



National Initiative for Leadership & Institutional Effectiveness

Minneapolis Community and Technical College Minneapolis, MN

Personal Assessment of the College Environment (PACE)

by

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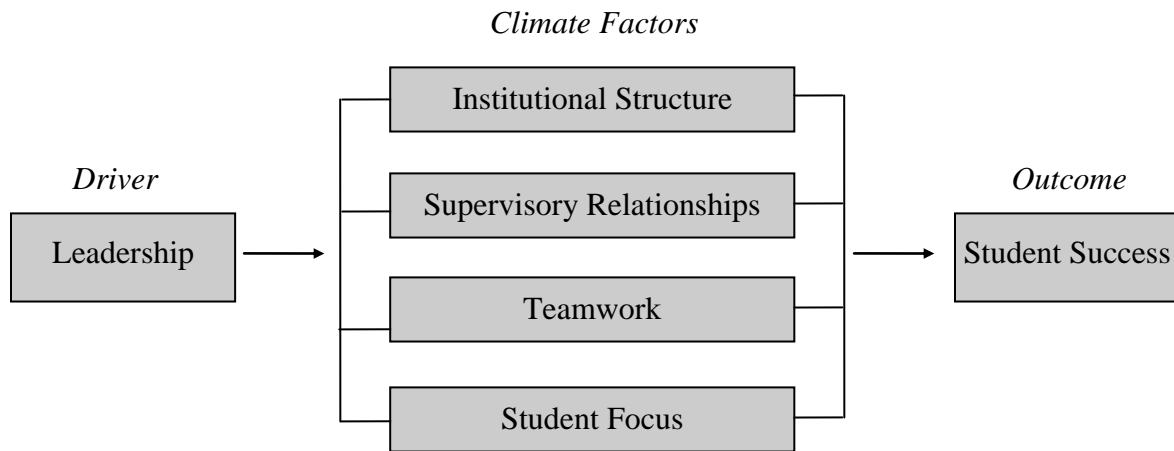
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EXECUTIVE SUMMARY

In April 2011, the Personal Assessment of the College Environment (PACE) survey was administered to 724 employees at Minneapolis Community and Technical College (MCTC). Of those 724 employees, 395 (54.6%) 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 60 community colleges across North America. The information generated from the instrument has been developed into a research report that can be used for planning and decision-making in order to improve the existing college climate.

The PACE instrument administered at 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). Seven fell within the Competitive range (rated between 2 and 3). Forty-seven fell within the Consultative range (rated between 3 and 4), and two 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 3.39 mean score or medium Consultative system. The Student Focus category received the highest mean score (3.67), whereas the Institutional Structure category received the lowest mean score (3.04). When respondents were classified according to Personnel Classification at MCTC, the composite ratings were as follows: Support / Classified staff (3.21), Faculty / Instructor (3.40), Professional staff (3.37), and Administrative / Supervisory staff (3.82).

Of the 46 standard PACE questions, the top 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, 4.20 (#8)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.05 (#18)
- The extent to which my supervisor expresses confidence in my work, 3.91 (#2)
- The extent to which faculty meet the needs of the students, 3.81 (#17)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.81 (#9)
- The extent to which I am given the opportunity to be creative in my work, 3.79 (#39)
- The extent to which this institution prepares students for further learning, 3.68 (#37)
- The extent to which there is a spirit of cooperation within my work team, 3.68 (#3)
- The extent to which students receive an excellent education at this institution, 3.66 (#31)
- The extent to which this institution prepares students for a career, 3.62 (#35)

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

- The extent to which this institution is appropriately organized, 2.69 (#32)
- The extent to which I have the opportunity for advancement within this institution, 2.80 (#38)
- The extent to which decisions are made at the appropriate level at this institution, 2.80 (#4)
- The extent to which I am able to appropriately influence the direction of this institution, 2.81 (#15)
- The extent to which a spirit of cooperation exists at this institution, 2.87 (#25)
- The extent to which information is shared within this institution, 2.88 (#10)
- The extent to which open and ethical communication is practiced at this institution, 2.89 (#16)
- The extent to which my work is guided by clearly defined administrative processes, 3.00 (#44)
- The extent to which institutional teams use problem-solving techniques, 3.01 (#11)
- The extent to which this institution has been successful in positively motivating my performance, 3.04 (#22)

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 April 2011, 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 724 employees administered the instrument, 395 (54.6%) completed and returned the instrument for analysis. Of those 395 employees, 195 (49.4%) 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 Institutional Effectiveness Office of MCTC collaborated to administer a survey that would capture the opinions of personnel throughout the college.

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

Instrumentation

The PACE instrument is divided into four climate factors: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. A Customized section developed by 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 0.98. Cronbach's alpha coefficient provides an internal estimate of the instrument's reliability. The high coefficient means that participants responded the same way to similar items. The Cronbach's alpha coefficients of internal consistency from July 2008 to July 2010 are shown in Table 2.

Table 2. Alpha Coefficients by Climate Category for PACEs Completed from July 2008 to July 2010 (n=16,342)

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

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

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

DATA ANALYSIS

Data were analyzed in five ways. First, a descriptive analysis of the respondents' demographics is presented, followed by an overall analysis of the item and climate factor means and standard deviations. Where appropriate, comparisons are made with matching data from MCTC's 2010 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.

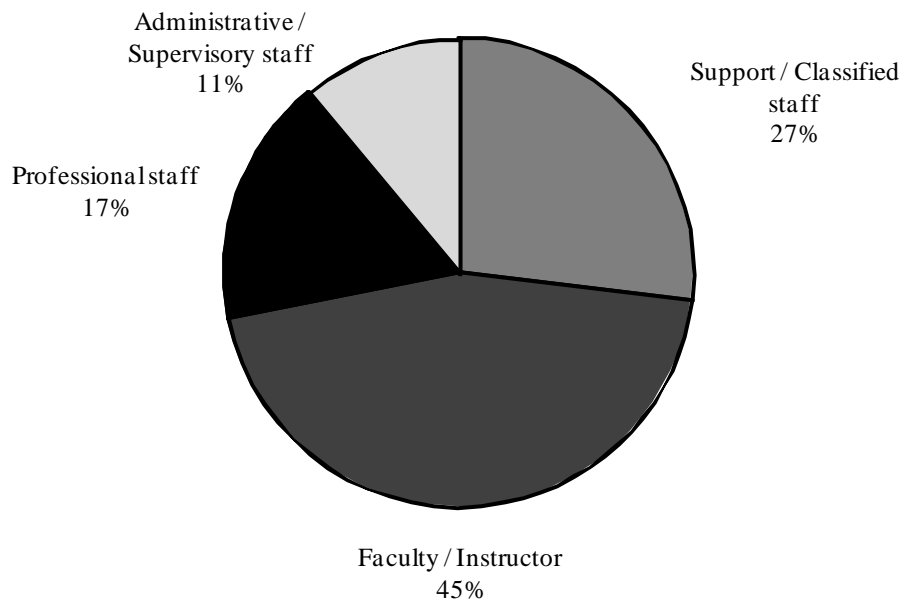
Respondent Characteristics

Of the 724 MCTC employees administered the survey, 395 (54.6%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications. Refer to Table 3 and Figure 2. Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%.

Table 3. Response by Self-Selected Personnel Classification

Personnel Classification	Population	Surveys Returned for Analysis	Percent of Population Represented
Support / Classified staff	164	105	64.0%
Faculty / Instructor	427	176	41.2%
Professional staff	85	67	78.8%
Administrative / Supervisory staff	48	43	89.6%
Did not respond		4	
Total	724	395	54.6%

Figure 2. Proportion of Total
ses by Personnel Classification



4 individuals did not respond to the Personnel Classification demographic variable.

Table 4 reports the number of respondents across the different demographic classifications and the percentage of the overall responses that each group represents. 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	2010 # of Responses	2010 % of Responses	2011 # of Responses	2011 % of Responses
What is your position within the college:				
Support / Classified staff	83	27.2%	105	26.6%
Faculty / Instructor	115	37.7%	176	44.6%
Professional staff	66	21.6%	67	17.0%
Administrative / Supervisory staff	38	12.5%	43	10.9%
Did not respond	3	1.0%	4	1.0%
What is your employment status:				
Full-time unlimited / probationary / seasonal	248	81.3%	300	76.0%
Part-time unlimited / seasonal	8	2.6%	26	6.6%
Full-time temporary	19	6.2%	24	6.1%
Part-time temporary	28	9.2%	38	9.6%
Did not respond	2	0.7%	7	1.8%
I have been an employee of MCTC for:				
Less than 2 years	54	17.7%	70	17.7%
2 or more years but less than 5	62	20.3%	82	20.8%
5 or more years but less than 10	67	22.0%	88	22.3%
10 or more years but less than 15	46	15.1%	61	15.4%
15 or more years	75	24.6%	91	23.0%
Did not respond	1	0.3%	3	0.8%
Would you recommend MCTC as a place to work:				
Yes	238	78.0%	298	75.4%
No	59	19.3%	77	19.5%
Did not respond	8	2.6%	20	5.1%
What is your overall impression of quality at MCTC:				
Excellent	57	18.7%	75	19.0%
Good	144	47.2%	168	42.5%
Average	74	24.3%	92	23.3%
Below average	21	6.9%	35	8.9%
Inadequate	8	2.6%	18	4.6%
Did not respond	1	0.3%	7	1.8%

Table 4. Continued.

Demographic Variable	2010 # of Responses	2010 % of Responses	2011 # of Responses	2011 % of Responses
Rate your overall satisfaction with your employment here thus far:				
Very Satisfied	81	26.6%	106	26.8%
Satisfied	110	36.1%	156	39.5%
Neutral	53	17.4%	63	16.0%
Somewhat dissatisfied	44	14.4%	44	11.1%
Not Satisfied at all	15	4.9%	24	6.1%
Did not respond	2	0.7%	2	0.5%
Please select the race/ethnicity that best describes you:				
Hispanic or Latino, of any race	N/A	N/A	10	2.5%
American Indian or Alaska Native, not Hispanic or Latino	N/A	N/A	4	1.0%
Asian, not Hispanic or Latino	N/A	N/A	14	3.5%
Black, not Hispanic or Latino	N/A	N/A	30	7.6%
Native Hawaiian or Other Pacific Islander, not Hispanic or Latino	N/A	N/A	0	0.0%
White, not Hispanic or Latino	N/A	N/A	294	74.4%
Two or more races	N/A	N/A	18	4.6%
Did not respond	N/A	N/A	25	6.3%

* N/A – question was not included in 2010 survey

Comparative Analysis: Overall

The results from the PACE survey indicate that personnel perceive the composite climate at MCTC to fall toward the middle-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.

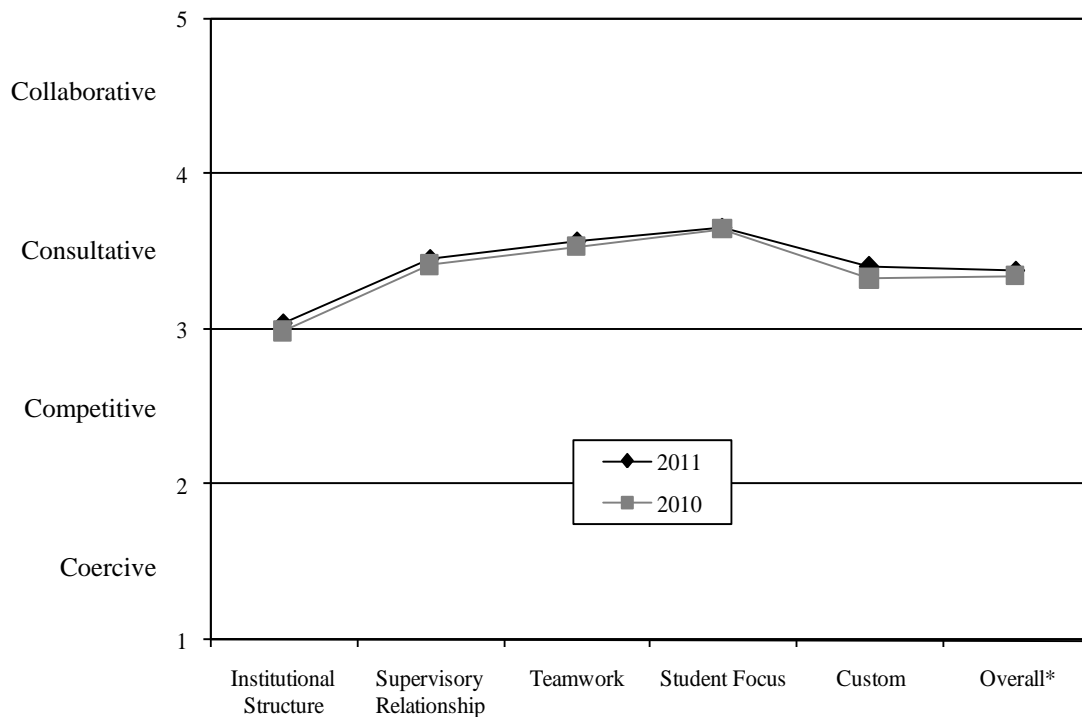
As indicated in Table 5, the Student Focus climate factor received the highest composite rating (3.67), which represented an upper-range Consultative management environment. The Institutional Structure climate factor received the lowest mean score (3.04) within the low area of the Consultative management area. Overall, employees rated the management style in the middle- range of the Consultative management area. (See also Figure 3). When compared to the 2010 MCTC mean scores, the MCTC 2011 mean scores increased slightly.

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

Factor	2010 MCTC	2011 MCTC
Institutional Structure	2.99	3.04
Supervisory Relationships	3.42	3.47
Teamwork	3.53	3.58
Student Focus	3.65	3.67
Custom	3.33	3.41
Overall*	3.35	3.39

* 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). Seven items fell within the Competitive management style (i.e., a mean score rating between 2.0 and 3.0). Forty-seven fell within a Consultative management style (i.e., a mean score rating between 3.0 and 4.0), and two fell within a Collaborative management style (i.e., a mean score rating between 4.0 and 5.0).

The preponderance of Consultative (n=47) 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 3.39 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.

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

Table 6. Comparative Mean Responses: Institutional Structure

Institutional Structure	2010 Mean (SD)	2011 Mean (SD)
1 The extent to which the actions of this institution reflect its mission	3.31 (1.09)	3.38 (1.09)
4 The extent to which decisions are made at the appropriate level at this institution	2.75 (1.23)	2.80 (1.22)
5 The extent to which the institution effectively promotes diversity in the workplace	3.44 (1.21)	3.55 (1.24)
6 The extent to which administrative leadership is focused on meeting the needs of students	3.25 (1.28)	3.28 (1.27)
10 The extent to which information is shared within the institution	2.66 (1.30)	2.88 (1.31)*
11 The extent to which institutional teams use problem-solving techniques	2.92 (1.14)	3.01 (1.09)
15 The extent to which I am able to appropriately influence the direction of this institution	2.74 (1.27)	2.81 (1.27)
16 The extent to which open and ethical communication is practiced at this institution	2.82 (1.29)	2.89 (1.30)
22 The extent to which this institution has been successful in positively motivating my performance	3.03 (1.27)	3.04 (1.28)
25 The extent to which a spirit of cooperation exists at this institution	2.80 (1.28)	2.87 (1.21)
29 The extent to which institution-wide policies guide my work	3.31 (1.02)	3.30 (1.04)
32 The extent to which this institution is appropriately organized	2.73 (1.10)	2.69 (1.20)
38 The extent to which I have the opportunity for advancement within this institution	2.86 (1.21)	2.80 (1.32)
41 The extent to which I receive adequate information regarding important activities at this institution	3.20 (1.25)	3.29 (1.22)
44 The extent to which my work is guided by clearly defined administrative processes	3.01 (1.17)	3.00 (1.20)
Mean Total	2.99 (0.95)	3.04 (0.97)

* T-test results indicate a significant difference between the 2010 mean and the 2011 mean ($\alpha=0.05$)

Table 7. Comparative Mean Responses: Supervisory Relationships

Supervisory Relationships	2010 Mean (SD)	2011 Mean (SD)
2 The extent to which my supervisor expresses confidence in my work	3.79 (1.24)	3.91 (1.21)
9 The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.73 (1.27)	3.81 (1.34)
12 The extent to which positive work expectations are communicated to me	3.18 (1.26)	3.21 (1.26)
13 The extent to which unacceptable behaviors are identified and communicated to me	3.24 (1.16)	3.23 (1.17)
20 The extent to which I receive timely feedback for my work	3.11 (1.25)	3.13 (1.26)
21 The extent to which I receive appropriate feedback for my work	3.24 (1.22)	3.30 (1.23)
26 The extent to which my supervisor actively seeks my ideas	3.46 (1.31)	3.47 (1.30)
27 The extent to which my supervisor seriously considers my ideas	3.48 (1.29)	3.54 (1.34)
30 The extent to which work outcomes are clarified for me	3.23 (1.11)	3.31 (1.16)
34 The extent to which my supervisor helps me to improve my work	3.31 (1.26)	3.39 (1.28)
39 The extent to which I am given the opportunity to be creative in my work	3.82 (1.11)	3.79 (1.24)
45 The extent to which I have the opportunity to express my ideas in appropriate forums	3.35 (1.21)	3.41 (1.19)
46 The extent to which professional development and training opportunities are available	3.43 (1.27)	3.45 (1.23)
Mean Total	3.42 (1.00)	3.47 (1.00)

* T-test results indicate no significant differences between the 2010 means and the 2011 means ($\alpha=0.05$)

Table 8. Comparative Mean Responses: Teamwork

Teamwork	2010 Mean (SD)	2011 Mean (SD)
3 The extent to which there is a spirit of cooperation within my work team	3.62 (1.27)	3.68 (1.30)
14 The extent to which my primary work team uses problem-solving techniques	3.51 (1.20)	3.54 (1.20)
24 The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.54 (1.21)	3.55 (1.25)
33 The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.55 (1.22)	3.58 (1.29)
36 The extent to which my work team coordinates its efforts with appropriate individuals	3.46 (1.14)	3.52 (1.20)
43 The extent to which a spirit of cooperation exists in my department	3.53 (1.27)	3.56 (1.31)
Mean Total	3.53 (1.06)	3.58 (1.12)

Table 9. Comparative Mean Responses: Student Focus

Student Focus	2010 Mean (SD)	2011 Mean (SD)
7 The extent to which student needs are central to what we do	3.42 (1.24)	3.55 (1.21)
8 The extent to which I feel my job is relevant to this institution's mission	4.12 (1.03)	4.20 (1.09)
17 The extent to which faculty meet the needs of students	3.81 (0.90)	3.81 (1.00)
18 The extent to which student ethnic and cultural diversity are important at this institution	3.95 (1.08)	4.05 (1.03)
19 The extent to which students' competencies are enhanced	3.55 (0.92)	3.51 (1.00)
23 The extent to which non-teaching professional personnel meet the needs of the students	3.45 (1.09)	3.36 (1.07)
28 The extent to which classified personnel meet the needs of the students	3.44 (0.97)	3.40 (0.98)
31 The extent to which students receive an excellent education at this institution	3.72 (0.90)	3.66 (0.99)
35 The extent to which this institution prepares students for a career	3.59 (0.91)	3.62 (1.03)
37 The extent to which this institution prepares students for further learning	3.71 (0.88)	3.68 (1.03)
40 The extent to which students are assisted with their personal development	3.38 (0.98)	3.42 (1.07)
42 The extent to which students are satisfied with their educational experience at this institution	3.61 (0.84)	3.54 (0.88)
Mean Total	3.65 (0.65)	3.67 (0.74)
Overall	3.35 (0.79)	3.39 (0.83)

* T-test results indicate no significant differences between the 2010 means and the 2011 means ($\alpha=0.05$)

Table 10. Comparative Mean Responses: Customized

Customized	2010 Mean (SD)	2011 Mean (SD)
47 The extent to which my supervisor, dean or administrator keeps me informed about important matters of the college	3.43 (1.25)	3.44 (1.23)
48 The extent to which the college is improving its effort to involve me in major college decisions and initiatives (i.e., Strategic Plan, Budget, Master Academic Plan)	3.41 (1.15)	3.30 (1.18)
49 MCTC's policies and practices are implemented fairly across all employees, regardless of ethnicity	N/A	3.31 (1.32)
50 The extent to which I take advantage of opportunities to participate in institutional-level decision making	3.48 (0.95)	3.50 (1.00)
51 The extent to which I feel informed about College budgeting decisions	3.20 (1.20)	3.32 (1.19)
52 The extent to which I feel comfortable voicing my concerns or ideas to my supervisor or dean	3.47 (1.37)	3.51 (1.39)
53 The extent to which MCTC is making progress in understanding and responding to diverse cultural needs of our students	3.60 (1.06)	3.72 (1.09)
54 The extent to which I feel comfortable voicing my concerns or ideas to upper level administrators	2.85 (1.35)	3.06 (1.37)
55 The extent to which my union keeps me informed about discussions with the College administration	3.76 (1.13)	3.69 (1.18)
56 The extent to which I believe the College leadership is moving MCTC in the right direction	3.01 (1.29)	3.18 (1.28)
Mean Total	3.33 (0.84)	3.41 (0.90)

* T-test results indicate no significant differences between the 2010 means and the 2011 means ($\alpha=0.05$)

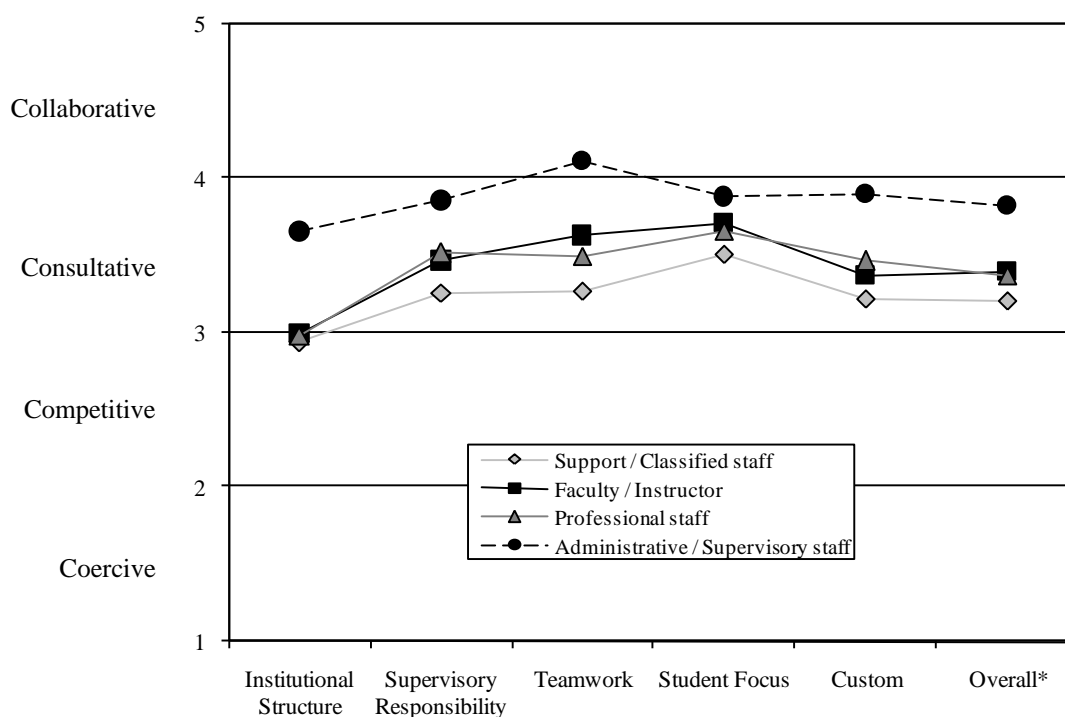
* N/A - Question not included in the 2010 administration

Comparative Analysis: Personnel Classification

Figure 4 reports composite ratings according to the four climate factors and the customized questions for employees in Personnel Classifications. In general, the Administrative / Supervisory staff rated the four normative factors most favorable (3.82), whereas the Support / Classified staff rated the four normative factors least favorable (3.21). 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.



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

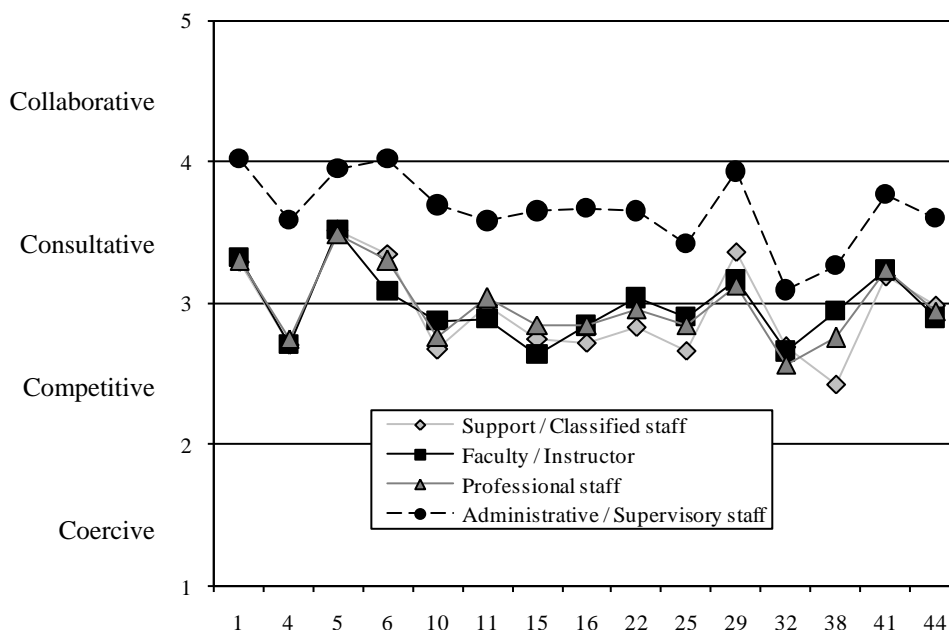
Table 11. Mean Climate Scores as Rated by Personnel Classifications and by Year of Administration

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Custom	Overall*
Support / Classified staff						
2010	3.15	3.42	3.49	3.68	3.39	3.40
2011	2.94	3.26	3.27	3.51	3.22	3.21
Faculty /Instructor						
2010	2.82	3.37	3.56	3.63	3.19	3.28
2011	2.99	3.47	3.63	3.71	3.38	3.40
Professional staff						
2010	2.75	3.16	3.22	3.53	3.14	3.13
2011	2.99	3.52	3.50	3.66	3.47	3.37
Administrative / Supervisory staff						
2010	3.56	3.91	3.99	3.86	3.94	3.79
2011	3.66	3.86	4.11	3.88	3.90	3.82

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

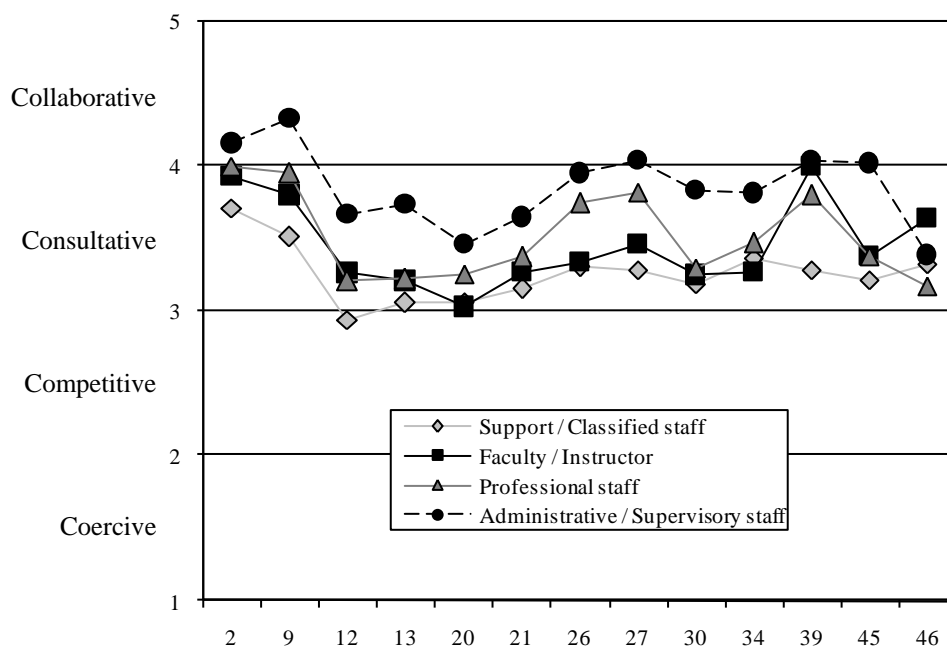
Institutional Structure		Support / Classified staff	Faculty / Instructor	Professional staff	Administrative / Supervisory staff
1	The extent to which the actions of this institution reflect its mission	3.29	3.33	3.30	4.02
4	The extent to which decisions are made at the appropriate level at this institution	2.71	2.71	2.75	3.59
5	The extent to which the institution effectively promotes diversity in the workplace	3.51	3.52	3.49	3.95
6	The extent to which administrative leadership is focused on meeting the needs of students	3.35	3.08	3.30	4.02
10	The extent to which information is shared within this institution	2.67	2.88	2.76	3.69
11	The extent to which institutional teams use problem-solving techniques	2.99	2.89	3.03	3.58
15	The extent to which I am able to appropriately influence the direction of this institution	2.75	2.63	2.84	3.65
16	The extent to which open and ethical communication is practiced at this institution	2.72	2.84	2.85	3.67
22	The extent to which this institution has been successful in positively motivating my performance	2.83	3.03	2.95	3.65
25	The extent to which a spirit of cooperation exists at this institution	2.67	2.90	2.85	3.42
29	The extent to which institution-wide policies guide my work	3.36	3.16	3.13	3.93
32	The extent to which this institution is appropriately organized	2.68	2.66	2.57	3.09
38	The extent to which I have the opportunity for advancement within this institution	2.43	2.94	2.75	3.27
41	The extent to which I receive adequate information regarding important activities at this institution	3.19	3.23	3.24	3.77
44	The extent to which my work is guided by clearly defined administrative processes	2.99	2.89	2.94	3.60

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



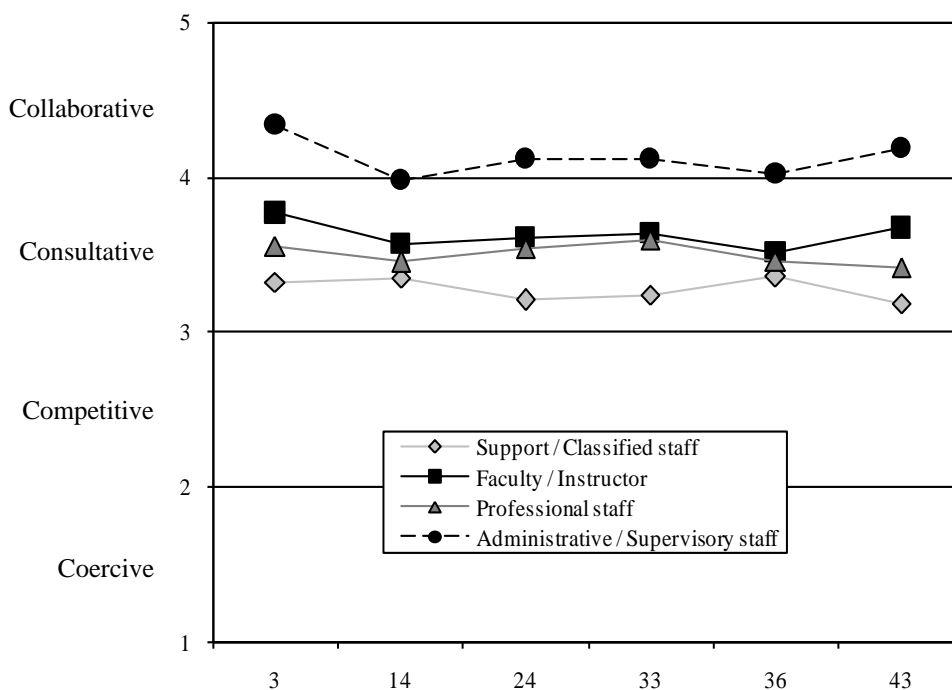
Supervisory Relationships		Support / Classified staff	Faculty / Instructor	Professional staff	Administrative / Supervisory staff
2	The extent to which my supervisor expresses confidence in my work	3.71	3.93	4.00	4.16
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.51	3.80	3.96	4.33
12	The extent to which positive work expectations are communicated to me	2.94	3.26	3.21	3.67
13	The extent to which unacceptable behaviors are identified and communicated to me	3.06	3.21	3.22	3.74
20	The extent to which I receive timely feedback for my work	3.07	3.03	3.25	3.47
21	The extent to which I receive appropriate feedback for my work	3.15	3.27	3.37	3.65
26	The extent to which my supervisor actively seeks my ideas	3.30	3.34	3.75	3.95
27	The extent to which my supervisor seriously considers my ideas	3.29	3.47	3.82	4.05
30	The extent to which work outcomes are clarified for me	3.19	3.25	3.30	3.84
34	The extent to which my supervisor helps me to improve my work	3.37	3.27	3.47	3.81
39	The extent to which I am given the opportunity to be creative in my work	3.29	4.01	3.80	4.05
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.21	3.38	3.38	4.02
46	The extent to which professional development and training opportunities are available	3.33	3.65	3.18	3.39

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



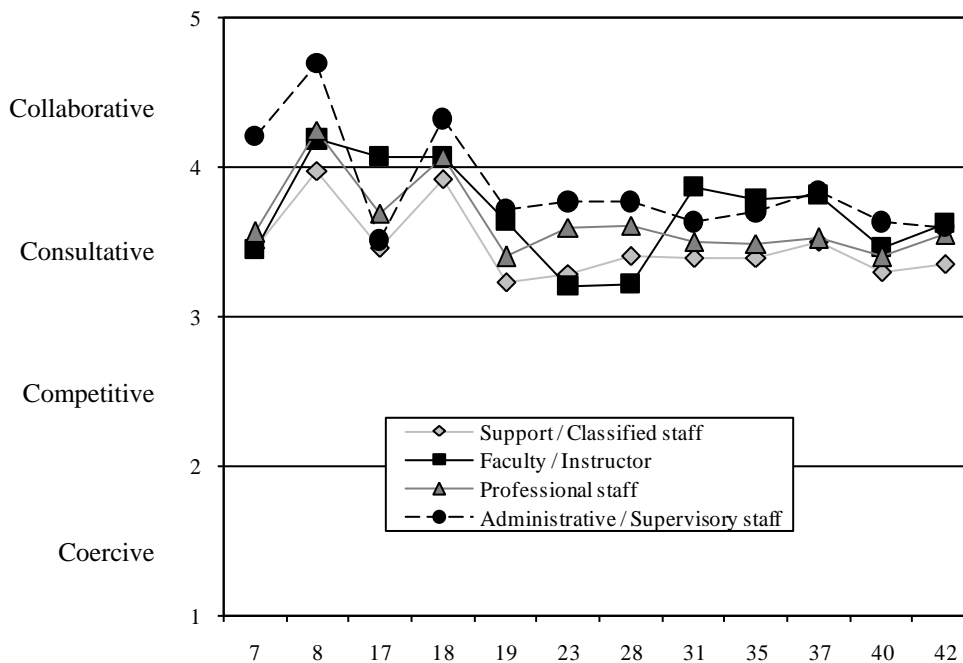
Teamwork		Support / Classified staff	Faculty / Instructor	Professional staff	Administrative / Supervisory staff
3	The extent to which there is a spirit of cooperation within my work team	3.32	3.77	3.55	4.33
14	The extent to which my primary work team uses problem-solving techniques	3.34	3.57	3.45	3.98
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.20	3.61	3.54	4.12
33	The extent to which my work team provides an environment for free and open expression of ideas, opinions, and beliefs	3.24	3.63	3.59	4.12
36	The extent to which my work team coordinates its efforts with appropriate individuals and teams	3.35	3.51	3.45	4.02
43	The extent to which a spirit of cooperation exists in my department	3.18	3.67	3.42	4.19

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



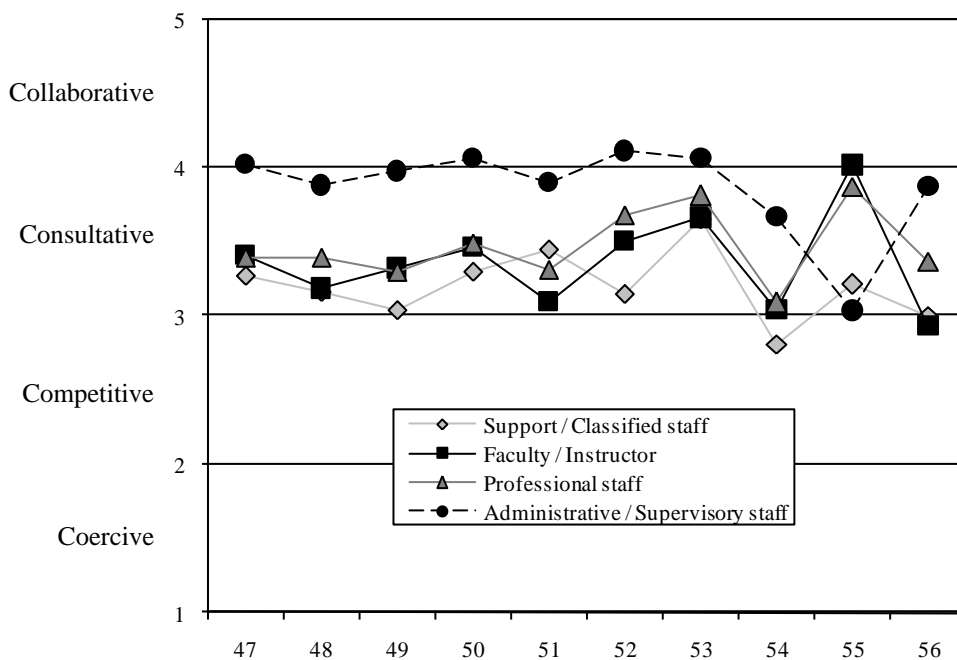
Student Focus	Support / Classified staff	Faculty / Instructor	Professional staff	Administrative / Supervisory staff
7 The extent to which student needs are central to what we do	3.46	3.45	3.57	4.21
8 The extent to which I feel my job is relevant to this institution's mission	3.98	4.19	4.25	4.70
17 The extent to which faculty meet the needs of the students	3.46	4.07	3.70	3.51
18 The extent to which student ethnic and cultural diversity are important at this institution	3.92	4.07	4.08	4.33
19 The extent to which students' competencies are enhanced	3.23	3.64	3.40	3.72
23 The extent to which non-teaching professional personnel meet the needs of the students	3.29	3.21	3.60	3.77
28 The extent to which classified personnel meet the needs of the students	3.41	3.22	3.62	3.77
31 The extent to which students receive an excellent education at this institution	3.40	3.87	3.51	3.63
35 The extent to which this institution prepares students for a career	3.39	3.78	3.49	3.70
37 The extent to which this institution prepares students for further learning	3.50	3.82	3.52	3.85
40 The extent to which students are assisted with their personal development	3.30	3.46	3.40	3.63
42 The extent to which students are satisfied with their educational experience at this institution	3.36	3.63	3.55	3.60

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, dean or administrator keeps me informed about important matters of the college	3.28	3.41	3.39	4.02
48	The extent to which the college is improving its effort to involve me in major college decisions and initiatives (i.e., Strategic Plan, Budget, Master Academic Plan).	3.16	3.19	3.39	3.88
49	MCTC's policies and practices are implemented fairly across all employees, regardless of ethnicity	3.04	3.32	3.31	3.98
50	The extent to which I take advantage of opportunities to participate in institutional-level decision making	3.30	3.46	3.49	4.07
51	The extent to which I feel informed about College budgeting decisions	3.45	3.10	3.32	3.91
52	The extent to which I feel comfortable voicing my concerns or ideas to my supervisor or dean	3.16	3.50	3.69	4.12
53	The extent to which MCTC is making progress in understanding and responding to diverse cultural needs of our students	3.65	3.66	3.81	4.07
54	The extent to which I feel comfortable voicing my concerns or ideas to upper level administrators	2.81	3.05	3.09	3.67
55	The extent to which my union keeps me informed about discussions with the College administration	3.21	4.02	3.88	3.03
56	The extent to which I believe the College leadership is moving MCTC in the right direction	3.00	2.93	3.37	3.88

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
38	The extent to which I have the opportunity for advancement within this institution	2.43
25	The extent to which a spirit of cooperation exists at this institution	2.67
10	The extent to which information is shared within this institution	2.67
32	The extent to which this institution is appropriately organized	2.68
4	The extent to which decisions are made at the appropriate level at this institution	2.71
16	The extent to which open and ethical communication is practiced at this institution	2.72
15	The extent to which I am able to appropriately influence the direction of this institution	2.75
22	The extent to which this institution has been successful in positively motivating my performance	2.83
12	The extent to which positive work expectations are communicated to me	2.94
11	The extent to which institutional teams use problem-solving techniques	2.99
44	The extent to which my work is guided by clearly defined administrative processes	2.99
Area to Change—Customized		Mean
54	The extent to which I feel comfortable voicing my concerns or ideas to upper level administrators	2.81
49	MCTC's policies and practices are implemented fairly across all employees, regardless of ethnicity	3.04
56	The extent to which I believe the College leadership is moving MCTC in the right direction	3.12

Table 13. Priorities for Change: Faculty / Instructor

Area to Change		Mean
15	The extent to which I am able to appropriately influence the direction of this institution	2.63
32	The extent to which this institution is appropriately organized	2.66
4	The extent to which decisions are made at the appropriate level at this institution	2.71
16	The extent to which open and ethical communication is practiced at this institution	2.84
10	The extent to which information is shared within this institution	2.88
11	The extent to which institutional teams use problem-solving techniques	2.89
44	The extent to which my work is guided by clearly defined administrative processes	2.89
25	The extent to which a spirit of cooperation exists at this institution	2.90
38	The extent to which I have the opportunity for advancement within this institution	2.94
20	The extent to which I receive timely feedback for my work	3.03
22	The extent to which this institution has been successful in positively motivating my performance	3.03
Area to Change—Customized		
56	The extent to which I believe the College leadership is moving MCTC in the right direction	2.98
54	The extent to which I feel comfortable voicing my concerns or ideas to upper level administrators	3.05
51	The extent to which I feel informed about College budgeting decisions	3.10

Table 14. Priorities for Change: Professional staff

Area to Change		Mean
32	The extent to which this institution is appropriately organized	2.57
4	The extent to which decisions are made at the appropriate level at this institution	2.75
38	The extent to which I have the opportunity for advancement within this institution	2.75
10	The extent to which information is shared within this institution	2.76
15	The extent to which I am able to appropriately influence the direction of this institution	2.84
16	The extent to which open and ethical communication is practiced at this institution	2.85
25	The extent to which a spirit of cooperation exists at this institution	2.85
44	The extent to which my work is guided by clearly defined administrative processes	2.94
22	The extent to which this institution has been successful in positively motivating my performance	2.95
11	The extent to which institutional teams use problem-solving techniques	3.03
Area to Change—Customized		Mean
54	The extent to which I feel comfortable voicing my concerns or ideas to upper level administrators	3.09
49	MCTC's policies and practices are implemented fairly across all employees, regardless of ethnicity	3.31
51	The extent to which I feel informed about College budgeting decisions	3.32

Table 15. Priorities for Change: Administrative / Supervisory staff

Area to Change		Mean
32	The extent to which this institution is appropriately organized	3.09
38	The extent to which I have the opportunity for advancement within this institution	3.27
46	The extent to which professional development and training opportunities are available	3.39
25	The extent to which a spirit of cooperation exists at this institution	3.42
20	The extent to which I receive timely feedback for my work	3.47
17	The extent to which faculty meet the needs of the students	3.51
11	The extent to which institutional teams use problem-solving techniques	3.58
4	The extent to which decisions are made at the appropriate level at this institution	3.59
42	The extent to which students are satisfied with their educational experience at this institution	3.60
44	The extent to which my work is guided by clearly defined administrative processes	3.60
Area to Change—Customized		Mean
55	The extent to which my union keeps me informed about discussions with the College administration	3.03
54	The extent to which I feel comfortable voicing my concerns or ideas to upper level administrators	3.67
48	The extent to which the college is improving its effort to involve me in major college decisions and initiatives (i.e., Strategic Plan, Budget, Master Academic Plan).	3.88

Comparative Analysis: Demographic Classifications

As depicted in Table 16, White / Caucasian employees rated the climate highest within its demographic group (3.46). In terms of length of employment, those individuals with less than 2 years of employment rated the climate highest (3.59). Black / African American employees rated the climate lowest within its demographic group (2.99), while respondents with 5 or more years but less than 10 years employment rated the climate with a composite rating of 3.31.

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

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
What is your position within the college:						
Support / Classified staff	2.94	3.26	3.27	3.51	3.22	3.21
Faculty / Instructor	2.99	3.47	3.63	3.71	3.38	3.40
Professional staff	2.99	3.52	3.50	3.66	3.47	3.37
Administrative / Supervisory staff	3.66	3.86	4.11	3.88	3.90	3.82
What is your employment status:						
Full-time unlimited / probationary / seasonal	3.01	3.43	3.55	3.67	3.40	3.36
Part-time unlimited / seasonal	3.34	3.72	3.76	3.86	3.58	3.64
Full-time temporary	3.17	3.63	3.62	3.56	3.49	3.46
Part-time temporary	3.09	3.50	3.62	3.61	3.33	3.41
I have been an employee of MCTC for:						
Less than 2 years	3.30	3.78	3.78	3.70	3.62	3.59
2 or more years but less than 5	3.05	3.44	3.35	3.54	3.33	3.32
5 or more years but less than 10	3.02	3.32	3.44	3.62	3.40	3.31
10 or more years but less than 15	2.97	3.43	3.64	3.74	3.36	3.38
15 or more years	2.93	3.41	3.70	3.76	3.37	3.38
Would you recommend MCTC as a place to work:						
Yes	3.34	3.77	3.86	3.86	3.70	3.66
No	2.04	2.41	2.49	3.03	2.43	2.44
What is your overall impression of quality at MCTC:						
Excellent	3.98	4.28	4.39	4.33	4.19	4.21
Good	3.27	3.70	3.83	3.85	3.65	3.61
Average	2.60	3.08	3.10	3.33	3.01	2.98
Below average	2.15	2.54	2.76	2.97	2.46	2.53
Inadequate	1.25	1.63	1.86	2.35	1.82	1.72

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

Table 16. Continued

	Institutional Structure	Supervisory Relationships	Teamwork	Student Focus	Customized	Overall*
Rate your overall satisfaction with your employment here thus far:						
Very Satisfied	3.89	4.28	4.42	4.19	4.19	4.15
Satisfied	3.14	3.64	3.73	3.74	3.52	3.51
Neutral	2.56	3.10	3.20	3.32	2.95	2.99
Somewhat dissatisfied	2.27	2.41	2.57	3.19	2.60	2.57
Not Satisfied at all	1.42	1.69	1.62	2.61	1.89	1.81
Please select the race/ethnicity that best describes you:						
Black, not Hispanic or Latino	2.73	3.05	3.06	3.28	3.03	2.99
White, not Hispanic or Latino	3.10	3.54	3.66	3.74	3.48	3.46
Other (includes Hispanic or Latino, American Indian or Alaska Native, Asian, and Two or more races)	3.13	3.50	3.55	3.65	3.44	3.42

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

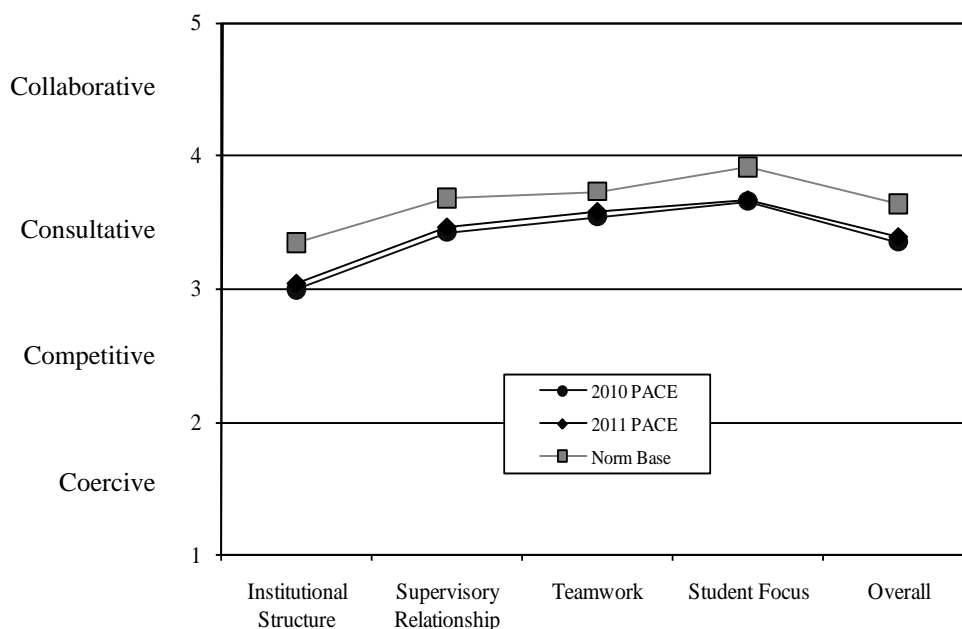
Comparative Analysis: Norm Base

Table 17 and Figure 10 show how MCTC compares with the NILIE PACE Norm Base, which includes approximately 60 different climate studies conducted at two year institutions since 2009. These studies include small, medium, and large institutions. Institutions range in size from 1,200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior 2-year period. Normative data are not available for the Customized climate factor area developed specifically for MCTC. Table 17 and Figure 10 also show how the current administration of the PACE survey at MCTC compares with the 2010 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 2010	MCTC 2011	Norm Base*
Institutional Structure	2.99	3.04	3.34
Supervisory Relationships	3.42	3.47	3.67
Teamwork	3.53	3.58	3.72
Student Focus	3.65	3.67	3.91
Overall	3.35	3.39	3.63

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. 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	3.38*	3.75
4	The extent to which decisions are made at the appropriate level at this institution	2.80*	3.10
5	The extent to which the institution effectively promotes diversity in the workplace	3.55*	3.70
6	The extent to which administrative leadership is focused on meeting the needs of students	3.28*	3.60
10	The extent to which information is shared within the institution	2.88*	3.03
11	The extent to which institutional teams use problem-solving techniques	3.01*	3.19
15	The extent to which I am able to appropriately influence the direction of this institution	2.81*	3.09
16	The extent to which open and ethical communication is practiced at this institution	2.89*	3.22
22	The extent to which this institution has been successful in positively motivating my performance	3.04*	3.34
25	The extent to which a spirit of cooperation exists at this institution	2.87*	3.24
29	The extent to which institution-wide policies guide my work	3.30*	3.55
32	The extent to which this institution is appropriately organized	2.69*	3.17
38	The extent to which I have the opportunity for advancement within this institution	2.80*	3.12
41	The extent to which I receive adequate information regarding important activities at this institution	3.29*	3.58
44	The extent to which my work is guided by clearly defined administrative processes	3.00*	3.34
Mean Total		3.04*	3.34

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

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

Supervisory Relationships		MCTC Mean	Norm Base
2	The extent to which my supervisor expresses confidence in my work	3.91*	4.04
9	The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone	3.81	3.93
12	The extent to which positive work expectations are communicated to me	3.21*	3.54
13	The extent to which unacceptable behaviors are identified and communicated to me	3.23*	3.50
20	The extent to which I receive timely feedback for my work	3.13*	3.56
21	The extent to which I receive appropriate feedback for my work	3.30*	3.58
26	The extent to which my supervisor actively seeks my ideas	3.47*	3.66
27	The extent to which my supervisor seriously considers my ideas	3.54*	3.73
30	The extent to which work outcomes are clarified for me	3.31*	3.51
34	The extent to which my supervisor helps me to improve my work	3.39*	3.65
39	The extent to which I am given the opportunity to be creative in my work	3.79*	3.92
45	The extent to which I have the opportunity to express my ideas in appropriate forums	3.41*	3.54
46	The extent to which professional development and training opportunities are available	3.45*	3.59
Mean Total		3.47*	3.67

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	3.68*	3.81
14	The extent to which my primary work team uses problem-solving techniques	3.54*	3.70
24	The extent to which there is an opportunity for all ideas to be exchanged within my work team	3.55*	3.69
33	The extent to which my work team provides an environment for free and open expression	3.58*	3.73
36	The extent to which my work team coordinates its efforts with appropriate individuals	3.52*	3.70
43	The extent to which a spirit of cooperation exists in my department	3.56*	3.74
Mean Total		3.58*	3.72

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

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

Student Focus	MCTC Mean	Norm Base
7 The extent to which student needs are central to what we do	3.55*	3.72
8 The extent to which I feel my job is relevant to this institution's mission	4.20	4.28
17 The extent to which faculty meet the needs of students	3.81	3.91
18 The extent to which student ethnic and cultural diversity are important at this institution	4.05*	3.89
19 The extent to which students' competencies are enhanced	3.51*	3.80
23 The extent to which non-teaching professional personnel meet the needs of the students	3.36*	3.82
28 The extent to which classified personnel meet the needs of the students	3.40*	3.77
31 The extent to which students receive an excellent education at this institution	3.66*	4.07
35 The extent to which this institution prepares students for a career	3.62*	4.01
37 The extent to which this institution prepares students for further learning	3.68*	4.01
40 The extent to which students are assisted with their personal development	3.42*	3.75
42 The extent to which students are satisfied with their educational experience	3.54*	3.89
Mean Total	3.67*	3.91
Overall Total	3.39*	3.63

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

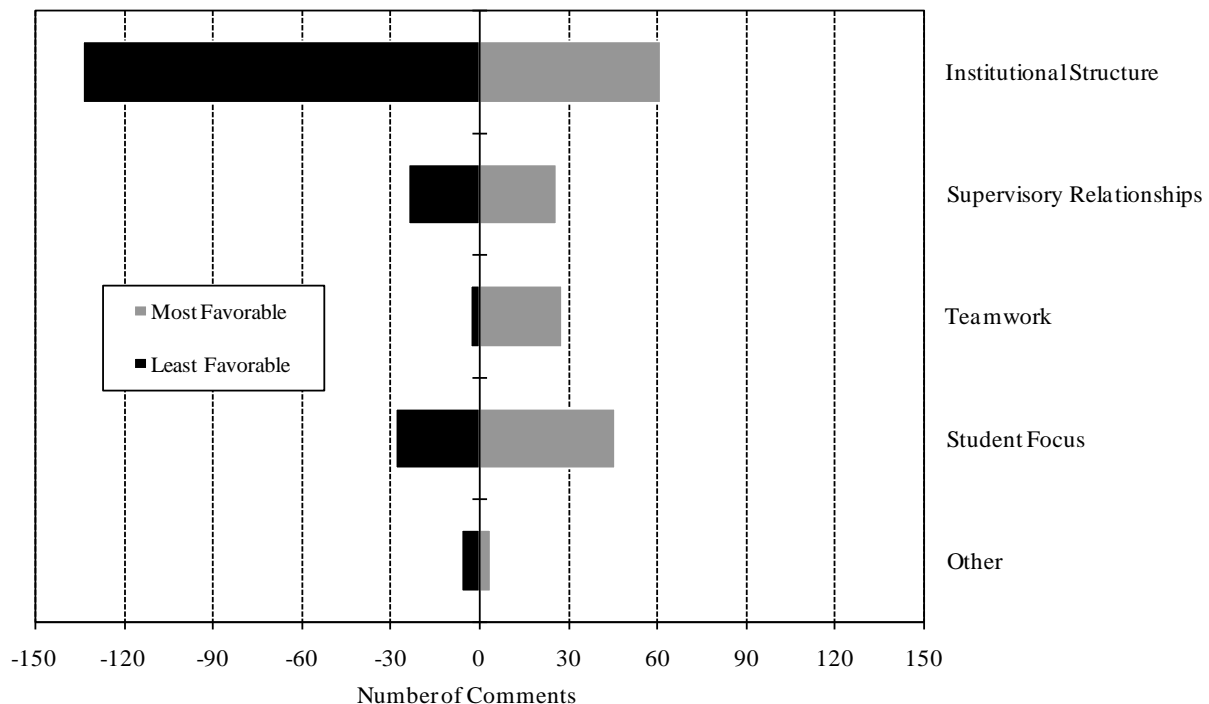
Qualitative Analysis

Respondents were given an opportunity to write comments about areas of the institution they found most favorable and least favorable. Of the 395 Minneapolis Community and Technical College employees who completed the PACE survey, 49.4% (195 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 except in instances where the integrity of the report is compromised.

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
Institutional Structure (n=61)	<p><i>I commend the leadership for embracing diversity and for focusing on student success.</i></p> <p><i>I think we have excellent diversity, staff, and faculty on campus. There is definitely support for diversity. I am proud of this college for that.</i></p> <p><i>As a minority, I feel comfortable working here - my opinions are valued.</i></p> <p><i>I think MCTC is devoted to diversity and ethics - that appears to be our focus and it is evident.</i></p> <p><i>MCTC policies are implemented across the board in a completely color and gender blind fashion. I have no qualms with our hiring and labor practices.</i></p> <p><i>I am very impressed with the continuous efforts to improve communication among all employees. There are very clear opportunities /venues to hear about decisions and to voice opinions. This administration is open and truly cares about keeping employees informed.</i></p> <p><i>I think that the college admin has taken many steps to be more inclusive of faculty - to inform them of the process. I think our faculty does not always realize what they have the power to do or not do. We as faculty, at times, feel as if we are being left behind in decisions when really they are not ours to make in the first place.</i></p> <p><i>The administration has done an admirable job of responding to employee concerns about communication and decision making.</i></p> <p><i>I really enjoy the environment of the campus community. I think we have a lot of great people working at the college.</i></p> <p><i>I have worked in many organizations. MCTC as an institution is very fair and balanced and I feel that they care about me. I invite those who feel otherwise to go out there and see if they can find anything better.</i></p> <p><i>It is clear that MCTC is taking great steps in changing and improving. I hope all initiatives will be implemented and will bring positive results.</i></p> <p><i>I believe that the leadership of MCTC, as a whole, are leading this college in the right direction. This past year has really been positive in moving MCTC forward and focusing its efforts on some main initiatives that will help students to succeed. This is motivating and energizing.</i></p>

Table 22. Continued

Factor	Themes
Supervisory Relationship (n=26)	<p><i>My supervisor is great. I can talk freely, express ideas or concerns, and find out information about many areas of the college to stay informed.</i></p> <p><i>I have lots of ideas and have always been listened to and supported by my supervisor. I am respected for what I do at MCTC.</i></p> <p><i>My supervisor is very supportive, always listens, and works with me to address concerns and/or solve problems. They are always open and available if needed.</i></p> <p><i>I have a very supportive supervisor who listens to my ideas, questions, and concerns. I feel very fortunate.</i></p> <p><i>My supervisor is outstanding in providing guidance and leadership.</i></p> <p><i>The supervisor I currently have keeps me well informed and appreciates my work with students.</i></p> <p><i>I have freedom to create and implement new ideas.</i></p> <p><i>Freedom in curriculum and lesson plan development is probably the best thing about my job. It allows me to be flexible based on the needs of the students in the class and create fun activities.</i></p> <p><i>I really appreciate the opportunities that are available to me and the flexibility that I have in developing my teaching strategies. I feel that it allows me to be that much more invested in the forward progress of the program and thus the college.</i></p>
Teamwork (n=28)	<p><i>I think my work team is great and we work well together.</i></p> <p><i>Within my work unit, I do feel the communication is quite good, and the relationship between our unit and our dean is also quite good.</i></p> <p><i>My work unit/team is really service oriented. We meet every two weeks and find better ways to serve MCTC students. The atmosphere is open; all of us participate in discussions.</i></p> <p><i>Collaboration within my department and with faculty and staff colleagues across departments is excellent.</i></p> <p><i>My work team is stellar and is allowed and encouraged to be creative within our area of responsibility.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>I feel comfortable expressing my ideas now that I am a seasoned faculty member and my work group is very open to new ideas. This is the best part of my department.</i></p> <p><i>The program in which I work is very successful. Even though I am an assistant and not an instructor, I have always felt my opinions and ideas were heard and considered by the faculty and our dean. We are a true team.</i></p> <p><i>I feel that discussion within my immediate work group is very productive, respectful, and goal-oriented.</i></p>
Student Focus (n= 46)	<p><i>MCTC's campus is very attractive and offers excellent educational opportunities to all people and is a very diverse entity.</i></p> <p><i>The number one priority is the students. I feel that we represent students first very well. The school is heading toward the goal of making sure the students are continually provided with the highest quality of services.</i></p> <p><i>MCTC goes the extra mile to make sure to meet the needs of students. The effort taken in this area is impressive.</i></p> <p><i>What keeps most faculty work here is the possibility or opportunity to impact students and the larger community in a positive way. Students here do need a lot of help. We can make a difference in their lives.</i></p> <p><i>This institution provides hope to so many students. I am proud to work here regardless of its faults. None of us are perfect.</i></p> <p><i>I do believe this school holds up to its ethics code and works towards building careers for its students.</i></p> <p><i>I am impressed with the diversity of students, and what the college seems to attempt to do in terms of retention and completion. There are great support systems in place for needy students--food drives, placement for homeless students, etc.</i></p> <p><i>The students continue to make it all worthwhile. I feel like I make a difference in the world and that is gratifying.</i></p> <p><i>MCTC is attempting to move into the 21st century via technology and new education delivery methods while at the same time maintaining its compassion and outreach to students in need.</i></p> <p><i>Most of the instruction is excellent. The instructors are truly dedicated to the students and their futures.</i></p>

Table 22. Continued

Factor	Themes
	<p><i>We have an excellent reputation in the community and students frequently comment that they are receiving an exceptional education.</i></p> <p><i>I think the college staff and faculty are very motivated to help our students succeed. In general, I think students here have better attitudes, work harder, and are more engaged in their education than other colleges I have taught at.</i></p> <p><i>The strengths of MCTC lie in the student body and in the personnel working to help the students achieve their goals. The students here bring such a rich mixture of experiences and that allows for really dynamic in-class discussions and a deeper understanding of diversity rather than just a theoretical one.</i></p> <p><i>The faculty and staff care about the students and their needs. They want students to be successful.</i></p>
Other (n=4)	<p><u>Technology</u></p> <p><i>I have high hopes for the college's new website, and I also hope this is the beginning of a new era where we are not always years behind other 2 year colleges in adapting new technology.</i></p>

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

Factor	Themes
Institutional Structure (n=134)	<p><i>Do I believe the college includes me in decision making? Yes I believe it does, however, including me in decision making is only part of the process. That doesn't guarantee you will take what I say and act on it. This is a problem where faculty believe decision making should be more equal. Decision making is not equal in the current structure of the organization. This has created great tension between faculty and administrators. This tension exists because of distrust on both sides. Unless we work on trusting each other, the tension will continue.</i></p> <p><i>I believe that the culture at MCTC is becoming a culture where faculty feel like they are unable to express questions and concerns without retaliation or unprofessional labeling. This attitude is reflected within the administration's actions concerning faculty ideas.</i></p> <p><i>There is a top-down, corporate style of leadership at MCTC, which does not foster a sense of participation on the part of faculty. We are constantly told that we "need more collaboration," but when we try to collaborate, we are told that our suggestions are not appropriate and will not be implemented. There is a climate of fear at this institution that administration will act on its own, and without the accountability that they expect from the rest of the community.</i></p> <p><i>It seems pointless to solicit input and then do whatever the administration deems necessary. We are asked to take on more roles, more students who are less prepared, more tasks, and more meetings.</i></p> <p><i>Cooperation between administration and faculty is often gridlocked and levels of trust are low. Considerable time is lost in turf battles fueled by interpersonal conflicts and a history of animosity. Both faculty and administrators contribute to the resulting waste of time and energy.</i></p> <p><i>There are forums set-up, meetings arranged, and several requests to voice opinions, discuss issues, and provide the feedback requested; however, the administration continues to follow their path regardless of the information they receive. It is so frustrating to deal with the same issues over and over again with the outcomes always being the same.</i></p> <p><i>I believe there is too much negativity on this campus. I don't believe administration clearly articulates its positions when it is in opposition (real or perceived) with the faculty and/or staff. I believe that when asked for feedback or impact on decisions, faculty will give it only to see it disregarded with no explanation. I also believe that faculty have a much too long institutional memory and have a difficult time letting go of things that have happened in the past. I now avoid colleagues and committees because I am tired of hearing about the evil administration, legislature, or how we tried this in 1980.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>Communication between departments needs work. Decisions get made, for example, at central scheduling and those decisions are not communicated to nor discussed with the faculty members whom the decision impacts. Academic departments need to better communicate their curriculum endeavors to others in order to stream-line the Academic Council process.</i></p> <p><i>The top down decision-making structure continues to be an issue for me, while there may be a process for getting my input I think that the ultimate decision is often made without consideration for the input provided.</i></p> <p><i>The primary source of dissatisfaction is MCTC's hierarchical nature and top-down decision-making. Besides the Academic Council, committees play only an advisory role; top administrators selectively revise or completely ignore committee recommendations. Examples include the Learning Center, hiring policies, online learning, priorities for IT, advisory boards, etc. A newsletter now exists and meetings take place, but to provide information one-way or to retain power over the use of recommendations is not a collaborative model.</i></p> <p><i>This college has a lot of cliques, and, as a result, there are petty turf battles that continue to hamper our ability to teach students. Also, it seems that some people are deliberately not included in important decision making processes.</i></p> <p><i>Administration, faculty, staff, and students' expectations of available services are not realistic, which is in part due to poor communication of what services are available and what is reasonable to request. A lack of accountability and initiative from few, create a burden for those who excel. Those who demonstrate competency are given additional duties that diminish overall performance. Such shifts in responsibilities are rarely followed up with fair compensation, resulting in burn-out and job dissatisfaction.</i></p> <p><i>Student enrollment is up, but staff support seems to be lagging. Front line staff, feel overworked and not well supported. It is difficult to serve students to the best of your abilities under these conditions.</i></p> <p><i>The lack of ownership around campus is very poor across all departments in my opinion. It seems like there is more emphasis put on what everyone else is doing rather than what that individual can do to help the problem.</i></p>

Table 23. Continued

Factor	Themes
Supervisory Relationship (n=24)	<p><i>Supervisors/deans are overextended almost to the point of ineffectiveness. As a supervisor myself, I have rare access to my supervisor and most meetings are canceled due to their other demands.</i></p> <p><i>My supervisor is unfair, unorganized, does not provide timely or relevant feedback, and does not take my opinion into consideration.</i></p> <p><i>I find it hard to communicate needed changes to my supervisor. Some supervisors are not approachable and minimize input.</i></p> <p><i>When requesting staff development as an individual or department, it is questioned and many times the dollars are not approved. This doesn't seem like a good way to show that staff are valued.</i></p> <p><i>There is no supervision for most of the staff that would greatly benefit from it. Feedback is very important for motivation to work better. The student populations grow but there is still not enough staff to provide quality services. More training and supervision is needed for the staff on campus (especially staff that directly work with students).</i></p> <p><i>There are not many opportunities for professional development and training, especially on a national level.</i></p> <p><i>I do not feel I receive timely evaluation of my work. This was especially difficult as a new faculty member. I only received feedback regarding my mistakes.</i></p> <p><i>With regards to "professional development and training opportunities are available", I feel as though the campus sets aside these days but true "development" doesn't really occur. Sometimes, the best thing they can do is set aside the time and then let us as faculty work together as a department on projects, idea sharing, etc.</i></p>
Teamwork (n=3)	<p><i>I feel that certain issues with personnel in my department are not addressed. Additionally, our expectations are not clearly defined. A philosophy of how we approach situations is not discussed to keep us all consistent and moving forward in a healthy positive manner.</i></p>
Student Focus (n= 28)	<p><i>I regret that due to budget restrictions, in most cases, the CTE courses are looked upon as costly and considered for closure. Do we want to prepare students for careers or just further education? I feel it is difficult to do both.</i></p> <p><i>The school really needs to make a better effort at helping students. Counseling and advising services do not seem to be adequate. This area is understaffed. Students seem to be frustrated with the system.</i></p>

Table 23. Continued

Factor	Themes
	<p><i>CTE courses are looked upon as most costly and considered for closure. Do we want to prepare students for careers or just further education? I feel it is difficult for an institution to prepare for both.</i></p> <p><i>The school really needs to make a better effort at helping students. Counseling and advising services do not seem to be adequate. This area is understaffed. Students seem to be frustrated with the system. Financial aid area also seems to be an area where students struggle.</i></p> <p><i>I wish that the college had more well-trained academic advisors and professional counselors to help students. So many students do not succeed for the sole reason of a sudden financial or personal crisis rather than a lack of motivation. In addition, my sense is that the students here need more "invasive" involvement with their advisors. Since our advisors already carry a truly unmanageable load, we would need to hire more advisors as well.</i></p> <p><i>Counseling and advising department of this college needs to be improved. It all starts from this department; students should get help in organizing their goals and future from this department.</i></p> <p><i>Student counseling and advising does not do a good enough job guiding students to the right courses. Students are not fully aware of their lack of preparation.</i></p> <p><i>Some programs at MCTC prepare students well for career and further education (nursing, addiction counseling), but for other programs such as business, there is no clear career path for students. I often see students complete at MCTC, but even when they are accepted to a transfer institution, I fear for their academic skills and readiness for the next level.</i></p> <p><i>I think faculty are not meeting the needs of students who want to be challenged. The biggest complaint I hear from students is that their general courses are geared to the lowest common denominator and are too easy.</i></p> <p><i>Many instructors do not demand or demonstrate high levels of excellence. Their classes are not intense to collegiate levels. Students pass and yet cannot perform to levels that industry demands.</i></p> <p><i>I think that the narrow focus on African American males (SAAB) is missing other demographic groups at risk, such as African American females and Latinos. Letting graduation rates guide everything is undermining academic rigor because we are pressured to make sure everyone passes and stays in school. The threats this presents to us are major factors in negative campus climate.</i></p>

Table 23. Continued

Factor	Themes
Other (n=6)	<u>Technology</u> <i>My frustration concerns the lack of a college-wide vision when it comes to technology and online learning. We continue to lag behind not only the for-profit online colleges but also many of our state-funded peer institutions. Unless we do something bold, we will become increasingly irrelevant and obsolete.</i> <u>Union</u> <i>The MMA union is woefully ineffective in terms of being a mechanism for communication.</i>

CONCLUSION

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

Overall the following have been identified as the top performance areas at Minneapolis Community and Technical College. Six of these items represent the Student Focus climate factor (items #8, #17, #18, #31, #35, and #37), three represent the Supervisory Relationships climate factor (items #2, #9, and #39), and one represent the Teamwork climate factor (item #3).

- The extent to which I feel my job is relevant to this institution's mission, 4.20 (#8)
- The extent to which student ethnic and cultural diversity are important at this institution, 4.05 (#18)
- The extent to which my supervisor expresses confidence in my work, 3.91 (#2)
- The extent to which faculty meet the needs of the students, 3.81 (#17)
- The extent to which my supervisor is open to the ideas, opinions, and beliefs of everyone, 3.81 (#9)
- The extent to which I am given the opportunity to be creative in my work, 3.79 (#39)
- The extent to which this institution prepares students for further learning, 3.68 (#37)
- The extent to which there is a spirit of cooperation within my work team, 3.68 (#3)
- The extent to which students receive an excellent education at this institution, 3.66 (#31)
- The extent to which this institution prepares students for a career, 3.62 (#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 MCTC is making progress in understanding and responding to diverse cultural needs of our students, 3.72 (#53)
- The extent to which my union keeps me informed about discussions with the College administration, 3.69 (#55)
- The extent to which I feel comfortable voicing my concerns or ideas to my supervisor or dean, 3.51 (#52)

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 this institution is appropriately organized, 2.69 (#32)
- The extent to which I have the opportunity for advancement within this institution, 2.80 (#38)
- The extent to which decisions are made at the appropriate level at this institution, 2.80 (#4)
- The extent to which I am able to appropriately influence the direction of this institution, 2.81 (#15)
- The extent to which a spirit of cooperation exists at this institution, 2.87 (#25)
- The extent to which information is shared within this institution, 2.88 (#10)
- The extent to which open and ethical communication is practiced at this institution, 2.89 (#16)
- The extent to which my work is guided by clearly defined administrative processes, 3.00 (#44)
- The extent to which institutional teams use problem-solving techniques, 3.01 (#11)
- The extent to which this institution has been successful in positively motivating my performance, 3.04 (#22)

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 I feel comfortable voicing my concerns or ideas to upper level administrators, 3.06 (#54)
- The extent to which I believe the College leadership is moving MCTC in the right direction, 3.18 (#56)
- The extent to which the college is improving its effort to involve me in major college decisions and initiatives (i.e., Strategic Plan, Budget, Master Academic Plan), 3.30 (#48)

The most favorable areas cited in the open-ended questions pertain to the Student Focus Climate factor, and specifically the institution's performance in meeting the needs of the students. The least favorable aspects cited in the open-ended responses are consistent with the survey mean scores in that they reinforce a desire to call attention to specific issues regarding the Institutional Structure, specifically the way in which decisions are made and information is shared.

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