have the opportunity for advancement within this institution, 3.14 (#38)
- The extent to which decisions are made at the appropriate level at this institution, 3.18 (#4)
- The extent to which institutional teams use problem-solving techniques, 3.21 (#11)
- The extent to which I am able to appropriately influence the direction of this institution, 3.23 (#15)
- The extent to which this institution is appropriately organized, 3.23 (#32)
- The extent to which information is shared within this institution, 3.25 (#10)
- The extent to which a spirit of cooperation exists at this institution, 3.30 (#25)
- The extent to which this institution has been successful in positively motivating my performance, 3.32 (#22)
- The extent to which open and ethical communication is practiced at this institution, 3.34 (#16)
- The extent to which my work is guided by clearly defined administrative processes, 3.36 (#44)

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

METHOD

Population

In May 2009, the Personal Assessment of the College Environment (PACE) survey was administered to the staff, faculty, and administrators of Minneapolis Community and Technical College. Of the 1024 employees administered the instrument, 267 (26.1%) completed and returned the instrument for analysis. Of those 267 employees, 109 (40.8%) 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 MCTC 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 Office of Strategy, Planning and Accountability at MCTC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

Employees were invited to participate in the survey through an email that contained the survey link and instructions. The web address was included on all announcements and reminders. Mail and the college employee blog were used to reach staff and faculty. 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 Minneapolis Community and Technical 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 MCTC 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 0.97. 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 2006 to July 2008 are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from July 2006 to July 2008 (n=14,975)

Climate Category	Alpha Coefficient
Institutional Structure	0.95
Supervisory Relationships	0.95
Student Focus	0.91
Teamwork	0.93
Overall (1-46)	0.97

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

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

DATA ANALYSIS

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

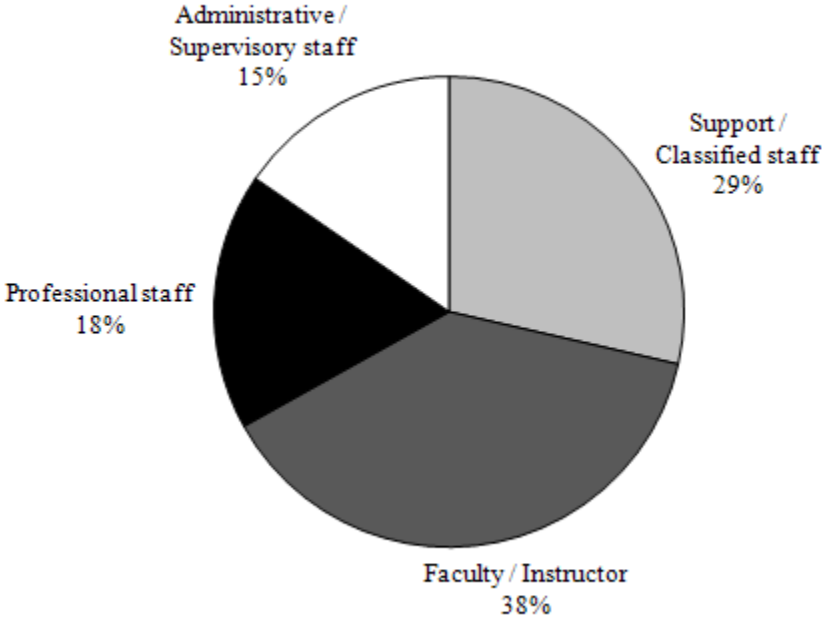
Respondent Characteristics

Of the 1024 MCTC employees administered the survey, 267 (26.1%) 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
Support / Classified staff	219	76	34.7%
Faculty / Instructor	663	102	15.4%
Professional staff	91	47	51.6%
Administrative / Supervisory staff	51	41	80.4%
Did not respond		1	
Total	1024	267	26.1%

Figure 2. Proportion of Total Responses by Personnel Classification



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

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

Table 4. Proportion of Responses Across Demographic Classifications

Demographic Variable	2008 # of Responses	2008 % of Responses	2009 # of Responses	2009 % of Responses
What is your position with the college:				
Support / Classified staff	107	30.1%	76	28.5%
Faculty / Instructor	140	39.4%	102	38.2%
Professional staff	62	17.5%	47	17.6%
Administrative / Supervisory staff	43	12.1%	41	15.4%
Did not respond	3	0.9%	1	0.4%
What is your employment status:				
Full-time unlimited / seasonal	276	77.8%	213	79.8%
Part-time unlimited / seasonal	30	8.5%	10	3.8%
Full-time temporary	22	6.2%	13	4.9%
Part-time temporary	22	6.2%	28	10.5%
Did not respond	5	1.4%	3	1.1%
I have been an employee of MCTC for:				
Less than 2 years	61	17.2%	45	16.9%
2 or more years but less than 5	84	23.7%	64	24.0%
5 or more years but less than 10	77	21.7%	61	22.9%
10 or more years but less than 15	44	12.4%	37	13.9%
15 or more years	87	24.5%	60	22.5%
Did not respond	2	0.6%	0	0.0%
Would you recommend MCTC as a place to work:				
Yes	288	81.1%	234	87.64%
No	58	16.3%	30	11.24%
Did not respond	9	2.5%	3	1.12%

Table 4. Continued.

Demographic Variable	2008 # of Responses	2008 % of Responses	2009 # of Responses	2009 % of Responses
What is your overall impression of quality at MCTC:				
Excellent	94	26.5%	86	32.2%
Good	169	47.6%	118	44.2%
Average	64	18.0%	45	16.9%
Below average	20	5.6%	15	5.6%
Inadequate	5	1.4%	3	1.1%
Did not respond	3	0.9%	0	0.0%
Rate your overall satisfaction with your employment here thus far:				
Very satisfied	109	30.7%	101	37.8%
Satisfied	133	37.5%	97	36.3%
Neutral	51	14.4%	32	12.0%
Somewhat dissatisfied	45	12.7%	30	11.2%
Not satisfied at all	14	3.9%	7	2.6%
Did not respond	3	0.9%	0	0.0%

Comparative Analysis: Overall

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

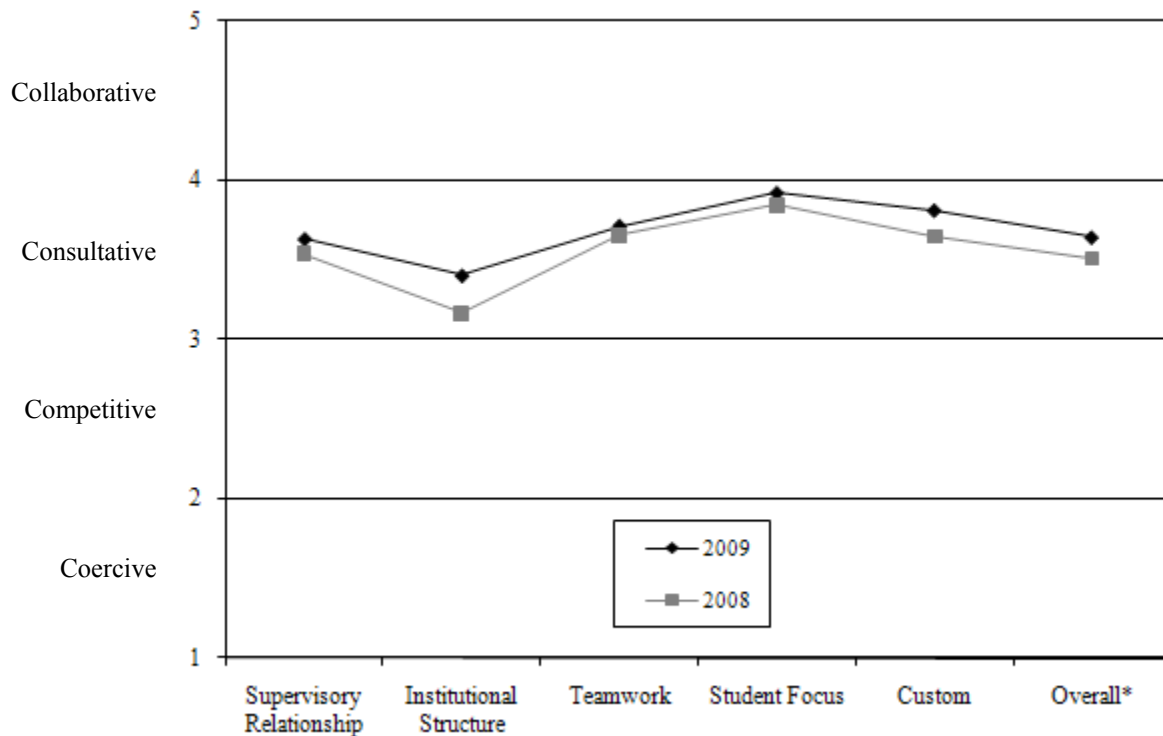
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.92), which represented an upper-range Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.40) within the middle area of the Consultative management area. Overall, employees rated the management style in the upper range of the Consultative management area. (See also Figure 3). When compared to the revised 2008 MCTC mean scores, the MCTC 2009 mean scores increased slightly.

Table 5. Minneapolis Community and Technical College Climate as Rated by All Employees

Factor	2008 MCTC	2009 MCTC
Supervisory Relationships	3.54	3.63
Institutional Structure	3.17	3.40
Teamwork	3.66	3.72
Student Focus	3.84	3.92
Custom	3.65	3.81
Overall*	3.51	3.64

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

Figure 3. Minneapolis Community and Technical 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). Fifty-one fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0) and five fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=51) scores indicates that the institution has a relatively high level of perceived productivity and satisfaction. Overall results from the survey yielded a mean institutional climate score of 3.64 as indicated in Figure 3.

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

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

Table 6. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships		2008 Mean (SD)	2009 Mean (SD)
2	The extent to which my supervisor expresses confidence in my work	3.93 (1.21)	3.96 (1.18)
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.79 (1.31)	3.89 (1.21)
12	The extent to which positive work expectations are communicated to me	3.40 (1.21)	3.49 (1.19)
13	The extent to which unacceptable behaviors are identified and communicated to me	3.37 (1.15)	3.40 (1.11)
20	The extent to which I receive timely feedback for my work	3.36 (1.22)	3.37 (1.25)
21	The extent to which I receive appropriate feedback for my work	3.35 (1.28)	3.41 (1.25)
26	The extent to which my supervisor actively seeks my ideas	3.52 (1.31)	3.60 (1.27)
27	The extent to which my supervisor seriously considers my ideas	3.59 (1.31)	3.68 (1.26)
30	The extent to which work outcomes are clarified for me	3.37 (1.13)	3.51 (1.07)
34	The extent to which my supervisor helps me to improve my work	3.43 (1.29)	3.47 (1.31)
39	The extent to which I am given the opportunity to be creative in my work	3.82 (1.17)	3.95 (1.08)
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.46 (1.17)	3.62 (1.09)
46	The extent to which professional development and training opportunities are available	3.68 (1.11)	3.83 (1.05)
Mean Total		3.54 (0.98)	3.63 (0.97)

T-test results do not indicate a significant difference between the 2008 mean and the 2009 mean ($\alpha=0.05$)

Table 7. Comparative Mean Responses: Institutional Structure

Institutional Structure		2008 Mean (SD)	2009 Mean (SD)
1	The extent to which the actions of this institution reflect its mission	3.59 (0.99)	3.80 (0.93)*
4	The extent to which decisions are made at the appropriate level at this institution	2.88 (1.29)	3.18 (1.21)*
5	The extent to which the institution effectively promotes diversity in the workplace	3.63 (1.17)	3.74 (1.14)
6	The extent to which administrative leadership is focused on meeting the needs of students	3.47 (1.21)	3.65 (1.13)
10	The extent to which information is shared within the institution	2.79 (1.27)	3.25 (1.28)*
11	The extent to which institutional teams use problem-solving techniques	3.04 (1.15)	3.21 (1.11)
15	The extent to which I am able to appropriately influence the direction of this institution	2.91 (1.26)	3.23 (1.19)*
16	The extent to which open and ethical communication is practiced at this institution	2.99 (1.31)	3.34 (1.21)*
22	The extent to which this institution has been successful in positively motivating my performance	3.11 (1.35)	3.32 (1.25)*
25	The extent to which a spirit of cooperation exists at this institution	3.14 (1.22)	3.30 (1.18)
29	The extent to which institution-wide policies guide my work	3.49 (0.95)	3.67 (0.95)*
32	The extent to which this institution is appropriately organized	2.93 (1.21)	3.23 (1.16)*
38	The extent to which I have the opportunity for advancement within this institution	2.96 (1.30)	3.14 (1.26)
41	The extent to which I receive adequate information regarding important activities at this institution	3.42 (1.17)	3.65 (1.15)*
44	The extent to which my work is guided by clearly defined administrative processes	3.20 (1.21)	3.36 (1.19)
Mean Total		3.17 (0.98)	3.40 (0.91)*

*T-test results indicate a significant difference between the 2008 mean and the 2009 mean ($\alpha=0.05$)

Table 8. Comparative Mean Responses: Teamwork

Teamwork	2008 Mean (SD)	2009 Mean (SD)
3 The extent to which there is a spirit of cooperation within my work team	3.82 (1.22)	3.78 (1.26)
14 The extent to which my primary work team uses problem-solving techniques	3.65 (1.15)	3.62 (1.12)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.53 (1.30)	3.73 (1.18)*
33 The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.62 (1.29)	3.75 (1.17)
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.61 (1.16)	3.65 (1.08)
43 The extent to which a spirit of cooperation exists in my department	3.74 (1.27)	3.75 (1.26)
Mean Total	3.66 (1.06)	3.72 (1.03)

Table 9. Comparative Mean Responses: Student Focus

Student Focus	2008 Mean (SD)	2009 Mean (SD)
7 The extent to which student needs are central to what we do	3.71 (1.12)	3.89 (1.02)*
8 The extent to which I feel my job is relevant to this institution's mission	4.16 (1.01)	4.32 (0.92)*
17 The extent to which faculty meet the needs of students	3.92 (0.90)	3.97 (0.78)
18 The extent to which student ethnic and cultural diversity are important at this institution	4.13 (1.00)	4.19 (0.87)
19 The extent to which students' competencies are enhanced	3.75 (0.92)	3.83 (0.77)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.65 (0.97)	3.78 (0.91)
28 The extent to which classified personnel meet the needs of the students	3.75 (0.89)	3.73 (0.86)
31 The extent to which students receive an excellent education at this institution	3.89 (0.83)	4.00 (0.75)
35 The extent to which this institution prepares students for a career	3.82 (0.91)	3.87 (0.83)
37 The extent to which this institution prepares students for further learning	3.89 (0.88)	3.91 (0.81)
40 The extent to which students are assisted with their personal development	3.64 (0.92)	3.73 (0.86)
42 The extent to which students are satisfied with their educational experience at this institution	3.73 (0.80)	3.83 (0.80)
Mean Total	3.84 (0.65)	3.92 (0.57)

*T-test results indicate a significant difference between the 2008 mean and the 2009 mean ($\alpha=0.05$)

Table 10. Comparative Mean Responses: Customized

Customized	2008 Mean (SD)	2009 Mean (SD)
47 The extent to which my supervisor or administrator keeps me informed about important matters of the college	N/A	3.61 (1.22)
48 The extent to which the College's professional development day training opportunities are useful and relevant to my work	N/A	3.49 (1.16)
49 The extent to which my individual professional development is supported and encouraged (i.e. through individual development funds, sabbatical, professional conferences, specialized training, etc.)	N/A	3.63 (1.17)
50 The extent to which the Human Resources staff and services meet my needs as an employee and/or supervisor of the college	3.48 (1.21)	3.28 (1.31)
51 The extent to which I feel informed about College budgeting decisions	N/A	3.59 (1.12)
52 The extent to which MCTC serves people of diverse backgrounds	N/A	4.29 (0.84)
53 The extent to which MCTC is making progress in understanding and responding to diverse cultural needs of our students	N/A	4.14 (0.91)
54 The extent to which the Public Safety staff and services create a safe environment on campus	4.26 (0.83)	4.37 (0.79)
55 The extent to which my union keeps me informed about discussions with the College administration	N/A	3.99 (1.10)
56 The extent to which I believe the College President is moving MCTC in the right direction	3.58 (1.30)	3.72 (1.22)
Mean Total	3.65 (0.62)	3.81 (0.70)

N/A Question not included in the 2008 administration

T-test results do not indicate a significant difference between the 2008 mean and the 2009 mean ($\alpha=0.05$)

Comparative Analysis: Personnel Classification

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Personnel Classifications. In general, the Administrative / Supervisory staff rated the four normative factors most favorable (4.15), whereas the Faculty / Instructor and Professional staff rated the four normative factors least favorable (3.53). See also Table 11.

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 Minneapolis Community and Technical College.

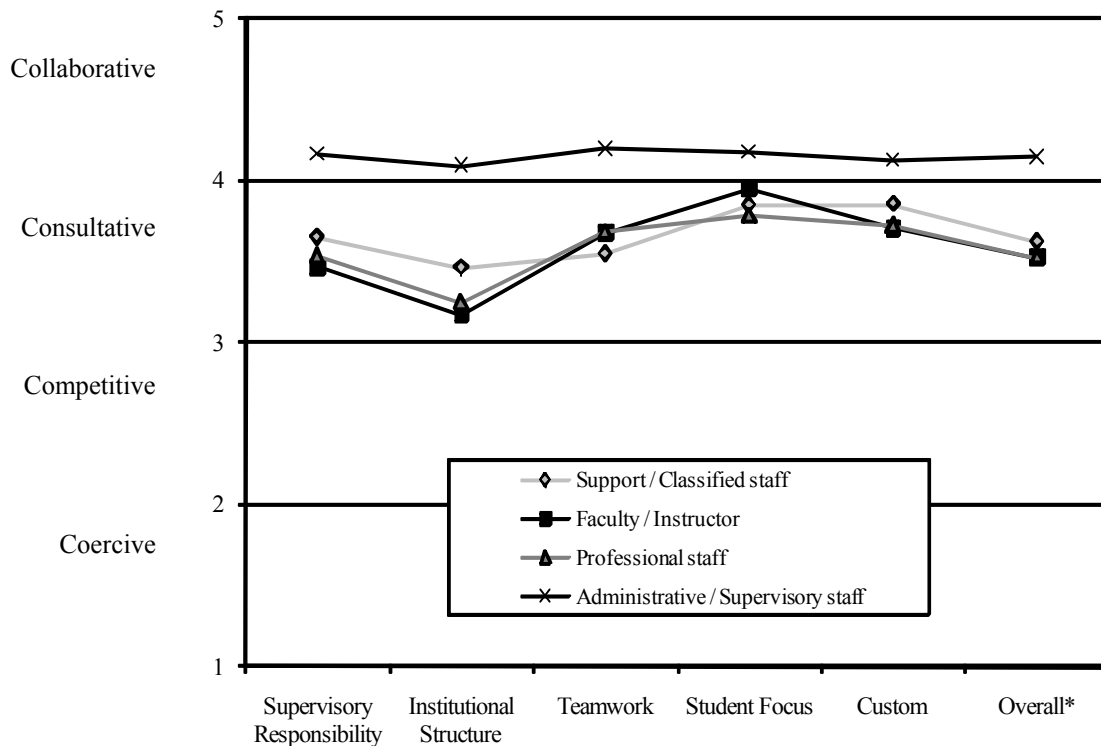


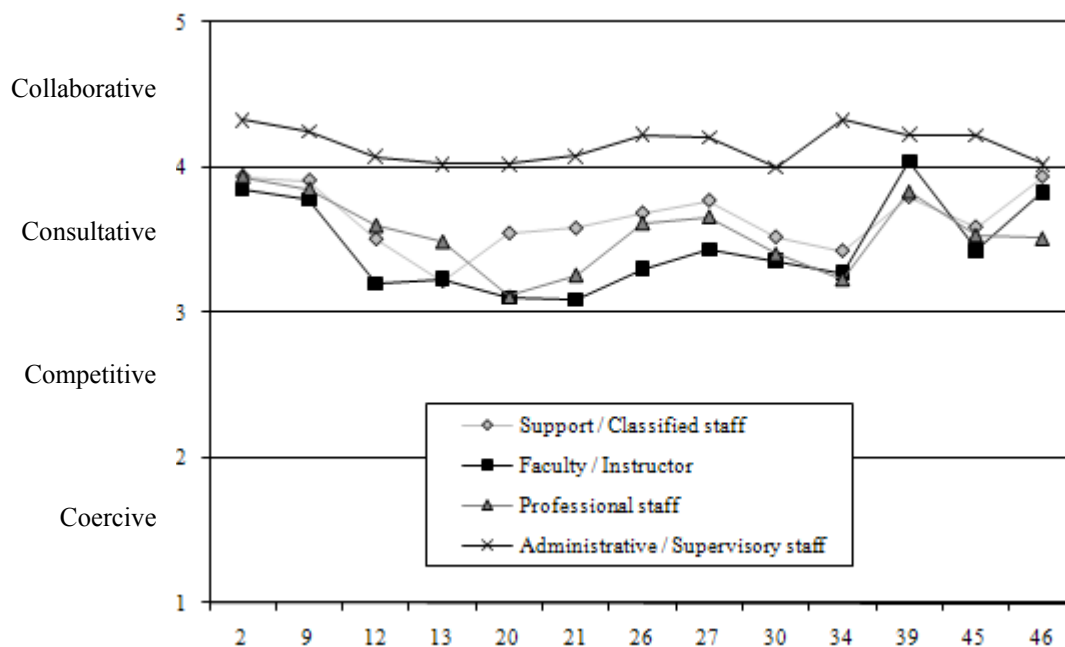
Table 11. Mean Climate Scores as Rated by Personnel Classifications and by Year of Administration

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Custom	Overall*
Support / Classified staff						
2008	3.47	3.14	3.33	3.70	3.52	3.40
2009	3.65	3.46	3.55	3.84	3.85	3.62
Faculty / Instructor						
2008	3.50	3.10	3.88	3.93	3.73	3.53
2009	3.47	3.17	3.68	3.95	3.71	3.53
Professional staff						
2008	3.42	3.04	3.41	3.71	3.65	3.37
2009	3.54	3.24	3.68	3.78	3.73	3.53
Administrative / Supervisory staff						
2008	4.06	3.71	4.14	4.14	3.78	3.98
2009	4.17	4.09	4.20	4.18	4.13	4.15

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

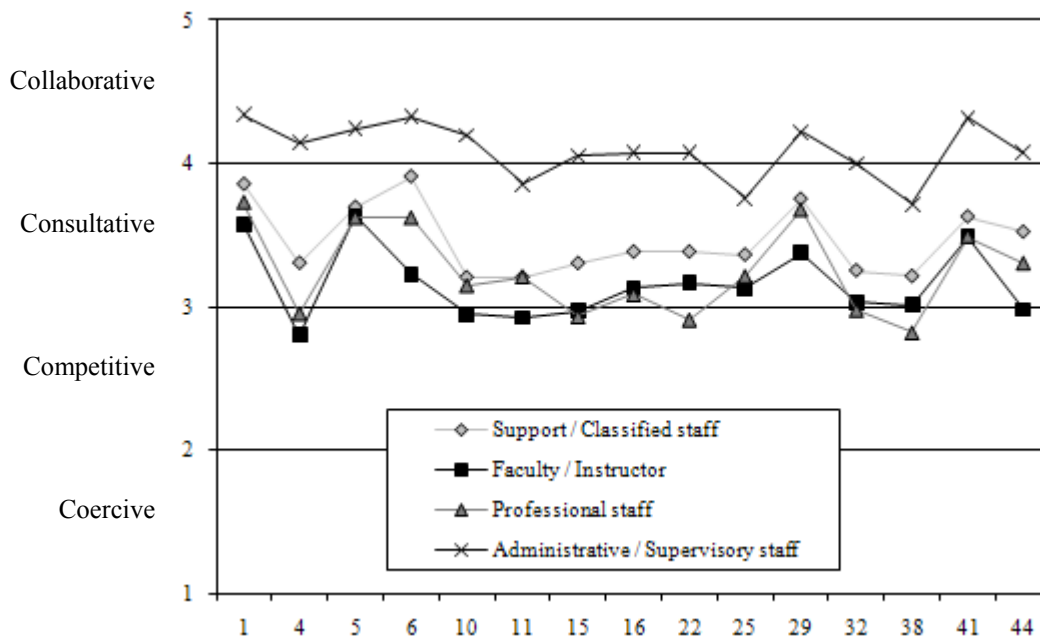
Supervisory Relationships		Support / Classified staff	Faculty / Instructor	Professional staff	Administrative / Supervisory staff
2	The extent to which my supervisor expresses confidence in my work	3.93	3.85	3.94	4.33
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.91	3.78	3.85	4.25
12	The extent to which positive work expectations are communicated to me	3.51	3.20	3.60	4.07
13	The extent to which unacceptable behaviors are identified and communicated to me	3.22	3.23	3.49	4.03
20	The extent to which I receive timely feedback for my work	3.55	3.10	3.11	4.03
21	The extent to which I receive appropriate feedback for my work	3.58	3.09	3.26	4.08
26	The extent to which my supervisor actively seeks my ideas	3.68	3.30	3.62	4.23
27	The extent to which my supervisor seriously considers my ideas	3.77	3.43	3.66	4.21
30	The extent to which work outcomes are clarified for me	3.52	3.35	3.40	4.00
34	The extent to which my supervisor helps me to improve my work	3.43	3.27	3.23	4.33
39	The extent to which I am given the opportunity to be creative in my work	3.79	4.04	3.83	4.23
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.59	3.43	3.53	4.22
46	The extent to which professional development and training opportunities are available	3.93	3.83	3.51	4.02

Figure 5. Mean Scores of the Supervisory Relationships Climate Factor as Rated by Personnel Classifications at Minneapolis Community and Technical College



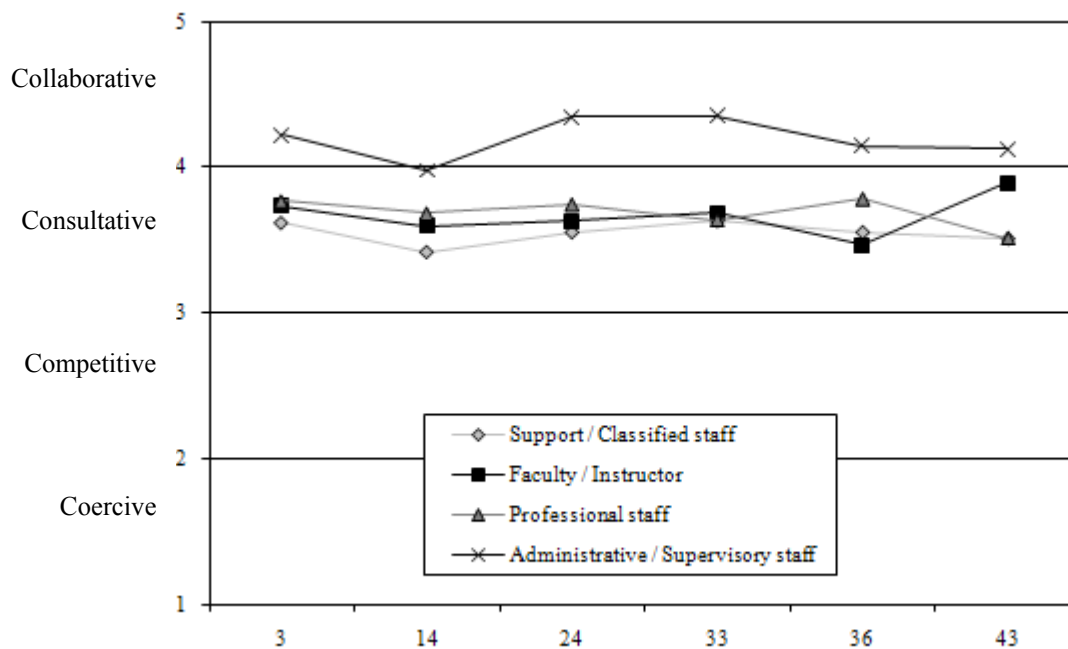
Institutional Structure		Support / Classified staff	Faculty / Instructor	Professional staff	Administrative / Supervisory staff
1	The extent to which the actions of this institution reflect its mission	3.85	3.57	3.72	4.34
4	The extent to which decisions are made at the appropriate level at this institution	3.30	2.80	2.96	4.15
5	The extent to which the institution effectively promotes diversity in the workplace	3.69	3.64	3.62	4.24
6	The extent to which administrative leadership is focused on meeting the needs of students	3.91	3.23	3.62	4.33
10	The extent to which information is shared within this institution	3.20	2.95	3.15	4.20
11	The extent to which institutional teams use problem-solving techniques	3.20	2.92	3.21	3.85
15	The extent to which I am able to appropriately influence the direction of this institution	3.30	2.97	2.93	4.05
16	The extent to which open and ethical communication is practiced at this institution	3.38	3.13	3.09	4.07
22	The extent to which this institution has been successful in positively motivating my performance	3.38	3.16	2.91	4.08
25	The extent to which a spirit of cooperation exists at this institution	3.36	3.13	3.21	3.76
29	The extent to which institution-wide policies guide my work	3.75	3.38	3.67	4.22
32	The extent to which this institution is appropriately organized	3.25	3.03	2.98	4.00
38	The extent to which I have the opportunity for advancement within this institution	3.21	3.01	2.82	3.72
41	The extent to which I receive adequate information regarding important activities at this institution	3.63	3.49	3.49	4.32
44	The extent to which my work is guided by clearly defined administrative processes	3.52	2.98	3.30	4.07

Figure 6. Mean Scores of the Institutional Structure Climate Factor as Rated by Personnel Classifications at Minneapolis Community and Technical College



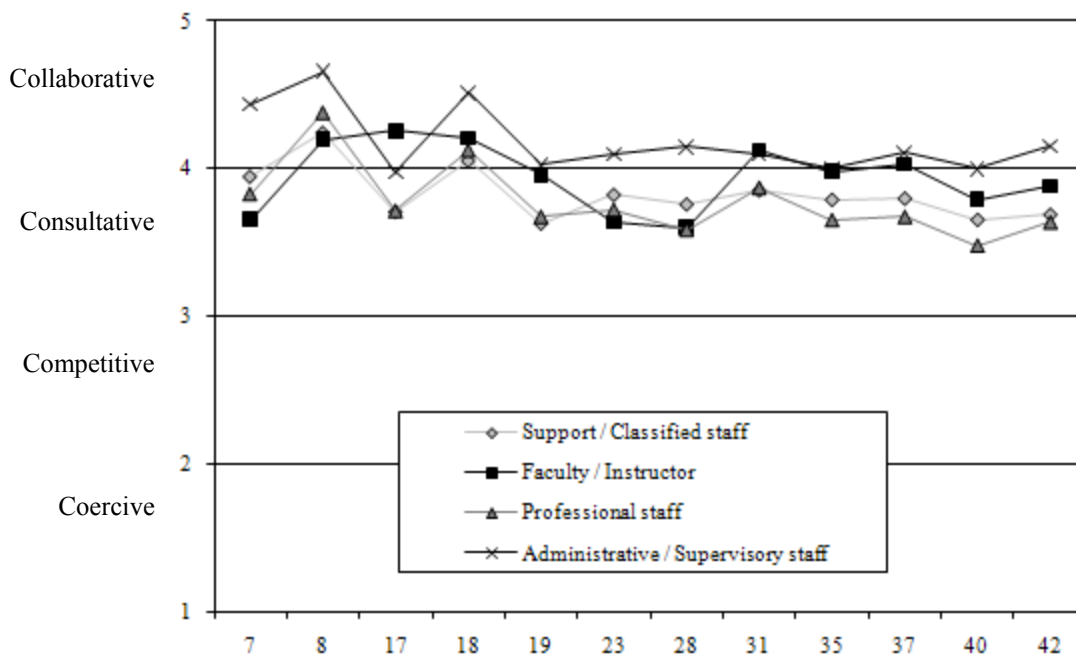
Teamwork		Support / Classified staff	Faculty / Instructor	Professional staff	Administrative / Supervisory staff
3	The extent to which there is a spirit of cooperation within my work team	3.62	3.74	3.77	4.22
14	The extent to which my primary work team uses problem-solving techniques	3.41	3.60	3.68	3.98
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.55	3.63	3.74	4.34
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.63	3.68	3.64	4.35
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.55	3.46	3.78	4.15
43	The extent to which a spirit of cooperation exists in my department	3.51	3.89	3.51	4.12

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



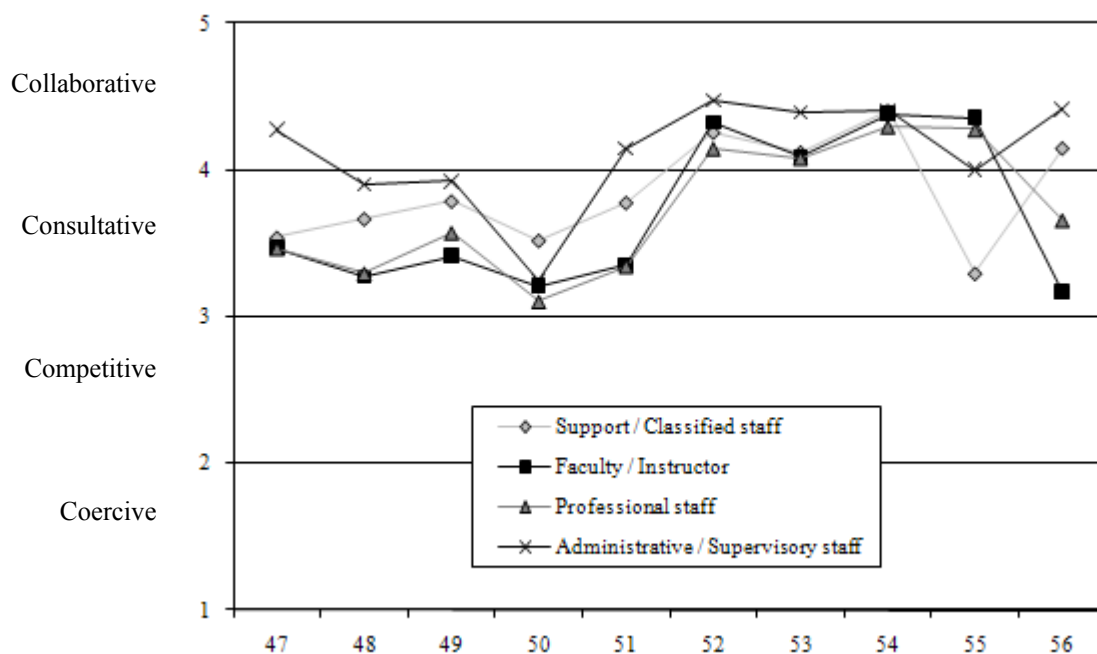
Student Focus	Support / Classified staff	Faculty / Instructor	Professional staff	Administrative / Supervisory staff
7 The extent to which student needs are central to what we do	3.95	3.66	3.83	4.44
8 The extent to which I feel my job is relevant to this institution's mission	4.24	4.20	4.38	4.66
17 The extent to which faculty meet the needs of the students	3.71	4.26	3.71	3.97
18 The extent to which student ethnic and cultural diversity are important at this institution	4.05	4.21	4.13	4.51
19 The extent to which students' competencies are enhanced	3.63	3.96	3.67	4.03
23 The extent to which non-teaching professional personnel meet the needs of the students	3.82	3.64	3.72	4.10
28 The extent to which classified personnel meet the needs of the students	3.76	3.60	3.59	4.15
31 The extent to which students receive an excellent education at this institution	3.85	4.13	3.87	4.10
35 The extent to which this institution prepares students for a career	3.79	3.98	3.65	4.00
37 The extent to which this institution prepares students for further learning	3.80	4.03	3.67	4.11
40 The extent to which students are assisted with their personal development	3.65	3.79	3.48	4.00
42 The extent to which students are satisfied with their educational experience at this institution	3.69	3.88	3.64	4.15

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



Customized		Support / Classified staff	Faculty / Instructor	Professional staff	Administrative / Supervisory staff
47	The extent to which my supervisor or administrator keeps me informed about important matters of the college	3.54	3.47	3.47	4.28
48	The extent to which the College's professional development day training opportunities are useful and relevant to my work	3.67	3.27	3.30	3.90
49	The extent to which my individual professional development is supported and encouraged (i.e. through individual development funds, sabbatical, professional conferences, specialized training, etc.)	3.79	3.41	3.57	3.93
50	The extent to which the Human Resources staff and services meet my needs as an employee and/or supervisor of the college	3.52	3.21	3.11	3.24
51	The extent to which I feel informed about College budgeting decisions	3.78	3.35	3.35	4.15
52	The extent to which MCTC serves people of diverse backgrounds	4.25	4.32	4.15	4.48
53	The extent to which MCTC is making progress in understanding and responding to diverse cultural needs of our students	4.12	4.09	4.09	4.39
54	The extent to which the Public Safety staff and services create a safe environment on campus	4.40	4.38	4.30	4.40
55	The extent to which my union keeps me informed about discussions with the College administration	3.30	4.35	4.28	4.00
56	The extent to which I believe the College President is moving MCTC in the right direction	4.15	3.17	3.66	4.41

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



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

Table 12. Priorities for Change: Support / Classified staff

Area to Change		Mean
10	The extent to which information is shared within this institution	3.20
11	The extent to which institutional teams use problem-solving techniques	3.20
38	The extent to which I have the opportunity for advancement within this institution	3.21
13	The extent to which unacceptable behaviors are identified and communicated to me	3.22
32	The extent to which this institution is appropriately organized	3.25
15	The extent to which I am able to appropriately influence the direction of this institution	3.30
4	The extent to which decisions are made at the appropriate level at this institution	3.30
25	The extent to which a spirit of cooperation exists at this institution	3.36
16	The extent to which open and ethical communication is practiced at this institution	3.38
22	The extent to which this institution has been successful in positively motivating my performance	3.38
Area to Change—Customized		Mean
55	The extent to which my union keeps me informed about discussions with the College administration	3.30
50	The extent to which the Human Resources staff and services meet my needs as an employee and/or supervisor of the college	3.52
47	The extent to which my supervisor or administrator keeps me informed about important matters of the college	3.54

Table 13. Priorities for Change: Faculty / Instructor

Area to Change		Mean
4	The extent to which decisions are made at the appropriate level at this institution	2.80
11	The extent to which institutional teams use problem-solving techniques	2.92
10	The extent to which information is shared within this institution	2.95
15	The extent to which I am able to appropriately influence the direction of this institution	2.97
44	The extent to which my work is guided by clearly defined administrative processes	2.98
38	The extent to which I have the opportunity for advancement within this institution	3.01
32	The extent to which this institution is appropriately organized	3.03
21	The extent to which I receive appropriate feedback for my work	3.09
20	The extent to which I receive timely feedback for my work	3.10
25	The extent to which a spirit of cooperation exists at this institution	3.13
16	The extent to which open and ethical communication is practiced at this institution	3.13
Area to Change—Customized		
56	The extent to which I believe the College President is moving MCTC in the right direction	3.17
50	The extent to which the Human Resources staff and services meet my needs as an employee and/or supervisor of the college	3.21
48	The extent to which the College's professional development day training opportunities are useful and relevant to my work	3.27

Table 14. Priorities for Change: Professional staff

	Area to Change	Mean
38	The extent to which I have the opportunity for advancement within this institution	2.82
22	The extent to which this institution has been successful in positively motivating my performance	2.91
15	The extent to which I am able to appropriately influence the direction of this institution	2.93
4	The extent to which decisions are made at the appropriate level at this institution	2.96
32	The extent to which this institution is appropriately organized	2.98
16	The extent to which open and ethical communication is practiced at this institution	3.09
20	The extent to which I receive timely feedback for my work	3.11
10	The extent to which information is shared within this institution	3.15
11	The extent to which institutional teams use problem-solving techniques	3.21
25	The extent to which a spirit of cooperation exists at this institution	3.21
	Area to Change—Customized	Mean
50	The extent to which the Human Resources staff and services meet my needs as an employee and/or supervisor of the college	3.11
48	The extent to which the College's professional development day training opportunities are useful and relevant to my work	3.30
51	The extent to which I feel informed about College budgeting decisions	3.35

Table 15. Priorities for Change: Administrative / Supervisory staff

Area to Change		Mean
38	The extent to which I have the opportunity for advancement within this institution	3.72
25	The extent to which a spirit of cooperation exists at this institution	3.76
11	The extent to which institutional teams use problem-solving techniques	3.85
17	The extent to which faculty meet the needs of the students	3.97
14	The extent to which my primary work team uses problem-solving techniques	3.98
32	The extent to which this institution is appropriately organized	4.00
35	The extent to which this institution prepares students for a career	4.00
40	The extent to which students are assisted with their personal development	4.00
30	The extent to which work outcomes are clarified for me	4.00
46	The extent to which professional development and training opportunities are available	4.02
Area to Change—Customized		Mean
50	The extent to which the Human Resources staff and services meet my needs as an employee and/or supervisor of the college	3.24
48	The extent to which the College's professional development day training opportunities are useful and relevant to my work	3.90
49	The extent to which my individual professional development is supported and encouraged (i.e. through individual development funds, sabbatical, professional conferences, specialized training, etc.)	3.93

Comparative Analysis: Demographic Classifications

As depicted in Table 16, Part-time temporary employees rated the climate highest within its demographic group (3.77), while Full-time temporary employees rated the climate lowest (3.55). In terms of length of employment, those individuals with less than 2 years of employment rated the climate highest (3.87), while employees with 5 or more years but less than 10 rated the climate lowest (3.57).

Table 16. Mean Climate Scores as Rated by Personnel in Various Demographic Classifications

	Supervisory Relationships	Institutional Structure	Teamwork	Student Focus	Customized	Overall*
What is your position with the college:						
Support / Classified staff	3.65	3.46	3.55	3.84	3.85	3.62
Faculty / Instructor	3.47	3.17	3.68	3.95	3.71	3.53
Professional staff	3.54	3.24	3.68	3.78	3.73	3.53
Administrative / Supervisory staff	4.17	4.09	4.20	4.18	4.13	4.15
What is your employment status:						
Full-time unlimited / seasonal	3.64	3.39	3.69	3.91	3.81	3.63
Part-time unlimited / seasonal	3.55	3.58	3.60	4.14	4.06	3.71
Full-time temporary	3.33	3.28	3.77	3.96	3.61	3.55
Part-time temporary	3.80	3.53	3.95	3.97	3.85	3.77
I have been an employee of MCTC for:						
Less than 2 years	3.94	3.76	3.77	3.98	3.96	3.87
2 or more years but less than 5	3.48	3.48	3.61	3.88	3.81	3.60
5 or more years but less than 10	3.63	3.25	3.75	3.83	3.70	3.57
10 or more years but less than 15	3.62	3.37	3.73	4.02	3.93	3.66
15 or more years	3.58	3.24	3.74	3.96	3.75	3.59
Would you recommend MCTC as a place to work:						
Yes	3.81	3.59	3.89	4.00	3.93	3.80
No	2.41	2.11	2.44	3.35	2.98	2.56

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

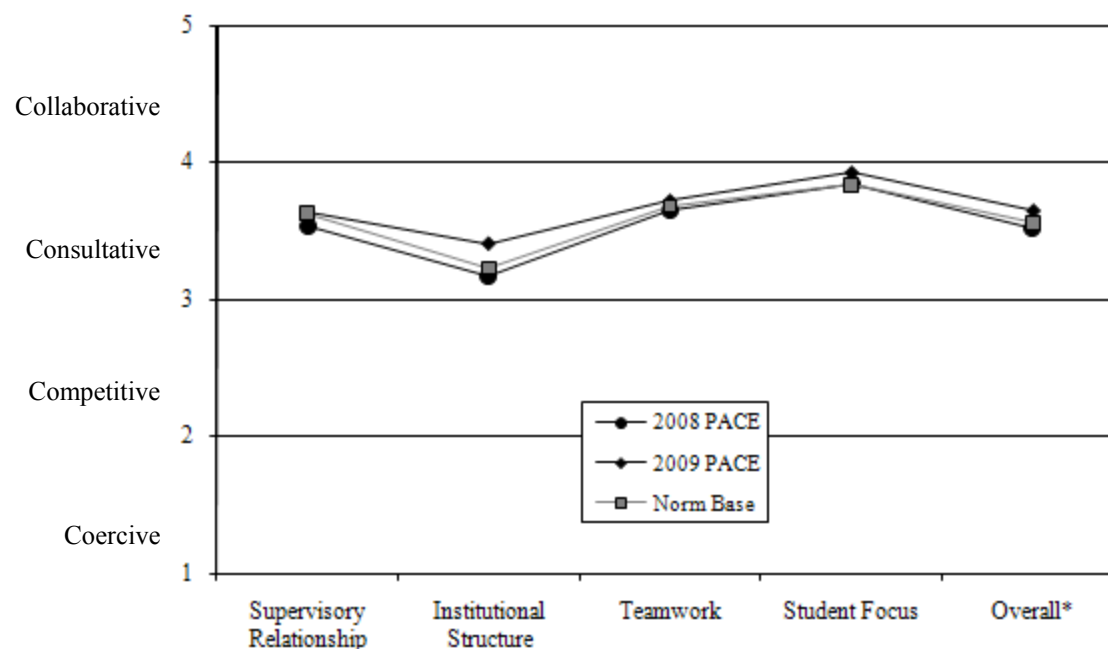
Comparative Analysis: Norm Base

Table 17 and Figure 10 show how MCTC compares with the NILIE PACE Norm Base, which includes approximately 65 different climate studies conducted at two- and four-year institutions since 2006. 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 MCTC. Table 17 and Figure 10 also show how the current administration of the PACE survey at MCTC compares with the 2008 administration based on the four PACE climate factors (i.e., Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus) maintained by NILIE.

Table 17. Minneapolis Community and Technical College Climate compared with the NILIE PACE Norm Base

	MCTC 2008	MCTC 2009	Norm Base*
Supervisory Relationships	3.54	3.63	3.63
Institutional Structure	3.17	3.40	3.23
Teamwork	3.66	3.72	3.68
Student Focus	3.84	3.92	3.84
Overall	3.51	3.64	3.56

Figure 10. Minneapolis Community and Technical College Climate Compared with the NILIE PACE Norm Base



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

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

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

	Supervisory Relationships	MCTC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	3.96	4.03
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.89	3.87
12	The extent to which positive work expectations are communicated to me	3.49	3.50
13	The extent to which unacceptable behaviors are identified and communicated to me	3.40	3.44
20	The extent to which I receive timely feedback for my work	3.37	3.48
21	The extent to which I receive appropriate feedback for my work	3.41	3.51
26	The extent to which my supervisor actively seeks my ideas	3.60	3.62
27	The extent to which my supervisor seriously considers my ideas	3.68	3.69
30	The extent to which work outcomes are clarified for me	3.51	3.44
34	The extent to which my supervisor helps me to improve my work	3.47	3.59
39	The extent to which I am given the opportunity to be creative in my work	3.95	3.93
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.62	3.49
46	The extent to which professional development and training opportunities are available	3.83*	3.59
	Mean Total	3.63	3.63

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

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

Institutional Structure	MCTC Mean	Norm Base
1 The extent to which the actions of this institution reflect its mission	3.80*	3.67
4 The extent to which decisions are made at the appropriate level	3.18*	2.98
5 The extent to which the institution effectively promotes diversity in the workplace	3.74	3.65
6 The extent to which administrative leadership is focused on meeting the needs of students	3.65*	3.48
10 The extent to which information is shared within the institution	3.25*	2.89
11 The extent to which institutional teams use problem-solving techniques	3.21	3.09
15 The extent to which I am able to appropriately influence the direction of this institution	3.23*	2.98
16 The extent to which open and ethical communication is practiced	3.34*	3.09
22 The extent to which this institution has been successful in positively motivating my performance	3.32	3.24
25 The extent to which a spirit of cooperation exists at this institution	3.30*	3.12
29 The extent to which institution-wide policies guide my work	3.67*	3.47
32 The extent to which this institution is appropriately organized	3.23*	3.00
38 The extent to which I have the opportunity for advancement	3.14	3.02
41 The extent to which I receive adequate information regarding important activities	3.65*	3.49
44 The extent to which my work is guided by clearly defined administrative processes	3.36	3.28
Mean Total	3.40*	3.23

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

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

	Teamwork	MCTC Mean	Norm Base
3	The extent to which there is a spirit of cooperation within my work team	3.78	3.78
14	The extent to which my primary work team uses problem-solving techniques	3.62	3.64
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.73	3.63
33	The extent to which my work team provides an environment for free and open expression	3.75	3.70
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.65	3.63
43	The extent to which a spirit of cooperation exists in my department	3.75	3.71
	Mean Total	3.72	3.68

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

	Student Focus	MCTC Mean	Norm Base
7	The extent to which student needs are central to what we do	3.89*	3.63
8	The extent to which I feel my job is relevant to this institution's mission	4.32	4.25
17	The extent to which faculty meet the needs of students	3.97*	3.83
18	The extent to which student ethnic and cultural diversity are important at this institution	4.19*	3.81
19	The extent to which students' competencies are enhanced	3.83	3.73
23	The extent to which non-teaching professional personnel meet the needs of the students	3.78	3.76
28	The extent to which classified personnel meet the needs of the students	3.73	3.74
31	The extent to which students receive an excellent education at this institution	4.00	3.97
35	The extent to which this institution prepares students for a career	3.87	3.96
37	The extent to which this institution prepares students for further learning	3.91	3.95
40	The extent to which students are assisted with their personal development	3.73	3.67
42	The extent to which students are satisfied with their educational experience	3.83	3.81
	Mean Total	3.92*	3.84
	Overall Total	3.64	3.56

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

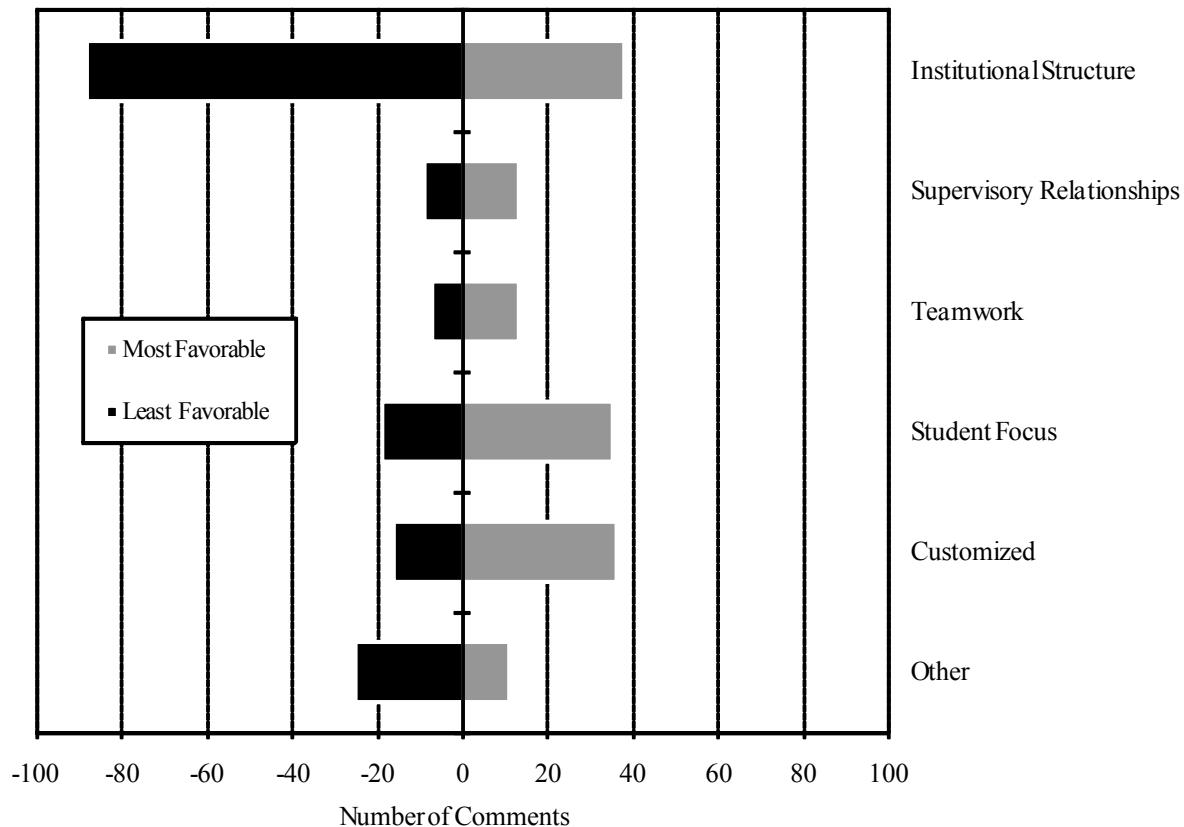
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 267 Minneapolis Community and Technical College employees who completed the PACE survey, 40.8% (109 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 MCTC 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 22 and 23 for sample comments categorized by climate factor and the actual number of responses provided by MCTC 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.

Figure 11. Minneapolis Community and Technical College Comment Response Rates



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

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

Factor	Themes	Number of Comments
Institutional Structure (n=38)	<p data-bbox="383 317 1192 390"><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p data-bbox="383 411 1235 548"><i>Administration seems totally committed to supporting employees and making improvements wherever they can. I feel supported and valued by administration here, very unlike some other campuses at which I have worked.</i></p> <p data-bbox="383 569 1166 642"><i>The student body here is a constant source of inspiration and continued learning for me.</i></p> <p data-bbox="383 663 1219 726"><i>Good people work here! There is a general feeling of satisfaction on all levels.</i></p> <p data-bbox="383 747 1211 821"><i>I'm very satisfied in working with my program staff and students. They provide a strong motivation to come to work.</i></p> <p data-bbox="383 842 1211 978"><i>The desire to let employees know they are appreciated and the willingness to allow for flexibility regarding time off or personal life. The respect with which employees are treated is extremely important and is much appreciated!</i></p> <p data-bbox="383 999 1227 1073"><i>I have always enjoyed employee appreciation day! It has been fun and shows how the entire institution can gather for a good time.</i></p> <p data-bbox="383 1094 1235 1304"><i>Working across disciplines is encouraged and supported. This is a very engaging community that is highly professional and welcoming to faculty, staff, students and the community at large. It is highly spoken about outside of the immediate surroundings and is a desirable place to be a part of. I am proud to be a faculty member.</i></p> <p data-bbox="383 1325 1235 1430"><i>The events here at the college are great they bring staff & students together. These events remind us why we are here at what we are all working toward being lifelong learners.</i></p>	19
	<p data-bbox="383 1451 1219 1524"><u>15— The extent to which I am able to appropriately influence the direction of this institution</u></p> <p data-bbox="383 1545 1211 1608"><i>Positive changes are happening and I get to be a driving force in it! Everything seems open for examination.</i></p> <p data-bbox="383 1629 1227 1692"><i>The willingness of administration to listen to and implement ideas from staff.</i></p>	5
	<p data-bbox="383 1713 1130 1787"><u>10— The extent to which information is shared within this institution</u></p> <p data-bbox="383 1808 1105 1871"><i>I also like the atmosphere of open communication that is encouraged. MCTC is a great place work!</i></p>	4

Table 22. Continued

Factor	Themes	Number of Comments
	<i>Seem to be making real effort to address the information gap (blog/staff meetings etc).</i>	
	<u>25— The extent to which a spirit of cooperation exists at this institution</u>	4
	<i>I think departments work well together.</i>	
	<i>In general, there is a spirit of collaboration among faculty and staff, and respect and support for students.</i>	
	<u>1— The extent to which the actions of this institution reflect its mission</u>	2
	<i>The college as a whole seems to be focused on the mission.</i>	
	<u>6— The extent to which administrative leadership is focused on meeting the needs of students</u>	1
	<i>A president and administration that is in tune to the needs of the students and is informed about the direction that higher education is taking in a bigger context.</i>	
	<u>11— The extent to which institutional teams use problem-solving techniques</u>	1
	<i>The innovative approach to issues and problems.</i>	
	<u>29— The extent to which institution-wide policies guide my work</u>	1
	<i>Policies and procedures - their existence, that they are legally defensible, and that they are implemented with a reasonably high degree of regularity and consistency.</i>	
	<u>44— The extent to which my work is guided by clearly defined administrative processes</u>	1
	<i>Our processes are improving.</i>	
Supervisory Relationship (n=13)	<u>2— The extent to which my supervisor expresses confidence in my work</u>	6
	<i>My boss makes my department a great place to work. S/he keeps morale up and s/he is very knowledgeable!!!!</i>	
	<i>My supervisor is the most fair, non-judgmental person I know who really investigates matters and gets to the bottom of issues. S/he is one to be admired.</i>	
	<i>My boss is great. S/he is communicative, listens to my concerns or ideas, and comes up with exciting new projects for me to work on.</i>	

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>The way my supervisor treats the people who work for him/her. His/her administrator is a very fair man/woman. They both must have had some training in dealing with their underlings, and people in general.</i></p> <p><u>39— The extent to which I am given the opportunity to be creative in my work</u></p> <p><i>I enjoy the freedom to conduct my courses as I think is best, and that my daily work is not "micromanaged."</i></p> <p><i>I value my freedom and autonomy in the classroom, and the ability to offer students personal attention as well as an education.</i></p>	4
	<p><u>27— The extent to which my supervisor seriously considers my ideas</u></p> <p><i>I am pretty satisfied with my employment here at MCTC, I like the fact that my supervisor allows me to share my ideas with him/her and that s/he is open to knowing how others see things and how we think.</i></p>	2
	<p><u>9— The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone</u></p> <p><i>My supervisor does a very good job, our ideas are always welcome and considered.</i></p>	1
Teamwork (n=13)	<p><u>3— The extent to which there is a spirit of cooperation within my work team</u></p> <p><i>Working within my 'team' is great. Members are respectful, interested, helpful, and energetic.</i></p> <p><i>I am proud to be at this kind of institution. I also am part of a very fine work unit and I appreciate the way staff in my group really work together and support each other.</i></p> <p><i>I am most satisfied with my immediate work team, i.e. my colleagues in the division in which I teach. We function on a very collaborative model.</i></p>	7
	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>My department has become more open to considering new ideas and ways of looking at things.</i></p> <p><i>Teamwork within department.</i></p>	6
Student Focus (n=35)	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>Faculty and staff genuinely care about our students.</i></p>	11

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>I appreciate the focus on serving the students that is infused at every step.</i></p> <p><i>I really think the people here are really in tune with the needs of the students!</i></p> <p><i>This institution is very sensitive to student needs. We all consider student concerns when making decisions about program changes.</i></p> <p><i>I think most people here are dedicated to improving the very complicated and difficult lives of the students we serve.</i></p> <p><i>I think there are many staff members (both instructional and non-) who routinely go out of their way to help students, and to connect with them.</i></p>	
	<p><u>17— The extent to which faculty meet the needs of the students</u></p> <p><i>The faculty here is wonderful. I think faculty go out of their way to help students be successful.</i></p> <p><i>I think faculty do an excellent job identifying and meeting the needs of students. We try very hard to make students aware of our expectations and to help them achieve success in our classes.</i></p> <p><i>The high quality of instruction is consistently noted by students and other institutions.</i></p> <p><i>I like our students and feel that most instructors are very good and work toward the students' best interests.</i></p>	9
	<p><u>23— The extent to which student services personnel meet the needs of the students</u></p> <p><i>The Library staff/department is outstanding.</i></p> <p><i>Faculty and staff dedicated to the education and well being of students.</i></p> <p><i>MCTC is fortunate to have many dedicated staff and faculty who work hard to ensure that our students receive the assistance they require in the learning process.</i></p> <p><i>Student Life department is an essential positive support to the College.</i></p> <p><i>Testing Center is very well run and very professional.</i></p>	6
	<p><u>18— The extent to which student ethnic and cultural diversity are important at this institution</u></p> <p><i>The diversity of the student body also makes this an interesting college to work for.</i></p>	5

Table 22. Continued

Factor	Themes	Number of Comments
	<i>MCTC celebrates the diversity of its students. Events such as the Sustainability Fair, It's Time to Talk, Homeless Help Fairs, etc are wonderful because they create a community at MCTC for students that don't live on campus.</i>	
	<u>8— The extent to which I feel my job is relevant to this institution's mission</u>	2
	<i>The best part for me is being able to connect with students. There are so many that are dedicated to their future. To me it is energizing to work with and mentor these individuals.</i>	
	<u>19— The extent to which students' competencies are enhanced</u>	1
	<i>Student population is exceptional. Not exceptionally prepared, but exceptional in their commitment to overcoming incredible challenges to their education.</i>	
	<u>31— The extent to which students receive an excellent education at this institution</u>	1
	<i>I also feel that (in general) the quality of instruction is quite high, and the educational experience is a very good one for students.</i>	
Customized (n=36)	<u>52— The extent to which MCTC serves people of diverse backgrounds</u>	12
	<i>MCTC excels at embracing diversity and cultural awareness. There seems to be a general willingness to accommodate the needs of both students and faculty/staff.</i>	
	<i>I feel like the climate atmosphere of cultural acceptance and promotion of comfortable surroundings for students and faculty sets MCTC apart from the rest.</i>	
	<i>Cultural diversity is very important to the college. It gives everyone the opportunity to understand people of different culture and background. We all learn from each other some things we never thought possible.</i>	
	<i>I think MCTC does a spectacular job of bringing people of such diverse backgrounds together for a great education and so many other opportunities for personal development and fulfillment. I am delighted and amazed at how harmoniously we interact given the diversity of our backgrounds.</i>	
	<i>I really enjoy the diversity of the college and the way the institution attempts to include persons of every ethnic background.</i>	
	<i>We provide excellent service for people of diverse backgrounds.</i>	

Table 22. Continued

Factor	Themes	Number of Comments
	<p><u>54— The extent to which the Public Safety staff and services create a safe environment on campus</u></p> <p><i>Public safety has made huge strides forward since the hire of our current director.</i></p> <p><i>Of all the departments I find the public safety dept. to be the only one that really shines. I find the officers to be caring, friendly, and very helpful. I continually see them go way beyond what is required of them. They will always exhaust all means to try and find answers for students, and staff. As this campus continues to have more incidents every year with the threat of more violence I find the officers although unarmed are willing to put themselves in harms way for the safety of the students, staff, and guests here at MCTC.</i></p>	5
	<p><u>49— The extent to which my individual professional development is supported and encouraged (i.e. through individual development funds, sabbatical, professional conferences, specialized training, etc.)</u></p> <p><i>I appreciate having development funds that can be used to enhance my skills and provide better services to our organization.</i></p> <p><i>Upper management cares deeply about not only professional development but personal development/growth as well. It's a wonderful place to work and be a part of something greater.</i></p>	4
	<p><u>51—The extent to which I feel informed about College budgeting decisions</u></p> <p><i>I also believe that President Davis has done a very commendable job in communicating about the budget challenges this year. He and the Finance staff have been remarkably available and helpful throughout the entire budgeting process, even more so (I believe) than in previous years; this is extremely helpful during such challenging economic times.</i></p> <p><i>I thought that the all college meeting on the budget (after informing those affected first) was a wonderful communication effort. No one who was affected got 'blindsided' at the meeting but everyone was informed and rumors were dispelled.</i></p>	4
	<p><u>56— The extent to which I believe the College President is moving MCTC in the right direction</u></p> <p><i>I have been working for MCTC a long time and there have been lots of changes and I think it is a good place to get your education. I think the college is going in the right direction.</i></p>	3

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>This is an institution that is consciously and deliberately attempting to improve and has demonstrated significant improvement in very many ways since my arrival here.</i></p> <p><i>I am impressed by the effort and sincerity put into creating a positive and quality work environment for staff, faculty and students.</i></p>	
	<p><u>48— The extent to which the College’s professional development day training opportunities are useful and relevant to my work</u></p> <p><i>I really enjoy the Staff Development Days. The topics are always relevant to my daily work experiences.</i></p>	2
	<p><u>50— The extent to which the Human Resources staff and services meet my needs as an employee and/or supervisor of the college</u></p> <p><i>HR Staff are wonderful!</i></p>	2
	<p><u>53—The extent to which MCTC is making progress in understanding and responding to diverse cultural needs of our students</u></p> <p><i>I think the commitment of many at the college to the Power of You is exemplary. This program is a model for the kind of institution MCTC can be: urban, diverse, responsive to its community, and inclusive. Power of You makes me proud of MCTC as an institution that puts its money where its mouth is: making education affordable to local youths!</i></p>	2
	<p><u>55— The extent to which my union keeps me informed about discussions with the College administration</u></p> <p><i>I greatly appreciate our union (MSCF) and the efforts made by union officers and reps.</i></p>	2
Other (n=11)	<p><u>Leadership</u></p> <p><i>I have been very impressed with the communication from President Davis. From budget issues to randomly discussed topics at "Conversations with the President" I have appreciated the efforts Phil has made to communicate with the campus community.</i></p> <p><i>MY overall experience with college leadership has been good. I have been given good opportunities to grow and show my skills. I think President Davis has been honest and very open to communication.</i></p> <p><i>Leadership from the top. We have a great leader!</i></p> <p><i>I have tremendous confidence in the leadership team(s) of this campus.</i></p>	7

Table 22. Continued

Factor	Themes	Number of Comments
	<p><i>The President provides great leadership and those in support directly below him are also doing a good job.</i></p> <p><i>The administrative team has a vision that they all embrace and work on together.</i></p> <p><i>The President is an outstanding administrator and should be recognized for his ethics and extremely strong leadership skills.</i></p>	
	<p><u>Compensation & Benefits</u></p> <p><i>Lots of advantages for tuition reimbursement and use of staff development monies and tuition waivers.</i></p> <p><i>Provide livable wages.</i></p>	2
	<p><u>Facilities</u></p> <p><i>The cosmetic features of the campus have dramatically and constantly improved over time. The new buildings and remodeling are really wonderful.</i></p>	1
	<p><u>Miscellaneous</u></p> <p><i>Recent emphasis on Green Jobs, the President's Climate Commitment (and the green initiatives that go with that commitment), the push toward addressing racial inequity on campus, the Center for Civic Engagement--these are all laudable efforts. They make me feel as if I am part of a thriving, vibrant, committed community.</i></p>	1

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

Factor	Themes	Number of Comments
Institutional Structure (n=89)	<p><u>25— The extent to which a spirit of cooperation exists at this institution</u></p> <p><i>I feel as though many departments around campus work as though they are the only department without considering the affect on other departments. The amount of team work is very small considering the possible opportunities to work as a whole.</i></p> <p><i>I have noticed a change in the IT Department over the past year. They have become very unapproachable and unhelpful.</i></p> <p><i>There is a feeling of "us" against "them" here--administrators are right and everyone else is wrong. Be careful what you say or you may find a note in your file.</i></p> <p><i>Frequent feeling of chaos, bad communications among the departments.</i></p> <p><i>We appear to compete as departments - there is no teamwork - even within departments.</i></p> <p><i>There is absolutely no spirit of cooperation with administration. There is no partnership between faculty and administration, and the faculty is being stripped of all power. I have worked here for many years and this is the worst work environment ever. There is no collaboration between faculty and administrators.</i></p> <p><i>Internal customer service is still significantly lacking.</i></p> <p><i>Most departments push everything off on other departments and aren't dealing with the issues they should be handling.</i></p> <p><i>We have lost the "community" in Minneapolis COMMUNITY and Technical college.</i></p> <p><i>Various Student Services departments are uncoordinated. There is no or too little apparent coordination between the different departments. Even within departments there are different supervisors and they do not coordinate services or staff activities even though the same population of students is served in much the same way by all the various department functions.</i></p> <p><i>I feel that within my division there is a positive approach, but that other members of the faculty and other divisions seem to be motivated by self-interest, and sometimes outright jealousy, of our division without understanding or endeavoring to understand our particular mission and challenges.</i></p>	18

Table 23. Continued

Factor	Themes	Number of Comments
	<p data-bbox="383 317 1133 390"><u>10— The extent to which information is shared within this institution</u></p> <p data-bbox="383 411 1203 516"><i>Communication still needs work, though the budget discussions have been very helpful, and the openness and timeliness of these discussions have been positive.</i></p> <p data-bbox="383 537 1162 600"><i>Communication is still lacking and there is a sense that what faculty and staff have to say is not important.</i></p> <p data-bbox="383 621 1247 842"><i>There is a lack of communication within many departments and with the administration around many topics including hiring of new employees, not including all members of a department in decisions, etc. There is also a lack of follow through with communication even when timelines are established. That leaves faculty in limbo or looking like idiots to students.</i></p> <p data-bbox="383 863 1247 968"><i>Communication barriers and the failure to disseminate information broadly and quickly continues to be an issue. The creation of an employee blog has not resolved the problem.</i></p> <p data-bbox="383 989 1122 1052"><i>There is no communication at MCTC between faculty and administration.</i></p> <p data-bbox="383 1073 1230 1283"><i>I think there needs to be more communication between departments, especially between the Records Office and Financial Aid. The Records Office may have transcripts, but the Financial Aid Office is asking for them as well. The information could be shared versus each office receiving transcripts for the same student.</i></p> <p data-bbox="383 1304 1211 1482"><i>The upper administration continues to have difficulty communicating information to staff and faculty and does not seriously engage in exchange of ideas with staff and faculty, preferring to rule by fiat and blame those below for the administration's poor communication and poor decision-making.</i></p> <p data-bbox="383 1503 1247 1682"><i>Communicating primarily through email and voicemail leaves a lot unsaid or made up at times. What's left unsaid can crop up unexpectedly in conference calls, one-on-ones, and rare face-to-face meetings. Conscious communication, engagement and mindfulness will help us continue to thrive.</i></p>	16
	<p data-bbox="383 1703 1195 1776"><u>22— The extent to which this institution has been successful in positively motivating my performance</u></p> <p data-bbox="383 1797 1122 1860"><i>Insensitivity to workers mental health issues bordering on discrimination.</i></p>	10

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>Many union members are treated like peons.</i></p> <p><i>Still is a somewhat punitive environment (gotcha mentality). Things change without telling anyone until the individual "does it wrong".</i></p> <p><i>Some of the supervisors as well as their administrators seem to be biased. I have heard some unfavorable comments/slurs to co-workers. Also, have witnessed inappropriate behavior toward work studies by some supervisors.</i></p> <p><i>I have a lot of problems with office politics. I feel people pick on me (in a negative way) because of my age. I feel like my peers look for mistakes to point out, that there is a lot of gossiping which deters people from their work and may be the cause of why they feel like they have so much work and causes them to dislike me for getting everything done early or on time. There is a feeling of negative competition thrown at me from my colleagues.</i></p> <p><i>With the increase in number of students, and not replacing staff, it would be nice to get some recognition (monetary or other acknowledgement) for the staff who are doing MORE than is required to get the job done and to serve students, instead of dumbing down and minimizing what they are doing.</i></p>	
	<p><u>38— The extent to which I have the opportunity for advancement within this institution</u></p> <p><i>Limited advancement opportunity.</i></p> <p><i>As an adjunct, there has been much too much emphasis on keeping me (and others similarly situated) in that position without hope to achieve unlimited status or full time unlimited status based on monetary constraints rather than merit, or years of contribution to the college, its community, and the students.</i></p> <p><i>I have no chance for advancement.</i></p> <p><i>Promotional opportunities within my department.</i></p> <p><i>It is hard to understand how advancement would occur - what is the process? What opportunities exist for advancement and how does an employee work towards them?</i></p> <p><i>Advancement in some departments of senior employees with experience are overlooked and promotions in college are assigned to least senior employees or employees with less experience because of bias.</i></p>	9
	<p><u>32— The extent to which this institution is appropriately organized</u></p> <p><i>We have too many layers of administration.</i></p>	8

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>The proposed eliminations of some of the long standing programs.</i></p> <p><i>Feeling overwhelmed with so much to do and not enough staff, the toll it takes on our health long term. Instead of being able to take a vacation, you have to plan according to what level of work you have and can you afford to be gone, will the load be overwhelming when you return from vacation. Burn out unappreciated by the higher up administration.</i></p> <p><i>I feel that this Administration uses a top-down organizational structure giving faculty and staff few opportunities to develop and maintain academic integrity. It seems to only make them worsen.</i></p>	
	<p><u>6— The extent to which administrative leadership is focused on meeting the needs of students</u></p>	7
	<p><i>It doesn't always feel like the expectations and actions of administration align with the needs of our students.</i></p> <p><i>Administration too often views MCTC simply as a business selling a product to consumers.</i></p> <p><i>We consistently lose sight of how best to serve students by undermining counseling and instruction with an institutional structure heavy with administrative creep; a pattern that diminishes support for faculty and counselors, the very units which provide direct educational support for students.</i></p> <p><i>The administration has made decisions that we were not involved in that have significantly impacted my ability to do my job well, to positively impact students and have created a significantly negative work environment. Top down decisions have been made in the past year that have caused difficulty for students as well as made it quite difficult to serve students adequately. These decisions were not collaborative nor was input ever requested.</i></p> <p><i>The attitude towards career and technical programs by all administrators is very disturbing. It seems like all emphasis for education here is geared for a two year liberal arts degree which makes no sense since there is such a low transfer rate to four year institutions. I hope that this trend can be reversed in the near future.</i></p>	
	<p><u>5— The extent to which the institution effectively promotes diversity in the workplace</u></p>	6
	<p><i>Diversity of staff, especially faculty, it's appalling.</i></p> <p><i>I believe greater steps towards the creation of a more diverse work force are critical.</i></p>	

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>I am very dissatisfied with the efforts of Upper management (Administrators) utilization of hiring people of color. Nowhere in the organization in upper management (the cabinet) is there a person of color. It is very discouraging to see an organization like MCTC that is very progressive about their diversity initiatives and there is little to no representation in upper management, aside of the appointment of a Dean.</i></p> <p><i>I am very dissatisfied with the way the college uses diversity for promotion and recruiting but does not address the actual institutional racism that occurs in the college environment, both in terms of ratio of instructors of color to proportion of students of color and in terms of staff climate. It's not appropriate to use the diversity at MCTC as a selling point when trying to get students to enroll here or in promoting our image to the public when so little is being done to address real concerns of students and staff of color.</i></p>	
	<p><u>4— The extent to which decisions are made at the appropriate level at this institution</u></p> <p><i>The way decisions are made at the top, without consulting the individuals that are responsible for the work being done.</i></p> <p><i>The last budget decisions have not necessarily contributed to positive campus climate, especially because nothing is definite and we seem to be up in the air. Also, some of the decisions seemed like they were made based on who had more pull with administration instead of what programs are performing at appropriate enrollment and quality levels.</i></p> <p><i>Don't tell us that we are a "data-driven institution." Cabinet uses data when it supports their position.</i></p>	5
	<p><u>1— The extent to which the actions of this institution reflect its mission</u></p> <p><i>College is growing more narrow and losing sight of its Mission. Should be more connected with community.</i></p> <p><i>I feel the original mission/vision is not being maintained with the current cuts.</i></p> <p><i>Too often this institution seems to be marketing driven.</i></p>	3
	<p><u>15— The extent to which I am able to appropriately influence the direction of this institution</u></p> <p><i>In the past few years I felt that employee opinions and suggestions did not play any role in any decision making processes on campus. It is sad that many great employees had to leave college because of the "politics".</i></p>	3

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>There is not open and even exchange of ideas. Administration may ask for input but it doesn't feel like it matters one whit.</i></p> <p><u>11— The extent to which institutional teams use problem-solving techniques</u></p> <p><i>We start something, but it isn't really well organized, then it sort of wanes. We clearly identify what we need to carry out a project, are promised we'll have it, we don't get it, and our work is compromised. What a waste of someone's money and our time!</i></p> <p><i>People who are unwilling to confront issues face to face but use group e-mails as a way of highlighting problems.</i></p>	2
	<p><u>44— The extent to which my work is guided by clearly defined administrative processes</u></p> <p><i>We have a way to go on developing our processes. Things like paper timecards and other outdated and inefficient mechanisms slow us down and take our focus off more critical tasks.</i></p>	2
Supervisory Relationship (n=9)	<p><u>46— The extent to which professional development and training opportunities are available</u></p> <p><i>We need a better new-employee orientation program!</i></p> <p><i>There is no peer supervision for instructors.</i></p> <p><u>20— The extent to which I receive timely feedback for my work</u></p> <p><i>Having a supervisor who is uninformed and not organized. No concrete feedback and definitely not timely.</i></p> <p><i>I have had one review in 3 1/2 years!!!</i></p> <p><u>34— The extent to which my supervisor helps me to improve my work</u></p> <p><i>As far as effective methods, techniques, and classroom experiences, my supervisor is largely unaware.</i></p> <p><i>I do not feel that I can develop under my current leadership and I lack any positive mentoring. I am continually put in positions for which I have no training and am offered little to no guidance. This creates a stressful environment.</i></p>	4
Teamwork (n=7)	<p><u>43— The extent to which a spirit of cooperation exists in my department</u></p> <p><i>The Admissions Office staff never meets on a regular basis. The admissions staff is never allowed input into the operations to help it serve students more efficiently & effectively. The staff does not seem to be respected for their efforts and experience.</i></p>	7

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>In my own department, we have experienced increased dysfunction and continue to operate in inefficient manners. Resentment and mistrust continues to grow amongst the various work teams and our department head is not showing the necessary leadership to put us on a better path. I feel that this situation is negatively affecting our ability to serve the college.</i></p> <p><i>Heavy conflict in some departments.</i></p>	
<p>Student Focus (n=19)</p>	<p><u>7— The extent to which student needs are central to what we do</u></p> <p><i>I think students need more support. I don't like the fact that we keep admitting more and more students without beefing up the support structures for them.</i></p> <p><i>Because I teach one class on Saturdays, it's frustrating that most support services do not exist on campus from Fri to Mon.</i></p> <p><i>I have heard many times how hard it is to be a student here. So I took a class to experience it for myself. They are right! The intake process is ridiculous! I was unable to register and told that I did not have the prerequisites to take the class I wanted (a class I would be qualified to teach!). If it is hard for me, with all the contacts I have and processes I know, to get properly registered; imagine how hard it would be if English was not your first language.</i></p> <p><i>Various changes, including emphasis on the use of the Internet to distribute communications and curriculum have actually been working to push out poor students and students who are not computer literate. I regret the loss of many poor students.</i></p>	<p>8</p>
	<p><u>19— The extent to which students' competencies are enhanced</u></p> <p><i>I feel that we do way too much hand holding of the students. How will they ever figure anything out when they get in the real world when institutions like ours does everything for them.</i></p> <p><i>The lack of emphasis on the purported goal of Life Skills accompanies an accelerating degradation of student behavior and a loss of a sense of consequences.</i></p>	<p>4</p>
	<p><u>17— The extent to which faculty meet the needs of the students</u></p> <p><i>Faculty leadership seems to be self-serving at times and not as focused on students and their needs as they should be.</i></p> <p><i>The expectations of faculty need to change to include duties besides teaching. Teaching is the fun part but many other jobs are required in the department.</i></p>	<p>3</p>

Table 23. Continued

Factor	Themes	Number of Comments
	<p><u>23— The extent to which student services personnel meet the needs of the students</u></p> <p><i>The Learning Center has been destroyed as a viable entity for no apparent reason. Students are no longer being well served by the LC. Moreover, an uncaring attitude pervades the current LC administration. Our developmental students are suffering as a result.</i></p> <p><i>The Counseling Office likes to think of themselves as the "saviors" of the students. They are more like the "enablers" of the students providing easy answers rather than reality.</i></p>	2
	<p><u>18— The extent to which student ethnic and cultural diversity are important at this institution</u></p> <p><i>We still need to make gains to move our institution from a diverse campus to a transformed multicultural environment. This means that how we provide education and services to a culturally diverse student and staff body needs to be more thoughtful. We have made some gains in the past 2 yrs, but we need to do more to gain the confidence and trust of different communities represented on campus.</i></p>	1
	<p><u>42— The extent to which students are satisfied with their educational experience at this institution</u></p> <p><i>While walking the campus, I have talked to students on a casual basis, and have heard about some opportunity for improvements in regards to services provided and faculty availability.</i></p>	1
Customized (n=16)	<p><u>50—The extent to which the Human Resources staff and services meet my needs as an employee and/or supervisor of the college</u></p> <p><i>Human Resources is unknowledgeable, unorganized, unprofessional and incapable of helping faculty with issues of salary, insurance, retirement, etc. In all of the many meetings I've had with HR over the last two years, none has been less than frustrating.</i></p> <p><i>HR needs more staff and better skill, often so many problems, delays, bad information and mistakes.</i></p>	6
	<p><u>47—The extent to which my supervisor or administrator keeps me informed about important matters of the college</u></p> <p><i>Communication among some supervisors that don't share important information or pass down information to their employees is still a problem.</i></p>	4

Table 23. Continued

Factor	Themes	Number of Comments
	<i>The lack of communication is staggering. For the past 5 years I have seen my dean once or twice a year.</i>	
	<u>55— The extent to which my union keeps me informed about discussions with the College administration</u>	3
	<i>Lack of support and timely information from Union officials who also seem to be uninformed on important issues regarding department changes which affect my future.</i>	
	<u>53— The extent to which MCTC is making progress in understanding and responding to diverse cultural needs of our students</u>	2
	<i>I believe we have more work ahead of us as our student population constantly grows and evolves. I believe we need to take further actions in becoming a culturally competent work force.</i>	
	<u>49—The extent to which my individual professional development is supported and encouraged (i.e. through individual development funds, sabbatical, professional conferences, specialized training, etc.)</u>	1
	<i>I'd like to see more concerted effort at providing individual professional development for excluded administrators. The restrictions on travel make such experiences difficult. Although we are "eligible" for sabbaticals, the truth is we can't really do them. I'd like to see some other opportunity for us.</i>	
Other (n=25)	<p data-bbox="383 1167 526 1194"><u>Leadership</u></p> <p data-bbox="383 1220 1179 1255"><i>Lack of good leadership, specifically departmental leadership.</i></p> <p data-bbox="383 1276 1143 1381"><i>Administrators in high positions of authority (except for the president) who don't interact with most of the employees or sincerely use their input to make things run more smoothly.</i></p> <p data-bbox="383 1402 1227 1654"><i>We are dispirited, rudderless, and without vision, lead by a seemingly petulant and vindictive administration which cannot accept criticism or work constructively with any of the bargaining units on campus. More and more, the motto of the administration seems to be "xxxx rolls downhill." With this attitude, the upper administration continues to alienate more and more employees, adding to the already poor morale caused by the budget situation.</i></p> <p data-bbox="383 1675 1248 1850"><i>MCTC continues to have a climate of mistrust and a lack of transparency concerning the actions and decisions of upper level administration. While some of this may be a perception issue on the part of a segment of staff and faculty, I do believe that administration does little to dissuade folks of this notion.</i></p>	12

Table 23. Continued

Factor	Themes	Number of Comments
	<p><i>President is micro-managing.</i></p> <p><i>Signs of the dysfunction are management holding information close to the vest, directors that seem to be more interested in "achievement awards" and looking good than being true leaders who set up a system that encourages growth and participation and development of my work group.</i></p> <p><i>There is one administrator who is very, very impersonal (to say the least).</i></p> <p><i>The supervisor in my department is lacking the necessary skills needed to adequately manage a department. Yearly training should be provided to departmental supervisors.</i></p>	
	<p><u>Food Services</u></p> <p><i>Sedexho is worse than Taher was on Taher's worst day. They appear to be unsanitary, (too many instances to list) the people are rude (new manager has improved this but they are still rude) and I choose to not eat at Sedexho anymore.</i></p> <p><i>The food service is horrible /bad customer service.</i></p> <p><i>Sodexho has not followed through with creativity and pricing-or in the standard originally promised.</i></p>	6
	<p><u>Bookstore</u></p> <p><i>The bookstore is run very poorly.</i></p> <p><i>The Bookstore has not gotten any better. Do they realize they are here to serve the students? I don't think so. Talking about customer service is not the same as providing customer service.</i></p>	3
	<p><u>Technology</u></p> <p><i>Technology not in all classrooms.</i></p> <p><i>Media services is providing extremely poor service to classrooms that do not currently have permanent media systems.</i></p>	2
	<p><u>Parking</u></p> <p><i>Paying so much for parking on campus.</i></p>	1
	<p><u>Resources</u></p> <p><i>Science programs get new expensive everything while other programs rot.</i></p>	1

CONCLUSION

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

Overall the following have been identified as the top performance areas at Minneapolis Community and Technical College. Seven of these items represent the Student Focus climate factor (items #7, #8, #17, #18, #31, #35, and #37) and three represent the Supervisory Relationships climate factor (items #2, #9, and #39).

- The extent to which I feel my job is relevant to this institution's mission, 4.32 (#8)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.19 (#18)
- The extent to which students receive an excellent education at this institution, 4.00 (#31)
- The extent to which faculty meet the needs of the students, 3.97 (#17)
- The extent to which my supervisor expresses confidence in my work, 3.96 (#2)
- The extent to which I am given the opportunity to be creative in my work, 3.95 (#39)
- The extent to which this institution prepares students for further learning, 3.91 (#37)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.89 (#9)
- The extent to which student needs are central to what we do, 3.89 (#7)
- The extent to which this institution prepares students for a career, 3.87 (#35)

Overall the following have been identified as the top performance areas within the Customized Climate factor at Minneapolis Community and Technical College.

- The extent to which the Public Safety staff and services create a safe environment on campus, 4.37 (#54)
- The extent to which MCTC serves people of diverse backgrounds, 4.29 (#52)
- The extent to which MCTC is making progress in understanding and responding to diverse cultural needs of our students, 4.14 (#53)

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

- The extent to which I have the opportunity for advancement within this institution, 3.14 (#38)
- The extent to which decisions are made at the appropriate level at this institution, 3.18 (#4)
- The extent to which institutional teams use problem-solving techniques, 3.21 (#11)
- The extent to which I am able to appropriately influence the direction of this institution, 3.23 (#15)
- The extent to which this institution is appropriately organized, 3.23 (#32)
- The extent to which information is shared within this institution, 3.25 (#10)
- The extent to which a spirit of cooperation exists at this institution, 3.30 (#25)
- The extent to which this institution has been successful in positively motivating my performance, 3.32 (#22)
- The extent to which open and ethical communication is practiced at this institution, 3.34 (#16)
- The extent to which my work is guided by clearly defined administrative processes, 3.36 (#44)

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

- The extent to which the Human Resources staff and services meet my needs as an employee and/or supervisor of the college, 3.28 (#50)
- The extent to which the College's professional development day training opportunities are useful and relevant to my work, 3.49 (#48)
- The extent to which I feel informed about College budgeting decisions, 3.59 (#51)

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 spirit of cooperation and the way information is shared.

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